



2026 – 2036 Facilities Master Plan

January, 2026



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CONSULTANT TEAM

INTRODUCTION

This Facilities Master Plan (FMP) lays out the history, current conditions, and suggested paths forward for Carroll Community College relative to its facilities. The Marshall Craft planning team has drawn on several resources to inform development of the FMP, including: review of data furnished by the College and from external sources, observations by the consultants, and conversations in meetings with the FMP Steering Committee from 2023 through 2025. The FMP complies with the State of Maryland / Maryland Higher Education Commission (MHEC) requirements. As informed by the original College Request for Proposals, we have developed one additional area of investigation, 'Academic Planning', which exceeds MHEC FMP requirements but, more importantly, helps to inform development of the case for 'need' as well as consideration for updating existing facilities and adding new buildings.

The College has developed a cadre of skilled leadership, faculty, and staff. We have noted comments from the Carroll County community as they hold these persons in high regard. This, in turn, is how the County residents feel about the College itself. It is an important community resource to be appreciated, protected, and heralded throughout the County. We have witnessed the same strengths already well known to others in Carroll County. And let's not forget the deserving students, who typically depend on the College for their own educational experiences and career advancement.

The ultimate focus of this plan is the College's *facilities* – campus buildings, site features, and infrastructure. Accordingly, much of this report will embrace the case for need and justification for improvements to the College's facilities. The history of capital improvements supported by the State and by the County is one of splendid achievements, at times compromised by the need to play 'catch-up'. In several projects, the demand for needed space addressed several often disparate needs at the same time, with buildings serving more than one purpose or being compromised by insufficient budgets. Two exceptions are the Nursing Building and the Learning Resources Center (LRC). But even in the LRC, minor renovations one at a time have resulted in limited areas for the spaces needed for a true learning center. Similarly, some science labs are outdated and too small for 21st-century pedagogy and learning experiences. Some students have noted that the best of the County's K-12 schools provide better facilities than some they find at CCC. The last significant capital project, Building K, was completed in 2010. In the meantime, the population has grown, as well as the need for more and better space.

Chapter 1 lays out the overview of the College from its founding to its current state.

Chapter 2 establishes the needs of the College today, focusing on the need for space in both quantitative and qualitative contexts.

Chapter 3 describes the College today, from Academic programs to buildings and building systems, the campus, and sustainability.

Chapter 4 lays out the basis for recommendations, leading to recommendations for the campus development, including buildings and building systems, both individually and college-wide, the campus, sustainability, and recommended capital projects with budgetary cost estimates.

This Facilities Master Plan provides the foundation and framework for the College, the County Commissioners, and the State to resume the College's pursuit of developing the facilities most needed, now, by the College, its students, faculty, and leadership.

EXECUTIVE SUMMARY

OVERVIEW OF THE COLLEGE

CARROLL COUNTY

Carroll County is located in northern Maryland. It consists of a Piedmont Region bounded by Pennsylvania to the north, the Patapsco River (north branch) and Liberty Reservoir to the southeast, the Patapsco River (south branch) to the south, and the Monocacy River to the northwest.



A rural-suburban county, Carroll has a total area of 453 square miles, of which 448 square miles is land and 5.1 square miles is water. Carroll County is included in the Baltimore-Columbia-Towson, Maryland Metropolitan Statistical Area, which is also included in the Washington-Baltimore-Arlington, DC-MD-VA-WV-PA Combined Statistical Area.

Carroll County was founded January 19, 1837 and named for Charles Carroll of Carrollton, a signer of the Declaration of Independence. The county seat is Westminster, a Union supply depot for the Battle of Gettysburg (July 1-3, 1863) during the American Civil War. The main economic activities are manufacturing and agriculture (dairy, cattle, oats, and corn).

As of the 2020 census, Carroll County's population was 172,891 and grew to a U.S. Census Bureau estimate of 176,639 in 2023, of which 98% are U.S. citizens. In 2022, there were 23.7 times more White (non-Hispanic) residents in Carroll County than any other race or ethnicity. White (non-Hispanic) residents represented 86.8% of the population, 3.66% were Black or African American (non-Hispanic), 2.6% Multiracial (non-Hispanic), and 2.2% Asian (non-Hispanic) residents, the second, third, and fourth most common ethnic groups.

The 2022 median household income in Carroll County is approximately \$111,672.

Carroll's primary occupations are reflected in the American Community Survey (ACS) 2013-2022 released in 2022.



The most common areas of employment by number of people living in Carroll County, Maryland are Management Occupations (13,433 people), Office & Administrative Support Occupations (9,335 people), and Sales & Related Occupations (7,732 people). The above chart illustrates the share breakdown of the primary jobs held by residents of Carroll County.

CARROLL COMMUNITY COLLEGE TODAY

Carroll Community College (Carroll) is a 2-year, public, open admissions, associate degree-granting institution in Carroll County, Maryland, with baccalaureate preparation programs, career education, workforce and business development, and personal and cultural enrichment opportunities. As a vibrant, learner-centered community, the College engages students as active learners, prepares them for an increasingly diverse and changing world, and encourages their lifelong learning. Ten (10) buildings are situated on an approximately 80-acre campus located at 1601 Washington Rd, Westminster, Maryland 21157.

History

Responding to interest expressed by citizens of Carroll County, the Carroll County Board of Commissioners examined the need for additional educational opportunities in the county in 1973. As a result, the county commissioners appointed a team to conduct a special study to review the possibilities, including a community college program that would be available to Carroll County citizens.

Catonsville Community College took an interest in the idea and presented a proposal, which was sent to a Carroll Community College Advisory Committee with the purpose of evaluating the recommendation for a community college. Then, a draft Community College Service Agreement was forwarded to Catonsville Community College.

On February 10, 1976, the Carroll County Commissioners entered into a three-year contractual agreement with Catonsville Community College to establish a branch campus in Carroll County. Approval was given for the Carroll County branch of Catonsville Community College to begin its instructional program for more than 750 students with over 1,500 course registrations.

Consistent growth of the student body and program demands, future planning resulted in several facility changes, with the College's first home in the old Robert Moton Elementary School on Center Street. The county, following the recommendation of the advisory board, purchased a site on Route 32. Following this, the East End Elementary School was briefly used for additional classroom space. Then, in January 1982, the county made the South Center Street building available to the College.

In 1983, the Board of Carroll County Commissioners approved the development of the College's first Facilities Master Plan to guide the physical development of the facilities required to support a comprehensive community college for the citizens of Carroll County. This original Master Plan was approved in 1984, updated in 1994, and revised in 1997. A new Facilities Master Plan for 2002-2012 was approved in 2002 and updated in February 2010 for the period of 2010-2020. This plan was revised in

2015 from that approved in 2010 to become Carroll's current and in effect *Carroll Community College Facility Master Plan 2015 –2025*.

After operating in several different locations in Carroll County, in August 1990, the College celebrated the opening of its current campus on Washington Road, with two buildings—the A Building and the C Building.

In late 1992, the College met with the Middle States Commission on Higher Education (MSCHE) to become accredited as a two-year, degree-granting institution. After visits with the Maryland Higher Education Commission (MHEC) and MSCHE, degree-granting status was offered by MHEC in 1993, and candidacy with MSCHE was awarded later the same year. Carroll Community College was granted full accreditation in 1996 and reaffirmed in 2001, 2011, 2016, and 2021.

The M Building, a multi-purpose building, opened in the fall of 1993 and was entirely funded by Carroll County. In 1997, the L Building was built, and shortly after, the Rotary Amphitheater was completed in 1998. The T Building, which houses the theater, art gallery, and business training center, was opened in 2002, as was the P Building. This was followed by the N Building in 2004. Two small additions to the T Building were constructed in 2006 and 2007. The College's most recent construction project, the K building, was opened in 2010.

Mission

Empowering learners. Changing lives. Building community.

Carroll Community College provides accessible, high-quality educational opportunities to advance careers, enrich lives, and strengthen the community we serve.

Vision

Carroll is our community's first choice for learning.

Values

At Carroll Community College, we demonstrate the following values in all we do:

- Community
- Accountability
- Respect
- Reflection
- Opportunity
- Learning
- Leadership

Mission-Based Institutional Goals

These goals are defined in Chapter 1.

2025-2029 Strategic Plan Core Strategies:

- **Core Strategy I:** Intentionally design innovative programs, services, and environments to address barriers and optimize success.
- **Core Strategy II:** Treat people as a priority by promoting a culture of well-being and belonging that advances academic, personal, and professional growth.
- **Core Strategy III:** Build community through seamless, inclusive, and cohesive experiences that meet individual aspirations and collective needs.

Carroll Community College Civility Statement

Carroll Community College is committed to the highest standards of integrity. As such, we continuously cultivate an environment of mutual respect and responsibility. Students and employees have a right to learn and work in a safe, just, humane, and inclusive environment free from prejudice, discrimination, harassment, and bullying.

- We acknowledge the right to freedom of expression - the right of every individual to think and speak as dictated by personal belief and to disagree with or counter another's point of view.
- We pair the right to freedom of expression with our commitment to maintaining the highest standards of civility, respect, and decency among all members of the College community.
- We recognize the enrichment added to our lives by our diversity, therefore, we endeavor to overcome deep-rooted misunderstandings and biases and foster understanding of the diverse characteristics of the members of our community.
- We reject and confront all forms of discrimination, including those based on ability/disability, age, class, economic status, race, ethnicity, color, national origin, language, visas status, gender identity and expression, sex, sexual orientation, marital status, religion, political beliefs, height, weight, and veteran status within or outside the College.
- We do not accept symbols of hate virtually or on the College's campus unless presented in an educational format as approved by faculty or College leadership.

Digital Accessibility Statement

Carroll Community College is committed to making our entire digital presence perceivable, operable, understandable, and robust for the greatest number of people possible. These four principles, disseminated in W3C's Web Content Accessibility Guidelines (WCAG), form the foundation of Carroll's Digital Accessibility policy.

We strive to meet or exceed the requirements of WCAG 2.0 Level AA for all digital resources, including:

- Instructional content
- Administrative content
- Communications content

Additionally, to provide comparable experience and information access to all students, employees, and the broader community, we commit to equity in the purchase, development, and application of our Information Technologies. This applies to our websites, Learning Management System, courses, assessment tools, and faculty/staff resources.

With this statement, Carroll Community College outlines a long-term strategy rather than a fully accomplished agenda. If you encounter a problem with any of our digital resources, or are otherwise in need of reasonable accommodation, even for a short-term need, please reach out to Disability Services. We are eager to hear your questions, concerns, or feedback, and will do all possible to provide a solution.

Governance and Organization

Carroll Community College's governing board is comprised of seven trustees exercising general control over the College. The board members are appointed to six-year terms on a staggered basis by the Governor of Maryland under Article 16, subtitle 2 of the Annotated Code of Maryland.

The board's primary function is to establish the policies that govern the College and to see that the institution fulfills its mission and goals. The Board of Trustees performs its responsibilities of appointing a chief executive officer, making policy, providing advice on major issues, and providing stewardship of the institution's assets. They are also responsible for approving the academic programs offered by the College and for assuring that the highest possible academic standards are met. The board provides oversight of the financial status and management of the institution. The Board of Trustees appoints a President of the College who serves as the chief executive officer of the College and secretary-treasurer for the Board of Trustees. The board officers consist of a chair, vice-chair, and secretary/treasurer. By law, the College president serves as the secretary/treasurer to the board.

The president is hired by and reports directly to the Board of Trustees. Hired by and reporting directly to the Board of Trustees, the president heads the College's Executive Team, consisting of:

- Vice President of Academic and Student Affairs and Dean of Faculty
- Vice President of Administrative Services
- Vice President of Effectiveness, Integrity and Accountability
- Vice President of Workforce, Business, and Community Education
- Chief Communications and Public Relations Officer

Additional direct reports to the President include: 1) Executive Director of College Standards and Accountability; and 2) Executive Director of Institutional Advancement and College Foundation.

Students, Faculty and Staff

During the fall semester of 2023, the College enrolled an unduplicated headcount of 3,164 students in 25,498 credit hours of instruction, generating 1,700 full-time equivalent student (FTES) enrollments.

Credit Enrollment Summary: Fall 2023

Full-Time Headcount	Part-Time Headcount	Total Headcount	Credit Hours	FTES
901	2,263	3,164	25,498	1,700

Headcount enrollments and full-time equivalent student (FTE or FTES) enrollments are the principal measures of student population. Although headcount is commonly used when referring to enrollments, this measure is generally not used as a primary metric for determining space allowances, needs, or other facility planning purposes. The next two tables provide six-year trend summaries of credit vs. noncredit enrollments first expressed as unduplicated headcounts and then as State-funded FTE.

Headcount Enrollment Comparisons (2018-2023) Credit vs. Noncredit

Headcount	Fiscal Years					
	2018	2019	2020	2021	2022	2023
Credit	4,314	4,256	4,304	4,145	3,806	3,998
Noncredit	7,309	6,785	5,038	3,230	4,602	5,676
Totals*	11,288	10,756	9,117	7,183	8,199	9,391
Noncredit %	64.8%	63.1%	55.3%	45.0%	56.1%	60.4%

*Total unduplicated headcount is the number of unique students served by the institution. The sum of credit and noncredit headcounts will exceed the total because some students are enrolled in both types of courses during the reporting period.

FTE (State-funded) Comparisons (2018-2023) Credit vs. Noncredit

FTE (State-funded)	Fiscal Years					
	2018	2019	2020	2021	2022	2023
Credit	1,880	1,844	1,820	1,759	1,568	1,624
Noncredit	464	432	360	307	358	427
Totals	2,344	2,276	2,180	2,066	1,926	2,051
Noncredit %	19.8%	19.0%	16.5%	14.9%	18.6%	20.8%

Nearly 21% of Carroll Community College's full-time equivalent (FTE) student population is represented by enrollments in State-funded noncredit courses. Maryland's space planning models do not fully provide for consideration of Workforce, Business & Community Education student enrollment data when determining the need for specific spaces for facilities. However, it is rather obvious that the implications of such statistics would have a significant impact on Carroll's need for space.

College staffing for this Facilities Master Plan consists of 78 full-time faculty and 211 full-time staff. The following table illustrates the distribution of personnel who are critical to providing campus environments that foster academic excellence and student success.

Table 1.4: Faculty and Staff (2023)

Category	Fall 2023		
	Full-Time	Part-Time	Total
Faculty (Credit)	78	115	193
Faculty (Noncredit)	0	64	64
Staff	211	108	319
Totals	289	287	576

Programs of Study

Lifelong learning is an integral part of the institution's philosophy, resulting in the continued growth of both credit and noncredit program options. This commitment to serving the learner places Carroll Community College as the leading provider of postsecondary education for Carroll County. In responding to the needs of its varied constituents, the College assumes multiple roles within the community. The continuum of educational delivery spans the needs of County youth in summer programs, high school graduates, young adults and employees in the workforce, professionals, business owners and individuals with the desire to learn for personal enrichment.

Complementing the full degree options is a selection of certificate programs that focus on the technical aspects of the degree, demonstrated by the successful completion of approximately 30 credits. Letters of Recognition are available in selected disciplines and generally require the completion of three courses. Students interested in computer-related technology, accounting, education, office technology, criminal justice, or music can advance their skills by selecting one of these non-degree academic program options.

Degree-Credit Program Offerings

Carroll offers more than 70 credit programs and transfer patterns across a wide range of program areas of study, each providing an in-depth curriculum and professional orientation.

Program Area	AA/AAT	AAS/AS/ASE	Certificate	Letter of Recognition
Advanced Manufacturing		1	2	
Business & Accounting	4	1	3	1
Communication & Language	3			
Computers & Technology	3	4	5	
Environment & Conservation		1		
English to Speakers of Other Languages (ESOL)	program for students who want to enter an academic program of study			
Fitness & Wellness	2	1		
History, Culture & World View	2			
Nursing & Allied Health		5	3	
Performing Arts	3			
Science, Engineering & Math		8		
Social Sciences	4	1	2	
Teaching & Education	7	1		
Visual Arts	5	2	2	
Writing	3			

Students may complete an Associate of Arts degree (A.A.) in the following programs:

Arts and Sciences
Arts and Sciences – Criminal Justice
Arts and Sciences – Forensics
Arts and Sciences – Legal Studies
Arts and Sciences – Music
Arts and Sciences – Nursing
Arts and Sciences – Psychology
Business Administration – General Business
Business Administration – International Business
Business Administration – Management Information Studies
General Studies
Health and Exercise Science
Legal Studies
Nursing - ADN
Paralegal Studies
Teacher Education
Associate of Fine Arts
Associate of Arts in teaching (AAT) – Early Childhood
Associate of Arts in Teaching (AAT) – Elementary Education
Associate of Arts in Teaching (AAT) – Secondary Education, Concentrations in Mathematics, Spanish, English, Physical Education, and Chemistry
Associate of Applied Sciences
Associate of Science in Engineering
Associate of Science in Computer and Electrical Engineering

Students who plan to transfer can use the programs listed above to create a curriculum consisting of the College's general education requirements and the undergraduate courses required by transfer institutions. The possibilities are endless but include such majors as:

American Studies	Mathematics
Anthropology	Pre-Medicine
Art, Fine and Applied	Meteorology
Biology	Music
Biotechnology	Nursing
Chemistry	Political Science
Communications	Psychology
Economics	Science Technology
Environmental Science	Sociology
Geography	Social Work
Geology	Speech/Communication
Health Sciences	Theatre
Pre-Law	

CAREER PROGRAMS

Through Carroll Community College, students may complete an Associate of Applied Science degree (A.A.S.) in the following programs:

- Accounting
- Administrative Assistant
- Computer Graphics – Graphic Design
- Computer Graphics - Multimedia Design
- Computer Graphics Web Design
- Computer Information Systems
- Computer Information Systems – User Support Technology
- Computer Information Systems - Microcomputer Services
- Computer Information Systems - Application Software Support
- Computer Information Systems - Local Area Network (LAN)
- Early Childhood Education
- Digital Design & Fabrication
- Law Enforcement
- Physical Therapist Assistant (selective admissions)
- Technical and Professional Studies

CERTIFICATES

Students who would like to focus on the technical aspect of the degree may consider the following Certificates:

- Accounting - CPA Exam Qualification
- Accounting - Tax
- Accounting - Management
- Computer Graphics - Design
- Computer Graphics - Multimedia Design
- Computer Information Systems - Programming Language, Visual Basic
- Computer Information Systems - Programming Language, C/C++
- Computer Information Systems - Microcomputer Services
- Computer Information Systems - Application Software Support
- Computer Information Systems - Local Area Network (LAN)
- Digital Fabrication & Design
- Early Childhood Education
- Office Technology
- Practical Nursing
- Small Unmanned Aircraft Systems (sUAS) Pilot Safety
- SOLIDWORKS

OTHER PROGRAMS

Dual Enrollment: To enhance learning, students may be simultaneously enrolled in both high school and a post-secondary institution. With approval, selected students can earn credit at Carroll Community College by taking classes that support their overall educational plan and career interests and are a logical extension of their planned sequence of study. This Dual Enrollment program allows high school students to take Carroll courses while still in high school and get a head start in college.

Digital Learning: Digital Learning is the general term for learning opportunities accessed via remote electronic access (not in the traditional classroom). Several delivery modes are available at Carroll, including on-line (Internet), and hybrid courses which deploy a face-to-face and online learning component in a given course.

The Internet provides an enhanced mechanism for the delivery of credit and non-credit coursework and student/faculty interaction. Internet based instruction provides time and location independent learning opportunities often found to be useful for working adults. The College uses the Canvas Learning Management System as a virtual course presence for all courses. This enables students to have 24/7 access to all course materials in online and face-to-face courses.

Maryland Online: In addition to the many distance learning courses that originate at Carroll, credit seeking students can take advantage of Carroll's membership in Maryland Online and get on-line courses from selected other community colleges. Students register and pay Carroll tuition even though the course may originate from another college.

WBCE-NONCREDIT PROGRAM OFFERINGS

Carroll Community College is committed to the development of a highly qualified local, state, and regional workforce. Workforce, Business & Community Education (WBCE) offers an array of timely and relevant educational opportunities for Carroll County residents. Courses and training programs assist individuals and groups to prepare and keep pace in career, occupational, professional, personal, and cultural growth areas.

The College now offers 45 competency-based Workforce, Business Certificate programs ranging from 75- 400+ hours of instruction. Business Solutions is a key partner in the Carroll County Business Path initiative and provides access to technology, networking opportunities, and courses and seminars to promote entrepreneurship and support business start-ups in the County. The Hikel Business Training Center houses classrooms, labs and other resources to support workforce training and organizational development services to local employers.

WBCE offers adult education programs that help to improve the basic skills needed to earn a high school diploma. Classes prepare students to take the GED exam and earn a high school diploma. Adults who are seeking a high school diploma and have mastered basic skills through life experience are eligible for the External Diploma Program of independent study and portfolio development. English classes for foreign-born students are offered through the ESOL program.

WBCE Programs Include:

- Career Training, Technical Skill Development, and Continuing Professional Education
- Nursing and Health Care
- Information Technology
- Applied Technology
- Child Care

Other Occupational Training Programs - A broad array of courses to prepare students to work in, or advance in, a variety of occupations are offered. Some College offerings in the trades are held at the Carroll County Career and Technology Center. Some offerings are held in partnership with local community colleges. Some of the following training programs are also designated as Continuing Education Certificate Programs.

- Electrical Apprenticeship
- HVAC Apprenticeship
- Plumbing Apprenticeship
- Home Inspection
- Home Improvement
- Food Service and Alcohol Management
- Management Development
- Real Estate Sales
- Advanced Manufacturing
- Welding
- Industrial Maintenance Technology/Millwright
- Veterinary Assistant
- Animal Control Officer
- Commercial Vehicle Driver—CDL A/ B

Workforce, Business, and Community Education

Carroll Community College partners with several national and international training organizations, bringing world-renowned training to local employers. Alliances with DDI®, Achieve Global®, and other globally recognized curriculum providers enable us to deliver widely acclaimed programs in leadership, management and customer service.

Programs and Services include:

- Customized training, tailored to meet specific business needs in convenient and flexible formats.
- Industry-specific technical skills to prepare employees for technological changes within the company.
- IT software training and certification programs in high-end training facilities.
- Mobile laptop computer lab to take training directly to a business.
- Licensure and pre-certification programs designed to meet state, national, and professional association requirements in a broad range of industries.
- Consortium training designed to help small businesses pool resources to address common training needs.
- Communication skills, including English for speakers of other languages (ESOL) and Spanish for the workplace.
- Consulting services, including language translation, strategic planning facilitation, technical writing, employee skill assessment, technology planning, and other topics related to organizational development
- Adult Basic Education, diploma programs including GED and External Diploma, and English for Speakers of Other Languages (ESOL)
- Conferencing services that meet the continuing education needs of the agencies, businesses and the professions.
- Partnerships with state and national associations that bring pre-licensing and continuing education courses (CEUs) to professionals in the region.

To further the mission of providing services to the business community, the College has established partnerships with the Maryland Department of Business and Economic Development, Carroll County Office of Economic Development, Small Business Development Center, Business and Employment Resource Center, Carroll Technology Council, Carroll County Chamber of Commerce, Carroll County Public Schools, Public Libraries, and numerous other business associations in the County.

- Start-Up Business Development and Entrepreneurship
- Professional Development, Licensure, and Certification
- Lifelong Learning and Community Development
- Children and Youth
- Older Adults and Retirees
- Arts, Humanities and Personal Development
- Adult Education & English for Speakers of Other Languages (ESOL)

Accreditations

Carroll Community College is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801. (267-284-5000) The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). The College was granted full accreditation in 1996. Accreditation was reaffirmed in 2001, 2006, 2011, 2016, and 2021. Carroll Community College was approved on April 14, 1993 to operate as a community college and award associate degrees and lower-division certificates in the state of Maryland by the Maryland Higher Education Commission (MHEC). Additional program accreditation can be found in Chapter 1 Overview of the College.

Campus Facilities

The Carroll Community College campus buildings collectively total 346,649 gross square feet (GSF) and contain approximately 200,310 net assignable square feet (NASF) of space. The various buildings range in age from two (2) original buildings (Academic/Administration Building "A" and Classroom Building "C") built in 1990 to Classroom Building "K" built in 2009 and occupied in 2010. None have undergone major renovations. Also located on campus is a rotary amphitheater which is classified as a miscellaneous structure. Therefore, it is appropriately not subject to inventory.

Carroll also occupies space at two off-site locations in Westminster; the Multi-Service Center at 224 North Center Street and the Carroll County Career and Technology Center (CCCTC) at 1229 Washington Road.

Digital Learning is provided at Carroll Community College for credit and non-credit courses, as well as for businesses.

Table 1.6: Campus Buildings (chronological listing)

Designation	Built	Known As	Building Donor Name	GSF	NASF	Primary Use
Main Campus						
A Building	1990	Academic/Administration Building	The Kahlert Foundation Campus Center	73,000	38,488	Office, Instruction
C Building	1990	Classroom Building		21,000	13,478	Instruction
M Building	1993	Multi-purpose Building	The Virginia S. Minnick Classroom Building	21,270	13,226	Instruction, Office
L Building	1997	Learning Resources Center	Penguin Random House Learning Resources Center	57,000	34,727	Study, Instruction
R Building	1998	Amphitheater	Rotary Amphitheater	See Note Below		
T Building	2002	Fine and Performing Arts/Business Training	The Scott Center for the Fine and Performing Arts	44,050	21,434	Assembly, Instruction
P Building	2002	Fitness Center	The First Financial Federal Credit Union Life Fitness Center	17,540	11,540	Physical Education
N Building	2004	Nursing/Allied Health Building	The Pappalardo Nursing and Health Care Education Center	31,557	19,526	Instruction
	2006	Theater Workshop		800	722	Assembly
	2007	Theater Workshop Storage Building		432	385	Assembly
K Building	2009	Classroom Building	Drs. Chitrachedu & Vimala Naganna Center for Innovation	80,000	46,784	Instruction, Office, Food Svc.
Main Campus Totals				346,649	200,310	

Note. The Rotary Amphitheater is classified as a "miscellaneous structure." Therefore, it is appropriately not subject to inventory for facility planning purposes.

Off-Site Campuses/Leased Space

North Center Street-Multi-Service Center		1,800	1,634	Instruction
Carroll County Vocational Center		3,000	3,000	Instruction
Off-Site Totals			4,800	4,634
Carroll Community College Totals			351,449	204,944

NEEDS ASSESSMENT

CONTEXT

Carroll is committed to developing its campus facilities in ways that best accommodate the needs of students, faculty, and staff, while pursuing plans that benefit all stakeholders in the success of the campus and the larger community. The College will, on an ongoing basis, consider the merits of removing some obsolete facilities from inventory, renovating and/or renewing other existing facilities, as well as providing new facilities.

Projected needs are the results of future demand on facilities and infrastructure. Although the lecture/lab instructional delivery mode will continue to be used, colleges and universities will increasingly supplement that delivery modality with specialized learning environments that allow for both scheduled and unscheduled instruction and learning in discipline-specific simulated environments.

Growth of some existing programs and the establishment of new ones suggest concomitant growth in enrollment and a need for specific, specialized facilities.

Demand for critical skills in top growth occupations, flexibility in contract and workforce training with their unique learning environments, veterans, and the aging of the general population will be primary drivers for future program offerings and learning environments. Workforce, Business & Community Education (WBCE) at Carroll Community College offers affordable and convenient workforce training and lifelong learning opportunities for students of all ages. These “market-driven” courses must be extremely flexible as course changes are continuous. This flexibility is essential in order to meet the ever-changing needs of its unique market. As the general population ages, it is expected that a maturing workforce will create greater demand for continuing education and personal enrichment opportunities. WBCE programs will require highly flexible, sometimes large, specialized learning environments for a variety of trade skills.

Central to Carroll’s efforts to enhance and refine its learning environments are two major initiatives of restoring and maintaining existing facilities, and improving the overall aesthetic environment.

Contemporary teaching/learning environments include the provision of detailed and unique needs for classroom, laboratory, and office space, as well as ancillary spaces required for supporting future programmatic impetus.

Improved literacy and refinement of technology in educational institutions dictate the provision of instructional spaces that are designed for both unique and/or shared functions. These spaces will further require adequate consistency with global reconfiguration that increases the utilization efficiency ratio.

In future environments, the distinction between a computer lab and a lecture classroom will disappear because technology and furnishings will be unobtrusive but available on demand. Except for science labs, athletic and recreation spaces, and some arts studios, the idea of rooms belonging exclusive to an instructional area will also become obsolete.

Electronic presentation that allows integration and manipulation of complex data into the learning environment is becoming the norm. Teleconferencing and online learning capabilities will make partnerships with other schools and businesses commonplace. Modernization of instructional delivery requires that instructional spaces be configured relative to future disciplinary/programmatic goals whose objectives and functions dictate more efficient organization and effective utilization of space.

GLOSSARY OF TERMS

Bound Volume Equivalent (BVE)	The physical space required to accommodate a variety of library materials in amounts equal to one single typical book.
Class Laboratory	Space that is used primarily for formally or regularly scheduled classes that require special purpose equipment for a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline.
Classroom	Space that is not limited to a specific subject or discipline by equipment or room configuration.
Core Space	Space necessary because of existence of the institution or program without regard to other factors.
Credit Hour	A numerical value awarded a student for successfully completing a course.
Facilities Inventory	Room-by-room and building-by-building listing of assignable spaces, their primary use, their size and their capacity.
Full-Time Equivalent Faculty (FTEF)	A base factor statistic equal to all full-time faculty plus 25% of all part-time faculty. Note: This statistic is used in this document for facilities planning purposes only, and the calculation may differ from FTEF computed for budgetary or other reporting purposes.
Full-Time Equivalent Student (FTE or FTES)	The total number of on-campus credit hours taught during a given semester/term, divided by 15. Note: This statistic is used in this document for facilities planning purposes only, and the calculation may differ from FTE or FTES computed for budgetary or other reporting purposes.
Full-Time Day Equivalent Student (FTDE or FTDES)	The total number of on-campus credit hours taught before 5:00 p.m. during a given semester/term, divided by 15. Note: This statistic is used in this document for facilities planning purposes only, and the calculation may differ from FTDE or FTDES computed for budgetary or other reporting purposes.
Gross Square Feet (GSF)	The sum of square feet of space in a building included within the outside faces of exterior walls for all stories or areas that have floor surface. Included are all structural, mechanical, service and circulation areas.
Net Assignable Square Feet (NASF)	The sum of all areas on all floors of a building assigned to, or available for assignment to an occupant for specific use. Excluded are spaces defined as structural, mechanical, services and circulation areas.
Student Contact Hour	A measure of time of scheduled interface between students and teacher that is usually expressed in terms of Weekly Student Contact Hour (WSCH), which is the number of hours per week of required interface. Note: This statistic is used in this document for facilities planning purposes only, and the calculation may differ from WSCH computed for budgetary or other reporting purposes.
Use Codes	Space use codes represent the recommended central or core concepts for classifying the assignable space, by use , within campus facilities. Sometimes referred to as HEGIS or FICM codes.

QUANTITATIVE ASSESSMENT (Space)

Quantitative assessment of space incorporates the concept of supply and demand. It is the process of providing one computed estimate of an allocated supply of learning, support, and resource space given a projected demand of academic programs and co-curricular activities, faculty and staffing levels, and student enrollments. The ultimate outcome is to provide estimates of the overall sufficiency of campuswide supply of space that is eligible for capital funding by the State.

Key Findings

Guidelines space allowances are the results of demand, in terms of anticipated programs, enrollments and staffing, against space and buildings. To reemphasize, the ultimate outcome of this quantitative assessment is only to compute suggested maximum state funding allowances for various types of campuswide space categories.

Space deficits in all but five room use categories (Class Laboratory, Stack/Processing, Lounge, Merchandising, and Media Production) were suggested when Maryland's *Space Allocation Guidelines* formulae are applied to Carroll Community College's projected (2033) space inventory.

The 2023 campus building space inventory was 200,310 net assignable square feet (NASF). The College anticipates a 2033 space inventory to remain at 200,310 NASF as the base or supply against which the need, generated by the demand of future activity, would be quantified.

When space deficits and surpluses were computed by comparing enrollment and staffing projections against projected space inventory, the outcome was a projected 2033 overall deficit of 83,761 NASF as shown by the following tables. Quantitative indicators suggest immediate and long-term need for facilities to support space classifications showing significant deficits.

The following tables 2.1 and 2.2 identify the deficits and surpluses projected to the year 2033, the planning horizon for this Facilities Master Plan (FMP), and current and projected space allowances for 2023 (the base year for this FMP) and 2033. The third table (2.6) lays out the current campus space inventory in net assignable square feet (NASF) by building.

Table 2.1: Projected (Fall 2033) Space Deficits and Surpluses

Space Classification	Use Code	Inventory	Allowance	Projected NASF Fall 2033 (Deficit)/Surplus
Office/Conference Room	310/350	46,401	96,736	(50,335)
Athletics/Physical Education	520	7,769	36,540	(28,771)
Study	410	5,678	10,963	(5,285)
Open Laboratory	220	2,618	7,367	(4,749)
Shop/Storage	720-740	8,459	10,824	(2,365)
Food Facility	630	9,815	11,883	(2,068)
Meeting Room	680	4,116	6,000	(1,884)
Testing/Tutoring	320	0	1,627	(1,627)
Classroom	100	31,480	32,960	(1,480)
Assembly	610	11,345	12,508	(1,163)
Central Service	750	2,923	4,000	(1,077)
Greenhouse	580	0	1,000	(1,000)
Exhibition	620	830	1,627	(797)
Health Care	800	0	551	(551)
Hazmat Storage	760	0	216	(216)
Data Processing	710	2,413	2,500	(87)
Subtotals Deficits		133,847	237,302	(103,455)
				0
Class Laboratory	210	45,301	32,627	12,674
Stack/Processing	420/440	9,428	4,675	4,753
Lounge	650	4,866	3,495	1,371
Merchandising	660	2,238	1,727	511
Media Production	530	2,188	1,803	385
Subtotals Surpluses		64,021	44,327	19,694
Day Care	640	2,442	2,442	0
Subtotals Ad Hoc		2,442	2,442	0
Campus Totals		200,310	284,071	(83,761)

Table 2.2: Summary of Computed Space Allowances

Space Use Category	Use Code	Base Year (Fall 2023)			2024-2033 Net Change	Projected Year (Fall 2033)		
		Inventory NASF	Allowance NASF	(Deficit)/ Surplus		Inventory NASF	Allowance NASF	(Deficit)/ Surplus
Academic Space								
Classroom	110	31,480	17,777	13,703	0	31,480	32,960	(1,480)
Class Laboratory	210	45,301	17,598	27,703	0	45,301	32,627	12,674
Open Laboratory	220	2,618	3,973	(1,355)	0	2,618	7,367	(4,749)
Subtotals		79,399	39,348	40,051	0	79,399	72,954	6,445
Academic Support Space								
Office	300	46,401	54,246	(7,845)	0	46,401	98,363	(51,962)
Study	400	15,106	9,917	5,189	0	15,106	15,638	(532)
Athletics/Physical Education	520	7,769	34,000	(26,231)	0	7,769	36,540	(28,771)
Media Production	530	2,188	1,600	588	0	2,188	1,803	385
Greenhouse	580	0	1,000	(1,000)	0	0	1,000	(1,000)
Assembly	610	11,345	12,000	(655)	0	11,345	12,508	(1,163)
Exhibition	620	830	1,500	(670)	0	830	1,627	(797)
Food Facility	630	9,815	6,416	3,399	0	9,815	11,883	(2,068)
Lounge	650	4,866	1,887	2,979	0	4,866	3,495	1,371
Mechandising	660	2,238	1,600	638	0	2,238	1,727	511
Meeting Room	680	4,116	6,000	(1,884)	0	4,116	6,000	(1,884)
Data Processing	710	2,413	2,500	(87)	0	2,413	2,500	(87)
Shops/Storage	720-740	8,459	7,061	1,398	0	8,459	10,824	(2,365)
Central Service	750	2,923	4,000	(1,077)	0	2,923	4,000	(1,077)
Hazmat Storage	760	0	141	(141)	0	0	216	(216)
Health Care Facilities	800	0	500	(500)	0	0	551	(551)
Subtotals		118,469	144,368	(25,899)	0	118,469	208,675	(90,206)
Other Classified Space (Ad Hoc)								
Day Care	640	2,442	2,442	0	0	2,442	2,442	0
Subtotals		2,442	2,442	0	0	2,442	2,442	0
Campus Totals		200,310	186,158	14,152	0	200,310	284,071	(83,761)

Table 2.6: Campus Space Inventory (NASF) by Building

Use Code	Use Classification	(A) Academic Admin	(C) Classroom	(M) Multi-Purpose	(L) Learning Resource	(I) Fine Arts	(P) Fitness Center	(N) Nursing	Theater Workshop	Theater Storage	(K) Classroom	On-Campus Totals
100	CLASSROOM	1,223	5,066	1,426	2,952	2,026	1,354	2,734	0	0	14,699	31,480
200	LABORATORY	5,913	5,978	5,981	4,879	7,797	850	9,135	0	0	7,386	47,919
210	Class Laboratory	5,913	5,978	5,981	2,595	7,463	850	9,135	0	0	7,386	45,301
220	Open Laboratory	0	0	0	2,284	334	0	0	0	0	0	2,618
300	OFFICE	18,180	2,083	4,654	5,370	2,777	1,567	2,825	0	0	8,945	46,401
310/350	Office/Conference	18,180	2,083	4,654	5,370	2,777	1,567	2,825	0	0	8,945	46,401
320	Testing/Tutoring	0	0	0	0	0	0	0	0	0	0	0
400	STUDY	0	0	0	15,106	0	0	0	0	0	0	15,106
410	Study	0	0	0	5,678	0	0	0	0	0	0	5,678
420/430	Stack/Study	0	0	0	7,259	0	0	0	0	0	0	7,259
440	Processing/Service	0	0	0	2,169	0	0	0	0	0	0	2,169
500	SPECIAL USE	0	0	0	2,188	0	7,769	0	0	0	0	9,957
520/523	Athletics/Phys. Ed.	0	0	0	0	0	7,769	0	0	0	0	7,769
530	Media Production	0	0	0	2,188	0	0	0	0	0	0	2,188
580	Greenhouse	0	0	0	0	0	0	0	0	0	0	0
600	GENERAL USE	9,630	0	0	761	8,790	0	663	722	385	14,701	35,652
610	Assembly	2,920	0	0	0	7,318	0	0	722	385	0	11,345
620	Exhibition	0	0	0	0	830	0	0	0	0	0	830
630	Food Facility	2,005	0	0	0	0	0	0	0	0	0	7,810
640	Day Care	0	0	0	0	0	0	0	0	0	0	2,442
650	Lounge	2,467	0	0	761	0	0	663	0	0	975	4,866
660	Merchandising	2,238	0	0	0	0	0	0	0	0	0	2,238
670	Recreation	0	0	0	0	0	0	0	0	0	0	0
680	Meeting Room	0	0	0	0	642	0	0	0	0	0	3,474
700	SUPPORT	3,542	351	1,165	3,471	44	0	4,169	0	0	1,053	13,795
710	Data Processing	1,191	0	0	1,222	0	0	0	0	0	0	2,413
720-740	Shop/Storage	711	351	1,165	966	44	0	4,169	0	0	1,053	8,459
750	Central Service	1,640	0	0	1,283	0	0	0	0	0	0	2,923
760	Hazmat Storage	0	0	0	0	0	0	0	0	0	0	0
800	HEALTH CARE	0	0	0	0	0	0	0	0	0	0	0
000	UNCLASSIFIED	0	0	0	0	0	0	0	0	0	0	0
Total Net Assignable Square Feet (NASF)		38,488	13,478	13,226	34,727	21,434	11,540	19,526	722	385	46,784	200,310
Total Gross Square Feet (GSF)		73,000	21,000	21,270	57,000	44,050	17,540	31,557	800	432	80,000	346,649

In addition to interior building spaces, parking spaces are also calculated, as shown in Table 2.7 below. The College has 1,393 available parking spaces distributed among eight locations. Forty-five spaces are reserved for disabled individuals and four for visitors. The remaining 1,344 spaces are open to all students, faculty, staff, and the general public. All existing parking is on surface lots served by an interior road network.

Table 2.7: Distribution of Parking Spaces

Parking Area	Student/Public	Faculty/Staff	ADA	ADA/Van	Visitor	Total
North Lot (Lot A)	422	65	0	0	4	491
South Lot (Lot B)	427	158	0	0	0	585
Overflow (Lot C)	258	0	0	1	0	259
K Building	0	0	5	2	0	7
L Building	0	4	19	2	0	25
N Building	0	4	0	15	0	19
T Building	0	0	1	0	0	1
Loading Dock	0	6	0	0	0	6
Totals	1,107	237	25	20	4	1,393

Enrollment and Staffing – Current and Projected

The Maryland Higher Education Commission projects an average annual growth in credit hour enrollment and 6.4% in credit contact hour enrollment through 2033. Growth in student headcount, credit hours, full-time equivalent, full-time day equivalent, and weekly student contact hours are the drivers in establishing the quantitative basis for space need by the fall semester 2033. Refer to the table below.

Table 2.8: Current (Fall 2023) and Projected (Fall 2033) Enrollments by Headcount, Credit Hours, FTES, FTDES and WSCH

	Full-Time Headcount	Part-Time Headcount	Total Headcount	Credit Hours		Before 5:00 p.m.			
				FTES	Credit Hours	FTDES	WSCH Lecture	WSCH Laboratory	
Fall 2023	901	2,263	3,164	25,498	1,700	16,498	1,100	11,851	2,514
Fall 2033	1,202	2,638	3,840	33,975	2,265	25,665	1,711	21,973	4,661
% Change									
2023-2033	33.4%	16.6%	21.4%	33.2%	33.2%	55.6%	55.6%	85.4%	85.4%
Average Annual Growth Rate									
	2.9%	1.5%	2.0%	2.9%	2.9%	4.5%	4.5%	6.4%	6.4%

Sources: Carroll Community College Institutional Research (2023) and Maryland Higher Education Commission (2033)

In addition to student enrollment growth, the number of current and projected faculty and staff is also taken into consideration. Refer to Table 2.9 below, accordingly.

Table 2.9: Current and Projected Faculty and Staff Summary

	Faculty (Credit & Noncredit)				Staff		
	Full-Time	Part-Time	Total	FTEF	Full-Time	Part-Time	Total
Fall 2023	78	179	257	123	211	108	319
Fall 2033	142	326	468	224	384	197	581
% Change							
2023-2033	82.1%	82.1%	82.1%	82.1%	82.0%	82.4%	82.1%
Average Annual Growth Rate							
	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%

Sources: Carroll Community College (Fall 2023) and Maryland Higher Education Commission (Fall 2033)

Library space projections are based on Bound Volume Equivalents (BVE), which establish the corresponding need for space, are projected to grow by 19% in 2033. While it is expected that the print media in the library collections will not grow due to digitalization of the collections, other library functions including assisting students in finding information, programs using maker space, and even advising will tend to grow along with a demand for space.

Academic Space, while in a current surplus, is projected to be close to balanced in 2033. However, the qualitative factors influencing the quality of the current spaces suggests that much of the current academic space will need significant updating in the next ten years. On the other hand, Academic Support Space is projected to need an additional 90,000 net square feet by 2033. See Tables 2.12 and 2.13, below.

Table 2.12: Academic Space

Space Use Category	Use Code	Base Year (Fall 2023)			2024-2033 Net Change	Projected Year (Fall 2033)		
		Inventory NASF	Allowance NASF	(Deficit)/ Surplus		Inventory NASF	Allowance NASF	(Deficit)/ Surplus
Academic Space								
Classroom	110	31,480	17,777	13,703	0	31,480	32,960	(1,480)
Class Laboratory	210	45,301	17,598	27,703	0	45,301	32,627	12,674
Open Laboratory	220	2,618	3,973	(1,355)	0	2,618	7,367	(4,749)
Subtotals		79,399	39,348	40,051	0	79,399	72,954	6,445

Table 2.13: Academic Support Space

Space Use Category	Use Code	Base Year (Fall 2023)			2024-2033 Net Change	Projected Year (Fall 2033)		
		Inventory NASF	Allowance NASF	(Deficit)/ Surplus		Inventory NASF	Allowance NASF	(Deficit)/ Surplus
Academic Support Space								
Office	300	46,401	54,246	(7,845)	0	46,401	98,363	(51,962)
Study	400	15,106	9,917	5,189	0	15,106	15,638	(532)
Athletics/Physical Education	520	7,769	34,000	(26,231)	0	7,769	36,540	(28,771)
Media Production	530	2,188	1,600	588	0	2,188	1,803	385
Greenhouse	580	0	1,000	(1,000)	0	0	1,000	(1,000)
Assembly	610	11,345	12,000	(655)	0	11,345	12,508	(1,163)
Exhibition	620	830	1,500	(670)	0	830	1,627	(797)
Food Facility	630	9,815	6,416	3,399	0	9,815	11,883	(2,068)
Lounge	650	4,866	1,887	2,979	0	4,866	3,495	1,371
Mechandising	660	2,238	1,600	638	0	2,238	1,727	511
Meeting Room	680	4,116	6,000	(1,884)	0	4,116	6,000	(1,884)
Data Processing	710	2,413	2,500	(87)	0	2,413	2,500	(87)
Shops/Storage	720-740	8,459	7,061	1,398	0	8,459	10,824	(2,365)
Central Service	750	2,923	4,000	(1,077)	0	2,923	4,000	(1,077)
Hazmat Storage	760	0	141	(141)	0	0	216	(216)
Health Care Facilities	800	0	500	(500)	0	0	551	(551)
Subtotals		118,469	144,368	(25,899)	0	118,469	208,675	(90,206)

The formulas that establish demand for parking show a modest need for additional spaces in 2033. However, the continuing interest in hybrid and remote learning platforms may suggest that the demand for parking will remain similar to current use.

Parking Category	Factor	Allowance	Inventory	(Deficit)/	Allowance	Inventory	(Deficit)/
		2023	2023	Surplus	2033	2033	Surplus
FTDE-T	0.75	710	1,107	397	1,316	1,294	-22
FT Faculty plus Staff	0.75	213	237	24	388	222	-166
Visitors	0.02	18	4	-14	34	4	-30
Reserved Accessible (ADA)	Required	14	45	31	23	43	20
Total Spaces		955	1,393	438	1,761	1,563	-198

Workforce Development

Workforce development is a top economic development priority of Carroll County Government; “attracting high quality firms while maintaining a highly skilled and trained labor pool are critical tenants of our success.” Carroll County Workforce Development is an American Job Center that administers the Workforce Innovation and Opportunity Act (WIOA) in Carroll County and is dedicated to employment, training, and workforce development. It is an office of the Carroll County Department of Economic Development and part of the Carroll Workforce Development Board.

The following Table 2.16 presents data showing that during the fall semester of 2023 over 20% of Carroll Community College’s students were enrolled in noncredit courses. The Maryland Higher Education Commission (MHEC) projects an increase to 23% by 2032 (there are no 2033 projections as of this writing). Although Maryland space planning models do not fully provide for consideration of Workforce, Business & Community Education student enrollment data when computing space needs, it is rather obvious that the implications of this statistic would have a significant impact on Carroll’s needs for space.

Table 2.16: State-funded FTE Comparisons (Fiscal Years 2019-2024)

FTE (State-funded)	Fiscal Years					
	2018	2019	2020	2021	2022	2023
Credit	1,880	1,844	1,820	1,759	1,568	1,624
Noncredit	464	432	360	307	358	427
Totals	2,344	2,276	2,180	2,066	1,926	2,051
Noncredit %	19.8%	19.0%	16.5%	14.9%	18.6%	20.8%

Athletics Facilities

The demand for athletic fields was identified in the most recent *Facilities Master Plan 2015-2025* as a priority of the College.

On October 18, 2018, Carroll Community College received approval from its Board of Trustees to launch an intercollegiate sports program. Soccer and Cross Country launched in August 2019, and Lacrosse launched in Spring 2021. Currently, the College has just one regulation grass field that accommodates both Soccer and Lacrosse. The College campus also includes a small fitness center, and a gymnasium that does not meet standards for regulation play of any indoor sport.

The College’s vision for Athletics includes developing facilities suitable to serve the very active participation rates of Carroll Countians in athletics that are on par with all Community Colleges, especially those in neighboring Frederick, Baltimore, Howard, and Washington Counties.

Health and wellness courses are anticipated to continue to be in demand as our culture embraces nutrition, weight management, and mental and physical fitness as keys to healthy living, longevity, and healthcare cost management.

Carroll proposes the development of a multipurpose Athletic/Health and Fitness Complex on campus including a Physical Education Building, and future Indoor Track facility. In addition, Carroll proposes to develop a multi-use artificial turf field, an outdoor track, lights, press box and bleachers, and restrooms, concession, ticket, and equipment storage building.

Career and Technical Education (CTE) Facilities

Career and Technical Education has been and is now a major federal economic development priority, a priority of the State of Maryland, a priority of Carroll County Government, and consequently, a top priority for Carroll Community College. The demand for CTE facilities was identified in the most recent *Facilities Master Plan 2015-2025* as a priority of the College for some time.

Rapid growth is expected in all entry-level career/job training programs and especially in trades and applied technology. In addition, the growth of the emerging green economy and development of green careers and jobs will soon provide new opportunities for career/job training. Demand for training programs leading to industry certifications and licensures, particularly in the health care and information technology fields, is anticipated to continue well into the future. Artificial Intelligence and Machine Learning will impact jobs, and training will need to adapt accordingly.

Carroll's Workforce, Business & Community Education programs are currently being offered in less-than-ideal spaces or not at all. In order to provide state-of-the-art learning, state-of-the-art facilities are needed.

Surge Space

The availability of surge or swing space is so critical when the College plans to renovate existing facilities. There is an ongoing compelling need at Carroll Community College for space to temporarily house academic or administrative units that are displaced because of renovations to their home buildings.

Academic Programs

The College's current programs, both Credit and Non-Credit, have been described earlier in this Executive Summary and in Section 3-A.

Academic Programs of the College's Future

Significant New Initiatives with Facilities Implications

To meet the growing demand for higher education and specialized training, several new projects and expansions may have direct implications for College facilities.

Expansion of STEM Facilities

With an increase in demand for science, technology, engineering, and mathematics (STEM) programs, expanding science labs and technology centers will be essential. This includes adding more laboratory space, upgrading equipment for engineering and robotics, and developing dedicated facilities for IT and cybersecurity training.

Sustainability Initiatives

Incorporating sustainability into its campus infrastructure will include initiatives such as the installation of solar panels, the creation of green spaces, and the development of energy-efficient buildings to reduce the campus's carbon footprint. These improvements would also serve as an opportunity to link directly to curricular and CET offerings.

Specific Activities on Campus to be Accommodated Over the Next 10 Years

Workforce Development

As part of its mission to serve the community, CCC is increasing its workforce development programs in collaboration with local industries. Key considerations include expanding facilities for non-credit training programs in areas such as trade skills, construction management, and renewable energy.

Athletics, Wellness, and Recreational Facilities

The demand for improved athletics, wellness, and recreational facilities is expected to grow over the next decade. The College will need to expand its existing facilities and develop new outdoor sports fields to accommodate athletic programs, physical education courses, and college and community wellness offerings and events.

Integrated Learning Pathways and Facilities Planning

Carroll Community College serves diverse student populations with unique educational and career goals—from traditional students seeking degrees to adult learners needing career-focused skills. In recent years, for community colleges in general, the demand for more flexible, workforce-relevant, and integrative learning options has increased as students seek both academic credentials and practical skills to thrive in today's fast-evolving job market. Integrating continuing education (CE), workforce development (WD), and traditional academic programs offers community colleges a holistic approach to meet these needs, fostering career readiness, lifelong learning, and stronger community connections.

The College exemplifies this strategic integration through its forward-looking 10-Year Facilities Master Plan that proposes to include one transformative capital project that materially supports the fusion of Continuing Education, Workforce Development, and academic programming. These investments are aligned with the vision articulated in The Blueprint for Maryland's Future and demonstrate how physical infrastructure can serve as a foundation for educational innovation and community advancement.

Carroll Community College's proposed 10-Year Facilities Master Plan reflects a bold, integrative vision for the future of education in Maryland. By strategically investing in the proposed Trades, Technology, and Training Complex, CCC is aligning its infrastructure with its academic aspirations—supporting stackable credentials, expanding access, and building inclusive pathways to opportunity. As a model of integrative planning, CCC demonstrates how community colleges can serve as engines of transformation within their regions—advancing the goals of the Blueprint for Maryland's Future and preparing learners for success in a dynamic world.

Campus Facilities

Existing Facilities

The Carroll Community College campus buildings collectively total 346,649 gross square feet (GSF) and contain approximately 200,310 net assignable square feet (NASF) of space. The various buildings range in age from two (2) original buildings (Academic/Administration Building "A" and Classroom Building "C") built in 1990 to Classroom Building "K" built in 2009 and occupied in 2010. None have undergone major renovations. Also located on campus is the Rotary Amphitheater, which is classified as a miscellaneous structure. Therefore, it is appropriately not subject to inventory.

The College also occupies space at two off-site locations in Westminster; the Multi-Service Center at 224 North Center Street and the Carroll County Career and Technology Center (CCCTC) at 1229 Washington Road. Digital Learning is provided at the College for credit and credit-free courses, as well as for businesses.

Table 1.6: Campus Buildings (chronological listing)

Designation	Built	Known As	Building Donor Name	GSF	NASF	Primary Use
Main Campus						
A Building	1990	Academic/Administration Building	The Kahlert Foundation Campus Center	73,000	38,488	Office, Instruction
C Building	1990	Classroom Building		21,000	13,478	Instruction
M Building	1993	Multi-purpose Building	The Virginia S. Minnick Classroom Building	21,270	13,226	Instruction, Office
L Building	1997	Learning Resources Center	Penguin Random House Learning Resources Center	57,000	34,727	Study, Instruction
R Building	1998	Amphitheater	Rotary Amphitheater			See Note Below
T Building	2002	Fine and Performing Arts/Business Training	The Scott Center for the Fine and Performing Arts	44,050	21,434	Assembly, Instruction
P Building	2002	Fitness Center	The First Financial Federal Credit Union Life Fitness Center	17,540	11,540	Physical Education
N Building	2004	Nursing/Allied Health Building	The Pappalardo Nursing and Health Care Education Center	31,557	19,526	Instruction
	2006	Theater Workshop		800	722	Assembly
	2007	Theater Workshop Storage Building		432	385	Assembly
K Building	2009	Classroom Building	Drs. Chitrachedu & Vimala Naganna Center for Innovation	80,000	46,784	Instruction, Office, Food Svc.
Main Campus Totals				346,649	200,310	
<i>Note. The Rotary Amphitheater is classified as a "miscellaneous structure." Therefore, it is appropriately not subject to inventory for facility planning purposes.</i>						
Off-Site Campuses/Leased Space						
North Center Street-Multi-Service Center				1,800	1,634	Instruction
Carroll County Vocational Center				3,000	3,000	Instruction
Off-Site Totals				4,800	4,634	
Carroll Community College Totals				351,449	204,944	

FACILITIES NEEDS FOR MODERNIZATION AND EXPANSION: SYSTEMS SUMMARIES

Architectural Systems

The shared architecture of the College's buildings reflects a unity of design and construction. Older buildings have set the character of subsequent buildings, all of which may appear to be contemporary. While the County has maintained the architectural, structural, mechanical, electrical, life safety, and technology systems in good condition, some of those systems need modernizing to achieve state-of-the-industry levels of efficiency, flexibility, controllability, and sustainability, and to meet the expectations of students considering enrolling in the College's programs.

Some learning spaces are making do with decades-old sizes and layouts in terms of square feet per student and configuration. As programs move to newer facilities recommended for development in this

Facilities Master Plan, vacated spaces in existing buildings should be scheduled for renovations along with systemic upgrades. Many classrooms and labs in older buildings are small, not suitable for the flexibility needed for today's learning environments.

While existing systems such as mechanical, electrical, and technology, are maintained in good condition, newer systems will bring with them more ready ability to obtain parts and compatible programs. This is true for all infrastructure systems, and particularly so with technology.

Refer to Section 4-C MEP Systems and 4-D Technology Systems for detailed recommendations for upgrading MEP and Technology Systems and for MEP and Technology Systems for proposed new facilities.

Campus-wide Systems and Infrastructure Improvements

There is ongoing need to address condition and capacities of facilities, infrastructure, utilities, technology, campus circulation for pedestrian and various transportation modes, parking and open space. There is also ongoing need for planned renovation, adaptation, replacement or upgrade of the systems of a capital asset. Categories of campus-wide systems and infrastructure improvements include:

- **Facilities Renewal:** There is ongoing necessity to address facility renewal needs including improvements, repairs, and deferred maintenance. Details are appropriately described in a subsequent chapter.
- **Technology Upgrades:** There is an identified need to provide upgrades to software systems.
- **Classroom Technology Upgrades:** There is an identified need to provide upgrades to classroom technology in buildings not being totally renovated.
- **Systemics:** There is an identified need to provide funding support for systemic repairs/maintenance including life safety, ADA accessibility, roofs, elevators, sidewalks, mechanical, etc.

Mechanical, Electrical, and Plumbing (MEP) Systems

Existing Facilities Mechanical Systems Recommendations

The evaluation of mechanical and plumbing systems across various buildings indicates that many systems exceed their useful life but remain operational, with specific recommendations for upgrades and replacements.

- Building A: HVAC systems exceed useful life; CRAC units replaced in 2023; plumbing fixtures in fair condition; humidity issues in IT server room need further evaluation.
- Building C: HVAC systems in good condition; constant flow pumping strategy may lead to energy inefficiency; plumbing systems exceed useful life but are in fair condition.
- Building K: HVAC and plumbing systems approaching end of useful life; recommended replacement of pneumatic controls with DDC controls.
- Building L: Five AHUs exceed useful life; new domestic water line and water heater installed in 2023; recommendations for central plant upgrades.

- Building N: Two VAV AHUs in poor condition; new chiller and DDC controls installed in 2024; recommendations for replacing AHUs and boilers.
- Building P: VAV AHUs and pumps exceed useful life; recommendations for evaluating pneumatic linkages and ductwork design.
- Building T: Similar issues with VAV AHUs and pumps; recommendations for evaluating ductwork design.
- Central Plant: All HVAC systems exceeded useful life; recommendations for replacing boilers and chillers with high-efficiency options.

Existing Facilities Electrical Systems Recommendations

The electrical systems in various buildings are aging, with many components beyond their useful life, necessitating upgrades and replacements.

- Building A: Electrical panels are 35 years old; wiring beyond useful life; fire alarm system scheduled for replacement; lighting retrofitted with LED.
- Building C: Electrical panels are 35 years old; wiring should be replaced; fire alarm system upgrade planned.
- Building K: Electrical panels and wiring are 15 years old; no changes anticipated.
- Building L: Electrical panels are 28 years old; wiring in fair condition; fire alarm system upgrade planned.
- Building M: Electrical panels are 32 years old; wiring should be replaced; fire alarm system upgrade planned.
- Building N: Electrical panels are 21 years old; wiring in good condition; fire alarm system upgrade planned.
- Building P: Electrical panels are 23 years old; wiring in good condition; fire alarm system upgrade planned.
- Building T: Electrical panels are 23 years old; wiring in good condition; fire alarm system upgrade planned.

Proposed New Facilities Mechanical Systems Recommendations

The proposed Trades, Technology, and Training Complex will feature advanced mechanical systems designed for sustainability and efficiency.

- The new structure will be 112,600 square feet, including various facilities.
- HVAC and plumbing systems will aim for LEED silver certification and comply with Maryland BEPS.
- A dedicated central heating and cooling plant is recommended due to existing central plant capacity limitations.
- Estimated cooling demand is 376 tons, and heating demand is 4,580 MBH.
- The central plant will utilize a 4-pipe air-to-water heat pump for simultaneous heating and cooling.
- Variable speed pumps will be used for efficiency, designed for N+1 redundancy.
- Energy-star rated plumbing fixtures are recommended, and utility metering will comply with LEED standards.
- An alternative geothermal system could reduce utility costs and maintenance, with a life expectancy of over 50 years.

Proposed New Facilities Electrical Systems Considerations

The electrical infrastructure for the new complex will require significant upgrades to accommodate increased power demands.

- The existing central plant has extra capacity but is too far from the new building for practical use.
- A new 4000A, 480/277V service is anticipated for the new building.
- Distribution panels will be provided at 480V and 208V throughout the structure.
- All lighting will be LED, with various fixture types based on space requirements.
- A new voice evacuation fire alarm system will be installed, reporting to the main campus system.
- Building P will undergo renovations, requiring modifications to lighting fixtures and devices.

Technology Systems

Audio-Visual

- Legacy VGA and RGB video connections should be decommissioned in favor of HDMI-compatible systems that support Voice over IP (VoIP) integration, aligning with current industry standards.
- A phased replacement strategy should be initiated to upgrade obsolete projectors and monitors with high-definition (HD) or 4K-capable displays, enhancing instructional and presentation quality.
- The college should establish a formal set of audiovisual (AV) equipment standards as part of its broader technology planning, specifying approved models and performance criteria for Projectors, Flat-panel displays, Room scheduling panels, Video conferencing systems, Cameras, Digital signage systems, Portable AV carts, AV-over-IP encoders/decoders, microphones, speakers, and other AV components to ensure consistency, interoperability, and long-term support.

Technology

- Establish a formal five-year refresh cycle for all college-owned desktop and laptop computers to ensure optimal performance and reliability.
- Prioritize the replacement of aging technology in simulation laboratories and other mission-critical areas to support academic and operational excellence.

Electronic Security

- Enhance campus safety by addressing existing security camera coverage gaps, with a focus on parking areas, through targeted upgrades and optimized placement.
- As cameras reach end-of-life, transition to a combination of single sensor camera, fisheye and multi-sensor models to improve coverage and reduce blind spots.
- Expand the internal access control infrastructure to include critical areas such as IT rooms, administrative suites, and other high-security zones, supporting a more comprehensive security posture.

Telecommunications

- Future renovation projects should include upgrades to telecommunications rooms (TRs) that are currently undersized, as well as improvements to cabling infrastructure and electrical systems. These enhancements should include uninterruptible power supply (UPS) updates if needed and proper bonding and grounding.
- To support long-term scalability and maintain consistent network performance, it is recommended to provide a dedicated TR on each floor of a building. In many existing buildings, network cabling currently extends vertically between floors, relying on TRs located above or below the occupied level. As part of all major renovation projects, new TRs should be constructed on any floor where this vertical cabling condition exists. This strategy not only aligns with industry best practices, but also improves serviceability, reduces cable lengths, and ensures infrastructure readiness for future technology deployments.
- The existing optical fiber in Buildings L, N, and M is outdated and should be replaced to align with current standards. Campus standards are twenty-four (24)-strand Single Mode OS2 and twelve (12)-strand Multimode OM4 fiber cabling from each TR to the Building A data center.
- Carroll CC currently relies on Category 5e cabling for most existing facilities. However, during major renovations, the standard recommendation is to upgrade to Siemon shielded Category 6A cabling. This upgrade supports higher data rates, improved electromagnetic interference protection, and future-proofing for emerging technologies.
- Carroll CC is planning a comprehensive, campus-wide wireless network refresh within the next one to two years. This initiative is a key component of the College's broader technology infrastructure strategy and is aimed at addressing existing coverage gaps, increasing network reliability, and supporting the growing demand for high-performance wireless connectivity.
- To ensure consistency, scalability, and long-term reliability of campus technology systems, all major renovation and new construction efforts should be guided by a combination of campus-specific infrastructure recommendations, higher education best practices, and established industry standards. These include, but are not limited to, specifications outlined by the Telecommunications Industry Association (TIA) and the Building Industry Consulting Service International (BICSI).
- This standards-based approach should be applied to all upcoming capital projects, including the development of the renovated building for the new *Trades, Technology, and Training Complex*. By aligning these efforts with recognized best practices, Carroll Community College will ensure that its facilities are technologically resilient and capable of supporting both current demands and future innovation.

EXISTING CAMPUS PLAN



CARROLL COMMUNITY COLLEGE | FACILITIES MASTER PLAN EXISTING CAMPUS

LEGEND

Existing CCC Building

The Campus and Site Infrastructure

CAMPUS PLANNING

Significance of the new project

As the first major capital project to be undertaken since Building K in 2010, the **Trades, Technology, and Training Complex** (TTTC) has the capacity to be transformative, in terms of: meeting the College's needs to accommodate current and new programs; impact relative to the current campus; the College as a dynamic symbol of educational, economic, and cultural driver for the County; opportunities for new and evolving initiatives and technologies; the College's significance within the County; scale; and character of the campus.

Campus, Landscaping, Character

Given the departure from the hub-and-spoke concept of the campus, this project presents an opportunity to enhance the quality of the landscaping and outdoor spaces for uses by the College community. This includes developing the spaces around the Trades, Technology, and Training Complex and between it and the existing campus buildings to develop settings with friendly connections, pedestrian ways, gathering spaces large and small, and engaging more of the beauty of the setting of the campus. The existing forested areas will remain undisturbed, and there will be opportunities to plant more trees and provide shade where it would be welcome. All considered, the opportunity is presented to give the campus a more collegiate character.

Circulation and Parking

The amount of existing parking spaces is more than adequate and is expected to accommodate a larger enrollment. Given the trend towards expanded on-line learning, there should be no need to increase parking spaces. Nonetheless, the proposed development plan includes up to 40 convenience parking spaces near the new building. Existing circulation routes will be maintained, with modifications to provide vehicular access to the Trades, Technology, and Training Complex.

The location of the new building will result in a higher use of the south campus entrance from Maryland Route 32, which may require some widening and upgrading of that entrance. The pedestrian route from the existing buildings to the new building will need to deal with a long uphill grade. Suggestions include some switch-back routing; and places to be able to pause and gather, while also providing places of calm along the way. Needless to say, all will be required to meet accessibility standards. One consideration to mitigate the slope of the pedestrian way could be to establish a lower floor elevation of the building with an at-grade entrance.

Use of the Building

The nature of the building type will result in extended day-and-evening use. Consideration will need to be given to appropriate lighting in areas near the building as well as pedestrian ways and parking areas. The anticipated use of the building, expanding the relationships of all of the buildings to each other, should result in a greater sense of the vitality of the campus.

Signage

The new, larger, scale of the campus will require signage which may complement the existing signage or may suggest a new site signage program, including parking areas, vehicular circulation routes, and pedestrian routes. Signage at both Maryland Route 32 entrances should be studied relative to directing vehicles at and from the south and/or north entrances to campus destinations.

INFRASTRUCTURE FOR ALL RECOMMENDED PROJECTS - GENERAL

Future buildings will require several overall site infrastructure improvements that are generally the same for each project. Those improvements include:

- The capacity of the existing water supply will need verification with the City of Westminster. Projects proposing additional water consumption will need to apply for approval of water allocation with the City. The existing water meter must also be confirmed to ensure adequate domestic flow.
- The capability of the existing sanitary pump station will need review to ensure adequate wet well storage volumes and pump cycle times for increased demands.

INFRASTRUCTURE FOR THE TRADES, TECHNOLOGY, AND TRAINING COMPLEX

- Requires relocation of 15" and 24" storm water drains.
- Water service is expected to require extension of the main and the addition of hydrants for fire protection.
- Sewer service is expected to be extended and may require additional manholes or directional drilling installation method to avoid significant impacts to the existing retaining wall along the access road to the Amphitheater/Classroom.
- Stormwater management is required before connecting to the existing campus stormwater drainage system.
- The building site generally slopes north toward the track and field, with steep slopes at the project limits, preventing treatment options. Open space south of the proposed parking area may be suitable for small surface facilities (micro-bioretention) to provide treatment for the parking lot/roadway.
- Options for stormwater treatment include a green roof or providing treatment elsewhere, e.g. northeast corner of the parking lot, replacing existing bituminous paving with porous paving or removing excess parking.
- Earthwork is expected to be moderate with minor cuts along the south side and little fill for the building pad. Connection to the existing track and field area is expected to require several feet of fill with a retaining wall in the northeast corner.
- The building site does not impact any area of existing forest and should not result in any additional forest conservation requirements.

SUSTAINABILITY

The exciting prospect of improving and expanding the built environment of the campus offers unique opportunity to develop the campus smartly and with an eye to incorporating sustainable features in the process, especially relative to proposed capital projects. Given the practices and traditions of Carroll County to respect the land, water, and air in its large expanse of rolling hills, farms, residences, businesses, and institutions, it is more than appropriate to improve the sustainable features of the campus as a model for preservation and development of other parcels in the County.

If there is to be a County-wide leader relative to thoughtful stewardship of its land, Carroll Community College is particularly well-suited to be an exemplary institution as it maintains and sustainably moves its built environment forward in the next decades. The College and County together are well-positioned to build on their history of care and respect for the Carroll Community College campus and the buildings within which exemplary teaching and learning take place.

The following considerations are some of a myriad number of opportunities to help make the College, and in turn the County, a better, healthier place to live, work, and learn.

Administrative

- Develop and adopt policies and procedures to set standards and guidance for the sustainable care and development of the campus.
- Operationally, set achievable goals for maintaining and improving the quality of the upkeep of and improvements to building systems and the outdoor environment.
- Adopt a requirement for all major building projects, both new and major renovations, to meet current LEED Silver standards in place at the time of design. Consider achieving a higher standard such as Gold.
- Promote educational coursework that explores and studies on the health of the environment, the health of our world, and of Carroll County.
- Promote better access to the County's Trailblazer public bus system to and from the campus and to expanding routes helpful to the College.
- Engage design consultants who have demonstrated successful implementation of sustainable design strategies.

The Campus

- Save the existing trees where possible and guard against potential threats by disease.
- In landscaping the campus, avoid use of pesticides.
- Use native plantings friendly to pollinators. Avoid plantings sensitive to drought.
- Consider development of meadowlands in portions of current large grassy areas (and save the cost of cutting the grass in those areas).
- Where they exist now, preserve and enhance areas of natural habitat; consider creating more habitat, such as meadows.
- Reduce the footprint of the parking lots. Also, introduce islands where trees can be planted. Both of these strategies will reduce the heat island effect of the paved areas and reduce water run-off . The islands also provide shade and a place to deposit plowed snow.

Transportation

- Install electric vehicle charging stations in existing parking lots.
- Purchase all-electric vehicles for the College's fleet.
- Use traffic paint markings to define bike-only lanes.
- Provide bike racks convenient to campus buildings.

Energy

- Investigate providing additional roof-mounted solar panels and solar arrays in all parking lots.
- Only provide and use energy-efficient heating and cooling equipment.
- For future HVAC systems, first investigate all-electric systems

Indoor Air, Lighting, and Acoustic Quality

- Provide and operate only HVAC systems meeting minimum air quality performance requirements.
- Use only low-emitting materials in interior construction projects
- Ensure access to natural daylight in all occupiable spaces and, to the extent feasible, provide access to views of outside spaces.
- Ensure even, consistent thermal comfort in all occupiable interior spaces.

Water Quality and Use

- Install building-level water metering.
- Reduce use of outdoor watering.
- Use low-flow plumbing fixtures

Miscellaneous

- Provide healthy food options at food service operations
- Provide sortable containers for recycling, trash, and compost

COLLEGE-WIDE RECOMMENDATIONS

PROCESS - OVERVIEW

- Submit the reviewed and approved-by-the-college Facility Master Plan (FMP) to the CCC Board of Trustees for review and approval.
- Submit the reviewed and approved-by-the-college FMP to the following State Agencies for review and approval:
 - Maryland Higher Education Commission (MHEC)
 - Maryland Department of Planning
 - Department of General Services (DGS)
 - Department of Budget and Management (DBM)
- Develop the building program for the Trades, Technology and Training Complex, presumably with the assistance of a professional team experienced in building programs.

- County Commissioners and Carroll Community College develop a timeline for the following:
 - State and local funding process
 - Develop the RFP for design services and solicit proposals, accordingly
 - Select and engage a professional architectural and engineering design team (A/E)
 - A/E designs and develops contract documents for the project, including documenting the process for engaging the construction team, to be determined by County Commissioners
 - During the design process, select an interior design consultant to select furnishings (with input from the College) and develop a procurement process.
 - Solicit proposals for the construction work and select the construction team
 - Construction team initiates the construction process, including pre-construction activities
 - Oversee the construction to completion
 - Furnish, move into, and occupy the building(s)

IN GENERAL:

- Ensure that the County continues its commendable job of maintaining, upkeep, and upgrades to the College's facilities.
- Promote awareness of the process and recommended project(s) – within the College and locally within the County.
- Expect disruption to normal activities on campus.
- Expect to develop contingency plans, e.g. delays in funding.

DESIGN RECOMMENDATIONS FOR THE BUILDINGS AND BUILDING SYSTEMS

- Refer to specific design recommendations in Chapter 4 of the FMP, Sections 4-B through 4-E, founded on *The Basis for Strategic Recommendations*, Section 4-A.

PROJECT APPROACH

- Approach the project with the expectation that:
 - The College and the County deserve this project.
 - The County and the College's Trustees and Senior Leadership have and/or will find the right tools, strategies, and where-with-all to make this project happen.
 - The standards for the design and construction of this project should be best-in-class and nothing less.

Proposed Projects

Projects are proposed for the short, intermediate, and long term.

SHORT-TERM (TEN-YEAR DEVELOPMENT PLAN)

First and foremost, the most important project proposed for short-term campus development is the 112,600 gross square foot **Trades, Technology, and Training Complex (TTTC)**.

This project will provide much-needed space for an anticipated expanded curriculum, Workforce Development and training, and Continuing Education and Technology programs, some of which are now confined to small spaces scattered in the College's existing buildings. Several much-needed programs have not been developed by the College due to the lack of space in which to house them. The demand is there, but the space is not. These programs will be located in the three-story 45,600 GSF *Applied Technology Center* within the complex.

At 64,500 GSF, the largest component of the TTTC is the *Physical Education / Wellness Center*. This portion of the complex will house Physical Education, Athletics, Exercise Science, Physical Therapy, student and employee fitness, and Student Life programs. A performance gym, fitness center, group activity, and support spaces are included.

Finally, a one-story, 2,500 GSF *Sports Support Building* will provide space to support field sports events and practices using the proposed Turf Field project (separately developed and funded), the existing Baseball Field, and proposed Field Sports area. The building will include space for equipment storage, restrooms, and a concession operation.

Related site development including earthwork, utilities, parking, extended roadways, landscaping, lighting, and site furnishings is included in the TTTC project.

INTERMEDIATE TERM

After the TTTC project is complete, some spaces in the existing buildings now in need of renovation will be vacated, allowing re-use for current and expanded programs and functions. Renewal and Renovations are anticipated to include spaces within Buildings A, M, P, L, and N. Scope, timing, and funding for these back-fill projects are to be determined before the TTTC project is complete. In addition, the existing, infrequently used Amphitheater is a candidate for re-use and renovation to accommodate functions now in too small and disconnected spaces, such as campus police.

INTERMEDIATE- TO LONG-TERM

Not long after the TTTC project has been completed and occupied and the back-fill projects have also been completed, at least one of the College's well-subscribed programs, Nursing, will need more space for growth, and an addition should be considered for the intermediate or long term.

Budget Cost Estimates

Refer to Section 4-H in Chapter 4.

PROPOSED TEN-YEAR CAMPUS DEVELOPMENT PLAN



Marshall Craft.

**CARROLL COMMUNITY COLLEGE | FACILITIES MASTER PLAN
TEN YEAR CAMPUS DEVELOPMENT PLAN (2026-2036)**

LEGEND

- Existing CCC Building
- New Construction

PROPOSED PROJECTS

- 1 Trades, Technology, and Training Complex
- 2 Bicycle Parking Area

JANUARY 2026
0 25 50 100 200

PROPOSED LONG-TERM CAMPUS DEVELOPMENT PLAN



CARROLL COMMUNITY COLLEGE | FACILITIES MASTER PLAN
LONG TERM CAMPUS DEVELOPMENT PLAN

LEGEND

- Existing CCC Building
- New Construction
- Renovation

PROPOSED PROJECTS

- 1 Renovate Building P for Meeting Space
- 2 Facilitate Storage Building
- 3 Nursing Renovation
- 4 Nursing Expansion
- 5 Consolidate Science Labs
- 6 Bicycle Parking Area
- 7 Renovate Existing Amphitheatre

JANUARY 2026
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