BELLEVUE COLLEGE
CAMPUS MASTER PLAN

PERKINS+WILL
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FEBRUARY 2017

BELLEVUE COLLEGE

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Greetings.

This master plan has been developed with a comprehensive scope and an inclusive process. The previous plan was completed in 2008 and updated in 2011. Much has changed since then. Bellevue College enrollments have grown, new programs are being offered including several more four-year degrees and student housing is a reality. This plan incorporates these dramatic changes and considers likely alternatives and scenarios for the future – a near-term future with a ten-year horizon and a long range future of thirty years and beyond.

Development of the plan has been guided by the institution's strategic plan and is aligned closely with other planning documents such as the Academic Plan, Student Affairs Plan and the Diversity and Equity Plan.

The development team was charged with producing a plan that accomplished the following objectives:

1. Identify needs, capacities and unique characteristics
2. Provide guidance for development
3. Document development intentions for internal and external audiences
4. Inspire our campus community
5. Share our vision

I believe that all of these objectives have been accomplished and can be found throughout this document. I am proud of the team and the product of our efforts. I am also very thankful for the cooperation of our campus community and community partners whose contributions have been robust, meaningful and thoughtful.

Bellevue College is a beacon for our community and for higher education. The master planning process has confirmed our pride in Bellevue College and renewed our excitement for the boundless opportunities ahead.

We're eager to get to work.

Ray E. White

VP for Administrative Services

February 2017

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SECTION 01
EXECUTIVE SUMMARY

PURPOSE

This Campus Master Plan is intended to guide the future growth of Bellevue College in a way that reinforces the core values of an accessible, student-centered, pluralistic, and collaborative college. The physical campus should support and enhance these values and provide flexibility that acknowledges the evolving and innovating landscape of education.

The Campus Master Plan uses the college mission as its foundation and builds upon its life-long values as a student-focused, open access and community-based institution.

MASTER PLAN GOALS

- Support the college mission, strategic plan and academic plan through physical development of the campus.
- Plan for flexibility to accommodate changing needs of education.
- Establish a strong relationship with the community.
- Create sustainable, healthy and nurturing space for student learning.

OVERVIEW AND PLANNING PROCESS

In addition to the future vision of the main campus, this document includes additional information resources for future development planning including guiding principles, detailed analysis and long term development implentation strategies with input from campus, community and City of Bellevue stakeholders throughout the design process.

CONTENTS

This Campus Master Plan outlines the vision and path for the college's future campus. The scope includes defining future open spaces, circulation patterns, building sites, and campus physical capacity as well as planned and future projects. This document is structured to provide a comprehensive review of current assets and future changes to the physical campus and to assist with decision making for capitol development.

Inventory of Existing Conditions

The campus consists of three major systems (open space, circulation, and buildings) that together should support the campus activities. *Section Two* provides a thorough review of the **835,000 gross square feet of existing buildings** within the current campus boundary. It summarizes the potential of existing buildings (some of which date back to its original 1965 construction) for near and long term use through detailed functional and physical assessments.

Projected Space Needs

College service area population projections support the need to accommodate campus functions with **922,000 additional assignable square feet (asf)** over the next ten years. This is based on an assumption of **1.8% annual growth in enrollment** and includes 'right-sizing' the college to support current enrollment, in addition to growth. Total academic space needs are estimated at 1.4M gross square feet (gsf). In addition, student housing and campus parking needs were estimated.

Proposed Plan

Growth, evolving functional needs, and changing technologies necessitate a plan that supports expansion with state-of-the-art facilities well into the future. This plan **identifies 22 potential development sites** to address current needs and accommodate the anticipated growth. These sites **together provide development capacity of almost two million gross square feet** (including housing and parking sites) allowing for some flexibility to accommodate near term needs and beyond.

TOTAL NEW HOUSING	**391,000 GSF**
TOTAL NEW ACADEMIC	**859,500 GSF**
TOTAL NEW DEVELOPMENT (Without Parking)	**1,250,500 GSF**

TOTAL NEW PARKING	**672,000 GSF**

The development sites have been identified in a way that strengthens sense of place and supports the college's identity and values, including:

- An expanded and connected open space network
- A new 'campus heart' at the intersection of central north-south and east-west axes
- Development that extends to the edges for strengthened identity and connections to the community
- An expanded pedestrian-only core

In addition, the plan supports college sustainability goals with:

- A heat exchange system that transfers energy from one building to another in a closed loop.
- Campus wayfinding and circulation systems integrated into stormwater networks, where reclaimed rainwater is treated and reused on site.

Implementation

The Implementation section offers a general road map toward the long-term vision including details of each site to be developed in the near term with **seven new development sites totaling 427,000 gsf (and selected renovation projects to support immediate needs)**.

The Implementation section also identifies strategies beyond specific projects that support campus wide initiatives such as the heat exchange system. As the college evolves and grows and funding becomes available, project priorities shall be reviewed and adjusted. **Parking in particular will need to be reviewed as transit and commute options expand.**

Supplemental Analysis

Additional detail and analysis is provided in the appendices including specific project considerations, **project space needs analysis, landscape concepts, and civil, MEP and transportation sections**. This information is referenced throughout the document where applicable.

SECTION ONE / Executive Summary

Figure 1-01: Long-Term Vision, Campus at Full Build-Out. Graphics are for Illustrative Purposes Only

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SECTION 02
WE ARE
COLLEGE OVERVIEW AND PLANNING PROCESS

VISION

Bellevue College is the region's college of choice, based on its excellence, innovation, and national recognition for exemplary programs.

CORE VALUES

We, the Board of Trustees, faculty, staff and administration of Bellevue College, place students at the center of all we do and support and promote the excellence of their efforts. We affirm and embody pluralism, value collaboration and shared decision making, and honor creativity and innovation. We consider it our duty to anticipate changing demands in education and welcome the opportunity to shape its future. We acknowledge our responsibility to society and embrace the belief that widespread access to excellent post-secondary education is the cornerstone of a democratic society.

MISSION

Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence, that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region.

WE ARE

Bellevue College is the region's college of choice, based on its excellence, innovation, and national recognition for exemplary programs. Initial visioning with college leadership resulted in a clearly articulated set of Guiding Principles along with a Master Plan Vision for the near and long terms. The master plan vision identifies student housing, academic and support facilities for the near term. In the long term, the college seeks to achieve energy neutrality, expand its social justice focus, expand access and sense of belonging to students and embrace transportation alternatives along with untethered common work spaces. These were reviewed regularly through the process to ensure they were supported by the master plan concepts.

GUIDING PRINCIPLES

The following principles provided important direction to the campus plan and should serve to guide project decisions in the future. Developed by college leadership with input during the outreach process, the principles reflect the college's primary values, which must be supported by the plan, and evaluated against, for every project. The Bellevue Campus Master Plan is a physical vision for the future, clearly conveying that:

We Are Bellevue

- Support the Mission and Strategic, Academic, Equity and Student Services Plans in every possible move

We Are Open and Accessible

- Create a Welcoming Place, Bringing People In and Conveying the Opportunities For All
- Inclusive of All Cultures

We Are Student-Centered

- Strengthen a Sense of Belonging by Grounding the Campus to its Place and People
- Create a Healthy and Nurturing Place that Feels Comfortable and Supportive

We Are Responsive

- Stay Flexible to Evolving Needs, Changing Pedagogies, Progressing Industries

We Care

- Social Equity - Offer Equal Access, Supports Pluralism, and Encourages Real Collaboration
- The Earth - Develop and Expands with Sustainable Strategies
- Responsibly Stewarding and Effectively Using Resources Judiciously

We Serve - the Community and Local Industry

- Leverage and Strengthen Relationships with the Community and Industry - with Openness, Access, Flexibility
- Be a Welcoming Resource

We Have a Vision

- Showcase a Place that Fosters Excellence, Innovation, National Recognition

ALIGNMENT WITH PLANS

Strategic Plan (2014-2019)

Common themes define Bellevue College's identity and role in the community, which include commitments to: student support that engages all aspects of the college and all students; proactive interaction with the external community; improved internal practices and structures; and attention to campus climate and change management.

Academic Master Plan

Priority goals and plausible futures are holistic, ultimately addressing each of the Planning Themes: Who We Are; What We Do; How We Do It.

Student Affairs Plan

The plan mission is to provide student-driven services and support through equitable and accessible practices, engage with and advocate for all populations, respond to the unique individual needs of each student, and promote an exceptional service experience.

Diversity and Equity Plan

During the 2014-15 academic year, the Office of Equity and Pluralism, under the direction of Vice President of Diversity Yoshiko Harden, developed a draft strategic Diversity & Equity Plan. The plan expresses the college's commitment to be a diverse and equitable place to work and study. The plan is currently being revised.

Ongoing Planning Initiatives

The strategic initiatives developed prior to the master planning process describe short-term academic and organizational objectives that will be evaluated throughout the life of the master plan.

CAMPUS CONTEXT & BACKGROUND

Bellevue College (BC) was established in 1965, originally named Bellevue Community College, to provide affordable and accessible education to the citizens of Washington Community College District VIII, a 1,000 square mile area stretching from Lake Washington in the west to the crest of the Cascade Mountains to the east. Its original home was Newport High School. One of the 34 community colleges in the State of Washington, BC is the largest of these, serving more than 32,000 students each year. It is accredited by the Northwest Association of Schools and Colleges.

A student-focused, open-access, community-based institution, Bellevue College has grown immensely over the past 50 years. First envisioned to serve 3,000-3,500 full-time equivalent (FTE) students, the original campus complex was built on a 99-acre site in three phases over an eight-year period from 1967 to 1975. Since then, the College has expanded to multiple extension centers, changed its official name, and maintained the core values on which it was founded.

The majority of BC students enroll in one of six transfer programs, completing the first two years of their bachelor degree requirements on campus - BC sends more transfer students to the University of Washington than any other community or technical college in the state. Another group of BC students are career-focused, choosing one of the professional and technical programs in high-demand career fields that prepare students for specific job opportunities. Other students choose BC to learn English or take Basic Skills courses, retool skills in the Worker Retraining program, advance their careers with a Continuing Education class, or earn college credit while still in high school with the Running Start program.

Over the next two years, the college expects to add four bachelor's degrees, in addition to the three programs already offered. Studies have explored expansion of two-three extension centers located within East King County.

Main Campus

Bellevue College has two locations with a possible future east extension center. The main campus consists of 128 acres, located southeast of downtown Bellevue and adjacent to the Interstate-90 corridor. Visitors traveling on I-90 arrive at the 148th Ave SE entrance, the main vehicular entrance to the college.

The main campus occupies a powerful location regionally with strong visual connections to both mountain ranges east and west, Puget Sound, and the cities of Seattle and Bellevue. This makes for a highly 'imagable' site carrying a strong sense of place and meaning. With easy access to much of the region, the main campus is approximately five miles from downtown Bellevue and 10 miles from downtown Seattle via I-90. The campus is largely comprised of two- and three-story buildings surrounded by a heavily vegetated environment.

North Extension Center

A stand alone building at the WA SR-520 and 148th Ave NE interchange provides access to Continuing Education and other Bellevue College programs. It is the home of several key programs such as Occupational Life Skills (OLS), Year Up, TELOS, Continuing Education and Bellevue's corporate training.

East Extension Center

An additional 20-acre acquisition in Issaquah Highlands sparked a physical master plan (2013) resulting in plans for 427,000 sf of classroom, meeting, office and accessory space in seven four-story buildings. The certainty of development and related timing of this campus is still to be determined.

See *Section 06* for real estate strategies and practices.

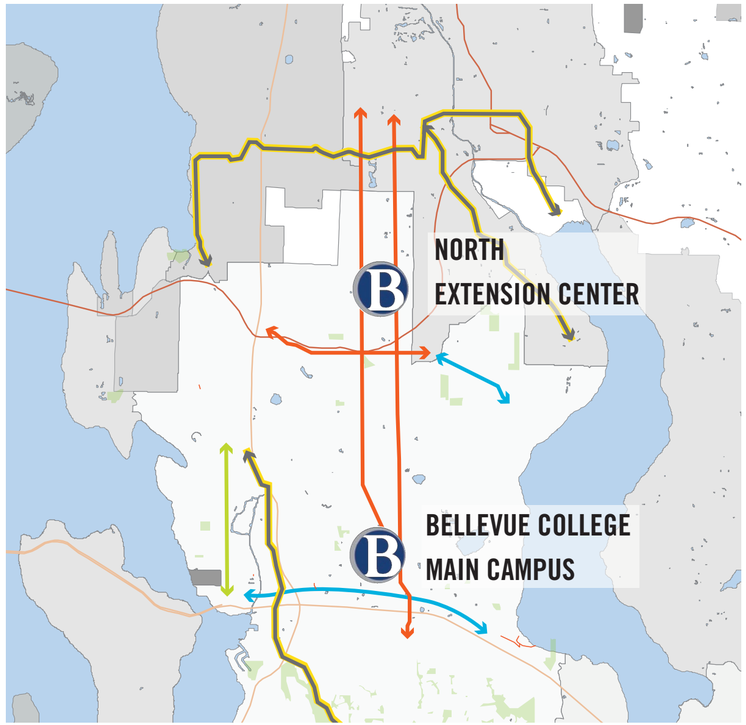

Figure 2-01: Bellevue College Location Map

Figure 2-02: Word Clouds Result from Worditout.com (Using Guiding Principles & BC Vision, Core Values, and Mission)

MAIN CAMPUS HISTORY

Bellevue College campus celebrated its 50th anniversary in 2015. Constructed in the 1960's during a nationwide community college building boom, the original buildings established the academic core. This initial period set the form for a campus that was internally focused and set apart from the main entry and public edges. Much of the development that followed reinforced this orientation and relationship to the outside community. Subsequent development added support, common use and additional academic building to support growth and change.

1960-1970

The original layout of the campus was designed between 1965-1969. Initial orientation was orthogonal with open space continuous through the north/south and east/west axes and internally focused. Building circulation is accommodated on the exterior via both at-grade and second level covered walkways, stairs and elevators.

1970-1980

Phase Two of the new campus was completed in 1973, and included a 300-seat theater (the largest public theater in Bellevue at the time), 2,500-seat gymnasium and sports complex, planetarium, day care center and greenhouse. Building off the strong north/south spine extending through campus, the next generation of buildings attempted to book-end and reinforce internally focused open spaces. A third phase was finished in 1974 with the running track.

1980-2000

The turn of the century saw various forms of campus infill, including expansion to the south, east and north-east. During this period, development reached beyond the original core yet continued to reinforce it.

2000-Today

Over the past few years, the first major above-grade parking structure was completed and established a major transit hub near the center of campus, further expanding instructional and functional buildings eastward. With eastward expansion, new opportunities exist for an expanded long term plan that is less driven by the college's original footprint. This includes opportunities to engage the campus edges and create a new campus center while strengthening connections to the original core.

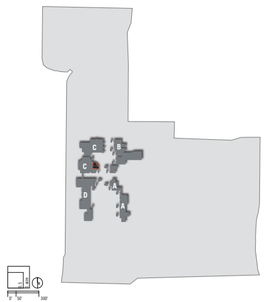

Figure 2-03: 1960-1970

Figure 2-04: 1970-1980

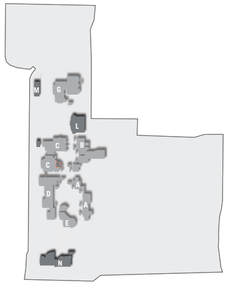

Figure 2-05: 1980-2000

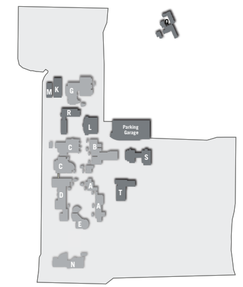

Figure 2-06: 2000-Today

LEGEND

BC Campus Buildings | Campus Boundary | Later Addition

CONCURRENT STUDIES

In addition to the internal review process for college-wide plans (see *page 77* for detailed description), the design team also incorporated ongoing relevant studies that have the potential to inform long term development of the main campus.

Figure 2-07: Bellevue College Student Housing Rendering
Source: NAC Architecture

On-Campus Residence Halls

The college recently initiated an effort to bring the residential experience to BC students. Limited housing opportunities nearby and a growth in international students has precipitated demand. A first phase of new student residence halls includes 350 beds, along with a long term plan for 700. The housing was planned in parallel with the development of this master plan. The first phase is currently in design and includes a variety of unit configurations ranging from studios to 4 bedroom/2 bath apartments to be completed in Spring 2018.

The college's goals and objectives for residential life are:

- The creation of a safe, affordable, and inclusive live/learn residential community that fosters social, cultural and personal growth for residents
- The enrichment of the entire campus community, encouraging diversity and promoting civility and good citizenship among residents and the student body at large
- The development of an effective, efficient, and sustainable facility

The master plan team joined the residence hall design team in regular discussions to ensure the coordination of both plans and assess impacts to services needed to support the new beds such as food, recreation and student support. Both long term and short term housing development has been incorporated into this master plan.

Eastgate/I-90 Land Use & Transportation Project

In addition, the Eastgate Citizen Advisory Committee has proposed a vision for zoning changes south of the college, suggesting a different future that supports housing, retail, mixed use and a stronger pedestrian environment that includes a connection to Bellevue College.

BC Portal Study

Campus wayfinding and signage concepts were developed just prior to the initiation of the master plan. As an important feature of every campus, Bellevue College studied new ways to enhance and promote wayfinding throughout, including the primary arrival experience at 148th Ave SE and both secondary entrances. The study focused on concepts

Figure 2-08: Campus Entry Portal Study
Source: Schreiber Starling & Lane

for identity and directional signage at each portal. Further updates are expected for integration with this plan's long term concepts.

OUTREACH

Throughout the project, Bellevue College community members were invited to provide input on current conditions, goals and visioning, and master plan alternatives. The results proved essential in helping the planning team understand issues, concerns and range of opinions. Methods of input ranged from student, staff and faculty symposiums to even booths, online social media outlets and web pages. Neighboring community members also provided input including a focused meeting to review the college's preferred plan.

ENVIRONMENTAL STEWARDSHIP AND SUSTAINABILITY

Bellevue College will become a model of environmental stewardship and sustainability by identifying and supporting efficient, cost-effective, sustainable practices in all its operations and guiding investments that optimize the living and built campus environments. In addition to practicing excellent stewardship, the college will teach sustainable methods and model these principals for our students and community.

To meet this challenge, the college has compiled a list of sustainable practices (see *Appendix G*) for the categories listed below.

- Sustainable Sites
- Water
- Energy and Atmosphere
- Health, Indoor and Environmental Quality
- Materials and Resources
- Equity
- Education and Inspiration
- Operations and Maintenance

The list was created with professional analysis, broad campus involvement, serious self-study, and the support of college leadership. We believe the specific measures identified warrant strong consideration for implementation as the college and campus develop.

It is recognized that sustainable strategies have differing impacts, costs, regulation, visibility and returns. Therefore, Bellevue College has adopted an overarching prioritizing strategy - to look first at efficiency (minimize load), then smart operations, and finally clean energy (renewable resources). In evaluating the feasibility of strategies, it is useful to categorize them into one of four types of commitments.

1. Statutory/Contractual Obligations

These are the "must do's." Measures that are designed to meet existing requirements specified by law, code, or contract. State and local municipality regulations are external while others, such as Bellevue's participation in the President's Climate Commitment, are internally imposed.

2. Established Practices

Bellevue College has a history of commitment to the environment and sustainable practices. These measures represent the continuation of successful practices that are deployed currently at both the main and north campus locations.

3. Unique Opportunities

The college recognizes that the project and the site itself create opportunities to develop green practices, protect the environment, and create unique learning laboratories. These measures are intended to take advantage of such opportunities.

4. Aspirational Strategies

These represent the measures for which the return on investment (ROI) is not obvious based on their life cycle costs. However, we believe them to be feasible investments due to the important intangible benefits they yield.

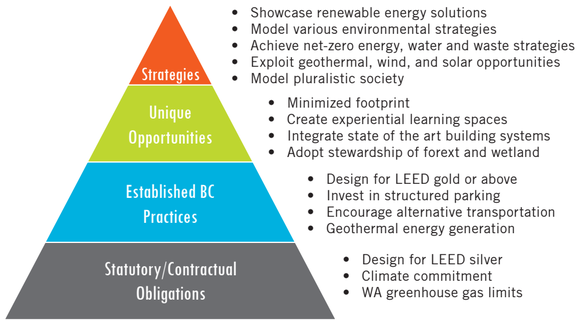

Figure 2-09: Desired Strategies

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SECTION 03
WE HAVE
INVENTORY OF EXISTING CONDITIONS

INTRODUCTION

This section describes and analyzes the physical nature of the main campus of Bellevue College, including past development, existing campus character, and site constraints and opportunities. The analysis also includes an assessment of current circulation, parking, development, and open space.

The intent is to provide an informed foundation for developing a visionary yet realistic plan that upholds the guiding principles outlined in *Section 02*, and helps to create more inspiring, efficient and community-building space for students, faculty, staff and the Bellevue community. Concurrent projects affecting or improving the quality of existing space within the main campus are also reviewed in *Section 02*. The section is organized into two subsections: Site Assessment and Facilities Assessment.

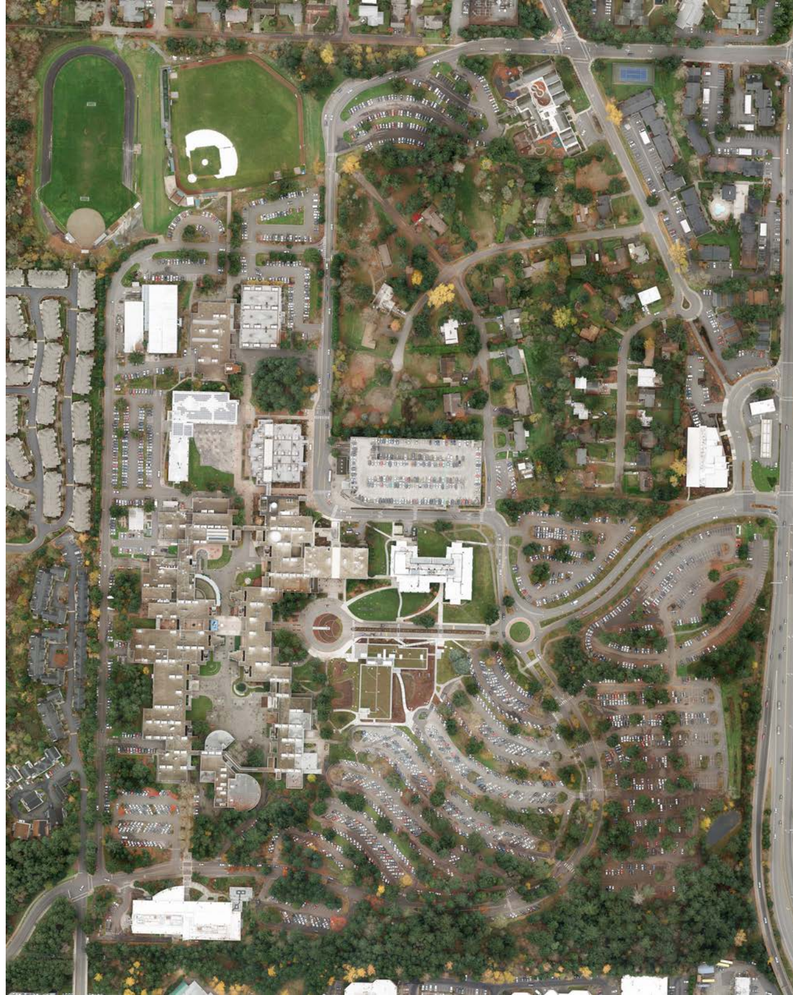


Figure 3-01: Bellevue College Satellite View
Source: BCMP Site Survey

SITE ASSESSMENT

ZONING

Surrounding properties are a mix of residential and business zones. Maximum building heights[1] are shown. Directly south of the campus are office and light industrial zones. **The City of Bellevue is in the process of transforming this area with more pedestrian-oriented parameters for future development.** This includes the support of a physical North-South connection between this area and the campus.

Per a 1985 agreement with the City of Bellevue, Bellevue College is exempt from the City of Bellevue jurisdiction for land use zoning. Specifically, Bellevue College "...is not required to conform to the zoning requirements of the City of Bellevue...Bellevue Community College may locate and build its facilities wherever Bellevue Community College designates, irrespective of existing land use and/or zoning requirements..." subject to conditions, see *Appendix J* to reference these conditions.[2]

1 Bellevue Land Use Code; Chapter 20.20.005 Chart of dimensional requirements described. Reference notes for additional information regarding uses in land use districts - dimensional requirements.

2 Agreement between City of Bellevue and Bellevue Community College dated April 30, 1985; signed by Paul Thompson, President of Bellevue Community College, and Philip Kushlan, City Manager, see Appendix M.

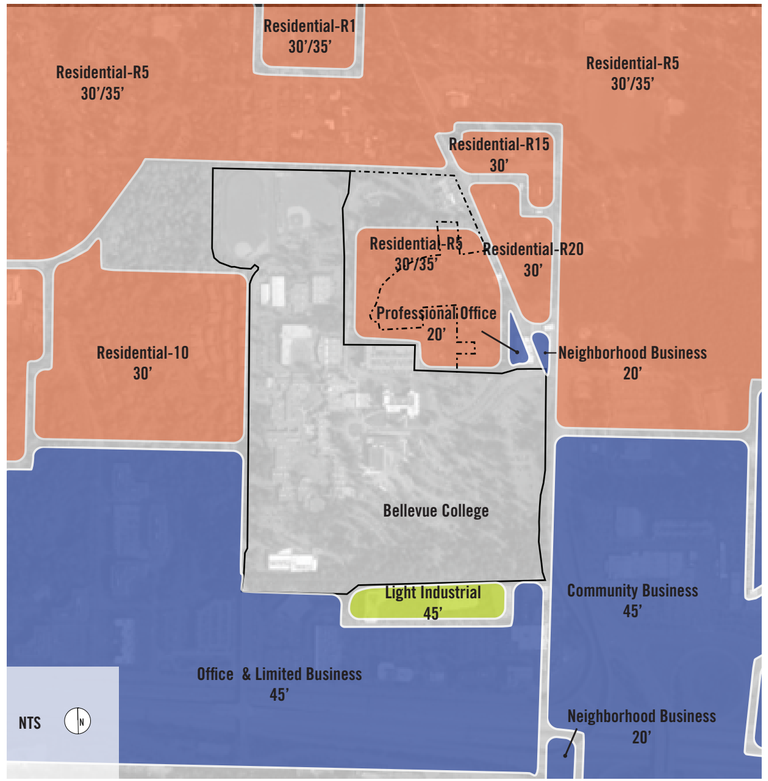
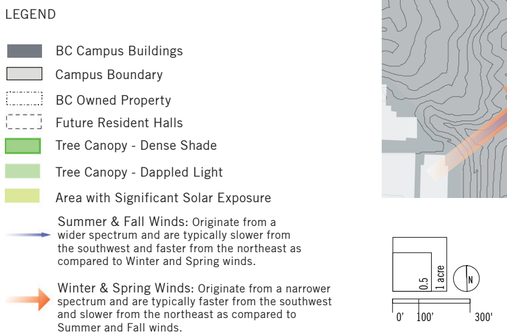


Figure 3-02: Zoning Assessment

CLIMATE EXPOSURE

The campus is made up of primarily two distinct types of environments with different degrees of exposure: heavily forested areas and open spaces with minimal to no large-scale vegetation. The result is a mix of significant shady areas and others that are widely exposed to sunlight and wind. The contrast results in distinct and large campus zones with minimal transition.

Areas that are open and exposed include the campus core and the recreation fields. The south campus is primarily shaded with fully vegetated areas layered with understory and tree canopy. Parking in the south receives filtered light. The greatest prevailing wind occurs in the winter. Coming from the southwest the most impacted areas with minimal vegetation and/or buildings is located on the southwest perimeter of open spaces. The original campus core is relatively protected from these winds with buildings on the southwest buffering the main courtyards.



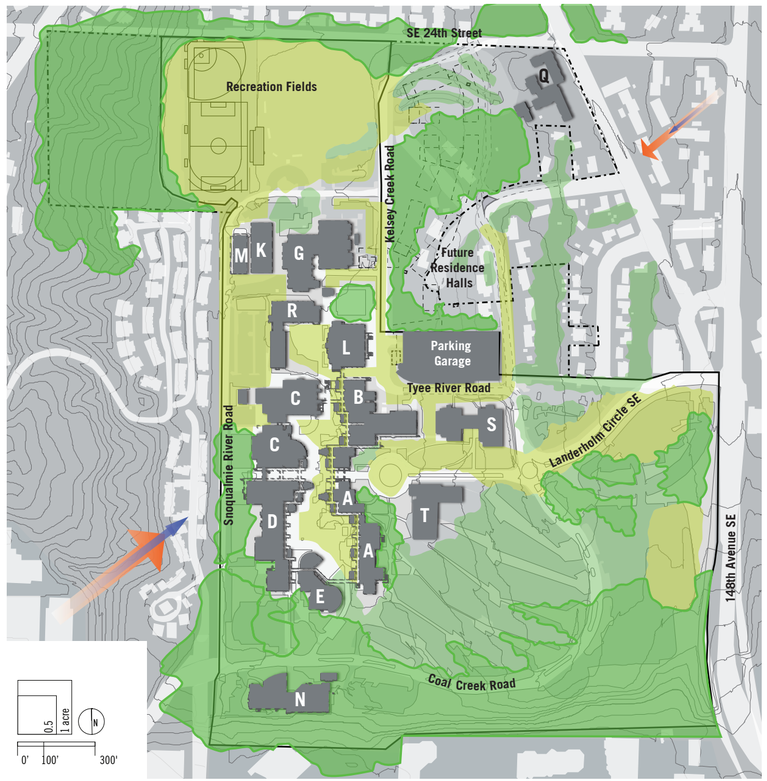


Figure 3-03: Climate/Exposure Assessment

TOPOGRAPHY

The campus topography allows for accessible slopes connecting the campus from north to south and in many areas from east to west. A number of areas will require careful attention to achieve accessible slopes including the access from the central area to the existing parking garage. Given the topography, ramps should be provided on the exterior and/or thru buildings. This approach accentuates the site topography as an extension of the regional glaciated landscape.

1. Campus zone with high potential for ADA access due to relatively flat topography.
2. Campus zone with potential for ADA ramp access.
3. Stepped topography allows for accessible shelves connecting the campus from the north to the south.
4. **Ridgeline offers the opportunity for strong visual presence from 148th Ave SE.** (The existing campus development is located in the lower shelf reducing visibility and campus identity.)

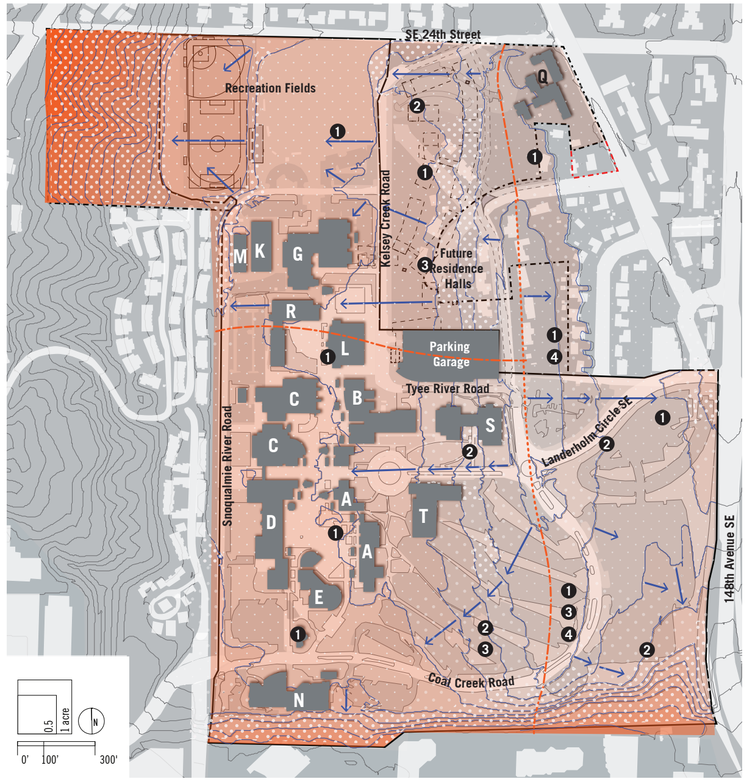


Figure 3-04: Topography Assessment

FIGURE/GROUND

The overall pattern of campus development shows **building form and densities vary.** Buildings are generally located in the west portion of campus, surrounded by expanses of parking, open space, or the athletic field. Buildings are generally oriented on a north-south axis and, as an aggregate, they form internally-focused courtyards.

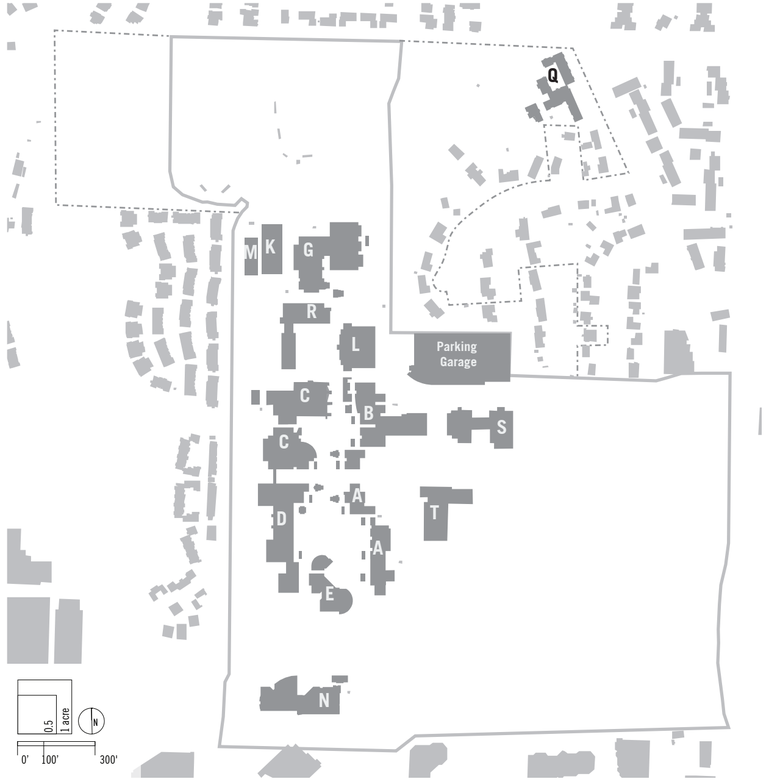


Figure 3-05: Figure /Ground Assessment

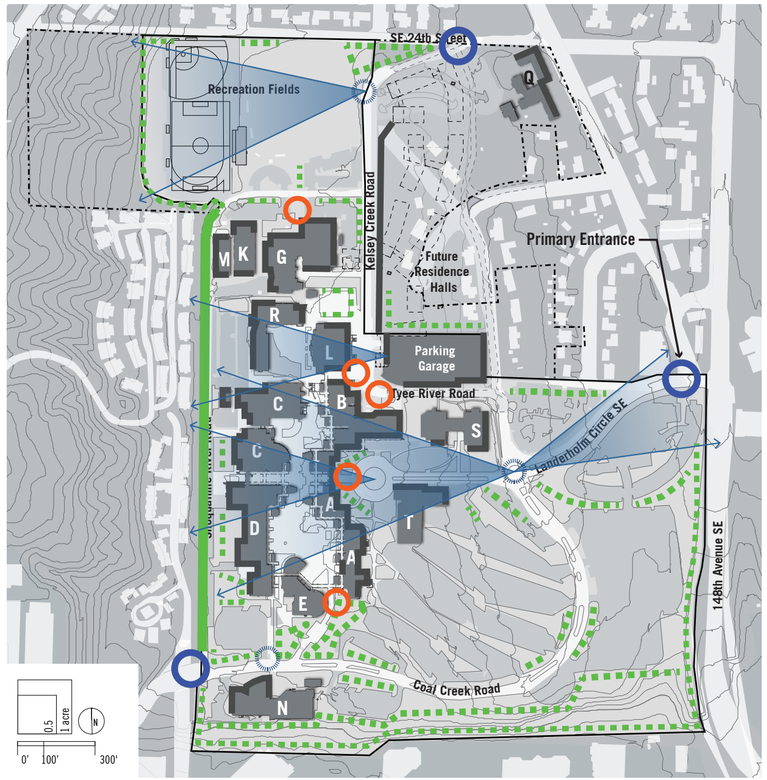
CAMPUS EDGE

The campus has three entries, each with thresholds further beyond where the sense of arrival to campus is punctuated. **These thresholds are opportunities to control views and the surrounding context to maximize the sense of arrival.**

The campus edges vary. The west edge of campus abuts a large multi-family development, likely to remain for the long term. Similarly, the north edge fronts residential areas. **This suggests that the north and west edges have limited opportunities for creating porosity, unlike the south and east edges.** With commercial uses to the south and recent acquisitions to the east, increasing connections to and through these areas is desirable.

Views

The campus' unique location offers opportunities for stronger regional views to the west which should be emphasized. These views not only showcase the campus setting near the Olympic and Cascade Mountains, Bellevue and Seattle, but also convey a sense of opportunity beyond a student's current college experience.



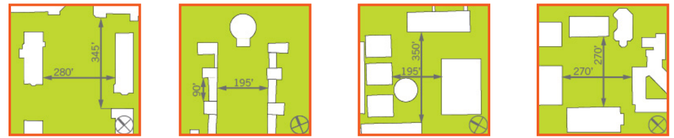
LEGEND

- BC Campus Buildings
- Campus Boundary
- BC Owned Property
- Structured Hard Edge
- Structured Soft Edge
- Soft Edge
- Existing Regional Views
- Pedestrian Gateway
- Vehicular Gateway
- Campus Threshold

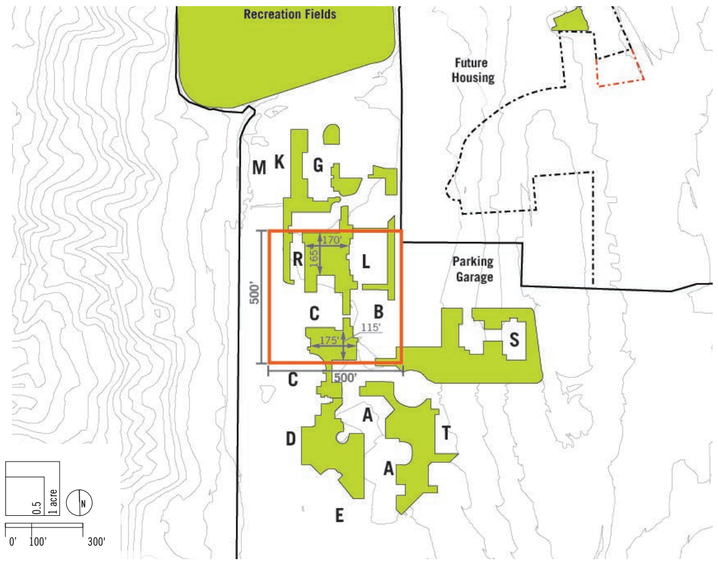
Figure 3-06: Campus Edge Assessment

OPEN SPACE

Existing courtyards/quads are internally focused and primarily hardscape with relatively small vegetation and few areas of respite. **These existing spaces can be made more vibrant by increasing interior/exterior connections and creating more level, contiguous lawn and paving. As the college grows, new larger spaces that reflect the increasing scale of campus can be created.**



University of Washington: Quad | *University of Virginia: Lawn* | *Foothill College* | *Western Washington University: Red Square*



LEGEND

- Campus Boundary
- BC Owned Property
- Open Space

Figure 3-07 : Open Space Assessment

Open Space (Cont'd)

Athletics / Recreation

The existing sports field serves students participating in intercollegiate athletics. **This field could be expanded, or sloped lawn seating added at the southeast corner, provided parking is relocated.**

The campus has no designated area for informal recreation. **With a campus boundary expansion, there is potential for recreation fields in the northeast corner of campus**.

Trails

Currently, there is a small informal trail at the south end of campus. **Creating a loop trail that connects with campus corridors would bolster circulation and provide a recreational opportunity for the campus and wider Bellevue community.**

See *Appendix C* for more detail on proposed open space strategies.

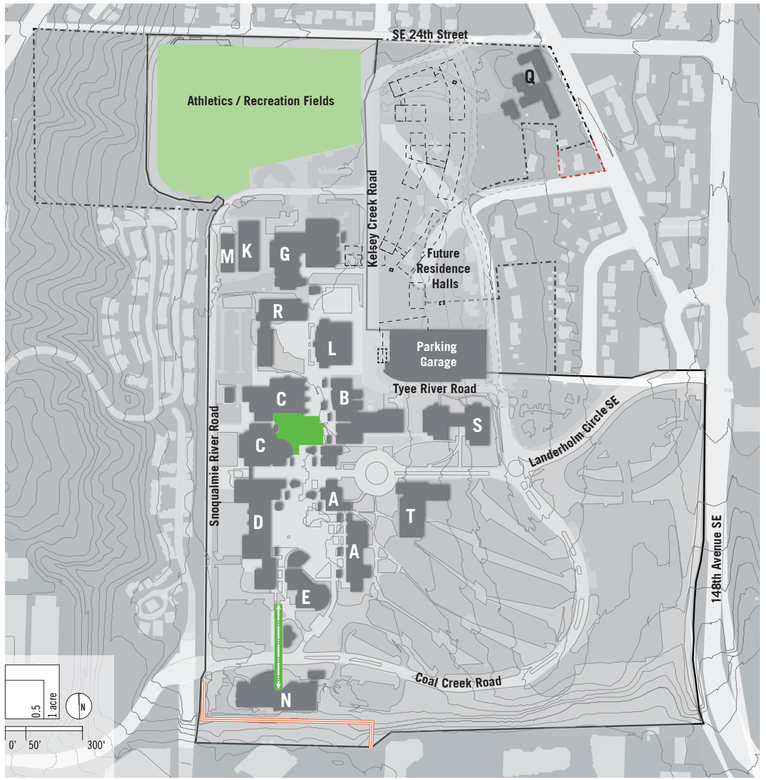


Figure 3-08: Open Space Assessment

VEGETATIVE CHARACTER

The mix of **large canopy trees** (primarily native Puget Sound lowland forest trees) **establish a strong campus character and are a significant contributor to the identity and function of the campus**. yet they are experienced primarily outside the campus core. **Locating large-scale groves within the campus core as well as visually connecting the core (and building interiors) with existing groves, will enhance campus identity and cohesion.**

Courtyards / quads contain well-maintained planting areas that are planted with small-scale adaptive species. **Incorporating larger-scaled trees, using groupings of shrubs that pair with the scale of the space they inhabit, layering under- and mid-story plantings for depth, and using consistent planting types** will further enhance identity and campus cohesiveness.

It should be noted that because existing trees are essential to Bellevue College's unique campus character and have been deemed a significant asset by students, staff, and faculty, future development should be planned with this in mind. As the campus grows and development sites are selected, evaluation of a site's trees by an arborist can help guide placement of building footprints, envelopes and other built elements.

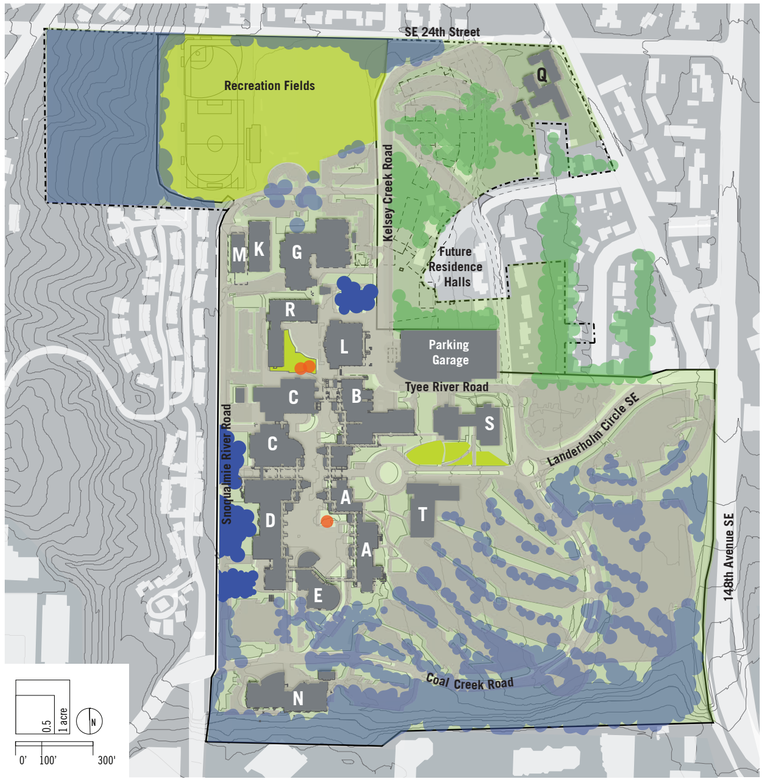


Figure 3-09: Vegetation Assessment

PEDESTRIAN CIRCULATION

A strong pedestrian framework offers a welcoming environment with opportunities for cross connections and serendipitous encounters that encourage community building and the exchange of ideas. The pedestrian system could be strengthened with **more continuity at the ground level including more linkages to the campus core, such as along Snoqualmie River Road.**

Axes / Corridors

The current pedestrian network lacks a strong hierarchy, making wayfinding more difficult. **Providing clear primary axes with strong identity elements to existing buildings will help to create intuitive wayfinding.**

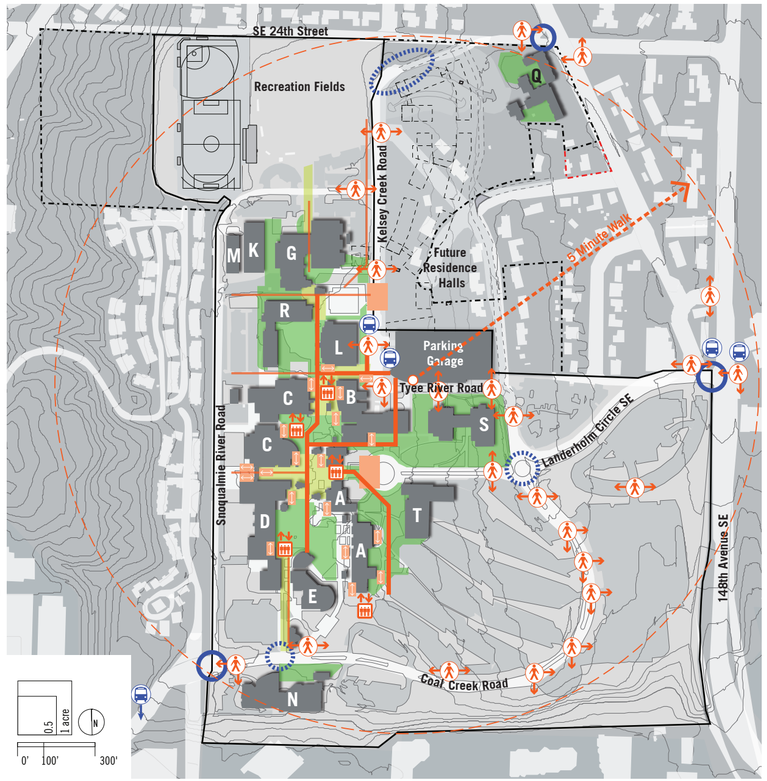


Figure 3-10: Pedestiran Circulation Assessment

UPPER-LEVEL PEDESTRIAN CIRCULATION

Future circulation strategies should focus exterior circulation at the ground level and building circulation within the envelope. The college's original structures have "hallways" outside their building envelope. This external circulation system results in covered walkways that obstruct internal views to the outside, often feel dark and empty and can be confusing. In addition, these exterior connectors between levels and buildings at multiple access points limit the clarity and activity of the pedestrian system. Chance encounters are thus limited and ground level activity diminished without centralized, ground level entries. Feelings of safety and security are also deminished with the dark corridors and dispersed users.

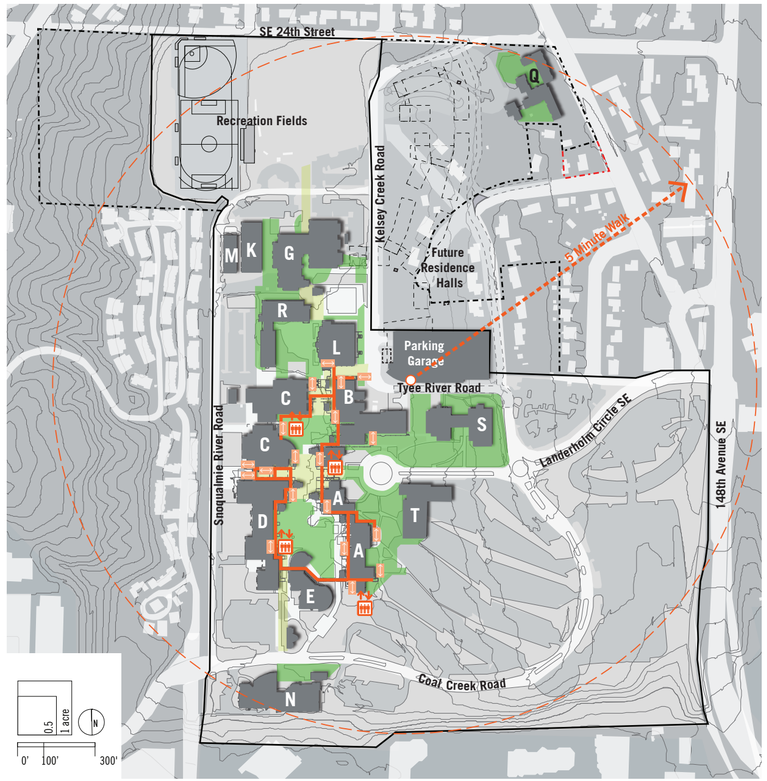
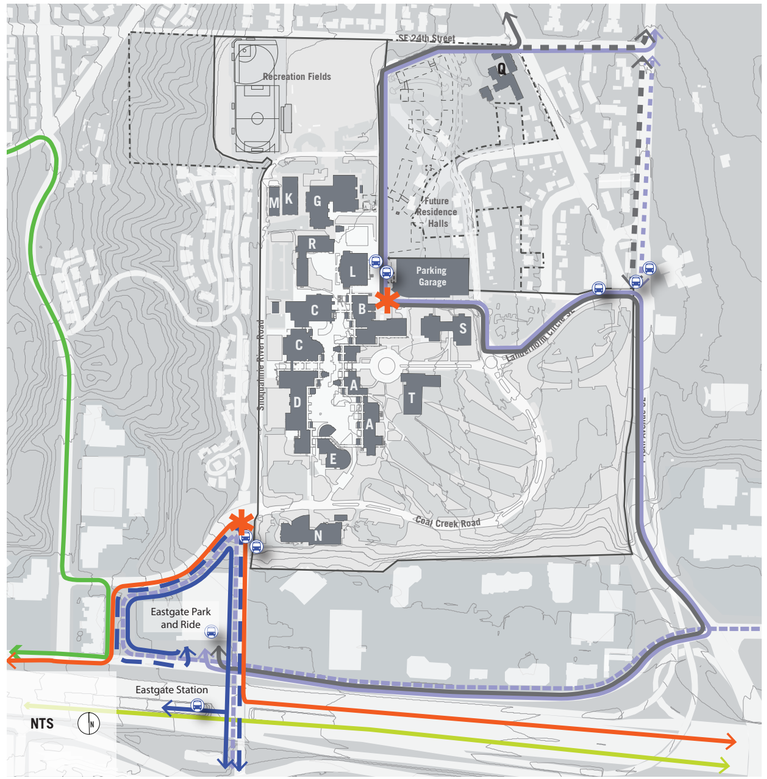


Figure 3-11: Pedestrian Circulation Assessment

TRANSIT CIRCULATION

A review of existing transit stops serving the campus shows conflict points between pedestrians and vehicles, especially en route to and from the transit center and the main stop on Kelsey Creek Road. At these locations, **future improvements should reduce conflicts with vehicles maneuvering around buses and pedestrian crossings near main campus buildings, the parking garage, and the transit stops.**



TRANSIT ROUTING AND STOPS

Bus Route A: 221, 271
Bus Route B: 226, 245
Bus Route Bc: 245
Bus Route C: 217
Bus Route D: 240
Bus Route E: 216, 218, 219, 554, 556
Bus Route F: 555
Bus Route G: 212, 241

Figure 3-12: Vehicular Circulation Assessment

VEHICULAR CIRCULATION

Landerholm Circle SE carries the highest traffic volumes with an average of just over 10,000 vpd and approximately 700 to 1,000 vehicles per hour during peak periods. Other campus roads carry between 2,750 and 6,350 vehicles per day (vpd) with **Snoqualmie River Road having the lowest average daily traffic volumes.** Pedestrian conflicts occur frequently on Kelsey Creek Road.

Parking

The total parking supply on campus is roughly 3,900 parking stalls, 1,012 of which are located in the garage. Parking is managed by a user group with permits issued for employees and students. The most utilized parking areas on weekdays when the College is in session are within the parking garage, northwest along Coal Creek Road/Landerholm Circle, and along portions of Snoqualmie River Road. **Campus parking utilization peaks at approximately 11 a.m. with a utilization of 80 to 84 percent.** Refer to *Appendix D* for detailed analysis.

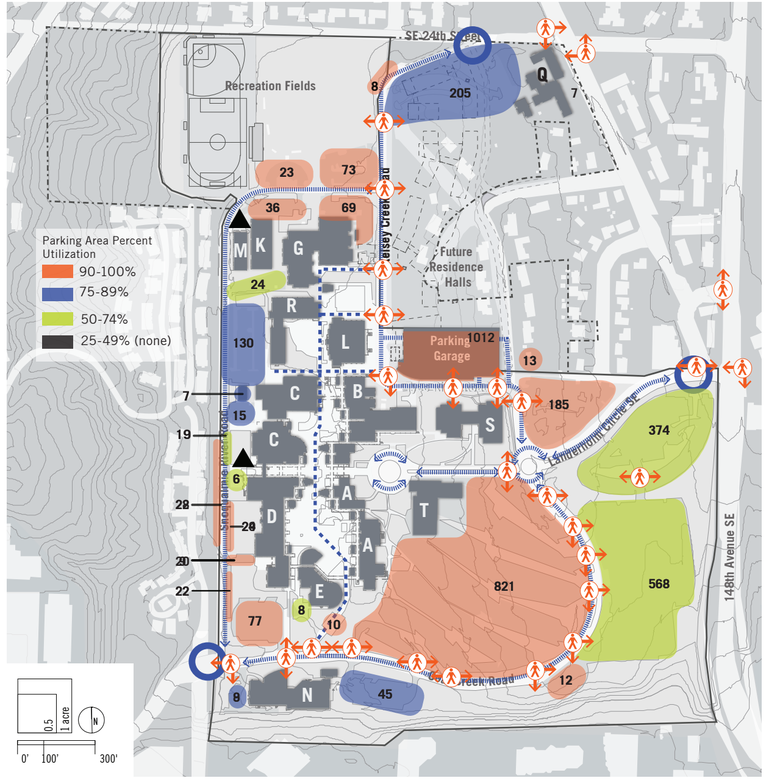


Figure 3-13: Vehicular Assessment

FACILITIES ASSESSMENT

Since construction began in 1965, the original low profile campus buildings (A thru E) form the first two courtyards. Later development expands out from this core. Information provided by Bellevue College in conjunction with evaluations of each building within the main campus included systems, conditions and building performance. The table below summarizes the physical system and functional assessments for all main campus facilities with the summary columns representing each building's average score (giving all systems equal weight). See *Appendix F* for additional analysis of the existing mechanical, electrical and plumbing systems by building.

Non Functional — Superior Condition

Not Available/Analyzed

		PHYSICAL CONDITION								FUNCTIONAL CONDITION						
		Structure	MEP	Envelope	Accessibility/ADA	Life Safety	Sustainability	Interior Finishes	SUMMARY	Program Fit	Flexibility	Comfort	Image/Character	Wayfinding	SUMMARY	
A Building																Restrooms accessed from exterior
B Building	West Wing (main)															Restrooms accessed from exterior
	East Wing (bookstore)															Restrooms accessed from exterior
C Building	North Wing															Priority for major renovation[1].
	South Wing															Priority for major renovation[1].
D Building	North Wing (library)															Main entrances to library and ASC difficult to locate
	South Wing															Feels like the "back corner" of campus, dark
E Building - Newcastle																Specialized theater construction, masonry structure
Greenhouse																Greenhouse not included in functional analysis
Gym																Faculty offices not ADA accessible
House 1 - EWU																Not included in functional analysis
House 3																Not included in either 2013 or 2015 Survey
House 4 - KBCS																Not included in functional analysis
House 5 - KBCS																Not included in functional analysis
House 6 - ISP																Not included in functional analysis
House 17																Not included in functional analysis
House 19 - EWU																Not included in functional analysis
House 20																Not included in either 2013 or 2015 Survey
House 20t																Not included in either 2013 or 2015 Survey
K Building																Limited access to daylight, not ADA accessible
L Building																High student activity
M Building - Maintenance/Storage																Not ADA accessible
N Building - NWCET/Archives																High student activity, far walk from central campus
Parking Garage																
Q Building - Early Learning Family/Child Care Center																Not included in functional analysis
R Building - Instructional Building																
S Building																
Radio Tower Utility Building																Not included in functional analysis
T Building																
V Building (North Extension Center)																Not included in functional analysis

Figure 3-14: Building Condition Assessment

Source: Consultant Analysis and Functional Assessment

Notes:

1. Reference SBCTC 2013 Facility Condition Survey (pg 23), SBCTC 2015 Facility Condition Survey and 2002 C Building Renovation & Addition Study: "Renovation and Expansion of the C Building will allow for consolidation of existing program functions, as well as the bringing together and creation of new program functions. 22,500 square feet of new space is proposed as an addition to the C Building. The site diagram has been developed in keeping with the original campus development concepts and those identified in the 2001 Master Plan. The addition will occur as a combination of a modest expansion of the building footprint on the west side (outside of the central courtyard space) and as the completion of the second level to the existing building. Outdoor spaces adjacent to both the Food Service and Art Lab spaces are planned to provide enhanced utilization and improved functionality for program activities."
2. Grey boxes indicate where analysis is not applicable or data unavailable.

PHYSICAL CONDITION

The lowest overall scores are associated with the oldest college buildings (A-G), the maintenance shop (M) and the converted single family houses. Of the original buildings, E received the lowest score. Almost every building is in superior or adequate condition structurally.

Each of the original buildings (A-G) requires improvements or additional maintenance to their mechanical systems (typically rooftop units). **Building envelopes, accessibility and sustainability all require renovation or improvements, save for the newer buildings R,S,T and the parking garage.**

Finally, interior finishes vary across the board, depending on which areas have received recent improvements. As the college considers future replacement needs and opportunities, the original campus core and other selected buildings are likely candidates. **With funding uncertain however, a future plan should include a framework whose strength is independent of whether these buildings stay or go.**

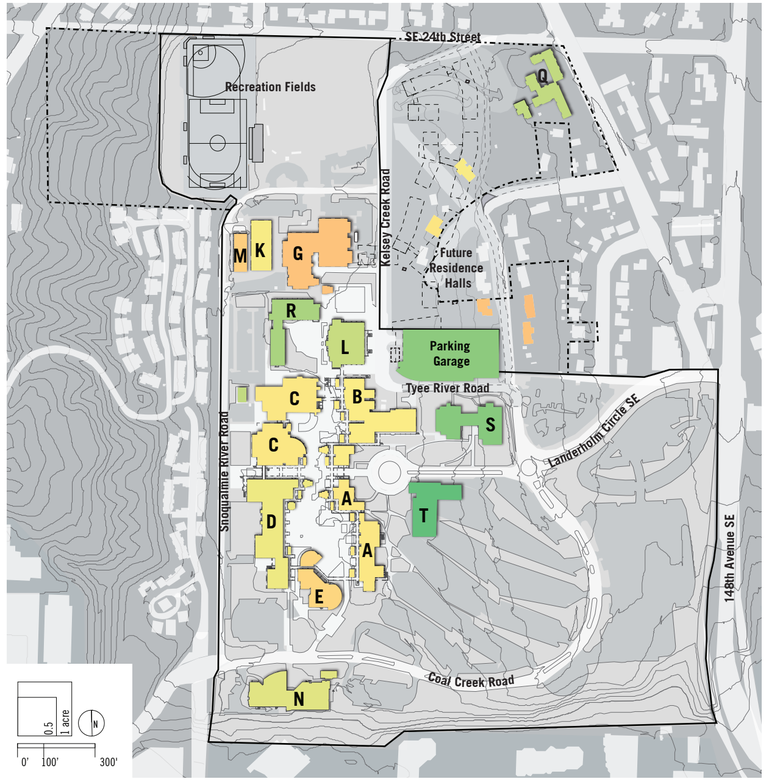


Figure 3-15: Physical Condition Assessment

FUNCTIONAL CONDITION

Many of the original buildings received poor scores for wayfinding, comfort, image and character. Much of this relates to the deeply recessed facades that result from exterior building circulation and contribute to reduced access to daylight. **The recesses as well as lack of hierarchy also contribute to difficulty in wayfinding and a marginal relationship between indoor and outdoor spaces. Program fit was also assessed as needing improvement in the original buildings, particularly for Building C (lack of space in cafeteria) and Building D (stronger identity for the library)**. See table on *pg. 33* for further detail.

The functional condition assessment is based on how well each building currently performs to support college functions, or may be able to support functions in the future with minor changes. The review is based on information provided by users, stakeholder participants and observations from facility tours. Criteria include a building's program fit, flexibility to support different uses, level of comfort (independent of the mechanical system performance such as access to daylight and ceiling heights), contribution to visitor wayfinding, and image/character.

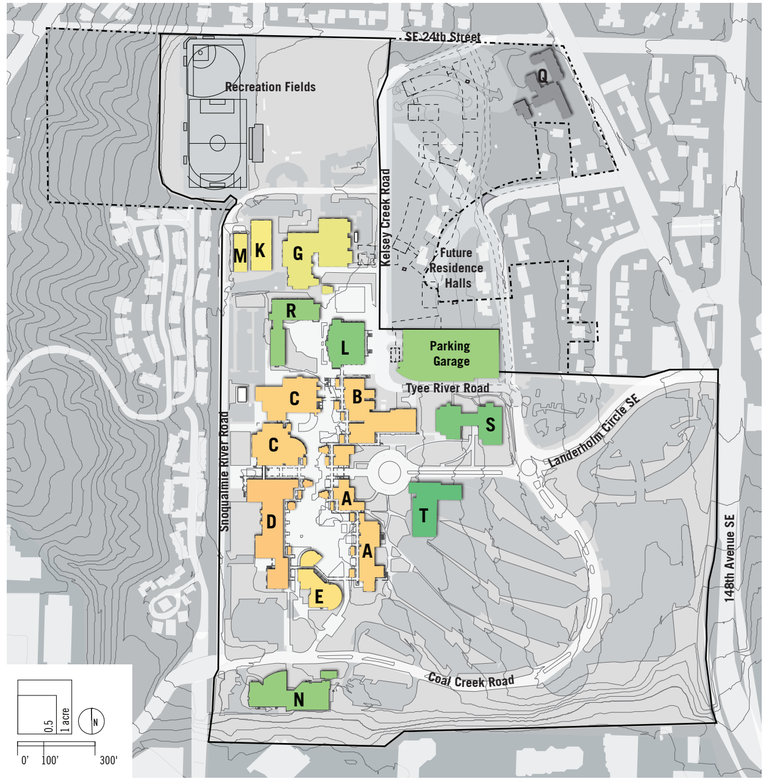


Figure 3-16: Functional Condition Assessment

UTILITIES

The existing utilities **generally provide adequate service for the campus today**. Domestic water is provided to all buildings and irrigation systems with no known pressure issues. Sanitary sewers take wastewater safely away from buildings. Natural gas serves the few buildings which rely on it for heating.

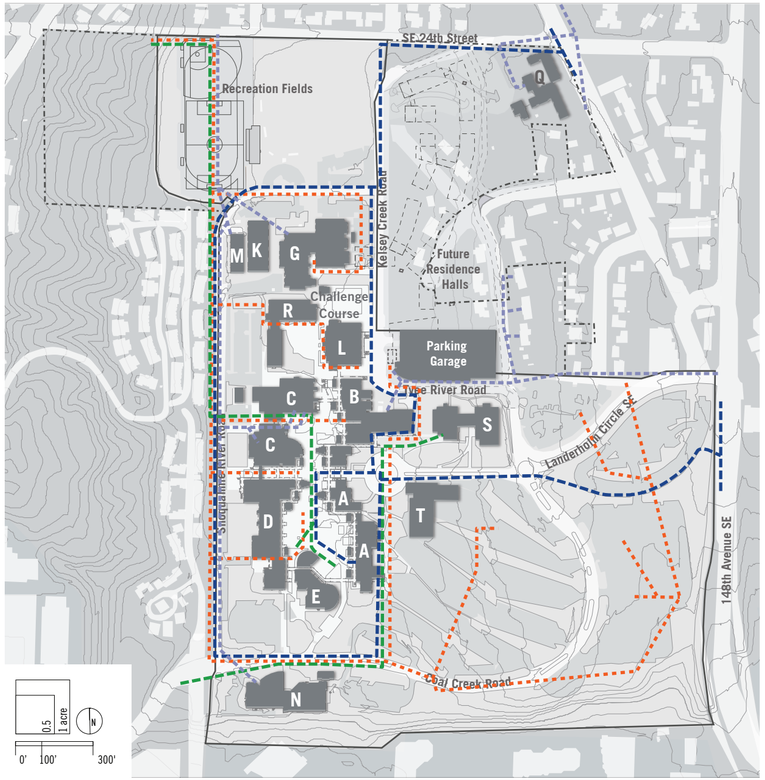


Figure 3-17: Utilities Assessment

CAMPUS-WIDE SYSTEMS

Mechanical, Electrical and Plumbing

The mechanical, electrical and plumbing (MEP) systems associated with buildings are typically the same age as the buildings they serve with minor or no updates. They are all stand alone serving one building. Older buildings on campus are primarily served by packaged rooftop units with gas heat. This equipment has been retrofitted with more efficient components extending their useful life. More recently constructed buildings have condenser water systems and open/closed loop ground source heat pumps.

The plumbing system condition varies from moderate to poor in the older buildings, yet are well maintained by the maintenance staff. In several of the older buildings, there have been issues with below-grade concrete drains which have been remedied by installing higher flow flush fixtures in key locations. The domestic hot water for buildings is typically natural gas.

The campus electrical system is a college-owned, primary-metered, 12.47 kV radial loop, fed by Puget Sound Energy (PSE) at both ends of the system. **The majority of the electrical infrastructure appears to be original and should be updated.** For additional detail, reference Appendix K for detailed summaries of existing systems of each building.

The existing load on the system was calculated by Hargis Engineers, Inc. in 2015 to be at capacity, based on new loads added at that time. Future campus expansion may require a second feeder from the utility. Records do not indicate whether there are spare conduits available for this feeder, or if new conduits will be required.

Site lighting circuits are served from adjacent buildings, and controlled by time clocks via contactor cabinets. The campus telecom fiber optic backbone travels below-grade in the same path as the campus power system.

The campus fire alarm system is composed of an individual fire alarm control panel in each building, networked to a monitoring station at the Campus Facilities Office.

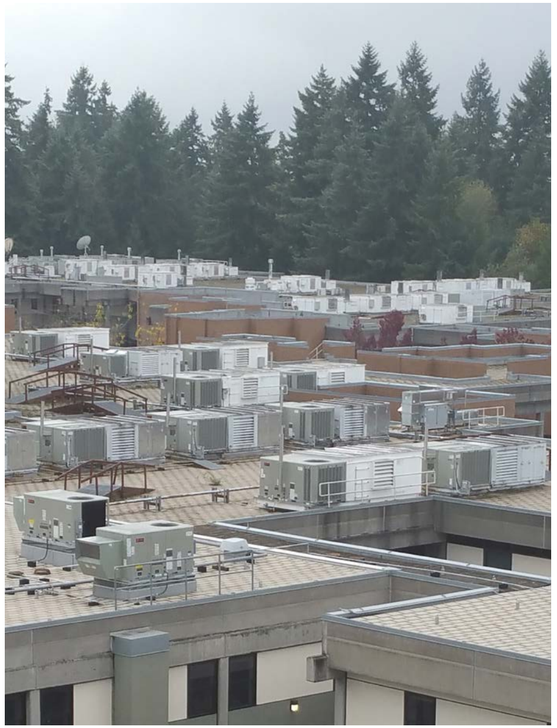


Figure 3-18: Existing Roofscape from Parking Garage

STORMWATER MANAGEMENT

The existing stormwater management on campus functions in three distinct ways: natural drainage, low-impact design, and high-impact design. Each zone is defined as follows.

N Natural

- Native Vegetation infiltrates well
- Few man-made drainage structures

L Low-Impact Design

- Planted, engineered, bioswales
- Overflow structures for excess water

H High-Impact Design

- Graded low-points pond to center of pedestrian areas
- Heavily impervious

Storm drains mostly prevent flooding. The college has identified several areas as poorly drained and often susceptible to standing water.

LEGEND

- Storm Drain
- BC Campus Buildings
- Campus Boundary
- BC Owned Property
- Future Housing

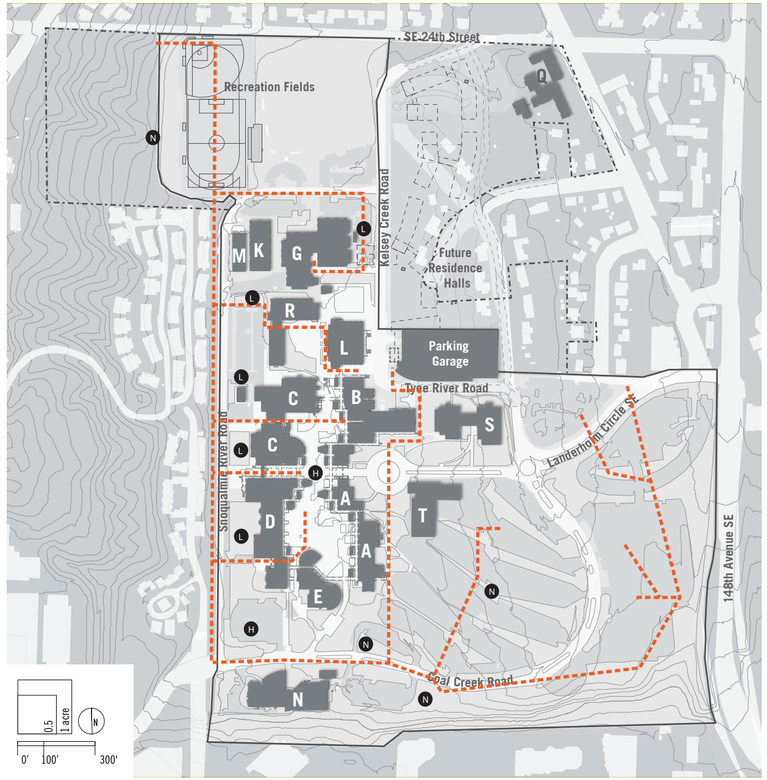


Figure 3-19: Utility and Drainage Zone Assessment

EXISTING CONDITIONS SUMMARY

The existing physical conditions of campus provide several opportunities, as well as constraints, for future growth and development. Topics which arose most often through this analysis centered around:

- Enhancing campus-wide wayfinding and circulation strategies
- Providing a more visible entry/exit experience to increase the identity of Bellevue College to passersby
- Enhancing the quality and connectivity of open spaces
- Embracing the natural topography for views, access to daylight, circulation and natural systems integration
- Transitioning the external building circulation of existing buildings to internal service where possible by capturing exterior walkways for informal lounge space and circulation
- Connecting building mechanical service through a central system operated independently with opportunities for renewable energy
- Build on existing topography and trees to reinforce identity and regional connection. Use the topography and campus to create iconic memorable identity

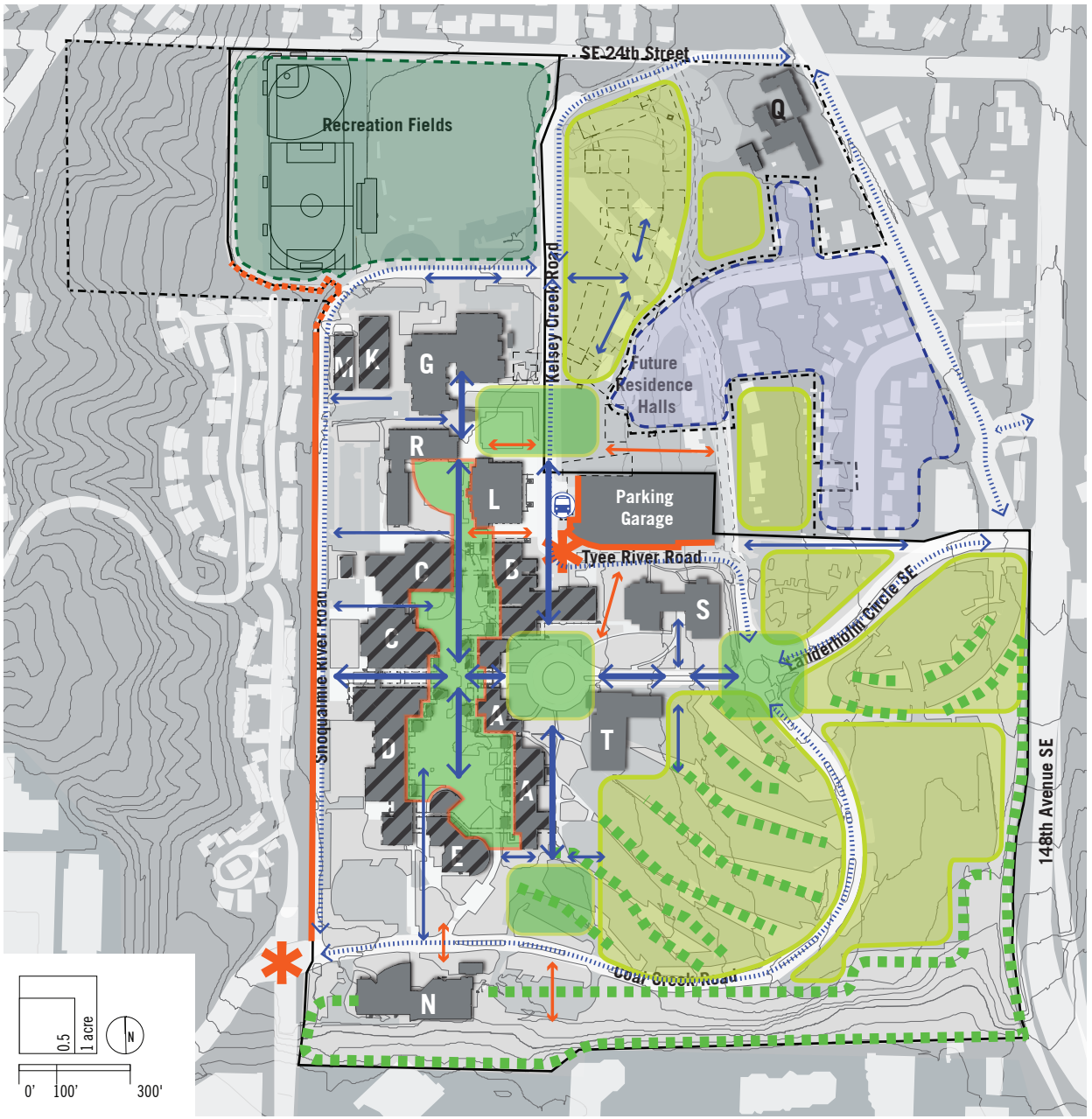


Figure 3-20: Opportunities and Constraints

SECTION 04
WE NEED
CURRENT AND FUTURE SPACE NEEDS

INTRODUCTION

This section summarizes the outcomes and process for the high-level analysis of space needs to develop current requirements and projected growth for Bellevue College.

Enrollment projections which impact space requirements were developed through a review of historic growth, population projections and steering committee discussions. Current needs were identified with input from department representatives and under the guidance of the Steering Committee. The analysis included a review of existing space data and observations through building tours while verifying department locations at the main campus and the North Extension Center. Projected space needs were then developed using the identified current need applied to enrollment projections, and compared against the Capital Analysis Model (CAM).

Interviews were conducted with the following groups:

- Instruction
- Arts and Humanities
- Health Sciences Education + Wellness Institute
- Institute for Business + Information Technology
- Social Science
- Science
- Economic and Workforce Development
- Information Technology Services
- Institutional Advancement
- Human Resources
- Effectiveness and Strategic Planning
- Equity + Pluralism
- Administrative Services
- Student Affairs
- Athletics

Summaries of functional space needs for each group are provided in Appendix B.

Figure 4-01: Building T Corridor

ACADEMIC SPACE NEEDS SUMMARY

Current needs for the college's academic space (not including housing and parking) indicate 770,000 assignable square feet (asf) required as identified through the space needs anaylsis. With existing space at 720,000 asf, an additional 50,000 asf (or 7%) is required to meet current needs.

The future academic space need was based on historic student enrollment, **expected to continue to grow 1.8% yearly, indicating a future need of 922,000 asf,** an increase of 202,000 asf (or 28%) over the next 10 years. This translates to 310,800 gsf of new development, beyond what the college currently has.

Space currently allocated within the North Extension Center was not included in the assessment, as continuing education needs are typically based on immediate needs and opportunities, and factored independently from enrollment projected space needs.

Process

The current space analysis assessed "right-sized" needs. This was done through focus group sessions with college departments and walk-through tours to understand the current use of space within each department. Feedback was documented and evaluated against scheduling and utilization data, project goals, and input from the Steering Committee. This user-based assessment of current needs was also compared against the State Board for Community and Technical College's (SBCTC) Capital Analysis Model (CAM).

See *Appendix B* for detailed space analysis, general themes and issues that resulted from the focus groups including space, functional and adjacency needs.

	2016 Existing (ASF)	2016 Current Need (ASF)	2026 Future Need (ASF)
Academic Divisions	296,761	310,104	370,600
Other Academic	77,461	79,321	94,300
General Classrooms	95,393	101,147	120,900
Support	128,254	138,129	160,800
Student Affairs	88,579	107,359	135,380
Undefined or Support Space	33,780	33,780	40,400
Main Campus Subtotal	**720,228**	**769,840**	**922,380**
Total ASF Main Campus w/o Housing	**720,228**	**769,840**	**922,380**
ASF PER FTE	**65**	**70**	**70**

Table 4-02: Academic Space Needs Analysis

PARKING SUPPLY

Parking supply was counted in October 2015 including all lots and designated parking along Snoqualmie River Road, and did not include parking on streets adjacent to campus (such as SE 24th Street).

EXISTING SUPPLY	3,850	STALLS
CURRENT DEMAND	3,227	STALLS
FUTURE DEMAND	4,026	STALLS

Parking demand was assessed by looking at current parking counts and occupancy rates during peak times. Though some users may experience limited availability in certain parts of campus during certain times of the day, current demand is less than the supply per campus wide availability. Future demand was calculated by applying the same rate of current demand to future enrollment, with some reductions related to new student housing. With increases in the transit service, ride share and other alternatives to single occupant vehicle travel, parking demand may be further reduced.

See *Appendix D* for detailed parking and transportation analysis.

SECTION 05
OUR VISION

INTRODUCTION

The physical framework and resulting master plan for Bellevue College's main campus together support and uphold the mission, core values, future vision, and guiding principles of the college, as well as results of the analysis of campus conditions. A range of initial master plan alternatives provided important insight along with college input to help focus on this refined plan (see *Appendix K*).

This framework is intended to help guide future development including near term development decisions and the realization of a long term campus vision that strengthens sense of place and community and supports a sustainable environment. An introduction into campus strategies and approaches for near term and long term development are summarized in *Section 06*.

Figure 5-01: Aerial View from East

VISION

The Master Plan Vision articulates more specific goals to be achieved with the near term and long term plans:

Near Term:

- Become a residential institution with 24/7 access
- Incorporate the Equity Plan
- Foster city and community engagement
- Expand programs: Athletics, Summer Programs, Health Sciences Programs (400-level), STEM
- Increase international student support with experiential learning programs
- Support development of undergraduate research

Long Term:

- Achieve energy neutrality
- Receive global recognition of Social Justice initiatives
- Extension of physical and digital access to students (i.e., E-learning, international students, community involvement)
- Comprehensive transportation planning that reduces single occupant vehicle travel
- Strengthen a sense of belonging to Bellevue College
- Increase untethered common work spaces

University Partnership:

- Possible partnership with a state university would result in:
  - Increased class sizes
  - Increased space needs
  - Increased support for traditional students
- Bellevue College should retain its identity
- Campus master plan must be flexible

VISION FRAMEWORK

The overall physical framework for the future campus focuses on strengthening community, access and openness, and support of natural systems. It is built around two major axes that intersect at a new central plaza. A network of connected open spaces provides continuity throughout along with extensions that reach to the community visually and/or physically. The extensions help to frame views inward and outward and connect to the campus circulation systems.
A visible campus-wide rainwater system and geo-energy exchange connected to campus buildings help lessen the college's environmental footprint and offer educational opportunities.

In summary, development will support a future campus that has:

- A stronger identity and connection with the community through increased porosity and improved access around the edges
- Improved connectivity within the campus through enhanced circulation and open space, and improved wayfinding
- Campus-wide sustainable strategies that support natural systems
- Strengthened sense of place with a stronger presence at the edges, an increase in gathering spaces and a unique character building on new and existing campus qualities

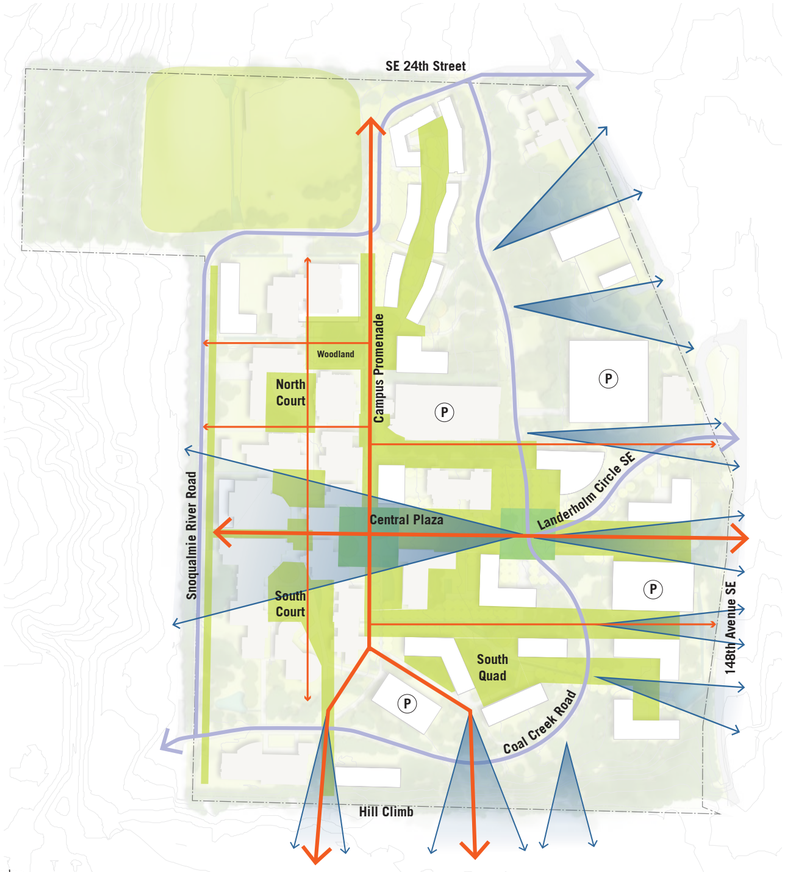


Figure 5-02: Framework Plan

ILLUSTRATIVE PLAN

This diagram is an illustrative example of the full campus buildout. Specific building footprints and landscape design may vary but the framework they reinforce will remain intact including major axes, development sites, open spaces, circulation and the open storm water system. This example illustrates expanded development with **stronger, more vibrant open spaces and a clearer circulation network**. Building configurations and open space together strengthen identifiable precincts, the campus entry experience and open connections to the surrounding neighborhood.

Plazas, courtyards, and/or quads are located at intersections or terminuses of circulation spaces, making them natural meeting and gathering places. The vision retains the forest frame with a north-south ridgeline near the current east edge and builds on that legacy.

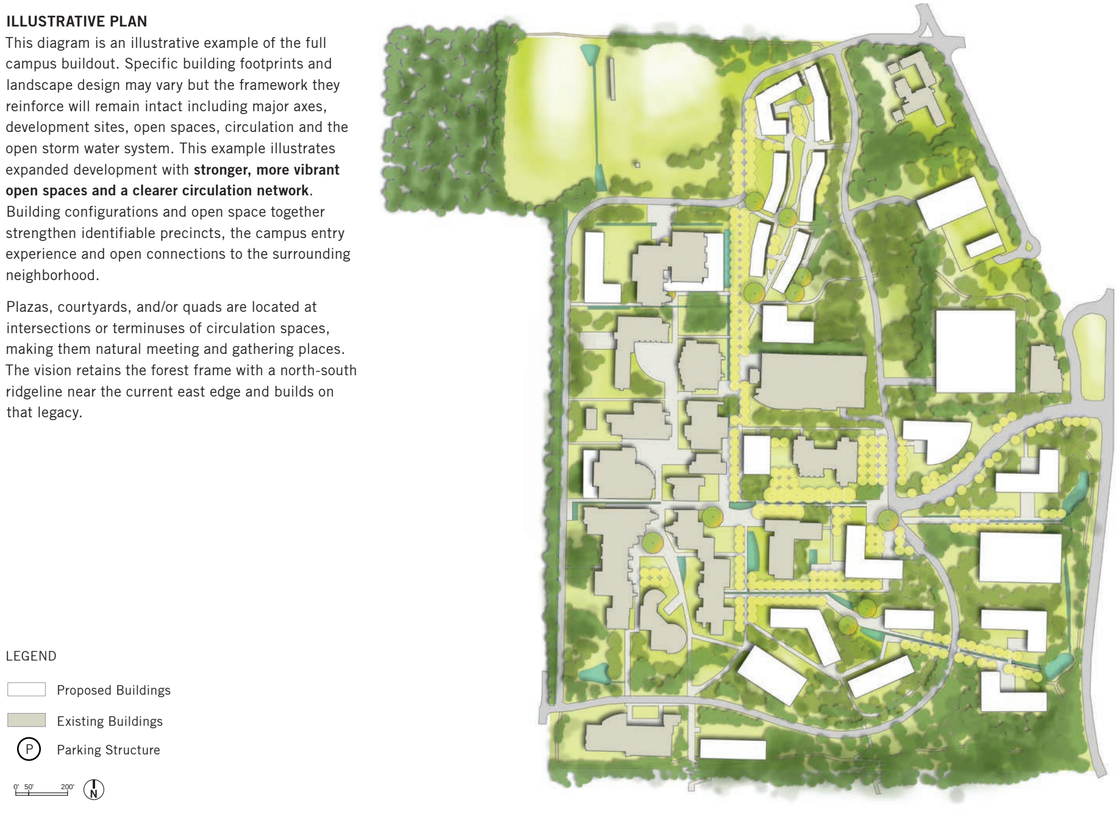


Figure 5-03: Illustrative Plan

USE ZONES

The use zones are identified to support community-building:

- **Academic** uses are concentrated in the campus core and toward the main entry so that learning is most prominent. Administrative office uses can be integrated with academic uses in this zone.
- **Housing** is concentrated to the north to create a zone where residential students are adjacent to each other, enabling interaction during all times of the week.
- The **Service** zone includes facility operations and warehouse storage. Access is convenient from adjacent streets and minimally impacts the pedestrian-oriented inner campus.
- **Community Partnerships** are concentrated at the southeast corner, adjacent to commercial functions in an area that the city plans to rezone with a connection to the campus.
- The **Athletic** zone includes recreation and athletic fields in the north east corner of campus, tying the gymnasium and athletics areas together.

In addition, common use functions should be in prominent and easily accessible locations within the academic and athletic zones.

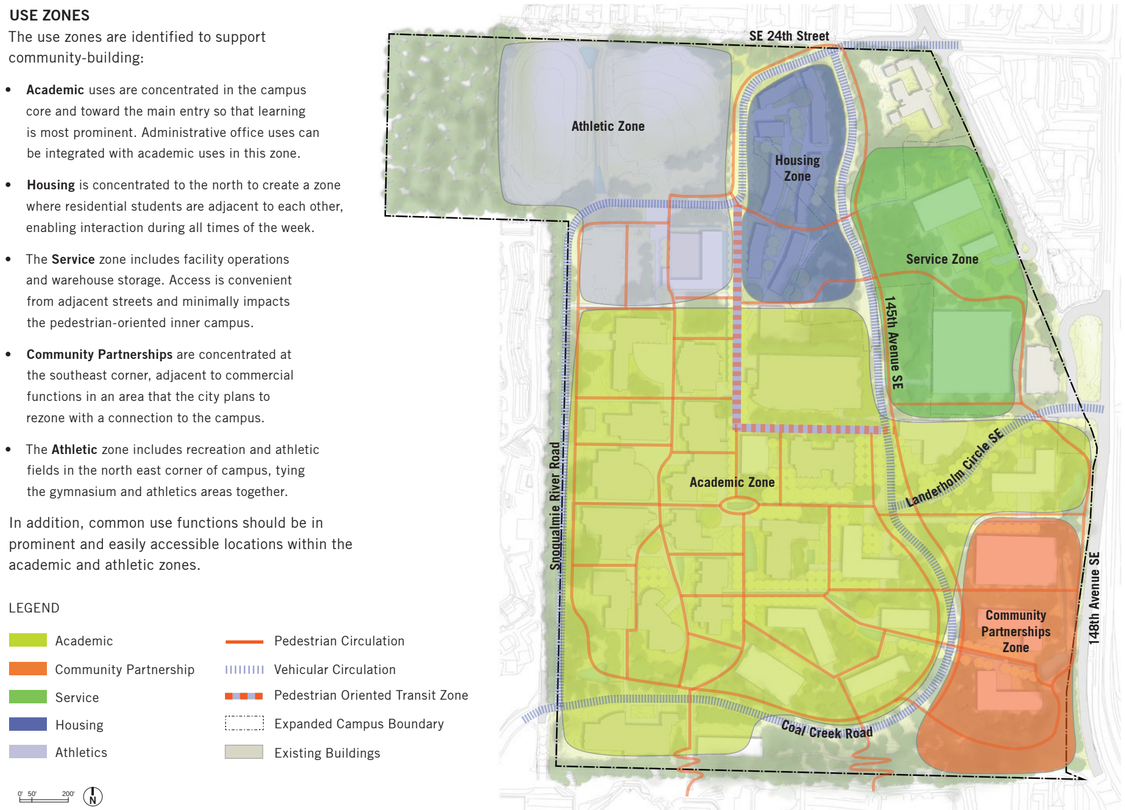


Figure 5-04: Campus Zones

USES

The uses shown in *Figure 5-05* support both the framework for growth and depict the general use zones, while providing for some flexibility.

The table below identifies the total planned capacity of the future campus **of almost two million gross square feet**. See *Section Six* for a detailed breakdown of the near and long term development sites.

TOTAL NEW HOUSING	**391,000 GSF**
TOTAL NEW ACADEMIC	**859,500 GSF**
TOTAL NEW DEVELOPMENT (Without Parking)	**1,250,500 GSF**
TOTAL NEW PARKING	**672,000 GSF**

Table 5-01: Development Capacity

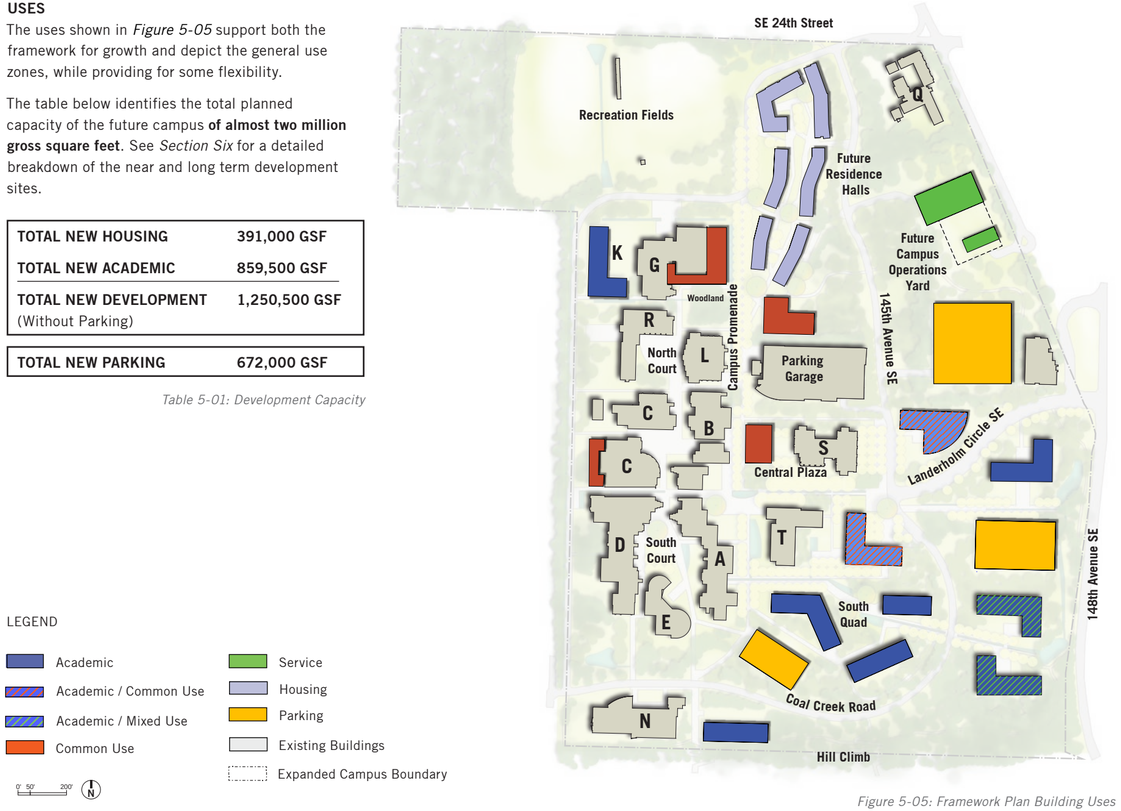


Figure 5-05: Framework Plan Building Uses

OPEN SPACE TYPOLOGIES

A robust network of **different types and scales of open space creates a cohesive and legible campus and strengthens sense of place**. The open spaces serve a variety of activities including gathering, studying, and socializing in both large and small groups. They also give campus users a sense of belonging to the place, even more critical for the growing residential student population. The open spaces range in scale, in response to function and place on campus.

See *Appendix C* for focused study of these typologies.

Figure 5-06: Open Space

PEDESTRIAN NETWORK

Creating a pedestrian-oriented and pedestrian-scaled campus is a priority as the college grows and begins to serve residential students, those students who commute to campus as well as the surrounding community. An easily legible pedestrian system that serves regular and new visitors alike relies on hierarchy and intuitive path structures. The below diagrams suggest building a strategy of circulation networks by layering larger outer loops with an internal network; together these paths serve the range of connections, from quick movement within campus to across campus, to walking or running a loop for exercise.

Figure 5-07: Perimeter Loop Circulation

Figure 5-08: Interior Loop Circulation

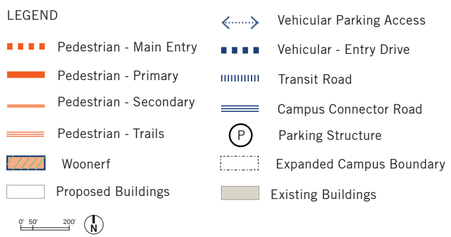


Figure 5-09: Network of Campus Circulation

CIRCULATION TYPOLOGIES

Future **campus circulation focuses transit and vehicular routes on perimeter loop roads and maintains a pedestrian-oriented central network of paths.** The scale of campus is easily navigable on foot and by bike. Strengthening hierarchy among paths and providing visual cues such as views to significant open spaces, landmarks, and buildings will make for a more intuitive and legible campus. **Within each level of hierarchy, it is critical that there be some consistency in scale and material; this creates a sense of connectivity, allows for intuitive wayfinding, and reinforces a sense of place and belonging to that place.**

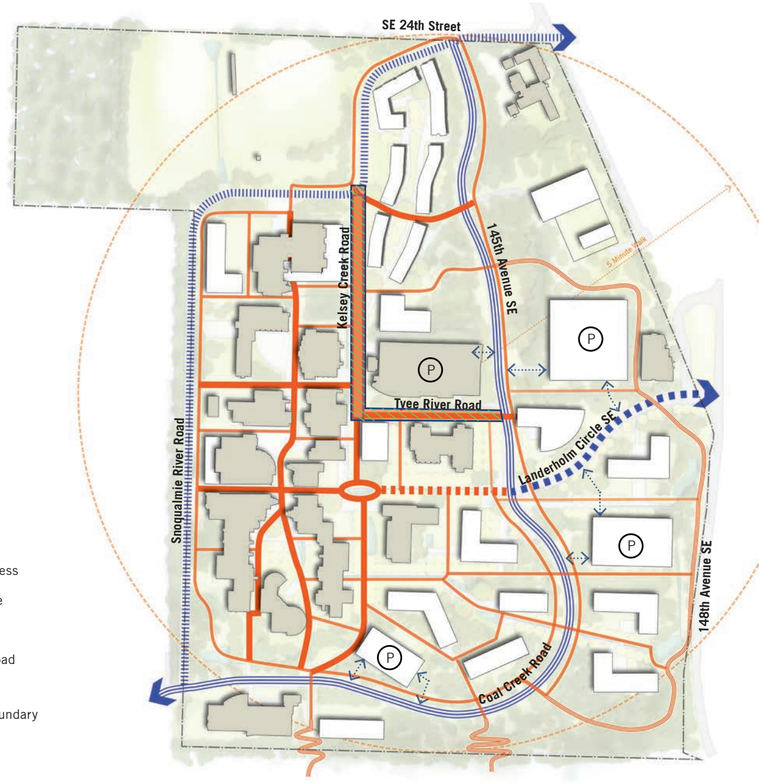


Figure 5-10: Circulation Typology

VEHICLES

Over time, vehicular traffic will migrate to the edges of campus. Future vehicular access to Bellevue College would continue along 148th Avenue SE with the main entrance at Landerholm Circle. The consolidation of parking in structures along Coal Creek Road will help to reduce conflicts. Kelsey Creek Road will be closed to general use vehicles (though open to service vehicles as needed) to address pedestrian and bicycle traffic conflicts and focus cars further outside the campus core.

Parking

New development will displace parking areas throughout campus. A tally of the spaces removed with development sites is presented in *Section Six*. **Anticipated long-term growth in student enrollment drives the need to consider additional parking structures.** Access to parking at the northeast end of campus would require reconfiguration and/or improvements to SE 26th Street and potentially 145th Place SE. Driveway and intersection control would need to be evaluated along 145th Avenue SE for a new parking garage, as would any future connection to 145th Place SE.

It should be noted that the projected cumulative **long-term parking demand of 6,801 spaces (assuming current demand rates stay the same) exceeds the amount of parking shown (approximately 4,980 parking stalls).** The college intends to implement transportation demand strategies to accommodate much of the future demand and transit service is expected to increase over time.

As the college grows, parking demand should be continually evaluated to determine the real needs for parking supply. If additional parking is required, development sites shown may be expanded and/or additional sites identified.

TRANSIT

To create efficiencies and reduce pedestrian conflicts, transit service will be rerouted to the campus edges. This includes re-routing transit routes to Snoqualmie River Road, as per King County Metro and City of Bellevue Transit plans or via Coal Creek Road, 145th Avenue SE, and SE 24th Street. Along with the rerouting, new transit stops would be provided. Potential stop locations could be near Building C along Snoqualmie River Road and near the intersection of Snoqualmie River Road and Kelsey Creek Road. Routing along Snoqualmie River Road at the edge of campus would cut down on potential conflicts with pedestrians. Rerouting along Coal Creek Road, 145th Avenue SE, and SE 24th Street should include new stops along Coal Creek Road near the new buildings and north along 145th Avenue SE to serve the residence halls.

Figure 5-11: Transit Circulation

STORMWATER NETWORK

This diagram represents the Campus Master Plan's strategy for a connected network of wetlands where the stormwater management technique is expressed at the surface. The college's identity as a campus within a Pacific Northwest forest is strongly tied to the hydrology that is essential for this ecosystem to flourish. The natural topography, with a high point near the current round-about and a ridge running north-south, creates four watersheds. The wetlands help to cleanse stormwater run-off while **strategically making visible the collection and direction of the water system and enhancing both identity and wayfinding**.

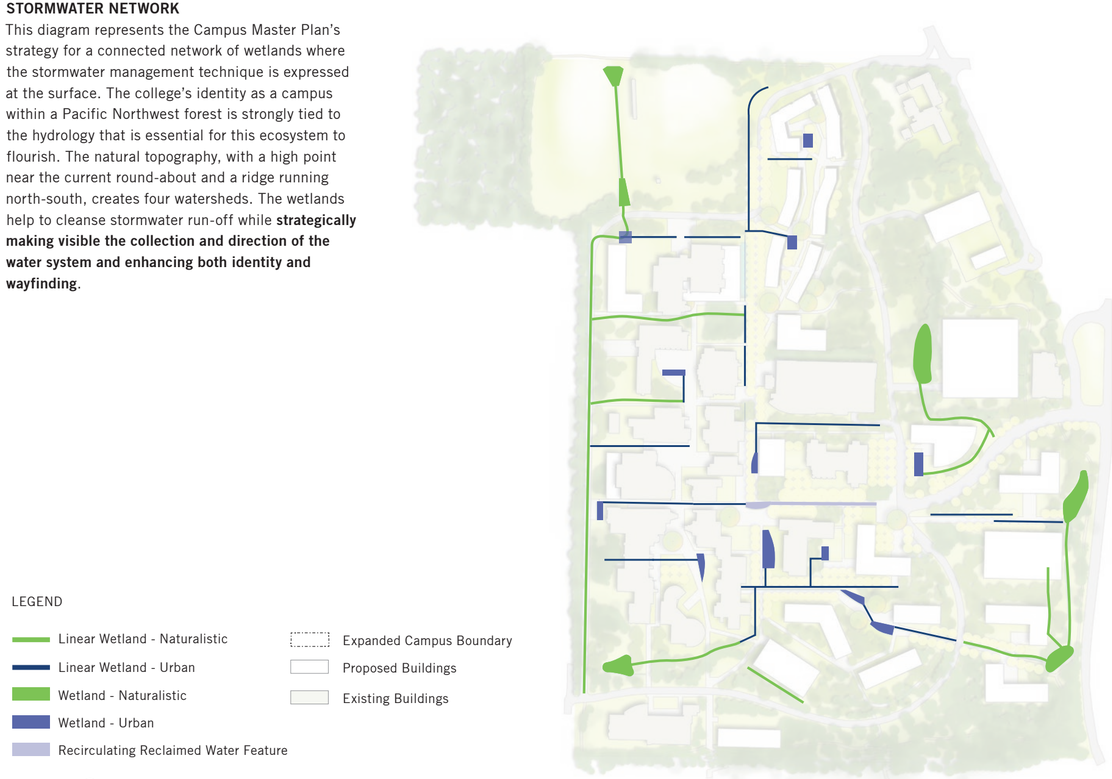


Figure 5-12: Water Typology

ELECTRICAL

The electrical strategy is to renew and extend the existing college-owned 12.47 kV medium voltage campus infrastructure. A new loop extension will be added to serve buildings in the present-day south parking lots. The extension will be phased as new buildings are constructed. Junction points shall be placed along the extension for future buildings.

College **sustainability goals will be supported by the addition of photovoltaic arrays on certain building rooftops. Depending upon agreements with Puget Sound Energy, the photovoltaic (PV) systems may be tied into the campus system or may be stand-alone.** (Due to the primary metering, a power purchasing agreement must be negotiated with Puget Sound Energy prior to connecting PV's to the campus electrical system.) Emergency power shall be provided by local battery or battery-inverter systems.

LEGEND

- Existing Campus Medium Voltage Electrical System
- New Campus Medium Voltage Electrical System
- Medium Voltage Switch Or Splice
- Puget Sound Energy System
- Expanded Campus Boundary
- Proposed Buildings
- Existing Buildings

0' 50' 200' N

Figure 5-13: Campus Electrical System

HVAC

The heating, ventilation and air conditioning (HVAC) strategy will connect buildings mechanically, giving the campus the ability to transfer energy from one to another through a campus-wide condenser water system. This enables buildings with the most efficient mechanical systems to provide heating and cooling to neighboring buildings when their systems are underutilized, **resulting in a more energy efficient campus.** This approach can significantly reduce or eliminate the need to use natural gas as a form of heating for the buildings, bringing the campus closer to achieving the goal of carbon neutrality. The only remaining natural gas requirement would be for areas with specialty needs such as a cafeteria with a large number of cooking appliances. In addition, with less rooftop mechanical equipment space is freed up for photovoltaic power systems and view of building rooftops are improved.

PLUMBING

The preferred strategy for campus plumbing system is to eliminate the use of potable water for flushing or mechanical needs, instead using reclaimed rainwater or treated gray/black water. This requires that any new non-residential building or major renovation include a non-potable water (purple pipe) system to utilize the treated water for flushing and irrigation. Residential buildings will feed the campus gray/black water treatment system, located just east of the gym addition as the first phase of the reclaim strategy. Future buildings will have connections to waste water treatment systems as well, described on the following page.

LEGEND

- Campus Condenser Water Loop
- Potential Condenser Water Pump Utility
- Expanded Campus Boundary
- Proposed Buildings
- Existing Buildings

0' 50' 200' N

Figure 5-14: Campus Mechanical System

SANITARY SEWER

The long term sewer strategy is to leverage the existing sewer network to the maximum extent feasible, **make surgical upgrades where appropriate and extend the sewer network as needed to support the full campus build-out.**

There are two existing sewer networks: one that flows to SE 24th Street to the north and another that flows to Coal Creek Road to the southwest. The Building G expansion as well as the future residence halls will connect to the north system while the remainder of the proposed buildings will connect to the southern system.

An on-site natural-based wastewater treatment system, known as a Wastewater Treatment Garden, will be constructed to treat 70,000 gallons per day of blackwater (wastewater) to Washington State Class A Water Reuse standards. This volume of reclaimed water will meet the average daily toilet and urinal flush demands in all new buildings as well as the irrigation demand for the entire campus. The Wastewater Treatment Garden will be located east of the proposed gym expansion and is envisioned to be constructed in the near-term.

In an effort to minimize costly utility extensions, the Wastewater Treatment Garden will be fed by diverting wastewater from the existing sewer main in Snoqualmie River Road. Wastewater from the gym expansion will also be directed into the diverted wastewater line.

The sewer main in Coal Creek Road will be extended to Landerholm Circle SE to serve the future buildings. As such, the capacity of the existing sewer main in Coal Creek Road should be confirmed as it is anticipated that it will need to be upsized at some point during full build-out.

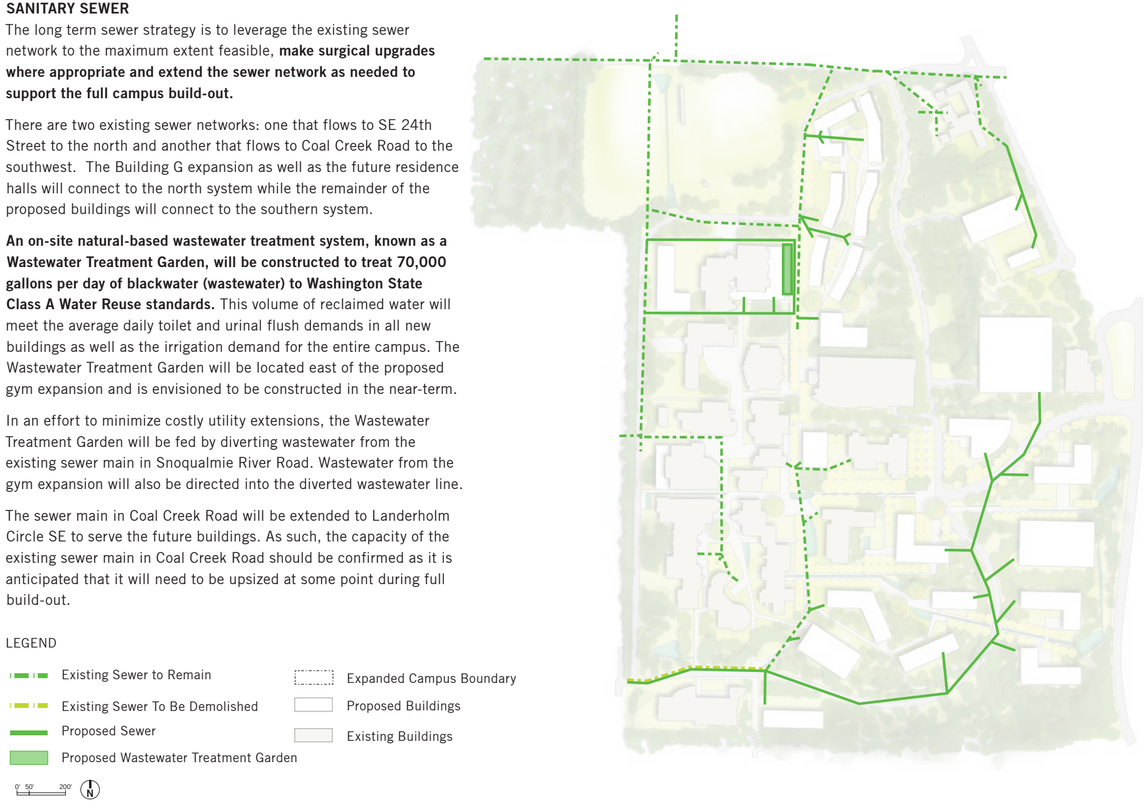


Figure 5-15: Campus Sewer System

WATER SERVICE

The long term water strategy is to create a looped domestic water/fire suppression system capable of supporting the full campus build-out.

An additional water main loop will be constructed in Coal Creek Road and Landerholm Circle SE that will connect to the existing water network on both ends. Domestic water and fire suppression service laterals as well as fire hydrants will be extended off of the newly configured looped water network as necessary to serve the proposed buildings as they come online. Fire hydrant locations will be reviewed by the City of Bellevue for compliance with Fire Department needs.

In addition, a **separate reclaimed water loop sourced from the wastewater treatment garden** will be constructed that will serve the toilet and urinal flush demands of all new buildings as well as the irrigation demands of the entire campus.

The reclaimed water loop will also feed the cascading/recirculating water element which runs from the ridge of campus down between Building S and Building T. See Storm Drainage on the following page for more details.

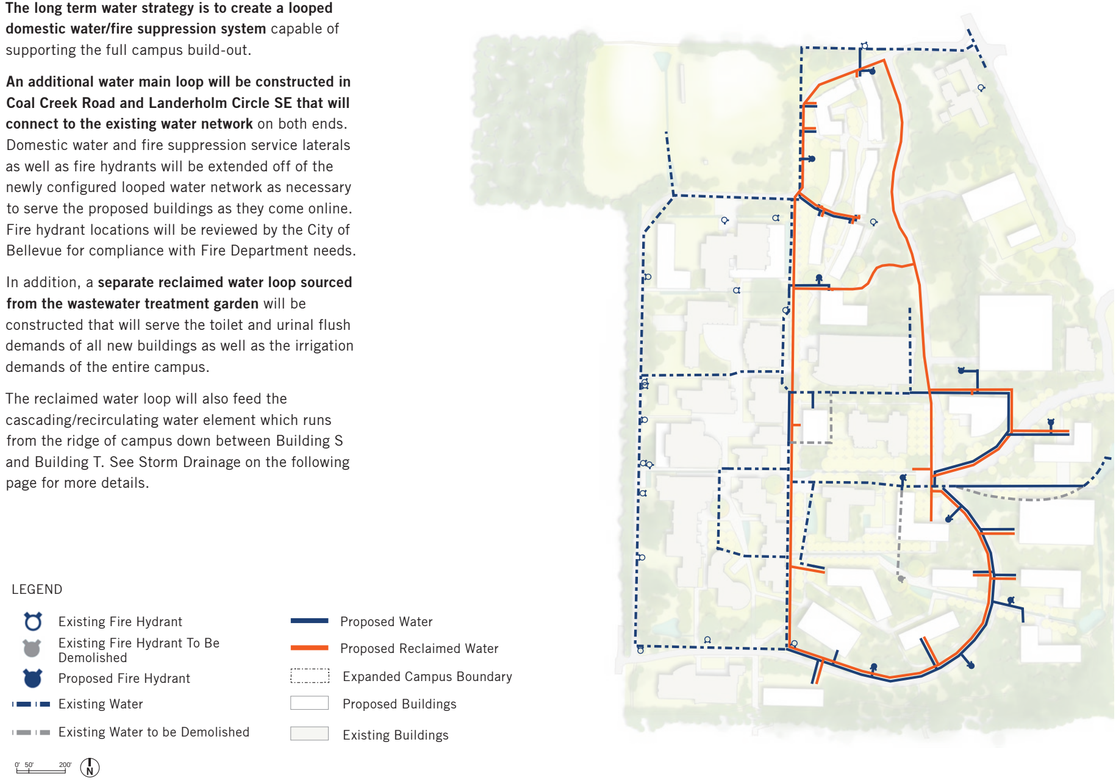


Figure 5-16: Campus Water System

STORM DRAINAGE

The long term stormwater strategy is to **revert the quality and quantity of developed sites to pre-developed conditions through the use of low impact development techniques in accordance with City of Bellevue standards.** The existing campus currently contains an area that experiences localized flooding to the north of the Parking Garage. To address this, a linear bioretention cell is proposed to intercept runoff before overflowing to the existing depression to the west which in turn will overflow to the storm drain system. Another issue is the existing pipe in Coal Creek Road was identified as over capacity according to a Drainage Analysis prepared by Magnusson Klemencic Associates in October 2005. **To alleviate this issue, linear wetland/bioretention cells along Coal Creek Road as well as blue or green roofs on existing buildings are proposed.**

As mechanical equipment is removed from the rooftops of existing buildings (see HVAC existing conditions in *Section Three*), we envision a transformation to blue or green roofs, along with the PV additions, that are equivalent in weight to the removed equipment. New buildings, impervious areas as well as pollution-generating pervious areas, will be directed to bioretention cells where the water will be cleansed prior to returning to the ground via infiltration or to the atmosphere via evapotranspiration.

Figure 5-17: Campus Storm Drainage

CAMPUS SECTIONS

The following diagrams illustrate the concepts and systems that together make up the long term campus plan.

Site Section-Elevation A

This section shows the prominent glaciated topographic pattern of campus. The existing core buildings are within a relatively level basin, which is located at the base of a north-south ridgeline. Expansion eastward, and upslope **responds to this topography to ensure access and orientation are optimized while at the same time linking to the original campus core. The use of the landform to create campus identity with views in and out occur as the result of this expansion**. Additionally, the master plan identifies development sites by prioritizing tree retention. **Together these factors help maintain Bellevue College's identity including the sense of "campus within the trees."**

Figure 5-18: Key Plan For Site Section-Elevation A

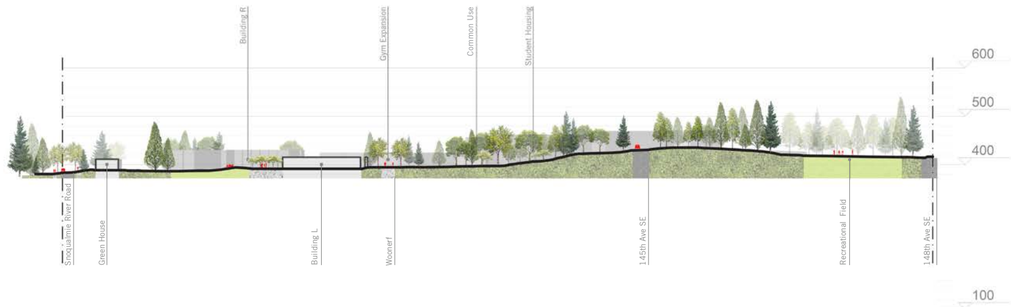


Figure 5-19: Site Section-Elevation A

Site Section-Elevation B

With the current campus' prominent north-south orientation, **it is critical to create east-west connections of a size and scale that indicate they are primary links in the campus circulation system, including the main campus entrance.** The highpoint, formerly the roundabout at the terminus of Landerholm Circle, is now a major open space that acts as the threshold to the campus. Given the sloping topography and amount of water that falls on campus, stormwater elements become visual cues to indicate primary pedestrian corridors. In this example, the stormwater feature along the primary spine is recirculating such that it has water throughout the year and originates at the high point threading downhill to both east and west. Terminating the west end of this corridor is a transit stop/plaza.

Figure 5-20: Key Plan For Site Section-Elevation B

Figure 5-21: Site Section-Elevation B

Site Section-Elevation C

As the campus expands eastward, buildings along the slope are oriented to take advantage of topography. T**he open space network knits together the existing and expanded campus, creating a sequence of identifiable corridors, courtyards, entries and natural areas, all of which support the campus identity and mission.** They are configured and oriented to address both the existing buildings as well as future buildings.

Figure 5-22: Key Plan For Site Section-Elevation C

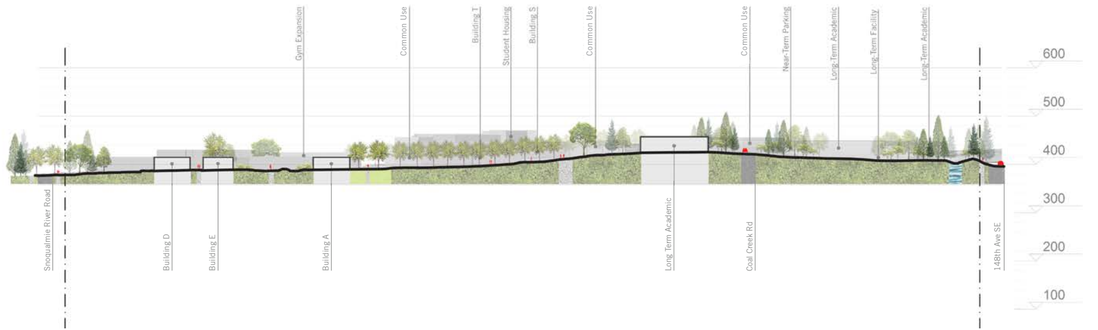
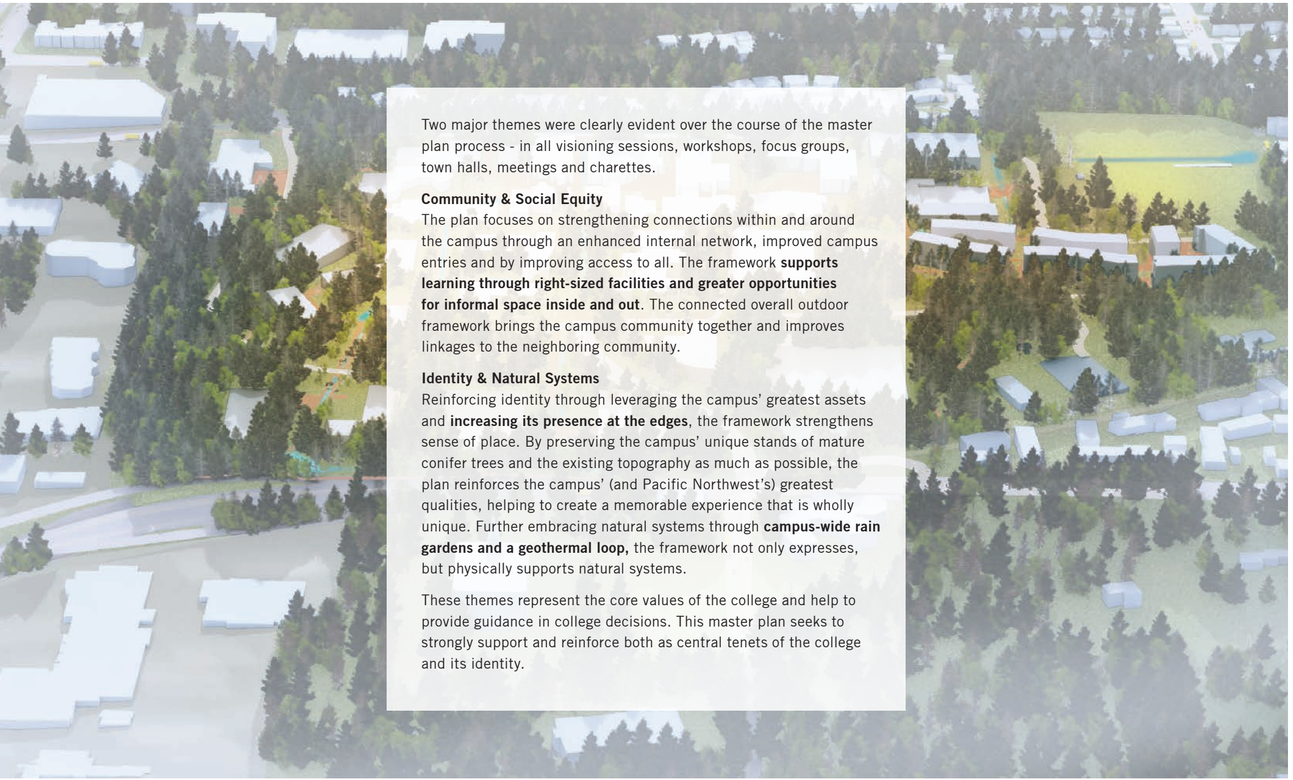


Figure 5-23: Site Section-Elevation C



Two major themes were clearly evident over the course of the master plan process - in all visioning sessions, workshops, focus groups, town halls, meetings and charettes.

Community & Social Equity
The plan focuses on strengthening connections within and around the campus through an enhanced internal network, improved campus entries and by improving access to all. The framework **supports learning through right-sized facilities and greater opportunities for informal space inside and out**. The connected overall outdoor framework brings the campus community together and improves linkages to the neighboring community.

Identity & Natural Systems
Reinforcing identity through leveraging the campus' greatest assets and **increasing its presence at the edges**, the framework strengthens sense of place. By preserving the campus' unique stands of mature conifer trees and the existing topography as much as possible, the plan reinforces the campus' (and Pacific Northwest's) greatest qualities, helping to create a memorable experience that is wholly unique. Further embracing natural systems through **campus-wide rain gardens and a geothermal loop,** the framework not only expresses, but physically supports natural systems.

These themes represent the core values of the college and help to provide guidance in college decisions. This master plan seeks to strongly support and reinforce both as central tenets of the college and its identity.

Figure 5-24: Aerial Rendering looking West

MASTER PLAN GUIDELINES

The purpose of the guidelines is to **encourage and inform design of new construction and renovation projects** in support of the college's mission and to **promote a coherent identity** for its main campus and extension centers. Another purpose of the guidelines is to **achieve a balance between the Campus Master Plan guiding principles and additional judgment that must be exercised for each project**. As the college proceeds with implementation of the plan, it will be important for project designs to be consistent with the plan and its intent. **These guidelines are intended to serve as a living document that supports innovation, safety, flexibility, and sustainability over time.**

General

Identity

The campus of Bellevue College responds to its unique context and conditions, instilling an identity for the community and region. The major issue to be addressed in the development of buildings and open space for the future is **determining the best means of retaining Bellevue College's strong sense of place while providing for development that reinforces the campus environment, strengthens the academic community, and provides open access.** Strategies such as physically clear edges that identify the campus core, easily identifiable entries and significant open spaces will help to make the campus distinct.

Design

Architectural

Bellevue College's 1960's origins and subsequent development have resulted in an eclectic mix of architectural styles and character. The architectural guidelines are not grounded in a particular design period, grounded with the understanding that **sustainability, functionality and response to the surrounding natural environment should be the driving influence in building design.** Building locations should conform to the long term framework, intended to develop complementarity among buildings and support campus functions and circulation. The plan was designed to comfortably accommodate three-story academic buildings on average, however **building massing should be determined by functions, program, context and the future vision of the campus,** including the use of topography where the design response can respect and utilize existing slopes.

Building design should be of its time rather than mirror previous styles as well as complement neighboring buildings, accommodate future renovations and embrace adaptive reuse. Ensure that modifications to existing buildings and new buildings create a more porous relationship with the exterior so visual and physical connections between buildings and open space further energize the campus.

Materials

Materials should be of a permanent nature, able to age well, and express appropriate craftsmanship in their detailing and application. Material options will vary depending upon the campus area and function, but consideration should be given to use of local materials whenever possible.

New buildings should be designed to encourage a visual fusion of indoor and outdoor spaces through transparency. Each exterior wall should be thought of as both a specific means of containing and defining interior space, and as an element that defines the campus. Transparency increases awareness of and feeling of connection with the campus setting.

Campus and Community Relationship

Campus edges and entries are the public face of the college, and should have visual features that clearly define the campus boundaries. Signage should be unified, consistent, scaled appropriately, limited in number and oriented towards the first-time visitor.

Wayfinding and Circulation

Bellevue College should continue to be a pedestrian-oriented campus with continuous and convenient pedestrian access throughout the campus. **Circulation networks should reinforce clarity of the campus organization.**

Circulation between buildings and spaces on the campus and connecting to the community should be safe, convenient, direct and visually attractive. Exterior c corridors should be appropriately paved, landscaped and defined for all users, including the physically restricted.

Creating hierarchy among paths and providing visual cues such as views to significant open spaces, landmarks, and buildings will create a more intuitive and legible campus. Within each level of hierarchy, it is critical that there is some consistency in scale and material; this **creates a sense of connectivity, allows for intuitive wayfinding, and reinforces a sense of place and belonging.**

Service and Mechanical Areas

Loading and service areas should be designed to meet functional requirements of each building they serve, but care should be taken to appropriately screen and protect these areas. Areas devoted exclusively to mechanical equipment should be designed so that their visibility from public areas, building entries, and visible rooftops is minimized. Orient service areas away from primary pedestrian areas.

Accessibility

Human Scale and Human Places

Spaces will be human-scaled rather than automobile-scaled by design through the use of details, interest at the pedestrian level and site design elements clearly oriented to human activity.

Equity and Pluralism

The campus is designed to foster gender and cultural equity, cultural pluralism, and barrier-free access to persons of all abilities and disabilities. Access for those with physical disabilities must be safeguarded through designs meeting the Americans with Disabilities Act and Architectural Barriers Act.

Democracy + Social Justice

All primary transportation, roads and non-building infrastructure that are considered externally focused must be equally accessible to all users. Street furniture (such as benches) will be provided for and accessible to all members of society. All students and employees, regardless of income or ability to drive should be given consideration in accessing education on campus.

Building Entrances

At primary building entrances, the exterior spaces should be developed from materials and forms that complement the building architecture.

- Integrated accessible entries should be provided at all new buildings and provide appropriate weather protection with particular attention to precipitation, snow and ice buildup
- When possible, entrance spaces should provide for informal seating
- Amenities should be provided at all primary building entrance spaces including waste receptacles and bicycle racks; these should be located in a non-obtrusive way while being visible and convenient

Open Space

Hardscape

Campus circulation systems should be uniform in appearance and provide direct access through the campus. Special areas are defined by changes in paving widths and materials to coincide with natural water features. Appropriate bicycle access, parking, and security should be considered on designated bicycle routes.

Variation in path width, scale of vegetation, and strategic adjacencies such as water will provide visual cues for people moving through campus. Use paving with the colored and textural feelings that identify areas as appropriate for various uses. Repeating these elements and creating a network of identifiable Bellevue College Campus characteristics in turn strengthens the college's identity.

Soft Scape

Part of what makes Bellevue College unique is its mature and stately landscape. The size and visual strength of the campus planting directly add to the rich quality and character of the sense of place. Incorporate passive design strategies such as screening parking areas with plantings, and using topography to nestle parking below sightlines.

Additional open space focused studies and recommendations are included in *Appendix B*.

Safety

Emergency kiosks and supply boxes should be placed throughout campus and be clearly visible but not the most prominent features. The location of the security office should be clear through signage and convenient but not visually more prominent than other units on campus. Access to the new parking facilities should be planned to minimize both travel through campus and conflicts with higher volume circulation roads on campus.

Consideration should also be given to pedestrian and bicycle safety throughout the campus. Sidewalks or paths should be provided along new roadways through campus with marked crossings at new intersections as appropriate.

Manage overgrowth of foliage by removing dense plant growth along walkways. Today, the plants on campus play a major role in establishment of open space character. Some plantings have become difficult to maintain and in some cases, make it difficult to see pedestrians and block the visibility to and from buildings. Planting plans should maximize and reinforce the campus organization and function.

Maintain lighting throughout campus, trim foliage so lighting is not obscured, and maintain lamps regularly. Night lighting of corridors should be provided, but as low as possible to preserve tree canopies and avoid light pollution, yet maintain priority of safety needs.

Sustainability

The Office of Sustainability is committed to championing sustainability efforts on campus to achieve the American College and University Presidents' Climate Commitment (ACUPCC) goal of carbon neutrality. A summary of the Climate Action Plan and detailed guidelines for sustainable practices are provided in *Appendix G*.

SECTION 06
OUR PLAN

INTRODUCTION

This section outlines a general road map to follow toward implementing the future campus vision, identifying the capacity and other details of each site, as well as priority projects to be developed in the near term to support immediate needs.

See *Appendix A* and *Appendix K* for additional detailed analysis developed during the design process.

NEAR TERM PLAN

The plan shown here illustrates specific projects to to be developed in the near term based on analysis shown in *Section 03* and specific needs identified by the college. These projects include building renovation or expansion to accommodate existing functional needs and/or enrollment growth.

With the incremental removal of existing surface parking to support new development, the college will add temporary surface lots on acquired properties south of Building Q.

Figure 6-01: Near Term Plan

Near Term Project List

NEW CONSTRUCTION

SITE	USE	ESTIMATED DEVELOPMENT CAPACITY (GSF)	LEVELS
1	Student Housing	141,000	5
4	Common Use (Building G Expansion)	66,000	3
5	Common Use	80,000	4
8	Academic/ Common Use	70,000	3
10	Academic	70,000	3
Total		427,000	
		STALLS	
20	Parking[1]	341	4
21	Parking	658	4
Total		999	

NOTES:

1. Parking
if additional parking is not required, this site is suitable for an alternative use to parking.

RENOVATION

BUILDING	PROJECT
A	Install Sprinkler System
B	Install Sprinkler System
	Renovate for Student Affairs (if not relocated to a new building)
	Science lab upgrades
C	Evaluate renovation vs. replacement strategies to determine whether to renovate/expand or replace student center functions (including cafeteria), and implement
	Separate and upgrade MEP to support NW and SE sections independently
E	Upgrade MEP systems
	Evaluate renovation vs. replacement strategies to determine whether to renovate or replace Performing Arts Center
G	Showers in locker rooms are currently underutilized, increase utilization by converting to a needed use (offices or classroom space are possible though daylight access is limited)
	MEP system upgrades
	Expand east with Fitness Center
Q	Renovate playground
Rope Course	Improve circulation and open space for connection to new student housing

CAMPUS DEVELOPMENT PLAN

The campus plan supports growth through phased development with flexibility for funding, an enhanced identity, a sense of place, and stronger connections to adjacent community uses.

The table below summarizes total new development. A more detailed table on the following page shows the capacity of each development site (representing the combined near and long term plan) along with potential uses, number of levels assumed, and the amount of parking lost by development.

TOTAL NEW HOUSING	**391,000 GSF**
TOTAL NEW ACADEMIC	**859,500 GSF**
TOTAL NEW DEVELOPMENT (Without Parking)	**1,250,500 GSF**
TOTAL NEW PARKING	**672,000 GSF**

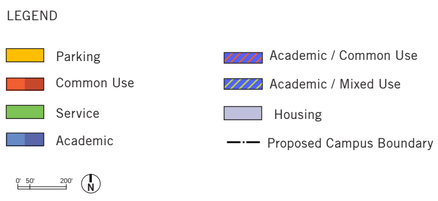


Figure 6-02: Future Campus Vision

Total Project List

NEW CONSTRUCTION

SITE	USE	ESTIMATED DEVELOPMENT CAPACITY (GSF)	LEVELS	PARKING STALLS LOST	ADDED	NET ADDED
1	Student Housing[1]	141,000	5	82	0	-82
2	Student Housing[1]	121,000	5	41	0	-41
3	Student Housing[1]	108,000	5	82	0	-82
4	Common Use (Building G Expansion)	66,000	3	69	0	-69
5	Common Use	80,000	4	0	0	0
6	Common Use	42,000	3	0	0	0
7	Academic/Common Use (Possible Performing Arts)	80,000	3	185	0	-185
8	Academic/Common Use	70,000	3	192	0	-192
9	Academic	38,000	3	151	0	-151
10	Academic	70,000	3	167	0	-167
11	Academic	50,000	3	160	0	-160
12	Academic	51,000	3	45	0	-45
13	Academic/Mixed Use	70,000	3	124	0	-124
14	Academic/Mixed Use	70,000	3	330	0	-330
15	Academic	66,500	3	274	0	-274
16	Service	13,000	2	0	0	0
17	Service	28,000	1	0	0	0
18	Academic	70,000	3	0	0	0
19	Common Use (Building G Expansion)	16,000	2	0	0	0
	Total	1,250,500		1,902	0	-1,902
PARKING						
20	Parking[2]	111,000	4	151	341	190
21	Parking	214,000	4	114	658	544
22	Parking	347,000	4	0	1,067	1,067
	Total Parking	672,000		265	2,066	1,801

NOTES:

1. Student Housing

Significant cost savings can be realized through coordination with King County and early implementation of the Wastewater Treatment Garden. In addition to the City's bi-monthly usage bills, an estimated $3.5M Sewage Treatment Capacity Charge (STCC) would conventionally be paid to the County for full build-out of the Student Services and Residential Halls' sewer connections. Current programming for the Residence Halls calls for approximately $650k in STCCs to be paid for each of the four phases of dormitories and $900k for the Student Services Building (each over 15 years). However, precedents exist to waive these charges if the project successfully treats its wastewater onsite without discharging to the public sewer. Dual-plumbing and a wastewater discharge interception point for these buildings in line with the Master Plan could free up funds for the College to use for other development or services.

2. Parking

if additional parking is not required, this site is suitable for an alternative use to parking.

Project Implementation Matrix

The table below references Near Term projects (*page 72*) and related strategies and studies associated with each. The information is intended to be a tool for incorporating the goals set forth in this masterplan within each project. The Campus Master Plan guidelines (described in the following pages) and sustainable practices adopted by BC (*Appendix G*) must also be followed.

A digital file has been provided with this document that includes blank areas for future studies to be added.

Site #	Near Term Project	Strategies									Relevant Studies							
		Increase Campus Porosity With Improved Access Around Edges	Expand Campus Boundary	Increase Gathering Spaces	Campus-Wide Sustainability	Campus-Wide Rainwater System	Landscape / Open Space Typologies	Wayfinding and Circulation	Campus-Wide Geo-Energy Exchange System	Decrease Parking Supply with Multi-Modal Transporation	Student Housing Study (NAC 2016)	Portal Study (BC 2015)	Transit Study (Transpo 2016)	Classroom Utilization (recommended)	Future Study	Future Study	Future Study	Future Study
1	Student Housing (Phase 1)	x		x	x	x	x	x	x	x	x							
2	Student Housing (Phase 2)		x	x	x	x	x	x	x	x	x							
3	Student Housing (Phase 3)		x	x	x	x	x	x	x	x	x							
4	Gym Expansion				x	x	x	x	x									
5	Student Affairs			x	x	x	x	x	x									
8	Academic Building			x	x	x	x	x	x					x				
10	Academic Building			x	x	x	x	x	x					x				
20	Parking Structure	x			x	x			x	x		x	x					
21	Parking Structure				x	x			x	x		x	x					
Bldg B	Renovation			x	x	x		x	x					x				
Bldg C	Renovation	x		x	x	x		x	x					x				
Bldg G	Renovation			x	x	x		x	x					x				
	Reference Pages	*48*	*48*	*53*	*54-62*	*57,60,62*	*52*	*53-56*	*59*	*55-56*	*14*	*14*	*14*					
	Appendix				*G*	*E*	*C*		*F*	*D*				*B*				

Table 6-03: Project Implementation Matrix

MASTER PLAN REVIEWS

As the college evolves and grows and funding becomes available, project priorities should be reviewed and adjusted. The near term plan may be adjusted on an annual basis and evaluated with each major project, while the long term vision should remain relevant throughout the campus' development. Parking in particular will need to be reviewed as transit and commute options expand.

Every five years the strategic, academic and master plans should receive a comprehensive and coordinated review annually by the college. The master plan should continue to remain relevant with other collegewide plans.

Figure 6-04: Master Planning Process

REAL ESTATE STRATEGY AND PRACTICES

Practices and Process

Bellevue College trustees and the president are responsible for the long-range planning of the college which includes monitoring and evaluating real estate opportunities. The Vice President of Administrative Services and BC's capital team seek to maintain an appropriate portfolio of real properties to provide flexibility for growth and changes in the academic program of the college. The authority to purchase and sell real property, however, lies with the State Board for Community and Technical Colleges (SBCTC) which is also the legal owner of all land and facilities.

Properties of Interest

The college has an interest in properties (raw and developed) with strategic value for expansion, programmatic needs and/or proximity to existing college properties.

- ***Expansion / Growth*** – As college enrollments continue to increase, future access to teaching and support facilities must be considered. Dramatic population growth within the district also continues, most evident are the communities in the eastern part of the district suggesting need for development of the east extension center.
- ***Programmatic Demands*** – Purchasing facilities to suit new programs of study can be an effective strategy with potential savings of both time and money. In this way, for example, the college might respond nimbly to a partnership opportunity with a local employer for training.
- ***Proximity / Adjacency*** - Real estate parcels with direct adjacencies to current holding are regularly monitored and considered for purchase when they become available. As an urban campus, existing properties are typically landlocked. This practice ensures that all potential opportunities are considered.

Real Estate Strategies

Three strategies are leased facilities, land acquisitions and extension sites.

- ***Leased Facilities*** – A strategy of leasing facilities has provided the college the opportunity to
  - respond quickly to emerging needs,
  - test market programming before making a permanent investment,
  - execute partnership opportunities and
  - embed targeted programs / services into the communities of the district.
- ***Land Acquisitions*** – Since the 1990's, the Board of Trustees has maintained support for a program of purchasing adjacent properties to meet future campus expansion demands. These properties have largely been residential lots within the neighborhoods to the east of the main campus. A 20 acre parcel of raw land was also purchased (2011) in the Issaquah Highlands area as a potential site for a future extension center or second campus. Properties further east have also been considered for expansion purposes in the cities of Snoqualmie and North Bend.
- ***Extension Centers*** - Additional sites for course delivery are an effective way to meet specific program needs and create access. This strategy has been very successfully implemented at BC's north extension center – Building V, a two-story office building purchased in 2008. This extension center serves students in the northern parts of the district well. The college also utilizes leased facilities within the district to deliver classes (mostly continuing education) closer to the communities served.

Legal Issues

As the legal owner of all land and facilities, the SBCTC determines real estate decisions. Proposals from the college are submitted for review and approval at the quarterly meeting of the state board. Real estate transactions are handled by the State Office of Financial Management (OFM). As a college in the community and technical college system, BC is further restricted to real estate acquisitions within Bellevue College District Eight.

The Bellevue College Foundation can be a powerful partner to the college in real estate management. Under a variety of scenarios (e.g., purchase and lease back), the Foundation can help the college be more flexible, timely and responsive in securing facilities and/or taking advantage of opportunities as they arise.

Legal precedence has been set and the opinion upheld in 1985 when the court found that Bellevue College was not subject to municipal regulation (see *Appendix H*). Since that time, however, the college has made it a practice to use the city's development and land use regulations as a guide, and in most cases campus development has not been in conflict with city standards.

A strong relationship with the City of Bellevue is invaluable for the college. In recent years, an ongoing dialogue between staff and administrators has been fostered. The college and city regularly share planning efforts and development intentions. As partners, and through joint communications within the community, we have been very successful in moving projects forward for both the college and the city.

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