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Appendix E
  Proposed Campus Master Plan – Durham Campus
  Proposed Campus Master Plan – Northern Durham Campus

Appendix F
  Proposed Cost Estimates for Campus Master Plan Projects
EXECUTIVE SUMMARY

Durham Technical Community College contracted with MBAJ Architecture of Raleigh to prepare a facilities utilization study and campus master plan for the college. Working with MBAJ on the project was Barnhardt & Associates, Inc. Both companies have significant experience in facilities planning for higher education.

The goals of this study were to verify the use of current campus facilities; determine and quantify the needs for additional space; determine a plan for best use of current facilities; determine the needs for future space; and create a campus master plan for facilities development. All of these goals have been accomplished and are addressed in this report.

Process

President Phail Wynn, Jr. and his administrative team were oriented to the study during a session conducted on the Durham Technical Community College campus by Angela Crawford of MBAJ Architecture and Pam Barnhardt of Barnhardt & Associates, Inc. Following this orientation, full-time faculty and staff at the college were asked to complete surveys designed to gather information for the study. Two surveys were distributed, one to the academic personnel, and one to personnel in service functions. Various departments and divisions at the college combined their survey results as shown in the section of this report titled *Summaries of Survey Data by Program/Service Area*.

Once the questionnaires were completed and the results compiled, Ms. Crawford and Ms. Barnhardt interviewed college employees from these departments and divisions during a two-day visit to the campus. The purpose of these interviews was to clarify the data from the surveys and to ensure that the drawings of campus facilities reflected actual use. In addition, the architect and the consultant conducted focus groups with students, employees, and members of the community during these two days and on a subsequent follow-up visit.
Following the interviews and focus groups, drawings for the current use of the college’s facilities were finalized, and summaries of data were developed for each division at the college to reflect current needs for space.

Concurrently, researcher Dr. Rex Clay of Charlotte prepared enrollment and demographic projections for the college, and projections by age group for the college service area. The analysis and methodology for these projections are found later in this report. Using population projections from the Office of State Planning and enrollment data provided by the college, Dr. Clay applied a statistical means to project enrollment for the next ten years. In 2005, the college revised its enrollment projections to include data from the Fall 2005 enrollment for projecting enrollment growth through 2015. This data was used to link enrollment growth to campus space in projecting future space needs. Hence, all findings and observations in this report are driven by student demand, the very essence of the college’s existence.

MBAJ completed the drawings of campus facilities and prepared worksheets that show current square footage, as well as deficiencies in square footage, for each area of the college. With all questionnaire, interview, and facility data in hand, the consultants began the task of developing a possible scenario for meeting current space needs.
GENERAL RECOMMENDATIONS

- Improve the overall aesthetic appearance of the campus to create an impression that better matches the quality of instruction available from Durham Technical Community College.

- Increase marketing, particularly to persons who are not currently enrolled, to make them better aware of the offerings at Durham Technical Community College.

- Increase marketing efforts targeted specifically to the younger population in the college service area where the most growth is projected to occur.

- Make an effort to dispel lingering myths about the safety of the campus and its location.

- Bring more individuals and groups onto the campus for meetings and special events, particularly persons who have not heretofore been exposed to Durham Technical Community College on-site.
METHODOLOGY OF THE STUDY

Standard practice is that an architectural facilities study will produce the primary elements of a master plan for facilities development, a plan for best use of current facilities, and a determination of needs for future space. The MBAJ Architecture facilities study provides an additional product, program assessment. Our belief is that any study of facilities must assess the demand for programs and services that will be offered in those facilities.

Any college is wise to embark on a facilities planning process for a variety of reasons, not the least of which is the growing scarcity of funds for constructing new facilities. There is growing accountability from the various publics for most efficient use of current facilities. Additionally, distance learning and other non-traditional forms of instruction are altering the way colleges and universities deliver their products, which in turn, impact space usage. Constant updates and redesign of community college offerings, as well as the mandate for regional offerings, are other factors that affect facilities usage. Finally, the Southern Association of Colleges and Schools (SACS) requires that each accredited institution include facilities planning as a part of its institutional effectiveness process.

Through a completely interactive process that provides opportunity for involvement by faculty, staff, and students, as well as community, the MBAJ Architecture facilities study is conducted in three components. The first component is an assessment of programs and services that takes into account current and anticipated needs of every offering at the college. A second component is an identification and assessment of the current use of facilities. Lastly, a demographic component of the study projects anticipated growth or decline by program at the college, which is a factor that significantly impacts facilities usage.

MBAJ Architecture used several approaches to data gathering for the Durham Technical Community College study. Survey questionnaires, one for instructional areas and one for service areas, were distributed throughout the college. The consultants reviewed the data from these surveys individually with each division/department to assure clarity and
understanding of content. During each discussion, the consultants clarified the use by each department/division of current space. This study “assigns ownership” to a particular purpose or group when they use a space 75 percent of the time (or more). Ideally, an efficient college will have far more shared space than “owned” space, which was the case at Durham Technical Community College.

In addition, the consultants conducted focus groups with students, college employees, and members of the community. These focus group sessions assured input from a cross-section of the population in the college’s service area.

The consultants acquired enrollment data from the college and inserted this data into a prescribed statistical formula that projects program growth or decline over a ten-year period. The data included headcount enrollment by division and by age for the Fall 2005 semester.
SURVEY QUESTIONNAIRES

Copies of the Academic Questionnaire and Service Questionnaire are found in Appendix D of this report. With several weeks to discuss and complete the questionnaires, the faculty and staff submitted 24 completed questionnaires to the architect and consultant. Most questionnaires were completed in summary form by each division, which indicates involvement by a total number of individual college employees that well exceeds the total number of surveys returned.

The architect and consultant developed summaries for each department/division based on completed questionnaires and subsequent interviews. Components of the summaries included:

Proximity needs—Did the department/division need to be located adjacent to or near other departments/divisions?

Space needs—What types and amounts of space does the department/division need that it does not currently have?

Service/program needs—What services or programs does the department/division wish to offer that it currently does not provide?

Equipment needs—What types and sizes of equipment does the department/division need to operate differently from the way it currently operates?

Additional needs campus-wide—What do members of the department/division think are needs across the campus, particularly those in areas or activities that might impact space?

General observations—What do members of the department/division believe needs to be done differently on the campus? What do they think is being done well or poorly?

Program observations—What do members of the department/division think should be done differently in the area of academic programs?

The architect and the consultant returned to the Durham Technical Community College campus on May 6 and 7, and again on June 11, 2004, to interview a total of more than 150 individuals, including faculty, staff, students, and representatives of the community in 20 sessions that lasted from one to one and one-half hours each. During these sessions,
the architect and consultant clarified and confirmed the information in the survey summaries for each division and made adjustments according to faculty and staff input.

Through the sessions with faculty and staff, the architect and consultant clarified the use of existing space on the campus. This was accomplished by reviewing CAD drawings of the buildings to identify which areas are used by each division. Based on faculty and staff input, the outcome of these sessions was the determination of program needs and current space usage, as well as how these needs would impact future space usage.
SUMMARIES OF SURVEY DATA BY PROGRAM/SERVICE AREA
PROGRAM OF SPACE – IMMEDIATE NEEDS

INSTITUTIONAL SUPPORT SERVICES DIVISION

Business Office

<table>
<thead>
<tr>
<th>Service</th>
<th>Quantity</th>
<th>Description</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>1</td>
<td>Secured and fireproof for prior and last year’s</td>
<td>200 s.f.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>records</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>Secured and fireproof for prior years’ records</td>
<td>200 s.f.</td>
</tr>
<tr>
<td>Central Mailroom</td>
<td>1</td>
<td>For centralized mail pickup</td>
<td>400 s.f.</td>
</tr>
<tr>
<td>Offices</td>
<td>4</td>
<td>Larger than at present</td>
<td>+200 s.f.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 @ 50 s.f. each</td>
<td></td>
</tr>
<tr>
<td>Central supply</td>
<td>1</td>
<td>Secured area</td>
<td>200 s.f.</td>
</tr>
<tr>
<td>Equipment room</td>
<td>1</td>
<td>For printers, check writers, sealers, etc.</td>
<td>200 s.f.</td>
</tr>
</tbody>
</table>

Total Current Space Need: 1,400 s.f.

Marketing and Communications/RSVP/Evaluation and Research Services Departments

Personnel in these areas see need for a common suite that would encompass all their work areas in a shared space for greater effectiveness.

<table>
<thead>
<tr>
<th>Service</th>
<th>Quantity</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception area</td>
<td>1</td>
<td>Entry point as well as workspace</td>
<td>807 Bacon Street</td>
</tr>
<tr>
<td>Conference room</td>
<td>1</td>
<td>Seat 12 to 16</td>
<td>807 Bacon Street</td>
</tr>
<tr>
<td>Workspace</td>
<td>1</td>
<td>With limited access</td>
<td>807 Bacon Street</td>
</tr>
<tr>
<td>Storage space</td>
<td>1</td>
<td>Secured for evaluation and research</td>
<td>807 Bacon Street</td>
</tr>
<tr>
<td>Storage space</td>
<td>1</td>
<td>For Marketing &amp; RSVP</td>
<td>807 Bacon Street</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secured for safety compliance</td>
<td>Size of closet</td>
</tr>
<tr>
<td>Offices</td>
<td>4</td>
<td>For Marketing &amp; Communications</td>
<td>807 Bacon Street</td>
</tr>
<tr>
<td>Office</td>
<td>1</td>
<td>With workspace for graphic designer</td>
<td>807 Bacon Street</td>
</tr>
<tr>
<td>Office</td>
<td>1</td>
<td>With secured storage for photographer</td>
<td>807 Bacon Street</td>
</tr>
<tr>
<td>Offices</td>
<td>4</td>
<td>For Evaluation &amp; Research; 1 larger than the others</td>
<td>807 Bacon Street</td>
</tr>
<tr>
<td>Offices</td>
<td>3</td>
<td>For RSVP</td>
<td>807 Bacon Street</td>
</tr>
</tbody>
</table>

Security

<table>
<thead>
<tr>
<th>Service</th>
<th>Quantity</th>
<th>Description</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>1</td>
<td>For evidence storage, lockers and bikes</td>
<td>120 s.f.</td>
</tr>
</tbody>
</table>

Total Current Space Need: 120 s.f.
### Facility Services Department

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Quantity</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workroom/Office</td>
<td>1</td>
<td>Large workspace with cubicles</td>
<td>Locate in warehouse</td>
</tr>
<tr>
<td>Conference room</td>
<td>1</td>
<td>For blueprint review and meetings</td>
<td>Locate in warehouse</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>For blueprints with flat file drawers</td>
<td>Locate in warehouse</td>
</tr>
<tr>
<td>Reception area</td>
<td>1</td>
<td></td>
<td>Locate in warehouse</td>
</tr>
<tr>
<td>Bulk storage</td>
<td>1</td>
<td></td>
<td>Locate in warehouse</td>
</tr>
<tr>
<td>Emergency shower</td>
<td></td>
<td></td>
<td>Locate in warehouse</td>
</tr>
<tr>
<td>Warehouse</td>
<td>1</td>
<td>Conditioned space with loading docks; includes shipping/receiving area</td>
<td>Facility located at corner of Bacon and Lawson Streets was purchased by the college in 2005</td>
</tr>
<tr>
<td></td>
<td></td>
<td>workspace, storage for tables &amp; chairs</td>
<td></td>
</tr>
<tr>
<td>Vehicle maintenance</td>
<td>1</td>
<td>Indoor area plus covered outdoor space</td>
<td>Locate within the warehouse space</td>
</tr>
<tr>
<td>Storage</td>
<td>6</td>
<td>For housekeeping supplies in each building</td>
<td>6 @ 80 s.f. each = 480 s.f.</td>
</tr>
</tbody>
</table>

**Total Current Space Need:** 480 s.f.

### Human Resources Department

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Quantity</th>
<th>Description</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference room</td>
<td>1</td>
<td>Seat up to 8 for search committees, orientation, training</td>
<td>175 s.f.</td>
</tr>
<tr>
<td>Offices</td>
<td>3</td>
<td>1 for customer use; 2 for staff</td>
<td>3 @ 120 s.f. each = 360 s.f.</td>
</tr>
<tr>
<td>Reception area</td>
<td>1</td>
<td>ADA compliant; 2 times current space</td>
<td>150 s.f. (additional space)</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>2 times current space</td>
<td>30 s.f. (additional)</td>
</tr>
</tbody>
</table>

**Total Current Space Need:** 715 s.f.
STUDENT SUPPORT SERVICES DIVISION

Admissions, Registration, and Financial Aid Department

It appears that all needs for space for these areas will be met through construction of the new Student Services Center.

Campus Learning Center; Counseling and Student Development Department

It appears that all needs for space for these areas will be met through construction of the new Student Services Center.

Information Technologies Services Department

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Quantity</th>
<th>Description</th>
<th>Size (s.f.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving and distribution space</td>
<td>1</td>
<td></td>
<td>800 s.f.</td>
</tr>
<tr>
<td>Set-up/prep/staging area</td>
<td>1</td>
<td>With power</td>
<td>800 s.f.</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td></td>
<td>400 s.f.</td>
</tr>
<tr>
<td>Server room</td>
<td>1</td>
<td>Administrative computer room, 2 time current space</td>
<td>300 s.f. (additional)</td>
</tr>
<tr>
<td>Offices</td>
<td>14</td>
<td></td>
<td>13 @ 100 s.f. each; 1 @ 200 s.f. = 1500 s.f.</td>
</tr>
<tr>
<td>Repair room</td>
<td>1</td>
<td></td>
<td>200 s.f.</td>
</tr>
<tr>
<td>Software storage room</td>
<td>1</td>
<td></td>
<td>200 s.f.</td>
</tr>
</tbody>
</table>

Total Current Space Need: 4,200 s.f.

Library and Media Services

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Quantity</th>
<th>Description</th>
<th>Size (s.f.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study rooms</td>
<td>2</td>
<td>Seat 6-10 students in each; for study and video watching</td>
<td>2 @ 150 s.f. each = 300 s.f.</td>
</tr>
<tr>
<td>Improve the circulation area</td>
<td>1</td>
<td>Renovate existing space</td>
<td>Renovation of existing desk</td>
</tr>
<tr>
<td>Reserve materials</td>
<td>1</td>
<td>2 times current space</td>
<td>100 s.f. (additional)</td>
</tr>
<tr>
<td>Photocopy room</td>
<td>1</td>
<td>Small room with viewing window</td>
<td>100 s.f.</td>
</tr>
<tr>
<td>Storage/workspace/duplication room for Media Services</td>
<td>1</td>
<td>With shelves; could be shared on limited basis</td>
<td>1,200 s.f.</td>
</tr>
<tr>
<td>Office</td>
<td>1</td>
<td>With two desks for part-time employees</td>
<td>200 s.f.</td>
</tr>
<tr>
<td>Computer lab</td>
<td>1</td>
<td>With 20 stations</td>
<td>600 s.f.</td>
</tr>
<tr>
<td>Testing room</td>
<td>1</td>
<td>At NDC; space for two desks</td>
<td>100 s.f.</td>
</tr>
</tbody>
</table>

Total Current Space Need: 2,600 s.f.
**INSTRUCTIONAL SERVICES DIVISION**

**SUPPORT STAFF**

Center for Teaching and Learning, Instructional Computing, Curriculum Development and Evening/Weekend College

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Quantity</th>
<th>Description</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Server room</td>
<td>1</td>
<td>Climate-controlled with special network connections, security and power source</td>
<td>150 s.f.</td>
</tr>
<tr>
<td>Teaching-Learning Center</td>
<td>1</td>
<td>2 rooms with adjacent resource area, centrally-located and accessible campus-wide</td>
<td>2 @ 400 s.f. each + 200 s.f. resource area = 1,000 s.f.</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>For curriculum development</td>
<td>200 s.f.</td>
</tr>
</tbody>
</table>

*Total Current Space Need: 1,350 s.f.*

**ADULT EDUCATION AND BASIC SKILLS DEPARTMENT**

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Quantity</th>
<th>Description</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science lab</td>
<td>1</td>
<td>Dedicated space for AHS; seat 20 students, with storage and prep rooms</td>
<td>1,500 s.f.</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>Secured</td>
<td>600 s.f.</td>
</tr>
<tr>
<td>Offices</td>
<td>8</td>
<td></td>
<td>120 s.f. each = 960 s.f.</td>
</tr>
<tr>
<td>Large office with cubicles</td>
<td>1</td>
<td>With desks/computers for up to 10 adjunct faculty</td>
<td>See campus wide space needs</td>
</tr>
<tr>
<td>Workplace development lab</td>
<td>1</td>
<td>Dedicated space for Comp. Ed. occupational training</td>
<td>400 s.f.</td>
</tr>
</tbody>
</table>

*Total Current Space Need: 3,460 s.f.*
ARTS, SCIENCES, AND UNIVERSITY TRANSFER DEPARTMENT

University Transfer

<table>
<thead>
<tr>
<th>Features</th>
<th>Quantity</th>
<th>Details</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative office suite</td>
<td>1</td>
<td>Include conference room to seat 8, waiting room with 2 computer cubicles, 6 larger offices, resource area, and storage</td>
<td>Waiting room 200 s.f. additional, Offices 800 s.f. additional, Resource area 200 s.f., Conference Room 200 s.f., Storage 150 s.f. = 1,550 s.f.</td>
</tr>
<tr>
<td>Labs</td>
<td>2</td>
<td>For foreign languages and for English; seat 25 with tables in center; replicate current labs</td>
<td>2 @ 900 s.f. each = 1,800 s.f.</td>
</tr>
<tr>
<td>Multipurpose room</td>
<td>1</td>
<td>With adjacent showers, lockers, storage, and restrooms for physical education classes</td>
<td>7,000 s.f.</td>
</tr>
</tbody>
</table>

Total Current Space Need: 10,350 s.f.

BUSINESS AND PUBLIC SERVICE TECHNOLOGIES DEPARTMENT

Business Administration

<table>
<thead>
<tr>
<th>Features</th>
<th>Quantity</th>
<th>Details</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>1</td>
<td>For laptops; closet sized</td>
<td>50 s.f.</td>
</tr>
<tr>
<td>Large office w/ cubicles</td>
<td>1</td>
<td>For adjunct faculty</td>
<td>400 s.f.</td>
</tr>
</tbody>
</table>

Total Current Space Need: 450 s.f.

Early Childhood Associate

<table>
<thead>
<tr>
<th>Features</th>
<th>Quantity</th>
<th>Details</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labs</td>
<td>1</td>
<td>Twice the size of a classroom; hold up to 15 children with 27 students</td>
<td>1,500 s.f.</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>For materials and supplies</td>
<td>400 s.f.</td>
</tr>
</tbody>
</table>

Total Current Space Need: 1,900 s.f.

Paralegal Technology

Classroom, offices, and computer labs are needed; but they will be shared with the entire campus.

DEVELOPMENTAL STUDIES AND SPECIAL PROGRAMS

Relocate existing 11 faculty offices to be in closer proximity to one another.
# HEALTH TECHNOLOGIES DEPARTMENT

## Clinical Trials Research Associate

<table>
<thead>
<tr>
<th>Description</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>100 s.f.</td>
</tr>
<tr>
<td>For records</td>
<td></td>
</tr>
</tbody>
</table>

*Total Current Space Need: 100 s.f.*

## ADN/PNE

<table>
<thead>
<tr>
<th>Description</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>250 s.f.</td>
</tr>
<tr>
<td>Mannequin storage</td>
<td>75 s.f.</td>
</tr>
<tr>
<td>For 4 “bodies”</td>
<td></td>
</tr>
<tr>
<td>Lab</td>
<td>350 s.f. additional</td>
</tr>
</tbody>
</table>

*Total Current Space Need: 675 s.f.*

## Occupational Therapy Assistant

<table>
<thead>
<tr>
<th>Description</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>240 s.f.</td>
</tr>
</tbody>
</table>

*Total Current Space Need: 240 s.f.*

## Opticianry

<table>
<thead>
<tr>
<th>Description</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>120 s.f.</td>
</tr>
</tbody>
</table>

*Total Current Space Need: 120 s.f.*

## Pharmacy Technology

<table>
<thead>
<tr>
<th>Description</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>120 s.f.</td>
</tr>
</tbody>
</table>

*Total Current Space Need: 120 s.f.*

## Phlebotomy

<table>
<thead>
<tr>
<th>Description</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom/lab</td>
<td>600 s.f.</td>
</tr>
<tr>
<td>Space with tables and chairs</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td>100 s.f.</td>
</tr>
<tr>
<td>Capacity to roll carts into this space</td>
<td></td>
</tr>
</tbody>
</table>

*Total Current Space Need: 700 s.f.*

## Respiratory Therapy

<table>
<thead>
<tr>
<th>Description</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>240 s.f.</td>
</tr>
</tbody>
</table>

*Total Current Space Need: 240 s.f.*

## Surgical Technology

<table>
<thead>
<tr>
<th>Description</th>
<th>Space Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab</td>
<td>1,000 s.f.</td>
</tr>
<tr>
<td>For 15 students</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td>200 s.f.</td>
</tr>
<tr>
<td>Shelving and 4 carts</td>
<td></td>
</tr>
</tbody>
</table>

*Total Current Space Need: 1,200 s.f.*
## INDUSTRIAL AND ENGINEERING TECHNOLOGIES DEPARTMENT

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Quantity</th>
<th>Description</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference room</td>
<td>1</td>
<td>Seat up to 15; share with entire building (Newton)</td>
<td>300 s.f.</td>
</tr>
<tr>
<td>Tech lab</td>
<td>1</td>
<td>Hold up to 30 students at computers; for entire department; flexible for additional group work</td>
<td>1,100 s.f.</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>For electrical</td>
<td>600 s.f.</td>
</tr>
<tr>
<td>Welding Lab</td>
<td>1</td>
<td>For new program</td>
<td>807 Bacon Street</td>
</tr>
<tr>
<td>Training Space</td>
<td>1</td>
<td>For Heating/AC/Hydraulics</td>
<td>807 Bacon Street</td>
</tr>
</tbody>
</table>

**Total Current Space Need:** 2,000 s.f.

## INFORMATION SYSTEMS TECHNOLOGIES DEPARTMENT

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Quantity</th>
<th>Description</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>1</td>
<td></td>
<td>200 s.f.</td>
</tr>
</tbody>
</table>

**Total Current Space Need:** 200 s.f.
CONTINUING EDUCATION AND OFF-CAMPUS PROGRAMS

Corporate Education and Continuing Education

An unobstructed parking lot is needed for driver and motorcycle training area with adjacent secure storage. This will be shared with the Business and Public Service Technologies program.

Northern Durham Campus

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Quantity</th>
<th>Description</th>
<th>Space (sq ft)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>2</td>
<td>Climate-controlled with outside access via large garage door</td>
<td>1,600 (planned for in Bldg. 3, or space created in Bldg. 1 &amp; 2 when Bldg. 3 is available)</td>
</tr>
<tr>
<td>Meeting room</td>
<td>1</td>
<td>Seat up to 250 dividable for breakout spaces with storage adjacent</td>
<td>6,000</td>
</tr>
<tr>
<td>Kitchen facility</td>
<td>1</td>
<td>Adjacent to meeting rooms and Comp. Ed. classroom</td>
<td>250</td>
</tr>
<tr>
<td>Simulation lab</td>
<td>1</td>
<td>Shared space, size of a large classroom with computers</td>
<td>1,000</td>
</tr>
<tr>
<td>Classroom</td>
<td>1</td>
<td>For Comp. Ed. with adjacent kitchen</td>
<td>900</td>
</tr>
<tr>
<td>Shower/weight room</td>
<td>1</td>
<td>With lockers</td>
<td>1,000</td>
</tr>
<tr>
<td>Blackout room</td>
<td>1</td>
<td>For forensics with entry from current lab</td>
<td>350</td>
</tr>
<tr>
<td>Science lab</td>
<td>1</td>
<td>Hold 25 students with prep and storage rooms; 2 times current size</td>
<td>1,000</td>
</tr>
<tr>
<td>Offices</td>
<td>5</td>
<td>120 s.f. each = 600 s.f.</td>
<td></td>
</tr>
<tr>
<td>Large Office</td>
<td>1</td>
<td>For adjunct faculty</td>
<td></td>
</tr>
<tr>
<td>Workroom/lounge</td>
<td>1</td>
<td>Share with the building</td>
<td></td>
</tr>
<tr>
<td>Driving range/track</td>
<td>1</td>
<td>With mobile classroom, restrooms, and storage</td>
<td>3 acres of land required</td>
</tr>
</tbody>
</table>

Total Current Space Need: 11,900 s.f.
## CAMPUS-WIDE SPACE NEEDS

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
<th>Description</th>
<th>Space Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Faculty Spaces</td>
<td>10</td>
<td>In each building on each campus, large space with cubicles</td>
<td>400 s.f. each x 10 = 4,000 s.f.</td>
</tr>
<tr>
<td>Conference rooms</td>
<td>12</td>
<td>Seat up to 12, in all buildings, on each campus with resilient floors to allow for catering</td>
<td>200 s.f. each = 2,400 s.f.</td>
</tr>
<tr>
<td>General Classroom</td>
<td>15</td>
<td>10 to seat 30, 5 to seat 40; provide 5 computer stations in each</td>
<td>10 @ 750 s.f. each = 12,500 s.f.</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>3</td>
<td>To seat 35 each</td>
<td>1,050 s.f. each = 3,150 s.f.</td>
</tr>
<tr>
<td>Faculty workroom/copy area/lounges</td>
<td>10</td>
<td>In each building near faculty offices, on each campus</td>
<td>Larger than current faculty lounges; 200 s.f. larger in each x 10 = 2,000 s.f.</td>
</tr>
<tr>
<td>Vending Alcoves</td>
<td>10</td>
<td>In each building, on each campus</td>
<td>50 s.f. each = 500 s.f.</td>
</tr>
</tbody>
</table>

Total Current Space Need: 36,450 s.f.
ADDITIONAL SPACE, PROGRAM AND SERVICE ISSUES

Throughout the study, opportunities were provided for faculty, staff, students, and the community to assert their ideas about general space needs and issues for the Durham Technical Community College. The consultants pass these along to the college for review and for consideration in the college planning process. The lists for the Durham Technical Community College study follow.

Campus-wide issues

Area for organized outdoor activities/events
Caution/walk light on Lawson St., one suitable for students with disabilities
Center/site in Orange County
Center/site in the Research Triangle Park, particularly for a Childcare Center for children of students and employees involved in continuing education offerings
Covered spaces for smokers away from building entryways
Emergency call boxes and security cameras throughout campus
Energy management system campus-wide
Enhanced space and system for student registration
Enhancements to Northern Durham Center to include fresh foods, kitchen, faculty lounge, tutoring, writing center and open computer labs
Fire alarm system tied to City of Durham Fire Department
Improved access campus-wide for students with disabilities
Improved satellite signal to campus
Individual testing areas throughout campus
Lost and found center
Mail center with all mail services and package pick-up/drop-off
More/improved parking
More attractive inviting green spaces and transportation waiting areas
Office/work spaces for adjunct faculty
Physical education complex with walking/jogging track
Recreational teams
Secure keyless entry system
Smart Board classrooms in each building with tutoring, writing center, and open computer labs
Teleconference facilities for college and community use
Visual Arts Center—television/theater studios
Welcome Center with general information
Suggested New Services and Programs

During the study, those involved are given the opportunity to suggest services and programs that the college might offer in addition to what is available currently. These suggestions were compiled and are provided here primarily for inclusion in the college planning process. The lists of suggested new services and programs from the Durham Technical Community College study follow:

Suggested New Services

- Campus social worker
- CD burners on office computers
- College email addresses for students
- College DVD for broad distribution/recruiting
- Color copier for faculty, staff, and students
- “Community Tools” program whereby small tools would be available for use by faculty and staff
- Computer, projection equipment, and Internet connections
- Copy center (perhaps a Kinko’s on campus)
- Designated tutor/counselor for nursing programs
- Document imaging
- Electronic document transfer
- Electronic textbooks
- Ergonomically correct workstations
- Food service in the Tech Center
- Host library workshops for other libraries
- Improved orientation for new students
- Increased contact between college and high school counselors
- Increased emphasis on career planning/job placement
- Increased library hours at Northern Durham Center
- Infirmary on campus
- Internet connections for student laptops
- Kiosks for self-service student access to their records
- Landscaping/plant sales throughout the year
- Media services at Northern Durham Center
- On-line access to student records and services, including registration for all Durham Technical Community College sites
- On-line library reserves
- On-line registration for continuing education courses
- On-line system for college work orders
- Open house for students to become acquainted with Durham Technical Community College
- Orientation for university transfer students/tours of universities for students who are transferring
- Placement testing and enhanced admissions services at Northern Durham Center
- Recruiting in local businesses
Streaming video or on-line content
Student use of copiers via student id’s
24-hour access to open computer labs
Video-conferencing and video connections between sites
Web-based testing for students
Wireless network/internet with greater connectivity

**Suggested New Programs/Courses**

- Advising Center for University Transfer students
- Associate in Fine Arts
- Automotive Body Shop and Repair
- Barber training
- Biotech courses
- Certificate in Human Resources Management
- Concentrations within the Associate in General Education
- Construction
- Cosmetology
- Culinary Arts
- Data Management and Regulatory Associate certificates
- Digital Video Editing and Effects
- E-commerce
- Email Management
- Engineering
- Evening programs in ADN and PNE
- Horticulture
- Hospitality courses
- HVAC
- Industrial Maintenance
- Landscaping
- Leadership program for students
- Massage Therapy
- Medication Aide/Geriatric Aide
- Middle or early college for high school students
- More on-line courses
- Music
- Native American studies
- Network Security
- Physical Therapy Assistant
- Plumbing
- Quality Technology
- Radiologic Technology
- Sleep Lab Technology
- Spanish Interpreter
- Surgical Technology Associate degree with “bridging” program
- Theology
- Veterinary Technician
- Visual Arts
- Welding
- Work-Readiness/Occupational courses in Basic Skills
ENVIRONMENTAL CONCERNS

All those who completed the academic and service questionnaires were given opportunity to express concerns about potential or present environmental issues on the campus. Such issues relate to the environment in which individuals work, as well as the campus-wide environment. Concerns expressed in the Durham Technical Community College study follow:

- Asbestos being disturbed in the renovation of the Collins Building
- Deterioration of buildings
- Dilapidated furniture, particularly classroom desks that need to be replaced with tables and chairs
- Dirt, dust, and mold in air vents/ducts
- Disrepair in some buildings
- Ecologically conscious materials for cafeteria utensils/dinnerware
- Environmentally safe products for new buildings, furnishings, and equipment
- Erratic heating/air conditioning in many buildings
- Fluorescent lights
- Food odors from microwaves
- Glare from upper windows in the library
- Improved outdoor lighting
- Improved recycling
- Improved ventilation in the library at Northern Durham Center
- Improved/more dependable lighting in the library
- Insects inside the buildings and fumes from chemicals to eradicate them
- Lack of cleanliness throughout the campus
- Lack of natural lighting
- Leaking roof in Basic Skills Center
- Noise from classrooms adjacent to faculty offices and other non-classroom spaces
- Noise from mechanical rooms
- Non-toxic, bio-friendly, and safe custodial/maintenance materials
- Poor ventilation/air quality inside the buildings
- Walls that leak and are covered with mold
- White Building is thought “unhealthy”
College Employee Focus Group

Durham Technical Community College’s service area is an “information-driven community,” according to this group. The impact of the Research Triangle Park, nearby universities, hospitals, and the technology industry defines the area significantly. Accordingly, the downturn in the local economy has been less drastic than that experienced in other areas of the state.

While the demand for employees in healthcare is greater than the college can meet, some students are fearful that outsourcing will eliminate jobs in other fields. All concurred that job growth in the area centers around healthcare and service-related jobs that stem from healthcare.

Many believe that Durham Technical Community College is viewed as a “starter school,” the first step in a plan to further education. The college has a better reputation among those who have actually taken a class at Durham Technical Community College than among those who have formed perceptions based on what they hear about the college, the group said. Some are apprehensive about coming to the campus due to safety issues with its location. Overall, the group thought that much of the community’s perception of Durham Technical Community College depends on whether or not individuals have actually been to the campus.

Regarding appearance, the group said that Durham Technical Community College is not a “unified campus.” One participant said it appears “down trodden.” While most agreed that aesthetics are less important than what impacts students directly, they believe that the overall appearance of the campus could, and should, be improved.
Most said there is little incentive for students to remain on the campus during and after their classes, because there are few places for them to gather. Some reported that most students leave for meals, rather than eat in the campus food service area.

One item of particular note was the need for safer street crossings from one side of the campus to the other. The group believed there should be more places for students to gather on campus and that these common areas should be aesthetically pleasing. Suggestions included gazebos, umbrella-covered tables, and the like.

Some believe the college should become more of a gathering place for the community, though a facility and parking for such are not in place. Some believe an auditorium is needed, one that is large enough for commencement. Parking was noted as a problem by many participants, as was security of parking areas away from the central part of the campus. Services that this group said they would like for the college to provide included the following:

- Child care
- More food choices
- Walking trails
- Better lighting
- Classes for young children that involve their families
- Volleyball and other recreational areas

Ideas for new programs included:

- Radiography
- Ultrasound
- Commercial Licensing
- Vocational skills such as Masonry, Carpentry and Plumbing
- Horticulture
- Hotel/Restaurant Management
- Graphic Arts
- Digital Effects and Animation
- Music

Several participants believe that Durham Technical Community College should play a greater role in the arts, due to the presence of a large local creative community. Ideas included additional courses and special events such as a jazz festival. Again, facilities for
such events were discussed as an issue. In the area of the sciences, many participants believe there is need for additional space for such courses due to the influx of students from four-year institutions and others. Also, there was discussion about the need to market the college more effectively/differently. When asked what each would recommend to the Durham Technical Community College administration as improvements, the following suggestions were heard:

- Add a second floor to the Tech Center open lobby
- Add space based on community needs
- Move an entire program to the Northern Durham Center
- Make existing buildings more environmentally safe
- Make the campus and individual spaces cleaner
- Add a parking deck or shuttle service
- Accelerate work on a site for offerings in Orange County
- Make more room for part-time faculty
- Create a wireless campus
- Create inter-campus video conferencing

Using the White Building as an example, due to its status as the “main” building on campus, one participant made the following comment: “The quality of education is affected by the appearance of the campus. How you present yourself matters. When the campus appears seedy and downtrodden, people will believe the same of the product.”

Student Focus Group

This group of students believes that Durham is unique in that it is a city of contrasts such as that between Duke University and some of the local population living in poverty. And this group thinks that Durham Technical Community College represents the “mediator” between the two as the link between higher education and the local workforce. All agreed that healthcare runs the local economy and that job growth would relate to the biotech industry.

While there were a variety of reasons for their coming to Durham Technical Community College, most cited cost and access as the primary ones. They reported that their
high school counselors did not encourage them to enroll at Durham Technical Community College, which they believe many still view as the “school of second choice.” The group talked a good bit about their belief that many local residents do not know what the college offers and that it is the ideal choice for those who are older, laid-off workers who need to re-enter the workforce with new skills.

Regarding facilities, the group reported a need for the following:

- A Student Center to include food service
- Physical Education facilities
- Space for arts and cultural activities tied to those offered in the city

Many said they believe that Durham Technical Community College’s location is a detriment, at least as perceived by the community. One said that the college could improve this by “reinvesting in the community around it” and by providing an after-school program for the neighborhood. Included in this discussion was talk of the lack of lighting around the Tech Center. The group was concerned, also, about the long sidewalk through that side of the campus and the danger in crossing the street to reach the other side.

Most reported that their first impressions of the college setting were not positive. Some said the campus was “ugly” while others said it looks like a big high school. Many said that the grounds are attractive, but the buildings are not. There was talk about inadequate signage and parking. Several called it a “come and go” campus with few students staying on campus except for their classes.

Given the chance, the group would pose the following improvements to the Durham Technical Community College administration:

- Provide better maintenance of the buildings
- Install a ceiling in the White Building
- Improve safety
- Increase parking
- Make the campus ADA-compliant
- Clean up the campus and its image
- Create a student center/lounge
- Create more fitness/health-related areas
• Do more marketing/publicity for the college
• Create more quiet study areas for students
• Create a one-stop shop for student services

The students also expressed the need for a printed college catalog and orientation sessions for new students, as well as programs in art, drama, painting, dance, photography, commercial art, writing, and journalism, as well as more language offerings. Also, they expressed the need for better advisor training for faculty.
Community/Business and Industry Focus Groups Two

Many in these groups commented on the “shabby” appearance of the campus facilities, especially the White Building, which they think is often one’s first impression. One deemed the campus “functional, but lacking in aesthetics.” There was a good bit of discussion about the deterioration of the campus and how that impacts public image. Many said that signage is inadequate, both from the street and between and within the buildings. “You don’t know it’s here until you’re here,” one noted when discussing a lack of signage. One participant noted that the lack of signage and “identity” for the campus were present when she was a student in the 1980’s. One added that the appearance of the campus had not changed since that time.

Many believe that Durham Technical Community College does not market itself well or sufficiently. Most reported little contact from the college even though many had taken courses there. A number suggested a better “branding” or marketing identity for the college.

With few exceptions, all reported satisfaction with quality of instruction. One noted that the college’s university transfer program is the “crown jewel” of such programs statewide. Although, she added, few are aware of this outside of Durham Technical Community College. Several believe that the Northern Durham Center should be expanded to offer more and a greater variety of courses. There was some discussion about Durham Technical Community College playing a larger role in the cultural life of the community; however most believe this is not really a part of the college’s mission. Some noted that campus facilities and appearance might not lend themselves to these types of activities.

A number of participants said that Durham Technical Community College needs to do more to dispel “old perceptions” about the safety of the neighborhood around the campus. Some commented that Durham Technical Community College is safer and has fewer incidents than Duke University, but that the public’s perception is often contrary to that reality.
Parking was an issue for some, especially those who have taught part-time at Durham Technical Community College. They suggested the addition of pick-up and drop-off spaces, as well as designated spaces for instructors.

There was a good bit of discussion regarding the leveling of curriculum enrollment over the past several years as existing spaces are filled. Some thought there would have been more growth given the college’s location. Others said that competition from other colleges, on-line courses, insufficient marketing, and limited facilities have contributed to this. Some suggested that new programs might be an answer to increased growth.

The new programs suggested for Durham Technical Community College included the following:

- Culinary/Hospitality
- Cosmetology/Manicuring
- Animal Care
- Janitorial
- Engineering
- Anesthesia Tech
- Cardiac Cath Tech
- Nuclear Medicine
- Ophthalmic Tech
- Apprenticeships through the NC Department of Labor
- Middle college program
- Fluid Power (hydraulics and pneumatics)
- Fire Service as a curriculum program
- Professional development for administrative personnel, such as Customer Service
- Internships in more programs
- Computer training for companies that still use mainframes.

Many think that Durham Technical Community College should do more to align itself with area high schools to attract more students. They expressed the desire for more on-line courses in every curriculum and for courses in which high school students could earn college credit.

One participant spoke about a proposed regional Safety-Training Center that many are hopeful that Durham Technical Community College will help run. Such a center would
involve moving all Durham Technical Community College programs of that nature to the new site.

When asked what they might suggest to the Durham Technical Community College administration for improvements, participants gave the following responses:

- Repave the main parking lot and add landscaping
- Improve the café
- Install a pedestrian walkway or a walk button to cross Lawson St.
- Construct newer facilities
- Better planning of facilities
- Improved salaries for adjunct faculty, as well as the provision of laptop computers
- Decide on and display a “brand” for the college for use in marketing
- General face-lift to improve the appearance of the campus
- Improved signage
- Market the college with student success stories
- Use adjunct faculty as recruiters
ANALYSIS OF ENROLLMENT AND DEMOGRAPHIC DATA

Overall, Durham Technical Community College is projected to see a 10.3 percent increase in duplicated enrollment from 16,832 to 18,561 (unduplicated from 5,502 to 6,053) between the years of 2005 and 2015. The projection increase is less than the enrollment increase of nearly 14 percent experienced by the college in the past several years, and is based on population projections for the college service area. Actual growth may differ from these formula-driven projections and could be affected by economic conditions, changes in program/course mix, increased marketing efforts, and the like.

The largest segment of Durham Technical Community College’s curriculum enrollment is made up of the younger age groups, persons ages 15 through 34. This group comprises 72 percent of the college’s current curriculum enrollment and is projected to experience a 12 percent increase in population in Durham County between 2005-2015.

Data from the North Carolina Office of State Planning shows that the age group (35-54), accounting for 26% of current enrollment, will experience only a 3% increase in population between 2005-2015. The age group 55+, accounting for only 2% of the current enrollment, is projected to have the largest population increase, 37%, between 2005-2015.

Thus, the largest segment by age group of current curriculum enrollment will see an increase in growth over the next ten years. However, through program offerings and marketing, there is an opportunity to increase future enrollment growth in the 55+ age groups as they will see the largest enrollment in the college’s service area over the next ten years. Appendix B of this report provides specific enrollment and population data for the college and its service area.
METHODOLOGY FOR ENROLLMENT PROJECTIONS

Enrollment projections were first made for the college and then disaggregated to individual departments.

Total college enrollments were calculated by use of the following steps:

1. Current headcount enrollment was calculated by age categories.
2. Enrollment by each age category was benchmarked to current population in the college service area by age group. That is, the percentage of current enrollment to current population was calculated.
3. For each age group, the benchmark (current enrollment as a percentage of current population) was applied to the projected population to obtain the projected enrollment for the years 2005-2015. Total college enrollment was obtained by adding the projected enrollment for each age group.

Total college enrollment projections were disaggregated to departments as follows:

1. Current duplicated headcount enrollment for each department was calculated.
2. For each department, current enrollment was benchmarked as a percentage of total college enrollment.
3. For the years 2005-2015, the benchmark was applied to total projected college enrollment.
ASSUMPTIONS UNDERLYING ENROLLMENT PROJECTIONS

1. The college’s market share of service area population will remain constant. That is, the college will continue to attract the same percentage of students from each age group.

2. Retention rates will remain constant.

3. Each department’s percentage of total college enrollment will remain constant.

4. The population projections (upon which the enrollment projections are based) are valid, and there will be no dramatic change in the area’s economy to cause significant out-migration or in-migration.

Given these assumptions, it is evident that the enrollment projections are negotiable; their primary value is their function as a framework for analysis. Individual departments must use their expert opinion about their programs to make adjustments to their projected enrollments. The college may increase its market share of area population by increasing its marketing efforts or by changing its mix of programs/courses, in which case enrollment projections may be adjusted.
GENERAL ASSESSMENTS

1. Most space deficits are based upon current needs. As the current needs are met, future growth projections can be accommodated with little addition and renovation needs.

2. Relocate related classrooms and offices adjacent or near one another for most efficient use of space. Minor relocations will help ease some of the current space needs listed.

3. Provide for student needs beyond the classroom. Durham Technical Community College is in the process of constructing a Student Center that will meet many needs for interior student lounge and study space. However, the outdoor environment is lacking adequate facilities for student recreation, study, and gathering. The outdoor environment needs to provide a safe community and safe pedestrian access across the entire campus.

4. Provide areas on campus for community use, such as a large multipurpose training space for local employers.

5. Provide for adequate equipment and technology. Renovate all classrooms and labs to facilitate up-to-date teaching and technology.

6. Durham Technical Community College is developing a facility to better serve the community in Orange County. Development of an Orange County facility should not impact space needs on the Durham Campus or at the Northern Durham Center. The Orange County facility, as currently planned, will be a flexible, multipurpose facility that offers both credit and non-credit courses. The college has an opportunity to offer a variety of programs including new programs that are currently not offered at neighboring community colleges. A facility in Orange County should strengthen Durham Technical Community College presence and further support the college’s growing service area.
ANALYSIS OF SPACE NEEDS, CURRENT AND PROJECTED

The Existing Space Assignments by Building and Current Space Assessments with Future Projections for Durham Technical Community College can be found in Appendix A and Appendix C, respectively. The projected space need for each program is directly proportional to the demographic projections for the service area. The current space need (actual space used + needed space) was multiplied by a growth factor for the years 2005 and 2015. This growth factor is the ratio of current enrollment by division to projected enrollment by division and, thus, is directly related to the demographic projections for the service area.

Meeting the current and future space needs will require phasing of projects as prioritized by the college. Located in Appendix C are charts labeled Current Space Assessment with Future Projections that depict the current space needs versus the projected space needs.

The population dynamics of the entire service area assessed indicate a projected duplicated headcount enrollment increase of ten and three-tenths percent (10.3%) by the fall of 2015. This increase could be greater if viable new programs are begun. From the Current Space Assessment Summary found in Appendix C, the division/departments with the largest current space needs include: shared general-use/multiple-discipline spaces; Arts, Sciences, and University Transfer; Corporate and Continuing Education; and Facility Services (due to the need for a college-owned facility).

The projected enrollment growth presents the college with a challenge of meeting the current space needs and planning for future space needs, while continuing to educate students in the existing facilities. In addition to shifting programs from one facility to another, the college will need to find new space for divisions that do not have sufficient space for growth in their current location. Additionally, the college must consider the way in which education will be delivered in the future and how technology and educational trends will effect
future development of space. Recent trends have suggested that future space might have more to do with the design and flexibility than the quantity of space. Durham Technical Community College’s campus property will also present a challenge in developing a cohesive campus community with a central hub for interactions between students, faculty, and staff.
ARCHITECTURAL RECOMMENDATIONS

DURHAM TECHNICAL COMMUNITY COLLEGE
Durham Campus
Northern Durham Center
Campus Master Plan Scenario (by building)

Referenced Documents:

- Summaries of Survey Data by Program and Service Area
- Appendix A: Current Site Plan and Existing Space Assignments by Building
- Appendix C: Current Space Assessments with Future Projections
- Appendix E: Proposed Space Assignments by Building, 2015 Campus Master Plan

Introduction

Currently, Durham Technical Community College devotes 249,332 square feet of assignable space to program and/or service functions with an additional 41,092 available square feet (once the New Student Services Center is complete) within eleven buildings on the Durham Campus and 22,856 square feet within two buildings at the Northern Durham Center. The Current Space Assessment reports contained in Appendix C indicate an additional need of 39,043 assignable square feet to meet existing program and service demands of today between both the Durham Campus and the Northern Durham Center. In ten years, given the growth rate for the college’s service area, the duplicated enrollment for the college is projected to increase by ten and three-tenths percent (10.3%). This enrollment growth will require a total of 75,740 assignable square feet more than the present facilities can accommodate. These projections assume that the college adds no new programs or services to its present offerings. Naturally, the square footage requirements and project priorities would be altered if the college chooses to offer new programs or services, particularly without eliminating others.

It is important to note that the assignable projected space deficits for the year 2015 are net amounts that represent only assignable program or service space. Thus, they do not include any area required by code for building support features such as restrooms,
mechanical and electrical systems, corridors, and walls. The Gross Space Assessment Summary Table (Appendix C) uses a common factor of forty percent (40%) to arrive at a total gross square footage need. The college’s gross space deficit for the year 2015 is projected to be 106,036 square feet.

The following pages contain the recommended approach that Durham Technical Community College should consider when trying to meet the projected year 2015 space deficit at each campus. The recommendations will propose new facilities and renovations and/or additions to the college’s existing facilities. The relocation of existing programs or services on the Durham Campus in addition to new construction will help the college meet their long-range space needs.

The recommended phasing of construction can be reprioritized as the needs of the college change. However, each phase should remain as a whole entity in that the recommended construction dictates a “domino effect,” which requires that certain changes must occur first before additional events can take place. The phasing established is structured to provide complete steps in the “domino effect” which will help to eliminate the possibility of empty spaces on campus that cannot be renovated due to the lack of resources. It is important to note that new buildings (not additions) could be less difficult to phase and more economical when new construction is consolidated to a few areas and not spread throughout the campus, as would be the case with additions and renovations to existing buildings. Also, with funding and political uncertainties, the actual timing of this scenario could vary greatly.

Durham Technical Community College has worked within the confines of limited resources to meet the needs of the college while serving the community. Any additions and new construction should work to achieve a homogeneous campus context, not to interfere
with the existing character, but further developing and improving an interactive campus community. Development of a central campus core for students, faculty, and staff has been initiated with the addition of a new Student Center, but its success will largely be dependent upon planned growth that links the facilities on Lawson, Cooper, and Bacon Streets. The following pages represent a recommended architectural master plan that will take a number of years to fully implement. This Master Plan becomes a working document that should be updated as the college experiences new growth in population and begins to offer new programs.
PROPOSED SPACE ORGANIZATION TO MEET PROJECTED NEEDS

CURRENTLY PLANNED CAMPUS CONSTRUCTION

New Student Services Center
Collins Building Addition and Renovation
807 Bacon Street Renovation
Campus Connector to 807 Bacon Street
Purchase of a Facility Services building

During the development of the Campus Master Plan, Durham Technical Community College continued to expand and renovate its current facilities to meet the demanding needs of its student enrollment growth and faculty support spaces.

A new 58,000+/- square foot Student Services Center will provide a centrally located facility for Student Support Services. The facility will assist new and continuing students by beginning to establish a “one-stop shop,” which will relocate Admissions; Registration and Records; Financial Aid; and Counseling from the White Building. In addition, the College Bookstore will relocate from the Phillips Building, the dining services will relocate from the White Building, and the Campus Learning Center will relocate from the Educational Resources Center. Relocation of these departments will provide needed student support for class registration and financial and support assistance. In addition, the new Student Services Center will relieve space throughout the campus to provide for various division and department expansions.

An 18,000+/- square foot addition and an interior renovation of the Collins Building will provide additional shared/multipurpose classrooms; Arts, Sciences, and University Transfer science labs; an auditorium; and faculty support space.

A 9,600+/- square foot interior renovation to the college’s 807 Bacon Street facility will relocate the Evaluation and Research Department, the Marketing and Communications Department, and the Retired and Senior Volunteer Program from the White Building. In
addition, the renovation will provide a Welding Lab, an HVAC Shop, two classrooms, and faculty support spaces for the Industrial Systems Technology program.

The Facility Services Department is located in a facility at the corner of Bacon and Lawson Streets. The facility has just been purchased by the college and will provide a permanent, college-owned location for the current and future growth of the Facility Services Department.
Phase I of the proposed Durham Campus Master Plan includes major renovations to
the White Building and the Basic Skills Center and smaller renovations to the Phillips
Building and the Educational Resources Center. In addition, development should continue
to enhance the campus core, pedestrian access to the entire campus, signage, and entrance
identification including extension of Cooper Street to Briggs Avenue.

The projects currently under construction on the Durham Campus will provide
substantial vacant space in the White and Phillips Buildings that can be renovated for growth
for various divisions. The space needs assessment has identified a current need of 3,460
assignable square feet for the Adult Education and Basic Skills Department. Over the next
ten years, this need will increase to 4,711 assignable square feet. The existing Basic Skills
Center cannot accommodate the additional growth needs of the Adult Education and Basic
Skills Department and the facility cannot support a large addition due to existing site
limitations. The Adult Education and Basic Skills Department should be relocated to the
vacant space in the White Building to provide for current and future growth needs, and the
Business Offices should be relocated to the Basic Skills Center to support the “one-stop
shop” concept begun with services for students being centralized in the new Student
Services Center.

The college’s new Student Center will provide much of the required space for a “one-
stop shop” registration and admissions experience. However, the Business Office and
cashier space, a critical component of the “one-stop shop” concept, are located across
Lawson Street in the White Building. Relocation of the Business Office into the Basic Skills Center (located adjacent to the new Student Center) will complete the “one-stop” service concept and help identify a centralized campus core. A renovation of the Basic Skills Center will provide for the relocation and projected growth needs of the Business Office and the Human Resources Department from the White Building. In addition, the development of a centralized Campus Mail Center in the Basic Skills Center will further define the Campus Core/Hub where students, faculty, and staff can interact.

A renovation in the vacated White Building spaces will provide for the relocation and projected growth needs of the Adult and Basic Skills Department. In addition, the facility will provide spaces for adjunct faculty, conference rooms, a faculty workroom, additional storage/workspace for the Print Shop, and additional office/storage for Campus Security. Renovations to the White Building should include replacing all exterior windows for energy efficiency; adding a ceiling to the open corridor to reduce noise transfer from the corridors to the classrooms; upgrading the mechanical, electrical, and technology systems; and completing structural repairs where the foundation is settling on the ends of the building. The facility should be renovated for American Disabilities Act compliance including all toilet room facilities, door hardware, and entrances/exits. If the college decides to devote the former Café to the Adult and Basic Skills Department for student use, the space should be renovated for fire egress and assembly space compliance. Durham Technical Community College also might consider revitalizing the exterior façade of the building to match the newer construction vernacular on campus.

A small renovation in the Phillips Building space vacated by the Bookstore will provide additional labs and offices for the Arts, Sciences, and University Transfer Division. The new labs should replicate those existing labs in the facility and should be located adjacent to the division’s support offices and classrooms.
A renovation in the **Educational Resources Center** space vacated by the Campus Learning Center will provide additional study rooms, a small photocopier room, part-time offices, enlarged storage/workspace/duplication area for the Media Services Department, and a general computer lab. Renovation and rearrangement of existing spaces in the Library will provide enlarged spaces for reserve materials, additional storage, a more efficient circulation area layout, and space for additional growth projections. In addition, the college might want to consider developing a sidewalk from the circular parking lot to the lower level of the facility. Although the facility has an elevator to reach the lower level, it is inside the library and not accessible within the upper level lobby. The proposed sidewalk will provide direct access for persons requiring assistance to move from the parking lot to the lower level auditorium.

As the campus continues to grow, developing an efficient campus roadway with adequate entrances and exits is essential. During Phase I, an extension of Cooper Street to Briggs Avenue should be pursued by Durham Technical Community College. The college’s property along Cooper Street is closer to the intersection of Briggs Avenue than the Lawson Street property, and an extension of Cooper Street will provide a greater identification for the college. Extension of this roadway will also assist in directing visitors and students to the centralized campus hub. The current Lawson Street property is hidden amongst the other businesses along the street, making it more difficult to provide adequate identification and signage. In addition to the extension of Cooper Street, the college should focus on developing the Cooper Street and Lawson Street connector through the campus hub. A comprehensive signage plan, landscaping beds, lighting poles with college flags, and monumental towers are examples of items that can be developed to help unite the entire campus property.
DURHAM CAMPUS PHASE I SUMMARY

BASIC SKILLS CENTER RENOVATION

- Relocate the Business Office and the Human Resources Department from the White Building.
- Business Office: Provide secured and fireproof records rooms, a more efficient cashier window, four additional offices, a central supply room, and an equipment storage room. Provide a centralized Campus Mail Center.
- Human Resources Department: Provide an 8-seat conference room (share with Business Office), three additional offices, a larger and ADA compliant reception area, and a larger storage room.
- Copy Center: Relocate the copy center from the White Building and provide additional storage/workspace for copying services.

WHITE BUILDING RENOVATION #1

- Relocate the Adult Education and Basic Skills Department from the Basic Skills Center.
- Adult Education and Basic Skills Department: Provide a dedicated science lab and support space, secured storage space, eight additional offices, and a dedicated Workplace Development Lab for Compensatory Education.
- Security: Provide one office/storage room for evidence storage, lockers and bicycles.
- Campus-wide Space: Provide adjunct faculty space, conference space, an enlarged faculty workroom/copy area/lounge, and a 12-seat conference room.
- Additional Recommendations: Replace the exterior windows; provide a ceiling in the corridor; upgrade the HVAC, electrical, and technology systems; repair the building settlement; provide ADA compliant toilet rooms, entrances/exits, and door hardware; revitalize exterior façade to match newer building vernacular; renovate the Café for required fire egress and demolish the former Café addition.

PHILLIPS BUILDING RENOVATION #1

- Arts, Sciences, and University Transfer Department: add two labs, including one for Foreign Language and one for English.
EDUCATIONAL RESOURCES CENTER RENOVATION

- Library and Media Services: Provide two additional study rooms, a larger reserve materials area, a photocopier room, a large storage/workspace/duplication room, a part-time office, and a 20-station computer lab. Renovate the existing space to provide for an efficient circulation area.

PHASE I TOTALS

RENOVATED AREA: 41,119 square feet (gross)
DURHAM CAMPUS PHASE II

New General Academic Building
Outdoor Recreation and Outdoor Gathering spaces
GlaxoWellcome Technology Center Renovation
Phillips Building Renovation #2
White Building Renovation #2

Phase II of the proposed Durham Technical Community College Campus Master Plan includes construction of a new General Academic Building, a renovation to the GlaxoWellcome Technology Center, and a second renovation to the Phillips Building.

Durham Technical Community College uses its facilities efficiently through the use of shared classrooms, or classrooms that can be used by any program. As the college continues to grow, additional general purpose/multiple discipline classrooms are needed to support new programs. In addition, existing programs have reached capacity in the number and sizes of their existing spaces.

Construction of a new 50,000+/- General Academic Building located adjacent to the GlaxoWellcome Technology and Newton Industrial and Engineering Technologies Centers on Cooper Street, will provide for the growth needs in Health Technologies programs, Instructional Services administrative support staff, and Business and Public Service Technologies programs. The Instructional Support Services offices should be relocated from the Phillips Building to provide for additional growth needs of the Arts, Sciences, and University Transfer Department. The Instructional Support Services Computer Training Center should be relocated from the GlaxoWellcome Technology Center to provide for additional growth of the Health Technologies Department. The Opticianry program should be relocated from the White Building to provide a closer adjacency to the remainder of the Health Technologies programs. The Early Childhood Associate program should be relocated from various locations on campus into this one facility to provide a larger lab space and
additional storage. The Early Childhood Associate program should be located on the first floor of the building with easy access to a parent drop-off area and outdoor play yards. The new General Academic Building should also provide for the needs of the Health Technologies Department, including relocating Clinical Trials Research Associate, Phlebotomy, and relocation of the Respiratory Therapy programs. In addition, the facility shall provide general classrooms and computer labs to be shared by the entire college, adjunct faculty space, faculty workrooms, conference space, and vending alcoves. Because Durham Technical Community College currently lacks space for indoor and outdoor physical education classes, the new facility should provide a large, flexible indoor facility with adjacent lockers and showers where the college can offer indoor recreation classes or other large gathering needs. Outdoor Recreation space such as basketball courts and Outdoor Gathering space such as a terraced plaza located adjacent to the facility will help enhance the campus community and provide places for students to interact with one another.

A renovation in the GlaxoWellcome Technology Center space vacated by the Early Childhood Associate classrooms, Instructional Services Instructional Computing, and two general classrooms will accommodate the growth needs of various Health Technologies programs. The Respiratory Care Technology Lab should be relocated to the new General Academic Building for the growth needs of the ADN/PNE and Occupational Therapy programs and the campus-wide space needs.

A second renovation in the Phillips Building space vacated by the Instructional Services support staff will provide for the expansion of the administrative office suite adjacent to the existing suite, and space for adjunct faculty.
A second renovation in the **White Building** space vacated by the Opticianry program will provide for the growth of general purpose/multiple discipline classrooms and faculty support spaces.
DURHAM CAMPUS PHASE II SUMMARY

NEW GENERAL ACADEMIC BUILDING

- Arts, Sciences, and University Transfer Department: Provide a large multi-purpose room for indoor physical education classes. The space should be flexible for multiple-function use.
- Business and Public Services Technologies Department: Relocate the Early Childhood Associate classrooms, labs, and offices. Provide for a 27-student/15-child classroom/lab and a large storage room. Relocate the Business Administration program from the White Building and provide additional storage for laptop computers.
- Health Technologies Department: Relocate the Opticianry, Health Information Technology, and Office Systems Technology programs from the White Building and provide additional office space. Relocate Respiratory Therapy program from the GlaxoWellcome Technology Center and provide for additional storage needs. Relocate Clinical Trials Research Associate and Phlebotomy programs from the GlaxoWellcome Technology Center and provide for additional space needs.
- Instructional Services: Relocate the administrative support offices from the Phillips Building, provide a climate controlled server room, and a centrally located Teaching-Learning Center with storage.
- Campus-wide Space: Provide two 30-seat general classrooms, one 40-seat general classrooms, one 35-station general computer lab, adjunct faculty space, a 12-seat conference room, a faculty workroom/copy area/lounge, and a vending alcove.

OUTDOOR RECREATION/OUTDOOR GATHERING

- Provide two basketball or other sport courts and an outdoor-tiered plaza/courtyard adjacent to the facilities on Cooper Street.

GLAXOWELLCOME TECHNOLOGY CENTER RENOVATION

- Health Technologies Department: Provide an enlarged ADN/PNE lab; a 15-student Surgical Technology lab; an office for Pharmacy Technology; and storage rooms for ADN/PNE, Occupational Therapy Assistant, and Surgical Technology.

PHILLIPS BUILDING RENOVATION #2

- Arts, Sciences, and University Transfer Department: Provide an expansion of the existing administrative office suite, a larger waiting room with computer cubicles, six additional offices, a resource area, and storage.
- Campus-wide Space: Provide an adjunct faculty space, a 12-seat conference room, a faculty workroom/copy area/lounge, and a vending alcove.
WHITE BUILDING RENOVATION #2

- Campus-Wide Space: Provide three additional 30-seat general classrooms, two 40-seat classrooms, and one 35-seat computer lab.

PHASE II TOTALS

NEW SPACE PROVIDED: 50,000 square feet (gross)
RENOVATED AREA: 16,000 square feet (gross)
PHASE III

New Applied Technologies Building
Newton Industrial & Engineering Technologies Center Renovation

Phase II of the proposed Durham Technical Community College Campus Master Plan includes a new Applied Technologies Building.

A new 30,000+/- square foot Applied Technologies Building located adjacent to the Newton Industrial & Engineering Technologies Center will provide for the growth of the Industrial and Engineering Technologies Department and the Business and Public Services Technologies Department. In addition, the Information Technologies Services Department should be relocated from the White Building to provide for additional growth of campus-wide shared classrooms and labs. The facility should provide general classrooms and computer labs, an adjunct faculty space, a faculty workroom/copy area/lounge, a conference room, a vending alcove, and a loading dock.

A renovation of the Newton Industrial & Engineering Technologies Center in the space vacated by the Early Childhood Associate program will provide additional offices for the Industrial and Engineering Technologies Department. Relocate the general classrooms to the new Applied Technologies Building for the storage needs of the Information Systems Technologies Department and the Electrical program.
DURHAM CAMPUS PHASE III SUMMARY

NEW APPLIED TECHNOLOGIES BUILDING

- Industrial and Engineering Technologies Department: Provide a large 30-student Tech lab.
- Information Systems Technologies Department: Provide a storage room for current space needs.
- Information Technology Services Department and Electrical Program: Relocate the spaces from White and provide a large receiving and distribution space, a set-up/prep/staging area, a larger server room, 14 offices, a repair room, and storage rooms for software and general needs.
- Campus-wide Space: Provide four 30-seat classrooms, two 40-seat classroom, two 30-station computer labs, adjunct faculty space, a 12-seat conference room, a faculty workroom/copy area/lounge, and a vending alcove.

NEWTON CENTER RENOVATION

- Industrial and Engineering Technologies Department: Provide office growth in the vacated office spaces and storage in the vacated general classrooms.
- Campus-wide Space: Provide adjunct faculty space, a 12-seat conference room, a faculty workroom/copy area/lounge, and a vending alcove.

FACILITY SERVICES BUILDING RENOVATION

- Provide for additional campus program/support in the currently available space as the campus continues to grow

PHASE III TOTALS

NEW SPACE PROVIDED: 30,000 square feet (gross)
RENOVATED AREA: 25,000 square feet (gross)
Phase I of the proposed Northern Durham Center Master Plan includes construction of a new General Academic Building and the development of Outdoor Recreation/Outdoor Gathering spaces.

Future enrollment projections for the Northern Durham Center will require additional classroom and lab spaces both for the Instructional Services Division (in terms of shared College-wide Space needs) and for the Continuing Education and Off-Campus Programs.

A new 23,450 square foot General Academic Building to be shared among all divisions will provide for the current and growth needs of the Continuing Education and Off-Campus Programs and for shared classrooms, labs, and faculty support.

Outdoor Recreation space such as basketball courts, a walking trail, and an Outdoor Gathering space such as a central plaza will help enhance the campus community and provide places for students and faculty to interact with one another.
NORTHERN DURHAM CENTER PHASE I SUMMARY

NEW GENERAL ACADEMIC BUILDING

- Continuing Education and Off-Campus Programs: Provide a large climate controlled storage room with overhead door, a dividable 250-seat meeting room, a Compensatory Education classroom with adjacent kitchen, a large Simulation Lab, a weight room with lockers and showers, a Forensics blackout room with the relocated lab adjacent, a 25-seat science lab, and five additional offices.

OUTDOOR RECREATION/OUTDOOR GATHERING

- Provide two basketball or other sport courts, a walking trail, and a centralized plaza/courtyard adjacent to the existing facilities.

NDC PHASE I TOTALS

NEW SPACE PROVIDED: 23,450 square feet (gross)
NORTHERN DURHAM CAMPUS PHASE II
*New Public Safety Services Training Facility*

Phase II of the proposed Northern Durham Center Master Plan includes the purchase of a minimum three-acre parcel for developing a **Public Safety Services Training Facility**.

The future site should provide for a driving range/track, a facility for classrooms, a conference room, faculty support spaces, and locker rooms with showers. A secured storage area for cones and other equipment should be located in close proximity to the driving range.

NORTHERN DURHAM CENTER PHASE II SUMMARY

NEW PUBLIC SAFETY SERVICES TRAINING FACILITY

- Continuing Education and Off-Campus Programs: Provide a minimum 600’ x 900’ driving range/track, classroom and faculty office space, and locker rooms with showers.
- Campus-wide Space: Provide two 40-seat classrooms, a 12-seat conference room, a faculty workroom/copy area/lounge, and a vending alcove.

NDC PHASE II TOTALS
NEW SPACE PROVIDED: 3,500 square feet (gross)
SPACE ASSESSMENT SUMMARY

Durham Technical Community College Campus

Summary of Curriculum Space Deficit:

- Current Space Deficit: 55,164 gross square feet
- Year 2005 Space Deficit: 82,153 gross square feet
- Year 2015 Space Deficit: 106,036 gross square feet

Durham Campus Summary of New Space Recommended:

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<th>Space Provided</th>
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<td>II</td>
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<tr>
<td>III</td>
<td>New Applied Technologies Building</td>
<td>30,000 gross sq ft</td>
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Total New Space Provided 80,000 gross square feet*

Northern Durham Center Summary of New Space Recommended:

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<td>I</td>
<td>New General Academic Building</td>
<td>23,450 gross sq ft</td>
</tr>
<tr>
<td>II</td>
<td>New Business &amp; Public Serv. Tech. Classroom Building</td>
<td>3,500 gross sq ft</td>
</tr>
</tbody>
</table>

Total New Space Provided 26,950 gross square feet
ADDITIONAL RECOMMENDATIONS

Signage

College campuses can be daunting and overwhelming if clear signage and wayfinding are not an integral part of the campus. Campus signage has the ability to orient and direct students and the community onto and throughout the campus, while establishing pedestrian safety. Signage is important not only on-campus but off-campus as well because it helps direct people to the campus from within the community.

A good signage plan takes a tiered approach to its design. Exterior signage should begin with off-campus roadway advanced guidance signage that directs visitors and students from within the community. An example of this type of sign includes the green signs located along the Durham Freeway that identify the exit to Durham Technical Community College. The second tier would include entry features onto the campus. Examples of this type of signage include entrance and marquee signs, or signs that identify the entrance(s) onto the campus property. This tier of signage might extend onto the campus through the use of flag/banners on poles or through colored street signage (identifiable color other than local street signs). The third tier is on-campus directional signage that identifies directions for vehicular and pedestrian traffic. Examples of this type of signage include directories placed at prominent intersections and core areas on the campus. This can also include uniform parking identification by color or graphic coded visitor, staff/faculty, and student parking areas. In addition, all parking lot signage should clearly identify entrances/exits, emergency phone numbers, where permits can be obtained, the type of parking allowed, and section numbers when lots are large in scale. At the pedestrian level, directional signs include kiosks and ‘You Are Here’ identification maps. The fourth tier of signage is building identification. Building identification signs can be located in front of the building (post and panel signs) in a prominent place or physically on the building. Keep in mind that this type of signage should
be a minimum of six feet away from the curb when read by vehicle or three feet away from a walkway when read by pedestrians. Building identification signs might go a step further and include roof building identification that can help law enforcement and emergency response teams.

The remaining tiers of signage include way finding within the interiors of buildings. Interior signage should begin with building directories at all major building entrances and include intermediate directional signage within larger facilities. Interior signage shall continue through to the signage on all doors. Door signage for classrooms and offices should use slotted changeable inserts for flexibility. All signage should be American Disabilities Act (ADA) compliant and follow the building code and local jurisdiction for size, identification, and accessibility requirements.

The most important thing to keep in mind with any signage plan is that the signage must be clear and consistent. A good signage plan must not overwhelm students and visitors. It also need not create a cluttered campus. Signage is for creating safety and clear directions for all visitors to the campus. A good signage plan will exude greater campus precedence in the community and welcome all visitors to the campus.

**Campus Lighting**

Campus lighting is essential to developing a safe environment for all persons on campus. A good campus lighting plan is developed to complement landscaping and campus signage. Lighting plans should be tiered similar to a signage plan. The first tier is perimeter lighting consisting of street and parking lot lighting. This type of lighting includes that at parking lots, intersections, campus entrances, bus stops, and all pedestrian crossings. Transition lighting is the second tier in campus lighting. This type of lighting includes that at walkways and security ‘blue light’ call boxes. The third tier of lighting is circulation lighting
for gathering areas and courtyards, or where groups of buildings clearly identify central meeting places. This type of lighting includes light bollards, building lighting, and pedestrian scale light poles. This tier of lighting should continue to all building entrances.

Durham Technical Community College should carefully evaluate and develop a campus lighting plan incorporating each tier of lighting that will create a safer, more secure college environment. Because the college operates late into the evenings and will bring more of the community onto campus as recommended in this Master Plan, the campus lighting plan should be developed early in all new construction.

**Landscape Plan**

Durham Technical Community College has taken care in developing campus landscaping for the existing facilities; however, minimal development has occurred for an overall cohesive landscape plan that includes developing outdoor gathering and activity spaces. As the college continues to expand, it is important that the existing plan should be expanded through the development of landscaped courtyards, pedestrian plazas, and outdoor gathering places for the college. As the campus develops across the college’s property, the walking distance from one end of the campus to the other will significantly increase and students need to be encouraged to walk from the parking lots to their classes. Encouragement for walking can begin with developing a good landscape plan that respects the skills and maintenance abilities of the grounds crews.