



TRITON LEARNING COMMONS

GROWTH PROJECT - An Expansion of Lynnwood Hall

2019-21 Project Request Report

State Board for Community and Technical Colleges



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NARRATIVE

1.0 EXECUTIVE SUMMARY

1.1 Problem Statement/Type of Project Request (Critical Needs)

Edmonds Community College (EdCC) currently lacks the space needed to adequately serve our students. As we look forward to a future for our college that includes high enrollment growth and an increasingly diverse student body, we are acutely aware of our present space limitations and their impacts on our ability to deliver the high-touch, targeted, and learning resource rich environments that our students need. These include:

Appropriate and accessible space for diverse student learners: WA SBCTC estimates EdCC enrollment growth at 9% over the next 10 years. Much of that growth is anticipated in Adult Basic Education (ABE) and English as a Second Language (ESL). These programs and students currently struggle to find **accessible spaces that meet best practices in teaching and learning**, especially computer labs, as these labs are often overbooked and overcapacity. Additionally, the current spaces used are located in different buildings from advising and learning resources, leading to confusion amongst our most vulnerable students seeking out additional support.

A library and informal learning areas with space to meet student needs: Our students gravitate to the library as a main area to study, collaborate, and bond, as well as to access a hub of library learning resources offered. Unfortunately, the library does not presently have the space necessary to meet student demand. In particular, group study rooms, the classroom, silent study, and collaborative spaces are all in high demand and lack the capacity to accommodate student need. The result is a library that is loud and overcrowded. As best-practices in teaching and learning increasingly emphasize active and informal learning spaces, we anticipate that this demand will only grow, increasing the need for active, engaging, and collaborative spaces.

A “heart of campus” for students to study, collaborate, and access learning resources: As described in Educause article [Space as a Change Agent](#), “sometimes learning occurs in classrooms (formal learning); other times it results from serendipitous interactions among individuals (informal learning). Space—physical or virtual—can have an impact on learning. It can bring people together; it can encourage exploration, collaboration, and discussion.” Currently many of the essential supports we provide are not centralized to any location and there is no **“one-stop-shop” for students to access learning resources**, study spaces, and technology support. This is especially important for vulnerable student groups such as ABE and ESL learners. Our campus lacks space that serves as the **“heart of campus”** for students to gather and access learning resources they need to support their success along their chosen pathways.

Therefore, it is essential that our campus accommodates not only increased enrollment, but better serve the diverse needs of our growing local population. **We need to:**

- Build space that addresses the needs of our ABE and ESL programs.
- Co-locate wrap-around learning resource support.
- Increase access to technology training and labs.
- Develop shared learning spaces to promote student engagement and learning communities.
- Expand our Library so that students have appropriate study space for their needs on campus.

Our current facilities, along with the widespread distribution of these critical student learning support services, negatively impact the effectiveness of our programs serving this growing population. This is evidenced by the current CAM shortages noted below:

Space Need	2026 CAM Deficit	ASF Deficit
Library/Learning Resources	40%	29,144
Basic Skills Labs	44%	15,656
Open Computer Labs	21%	6,606

Type of Project Request

Our project request is a blended **project consisting of 91% Growth and 9% Renovation.**

1.2 Proposed Solution

EdCC proposes the construction of the **Triton Learning Commons (TLC)** which will be an expansion of the existing Lynnwood Hall (LYN), which houses our Library and Student Services functions. The project will: increase the size of the Library/LRC, add Basic Skills Labs instructional areas, add Open Computing Labs, and enhance the services of our Learning Support Network. The resulting expansion will transform LYN into a fully student-centered “heart of campus” by co-locating these new functions with the existing resources.

The TLC will provide an extension of the learning that begins in the classrooms throughout campus, whether it is conducted face-to-face or virtually. The building expansion and integration with Lynnwood Hall will be designed to support program goals that drive the need for collaborative, cross-disciplinary learning experiences and help further develop the critical thinking skills and creative capacity of students. Positioning student services, staff and faculty offices, and informal learning spaces, adjacent to labs/classrooms will promote ongoing interchange between faculty and students. The technology infrastructure of the building will enable students to connect to any networked resource with any device, and enable information exchange between students and faculty on classroom displays.

We propose a 53,400 GSF Expansion and 5,250 GSF limited renovation. The renovation will serve to fully integrate the existing LYN construction and functions with new TLC expansion. The proposed solution will permit the existing LYN building to remain fully operational and serving students throughout the construction period.

1.3 Programs Addressed by Project

The Triton Learning Commons will provide space to improve program delivery and student support by expanding and integrating the following programs with the existing programs and services already offered in Lynnwood Hall.

Basic Skills: The proposed basic skills labs and associated offices will primarily serve the ABE and ESL department. **The increase in lab space for students, co-located with in-person advice and guidance related to college and career transition,** will be a great assist in helping our students realize their goals. Additionally, these flexible lab spaces and computers can be used for students to CASAS test, study, research, engage with the campus and community. Finally, locating ABE and ESL advising staff in offices next to these new labs will assist in integrating our specialized advising with other campus advising supports.

Library Expansion: Expanding the library will serve all campus programs and students by providing access to a variety of individual and collaborative study and instructional spaces, each equipped with the technical tools necessary for access and integration of digital information. The proposed expansion includes seven additional group study rooms, almost doubling the number of study rooms available in the library. In addition, a classroom will be added resulting in two library classrooms with computers to handle the demand for library-led information literacy instruction. With the addition of an enclosed 2,100 square foot silent study reading room, students will have a place in the library where they can study without distraction.

Learning Support Center (LSC): Currently, students must seek out Learning Support services that are located separately from (limited) study spots on campus. Co-locating the services of Student Technology Advice and Resource Team (START) and the LSC will decrease student confusion on service differences, ensure students are aware of resources, and eliminate the need for students to move across campus as they try to get help in courses. START serves students with one-time technology issues, while the LSC supports students with technology curriculum and the sessions are generally ongoing and relational over the course the quarter. Students are confused by the perceived similarity between services and are frustrated when one service must refer a student to the other. Co-locating START and LSC will eliminate this leaky pipeline in the transition between services.

Multi-Disciplinary Computing Labs: Multi-disciplinary labs will be used by programs in TLC (ABE, ESL) and other classes needing occasional time in a computer lab. When labs are not hosting a class, they can also be used for student open lab time. Specific uses include:

- Basic Computing Skills: These labs will be utilized for computer literacy and technology skills courses. These hands-on courses are essential, especially for our non-traditional students, to gain skills needed for student success in college and the workplace. We currently do not have capacity in our labs to accommodate the need or demand for these classes.
- Computer-based instruction: The labs allow for further integration of technology resources in instruction.
- Basic Skills: Additional space and computers for students to CASAS test, study, research, engage with the campus and community.
- Learning Support Center and START: Multi-disciplinary computing labs located in proximity to the Learning Support Center and START eliminate the need for students to move across campus as they try to get help in courses and receive support with on-time technology issues.

Informal Study: Informal learning spaces adjacent to labs, classrooms, and support services will promote ongoing interchange between students, and between faculty and students. These informal learning spaces make use of extra space in corridors without impacting access. They provide a comfortable space, with adequate power and data access, where students can continue learning in a collaborative environment.

1.4 Probable Cost Summary & Comparison to Benchmark

Probable Cost Summary: The proposed Triton Learning Commons project is a **58,650 GSF** academic facility of a permanent-type construction suitable for an institution of higher education. It has an estimated **Total Project Cost of \$34,043,975.**

Building		Proportion	Amount
	Acquisition	0.0%	\$0
	Consultant Services	12.3%	\$3,925,163
	Construction Contracts	78.0%	\$24,971,700
	Equipment and FF&E	8.2%	\$2,629,229
	Artwork	0.3%	\$107,706
	Other Costs	0.5%	\$165,975
	Project Management	0.7%	\$226,980
	Building Cost	100.0%	\$32,026,753
Infrastructure			
	Consultant Services	11.6%	\$233,656
	Construction Contracts	88.0%	\$1,776,096
	Artwork	0.4%	\$7,652
	Infrastructure Cost	100.0%	\$2,017,404
Total Project Cost		rounded	\$34,043,975

[See Attachment 6.1](#) for C-100 forms and detailed cost estimates

Comparison to Benchmark: The Triton Learning Commons has a Building - total project cost of \$32,026,753. This is **less than 100%** of the Expected project cost of \$32,150,970. The project score sheet is included in [Appendix 7.7](#).

1.5 Project Schedule

The college-funded Predesign for the Building will commence July 2018, and the Design process will begin with the release of funding in July 2019. Construction will begin in July 2021.

Biennium	Phase	Start	Finish	Duration
	Predesign	7/2018	1/2019	6 Months
2019-21	Design	7/2019	1/2021	18 Months
	Bidding/Contracting	4/2021	6/2021	2 Months
2021-23	Construction	7/2021	5/2023	22 Months
	Closeout	6/2023	8/2023	2 Months
	Occupancy	Fall Semester 2023		

1.6 Funding (state funds, local funds, COPs)

College anticipates 100% State funding for design and construction over two biennia. Design funds requested for the 2019/2021 biennium and Construction funds in the 2021/2023 biennium.

2.0 PROBLEM STATEMENT, OPPORTUNITY OR PROGRAM REQUIREMENT

2.1 The Project and its Benefits

Project Description: EdCC proposes construction of the Triton Learning Commons (TLC) as an expansion of Lynnwood Hall (LYN). The TLC will be a student-centered, collaborative learning commons that will combine Basic Skills instruction, Library, Learning Resources Open Computing Labs, and Informal Learning spaces into a single facility located at the heart of campus life and activity. The TLC will be co-located with supporting services and learning support functions currently located in LYN.

Benefits: By co-locating critical support services with a variety of study and learning spaces, the TLC will support excellence in Basic Skills Education and Learning Resources Support. Rather than just a collection of classrooms and labs, the TLC is intended to connect students with faculty, key educational services and resources, tutors, peers, and keep them engaged in learning.

More specifically, the TLC will:

- Support EdCC’s focus on integrated education that engages students in Guided Pathways.
- Consolidate related learning support into one integrated instruction environment, encouraging increased collaboration among complementary disciplines.
- Maximize program space through flexible design and shared utilization of resources.
- Situate Basic Skills Labs, Learning Resource Support, Open Computer Labs and the Library adjacent to one another to facilitate the integration of learning inside the classroom, outside the classroom with guidance, and in collaboration with other students.
- Substantially increase the amount of collaborative spaces and provide students with increased accessibility to the benefits of informal learning.
- Provide classroom audio/visual systems and furniture that support student learning groups and a wireless infrastructure that enables students to use their own devices or those provided by the College to access and engage course content.

2.2 Relationship to Facilities Master Plan, Strategic Plan, and Institutional Goals

2.2.1 Facilities Master Plan

The current EdCC Facilities Master Plan includes four Capital Development projects related to this proposal:

1. Student Services - A series of small space reallocations that result in creating/assembling a student service Welcome/Testing Center in Snohomish Hall.
2. Lynnwood Hall - A renovation/expansion for Library/Learning Resources and Open Computer Labs.
3. A new academic building in the west parking lot.
4. A new academic building in the northeast parking lot.

The Triton Learning Commons proposes a better alternative to address Projects 1 and 2. The current plan is difficult to execute because Project 1 requires vacating a significant classroom and computer lab space in Snohomish Hall prior to constructing the proposed Welcome Center. See the Implementation Plan (section 6.4 of the Master Plan <http://www.edcc.edu/about/master-plan.html>). This will require a series of small space moves and temporary constructions. With EdCC facing significant projected growth, now is not the time to relinquish academic space or commence with a significant series of small projects impacting on-going student services.

The TLC is directly tied to the Master Plan as it expands the existing Library with needed space along with learning support, basic skills, and open computing labs. The proposal will provide space that can serve students immediately upon completion, and will afford the college to selectively vacate space in Snohomish for the proposed Welcome Center.

Building Engagement with Outdoor Spaces: The project will provide a new “face” to LYN on the campus commons. The existing “face” is a dark and brooding façade with limited glass and

deep dark and shaded overhangs. This “face” will be replaced with a new glass covered façade that exposes exterior commons.

A Welcoming Front Door: The main arrival point on campus (the area at the end of the transit center) is currently a small inconsequential open space between Brier and Alderwood Halls. The main entrance to the TLC will provide a new visual and physical anchor at the termination of arrival. Replacing this weak arrival space with a new gateway and a building with a glazed-façade backed by active student space will provide EdCC with a physical representation suitable for an institution of higher education.

Pedestrian Spine: The primary pedestrian circulation on campus, is a north-south pathway, with a series of serpentine pathways tucked under and around various buildings. As envisioned in the Master Plan, a new pedestrian friendly north-south promenade should be developed. As the project immediately flanks the proposed location, the project will construct the first major segment of this promenade through a combination of spaces for students to sit and lounge amidst new hardscape and landscape with space for outdoor gathering and study. The new entrance to the TLC will connect this promenade with the existing campus commons.

For specific information on how the TLC will successfully execute elements of the Facilities Master plan, [see Appendix 7.3](#) of this document.

2.2.2 Strategic Plan:

EdCC strategy is currently driven by its 2016-18 Strategic Plan ([See Appendix 7.3](#)), which makes the following key commitments:

1. Increasing access to the college.
2. Supporting student progression.
3. Improving the student experience at the college.

The TLC addresses these strategic commitments by accommodating for increased capacity needs of student numbers and diversity, allowing us to implement high-impact practices such as active learning, collaborative spaces, wrap-around student learning support, and by improving students’ experience within one of the core buildings on our campus.

While we are currently engaged in developing a new five-year Strategic Plan, the proposed project is highly relevant to these institutional goals as well as several key planning initiatives that go beyond 2018. These include a college-wide commitment to Guided Pathways that steers our academic planning and recommendations from a 2016 SWOT analysis that guides our Facilities Master Plan. The proposed project is closely aligned to these integrated planning initiatives:

The TLC increases college access by:

- Improving effectiveness in serving diverse groups of students including age, gender, disabilities, culture, language, economic status, location, time of availability, and learning style.
- Increasing the capacity of ABE/ESL programs, which serve both our fastest growing and most vulnerable population of local learners.

- Providing spaces that support extended learning times to accommodate students' varied schedules.

The TLC supports student progression by:

- Promoting a variety of spaces for different learning modalities including individual study, small group learning, large group learning, and active learning.
- Co-locating student learning resources and supports into a one-stop-shop for students as they proceed along their Guided Pathways.
- Increasing student access to wrap-around technology resources and technology skills training, removing technology related barriers to student learning and success.

The TLC improves the student experience at the college by:

- Improving campus access, orientation and wayfinding.
- Developing gathering spaces that encourage interchange among diverse students.
- Creating a readily visible and accessible “heart of campus” that is welcoming to students and the community.

2.2.3 Institutional Goals:

As the college develops our new Strategic Plan, we are guided by three Core Themes under which we will align our Institutional Goals. The proposed expansion is critical to overcoming our current space challenges in order to meet the College's commitment to these Core Themes:

Academic Excellence

The Challenge: Currently the college lacks adequate space to meet even current demand for academic tutoring, access to technology support and facilities, and collaborative study spaces, all factors that are important for increased student learning and engagement.

The TLC Solution: The spaces proposed are designed to be flexible to allow the College to create spaces that encourage high-impact practices, such as collaborative and active-learning oriented study rooms, multi-use labs, and a learning commons to engage our student community.

Student Success

The Challenge: Our commitment to Guided Pathways will require an increased focus on ‘high-touch’ wrap-around support that will enable students to stay on their chosen paths. Currently many of the essential supports we provide are not centralized to any location and there is no one place to access learning resources, study spaces, and technology support. This is especially important for vulnerable students served by the project, such as pre-college and ESL learners. Additionally, collaborative meeting spaces and study rooms in our Library are above capacity, leading to a Library that is not conducive to quiet study.

The TLC Solution: Flexible computer lab space specifically for ABE/ESL program use with adjacent learning support offices will provide the capacity we need to serve this growing population. The expansion of the Library will allow it to be a cornerstone of student learning resources, study space, and support while also accommodating student groups to work and study together in active-learning spaces. Finally, co-locating our media technology center, which supports and trains students in technology and online platforms used throughout our programs, with flexible computer labs and study spaces will better serve student needs.

Community Engagement:

The Challenge: Our community population is rapidly growing and diversifying beyond the spatial and functional capacities of our current facilities.

The TLC Solution: While the TLC is not specifically oriented towards this Core Theme, it will increase our ability to serve our growing local community, increasing our ability to meet this Core Theme. The enhancement of a pedestrian spine and a welcoming front door will improve the overall appearance of the main courtyard which hosts community events. Additionally, the TLC will add another cross-functional flexible space to our campus, opening up more opportunities for our continuing education programs and the community to use our facilities for programming such as computer summer camps and K-12 testing.

2.3 Relationship to SBCTC System Direction Goals

The proposed expansion directly advances the goals of the State Board for Community and Technical Colleges' *System Direction, Creating Opportunities for Washington's Future*:

Economic Demand: Strengthening state and local economies by meeting the demands for a well-educated and skilled workforce.

In a 2014 survey by the Washington State Human Resources Council Workforce Readiness initiative, 500 executives responded that the lack of soft skills defined the US workforce gap at more than twice the rate of technical skills. Our project responds to this need for increased soft skills training by developing spaces that promote creativity and collaboration amongst our student body. The TLC spaces will supplement active learning in classrooms and facilitate the teamwork, project management, and communication skills that employers need.

Student Success: Achieving increased educational attainment for all residents across the state.

This proposed expansion will address the space capacity needs of our ABE and ESL programs, key programs linking underrepresented and vulnerable students to the education they need to succeed in the current economy. Additionally, co-locating essential wrap-around learning supports will improve student engagement and wayfinding, while creating spaces that promote high-impact practices of collaboration, technology rich study environments, and active learning will support student success.

Innovation: Using technology, collaboration and innovation to meet the demands of the economy and improve student success.

The TLC will support the type of collaborative, cross-disciplinary learning experiences that help develop critical thinking skills and creative capacity of students. The positioning of support offices and informal learning spaces adjacent to labs and classrooms will promote ongoing interchange between advisors, learning resources, and students. And co-locating student-focused technology support with our learning commons and computer labs will increase student proficiency in technology.

2.4 Program Summary and Related Space

The following space needs were identified after an analysis of existing program space, current deficiencies, and anticipated program growth and delivery. The Gross Square Foot (GSF) calculation is based on an overall Building efficiency of **60.1%**, as demonstrated in the plan diagrams provided in [Attachment 6.8](#).

<i>New Space Improvement</i>	<i>Use</i>	<i>ASF</i>	<i>% of Total ASF</i>
	<i>Classrooms/Labs</i>	<i>13,103</i>	<i>40%</i>
	<i>Student Services</i>	<i>4,073</i>	<i>12%</i>
	<i>Library</i>	<i>13,833</i>	<i>42%</i>
	<i>Faculty Offices</i>	<i>1,210</i>	<i>4%</i>
<i>Improvement to Renovated Space</i>	<i>Use</i>	<i>ASF</i>	<i>% of Total ASF</i>
	<i>Student Services</i>	<i>425</i>	<i>18%</i>
	<i>Library</i>	<i>1,925</i>	<i>82%</i>
	<i>Total ASF = 35,220</i>		
	<i>Total GSF = 58,650</i>		

Please see a more detailed breakdown of program spaces in [Appendix 7.5](#).
 Program area/use are shown on drawings in [Attachment 6.8](#)

2.5 Increased FTEs (Types 1 and 2) Accommodated by Project

Calculation of increased FTE:

(Seats x Utilization Rate = Contact Hours. Contact Hours / Hours per FTE = New FTE)

	Proposed Seats Added	Future Utilization Rate	Contact Hours	Contact Hours Per FTE	New FTE
Classrooms	100	18.42	1842	15	123
Labs	260	19.00	4940	30	165
	360		6782		287
(Using the existing campus ratio of Type 1 FTE equal to 1.22 Type II FTE)					
Total new Type 1 FTE					287
Total new Type 2 FTE					351

2.6 Buildings Affected by this Project

The TLC, while depicted as an expansion of LYN, is effectively proposed as a standalone building (with its own stand-alone MEP and other systems). This will permit LYN to remain fully operational during construction as it houses key campus functions. A temporary entrance will need to be made on the west side of LYN. In addition, the project will require upgrades to a chiller and hot water pump at the College's Central Utility Plant.

<i>Existing Building</i>	<i>UFI</i>	<i>Date Built</i>	<i>Age</i>	<i>GSF</i>	<i>2015 FCS Score</i>
Lynnwood Hall (203-LYN)	A04627	1972	40+	90,960	254

3.0 ANALYSIS OF ALTERNATIVES (NEEDS ANALYSIS)

3.1 Defining the Capital Problem

EdCC is facing two significant capital problems: Substantive FTE growth and the need for integrated, wrap-around, learning support for its students. EdCC anticipates a 9% increase in FTE by 2026. It is expected that much of the new FTE will arrive on campus needing basic skills instruction and key learning support functions. Existing campus has a significant deficit of space needed to serve this growing community. Most notable current space shortages, relative to 2026

CAM Allowance are Basic Skills (15,656 ASF), Open Computer Labs (6,606 ASF), and Library/LRC (29,144). The proposed TLC is focused on addressing existing space shortages. The proposed program space listing and area calculations are provided in [Appendix 7.5](#).

As EdCC implements its Guided Pathways initiatives, the proposed TLC presents a unique opportunity for the College to merge a new facility with an existing, into a single academic and support facility with full wrap-around services in a single dynamic and engaging Commons.

3.2 Project Drivers and Critical Needs

The need for Basic Skills Labs: ABE/ESL computer labs in Mukilteo Hall (MUK) are at full capacity.

- Our current labs are booked solid in the AM hours and unavailable for classes to instruct through technology.
- We use our labs for group orientation sessions, entry CASAS testing and post CASA testing at the end of every quarter, diminishing the availability of our labs for existing students.
- It is a struggle to schedule lab time to meet state and federal required ABE ESL Tech Outcomes. We plan to expand in more technology integrated instructional models, however lack the lab space.
- ABE ESL advising staff (4 individuals) are unable to connect with the advisors already located in LYN to assist in pathways and transitions to college efforts.

The need for Library Expansion: The library does not currently have space to meet student demand.

- Group study rooms, classroom, silent study, and collaborative spaces all have higher demand than the library can meet within the current square footage.
- The library has one classroom for use by faculty librarians and other instructors. Several times per quarter the library is unable to meet the demand for this space.

The need for Learning Support Center space: The LSC is in a space too small to meet current student demand, does not have spatial flexibility to meet the variety of programs and services housed in the Center nor to house the number of computers/laptops necessary to facilitate tutoring sessions around digital texts, resources, and other web-based materials.

- Students are regularly turned away at peak hours because all computers are in use.
- The lack of technology in the LSC prevents tutors and students from accessing materials necessary for a tutoring session.
- Growing programs like Grammar Corner have maxed out useable space, creating an environment that is too loud, inflexible, and hectic to meet student needs.
- START and LSC are currently located in different locations on campus, and students often must be referred from one to the other creating confusion and lost students.

The need for Informal Learning:

- By providing a place for these students on-campus to study and collaborate, we will not only support their learning, but also better support the “whole” student experience.
- Co-locating these learning spaces with learning resources and the library will make this space a much needed “heart of the campus.”

3.2.1 New Space for Enrollment Demand

The population of Snohomish County is changing and growing rapidly. As a reflection of these changes, the WA State Board projections for our college include a 9% overall enrollment growth over the next 10 years. As EdCC awards the majority (50.5%) of higher education degrees in the County (DATAUSA, 2015 <https://datausa.io/profile/geo/snohomish-county-wa/#education>), it is critical for our college to change and grow along with the population that we serve.

With an estimated 757,660 residents, Snohomish County has the third highest county population in Washington State, and the population continues to grow at a rate of 6%. In 2016 Snohomish was ranked as the #2 county in the nation for a higher number of people moving in compared to people moving out (Q13 Fox News, 2017). This population growth is compounded with an increase in local poverty levels and diversity. Snohomish County ranks near the top nationwide for non-white growth, a trend that is expected to continue. The Latino population in the County has more than doubled since 2000. Moreover, environmental scans project significant Latino growth through 2060. This is reflected in EdCC's growing Hispanic student population, which increased to 14% in Fall 2015. While we welcome this growing diversity, it has become evident that our college must adapt in order to better serve our diverse communities. EdCC's student data analysis revealed that 2012 Fall to Fall Hispanic student retention rate was 9% lower than retention of all students, and 12% lower than retention of White students. Furthermore, Hispanic student completion rates by year four were 10% lower than the completion rate of all students, and 13% lower than the completion rate by year four for EdCC's White students.

Our college must plan ahead for the impacts of these increases on our overburdened and crowded facilities. It is essential that our campus accommodates not only for increased enrollments, but provides spaces that better serve the diverse needs of our growing local population.

3.2.2 Renovation/Replacement

The renovation area included in this proposal is limited to work necessary to fully integrate the functions of the new TLC with Lynnwood Hall.

3.2.3 Accreditation Needs

In April 2017 the Northwest Commission on Colleges and Universities conducted an Accreditation visit. The resulting recommendations of that visit focused on the College's planning process and alignment of indicators of achievement. The Commission awarded the College seven commendations, several that are highly relevant to this project. The TLC would allow the College to expand, co-locate, and continue the types of learning resources that achieved these commendations:

Commendation for emphasis on diversity and inclusion:

Increasing the capacity of our pre-college/ESL programs goes hand-in-hand with the College's ability to serve our diverse student body.

Commendation for library personnel for their support of student success:

Expanding the library allows library access and utilization to grow, enabling personnel to focus on excellent student learning support

Commendation for extensive use of High Impact Practices; and commendation for instructional commitment to excellence in the classroom through student-centered goals, and practices both in and outside the classroom, such as student research and competitions:

Co-locating and expanding collaborative student meeting spaces, technology access, and learning resources will supplement the High-Impact Practices being used in our classrooms with relevant active-learning spaces to work collaboratively on research, projects, competitions, and general learning activities

The Commission report also noted the strong planning process that went into the development of the College's 10-year Facilities Master Plan, the deliberate incorporation of the academic plan into this process, and the linkage of the plan to the College's mission, core themes, academic space and resource allocation. The process that went into the development of this Facilities Master Plan has further led to this proposed expansion of Lynnwood Hall and the spaces included in this application.

3.3 Alternatives Considered

3.3.1 Programmatic and Facility Related

Over the past several years the College has:

- Expanded the computer study area of the library by converting stacks space into lab space.
- Converted small available spaces into additional student support and service areas in LYN, MLT, and MUK buildings.
- Expanded the Diversity Student Support Center in the Brier Hall.
- Created a new "Grammar Corner" support lab/space.

All of these efforts have been attempts to use the limited amount of remaining space to improve wrap-around learning resources and support for students. However these efforts are inadequate to meet the breadth of needs addressed by the proposed project.

Other Alternatives Considered

Prior to selecting the proposed Triton Learning Commons, EdCC considered other Alternatives:

Alternative 1 – New Library (58,650 GSF stand-alone) located in the north parking lot between Seaview Gymnasium and Rainier Place student housing ([see Master Plan excerpts in Appendix 7.3](#)). This option was considered because it could successfully meet the full Library/LRC need as defined by the CAM. EdCC chose not to pursue this option because:

- Removing the Library from the center of campus, where it is adjacent to other college services (classrooms, student center, student services, etc.) was determined to be a detriment to EdCC's desire to merge basic skills, student services, and learning support activities all at the heart of campus.
- The project did not address space shortages for the College's primary academic need.
- If completed, it would leave LYN with two floors (approximately 43,000 gsf of vacant space) that is not easily renovated for other uses.
- It would displace approximately 110 parking stalls requiring construction of a new parking lot on the recently abandoned golf course driving range, which would add approximately \$1M to the project cost.
- Significant infrastructure would be required to extend the campus utility services (notably the utility tunnel and power).

Alternative 2 – New Academic Building (55,000 GSF stand-alone) located west of Lynnwood Hall in the western parking lot ([see Master Plan excerpts in Appendix 7.3](#)). This option was considered due to the potential for LYN to be declared a historic landmark ([see Attachment 6.4](#)). The proposed program would meet CAM deficiencies in Basic Skills, Open Computing, Auditorium, and Student Center. EdCC chose not to pursue this option because:

- The solution did not merge basic skills, student services, and learning support activities all at the heart of campus as is desired to assist Guided Pathways Initiatives.
- Student Center functions would be ‘split’ between Brier Hall and the new building. This was not desirable for both operational and effectiveness reasons.
- Space needs for Library/LRC were not addressed.
- The building would displace approximately 100 parking stalls requiring construction of a new parking lot on the recently abandoned golf course driving range, which would add approximately \$1M to the project cost.
- The project would isolate access to the Lynnwood Municipal Golf Course (EdCC has a joint operation agreement) likely requiring the construction of a new clubhouse.

3.3.2 Consequences of Doing Nothing

Doing nothing will inhibit the College’s ability to meet the capacity needs of our growing ABE/ESL student population, provide optimal student learning support, and facilitate individual and collaborative learning outside of the classroom. Leaving the Library “as-is” will further negatively impact the ability of students, faculty, and staff to operate in an effective learning environment. If the project does not proceed:

- The goal of creating a modern, student-focused learning commons will be limited.
- Overall quality of the educational experience at the College will be diminished.
- Pre-college and ESL programs will run out of computer laboratory space for instruction, testing, and/or student use.
- The library will continue to turn away students looking for group study rooms and lose opportunities to teach information literacy skills without an additional classroom to meet the demands. The library will be unable to effectively create both silent study and collaborative study spaces to meet these competing student needs.
- Access to student technology and technology support will be limited.
- Collaborative learning overall will be limited by lack of suitable space.
- Staff efficiency due to space configuration deficiencies will continue to be problematic.

3.3.3 Cost Estimate for Each Alternative

C-100 forms for both Alternative 1 and Alternative 2 are included in [Attachment 6.1](#)

Proposed Triton Learning Commons.....	Total escalated project cost = \$34,044,157
Alternative No. 1 – Library/LRC Stand-alone.....	Total escalated project Cost = \$37,169,946
Alternative No. 2 – Academic Building Stand-alone	Total escalated project cost = \$35,608,831

4.0 PROJECT PLANNING OF PREFERRED ALTERNATIVE

4.1 History of the Building

The proposed project is an expansion of the existing Lynnwood Hall, one of the five original buildings on the EdCC campus. Established in 1967, Edmonds Community College originally leased spaced at Woodway High School, now named Edmonds Woodway High School, while its

first buildings were being built on their 52-acre site. The campus site was acquired in 1967 when the U.S. Army declared its 100-acre property as surplus. The property was divided between the College, Edmonds School District, U.S. Post Office, and the City of Lynnwood for which 43 acres is leased to the city by the College for the municipal golf course west of the main campus. The six core campus buildings were constructed between 1967 & 1976, which include, Lynnwood Hall, Mountlake Terrace Hall, the Central Utility Plant, Seaview Gymnasium, Meadowdale Hall and Brier Hall. These original buildings are concrete structures ranging in height from one to four stories with the second floors linked by a series of elevated walkways and an underground utility tunnel system.

4.2 Useful Life of Proposed Facility

The TLC will be a flexible, durable facility that will serve EdCC and its changing needs for over 50 years. It will also extend the effective use of 45-year old LYN due to the ability to integrate new programs and services to serve today's students with changing pedagogies and service delivery models. The building will be designed to accommodate future renovation of Lynnwood Hall which will leverage its use in responding to future master plan developments.

4.3 Discussion of Sustainability

EdCC has been at the forefront of sustainability specifically in the manner that it operates its existing buildings. Attention is given to campus wide building energy performance.

- Most campus buildings are run by the Central Utility Plants hydronic boiler and chiller HVAC system. This system out-performs HVAC code requirements by a significant margin. It runs the entire campus on only two pumps, rather than pumps at each individual building.
- All air handlers on campus are variable frequency driven.
- Commissioning is performed continuously for the life of each building.
- HVAC and Lighting control is managed through custom scheduling based on 25-Live and is reviewed/optimized monthly.

Campus sustainability is fully support by the College's highly-trained facilities staff. The plant manager and other maintenance staff have been trained to run equipment efficiently through the Building Operator Certificate (the BOC). This certification program teaches conservation and sustainability topics to facilities personnel. Maintenance staff perform their duties with an eye for increasing energy efficiency in all systems they work on.

LEED certification: The Triton Learning Commons will be designed and built to achieve the Leadership in Energy and Environmental Design (LEED) Gold certification. By designing towards LEED Gold certification, the college will reduce life cycle costs (as required by OFM), thereby increasing both environmental and financial sustainability. The LEED checklist found in [Attachment 6.5](#) identifies readily achievable as well as potentially achievable credits, and demonstrates our commitment to LEED Gold certification.

Greenhouse Gas Emission Reduction Plan: As evidenced by EdCC's Greenhouse Gas Reduction Strategy plan ([see Attachment 6.5](#)), EdCC is actively engaged in efforts to reduce its carbon footprint.

The TLC building will contribute to EdCC’s Greenhouse Gas Emission Reduction Plan by utilizing the following eight (8) best practices:

- *Post-occupancy commissioning*
- *Above code HVAC system efficiency*
- *Interconnectivity of room scheduling in 25Live and HVAC Controls*
- *Efficient lighting (LED)*
- *Time of Day and schedule lighting*
- *Roofing materials with light solar reflectance and reliability*
- *Building Orientation for natural light and reduced heating/cooling loads.*
- *Paving material with light solar reflectance*

4.4 Impact to Deferred Maintenance and Repair Backlog

Consolidation of programs within one facility will reduce the backlog of work orders by reducing the extensive infrastructure and accommodations that result from programs being housed across multiple locations.

4.5 Acquisition Needs

The TLC will be sited on the current campus; no land needs to be acquired to complete the proposed project.

4.6 Mitigation and Neighborhood Related Issues

The TLC will be sited in the middle of the EdCC Campus. There are no anticipated neighborhood related issues.

The project site includes a public art piece called “The Reach”. EdCC will engage with the Washington State Arts commission to relocate the piece.

4.7 Parking Expansion, Roads and Traffic Signals

Parking Expansion: EdCC has an agreement with the City that allows an alternate parking ratio for land-use compliance. The agreement establishes the parking requirement to be calculated based on the ratio of one parking stall per employee plus one parking stall per 3.5 day-student FTE. Upon completion of a parking expansion project currently under construction, EdCC will have a total of 2,211 parking stalls. Based upon the expected 2026 Type 1 enrollment of 4,389, this calculates to a total need of 2,208. No new parking stalls will be required to accommodate the increase in FTE associated with the proposed TLC project.

Roads and Traffic Signals: As the project is located in the middle of campus, there are no impacts to roadways or traffic signals.

4.8 Permit Issues

All permitting processes for the TLC will be reviewed and approved by the City of Lynnwood.

Building Permitting: The project will comply with the current version of the IBC in effect at the time of permit submittal. The City of Lynnwood will required upgrades to current code for seismic, egress pathways, fire sprinklers/alarms, and integrity of rated construction for any renovation areas.

Renovation Issues (Health, Safety and Code)

Seismic *A structural evaluation conducted by a structural engineers anticipated little to no seismic upgrades will be required for LYN.*

Life Safety *LYN has compliant fire sprinkler and fire alarm systems. All existing rated construction is anticipated to remain untouched*

Energy *The City will require impacted area of LYN to be brought up to current codes*

ADA *There are no known ADA deficiencies in the existing LYN that need to be mitigated.*

The proposed plan has been carefully considered to remove/limit risks of significant upgrades. All upgrades to current codes will be provided and are included in costs.

[See Appendix 7.1](#) for a structural report and discussion of seismic conditions.

Land Use: All Land Use permitting requirements are governed by the City of Lynnwood. There are no known land use approval issues anticipated.

4.9 Utility and Infrastructure Needs

For additional information on the Utility and Infrastructure needs of the proposed Triton Learning Center, **[see Attachment 6.1](#)** for an Infrastructure C-100 form, and **[Appendix 7.6](#)** for Average Useful Life of Infrastructure calculations and a detailed description of proposed scope.

Infrastructure Program Need: *All of the proposed infrastructure work will serve the proposed TLC, will re-route Lynnwood Hall utilities due to TLC construction, or will improve campus-wide utilities in the Central Utility Plan.*

Infrastructure Reasonableness of Cost: *The cost of the proposed infrastructure improvements has a total project cost of \$2,017,000 and is 6.33% of the cost of the total project.*

Infrastructure Risk Mitigation: *The proposed infrastructure improvements are all required to serve the new area building constructed in this proposal*

Infrastructure Suitability for Long-Term Financing: *The average life of the proposed infrastructure is 33.79 years.*

Infrastructure Improvements will include:

- Chiller and pump improvements at the Central Utility Plant to accommodate the increased capacity needs for heating and cooling water.
- Relocation of a medium voltage power line and associated transformers
- Storm water improvements (both detention and water quality) to meet current codes.
- Extension of Fire, Potable Water, and Sanitary utilities to serve the TLC.

4.10 Storm Water and Other Environmental Issues

Storm Water Detention and Conveyance: The City of Lynnwood will require that all storm water be directed through detention basins prior to entering the city's existing storm water system. Further, since the value of the proposed project exceeds 50% of the value of the existing LYN building, the City will require that storm water from LYN be included in the

project. (the current LYN building storm water does not currently include detention). *See [Attachment 6.1](#)* for detailed description of anticipated scope and infrastructure cost analysis.

4.11 Roads and Traffic Signals

The EdCC campus is well-served by an existing modern road network. This includes a recent roadway improvement project completed by the City of Lynnwood in 2015 of 68th Ave. West, the main arterial serving campus. The new TLC will require no roadway or signalization improvements.

4.12 Department of Archaeology and Historic Preservation (DAHP) and Tribal Reviews

DAHP Review: The project will comply with the Executive Order 05-05. DAHP has been provided with all EZ forms. DAHP has determined that Lynnwood Hall and the associated “Campus Core” is eligible for inclusion in the National Register of Historic Places. At the time of issuance for this Project Request Report all necessary steps with DAHP have been completed and no further action is required until the project receives funding. *See [Attachment 6.4](#)* for additional information.

In light of the DAHP finding, EdCC has given consideration to development alternatives. While these options were determined to be less beneficial to the overall project, we believe they are viable alternatives for further development. See section 3.3 for more information. Alternatives considered included:

- Expansion to the southeast to preserve the “core” of campus.
- Expansion to the west with only a “connection” to LYN.
- Standalone buildings.

Tribal Review: All known relevant tribes have been given notice of the intent to construct the proposed TLC Building. (*See [Attachment 6.4](#)*). At the time of issuance of this Project Request Report, no tribes have responded to the project with expressed concerns.

4.13 Capacity and Utilization Analysis

As part of the recently completed 10-year Facilities Master Plan and in preparation for the new Science, Engineering, & Technology (SET) building, the College has done extensive utilization analysis to identify spaces which could be repurposed to expand program or service offerings. Except for minor adjustments there is little space which can be used to increase capacity. The college makes extensive use of online/hybrid courses to expand offerings without placing additional demands on the campus. When the college purchased Gateway Hall, administrative offices were moved to the remodeled building to expand program and student support services space in the heart of campus. The Triton Learning Commons will provide the college with much-needed new space to facilitate the co-location and expansion of critical services.

Current Utilization - Based on Fall 2016 Enrollment

	Contact Hours	Workstations	Fall 2016 Utilization
Classes	38,012.08	1,709	22.24
Labs	48,683.42	2,286	21.30
Campus	86,695.50	3,995	21.70

Future Utilization – includes Triton Learning Commons and SET Building workstations

	Contact Hours	Workstations	Fall 2016 Utilization
Classes	41,972.42	2,279	18.42
Labs	51,712.73	2,722	19.00
Campus	93,685.15	5,001	18.73

4.14 New Programs and Changing Mix in Programs

The proposed expansion will create more collaborative spaces and better learning support, will support our growing pre-college and ESL programs, and will enhance the library by bringing those services together into the TLC. This project is focused on addressing capacity needs for our existing programs that we currently cannot meet, rather than program changes or expansion.

Space and Vacated Space

The majority of space in this project is new. There is minor renovation space and is limited to work necessary to knit the new program space with the existing. As a result of the project, the existing Learning Support Center (approximately 3,000 ASF located in MUK) will be moved to the TLC. Vacated space will be turned into Basic Skills Labs. No added cost is expected.

4.16 Comparison of Existing/New Spaces to CAM

The proposed Triton Learning Commons building programs was developed with the specific goal of reducing key CAM deficiencies that have synergy with space needs that support wholistic student learning inside and outside the classroom.

The proposed TLC will reduce EdCC 2026 CAM deficits by 41%. For a breakdown of the identified programs and student support spaces by usage and square footage, [See Appendix 7.5 \(Building program\)](#) and [Attachment 6.8 Preliminary Drawings](#).

Type of Space	2026 CAM Shortage ASF	% of Allowance	ASF in TLC Proposal
Basic Skills Labs	15,656	44%	6,250
Computer Labs (open)	6,606	21%	5,320
Library/LRC	29,144	40%	14,275
Faculty Office	2,602	5%	1,210
Student Center & Related	13,586	22%	600
	67,594		27,655
Other CAM impacts			
Admin/Student Services	-	0%	2,965
Informal Learning Space	Not included in CAM		4,600

A copy of the 2019-21 CAM is included in [Appendix 7.5](#).

4.17 Need and Availability of Surge Space

The proposed project will require the temporary relocation of the Advising Resource Center (approximately 800 ASF) to create a temporary building entry for students to access the existing building during the construction period. No other surge space is expected.

4.18 Flexibility and Adaptability of Proposed Space

The Triton Learning Commons will be designed for maximum flexibility and adaptability to support multiple learning activities in all spaces. The following “Best Practices” to create flexible space in the TLC are anticipated:

- Grouping related programs/services/support to share resources and encourage collaboration.
- Encourage study collaboration and “loitering” by providing informal learning spaces.
- Flexible classroom/labs will be shared by all programs in the building to maximize resources.
- Movable furniture to allow multiple configurations of teaching and study space.
- Various sized collaborative study, informal learning, meeting and presentation spaces will be provided to meet student and faculty needs.
- Collaborative office space for faculty with shared break out areas for private conference.
- Use wide service corridors for study areas or equipment storage and use areas.

5.0 PROJECT BUDGET ANALYSIS OF PREFERRED ALTERNATIVE

5.1 Prediction of Overall Project Cost

For C-100 forms and Detailed Project Cost Estimates, [See Attachment 6.1.](#)

Project Budget: The proposed Triton Learning Commons project is a **58,650 GSF** academic facility with an estimated Maximum Allowable Construction Cost (MACC) of **\$23,071,418** and a Total Project Cost (TPC) of **\$34,044,157** based upon the proposed project schedule.

The TLC will have a 50-year plus expected life. Construction will be of permanent-type, multi-story, education facility with spread foundations, a steel and concrete structure with exterior materials and systems suitable for an institution of higher education. Renovated area will have the same 50-year plus expected lift to match all new construction.

Infrastructure: This project will also require infrastructure improvements with and escalated MACC of **\$1,530,303** and a project cost of **\$2,017,404**. This amounts to **6.30%** of the total Building cost. The cost-weighted average useful life of the planned infrastructure is **33.79** years. [See Attachment 6.1](#) for table calculating the Average Useful Life and Cost Weighted Averages.

5.2 Project Cost Comparisons in \$/FTES

Similar SBCTC Projects	GSF	* Project Cost	New FTES	\$/Net New FTE	\$/GSF
Triton Learning Commons	58,650	\$34,044,157	351	\$96,992	\$580.46
Whatcom College Learning Commons	69,210	\$41,186,880	1,224	\$33,649	\$595.10
Everett College Learning Resource Center	69,630	\$51,549,750	425	\$121,294	\$740.34
North Seattle College Library Building Renovation	46,746	\$33,397,350	172	\$194,171	\$714.44
Average of similar projects				\$116,371	\$683.29

Project costs are based on the 2018 Capital Request. For comparison, costs have been escalated to 5/31/2022 by the Expected Cost Multiplier from the 2019-21 Project Development Guidelines.

A comparison of similar SBCTC projects currently funded shows that the TLC project cost is reasonable for both, \$/GSF and \$/Net New FTE per the evaluation below.

5.3 Maintenance and Operations Costs – Anticipated Annual Impact

The TLC will be of permanent (50-year) construction type, meeting current energy and environmental codes, and Greenhouse Gas Reduction plans. The project will permit EdCC to realize significant energy, maintenance, and operational efficiencies compared to other campus facilities.

Anticipated Annual Impact on Colleges Operations and Maintenance Budget based on the existing college campus services ratios and square footage costs. A detailed calculation of the project’s impact on the annual operating budgets is shown in [Appendix 7.6](#).

090 FTE's	New GSF	Cost/GSF	Annual Impact
2.77	53,400	\$9.75	\$520,638.00

Note: Costs are for new space only. All M&O costs for renovation space are already included in existing budgets so no additional costs will be incurred.

5.4 Anticipated Method of Construction

The College has assessed three methods of project delivery: Design-Bid-Build (DBB); Design-Build (DB); and General Contractor Construction Manager (GCCM). As a result of the analysis and due to EdCC’s lack of institutional or staff experience in delivering major capital project via GCCM or DB, the College proposes to deliver the project via Design Bid Build method.

The project will be planned to permit construction in a single phase while the existing building remains fully occupied and serving students. Complete, coordinated documents defining the scope of work to accommodate ongoing operations (temporary entrances, building ingress/egress, pedestrian protection and safety, etc.), will be a priority for the College.

6.0 REQUIRED ATTACHMENTS – See the Following Sections

7.0 APPENDICES - See the Following Sections

ATTACHMENT 6.1 Cost Estimates - OFM C-100 Forms, Detailed Cost Estimates, Infrastructure Cost Analysis and Useful Life, C-100 Forms for Alternatives Considered

OFM C-100 Forms

The following pages include:

- C-100 for the Proposed Triton Learning Commons – Building and Site
- C-100 for the Proposed Infrastructure associated with the Triton Learning Commons
(please note: forms without data have been excluded for brevity.)

Total Project Cost

Building and Site.....	= \$32,026,753
Infrastructure.....	= \$2,017,404
.....	Total = \$ 34,044,157

Maximum Allowable Construction Cost

Building and Site.....	= \$21,541,115
Infrastructure.....	= \$1,530,303
.....	Total = \$ 23,071,418

Other Cost Metrics

Escalated MACC/GSF	\$393/GSF
Escalated Total Project Cost/GSF.....	\$580/GSF

Detailed Cost Estimates

This Attachment includes detailed cost summaries for the proposed Triton Learning Commons and its associated Infrastructure project.

This estimate assumes construction of a permanent-type multi-story education facility with spread foundations, a steel and concrete structure with exterior materials and systems suitable for an institution of higher education.

Infrastructure Cost Analysis and Useful Life

This project will include infrastructure improvements with an estimated MACC of \$1,530,303 and a project cost of \$2,017,404.

This amounts to **6.30%** of the total Building cost. The cost-weighted average useful life of the planned infrastructure is **33.79** years based upon the following:

Infrastructure	Serves	Avg Useful Life	Est. Cost	Cost Weighted Life
Utility Plant Chiller (Cent.) Upgrades	Campus	23	\$ 128,437	\$ 2,954,044
Utility Plant Pump -Base Mtg.	Campus	20	\$ 128,437	\$ 2,568,734
Fire Service - Piping	TLC	25	\$ 28,144	\$ 703,610
Potable Water - Piping & Meter	TLC	25	\$ 78,179	\$ 1,954,479
Sanitary Sewer - Metal	TLC / LYN	40	\$ 28,144	\$ 1,125,775
Storm Drains - Plastic	TLC / LYN	25	\$ 51,374	\$ 1,284,354
Storm Vaults - Concrete	TLC / LYN	40	\$ 1,304,474	\$ 52,178,947
Electrical Service/Distribution - Underground	TLC & Campus	20	\$ 270,275	\$ 5,405,505
Subtotals			\$ 2,017,404	\$ 68,175,447
Cost Weighted Average Useful Life				33.79

Average useful life figures are based on SBCTC 2017-19 Project Development Guidelines

Infrastructure Improvements will include:

Potable Water:

The campus domestic water service loop is located in the utility tunnel infrastructure. The existing Lynnwood Hall Building (LYN) is already served via the tunnel and will not be impacted by the proposed project. The TLC will be served by a new 4” connection to the tunnel in the SE corner of the building.

Fire Sprinkler Service:

The existing LYN is already served via a 6” fire service to the south which is connected to a water pump located in the basement of the adjacent Mukilteo Hall (MUK). This service will not be impacted by the proposed project.

The TLC will be served with a new, 210lf - 6” fire service connection from the SE corner of the building to the water pump located in the basement of the adjacent MUK. The new service will require limited hardscape and landscape restoration.

Campus Heating/Cooling Loop:

The Central Utility Plant provides heating and cooling water to all campus buildings via the utility tunnel infrastructure. The existing LYN is already served via the tunnel and will not be impacted by the proposed project.

The TLC will be served by a new 4” hot and cold-water connections to the tunnel in the SE corner of the building.

A recent study by Mazzetti Engineering for the soon to be constructed EdCC SET Building found that the chiller in the Central Utility Plant building is nearing its capacity. With construction of the TLC, this chiller will need to be upgraded to account for the added capacity. The capacity of the existing hot water boiler system is sufficient; however, an additional pump will need to be added to assure adequate flow.

Sanitary Sewer:

The existing LYN building is served via a sanitary sewer service on the south side of the building. This service will not be impacted by the proposed project.

The TLC will be served with a new, 280 lf – 6” sanitary sewer line. It will run from the SE corner of the TLC to an existing manhole located in a driveway between Mukilteo Hall and Snohomish Hall. This manhole connects to the City of Lynnwood municipal sewer system. The new line will require limited driveway, hardscape, and landscape restoration.

Power:

The main backbone of the EdCC campus power grid is a medium-voltage duct bank provided by Snohomish Public Utility District. It runs north-south through campus just east of the proposed TLC. The project will require moving a portion of the duct bank and the electrical service connection for the LYN. The proposed project includes construction of a new north-south section of medium-voltage duct bank that will permit the existing LYN service to be cut over. After the cut over, new services will be added to serve the proposed TLC building.

Construction of the new duct bank will require hardscape and landscape restoration. This restoration will be used to make pedestrian and lighting improvements to the major north-south Pedestrian Spine Development as envisioned in the Campus Master Plan.

Communications:

The existing basement of the LYN houses the campus data center. Fiber is then run to the rest of campus via the utility tunnel infrastructure. The existing LYN and its data center will not be impacted by the proposed project. The TLC will be served by a new MDF in the SE corner of the proposed building. It will be provided with a fiber connection to the data center via the utility tunnel.

Storm Water Detention:

The City of Lynnwood will require that all storm water be directed through detention basins prior to entering the city’s existing storm water system. Further, since the value of the proposed project exceeds 50% of the value of the existing LYN building, the City will require that storm water from the LYN be included in the project. (the current LYN building storm water does not currently include detention).

Therefore, the proposed project will need to include three detention components:

- A 10,000-cubic foot detention vault for new hardscape improvement within the project site.
- A 7,000-cubic foot detention vault for storm water coming from the TLC building roof, and
- A 19,500-cubic foot detention vault for storm water from the LYN building roof and site.

The project proposes these vaults to be in existing landscape lawn areas. One to the SE and one to the NW of the proposed TLC. Landscape restoration will be required after installation of the vaults.

Storm Water Conveyance:

After the detention vaults, the storm drainage system will be connected to and utilize the existing 12” campus storm drainage system. Since there are no roadways, there are no

pollution-generating surfaces as part of the project. All non-pollution generating hardscape areas, landscaped areas and natural areas will utilize a combination of catch basins structures, under-drains, and underground pipes to collect and convey surface flows to the existing or new storm drainage systems. Groundwater and building foundation drains surrounding the Building will also be connected to the existing campus storm drainage system. Landscape improvements will include native plantings near the TLC, tying into the existing adjacent native landscaping.

OFM C-100 Forms for Alternatives Considered

C-100 Forms were prepared for two project alternatives. These are provided at the end of this section and include:

- C-100 for Considered Alternative 1 –Library/LRC – Stand-alone

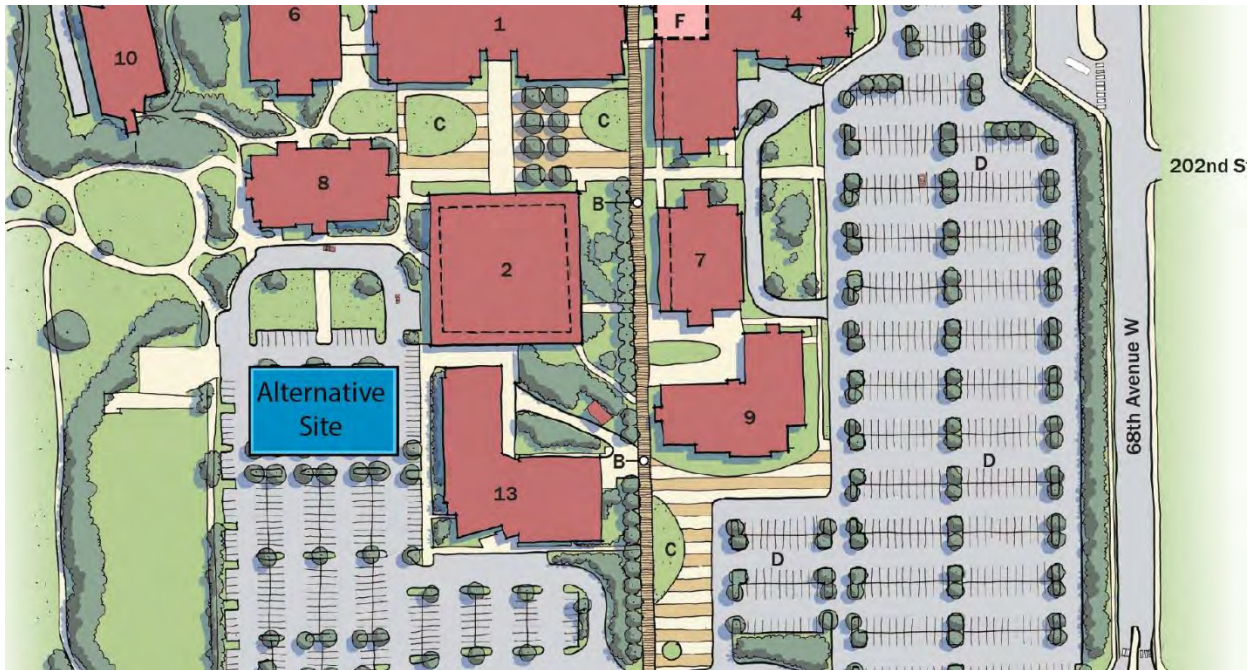
Maximum Allowable Construction Cost (MACC).....	= \$25,385,402
Total Project Cost	=\$37,169,946
Escalated MACC/GSF	\$433/GSF
Escalated Total Project Cost/GSF.....	\$634/GSF



Master Plan Excerpt showing location of proposed Alternative No. 1

- C-100 for Considered Alternative 2 –Academic Building – Stand alone

Maximum Allowable Construction Cost (MACC).....	= \$23,832,059
Total Project Cost	=\$35,443,000
Escalated MACC/GSF	\$433/GSF
Escalated Total Project Cost/GSF.....	\$644/GSF



Master Plan Excerpt showing location of proposed Alternative No. 2

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STATE OF WASHINGTON
AGENCY / INSTITUTION PROJECT COST SUMMARY

Agency	Edmonds Community College	
Project Name	Triton Learning Commons - Building and Site	
OFM Project Number		

Contact Information		
Name	Schreiber Starling Whitehead/Robinson Co	
Phone Number	206 682 8300/ 206 448 8872	
Email		

Statistics			
Gross Square Feet	58,650	MACC per Square Foot	\$324
Usable Square Feet	35,220	Escalated MACC per Square Foot	\$367
Space Efficiency	60.1%	A/E Fee Class	B
Construction Type	College classroom facilit	A/E Fee Percentage	7.26%
Remodel	No	Projected Life of Asset (Years)	

Additional Project Details			
Alternative Public Works Project		Art Requirement Applies	Yes
Inflation Rate	2.80%	Higher Ed Institution	Yes
Sales Tax Rate %	10.40%	Location Used for Tax Rate	Snohomish Co
Contingency Rate	5%		
Base Month	November-17		
Project Administered By	DES		

Schedule			
Pre-design Start	July-18	Pre-design End	January-19
Design Start	July-19	Design End	January-21
Construction Start	July-21	Construction End	May-23
Construction Duration	22 Months		

Green cells must be filled in by user

Project Cost Estimate			
Total Project	\$28,422,592	Total Project Escalated	\$32,026,753
		Rounded Escalated Total	\$32,027,000

STATE OF WASHINGTON
AGENCY / INSTITUTION PROJECT COST SUMMARY

Agency	Edmonds Community College	
Project Name	Triton Learning Commons - Building and Site	
OFM Project Number		

Cost Estimate Summary

Acquisition			
Acquisition Subtotal	\$0	Acquisition Subtotal Escalated	\$0

Consultant Services			
Predesign Services	\$340,000		
A/E Basic Design Services	\$999,396		
Extra Services	\$1,377,000		
Other Services	\$734,004		
Design Services Contingency	\$172,520		
Consultant Services Subtotal	\$3,622,920	Consultant Services Subtotal Escalated	\$3,925,163

Construction			
Construction Contingencies	\$950,020	Construction Contingencies Escalated	\$1,078,178
Maximum Allowable Construction Cost (MACC)	\$19,000,397	Maximum Allowable Construction Cost (MACC) Escalated	\$21,541,115
Sales Tax	\$2,074,843	Sales Tax Escalated	\$2,352,407
Construction Subtotal	\$22,025,261	Construction Subtotal Escalated	\$24,971,700

Equipment			
Equipment	\$2,098,465		
Sales Tax	\$218,240		
Non-Taxable Items	\$0		
Equipment Subtotal	\$2,316,705	Equipment Subtotal Escalated	\$2,629,229

Artwork			
Artwork Subtotal	\$107,706	Artwork Subtotal Escalated	\$107,706

Agency Project Administration			
Agency Project Administration Subtotal	\$0		
DES Additional Services Subtotal	\$0		
Other Project Admin Costs	\$0		
Project Administration Subtotal	\$200,000	Project Administration Subtotal Escalated	\$226,980

Other Costs			
Other Costs Subtotal	\$150,000	Other Costs Subtotal Escalated	\$165,975

Project Cost Estimate			
Total Project	\$28,422,592	Total Project Escalated	\$32,026,753
		Rounded Escalated Total	\$32,027,000

Cost Estimate Details

Consultant Services					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
1) Pre-Schematic Design Services					
Programming/Site Analysis	\$25,000				
Environmental Analysis					
Predesign Study	\$265,000				
As-built Drawings/Verifications	\$50,000				
Insert Row Here					
Sub TOTAL	\$340,000		1.0470	\$355,980	Escalated to Design Start
2) Construction Documents					
A/E Basic Design Services	\$999,396				69% of A/E Basic Services
Other					
Insert Row Here					
Sub TOTAL	\$999,396		1.0690	\$1,068,355	Escalated to Mid-Design
3) Extra Services					
Civil Design (Above Basic Svcs)	\$65,000				
Geotechnical Investigation	\$45,000				
Commissioning	\$35,000				
Site Survey	\$50,000				
Testing	\$150,000				
LEED Services	\$100,000				
Voice/Data Consultant	\$35,000				
Value Engineering	\$60,000				
Constructability Review	\$65,000				
Environmental Mitigation (EIS)					
Landscape Consultant	\$60,000				
ELCCA	\$50,000				
LCCT	\$75,000				
Reimbursables incl Reprographics prior to bid	\$25,000				
Advertising	\$2,000				
Traffic Analysis	\$25,000				
Envelope Consultant	\$40,000				
Acoustical Design	\$35,000				
Interior Design	\$50,000				
Security Consultant	\$30,000				
Audio Visual Consultant	\$50,000				
Cost and Scheduling	\$55,000				
Value Engineering Participation	\$45,000				
Constructability Review Participation	\$40,000				
Environmental Graphics/Signage	\$40,000				
Lighting Consultant	\$35,000				
Door Hardware Consultant	\$10,000				
SEPA /Land Use	\$30,000				
Historic Preservation Consulting	\$75,000				
Insert Row Here					
Sub TOTAL	\$1,377,000		1.0690	\$1,472,013	Escalated to Mid-Design
4) Other Services					

Bid/Construction/Closeout	\$449,004			31% of A/E Basic Services
HVAC Balancing				
Staffing				
Commissioning and Training	\$100,000			
LEED Reporting and Monitoring	\$65,000			
Reimbursables/Reprographics for bid and construction	\$45,000			
Construction Materials Testing	\$75,000			
Insert Row Here				
Sub TOTAL	\$734,004	1.1349	\$833,022	Escalated to Mid-Const.
5) Design Services Contingency				
Design Services Contingency	\$172,520			
Other				
Insert Row Here				
Sub TOTAL	\$172,520	1.1349	\$195,793	Escalated to Mid-Const.
CONSULTANT SERVICES TOTAL	\$3,622,920		\$3,925,163	

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Cost Estimate Details

Construction Contracts				
Item	Base Amount	Escalation Factor	Escalated Cost	Notes
1) Site Work				
G10 - Site Preparation	\$245,859			
G20 - Site Improvements	\$346,382			
G30 - Site Mechanical Utilities	\$12,363			
G40 - Site Electrical Utilities				
G60 - Other Site Construction				
General Conditions	\$185,438			
Insert Row Here				
Sub TOTAL	\$790,042	1.1065	\$874,182	
2) Related Project Costs				
Offsite Improvements				
City Utilities Relocation				
Parking Mitigation				
Stormwater Retention/Detention				
Other				
Insert Row Here				
Sub TOTAL	\$0	1.1065	\$0	
3) Facility Construction				
A10 - Foundations	\$573,372			
A20 - Basement Construction	\$0			
B10 - Superstructure	\$1,825,878			
B20 - Exterior Closure	\$2,043,271			
B30 - Roofing	\$293,802			
C10 - Interior Construction	\$2,108,824			
C20 - Stairs	\$85,140			
C30 - Interior Finishes	\$1,756,970			
D10 - Conveying	\$0			
D20 - Plumbing Systems	\$859,175			
D30 - HVAC Systems	\$2,886,828			
D40 - Fire Protection Systems	\$412,404			
D50 - Electrical Systems	\$2,886,828			
F10 - Special Construction				
F20 - Selective Demolition	\$408,489			
General Conditions	\$2,069,375			
Other				
Insert Row Here				
Sub TOTAL	\$18,210,356	1.1349	\$20,666,933	
4) Maximum Allowable Construction Cost				
MACC Sub TOTAL	\$19,000,397		\$21,541,115	

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7) Construction Contingency

Allowance for Change Orders	\$950,020		
Other			
Insert Row Here			
Sub TOTAL	\$950,020	1.1349	\$1,078,178

8) Non-Taxable Items

Other			
Insert Row Here			
Sub TOTAL	\$0	1.1349	\$0

Sales Tax

Sub TOTAL	\$2,074,843		\$2,352,407
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CONSTRUCTION CONTRACTS TOTAL	\$22,025,261		\$24,971,700
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Cost Estimate Details

Equipment					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
E10 - Equipment	\$726,575				
E20 - Furnishings	\$871,890				
F10 - Special Construction					
IT Equip/Computers/Printers	\$500,000				
Insert Row Here					
Sub TOTAL	\$2,098,465		1.1349	\$2,381,548	
1) Non Taxable Items					
Other					
Insert Row Here					
Sub TOTAL	\$0		1.1349	\$0	
Sales Tax					
Sub TOTAL	\$218,240			\$247,681	
EQUIPMENT TOTAL					
EQUIPMENT TOTAL	\$2,316,705			\$2,629,229	

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Cost Estimate Details

Artwork					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
Project Artwork	\$0				0.5% of Escalated MACC for new construction
Higher Ed Artwork	\$107,706				0.5% of Escalated MACC for new and renewal construction
Other					
Insert Row Here					
ARTWORK TOTAL	\$107,706		NA	\$107,706	

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Cost Estimate Details

Project Management					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
Agency Project Management	\$0				
Additional Services					
EdCC Facilities Management	\$200,000				
Insert Row Here					
PROJECT MANAGEMENT TOTAL	\$200,000		1.1349	\$226,980	

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Cost Estimate Details

Other Costs					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
Mitigation Costs					
Hazardous Material Remediation/Removal					
Historic and Archeological Mitigation					
Permits and Fees	\$150,000				
Insert Row Here					
OTHER COSTS TOTAL	\$150,000		1.1065	\$165,975	

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STATE OF WASHINGTON
AGENCY / INSTITUTION PROJECT COST SUMMARY

Agency	Edmonds Community College	
Project Name	Triton Learning Commons - Infrastructure	
OFM Project Number		

Contact Information		
Name	Schreiber Starling Whitehead/Robinson	
Phone Number	206 682 8300 / 206 441 8872	
Email		

Statistics			
Gross Square Feet	58,126	MACC per Square Foot	\$24
Usable Square Feet	37,782	Escalated MACC per Square Foot	\$26
Space Efficiency	65.0%	A/E Fee Class	B
Construction Type	Libraries	A/E Fee Percentage	9.98%
Remodel	No	Projected Life of Asset (Years)	

Additional Project Details			
Alternative Public Works Project	No	Art Requirement Applies	Yes
Inflation Rate	2.80%	Higher Ed Institution	Yes
Sales Tax Rate %	10.40%	Location Used for Tax Rate	Snohomish Co
Contingency Rate	5%		
Base Month	November-17		
Project Administered By	DES		

Schedule			
Predesign Start	July-18	Predesign End	January-19
Design Start	July-19	Design End	January-21
Construction Start	July-21	Construction End	May-23
Construction Duration	22 Months		

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Project Cost Estimate			
Total Project	\$1,826,010	Total Project Escalated	\$2,017,404
		Rounded Escalated Total	\$2,017,000

STATE OF WASHINGTON
AGENCY / INSTITUTION PROJECT COST SUMMARY

Agency	Edmonds Community College	
Project Name	Triton Learning Commons - Infrastructure	
OFM Project Number		

Cost Estimate Summary

Acquisition			
Acquisition Subtotal	\$0	Acquisition Subtotal Escalated	\$0

Consultant Services			
Predesign Services	\$0		
A/E Basic Design Services	\$99,999		
Extra Services	\$60,000		
Other Services	\$44,927		
Design Services Contingency	\$10,246		
Consultant Services Subtotal	\$215,172	Consultant Services Subtotal Escalated	\$233,656

Construction			
Construction Contingencies	\$69,151	Construction Contingencies Escalated	\$78,479
Maximum Allowable Construction Cost (MACC)	\$1,383,011	Maximum Allowable Construction Cost (MACC) Escalated	\$1,530,303
Sales Tax	\$151,025	Sales Tax Escalated	\$167,314
Construction Subtotal	\$1,603,187	Construction Subtotal Escalated	\$1,776,096

Equipment			
Equipment	\$0		
Sales Tax	\$0		
Non-Taxable Items	\$0		
Equipment Subtotal	\$0	Equipment Subtotal Escalated	\$0

Artwork			
Artwork Subtotal	\$7,652	Artwork Subtotal Escalated	\$7,652

Agency Project Administration			
Agency Project Administration Subtotal	\$0		
DES Additional Services Subtotal	\$0		
Other Project Admin Costs	\$0		
Project Administration Subtotal	\$0	Project Administration Subtotal Escalated	\$0

Other Costs			
Other Costs Subtotal	\$0	Other Costs Subtotal Escalated	\$0

Project Cost Estimate			
Total Project	\$1,826,010	Total Project Escalated	\$2,017,404
		Rounded Escalated Total	\$2,017,000

Cost Estimate Details

Consultant Services				
Item	Base Amount	Escalation Factor	Escalated Cost	Notes
1) Pre-Schematic Design Services				
Programming/Site Analysis				
Environmental Analysis				
Predesign Study				
Other				
Insert Row Here				
Sub TOTAL	\$0	1.0470	\$0	Escalated to Design Start
2) Construction Documents				
A/E Basic Design Services	\$99,999			69% of A/E Basic Services
Other				
Insert Row Here				
Sub TOTAL	\$99,999	1.0690	\$106,899	Escalated to Mid-Design
3) Extra Services				
Civil Design (Above Basic Svcs)	\$60,000			
Geotechnical Investigation				
Commissioning				
Site Survey				
Testing				
LEED Services				
Voice/Data Consultant				
Value Engineering				
Constructability Review				
Environmental Mitigation (EIS)				
Landscape Consultant				
Other				
Insert Row Here				
Sub TOTAL	\$60,000	1.0690	\$64,140	Escalated to Mid-Design
4) Other Services				
Bid/Construction/Closeout	\$44,927			31% of A/E Basic Services
HVAC Balancing				
Staffing				
Other				
Insert Row Here				
Sub TOTAL	\$44,927	1.1349	\$50,988	Escalated to Mid-Const.
5) Design Services Contingency				
Design Services Contingency	\$10,246			
Other				
Insert Row Here				
Sub TOTAL	\$10,246	1.1349	\$11,629	Escalated to Mid-Const.
CONSULTANT SERVICES TOTAL				
	\$215,172		\$233,656	

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Cost Estimate Details

Construction Contracts				
Item	Base Amount	Escalation Factor	Escalated Cost	Notes
1) Site Work				
G10 - Site Preparation	\$147,627			
G20 - Site Improvements	\$118,804			
G30 - Site Mechanical Utilities	\$966,995			
G40 - Site Electrical Utilities	\$149,586			
G60 - Other Site Construction				
Other				
Insert Row Here				
Sub TOTAL	\$1,383,011	1.1065	\$1,530,303	
2) Related Project Costs				
Offsite Improvements				
City Utilities Relocation				
Parking Mitigation				
Stormwater Retention/Detention				
Other				
Insert Row Here				
Sub TOTAL	\$0	1.1065	\$0	
3) Facility Construction				
A10 - Foundations				
A20 - Basement Construction				
B10 - Superstructure				
B20 - Exterior Closure				
B30 - Roofing				
C10 - Interior Construction				
C20 - Stairs				
C30 - Interior Finishes				
D10 - Conveying				
D20 - Plumbing Systems				
D30 - HVAC Systems				
D40 - Fire Protection Systems				
D50 - Electrical Systems				
F10 - Special Construction				
F20 - Selective Demolition				
General Conditions				
Other				
Insert Row Here				
Sub TOTAL	\$0	1.1349	\$0	
4) Maximum Allowable Construction Cost				
MACC Sub TOTAL	\$1,383,011		\$1,530,303	

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7) Construction Contingency

Allowance for Change Orders	\$69,151		
Other			
Insert Row Here			
Sub TOTAL	\$69,151	1.1349	\$78,479

8) Non-Taxable Items

Other			
Insert Row Here			
Sub TOTAL	\$0	1.1349	\$0

Sales Tax

Sub TOTAL	\$151,025		\$167,314
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CONSTRUCTION CONTRACTS TOTAL	\$1,603,187		\$1,776,096
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Cost Estimate Details

Artwork					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
Project Artwork	\$0				0.5% of Escalated MACC for new construction
Higher Ed Artwork	\$7,652				0.5% of Escalated MACC for new and renewal construction
Other					
Insert Row Here					
ARTWORK TOTAL	\$7,652		NA	\$7,652	

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THE
ROBINSON
COMPANY

**EDMONDS COMMUNITY COLLEGE
TRITON LEARNING COMMONS
PROJECT REQUEST REPORT
NOVEMBER 21, 2017**

Building Addition	58650 SF	\$ 310.49	\$ 18,210,355
Site Development	1 LS		\$ 1,856,925
Site Infrastructure Costs	1 LS		\$ 1,383,011
Total Construction Cost - Unescalated			\$ 21,450,291

EXCLUSIONS:

PLANTED ROOF SYSTEM/DECKS/PAVERS
PHOTOVOLTAIC SYSTEM/PANELS
WATER RECLAIM SYSTEM
STATE SALES TAX
TESTING AND INSPECTIONS
CONSTRUCTION CONTINGENCY
ARCHITECT/ENGINEERING FEES
OWNER CONSULTANTS
BUILDERS RISK INSURANCE

CONSTRUCTION MANAGEMENT
PERMITS
OFF-SITE CONSTRUCTION (Except Patch as Noted)
JURISDICTIONAL/UTILITY CO FEES
FURNISHINGS & EQUIPMENT
PROJECT CONTINGENCY
TOXIC SOILS/MATERIALS REMOVAL
UTILITY FEES/CONNECTIONS/CHARGES
GC/CM ALTERNATIVE CONTRACTING

Refer to C100 Form for Project Budget and Escalation



THE
ROBINSON
COMPANY

PROJECT: TRITON LEARNING COMMONS - BASE ESTIMATE
LOCATION: LYNNWOOD, WA
BLDG SF: 58,126
ESTIMATE: 2017166
EST TYPE: PROJECT REQUEST REPORT

DIVISION	DESCRIPTION	TOTAL	\$/SF
A10	FOUNDATIONS	484,881	8.34
B10	SUPERSTRUCTURE	1,544,083	26.56
B20	EXTERIOR CLOSURE	1,727,925	29.73
B30	ROOFING	248,458	4.27
C10	INTERIOR CONSTRUCTION	1,353,228	23.28
C20	STAIRS	72,000	1.24
C30	INTERIOR FINISHES	1,485,810	25.56
D10	CONVEYING SYSTEMS		
D20	PLUMBING	726,575	12.50
D30	HVAC	2,441,292	42.00
D40	FIRE PROTECTION	348,756	6.00
D50	ELECTRICAL	2,441,292	42.00
E10	EQUIPMENT	37,782	0.65
E20	FURNISHINGS	392,351	6.75
F10	SPECIAL CONSTRUCTION	345,445	5.94
Z10	GENERAL REQUIREMENTS	1,750,000	30.11
ESTIMATE SUBTOTAL		15,399,877	264.94
	DESIGN CONTINGENCY @	10.00%	1,539,988
	SUBTOTAL		16,939,865
	GENERAL CONTRACTOR'S OH & P @	7.50%	1,270,490
	SUBTOTAL		18,210,355
	ESCALATION SEE C100 FORM TO 01-JUL-21 (/YR) @		
TOTAL		18,210,355	313.29

EXCLUSIONS:
SEE ESTIMATE SUMMARY

PROJECT: TRITON LEARNING COMMONS - BASE ESTIMATE
LOCATION: LYNNWOOD, WA
BLDG SF: 58,126
ESTIMATE: 2017166
EST TYPE: PROJECT REQUEST REPORT

ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF
A10 FOUNDATIONS						
03300	FOUNDATION TIE-IN TO EXISTING	7,799	SF	8.00	62,392	
03300	FOUNDATIONS - ADDITION	11,762	SF	20.00	235,240	
03300	SLAB ON GRADE - ADDITION AND FORMER EXTERIOR	19,561	SF	9.00	176,049	
03300	SLAB TIE-IN/EXPANSION JOINT	320	LF	35.00	11,200	
A10	FOUNDATIONS			DIVISION TOTAL	484,881	8.34
B10 SUPERSTRUCTURE						
03200	CONC TOPPING SLABS NEW AND EXIST	30,994	SF	4.85	150,321	
05120	FLOOR STRUCTURE/DECKING	25,466	SF	38.00	967,708	
05120	INFILL FLOOR STRUCTURE	434	SF	45.00	19,530	
05120	NEW ROOF STRUCTURE AND DECKING	11,733	SF	28.00	328,524	
07650	EXPANSION JOINTS - FLOORS	600	LF	130	78,000	
B10	SUPERSTRUCTURE			DIVISION TOTAL	1,544,083	26.56
B20 EXTERIOR CLOSURE						
07650	EXPANSION JOINTS VERTICAL	90	LF	90.00	8,100	
09000	NEW EXTERIOR CLOSURE	22,931	SFA	75.00	1,719,825	
B20	EXTERIOR CLOSURE			DIVISION TOTAL	1,727,925	29.73
B30 ROOFING						
07420	MEMBRANE ROOFING SYSTEM/SHEETMETAL	12,733	SF	16.45	209,458	
07600	EXPANSION JOINT AT ROOF	300	LF	130	39,000	
B30	ROOFING			DIVISION TOTAL	248,458	4.27
C10 INTERIOR CONSTRUCTION						
09000	INTERIOR CONSTRUCTION - ADDITION	37,228	SF	24.00	893,472	
09000	INTERIOR CONSTRUCTION - EXIST NO WORK	54,859	SF			
09000	INTERIOR CONSTRUCTION - EXT TO INT AND RENOVATE	20,898	SF	22.00	459,756	
C10	INTERIOR CONSTRUCTION			DIVISION TOTAL	1,353,228	23.28
C20 STAIRS						
01000	STAIRS	4	FLT	18,000	72,000	
C20	STAIRS			DIVISION TOTAL	72,000	1.24
C30 INTERIOR FINISHES						
01000	INTERIOR FINISHES - ADDITION	37,228	SFA	27.00	1,005,156	
01000	INTERIOR FINISHES - EXISTING AREA NO WORK	54,859	SF			
01000	INTERIOR FINISHES - EXTERIOR TO INTERIOR/RENOVATE	20,898	SF	23.00	480,654	
C30	INTERIOR FINISHES			DIVISION TOTAL	1,485,810	25.56

ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF
D10	CONVEYING SYSTEMS					
14240	PASSENGER ELEVATOR-2 STOP - EXIST NO WORK	1	EA	0.00		
D10	CONVEYING SYSTEMS				DIVISION TOTAL	
D20	PLUMBING					
15000	PLUMBING	58,126	SFA	12.50	726,575	
D20	PLUMBING				DIVISION TOTAL	12.50
D30	HVAC					
15000	HVAC SYSTEM	58,126	SFA	42.00	2,441,292	
D30	HVAC				DIVISION TOTAL	42.00
D40	FIRE PROTECTION					
15300	FIRE PROTECTION	58,126	SFA	6.00	348,756	
D40	FIRE PROTECTION				DIVISION TOTAL	6.00
D50	ELECTRICAL					
16000	ELECTRICAL	58,126	SFA	42.00	2,441,292	
D50	ELECTRICAL				DIVISION TOTAL	42.00
E10	EQUIPMENT					
11030	MISC EQUIPMENT/APPLIANCES ALLOWANCE	58,126	SFA	0.65	37,782	
E10	EQUIPMENT				DIVISION TOTAL	0.65
E20	FURNISHINGS					
12320	CASEWORK ALLOWANCE	58,126	SFA	4.50	261,567	
12500	WINDOW COVERINGS-ROLLER SHADES	58,126	SF	2.25	130,784	
E20	FURNISHINGS				DIVISION TOTAL	6.75
F10	SPECIAL CONSTRUCTION					
02000	DEMO EXTERIOR PAVERS	2,500	SF	2.50	6,250	
02000	DEMO EXTERIOR WALLS	13,830	SF	5.50	76,065	
02000	DEMO INTERIOR WALLS/DOORS/FINISHES	7,572	SFA	10.00	75,720	
02000	DEMO PORTIONS OF EXT WALKWAY RAILS/PANELS	5,528	SFA	15.00	82,920	
02000	DEMOLITION FOR STRUCTURAL/TIE-IN	20,898	SFA	5.00	104,490	
F10	SPECIAL CONSTRUCTION				DIVISION TOTAL	5.94
Z10	GENERAL REQUIREMENTS					
01000	BUILDERS RISK POLICY	1	LS	115,000	115,000	
01000	GENERAL CONDITIONS	20	MO	75,000	1,500,000	
01000	TEMPORARY CONST/WAYFINDING	18	MO	7,500	135,000	
Z10	GENERAL REQUIREMENTS				DIVISION TOTAL	30.11

ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF
ESTIMATE SUBTOTAL				15,399,877	264.94	



THE
ROBINSON
COMPANY

PROJECT: TRITON LEARNING COMMONS - SITEWORK
LOCATION: LYNNWOOD, WA
BLDG SF:
ESTIMATE: 2017166
EST TYPE: PROJECT REQUEST REPORT

DIVISION	DESCRIPTION		TOTAL	\$/SF
G10	SITE PREPARATION		198,875	
G20	SITE IMPROVEMENTS		280,188	
G30	SITE CIVIL / MECHANICAL UTILITIES		10,000	
Z10	GENERAL REQUIREMENTS		150,000	
ESTIMATE SUBTOTAL			1,502,063	
	DESIGN CONTINGENCY @	15.00%	225,309	
	SUBTOTAL		1,727,372	
	GENERAL CONTRACTOR'S OH & P @	7.50%	129,553	
	SUBTOTAL		1,856,925	
	ESCALATION SEE C100 FORM TO 01-JUL-21 (/YR) @			
	TOTAL		1,856,925	

EXCLUSIONS:
SEE ESTIMATE SUMMARY

PROJECT: TRITON LEARNING COMMONS - SITEWORK
LOCATION: LYNNWOOD, WA
BLDG SF:
ESTIMATE: 2017166
EST TYPE: PROJECT REQUEST REPORT

ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF	
G10 SITE PREPARATION							
02000	AREA OF SITE (1.15 ACRE_)	1	AC				
02000	CONTRACTOR MOBILIZATION	1	LS	20,000	20,000		
02000	SITE CLEARING AND DEMOLITIONS	50,500	SFA	1.75	88,375		
02000	TRAFFIC CONTROL	1	LS	8,000	8,000		
02370	EROSION CONTROL	1	LS	7,500	7,500		
02370	SITE EARTHWORK/GRADING	50,000	SFA	1.50	75,000		
G10	SITE PREPARATION	DIVISION TOTAL			198,875		
G20 SITE IMPROVEMENTS							
02000	HARDSCAPING	18,750	SFA	6.50	121,875		
02740	PATCH AND REPAIR STAGING AREA	15,000	SFA	2.00	30,000		
02870	MISC SITE FURNISHINGS	1	LS	20,000	20,000		
02900	LANDSCAPE/IRRIGATION	13,750	SF	7.15	98,313		
05000	EXTERIOR BUILDING SIGN	1	LS	10,000	10,000		
	ALLOWANCE						
G20	SITE IMPROVEMENTS	DIVISION TOTAL			280,188		
G30 SITE CIVIL / MECHANICAL UTILITIES							
02510	DOMESTIC WATER SYSTEMS CONNECT AT EXIST TUNNEL	1	LS	5,000	5,000		
02600	FOOTING DRAINS	1	LS	5,000	5,000		
G30	SITE CIVIL / MECHANICAL UTILITIES	DIVISION TOTAL			10,000		
Z10 GENERAL REQUIREMENTS							
01000	GENERAL CONDITIONS	2	MO	75,000	150,000		
Z10	GENERAL REQUIREMENTS	DIVISION TOTAL			150,000		
					ESTIMATE SUBTOTAL	1,502,063	



**THE
ROBINSON
COMPANY**

PROJECT: TRITON LEARNING COMMONS - INFRASTRUCTURE
LOCATION: LYNNWOOD, WA
BLDG SF:
ESTIMATE: 2017166
EST TYPE: PROJECT REQUEST REPORT

DIVISION	DESCRIPTION		TOTAL	\$/SF
G10	SITE PREPARATION		119,415	
G20	SITE IMPROVEMENTS		96,100	
G30	SITE CIVIL / MECHANICAL UTILITIES		782,200	
G40	SITE ELECTRICAL UTILITIES		121,000	
ESTIMATE SUBTOTAL			1,118,715	
	DESIGN CONTINGENCY @	15.00%	167,807	
	SUBTOTAL		1,286,522	
	GENERAL CONTRACTOR'S OH & P @	7.50%	96,489	
	SUBTOTAL		1,383,011	
	ESCALATION SEE C100 FORM TO 01-JUL-21 (/YR) @			
TOTAL			1,383,011	

EXCLUSIONS:
SEE ESTIMATE SUMMARY

PROJECT: TRITON LEARNING COMMONS - INFRASTRUCTURE
LOCATION: LYNNWOOD, WA
BLDG SF:
ESTIMATE: 2017166
EST TYPE: PROJECT REQUEST REPORT

ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF
G10 SITE PREPARATION						
02000	CONTRACTOR MOBILIZATION	1	LS	50,000	50,000	
02000	DEMO PAVING/SURFACING AT UTILITIES	19,220	SFA	0.75	14,415	
02370	EROSION CONTROL	1	LS	5,000	5,000	
02442	UTILITY TUNNEL BRIDGING/ACCESS PROTECTION	1	LS	50,000	50,000	
G10	SITE PREPARATION			DIVISION TOTAL	119,415	
G20 SITE IMPROVEMENTS						
02740	PATCH AND REPAIR SURFACING @ UTILITY LINES	19,220	SFA	5.00	96,100	
G20	SITE IMPROVEMENTS			DIVISION TOTAL	96,100	
G30 SITE CIVIL / MECHANICAL UTILITIES						
02500	PUMP/CHILLER UPGRADES AT MECH PLANT	1	LS	115,000	115,000	
02510	FIRE LINE TO BUILDING	210	LF	60.00	12,600	
02510	WATER SERVICE/DETECTOR CHECK	1	LS	35,000	35,000	
02530	SANITARY SEWER	280	LF	45.00	12,600	
02600	STORM PIPING SYSTEM	460	LF	50.00	23,000	
02630	STORM DETENTION VAULTED	36,500	CF	16.00	584,000	
G30	SITE CIVIL / MECHANICAL UTILITIES			DIVISION TOTAL	782,200	
G40 SITE ELECTRICAL UTILITIES						
16000	ELECTRICAL POWER RELOCATE	1	LS	121,000	121,000	
G40	SITE ELECTRICAL UTILITIES			DIVISION TOTAL	121,000	
					ESTIMATE SUBTOTAL	1,118,715

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STATE OF WASHINGTON
AGENCY / INSTITUTION PROJECT COST SUMMARY

Agency	Edmonds Community College	
Project Name	Alternative No. 1 - New Library	
OFM Project Number		

Contact Information		
Name	Schreiber Starling Whitehead	
Phone Number	206 682 8300	
Email		

Statistics			
Gross Square Feet	58,650	MACC per Square Foot	\$383
Usable Square Feet	35,220	Escalated MACC per Square Foot	\$433
Space Efficiency	60.1%	A/E Fee Class	B
Construction Type	Libraries	A/E Fee Percentage	7.06%
Remodel	No	Projected Life of Asset (Years)	

Additional Project Details			
Alternative Public Works Project		Art Requirement Applies	Yes
Inflation Rate	2.80%	Higher Ed Institution	Yes
Sales Tax Rate %	10.40%	Location Used for Tax Rate	Snohomish Co
Contingency Rate	5%		
Base Month	November-17		
Project Administered By	DES		

Schedule			
Predesign Start	July-18	Predesign End	January-19
Design Start	July-19	Design End	January-21
Construction Start	July-21	Construction End	May-23
Construction Duration	22 Months		

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Project Cost Estimate			
Total Project	\$33,040,117	Total Project Escalated	\$37,169,946
		Rounded Escalated Total	\$37,170,000

STATE OF WASHINGTON
AGENCY / INSTITUTION PROJECT COST SUMMARY

Agency	Edmonds Community College	
Project Name	Alternative No. 1 - New Library	
OFM Project Number		

Cost Estimate Summary

Acquisition			
Acquisition Subtotal	\$0	Acquisition Subtotal Escalated	\$0

Consultant Services			
Predesign Services	\$290,000		
A/E Basic Design Services	\$1,190,121		
Extra Services	\$1,472,000		
Other Services	\$816,996		
Design Services Contingency	\$198,402		
Consultant Services Subtotal	\$3,967,519	Consultant Services Subtotal Escalated	\$4,301,814

Construction			
Construction Contingencies	\$1,122,588	Construction Contingencies Escalated	\$1,274,025
Maximum Allowable Construction Cost (MACC)	\$22,451,750	Maximum Allowable Construction Cost (MACC) Escalated	\$25,385,402
Sales Tax	\$2,451,731	Sales Tax Escalated	\$2,772,581
Construction Subtotal	\$26,026,069	Construction Subtotal Escalated	\$29,432,008

Equipment			
Equipment	\$2,327,538		
Sales Tax	\$242,064		
Non-Taxable Items	\$0		
Equipment Subtotal	\$2,569,601	Equipment Subtotal Escalated	\$2,916,242

Artwork			
Artwork Subtotal	\$126,927	Artwork Subtotal Escalated	\$126,927

Agency Project Administration			
Agency Project Administration Subtotal	\$0		
DES Additional Services Subtotal	\$0		
Other Project Admin Costs	\$0		
Project Administration Subtotal	\$200,000	Project Administration Subtotal Escalated	\$226,980

Other Costs			
Other Costs Subtotal	\$150,000	Other Costs Subtotal Escalated	\$165,975

Project Cost Estimate			
Total Project	\$33,040,117	Total Project Escalated	\$37,169,946
		Rounded Escalated Total	\$37,170,000

Cost Estimate Details

Consultant Services				
Item	Base Amount	Escalation Factor	Escalated Cost	Notes
1) Pre-Schematic Design Services				
Programming/Site Analysis	\$25,000			
Environmental Analysis				
Predesign Study	\$265,000			
Other				
Insert Row Here				
Sub TOTAL	\$290,000	1.0470	\$303,630	Escalated to Design Start
2) Construction Documents				
A/E Basic Design Services	\$1,148,400			69% of A/E Basic Services
A/E Basic Design Services - Infrastructure	\$41,721			
Insert Row Here				
Sub TOTAL	\$1,190,121	1.0690	\$1,272,240	Escalated to Mid-Design
3) Extra Services				
Civil Design (Above Basic Svcs)	\$125,000			
Geotechnical Investigation	\$45,000			
Commissioning	\$35,000			
Site Survey	\$75,000			
Testing	\$150,000			
LEED Services	\$100,000			
Voice/Data Consultant	\$35,000			
Value Engineering	\$60,000			
Constructability Review	\$65,000			
Environmental Mitigation (EIS)				
Landscape Consultant	\$85,000			
ELCCA	\$50,000			
LCCT	\$75,000			
Reimbursables incl Reprographics prior to bid	\$25,000			
Advertising	\$2,000			
Traffic Analysis	\$25,000			
Envelope Consultant	\$40,000			
Acoustical Design	\$35,000			
Interior Design	\$50,000			
Security Consultant	\$30,000			
Audio Visual Consultant	\$50,000			
Cost and Scheduling	\$55,000			
Value Engineering Participation	\$45,000			
Constructability Review Participation	\$40,000			
Environmental Graphics/Signage	\$40,000			
Lighting Consultant	\$35,000			
Door Hardware Consultant	\$10,000			
SEPA /Land Use	\$30,000			
Civil Design (Infrastructure)	\$60,000			
Insert Row Here				
Sub TOTAL	\$1,472,000	1.0690	\$1,573,568	Escalated to Mid-Design

4) Other Services

Bid/Construction/Closeout	\$515,948			31% of A/E Basic Services
HVAC Balancing				
Staffing				
Commissioning and Training	\$100,000			
LEED Reporting and Monitoring	\$65,000			
Reimburseables/Reprographics for bid and construction	\$45,000			
Construction Materials Testing	\$75,000			
Bid/Construction/Closeout - Infrastructure	\$16,048			
Insert Row Here				
Sub TOTAL	\$816,996	1.1349	\$927,209	Escalated to Mid-Const.

5) Design Services Contingency

Design Services Contingency	\$188,456			
Design Services Contingency - Infrastructure	\$9,946			
Insert Row Here				
Sub TOTAL	\$198,402	1.1349	\$225,167	Escalated to Mid-Const.

CONSULTANT SERVICES TOTAL	\$3,967,519		\$4,301,814	
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Cost Estimate Details

Construction Contracts					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
1) Site Work					
G10 - Site Preparation	\$245,859				
G20 - Site Improvements	\$346,382				
G30 - Site Mechanical Utilities	\$12,363				
G40 - Site Electrical Utilities					
G60 - Other Site Construction					
General Conditions	\$185,438				
G10 - Site Preparation - Infrastructure	\$162,390				
G20 -Site Improvements - Infrastructure	\$68,804				
G30 - Site Mechancial Utilities - Infrastructure	\$1,141,995				Includes extension of Utility Tunnel
G40 - Site Electrical Utilities - Infrastructure	\$164,545				
G60 - Other Site Construction					
Insert Row Here					
Sub TOTAL	\$2,327,775		1.1065	\$2,575,683	
2) Related Project Costs					
Offsite Improvements					
City Utilities Relocation					
Parking Mitigation	\$1,020,498				
Stormwater Retention/Detention					
Other					
Insert Row Here					
Sub TOTAL	\$1,020,498		1.1065	\$1,129,181	
3) Facility Construction					
A10 - Foundations	\$898,518				
A20 - Basement Construction	\$0				
B10 - Superstructure	\$2,178,261				
B20 - Exterior Closure	\$3,284,987				
B30 - Roofing	\$848,666				
C10 - Interior Construction	\$1,885,011				
C20 - Stairs	\$68,621				
C30 - Interior Finishes	\$1,907,298				
D10 - Conveying	\$127,857				
D20 - Plumbing Systems	\$589,433				
D30 - HVAC Systems	\$2,913,146				
D40 - Fire Protection Systems	\$364,217				
D50 - Electrical Systems	\$2,943,057				
F10 - Special Construction	\$0				
F20 - Selective Demolition	\$0				
General Conditions	\$1,094,409				
Other					
Insert Row Here					
Sub TOTAL	\$19,103,478		1.1349	\$21,680,538	

4) Maximum Allowable Construction Cost

MACC Sub TOTAL **\$22,451,750**

\$25,385,402

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7) Construction Contingency

Allowance for Change Orders	\$1,122,588		
Other			
Insert Row Here			
Sub TOTAL	\$1,122,588	1.1349	\$1,274,025

8) Non-Taxable Items

Other			
Insert Row Here			
Sub TOTAL	\$0	1.1349	\$0

Sales Tax

Sub TOTAL	\$2,451,731		\$2,772,581
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CONSTRUCTION CONTRACTS TOTAL	\$26,026,069		\$29,432,008
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Cost Estimate Details

Equipment					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
E10 - Equipment	\$747,788				
E20 - Furnishings	\$879,750				
F10 - Special Construction					
IT Equip/Computers/Printers	\$700,000				
Insert Row Here					
Sub TOTAL	\$2,327,538		1.1349	\$2,641,523	
1) Non Taxable Items					
Other					
Insert Row Here					
Sub TOTAL	\$0		1.1349	\$0	
Sales Tax					
Sub TOTAL	\$242,064			\$274,719	
EQUIPMENT TOTAL					
	\$2,569,601			\$2,916,242	

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Cost Estimate Details

Artwork					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
Project Artwork	\$0				0.5% of Escalated MACC for new construction
Higher Ed Artwork	\$126,927				0.5% of Escalated MACC for new and renewal construction
Other					
Insert Row Here					
ARTWORK TOTAL	\$126,927		NA	\$126,927	

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Cost Estimate Details

Project Management					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
Agency Project Management	\$0				
Additional Services					
Project Management	\$200,000				
Insert Row Here					
PROJECT MANAGEMENT TOTAL	\$200,000		1.1349	\$226,980	

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Cost Estimate Details

Other Costs					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
Mitigation Costs					
Hazardous Material Remediation/Removal					
Historic and Archeological Mitigation					
Permits and Fees	\$150,000				
Insert Row Here					
OTHER COSTS TOTAL	\$150,000		1.1065	\$165,975	

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STATE OF WASHINGTON
AGENCY / INSTITUTION PROJECT COST SUMMARY

Agency	Edmonds Community College	
Project Name	Alternative No. 2 - New Academic Building	
OFM Project Number		

Contact Information		
Name	Schreiber Starling Whitehead	
Phone Number	206 682 8300	
Email		

Statistics			
Gross Square Feet	55,000	MACC per Square Foot	\$383
Usable Square Feet	35,750	Escalated MACC per Square Foot	\$433
Space Efficiency	65.0%	A/E Fee Class	B
Construction Type	Libraries	A/E Fee Percentage	7.14%
Remodel	No	Projected Life of Asset (Years)	

Additional Project Details			
Alternative Public Works Project		Art Requirement Applies	Yes
Inflation Rate	2.80%	Higher Ed Institution	Yes
Sales Tax Rate %	10.40%	Location Used for Tax Rate	Snohomish Co
Contingency Rate	5%		
Base Month	November-17		
Project Administered By	DES		

Schedule			
Predesign Start	July-18	Predesign End	January-19
Design Start	July-19	Design End	January-21
Construction Start	July-21	Construction End	May-23
Construction Duration	22 Months		

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Project Cost Estimate			
Total Project	\$31,652,562	Total Project Escalated	\$35,608,831
		Rounded Escalated Total	\$35,609,000

STATE OF WASHINGTON
AGENCY / INSTITUTION PROJECT COST SUMMARY

Agency	Edmonds Community College	
Project Name	Alternative No. 2 - New Academic Building	
OFM Project Number		

Cost Estimate Summary

Acquisition			
Acquisition Subtotal	\$0	Acquisition Subtotal Escalated	\$0

Consultant Services			
Predesign Services	\$290,000		
A/E Basic Design Services	\$1,132,093		
Extra Services	\$1,427,000		
Other Services	\$790,925		
Design Services Contingency	\$191,947		
Consultant Services Subtotal	\$3,831,966	Consultant Services Subtotal Escalated	\$4,154,764

Construction			
Construction Contingencies	\$1,053,921	Construction Contingencies Escalated	\$1,196,096
Maximum Allowable Construction Cost (MACC)	\$21,078,430	Maximum Allowable Construction Cost (MACC) Escalated	\$23,832,059
Sales Tax	\$2,301,765	Sales Tax Escalated	\$2,602,929
Construction Subtotal	\$24,434,116	Construction Subtotal Escalated	\$27,631,084

Equipment			
Equipment	\$2,642,500		
Sales Tax	\$274,820		
Non-Taxable Items	\$0		
Equipment Subtotal	\$2,917,320	Equipment Subtotal Escalated	\$3,310,868

Artwork			
Artwork Subtotal	\$119,160	Artwork Subtotal Escalated	\$119,160

Agency Project Administration			
Agency Project Administration Subtotal	\$0		
DES Additional Services Subtotal	\$0		
Other Project Admin Costs	\$0		
Project Administration Subtotal	\$200,000	Project Administration Subtotal Escalated	\$226,980

Other Costs			
Other Costs Subtotal	\$150,000	Other Costs Subtotal Escalated	\$165,975

Project Cost Estimate			
Total Project	\$31,652,562	Total Project Escalated	\$35,608,831
		Rounded Escalated Total	\$35,609,000

Cost Estimate Details

Consultant Services				
Item	Base Amount	Escalation Factor	Escalated Cost	Notes
1) Pre-Schematic Design Services				
Programming/Site Analysis	\$25,000			
Environmental Analysis				
Predesign Study	\$265,000			
Other				
Insert Row Here				
Sub TOTAL	\$290,000	1.0470	\$303,630	Escalated to Design Start
2) Construction Documents				
A/E Basic Design Services	\$1,090,372			69% of A/E Basic Services
A/E Basic Design Services - Infrastructure	\$41,721			
Insert Row Here				
Sub TOTAL	\$1,132,093	1.0690	\$1,210,208	Escalated to Mid-Design
3) Extra Services				
Civil Design (Above Basic Svcs)	\$85,000			
Geotechnical Investigation	\$50,000			
Commissioning	\$35,000			
Site Survey	\$75,000			
Testing	\$150,000			
LEED Services	\$100,000			
Voice/Data Consultant	\$35,000			
Value Engineering	\$45,000			
Constructability Review	\$45,000			
Environmental Mitigation (EIS)				
Landscape Consultant	\$85,000			
ELCCA	\$50,000			
LCCT	\$75,000			
Reimbursables incl Reprographics prior to bid	\$25,000			
Advertising	\$2,000			
Traffic Analysis	\$45,000			
Envelope Consultant	\$40,000			
Acoustical Design	\$40,000			
Interior Design	\$50,000			
Security Consultant	\$30,000			
Audio Visual Consultant	\$50,000			
Cost and Scheduling	\$55,000			
Value Engineering Participation	\$45,000			
Constructability Review Participation	\$40,000			
Environmental Graphics/Signage	\$40,000			
Lighting Consultant	\$35,000			
Door Hardware Consultant	\$10,000			
SEPA /Land Use	\$30,000			
Civil Design (Infrastructure)	\$60,000			
Insert Row Here				
Sub TOTAL	\$1,427,000	1.0690	\$1,525,463	Escalated to Mid-Design

4) Other Services

Bid/Construction/Closeout	\$489,877			31% of A/E Basic Services
HVAC Balancing				
Staffing				
Commissioning and Training	\$100,000			
LEED Reporting and Monitoring	\$65,000			
Reimburseables/Reprographics for bid and construction	\$45,000			
Construction Materials Testing	\$75,000			
Bid/Construction/Closeout - Infrastructure	\$16,048			
Insert Row Here				
Sub TOTAL	\$790,925	1.1349	\$897,622	Escalated to Mid-Const.

5) Design Services Contingency

Design Services Contingency	\$182,001			
Design Services Contingency - Infrastructure	\$9,946			
Insert Row Here				
Sub TOTAL	\$191,947	1.1349	\$217,841	Escalated to Mid-Const.

CONSULTANT SERVICES TOTAL	\$3,831,966		\$4,154,764	
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Cost Estimate Details

Construction Contracts				
Item	Base Amount	Escalation Factor	Escalated Cost	Notes
1) Site Work				
G10 - Site Preparation	\$245,859			
G20 - Site Improvements	\$346,382			
G30 - Site Mechanical Utilities	\$12,363			
G40 - Site Electrical Utilities				
G60 - Other Site Construction				
General Conditions	\$185,438			
G10 - Site Preparation - Infrastructure	\$132,864			
G20 -Site Improvements - Infrastructure	\$68,804			
G30 - Site Mechancial Utilities - Infrastructure	\$1,016,995			Includes extension of Utility Tunnel
G40 - Site Electrical Utilities - Infrastructure	\$134,627			
G60 - Other Site Construction				
Insert Row Here				
Sub TOTAL	\$2,143,332	1.1065	\$2,371,598	
2) Related Project Costs				
Offsite Improvements				
City Utilities Relocation				
Parking Mitigation	\$1,020,498			
Stormwater Retention/Detention				
Other				
Insert Row Here				
Sub TOTAL	\$1,020,498	1.1065	\$1,129,181	
3) Facility Construction				
A10 - Foundations	\$842,600			
A20 - Basement Construction	\$0			
B10 - Superstructure	\$2,042,700			
B20 - Exterior Closure	\$3,080,550			
B30 - Roofing	\$795,850			
C10 - Interior Construction	\$1,767,700			
C20 - Stairs	\$64,350			
C30 - Interior Finishes	\$1,788,600			
D10 - Conveying	\$119,900			
D20 - Plumbing Systems	\$552,750			
D30 - HVAC Systems	\$2,731,850			
D40 - Fire Protection Systems	\$341,550			
D50 - Electrical Systems	\$2,759,900			
F10 - Special Construction	\$0			
F20 - Selective Demolition	\$0			
General Conditions	\$1,026,300			
Other				
Insert Row Here				
Sub TOTAL	\$17,914,600	1.1349	\$20,331,280	

4) Maximum Allowable Construction Cost

MACC Sub TOTAL **\$21,078,430**

\$23,832,059

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7) Construction Contingency

Allowance for Change Orders	\$1,053,921		
Other			
Insert Row Here			
Sub TOTAL	\$1,053,921	1.1349	\$1,196,096

8) Non-Taxable Items

Other			
Insert Row Here			
Sub TOTAL	\$0	1.1349	\$0

Sales Tax

Sub TOTAL	\$2,301,765		\$2,602,929
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CONSTRUCTION CONTRACTS TOTAL	\$24,434,116		\$27,631,084
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Cost Estimate Details

Equipment					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
E10 - Equipment	\$892,500				
E20 - Furnishings	\$1,050,000				
F10 - Special Construction					
IT Equip/Computers/Printers	\$700,000				
Insert Row Here					
Sub TOTAL	\$2,642,500		1.1349	\$2,998,974	
1) Non Taxable Items					
Other					
Insert Row Here					
Sub TOTAL	\$0		1.1349	\$0	
Sales Tax					
Sub TOTAL	\$274,820			\$311,894	
EQUIPMENT TOTAL					
EQUIPMENT TOTAL	\$2,917,320			\$3,310,868	

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Cost Estimate Details

Artwork					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
Project Artwork	\$0				0.5% of Escalated MACC for new construction
Higher Ed Artwork	\$119,160				0.5% of Escalated MACC for new and renewal construction
Other					
Insert Row Here					
ARTWORK TOTAL	\$119,160		NA	\$119,160	

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Cost Estimate Details

Project Management					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
Agency Project Management	\$0				
Additional Services					
Project Management	\$200,000				
Insert Row Here					
PROJECT MANAGEMENT TOTAL	\$200,000		1.1349	\$226,980	

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Cost Estimate Details

Other Costs					
Item	Base Amount		Escalation Factor	Escalated Cost	Notes
Mitigation Costs					
Hazardous Material Remediation/Removal					
Historic and Archeological Mitigation					
Permits and Fees	\$150,000				
Insert Row Here					
OTHER COSTS TOTAL	\$150,000		1.1065	\$165,975	

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ATTACHMENT 6.2 Project Parameters Form

Type of Space	Square Footage	Percent
Renovation of Existing	(S1) 5,250	9%
New Space	(S2) 53,400	91%
Exterior Circulation of Existing. See Appendix H.	(S6)	
Demolished Area	(S3)	
Total Affected Area	(S4) 58,650	100%
Net Area Change = New – Demo – Circulation	(S5) 53,400	

Costs	Dollars	Percent
Acquisition	\$ 0	0%
Consultant Services	\$ 4,158,819	12.3%
Construction Contracts (w/o eligible Infrastructure)	Ca \$ 24,971,700	73.7%
Eligible Infrastructure Contracts (from C100)	Cb \$1,776,096	5.2%
Equipment	\$ 2,629,229	7.8%
Artwork	\$ 115,358	0.3%
Other Costs	\$ 0	0%
Project Management	\$ 226,980	0.7%
Total Project Cost (C1)	\$ 33,878,182	100%

Funding	Dollars	Percent
State Appropriation	\$ 33,878,182	100%
Financed – backed by State Appropriation		
Local Funds – Cash (see list of qualifying funds)	Ma \$ 0	0%
Financed – backed by Local Funds	Mb	
Total Project Funding	(F1) \$ 33,878,182	
Matching	(Ma+Mb) \$ 0	(Ma+Mb) / F1 0%
Variance = Cost – Funding	(C1 – F1)	

Project Weighting	Equivalent Area	Percent
Matching	(M4 * S4) 0	$M4 = 2 * (Ma+Mb)/F1$ 0%
Infrastructure	(I4 * S4) 3,493	$I4 = \min(Cb/(Ca+Cb), (1-M4))$ 6%
Renovation	(R4 * S4) 4,937	$R4 = (S1 * (1-M4-I4)) / (S1+S5+\min(S2,S3))$ 8%

Replacement	(P4 * S4)	0	$P4 = \frac{(\min(S2,S3) * (1-M4-I4))}{(S1+S5+\min(S2,S3))}$ 0%
New	(N4 * S4)	50,220	$N4 = \frac{((S5)*(1-M4-I4))}{(S1+S5+\min(S2,S3))}$ 86%
Total	S4	58,650	M4+R4+P4+N4 100%

ATTACHMENT 6.3 2019-21 Minimum and Overarching Criteria Form with College Responses

Evaluation Criteria	Scoring Standard	
College Response	Affected buildings are at a single site.	YES / No
College Response	Project does not include improvements to temporary or portable facilities.	YES / No
College Response	Project is not a gymnasium or recreational facility.	YES / No
College Response	Project is not an exclusive enterprise function such as a bookstore, dormitory or contract food service.	YES / No
College Response	Project is not dependent on another project in the current request.	YES / No
College Response	Project meets LEED Silver Standard requirements.	YES / No
College Response	College has a Greenhouse Gas Emission Reduction plan.	YES / No
College Response	The facility is state-owned or a condominium interest is held (state capital funds cannot be spent on leased space).	YES / No
College Response	Project will take more than one biennium. And, project costs at least \$5,000,000 and does not exceed 70,000 gsf without WACTC Capital Budget Committee approval.	YES / No
College Response	If project includes renovation or replacement, then affected buildings have been owned by the college for 20 years at the time of the request.	YES / No
College Response	If project includes renovation, then the project extends the useful life of the affected building at least 20 years.	Yes / NO (Only a small portion of the existing building 9% will be renovated)
College Response	If project includes renovation, then the cost does not exceed 80% of the current replacement cost.	YES / No
Effective use of existing facilities See Appendix C for guidelines on determining existing utilization.	Fall 2016 space utilization relative to standards and other proposals. Standards are: Classroom seats used 22 hours per week. Laboratory seats used 16 hours per week.	Up to 9 points Assumed 7.8 Classrooms 22.24 Labs 21.30
Ability to enhance state and institution's achievement of goals	<i>Add up points from each category: (Max 14)</i> Directly tied to facilities master plan Directly tied to objectives in strategic plan Include clear and succinct description of the relationship between the project and its impact on partnerships with K-12, 4 yrs, business, etc. This may be supported by letters from partners describing how the project will benefit the partnership.	4 4 0

Project includes at least seven of the best practices identified in Appendix A to reduce greenhouse gas emissions.	2
Overarching Subtotal (O1)	17.8
Overarching Weighting (O2)	1
Overarching Weighted Subtotal (O3 = O1 x O2)	17.8
Overarching Portion of Project (O4)	1
Overarching Points (O5 = O3 x O4)	17.8

ATTACHMENT 6.4 DAHP and Tribal Review

DAHP Review

DAHP has been provided with EZ 1 and 2 forms and submittals. The project was determined to be eligible for review due to its being an expansion of Lynnwood hall. An EZ-3 form has been submitted. At the time of issuance for this Project Request Report all necessary steps with DAHP have been completed and no further action is required until the project receives funding.



Existing Lynnwood Hall at the Campus Core

During the college-funded predesign phase, EdCC will engage with DAHP on preliminary design and to determine if any mitigation of adverse impacts is necessary. As part of preliminary planning, EdCC has considered other development alternatives including:

Expansion to the southeast to preserve the historic “core” of campus:

This option best maintains project goals for integration of new TLC functions with the existing LH functions. However, it creates unnecessary construction impacts to student using LH during construction. It also removed the opportunity to create a new active and engaging “heart” on the campus commons.

Expansion to the west with only a “connection” to LH:

This option supports the project goals to integrate new TLC functions with existing LH functions. However key adjacencies are lost/complicated. It also removed the opportunity to create a new active and engaging “heart” on the campus commons.

Standalone buildings:

This option proposed a new building in the west parking lot between LH and Meadowdale Hall. It was determined that this option most complicates the goals for full integration for program uses. However, this option would ease all complications of construction while LH is occupied and remove risks associate with upgrades to the existing LH building.

EdCC is committed to finding a successful solution, within funding provided, while working with DAHP for a successful outcome.

The following pages include Letters of response from DAHP based upon submittal of DAHP EZ Forms 1, 2, and 3.

- DAHP Determination of Eligible
- DAHP Letter of Notice

Tribal Review

A copy of the attached letter was sent to the cultural resources representative at each the following recognized Tribes. To date, no comments or concerns have been received.

Jamestown S’Klallam Tribe
Port Gamble S’Klallam Tribe
Sauk-Suiattle Tribe
Snohomish Tribe
Snoqualmie Nation
Stillaguamish Tribe of Indians
Suquamish Tribe
Tulalip Tribes



Allyson Brooks Ph.D., Director
State Historic Preservation Officer

November 16, 2017

Mr. Wayne Doty
Director of Capital Budgets
WA State Board for Community and Technical Colleges
MS 42495
Olympia, WA 98504-2495

In future correspondence please refer to:

Project Tracking Code: 2017-11-07962
Property: Edmonds Community College--Lynnwood Hall
Re: Determined Eligible

Dear Mr. Doty:

Recently the Washington State Department of Archaeology and Historic Preservation (DAHP) was contacted regarding the above referenced proposal. We understand that Edmonds Community College (ECC) is planning to significantly alter Lynnwood Hall Library on the campus. The proposal has been reviewed by Deputy Director, Greg Griffith; Architectural Historian, Michael Houser; and I, on behalf of the State Historic Preservation Officer (SHPO) under the auspices of Governor's Executive Order 0505 (GEO 05-05).

As you know, we have received Historic Property Inventory (HPI) downloaded into our on-line database from your consultant. In addition, DAHP's Architectural Historian Michael Houser has visited and toured the campus to gain a better sense of the setting of these buildings in the overall campus plan. The site visit also helps assess what we call "integrity" of these properties, that being the ability of the buildings to sufficiently convey their historic character and design.

We have determined that the library is ELIGIBLE for the National Register of Historic Places as a contributing element to a National Register Historic district of the campus.

For some background, the National Register was authorized by Congress in conjunction with the passage of the National Historic Preservation Act (NHPA) of 1966. Federal regulations implementing the NHPA established a 50-year age standard, thought to be a reasonable passage of time for properties to have achieved importance to the nation's history. The NHPA also established that properties can be considered as "historic" at the local level rather than solely at the state or national level. This means that properties need only be recognized as having historic importance by local jurisdictions. To be considered eligible for the National Register, properties or places (these include buildings, structures, districts, sites, and objects) must have been constructed at least 50-years ago. As the ECC campus was constructed in 1970, it will reach the 50-year threshold by the time capital improvements go to construction.

The information provided to us by the consultant in the HPI form did not provide DAHP with a historic context or a sufficient level of information for us to arrive at a thoroughly informed opinion about the National Register eligibility. However we have conducted additional research



into the ECC campus. We have come to learn that the campus was designed by the architectural firm of Waldron & Pomeroy. The campus also fits within the building boom era of other **Mid-century constructed community colleges** throughout the state.

As a result of this research, we have arrived at the opinion that the building contributes to a historic district at the ECC campus under National Register criterion "A": properties "that are associated with events that have made a significant contribution to the broad patterns of our history," and Criterion "C": properties "that embody distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction." To expand further, our opinion is based on the following:

- 1) Under criterion A (properties that are associated with events that have made a significant contribution to the broad patterns of our history) ECC was part of a wave of "junior colleges" that was first started in Washington state in 1915. The system gained a major boost in Washington by the Legislature in 1961 following the removal of restrictions against the expansion of community colleges.
- 2) Under criterion C the ECC campus serves as a good example of a project designed by the noted architectural firm of Waldron & Pomeroy. The firm designed numerous churches, schools, and community buildings in the Seattle area from the 1950s through 1980s, and ECC.
- 3) Additionally under criterion C, the ECC campus is eligible as an intact and expansive example of the Brutalist style of architecture. The style, used in the 1960s and into the 1970s, was often applied to large institutional uses, and often was enhanced by rich landscaping and detailed site planning.
- 4) The ECC campus retains a high level of architectural integrity (*location, design, setting, materials, workmanship, feeling, and association*), a requirement for National Register eligibility. Through the seven aspects of integrity, the campus illustrates the significant aspects of its past. The campus not only resembles its historic appearance, but maintains its original design features and aspects of construction dating from 1970.

Therefore, based upon the information we have gathered, the library building under review contributes to a National Register of Historic Places eligible district at the ECC campus.

We welcome any additional information that you may have that could help us in refining our evaluation and comments on these buildings. Thank you for the opportunity to review and comment. Should you have any questions, please feel free to contact me at (360) 586-3533 or russell.holter@dahp.wa.gov

Sincerely,



Russell Holter
Project Compliance Reviewer

Cc: Stephanie Teachman (ECC)





Allyson Brooks Ph.D., Director
State Historic Preservation Officer

November 21, 2017

Ms. Stephanie Teachman
Edmonds Community College
20000 68th Street W
Lynnwood, WA 98036

In future correspondence please refer to:
Project Tracking Code: 2017-11-07962
Property: Edmonds Community College Lynnwood Hall; 20212 68th Ave W, Lynnwood
Re: Library expansion; GEO 05-05 Review

Dear Ms. Teachman:

The Washington State Department of Archaeology and Historic Preservation (DAHP) has been contacted on your behalf by Schreiber Sterling Whitehead Architects regarding expansion of Lynnwood Hall. In a separate letter from our office, we opined that the building is eligible for inclusion in the National Register of Historic Places. Thus, we have interest in reviewing any alterations or expansions to existing structure in order to maintain its eligibility status.

We understand that this project is in the early planning phases and that design is still being developed. We would appreciate the opportunity to review and comment upon the proposed rehabilitation and expansion as design progresses, but we do not have enough information at this time to make a determination of impact. We look forward to working with you and your design team. If the proposed design has an adverse impact on the historic integrity of the existing building, we would recommend development of a Memorandum of Understanding (MOU) to mitigate the adverse impacts. However, it is the goal of design review to avoid or minimize any potential adverse impacts.

In addition to working with us on your proposed design, we highly recommend you to develop an Inadvertent Discovery Plan for any ground disturbing activities. If any archaeological resources are uncovered during construction, please halt work immediately in the area of discovery and contact the appropriate Native American Tribes and DAHP for further consultation.

The above referenced project has been reviewed on behalf of the State Historic Preservation Officer (SHPO) under provisions of Governor's Executive Order 05-05. Thank you for the opportunity to review and comment. If you have any questions, please contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Nicholas Vann', is written over a light blue horizontal line.

Nicholas Vann, AIA
Historical Architect
(360) 586-3079
nicholas.vann@dahp.wa.gov

cc: Wayne Doty, SBCTC
Brenda Misel, SSW Architects
Stephen Starling, SSW Architects



November 12, 2017

Tribe Name

Attn: Cultural Resources Representative

Address

City, WA. Zip

Subject: Triton Learning Commons - An Expansion of Lynnwood Hall
Edmonds Community College

Dear Mr. Young

Pursuant to Governor's Executive Order 05-05, and out of respect to our local tribal community, I am writing to inform you of Edmonds Community College's intent to expand the existing Lynnwood Hall located on our campus at 20000 68th Ave W, Lynnwood, WA. 98036 . The College is seeking capital funding to begin design of the building's renovation in July of 2019, with the hope of beginning construction in the summer to 2021.

We have contacted the Washington State Department of Archaeology and Historic Preservation (DAHP) for a determination of the buildings eligibility for listing on the National Register of Historic Places.

In addition, Edmonds Community College is committed to the immediate stoppage of work if any archaeological resources are discovered during construction.

If you have any comments or concerns regarding this matter, please direct them to me by phone at 425-640-1547 or by e-mail at kevin.mckay@email.edcc.edu at your earliest convenience.

Respectfully,



Kevin McKay

VP for Finance and Operations

ATTACHMENT 6.5 LEED v4 Checklist and Best Practices to Reduce Greenhouse Gas Emissions

LEED v.4 Checklist

A Preliminary sustainability LEED scorecard was prepared as part of the Project Request Report process. This project will target 65 points and LEED Gold Certification

Strategies incorporated to achieve LEED Gold certification will include appropriate massing and envelope design, appropriate material selection, and energy efficient building system selection. Above code HVAC system efficiency is to be achieved through efficient equipment choice, and scheduling and monitoring of room use. Ongoing operations efforts after construction will include optimizing energy performance, enhanced commissioning, and system measurement and verification as described for existing buildings. LED lighting and scheduled lighting is standard on campus and will be a part of the project. The Greenhouse Gas Emission Reduction Plan adds public transportation access and transportation support, such as inexpensive bus passes and bicycle storage, to its program.

A LEED v.4 Scorecard is attached at the end of this section.

EdCC has adopted several LEED strategies as campus standards. These have been applied to several recent projects regardless of seeking LEED certification. and demonstrate our commitment to LEED Silver certification. These standards will be part of the TLC design and construction and include:

Sustainable Site

- Multi-level design maximizes floor area ratio and minimizes building footprint.
- Maximizes connections to campus utilities through existing tunnel system.
- Campus connected to multiple transit lines.
- Campus is connected to public services within ½ mile radius.

Water Efficiency

- Plantings utilize native/drought tolerant species.

Energy and Atmosphere

- Light control/shading of windows reduces heat gain.
- Comprehensive energy management control.
- Connection to existing central plant heating system with new efficient air handling units.
- Occupancy sensors control lighting within each classroom.
- High performance envelope design (insulation/window systems).
- Enhanced commissioning.

Material and Resources

- Use of local, regional, and recycled materials.
- Durable materials.
- Construction recycling materials throughout construction.

Indoor Environmental Quality

- Daylighting and views provided in most rooms.
- Low emitting materials.
- Flush out of building with all finishes installed will occur prior to occupancy.

A LEED v.4 Scorecard is attached at the end of this section.

Best Practices to Reduce Green House Gas Emissions

The Triton Learning Commons will incorporate at least eight (8) of the best practices to reduce greenhouse gas emissions

The following pages include:

- 2019-21 Project Development Guidelines - Best Practices to Reduce GHG Form
- EdCC Greenhouse Gas Reduction Plan with Progress as of 9/2017

Appendix 6.6	
Best Practices to Reduce Greenhouse Gas Emissions	
System / Best Practices	Included in Project?
Mechanical	
Solar water heating	No
Above code HVAC system efficiency	YES
Use natural gas instead of electricity for heating	No
Geothermal heat pump	No
Post occupancy commissioning	YES
Interconnectivity of room scheduling in 25Live and HVACcontrols	YES
Electrical	
Photovoltaic energy systems	No
Time of day and occupancy programming of lighting	YES
Efficient lighting	YES
Envelope	
Minimize building surface area for necessary floor area	No
Roofing materials with light solar reflectance and reliability	YES
Green roofs to absorb heat and act as insulators for ceilings	No
Site	
Orient building for natural light and reduced heating and cooling loads	YES
Trees and vegetation planted to directly shade building	No
Paving materials with light solar reflectance, enhanced water evaporation, or otherwise designed to remain cooler or require less lighting than conventional pavements	YES
Increase transportation choices - drive, walk, bike or public transit	No
Total number of these best practices included in project:	8

Greenhouse gas reduction strategy	GHG Reduction Estimate Annual (MTCO2e) (OLD)	Upfront cost Estimate (\$)	Payback Period Estimate (years)	Date to Implement Estimate	Completed
Build New Construction to Green					
Building Standards (LEED Gold or even Platinum)					SET ?
Retrofit Existing Facilities for Energy Efficiency.	589	\$ 330,224	3-10 years	2009-2010	
Install energy efficient windows and reflective film throughout campus					CLA - Energy eff windows? Film - SNH 3rd floor S windows
Campus Standard- install white reflective roofing on all new buildings and renovations					NONE
Campus Standard- Weather stripping on all new doors and add stripping to existing doors.				2010-2011	Completed 2011
Installation upgrades to older buildings bringing them up to Lynnwood building codes.				2010-2011	As required. East Brier 2017, SNH 3rd floor 2015, GWY Hydronics 2015
Improve Lighting Efficiency					Consistent improvements annually
Perform efficient lighting retrofits campus wide	344	\$ 72,996	3- 10 years	2010-2011	McKinstry quoted \$35,000for audit
Install lighting occupancy sensors as Campus Standard.	401			2009-2010	None yet. Motion sensors
Install Energy Efficient Exit Signs.	18			2009-2010	Annual improvement
Reduce Hours Street or Parking Lights are on each day.					
Install Efficient Street Lights (other than LED). Mercury Vapor Lamps replace Sodium or Metal Halide.	30			2009-2010	Audit needed. Most are LED. 2015
Increased Boiler Efficiency with upgraded Boiler	29	\$ 905,001	3-10 years	2009-2011	Completed 2011
Increase Chiller Efficiency	198			2010-2011	Completed 2015
Upgrade HVAC fans	37			2009-2011	Completed 2011
Install High Efficiency Water Heaters	1			2009-2011	2 in 2017
Install energy efficient refrigerators					As old units fail
Install energy efficient vending machines					not known
Eliminate CFC using refrigerants.					As old units fail
Install solar hot water heater.					Funding
Install green/garden roofs				2011-2012	NONE
Plant trees to shade buildings and maintain our native second growth tree stands	4			2005-2012	Grounds?
Outreach and education to students, faculty, and staff about energy conservation.				2009-2012	Concluded in 2015
Conduct office energy audits to educate office staff.				2011-2012	None
"Power Down" campaign-lights, computers, peripherals, office appliances off, computers, peripherals, office appliances off.				2011-2012	On Going. Demand limits this initiative
Monitor Building Performance					
Track energy usage via (software)				2011-2012	2015
P\preventative and Performance maintenance				2010-2012	2018
Create and fund RCM (Resource Conservation Manager) Position to track resource use on campus				2011-2012	Position filled
Building use/scheduling efficiency.					
Winter consolidation shut down				2009-2012	None
Summer consolidation				2009-2012	CUP (Gas) boiler shut down
Consolidate scheduling during low-activity times (weekends)				2010-2012	On Going. 25 Live - 3 hours weekly
Utilize better time spreadsheets when scheduling classes.				2011-2012	None
Facilities: Office Equipment and IT					
Improve Energy Efficiency in IT					
Server virtualization (PUD sub metering via Grid Navigator)				2010-2012	Grid Nav is replaced with SkySpark 2014
Centralized power down Facilities management system(Alerton BACnet)				2009-2012	Fits and starts. 25 Live is a limiting factor
Create green IT job duties in the IT department				2011-2012	??
Energy Monitoring (RCM and Grid Navigator sub metering)				2010-2012	On Going
Use smart strips to shut off accessories	6			2011-2012	As yet, proven unsuccessful. IT policy now is all PCs are left on 24/7 for updates and security needs.
Use Energy Star models when replacing IT equipment (monitors, printers, copiers) and Office appliances.	95.8			2009-2012	PC and Monitors are upgraded as failures occur
Explore alternate computer systems 2012-2013 ➤ Use Power Management Setting on					
Existing Computers	204			2010-2012	
Consolidating servers for IT reduce energy.				2010-2012	

	GHG Reduction Estimate Annual (MTCO2e) (OLD)	Upfront cost Estimate (\$)	Payback Period Estimate (years)	Date to Implement Estimate	Completed
Greenhouse gas reduction strategy					
Educate users about IT energy usage- bests strategies to save energy.	6			2011-2012	
Fleet Energy Use					
Organized each Earth Month - Alternate Transportation Contest- 305 people entered				2009-2012	
Limit idling of sixteen facilities vehicles. 2009-2012					
Yearly maintenance, tune ups, frequent highway miles, and use as required to maximize gas mileage.				2009-2012	
Use sustainability (Mechanical /battery operated cleanup) for grounds maintenance instead of 2 cycle gas blowers. weed eaters.				2010-2012	
Reduce fleet mileage by shipping products/plants/supplies through shipping contractors instead of crews driving trucks to pick up.				2009-2012	
Stopped using our recycling staff to pick up materials off campus sites and having the local recycling services handle sites.				2009-2012	



LEED v4 for BD+C: New Construction and Major Renovation Project Checklist

Project Name: **Triton Learning Commons - Edmonds Community College**
Date: **July 2017**

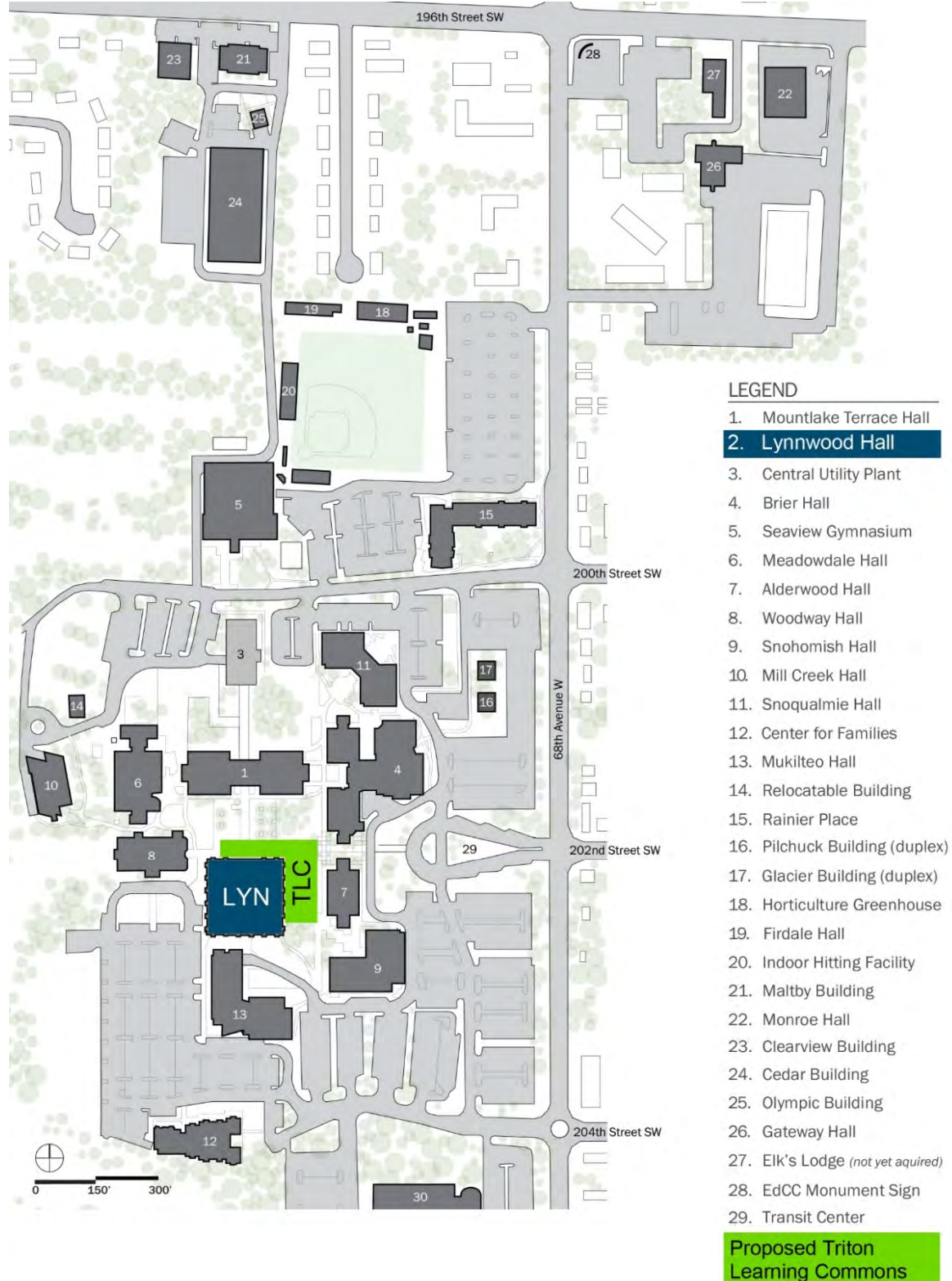
Y	?	N	Credit	1
1			Integrative Process	1
15 0 0 Location and Transportation 16				
8	0	0	Credit	16
			LEED for Neighborhood Development Location	1
			Sensitive Land Protection	2
			High Priority Site	5
2			Surrounding Density and Diverse Uses	5
2			Access to Quality Transit	1
1			Bicycle Facilities	1
1			Reduced Parking Footprint	1
1			Green Vehicles	1
5 0 0 Sustainable Sites 10				
Y			Prereq	Required
			Construction Activity Pollution Prevention	1
			Site Assessment	2
			Site Development - Protect or Restore Habitat	1
			Open Space	3
2			Rainwater Management	2
2			Heat Island Reduction	1
1			Light Pollution Reduction	1
6 0 0 Water Efficiency 11				
Y			Prereq	Required
			Outdoor Water Use Reduction	1
Y			Prereq	Required
			Indoor Water Use Reduction	2
Y			Prereq	Required
			Building-Level Water Metering	6
2			Credit	2
3			Credit	2
			Outdoor Water Use Reduction	2
			Indoor Water Use Reduction	1
			Cooling Tower Water Use	1
			Water Metering	1
18 0 0 Energy and Atmosphere 33				
Y			Prereq	Required
			Fundamental Commissioning and Verification	18
Y			Prereq	Required
			Minimum Energy Performance	1
Y			Prereq	Required
			Building-Level Energy Metering	2
Y			Prereq	Required
			Fundamental Refrigerant Management	3
3			Credit	1
			Enhanced Commissioning	1
9			Credit	2
			Optimize Energy Performance	1
1			Credit	3
			Advanced Energy Metering	1
1			Credit	1
			Demand Response	2
1			Credit	1
			Renewable Energy Production	1
1			Credit	2
			Enhanced Refrigerant Management	1
2			Credit	2
			Green Power and Carbon Offsets	2
8 0 0 Materials and Resources 13				
Y			Prereq	Required
			Storage and Collection of Recyclables	5
Y			Prereq	Required
			Construction and Demolition Waste Management Planning	2
3			Credit	2
			Building Life-Cycle Impact Reduction	2
1			Credit	2
			Building Product Disclosure and Optimization - Environmental Product Declarations	2
1			Credit	2
			Building Product Disclosure and Optimization - Sourcing of Raw Materials	2
1			Credit	2
			Building Product Disclosure and Optimization - Material Ingredients	2
2			Credit	2
			Construction and Demolition Waste Management	2
15 0 0 Indoor Environmental Quality 16				
Y			Prereq	Required
			Minimum Indoor Air Quality Performance	2
Y			Prereq	Required
			Environmental Tobacco Smoke Control	3
2			Credit	1
			Enhanced Indoor Air Quality Strategies	2
3			Credit	1
			Low-Emitting Materials	2
1			Credit	1
			Construction Indoor Air Quality Management Plan	2
2			Credit	1
			Indoor Air Quality Assessment	2
1			Credit	3
			Thermal Comfort	1
2			Credit	1
			Interior Lighting	3
2			Credit	1
			Daylight	1
1			Credit	1
			Quality Views	1
1			Credit	1
			Acoustic Performance	1
3 0 0 Innovation 6				
3			Credit	5
			Innovation	1
2			Credit	1
			LEED Accredited Professional	1
2 0 0 Regional Priority 4				
2			Credit	1
			Regional Priority: Specific Credit	1
1			Credit	1
			Regional Priority: Specific Credit	1
1			Credit	1
			Regional Priority: Specific Credit	1
73 0 0 TOTALS Possible Points: 110				

Certified: 40 to 49 points, Silver: 50 to 59 points, Gold: 60 to 79 points, Platinum: 80 to 110

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ATTACHMENT 6.7 Site Map

Campus Map with Lynnwood Hall highlighted and the Proposed Location of the TLC.



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ATTACHMENT 6.8 Preliminary Drawings

The following pages include:

Concept Site Plan

First Floor Concept Plan – Basic Skills Labs and Learning Commons

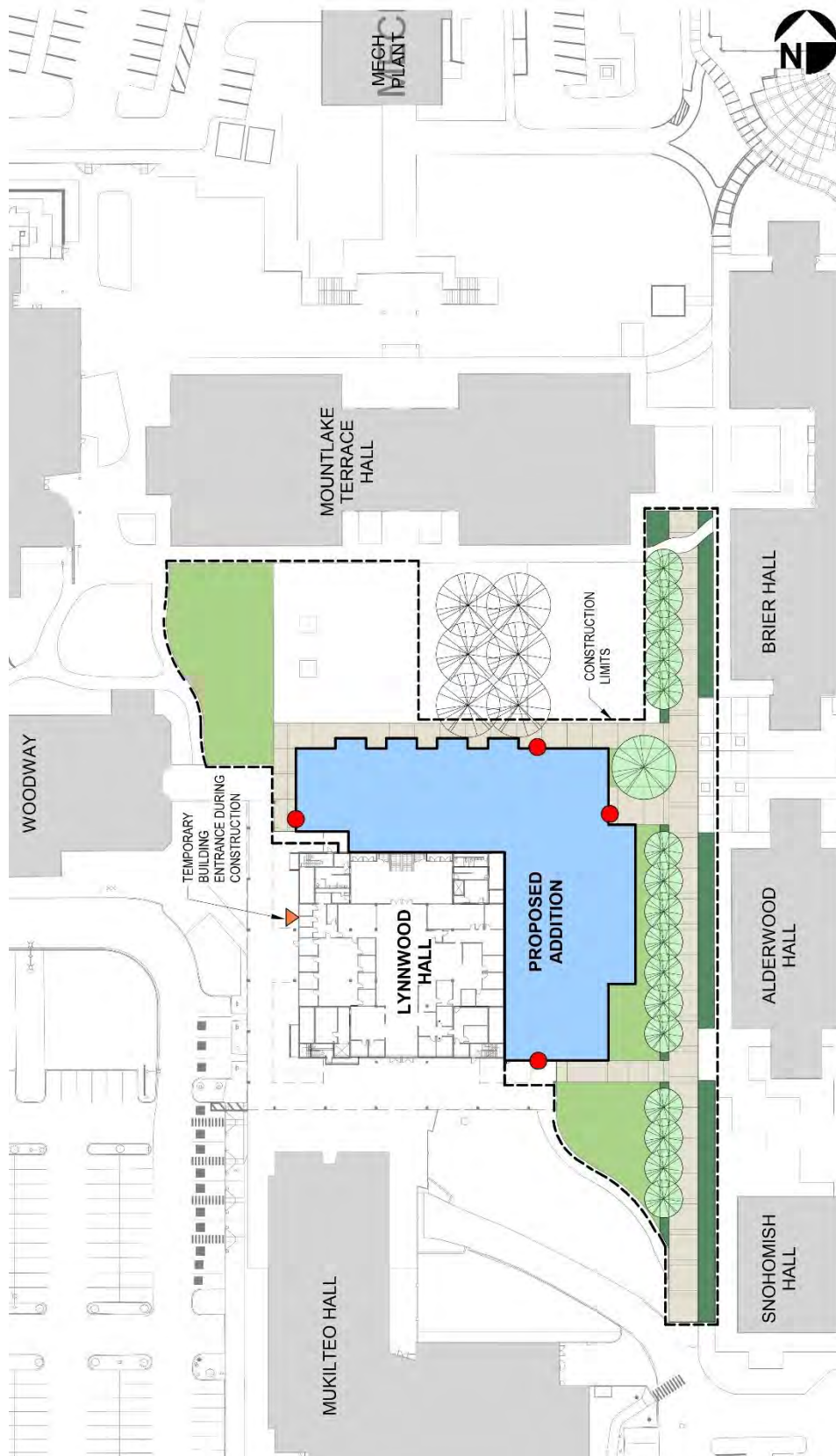
Second Floor Concept Plan – Learning Support Center and Open Multi-Disciplinary Labs

Third Floor Concept Plan – Library Expansion

Mechanical Penthouse/Roof Concept Plan

Concept Infrastructure Plan

Concept Site Plan



First Floor Concept Plan – Basic Skills Labs and Learning Commons



Department Legend

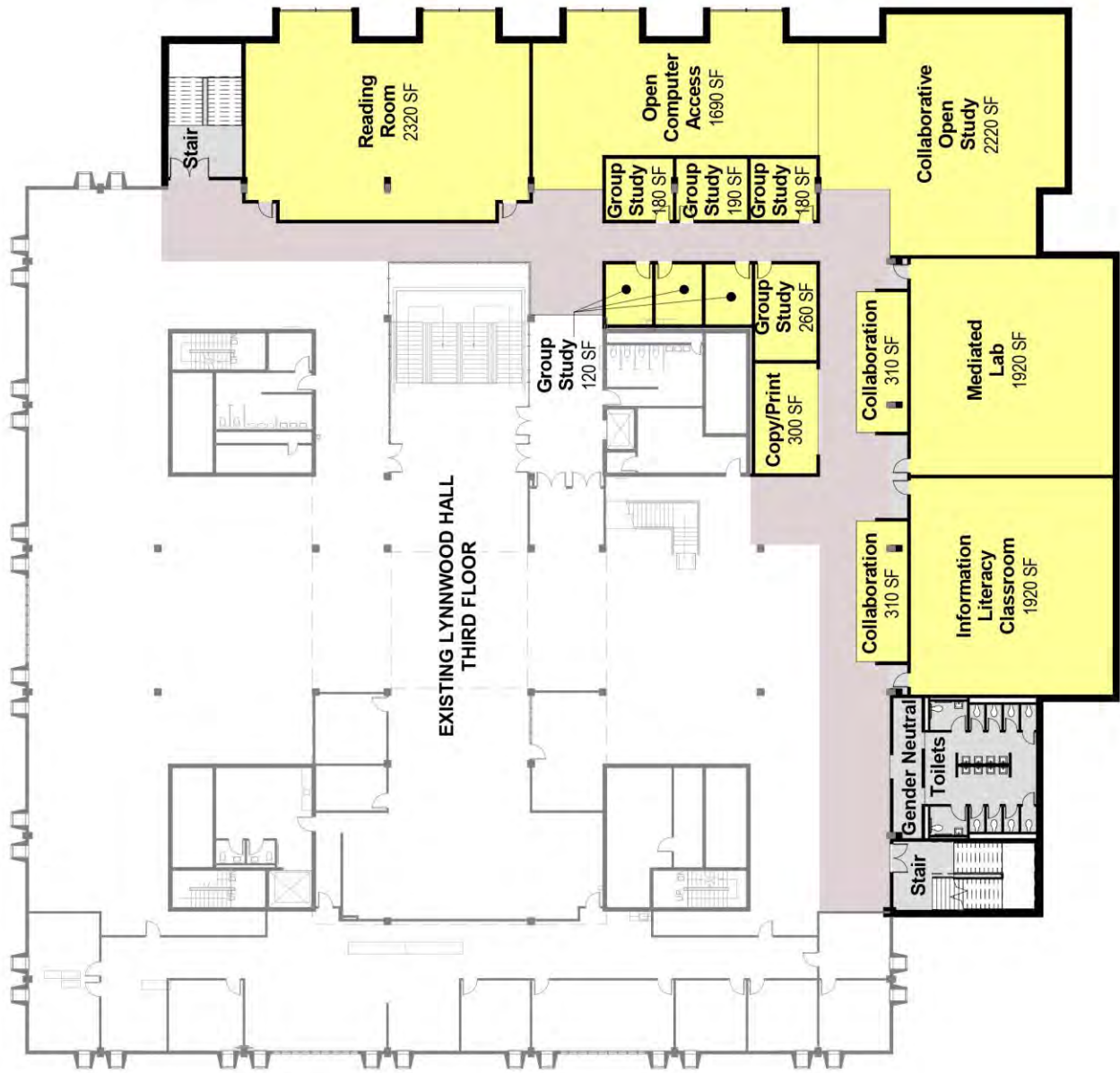
- Basic Skills
- Faculty Office
- Informal Learning
- Library and Learning Support
- Open Multi-Disciplinary Computer Lab
- Renovation Area without Program Space
- Student Center
- Service
- Student Services



Second Floor Concept Plan – Learning Support Center and Open Multi-Disciplinary Labs



Third Floor Concept Plan – Library Expansion

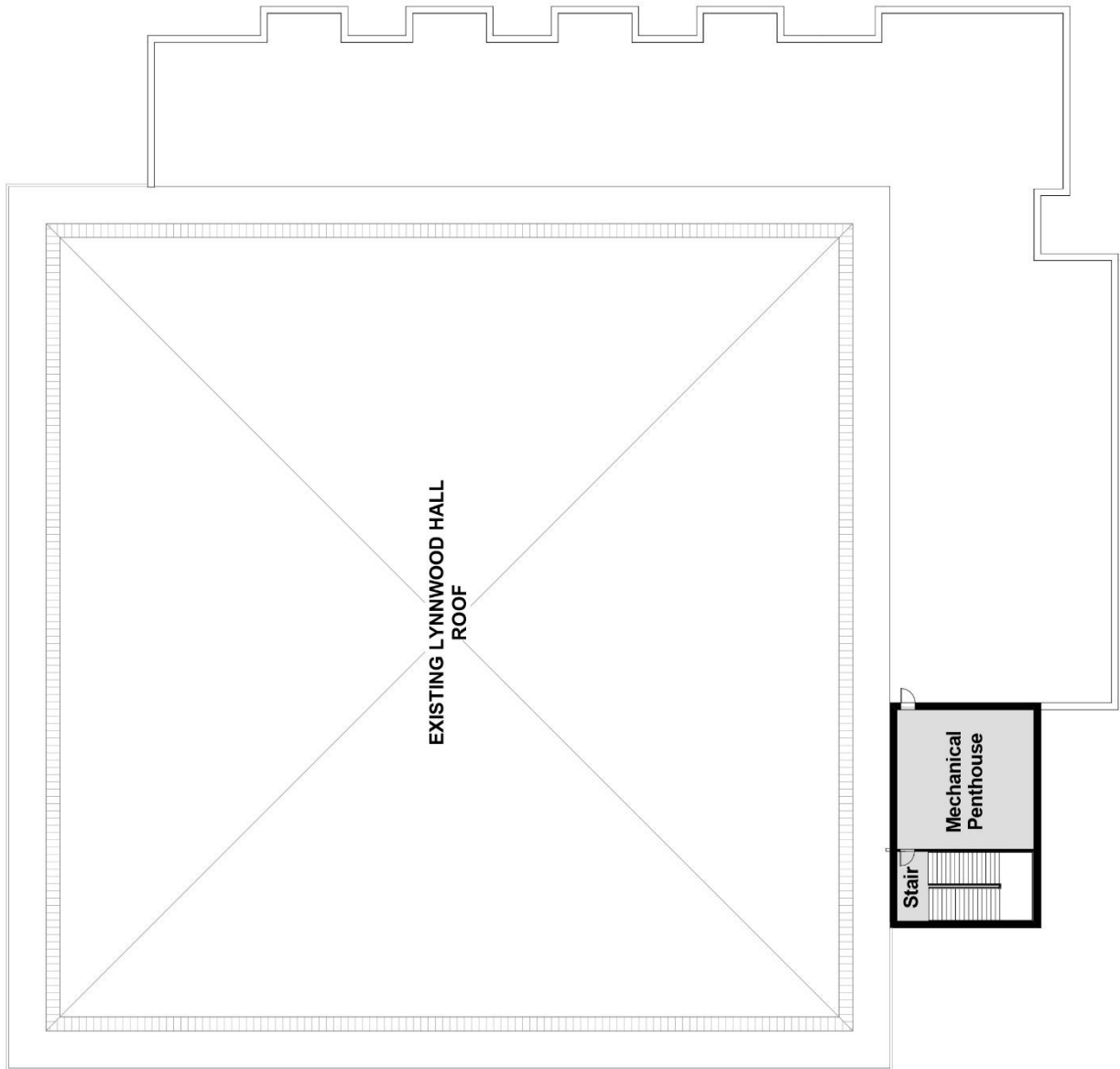


Department Legend

- Basic Skills
- Faculty Office
- Informal Learning
- Library and Learning Support
- Open Multi-Disciplinary Computer Lab
- Renovation Area without Program Space
- Student Center
- Service
- Student Services



Mechanical Penthouse/Roof Concept Plan

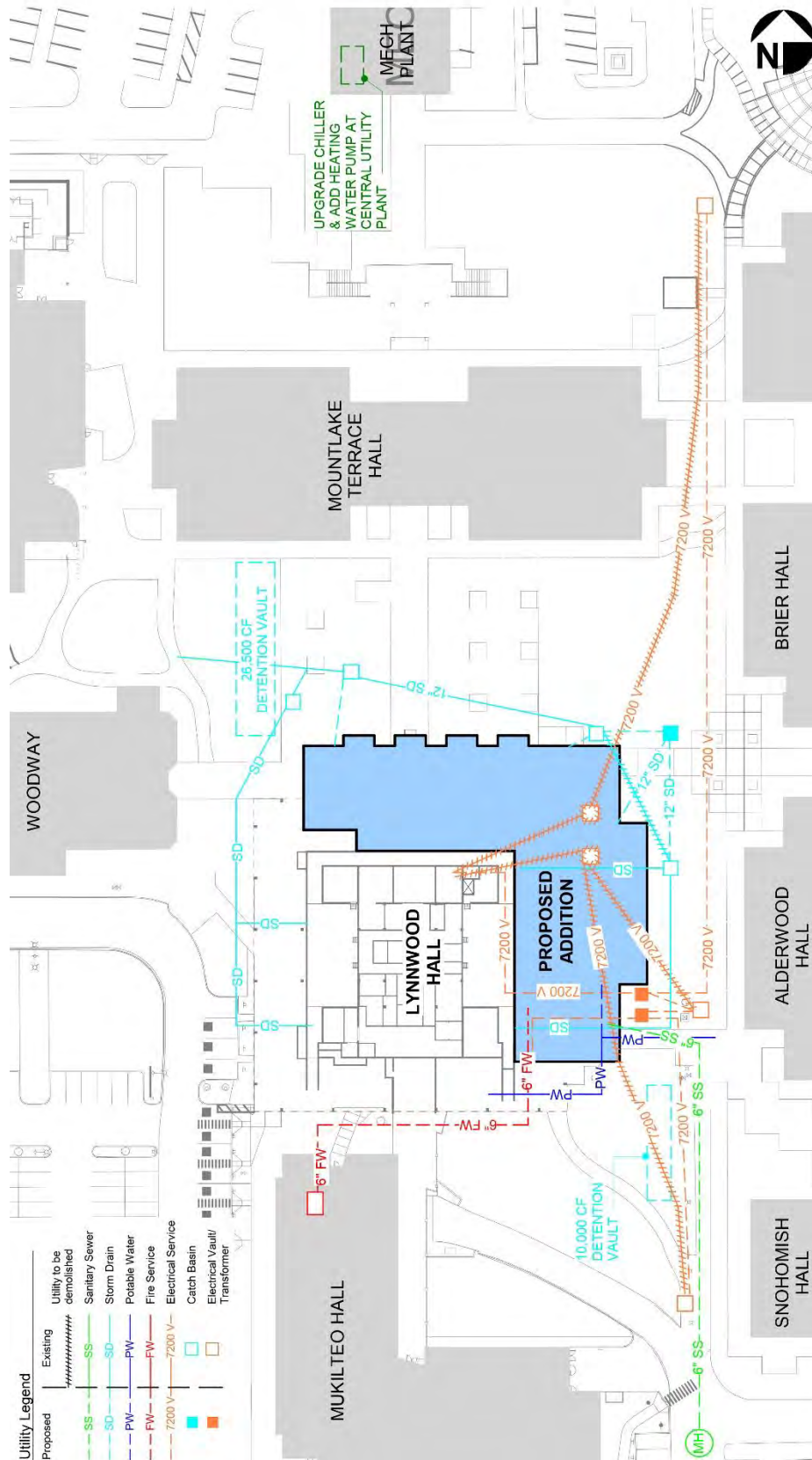


Department Legend

- Basic Skills
- Faculty Office
- Informal Learning
- Library and Learning Support
- Open Multi-Disciplinary Computer Lab
- Renovation Area without Program Space
- Student Center
- Service
- Student Services

A north arrow is located at the bottom left of the legend area, and a scale bar is located at the bottom right, showing increments of 0, 15, 30, and 60 units.

Concept Infrastructure Plan



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APPENDIX 7.1 Structural Report – Lynnwood Hall

The principal issues associated with building the proposed Triton Learning Commons as an addition to Lynnwood Hall, is what, if any, upgrades would be required by the City Lynnwood. The college had a preliminary review of the building for seismic issues by PCS Structural Solutions. A copy of their report follows.

In summary, if the proposed TLC is constructed as a stand-alone structure abutted to Lynnwood Hall with appropriate seismic joints, Lynnwood Hall will perform as currently designed and therefore not require seismic upgrades. If an upgrade is required, it is not expected to be significant.

We have attempted to confirm this approach with the Authority Having Jurisdiction (AHJ) but at this point in time, the AHJ is unwilling to provide any preliminary determination. This issue will need to be addressed with the AHJ when the project moves forward.



Seattle 811 First Avenue, Suite 620 • Seattle, WA 98104 • tel: 206.292.5076
Tacoma 1250 Pacific Avenue, Suite 701 • Tacoma, WA 98402 • tel: 253.383.2797
www.pcs-structural.com

October 31, 2017

Schreiber Starling Whitehead Architects
901 Fifth Ave., Suite 3100
Seattle, WA 98164

ATTN: Stephen Starling

RE: *Edmonds Community College
Lynnwood Hall*

Dear Stephen:

Please find attached to this letter our initial review and comments of the proposed additions and modifications to Lynnwood Hall.

It should be noted that we did not perform an extensive analysis of the facility. Rather, our comments are based on a cursory review of the original construction drawings, as well as some "quick check" calculations. A detailed evaluation is recommended if more detailed results are desired.

In our opinion, if the new multi-story addition is seismically separated from the existing building, the proposed modifications to the existing structure are relatively insignificant and the jurisdiction may not require a seismic upgrade to the facility. For the purpose of this report, we are proceeding with identifying possible deficiencies if a seismic upgrade was performed.

As always, please feel free to call if there are any questions regarding this report.

Sincerely,

PCS STRUCTURAL SOLUTIONS

Craig D. Stauffer, S.E.
President

CDSeml
18-065

Attachment: Eval Report





Seattle
Tacoma

811 First Avenue, Suite 620 • Seattle, WA 98104 • tel: 206.292.5076
1250 Pacific Avenue, Suite 701 • Tacoma, WA 98402 • tel: 253.383.2797

www.pcs-structural.com

OCTOBER 31, 2017

**LYNNWOOD HALL
EDMONDS COMMUNITY COLLEGE
LYNNWOOD, WA**

Lynnwood Hall was constructed in the early 1970's, and is a three story plus basement concrete structure with a steel framed roof. There is a concrete framed mezzanine that forms part of a fourth level. It appears that very few modifications have occurred since the facility was originally constructed. See Appendix A for representative plans and elevations.

SYSTEM DESCRIPTIONS

Vertical Load Resisting System:

The primary gravity framing consists of concrete columns, girders, and walls supporting concrete pan joist floors. Exterior framing consists of concrete columns and beams that support exterior infill brick walls and concrete spandrel panels. Conventional spread footings at the columns, basement walls, and shear walls support the structure at and below grade.

The roof system consists of steel beams supporting a metal deck. The beams are supported by concrete columns and the perimeter and concrete walls at the interior.

Lateral Force Resisting System:

The roof system acts as a flexible diaphragm, with the concrete floor system acts as a rigid diaphragm. The diaphragms then transfers lateral seismic/wind forces to concrete shear walls. The concrete walls extend from the foundation to the roof, and are positioned to create four separate concrete cores.

ANTICIPATED STRUCTURAL MODIFICATIONS

The proposed modifications to the existing framing, as well as the placement of the addition appears to have minimal impact to the overall lateral capacity of the existing system. The key impacts are noted below, and shown graphically in Appendix A.

1. Partial Floor Infill: a portion of the elevated walkway will be enclosed, and existing areas of the floor system will be infilled. This will require the removal of precast panels, installation of steel beams and a composite floor deck, and new steel columns.
2. The addition is proposed to be framed with structural steel columns and beams, supported by steel braced frames. The structure will span over the top of an existing underground service tunnel.
3. The addition will be separated for the existing building with a seismic joint.



**LYNNWOOD HALL
EDMONDS COMMUNITY COLLEGE
LYNNWOOD, WA**

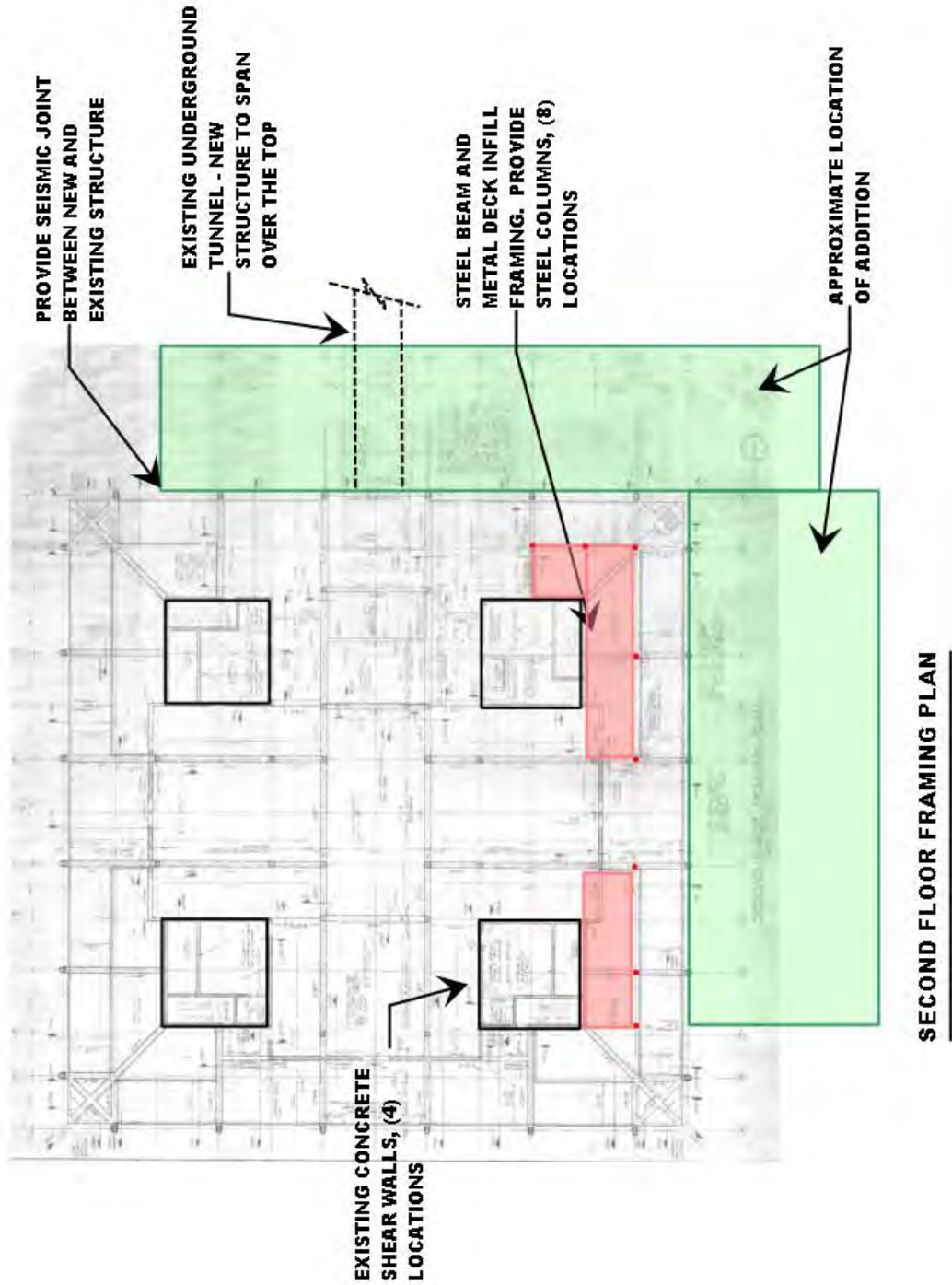
STRUCTURAL CONCERNS

As previously noted, based upon the current proposed modifications, it is anticipated that the jurisdiction will not require a seismic upgrade; however, this assumption should be verified by meeting with the local building department. If a seismic upgrade was required, or was desired by the Owner, the items noted below outline some of the structural concerns related to the anticipated seismic performance of the existing building. Conclusions are based on review of the available construction drawings, and on experience in renovations of similar building types in the Puget Sound area.

- Shear Wall and Floor Slab Stresses – Current code-level seismic forces may overstress the shear walls and nearby floor slab. A detailed analysis may show that the stresses in the walls and floors are at or near allowable levels. If the walls are overstressed, it may be necessary to install shotcrete on the face of the existing walls. Floor slabs may be strengthened by adding fiberwrap reinforcing to the top of the slab.
- Deflection Compatibility - Deflection of secondary elements do not appear to have shear capacity to develop the flexural strength of the elements. As the lateral movement of the floors increase compared to the level below, the columns may exhibit a shear failure which could lead to localized collapse. However, due to the location and length of the existing shear walls, it is not anticipated that much lateral drift will occur. Further analysis may show the secondary elements are acceptable. If not, some columns may require strengthening, most likely by encasing them in a fiberwrap reinforcing.
- Non-structural infill walls – The exterior walls at the third floor consists of infill precast and reinforced brick. While not intended to be part of the lateral system, the walls may attract lateral forces. Failure to the brick/precast, or potentially the supporting concrete columns, could occur. A higher-level analysis should be completed. If these areas are at risk for damage, it is recommended that the brick walls be removed and replaced with metal stud framing.



APPENDIX A

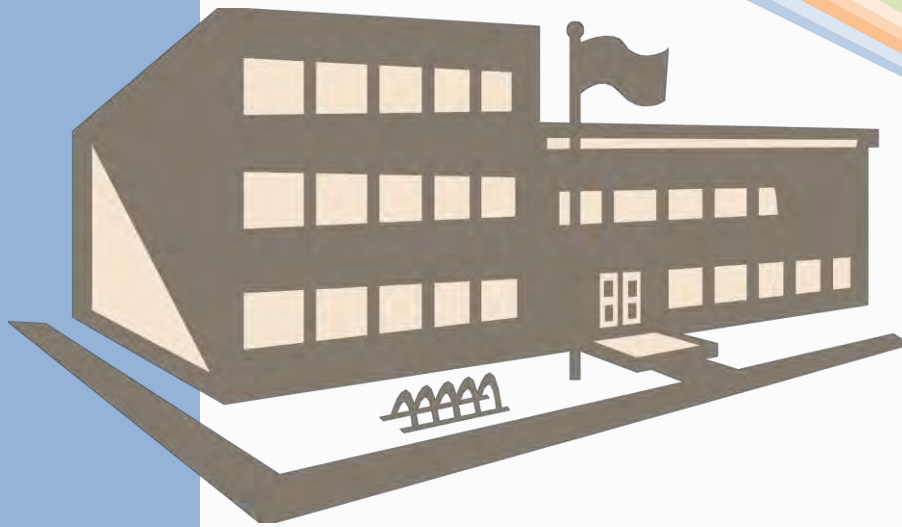


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APPENDIX 7.2 Facility Condition Survey Excerpts

The following pages contain excerpts from the 2015 Facility Condition Survey. While the Triton Learning Commons is proposed as new construction, it will be an expansion of Lynnwood Hall. Excerpts from the FCS for Lynnwood Hall are attached. They show that Lynnwood is in generally good condition. By expanding Lynnwood, its life can be effectively extended to serve today's needs and changing pedagogies and service delivery methods.

2015 FACILITY CONDITION SURVEY



Edmonds Community College

SURVEY CONDUCTED BY:
Steve Lewandowski
State Board for Community
and Technical Colleges

Olympia, Washington

Building Name	Building Number	Size (SF)	Previous Score	Updated Score
Alderwood Hall (230-ALD)	230ALD	22,050	288	276
Brier Hall (230-BRI)	230BRI	76,424	214	182
Cedar Building (230-CDR)	230CDR	32,736	368	388
Center For Families (230-CFF)	230CFF	15,542	158	159
Clearview (230-CLA)	230CLA	14,000	296	296
Construction Training (230-RLH)	230RLH	1,872	None	359
Edmonds Conference Centre (230-CON)	230CON	12,270	224	224
Firdale Hall (230-FIR)	230FIR	4,000	230	234
Gateway Hall (230-GWY)	230GWY	32,239	None	194
Glacier Building (230-GLR)	230GLR	3,989	446	446
Hort Boiler Room (230-BRH)	230BRH	96	352	367
Hort Green House (230-HGH)	230HGH	4,356	248	237
Lynnwood Hall (230-LYN)	230LYN	90,960	254	254
Maltby (230-MAB)	230MAB	8,046	274	221
Meadowdale Hall (230-MDL)	230MDL	36,393	146	146
Mill Creek Hall (230-MIL)	230MIL	19,380	158	190

Deficiency F01

Carryover from prior survey (not yet funded) : Yes
Location : Main Campus (230A)
Building name : Multiple (230A)
Unique Building Identifier (UBI) : 230A
Funding category in capital budget : Minor Works Facility appropriation
Uniformat category : B20-Exterior Enclosure
Assessment : Asset is near or at the end of its useful life and should be replaced
Quantity : 32
Unit of measurement : EA
Component : Storefront system
Location within building or site : Building entry
Issue clarity : Adequate information was provided to assess deficiency
Main cause of asset degradation or failure : Age/Wear
Detailed description : Several of the storefront entry doors on the Mountlake Terrace and Lynnwood buildings are at the end of their useful life. One of the doors is warped and has to be forced closed. A few of the doors have bent trim that allows the glazing to become exposed. Since the doors are installed in groups, the group of doors should be replaced rather than just the doors in the worst conditions. There are eight pairs of exterior doors at the Mountlake Terrace Building, eight pairs of exterior doors and 2 pairs of interior doors at Lynnwood Hall that should be replaced. Recommendation: Door replacement should include the entrance storefront assemblies as well as the door in order to facilitate the installation of ADA operator and Access Control systems.
Recommended funding schedule : Immediate
Estimated remaining life (years) : 3
Estimated average life expectancy (years) : 20
Scoring priority category 1 : High Repair/Repl. Cost
Category 1 percentage : 60 %
Scoring priority category 2 : System Use
Category 2 percentage : 40 %
Project construction estimate (MACC): \$380,000
Total repair estimate (including soft costs): \$540,000
Deficiency score : 53



BUILDING CONDITION RATING

Lynnwood Hall (230-LYN) STATE UFI: A04627 Main Campus (230A)

AREA: 90,960 SF BUILT: 1972 REMODELED: 2007 PREDOMINANT USE: Multi-Use

CONSTRUCTION TYPE: Heavy CRV/SF: \$316 REPLACEMENT VALUE: \$28,743,360



Primary Systems	
COMPONENT: Structure	RATING: 1 x WEIGHT: 8 = SCORE: 8
No signs of settlement or cracking, no abrupt vertical changes Columns, bearing walls and roof structure appears sound/free of defects	
COMMENTS: Cast concrete; steel frame	
COMPONENT: Exterior Closure	RATING: 1 x WEIGHT: 8 = SCORE: 8
Weatherproof, tight, well-maintained exterior walls, doors, windows/finishes	
COMMENTS: Brick; concrete frame; stucco soffits	
COMPONENT: Roofing	RATING: 1 x WEIGHT: 10 = SCORE: 10
Flashing and penetrations appear sound and membrane appears water- tight; drainage is positive and there are overflow scuppers	
COMMENTS: BUR w mineral-surfaced cap sheet	

Secondary Systems

COMPONENT:	Floor Finishes	RATING: 3	x	WEIGHT: 6	=	SCORE: 18
	Some wear and minor imperfections are evident; beginning deterioration					
COMMENTS:	Ceramic tile; carpet; vinyl tile; 2nd floor updated 2012					
COMPONENT:	Wall Finishes	RATING: 1	x	WEIGHT: 6	=	SCORE: 6
	Maintainable surfaces in good condition					
COMMENTS:	Gypsum board; concrete; CMU; wood trim; brick					
COMPONENT:	Ceiling Finishes	RATING: 1	x	WEIGHT: 6	=	SCORE: 6
	Maintainable surfaces in good condition; good alignment and appearance					
COMMENTS:	Lay-in tiles-minor deterioration					
COMPONENT:	Doors & Hardware	RATING: 3	x	WEIGHT: 6	=	SCORE: 18
	Functional but dated					
COMMENTS:	Interior wood doors w HM frames-some sidelites; lots of 8' high fours; exterior HM doors/frames-random damage; metal coiling doors					

Service Systems

COMPONENT:	Elevators	RATING: 1	x	WEIGHT: 6	=	SCORE: 6
	Appropriate and functional for occupancy and use					
COMMENTS:	4 stop plus freight elevator					
COMPONENT:	Plumbing	RATING: 1	x	WEIGHT: 8	=	SCORE: 8
	Fixtures and piping appear to be in good condition; no evidence of leaks					
COMMENTS:	Copper, cast iron, steel and galvanized piping; porcelain fixtures					
COMPONENT:	HVAC	RATING: 3	x	WEIGHT: 8	=	SCORE: 24
	System generally adequate; some deterioration; needs balancing; Offices areas have A/C; hazardous areas are ventilated					
COMMENTS:	Hot/chilled water from central plant; AHUs w VFDs and VAVs-noise issues					
COMPONENT:	Electrical	RATING: 1	x	WEIGHT: 8	=	SCORE: 8
	Adequate service and distribution capacity for current/future needs					
COMMENTS:	2000amp 480/277v; emergency generator					
COMPONENT:	Lights/Power	RATING: 1	x	WEIGHT: 8	=	SCORE: 8
	Contemporary lighting with good work area illumination; ample outlets					
COMMENTS:	Recessed can, lay-in and surface-mount fluorescent lighting					

Safety Systems			
COMPONENT:	Life/Safety	RATING: 3 x	WEIGHT: 10 = SCORE: 30
Generally meets codes for vintage of construction			
COMMENTS:			
COMPONENT:	Fire Safety	RATING: 1 x	WEIGHT: 10 = SCORE: 10
Locally monitored detection; alarm present; sprinklers in high hazard areas			
COMMENTS:			
COMPONENT:	Modifications	RATING: 1 x	WEIGHT: 7 = SCORE: 7
Modifications appear to be in compliance with codes and sound construction practices; HVAC/electrical service properly provided			
COMMENTS: Second floor completely renovated in 2007; partial first and basement remodels			

Quality Standards			
COMPONENT:	Maintenance	RATING: 1 x	WEIGHT: 7 = SCORE: 7
Facility appears well maintained			
COMMENTS:			
COMPONENT:	Remaining Life	RATING: 1 x	WEIGHT: 6 = SCORE: 6
Life expectancy is >15 years; minor system deterioration			
COMMENTS: Well-constructed structure with durable materials			
COMPONENT:	Appearance	RATING: 3 x	WEIGHT: 6 = SCORE: 18
Average construction; average interior and exterior appearance			
COMMENTS: Exterior is very spartan			

Heat Loss			
COMPONENT:	Insulation	RATING: 3 x	WEIGHT: 6 = SCORE: 18
Insulation present, but not to current standards (installed prior to 2010)			
COMMENTS:			
COMPONENT:	Glazing	RATING: 5 x	WEIGHT: 6 = SCORE: 30
Single glazing			
COMMENTS:			

TOTAL SCORE = 254 PREVIOUS BIENNIUM SCORE = 254
 CONDITION: Adequate

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APPENDIX 7.3 Master Plan and Strategic Plan Excerpts

The following pages include excerpts taken from EdCC Master Plan and Strategic Plans. Elements that will be directly impacted by the Triton Learning Center are highlighted.

Strategic Plan for 2016-2018: The following Strategic Plan for 2016-2018 was adopted by the College as in interim step. Strategic Planning at EdCC is currently underway. Please also see <http://www.edcc.edu/about/strategic-plan.html>

OUR STRATEGIC PLAN FOR 2016-18

Increasing Access to the College

Focusing on Strategic Enrollment Management (SEM) including, but not limited to, increasing state enrollments from high school students, Latino students, and into Science, Technology, Engineering, and Mathematics (STEM) fields and on educating our internal and external communities about our educational programs.

- Outcome: Meet the college's state-funded full-time equivalent student (FTES) allocation each year.

Supporting Student Progression

Focusing on student progression including, but not limited to creating seamless pathways for all educational programs of study; efficient and effective student advising for transfer and entry into the workforce; and identifying and implementing strategies to increase student retention and completion.

- Outcome: Implement a college-wide advising model for all degree and certificate seeking students.
- Outcome: Implement guided pathways for the college's top enrolled programs.

Improving the Student Experience at the College

Focusing on improving the student experience, including but not limited to, creating opportunities to get feedback from students regarding their entire experience; identifying and taking action to simplify processes for students; and ensuring a strong student voice in college participatory governance.

- Outcome: Gather, analyze, and respond to student feedback regarding their experiences at the college.

Master Plan: Edmonds Community College completed a new Facilities Master Plan in January of 2016. The following pages includes only the Executive Summary of the FMP. Relevant elements have been highlighted. The full Master Plan is available at <http://www.edcc.edu/about/master-plan.html>



Facilities Master Plan



schacht | aslani architects

22 January 2016
Washington State Board of Community and Technical Colleges
Project No. 2014-080 A (1)

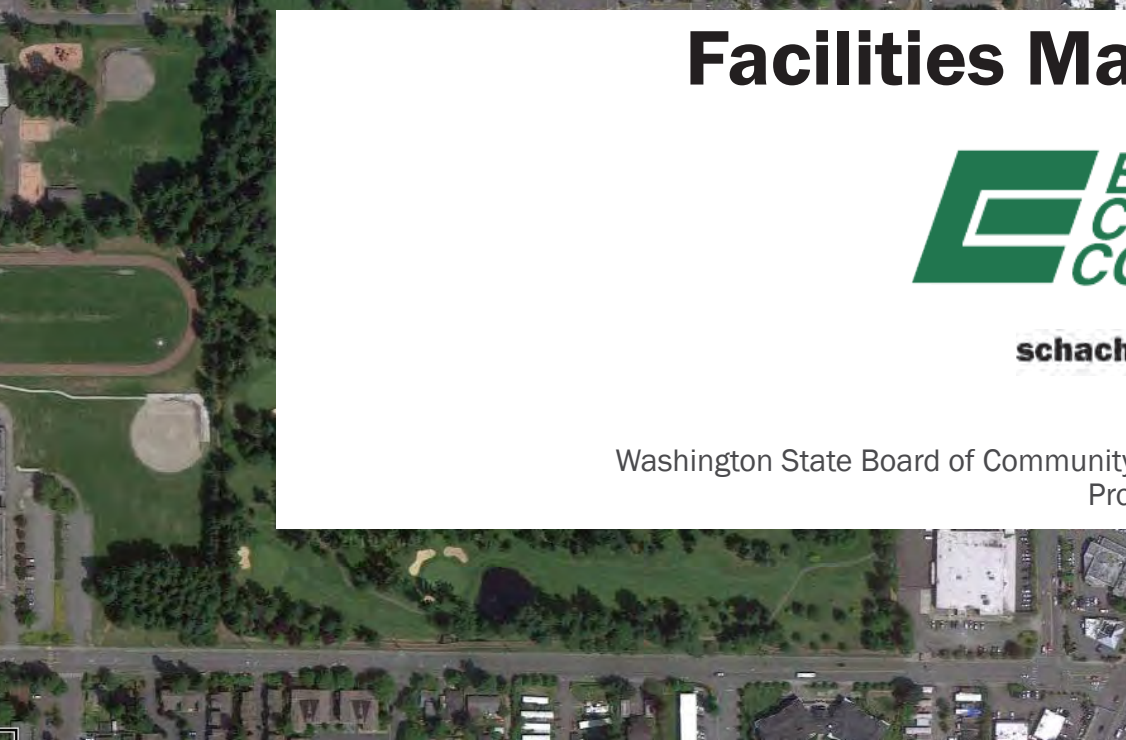


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1 EXECUTIVE SUMMARY

1.1 INTRODUCTION

Edmonds Community College (EdCC) was founded in 1967 on a 52-acre site formerly occupied by the U.S. Army.

The college offers a variety of academic and technical degrees, certificates and continuing education programs. Through a partnership with Central Washington University since 1975, a number of bachelor's degrees and one master's program are offered on the EdCC campus.

The EdCC Facilities Master Plan creates a framework for growth and development that supports the mission and vision of the institution. It responds to the college's Strategic Plan and related Academic Initiatives which include Strengthening Partnerships, Enhancing Educational Delivery, Focusing Learning Signature, Serving Diverse Students, and Supporting Innovation.

1.2 EXISTING CAMPUS

EdCC is located between the cities of Lynnwood and Edmonds in a growing area of southwest Snohomish County. The campus is divided into three distinct zones: the central campus core, the north campus complex, and the northeast campus complex. The campus core is the heart of EdCC where the first five buildings were built between 1967 and 1976. After the first period of construction in the 1970's, the next seven academic buildings were constructed between 1989 and 2007. All of these buildings are regarded by the State Board for Community and Technical Colleges as being in adequate to good condition and will not be eligible for renovation or replacement in next ten years.

While there is generally sufficient amounts of academic space on campus, poor adjacencies impact their current and long term functionality. Student Services are spread throughout campus, are not adjacent to visitor parking and are hard to find. The library on the third and fourth floors of Lynnwood Hall is also hard to find. The college lacks a clear front door for vehicles as well as clear visual connections through the campus core for pedestrians making wayfinding for vehicles and pedestrians difficult.

1.3 DEVELOPMENT PLAN

The Facilities Master Plan presents development plans for the campus over two major phases; the 10-Year Development Plan and the Long-Range Development Plan. The following are master planning themes that guided the development of this Facilities Master Plan.




IMPROVE CAMPUS ACCESS, ORIENTATION, AND WAYFINDING

Visitor and student parking should be easily accessible from the campus front door. The parking layout is to be improved to provide better vehicular flow. Pedestrian circulation on campus will be improved by creating a primary path with clear visual access through campus to enable people to see major destinations.



Figure 1-1 10-Year Campus Development Plan - Facilities and Site

COLOR LEGEND

-  EXISTING BUILDING
-  BUILDING RENOVATION
-  BUILDING ADDITION

BUILDING/SITE KEY

1. Mountlake Terrace Hall
2. Lynnwood Hall
3. Central Utility Plant
4. Brier Hall
5. Seaview Gymnasium
6. Meadowdale Hall
7. Alderwood Hall
8. Woodway Hall
9. Snohomish Hall
10. Mill Creek Hall
11. Snoqualmie Hall
12. Center for Families
13. Mukilteo Hall
14. Relocatable Building
15. Rainier Place
29. Transit Center (*relocated*)
30. Edmonds School District

NEW DEVELOPMENT KEY

- A. Science, Engineering & Technology (SET) Building
(*to be completed in 2017*)
- B. Campus spine development
- C. Improved outdoor space
- D. Improved parking
- E. Brier Hall partial renovation
- F. Brier Hall infill addition
- G. Seaview Gymnasium renovation
- H. Seaview Gymnasium addition
- J. Potential Academic Building

IMPROVE FUNCTIONAL ADJACENCIES

There will be gains in program and staff spaces after the Science, Engineering and Technology Building (SET) is complete that will allow for the repurposing of spaces in a number of campus buildings. The realignment of spaces should support better functional adjacencies and wayfinding for key student support functions such as student services and the Library. Functional adjacencies that enable better integration between IT staff and computer labs will improve staff function and students' access to computer labs.

IMPROVE SPACE UTILIZATION

EdCC has more than enough classrooms per the State's 2017- 2019 Capital Analysis Model (CAM). Additional improvements in scheduling procedures, combined with added classrooms in the SET Building, should enable EdCC to repurpose some of the small, less functional classrooms to get better use of its existing square footage.

IMPROVE THE CAMPUS EXPERIENCE FOR STUDENTS

The student center and gymnasium are undersized per the CAM. Expanding dedicated student spaces such as the Triton Student Center and the Seaview Gymnasium will improve the campus experience for students and encourage them to stay on campus. Improving and adding informal study spaces throughout campus will foster student engagement for learning as well as social activities.

IMPROVE IT INFRASTRUCTURE

A robust IT infrastructure with wireless access is critical to EdCC's ability to adapt to future changes. Wireless access will allow classrooms to become computer labs with portable rechargeable laptops. Software that can be accessed from the Cloud provides even more flexibility for computer class labs.

1.3.1 10-YEAR SITE DEVELOPMENT PLAN FOR CAMPUS

Improving campus access, orientation and wayfinding will be accomplished by improving campus open space and addressing deficiencies related to pedestrian and vehicular access.

IMPROVE ENTRANCE TO CAMPUS

Creating a clear front entry to campus, supported by easy to find visitor parking, is the first step in improving campus vehicular and pedestrian circulation.

IMPROVE VEHICULAR CIRCULATION

Moving the transit center is critical for improving vehicular circulation and access to parking. It would enable the reconfiguration of both vehicular and transit circulation to allow students to browse the parking more effectively and transit to operate more efficiently.

IMPROVE CAMPUS PEDISTRIAN CIRCULATION

Removing vegetation and bridges that block views through campus would facilitate the construction of a clear pedestrian path that would serve as a "Main Street" for the campus.

1.3.2 10-YEAR DEVELOPMENT PLAN FOR FACILITIES

The focus of the 10-Year Plan is to improve space in existing buildings and IT infrastructure in the campus core. There are opportunities for enhancing welcoming to the campus for first time students as well as for the community.

INSTRUCTIONAL SPACE

Focusing on upgrading classrooms that are 1,000-2,000 SF with contemporary instructional technology and wireless capabilities will provide flexible and adaptable learning environments. Such upgrades to existing classrooms will provide the needed flexibility to address the college's evolving academic plan and to take advantage of potential partnerships with industry.

STUDENT SERVICES IN SNOHOMISH HALL AND ALDERWOOD HALL

Consolidating student enrollment services in Snohomish Hall will enable the college to improve service to students in the first critical steps of enrolling at EdCC. Welcome Center functions are to be combined with student enrollment services on the first floor of Snohomish Hall. Space in adjacent Alderwood Hall vacated by faculty after the SET Building is complete will be repurposed for the specialized student support services that are accessed after completing the basic enrollment steps.

LYNNWOOD HALL

The library is also undersized per the 2017-19 CAM. Moving student services from the second floor of Lynnwood Hall to Alderwood Hall would allow the Library to expand into the second floor of Lynnwood. The space on ground floor vacated by student services is to be repurposed for computer class labs and IT support staff. Adjacent IT staff can monitor open lab use and the Help Desk can be located in proximity to the computer labs instead of in the basement.

TRITON STUDENT CENTER IN BRIER HALL

The 2017-19 CAM for EdCC notes a space shortage for student center and related spaces. Adding additional space to the Triton Student Center is possible after the completion of the SET Building. When Chemistry and Physics labs move out of Brier Hall into the SET Building, the vacated space can be repurposed for Student Center use. In conjunction with repurposed space, two courtyards could be infilled to provide more contiguous Student Center space.

SEAVIEW GYMNASIUM

Seaview Gymnasium is to be expanded to provide a Fitness Center with weight and fitness equipment that could be used by non-athletes. Seaview Gymnasium will need to be renovated in conjunction with adding new space.

FACULTY AND STAFF SPACE





Small or underutilized classrooms will be repurposed for faculty and staff use to alleviate shortages outlined in the 2017-19 CAM. Mountlake Terrace Hall will have available space on the first floor after student services move to Snohomish and Alderwood Halls. This space is in the center of campus, near classrooms, and is ideal for the faculty development space identified in the Needs Analysis. EdCC has a strong program for securing grants for new educational programs. Designated flexible space for future staff supported by grants could be also located in Mountlake Terrace Hall.

1.3.3 LONG RANGE DEVELOPMENT PLAN

While the 10-Year Plan focuses on improving space within existing buildings in the campus core, the Long Range Plan proposes locations for new buildings that may be needed to accommodate growth of the campus. Two potential sites for new buildings have been identified: one west of Rainier Place and another south of Woodway Hall. Both of these sites are presently occupied by parking. These sites close to the center of the campus core maintain the walkability of the EdCC campus.

Lynnwood Hall is one of the oldest and largest buildings on the EdCC campus. It will need to be renovated. In the context of a comprehensive renovation that addresses seismic upgrades the covered outdoor space around the ground and second floors can be converted to interior space. This expansion would add space in the center of the campus core.

COLOR LEGEND

-  EXISTING BUILDING
-  BUILDING RENOVATION
-  BUILDING ADDITION
-  FUTURE BUILDING

BUILDING/SITE KEY

1. Mountlake Terrace Hall
2. Lynnwood Hall
3. Central Utility Plant
4. Brier Hall
5. Seaview Gymnasium
6. Meadowdale Hall
7. Alderwood Hall
8. Woodway Hall
9. Snohomish Hall
10. Mill Creek Hall
11. Snoqualmie Hall
12. Center for Families
13. Mukilteo Hall
14. Relocatable Building
15. Rainier Place
29. Transit Center (*relocated*)
30. Edmonds School District

NEW DEVELOPMENT KEY

- A. Science, Engineering & Technology (SET) Building
(*to be completed in 2017*)
- B. Campus spine development
- C. Improved outdoor space
- D. Improved parking
- E. Brier Hall partial renovation
- F. Brier Hall infill addition
- G. Seaview Gymnasium renovation
- H. Seaview Gymnasium addition
- J. Potential Academic Building

2 STRATEGIC INITIATIVES

2.1 MISSION AND VISION

Edmonds Community College's mission and vision represent the values and goals of the institution:

MISSION

Edmonds Community College strengthens our diverse community by helping students access educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning.

VISION

Transforming lives through exemplary, nationally recognized educational and career pathways.

2.2 CORE THEMES AND STRATEGIC PLAN

STRENGTHEN OUR DIVERSE COMMUNITY

Edmonds Community College provides programs, resources, services, and learning environments, which reflect and strengthen individuals and groups in our diverse global community.

PROVIDE EDUCATIONAL OPPORTUNITIES

Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.

HELP STUDENTS ACCESS CAREER OPPORTUNITIES

Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.

SUPPORT STUDENT SUCCESS

Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.

ENCOURAGE INNOVATION, SERVICE, AND LIFELONG LEARNING

Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.

2.3 ACADEMIC INITIATIVES

The EdCC academic planning steering committee conducted a SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis as a step in its academic plan development. The purpose of the SWOT was to develop a small set of high-priority academic initiatives for EdCC over the next ten years that would guide the development of its Facilities Master Plan. The

Strategic Initiatives - Academic Initiatives

Planning Team, composed of representatives of EdCC faculty, staff, administration and the community served by the College, was engaged in this process. The high-priority academic initiatives with implications for the 10-Year Facilities Master Plan are noted as follows in order of priority.

Strengthening Partnerships Strengthen partnerships outside the college community and with related educational programs to leverage resources and improve career pathways between certificate, associate degree, and 4-year degrees.

Enhancing Educational Delivery Enhance educational program and service delivery to effectively utilize emerging learning methods to address current and long term workforce needs. Support e-learning, competency-based learning, and workforce education.

Focusing Learning Signature Focus EdCC’s learning signature to communicate the desired image and uniqueness of its educational programs and services in response to student and community needs in relationship to other educational providers.

Serving Diverse Students Improve EdCC’s outreach and effectiveness in serving diverse groups of students including age, gender, disabilities, culture, language, economic status, location, time of availability, and learning style.

Supporting Innovation Support and demonstrate innovation in all aspects of EdCC’s operation to ensure student and community success.

These Academic Initiatives are closely related to EdCC’s Core Themes and Strategic Plan. While the above list places the initiatives in priority order, the following chart correlates the academic initiatives with the Strategic Plan and with the Implications for the 10-Year Facilities Master Plan.

Strategic Plan	Implication for Facility Master Plan
<p>STRENGTHEN OUR DIVERSE COMMUNITY Edmonds Community College provides programs, resources, services, and learning environments, which reflect and strengthen individuals and groups in our diverse global community.</p> <p>ACADEMIC INITIATIVE Improve EdCC’s outreach and effectiveness in serving diverse groups of students including age, gender, disabilities, culture, language, economic status, location, time of availability, and learning style.</p>	<ul style="list-style-type: none"> • Improve campus access, orientation & wayfinding • Provide multi-lingual signage • Enhance access to public transportation • Create a clear, common front door to campus that enables first time students to find student services • Develop gathering spaces that encourage interchange among diverse students • Implement Student Center improvements to enhance Student Life • Upgrade the gym to provide a better point of connection between all students

Strategic Plan	Implication for Facility Master Plan
<p>PROVIDE EDUCATIONAL OPPORTUNITIES Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to achieve their unique educational goals.</p> <p>ACADEMIC INITIATIVE Enhance educational program and service delivery to effectively utilize emerging learning methods to address current and long term workforce needs.</p>	<ul style="list-style-type: none"> • Equally accommodate on-line and face-to-face learning by providing support services and access to technology networks and computers • Provide a variety of spaces for different learning modalities including individual study, small group learning, large group learning, and active learning • Provide spaces that promote learning beyond the classroom • Improve access to Wi-Fi and computer labs to support hybrid and online classes
<p>HELP STUDENTS ACCESS CAREER OPPORTUNITIES Edmonds Community College provides programs, resources, services, and learning environments that enable individuals to improve their career readiness and advancement.</p> <p>ACADEMIC INITIATIVE Strengthen partnerships outside the college community and related educational programs to leverage resources and improve career pathways between certificate, associate degree, and 4-year degrees.</p>	<ul style="list-style-type: none"> • Connect campus & community • Increase space utilization of shared facilities between partners and the College • Improve IT infrastructure • Support partnerships through sharing facilities, on and off-campus • Enhance flexibility in facilities to accommodate partnership opportunities as they arise
<p>SUPPORT STUDENT SUCCESS Edmonds Community College provides programs, resources, services, and learning environments that increase achievement and reduce achievement gaps for all students.</p> <p>ACADEMIC INITIATIVE EdCC should develop its learning signature to communicate its uniqueness in educational programs and services in response to student and community needs.</p>	<ul style="list-style-type: none"> • Enhance look and feel so more like a college • Invest in the core of campus • Enhance welcoming to the campus for students and community • Consolidate student services in relationship to enhanced welcoming • Improve parking capacity and vehicular flow so that students can get to class on time • Provide spaces that support extended learning times to accommodate students' varied schedules
<p>ENCOURAGE INNOVATION, SERVICE, AND LIFELONG LEARNING Edmonds Community College provides programs, resources, services, and learning environments that foster innovation, sustainability, service, and lifelong learning.</p> <p>ACADEMIC INITIATIVE Support and demonstrate innovation in all aspects of its operation and accountability to insure student and community success.</p>	<ul style="list-style-type: none"> • Provide professional development space for faculty and staff • Develop facilities as a means to support innovation in educational programs and services • Provide flexible spaces to support faculty and staff that serve grants programs which are a source of innovation at EdCC

4 SITE

4.1 LAND USE & ZONING

The City of Lynnwood has an adopted Comprehensive Plan and development regulations that will help guide the future development of Edmonds Community College. The City adopted the Comprehensive Plan in 2011 which covers development through 2020, but an updated plan is slated for adoption in 2015, addressing development through 2035. This plan is in compliance with the State's Growth Management Act of 1990.

4.1.1 ZONING

The Edmonds Community College site is zoned P-1 Public and is the center of the College District Overlay as designated by the City (refer to zoning map on the following page). The P-1 zone permits institutional uses such as churches, convention centers, libraries, museums, schools, parks, municipal buildings and transit centers along with some residential uses. Any future development within this zone must meet the specific requirements outlined in the City of Lynnwood Municipal Code, chapter 21.44 "Public and Semi-Public Zone."

4.1.2 COLLEGE DISTRICT PLAN

The College District Plan was adopted by the City in 2002 and this plan included a master plan for the College [See 3.2.1 on page 14](#). "In implementation, the existing single-family area east of the college is, over time, converted to a mixed-use center encouraging ground level commercial and retail uses, office and service use and multi-family residential in a pedestrian-oriented environment intended to blend with and support and expanding community college environment. As an active pedestrian and retail environment, the mixed-use center is strengthened by edges and boundaries through road extensions on both 66th Place and 204th Street." (The College District Plan, 2002). [See Figure 3-1 on page 15](#).

As stated by the plan, the City wants to create strong pedestrian connections between the College and future mixed use development in the area, which will occur mostly along 68th Avenue. The 204th Street extension project from 68th Avenue to Highway 99, shown in the plan, was completed in the fall of 2015. This road improvement work will reinforce this major entrance for the College at this intersection.

4.1.3 SETBACKS

For the P-1 zone, setbacks are 15 feet from any public street and 50 feet from any property line adjoining a single-family residential zone or use. All other setbacks shall be 25 feet from any property line. These setbacks need to be increased one foot for each foot of height exceeding 45 feet. The height of buildings are not restricted, but setbacks must be increased for increased building height, as previously stated.

4.1.4 PROJECT DESIGN REVIEW

All development on the campus must meet the City's Project Design Review Guidelines for both All Districts and Commercial Districts, as outlined in the City of Lynnwood Municipal Code 21.25.145. At the time of this plan, the College is working with the City to establish a Development Agreement. This would allow departures from the Project Design Review guidelines, since these guidelines were developed to address commercial not institutional development.

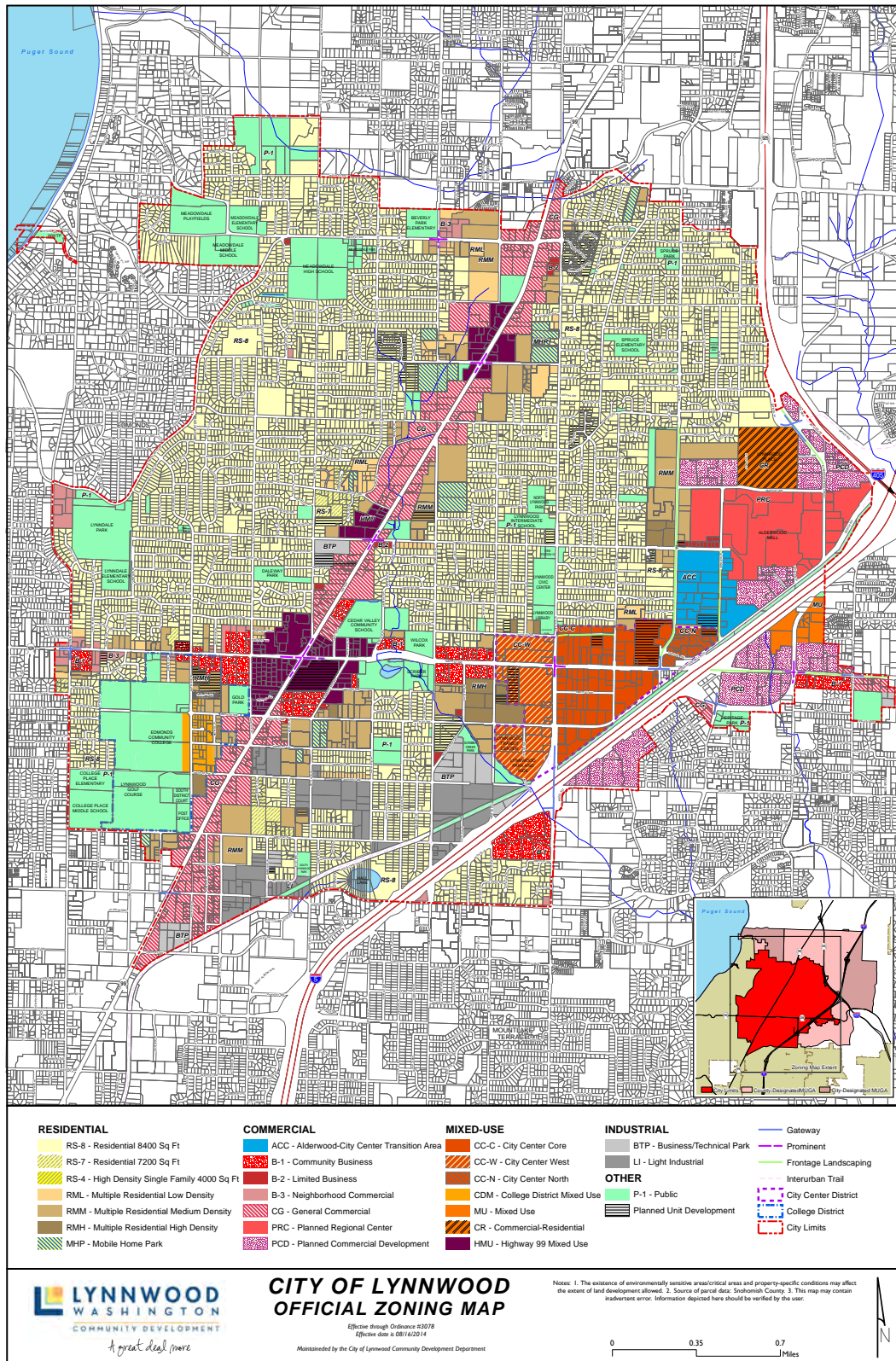


Figure 4-1 City of Lynnwood Zoning Map

4.1.5 PARKING REQUIREMENTS

Currently, there is an agreement between the College and the City that allows an alternate parking ratio for the College. This agreement allows the college to calculate parking requirements based on the ratio of one parking stall per employee plus one parking stall per 3.5 day-student FTE.

4.2 CAMPUS ORGANIZATION

The campus is divided into three distinct zones: the central campus, the north campus complex, and the northeast campus complex. The central campus is not visible from the nearest major arterial road, 196th Street. In an effort to increase the campus' presence in the area, the College recently constructed a monument sign at the intersection of 68th Avenue and 196th Street.

4.2.1 CENTRAL CAMPUS

Glacier & Pilchuck Halls, commonly referred to as the duplex buildings, are located at the north end of the east parking lot on the central campus. These buildings are slated to be demolished as part of the SET Building project to provide additional parking.

The original core campus buildings, Lynnwood Hall, Mountlake Terrace Hall and the Central Utility Plant, are organized north-to-south, with Brier and Meadowdale Halls flanking the east and west sides of Mountlake Terrace Hall. Brier Hall houses some academic spaces, as well as many student life functions including multiple food service venues and the bookstore while Meadowdale Hall is home to the visual arts programs. These four buildings are linked by a series of elevated concrete walkways with paved pedestrian paths at ground level. Since some of these buildings are in close proximity to each other, there are small, dark courtyards between Mountlake Terrace Hall and the flanking Meadowdale and Brier Halls. A large central courtyard between Lynnwood and Mountlake Terrace Halls was established but is visually divided by the sizable elevated walkway that runs down the center. The College currently has a plan in place to remove this elevated walkway which is anticipated to begin in the summer of 2016.

Additional academic buildings were built primarily along the axis first established by the initial development. These buildings include Snoqualmie, Alderwood, Woodway, Snohomish and Mukilteo Halls. Bookending the primary north-south axis are Snoqualmie Hall, home of Central Washington University and Snohomish Hall, which houses both college administrative and academic spaces. Woodway Hall is situated west of Lynnwood Hall and has a mix of classrooms, an Allied Health Lab, campus security and the golf course Pro Shop.

Seaview Gymnasium, the indoor batting facility, and Triton Field athletic facilities are at the north end of the central campus. The Horticulture Building and associated greenhouse are located on the north edge of Triton Field. Mill Creek Hall is the location for the music programs and is west of Meadowdale Hall, creating a small courtyard between the two buildings.

Community facilities, which include The Black Box Theatre in Mukilteo Hall and the Center for Families, are located at the south end of campus. The Black Box Theatre is a 200-seat, multi-use venue that holds a diverse array of arts and entertainment for both the College and community. The Center for Families provides high-quality childcare for EdCC students, while also providing a hands-on educational experience for students enrolled in Early Childhood Education programs. Another hands-on facility is the Campus Community Farm north of Meadowdale Hall which is managed by a local non-profit organization promoting sustainable urban food production and garden education.

Mature trees define the east, west and south edges of the central campus, while campus buildings are set within a mix of lawns and dense vegetation. Parking lots define the east, south and north edges of the campus and many of these lots have large islands with mature trees and vegetation. The Community Transit bus transit center is located at the east edge of campus at the intersection of 202nd Street.

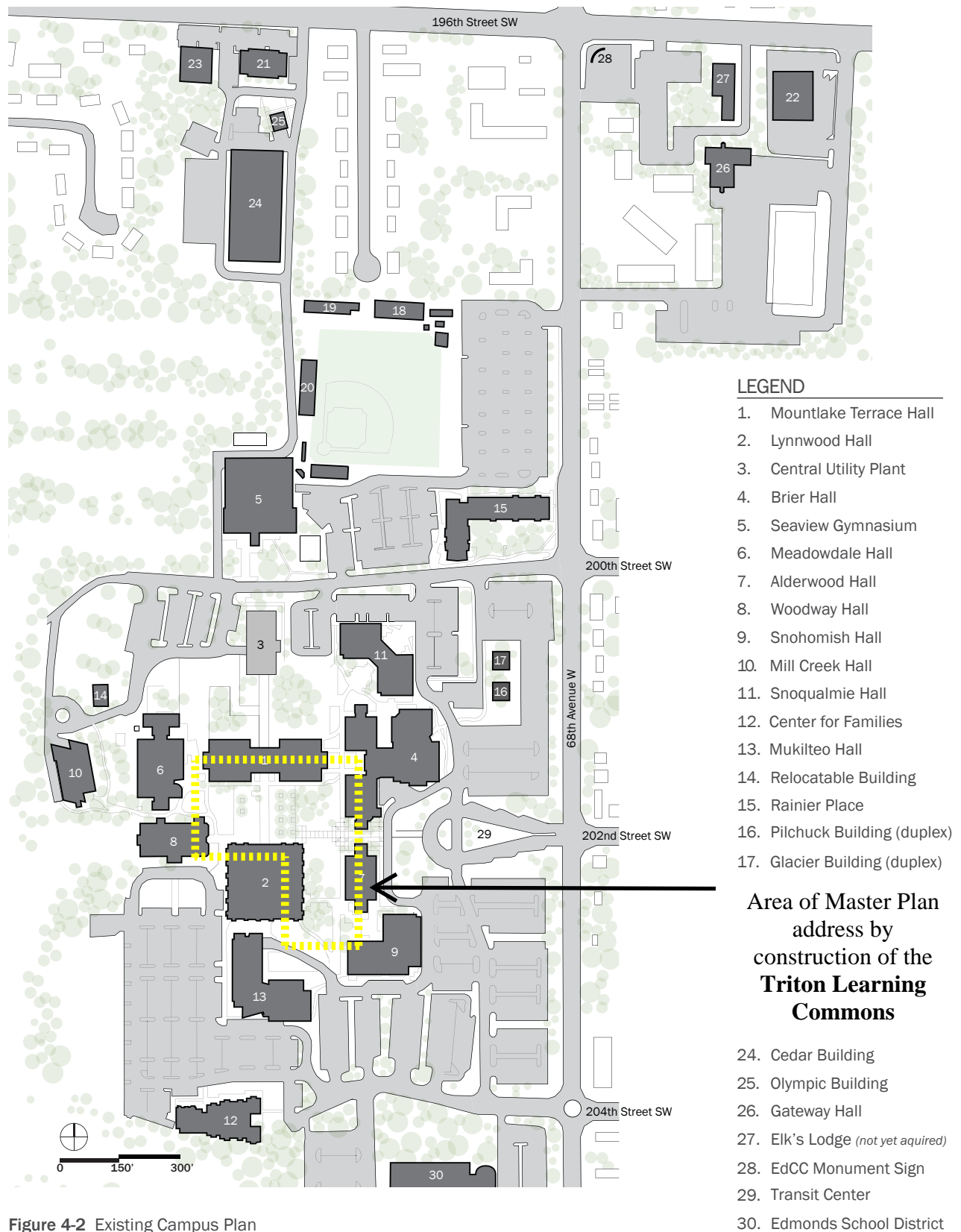


Figure 4-2 Existing Campus Plan

4.2.2 NORTH CAMPUS COMPLEXES

The north campus complex consists of four buildings situated north of Triton Field and the golf course along 196th Street. The Olympic Building houses the College facilities offices. The Cedar Building is the College grounds department along with space leased to the City of Lynnwood. The Clearview Building has Business and Human Resources offices. The Maltby Building provides some additional office space along with academic space for the Center for Learning Connections.

The northeast campus complex currently consists of two buildings. Gateway Hall houses administrative offices and student support programs, and Monroe Hall is the Engineering Technology Lab. These properties also provide additional parking for the College and the monument sign at the major road intersection. The College is currently negotiating the purchase of a third building, the Elks Lodge, just west of Monroe Hall but its future use has not yet been determined.

4.3 ACCESS & CIRCULATION

Edmonds Community College is located 1.5 miles west of Interstate 5 and two blocks west of SR-99 (Pacific Highway). SR-524 (196th Street SW) is just north of the central campus and 68th Avenue West defines the east edge of campus and serves as the primary vehicular access route to the central campus. Signage for the College from Interstate 5 directs traffic onto 200th Street SW but it has been observed that the majority of traffic uses 196th Street to access the College. The current 204th Street road extension project between SR-99 and 68th Avenue is anticipated to be a major access point for the College especially for people traveling north on SR-99.

4.3.1 PUBLIC TRANSPORTATION

Many community college students need to rely more on their personal vehicles for transportation to and from campus due to their schedules for classes, jobs and family obligations. However, there is a healthy demand for public transportation at EdCC and with continued growth in this region this demand is anticipated to increase.

The campus is currently served by three direct Community Transit bus routes with four additional routes within a few blocks. The on-campus bus transit center is located on the central east-west axis of campus at 202nd Street and is the second busiest transit stop in the Community Transit system, after the Lynnwood Transit Center, which is two miles due east of the campus.

BUS ROUTES ON-CAMPUS

- Routes 115, 116 & 120 serve campus Monday through Friday with limited service on weekends
- Route 115 serves Mountlake Terrace to Mill Creek through Lynnwood
- Route 116 serves Edmonds to Mill Creek through Lynnwood
- Route 120 starts and ends at EDCC and serves Lynnwood to Canyon Park

ADJACENT BUS ROUTES

- Route 101 serves Shoreline to Mariner Park & Ride north of Lynnwood and runs on SR-99
- Route 119 serves Mountlake Terrace to Ash Way Park & Ride north of Lynnwood and runs to the west of campus
- Route 196 serves Edmonds to Alderwood Mall and runs on 196th Street SW
- SWIFT buses run on Highway 99 from Shoreline to Everett with a new stop being added at the intersection of 204th Street once the road extension is complete

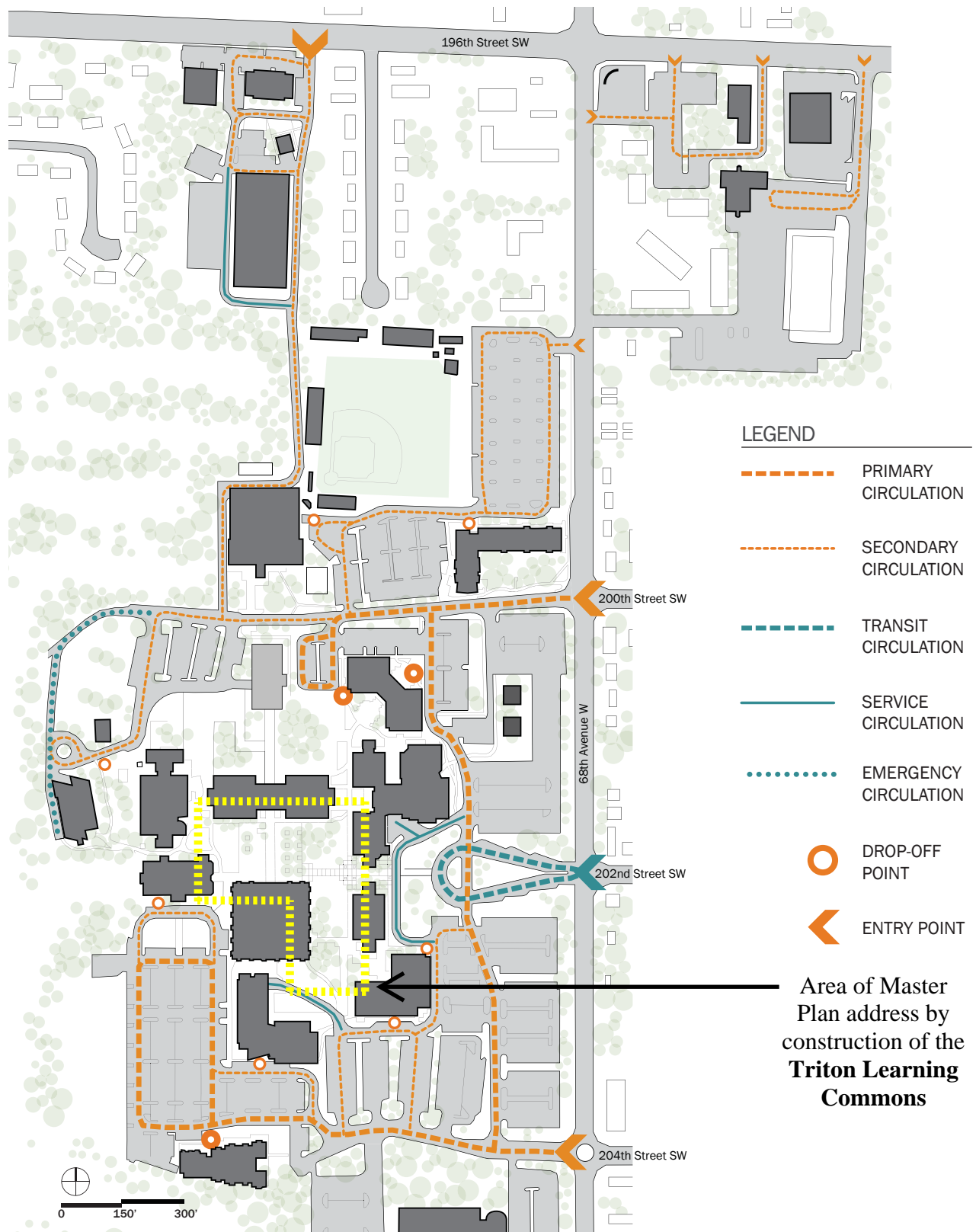


Figure 4-3 Existing Vehicular Circulation Diagram

Edmonds Community College, in conjunction with Community Transit, promotes the use of public transit by offering students an ORCA card for only \$15 per quarter. This allows students to use public transportation not only traveling to and from campus, but at all other times for a reduced rate.

The availability and access to public transit allows students to commute from across the region. Students come from many local areas like Shoreline, Mountlake Terrace, Bothell and Everett and reliable public transit is an appealing feature for prospective students considering EdCC.

NEEDS ANALYSIS

The location of the existing Community Transit bus turnaround/transit center on campus is problematic. The central location of the transit center divides the east parking lot in half, creating issues for vehicular circulation/browsing through the parking lot which is the only vehicular circulation opportunity from the north to south ends of the central campus. In addition, since the perceived main vehicular entrance to campus is at the transit center but is for transit vehicles only, there are a series of “DO NOT ENTER” signs at this entry. This is contradictory since the large EdCC monument sign is at this entry and these factors lead to many cars unfamiliar with the campus incorrectly entering at this location.

PROPOSED MASTER PLANNING STRATEGIES

- Move transit center to northeast corner of the east parking lot utilizing the traffic signal at 200th Street & 68th Avenue
- Transit center will be sized to accommodate six bus stop stations with space for holding of two additional buses
- Improve pedestrian access and circulation around new transit center and connection to campus

4.3.2 VEHICLE ACCESS AND PARKING

EXISTING CONDITIONS

Vehicular access to campus is located off 68th Avenue at the intersections of 200th and 204th Streets. As noted previously, the entrance at 202nd Street appears to be the main vehicular entry to campus, but is designated as transit only. In October 2015 the City of Lynnwood completed the construction of a roundabout at the intersection of 204th Street to help with traffic flows at this widely-used entry. This entry is also shared with the Edmonds School District building and the Municipal Golf Course whose designated parking area is south of Woodway Hall.

There are various drop-off locations around the perimeter of the campus buildings, with primary drop-offs at Snohomish and Snoqualmie Halls. Secondary drop-off locations are at Mukilteo, Woodway, Mill Creek Halls along with Seaview Gymnasium and Rainier Place.

EdCC's parking supply consists of 2,263 stalls which includes parking for students, staff, handicap parking, car pool, and other emergency, security or facilities dedicated spaces. The most expansive student parking lot is located on the east edge of the central campus and the primary staff parking is located at the northwest and southwest corners of campus. Visitor, carpool and event parking spaces are located at the south end of campus near Snohomish Hall. Parking for Triton Field and Rainier Place housing is located to the east and south of the athletic field. There is additional student parking at the northeast campus complex, including 120 leased parking stalls at the SnoKing Ice Arena, but these lots are underutilized due to their proximity to the central campus.

There are no cross-campus vehicular connections, except through the transit center which is not ideal. [See Figure 4-3 on page 28](#) is a diagram of the campus vehicular circulation including service and emergency circulation. Emergency vehicle

access to the center of campus is also limited. However, with the completion of the SET Building, this will be slightly improved with better access to the north side of Mountlake Terrace Hall and the west side of Brier Hall. There is no emergency access link north to south on the west side of campus

In December 2014, a vehicle trip generation and parking analysis was completed for the College by Transportation Solutions, Inc. which concluded that the College nears functional parking capacity at the peak time of day. The portion of this analysis performed at the central campus parking lots demonstrated that peak demand between 11 am and 12 noon reached 89.5% utilization with 90–95% utilization considered to be functional capacity. An analysis of the entire campus parking supply, including remote parking lots, brings the utilization rate down to 76.4%. Any future building projects at the central campus will need to carefully evaluate the change in parking demands and supply as well as city code requirements.

NEEDS ANALYSIS

The existing main vehicular entries to campus at 200th and 204th Streets need to be reinforced with new monument signs and landscaping. Currently these entries appear to be secondary compared to the bus entry at 202nd Street.

Additional parking will be required with campus growth, including the SET Building which will demolish the existing Glacier and Pilchuck duplex buildings at the east parking lot, adding approximately 67 parking stalls. Since no additional buildings are anticipated in the next ten years, the College has an opportunity to reconfigure the east parking lot and bus transit center to make circulation and browsing more efficient.

The current lease agreement for parking stalls at the SnoKing Ice Arena expires in August 2015 and at the time of this master plan the College is working on renewing this agreement. It is unclear at this point if the City of Lynnwood permitting department will allow these leased parking stalls to be counted as campus parking. If the city does not allow these to be counted the former golf driving range will need to be developed into a parking lot.

The service/fire lane on the west side of the central campus should be connected north to south along the west sides of Meadowdale and Woodway Halls. This will require a reconfiguration of the golf course entry area but will provide needed service access to existing electrical transformers at the southwest corner of Meadowdale Hall and better fire vehicle access to the west and center of campus.

PROPOSED MASTER PLANNING STRATEGIES

- Improve campus signage at two main vehicular entries to the central campus; 200th & 204th Streets
- Reconfigure east parking lot with transit turnaround moved to make parking aisles rational and easy to circulate
- City requirements for landscaped planting islands and lighting between parking will need to be followed with an opportunity to establish new campus standards for parking lot lights
- Trim existing trees in parking areas to provide proper lighting levels
- Add electric vehicle charging stations for both EdCC and student/staff vehicles
- Develop former golf driving range site for additional parking as needed
- Extend service/fire lane on the west edge of campus

4.3.3 PEDESTRIAN CIRCULATION

EXISTING CONDITIONS

Off Campus The low-rise commercial zones in the general vicinity of the Edmonds Community College campus provide numerous pedestrian links to campus. There are several shopping centers within half a mile of campus, primarily along Highway 99 and 196th Street which provide places to eat and shop. There are also two designated trails in the area: the Interurban Trail about half a mile south of campus, and the two-mile trail around the Lynnwood Municipal Golf Course.

Pedestrian access from the central campus to the northeast campus complex requires the crossing of 68th Avenue and walking north about two to four blocks. However, most people drive to and from these locations. Pedestrian access from the central campus to the north campus complex requires walking down the service road next to the Seaview Gymnasium and Triton Field.

Central Campus The primary access to the central campus occurs off 68th Avenue at 200th, 202nd and 204th Streets. There are also two non ADA-compliant landscape stairs across the berm between 68th Avenue and the east parking lot, one between 200th & 202nd Streets and one between 202nd and 204th Streets. Circulating through the parking lots can be hazardous since pedestrians are forced to walk in drive aisles due to a lack of sidewalks.

The central EdCC campus is an highly-walkable campus with a dense core of buildings at the center and parking pushed to the edges. See Figure 4-6 on page 32 is a diagram of existing pedestrian circulation on campus. The primary pedestrian circulation route runs north to south on the west side of Snohomish, Alderwood, Brier and Snoqualmie Halls. It starts at the drop-off area on the south side of Snohomish Hall and ends at the plaza in front of Snoqualmie Hall. This route is not completely linear and does not provide a clear view through campus, making wayfinding difficult. The path jogs between Snohomish and Alderwood Halls and then continues under the second floor overhangs of Alderwood and Brier Halls. Another primary circulation route starts at the transit center between Brier and Alderwood Halls spilling into the main courtyard space between Lynnwood and Mountlake Terrace Halls. From there, pedestrians move into the adjacent buildings or travel further west to Woodway, Meadowdale and Mill Creek Halls.

Secondary circulation routes occur east-to-west, branching off the primary route through courtyards between buildings. Other routes run along the west and east edges of the primary campus buildings. Another set of secondary circulation routes connect the second floors of Lynnwood, Mountlake Terrace, Meadowdale and Brier Halls with elevated exterior walkways and bridges. These bridges are not critical for functional circulation and they visually divide open spaces, creating dark areas at the circulation routes below.



Figure 4-4 Brier Hall courtyard looking south.



Figure 4-5 Pedestrian path to Mill Creek Hall.

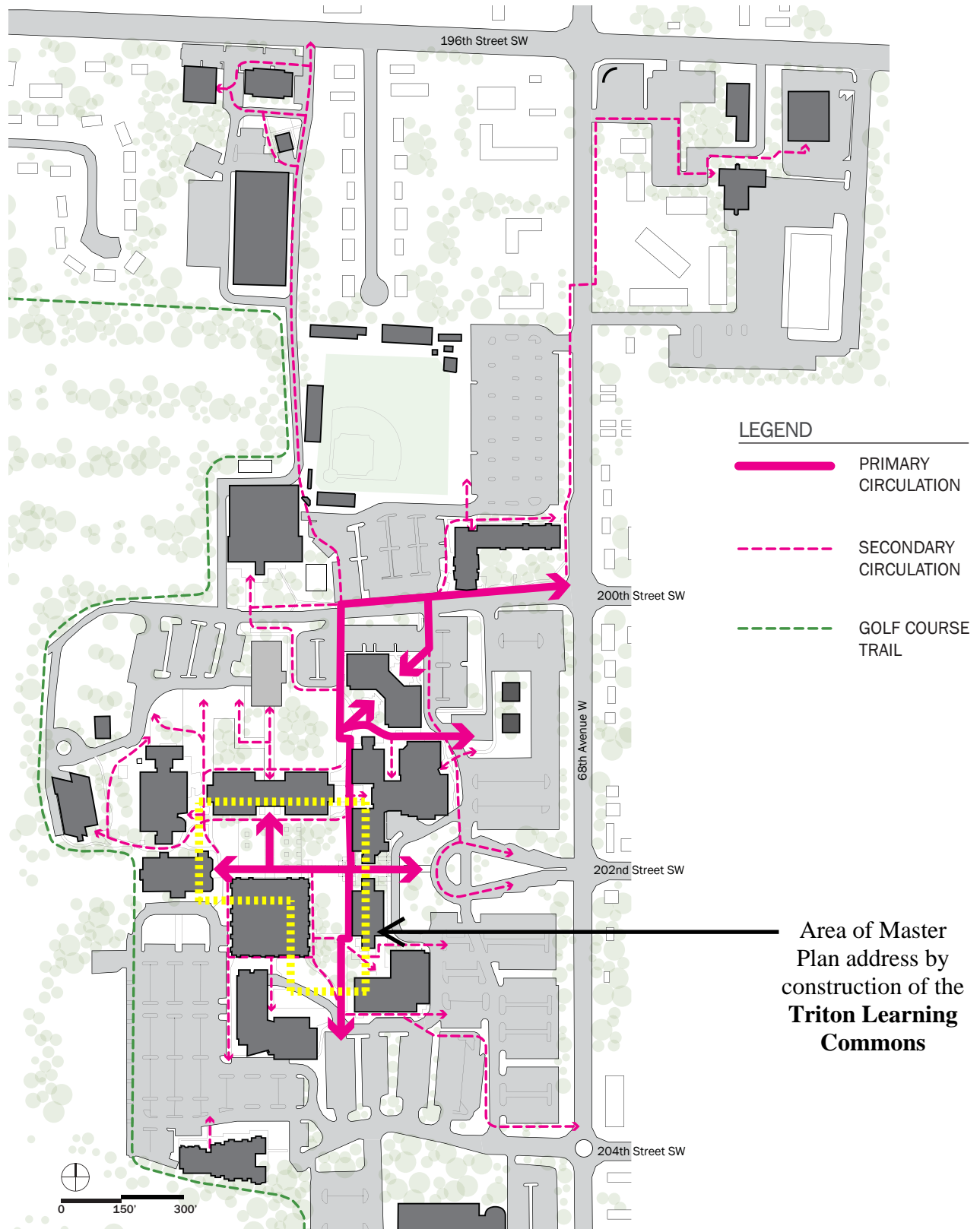


Figure 4-6 Existing Pedestrian Circulation Diagram

The campus is relatively flat, but has a subtle topographic fall to the east and west from a nearly level ridge that runs north to south near the center of campus. The vast majority of campus circulation consists of sidewalks and can be navigated without the need for stairs or ramps. The one exception is the sloped sidewalk to the south entry of Mill Creek Hall, which is not universally accessible. The College constructed an ADA-compliant ramp to this building entry, in the summer of 2015.

While it is typical for students to walk across campus between classes, wayfinding can be confusing for visitors and new students. Factors contributing to this include dense vegetation and elevated walkways that block views across campus, along with a lack of clear wayfinding signage.

Pedestrian circulation east-to-west on the north side of Mountlake Terrace Hall will be strengthened and enhanced with the completion of a large courtyard space part of the SET Building project. Currently this route is uninviting and dark because of the large, vegetated earthen berm covering the underground utility tunnel to the north. This portion of the tunnel will be lowered to below grade with the SET Building.

NEEDS ANALYSIS

Pedestrian access, circulation and wayfinding can be improved throughout campus. The ability to navigate on defined routes with clear visual connections would lend to greater continuity through campus. Consistent signage and wayfinding allows users to gain easier access to the site and efficiently locate their destination. Pedestrian safety should also be considered because of many hiding spots in the vegetation and blocked lighting along paths. This is of particular concern at the entry to Mill Creek Hall, which is at the far west edge of campus and houses the music program with students often traveling to and from the building alone at all hours of the day.

Access to the central campus from points along 68th Avenue need to be enhanced by improving this edge of campus. Large trees and areas of dense vegetation along this edge prohibit views into campus. The two non ADA-compliant landscape stairs need to be removed, to discourage people from entering campus into the parking lot which can be hazardous. Circulation within parking areas can be improved with new parking lot reconfiguration, including adding sidewalks between parking aisles.



Figure 4-7 Central courtyard looking towards dark entry at Lynnwood Hall.



Figure 4-8 Central courtyard looking in at dark entry to Mountlake Terrace Hall.

The loading dock area for Brier Hall, which houses the majority of the campus food services, is adjacent to the primary pedestrian access point along the east edge of campus. The pedestrian experience around this loading area feels “back of house” and should be addressed for both visual and safety reasons.

Removal of some of the elevated walkways would open up views across campus and increase light levels at ground floor circulation paths. The primary bridge between Lynnwood and Mountlake Terrace Halls has already been identified as needing major repairs.

Additional needed improvements include removing paths constructed with brick pavers to reduce tripping and slipping risks; improved lighting throughout campus to increase security and wayfinding; extending the existing golf course trail onto campus to reduce security concerns; and reconfiguring the pedestrian route along Triton Field to better connect to the north campus complex.

PROPOSED MASTER PLANNING STRATEGIES

- Improve wayfinding elements including campus maps, directional signs along pedestrian pathways and building signs
- Create a new primary north-south pedestrian corridor adjacent to the existing path that runs under building overhangs
- Improve the east edge of campus by clearing out low vegetation and tree limbs, and removing non ADA-compliant landscape stairs
- Construct sidewalks between some parking aisles in new parking configurations
- Emphasize a collegiate main entry experience that connects to the greater pedestrian network
- Remove dense vegetation at areas on campus where visual paths are blocked
- Remove elevated walkways between Lynnwood, Mountlake Terrace and Brier Halls to open up the main pedestrian circulation spine and courtyard. Move or decommission existing artwork under walkway between Lynnwood & Mountlake Terrace Halls
- Bury or relocate existing electrical transformers at northwest corner of Brier Hall
- Replace brick pedestrian paths with concrete paving
- Extend the existing trail around the golf course and connect to Seaview Gymnasium and through the west side of campus
- Improve pedestrian lighting on campus especially in areas away from the primary circulation corridors

4.4 OPEN SPACE & LANDSCAPE

4.4.1 GATHERING AND RECREATION SPACES

EXISTING CONDITIONS

There is a variety of open space on the central campus, but much of this space is densely filled with mature trees and vegetation. Few spaces offer open sun-lit lawns or paved plazas for students and staff to gather or use for recreation.

The most used open and landscaped areas on campus are situated on the west edge of the main north-south circulation spine, with the paved courtyard between Lynnwood and Mountlake Terrace Halls as the primary outdoor gathering space. Most of the spaces off the main spine have small, sometimes mounded lawn areas surrounded by vegetation, which render them unusable for many activities and create visual barriers across campus. The buildings adjacent to the east and west ends of Mountlake Terrace Hall are sited close together, creating narrow and dark courtyards, especially at Brier Hall where the courtyard is filled with tall, mature trees.

One of the more popular gathering and recreation spaces on campus is the small lawn area to the west of the main paved courtyard space in front of Woodway and Meadowdale Halls. In warmer weather, this space gets ample direct sunlight drawing people onto the lawn to sit, socialize, and play games. This is one of the only usable open spaces on campus. On the east side of the main courtyard is the Veterans Memorial Garden, which is a small mounded lawn area surrounded by dense vegetation with a “Boots to Books” sculpture. Opening up this space, along with the removal of the elevated walkway between Lynnwood and Mountlake Terrace Halls, has potential to visually link the east and west sides of the main courtyard space, expanding views from the main circulation spine at Brier Hall west to Mill Creek Hall.

There is another open lawn area directly south of Woodway Hall but this space is awkwardly situated between a drive aisle and a parking lot. This configuration disconnects the space from campus and is therefore underutilized. Another unused open space with potential is the area between Meadowdale and Mill Creek Halls. This space is a mix of lawn and trees with a higher canopy giving the space below a pleasant dappled light quality on sunny days. The space is underutilized and generally unkempt with a partially completed concrete sidewalk amongst the trees.



Figure 4-9 Artwork between Alderwood & Lynnwood Halls.

The area between Lynnwood and Alderwood Halls is one of the most open spaces on campus and houses the large “Reach” art piece at the north end of the space. If the proposed north-south pedestrian corridor is constructed, this piece of art would have to be decommissioned or relocated.

The existing vegetated berm to the north of Mountlake Terrace Hall will be removed and replaced with an open lawn courtyard as part of the SET Building project. This needed outdoor space will have a row of trees with high canopies on its northern border and the south lawn portion of the courtyard will receive direct sunlight most of the year. On the north side of the SET Building will be the roof of the existing Central Utility Plant, which will be revitalized as part of that project. This roof will be repaved and a new accessible ramp at the north end will provide universal access to this open space.

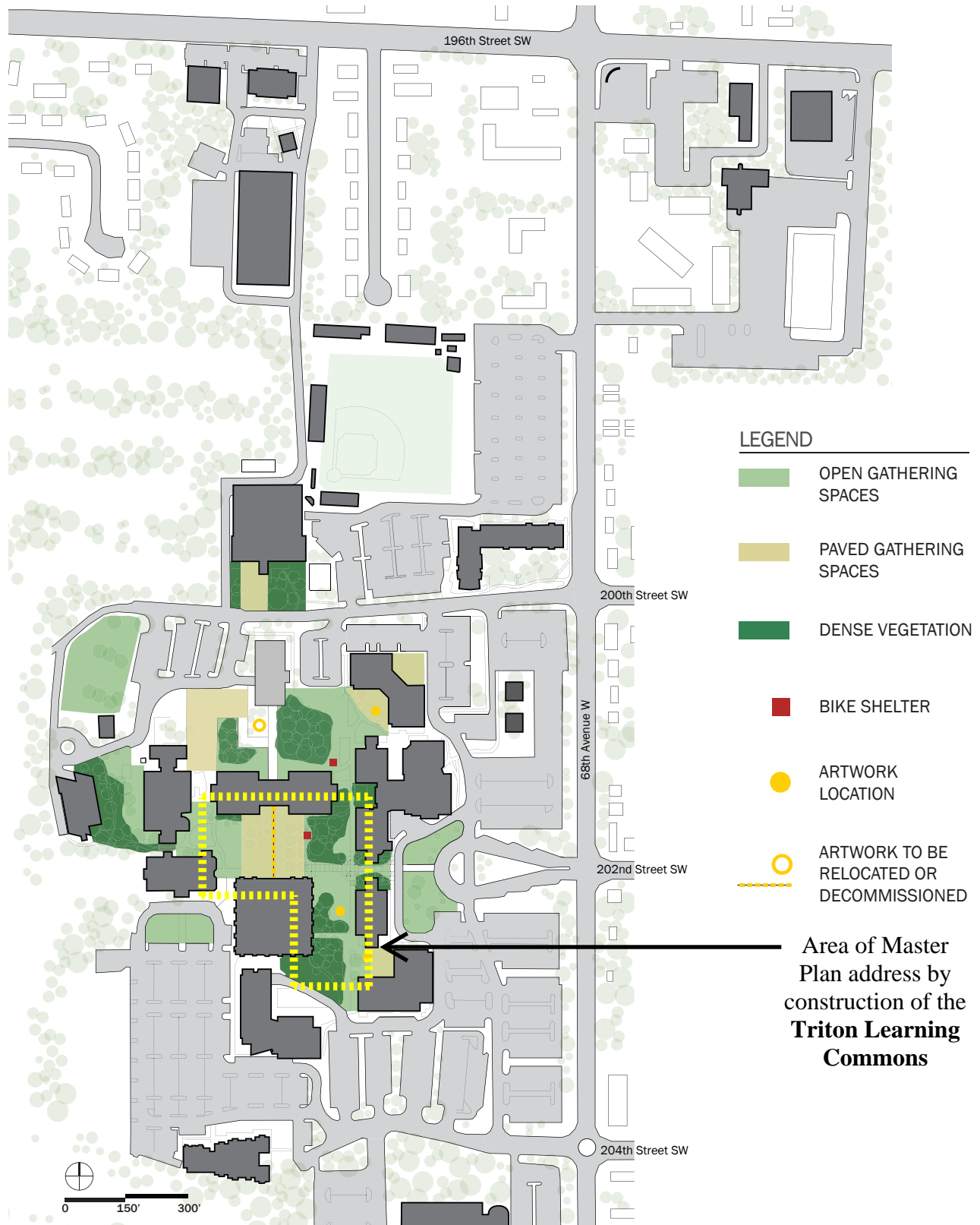


Figure 4-10 Existing Open Space Diagram

Picnic tables are scattered in spaces throughout the campus, including a few wheelchair accessible tables. Additional ADA-compliant tables and seating areas will be required with future improvements to outdoor open spaces to ensure the campus as a whole is inclusive and welcoming for all.

Outdoor recreational space on campus is limited to Triton Field (used for baseball, softball, soccer and football) and a small sport court on the east side of Seaview Gymnasium. The gymnasium offers indoor spaces for personal fitness and group activities, which is popular with students. While not part of the College, the Lynnwood Municipal Golf Course on the west edge of campus is easily accessed from the central campus.

There are two bicycle locker structures on campus, one at the northeast corner of Mountlake Terrace Hall and one at the northeast corner of the main courtyard space. The structure on the north side of Mountlake Terrace Hall will be moved further north as part of the SET Building project, but the large structure in the main courtyard is not in an optimal location and should be moved.

NEEDS ANALYSIS

Existing outdoor spaces on campus need to be rethought to support a variety of uses. Spaces and landscaping need to be reconfigured to support outdoor study, social gathering, larger gatherings and events, and informal recreation. There is already an inherent hierarchy in the existing layout of these spaces, and with proper plantings and improved circulation routes these spaces could aid in wayfinding around campus.

A common thread of hardscape materials and planting would aid in the feeling of a unified campus. A variety of outdoor seating options will enhance the usability of spaces by providing places to gather, study and eat. There are popular and well-traveled outdoor spaces on campus like the plazas on either side of Snoqualmie Hall that currently do not provide many seating areas.

The bicycle locker structure in the main courtyard should be moved or replaced with an open-air, covered rack at a location on the pedestrian perimeter of the central campus to discourage people riding bicycles through the central campus spaces.



Figure 4-11 Tall vegetation along pedestrian paths blocks light and views.

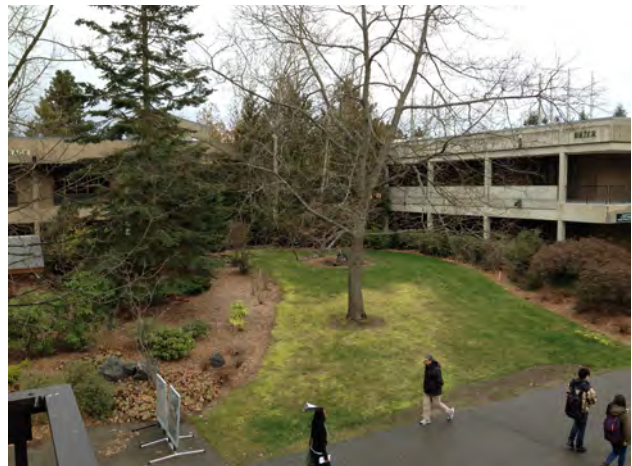


Figure 4-12 Mounded area at east side of central courtyard obstructs views across campus.

PROPOSED MASTER PLANNING STRATEGIES

- Selectively remove and clean up dense vegetation along circulation paths and in existing open spaces
- Reconfigure paving and landscaping at main courtyard space between Lynnwood and Mountlake Terrace Halls once elevated walkway is removed
- Relocate Veterans Memorial Garden and associated artwork
- Enhance open space between Meadowdale and Mill Creek Halls
- Develop entry plaza south of Snohomish Hall next to visitor parking and at terminus of primary north to south pedestrian circulation path
- Provide universally-accessible seating areas throughout campus
- Remove bicycle structure in main courtyard and construct an open-air/covered structure in the lawn space on the east side of Alderwood Hall near the main pedestrian entry to campus

4.4.2 LANDSCAPE

EXISTING CONDITIONS

Edmonds Community College central campus has an “arboretum-like” setting with a wide variety of plant and tree types covering the vast majority of non-paved space on campus. Many of these planting areas are used as teaching gardens by the Horticulture Department and host a large collection of plant species. These types of gardens spread throughout campus pose significant maintenance issues with the College’s limited landscape staff. Many of the plants in these areas are large enough to create security concerns because of blocked lighting and areas for people to hide.

The primary outdoor gathering space between Lynnwood and Mountlake Terrace Halls is well known on campus for the eight large oak trees at the east end of the courtyard. The trees provide a tall and pleasant canopy but at certain times of year they attract aphids which create slick pavement conditions below, creating a safety hazard.

The Campus Community Farm is located in the northwest corner of the central campus and is a shared farming space for students, faculty, and staff. This farm was created to introduce sustainable living practices to the community and is comprised of over 20 raised beds, a variety of perennial edible trees and shrubs, a collection of bee-loving flowers, an edible rain garden, a hoop house, a solar powered cistern, green roof, and a cultural kitchen.

The parking lot islands throughout campus are a mix of large mature trees, low shrubs, ground cover and mulched areas. In a number of areas the trees are so large they block parking lot lights creating high contrast dark and light spaces. There are also a number of large oak trees in some parking areas which cause drainage problems due to fallen leaves at certain times of year.

NEEDS ANALYSIS

Vegetation throughout the central campus needs to be cleaned up to enhance safety and provide visual connections and usable open space between buildings, while preserving the unique outdoor character of the campus. Since many of the existing planting areas throughout campus are used as teaching and demonstration gardens, selective removal and/or relocation of some plants in conjunction with the Horticulture Department would be required to reconfigure these spaces.

Native, drought-tolerant plantings should be used as much as possible to reduce the need for wasteful irrigation. Landscaped areas need to be practical in design so they are sensitive to the maintenance capabilities of the College.

Consider design strategies to reduce the safety and maintenance impacts of the existing large oak trees in the main courtyard space.

Some existing trees in parking lot and pedestrian circulation areas need to be cut back to allow for consistent lighting levels in order to improve safety and visibility. This is of particular concern at the entry to Mill Creek Hall, which is heavily vegetated and located at the perimeter of campus.

PROPOSED MASTER PLANNING STRATEGIES

- Selectively remove and clean up dense vegetation along circulation paths and in existing open spaces; replace with native plantings
- Designate garden areas for demonstration and teaching purposes
- Mature grove of Oak trees at east end of the main courtyard space should remain, but consider replacing paving with lawn area underneath to mitigate slippery paving and leaves in drains issues
- Prune bottom canopy of trees along 68th Avenue to improve visibility into campus
- Prune trees in parking and pedestrian areas to increase lighting levels

4.5 INFRASTRUCTURE

4.5.1 CIVIL

EXISTING

Utility Tunnel The campus has a utility tunnel that connects most of the buildings throughout the central campus (See Figure 4-13 on page 40). Constructed with the original campus buildings, the 6-foot wide by 7-foot high concrete tunnel network begins at the Central Utility Plant building and has been expanded over time with subsequent projects. The tunnel provides a distribution network for domestic water, heating water, chilled water, electrical, and communication systems. Most buildings are served by Variable-Air-Volume (VAV) heating and Air Conditioning (HVAC) systems, utilizing the heating and chilled water run through the tunnel network. The only core campus buildings not served by the tunnel system are the Center for Families, Woodway Hall and Rainier Place.

Water The City of Lynnwood provides water service to the campus and the city owns and maintains the water mains and services up to and including the water meters. Fire protection is provided from the city-owned water mains and fire hydrants both on campus and on adjacent city streets. All central campus buildings have automatic fire suppression systems except Alderwood Hall, Central Utility Plant, Seaview Gymnasium, Indoor Hitting Facility, Monroe Hall, Clearview Building and North Campus Complex C.

Sanitary Sewer The City of Lynnwood provides sanitary sewer service to the campus, but the College owns and maintains the sewer laterals, services, and appurtenances on campus property. There are also two sewage pump stations serving buildings on campus. The Woodway Lift Station located in the plaza near the southeast corner of Meadowdale Hall was constructed in 1979 with maintenance performed in 2004, serves Woodway Hall and the southerly portion of Meadowdale Hall. The Mill Creek Hall grinder pump station serves that building and was constructed in 2000 with maintenance performed in 2009.

Natural Gas Puget Sound Energy provides natural gas to the campus. They own and maintain the gas lines up to the gas meters at each point of service. PSE has stated that the existing natural gas facilities should have decades of remaining life.

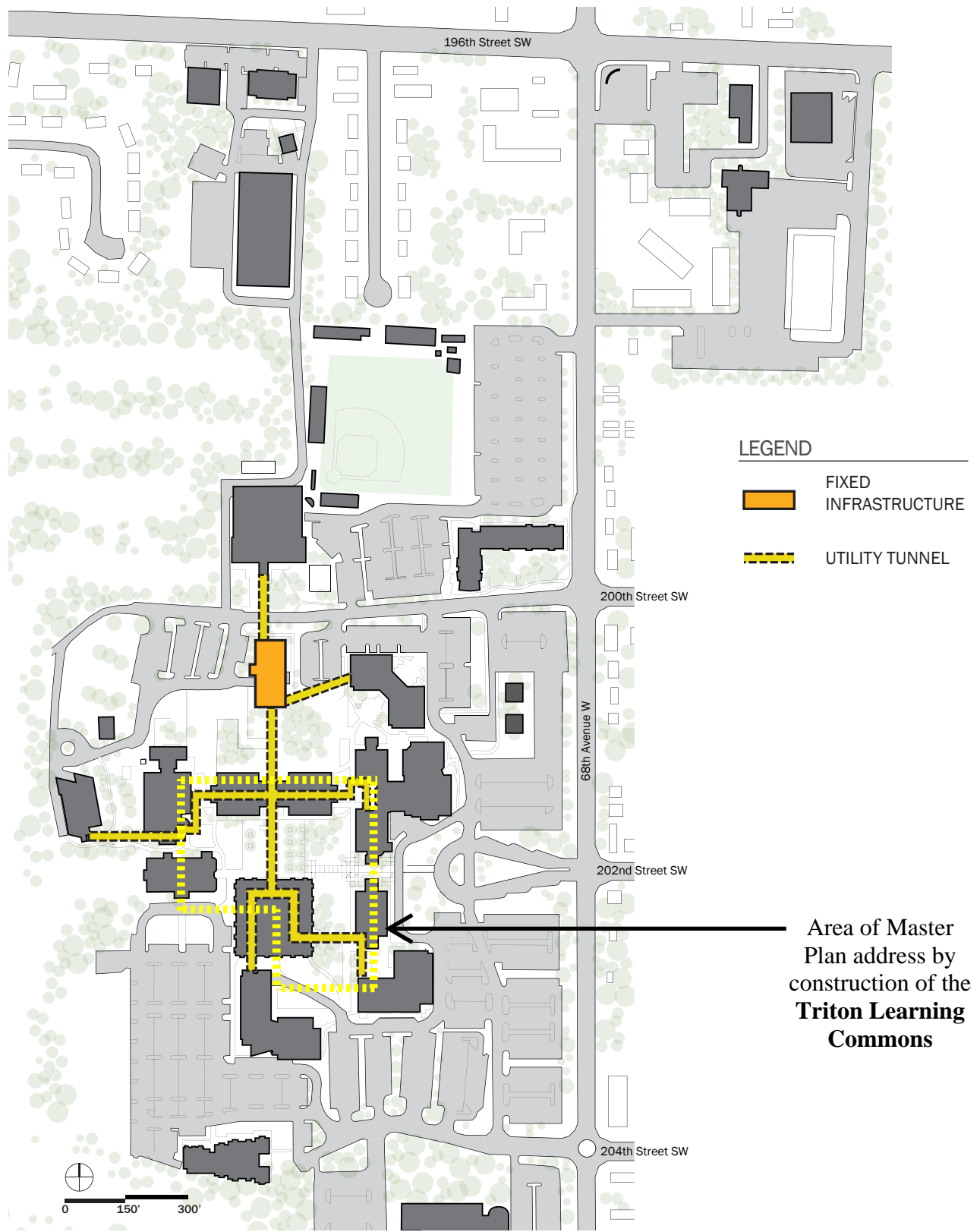


Figure 4-13 Existing Infrastructure Diagram

Storm Drainage Edmonds Community College drains to two storm drainage sub-basins. The “East Basin” drains to the City of Lynnwood pipe storm drainage system in 68th Avenue West and the “West Basin” drains to the Lynnwood Golf Course then south through open swales and channels.

Low Impact Development (LID) LID is a stormwater and land use management strategy that strives to mimic pre-disturbance hydrologic processes of infiltration, filtration, storage, evaporation and transpiration. This is accomplished by emphasizing conservation, use of on-site natural features, site planning, and distributed stormwater management practices integrated into a project design. Common LID Best Management Practices include:

- bio-retention and amended site soils
- roof downspout controls and dispersion
- permeable pavements
- vegetated roofs
- rainwater harvesting/water reuse

Not all LID features are suitable for every project location. Factors affecting suitability include the characteristics of site soils, site topography and the planned land use. The soils that underlie the Edmonds Community College campus are generally compacted glacial till soils with low water infiltration capacities which may limit the effectiveness of many LID features. Further investigation would be needed at specific sites for future projects to determine how these features could be implemented.

NEEDS ANALYSIS

Water While there are no known issues with the water system overall, there are current issues with the water pressure on campus which will limit the height of future buildings without the addition of booster pumps. Sprinkler systems in future buildings may also need booster pumps to take care of pressure issues.

Sanitary Sewer The sanitary sewer system is well within its estimated life span, but the Woodway Lift Station is 36 years old and beyond its useful life. There are also ongoing issues with building services for the first floor of Alderwood Hall, which clogs on a regular basis.

Storm Drainage The existing stormwater detention systems on campus, with the exception of Rainier Place and Triton Field, do not meet current codes. Any significant redevelopment projects including those proposed for the east parking lot will require updating the detention and water quality treatment to meet current codes.

PROPOSED MASTER PLANNING STRATEGIES

- Verify that adequate water pressure for future growth at the central campus is provided
- Complete replacement of the Woodway Lift Station for sanitary sewer
- Repair/replacement of sanitary sewer service to Alderwood Hall
- Provide stormwater detention and water quality treatment for all areas affected by new development

4.5.2 ELECTRICAL

EXISTING

Electrical Service The electrical service for the College is owned and maintained by Snohomish County PUD and is composed of an underground 15KV distribution system. There are two service points, one located at the south end and the one at the north end of campus along the west side of 68th Avenue. The underground power distribution system was upgraded in 2012 and this system has adequate capacity to support future campus growth.

Emergency and Standby Power System Most of the major central campus buildings contain individual generators which provide back-up power to support egress lighting and critical power loads. The College should explore the possibility of combining some of the smaller generators into one large generator system to streamline maintenance and improve reliability.

Parking/Exterior Space Electrical Current campus parking and exterior lighting contains a variety of fixtures equipped with a wide range of lamp sources. The lighting levels in many areas meet or exceed industry standards but there are a number of areas that do not meet required levels.

NEEDS ANALYSIS

Renewable Power and Sustainable Options Edmonds Community College has established a goal of working towards the campus being carbon neutral, and on-site renewable power generation will play an important role in this initiative. There are currently some small experimental photovoltaic solar panel projects on campus, but this along with other forms of renewable energy, will need to be explored and implemented with future development projects. The SET Building project will likely not have sufficient funds available during the initial construction to incorporate solar power generation, but the building will be equipped with infrastructure ready to receive a rooftop photovoltaic array when funds become available.

Parking/Exterior Space Electrical The College is planning to conduct a study for the parking infrastructure, and the electrical elements will be an important part of this study. These elements should include lighting level studies, fixture lamping and type, exterior lighting controls, vehicle charging stations and code blue stations. Campus standards should be established to reduce maintenance issues with multiple fixture and lamp types.

Additional power infrastructure is needed at the main courtyard space between Lynnwood and Mountlake Terrace Halls to serve the needs of large events.

The three large existing electrical transformers near the northwest corner of Brier Hall are visually disruptive and in the path of the proposed enhanced pedestrian corridor. These transformers should be moved or buried.

PROPOSED MASTER PLANNING STRATEGIES

- Equip the SET Building and other buildings with photovoltaic arrays
- Implement other forms of renewable power as applicable
- Develop a campus standard for parking lot, pedestrian and other site lighting
- **Add power supply to the primary exterior courtyard**
- Move or bury electrical transformers near northwest corner of Brier Hall

4.5.3 TELECOMMUNICATIONS

EXISTING

Data Communication System The data network/telephone service for each building is provided via cabling that is run from the main data center in the basement of Lynnwood Hall through the utility tunnel system. The structured cabling connecting to each building's telecommunication room is most commonly category 5e with a fair amount of category 5 and category 6 cabling.

Security/Access Control System The College is currently working on a plan to link the security alarm system with the campus network. This will allow the security system to integrate the access control system with the keyless entry into buildings and classrooms.

Mass Notification System This system contains communication infrastructure to deliver real-time information and instructions campus-wide for both emergency and non-emergency communication. The existing system is comprised of clock/speaker fixtures with strobes and multi-color displays capable of scrolling text messages in spaces.

Distributed Antenna System The College is currently in the process of establishing design standards for new construction to include a Distributed Antenna System to meet the requirements of the local municipalities which mandate that fire and police radio equipment be operable inside buildings. These systems will also enhance cellular phone signal strength in buildings which is a current issue in many buildings.

NEEDS ANALYSIS

Data Communication System The existing fiber system is not able to meet the campus bandwidth needs, especially with the planned conversion to a Voice Over Internet Protocol. The data center in the basement of Lynnwood Hall has experienced flooding during winter months due to high ground water and this poses significant risks to critical infrastructure.

PROPOSED MASTER PLANNING STRATEGIES

- Upgrade the fiber system throughout campus
- Move the data center out of the basement of Lynnwood Hall and place on the first floor
- Develop and implement plan to link the security alarm system with the campus network
- Provide the required Distributed Antenna System in all new facilities starting with the SET Building and add to existing buildings where feasible

5.3 FACILITY NEEDS

5.3.1 CAPITAL ANALYSIS MODEL

The Capital Analysis Model (CAM) is produced by SBCTC in conjunction with the facility use coding provided by the colleges. It indicates shortages or overages of particular types of space based on FTE's. The 2013 CAM for EdCC shows a shortage of basic skills and computer class labs and library space. The CAM also shows a shortage of supporting facilities such as physical education, faculty offices, and the student center. The CAM shows an overage of general classroom space.

The campus is not growing, according SBCTC projections based on community population growth and demographics. Once the SET Building is constructed, a new growth project will not likely be funded in the next ten years under the current funding criteria. EdCC does, however, need alterations to existing facilities to serve current needs and evolving educational programs.

5.3.2 CLASSROOMS

The CAM and the Space Utilization study findings indicate that EdCC has enough general purpose classrooms. The size of classrooms in assignable square footage, however, becomes more important when considering future adaptability.

Strengthening Community Partnerships and Enhancing Educational Delivery were identified as the highest priority Academic Initiatives by the academic planning team. Partnering with industry, business, educational institutions and community organizations enables EdCC to be responsive to local workforce needs and improve career pathways for its students. Enhancing educational delivery by responding to evolving pedagogies such as Competency Based Education, hybrid/flipped classroom models, project-based learning and service learning, enables students to achieve their unique educational goals through different modes of teaching and learning. Research has shown that collaborative learning models enhance learning outcomes and prepare students for the workforce which increasingly involves employees working in teams. Training programs in business and industry also utilize collaborative learning models.

The facility implications for moving forward with the above academic initiatives stressed the need for multi-use, flexible, and shared instructional spaces that support a variety of learning, teaching, and partnership needs. Supporting these academic initiatives generally requires more assignable square feet per student in the classroom. Collaborative learning models require space for instructors to move around to interact with students learning in small groups. Project-based learning in small groups increasingly requires each group to have access to digital media and writable surfaces. As a result, more space is needed for students to move between these collaborative learning tools.



Figure 5-1 Recently renovated project-based classroom in Snohomish Hall.

Classrooms that facilitate collaborative learning models require 28–30 ASF per student. Lecture-based delivery uses tables and chairs in rows facing the instructor and requires 22 ASF per student.

A classroom that accommodates 36–40 students in lecture mode needs 800–880 SF to maintain 22 ASF per student. A classroom that accommodates 36–40 students for collaborative project based learning needs 1008-1200 SF for 28-30 ASF per student. Current buildings with

classrooms in this size range include three science lecture classrooms in Brier Hall, and two general purpose classrooms in Meadowdale Hall, one in Mountlake Terrace Hall and in Snohomish Hall, and ten in Snoqualmie Hall. The SET Building will add ten classrooms in this size range.

With completion of the SET Building, EdCC will have 27 classrooms of the appropriate size to accommodate educational programs associated with these two highest priority Academic Initiatives. The ten classrooms in Snoqualmie Hall are for Central Washington University (CWU) use but EdCC uses them when not scheduled for CWU. **Moving forward, EdCC should preserve and enhance these larger classrooms to respond to evolving educational programs and pedagogies.** The smaller classrooms, such as the ones faculty complain about in Mountlake Terrace Hall, could be repurposed for other non-classroom use once the SET Building is complete.

5.3.3 COMPUTER CLASS LABS

Computer class labs are needed for intermittent instruction and open drop-in use as well as for classroom instruction. The Library receives many requests for intermittent use of its computer lab from faculty. Some students prefer to access online classes in computer labs while they are on campus. As online classes increase, access to drop-in computer labs will be needed. Students also need access to computers when working collaboratively on projects outside of scheduled class time.

A more flexible approach to scheduling that accommodates drop-in and intermittent use is needed for EdCC to get effective use of its existing computer class labs. Flexible scheduling needs to be supported by staffing adjacencies that can monitor open drop in use of labs. Currently, the Alderwood Hall labs are well used as open labs when not scheduled for instruction because IT staff offices are adjacent and can oversee drop-in use.

5.3.4 FACULTY OFFICES

The CAM reports a shortage of 9,731 SF for faculty offices. Generally full-time faculty want private offices. A private office is often required by the faculty union contract. While faculty did not report shortages of faculty offices in planning sessions, they did express concern for appropriate space for adjuncts. Currently, adjunct faculty is housed in a variety of configurations resulting in various levels of functional adequacy.

Adjunct faculty space can be in shared open workstations if properly designed. Open office workstations for adjunct faculty must be accompanied by meeting rooms for private student/faculty one-on-one conferences. As hybrid classes increase and are being taught by adjuncts there will be a greater need for these private meeting rooms. EdCC has provided these meeting rooms in the past, but many have since been converted into private offices.

Security of students' information is also a concern with open offices. All faculties have personal information on students at their desks. Secure storage for student information must be provided. Shared open workstations must be configured to provide secured space for faculty belongings and work in paper and digital modes.



Figure 5-2 Existing Adjunct Faculty office suite.

The SET Building will add 4,100 SF of faculty offices, or 39 offices. The SET Building will also add 1,344 SF for adjuncts, or 24 adjunct workstations that when shared will accommodate 48 adjuncts. Workstations are being designed to accommodate adjunct's needs for storage and for private meeting space.

5.3.5 FACULTY SUPPORT SPACE

Faculty development space is needed at EdCC. Students have noted that some instructors need additional training on how to teach and structure hybrid classes. Faculty reports that other two-year colleges in the region have provided faculty development space which is used for training in evolving pedagogies. Faculty development space should provide meeting rooms, a "technology playroom" for experimenting with technology-enhanced instruction, a library, and lounge for informal interaction between faculties.

Faculty development may be tied to grants. EdCC is a leader in securing grants for new educational programs and initiatives. Grants typically add new programs so additional faculty and staff spaces are often needed for grant-funded programs. Currently it can be challenging to find space for these new grant generated programs and their staff. Designated flexible space for faculty and staff that come with grants funding is needed.

5.3.6 STUDENT SERVICES

Student Services are located primarily in Lynnwood and Mountlake Terrace Halls. A few offices are located in Mukilteo and Brier Halls. While Lynnwood and Mountlake Terrace Halls are both located in the center of campus, the center is hard to find for the first-time visitor. For those arriving by car, designated visitor parking is on the perimeter of the campus core. As the first-time visitor enters the campus core dense vegetation along with meandering paths prevents a clear view through the campus, making wayfinding difficult.

Students arriving by public transportation enter the campus core at the center, but the entrance to the ground floor of Lynnwood Hall where a student goes first to access admissions and enrollment services is hidden in the shadows of a thirty-foot deep overhang that surrounds the ground floor perimeter. The second south entrance is blocked as it has been repurposed for the Registration office. The upper floors of Lynnwood Hall are mostly brick with very few windows making it hard to understand what functions the building contains. The fortress-like building does not present a welcoming atmosphere.

Key services that constitute the first step in the enrollment process are split between Mountlake Terrace and Lynnwood Halls. Staff reports that students feel they must "ping pong" between buildings to access services they need. The lack of a clear pathway between campus front door, parking, and Student Services discourages first-time students, especially those who are the first generation to attend college. Sixty percent of the students at EdCC are the first generation to attend college. Student Services provide resources for students who need assistance with multiple languages, college terminology, and navigating the college system.

EdCC staff reported the need for a welcoming center that would be combined with Student Services. Ideally, Student Services would be consolidated in a location that is easy to find and that provides a welcoming setting for all first-time visitors.



Figure 5-3 Existing Student Services lobby.

5.3.7 LIBRARY

The Library is located in Lynnwood Hall on the third and fourth floors. It is difficult to find for similar reasons that Student Services in Lynnwood Hall are hard to find. The architecture of the building is neither welcoming nor expressive of the functions inside and the front door is not easy to find. This condition is exacerbated by the Library's location on the third and fourth floors.

The Library supports instruction and provides general library services to students. Library staff recognizes the need to strengthen partnerships with the instructional functions of the college. A 30-station computer classroom is used for both general instruction and research instruction. Students attend classes on how to properly research and use the functions of the library. The computer classroom is used for drop-in computing when not scheduled for instruction.

The Library gets many requests for intermittent use of its computer lab. A second larger computer classroom is needed to accommodate large groups such as the athletic teams which can be up to 50-60 students. Additional computer stations for individual use are needed in the Library.

The Library is heavily used by groups who study together and collaborate on assignments. More group study rooms are needed to contain the noise of students working in groups. Students need access to wired computer connections as well as wireless connections in group study rooms and in study areas throughout the Library. Library space needs to be flexible to enable staff to continually adapt to students' changing needs.

5.3.8 STUDENT CENTER

The Student Center in Brier Hall is undersized according to the CAM and as noted by the students. Students report that the existing student center spaces are widely used, but are often too crowded at peak times especially in the cafeteria. The students note the need for more space associated with the following functions:

- Diversity Student Center
- Student Programs including meeting rooms
- Student lounge and food service including games and recreation

The most significant requested expansion of space is for the Diversity Student Center. The Center is the place to go for gaining knowledge of special student services available at EdCC. It also serves as a place for collaboration and community building. A remodel of the Diversity Center was started in 2015, and is under construction at this writing of this document, creating a smaller than desired space in the existing location.

A dedicated event space for student productions and performances is also needed.

5.3.9 SEAVIEW GYMNASIUM

The Seaview Gymnasium is used for physical education programs, student athletic programs, and general student use. The CAM notes a shortage of space for physical education. Students note that it is difficult to access the gym for fitness and wellness activities due to use by physical education and athletic programs.

Students note the need for a fitness and wellness center that would be available to the general student population for drop in use that would be separate from the facilities used for structured educational and athletic programs. A small gymnasium, a weight room, fitness equipment room, lockers, and associated administrative space has been requested.

Seaview Gymnasium is rated by the 2013 FCS as the building in the worst condition on the EdCC campus. It is recommended for a major renovation.

5.3.10 INFORMAL STUDY/SOCIAL SPACES

Students cited the need for a variety of well-located spaces for gathering and group study to support learning outside the classroom as well as the desire for individual quiet study spaces. Currently students tend to find spaces on campus to gather and study, but the ad hoc study environments do not properly support group study. Tools for collaboration such as whiteboards and some digital display screens, along with flexible furniture, would facilitate small group learning beyond the classroom. Informal study and social spaces should also occur outdoors. It is desirable to have better outdoor spaces with seating.

Food service areas outside Brier Hall are underutilized and could be seen as a place to foster debate and collaboration. Students noted that strong connections occur between food and social gathering spaces and should be taken advantage of. Food service areas could be better used as gathering places for various groups.

5.4 PROPOSED MASTER PLANNING STRATEGIES

The following master planning strategies respond to the Facility Needs outlined above. They will be further developed in the Development Plans chapter.

5.4.1 INSTRUCTIONAL SPACE

- Preserve and enhance classrooms that are 1,000–1,200 ASF to provide flexible spaces for evolving educational programs and pedagogies that require more ASF per student
- Evaluate the need for the smallest classrooms and consider repurposing them for other functions once the SET building is completed or combine small classrooms into larger, more flexible classrooms
- Continue to evaluate scheduling parameters and expand prime-time use into the early afternoon to get better utilization of general purpose classrooms
- As new classrooms come on line in the SET Building, comprehensively evaluate the number of classrooms needed and repurpose those that are underutilized
- Complete space utilization analysis required by SBCTC to verify utilization before next capital request
- Evaluate scheduling procedures for computer class labs to get more effective use of the labs
- Improve adjacencies between staff office space and computer labs when possible to allow for more drop-in use of labs
- Configure computer class labs to support instruction, collaborative learning, and open lab use

5.4.2 FACULTY OFFICES AND SUPPORT SPACE

- Convert small classrooms on the second floor in the center of Mountlake Terrace Hall to faculty development space
- Locate space for new grant-generated programs adjacent to the faculty development space to better integrate new grant-funded faculty and staff with existing faculty through shared meeting spaces and the instructional technology experimentation space
- Locate faculty development space centrally on the campus so that faculty can easily access it relative to instructional spaces
- The SET Building will add 39 faculty offices. Many of the faculty that will relocate to the SET building are currently on the second floor of Alderwood Hall. There are 60 offices on the second floor of Alderwood Hall. Consider how the other 21 offices can be moved out of this building to free up the second floor of Alderwood for repurposing

5.4.3 STUDENT SERVICES

- Consolidate Student Services in a location that puts them at the front door to campus and adjacent to visitor parking
- If student services must be split between two locations, bring all the generalists that are essential to the first steps of the enrollment process together near the front door. Currently Testing, an essential first step, is not in Lynnwood Hall with other generalist services
- Locate the specialists together in a location that students can easily find once they have gotten through the enrollment process and need additional special services

5.4.4 LIBRARY

- Expand the Library into the second floor of Lynnwood Hall to give it a front door closer to the ground floor
- Consider the long-term plan for Lynnwood Hall. In conjunction with a major renovation and seismic upgrade fill in the area under the deep overhangs with glazed interior space to provide additional space at the center of campus that is visually accessible and welcoming.

5.4.5 TRITON STUDENT CENTER

- After Chemistry and Physics move to the SET Building, move large classrooms from first to second floor
Convert first floor instructional space into Student Center space
- Fill in courtyards in Brier to provide more space for Student Center. Comprehensively plan Brier and infill additions to remedy the poor access to Student Center functions in Brier Hall
- Create a front door to the Student Center off the campus core

5.4.6 SEAVIEW GYMNASIUM

- Expand Seaview Gymnasium to provide fitness and wellness center for general use by non-athletic program students

5.4.7 INFORMAL STUDENT STUDY AND SOCIAL SPACES

- Develop informal student study spaces with proper collaboration tools adjacent to formal learning spaces in campus core
- In food service areas outside of Brier Hall, refurnish with flexible collaborative furniture, white boards and displays to provide functional student study areas that work for learning and socializing

6 DEVELOPMENT PLANS

The Master Plan for Edmonds Community College presents a vision for the development of the campus over the next ten years and beyond. The Master Plan describes the development of the campus in two time frames, the 10-Year Plan and the Long Range Development Plan. The SET Building is a growth project that should be completed in the 2017-2019 biennium. The SET Building will fulfill needs generated by growth for the next ten years. Therefore the 10-Year Plan addresses the existing campus buildings and campus site plan. The Long Range Development Plan looks beyond ten years when the College may be able to secure funding for a new building and/or a major renovation. The proposed 10-Year Development Plan is based on an analysis of projected facility and campus environment needs. The following themes characterize the master plan.

6.1 MASTER PLAN THEMES

IMPROVE CAMPUS ACCESS, ORIENTATION, AND WAYFINDING

The City of Lynnwood is placing a roundabout at the intersection of 204th Street and 68th Ave. This roundabout will mark a new front door to the EdCC campus. Visitor parking should be easily accessible from the campus front door. Make the students' parking easier to find by reconfiguring the layout for better vehicular flow. Pedestrian circulation on campus can be improved by opening up a pedestrian pathway with clear visual access through campus to enable pedestrians to see major destinations.

IMPROVE FUNCTIONAL ADJACENCIES

The completion of the SET Building will add program and staff space. These gains can be leveraged to improve functional relationships on campus. Gains in program and staff spaces allow space in Brier, Alderwood, and Mountlake Terrace Halls to be repurposed for new uses. The realignment of spaces should support better functional adjacencies and wayfinding for key student support functions such as student services and the Library. Functional adjacencies that enable better integration between IT staff and computer labs will improve staff function and students' access to computer labs.

IMPROVE SPACE UTILIZATION

EdCC has more than enough classrooms per the State's Capital Analysis Model (CAM). The SET Building will add classrooms that are right sized for contemporary pedagogies that focus on collaborative small group learning. Additional improvements in scheduling procedures combined with added classrooms should enable EdCC to get better use of its existing square footage. The poorly functioning and smaller classroom space can be repurposed for other uses.

IMPROVE THE CAMPUS EXPERIENCE FOR STUDENTS

Expanding dedicated student spaces such as the Triton Student Center and the Seaview Gymnasium will improve the campus experience for students and encourage them to stay on campus. Improving and adding informal study spaces allows student engagement for learning as well as social activities. Research has shown that students' ability to socially connect with each other is an important aspect of retention.

IMPROVE IT INFRASTRUCTURE

The College is presently updating its IT infrastructure. A robust IT infrastructure with wireless access is critical to EdCC's ability to adapt to future changes. Wireless access would allow classrooms to become computer labs with portable rechargeable laptops. Software that can be accessed from the cloud provides even more flexibility for computer class labs.

Master plan changes in campus space utilization will impact computer labs. Flexible labs supported by a robust IT infrastructure will enable these changes to take place with less disruption to education as classrooms can be converted temporarily and/or permanently to computer labs.

6.2 10-YEAR SITE PLAN FOR CAMPUS

The completion of the SET Building and the extension of 204th Street present opportunities for strengthening campus open space and addressing deficiencies related to orientation, wayfinding and parking access. The City of Lynnwood completed constructing an extension of 204th Street to Highway 99 in October 2015. A roundabout that was part of the street extension project aligns with the existing south entrance to the campus at 204th Street. The SET Building will provide a new landscaped open space on north end of campus. These two projects set up opportunities to clarify vehicular circulation and open space relationships across the campus.

IMPROVE ENTRANCE TO CAMPUS

Creating a clear front entry to campus that is supported by easy to find visitor parking is the first step in improving campus vehicular and pedestrian circulation. What currently appears to be the main entrance to campus because of its scale and location at the center of campus is actually the entrance to the transit center. First time visitors are further confused by signage that says "Do Not Enter." By aligning the new front entry to campus with 204th St. SW and taking advantage of the roundabout to signify the entry to campus, a front entry that connects to the major arterial where much of the traffic to campus is coming from will create a recognizable front entry to campus.

RELOCATE THE TRANSIT CENTER

The transit center was constructed in 2000 with money from a federal grant at a cost of \$500,000. The agreement with the federal government stipulates that the transit center needs to be in operation until 2028 or the grant money would need to be paid back to the government.

Community Transit is amenable to moving the Transit Center. After looking at several options, the College and Community Transit agreed upon the location at the intersection of 200th Street and 68th Avenue. The new location has features that both the College and Community Transit see as improvements over the existing configuration:

- The Transit Center has better access for the College and the community.
- Pedestrian safety is improved since it is located at signaled intersection.
- The intersection can be configured to provide a "priority signaling and lane" for buses making for safer interaction with cars and pedestrians.
- The north-south orientation of the Transit Center allows for the College's east parking lot to be reconfigured providing better flow for vehicles.

IMPROVE PARKING ACCESS

The parking study conducted by TSI shows that there is enough campus parking even at peak times. The problem with parking is that it is hard to find. The existing transit center splits the primary campus parking lots along 68th Avenue into two lots with limited, if any, alignments between drive aisles making it difficult to browse and find a space. Moving the transit center away from the middle of the east campus parking lots is a critical move to improve parking access. The parking lot can then be reconfigured with drive aisles aligned to allow students to browse the parking more effectively. Extending prime time scheduling of classes into early afternoon would also help with parking demand.

IMPROVE CAMPUS PEDESTRIAN CIRCULATION

The north south pedestrian circulation spine between the SET Building and Snohomish Hall can be strengthened by removing vegetation and bridges that block views through the campus. Constructing a clear straight pedestrian path through the campus creating a “Main Street” for the campus would improve wayfinding for the pedestrian. Removal of the decaying concrete bridge between Lynnwood and Mountlake Terrace would open up the major paved gathering space at the heart of campus.

6.3 10-YEAR PLAN FOR FACILITIES

The College is not likely to be eligible for state funding for a new building in the next ten years. All five of the original 1970's buildings were remodeled between 2005 and 2010. These building will not be eligible for a major renovation in the near term.

The focus of the 10-Year Plan is to improve space in existing buildings and infrastructure in the campus core. Opportunities exist for enhanced welcoming to the core campus for first-time students and the community. The College will need to look to a combination of local funds and state funds for minor works to fund some of the proposed improvements outlined below.

INSTRUCTIONAL SPACE

EdCC should focus on maintaining and upgrading the classrooms that are 1,000–1,200 sf. These classrooms, combined with improved instructional technology and wireless capabilities, will provide the flexible and adaptable learning environments that EdCC needs to address its evolving academic plan and to take advantage of potential partnerships with industry. Small classrooms may be eliminated after the construction of the SET Building and reconfigured into larger flexible learning environments. The small classrooms in the center of the second floor of Mountlake Terrace could become a combination of large flexible classrooms and/or informal student study space.

STUDENT SERVICES IN SNOHOMISH AND ALDERWOOD HALLS

General student services that are critical to the first steps in the enrollment process are to be consolidated in the first floor of Snohomish Hall to eliminate the “ping-pong” syndrome of students having to bounce between buildings in these first steps of enrolling at EdCC. Snohomish Hall is located next to visitor parking on the south end of campus. Snohomish Hall is one of the first buildings students encounter after parking in the visitor parking lot. Space in adjacent Alderwood Hall would also be needed for the special student support services that are accessed after completing the basic enrollment steps. Most, if not all, of the second floor will be available after the SET Building is finished and the faculty moves out of Alderwood Hall. Welcome Center functions are to be combined with student services on the first floor of Snohomish Hall.

LYNNWOOD HALL

Changes in Lynnwood Hall are proposed to better integrate library functions with instruction and to expand library space.

The space on ground floor vacated by Student Services after moving to Snohomish Hall is to be repurposed for computer class labs and IT support staff. Integrating IT staff with computer class labs enables the labs to be used as open labs when instruction is not scheduled. Adjacent IT staff can monitor open lab use and the Help Desk can be located in proximity to the computer labs instead of in the basement. The use of transparent glazing will provide program visibility for computer labs from outside the building as well as for staff monitoring use inside the building. IT staff that is spread across campus should be consolidated as much as space permits in Lynnwood Hall. To permit better campus circulation flow, access to the ground floor computer labs must be from the south side as well as from the lobby on the north side of the building.

Student services on the second floor of Lynnwood Hall would be moved to Alderwood Hall. This move along with the potential for repurposing some of the second floor classrooms would allow the Library to expand to the second floor. With the addition of ten new classrooms in the SET Building, some or all of the three 800 sf classrooms on the second floor of Lynnwood Hall may be repurposed for library space. Moving library space closer to the ground floor would increase visibility as well as provided a needed expansion of the library. Additional library space on the second floor would complement the Technology Resource Center that is presently located there.

TRITON STUDENT CENTER IN BRIER HALL

The 2013 CAM for EdCC notes a space shortage for student center and related spaces. Student Leadership at EdCC has also identified the need for additional space. The students have invested student generated funds in a 2009 addition to the Triton Student Center in Brier Hall. Adding additional space to the Triton Student Center is possible after the completion of the SET Building. Space can be repurposed for Student Center use when Chemistry and Physics labs are moved out of Brier Hall into SET. In conjunction with this vacated space, two courtyards could be infilled to provide more contiguous Student Center space.

Brier Hall is a mix of academic and student related spaces. Three large science classrooms are located on the ground floor. After the SET Building is completed, a further evaluation of classroom scheduling and needs will be required. If the evaluation determines that these 1,000 SF classrooms should be preserved, they should be moved to the second floor of Brier to allow the ground floor to be converted to Triton Student Center space. The courtyard just east of Mountlake Terrace Hall could be infilled on both floors to provide a central entrance lobby with clear access to student center and food service functions. This entrance would be located on the proposed north-south pedestrian spine that links the campus open spaces and parking that surrounds the campus core. The combination of repurposed and added space could result in an additional 20,000 gross square feet for Triton Student Center on two floors.

Mechanical cooling for Brier Hall is currently served via chilled water from the Central Utility Plant. The Central Utility Plant is at or near its theoretical cooling capacity, therefore any future additions should be served by stand-alone cooling systems. Heating is served via heating water from the Central Plant. Heating for infilling the courtyards should be served from the existing heating water system.

SEAVIEW GYMNASIUM

Seaview Gymnasium is to be expanded to provide a Fitness Center with weight and fitness equipment that could be used by all students. Currently, the weight and fitness equipment in the gym is needed for the students enrolled in athletic programs. Seaview Gymnasium will need to be renovated in conjunction with adding new space.

The Seaview Gymnasium has limited mechanical cooling and is not currently served from the Central Utility Plant. Any future additions should be served by stand-alone cooling systems. Heating is served via heating water from the Central Utility Plant. Heating for the addition should be served from the existing heating water system.

FACULTY AND STAFF SPACE

As noted in Chapter 5, EdCC has enough classroom space especially after the SET Building is constructed. Small or underutilized classrooms should be repurposed for other uses to alleviate shortages outlined in the CAM including faculty and staff space. Mountlake Terrace Hall will have available space on the first floor after student services move to Snohomish and Alderwood Halls. This space in the center of campus, near classrooms is ideal for the faculty development space identified in the Needs Analysis. Moving the grants staff near the faculty development space would complement the faculty development function. Grants typically do not add to existing programs but instead generate new staff. Designated flexible space for future staff supported by grants could be located in Mountlake Terrace Hall.

SOURCES OF FUNDING

Local funds would be needed to construct the above projects for improving functional adjacencies. State funds currently are not available for purely program-driven renovations. A 40,000 SF project as described above including site improvements could potentially cost \$13 million in today's project costs.

Minor works funds may be a possible source for the incremental changes on the second floors of Lynnwood and Mountlake Terrace Halls once Student Services move out. Funds for the additions to the Triton Student Center and Seaview Gymnasium must come from the students. They will have to pay back the loans through fees attached to their tuition.

NEXT STEPS

Additional detailed planning will be required to verify if the above proposed realignment of campus space is feasible. Classroom scheduling and utilization will have to be further evaluated at the time the SET Building is completed to determine how much classroom space can be converted to other uses. The above proposed space utilization changes for Student Services do not take into account any growth. The need for growth would have to be evaluated. Planning for having seven computer labs out of service for ten months while the new labs are constructed in Lynnwood would have to be carefully considered.

6.5 LONG-RANGE PLAN

The proposed long range plan represents expansion of the campus beyond the next ten years. While the 10-Year Plan focuses on improving space within existing buildings in the campus core, the Long Range Plan proposes locations for new buildings in the campus core that may be needed to accommodate growth of the campus. Two potential sites for new buildings have been identified: one west of Rainier Place and another south of Woodway Hall. Both of these sites are presently occupied by parking. Depending on the land use codes at the time of planning and construction, the displaced parking may have to be replaced elsewhere. Locating new buildings close to the existing campus core will preserve the walkability of the campus and contribute to the sense of campus community.

Lynnwood Hall is one of the oldest and largest buildings on the EdCC campus—it will eventually need to be renovated. Given its size at 90,960 GSF and construction of cast-in-place concrete for the structure and exterior walls, it is a substantial building and is not a likely candidate for demolition and replacement. In conjunction with a comprehensive renovation, the 30-foot wide recesses around the first two floors of the building could be filled in to provide more space at the center of campus. Any expansion of Lynnwood Hall must be done in the context of a comprehensive renovation that addresses seismic upgrades to its structure. A comprehensive renovation could also address Lynnwood Hall's lack of windows and daylight.

As development occurs on campus, guiding design principles should be followed. Campus design principles support the campus master plan's goal to create a physical environment that for Edmonds Community College's central campus that aligns with its evolving identity, programs, academic community and sustainable design initiatives. They describe a general approach and philosophy while encouraging flexibility and creativity in the design of specific projects. These Campus/Academic Institution Design Principles can be found in the Appendix of this document.

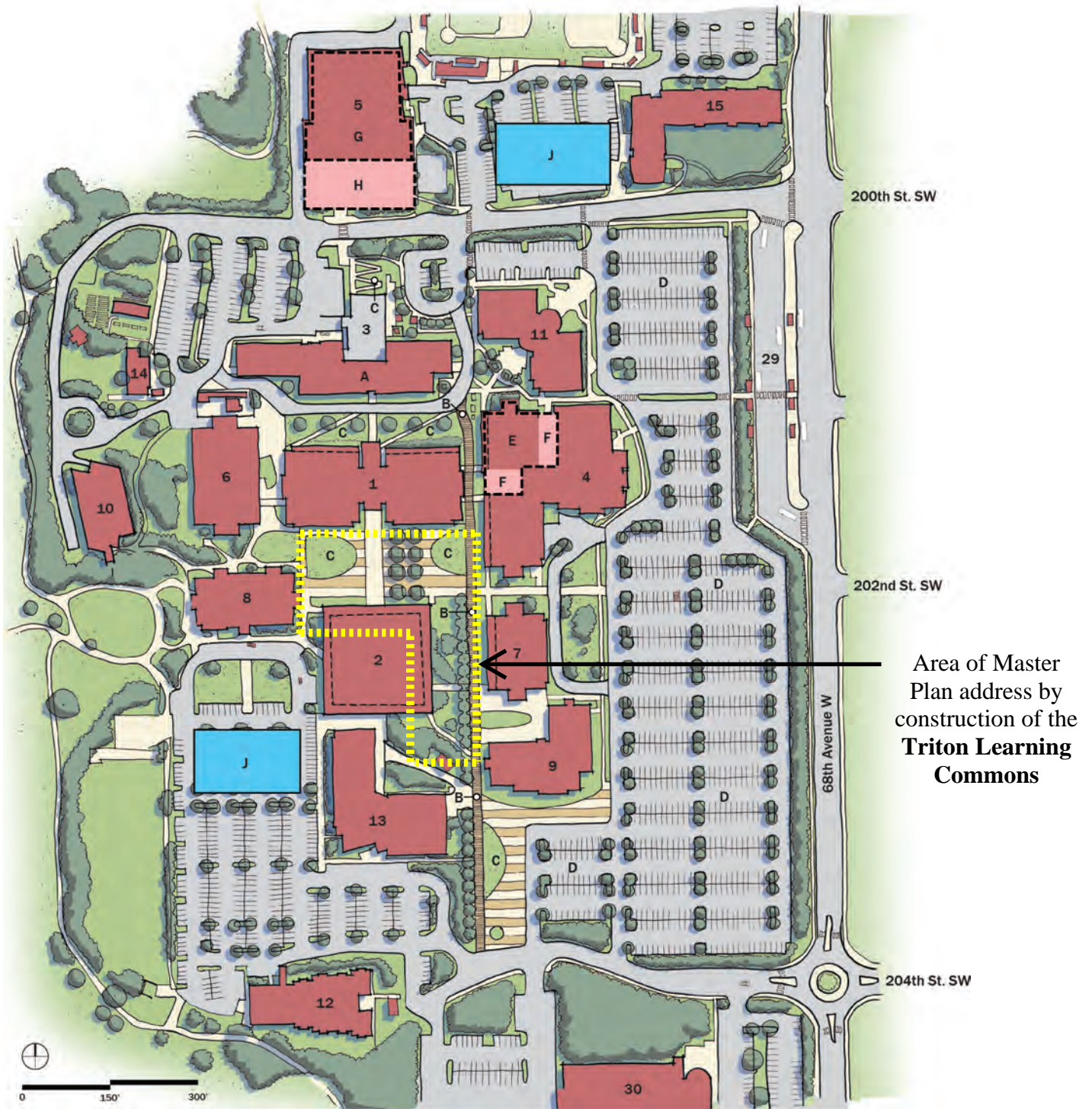






Figure 6-6 Long Range Campus Development Plan

COLOR LEGEND

-  EXISTING BUILDING
-  BUILDING RENOVATION
-  BUILDING ADDITION
-  FUTURE BUILDING

BUILDING/SITE KEY

1. Mountlake Terrace Hall
2. Lynnwood Hall
3. Central Utility Plant
4. Brier Hall
5. Seaview Gymnasium
6. Meadowdale Hall
7. Alderwood Hall
8. Woodway Hall
9. Snohomish Hall
10. Mill Creek Hall
11. Snoqualmie Hall
12. Center for Families
13. Mukilteo Hall
14. Relocatable Building
15. Rainier Place
29. Transit Center (*relocated*)
30. Edmonds School District

NEW DEVELOPMENT KEY

- A. Science, Engineering & Technology (SET) Building
(*to be completed in 2017*)
- B. Campus spine development
- C. Improved outdoor space
- D. Improved parking
- E. Brier Hall partial renovation
- F. Brier Hall infill addition
- G. Seaview Gymnasium renovation
- H. Seaview Gymnasium addition
- J. Potential Academic Building

APPENDIX 7.4 Academic Plan, Mission and Values

The following pages include excerpts taken from EdCC Mission, Values, and Academic Plans. **Initiatives that will be directly impacted by the Triton Learning Commons are highlighted.**

Mission and Values:

Please also see <http://www.edcc.edu/about/mission.html>

STUDENTS AND COMMUNITY: AT THE HEART OF WHAT WE DO

Our Mission

Teaching | Learning | Community

Our Core Themes

Guided by innovation, equity, inclusion, and a global perspective we are committed to...

- Academic Excellence
- Student Success
- Community Engagement

Our Vision

Transforming lives through exemplary, nationally recognized educational and career pathways

Our Values

The Board, employees, and students of our college value:

Collaboration and Communication

- We promote respectful collaboration, communication, and interaction among students and employees.
- We develop and maintain a safe, healthy, and professional environment that fosters creativity, innovation, learning, and personal growth.

Responsibility and Accountability

- We manage our resources with efficiency and integrity to ensure the long-term health of the college.
- We infuse sustainable and transparent practices throughout all aspects of the college's operations and programs.

Innovation and Creativity

- We continuously seek opportunities to improve the quality of our lives, the college, our community, and the world.
- We explore, create, and evaluate to improve.

Diversity, Respect, and Inclusion

- We celebrate the individuality and diversity of our students and colleagues, as well as the diversity of our college, community, nation, and world.
- We require equity and mutual respect.

Academic Plan:

Please also see <http://www.edcc.edu/about/mission.html>

General Education Learning Outcomes

Edmonds Community College offers multiple opportunities to integrate knowledge and skills throughout its degrees and certificates. Specifically, the college emphasizes this integration through its General Education Learning Outcomes:

- **Communication Skills:** Communicate and interact effectively through a variety of methods appropriate to audience, context, purpose, and field/discipline.
- **Human Relations and Professional Development Skills:** Act responsibly in applying professional and academic standards associated with personal wellness; sustainable management of resources; and/or with success in educational, workplace, community, and group settings.
- **Quantitative Analysis/Symbolic Reasoning Skills:** Reason clearly using academic or professional modes of inquiry; using quantitative or symbolic reasoning; and/or using other discipline/field specific methods to explore and create ideas; identify information needs; process, evaluate, and use information; and recognize, analyze and solve problems.
- **Cultural Diversity Skills:** Explore and apply multiple perspectives to examine cultural differences and influences; maintain effective professional/working relationships; and/or interact effectively in multicultural settings.

Academic Initiatives to Inform Master Facilities Plan – 2015-23:

In 2014, in support of campus master planning efforts, EdCC prepared the following Academic Initiatives Plan. The following pages contain relevant excerpts of the plan that will be directly impacted by design and realization of the Triton Learning Commons. **Key aspects have been highlighted.**

**Academic Initiatives to Inform
Master Facilities Plan, 2015-25**

for

Edmonds Community College

**Final Report of the
Academic Initiatives Planning Team**

December 15, 2014

Schacht Aslani Architects in consultation with New Designs for Learning

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Preface

Edmonds Community College identified its need to develop a current Academic Plan when it was announced the Master Facilities Plan was to be updated by June 2015. The Academic Plan will influence the Master Facilities Plan in the projection and development of new buildings as well as in the expansion of current infrastructure. In winter 2014, the co-chairs were identified, a consultant was hired, and the Steering Committee was created to start the work of engaging our faculty, staff, students and community in identifying instructional directions for the college.

The Academic Plan will lay the framework for the next several years in guiding and enhancing our academic excellence. The plan identifies academic initiatives, a set of broadly defined goals critical to our evolution, and a series of pathways for our journey in the future. The ideas in this plan are meant to guide our work, focus us on our priorities, and, along with our vision, inspire us to move forward in exciting new directions.

Implementation will be a continuing process promoting student success and faculty support in the delivery of high-quality, innovative programs. We recognize this will require the commitment, collaboration and creativity of our faculty, students and staff along with regular review to ensure its alignment with the college's mission, values and goals. The Academic Plan builds on our achievements, strengths and potential and will take us to even greater levels of success.

Edmonds Community College Administration

Planning Purpose and Process

This section of the report addresses the purpose of the Academic Initiatives Planning Project and the process used to plan and conduct the project, including involvement, charge, major activities, and time line.

Purpose

The primary purpose of Academic Initiatives Planning Project for Edmonds Community College (EdCC) was to advance the development of its Master Facilities Plan (MFP) and insure that it is based on emerging academic directions for the college. The final report will need continuous updating to account for the changing external (e.g., economic and social context of the region and state) and internal (e.g., results of annual College assessment) environments. The planning process focused on: (1) identifying important initial academic initiatives for the college and implications for facilities development, (2) a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to select the highest priority academic initiatives for the college, 2015-25, that have significant implications for facilities development, and (3) identifying the operational, financial, and facility implications of the selected highest priority academic initiatives, particularly as relates to developing the college's MFP.

Involvement

A key characteristic of the planning process was involvement of representatives from the college and community served by the EdCC. The following individuals and groups were involved in the Academic Initiatives Planning process.

EdCC Administration

The EdCC administration was represented by Gail Miulli, Interim Executive Vice President for Instruction, and Kevin McKay, Vice President for Finance and Operations. They were responsible for setting expectations; guiding development of the academic initiatives planning process; selecting the steering committee, planning team, and planning task forces; chairing planning team meetings, and receiving the final project report.

Schacht Aslani Architects and New Designs for Learning

Cima Malek-Aslani, Principal, Schacht Aslani Architects (SAA), the architectural firm selected by EdCC to develop its MFP, served as project liaison. She was responsible for: (1) Advising on all phases of the planning process, (2) preparing the agenda and support materials for Planning Team meeting #2, (3) facilitating Planning Team meetings #2; (4) preparing a summary of Planning Team meetings #2, and (5) planning, conducting, and summarizing a meeting with EdCC students to get input on needed academic initiatives by EdCC.

Planning Results

This section presents the results of each of the major project activities that were part of the implementation of the planning process. These results were developed through a systematic and thorough analysis and synthesis of input and discussion during each of the major project activities.

Initial Academic Initiatives and Facility Implications for the Master Facilities Plan

The recommendations that follow were derived from input and discussion by Planning Team at its first meeting in May, 2014. The purpose of this meeting was to get the Planning Team thinking about important academic initiatives for EdCC over the next ten years, 2015-25, and the facility implications of these initiatives for developing the college's Master Facilities Plan. Discussion and input at this meeting were based on a review of prior and on-going planning and assessment and an environmental scan done by the college as well as state and national directions and initiatives for community colleges. The results of this meeting were summarized as follows:

Very important initial academic initiatives for Edmonds Community College, 2015-25 (in order of priority).

- **Focus and integrated planning** – there will be increased vision focus by the college and improved integration (e.g., strategic, academic – instruction and student support, assessment, marketing, facility, technology) and implementation of planning across the college
- **Cross-college collaboration** – there will be increased collaboration and communication across the college (e.g., among instructional units, between instruction and student support services, among faculty, staff, and students)
- **Professional development** – there will be increased professional development opportunity for and participation by faculty and staff to become more effective (e.g., changing role expectations – instruction, mentor, advisor; college processes; use of technology)
- **Integrated learning** – there will be increased integration and blending of learning across and within curricular areas, modes of delivery, instruction and student support services – all linked to career and further learning pathways
- **Accessible learning** – there will be reduced barriers (or increased opportunities) to access learning at the college (e.g., service effectiveness and availability – 24/7, bring own/provide needed technology, range of services)
- **Innovative learning** – there will be increased innovation in response to emerging learning needs and processes (e.g., retention and completion, credentialing, local/state/national educational priorities and funding opportunities, competency based teaching and learning, on-line learning, open source learning, packaged programs)
- **Welcoming learning** – there will be increased responsiveness in welcoming and serving new students (e.g., Welcome Center, personalized and coordinated services)

- **Active learning** – there will be increased active and engaging learning opportunities (e.g., project-based learning, field-based learning) on and off campus
- **Learning partnership** – there will be increased sustainable partnerships (e.g., with community organizations, business and industry, 4-year colleges and universities, K-12 schools) to support learning needs

Facility implications of the very important initial academic initiatives for Edmonds Community College, 2015-25 (in priority order)

- **Flexibility** – design new spaces and redesign existing spaces and supporting furnishings to respond quickly to changing learning needs and support sharing of spaces (e.g., individual, small group, large group; equipment mobility; technology availability; furnishings accommodation)
- **Integration/linkages** – design new spaces and redesign existing spaces and related technology to foster and support integration within and between student services and instructional areas, both on-campus and on-line
- **Technological infrastructure** – improve technological infrastructure (e.g., wireless availability, information access, data storage, training, troubleshooting assistance, off-campus access) to support on-line learning (e.g., instructional and student support services)
- **Collaborative** – design new and redesign existing faculty and staff office spaces and related furnishing to foster collaboration within and across units (e.g., to include small/medium/large meeting spaces, access to refreshments)
- **Center for research and service learning** – design new space or redesign existing spaces and related furnishings to provide a center on student research and service learning in support of active learning
- **College wide abilities and transferable skills** – design new spaces and redesign existing spaces to support the learning of college wide abilities and transferable skills
- **Community presence** – design new spaces and redesign existing spaces to attract and meet the needs of community members and groups on-campus (e.g., museums, exhibits, meeting spaces, recreation)
- **Welcoming** – design new space and redesign existing spaces to create a more welcoming environment for students, part-time faculty and staff, and community (e.g., service needs, available and convenient parking and transportation, way-finding (including attention to multiple languages))
- **Maintenance** – design and implement a plan to effectively maintain new and existing spaces and related furnishings and equipment on regular basis (e.g., cleaning, repair, update)

Highest Priority Academic Initiatives with Implications for the Master Facilities Plan, 2015-25

The recommendations that follow were derived from a review of the initial academic initiatives and facility implications noted above followed by a Strengths, Weaknesses,

Opportunities and Threats analysis of the EdCC by the Planning Team at meeting #2 in September, 2014. The results of this meeting, presented in the context of prior strategic planning by the college, were as follows:

Planning Context: Planning work already completed at Edmonds Community College.

Our Mission

Edmonds Community College strengthens our diverse community by helping students access educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning.

Our Core Themes

- Strengthen our diverse community
- Provide educational opportunities
- Help students access career opportunities
- Support student success
- Encourage innovation, service, and lifelong learning

Our Vision

Transforming lives through exemplary, nationally recognized educational and career pathways

Our Values

The Board, employees, and students of our college value:

- Collaboration and Communication
 - We promote respectful collaboration, communication, and interaction among students and employees.
 - We develop and maintain a safe, healthy, and professional environment that fosters creativity, innovation, learning, and personal growth.
- Responsibility and Accountability
 - We manage our resources with efficiency and integrity to ensure the long-term health of the college.
 - We infuse sustainable and transparent practices throughout all aspects of the college's operations and programs.
- Innovation and Creativity
 - We continuously seek opportunities to improve the quality of our lives, the college, our community, and the world.
 - We explore, create, and evaluate in order to improve.
- Diversity, Respect, and Inclusion
 - We celebrate the individuality and diversity of our students and colleagues, as well as the diversity of our college, community, nation, and world.
 - We require equity and mutual respect.

Highest priority academic initiatives with implications for the Master Facilities Plan for Edmonds Community College, 2015-25 (in order of priority).

- **Strengthening Partnerships:** Strengthen partnerships outside the college community and related educational programs to leverage resources and improve

career pathways between certificate, associate degree, and 4-year degrees (e.g., K-12 education, other community and technical colleges, 4-year colleges and universities, employers, and regional economic development agencies).

- **Enhancing Educational Delivery:** Enhance educational program and service delivery to effectively and efficiently utilize emerging learning methods to address current and long term workforce needs (e.g., e-learning, competency based learning, workforce needs forecasting).
- **Focusing Learning Signature:** Focus its learning signature to communicate its desired image and uniqueness in educational programs and services in response to student and community needs and in relationship to other educational providers (e.g., to better focus messaging, direct marketing, seek and attract resources, set priorities)
- **Serving Diverse Students:** Improve its outreach and effectiveness in serving diverse groups of students (e.g., age, gender, disabilities, culture, language, economic status, location, time of availability, and learning style).
- **Supporting Innovation:** Support and demonstrate innovation in all aspects of its operation and accountability to insure student and community success (e.g., educational programs and delivery, partnerships, facilities, technology, staffing, business practices, and funding).

Student Input on Important Academic Initiatives and Facilities Implications

The purpose of this step in the planning process was to provide an opportunity for student input to the developing plan. The recommendations that follow were obtained through a meeting with a mix of current international and domestic EdCC students, many involved in student government. Students were asked to describe what they like about the EdCC campus and how it could be improved. The themes that describe the results of this meeting are as follows:

- **Learning Styles: Lecture, Hybrid, On-Line, Competency Based** -- Teaching and learning styles are evolving at Edmonds CC. While new pedagogies such as hybrid and on-line classes are being taught, there is a lack of consistency between these models which impacts their effectiveness for teaching and learning.
- **Informal Study and Social Space** -- Students cited the need for a variety of well-located spaces for gathering and group study as well as the desire for individual quiet study spaces to support learning outside the classroom.
- **Diverse Student Body** -- EdCC has a large international student population. Enhancing the ability of all student groups to interact and collaborate is desirable.
- **Student Support Services** -- Creating a critical mass of student services for better visibility may lead to more use and interaction between student groups.
- **Campus Identity, Circulation, and Wayfinding** -- Students have a choice as to where they attend college. What make Edmonds CC unique?

APPENDIX 7.5 CAM Analysis and Program Space Tabulation

Two primary goals emerged as the programming committee considered space needs for the Triton Learning Commons.

- Any building program should seek to address the primary space deficiencies identified by the current CAM Analysis.
- Look for program delivery synergies between chosen program elements.

CAM Analysis

The proposed TLC will remove 43% of EdCC’s key space deficiencies according to the CAM. The primary space deficiencies and their proposed corrections area as follows:

Type of Space	2026 Shortage ASF	% of Allowance	ASF in Proposed TLC
Basic Skills Labs	15,656	44%	6,250
Computer Labs (open)	6,606	21%	5,320
Library/LRC	29,144	40%	13,375
Faculty Offices	2,602	5%	1,210
Student Center and Related	13,586	22%	600
Admin/Student Services	no shortage	0%	2,540
Totals	67,594		29,295
Informal Learning Space	Not included in CAM		4,600
* Excludes Renovation space (1,325 ASF)			

See attached 2019-21 CAM provided by Wayne Doty 11/20/17.

It incorporates EdCC’s SET Building currently awaiting construction funding.

Program Space Tabulation

The following Building Program was prepared by the Building Programming Committee which included the following Campus staff representatives;

Charlie Crawford Executive Vice President for Instruction
 Christina Castorena..... Vice President for Student Services
 David Cordell..... Vice President for International Education
 Kevin McKay..... Vice President for Finance/Operations
 Allison CohenDean, Pre-College Davison
 Jennifer Patterson..... Associate Dean, Learning Resource Division
 Eva Smith..... Executive Director for International and E-Learning
 Cat Carothers Executive Director for Grants Development
 Jeremiah Roland..... Director, Learning Support Center
 Jessica WallaceManager, Computer Lab Operations
 Michelle Du Pont Administration Services Manager – Pre-College Davison
 Stephanie Teachman Executive Director for Facilities Operations and Capital Projects
 Rose Mesec Capital Project Coordinator

Space Name	Design Capacity	Quantity	Unit Area	Program Area	Comments
Basic Skills					
ABE/ESL					First Floor
Computer Labs	40	2	1,200	2,400	80 lab workstations
Classroom	40	1	1,200	1,200	40 class workstations
ABE/ESL Advisory	See Faculty Offices Below				
Career Exploration Center	8-10	1	450	450	
Collaboration Areas	4-6	3	160	480	
Media Technology Center (START)				1,720	Second Floor
Tech Support Help Desk		1	200		
Help Desk Storage		1	140		
Media Technology Center		1	1,600		
Small Group		1	180		
Director's Office	See Faculty Office Below				
Basic Skills			<i>subtotal ASF</i>	6,250	
Computer Labs					
Open & Multidisciplinary Labs					Second Floor
Multi-discipline Computer lab	40	3	1,200	3,600	120 lab workstations
Collaborative Computing - Open	1	40	25	1,000	
Collaboration Areas	4-6	3	160	480	
Informal Study	4-6	2	120	240	
Computer Labs			<i>subtotal ASF</i>	5,320	
Library and Learning Support					
Library/Learning Resource					Third Floor
Group Study Rooms 2-4	2-4	3	125	375	
Group Study Rooms 4-8	4-6	3	190	570	
Group Study Rooms 8-16	8-12	1	260	260	
Collaborative Open Study		1	2,250	2,250	
Reading Room		1	2,320	2,320	
Open Computer Access	1	68	25	1,700	
Information Literacy	60	1	1,920	1,920	60 classroom workstations
Computer Lab - Mediated	60	1	1,920	1,920	60 lab workstations
Collaboration Areas	8-10	2	250	500	
		1	300	300	
Writing Center				2,160	Second Floor
Reception/Check In Desk		1	200		
Writing Center (incl. Grammar)		1	1,700		
Break-out		1	180		
Copy/Print Area		1	80		
Director's Office	See Faculty Office Below				
Library and Learning Support			<i>subtotal ASF</i>	14,275	
Faculty Offices					
ABE/ESL Advisory	4-8	1	700	700	First Floor
Media Technology - Director's		1	120	120	Second Floor
Writing Center - Director's Office		1	120	120	Second Floor
Tutoring Center - Director's		1	120	120	Second Floor
Tutoring Staff Office		1	150	150	Second Floor
Faculty Offices			<i>subtotal ASF</i>	1,210	

Space Name	Design Capacity	Quantity	Unit Area	Program Area	Comments
Student Services					
Learning Support Center				2,160	Second Floor
Reception/Check In Desk		1	200		
Break-out Room		1	180		
Tutoring - Small Group		4	100		
Tutoring - Open Area		1	1,600		
Copy/Print Area		1	80		
Informal Study	4-6	2	190	380	
Director's Office		See Faculty Offices Above			
Tutoring Staff Office		See Faculty Offices Above			
Advising Resource Center					First Floor
Advisor Shared Offices	4-6	1	425	425	
Student Services			<i>subtotal ASF</i>	2,965	
Student Centers					
Café		1	180	180	First Floor
Café Seating		1	420	420	
Student Centers			<i>subtotal ASF</i>	600	
Informal Learning					
Student Learning Commons		1	3,880	3,880	First Floor
Group Study Rooms	4-6	4	180	720	
Informal Learning			<i>subtotal nsf</i>	4,600	
SUBTOTAL ASF				35,220	
Non-Assignable					
Gender Neutral Restrooms		3	900	2,700	
Custodial		3	100	300	
MDF/IDF		3	160	480	
Circulation		25%	38,700	9,675	
Support		10%	48,375	4,838	
Walls and Structure		10%	53,261	5,326	
Non-Assignable			<i>subtotal ASF</i>	23,430	
TOTAL BUILDING PROGRAM				58,650	GSF
Summary of Space Needs					
Basic Skills				6,250	
Computer Labs				5,320	
Library and Learning Support				14,275	
Faculty Offices				1,210	
Student Services				2,965	
Student Centers				600	
Informal Learning				4,600	
Non-Assignable				23,430	

Preliminary for 2019-21 Project Requests
 CAPITAL ANALYSIS MODEL (CAM) GENERATED SPACE
 SBCTC Data Warehouse November 20, 2017
 COLLEGE: Edmonds
 TYPE: Community College

The inventory used in this worksheet includes assignable

All FTE *	FALL 2016	FALL 2026	Growth	Percent	FTE/Year
Academic	3,383	3,690	307	9%	31
Vocational	1,305	1,423	118	9%	12
Basic Skills/Dev Ed	1,752	1,910	158	9%	16
TOTAL	6,440	7,023	583	9%	58

Type 1 FTE	FALL 2016	FALL 2026	Growth	Percent	FTE/Year
Academic	2,271	2,477	206	9%	21
Vocational	975	1,063	88	9%	9
Basic Skills/Dev Ed	779	849	70	9%	7
TOTAL	4,024	4,389	365	9%	36

Type 2 FTE	FALL 2016	FALL 2026	Growth	Percent	FTE/Year
Academic	2,974	3,244	270	9%	27
Vocational	1,000	1,091	91	9%	9
Basic Skills/Dev Ed	1,179	1,286	107	9%	11
TOTAL	5,154	5,621	467	9%	47

* All funding sources, all ages, all intents (excluding community service), all enrollments (excluding DOC)
 Type 1 = Day On-Campus (excludes Online)
 Type 2 = Day On-Campus + Online

Preliminary for 2019-21 Project Requests
 CAPITAL ANALYSIS MODEL (CAM) GENERATED SPACE
 SBCTC Data Warehouse November 20, 2017
 COLLEGE: Edmonds
 TYPE: Community College

The inventory used in this worksheet includes assignable

TYPE OF SPACE	FAE CODING	FTE TYPE	2016 SPACE AVAILABLE	COMMITTED CHANGES 2016-26	2026 SPACE AVAILABLE	2026 CAM ALLOWANCE	2019-21 SPACE DEFICITS SHORTAGE	2019-21 OVERAGE	SHORTAGE AS % OF 2019-21 CAM ALLOWANCE
GEN. CLASSROOM	A1	1	62,772		62,772	38,687	0	24,085	0%
BASIC SKILLS LABS (open)	A2	2	19,838		19,838	35,494	15,656	0	44%
SCIENCE LABS.	B1	1	29,778		29,778	23,532	0	6,247	0%
COMPUTER LABS. (open)	B2,B4,B5	2	24,536		24,536	31,142	6,606	0	21%
ART	C1	2	14,377		14,377	6,000	0	8,377	0%
MUSIC	C2	2	0		0	4,000	4,000	0	100%
DRAMA	C3	2	3,037		3,037	5,000	1,963	0	39%
Subtotal Instruction			154,338	0	154,338	143,855	28,225	38,708	20%
AUDITORIUM	C4	2	4,525		4,525	9,000	4,475	0	50%
LIBRARY/LRC	E1	2	43,535		43,535	72,679	29,144	0	40%
PHYS. EDUCATION	H3	2	22,385		22,385	40,440	18,055	0	45%
FACULTY OFFICE	F1	2	45,874		45,874	48,476	2,602	0	5%
Subtotal Instructional Support			116,319	0	116,319	170,594	54,275	0	32%
Total Instructional Space			270,657	0	270,657	314,449	82,500	38,708	26%
ADMIN./STU.SERV.	G1,G2	2	55,847		55,847	40,386	0	15,461	0%
STU.CTR.& RELATED	H1,H2	2	46,873		46,873	60,459	13,586	0	22%
C.STORES/MAINT.	I1	2	23,729		23,729	28,484	4,755	0	17%
CHILD CARE	H4	2	5,796		5,796	19,111	13,315	0	70%
Subtotal Student Service/Other			132,245	0	132,245	148,441	31,657	15,461	21%
TOTAL CAM SPACE			402,902	0	402,902	462,890	114,157	54,169	25%

TOTAL ASSIGNED	545,190
CAM/TOT. ASSIGN.	74%

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APPENDIX 7.6 Anticipated Annual Impact – M&O Costs

The Triton Learning Center will be of permanent (50-year) construction type, meeting current energy and environmental codes, and Greenhouse Gas Reduction plans. The project will permit EdCC to realize significant energy, maintenance, and operational efficiencies when compared to other campus facilities.

Annual cost impacts include additional custodial, utilities, technology, capital maintenance, general repair and furniture/equipment replacement, walkways, landscaping & grounds maintenance, security and administration costs for the new square footage only.

The operation and maintenance budget impacts for the TLC is estimated to be **\$520,638** annually and require **2.77 090 FTES**. This is based on the existing college campus services ratios and square footage costs. Project impact on the college’s annual operating budget is as follows:

O&M Category	090 FTE's	Annual Cost/Unit	Quantity / Unit	Est. Annual O&M Cost
Janitorial	2	\$1.63	53,400 / GSF	\$87,042
Utilities	0	\$0.96	53,400 / GSF	\$51,264
Technology - Infra. & Tech. Support	0.13	\$353.60	450 Per Computer	\$159,120
Capital Maint./Repair	0.64	\$1.45	53,400 / GSF	\$77,430
Roads and Grounds	0	\$0.63	53,400 / GSF	\$33,642
Security	0	\$1.21	53,400 / GSF	\$64,614
Administration	0	0.89	53,400 / GSF	\$47,526
			total cost	\$520,638
TOTAL M&O	2.77	090 FTE	53,400	\$9.75 Per GSF

Note: Costs above are for new space only. A portion of the project consist of minor renovations to existing space. Since these costs are already part of the ongoing O&M costs, no additional costs for the renovated area will be incurred.

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APPENDIX 7.7 Project Request Report Score Sheets

The following pages include the Project Request Report score sheets with EdCC’s input data and assumptions. Pages with no content have been excluded for brevity.

Gross Square Footage

5,250	9% Renovation of Existing
53,400	91% New Space
-	0% Exterior Circulation Allowance (included in New Space above)
-	0% Demolished Area
58,650	100% Total Affected Area
53,400	91% Net Area Change = New - Demo - Circulation

Escalated Building Costs

-	0.0% Acquisition
3,925,163	12.3% Consultant Services
24,971,700	78.0% Construction Contracts
2,629,229	8.2% Equipment
107,706	0.3% Artwork
165,975	0.5% Other Costs
226,980	0.7% Project Management
32,026,753	100.0% Total Building Cost

Escalated Infrastructure Costs

-	0% Acquisition
233,656	1% Consultant Services
1,776,096	6% Construction Contracts
-	0% Equipment
7,652	0% Artwork
-	0% Other Costs
-	0% Project Management
2,017,404	6.30% Total Infrastructure Cost

Project Funding

34,044,157	100% State Appropriation
-	0% Financed - backed by State Appropriation
-	0% Local Funds - Cash
-	0% Financed - backed by Local Funds
34,044,157	100% Total Project Funding
-	0% Matching = Local / Appropriated
-	0% Variance = Cost - Funding

Project Weighting

-	0% Matching = 2* (Local / Appropriated) / Total Project Funding
3,476	6% Infrastructure = (Infrastructure / Total Project Cost) - Matching
4,939	8% Renovation
-	0% Replacement
50,236	86% New
58,650	100% Total

Fall 2016 Utilization - used in Overarching Criteria for all projects. See Appendix C.

	Contact Hours	Work- stations	Fall 2016 Utilization
Classes	38,012.08	1,709	22.24
Labs	48,683.42	2,286	21.30
Campus	86,695.50	3,995	21.70

Future Utilization - use for projects with net **New Area**. See Appendix D.

State Board enrollment projections are available here -

<http://www.sbctc.edu/colleges-staff/programs-services/capital-budget/capital-budget-development.aspx>

4,024	Fall 2016 Type 1 FTE
4,389	Fall 2026 Type 1 FTE
<hr/>	
365	Net New Type 1 FTE
570	This project net new Classroom workstations
436	This project net new Laboratory workstations
<hr/>	
1,006	Net new workstations in project

	Contact Hours	Work-stations	Future Utilization
Classes	41,972.42	2,279	18.42
Labs	51,712.73	2,722	19.00
Campus	93,685.16	5,001	18.73

Area weighted age of buildings to be renovated - use for projects with **Renovation** elements.

Building	GSF	Year Built	Building UFI
1	5,250	1972	230-LYN
2	-	0	
3	-	0	
4	-	0	
5	-	0	
6	-	0	
5,250		1972	Area to be renovated and area weighted age 2019 Request Year
47 Building Age for renovation portion of project			

Area weighted FCS of buildings to be renovated - used for projects with **Renovation** elements.

Building	GSF	2015FCS	Building UFI
1	5,250	254	230-LYN
2	-	0	0
3	-	0	0
4	-	0	0
5	-	0	0
6	-	0	0
5,250		254	Area weighted FCS for Renovation portion of project.

Exterior circulation area of buildings to be renovated - used for projects with **Renovation** elements.

Building	Length of qualifying exterior walls in feet	Area allowance	Building UFI
1	0	0	230-LYN
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
0			Exterior circulation area allowance for Renovation elements

Category	Criteria	Standard	Possible	Yes/No	Points	
Overarching	Goals	Max 23				
		Effective use of existing facilities based on current utilization	9	variable	7.8	assumed
		Directly tied to facilities master plan	4	Yes	4	
		Directly tied to objectives in strategic plan	4	Yes	4	
		Includes partnerships with K-12, 4yrs, business, etc.	4	No	0	
		Project includes at least 7 of the best practices identified to reduce gr	2	Yes	2	
		Overarching Subtotal	18		18	out of 23 possible.
		Category Weighting			1.00	
		Category Weighted Subtotal			17.80	out of 23 possible.
		Project Weighting			1.00	
		Overarching Category Total			17.80	

Edmonds Community College **Triton Learning Commons - An Expansion of Lynnwood Hall**

Category	Criteria	Standard	Possible	Yes/No	Points
Infrastructure	Program Need	Infrastructure serves new building area constructed in this proposal. Or, serves 100% of the existing college.	20	Yes	20
		Serves 80% or more, and less than 100% of the existing college.	15	No	0
		Serves between 40% and 80% of college of the existing college.	10	No	0
		Serves 40% or less of the existing college.	0	No	0
Infrastructure	Reasonableness of Cost	Infrastructure costs less than 5% of the total project. Or, infrastructure cost divided by previous average annual costs is twenty, or less.	30	No	0
		Infrastructure costs 5%, or more, and less than 10% of the total project. Or, infrastructure cost divided by previous average annual costs is greater than twenty and less than fifty.	15	Yes	15
		Infrastructure costs 10%, or more, and less than 15% of the total project. Or, infrastructure cost divided by previous average annual costs is fifty, or more, and less than one hundred.	5	No	0
		Infrastructure costs 15% or more of the total project. Or, infrastructure cost divided by previous average annual costs is one hundred, or more.	0	No	0
Infrastructure	Risk Mitigation	Infrastructure serves new area building constructed in this proposal. Or, infrastructure age is at least 200% of the average life.	12	Yes	12
		Infrastructure is 100% to 200% of average life.	6		0
		Infrastructure is less than 100% of average life.	0		0
Infrastructure	Suitability for Long Term Financing	Average life of new infrastructure is more than 30 years.	15	Yes	15
		Average life of new infrastructure is more than 25 years and less than 30 years.	10		0
		Average life or new infrastructure is 20 through 25 years.	5		0
		Average life of new infrastructure is less than 20 years.	0		0

Infrastructure Category Subtotal

Infrastructure Category Subtotal	62	out of 77 possible.
Category Weighting	1.00	
Category Weighted Subtotal	62.00	out of 77 possible.
Project Weighting	0.06	
Infrastructure Category Total	3.67	out of 4.56 possible.

Category	Criteria	Standard	Possible	Yes/No	Points	
Renovation	Building Age	Calculated from My Project Renovation elements				
		Over 50	16	No	0	
		41 - 50	13	Yes	13	
		36 - 40	11	No	0	
		31 - 35	8	No	0	
		26 - 30	5	No	0	
		20 - 25	2	No	0	
< Less than 20 years	0	No	0			
Renovation	Building Condition	Calculated from My Project Renovation elements				
		Greater than 600	2	No	0	
		526 - 600	11	No	0	
		476 - 525	16	No	0	
		451 - 475	11	No	0	
		351 - 450	2	No	0	
		276 - 350	0	No	0	
0 - 275	-5	Yes	-5			
Renovation	Cost	Calculated based on Project and Expected Costs				
		Total project cost is less than or equal to the expected cost per square foot for the facility type, escalated to the construction mid-point.	10	Yes	10	
		Project cost is between 100% and 111% of expected cost.	8	No	0	
		Project cost is between 111% and 137% of expected cost.	2	No	0	
Project cost is more than 137% of expected cost.	0	No	0			
Renovation	Improvements	Max 13 based on facility programming				
			ASF		Percent of total ASF	
		Classroom, labs	-	13	0%	0.00
		Student Services	425	13	18%	2.35
		Library	1,925	13	82%	10.65
		Childcare	-	11	0%	0.00
		Faculty offices	-	8	0%	0.00
		Administration	-	5	0%	0.00
Maintenance/Central Stores/Student Center	-	2	0%	0.00		
Renovation	Issues Addressed	Max 8				
		Seismic issues (documentation by a Structural Engineer is required)	2	No	0	
		Life safety	2	No	0	
		ADA access (provide recent compliance review)	2	No	0	
Energy code issues	2	No	0			
Renovation	Building Life Extension	Select one based on facility design and intent				
		31 + years	8	No	0	
		26 - 30 years	5	No	0	
	20 - 25 years	2	No	0		
Renovation	Fitness for Use	To what extent does the proposed renovation address the existing deficiencies and project objectives?	6	Variable	4	

Renovation Category Subtotal

Renovation Category Subtotal	35	out of 77 possible.
Category Weighting	1.00	
Category Weighted Subtotal	35.00	out of 77 possible.
Project Weighting	0.08	
Renovation Category Total	2.95	out of 6.48 possible.

Category	Criteria	Standard	Possible	Yes/No	Points
New	Calculated based on Project data				
	Efficient use of space – future utilization				
		If either Lab utilization will be more than 17 or Class utilization will be more than 23	18	Yes	18
		If Lab utilization will be at least 15 but less than 17 and Class utilization was at least 21 but less than 23	24	No	0
		If Lab utilization was at least 12 but less than 15 and Class utilization was at least 19 but less than 21	12	No	0
		If either Lab utilization will be less than 12 or Class utilization will be less than 19	0	Yes	0
New	Improvements	Max 12 based on facility programming			Percent of total ASF
		ASF			
		Classroom, labs	13,103	12	40% 4.78
		Student Services	4,073	12	12% 1.49
		Library	13,883	12	42% 5.07
		Childcare	-	9	0% 0.00
		Faculty offices	1,210	7	4% 0.26
		Administration	-	5	0% 0.00
		Maintenance/Central Stores/Student Center	600	2	2% 0.04
New	Planning	Max 24			
		Space improves program delivery and student support	10	Variable	7
		Programs and student support space are identified by usage and square footage	5	Variable	4
		Location of project is identified by site	2	Yes	2
		Special initiatives beyond participation rates	2		0
		Reasonable cost estimate and building efficiency	3	Yes	3
		Expected building life - 50 years or greater	2	Yes	2
New	Cost	Max 17			
		Total project cost is less than or equal to the expected cost per square foot for the facility type, escalated to the construction mid-point.	17	Yes	17
		Project cost is between 100% and 111% of expected cost.	12	No	0
		Project cost is between 111% and 137% of expected cost.	5	No	0
		Project cost is more than 137% of expected cost.	0	No	0

New Category Subtotal

New Category Subtotal	65	out of 77 possible.
Category Weighting	1.00	
Category Weighted Subtotal	64.63	out of 77 possible.
Project Weighting	0.86	
New Category Total	55.36	out of 65.95 possible.

Category Score Subtotal:	61.98
Overarching Score Subtotal:	17.80
Project Score:	79.78

Parameters based on My Project inputs.

Parameters

Square Footage

S1	5,250	9% Renovation of Existing
S2	53,400	91% New Space
S3	-	0% Demolished Area
S4	58,650	100% Total Affected Area
S5	53,400	91% Net Area Change = New - Demo

Costs

Ca	32,026,753	
Cb	2,017,404	
C1	34,044,157	100% Total Project Cost

Funding

	34,044,157	100% State Appropriation
	-	0% Financed - backed by State Appropriation
M1	-	0% Local Funds - Cash
M2	-	0% Financed - backed by Local Funds
F1	34,044,157	100% Total Project Funding
	-	0% Matching
	-	0% Variance = Cost - Funding

Project Weighting

M4	-	0% Matching = $2 * (\text{Local} / \text{Appropriated}) / \text{Total Project Funding}$
I4	3,476	6% Infrastructure = $(\text{Infrastructure} / \text{Total Project Cost}) - \text{Matching}$
R4	4,939	8% Renovation
P4	-	0% Replacement
N4	50,236	86% New
	58,650	100% Total

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APPENDIX 7.8 Letter from President

Please see the attached letter from Edmonds Community College President Dr. Jean Hernandez.

December 12, 2017

To: Members of the State Board of Technical Colleges
Members of the Capital Project Selection Committee

To Whom It May Concern:

Thank you for your consideration of Edmonds Community College's (EdCC) 2019-21 project request report proposal for the renovation and expansion of the existing Lynnwood Hall (LYN), which houses the Library and Student Services. The expansion of this 45-year-old concrete, four-story building is a high priority capital project within EdCC's Facilities Master Plan. The current building lacks the space needed to adequately provide critical student learning support services and impacts the effectiveness of our programs through the widespread, cross-campus distribution of these critical services.

As we look toward the future, we are acutely aware of our present space limitations and the impacts on our ability to deliver the high-touch, targeted, learning resource rich environments that our students need. Over the next 10 years, it is estimated that EdCC will see enrollment growth of 9%, much of which is anticipated in Adult Basic Education (ABE) and English as a Second Language (ESL). A renovation and expansion of LYN, which will be known as the "Triton Learning Commons" (TLC), will provide a space that addresses the needs of our ABE and ESL programs and co-locate wrap-around learning resource support. It will also increase access to technology and training labs, develop shared learning spaces to promote student engagement and learning communities, and expand the library to provide appropriate study space — all of which will provide a "heart of campus" for students to study, collaborate, and access learning resources.

The proposed TLC renovation and expansion is critical for fulfillment of the college's mission: Teaching. Learning. Community. Overcoming our current space challenges will also allow us to meet the college's commitment to its three core themes of academic excellence, student success, and community engagement.

The proposed project request is a blended project consisting of 91% growth (53,400 GSF expansion) and 9% renovation (5,250 GSF renovation) to increase the size of the Library and Learning Resource Center, add Basic Skills Labs instructional areas, add Open Computing Labs, and enhance the Learning Support Network services. Currently, students must seek out learning support services that are located separately from (limited) study spots on campus. Co-locating Student Services, the Learning Support Center (LSC), the Student Technology

Advice and Resource Team (START), faculty offices, and learning and study spaces will decrease student confusion on service differences, ensure students are aware of resources, and eliminate the need for students to move across campus as they try to get help in courses.

The proposed 58,650 GSF TLC project has an estimated total project cost of \$33,878,000 and an estimated substantial completion date of December 2023. EdCC anticipates 100% state funding for design and construction of the building over two biennia, with predesign and design funds requested for the 2019-21 biennium and construction funds requested for the 2021-23 biennium. LYN is a standalone building and will remain fully operational during construction as it houses key campus functions. The TLC will be a flexible, durable facility that will serve EdCC and its changing needs for more than 50 years. It will also extend the effective use of the building due to the ability to integrate new programs and services to serve today's students with changing pedagogies and service delivery models. By designing towards LEED Gold certification, the college will reduce life cycle costs (as required by OFM), thereby increasing both environmental and financial sustainability.

Without the significant renovation and expansion of LYN, EdCC will not be able to meet the demand for critical student learning support services that will come with an estimated 9% enrollment growth over the next decade and county-wide population growth. Snohomish County is changing and growing rapidly – at a rate of 6% – and was ranked No. 2 county in the nation for a higher number of people moving in compared to those moving out. As EdCC awards the majority (50.5%) of higher education degrees in Snohomish County, it is critical for our college to change and grow along with the population we serve.

It is essential that our college accommodates not only for increased enrollments, but provides spaces that better serve the diverse needs of our growing campus and community. I sincerely ask for your support for this critical campus project, the Triton Learning Commons, in the capital review process.

Sincerely,

A handwritten signature in blue ink that reads "Jean Hernandez". The signature is fluid and cursive, with the first name "Jean" and last name "Hernandez" clearly legible.

Jean Hernandez, Ed.D.
President

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