



SPARTANBURG COMMUNITY COLLEGE

Campus Wide Facility Master Plan 2024







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01

Campus Master Plan Overview

Campus Plan Purpose
Process Overview

Campus Plan

Purpose

The Spartanburg Community College (SCC) Campus Wide Facility Master Plan is a comprehensive, shared vision for the built environment that aligns and supports the mission and values of SCC – to “Dream it. Chase it. Live it.”

SCC provides accessible and exceptional education and workforce training to support students, citizens, and the South Carolina economy. The Facility Master Plan generates a roadmap for campus development that supports SCC’s strategic planning and key priorities. The plan builds upon the strong community of SCC and will guide future investment, introducing proposals for building renovations, new building facilities, and landscape improvements at all five locations.

SCC’s unique learning environment, with a diverse student population, requires unique facilities. The Facility Master Plan addresses existing needs but is primarily forward looking, considering the future economy and workforce of South Carolina. The plan strengthens the community of SCC, bolstering the strong identity and brand that exists today.

The Facility Master Plan is a blend of near-term and long-term projects that will continue to propel SCC forward. These projects are built from consensus, best practices, and projected need – merging visionary ideas and practical ideas together to create an exciting vision, but one that is also able to be implemented.

This plan is built upon an inclusive process that articulates shared values and principles. The principles and priorities of this plan provide a framework for future decision making and development over time. This plan also aims to be flexible. Although providing specific recommendations, flexibility is integrated throughout to allow for adaptation over time to unforeseen factors.

Process Overview

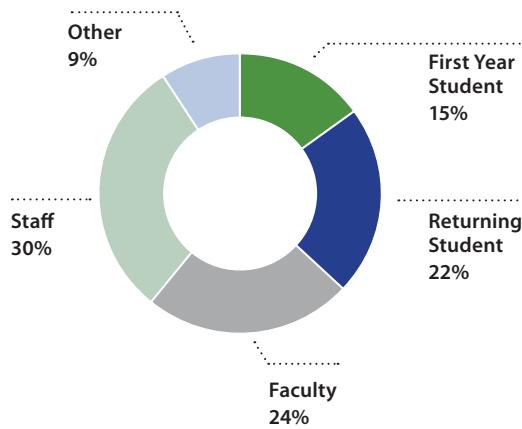
The SCC Facility Master Plan was a 9-month process, taking place over the 2023-2024 academic year. The process consisted of three phases: Bring Information Together, Explore Options, and Make a Roadmap. The Bring Information Together phase included campus analysis anchored in data exploration, robust engagement, campus tours, and a space audit. Engagement with the campus community included an open house

in the Student Hub, an online survey with 420 participants, an academic and administrative questionnaire, and 3 focus group sessions. Key themes were identified from this phase that ultimately informed the guiding principles for the plan. Explore Options studied multiple scenarios for campus development and renovation that align with the guiding principles and respond to the needs outlined from the first phase. The various scenarios

explored different campus development configurations, open space strategies, and connectivity solutions. Feedback and input from leadership on these scenarios helped guide the plan forward. The Make a Roadmap phase refined the scenarios into a preferred draft plan. The draft plan added more detail and test fits for feedback and comment. Ultimately, the final plan helps prioritize projects for SCC with implementation in mind.

ENGAGEMENT WITH CAMPUS COMMUNITY

375 people responded to the survey, providing voices for all 5 campuses and every major unit at the college



Over 50 people attended an open house to share their vision for the campuses.

Committees

The following governance groups and committees at SCC led the Campus Master Plan forward:

The Steering Committee, containing campus leadership, provided direction and guidance at key decision points throughout the process to ensure the plan was meeting SCC's mission and goals.

The Working Group oversaw the planning effort and ensured the plan was moving forward.

The Space Needs Committee directed and oversaw the analysis of space needs, providing guidance and answering questions on campus space.

The Signage and Wayfinding Committee directed and oversaw the evolution of the signage and wayfinding plan.

The broader campus community was engaged through an open house and online survey.





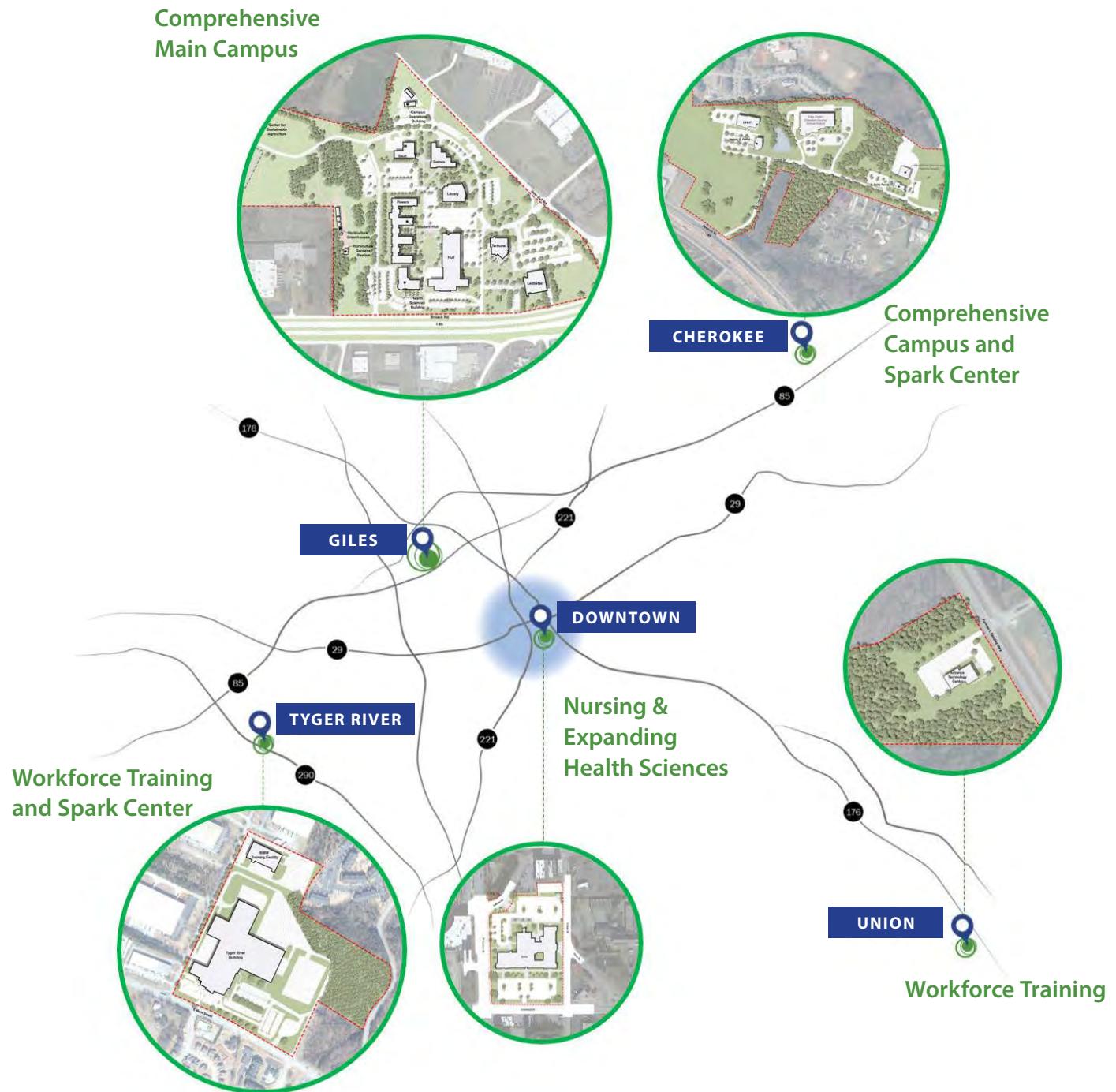
02

Planning Framework

SCC Campus Network
Space Needs Assessment Summary

SCC Campus Network

Spartanburg Community College is a network of five campuses, each of which plays an important role in the institution's ecosystem and South Carolina's economic development.



Giles Campus

SCC's main, and the College's first campus, Giles is a comprehensive center for all programs and services. With 105 acres, Giles contains the majority of SCC's buildings. The campus is one of five recognized arboretums in Spartanburg County and boasts a beautiful environment for students, faculty, and staff. Moving forward, Giles will continue to remain a comprehensive campus and center of activity for SCC.

Cherokee County Campus

Prominently located along Interstate 85, near downtown Gaffney, and in the presence of the iconic Peachoid, Cherokee is a 74-acre campus that offers an array of programs and services focused on technologies and health professions. Looking towards the future, Cherokee will expand its acreage and transform into a comprehensive campus, built to accommodate a much larger enrollment and to support a large investment in a Spark Center to support business growth in the community.

Downtown Campus

Located in Downtown Spartanburg in the historic Evans building, the Downtown Campus offers short-term job training and select programs. Spurring development and activity in Downtown Spartanburg, this campus will continue to play an important role in the SCC ecosystem. With Nursing programs moving to this location, Downtown has the opportunity to focus its role on nursing and health sciences as SCC grows.

Tyger River Campus

Serving the academic and business community, Tyger River offers training opportunities for residents, businesses, and industry. Located in Duncan, this campus is home to an existing Spark Center which helps companies launch in the area. Tyger River will continue to have the prominent presence of the Spark Center in the future and will increase its workforce training and academic offerings.

Union County Campus

Located off Highway 176, Union is a smaller campus that offers a variety of programs and technical training. Currently a leased property, the Union Campus will be a center of workforce training in Union County.

Space Needs Assessment

A space needs assessment was conducted to quantify the amount of existing space at SCC and determine how much space the College needs to support its current population of students, faculty, and staff as well as to support planned growth in the future.

The space needs assessment is mostly a quantitative evaluation, but quality of space was also considered and assessed through questionnaires and building tours. Space is identified in terms of indoor net assignable square feet (NASF). NASF excludes public corridors, stairwells, mechanical rooms, public restrooms, structural areas, and other non-assignable spaces. The needs assessment is developed by space category. The space metrics used to generate the analysis are from normative metrics applicable to peer institutions and the experience of the consultant team. Listening sessions, previous studies, and tours supplemented the evaluation, helping cross-check outcomes and identify new program needs.

This assessment utilized data provided by SCC. Datasets included Fall 2022 credit course data, 2021-2023 non-credit course data, Fall 2023 employee information, building and room inventory sheets, and building floorplans. Assumptions for this analysis include:

- Projects planned to take place over the summer of 2024 have been included as “future existing space.” These projects include the buildout for Nursing on the first floor of Evans and renovations on the lower two floors of Terhune.
- Projected vacant space created by these planned projects remains as its existing use in the future existing inventory space totals.

Enrollment projections were established for each campus through conversations with the space committee and steering committee. The projections vary by campus and reflect both credit and non-credit in-person enrollment approximately ten years from now. Giles and Evans are both anticipated to grow by 50%, with Evans also absorbing the Nursing program from Giles and resulting in further growth. Cherokee is anticipated to double in size. Tyger River is projected to grow to more than six times its current credit population with the addition of new and relocated programs. Union, though not anticipated to grow overall, will see a shift in its student population away from credit students to more non-credit students. For each campus, faculty and staff projections were based on the future student population. Using student, faculty, and staff counts, space needs were analyzed by space type and then compiled for each campus.

The space needs calculations by campus are included in Section 4.

SPACE NEEDS SUMMARY: IN-PERSON POPULATION BY CAMPUS

	Current Student FTE	Future Projection	Current Continuing Ed Student FTE	Future Projection	Current Faculty / Staff FTE	Future Projection
Giles	2,550	3,830	0	20	422	610
Cherokee	480	1,000	10	150	30	110
Downtown	170	350	10	20	32	70
Tyger River	80	500	200	300	39	70
Union	80	40	0	80	5	10
TOTAL	3,360	5,720	220	570	528	870

Note: In-person credit FTE assumptions are based on Fall 2021 total student FTE count of 4,358 students which includes students taking classes at any of the SCC campuses or online. In-person student FTE at each campus is based on percentages of teaching during the Fall 2022 term.

Academic Space

Academic space is comprised of classrooms, teaching labs, and other spaces directly related to instruction such as open labs, tutoring spaces, and teaching clinics. Classrooms and teaching labs serve as the foundations of academic progress and excellence in any higher education institution. These spaces not only facilitate the transfer of knowledge from educators to students but also foster critical thinking, teamwork, and the hands-on application of theoretical concepts. The spatial design, technological provisions, and adaptability of these rooms have a direct impact on the quality of education and engagement levels of students.

The assessment of needs for classroom space is based upon a utilization analysis of classrooms and courses taught during the Fall 2022 term at each campus.

Evaluating the utilization of instructional spaces requires metrics that can offer insight into the effectiveness of the scheduling and the suitability of the rooms. There are three primary metrics employed:

- **Weekly Room Hours (WRH)**, which quantifies how often a room is utilized over the course of a week for formal instruction, providing insights into the efficiency of room scheduling and occupancy trends.
- **Seat Fill Rate (SFR)**, which indicates the percentage of seats occupied during classes, illustrating the actual demand versus the available capacity and the alignment of courses with the physical facilities.
- **Station size or square footage per seat**, which assesses the spatial efficiency and comfort level of the teaching environment. This metric ensures that each student has adequate space for optimal learning which also gauges the institution's ability to accommodate its student population effectively.

Together, these metrics form the basis for assessing the functionality, efficiency, and effectiveness of instructional spaces, driving improvements where needed. These metrics were primarily used to analyze the classroom needs of SCC's credit offerings. Due to the fluctuating schedule of non-credit offerings based on the needs of local workforce, non-credit use of classrooms was analyzed using enrollment averages of four terms (Fall 2021 and 2022, Spring 2022 and 2023).

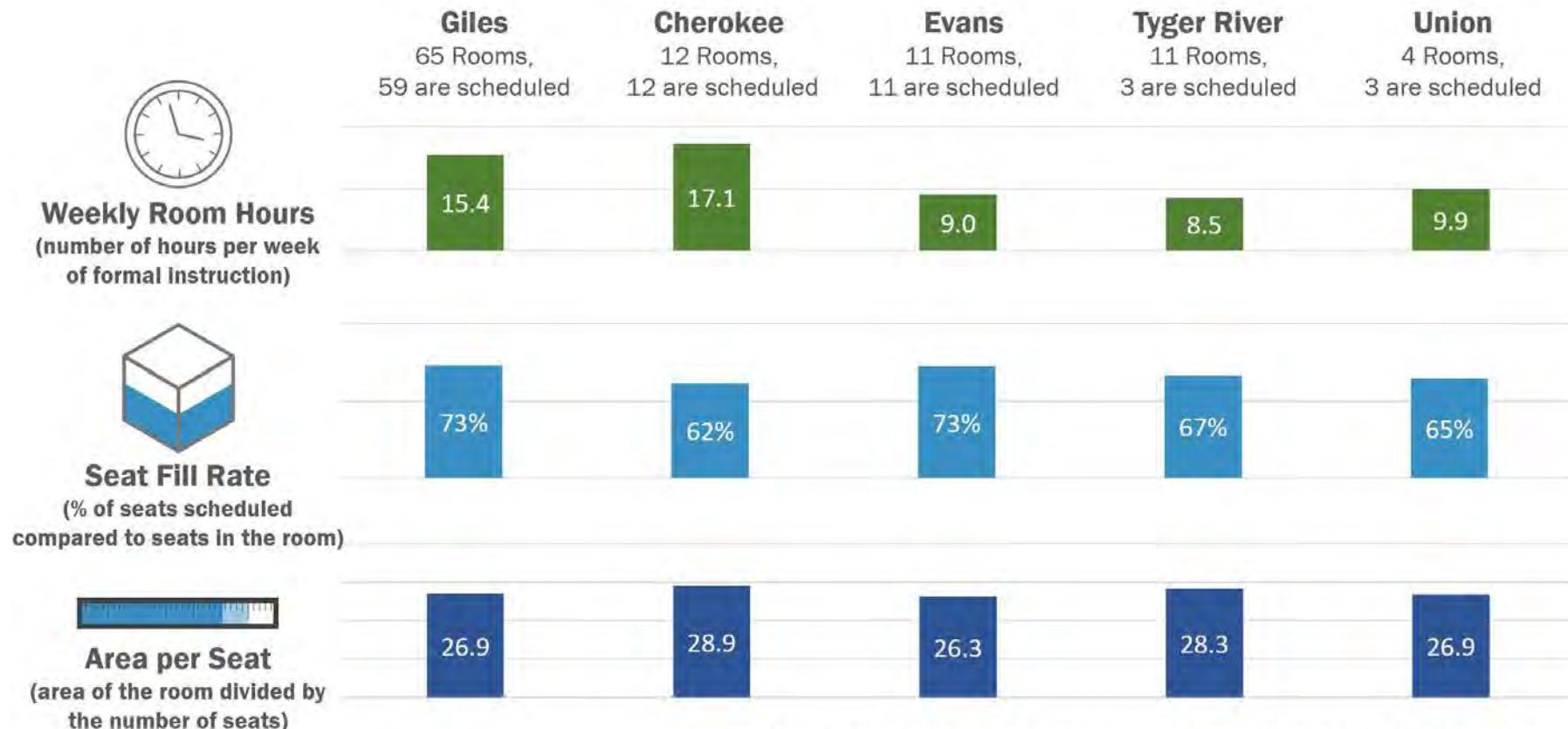
South Carolina state standards for classroom utilization are 30 weekly room hours, 60% seat fill, and a station size of 22 sf/student. However, for the purpose of this study, alternate targets have been established to address the unique needs of the SCC student population.

For the analysis of credit instruction, targets of 70% seat fill rate were used at each campus. Targets for station size range from 22 sf/seat for the largest rooms to 30 sf/seat for rooms seating up to 40 students. Weekly room hour target vary by campus and were set at 20 WRH from Giles and Cherokee (where students can complete an entire degree program and courses are

offered throughout the day) and 16 WRH at Evans, Tyger, and Union (where classroom inventories are more limited and course schedules must align with student availability). The target for Giles was increased in the growth scenario to 24 WRH when significantly more students will be on campus and when additional programming such as dining and recreation will incentivize spending more time on campus.

Current (Fall 2022) utilization of classrooms was analyzed at each campus. Fall has the highest enrollment over summer or spring. Giles and Cherokee have the highest weekly room hours at 15.4 and 17.1 respectively, both lower than the target of 20 hours. Evans, Tyger River, and Union each averaged around 9 weekly room hours. Seat fill rates were fairly consistent across the campuses, ranging from 62% and Cherokee to 73% at Giles and Evans. Station sizes were also fairly consistent, with Evans having the smallest average station size at 26.3 and Cherokee having the largest at 28.9. These station sizes are close to the target metrics and demonstrate the work SCC has done in recent years to alleviate over-crowded classrooms.

CLASSROOM UTILIZATION BY CAMPUS



WRH and SFR include scheduled classrooms only. NASF/Seat includes all classrooms.



Station size measures how much space is allocated to each student within a classroom and is indicative of how easy it is to move around the room for both the instructor and students. This is one measure of the quality of the learning space. To address this more fully, an assessment was conducted using the Learning Space Rating System, a methodology published by Educause to evaluate the potential of a classroom to be used for multiple modes of instruction. In this system, flexibility, movability, and inclusion are prioritized.

Ninety-four classrooms in total were evaluated using LSRS. Twelve rooms (13%) scored above average, 78 rooms (83%) scored average, and just four rooms (4%) scored below average. No rooms scored in the “poor” or “best” categories. Across the board, rooms earned points for natural light and views to nature, clear sightlines, acoustical treatments, and informal spaces nearby. Although many rooms have an appropriate density, the furniture style and arrangement creates many narrow aisles and pushes furniture up against walls, leaving no room for students or instructors to circulate. Other areas for improvement include casters on tables and chairs for flexibility, chairs with more adjustment options to meet the needs to more body types, multiple teaching walls, and sound amplification.

Using the target metrics, Giles needs 46 classrooms to support current enrollment, with 57 classrooms needed under the growth scenario. This presents an opportunity to assess the 65 current classrooms and take some rooms offline to be used for other purposes.

Teaching labs were analyzed using similar metrics. Using the current weekly room hours and seat fill rate, labs were assessed for their ability to absorb enrollment growth. Unlike classrooms, which are generally interchangeable with one another, many teaching labs are highly specialized, and depending on the current number of students in a specific program, some labs may see low weekly room hours. Target metrics for teaching labs can be viewed as a threshold above which additional space may be warranted. Each lab was evaluated for its ability to accommodate enrollment growth based on the current seat fill and weekly room hour utilization.

LEARNING SPACE RATING SYSTEM

Classroom quality across all five campuses is remarkably consistent in large part due to recent renovations and furniture upgrades. While there is room for improvement in the flexibility of the furniture, ability to circulate the room, and availability of teaching walls, SCC classrooms tend to provide ample space per student, offer daylight and views to nature, and have easy access to nearby informal learning areas.

- Best (21+ pts)
- Above Average (16-20 pts)
- Average (11-15 pts)
- Below Average (6-10 pts)
- Poor (0-5 pts)

SCC Overall (94 classrooms scored)



Giles (60 classrooms scored)



Cherokee (12 classrooms scored)



Downtown (11 classrooms scored)



Tyer River (8 classrooms scored)



Union (3 classrooms scored)





Giles library

Library Space

Library space metrics are based upon the number of volumes housed within the library and the space needs to support library functions, such as reference desks and processing rooms. For this analysis, study space was analyzed separately alongside student lounge space (see the Informal Student Space section below). Libraries have evolved rapidly over the last two decades, with fewer hardcopy volumes needed as more resources are available digitally. Like many institutions, SCC has reduced its collection in recent years. Given the current size of the collection at Giles, there is opportunity to reduce the floor area dedicated to stacks and library processing in order to make space for other uses.

The collections at Cherokee and Evans are already quite small, with the majority of the library space (excluding study and tutoring space) used for library staff and functions such as the circulation and reference desk. Evans is projected to have no additional library needs in the future, and even with a large amount of enrollment growth, Cherokee's collection is anticipated to remain small. The surge in enrollment anticipated at Tyger will likely necessitate a small library similar in size and function to that at Evans. In these scenarios, it is assumed that Giles will remain the primary library and will serve as the administrative hub for all other library locations.

Workplace

Workplace needs are comprised of three distinct space types: offices (including both private and shared offices and workstations), office service spaces (such as copy rooms, break rooms, and supply rooms), and conference rooms. Office space metrics are based upon title, recognizing that space needs vary according to job function.

Both Giles and Cherokee need more space today to serve the current population of faculty and staff. Needs exist in all three space types, but the largest need is offices. This was reflected in engagement sessions concerning both Giles and Cherokee. The office need is likely even greater than the data suggests given that a number of faculty

and staff are working in spaces that have been converted into makeshift office space as a temporary solution. These spaces show as office space in the analysis but should be returned to their original purpose (most commonly meeting/seminar rooms and storage rooms).

Future space needs at Evans are also high, nearly double the existing amount of office space, but much of this will be addressed in the planned renovation of the first floor to accommodate the nursing department. Similarly, the current office needs at Giles will be alleviated with the near-term renovation of the lower levels of Terhune, which will add office space where none previously existed. The move of Nursing from Giles to Evans will free up a number of offices as well.

Other Administrative Space

This category includes administrative and support spaces that contribute to a comprehensive campus experience. Spaces include bookstores, vending, meeting rooms, welcome center, lactation rooms, central storage & receiving, and telecom rooms. Of these, the most common need mentioned during engagement sessions was more large meeting spaces, particularly those that could be used for community events. As Cherokee becomes a comprehensive campus serving a much larger population, its needs for additional administrative space are very high. Providing these spaces will make Cherokee a full-service campus where students can access all of the services they need.

Assembly Space

Assembly space includes areas for large gatherings, often with fixed seating. These spaces are typically used for large college activities such as speakers and pinning ceremonies, but also for community events. Giles currently

has an auditorium, although its size limits the events that can take place. Downtown also has an auditorium that has been restored and is used for SCC and community events.

Dining

This category includes food service locations where seating is provided. Under that definition, there is currently no true dining space on any SCC campus. At Giles, this need is partially met by an outside vendor who brings limited amounts of food to campus around lunchtime most days, but this service is limited and lacks permanence. Dining was one of the most requested improvements mentioned during engagement sessions. Access to food is critical for students, faculty, and staff, and this space often doubles as informal gathering space and meeting space for large groups. Options for dining space range from cafeterias to coffee-shop spaces similar to the inactive café in the library lobby, as well as grab-and-go options that provide quick and healthy meals to students on the run.

Informal Student Space

This category includes spaces where students study, relax, and collaborate. Although the metrics distinguish between study and lounge space, the line between these two space types is often blurry as students study in an array of places. Informal space should be distributed across academic buildings and not concentrated only in the library. At a community college in particular, it is important to have space where students can gather with other students, spend time studying before an exam, and meet with a professor after class. Providing this space near the classrooms is critical for commuters whose only other option is to sit in their car if convenient informal space is not available.

Any academic building should have informal space that is easily accessible and located near other amenities such as vending, restrooms, lactation rooms, printers, and other student-friendly facilities. Ideally a large portion of



Informal student space

informal space is located near main entrances to make wayfinding intuitive. However, options for other types of informal space should also be provided: spaces that are quiet and tucked away, spaces with different types of furniture (soft seating in some areas, tables and chairs in others), and spaces of varying scales. Providing options ensures that each student can find a space that works for them in that moment.

Recreation Space

Recreation space is generally available to faculty, staff, and students to use for exercise or other recreational activities. The only space the currently meets this definition is the gymnasium at Evans, although its use is limited by noise constraints for the offices below and by the non-regulation size of the basketball court. Recreation was frequently listed as a desired campus amenity during engagement sessions. Although the space needs analysis is focused on indoor space, outdoor recreation is another way to add amenities to the campus. Recreation space can demonstrate a commitment to the overall health and well-being of the campus community. Recreation spaces at Giles and Cherokee could support modest recreation centers with cardio and weight machines, stretching areas, and flexible rooms for dance and yoga. Smaller campuses may look to provide flexible fitness spaces that can be programmed in a variety of ways.

Athletic Space

This category relates to spaces specifically designed to serve the needs of intramural or intercollegiate athletics, programs that do not currently exist at SCC but that are planned for the future. Although the plans are not fully developed, space needs are likely to include a gymnasium, locker rooms, weight room, fitness room, team room, and athletic training facilities. Many of these spaces could serve a dual purpose with recreation, especially when the athletics program is ramping up.



Downtown gymnasium



Spark Center

Spark Center

The Spark Center is an important community partnership that is currently concentrated at Tyger River. There are plans to expand the Spark Center to serve Cherokee County with a facility about one-third the size of the Tyger River center, with a small portion of the space used for offices, meeting, and collaboration space, while the majority is dedicated to warehouse space.

Early College/Other Partnership Space

Other community partnerships that require dedicated space at SCC include the three existing early college programs (at Giles, Evans, and Cherokee), Ready SC at Tyger River, and space used by local governmental agencies at both Cherokee and Giles. Additionally, there are plans to add a childcare center at Giles to serve community needs as well as those of SCC faculty, staff, and students. The childcare center will require additional space at Giles, but otherwise, these community partnership spaces are anticipated to remain the same as today.

Welcome
CHASERS



LOVE
WHERE YOU
LEARN



Since 1963

#SPARTANBURGCOMMUNITYCOLLEGE



Dream it; Chase it.

03

Vision for the Future

Guiding Principles



Guiding Principles

Key themes emerged from the campus analysis and robust engagement to form the guiding principles for future planning efforts. These principles are derived from existing conditions, aspirations, and the future trajectory of SCC; and should guide the plan and decision making as implementation moves forward.

Celebrate the Natural Ecosystem, Landscape and Context

Highlight, celebrate, and enhance the existing natural ecosystem on campus to support the well-being of people and planet.

With Giles as a registered arboretum, landscape emerged as a crucial element in the campus plan early on with SCC community engagement. Close coordination with the arboretum will be required as Giles evolves and grows. Throughout all five campuses, where feasible, landscape should be embraced as a branding feature with open spaces that support programming and activity. There are opportunities to continue to build on the momentum of Giles to create more living laboratories that support students and the overall ecosystem across the five campuses.

Create a Safe, Welcoming, and Intuitive Campus

Improve accessibility and wayfinding to create a safe, welcoming, and intuitive campus congruent with the SCC brand.

SCC has a strong brand that should be embraced in the built environment to communicate clearly to visitors and students alike. Each campus requires a clear entry with an accessible sequence that can direct the campus community through campus and through buildings. Accessibility for all, walkability, and ease of parking are important factors guiding the plan.

Plan for Efficiency and Supporting Growth

Right-size, renew, and renovate existing space and strategize new space to maximize efficiency and support growth in academics, workplace, and student life.

As supported by the Space Needs Assessment, SCC can improve efficiency and renew existing space, as well as develop new space to support future trajectories in programs and enrollment growth.

Foster a Vibrant Student Experience

Create a vibrant student experience through the activation of spaces and addition of amenities for dining, gathering, meeting, and recreation.

SCC has a strong desire to build community through programming and the built environment. Recent investments like the Student Hub at Giles have provided important assets for students to gather, meet, and collaborate. Further investment is needed to support a vibrant student experience, such as dining, recreation, meeting spaces, activated outdoor space, and large event spaces. The plan also aims to create centralized student service hubs to provide an intuitive and accessible student experience.

Strengthen Industry Partnerships and Workforce Development

Design spaces to foster synergies and connections to strengthen industry partnerships and workforce development, bolstering SCC's economic impact in the region.

SCC will always play a critical role in the South Carolina economy. As an institution, SCC wants to bolster and support workforce development and industry partnerships. The plan supports the expansion of economic development opportunities, creating space for alumni connections, and providing larger multi-purpose and event space to support partnerships.





04

Campus-by-Campus Vision

Giles
Cherokee
Tyger River
Downtown
Union
Signage & Wayfinding

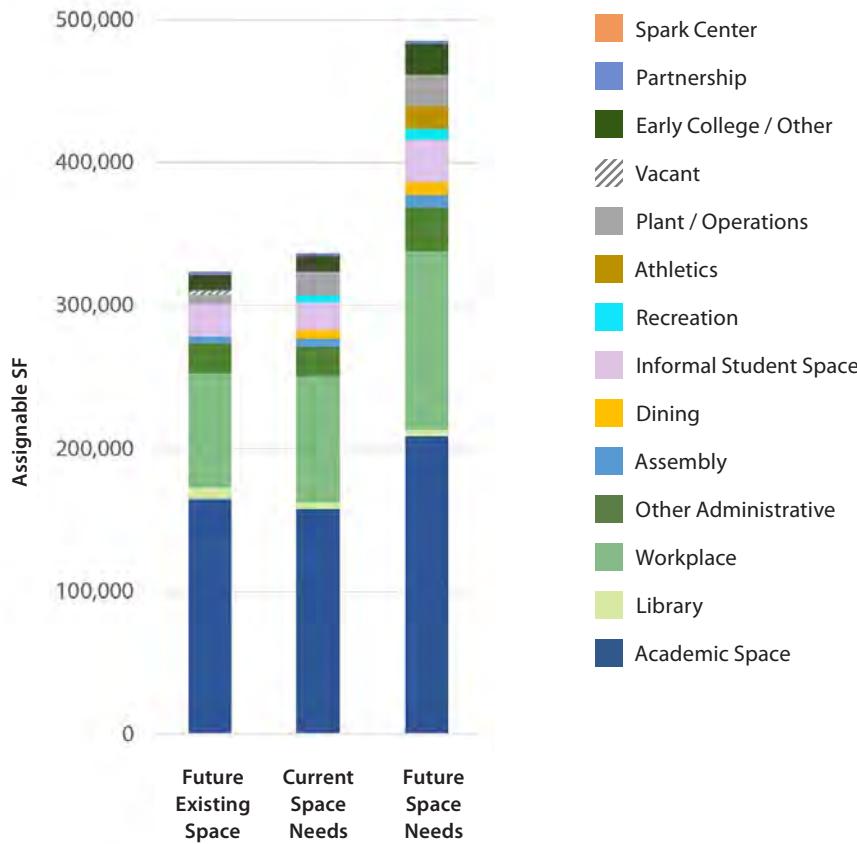
Campus Today

The campus today is comprised of buildings ranging in age from the original days of the college (Hull Building, 1963) to more recent structures such as the Health Sciences Building (2001) and the Library Learning Resource Center (2006). Recent renovations have started to bring updates to some classroom and offices spaces, but several buildings such as Hull and Ledbetter lack modern amenities and infrastructure. Buildings are largely situated around a large central parking lot, making it difficult for pedestrians to move between buildings and limiting opportunities for interaction with the grounds and arboretum. The campus-wide survey revealed a strong desire for student support and resources to be more easily accessible and for the campus in general to be more intuitive to navigate.



Giles Space Needs

Giles is currently in need of more space than it has. Space needs are especially great for offices and conference rooms as well as for space types that don't currently exist on the campus: dining, recreation, athletics, and childcare. To support a future enrollment growth of 50%, the campus will need to be expanded by 240-275,000 gross square feet, roughly three times the size of the Health Sciences Building.



GILES PROPOSED PROJECTS

- A** Heart Building
- B** Administrative and Outreach
- C** New Academic Building
- D** Day Care Center
- E** Campus Operations Center
- F** Recreation Center
- G** Future Academic Building

- Proposed New Building
- Proposed Renovation
- Existing Building





Heart Building

A new 110,000 GSF building will serve as the heart of campus, where students, faculty, and staff can gather to dine, study, and relax. A focal point of the building will be a dining facility with a large seating area that can also serve

as a large meeting area for college and community events. With additional spaces for classrooms, labs, offices and collaboration, the building will be alive with activity throughout the day.

Heart Building and New Academic Building



New Administrative & Outreach Building

New Administrative & Outreach Building

To create space in the Terhune Building for consolidated student services, administrative functions such as Marketing and the President's Office are proposed to be moved to a new 116,000 GSF building at the corner of campus. In addition to office space, the building will include space for community gatherings to support outreach efforts in the Upstate region.

Terhune Renovations

To better serve student needs, renovations are planned in the Terhune Building. This will allow for the consolidation of services and minimize inconvenience for students.

Library Renovations

Library functions have changed in recent years as many resources have moved online, leaving surplus space in the existing library. Proposed renovations to this space would allow student academic services such as The Learning Center to be co-located with the library. Creating a secondary entrance to the library would make it more easily accessible from the center of campus.

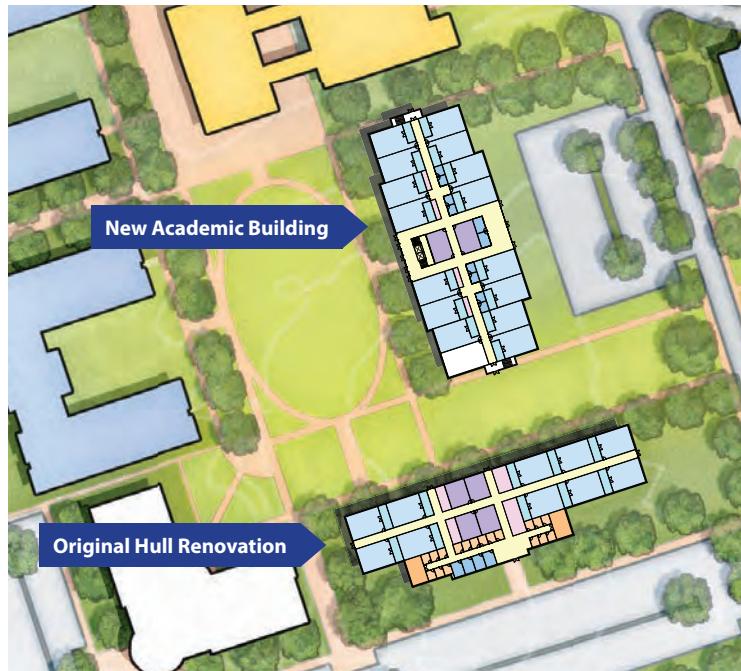
New Academic Building

A new 90,000 GSF academic building is proposed to replace the northern portion of the Hull Building. The current space is not conducive to modern pedagogies, and the construction type does not lend itself to flexibility. The new building will contain teaching laboratories, classrooms, academic offices, and student study/gathering space.

Hull Partial Renovation

The southern portion of the Hull Building was the first building on the SCC campus. It has been renovated over the years to adapt to changing needs and is currently the home of several student support services that are proposed to be centralized in the Library and Terhune Buildings. This portion of Hull, at approximately 31,000 GSF, is proposed to be converted back into academic space to house computer science labs that are currently in the Ledbetter Building.

Level 1



Level 2



Day Care Center

To serve the needs of the community as well as those of students, faculty and staff, a 16,000 GSF day care center is proposed away from the main part of campus but with convenient parking for parents.

Campus Greens

A series of new campus greens are proposed as the focal point of the campus, increasing safety and the walkability of the campus. The central parking lots will need to be relocated to the perimeter of the campus to make space for the greens, and a new roundabout near the New Cut Road entrance will make vehicular traffic more intuitive.



Campus Operations Center

Relocating the parking lots will require the relocation of the Operations Building, which is proposed to move to the edge of campus near the County Emergency Services Building in a 40,000 GSF facility. This will allow the operations team to be in a single location rather than spread across campus, and it will provide them with adequate space to properly maintain the campus.

Recreation Center

To support the needs of the SCC community as well as the community at large, a 90,000 GSF recreation center is proposed near the new Administration Building. This building will provide wellness space such as a fitness center, yoga/dance studio, and a basketball court. Additional facilities will support a future athletics program.

Renovated Powers Building

The Powers Building houses a number of classrooms as well as teaching labs for science and horticulture. Many of the systems and finishes within the building are beyond their useful life, creating disruptions and distractions to the learning environment. Proposed renovations will continue the upgrades that have been done in recent years to modernize all wings of the building.

Demolition of Gault and Ledbetter

Once the programs currently housed in Gault and Ledbetter are relocated, these buildings are proposed to be demolished. Neither building is in good condition. The size of Gault limits its usefulness, and the layout of Ledbetter is not conducive to the administrative and academic functions that are housed within it.

Future Academic Building

As space needs change, and if enrollment grows beyond the projections in this study, an additional academic building consisting of classrooms, labs, and support spaces could be constructed. This building could be up to 90,000 GSF depending on the needs at the time of construction.

Cherokee

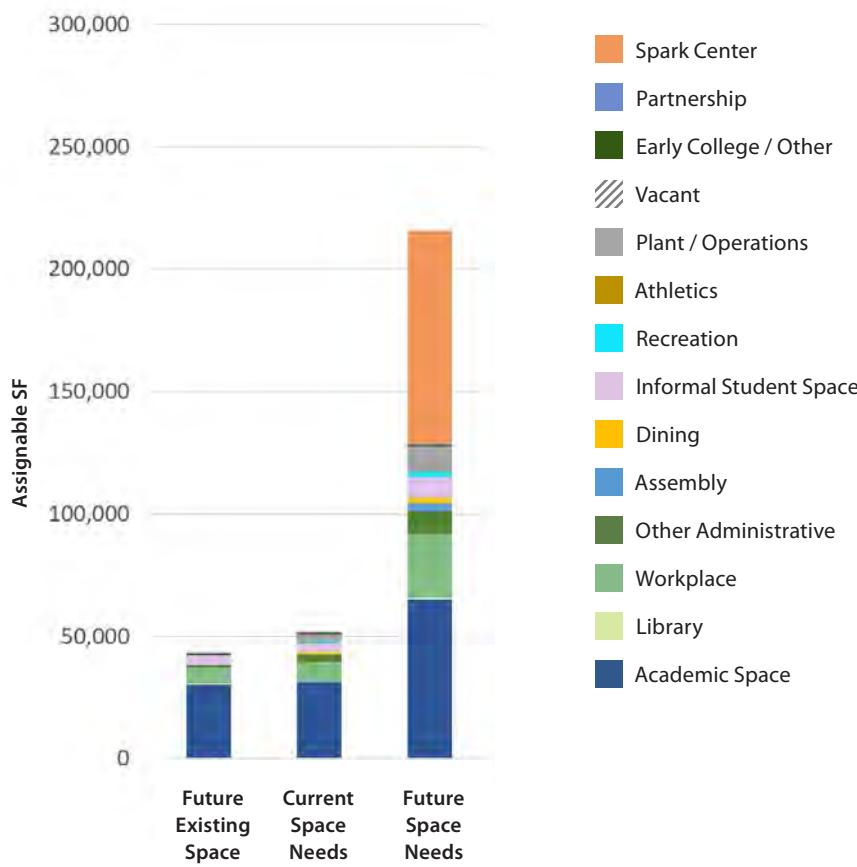
Campus Today

Cherokee today is split in two portions, with movement between the two sides of campus generally done by car. The main academic buildings, CAMIT, and Peeler, face a large parking lot, and there are limited opportunities for outdoor events or gatherings. The College is in the process of acquiring adjacent parcels of land which will allow for expansion as well as visibility from the highway.



Space Needs

Cherokee also needs more space than it currently has, particularly for offices. Informal space is technically in surplus, but much of this space is in the Parris Building and not available to most students. Space needs in the future accommodate not only an enrollment surge and becoming a comprehensive campus, but also the addition of the Spark Center to this campus. Total space needs in the future are anticipated to be 130-145,000 gross square feet more than today plus 100,000 gross square feet for the new Spark Center.



CHEROKEE

CHEROKEE PROPOSED PROJECTS

A New Academic Building

B Heart Building

C Spark Center

D Central Energy Plant

■ Proposed New Building

■ Proposed Renovation

■ Existing Building



Heart Building

The current campus lacks a front door, a central welcoming point and hub of activity. A new 80,000 GSF building is proposed to serve this purpose. It will include dining, community meeting space, and gathering spaces in addition to campus administrative offices and the library. It is proposed to be located adjacent to parking to make the visitor experience as seamless as possible.

New Campus Green

The current central parking lot is proposed to be converted into a campus green, one of several that will link the new buildings and provide outdoor gathering spaces as well as unify the campus. Parking will be relocated to the western portion of the campus, with smaller lots adjacent to the outlying buildings.

New Academic Building (Phase 1 and Phase 2)

A new 55,000 GSF academic building is proposed below the Peeler Building, giving the campus improved visibility from I-85 and adding much needed instructional and office space to the campus. The building will include both general purpose classrooms as well as flexible labs that can be adapted as workforce needs change. A future phase could add an additional 36,000 GSF to this building as enrollment continues to grow.



View of the future Cherokee campus

Spark Center

A new Spark Center similar to that at Tyger River is proposed for the Cherokee Campus. Much of the 125,000 GSF building would be warehouse space for businesses that are launching in the area, with additional spaces for these businesses to use as workspace, collaboration space, and meeting space. Taking advantage of truck access to this building, SCC would maintain campus operations facilities and central receiving areas within this building.

Peeler & Parris Building Renovations

As the heart building and new academic building relieve some of the pressure on the existing campus buildings, renovations are anticipated for the Peeler Building and Parris Building. With Parris set apart from the rest of campus, careful consideration needs to be given to the programs that are eventually housed in this space.

Tyger River

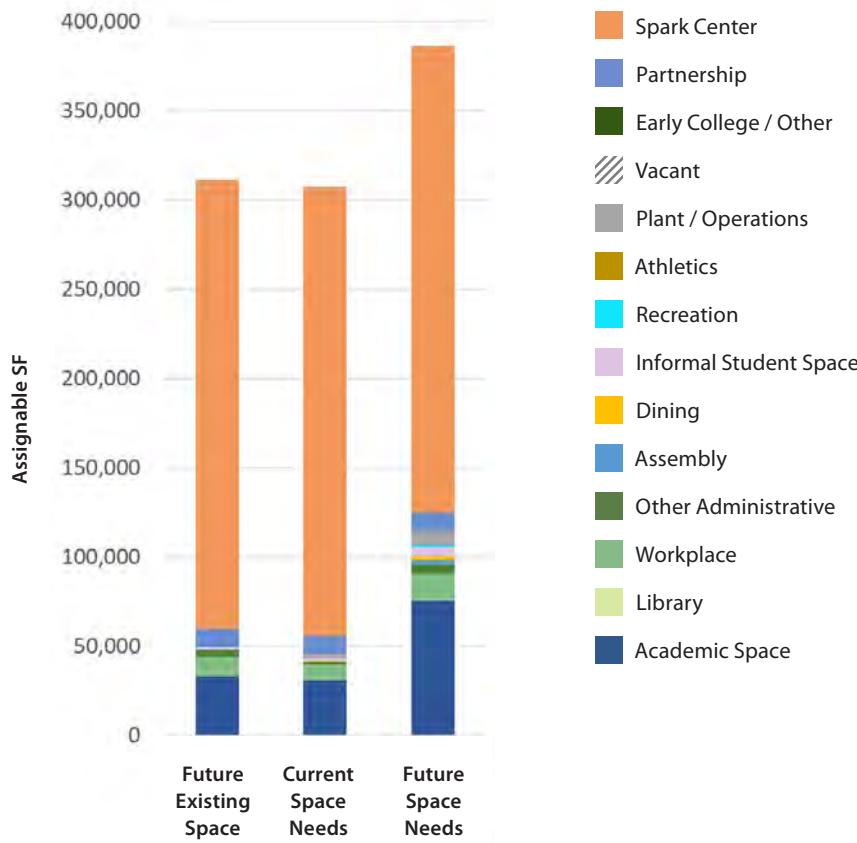
Campus Today

Tyger River is comprised of two buildings that were built for local industries and converted for instructional use. The two buildings, although close in proximity, are not connected by a pedestrian path, and people typically drive when they need to move from building to building. The Tyger River Building sits along a major roadway but does not have a collegiate appearance. Interior renovations have brought numerous upgrades to the instructional spaces, but wayfinding can be challenging due to the size and layout of the buildings. The outdoor spaces are largely paved and focused on vehicular access rather than interaction.



Space Needs

Space needs at Tyger River are in balance at present time, with needs just slightly lower than actual space. In the future, however, approximately 110-130,000 gross square feet will need to be added to accommodate the expansion of both credit programs and community & continuing education at this campus. Consideration should be given to spaces that are flexible to meet the rapidly changing needs of the region's workforce.

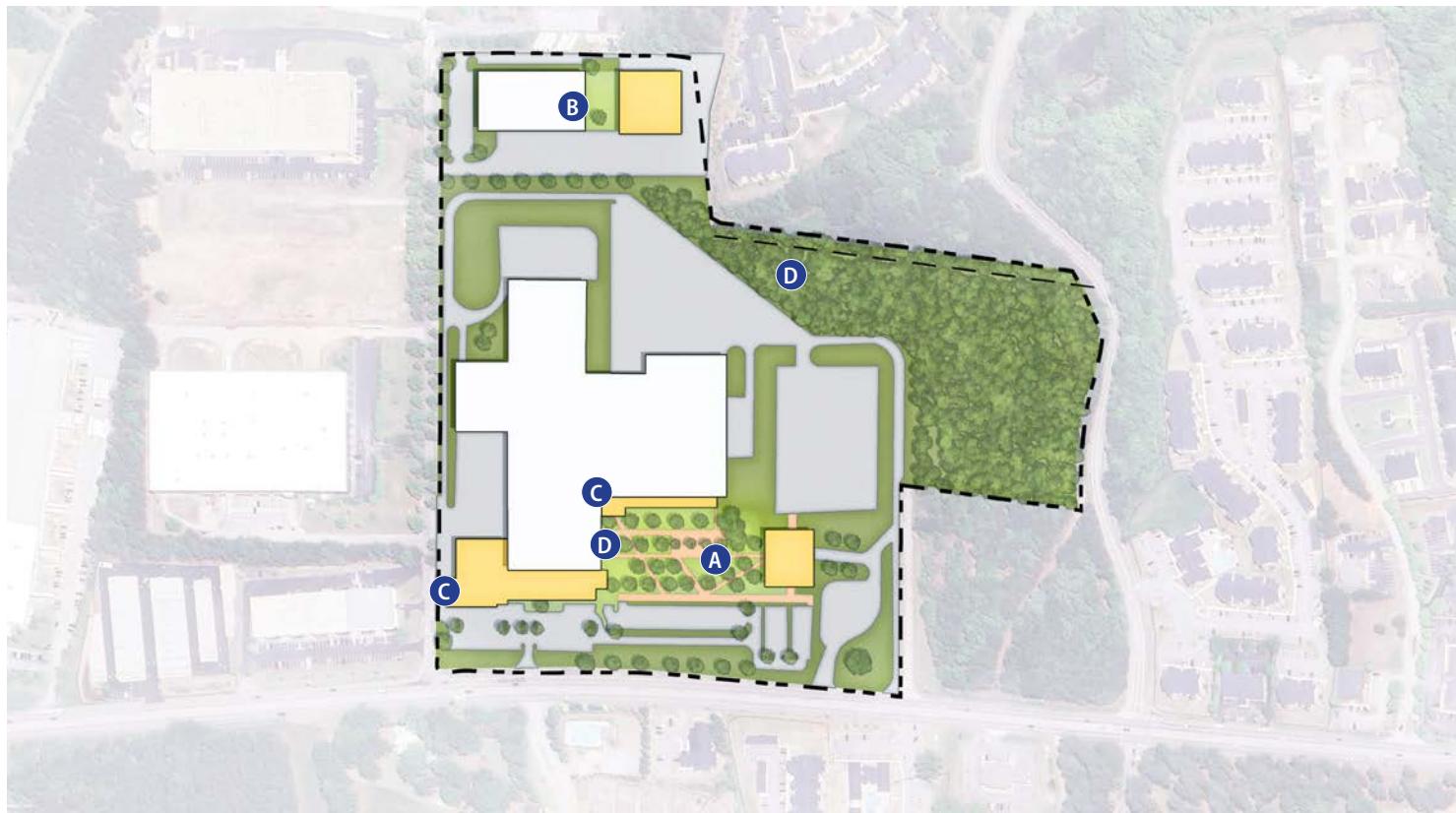


TYGER RIVER PROPOSED PROJECTS

- A** New Academic Building
- B** Automotive Shop
- C** Façade Improvements and Expansion
- D** Plaza and Trail Connection

Proposed New Building

Existing Building



New Academic Building

A new 60,000 GSF academic building will centralize academic programs and give the College more presence along East Main Street. This building will house general-purpose classrooms as well as teaching labs for programs such as massage therapy, esthetics, and computer science. The academic spaces will be supported by study and gathering space as well as academic offices.

Automotive Lab Facility

A state-of-the-art automotive facility is planned in a new 50,000 GSF building near the existing BMW Training Center. This space will allow the College to provide instruction to bolster the local industry by training students in the rapidly evolving automotive technologies. The space should be flexible and ready to adapt to new technologies quickly.

Façade Improvements and Facility Expansion

To address the visibility of the main building, bring a more collegiate character to the campus, and add space that will be needed in the future, a series of additions are proposed to the south edge of the Tyger River Building. The new spaces will include an auditorium, an improved front door and reception area, and flexible space for future programs and needs, to be phased in over time.

New Outdoor Plaza

A new outdoor area adjacent to the Tyger River Building and New Academic Building will provide space for both formal and informal gatherings and events. This area will provide relief from the paved surroundings and provide the Tyger River Campus some of the outdoor opportunities and amenities that are enjoyed at other SCC locations. Additionally, the campus is anticipated to be connected to the Tyger River Loop with a trail connection south of the BMW Training Facility.

Downtown

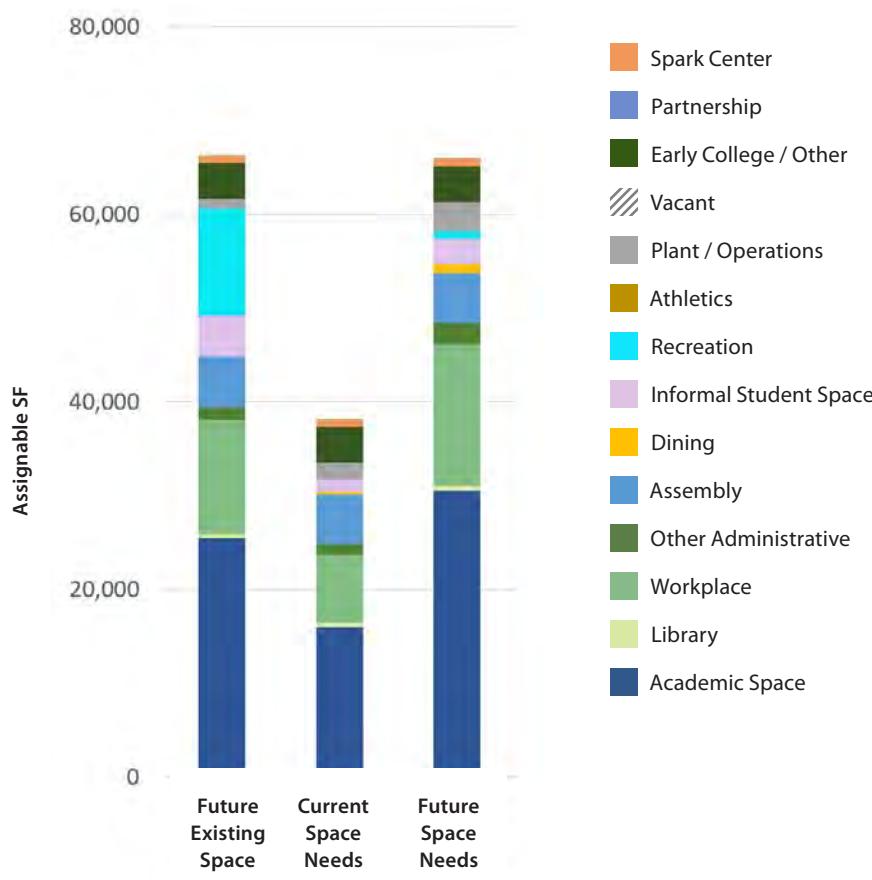
Campus Today

The Downtown campus is housed in the historic Evans Building, a former city high school. Parking is plentiful and the building and grounds are well-maintained. Gathering and study spaces are located throughout the building, with the majority on upper floors. A renovation currently underway will relocate the Nursing Program from Giles to the first floor of Evans.



Space Needs

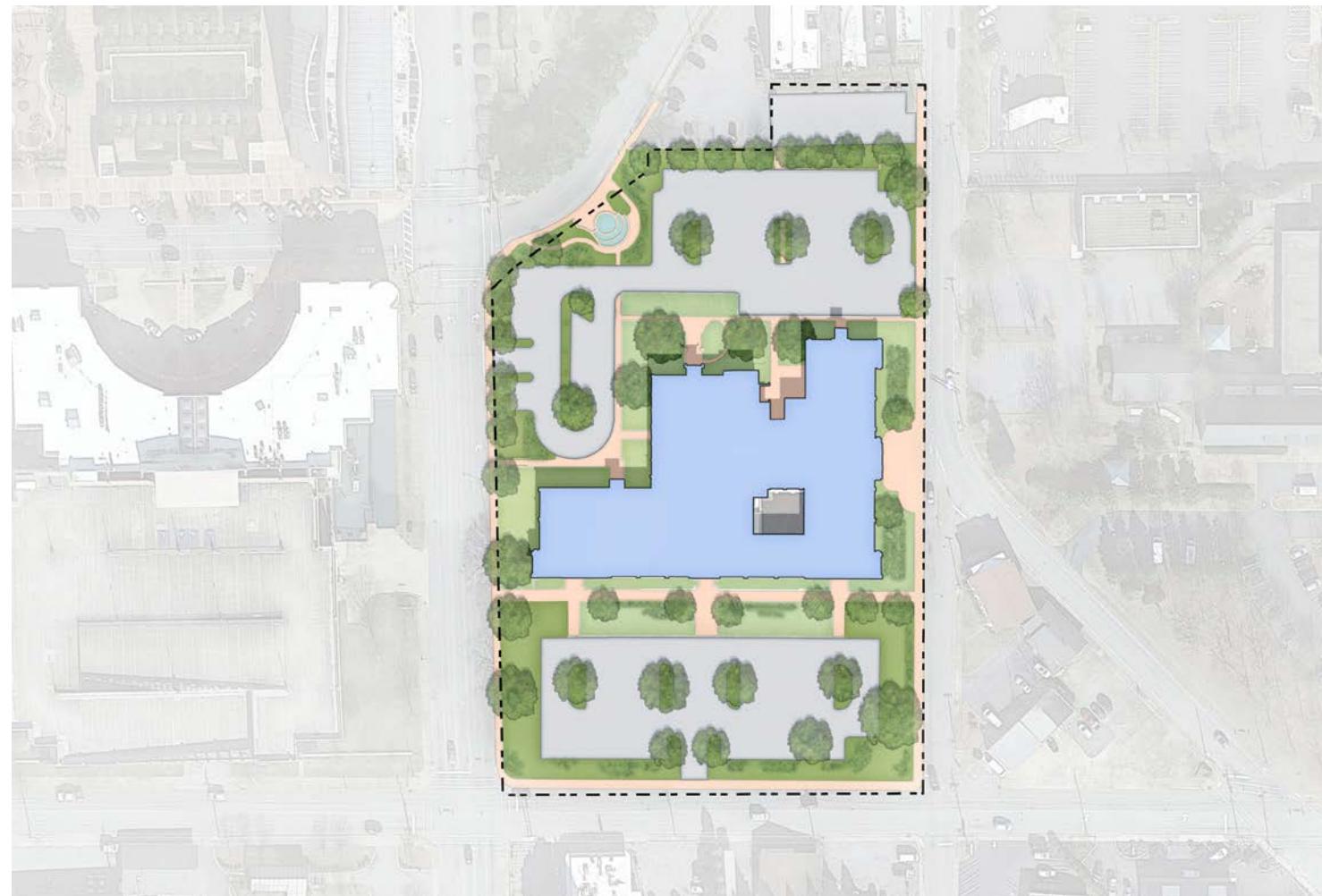
Current space needs at Evans are lower than the actual amount of space, with surpluses in nearly every category. As Evans grows in the future and expands its offerings, its needs will match the amount of the space in the building, though some changes will be needed to make sure that space types are aligned with space needs. Consideration should be given to the best use of the gymnasium; it is more recreation space than is needed for a campus of that size and has limitations in terms of its use. The space might be more useful if converted to other space types such as labs, meeting spaces, and offices.



DOWNTOWN

DOWNTOWN PROPOSED PROJECTS

 Proposed Renovation



Heart of Campus

Evans lacks a central gathering space, a hub where students, staff, and community can come together. This space would ideally be located on the first floor of the building for convenience and visibility. This area could include a small dining presence, flexible meeting space, and student services such as The Learning Center.

Repurposed Gymnasium

As the downtown location evolves, consideration should be given to the best use of the gymnasium. The dimensions of the space and its location on the second floor limit its usefulness for recreation, but the clear-span nature of the space makes it unique in this building which is otherwise limited by masonry walls. Possible uses of the space include flexible teaching labs, simulation space, large meeting rooms/classrooms, and administrative space.

Union

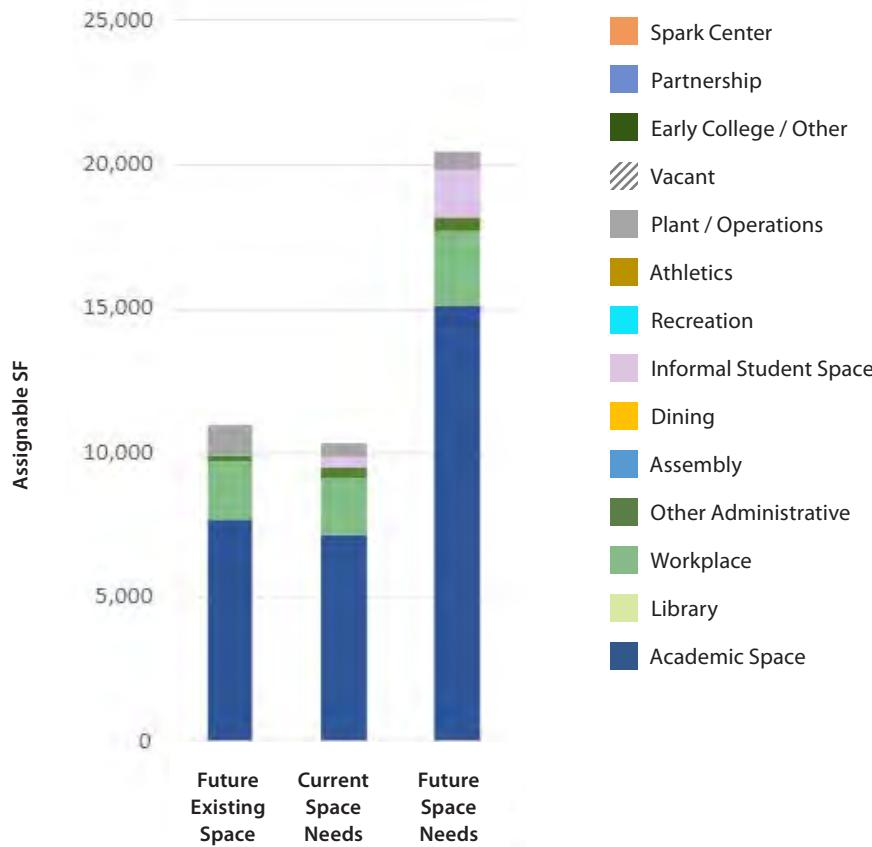
Campus Today

The Union campus is a single leased building housing several classrooms, teaching labs, and offices. Parking is plentiful and the building is well-maintained.



Space Needs

Union currently has slightly more space than needed but lacks informal student space altogether. A large flexible lab space has been converted into building operations space; this can be converted back to support academic programs. The expansion of CCE programs will require an addition of approximately 14,000 GSF of new labs and training facilities.



UNION PROPOSED PROJECTS

A Academic Expansion

■ Proposed Addition

■ Proposed Renovation



Academic Expansion

Expanded academic facilities totaling approximately 10,000 GSF will allow SCC to expand its workforce training in Union County. The new facilities will feature flexible, multi-use labs and community rooms as well as campus operations spaces.

Interior Renovations

Renovations within the existing building will add flexible teaching labs and student support space.



ACADEMIC EXPANSION

Lab	Classrooms
Community Space	Corridor
Reception / Student Gathering	Maintenance
Offices	Stairs / Mechanical

Signage and Wayfinding

In alignment with guiding principles set forth in the vision for Spartanburg Community College campuses, the objective of the following signage and wayfinding recommendations is to create a safe, welcoming, and intuitive campus congruent with the SCC brand and identity.

From the earliest inception of the wayfinding and signage study, direct involvement by a broad group of stakeholders was deemed essential to the success of this endeavor. Active participation of stakeholders, guided by Ayers Saint Gross, ensured that the processes of Discovery and Concept Development was thorough and responsive to the needs and interests of the SCC community.

Key wayfinding planning objectives ensure the development and implementation of signage and other tools that support the Campus Master Plan. Wayfinding planning and implementation should:

- Improve the visitor experience and support the SCC brand.
- Be extensible and flexible to accommodate a growing population and diverse needs for current conditions and planned improvements.
- Complement the campus character and traditions, while celebrating its best features.
- Be effective and efficient with a thoughtful economy of information in strategic locations.

The proposed signage system reinforces these objectives, offering design, messaging, and location methodology recommendations that will provide the campus community and visitors needed information at critical decision making points.

The following overview summarizes the full wayfinding effort, which is detailed in Appendix 4. The signage and wayfinding appendix includes general recommendations for an integrated system approach to vehicular and pedestrian directional signage as well as interior building signage that will strengthen the identity and physical environment of the SCC campus system.

Methodology Overview

The success of a new sign system must not only rely on their thoughtful placement within the campus's built-environment, but also within the context of a broader wayfinding strategy. This strategy must include a variety of tools and technologies that respond to the needs of visitors and community, while complementing each other as they work to create a carefully crafted sequence of wayfinding guidance.

Regardless of age, mobility needs, or preferred mode of transportation, SCC intends to develop a wayfinding and signage system that serves a diverse and transformative learning community and its guests. Wayfinding begins before a visitor arrives at a destination, and signage is only one tool in the wayfinding continuum of experiences and information that guide people to points of interest. Websites, print collateral, apps, event advertising, and personal conversations are other examples of wayfinding tools that help guide audiences before they arrive. Identifying key destinations on all campuses and ensuring consistent destination naming conventions is paramount. For signage with limited messaging areas, thoughtful abbreviations will be utilized to promote legibility and recognition.

Overall, exterior wayfinding signage is primarily intended for first-time or infrequent visitors, and is divided into two hierarchies: vehicular signage and pedestrian signage. Vehicular signage guides to parking and key destinations, while pedestrian signage provides orientation and guidance to destinations when traveling on foot.

Observations and Recommendations

To better understand the current signage and wayfinding strategies on campus, the design team analyzed the campus setting, circulation patterns, and sign types. The information gathered during this phase is summarized into the following key observations and recommendations.

Gateways. Campus gateway signs should be consistent and branded. Clearly identifying campus entries welcomes visitors, supports campus identity, and promotes planned wayfinding sequencing. Appropriately scaled campus identification signage should be located at primary vehicular entrances with a smaller identification sign placed at secondary entries.

Vehicular Directional Signs. Monument signs along vehicular routes on approach and throughout campus will clearly direct visitors to parking first followed by a limited list of specific key destinations those lots serve. Naming conventions will be consistent and carefully abbreviated in consideration of limited messaging space, size of lettering, and speed of passersby.

Parking Signs. Parking lot signs announce the arrival to a particular parking lot on campus. These complement other vehicular directional signs in scale, message, and placement relative to motorists. The universal parking symbol is used on all parking signs as the primary identifier. Parking lots will be organized and named alphanumerically. Additionally, lot signs should include any regulatory or accessible information. In larger lots, it is recommended that secondary signs denoting lot identification be spaced and placed evenly on light poles throughout.

Map Kiosks. Map kiosks will be located at transitions from vehicular to pedestrian navigation such as parking lots and pedestrian drop-off areas. Additionally, locations with heavy pedestrian traffic and merging pathways should be considered to help reinforce orientation within the campus setting. Map kiosks may be single-sided and parallel to a pathway or double-sided and perpendicular to a pathway based on site conditions and visibility. Maps should offer multiple layers of information, such as ADA routes and departments within buildings.

Pedestrian Directional Signs. Pedestrian signs are used to assist visitors in navigating and comprehending a physical environment. Guidance for pedestrians should be sequenced along carefully planned routes, clearly marking accessible routes that will be reinforced with ADA "trailblazers." Pedestrian signs are not intended to provide direction to every location or building within an environment, but are instead designed to guide audiences to identified key destinations.

Building Identification Signs. Building signs are used to identify the arrival to a particular building or destination. Building signage should include the building's complete name, congruent with its naming on print and digital maps. Building signage should be considered in two scales: ground-mounted, which will include information about destinations within the building as well as accessible routes, and facade-mounted signage, which should be scaled according to building size and distance from viewer. Additionally, facade-mounted address signs should be installed on all buildings to assist first-responders.

Interior Building Signs. The primary objective of the interior sign system is to provide people with the necessary information to assist them to find their way to their destinations along their chosen routes through buildings. The information provided may be typographic or pictographic. The interior sign system will provide for uniformity throughout all buildings on SCC campuses while meeting national, state, and local ADA guidelines.

The system shall include the following three components:

- **Identification Signs.** Identification signs identify destinations and they provide the user with information about the room use or occupants.
- **Regulatory Signs.** Regulatory signs inform people about a destination or a space. Where applicable, these signs serve as a warning to the user of both eminent and potential hazards in the space.
- **Wayfinding Signs.** Wayfinding signs provide people with directions to key locations within a building and can be supplemented with an overview of the building at building and floor entires. They are placed and spaced to guide along the most direct routes, denoting accessible paths.

Design

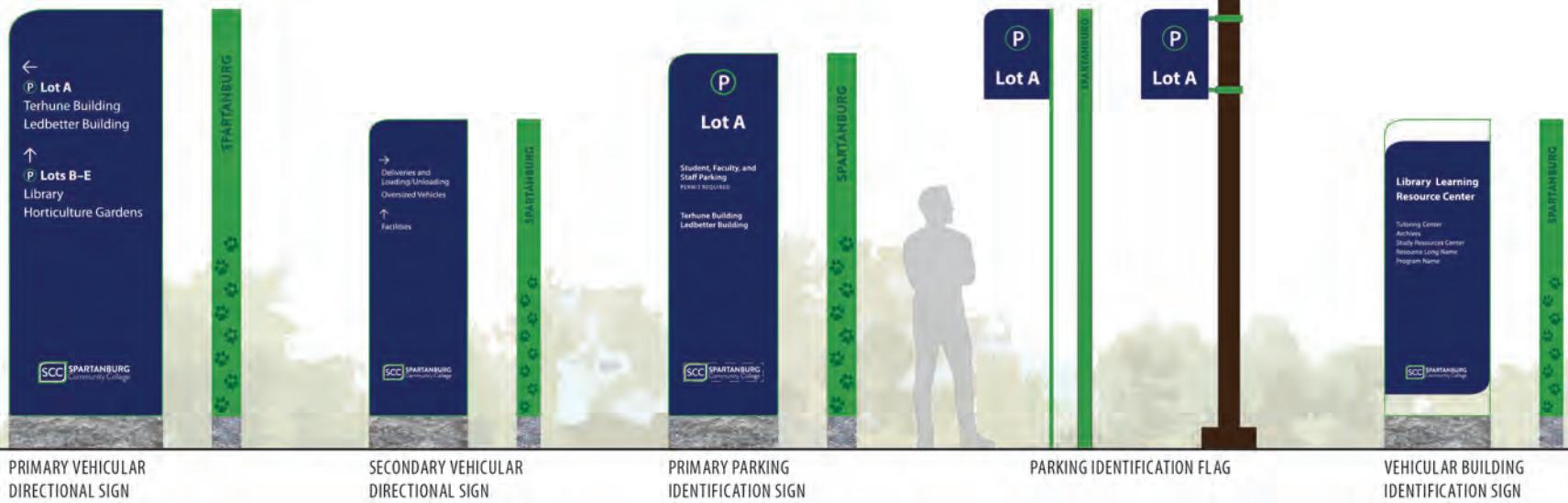
Signage is one of the first things a visitor sees when arriving to a new destination. In both form and function, it serves as an introduction to the spirit of a place. To that end, it is important that Spartanburg Community College signage incorporates the system's graphic standards and creates a sense of place for students, visitors, faculty, and staff.

A consistent visual identity is strengthened by adhering to graphic and color standards not only within the family of signs, but across all wayfinding elements to the greatest extent possible. By establishing a consistent graphic and color scheme to connect different

wayfinding elements, each element can support one another as part of a robust, comprehensive system.

The graphic inspiration for the proposed signs families builds on the college's updated brand standards (2021). SCC's logo mark, colors, typography, and graphic standards are utilized within the sign family to reinforce branding throughout the campuses. Typography sizes have been chosen to comply with best-practice standards and improve legibility and communication. Whenever possible, symbols have been limited to common, universally interpreted pictograms to ensure messaging is inclusive to visitors.

Below Proposed exterior sign system. Detailed elevations and graphic standards are available in Appendix 4.



DAN L. TERHUNE BUILDING



MAP KIOSK SIGN



PEDESTRIAN
DIRECTIONAL SIGN



PEDESTRIAN
BUILDING
IDENTIFICATION SIGN



ACCESSIBLE PATHWAY
DIRECTIONAL SIGN



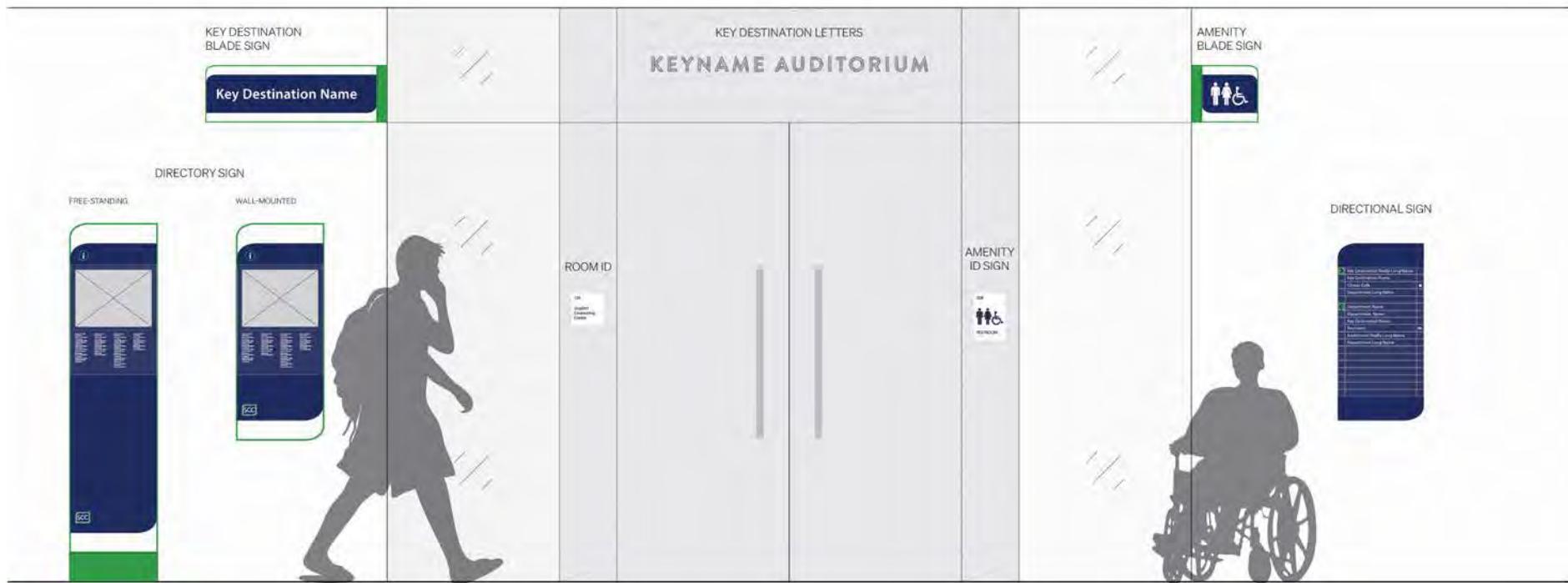
PEDESTRIAN BUILDING
IDENTIFICATION SIGN



BUILDING ADDRESS PLAQUE



FACADE-MOUNTED BUILDING LETTERS



Proposed interior building sign system. Detailed elevations and graphic standards are available in Appendix 4.

Wayfinding Implementation

To implement a successful, comprehensive wayfinding system, individual elements should be developed with careful planning. Implementation should also carefully consider the need for smart, efficient programming and design, realistic cost estimating and project phasing, as well as policies and procedures that will support the wayfinding system for decades to come.

With the completion of the sign family concepts, the first step of signage implementation should be careful campus-wide programming and the development of bid documents performed by a consultant with sufficient experience to establish proper messaging and locations for each element in the sign family within the context of the physical environment.

This programming process should be carefully guided by the Signage and Wayfinding Plan outlined in Appendix 4 and a knowledgeable Advisory Committee or other planning authority.

The Advisory Committee should thoroughly review the sign locations, key destinations, and other messaging, as well as the physical design of the signs to ensure they are meeting the strategies and principles established in these guidelines.

Typography, colors, and materials should be evaluated in high detail in the form of full-scale mock-ups that clearly illustrate not only the visual character of each sign, but also confirm that their fabrication meets expectations.

When complete, the programming schedules and design details for each sign should be incorporated into guidelines that will inform future development.



05

Implementation



This plan proposes many projects across the five SCC campuses. An implementation schedule takes into consideration priorities of the College, funding availability, enabling projects, and space needs as programs evolve.

	Giles	Cherokee	Tyger River	Downtown	Union
Near term (0-3 years)	<ul style="list-style-type: none"> Daycare Operations Center Administrative & Outreach Building Relocation of Parking Terhune & Library Renovations 	<ul style="list-style-type: none"> Academic Building (Phase 1) Spark Center 	<ul style="list-style-type: none"> Automotive Facility 	<ul style="list-style-type: none"> Heart of Campus 	<ul style="list-style-type: none"> Academic Expansion
Medium term (3-6 years)	<ul style="list-style-type: none"> Heart Building New Cut Road Entryway Improvements Academic Building (North Hull Replacement) 	<ul style="list-style-type: none"> Heart Building 	<ul style="list-style-type: none"> Facade Improvements & Expansion 	<ul style="list-style-type: none"> Gymnasium Conversion 	<ul style="list-style-type: none"> Interior Renovations
Long range (6-10 years)	<ul style="list-style-type: none"> Original Hull Renovation Ledbetter & Gault Demolition Recreation Center 		<ul style="list-style-type: none"> Academic Building 		
Future (10+ years)	<ul style="list-style-type: none"> Future Academic Building 	<ul style="list-style-type: none"> Academic Building Phase 2 			
Phased (as able)	<ul style="list-style-type: none"> Powers Renovation 	<ul style="list-style-type: none"> Parris & Peeler Renovations 			



AYERS
SAINT
GROSS


QUACKENBUSH
ARCHITECTS + PLANNERS