



*Transforming lives.*

**PRINCE GEORGE'S**  
COMMUNITY COLLEGE



MAY  
2018

## Largo Student Center Renovation/Addition

*Educational Specifications*  
*(Part I and II Program)*



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# ACKNOWLEDGMENTS

PRINCE GEORGE'S COMMUNITY COLLEGE

Many individuals contributed to the planning for the Largo Student Center project. The time and energy devoted to developing and reviewing programmatic and operational detail for these specifications by members of the College Community has been significant. Core members of the Part I & II Program include:

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# EXECUTIVE SUMMARY

Prince George's Community College is embarking on a new Strategic Plan for FY2019 – FY2021. Our new vision, mission, and goals are founded in the College's strategic mission to "...contribute to the economic and cultural vibrancy of our community by providing high-quality learning experiences that support personal, professional and educational development for a diverse student population." In support of this mission, the College will renovate and expand the Largo Student Center. The primary purpose of this capital project is to transform Largo Student Center into a campus hub with flexible and inspiring learning and social spaces that encourage and foster engagement and experiential learning to enrich the student experience and support success.

Additional space within the Largo Student Center for educational instruction, experiential programming, and student-focused initiatives will result in a dynamic space that encourages students to engage with each other and the community and enhance a student's experience inside and outside of the classroom. These social and educational opportunities are fundamental to the development of "whole" students in preparing them for a successful and productive role in society. The result of this project will also include more space that advances the Largo Student Center as the hub of campus where students, faculty, staff and visitors can come together in a variety of areas such as lounges, dining areas, meeting and programming spaces.

## GOALS

Advance the Prince George's Community College mission and strategic goals to **create an optimal teaching and life-long learning environment for students and the community**, which is aligned with the proposed vision of the college to "be the region's premier center for learning, community engagement, and strategic partnerships that inspire educational, career, and personal success."

Address deterioration of facilities and deferred maintenance backlog.

**Create a new "Gateway" to campus** at the corner of Route 202 and Campus Way South.

Develop new facilities and infrastructure on campus in accordance with the **Prince George's Community College Facilities Master Plan, 2012 – 2022**.

**Integrate** academic, workforce development and training, community use and special events to **create higher levels of experiential learning** and student and community **engagement**.

Address existing and projected space deficiencies on campus to **support the projected Prince George's County and State of Maryland workforce demand** and Maryland's **goal of a 55% graduation rate for adults** with at least an Associates Degree by 2025.

The proposed project involves a comprehensive renovation and reconfiguration of the Largo Student Center (51,287 NASF/69,116 GSF) and construction of an additional 64,731 GSF to the building. The additions are planned to be constructed on the northwest and southeast ends of the building. The total area of Largo Student Center after construction will be 78,970 NASF/133,847 GSF and will include:

- **Collaborative classrooms** to support teaching, learning, and student success courses
- New and **expanded food service** operations to serve the campus community
- Student study **spaces to support learning outside of the classrooms** Student office, lounge and multi-purpose space to support Student Government and Club activities and programs
- **Administrative and staff offices**, work and conference spaces to support the offices of Student Success and Engagement, Auxiliary Services and Events and Environmental Services
- **Expanded College Store** to include space for the PGCC Cares food pantry and clothes closet to support the campus community
- **Expanded and renovated conference room** and meeting spaces to support campus events and activities that can't currently be accommodated

The Largo Student Center will be designed to seamlessly integrate with the building additions. Much of the interior will be reconfigured and comprehensively refurbished. This will result in highly flexible, multi-purpose space with robust technology needed to adequately support the planned educational programs. The renovation will address substantial building deficiencies, including the current deferred maintenance backlog of \$2.5 million, through the replacement and/or modernization of building systems and equipment, which are more than 40 years of age and have met or exceeded its service life. The exterior walls and glazing will require substantial upgrading to achieve energy efficiency levels and performance to meet the minimum LEED Silver certification requirements. Additional upgrades and improvements will be needed to address current code and ADA requirements.

It is planned that underground utilities will be reused, relocated and extended, as needed, to serve the building addition. It is assumed that the utilities have adequate capacity to serve the new facility.

The interiors and technology systems of Rennie Forum and the College Store within the Largo Student Center were renovated using college funds within in the past five years. It is a project objective to retain and incorporate these renovated spaces into the capital project design to the greatest extent feasible.

The purpose of this Educational Specification, a combined Part I and II program, is to justify the need for the project and document the scope of work, budget, and schedule. Additionally, the Part I program includes the operations and service delivery issues to be corrected. The Part II program details and documents the proposed building concept and spaces, including the desired spatial relationships and the parameters of the architectural and engineering design that will be required for the project.

## Part I program (three sections)

### Section 1

- Overview of Prince George's Community College's mission, strategic goals, values, history, and campus
- Project Information
- Purpose and goals
- Size and location of building
- Organizational units and functions that will be included and/or impacted
- The Largo Student Center's inclusion in the Facilities Master Plan
- Compliance with State of Maryland and Prince George's County regulatory requirements

### Section 2

- Project justification
- Framework for analyzing existing conditions and trends to assist in establishing the justification for the program
- Facility's problems and factors that influence problems
- Historical and projected changes in factors that influence facility's problems
- Current and projected facility's problems
- Consequences of facility's problems





### **Section 3**

- Overview of the scope of work, phasing and schedule
- Organizational units to be housed in the facility, those that will be relocated, and how vacated space will be reused
- In addition, the scope of work includes the Basis of how individual spaces are programmed in Part II
- Program, documentation of the Quantity of space by HEGIS category
  - And ho Comparison to current and projected campus space deficits by HEGIS category
  - Project alternatives
  - Cost benefit analysis of operational, service delivery and financial advantages and disadvantages of each

## **Part II (six sections)**

### **Section 4**

- Space Requirements
  - Identification of the proposed building concept and organization of all spaces
  - Definition of all functions that will be performed within the building
  - Detailed spatial relationships among functions
  - Documentation of all spaces in the building and listing special requirements per space

### **Section 5**

- Building & Site Maintenance Issues, Deficiencies, and Facility Info
  - This includes Improvements and utilities (above and below ground)

### **Section 6**

- Building & Site Photo Log
  - Building systems
  - Interior improvements

### **Section 7**

- Site Development Criteria & Requirements
  - Instructions for the architectural and engineering (A/E) design consultant and general contractor
  - This section identifies the Responsibilities of the A/E consultant
  - Scope of work for the A/E consultant and general contractor

### **Section 8**

- Building Design Criteria and Requirements
  - Instructions for the architectural and engineering (A/E) design consultant and general contractor
  - This section identifies the Responsibilities of the A/E consultant
  - Scope of work for the A/E consultant and general contractor

### **Section 9**

- Instructions to the A/E Consultant and General Contractor
  - Instructions for specialized studies, architectural and engineering design, energy and life cycle cost analyses, and preparation of appropriate plans and specifications for the construction of the expanded Largo Student Center



**PART I**  
**PROJECT JUSTIFICATION AND SCOPE**

**SECTION 1:**  
**Project Overview**



## 1.01 Agency Information

### Name

Prince George's Community College

### Address

301 Largo Road, Largo, Maryland 20774

### Vision (Proposed)\*

Prince George's Community College is the region's premier center for innovations in learning, community engagement, and strategic partnerships that inspire educational, career, and personal success.

### Mission Statement (Proposed)\*

#### Strategic Goals (FY2014 – FY2017) (Proposed)\*

Prince George's Community College developed and enacted a new strategic plan for FY2014 – FY2017, including a vision and goals for advancing the institutional mission.

**Student Success:** Creating and sustaining optimal conditions for students to design and achieve academic, career, and personal goals.

**Regional Impact:** Driving strategic partnerships to identify and respond to the region's present and future priorities.

**Organizational Excellence:** Creating and sustaining agile, effective, and efficient institutional synergies.

Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations contributing to the economic equity and culture vibrancy of our community.

Prince George's Community College values learning that is centered in an environment that emphasizes high standards, collaboration and engagement, and pride in the leadership and accomplishments of all members of the college community.

## Values

Value 1: **EXCELLENCE** - The College strives to ensure quality outcomes through rigorous learning and training programs designed to develop the mind as well as build character.

Value 2: **RESPECT** – The College treats every person with the same humanity and courtesy that the college expects for us.

Value 3: **SUCCESS** – The College believes all individuals have the potential to realize their goals.

Value 4: **PROFESSIONALISM** - The College believes all individuals will approach their responsibilities ethically, fairly and with high standards.

Value 5: **DIVERSITY** - The College promotes opportunities to expand our worldview through exposure, and greater understanding of all peoples, cultures, and lifestyles.

Value 6: **LIFELONG LEARNING** - The College promotes learning and development at all stages of life. The college believes learning takes place always both inside and outside of the classroom. The college honors and embraces all forms of learning both formal and informal.

*\*Pending Board of Trustees Approval*

## HISTORY

Prince George's Community College was founded in 1958 by the Board of Education of Prince George's County on the recommendation of a Lay Advisory Committee, which was appointed by the Board. The College first held classes in September 1958, offering a full program of first-year courses in business administration, liberal arts, engineering, and teacher education. A faculty of twelve, in addition to the Dean and Director of Student Personnel-Admissions Officer, served the initial enrollment of one hundred and eighty-five students. Suitland High School was obtained for temporary use by the College.

**June 10, 1960**

Prince George's Community College contributes to the economic and cultural vibrancy of our community by providing high-quality learning experiences that support personal, professional and educational development for diverse student populations.

**1960-1961**

The Community College Lay Advisory Committee was appointed by the Board of Education; the Board of Trustees of Prince George's Community College was created and was identical in membership to the Board of Education of Prince George's County. Effective June 1, 1961, the Board of Trustees changed the name of the Office of Dean to that of President.

**1963-1964**

Plans for a permanent campus at Largo, which initially consisted of a four-building complex (Bladen Hall, Kent Hall, Queen Anne Fine Arts, and Novak Field House) situated on 150 acres, was approved by the Board of Trustees. The first academic classes were held at Largo during the 1967 summer session.

**1969**

The Maryland Legislature approved the creation of a separate Board of Trustees for Prince George's Community College. The new seven-member Board was appointed by the Governor and took office in July 1969.

**July 1975**

An elected student member was added to the Board.

**May 2009**

Governor Martin O'Malley signed legislation that added the eighth appointed board member, who joined the Board in February 2011.

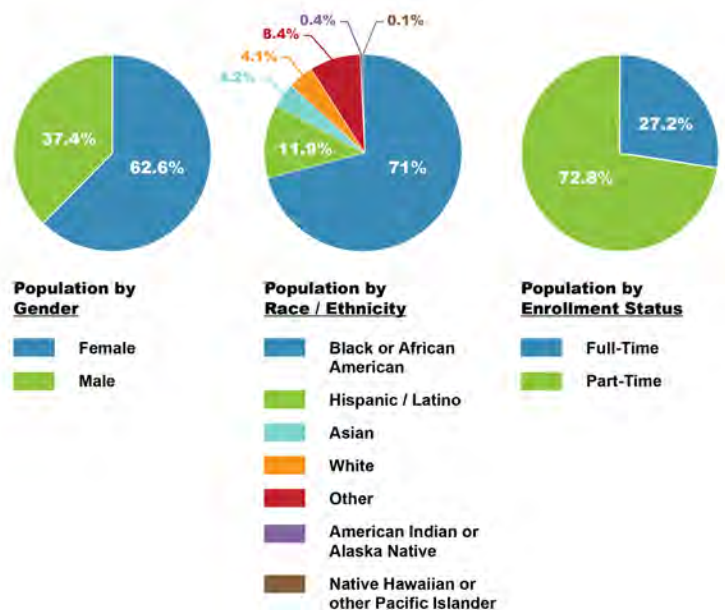
Prince George's Community College is "committed to excelling as a nationally recognized, intellectually vibrant institution, which is accessible, community-centered, technologically advanced, and responsive to the educational needs of a richly diverse population and workforce." Prince George's Community College supplies educated workers to meet the workforce demand of the County and region. In 2016, Community College Week reported that Prince George's Community College was ranked in the top 100 community colleges nationally for issuing the most Associates Degrees to minority students. Prince George's Community College and Prince George's County Public Schools opened the first middle college high school in Maryland in July 2011. The Academy of Health Sciences (AHS) at Prince George's Community College is in Annex A and Annex B; however, the Academy of Health Sciences will be relocated permanently starting August 2018 to Lanham Hall. The four-year program blends high school and college curricula, using dual enrollment credits. At the completion of the four-year program, students will meet all requirements for a high school diploma and obtain an Associates Degree.

### PGCC Student Population

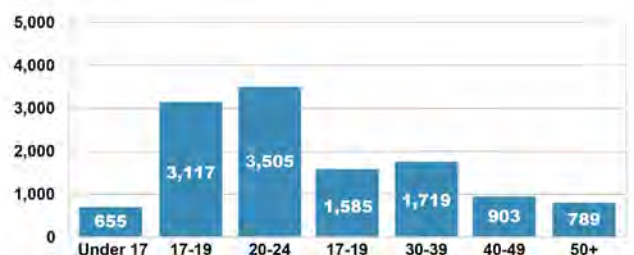
Prince George's Community College is the number one choice of Prince George's County residents for an undergraduate education and the leading institution in training and preparing employees for the County's workforce. Among Prince George's County high school graduates who go on to college, 50 percent choose to attend Prince George's Community College.

Prince George's Community College serves a diverse population of nearly 40,000 students who represent 103 countries throughout the world. More than 92% of students are from Prince George's County. Enrollment is characterized by a student body that is 62% female, more than 95% are non-whites, and more than 72% of PGCC students are part-time. The student body age ranges from the youngest, in the Academy of Health Sciences and Dual Enrollment students from local high schools, to senior citizens taking advantage of credit and non-credit courses as lifelong learners. Figure 1.1 provides a profile of the student body characteristics on campus today.

Figure 1.1: PGCC Student Body Composition



### Population by Age Range



Google Image

### Campus Overview

The Prince George's Community College main campus is located on 150 acres in Largo, Maryland and is eight miles east of Washington D.C. The campus is bound on the east by Largo Senior High School, on the west by the Campus Way South roadway and townhouse developments, on the south and southwest by townhouse developments, and on the north by Largo Road (MD Route 202). The neighboring land is predominately residential, which is not expected to change.

The Prince George's Community College campus encompasses a site that is informally divided into roughly four equal areas:

- At the southeast corner of MD Route 202 and Campus Way South lies a dense core of academic and administrative buildings. The proximity of the buildings provides easy pedestrian travel and promotes interaction and a sense of community. Although the compactness of the buildings is a desirable element, to support growth the College must explore options to develop other areas.
- A radial array of parking exists, fanning out from the buildings, with inner and outer loop roads. The amount of existing parking within a reasonable walking distance to campus has been optimized.
- Athletic fields are located outside the outer loop road at the southwestern part of the campus and are convenient to Novak Field House. They are somewhat distant from the academic core.

- An undeveloped area of woods is located at the southern edge of the site; however, due to its remoteness and high-water table, the land is constrained and undesirable for development.

The approach to the College is primarily from MD Route 202, which given its higher elevation than most of the campus, affords a limited view into the core of the campus.

As stated previously, the first buildings on the Prince George's Community College Largo Campus (301 Largo Road, Largo, MD 20774)

The College is currently renovating and expanding two buildings. These projects include the Lanham Hall Addition and Renovation project estimated to be complete August 2018 and the Queen Anne Performing Arts Center Addition and Renovation project estimated to be complete early 2019.

Currently, there are nineteen permanent buildings and three temporary modular buildings that were originally built for use as overflow space. Because of the condition of the three temporary modular buildings they cannot be used for their intended office and classroom functions. They are currently being used as extra warehouse storage. The Largo campus contains over 1,125,000 gross square feet (GSF) and 729,000 net assignable square feet (NASF) of space. Figure 1.2 provides a collage of significant and recent building architecture on campus. See Table 1.1 for a complete inventory of Prince George's Community College buildings on the Largo campus.

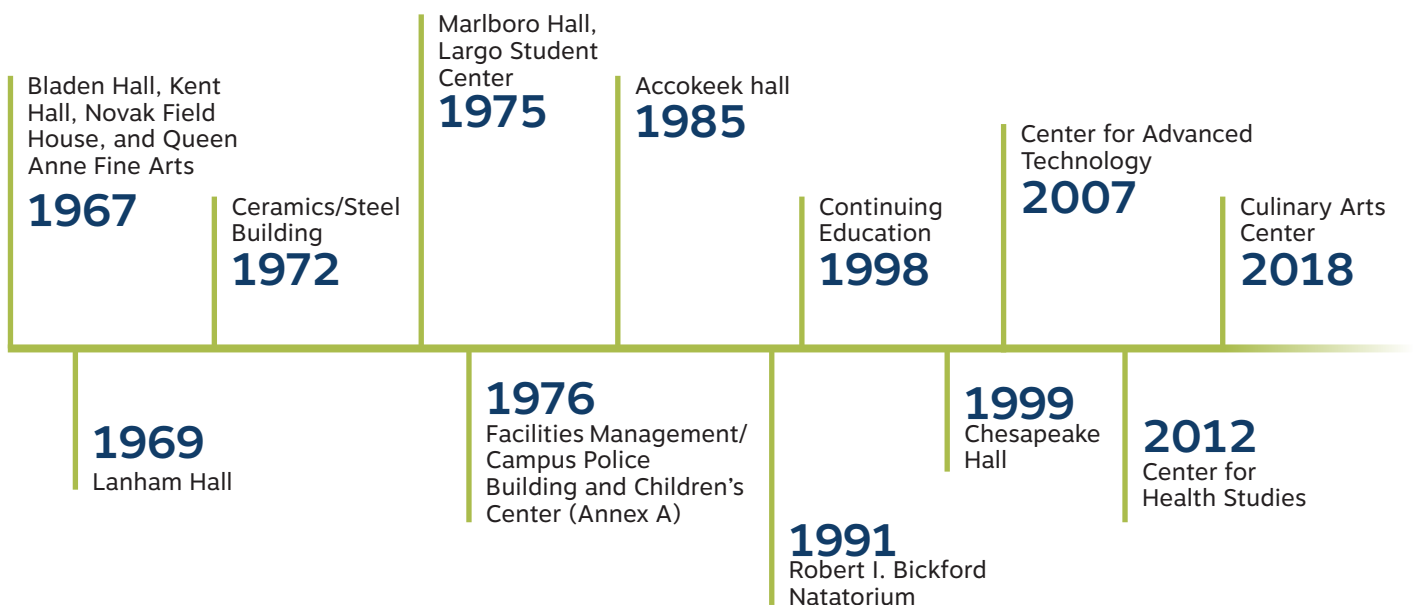




Figure 1.2: PGCC Campus Architecture



Bladen Hall South



Chesapeake Hall



Facilities Management Building



Center for Advanced Technology



Center for Health Studies



Culinary Arts Center

Table 1.1: PGCC Building Inventory, Largo Campus

Building	Total GSF	Total NASF	Building Description
Accokeek Hall	74,505	54,467	Library, PGTV Cable Television, Institutional Advancement, eLearning, Professional Development, Grants and Resource Development, Community and Government Affairs
Annex A	12,600	8,442	Academy of Health Sciences Classrooms
Annex B	9,255	7,071	Academy of Health Sciences (Offices)
Annex C	22,829	16,078	Workforce Development and Continuing Education
Bladen Hall	101,136	64,756	Admissions and Records, Advising and Counseling, Campus Assessment Center, Financial Aid, Health Center, Enrollment Services, Recruitment, Veterans Services, PAS, Tutoring and Writing Center, Computer Labs, Classrooms (Language Studies, Philosophy, etc..)
Center for Advanced Technology	72,684	50,535	Computer Lab Services, Emerging Technologies, Information and Engineering Technology, Minority Business Development Center, Technology Resource Center, Visual Communications and Classrooms (miscellaneous)
Center for Health Studies	114,422	66,197	Allied Health, Health Technology Learning Center, Info System Data Control Center, Media Services, Nursing, International Education Center
Chesapeake Hall	65,327	39,220	Classrooms (Sciences, Technology, Engineering, Mathematics, etc.)
Continuing Education	15,320	11,243	Children's Developmental Clinic, College for Living, Police Academy, Senior Citizens Programs and Classrooms (miscellaneous)
Culinary Arts Center	21,351	11,539	Culinary Arts and Hospitality Labs
Facilities Management Building	22,107	16,339	Facilities Planning and Management and College Police
Kent Hall	30,738	19,124	Board of Trustees, President, Senior Administration, Fiscal Management, Human Resources, Strategic, Planning and Effectiveness, Marketing and Creative Services, Media Relations, Planning, Assessment and Institutional Research and Workforce Development and Continuing Education
Lanham Hall	92,338	54,586	Under Construction
Largo Student Center	69,116	51,287	Auxiliary Services and Event Management, Book Store, Campus Dining, Student Engagement and Success, Community Rooms, Owl Newspaper, Print Shop, Supply Room, Mail Room, Rennie Forum, and Student Governance Board
Marlboro Hall	130,156	79,078	Art and Music, Career/Job Services, Learning Foundations, Liberal Arts, Social Sciences and Business, English, History, Political Science, Geography, Mathematics, Psychological and Sociological Sciences, Retention Services, Student Support Services and Vocational Support Services, Honors Program, Hilman Entrepreneurs, etc.,

Table 1.1 (continued): PGCC Building Inventory, Largo Campus

Building	Total GSF	Total NASF	Building Description
Novak Field House	35,616	26,013	Athletics, Gymnasium, Health, Nutrition and Physical Education, and Strength and Conditioning Center
Queen Anne Fine Arts	173,813	98,173	Under Construction
R.I. Bickford Natatorium	47,139	39,254	Fitness Center, Hydrotherapy Pool, Racquetball Court, Swimming Pool and Training Pool
Steel Arts	4,866	4,324	Sculpture and Ceramics
Temporary Building (T-1)	768	697	Used as surge warehouse storage
Temporary Building (T-2)	768	756	Used as surge warehouse storage
Temporary Building (T-3)	768	572	Unused as Storage
Warehouse	9,642	9,588	Warehouse and Storage

In addition to the facilities at the Largo Campus, the College also has a presence at six additional locations:

- Joint Base Andrews: 1413 Arkansas Road, Joint Base Andrews, MD 20762
- Laurel College Center: 312 Marshall Avenue, Laurel, MD 20707
- Skilled Trades Center: 6400 Old Branch Avenue, Camp Springs, MD 20748
- University Town Center: 6505 Belcrest Road, Hyattsville, MD 20782
- Westphalia Training Center: 9109 Westphalia Road, Upper Marlboro, MD 20774
- John E. Howard\*: 4400 Shell St, Capitol Heights, MD 20743

\*Note: Starting fall 2018, John E. Howard will no longer be used by the College. The College currently uses 12,613 NASF/16,637 GSF of space in the facility

The Largo Campus academic buildings are close to each other and provide ease of travel. The main buildings are situated around two courtyards. The first courtyard to the south of Accokeek Hall is active, contains a covered walkway and has a pleasant scale compared to adjacent buildings. The second courtyard to the south of Largo Student Center is partially shielded by Bladen Hall and is surrounded by large-scale buildings.

Electric power is provided by the Potomac Electric Power Company (PEPCO). There are two underground electrical feeders located along MD Route 202 that supply power to the campus. The main switchgear building, located between Lanham Hall and Chesapeake Hall, feeds the entire campus with electrical power. Power to campus buildings is distributed through an underground duct bank system that was installed in 2012 by a Capital Project (CC-08-MC06-388) entitled Upgrade Campus Electrical & Communication Duct Bank.

The Maryland Division of the Washington Gas Company provides natural gas service to the Largo Campus. There are numerous metered gas lines that feed the campus and are distributed to the following buildings: Bladen Hall (two feeds), Accokeek Hall, Novak Field House, Center for Advanced Technology, Robert I. Bickford Natatorium, Facilities Management Building, Central Receiving/Warehouse, Steel Building, Largo Student Center, Annex A, Continuing Education Building, Chesapeake Hall, and the

Center for Health Studies Building.

The Washington Suburban Sanitary Commission (WSSC) provides water and sewer services. Two eight-inch diameter water line connections located along MD Route 202 feed the campus loop system. The original water main loop was designed to accommodate expansion of facilities on the Largo campus. Two ten-inch diameter sanitary sewers service the entire Largo campus. Due to capacity concerns, the operating capacity of the sanitary sewer system must be re-evaluated whenever new buildings are constructed on the Largo campus.

The campus roadways, exterior lighting, and parking lots required a major upgrade to ensure continued functionality. The pavement was over twenty years old (the expected life of pavement in the area). The original exterior lighting system was installed in 1967. There were no emergency call boxes installed throughout the campus, and the College's exterior network of cameras needs to be expanded. From 2013 – 2016, the College implemented a Circulation & Roadways capital improvement project (CC-08-MC09-415) to correct the cited issues. Construction was completed in the fall of 2016.

To correct circulation issues caused by a lack of identifiable entryway and directional signage, in March 2010, the College initiated a Campus Wide Wayfaring project to brand exterior signs on campus. The Campus Wide Wayfaring project provided a new main marquee, vehicular, pedestrian, parking lot identification, entryway, and building directory signage. Signage installation was completed in the spring of 2013 and is updated as needed.

The campus fire alarm systems required a major upgrade to comply with current building fire safety codes and the Americans with Disabilities Act (ADA). The original fire alarm system was installed in 1967 and did not have the capacity to meet visual and audible alarm code requirements. The Fire System Campus-Wide Upgrade capital improvement project (CC-08-MC-424) currently in the close out phase corrected existing deficiencies.



## Largo Student Center History

The groundbreaking ceremony for the Largo Student Center was held on Thursday April 11, 1974 at 11:30 am behind Bladen Hall. The building was slated to cost almost \$3 million and construction took approximately 16 months. Largo Student Center provided a place where students could eat, relax, study and socialize with colleagues between classes. The building featured a 300-seat Forum to allow for lectures and debates, office space for clubs and student government, and a tree growing from the first floor into an opening on the second surrounded by a balcony. The Largo Student Center officially opened on Monday September 15, 1975. Despite paying the contractor for a waterproof building, in 1978 the College was still faced with numerous leaks in Largo Student Center and faced the prospect of costly repairs. In 1981, the brick courtyard was dug up in advance of its planned replacement with a concrete slab. The original brick courtyard was constructed with a type of brick that absorbed moisture, leading to cracking and dissolving. In 1984, new ceiling tiles were installed by the Walter E. Campbell Company since the building was originally constructed with non-standard sized tiles that could not be replaced as the manufacturer had gone out of business. Since the building was first opened the Print Shop, Supply Room and Mail room moved into the building taking over some student space. Besides routine maintenance, minor college improvements were completed within the last ten years in the Dining Hall, Community Rooms, Rennie Forum, the College Store, and the Student Government Offices.

## 1.02 Project Information

### Introduction

The Largo Student Center was completed in 1975 and has not had a comprehensive renovation or expansion since the original construction. The facility does not meet the needs of the College today, nor does it have the flexibility to change in response to anticipated enrollment and program growth over the next decade. Existing constraints and issues hindering programs and activities along with the facility's problems caused by deferred maintenance, age and general wear and tear are documented in detail in subsequent sections of this document.

Effective teaching and learning and how it translates into student success is a fundamental factor considered in the development of every capital project on campus. Teaching pedagogy in the 21st century is focused on providing students with experiential and group-based learning activities that promote learning for practical application in the work force. Teaching methodologies and pedagogy are undergoing transformation; four walls and a chalkboard is no longer sufficient to provide the instructional environment and tools that students and

faculty need to be successful. Learning environments must be accommodating to changing configurations and furnishings. They must also be equipped with robust instructional technology that is adaptable to new teaching methodologies grounded in student-centered and group learning activities. Flexible spaces, inside and outside of the formal classroom setting, are needed to support student collaboration, practice, and group work. The Largo Student Center will be an essential part of the campus fabric since it will enhance credit and non-credit educational programs that are focused on student development. Spaces in the Largo Student Center will accommodate a large variety of social, service, and learning events such as exhibits, career fairs, technology exhibitions, service opportunities, and recruiting events. The spaces will support academic and social events where students will share academic work, service learning projects, artwork, theater performances, and more.

### Project Purpose

The primary purpose of this project is to improve existing space and deliver much needed additional space for academic classes, programs, functions and student activities, which will provide enhanced and enriching student experiences. These academic, social and educational engagements and experiences are fundamental to the development of students and will prepare students for a successful and productive role in society. The project will advance the Largo Student Center as the engagement hub of campus where students, faculty, staff and visitors can come together to engage in a variety of environments including lounges, dining areas, meeting and programming spaces.

The renovated Largo Student Center is desired to serve as:

1. A facility devoted to student engagement in social learning, recreation and activities outside of the classroom.
2. A hub of innovation for credit classes as well workforce development and continuing education instruction for residents, businesses, government agencies, and a variety of individuals with unique and special learning needs.
3. The community center of the College, serving students, faculty, staff, alumni, and guests to participate in a variety of programs, activities and services.

The Largo Student Center will play a fundamental role in contributing to student success in several crucial ways, which include:

**Developing Leadership.** Beginning inside the classroom, applying leadership occurs in social spaces. The Largo Student Center will be a place for practicing these skills in a supportive environment.

**Gaining a Sense of Belonging.** Located at a key edge of the campus and with so many vital functions within its walls, the Largo Student Center will be a natural gathering place for students. Here students of all ages and backgrounds, as well as staff and faculty, can gain a sense of connection with each other and the community. A sense of belonging is one factor that can increase a student's desire to stay on campus and continue to achieve academic goals.

**Developing a Wide Perspective.** The Largo Student Center will be a hive of student activity where discussions and debate on topics ranging from coursework to current events to personal experiences are encouraged. Creating these open and engaging areas offer students an opportunity to think and interact, encouraging new ideas, creative problem solving, and personal growth.

**Campus Provisions.** The Largo Student Center will also house book and retail stores, food service, and spaces for small to large group recreational activities and College-hosted cultural events.

**Gathering before and after Campus Events.** The Largo Student Center will be an attractive and welcoming destination, an ideal stop for friends and colleagues before and after performances at the Queen Anne Performing Arts Center, exhibits at the Marlboro Art Gallery, athletic events at Novak Field House, and other large assembly activities that occur in Largo Student Center.

**Attending Large Events.** The Largo Student Center will have a renovated conference room/multipurpose room that is ideal for campus and community events, capable of being subdivided for smaller events as needed. The meeting rooms, conference rooms, and pre-event areas within Largo Student Center will also be renovated and improved. Building spaces and physical resources will allow for greater community engagement, training, educational lectures, banquets, and other events.

**Seeing the Campus at its Best.** The Largo Student Center will be synonymous with campus life, leaving a positive and lasting impression on students, faculty, staff and community members. When they think of Prince George's Community College, the first thing that comes to mind will be the Largo Student Center.

## Project Goals

1. Advance the Prince George's Community College mission and strategic goals to create an optimal teaching and life-long learning environment for students and the community. This reinforces the College's vision to "be the region's premier center for learning, community engagement, and strategic partnerships that inspire educational, career, and personal success."
2. Integrate academics, workforce development and training, community use and special events to create higher levels of student engagement and experiential learning.
3. Address existing and projected space deficiencies on campus to support the projected County and State of Maryland workforce demand. Support Maryland's goal to achieve 55% of the adult population having at least an associates degree by 2025.
4. Address deterioration of facilities and deferred maintenance backlog in Largo Student Center.
5. Create a new "Gateway" to campus at the corner of Route 202 and Campus Way South.
6. Develop new facilities and infrastructure on campus in accordance with the Prince George's Community College Facilities Master Plan, 2012 - 2022 recommendations and consistent with "Smart Growth" initiatives and the goals and objectives of PlanMaryland. More specifically, to:
  - Form a compact, connected and cohesive campus.
  - Develop more density on campus, including three story buildings or higher, to make the best use of land resources and preserve open space.
  - Connect existing and new green spaces on campus.
  - Create a more pedestrian friendly campus to improve safety and encourage walking, biking and healthy lifestyles.

## Proposed Size and Location of Building

The project is the renovation of the 69,116 GSF/ 51,287 NASF building and the construction of 64,731 GSF of additions onto the Largo Student Center. The location of the building is on the edge of campus near the intersection of Campus Way South and Maryland Route 202. The building is accessible from Campus Way South and is surrounded by Bladen Hall to the west and Lanham Hall to the south. Northwest of Largo Student Center is Lot L, which has thirty-five staff/faculty spaces, five handicap spaces, ten visitor spaces, and six reserved spaces. Figure 1.3 shows Largo Student Center in relation to surround buildings, parking lots and roads.

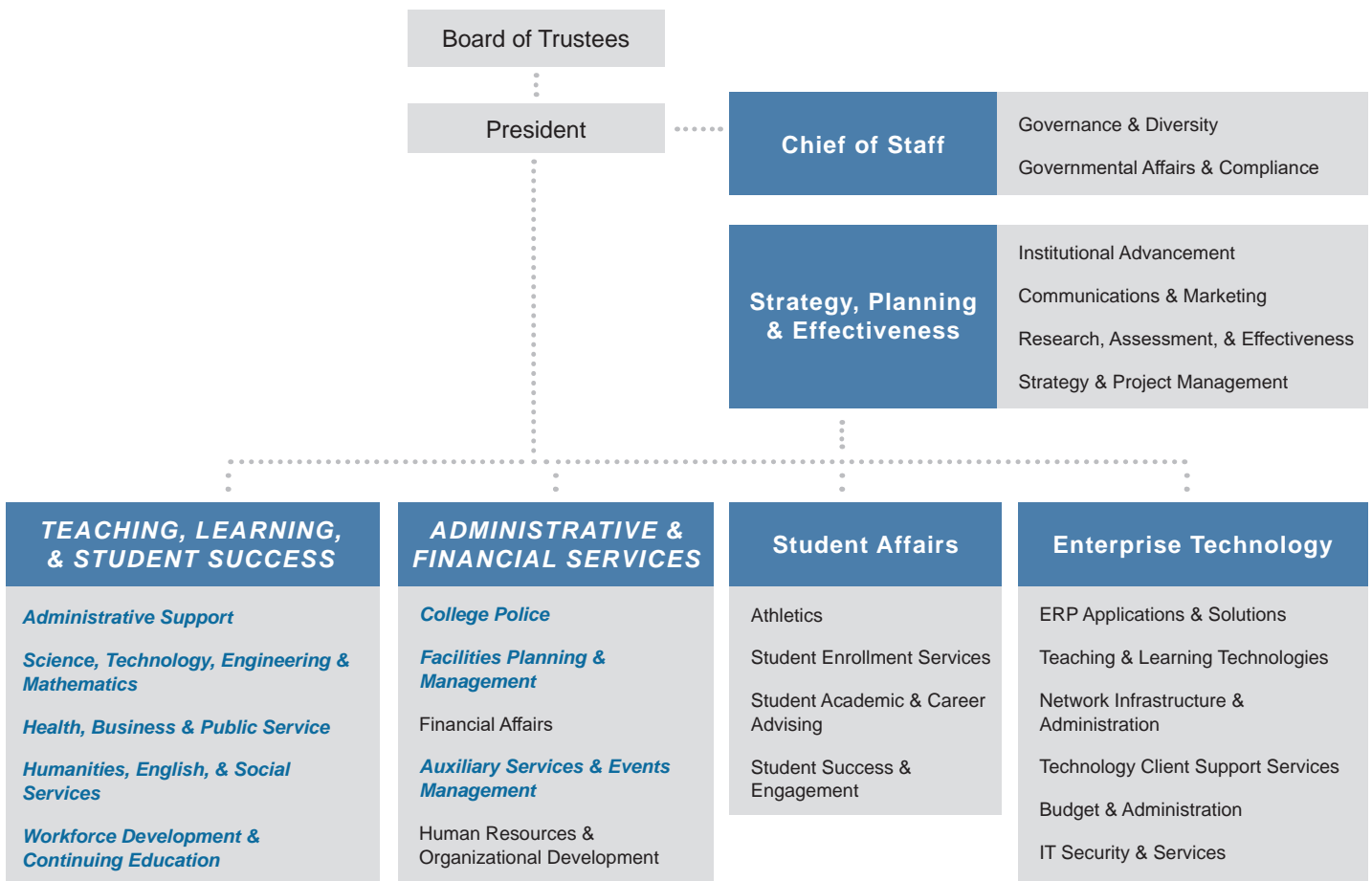
Figure 1.3: Project Location Map



## Organizational Units and Functions in the Project

The expanded and renovated Largo Student Center will house existing and relocated programs, units and functions from other buildings under the College's Division of Teaching, Learning and Student Success and the Division of Administration and Financial Services. This is highlighted in Figure 1.4.

Figure 1.4: College Organizational Units and Functions in the Project



\*Highlighted items are proposed to be located in Largo Student Center

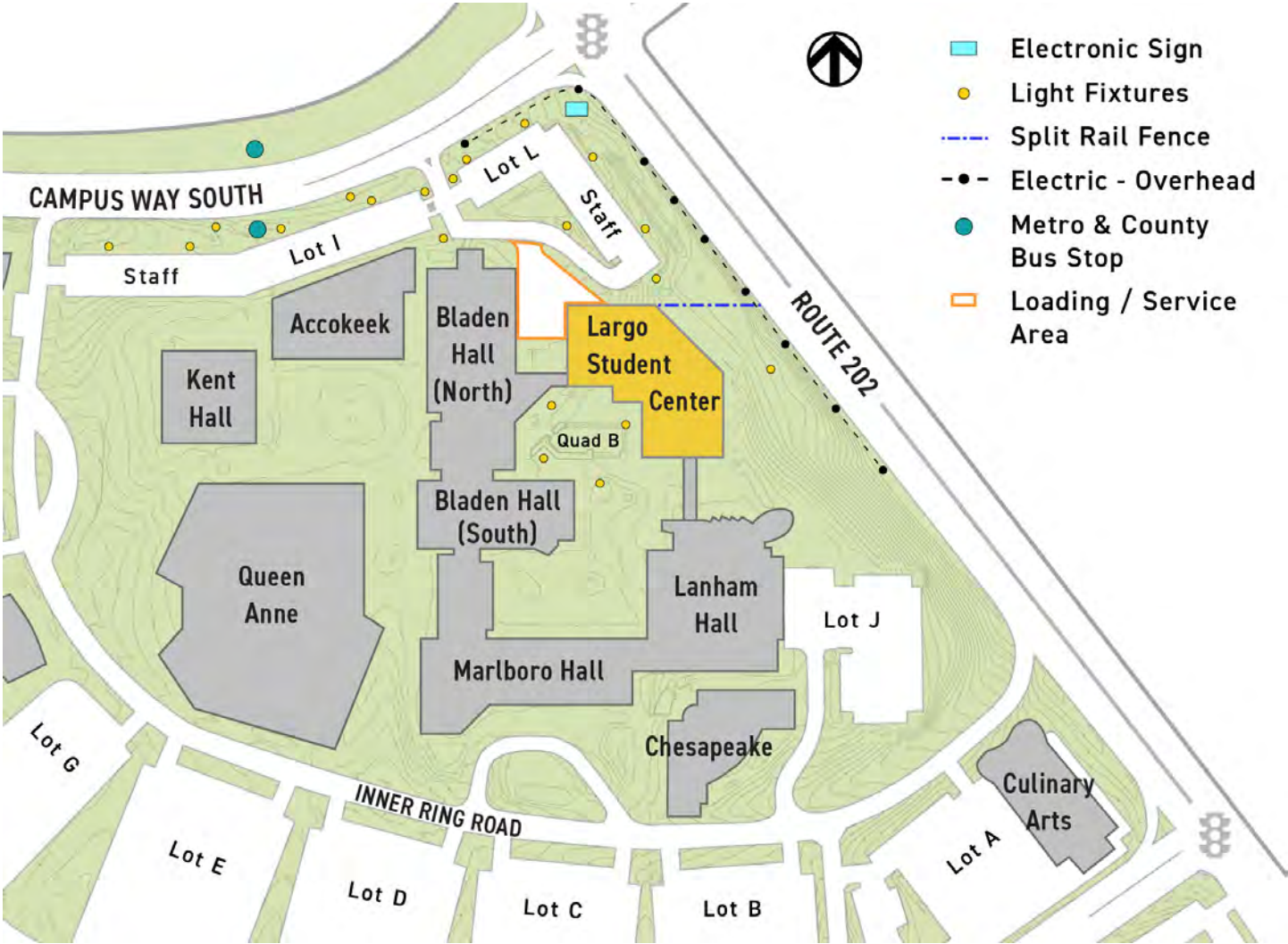
## Site Plan

The project site is the area around and adjacent to the existing Largo Student Center. The site immediately adjacent to the building is relatively flat with a gentle incline from south to north and extends to the north where the grade is steeply sloped up to MD Route 202 and to the west up to Campus Way South. Underground and above ground utilities traverse and run adjacent to the site. Additionally, the site has been improved with surface parking and lighting to the west, an outdoor plaza to the east, green space to the north and adjacent buildings to the south.

A site plan illustrating existing conditions is included as Figure 1.5



Figure 1.5: Project Location Map



### Inclusion of Project in Facilities Master Plan

The Largo Student Center Renovation/Addition project was identified in the Prince George’s Community College Facilities Master Plan, 2012 - 2022. The project will advance the strategic plan goals and to support growth in student development initiatives and services, academic instruction and community outreach and engagement programs.



**PART I**  
**PROJECT JUSTIFICATION AND SCOPE**

**SECTION 2:**  
**Project Justification**



## 2.01 Facility's Problems

The Largo Student Center's problems and deficiencies are visible and significantly hinder campus operations. The useful life of many of the building systems and equipment have been pushed near or beyond the service life expectancy and need to be comprehensively upgraded or replaced. The deferred maintenance backlog in the building is substantial and needs to be addressed with a comprehensive renovation. In addition to these issues, the building is more than 40 years old and is spatially inadequate to support current and future student enrollment growth and programs and community use.

## 2.02 Factors that Influence the Facility's Problems

### Past and Projected Enrollment Growth

The College has experienced significant growth since the building was first opened in 1975. With no comprehensive renovation or reinvestment, the Largo Student Center no longer meets the needs of students, faculty, staff or community partners. Although student headcount has stabilized over the past couple of years, this trend is projected to change as total enrollment for the College is planned to increase in the next five and ten-year periods.

Every student who has or is attending Prince George's Community College is encouraged to use the Largo Student Center to access services and programs that will enhance their college experience. The Largo Student Center has been a hub of activity for the community for many years. The combination of a high level of daily use for more than four decades and the lack of a comprehensive renovation is the primary factor affecting the current condition of and deferred maintenance backlog in the building. Based on current and projected usage, this factor will continue to drive the deteriorating condition of the building and the deferred maintenance backlog, which is currently estimated to be more than \$2.5 million.

### New and Evolving Student Program Needs

Very little reconfiguration and renovation of the interior spaces have been undertaken in the Largo Student Center to accommodate the dramatic changes in student program needs since the original building was constructed. This building was designed to meet the needs of students in the early 1970s and, four decades later, it is ineffective to instruct and train students who must to compete in the 21st century workplace.

### Implementing Bold New Initiatives – Guided Pathways

In fall 2015, Prince George's Community College embarked on a journey of institutional transformation by being

one of thirty community colleges across the nation accepted to participate in the American Association of Community College's Pathways Project, funded in part by the Gates Foundation. By fall 2016, more than 110 college employees were actively engaged in developing the implementation plan for PGCC's Pathways for full, at-scale implementation in fiscal year (FY) 2019. The implementation is introducing significant changes to the entire student experience including but not limited to curriculum; enrollment processes; technology; academic and career advising; day-to-day operations; and the College's website. It is expected that this transformation will significantly impact persistence and retention rates; graduation and completion rates; employment and transfer rates; and social and economic impact on the region.

Underpinning future growth at Prince George's Community College is its commitment to the strategic plan, which emphasizes creating supportive and adequately resourced pathways and interventions designed to increase student support, retention and degree completion. The Guided Pathways initiative will include the implementation of innovative instructional delivery models and student development programs supported by new facilities and spaces.

**Guided Pathways** reform is a student-centered approach that can dramatically increase the number of students earning community college credentials while closing equity gaps.

**Guided Pathways** provide students with clear, educational program maps that include specific course sequences, progress milestones, and program learning outcomes. These maps are aligned with knowledge and skills required by four-year institutions and the labor market, ensuring that students can continue their studies and advance in their careers.

### Four Dimensions of the Pathways Model

1. Clarify paths to student end goals
  - a) Simplify students' choices with default program maps developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of demand.
  - b) Establish transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.
2. Help students choose and enter a pathway
  - a) Bridge K12 to higher education by assuring early remediation in the final year of high school through the application of courseware technology in strong

K12/higher education partnerships, such as the TN SAILS model.

b) Redesign traditional remediation as an “on-ramp” to a program of study. This allows students to explore academic and career options from the beginning of college. Math and other foundation skills coursework are aligned with a student’s program of study and integrated throughout the college-level curriculum, particularly in program “gateway” courses.

c) Provide accelerated remediation to help very poorly prepared students succeed in college-level courses as soon as possible.

### 3. Help students stay on path

a) Support students through a strong advising process, embedded and ongoing in the pathway experience and supported by appropriate technology. Advisors will help students make informed choices, provide clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with achievable schedules, monitor their progress, and intervene to keep them on track if needed.

b) Embed academic and non-academic support throughout students’ programs to promote learning and intellectual curiosity.

### 4. Ensure that students are learning

a) Establish program-level goals that are aligned with the requirements of a student’s chosen field and apply what has been learned to other areas of instruction across programs.

b) Integrate group projects, internships, and other applied learning experiences to enhance instruction and success in courses across programs of study.

c) Ensure incorporation of effective teaching practices throughout the pathways.

Research and experience indicate that the following attributes are essential for motivating and supporting higher education institutions and systems to undertake the broad- scale institutional reforms involved in implementing guided pathways effectively.

- **Leadership** skills for managing change and sustaining success
- Broad and authentic **engagement** of college faculty and staff—particularly advisors—in the design, implementation, evaluation, and ongoing improvement of pathways for students.

- **Institutional will and capacity to use data** to design academic and career pathways, monitor student progress, and implement needed improvements over time.
- **Technological tools and infrastructure** appropriate to support student progress through guided pathways.
- Commitment to the level of strategically **targeted professional development** that will be required to design and implement pathways at scale.
- **Policies** established at the state, governing board, system, and institutional level that provide incentives, structure, and support for pathway design and implementation at scale while removing barriers.
- A **continuing action research agenda** that tracks the efficacy of guided pathways as well as knowledge and tools to support effective implementation at scale.

In support of Guided Pathways, many of the new spaces within the Largo Student Center will be designed based on instructional models and teaching methodologies. See Figure 2.1 for the Pathways Logic diagram.

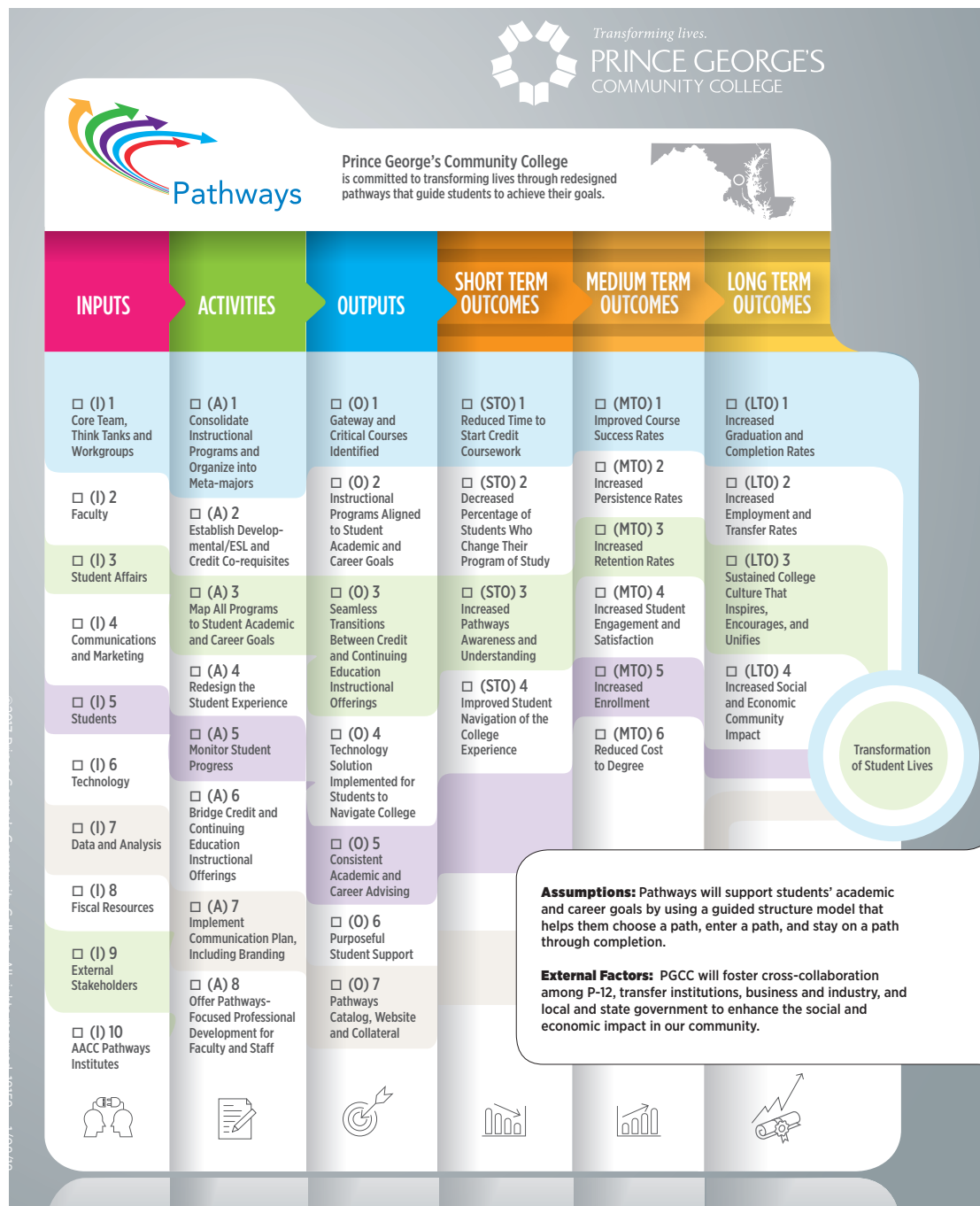
### Increasing Community Program Needs

Since the planning and design of the original Largo Student Center the demand for use of space in the building has increased dramatically. Prince George’s Community College and Prince George’s County’s desire to provide and host more community-based programs, activities, and events in the Largo Student Center conflicts with the College’s need to accommodate more and different types of student programming. The high demand for limited amount of space has created programming and scheduling conflicts. In addition, because of the current design of the building and lack of space, there are instances when activities that generate a lot of noise are located near other activities that require a quieter atmosphere, which causes distractions for those trying to participate.

### Inadequate Quantity and Types of Space

A primary factor at the heart of many of the problems within the facility is that there is not enough space to accommodate the large range of educational, social, and student development needs. Again, the existing Largo Student Center was designed for a student population of about half of what it is projected for 2026. In addition, the Prince George’s County population has grown substantially over the past 40 years, which has driven the need for additional space to accommodate a greater diversity of programmed events and activities. These events and activities happen with a greater frequency and require a larger capacity.

Figure 2.1: Pathways Logic



### Reorganization

Prince George's Community College recently reorganized to create a structure that is more effective at optimizing its limited resources to best support operations and service delivery. The Institutional Realignment initiative provided actionable recommendations in 2017 to best serve its students, prepare for the future, sustain the college, and achieve the vision of Prince George's Community College.

The realignment has a significant influence on the Largo Student Center. Academic Affairs, and Workforce Development and Continuing Education (WDCE), were

consolidated into one area: Teaching, Learning, & Student Success to eliminate the barriers that existed between credit and non-credit programs and ensure greater emphasis was focused on student services. A new department, Auxiliary Services and Event Management was created. The department under the Office of the Vice President of Administrative & Financial Services is tasked with supporting and creating high-quality campus life experience for all students, faculty, and staff. The department is responsible for:

- Dining Services
- Vending Services
- Bookstore
- Event Management & Operations

The implementation of realignment adds necessary resources and college staff (many who will inhabit the Largo Student Center), and focuses on creating spaces that will improve the student experience.

Overall, the expected benefits of the College's reorganization are as follows:

- Increases Efficiency and Savings: Flat organizational structures feature fewer layers of management and result in lower expenses and considerable efficiencies.
- Consolidated and integrated structure that:
  - 1) Groups the college into four major areas
  - 2) Creates a new teaching, learning, & student success hierarchy and reduces divisions and departments
  - 3) Realigns administrative and financial services and adds management for auxiliary services
  - 4) Redefines roles and responsibilities of Chief of Staff and President's Office Staff
  - 5) Creates a new office of institutional strategy, innovation & effectiveness
- Implementation of new strategies geared to better share information, collaborate and solve problems.
- Simplification and clarification of program pathways.
- Academic Affairs and WDCE will examine programs and articulate connections among non-credit programs, certificate, and degree programs.
- Alignment of programs of study to student goals, redesign of enrollment and advising processes, and greater cross-area collaboration.
- Improved enrollment, financial aid, advising and orientation experiences to positively impact how students approach and complete programs.
- Adaptability to changing circumstances due to smaller hierarchies and reduced bureaucracy. Front-line employees empowered to handle issues and creative solutions; resolution is more efficient and boosts satisfaction.

#### Front Door Experience

Due to the unwelcoming appearance of the building, and

lack of space and services, students often do not want to utilize the Largo Student Center. There is no space or location for a welcome desk, nor are there areas where students can go to ask general college questions. The appearance of the building and limited resources and spaces creates a void and contributes to isolating Largo Student Center from the rest of campus as students feel the building is just a place to buy a book or grab something to eat if they are desperate and have no time to leave campus. Students' first experiences in college impact their success. The College must provide an environment that welcomes all students and lets students know that the College supports their success and attainment of their educational, social and career goals. The College should improve the "Front Door Experience" so students stay on campus and engage in activities, programs, services, and communications designed to prepare students to be successful in and beyond college.

## 2.03 Historical and Projected Changes in Factors that Influence Facility's Problems

### Historical and Projected Enrollment Data

Since the building was opened in 1975 the College has increased by 2,000 FTE students as of the fall semester of 2017. Over the past five years the student headcount has stabilized. However, this trend is projected to change; total enrollment is planned to increase by 30% over the next decade to 16,453 students in the year 2026 per the Maryland Higher Education Commission (See Table 2.1).

There are many factors that are anticipated to drive enrollment growth at Prince George's Community College, the largest of which is the projected increase of jobs in Maryland and Washington, D.C. These jobs will require middle and highly skilled workers who will need a two-year or four-year degree. Other factors include:

- **Dual Enrollment** – The recent College and Career Readiness and College Completion legislation in Maryland allows students to simultaneously enroll in high school and college courses, earning credits towards the graduation from both institutions. Most students in Prince George's County who are deemed eligible can take advantage of dual enrollment free of cost.
- **The Dream Act** – Allows individuals who graduate from a Maryland high school, whether a resident or not, eligibility to pay in state tuition rates, and in some instances, in-county tuition at community colleges. This is a financial incentive for students to enroll at community colleges.



- **Economic Affordability** – Two-year community colleges offer tuition and fees at substantially lower rates than four-year institutions. The cost savings appeals to college-bound young adults, and many of them will choose to enroll in community colleges for at least the first two years of their academic career. The projected trend is for the cost of four-year institutions to continue to rise at rates higher than community colleges.

These factors will continue to be prominent over the next decade in shaping the demand for educational and training programs and the facilities and spaces that support them. At the heart of this increased demand and capacity is projected enrollment and staffing growth. Specific to the justification of need for the Largo Student Center will be the enrollment and staffing increases planned for the programs to be housed in the Largo Student Center. These planned increases are documented in the following tables.

### Historical and Projected Faculty, Staff and Student Employee Data

Faculty and staff are on the front lines of the effort to improve student retention and success. They represent one of the College’s greatest assets. Enrollment growth, expansion and changes in programs, as well as the addition of new programs, will generate the need for additional faculty and staff.

Table 2.2 provides historic and projected faculty and staff data for PGCC.

**Table 2.1: PGCC Historical and Projected Headcount**

Building	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	5yr % Chg	2026	10 yr % Chg
Headcount	13,834	13,733	13,687	13,239	12,543	-9%	16,453	24%
FTES	9,357				8,038	10%	10,441	30%
FTDES	5,359				4,683	12%	6,083	30%
*College headcount is unduplicated; counts will not sum to college total as many students are enrolled								
Source: MHEC Enrollment Projections MD Public Colleges and Universities								

**Table 2.2: PGCC Historical and Projected Faculty Staff**

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	5yr % Chg	Fall 2026	10 yr % Chg
Full Time	238	237	247	233	232	-3%	298	28%
Part Time	699	718	709	805	488	-30%	1,007	106%
<b>Staff</b>								
Full Time	554	543	567	545	515	-7%	686	33%
Part Time	1,147	1,167	1,262	592	847	-26%	847	0%
College Total	2,400	2,428	2,538	1,942	1,850	-23%	2,838	53%

Source: PCGG IPEDS Report

Looking specifically at the faculty and staff who reside and support the services and programs in Largo Student Center, it is clear the current building cannot accommodate the planned growth. Historic, current and projected faculty and staff data for each department currently housed in Largo Student Center is provided in tables 2.3, 2.4, and 2.5.

Table 2.3: Student Engagement and Leadership Historical and Projected Faculty and Staff

Staffing Classification	Employees/ Staff 5 years ago (As of Fall Semester 2012)	Present Employees/ Staff (As of Fall Semester 2017)	Projected Employees/ Staff 5 years from now (As of Fall Semester 2022)	Projected Employees/ Staff 10 years from now (As of Fall Semester 2027)
Full-Time	4	4	5	5
Part-Time	8	7	9	9
Student Worker/Interns	2	1	2	2
On – Call (non-PGCC workers)	0	0	2	2
Other	0	0	0	0

Table 2.4: Auxiliary Services and Event Management Historical and Projected Faculty and Staff

Staffing Classification	Employees/ Staff 5 years ago (As of Fall Semester 2012)	Present Employees/ Staff (As of Fall Semester 2017)	Projected Employees/ Staff 5 years from now (As of Fall Semester 2022)	Projected Employees/ Staff 10 years from now (As of Fall Semester 2027)
Full-Time	2	3	7	10
Part-Time	1	1	2	3
Student Worker/Interns	1	0	1	2
On – Call (non-PGCC workers)	0	0	1	2
Event Set-Up Crew/Team	0	0	Full time- 10 Part time-5	Full time- 15 Part time-7
Event Administrative Assistant	0	0	Full time-1	Full time-2

Table 2.5: Environmental Services Historical and Projected Faculty and Staff

Staffing Classification	Employees/ Staff 5 years ago (As of Fall Semester 2012)	Present Employees/ Staff (As of Fall Semester 2017)	Projected Employees/ Staff 5 years from now (As of Fall Semester 2022)	Projected Employees/ Staff 10 years from now (As of Fall Semester 2027)
Full-Time	56	42	70	85
Part-Time	36	17	40	49
Other	10 On-Call	1	15 On-Call	18 On-Call

## 2.04 Current and Projected Facility's Problems

### Existing Condition Deficiencies

To better understand the conditions of the facilities on the Largo campus, the College invested operating funds to hire EMG (a technical assessment company) in 2012 to complete a facilities condition assessment. In 2017, the College hired Whitman, Requardt and Associates, LLP (WRA) to reassess the 2012 condition assessment and provide an updated assessment of Largo Student Center. A summary of the primary findings included in the updated assessment are included in Section 5. The photo log is included in Section 6.

It would be a challenge to continue to operate the Largo Student Center in its current condition over the next decade. This is based on the deficiencies and deteriorating conditions documented in the facilities condition assessment and the program needs identified in this document. The useful life of many of the building systems and equipment have been pushed near or beyond its designed service life expectancy. They need to be comprehensively upgraded or replaced.

Anticipating that the interior of the building will be mostly reconfigured and renewed as part of the renovation project, the primary architectural shortcoming is the exterior wall enclosure, which appears to be uninsulated, without proper flashings at openings and without control joints to accommodate thermal movement. Windows are in fair-to-poor condition and single glazed, with little insulation value, and they are not energy efficient. These deficiencies and issues, along with code compliance, will need to be addressed in the capital project.

The envelope and most of the building HVAC, electrical and plumbing systems and equipment are at or beyond their useful life and are not energy efficient. These deficiencies and issues, combined with structural limitations, create formidable constraints for internally reconfiguring the building to effectively meet the current and anticipated programmatic needs of the College in a cost-efficient manner. Some upgrades and improvements to the data, voice and audio/visual systems have been made over the past decade. However, due to the dynamic nature of the technology comprising these systems and supporting equipment each should be further evaluated during design to determine what components can be kept and incorporated into the building.

The primary site issue is the north side drainage problem that created a water infiltration issue in Rennie Forum. Although installation of a sump pump has addressed this

problem, it is additional building equipment that needs to be maintained. In addition, this equipment has created a noise problem in the forum. These items should be addressed as part of the capital project.

The combination of age and the documented deficiencies with the building envelope and systems are the basis for concluding that a comprehensive renovation of the building is needed to address the deferred maintenance backlog and to permit the College to deliver a facility that can address their current and planned programmatic needs. If not addressed, the building systems and envelope problems identified in this report will continue to result in growing maintenance and repair costs.

## Insufficient Quantity and Quality of Spaces

The Largo Student Center is a two-level building housing 51,288 Net Assignable Square Feet (NASF). Table 2.6 provides an inventory of space occupied by units and functions in Largo Student Center. Figures 2.1 and 2.2 include the floor plans for the building.

Table 2.6: Existing Space by HEGIS Code

HEGIS Code	Room Use	Largo Student Center NASF
310/315	Office	7,166
410	Study	200
610/615	Assembly - Auditorium	4,333
630/635	Food Facility	11,769
650/655	Lounge	6,662
660/665	Merchandising	7,901
680/685	Meeting Room	9,854
730/735	Central Storage	470
750/755	Central Service	2,932
Total		51,287

Figure 2.2: First Floor Plan – Existing Largo Student Center



Figure 2.3: Second Floor Plan – Existing Largo Student Center



There is not enough space to accommodate the wide range of student programs, campus operations and community events requesting space in the Largo Student Center. An analysis of the current and projected space deficiencies for the College is based on a comparison of the existing inventory with the State of Maryland's planning guidelines for higher education. Even with the construction of the new buildings on campus over the past several years, the College continues to maintain deficits in certain HEGIS categories, which will be addressed by the Largo Student Center project. These categories include Open Laboratory (11,932 NASF), Office/Conference (10,256NASF), Study (9,905 NASF), Assembly (8,847 NASF) and Food Facility (7,908 NASF). The Largo Student Center project will reduce deficits in each of these categories, but not completely. Without the delivery of new facility space, these and other space categories are projected to continue to accumulate deficits due to enrollment growth over the next decade.

The following describes the existing quantitative and qualitative problems for the units, programs and functions proposed to operate in Largo Student Center.

#### **Classroom and Laboratory**

With over 250 full-time faculty, 500 adjunct faculty, 150 staff members, and 10 academic administrators, the College's Academic Team issues an estimated 18,000 credits to students annually. The Teaching, Learning, and Student Success Area is responsible for serving the holistic learning needs of students through five academic divisions and various academic support centers and tutoring labs.

Many of the campus' learning spaces were designed with a common layout in traditional classroom buildings (such as Marlboro Hall and Bladen Hall). While this design was popular decades ago, it is no longer useful in educating students in the 21st century. Additional instructional

space within Largo Student Center will supplement many of the outdated learning spaces on campus. Of greatest need are collaborative learning labs that are presently absent on campus. These learning labs will be used to instruct and inspire students and support the College's strategic plan.

The College's three Credit divisions: 1) Health, Business and Public Service 2) Science, Technology, Engineering and Mathematics and 3) Humanities, English and Social Sciences will now have innovative space to offer various classes. The spaces will allow faculty members to offer inventive teaching and learning strategies that promote higher thinking, and will lead to better understanding and an improved ability to apply knowledge to other subjects. These rooms are an important component to the College's commitment to continuous improvement and culture change.

Within the Teaching, Learning, and Student Success Area, Adult Education (part of Workforce Development and Continuing Education) will be enhanced by the proposed spaces in Largo Student Center. In addition to delivering instruction, Adult Education also provides many student support services including embedded advising. The location of the space is crucial because Adult Education works best when run as an integrated program, not as several discrete classes located in various buildings around the campus. The Adult Education leadership team (full-time college employees) and faculty will be in Lanham Hall, which is connected to the Largo Student Center via a pedestrian connector. This consolidation of the Adult Education program in two connected buildings with dedicated space ensure improved operations and service delivery and long-term stability for the program. See Figure 2.4 for the physical and future programmatic relationship between Largo Student Center and Lanham Hall.

Figure 2.4: Largo Student Center and Lanham Hall Connection



**Demolition of Annex C**

It is anticipated Annex C will need to be demolished in the future to prepare for upcoming permanent structures as noted in the College’s FY2012 – FY2022 Master Plan (See Figure 2.5 for pictures of Annex C and see Figure 2.6 for future redevelopment plans for the Annex C site). Workforce Development and Continuing Education (WDCE) currently occupy the entire 22,829 SF in modular building, Annex C. Within the new Lanham Hall building opening August 2018, all office staff and services will relocate from Annex C to Lanham Hall. This important and much needed move will correct WDCE office needs and allow the department to better serve the diverse population of WDCE students.

Although WDCE office needs will be met in Lanham Hall, once Annex C is demolished, there will be major instructional deficiencies as there is presently no location available on campus to house key displaced WDCE classes. The lack of instructional space would force the College to continue to use Annex C until new space on campus was created, preventing campus growth and limiting the

College’s ability to prepare students for the workforce.

The renovated and expanded Largo Student Center will aid in providing the needed instruction space for students who are now taking classes in the temporary building Annex C. Annex C currently has nine classrooms and 6,293 NASF of classroom space dedicated to WDCE.

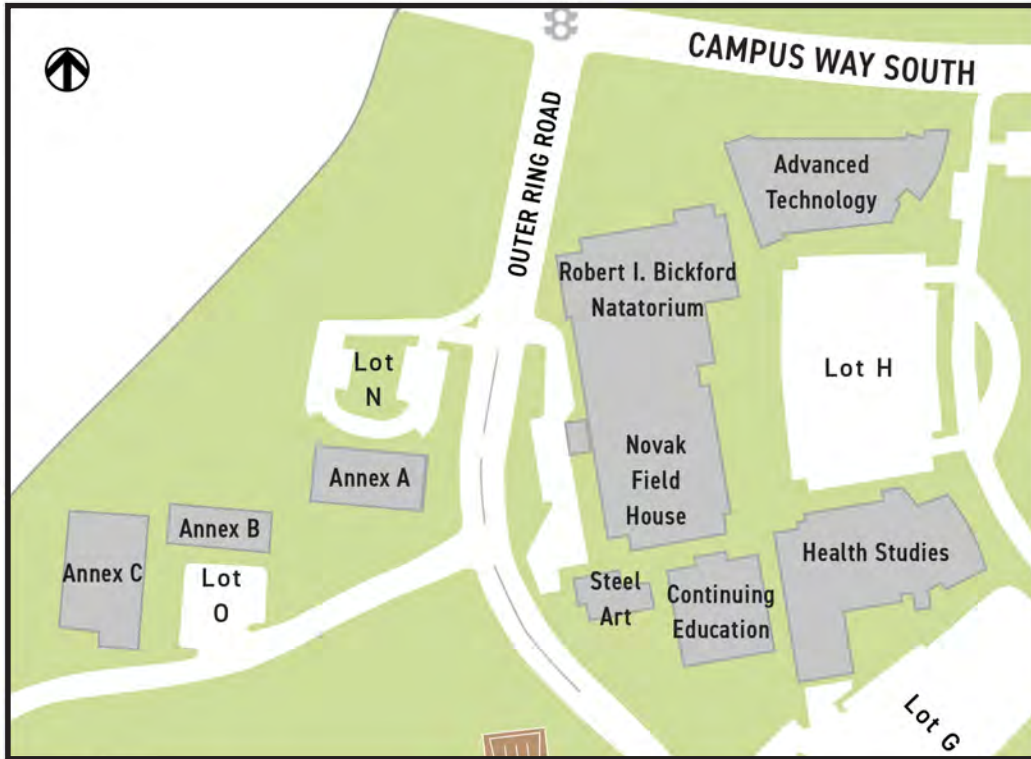
The Adult Education program is required to have dedicated classroom and laboratory space to comply with the terms of their grant. The program’s grantor, the Maryland Department of Labor, Licensing and Regulations (DLLR) mandates strict monitoring of enrollment, attendance, pre-testing and post-testing data. Dedicated sign-in books are in use at every class and are required to be secured between classes. If the Adult Education program is not able to fulfill the mandates of the annual grant then it could be subject to reduced funding in subsequent years or even removed as a provider of Adult Education services in the state of Maryland.



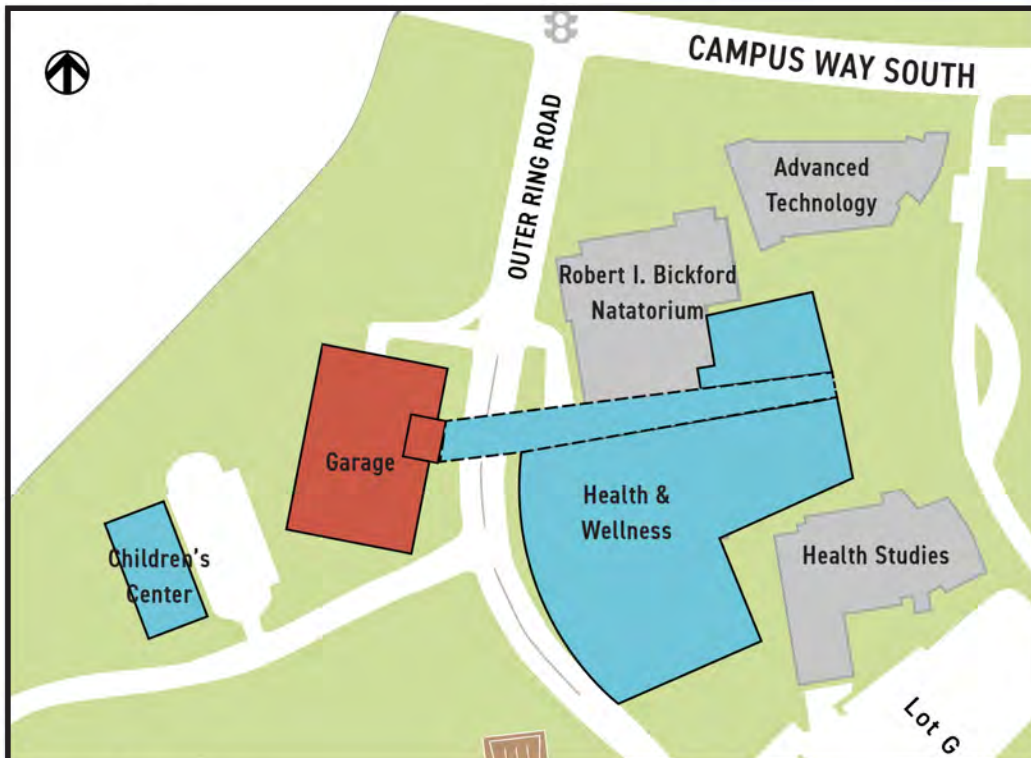
Figure 2.5: Annex C Building



Figure 2.6: Current and Future Development of Annex C Site



Current Campus



Proposed Campus

### Office/Conference

Auxiliary Services & Event Management and Student Success & Engagement staff share a suite of offices on the first floor. The creation of office suites would consolidate departments and organizational units in accordance with the College's latest reorganization. Separate office suites will also provide a sense of identity and community, while facilitating increased interaction among full-time and part-time staff and students as well as enhancing community partnerships.

The current mix of departments creates issues for both areas. Auxiliary Services & Event Management office spaces are located too close to the student engagement and lounge areas, which causes distractions due to loud noise from students. The Auxiliary Services & Event Management department deals with many external clients along with faculty/staff departments that require a professional environment. Outside clients, community members, and faculty/staff meeting with Auxiliary Services & Event Management staff have to weave through students who are dancing, singing, holding meetings and engaging in other typical college activities. This makes it challenging to conduct Auxiliary Services & Event Management business.

There is insufficient office space for existing and projected full-time and part-time staff. There is a total of 26 work spaces in the building. This space comprises approximately 3,263 NASF of faculty/staff office and office support space that is used by Dining Operations, the Bookstore, Environmental Services, Student Engagement & Leadership and Auxiliary Services & Event Management. Presently all workstations are in use and there is no room for growth and expansion. Due to the lack of space, various Auxiliary Services and Event Management staff are located in offices dispersed within the Financial Aid department suite in Bladen Hall, while the rest of the staff are located in a Largo Student Center suite with Student Engagement and Leadership. Without additional space, future hires will be further displaced from their department into other buildings, which will hinder the efficiency of Student Engagement & Leadership and Auxiliary Services & Event Management. Additionally, also due to the lack of space, Environmental Services have ceased providing office space to many of their staff. Although many Environmental Service staff do not need dedicated office space, they do need office space to write reports, submit work orders, and conduct daily business. This has resulted in the inability to consistently record facility-related issues, distribute information, and develop internal practices and procedures.

Due to existing space constraints, conferences and meetings must be scheduled and held in other buildings.

### Study, Lounge, and Information Commons

Insufficient lounge and study areas result in decreased services, support and engagement opportunities for students. Students need a place to collaborate in both an academic and social context. Collaborative learning is a current trend, and many instructors use these strategies in their courses. Group projects often require students to work together outside of the classroom and talk in a variety of environments that may not be a traditional "quiet study space." A collegial environment also promotes better communication and a sense of belonging, ultimately resulting in better retention and completion rates. With the College's enrollment expected to increase substantially by 2026 it is essential that the Largo Student Center be renovated to provide more than the current 6,662 usable NASF of space for lounge and study areas.

Currently there is no dedicated place in Largo Student Center available for either students or visitors to ask general campus questions or access a computer to independently obtain College information. A successful student center is a facility that engages all users and serves students, faculty, staff, alumni, and guests. To achieve this, a space must be available that welcomes all groups and provides them with information. As part of the renovated and expanded Largo Student Center, an information commons area will be included.

## **Meeting and Support**

Insufficient quantity and capacity of meeting space(s) to accommodate larger campus and community meetings, banquets, events, and activities. Currently, the Auxiliary Services & Event Management Office on average hosts more than 150 events a year. The office turns down approximately 20%-30% of space requests from internal and external groups due to lack of space. The largest event spaces in Largo Student Center are Community Rooms A, B and C, which tends to be used the most and has the least availability. The rooms are the most in demand because of the flexible nature of the room allows for different types of set-ups. Of the four other meeting rooms within the building, two of them are rarely used because they are too small and cannot support requested activities and events. The rooms must be resized.

Students, unfortunately, are most affected by the lack of space on campus. Due to the natural flow of student activities, which vary from semester to semester, by the time students are engaged in a project and are ready to submit a request for space, faculty and staff events have usually consumed most of the available dates. This results in significant scheduling conflicts and has a negative effect on student engagement and participation. Many students resort to meeting in open areas not designed for student engagement. The result is disruption of other in-building meetings and events and unwanted conflict among students, student service operations, and the Auxiliary Services and Event Management department.

The newly renovated and expanded meeting space will provide students with a safe, modern space where they will be able to study and relax in between classes. This new environment will not only give students a sense of pride for the college they attend, it will also allow students to express their creativity in a more dynamic fashion with the modern features the new facility will provide. With dedicated student spaces, students will have access to event space, and the issue with external groups monopolizing rooms will be solved. Meeting space will likewise have a positive impact on college faculty and staff. With expanded and renovated spaces, faculty and staff will have the opportunity to plan their department meetings, retreats and holiday gatherings without having to meet at an off-campus venue. The internal campus community would be able to collaborate more with partners and engage outside clients, who could also use the facility.

## **Food Facility Space**

Insufficient quantity of space and lack of equipment to offer meal choices at a reasonable cost and quality level that consumers (students, faculty, staff, and community members) expect. The college cannot compete with

restaurants off-campus. Consumers expect options and embrace international foods and cultures, healthy choices, menus that shift per season, local and branded chains, and a distinctive dining experience that offers them a unique atmosphere and setting.

To meet these needs, the College must expand the kitchen and serving area and add necessary kitchen equipment to accommodate student and community demands during peak hours. Dining space must be reconfigured and expanded to support enhanced offerings, such as healthy options, that better align with health and wellness programs offered on campus. The new space will include a national franchise food vendor. With the formation of new menus and food production areas, the space can be used to support the Culinary Arts and Hospitality program and assist students as they progress through their course of study. Student internships and part-time positions can be created in management and cooking positions.

Additional multi-purpose seating/lounge areas that provide diverse environments for student, faculty, staff and visitors to dine, interact and engage will also be added. These spaces, along with more food choices, will encourage more students, faculty and staff to stay on campus to eat, interact and engage. These areas will also serve to support student study between classes.

## **Merchandising and Retail**

With digital content available in multiple formats for nearly all instructional materials, the College's Bookstore is facing challenges to provide the content desired by students and faculty, to reduce the cost of instructional content, and to compete with multiple retail sources. Students are demanding lower-cost alternatives to the current printed textbook and are seeking those alternatives outside the college system. Because of the shift in bookstores, the College store must be renovated to provide greater space for rental books, storage, and offer more than just books. Students expect they can purchase merchandise such as electronics, clothing, and food in the Bookstore. Bookstores on campuses have evolved into a hangout space for students lounge with friends, collaborate, and take advantage of the resources available at the store.

The renovated Bookstore will provide:

- More storage for back of the house books and soft good storage
- Expanded areas for point of sale queuing, especially during peak times at the beginning and end of semesters

- Additional space for supplies, electronics, soft goods, etc. Without a renovation as the campus grows, the space issue within the Bookstore will only continue to worsen.

### Storage

- Additional storage for furniture used for different event configurations is required. When some or all of this furniture is not needed for an event, it needs to be stored safely and securely. There is currently only about 1,300 NASF of event/meeting room storage space.
- Additional storage for dry goods and food and kitchen equipment is grossly inadequate for the current food service operations
- Additional storage for Environmental Services supplies and equipment. Currently, much of the cleaning equipment for the Largo Student Center and other buildings are being stored inappropriately in mechanical spaces. This creates safety issues and operational conflicts with maintenance staff.

### Miscellaneous Building Issues

- The majority of the building is carpeted. There is only one usable space in the building with a resilient floor, which makes it difficult to schedule events and activities that are better suited on flooring other than carpet. Carpet in spaces such as the dining area and all meeting spaces result in greater operational expense and time cleaning and maintaining areas due to the spills and stains that occur.
- The building lacks directional signage. There is also no event or meeting signage to alert users within the building what activities or meetings are occurring or guide them through the space.
- The dining hall is adjacent to the meeting spaces, which causes a distraction as sound travels from the dining hall into the meeting spaces
- There is no pre-event space so a portion of the dining hall has to be used. This creates issues with students trying to eat, socialize, and study in the same space.
- The retractable acoustic divider walls in the Community (meeting) Rooms are ineffective and sound penetrates from one space to another
- The building lobby is undersized and does not fit the requirements for a student center

- Finishes: Ceiling tile, paint, cover base, carpet need to be replaced. The student spaces look old and dated.
- The furniture is old and outdated
- Undersized elevators require individuals to wait extended periods of time or use the stairs during peak times
- Door locks need to be changed to electronic access cards (similar to all new college buildings)
- The space lacks modern audio-visual equipment to engage students and visitors
- As there is essentially only one open lounge space in the building for students, the building does not serve non-traditional students and students looking for quiet study spaces, spaces to sleep in-between classes, and/or spaces to collaborate with classmates
- Neither the building nor the College as a whole has a makerspace
- Lack of exterior windows reduces interior light and creates a space that is not welcoming
- Lack of building drop-off

## 2.05 Consequences of Facility’s Problems

Student success is the highest priority, and the College is committed to promoting opportunities for students to achieve inside and outside of the classroom. The existing facility’s problems and constraints include:

- Insufficient type and amount of space to support current and projected enrollment, educational and student programs and functions,
- Insufficient type and amount of space to meet campus and community event and meeting needs,
- Inadequate space configurations, furnishings and instructional technology to support desired teaching methodologies and pedagogy,
- Poor condition of space due to time and deferred maintenance, and
- Unreliable and energy inefficient building systems, many of which are at the end of their functional life, that require substantial resources to maintain and keep operational.

These problems will worsen if not addressed, and they will continue to negatively impact the operations and service delivery capacity and capabilities of the Division of Teaching, Learning and Student Success and the Division of Administration and Financial Services. These problems and constraints will hamper the College’s ability to grow to support state and county strategic goals and program needs, especially as it relates to training and education to meet workforce needs. The poor condition and deferred maintenance backlog will continue to require intensive maintenance resources and time to keep the building operating at present service levels. Compounding this situation will be the planned enrollment growth, which will result in an expedited deterioration of the building and the continuance of student education needs going unmet.

## 2.06 Operational and Service Delivery Deficiencies Affect on the College’s Mission

The operational and service delivery deficiencies of the current Largo Student Center building detrimentally impact the ability of the college to attain its stated mission, vision, and strategic goals. The proposed solutions to these deficiencies are noted in Table 2.7.

Table 2.7: Service Delivery Deficiencies Impacting Mission and Proposed Program Solutions

Strategic Goal (Proposed)	Service Delivery Deficiency	Proposed Solution
Creating and sustaining optimal conditions for students to design and achieve academic, career, and personal goals	Inadequate building space and facilities in Largo Student Center prevent opportunities for students to study and engage in activities that will steer them on pathways to academic, career and personal success.	The proposed renovation would accommodate the expansion and creation of new spaces and student support services specifically aimed at providing essential opportunities and conditions for students to thrive on campus.
Driving strategic partnerships to identify and respond to the region’s present and future priorities	The aging facility makes it difficult to attract alternative funding sources and build and maintain partnerships to respond to the region’s needs.	The proposed renovation will provide a vibrant atmosphere that will inspire students, faculty, staff and external partners. The building will provide innovative spaces geared towards responding to the region’s present and future priorities. The creation of state-of-the-art facilities will enable the College to meet this strategic goal.
Creating and sustaining agile, effective, and efficient institutional synergies	The existing infrastructure and condition of the building does not support an environment for creating and sustaining agile, effective and efficient institutional synergies, which places the college at a major disadvantage in serving a diverse group of individuals	Through the proposed renovation plan, the College will be able to offer modern learning labs and think-tanks, and technology-rich spaces and programs that will facilitate, create and sustain agile, effective, and efficient institutional synergies.

**PART I**  
**PROJECT JUSTIFICATION AND SCOPE**

**SECTION 3:**  
**Project Scope**





### 3.01 Overview

#### Proposed Building Improvements

The project involves a comprehensive renovation and reconfiguration of the Largo Student Center building (51,287 NASF/69,116 GSF) and construction of additional space totaling 64,731 GSF. The primary goal of the project is to expand and transform the building into a facility that can provide greater education and social offerings for students. The proposed building will also provide critical amenities for the communities that the College serves. In addition to fulfilling program needs for Largo Student Center, another important goal is to create a sense of 'place' on campus and in the community. The project will be a public gateway for visitors and students, with a prominent aesthetic and massing presence at the intersection of Campus Way South and MD Route 202. This will create a landmark building on campus that is easily identified. Operationally, the project will address and remediate the deterioration of the facility and deferred maintenance backlog in the Largo Student Center. Specifically, the energy inefficiency of the existing skin, uninsulated masonry, and single pane glazing system of the building will all be corrected.

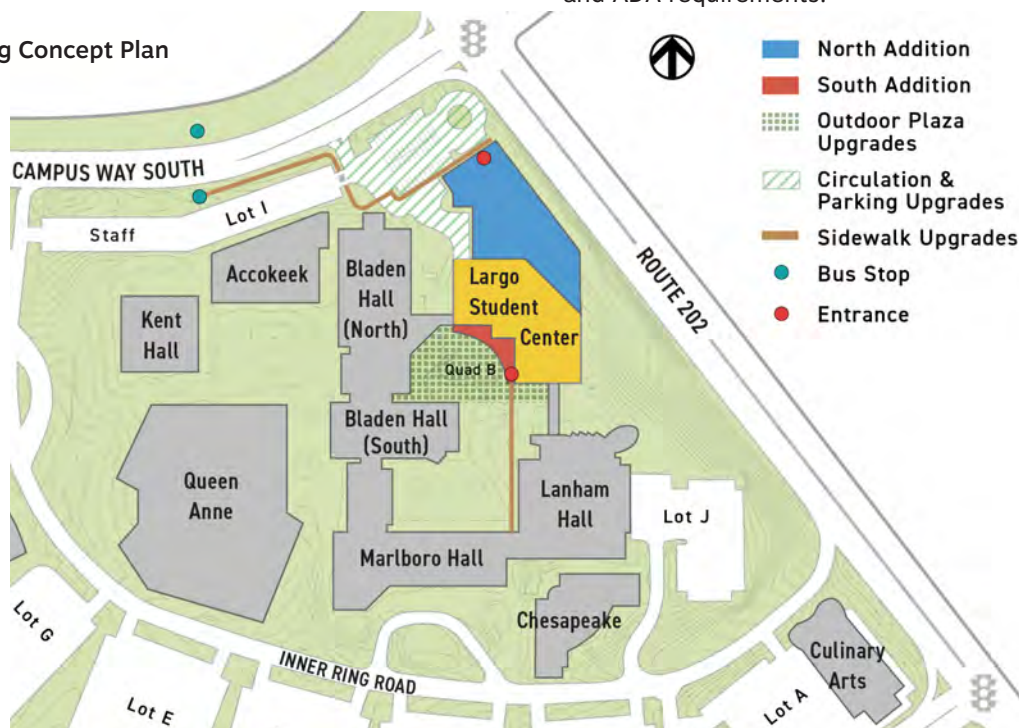
Building additions are planned to be constructed on the northwest and southeast ends of the building (see Figure 3.1). The total area of Largo Student Center after construction will be 78,970 NASF/133,847 GSF and will

include program elements, such as:

- Classroom laboratories to support teaching, learning and student success instruction
- New and expanded food service operations
- Student study
- Social spaces and lounges
- Student maker/market space
- Student Government and club space
- Offices and support space for student success and engagement, auxiliary services, events, and environmental services
- An expanded College Store with a PGCC Cares food pantry and clothes closet
- Renovated/expanded conference room and meeting spaces

The renovation of the building will result in the correction of deficiencies identified and documented in Section 5. Building systems and equipment that have been upgraded or replaced within the past decade will be evaluated for reuse and incorporation into the design. Much of the interior of the existing building will be reconfigured and comprehensively refurbished to be integrated with the building additions. The exterior walls and glazing will require substantial upgrading to achieve energy efficiency levels and performance required to meet the minimum LEED Silver certification requirements. Additional upgrades and improvements will be needed to address current code and ADA requirements.

Figure 3.1: Building Concept Plan



A primary site issue is the stormwater drainage on the north side of the building. The current site grading in this area has created a water infiltration issue in Rennie Forum, located along the northeast perimeter of the building. A sump pump was installed recently to address the water infiltration problem. This improvement has added building equipment that needs to be maintained. It has also created a noise issue for those that meet in the forum. This drainage condition will be addressed as part of the capital project.

Proposed site improvements include:

- Grading and stormwater management improvements to accommodate the building additions
- Circulation and parking modifications and improvements to Lot L
- Enhancements to and upgrade of pedestrian pathways from the bus stop to the new entrance located in the building addition on the northwest corner
- A new vehicle drop off/pick up area to serve the new entrance located in the building addition on the northwest corner
- Reconfiguration and upgrade of the outdoor plaza and pedestrian walkways in the North Quad to the east of the building
- Development of new site entry sequence improvements for both building additions
- Upgrade and screening of the loading/service area, including regrading and paving, along with drainage improvements to provide adequate clearance for trucks and adequate stormwater drainage (See Figure 1.5 for existing conditions)
- Relocation or undergrounding of overhead power lines at the corner of Campus Way South and MD Route 202 (See Figure 1.5 for existing conditions)
- Pedestrian and roadway lighting fixtures will be relocated and replaced/upgraded to optimize function and safety and comply with the latest campus standards (See Figure 1.5 for existing conditions)
- Removal of the split rail fence and damaged tulip poplar tree on the north side of the building (See Figure 1.5 for existing conditions)

It is planned that underground utilities will be reused, relocated and extended, as needed, to serve the building addition. It is assumed that the utilities have adequate

capacity to serve the new facility. However, the selected A/E consultant team will be required to study, confirm, and verify that the utilities have adequate capacity to support the expanded Largo Student Center.

Because of the financial investment incurred from the renovation of the Rennie Forum, it is anticipated that the future building design will attempt to retain and build around the Forum. Only minor improvements to the Forum should be needed. Improvements within the Forum are expected to include replacement of various finishes and equipment.

### 3.02 Description of Organizational Units and Functions Proposed for New Facility

Existing organizational units, programs and functions in the Teaching, Learning and Student Success and the Administration and Finance Divisions are proposed to remain. These organizational units, programs and functions are described below along with new units that will be added to the new facility within Teaching, Learning and Student Success.

#### Existing Units and Programs to Remain in Largo Student Center

##### Teaching, Learning and Student Success Division

###### Student Leadership

Becoming a student leader is empowering, and the Student Engagement and Leadership team at Prince George's Community College believes involvement in co-curricular activities engage students in campus life and gain more from their college experience. There are several opportunities for students to participate in leadership development. These opportunities can give students a competitive edge as they enter the workforce, apply for scholarships, or transfer to a four-year college or university.

The Student Governance Association (SGA) is the governing body for the Associated Students (student body) of Prince George's Community College. SGA executive officers and student representatives serve on various college committees act as a liaison for students to the administration, faculty, and staff. For example, members of the SGA served on the programming committee for the Largo Student Center project. They provide input that may influence administrative decisions that directly affects students.

### Student Clubs and Organizations

All student organizations at Prince George's Community College are housed within the Office of Student Engagement and Leadership and funded by the Student Affairs Finance Board. These groups are completely organized and run by students, for students, with advice from a faculty or staff advisor. Student clubs are key to increasing retention by engaging and supporting students. All student organizations support the co-curricular and social needs of the student body and provide a venue of expression. Students who participate in organizations receive opportunities that enrich their college experiences through the development of core competencies that include effective communication, intellectual growth, self-awareness, and collaboration with others. Participation in student organizations and leadership programs help students to become more engaged and integrated into campus life and gain more from their college experience. Student governance provides opportunities for student involvement in the administrative, legislative and judicial processes of the college. Students are afforded the opportunity to write articles of interest, poems and short stories and submit pictures of artwork and photography in The Owl Newspaper and Reflections literary and art magazine.

Involvement in a student organization is a way for students meet new friends, join individuals with similar views, and promote and celebrate common interests, while building interpersonal skills. Student clubs and organizations to be expanded and housed in the Largo Student Center include:

**African Student Association** - To increase awareness of issues pertaining to Africa.

**Apostolic Ministries Bible Club**-To further develop the academic and personal lives of students by educating them on God's purpose.

**Bboy Club**-To promote the artistry of dance styles associated with the B-Boy era.

**Bethel Campus Fellowship** - To lead students to Christ and prepare them to become reliable men and women that God can entrust with His Word.

**Better Together Interfaith Team** – To promote interfaith co-operation on campus and raise awareness of different religious and non-religious backgrounds among students.

**Biology Club** - To provide interactive study and review for students who are taking biology courses

**CAB (Campus Activities Board)** – To develop, plan, coordinate and implement co-curricular programs for the college.

**Campus Crusade for Christ (CRU)**-A caring community passionate about connecting people to Christ.

**Caribbean Student Association** - To create a cultural and social awareness of the Caribbean community on campus.

**Caring Colors Empowerment Organization**- CCEO is an organization working to help build the confidence within the LGBTQ community in every way possible.

**Chemistry Club**- Establishing a sense of community among chemistry and biochemistry majors.

**Computer Programming Club**- To spread interest in programming and computer science.

**Cultural Association of Laurel**-To encourage socialization and promote diversity and inclusion among students at Laurel College Center.

**Diverse Male Student Initiatives** – Provide an experiential year-long program that supports men and helps them focus their energies toward self-improvement and community involvement.

**Enrollment Services Student Ambassadors** – To serve as the official ambassador of the College for prospective students and the surrounding community.

**Future Health Professionals Club**- To support its members in their efforts to be successful in their chosen health professional career via networking forums, lecture, and other types of membership engagements which will help foster future health professional leaders.

**Hacker Space**- Provides students with an open environment to become creative within the fields of technology, science, mathematics, and art.

**Hallam Players**-A club for students who are interested in theater.

**Health Information Management Student Association**- A student organization for any student in the Health Information Technology or Health Information Management field.

**Honors Society** - To promote academic excellence, fellowship, leadership and service through co-curricular activities.

**House of Envy**-To provide students with entertainment through the performance of modeling and fashion.

**Innovationergy**- To promote education and training for students who are interested in energy opportunities.

**Math Club** - To promote further interest in mathematics and help students understand math as a language of logic.

**Model United Nations at PGCC**- Strives to offer students the opportunity to explore a wide range of international policy issues through debate at a variety of conferences each year.

**Muslim Student Association** -To provide students with the opportunity to come together in a supportive Muslim environment and seeks to educate the local communities about Islam.

**National Society of Collegiate Scholars** - A program for first- and second-year college students who have a 3.4 or higher GPA. (Membership is by invitation only).

**National Society of Leadership and Success** - A program for first- and second-year college students who have between a 3.7 GPA and a 3.4 GPA (Membership by invitation only).

**Nursing Club** - To empower future nurses through educational experiences and community service opportunities (must be a nursing major student).

**The Owl Student Newspaper** - To provide an outlet for student expression and reports activities of interest to students as the official newspaper of PGCC.

**OWL Success Track Ambassadors**-To assist students with their first-year experience at Prince George's Community College.

**Pathways to Leadership Program** - To promote the development of leadership skills through workshops, conferences, retreats & community service.

**PEER Readers**- To assist students with reaching their academic potential in the area of reading.

**Phi Theta Kappa** - To promote scholarship, service and leadership for students. Rewards and recognizes academically outstanding students. (Membership is by invitation only).

**Physics Club**- To enhance students' knowledge of physics and show how it can be incorporated in everyday life.

**Poet's Corner**-For students who are interested in the art of poetry.

**Prince George's Culinary Arts Club**- To expand the awareness of the culinary arts program offered at PGCC.

**R.A.R.E. (Real Artist Real Entertainment)**-To educate aspiring artist and bring people together through the power of music.

**Reflections Literary Magazine** - To provide a medium to showcase student short stories, artwork and photography.

**Salvation and Praise**- To assist students adjusting to life on campus and to bring the academic lives of students under the lordship of Christ.

**Seoul Searching**- To promote understanding and knowledge of Asian culture through various activities.

**Service Members 2 Scholars (Veterans Club)** - To connect student veterans with resources, camaraderie and the encouragement that is beneficial to achieving their academic goal.

**Still Have Fun**- To build positive relationships with students who have physical and/or mental disabilities.

**Student Governance Association** - The official governing body for students at Prince George's Community College.

**Women of Wisdom (WOW)** - To provide unique opportunities for female students to enhance their academic, personal, and professional development in a holistic environment.

#### **Office of Student Success and Engagement**

The Office of Student Success and Engagement promotes participation, leadership and personal growth that complement the academic experience of students through programs, cultural and social activities, and committees. Existing units and functions housed in the Largo Student Center include the Student Engagement and Leadership and Student Life offices.

## Administration and Financial Services

### Auxiliary Services & Event Management

Auxiliary Services & Event Management provides a wide range of products and services to enhance the educational experience of students. They serve a vast and diverse customer base that includes students, faculty, staff, alumni, parents and visitors. Existing units housed in the Largo Student Center include: dining services, the College Store, vending and events and conference services offices and meeting spaces.

### Facilities Planning and Management

Environmental Services is a unit within the Facilities Planning and Management Department that provides cleaning services for over 1,125,000 gross square feet over 19 buildings. The unit works closely with other college departments to keep the campus clean, safe and sustainable. Existing units and functions housed in Largo Student Center to remain include Environmental Services office and support space.

## Units and Programs to Relocate to Largo Student Center

## Teaching, Learning and Student Success Division

### Library and Learning Resources

Library and Learning Resources located in Accokeek Hall (the library) provide needed support to students within the Library. Although the department will continue to reside in Accokeek Hall, Prince George's Community College realizes that resources will have to be made to students outside the library. A new information & learning commons area will be created in the atrium of the new Largo Student Center. The information and learning commons will be staffed with a staff member from the Library and Learning Resources area to address various questions from students and visitors. Several computers will be set up where the staff member can assist students with locating research documentation or direct them to a service, event, or program.

The Following departments and programs will remain primarily in their current locations; however, to align with the College's new strategic plan new learning environments are needed to better engage students. With the renovation and expansion of the Largo Student Center, various departments will be able to teach selected classes in new classrooms that empowers students to take ownership of their learning and engage in critical thinking with other students in spaces that support growth,

stimulation and innovative learning concepts.

### Health, Business and Public Service

The mission of the Health, Business, and Public Service Division is to provide pathways to student educational and professional success. The division exists to provide challenging, competitive courses and programs of study that prepare graduates to transfer to four-year institutions or enter the workforce and be competitive in a global/international environment. Within the Health, Business and Public Service Division, the following departments exist:

- Allied Health (primarily housed in the Center for Health Studies Building)
- Nursing Department (primarily housed in the Center for Health Studies Building)
- Public Service and Business (primarily housed in Bladen Hall)
- Wellness, Culinary Arts and Hospitality (housed in various campus buildings)

## Student Affairs

### PGCC Cares

PGCC Cares is a campus-wide effort to provide students with resources and support. Items procured to respond to a student's critical needs include non-perishable foods, clothing, supplies and financial assistance. Student needs range from financial difficulty to hunger and homelessness. PGCC Cares has a positive impact by enabling students to complete courses, graduate, or transfer and enter the workforce by lessening their burdens during tremendously difficult times. To break the stigma associated with students asking for help, a new PGCC Cares Center will be merged with the College Store so students no longer have to walk into a closet in a back hallway to receive goods and services. The PGCC Cares storage closets will be relocated from Annex C into the Largo Student Center.

### **Sciences, Technology, Engineering, and Mathematics**

The Division of Sciences, Technology, Engineering, and Mathematics offers credit courses to over 5,000 students each semester. Certificates and degrees in science, technology, engineering and mathematics (STEM) prepare students for entry-level employment in bio-remediation, biotechnology, computer and information technology, electronics, engineering, computer-aided drafting, laboratories, manufacturing and software design. Certificate programs in STEM help students develop the skills and knowledge they need to prepare for entry-level positions in the specific field. Graduates who wish to continue in their field can complete additional courses required by the Associate Degree program of their choice. Skills learned should allow the graduate to immediately become a productive member of the engineering team. In addition, the graduates could continue their education by transferring to a Baccalaureate Degree.

Within the Sciences, Technology, Engineering, and Mathematics Division, the following departments exist:

- Natural Sciences and Engineering (primarily housed in Chesapeake Hall and the Center for Advanced Technology Buildings)
- Information and Engineering Technology (primarily housed in the Center for Advanced Technology Building)
- Mathematics (primarily housed in Marlboro Hall and Bladen Hall)

### **Humanities, English and Social Sciences**

The Division of Humanities, English and Social Sciences provides the lion's share of the general education courses at Prince George's Community College, and thus has a unique responsibility to its student population. In addition, it offers a wide array of transfer options and programs in Art, Music, Philosophy, English, Psychology, Sociology, International Studies, African-American Studies, Women's Studies, Communication and Theatre.

Within the Humanities, English and Social Sciences Division, the following departments exist:

- Humanities (primarily housed in Queen Anne)
- English (primarily housed in Marlboro Hall and Bladen Hall)
- Social Sciences (primarily housed in Marlboro Hall and Bladen Hall Workforce Development and Continuing Education (WDCE))

### **Workforce Development and Continuing Education**

programs and courses provide opportunities for professional or personal enrichment. These programs are intended to prepare students to enter the work force,

advance in their career, grow personally and professionally, and explore a wide variety of subjects. Annually, the college completes a Request for Proposal (RFP) to Maryland's Department of Labor, Licensing and Regulation (DLLR) for federal and state funding and submits a class schedule for the following fiscal year. DLLR approves that class schedule based on whether classrooms, computer labs, etc. will be made available and guaranteed by Prince George's Community College.

Transition English as a Second Language (ESL), an open enrollment Continuing Education program, was created specifically to transition higher level English language learners from the Adult Education program (although non-Adult Education ESL students also enroll in this program.) One of the courses in Transition ESL specifically prepares foreign born students for the Michigan Test, the college's entrance exam for non-native speakers of English. Transition ESL is a program which is growing and has the potential to grown even more as more immigrants move into Prince George's County.

Within Transition ESL is the Refugee Training Program (RTP), which is federally funded annually through the Maryland Office of Refugees & Asylees (MORA). Classes are held daily at University Town Center (UTC) (four levels). However, more refugees, asylees and Special Immigrant Visas (SIVs) are settling in Prince George's County because of the reasonable cost of rented accommodation compared with surrounding counties. There is finite space at UTC, but space has to be added on the Largo campus.

As mandated by WIOA, the Adult Education Program is a core partner with the Prince George's County workforce system and the Adult Education Director sits on the County's Workforce Development Board. Under WIOA, specific Adult Education ESL students must have access to Integrated Education and Training (IET) courses and the Largo campus is the ideal location for these courses because the American Job Center (AJC) is located in Largo as is WDCE and its staff. The following educational programs and courses would be supported by new classrooms and laboratories in the Largo Student Center:

### **English as a Second Language (ESL) Program**

Prince George's Community College offers a wide variety of ESL (English for Speakers of other Languages) classes to build student life skills, workplace skills, and improve academic skills in English. There are three programs to choose from:

**Academic ESL** - classes are for individuals who plan to pursue a certificate or degree at a two- or four-year college or university. These classes focus on academic English writing, vocabulary, grammar and reading skills. These classes are also useful for students who want to

improve their English for professional advancement. More specifically these courses offer:

- Development of academic vocabulary, reading skills, and writing
- Grammar instruction
- Critical thinking and study skills
- Access to educational technology

**Transition ESL** - classes are continuing education (noncredit) classes for individuals who are confident in their English communication skills and want to improve their reading, writing or pronunciation and fluency skills. This program is also for individuals who want to prepare for Academic ESL classes, or who are currently enrolled in Academic ESL classes and need additional support. More specifically these courses offer:

- Intensive instruction in reading, writing, grammar and speaking skills
- A focus on listening, academic vocabulary, classroom communication, and American English pronunciation
- Preparation for the U.S. Naturalization Test

**Adult Education ESL** - classes are for individuals from non-English speaking countries who need instruction in speaking, understanding, reading, and writing English to be successful in the workplace and in the community, and for individuals who are interested in building their skills to transfer to Academic ESL or Transition ESL classes. More specifically these courses offer:

- Instruction and practice in speaking and understanding English
- Reading and writing activities

#### **High School Diploma Option: GED Program**

The Adult Education Program offers free GED® preparation and basic reading and math classes. Enrollment is based on the results of placement tests, and learners are placed in the appropriate class for their level.

GED classes are for adults who are preparing to take the official GED® Tests and need to review their skills. Classes focus on reading, writing, math problem-solving, and test-taking skills. The program also offers classes in social studies, science, and computer skills during the spring and summer semesters.

For adults who need more practice in reading, writing, and math skills before they attempt the official GED® Tests, the college provides basic math and reading classes.

#### **National External Diploma Program (NEDP)**

The National External Diploma Program (NEDP) is a high school diploma option for mature adults who have

significant life experience and can demonstrate academic competency and life skills. Successful participants earn a Maryland High School Diploma by developing an online portfolio that demonstrates mastery of the required skills.

For students enrolled in ABE and GED® preparation classes, a Maryland High School Diploma is essential for any future job/career/post-secondary education/training. Those without a high school diploma will be unable to earn a family sustaining wage. For immigrants settling in the US, learning English is also crucial to move into a job/career/post-secondary education/training. As mandated under WIOA, some students in the Adult Education ESL program will have access to Integrated Education and Training within a career pathway, for example, English language classes integrated with civics such as the rights and responsibilities of citizenship, workforce preparation and workforce training in an in-demand industry in the county to include healthcare, hospitality and construction industries.

### **Administration and Financial Services**

#### **College Police**

The Prince George's Community College Campus Police provides law enforcement and security services. Police officers are fully state certified and have the same powers as other police officers in the state. Their mission is: "supporting the educational programs of the college by providing a safe environment for all students, faculty and staff to learn and work without being the victims of crime." A small police substation adjacent to the learning commons information desk is proposed in the building to support safety and provide outreach and engagement with students, staff, faculty and community visitors.

### 3.03 Collection of Quantitative Data and Space Standards

The amount of space by type was calculated by assessing the functions and units to be housed in the Largo Student Center. Units and functions were evaluated based on current and projected growth in enrollment and employee needs specific to supporting operations and service delivery. Maryland State space guidelines were used and applied to generate quantities of space by HEGIS category. In the absence of or in modification to a specific space guideline, the College in collaboration with the Consultant Team used other data from best practices and/or professional judgment in developing space projections. Unless otherwise noted, the following space guidelines were applied to determine allocation by HEGIS category and by individual space documented in the program.

**Classrooms (collaborative learning labs):** Rooms were sized using an allocation of 38 NASF per student station based on the desired functional capabilities of and furnishings proposed for the classroom. Room sizes are intended to provide for furniture reconfiguration flexibility and to allow for robust instructional technology. Both capabilities are paramount to supporting a variety of teaching methodologies that incorporate group work, active, project based and peer to peer learning and collaboration. The larger space allocation from traditional 25-30 NASF per student ranges is needed to provide flexibility of the space and furniture reconfiguration and to accommodate multiple projection walls, whiteboards and breakout space within the classroom.

**Offices:** Private office size was based on faculty/staff position. Full time faculty and staff offices were sized at 115 NASF, offices for full time managers at 130 NASF and office space for Directors at 150 NASF. Offices with multiple occupants, whether in a private space or open area, were sized to provide 60 NASF. When additional furniture such as a meeting table or chairs for waiting are placed within a room, additional space is provided. Each non-private office includes at a minimum a workstation and a lockable filing cabinet(s).

**Office Support:** A space that directly services an office or group of offices as an extension of the activities in those spaces. Office support includes reception, storage, kitchenette, copier, meeting rooms and break rooms. These spaces have been sized based on function and best practice to effectively support other primary functions and spaces and generally within in Maryland guidelines.

**Study Facilities:** Study space is classified into one of five categories: study room, stack, open-stack study room, processing room, and study service. These spaces

have been sized based on function and best practice to effectively support other primary functions and spaces and generally within in Maryland guidelines.

**General Use Facilities:** Characterized by a broader availability to faculty, students, staff, or the public. This category includes: assembly, food service, lounge, merchandising, recreation and meeting spaces. These spaces have been sized based on function and best practice. These spaces have been sized based on function and best practice. Meeting rooms were sized between 25-30 NASF per person depending on the furniture, equipment and use of the room, which is slightly above the Maryland Guidelines. The additional space is requested is to provide functional flexibility to support a variety of audio-visual technologies and presentations, as well as allow for breakout space within each room for side bar activities.

**Support Facilities:** Support facilities, which provide centralized space for various auxiliary support systems and services of campus, help keep all institutional programs and activities operational. Support facilities are centralized since they serve areas ranging from an entire building or organizational unit to the entire campus. Included are central telecommunications, shop services, general storage and central services. These spaces have been sized based on function and best practice to effectively support other primary functions and spaces.

The quantity and size of spaces are based on program and people requirements of the units proposed for Largo Student Center and the desired service delivery levels and objectives of each unit. The development of quantity and size of spaces also considered Maryland guidelines, PGCC standards and best practices.

Sizes of all assignable spaces were added together to obtain the total net assignable square feet (NASF). To obtain the total gross square feet (GSF) of the building, various factors were considered. The Largo Student Center is a mixed-use facility and will house a combination of office, meeting, conference, lounge, food service, multi-purpose, study and food service spaces. Using Appendix B – Building Efficiency Factors from the Facility Program Manual of the State of Maryland, a blended efficiency factor of 55% was determined using the low end of the range for Administration/Office, Classroom and Student Union. The low end of the range was used since a large portion of the project is the renovation and reconfiguration of an existing building which usually results in lower building efficiency ratings due to structural and cost constraints as compared to an all new building. Non-assignable spaces that are counted in the GSF include: mechanical equipment rooms, ducts and shafts, and plumbing chases; walls and partitions; public restrooms on



each floor; custodial closets; electrical, communication, vestibules and lobby spaces (except the main building lobby where programming will occur); public corridors and circulation paths between spaces; elevator cabs/shafts and machine rooms; and stairwells.

Programming workshops were held with staff, faculty and students to discuss how their respective units operate and provide service. These discussions were held within the context of how current policies and practices affect operations and service delivery and what changes and modifications could be considered to address space issues and deficiencies in lieu of additional space. Discussions covered all space types and functions and included sharing space, improved utilization, more efficient scheduling of space, programmatic initiatives, departments and adjacencies, and the integration and use of new technology.

Table 3.1 provides a summary of total net assignable area of space by HEGIS category proposed in the Largo Student Center project. Calculation of space by HEGIS category is based on applying space guidelines outlined in this section and best practices in the absence of guidelines

**Table 3.1: Proposed Space by HEGIS Code**

HEGIS Code	Room Use	Proposed Space (NASF)	Existing Space (NASF)	Difference between Existing and Proposed (NASF)
110/115	Classroom	6,075	0	6,075
210/215	Class Lab	0	0	0
310/315	Office	12,695	7,166	5,529
350/355	Conference Room	1,275	0	1,275
410/415	Study	8,220	200	8,020
610/615	Assembly - Auditorium	16,476	4,333	12,143
630/635	Food Facility	13,501	11,769	1,732
650/655	Lounge	0	6,662	(6,662)
660/665	Merchandising	10,578	7,901	2,677
670/675	Recreation	4,750	0	4,750
680/685	Meeting	4,800	9,854	(5,054)
730/735	Central Storage	500	470	30
750/755	Central Service	0	2,932	(2,932)
830/835	Nurse Station	100	0	100
<b>Total</b>		<b>78,970</b>	<b>51,287</b>	<b>27,683</b>

\* For more detailed information on the proposed spaces please see Table 4.2

### 3.04 Program Features Involving Cost Savings

The College made targeted and strategic improvements over the last seven years to allow the building to maintain minimum service and operational requirements. Two noteworthy college funded improvement projects include the renovation of the College Store (2017) and the renovation of Rennie Forum (2016). Both projects involved interior finish upgrades and new furniture, fixtures and equipment (FF&E). The College desires to preserve, maintain and integrate these spaces and system improvements, to the greatest extent practical into the final capital project Largo Student Center design, which should result in some cost savings.

Figure 3.2: Largo Improvement Projects



### 3.05 Backfills and Vacated Campus Space

The **PGCC Cares** storage area is located in Annex C and accounts for approximately 440 NASF in rooms 038 and 039. With the relocation of PGCC Cares storage to Largo Student Center, the space can be vacated.

Workforce Development and Continuing Education classrooms located in Annex C account for approximately 3,934 NASF in rooms 048, 049, 050, 051, 052 and 053. With the relocation of Workforce Development and Continuing Education classrooms to Largo Student Center, the spaces can be vacated. With all classroom activities relocated from Annex C, the building can be demolished as part of a future capital project.

### 3.06 Unique Program Features Involving Unusual Expense

The project will result in a mixed-use building with a variety of space types. There are no program requirements or features that would be considered unique or involve an unusual expense.

### 3.07 Vacated Spaces, Accommodation of Displaced Occupants and Project Phasing

Although not set in stone, it is currently envisioned that the Largo Student Center project may be constructed in two phases to minimize displacement of building occupants, disruption to service delivery and general campus operations.

Phase 1 would involve the construction of the northwest addition, approximately 75% of the building addition space, while keeping the existing building operational. Site improvements will include circulation and parking modifications in Lot L, modification and upgrade of pedestrian pathways from the bus stop to the new main entrance, new vehicle drop off/pick up, modification and upgrade of the loading/service area and relocation or undergrounding of overhead power. The final construction phasing logistics plan to be developed by the A/E design team and general contractor/construction manager will need to address many items including, but not limited to:

- Building loading and service for the College Store, dining services and the entire Largo Student Center
- Displacement of campus parking
- Coordination and timing of outages for relocation or undergrounding of overhead and underground utilities
- Location and access to lay down and staging areas on a very tight site
- Contractor parking

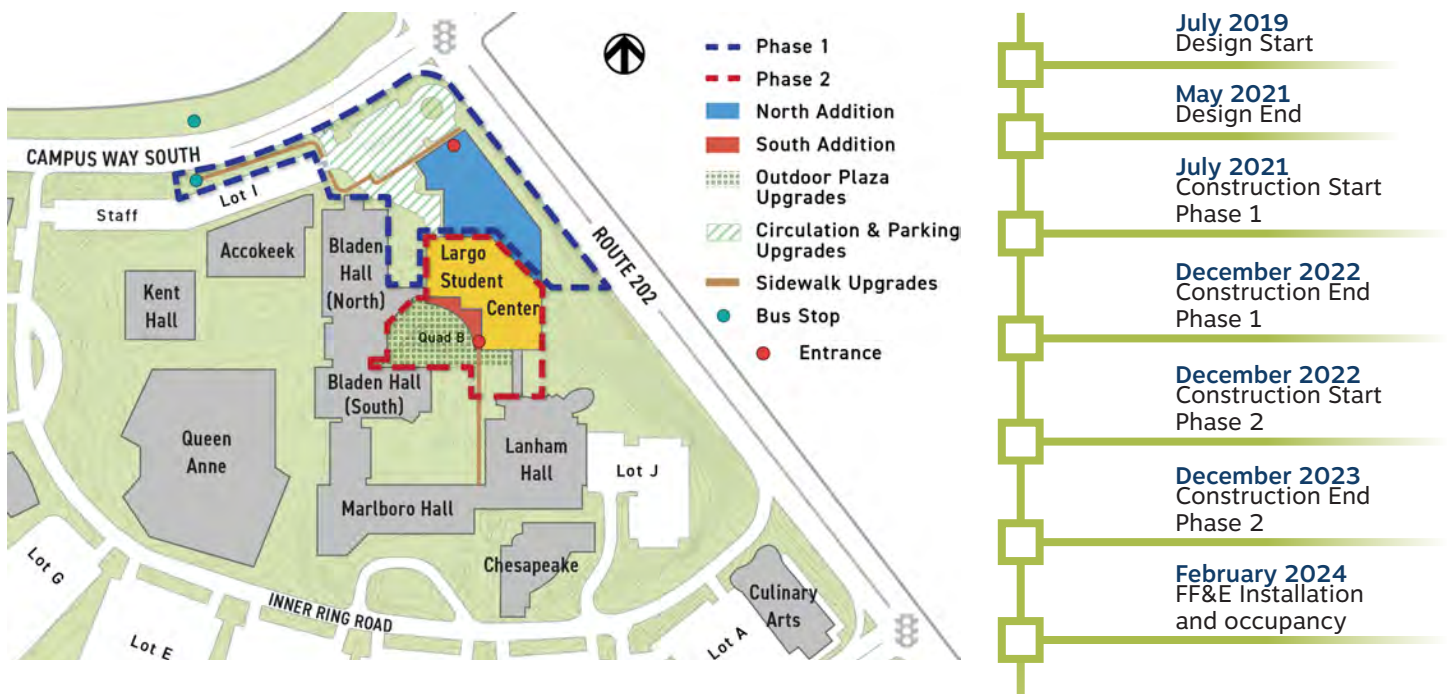
Phase 2 construction would include sequenced renovation of the Largo Student Center and the erection of the building addition on the east side of the existing building. Site improvements will include upgrade and reconfiguration of the outdoor plaza and pedestrian walkways in the North Quad and development of a new entrance sequence improvements. The final construction phasing logistics plan developed by the A/E design team and general contractor/construction manager will need to address many items including, but not limited to:

- Access for students, faculty and visitors to the building from the academic buildings and parking lots located to the east and south of the building

- Coordination and timing of outages for relocation of overhead and underground utilities
- Location and access to lay down and staging areas on a very tight site
- Contractor parking

A proposed phasing plan is outlined in Figure 3.3.

Figure 3.3: Construction Phasing



### 3.08 Project Alternatives Descriptions and Analysis

In developing the Part I program for the Largo Student Center the College considered four planning scenario alternatives that were analyzed for cost/benefit and to serve as a resource for decision making. A description of the alternatives and the results of the analysis are included below and in Table 3.2.

#### Alternative 1 - NON-CAPITAL

Make no physical changes or improvements. Change internal policies, practices, and teaching methods to solve program problems without changing, renovating, incurring additional costs, or adding additional space to meet program requirements.

#### Analysis

##### Estimated Capital Cost

The total capital project cost is estimated at \$0.

##### Pros

- The use of State of Maryland Capital Improvement Project (CIP) dollars would be avoided since design, construction, furniture, and equipment dollars would not be required.
- There would not be a disruption to the current programs in the building. Building occupants would be spared the inconvenience of moving as they would simply stay in place.

##### Cons

- Without a capital construction project, conditions in Largo Student Center will continue to deteriorate. This deterioration could cause building systems and equipment to fail in the near term causing partial or full building shut downs.
- Significant College operational dollars will be expended to replace and improve existing systems, finishes and equipment that have reached the end of their useful life
- Without a major renovation ADA issues and non-compliance will not be remediated
- No additional space will be delivered and documented student, educational and community program needs will not be addressed
- Does not support the College's approved Facilities Master Plan

#### Alternative 2 – CAPITAL BUILDING RENOVATION

Renovate and reconfigure Largo Student Center for a total project of approximately 69,116 GSF. This alternative would include renovating the building to offset deferred maintenance and include interior reconfiguration in

attempt to better meet the program needs of the proposed units. No additional space would be included to address the documented needs for additional spaces. Upgrades to the service and loading dock area will be included in the scope of work.

##### Estimated Capital Project Cost

The total capital project cost is estimated at \$33.2 million, inclusive of design, construction, and FF&E.

##### Pros

- Addresses the documented facilities problems, including deferred maintenance, in the existing building
- Addresses some of the program requirements with reconfiguration of existing interior spaces
- Addresses ADA issues

##### Cons

- Large capital investment.
- Construction activities will disrupt operations and service and require occupant displacement/relocation
- No additional space will be delivered and documented student, educational and community program needs will not be addressed. Without a substantial addition, the renovation would be essentially just replacing equipment and finishes and could not tackle programmatic and space and adjacency issues.
- Does not support the College's approved Facilities Master Plan

#### Alternative 3 – CAPITAL: NEW BUILDING

Demolish and construct a new Largo Student Center (133,847GSF/ 78,970 NASF) to fully address existing and projected space deficiencies along with building deferred maintenance. The scope of work would include complete demolition of the existing 69,116 GSF building and constructing a new Largo Student Center building. The new space will address existing program and service deficiencies as identified in Section 2 and address the space and program needs predicted with enrollment growth. Due to the lack of surge space on campus and the cost to demolish the existing building and construct a new building, this alternate would create operating issues associated with how to construct the new building and retain existing services for students, faculty, and the community.

##### Estimated Capital Project Cost

The total capital project cost is estimated at \$75.4 million, inclusive of demolition, design, construction, and FF&E.

##### Pros

- Addresses documented facilities problems

- Addresses existing and future educational, student and community program needs
- Offsets deferred maintenance backlog
- Addresses all the operations and service delivery issues and deficiencies documented in the program
- Addresses all the ADA issues and deficiencies documented in the program
- Supports the College's approved Facilities Master Plan

### Cons

- Highest capital cost of all alternatives studied
- Demolishing the entire building would result in displacing all occupants and services. This would require either the procurement of temporary facilities, or the temporary elimination of all or a portion of existing Largo Student Center programs and services currently offered.

### Alternative 4 – CAPITAL: RENOVATION AND ADDITION

Renovate and expand Largo Student Center from 69,116 GSF to 133,847 GSF to fully address existing and projected space deficiencies along with building deferred maintenance. The scope of work would include comprehensively renovating and reconfiguring the existing building and integrating with the building additions to make one seamless facility. The reconfigured and additional space will address existing program and service deficiencies as identified in Section 2 and address the space and program needs predicted with enrollment growth. The scope of work would also include: replacing/upgrading deteriorated building systems; relocation and upgrade of utility services (water, sewer, gas, electric and telecommunication) to the building; stormwater drainage and management improvements for the building; and construction of new sidewalks, lighting and building service loading area.

### Estimated Capital Project Cost

The total capital project cost is estimated at \$62.4 million, inclusive of design, construction, and FF&E.

### Pros

- Addresses documented facilities problems
- Addresses existing and future educational, student and community program needs
- Offsets deferred maintenance backlog
- Addresses all the operations and service delivery issues and deficiencies documented in the program
- Addresses all the ADA issues and deficiencies documented in the program
- Supports the College's approved Facilities Master Plan

### Cons

- Highest capital cost
- Construction activities will disrupt operations

and service and require occupant displacement/relocation

### Comparison of Alternatives

**Alternative 1:** Changing internal policies and practices as well as continuing the status quo in managing operations and services to solve facilities problems and address and correct the operational and service delivery problems documented in the program will be inadequate and unsuccessful. The College would be forced to remain reactionary to addressing infrastructure, building system, and renovation work needed as each new issue or crisis arises. This approach would result in the continuation of building deterioration from overuse and consume a disproportionate amount of operations and maintenance resources on campus. Existing space deficiencies would remain and student and community programs would continue to suffer from inadequate space. In addition, this alternative will not address or support the stated strategic goals and objectives for student education established by the State of Maryland, Prince George's County and Prince George's Community College. For the reasons outlined in this paragraph this alternative has been determined unfeasible.

**Alternative 2:** Partial renovation of the building will address the deferred maintenance and existing facility conditions issues. However, existing and projected student, academic and community program needs, including additional quantities and types of space documented in the justification for the project, will go unmet. By not addressing existing and future program requirements, operation and service needs, and increased educational capacity needed to meet enrollment demand, this alternative leaves significant needs unmet, although it is better than Alternative 1. In addition, this alternative will not address or support the stated strategic goals and objectives for student education established by the State of Maryland, Prince George's County and College. For the reasons outlined in this paragraph this alternative has been determined unfeasible.

**Alternative 3:** Demolish and construct a new building. This alternative would meet the facility and spatial requirements for addressing facility deficiencies and support future growth in academic, student, and community programs and services. This alternative will eliminate the deferred maintenance backlog in the Largo Student Center and will also eliminate disproportionate operational and maintenance costs to operate old building systems. Due to the lack of surge space on campus and the cost to demolish the existing building, and to construct a new building, this alternate would create operating issues associated with how to construct the new building and retain existing services for students, faculty, and the community.

**Alternative 4:** Renovation and addition to the building, addresses and supports all the strategic goals of the State of Maryland and Prince George’s County and the programmatic needs of the college. This alternative is substantially less costly compared with demolition of the existing building and construction of a new building. This alternative is consistent with the “Smart Growth” policies of Maryland and would effectively meet the facility and spatial requirements for addressing existing facility deficiencies and support future growth in academic, student, and community programs and services. This alternative will eliminate the deferred maintenance backlog in the Largo Student Center and will also eliminate disproportionate operational and maintenance costs to operate old building systems. This alternative was determined to best address the strategic goals, projected growth, and space needs of the College.

### 3.09 Operating Budget Effect

Increased utility charges (gas, electric, water) as part of the renovation are expected upon the completion of the renovation and addition. Although more efficient mechanical and electrical systems are planned to be part of the renovation, the College anticipates an increase in operating maintenance expenses due to the increase of the size and requirements of the building. With the increase in square footage and equipment, it is anticipated that additional HVAC, electrical, and environmental services employees would be required to maintain the building. To respond to the needed expansion, growth, and development of programs, new faculty and staff will also be hired.

### 3.10 Compliance with Miscellaneous Requirements

A preliminary analysis of the proposed project alternatives reveals the following:

- None of the project alternatives are located within a 100-year flood plain
- None of the project alternatives will involve the clearing of forested areas
- None of the project alternative sites are located within the Chesapeake Bay Critical Area
- None of the project alternatives are anticipated to impact Maryland historical and cultural resources
- All project alternatives, except Alternative 3, are consistent “Smart Growth” initiatives
- Alternatives 3 and 4 are the only two in accordance with and support the goals and recommendations of the College’s Facilities Master Plan and strategic growth objectives. Alternative 3 is substantially less expensive.

Table 3.2: Alternative Cost Breakdown

Proposed Solution	Alternative #1	Alternative #2	Alternative #3	Alternative #4
New Building	\$0	\$0	\$43.5	\$0
Building Renovation	\$0	\$15.5M	\$0	\$15.5M
Building Addition	\$0	\$0	\$0	\$21.0M
Building Demolition	\$0	\$0	\$0.5M	\$0
Site Work/Utilities	\$0	\$2.3M	\$4.7M	\$4.1M
Miscellaneous Costs*	\$0	\$12.4M	\$26.5M	\$22.2M
<b>Total Cost</b>	<b>\$0</b>	<b>\$30.2M</b>	<b>\$75.4M</b>	<b>\$62.4M</b>

\*Includes Asbestos Abatement, Escalation Costs, Inspection and Testing, Construction Contingency, Green Building Costs, etc.