

# Facility Master Plan

2023 Update





# Acknowledgments

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# Overview



# Overview

## Master Plan Summary

The Master Plan is guided by administrators, faculty, and students of Columbia Basin College to develop a future that fits the ever-changing world. Several meetings and discussions surrounding the future of Columbia Basin College and its campus have been held throughout 2021 and 2022.

The Master Plan is the center point for ideas and goals to be made regarding the campus and its facilities. Master Plans should be revisited periodically in order to stay effective in providing learning environments that best suit the needs and demands of the community college’s students, faculty, and service district.

The Master Plan examines the internal and external scan of Benton and Franklin counties to better understand the needs of the industry and local culture. It covers the current conditions of the campus and how it can be improved upon in the future. It is essential to provide flexible, adaptable, transparent, and visible space for the

integration and engagement of K-12, higher education, and industry. This will provide Columbia Basin’s service district with educational opportunities that will create lifelong careers for local industry and students.

Many of the same values and goals of the 2017 Master Plan remain valid. This Master Plan reassesses the facility plans in need of updating due to changes in administration and program development.

## History

In order to better examine the future of Columbia Basin College, it is essential to look into the past developments and assess the progress that has already been made.

In 1957, Columbia Basin College’s (CBC) first permanent structures were built. Ten years later, the first Facility Master Plan was developed, and today the College is well known for its effective strategic planning processes. CBC works in a collaborative effort with students, industry, and state agencies to effectively plan for and achieve capital projects.

Capital investment at CBC between the years of 2012 to 2022 represents over \$87,857,715 in growth, replacement, and renovation. The table below shows the college’s capital investment and increase in square footage over the last ten years.

## Project Timeline

Year	Notable Projects and Acquisitions	Expenditure	New SF	Renovated SF
2012	Planetarium Addition and Partial Renovation of D Building	\$ 1,216,960	2,216	1,727
2013	Health Science Center Tenant Improvement	\$ 498,884		16,075
2014	Social Science and World Language Center	\$ 14,797,184	66,724	
2014	Agriculture Lab Green House	\$ 589,383	4,500	
2014	HUB Student Services Renovation	\$ 480,544		3,900
2016	Math Learning Center in T Building	\$ 407,941		5,000
2017	Richland Medical Science Center	\$ 17,700,000	72,600	
2017	Sunhawk Residence Hall	\$ 11,200,000	26,900	
2019	Saint Andrew’s Loop	\$ 1,800,000	26,954	
2019	Richland MSC - Dental Hygiene Clinic 4th Floor	\$ 3,368,609		15,000
2022	Teaching and Learning Center	\$ 800,000		3,200
2022	Student Recreation Center	\$ 34,998,210	80,000	
		\$ 87,857,715	279,894	44,902





# Overview

## Mission, Values, Goals, & Objectives

For over 65 years, Columbia Basin College has been committed to providing meaningful educational and retraining opportunities to the citizens of Benton and Franklin Counties. The following Facility Master Plan goals are based on CBC's Mission Statement and Core Values. This is Columbia Basin College's mission statement:

*“Columbia Basin College inspires, educates, and supports all students in an environment of academic excellence leading to the completion of degrees, certifications, and educational transfers, while fostering meaningful employment, engaged citizenship, and a life long joy of learning.”*

### Core Values:

- **Student Learning** - Our first priority is to work collaboratively to ensure student learning, success, and completion in an environment of open inquiry, respect, critical thinking, and creativity. We strive to create community and belonging where students mature and develop intellectually, emotionally, ethically and physically both inside and outside of the classroom.
- **Culture of Excellence** - We provide excellent teaching and services through a theory-driven and data-informed culture of innovation, collaboration, continuous improvement of performance, and a commitment to professional growth and development for all employees.
- **Diversity, Equity and Inclusion** - We celebrate diversity in all its forms and we believe that our many unique perspectives make us stronger. Diversity among our team enriches our institution and our students' experience. We are dedicated to eliminating barriers to success through intentional and equitable efforts to provide quality learning opportunities.
- **Sustainability** - We consciously practice and model broad-based sustainability for our students, and our communities, through the balancing of economic, societal and environmental factors when considering campus development of facilities, processes, programs and curricula.
- **Wellbeing** - We create a healthy environment that encourages physical and emotional wellness and enjoyment of learning.

## GOAL #1

Provide a safe, secure, accessible, and easily understood campus.

The campus should provide a safe and secure place for students, faculty, staff, and visitors to work, learn, play, and maximize security for college facilities and college property. Campus facilities, information systems, and directions should be efficient and effective in leading and directing campus users.

### Objectives:

- Improve interior and exterior lighting.
- Improve way-finding.
- All projects and improvements prioritize accessibility.

## GOAL #2

Create student-centered, flexible, and adaptable environments that enhance instruction and learning.

The campus should be a place recognized for its higher education and cultural contributions. Facilities should be designed to be as flexible as possible so they can easily adapt to many uses. Interior and exterior environments should provide comfortable spaces for students, staff, faculty, and the surrounding community to gather formally and informally. Environments must be designed to remove barriers and improve accessibility to instructors, staff, faculty, fellow students, adjacent programs, services, technology, and other resources.

### Objectives:

- Create additional outdoors space for activities and studies.
- Provide comfortable, informal learning areas with access to resources.
- Increase flexibility and visibility to spaces.
- Improve access to technology in and out of the classroom.

## GOAL #3

Increase partnerships and funding.

Connectivity to the surrounding community and businesses is crucial to forming long-term partnerships and creating effective education. The campus must provide progressive educational training, cultural arts, entrepreneurial experiences, and opportunities. Facilities and grounds should be visually engaging and provide positive experiences for business, industry, and the public.

### Objectives:

- Provide greenery and outdoor learning environments.
- Collaborate with higher education institutions and K-12 schools.
- Provide space for industry training, continuing education, and business training.

## GOAL #4

Align with and support CBC's Strategic Plan

Meeting the spatial needs of the Strategic Plan will frame the College's future. Careful attention will be placed on the following:

1. Understanding and incorporating the college's mission, vision, values, and goals.
2. Analyzing the current environment and trends surrounding higher education and student learning.
3. Planning for and meeting the long-term facility needs and student/program demands.
4. Acting as planned, with little deviation in order to further accommodate changing culture and educational perspectives.
5. Evaluating and implementing feedback into the next plan to provide continuous improvement.

### Objectives:

- Align all future projects with CBC's Strategic Plan and Core Values.

## GOAL #5

Incorporate sustainability through an economic, environmental, and social approach.

The college strives to provide a campus that meets the needs of the present without compromising the ability of future generations to meet their needs.

### Objectives:

- Economic
  - Incorporate sustainability measures that balance capital cost and long-term environmental benefit.
  - Consider operations and maintenance when determining sustainability features.
  - Utilize life-cycle cost analysis tools for environmentally focused building upgrades.
  - Make strategic acquisitions that expand for educational needs and meet sustainable requirements.
- Environmental
  - Increase solar energy generation presence on campus.
  - Encourage public transportation and bicycle use.
  - Reduce, reuse, recycle.
- Social
  - Demonstration and promotion of environmental sustainability features.
  - Consider impacts on students, staff, and community.
  - Support the ability of future generations to maintain a healthy campus and community.





# External Scan

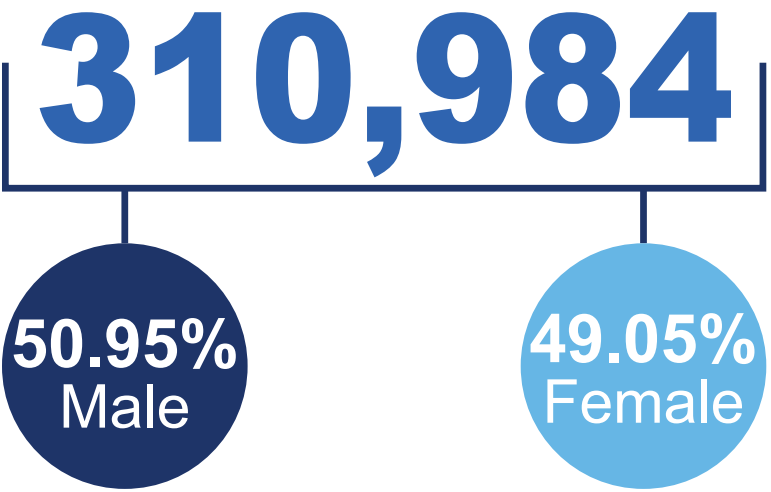


# External Scan

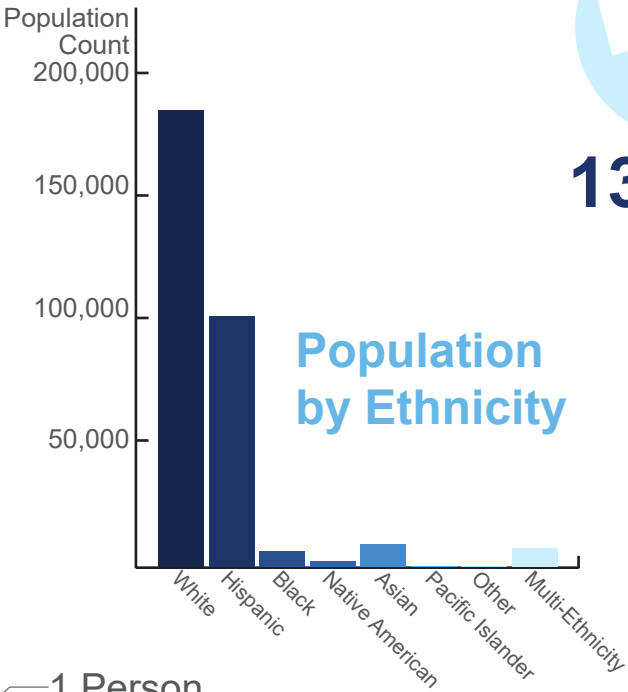
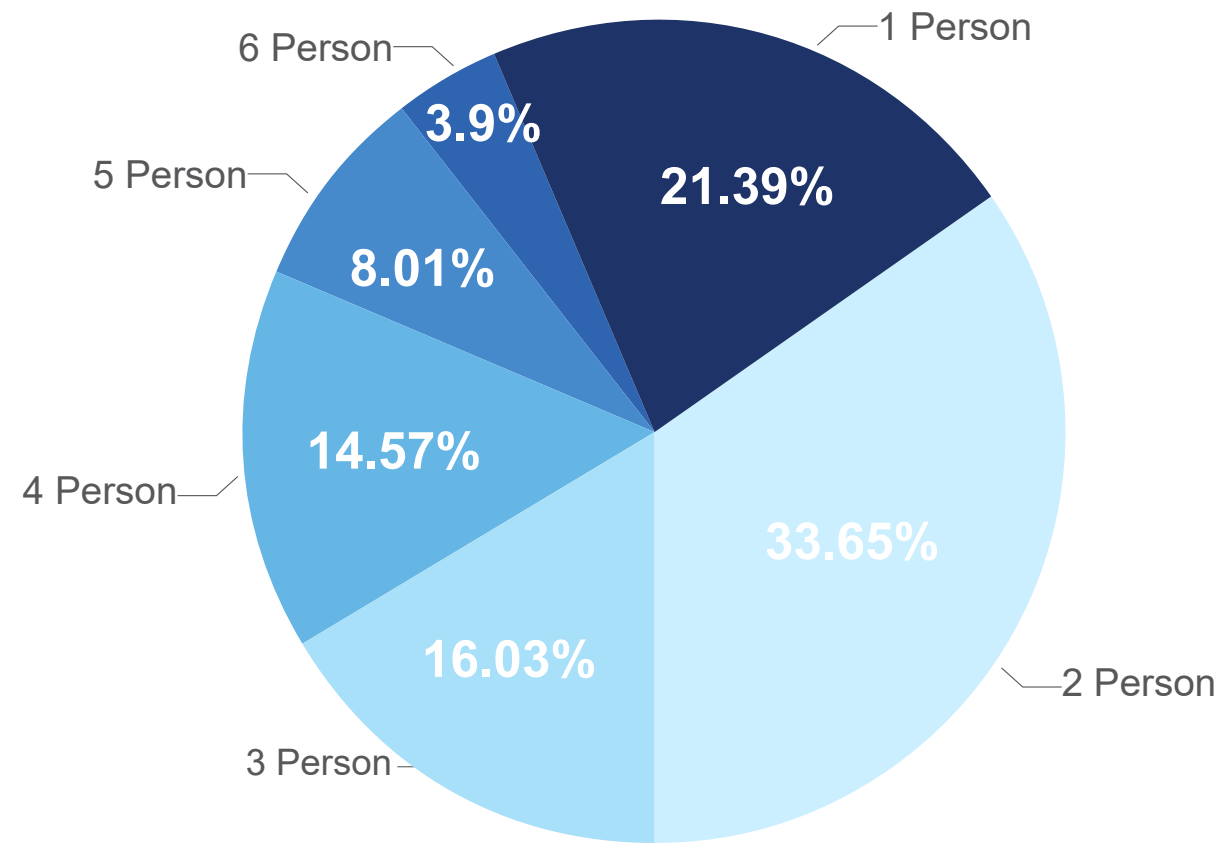
## Environmental Scan

This External Scan consists of a series of graphs and statistics surrounding the demographics, economy, and trends in the Benton-Franklin counties. It also scans CBC’s enrollment trends as of 2022. This information can be used to analyze CBC’s service district and further determine how to best serve the Tri-Cities and the greater Benton-Franklin area.

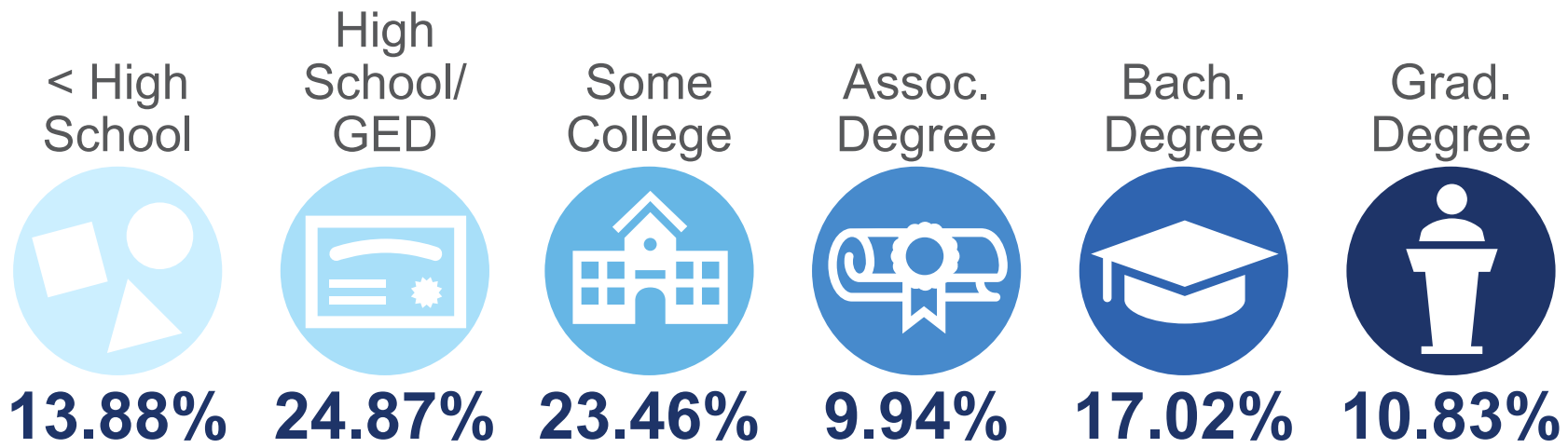
### Total Population



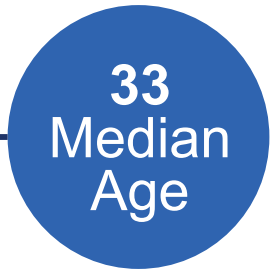
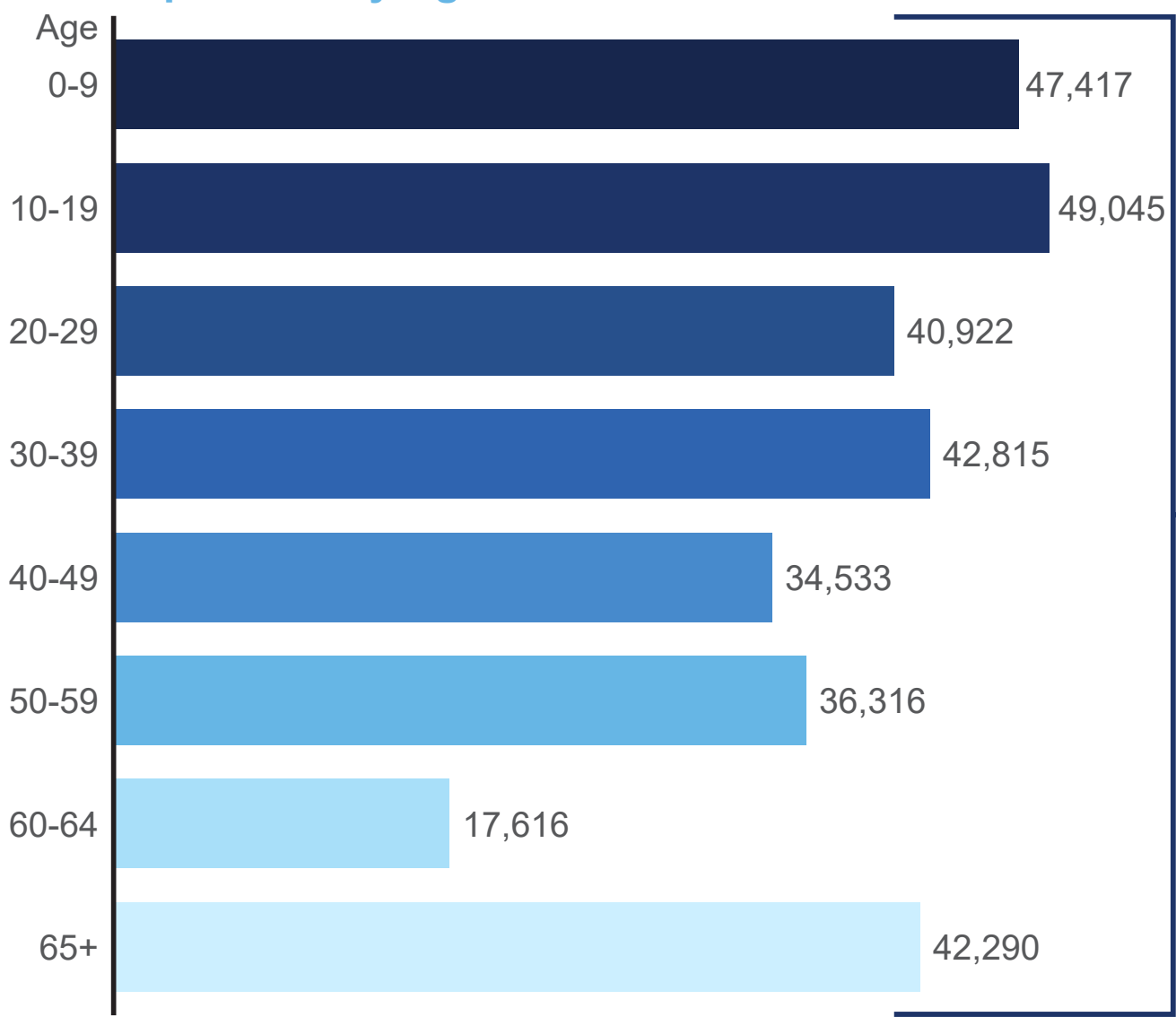
### Size of Households



### Educational Attainment



### Population by Age



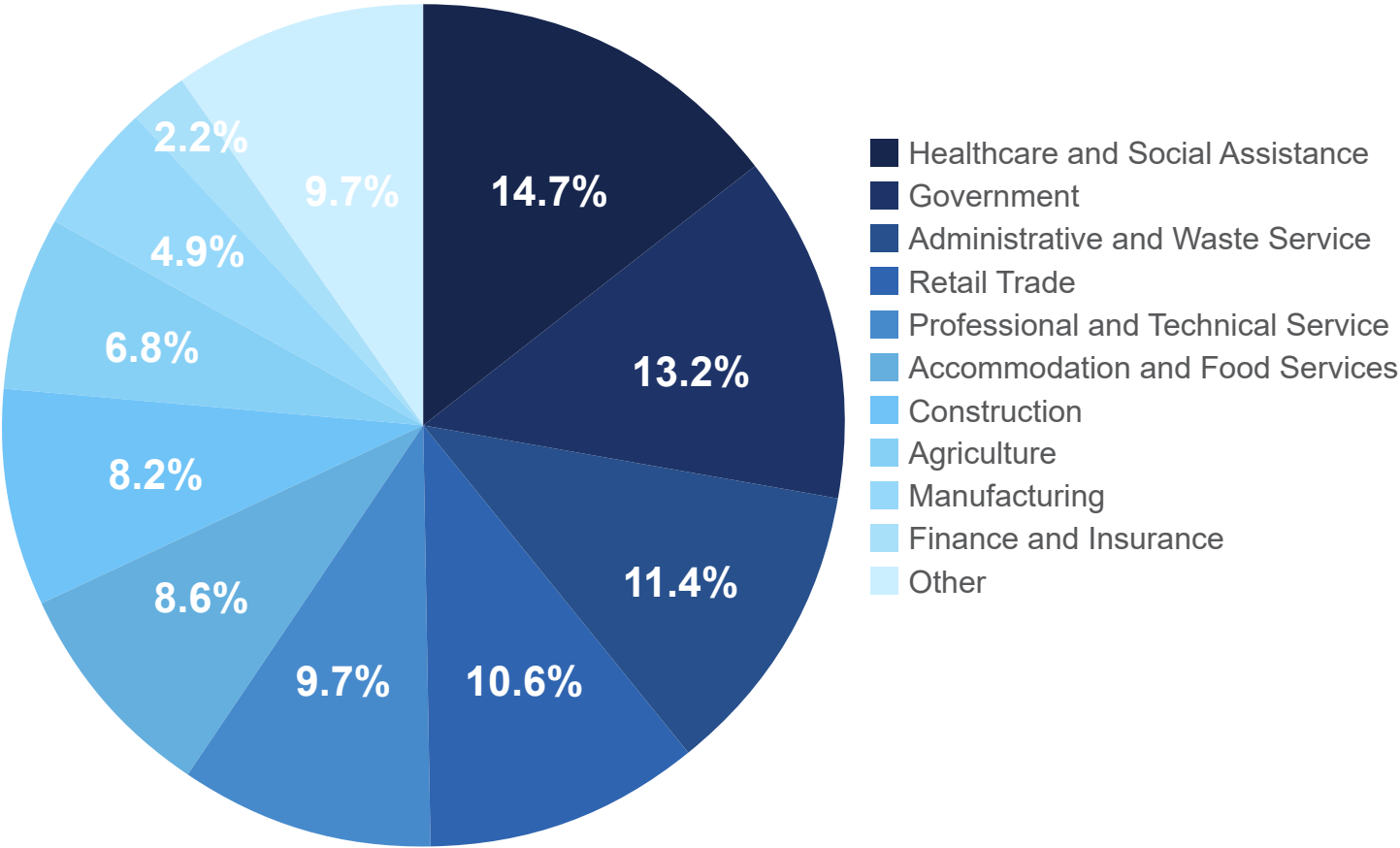
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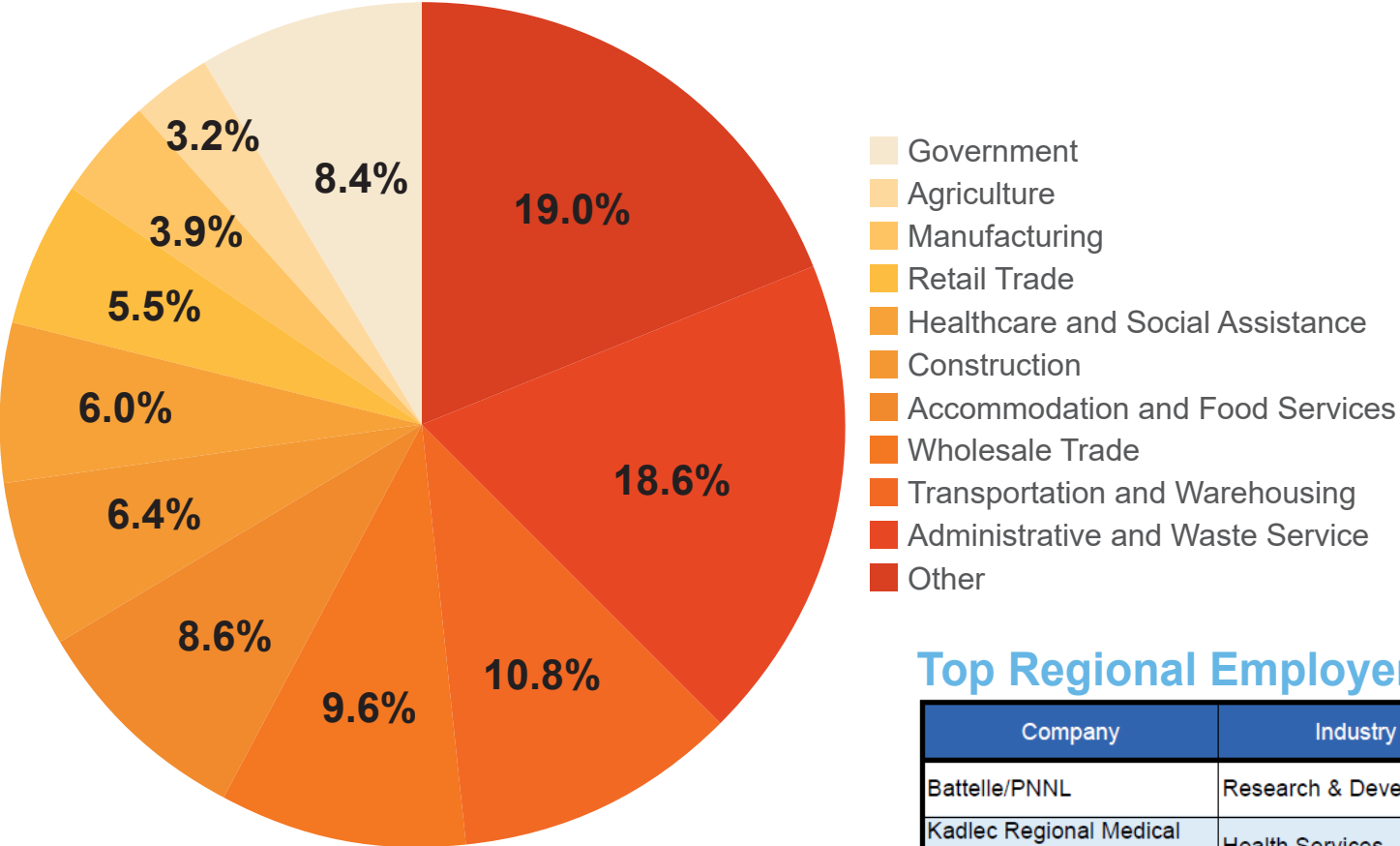
# External Scan

## Environmental Scan

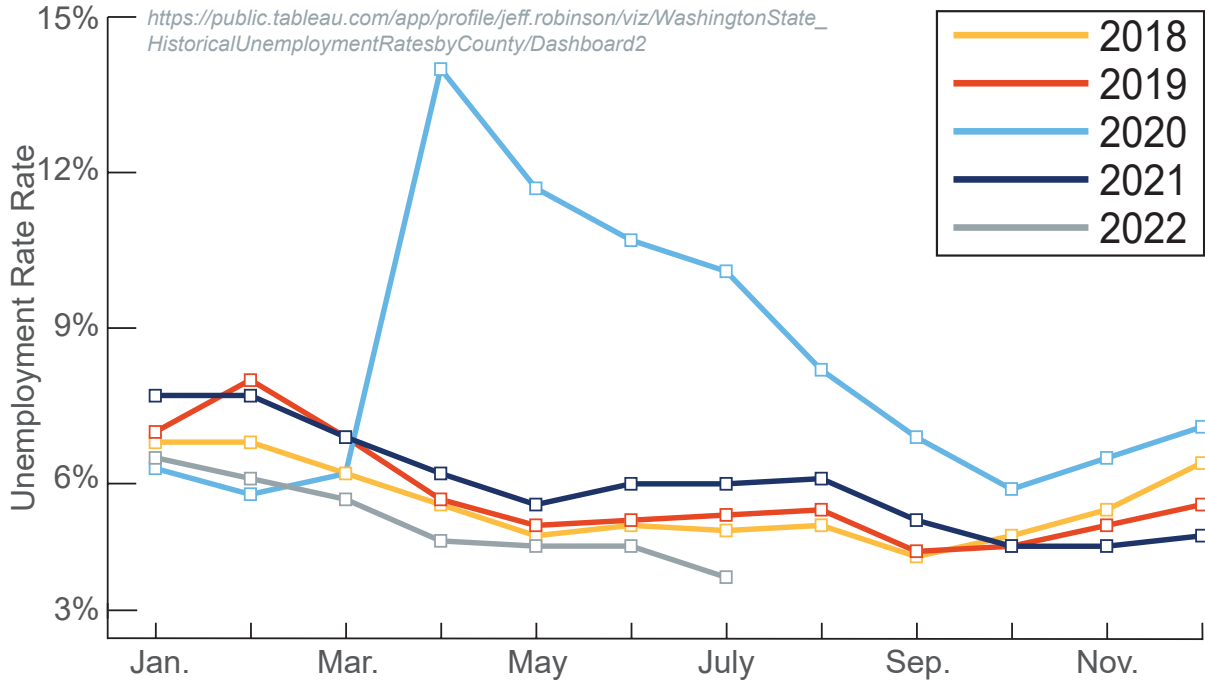
Benton County Top Sectors



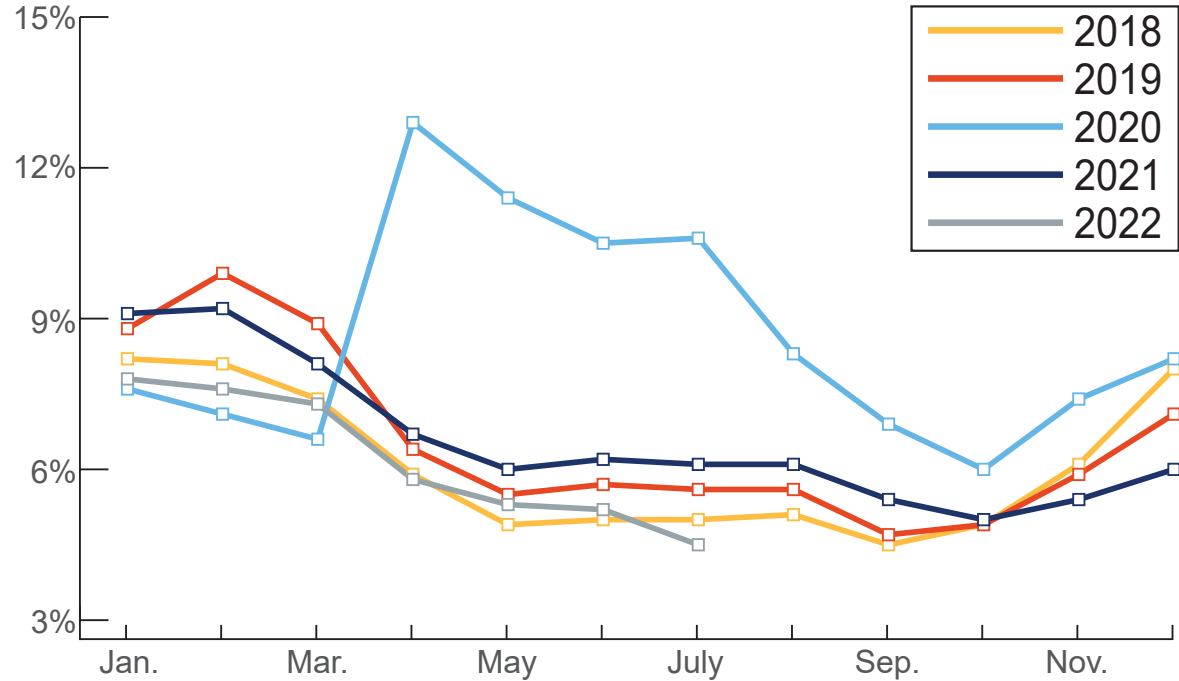
Franklin County Top Sectors



Benton County Unemployment



Franklin County Unemployment



Top Regional Employers

Company	Industry
Battelle/PNNL	Research & Development
Kadlec Regional Medical Center	Health Services
Lamb Weston	Food Processing
Betchel National	Government
Kennewick School District	Education
Washington River Protection Solutions	Environmental Remediation Services
Pasco School District	Education
Mission Support Alliance, LLC	Support Services, Hanford/DOE Site
CH2M Hill	Environmental Remediation Services
Richland School District	Education
Tyson Foods	Food Processing
Trios Health	Health Services
Energy Northwest	Utilities
First Fruits	Food Processing
Lourdes Health Network	Health Services
AREVA	Manufacturing
Apollo Inc.	Manufacturing
Columbia Basin College	Education
Department of Energy	Government



# External Scan

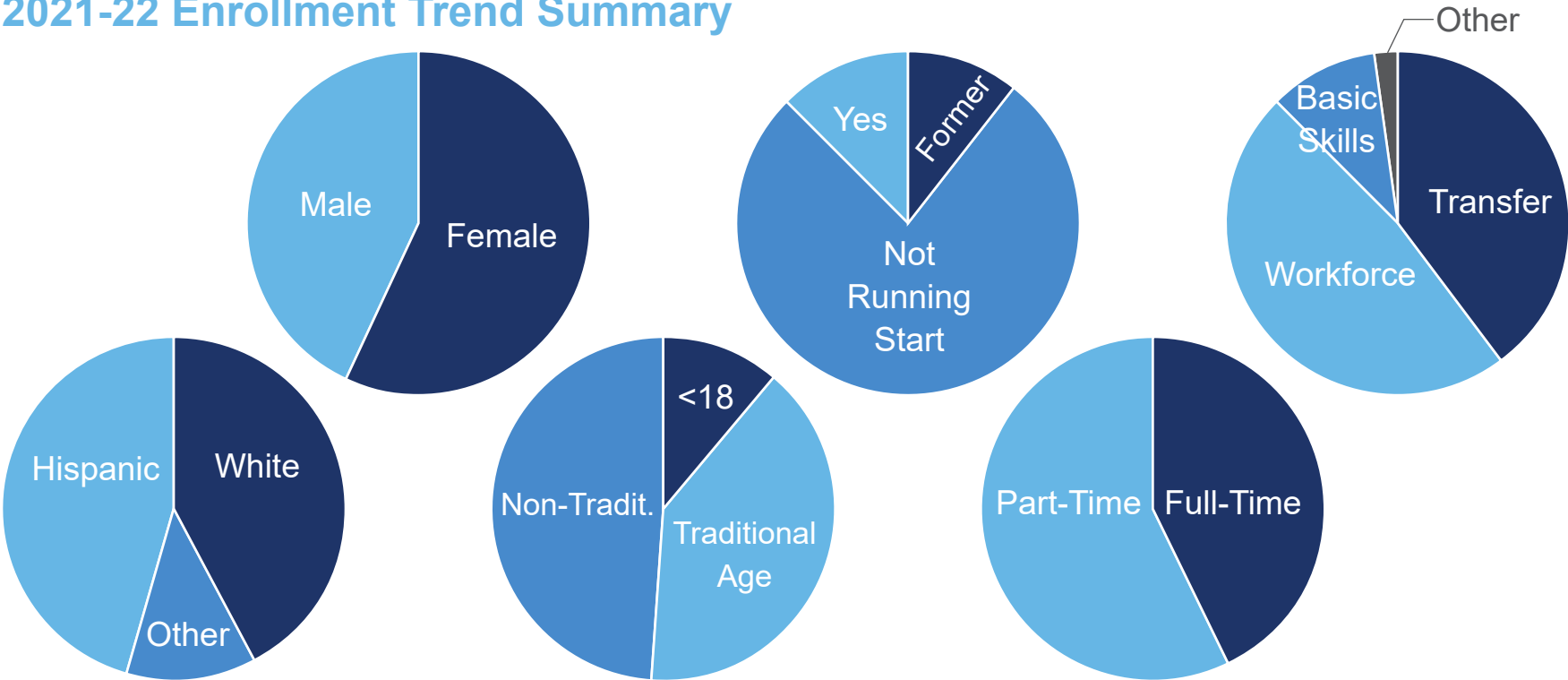
## Environmental Scan

### Columbia Basin College Enrollment Trends

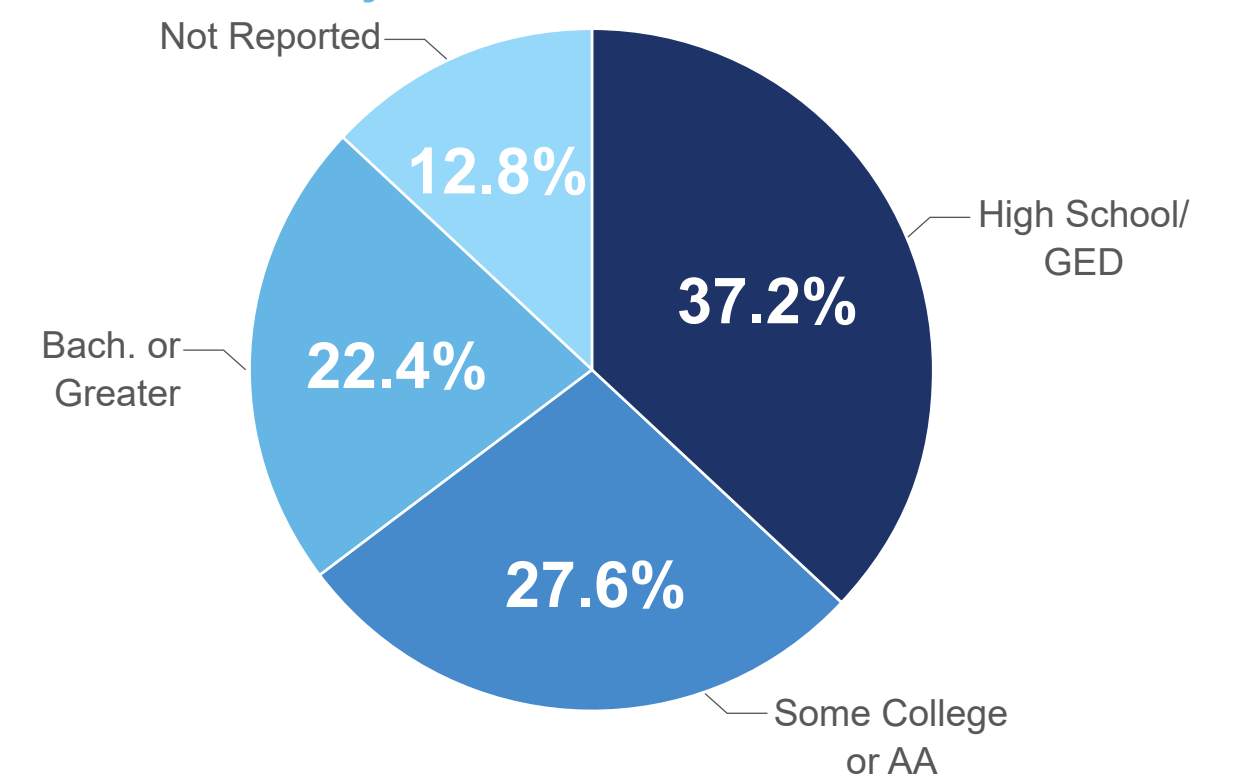
Category	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total Headcount	12,487	11,665	11,499	11,494	11,322	11,118	11,342	11,368	11,446	11,187	10,157	9,557
Age												
<18	709	742	767	877	1,049	1,016	941	1,117	1,382	1,521	1,429	1,192
Traditional	5,092	4,857	4,830	4,841	4,740	4,585	4,637	4,656	4,733	4,787	4,372	4,226
Non-Traditional	7,021	6,412	6,331	6,146	5,967	5,943	6,175	6,011	5,799	5,462	4,922	5,128
Ethnicity												
Hispanic/Latinx	3,939	3,918	4,083	4,334	4,439	4,299	4,520	4,751	4,935	4,986	4,550	4,384
White	7,562	6,719	6,407	5,966	5,587	5,436	5,312	5,272	5,237	5,017	4,510	4,093
Other	1,042	1,034	1,047	1,209	1,309	1,403	1,556	1,371	1,288	1,223	1,118	1,192
Running Start												
Yes	719	734	765	883	976	931	907	1,120	1,382	1,500	1,419	1,221
No	11,148	10,313	10,164	10,009	9,738	9,543	9,734	9,578	9,334	8,908	7,906	7,535
Former	680	671	643	684	691	743	777	761	806	898	933	1,054
Kind of Student												
Transfer	5,740	5,650	5,541	5,820	5,891	5,610	5,657	5,835	5,917	5,668	5,193	4,367
Workforce	5,458	4,653	4,636	4,644	4,101	4,302	4,520	4,694	5,233	5,589	5,292	5,253
Basic Skills	2,059	1,851	1,919	1,947	1,918	1,838	1,979	1,714	1,514	1,393	1,021	1,121
Other	591	413	391	371	334	438	310	348	321	122	45	288

<https://www.columbiabasin.edu/connect/about-cbc/our-leadership/institutional-research.html>

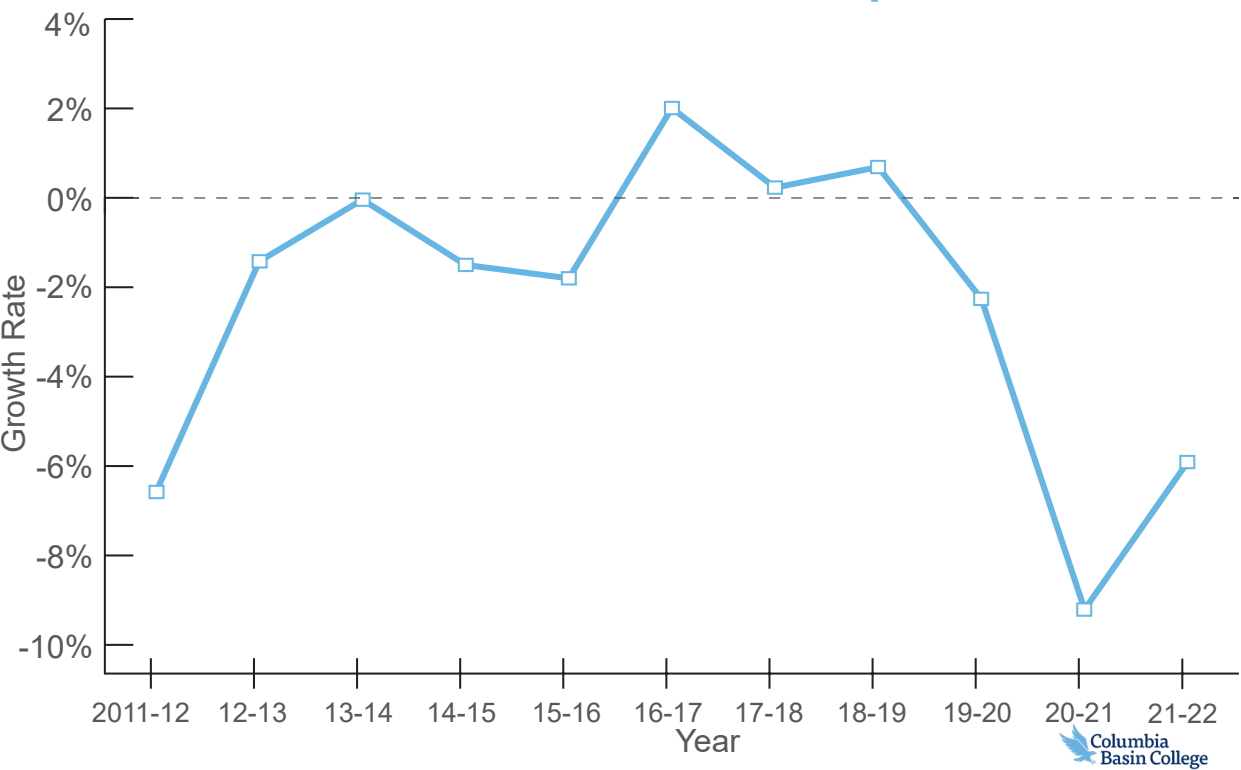
### 2021-22 Enrollment Trend Summary



### Share of Jobs by Educational Attainment



### Enrollment Headcount Growth Rate per Year





# External Scan

## Community Partners

From November 2021 to May 2022, CBC administrators and stakeholders met with several community partners to discuss CBC’s long term plans and how these plans fit within their prospects. This allowed for an extensive amount of collaboration and planning between these partnerships, opening gateways for future collaboration.

### City of Pasco

The City of Pasco in 2021 produced a **Transportation System Master Plan**, which greatly influences how CBC interacts with the city streets. One of the changes that will greatly affect the CBC campus is the **widening of Argent Road**, just north of the CBC campus. Negotiations and collaboration on this project have already been developed. The transportation plan also addresses **bicycle and pedestrian improvements**, which CBC looks to greatly improve on campus as well.

It is estimated that **Pasco’s population will grow by 50,000 residents by 2038**. Pasco is quickly growing and sees Columbia Basin College as one of the fastest growing colleges in Eastern Washington. Because of both of these factors, the City of Pasco wants to invest in and work with CBC to create a conducive and progressive educational infrastructure in Pasco. They also want to be sure to cater to the fact that the Tri-Cities as a whole but especially Pasco, is becoming an **industrial and agricultural city**.

Discussions with the City of Pasco included aligning future access off of Argent with the Port of Pasco. The College hopes to **coordinate roadways to maximize pedestrian and vehicular safety**. Additionally, the College noted to the city that they were researching the possible need **for an additional residence hall**. CBC stated that they want to explore the possibility of additional access off of 20th Avenue to Sunhawk Hall. CBC is currently assessing student demand and exploring options for increasing existing residence hall capacity.

### Benton-Franklin Transit

Benton-Franklin Transit had lots of feedback on CBC’s master plan and outlook for the next fifty years. Direct collaboration

### City of Pasco Transportation System Master Plan

See full map at: [https://www.pasco-wa.gov/DocumentCenter/View/63139/Pasco\\_TSMP\\_Draft\\_10262021](https://www.pasco-wa.gov/DocumentCenter/View/63139/Pasco_TSMP_Draft_10262021)



around where bus stops should be in CBC’s master plan was Benton-Franklin Transit’s main concern. They wanted to **prioritize a stop next to the future Learning Commons**, thus making the campus Learning Commons more of a public amenity. This will be an asset to CBC as a new Learning Commons with a bus stop and courtyard area would bring in the community and K-12 kids, thus growing CBC’s influence and ability to recruit potential students.

Creating more bus stops around campus will increase the quality and frequency of accessible transit to campus and help the college to achieve Access to Quality Transit LEED Points on future Capital Projects. **Benton-Franklin Transit also offers many other transportation services, such as Dial-a-Ride and Vanpool**. These services allow for more transportation from places where bus transit may not be an option. Dial-a-Ride allows door-to-door transportation service for those with disabilities. Vanpool allows a group of people to share the cost and maintenance of a loaned van so they can carpool together from a shared location.

CBC wants to collaborate further with Benton-Franklin Transit in order to create **better connectivity between the Pasco campus and the Richland campus**. This will allow students, faculty, and staff to travel more efficiently

between cities for work, school, or split classes between the Richland and Pasco campuses.

Along with the City of Pasco’s Transportation Master Plan, Benton-Franklin transit looks to improve bicycle and pedestrian traffic, **making the Tri-Cities more bikeable and walkable**.

### Port of Pasco

The Port of Pasco is CBC’s direct neighbor, as they control the Tri-Cities Airport, which is directly north of the CBC Pasco campus. The Port is quickly developing vacant lands around the airport for industrial and commercial needs. They are **developing a “business park”** with the goal of attracting restaurants, hotels, incubator space, and more. This will be a great asset to CBC, as having more businesses and services adjacent will **give students more access to resources** and employment opportunities.

A particular point of collaboration is Farm Road, which currently runs through campus, just west of the Center for Career and Technical Education. The Port sees an **opportunity to connect it through to a future airport road that will provide access to the business park**. This will create an intersection on Argent Street, which will also need to be coordinated with the City of Pasco in order to create intersection signage and traffic management. CBC has and will continue to collaborate with the Port of Pasco in order to ensure **streets and buildings align** making the Argent Road seamless and organized.

### Pasco School District (PSD)

It is important to CBC to work directly with and create connection with the Pasco School District, as those K-12 students will directly feed into future enrollment. During the meetings with the Pasco School District (PSD), there was significant discussion around how CBC can create **programs and events that incorporate K-12** students.

An emphasis was placed on Pasco being able to **“grow their own.”** There was discussion about having K-12 summer classes on the CBC Pasco campus, which would allow K-12



# External Scan

## Community Partners

students to experience CBC first hand. The PSD expressed the importance of **incorporating the family into the learning environment** and working with the family to create spaces and events that work for their children. When this is doubled with **advisors working directly with students**, enrollment rises and students are more excited to attend and develop their education.

There was also discussion about how there could be potential collaboration with Benton-Franklin Transit to find a way to **transport Running Start students** to campus from the K-12 schools. This will assist in removing barriers and open up the opportunity to more students.

### Franklin PUD

Discussion with Franklin PUD centered around the CBC Pasco **campus utility and infrastructure development**. Coordination and planning development for this area will need to be continuously dedicated over the next fifty years. Over the course of developing this master plan, an infrastructure survey and map were put together and further coordinated with the Franklin PUD.

There was brief discussion around how CBC would go about supplying the campus with solar panels, which would go to partially power the campus. This was a topic that came up because the state requires that by 2023 any new capital project developments must have solar panels incorporated into the buildings or provide other means of renewable energy. The PUD determined that CBC could feasibly **incorporate solar panels or a solar panel field** somewhere on campus.

### City of Richland

Discussion with the City of Richland centered around Richland Campus and downtown development. At the center of discussion was the need to **make downtown Richland more pedestrian friendly** and walkable. CBC wants to create more connection between the Medical Science, Health Science, and any future buildings in the downtown and eliminate walking paths that cross streets or intersections to the greatest extent possible.

To accomplish these tasks CBC wants to partially close street sections between CBC buildings to **create central walkways and plazas** for both downtown Richland and students to enjoy

and walk safely. This was extensively discussed and the city members concurred that this plan would be feasible but process and plans to begin this closure would need to happen as soon as possible. Another strategy to accomplish these goals is to **create more complete streets**, which the city of Richland already has planned for two of their main roads, Jadwin Avenue and George Washington Way. These two roads are planned to change into one-way streets with Jadwin running southward and George running northward. Integrated into these one-way streets will be **pedestrian walkways, bike lanes, and safety barriers for alternative transit**.

### Kadlec

Kadlec Regional Medicine has their main medical center in downtown Richland, which is not far from CBC's Richland campus. CBC thought it pertinent to discuss partnerships and the future of Kadlec to help **serve the Health Science and Medical Science programs** housed in downtown Richland. Kadlec brought their concerns forward about the fact that the Tri-City community is not generating enough nursing applicants and that there is a **desperate need for more CNAs and RNAs**. With this understanding, CBC will strive to promote healthcare programs to start people off in careers that later feed into Kadlec and other healthcare services.

With Kadlec there is an **opportunity to collaborate residency programs** and further develop healthcare careers in Richland. There is an opportunity to create an additional multi-use space where Kadlec and CBC can share. This place could be a place where students can **interact with professionals and learn more about the field they are going into**, as well as a space where Kadlec can utilize students and mentor upcoming healthcare professionals.

Further discussion with Kadlec pointed out the **multifaceted parts of healthcare** and how **it involves more than medicine**. Information Technology (IT), social work, pharmaceutical, robotics, chemistry, and more programs can all work to feed Kadlec and the services they provide. CBC will further develop the Richland campus to meet these needs by creating spaces that house the many programs that feed into healthcare and wellness. Along with these programs, Kadlec and CBC see an **opportunity to utilize**

**Virtual Reality (VR) and Augmented Reality (AR)**. These tools can immerse students and interns in a virtual environment where they can learn skills that are used in the field. VR and AR are already being used to train firefighters, EMT, and law enforcement. CBC will continue to work and communicate with Kadlec to develop partnerships and programs.

### Richland Public Library

The meeting with Richland Public Library was very productive, as information was able to be shared beyond the bounds of the Library. Representatives let CBC know that the Police Department, located on Jadwin Avenue in Richland, was currently looking to vacate their current facilities. This opens up an opportunity for CBC to explore and strategize on acquisition of the parcel and whether it fits into their long-term vision.

Beyond this, the Library was able to endorse the idea of adding **traffic calming and partial closure of streets** in order to create safer pedestrian pathways. They were open to a possible partnership to **create expanded parking** and to allow CBC to utilize their facilities if needed. The library is a great asset to not only the surrounding area, but to the community and CBC students. **Utilizing quiet study areas** is important, which is an aspect that is currently lacking on the Richland campus.

### US General Services Administration (GSA)

CBC met with the GSA, as there are several federal buildings located near the Richland CBC campus. The GSA has many plans for their facilities and future that may affect Richland downtown and CBC's operations, especially as CBC looks at the **future acquisition of adjacent properties**.

The GSA is looking to renovate the federal buildings to create better infrastructure and technology integration, but they need to get funding and approval from the government before they can proceed. Should these buildings not get the funding they need, the GSA will look to relocate their services, and CBC may be able to acquire these buildings and to **provide for their future campus growth**.





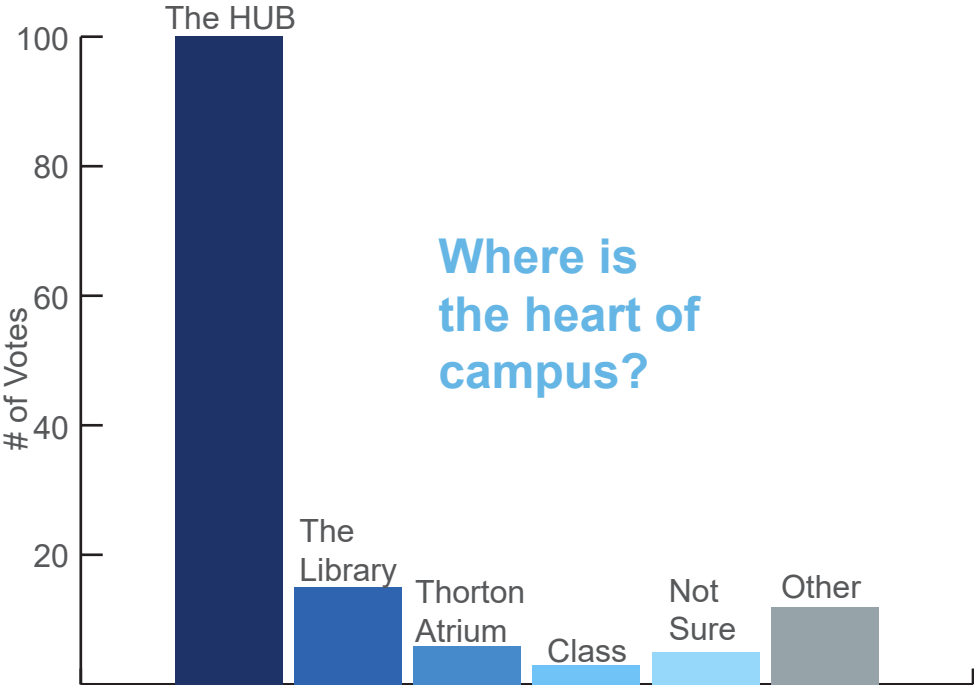
# Internal Scan



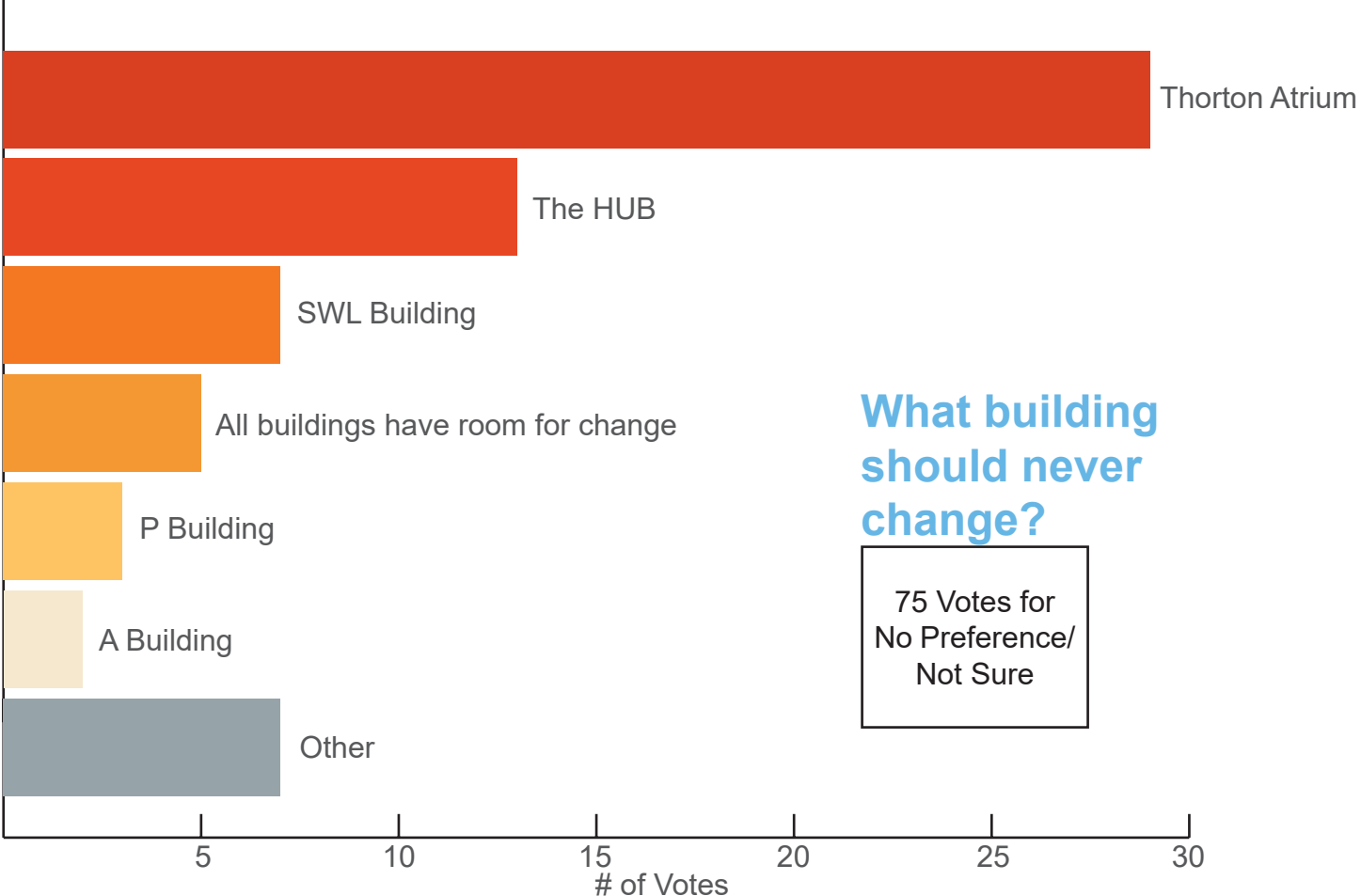
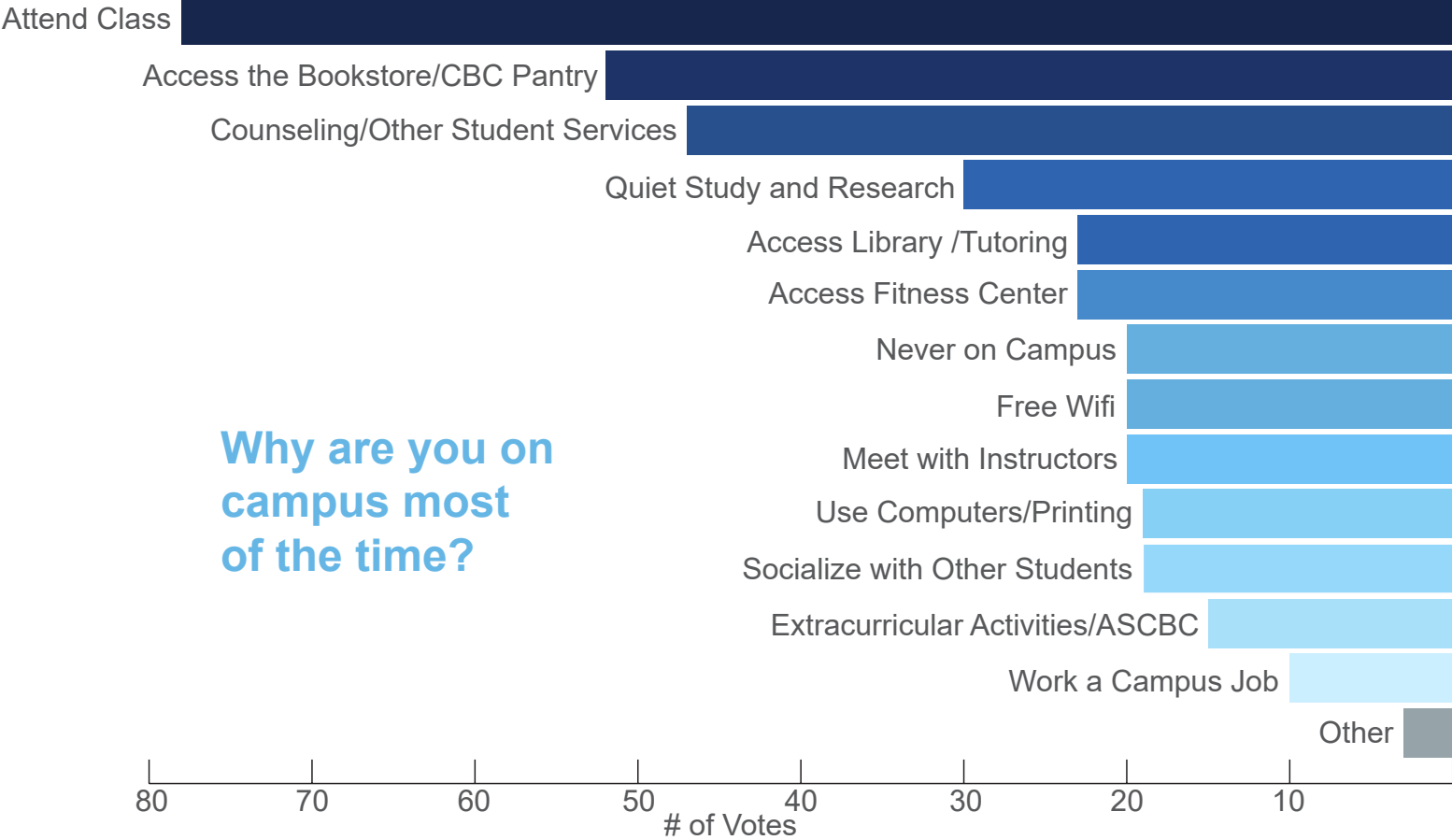
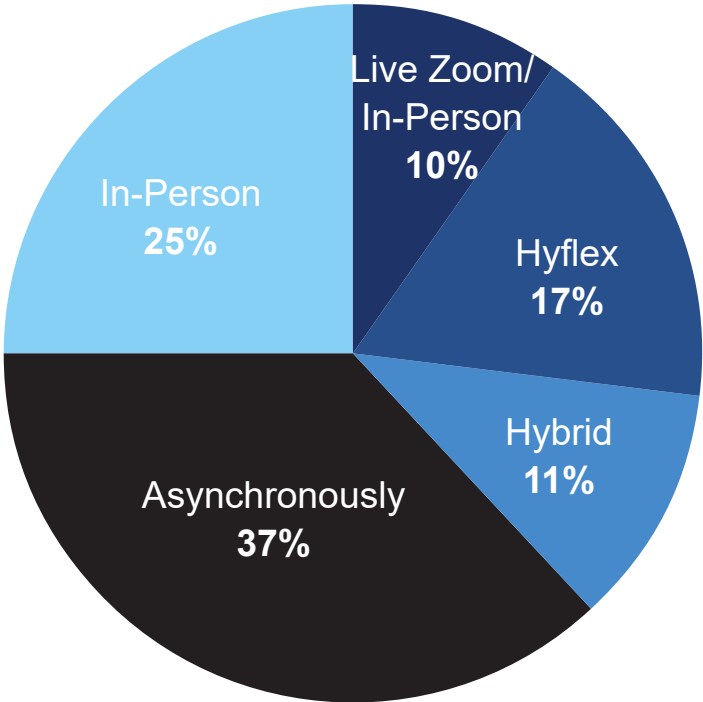
# Internal Scan

## Student Survey

In February of 2022, surveys were distributed to faculty and students to get an idea about their relationship and feelings about the campus and its current conditions. The questions were also geared to what improvements they could see on campus.



How do you prefer to attend class?

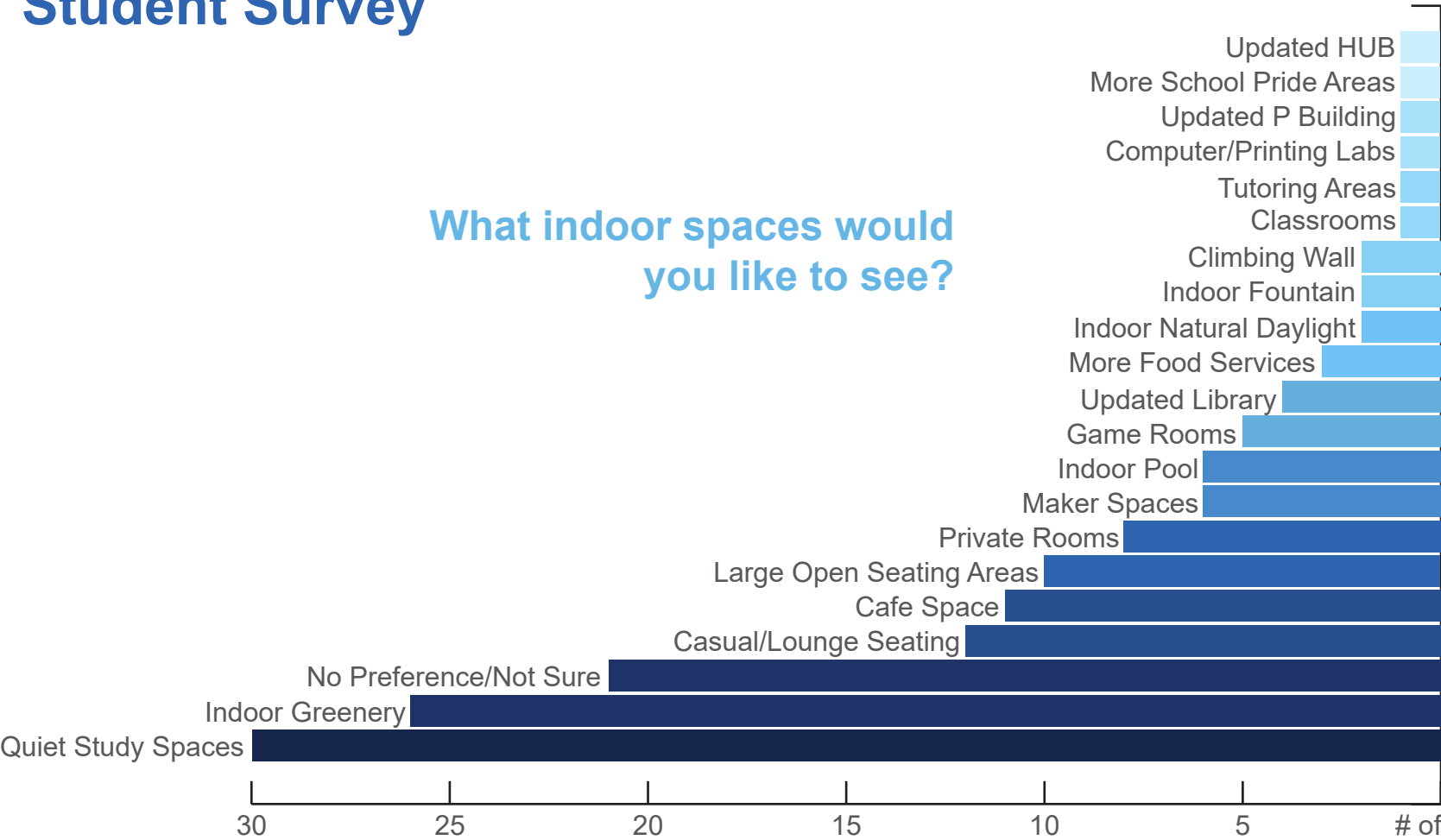




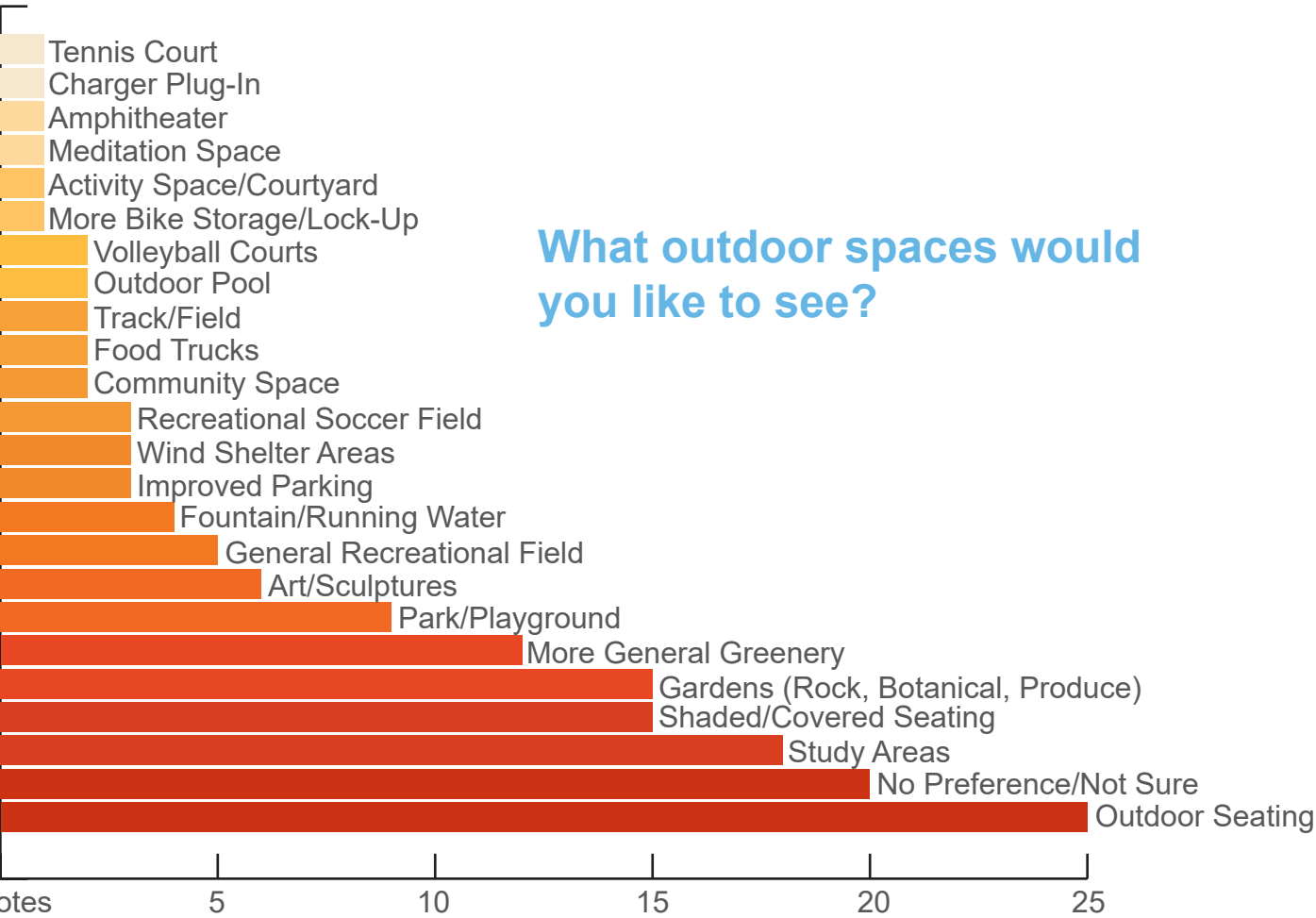
# Internal Scan

## Student Survey

What indoor spaces would you like to see?



What outdoor spaces would you like to see?



The perfect college campus has...

Vote #	Summary	Details
26	Lots of Study Space →	Quiet, varied seating, private
20	Lots of Social Space →	Recreational, social, activity space
19	Lots of Greenery →	Indoor and outdoor
17	Access to Food Services →	Cafeteria, coffee, food trucks
17	Services for All Student Needs →	Counseling, advising, tutoring, financial services
12	Accessibility and Equity →	Equal access to resources, opportunities
12	Efficient Educational Services →	Quality education and open career pathways
9	Lots of Student Activities →	Social gatherings to meet and engage with peers
8	A Healthy Learning Environment →	Inviting and nonthreatening
8	Engaging Instructors →	Knowledgeable, inclusive, helpful, supportive

Vote #	Summary	Details
8	A Welcoming Community →	Space and people
6	Lots of Parking →	Organized and sufficient
5	Easy Way-Finding →	Indoor/outdoor signage
5	A Modern Bookstore →	One-stop shop for supplies
5	A Gym/Fitness Center →	Now open on campus
3	No Preference/Not Sure →	Not on Campus
3	Easy Access to Library →	Resources, tutoring, light
3	Lots of School Pride →	Murals, branding, student engagement
2	Dorms →	On campus/student housing



# Internal Scan

## Student Survey

### Student Survey Summary

What students desire above most things is **more quiet study space**. Many directed that these spaces should also be more private. Allowing a “heads-down” space outside of the class will provide students the space to work on classwork or have other quiet moments on campus without being disturbed. One student even commented that a private space would give them the privacy for prayers. CBC has a plan to incorporate these **informal learning and reflection spaces** into more of their buildings, giving the space that students desire.

Along with this, students want **more lounge and socialization space**, similar to what the HUB offers, but in smaller pods. Smaller pods result in quieter conversations that do not overlap each other. This will allow group work to be done in these social spaces, or allow for down-time and relaxation space for students. Many students commented on the need for **recreational and entertainment areas**, giving them something to do between classes and interact with other students. These spaces could also be the informal learning spaces which would allow both socialization and study.

Many students noted the need for **more food services on campus**. As noted in a student comment below, students want more nutritional resources on campus, especially students who live in the Sunhawk Hall. Students who spend most of their time on campus, do not have the time or resources to make food at home or travel off of campus to obtain food. Many students had the thought of incorporating space for **food trucks** on campus. The vast majority of students wanted a cafe or coffee shop to provide small meals. Providing the food trucks as a *temporary* service



on campus would serve until CBC has the resources and space to install a cafe or other food service on campus.

The Atrium seems to be a very desirable space to many students. They commented how the indoor greenery allows them to enjoy nature, even during the cold, windy winters. The students want more spaces like this and want **more greenery and plants incorporated into the indoors**. However, students desired more seating in the Thorton Atrium and desired a varying type of seating as well. This should be noted if any similar spaces are created in the future.

**Student Comment:** *“As a student who has lived and worked in the college dorms, Sunhawk Hall, since summer 2021, I feel that one major and crucial element is lacking in the way this college caters to the students living on campus. Not having a cafeteria or food program is incredibly detrimental to the health and well-being of the students who live on campus. I am aware that the dorms are set up in a semi-independent lifestyle layout, with kitchens, but most students, such as myself, really can’t afford the food required to cook regular meals and often don’t have the time to do so. It results in very poor diets and often not eating when we should. Most colleges have food programs tied into the dorms, many requiring students to enroll. This seems quite reasonable and honestly important for the health and safety of the students. The food pantry is quite beneficial, but if you’re a student, such as myself, who has many food sensitivities, you can’t eat most of the non-perishable food items that are offered there and so you’re left eating the same food every single day, depriving your body of necessary subsistence. There is no other way around it when you’re a broke college student with very limited resources. This needs to change. Student health and well-being is supposed to be a top responsibility of the school, but they are letting the students down by not helping the students in this area. The cafeteria should never have closed down. Covid-19 is not a valid excuse for letting the students down in this manner.”*

More commentary that the students had about Pasco campus facilities is that they wanted **more spaces to interact with the outdoors**. Comments varied from having **more sculptures and art** to **outdoor seating**. One student recommended having seating sheltered from the wind, but still able to enjoy the fresh air outside. The Tri-Cities is consistently windy, and it is common to have winds from five to twenty mph. This type of consistent wind makes studying, working, and socializing outdoors difficult. An **area that has wind shelter** will allow more students to be outdoors and work undisturbed.

Many other students noted that they wanted a garden of sorts. Many were in favor of a **botanical garden**, but some other suggestions were a **rock garden** or a produce garden. Should a produce garden be set in place, the produce could go to the HUB pantry, to the community, or even the farmers market. A **produce garden** would be interactive with the students and community, as well as giving educational exposure to students about agriculture and plant growth.

Additional outdoor areas include having a **field for recreational and extracurricular activities**. Students would use this area for lounging outdoors in the sun, playing games, and more. This general recreational space would also be a great way to connect to the community, allowing the space for community activities and meetings.

**Richland Campus** students also had many notes on what could be improved in the Health Science Center and the Medical Science Center. The biggest need is no different from the Pasco campus, in that they need **more quiet study and lounge** space. They also need more access to printers, filtered water, and eating space. Additionally, Richland students also want to see more indoor greenery like the Thorton building.

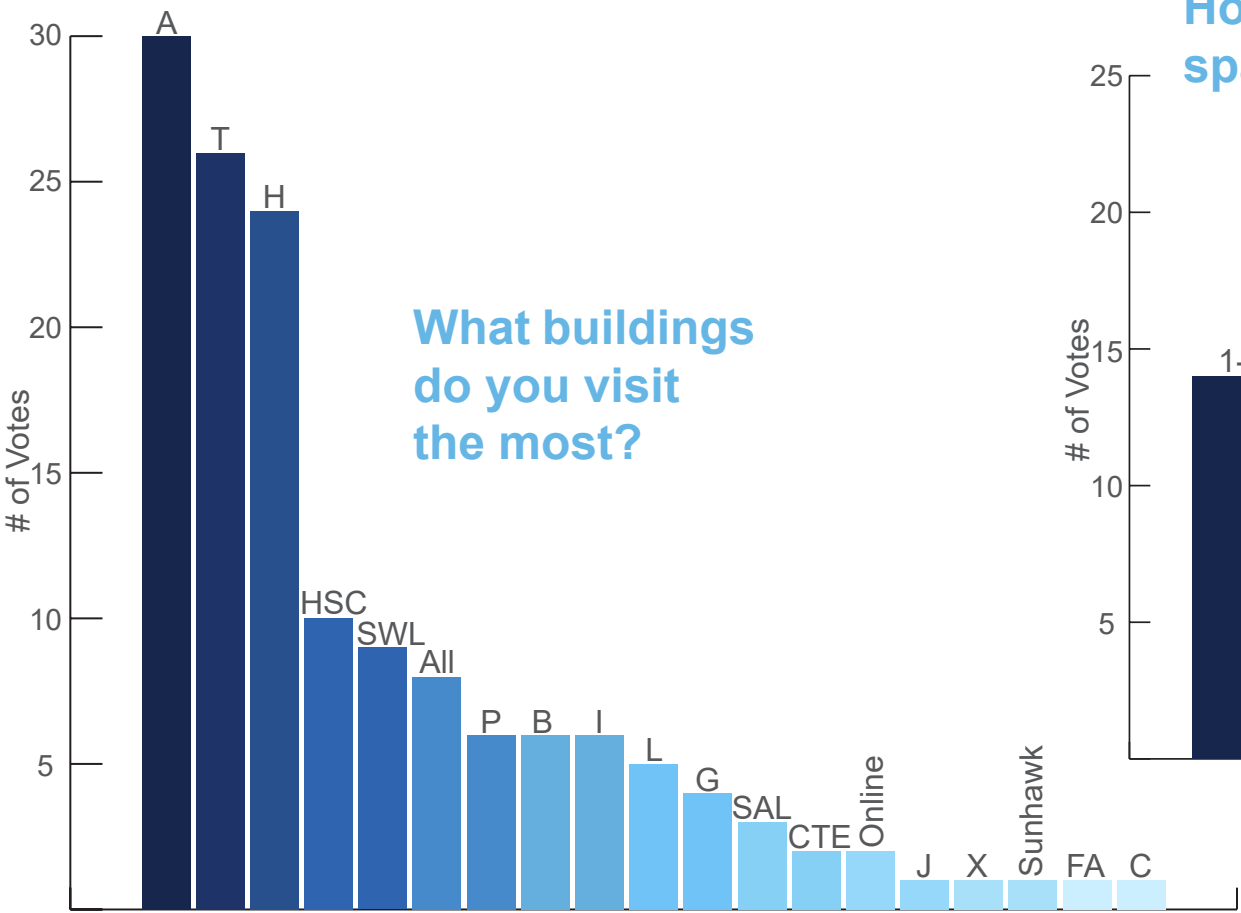
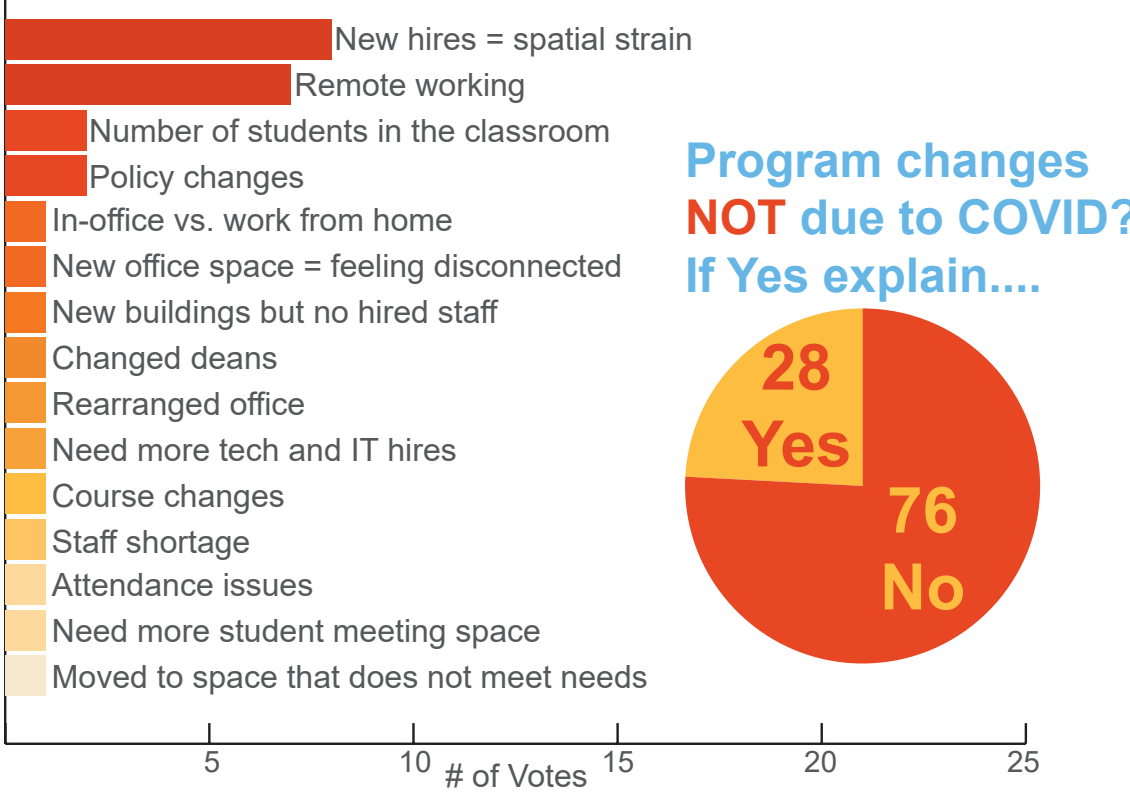
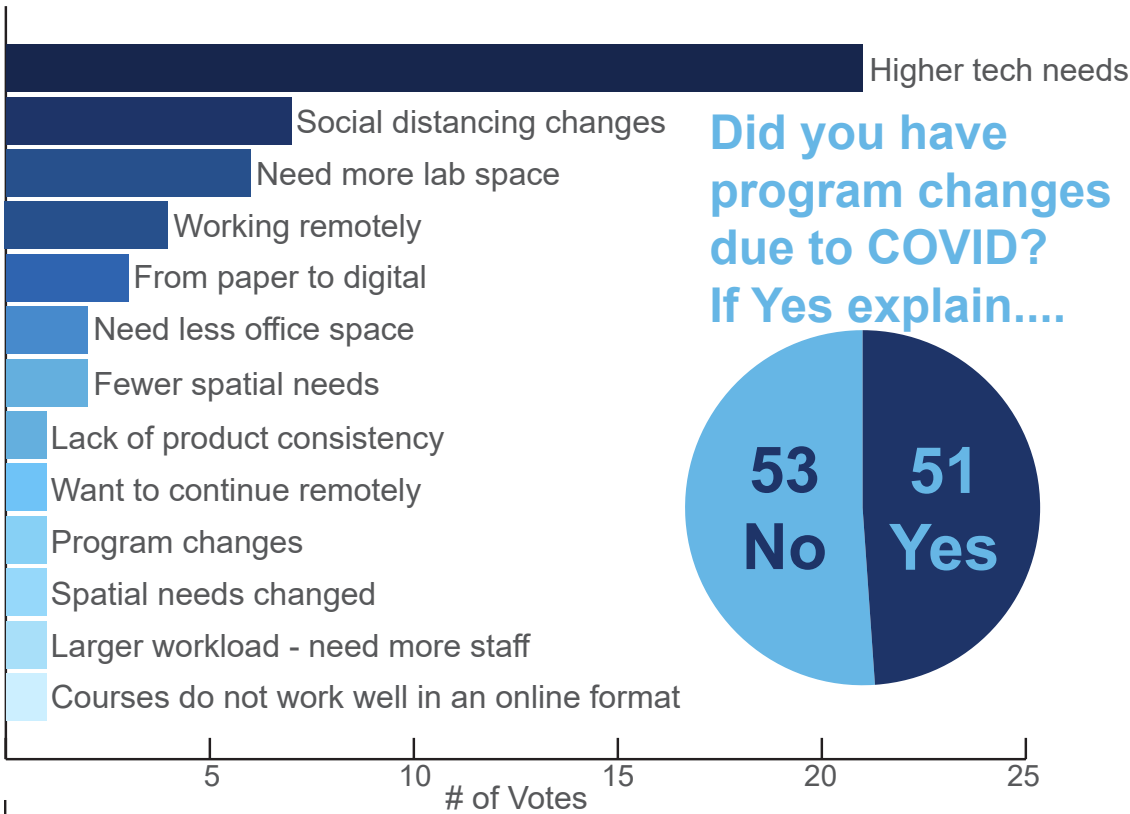
**Student Comment:** *“Probably impossible, but it would be cool to have a ‘chill room’ in the new building. I would imagine bean bags, hammocks, maybe a fish tank with fish, some video games/physical games (like Uno or pinballs), vending machines, individual rooms, or even a place to rest such as rent-able/walk-in tiny bedrooms. The latter I would love to see, it could have a small bed, desk, a lamp, and other little stuff. I’m also a huge supporter of the new kiosk (like the new one in the T building next to the MESA room) instead of the other vending machines which needs physical money or your card as I use the ‘pay with account’ more often. Again I cannot state that having more plant areas would be so cool.”*



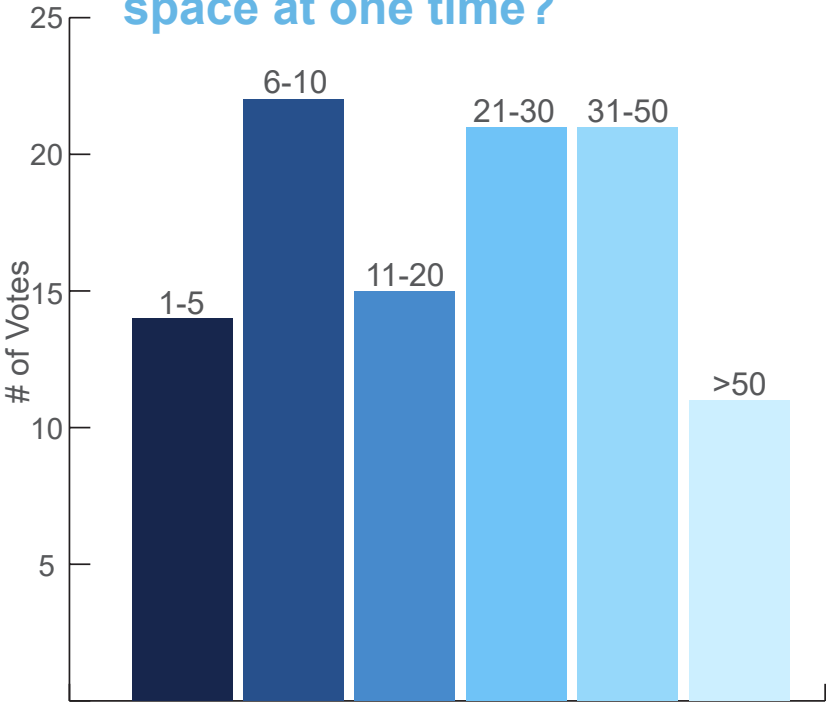
# Internal Scan

## Faculty Survey

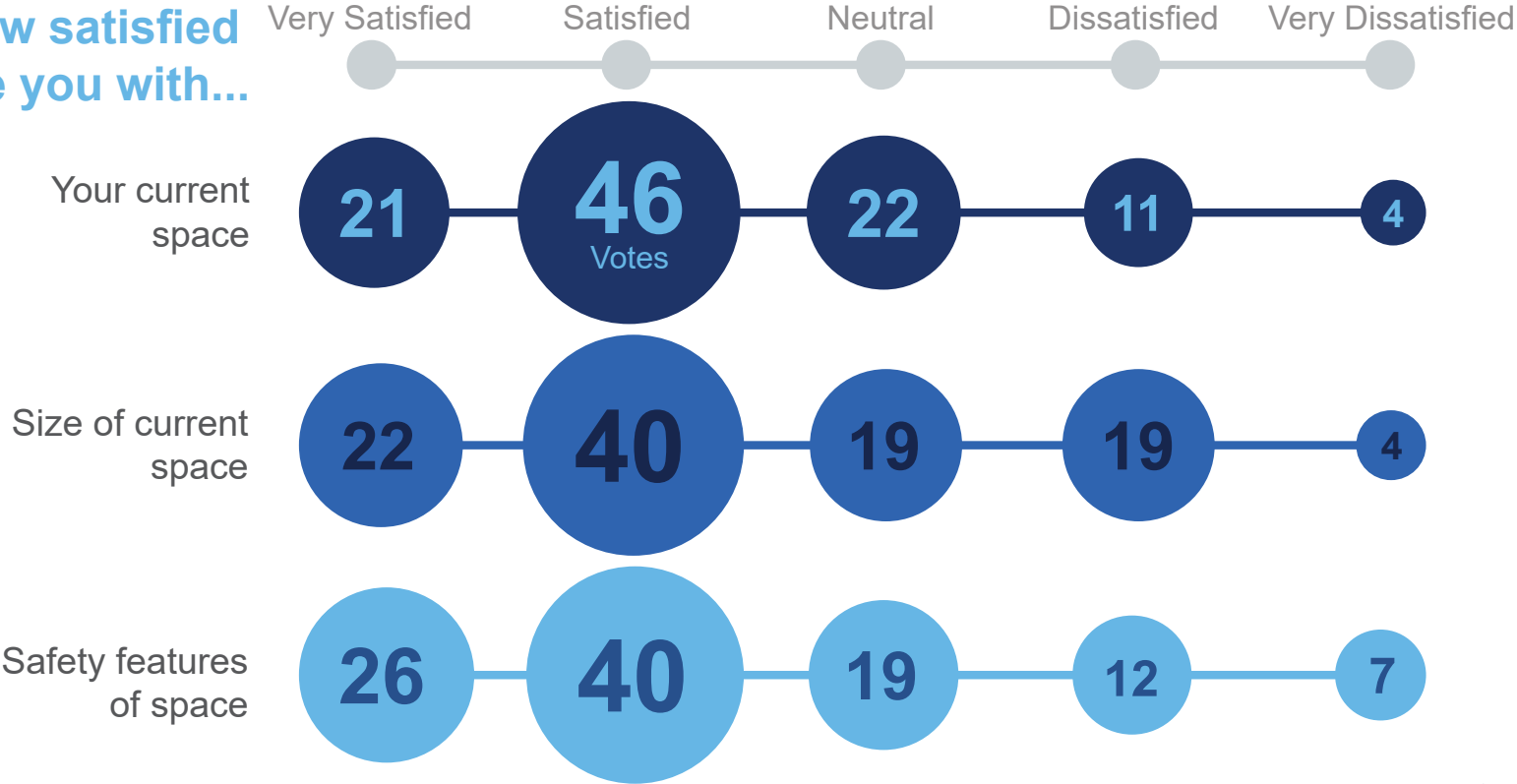
In February of 2022, surveys were distributed to faculty and students to get an idea about their relationship and feelings about the campus and its current conditions. The questions were also geared to what improvements they could see on campus.



How many people occupy your space at one time?



How satisfied are you with...





The background features a light blue gradient at the top, transitioning into a white area where the text is located. Below the text, there are two wavy, horizontal bands of color: a lighter blue band followed by a darker blue band at the bottom.

# Design Standards



# Design Standards

## Faculty Offices

- Use:** Educational Support
- Adjacency:** Classrooms, Laboratories, Informal Learning, Resource Centers
- Area:** Net Program Area: 150 sf Dean’s office  
120 sf Faculty office

Faculty offices are spaces for professors to develop their classes, grade assignments, and further work. It also becomes an active learning and mentoring space between the instructor and one or two students. These offices are planned in nearly every new building. They are strategically located adjacent, or in close proximity, to study space, classrooms, resource centers, and other places where students can easily find and interact with instructors and faculty.

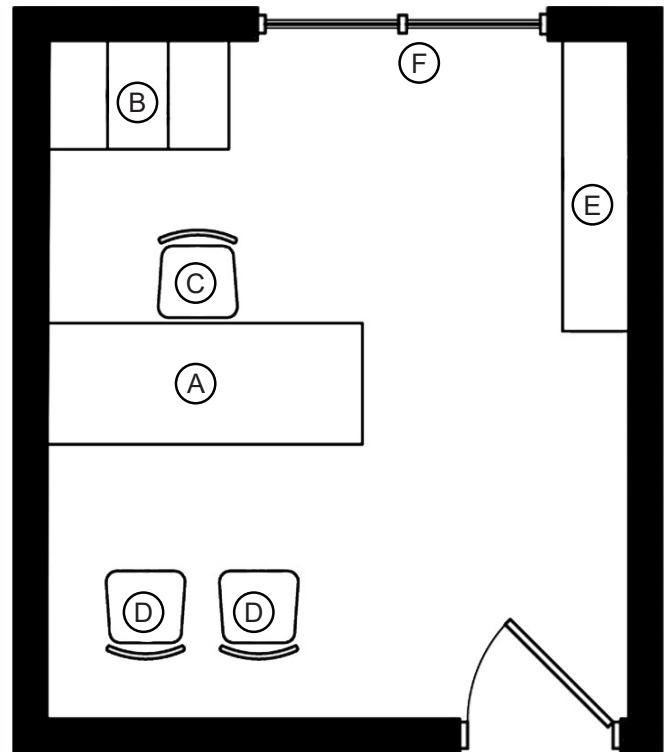
## Adjunct Faculty Offices

- Use:** Educational Support
- Adjacency:** Classrooms, Laboratories, Informal Learning, Resource Centers
- Area:** Net Program Area: 40-60 sf each station

Adjunct faculty offices are simple and compact workstations available for adjunct faculty. Key elements of an adjunct faculty office are the following:

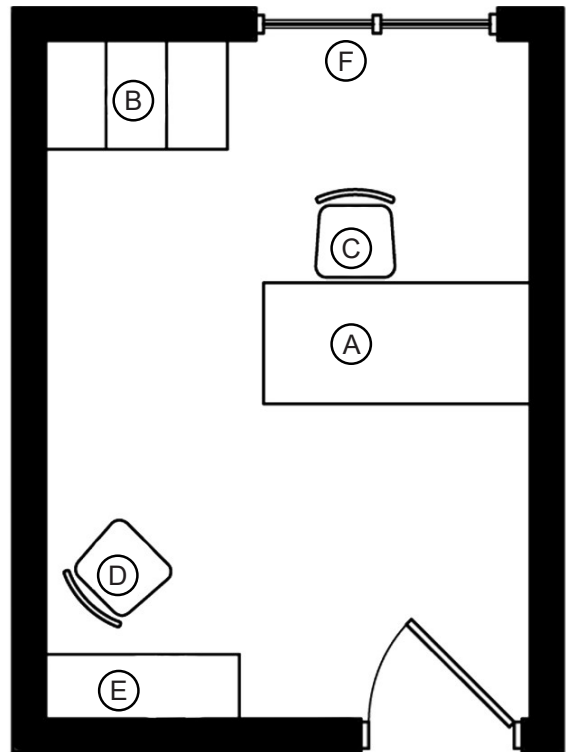
- Desk, chair, privacy walls.
- Space for computer and charging station.
- Paper and filing storage.
- Options between sitting and standing.
- Sufficient privacy for consulting with students.
- Sound dampening for quietness.
- Optional: Space to store books and supplies.

Dean Offices  
150 Square Feet



- (A) Desk
- (B) File Cabinet
- (C) Office Chair
- (D) Guest Chair
- (E) Bookshelf
- (F) Natural Daylight

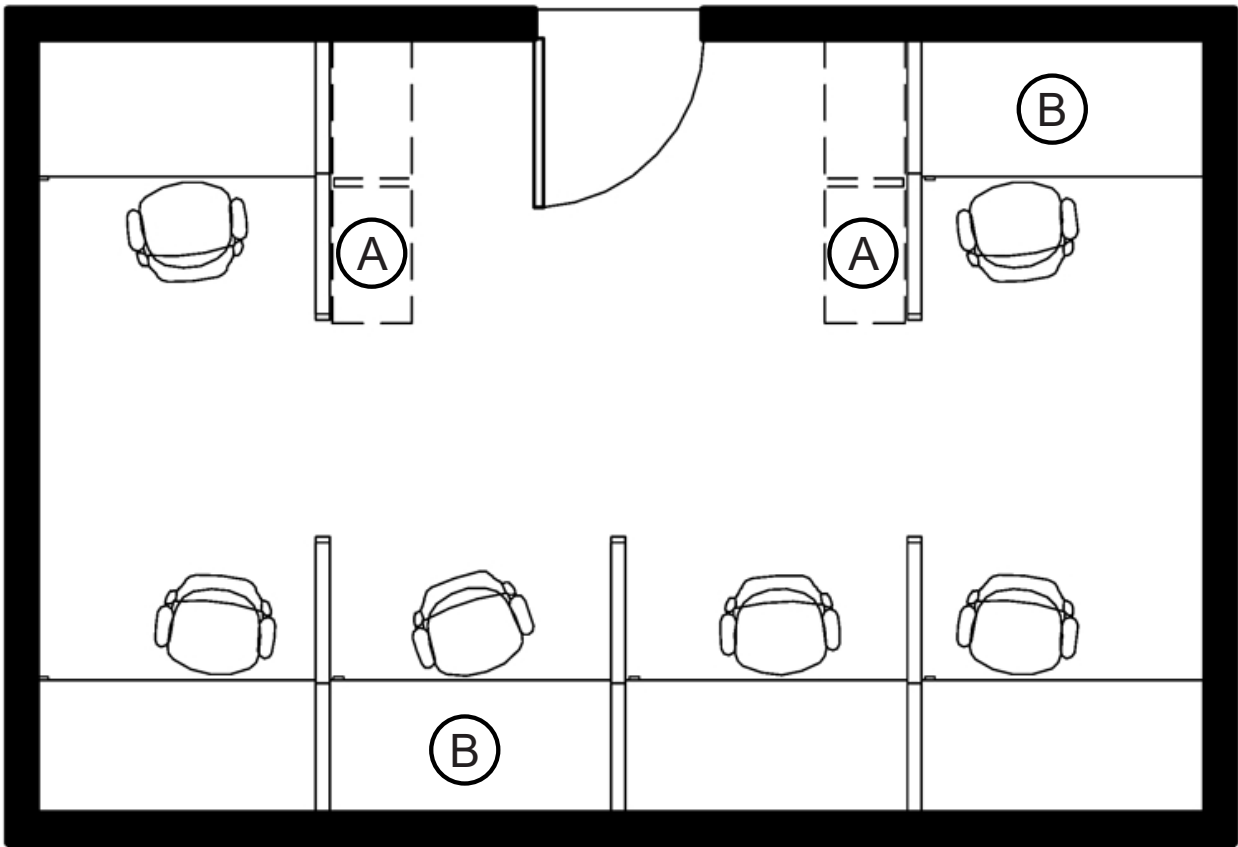
Faculty Offices  
120 Square Feet



285 Square Feet  
6 Stations

- (A) General Storage
- (B) Work Stations

This is the simplest design of what Adjunct faculty space could look like. It is essentially just space for workstations, but limits the amount of student-faculty interaction. This space can easily be expanded and added upon to add more stations and storage.





# Design Standards

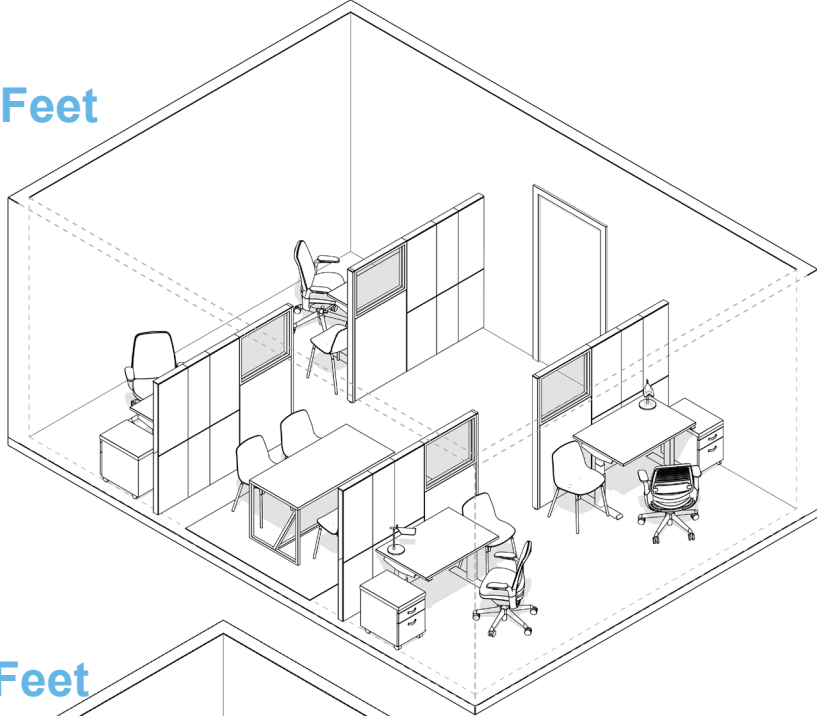
## Adjunct Faculty Offices

**Use:** Educational Support

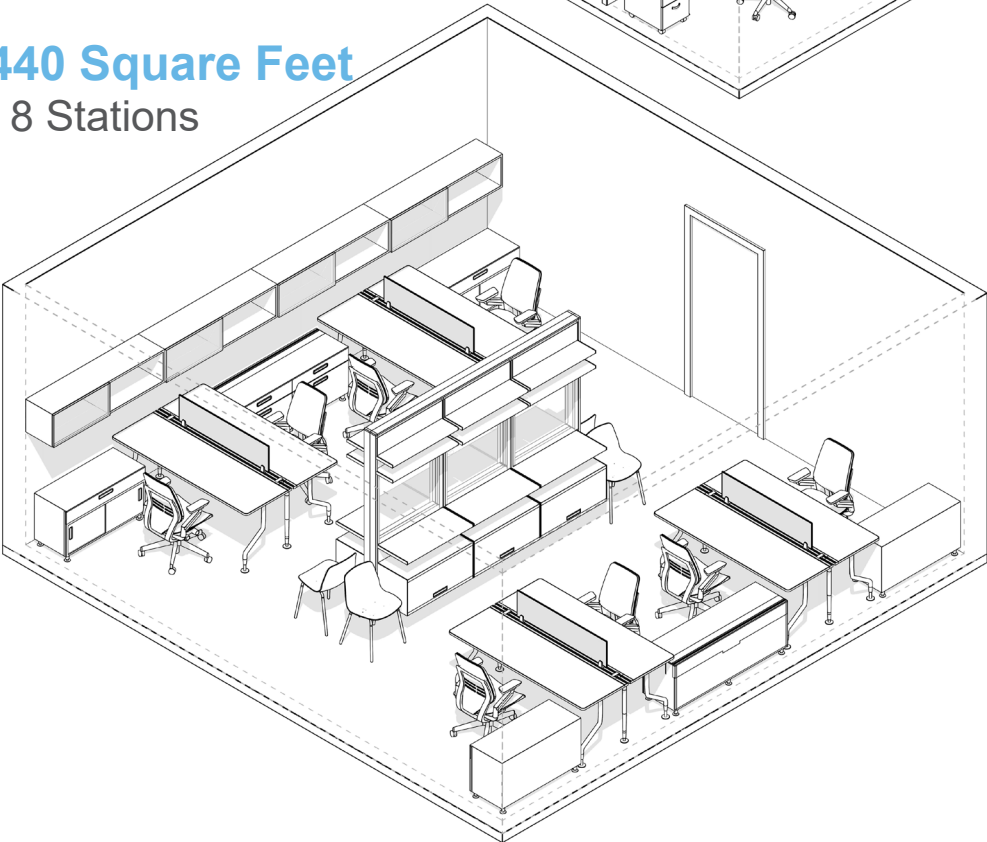
**Adjacency:** Classrooms, Laboratories, Informal Learning, Resource Centers

**Area:** Net Program Area: 40-60 sf each station

350 Square Feet  
4 Stations



440 Square Feet  
8 Stations

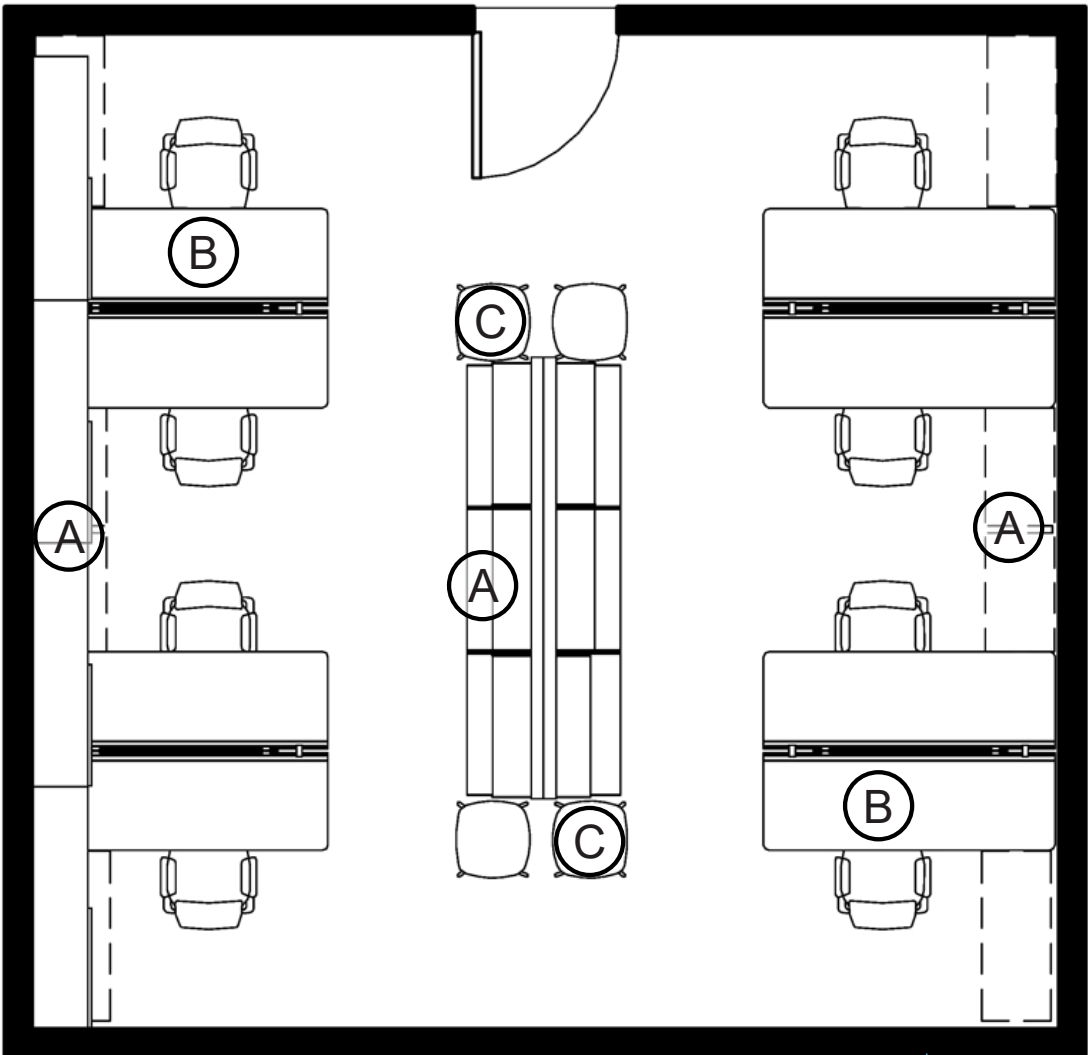
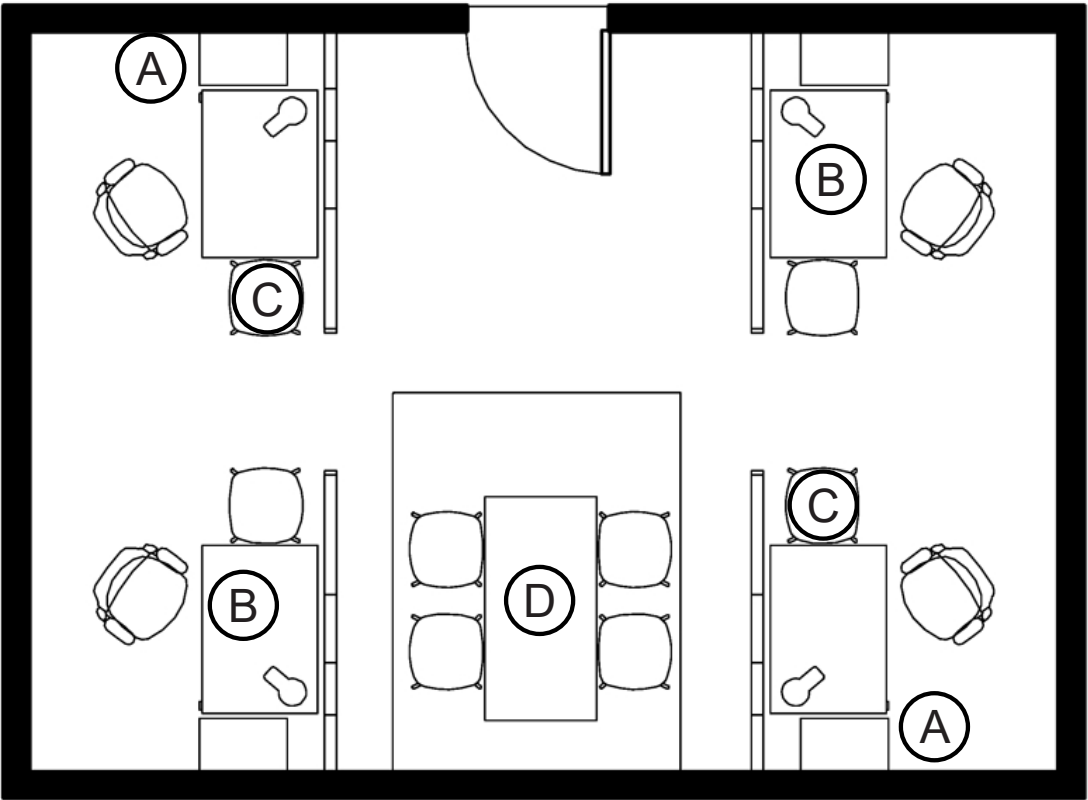


- 350 Square Feet  
4 Stations
- (A) General Storage
  - (B) Work Stations
  - (C) Additional Seating
  - (D) Alternative/Collaborative Seating

This layout offers more space for stations, thus allowing for better student-faculty interaction. Each station even comes with an additional side chair for students to sit in for consulting. An additional aspect of this space is the table between stations which serves as an alternative seating option or even small collaboration space. This change of seating can offer a refreshing space to work.

- 440 Square Feet  
8 Stations
- (A) General Storage
  - (B) Work Stations
  - (C) Additional Seating
  - (D) Alternative/Collaborative Seating

This layout offers less privacy between stations, but more stations within a smaller space. Like the layout above, there are a few additional seats for students to take up if they come to consult with the faculty. This space also offers extensive storage for the faculty to utilize, both shared and private storage. This however limits the space that the faculty can use for alternative seating.





# Design Standards

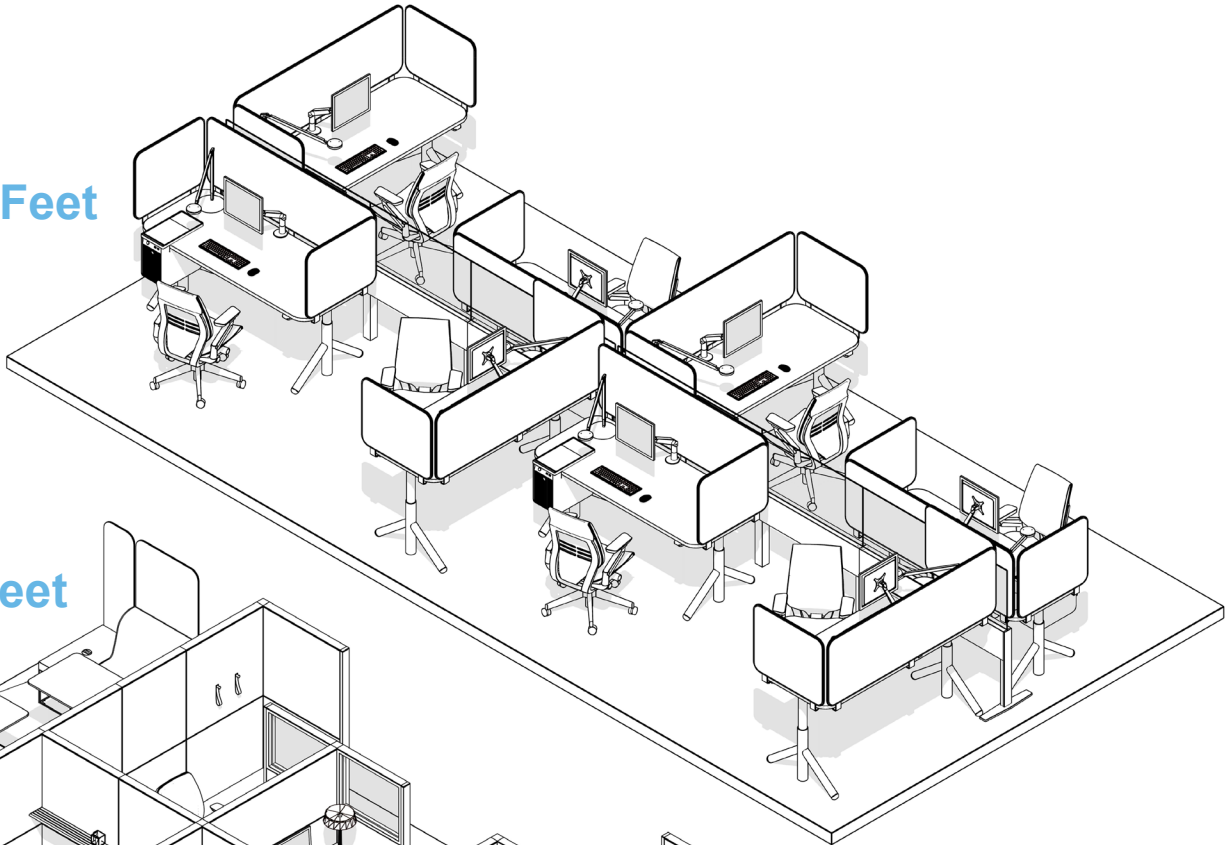
## Adjunct Faculty Offices

**Use:** Educational Support

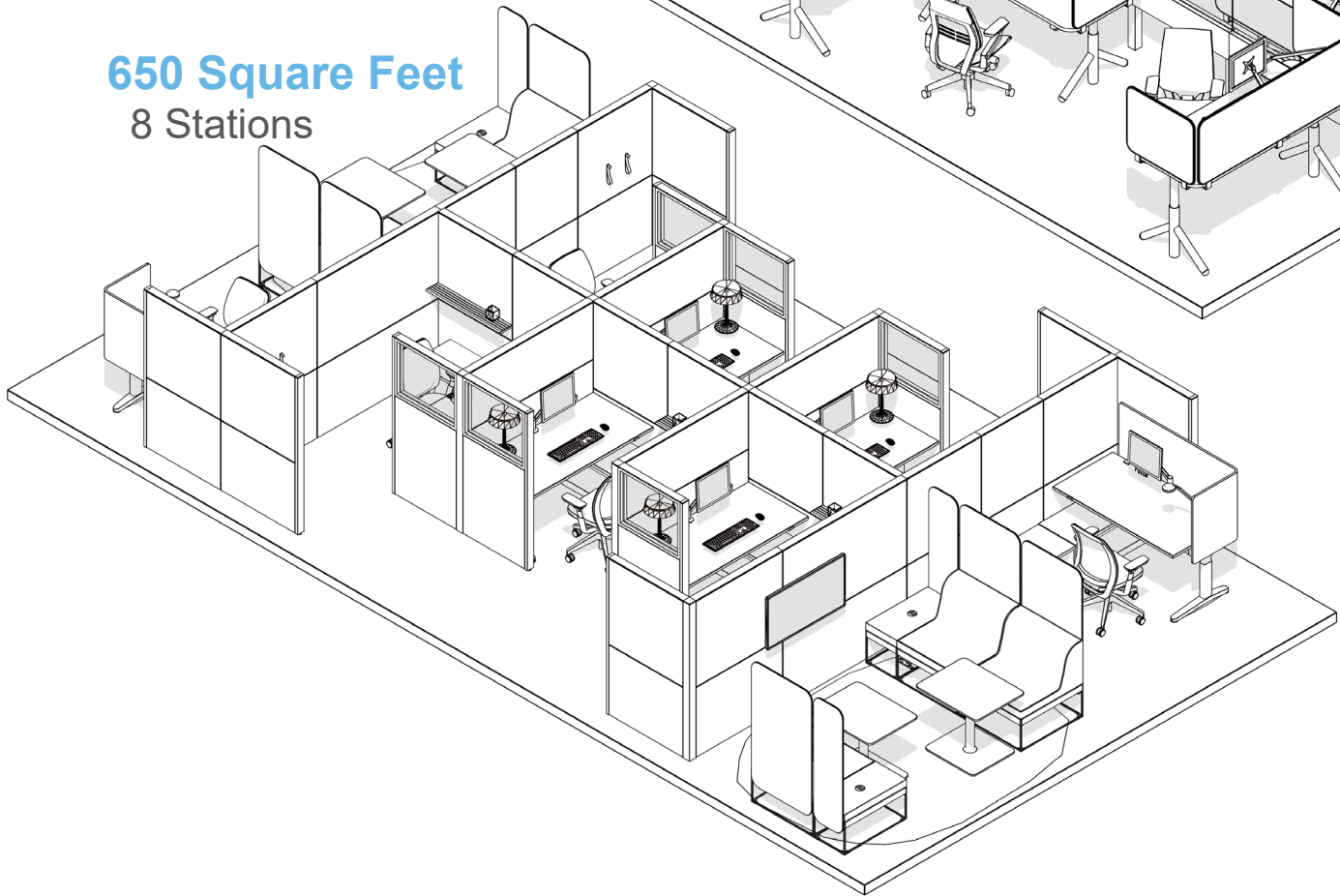
**Adjacency:** Classrooms, Laboratories, Informal Learning, Resource Centers

**Area:** Net Program Area: 40-60 sf each station

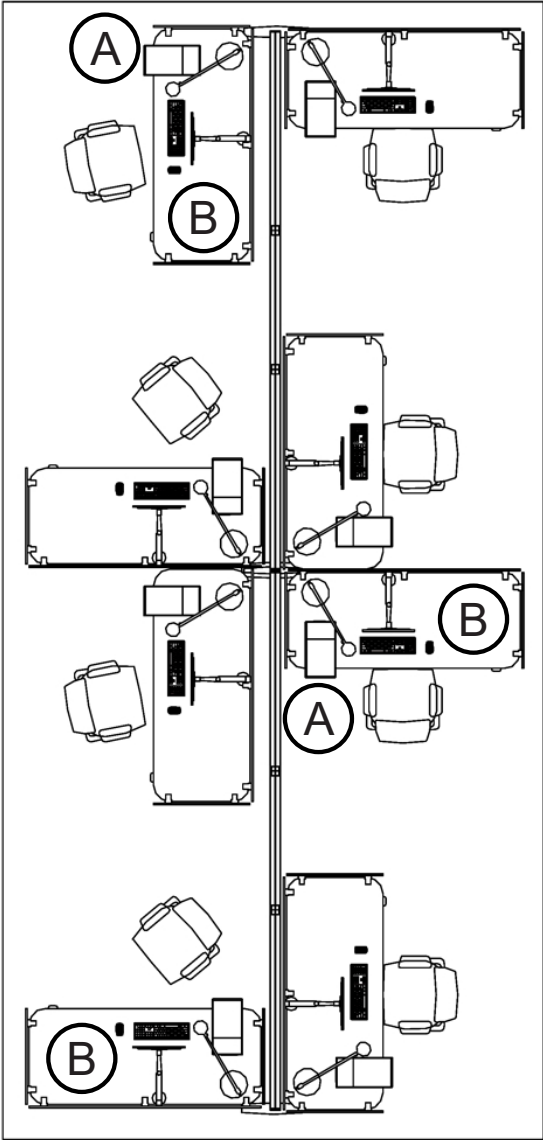
390 Square Feet  
8 Stations



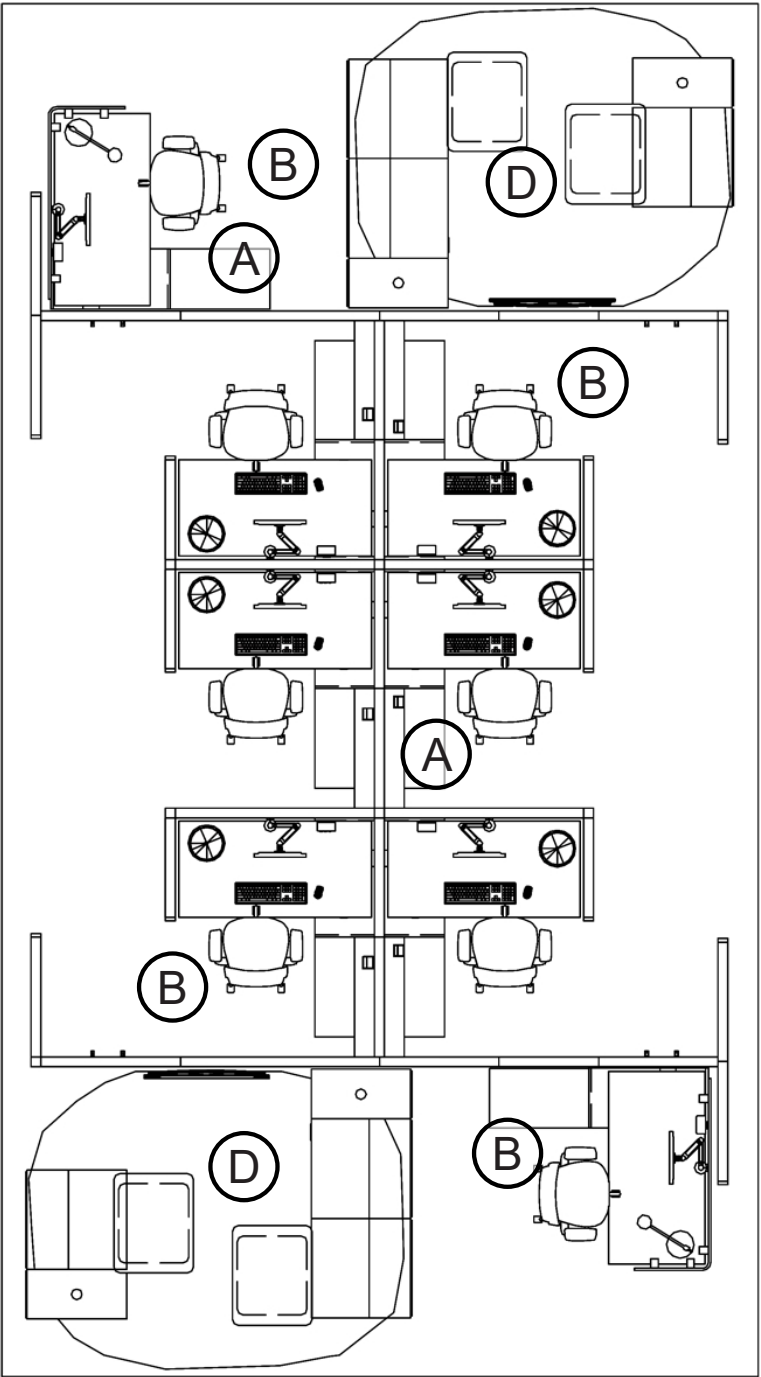
650 Square Feet  
8 Stations



390 Square Feet  
8 Stations



650 Square Feet  
8 Stations



These spaces offer more of an open office plan while still providing plenty of privacy per workstation. A space like this may be in the center circulation space surrounded by dean's or faculty offices.

These layouts tend to be more cubicle-like which is a design standard that is slowly moving out of popularity for office space. Additionally, spaces like these are easy to manipulate and offer many opportunities for flexibility. The flexibility also offers space for alternative seating or collaborative space, which can be seen in the layout to the right.

- (A) General Storage
- (B) Work Stations
- (C) Additional Seating
- (D) Alternative/Collaborative Seating



# Design Standards

## General Classrooms

**Use:** Instruction & Educational Support

**Adjacency:** Classrooms, Laboratories, Faculty Offices

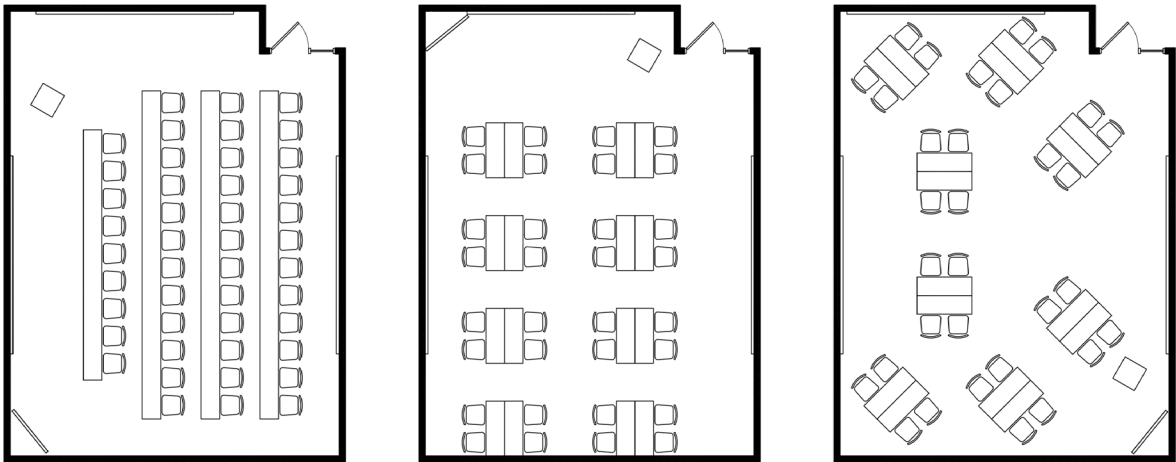
**Area: Net Program Area:** 750 sf - 24 Active, 30 Lecture  
980 sf - 32 Active, 45 Lecture

Classrooms are the platform for learning and education but have recently been used less due to the pandemic. CBC plans each classroom to be flexible and adaptable, allowing for the learning environment in each classroom to be changeable according to the needs of the class and educational environment.

There are varying sizes and seating styles that can be utilized. These need to be assessed and sized correctly when evaluating the needs in new buildings. Each classroom is planned to be outfitted with access to the appropriate technology and flexible access. This will allow professors and students to utilize the classroom in a hybrid (online and in-person) environment.

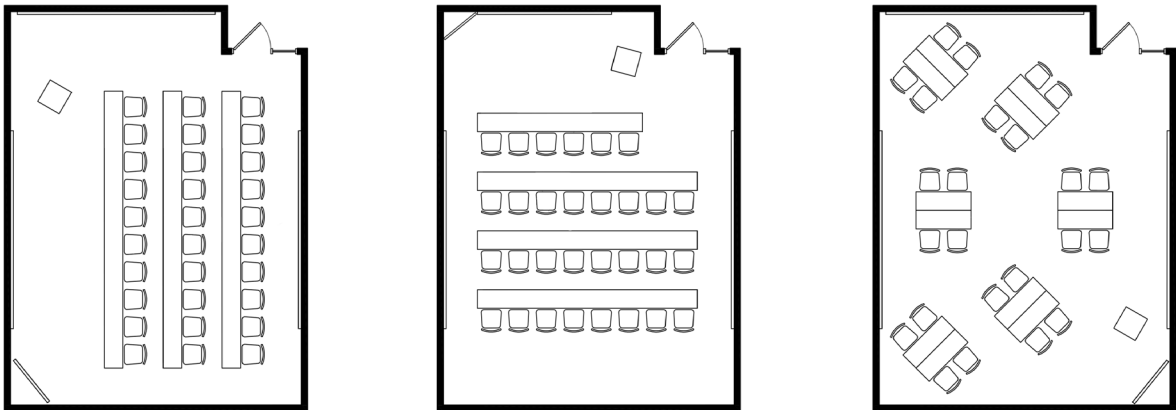
### 980 SF

Varying Seating Styles  
32 Active – 45 Lecture



### 750 SF

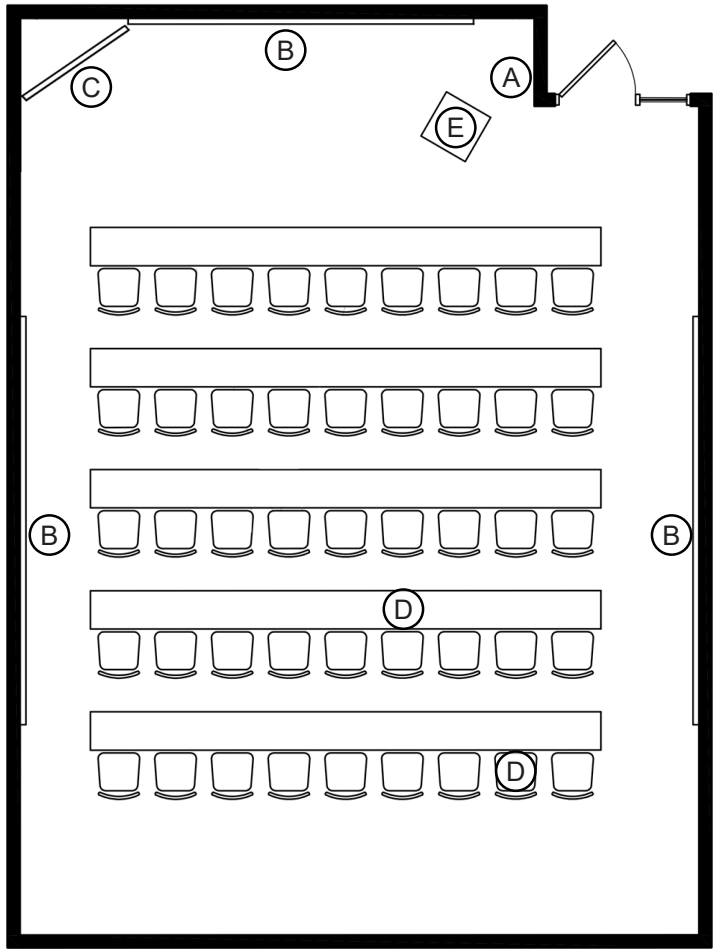
Varying Seating Styles  
24 Active – 30 Lecture



- (A) Equipment
- (B) White Boards
- (C) LCD Screen
- (D) Furnishings
- (E) Instructor Station

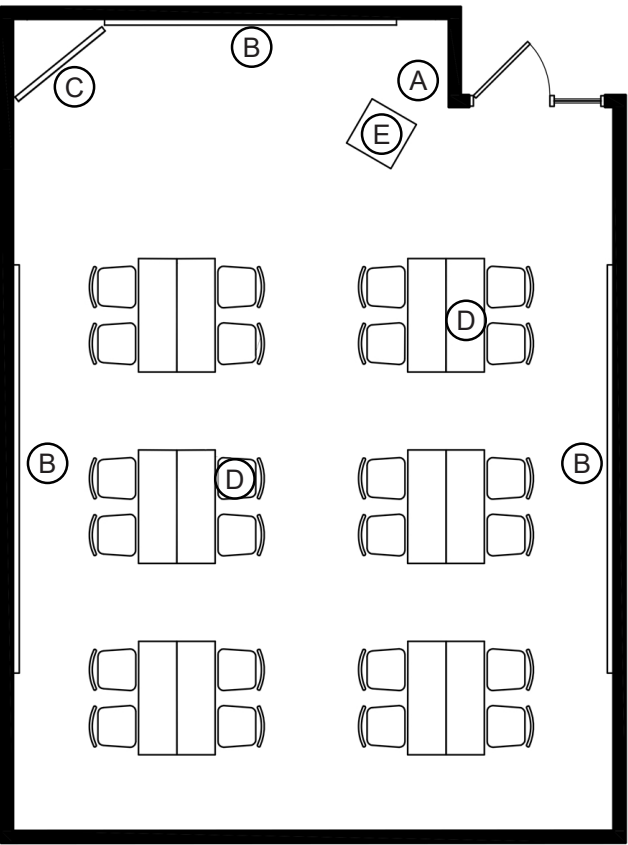
### Lecture Style Seating

980 Square Feet  
45 Capacity



### Active Style Seating

750 Square Feet  
24 Capacity





# Design Standards

## Large Classrooms

**Use:** Instruction & Educational Support

**Adjacency:** Classrooms, Faculty Offices

**Area:** Net Program Area: 1960 sf

These large classrooms serve as mainly large lecture courses. The layouts can be laid out similar to the general classrooms, just doubled in size. With how large the space is, an exit/entry door is required on either side of the classroom, providing safe egress. Not much else is unique about this space beyond the size and increased seating capacity.

- Ⓐ

Equipment
- Ⓑ

White Boards
- Ⓒ

LCD Screen
- Ⓓ

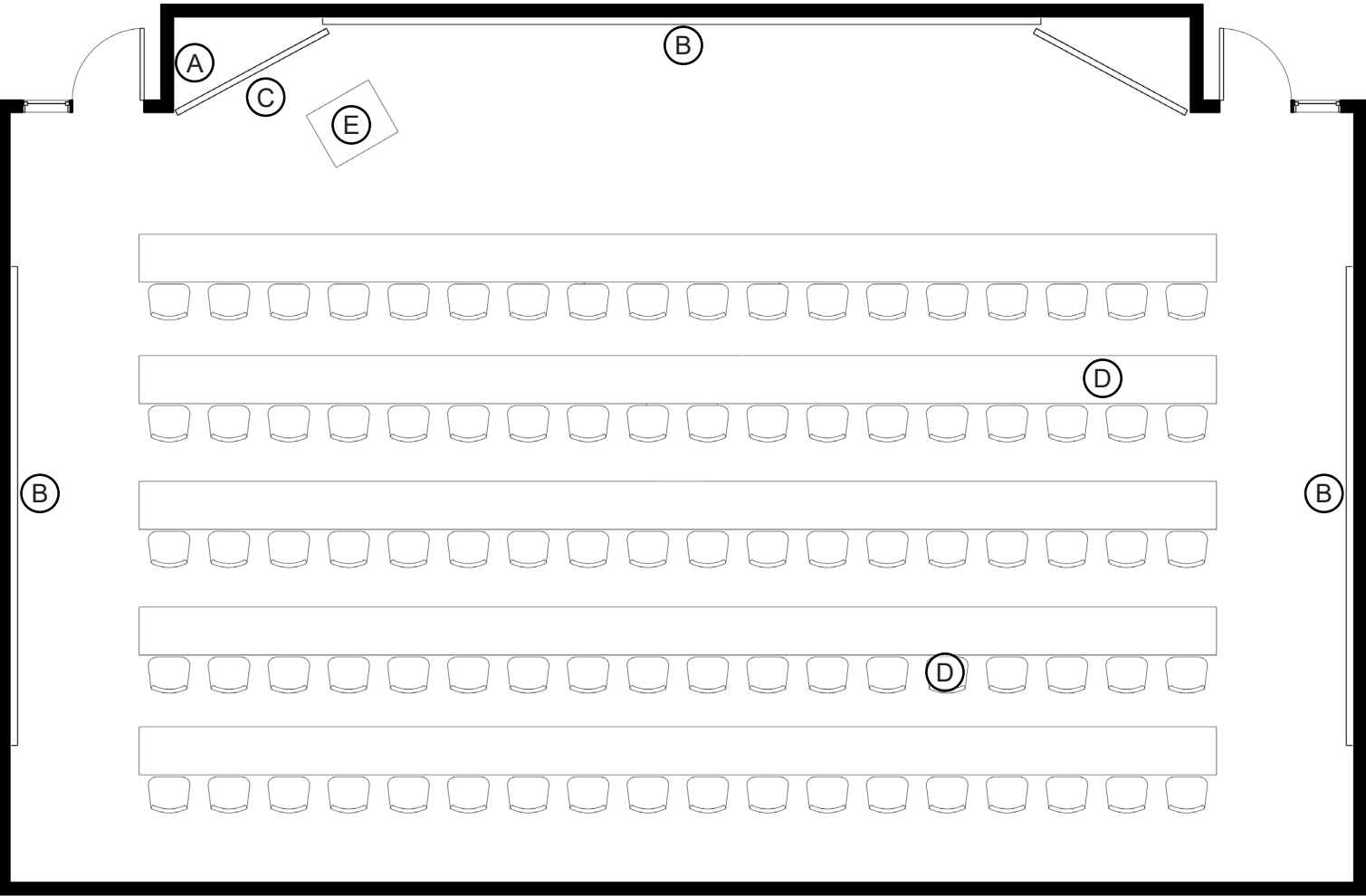
Furnishings
- Ⓔ

Instructor Station

Lecture Style Seating

1960 Square Feet

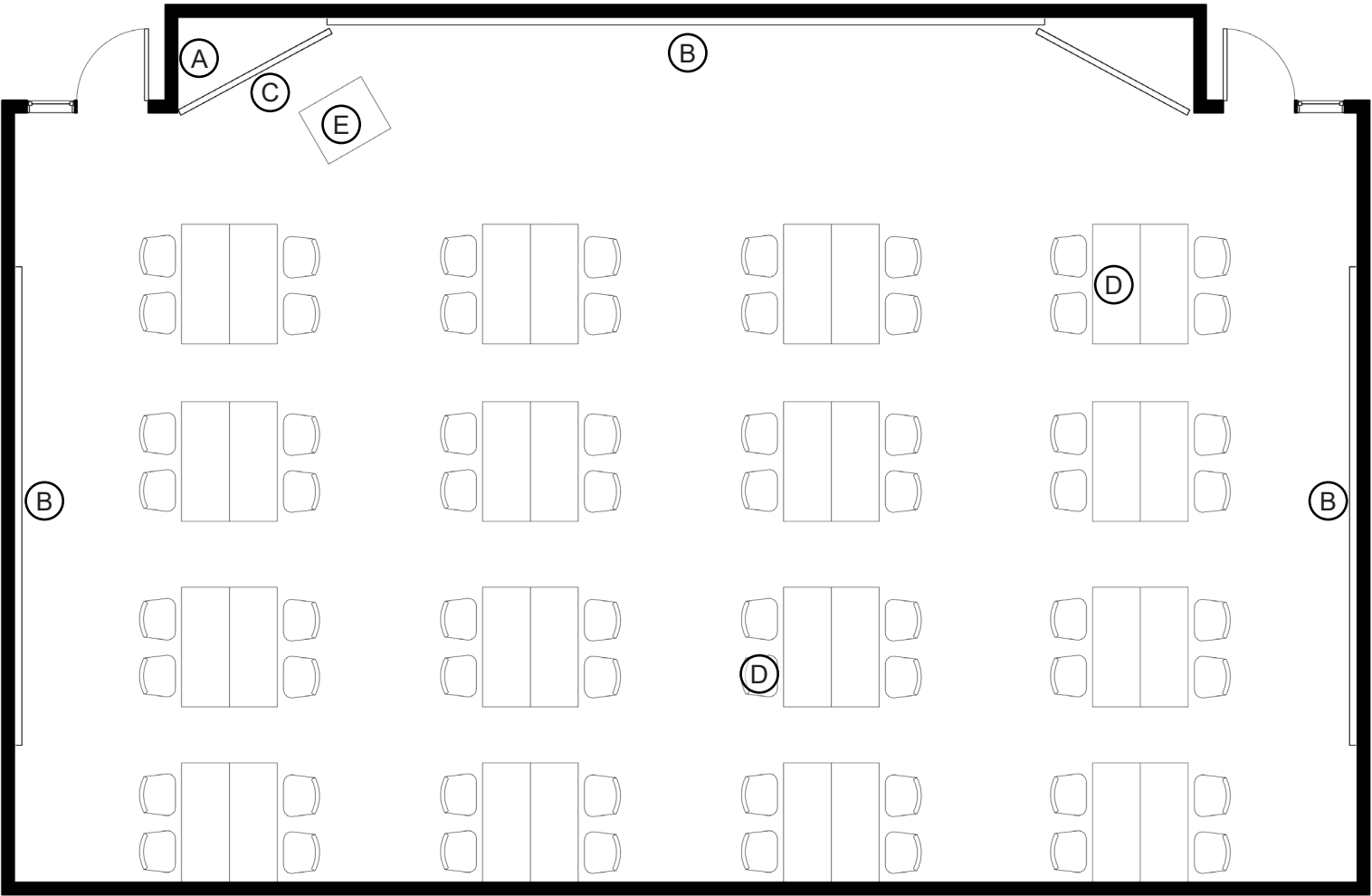
90 Capacity



Active Style Seating

1960 Square Feet

64 Capacity





# Design Standards

## Gender-neutral Bathrooms

**Use:** Instruction & Educational Support

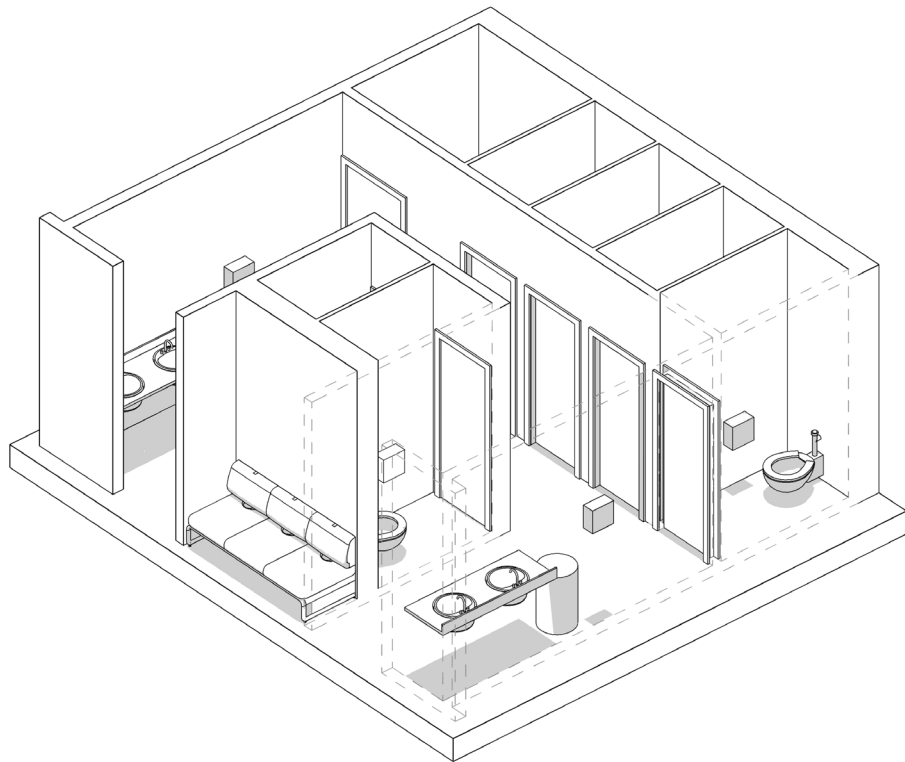
**Adjacency:** Classrooms, Laboratories, Offices

**Area:** Net Program Area: Varies by need

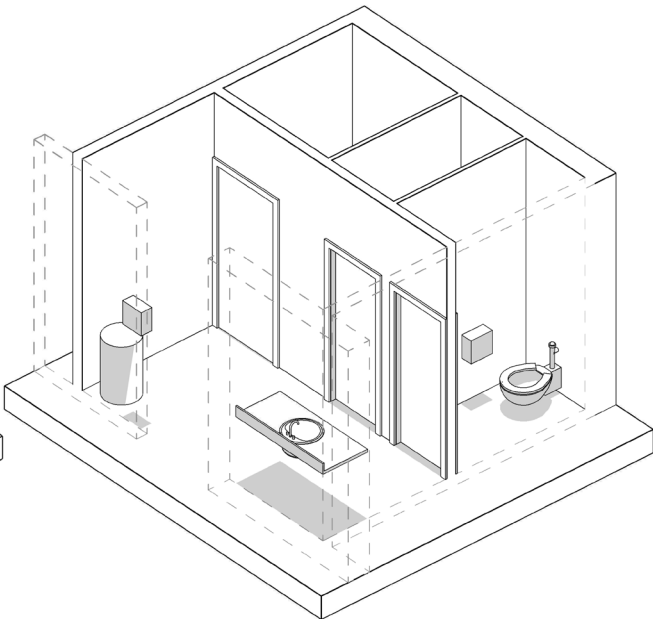
Gender-neutral bathrooms will be a consideration for all future CBC buildings. These bathrooms have many benefits, such as saving space, making occupants feel safer, and supply safe bathroom space for transgender and gender-neutral students. There are some typical elements of gender-neutral bathrooms that users prefer:

- Be able to see which doors are locked from the outside.
- Full height walls instead of stall walls.
- Openness and visibility into major hallways.
- Air vents in each stall, if the design utilizes full height walls.

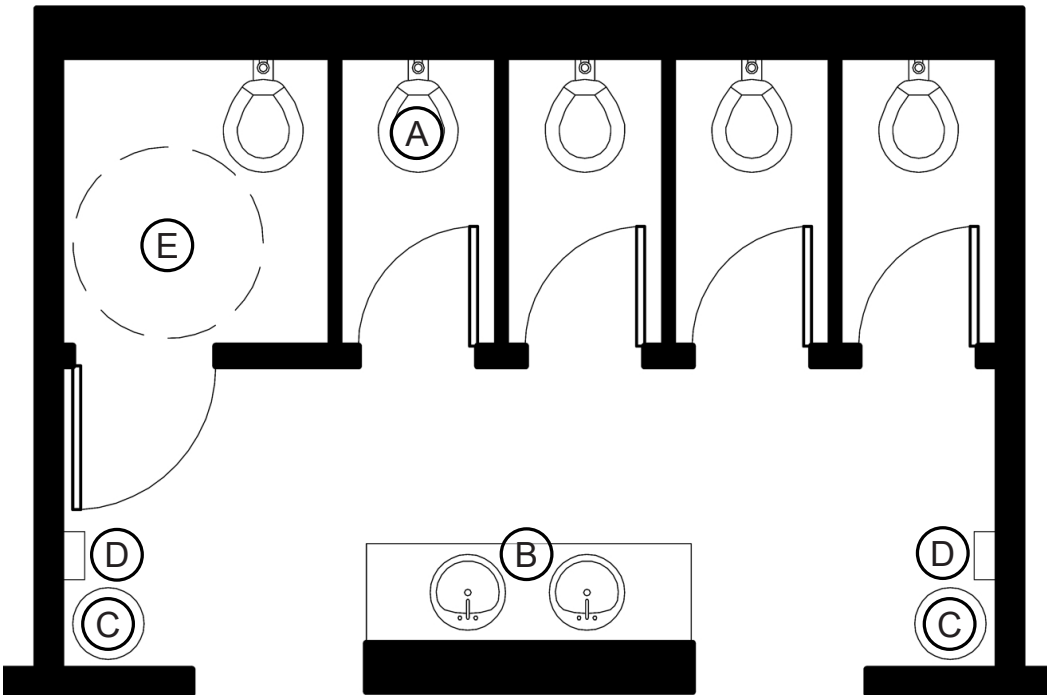
The different layouts show the number of stalls and how this space can be expanded or compacted according to occupancy load of the building.



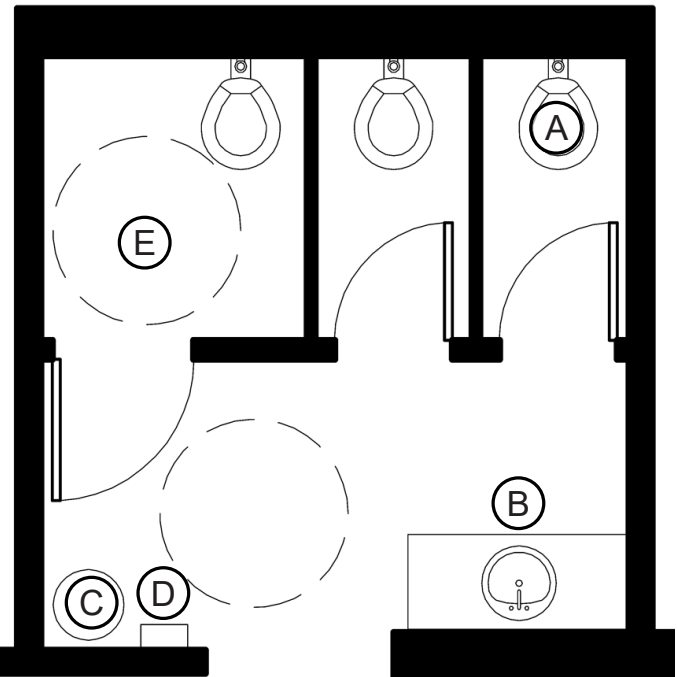
420 Square Feet  
7 Fixtures



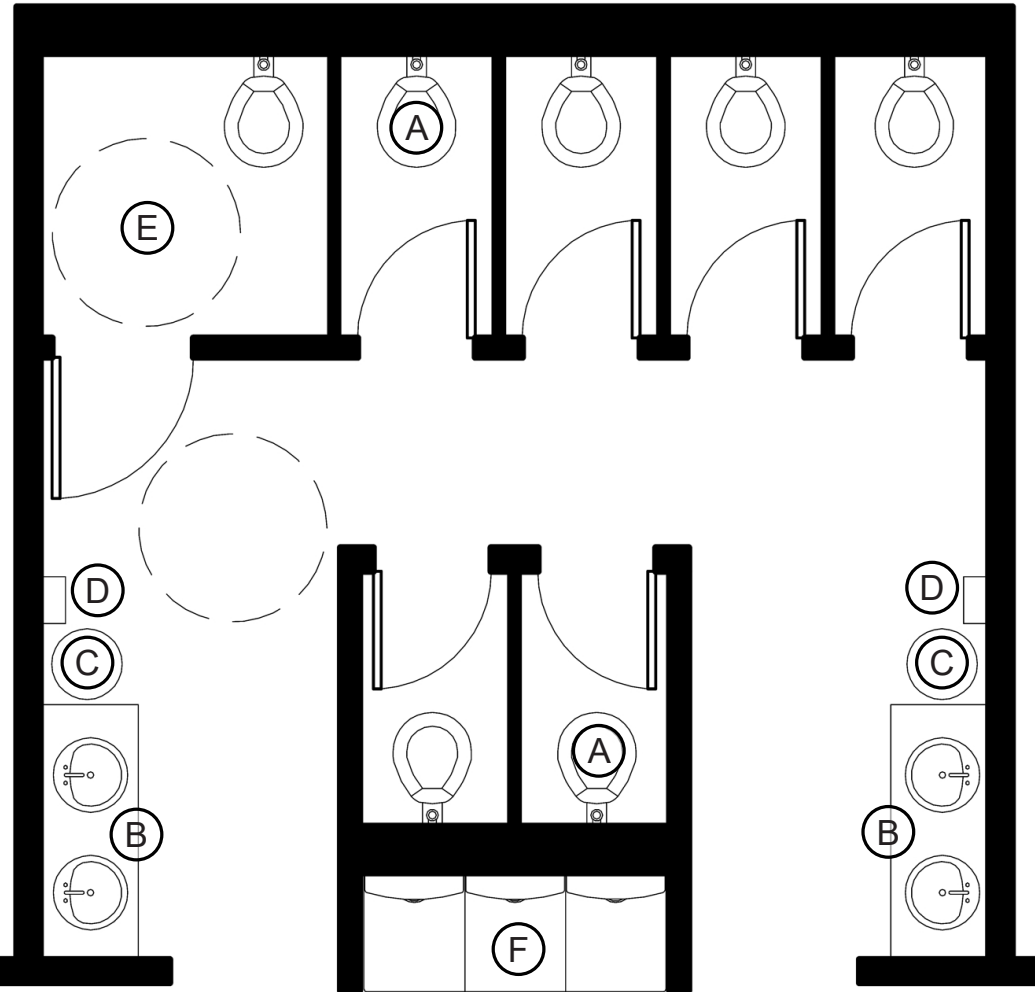
160 Square Feet  
3 Fixtures



275 Square Feet  
5 Fixtures



160 Square Feet  
3 Fixtures



420 Square Feet  
7 Fixtures

- (A) Toilet
- (B) Sink
- (C) Trash
- (D) Towel Dispenser
- (E) ADA Stall
- (F) Waiting Bench



# Design Standards

## High Flex Classroom

**Use:** Instruction & Educational Support

**Adjacency:** Classrooms, Laboratories, Offices

**Area:** Net Program Area: 520 sf

A high flex classroom serves as a hybrid, interactive classroom. This space is a technologically advanced space, which incorporates cameras, microphones, computers, and other tech access. A high flex classroom is meant to serve only a fraction of the full class size while allowing the other portion of the class to attend remotely. A high flex classroom requires:

- A projector screen or TV.
- Camera capturing the student seats.
- Microphone(s) capable of picking up clear noise from all throughout the classroom.

The Instructor Station has:

- Computer with camera and connection to the projector/TV.
- The controls to the classroom technology and lighting controls nearby.
- The controls to record lecture, camera feed, and projection.
- Video conferencing capabilities.
- A camera to record the instructor.

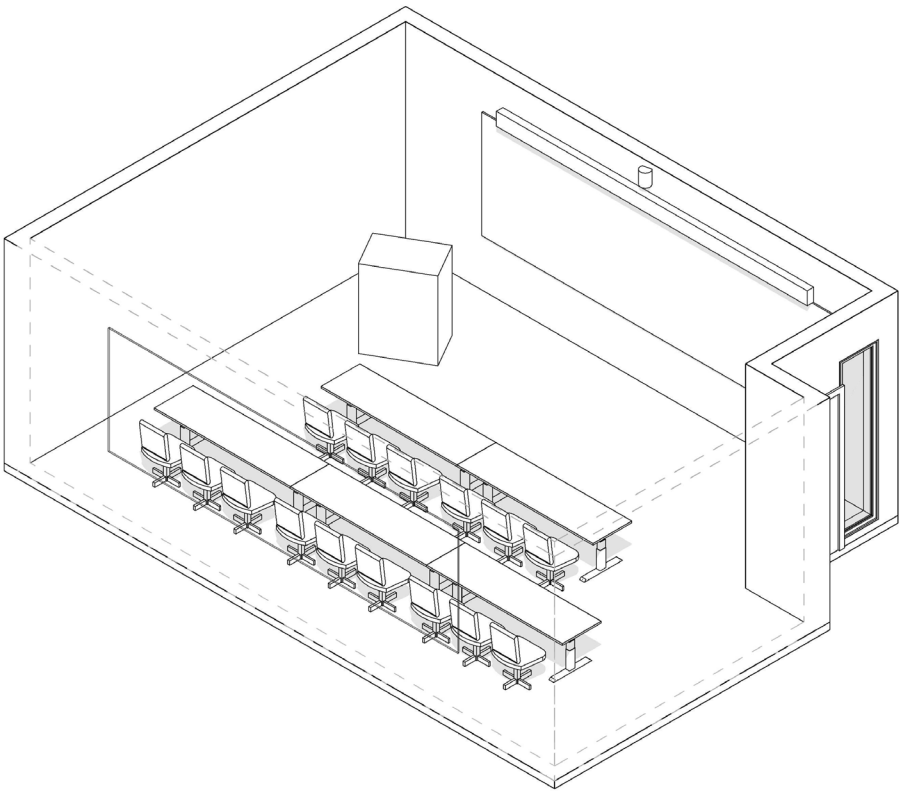
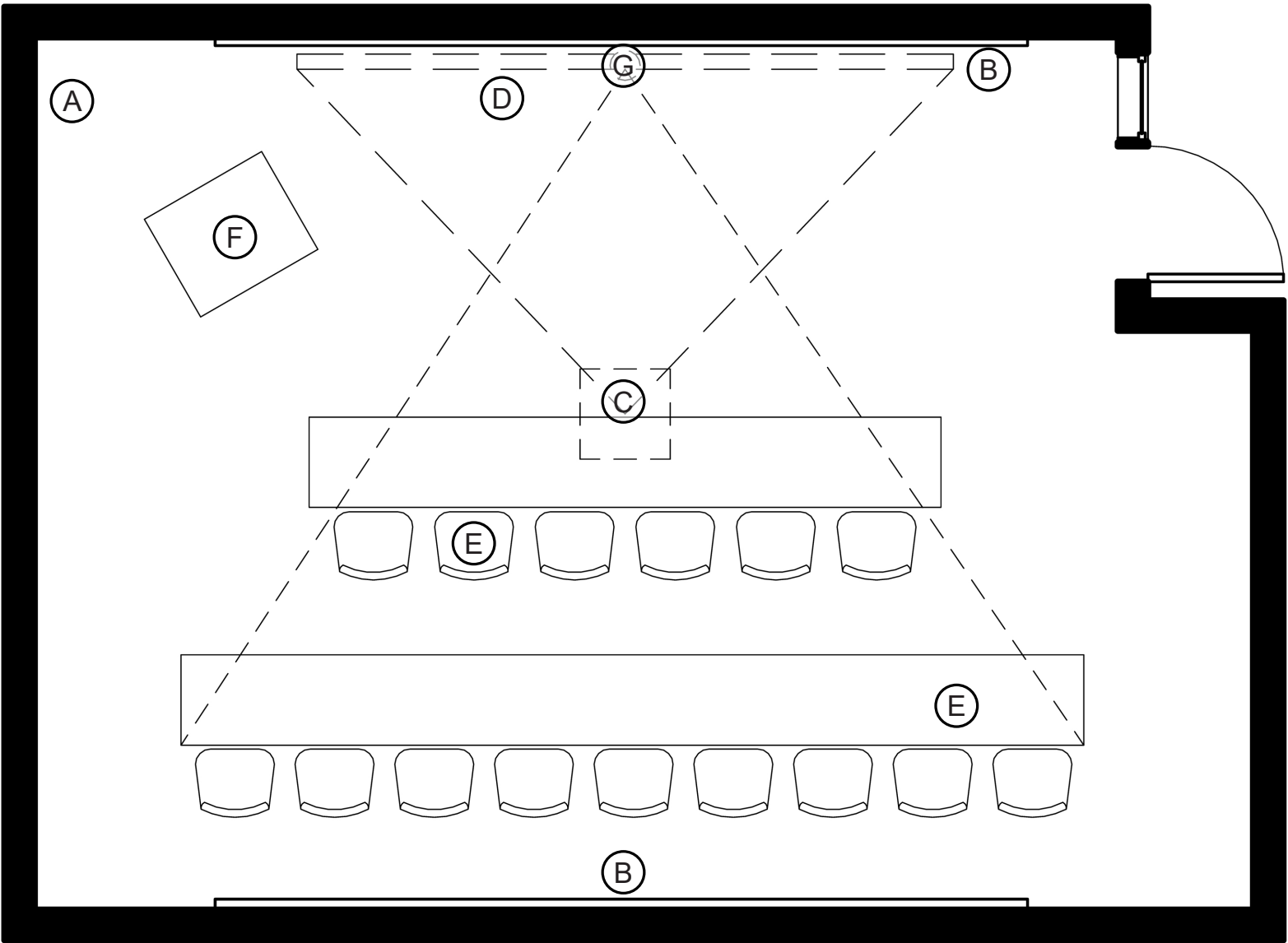
There are many different ways the attendance can be managed, which is mostly determined by the instructor utilizing the space. The ways to manage are:

- Organizing students by groups in which each group alternates when they are in-person and when they join the lecture through a video conference.
- Allows students to sign up for when they would like to be in-person or when they

are online. Is limited to how many seats are available in the physical classroom space.

- Free-form, allowing students to choose when or when not to come to in-person classes on their own, still limiting how many students can be in the classroom according to seats available.

Each of these instances includes asynchronous participation, where students can alternatively watch the recordings of lectures on their own time. Participation in the class may be included through required discussion boards on Canvas or weekly class note submissions. As a note, high flex classrooms are not meant as a solution to distance learning but to give flexibility and options to local students. These classrooms are specifically helpful to students who may need to commute a long distance to campus, giving them more flexibility with how they participate in class. This also gives the professor the flexibility to lecture from home or an office. However, if the instructor does not lecture in-person, this requires someone in the class to connect to the video conference from the classroom. In most of these high flex classrooms, there is a teacher assistant to manage student engagement, technology, and schedule while the professor can focus on lecture.



**High Flex Classroom**  
520 Square Feet  
15 Capacity

- (A) Equipment
- (B) White Boards
- (C) Projector
- (D) Projector Screen
- (E) Furnishings
- (F) Instructor Station
- (G) Camera



# Design Standards

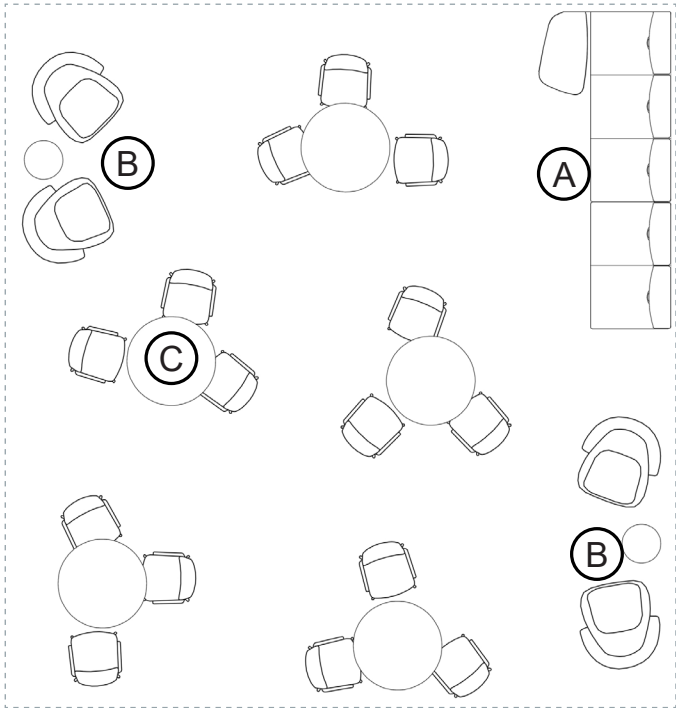
## Informal Learning

**Use:** Student Study & Educational Support

**Adjacency:** Entry, Restroom, Classrooms, Hallways

**Area:** Net Program Area: Varies

- (A) Seating Option 1
- (B) Seating Option 2
- (C) Seating Option 3
- (D) Seating Option 4
- (E) Seating Option 5
- (F) Seating Option 6
- (G) Seating Option 7



560 Square Feet

2023 Facility Master Plan

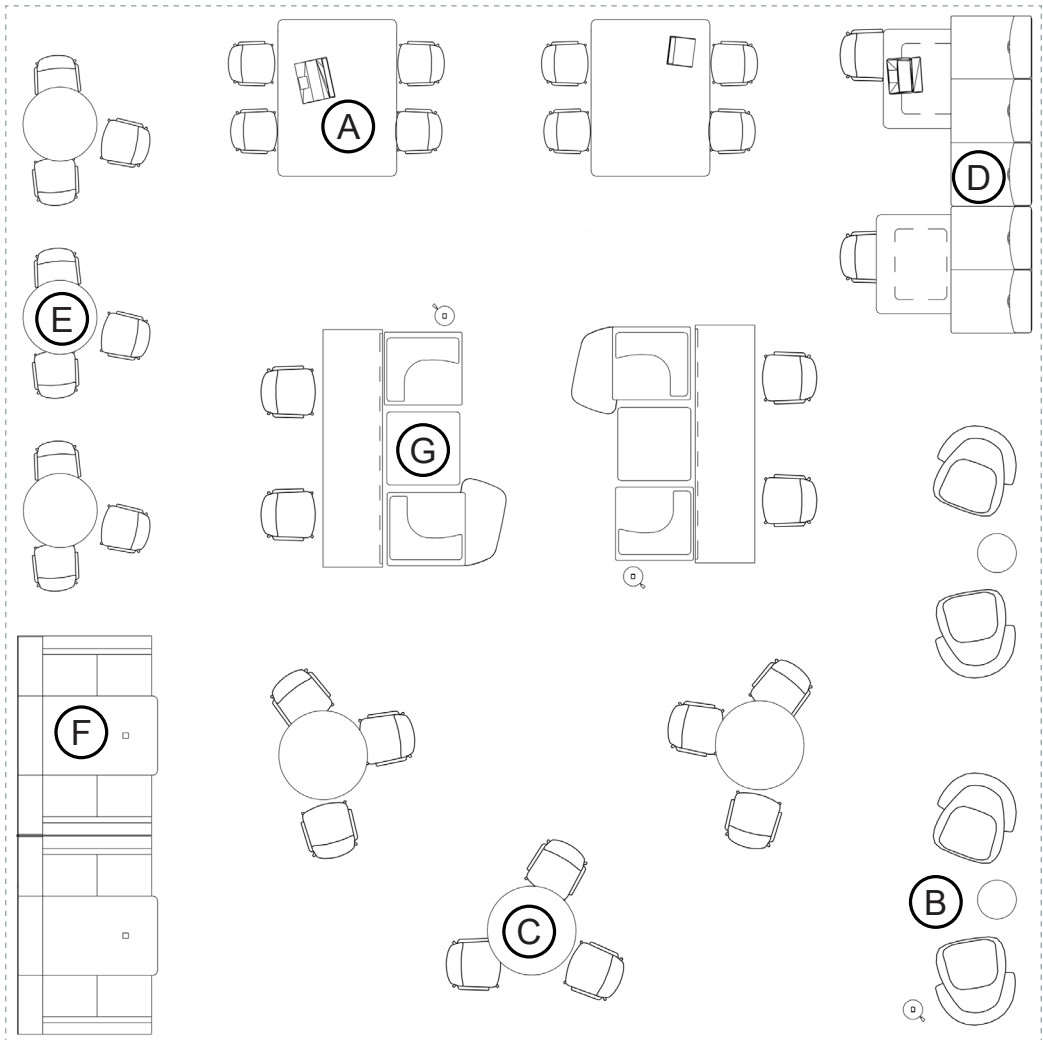
Informal Learning space is becoming an essential resource space for students. These kinds of spaces are incredibly flexible, allowing for studying space, social space, group work, and interdisciplinary space. They are fairly simple in construct, but there are some essential aspects that make it functional and useful:

- Extensive variety in seating options.
- Both comfort and “heads down” workspace.
- Essential access to natural daylight.
- Tables and chairs for group work and individual work.
- Outlets for technology.
- Open, visible, and flexible.

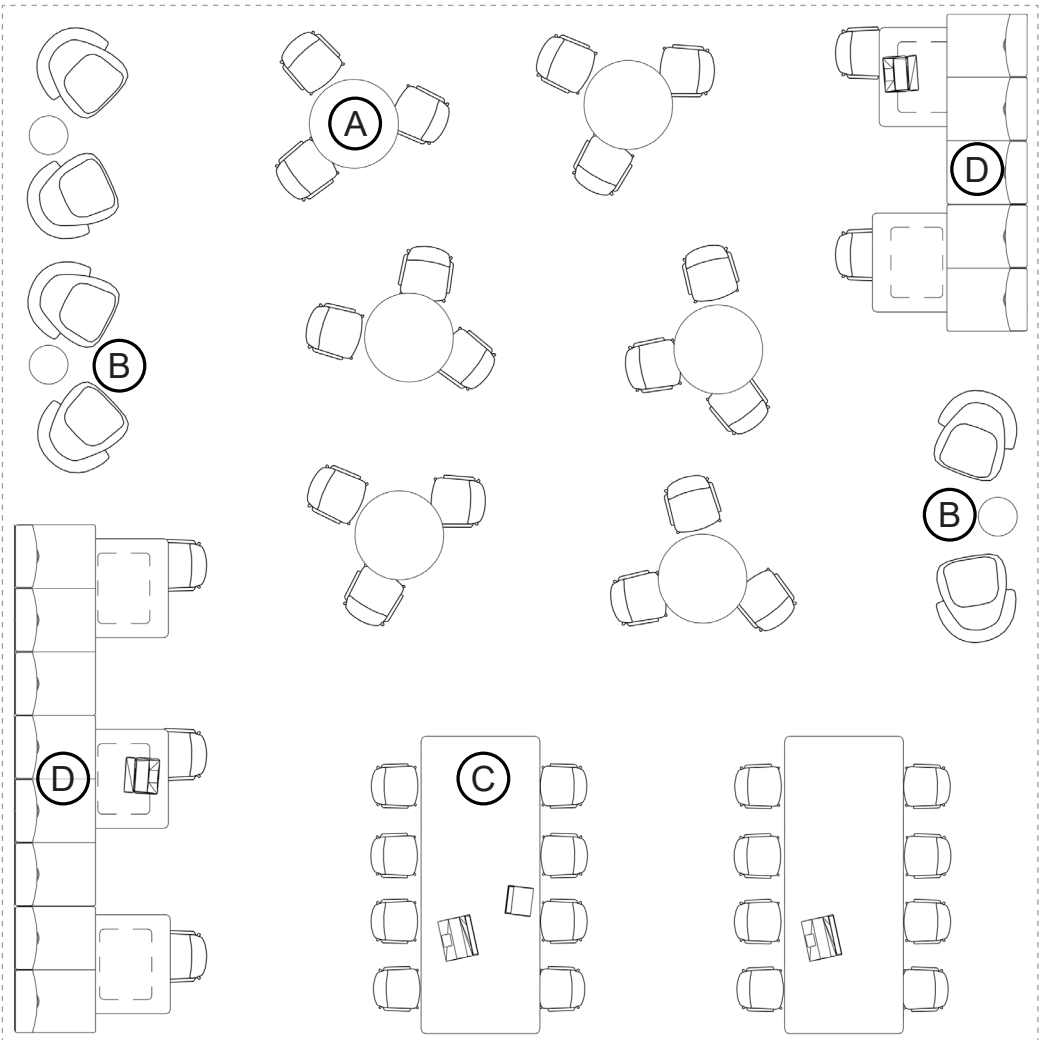
Of all of these aspects, the varied seating options is likely

most important to make the space informal and inviting to students. Note that the informal learning space does not have to be enclosed and is better if it is open and visible to circulation areas, hallways, and the exterior. They may even share space with circulation areas, allowing for students to sit and wait for class or study in between classes. An enclosed informal learning space may be labeled “Maker Space,” which would have more desk seating and is more private than the informal spaces shown.

The area of the space can range in varying sizes, just as long as there is space for both individual and group work. Here are just a few examples of this space, but it can easily be customized according to spatial needs.



1180 Square Feet



1180 Square Feet



# Design Standards

## Reflection Space

**Use:** Student Study & Educational Support

**Adjacency:** Classrooms, Laboratories, Offices

**Area:** Net Program Area: 560 Square Feet

Reflection space is a space for students to have a little more privacy as they work. It is very similar to the informal learning space or to a small conference room. The essential aspect for these spaces is it allows more privacy. Enclosing walls allows for the privacy, but glass partitions allow visibility to see if the space is already being utilized. Many of these rooms can be reserved by students or faculty for study and work.

Because these rooms can be reserved or used in a more private setting, it is important to have visibility from outside the room to see when the room may be in use. Natural daylight and visibility to the outdoors is still important in these spaces, but not as important for informal learning spaces.

Often these spaces will have whiteboard or digital displays for students to work and collaborate off of. Thus, access to outlets for technology is additionally important in these rooms. These reflection places can also vary in size but are no larger or smaller than conference or collaboration room sizes.

- (A)

Storage System
- (B)

White Boards
- (C)

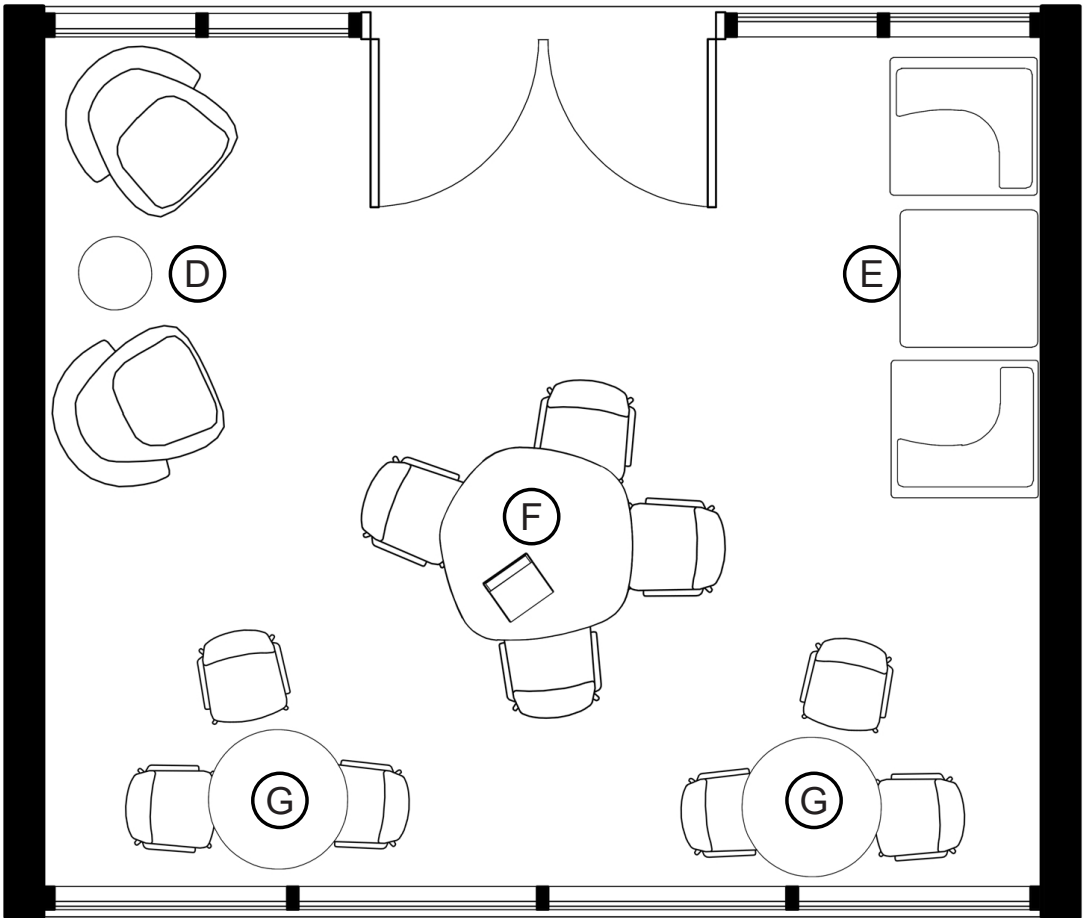
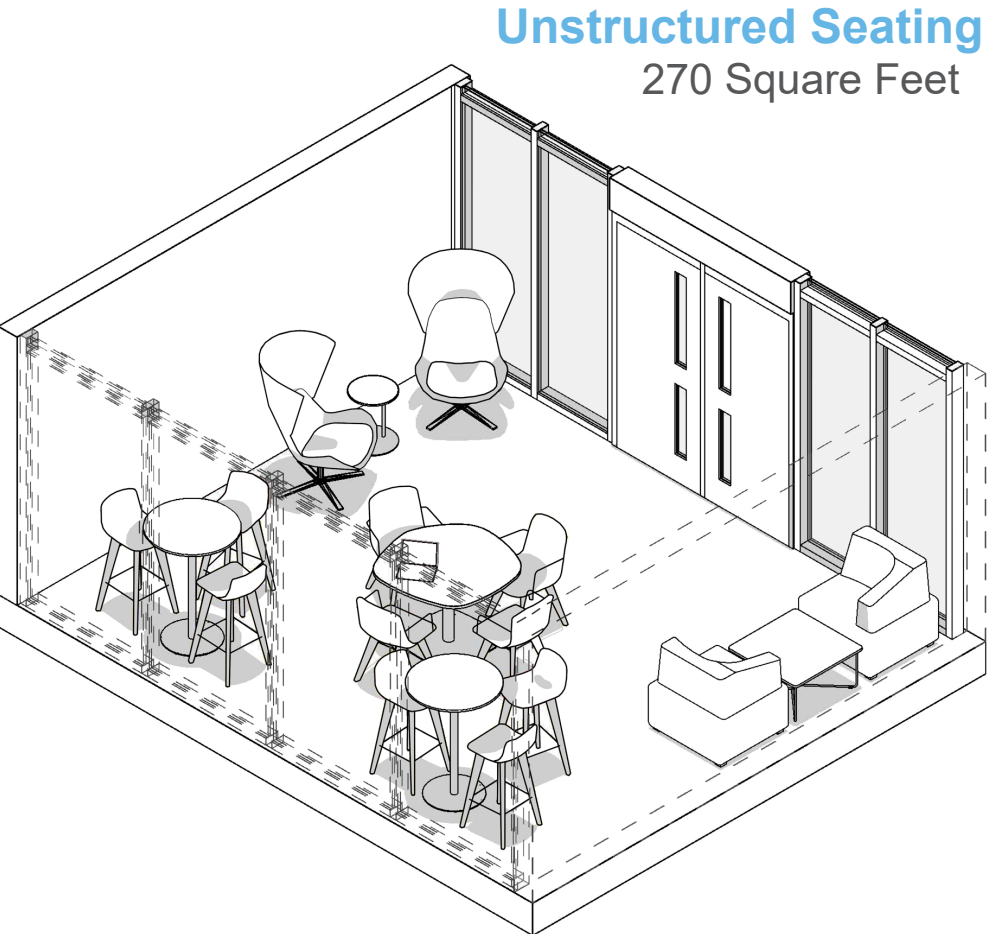
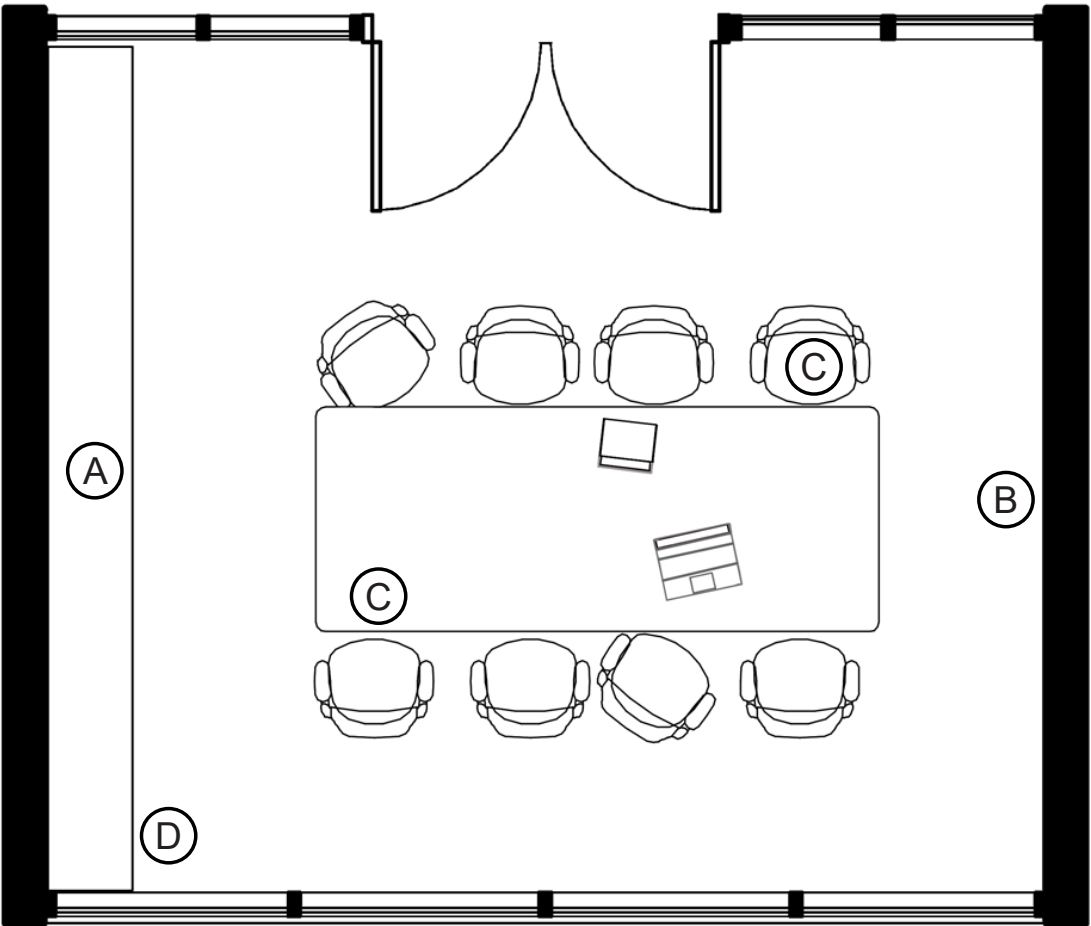
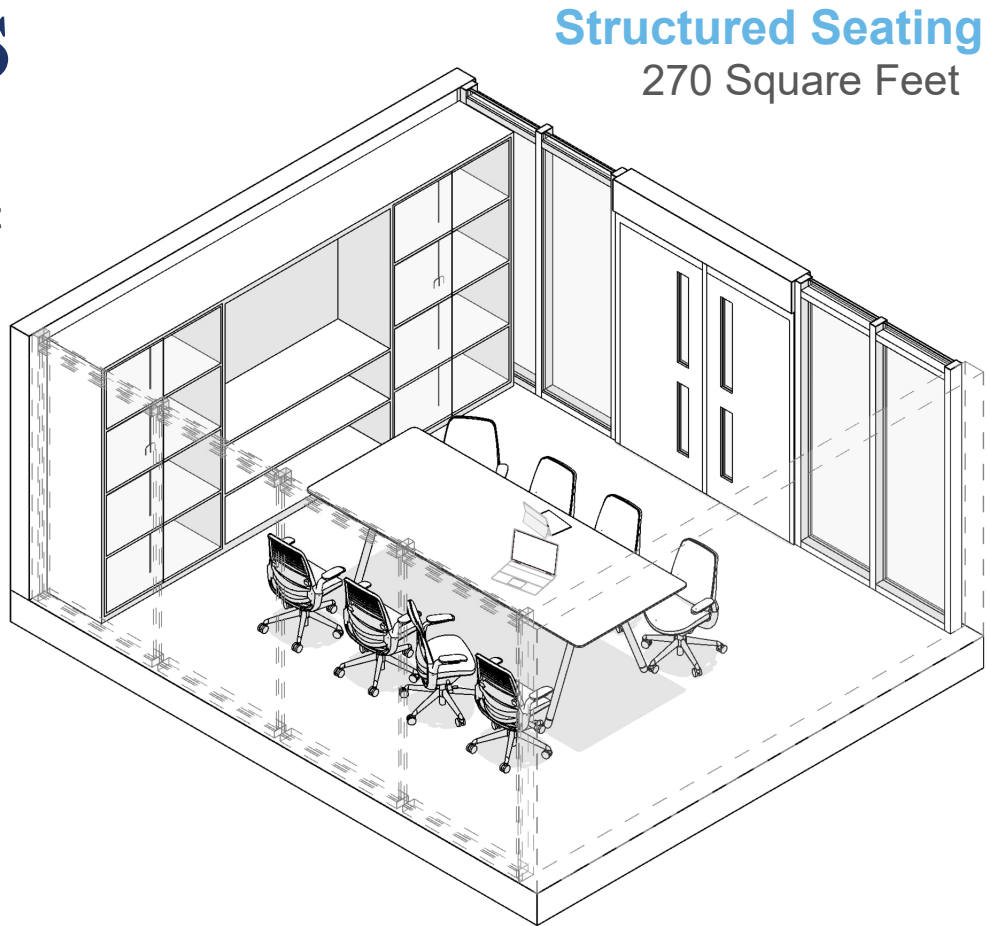
Furnishings
- (D)

Seating Option 1
- (E)

Seating Option 2
- (F)

Seating Option 3
- (G)

Seating Option 4





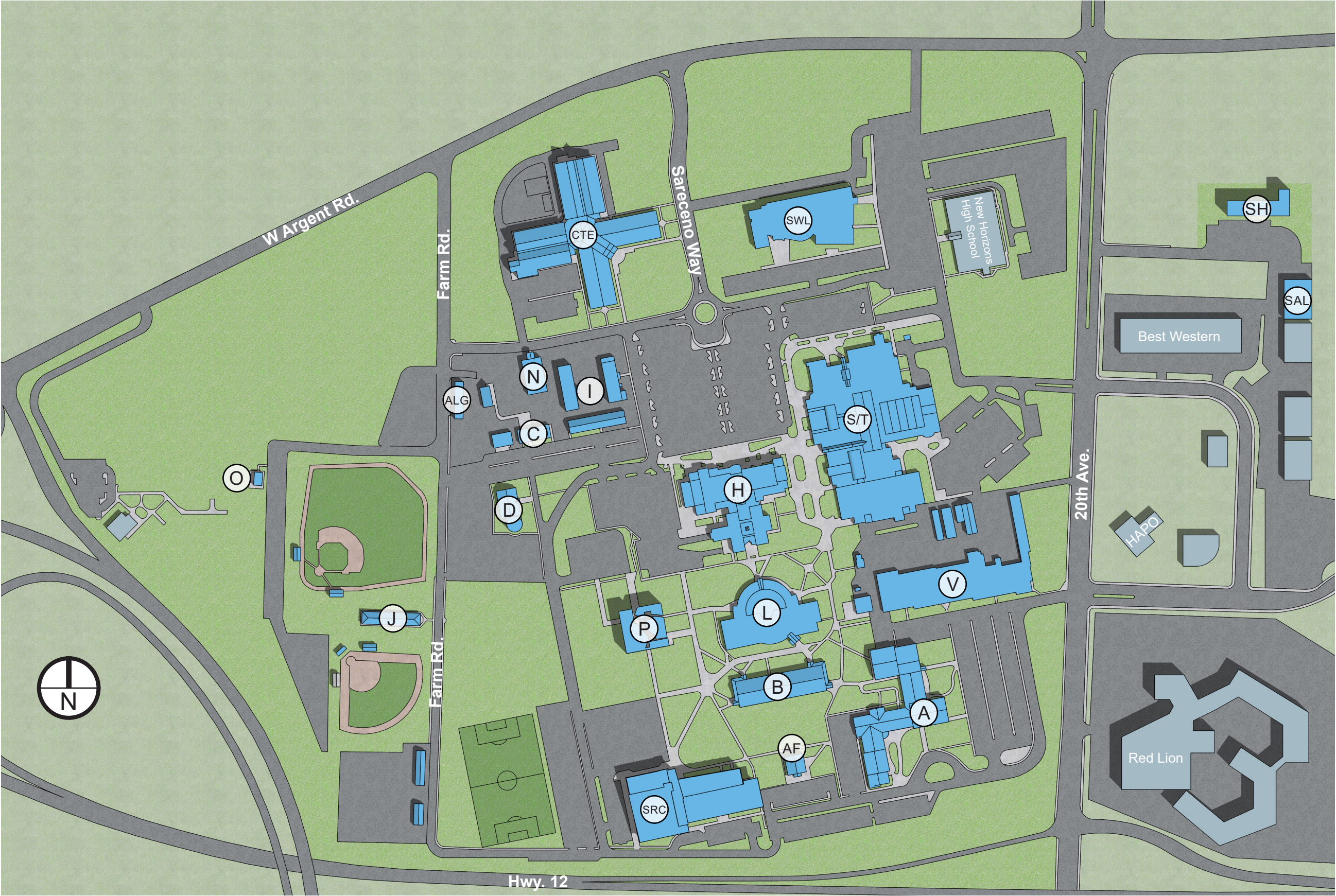
The background features a light blue gradient at the top, transitioning into a white central area. Below the white area is a dark blue gradient that also transitions into a lighter blue wavy line at the bottom. The title "Current Conditions" is centered in the white area.

# Current Conditions



# Current Conditions

## Existing Campus Map

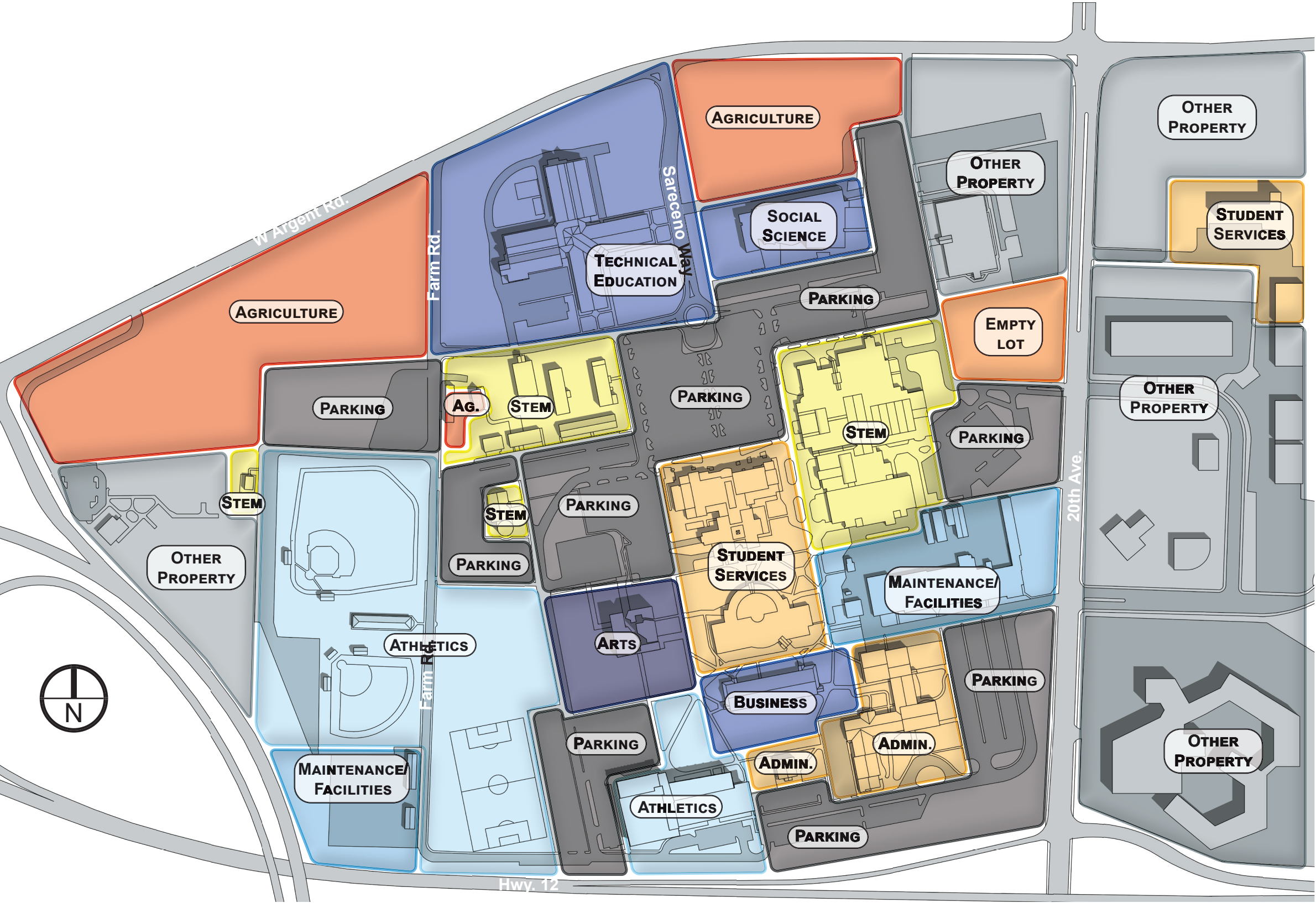


- (A) Administration
- (AF) Foundation
- (ALG) Agricultural Greenhouse
- (B) Business
- (C) Security
- (CTE) Career and Technical Center
- (D) Planetarium
- (H) Hawk Union Building
- (I) Industrial Complex
- (J) Athletic Support
- (L) Library
- (N) Agricultural Technology
- (O) Observatory
- (P) Performing Arts
- (SAL) St. Andrews Loop
- (SH) Sunhawk Hall
- (SRC) Student Recreation Center
- (SWL) Social Sciences and World Language
- (S/T) Lee Thorton Center
- (V) Vocational



# Current Conditions

## Zoning Map



### Summary

This current zoning map shows the relationship between building use as well as the spatial organization. It communicates the overall relationship that the facilities on campus have to one another. This can be used to inform and communicate current relationships, adjacencies, and where CBC can improve its spatial organization.

### Notes

The buildings that are not currently being utilized by CBC are the New Horizons High School and the Pasco Community Test Site. These sites are places of possible expansion and utilization for CBC in the future.

### Issues






There are many issues that can be identified through this zoning map. Currently parking is scattered, unrelated, and seemingly unorganized. There have also been many complaints from students that there is not enough parking. CBC is aware that many of the students have to drive to campus as the service district that CBC accommodates covers all of the Tri-Cities and outer lying cities like Finley and Othello. Parking must expand or be restructured in order to meet the demand.

Another issue identified through this map is the maintenance facilities that serve the campus are scattered and have no adjacency to each other. This spreads resources and makes the campus look disorganized. Along with this, there is a difficulty seeing the relationship between buildings that share purpose and programs. This forces programs to have no central space for students to feel at home in their work. Space can be more efficiently allocated when buildings share adjacent space on campus. This is kept in mind when designing future space on campus.

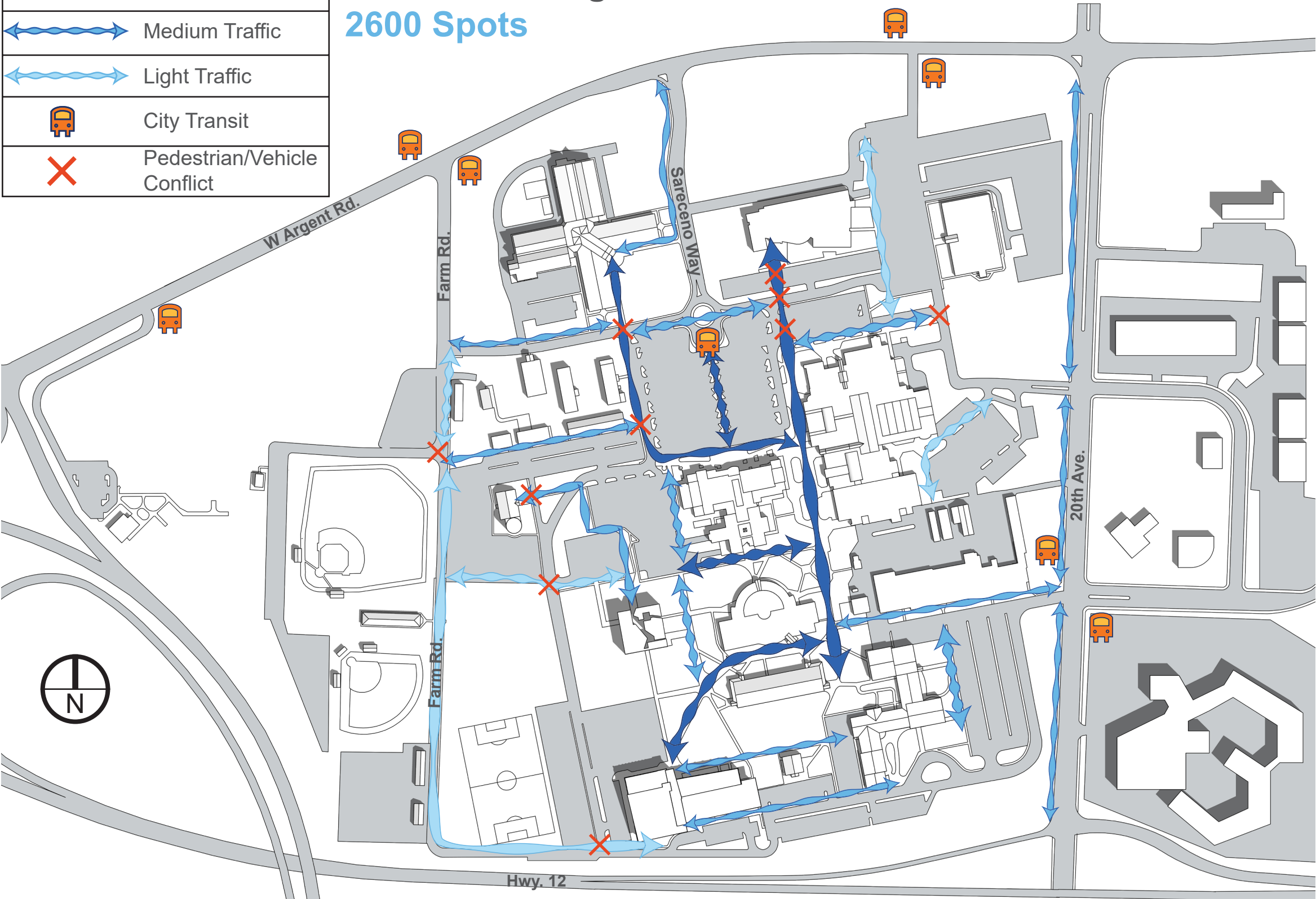


# Current Conditions

## Circulation Map

	Heavy Traffic
	Medium Traffic
	Light Traffic
	City Transit
	Pedestrian/Vehicle Conflict

Current Parking Count:  
**2600 Spots**



### Summary

This circulation map is to show the relationship between pedestrian and vehicle circulation as well as shows walking traffic on campus. This map shows the current problems in vehicle and pedestrian conflict and where walkways can be more organized and safer. This map can be used to analyze the walking paths students take across campus, which will help inform where walkways and streets should be structured in the future.

### Notes

As noted before, most students drive to campus. This also means that the interaction and crossing between vehicles and pedestrians needs to be carefully observed. This way CBC can assess any conflict that might occur. CBC wants to limit conflict as much as possible to keep both students and drivers safe. However, the desire for more parking on campus may result in more pedestrian-vehicular conflict. This map will help further analyze walking paths in order to determine where parking and roads can safely be placed.

### Issues

This map informs of possible issues that occur with circulation. The obvious issue is there are many places where pedestrians and vehicles meet, causing space for possible conflict. It is most noted south of the SWL building, which is a heavy traffic walking path. Students and faculty have commented on the dangers of crossing that parking lot and often have requested crossing guards in order to ensure their safety. It is the most immediate problem that CBC looks to solve when considering the future of circulation on campus.

Another issue observed is the walking paths through campus are seemingly limited and disorganized, causing more chaotic walking paths. Additionally, the streets across campus cross between buildings forcing these walking paths to cross vehicular circulation. CBC looks to organize and separate these aspects so circulation on campus is better observed.



# Current Conditions

## Landscape Map

### Summary

This is to show the landscape layout of the Pasco Campus. It shows the shrubbery, trees, and annotates landscape components. CBC takes pride in being a tree-forward campus as well as a walking campus, so the landscape and outdoor activities are an important part of what CBC considers when looking at the future of the facilities.

### Notes

As noted before, expansion of landscaping is mostly limited to the sites between Argent St., 20th Ave., and the highway. Thus, only the current landscaping within those bounds is noted and considered for the future of CBC.

### Issues

As of right now the CBC campus has little outdoor activity space for students. Students have shown interest in outdoor space and seating. This will allow a refreshing space for the warmer months where students can work and study outside. In relation to this, future facilities heavily consider the relationship between outdoor and indoor space, ensuring a smooth transition between the two as well as creating relationship between these spaces.

The campus centers around the Hawk Union Building and its parking lot. While this makes student services the center of campus, having a parking lot in the center of campus makes walking paths, adjacencies, and overall landscaping, conflict and restrict relationships throughout the campus. CBC's goals include creating better landscaping, walking, and outdoor space for students to enjoy and immerse themselves in. The ultimate goal is to improve the transition and relationship between buildings and the





# Current Conditions

## Infrastructure



### Summary

This map shows the location of the infrastructure that runs the campus. The utility lines shown are the communication lines, gas, power, water, storm, irrigation, and sanitary lines. CBC performed an infrastructure survey in order to locate many of the lines. Keeping record and ensuring the location of utility lines will help future development and construction of new buildings. Recording utility placement will also help organize the lines and keep consistency in utility need across campus.

### Notes

The infrastructure of the campus will be developed over the next fifty years as each new building is developed. Minor utility improvements will be made in order to ensure the lines are secure, safe, and sustained. Lines will be fed to future building saccording to need and location. The most important aspect of note here is to keep up documentation as development across campus continues.

The following page shows each infrastructure category on individual maps.

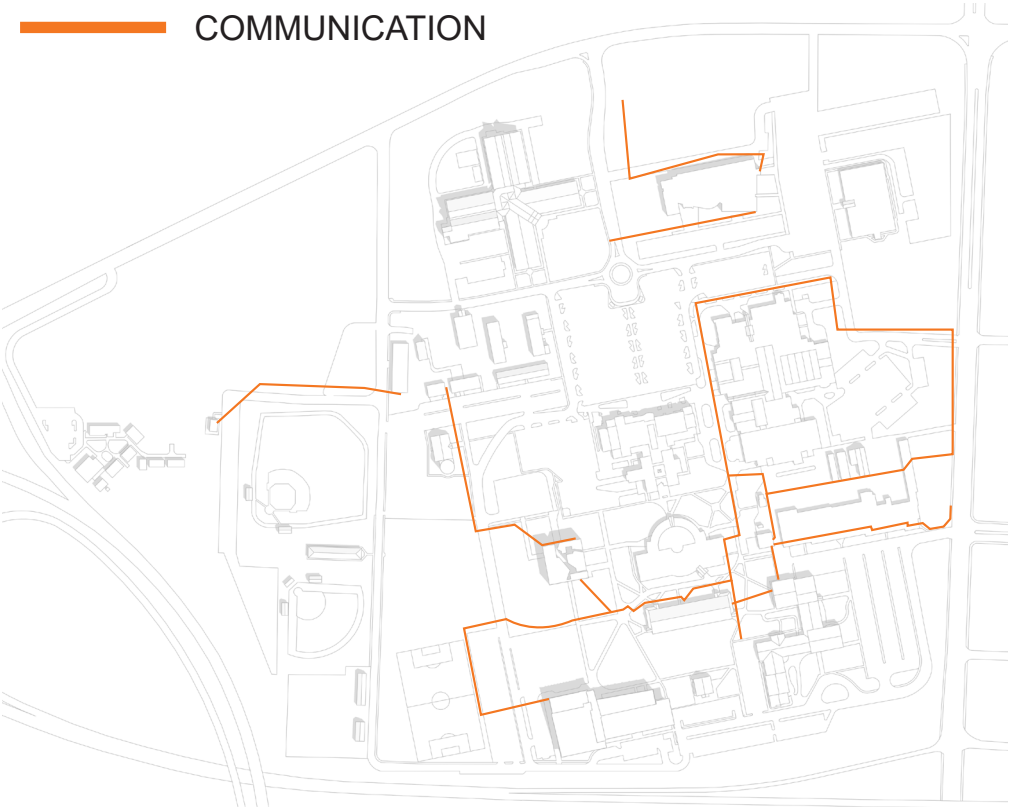


# Current Conditions

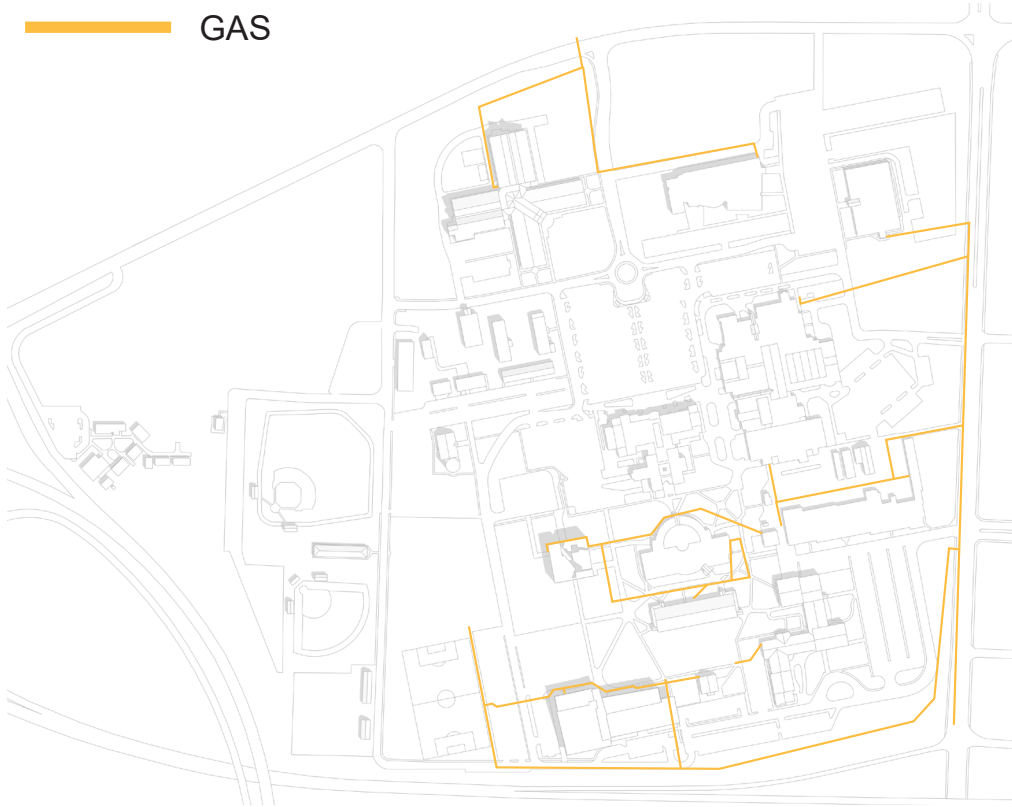
## Infrastructure



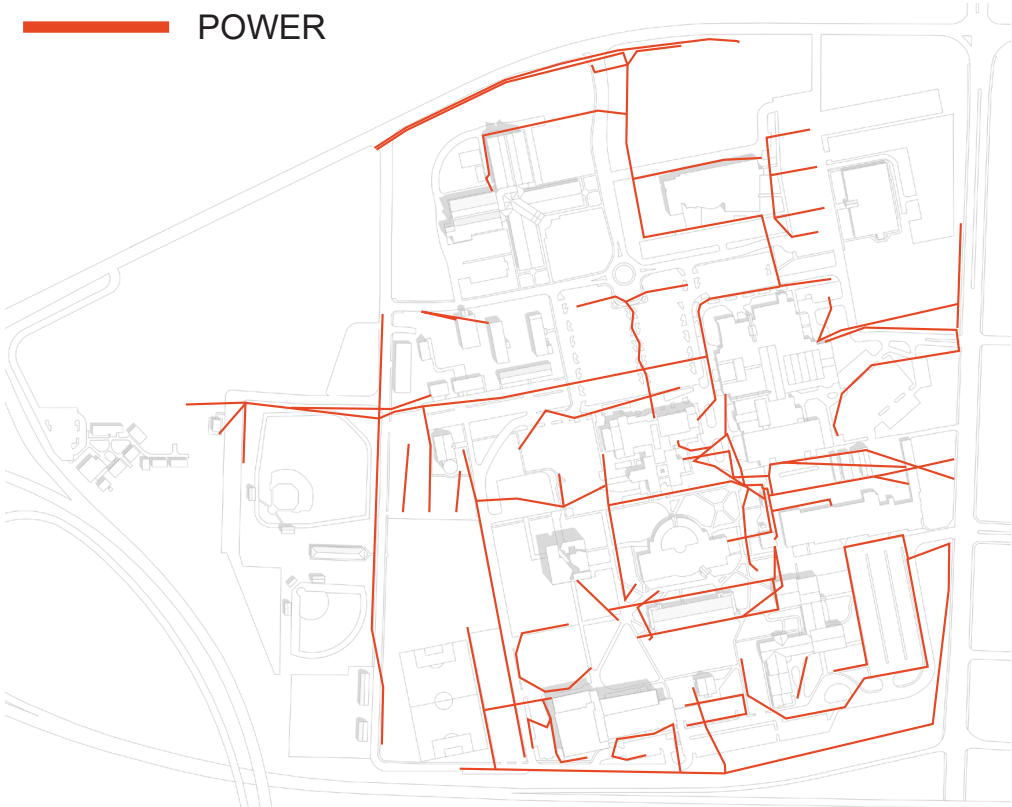
COMMUNICATION



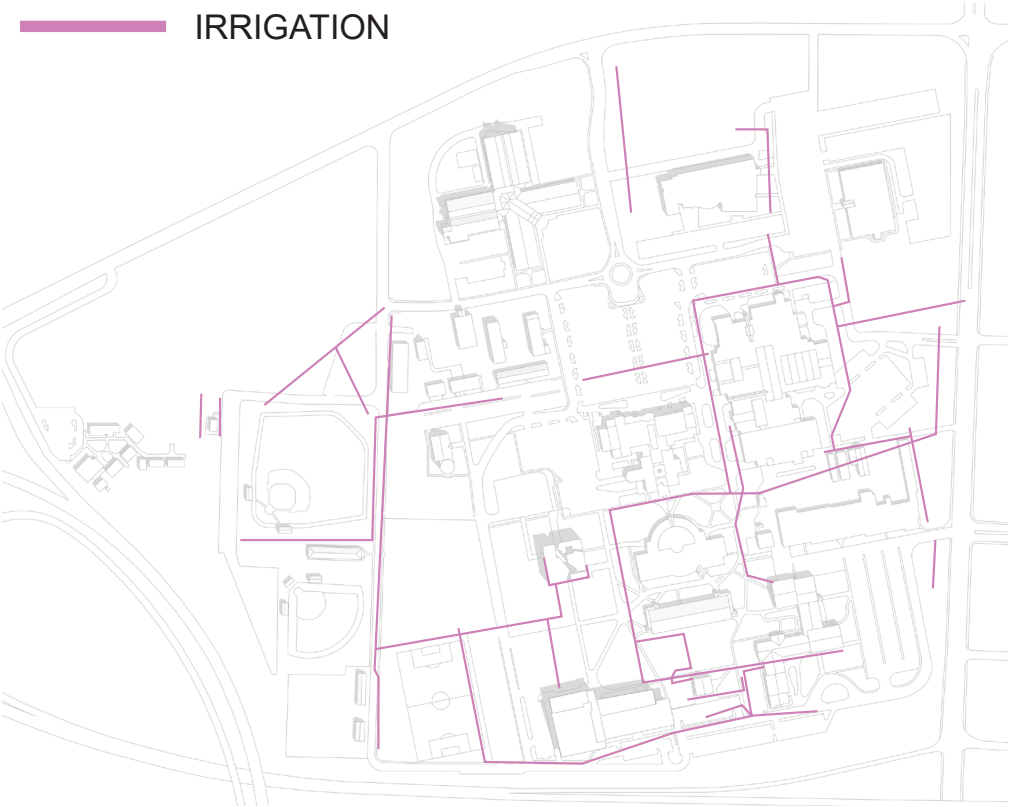
GAS



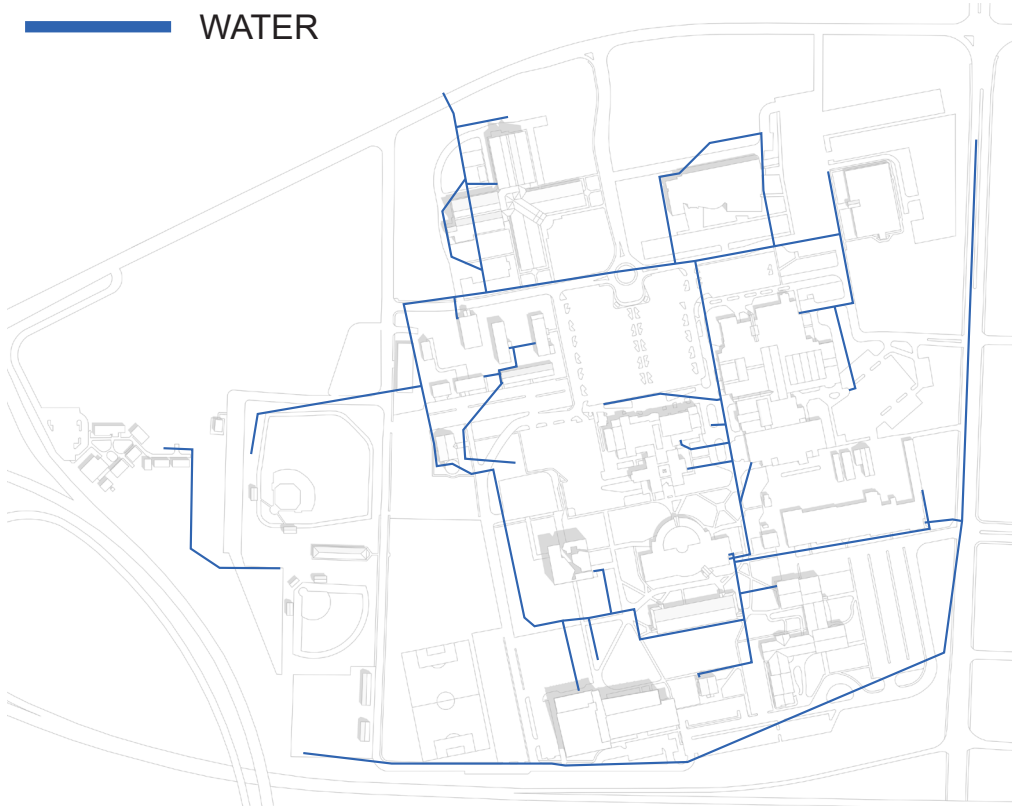
POWER



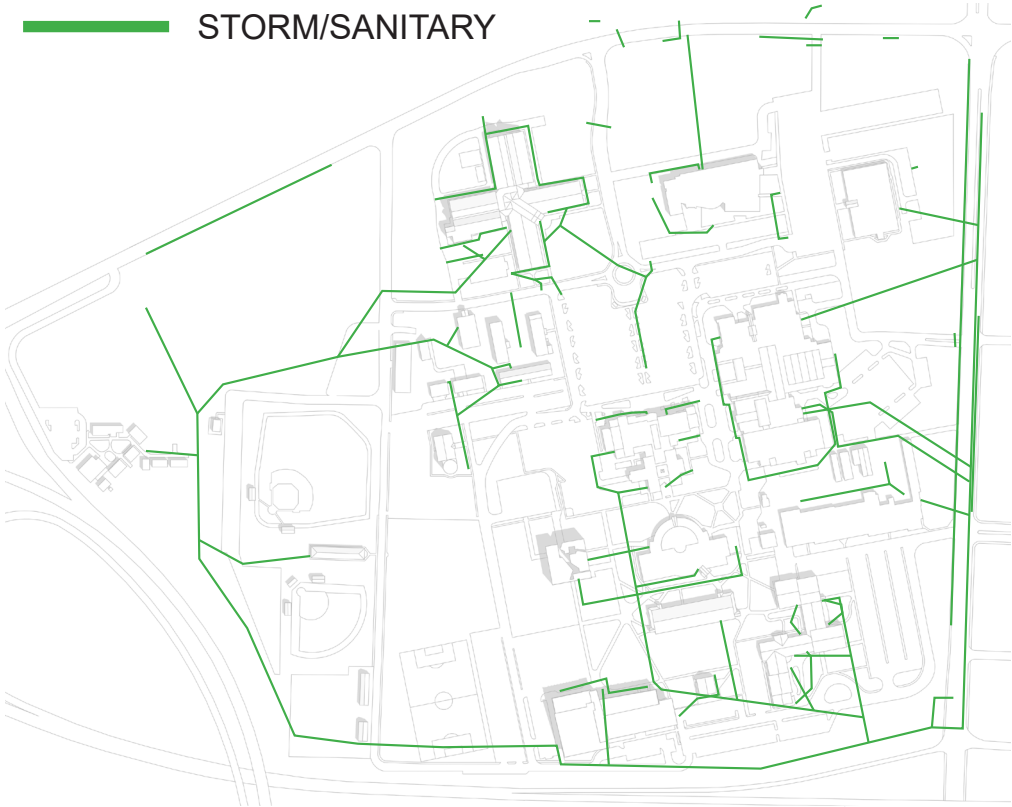
IRRIGATION



WATER



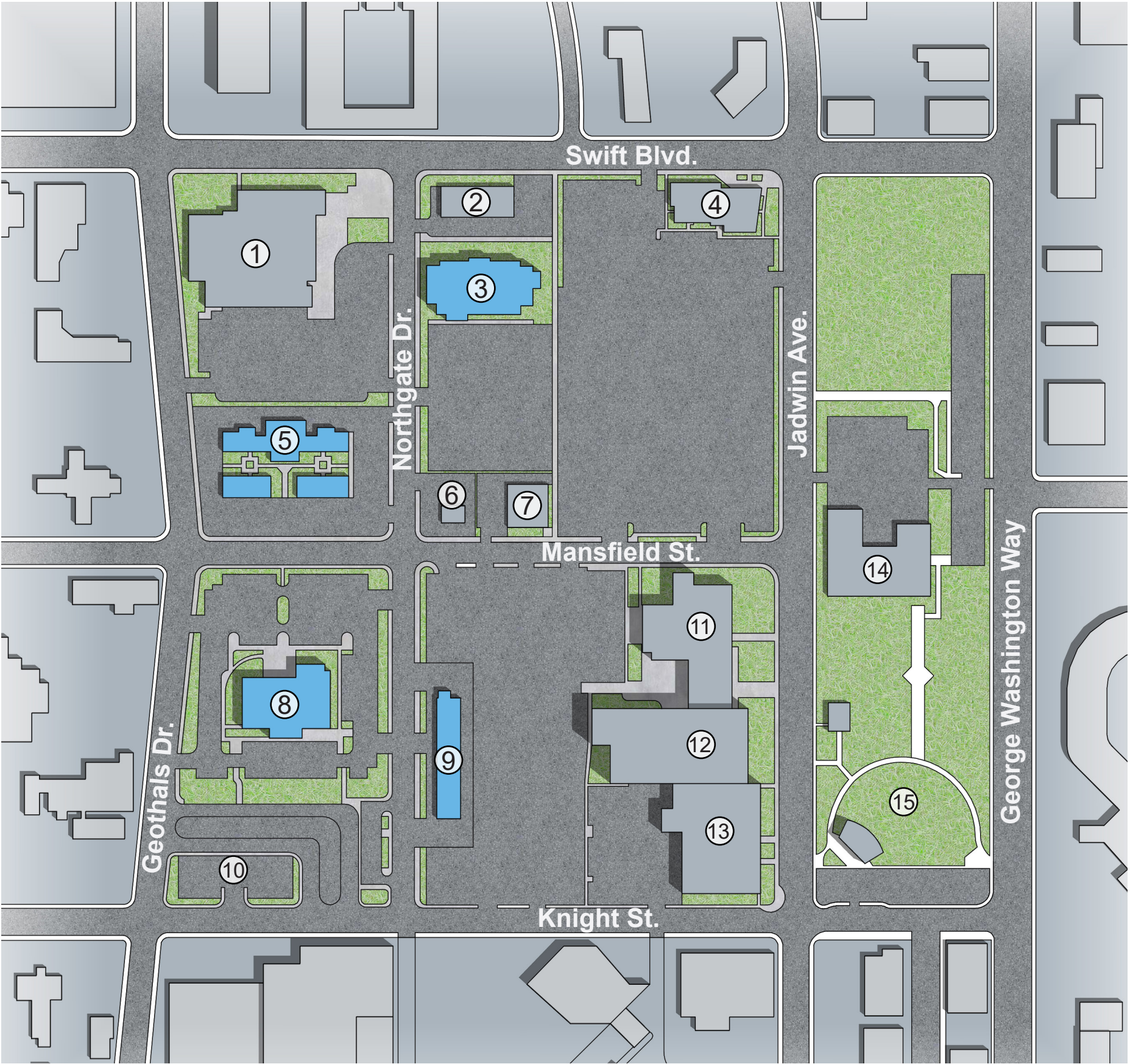
STORM/SANITARY





# Current Conditions

## Richland Campus Map



- ① Richland Public Library
- ② Casper Family Dental
- ③ CBC Medical Science Center
- ④ Richland City Hall
- ⑤ R.O.C. (Richland Original Campus)
- ⑥ 920 Northgate Dr.
- ⑦ Frontier Communications
- ⑧ CBC Health Science Center
- ⑨ 840 Northgate Dr. (CBC-owned)
- ⑩ Benton Franklin Transit Station
- ⑪ Richland Federal Building
- ⑫ US District Courthouse
- ⑬ IRS Taxpayer Assistance Center
- ⑭ Richland Police Department
- ⑮ Jon Dam Plaza







# Recommendations



# Recommendations

## Project Priorities

### Project Priority #1

#### Performing Arts Center Replacement

The current Performing Arts building stands as a monument on the CBC campus; however, its space is outdated and inefficient. The winding corridors lead to confusion in way-finding and lacks accessibility.

The proposed solution is to replace the old building with a new 58,668 square foot facility. This new facility will be used to provide new, accessible, and defined space for the Art, Music, Drama, and Multimedia programs. This project has been on CBC’s priority list for the last ten years and has been presented on the last two Master Plans. It is CBC’s plan that this new facility be able to get the funding for this project to design and build it within the next five to ten years.

This new facility will be home to a new multi-purpose theater and recital hall. The theater will provide for learning communities, large assemblies for the college, and the community. The 500-seat recital hall, designed specifically for musical performances, will provide a catalyst for increased enrollment and student success in Music. The recital hall will remove the need for the College to stage performances off campus. It will provide a tremendous resource for the community. Informal learning and breakout spaces will be provided within the support space category, promoting peer-to-peer learning opportunities, and providing study opportunities for the rest of the campus.

Program Table

# of Rooms	Center for Arts and Innovation Type of Space	SF	Total SF
2	General Classrooms	980	1,960
1	Computer Lab	1,200	1,200
1	Theater	3,750	3,750
1	Stage and Staging Area	2,200	2,200
1	Staging Craft & Dressing Rooms	2,080	2,080
1	Art Display (Gallery)	1,700	1,700
1	Art Studio 2D	1,000	1,000
1	Art Studio 3D and Storage	1,600	1,600
1	Wood Shop	800	800
1	Metal Fabrication	800	800
1	Ceramics	1,800	1,800
1	Multimedia Lab (Photography/Graphic)	1,200	1,200
1	3D Printing Lab	1,250	1,250
1	Marketing Lab	1,000	1,000
1	Innovation Lab	1,800	1,800
1	Lobby	1,520	1,520
1	Recital Auditorium	7,700	7,700
1	Stage & Staging Area	3,000	3,000
1	Keyboard Lab	700	700
1	Chorus Lab	1,000	1,000
1	Music/Band/Orchestra	1,400	1,400
5	Practice Room	60	300
1	Instrument Storage & Music Library	500	500
1	Administration	2,620	2,620
4	Restrooms	400	1,600
1	Mechanical/Electrical/Data	4,040	4,040
Total NSF			48,520
	Circulation	10,148	
Total GSF			58,668

(View Immediate Needs for more details)

### Project Priority #2

#### Center for Applied Science and Agriculture

Currently the Agriculture and Engineering programs are housed in a series of modular buildings in a north-western complex. These buildings do not sufficiently serve the space required and desired for these programs. Thus, a new Center for Applied Science and Agriculture building is in the near future for the CBC Pasco Campus.

The new building will provide ample space to the Agriculture and Engineering programs, as well as space for other applied science classes. There will be space for students to study and work interdisciplinarily. An important aspect of this building is the space allocated for student support, advising, and high-touch programs like MESA, CAMP, and SSS TRiO. This space is designed for the modern student, and each space is created to support and guide the student throughout their education and career. This building will become the main building for well-thought-out agricultural programs, while replacing the facilities that do not serve them well.

This building will also be open to all students to have a fresh and open environment to study and work while being exposed to career pathways. It invites the community, K-12, and local industry to incorporate and work with CBC to build upon the agriculture and engineering programs and industry within the Tri-Cities.

Program Table

# of Rooms	Type of Space	SF	Total SF
1	Soils Laboratory (Chemistry Based)	1,500	1,500
1	Botany Laboratory	1,800	1,800
1	Entomology/Biology Laboratory	1,800	1,800
1	Animal Science	2,433	2,433
1	Food Sciences	2,400	2,400
1	Agriculture Mechanics	6,000	6,000
1	GPS & GIS (Tractor/Harvester Simulation)	1,500	1,500
1	Mechatronics	5,000	5,000
1	Nuclear Technology	5,000	5,000
1	Computers (General)	1,500	1,500
1	Collaboration (Learning)	2,400	2,400
1	Innovation Resource Center	1,800	1,800
1	Engineering Technology	1,800	1,800
1	Engineering (Drafting/Computer)	1,800	1,800
1	Agriculture Technology	980	980
1	Agriculture Mechanics	980	980
1	Food Sciences	980	980
1	Animal Sciences	980	980
1	Mechatronics	980	980
2	Nuclear Technology	980	1,960
2	Engineering Technology	980	1,960
1	Advising/Student Services	1,800	1,800
1	Tutoring/STEM	2,200	2,200
1	Conference	600	600
1	Informal Learning	2,200	2,200
1	Support	2,400	2,400
10	Faculty Offices	120	1,200
1	Dean	180	180
1	Breakroom	400	400
1	Workroom	600	600
1	Adjunct Faculty Space	1,200	1,200
Total NSF			58,333
	Circulation	11,667	
Total GSF			70,000

(View Immediate Needs for more details)



# Recommendations

## Project Priorities

### Project Priority #3

#### Library Replacement

The Library has supported the campus for 58 years, but it is not suited to support the campus in the modern world. The current Library does not meet the current needs for all students on campus. Insufficient student support space and outdated technologies prevent the growth that CBC sees for its campus, especially in a world with more digital services.

A new Library would offer and encourage hands-on transparent learning. The space will provide plentiful space for students to access technology and digital resources, which are becoming so prevalent in higher education, especially as many classes have moved to being online because of COVID-19. However, the physical need for study and resource space is still a priority assessed by students and CBC.

The library will be accessible to the community and contain many flexible spaces and private meeting rooms. The informal, flexible study areas will encourage exploration, engagement, and interdisciplinary collaboration. The meeting rooms will offer technological incorporations and space for presentations.

The Library aims to become the home for discovery and collaboration that will connect students to knowledge, the community, and industry.

### Project Priority #4

#### Hawk Union Building Replacement

The Hawk Union Building was constructed in 1976, making the building over 46 years old. With the student population ever expanding, the space will soon not be able to keep up with the growth and will not be able to serve the students well. Already students have asked for more space than the HUB already provides: more student services, informal learning space, social space, and advisor access.

The HUB is the center of the campus, becoming the main point of contact for current, past, and future Hawks. The HUB needs to be a place that invites students into the heart of what it is to be a Hawk. It contains student services, the bookstore, advising, open lounge, study area, and even space for games and recreation.

The new HUB will have all of these features and more, acting as a place to truly represent the students and welcome all who enter the campus. The space will be organized and flexible to accommodate student needs over time, allowing the building to last over 50 years. The building will also be accessible for community access and events, as well as allow for club and student associations to meet in private rooms.

The new HUB will aim to accommodate, connect with, and become the home of the Hawks who enter the campus.

### Project Priority #5

#### Administration Building Replacement

The Administration Building is one of the oldest buildings on campus. Over the years, the building has received numerous remodels in order to reorganize and keep up with the needs of CBC. The halls are confusing, with little way-finding and disorganized room allocation. The building is sufficient for the needs of the current administration, but it will need to be replaced to keep up with the growing needs and staff of CBC.

A new administration building will offer top-tier offices for faculty and administrators. Varied meeting and conference rooms will be provided and outfitted with the best technology and digital resources, which will allow space for virtual meetings and presentations. Organization and accessibility are essential for a building like this, so students and faculty can easily access and navigate the building. Classrooms and student support offices will be updated with the technology and the space to meet the growing needs of CBC.

A new administration building will act as the formal front to CBC's administration, outreach, and student support space.





# Recommendations

## Top Student Priorities



### Need #1

#### Provide more quiet and private study space.

Students expressed the most needs for more quiet study space and to have some of this space be private. These spaces would be utilized for study, taking phones calls, prayer, private group work, presentation practice, etc. Many students spend their whole day on campus when they attend class in person and have need for space where they can go rest and be separated from others.

#### Solutions:

- Incorporate reflection space and informal learning space into each new building.
- Create enclosed private spaces for individual and group work.
- Refurbish current space to encourage quieter discussion, without removing the possibility of connectivity.

#### Possible places for solution:

- In the new Center for Applied Science and Agriculture
- In the new Performing Arts Center
- Refurbish the Library
- In the new Teaching Center of Excellence
- Refurbish unused office space as private study and reflection rooms.



### Need #2

#### Have more access to dedicated outdoor space and incorporate more greenery in the indoors.

Many students prioritized the desire for comfortable access to the outdoors. Many more wanted greenery incorporated indoors so during the winter they could still enjoy nature and peaceful green space.

#### Solutions:

- Create more outdoor seating sheltered from the elements.
- Canopies over courtyard space.
- Indoor plants and running water.
- Create another Atrium space in a new building.
- Student accessible greenhouses.

#### Possible places for solution:

- In the new Center for Applied Science and Agriculture
- Create courtyard and amphitheater outside a new Performance Center
- Create courtyard with canopy above the space in between the HUB and Thorton
- Create sheltered outdoor seating in the landscaping throughout campus.



### Need #3

#### Create access to food sources on campus, especially for students who live in the dorms.

The next most important priority for students is to have access to food services on campus. Students who live in the dorms currently do not have access to a sustainable food source unless they have reliable transportation to a grocery center. Many students expressed the want for a meal source on campus both for students who live in the dorms and for students who are on campus for the majority of their day.

#### Solutions:

- Add vending machines with variety of foods to major buildings on campus.
- Re-open a cafeteria.
- Create a new cafe space for quick grab food and coffee.
- Have food trucks accessible on campus.
- Automated Delivery Robots to deliver food from campus or other locations in Pasco.

#### Possible places for solution:

- Food truck access in courtyard between HUB and Thorton
- Food truck access South of the Planetarium and West of the HUB
- Create a cafe in the new Library



# Recommendations

## Projected Campus Overview

	Projects	Growth	Renovation	Replacement	Minor	Repair	Campus Location	Notes
10 Years Out	Center for Arts and Innovation			X			Pasco	Replace P-building.
	Teaching Center for Excellence	X					Pasco	
	Student Housing - Phase II	X					Pasco	
	Batting Cages	X					Pasco	
	Hawk Union Building		X				Pasco	
	840 Northgate Dr.		X	X			Richland	Replace existing building.
	871 George Washington Way		X				Richland	New acquisition.
	975 George Washington Way	X					Richland	New acquisition.
	Richland Old Campus			X			Richland	New building determined on use and needs.
	Roads and Parking	X				X	Pasco/Richland	Richland campus partial road closure.
	Sidewalk and Circulation	X			X		Pasco/Richland	Richland pedestrian plaza development.
	Infrastructure				X	X	Pasco/Richland	Infrastructure study and documentation.
	Landscaping	X					Pasco	
	Master Planning				X		Pasco/Richland	Publish new every ten years.
20 Years Out	Center for Applied Science and Agriculture			X			Pasco	Replace I/C/N Buildings.
	Student Housing - Phase III	X					Pasco	
	Maintenance Facilities			X			Pasco	Replace Library/V Building.
	Learning Commons			X			Pasco	Replace Library/V Building.
	725 Swift Blvd.	X	X	X			Richland	New acquisition.
	New Building Development	X					Richland	New building use determined on needs and utilities.
	Richland Transit Center	X		X			Richland	New acquisition and construction.
	Roads and Parking	X				X	Pasco	
	Sidewalk and Circulation				X	X	Pasco/Richland	
	Infrastructure				X	X	Pasco/Richland	
	Landscaping	X					Pasco	



# Recommendations

## Projected Campus Overview

	Projects	Growth	Renovation	Replacement	Minor	Repair	Campus Location	Notes
30 Years Out	Hawk Union Building			X			Pasco	Replace old HUB.
	Agriculture Greenhouse	X			X		Pasco	Addition to existing greenhouse.
	Foundation Building			X			Pasco	Replaces old Foundation
	Roads and Parking	X					Pasco/Richland	
	Sidewalk and Circulation				X	X	Pasco/Richland	
	Infrastructure				X		Pasco/Richland	
	Landscaping	X					Pasco/Richland	
	Richland Health Center	X	X				Richland	
	Organic Farm Phase II	X					Pasco	Expand and develop agricultural farm area.
40 Years Out	Administration Building			X			Pasco	Replace A-building.
	Agricultural Greenhouse		X				Pasco	Renovate existing greenhouse.
	New Horizons Building			X			Pasco	Demolish and replace with parking.
	Roads and Parking	X					Pasco/Richland	
	Sidewalk and Circulation				X	X	Pasco/Richland	
	Infrastructure				X		Pasco/Richland	
	Landscaping				X		Pasco/Richland	
50 Years Out	New Building Development	X					Pasco	New building use determined on needs and utilities.
	Lee Thorton Center		X				Pasco	
	Richland Health Science	X	X				Richland	
	Organic Farm Phase II	X					Pasco	Expand and develop agricultural farm area.
	Roads and Parking				X	X	Pasco/Richland	
	Sidewalk and Circulation				X	X	Pasco/Richland	
	Infrastructure				X		Pasco/Richland	
	Landscaping				X		Pasco/Richland	





# Pasco Campus Future



# Pasco Campus Future

## Ten Year Map



### Summary

This map shows the growth, construction, and changes that CBC looks to accomplish within the next ten years. These are all the most immediate needs of the highest priorities that need to be resolved first. All changes are highlighted in orange.

### Future Outlook

1. Center for Arts and Innovation Development (P-building Demolition)
2. Teaching Center for Excellence Development
3. Student Housing - Phase II
4. Batting Cages development
5. South SWL parking removal
6. Recreational Fields (Replace P-building site; used by the Recreation and Wellness Center)
7. Widening sidewalks (creates central walkways and outdoor courtyard space)
8. North-East sidewalk development (to student housing across the street)
9. South-East circle and parking development
10. North-West circle and road reconfiguration
11. North-West Agricultural Field road changes and reconfiguration.
12. Other roadway changes throughout campus.
13. Mechanical and infrastructure upgrades.



# Pasco Campus Future

## Twenty Year Map



### Summary

This map shows the growth, construction, and changes that CBC looks to accomplish within twenty years. These are all the intermediate needs that CBC has identified that need to be resolved. All changes are highlighted in orange.

### Future Outlook

1. Center for Applied Science and Agriculture Development (Demolish I, C, N-buildings)
  - 1.1 Agricultural Storage
2. Maintenance Building (Demolish V-building)
3. Library development (Demolish L-building)
4. Student Housing - Phase III
5. Central courtyard (On old Library site)
6. CTE parking expansion
7. South circle
8. East parking and circles
9. Infrastructure and roofing renovations



# Pasco Campus Future

## Thirty Year Map



### Summary

This map shows the growth, construction, and changes that CBC looks to accomplish within thirty years. These are all the mild needs that CBC has identified that need to be resolved. All changes are highlighted in orange.

### Future Outlook

1. North-East parking expansion
2. Hawk Union Building development (Demolish old HUB)
3. New Foundation Building
4. Central Courtyard (Replaces HUB site and parking)
5. Agricultural Greenhouse development
6. Organic Farm Phase I
7. General Facility repairs and renovations



# Pasco Campus Future

## Forty Year Map



### Summary

This map shows the growth, construction, and changes that CBC looks to accomplish within forty years. All changes are highlighted in orange.

### Future Outlook

1. North-East Parking (Demolish New Horizons High School)
2. Administration building (Demolish old A-building)
3. Renovate Agricultural Greenhouse
4. General Facility repairs and renovations



# Pasco Campus Future

## Fifty Year Map



### Summary

This map shows the growth, construction, and changes that CBC looks to accomplish within fifty years. All changes are highlighted in orange.

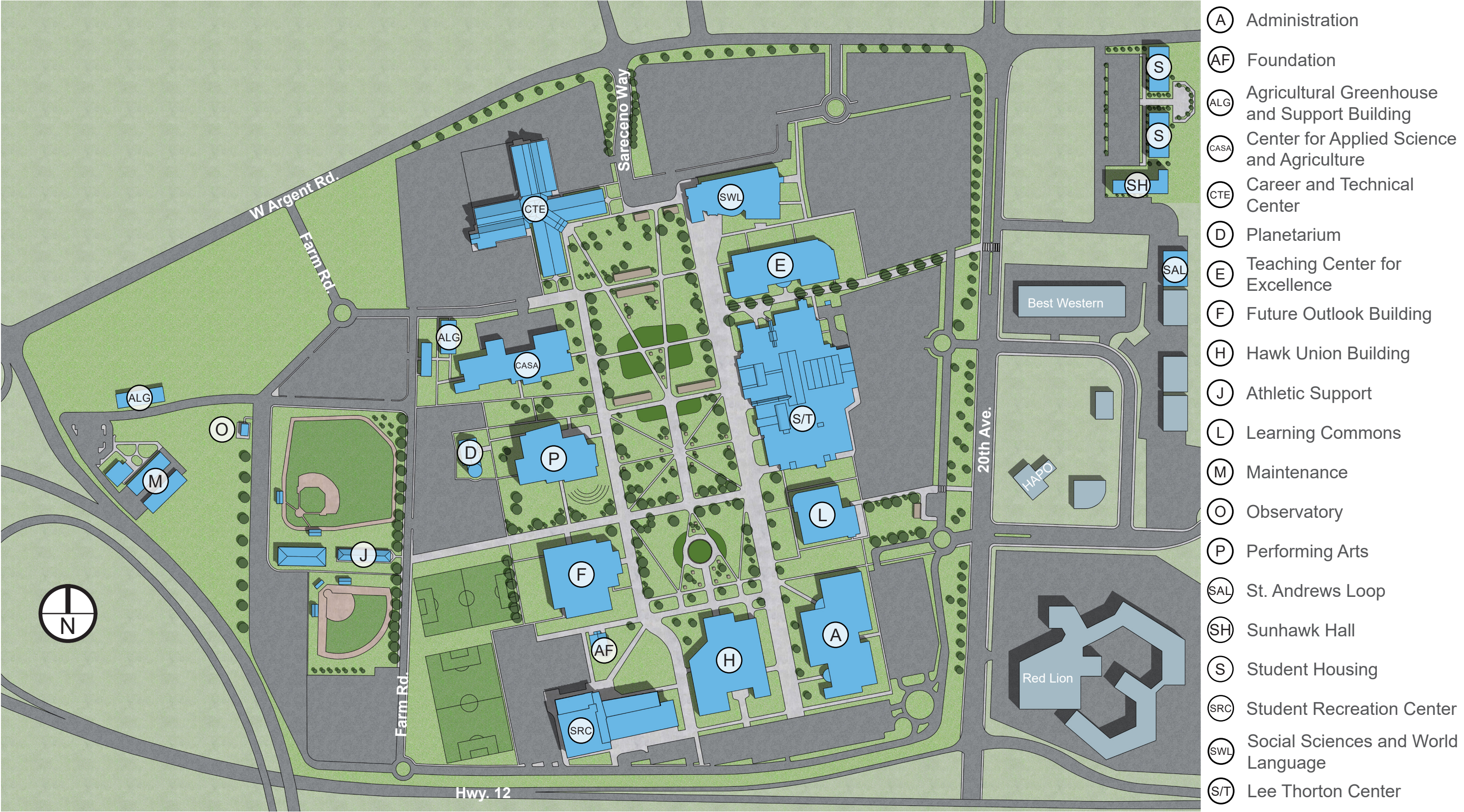
### Future Outlook

1. Lee Thorton Center major renovation
2. Classroom Education Center development (General building expected to be utilized for future expansion and demand)
3. Organic Farm Phase II
4. Mechanical, infrastructure, and roofing repairs and renovation.
5. Other road repairs and reconfigurations



# Pasco Campus Future

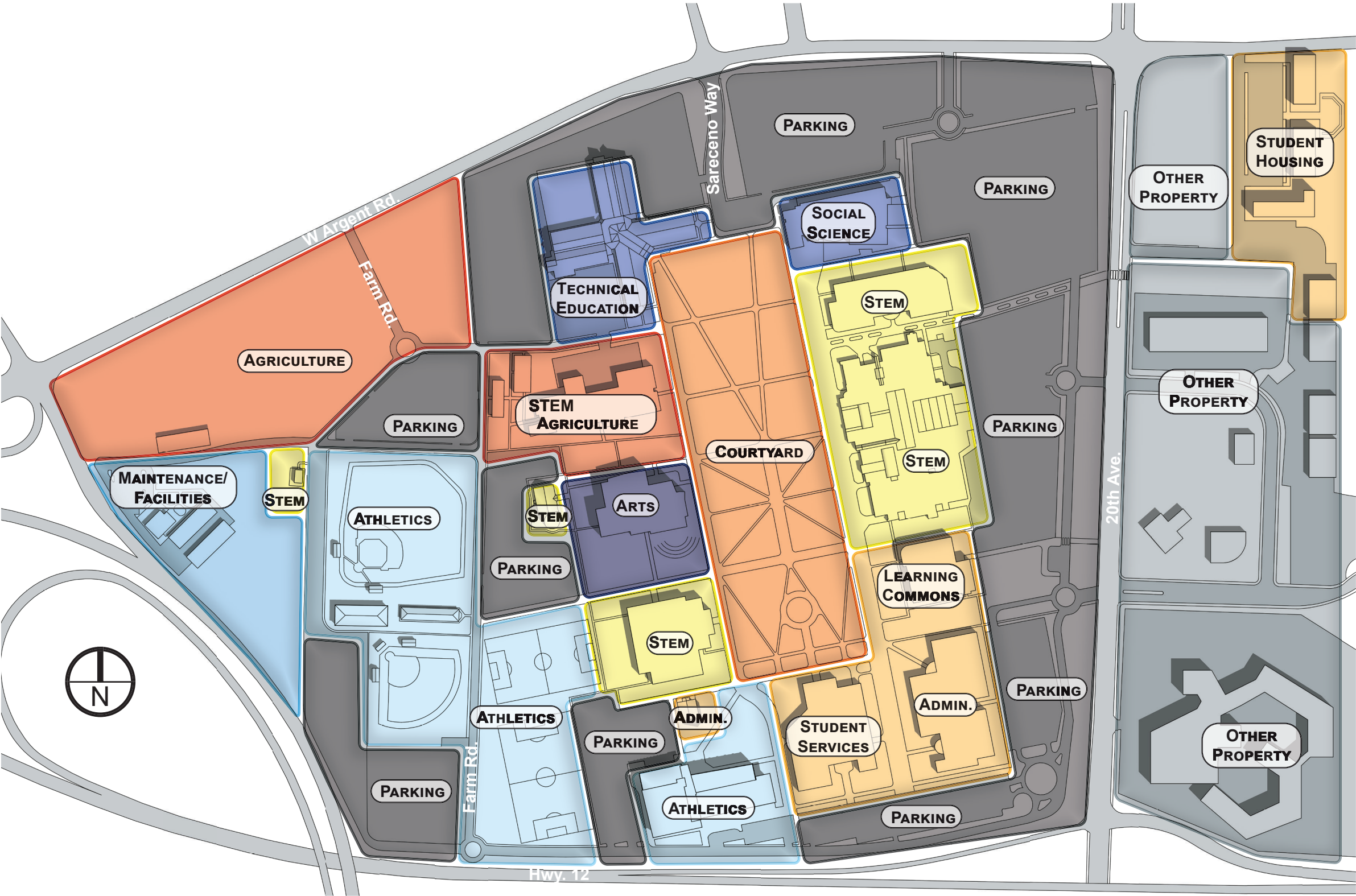
## Future Pasco Campus Summary





# Pasco Campus Future

## Proposed Zone Map



### Summary

This zoning map shows the zoning after fifty years of planning and expansion. This shows many of the issues seen in the current zoning map to be resolved and taken into consideration. Other issues remain and look to be resolved further but are difficult to plan for as education, industry, and society continue to shift and change in ways that are hard to predict and cannot be planned for at this time.

### Issues Resolved

Parking has been expanded per the great demand examined in the current conditions. Parking has been pushed to the exterior and grouped in order to keep adjacency and organization.

Maintenance buildings have all been grouped to the exterior of campus. They are to remain out of the way so they are separated from buildings that do not share purpose or architectural style. This also separates the uses from facility/faculty use from the student service and educational buildings.

Outdoor activities and green space is grouped in adjacency and prioritized to show off CBC’s dedication to student activities and needs.

Buildings that share similar purpose and programs are adjacent or at least closer together. This allows students to group in buildings that prioritize their programs and their needs.

### Issues Remaining






Expansion outward is still seen as limited to within city streets; however, if necessary for future expansion, the parking lots that are pushed to the exterior of campus can be used as building sites.

Some zones are still scattered; for example, the STEM buildings still have little adjacency. However, they will be seen being utilized by multiple programs, of which several, may be adjacent.



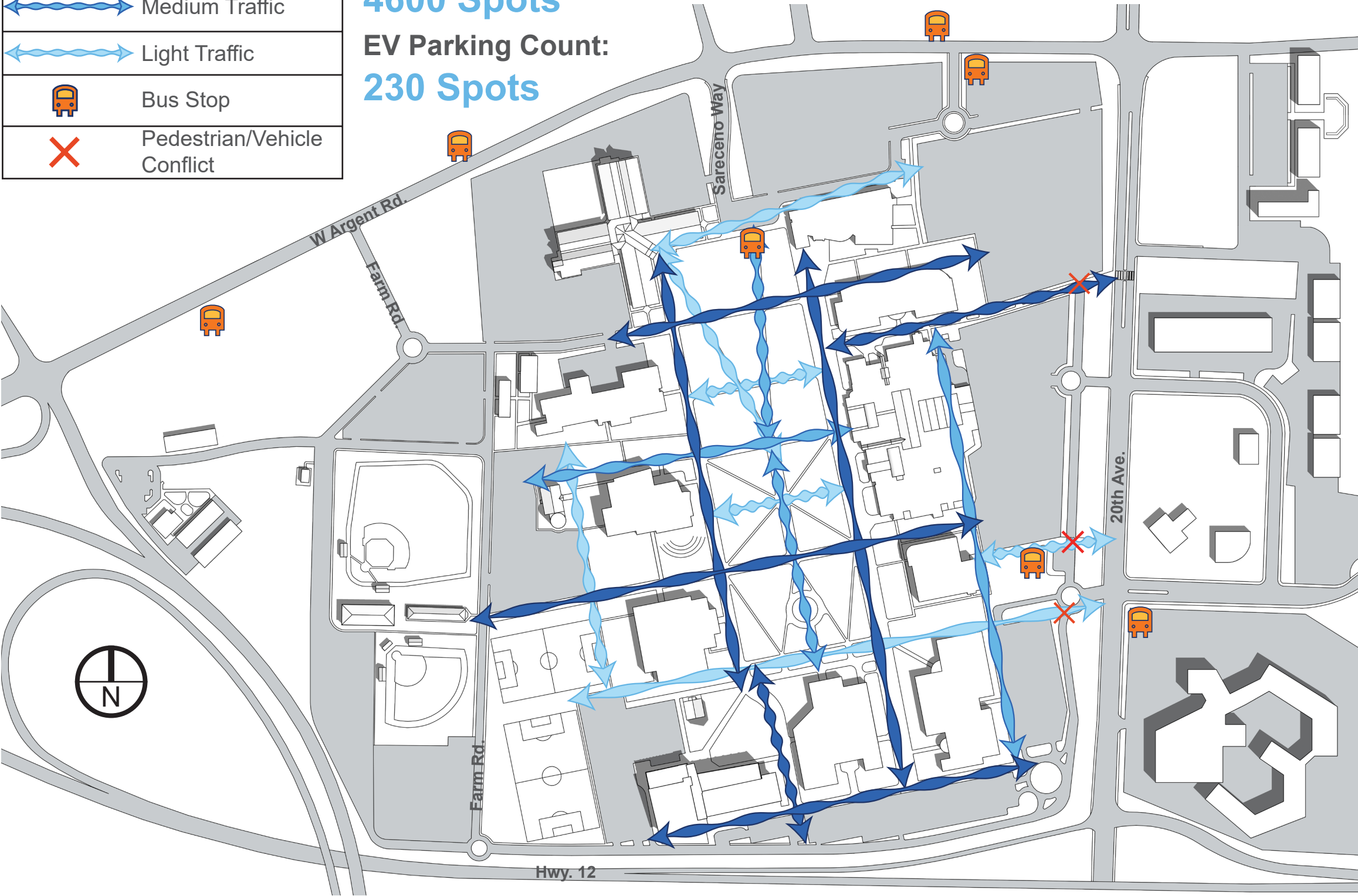
# Pasco Campus Future

## Proposed Circulation Map

	Heavy Traffic
	Medium Traffic
	Light Traffic
	Bus Stop
	Pedestrian/Vehicle Conflict

Current Parking Count:  
**4600 Spots**

EV Parking Count:  
**230 Spots**



### Summary

This map shows the circulation paths after fifty years of planning and expansion. It takes into consideration many of the issues seen before in the current conditions. The campus now prioritizes a central walking circulation and exterior vehicular circulation.

### Issues Resolved

Students who drive to campus now have ample parking and do no cross paths with pedestrians and student walking paths as much. Moving the parking to the exterior like this allows limited pedestrian-vehicular conflict, making the campus a safer place.

Walking paths are more organized and connected. Heavy walking paths are contained to the center of campus through the central courtyard. The larger walking paths allow for easier circulation and encourages outdoor activities and occupation. Most students should stay within their program’s zones; however, students that do cross campus will further enjoy the open circulation space.

### Issues Remaining

The largest problem left unresolved in fifty years is that walking paths off campus and to the bus stops around the exterior of campus still cross paths with vehicles resulting in possible conflict. However, with the surrounding city streets it is nearly impossible to eliminate all pedestrian-vehicular conflict. Additionally, moving bus stops to the exterior of the campus results in longer walking distances for students to take the bus to campus.

While the circulation is placed to the interior of the campus through a central courtyard, this may result in longer walking times between buildings. However, this cannot be determined for sure as the walking paths have been created to accommodate natural walking paths students would take between buildings, which may make walking times faster. Buildings that share programs are also grouped, so less transfer between buildings should be expected.



# Pasco Campus Future

## Proposed Landscape Map

### Summary

This is to show the landscape layout of the Pasco Campus in fifty years. The center of the campus revolves around a 600,000 square foot courtyard and landscaped area. This area acts as the central circulation area as well as outdoor activity and study space for students.

### Issues Resolved

While parking is moved to the exterior, this allows for more attractive landscaping to exist within the heart of the campus. There is plenty of space allocated for outdoor activities and space. There are places where outdoors seating is placed, as well as some covered seating pavilions. Note that next to the bus stop (in between the CTE and SWL buildings) are some additional covered areas.

The agricultural fields are expanded and utilized for greater learning opportunities. This allows the growing program to further create worthwhile education for the agriculture program and students.

CBC has always taken pride in being a tree-positive campus. This landscaping map takes that pride and shows it off even more than in the current conditions. This allows students to further enjoy the outdoors by gathering under the shade of a tree while in the hot months. It encourages students to get out more and explore the attractive walking paths.

### Issues Remaining

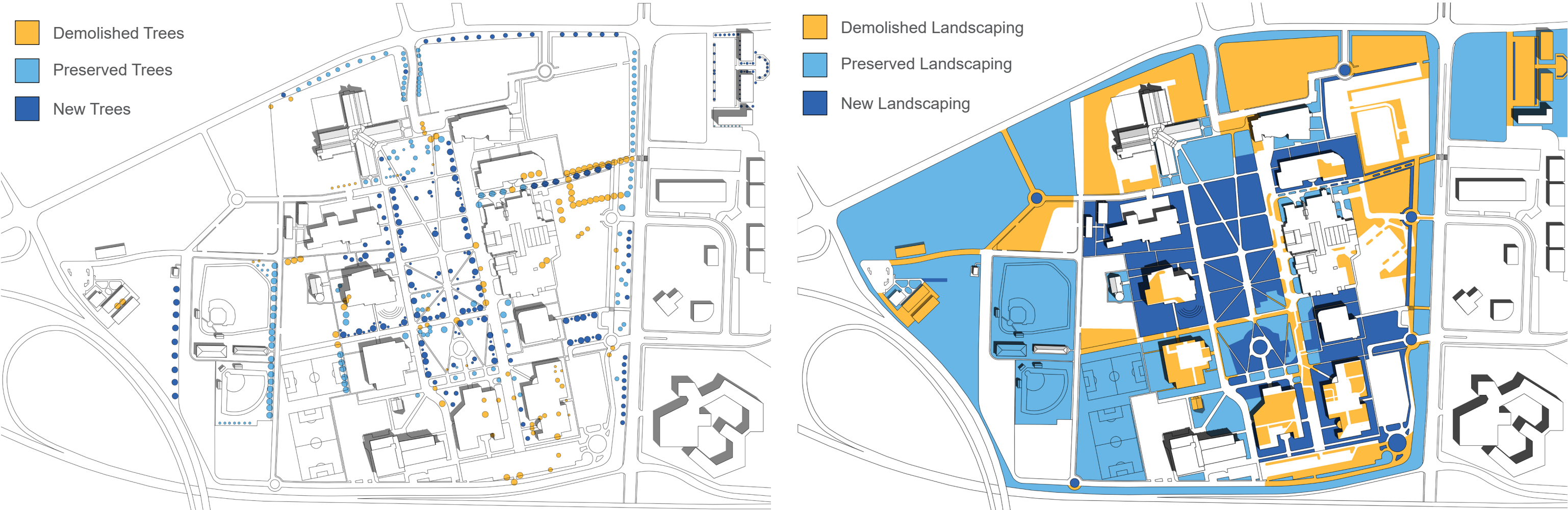
Most, if not all, of the landscaping issues are resolved through this campus design. The only possible issue is the outdoor and green space is too much and limits walking and student activities. However, this is unlikely to be a large issue for the students on campus.





# Pasco Campus Future

## Tree and Landscaping Preservation



Through developing the fifty-year plan, CBC wanted to make sure that landscaping and tree preservation were being taken into consideration. Over the fifty years of development, plans were ensured that any new trees that were planted would not be demolished within those fifty years.

Additionally, there is the goal to plant more trees than are demolished in order to maintain CBC’s partnership with the Tree Campus Higher Education Program. CBC has the longest partnership with this foundation out of all of the colleges in Washington, so CBC wants to maintain that record and uphold the foundation’s values and efforts.

268 Current Trees

-102 Trees Demolished

166 Trees Preserved

+224 Newly Planted

390 New Tree Total

Similar with the trees, CBC wants to prioritize demolishing as little landscaping as possible throughout the fifty-year development and create landscaping where appropriate. With the effort to push parking to the exterior of campus, much of the exterior landscaping gets demolished. However, the majority of this landscaping is undeveloped and consists of sagebrush and unmaintained grasses.

Most of the landscaping that is developed over the next fifty years is in the center of campus. More landscaping is created around the buildings that are planned to be developed and will need landscaping to work with the building in order to create interior-exterior relationships.



# Pasco Campus Future

## Landscaping Strategies

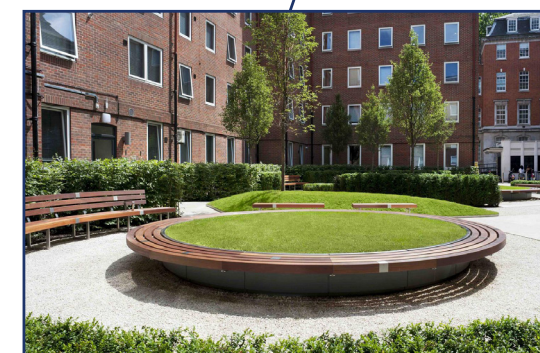
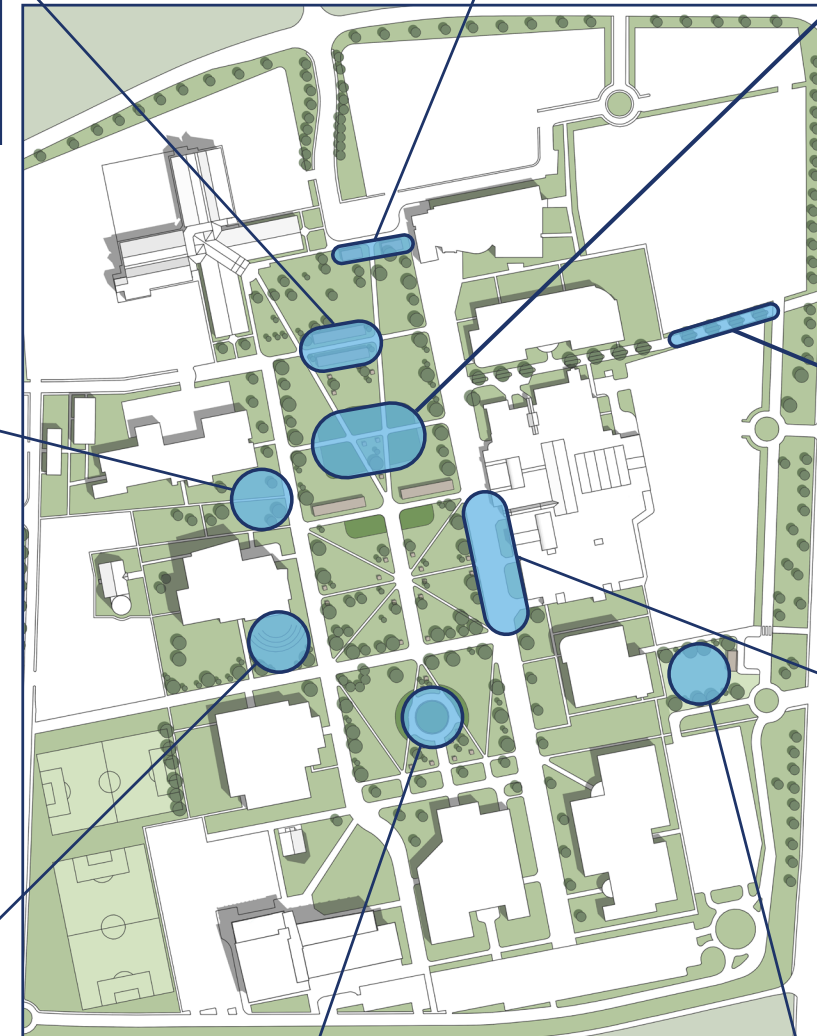
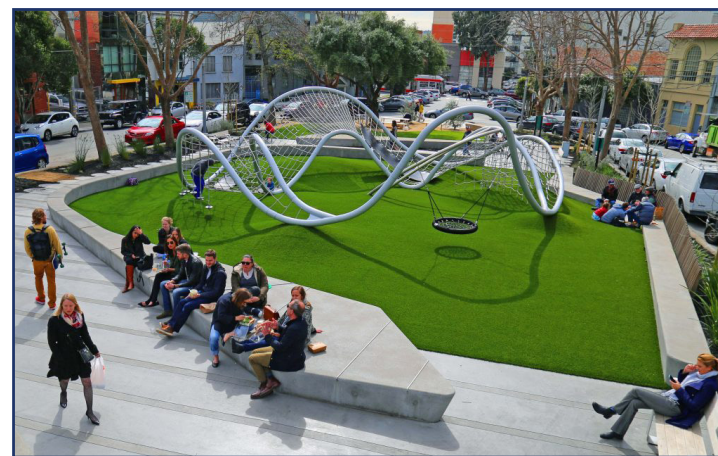
In consultation with SPVV Landscape Architects, CBC developed the following goals to incorporate across campus:

- Limit watering expenses.
- Reduce large turf grass fields.
- Manage and keep pesticide usage to a minimum.
- Create better storm water management.
- Integrate more local plant-life and rockery.

These goals are mostly focused toward the courtyard that will be created at the center of campus over next fifty years. There are a lot of elements and strategies that can be included in this courtyard and across campus to meet these goals:

- Using native plants and native-adapted plants to Eastern Washington.
- Implement dry creek beds to mitigate storm water.
- Use drought-tolerant plants and grasses.
- Plant ornamental grasses and ground cover that does not need to be watered as often as turf grasses.
- Create outdoor classroom space that will double as outdoor seating.
- Use permeable paving in places rather than concrete.
- Create shelter from the sun and wind.
- Create focus spaces on campus that students can be drawn to and explore.

To the right can be seen examples of what these many spaces on campus could look like and how CBC could potentially create exploratory spaces for students.





# Pasco Campus Future

## Softening Streetscapes

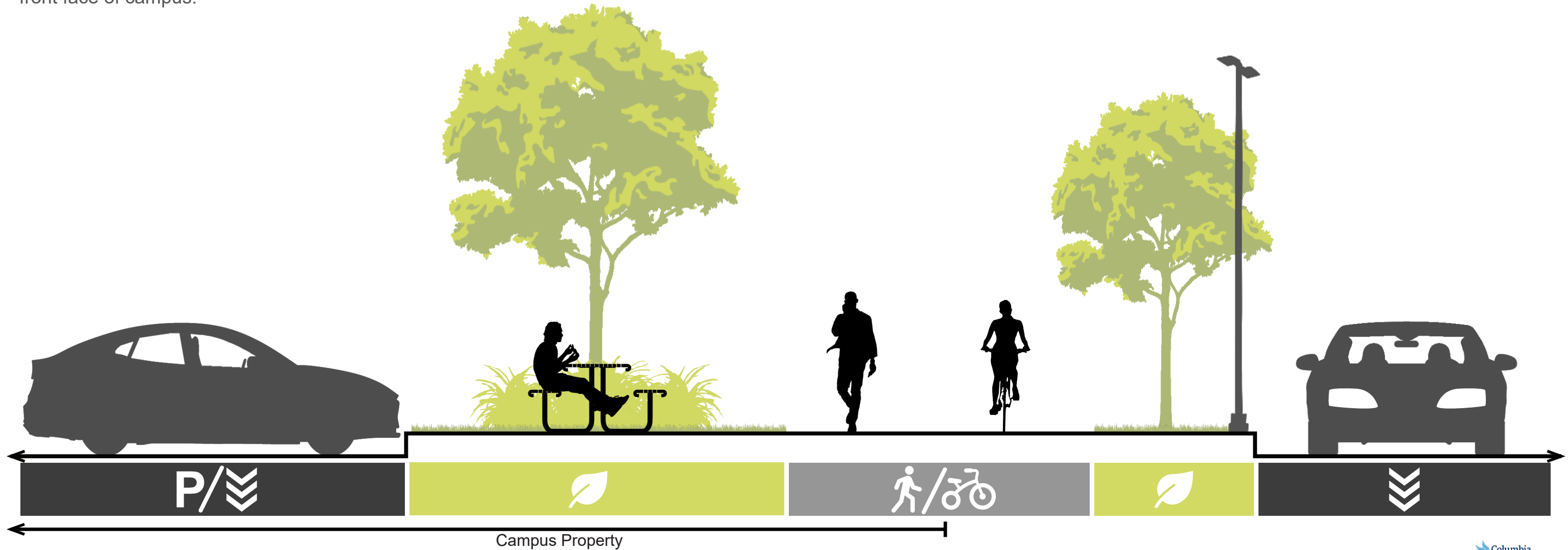
Streetscapes are the public access part of a street where pedestrians and vehicles travel and engage in activities. This space is where main roads meet the lots of adjoining businesses, parks, buildings, etc. Streetscapes largely impact how people interact with and define a community’s quality, economic activity, and accessibility.

The plan for campus parking is to move all major parking to the exterior of campus and have the interior be the main walking paths and the buildings. Because of this, there is a need to soften the transition onto campus from the street to lose the hard exterior appearance of seeing the parking lots first. There are many strategies that can be used to soften the streetscapes:

- Add a road verge, which brings a green beauty to the front face of campus.

- Add greenery, benches, signage, artwork, shade elements, and other streetscape elements that help soften the transition.
  - Add street lights and parking lights for softer transition and add to safety of the campus.
- CBC has a goal to encourage walking and biking on and off campus. To help encourage this, CBC needs to coordinate with the City of Pasco to create what are called “complete streets.” Complete streets are a planning strategy that prioritizes other modes of transportation on streets besides just vehicular. This design strategy also views streets as not just a place for transportation but also a place for community interaction. There are many different strategies to implement complete streets:

- Wider walking paths while still allowing for greenery, pedestrian walking space, and street elements.
- Add vertical elements to slow traffic and make for safer pedestrian crossings and sidewalks.
- Work with the city to incorporate bike paths into the street.
- Separate bikes and pedestrians as best as possible in order to prevent bike/pedestrian accidents.
- Texture and/or color changes to streets and sidewalks beautify the streets as well as causes vehicles to slow and pay more attention to their surroundings.
- Buffered bike and walking paths increase safety for pedestrians.
- Add high or low barriers provide further protection.





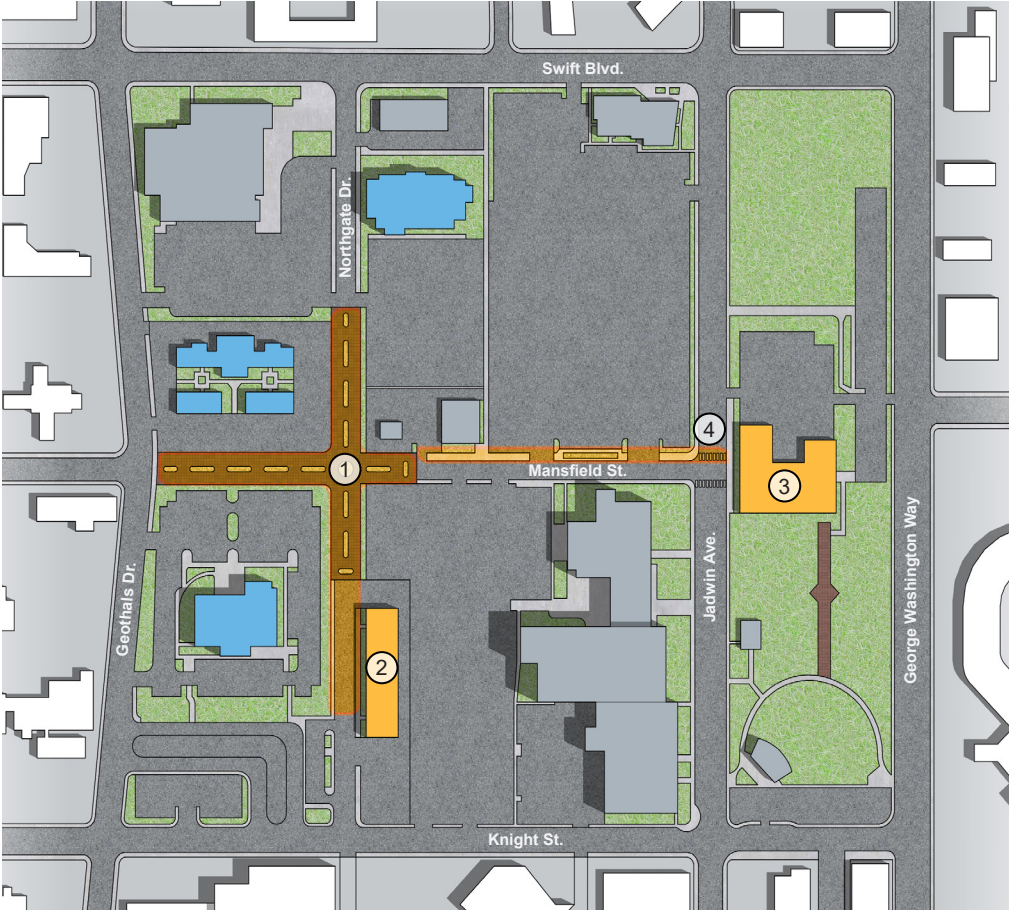


# Richland Campus Future



# Richland Campus Future

## Future Campus Maps



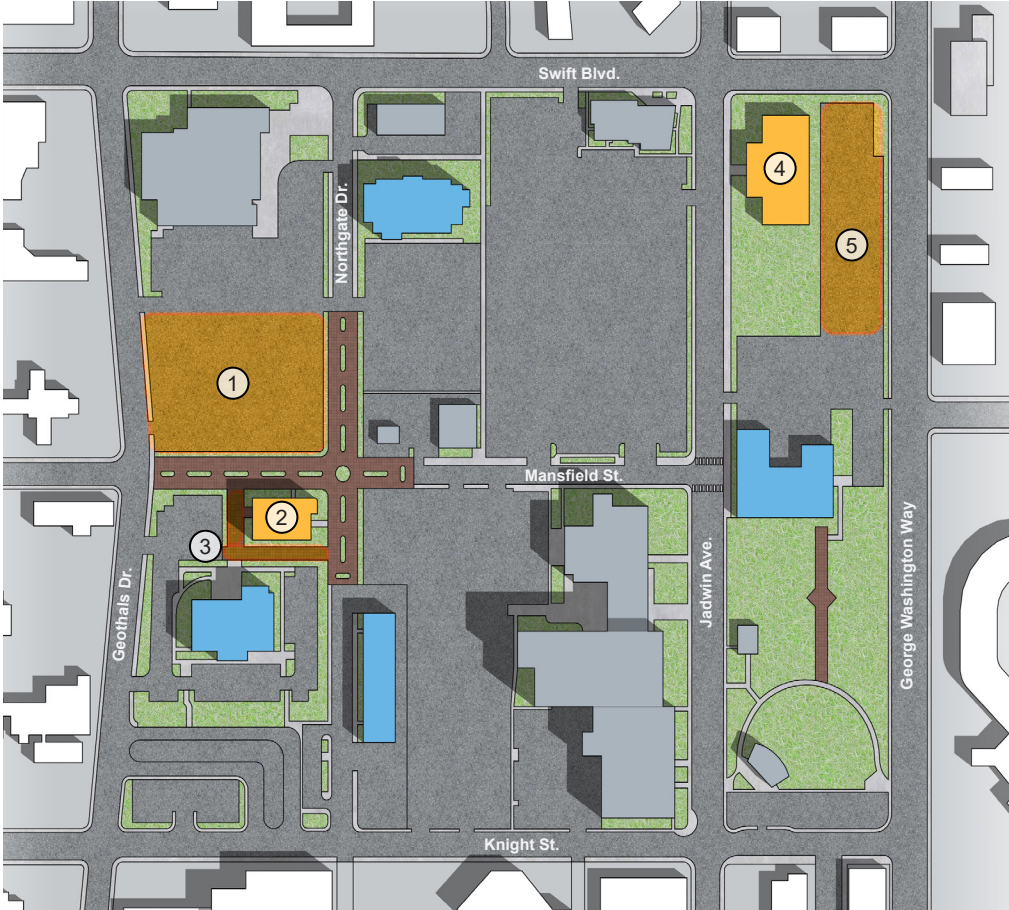
### Five Year Map

These maps show the growth, construction, and changes for the Richland Campus over five, ten, and twenty years. These blocks in the center of downtown are the focus of development for CBC and the priority is to create more campus presence downtown. The changes within the five-year map are the most immediate needs for the CBC. All changes are highlighted in orange.

Currently, students have to cross multiple streets in order to get from building to building, which makes for unsafe and longer walking paths. CBC wants to eliminate these factors and create more connectivity in the campus and create pedestrian friendly walking paths. Many neighboring agencies have endorsed this change.

### Five Year Future Outlook

1. Partially close off Mansfield St. and Northgate Dr. to create pedestrian walkways.
2. Replace/renovate 840 Northgate building.
3. Acquire and utilize Richland Police Department Building.
4. Widen sidewalks and create crosswalks across Jadwin Ave.



### Ten Year Map

The changes within the ten-year map are the intermediate needs for the CBC. CBC plans to look at the surrounding area and take advantage of any lots for sale. Any new buildings will continue to develop the Health Science programs. There has also been heavy consideration of creating housing in Richland which would supply both students and members of the surrounding agencies. As these buildings are constructed, development on walkways and campus connection will continue to be developed throughout downtown.

### Ten Year Future Outlook

1. Replace Richland Original Complex with parking.
2. New building placement (possible replacement project for Richland Original Campus).
3. Further pathway development and campus circulation improvements.
4. Acquire nearby lots and construct new building placement (possible replacement project for Richland Original Campus).
5. Parking development to service eastern buildings.



### Twenty Year Map

The changes within the twenty-year map are the mild needs for the CBC. These changes include constructing another building to further develop the Health Science programs. Other possible projects, which will require more relationship building and communication with neighbors, include:

- Constructing a downtown parking garage as a partnership with the City.
- Acquiring the federal buildings to renovate or replace.
- Partnering with the library to utilize some of the library space for classrooms or college activities.
- Closing off more of Mansfield and Northgate to create a downtown and college plaza.

### Twenty Year Future Outlook

1. Possible acquisition and replacement of 725 Swift Blvd.
2. Future development of lots and institutions.
3. Further pathway development and campus circulation improvements.
4. Possible acquisition and replacement of Transit Station.

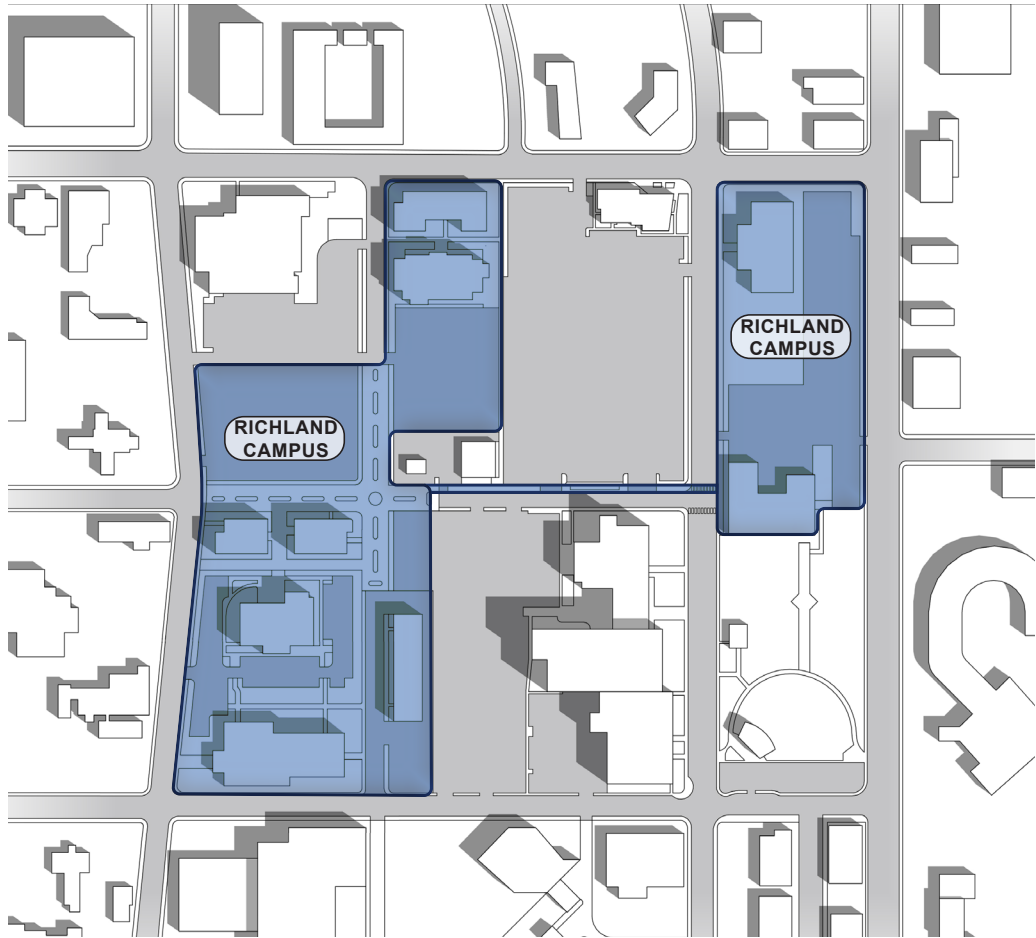


# Richland Campus Future

## Future Richland Campus Summary



- |                                    |                                  |
|------------------------------------|----------------------------------|
| ① Richland Public Library          | ⑩ CBC Health Science Center      |
| ② Future Acquisition               | ⑪ Future Construction            |
| ③ CBC Medical Science Center       | ⑫ Future Acquisition             |
| ④ Richland City Hall               | ⑬ Richland Federal Building      |
| ⑤ 920 Northgate Dr.                | ⑭ US District Courthouse         |
| ⑥ Frontier Communications Provider | ⑮ IRS Taxpayer Assistance Center |
| ⑦ Future Acquisition               | ⑯ Future Acquisition             |
| ⑧ Future Construction              | ⑰ Jon Dam Plaza                  |
| ⑨ Future Construction              |                                  |







# Spheres of Influence



# Spheres of Influence

## Pasco Outlook

The spheres of influence are not only the places where CBC has the ability to reach but most importantly are the places of possible expansion for CBC. CBC is currently landlocked between Argent, 20th Street, and the highway. The spheres of influence are possible lots that CBC could expand to in case CBC needs additional space. These are the possible spheres of influence in Pasco:

### 10 Years

- Empty lot north of Sunhawk Hall.

### 20 Years

- Best Western and Incubator lots to the east of campus.
- Kamden Place apartments south of Highway 12.
- Robert Frost Elementary School and residential houses south of Highway 12 and campus.

### 30 Years

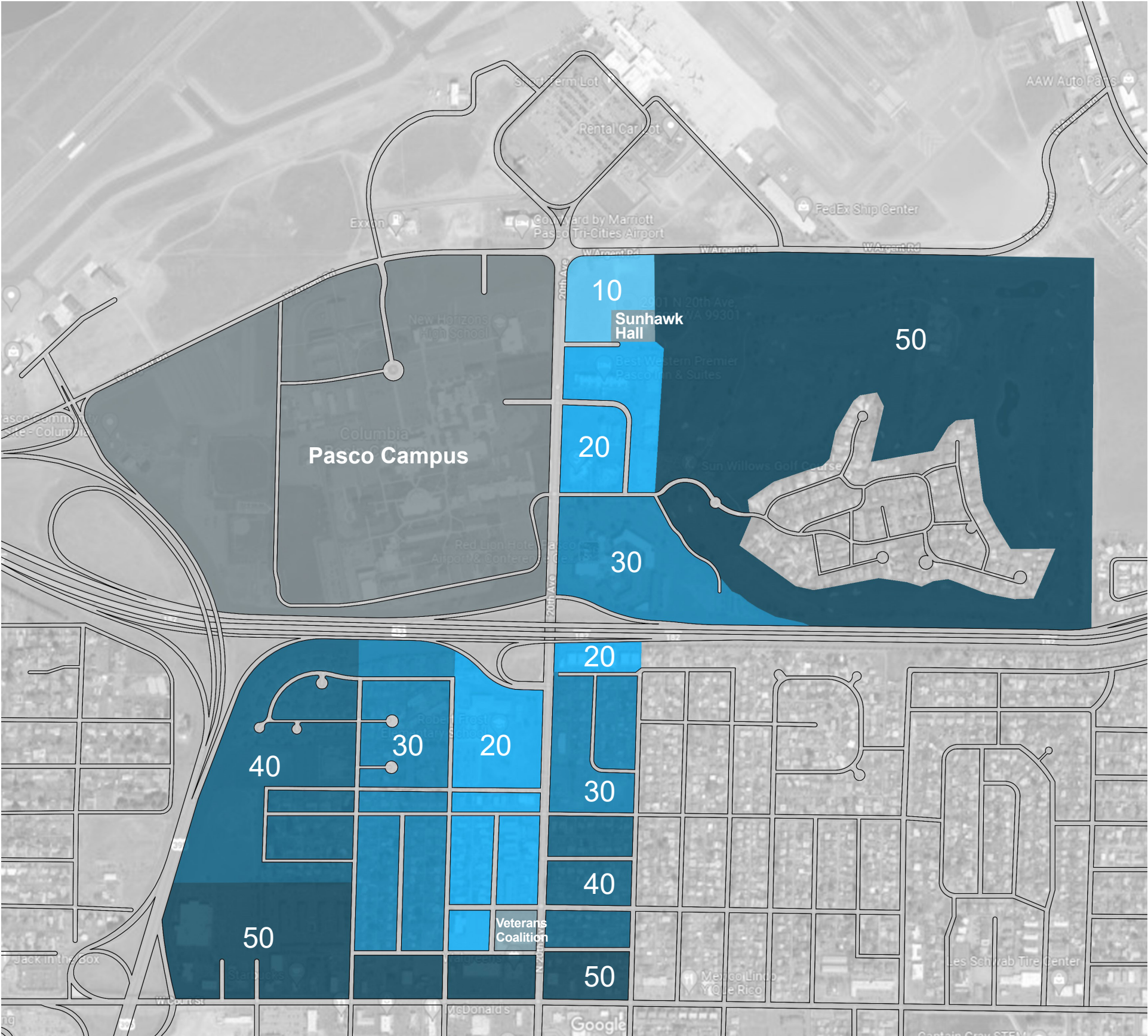
- Red Lion Hotel lot east of campus.
- Residential housing south of Highway 12 and campus

### 40 Years

- Apartments and residential housing east of US-395.
- Residential housing along N. 20th Ave.

### 50 Years

- Parcels of Sun Willows Golf Course
- Commercial restaurants and businesses along W Court St.





# Spheres of Influence

## Richland Outlook

In Richland, there are not many places to construct new buildings, but there are lots that can be taken over and be renovated or demolished. If any of these lots open up sooner than anticipated, CBC will heavily consider utilizing them. These are the possible spheres of influence in Richland:

### 10 Years

- Casper Family Dental (725 Swift Blvd).
- Empty Lot (750 George Washington Way)

### 20 Years

- Hanford Whole Body Counter (805 Goethals Dr).
- Bank of America (1007 Knight St.)
- Knight Street Transit Center

### 30 Years

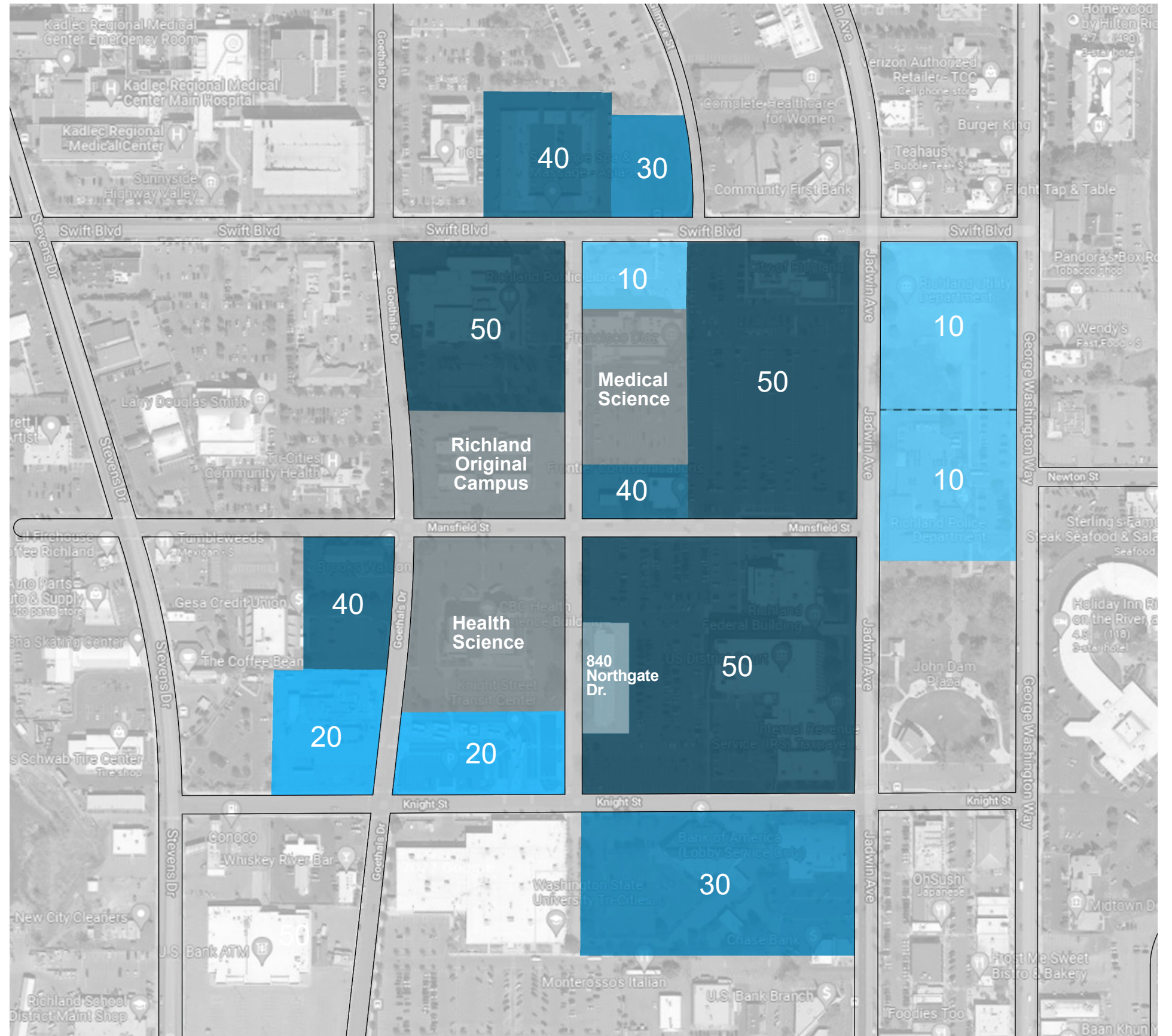
- Empty Lot (Corner of Swift & Gilmore)
- 713 Jadwin Ave. (Assorted Retail and Businesses)

### 40 Years

- Medical Arts (750 Swift Blvd.)
- Tri-Cities Community Health (915 Geothals Dr.)
- Frontier Communications (742 Mansfield St.)

### 50 Years

- Richland Public Library
- City of Richland Building and Parking
- Richland Federal Buildings (825 Jadwin Ave)





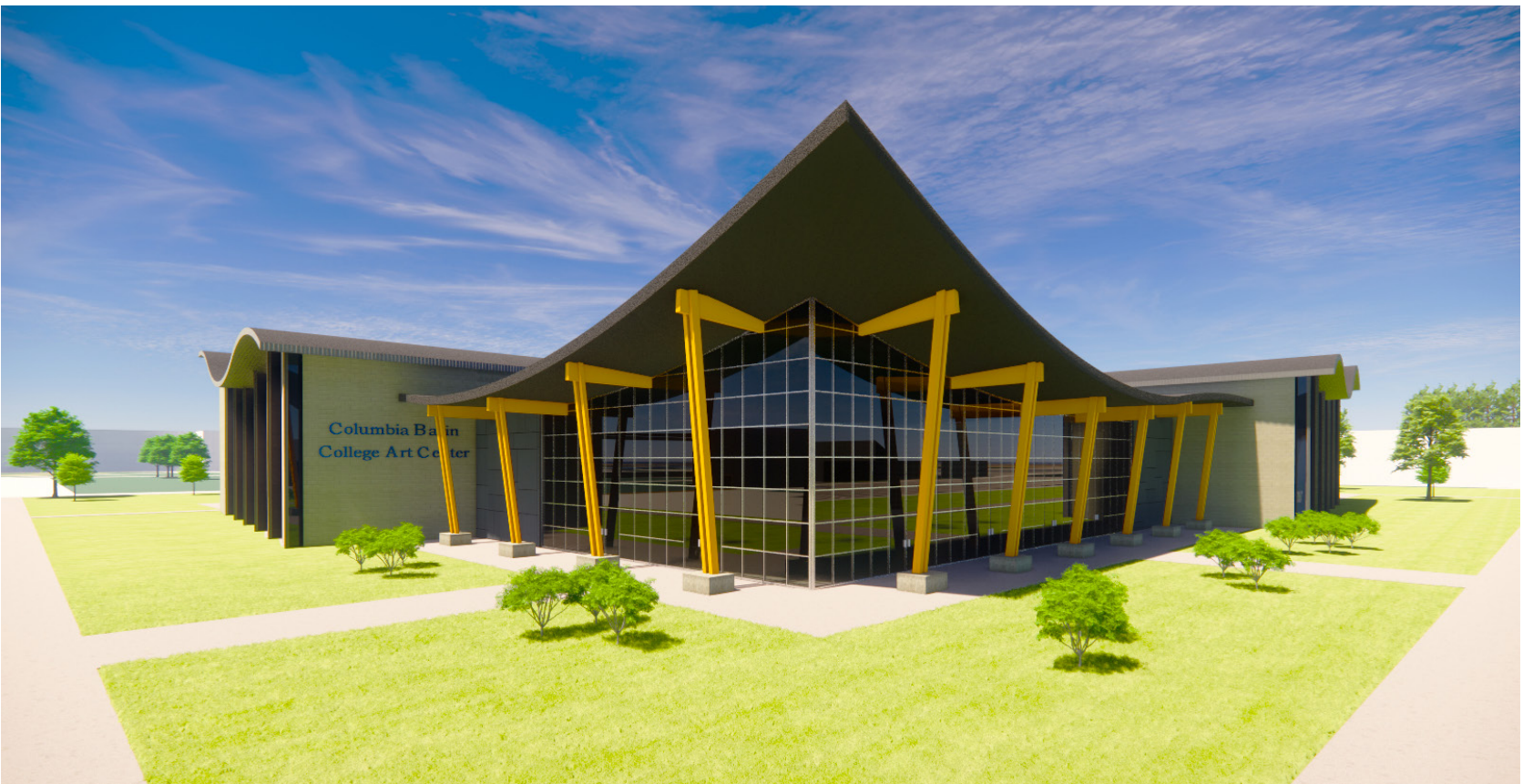


# Immediate Needs



# Immediate Needs

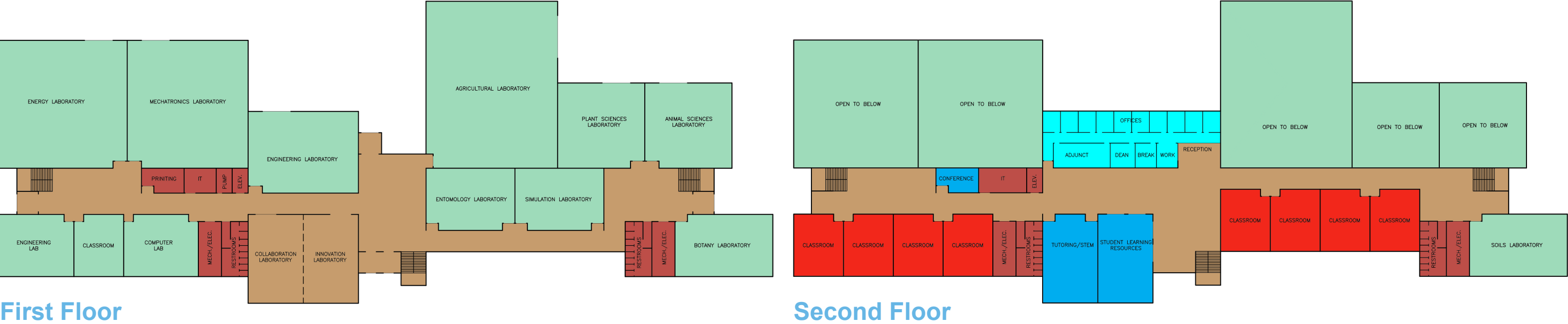
## Center for Arts and Innovation





# Immediate Needs

## Center for Applied Science and Agriculture



- LAB SPACES
- CLASSROOMS
- INFORMAL LEARNING
- STUDENT LEARNING RESOURCES
- FACULTY/ADMINISTRATION
- SUPPORT SPACES







# Facility Master Plan

2023 Update