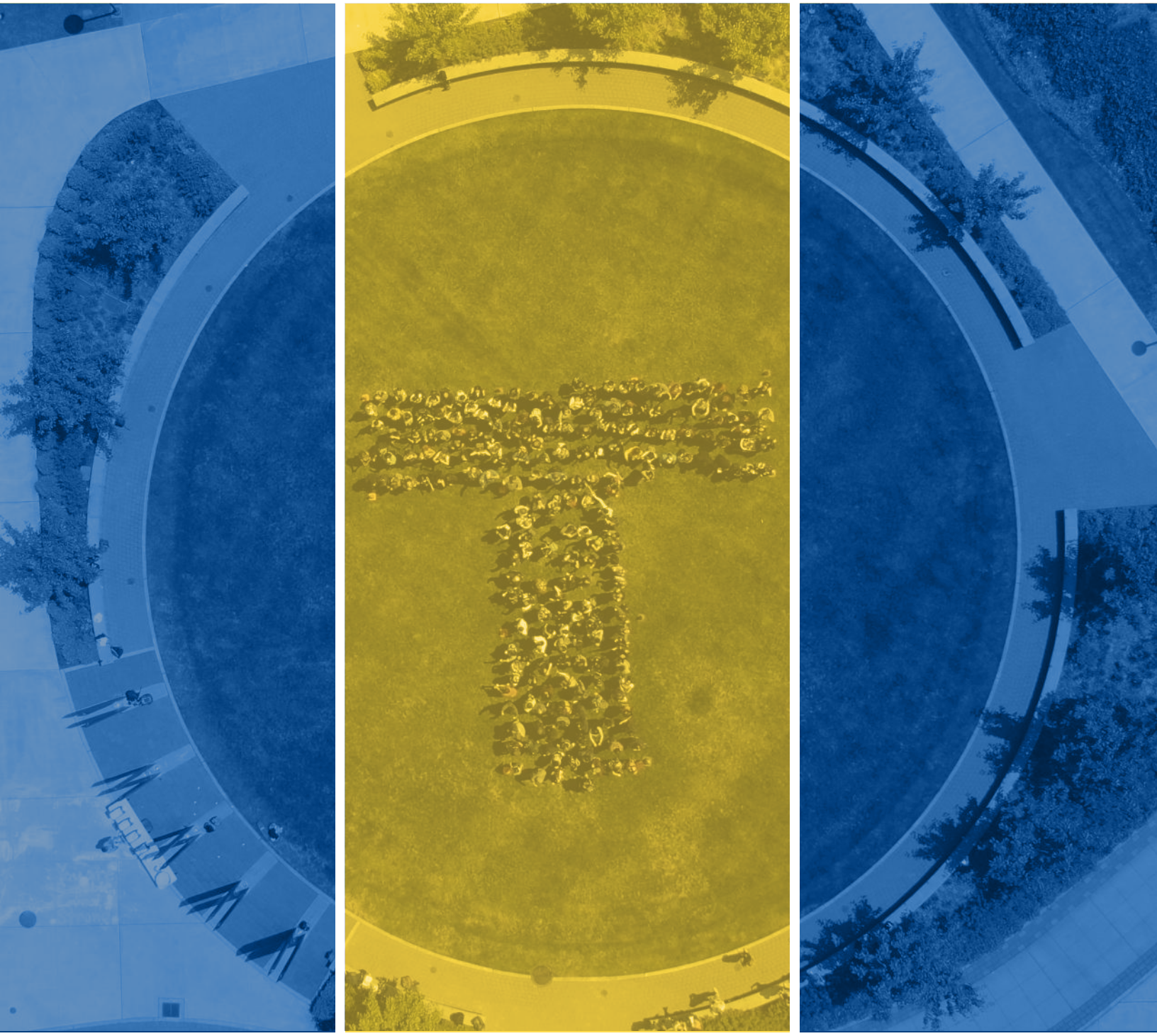
TACOMA COMMUNITY COLLEGE

2023 LONG RANGE FACILITY MASTER PLAN

MARCH 2024



McGRANAHAN architects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1.0 EXECUTIVE SUMMARY

Land Acknowledgement

Tacoma Community College recognizes our location on the ancestral land of the Coast Salish people, including Puyallup, Nisqually, Suquamish, and Squaxin Tribes who have long inhabited the Puget Sound region of Tacoma and Gig Harbor. It is consistent with the College's mission that we show respect to the Puyallup Tribe, and work to be good partners with them. Through consultations with the tribes, and with their approval, we strive to develop physical features that represent some of the language, culture, and history of the Coast Salish people. This may include signage in Lushootseed, art by Native artists, installations on history, culture, and environment from Coast Salish perspectives. These physical elements will be part of our effort to honor the Coast Salish people and all Indigenous students, staff, and visitors to campus. These elements will also help to educate our community about the people on whose ancestral land we are situated - the people who still live here, speak Lushootseed, and pass on their culture to their children. These elements should also help to remind college employees of our ongoing obligation to be a good partner in helping indigenous students, their families and communities, to achieve the promise they hope for in higher education.

Executive Summary

In 2005, Tacoma Community College performed a Long-Range Facility Master Plan to align with the College's Strategic Plan entitled "Commitment to Innovation". The Facility Master Plan has seen continuous updates between 2007 and now, with the most recent and noteworthy update being done in 2015.

A culmination of a year's worth of work and through the collaboration of students, faculty, staff, and community members, TCC launched its new 2020-2025 Strategic Plan in January 2020. The Facility Master Plan Committee was reinstated in 2023 with the goal of updating the 2015 Facility Master Plan to align with the College's updated Strategic Plan. This new Facility Master Plan establishes a more detailed vision of the TCC Campus over the next 10-12 years.

TCC conducted this Facility Master Plan Update primarily to:

- Demonstrate support for the College's priorities; Strategic Plan; Academic Plan; and the College's updated Mission, Vision, & Values.
- Update campus development & planning that has occurred over the past eight years.
- Provide justification for future funding requests with an analysis of program and infrastructure needs, a survey of existing facility conditions, and a summary of the College's current capacity and growth projections.
- Incorporate updated Design Standards

This 2023 Facility Master Plan incorporates the relevant material from the previous 2015 Plan, with additional contributions from the following plans and reports:

- TCC Strategic Plan 2020-2025
- Tacoma Environmental Scan 2019
- TCC Dashboard Data
- TCC Key Facts
- Capital Analysis Model (CAM) for 2023-25 Project Requests
- Greenhouse Gas Emissions Reduction Plan, 2011
- Advancing Carbon Neutrality, 2023
- Safety & Emergency Master Plan, 2023
- Stormwater Management Plan, 2022
- Tree Assessment, 2023
- Critical Areas Report, 2023
- Accessibility Survey, 2024

These supporting plans and relevant excerpts can be found in the appendix section of this report.

The Facility Master Plan Committee (FMP) was made up of various faculty, staff and administrators representing both Tacoma and Gig Harbor Campuses. Participants represented various departments and priorities related to the development of this Master Plan. Along with the Facility Master Plan Committee, several focused subcommittees were formed around the College's priority goals:

- Equity, Diversity & Inclusion
- Accessibility
- Safety & Security
- Instructional Spaces
- Environmental Sustainability
- Athletics

Each subcommittee provided input and feedback on their relevant topics as they related to the development of this Facility Master Plan. Further information regarding the work of the Facility Master Plan committee and the focused subcommittees can be found in Section 2.0 of this report.

Following this Executive Summary, the Facility Master Plan is organized into five sections and an appendix. Summaries of the major sections are included below.

Strategic Initiatives and Master Plan Strategies

Tacoma Community College's updated Strategic Plan 2020 -2025 provides a new Mission, Vision and Values for the College, and a new set of four Core Themes with various success metrics. The Committee developed the Facility Master Plan Goals and Strategies based on the action plans detailed in the new Strategic Plan. Here are some highlights from these:

- Promote a learning environment that provides a simulation of real-world settings and brings together disparate programs and disciplines to form a synergistic learning community.
- Provide for asynchronous learning outside the classroom (wireless network, distance ed, formal & informal study settings, student/faculty/learning support services interaction.)

- Foster availability of faculty to students (by locating faculty offices near programs or educational resources.)
- Optimize the development of exterior space to create a unique campus that is highly visible, attractive, and engaging.
- Provide professional development resources to maintain high standards and adoption of new learning technologies.
- Develop a comprehensive physical campus infrastructure that supports current needs and systems while anticipating emerging technologies and future growth.
- Create master planning zones that support academic/ program groupings and interrelationships among similar programs.
- Increase awareness of the diverse identities that comprise the campus community and prioritize development projects that strive to enhance feelings of "welcomeness" on campus.

Needs Analysis

Due to the Covid-19 Pandemic and the resulting shutdown in March 2020, participation in higher education programs declined significantly due to the Covid-19 Pandemic. Between 2018-2019 and 2022-23 TCC's total student FTE fell from 5,188 to 4,423. However, efforts by the College to support students through the pandemic have resulted in growing numbers of students returning to higher education. Recent FTE projections for TCC forecast a total FTE of 4,688 for 2024, a 6% increase over the previous year. 10-year FTE projections forecast a consistent increase in student FTE year over year, showing a total FTE of 5,934 by 2032.

The preliminary Capital Analysis Model for 2023-25, based on the available spaces as of 2021, forecasts shortages in the three primary space types: Instruction, Support, and Student Service/Other spaces. Instruction space has a forecast shortage of 27%, with computer labs (open) and Drama showing significant need at 70% and 100% shortage respectively. Instructional Support spaces forecast a 41% shortage with space deficits across all types. Student Service and other spaces show a 26% shortage primarily in Student Center & Related spaces as well as Childcare spaces. With the available spaces as of 2021, the TCC CAM forecasts a total space shortage of 32%.

Existing Conditions

Tacoma Community College is located on two campuses; the Tacoma Campus, and the Gig Harbor Campus. Tacoma Campus is significantly bigger with a larger catalog of course offerings with related facility requirements. Observations of needs are divided between the two campuses, though most of the College's facilities are on the Tacoma Campus.

Existing utility services to the Tacoma Campus (gas, water, electric) are inadequate to meet currently planned development. At 57 years old, much of the existing on-site utility distribution networks built in 1966 need to be repaired or replaced to accommodate new construction projects and future campus development. The Tacoma Campus also contains several buildings from the late 1960's which were not constructed to last this long and don't provide efficiencies in space utilization or program adaptation.

The Tacoma Campus has added 246 on-site parking stalls since 2009 to serve students, faculty and staff. The College has improved ways to maximize the use of existing parking developments and encourage more use of public transit. With a transit hub located on the Tacoma Campus, TCC has greater opportunities than other colleges for encouraging use of public transportation. Ongoing discussions with Pierce Transit regarding the disposition of the Park & Ride facility on the SW corner of the Tacoma Campus will continue with successive planning and development at the SW corner of the campus. TCC and Pierce Transit have also discussed the development of a Park & Ride on TCC's Gig Harbor Campus. More information regarding the existing conditions at both campuses, including parking stall counts can be found in Section 4.0 of this report.

The Gig Harbor Campus is relatively small compared to TCC's Tacoma Campus. Established in 1995, the Gig Harbor Campus is made up of a single building, located on a large site with available student/staff parking. The most recent parking count, done in 2023, showed 118 total stalls at the Gig Harbor campus. Considering the age of the Campus, facilities have maintained a good condition over the years, though as the Campus is approaching 30 years of age, maintenance and repair work is expected to grow. Roughly one-third of the Campus site is taken up by the existing facilities, while the rest of the site consists of a large athletic field and a currently undeveloped green space to the east of the building. More information on the existing conditions of TCC's Gig Harbor Campus can be found in Section 4.0.

Planning and Design Guidelines

The Facility Master Plan serves as a roadmap for the sequential development of new facilities and renovation of existing buildings. Future development will draw from and build upon existing campus context to create a coherent campus identity. These guidelines use the current campus topography as the basis for the development of the campus over time. The planning and design guidelines make recommendations on the following physical components of the College:

- Campus Zones and Relationships
- Buildings

- Transportation, Parking and Circulation
- Zoning
- Green Space
- Edges and Gateways
- Wayfinding and Signage
- Public Art
- Topography and Landscape
- Infrastructure

The College has developed a set of standards for the design of buildings, influenced by the most recent buildings on campus. These standards promote the establishment of a consistent campus appearance and acknowledge the campus's growing density. The building standards may be summarized as follows:

- Express a sense of clarity and permanence
- Optimize building footprint
- Incorporate learning opportunities
- Develop sapces for impromptu interactions
- Incorporate indoor-outdoor spaces
- Engage entries with public spaces
- Select materials that provide long term performance and meet existing campus aesthetic

Detailed information about the above categories, including specific material palettes, can be found in Section 5.0 of this report.

Development and Implementation Plan

Since the 2015 update of the Facility Master Plan, many changes have taken place on both the Tacoma and Gig Harbor campuses.

The Associated Students of TCC and the College Foundation partnered to commit a combination of COP and local funding for a new Health & Wellness Center on the Tacoma Campus. This addition and partial renovation to the Physical Education & Athletics Building 20 was completed in 2017.

On the Tacoma campus, the Center for Innovative Learning & Engagement (CILE) was approved for design & construction through the state's capital funding process. The design of the project was completed in 2023. Construction of the new facility began in 2023 with the demolition of the existing buildings 10, 10B & F1. This project will be the first major capital project to fully incorporate the College's renewed goals around removing barriers to resources, and maximizing access to learning; this can be seen through space planned elements like gender inclusive restrooms, a lactation room, and two neurodivergent rooms. Several seminar and study spaces are also planned to be part of this project. This project includes the following program space categories:

- Business, Paralegal, and Technology (BPT) Pathway
- Creative Arts, Literature, and Communications (CALC) Pathway
- Education, Social, and Behavioral Sciences (ESB) Pathway
- Student / Faculty Engagement
- Flexible, adaptable instructional spaces / informal Learning Studio

A PRR for the Student Support Center project was submitted for the 2023-2025 Biennium and was approved by the State Board of Community and Technical Colleges (SBCTC). The project is planned for design and construction between 2029-2033. This replacement project will build a central facility to house the College's primary student support services on the Tacoma campus. The new facility is planned to replace buildings 8, 19, L1 and L2 and includes the following planned program space categories:

- Academic Support
- Cohort Support / Advising
- Community / Basic Needs
- Student Engagement
- Wellness / Advocacy Support
- Student Spaces

Changes to the criteria on which the PRR's are scored were introduced, generally favoring renovation and replacement projects over new growth projects. The new criteria eliminated the previous requirement to identify a new project under a singular category of either Growth, Replacement or Renovation, replacing it with a combination of "bundled" scoring based on a weighted proportion of each category. The CILE project and the Student Support Center are the two projects that were submitted under these recent funding criteria. Both projects demonstrated their need as replacement facilities. The Student Support Center project is currently listed in the SBCTC Major Capital Projects pipeline.

Funding for Major Capital Projects

Once the CILE is constructed, the next major capital project is the Student Support Center Project. The PRR for this project was ranked highly by SBCTC, however it is estimated for design and construction between 2029-33- . Considering the current project pipeline, new PRRs for future projects are on hold while funding for already approved requests is distributed. As part of this 2023 Facility Master Plan update, TCC's Master Planning Committee has identified the next project that may be submitted for funding:

Visual and Performing Arts Center – a modern arts facility replacing buildings 2 & 5 to provide TCC with performing arts space that can support community needs as well as updated facilities for its visual and other arts programs.

This project includes the following primary program space categories:

- Music, Performing Arts, Visual Arts performance and rehearsal spaces
- Digital Media Production Studio
- State of the art Auditorium

- Creative Arts, Literature, and Communications classrooms
- Faculty offices
- Student display spaces

This is TCC's highest capital priority upon completion of the two projects that are already in the pipeline.

The priority major projects are planned to be submitted as Project Request Reports for state funding. Other future projects would be funded primarily through minor program improvements, repairs and local funds. Where possible, campus utility improvements will be included with major projects.

Other Planned Future Projects

SHORT-TERM

- Athletics Amenities (softball field, turf soccer field, tennis courts, lighting improvements)

MID-TERM

- Cross-campus Promenade connection
- Fire Loop / Campus Walkway Extension
- Gig Harbor Campus Expansion – Gig Harbor Peninsula Center addition

LONG-TERM

- Miscellaneous Infrastructure Improvements
- Campus Perimeter Improvements – 12th Street Entrance, Mildred Street

Conclusion

The process of developing this Facility Master Plan was a significant effort and required collaboration between several members of TCC's faculty, staff and administrators, as well as external consultants and public agencies. The result of this process is a Facility Master Plan that recognizes the College's evolving priorities and initiatives. Additional studies and plans have been developed and are in the works around these same topics, and in recognition of the existing and ongoing work done on these topics, this report incorporates some of the key findings and data from those additional studies. This 2023 Facility Master Plan proposes a path to development that is flexible while still making a strong statement about the future of TCC's Campuses.

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2.0 STRATEGIC INITIATIVES & MASTER PLAN STRATEGIES

Prior Master Planning

Prior to 1993, Tacoma Community College relied on a campus master plan developed in the mid-1960s when the Tacoma campus was initially planned and constructed. Only one major project, the construction of the Computer Center in 1989, and a few small building additions were funded and built during the next 25-year period. Because the projects were generally consistent with the original campus master plan, no review or update of the original campus master plan was undertaken.

In 2004 the College decided it was time to develop a new Strategic Plan. Because the Facility Master Plan is so closely tied to the Strategic Plan, and because the existing Facility Master Plan had only received updates over the previous several years, it was decided to develop a new Facility Master Plan. In 2005 the College worked with McGranahan Architects to assist them in developing a new Facility Master Plan that complemented and supported the 2004 College Strategic Plan and emerging community and student needs.

An additional update to the Facility Master Plan was performed in 2015 to refine the next steps for capital development on the Tacoma and Gig Harbor campuses. The Facility Master Plan Committee worked with the 2014-2018 Strategic Initiatives and identified a variety of Facility Master Plan Strategies to implement in future building and campus development.

With the support of the Associated Students of TCC (ASTCC), and the TCC Foundation, the College was able to move forward with the Health and Wellness Center project - a major addition and partial renovation to the Physical Education and Athletics Building 20 on the Tacoma Campus. The Health and Wellness Center Project was included in the 2015 Facility Master Plan and was completed in 2017.

The 2015 Facility Master Plan also showed plans for a new Business and Humanities Center, to replace buildings 10, F1 and F2. This project would later become the Center for Innovative Learning and Engagement (CILE). A PRR was submitted to the SBCTC and approved for the 2019 – 2021 biennium. The CILE project is currently under construction. Further details about this project and the expected timeline are included in Section 6.0 of this Facility Master Plan.

2023 Facility Master Planning

In 2022, the Facility Master Planning Committee began to meet regularly, updating the Facility Master Plan to align with TCC's revised Strategic Plan for 2020-2025 and with the state's revised capital funding process. This updated 2023 Facility Master Plan outlines a renewed vision of the Tacoma Community College campuses and facility development for the next 10 years.

The process of developing this Facility Master Plan required considerable participation from stakeholders representing some of TCC's various departments. The Facility Master Plan committee worked with architects, engineers and other consultants from public agencies to establish what would be the priorities for this report. Establishing a clear connection between this Facility Master Plan and the College's new 2020-2025 Strategic Plan was the primary objective of the Facility Master Plan Committee. The goals of this Master Plan are in support of the goals outlined in the new Strategic Plan. It was decided to form subcommittees around specific topics that were consistent between the Strategic Plan and this Facility Master Plan. The subcommittees were focused on the following topics:

Equity, Diversity & Inclusion

Accessibility

Safety & Security

Instructional Spaces

Environmental Sustainability

Athletics

Workshops and discussions took place within these subcommittees to identify specific projects that should be considered in the future development of TCC's Campuses. From these meetings each subcommittee created their own list of projects and initiatives which was then combined and presented to the general Facility Master Plan Committee. In recognition of the College's position as the recipient of public funding, the larger combined list of projects was taken by the Facility Master Plan Committee and prioritized. Projects that were identified as high priority were proposed to take place earlier in the development timeline, while those that were considered lower priority were suggested to take place later. This prioritized project list was then presented to TCC leadership. The result of this collaborative planning process is the final proposed implementation and development timeline shown in Section 6.0 of this report.

Primary funding for capital needs over the next several biennia will depend on legislative approval of the SBCTC capital budget request in each biennium. Additionally, the College is aggressively pursuing other capital funding sources, including alternative financing, potential development partners, and grants.

2020-2025 Strategic Plan

The new 2020-2025 Strategic Plan reaffirms TCC's existing mission, and further refines the language of the four Core Themes to better align with TCC's evolving culture. These are included in their entirety to give a full understanding of the breadth and depth of exploration that occurred.

The 2020-2025 Strategic Plan represents a subtle advancement toward a more outcomes-driven, results-oriented future at TCC.

Refined priorities in **Advancing Equity, Diversity and Inclusion** speak to multiple learning styles and an increased emphasis on a campus environment that is culturally rich. Regarding campus facilities, these priorities encourage increased use of art, color, flexible spaces, technology, and the strategic use of open spaces. These efforts help elevate the College's diverse cultural identity and address its multiple needs.

New priorities in **Cultivating Exceptional Learning** focus on student completion and goal setting, college curricula and learning outcomes. As it relates to TCC facilities, this increased emphasis on linking the curriculum to student aspirations and ensuring that the College demonstrate these through assessment suggests that physical spaces bring curricular and co-curricular activity closer together with faculty offices and learning spaces. This optimization of programmatic adjacencies further enhances the campus setting.

A third theme, **Strengthen Community Partnerships**, is much more focused on local collaboration between the College community and the broader community. In alignment with the College's focus on responsible stewardship of financial resources, TCC's facilities must incorporate spaces that intentionally bring communities together in formal and informal ways, around learning, around culture, and around programs to ensure future development, sustainability of partnerships, and common purposes. Facilities must also promote and support partnerships with local school districts, employers, and other institutions.

Finally, **Enhancing Institutional Vitality** speaks to a culture of growth that anticipates the needs of its community, and works towards building a more sustainable future.

The 2020-2025 Strategic Plan emphasizes knowledge sharing, which speaks to a physical and technological infrastructure that is more transparent, more intimate, and barrier free. This is paralleled in this 2023 Facility Master Plan through promoting the equitable use and access to all areas of campus.

In addition, the plan speaks to physical spaces that rapidly incorporate contemporary and experimental configurations. The Facility Master Plan must incorporate this capacity and interest.

The 2020-2025 Strategic Plan is TCC's guide on how the College will forge a strong future for its students and community.

The Core Themes, Goals, Objectives, and Action Plans not only drive the College's mission and vision but improve TCC and position it well for the future. The Student Experience Statement emphasizes TCC's most important audience: Our students.

Mission

As the community's college, we **create** meaningful learning, **advance** equity, and **strengthen** student and community success.

Vision

We are a **premier community college** where all students, faculty, staff, and community members are welcomed, appreciated, and valued.

We **engage students where they are**, leading to equitable opportunities for success in learning, life and work.

We **foster vibrant, productive partnerships** that benefit our students and strengthen our community,

Values

Community. We respect the lived experiences of all individuals, value the interconnectedness of campus, local and global communities, and seek collective action that creates lasting equitable impact.

Responsibility. We lead by example through the practice of environmental, institutional, and personal sustainability. We are dedicated stewards of student success and our environment, and we care for each other.

Integrity. We practice inclusion, honesty, transparency, compassion, and follow-through in everything we do.

Equity, Diversity, and Inclusion. We recognize historic inequities and empower our community to challenge and overcome systemic barriers to create a campus and society where all people can be their authentic selves and are welcomed, heard, known, represented, and successful.

Agility. We remain flexible, pro-active, innovative, and curious in order to increase access and success. We practice constant collaboration among groups, encourage cross-pollination of ideas, admit when we are wrong, and value learning new things.

Excellence. We empower all people to be their best selves every day so we can ensure relevance and quality in our academic and personal development.

Student Experience Statement

Tacoma Community College aims to provide a quality education exemplified by a **transformative** student experience. That student experience is characterized by:

- an academically rigorous and relevant education that fosters a love of learning and personal growth.
- a sense of belonging created through meaningful relationships with faculty and staff who reflect the diversity of the student body.
- personalized and accessible support services that meet the individual needs of each student.
- clearly defined pathways to completion, transfer, and career placement.

Tacoma Community College faculty, staff, and administration **support** this experience with:

- an **inclusive** and **welcoming community** dedicated to equitable educational outcomes for all students.
- a **student-ready** institution equipped to serve all learners.

- an ongoing **commitment** to eliminating barriers to student success.
- a culture reflecting compassion, respect, and continuous improvement in service of the local community.

Facility Master Plan Strategies

Facility Master planning strategies should be built upon TCC's Strategic Plan. They must be applicable to the physical development of the campuses.

The goals will be tested through measurability/ achievability-scenario planning and application.

They should define the unique aspects and elements of TCC and its vision.

The following narrative draws upon the four Core Themes found in the 2020- 2025 Strategic Plan.

Core Theme 1: Advancing Equity. Diversity, and Inclusion

We empower students, faculty, and staff through equitable access to opportunities, knowledge, and resources.

Goals:

1. We are committed to equity, diversity, and inclusion by ensuring that our campus reflects our community.
    - Objective 1: Increase and foster the diversity of our students, staff, and faculty.
    - Objective 2: Celebrate and engage those who work and learn on our campus as well as those who live in our community.
    - Objective 3: Implement best practices that advance institutional equity, diversity, and inclusion.
2. We promote institutional responsibility, awareness, and direct action to dismantle systems of oppression.
    - Objective 1: Develop a shared understanding and common language that reflects our commitment to highlighting, disrupting, and ending systems of oppression.
    - Objective 2: Promote intercultural engagement and reduce inequity and segregation among students, staff, and faculty, particularly those from historically marginalized groups.

Metrics

1. Increase ethnic/racial student and employee diversity.
2. Increased awareness of the diverse identities that comprise our campus community.
3. Decrease in student equity gaps, regarding entry, progression, graduation and transfer.
4. Increase in the number, number of attendees, and quality of EDI trainings.
5. Increase in the number of TCC policies and procedures reviewed using an EDI related checklist.
6. Increase in the representation of identities and abilities in campus physical spaces.
7. Increase in positive responses on employee exit interviews.

8. Increase in the college's shared understanding and use of EDI related language.
9. Increased feeling of "welcomeness" on campus by students and employees.
10. Increase the number of students who receive need-based aid.

Core Theme 2: Cultivating Exceptional Learning

We encourage and challenge students to excel in a supportive teaching and learning environment.

Goals:

1. We provide coherent pathways from college entry to completion, transfer, and employment.
    - Objective 1: Create consistent curriculum and pathway maps to ensure students begin and complete their coursework.
    - Objective 2: Build healthy and sustainable program and course offerings thatmeet the needs of our students and community.
2. Our faculty and staff strive for teaching and learning excellence.
    - Objective 1: Review and revise curriculum, instructional, and institutional practices to optimize student success.
    - Objective 2: Monitor academic progress to inform scheduling and advising policies
    - Objective 3: Develop intentional outcomes, assessment, and curriculum design.
    - Objective 4: Incorporate culturally relevant and inclusive instructional practices that allow students to see themselves represented across the curriculum.
3. We offer students relevant and timely resources to support their needs.
    - Objective 1: Develop and expand non- academic resources such as housing, child care, nourishment and emergency assistance.
    - Objective 2: Ensure that employees are informed of available resources for students both on and off campus.
    - Objective 3: Create a communication system that allows students to receive the support they need when and how they need it.
4. Students have equitable access to onboarding, career cluster and specialization, technology, course materials, and advising information.
    - Objective 1: Provide a comprehensive student services experience for current and prospective students accessing college information in person or online.
    - Objective 2: Develop a student support model that focuses on engagement and excellence in service.
    - Objective 3: Develop a student advising model that allows students to obtain accurate and timely information.
    - Objective 4: Increase access to technology and course materials.

Metrics

1. Increase in student retention rates (fall-winter, fall-spring, fall-fall.)
    - First Year Retention Rates
2. Increase in 3-year completion rate.
3. Increase in the number of SAI points the college earns.
4. Increase in the IPEDS graduation & transfer-out rate.
    - Three Year Graduation Rate
5. Increase in TCC graduate passing licensure/certification examinations on the first attempt.

6. Increase in annual student enrollments in low-cost and zero-cost text sections, including OER.
7. Increased diversity of course offerings (mode of instruction and time of day.)
8. Increase in the number, number, number of attendees, and quality of teaching and learning professional development activities.
9. Increase in the number of courses taught with equity-minded pedagogies, such as CRP and UDL.
10. Increase in the number of students supported through non-academic resources.
11. Increase in the number of new students attending new student orientation.
12. Increase in the number of students enrolling in HD101.
13. Increase the number of degrees, certificates and diplomas awarded.
14. Increase the average number of attempted and earned credits per quarter for full-time and part-time students.

Core Theme 3: Strengthening Community Partnership

The College and the community thrive from intentionally sustained community partnerships.

Goals

1. We establish and enhance partnerships that promote student success.
   - Objective 1: Develop partnerships that allow for student career exploration.
   - Objective 2: Support partnerships with local school districts, community organizations, and other agencies to improve pathways into our school
   - Objective 3: Strengthen partnerships with employers and four-year institutions.
2. We provide the necessary training and education that our community needs.
   - Objective 1: Establish ourselves as the first-choice option for post-secondary education to local high school students.
   - Objective 2: Provide first-rate educational opportunities for community members who are unemployed, underemployed, or can benefit from a post-secondary education.
3. Students experience equitable work-based learning and employment opportunities on and off campus.
   - Objective 1: Become known among employers as the college of choice for employees and future leaders.
   - Objective 2: Create a sustainable model of work-based learning to continually advance a future career-ready population.
4. The College and the community thrive through established local and global partnerships.
   - Objective 1: Create a centralized community partnership development system.
   - Objective 2: Establish our institution as an innovative regional center for the arts, athletics, cultural events, and civic engagement.
   - Objective 3: Promote academic and student services to local and global partners.

Metrics

1. Increase in the number, number of attendees, and quality of cultural events offered both on and off-campus.
2. Increase in labor market placement.
3. Increase enrollment in Running Start and Fresh Start.
4. Increase in the number, and quality, of partnerships between TCC and community organizations.

5. Increase in the percentage of local, recent high school graduates that enroll at TCC.
6. Increase annual headcount of workforce and professional studies students.
7. Increase annual headcount of continuing educations students.
8. Increase in the number of employees, and departments, engaged with community organizations.
9. Increase in the number of international students studying at TCC.

Core Theme 4: Enhancing Institutional Vitality

We build toward a sustainable future by anticipating and meeting the needs of our community.

Goals

1. We sustain and support current and new initiatives.
    - Objective 1: Promote a culture of innovation and entrepreneurship.
    - Objective 2: Develop educational opportunities to support underserved communities.
    - Objective 3: Create a fundraising campaign focused on the needs of the College and its students.
    - Objective 4: Implement a comprehensive strategic enrollment management plan.
2. We promote sustainable practices.
    - Objective 1: Strengthen environmental sustainability practices.
    - Objective 2: Ensure faculty, staff, and students make best use of current resources.

Metrics

1. Increase in the number of innovation grants awarded.
2. Increase in annual student enrollment.
3. Increase in annual headcount of corrections students.
4. Increase in annual headcount of students age 18-24 who are earning high school diplomas (e.g., Fresh Start, HS 21+, GED.)

5. Increase in annual headcount of community members who are currently not engaged in post-secondary education for credits 25 and above.
6. Increase in annual headcount of Running Start students who have a low-income waiver.
7. Increase in annual headcount of students from service area zip codes.
8. Increase in annual headcount of ABE and ESL students.
9. Increase in annual revenue of the TCC Foundation.
10. Increase in number of scholarships awarded by the TCC Foundation.
11. Increase in the total amount of scholarship funds awarded by the TCC Foundation.
12. Increased revenue generated through auxiliary operations.
13. Increase in the success rate of number of grants received.
14. Decrease in the size of the college's carbon footprint and amount of greenhouse gasses produced.

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3.0 NEEDS ANALYSIS

Needs Analysis

A review of the TCC's needs was performed to provide a foundation of information on the current conditions of the College's facilities. The following presents the areas that the College feels are most pressing in its development. The Facility Master Planning committee participated in this review process. New studies and research on modern learning environments were used to evaluate how well TCC's campus performs against the evolving standards of education. Findings from the State's "Higher Education Facility Study" and the "Best Practices for Design of Flexible and Adaptable Learning Spaces" were used as references to support the College's analysis. Excerpts from these documents are included in Section 7.0 Appendix

Modern Learning Environments

The most significant element in facilitating learning at the College is the interaction between learner and the learning facilitator. A variety of factors, including the physical environment, impact the College's ability to ensure student learning.

Research in education best practices and student retention indicates the value of space that encourages active and collaborative learning both inside and outside of the formal classroom. Technology enhanced teaching and student engagement are critical to student success. Implications for facilities include more versatile learning space, technology enabled classrooms and group study space.

Flexible instructional space to serve a variety of learning activities, and spaces outside classrooms for students to meet and learn during non-class times is vital for TCC to become a learning centered college. Physical space must be able to accommodate advanced and constantly changing instructional technology. Learning communities and cross-disciplinary coordinated study courses have proven to be particularly powerful learning models and require modern facilities that are capable of flexible teaching and learning styles.

In order to maintain an effective, long-term campus technology strategy, a balance of standardization versus differentiation must be understood, supported, and appropriately funded. With contemporary pedagogies, the needs and requirements of today's students are constantly evolving, which challenges the ability to sustain a balance. Colleges need to continue to adapt technological solutions to meet the evolving needs and teaching styles in the learning environment, extending to room acoustics, lighting, and furniture, that help to transform the role of the instructor. Modern technology must be seamless, agile, and user-friendly. Such technology excites an active-learning environment where students can transition from lecture, to group seating during one module. Therefore, learning spaces must be easily adaptable to new equipment and modes of teaching and learning.

Technology has a tremendous impact on sightlines, and spaces with multiple fronts-of-room have varying sightlines that need to be accommodated. To that end, depending on the room's dimensions and physical size, flexible classrooms need anywhere between 25 and 40 net assignable square feet (NASF) per student seat. Rooms that have capacities of over 120 students would be on the lower end of this range and rooms with lower capacities of 40 students or less would be on the upper end of this range.

While lecture may have been the original didactic methodology of higher education, pedagogy and technology is increasingly changing the teaching-learning process. Organizational planning requires accommodation of classes with wired and wireless internet access, multi-media projection, interactive whiteboards, simulation software and hardware, and/or computer workstations. The physical infrastructure of an institution must support flexible and collaborative use of technology infused instructional spaces.

Universal Design and Accessibility should be kept at the forefront of any changes to technology and physical space to provide the highest usability for all individual students.

The College has incorporated these elements of modern learning environments into the Facility Master Plan. Elements such as technology and versatility drive the College's efforts to introduce HyFlex instructional spaces, with flexible layouts and greater technological integration. Technology, in particular, has a significant role in TCC's facility development plans, as can be seen in other projects such as the planned improvements to the wi-fi coverage and data infrastructure. Steps to incorporate elements that identify and address specific needs like acoustical sensitivity can also be seen in projects like the proposal to include quiet rooms in future projects. More detail about the College's planned improvements can be found in Section 5.0 of this report.

STUDENT SUPPORT CENTER

As the CILE enters construction in 2023, Tacoma Community College's next capital budget priority is a new Student Support Center on the Tacoma Campus. The high proportion of non-traditional students at community colleges presents a unique challenge in defining retention and student success. A student's experiences before entering college and their level of academic confidence are critical to their success. How students interact in the social and academic environment once at college is as important as are the influencers from outside of the college. The cost of attending college and the attitudes a student forms about the institution they see themselves at are essential; a student will ask, "Do I fit in?" and "Can I be successful here?" The answers to these questions are important when students arrive—and remain equally important to their decision to remain enrolled. The College's goal to enhance the campus setting is directly related to the prioritization of the student experience and is a significant factor in the plans for the Student Support Center.

Tacoma Community College (TCC) recognizes that the lived experiences of community college students are complex and rich with barriers and challenges. These barriers are only heightened for first-generation, under-represented, non-traditional students who make up most of the student demographic at community colleges. To address this, TCC proposes the Student Support Center project at the Tacoma Campus to meet the goals of establishing student identity-based spaces, centralizing, and integrating student- and academic-support spaces, and expanding non-academic student retention services. This will not only improve student satisfaction and a student's sense of belonging to our institution, but it will also increase equitable student success and persistence rates so each student can realize their highest educational and personal aspirations.

Currently, TCC's Tacoma Campus's services are decentralized, housed in various buildings, and managed by separate divisions. As a result, students often feel overwhelmed when seeking resources to address their basic needs such as food, housing, and mental health services. For adult students, this is especially challenging given they are juggling work, family, school, and other complex obligations.

Since funding and human resources are limited, TCC relies heavily on its community partnerships for resource sharing. The Student Support Center includes a centralized space for community partners that will address students who feel overwhelmed when trying to access resources. This is just one of the steps being taken by TCC to remove barriers and promote equitable access to Tacoma Campus resources. Partnership, collaboration, and the co-creation of programs and knowledge are consistently embraced as best practices for college and community organizations to meet the complex needs posed by BIPOC, LGBTQ+, first-generation, adult/returning students, and students with disabilities.

Coordinated services are critical to boosting retention and graduation rates. The Student Support Center will maximize student connection to core support services, including Academic Advising, Access Services, Career Center, Counseling, Fresh Start, International Programs, Titan Food Pantry, Multicultural Resource Center, OEDI, Running Start, Veterans Services, and Workforce Education.

VISUAL & PERFORMING ARTS CENTER

The need for improved arts spaces is evident from the preliminary findings of the 2023-25 CAM report data. Based on those findings, the Tacoma Campus needs more instructional and support spaces in all areas of the arts. In addition, the recent facility conditions survey shows that Buildings 2 and 5, which currently house the College's visual and performing arts spaces, are already in need of renovation. To address the concerns that may result from this information, the College is anticipating a future proposal for a new Visual & Performing Arts Center, to replace the current, declining facilities.

This new project will accommodate existing needs for arts space, while expanding the instructional abilities of these programs through a new state of the art facility. The plan for the new facility is to provide clear programmatic expression by developing a facility dedicated primarily to the arts. This focus provides the opportunity to create a facility with strong identity in physical form and program. Updated music, performing arts, and visual arts spaces are significant components of this potential project; along with rehearsal spaces for performing arts, and modern digital media production facilities. A state-of –the-art auditorium would be a significant resource that would also be available for community performing arts events. Additional support spaces like faculty offices, display spaces for student work, and increased department storage strengthen the potential of this facility as a critical project in TCC's future development.

Capital Analysis Model Findings

The Capital Analysis Model (CAM) for Washington State Community and Technical Colleges evaluates each Community College against a prototypical model for area allocated to educational and administrative functions based on student FTE. The State Board of Community and Technical Colleges conducted a "preliminary" CAM analysis update in July 2021 for 2023-25 project requests. Findings from the 2021 CAM are summarized here.

The CAM analysis forecasted shortages at Tacoma Community College in several types of "Instructional" spaces on campus, including Basic Skills Labs, Computer Labs, Library/LRC (Learning Resource Center), and Physical Education. Overall, the state's CAM analysis for TCC forecasted there will be a 35% shortage of total "Instructional" space on campus (between Gig Harbor and Tacoma Campus) in 2029, (a percentage of the CAM allowance). To address those needs, the College has planned for these types of spaces to be included in capital project funding requests to the State, for example, the current Center for Learning & Engagement and the future Performing Arts Center on the Tacoma Campus.

Many students come to college unprepared for the rigors of college learning. The lack of space in buildings for the size of the student body translates to a shortage of technical and collaborative learning spaces on campus. At the Tacoma Campus, student services and learning support services are also undersized and housed in various locations across campus, creating challenges to access these services for students. Providing effective developmental education for these students is an important part of the College's mission, TCC has improved the year-to-year student retention rates in recent years, but it is a significant challenge that the College continues to address. Further progress requires better learning support facilities, including tutoring/mentoring resources and study space, which will be addressed by the highest priority major capital project, the Student Support Center, as well as the planned expansion at Gig Harbor Campus

RESOURCE DEFICIENCIES AND FACILITY NEEDS

The preliminary CAM analysis performed in 2021 for TCC predicts a total Instructional Space shortage of 76,899 ASF and a Student Service / Other shortage of 26, 985 ASF in 2029. That represents, respectively, shortages of 35% and 26% as a percent of 2023-25 CMA allowances for those categories.

ASF stands for Assignable Square Footage, which is a measure of the space assigned to the uses that a building is designed to house. Classrooms, labs, offices, storage, library functions or fitness areas are examples of areas that would be considered Assignable Square Footage. The "gross area" of a building includes the ASF plus additional square footage for corridors, elevators, restrooms, and mechanical rooms. "Assignable square footage" is generally 55% to 65% of the total "gross square footage" of a building. The preliminary CAM analysis spreadsheet is included in Section 7.0 Appendix.

FACULTY OFFICE STUDY

Recent and planned development provides new offices for Faculty, Administrators and Staff in the following allotments:

New Science and Engineering Building (opened Fall 2007):	50
Harned Center for Health Careers Center (opened Fall 2014):	53
CILE (under construction 2023-25):	45
Total in recent and planned development:	148

The strategy of deliberate placement of offices in proximity to student areas provides students with more opportunity to interact with and seek support from faculty. This directly supports the College's efforts to remove barriers for students and optimize programmatic adjacencies.

Future projects such as the Gig Harbor Facility Expansion have yet to define specifc numbers for faculty office spaces. While the programming for future projects become more defined, priority will be given to maintaining available faculty space such as Building F2 on the Tacoma Campus, until new, or renovated spaces are available.

BUILDING REMOVAL – REPLACEMENT IN FUTURE CAPITAL PROJECTS

The College plans to demolish the following buildings in the 2023-25 biennium as replacement square footage for the CILE. These buildings have among the highest scores (indicating worst conditions) on either campus as noted in the latest Facilities Condition Survey (FCS).

Building 10:	13,718 sf
Building F1:	10,539 sf
Total:	24,257 sf

The replacement area of these buildings will be combined with new area to support the CILE. The new building is anticipated to be +/- 50,000 sf.

The College plans to demolish the following buildings in the 2031-33 biennium as replacement square footage for the new Student Support Center building:

Building 19:	36,649 sf
Building 8:	9,553 sf
Building L1:	2,194 sf
Building L2:	2,194 sf
Total:	50,590 sf

The replacement area of these buildings will be combined to support the Tacoma Campus Student Support Center. The new building is anticipated to be 51,870 sf.

Building 17 has also been identified as a building on campus that could be demolished as replacement square footage in place of Building L2. L2 currently houses high-demand lecture hall that may need to be preserved. At 9,553 sf Building 17 could substitute for L2 with the understanding that Building 17's greater size would result in additional square footage being removed.

Gig Harbor Campus Needs

The present 13,000 square foot Gig Harbor campus building on ten acres was opened in 1995 and has seen a fluctuation in student and programming needs. The current facilities at Gig Harbor campus have been analyzed for their limitations.

The need for improvement at Gig Harbor Campus is driven by the College's desire to provide an equitable learning experience at all its facilities The College determined that roughly 12 – 13% of students who take classes on the Tacoma Campus live across the Narrows Bridge, within Pierce County on the peninsula. In Fall 2022 Gig Harbor campus had a final FTE count of 87 for that quarter alone, this number is lower than previous years; likely because of the impacts of the COVID-19 Pandemic. In 2022-23 TCC's student FTE at Gig Harbor Campus had grown 24% by October 2023 to 108. This includes state funded, contracted and student funded FTE.

TCC performed an Environmental Scan in 2019 to assess programmatic demands in the Gig Harbor community. This needs analysis identified a growing demand for transfer education in Gig Harbor, which presents a growth opportunity for the Gig Harbor campus. The challenge will be to have most of the same course offerings available on the Gig Harbor campus that are available on the Tacoma Campus, otherwise transfer of FTE to Gig Harbor will be limited. The toll-access Narrows Bridge has increased demand for college classes at the Gig Harbor campus on the bridge's west side. Students are comfortable taking classes in both the Gig Harbor campus and on the Tacoma campus; however, continually increasing tolls have created an economic hardship on students to split their education between two campuses.

A feasibility study was performed in 2015 to explore a potential science lab expansion to the eastern edge of the building at the Gig Harbor Campus. That study was included in the 2015 Facility Master plan and identified a need for greater course offerings at the Gig Harbor campus. The study proposed an increase in instructional space (primarily STEM labs and classrooms), office space, as well as additional space for student gathering to address this need. Instructional spaces are planned to be flexible enough to support a variety of course types. The proposed Science Classroom Addition received significant support from the Facility Master Plan Committee and is included in the Mid - Term Development Plan in Section 6.0 of this document. The College will continue to evaluate the demand and programming needs of the Gig Harbor Campus.

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4.0 EXISTING CONDITIONS

Existing Facilities

TACOMA CAMPUS

Tacoma Community College's Tacoma Campus is situated on 150 acres in west Tacoma and is bordered by retail/ commercial development, multi-family housing, and single-family residences. With the exception of baseball facilities at the NE corner of campus, approximately one half of the site remains largely undeveloped. Portions of this undeveloped acreage is designated as critical wetland area. The Tacoma Campus currently consists of 25 permanent facilities ranging in size from 2,080 GSF to 73,300 GSF. Seventeen of the permanent facilities are considered instructional/academic facilities, six are administrative and student support facilities, and two are maintenance and storage facilities.

GIG HARBOR CAMPUS

Tacoma Community College also operates a campus in Gig Harbor that offers both credit and non-credit classes. The Gig Harbor campus is located on a 10-acre site with a college-owned facility providing 13,000 gross square feet. A large green space is available to the east of the facility. This area of the site is largely made up of undeveloped land, with open grass, and some areas of greater vegetation. This green space is technically not dedicated for public use, though it shows great potential for future development opportunities. Proposals for development of the eastern green space on this Campus is proposed and can be found in Section 6.0 of this report. Dense vegetation separates the Campus from the small residential development to the west, as well as a local landscaping agency to the north.

Total gross square feet for the combined campuses equals 557,578.

Facility Conditions Survey

A biennial survey of building conditions was completed by the State in 2023. The report shows a weighted average condition score of 245 (Adequate).

Newer buildings such as Building 13 (Joe Harned Center for Health Careers) and Building 15 (Transue Center for Science and Engineering) score 156 and 160 respectively, which recognizes their condition as Superior.

The condition scores for Buildings, L1, L2, 8 and 19 are in the 315-414 range, categorizing their condition as Needs Improvement, either through maintenance or renovation. Due to their age of construction, infrastructure deterioration, and poor original construction, the College recommends the replacement of these buildings rather than improvement by renovation. The demolition and replacement of these buildings is planned to be part of the Student Support Center Project which can be seen in Long-term development plan in Section 6.0 of this Facility Master Plan.

Buildings 10 and 10B were the two buildings with the worst condition in the most recent 2023 FCS Survey. As of this report, both buildings have been demolished as part of the CILE project. Building F1 (424) is the next building planned for removal as part of the CILE project. This project is included in Section 6.0 of this report, on the Short-term Development Plan.

The 2023 Facilities Condition Survey summarized the conditions of many of the older buildings on the campus as follows, which continues to guide future facilities planning:

"The major problem with the older facilities at Tacoma Community College is the overall quality of construction. The buildings constructed prior to 1971 were financed through a one-time Tacoma School District local bond issue. The bond issue, as passed, was not sufficient to allow for high-quality, long-lasting construction. Rising inflation further eroded the available construction funds, forcing additional cuts and compromises in construction quality. The result has been buildings that reflect low first cost, are not constructed for a life-expectancy of 50 years or more, and many small buildings that do not provide for efficiencies in space utilization or program adaptation."

Building/Space Utilization

At the time of this report a reliable study of building and space usage was not available due to the changes resulting from the COVID-19 Pandemic. In addition to declining enrollment numbers, on campus traffic has also declined due to the pandemic. A greater number of students enrolled in fully online or hybrid classes split time between online and partially in person when unavoidable. With continuously changing conditions, reliable data on post-pandemic space utilization has yet to be determined.

While overall enrollment numbers have started to increase in the last year, a large percentage of students still prefer online classes, whether full or partially online. The greater flexibility offered by online classes is a benefit that should be preserved. However, high value is also placed on on-campus interactions from both the College and students. Continued development of the College's campuses will be a consistent priority.

TACOMA CAMPUS

Though the Tacoma Campus includes 150 acres, only a relatively small portion is readily available for future buildings. The eastern portion of the site has a substantial amount of wetlands. The built area of the campus is predominately up on a plateau and there is limited space available up on that elevated area for extended growth. Ramps and driveways up the slopes are prioritized for their positive impacts to campus accessibility, and occupy additional area.

Parking lots surround the Tacoma campus, the majority located below the plateau where most of the campus buildings have been constructed. This in itself has created access challenges for those in wheelchairs or with other mobility issues. The College is addressing this issue whenever possible when new buildings are designed. Recent built examples are Buildings 15 (Transue Center for Science and Engineering) and 13 (Harned Center for Health Careers). Both projects included elevator access from the parking lot level up to the upper campus plateau level. In both cases the buildings were built into the hillside and provide wheelchair access into the building with elevator access at the parking lot level up to the first floor level, which is where the majority of campus buildings are accessed from. As one of the College's main planning goals, Accesssiblity was given special attention in the analysis of the current conditions of the Tacoma Campus. An ADA survey of TCC's Campuses has been performed to identify the potential barriers and opportunities of this campus. Further details of the survey can be found below and in Section 7.0 Appendix.

GIG HARBOR CAMPUS

The Gig Harbor Campus does not have the same topographical challenges to development as Tacoma Campus. The current facilities at Gig Harbor Campus consist of one, centrally located building sitting on a site with appropriate parking to the west of the building. A significant portion of the Campus is made of dense vegetation on the north and west edges of the Campus. Development space has been identified east of the existing building where there is currently grass and other landscaping with minor topographical shifts. A planned expansion for the Gig Harbor Campus can be seen in Section 6.0 as part of the Mid-Term Development Plan.

ADA Survey

An OCR ADA accessibility review was carried out in 2018 on both TCC campuses. The College has addressed the non-conforming conditions identified in that survey and now has commissioned an updated Campus ADA assessment, scheduled to be completed in the first quarter of 2024. The ADA assessment will support the Facility Master planning goal of maximizing barrier free access to promote equitable use and access to all areas of both campuses.

The assessment will identify current non-conforming conditions in a series of older buildings as well as with parking lots and routes of travel to building entries. Corrective actions will be prioritized and assigned funding timeframes, with the goal of realizing accessibility improvements prior to the next scheduled OCR ADA survey.

Tree Assessment

Addressing the project planning goals of providing responsible stewardship of natural resources and maximizing barrier free access along travel paths, a tree assessment was performed in summer of 2023 on the Tacoma and Gig Harbor Campuses to identify at risk trees, disease or pest issues and infrastructure damage. The assessment also identifies root damaged sidewalks that may impact the accessibility of existing walkways.

The assessment will support ongoing landscape maintenance and ADA walkway improvements on both campuses. The report is included in Section 7.0 Appendix.

Wetland Delineation

A series of wetlands within the undeveloped eastern half of the Tacoma Campus were first mapped in 2006. Additional review and update of wetland extent and required buffers was undertaken at the time of the Health & Wellness Center Building 20 expansion in 2014. The FMP planning goals call for the campuses to be developed in a sustainable way, including responsible stewardship of natural resources, and providing campus unity and spatial diversity through strategic use of open spaces.

A Critical Areas Report was commissioned in 2023 to update and document critical areas such as wetlands, streams, and biodiversity areas and corridors on the Tacoma campus. The report revealed only minor changes to the scope of wetlands identified in the original campus survey and added the most current buffer widths based on wetlands classifications. A biodiversity area was also mapped at the eastern portion of the undeveloped site. There is no record of potential wetlands on the Gig Harbor Campus and that campus was not a part of the report. The Critical Areas Report is included in Section 7.0 Appendix.

Campus Safety and Emergency Master Plan

In concert with concerns noted by the FMP subcommittee on Safety and in support of the project planning goal to provide safe campus environments, a Campus Safety and Emergency Master Plan has been developed. The SEMP, completed 2023, will enhance the safety and security of the College's assets which include people, facilities, and grounds against safety and security threats such as crime, hazards, and natural disasters.

Focused on the following five components - Electronic Access Control Systems, Security Video Systems, Emergency Communications, Physical Site Security, and Physical Building Security - the document will serve the College over time as a flexible tool to help with safety and security project planning and implementation, as well as to serve as a guide for the safety and security components of capital projects and improvements. The Plan's project priority list can be found in Section 6.0, and the full document is included in Section 7.0 Appendix.

Carbon Neutrality Study

The FMP committee identified a focus on environmental sustainability and developed planning goals that called for campus development in a sustainable way, providing responsible stewardship of natural and financial resources and promoting environmental sustainability on all projects, with a focus on reducing operational energy, water use, and GHG emissions.

Advancing Carbon Neutrality is the title given to a report commissioned in 2023 to study existing greenhouse gas emissions of the building operations at both campuses, with the resulting findings serving as the basis for a Greenhouse Gas Emissions Reduction Plan to be completed in 2024. Additional discussion of environmental sustainability and the findings of the study can be found in Section 5.0 and the full report is included in Section 7.0 Appendix.

Campus Utilities

TACOMA CAMPUS

Existing utility services to the Tacoma campus (gas, water, electric) are inadequate in capacity to meet currently planned development. Some portions of the existing on-site utility distribution networks need to be extended or enlarged to accommodate new construction projects. Descriptions of electrical, data and fire alarm services are included later in this section. See Section 6.0 for water, sanitary sewer and stormwater improvements proposed.

The City of Tacoma requires stormwater detention and wetland mitigation, where necessary, to secure building permits for all campus development projects that add impervious area. The extent and scope of required mitigation will be fully determined during the design phase of planned projects.

GIG HARBOR CAMPUS

The Gig Harbor Campus falls within the City of Gig Harbor's jurisdiction and is served by local utility providers. Utility services extended to the site when the campus was developed in 1995 appear to remain adequate, although a future building expansion on new campus building would trigger a capacity study for domestic and fire water, gas, and electrical service. The site is served by an onsite sewage system with additional septic field capacity identified. Stormwater run-off is captured on site, with roof drains and parking lots draining to infiltration ponds.

Off-Site Improvements

TACOMA CAMPUS

Off-site improvements are planned for both the TCC CILE project and for future TCC Tacoma campus projects. Early in the design of the CILE project, the City of Tacoma and TCC came to an agreement on the scope of off-site improvements along S Mildred Street and S 12th Street, dividing the work between the CILE project and future projects planned by the College.

For the TCC CILE project, improvements are proposed at the S Mildred St campus entrance located on the east side of S Mildred St near Pierce Transit bus stop # 1545. Future TCC projects will propose improvements along S 12th St. Both TCC CILE off-site improvements and off-site improvements for future TCC Tacoma campus project are summarized as follows:

Off-Site Improvements for TCC CILE

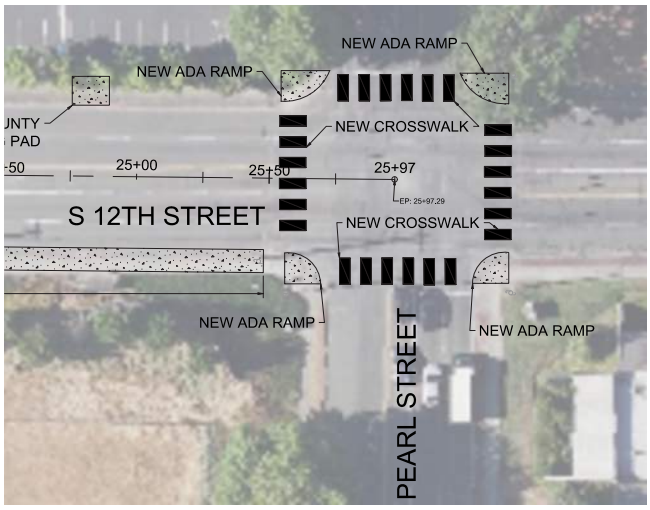
Tacoma campus proposed off-site improvements for the TCC CILE project are located at S Mildred St entrance to the campus, and include providing an ADA-compliant path from the bus stop located on the east side of S Mildred St (Pierce Transit ID #1545) to the concrete walkway located east of Building 8 and replacing any ADA non-confirming sidewalk along the east frontage of Building 8. No utility improvements are proposed for this work.

Off-Site Improvements for Future TCC Projects

Proposed off-site improvements along S 12th St include replacing the ADA non-conforming sidewalk along S 12th Street; replacing two ADA non-conforming TCC driveways along S 12th Street; installing new ADA-compliant crosswalks at the intersections of S 12th St and S Whitman St, S 12th St and S Vassault St, and at all four corners of the S 12th St and Pearl St intersection; and providing a new bus pad at the Pierce Transit bus stop located on the north side of S 12th St at Pearl St (ID # 2507). No utility improvements are proposed for this work.

GIG HARBOR CAMPUS

As part of this planning process, observations of the off-site conditions at Gig Harbor were made. There are no specific, off-site improvements identified for TCC's Gig Harbor Campus. Future improvements may be required, as the College continues to work with the local transit department on the potential placement of a bus stop on or in proximity to one of the campus edges.



PROPOSED IMPROVEMENTS AT INTERSECTION OF S 12TH STREET AND PEARL STREET

Parking

Tacoma Campus

Parking is currently provided in 14 lots on the Tacoma Campus. A table of the quantity of parking stalls per lot, as well as some additional areas available around the lots can be found on the next page. A campus map showing parking lots is at the end of this section.

Considering the significant impacts of the Covid-19 Pandemic, the analysis of parking conditions in this report acknowledges the cultural shift that has taken place. The data from this study is evidence of the shift that has taken place from before the pandemic to now. Demand for parking has decreased because of the expanded virtual learning opportunities that were required during the pandemic. Virtual learning has persisted post-pandemic and is now a significant consideration in the planning of academic institutions.

With availability of virtual learning, students, and some faculty and staff are not required to be on campus as often as they may have been prior to the Pandemic. The resulting decrease in demand for parking allows for the current parking supply at TCC's campuses to meet the needs of the College's planned growth.

City of Tacoma Requirements

Parking Alternatives

A parking study of the Tacoma Campus was performed as part of the CILE project. Initial data from that study showed a potential increase in the parking demand on campus by 20 vehicles during peak times because of the CILE project. However, the existing supply of parking on campus should accommodate that increase. No overspill of parking has occurred during typical school operations, which is not anticipated to be affected by future development projects.

The College has been in discussion with the City of Tacoma to arrive at a parking capacity standard. Currently, it is undetermined and addressed on a project by project basis.

Peak Demands

The most recent study of Tacoma campus peak parking demands was completed as part of the 2014 Facility Master Plan update. During the first two weeks of each quarter heavy volumes are experienced due to additional students on campus for admissions or advising. After that period volumes have historically noticeably decreased.

Trip Reduction Incentives

The College is in discussion with Pierce Transit to facilitate more ridership to the Tacoma campus. This is a deliberate attempt to address the College's goals around environmental sustainability. This effort, in particular, is directly related to reducing GHG emissions. Previous surveys have asked students and staff for input to assist in finding a route to entice additional ridership. The survey results were positive, and a sufficient number of surveys were returned to validate the survey response. The College meets periodically with Pierce Transit to discuss strategies for increasing ridership.

Gig Harbor Parking

Parking at Gig Harbor Campus is provided through a single lot located to the west of the building. Stalls are placed along the vehicle route and adhere to relevant parking design regulations. A study of peak parking demand was not performed at Gig Harbor Campus; however, recent reports indicate that the 118 availabe stalls are adequate for current needs.

Parking Count as of 2023

Tacoma Campus

PARKING LOT	GENERAL	STAFF	VISITOR	ADA	VAN ACCESSIBLE	CARPOOL	POLICE/MAINTENANCE	TOTAL
A	463	62	0	12	6	0	0	537
B	0	0	16	14	8	0	0	30
C	78	50	0	6	4	0	1	135
D	52	2	0	8	4	2	0	64
E	70	5	12	10	5	0	0	97
F	138	13	4	0	0	1	0	156
G	142	19	3	6	3	0	0	170
H	23	6	2	2	1	5	0	38
I	159	31	3	6	4	0	0	199
J	0	38	0	3	2	0	0	41
K	343	37	0	7	3	4	0	391
L	260	6	0	1	1	0	0	267
M	23	63	4	2	1	2	1	95
N	109	0	0	0	0	0	0	109
F1 N. side	0	0	0	1	1	0	0	1
Bldg. 1	0	6	0	0	0	0	0	6
Bldg. 12	0	3	4	0	0	0	0	7
TOTALS	1860	341	48	78	43	14	2	2343

Gig Harbor Campus

	GENERAL	STAFF	STUDENT/ VISITOR	ADA	VAN ACCESSIBLE	CARPOOL	POLICE/MAINTENANCE	TOTAL
GIG HARBOR CAMPUS	-	10	102	6	0	0	0	118

Infrastructure Deficiencies

Data and Communication

TACOMA CAMPUS

There is a conduit failure between building 6 and manhole-MH# 4C. This conduit is not passable. The MMF fiber in the conduit supports the fire alarm panel only. In order to lay new ethernet for Building 6, a new pathway was established from the manhole immediately south of Building 4 to the south side of Building 6. A new fiber run for building 6 Fire Alarm should be forecasted.

96 strands of single mode fiber (SMF) were run between manhole MH # 3C and manhole MH #5C as part of the campus network upgrade. An additional 48 strands of single mode fiber installed between those same manholes by Comcast as part of the campus upgrading of ISP delivery to 5G. K20 Networks (our internet service provider) piggy-backed this project on Comcast delivering fiber direct internet access (DIA) service for T-Mobile's cell tower on top of Building 15. In all, 144 strands of SMF have been run between manhole MH #3c and manhole MH #5C between July 2020 and May 2022.

The fiber backbone for the Tacoma Campus data and communications infrastructure was updated in April-May 2022. Now all ethernet traffic is carried across Single Mode Fiber (SMF) that is directly connected from each building to the Data Center in Building 18. Previously, some buildings were routed through intermediary buildings introducing additional points of failure. A direct connection removes that opportunity for failure. SMF has the advantage of higher speeds (bandwidth) and longer distances. This eliminated bottle necks at building 11 and moved traffic off antiquated Multi-Mode Fiber (MMF) that only supported 1 gigabit per second connections. This was part of a larger project to replace and update all the ethernet switching equipment to support HyFlex classrooms and teleworking conference rooms. All ethernet switches were replaced to support 10 gigabit per second connections between the buildings as well as 5 gigabit per second speeds from our internet service provider with the added goal of delivering 10G to the classroom.

The existing copper communication cables are only used for fax machines and elevator phone lines. Security alarm, monitoring, panic buttons, access control, and building management (HVAC) have all been moved to the campus ethernet, while fire alarms are on independent multi-mode fiber.

SMF was run and coiled under building 11 in preparation for the CILE building. The existing copper and MMF will be reused for fire alarm (MMF) and elevator (copper). New SMF will host all other network services for CILE building.

All of the new SMF passes through the vault (manhole MH-6C) under building F1. Great care should be taken during the upcoming demolition of that building in preparation for the CILE replacement.

The build out of the north bound raceway must continue. The condition of the older manholes/raceways will only get worse. While the upgrade proved useful it just prolonged the inevitable need to replace the current conduit system. This was not needed for completion of the CILE building as it is due west of building 11, not north of building 11, the direction the raceway is going. The next expansion of this raceway should be forecasted and budgeted for when either building 8, building 7 or L1 is replaced. Building 9 is also along this path but is the newest construction/renovation.

Roof penetrations are being added to building designs to accommodate exterior Wi-Fi and wireless bridges between buildings and possibly institute a fully meshed wireless network. Penetrations have been installed on buildings 14, 15, 18, and 20 to increase exterior Wi-Fi coverage. This added the ability to extend network service to Minnitti Field via wireless bridge between building 20 and Minnitti Field. This

is a back up to the preferred plan of trenching services to Minnitti Field. The trenching plan should include connectivity to the building adjacent to the parking lot as well as the backstop announcement booth.

GIG HARBOR CAMPUS

The physical network at Gig Harbor is in good shape; there were no identified fiber upgrades needed on the Gig Harbor Campus.

Campus 12kV Electrical Distribution System

TACOMA CAMPUS

The Tacoma Campus is served by an open loop electrical primary system that serves 11 transformers around the campus. This type of system allows for isolation of faults within the system and limits how much of the campus is affected by an onsite power outage. The 12kV electrical loop had an upgrade in 1993, which replaced most of the transformers, switches, and the conductors on the west half of the loop. Due to cable and switch failures in 2020, switch SW3, switch SW4, and the first section of conductors in the east loop were replaced in 2022. Existing duct banks were functional allowing the failed cable to be removed and the new cable installed. During the design of the replacement project, it was discovered that 600V cable and 15kV cable are currently occupying the same manholes. A temporary solution was put in place to wrap 600V cable with 15kV insulating mats in the common manholes. However, it is recommended that future projects put in place separate manholes and conduits for 600V an 15kV power distribution. Conductors in the east half of the loop that were not replaced in 2022 are likely original from the 1960s.

A capacity study in February of 2005 revealed a potential overload of the system with the Science Building 15 coming online in 2007. To address this, a partial upgrade of the system occurred in the summer of 2006. That involved the replacement of the main service switch and an upgrade of the Tacoma Public Utilities power connection, yielding about 65 amps of future growth capacity. This upgrade produces enough energy to support approximately 150,000 – 200,000 square feet of new buildings before additional upgrades are required. The Harned Center for Health Careers Building has consumed part of this additional capacity. Additionally, the cable replacement in 2022 of the first section of the east loop included using larger cable to accommodate the increased capacity of the system. The remaining portions of the east loop that have not been replaced are the next limiting factor requiring replacement with larger conductors to provide additional capacity.

For each new building added, there may be demolition of older buildings which will help reduce load and extend overall capacity. Periodic monitoring or testing for available loop capacity will need to be performed on a regular basis and immediately after each new building comes online. This is a tedious and costly process that involves the installation of temporary monitoring and recording instruments along with the services of an electrical engineering consultant. Consideration should be given to the installation of an automatic power metering system so that the electrical energy for each building can be monitored on a continual basis.

Another potentially weak link in the primary distribution system is related to the age of many of the building power transformers. A few appear to be from the original construction and should be looked at for potential problems. An inspection of each transformer along with laboratory analysis of the coolant oil and gases inside the transformer can provide a reliable indicator of the remaining life of this equipment. As mentioned above, about half of the existing loop conductors are from the original construction in 1964. Examination and testing of these aged conductors, grounding means, adjustable overloads and transformers, should be completed soon, to assess their current condition. The results may determine that replacement activities of select components are necessary before this system is operated near or at its peak load handling capacity.

The loop capacity should be checked prior to any more new construction, as required by the National Electrical Code and to verify there is sufficient capacity remaining in the Tacoma Power service.

The manhole lids for the existing primary electric infrastructure are not traffic rated, and the cast iron lids have shattered under the weight of vehicles and have fallen into the manhole. Most of the manholes with this type of lid are located out of the way from normal traffic patterns, but when service vehicles are near them, there is a hazard. The manhole lid in parking lot I has been broken several times – it is located in a parking stall and is an immediate hazard.

In the original construction, electrical conduit was not used to build this primary electric infrastructure. In fact, what was used was a composite pipe material that is constructed of wood fiber and coal tar called “Orangeburg Pipe”. This pipe was originally designed in the 1890’s for use as a sewer and water drainage pipe. Production of this product was discontinued after about 1970. Common failures of the piping system were a result of tree root intrusion and collapse due to the external forces from the surrounding earth.

The existing working clearance between the 12 KV switch, and transformer is unsafe and too narrow to comply with current code at transformers # T2, T3, T4 and T5.

The 12KV conductors are not clearly marked with electro engraved markers indicating current wiring layout or current buildings served.

Building 19 rooms 1 through 13 and the mechanical space are served by transformer T5 and the rest of the building is served by transformer T3. If any extensive remodeling is done to this building, one electrical service or the other should be removed from the building.

The primary lines are run directly under building F1.

GIG HARBOR CAMPUS

The campus is served by a Utility-owned 112.5kVA transformer which feeds to a metering cabinet in the sole campus structure. There are no service updates needed at this time, to be revisited if a major building addition is proposed.

Campus Fire Alarm Reporting System

In 2012 new fire alarm panels (FAP) and a dedicated multimode fiber communication network were installed in all buildings on both campuses and identified as nodes with one additional node – a Network control annunciator (NCA) and one phone dialer (UDACT). At the Tacoma Campus this reduces the need for 2 dedicated copper phone lines for each fire alarm panel to just two lines for the entire campus

The system transmits detailed fire alarm data to the monitoring company. The fire alarm fiber conductors are utilizing dedicated fiber that were available on the existing fiber network. The network occupies space in the old communications system raceway and is subject to conditions within that old raceway.

In buildings 21 and the Warehouse, the new fire alarm panel was placed alongside the old existing fire alarm panel which serves the building. This old FAP communicates with the new Notifier panel that communicates through the network to the main FAP located in building 21 allowing the system to communicate detailed fire alarm data to the monitoring company. During the remodel of any of these buildings the old existing fire alarm panel and devices should be removed, and all new devices installed so to allow complete transmittal of fire alarm panel data to the monitoring company. Should any of these buildings be demolished, the node could be removed from the network.

In buildings 3, 15 and 16 only network fiber cards were added to the existing FAP’s. They are protected with fire sprinkler systems as are 7, 11, 12, 13, 18, 20.

Building 20's fire alarm system, devices, and panel were replaced and upgraded when the building was renovated in 2015. In buildings, 1, 2, 6, 7, 8, 14, 17, 18, and 19, only the fire alarm panel was replaced and no upgrade to the individual building fire alarm (coverage within building) was improved beyond the original configuration. This was also noted during the prior survey. Some of the existing buildings contain large amounts of classroom materials and supplies that increase the fuel load within the building. In the absence of a sprinkler system in many instances, this places a heavier burden on the fire detection and reporting system to operate quickly and reliably. Building 2 is the auditorium for the campus and is a good example of some of these conditions. The building is not sprinkled, has no heat or smoke detection in the auditorium area, limited detection in the stage and lobby areas, and too few notification devices in the auditorium area to meet current fire codes. There is a wide-spread use of heat detectors per original design in lieu of smoke detection among these buildings. Building 7 has fire curtains that isolate the south side of the library, building 13 has fire curtains that isolate all openings to the atrium on the 3rd floor, and building 20 has 2 sets of Wonn doors (horizontally moving fire curtains) that separate the west and east hallways from each other.

GIG HARBOR CAMPUS

The Gig Harbor campus has one building that consists of eight classrooms, a study room, and several spaces that make an office suite. All are monitored by a Notifier FAP that transmits detailed fire alarm data to the monitoring company, a Network Control Annunciator (NCA) and one phone dialer (UDACT), along with a fire sprinkler system protect the occupants and structure system is in good working order and no known deficiencies exist.

DDC Controls System Upgrades and Replacement

TACOMA CAMPUS

The DDC control system across the Tacoma campus has been upgraded to Reliable Controls. The Reliable Controls work well for our purposes. There is an exception of building 15 which still receives information through Siemens controls. The Siemens controls have reached end of life and should be removed from the system completely and switched to Reliable Controls.

GIG HARBOR CAMPUS

The DDC control system across the Gig Harbor campus has been upgraded to Reliable Controls. The Reliable Controls work well for the College's purposes.

Fire Suppression System

TACOMA CAMPUS

The current fire hydrant system is not a complete loop. Pressure drops considerably at the ends of each line. Connecting the lines into a loop will improve overall pressure at any point along the line.

1965 vintage galvanized potable water piping is used for buildings 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 16, 17, 18, 19, 21, 22, and PAVE. The same potable system serves fire sprinklers in buildings 11, 12, 16, 18 and 11 fire hydrants on campus.

GIG HARBOR CAMPUS

The current Gig Harbor fire hydrant system has no known issues.

Parking Lots and Asphalt Walkways

TACOMA CAMPUS

Resurfacing and repair work, including seal-coat and restriping was done in 2022.

The roadway from building 7, around building F1 and up to the east side of building 11, is badly deteriorated due to heavy delivery truck use and needs to be repaired, along with TACID parking lot repairs. As Lessee of the TACID property, responsibility for any parking lot repair is the responsibility of the City.

Asphalt walkways in several areas have tree roots distorting the surface to an unsafe condition. These conditions are a continuing maintenance requirement.

GIG HARBOR CAMPUS

Parking lot conditions are good. The asphalt and pavement walkways have buckling in multiple (6-8) locations which should be repaired

Storm Water Drain Systems

TACOMA CAMPUS

The existing system is a 1965 vintage segmented concrete piping system that does not meet current codes or pressure testing. The original concrete storm drain system has tree roots impeding proper flow and in some areas is totally obstructed by roots. Buildings 2, 5, 7, 8, 17, 19, 20 roof drain down spouts are obstructed and totally blocked by tree roots. In some areas, permanent improvements have been constructed over the top of this utility making it impossible to gain access without disturbing or destroying the improvements. Older constructed portions of the site do not meet requirements for storm drainage flow control and detention.

During heavy rains, in buildings 7 and 11, water flows up from the sidewalk (7) or up from under the slab (11) into the bookstore possibly eroding the under-slab material and footings in both buildings. In building F1, the HVAC duct in the lower-level fills with water totally obstructing the air flow and presents a potential mold source, along with potentially eroding the under-slab material and footings.

With the addition of the Fire Lane, a new storm drain system was added. All possible building roof and yard drains should be connected to this system, leaving the old concrete system to be abandoned.

GIG HARBOR CAMPUS

The current Gig Harbor storm water system has no known issues beyond routine mainencance to keep area drains clear.

Domestic Water Supply and Plumbing Systems

TACOMA CAMPUS

The plumbing systems are nearly 40 years old. As the College replaces or renovates buildings these aging systems will be addressed as part of that project's overall budget.

In some areas, permanent improvements have been constructed over the top of this utility making it impossible to gain access without disturbing or destroying the improvements.

GIG HARBOR CAMPUS

The current domestic water supply and plumbing systems at Gig Harbor Campus have no known issues.

Sewer Line Systems

TACOMA CAMPUS

Similar to the storm water system, the sewer lines are made up of concrete sections that no longer meet current codes and pressure testing. As buildings are replaced or renovated these aging systems will be addressed as part of that project's overall budget.

The sewer line between buildings 8 and 13 needs to be replaced with a larger (8" minimum) pipe to support future construction. The sewer line serving buildings 14, F2 and 17 has no cleanouts spaced at 100' intervals to make cleaning the line possible. Upon the last blockage, the camera indicated that there is severe erosion of the concrete line indicating that total failure is possible sometime in the future.

In some areas, permanent improvements have been constructed over the top of the campus wide sewer utility making it impossible to gain access without disturbing or destroying the improvements.

GIG HARBOR CAMPUS

Gig Harbor Campus has a septic system which has been problematic. Since 2002 the septic system has been pumped out by a septic service on a quarterly basis. The septic drain field has been in need of improvement to accommodate the weight of the vehicles that are parked above it.

CORRECTIVE ACTIONS

Data and Communication

The following projects are the identified corrective actions to be taken to address the deficiencies found in the Data and Communication infrastructure:

TACOMA CAMPUS

- Continue expansion of the north bound raceway – forecast and budgeted for when either Buildings 8, 7 or L1 are replaced. The current conduit system being treated by this raceway should also be replaced.
- The failing conduit between Building 6 and MH# 4 is in need of replacement, along with a forecast for a new fiber-run for the Building 6 fire alarm.
- Develop and implement a trenching plan to improve network services to Minnitti Field; this plan should include connectivity to building adjacent to the parking lot and announcement booth.

GIG HARBOR CAMPUS

There are no corrective actions recommended regarding the data and communications infrastructure at the Gig Harbor.

Campus 12kV Electrical Distribution System

The following projects are the identified corrective actions to be taken to address the deficiencies found in the 12kV Electrical Distribution Systems:

TACOMA CAMPUS

- Perform new load study, upgrade 12 KV capacity as required by replacing conductors, correct improper or missing grounds, improve safety by replacing the 12KV switches with S&C VISTA switches.
- Perform Calc and Readjust the electronic overloads located in the S&C VISTA switch # SW1.
- Install Primary metering on the Tacoma campus switch-S&C VISTA switch # SW1.
- Install wire markers-to-match a drawing indicating the layout on 12KV conductors and 460-volt secondary conductors, all switches and all transformers.
- Replace existing Orangeberg lined concrete duct bank system with new.
- Replace manhole(s), or at a minimum replace manholes # 1P, 2P 3P concurrent with any 12 KV service cable upgrades and include traffic rated entry lids.

GIG HARBOR CAMPUS

No corrective actions are currently proposed for Gig Harbor Campuses electrical systems

Campus Fire Alarm Reporting System

The following projects are the identified corrective actions to be taken to address the deficiencies found in the Campus Fire Alarm Reporting System:

TACOMA CAMPUS

- Replace the fire Alarm system in building 21 and use the existing new Notifier panel in the building.
- Upgrade the fire alarm systems in buildings, 1, 2, 6, 7, 8, 14, 17, 18, 19 and 20 for proper smoke detection.
- If no campus wide evacuation system is approved by other means, incorporate evacuation/mass notification into the fire alarm system and modify building fire alarms as needed to accommodate text, e-mail alerts this upgrade.

GIG HARBOR CAMPUS

No corrective actions are currently proposed for Gig Harbor Campuses fire alarm reporting system.

DDC Controls System Upgrades and Replacement

The following projects are the identified corrective actions to be taken to address the deficiencies found in the DDC Controls Systems:

TACOMA CAMPUS

- The Siemens controls in building 15 have reach end of life and should be removed from the system completely and upgraded to Reliable Controls.

GIG HARBOR CAMPUS

No corrective actions are currently proposed for Gig Harbor Campuses DDC Controls System

Fire Suppression System

The following projects are the identified corrective actions to be taken to address the deficiencies found in the Fire Suppression Systems:

TACOMA CAMPUS

- Extend and loop a new 12" fire suppression main line on campus to serve hydrants and buildings. This will increase water pressure and flow within the water system.
- Install Fire Sprinkler suppression in buildings 1, 2, 4, 5, 6, 8, 9, 14, 17, 19, 21, 22.

GIG HARBOR CAMPUS

No corrective actions are currently proposed for Gig Harbor Campuses fire suppression system.

Parking Lots and Asphalt Walkways

The following projects are the identified corrective actions to be taken to address the deficiencies found in the Parking Lots and Asphalt Walkways:

TACOMA CAMPUS

- Repair deteriorating roadway from Building 7 wrapping around Building F1 and connecting to Building 11
- Continued maintenance of areas where tree roots have distorted walkways to an unsafe degree.
- Coordinate with the City of Tacoma on needed repairs for the TACID parking lot. As lessee of the property responsibility for repairs falls to the City.

GIG HARBOR CAMPUS

No corrective actions are currently proposed for Gig Harbor Campuses parking lots and asphalt walkways.

Storm Water Drain Systems

The following projects are the identified corrective actions to be taken to address the deficiencies found in the Storm Water Drain Systems:

TACOMA CAMPUS

- With the addition of the Fire Lane, a new storm drain system was added. All possible building roof and yard drains should be connected to this system, leaving the old concrete system to be abandoned.

GIG HARBOR CAMPUS

No corrective actions are currently proposed for Gig Harbor Campuses storm water drain system.

Domestic Water Supply and Plumbing Systems

The following projects are the identified corrective actions to be taken to address the deficiencies found in the Domestic Water Supply and Plumbing Systems:

TACOMA CAMPUS

- Continue to replace old water supply andPlumbing systems as new buildings are built and look for opportunities to replace these systems with any major renovations.

GIG HARBOR CAMPUS

No corrective actions are currently proposed for Gig Harbor Campuses domestic water supply and plumbing system.

Sewer Line Systems

The following projects are the identified corrective actions to be taken to address the deficiencies found in the Sewer-Line Systems:

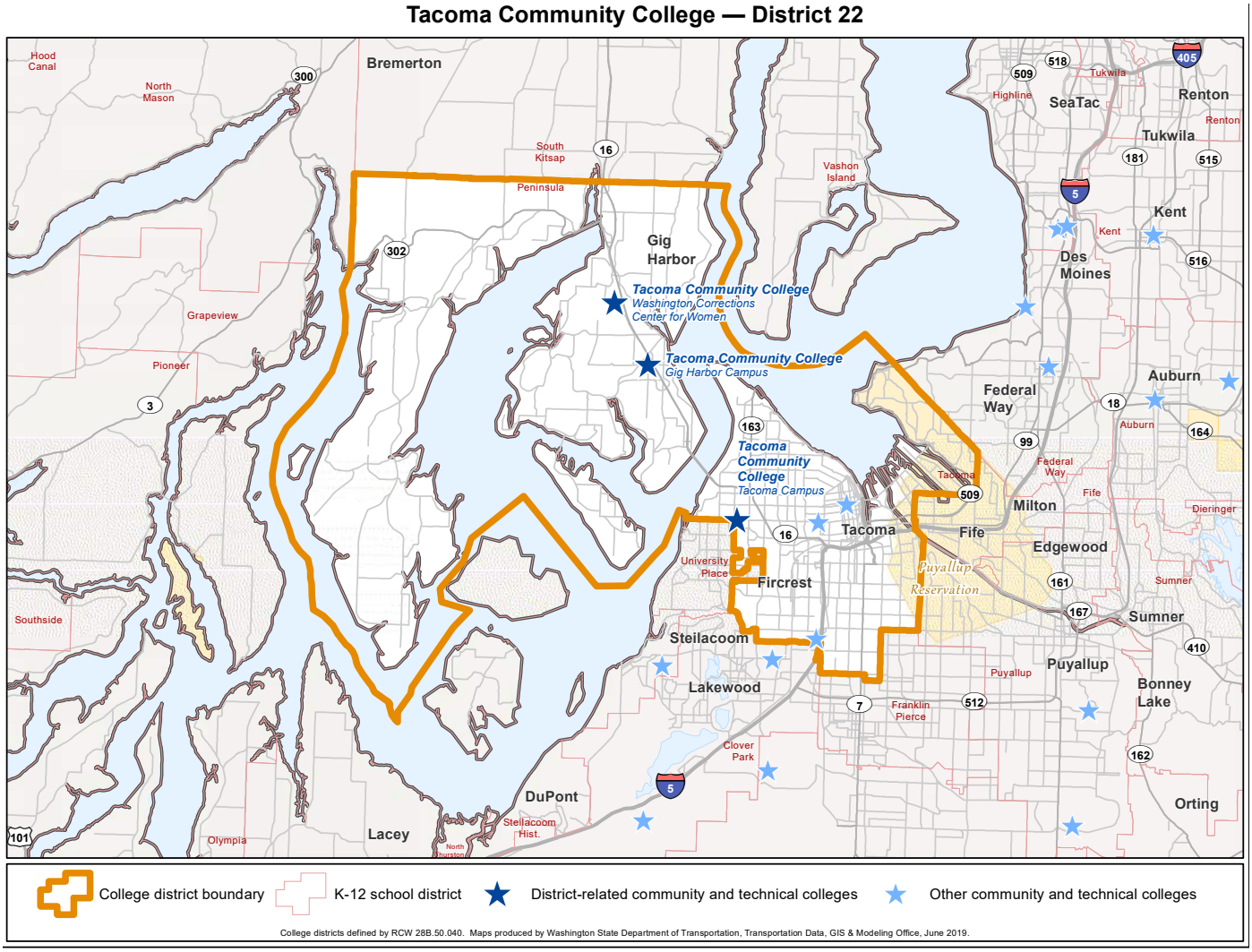
TACOMA CAMPUS

- Replace the sanitary sewer serving all buildings except 15, 16, 13, 9, 3, 12, 20, 22 with new pipes that are large enough to support future construction.
- Replace the sewer line between buildings 8 and 13 with a larger pipe (8" minimum) to support future construction.

GIG HARBOR CAMPUS

- Replace the septic system at the Gig Harbor Center with a connection to city Sewer – if sewer is available.

TCC Facility Locations



Gig Harbor Vicinity Map

Gig Harbor Campus Aerial

SITE -
2023 FACILITY CONDITIONS SURVEY

LEGEND

- REPLACE OR RENOVATE
- NEEDS RENOVATION
- NEEDS MAINTENANCE
- ADEQUATE
- SUPERIOR

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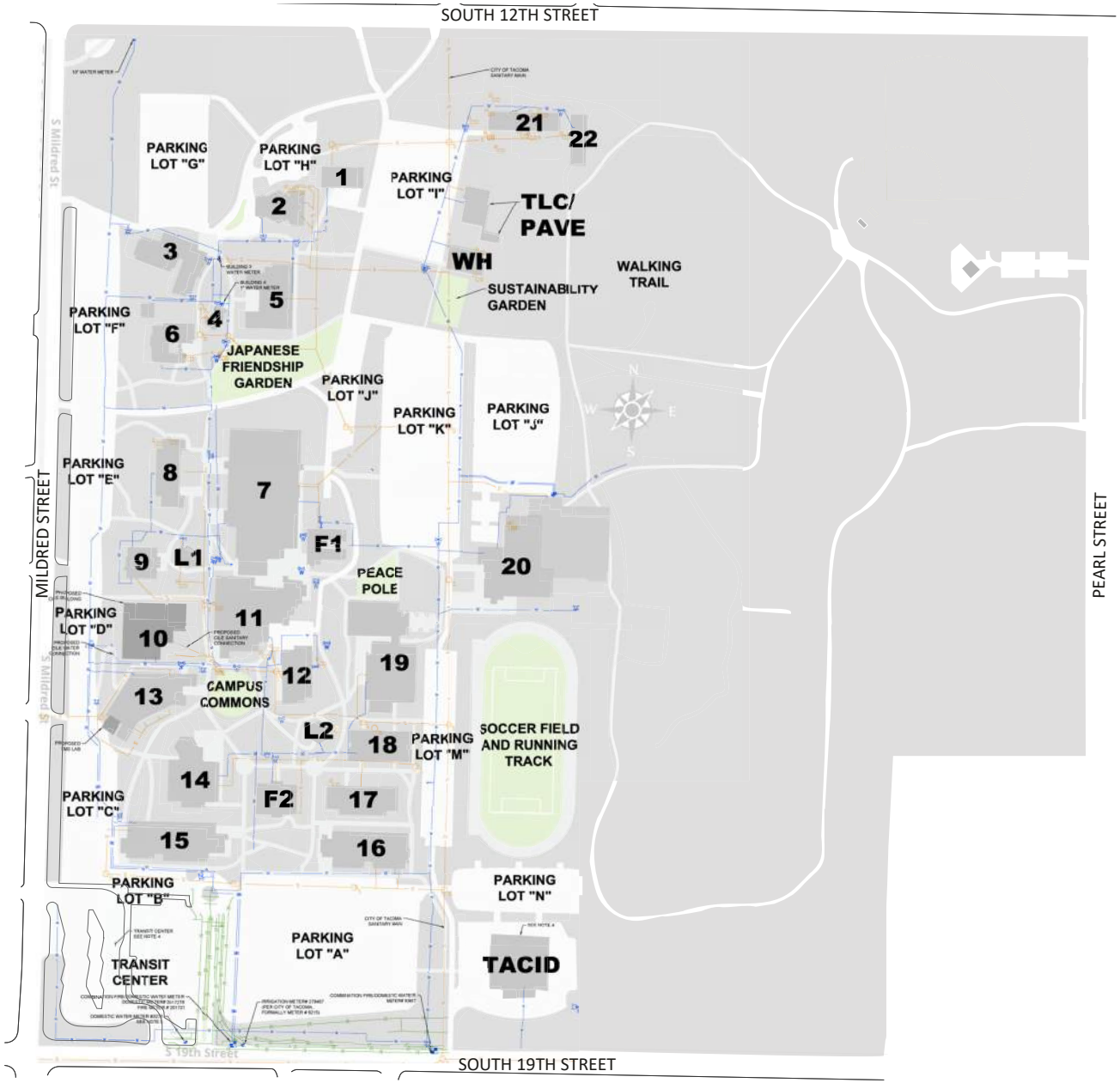
TACOMA COMMUNITY COLLEGE

Facility Conditions Survey Information 2013-2023

Building No.	Year Built	Building Name	Area (sf)	Location	2015	2017	2019	2021	2023	Comments
10B		Chinook-Storage	812	Main Campus		439	531	531	-	Demolished as part of CILE project (2023-25)
10	1965-87	Chinook	13,718	Main Campus	476	496	482	480	-	Demolished as part of CILE project (2023-25)
WH		Warehouse-Storage-Surplus	5,286	Main Campus	N/A	414	432	432	474	
F1	1970	Mt. Adams	10,539	Main Campus	470	476	424	424	424	Scheduled removal - CILE project (2023-25)
19	1975	Mt. Rainier	36,649	Main Campus	448	448	436	420	414	Scheduled removal - proposed Student Support Center project (2031-33)
17	1964	Meeker	9,553	Main Campus	398	409	394	413	405	
5	1967	Giaudrone	11,610	Main Campus	367	367	367	384	392	Proposed removal - potential Visual and Performing Arts Center project (tbd)
L1	1966	Mt. Saint Helens	2,194	Main Campus	353	364	364	364	370	Scheduled removal - proposed Student Support Center project (2031-33)
1	1970	Nisqually	6,756	Main Campus	354	332	348	368	358	
2	1967	Columbia	6,928	Main Campus	363	356	356	366	356	Proposed removal - potential Visual and Performing Arts Center project (tbd)
L2	1966	Vancouver	2,194	Main Campus	327	327	333	335	344	Scheduled removal - proposed Student Support Center project (2031-33)
F2	1965	Madrona	5,179	Main Campus	419	438	316	316	323	
6	1971	Vashon	7,120	Main Campus	307	307	290	301	316	
8	1965	Tyee	9,553	Main Campus	352	352	346	325	315	Scheduled removal - proposed Student Support Center project (2031-33)
14	1965	Cascade	17,880	Main Campus	309	332	323	296	296	
7	1966-92	Pearl Wanamaker	67,176	Main Campus	276	266	274	273	279	
22	2006	Carpenter/Ground Shops	4,000	Main Campus	221	224	224	246	255	
21	1987	Maintenance Building	8,960	Main Campus	242	259	238	261	250	
18	1989	Information Systems Adjunct Faculty Ctr	16,231	Main Campus	214	232	238	244	244	
11	1967-70	Tahoma - Opgaard Student Ctr	40,810	Main Campus	246	252	256	238	238	
3	2008	Early Learning Center	13,000	Main Campus	163	170	177	186	171	
12	2004	Classroom Administration	16,500	Main Campus	170	170	170	170	170	
9	1965	Mt. Baker	5,179	Main Campus	174	174	166	166	167	
16	2004	IT Vocation Ctr	56,516	Main Campus	170	158	158	158	166	
4	2002	Art Gallery	2,080	Main Campus	171	165	165	165	165	
20	1966	Titan	25,140	Main Campus	367	156	156	156	163	
15	2007	Pamela Transue Ctr for Science & Engineering	73,300	Main Campus	146	152	152	152	160	
13	2014	Joe Harned Ctr for Health Careers	69,715	Main Campus	136	146	146	146	156	
00D	1995	Gig Harbor/Peninsula Ctr	13,000	Gig Harbor Campus	184	184	196	213	213	
					TOTAL AREA (sf)				**557,578**	



CAMPUS WATER AND SEWER MAP

LEGEND

- WATER PIPING
- SANITARY SEWER PIPING
- IRRIGATION (TO METER #279487)
- FIRE HYDRANT
- WATER METER
- GATE VALVE
- SANITARY MANHOLE
- SANITARY CLEANOUT

NOTES

1. THIS MAP WAS COMPILED USING DATA GATHERED FROM EXISTING SURVEY, AS-BUILTS, AND ANECTODAL INFORMATION PROVIDED BY TACOMA COMMUNITY COLLEGE.
2. UTILITY LOCATIONS SHOWN ON THIS MAP ARE APPROXIMATE LOCATIONS ONLY.
3. THIS MAP SHALL BE USED FOR PLANNING AND INFORMATIONAL PURPOSES ONLY. THIS MAP SHALL NOT BE USED FOR CONSTRUCTION PURPOSES.
4. THE TRANSIT CENTER AND THE TACID BUILDING ARE NEITHER OWNED NOR MAINTAINED BY TACOMA COMMUNITY COLLEGE, HOWEVER THEY ARE SHOWN ON THIS MAP FOR INFORMATIONAL PURPOSES.
5. TACOMA COMMUNITY COLLEGE HAS NO RECORD OF CONNECTIONS TO METER # 3276. BASED ON METER LOCATION THIS METER IS ASSUMED TO SERVE THE PIERCE COUNTY TRANSIT CENTER (SEE NOTE 4).

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TACOMA
COMMUNITY
COLLEGE

5.0 PLANNING AND DESIGN GUIDELINES

The following design guidelines are intended to provide master plan level, conceptual intent for future planning, design, and implementation. These guidelines are not prescriptive requirements, rather planning and design principles that support the College's mission and strategic initiatives; all intended to bring about campus unity and beautification. The guidelines are a reference tool and will be considered within the context of the College's Core Themes. Creativity and flexibility are encouraged for each individual project.

The success of campus development depends heavily on implementing new projects that will appropriately meet the specific facility goals while emphasizing unity and visual cohesion as part of the evolving campus vision.

Project Planning Goals

- Enhance the campus setting by **optimizing programmatic adjacencies and relationships.**
- Clarity and identity through e**xpression of program by use of structure, form and detailing**.
- Projects should maintain a **continuity of building forms and materials.**
- Develop in a sustainable way, **responsible stewardship** of natural and financial resources.
- Provide campus unity, spatial diversity and address multiple activity needs through **strategic use of open spaces** and landscaping materials.
- Maximize barrier free access at building entries, interior environments, and travel paths to **promote equitable use and access** to all areas of campus.
- Promote environmental sustainability on all projects, with a focus on **reducing operational energy, water use and GHG emissions.**
- Provide **safe campus environments**, including building access control, emergency communication systems, adequate lighting and operational standards.

The College is in the process of developing measurable standards that can be used to evaluate how well future projects meet these planning goals.

The Tacoma Campus is within an urban setting that provides an active collegiate center for optimizing learning opportunities, supporting the College's program goals and user needs. The guidelines use the current campus topography, established landscape, parking infrastructure and recent buildings as the catalyst for the creation of a revitalized Tacoma Campus and future expansion of Gig Harbor Campus.

These guidelines address areas that affect campus development at both Tacoma and Gig Harbor campuses:

1. Campus Zones and Relationships
2. Buildings
3. Environmental Sustainability
4. Transportation, Parking and Circulation
5. City of Tacoma and Gig Harbor, Zoning
6. Open Space
7. Edges and Gateways
8. Wayfinding and Signage
9. Public Art
10. Topography
11. Infrastructure
12. Recognizing & Representing Diversity
13. Inclusivity & Belonging
14. Accessibility
15. Safety & Security

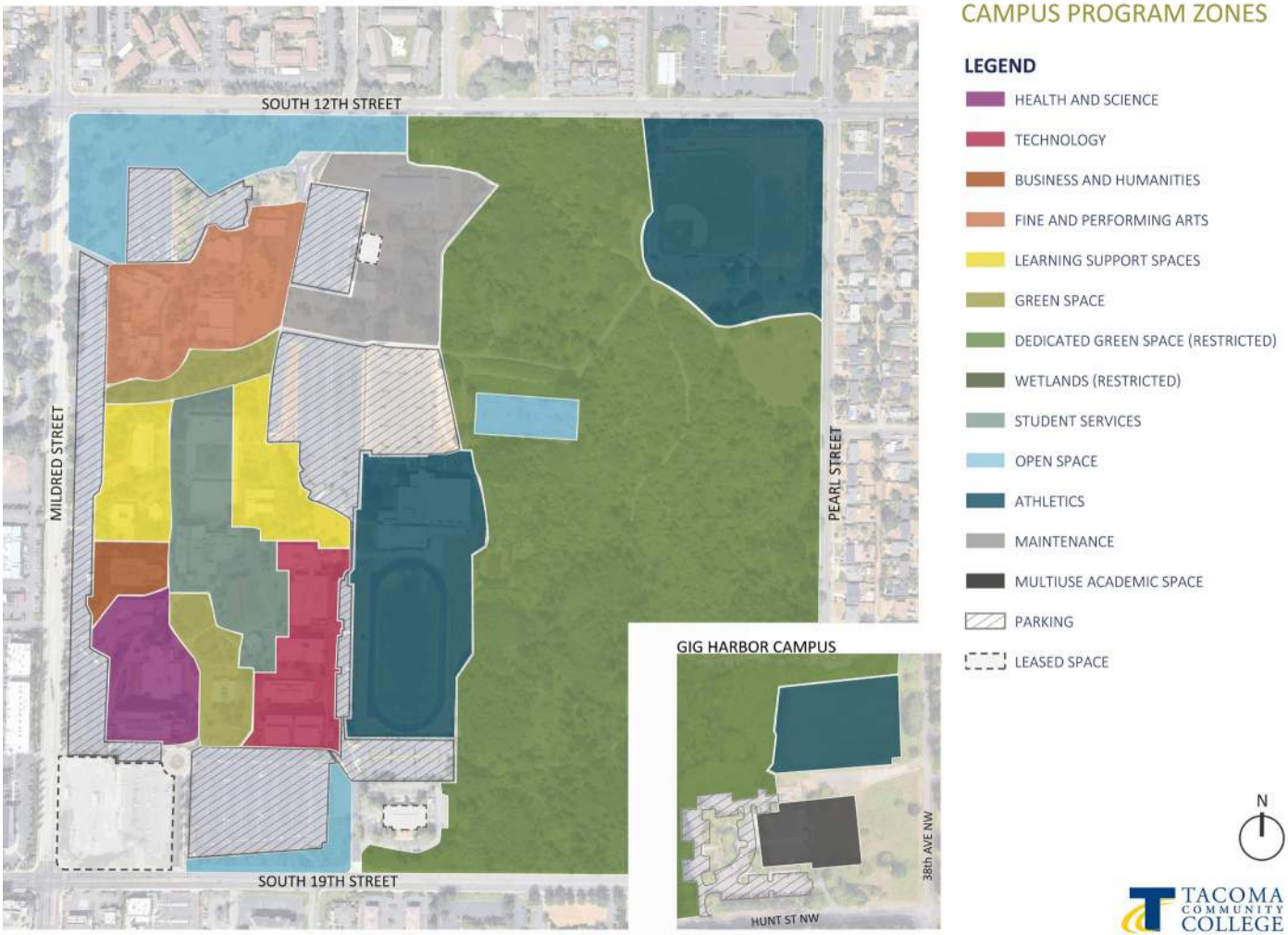
Campus Zones and Relationships

TACOMA CAMPUS

To optimize the campus environment and improve learning opportunities, interaction and proximity are critical functional and planning components. The Tacoma Campus has been planned around two primary circulation spines. The spines provide a method for linking campus edges to the center and provide attractive pathways that link students and staff to core services. Programs are also grouped together to give functional identity to programs through their arrangement on campus. Beneficial adjacencies are proposed that will foster collaboration and relevance between and among related programs.

Organize buildings to optimize curriculum adjacencies and proximity:

- Use Student Services and Learning Support to organize N-S and E-W spines respectively
- Consider long term planning goals when arranging and implementing smaller projects
- Create outdoor spaces that provide a variety of learning opportunities, connections and social interaction
- Provide campus zone identities through program emphasis and unique zone elements



GIG HARBOR CAMPUS

The Gig Harbor Campus's smaller size is currently made up of a single multiuse academic building. As a result, this method of defining zones does not currently apply. However, future growth and planned expansion of the facilities at the Gig Harbor Campus may provide opportunities to incorporate the below guidelines.

- Consider long term planning goals when arranging and implementing smaller projects.
- Create outdoor spaces that provide a variety of learning opportunities, connections and social interaction.
- Provide campus zone identities through program emphasis and unique zone elements.

Reference Exhibit: Campus Program Zones Diagram

Buildings

The most recent buildings on the Tacoma Campus (Health and Wellness Center, IT, Science/Engineering, Early Learning Center and Harned Center for Health Careers), and the CILE, slated to be completed in 2025, have introduced new standards for campus development. This palette is intended to complement the original buildings while anticipating a new campus density and appearance. Buildings will be improved, renovated or replaced based on need, the State's Building Condition Survey and available funds provided by the State and other funding sources.

- Buildings should express a sense of clarity and permanence through expression of program, orientation, material selection and form.
- Optimize building footprint and create open space by constructing 2-3 story structures.

- Use teaching tools within buildings (building elements, systems, artwork, interactive space) to expand learning opportunities.
- Create spaces for impromptu interaction and learning.
- Incorporate opportunities to connect indoor and outdoor spaces.
- Entrances that face or are in proximity of major plazas or campus greens should engage the building and outdoor space by providing visual and physical connections. Entrances should also provide a buffer or "porch" transition between the building interior and adjacent outdoor space.
- Screen all mechanical equipment from view (consider views from higher topography as well).
- Materials shall be selected to minimize maintenance, provide long term performance and meet the campus aesthetic intent. The following material elements can be seen in the most recent buildings on Tacoma Campus, and should be considered in the design of future building projects:
  - Masonry - warm color light to medium tone
  - Metal - colored panels, fascia and flashing that complement existing green, red and grey panels currently seen on campus
  - Minimized concrete expressions on building facades

Environmental Sustainability

The impact of TCC's environmental choices ripples far beyond the campus boundary. Students, staff, and the community all benefit from the example set by the the College's campus design as well as operational policies. As such, the College has updated the approach to sustainable design to better address current and future environmental challenges and opportunities.

Since the 2015 Master Plan, significant progress has been made in the development of greener buildings. The following have come online or are planned for the Tacoma Campus:

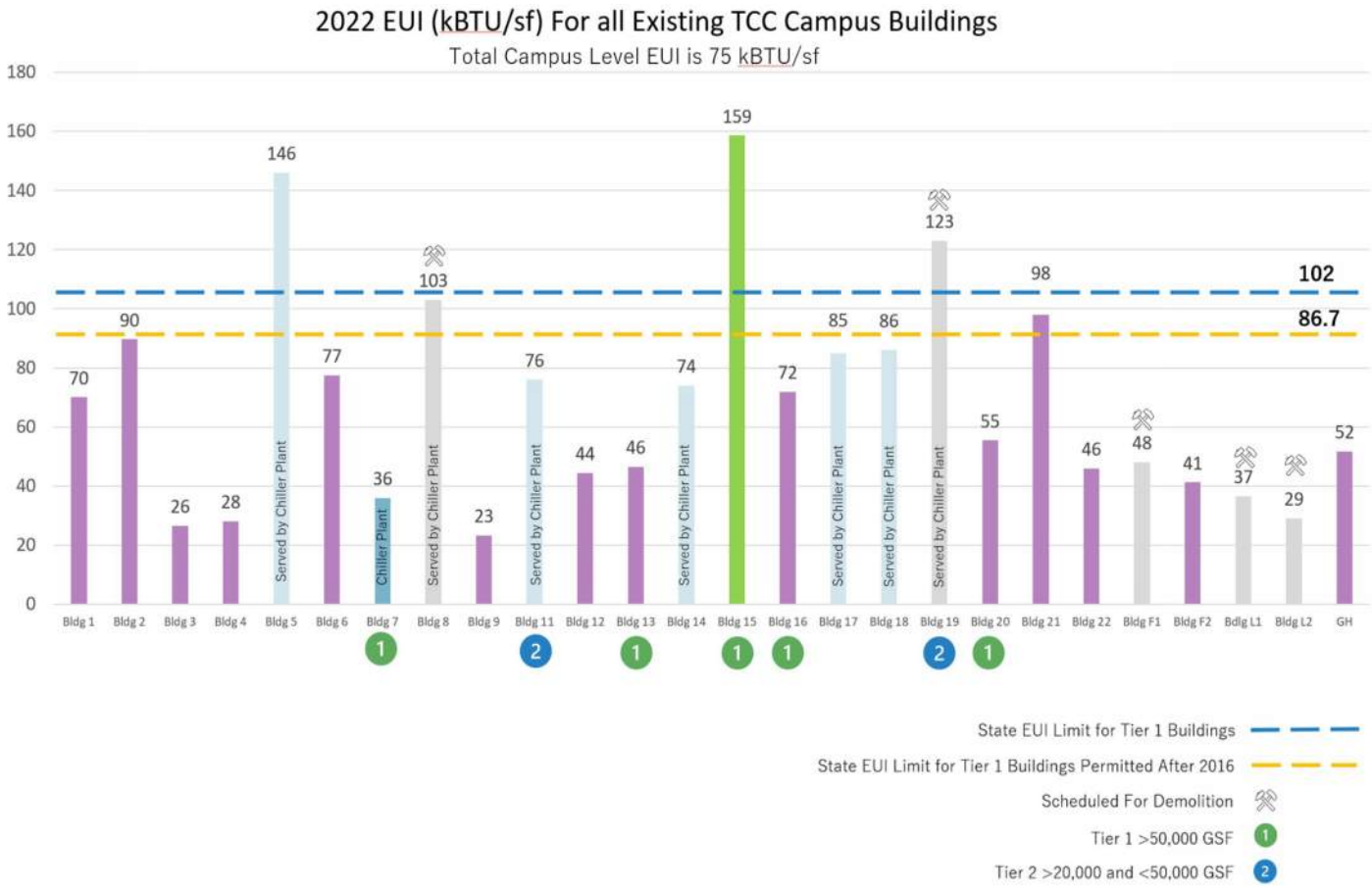
1. Joe Harned Center for Health Careers: Achieved LEED Gold BD+C: NC, v2.2 in 2015. Employed an innovative ground sourced heat pump system and VAV with heating water coils.
2. Health and Wellness Center Expansion: Achieved LEED Gold ND, v2009 in 2019 for a major expansion including a multi-use primary gymnasium.
3. Center for Innovative Learning and Engagement (CILE): This building is estimated to come online in 2025 and will pursue LEED Gold certification. It is an all-electric design with a very aggressive target EUI of 22.1. The building will also have a sizable photovoltaic array to harness energy on site.

CONCEPTUAL RENDERING OF CILE BUILDING - MITHUN

Building on the goals and guidelines articulated throughout this Facility Master Plan, TCC will emphasize the following concepts in future facility development and operations:

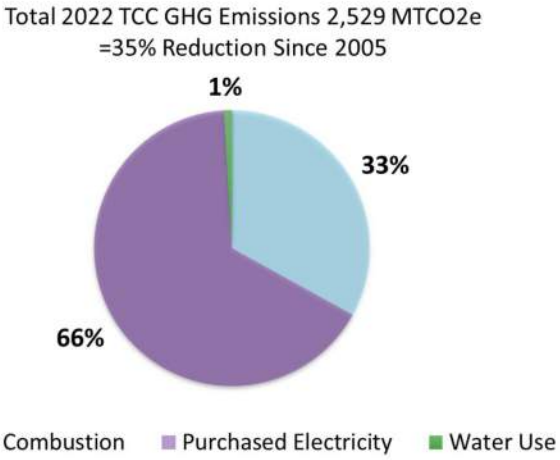
1. **Stewardship of all natural resources:** Water, materials, and energy are all precious resources to be respected and used appropriately. Design choices should clearly demonstrate this priority.
2. **Continue innovating through LEED excellence:** To systematically address the holistic picture of environmental sustainability, all new buildings will continue to meet the State environmental design criteria of LEED Silver at a minimum. Furthermore, LEED Gold is strongly encouraged on all new buildings. LEED addresses location, transportation, site design, stormwater management, water efficiency, energy efficiency, materials, and indoor environmental quality. Beyond these minimum requirements, the College will evaluate next generation rating system options that complement basic LEED certification. For example, the addition of LEED for Operations and Maintenance or LEED Zero Carbon modules may be considered for select projects.
3. **Reduce total GHG emissions while expanding capacity:** TCC commissioned an *Advancing Carbon Neutrality Action Plan* (see Appendix F) to assess the current and projected emissions of both campuses. This plan provides a path to reducing operational energy and water use, and GHG emissions over time. Converting to all electric building systems will be important to reducing GHG emissions.
4. **Study, model, collaborate, iterate:** Continue and expand the practice of studying and modeling the impacts of design options in collaboration with our design teams and stakeholder groups.
5. **Reduce embodied carbon emissions:** In the design of new buildings and renovations, embodied carbon of building materials and systems will be studied and optimized.
6. **Energy efficiency:** Exceed energy use intensity requirements described in the Washington State Clean Buildings Act.
7. **Explore renewable energy options:** Identify innovative opportunities to generate power on campus for direct use.
8. **Highest quality indoor environmental quality:** As a teaching and learning environment, occupant comfort is paramount, including physical comfort as well as acoustical comfort, access to daylight, and reduced exposure to toxic compounds.

Figure 1



SOURCE: ADVANCING CABRON NEUTRALITY - (O'BRIEN 360)

Figure 2



SOURCE: ADVANCING CABRON NEUTRALITY - (O'BRIEN 360)

9. **Maximize access to alternative transportation opportunities:** Prioritize the effective integration of design elements that reduce single occupant gas powered vehicle trips. Provide safe, easy access to public transportation, bike infrastructure, and access to electric vehicle charging.
10. **Responsible site development strategies:** Consider the environment in establishing building orientation, rainwater management strategies, exterior lighting, heat island, and water stewardship.
11. **Proactive upgrades to existing facilities:** Prioritize upgrades to existing buildings and systems in keeping with their assessed useful life and current efficiency demands.
12. **Optimizing operations:** Conduct ongoing commissioning of all buildings to identify and address deficiencies. Update performance tracking procedures to better understand and improve actual performance.

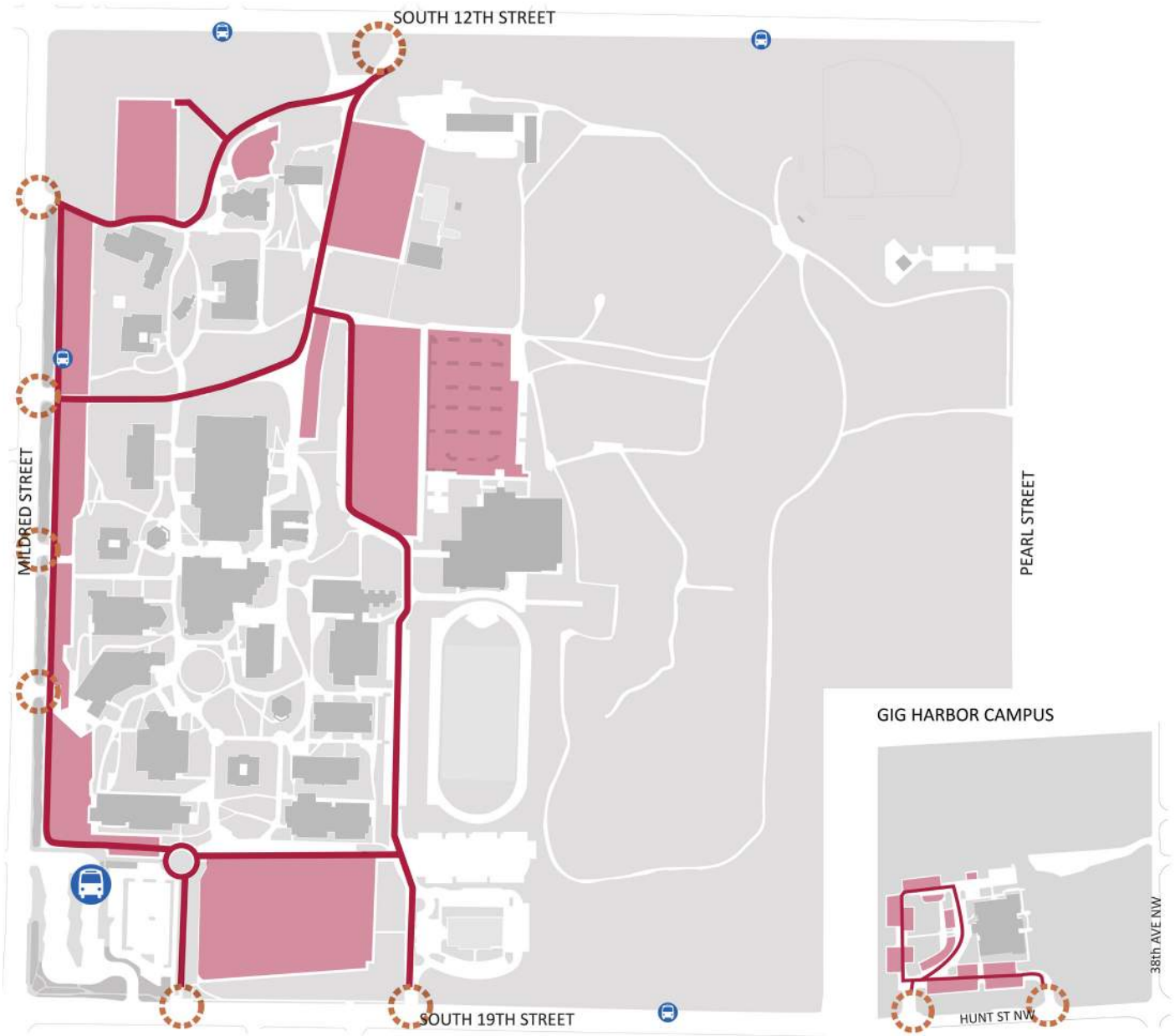
The Advancing Carbon Neutrality Action Plan (Appendix F) reports the following highlights regarding GHG emissions:

1. The average collegewide EUI is 75, which is excellent for a campus built in the 1960's.
2. The total GHG emissions from energy and water use on both campuses is 2,529 MTC02e, a 35% reduction since 2005, despite adding 191,788 gsf. This is due to both improved energy efficiency and reduced emission factor as the power grid gets cleaner.
3. TCC needs to reduce annual emissions by approximately 400 MTCO2e by 2030 to meet the 45% reduction target established by the HB-1257 State Clean Buildings Act.
4. The College is not considered a large emitter; therefore they do not need to report GHG emissions going forward.

- The next phase of this work is to produce the Carbon Neutrality Action Plan, expected in early 2024.

Transportation, Parking and Circulation

VEHICLE CIRCULATION



LEGEND

- MAIN VEHICLE PATH
- PARKING
- VEHICLE GATEWAY
- TRANSIT STOPS

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TACOMA COMMUNITY COLLEGE

Parking

TACOMA CAMPUS

The previous 2015 Master Plan proposed significant changes to vehicular circulation and parking. This 2023 Master Plan addresses those proposed changes that were not completed since the previous Facility Master Plan update. This 2023 Master Plan addresses those proposed changes that were not completed since the previous Master Plan update.

Of the proposed changes from the 2015 FMP, the Tacoma Campus Way pedestrian loop provides a clear pedestrian arterial as well as pathways for intermittent emergency and service vehicle access. A future extension to this loop is shown in the Mid-Term Plan.

- All non service/emergency vehicular circulation will be primarily located at the perimeter of campus to provide safe and minimally interrupted interior pedestrian uses.
- Internal primary pedestrian loop also serves as emergency and occasional delivery vehicle access.
- Parking planning will include an increased proportion of landscape in order to soften the visual effect of parking and reduce heat from paving. (420 square feet per parking space is the recommended planning rule of thumb for stall, access and planting area allocation.)
- Improvements to the 12th Street entry are planned as shown in the Offsite Improvements Plan.
- Consideration for surface parking lots must be considered with each new project. (Maximize potential at daylight basement conditions where topography benefits this configuration.)
- Establish parking ratio goal and methodology.
- Greater access to electric vehicle charging stations will be implemented as part of future parking improvements, with the goal of providing charging stations in various lots around campus.

Reference Exhibits on Previous Page: Vehicular Circulation, Parking Study

GIG HARBOR CAMPUS

The smaller scale of TCC's Gig Harbor Campus allows for the current parking conditions to meet the planned growth of the campus; however, opportunities to incorporate the above guidelines should be highlighted as new projects are proposed for the Gig Harbor Campus.

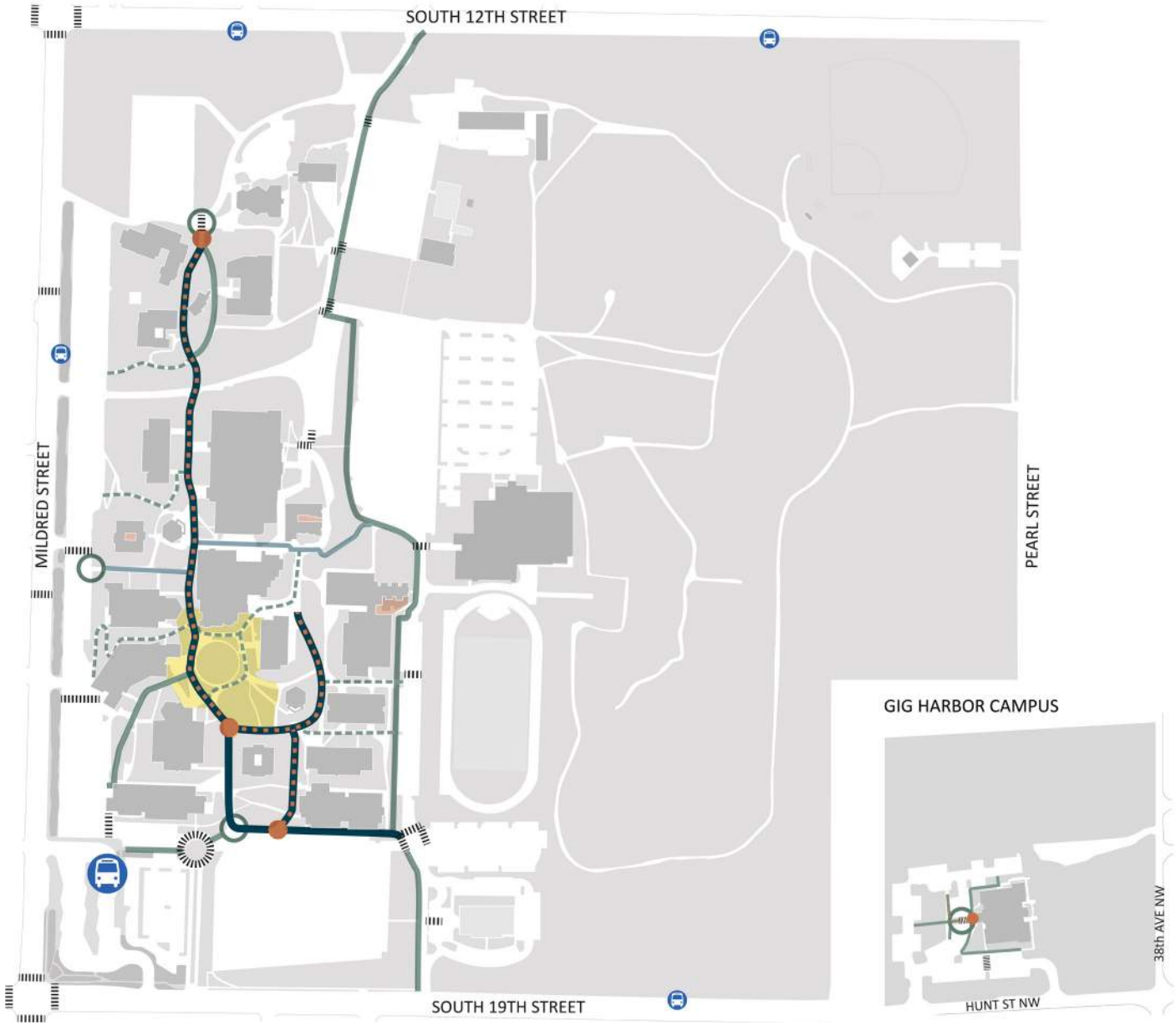
Pedestrian Circulation

TACOMA CAMPUS

Pedestrian circulation at the Tacoma Campus is being improved at many levels, from the general movement of pedestrians between facilities on campus, to the direct accessibility of interior spaces from exterior pathways. Significant progress was made in 2007 with the completion of the pedestrian arterial campus loop on TCC's Tacoma Campus. Each new project will provide a connection to this loop to help in identifying the building and providing a welcoming entry.

Barrier–free access shall be a consideration for each new building and site improvement project. Areas between new buildings will be developed to improve accessibility between upper and lower campus areas. With the majority of Tacoma Campus buildings residing on the elevated campus area, buildings will be sited in order to provide internal connections between lower parking areas and upper Campus zones.

- Once inside the perimeter parking and vehicular loop the primary mode of travel on campus is pedestrian circulation. Service and emergency vehicle drive widths are provided at the primary walkway loop for intermittent use as necessary.
- Primary walkway loop: the College utilizes a pedestrian network with a primary circulation N-S loop intersected by building entry nodes and access pathways from parking and other site amenities. A new E-W circulation axis is proposed in the Facility Master Plan to improve access and visibility to the campus from the Mildred entrance to the eastern edge of the developed campus. Ultimately the axis will continue to the east parking areas to complete a bisection of the campus and provide a clear campus thoroughfare.



PEDESTRIAN CIRCULATION

LEGEND

- CENTRAL CAMPUS PATH
- AXIS PATHWAY
- MAIN PEDESTRIAN PATH
- MINOR PEDESTRIAN PATH
- ADA PATHWAYS
- CROSSWALKS
- CAMPUS COMMONS
- PEDESTRIAN GATEWAY
- ADA ENTRY POINTS
- TRANSIT STOPS

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TACOMA COMMUNITY COLLEGE

- Vertical circulation: Site topography plays a major role in the layout and approach to pedestrian circulation at the Tacoma Campus. Site accessibility will continue to be improved through the use of ramp/walk systems and the incorporation of vertical circulation lobbies at key locations around campus. The vertical circulation lobbies will provide covered access within buildings between the upper and lower site levels and will further encourage interaction as well as provide exposure to buildings that students, faculty, and staff might not otherwise frequent.
- The nature walk through wetland reserve land will be maintained and improved. In order to preserve and protect the natural wetlands at the East and Southeast ends of campus, there are no future plans to expand the existing walkways.

GIG HARBOR

As a campus with a single facility, the Gig Harbor Campus prioritizes pathways to and from the building. Dedicated pedestrian paths wrap around the perimeter of the Campus building, with designated paths available for safe travel across the parking lot. There are currently no pedestrian paths along the Campus's active edges to the east and to the south. Projects to improve pedestrian pathways may be proposed as conversations with Sound Transit over the location of a bus stop in proximity to the Campus continue. Further plans to expand the Gig Harbor Campus facilities may lead to further development of pedestrian circulation in the future.

Reference Exhibit on previous page: Pedestrian Circulation

OFF-SITE IMPROVEMENTS

LEGEND

- CURB CUTS/ADA RAMPS
- CROSSWALKS/SIDEWALK IMPROVEMENTS

PROJECTS - ONGOING

A. MILDRED STREET IMPROVEMENTS
LINKED TO C.I.L.E. (DESIGN)

PROJECTS - PROPOSED

B. SOUTH 12th STREET IMPROVEMENTS
LINKED TO FUTURE CAPITAL PROJECT

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Zoning Regulations

CIty of Tacoma

The TCC campus zoning designation was changed from R-2 (One Family Dwelling District) to CCX (Community Commercial Mixed Use District) by the City of Tacoma in 2009 which ceased requirements for Conditional Use Permits on new projects. Since TCC lies within the James Center Mixed Use Center District, projects will be subject to Building Design Standards for CCX zones. See Tacoma Municipal Code, Section 13.06.300.B2 and 13.06.500 (revised 09/2016).

Some of the Design Standards related to Mixed Use Centers are inconsistent with the unique nature of a college campus. The City of Tacoma and TCC have agreed that if the College encounters a Design Standard which is not feasible, but still meets the overall intent of CCX zoning, they could potentially work out a Development Regulation Agreement (DRA). This could exempt a project from a particular Design Standard. Code amendments allowing DRA's were recommended by the Planning Commission to the City Council, and have been included in the Tacoma's Land Use Regulatory Code as of 2010

The new Harned Center for Health Careers was the first major project submitted under the new Design Standards. Fortunately, compliance with the Design Standards was negotiated with the City and did not create a permitting conflict. Discussions between TCC and the City are ongoing about working out a Development Regulation Agreement (DRA) to exempt future projects from some of the specific Mixed Use Center Design Standards.

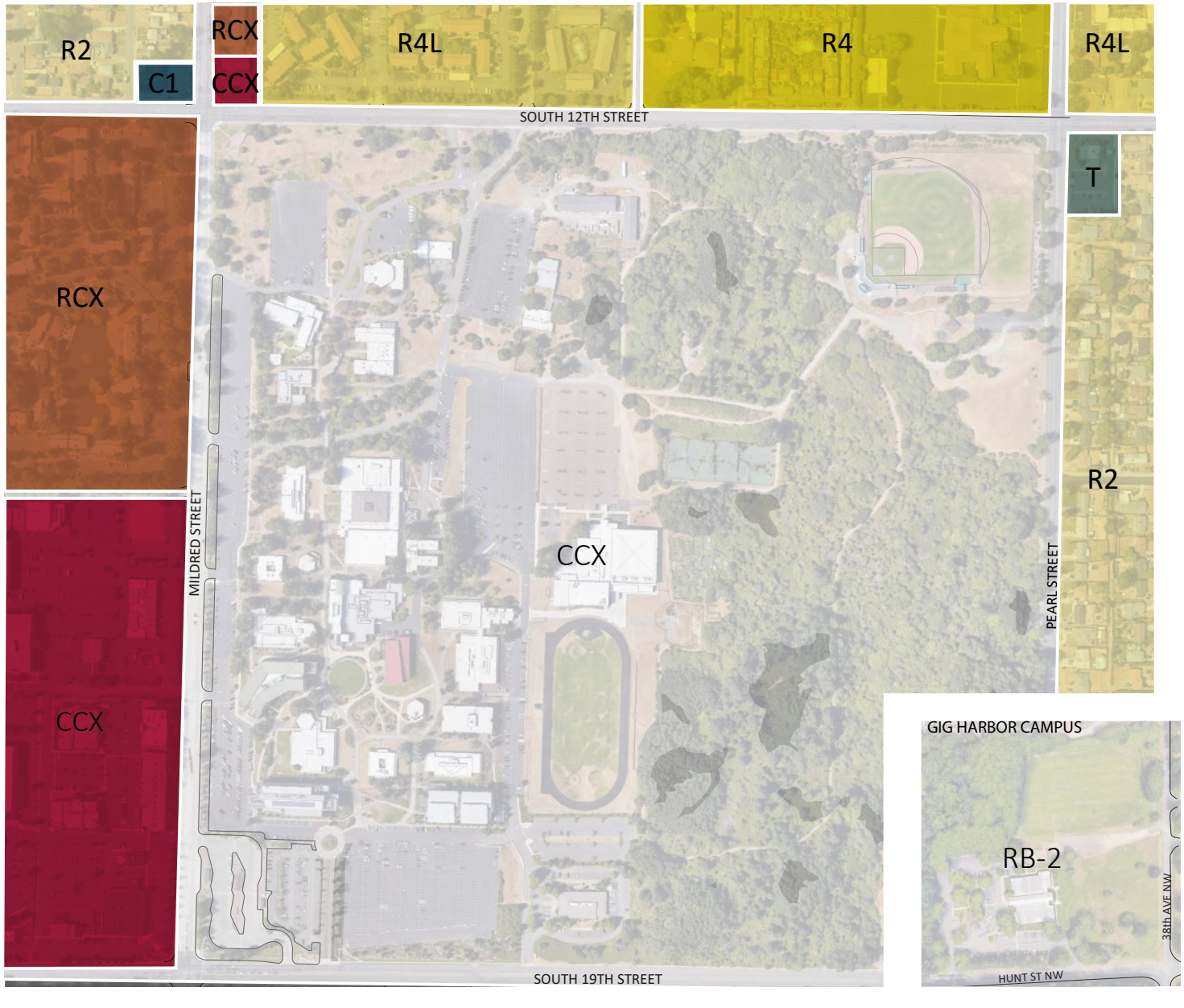
City of Gig Harbor

According to Section 17.30.010 of Gig Harbor's current municipal code, the area of TCC's Gig Harbor Campus is designated as RB-2, a Residential and Business District. The purpose of this zoning designation is to provide a buffer between denser commercial areas, and lower density residential development. The Gig Harbor Campus currently serves this exact purpose as it is located between higher density commercial density to the east, across SR-16, and low-density single family residential housing to the west.

The current zoning designation for Gig Harbor Campus allows for unconditional development of the current Campus site up to 55% hard surface coverage. Further hard-surface coverage would require conditional approval. The proposed development of the Gig Harbor Campus is planned to conform to the Campuses current zoning designation.

Reference Exhibit on next page: Zoning

SITE CONTEXT - ZONING



LEGEND

- R2 - SINGLE FAMILY RESIDENTIAL
- R4L - LOW DENSITY MULTIFAMILY RESIDENTIAL
- R4 - MULTIFAMILY RESIIDENTIAL
- RCX - RESIDENTIAL COMMERCIAL MIXED-USE DISTRICT
- CCX - COMMUNITY COMMERCIAL MIXED-USE DISTRICT
- C1 - GENERAL NEIGHBORHOOD COMMERCIAL DISTRICT
- T - TRANSITIONAL DISTRICT

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Green Space

Existing conditions provide primarily a combination of lawn and intermittent small open areas along the pedestrian walkways. Green space in this Facility Master Plan is planned for more strategic uses. Green space will provide places for gathering, vistas, introspective space, and active outdoor learning areas. Green space shall not be thought of as the left-over space between buildings, but should be used as a compositional, formal, functional and wayfinding element with equal importance as the buildings on campus. Specific proposed locations and open space intentions are described on the 'Gateway, Edges and Open space' exhibit.

Each building project or significant infrastructure project shall take the following goals into consideration:

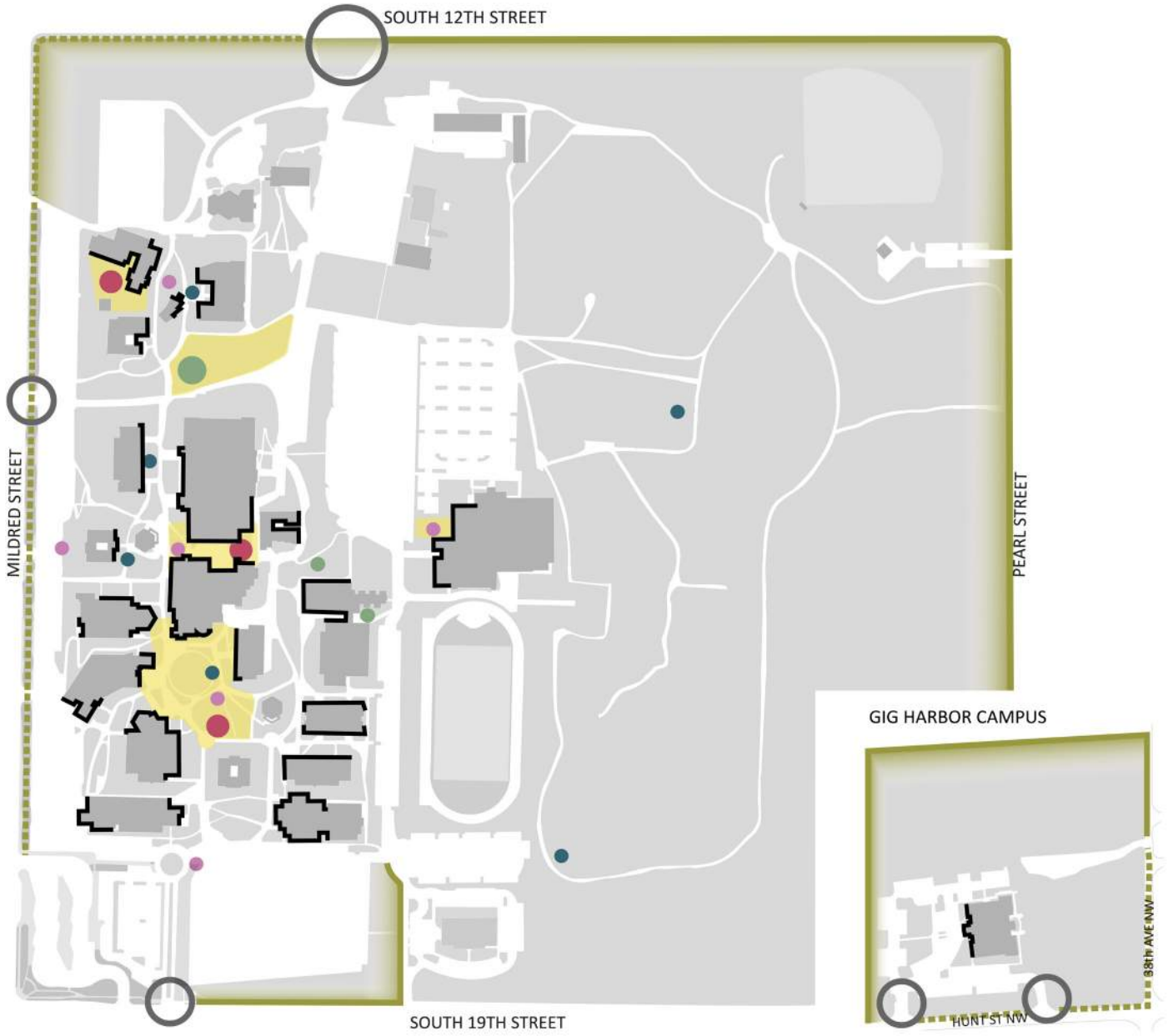
- Green space will be used as a plan organizer, joiner and integrator.
- Tacoma Campus: Two primary campus open space overlays provide a N-S and E-W passage through the campus.
- Capitalize on the opportunities provided by the topography, views and areas between buildings.
- Existing mature trees and plants will be supplemented to increase the number of trees on campus.
- Establish a hierarchy of open space, pathways, and buildings that connect and bring order to the campus setting.
- Green space will be created through expansion and renovation of existing spaces as well as new green space locations as building are replaced through the State funding process.

- Provide and articulate campus orientation and way-finding through the ordering and characterization of green space.
- Tacoma Camous: Use green space to connect buildings.
- Provide clear entryways from parking to campus destinations.
- Combination of green space types:
    - Active spaces for meeting, informal assembly, hanging out, socializing; these may be planted or hardscape, mixture of fixed seating and open plaza area for gathering
    - Introspective spaces for quiet study and socializing: primarily planted with some hardscape and bench seating
    - View/vista oriented green space: primary planted, shrubs and ground cover specimen plants provide foreground and periphery trees create framing
    - Areas for art display
    - Tacoma Campus: 'In between' spaces that serve to connect buildings, provide circulation through-ways
    - Outdoor learning areas: amphitheater spaces, gardens, wetlands access, etc
- In the future, consideration may be given to naming open spaces to establish themes, use, or provide funding opportunities.

TACOMA CAMPUS

A new Campus Commons was completed in 2014, which is an excellent example of quality campus green space.

The new CILE is another example of the quality green space. The design for the building incorporates an outdoor classroom space with visible connections to both the campus promenade and the interior lobby in the CILE. The entry plaza has functional seating elements that allow the formal approach to function as an informal meeting place. Rain gardens around the building's perimeter are featured prominently at key interaction points between the new CILE and the existing campus. The design of these open spaces creates a strong relationship between the new elements



GATEWAY, EDGES & GREEN SPACES

LEGEND

- GATEWAYS - MAIN ENTRANCES TO CAMPUS
- OUTDOOR LEARNING
- CAMPUS ART
- CONTEMPLATIVE, INTROSPECTIVE SPACES
- ACTIVE, INTERACTIVE GATHERING AREAS
- GREEN SPACE
- LAWN/LANDSCAPE
- SOFT EDGE
  -Natural or Green Elements that function as a barrier between spaces
- PERMEABLE SOFT EDGE

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of the CILE and the adjacent spaces which enhances their overall quality.

GIG HARBOR CAMPUS

The Gig Harbor Campus has a large athletic field located along the Campus's north edge. This space is designated as a soccer field and is available to the public. Outside of this athletic field, Gig Harbor Campus does not currently have any other dedicated green space. A significant portion of the Campus site is made up of green landscape that is currently undeveloped. This space, located to the east of the College facility is available for future development. The planned expansion of the Gig Harbor Campus is planned to occupy a portion of this undeveloped landscape. The Campus's zoning designation requires a proportion of the site be maintained as green space. As a result, it is likely that any planned development projects will be required to incorporate a plan for green space.

Edges and Gateways

TACOMA CAMPUS

The Tacoma campus is not easily noticeable from the three main entry points. Campus topography provides both opportunities and challenges for visibility, because the campus sits above both the 19th and Mildred entry points. Edge treatment, gateways and landscaping will be used to frame views on to campus to improve the identity and visibility of the campus.

Entry improvements will include vehicular and pedestrian circulation, wayfinding, landscaping and other formal elements to unify and define the campus perimeter and improve accessibility and visibility between lower entry zones and the primary campus plateau.

- Establish an attractive campus perimeter with edges and gateways that identify TCC within the overall neighborhood and provide stronger identity with a more favorable impression of a quality setting.
- Use edge treatments, building positioning and landscaping to provide portals into the campus setting from parking areas and neighborhood edges.
- Strengthen the existing perimeter entries along 12th Street and Mildred Street.
- Maintain 19th street as primary entry, Mildred and 12th as secondary.
- Use buildings to frame gateway vistas and identify edges.
- Use signage and edge treatment such as walls, fencing and landscaping to establish a collegiate campus appearance and enhance campus security.
- Buildings, pathways and open space shall be used to improve the appearance and access from the lower entry edges up onto the plateau of the primary campus area.

GIG HARBOR CAMPUS

The Gig Harbor Campus has similar edge conditions to the Tacoma Campus. Dense vegetation impedes access to the campus along the north and western edges. The eastern edge has fewer natural barriers and is technically a permeable access point. However, the lack of development at that area of the campus is likely related to the low activity in that area. The campus's southern edge is where the main and secondary entrances can be found, with greater visibility to the College building. The main entrance can be identified along the south-west edge where a sign is located identifying the campus.

At the time of this report, changes to the edges of TCC's Gig Harbor Campus have not been identified, though this may change as the campus expands and shows greater development to the east.

Reference Exhibit on previous page: Gateways, Edges and Green Space

Wayfinding and Signage

Wayfinding will become even more important as the size and number of facilities grow. Signage should provide a coherent hierarchy of information that facilitates the location of a campus destination on foot or car.

TACOMA CAMPUS

On the Tacoma Campus, wayfinding will be improved through the consolidation of larger 2 and 3 story buildings and the improved green spaces between these buildings.

New building identification and directional signs were installed throughout the Tacoma Campus to indicate a new building numbering system that was implemented in 2011.

GIG HARBOR CAMPUS

The relatively smaller size of the Gig Harbor Campus minimizes the concerns around signage and wayfinding present at the Tacoma Campus. Specific Improvements to these elements at the Gig Harbor Campus are not included in this report. Future discussion around wayfinding and signage at TCC's Gig Harbor Campus are likely, as the College takes deliberate steps to further develop this campus.

At both campuses, ongoing Environmental Graphics signage should include:

- Traffic signage, vehicular wayfinding and directional signs, pedestrian wayfinding and directional signs, informational signs, building identification, and directories.
- Educational and interpretive signage should also be considered.
- Appropriate font sizes, braille, expanded languages and pictograms to improve accessibility for all students, staff, and visitors. Appropriate font sizes, braille, expanded languages and pictograms to imrpve accessiblity for all students, staff, and visitors.

Public Art

Public art will be incorporated into every significant capital project. Key locations for art have been denoted on the Gateway, Edges and Green Space exhibit.

- Art will be considered as an integral part of all significant projects.
- Use Art as a way to express diversity.
- Consider Art as a teaching tool.
- Provide Art for examination and introspection.
- Building elements are also candidates for Art projects. Guardrails, outdoor shelters, canopies, hardware and other elements have been successfully created as artist made building parts.

Topography & Landscape

TCC's Tacoma and Gig Harbor campuses are blessed with many mature trees and shrubs. Existing trees and mature shrubs will be used as a foundation to build on. The overall landscape concept uses native plant materials in a combination of formal and informal depictions to define campus zones. Each new project should strive to enhance the campus setting. Scale, setting, master plan objectives, framing, screening, seasonal characteristics, color, maintenance and irrigation must all be considerations for landscape planning and implementation.

- Landscape will be used to create unique settings on campus.
- The overall campus quantity of trees and plant material will be increased.
- Landscape will identify circulation hierarchy, frame views, delineate green space, and screen utilitarian areas.

- Planting shall be used to reinforce building entry statements.
- Green spaces have specific theme/activity designations. Landscape shall support each of these intentions.
- Planting and paving at designated courtyard and green spaces shall be designed to provide unique memorable space in order to bring individual identity within the unifying planting scheme.
- Landscaping at parking areas shall be optimized to reduce the impact of paving and heat islands, minimize views of cars balanced with safety considerations.
- Plant materials shall be used to provide solar shading whenever possible.
- Landscape and irrigation will be implemented in a sustainable way. Native and drought tolerant species will be the primary foundation plants. Irrigation will be considered primarily for initial plant establishment and minimized or eliminated once plant structure is established. Stormwater and greywater irrigation opportunities will be pursued whenever possible.
- Hardscape will be used to promote linkages, plazas, outdoor learning.
- Landscape will be used to identify outdoor spaces.
- Use pervious surfaces wherever possible.
- Establish a vocabulary for site amenities – benches, light fixtures, trash receptacles, etc.

TACOMA CAMPUS

The topographical conditions of the Tacoma campus have a significant influence on its development. The steep slopes on the western edge of the College's property create a platform for development where future projects are restricted in their placement and orientation. The steep edges of campus present are a challenge to the College's goals of barrier free access and circulation. Significant attention must be given to providing interior vertical circulation where possible, in future projects to address this issue.

The topography and landscape of the Tacoma campus also provide an opportunity to increase visibility to the campus through careful placement and design of new development projects, and to bring attention to the diverse natural resources that exist on campus. The wetland and dense green areas that are prominent at the lower areas of the property speak to TCC's values of stewardship and preservation of environmental resources. The more formal landscaping and vegetation that can be seen along the College's more developed paths may be used as wayfinding tools, and to enhance the pedestrian experience between buildings.

GIG HARBOR CAMPUS

As stated in Section 4.0 of this plan, the Gig Harbor Campus has similar, but fewer topographical and landscape limitations. The main developed area can be seen at the south-western edge of the campus, with a large, currently undeveloped green area to the east. The soccer field to the north is the only dedicated open/green space on the Gig Harbor Campus, though portions of the undeveloped green areas may function as green space.

The natural resources available at the Gig Harbor Campus give it great development potential, particularly in incorporating the guidelines shown above.

SITE - TOPOGRAPHY

LEGEND

- 350' HIGHEST
- 340'
- 330'
- 320'
- 310' LOWEST

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Infrastructure

TACOMA CAMPUS

Much of the existing infrastructure has been in place since the inception of the Tacoma Campus in the 1960's. Many of these existing utility lines will need replacement soon given their relative age. Many of these upgrades or replacements will take place in conjunction with other building projects and can be seen in the Approved Minor Works project lists in Section 6.0. Both centralized and project specific utility services exist on campus and will continue.

- All building systems must comply with the current applicable codes.
- Sustainable strategies should be considered for each utility and system provision.
- Look to reduce detention and containment through maximization of stormwater infiltration.
- Investigate project specific appropriateness of a combination of central campus shared systems and independent building systems.
- Improvements will be done incrementally, sometimes as separate site improvement projects and other times as part of building capital projects.

GIG HARBOR CAMPUS

Recognizing and Representing Diversity on Campus

As identified in the 2015 Facility Master Plan Physical Environment Audit conducted by the President's Council on Diversity:

- Diversity of the student population is definitely recognized (ethnicity and age)
- Artwork in the Student Center is positive example of welcoming environment
- New visuals in key areas present diversity of experiences
- Some focus on accessibility (ramps, doors and seating)
- Grounds on campus are frequently mentioned: Open/ spread out, greenery, Building 2 rose garden, lawn south of Building 5, small mini gardens, Japaense Garden
- Flags of student nations and flags on display in buildings

Strategies for Strengthening Diversity on Campus

Landscaping

- Theme gardens
- Biological diversity, native species, signage for commemorative plants

Physical Elements

- Additional flags of student nations, banners to display diverse themes
- Update signage on campuses- numbering, visibility, identity, Braille, colors, multi-lingual in key locations, wayfinding sign/device at the center of campus. (New building identification signs were installed throughout the Tacoma Campus to indicate a new building numbering system that was implemented in 2011.) As a campus with a single facility, a similar building numbering system was not specifically implemented at Gig Harbor Campus.
- More seating for gathering inside/outside buildings and in garden areas

- Wayfinding with auditory cues – electrical message boards

Aesthetics and Identity

- More color, paint colors in many buildings are too sterile
- Dedicated spaces for historically marginalized groups (opportunities for art).
- Name buildings with creative, diverse names and numbers (regional, cultural, significant leader)
- More student art on campus (display more student work; student government should consider an annual fund to purchase student art)
- Photos of student groups, people and their disciplines – 2023 wall coverings project
- Focus on cultural themes in Art Gallery

Buildings, Spaces and Infrastructure

- Enhance cultural representation in the most popular student gathering areas (most used: study/research areas, lounge/dining, presentations)
- Survey availability and locations of parking for disabled
- Accessible ramp upgrades to link all campus areas
- Tacoma Campus walkway upgrades – address width, surface materials, handrails/guardrails, adjacent landscaping
- Tacoma Campus: Magazines and literature in the Library (expand to other media)

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6.0 DEVELOPMENT AND IMPLEMENTATION PLAN

TCC Capital Development / Implementation Strategies

Advanced Instructional Spaces, Equity, Diversity & Inclusion (EDI), Accessibility, Environmental Sustainability, Athletics Improvements, and Safety were identified early in the master planning process as key factors that would be guiding decisions around future development projects. Focused subcommittees were formed around these topics with representatives from the Facility Master Plan Committee as well as additional stakeholders from the College. The goal of these focused groups was to identify areas in the Facility Master Plan where these key factors could be emphasized, with the committee producing a prioritized list of development projects that would further the College's goals in the identified areas.

Future Development

In keeping with the 2015 Master Plan, TCC has launched a new identity, and established a new architectural language and color palette with recent projects. Additionally, the facilities planning has followed the Facility Master Plan reorganization of campus buildings into zones (Student Life, Science, and Arts & Humanities). Perimeter improvements will continue to express this new identity, and to enhance entry sequences in line with future growth.

Key project goals that have been considered are as follows:

- Enhance the perimeter of the campuses in a manner that will identify the College, unify its perimeter, and present an attractive and welcoming face to our community.
- Tacoma Campus: Develop improvements consistent with the newly completed improvements on S. 19th Street at the Tacoma campus, the facilities master plan, and the new campus color and materials palette.
- Provide links between the campuses and their surrounding context: urban, residential, and natural.
- Consider landscaping, grading, lighting, signage, access safety, and security issues.
- Improve the ability to identify and access entries to each campus. Develop entries to campuses as "gateways" to TCC.
- Tacoma Campus: Improve the campus entry sequence at S. 12th Street.
- Integrate universal design concepts into the project to maximize accessibility.
- Incorporate guidelines of the updated Facility Master Plan as appropriate.
- Consider relevant jurisdictional Land Use and permitting issues at both campuses.

Major Projects Completed Since 2015 FMP Update

The Associated Students of TCC and the College Foundation partnered to commit a combination of COP and local funding for a new Health & Wellness Center at the Tacoma Campus. This addition and partial renovation to the Physical Education & Athletics Building 20 was completed in 2017.

The major capital projects that are shown in the Facility Master Plan are proposed as replacement for existing campus square footage.

Current Projects (2023-25 Biennium)

Under Construction

Tacoma Campus; The Center for Innovative Learning and Engagement (CILE) - a combination of "growth" and "replacement", the project is planned to replace existing buildings 10, F1 & F2, and allow for growth of the Business and Humanities programs.

Approved Minor Works Projects (2023-25)

Beginning with the 2023 biennium, for future Minor works projects, priority will be given to projects that address the College's Equity, Diversity, and Inclusion, Accessibility, Environmental Sustainability, and Safety goals. T

he following is a list of approved minor works projects for the 2023-2025 biennium:

- Building 13 ambulance training lab
- Building 18 exterior improvements
- Hydration stations (Sustainability)
- Lactation & Neurosensory pods (EDI)
- Medicinal garden (EDI)
- Touchless ADA entry doors (Accessibility)
- Ballistic film (Safety)
- Tacoma Campus: Site Utility Improvements – including the replacement of multiple sewer lines.
- Tacoma Campus: Electrical infrastructure improvements – including the replacement of multiple primary switchgears, as well as the replacement of multiple Three Phase Transformers .
- Roof replacements – Buildings 2, 17 and 18 have been approved for funding to replace their failing roofs within the 2023-2025 biennium.
- Roof repairs – Buildings L1 and L2 have been approved for funding to repair and recondition the current roofs to extend their useful life. Buildings 14 and 19 may supplant these buildings as a higher priority.

Anticipated Major Capital Projects

In order to receive funding for a major capital project, specifically for the construction of a new building on campus, the State Board of Community and Technical Colleges (SBCTC) asks colleges to provide evidence of growth in student FTEs. As a result of the COVID-19 Pandemic, projected growth in enrollment in higher education has seen a steady decline since 2020. The resulting drop in projected student population prevented many higher education institutions, including TCC, from supplying adequate evidence of growth to the SBCTC.

SBCTC Colleges are still able to request capital projects funding; however, without evidence of a growing student population any new square footage that is proposed, must be shown as replacing existing square footage that may have declined to the point of needing renovation or replacement (as shown in the facility conditions survey).

The College has formulated a prioritized list of future capital projects from the analysis of enrollment trends, community needs, facility conditions, adjacencies of educational programs, capability of providing student services and learning resources. This 2023 update to the TCC Facility Master Plan lists the current projects that been approved for funding in future biennia, as well as any high priority projects to be developed through Project Request Reports (PRRs). Approved PRRs awaiting funding and planned future PRR:

- Tacoma Campus: Student Support Center – primarily in the “replacement” category, the project is planned to replace existing buildings 8, 19, L1 & L2. The PRR for this project has already been approved, and the College is currently awaiting funding. The Student Support Center will improve Tacoma Campus’s climate by aligning support programs, co-locating core retention services, and providing welcoming, inclusive spaces that build a sense of students’ belonging to TCC. This will strengthen access to critical resources students need to remain engaged in their education. This PRR was approved by SBCTC in 2022 and is projected to receive state funding in 2029.
- Tacoma Campus: Visual & Performing Arts Center - The next major capital project the College is expecting to propose is a new Visual & Performing Arts Center. A Project Request Report (PRR) for this project has not been submitted, though it has been identified by the Facility Master Plan Committee in the College’s long-term implementation plan, and a number of potential components have been identified that may be included

in the project have been discussed. The future Visual & Performing Arts Center will be Tacoma Campus's state of the art facility for music, performing arts and visual arts. The project is planned to include rehearsal spaces (large & small), digital medial production studio suites, storage space for music and the art department, a large state of the art auditorium, space for student and other art displays, as well as "Creative Arts Literature and Communications" classrooms, and faculty offices. Considering the current funding format for capital projects, the future Visual & Performing Arts Center is likely to be a replacement project, for existing buildings 2 & 5. Additional facilities may be identified for demolition as part of the formal PRR submission.

Other Planned Future Projects

Several projects identified are continuations or expansions on projects from the 2015 Master Plan that were not realized prior to this update. These unrealized projects were highlighted by the various Facility Master Planning committees to be considered in future development projects.

Unrealized 2015 Projects

The Committee reviewed the unrealized projects that were originally identified in the 2015 Facility Master Plan update and determined those that remain valid and should be continued forward, including the following.

- Gig Harbor Campus Expansion – Gig Harbor Peninsula Center addition
- Tacoma Campus - Perimeter Improvements – 12th Street Entrance, Mildred Street
- Tacoma Campus - Cross-campus Promenade connection
- Tacoma Campus - Perimeter Road Development
- Tacoma Campus - Athletics Amenities (Softball field, turf soccer field, tennis courts, lighting improvements)

Facility Master Plannning Committee Priorities

In addition to the projects from 2015 Facility Master Plan update noted above, additional projects were identified through the work of the Facility Master Planning Subcommittees and prioritized by the Facility Master Planning Committee. Some of these projects have yet to be placed within TCC's current project development timeline but have been emphasized by the Facility Master Planning Committees to take priority as future projects are planned. The following represents proposed efforts and considerations that best align with the College's strengthened values around Equity; Diversity; and Inclusion; Accessibility; Environmental Sustainability; and Safety.

- EDI
  - Incorporate quiet rooms to support neurodivergent needs
  - Greater Indigenous presence - written/spoken word, medicinal garden
- ACCESSIBLITY
  - Tacoma Campus: Accessible ramp upgrades to link all campus areas
  - Improved signage/wayfinding program - font size, braille, improved pictographs, languages
  - Wayfinding kiosks with auditory cues - electronic message boards
  - Building entry upgrades - automatic doors, hands-free operators
  - Improved accessibility within restrooms - Tacoma & Gig Harbor Campus – design to be gender inclusive
- ENVIRONMENTAL SUSTAINABILITY
  - Introduce photovoltaic (PV) panels on campus buildings

- SAFETY
  - Tacoma Campus walkway upgrades - address width, surface materials, handrails/guardrails, adjacent landscaping
  - Upgraded campus alert system with exterior speakers
  - Access control at vehicle entry points

Directors/Dean's Program List

Supplementing the work of the Facility Master Planning Subcommittees, a group of college Deans and Directors were surveyed on the key planning areas and provided their list of priority projects within each area:

- Instructional Spaces - Provide relevant classroom technologies / maintain classrooms and provide updated equipment in Lab spaces / ensure proper ventilation and thermal comfort for students and staff.
- Accessibility - Address accessible doors at classrooms and labs, not just building entries / Hands-free auto entry doors at all buildings / ungraded campus signage.
- EDI - Rework all gender bathrooms to be inclusive, not just a signage change / highlight indigenous art and culture / more student spaces that support diversity, interaction, and community building.
- Environmental Sustainability - Add hydration stations with bottle filler/ adequate space for recycling materials / review single use items, plastics in labs.
- Safety - Window coverings at classrooms for lock-down scenarios / Proximity card readers at exterior doors for afterhours entry / better access to well stocked first aid kits, appropriate for type of classroom or lab.

The priority major projects are planned to be submitted as Project Request Reports for state funding. Other future projects would be funded primarily through minor program improvements, repairs, and local funds. Where possible, campus infrastructure and utility improvements as discussed in Section 4.0 will be included with major projects. The College is committed to the principles of sustainable design, engaging learning environments, and quality standards that will serve the College and community for decades to come.

Diagrams on the following pages illustrate the funding, planning, design, and construction cycles of significant master-planned projects. Implementation is also represented by short-term, mid-term and long-term facility and campus development.

Campus Perimeter and Entry Improvements

Existing Conditions

Tacoma Campus improvements to the 19th street campus entrance were completed in 2008. Tacoma Campus perimeter landscaping & sidewalk improvements were performed along 12th and Pearl Streets in 2011. Landscaping upgrades along a portion of Mildred Street were completed in 2014. Further edge improvements along Mildred are in progress as part of the CILE project and can be seen in the Short-Term Development Plan.

There were no campus perimeter or entry improvements identified for Gig Harbor Campus.

Safety & Security

Through the work of developing a Safety & Security Master Plan, the following project priority list was created:

- Mass Notifications Upgrade - provide expansion and amplification of exterior audio systems to reach all areas on both campuses.
- Campus and Parking Lot Access - provide security arms to close off drivable entry points and select parking areas.
- Parking Lot Lighting Improvements - increase pole mounted lighting and replace existing fixtures.
- Perimeter Fencing at Gig Harbor Campus
- Ballistic Film at Glass Entry Doors

Gig Harbor Campus Development

The Gig Harbor campus building, located at the intersection of 38th Avenue NW and Hunt Street NW, opened in 1995 and has seen a fluctuation in student and programming needs.

In 2013, TCC performed an Environmental Scan to assess programmatic demands in the community. This needs analysis identified a growing demand for transfer education in Gig Harbor. In 2014, the college had a Feasibility Study performed for a potential expansion project to add science-related program space. The college was considering a strategy of phased development focusing on the scientific, technological and experiential aspects of programs offered, prioritizing prerequisite course offerings to serve the greatest percentage of the student population. The college will continue to evaluate the demand and programming needs of the Gig Harbor Campus.

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EXISTING CONDITIONS 2023

LEGEND

- PROPOSED PROJECTS
- EXISTING BUILDINGS
- FACILITY DEMOLITION
- LANDSCAPE OR EDGE IMPROVEMENT
- PROJECT ZONE

PROJECTS - ONGOING

A. Center for Innovative Learning & Engagement - replace buildings 10, 10B, & F1.
(Design 2021-2023 / Construction 2023-2025)

N

TACOMA COMMUNITY COLLEGE

SHORT TERM DEVELOPMENT 2023 - 2027

LEGEND

- PROPOSED PROJECTS
- EXISTING BUILDINGS
- FACILITY DEMOLITION
- LANDSCAPE OR EDGE IMPROVEMENT
- PROJECT ZONE

PROJECTS - ONGOING

A. Center for Innovative Learning & Engagement - replace buildings 10, 10B, & F1. (Construction 2023-2025)

PROJECTS - PROPOSED

B. Soccer Field Improvements

C. Baseball Field Improvements

D. Bldg 18 Reclad

E. Bldg 13 Ambulance Training Lab

N

TACOMA COMMUNITY COLLEGE

MID TERM DEVELOPMENT 2027 - 2031

LEGEND

- PROPOSED PROJECTS
- EXISTING BUILDINGS
- FACILITY DEMOLITION
- LANDSCAPE OR EDGE IMPROVEMENT
- PROJECT ZONE

PROJECTS - PROPOSED

A. Student Support Center - replace buildings 8, 19, L1 & L2 (Design - 2029-2031)

Note: Option to retain Bldg L2 and Demolish Bldg 17 instead

B. Soccer Field Improvements (Field Turf)

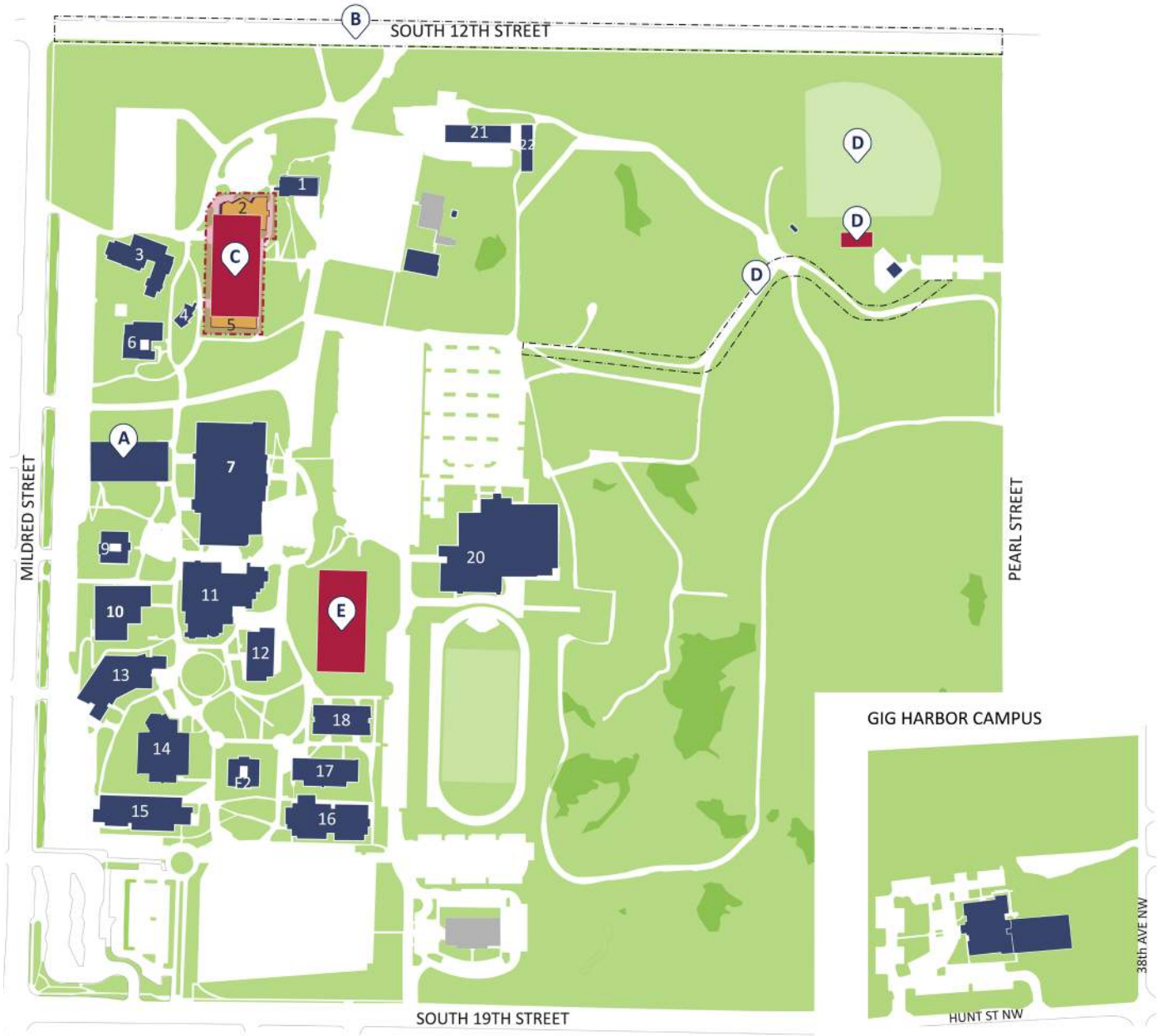
C. Cross campus promenade

D. Campus Walkway Development

E. Science Classroom Addition

N

TACOMA COMMUNITY COLLEGE



LONG TERM DEVELOPMENT 2031 - 2035

LEGEND

- PROPOSED PROJECTS
- EXISTING BUILDINGS
- FACILITY DEMOLITION
- LANDSCAPE OR EDGE IMPROVEMENT
- PROJECT ZONE

PROJECTS - ONGOING

A. STUDENT SUPPORT CENTER - replace buildings 8, 19, L1 & L2 (Construction 2031-33)

Note: Option to retain Bldg L2 and Demolish Bldg 17 instead

B. OFFSITE IMPROVEMENTS - S 12th Street

PROJECTS - PROPOSED

C. VISUAL & PERFORMING ARTS CENTER Design & Construction (2037-2041)

D. BASEBALL FIELD IMPROVEMENTS

E. FUTURE PROJECT ZONE (UNDEFINED)

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TACOMA COMMUNITY COLLEGE

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The Babe and Herman Lehrer Japanese Friendship Garden
This waterless garden illustrates one of the authentic styles of Japanese gardens. It has been designed to send a message of peace and friendship. The precise placement of these stones was chosen so that their arrangement would resemble waterfalls. These stones represent streams originating from Mt. Rainier flowing down towards the ocean. The stone bridges symbolizer friendship and peace for they connect the island to the shore.
In celebration of the 45th anniversary of the sister city relationship between Kitakyushu, Japan and Tacoma, the Kitakyushu Greenery Association worked hand in hand with the ICCE Foundation and Tacoma Community College to make the garden a reality.
In the spirit of honoring Tacoma Community College's commitment to celebrate the rich and diverse cultural history of Tacoma, more than 200 caring citizens contributed to this inspirational project.
Dedicated November 8th, 2007

7.0 APPENDIX

The following documents are provided in support of previous sections of the Facility Master Plan:

a. TCC Strategic Plan 2020-2025

b. Tacoma environmental scan 2019

c. TCC dashboard data

d. TCC key facts

e. Capital Analysis Model (CAM) for 2023-25 Project Requests

f. Greenhouse Gas Emissions Reduction Plan, 2011

g. Advancing Carbon Neutrality, 2023

h. Safety and Emergency Master Plan, 2023

i. Stormwater Management Plan, 2022

j. Tree Assessment, 2023

k. Critical Areas Report, 2023

l. SBCTC Best Practices for Flexible Learning Spaces, 2013

m. OFM Higher Education Facility Study selected excerpts, 2020

n. Accessibility Survey Report, 2024