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Green River
COLLEGE

PHYSICAL RESOURCES PLAN

Project # 2020-146 G (1-1)

PROGRESS DRAFT

February 2025

STRATEGIC CONSIDERATONS

The following DRAFT Physical Resources Plan (PRP) addresses several critical topics whose inclusion should be aligned with Green River College's strategic vision to enable meaningful and effective long-term planning. The PRP team seeks leadership guidance on the following topics:

Space Utilization

Data collection, site visits, and discussions with administrative staff reveal incomplete and potentially inaccurate assessments of the college's space utilization. Observations include:

- **SBCTC data suggests underutilization** of instructional space, with rooms often unscheduled for extended periods despite being full during scheduled times.
- **Significant unreported spaces** in GRC's space allocation data, creating uncertainty about the accuracy of utilization reports.
- Site visits revealing **empty or repurposed spaces**, with many unoccupied times reflected in posted schedules.
- **Challenges in program scheduling**, caused by program-based space prioritization.
- Reported **difficulties meeting program needs** due to limited space availability.
- Underutilization of hybrid learning spaces during online instruction.
- **Insufficient office space** for full-time and adjunct faculty.

Strategic Question/Decision

To maximize the use of existing spaces for instructional, service, and support needs, should Green River College:

- Implement processes to ensure accurate space reporting and scheduling?
- Reevaluate program-based space prioritization practices?
- Identify and upgrade spaces with outdated instructional technology to enhance utilization?

Role of Branch Campuses

Site visits and stakeholder discussions underscore the need for a clarified strategic purpose for each branch campus (Auburn, Enumclaw, and Kent). Misaligned roles and visions for these campuses affect their planning and support. Proposed strategic roles include:

- Offering **a full academic program** as an anchor program at each branch
- Ensuring **equitable student experiences**, with comprehensive student services and support at branch campuses.
- Supporting **community-driven academic programming** tailored to each branch's service area.
- Allowing students to **complete entire degrees** at branch campuses.
- Establishing **independent faculty teams** at branches to minimize reliance on main-campus faculty travel.

These challenges highlight a structure that does not fully support a comprehensive branch campus model.

Strategic Question/Decision

Should Green River College clearly define the strategic role of each branch campus to align with the service community and the college's overall mission, enabling targeted planning and operational support?

Athletic and Recreational Facilities

Feedback from stakeholders highlights significant concerns regarding the current state and availability of athletic and recreational facilities, which impact the student experience. Key issues include:

- Lack of "home fields" for Gator teams, which affects:
  - Athlete recruitment and retention
  - Attraction of international students
  - Student morale and campus spirit
- Reduction in student events and engagement opportunities
- Cancellation of some athletic programs due to insufficient facilities
- Equity impacts due to limited athletic offerings.
- The need for substantial renovation or expansion of the PE building, and the addition of outdoor athletic/recreational facilities

Strategic Question/Decision

Given the funding constraints (no state funding support) and operational challenges (maintenance, staffing, and costs) associated with upgrading athletic and recreational facilities, should Green River College prioritize these needs within its Physical Resources Plan?

PRELIMINARY RECOMMENDATIONS

The following is a Summary of Key Recommendations. See Chapter 3 for full narrative of recommendations.

Improve Space Utilization

A review of the existing space utilization seems to indicate that the college's reported space usage is substantively out of date. Recommend the following activities be conducted to correct reporting and provide information needed to better use existing resources.

- Update all instructional spaces in the SBCTC 24 live system.
- Understand, and dedicate instructional spaces to effectively serve:
  - Horizontal vs Vertical use scheduling
  - Academic program instruction (spaces which can easily serve a wide range of instruction and instructional pogroms.
  - Workforce program instruction (spaces which have unique program instructional systems or equipment that limit use by other programs.
  - Contract Instruction (spaces that are used infrequently or irregularly. Manage in a manner that does not limit utilization.

Academic Program Growth

To date, campus instructional leadership has identified three emerging needs for program growth at GRC. Each of these programs have specific space needs that can only be accommodated if space can be renovated or added. Program growth is needed in:

Nursing and Healthcare Programs

Additional space is needed for a skills lab, classrooms, and faculty offices.

Cybersecurity, Networking, and Information Technology.

Space needs include a Cybersecurity Lab, an Air-gapped Data Center, a Simulated Operations Cetner, and associated classrooms and faculty offices.

Renewable Energy and Environmental Sciences (Green Clean Energy)

Facility needs will vary depending on the chosen direction of the program. (e.g. engineering heavy vs. policy-focused) but will generally include Specialized Labs (Makerspace, Renewable Energy, Bioenergy and Alternative fuels, Materials Testing, Simulation spaces, etc.) Classrooms and faculty offices.

Diversity Equity and Inclusion

To improve the campus environment for Diversity, Equity, and Inclusion (DEI) at GRC key elements should be considered. These elements aim to create an inclusive, accessible, and welcoming environment for all students, particularly those from underrepresented or marginalized groups:

Accessibility

Ensure that the campus exterior environment, buildings and spaces meet or exceed Washington State accessibility requirements. Consider developing campus design guidelines for:

- Implement Universal Design principles to create environments that are usable for all people to the greatest extent possible without the need for adaptations.
- Design for a wide range of disabilities, such as sensory-friendly spaces, appropriate lighting levels, and signage for individuals with sight or hearing impairments.

Inclusive Restroom/Changing/Locker Facilities/Wellness

Restrooms

Provide a variety of gender inclusive restroom options in order to meet the needs of the entire of the Green River College Community. Every building on campus should include at least one restroom space that can meet any person's personal needs.

Changing/Locker Rooms

When any building included Changing/Locker Room Facilities. Include:

- Single occupant facilities (shower, changing room, lockers)
- Gender neutral locker rooms with individual shower/changing/locker rooms.
- Gendered locker room with individual showers/shared changing/locker rooms.

Wellness Rooms

All major buildings should include a minimum of one, preferably more wellness rooms. Rooms should support a variety of wellness needs including:

- Lactation
- Prayer
- Meditation/Anxiety

Gathering Spaces

Create student lounges, study areas, and gathering spaces that promote inclusion and collaboration. Include spaces specifically designed for affinity groups, such as LGBTQ+ students, cultural centers, or spaces for first-generation college students. Incorporate flexible, multi-use spaces that can be adapted for various cultural, educational, or social activities that reflect the diverse student population.

Culturally Reflective Design Elements:

Incorporate culturally significant art, murals, or landscaping that reflects the diverse backgrounds of the student body.

Technology Access Plan

Consider revisions to Green River's Technology Access Plan. This plan should address current technological needs while also anticipating future developments to ensure the college remains adaptable and inclusive. Ensure equitable access to technology resources, such as computer labs, reliable Wi-Fi, and loaner laptops or other devices for students who may not have them at home. Design learning spaces with inclusive technology, such as assistive technologies for students with disabilities. To increase equitable access to technology:

Expand Access to Technology

- Consider implementing a loaner program or partnerships to provide affordable devices.
- Expand Wi-Fi Coverage: Ensure robust and reliable Wi-Fi coverage across the entire campus, including outdoor areas and less populated buildings.
- Replace Computer Lab with Accessible Computer Areas: Redesign existing computer labs as gathering spaces. Include varied environments including:

Modernization of Learning Spaces:

- **Smart Classrooms:** Upgrade classrooms with smart boards, video conferencing equipment, and other interactive technologies that facilitate remote learning, hybrid classes, and collaboration.
- **Flexible Learning Environments:** Design flexible learning spaces that can be easily reconfigured for different teaching styles and technology needs. This could include movable furniture, multiple screen setups, and charging stations.
- **Virtual Learning Infrastructure:** Provide spaces on campus for students to participate in online/remote learning. Ensure these spaces are user-friendly, accessible, and equipped with the latest tools for online learning. Priority for these spaces should be at the branch campuses for students to take classes or engage student services at the main campus.

Emerging Technologies:

Plan for spaces and resources that accommodate virtual reality (VR), augmented reality (AR), and artificial intelligence (AI), to enhance learning experiences.

Comprehensive Wayfinding System

The College should implement a comprehensive wayfinding system for the main campus and all branch campuses. The system should focus on clarity, consistency, and accessibility, ensuring that students, staff, and visitors can easily navigate the campus/branch environments. Key elements of the Wayfinding System will need to include:

- Clear and Consistent Signage
- Campus Maps
- Accessibility Features
- Consistent Branding
- Parking and Transportation Signage
- Emergency and Safety Signage
- Cultural and DEI Considerations
- Landmarks and Orientation Aids
- Dedicated wayfinding for First Time Visitors
- Non-native language user systems.

Safety and Security

Schedule a site visit/tour with appropriate college staff to assess campus safety and security concerns. Ensure campus lighting, surveillance, and emergency response systems prioritize the safety of all students, especially those from marginalized groups who may feel more vulnerable.

Restore Natural Resources

Green River College sits on a 260-acre learning forest that is managed by its Natural Resources Program. Restoring GRC's forest areas and the previously diverted stream through the middle of campus will offer the GRC community many several benefits and opportunities including:

- Environmental Benefits
- Educational Opportunities
- Campus Aesthetic and Recreational Enhancement
- Support for Sustainability Goals
- Community Engagement and Partnerships
- Health and Well-being

By restoring its forested areas and the previously diverted stream, Green River College can enhance its campus environment, provide valuable educational opportunities, and demonstrate a strong commitment to sustainability and community engagement.

Other Natural Resource Recommendations

In consultation with the Dr. Monica Paulson Priebe (Faculty – Natural Resources Program) the following campus improvements were noted. These improvements will support not only the academic program, but also the college's valued natural environment and sustainability initiatives.

- Forest Restoration
- Stream Restoration
- Outdoor Classroom
- Pedestrian Bridge
- Vehicle Gate

LAND ACKNOWLEDGEMENT

We acknowledge we are gathered upon the ancestral lands of the Seattle area's Federally Recognized Indian Tribe - the Muckleshoot Indian Tribe, who historically lived throughout the areas between the Cascade Mountains and Puget Sound, what is also known as the Salish Sea. Muckleshoot is party to both the Medicine Creek and Point Elliot Treaties. These treaties reserve governmental rights to the Muckleshoot people and recognize their "Usual and Accustomed Territory", where they hunt, fish, gather, trade, govern, and live. These areas include DiDelaliV, (Dz-zah-lah-luch), what is now known as the city of Seattle and surrounding region. * DiDelaliV, (Dz-zah-lah-luch)- is the traditional Muckleshoot place name for Seattle and means: the shaking ground place.

Photographer – Joseph Becker, 2017

CHAPTER 1 - INTRODUCTION

An Introduction to Green River College

Green River College is an open-access, public college where students from all over the world come together to learn, grow and enrich their lives. Green River's main campus stretches over 180 acres of beautifully forested land. Branch campuses, located in downtown Auburn, Kent and Enumclaw, bring the college's unique educational experiences to local communities.

At Green River, students can choose from a wide variety of transfer degrees, Bachelor of Applied Science degrees, career and technical education, pre-college and basic skills courses and continuing community education classes. High-quality faculty and motivated staff advise, counsel and support students in their chosen educational careers, creating an encouraging atmosphere that fosters achievement.

The combination of strong academics, solid student services, a diverse and lively campus community and state-of-the-art facilities allow Green River to provide students with an exceptional education with lessons that will stay with them throughout their lives.

Our History

The roots of Green River College stretch back to 1945, when the Auburn School District started a program of adult evening education, which soon became the largest in Washington state. The popularity of the program convinced citizens from the surrounding communities that the Green River Valley needed its own community college. Local committees began working to secure state approval to start a community college in 1959. In 1963, the determination of local citizens paid off when the Washington State Board of Education approved the community college.

Green River's professional and technical program began in September 1964 at a location near the Auburn Boeing plant. A year later, Green River opened its doors at its present location on Lea Hill, east of Auburn. This favorable location is easy to reach from local communities and is a 40-minute drive from either Seattle or Tacoma. With increasing demand for higher education, Green River has opened satellite campuses in Kent, Enumclaw, and the downtown Auburn Center.

Green River's service area is defined as District 10 by the 1967 Washington State Legislature; the college is governed by a five-member board of trustees. Financial support comes from state appropriations and student tuition.

Instructional Focus

Green River College is a comprehensive community college with academic transfer classes, professional-technical programs, adult basic skills classes, and continuing education. Green River is one of the top transfer community colleges in the state. It also boasts one of the largest Worker Retraining and Running Start programs and offers nine Bachelor and Bachelor of Applied Science degrees. At a time when most jobs require education past high school, Green River College offers paths to solid careers. We are accessible to all kinds of students, are affordable, and are connected to K-12 schools and universities.

FACTS Academic Year 2022-2023

Our Students

Total Headcount 13,356 FTE 6,864 (All Sources)

Total Headcount 13,356 FTE 6,864 (State Funded)

Highest Enrolled Programs

- Associate in Arts DTA*
- Associate in Business DTA/MRP**
- AAS-T–Cybersecurity and Networking AAS-T–Information Technology-Systems and Security
- Associate in Pre-Nursing DTA/MRP
- AAS–Practical Nursing
- BAS–IT-Cyber Security And Network Administration
- Associate in Computer Science DTA/MRP
- AAA–Business Management
- AAA–Accounting
- AAA–Accounting Technology

* Direct Transfer Agreement
** Direct Transfer Agreement/Major Related Program
*** Bachelor of Applied Science

Students in Selected Programs

- Applied bachelor's: 635
- Apprentices: 2
- I-BEST: 278
- International: 1,040
- Running Start: 1,808
- Worker Retraining: 605

Student Profile

- Academic/transfer: 42%
- Basic skills: 11%
- Workforce education: 22%
- Other: 25%

Attendance

- Full-time: 49%
- Part-time: 51%

Diversity

- American Indian/Alaska Native: 3%
- Asian: 27%
- Black/African American: 14%
- Hispanic/Latino: 15%
- Pacific Islander: 3%
- White: 55%

Gender

- Female: 52%
- Male: 48%
- X: 1%
- Median Age: 21

Family and Finances

- Students receiving need-based financial aid: 40%
- Students with dependents: 31%

Points of Interest

Innovating for success

Green River College's Licensed Practical Nursing (LPN) to Bachelor of Science in Nursing (BSN) program prepares students for careers as bachelor's-prepared registered nurses. The LPN to BSN program consists of 90 credits, which includes classroom instruction, campus lab practice, and community lab experiences. Upon successful completion of the program, graduates are eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Passage of this exam is the mechanism by which to receive a license to practice as a registered nurse.

Training a global workforce

Green River collaborates with local employers to craft curricula for current and future jobs. The Bachelor of Applied Science (BAS) in Aeronautical Science readies students for well-paying, rapidly advancing roles in aviation. Graduates meet global demand for skilled airline professionals, gaining hands-on experience and industry certifications through partnerships with flight schools, airports, and airlines.

Sustaining students with support programs

Green River is dedicated to supporting student success through specialized services. The Tutoring and Resource Center offers free assistance in math, public speaking, and writing. The Commencement Achievement Program, Outreach and Service-Learning Center, and student government in 50 diverse organizations provide opportunities for community engagement, enriching learning, fostering civic responsibility, and building community connections. With 100 to 150 co-curricular events, students are encouraged to actively participate and persist. The Open Doors program partners with local school districts to offer a second chance to complete high school or pursue a degree. Recognized as military-supportive, Green River extends financial assistance to veterans through the Veterans Education Transition Fund.

Purpose and Use

One of the primary components of this PRP document is to support its Equity-Centered Strategic Plan. The Plan lays out a vision, mission, and set of values which define the work and future pathways for the College toward building and acting within a more equitable community. It provides a framework to address key challenges and opportunities for the College's work, incorporating ideas that have emerged from the Green River community throughout its planning process.

This plan is expected to inform GRC's space and site planning for the next 5 years. This document will be used to support the college's biennial funding requests in the state capital budget process as well as efforts to secure funding via private-public partnerships. The state capital budget provides funding for all community and technical colleges to maintain and preserve state-owned facilities, upgrade program spaces to meet the changing needs of students, local communities, and businesses, and to construct new facilities to accommodate growth and accreditation requirements.

As part of the SBCTC Capital Budget Process, colleges may submit major capital requests to support critical needs for new facilities. These requests are divided into categories such as repairs, minor improvements, replacements, renovations, and major new construction. Over the last several biennia, GRC has been successful in obtaining funding, and constructing several major capital projects. Due to this success, and the SBCTC current pipeline of projects currently in line to receive funding, GRC is unlikely to be competitive for another major project for the foreseeable future. As such, this plan has limited focus on major facility growth planning, and instead is supportive of repair, minor improvements or other funding opportunities to achieve its goals.

Green River College is required by the SBCTC to have completed a physical resources plan which will support any capital requests. While this plan does not currently anticipate any major capital requested, it seeks to establish a baseline upon future planning may occur.

College leadership noted are several issues to be addressed by the PRP. The key issues include:

- Make campus environments that attract retain and encourage student attendance on-site and in-person. An active campus life is essential.
- Support an effective financial model which includes a successful International Program, Running Start, and Contract training.
- Identify meaningful, potential uses for the old Trades Complex site.
- Improving space utilization of existing facilities. Recognizing the need to maximize the effectiveness of all physical resources.
- Identification of strategies to address space deficiencies for student collaboration, gathering, and support,
- Should branch campuses have a landmark program identified with them?
- Pedestrian safety, security, and transportation need.
- Off-campus programs, facilities, and their relationships with the Main Campus
- Parking, security, and transit linkages
- Uncertainty and timing of state funding and the need for flexibility

GRC Campus needs are characterized by:

- Stable but growing enrollment with a desire to exceed that anticipated by SBCTC projections.
- Changes to program needs mix (more academic, workforce, and basic skills, less vocational)
- Changes to program needs for new initiatives (primarily transfer-based programs)
- Increasing number of transfer students (more likely to be full-time on-campus)
- More services for targeted groups (such as ABE, ESL, BTS, High School programs and International Students)
- Importance of access due to transportation limitations, and the corresponding increased access available to competing higher ed. Institutions.
- Increasing use of college facilities for community program use

Enrollment

GRC's enrollment largely follows that of the rest of the SBCTC system and is driven by the economic conditions and population of the region.

Between the 2019-20 and 2023-24 academic years, Washington State's community and technical colleges experienced notable enrollment trends. In the 2023-24 academic year, the system reported a headcount enrollment of 290,140 students, accounting for 143,972 full-time equivalent students (FTES).

This period was marked by challenges, including the COVID-19 pandemic, which significantly impacted enrollment patterns. Many institutions (including Green River College) faced declines in student numbers due to the pandemic's disruptions. However, as recovery efforts progressed, enrollment figures began to stabilize, with some colleges implementing strategies to attract and retain students. Looking ahead to the 2025-26 academic year, projections indicate increases in enrollment, driven by the state's economic recovery and the growing demand for workforce training programs. The SBCTC system is expected to adapt to these changes by expanding program offerings and enhancing support services to meet the evolving needs of students and the labor market.

GRC's enrollment has been recovering since the COVID pandemic and is expected to grow moderately through the end of the decade. This is due to growing access to mass transit service, the region's booming tech sector, and population growth.

GRC' Past and expected Future Enrollment

Fall quarter	Actual Enrollment					Projected Enrollment at 3.43% per year					
Academic Year	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
Full Time Equivalent	8,469	6,999	6,349	6,184	7,339	7,591	7,851	8,120	8,399	8,687	8,985

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Executive Cabinet
Suzanne Johnson, President
Suzanne McCudden, Executive Assistant. to President
Angela Davis, Interim Senior Vice President, Chief of Staff
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Stephen Starling
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References

The following reference documents (which are not included in this document) provided valuable information and insight which guided this master plan.

- State of Washington, Office of Financial Management, State Facilities Workplace Strategies and Space Use Guidelines.
- State of Washington, Executive Order 21-02, Archaeological and Cultural Resources
- State of Washington, Executive Order 20-01, State Efficiency and Environmental Performance
- State of Washington, Executive Order 16-07, Building a Modern Work Environment
- Green River College, Equity-Centered Strategic Plan, 2021-2026
- Green River College, Environmental Scan, 2021
- Green River College, Facility Condition Survey 2023

CHAPTER TWO- MISSION & GUIDING PRINCIPLES

This document provides a set of guiding principles that clearly articulate the values and needs of the Green River College (GRC) campus community with respect to campus planning. All components of the GRC Physical Resources Plan will support the accomplishment of the college's Equity Statement, Mission, Vision, Core Values, and Equity-centered Strategic Plan.

Equity Statement

The Green River College Promise:
We commit to be an anti-racist institution where all students, faculty, and staff receive the access, resources, and services needed to achieve their educational, career, and personal goals. Green River College makes social and economic justice, equity, and inclusion our highest priorities.

The Green River College definition of equity encompasses all identities, including but not limited to race, ethnicity, economic status, gender identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture. We understand individual needs vary widely, and the effects of discrimination and historical oppression must be taken into account while aiming for equitable opportunities and outcomes for all.

Let this be a call to action to all members of the Green River College Community: everyone must contribute to this on-going effort to achieve equity for all.

Mission Statement

Green River College welcomes our diverse local and global communities and is committed to meeting students where they are by providing inclusive, equitable access to innovative and comprehensive educational programs, and individualized support that empowers and prepares students to achieve their personal, educational, and career goals.

Vision Statement

Green River College will be an equity-centered leader in higher education committed to excellence in teaching and learning, to being an anti-racist college, and to advancing social and economic justice. All members of the college community will feel a strong sense of belonging and, together, build a culture of care. The racial and ethnic diversity of staff, faculty, and leadership will reflect the diversity of the communities we serve.

Green River will be:

- The destination of choice for post-secondary education.
- First choice in partnership with our community, its business and industry.
- Ranked among the best nationally in student achievement, closing all opportunity gaps.
- Recognized for its preparation of students for the global workforce and for civic engagement in an increasingly diverse, interdependent world.

Core Values

- **Anti-Racism, Diversity, Equity, and Inclusion:** We are committed to becoming an anti-racist college. We examine our own and others' identities (race, ethnicity, economic status, gender identity, sexual identity, disability, religion/spirituality, immigration status, age, and culture), institutional roles, behaviors, and cultural perspectives, as these relate to power and privilege in the advancement of equity and social justice.
- **Belonging:** We respect difference and make intentional space for the needs, experiences, ways of communicating, expertise, and leadership of those who are most impacted by systemic and structural inequities. We promote a culture of care including love, joy, peace, patience, and kindness in our interactions with students, staff, faculty, and community partners in recognition of the human condition.
- **Accessibility:** We recognize, respect, and celebrate people with disabilities, including physical, cognitive, sensory, intellectual, developmental, and non-apparent disabilities. We commit to equitable opportunities, including the provision of accommodation, and the creation of welcoming, inclusive, and accessible classrooms, curricula, campus spaces, and virtual environments. We recognize disabilities have no social and economic boundaries.
- **Accountability:** We develop and implement mechanisms for accountability in the hiring process, teaching, student support services, employee relations, financial stewardship, and governance, in order to ensure the meaningful participation of all constituents, anchored in transparency and respectful interactions.
- **Community Engagement:** Our multiple campuses in our service areas collaborate to contribute to the educational, economic, and social development of our communities through responsive programs, continuing education, and community and library partnerships.
- **Growth and Development**: We allocate the required resources towards equitable lifelong learning, professional development, and career advancement of our staff, faculty, and students.
- **Global Responsibility:** We foster civic responsibility by understanding the critical issues and challenges affecting the diverse communities on our campuses, regionally, nationally, and around the world. We cultivate respect and empathy for cultural difference, honoring the dignity of multiple languages and being mindful of cultural biases.
- **Acknowledgement and Stewardship of the Natural Environment:** We acknowledge the land on which Green River College sits as the ancestral home of the Muckleshoot Indian Tribe. We commit to the beautification, preservation, and sustainability of our campuses' natural resources.
- **Innovation:** We develop innovative programs, policies, practices, operations, and infrastructure that respond to evolving needs and opportunities.

Equity-Centered Strategic Plan

Green River College's Equity-Centered Strategic Plan guides the college's academic, student services, operations plan decision-making. Realization of PRP elements is expected to support Objectives of the Plan's realization as follows (Objectives without specific actionable ties to the PRP have been excluded for brevity):

Goal A: Success for All Students Close Opportunity Gaps and Remove Barriers to Student Success	
Objectives	The PRP supports the Goal and Objectives by recommending:
Objective A.1 Implement anti-racist, equity-centered, and accessible practices that remove barriers of placement and course sequencing in developmental English and math to support students' successful transitions to and through college	**Integrated Campus Design for Accessibility**: The application of Universal Design principles, accessible pathways, classrooms, and support spaces to accommodate all students, reducing physical and navigational barriers for those with disabilities or other challenges. **Equity-Centered Learning Environments**: The incorporation of flexible, technology-enabled classrooms and collaborative spaces that support diverse learning styles, ensuring equitable access to developmental English and math resources, including tutoring and peer collaboration zones. **Centralized Support Services**: The inclusion of strategically located student success centers that house academic advising, placement testing, and targeted support for developmental courses, creating an

	environment where students can access resources without stigma or logistical hurdles.
Objective A.2 Create a campus-wide mentorship program for the length of students' college careers to increase student engagement, persistence, and completion.	**Designated Mentorship Hubs**: The inclusion of dedicated mentorship spaces, such as mentorship lounges or offices, where students and mentors can meet regularly in a welcoming, accessible, and supportive environment. **Integrated Collaborative Spaces**: Campuses buildings include multipurpose common areas that encourage informal interactions between students and mentors, fostering relationship-building and engagement outside of formal meetings. **Wayfinding and Connectivity**: Enhancements to campus wayfinding and digital infrastructure to ensure students can easily locate mentorship programs, with integrated technology solutions like app-connected spaces for scheduling and tracking mentorship activities.
Objective A.3 Reduce students' personal and financial barriers to college access, retention, persistence, and completion.	**Affordable On-Campus Housing and Services**: Constructing additional affordable student housing, and essential services like food pantries, clothing closets, and addressing financial and personal barriers directly on campus. **Improved Public Transit and Connectivity**: Making seamless connections between campuses and to public transportation offering safe, affordable commuting options to reduce students' transportation costs and improve access to educational opportunities. **Centralized Resource Centers**: Improvements to the SA building's one-stop resource hub where students can easily access financial aid advising, academic support, career services, and community resources, minimizing the time and effort required to navigate campus and external systems.
Objective A.4 Adopt the Guided Pathways framework to support students' pathways and transitions to, through, and beyond the College.	**Clear and Logical Campus Layout**: Look to organize campus into "pathway districts" aligned with academic programs or career clusters, making it easier for students to navigate and connect with resources specific/adjacent to their educational and career goals. **Dedicated Career and Transfer Centers**: Incorporating spaces for career services and transfer support into program dedicated instructional areas to provide students with seamless access to guidance and resources for transitioning to the workforce or further education.

Goal B: Excellence in Teaching and Learning Ensure That Teaching and Learning Processes Embody Equity-Centered Principles that Close Opportunity Gaps.	
Objectives	The PRP supports the Goal and Objectives by recommending:
Objective B.1: Implement a robust, College-wide program of teaching and learning that supports excellence via professional development in high-impact practices for faculty and staff, and ensures that faculty and staff are trained in equity-centered and inclusive approach.	*GRC's recently opened Center for Learning & Innovations was created to address this Strategic Objective. It is a campus center that includes:* **Dedicated Professional Development Spaces**: The master plan can include state-of-the-art training centers, equipped with flexible meeting rooms and technology for workshops, seminars, and collaborative learning opportunities tailored to faculty and staff development. **Equity and Inclusion Resource Hub**: Designating a centralized space for resources, tools, and materials focused on equity-centered and inclusive teaching practices can provide faculty and staff with ongoing support and a visible commitment to these values. **Collaborative Work and Reflection Areas**: Creating informal gathering spaces for faculty and staff can encourage cross-departmental collaboration, reflection, and peer learning, fostering a culture of shared growth in teaching and learning excellence.
Objective B.2: Offer multiple modalities of teaching that balance course offerings between on-campus, online, and hybrid classes, to increase student success and to maximize opportunities for students with diverse learning styles and instructional needs.	**Technology-Enhanced Classrooms**: The prioritization of the development of flexible, technology-enabled classrooms designed to support both in-person and hybrid teaching modalities, with integrated instructional tools. **Dedicated Online Learning Studios**: The inclusion of purpose-built studios for faculty to create high-quality online course content and host live virtual classes to enhance the delivery of online and hybrid courses, supporting diverse student needs. **Student-Centered Study and Support Spaces**: Spaces for students to access resources like high-speed internet, online course tutorials, and technical support ensures equitable access to tools for success in all teaching modalities.

Goal C: Responsive Educational Programs and Support Services Provide a Full Range of Educational Programs and Support Services that Meet Students Where They Are to Achieve Their Educational, Career, and Personal Goals.	
Objectives	The PRP supports the Goal and Objectives by recommending:
Objective C.1: Implement culturally relevant and equity-centered employee training focused on providing effective student services to the College's diverse student population.	*GRC's recently opened Center for Learning & Innovations was created to address this Strategic Objective. It is a campus center that includes:* **Dedicated Training Facilities**: Spaces specifically designed for employee training, such as classrooms or conference rooms equipped with advanced technology to facilitate workshops, seminars, and hands-on activities in culturally relevant and equity-centered practices. **Cultural Resource Centers**: A campus cultural resource hub includes learning spaces where faculty/staff can engage with materials, guest speakers, and events that deepen their understanding of equity and cultural relevance in student services. **Flexible Collaboration Spaces**: Informal collaboration

	areas where faculty/staff can share experiences, reflect on training outcomes, and develop initiatives together promote a continuous learning culture centered on equity and inclusivity
Objective C.2: Improve and expand student advising, support service delivery and interventions, as well as student, faculty, and staff engagement in support services, to increase students'	**Centralized Support Service Hubs**: Enhancements to the SA building as a strategically located, comprehensive student support center that house advising, counseling, and intervention services, ensuring students can easily access all necessary resources in one location. **Integrated Technology Infrastructure**: Buildings (and in particular Branch campuses) include spaces with built-in technology for virtual advising, self-service kiosks, and digital appointment scheduling to expand service accessibility and streamline delivery for students, faculty, and staff. **Engagement-Focused Common Areas**: Welcoming, flexible gathering spaces near support service hubs to foster informal interactions, increase awareness of available resources, and encourage collaboration between students, faculty, and staff.
Objective C.3: Provide robust career services and pre-employment activities that prepare all students for professional opportunities and strengthen industry partnerships.	**Career and Advising Center (CAC):** Enhancements to the SA building will improve the efficacy of the CAC which. • is equipped with interview rooms, career counseling offices, and spaces for hosting workshops, career fairs, and networking events with industry partners. • **includes** dedicated spaces for collaboration with industry professionals, such as coworking areas or industry-sponsored labs, can facilitate internships, mentorships, and real-world learning opportunities for students. • **Has spaces** with technology and resources for resume building, job application assistance, and mock interviews ensure students have the tools and preparation needed to succeed in professional environments.
Objective C.4: Provide a full range of learning opportunities, instructional programs, curricula, and modalities aligned with student and community needs	**Flexible and Adaptable Learning Spaces**: The identification of multipurpose classrooms and labs (without any specific program prioritization) that can easily accommodate various instructional programs, curricula, and teaching modalities, including traditional, hybrid, and online formats. **Community Engagement Facilities**: The identification of dedicated spaces (separate from other instructional spaces) for community-focused programs, such as continuing education, workforce training, and cultural events, ensures that the campus meets the diverse needs of both students and the surrounding community. **Specialized Program Areas**: The dedication of spaces for specific program instructional needs utilizing advanced technology and infrastructure tailored to high-demand fields (e.g., healthcare, technology, and trades) so they

	align with local and regional workforce needs, supporting student success and community development.

Goal E: Accessible and Responsive Facilities and Technology Optimize Educational Facilities and Technology to Support Student Success and Excellence in Teaching and Learning.	
Objectives	The PRP supports the Goal and Objectives by recommending:
Objective E.1: Create a welcoming environment to promote and affirm equity and inclusion for all who enter the main campus, branch locations, and the College's online domains.	**Technology-Integrated Classrooms**: GRC campuses to provide cutting-edge, technology-enhanced classrooms and lecture spaces and labs equipped with interactive tools, smartboards, and high-speed connectivity to foster innovative teaching and learning practices. **Modernized Facilities for Specialized Programs**: The creation and/or upgrade of purpose-built facilities, such as science labs, maker spaces, and performance studios, to ensure students and faculty have access to state-of-the-art environments that support excellence in education. **Collaborative Learning and Study Spaces**: The incorporation of flexible, technology-equipped study areas and group workspaces across campuses to provide students with environments conducive to collaboration, peer learning, and academic success.
Objective E.2: Create an equity-centered Facilities Master Plan with full participation of the campus community that promotes excellence in teaching and learning, and a welcoming and inclusive environment for faculty, staff, and students.	This Physical Resources Plan has been prepared with the goals and objectives identified in the Equity Centered Strategic Plan as its primary purpose.

Goal F: Impactful Community Connections Strengthen the Connections Between the College and the Local, Regional, and Global Community to Become the First Choice in Partnership with Those Communities, Their Institutions, and Industries.	
Objectives	The PRP supports the Goal and Objectives by recommending:
Objective F.1: Increase and deepen relationships between the College and community stakeholders (K-12, higher education, industry, government, nonprofits, etc.), locally and globally, to improve teaching and learning; student access and success; to advance equity and social justice; and to contribute to community vitality.	The PRP does not currently include recommendations for the following, should it? Is this a priority for the College? **Community Partnership Centers**: GRC should identify and provide improvements to dedicated spaces for collaboration with community stakeholders, such as conference rooms and multipurpose facilities, where the College can host joint initiatives, workshops, and events with K-12 schools, industries, and nonprofits. **Publicly Accessible Facilities**: GRC should identify improvements to shared-use spaces like auditoriums, cultural centers, and athletic facilities to expand opportunities for community engagement, foster partnerships, and support events that advance equity and social justice. **Global and Local Engagement Hubs**: GRC should

	identify and provide spaces for virtual and in-person connections with local and international partners, such as technology-enabled classrooms for global collaborations or incubators for community projects. The facilities will enhance teaching, learning, and community vitality.
Objective F.2: Implement communication strategies, both internal and external, that demonstrate the College's dedication to a quality student experience, services, diversity, equity, inclusion, and anti-racism.	**Visible and Welcoming Campus Signage**: The incorporation of inclusive, multilingual signage and wayfinding that reflects the College's commitment to diversity, equity, and inclusion, ensuring clear communication and a welcoming environment for all. **Centralized Communication Hubs**: The creation of dedicated spaces, such as visitor centers or information kiosks, to facilitate both internal and external communication, showcasing the College's values, services, and commitment to quality student experiences. **Interactive Digital Displays and Platforms**: The installation of static/interactive displays and campus-wide communication boards that highlight GRC's initiatives, events, and stories focused on diversity, equity, inclusion, and anti-racism, engaging students, staff, and visitors effectively.
Objective F.3: Strengthen the identity of the College as an institution dedicated to diversity, equity, inclusion, and anti-racism	**Cultural and Diversity Centers**: The college create prominent spaces dedicated to celebrating diversity, such as cultural resource centers, galleries, or event spaces that highlight the College's commitment to equity and anti-racism through programming, art, and dialogue. **Inclusive Campus Design**: The college create design elements that reflect diverse cultures and identities, such as murals, sculptures, and landscaping, which will visually reinforce the College's dedication to diversity, equity, and inclusion. **Community Gathering Spaces**: The creation of accessible, welcoming spaces for students, faculty, staff, and community members to engage in discussions, workshops, and events centered on equity and anti-racism strengthens the College's identity and fosters a sense of belonging.

Physical Resource Plan Goals and Objectives

The purpose of this document is to define development recommendations and opportunities to be utilized in planning the evolution of Green River College at its main campus and its branch campus' in Auburn, Enumclaw, and Kent. The main objectives of this Master Plan are to:

- Structure the physical realization of the Equity-Centered Strategic Plans and provide logical methods and guidelines for its implementation.
- Provide background information for use by the college in application of capital funding availability.
- Maximize the effective utilization of all existing spaces.
- Define the breadth of the GRC campuses within its service district.
- Aid in programmed space allocation.
- The plan will define a collegiate environment that inspires and educates GRC students, the campus, community, and region through its architecture, landscaping, public art, sustainable design, and energy efficiency.
- GRC will need to be entrepreneurial in its approach to capital funding as state resources will be limited.
- GRC's facilities should become an example to which others turn for information, education, and inspiration.
- All facility renovations, remodels, and improvement should:
    - Alleviate programmatic shortcomings of current facilities.
    - Incorporate plans to meet the future needs of affected departments and programs.
    - Consider the future technology requirements and potential future uses of facilities.
    - Maximize the effectiveness of space by transitioning space that is currently under-utilized into space that serves high demand needs.
- All facilities (new and existing) will be adequately maintained and updated to allow programs to remain current.
- The college will coordinate all relevant issues with community, municipal, county, and state agencies.
- These guidelines and principles will be applied through a collaborative process acknowledging that these principles may at times need to be applied with flexibility, such resolutions will:
    - Maintain the integrity of the group principles and guidelines,
    - Be fiscally responsible, and
    - Encourage creative design and problem solving.
- All students should be able to access facilities and fully participate in learning, formally and informally, in face-to-face formats or with the use of technologies. Special attention should be paid to access and ease of mobility for students with disabilities and special needs.
- Campus facilities and resources should be developed in collaboration with other community and technical colleges, other education sectors (K-12 and universities), the community, and private industry.
- Faculty and administrators should have the necessary skills and abilities to maximize the intended use of facilities and instructional resources to respond to needs of students, employers, and communities. This will require change and professional development and training in new uses of facilities, course scheduling, and instructional delivery.
- Facilities will be sustainable and meet LEED requirements and contribute to sustainable practices related to curriculum and campus culture.
- Facilities and campus-wide systems should be developed to reduce carbon emissions and reduce greenhouse gas emissions.
- Design and construction of facilities should give consideration to emergency preparedness and disaster protection as a community resource.

Planning For Sustainability

Green River College recognizes that there are limits to the world's resources. To ensure the quality of life for future generations, GRC seeks to demonstrate leadership in environmental stewardship and sustainability. The college is committed to conserving resources and reducing the impact that its services and activities place on the environment. Environmental concerns, especially climate change, are at the forefront of the global agenda as we better understand the implications of inaction upon our natural, built, and social systems.

Implementation of the Physical Resources Plan provides an unparalleled opportunity to transform the campus into a model of sustainability. With a substantive amount of outmoded, energy-inefficient buildings being renovated or remodeled with new modern, energy-efficient systems. By implementing

green design and development on campus, environmental impacts will be reduced through the "greening" of construction and operation of multiple buildings. Incorporating ideas of sustainability into the everyday lives of students, faculty, and staff allows thousands of people to become accustomed to these strategies, and they in turn can incorporate the strategies into their lives outside of the institution.

Statewide initiatives implemented in the last few years will guide much of GRC's planning as it addresses its Sustainability goals. In particular:

- Executive Order 20-01 State Efficiency and Environmental Performance – which seeks zero energy complaint buildings and operations. It also seeks the use of 100% clean electricity.
- Executive Order 16-07 Building A Modern Work Environment – which seeks to enable a mobile workforce and modern environments resulting in vehicle trip reductions and smaller, space efficient construction to promote flexibility, collaboration, and productivity.
- Executive Order 05-01 Sustainability and Efficiency Goals for State Operations – which requires construction/renovation of building to LEED standards.
- Washington Clean Building Performance Standard – Expansion Law – which subjects all college owned building in excess of 20,000 square feet to reduce energy usage through use of energy management planning and monitoring.

Some examples of how GRC is/will address operational issues include increasing efficiencies in heating and cooling systems by replacing old systems with new clean energy systems, installing high-efficiency water and lighting fixtures, reusing existing buildings in lieu of new construction, maximizing daylight within buildings, and installing raingardens to manage stormwater on site.

Transportation plays a major role in climate change, and Green River College recognizes the need to address this concern directly through several initiatives, including increasing the number of students living on campus, contributing to vibrant student-centered campus, and encouraging fewer personal vehicle trips. Does the College have any sort of Transportation Management Plan we should review?

CHAPTER 3 – CAMPUS DEVELOPMENT OPPORTUNTIES

NEW CONSTRUCTION, BUILDING REMOVAL, BUILDING RENOVATIONS

MAIN CAMPUS

Sites Available for New Building Development

While Green River college does not foresee the need for any major new capital construction on any o fits campuses, it is none-the-less instructive to identify the possible locations which can support substantive new development. Three total locations have been noted. Two on main campus and one at the Auburn Campus

Old Trades and Industries Site

The original Trades and Industries complex was largely removed as part of the new TT Buildings construction. Most buildings have been removed but the building floor slabs and asphalt areas remain. This is the most logical site on the main campus for future development, whether it be a building or other site development.

Student Housing Site

Immediately east of the existing Student Housing complex is a gravel parking lot. Should Green Review decide to expand the housing complex, this area would support that expansion.

Building Removal

The following buildings are no longer supportive of GRC needs and are no longer in use. They should be removed and their sites restored. These site areas would then be available for other uses.

Human Resources (HR Building)

The Human Resources building was constructed in 1969 and is now 55 years old. It had not been substantively remodeled and is largely in its original state. Its most recent use was offices for the Human Resources department. The department has been relocated and the building is now vacant. The building is a 1,118 square foot, wood framed structure. The building has a condition rating of 401 in the 2023 Facility Condition survey and is recommended for improvements or renovation. The building small size and site characteristics (located on sloped site/walkway which makes accessibility challenging) limit the value of any renovation. **The building is recommended for removal.**

Continuing Education (CE Building)

The Continuing Education building was constructed in 1969 and is now 55 years old. It had not been substantively remodeled and is largely in its original state. Its most recent use was offices for the Continuing Education department. The department has been relocated and the building is now vacant. The building is a 960 square foot, wood framed structure. The building has a condition rating of 493 in the 2023 Facility Condition survey and is recommended for replacement or renovation. The buildings small size and site characteristics (located on sloped site/walkway which makes accessibility challenging) limit the value of any renovation. **The building is recommended for removal.**

Trades and Industries – Building E (TIE)

Building E of the old, and now mostly removed, Trades and Industries complex was constructed in 1976. It is now 48 years old. It has not been changed since its original construction. The building is currently used for general storage. It is an 840 square foot, wood framed structure. The building has a condition rating of 432 in the 2023 Facility Condition survey and is recommended for renovation. Its small size and remote location on campus severely limits any value as a renovated facility. **The building is recommended for removal.**

Building Removal and Replacement

The following buildings are nearing the end of their useful life and should be considered for Removal, Replacement, or Renovation.

SS Building (SS) The building was partially demolished as part of the Lindbloom Student Center's construction in 2009. The portion that remains us now used for general campus storage. The building site in a prominent location on the campuses north end and is a "face" of GRC to the larger community. The building is a 4,639 square foot structure with a building condition rating of 467 in the 2023 Facility Condition survey. The building's prominent location makes **the building recommended for removal or replacement** rather than renovation.

Shipping and Receiving (S/R)

The Shipping and Receiving Building is part of the original campus Trades and Industries complex. Much of the complex was replaced in 2009 by the current TT Building. At that time, the SR building was renovated and now serves as the main campus shipping and receiving center. While the building is well situated for its function, it is located at a prime arrival point of campus, and along the main pedestrian pathway into campus. The facility, and the activity conducts (service vehicles, delivery trucks, vehicle storage, etc.) detract from the initial impression perspective student and the community have when visiting campus for first time. The building also sits in the middle of the most likely location on campus for any major new development. It would be desirable to relocate shipping and receiving functions to a less prominent location and open the full site for redevelopment

Building Renovation or Replacement

The following buildings are nearing the end of their useful life and should be considered for a complete Renovation or , Replacement.

Physical Education (PE Building)

This 28,473 square foot physical education building was constructed in 1967. There was a renovation completed in 2009.

Building Interior Renovations

The following building have spaces which are not being utilized in a manner that maximized benefits to students and, with renovation, serve more needed functions.

Student Affairs and Success Center (SA Building)

While there have been several partial renovations of the SA building recently, there are still a few area which have not be renovated and are not being used effectively. These area should be considered for improvement to meet more pressing needs of the Campus.

- Mt Tahoma Room
- Rainer Room
- Faculty/Staff lunch room
- Restrooms

Technology Center (TC Building)

The Student Computer Labs current configurations (rows of fixed computers/desks) are not heavily used by students today as students prefer more comfortable and collaborative spaces where they can engage with technology needs via wireless access and online resources. The labs should be renovated with robust wireless networks, laptop/equipment carts, small group and individual isolation booths and in general, a student lounge type environment.

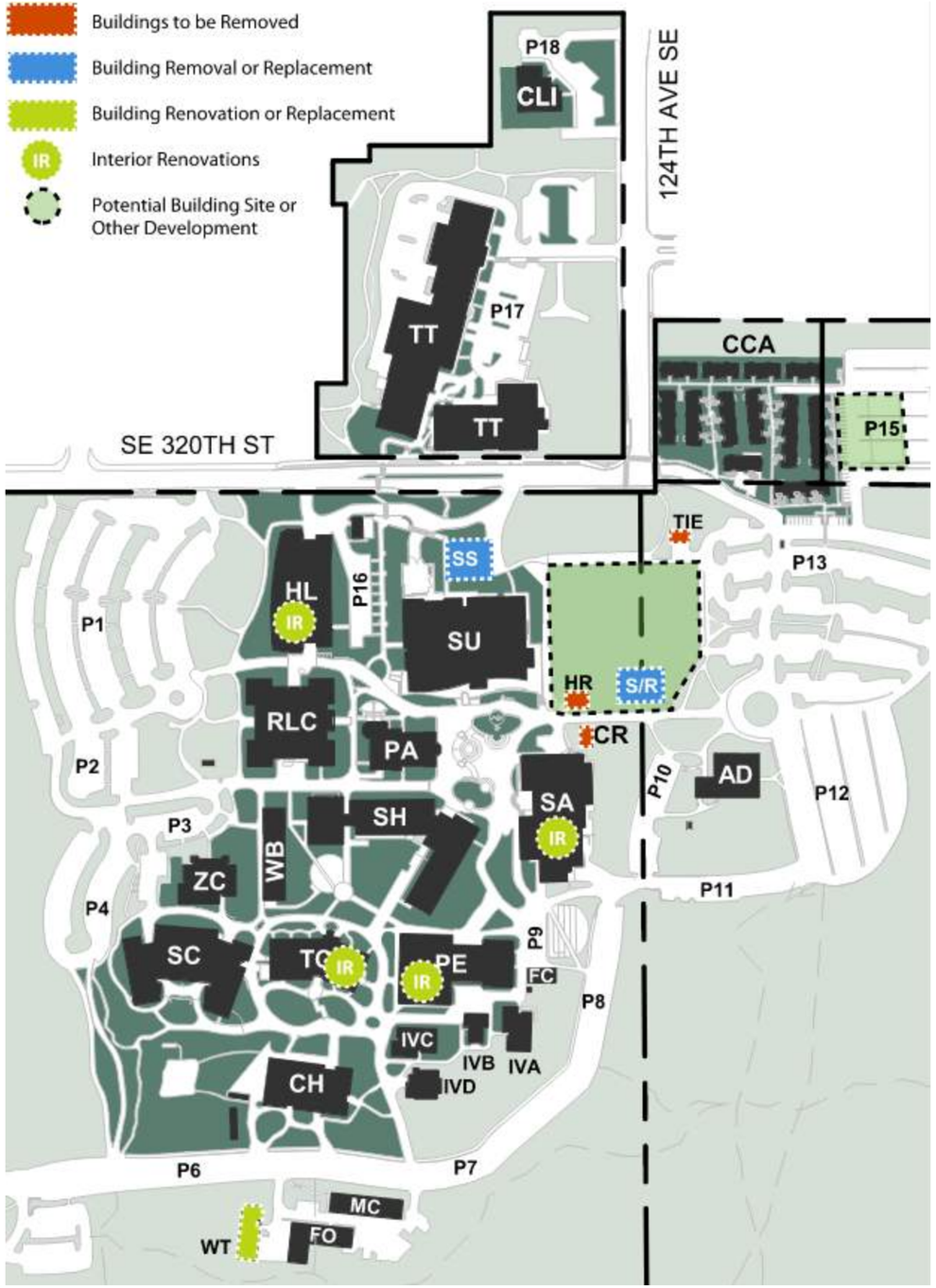
Holman Library (HL Building)

On the ground floor, there is a series of classrooms which could better be utilized as a campus center which can deliver student instructional support type functions. i.e.

Physical Education Building

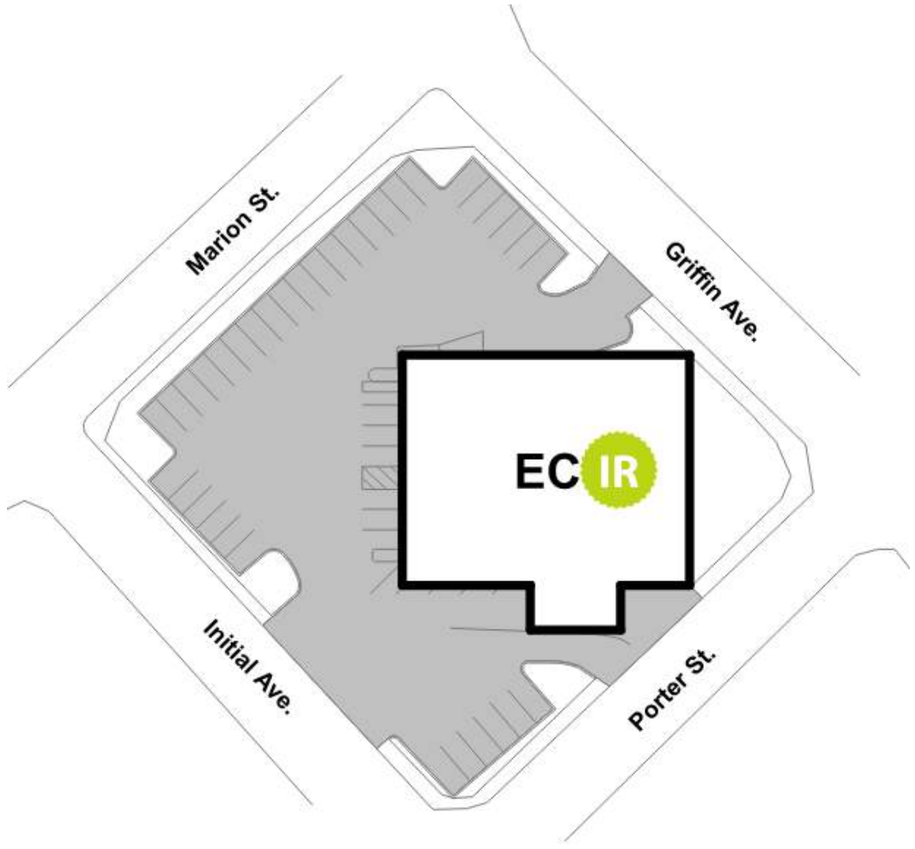
This 28,473 square foot physical education building was originally constructed in 1967. There was a renovation completed in 2009. The building is generally is good condition but three substantive improvements should be considered.

- The main gymnasium, which is used by Green River athletic teams, is basically in its original condition. Its mechanical, electrical, systems are in need of upgrades (temperature and humidity controls). Improvements for spectators and the game day experience is also desired.
- The secondary gymnasium is not effectively used and should be considered for other uses.
- The existing building does not included any All gender restrooms or locker room facilities.
- Consideration of a building expansion should be considered to provide facilities for Green River Athletic teams and coaches.



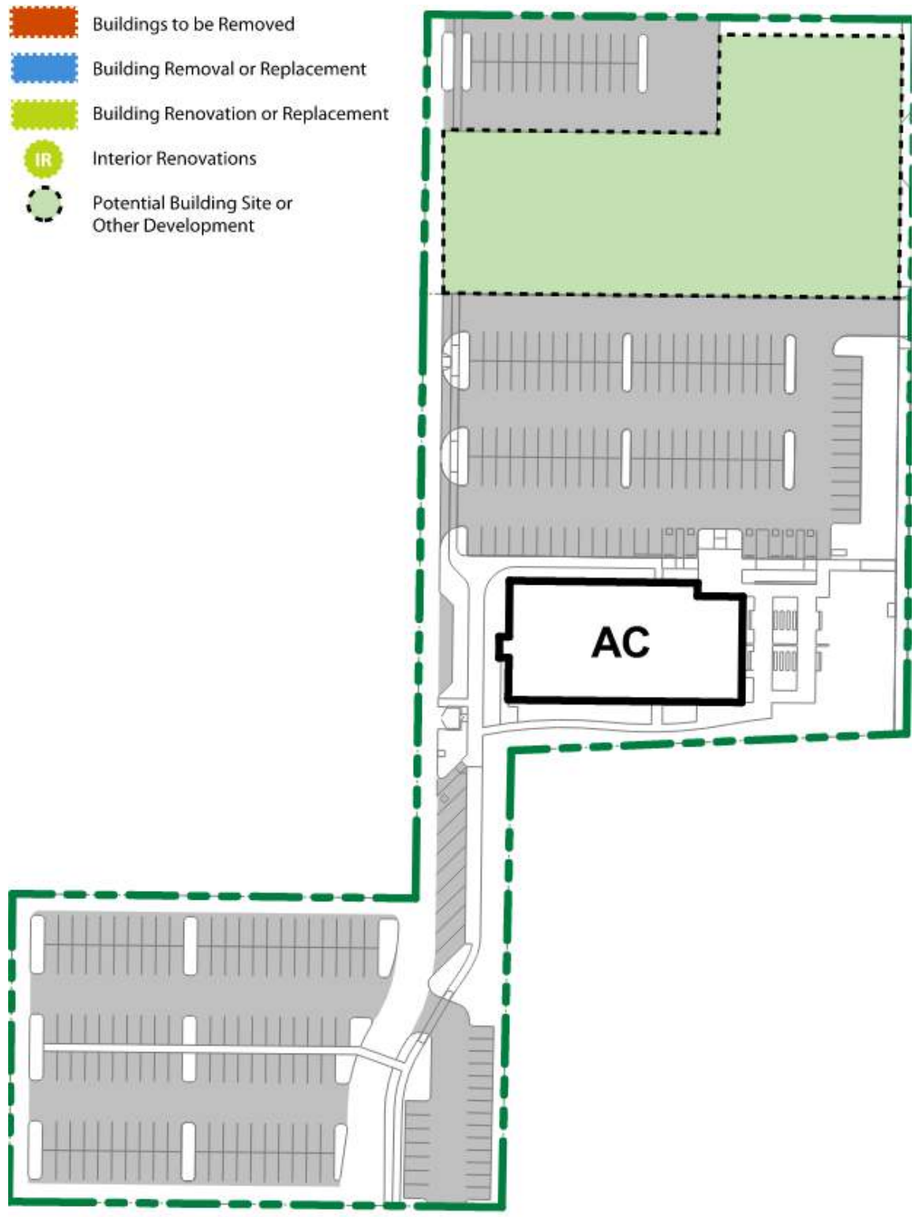
ENUMCLAW CAMPUS

There are currently no proposed recommendations for new construction or building additions, for the Enumclaw Campus. Spaces on the lower floor (below grade), is not suitable for quality instructional needs and should be renovated for a more appropriate use if needed. The building and site is owned by the GRC Foundation and not eligible for state funding. Any development at the branch would require funding from non-state sources.



AUBURN CENTER CAMPUS

There are currently no proposed recommendations for new construction, building additions, or substantive renovations for the Auburn Center Campus.



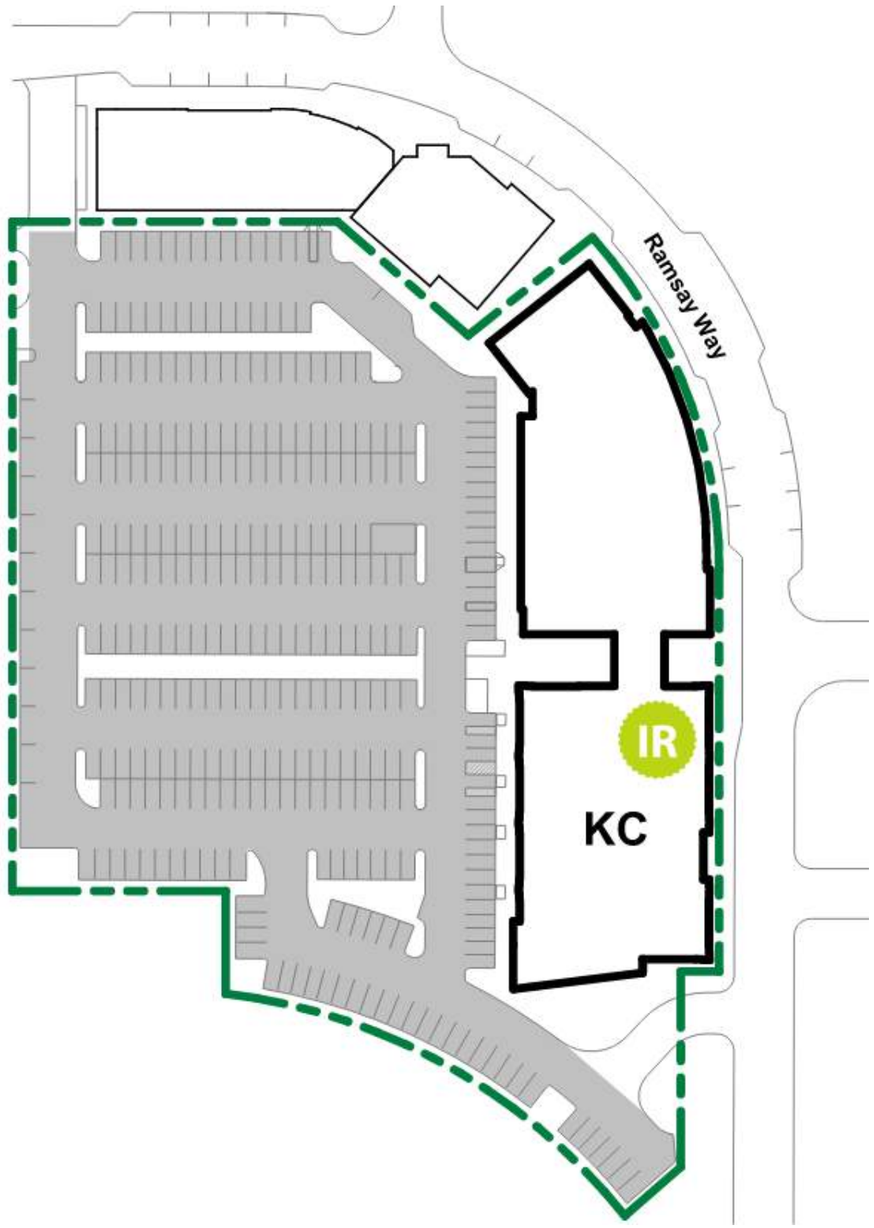
KENT CAMPUS

There are currently no proposed recommendations for new construction, or building additions, or for the Auburn Center Campus.

Building Interior Renovation

The Kent campus is lacking a full complement of Science Labs that would permit the campus to offer a more robust science curricula. Consider renovating some under-utilized classroom spaces.

In addition, should GRC decide to move an entire academic program to the Kent Campus, a purpose built space renovation should be provided by re-purposing under-utilized classrooms



ACADEMIC PROGRAM GROWTH

Green River College (GRC) anticipates growth in select academic programs over the next decade, aligned with regional economic trends, workforce demands, and societal needs. These targeted areas of expansion include:

Nursing and Healthcare Programs

The healthcare sector is projected to experience significant growth, particularly in nursing, mental and behavioral health, and allied health professions. This surge is driven by an aging population and an increased focus on mental health services. GRC plans to expand its **Bachelor of Science in Nursing (BSN)** and related programs to meet these demands.

Currently, GRC's nursing program operates across multiple buildings on the main campus, including the **Science Center (SC)** and the **Zgolinski Center (ZC)**. However, the program would greatly benefit from the creation of a **dedicated Nursing Center**, where all primary lab spaces are co-located and purpose-built. This consolidation would enhance instructional efficiency, provide a state-of-the-art learning environment, and accommodate the anticipated growth in full-time equivalent (FTE) enrollments. Additional lab spaces will also be necessary to support this expansion.

Nursing Lab – Seattle Central College, Health Education Center

Potential locations for creating a consolidated Nursing program could include the Science Center (SC) on Main Campus, or the Kent Center Campus (KC)

Cybersecurity and Networking and Information Technology (IT)

With increasing reliance on digital technologies, there is a growing demand for professionals skilled in cybersecurity, IT networking, data management, and software development. GRC currently offers two bachelor's degrees, two associate degrees, and seven certificates in cybersecurity, networks, and software development. The college plans to enhance its **Bachelor of Science in Cybersecurity and Networking** program and related disciplines to prepare students for these in-demand roles.

A robust cybersecurity program requires specialized facilities to accommodate both theoretical instruction and hands-on training. GRC should consider identifying underutilized spaces to construct a **Cybersecurity Center** that includes:

- **Cybersecurity Lab:** Equipped with air-gapped, secure network infrastructure, high-performance workstations, specialized software packages, and modular furnishings to adapt to evolving technologies.
- **Simulated Security Operations Center (SOC):** Featuring a video wall for monitoring simulated network traffic and threat alerts, and workstations configured for collaborative incident response and threat analysis.
- **Robust Virtual Learning Infrastructure:** To support remote and hybrid learning, ensuring accessibility and flexibility for students.

Cybersecurity – Simulated Security Operations Center – University of Tampa

The creation of this Cybersecurity Center would provide the resources needed to position GRC as a leader in cybersecurity education, preparing students for careers in one of the nation's fastest-growing industries.

The logical location for creating a Cybersecurity and Networking and Information Technology center would be in the Technology Center (TC) if under-utilized space is available.

Renewable Energy and Environmental Sciences (Green/Clean Energy)

The transition to a green economy is accelerating, driven by government policies, corporate sustainability goals, and growing consumer demand. Washington State's ambitious clean energy targets, including achieving 100% clean electricity by 2045, are creating a robust demand for skilled professionals in renewable energy and clean technology sectors.

While GRC's existing programs in Natural Resources, Water and Wastewater Technologies, and Engineering provide foundational knowledge, they do not fully address the specialized technical expertise and practical skills required for roles in renewable energy systems. Careers such as renewable energy technicians, solar and wind energy specialists, and battery storage engineers require a new academic program focused on Green and Clean Energy Systems.

Establishing this program would align with GRC's mission and state energy initiatives, while also fostering logical connections with existing programs. Key opportunities for interdisciplinary collaboration include:

- Natural Resources: Developing renewable energy applications in forest management, such as biomass energy production.
- Water and Wastewater Technologies: Designing energy-efficient water treatment systems and integrating renewable energy sources into water infrastructure.
- Engineering: Prototyping and designing cutting-edge green technologies.

This program would prepare students for high-demand careers, attract new student populations, and solidify GRC's role as a leader in sustainability-focused education.

Batteries and Functional Nanomaterial Lab – Rochester Institute of Technology

Locating a new instructional hub for Green/Clean Energy program would be at the southern end of main campus and consider the Science Center and/or Cedar Hall if under-utilized space is available.

Conclusion

Green River College's strategic investment in these growing academic areas—nursing and healthcare, cybersecurity and IT, and renewable energy and environmental sciences—will enable the institution to meet regional workforce needs while providing students with the skills to thrive in high-demand, future-focused careers. These expansions not only align with the college's mission but also ensure that GRC remains a dynamic and innovative leader in higher education.

EFFECTIVE SPACE UTILIZATION

Understanding space utilization is crucial for GRC because it directly impacts the effectiveness of their resource management, planning, and student and faculty experiences. Here are some key reasons why it matters:

- Efficient Resource Allocation: Space is a finite and valuable asset. Analyzing space utilization will help the college ensure that classrooms, labs, study areas, and other facilities are used effectively. This prevents underutilized or overcrowded spaces, allowing for better allocation of funds and resources.
- Informed Facility Planning and Expansion: Knowing how current spaces are used informs future facility needs. If certain areas are overused, the college may need to invest in additional spaces, remodel existing ones, or rethink scheduling. Alternatively, underused spaces might be repurposed to better meet student and staff needs.
- Improved Learning Environment: Optimizing space for intentional use creates more comfortable and accessible environments for students and faculty. This is especially important in supporting modern instructional methods that may require different room layouts, sizes, or technology integration.
- Data-Driven Decision Making: Space utilization data allows college leaders to make evidence-based decisions about everything from scheduling and operations to long-term planning, ensuring that changes are strategic rather than reactive.
- Support for Student and Faculty Success: When facilities are used effectively, students are more likely to find the resources they need for study and collaboration, and faculty can teach in environments that are conducive to modern pedagogy, ultimately supporting the college's academic mission.
- Alignment with Sustainability Goals: Optimized space usage can contribute to sustainability efforts by reducing the need for new buildings or renovations, which can lower the campus's carbon footprint and operational costs.
- Compliance with Funding and Policy Standards: The SBCTC and State Legislature are increasingly requiring data on space utilization as part of accountability measures. Efficient use of space aligns with public expectations for transparency and effective stewardship of taxpayer dollars.

Altogether, understanding space utilization enables a community college to use its physical resources effectively to best serve its students, faculty, and the broader community.

Improve Utilization of all instructional spaces.

A review of the existing space utilization (via 25 Live) indicates that GRC's current utilization is lower than targets established by the SBCTC. In addition, the college's reported space allocations (via Direct line) is substantively out of date. It is recommended that the following activities be conducted to correct reporting and provide information needed to better use existing resources.

- Confirm that all college space resources are correctly entered into Direct Line and 25 Live.
- Understand and consider how space is allocated/scheduled in consideration of:
  - Horizontal vs Vertical vs Contract use scheduling.
  - Academic program instruction (spaces which can easily serve a wide range of instruction and instructional pogroms.
  - Workforce/Technical program instruction (spaces which have unique program instructional systems or equipment that limit use by other programs.
  - Contract Instruction (spaces that are used infrequently or irregularly. Manage in a manner that does not limit utilization.
- Identify under-utilized space which can be reallocated to meet emerging student/faculty needs.
- Identify under supported (i.e. instructional technology, equipment, etc.) spaces so they can be upgraded or relocated to better uses.

With the goal of finding underutilized spaces so that emerging instruction, service, and support needs can be met, GRC should begin a process too:

- Ensure all space reporting/scheduling is accurate?
- Consider changes to its program priority process?
- Identify spaces with outdated instructional technologies impacting their use.

Opportunities to improve Utilization

Based on discussions and tours with GRC administrators and staff, the following opportunities should be considered for changes of use/improvements as the areas noted appear under utilized.

Main Campus
Student Affairs and Success Building

Several areas should be considered for new uses. Areas include.

- Rainer Room
- Faculty/staff lounge space
- Mt Tahoma Room

Holman Library — Areas on the first floor, east side of the hallway, while used, should be considered for new uses that more appropriately support student academic support needs. i.e. tutoring, math and language labs, etc.

WETRC — The Water/Wastewater Technology Programs currently provides instruction and training at both the Main Campus and at the Auburn Center. The instructional media required for these programs largely required dedicated spaces that are not easily used by other college programs. The programs should be dedicated to one location to increase efficiency, and make space available for other needs.

Auburn Center — It appears that there are spaces dedicated to programs that have largely gone online for instruction. These spaces should be made available for in-person instructional needs.

- Auburn Center appears to have 13 instructional spaces.
- Fall 2024 class schedule shows a total of 22 classes offered. 11 in-person (Aviation) and 11 hybrid (IT).
  Note: No WETREC classes were shown in the Class Schedule

Kent Center — There is an abundance of instructional space that appears to only be in use a few hours each week. A detailed review of space usage could provide opportunities to increase instructional offerings.

- Kent Center appears to have 29 instructional spaces. 20 of which appear to be regularly in use.
- Fall 2024 class schedule shows a total of 86 classes offered. 17 in person and 69 hybrid/online.

DIVERSITY EQUITY AND INCLUSION

A diverse and inclusive campus community thrives when all students, faculty, and staff feel welcomed and valued. Creating equitable and inclusive spaces aligns with the college's mission and strategic goals to promote diversity, equity, and inclusion (DEI).

To improve the GRC campus environment several elements should be considered. These elements aim to create an inclusive, accessible, and welcoming environment for all students, particularly those from underrepresented or marginalized groups These following elements will help ensure that the college's physical environment supports a positive experience for all students, fostering a sense of belonging and success.

Inclusive Spaces

Inclusive spaces demonstrate the institution's commitment to cultivating an environment where all individuals can thrive. Inclusive spaces provide opportunities for individuals from various backgrounds to connect, collaborate, and build relationships. Purposefully designed gathering spaces promote a sense of belonging by offering environments where students can comfortably engage in informal interactions, cultural exchanges, and shared experiences.

The student population at GRC includes individuals from a wide range of cultural, ethnic, and socioeconomic backgrounds. Gathering spaces that reflect and celebrate this diversity create opportunities for cultural expression and understanding.

Creating gathering spaces that are:

- Designed for cultural programming, student organizations, or affinity groups allow underrepresented communities to share their heritage and strengthen their identity on campus.
- Create environments where students from different backgrounds can come together—such as multipurpose lounges, outdoor plazas, and group study areas—the college fosters an inclusive culture that values diverse perspectives.
- Designed with universal design principles—such as ample circulation space, adjustable furniture, clear signage, and assistive technologies—ensure that everyone can participate fully in campus life. Inclusive gathering spaces must be accessible to individuals with disabilities, reflecting the college's commitment to equity for all members of the campus community.
- Welcoming and inclusive can positively impact mental health by reducing feelings of isolation and fostering community connections.
- Quiet, reflective spaces for individuals who prefer solitude or have sensory sensitivities further supports the diverse needs of the campus community.
- Collaborative hubs or innovation spaces equipped with technology and flexible seating can bring together students with diverse skills and perspectives to work on shared projects. Equity and inclusion thrive in environments that encourage collaboration across disciplines, backgrounds, and experiences. Gathering spaces provide neutral grounds for these interactions, fostering creativity and mutual respect.
- Family-friendly, quiet, or tailored for mature students provide opportunities for non-traditional students, including working adults, parents, and veterans. groups to engage with the campus community while addressing their unique needs.

Investing in a variety of inclusive spaces demonstrates the college's commitment to equity by creating environments that celebrate diversity, foster collaboration, and meet the needs of a dynamic campus community. These spaces not only enhance the campus experience but also serve as vital tools in supporting student success, retention, and a thriving, inclusive culture.

Examples of Inclusive spaces to be considered:

- **Cultural Centers:** Dedicated spaces for cultural programming and support for underrepresented groups.
  Potential locations for consideration include: HL, SU, RLC, SA and the branch campuses at Auburn, Enumclaw, and Kent
- **Multifunctional Lounges:** Flexible spaces that can be adapted for various cultural, educational, or social activities that reflect the diverse student population.
  Potential locations for consideration include: TT, RLC, SA, SH, TC, SC, and the branch campuses at Auburn, Enumclaw, and Kent
- **Outdoor Plazas and Green Spaces:** Welcoming areas for relaxation, events, and informal interactions, designed with accessibility in mind.
  Potential locations for consideration include: Kennelly Commons, the south side of SH, the south side of SC, and the branch campuses at Auburn and Enumclaw.
- **Culturally Reflective Design Elements:** Incorporate culturally significant art, murals, or landscaping that reflects the diverse backgrounds of the student body.
  Potential locations for consideration include: Campus pedestrian entry points, HL,

Inclusive Restroom/Changing/Locker Facilities/Wellness

Restrooms All buildings should provide gender inclusive restroom options in order to meet the needs of the entire of the Green Rive College Community. All buildings should consider the following. Every building on campus should include at least one restroom space that can meet any person's personal needs. Larger buildings and those that serve a lot of visitors should be the first priority. Solutions to be considered include:

- Family style restrooms for those who may need assistance, or to provide assistance to others.
- Single-occupant restrooms for those seeking personal privacy.
- Share gender neutral facilities.
- Gendered specific restroom facilities.

Changing/Locker Rooms

All buildings that include Changing/Locker Room Facilities, should provide

- Single occupant facilities (shower, changing room, lockers)
- Gender neutral locker rooms with individual shower/changing/locker rooms.
- Gendered locker rooms with individual showers/shared changing/locker rooms.

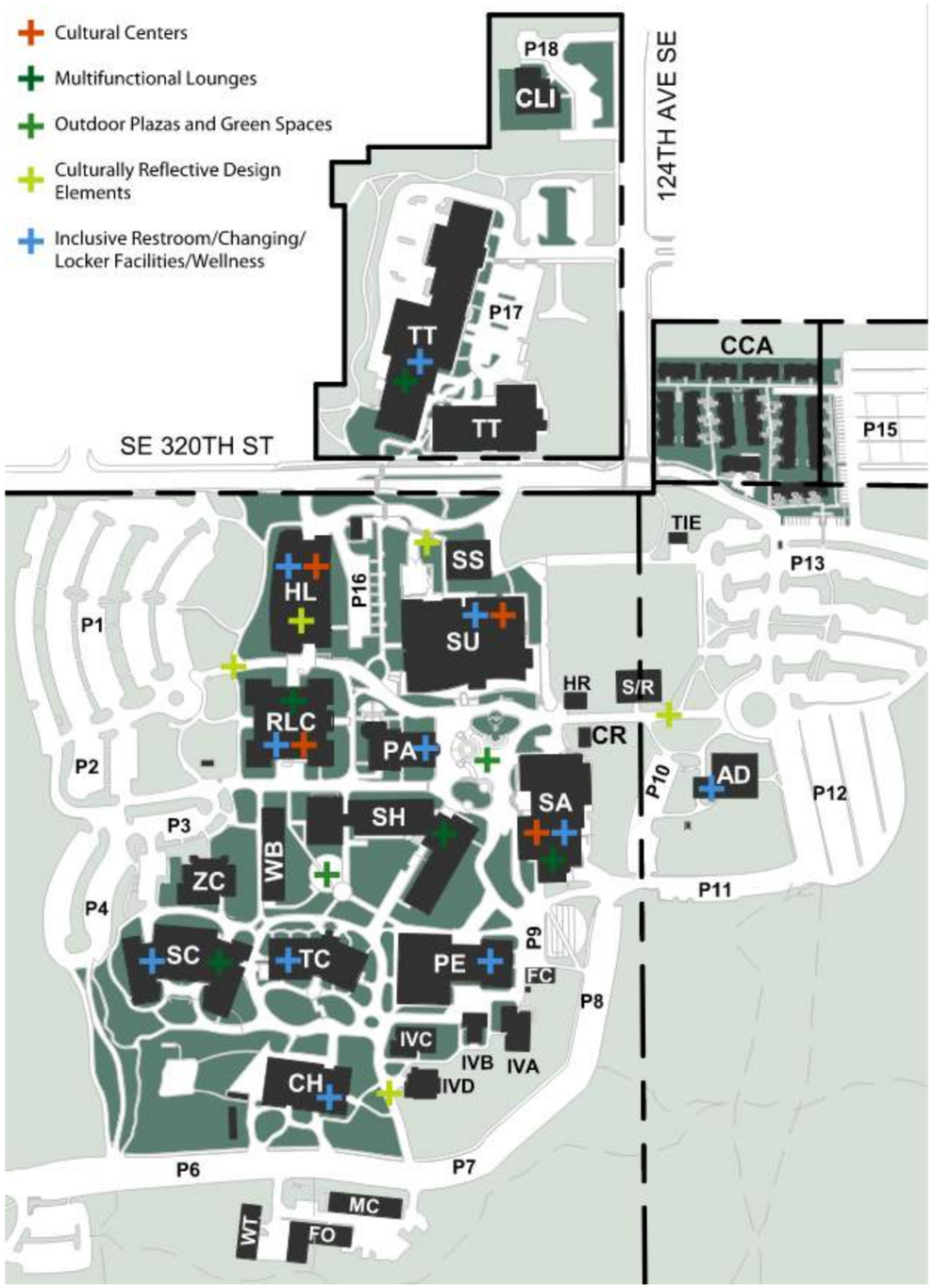
Wellness Rooms All major buildings should include a minimum of one, preferably more wellness rooms. Rooms should support a variety of wellness needs including:

- Lactation
- Prayer
- Meditation/Anxiety

Accessibility Ensure that the campus exterior environment, buildings and spaces meet or exceed Washington State accessibility requirements This includes adding ramps, elevators, tactile paving, and accessible restrooms. Consider developing campus design guidelines for:

- Implement Universal Design principles to create environments that are usable for all people to the greatest extent possible without the need for adaptations.
- Design for a wide range of disabilities, such as sensory-friendly spaces, appropriate lighting levels, and signage for individuals with sight or hearing impairments.

Diversity Equity and inclusion Diagram



TECHNOLOGY ACCESS

Consider revisions to Green River's Technology Access Plan. This plan should address current technology needs while also anticipating future developments to ensure the college remains adaptable and inclusive. To increase equitable access to technology:

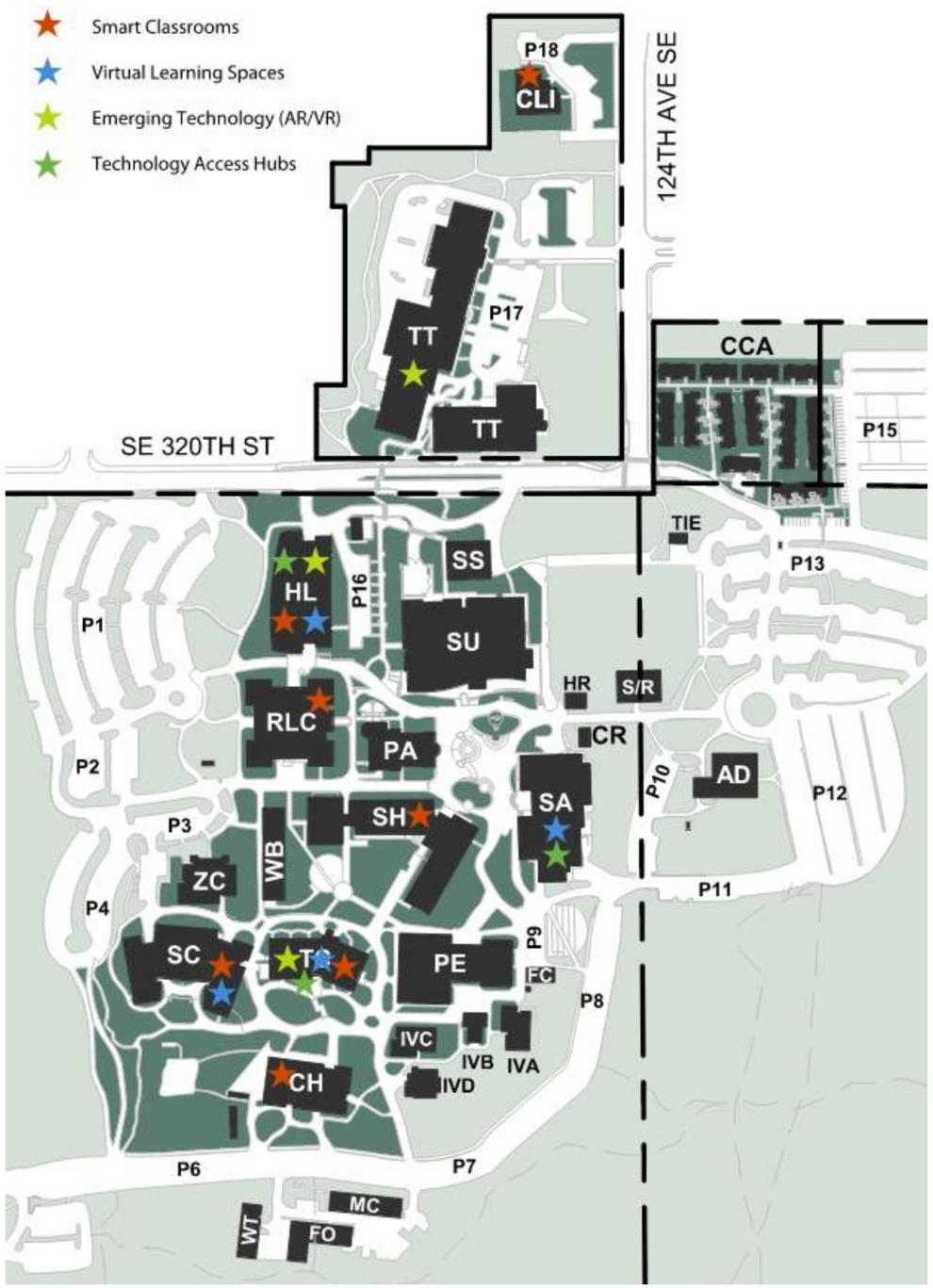
Access to Technology

- Increase Access to Devices: Ensure that all students, especially those from low-income backgrounds, have access to necessary devices (laptops, tablets, etc.). Consider implementing a loaner program or partnerships to provide affordable devices.
- Expand Wi-Fi Coverage: Ensure robust and reliable Wi-Fi coverage across the entire campus, including outdoor areas and less populated buildings.
- **Technology Access Hubs:** Replace Computer Lab, with Accessible Computer Areas: Redesign existing computer labs as gathering spaces. Include varied environments including:
  - Collaborative – for small group or shared work
  - Individual – for individual quiet work, online instruction, online meetings.
  - Provide assistive technologies for students with disabilities, such as screen readers, voice recognition software, and adaptive keyboards.
  - Include/located in conjunction with secondary services that will attract students to the area. i.e. food services, technology support, student activities, student services

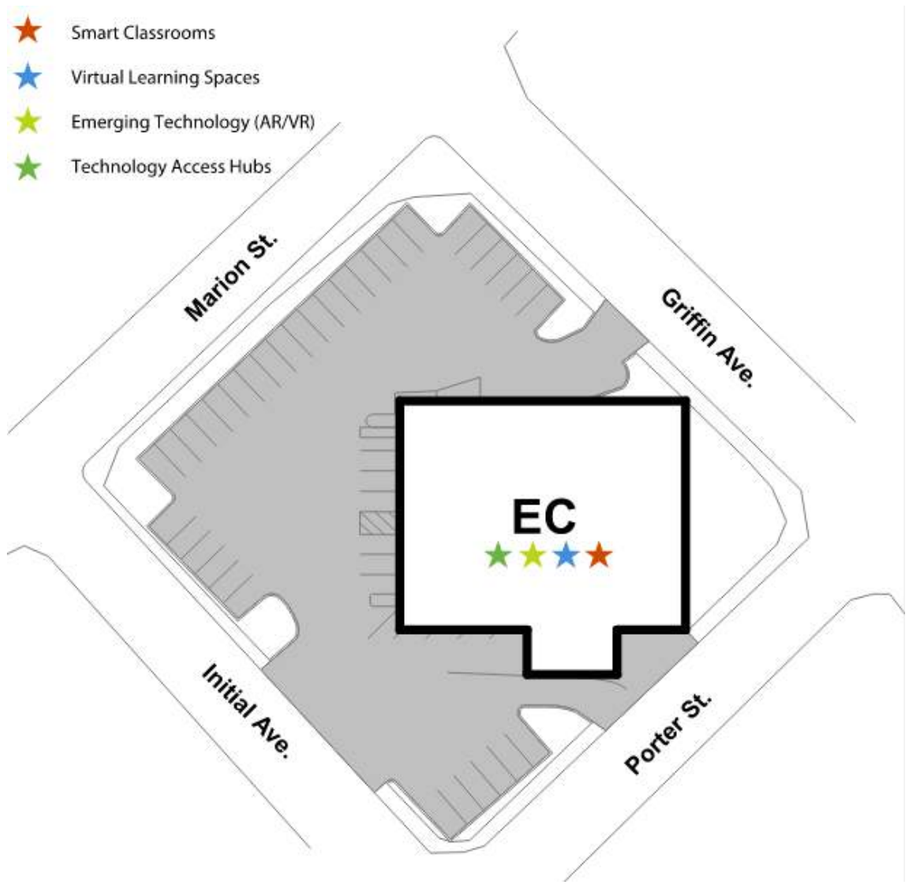
Modernization of Learning Spaces:

- **Smart Classrooms:** Upgrade classrooms with smart boards, video conferencing equipment, and other interactive technologies that facilitate remote learning, hybrid classes, and collaboration.
- **Flexible Learning Environments:** Design flexible learning spaces that can be easily reconfigured for different teaching styles and technology needs. This could include movable furniture, multiple screen setups, and charging stations.
- **Virtual Learning Infrastructure:** Provide spaces on campus for students to participate in online/remote learning. Ensure these spaces are user-friendly, accessible, and equipped with the latest tools for online learning. Priority for these spaces should be at the branch campuses for students to take classes or engage student services at the main campus.
- **Emerging Technologies:** Plan for spaces and resources that accommodate virtual reality (VR), augmented reality (AR), and artificial intelligence (AI), to enhance learning experiences.

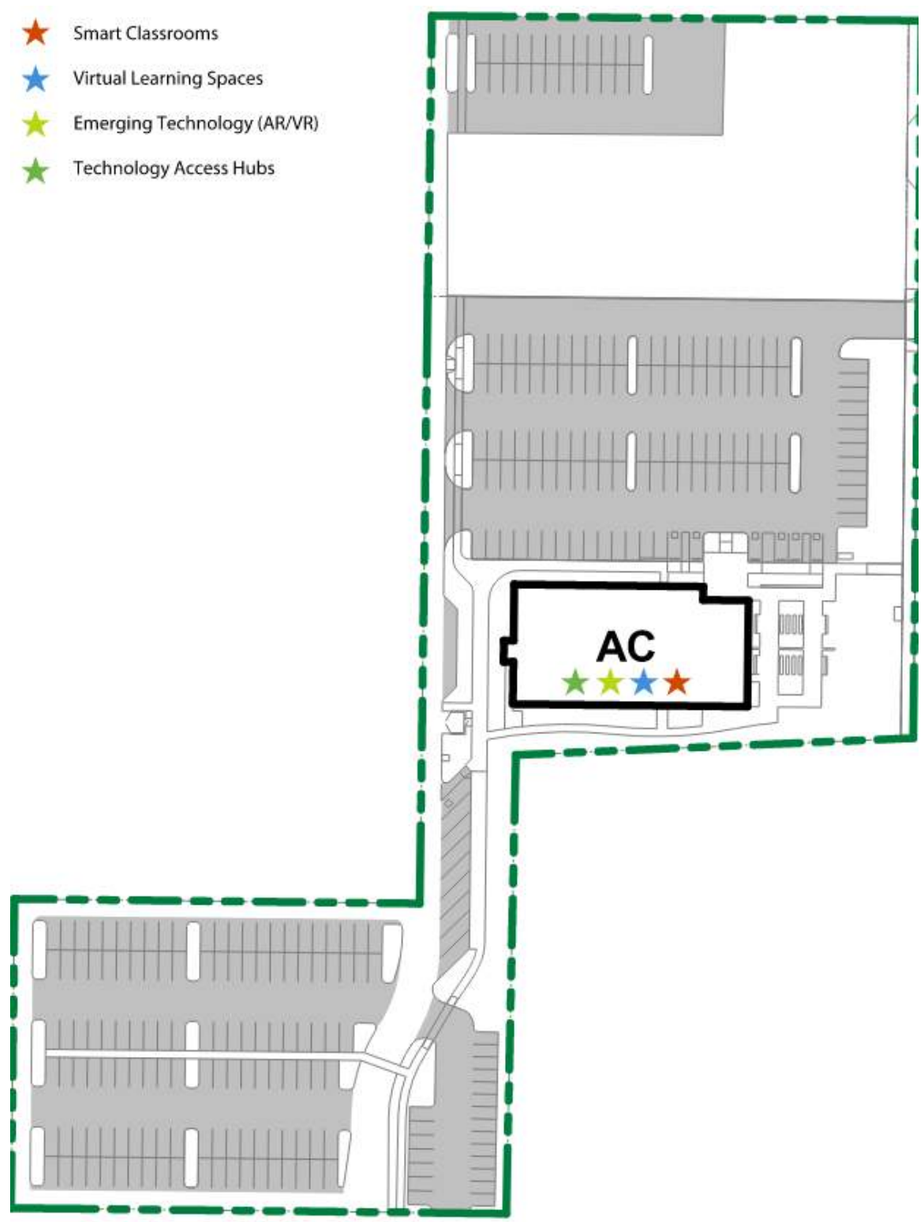
Technology Access Diagram



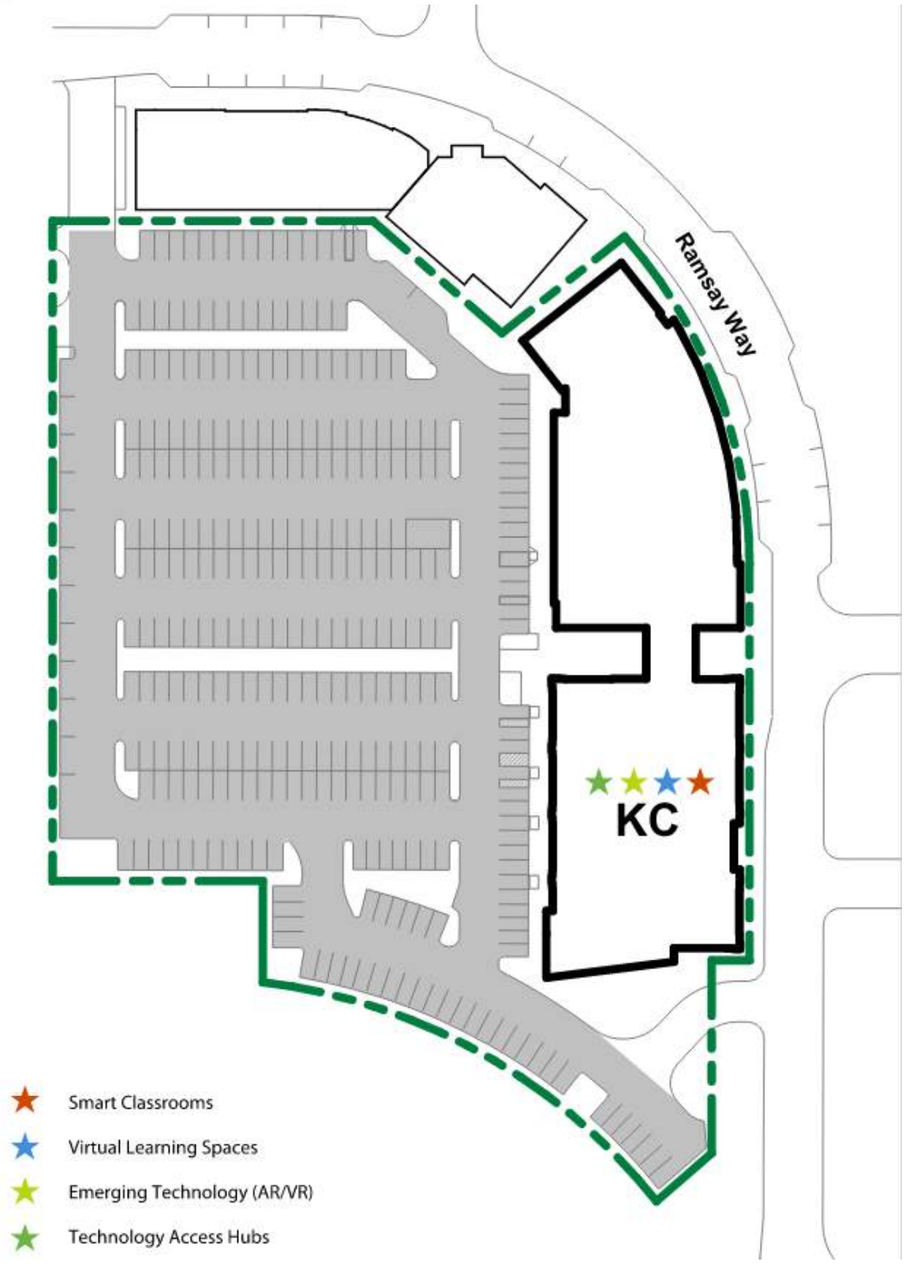
ENUMCLAW CAMPUS



AUBURN CAMPUS



KENT CAMPUS


Ramsay Way
KC
Smart Classrooms
Virtual Learning Spaces
Emerging Technology (AR/VR)
Technology Access Hubs

COMPREHENSIVE WAYFINDING

The College should implement a comprehensive wayfinding system for the main campus and all branch campuses. The system should focus on clarity, consistency, and accessibility, ensuring that students, staff, and visitors can easily navigate the campus/branch environments.

Key elements of Wayfinding System

Clear and Consistent Signage

- Entrance and Gateway Signs: Clearly mark campus entrances with large, visible signs to differentiate the main and branch campuses.
- Directional Signs: Use consistent and easily understandable symbols, arrows, and text to guide people to important locations (e.g., Admissions, Student Center, Support Services, etc.
- Building Identification: Ensure that each building has prominent, readable signage with building names and numbers.
- Building Directories: At building entrances, they include floor directories to help visitors understand where key departments and services are located.

Campus Maps

- Interactive Kiosks: Strategically place interactive digital kiosks with campus maps near entrances, parking lots, and other key areas.
- Printed and Online Maps: Ensure that easy-to-read printed maps are available at information centers and are also accessible online via mobile-friendly websites or apps.
- Mobile Wayfinding App Integration: Provide app-based maps that can show real-time navigation, integrating GPS to help users find their way on foot or by vehicle.

Accessibility Features

- Braille and Tactile Signs: Include braille and tactile features for visually impaired individuals on key signage such as building directories, restroom signs, and elevator buttons.
- Accessible Route Markings: Ensure signage highlights accessible pathways, ramps, elevators, and ADA-compliant entrances.
- Visual Contrast and Font Size: Use high-contrast colors, large fonts, and non-reflective materials for signage to improve readability for people with visual impairments.

Consistent Branding

- Color Scheme and Typography: Use the college's official Brand Identity (colors, fonts, and logos) consistently across all signs for branding consistency and instant recognition.
- Branch Differentiation: For branch campuses, include subtle branding or color variations that differentiate the campuses while maintaining a consistent overall design language.

Parking and Transportation Signage

- Parking Lot Identification: Label parking areas clearly with signs indicating which locations are for students, staff, visitors, or accessible parking.
- Shuttle and Public Transportation Stops: Clearly mark bus and shuttle stops, including route maps, schedules, and directions to nearby public transportation.

Emergency and Safety Signage

- Emergency Evacuation Maps: Post emergency evacuation routes and procedures in visible areas inside buildings.
- Safety Zones: Clearly identify security and safety zones, such as safe spaces and first aid stations, with easy-to-understand symbols.
- Campus Security Locations: Signage should point to campus security offices, emergency phones, and public safety services.

Cultural and DEI Considerations

- Multilingual Signage: Provide multilingual signage, especially in key areas like admissions, student services, and health centers.
- Inclusive Wayfinding: Incorporate gender-neutral language and symbols, particularly for restrooms and service spaces.

Landmarks and Orientation Aids

- Landmarks: Use recognizable campus landmarks (e.g., sculptures, courtyards, water features) to orient people and provide easy-to-reference navigation points.
- Zoning and District Identification: Group buildings and areas into zones or districts with distinct names (e.g., "Arts District," "Science Zone") for easier wayfinding.

By including these elements, GRC campuses can create an intuitive and user-friendly wayfinding system that accommodates the needs of its diverse community, supports accessibility, and enhances the overall campus experience.

Other Wayfinding Recommendations

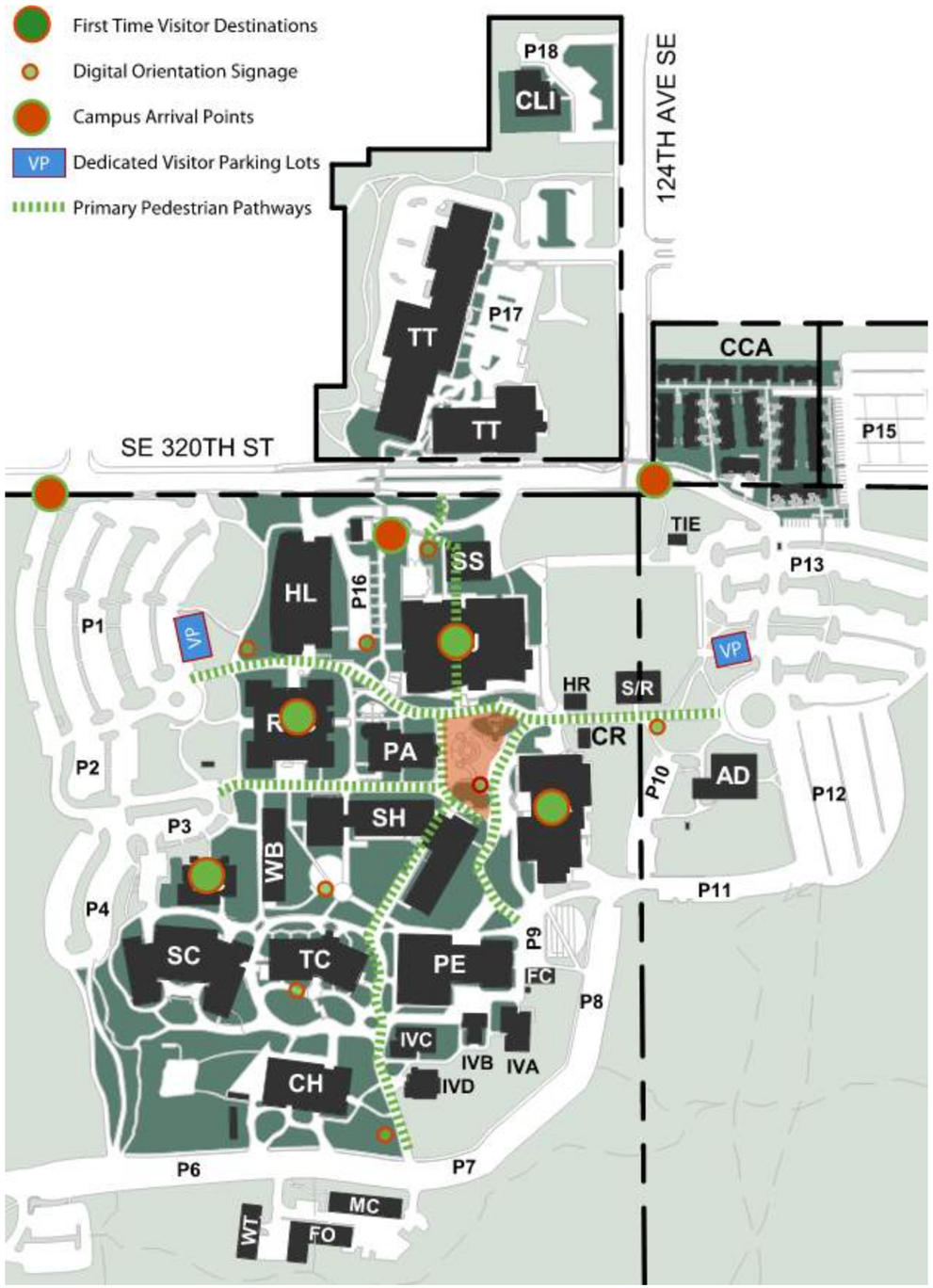
First Time Visitors

- Recommend the design and implementation of arrival wayfinding and information system to direct first time visitors from their point of arrival (visitor parking area, bus stops, etc.) to their first point of service, then to primary secondary service needs. i.e. create a clear “yellow brick road” to be followed,

Non-native language users

- Use wayfinding signage in multiple languages spoken by the student community, ensuring non-English speakers feel acknowledged and included.
- Incorporate into the campus wayfinding system (both physical and digital), a QR code application that will translate maps, directions, and campus activities into other languages.

Wayfinding System Diagram



SAFETY AND SECURITY

Schedule a site visit/tour with appropriate college staff to assess campus safety and security concerns.

Identify existing/new safe spaces or safe zones where students can report harassment or discrimination and access support services.

Ensure campus lighting, surveillance, and emergency response systems prioritize the safety of all students, especially those from marginalized groups who may feel more vulnerable.

Lighting

Campus users report concerns over general safety at night due to perceived lighting levels. Jurisdictional limitation on lighting levels, plus the environmental impacts on the surrounding landscape (flora and fauna), make effective campus lighting a challenge.

Recommend the development of a Design Guideline for campus lighting with defined goals for activity-based lighting levels, lighting types, and a hierarchy of pedestrian and vehicle pathways be prepared and applied across all of the main, and to the extent possible, branch campuses.

Proposed Design Guideline

Appropriate lighting levels are a primary means of making a campus feel safe and inviting and facilitating its use beyond daylight hours. This design guideline will be used to elevate and enhance the quality and character of space by providing attractive architectural or artistic design form during the daytime, and a variety of ambient levels during the evening. The campus lighting strategy is to be multi-level to create a hierarchy of lighting for different spaces and uses including:

- *Use directional down-lighting and other dark-sky friendly lighting strategies to enhance the perception of safety and minimize light pollution.*
- *Campus street frontages, internal pathways and open spaces should be well-lit to create a sense of safety and security.*
- *Pedestrian-scale lighting improvements should be provided along façades, streets, parking lot edges and pathways, and campus sidewalks to promote nighttime activities and safety.*
- *Energy-efficient lights will be installed throughout the Campus to minimize energy usage.*
- *The lighting design of open spaces will be carefully chosen to complement the use and character of the space and to enhance the unique elements and landscapes within.*
- *Pedestrian scale lighting will be used within open spaces and walkways.*
- *The choice and style of light fixtures should contribute to building campus identity and creating a quality environment. The fixtures should complement the architecture and landscape and read as part of an overall design palette of the Campus environment.*
- *Lights selected for illuminating pathways, open spaces, and providing general visibility will have warm tones. Lights with cool tones/high blue-light content will be avoided.*
- *Pedestrian street crossings should have additional lighting to increase visibility and safety.*
- *Consider the use of Threshold Illumination – additional lighting at main building entrances, plaza/open space entrances, and pedestrian pathways.*
- *Consider the use of Accent Illumination – illumination of artwork, murals, and gathering spaces within larger plazas/open spaces.*
- *Consider the use of Artistic / Pop Illumination – lighting to create visual interest on building facades, sidewalks, and/or in plazas.*
- *Improved sidewalks, open spaces, and other exterior areas will adhere to appropriate site lighting levels (fc = foot-candles)*

Campus perimeter (non-pedestrian areas)	*0.2-0.5 fc*
Pedestrian walkways and building entrance/exit	*2.0-3.0 fc.*
Vehicle entrances	*2.0 fc*
Building perimeter (pedestrian walkways and open site areas)	*1.0-2.0 fc*
Building entrances	*5.0-10.0 fc*
Service yard areas	*0.2 fc*

Emergency Call Stations

Schedule a site visit/tour with appropriate college staff to assess campus area for adding Emergency Call Stations.

Emergency call stations are vital components of a college campus safety plan, offering immediate access to assistance and enhancing the perception of safety for students, faculty, staff, and visitors. A well-thought-out strategy ensures they are effectively integrated into the campus environment.

Placement Strategy

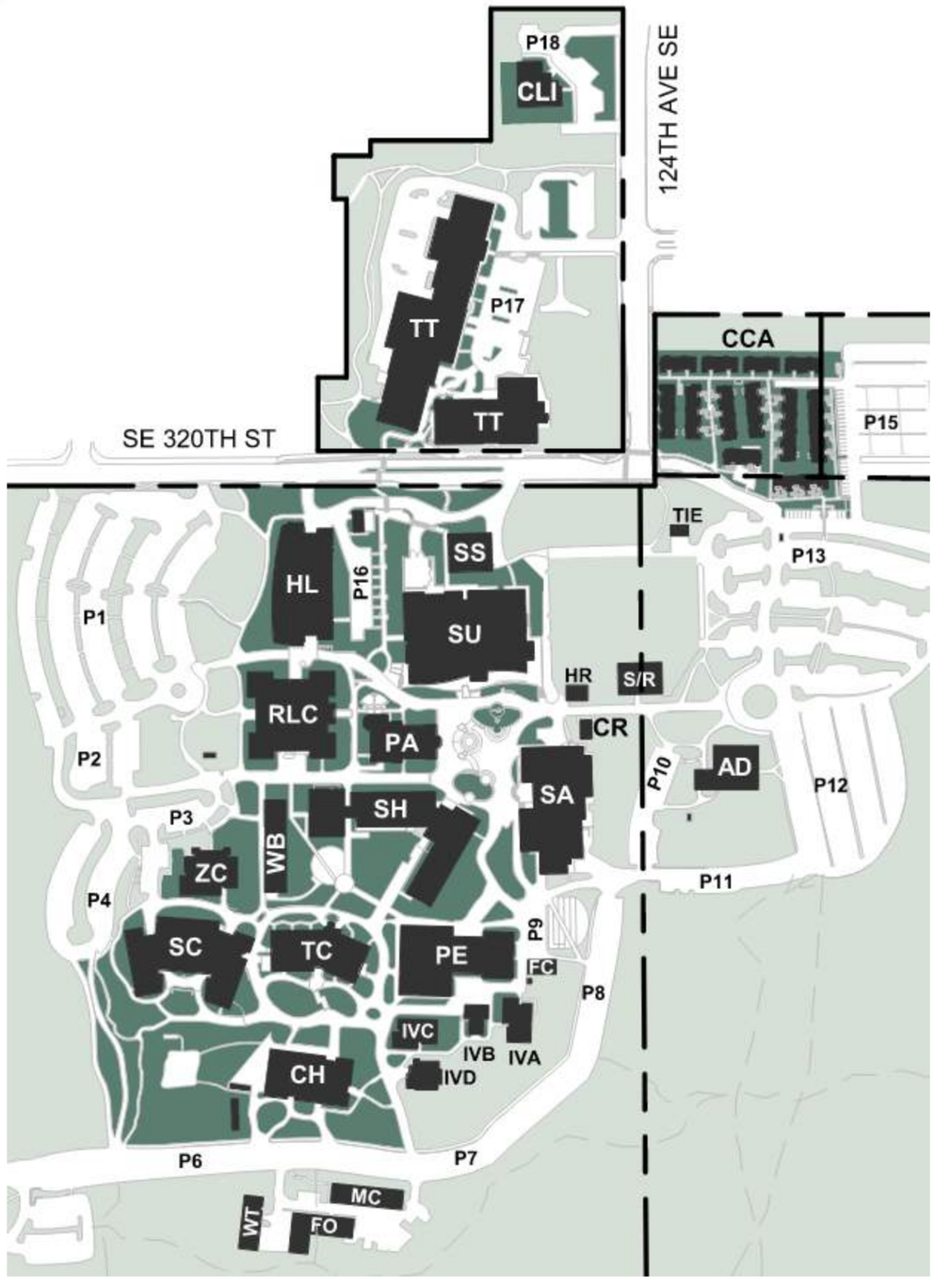
High-Traffic Areas:
Install call stations near building entrances, parking lots, dormitories, and major pathways where foot traffic is significant.

Remote and Isolated Locations:
Place call stations in less-trafficked or remote areas, such as walking trails or distant parking lots, to enhance safety where individuals may feel vulnerable.

Sightlines and Visibility:
Ensure call stations are highly visible, well-lit, and located in areas free from obstructions like dense landscaping or large structures.

Proximity Guidelines:
Position call stations within sight of one another or at regular intervals (e.g., 100-200 feet apart) to ensure accessibility throughout the campus.

Incorporating emergency call stations into a college campus requires a strategic, community-focused approach that prioritizes accessibility, visibility, and integration with broader safety measures. By ensuring proper placement, adopting modern technologies, and maintaining robust monitoring systems, the college can create a safer and more secure environment for everyone.


P18
CLI
124TH AVE SE
P17
TT
TT
CCA
P15
SE 320TH ST
TIE
P13
HL
P16
SS
SU
P1
HR
S/R
RLC
PA
CR
P2
AD
P10
P12
SA
SH
P3
WB
ZC
P11
P4
P9
SC
TC
PE
FC
P8
IVC
IVB
IVA
IVD
CH
P6
P7
MC
WT
FO

RESTORE NATURAL RESOURCES

Green River College sits on a 260-acre learning forest that is managed by its Natural Resources Program. Restoring GRC's forest areas and the previously diverted stream which runs through the middle of campus will offer the GRC community several benefits and opportunities:

Environmental Benefits

- Biodiversity Enhancement: Restoring the stream and forest areas will create a natural habitat for various species of plants, birds, and other wildlife. This increased biodiversity will contribute to a healthier and more vibrant ecosystem on campus.
- Ecosystem Services: Forested areas provide essential ecosystem services, such as air purification, water regulation, and soil stabilization. Restoring these areas will enhance these services, improving the overall environmental quality of the campus.
- Improved Water Quality: The restored stream will help filter pollutants from runoff, leading to improved water quality in the area and the downstream Gator Pond. Natural vegetation along the stream will act as a buffer, reducing the amount of sediment and contaminants entering the waterway.

Educational Opportunities

- Living Laboratory: The restored stream can serve as a living laboratory for students and faculty of the Natural Resources and other programs, providing hands-on learning opportunities in environmental science, biology, ecology, and other related fields. It could be integrated into the curriculum, enhancing experiential learning and research opportunities.

Campus Aesthetic and Recreational Enhancement

- Improved Aesthetics: A healthy restored forest and natural stream running through the campus can significantly enhance its visual appeal, creating a serene and attractive environment. This can make the campus more inviting and comfortable for students, staff, and visitors.
- Recreational Spaces: The area around the forest areas and stream could be developed into a recreational space with walking trails, seating areas, and gardens, providing a relaxing environment for the campus community to enjoy. These spaces could also be used for outdoor classes or events.

Support for Sustainability Goals

- Sustainability Leadership: Undertaking a forest and stream restoration projects will demonstrate Green River College's commitment to sustainability and environmental stewardship. This will enhance the college's reputation as a leader in sustainable practices and attract prospective students who prioritize environmental issues.
- Climate Resilience: Restoring forests and natural waterways is an important step in building resilience against the impacts of climate change. It aligns with broader sustainability goals.

Community Engagement and Partnerships

- Community Involvement: The project will foster stronger connections with the local community, involving them in the restoration efforts and fostering a sense of shared stewardship over local natural resources.
- Partnerships with Environmental Organizations: Green River College could partner with its tribal partners, local environmental organizations, government agencies, and nonprofits to support the restoration project. This could lead to additional funding opportunities, resources, and expertise to enhance the project's success.

Health and Well-being

- Mental Health Benefits: Proximity to natural features like forests and streams has been shown to reduce stress and improve mental health. The restored areas can become calming, restorative spaces for students and staff, contributing to overall well-being.
- Encouraging Physical Activity: With the addition of trails and recreational spaces, the restored areas can encourage more physical activity, promoting a healthier lifestyle among the campus community.

Community Engagement and Partnerships

- Community Involvement: The restoration projects can involve the college's tribal partners, local community members, environmental groups, and volunteers, fostering a sense of shared stewardship over the campus's natural resources. This will strengthen the college's ties with the local community and promote environmental awareness and education.
- Partnerships with Environmental Organizations: Green River College could collaborate with environmental organizations, government agencies, and nonprofits to support the restoration efforts. These partnerships could bring additional resources, expertise, and funding to the project.

By restoring its forested areas and the previously diverted stream, Green River College can enhance its campus environment, provide valuable educational opportunities, and demonstrate a strong commitment to sustainability and community engagement.

Other Natural Resource Recommendations

In consultation with the Dr. Monica Paulson Priebe (Faculty – Natural Resources Program) the following campus improvements were noted. These improvements will support not only the academic program, but also the college's valued natural environment and sustainability initiatives.

Forest Restoration

There are several areas of campus where the existing forest environment would benefit from forest restoration efforts. When completed, these restoration areas will enhance and preserve the campus' natural environment. Area identified include:

- The area immediately northwest of HL - Holman Library next to the parking area exit and the service drive.
- The area immediately north of the previously demolished Trades Complex that fronts SE 320th Street. Note that this area likely includes an existing, yet not delineated wetlands area.
- The area south of the AD – Administration building fronting parking area P11.
- The area between parking areas P7, P8, and the International Village complex (IVA, IVB, IVC and IVD)
- There is an area, east of parking area P15, that has a significant number of trees that are dying due to invasive pests. The proposed clearing out of the diseased trees and restoration of the area should be done to prevent expansion and further loss of the forest environment.

Stream Restoration

Over the years, during the development and growth of the college, and existing stream, which begins northwest of the TT - Trades complex and extends to the Gator Pond, was diverted from its natural stream bed to a system of buried metal culverts. Restoration of this stream has been identified by many campus community members as an important expression of the college commitment to sustainability and the natural environment.

Learning Forest Improvements

Outdoor Classroom

- The existing outdoor classroom structure is temporary in nature and should be replaced with a more permanent structure.

Pedestrian Bridge

- There is an existing bridge that is in need of repair or replacement.

Vehicle Gate

- The paved access road, which accesses the gator pond and the Rainer Vista, should be provided with a vehicle gate which can be kept closed when not in use to help prevent un-authorized vehicle access.

Natural Resources Diagram