

# **Citizen's Capital Budget Advisory Committee ("CCBAC") Central Piedmont Community College Proposed Capital Standards**

## **Approach**

The CCBAC met with Central Piedmont Community College ("CPCC") and obtained a summary of its current approach, examined the existing CCBAC standards for CPCC and researched best practices. We then developed high level standards that tilt towards cost effective, implementable solutions. Finally, we shared our proposed standards with CPCC and incorporated its comments.

## **Considerations**

The CCBAC recognizes that CPCC faces a fast growing customer base with requirements that change as the local industry changes its own demands. From classroom design to campus location, the CCBAC understands CPCC faces its own unique challenges.

## **Standards**

### Safety

Projects that are required to ensure a safe learning environment, as well as those that alleviate a condition which noticeably diminishes the quality of education, should be given funding priority.

### New Construction

1. Assignable Square Feet per Full Time Student Equivalent ("ASF" per "FTE"):  
The CCBAC would set a limit and goal of 90 square feet of instructional space per FTE for the CPCC system.
2. Parking Areas: The CCBAC advocates that CPCC parking capacity be dictated by zoning requirements or up to 2 spaces for every 3 classroom seats for applicable capital projects. However, the CCBAC recommends that parking areas should seek to be self funded or reimbursed through collection of a CAPs fee, periodic charges, or concessions sold through third party vendors. The CCBAC requires that any request for new parking capacity submitted to the CCBAC have a plan to recover a portion or all of the capital costs or an explanation as to why this is infeasible.

### Renovations

Repair vs. replace analysis for existing facilities that are nearing the end of their useful life is desired to ensure limited capital dollars are allocated appropriately. The CCBAC believes that it and other government entities should have insight into CPCC's rationale behind its repair/replace decisions.

To estimate the utility of repairing vs. replacing existing facilities and facilitate the capital allocation decision process, the CCBAC recommends that CPCC prepare and present

to the County, along with its capital allocation requests, a high level comparative repair vs. replace cost analysis. This analysis should take into considerations not only capital costs, but anticipated ongoing operational costs and intrinsic public value. The analysis should be in the relative style of the North Carolina State Construction Office Life Cycle Cost Analysis model. However, CPCC should apply Rough Order of Magnitude estimates rather than selecting and designing specific build systems. Additionally, CPCC should consider public opinion, historical value, and any other pertinent parameters in its analysis.

## CPCC Selected Bibliography

Central Piedmont Community College, “*CPCC Long Range Facilities and Capital Plan*”, June 7, 2012.

<http://charmeck.org/mecklenburg/county/CountyManagersOffice/OMB/CapitalProjects/Documents/CPCC%20Long%20Range%20Facilities%20and%20Capital%20Plan%206.07.12.pptx>

George Mason University, “*University Space Guidelines/Standards*”,

<http://facilities.gmu.eduspace/USGS.htm>

Los Angeles Community College District, “*Build LACCD, Baseline Design Goals and Standards*”. [http://standards.build-](http://standards.build-laccd.org/projects/dcs/pub/Baseline%20Design%20Standards/released/BDS-006.html)

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North Carolina Community College System, “*Construction Manual*” Revised August 2007. [www.nccommunitycolleges.edu/.../CONSTRUCTION%20MANUAL%20](http://www.nccommunitycolleges.edu/.../CONSTRUCTION%20MANUAL%20)

State of North Carolina Higher Education Comprehensive Planning Program, “*Facilities Inventory and Utilization Study 2011*”, September 2012.

<http://www.uncp.edu/ie/facilities/FacInvUtlStudyFall2011.pdf?page=download&id=1271&inline=1>