



**MC** MONTGOMERY  
COLLEGE

# East County Presence Feasibility Study

Final Summary Document  
September 2021



AYERS  
SAINT  
GROSS

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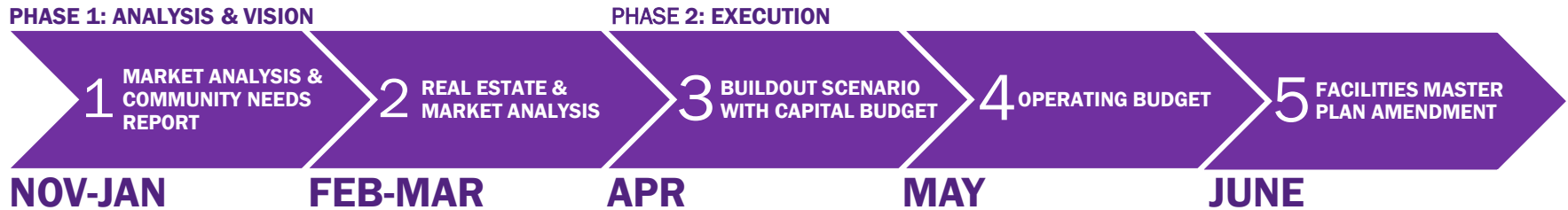
- Participants
- Campus Framework Exercise
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# 0) Executive Summary - History & Vision

- ❖ Since its founding in 1946, Montgomery College has established 3 full campuses (Takoma Park/Silver Spring, Rockville, Germantown), 2 Workforce Development and Continuing Education Centers (Gaithersburg and Wheaton), and 2 Community Engagement Centers (Gaithersburg and East County). With over 1,000,000 people of diverse backgrounds in Montgomery County, the College must grow and adapt to meet community needs.
- ❖ At the encouragement of Montgomery County, Montgomery College has considered expanding its presence in eastern portions of the county to better serve residents for over a decade. The College conducted an internal analysis of this opportunity, the College Expansion Strategy, which concluded in February 2020. Montgomery County governmental agencies provided funding to support this formal feasibility study.
- ❖ This report summarizes the Feasibility Study, conducted in 2020-2021, which included robust engagement and data analysis to further investigate the feasibility of expanding the College's footprint. The demographic, economic, and general transportation analysis reinforced the potential benefits of a campus in East County, an area of untapped potential and many individuals who lack access to postsecondary education. As a result, the internal College Advisory Committee voted to support the College pursuing a fourth campus in East County to appropriately serve residents, local employers, and the county's overall equity and talent goals.
- ❖ A new campus in Montgomery County would require reviews or approvals from the following campus, county, and state authorities. An initial educational center would require fewer regulatory requirements.
  - Montgomery College Board of Trustees
  - Montgomery County Council
  - Maryland National Park & Planning Commission
  - Maryland Department of General Services
  - Maryland National Capital Park and Planning Commission
  - Maryland Higher Education Commission
  - Maryland Board of Public Works
- ❖ The proposed presence in eastern Montgomery County must be formally accredited by The Middle States Commission on Higher Education, and any program level accreditations must be updated to ensure these academic programs can be offered at the new campus.

# Process

## SCHEDULE:



- The Feasibility Study process included 2 phases with the objective of better understanding the potential of a fourth Montgomery College campus in Eastern Montgomery County. It took place over 8 months and included a wide range of participants, including faculty, staff, students, community members, local elected officials, and employers. Montgomery College convened a College Advisory Committee of faculty, staff, and other key stakeholders. They met monthly to review analysis and discuss opportunities and direction. Based on the findings, the project culminated with an update to the Facilities Master Plan.
- Montgomery College engaged a consultant team including Ayers Saint Gross, an interdisciplinary design firm with expertise in planning and design of higher education environments, and Kennedy & Company, a consulting firm with expertise in developing market studies and budgetary plans for colleges and universities. McEneaney Commercial supported the team with real estate expertise, identifying potential sites for purchase or interim leasing.

# Process - Phase 1

## SCHEDULE:

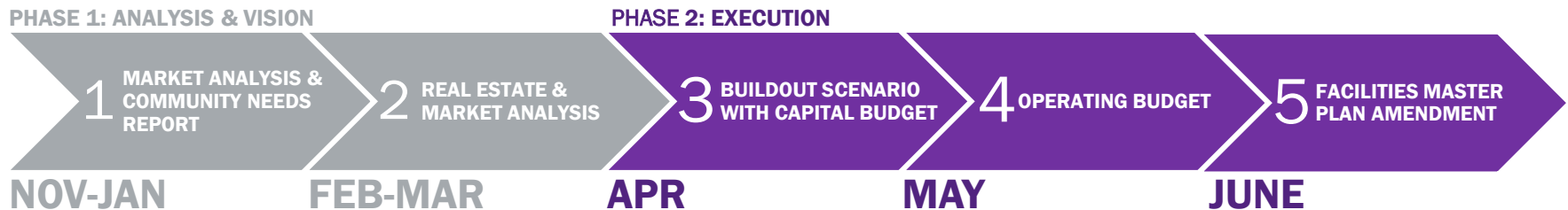


### Analysis & Vision

- In the initial months of the project, the team developed a Market Analysis and Community Needs Report focusing on current state and county needs, projected growth, and shifting demographics of prospective students. Qualitative feedback from Montgomery College and market research informed findings about the size and composition of the population to be served, desired characteristics of the campus presence, students' preferred instructional modality post-pandemic, demands of local employers, and infrastructure challenges. This included a 3-part approach of interviews and fact gathering, market and demographic research, and employer and job skills demand analysis.
- From stakeholder feedback and outcomes of the report, the team developed key performance criteria to evaluate available sites identified by McEneaney Commercial for purchase or interim leasing. Metrics took into consideration aspects such as distance from an existing Montgomery College Campus, site capacity, proximity to other amenities, parking capacity, and access via multi-modal forms of transportation. Site evaluation looked at both the long-term with a new fourth campus and near-term for an educational center.

# Process - Phase 2

## SCHEDULE:



## Execution

- Based on the market and real estate analyses, the consultant team developed a build-out scenario on a generic site of approximately the same size as several currently available properties. The build-out scenario reflects assumptions about potential enrollment at the new campus and associated needs for space consistent with MHEC guidelines as well as anticipated trends in community college space use as a result of increased remote operations during the COVID-19 pandemic.
- The full-build scenario development includes building sites, open spaces, gateways, and infrastructure. It illustrates a potential approach to phasing and informs a capital budgeting model and an operating budget model. These forecast annual revenues and expenses, as well as anticipated capital costs associated with a new campus.
- Finally, Montgomery College's Facilities Master Plan is prepared to update its Facilities Master Plan to reflect the information gained from the feasibility study deliverables and the guidance of the Advisory Committee. It reflects the shift towards an expanded presence with the long-term potential of offering credit-bearing courses and a full campus support infrastructure.

# Findings

- Eastern Montgomery County is a region with 73% of the population identifying as person of color, and the population is projected to continue to diversify in the future. The area is home to many immigrants. Over 25% of new entrants into Montgomery County have immigrated from outside of the United States and are non-native English speakers, necessitating a different model of student services than at the other three legacy campuses.
- Many Eastern Montgomery County residents face economic challenges. The region has a high cost of living, and many jobs do not pay a living wage. Training and advanced degrees are key to higher earnings.
- Market research suggests program offerings in the East County could focus on health sciences, engineering, technology, and four-year transfer pathways to take advantage of regional job opportunities. Community leaders have expressed interest in a commercial kitchen incubator, green technologies, English language opportunities, fine arts, and physical education/holistic wellness, and these may be partnership opportunities with some element of Montgomery College participation.
- MC's presence will need to be culturally matched and provide the highest level of wrap-around services, addressing student and community needs and allowing for greater accessibility and successful outcomes.
- Transportation to education and employment opportunities is a challenge and underscores the potential impact from an East County location. The Flash BRT line is an important new asset, and like parking and other existing public transit, it will be an influential factor in site selection.

## Recommendations

College Expansion in East Montgomery County is an idea that has matured over many years with the energy for new development in the area and response to changes by COVID-19 creating the impetus to act. The Feasibility Study supports the following recommendations:

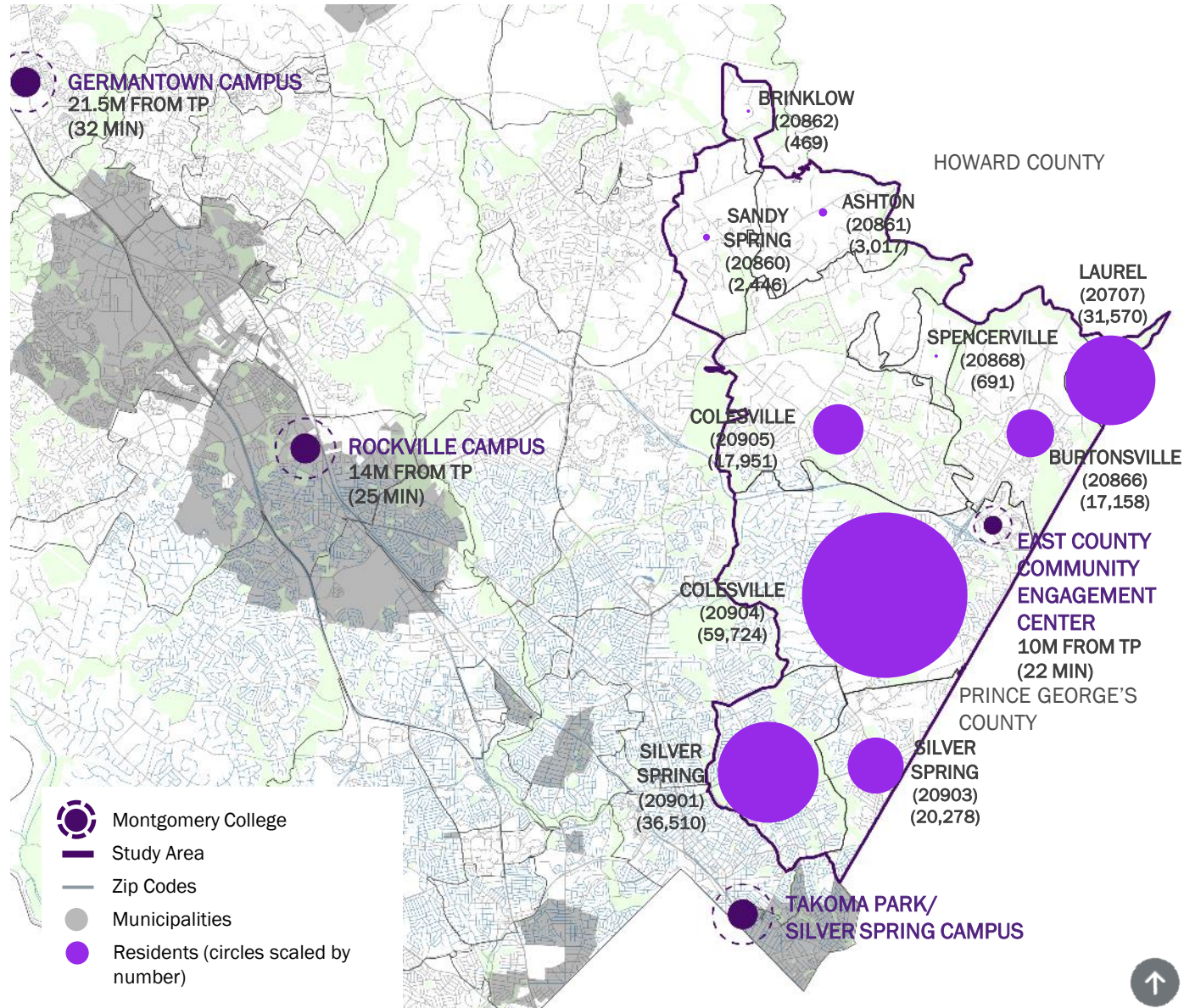
- Establish an educational center in East County in the short-term. This action was approved by the Board in April 2021.
- Continue planning for a fourth campus, including:
  - Obtaining approvals from appropriate agencies.
  - Developing programmatic offerings to serve community and market needs.
  - Explore long-term real estate opportunities that maximize potential catchment area by maintaining appropriate distance from other MC campuses, connect to multimodal transportation networks, and integrate with planned redevelopment.



# Study Area

The study analyzed 10 zip codes that comprise East County. A majority of the 190,000 residents live concentrated in the south towards DC and adjacent to the border with Prince George's county.

|       |               |
|-------|---------------|
| 20860 | Sandy Spring  |
| 20861 | Ashton        |
| 20868 | Spencerville  |
| 20866 | Burtonsville  |
| 20707 | Laurel        |
| 20905 | Colesville    |
| 20904 | Colesville    |
| 20903 | Silver Spring |
| 20901 | Silver Spring |
| 20862 | Brinklow      |



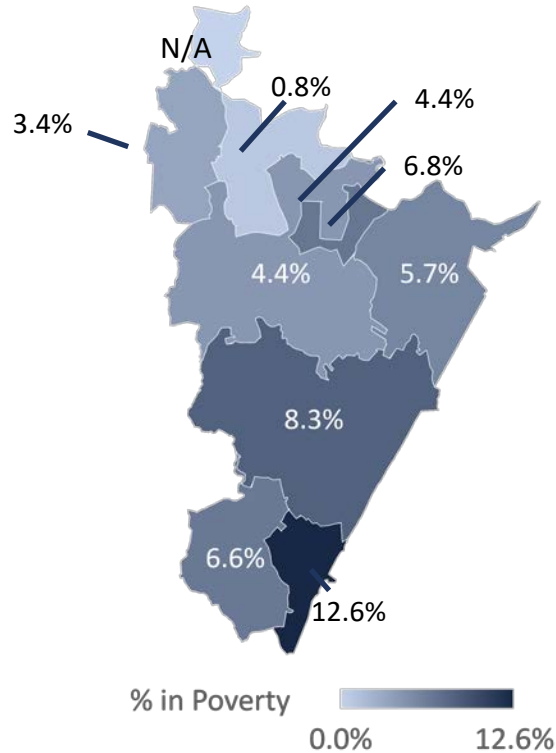
# East County Profile

- Currently, Eastern Montgomery County is a region with 73% of the population identifying as persons of color, with most identifying as Black/African-American. By 2030, the population is projected to continue to diversify.
- The area is home to many immigrants. Over 25% of new entrants into Montgomery County have immigrated from outside of the United States and are non-native English speakers, necessitating a different model of student services than at the other three legacy campuses.
- While Spanish is the predominant language spoken in East Montgomery County other than English, there are also significant clusters of French, European languages, Korean, and other languages (e.g., Amharic).

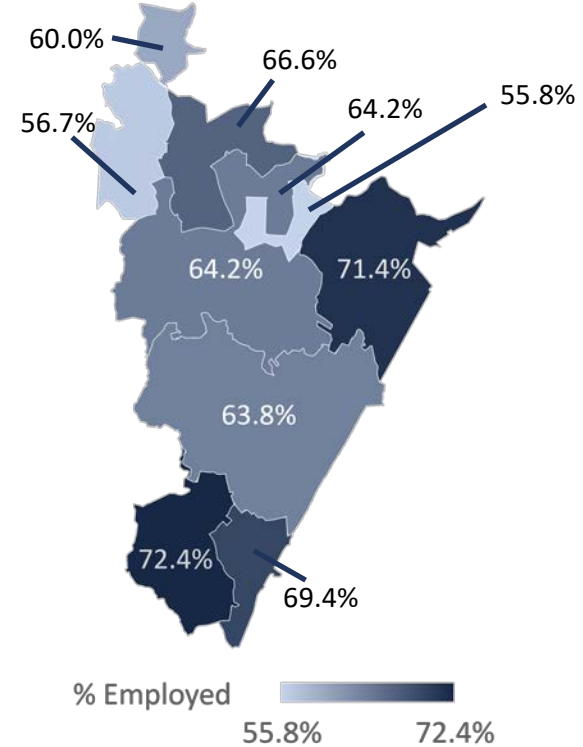
| Country or Origin<br>(Place of Birth of Residents) | Number of People |
|--|------------------|
| Ethiopia   | 6,369            |
| El Salvador  | 3,349            |
| Cameroon   | 3,247            |
| India  | 2,951            |
| Haiti  | 2,417            |
| Vietnam  | 1,520            |
| China  | 1,442            |
| Mexico   | 1,294            |
| Guatemala  | 1,281            |
| Liberia  | 1,013            |
| Bolivia  | 1,010            |
| Korea  | 1,001            |
| Jamaica  | 959              |
| Ghana  | 958              |
| Nigeria  | 860              |

# Economic Indicators Fluctuate In East County

Zip Codes by Poverty Percentage, 2014-18



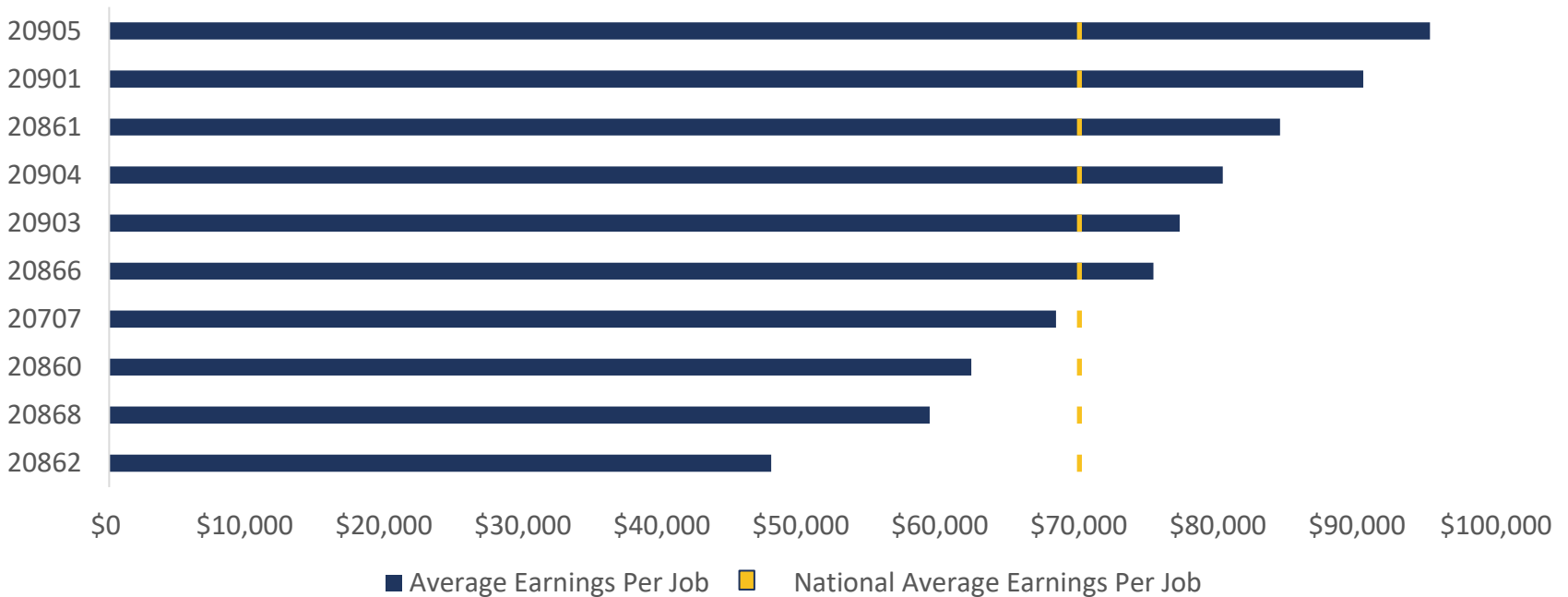
Zip Codes by Employment Percentage, 2019-20



- Ranging from less than 1% to greater than 12%, the poverty levels in Eastern Montgomery County fluctuate considerably, as do the unemployment rates in neighborhoods.
- The higher poverty rates in some areas of East Montgomery County in combination with lower employment percentages will allow Montgomery College to better assess the student and community needs that the fourth campus will serve.

# Job Earnings By Zip Code Show Disparity

Average Earnings per Job in Eastern Montgomery County, 2020



- In East Montgomery County, there is a significant disparity between average earnings per job across zip codes, which derives from the number of jobs and types of jobs available in that area.
- Because the Cost of Living Index is significantly higher in Montgomery County than nationally (143 compared to 100), the minimum living wage is higher in these zip codes. Montgomery College must consider these factors when designing the academic programs to be offered at the proposed new campus.

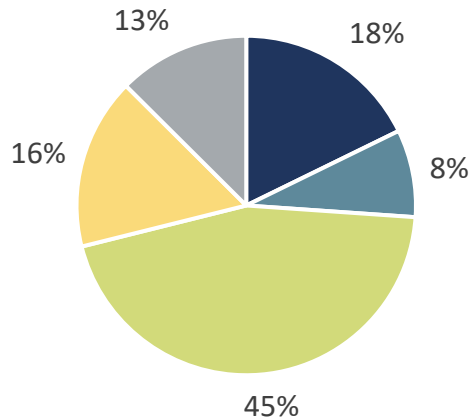
# Job Postings Reveal Advanced Education Is Key

As Montgomery College continues to design a fourth campus, the consideration of pathways programs that lead toward a Bachelor's would help MC graduates be more competitive in the job market.

Nationally, from 2019-2020, an Associate's degree allowed individuals to be eligible for 45% of job postings, whereas in Montgomery County, this number drops significantly to 26%.

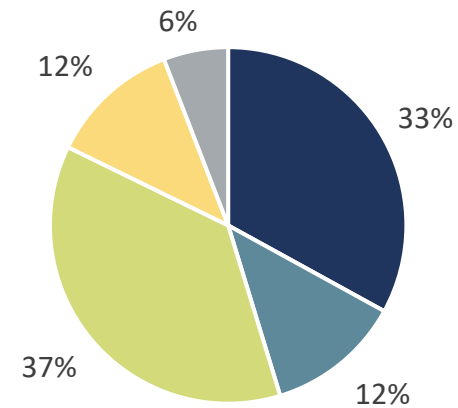
### Job Postings in Montgomery County, 2019-2020

- High school or GED
- Associate's degree
- Bachelor's degree
- Master's degree
- Ph.D. or professional degree



### National Job Postings, 2019-2020

- High school or GED
- Associate's degree
- Bachelor's degree
- Master's degree
- Ph.D. or professional degree



# Proposed Academic Focus Areas By Education Level

| Education Level   | Occupation Type   | Job Titles  |
|---|---|---|
| <b>Career and Technical Education (Workforce Development)</b> | Healthcare Practitioners and Technical Occupations  | <ul style="list-style-type: none"> <li>Licensed Practical and Licensed Vocational Nurses</li> <li>Health Information Technologists, Medical Registrars</li> <li>Surgical Technologists, Surgical Assistants</li> <li>Medical Dosimetrists, Medical Records Specialists</li> </ul>   |
|   | Installation, Maintenance, and Repair Occupations   | <ul style="list-style-type: none"> <li>Heating, Air Conditioning, and Refrigeration Mechanics Installers</li> <li>Telecommunications Equipment Installers and Repairers</li> <li>Electrical and Electronics Repairers, Commercial and Industrial Equipment</li> <li>Automotive Service Technicians and Mechanics</li> </ul> |
|   | English language supports   | <ul style="list-style-type: none"> <li>ESL courses for the immigrant community</li> </ul>   |
| <b>Associate's Degree</b>                                     | Healthcare Practitioners and Technical Occupations  | <ul style="list-style-type: none"> <li>Dental Hygienists</li> <li>Radiologic Technologists and Technicians</li> <li>Diagnostic Medical Sonographers</li> </ul>  |
|   | Computer and Mathematical Occupations   | <ul style="list-style-type: none"> <li>Computer Network Support Specialists</li> <li>Web Developers and Digital Interface Designers</li> </ul>  |
|   | Architecture and Engineering  | <ul style="list-style-type: none"> <li>Calibration Technologists and Technicians, Engineering Techs</li> <li>Electrical and Electronic Engineering Technologists</li> <li>Architectural and Civil Drafters, Mechanical Drafters</li> </ul>  |
| <b>Pathways to a Bachelor's degree</b>                        | <ul style="list-style-type: none"> <li>In Montgomery County, 26% of job postings are available to applicants with up to an Associate's degree, but an additional 45% of postings are available with a Bachelor's degree</li> <li>Creating pathways to a four-year degree will make MC students more competitive in the job market long-term and will provide significantly better economic outcomes</li> <li>Heavy investment of strengthening articulation transfer agreements is recommended</li> </ul> |   |

# Opportunities To Fill Gaps In Services

Montgomery College will need to develop a strong student support framework. This may include programs that MC and local high schools deliver now as well as new offerings to fill in gaps that no other civic institution in the region offers.



## Innovation Incubator

- Sandbox model that allows for the design, implementation, and assessment of new ideas and programs
- Opportunity for students, businesses, and faculty to come together and innovate, build partnerships



## Social Services Support

- Ensuring that community members have access to the services they need to be successful
- Co-locating services such as a library space or basic needs services, and providing staffing to then perform outreach and connect students to those services



## Community Gathering and Empowerment

- Place-making; creating a welcoming culture that invites inclusivity, a sense of connection and belonging
- Leveraging and celebrating the cultural capital of East County residents, multi-generational spaces
- Creating a congregation space for the county

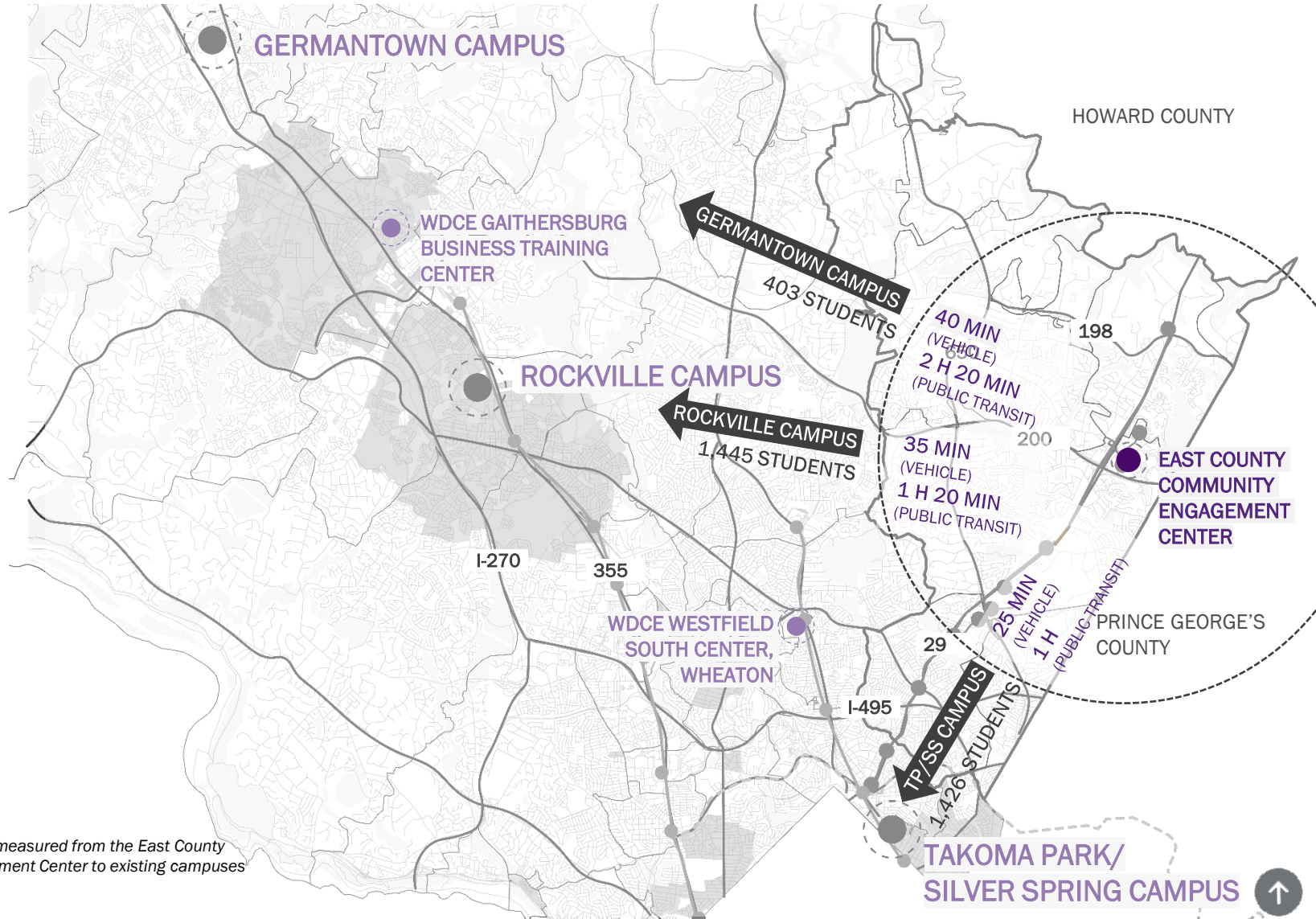


## Technology Center

- Future-oriented, multi-use space that allows for the intentional design of virtual learning
- Faculty workshops that provide engaging online teaching strategies
- Serve as the “virtual hub” for coordination of all remote services

# East County Commute

Transportation is a challenge within the study area. Over 3,200 students currently commute from East County to a Montgomery College campus with often heavy commutes when using public transit.



\*Commute time is measured from the East County Community Engagement Center to existing campuses



# Enrollment & Space Need

It is important for this campus to be commensurate with other MC campuses, while developing its own identity. Space planning considered 3 phases with a full build-out comparable in size to the other campuses.

PHASE  
**1**  
**1,000 HEADCOUNT**  
**610 Full-Time**  
**Equivalent**

Gross Square Feet  
**63k - 68k**

Net Square Feet  
**40 - 45k**

PHASE  
**2**  
**3,273 HEADCOUNT**  
**1,997 Full-Time**  
**Equivalent**

Gross Square Feet  
**177k - 208k**

Net Square Feet  
**60 - 80k**

PHASE  
**3**  
**6,429 HEADCOUNT**  
**3,922 Full-Time**  
**Equivalent**

Gross Square Feet  
**388k - 430k**






Net Square Feet  
**130 - 150k**

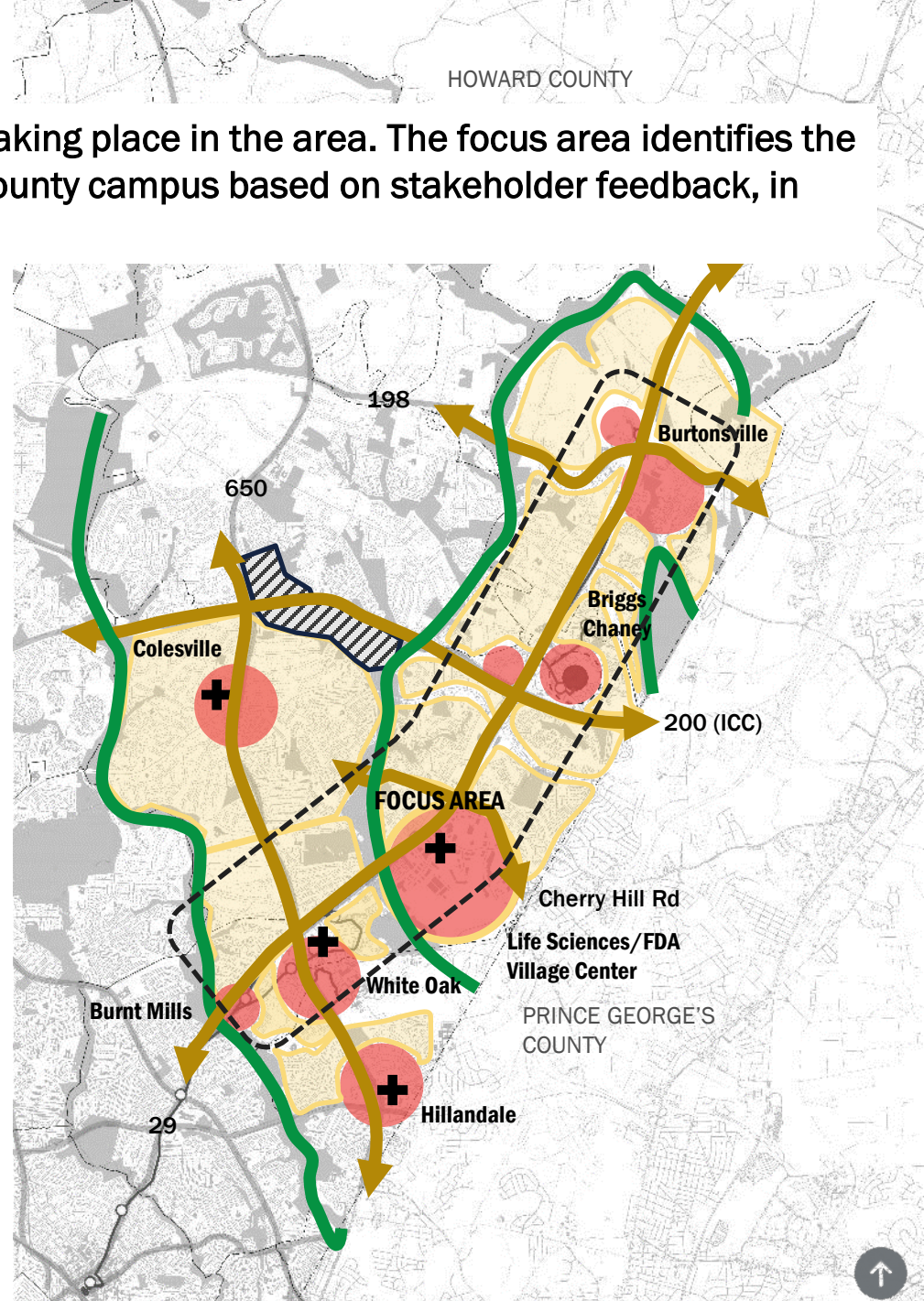
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- **Partnership Opportunities:**
    - Commercial Kitchen Incubator
    - Non-Profit Partner Space
    - Event Space
    - Convocation Center

# Previous Master Plans

There is considerable energy and planning taking place in the area. The focus area identifies the area of interest for a potential future East County campus based on stakeholder feedback, in alignment with previous master plans.

- Reinforcing I-29 as the primary north/south transit corridor with new Flash BRT line
- Establishing transit hubs along I-29 and major east/west connections such as 650, 200, and Cherry Hill Road
- Protecting and enhancing ecological corridors
- Supporting dense, mixed-use developments proximate to major transit hubs
- Identifying additional east-west BRT lines

-  Primary Transit Corridor
-  Ecological Corridor
-  Special Protection Area
-  Activity/Commercial Center
-  Residential
-  Transit Hub



## Site Evaluation Criteria

Potential sites were assessed based on the following 12 questions. Each question was scored from 0-3 or from 0-1 for binary questions with a total of 26 points possible. That score was then converted into a percentage match to the criteria from 0%-100%.

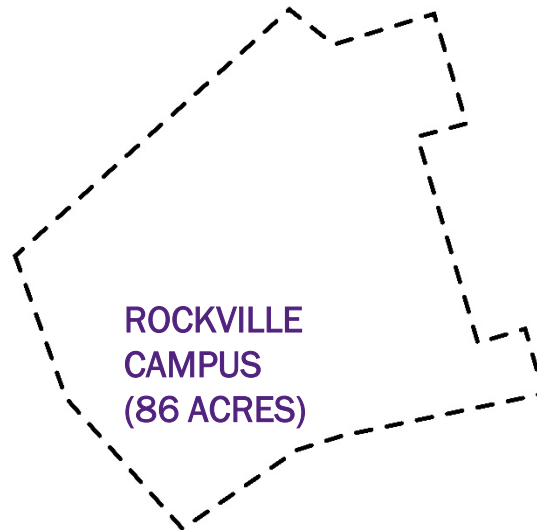
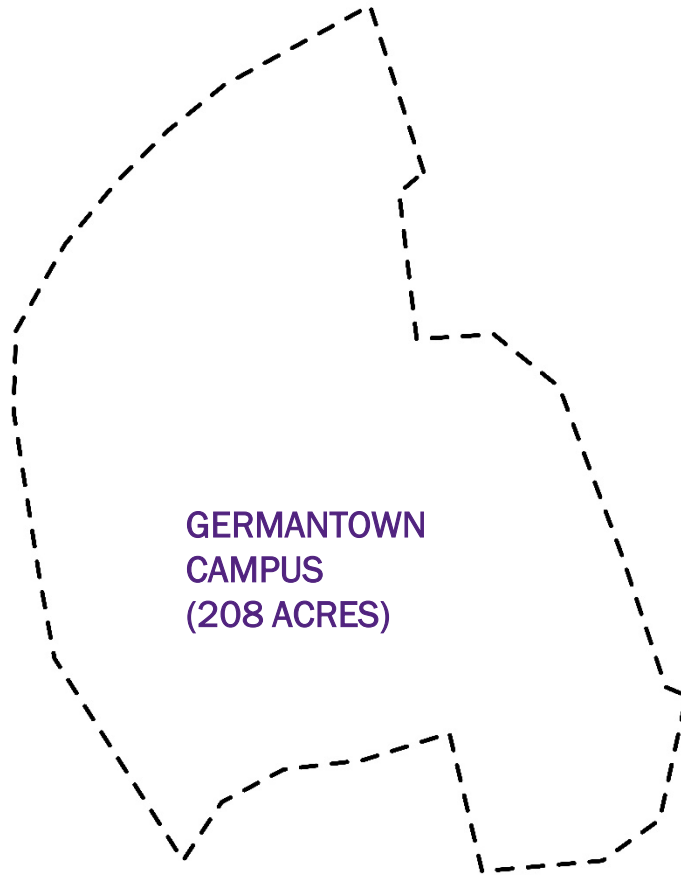
1. Can the site accommodate the full-build program?
2. Are there existing buildings that could be adapted/re-used for phase 1?
3. How proximate is the site on foot to a Flash BRT stop?
4. Is the site visible from an existing major thoroughfare?
5. Is there adequate existing parking capacity?
6. Are there food options proximate to the site?
7. How far is the site from an existing MC campus?
8. How many existing anchor institutions, recreation centers, parks, libraries, and high schools are proximate to the site?
9. Is the site on the market?
10. Is the site within a walkable area?\*
11. Is the site within a bikeable area?\*
12. Can the site be leased in the short term to suit needs of an educational center?

\*Metric informed by Walk Score's database: [Walk Score Methodology](#)

# Potential Site Scale Comparisons

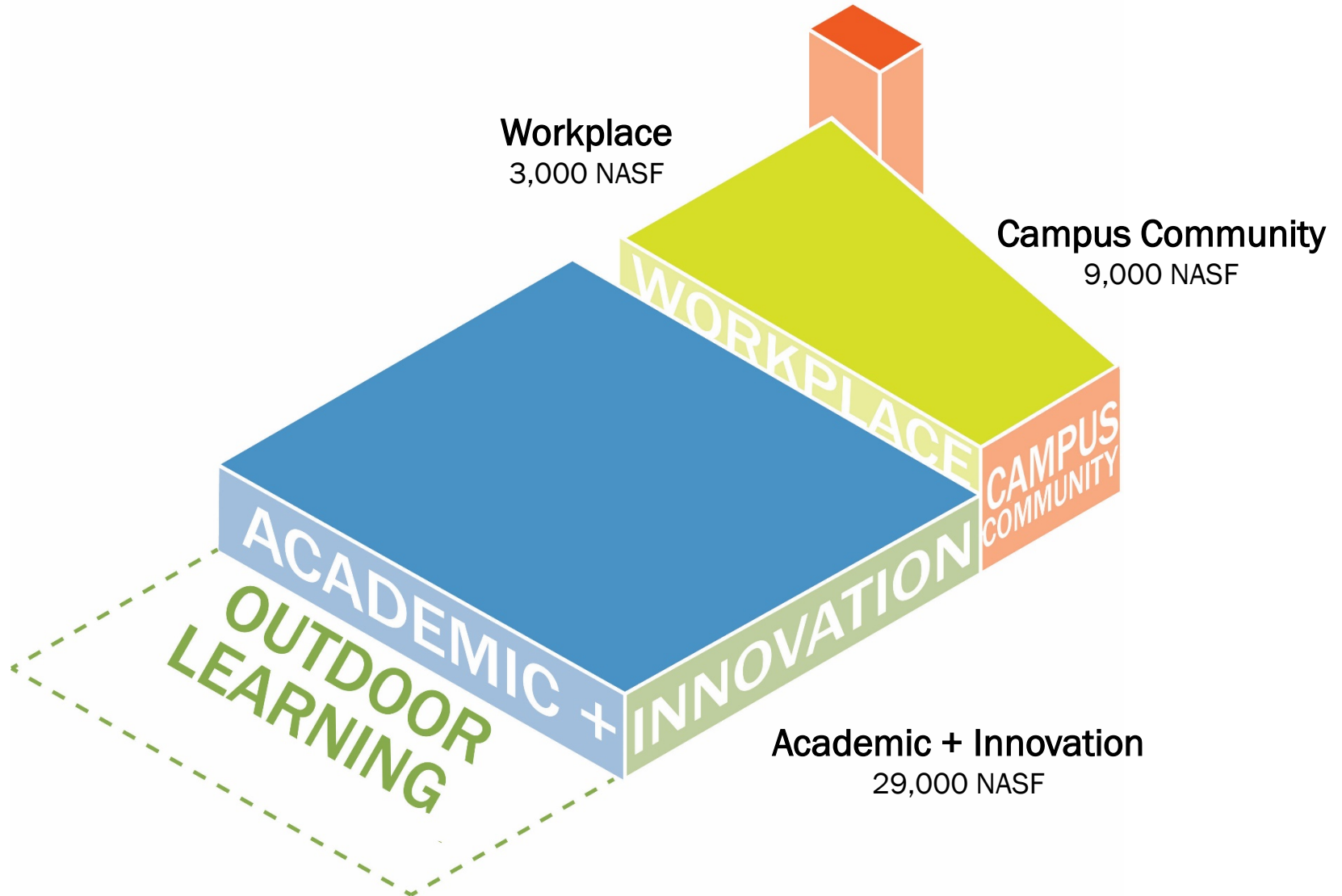
Current sites available for development are limited in acreage, potentially requiring different urban development patterns than that seen on other campuses.

## SIZE RANGE OF SITES



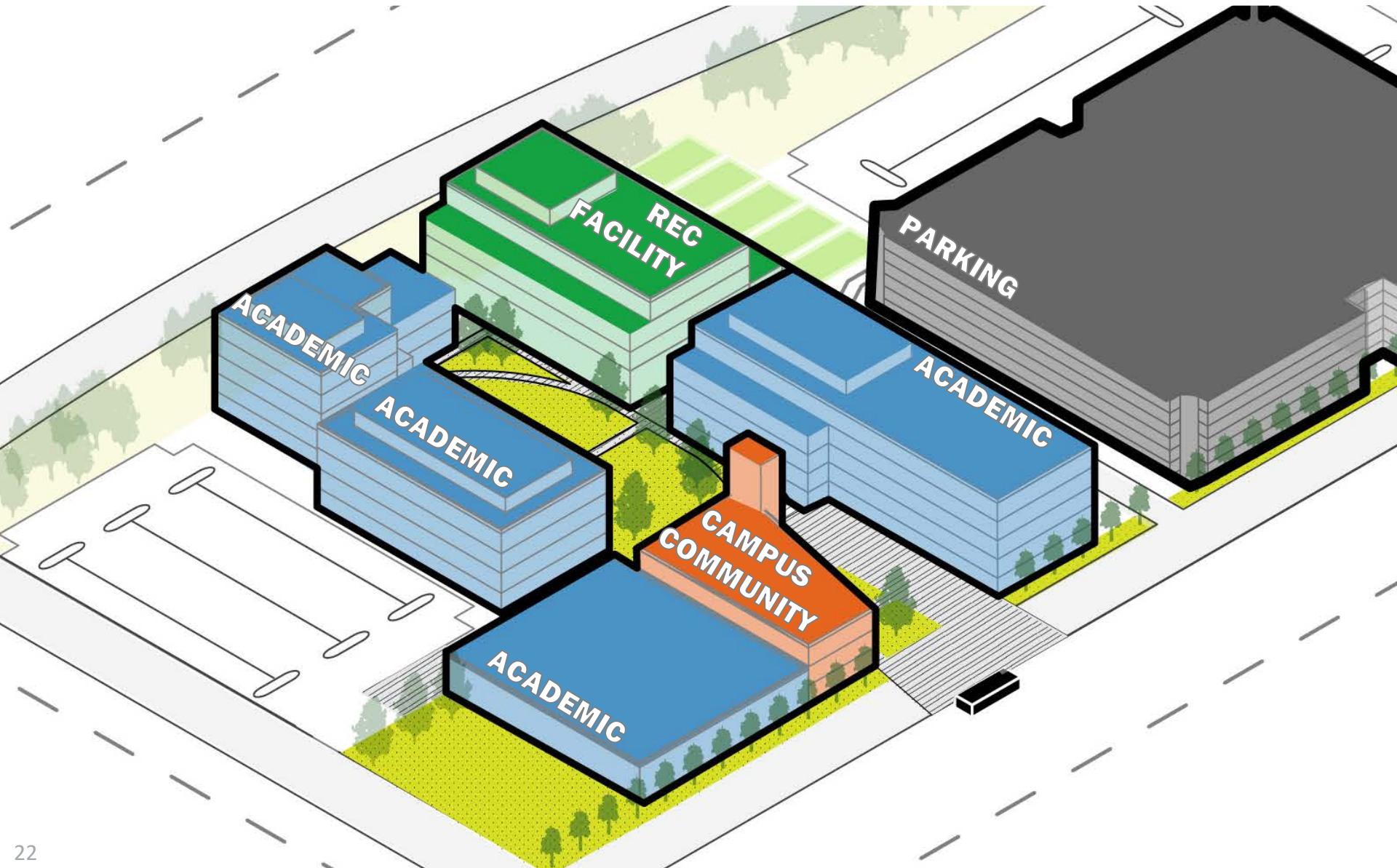
# Phase 1

Phase 1 lays the foundation for interface between academic and public partnerships.



## Full-Build

At full-build, there is the establishment of a campus identity and a strong sense of place and connection with the East County Community.



# 1) Market Analysis & Community Needs Report

# Montgomery County Snapshot

- ❖ Montgomery County has a higher level of income than the national average; however, eastern MC ranks behind the rest of the county in many economic indicators.
- ❖ Over 25% of new entrants into MC have immigrated from outside of the USA and are non-native English speakers, necessitating a different model of student services than at the other three legacy campuses.
- ❖ Developing physical spaces, hiring representative personnel, and offering student services in multiple languages will help MC culturally match its prospective student population to make them feel welcome and engaged.
- ❖ Montgomery College will need to develop a strong student support framework to not only continue offering services that high schools in eastern Montgomery County deliver now, but to fill in gaps that no other civic institution in the region offers.



# Economic Landscape Shows Room For Growth

## Eastern Montgomery County

\$113,371

Average household income

\$99,361

Total consumer expenditures per household

7.8%

Percentage of residents below the poverty line

35.4%

Percentage foreign born

7.5%

Percentage speaking Spanish at home

88.2%

Percentage with broadband internet subscription

143

Montgomery County Cost of Living Index (COL) compared nationally (based off six major categories– grocery items, housing, utilities, transportation, healthcare, misc goods and services)

## Montgomery County

\$144,723

\$124,230

6.9%

32.3%

6.8%

90.7%

143

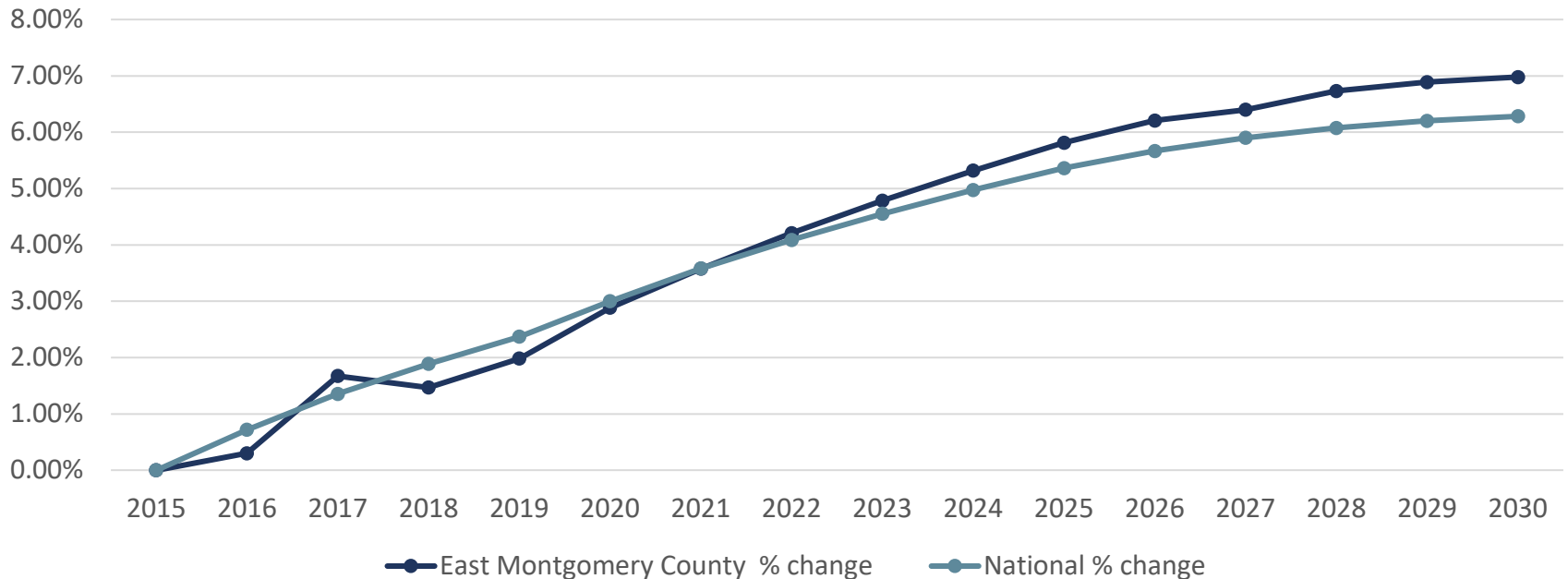
Providing context to East Montgomery County via economic indicators

U.S. Census Bureau

Data derived from 10 zip code area

# Population Projected To Increase In Eastern MC

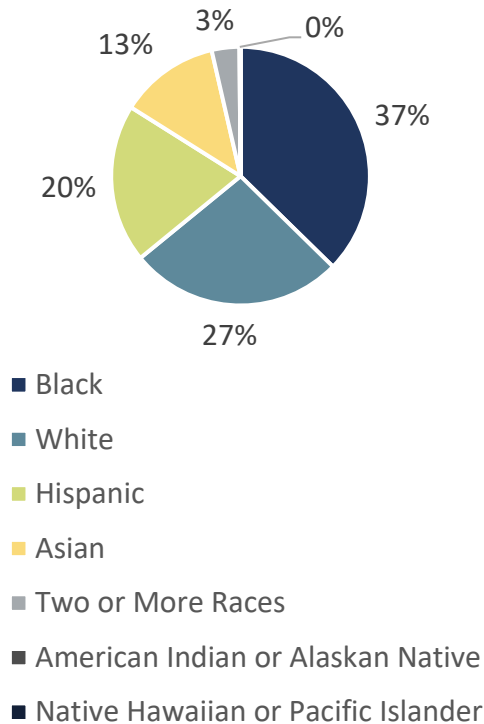
## Population Percentage Increase Over Time



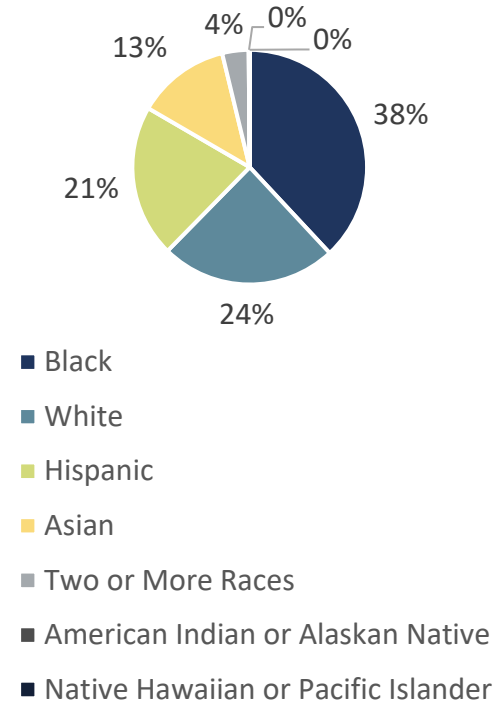
- The 2020-2030 projected population growth rate of 4% is slightly higher than the projected national growth rate of 3.2%. By 2030, the East Montgomery population is expected to rise to 197,363.
- From 2015-2020, the East County had a population increase of 3%, adding 5,324 residents. The population is expected to continue to increase by 4% between 2020 and 2030, adding 7,552.

# High Racial Diversity Will Continue To Rise

2020 Population by Race/ Ethnicity



Projected 2030 Population by Race/ Ethnicity



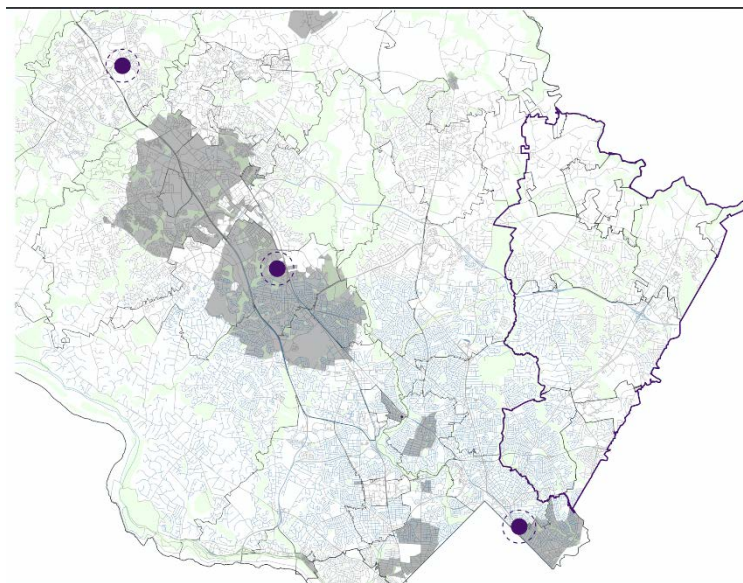
- National community college enrollment mirrors the demographic makeup of the focus area population. In the 2018-19 academic year, enrollment at public two-year colleges was 46% White, with the remaining student population identifying as students of color or race/ ethnicity unknown. Montgomery College will need to meet the needs of this highly diverse population.
- Currently, Eastern Montgomery County is a region with 73% of the population identifying as person of color. By 2030, the population is projected to continue to diversify.

# Migration Inflows & Outflows Montgomery County

## Migration Inflows

| Inflows by Origin                        |        |
|--|--------|
| <b>DOMESTIC</b>                          |        |
| Domestic, U.S. states                    | 49,772 |
| U.S. Territories (Puerto Rico & islands) | 420    |
| <b>INTERNATIONAL INFLOWS</b>             |        |
| Asia & Oceania                           | 6,226  |
| Central & South America                  | 4,323  |
| Europe                                   | 3,017  |
| Africa                                   | 2,499  |
| North America and Caribbean              | 538    |

Montgomery County Map



## Migration Outflows

| Outflows by Origin                          |        |
|---|--------|
| <b>INTERNATIONAL</b>                        |        |
| Domestic, U.S. states                       | 61,123 |
| U.S. Territories (Puerto Rico & islands)    | 31     |
| <b>INTERNATIONAL OUTFLOWS</b>               |        |
| Data unavailable for international outflows |        |

- From 2014-2018, over 25% of Montgomery County's inflows were international migrants. Hailing in the largest percentages from Asia, and Central and South America, this population flux brings specific resident needs to East Montgomery County.

# Country Of Origin

## East County Population

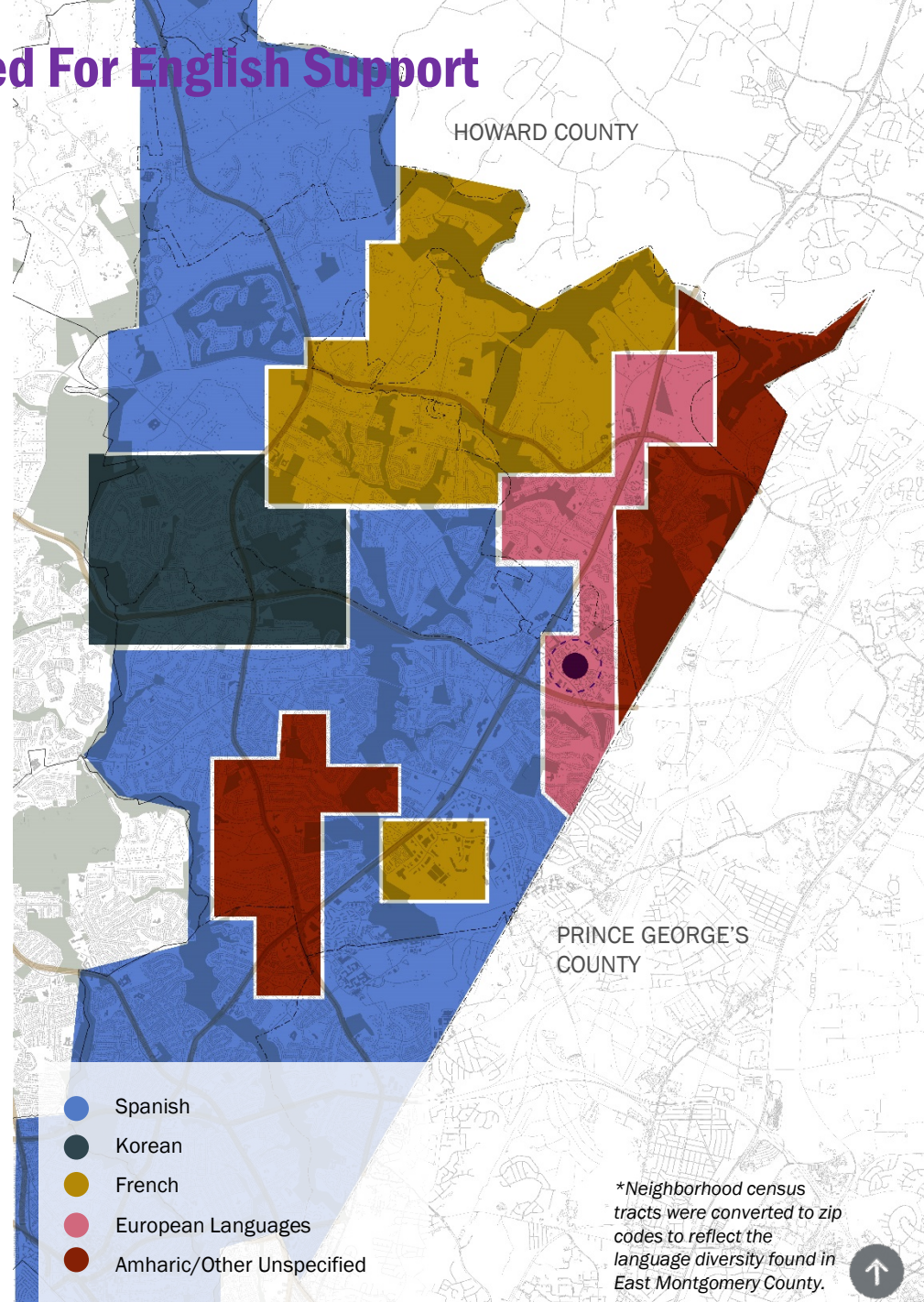
Community organizations, business, and residents continue to acknowledge the make-up of East Montgomery County

- Large immigrant community (in need of American credentials)
- Significant English as a Second Language community (in need of English language support)
- Varying levels of socioeconomic status

| Country or Origin (Place of Birth of Residents) | Number of People |
|---|------------------|
| Ethiopia  | 6,369            |
| El Salvador                                     | 3,349            |
| Cameroon  | 3,247            |
| India   | 2,951            |
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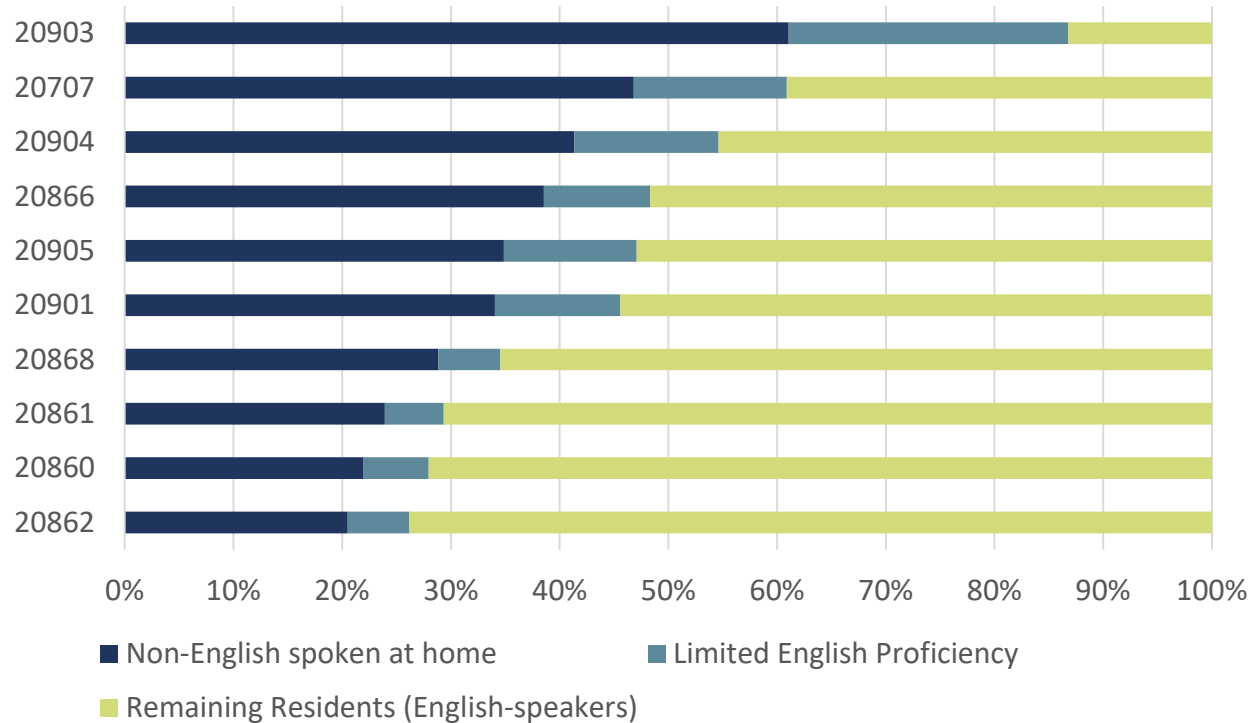
# Language Diversity Indicates Need For English Support

- While Spanish is the predominant language spoken in East Montgomery County other than English, there are also significant clusters of French, European languages, Korean, and other languages (e.g., Amharic).



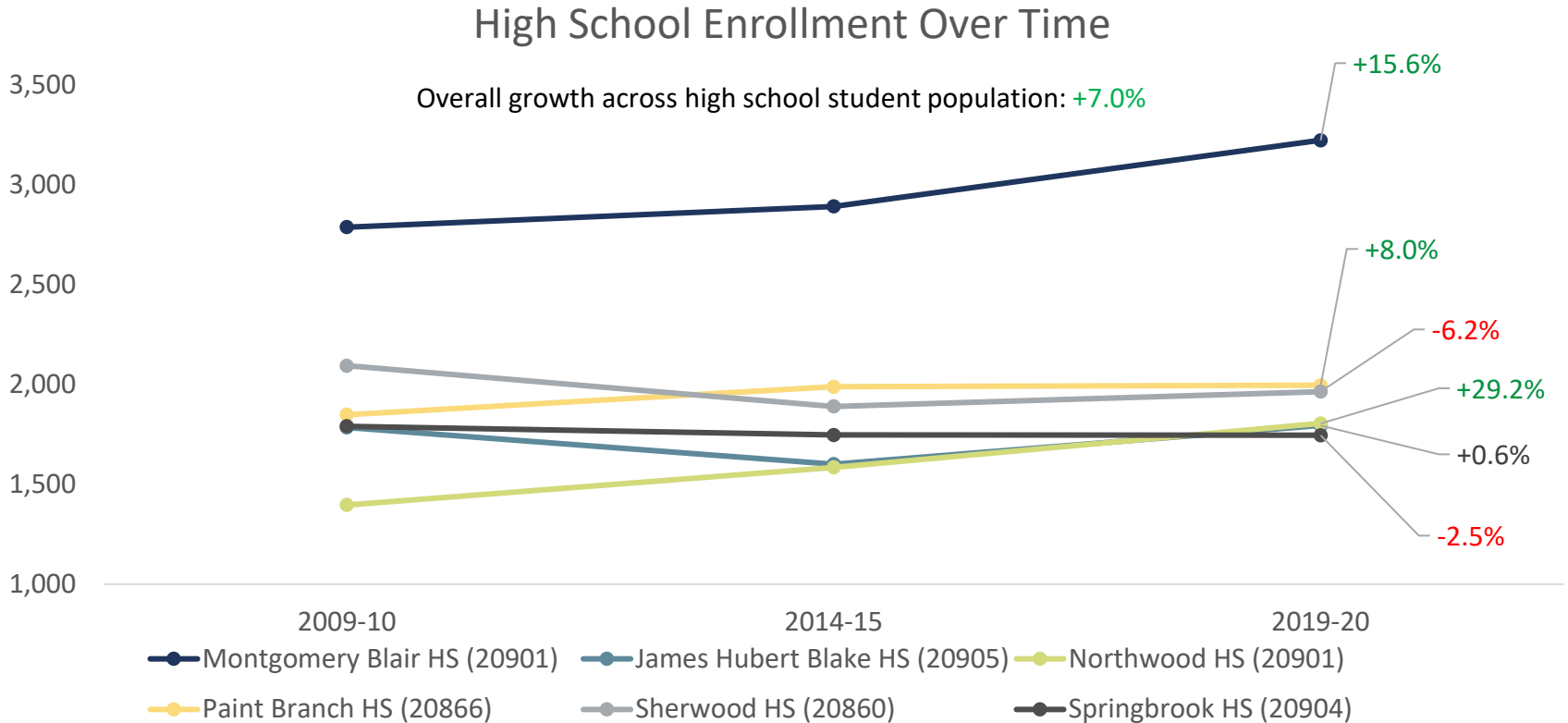
# Native English Speakers Are The Minority In Eastern MC

## Understanding Language Needs in Eastern MC



- The high percentages of English language learners per neighborhood in Eastern Montgomery County indicates the need for ESL classes, language support services, and bilingual staff at the fourth MC campus.
- In many neighborhoods in Eastern Montgomery County, residents with a limited English proficiency or those not speaking English, outnumber English-speaking residents.

# High School Enrollment Is Trending Steadily

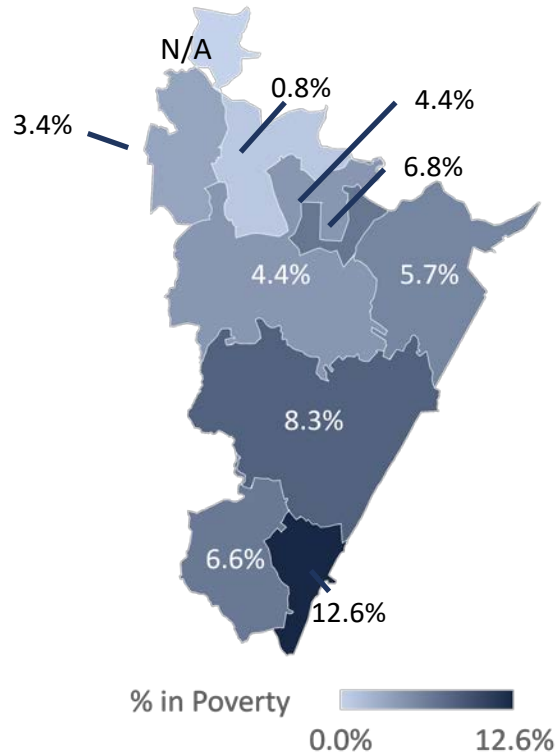


- Over the past 10 years, high school enrollment in East County’s six public high school exhibited minimal fluctuation. Given the current elementary and middle school students age group bubbles, it is projected to remain the same, with a few dips and then another small peak.
- As many of Montgomery College’s current students comes from the Montgomery County Public School System, it is crucial to understand the current and future pools of graduating seniors and the capacity needs of this fourth campus.

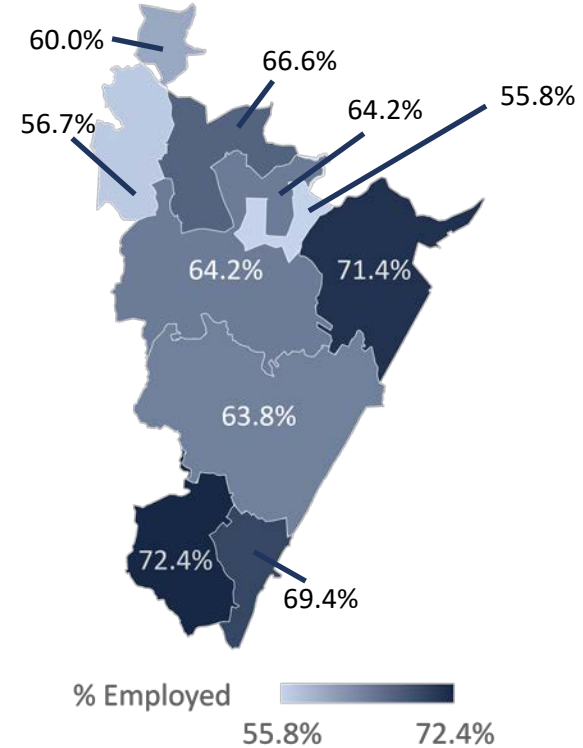


# Economic Indicators Fluctuate In East County

Zip Codes by Poverty Percentage, 2014-18



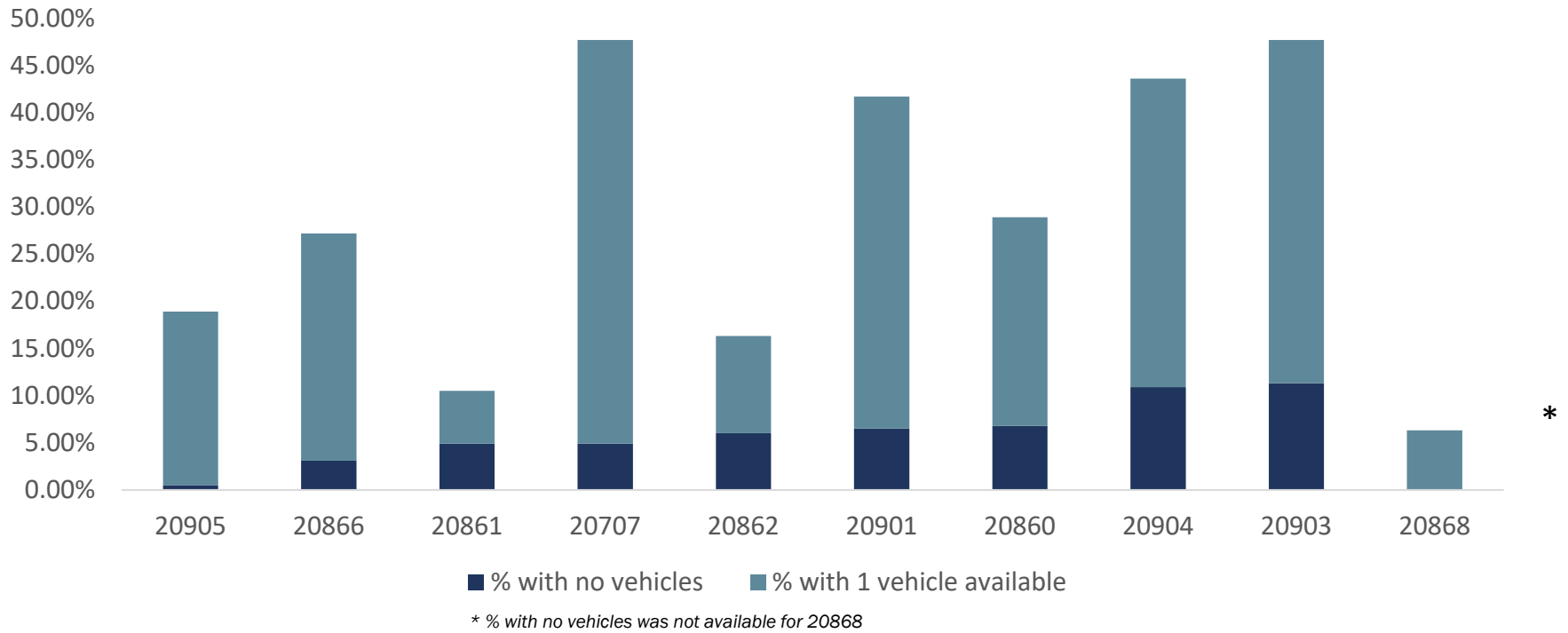
Zip Codes by Employment Percentage, 2019-20



- Ranging from less than 1% to greater than 12%, the poverty levels in Eastern Montgomery County fluctuate considerably, as do the unemployment rates in neighborhoods.
- The higher poverty rates in some areas of East Montgomery County in combination with lower employment percentages will allow Montgomery College to better assess the student and community needs that the fourth campus will serve.

# Households With Surplus Vehicles Are Few

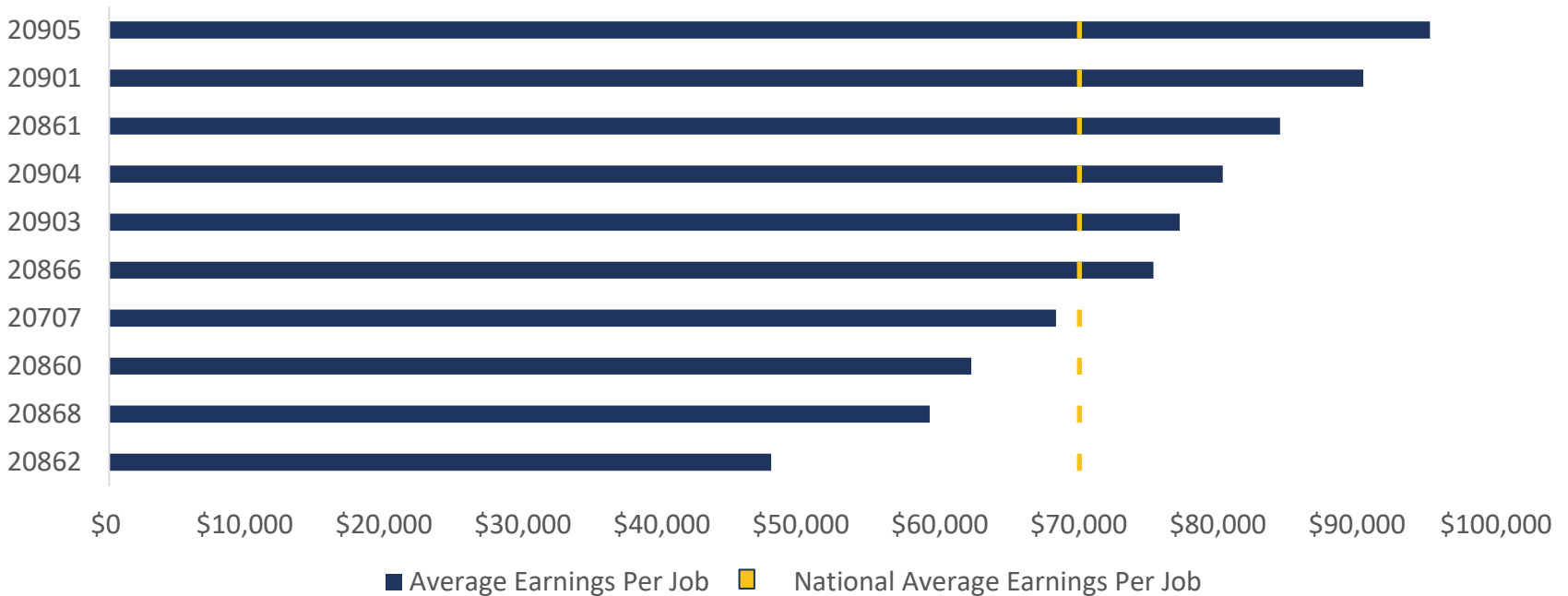
Household Access to Vehicles in East Montgomery County, 2014-18



- Personal transportation access was utilized as an economic indicator below and viewed in terms of economic mobility
- The percentages of households with 0 or 1 vehicle ranged from > 6.3% to 47.7%. The widely diverging numbers indicate both the economic disparities within areas of East Montgomery County and the heavy reliance on public transport for some.

# Job Earnings By Zip Code Show Disparity

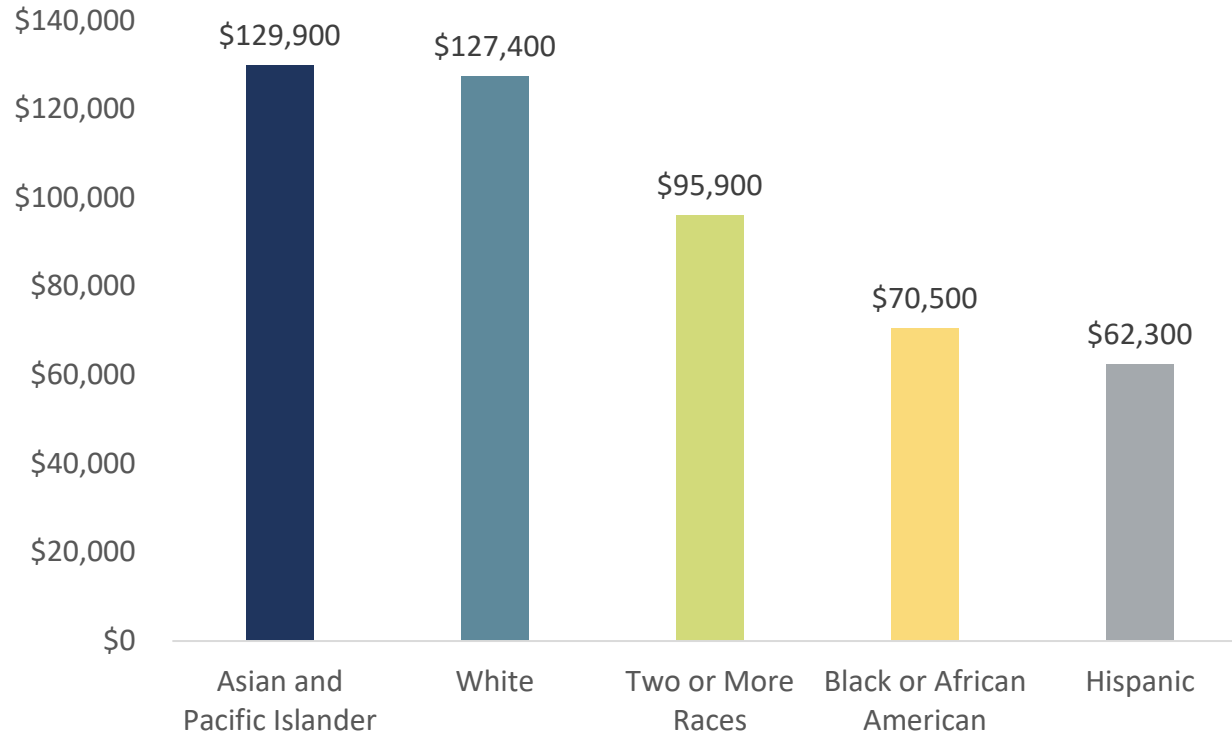
Average Earnings per Job in Eastern Montgomery County, 2020



- In East Montgomery County, there is a significant disparity between average earnings per job across zip codes, which derives from the number of jobs and types of jobs available in that area.
- Because the Cost of Living Index is significantly higher in Montgomery County than nationally (143 compared to 100), the minimum living wage is higher in these zip codes. Montgomery College must consider these factors when designing the academic programs to be offered at the proposed new campus.

# Median Family Income Shows Economic Disparity By Race

2018 Median Family Income in Maryland by Race



- While income by ethnicity is not available for Montgomery County, this disparity in state-wide income must be accounted for when understanding the unique populations that Montgomery College serves.
- In 2018, among households with children, the median income in Maryland ranged significantly by race and ethnicity; the Hispanic population earned less than half of their Asian or White counterparts.

# East Presence Could Fill Gap For Services Needed



## Innovation Incubator

- Sandbox model that allows for the design, implementation, and assessment of new ideas and programs
- Opportunity for students, businesses, and faculty to come together and innovate, build partnerships



## Social Services Support

- Ensuring that community members have access to the services they need to be successful
- Co-locating services such as a library space or basic needs services, and providing staffing to then perform outreach and connect students to those services



## Community Gathering and Empowerment

- Place-making; creating a welcoming culture that invites inclusivity, a sense of connection and belonging
- Leveraging and celebrating the cultural capital of East County residents, multi-generational spaces
- Creating a congregation space for the county



## Technology Center

- Future-oriented, multi-use space that allows for the intentional design of virtual learning
- Faculty workshops that provide engaging online teaching strategies
- Serve as the “virtual hub” for coordination of all remote services

- Stakeholders repeated that the East campus must be unique, and one of its key differentiation features could be addressing student and community needs, allowing for greater accessibility and successful outcomes.
- East Montgomery County public high schools provide many services for their students and the community to be successful, but several key services are currently missing.

# Montgomery County Industry Overview

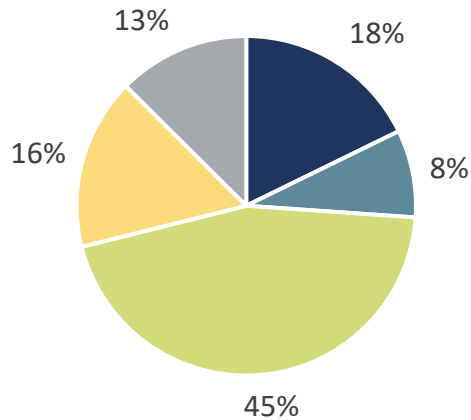
- ❖ Montgomery County is a highly-educated county with a workforce focused primarily on healthcare, government, and professional services industries; other than healthcare, most of these positions require a Bachelor's degree or higher.
- ❖ Additionally, due to the higher cost of living in Montgomery County, graduates that receive Associate's or Bachelor's degrees must make more than the national average in order to receive a "living wage."
- ❖ Key gaps in the Montgomery County workforce where there are high levels of employer demand include healthcare practitioners, coding/technology, business/project management, and other key soft skills such as teamwork, collaboration, and leadership.
- ❖ Montgomery College can best meet student and labor market demand by developing academic programs focusing on training for careers in Nursing, Business, Technology, and Governmental positions.

# Job Postings Reveal Advanced Education Is Key

Nationally, from 2019-2020, an Associate's degree allowed individuals to be eligible for 45% of job postings, whereas in Montgomery County, this number drops significantly to 26%.

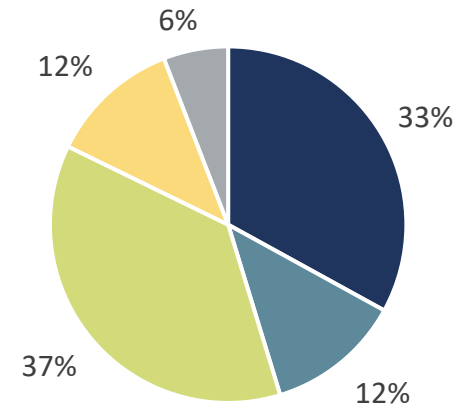
## Job Postings in Montgomery County, 2019-2020

- High school or GED
- Associate's degree
- Bachelor's degree
- Master's degree
- Ph.D. or professional degree



## National Job Postings, 2019-2020

- High school or GED
- Associate's degree
- Bachelor's degree
- Master's degree
- Ph.D. or professional degree

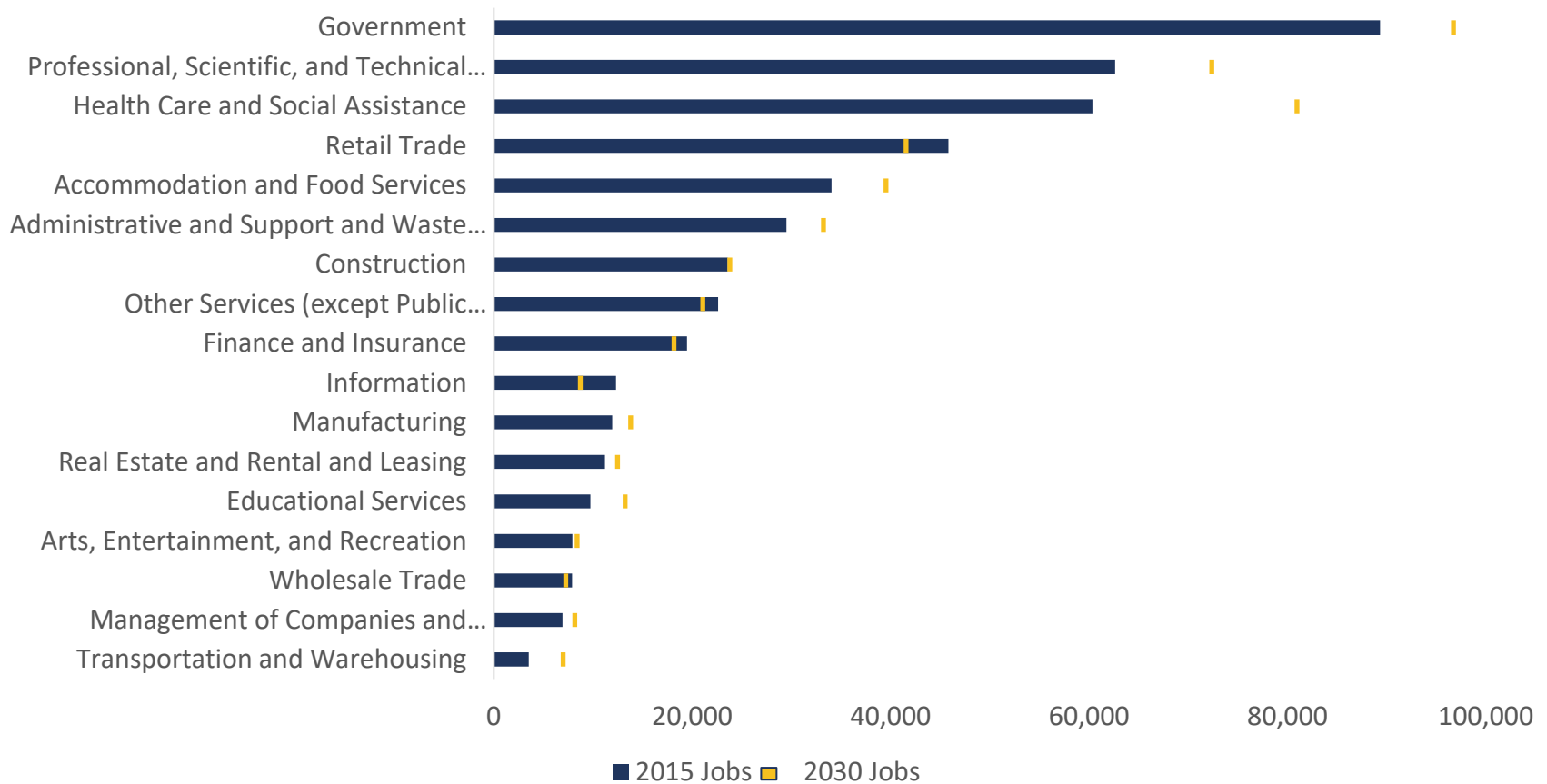


**As Montgomery College continues to design a fourth campus, the consideration of pathways programs that lead toward a Bachelor's would help MC graduates be more competitive in the job market.**

# Montgomery County's Jobs Are White Collar, Healthcare

Professional, Scientific, and Technical Services, in addition to Government and Health Care and Social Assistance and the three highest growing industry areas in Montgomery County.

Industry Jobs, 2015-2030 Change



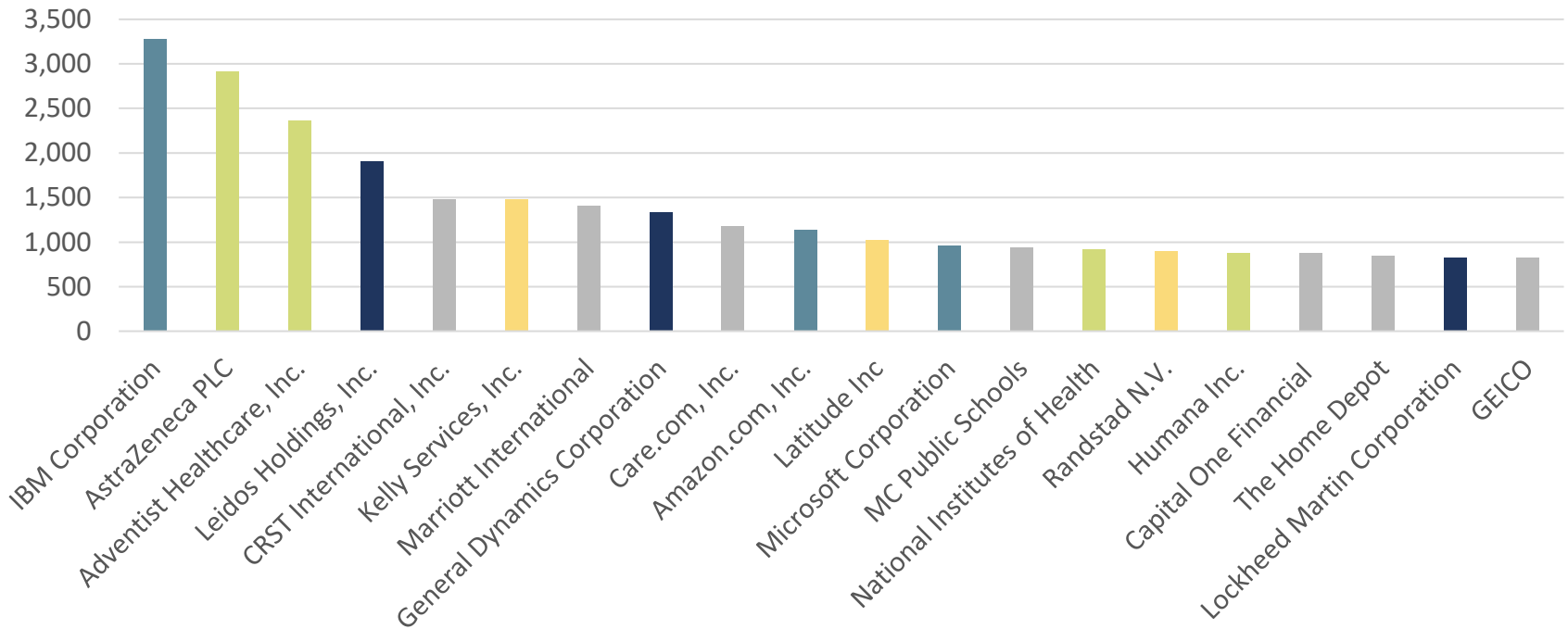
**The entire Montgomery County area was analyzed for industry instead of only the eastern portion to understand the growing needs of the entire county. The highest demand areas will most likely all require advanced, post-high school education.**



# MC's Top Employers Cluster In Professional Services

Total specified education level. While there is significant industry diversity in Montgomery County, the highest percentages derive from technology, health-related industries, consulting and management, and defense.

Job Posting by Volume by Employer, Oct 2019- Oct 2020

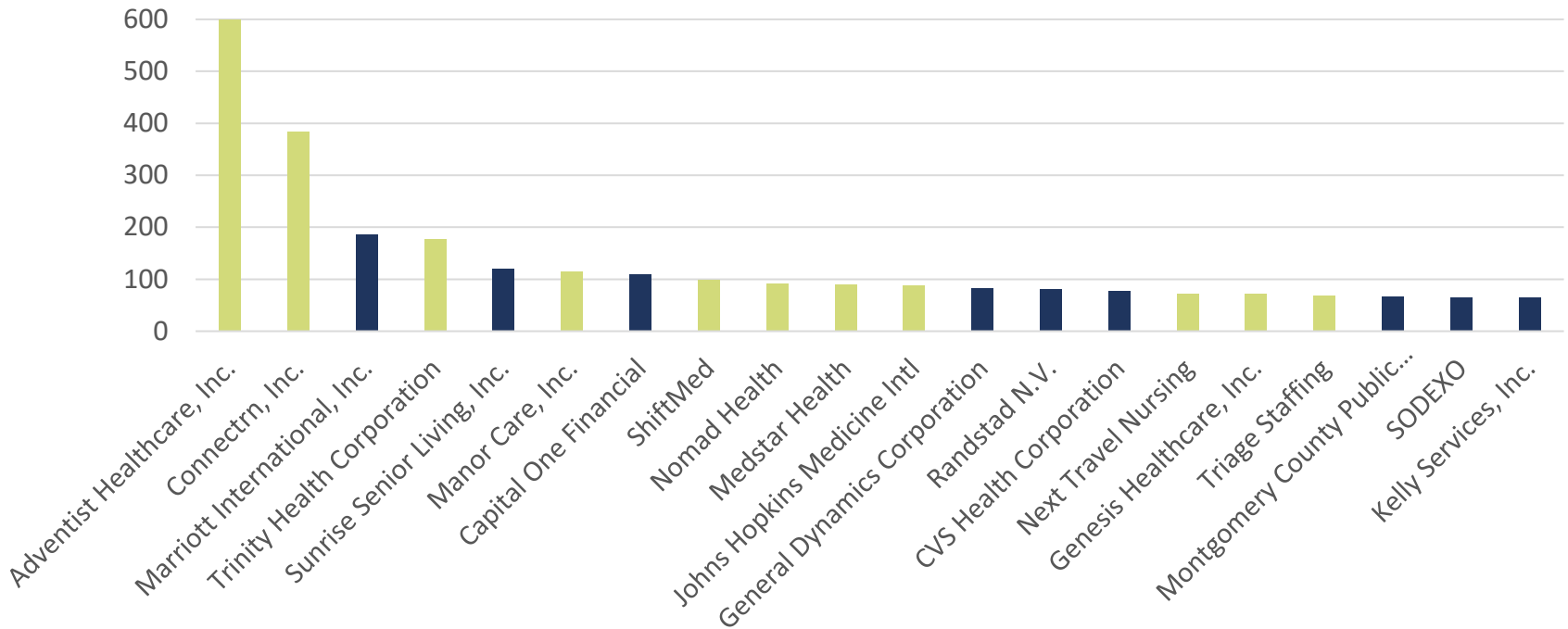


**Of the 198,931 job postings listed between October 2019 and October 2020, only 14% originated from the top 20 companies listed above, demonstrating the strong hold of small businesses. The median income of these listings was \$60k.**

# Healthcare Leads the Field For Associate's Degree Holders

After filtering for education level with an Associate's degree only, the following businesses became the top employers. 55% of the top 20 employers were either direct healthcare companies or healthcare staffing businesses.

Job Posting by Volume by Employer, Oct 2019- Oct 2020

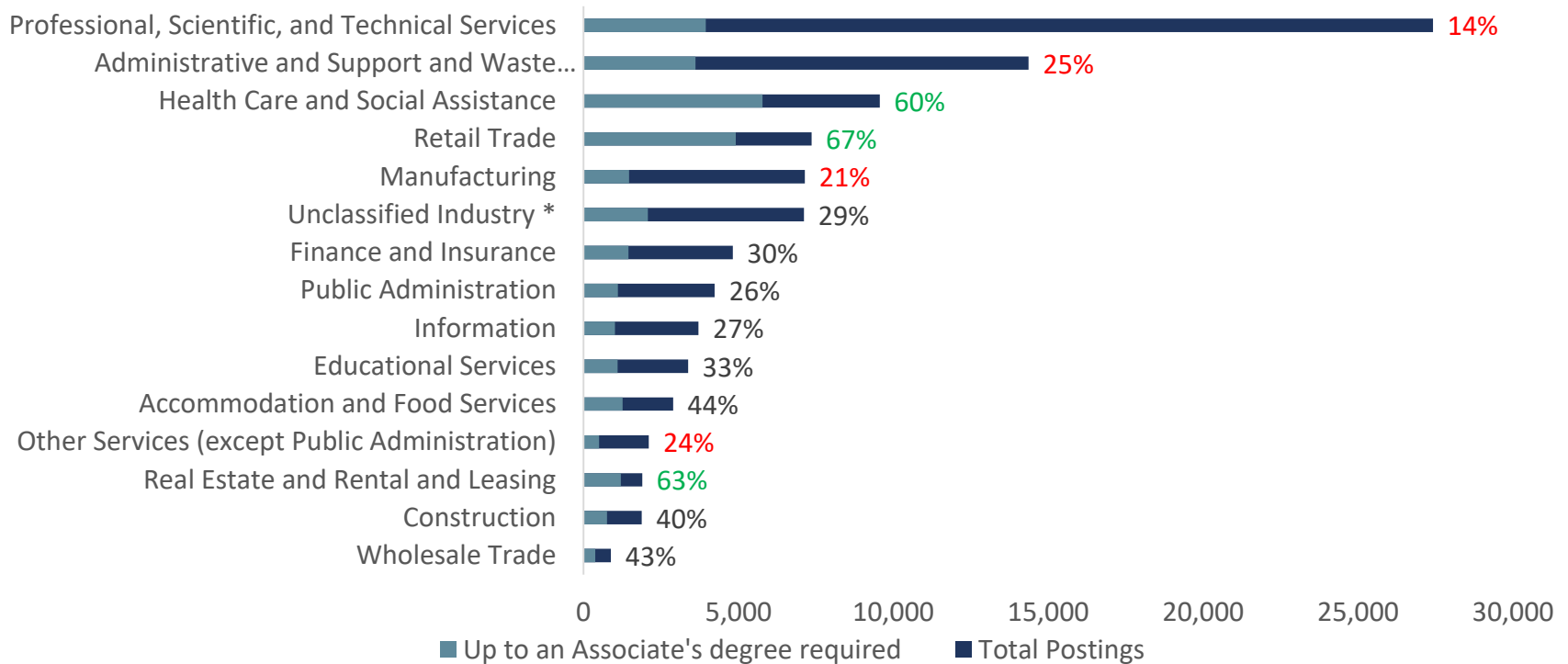


**The median advertised salary of these listings was \$64.4k. The top posted occupations were registered nurses, nursing assistants, licensed practical and licensed vocational nurses, and medical assistants.**

# Industry Needs By Education Shows Healthcare Opportunities

From Oct 2019-2020, the top 15 industries in Montgomery County posted nearly 100K jobs. However, only 31% of those jobs were available to applicants with up to an Associate's degree.

Job Postings by Industry and Education Required, Oct 2019-2020



**Certain industries such as Healthcare, Retail Trade, and Real Estate are much more likely to hire candidates with an Associate's degree rather than a baccalaureate (or higher) credential.**

# Proposed Academic Focus Areas By Education Level

| Education Level   | Occupation Type   | Job Titles  |
|---|---|---|
| <b>Career and Technical Education (Workforce Development)</b> | Healthcare Practitioners and Technical Occupations  | <ul style="list-style-type: none"> <li>Licensed Practical and Licensed Vocational Nurses</li> <li>Health Information Technologists, Medical Registrars</li> <li>Surgical Technologists, Surgical Assistants</li> <li>Medical Dosimetrists, Medical Records Specialists</li> </ul>   |
|   | Installation, Maintenance, and Repair Occupations   | <ul style="list-style-type: none"> <li>Heating, Air Conditioning, and Refrigeration Mechanics Installers</li> <li>Telecommunications Equipment Installers and Repairers</li> <li>Electrical and Electronics Repairers, Commercial and Industrial Equipment</li> <li>Automotive Service Technicians and Mechanics</li> </ul> |
|   | English language supports   | <ul style="list-style-type: none"> <li>ESL courses for the immigrant community</li> </ul>   |
| <b>Associate's Degree</b>                                     | Healthcare Practitioners and Technical Occupations  | <ul style="list-style-type: none"> <li>Dental Hygienists</li> <li>Radiologic Technologists and Technicians</li> <li>Diagnostic Medical Sonographers</li> </ul>  |
|   | Computer and Mathematical Occupations   | <ul style="list-style-type: none"> <li>Computer Network Support Specialists</li> <li>Web Developers and Digital Interface Designers</li> </ul>  |
|   | Architecture and Engineering  | <ul style="list-style-type: none"> <li>Calibration Technologists and Technicians, Engineering Techs</li> <li>Electrical and Electronic Engineering Technologists</li> <li>Architectural and Civil Drafters, Mechanical Drafters</li> </ul>  |
| <b>Pathways to a Bachelor's degree</b>                        | <ul style="list-style-type: none"> <li>In Montgomery County, 26% of job postings are available to applicants with up to an Associate's degree, but an additional 45% of postings are available with a Bachelor's degree</li> <li>Creating pathways to a four-year degree will make MC students more competitive in the job market long-term and will provide significantly better economic outcomes</li> <li>Heavy investment of strengthening articulation transfer agreements is recommended</li> </ul> |   |

# Student, Staff, and Community Feedback

- ❖ MC students highlighted the proposed expansion into eastern Montgomery County as a major positive due to difficulties in commuting to 1 of the 3 existing campuses, which often takes 1 hour or more.
- ❖ Student-facing representatives and academic leaders are sensitive to the unique student demands that must be met in the proposed new campus, including an enhanced focus on Academic and Student Services; cultural matching of personnel, written materials, and spaces; and an innovative and hybridized delivery model.
- ❖ Eastern Montgomery County residents and employers identified key elements that might be included in the proposed facility, including open spaces for community events, specialized facilities for academic programs (e.g., test kitchen), and the ability to reach out to local students to bring the campus to them, either physically or virtually.

# Student Focus Group Revealed Strong Support

Overall, students have very positive perceptions about Montgomery College and were excited about the idea of having a possible campus in the East County.



## Several caveats:

- Traveling to and from campus is difficult for students (anywhere from 30-40 minutes on a good day to 2+ hours each way, by bus)
- Students' awareness of the inequality that exists between campuses (like recreation space or prayer areas at some campuses and not others)
- Acknowledged the importance of purposeful building spaces (wanting to effectively utilize the space)

# Student Focus Group Takeaways: Wants and Needs

When thinking about a new campus presence in East Montgomery County, students spoke to various course delivery methods and features that would support student success in a new campus.

## Online Learning



### Opportunities

- Reduces/ eliminates commute and travel time
  - Flexibility of coursework (housed in one location, stop and start a lecture)
- Some students reported they are performing better in their classes
- Broad consensus that lecture-based courses can be delivered effectively online



### Challenges

- Technology challenges (internet, computers)
- Quiet space to work
- Technical courses where specific equipment/ resources are needed:
  - Chemistry lab
  - Emergency preparedness training
  - Photography darkroom for developing photos

## Desired East County Campus Presence Features

Welcome Center with Admissions, Financial Aid, Career Services

Student-focused spaces  
-- student gathering spaces  
-- flexible space, flexible furniture

Technology needs (computer lab + technology support)

Study space/ library area– quiet space, free of distraction

Recreation space, outdoor spaces

Prayer area

Accessible parking

# Five Key Themes Emerged In Stakeholder Interviews

After conducting more than 25 interviews with Montgomery College stakeholders, several central topics continued to arise that are categorized in the themes below.



**Holistic Student Support and Student Wellness**



**Post-Pandemic Spacing and Student Needs**



**The campus presence must be mission-driven**

**Evolving Purpose of New Presence and its Features**



**Infrastructure of Eastern Montgomery County Presents Several Challenges**





# Theme #1: New Presence Must Reflect Mission Of College

## OVERVIEW

### Mission Statement:

“We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.”

### Vision Statement:

“With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

### Values:

“Excellence, integrity, innovation, diversity, stewardship, sustainability”

## KEY TAKEAWAYS & CHALLENGES

- Stakeholders reiterated the importance of reaching more of its population, as East County residents currently have limited access to MC.
- High emphasis on the need of this campus to be “culturally matched” and welcoming to students of all backgrounds.
- Importance of addressing community needs.

- Over 80% of stakeholders mentioned that the future fourth campus will not be an extension of other campuses, but rather, a completely unique and intentional space that works to serve students.
- Montgomery College is committed to being a national model of opportunity, and as such, the institution must be accessible.
- Internally, staff understand the education is a great value, but externally, even several thousand dollars can seem like too much to the population.
- Stakeholders placed a high value on economic and industry data, wanting to ensure that the design is future-oriented.

- As part of its commitment to diversity and making the new campus accessible, several stakeholders mentioned the value and need of having staff that are bilingual and reflect the student population.
- Desire for this fourth campus to be an innovation hub.
- The value of sustainability became apparent through questions about the funding structure and academic programming.



# Theme #2: Evolving Purpose Of Fourth Presence

## OVERVIEW

A clear vision about the fourth campus presence is still developing among stakeholders. However, four distinct themes emerged to highlight several needs that the Montgomery College expansion project could serve. This proposed new campus could serve as a “living laboratory” to highlight social justice, sustainability, and community-based programs that fit within Montgomery College’s mission and the needs of the local area.

## KEY TAKEAWAYS & CHALLENGES

### Career and Technical Education

- The urgency of offering relatively short pathways that lead to financially stable positions
- Addressing training needs and allowing certification programs to serve as an initial launch point
- Noncredit, continuing education classes
- Offering courses for English Language Learners (ELL)

### Community Engagement Center

- A community engagement element was mentioned over 20 times during 25 interviews.
- Serve as a touch point for both education and social services (food, housing, healthcare info, etc.)
- Branding and building awareness that Montgomery College is an accessible resource for East County community members

### Hub for Student Support Services

- Many stakeholders acknowledged the demography of East Montgomery County and recognized the necessity to offer wrap-around services to the student population, as many students:
  - a) exhibit high financial need, b) are first- generation college students, c) are students of color, d) come from an immigrant community
- To continue to remove barriers for this population, additional supports must be put into place

### Partnership Pathways, Education Pathways

- Codeveloping and creating programs with hiring partners that result in direct school to career trajectories
- Co-located educational partnerships with other institutions, creating more transfers pathways and building upon articulation agreements
- Ensuring access to the same quality of opportunities and outcomes at other Montgomery College campuses



# Theme #3: Holistic Student Support & Wellness

## OVERVIEW

Student success is deeply intertwined with student support and wellness. A sincere need for mental health resources arose during the interviews, with many individuals speaking to the current, high need for resources matched up against limited offerings and access. Basic needs and other student services were also emphasized.

## KEY TAKEAWAYS & CHALLENGES

### Mental Health Services

- Mental health services should be accessible, affordable, and culturally competent
- Suggested services to offer:
  - individual counseling and group therapy sessions
  - Mental health programming (such as addiction prevention and rehabilitation help)
- Additional mental health resources



### Student Basic Needs Assistance

- Food pantry
- Social Services supports
- Helping students get connected to SNAP, WIC, access unemployment benefits, assistance for housing-insecure students, etc.
- Access to learning centers and study spaces



### Student Services

- Academic advising
- Career advising, direct support for assisting with employment pathways
- Admissions and registration assistance
- Financial Aid
- Student life engagement opportunities
- Help desk to answer questions and direct students where to get supports

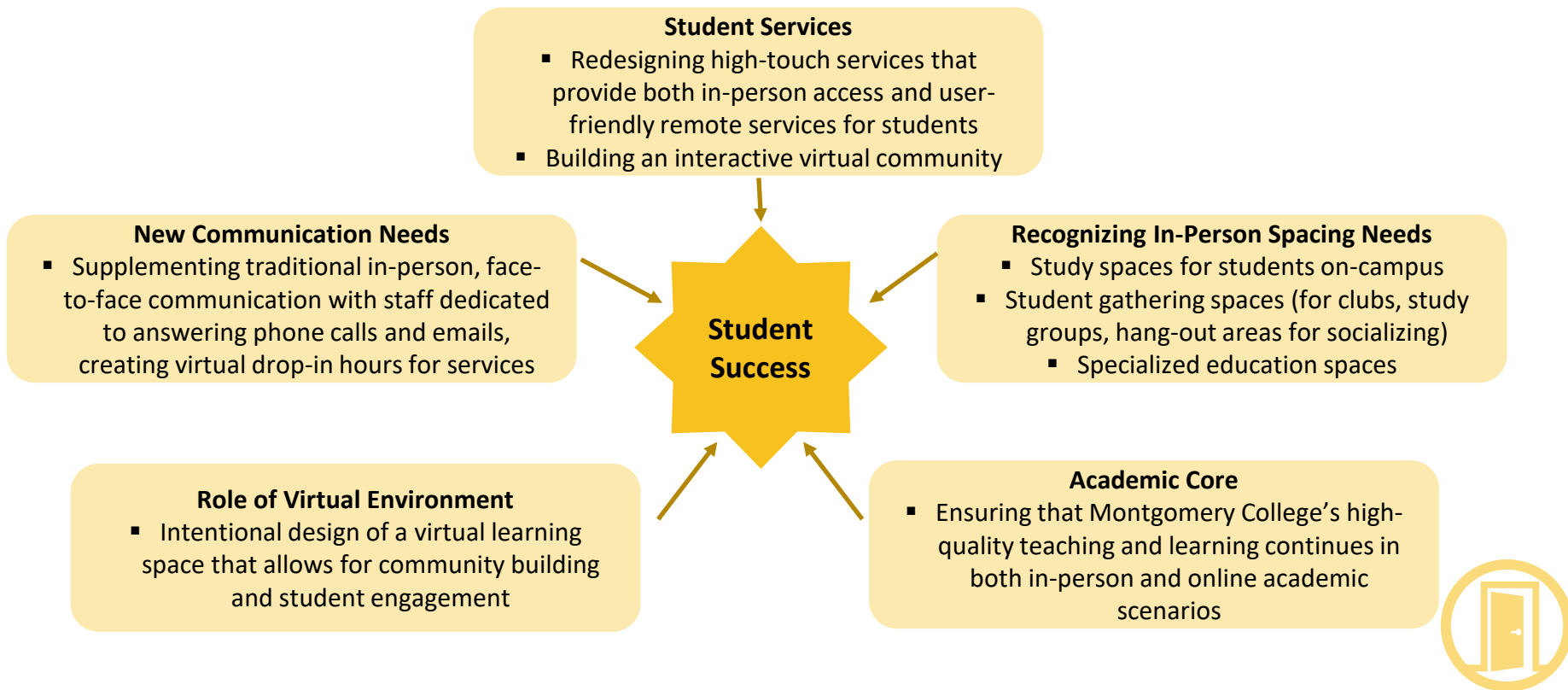


# Theme #4: Addressing Varying Needs Post-Pandemic

## OVERVIEW

An “intentional design” of a future-oriented space is key to stakeholders. Stakeholder voices that advocated for needing traditional academic space for classrooms and lecture halls were almost absent. Instead, stakeholders focused on addressing the demands of the future of higher education, incorporating varying spacing needs.

## KEY TAKEAWAYS & CHALLENGES



# Theme #5: Infrastructure Challenges In East County

## OVERVIEW

Concerns about infrastructure challenges were expressed both clearly and directly, focusing primarily on physical infrastructure (transportation) and technological infrastructure (internet and technology resources). There were also opportunities discussed about how to best build out the infrastructure.

## KEY TAKEAWAYS & CHALLENGES

### Physical Infrastructure

- Both faculty and staff mentioned that for many students at Montgomery College, public transportation is the only consistent and reliable option available
- Public transportation could build its capacity through more routes and an increased frequency of buses
- While there are many routes to travel north and south in Montgomery County, many stakeholders lamented that traveling east to west has far fewer options
- For students that have a car, traffic can also be a barrier that adds significant commute time from one campus to another
- Concern about the additional expense that extra shuttles would cost Montgomery College

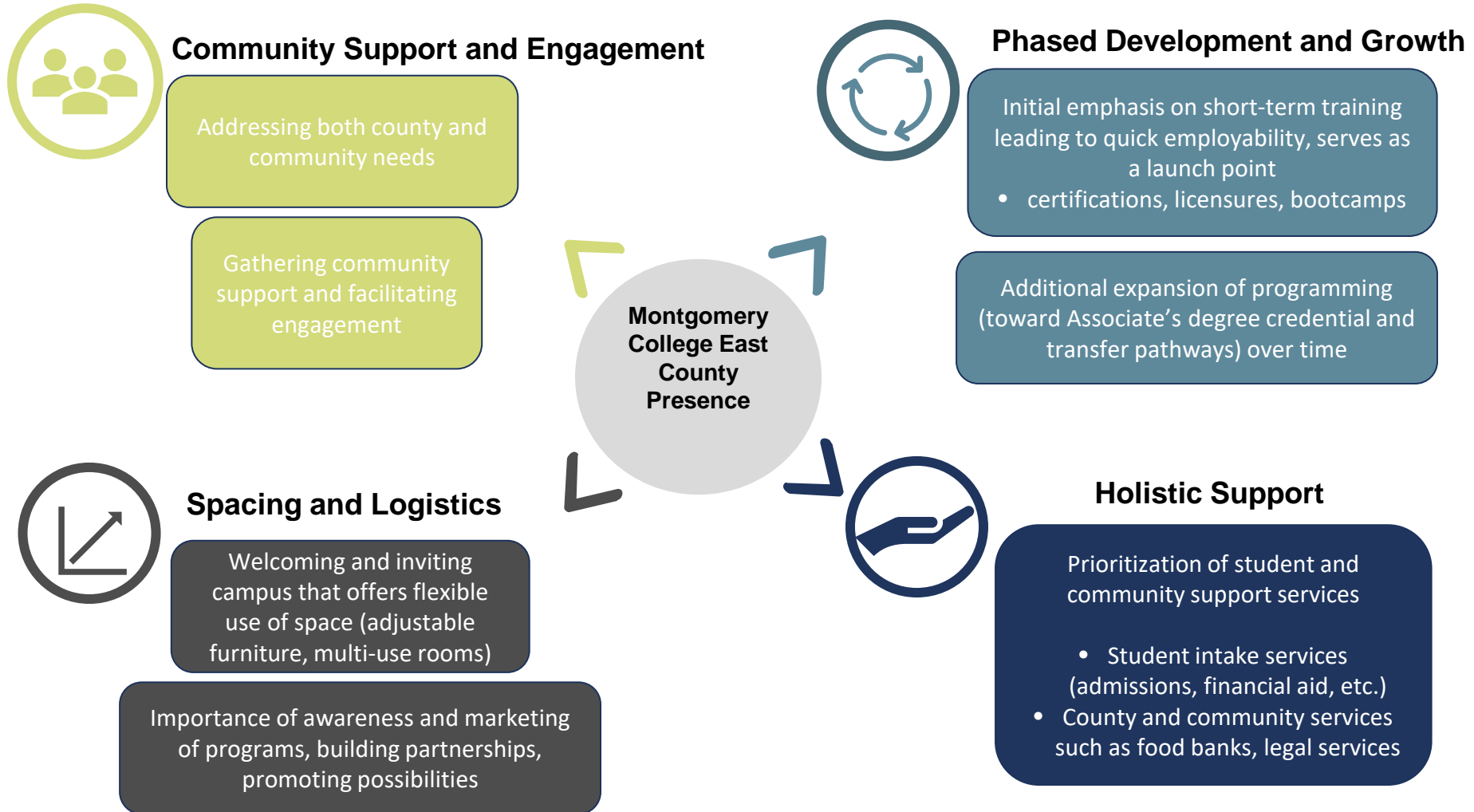
### Technology Infrastructure

- Access to high-speed internet service fluctuates throughout East MC; even if the service exists in the student's area, it is not a guarantee that the student has access to it (affordability)
- 15-20% of students did not have internet service in their homes at the start of the pandemic
- Additionally, at the start of the pandemic, many faculty members had to upgrade their internet service
- 1,500 laptops were dispensed to students who did not have their own devices at the start of the pandemic



# Qualitative Assessment: Academic Affairs Overview

Initially, Montgomery College's new fourth campus could offer career and technical education training programs (workforce development) and continue to expand its offerings over time.



# Qualitative Assessment: Employer Focus Groups

## OVERVIEW

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Employer focus group participants represented various industries including education and the arts, manufacturing and construction, non-profits, hospitality, recreation, and religious organizations.

## KEY TAKEAWAYS

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Employers were interested in engaging with Montgomery College students for a range of professional opportunities. These openings included part-time work, seasonal employment and internships, as well as full-time employment post-graduation.



Employers were particularly excited to work with Montgomery College students for a variety of reasons:



- **Location:** close proximity to Montgomery College campuses and workplace
- **Availability:** large pool of students to fill employer needs
- **Student potential:** the potential and growth that students possess
- **Work scheduling:** flexibility of seasonal work that often lines up well with college students' schedules
- **Variety of opportunities/ Finances:** Part-time and internship opportunities that give students a chance to learn and gives employers fiscally sound options when staffing roles

# Qualitative Assessment: Employer Focus Groups

## OVERVIEW

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Employers addressed a variety of both hard and soft skills that they would like to see future applicants develop. While employers were willing to do on-the-job training, the below skills were labeled as high-priority.

## KEY TAKEAWAYS

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The ability of Montgomery College to continue to incorporate these skills into both classroom learning and student support and development will give students a cutting edge in the job market.

### Hard and soft skills highlighted:

- **Professionalism**

- Attire (possible creation of professional attire closet in combination with career services)
- Creating well-developed and polished resumes, cover letters, and applications
- Interview etiquette, mature workplace behavior

- **Computer/ technology skills**

- Microsoft Office Suite
- Software skills, specific to job
- Social media

- **Teamwork**

- Incorporating exercises that hone these skillsets and build collaboration into academic programming components

- **Communication skills**

- Oral and written communication (answering phones cordially, writing emails, communicating scheduling, etc.)

- **Detail-orientation**

- **Time/ project management**

- Implementing project-based learning that allows students to practice these skills in and outside the classroom



# Qualitative Assessment: Employer Focus Groups

## OVERVIEW

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East County employers expressed several common challenges they continue to face while recruiting talent from Montgomery College and the East County as a whole.

## KEY CHALLENGES IDENTIFIED

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### Transportation

- Each employer spoke to the importance of employees having reliable transportation (car, walking, biking, etc.)
- Concerns were expressed about limited public transportation options, restricted bus scheduling (that makes shift work difficult), etc.



### Employee Development

- Work ethic and initiative
- Hiring partners have faced challenges with employee reliability, consistency, difficulty finding self-starters who take ownership of work
- Hiring partners have offered both academic credit and paid opportunities to incentivize employee development and commitment



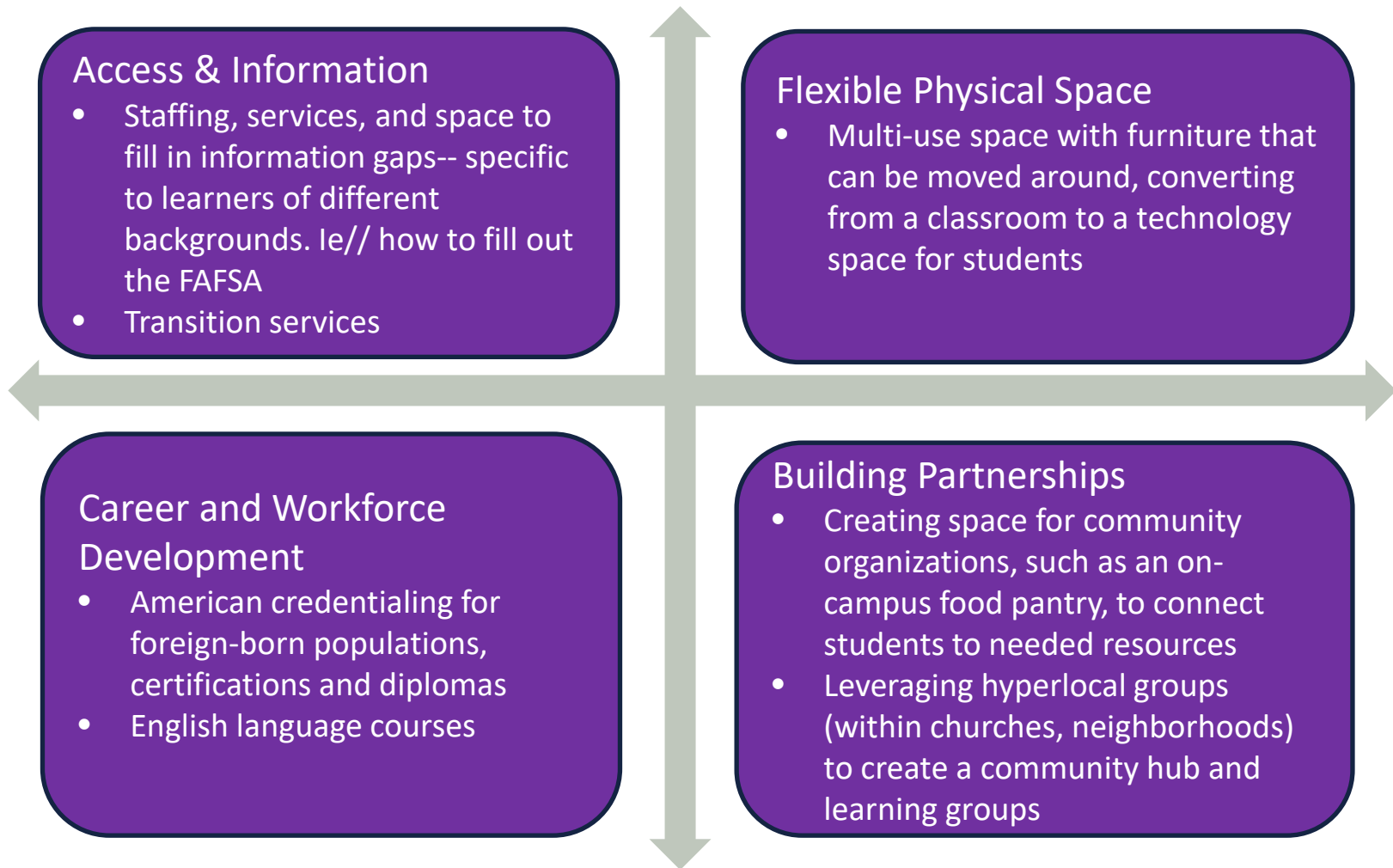
### Knowledge of Montgomery College Career Services Office

- Employers are excited to engage with Montgomery College Career Services, but they expressed confusion on how to best get connected with the office
- Cultivating continued employer partnerships was something that interested the group significantly



# East County Community Focus Group Takeaways

Desired features of a Montgomery College campus in East County varied and include workforce training programs to holistic student support features.

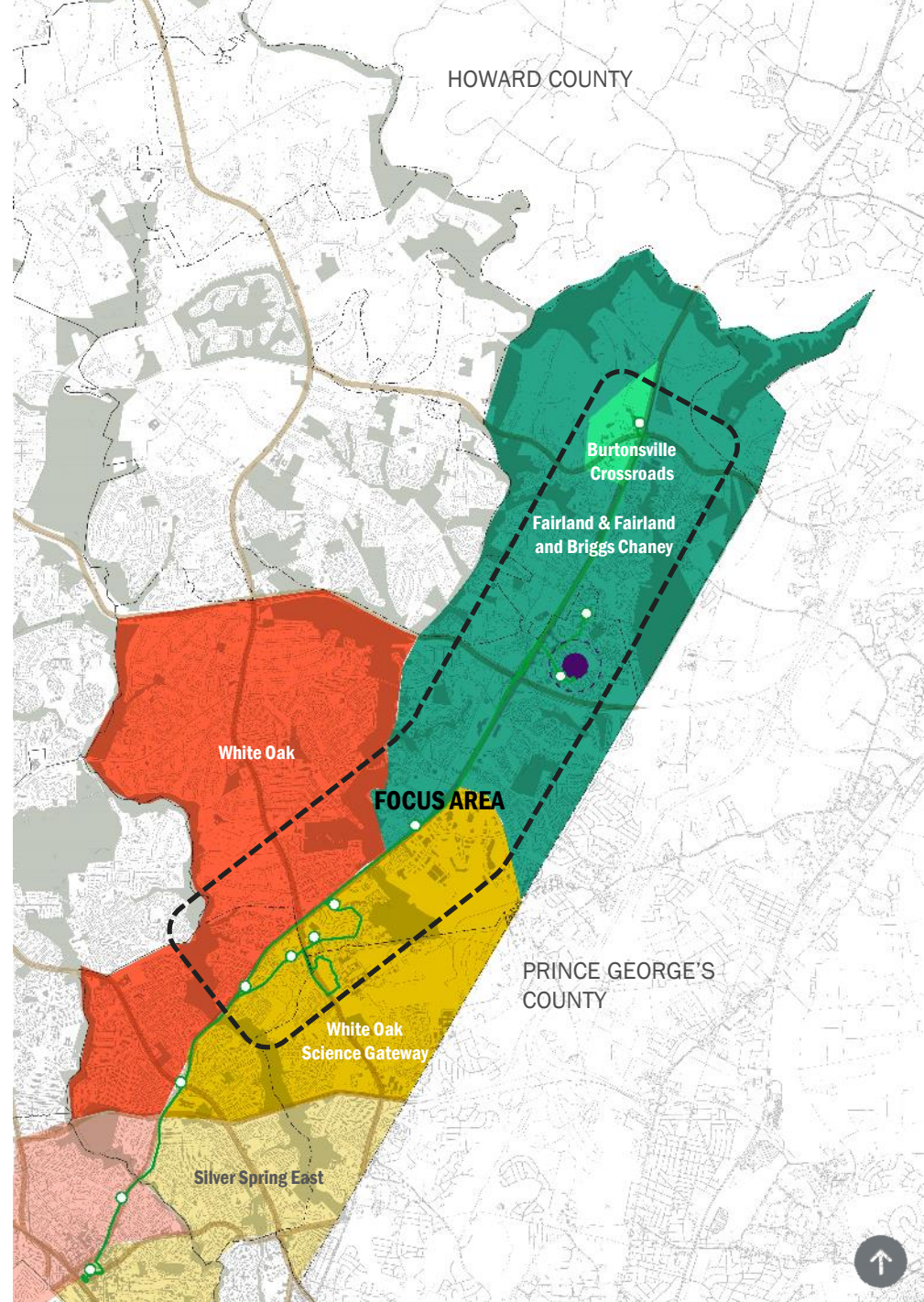


# East County Site Analysis







- ❖ The recently completed Montgomery County General Plan, *Thrive Montgomery 2050*, provides a holistic vision for the county around economic health, environmental resilience, and equity, while also acknowledging the need to invest more in East County.
- ❖ Multiple regional master plans have been undertaken in the past 30 years within this study's 10 zip code focus area. They define primary transit corridors, ecological corridors, activity & commercial centers, and transit-oriented development hubs.
- ❖ Together, these plans provide an interconnected vision for East County that:
  - Protects and enhances ecological corridors
  - Establishes a primary north-south transit corridor along I-29 with the new Flash BRT line and with several hubs of activity,
  - Capitalizes on major east-west connections including 650, 200, and Cherry Hill Road, in anticipation of potential future east-west transit connections
  - Supports dense, mixed-use developments proximate to major transit hubs

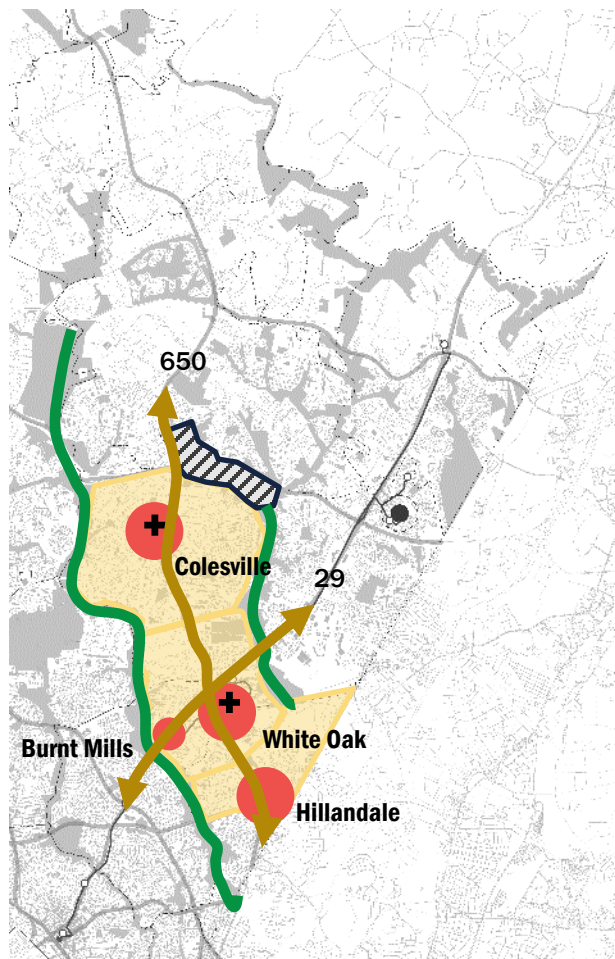
# Previous Master Plans

- In Progress - Fairland and Briggs Chaney
- 2020 - Thrive Montgomery 2050
- 2014 - White Oak Science Gateway
- 2013 - Countywide Transit Corridors  
Functional Master Plan
- 2012 - Burtonsville Crossroads
- 2000 - Silver Spring East
- 2000 - North and West Silver Spring
- 1997 - Fairland Master Plan
- 1997 - White Oak Master Plan
- Special Protection Areas

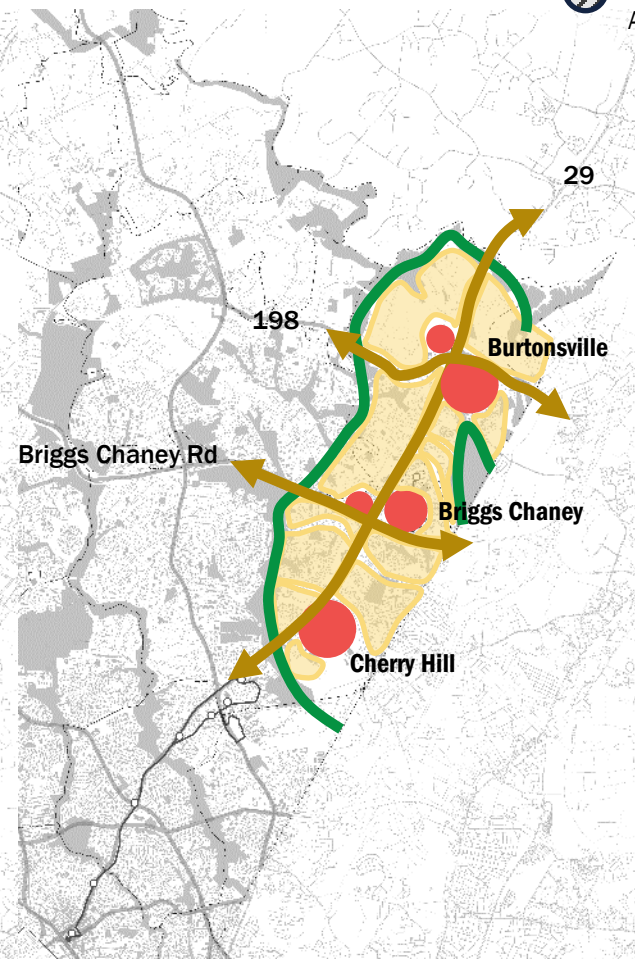


# Regional Master Plans

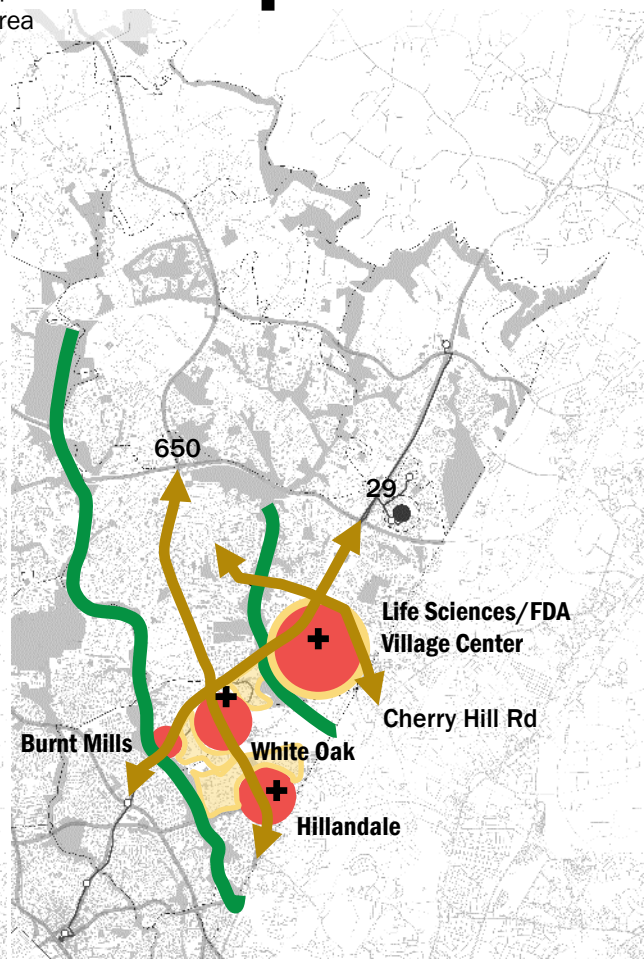
-  Primary Transit Corridor
-  Ecological Corridor
-  Special Protection Area
-  Activity/Commercial Center
-  Residential
-  Transit Hub



White Oak MP  
(1997)



Fairland MP  
(1997)

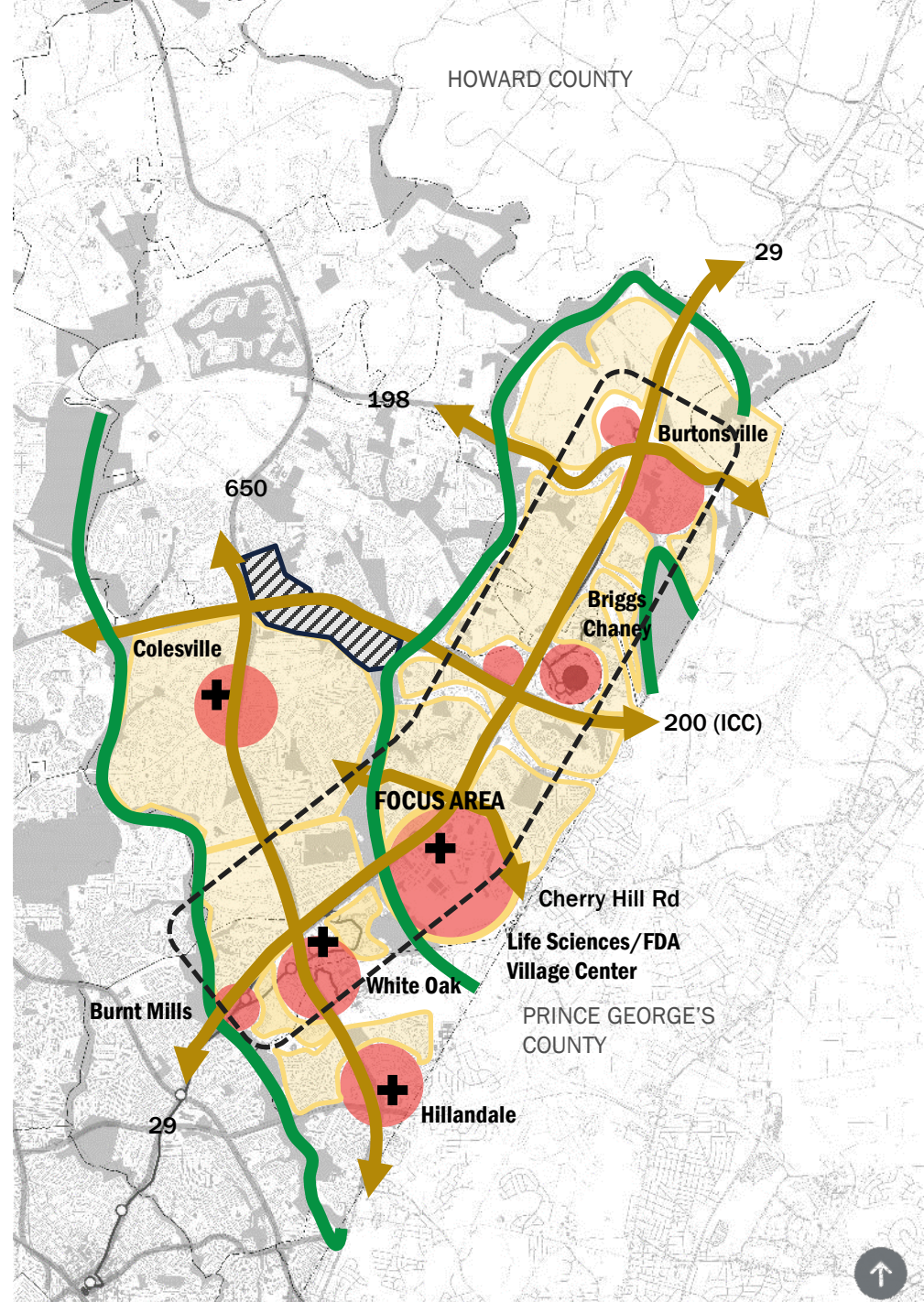


White Oak Science Gateway MP  
(2014)

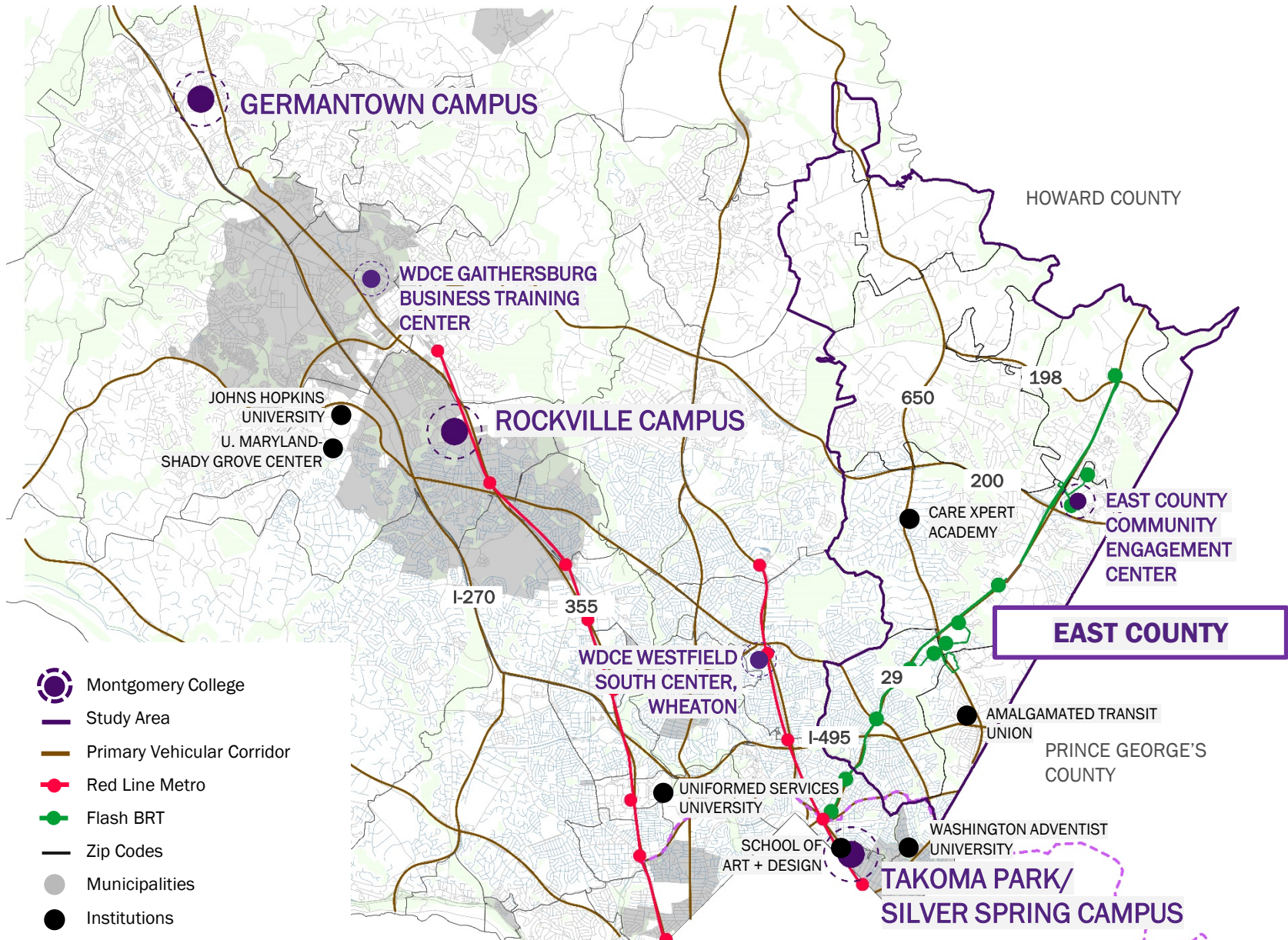


# Combined Master Plan Vision

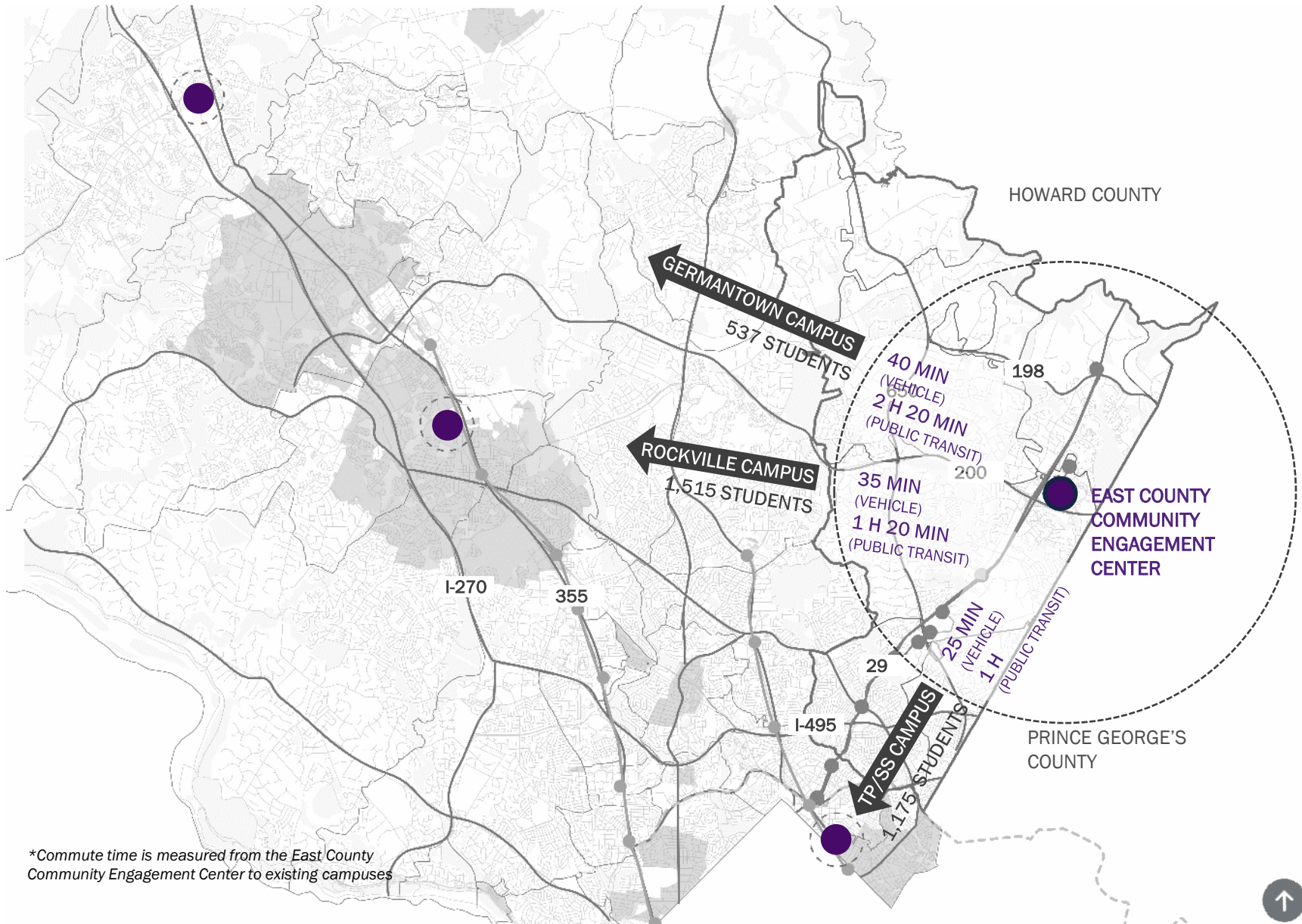
- Reinforcing I-29 as the primary north/south transit corridor with new Flash BRT line
- Establishing transit hubs along I-29 and major east/west connections such as 650, 200, and Cherry Hill Road
- Protecting and enhancing ecological corridors
- Supporting dense, mixed-use developments proximate to major transit hubs
- Identifying additional east-west BRT lines



# Context & Study Area



# Commute Time



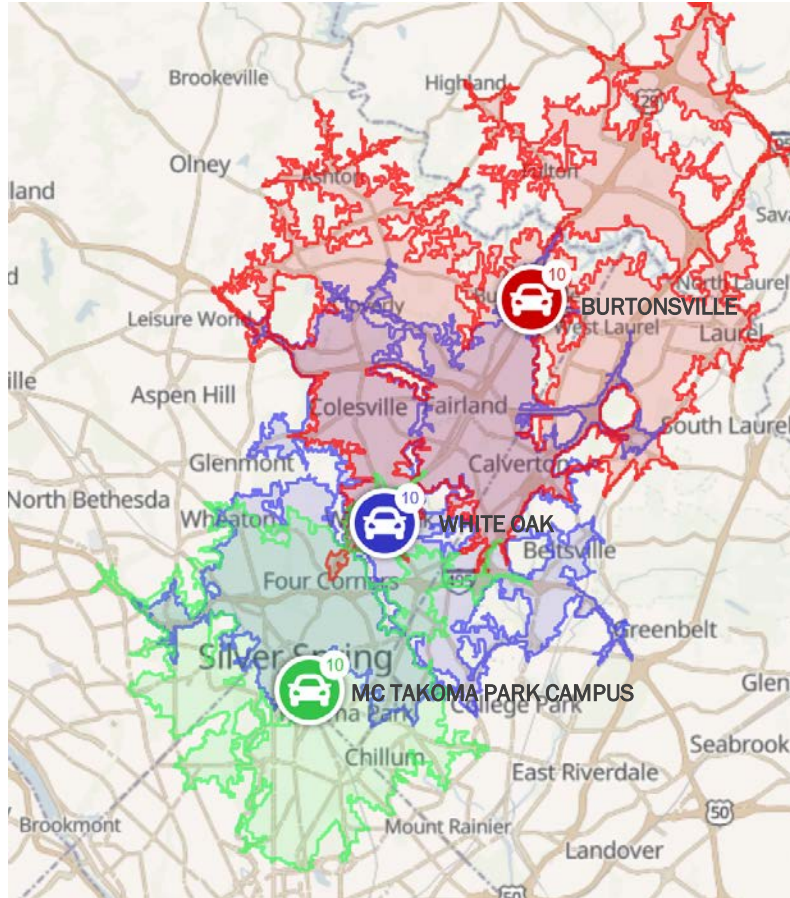
\*Commute time is measured from the East County Community Engagement Center to existing campuses








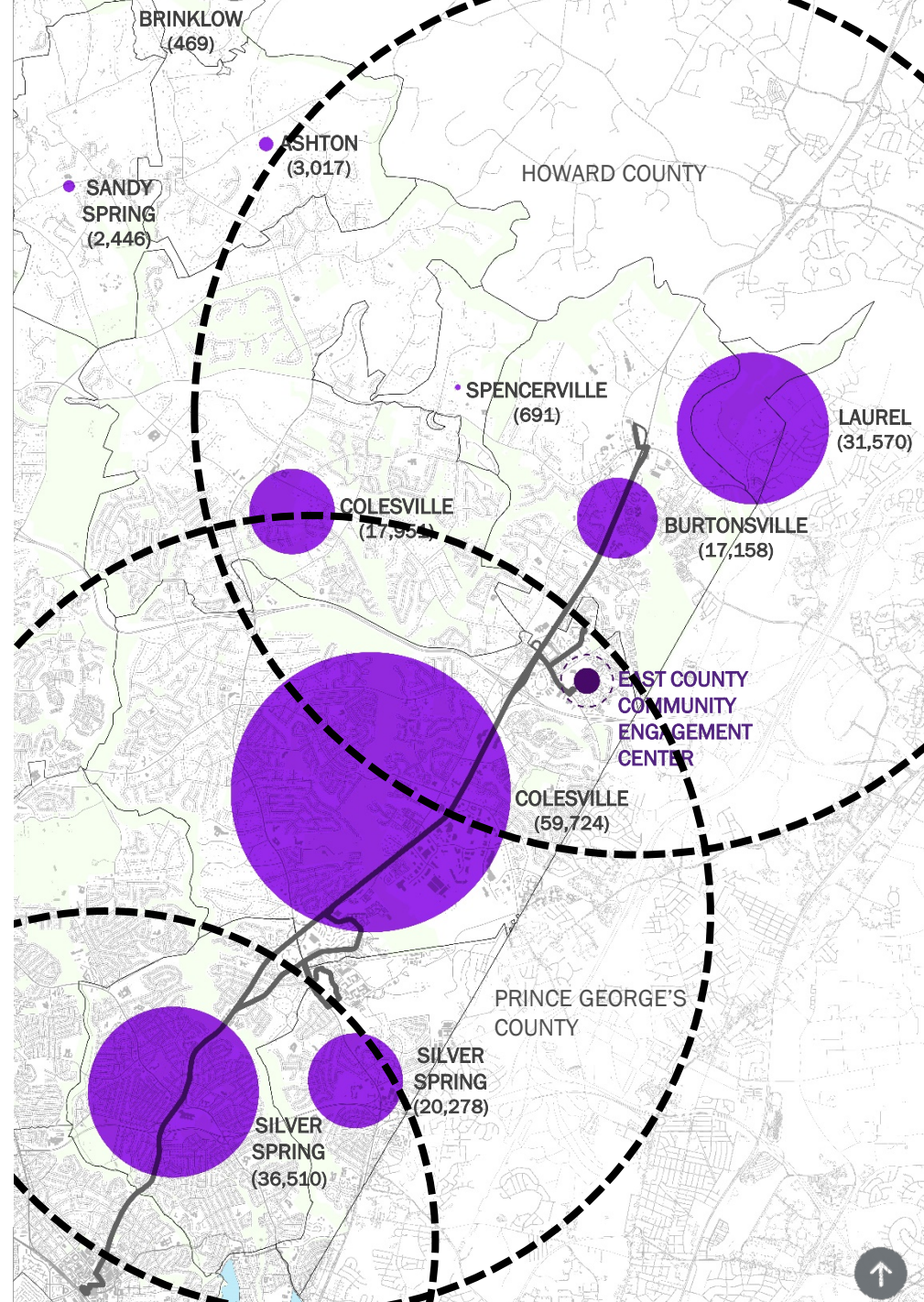
# Population Catchment Area

## 10 MINUTE DRIVE



\*Catchment area map was created based on data provided from <https://commutetimemap.com>.

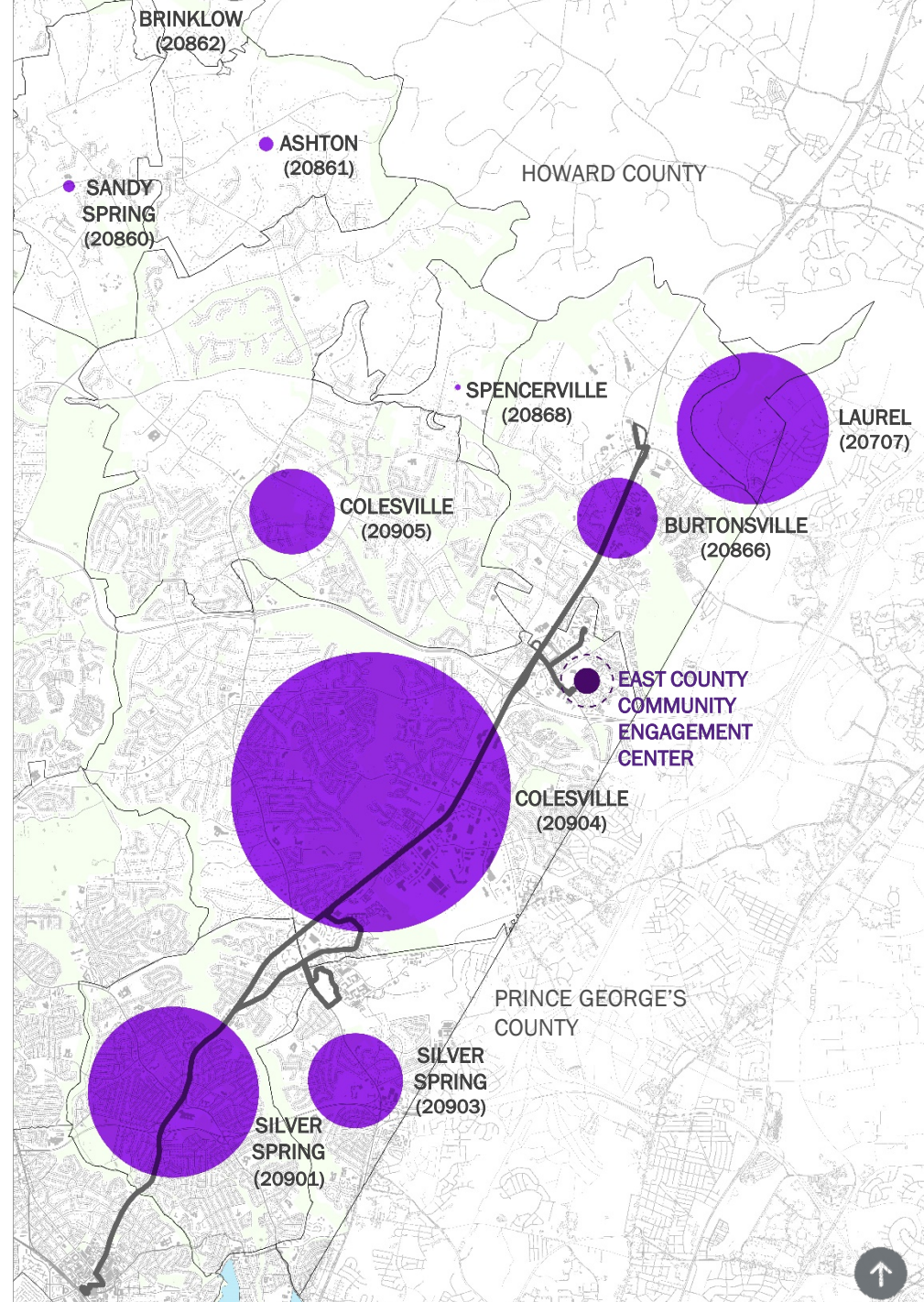
-  Montgomery College
-  Zip Codes
-  Population



# Population Distribution

- 62% of population reside within the 3 southern zip codes
- 87% of the population is proximate to the Flash BRT line

| Eastern Montgomery County, MD |               |                 |
|-------------------------------|---------------|-----------------|
| Zip Code                      | Area          | 2020 Population |
| 20707                         | Laurel        | 31,570          |
| 20860                         | Sandy Spring  | 2,446           |
| 20861                         | Ashton        | 3,017           |
| 20862                         | Brinklow      | 469             |
| 20866                         | Burtonsville  | 17,158          |
| 20868                         | Spencerville  | 691             |
| 20901                         | Silver Spring | 36,510          |
| 20903                         | Silver Spring | 20,278          |
| 20904                         | Colesville    | 59,724          |
| 20905                         | Colesville    | 17,951          |
| <b>Total Population:</b>      |               | <b>189,814</b>  |

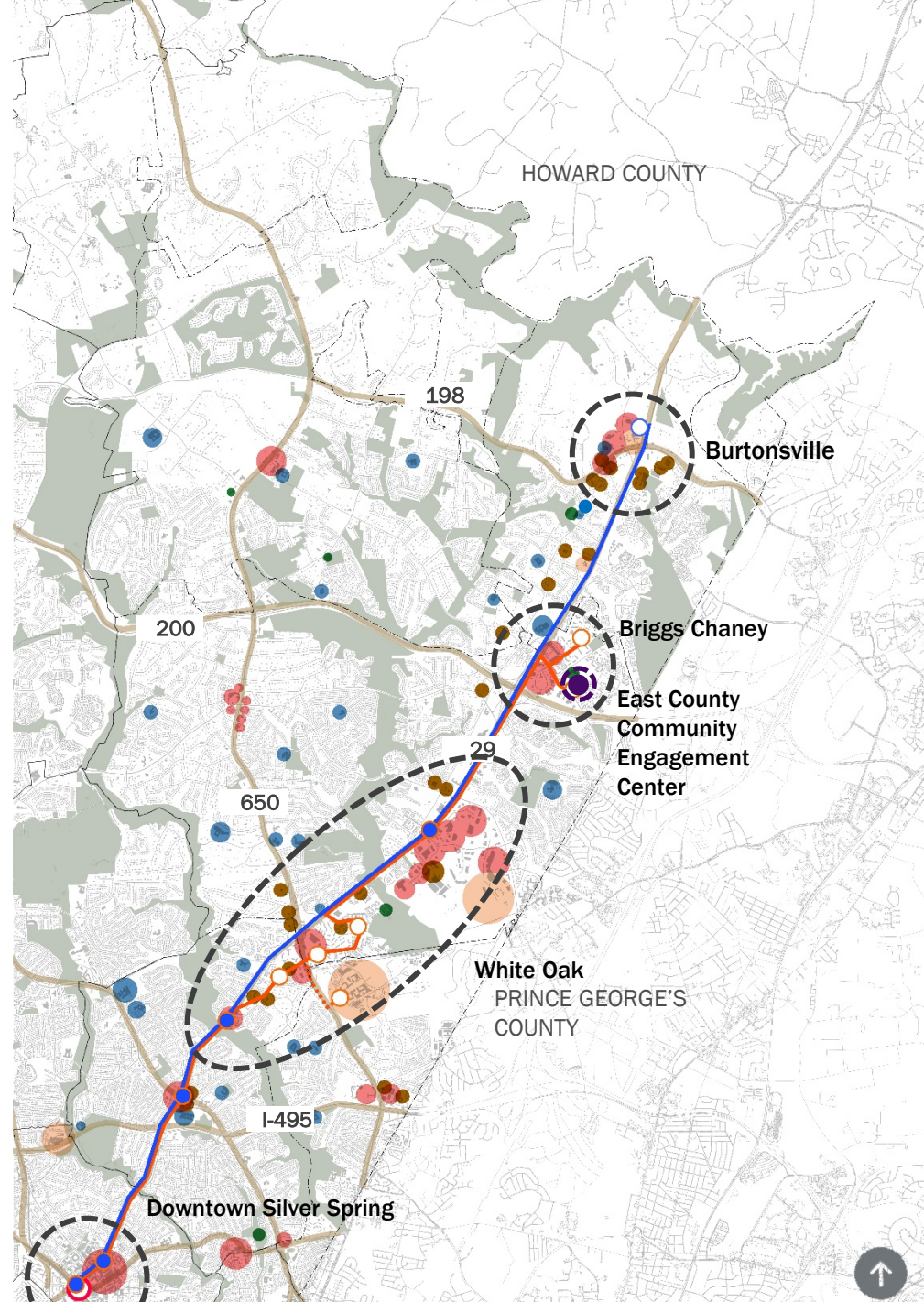


- Montgomery College
- Zip Codes
- Population

# Activity Centers

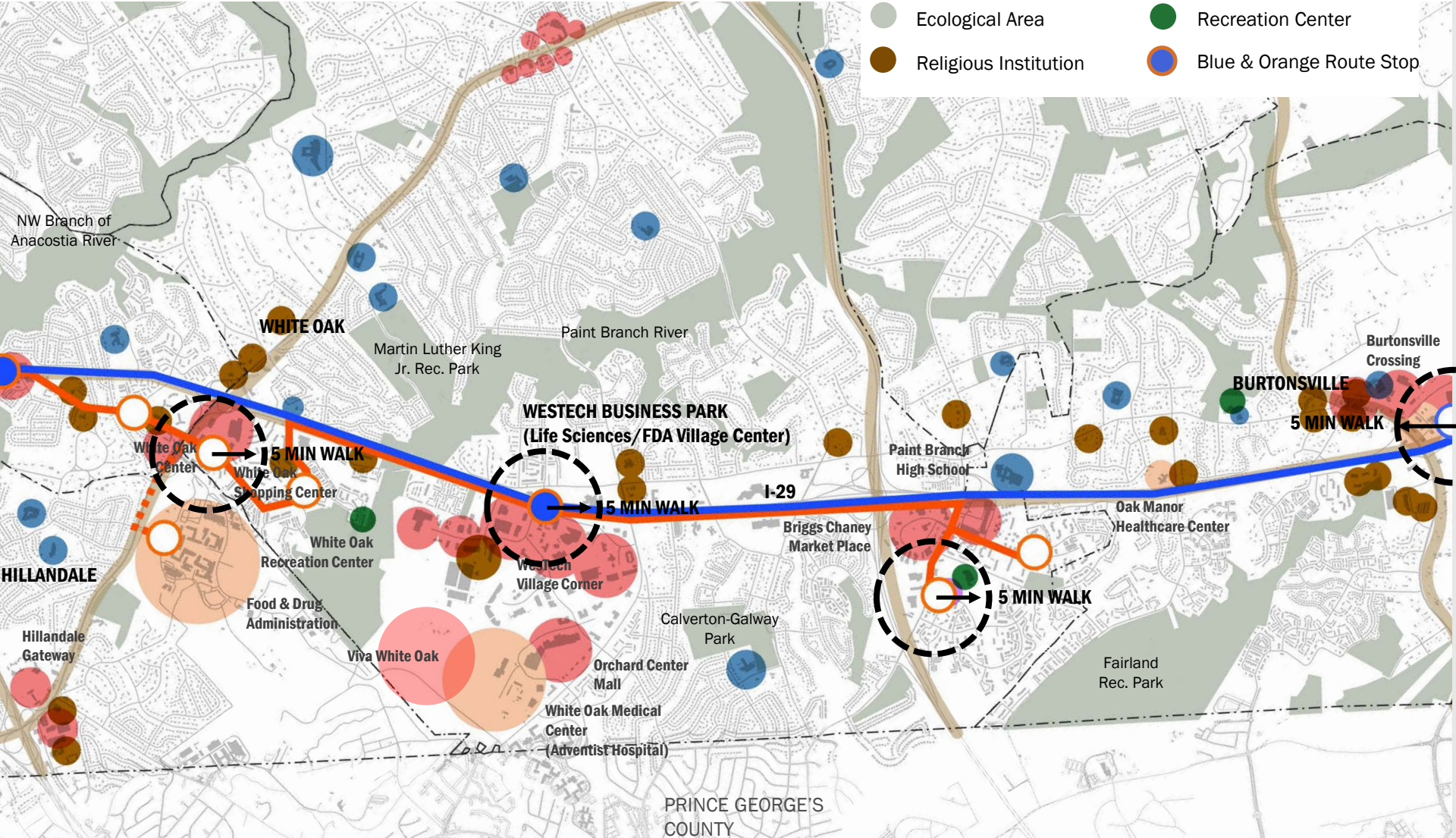


- Flash BRT (Blue Route)
- Flash BRT (Orange Route)
- Flash BRT (Blue & Orange Route Stop)
- Primary Vehicular Corridor
- Ecological Area
- Activity/Commercial Center
- Anchor Institution
- Education Facility
- Religious Institution
- Recreation Center



# Proximity to BRT

- Flash BRT (Blue Route)
- Flash BRT (Orange Route)
- Primary Vehicular Corridor
- Ecological Area
- Religious Institution
- Activity/Commercial Center
- Anchor Institution
- Educational Facility
- Recreation Center
- Blue & Orange Route Stop



# Current & Planned Development

- Commercial
- Residential
- Anchor Institution
- Mixed use

- 1) Viva White Oak
- 280-acre site
  - 6-7 million SF commercial space
  - 5,360-unit residential

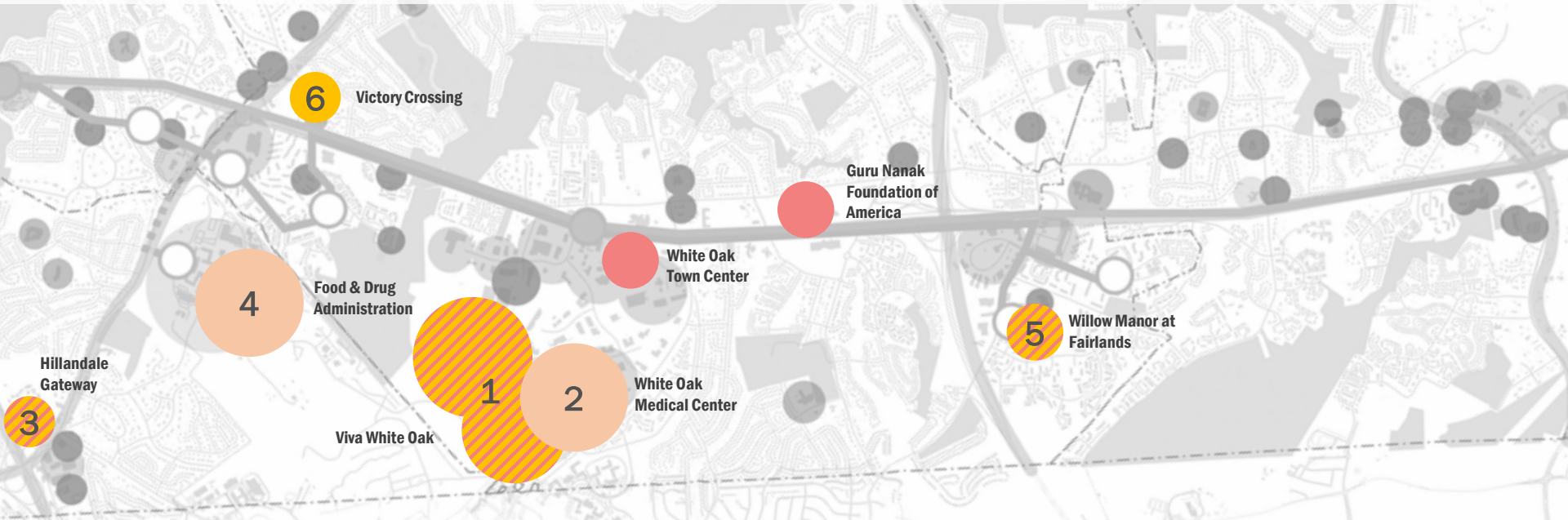
- 2) Washington Adventist Hospital: White Oak Medical Center
- 48-acre site
  - 803,000 SF

- 3) Hillandale Gateway
- 463-unit residential
  - 16,000 SF retail

- 4) Food & Drug Administration HQ
- 18,000 employees by 2035-2040

- 5) Willow Manor at Fairlands
- 122-unit affordable mix income
  - Independent senior living

- 6) Victory Crossing
- 12-acre site
  - 105-unit mixed income
  - Independent senior living

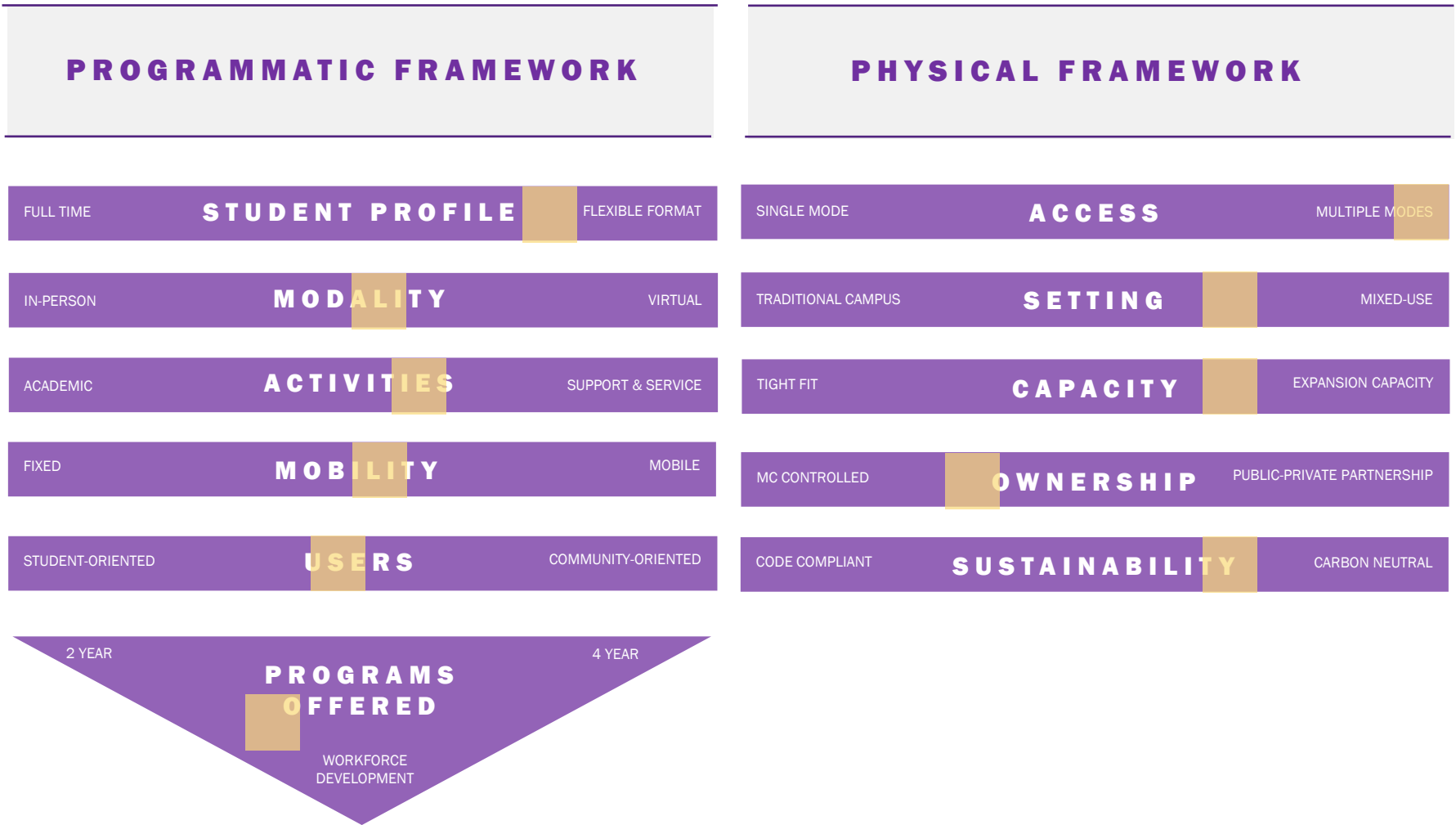


PRINCE GEORGE'S COUNTY



# What attributes will define the East County campus?

An interactive exercise was conducted with Montgomery College stakeholders to identify attributes that should be reflected within an East County campus as compared to existing legacy campuses.\*



\*Additional details can be found in the appendix

## 2) Buildout Scenario

- ❖ The design team developed a buildout scenario for a generic site based on characteristics of preferred sites from the real estate analysis that would accommodate identified space need.
- ❖ The test fit exercise assessed site capacity, illustrated an approach to phasing, and identified factors that should be taken into consideration in capital budgeting.

# Space Needs Projections

- ❖ To be commensurate with other Montgomery College campuses, enrollment and space needs were predicted based on a top-down strategy that used an average of 68 NASF/FTE based on the enrollment and footprint of other Montgomery College campuses.
- ❖ Space needs were projected over 3 phases based on enrollment:
  - Phase 1: 40,000-45,000 NASF for 610 FTE students
  - Phase 2: 60,000-80,000 NASF for 1,997 FTE students
  - Phase 3: 130,000-150,000 NASF for 3,922 FTE students
- ❖ Many potential properties could include former retail buildings with space that could be adapted in an existing big-box retail to house the Phase 1 campus program.
- ❖ Phase 1 assumes a central campus community space that serves as the main entry point wrapped by academic and innovation space.



# Existing Campus Snapshot

\*Includes community-oriented spaces

## GERMANTOWN

### Enrollment

- 7,500 Students

### Academic Highlights

- Biotechnology Program
- Cybersecurity Program
- Renaissance Scholars
- Southern Management Leadership Program
- Holy Cross Germantown Hospital\*
- Germantown Innovation Center\*
- Frank Islam Athenaeum Symposia\*

### Support & Services

- Raptor Central
- Campus Store
- Library
- Office of Student Life
- Academic Learning Centers

## ROCKVILLE

### Enrollment

- 15,000 Students

### Academic Highlights

- Ackerman STEM Learning Center
- Robert E. Parilla Performing Arts Center\*
- Macklin Business Institute
- Marriott Hospitality Center
- Montgomery Scholars Program
- Paul Peck Humanities Institute

### Support & Services

- Raptor Central
- Campus Store
- Library
- Office of Student Life
- Academic Learning Centers

## TAKOMA PARK/ SILVER SPRING

### Enrollment

- 7,800 Students

### Academic Highlights

- Cultural Arts Center\*
- Cafritz Foundation Arts Center\*
- School of Art + Design
- Nursing Program
- Health Sciences Program
- Renaissance Scholars
- Institute for Race, Justice, and Civic Engagement (IRJC)
- Planetarium\*

### Support & Services

- Raptor Central
- Campus Store
- Library
- Office of Student Life
- Academic Learning Centers

# Projected Enrollment Ranges at New Presence

| Headcount vs Service Area Population<br>Fall 2020     |            |           |                               |             |
|---|------------|-----------|-------------------------------|-------------|
| Fall 2020 Enrollments                                 | Germantown | Rockville | Takoma Park/<br>Silver Spring | East County |
| Total Headcount                                       | 7,762      | 14,227    | 7,561                         | <b>TBD</b>  |
| 2020 Population by Service Area                       | 384,821    | 270,302   | 120,659                       | 189,814     |
| Students Commuting from Eastern Montgomery County     | 403        | 1,445     | 1,426                         | Phase 2     |
| Headcount of Local Students / Service Area Population | 1.91%      | 4.73%     | 5.08%                         | Phase 3     |

| Phase | Eastern MC Campus Headcount | Enrollment  | Assumption  |
|-------|-----------------------------|-------------|---|
| 1     | 1,000                       | Preliminary | Initial phase   |
| 2     | 3,273                       | Low         | Eastern MC students attending existing MC campuses                                      |
| 3     | 6,429                       | Medium      | Average market share at three legacy campuses adjusted for existing eastern MC students |

# Enrollment and Space Need

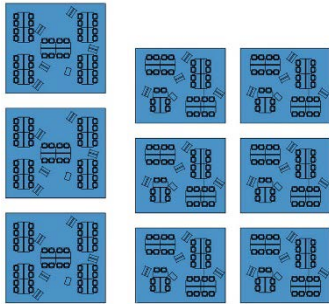
Enrollment and space needs were predicted based on a top-down strategy that used an average of 68 NASF\*/FTE based on the enrollment and footprint of MC's other campuses. This strategy was then verified via a bottom-up approach that utilized existing student to faculty baseline ratios and course scheduling data to assign square footage needs comparable to space metrics at other MC campuses as well as MHEC guidelines.

| PHASE   | PHASE   | PHASE   |
|---|---|---|
| <b>1</b>  | <b>2</b>  | <b>3</b>  |
| <b>1,000 HEADCOUNT</b><br>610 Full-Time<br>Equivalent | <b>3,273 HEADCOUNT</b><br>1,997 Full-Time<br>Equivalent | <b>6,429 HEADCOUNT</b><br>3,922 Full-Time<br>Equivalent |
| Gross Square Feet<br>63k - 68k                        | Gross Square Feet<br>177k - 208k                        | Gross Square Feet<br>388k - 430k                        |
| Net Square Feet<br>40 - 45k                           | Net Square Feet<br>60 - 80k                             | Net Square Feet<br>130 - 150k                           |

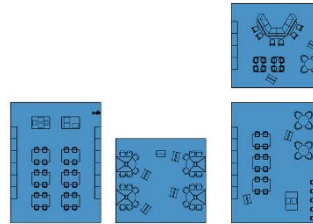
- **Partnership Opportunities:**
  - Commercial Kitchen Incubator
  - Non-Profit Partner Space
  - Event Space
  - Convocation Center

\*Net Assignable Square Feet (NASF) - Areas assigned to, or available or assignment to, an occupant or specific use. It excludes mechanical spaces, restrooms, and circulation spaces like corridors, stairs, and elevators.

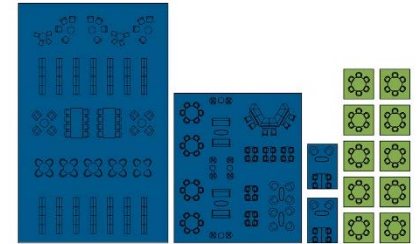
# Phase 1- 40,000 to 45,000 NASF



9 Classrooms



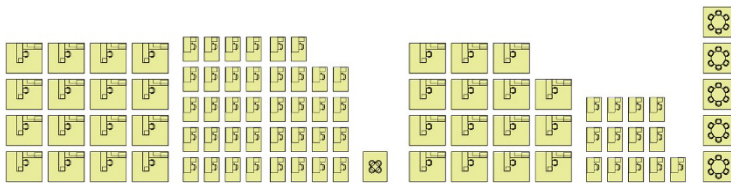
2 Labs, Makerspace,  
+ Incubator



Learning Resource Center  
Study + Virtual Learning Space

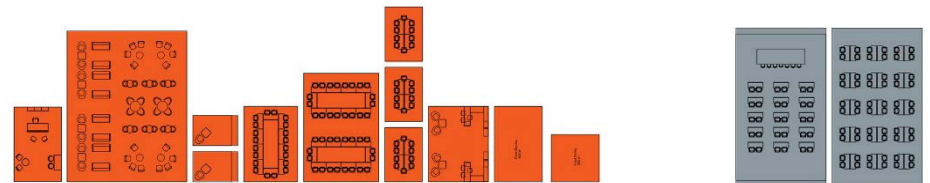
## Academics

### Workplace



Capacity for 75 Faculty + Staff

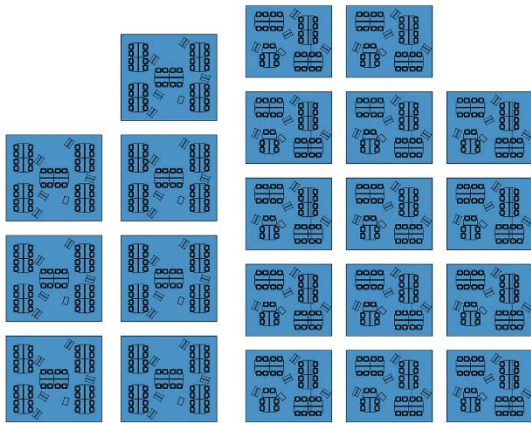
### Campus Community



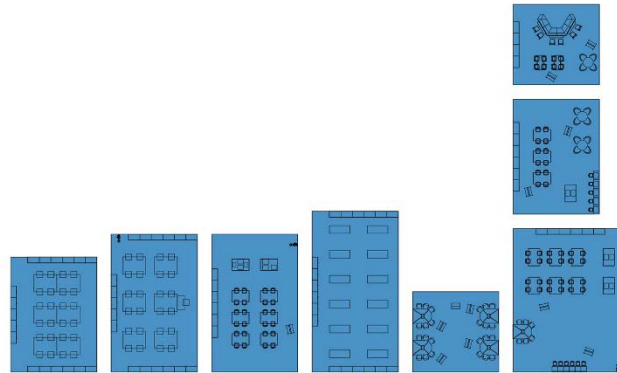
Welcome, Raptor Central, Lounge, Food  
Service + Pantry, Meeting Rooms

Demo Kitchen  
Multipurpose Space

# Phase 2- 60,000 to 80,000 NASF

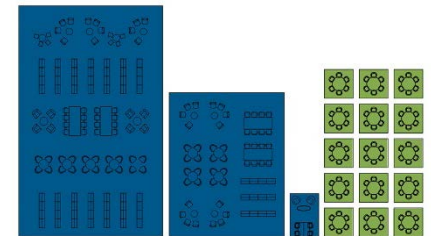


21 Additional Classrooms



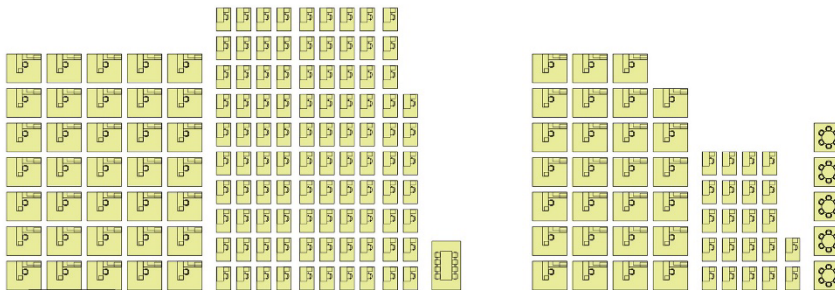
8 Additional Labs

## Academics



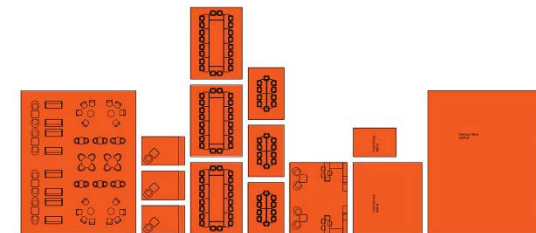
Expanded Learning Resource Center  
Study + Virtual Learning Space

## Workplace



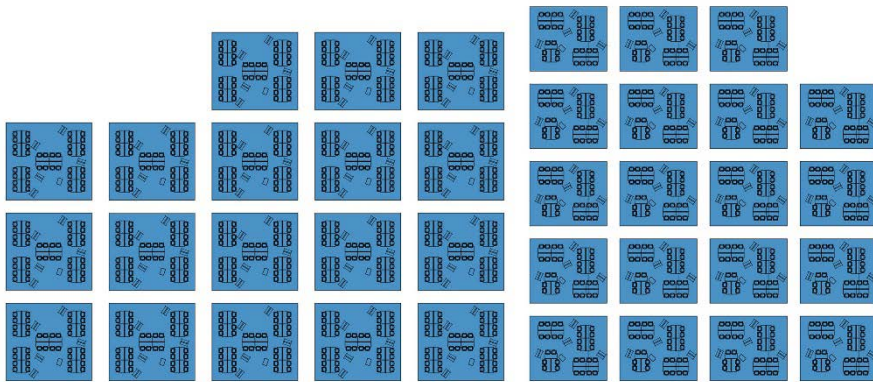
Capacity for an Additional 175 Faculty + Staff

## Campus Community

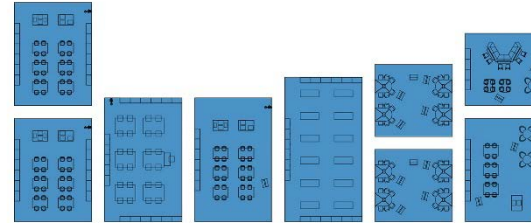


Expanded Raptor Central, Lounge, Food Options, + Meeting Rooms

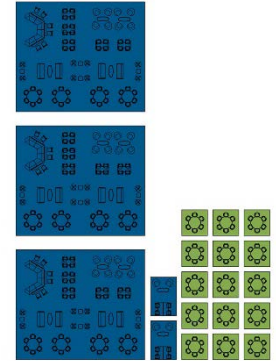
# Phase 3- 130,000 to 150,000 NASF



37 Additional Classrooms



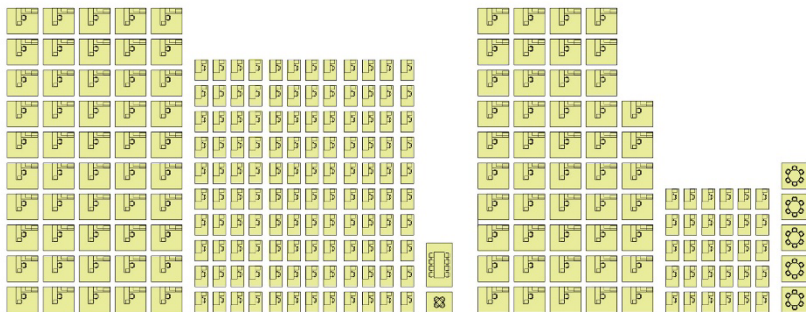
9 Additional Labs



Study + Virtual Learning Space

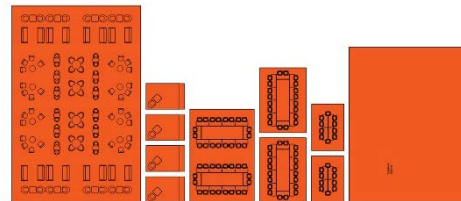
## Academics

## Workplace

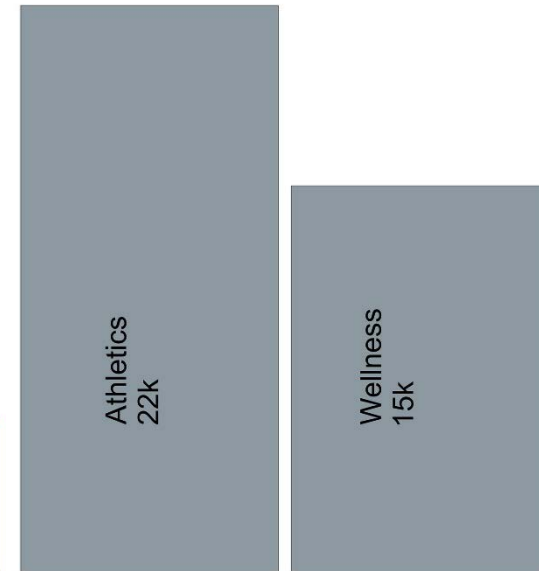


Capacity for an Additional 150 Faculty + Staff

## Campus Community



Lounge, Cafeteria, + Meeting Rooms



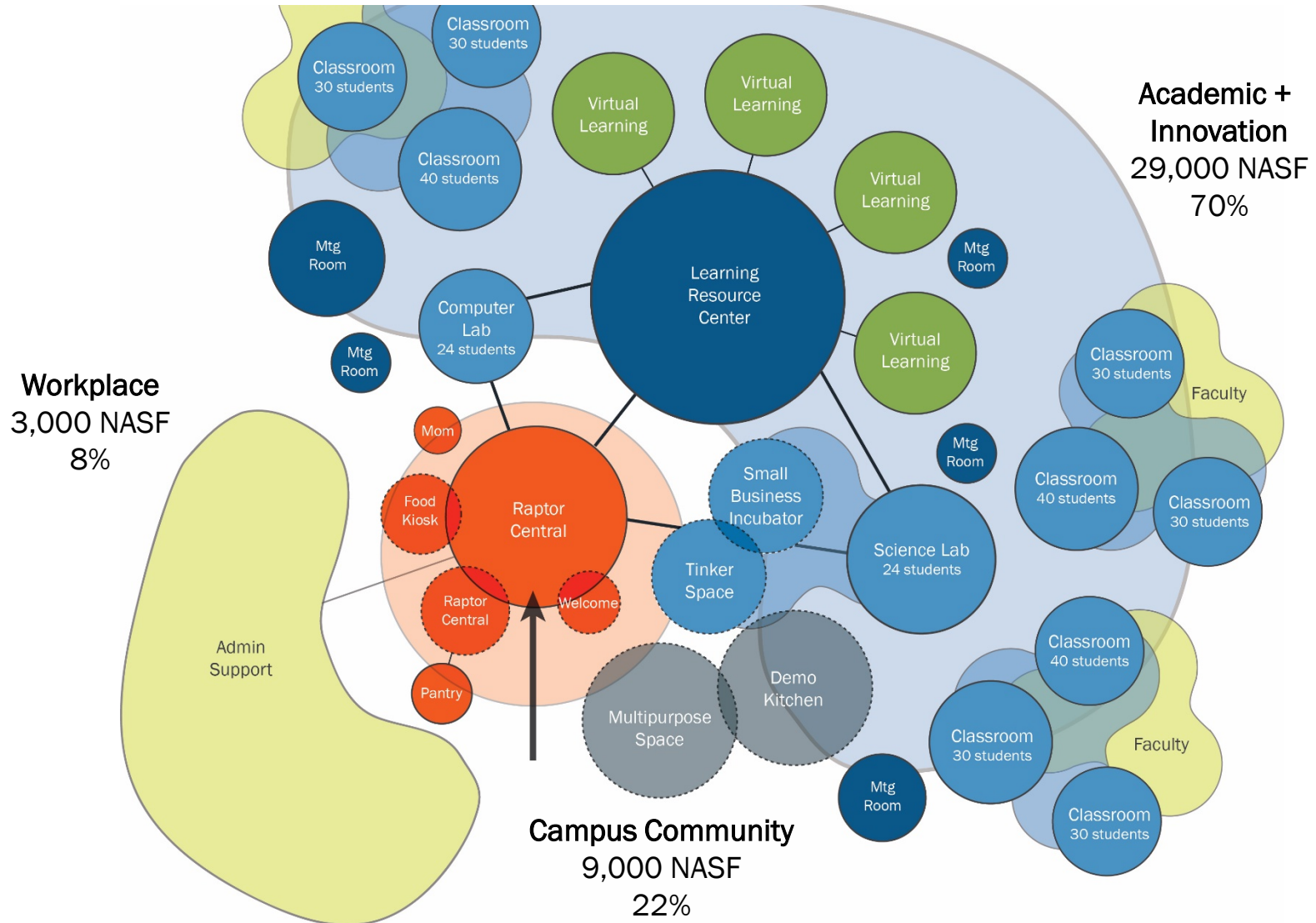
Athletics  
22k

Wellness  
15k

Athletics + Wellness

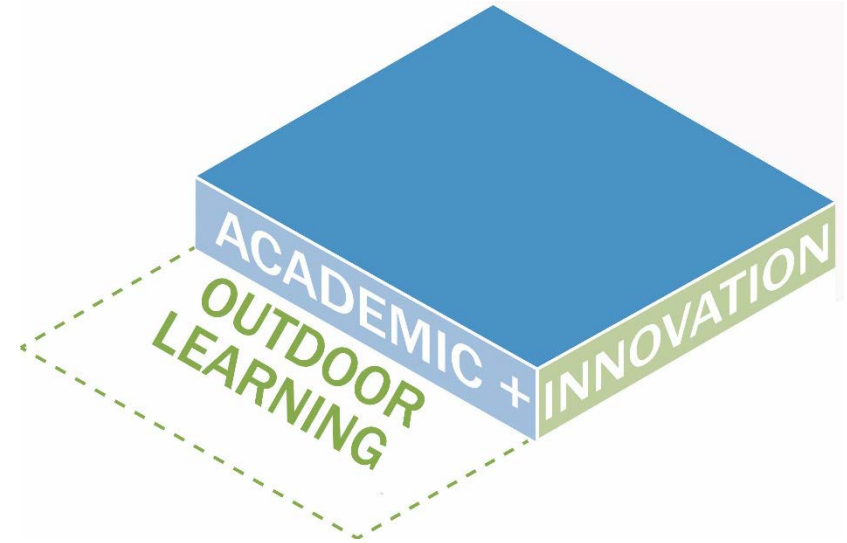
# Phase 1- 40,000 to 45,000 NASF

Phase 1 assumes a central campus community space that would serve as the entry point and would include student-oriented functions. This space would be wrapped by academic and innovation space, which would be a blend of in-person and virtual learning environments, laboratories, meeting rooms, faculty offices, a learning resource center, and administrative support.



## Phase 1- Big Box Retail Conversion

If the first phase is developed on a former retail site, the College could adapt an existing big-box retail building to house the academic and innovation components of the program. Smaller big box and anchor retail sites are typically 25,000-30,000 NASF, which could house the program needed to quickly get the campus up and running. The space would likely be a large open space with high ceilings to accommodate makerspace and laboratory-based programming.



**Big Box = 25 – 30k**  
25,000 to 30,000 NASF

**Academic + Innovation**  
29,000 NASF

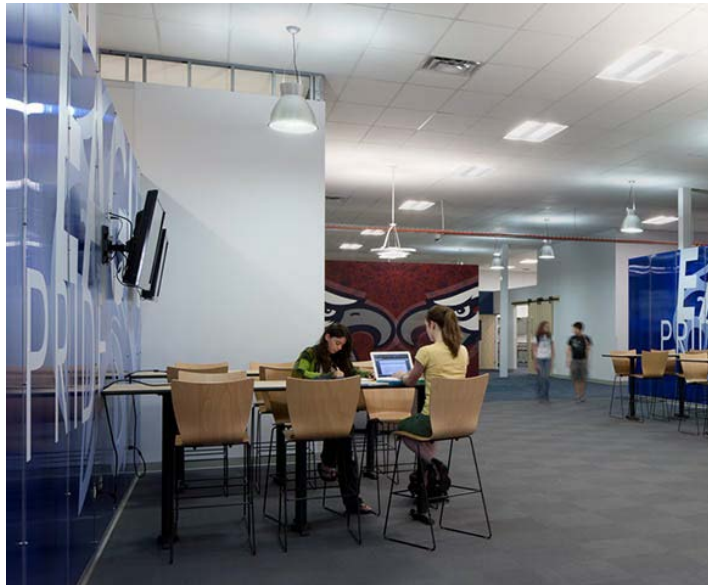


# Phase 1- Big Box Precedents

- Renovation of a former shopping center, with its main academic program occupying a former department store.
- Large retail facilities are typically designed using simple structural bays, open layouts, and the ability to add punched openings on the exterior for daylight and views.



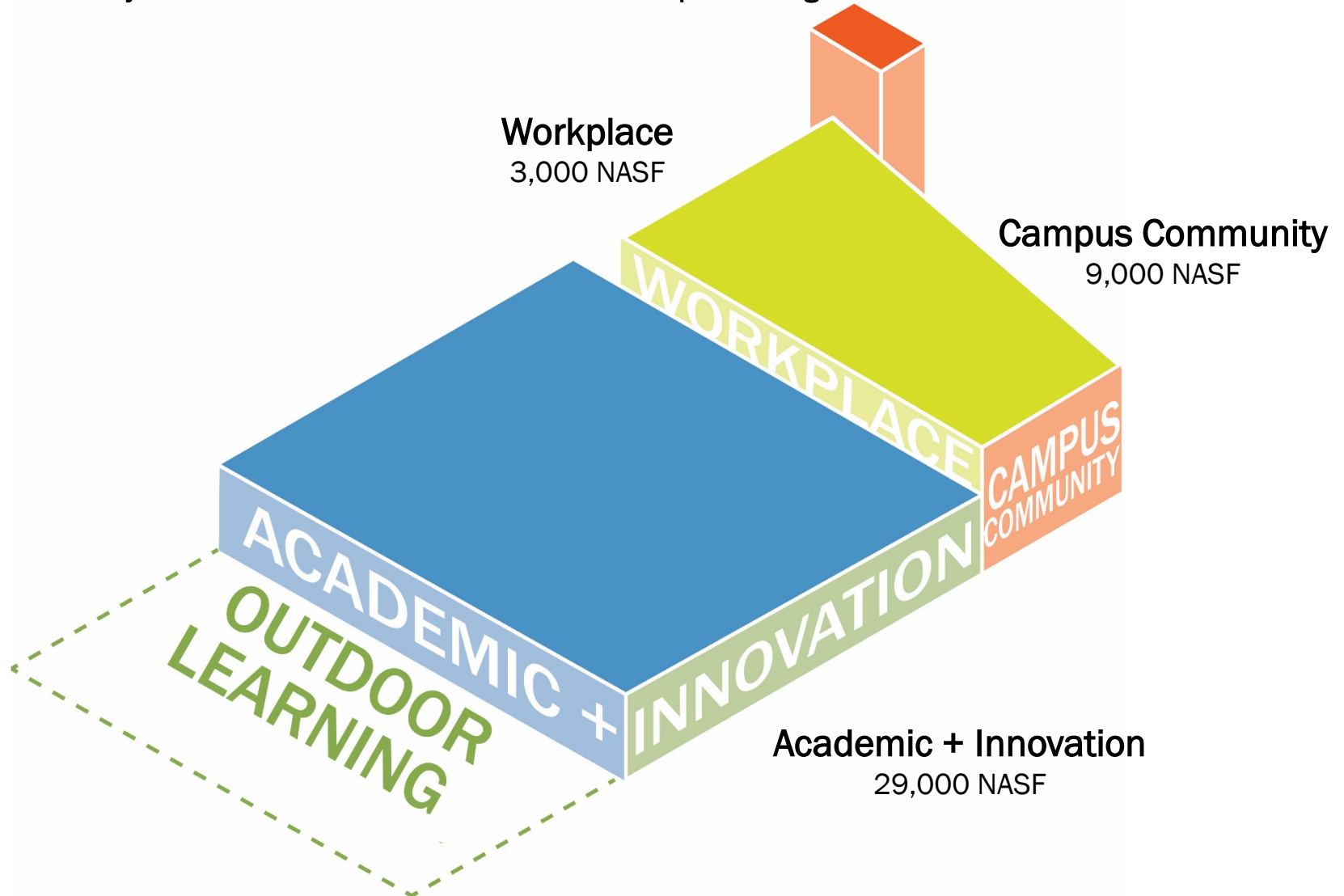
Austin Community College Highland Campus



Joplin High School + Career and Technical Center- Joplin, Missouri

## Phase 1- Concept

Phase 1 imagines a new addition to the existing big box space which would house student-oriented service and study space along with administrative workplace and support. This new addition can start to provide brand identity and cohesive architecture that will tie the phases together.



# Test Fit

- ❖ The real estate study showed most currently available parcels range from 5 to 30 acres, suggesting that a new campus may be a denser development than currently found at existing Montgomery College campuses. The test fit illustrates a full build-out of the potential program with over 1 million GSF of development over 3 phases. Significant investments in structured parking are necessary to maintain current parking ratios.
  - Phase 1: Renovates an existing big-box space, adding selective new construction to define outdoor spaces and establish a brand identity and cohesive architecture with future phases.
  - Phase 2: Establishes campus identity with a new academic building defining an open space. Builds out structured parking to address parking demand as the site is developed more intensively.
  - Phase 3: Defines a sense of place and community identity with the addition of 2 academic buildings and a recreational facility for athletics and wellness. A new campus quad will provide opportunities for recreation, informal outdoor gathering, and gathering for special events. Additional structured parking is needed.
  
- ❖ If a reduction in vehicle dependence is possible and the use of active forms of transportation such as bikes and public transit increases, there is opportunity to dedicate land that would otherwise be used for parking for additional rec fields, courts, or other development opportunities.

# Montgomery College Campuses

## GERMANTOWN CAMPUS

### Total Acreage

- 208 Acres

### Enrollment (Fall 2020)

- 7,762 Headcount
- 4,872 FTE

### Campus Building Total

- 270,100 NASF
- 475,238 GSF

## ROCKVILLE CAMPUS

### Total Acreage

- 86 Acres

### Enrollment (Fall 2020)

- 14,220 Headcount
- 8,618 FTE

### Campus Building Total

- 619,500 NASF
- 1,209,283 GSF

## TAKOMA PARK/ SILVER SPRING CAMPUS

### Total Acreage

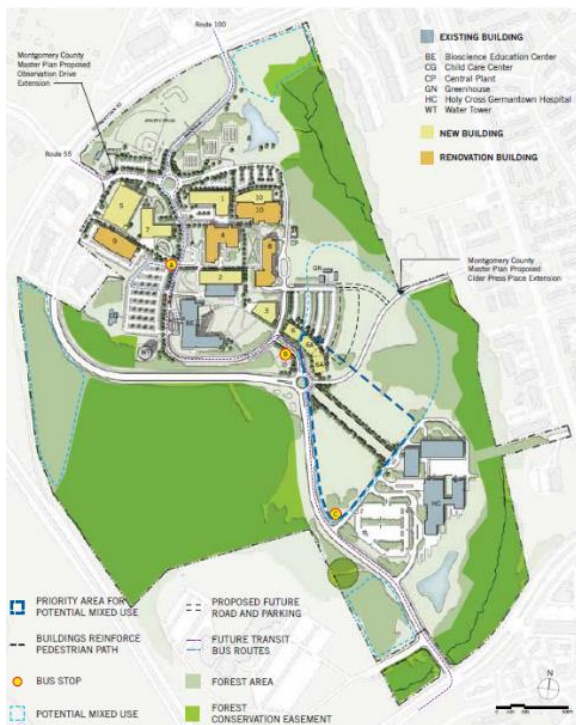
- 20 Acres

### Enrollment (Fall 2020)

- 7,561 Headcount
- 4,494 FTE

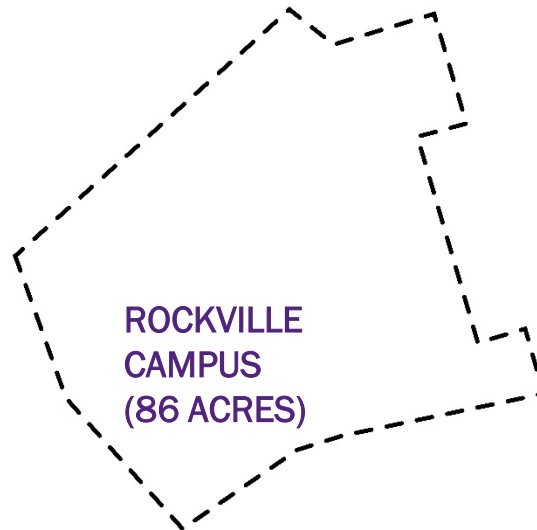
### Campus Building Total

- 343,300 NASF
- 941,254 GSF



# Potential Site Scale Comparison

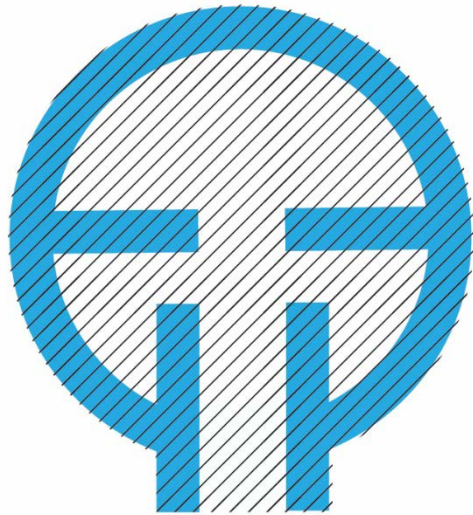
## SIZE RANGE OF SITES



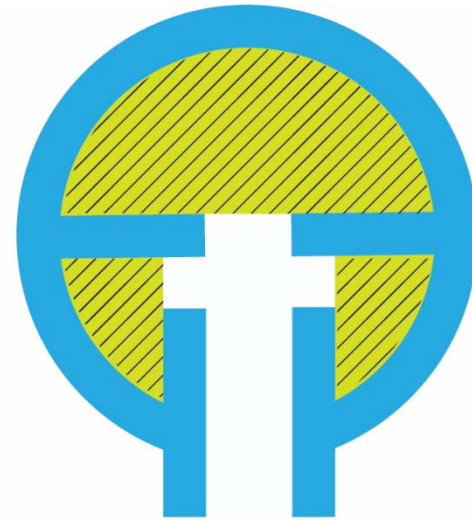
# Space Planning- Definitions

A grossing factor of .65 was used by the planning team to take into consideration mechanical spaces, restrooms, and building circulation.

- **Gross Square Feet (GSF)** – All built space, including walls, mechanical spaces, restrooms, and circulation spaces.
- **Net Assignable Square Feet (NASF)** - Areas assigned to, or available or assignment to, an occupant or specific use. It excludes mechanical spaces, restrooms, and circulation spaces like corridors, stairs, and elevators.



**GSF**  
GROSS SQUARE FEET  
GROSS AREA



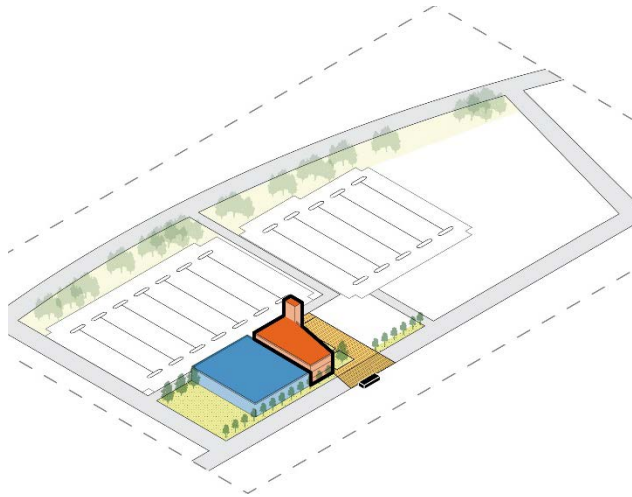
**NASF**  
NET ASSIGNABLE SQUARE FEET  
NET ASSIGNABLE AREA

# Test Fit

PHASE

**1**

**1,000 HEADCOUNT**  
“Cornerstone”

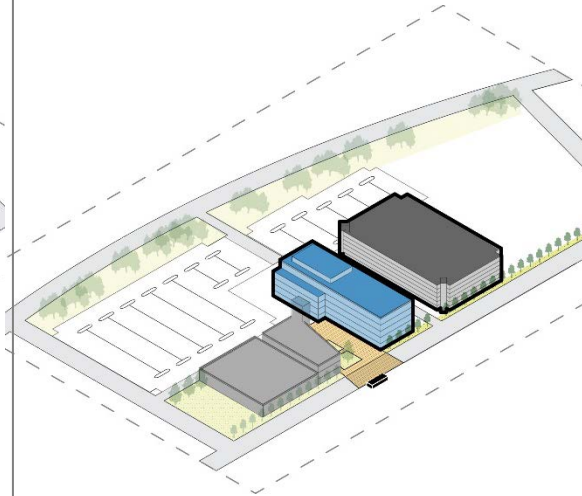


- “Seed” interface between academics and public partnerships

PHASE

**2**

**3,273 HEADCOUNT**  
“Identity”

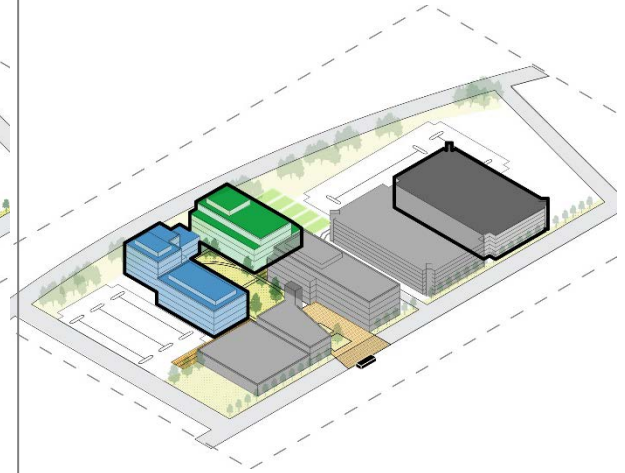


- Reinforce growth of Academic Core / Center(s)
- Establish a Campus Identity

PHASE

**3**

**6,429 HEADCOUNT**  
“Community”



- Foster growth and maturation
- Amenity Space Interior & Exterior
- Sense of Place & East Campus Community

# Test Fit: Phase 1 "Cornerstone"

NEW BUILD:  
36,850 GSF

RENOVATION:  
27,900 GSF

PARKING:  
539 Spaces

TOTAL CAMPUS GSF:  
64,750 GSF

+40,000 GSF Ground Level  
Public-facing Program

- Welcome Area
- Resource Center
- Meeting Spaces
- Multipurpose Room
- Maker Space
- Incubator Space

New Building Upper Levels  
General Academics and support

- Classrooms (9) & Labs (2)
- Administration
- Faculty

Welcome Plaza  
26,000 SF

1 Story  
27,900 GSF

Open Space  
17,500 SF

Transit Hub

3 Stories  
36,850 GSF



# Test Fit: Phase 2 "Identity"

NEW BUILD\*:  
137,500 GSF

RENOVATION:  
0 GSF

PARKING:  
1,445 Spaces (+906)

TOTAL CAMPUS GSF:  
202,250 GSF

- +30,000 GSF Ground Level
- Student Services
- Learning Resource Center
- Grab & Go
- Incubator/Marker Space

- Concentration on Academics
- +/- 40,000 NASF of Classrooms (30) & Labs (7)
  - Faculty

Structured Parking

6 Stories  
316,600 GSF

4/5 Stories  
137,500 GSF

Transit Hub

# Test Fit: Phase 3 "Community"

NEW BUILD\*:  
213,500 GSF

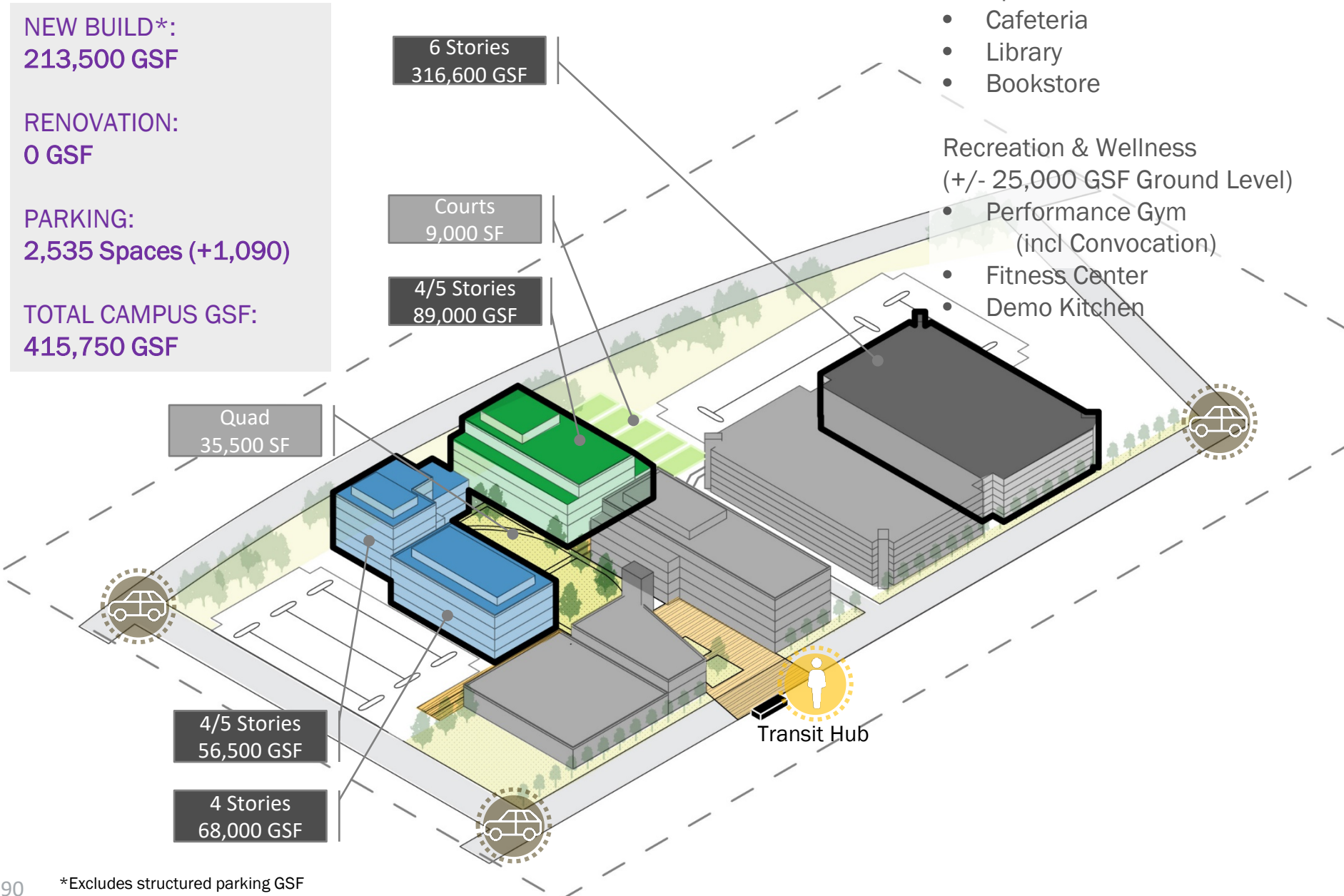
RENOVATION:  
0 GSF

PARKING:  
2,535 Spaces (+1,090)

TOTAL CAMPUS GSF:  
415,750 GSF

- +29,000 GSF Ground Level
- Concentration on Academic Space
- Cafeteria
- Library
- Bookstore

- Recreation & Wellness  
(+/- 25,000 GSF Ground Level)
- Performance Gym (incl Convocation)
  - Fitness Center
  - Demo Kitchen



6 Stories  
316,600 GSF

Courts  
9,000 SF

4/5 Stories  
89,000 GSF

Quad  
35,500 SF

4/5 Stories  
56,500 GSF

4 Stories  
68,000 GSF

Transit Hub

# Test Fit: Phase 3 Alternate

**NEW BUILD\*:**  
213,500 GSF

**RENOVATION:**  
0 GSF

**PARKING:**  
2,175 Spaces (+730)

**TOTAL CAMPUS GSF:**  
415,750 GSF

6 Stories  
316,600 GSF

Rec Field  
36,000 SF

Courts  
9,000 SF

4/5 Stories  
89,000 GSF

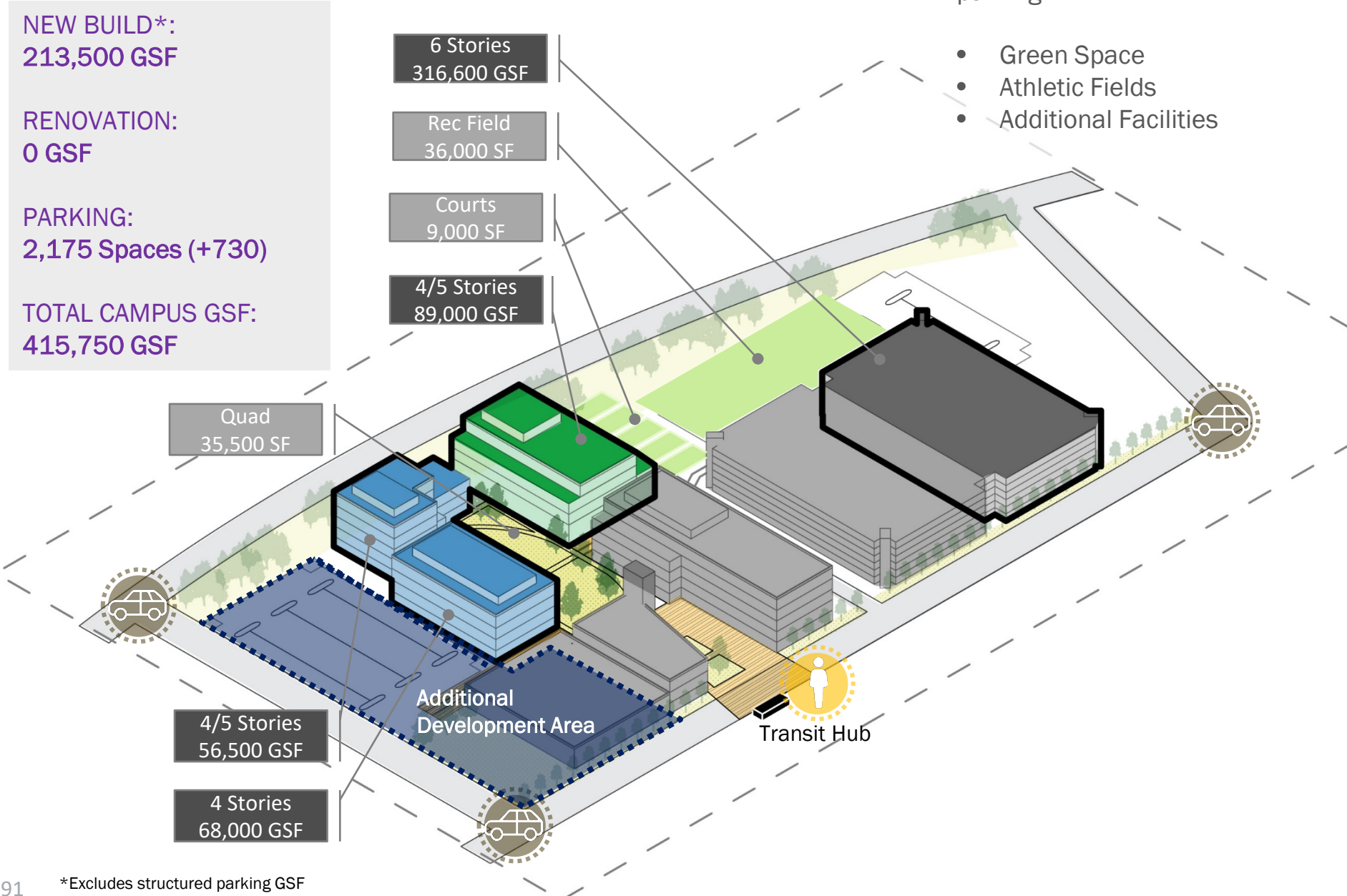
Quad  
35,500 SF

4/5 Stories  
56,500 GSF

4 Stories  
68,000 GSF

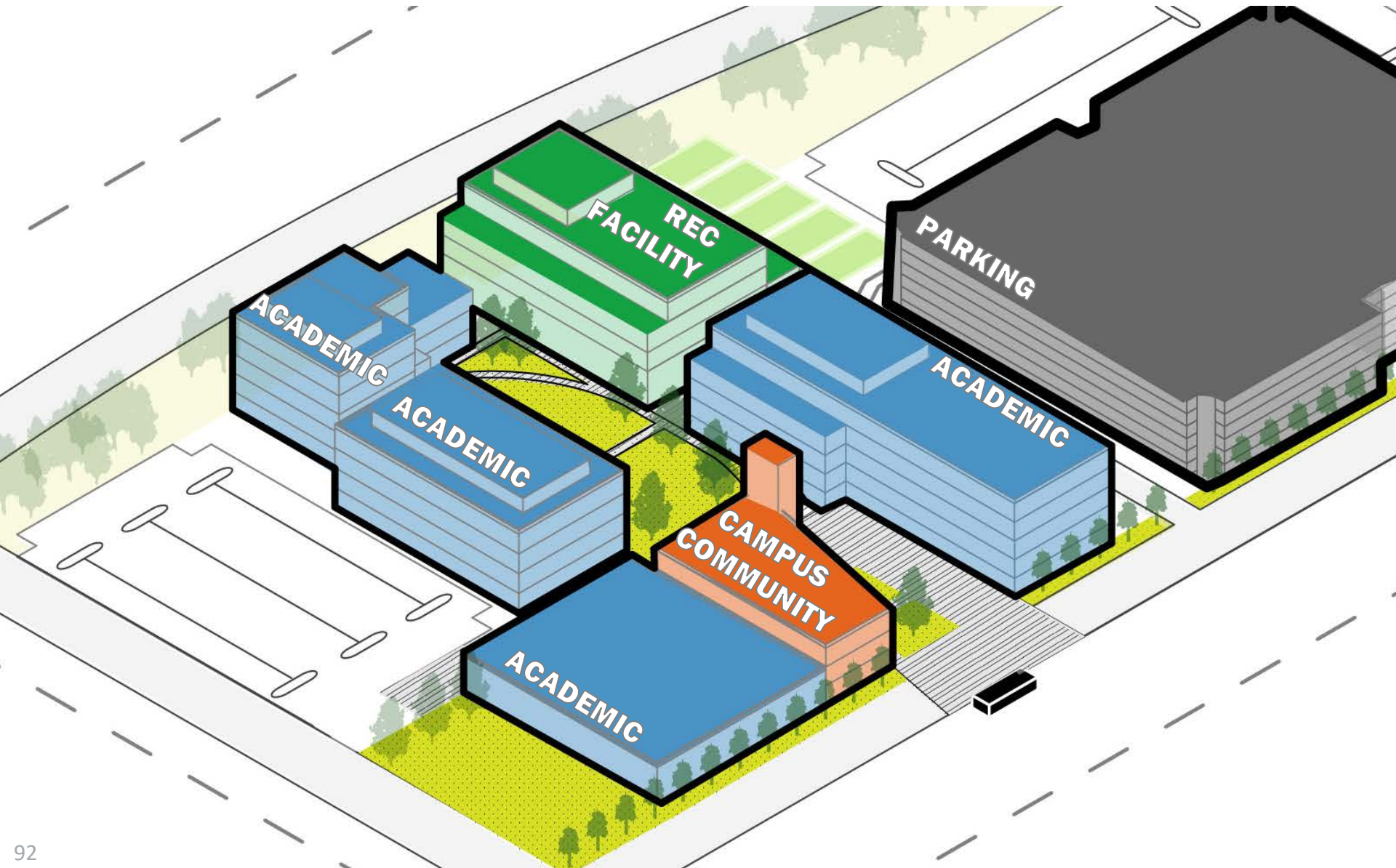
Optimize Site Development  
with reduction or offset of surface  
parking

- Green Space
- Athletic Fields
- Additional Facilities



\*Excludes structured parking GSF

# Building Use



## 3) Appendix

- ❖ Participants
- ❖ Campus Framework Exercise
- ❖ Space Planning & Best Practices

# Participants- Planning Team & Advisory Committee

This project could not have been completed without the generous time and engagement by the MC Advisory Committee and focus group participants.

## Planning Team

### Ayers Saint Gross

1040 Hull Street  
Suite 100  
Baltimore, MD 21230

### Kennedy & Company

1701 Rhode Island Ave  
Suite 116  
Washington, DC 20036

### McEnearney Commercial

4315 50<sup>th</sup> Street  
Washington, DC 20016

## Advisory Committee

- Dr. Arlene Blaylock Director, Office of Institutional Research & Effectiveness
- Dr. Monica Brown Senior Vice President for Student Affairs
- **Dr. Stephen Cain\*** **Chief of Staff/Chief Strategy Officer**
- Mr. Ray Gilmer Associate Senior Vice President for Advancement & Community Engagement
- Ms. Cathy Giovannetti Finance Director, WDCE
- Ms. Liz Greaney Chief Business/Financial Strategy Officer
- Dr. Melissa Gregory Associate Senior Vice President for Student Affairs
- Mr. John Hamman Chief Analytics & Insights Officer
- Ms. Linda Hickey Budget Analyst
- Mr. Jamie Karn Campus Planner
- Dr. Kim Kelley Vice President & Provost, Rockville Campus
- Ms. Margaret Latimer Vice President & Provost, Germantown Campus
- Dr. Kevin Long Deputy Chief of Staff for Policy & Planning
- Ms. Susan Madden Chief Government Relations Officer
- Ms. Jane-Ellen Miller Interim Chief Information Officer
- Mr. Marv Mills Vice President of Facilities & Security
- Dr. Mike Mills Vice President, Office of E-Learning, Innovation & Teaching Excellence
- Mr. George Payne Vice President, Workforce Development & Continuing Education
- Ms. Donna Pina Director of Foundation Finance
- Dr. Sanjay Rai Senior Vice President for Academic Affairs
- Dr. Elena Saenz Associate Senior Vice President for Academic Affairs
- Ms. Donna Schena Senior Vice President for Administrative & Fiscal Services
- Ms. Kristina Schramm Capital Budget Analyst
- Mr. Dave Sears Senior Vice President for Advancement & Community Engagement
- Ms. Karla Silvestre Director of Community Engagement
- Dr. Brad Stewart Vice President and Provost, Takoma Park/Silver Spring Campus

*\* Day to Day Contact for MC Feasibility Study*

# Participants- Focus Groups

This project could not have been completed without the generous time and engagement by the MC Advisory Committee and focus group participants.

## Community Organization

- Camille McKenzie
- Dan Wilhelm
- Barry Wides
- Kendra Smith
- Jackie DiCarlo
- Patricia Drumming
- Kathy Stevens
- David Feehan
- Jayne Park

## Employer

- Andrea Imhoff
- Stuart Coulson
- Lauren Peirce
- JJ Stapleton
- Tori Butler
- Melissa Simon

## Student

- Silvia Chicas
- Nichel Griffin
- Judy Olivia
- Ivan Rodriguez
- Gerson Vasquez
- Oluwafunmike Adegeye
- Yvan Libom
- Andre Ferguson
- Maryam Abdur-Rahman

## Citizen's Advisory Board & Government

- Rachael Evans
- Peter Myo Khin
- Anthony Ramirez
- Gabriel Martinez Cabrera
- Josephine Garnem
- Anita Vassallo

## County Officials

- Daniel Koroma
- Jonathan Genn
- Brian Downie
- Shane Pollin
- Daniel Terrell
- Robin Riley
- Larry Edmonds
- Harriet Shangarai
- Sylvia Saunders

# Alignment of mission-driven program with the physical environment





# Montgomery County: Programmatic Framework Spectrum

## GERMANTOWN



## ROCKVILLE



## TAKOMA PARK/ SILVER SPRING



# Montgomery County: Physical Framework Spectrum

## GERMANTOWN



## ROCKVILLE



## TAKOMA PARK/ SILVER SPRING



# Student Profile

PROGRAMMATIC  
FRAMEWORK

Please use the ANNOTATE TOOL to document during breakout room groups.

● BREAKOUT ROOM  
CONSENSUS

■ AVERAGE CONSENSUS

FULL TIME



FLEXIBLE FORMAT



## Full-Time Campus Experience:

Often includes newly graduated students direct from high school. Requires more spaces on campus dedicated to food/dining and student life to promote socialization, life skills, and community building.



## Flexible Format:

Programs targeted towards students that attend college part-time as a complement to high school courses or employment, or at times that are compatible with other family and work obligations. Requires more flexible academic and support & service spaces (counseling, remediation, wellness clinics) and access to technology.

# Modality

## PROGRAMMATIC FRAMEWORK

Please use the ANNOTATE TOOL to document during breakout room groups.

● BREAKOUT ROOM  
CONSENSUS

■ AVERAGE CONSENSUS

IN-PERSON

HYBRID & REMOTE

VIRTUAL



INSTRUCTIONAL SPACE: HOWARD COMMUNITY COLLEGE

INSTRUCTIONAL SPACE: UNIVERSITY OF DELAWARE

HIGHLAND DIGITAL MEDIA CENTER: AUSTIN CC

### In-Person:

Courses offered in a classroom at a regularly scheduled time where the instructor and all the students are present in-person.

### Hybrid & Remote :

Courses in which at least some content is offered in a classroom at a regularly scheduled time, and some content is offered online. Offering content online is at the discretion of the instructor.

### Virtual Learning:

Courses in which all content is provided online.

# Activities

## PROGRAMMATIC FRAMEWORK

Please use the ANNOTATE TOOL to document during breakout room groups.

● BREAKOUT ROOM  
CONSENSUS

■ AVERAGE CONSENSUS

ACADEMIC



SUPPORT & SERVICE



NURSING SIMULATION SPACE: BUNKER HILL COMMUNITY COLLEGE



FOOD PANTRY: MIAMI-DADE COLLEGE

### Academic:

Traditional instruction/research classrooms dedicated to student learning and engagement.

### Support & Service:

Holistic services independent of physical classrooms that assist with student success and engagement (food pantry, computer/multi-media lab, health clinic, wellness center, tutoring).

# Mobility

## PROGRAMMATIC FRAMEWORK

Please use the ANNOTATE TOOL to document during breakout room groups.

● BREAKOUT ROOM  
CONSENSUS

■ AVERAGE CONSENSUS

FIXED  
(YEARS-MONTHS)



MOBILE  
(MONTHS-DAYS)



MONTGOMERY COLLEGE

### Fixed:

“Bricks and mortar” locations that support programs for education, research, and community development.



L.L. BEAN POP-UP WORKSPACE

### Mobile:

Branded flexible and modular facilities that support short-term programs for education, research, and community development.

# Users

## PROGRAMMATIC FRAMEWORK

Please use the ANNOTATE TOOL to document during breakout room groups.

● BREAKOUT ROOM  
CONSENSUS

■ AVERAGE CONSENSUS

STUDENT-ORIENTED



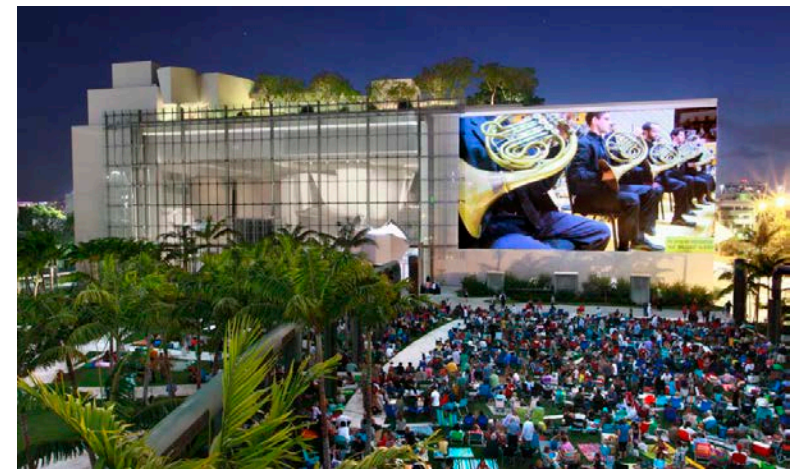
COMMUNITY-ORIENTED



CAFÉ ON THE QUAD: HOWARD COMMUNITY COLLEGE

### Student-Oriented:

Campus spaces dedicated to student success and development that provide opportunities for connections, collaboration, and learning outside the classroom (dining space, meeting space, student retail, recreation space).



IDEA CENTER: MIAMI-DADE COLLEGE

### Community-Oriented:

Dedicated campus spaces to promote learning and social development work with individuals and groups in the community using a range of formal and informal methods. Spaces could be permanent or temporary in nature (Cultural Arts Center, Institute for Social Justice, festivals).

# Programs Offered

## PROGRAMMATIC FRAMEWORK

Please use the ANNOTATE TOOL to document during breakout room groups.

● BREAKOUT ROOM  
CONSENSUS

■ AVERAGE CONSENSUS

2 YEAR

4 YEAR

### 2 Year :

Credit-bearing courses that lead to an Associate's degree in a clearly defined academic program. In combination with general education courses, provides additional career opportunities in specific industries.

### WORKFORCE DEVELOPMENT

### Workforce Development:

Short-term educational pathways such as trainings, non-credit courses, and certifications that lead to immediate employability, quick turnaround into workforce, could serve as a recruiting pathway for for-credit students.

### 4 Year:

Creating strong articulation agreements, partnerships, and transfer pathways with four-year universities to allow students to continue their education and transfer to a four-year school to earn a Bachelor's degree.



# Setting

## PHYSICAL FRAMEWORK

Please use the ANNOTATE TOOL to document during breakout room groups.

● BREAKOUT ROOM  
● CONSENSUS

■ AVERAGE CONSENSUS

TRADITIONAL  
CAMPUS



MIXED-USE



HOWARD COUNTY COMMUNITY COLLEGE CAMPUS QUAD

### Traditional Campus:

Campus is distinct from context with all student amenities offered on site



RIVERSIDE COMMUNITY COLLEGE DISTRICT CENTENNIAL PLAZA

### Mixed-Use:

Campus is embedded within the surrounding community fabric with buildings hosting a variety of complimentary programs

# Capacity

PHYSICAL  
FRAMEWORK

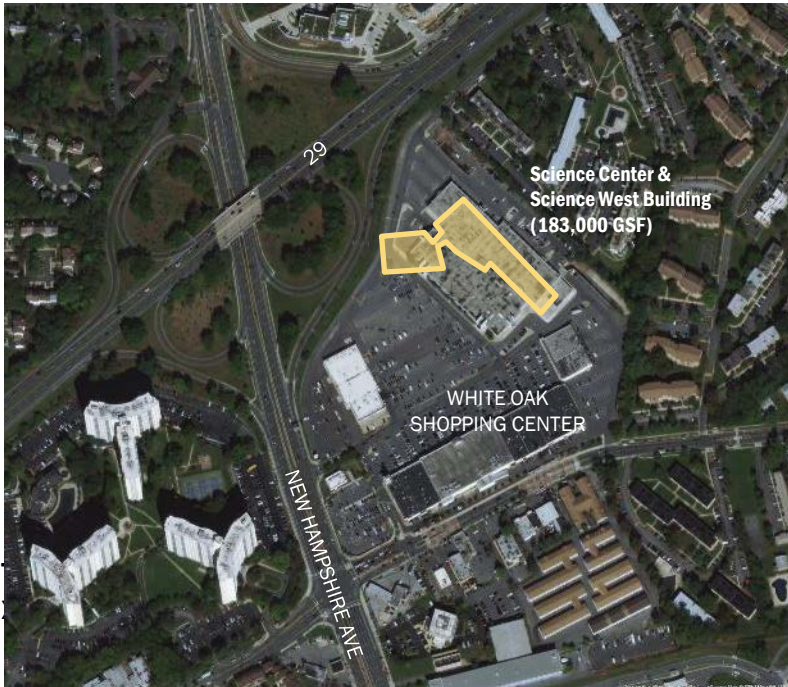
Please use the ANNOTATE TOOL to document during breakout room groups.

● BREAKOUT ROOM  
CONSENSUS

■ AVERAGE CONSENSUS

TIGHT FIT

EXPANSION CAPACITY



White Oak Site



Cherry Hill Road Site

# Ownership

PHYSICAL  
FRAMEWORK

Please use the ANNOTATE TOOL to document during breakout room groups.

● BREAKOUT ROOM  
CONSENSUS

■ AVERAGE CONSENSUS

MC CONTROLLED

PUBLIC-PRIVATE  
PARTNERSHIP

INSTITUTIONAL OR  
NON-PROFIT  
PARTNERSHIP



## MC Controlled:

Facilities are university owned, operated, and financed with no private sector involvement

## Public-Private Partnership:

Partnership with private entities with a spectrum of ownership structures ranging from agreement where facility is university owned, privately operated, and developer financed to where facility is developer owned, privately operated, and financed through a ground lease

## Institutional or Non-Profit Partnership:

Partnership with other higher-ed institutions or non-profit organizations with an arrangement to co-share resources and facilities. Sometimes offering transfer pathways to other 4-year institutions

# Energy Sustainability

## PHYSICAL FRAMEWORK

Please use the ANNOTATE TOOL to document during breakout room groups.

● BREAKOUT ROOM  
CONSENSUS

■ AVERAGE CONSENSUS

CODE-COMPLIANT

CARBON NEUTRAL



### Code-Compliant:

Buildings designed to comply with the Maryland High Performance Green Building Program which requires new and renovated buildings to meet LEED Silver ratings or better

### Carbon Neutral:

Buildings that produce on-site, or procures, enough carbon-free renewable energy to meet building operations energy consumption annually

# What attributes will define the East County campus?

## PROGRAMMATIC FRAMEWORK

FULL TIME **STUDENT PROFILE** FLEXIBLE FORMAT

IN-PERSON **MODALITY** VIRTUAL

ACADEMIC **ACTIVITIES** SUPPORT & SERVICE

FIXED **MOBILITY** MOBILE

STUDENT-ORIENTED **USERS** COMMUNITY-ORIENTED

2 YEAR

4 YEAR

**PROGRAMS  
OFFERED**

WORKFORCE  
DEVELOPMENT

## PHYSICAL FRAMEWORK

SINGLE MODE **ACCESS** MULTIPLE MODES

TRADITIONAL CAMPUS **SETTING** MIXED-USE

TIGHT FIT **CAPACITY** EXPANSION CAPACITY

MC CONTROLLED **OWNERSHIP** PUBLIC-PRIVATE PARTNERSHIP

CODE COMPLIANT **SUSTAINABILITY** CARBON NEUTRAL

# Program Strategies- Top-Down Approach

GERMANTOWN CAMPUS



ROCKVILLE CAMPUS



TAKOMA PARK/  
SILVER SPRING CAMPUS



AVERAGE

68  
NASF/FTE

|                                     | 1a            | 1              | 2              | 3              |
|-------------------------------------|---------------|----------------|----------------|----------------|
| Potential Headcount                 | 1,000         | 3,273          | 6,429          | 7,230          |
| Corresponding FTE                   | 610           | 1,997          | 3,922          | 4,410          |
| <b>NASF build-out @ 68 NASF/FTE</b> | <b>41,500</b> | <b>135,800</b> | <b>266,700</b> | <b>299,900</b> |
| GSF buildout (NSF @ 65%)            | 63,800        | 208,900        | 410,300        | 461,400        |

# Program Strategies- Bottom-Up Approach

|              |                        | 1a            | 1              | 2              | 3              |
|--------------|------------------------|---------------|----------------|----------------|----------------|
|              | Potential Headcount    | 1,000         | 3,273          | 6,429          | 7,230          |
|              | Corresponding FTE      | 610           | 1,997          | 3,922          | 4,410          |
| <b>HEGIS</b> | <b>Space Category</b>  |               |                |                |                |
| 100          | Classrooms             | 8,300         | 27,500         | 56,400         | 66,000         |
| 210          | Class Laboratories     | 2,500         | 11,400         | 23,000         | 23,900         |
| 220          | Open Labs/Makerspaces  | 5,000         | 9,200          | 16,000         | 18,500         |
| 300          | F/S Offices            | 4,100         | 13,300         | 26,300         | 29,500         |
| 400          | Library + Study        | 12,100        | 16,900         | 18,500         | 25,400         |
| 500          | Recreation             | 1,600         | 11,600         | 21,600         | 21,600         |
| 600          | Student-Centered Space | 3,700         | 11,900         | 23,500         | 26,500         |
|              | <b>NASF</b>            | <b>37,300</b> | <b>101,800</b> | <b>185,300</b> | <b>211,400</b> |
|              | <b>GSF</b>             | <b>57,400</b> | <b>156,600</b> | <b>285,000</b> | <b>325,200</b> |

## Space Metric References:

100 – Fall 2019 Course Scheduling Data

200 – Fall 2019 Course Scheduling Data + approximate need for makerspace

300 – existing student to faculty baseline ratios

400 – small programmed library space + NASF/stu for study

500 – programmed recreation center

600 – NASF/stu

# Best Practices for Learning Environments

## Front-Facing Lecture Based Environments



### Instruction Delivered

In static environments

### Teacher-Centered

### Passive Learning

lectures and scripted labs

### Segmented Curriculum

singular subjects, carnegie-based

### Students Memorize Material

focus on regurgitation



## Active Learning Environments

### Learning Facilitated

in high-energy spaces

### Learner-Centered

### Active Learning

skills-based and experiential

### Integrated Curriculum

experience extends beyond classroom

### Students Create Material

focus on application



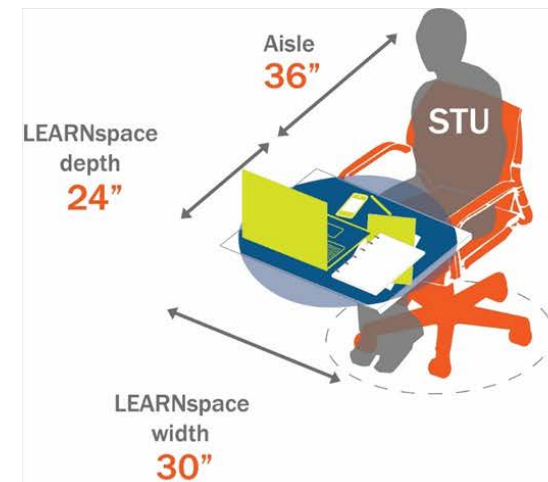
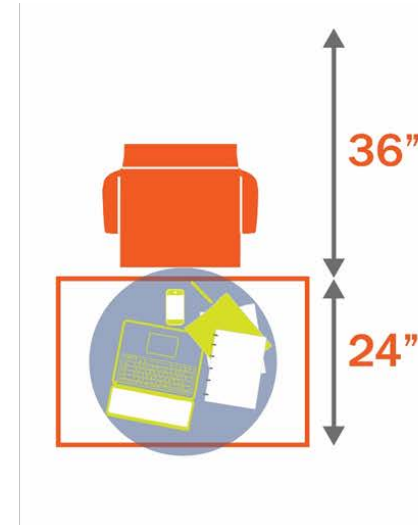
# Best Practices for Learning Environments



15-20<sub>NASF</sub>



25-30<sub>NASF</sub>



# Best Practices for Learning Environments

## SCALABILITY

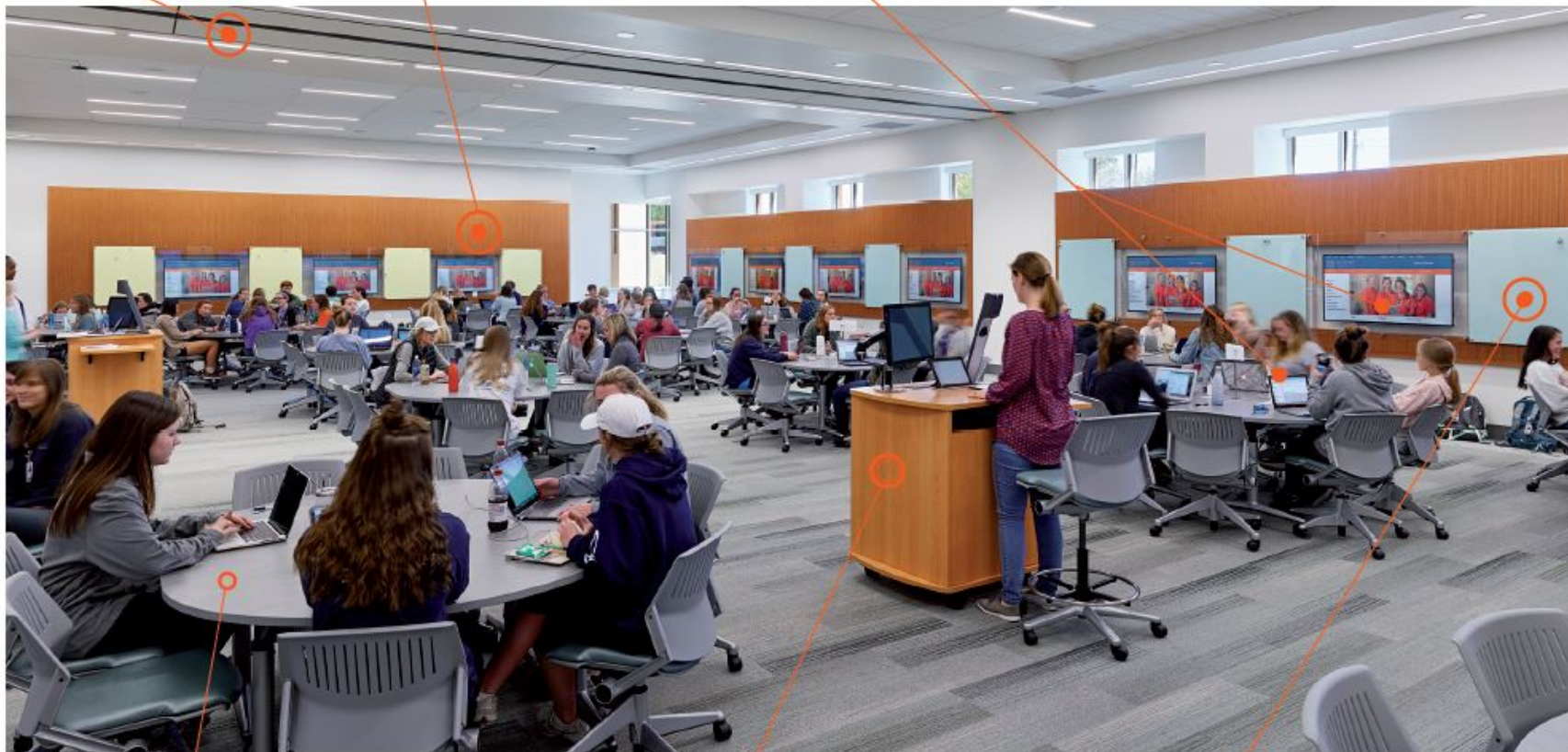
*Flexible design allows for changes in scale for various uses.*

## ACOUSTICS

*Noise controlled environments allow for collaborative learning opportunities.*

## TECHNOLOGY

*Formulative solutions create technology-rich, synchronous sharing opportunities that easily integrate with student and instructor devices.*



## COLLABORATIVE FURNITURE

*Mobile, flexible furniture solutions to accommodate a variety of teaching pedagogies while also supporting a range of postures and motions.*

## PEDAGOGY

*Design of space sets expectations for active and collaborative learning.*

## WRITABLE SURFACES

*Learning tools allow for both analog and digital collaboration and knowledge creation.*

# Best Practices for Laboratories



NET ASSIGNABLE  
SQUARE FOOT/ SEAT



40-120<sub>NASF</sub>



# Best Practices for Workplace Environments

Single Space



**Faculty-Centric**

behind closed doors

**Private**

office as status

**Assigned**

unused real estate

**Office Suites**

gatekeeper mentality

**Faculty Office Hours**

access = privilege



Palette of Places

**Considers Student Needs**

visibility + access

**Shared**

pods, hoteling, team rooms

**Unassigned**

optimized space management

**Storefronts**

porous + transparent

**Student Learning Hours**

forward-facing and engaging