MIDLANDS
TECHNICAL COLLEGE

2014-2034
MASTER FACILITIES PLAN

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February 18, 2015

Midlands Technical College (MTC) is pleased to present this 2014-2034 Master Facilities Plan for future facility development. This plan is an update to the 2008-2028 plan.

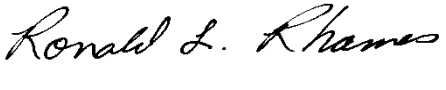
The previous Master Facilities Plan was designed to allow the College to drive facility decisions based on the outcomes of the College's strategic planning processes, while affirming the College's Mission, Vision and Values statements. The revised plan still follows these principles, but also takes into account recent changes to the MTC campuses as well as the education and technology landscape.

This plan provides an exciting opportunity to define and redefine the individual missions of MTC's campuses and the contribution each makes to the community it serves. MTC is uniquely positioned to meet the challenges identified as critical to its success including developing an effective learning culture, providing community leadership, creating innovative resource development and staying abreast of economic and population trends.

The College engaged in in-depth planning activities in preparing this update to the Master Facilities Plan. The Master Facilities Plan Committee and its subcommittees worked diligently to ensure this plan represents and supports the present and anticipated needs of the College. We thank them for their hard work and dedication to the successful completion of the project.

This collaborative effort will provide leadership to Midlands Technical College for many years and describe a future in which we will provide outstanding service to our students and the community.

Marshall (Sonny) White, Jr.
President
2014



Ronald L. Rhames
President
2015

Randall (Mack) Jackson
Chair, MTC Commission
2015

MASTER FACILITIES PLAN

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ACKNOWLEDGEMENTS

Many have contributed their time, effort and ideas throughout the process of planning Midlands Technical College's future facility needs and positioning the College to meet the expectations of the students, the business community and the community-at-large.

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BACKGROUND

Introduction

This 2014-2034 Master Facilities Plan for Midlands Technical College (MTC) is an update to the previous 2008-2028 Plan. The plan complements the College's annual, five-year and ten-year facilities plans and is integrated into the College's strategic planning process. This plan is a vision of the future facility needs and responds to and supports the College-wide Goals and Priority Initiatives:

Goal 1: Access (Pipeline)

Priority Initiatives:

- Optimize the student pipeline to meet student, business and community needs
- Enhance the MTC image
- Provide resources for student access
- Ensure institutional and programmatic accreditation

Goal 2: Learning Experience

Priority Initiatives:

- Deliver programs and services that meet customer needs
- Enhance college infrastructure to ensure a positive campus environment
- Provide a student-centered teaching and learning experience
- Cultivate and support an exceptional, diverse faculty and staff
- Ensure the MTC experience reflects the College's brand

Goal 3: Student, Business and Community Success

Priority Initiatives:

- Increase student success, retention and goal attainment
- Collaborate with all education partners
- Partner with business and industry to provide workforce solutions
- Support the economic development of the Community

Decision making in the strategic planning process is guided by MTC's vision, mission, role and scope, and values detailed below.

Vision

Midlands Technical College, as a premier higher education partner, creates innovative learning environments, promotes individual and business success, drives economic vitality, and enhances quality of life.

Mission

Midlands Technical College is a comprehensive, multi-campus, two-year public college serving the primary region of Richland, Lexington and Fairfield counties of South Carolina. College programs and services provide accessible, affordable, quality education that prepares a diverse student population to succeed in the job market, to transfer to senior colleges and universities, and to achieve their professional and personal goals. The College equitably provides higher education opportunities, strengthens businesses and enhances the economic and social vitality of the community.

Role and Scope

The College implements its mission through a clearly defined set of programs, services and partnerships that include:

- *College-Level Credit Programs*. The College serves approximately 17,000 credit students annually through courses leading to associate degrees, diplomas and/or certificates in Arts and Sciences, Business, Engineering Technology, Health Sciences, Industrial Technology, Information Systems Technology, Nursing and Public Service.
- *Corporate and Continuing Education Programs*. The College provides professional and career training and development through open enrollment and customized courses with approximately 30,000 enrollments annually. The College serves individuals, businesses and the community. The College also offers self-supporting, noncredit activities for personal enrichment.
- *Student Development Programs and Services*. The College offers programs and services to current and prospective students and alumni to increase their success and enhance their potential for personal, educational and professional growth. The College increases student access to higher education and careers through recruitment, developmental education, financial services, counseling and career services, and evaluation and support services.
- *College Support Services*. The College, through an array of comprehensive administrative services, ensures an effective and fiscally sustainable institution.
- *Economic Development Programs*. MTC proactively promotes business growth and regional prosperity. The College enhances the economic vitality and quality of life of the region by providing a sustainable workforce and opportunities for community engagement.
- *Business Collaboration and Partnerships*. MTC initiates and expands business relationships through advisory board participation and business outreach activities. Business Solutions works with potential and existing business customers to identify needs and provide specific education and training for their potential and current employees.

Values

Midlands Technical College contributes to the community by helping individuals reach their full potential through affirmation of the following values:

- Commitment to Students. Belief in providing a learner-centered environment offering quality instruction, resources and services and presenting challenging opportunities for the continued growth and development of its students. The College assists students in clarifying their lifelong goals, navigating career pathways, fostering entrepreneurship, developing interpersonal skills and maximizing their potential.
- Commitment to Excellence in Education. Belief in offering the highest quality academic programs and support services through a variety of delivery methods that reflect the relevant education required for future success. The College builds a community of learners and prepares students for the work environment or further education.
- Commitment to Quality Service. Belief in providing professional, respectful, responsive, flexible, approachable and courteous quality service to all constituents.
- Commitment to Integrity. Belief in ethical behavior by all members of the College community. The College fosters and promotes integrity, honesty, fairness and mutual respect among faculty, staff, students and all others associated with the College.
- Commitment to Economic Vitality and Quality of Life. Belief in preparing students for successful careers by providing a seamless curriculum bridging secondary education, higher education and lifelong learning. The College serves as a resource for

community engagement and partners with business, education and government to enhance the growth and prosperity of the region.
- Commitment to Access and Diversity. Belief in providing access to programs and services to students who comprise the cultural, economic and demographic diversity of the community.
- Commitment to Faculty and Staff. Belief in the importance of attracting and retaining an excellent and diverse faculty and staff who collectively create a positive learning environment. The College provides professional development opportunities and demonstrates its commitment to the College community by providing resources to carry out the mission of the College.
- Commitment to a Quality Campus Environment. Belief in the importance of creating an inviting and secure environment for the College community. The College values clear communications, open exchange of ideas, involvement in decision-making, and respect for all individuals.
- Commitment to the Management and Diversification of Resources. Belief in the effective use of college resources to provide quality education and services for the students and community and in being accountable to constituents. The College seeks to diversify its financial support through the pursuit of new and innovative resources.
- Commitment to Innovation and Renewal. Belief in the spirit of creativity and discovery in all college endeavors. The College is open to innovation, adaptation and positive change for the benefit of all its constituencies.

This Master Facilities Plan specifically considers facility needs and opportunities that enhance the growth and changes in the College over the next twenty years. The plan also provides a framework that may be applied to growth and change beyond the 2034 planning horizon.

Purpose

The purpose of the MTC Master Facilities Plan is to guide the future development of facilities and ensure the appropriate connection between the educational objectives and facility needs of the College. The plan is designed to be a roadmap that enables expansion and growth without duplication of facilities or waste of resources. It provides a strategy to respond to changing enrollment and functional solutions that meet the physical needs of the College.

The plan is used when making major facility decisions including renovations, facility eliminations and replacements, new construction and infrastructure needs. It allows the College to prioritize its decisions as resources become available. The plan lays out general guidelines and the direction for each campus including the potential to add future space, the type of space to be created or renovated and general building standards.

The College

Midlands Technical College, founded in 1963, is one of 16 colleges included in the South Carolina Technical College System (the System). The System is governed by the State Board for Technical and Comprehensive Education, an agency of the State of South Carolina. The College is a comprehensive, public two-year institution that serves the Central Midlands region of South Carolina.

Midlands Technical College has six campuses, three in Lexington County, two in Richland County and one in Fairfield County with 39 buildings containing 1,023,000 square feet on 277 acres. Midlands Technical College has a teaching location at Fort Jackson that serves military personnel and civilians. The College also has a location inside Batesburg-Leesville and Fairfield High

Schools preparing those students for their college career. In addition to these campuses, the College delivers instruction in various businesses, industries, government agencies and public schools located in Richland, Lexington and Fairfield counties. Outside of the traditional classroom-based learning environments, the College also provides students the opportunity to take online classes anywhere there is a computer connection.

The College's annual unduplicated credit enrollment is approximately 17,000 students in more than 110 programs that lead to certificates, diplomas and associate degrees. Additionally, the College enrolls approximately 30,000 students annually in its noncredit programs. The College has an annual budget of approximately $89 million.

Master Facilities Planning Process

The College's Executive Council and the MTC Commission recommend a regular comprehensive review of the College's facilities in relation to its mission. Therefore, the original 2004-2024 Master Facilities Plan was updated for 2008-2028. Since the 2008-2028 plan update, the addition of MTC's sixth campus in Fairfield, additional facilities at other campuses and the education environment have driven the need for this 2014-2034 update.

The MTC Master Facilities Plan 2014-2034 is the product of a multi-tiered, collaborative process used to build on information gathered in the Strategic Planning Process from faculty, staff, administration, students and members of the community at large about the future goals, needs and trends of the Midlands of South Carolina. The Master Facilities Plan Committee was organized in April 2014 and was comprised of a cross-section of college associates including representatives from Executive Council, the Commission, Administration, and Faculty and Staff councils. By utilizing college associates with a broad knowledge base as resource experts, the committee was able to develop this comprehensive update within a reasonable time.

The Master Facilities Plan Committee formed two subcommittees, Education and Learning Environment. These subcommittees were tasked with information-gathering pertaining to facilities, educational goals and trends. The subcommittees prepared draft reports outlining their respective assessments, suggestions, trends and considerations.
The plan is a living, dynamic document. It should accommodate change as conditions that affect the educational programs and environment change. Therefore, it must be updated on a regular basis in order for MTC to quickly respond to market changes and to adjust its course offerings according to the needs of the community.

Strategic Outlook

During the most recent strategic planning process, the College conducted an environmental scan to identify future trends in higher education.

This process was comprehensive and involved soliciting input from a large number of faculty and staff, Commission members, business, community and higher education leaders. The process yielded a thorough review of higher education literature that focused on future trends and issues. As a result, the College developed the *2014 Environmental Scan* document that presents a long-term forecast for the MTC environment. The document identifies eight trends that will command the attention and resources of the College. The information from this research was used as the foundation of the Master Facilities Plan.

A master facilities plan strategic planning process was developed that diagrams the relationship between the user needs, resource allocation, and the construction, commissioning and occupancy process. The diagram on this page describes the relationship and the components involved

for each phase. This process provides for the continuous development of the learning environment.

The user needs are derived from the College's overall strategic planning process.

EDUCATION

Introduction

Developing an understanding of the educational direction of Midlands Technical College is critical to setting a baseline for facilities decisions at the institution. The Education Subcommittee of the Master Facilities Plan Committee embraced the challenge set before them by the Commissioners to think beyond the College's brick and mortar buildings and to truly meet the needs of students.

Since facility decisions are one of the logical outcomes of strategic planning, the Master Facilities Plan Education Subcommittee used the *2014 Environmental Scan*, conducted during the strategic planning process, as one of the key resources when collecting information critical to devising their report. Taking a long-term (10-20 year) perspective the Education Subcommittee determined that first it would update the standard information on the following topics:

- Economic development and workforce needs
- Students
- Faculty and staff
- Instructional delivery
- Student development services
- Education and training

Secondly, the subcommittee determined the College would need to know the answers to three questions under each topic:

1. What is the current return on investment?
2. Will the College have the funds needed to secure the technology required to meet the needs of tomorrow's student and the expectation of business partners?
3. How can the College position itself to deliver the "Soft Skills" to each classroom that are being demanded by the employers of our students?

Following research and discussions, the Education Subcommittee submitted its report. The following paragraphs outline key points from the report.

Economic Development and Workforce Needs

The College's mission continues to focus on economic development and MTC has implemented this responsibility through an approach that is supported in both its Academic Affairs and Corporate and Continuing Education divisions. Programs in the Academic Affairs division form partnerships with industry and establish advisory boards which improve the programs ability to provide current, relevant, and skilled workers.

Continuing Education also supports this mission in many ways, such as:

- QuickJobs
- Enterprise Campus
- Collaboration with ReadySC and Apprenticeship Carolina
- Grants like GRIT and Project Hope
- Professional Development for existing business and industry
- Partnerships with business and industry

To accomplish its Economic Development goals, the College interacts with key entities, such as the K-12 school systems, post-secondary institutions, local business and industry and the South Carolina

Legislature. These interactions have produced numerous college alliances including:

- The establishment of the MTC Fairfield Central and Batesburg-Leesville High School Success Centers which strive to increase student success in the four cluster areas.
- Collaboration with high schools to increase both the percentage of college-bound students and retention of those students. This includes preparation of high school graduates for Work Keys testing and preparation of MTC faculty for the interactive learning styles of millennial students.
- The Education and Economic Development ACT (EEDA) of 2005 established twelve regional educational centers geographically matched to Workforce Investment Centers and housed mostly in technical colleges throughout the state. In the Midlands Workforce Area, career specialists have worked with over 10,000 eighth thru twelfth graders.
- MTC Bridge programs with seven four-year colleges as well as a separate Gamecock Gateway residential program with USC-Columbia. Both the bridge programs and the Gamecock Gateway aim to provide students opportunities to transition successfully to select four-year institutions.
- In 2014, the College's partnership with Michelin North America, Inc. was selected by the American Association of Community Colleges as being the best corporate partnership by any two-year college in the country. MTC must also continue to strengthen relationships with local industry and business to build an educated and highly qualified workforce that is sustainable in a globally competitive economy.
- To address the skills gap and enhance economic prosperity, Midlands Technical College has established a customer-based model that looks at the four clusters of regional business where most of the job openings will be: Alternate Energy, Health Care, Advanced Manufacturing, and Information Technology. The challenge is to identify the employment skills needed and prepare graduates and current employees for the changing service area workforce.

The College will need to continue to nurture partnerships throughout the community to ensure access to higher education for citizens within its service area. In creating partnerships, the following questions must be considered:

1. What is the decision making process for developing partnerships?
2. Do we have the required facilities and equipment to support the agreements?
3. Do we have enough suitably trained faculty who are available to participate?

Midlands Technical College has a long history as a leading institution in preparing our state's workforce, particularly in the areas of health sciences, information technology, manufacturing and engineering technologies.

As South Carolina steps into a leadership role in the resurgence in manufacturing, Midlands Technical College's technical training programs (certificates, diplomas and degrees) are more critical than ever to economic growth in our state. Toward that end, the new Advanced Manufacturing Technologies Center will serve to strengthen the manufacturing field and promote an even stronger professional edge for the students. Additionally, Midlands Technical College feeds the viability and success of evolving regional businesses stemming from research-based innovations at the state's four-year colleges and universities. The MTC Enterprise Campus and the MTC Business Accelerator are important factors in the area's ability to attract, grow and retain high-technology companies. With the developing industries in South

Carolina creating an increased need for highly skilled technicians, Midlands Technical College will continue to carve out its place as a leader in economic development. Innovative ideas such as product, process, business incubation and entrepreneurship will help drive decisions regarding the College's physical needs in order to serve students and businesses in the service area. The Advanced Manufacturing Technologies Center, coupled with the middle college high school concept and the strengthening of developmental programs through innovative space design, will provide the learning foundation for educating a highly skilled technical workforce.

Education and training for a thriving workforce necessitates providing increased access for students. Accordingly, MTC built facilities in Batesburg-Leesville and Fairfield, increased online courses, and moved to offering most academic classes on a two-day per week schedule to ease commuting time and costs.

Students

The College has an annual unduplicated enrollment in curriculum courses of approximately 17,000 students. This figure represents a 6 percent growth in enrollment from 2008 to 2012. The College serves an ethnically diverse student body with 54 percent white, 36 percent African-American and 10 percent other. In addition, the College services approximately 30,000 corporate and continuing education students.

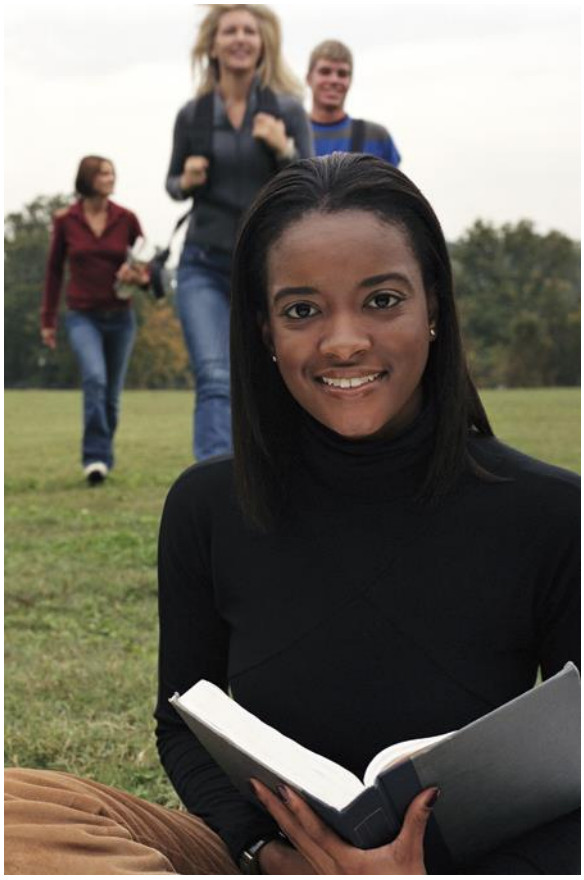
The College's service area includes three counties in the Central Midlands of South Carolina: Fairfield, Lexington and Richland. In fall 2012, 50 percent of the students enrolled in academic programs were from Richland County, compared to 34 percent from Lexington, and 16 percent from other counties (including Fairfield) and out of state.

The average age of Midlands Technical College students is 26. Although adult students continue to be a significant portion of the student body (61 percent), MTC is experiencing a resurgence of traditional-aged students entering the College. One key reason for the increased number of traditional-aged students is Midlands Technical College has become an institution of first choice for many students seeking to earn a two-year transfer degree or a two-year degree, certificate or diploma in a technical area.

The College has approximately 30,000 enrollments which equates to 18,000 students in Corporate and Continuing Education (CCE), including those who come to enhance their own skills and those sponsored by their current employers. As technology advances at such a rapid pace, people see the need to advance their skills and marketability.

Service area population is a key factor in determining facilities priorities. The U.S. Census data shows estimated growth between 2010 and 2013 in Richland and Lexington counties at 3.8% and 4.2% respectively, compared to 3.2% statewide. This is an average annual growth of 1.3% to 1.4% for Richland and Lexington counties respectively, and 1% for South Carolina. American Community Survey 2008-2012 data shows areas in Richland and Lexington counties with the largest growth were Blythewood, in the Northeast region of Richland County, and Chapin, in the Northwest region of Lexington County. According to the Central Midlands Council of Governments' 2012-2017 Comprehensive Economic Development Strategy (CEDS) for the Central Midlands Region report, Richland and Lexington counties will continue to experience growth in the foreseeable future. The report indicates the midlands region will experience a population increase of almost 20% by 2035. A Regional Building Permit Activity Report published in 2013 by the Central Midlands Council of Governments shows the areas

of Lexington, Irmo, and Northeast Richland topped the list of residential permits issued region-wide suggesting growth in these areas. Population growth in Fairfield County will remain relatively flat along the I-77 corridor.

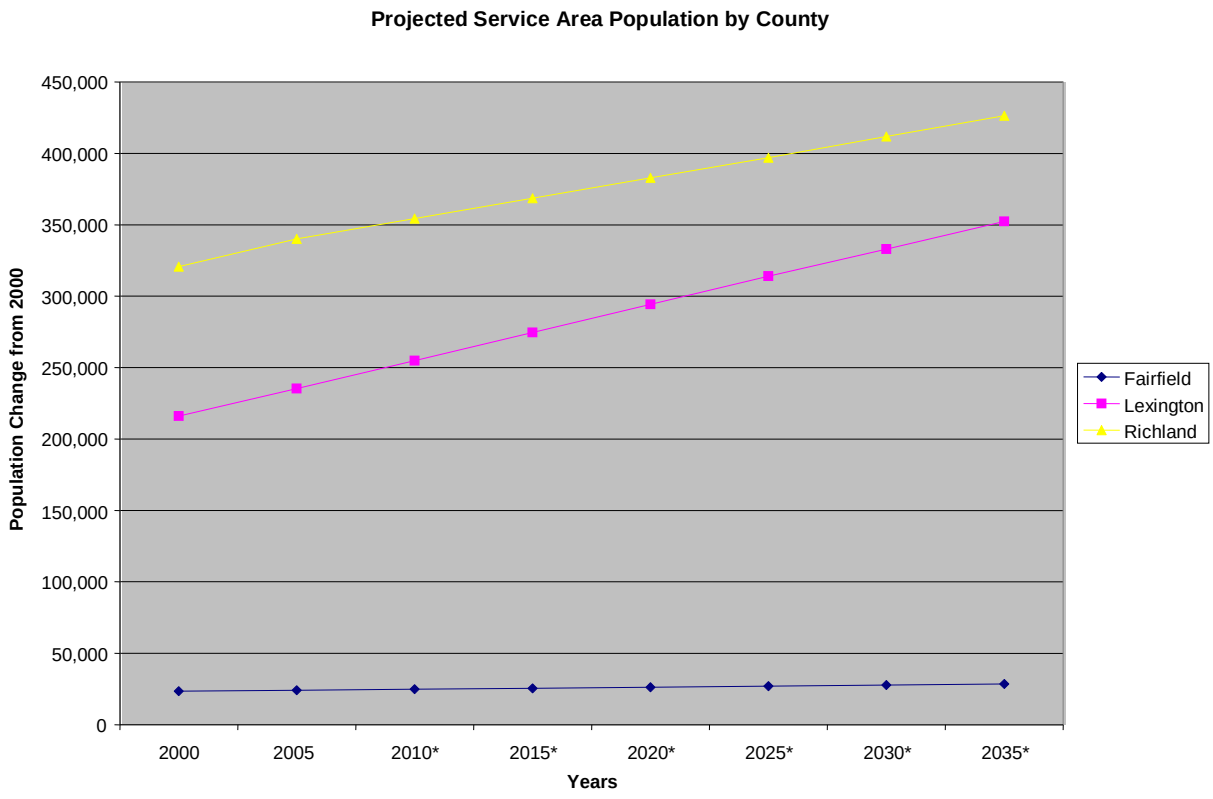


While admissions is the gate-keeping function at most four-year colleges and universities, the open-door philosophy of two-year colleges reduces admission eligibility issues in many academic areas. At two-year colleges, access for many students depends on obtaining the developmental skills needed for academic success and accessing available funding through the financial aid process. In addition, a cadre of services to students including advising, counseling, employment services, skills assessment and college skills development must complement classroom instruction to meet the individual needs of Midlands Technical College students.

Students who enter Midlands Technical College come with varying abilities and diverse needs. For example, many students are technologically savvy and have strong academic competencies; these students bring high expectations for online services, media-enriched instruction and access to faculty and staff. At the same time, the College serves a high percentage of low income, first generation, academically under-prepared students and students with disabilities. An extensive array of student development and support services must be available to help these students learn about college services and career opportunities. Next, with decreasing state funding to the College, students are more dependent on financial resources for college. The current funding models do not meet the challenges of many students to complete their studies. MTC has implemented a program to identify and provide these students with additional funding. Students also need assistance in accessing financial resources that can help them meet their educational needs and develop reasonable financial plans for college.

Projected Service Area Population by County								
	2000 Census	**2005 (Estimate)**	**2010***	**2015***	**2020***	**2025***	**2030***	**2035***
Fairfield	23,454	24,047	24,800	25,540	26,290	27,050	27,770	28,520
Lexington	216,014	235,272	254,920	274,610	294,300	314,000	332,950	352,340
Richland	320,677	340,078	354,380	368,580	382,780	396,980	411,820	426,300

**Projected Source: South Carolina Office of Research and Statistics (www.ors2.state.sc.us/abstract)*



Faculty and Staff

Midlands Technical College presently employs approximately 620 full-time faculty and staff who provide the backbone for all instructional efforts. Recruiting high quality faculty and staff is an ongoing challenge as more and more retire. In 2014, 33% of the College's full-time faculty members will be eligible to retire in the next five years. Fifty-four percent of the College's full-time faculty members will be eligible to retire in the next ten years. Thirty-five percent of MTC's full time staff members will be eligible to retire in the next five years; an increase from 25% in 2006. Approximately 48% of full-time staff are eligible to retire in ten years. (Source: 2014 MTC Environmental Scan: page 42.)

The College has become increasingly dependent on adjunct faculty and temporary staff. At present, adjunct faculty teach 49 percent of curriculum courses. A healthy mix of adjunct faculty brings diverse instruction into the classroom; this requires providing adjunct faculty with appropriate resources to carry out their teaching duties. These resources include space with technological and administrative support for planning and following up on classes, as well as meeting with students outside of class.

In a large, multi-campus institution, the faculty and staff of Midlands Technical College have continuing discussions on student needs, new technology, campus safety, the changing face of professions, and communication among faculty, staff and students. Fluctuating enrollment, loading, and additional facilities may affect personnel needs as well as appropriate technological, physical and logistical support. These discussions often translate into facility considerations that are listed at the conclusion of the education portion of the plan.

Instructional Delivery

Educational Technology and Media Services are critical to facilities planning. The College's comprehensive reliance on D2L, the learning management platform, wireless access, web translation of online teaching materials, the need for video production, copy center capacity, and the teaching and learning equipment found in MTC classrooms and conference facilities are examples of the breadth of dependency on these essential resources.

Current trends in Educational Technology and Media Services integrate evolving technology with educational philosophy. Curriculum advancements drive technology selection and affect facilities planning. The deployment of wireless connectivity, the monitoring of security and network protection, video production, and explosive growth in the demand for technological resources bring challenging opportunities to the College.

Technology trends include use of handheld devices, which use the wireless

infrastructure. The wireless infrastructure must grow to be able to handle the additional load in the classrooms and in the common areas. Both online and hybrid educational delivery methods will continue to grow dramatically.

Online tutoring has been added to MTC's infrastructure to meet requirements from SACS. Another trend in instructional delivery is students in online and hybrid classes taking their tests at the College's testing centers. The testing centers' capacity needs are growing steeply. Since 2009, the number of exams given in MTC testing centers has increased by 85 percent on the Airport Campus, and by 309 percent on the Beltline Campus. All campus needs will continue to rise in the future.

MTC will need to address the growing significance of video production and access in hybrid, flipped, and online courses. Building the infrastructure for lecture capture at the College will increase in importance. Faculty will require assistance in the process, and professional development, to gain the skills to address the technology transformation. The full implementation of video will need closed captioning capability.

Additional facility resources will be needed to address infrastructure that supports video, simulation, lecture capture, closed captioning and additional wireless loading. The College must address the need to expand available student multimedia lab space as the demand for online access escalates.

The MTC Copy Center demand is also rising. More than one million impressions are produced each month, and equipment and storage issues will continue into the future. Multimedia capabilities must expand as technology develops, and should be standardized in all meeting and learning spaces.

Student Development Services

As MTC reaches out more broadly into the community, the students who enter the College are increasingly diverse in many ways. Student Development Services works with students from pre-application through alumni status to help them understand themselves and their needs, develop academic and career plans, and access services that can help them reduce barriers to academic success and attain their educational and career goals.

- While a considerable number of students are well prepared for college level work, around 65% of students score into at least one developmental level course.
- The traditionally aged college students that come to MTC are technologically savvy, having used technology in their K-12 classrooms, and expect to learn and receive services using technology here.
- To support the needs of the 21st Century workplace, MTC must move from a teaching centered model of education to a learning centered model where current technology and collaborative learning are used to promote problem-solving and critical thinking.
- The College classrooms and infrastructure will need to support the use of wireless devices, computer-based modular classes, and team centered project learning. At the same time, some older students and returning adults are not computer proficient, and some students do not have computers or other mobile devices in the home. The College acknowledges that the digital divide still exists. Therefore, providing support resources such as online service centers, computer help desks and other resources helps students to learn the technology they will experience in the classroom and in the workforce. Facilities need to be planned so that they can support not only services delivered face-to-face,

but also using technology such as video conferencing.
- Student engagement with the institution has been shown to be one of the strongest predictors of success in college. Facilities plans must take into account the need for spaces to provide equitable programming to students on all campuses.

There are multiple challenges for Student Development Services:
- New or enlarged facilities are essential to continue to provide testing services because the testing center services have grown 138 percent over the past ten years.
- The number of students with disabilities requesting services has doubled in the past five years and accessibility of campuses, buildings, and technology will have to be considered when looking at new or existing facilities.
- The number of veterans and their dependents served by the College has grown to more than 1,000 annually. Research has shown that veterans need a space to meet, network and provide mutual support and mentoring to each other as they transition from the military to the College environment. Designated space for student veterans is needed to better support this population.
- Employers have recognized deficits in soft skills among many college graduates and MTC is establishing a Life Skills Center to provide a wide array of services to improve students' soft skills as well as address some of the other challenges they face in reaching their goals.
- More students are coming to MTC with varied and significant challenges and with responsibilities outside of school.
- Challenges with providing services equitably to all students have increased as MTC has grown into a multi-campus organization spread out over three counties.

Work with students and community members are not restricted to MTC Campus sites. Over the past five years, an office of Community Development was added to Student Development Services to coordinate initiatives with community partners.
- Partnerships have been forged with local neighborhood associations, councils and K-12 districts to offer college exploration, career planning and other support services at local community sites.
- Staff members also work at remote community locations to provide college readiness, career planning and financial planning for college.
- Satellite testing centers have been set up in local high schools and adult education centers to better prepare individuals to enroll at MTC without remediation and to better transition GED recipients to the next level of education and training to prepare them for the workforce.
- Students from some local high schools are now spending part of their day on MTC campuses through the Early College program.
- MTC Student Development Services has implemented MTC Career Success Centers within the local high schools in the Batesburg-Leesville and Fairfield rural communities. As a result, MTC admission applications and enrollments from these locations have grown significantly.
- MTC Staff working in community sites must be connected to the College and must carry mobile devices such as laptops, iPads, and cell phones to stay connected to the College and guide prospective students through college planning and enrollment process. Prospective students at remote sites must also be connected to the College in some manner. Flexibility in design and use needs to be a prime consideration when planning facilities so that the College can respond quickly to serve all of its constituents in this constantly changing environment. Part

of this flexibility involves the resources that community partners provide in collaboration with the College.
- Over the past five years, MTC partnerships with four-year colleges have grown significantly. Some examples are the College Bridge Programs with the University of South Carolina – Columbia, Benedict College, Columbia College, Claflin University, Lander University, Newberry College and the College of Charleston. These partner colleges use MTC facilities to provide advisement to transfer students, sponsor college information days, etc. These college partners also host events on their own campuses for interested MTC students in to support successful student transfer.
- An outgrowth of the MTC Bridge Program with the University of South Carolina is the Gamecock Gateway Program, a program where USC applicants are referred to MTC for their freshmen year. In 2012-14, approximately 160 students enrolled in classes on the MTC Airport Campus while residing in dorms on the USC campus. The two colleges collaborated on student support services, academic success services, student activities, orientations and a number of other student support services. At the end of the freshman year, students who had attained 30 semester hours of transferable work with the GPA required by their college were fully admitted to USC as sophomores. The program was so successful that it is expanding to approximately 360 students in 2014-15, with classes and staff support offices on the Airport and Beltline Campuses. Current and possible future program growth has implications for campus facilities, instructional resources and student services.

Education and Training

Academic departments note the following trends and future directions:

<u>Developmental Education</u>

Trends

- Increased numbers of underprepared students and students requiring accommodations.
- Appropriate pacing of course completion.
    - Normal semester pacing is when classes meet twice weekly.
    - Offer more 7 week/4 day weekly accelerated classes for highly motivated students for Reading and possibly English.
    - Modular math provides accelerated pacing.
- There is no place to refer those students who are unable to complete the more rigorous academic programs due to cognitive disabilities.
    - Students have exhausted the resources from Adult Education.
    - Continuing Education presents limitations as some students may not meet the reading requirement for QuickJobs.

Future Directions

- Would like to research options for serving this population of students to help them become ready for employment within the community.
- Instruction considerations should include:
    - Evaluating raising the entrance scores
    - Classrooms as Learning Communities
    - Embedding soft skills into curriculum
    - Flipped classroom concept
    - Retention Advocate
- Technology challenges
    - The need is great for more classrooms to be equipped with drop down computer desks to accommodate the increasing usage of computer technology required in curriculum instruction.
    - DVS students lag behind in technological abilities.

    - Technological abilities do not necessarily reflect critical thinking skills ability.
    - New director will help DVS become ADA compliant; the department has a high number of students with specific accommodation requirements.
- Textbook issues
    - Possibly create courses from LOR (Learning Repository) sources.
    - Evaluate the benefits of e-books vs. hard cover. DVS students lack the electronic skills.

While an education from Midlands Technical College opens doors for our students, it is the intangible traits, such as effective communication, teamwork, punctuality, integrity, work ethic, self-direction and interpersonal skills that are needed to ensure career success. These life skills, often referred to as "soft skills", along with strong technical skills are essential for graduates to succeed in the workplace.

According to Midlands Technical College's hiring partners, students with effective soft skills make significant contributions to the success of the organization. Many of Midlands Technical College's 17,000 credit students and 30,000 non-credit students do not realize the extent to which attitude and work ethic are critical to their career and professional success. The Life Skills Center at Midlands Technical College will provide a wide range of services designed to equip students with the skills needed to achieve and maintain meaningful employment to support themselves and their families.

<u>Arts and Sciences</u>
Trends
- There are more articulation agreements with four-year colleges.
- The Bridge Program now includes seven colleges and universities which facilitate transfer student success.
- The Gamecock Gateway program has grown from 175 in the 2013-14 school year and will be 350 in the fall of 2014.

USC is hoping to make the agreement with MTC to expand this program to include 600 students.

Additional faculty and classroom space is imperative for this to succeed.
- Arts and Sciences courses support the required curriculum for all of our degrees and certificates.

Future Directions
Increasing general education course offerings is necessary for some health science and nursing students to be better prepared to pursue bachelor degrees. This may necessitate more faculty and classroom space.

<u>Business and Public Service</u>
Trends
- Increased articulation agreements with four-year colleges, and MTC's great reputation among community agencies and organizations, has increased enrollment for Human Services by 21% over the last two years.
- Industry demand for additional educational credentials has increased the enrollment for Early Childhood Development by seven percent over the last two years. Articulation agreements with four-year institutions have also opened the door for students to complete an associate degree in Early Care and Education before transferring.
- Paralegal and Criminal Justice enrollments have remained steady for the past two years. Both programs are actively involved in the community and provide multiple agencies, organizations, and law firms with qualified employees. The Criminal Justice degree program can be taken entirely online.
- Enrollment trends for Management, Marketing and Accounting have remained steady for the last few years.

Future Directions

- The increased demand for quality childcare and early education will only increase the enrollment in Early Childhood Development.
- Enrollment increases are also predicted for Human Services, Paralegal and Criminal Justice programs.
- The Accounting program is reviewing strategies to prepare students for the CPA exams. When this is in place, demand should increase for this degree program.
- The Management and Marketing programs are looking at additional articulation/transfer agreements. This should also increase enrollment in these degree programs.
- Midlands Technical College is reviewing how the College looks at Entrepreneurship. This may have an impact on the Entrepreneurship Certificate program.

Engineering Technology & Sciences

Trends

- Sustainability for the associate degrees is accomplished by collaboration with key local industries.
- Collaborations require dedicated lab facilities in most cases in support of a single industry.
- Single industry collaborations require careful curriculum design to leverage their leadership.
- Curriculum design to leverage "big" industry leadership also maximizes employability of our graduates in smaller local industries.

Future Directions

- Continue to develop relationships with sustaining industries for degree programs.
- Develop a similar sustainability approach for short-term programs for the credit side.
- Increase the department's capacity to handle short-term credit programs with quick rollover from old programs to new programs.

Health Sciences

- Better Occupation Outcomes with Simulation Training (BOOST): Developed in collaboration with major healthcare employers in the Midlands, BOOST delivers:
    - High-tech simulation training in your first semester – and the chance to start clinicals and to work with patients in the second semester.
    - College credit and stackable academic certificates that serve as a foundation for students' future healthcare program at MTC.
    - Credentials needed for entry level healthcare jobs, which could allow students to keep working in their field when they are admitted to future healthcare programs at MTC.
- Four new certificates: Computed Tomography, Nursing Assistant, Phlebotomy and EKG, will increase more simulation into the curriculum.

Dental Hygiene Program

Trends

- As the role of the dental hygienist changes, so must the educational process. This change requires that the facilities include an ideal location, adequate space, and state-of-the-art equipment.

Future Directions

- The knowledge and skills of the dental hygienist will be expanding beyond the traditional roles.
- Preparing more students to enter baccalaureate degree programs for dental hygienists through curriculum modification or a 2 + 2 program with USC.
- A larger clinic to incorporate more state-of-the-art equipment is necessary to meet ever increasing infection control needs and to meet the needs of both the Dental Assisting and Dental Hygiene programs.

- A clinic which is ideally located for accessing a larger patient pool.

Industrial Technology

Trends

- The increasing amount of technology implemented into advanced manufacturing, automobiles, construction and the graphic communications industries require more advanced skills from our students than ever before. This trend, coupled with the increasing need for more developmental courses, makes the task of preparing students for careers in a technical world more difficult.
- More students will choose technical degrees over baccalaureate degrees so as to accrue less debt, higher salaries and a greater sense of career satisfaction.

Future Directions

- Continued investment in emerging technologies will be required for all programs.
- Several programs need larger lab facilities and major upgrades or replacement of facilities that are approximately forty years old.
- National trends for "maker spaces" should be evaluated to support local business development and growth. A "maker space" is an area equipped to allow machining, 3D printing, wood working and other types of industrial work. This is a partnership opportunity for the Industrial Technology Department, the Business Accelerator, and local industry. The space is made available to allow local business men and women to fabricate a prototype of a part or invention. It is a good fit for college expertise and local industry to help grow local economies.

Information Systems Technology

Trends

- There has been significant growth in the use of virtual computers/servers throughout local industries. The department is determining how to incorporate these technologies into the appropriate coursework. Having our classroom computer labs migrate from standard PC's to a virtual PC environment would help in both the curriculum and support of IST courses. The update of lab computers' software images every semester is a significant drain on college resources.
- Recent progress in the support of networking curriculum via virtual/cloud based solutions appears promising as an enhancement to the recently upgraded physical network lab. Local businesses we support continue to appreciate and demand that our students have hands-on experience with networking equipment and this will provide additional experience that our physical lab typically would not support.
- The department's recent change of our Enterprise programming to a virtualized mainframe has provided our students with added skills which differentiate them during job searches.

Nursing

Trends

- Hospitals are going toward an 80% BSN – 20% ADN ratio.
- The College is currently working on articulation agreements with Lander University and Newberry to help our students go from our ADN program into their RN to BSN programs easily, while taking some of their requirements here.
- Pending final approvals, the College will be going to a concept-based nursing curriculum spring 2015 with fewer credits.
- There is a possibility that the Department of Education and the Accreditation Commission for Education in Nursing (ACEN), our accreditation agency, will recommend a 60 credit cap on associate degrees.
- Increased simulation will be necessary to include in the curriculum.

Corporate and Continuing Education

Economic Development at Midlands Technical College is multi-faceted, and the College's Corporate and Continuing Education (CCE) plays a significant role in this effort. The focus of CCE is to provide learning solutions to help the community excel in work and life. A number of initiatives within the department specifically address this need.

- QuickJobs – the sole purpose of QuickJobs is to prepare individuals to fill one of the Midlands projected 20,000 job openings over the next five years in advanced manufacturing, information technology, health care, alternative energy, skilled trades, and other professions. QuickJobs are courses that can be completed in a short period of time and often lead to nationally recognized career certifications. The department has seen an increase in students seeking QuickJobs training due to the success of the program. Funding from the state and the MTC Foundation in the form of scholarships demonstrates the support the program has among the state's leaders and major employers. As technology advances, the need to retool oneself throughout a career will increase. CCE will likely continue to see an increase in enrollment in these programs.
- Grants – grants allow CCE to address regional workforce needs in high-demand industries. Most recently, the department's *Growing Resources for Information Technology* (GRIT) grant has allowed us to retool and return 85 individuals to the workforce in areas where the region has indicated a shortage of qualified applicants. The success of this program is promising and plans are underway to sustain the program once funding ceases. The need to seek additional grants to meet the needs of business and industry will remain critical to the department's success.
- Corporate Training – CCE remains the number one choice for professional development training for existing business and industry by:
    - Anticipating customers' needs and exceeding their expectations
    - Helping organizations achieve their highest potential
    - Creating an environment of life-long learning
    - Providing accessible, flexible, reliable, high-quality, cost-effective, innovative learning solutions
- Collaboration with ReadySC and Apprenticeship Carolina

CCE is proud of its relationships with other economic development entities. Through these partnerships, we are best able to meet the needs of new and existing business. MTC's Corporate and Continuing Education program is one of the largest and most comprehensive in the Southeast. Each year CCE delivers 2,600 classes, 30,000 enrollments and serves hundreds of area businesses. The strength of CCE is in its ability to be flexible and responsive to the evolving training needs of business and industry in the Midlands. CCE offers training at all of the MTC campuses, as well as onsite at business locations and utilizes state-of-the-art equipment and facilities that mirror those of our local businesses.

Facility Considerations

In summary and in consideration of the above trends, Midlands Technical College must look at expansion and/or renovation to meet the following needs:

- Industry proximity, population trends and programs relevant to campus development
- Continued enrollment growth and increased need for higher education
- Student service needs on each campus
- Emerging technologies and specialized space for training
- Flexibility and adaptability of future buildings
- Campus safety
- Expand wireless technology capabilities
- Expansion to the testing center

Summary

The intent of the Education Subcommittee of the Master Facilities Plan Committee was to provide an innovative and thoughtful educational direction for planning facilities renovation, expansion and technology infrastructure. You will find this report to be a fact-based picture of the challenges facing Midlands Technical College. We are positioning our programs and curriculum to meet the needs of businesses and industry within our service area. Our student body is growing in number and in diversity of needs. Well planned facilities are critical to the success of our students, businesses and community partners.

LEARNING ENVIRONMENT

Introduction

The goal of the master facilities planning process is to guide campus development that best supports the College's educational mission. As a result of the planning process, a Learning Environment Sub-committee was formed to update and enhance the Master Facilities Plan that sets forth guiding principles and specific strategies for campus development.

The subcommittee used an array of means to accomplish its goal. Current documents including the Master Facilities Plan, 10-year Capital Cash Flow Plan, 5-year Facilities Plan, and Facility Condition Study were reviewed to provide common understanding of the trajectory of near term investment in campus facilities. The newly released Environmental Scan was also studied by the subcommittee and it provided eight trends that will impact the future direction and success of the College. Open discussion among the committee members, selected for their wide ranging expertise, gave balanced input across a wide range of subjects and led to a more accurate identification of emerging issues. Architectural input from both local and national representatives assisted the subcommittee in consideration of facility trends beyond our institutional knowledge base.

Guiding Principles

Facility decisions should integrate the education needs of the College and be measured against the principles stated below. Many of the principles are long-standing, but two received more discussion due to their increasing emphasis: Return on Investment and Educational Technology.

- Provide the best possible college environment for student success.
- Apply future trends while recognize funding limitations.
- Promote flexibility to ensure the College's ability to adapt quickly to a changing environment.
- Seek and value user input when designing facilities.
- Sustain a sense of security.
- Evaluate Return on Investment when making facility funding decisions.
- Utilize the best Educational Technology to provide the greatest opportunity for student success.

College Environment

While a master facilities plan generally looks to the future, it is important to first recognize and state that current facilities should be maintained in like-new condition to the extent these facilities serve current needs at a reasonable cost. With strong county funding support, the College continues to maintain its facilities and has increased facility condition from an average of 86.6 to 94.0 out of a possible score of 100 since the last Master Facilities Plan in 2008.

College environment comprises three general areas: classroom functionality, support space functionality and campus landscaping.

Classroom Functionality

Research recommends following three simple rules when considering the classroom environment: Students should be able to see what is presented; students should be able to hear what is said, free from noise and distortion; and students should be comfortable, with temperature and furniture among the crucial considerations.

Lighting is identified as perhaps the single most important element for an effective classroom environment. Research shows that appropriate lighting in a room, especially day lighting, increases interaction. Adjustable lighting is imperative with classroom multimedia equipment.

Selecting the correct classroom furniture is critical to a successful learning environment. If students are not comfortable, their learning capabilities decrease. The College should give attention to the size of the work surface and the size of the seat when selecting classroom furniture. Both need to be sufficient to allow space for textbooks, writing pads and electronic items students need in today's technological classrooms. Seating should be comfortable, flexible and spacious.

Curricula where learning spaces extend beyond the classroom, such as in health sciences and engineering, require appropriate laboratory, pre-clinical and clinical environments. These equipment-dependent programs often require space refurbishment at a more rapid pace than the typical classroom in order to accommodate rapidly advancing technologies. Access to these areas beyond the scheduled class hours is essential in order to provide adequate hands-on practice time to attain competencies.

Support Space Functionality
All interactions with the College are learning experiences and additional learning takes place outside the classroom. Therefore, accommodating support services, especially frontline student support, will continue to offer many challenges. As the College continues to expand, creative and innovative ways will be needed to minimize competition between learning space and learning support space. The College must adopt existing and emerging technologies to offer seamless and continuous service in areas such as admissions, financial aid, registration, business transactions and library services. Where facilities are still required for frontline services, innovative processes such as developing a mix of generalists and specialists working in unison to serve students in open platform environments should be the standard. Similar technologies and innovative processes will be required to address support needs of employees. The support space should be open, welcoming, comfortable and functional.

Student Assessment or Testing Centers deserve special mention in this update. Attention must be paid to these specific support spaces as online testing becomes more heavily utilized. Online courses are increasing in number and utilize testing centers to provide proctored testing. Also, on-site or traditional classes are increasingly using online testing and further burdening the current testing centers. Potential may also exist to increase the revenue stream for the College from outside vendors seeking online proctored testing.

Campus Landscaping
An effective campus setting translates into more than pathways between buildings. The campus landscape is often thought of as the types and arrangements of plant materials, but the current Master Facilities Plan broadens the definition of landscape. Current and future plans will acknowledge the full range and importance of site elements to ensure proper budgeting, design, implementation and maintenance. Successful campus design must consider the landscape elements that contribute positively to the function, visual quality and image of the institution. The careful use of these elements will enhance educational quality and the attitude

toward learning. Landscape elements strongly affect the first impressions of prospective students, their parents, visiting faculty, administrators, business and industry leaders and the communities in which campuses are located. A welcoming landscape will ultimately become part of the College's reputation. However, appropriate landscaping must also take into account maintaining visibility for security purposes. Key landscape elements include plants, pedestrian walks, gathering spaces, seating arrangements, open spaces, special landscape features, contextual design elements, campus edge definition and character, and signage.

Future Trends and Funding Limitations

Future Trends

Population growth and demographics should be a consideration in future facility decisions. Access and affordability can be partly addressed by facility locations and technological trends. Secondly, sustainable facilities are now required by state law pertaining to construction and are increasingly preferred because of escalating operational expenses such as utilities and maintenance. Finally, both facility and educational equipment are affected by the rapid advancement of digital technology. This trend is further discussed under Educational Technology in this document.

Funding Limitations

Major construction and renovation projects are likely to be funded from state funds and in partnership with the College's service-area counties. The process by which the College secures state funds, under normal economic conditions, takes place over a three- to four-year period. The College identifies and prioritizes major construction and renovation projects through a state administrative planning process involving several layers of governance and regulatory oversight. After a project is approved and prioritized through the state's administrative planning process, it is subject to the review and approval of the state's legislative process. The legislative process may or may not result in a project being considered with the same priority as the state's administrative process or at the recommended funding level.

Flexibility and College Priorities

There is often a significant lag between the identification of a facility concept and the acquisition of necessary resources to convert the concept into an active project. Facility priorities will often be out of alignment with the dynamic environment in which the College operates. A flexible process is required for the College to be responsive to the changing environment and the evolving needs of students, employees, business, industry and the community. There are three incremental facilities plans which are used as input for the development of the Master Facilities

Plan and in the prioritization of facilities for the College. Consequently, a facility prioritization process should be one that is reviewed and updated frequently. The College's facility priorities will be decided using the following planning processes:

- The annual facility plan identifies the currently approved and funded projects that the College has established as its priorities.
- The five-year facility plan, of which the first year is the annual facility plan, identifies mid-range facility priorities and potential funding sources. A review and update of the five-year facility plan should be conducted every year.
- The ten-year facility plan includes the annual plan and the five-year plan priorities, and identifies long-range facility priorities and potential funding sources. The ten-year facility plan provides the projected cash flow for facility priorities and is reviewed annually and shared with the potential funding entities.

User Input

Common sense suggests, and literature reaffirms, that the College should poll faculty and students on facility needs. Serious consideration should be given to developing classroom advocacy groups to help make decisions and to solve problems.

Safety and Security

An important aspect of providing accommodating facilities is the sense of security and physical safety experienced by those visiting the campuses. MTC has invested significant resources in replacing and adding exterior lighting, installing nearly 600 video surveillance cameras and digital recorders and improving emergency notification capabilities. All of these elements are vital for sustaining a positive sense of security and offering a comfortable environment that encourages learning.

Return on Investment

A strong emphasis on investment return should be considered when the College contemplates facility or land investments. Consideration for funding should include operating cash versus bonds, current earning power and other potential uses for those funds. Evaluating financial return should include synergy with other investments. Lower financial returns may be offset by programs demanded by students and the community or requirements made upon the College such as accreditation requirements.

Current land assets of the College are sufficient to meet foreseeable needs. However, should an opportunity develop to purchase additional land, the College should consider the return on its investment, the preservation of campus views or complementary business of its neighbors and whether the property is likely to meet a college need that existing property cannot meet.

Educational Technology

The new mediums of course delivery are making rapid and changing demands on education technology and the infrastructure that supports that technology. Instructors and education technology experts will have to continually collaborate to integrate emerging technologies to meet educational philosophies and the demands of

students. Distance, hybrid, flipped, scale-up and online courses are just some of the new arrangements that are requiring video production, simulation, lecture capture, closed captioning, and are also bringing increased loading to the associated infrastructure and support personnel. Security and network protection must also be monitored and strengthened as educational technology is expanded.

Principles Placed Into Practice

These guiding principles have been adhered to in past college facility decisions. In 2007 the College added a campus in rural Lexington County to improve accessibility and affordability for prospective students. In 2010 the College added classrooms to its Harbison Campus to increase credit course offerings. Also in 2010 the College opened a campus in Winnsboro in rural Fairfield County. In 2012 and 2013 the College renovated space in Fairfield and Batesburg-Leesville High Schools to provide college guidance for students preparing for college. Also in 2013, the College opened its new Engineering Technology and Sciences building on the Northeast Campus.

The following campus and facility assessments provide useful information and recommendations that can be used not only to justify renovations, but also as guidelines for determining possible utilization of each building. The resulting plan provides a road map for developing a coherent and compelling educational environment responsive to the College's needs and its vision as articulated by identified educational trends.

AIRPORT CAMPUS

During World War II, the land on which the Airport Campus now sits was part of the Columbia Army Air Base. In the late 1940s, the Columbia branch of the South Carolina Area Trade School was housed on the site of the present Airport Campus. A Master Facilities Plan was developed for the campus in 1973, and thus began the architectural theme of one-story brick buildings with pre-cast concrete fascia. In recent years, the architectural style of new buildings has evolved and multi-story buildings have been built.

In 2004, an exhaustive study of the Master Facilities Plan was undertaken and a foundational document was produced that was updated in 2008 and now again in 2014.

The campus currently has 72 acres developed for campus use. There are 18 buildings containing approximately 420,000 square feet.

Program Clusters

The Airport Campus currently serves the College's Health Science and Nursing programs. This campus is also home to career programs in Industrial Technologies, Information Science, Business and Human Services. The College offers the Associate in Arts (AA) and Associate in Science (AS) transfer programs, as well as offering a limited number of noncredit offerings in occupational and personal interest areas on the Airport Campus. Renovation of the Warehouse facility will occur in 2014 to provide space for the Advanced Manufacturing Technologies programs.

Campus Development Potential

There is sufficient land on the Airport Campus to construct new, stand-alone buildings. A few buildings are excellent candidates for expansion and renovation. Another option would be to demolish existing buildings and construct new facilities. Up to 40,000 square feet can be added to the Airport Campus by constructing new facilities, and 74,000 square feet can be added with additions and facility replacement, with consideration for additional parking a requirement and possible limitation.

Building Analysis

Academic Center – This building was constructed in 1989 and has not undergone a major renovation. However, refurbishments to the building have occurred over the years with a second elevator installed in 2008. The building

functions as a classroom building with specialized laboratories for Health Science programs and an operational dental clinic where patients from the community are provided preventative dental care for a fee. There are a number of special-function laboratories, demonstration laboratories and lecture halls dispersed throughout the building. The Airport Campus library is located in this building. Major functional areas are business and assembly occupancies. The Academic Center is a three-story brick veneer building with a steel skeletal frame interior and is a future candidate for major refurbishment and upgrade. With the exception of the library, the building is to remain in present use for the foreseeable future. The Library, according to faculty, staff surveys and current academic trends, has been identified for major renovations to include increased computer stations, collaborative spaces and upgraded finishes.

Advanced Manufacturing Technologies Center – This facility was constructed in 2003 as a warehouse for statewide training programs. The facility is being upfitted in 2014 to enhance the focus on Industrial Technologies programs including Mechatronics, Manufacturing and Industrial Maintenance. The facility is two stories with brick veneer and a barreled roof. The building will be sufficient for these programs well into the future.

Airport Student Center – This building was constructed in 1996. The building functions as a multi-purpose student activity facility with bookstore, cafeteria/canteen, student lounge areas, extracurricular activities offices, administrative offices and other miscellaneous functions. The cafeteria was upgraded in 2006 to enhance student interaction and to appeal to current dining trends. The second-floor service center was renovated in 2007 to provide more seamless services to students. The building is a two-story brick veneer building with a steel skeletal frame interior. Extensive painting and carpeting were undertaken in 2013. The Airport Student Center is a future candidate for major refurbishment and upgrade, and is to remain in present use for the foreseeable future.

Bookstore Storage Facility – This building was constructed in 1999 and is used as a receiving and storage building for the College's bookstores. It is a one-story pre-engineered building. It is in good condition and currently meets the needs of the bookstore. If expansion is necessary, there is ample land adjacent to the building. An expansion could provide an additional 2,000 square feet, which would bring the facility to 4,500 square feet.

Congaree Hall – This building was constructed in 1980 as a specialized industrial laboratory building. Renovations were completed in 1990 to convert all of the specialized laboratories into general-purpose classrooms. In 2006, minor life-safety modifications were made to accommodate the new Midlands Middle College. It is a one-story brick veneer on concrete unit masonry building with a steel frame interior. The interior walls being concrete unit masonry, do not lend themselves to any type of renovation/modification. Over the last few years all of the HVAC units have been replaced. If the building becomes unnecessary for existing use, it should be considered inadequate for renovations, demolished and replaced. A new multi-story building of 58,000 square feet should be built. The many classrooms would have to be temporarily relocated and therefore this replacement may need to follow other classroom construction.

Granby Hall – This building was constructed in 1978. The College constructed the building as a specialized industrial laboratory building and it is currently being used as such. It is a one-story brick veneer on concrete unit masonry building with a steel frame interior. Over the last few years most of

the HVAC units have been replaced. As Welding and Building Construction Technologies move to other spaces, the building could be renovated in phases beginning with the vacated spaces. Complete replacement would require temporary housing of the Graphics and HVAC programs.

Health Science Building – This building was constructed in 2001. It functions as a classroom building with specialized laboratories for the Health Science and Nursing programs. It is two-story brick veneer with a steel skeletal frame interior. Special function laboratories, demonstration laboratories, lecture halls and faculty offices are spread throughout the building. A major renovation is underway in 2014 for the BOOST program. The Health Science Building is a future candidate for a major refurbishment and upgrade. The building is to remain in its present use for the foreseeable future.

Industrial Building – This building was constructed in 1967 with its last major renovation completed in 2001. It is used as an industrial training facility with a large open shop space and several classrooms and labs. It currently houses industrial technology programs which will be moving to the Advanced Manufacturing Technologies Center in 2015. The building will then be renovated to accommodate expanding Welding programs.

Lab Building – This building was constructed in 1957 with a major renovation completed in 1992. It is a single-story brick veneer wood frame building with a wood truss gable roof. Initially, it was utilized as a specialized laboratory building, then for record storage during the 1980s. Currently, it is used as administrative space for campus security. Major renovations were undertaken in 2012 to upgrade interior finishes and improve functionality and a new standing seam metal roof was installed in 2013. The facility should serve the College for years to come.

Lexington Hall – This building was constructed in 1973 with the last major renovation completed in 2002. Previously, it functioned as a classroom building with specialized laboratories for the Health Science and Nursing programs. During the last major renovation, the building systems were upgraded to state-of-the-art technologies. Currently, Lexington Hall functions as a classroom building with faculty and administrative offices. It is a one-story brick veneer building with steel skeletal frame interior. A 10,000-square-foot addition to Lexington Hall was completed in 2010 that allows for increased enrollment and retention of Science, Health Science and Nursing students. Lexington Hall is a future candidate for major renovation and upgrade.

Maintenance Building – This building was constructed in 1994 and is used as a maintenance shop for physical plant and micro-systems services. The building is in good condition and with maintenance and technology upgrades; it should remain a viable asset to the College.

Materials Support Facility – This building was constructed in 1992. The one-story facility is used for shipping and receiving of all the College's equipment purchases as well as surplus property. The warehouse portion of the building is pre-engineered construction with a brick veneer. The administrative portion is brick veneer with a steel frame interior. The building is in good condition and with maintenance and technology upgrades it should remain a viable asset to the College. The rear of the facility was constructed with metal panels and expansion is possible with extensive site work. An expansion could provide an additional 4,000 square feet to the warehouse portion of the facility, which would bring the facility to 15,800 square feet.

Morris Hall – This building was constructed in 1995 as an administrative building. It houses one of the College's two-way distance learning classrooms. A 3,700-square-foot addition is planned for 2014 that will provide space for educational technology instruction and student support space. It is a one-story brick veneer building with a steel frame interior. The building is in good condition and with continued maintenance and technology upgrades it will remain suitable for the foreseeable future.

Operations Building – This building was constructed in 1967 and is used as an administrative building. It is a one-story brick veneer building with a wood-frame interior. In 2012 a renovation of the interior was completed and the building should remain adequate for years to come.

Reed Hall – This building was constructed in 1987 and serves as an administrative building. It is a one-story brick veneer building with a steel frame interior. It was designed with flexibility in mind. Currently, there are three large open office spaces with office partitions in the center and permanently constructed offices around the perimeter. With continued maintenance, technology upgrades, and appropriate refurbishments to maintain the building's functionality and aesthetics, this facility will serve the College for years to come.

Robinson Building – This building was constructed in 1963 with the last major renovation completed in 1996. The building was constructed as a dormitory and is currently being used as a faculty and administrative office building. It is a two-story brick veneer building with concrete unit masonry and a basement area. Without an elevator, the building does not meet current Americans with Disabilities Act (ADA) accessibility requirements to the second level. The Robinson Building shows signs of deterioration. The restrooms were upgraded in 2006. Painting and carpeting were undertaken in 2013. If further major renovations become necessary, the building should be determined inadequate for use, demolished and replaced. A 36,000-square-foot replacement facility could be constructed which could include many additional classrooms. These new classrooms could temporarily accommodate classroom space lost as other classroom buildings are being replaced, such as Congaree Hall, and then be used for future enrollment increases.

Saluda Hall – This building was constructed in 1955 with the last major renovation completed in 1990. It functions primarily as a classroom building with faculty and administrative offices. Saluda Hall is a one-story brick veneer on concrete unit masonry building with a steel skeletal frame interior. A poured-in-place concrete slab supports the flat roof. The steel structural members that support the slab appear to have no specific grid layout. Steel columns are randomly located throughout the building. It would be cost prohibitive to transform Saluda Hall into a state-of-the-art educational facility given the condition of the building. The limited ceiling heights reduce or eliminate flexibility, technology expansion and mechanical/climate control options. The roof was replaced in 2007 and restrooms upgraded in 2008. Any additional renovations should be limited to cosmetic in nature. If major renovations become necessary, the building should be rated as inadequate, demolished and replaced with a new facility. A 42,600-

square-foot replacement facility could be constructed which should include many additional classrooms. These new classrooms could temporarily accommodate classroom space lost as other classroom buildings are being replaced, such as Congaree Hall, and then be used for future enrollment increases. There is significant open space north of the building which the building could be expanded across.

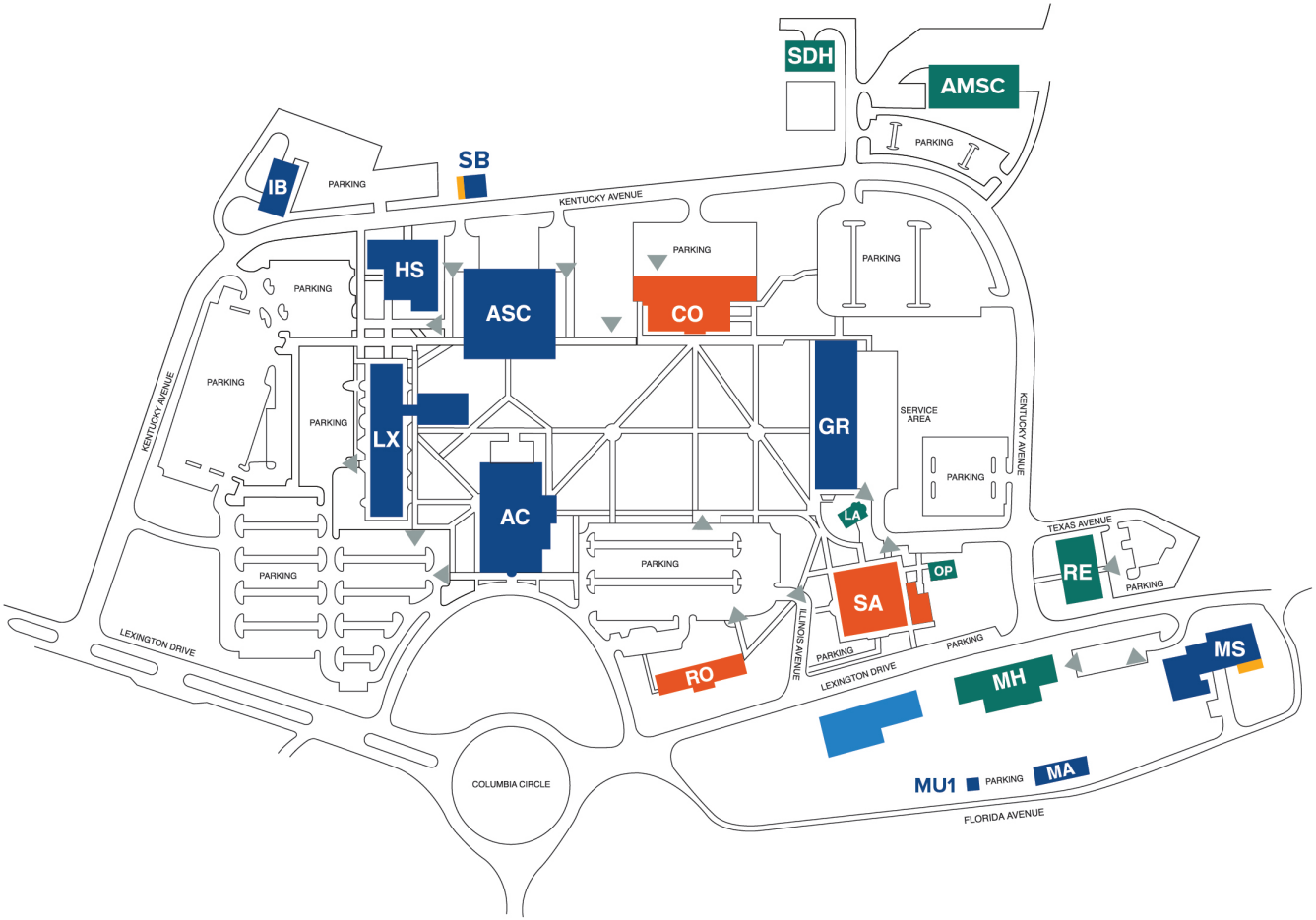
Springdale Hall – This facility was built in 1974 as the State Fire Academy. It has a metal frame and masonry block structure with brick veneer. It had a major interior renovation in 2003. In 2010 a classroom was modified and expanded for health science instruction. The facility was assessed in 2010 and found to be good condition with no immediate repairs needed. The facility should serve the College for the foreseeable future.

Please refer to the Midlands Technical College Master Plan Campus Development Analysis on page 50 for College-wide facility analysis.

MIDLANDS TECHNICAL COLLEGE

AIRPORT CAMPUS

1260 Lexington Drive, West Columbia, SC 29170



Building Legend

AC - Academic Center
AMSC - Advanced Manufacturing and Skilled Crafts Center
ASC - Airport Student Center
CO - Congaree Hall
GR - Granby Hall
HS - Health Science Building
IB - Industrial Building
LA - Lab Building
LX - Lexington Hall
MA - Maintenance Building
MH - Morris Hall
MS - Materials Support Facility
MU1 - Mobile Unit #1
OP - Operations
RE - Reed Hall
RO - Robinson Building
SDH - Springdale Hall
SA - Saluda Hall
SB - Storage Building

▲ Curb access ramps for students with disabilities

- Renovate When Necessary
- Demolish/Replace
- Addition
- New Construction
- Satisfactory
- To Be Determined

BELTLINE CAMPUS

The Beltline Campus was purchased in several tracts beginning in 1962 as part of Richland Technical Education Center. In 1974, what is now Midlands Technical College was founded with Beltline serving as the main campus. The architectural philosophy of *"form follows function"* could not be truer than at this campus. The facilities were designed and constructed for teaching technical/industrial courses and consist of one-story to four-story, tan, industrial-size, brick buildings. Nearly all of the buildings are consistent in treatment and similar in style and use of materials. This style continued through the mid-1970s until the construction of the pre-cast concrete Wade Martin Hall. Facilities have been added to the original three-building campus over the years and now total nine. The Beltline Student Center was built on the site of the demolished Scott Building in 1997 with the architecture purposefully different to serve as the front door for campus visitors. An Automotive Training Facility/Parking Garage was completed in 1999.

In 2005, the College completed replacement of the Tool and Die Building with a state-of-the-art, 14,500-square-foot Precision Machining Building and added 12,600 square feet of student services space to the Beltline Student Center. In 2007, the breezeway between the buildings was replaced and expanded with a cantilevered masonry structure that unifies the campus. In 2011 a generator was added to back up the critical IT infrastructure for the College. In 2012, replacement of the campus electrical infrastructure was undertaken. Construction plans are being drawn for a Learning Resource Center to replace the current Library Building in 2016.

The Beltline Campus currently has 32 acres of land; however, approximately nine acres are in a flood plain and not suitable for development. The campus's nine buildings contain approximately 273,000 square feet along with an 87,570-square-foot parking garage. Continuing landscape improvements give the campus a park-like atmosphere.

Program Clusters

The Beltline Campus houses programs in Business, Information Systems Technology and Industrial Technologies including automotive, electrical and precision machining. In addition, the College offers courses in the Associate in Arts (AA) and Associate in Science (AS) transfer programs and noncredit course

offerings in occupational and personal interest areas on the Beltline Campus.

Campus Development Potential

Based on limited land and proximity of the buildings on this campus, accommodating more students will require replacing existing buildings with larger, more efficient facilities. This high-density arrangement creates some challenges when planning expansion for the campus. The close location of the existing buildings causes congestion and there is a concern about how a growing student body will exacerbate this problem. If significant educational space needs increase, the College must strongly consider replacement of facilities with multiple stories rather than additions to facilities. Larger multiple-story buildings save ground space and can add to the convenience factor and cohesiveness of program offerings. Multi-story buildings make it easier to provide access between buildings due to the density of the campus. It is estimated that an additional 51,000 square feet can be added to the Beltline Campus by replacing existing facilities. Consideration for additional parking, likely in the form of a parking garage or levels of parking under a new facility will be required if enrollment on the campus increases.

Building Analysis

Automotive Training Facility/Parking Garage – This building was constructed in 1999 and functions as a two-bay educational automotive repair shop with supporting classrooms and faculty and administrative offices. Campus grounds maintenance is also housed in this facility. The three levels above the auto shop serve as a parking garage. It is constructed of brick and poured-in-place concrete with concrete unit masonry brick veneer. The Automotive Training Facility is a future candidate for future renovation and upgrade. The building is to remain in its present configuration for the foreseeable future.

Beltline Student Center – This building was constructed in 1998 and expanded in 2005 to provide seamless student and financial services. The building functions as a multi-purpose student activity facility with bookstore, cafeteria/canteen, student lounge areas, extracurricular activities offices, administrative offices, and other miscellaneous functions. The cafeteria was upgraded in 2006 to enhance student interaction and meet the current dining trend of students. Major functional areas are assembly, business or mercantile occupancies. The Beltline Student Center is a two-story building with basement masonry and a skeletal steel interior. It has a unique contemporary character with a combination synthetic stucco and brick veneer exterior covered with a standing seam metal roofing system.

Engineering Lab Building – This building was constructed in 1967 with the most recent major renovation completed in 2001. It currently functions as a classroom and demonstration laboratory building and houses the maintenance department. This two-story building is constructed of brick veneer on concrete unit masonry with a flat roof and exposed steel accents. The building is surrounded on all sides, which makes expansion impossible. The building is special in type and internal alteration is not likely or practical. If the building becomes unnecessary for existing use, it should be considered inadequate and demolished. The site is an excellent future building location. A future multi-story facility could double its current size to 26,000 square feet.

Library Building – This building was constructed in 1967 and has had no major renovations. Minor refurbishments have occurred over the years. The main floor functions as a library. The lower level has classrooms with faculty offices. It is a two-story brick veneer on concrete unit masonry building with a steel skeletal frame interior. Construction plans are being drawn for a Learning Resource

Center to replace the current Library Building. The new facility will have a third floor and include the Success Center and many student-centered study and collaboration spaces.

Lindau Engineering Technology Building – This building was constructed in 1968 with the last major renovation completed in 1994 and a roof replacement in 2006. In 2010 many of the HVAC units were replaced. The building functions as a classroom facility, with faculty and administrative offices all located in a 40' x 40' wing in front of the building. There are many special function laboratories and lecture halls throughout the building. Major functional areas are business and assembly occupancies. It is a four-story masonry building with a flat roof and exposed steel accents. The building is adequate for code requirements for existing conditions, but inadequate for current International Building Code requirements. A decision will be made if the facility should be renovated or replaced.

Precision Machining Building – This building was constructed in 2005 to replace the Tool and Die building in order to provide state-of-the-art machining facilities. It includes a large open bay space for machining and grinding, a welding bay, storage space, measurement lab and classrooms and offices. It is a single-story brick veneer with steel-framed structure. It is to remain in present use for the foreseeable future.

Richland Hall – This building was constructed in 1962 with renovations in 1992 and minor life-safety upgrades in 2004 to accommodate Richland One Middle College. In 2013, the Middle College began expansion into additional rooms. It was constructed as a classroom building with faculty and administrative offices. The building functions as a classroom building with computer labs. It also houses the IRM department and critical IT infrastructure backed up by a generator. It is a single-story brick veneer on concrete unit masonry building with a flat roof and exposed steel accents. The building is to remain in its present condition for the foreseeable future. However, if the need arises, the building should be replaced with a multi-story 48,000-square-foot structure.

Wade Martin Hall – This building was constructed in 1976 with interior renovations and functional changes at various times over the years including a complete renovation of the second floor in 2006 and complete restroom renovation in 2007. A new roof was installed in 2011. Constructed as a classroom building, it combines classrooms with significant support services office space. It is a four-story brick/concrete veneer unit masonry building with a skeletal steel interior. The building meets code requirements for existing conditions but is inadequate for current International Building Code requirements. The building is a candidate for future renovations and upgrades.

Please refer to the Midlands Technical College Master Plan Campus Development Analysis on page 50 for College-wide facility analysis.

MIDLANDS
TECHNICAL COLLEGE

BELTLINE CAMPUS

316 Beltline Boulevard, Columbia, SC 29205

Building Legend

AU - Automotive Building and Parking Garage

RH - Richland Hall

EL - Engineering Laboratory Building

LB - Library Building

LET - Lindau Engineering Technology Building

BSC - Beltline Student Center

PM - Precision Machining Building

WM - Wade Martin Hall

▲ Curb access ramps for students with disabilities

- Renovate When Necessary
- Demolish/Replace
- Addition
- New Construction
- Satisfactory
- To Be Determined

HARBISON CAMPUS

The Harbison Campus was acquired in 1979 and was formerly an African-American junior college and later a state-operated minimum security women's prison. Six of the buildings on the campus are original. In 2010 the first major addition came to the campus with the completion of the 29,000-square-foot Classroom and Theatre Building. Also in 2010 was the upgrade of fire alarm systems in all buildings. The predominant architectural style on the campus is residential dating back to the early 1900s when the campus was used as a junior college.

Currently, the campus has 19 acres developed for use. There are seven buildings containing approximately 64,000 square feet. It is located amid a residential neighborhood. Traffic near the campus is very limited and the setting is remote, peaceful and quiet.

Program Clusters

The Harbison Campus serves the College's noncredit course offerings in occupational and personal interest areas and provides credit courses including math, English, social and behavioral sciences and humanities.

Campus Development Potential

There are several additional sites for new construction. Since this campus already has a major investment in buildings, the College could construct stand-alone buildings and establish projects to expand, renovate, or replace existing facilities. It is estimated that up to an additional 95,000 square feet can be added to the campus.

Building Analysis

Administration Building – This building was constructed in 1945 with the last major renovation completed in 1979. It is a former residence now being used as an office building with administrative offices and storage for supplies. It is constructed of wood-frame, load-bearing interior and exterior walls with a brick veneer exterior and plywood sheathing on a wood, stick-built, gable rafter roof. Overall, systems appear to be in good condition. When the existing building becomes unnecessary for existing small office functions, it should be considered inadequate and demolished. A 16,000-square-foot replacement facility could be constructed.

Classroom and Theatre Building – This building was constructed in 2010. The building has a 406 seat state-of-the-art theatre accompanied by sound and

lighting booths, professional dressing rooms, scene shop and costume shop. The theatre is used for instruction, community groups and professional troupes. There are also five general purpose classrooms and a success center. The structure is steel with brick veneer and should be satisfactory for years to come.

Conference Center – This building was constructed in 1912. A major renovation was completed in 1993 and the building interior was again renovated in 2012. All windows were replaced in 2014. It is a former residence now being used as office space. It is two stories of wood-frame, load-bearing interior and exterior walls with a brick veneer exterior and plywood sheathing on a wood, stick-built, gable rafter roof. Whether to renovate or replace in the future will depend on the extent of future needs.

Continuing Education Building – This building was constructed in 1947 with renovations in 1993 and 2007. It was constructed as a classroom building with an administrative or faculty office and a large assembly/classroom area at the rear of the building. Numerous Continuing Education classes are held in this building. The front portion of the structure is a single-story brick veneer wood frame with a wood truss gable roof. The rear portion of the building is single-story brick veneer concrete unit masonry with a wood scissor truss gable roof. The building should be maintained in its current condition for the foreseeable future.

Harbison Hall – This building was constructed in 1950 and renovated in 1992 with vertical construction and classroom additions. It was constructed as a dormitory building and is now used as an office building with two classrooms and a testing center. It is a two-story brick veneer wood frame building with a wood truss gable roof. The addition is brick veneer on concrete unit masonry construction with a wood truss gable roof. The building is to be maintained in its present condition for the foreseeable future.

Irmo Hall – This building was constructed in 1953 with the last major renovation in 1993. Constructed as a classroom building, it is still used for Continuing Education Healthcare and IT classes with some faculty and staff offices. It is a single-story brick veneer concrete unit masonry building with a wood truss gable roof. One classroom was renovated in 2014 and converted to a healthcare lab. The building could have potential for external classroom additions, however, the current classrooms are oddly shaped and a new modern multi-story replacement makes more sense. A new 28,000-square-foot replacement should be built.

Storage Building – This building was constructed in 1951 as a cafeteria building and is now being used for storage. It has wood-frame, load-bearing interior and exterior walls with a brick veneer exterior and plywood sheathing on a wood truss gable roof. Systems are in very poor condition. The building is inadequate for any functional use and should be demolished. The site is an excellent future building location, but remote from existing major student parking. A 16,000-square-foot facility could be constructed on this site, along with some new parking.

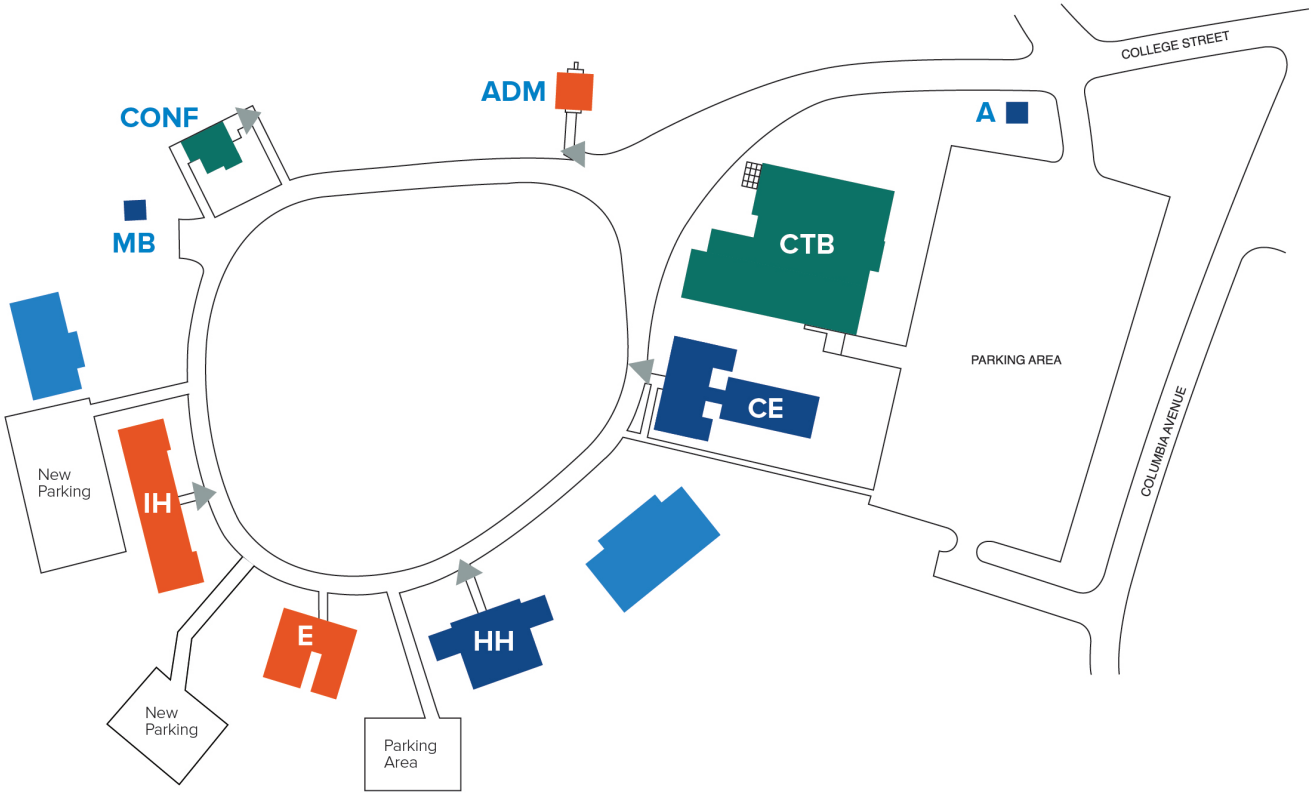
New Buildings – There are other sites available between the Continuing Education Building and Harbison Hall and between Irmo Hall and the Conference Center. Two new buildings of 29,000 square feet and 20,000 square feet could be built on these respective sites. Additional parking near these new buildings would also be necessary.

Please refer to the Midlands Technical College Master Plan Campus Development Analysis on page 50 for College-wide facility analysis.

MIDLANDS
TECHNICAL COLLEGE

HARBISON CAMPUS

7300 College Street, Irmo, SC 29063



Building Legend

A - Guard Station
ADM - Administration
CONF - Conference Center
IH - Irmo Hall
E - Storage
HH - Harbison Hall
CE - Continuing Education Center
MB - Maintenance Building
CTB - Classroom and Theatre Building

▲ Curb access ramps for students with disabilities

- Renovate When Necessary
- Demolish/Replace
- Addition
- New Construction
- Satisfactory
- To Be Determined

NORTHEAST CAMPUS

In 1989, Midlands Technical College recognized that current and projected trends in enrollment growth would require a significant expansion of facilities. Studies initiated that year resulted in the December 1991 purchase of 150 acres in the northeast sector of Richland County to serve as a regional campus. The site is adjacent to the Carolina Research Park.

Campus master plans were developed in 1992 and 1999, and in 2003 the 51,000-square-foot Center of Excellence for Technology was built. In 2004, the Enterprise Campus Authority was established to enhance economic development in the community by bringing high-tech companies to the area where business and education could co-locate through public-private partnerships. In 2008 a 26,000-square-foot Business Accelerator was constructed to provide space for start-up companies to co-locate near educational facilities. Soon afterwards there was a formal delineation between the approximately 17.26 acre college campus and the remaining Enterprise Campus acreage. In 2013, the Enterprise Campus Authority master plan was updated and identified approximately 1,170,000 square feet of space for development. Also, in 2013 the 82,000-square-foot Engineering Technology and Sciences building was opened and the Engineering program moved from the Beltline Campus to this new facility.

Program Clusters

The Northeast Campus serves a blend of manufacturing, information technology and other Continuing Education programs. It also is the main campus for the Engineering program and offers science and general education purpose courses. A growing variety of student services are also offered on the campus. The College campus facilities will likely remain as is for the foreseeable future with slight repurposing as enrollment develops. The Enterprise Campus will likely expand with new initiatives centered on partnerships with business and industry.

Campus Development Potential

With further development, all land-use types and facilities should be clearly defined with strong, recognizable aesthetic edges and boundaries. These edges can be fence shrubs, tree lines, streets, landforms and buildings. Vehicular traffic that bisects land-use types should be minimized. To strengthen the cohesiveness, image and identity, land-use design standards need to be developed for building construction materials. Signage, edges, pavements,

street furnishings, planting and entry treatments at major and secondary access portals should be carefully designed and coordinated. New developments should create a hierarchy of streets and improvements.

The potential for strengthening the overall image and function of the campus is influenced by the College's relationship to properties in Northeast Columbia, including those in the Carolina Research Park. Cooperative efforts among Midlands Technical College, the neighboring industrial park, and nearby residential, commercial and state-owned properties can result in creative solutions for improvement of the Northeast Campus' physical and visual environment.

Building Analysis

Center of Excellence for Technology – This building was constructed in 2003. It is a three-story steel frame facility with a brick/concrete veneer exterior. It primarily serves as an advanced manufacturing and information technology training facility. In 2014, space was converted into six offices for the relocated Marketing Department. The building is to remain in its present use for the foreseeable future.

Engineering Technology and Sciences – This building was constructed in 2013. It is a four-story steel frame facility with a brick/concrete/metal panel exterior. It serves as the center for the Engineering program and also has science and general purpose classrooms. A number of student services such as cashier, academic testing, a bookstore and vending café are located in the building.

Enterprise Campus Potential

The Business Accelerator allows the College to support graduates of the technology incubators in the area by providing "next level" operating space for their growing businesses, and then to partner with private developers for the creation of other larger facilities where these more mature businesses can further commercialize their products. The aim is to spark economic and workforce development in the high-tech sectors that will make the greatest impact on the region's economy. The goal is for businesses to outgrow the Business Accelerator facilities and move into a commercial facility on the Enterprise Campus or elsewhere in the Central Midlands. Flexible space is a premium component of any Enterprise Campus facility.

While the primary focus of the Enterprise Campus is the Northeast Campus, the Enterprise Campus concept is not limited to one tract of land. Additional property in the College's service area including, but not limited to, land on the Airport, Beltline and Harbison Campuses, could be designated a part of the Enterprise Campus.

Please refer to the Midlands Technical College Master Plan Campus Development Analysis on page 50 for College-wide facility analysis.

MIDLANDS TECHNICAL COLLEGE

NORTHEAST CAMPUS

151 Powell Road, Columbia, SC 29203

Building Legend

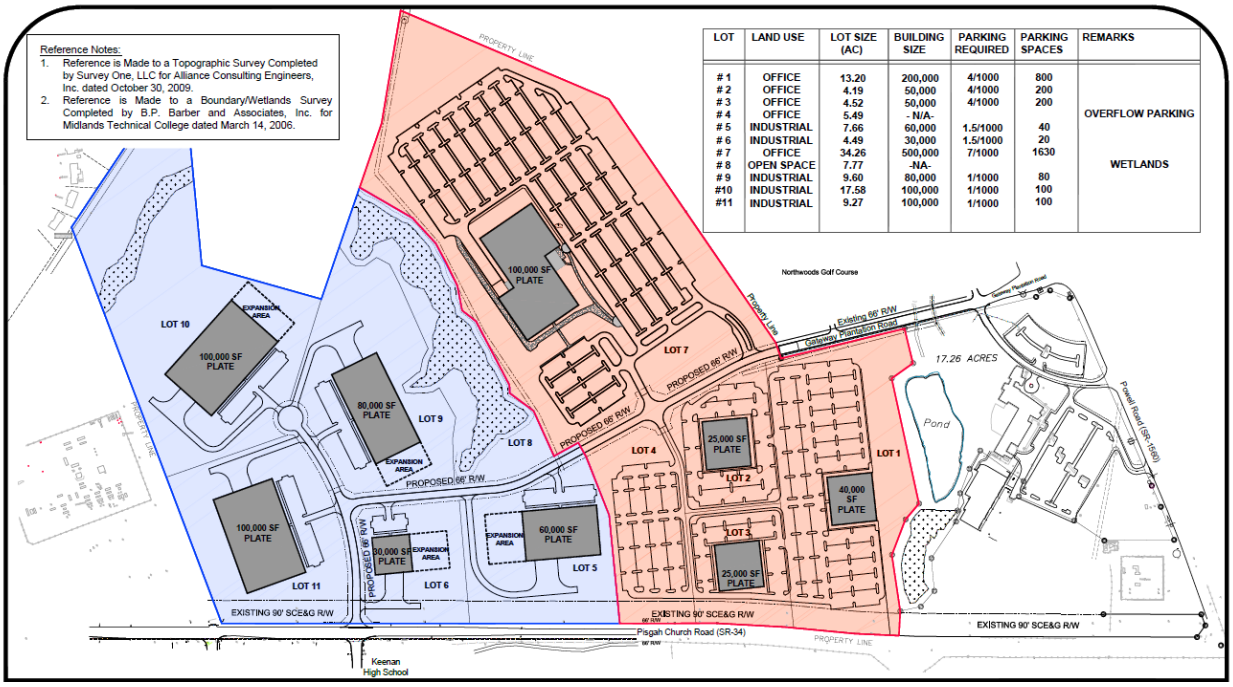
CET - Center for Excellence in Technology

BA - Business Accelerator

ETS - Engineering Technology and Sciences Building

▲ Curb access ramps for students with disabilities

- Renovate When Necessary
- Demolish/Replace
- Addition
- New Construction
- Satisfactory
- To Be Determined



ENTERPRISE CAMPUS MASTER PLAN

BATESBURG-LEESVILLE CAMPUS

In 2007, Midlands Technical College opened the Batesburg-Leesville Campus in western Lexington County. The campus, located on College Street in Batesburg-Leesville, is home to a 9,400-square-foot education facility that contains classrooms and labs, faculty and staff offices and student support space.

The campus was developed to provide educational opportunities to the residents of rural Lexington County, allowing the College to honor its mission to provide accessible, affordable, high quality post-secondary education that prepares a diverse student population to enter the job market.

Previously, the closest Midlands Technical College campus was the MTC Airport Campus 25 miles away from town. A college presence in Batesburg-Leesville could translate into financial viability and workforce development for the community.

Program Clusters

The Batesburg-Leesville Campus serves a variety of general purpose credit and non-credit classes. Educational offerings at the campus include general education courses, and career, developmental and continuing education programs. Both instructor-led and distance-education courses are available at the site.

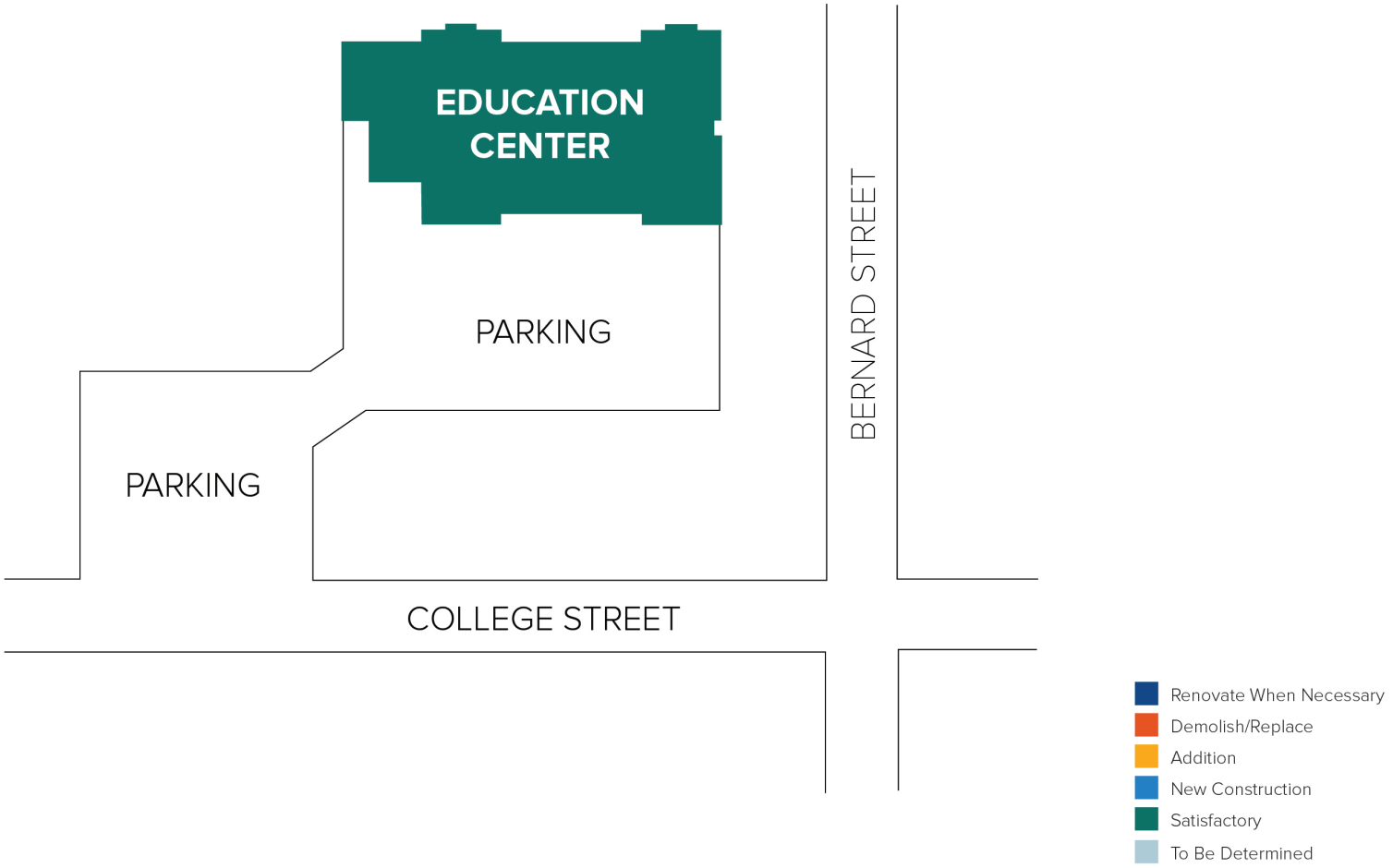
Building Analysis

The College assisted the town of Batesburg-Leesville in the construction of this 9,400-square-foot facility, and in 2007 the College occupied the building. It is a single-story brick veneer with steel and structural metal stud construction with the built-in capability of distance education. The facility contains five classrooms and labs, faculty and staff offices and student support space. Also housed in the building is a student Academic Success Center, which provides free access to computers and tutorial services for current MTC students.

MIDLANDS
TECHNICAL COLLEGE

BATESBURG-LEESVIELL CAMPUS

423 College Street, Batesburg-Leesville, SC 29070



FAIRFIELD CAMPUS

In 2010, Midlands Technical College opened the Fairfield Campus in Fairfield County. The campus, located on US-321 in Winnsboro, is home to a 10,915-square-foot facility that contains classrooms and labs, faculty and staff offices and student support space.

The campus was developed to provide educational opportunities to the residents of Fairfield County, allowing the College to honor its mission to provide accessible, affordable, high quality post-secondary education that prepares a diverse student population to enter the job market.

Previously, the closest Midlands Technical College campus was the MTC Northeast Campus 25 miles away from town. A college presence in Winnsboro will translate into financial viability and workforce development for the community.

Program Clusters

The Fairfield Campus serves a variety of general purpose credit and non-credit classes. Educational offerings at the campus include general education courses, and career, developmental and continuing education programs.

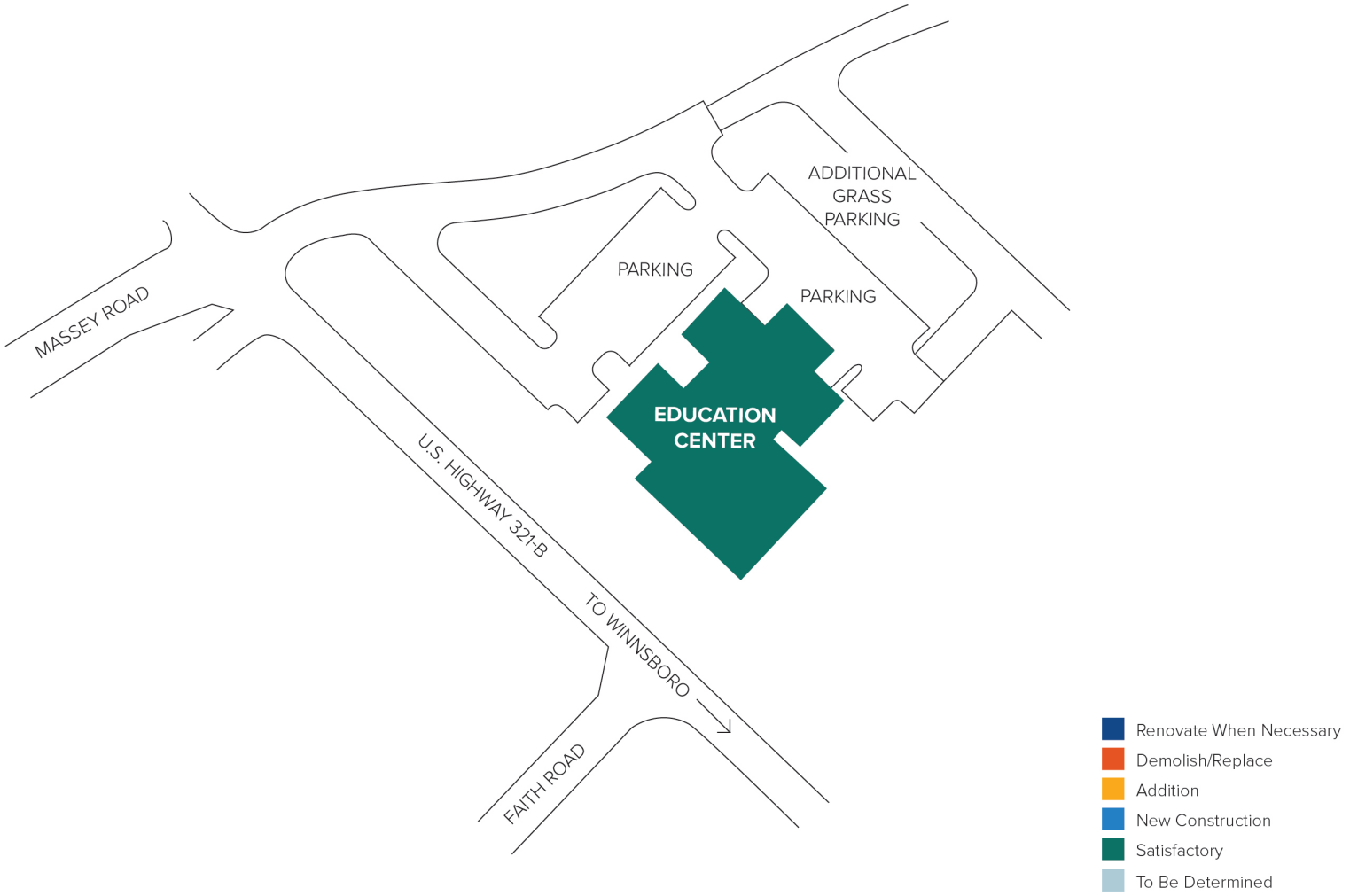
Building Analysis

The College assisted Fairfield County in the construction of this 10,915-square-foot facility, and in 2010 the College occupied the building. It is a single-story brick veneer with steel and structural metal stud construction with the built-in capability of distance education. The facility contains a welding lab, industrial lab, health sciences lab, computer lab, a general purpose classroom, faculty and staff offices and student support space. Also housed in the building is a large conference room for community meetings.

MIDLANDS
TECHNICAL COLLEGE

FAIRFIELD CAMPUS

1674 Hwy 321 North Business, Winnsboro, SC 29180



Midlands Technical College Master Plan Campus Development Analysis

Campus	Building	Year Constructed	Recommendation	Gross Current Square Feet	Change in Square Feet	Adjusted Square Feet
Airport	Academic Center	1989	Renovate	85,000		85,000
	Advanced Manufacturing Technologies Center	2003	Satisfactory	34,900		34,900
	Airport Student Center	1996	Renovate	42,650		42,650
	Bookstore Storage Facility	1999	Addition	2,500	2,000	4,500
	Congaree Hall	1980	Demolish & Replace	28,978	-28,978	0
	Replacement Facility on Congaree Hall Site				58,000	58,000
	Granby Hall	1978	Renovate	31,000		31,000
	Health Science Building	2001	Renovate	55,367		55,367
	Industrial Building	1967	Renovate	6,549		6,549
	Lab Building	1957	Satisfactory	1,715		1,715
	Lexington Hall	1973	Renovate	37,111		37,111
	Maintenance Building	1994	Satisfactory	6,659		6,659
	Materials Support Facility	1992	Addition	11,800	4,000	15,800
	Morris Hall	1995	Satisfactory	13,660		13,660
	Operations Building	1967	Satisfactory	1,180		1,180
	Reed Hall	1987	Satisfactory	13,122		13,122
	Robinson Building	1963	Demolish & Replace	18,000	-18,000	0
	Replacement Facility on Robinson Hall Site				36,000	36,000
	Saluda Hall	1955	Demolish & Replace	21,343	-21,343	0
	Replacement Facility on Saluda Hall Site				42,600	42,600
	Springdale Hall	1974	Satisfactory	8,720		8,720
	New Building 1 (Next to Morris Hall)		New		40,000	40,000
	Campus Total			420,254	114,279	534,533
Beltline	Automotive Training Facility	1999	Renovate	28,348		28,348
	Parking Garage	1999	Satisfactory	87,570		87,570
	Beltline Student Center	1998/2005	Satisfactory	39,523		39,523
	Engineering Lab Building (ELB)	1967	Demolish & Replace	13,172	-13,172	0
	Replacement Facility on ELB Site				26,000	26,000
	Library Building (LIB)	1967	Demolish & Replace	26,912	-26,912	0
	Replacement Facility on LIB Site				41,300	41,300
	Lindau Engineering Technology Building	1968	TBD	64,925		64,925
	Precision Machining Building	2005	Satisfactory	14,529		14,529
	Richland Hall	1962	Demolish & Replace	24,176	-24,176	0
	Replacement Facility on Richland Hall Site				48,000	48,000
	Wade Martin Hall	1976	Renovate	61,000		61,000
	Campus Total			360,155	51,040	411,195
Harbison	Administration Building	1945	Demolish & Replace	3,132	-3,132	0
	Replacement Facility on Admin. Bldg. Site				16,000	16,000
	Conference Center	1912	TBD	3,915		3,915
	Continuing Education Building	1947	Renovate	7,290		7,290
	Harbison Hall	1950	Renovate	9,563		9,563

Midlands Technical College Master Plan Campus Development Analysis

Campus	Building	Year Constructed	Recommendation	Gross Current Square Feet	Change in Square Feet	Adjusted Square Feet
Harbison *(cont.)*	Irmo Hall	1953	Demolish & Replace	6,286	-6,286	0
	Replacement Facility on Irmo Hall Site				28,000	28,000
	Storage Building (E)	1951	Demolish & Replace	4,466	-4,466	0
	Replacement Facility on Storage Bldg. Site				16,000	16,000
	Classroom and Theatre Building	2010	Satisfactory	29,375		29,375
	New Building 1		New		29,000	29,000
	New Building 2		New		20,000	20,000
	Campus Total			64,027	95,116	159,143
Northeast	Center of Excellence for Technology (CET)	2003	Satisfactory	50,428		50,428
	Business Accelerator	2008	Satisfactory	25,725		25,725
	Engineering Technology and Sciences (ETS)	2013	Satisfactory	82,530		82,530
	Campus Total			158,683		158,683
Batesburg-Leesville						
	Education Center	2007	Satisfactory	9,383		9,383
	Campus Total			9,383		9,383
Fairfield						
	Education Center	2010	Satisfactory	10,915		10,915
	Campus Total			10,915		10,915
	College Wide Total			**1,023,417**	**260,435**	**1,283,852**