

Institution		Agency Code
Washington State University Vancouver		365
Project Title	Category of Project	Project Number
WSU Vancouver: Library 2 nd Floor Conversion	DESIGN:RENOVATION	20081914
County	City	Legislative District
Clark	Vancouver	17
Was this project included in a prior 10-year capital plan? If yes, when?		Previous Project Number
Yes, every biennia since 2001-03		
Prepared By:	Phone Number	Analysis Date:
WSU Budget Office, Deborah Carlson	509-335-3344	Varied; Summer 2010

1. Project Schedule:

	Start Date	Complete Date
Pre-design		
Design	7/1/2011	6/1/2012
Bid		
Construction/Occupancy	7/1/2012	6/1/2013

2. Problem Statement (short description of the project – the needs and the benefits)

The initial building design (opened in 1996) called for conversion of current classroom spaces to library space as campus growth occurred. That growth has occurred, in particular when the Legislature authorized Vancouver to offer lower division programs for students for the first time starting in 2006. The Library has insufficient stack space, study space, and computer access stations to meet existing demand.

Approximately 15,000 square feet of general classroom and peripheral space, primarily on the second floor of the existing Library building, will be converted to new library stack and study space. Upgrades to the information technology infrastructure will support implementation of an Information Commons that will integrate wireless computer access to library resources, collaboration tools and productivity technologies. New service access will move deliveries off the campus’ main pedestrian corridor – a safety concern. The planned conversion will leverage limited funds into required library space, critical for student’s instructional needs, but also supporting research activities of faculty and staff.

3. History of the project or facility

The Library building was designed and constructed as part of the initial campus project and occupied in 1996. At that time, floors were constructed and design provisions made for eventual conversion of the second floor to the use proposed in this project (stack and study space). This project has appeared in the 10 year capital plan since 2001-03, but has now become a critical need as evidenced by student capacity statistics and future growth projections (Appendix A). Library space utilization per student FTE is compared to other state branch campuses in Appendix B.

4. University programs addressed or encompassed by the project

All instructional programs rely on library services to varying extents. Research requires access to physical and electronic academic resources through library services. Community engagement

activities vary more significantly, but also benefit from library services. Student access and retention are influenced by the availability of library resources and reference librarian help to familiarize students (primarily lower division and undergraduate) with how to access the tools they need for academic success.

For students without electronic access at home, the library is a lifeline academic service. Over half of our students are first generation students and acquisition of resources and knowledge to meet instructional goals is critical to student success and retention. Employers continue to emphasize successful group collaboration; the addition of small group study space facilitates that outcome.

5. Integral to Achieving Statewide Policy Goals:

a. Goals underlined:

1. *...a high-quality higher education system that provides expanded opportunity for more Washingtonians to complete postsecondary degrees...*
2. *...a higher education system that drives greater economic prosperity, innovation and opportunity*

Sufficient and quality higher education relies on access to physical library space with support and training from qualified reference librarians and print materials, as well as access to electronic resources and shared library resources. Lower division students rely on physically accessible (rather than electronically accessible) library services to a greater degree than upper division or graduate students.

The addition in 2006 of lower division students was not planned for, and emphasizes the compelling and time-sensitive need to implement the conversion of the second floor of the Library building wing to stack and study space, as initially designed with the campus opening in 1996. This conversion has been submitted as part of our ten year plan since 2001-2003 and now cannot be delayed. Prudently, planners designed and constructed the second floor of the existing library building to convert to stack space; this conversion is needed now. Initially constructed as classroom space, we are now able to implement the designed conversion and there is sufficient classroom space in other newer buildings to absorb the loss of 140 seats (4 classrooms) in this building.

As described in the Washington Higher Education Coordinating Board 2008 Strategic Master Plan ¹(underlined), we must raise educational attainment by helping more people earn **degrees**. For place-bound students, library services initiates them into the use of resources to complete their classroom assignments. Completing this renovation project will help WSU support the projected increases in enrollment (Appendix A) and resulting increase in number of degrees attained. Initially, lacking on-campus or adjacent-to-campus housing, the library serves as the study home for students who either have breaks in their class schedules or whose living environment is not conducive to learning. Additionally, small group projects – which employers indicate support highly-desirable work skills – need a place where active learning and research can occur. This project will provide additional dedicated small group space.

¹ 2008 HECB Master Plan: <http://www.hecb.wa.gov/Research/masterplans/documents/2008MasterPlan-fromPRT.pdf>

New strategies for expansion relies upon serving **place-bound** students, a founding principle of the branch campuses. We need additional library space to provide **access** to electronic references, research space, small group study space, expanded physical collection space and an information commons to meet the needs of our students. This supports the policy goal to create innovative, efficient facilities....that meet the learning needs of students throughout the state. The local and growing population of distance degree enrollees require less classroom space, but still rely on campus library services to support their educational learning.

The statewide master plan second goal is to promote economic growth and innovation and to fill unmet needs in high demand fields. High demand fields in STEM disciplines rely heavily upon access to current research and publication in areas that are continuously changing. This access occurs primarily through current publications, housed in or accessed through the Library. The use of reference librarians provides guidance for accessing cutting-edge and newly published research – a research tool that promotes life-long learning.

Finally, it is mandated in the master plan that we expand research capacity. The library promotes university and college-based research that improves student learning. The mantra “publish or perish” -- while trite and overly directive – does call out the reliance of academia upon published research knowledge to inform the discipline, learning and further research. Libraries are the primary tool to disseminate and access research.

Library services support achievement of state goals by impacting student assessments of those requirements (source: National Survey of Student Engagement), that are statistically validated to achievement and retention measures called out in state accountability measures: degrees awarded, six-year graduation rate, three-year graduation rate, freshman retention and undergraduate efficiency. Adequate physical facilities and professional staff impact student engagement assessments that are the primary measure by which we assess our student satisfaction and retention, that in turn result in degree attainment.

The Vancouver Library 2nd Floor Conversion project supports State policies on energy conservation, and the environment. Washington State University and the State of Washington are both committed to achieving significant gains in energy efficiency. The proposed project falls under the requirements of Chapter 39.35D RCW High Performance Public Buildings. The project is anticipated to seek at least LEED Silver certification.

6. Greenhouse Gas Emissions Reductions:

- a. Provide documentation of institution’s adopted policies to reduce greenhouse gas emissions in accordance with RCW 70.235.070 and to reduce annual per capita vehicle miles per RCW 47.01.440 or RCW 43.160.020 as applicable.

WSU’s Sustainability Initiative, Executive Policy #24 (Appendix C), affirms WSU’s commitment to sustainability policies and programs on its campuses. Implementation of EP24 is guided by the Sustainability/and Environment Committee (SEC).

The SEC has developed Climate Action Plans for WSU campuses which embody specific goals which WSU will attain. These goals include meeting the Washington Department of Ecology greenhouse gas and climate change regulations. WSU has adopted four strategies to achieve its

greenhouse gas (GHG) reduction goals: green development, energy conservation, transportation, and carbon offsets.

For more information and reference sites, see Appendix D.

b. Identify project components or systems from predesign study that support emissions and vehicle mile reductions goals.

While no predesign is required for a project of this size, the planned recycling of construction materials and enhanced occupancy-sensitive lighting controls would contribute to reduction goals. Also, sufficient and desirable on-campus research, study and small group space would reduce vehicle trips off-campus by keeping students on-campus at class schedule breaks and before/after on-campus group meetings. Currently many groups go off-campus due to unavailability of dedicated small group or collaborative study space.

7. Integral to Institution's Planning and Goals:

a. Describe the proposed project's relationship and relative importance to the institution's

(a) Campus/Facilities Master Plan

Effective stewardship of state funds is a core element of WSU's plans.² The initial WSU Vancouver campus design was three academic buildings and a support (facilities) building. The Library building housed the bulk of campus classroom space. The first floor was/is dedicated to the library. The second floor was designed to be converted to library space, planning for campus growth. For example, the floors are designed to bear library stack weights.

Appearing on WSU's 10 year plan since 2001-03, for the last three biennia, WSU Vancouver has requested funding for this project; however, it is only with the recent addition of classroom capacity with the undergraduate classroom building that we can re-dedicate the four classrooms (140 seats) to library service space without negatively impacting classroom availability. The additional library space this renovation project provides is the most compelling student need at the WSU Vancouver campus. The campus facility master plan does not contemplate further/different library space within the next 20 years, rather it relies upon conversion of the wing requested in this project, as planned for and constructed in initial campus construction 1995-1997. See Appendix E for site map.

(b) Strategic Plan³

Washington State University's mission (edited for length) is to advance knowledge, extend knowledge and apply knowledge. Sufficient library space and resources are integral to all elements of the university's mission.

Elements of the WSU strategic plan are underlined: More specifically, supporting a premier education and transformative experience that prepares students to excel in a global society through a transformative student experience, benchmarked by active collaborative learning, enriching

² WSU Vancouver Master Plan 2007: <http://www.cpd.wsu.edu/masterplan/PlanReports/Vancouver/Plan.pdf>

³ WSU Strategic Plan: <http://strategicplan.wsu.edu/>

educational experiences, a supportive campus and bachelor's graduates with research, scholarly and creative activities mentored, original and appropriate to the discipline and disseminated advances the university's strategic goals and statewide accountability measures. Undergraduate research heavily relies upon library services and resources.

Small group study areas, library services, reference librarians and electronic and published resources support a transformative student experience, collaborative learning and enriched educational experiences. Adequate stations in the library to access catalogs and materials support student's perceptions of adequate and supportive campus services.

Bachelor's degree candidates who engage in research and scholarly activities rely upon and are supported by easily accessible and facilitated research available in the library. Currently students must wait for access to computer stations during peak times and no additional floor space is available without further constricting other library spaces also in insufficient supply (stack space, quiet study space).

High quality and sufficient library spaces and services ensure an infrastructure that supports excellence and adapts to advances in knowledge and technology by making up-to-the-minute published materials available, but also by providing research skills that foster core competencies in our learners. The knowledge to conduct research lasts and supports newly discovered information for the lifetime of the learner.

Quality library services rely on sufficient resources to access them. Well-designed and adequate space is required, driving this project request. WSU's strategic goal to achieve national and international preeminence in innovation, discovery and creativity relies upon quality library services. Quality library services support interdisciplinary programs that foster integrative and collaborative scholarship

b. Identify whether the proposed project is the institution's first, second, or third priority for state funding among all of the Design Requests the institution is proposing for the 2011-13 biennium.

- ✓ **Third priority** – Among WSU's scored proposals for the four design categories of Growth, Renovation, Replacement, and Research, the Vancouver Library 2nd Floor Conversion proposal is the "3rd" highest priority.

8. Age of Building Since Last Major Remodel:

a. 14 years (opened in 1996). Originally designed to convert second floor to library space (library currently occupies the ground level only); floors are designed to support library stack loads, for example. Project relies upon relative newness of building and converts for planned program use as originally designed.

9. Availability of Space:

a. Identify the average number of hours per week each (a) classroom seat and (b) classroom lab is expected to be utilized in Fall 2010 on the proposed project's campus.

See Appendix A for capacity statistics, HECB targets and growth projections.

a) **Hours/week classroom seats anticipated fall 2010: 17.6**

Will meet the standard in fall 2012. Reduction of 140 seats from this project positively impacts that goal.

b) Hours/week lab seats anticipated fall 2010: 17.5

Plan to achieve classroom utilization by 2012 based on conservative growth rate on-campus of 9%; recent four years of growth have been 6%, 13%, 12% and 27% respectively. Refer to Appendix A.

Library space utilization per student FTE is compared to other state branch campuses is included in Appendix B.

10. Condition of Building:

- a. *Provide the facility's condition score (1 superior – 5 marginal functionality) from the 2010 Comparable Framework study, and summarize the major structural and systems conditions that resulted in that score.*

The 2010 Comparable Framework study listed the facility condition score as: 1 – Superior. However, “condition of building” supports this capital project request differently than other competing requests as this funding is to build out initial library expansion planned for in the 1995 design of library space. Although core systems and functions of the facility are in good condition, this remodel changes the use of space from classroom to library (the original design intent). It is important for evaluators to recognize that the focus of the conversion is driven by program (enrollment growth including the admittance of lower division students per legislative action), not building condition.

- b. Identify whether the building is listed on the Washington Heritage Register, and if so, summarize its historic significance.

This building is not on the Washington Heritage Register.

11. Significant Health, Safety, and Code Issues:

- a. Identify whether the project is needed to bring the facility within current seismic, life safety, ADA, or energy code requirements. Clearly identify the applicable standard or code, and describe how the project will improve consistency with it.

Current loading dock is accessed through a primary campus pedestrian path. This project would relocate dock off the pedestrian corridor to separate delivery vehicle access and the pedestrian corridor. See Appendix F for graphic of location conflict/highlights.

12. Reasonableness of Cost:

Provide as much detailed cost information as possible, including baseline comparison of costs per square foot (SF) with the cost data provided in Section 5.0 of the Project Evaluation Guidelines and Application Instructions. Also, describe the construction methodology that will be used for the proposed project.

Total escalated MACC cost as identified in the CBS003 form is \$208. This is below the “best fit” cost identified in the Project Evaluation Guidelines and Application Instructions using the Berk & Associates chart and is toward the lower end of the identified construction cost range. Total project cost is \$385 p/square foot, also lower than the “Expected Cost” of \$336 and within the range given for Total Costs as identified in the referenced charts.

WSU will utilize the standard design, bid, build method to complete this renovation project.

13. Efficiency of Space Allocation

- a. For each major function in the proposed facility (classroom, instructional labs, offices), identify whether space allocations will be consistent with Facility Evaluation and Planning Guide (FEPG) assignable square feet standards.

This project is consistent with FEPG standards assignable square feet standards.

b. Identify the

- (a) Assignable square feet (ASF) in the proposed facility; 15,000 (existing ASF to be renovated)
- (b) Gross square feet (GSF), 21,275; and
- (c) Net building efficiency (ASF divided GSF), 70.5% - Entire renovation is of internal (ASF) space.

14. Adequacy of Space:

Describe whether and the extent to which the project is needed to meet modern pedagogical standards and/or to improve space configurations, and how it would accomplish that.

Refer to Appendix B for current ratios of library/study space square footage (space description of 400 series) for state of Washington branch campuses, summarized here. WSU Spokane has the lowest ratio of library space/FTE at 5.1 due to its almost all-graduate student population, which relies less heavily on library services than do undergraduate students. (Spokane does not offer lower division programs.) **WSU Vancouver has the next lowest space availability at 5.3sf/FTE.** UW Tacoma follows with 5.6sf/FTE; that campus recently completed a master library facility plan that adds library space in the next biennial capital project with additional space required prior to 2012. WSU Tri-Cities has 6.8sf/FTE and UW Bothell has 9.5sf/FTE.

All ratios take into account the total population served by campus library facilities. Widely available pedagogical standards are not available for campuses similar to ours (size, not liberal arts primary focus, non-residential, research, graduate and undergraduate, public, etc.) so a comparison among the branch campuses provides the best available data.

15. Program-related Space Allocation:

Identify pro
type.

Type of Space	Assignable Square Feet	Percentage of total
Instructional Space (Classroom, Lab, <u>Library</u>)	15,000	100%
Student Advising/Counseling Services		
Childcare		
Faculty offices		
Administrative		
Maintenance/Central Stores/Student Center		
Total	15,000	100%

