



FACILITIES

Master Plan

2012-2022

Supplement February 1, 2016





FACILITIES MASTER PLAN 2012-2022
Supplemental Update

January 30th 2016

687 Mosser Road, McHenry, Maryland 21541

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I. Updated Executive Summary

The Garrett College mission states that the College will provide accessible, quality education in a supportive environment to a diverse student population. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world.

In order to meet the strategic direction outlined in the Strategic and Academic Plans a comprehensive building renovation is required that will improve the quality of the instructional and learning spaces in order to better serve our students. The College serves both traditional and non-traditional students and our instructional spaces currently contrast markedly with the requirements of the population we serve and the quality of the programs we offer. In addition to building renovations and improvements, an overall equipment and furniture upgrade is required.

The following strategies are listed in the Garrett College Academic Plan:

1. Enhance the quality of the teaching and learning environment.
2. Develop instructional programs that define Garrett College as one of the region's premier institutions for post-secondary education.
3. Better serve the student body.
4. Improve access and support a more diverse campus community and help build Garrett County's future.

During the next five years, the College will continue the activities described in the original ten year Facilities Master Plan 2012-2022 that include expanding programs that involve science, technology, engineering, and mathematics (STEM), as well as training leading to the acquisition of advanced technical skills and training directed toward the application of new and emerging technologies which in turn may lead to the formation of new businesses. Potential examples include:

- A.S. degree program in Mechanical Engineering Technology
- A.A.S. degree program in Cyber-security
- A.A.S. degree program in Robotics
- A.A.S. degree program in generic Technical Skills
- Non-credit STEM entrepreneurship training program
- Eco-tourism concentration offered jointly by the Adventure Sports (ASI) and Natural Resource and Wildlife programs (NRWT).
- Event management and tourism/hospitality concentrations linked to the A.A.S. degree program in Business Management
- Leadership development component as developed by ASI integrated into other degree programs (e.g., Business Management, General Studies).
- Corporate training, summer camps, experiential learning opportunities
- Health Informatics (Electronic Health Records)
- The College is developing new training opportunities which support local economic development through the creation of new businesses providing jobs to County residents, the

development of existing businesses which are poised for expansion and growth, and the preparation of a competitive workforce. Examples include: A Leadership Academy; Lean Efficiency Programs and Workshops; Entrepreneurship Training and Workforce Certifications. The College will also improve its short-term training, predominantly leading to licensure and certification, to address ongoing local and regional employment needs (e.g. health care, construction, tourism and manufacturing), while responding to emerging and cyclical employment trends.

During 2011 the College requested a facilities assessment from Grimm & Parker Architects for Buildings 200 - 800 & 1000. The report includes descriptions, assessments, and recommendations relating to construction, ADA compliance, capacity for renovation/expansion, HVAC, plumbing, fire protection, electrical, emergency, electrical & lighting, fire alarm, voice/data/video and security. Overall the common theme of Grimm & Parker's assessment throughout the document was that many of our campus buildings, particularly several of the older buildings on campus are in need of renovation. ***In particular, Grimm & Parker found that Buildings 200, 400, 600, 700, and 800 are in serious need of renovation.***

The Garrett College 2012 - 2022 Facilities Master Plan proposes the relocation of the science labs from the 600 building to the 200 building, as well as the addition of engineering and robotics to the 200 building which will then become a STEM building. Buildings 600 and 400 will be renovated and continue to be used as instructional and student service buildings. The 700 building currently has fine arts and administration and this will be converted in an administration and student services building that will include such student services as financial aid, registrar, business office and admissions. In 2014 the Board of Trustees approved a plan to place the renovation and construction of the 800 building in second place after the STEM Building this building will become a Community Education and Performing Arts Center.

The updated order of the proposed projects is as follows:

1. STEM Building (200)
2. Community Education and Performing Arts Center (CEPAC) (800 - old gym)
3. Learning Center (600)
4. Student Center (400)
5. Administration and Student Services Building (700)

Currently funding for the first two projects; STEM Building and the Community Education and Performing Arts Center (CEPAC) has been approved by MHEC.

Various smaller projects are being explored by the College during this Campus Facilities Master Plan Update period, these will not be presented for funding through MHEC Community College channels; other local sources of funding will be sought:

- Increased parking

- Add a soccer and girls softball field.
- Add a daycare facility in cooperation with Garrett County Community Action
- A Biomass Plant using wood chips for to offset about 80% of the fuel oil and propane currently used for heating the campus.
- An addition to the Center for Adventure and Outdoor studies (CAOS) to accommodate climbing wall, bouldering space and a high element challenge course.

Proposed Projects	<u>Fiscal Year</u>	<u>Estimated Project Cost (\$000's)</u>	<u>State Share (\$000's)</u>	<u>Local Share (\$000's)</u>
1. Building 200 STEM	16	9,154	4,577²	4,577
2. Building 800 Community Education and Performing Arts Center	17	14,718	6,674²	6,674
3. Building 600 Shaw Learning Center	18	6,790	3,395	3,395
4. Building 400 Student Center	19	4,055	2,027	2,027
5. Building 700 Administration and Student Services	20	4,445	2,222	2,222
6. Soccer and Girls Softball Fields ¹	20	629	-	314
7. Parking Lot Expansions¹	21	270	-	270
8. Daycare Facility¹	17	225	-	225
9. Biomass Plant¹	17	2,411	-	2,411
10. Center for Adventure and Outdoor Studies Addition¹	18	1,200	-	1,200

¹ Local source of funds only

² Confirmed with DGS/CBIS

The College has received affidavits of support from the Garrett County Commissioners for the first two projects, STEM Building and the Community Education and Performing Arts Center. The first project budgetary commitment from the County (STEM Building) has been made in the county capital budget. A bid for architectural services for the STEM building went out in November of 2015 and will be finalized in January 2016. Construction will begin in FY 2017.

The Community Education and Performing Arts Center design is scheduled for fiscal year 2017; this however, is pending budgetary authorization from the County. The College is also awaiting approval from the State for design and pre-approval for construction/renovation. Construction is planned to begin in September 2017. The college will use space available in the Business Incubator for surge space while both of these projects are on-going.

In order to meet the College's mission, strategic plan and academic plan goals the College must substantially improve the quality of its instructional space to provide accessible, quality education in a supportive environment to its student population. The analysis conducted during the development and update of these plans collected information from and involved students, staff, faculty, community members, local elected officials, businesses and local industry and agreement was reached that a comprehensive building renovation is required that will improve the quality of the instructional and learning spaces in order to better serve our students.

II. 2016 Update of Enrollment Trends

Student Characteristics & Demographics

Student demographics are shown in the following table. For the fall 2014 Semester, the majority of the student population was between the ages of 18-24 (574 students), 50% were women, 68% of the student population was white, 24% of the student population was African-American, and the remaining 8% of the student population was Hispanic, Asian, or Other. Whereas the total number of students dropped from 769 (fall 2013) to 713 (fall 2014), the overall trend of enrollment at the College was enrollment growth to 2011 and then a gradual decrease in the following years.

<i>Demographic Profile of Fall Credit Students, Fall Semesters, 2005-2014</i>										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<i>Female</i>	345	369	378	396	469	467	488	452	367	359
<i>Male</i>	302	365	399	434	428	383	414	421	402	354
<i>Under 18</i>	43	85	85	72	56	43	50	28	32	37
<i>18 – 19</i>	231	285	358	394	408	398	446	431	371	362
<i>20 – 24</i>	193	182	183	223	240	246	227	248	247	212
<i>25 – 29</i>	54	61	50	48	51	53	60	46	38	32
<i>30 – 39</i>	62	58	45	47	75	65	64	58	43	46
<i>40— 49</i>	46	42	36	30	47	25	36	37	19	14
<i>50 – 59</i>	11	18	13	15	17	16	15	21	14	6
<i>60 and older</i>	7	3	7	1	3	4	4	4	5	4
<i>Unknown age</i>	0	0	0	0	0	0	0	0	0	0
<i>White</i>	566	656	688	689	730	690	706	652	540	484
<i>African-Amer.</i>	45	34	51	94	127	132	165	180	168	171
<i>Hispanic</i>	7	8	11	18	12	7	12	14	21	18
<i>Asian-Pac. Isl.</i>	0	3	3	4	5	6	3	2	0	2
<i>Native Amer.</i>	2	5	2	3	3	1	2	2	2	1
<i>Mixed/other</i>	25	28	21	22	20	14	14	23	27	37
<i>Unknown race</i>	2	0	1	0	0	0	0	0	11	0
<i>Total students (Headcount)</i>	647	734	777	830	897	850	902	873	769	713

As seen in the next table, 33% of the Garrett County High School Graduates (GCHSG) enrolled at Garrett College after graduation. As seen in the table, the number of GCHSG began increasing in the fall 2007 semester and declined beginning in 2012. The increase is attributed to the implementation of the Garrett County Scholarship Program by the Garrett County Commissioners. The program is County funded and the Garrett County Scholarship Program provides all eligible Garrett County high school

graduates equal access to post-secondary education and an equal opportunity for advancement. The goal of this program is to encourage Garrett County high school graduates to participate in post-secondary education and training as a means of improving their earning power and quality of life. The immediate objective is to encourage high school graduates to pursue post-secondary educational opportunities by making an education affordable. Subsequent phases of the program now allow high school graduates to participate in certificate training aimed at developing trade and vocational skills. The decline is related to the overall decline in the Garrett County High school population.

Enrollment Rate of Garrett County High School Graduates, Fall 2001-2010 (Unduplicated Headcount)										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
GCHS grads	288	332	328	364	330	353	318	302	307	247
Enrolled GC	104	112	133	147	121	155	127	109	100	83
Enroll Rate	36%	34%	41%	40%	37%	44%	40%	36%	33%	33%

As seen below, the number of full-time students at the College has declined since 2012 and part-time students have followed the same pattern.

Course load of Fall Credit Students, Fall Semesters, 2006-2015										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Full-time	450	543	584	653	647	706	686	597	577	549
Part-time	284	234	246	244	203	195	188	173	136	163
Total students	734	777	830	897	850	901	874	770	713	712

Enrollment Trends

Annual Unduplicated Headcounts for Credit class enrollment show initially a growth trend followed by a reduction, while enrollment trends for Annual Unduplicated Headcounts for Non-Credit classes are beginning to increase in FY 2015.

Annual Unduplicated Headcount						
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Credit	1095	999	1069	995	905	826
Non-Credit	3705	3932	4514	4020	4000	4766

(Numbers are from "Unduplicated Headcount from RGENRL" report in Campus Café)

As seen below, Garrett College experienced a record number of enrollments for the fall 2011-2012 Academic Year (AY), i.e., 902 headcount. The table also shows an enrollment decrease from the fall to the spring semesters, e.g., the fall AY2014-2015 enrollment of 713 students dropped in the spring AY2014-2015 to 610 students.

Official Fall and Spring Unduplicated Headcounts											
	AY 04-05	AY 05-06	AY 06-07	AY 07-08	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Fall	618	650	732	777	835	897	850	903	874	769	713
Spring	562	580	714	739	732	818	776	830	721	661	610

(Numbers are from EIS files)

As seen below, Garrett College's Continuing Education Registrations totaled 15,774 in FY 2014. The overall trend has been an increase in registrations since 2011, this is due to the expansion of the Garrett County Commissioners Scholarship and an increase in Workforce Programs on Campus.

Continuing Education (Annual Course Enrollments)	2011	2012	2013	2014
Basic Skills and Literacy	260	277	260	122
Workforce Development	6159	7352	7022	7419
Community Service and Lifelong Learning	1093	2070	1532	1346
Professional Education leading to Industry Certificate	1043	998	996	1159
Enrollment in Contract Training Courses	4269	5585	5534	5728
Total	12,824	16,282	15,344	15774

III. New Buildings that have opened during the FY 2012-2022 Facilities Master Plan Period

The only new building that has opened during this period is the Community Aquatic and Recreation Center Gymnasium which was still under construction when the last master Plan was presented. This building opened in the fall of 2012.



Programming: Athletic (Gymnasium), Office

Condition Code: New

Adequacy of Space: Good

Sprinkler System: Yes

Renovations: No (New Construction)

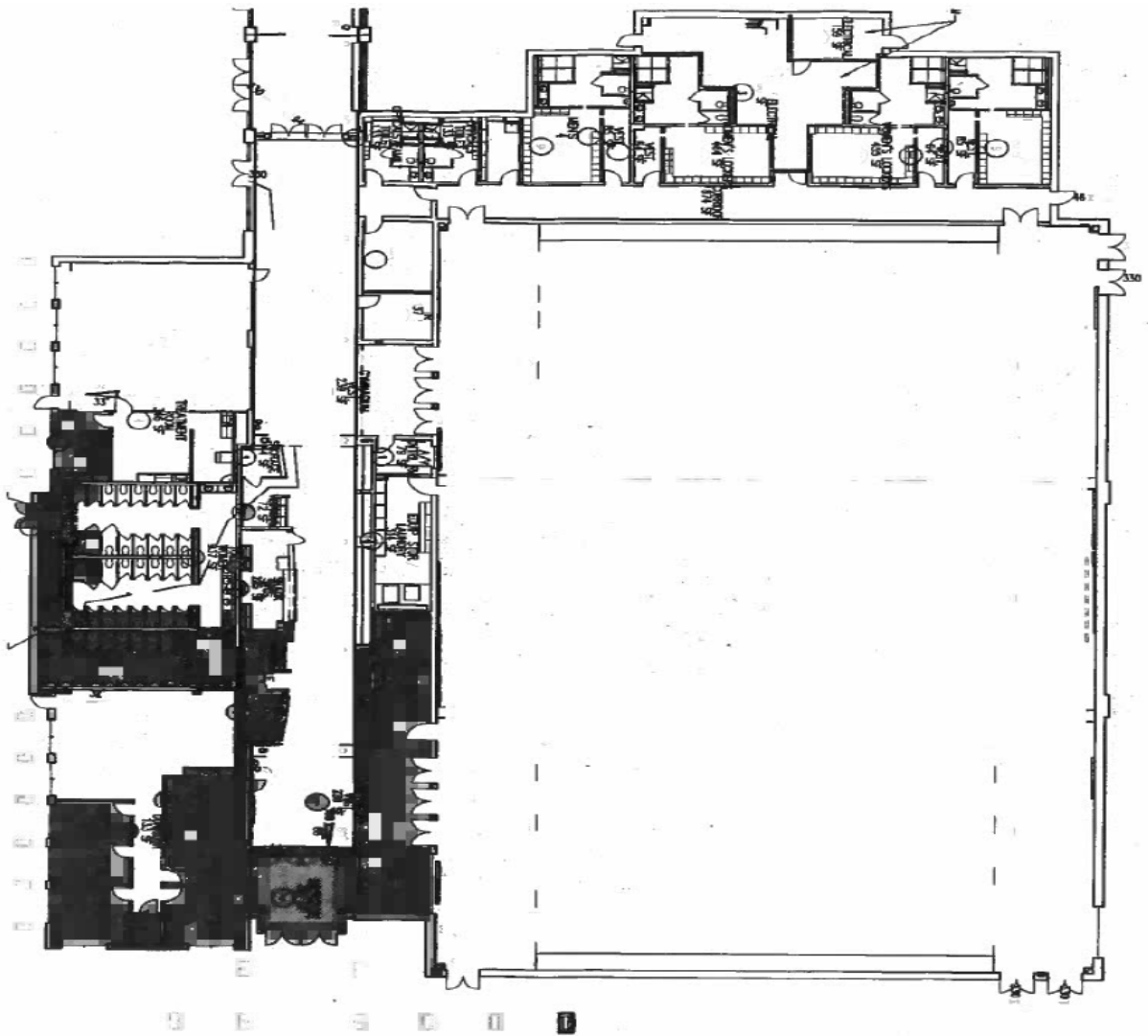
Description:

Building 950 Gymnasium was constructed in 2011-12 and opened in the summer of 2012 as an Athletic Complex containing: 3 NCAA Regulation Basketball courts with a bleacher seating capacity of 1,586, two men's and two women's locker rooms to allow for Home and Visiting teams. Provisions are present for Volleyball courts on all three Basketball courts. There is an Athletic Trainer's Office and treatment area adjacent to the Weight Training Area. Public Restrooms are capable of serving large crowds of spectators. There is a Concession/Kitchenette and offices and a Meeting/Conference room are available for the Coaching staff's use. The Building contains a wet sprinkler system and voice annunciator Fire Alarm System. The building is heated by the hot-water propane fired boilers housed in the CARC 900 Building. Cooling is handled by Freon DX chiller systems over the forced air Energy Recovery Air-handlers. The roofs are a combination of steel and built-up roofing.

The total cost of the building was \$9,358,978 for construction, & equipment. Funding for the building came from a Maryland Legislative Grant and the Garrett County Government. The building consists of 41,740 GSF and 36,907 NASF for an efficiency of 88%. The Gymnasium building is a state of the art Basketball and Volleyball complex housed on the Garrett College campus. All building components are ADA accessible.



Floor Plan



IV. Change in Prioritization of Proposals

There has been one major change in the prioritization of proposals due to the fact that the 800 building is not being used as a gym because of the completed new gymnasium project outlined above. This project was moved up the list in 2014 to the number two position. See table below for the current order.

The renovation/construction of 800 Athletic Center for a Performing Arts and Conference Center is important for the college to enhance the quality of the teaching and learning environment and better serve the student body through high quality instructional programs.

The new prioritization table of projects is as follows:

Project Priority		<u>Fiscal Year</u>
1	Building 200 STEM	16
2	Building 800 Performing Arts and Conference Center	17
3	Building 600 Shaw Learning Center	18
4	Building 400 Student Center	19
5	Building 700 Administration and Student Services	20
6	Soccer and Girls Softball Fields	20
7	Parking Lot Expansions	21
8	Daycare Facility	17
9	Biomass Plant	17
10	Center for Adventure and Outdoor Studies Addition	18

V. Implementation of Plan

The following Projects 1-5 are projects that are requesting State and County Funding.

1. Building 200 STEM Renovation

Building 200 (STEM) funding has been authorized. This building will hold all of the college's Science, Technology, Engineering, & Math (STEM) programs. The bid for design went out in December 2015, bids are being tabulated and finalized information will be sent to DGS. Design will be completed by July 2016 and construction is expected to begin September 2016.

2. Building 800 Athletic Center/Gymnasium Renovation

The College plans to renovate Building 800 to include a community education and performing arts center. This will include Continuing Education offices, and a multipurpose meeting/conference room. The Part I and Part II for this building was submitted in FY2015 to MHEC, DGS and DBM. The college is awaiting final approval for funding. The building is suitable for such a renovation due to its original structural design (i.e., steel framed construction). If approved and funds are available from the County the college will bid out design in the fall of 2016 and will complete design by July 1st 2017. Construction will begin September 2017.

3. Building 600 Shaw Learning Center Renovation

Building 600 will be renovated and remain as the primary academic building. Since the science labs will be relocated to Building 200, space will be available for new faculty offices which in turn will make space available for classrooms and open labs (i.e., the temporary faculty offices in the building can be used for classroom space). Part I and Part II for this project will be developed in 2016.

4. Building 400 Student Center Renovation

Building 400 will be renovated to include a modern food facility. Current departments that are located in the building (e.g., Financial Aid, Enrollment, Admissions) will be relocated to Building 700 to free up space in the Student Center. The plan includes an addition to the north end of the building to provide more space for a dining hall, because the current dining hall seats roughly 80 students and does not efficiently serve the student population, i.e., students routinely do not have a place to sit for lunch. Part I and Part II for this project will be developed in 2017 for State and county funding.

5. Building 700 Administration and Student Services Renovation

Building 700 will be renovated for offices. The building will serve as the primary center for College Administration and Student Services. The art, theatre, and music departments will be relocated to Building 800. By reconfiguring the building it appears that much of the College's office space deficits will be addressed. Moreover, renovating the building will support the goal of making the campus more friendly and accessible to students and the public as identified in the College's Academic Plan. Part I and Part II for this project will be developed and State and county funding will be sought in 2018.

The following projects 6-10 are not requesting State and County funding at this time.

6. Soccer and Girls Softball Fields

The original 2012 Master Plan was to move the baseball field to the eastern most part of campus and replace it with a girls' softball field. Current plans are not to move the baseball field but to place a soccer field and girls' softball field on the eastern most field on campus. State funding is not being sought for this project. The cost of this project is approximately \$525,000.

7. Parking Lot Expansions

As can be seen in the CC Tables in Attachment A, with the completion of the new gymnasium and the paving of a gravel lot next to the building the college has adequate parking and handicap parking. The college will conduct a new evaluation of parking needs at the same time as the design of the Community Education and Performing Arts Center.

8. Two Generation Program Day Care Facility

This project is a collaborative project with the Garrett County Community Action. The college is working with Community Action on a "Two Generation" program. Parents of young children involved with this program will have the ability to place their children in daycare while they are studying. Funding for this project will come through the Garrett County Community Action, and is expected to become available during 2016/2017. See Attachment B. for details. State community college funding will not be sought for this project.

9. Biomass Plant

The College has a Preliminary Feasibility Report for this project that was commissioned by the US Department of Agriculture Forest Service, USF Wood Education and Resource Center and prepared by Wilson Engineering Services. The college is currently seeking funding for this project and coordinating with the Maryland DNR and the Maryland Clean Energy Center. The feasibility study showed that Garrett College could have an opportunity to utilize a sustainable local renewable fuel resource, reduce annual emissions, and reduce annual operating costs compared to using fuel oil and propane for heating campus. Wood chips are readily available in Garrett County and this system could offset 80% of the fuel oil and propane currently being used. While the college is currently exploring other sources of funding they may wish to add this project to the community college list for funding in the future.

10. Center for Adventure and Outdoor Studies Addition

The college's Adventure sports program has grown to include an agreement with Frostburg State University for a four year program in Adventure Sport. The proposed facility, in addition to a standard climbing facility, similar to commercial climbing gyms throughout the U.S., the plan for this facility is to include a number of educational tools not found within a standard indoor climbing facility. Conventional climbing gym components include areas for bouldering, top rope climbing and lead climbing. Additional educational components will include a high ropes/challenge course, anchor building stations featuring natural rock, multi-pitch (two-stage) climbing and rescue stations, as well as a training and conditioning section of the climbing center. Additional office space and classroom space will also be

added. This project is currently under development and state funding is not being requested at this time. See Attachment C for details.



ATTACHMENT A
GARRETT COLLEGE
CCTABLES
2015



ATTACHMENT B

GARRETT COLLEGE/GARRETT COUNTY COMMUNITY ACTION

TWO GENERATION CENTER PARTNERSHIP

Garrett College / Garrett County Community Action Committee Two Generation Center Partnership

A. Goals/Purpose of the Partnership

To establish a center at Garrett College to support parent economic and educational advancement and simultaneously providing quality early child education and child care.

1. Expand access to Head Start and Early Head Start for income eligible families and their children in Garrett County
2. Provide expanded opportunities and support for the participation of low income families in career development and education programs offered at the college.
3. Utilize the center as a learning lab for students enrolled in Early Childhood education degree programs or taking professional certification classes in child care or early childhood education.
4. Expand access to child care services for Garrett College Faculty Students and working families in Garrett County
5. Increase the participation of individual in career development and financial education programs provided through GCCAC and Garrett College.
6. Track and assess outcomes for families and children using a two generation approach

B. Early childhood education and child care services on campus that support school readiness and school success. These services would include the following:

1. Full day full year, comprehensive, high quality early childhood education services for eligible children ages birth to five through the Early Head Start and Head Start program
2. High quality child care services for working families with school age children including before/after school during the summer and other times when schools are closed for school age children.
3. High quality full day/full year child care and early education services for working families with children birth to 5 years old.

C. Family Services - Services would be offered for families that support greater economic security and education advancement. These services include the following:

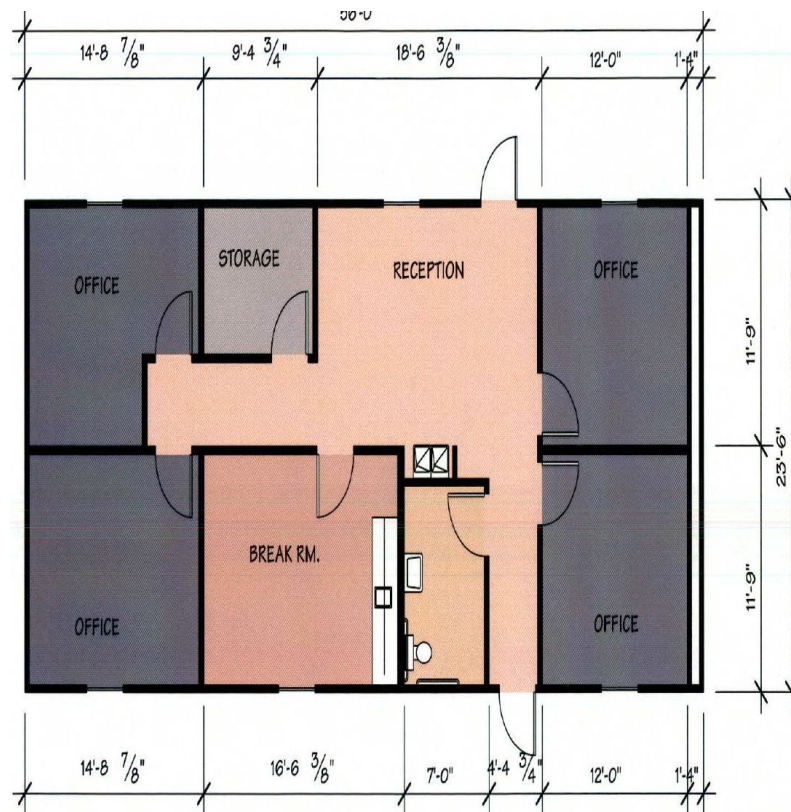
1. Provide coaching and support services through GCCAC to families engaged in career/education advance activities through pathway planning, access to community resources, public assistance and support services based upon plans and goals of individuals and families
2. Participation in job training and readiness programs at the college.
3. Access to career coaching and education programs including, adult basic education, professional certification and degree programs offered through the college.
4. Participation in financial education services including basic budgeting, financial counseling, and asset development programs provided by GCCAC.


E. Facility Needs - The plan is to develop a comprehensive site development plan and certified architectural drawing for the facility. Funding and other resources will be developed for this purpose during phase one of the project.

A. Indoor space - Approximately 3,500 – 4,000 square feet of indoor space would be developed. This space would include at least four classrooms for children, restrooms, office space, a kitchen, laundry room, parent resource center, storage, and meeting space.

B. Outdoor space - There would be an effort to develop an outdoor area that would serve as a playground, extended outdoor classroom and gross motor activity area. There would be play equipment, shade structures, a nature area, an outdoor classroom area and trike tracks.

C. Parking and walkways- Parking (approximately 12) would be needed for those using the center along with proper sidewalks and full ADA access.

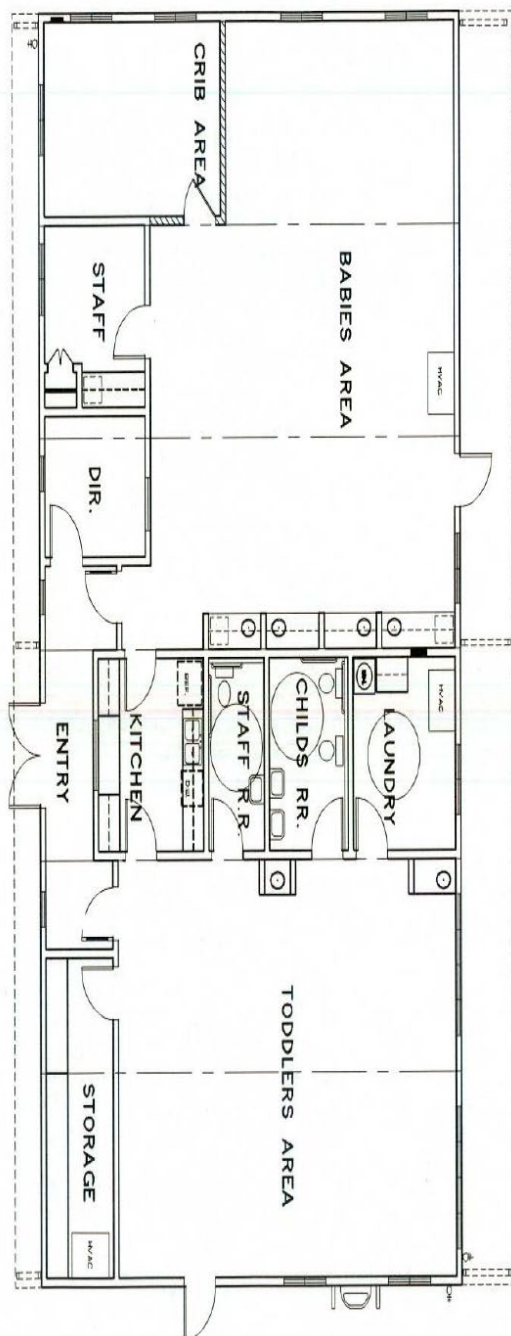


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ATTACHMENT C

Center for Adventure And Outdoor Studies Addition

Center for Adventure and Outdoor Studies Building Addition-Planned Facility Use Information

Office Space: Two additional offices will be made available for faculty within the Adventure Sports Institute's (ASI) Adventure Sport Management (AVS) degree program. Currently faculty share office space, and with the addition of a Frostburg State University faculty member on campus for the GC/FSU 2+2 Adventure Sport Management Bachelor's degree program, current office space will be insufficient.

Classroom Space: The planned addition includes a large classroom which will be approximately 20' x 48'. The classroom will have a retractable partition, enabling the room to be converted into two classrooms of approximately 20' x 24'. The large classroom will be invaluable to ASI for specific courses as well as for large group gatherings and presentations. These include experiential AVS academic courses, as well as professional development programming for outside groups during inclement weather, offered through ASI's Center for Adventure and Experiential Learning (CAEL).

Climbing Center and Challenge Course: In addition to a standard climbing facility, similar to commercial climbing gyms throughout the U.S., the plan for this facility is to include a number of educational tools not found within a standard indoor climbing facility. Conventional climbing gym components include areas for bouldering, top rope climbing and lead climbing. Additional educational components will include a high ropes/challenge course, anchor building stations featuring natural rock, multi-pitch (two-stage) climbing and rescue stations, as well as a training and conditioning section of the climbing center. These additional components will assist ASI in offering the following:

ASI Rock Craft and Challenge Course Classes: ASI courses will be supplemented with instruction in the climbing and challenge course facility. The facility will also provide opportunities for coursework during the 5+ months of the year when outdoor rock faces and challenge courses are inaccessible due to winter conditions, or during days of inclement weather during regularly scheduled courses. Training and conditioning courses specific to rock climbing will also be offered in the facility.

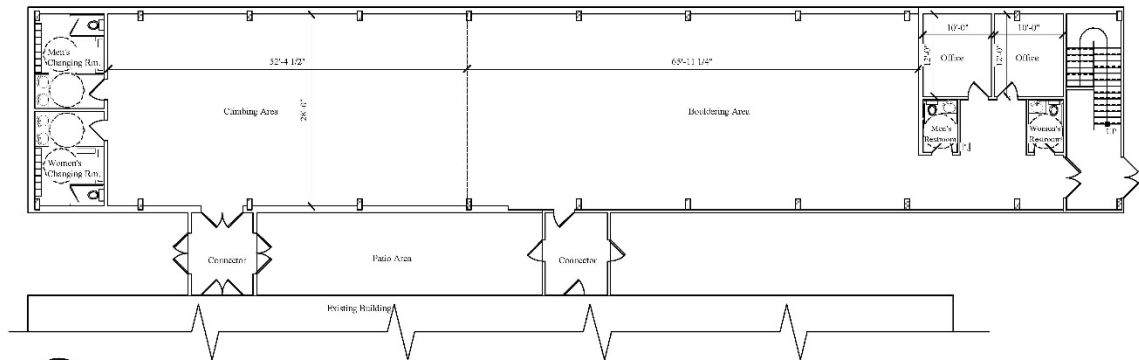
Nationally Recognized Certifications: ASI is one of the few colleges or universities in the nation able to offer the American Mountain Guides Association Climbing Wall Instructor Course and Certification in-house. The facility will provide the opportunity to offer the course to our students as an academic course, without the difficulty of travelling to an external facility. It will also open the opportunity to offer the certification as a professional development option to other outdoor professionals through CAEL programs.

Competitions and Events: Offering competitions and events in the facility will increase the exposure of the ASI program to the general public and to the outdoor education community. They will also provide learning opportunities for our students as they plan, host and attend the events. Additionally, the ASI Competition Team will benefit from a year-round climbing specific training facility.

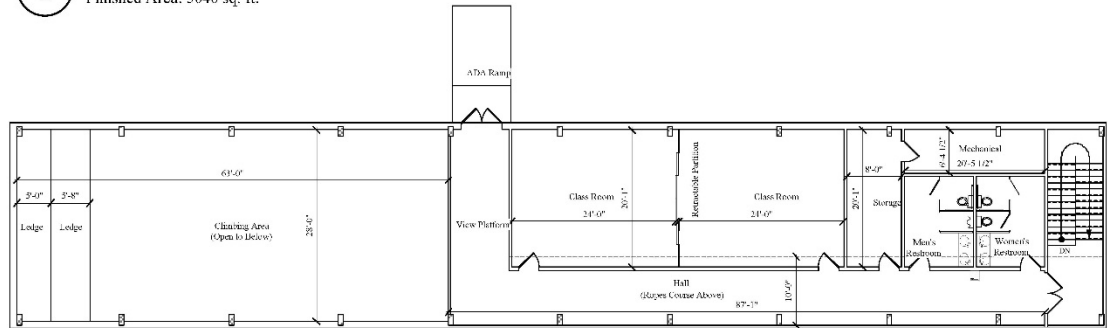
Internship and Work Experience: The facility will provide ASI students with work opportunities, internship opportunities, and the ability to observe and participate in the management of a climbing facility.

Revenue Stream: Opening the facility to the general public on a fee for use basis will provide a revenue stream for Garrett College. Facility memberships could potentially be linked to memberships to Garrett College's Community Aquatic and Recreation Complex (CARC), and/or be offered as a stand-alone membership option. Access to the facility could also be obtained via

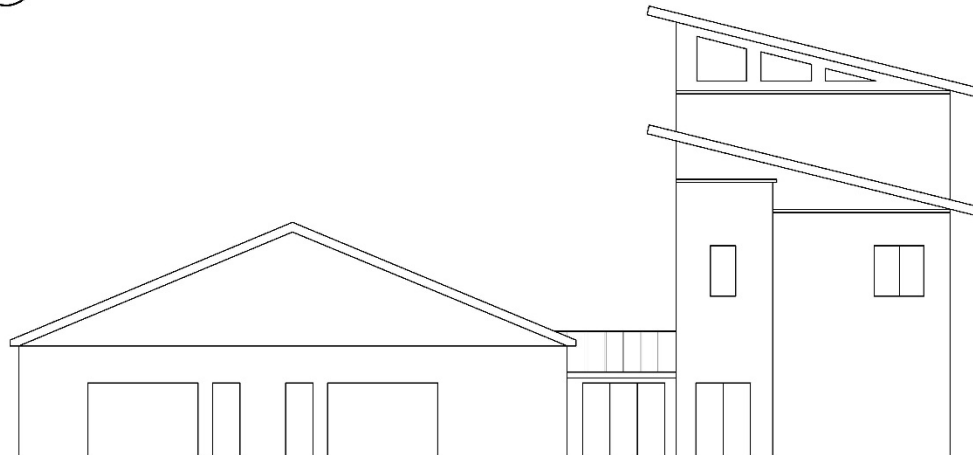
the purchase of day passes, and the facility could be available for a fee to outside groups for team building, retreats or (very common in the climbing wall industry) birthday parties.



1 First Floor Plan
Finished Area: 5040 sq. ft.



2 Second Floor Plan
Finished Area: 2880 sq. ft.



3 Right Elevation
Scale: 1/16" = 1'-0"

**DC DESIGN
STUDIO**

Office:	301.387.7788	Address:	30 Skyview Drive	Date:	01/21/16	Project:	ASI Climbing Center
Fax:	301.387.7789		McHenry, MD 21541	Designer:	DMS	Location:	687 Mosser Road, McHenry, MD
License:		Email:	info@dclds.com	Scale:	3/64" = 1'-0"	Status:	Conceptual Drawings
		Web Site:	www.dclds.com	Paper Size:	8.5 x 11	Revised:	