

FINAL REPORT

UMPQUA COMMUNITY  
COLLEGE MASTER PLAN  
UPDATE

JUNE 2014



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## INTRODUCTION



## PURPOSE

In the fall of 2013, Mahlum Architects was hired to prepare an update to the 2008 Campus Master Plan. The Master Plan Update builds upon previous planning efforts and provides strategic direction for near term decisions regarding campus facilities on UCC's main campus. The update serves as a guide to plan and achieve a campus that reflects the programmatic and physical needs of the institution.

## PROCESS

Over the course of six months and three phases, the Mahlum team met with members of the Master Plan Steering Committee, comprised of the following individuals:

- : Joe Olson, UCC President
- : Robynne Wilgus, Executive Assistant to the President & Board
- : Rebecca Redell, Chief Financial Officer
- : Roxanne Kelly, Vice President for Instruction
- : Rick Aman, Interim Vice President of Student Services
- : Jess Miller, Director of Facilities and Special Events
- : Linda Spaccarotelli, Purchasing Manager
- : Jason Aase, Dean of Arts and Sciences
- : Jesse Morrow, Dean of Career and Technical Education

Phase One began with a site visit to assess existing site conditions, and to conduct a series of stakeholder interviews. In total, approximately 25 stakeholder interviews occurred over the course of three days, with the goal of developing a cross section of perspectives on aspirations, needs, and considerations for the campus. Following the stakeholder interviews, Mahlum conducted an existing conditions analysis that analyzed utilization of existing space, benchmarked space needs, and assessed facility condition. Findings from the Phase One analysis informed the design direction

explored in Phase Two. During Phase Two, a series of near and long term design strategies were explored and vetted with the Steering Committee and the UCC community. Two faculty and staff sessions, and two student sessions were well attended and helped define the preferred direction. A hands-on mapping exercise was employed to solicit feedback. Phase Three focused on finalizing the desired direction and documenting the plan.

PLANNING CONTEXT



## UCC BACKGROUND AND MISSION

Founded in 1964, Umpqua Community College has served as a regional educational anchor for the broader Roseburg region for more than 50 years. UCC educates more than 15,000 students each year within its Career & Technical and Transfer Education programs, and provides Community Education and Workforce Training opportunities to several thousand individuals each year. UCC has consistently focused its educational offerings to meet the diverse professional, economic, and workforce needs of the Roseburg and Douglas County communities.

### **Vision Statement**

*Umpqua Community College aspires to be the center for quality teaching and learning, and a key partner in the wellbeing and enrichment of our communities.*

### **Mission**

*Umpqua Community College provides high quality college degree programs, workforce development, and community learning opportunities.*



**SETTING**

Umpqua Community College is located throughout Douglas County, with its main campus located six miles north of downtown Roseburg. Six additional off campus facilities complement the main campus and include the Woolley Center, the Workforce Training Center, the Small Business Center, the Riverside Center, Truck Driving Center, and the South County location.

The 100-acre main campus is situated along a bend in the North Umpqua River, and offers an idyllic and picturesque setting for learning. The campus configuration remains true to its original plan from 1960, which organized buildings along the perimeter of the campus green. Twelve of UCC's 17 buildings were constructed between 1966 and 1970, and maintain a consistent stone and cedar aesthetic. Intentionally designed as single story structures with external circulation, the buildings are efficient and flexible, and maintain views and connections to the surrounding Umpqua River Valley.





2008 Master Plan Phase I



2008 Master Plan Phase II

**2008 MASTER PLAN RECOMMENDATIONS**

The previous master plan was developed in 2008 in response to growing enrollments, economic development for Douglas County, and the need to address facility improvements. The plan called for nearly 335,000 gross square feet of new construction and 34,000 gross square feet of backfill renovation, largely associated with classrooms. Projects included the creation of a new Regional Allied Health and Science Building and backfill renovation of the Science Building, Wayne Crooch Hall and the PE Building; new construction of an Industrial Arts and Technology Building and backfill renovation of Lockwood Hall; renovation and addition to the

Administration Building and renovation of the Campus Center; creation of the new Southern Oregon Wine Institute, along with 177,000 gross square feet of new housing on the main campus.

The Great Recession that began at the close of 2008 not only made it more challenging to access capital, but it dramatically increased enrollments at community colleges across the US, including Umpqua Community College. This meant that UCC had to do more with less, and use its resources as efficiently as possible. This approach and realignment of resources served as the impetus for the master plan update, and operated as the overarching goal of the planning process.

MASTER PLAN GOALS

The master plan update developed out of UCC's desire to optimize its existing resources. The following goals were developed with input from the Master Plan Steering Committee and embody the overarching aim to optimize existing resources. These goals directly informed the master plan analysis and recommendations that follow in the subsequent sections.

**GOAL: LEVERAGE EXISTING SPACE FOR NEW OPPORTUNITIES**

Limited financial resources, stabilizing enrollments, and a post-recession economy demand new and innovative approaches to meeting needs, while not forsaking quality. The master plan update aims to identify and leverage underutilized spaces to meet critical needs for new opportunities.

**GOAL: MEET PROGRAMMATIC NEED**

Changes in enrollment, shifts in pedagogical approaches, increased safety considerations, and aging facilities all influence UCC's ability to satisfy existing programmatic needs. The master plan aims to identify and accommodate programmatic needs as efficiently as possible. Industrial Arts and Allied Health emerged as critical program priority areas.

**GOAL: ENHANCE PROGRAM ORGANIZATION**

The location of existing programs has largely been opportunistic and the result of where space is available, versus determined strategically. Consequently, the physical organization of departments on campus does not necessarily support desired collaboration. The master plan aims to optimize the location of several departments to facilitate desired collaboration and improve adjacencies between likeminded departments.

**GOAL: ALIGN RECOMMENDATIONS WITH FACILITY NEEDS**

Umpqua Community College has done an exceptional job maintaining its existing facilities. Despite UCC's consistent maintenance, buildings are aging and a number of systems are in need of repair. Master plan recommendations should align with facilities in need of attention.

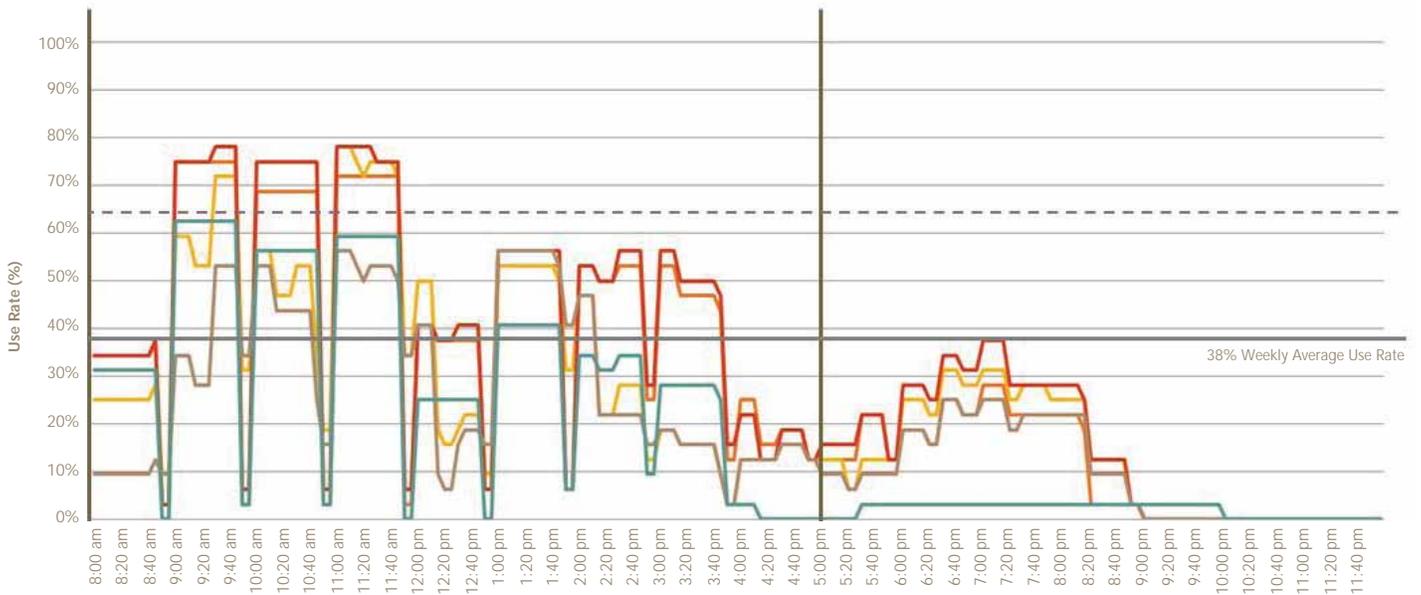
**GOAL: PROMOTE STUDENT ACCESS**

UCC is regarded as a key community asset and center for higher education within the Roseburg and Douglas County regions. The physical campus should promote student access and participation, and encourage students to linger on campus. Student amenities are limited, difficult to locate, and not immediately visible. The master plan recommendations should prioritize the student environment, and make student amenities more intuitive and accessible.

**GOAL: REINFORCE EXISTING CAMPUS ASSETS**

Umpqua Community College is organized around a picturesque central open space. It functions as a key landscape amenity and iconic asset for the campus. While the majority of campus buildings are located along the periphery of the green, they fail to activate and engage the open space. The master plan recommendations should highlight, reinforce, and enhance existing campus assets, including the campus green.

## EXISTING CONDITIONS ANALYSIS



**UTILIZATION ASSESSMENT**

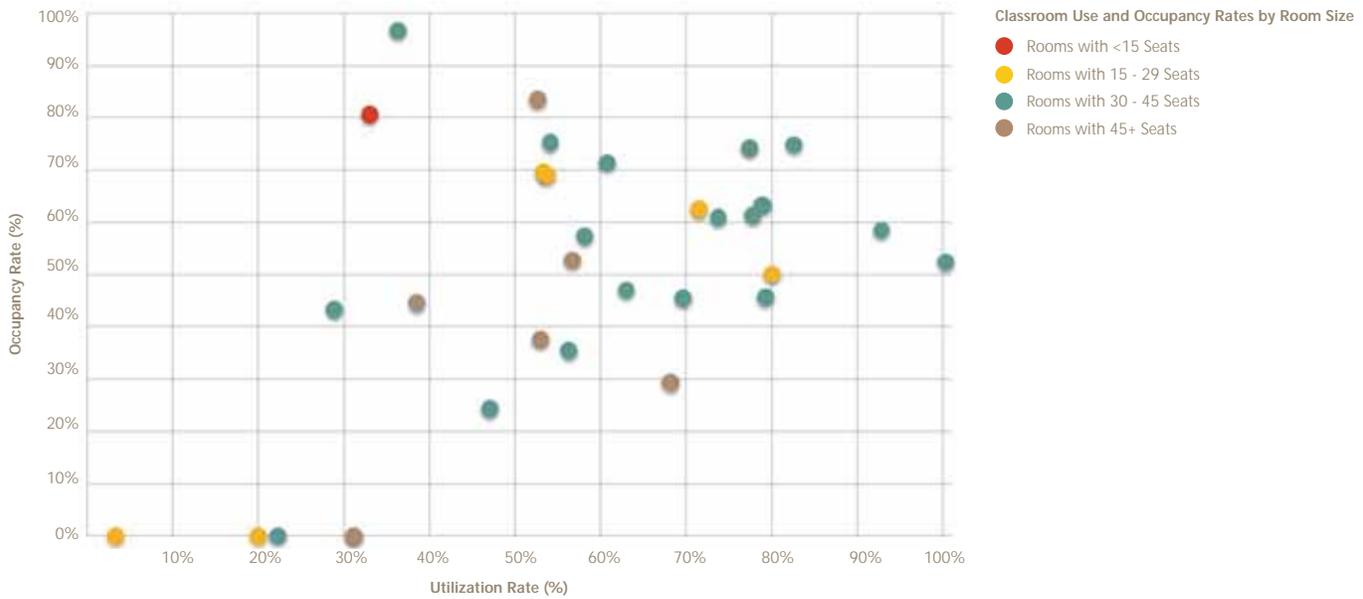
To identify underutilized space opportunities, the planning team conducted a space use assessment that evaluated both instructional and events use of classrooms and teaching laboratories, along with occupancy levels. The analysis is based upon Fall 2012 course and events schedules, along with conversations with the course and events schedulers. It is believed that Fall 2012 better reflects typical use patterns, as compared to Fall 2013. Use patterns are measured in two ways—over time during the peak week, and for each individual room over the course of the Fall 2012 term.

**CLASSROOM USE RATES**

Average daily use rates for classrooms vary between 30 percent on Thursdays to 46 percent on Wednesdays. These percentages reflect average daily use rates for the peak week, between 8:00am and 5:00pm. The overall average weekly use rate is approximately 38 percent. Sixty-five percent is a standard industry target for classrooms, and accounts for class change time, and non-instructional use of space. While there are certainly periods of time throughout the day that exceed the 65 percent target, typically between 9:00am and noon on Mondays and Wednesdays, the analysis suggests there are opportunities for improved use of classrooms.

**Classroom Use Rate Over Time**

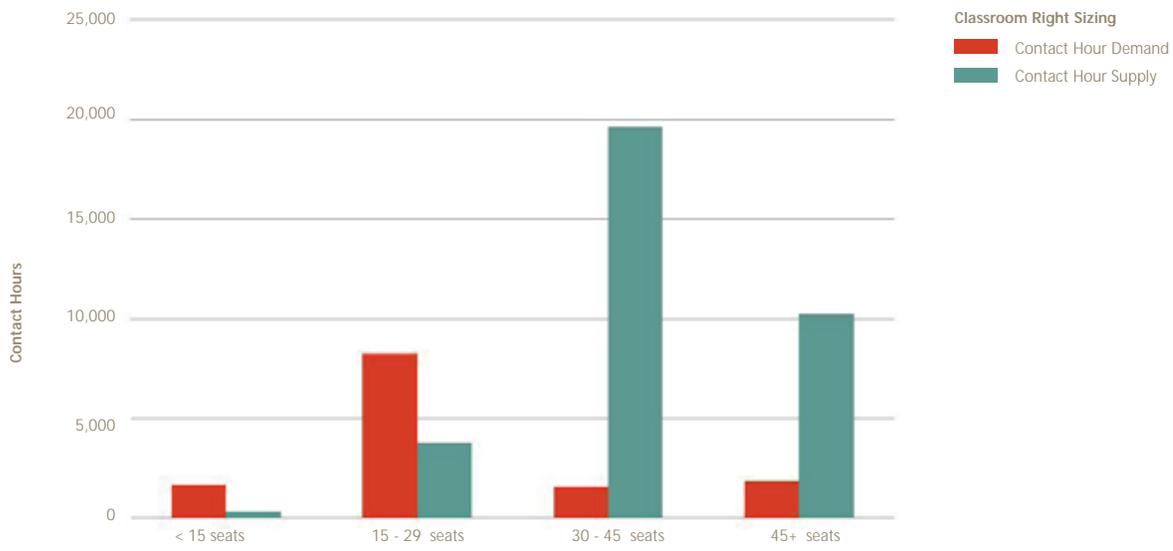
- Monday Use Pattern (44% Daily Average)
- Tuesday Use Pattern (36% Daily Average)
- Wednesday Use Pattern (46% Daily Average)
- Thursday Use Pattern (30% Daily Average)
- Friday Use Pattern (32% Daily Average)
- Weekly Average (38% Weekly Average)
- Industry Target Rate (65% Target)



**INDIVIDUAL CLASSROOM USE AND OCCUPANCY RATES**

When analyzing use by individual room, the analysis reveals that twelve out of the 32 classrooms on campus exceed the 65 percent target. Rooms with higher levels of room use are primarily located in Jackson Hall and Snyder Hall.

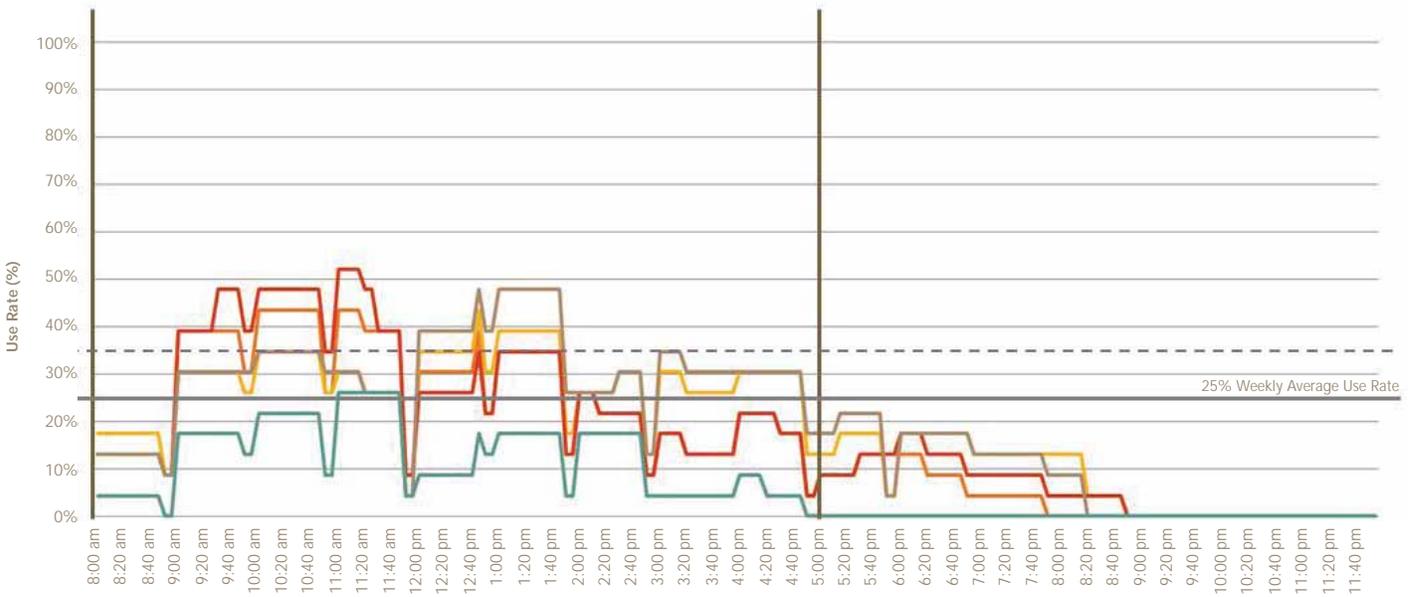
From an occupancy perspective, which measures the number of students in a room compared to the seat capacity of that room, only nine out of 32 rooms achieve the target occupancy rate of 65 percent. Ideally classrooms should be well used and optimally occupied. At UCC only two classrooms, Jackson Hall 11 and Jackson Hall 17, achieve both the 65 percent use and occupancy targets.



**CLASSROOM RIGHT SIZING**

Lastly, a right-sizing assessment was prepared that measures how well the existing classroom stock aligns with the desired section sizes. The right-sizing analysis reveals that the most significant instructional demand is for classrooms with fewer than 29 seats, while the majority of classrooms in the inventory are associated with rooms that seat more than 30 students. This mismatch suggests there may be an opportunity to convert larger classrooms into smaller classrooms, or to address other programmatic needs.

Overall the utilization, occupancy, and right-sizing assessments suggest that UCC has a sufficient amount of classroom space to meet current needs, and should consider converting larger classrooms into smaller classrooms to best align with desired section sizes. New classrooms introduced in the future should accommodate 29 seats or fewer.

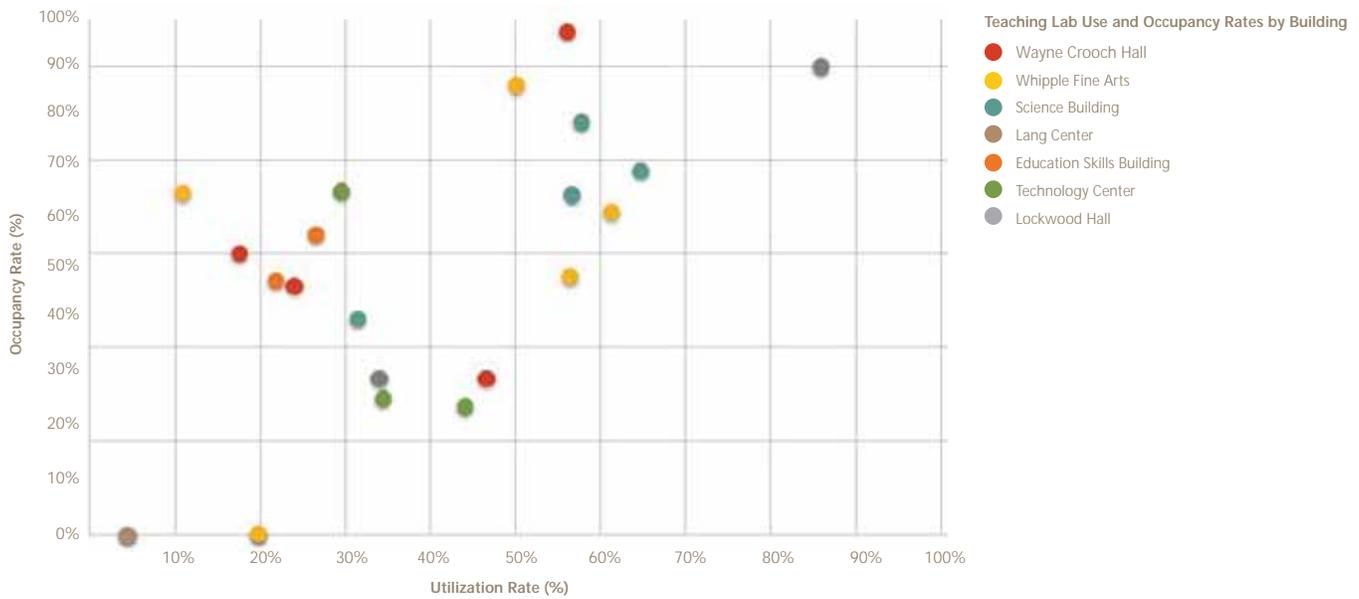


**TEACHING LAB USE RATES**

Average daily use rates for labs vary between 12 percent on Fridays to 30 percent on Thursdays. These percentages reflect average daily use rates for the peak week, between 8:00am and 5:00pm. The overall average weekly use rate is approximately 25 percent. Industry use targets for labs are significantly less than classrooms, around 25 to 35 percent, and account for the specialized nature of the spaces along with class change time and non-instructional use of labs. Overall the analysis suggests that labs are well used. Increased demand for science related fields may suggest the need for additional labs.

**Teaching Lab Use Rate Over Time**

- Monday Use Pattern (27% Daily Average)
- Tuesday Use Pattern (28% Daily Average)
- Wednesday Use Pattern (28% Daily Average)
- Thursday Use Pattern (30% Daily Average)
- Friday Use Pattern (12% Daily Average)
- Weekly Average (25% Weekly Average)
- Industry Target Rate (35% Target)



**INDIVIDUAL TEACHING LAB USE AND OCCUPANCY RATES**

When analyzing use by individual room, the analysis reveals that ten out of the 23 teaching labs on campus exceed the 35 percent target. Lockwood 10 and Science 16 recorded the highest levels of room use at 86 percent and 65 percent respectively. The industry occupancy target is 70 percent, slightly higher than the target for classrooms. For Fall 2012, eight out of 23 labs achieve the occupancy target, with six labs achieving both use and occupancy targets. Overall the analysis highlights the need for additional lab space on campus.

## SPACE NEEDS ASSESSMENT

The stakeholder interviews at the outset of Phase One helped to define key considerations and programmatic needs for a variety of space types and academic program areas. Mahlum supplemented this information with a benchmarking analysis to verify and quantify needs. The space needs assessment is organized by major space type, including classrooms, teaching labs, offices, study space, athletics and recreation space, and student life space. A summary of key academic program needs is also provided.

## CLASSROOMS

### Articulated Needs and Comments

- : Class size is intentionally small; need classrooms that support small section sizes.
- : Relocation of the GED program to the main campus will increase the need for small classrooms.
- : Would like spaces that support both instruction and hands-on application.
- : Classrooms at the Lang Center are too distanced from the main campus, and are underutilized.
- : Favorite classrooms are often associated with office and program locations.
- : Would like classrooms to support changing technology, current and new modes of instruction, and amenities.

### Benchmarking

UCC currently has 30,510 asf of classroom and classroom support space on the main campus, which translates into 11.7 asf per FTE, assuming 2,600 FTE. When benchmarked against other community colleges, that figure is situated on the higher end of the benchmarking spectrum, supporting the notion that UCC has a sufficient amount of space—but not necessarily of the right size. Larger underutilized classrooms could be repurposed to meet the demand for smaller classrooms.

## TEACHING LABS

### Articulated Needs and Comments

- : Science labs require general upgrades, along with more storage space.
- : Allied Health and Nursing currently lease lab space off-campus, and would like to bring those functions back to the main campus. UCC also anticipates an increased demand for Allied Health programs.
- : Nursing and dental programs need space for practical exams.
- : The Industrial Arts (welding and auto shop) program was identified as a programmatic priority for UCC and needs additional space. Space needs are driven by changes in equipment, technology, and safety standards.
- : Arts studios are heavily utilized.
- : Wine labs are difficult to access within the 10-minute class change time.

### Benchmarking

UCC currently has 42,675 asf of lab and lab support space on the main campus, located in multiple buildings. Due to the program-specific nature of lab space, this category has not been benchmarked.

## OFFICES

### Articulated Needs and Comments

- : There is a general need for additional offices across all programs, especially for full time faculty.
- : Recent renovations have converted student social and study spaces into office spaces.
- : A First Stop space in which you “walk in as a community member, and walk out as a student” is highly desired across multiple stakeholders, but will decrease office space allocation for many departments.
- : Regarding the First Stop, consolidation of services is most important, versus location of services.

### Benchmarking

UCC currently has 36,390 asf of office and office support space on the main campus, which translates into 14.0 asf per FTE, assuming 2,600 FTE. When benchmarked against other community colleges, that figure is situated below the median of the benchmarking spectrum, reinforcing UCC’s need for additional office space.

## STUDY SPACE

### Articulated Needs and Comments

- : Students, faculty, and staff identified study space and informal social space as top priorities.
- : Student study spaces have recently been converted into offices to meet the office space need, contributing to the demand for student study space.
- : UCC needs space for group study, individual quiet study, and for informal social learning space.
- : Individuals expressed a desire to reposition the library as a learning commons that would incorporate tutoring, the writing center, group study rooms, and a classroom for the reference librarian.

### Benchmarking

UCC currently has 12,600 asf of study space on the main campus, primarily located within the library. This translates into 4.8 asf per FTE, assuming 2,600 FTE. When benchmarked against other community colleges, that figure is situated on the lower end of the benchmarking spectrum, reinforcing UCC's need for additional—and distributed—study space.

## ATHLETICS AND RECREATION

### Articulated Needs and Comments

- : There is a general need to improve outdoor athletics and recreation facilities, including the track and tennis courts; the swimming pool is being addressed.
- : Need to upgrade the gym bleachers and scoreboard.
- : Athletics needs 6 to 7 offices total.

### Benchmarking

UCC currently has 24,630 asf of athletics and recreation space on the main campus, primarily located within the Physical Education Complex. Due to the sport-specific nature of athletics and recreation spaces, this category has not been benchmarked.

## STUDENT LIFE

### Articulated Needs and Comments

- : Students need a general landing spot, where they feel welcome and can linger between classes.
- : Need more gathering space for students, and meeting space for student organizations / club workspace.
- : UCC would like additional meeting rooms—both large and small. There are very few large multi-purpose spaces on campus.
- : Due to the lack of student life spaces, the library functions as both the central study and social space for students.

### Benchmarking

The student life category includes assembly and exhibition space, dining, student activity space, and meeting rooms. UCC currently has 42,650 asf of student life space on the main campus, although more than 50 percent of the space, or 23,400 asf, is associated with assembly and exhibition space largely affiliated with the Arts program. There is 9,850 asf of dining space, 4,800 asf of student activity space, and 4,600 asf of meeting space. Collectively, this translates into 14.6 asf / FTE of student life space, which is slightly above the median on the benchmarking spectrum. While the overall asf / FTE figure is slightly above the benchmarking median, student activity and meeting space are in need of additional space.

## CURRENT PRIORITIES

After reviewing the space needs and stakeholder interview feedback, the Steering Committee and consultant team arrived at the following set of current programmatic priorities.

- : Industrial Arts and Allied Health function as the key academic programmatic drivers in need of investment from quantity, quality, and location perspectives.
- : Student space, office space, and the learning commons surfaced as significant voiced themes.
- : Planning and initial implementation of the First Stop is underway, and should be incorporated in the planning effort.



**FACILITY CONDITION ASSESSMENT**

In an effort to align master plan recommendations with facility needs, the planning team worked with UCC Facilities to assess the age, outstanding deferred maintenance, and condition of building systems for the buildings on the main campus.

**BUILDING AGE**

Approximately 214,400 asf of space, or 75 percent of all built area at UCC, was constructed in the first phase of campus development between 1966 to 1970, and accounts for the following 12 buildings:

- : Administration
- : Botany Building
- : Campus Center
- : Jackson Hall
- : Jacoby Auditorium
- : Library
- : Lockwood Hall
- : PE Complex
- : Science Building
- : Snyder Hall
- : Warehouse
- : Wayne Crooch Hall

Whipple Fine Arts and Education Skills Building followed shortly thereafter in 1977 and 1979 respectively. The twenty year period from 1980 to 1999 saw only the creation of the Ford Childhood Center in 1994. Since 2000, another 37,100 asf of space was added to the inventory related to the Technology Center (2000), the Tower Building (2008), and the Lang Teaching, Learning and Events Center (2010).

This assessment suggests that the majority of buildings on the main campus are nearly 50 years, and despite diligent and continued maintenance, investments may be needed to extend life of these buildings.

**DEFERRED MAINTENANCE**

Deferred maintenance figures measure the project backlog of anticipated maintenance projects per building. Buildings with the highest deferred maintenance include the Science Building at \$845,000, which is largely attributed to the need to upgrade the existing teaching labs; Jacoby Auditorium at nearly \$700,000; and the PE Complex at \$625,000.



Building Condition Synthesis

- Poor Condition
- Fair Condition
- Good Condition

**CONDITION OF BUILDING SYSTEMS**

UCC Facilities conducted a high level evaluation of the condition of individual building systems. The various building systems included HVAC, Plumbing, Electrical, Fire Protection, and Roof Quality. Each building received a score for each category, with 1 being in “good condition,” 2 as “fair condition,” and 3 as “poor condition.” In general, the electrical system across all buildings is in good condition, whereas the HVAC system is in poor condition, with a few exceptions. Plumbing and Fire Protection are generally in fair condition. Roof quality, however, varied on an individual building basis. Roof quality

in the Campus Center, Ford Childhood Center, Library, Lockwood Hall, and Science Building were assigned to “Poor Condition.” A synthesis of all systems was prepared to assign an overall score to each building, which suggested that the Campus Center, Jacoby Auditorium, the Library, Lockwood Hall, and the Science Building should be prioritized. It would be beneficial for master plan recommendations to simultaneously address buildings in need of reinvestment.

Building Name	HVAC	Plumbing	Electrical	Fire Protection	Roof	Synthesis
Administration	3	2	1	2	2	10
Botany Building	3	2	1	2	2	10
Campus Center	3	2	1	2	3	11
ESB	3	2	1	2	2	10
Ford Childhood Center	3	1	1	1	3	9
Jackson Hall	3	2	1	2	2	10
Jacoby Auditorium	3	3	1	2	2	11
Lang Center	2	1	1	1	1	6
Library	3	2	1	2	3	11
Lockwood Hall	3	2	1	2	3	11
PE Complex	3	2	1	2	2	10
Science Building	3	2	1	2	3	11
Snyder Hall	3	2	1	2	2	10
Technology Center	2	1	1	1	1	6
Tower Building	1	1	1	1	1	5
Warehouse	3	2	1	2	2	10
Wayne Crooch Hall	3	2	1	2	2	10
Whipple Fine Arts	3	2	1	2	2	10



Opportunity Zones to Activate the Campus Green

#### SITE OPPORTUNITIES

In addition to the quantitative utilization, space needs, and systems assessments, there are more qualitative site opportunities that the master plan recommendations should address. The campus is organized around a picturesque central open space, with few functions and spaces intentionally activating the green. Blank facades, utility cores, the boardroom, and faculty offices are situated along the periphery of the green and fail to promote movement between indoor and outdoor environments, and limit views of the green to a select few. Opportunities exist to reorganize and repurpose spaces along the periphery of the campus green to promote a more active and engaging indoor-outdoor experience that celebrates the natural beauty of UCC's Umpqua River Valley setting.





Campus Green as a Prominent Organizing Element

## RECOMMENDATIONS



## VISION

The master plan update for Umpqua Community College builds upon previous planning efforts, and reflects input, feedback, and priorities of the UCC community. Rooted in the academic mission of the institution, the update serves as a roadmap to address programmatic and facility needs, optimizes existing resources, celebrates the campus as a distinctive place of learning, promotes student access, and reinforces the campus green as a unifying element. The recommendations that follow are organized around two focus areas:

### Addressing Priority Academic Needs

- 1 Construct a New Allied Health Building (Preferred Option for Allied Health)
- 2 Construct a New Industrial Arts Building
- 3 Renovate Lockwood Hall (Alternate Option for Allied Health)
- 4 Renovate the Science Building

### Strategic Renovations

- 5 Leverage Underutilized Spaces for Student Study Needs
- 6 Renovate the Library as a Learning Commons
- 7 Renovate Campus Center
- 8 Long Term First Stop Renovation



Proposed Site for New Allied Health Building

ADDRESS PRIORITY  
ACADEMIC NEEDS

**1 CONSTRUCT A NEW ALLIED HEALTH BUILDING (PREFERRED OPTION FOR ALLIED HEALTH)**

The first recommendation focuses on meeting critical academic needs of the Allied Health program through the construction of a new Allied Health Building. The 2008 Master Plan identified the siting and creation of a new 48,000 gsf Regional Allied Health and Sciences Building (RAHSB) for Allied Health, Nursing, and Physical Sciences. The proposed building was located between Jacoby Auditorium and the Physical Education Complex (see image above), occupying an 18,000 sf site. In 2010, a predesign study for the building was prepared that identified the following program elements.

**2010 Predesign Program**

- : Nursing – 4,634 asf
- : Dental Assisting / Hygiene – 2,500 asf
- : Science – 10,725 asf
- : Shared Space – 19,394 asf
- : Building Support – 2,482 asf
- : Efficiency (0.70) – 17,395 asf
- : Total Area – 57,130 gsf

The shared space category included classrooms, offices, student social spaces, meeting rooms, the campus wellness center, and exam rooms.

Financial support for this building was sought in Oregon's May 2012 Primary ballot. Despite the bond measure not passing, the need for additional Allied Health space remains, and the building program was revisited. Allied Health and Science programs currently occupy roughly 16,200 asf of space on the main campus, plus additional space off campus for the nursing simulation lab, as follows:



Proposed Site for New Allied Health Building

**Existing Allied Health and Science Area**

- : Science Building – 8,500 sf
- : Wayne Crooch Hall – 5,400 sf
- : PE Building (EMT program) – 2,300 sf
- : Total Main Campus Area – 16,200 gsf  
(plus off-campus Nursing Simulation Lab)

Recent potential donor interest in the creation of a new Allied Health building, growing demand for Allied Health education, and the need to both accommodate programmatic needs and consolidate Allied Health functions, has motivated the desire for a more modest Allied Health building. The new building will maintain its previously proposed location between Jacoby Auditorium and the Physical Education Complex, and will include Allied Health functions and new science labs.



Proposed Rendering of the New Allied Health and Sciences Building (Opsis)



Existing Automotive Yard Space

**2 CONSTRUCT A NEW INDUSTRIAL ARTS BUILDING**

Industrial Arts was identified as another critical programmatic priority from a variety of constituents, as graduates of Industrial Arts programs comprise a significant portion of the Roseburg economy.

The 2008 Master Plan recommended the creation of a 45,600 gsf Industrial Arts and Technology Building for automotive, diesel, welding / fabrication, and construction technology programs, and was also included in the May 2012 Bond Measure. The previously identified program was comprised of the following elements:

**Previously Identified Industrial Arts and Technology Program (2008 Master Plan)**

- : Automotive – 20,000 sf
- : Diesel – 6,000 sf
- : Classrooms – 5,000 sf
- : Welding / Fabrication – 9,300 sf
- : Construction Technology – 5,300 sf
- : Total Area – 45,600 sf

Since 2008, Construction Technology has been removed as an academic offering, and UCC does not offer a Diesel program. The classroom use and space needs analysis also reveals that UCC has a sufficient amount of classroom space, further reducing the overall program. Automotive and Welding programs currently occupy approximately 17,000 gsf of space in Lockwood Hall as follows:

**Existing Industrial Arts Space**

- : Lockwood Hall Automotive – 8,750 sf
- : Lockwood Hall Welding – 2,000 sf
- : Lockwood Hall Other Uses – 2,920 sf
- : Total Uses in Lockwood Hall – 13,670 sf
- : Total Interior Footprint – 17,000 sf

The Master Plan Update recommends the creation of a new 30,000 gsf Industrial Arts Building to replace and expand the existing Automotive and Welding programs. The proposed Industrial Arts Building is located proximate to the Technology Center, provides ample access to outdoor yard and storage spaces.



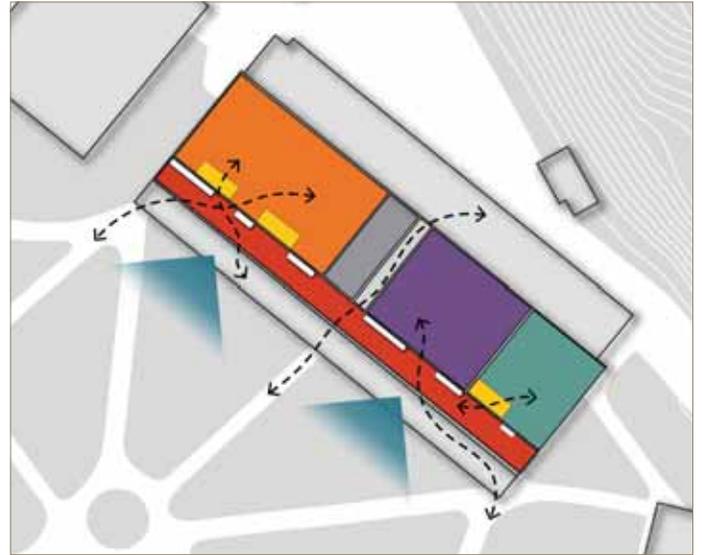
Opportunity for Improved Transparency in Lockwood Hall

**3 RENOVATE LOCKWOOD HALL (ALTERNATE OPTION FOR ALLIED HEALTH)**

The relocation of existing Automotive and Welding programs from Lockwood Hall to the new Industrial Arts Building enables Lockwood Hall to be renovated for another use. Should funds be insufficient for a new Allied Health Building, the 17,000 gsf renovation of Lockwood Hall provides an alternate location for Allied Health that would continue to meet its programmatic need. Lockwood Hall is proximate to existing Nursing functions in Wayne Crooch Hall and to existing science functions in the Science Building, allowing space in Lockwood Hall to be dedicated to the consolidation and expansion of Allied Health programs.

The renovation of Lockwood Hall for Allied Health collectively creates an Allied Health and Sciences precinct on the southeast corner of campus. This approach leverages existing facilities to meet current critical needs. If Lockwood Hall gets renovated for Allied Health, it would also preserve a future building site between Jacoby and the Physical Education Complex to meet unknown future needs.

Lockwood Hall occupies a central location on the main campus with nearly 240 feet of continuous frontage along the campus green on its southern facade. External circulation currently runs along this façade, with four doors that access the building and minimal windows. This façade provides a significant opportunity to enhance and improve indoor-outdoor connections and activate the campus green.



Proposed Renovation of Lockwood Hall

Space for nursing labs (5,600 sf), additional general science labs (3,500 sf) and dentistry labs (2,800 sf) are located on the north side of the building. A new corridor bisects the building, improving access and circulation throughout the building. A new internal corridor is introduced on the southern side of the building and mirrors the external circulation nearby. This corridor functions as a new student study and social spine, and allows conversations and instruction to flow from the labs into the corridor, and complements the nearby faculty offices. The new study and social spine helps meet the need for additional study space in a distributed manner. Replacing the existing opaque exterior siding panels with transparent windows and more gracious doors improves views and activates the campus green.

- Nursing ( 5,600 sf)
- Dentistry (2,800 sf)
- General Labs (3,500 sf)
- Student Study / Social Space (3,800 sf)
- Offices (1,200 sf)
- Core (1,100 sf)

Transformation of Lockwood Hall







Existing Science Lab

**4 RENOVATE THE SCIENCE BUILDING**

The need to renovate the Science Building exists regardless of whether Allied Health is accommodated in a new building, or in a renovated Lockwood Hall. Four labs are currently located in the Science Building, along with two classrooms and faculty offices. Existing deferred maintenance on the Science Buildings is roughly \$845,000, which includes \$550,000 for upgrading the existing labs and ventilation hoods. It is recommended that the existing Science Lab be renovated to address all outstanding deferred maintenance considerations including:

- : Upgrades to all labs
- : Upgrades to all ventilation/hoods
- : Upgrades to Lecture Hall Room 17
- : HVAC Air Handler Replacement
- : Boiler Replacement
- : Roof Replacement
- : Remodel of Office Spaces

If the new Allied Health Building provides science labs, the Science Building should be renovated to address other programmatic needs.



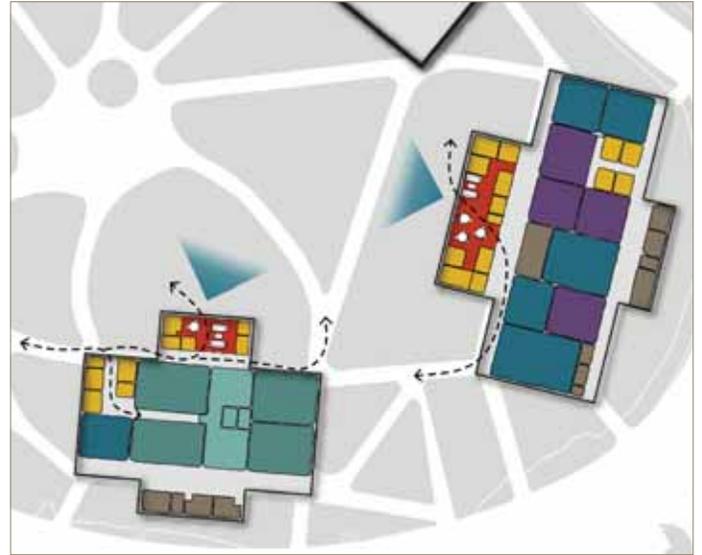
Faculty Offices Adjacent to the Campus Green

## STRATEGIC RENOVATIONS TO ENHANCE STUDENT AMENITIES

In addition to meeting the needs of Industrial Arts and Allied Health, a number of strategic renovations can occur that work toward the campus-wide objective of providing additional student study and social spaces that connect back to the central campus green. Strategic renovations include leveraging underutilized spaces for student study needs, conversion of the Library into a Learning Commons, renovation of the Campus Center, and continued renovation of the Administration Building as a First Stop.

### 5 LEVERAGE UNDERUTILIZED SPACES FOR STUDENT STUDY NEEDS

Opportunities exist in both the Science Building and in Wayne Crooch Hall to leverage underutilized instructional spaces for student study spaces. Relocation of up to four faculty offices from the north side of the Science Building and west side of Wayne Crooch Hall would allow for the creation of new student study space proximate to the remaining faculty offices, with potential to directly activate the campus green.



Proposed Renovation of the Science Building and Wayne Crooch Hall

Wayne Crooch Hall 16 is a 37-seat business classroom that records a 29 percent room use rate, including instructional and events use. Science 10 is a 61-seat classroom with a 53 percent use rate, including instructional and events use. These classrooms could be taken offline by increasing the use of other similarly underutilized instructional spaces. These rooms could either be converted into office spaces, or accommodate uses from other rooms, allowing the other rooms to be converted into office space. The exact location for relocated offices has not been determined, but highlights the opportunity to reorganize space to meet student study space needs.

- Offices
- Informal Study Space
- Existing Labs
- Existing Classrooms
- Existing Computer Labs



Opportunity Area for Enclosed Study Rooms

**6 RENOVATE THE LIBRARY AS A LEARNING COMMONS**

The library represents a near-term transformative opportunity that leverages existing underutilized space to meet current needs. The lack of both study and social spaces on campus has made the library the center of both academic and social activity, and in many ways, functions as the heart of campus. The desire is for the library to function as a learning commons that offers a full spectrum of study spaces from informal / group / loud spaces to more formal / individual / quiet spaces. In recent

years, the library has reduced its collection size, and repurposed underutilized stack space. Continuing to shift toward a digital collection, selectively reducing its collection size, or introducing compact shelving would enable UCC to repurpose excess stack space. UCC can apply the following set of options for the library, depending upon the amount of space made available. These options could also be phased over time.



Learning Commons Option One

The first option recommends consolidating the existing collection on the southeast side of the building through compact shelving. This enables space on the northeast side of the building to be repurposed for enclosed study rooms with views toward the campus green. These rooms can be used for group study or individual quiet study. It is also recommended that the underutilized study space adjacent to the administrative offices be converted to a reference classroom for the library.

Assuming further collection reduction and compact shelving on the northwest side of the library enables the southeast side of the building to function as a learning commons. In option two, the Student Success Center, which is currently located in the Education Skills Building, relocates to the library in the former stack space, and includes consultation space, breakout tables, and an enclosed space for instruction. Four private offices and three open desks are provided for Student Success Center staff. In addition to the group study rooms introduced in option one, tables for open study are also provided.



Learning Commons Option Two



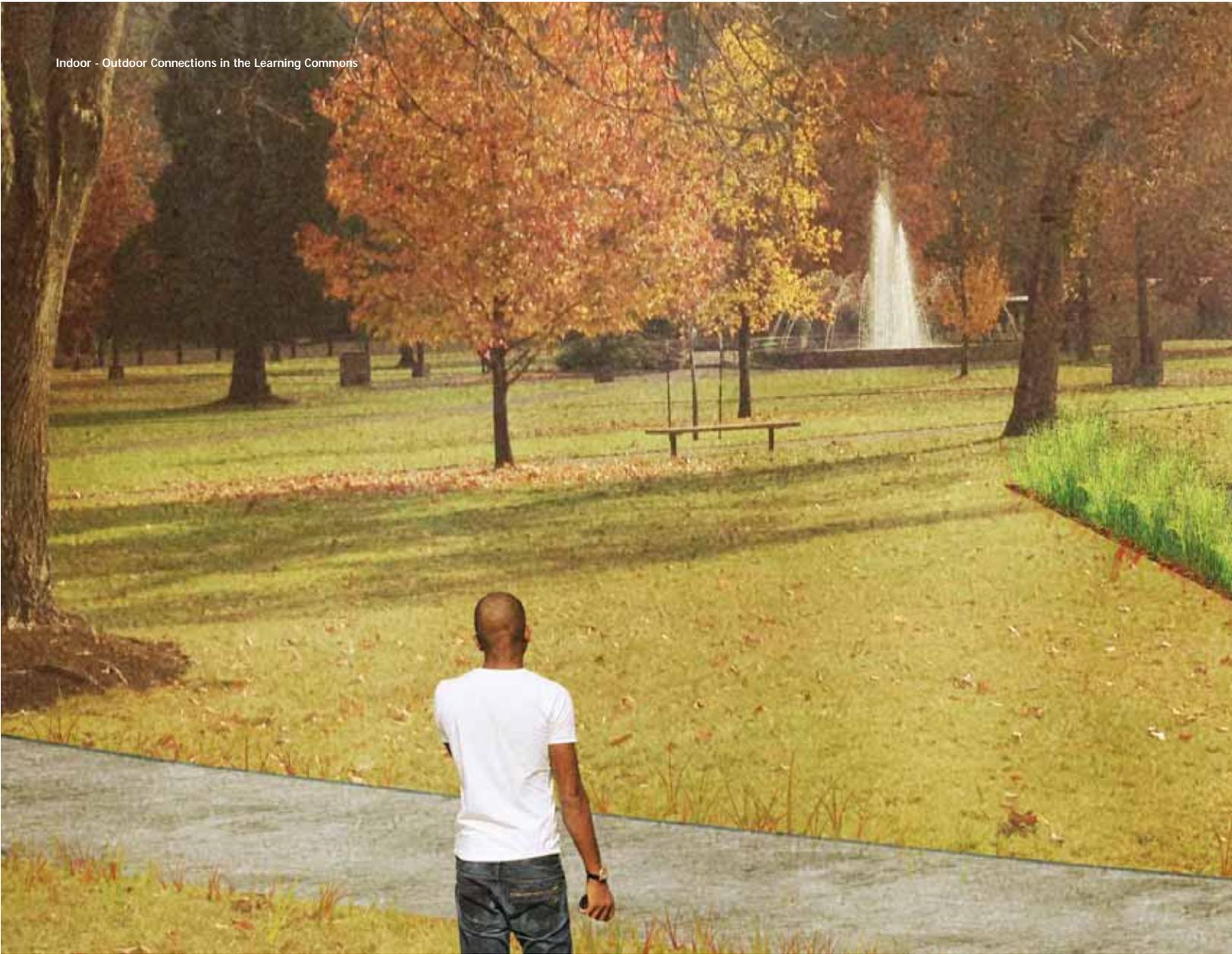
Learning Commons Option Three

The third option builds upon ideas introduced in options one and two, and transforms the existing toilet core into an active study and social space. The existing toilet core occupies the most central and visible location adjacent to the campus green. Option three replaces the proposed reference classroom in the center of the library with toilets. This enables the existing toilet core to be converted into a space for informal studying and socializing. New windows and doors in the active study space open onto a new outdoor plaza to the north, facilitating indoor-outdoor connections to the campus green. The existing book security threshold would remain in its current location.

With all of these options in place, the library is transformed into a Learning Commons that integrates the Student Success Center and provides a spectrum of study options. Replacing the toilet core with active and informal study space enables the library to serve its primary function as a place of study, while meeting the need for additional student social space.

- Enclosed Study Rooms
- Compact Shelving
- Reference Classroom
- Open Study
- Student Success Center Offices
- Student Success Center
- Active and Informal Studying
- Toilet Core

Indoor - Outdoor Connections in the Learning Commons







Existing Student Lounge Space

## 7 RENOVATE CAMPUS CENTER

The Campus Center currently functions as UCC's primary dining venue and administrative home for a number of student services and admissions operations. The only space dedicated to student activity on campus is located in the Campus Center's student lounge, which includes the student government offices. The student lounge is located on the north side of the building away from the campus green. Films were recently added to the windows making the space feel dark. The bookstore and coffee shop are located proximate to the green. However, the lack of windows and separate entrance on the northwest side of the building fail to activate and engage the central open space.

It is recommended that the Campus Center be renovated to enhance and prioritize student use of the space, improve programmatic adjacencies, and to activate the campus green.

A number of recent improvements have been made to the building including renovation of the existing kitchen space for the Culinary program, and conversion of the Indian and Timber rooms to the River Rush Café. Given these recent investments, the dining, café, servery and kitchen support space will remain as is in their current locations. Student Services will also remain in its current location, except for the functions relocating to the Administration Building as part of the First Stop. Advising / Counseling, Disability Services, and Financial Aid will remain in the Campus Center.



Opportunity to Engage the Campus Green

Renovation of the Campus Center is based on a number of enabling projects that make space available within the Campus Center and trigger a series of subsequent space moves. These assumptions include:

- : Human Resources, TRIO and Upward Bound relocating to the vacated Student Success Center in the Education Skills Building.
- : The Course Scheduler, Registration, and Admissions offices relocating to the new First Stop in the Administration Building
- : The Veteran's Office in the Campus Center relocating to the new Veterans Center in the Education Skills Building.

It is recommended that the bookstore relocate to the vacated Registration, Admissions, TRIO and Upward Bound space, directly to the north. This location increases access to a broader audience, and internally connects the bookstore to the Campus Center, versus accessing the space through a separate entrance. This location also enables the bookstore office, storage, and loading access to remain in their current locations.



- Dining, Bistro and Kitchen Support
- Bookstore
- Leadership Office
- Student Lounge Space
- Student Service Offices
- Business Office

Proposed Renovation of the Campus Center

Relocating the bookstore enables the student lounge and student government offices to relocate to the former bookstore space. The introduction of a new hallway links the student lounge to the Campus Center. The coffee shop, previously located in the bookstore, now serves both the bookstore and student lounge areas. Soft seating, movable tables and chairs, make the lounge an inviting space to linger.

Existing opaque panels along the southwest facades are replaced with windows and doors that enable individuals to seamlessly transition between indoor and outdoor environments, and make the student lounge a highly visible destination along the campus green.

The vacated student lounge space and vending room are then converted into separate office areas for campus leadership and the Business Office, with separate entrances off of the main lobby. The leadership office area co-locates offices for the President, the President's Executive Assistant, Vice President for Instruction, Vice President of Student Services, and the Chief Financial Officer, along with the board room. The leadership office area includes views of the Umpqua River to the north.

The renovation of the Campus Center requires a series of coordinated space moves and enabling projects that collectively enhance overall department organization, prioritize student amenities, and position the Campus Center as a visible and active amenity along the campus green.





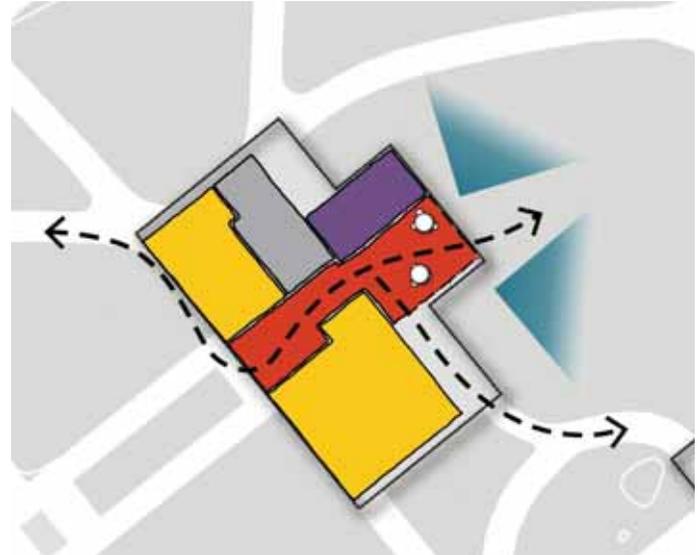


Existing Administration Building

**8 LONG TERM FIRST STOP RENOVATION**

In an effort to better serve students, UCC has recently commenced the transformation of the Administration Building into a First Stop. The intent is that 80 percent of desired transactions can be accomplished with one person in the First Stop, and that additional assistance is nearby. The First Stop will include representatives from Registration, Admissions, Advising, Counseling, the Cashier/Bursar. The remaining student services will be located in the Campus Center. This approach will help address a pertinent need for the next two years, until a more permanent solution is determined.

In addition to the initial First Stop steps being taken, it is also recommended that the President's Office, President's Executive Assistant and Board Room relocate to the Campus Center as part of the leadership office, in the long run. This would allow additional space to be devoted to First Stop needs. Conversion of the Board Room into a more open and informal space would aid in activating the campus green, and facilitate physical and visual connections to the Campus Center.



Proposed Long Term Renovation of First Stop

- First Stop Phase One
- Active Informal Space
- Additional First Stop Needs
- Mechanical / Core



IMPLEMENTATION

Project	SF	Cost per SF	Project Cost
Construct New Allied Health Building (Preferred)	-	-	\$17,000,000
Construct a New Industrial Arts Building	30,000	\$200	\$6,000,000
Renovate Lockwood Hall (Alternate Option for Allied Health)	17,000	\$250	\$4,250,000
Renovate the Science Building	8,500	\$250	\$2,125,000
Leverage Underutilized Spaces for Student Study Needs (WCH)	1,500	\$150	\$225,000
Renovate the Library as a Learning Commons	6,035	\$150	\$905,250
Renovate Campus Center	9,200	\$150	\$1,380,000
Long Term First Stop Renovation	1,630	\$150	\$244,500

**IMPLEMENTATION & SEQUENCING**

Implementation and sequencing of the recommended projects are largely dependent upon the availability of funding. Cost estimates per project have been provided on the accompanying table and represent estimated project cost on a cost per square foot basis using 2014 dollars.

**STATE MATCH CONSIDERATIONS**

The State of Oregon has authorized state match funds for two capital projects at Umpqua Community College, including the Regional Allied Health and Sciences Building and the Industrial Arts Building. State match funds would assist the institution in funding larger capital projects. Stipulations on the terms of the matches are summarized below.

**Regional Allied Health and Sciences Building (RAHSB)**

During the 2011 – 2013 biennium, the State of Oregon reauthorized \$8,500,000 dollars for UCC's RAHSB building through Article XI-G bonds. Article XI-G bonds require that institutions match the designated State amount in order to receive the funding. The State places a six-year timeframe from the time the money is approved to the time the money needs to be spent.

This suggests that UCC needs to complete the Allied Health building by June 30, 2017. In order for the State to sell the Article XI-G bonds in June of 2015, UCC needs to demonstrate that the matched money is available by February 1, 2015.

Any other projects associated with the backfill of vacated spaces triggered by the new Allied Health Building and additional improvements to the campus would be based on availability of funds beyond the state match.

**Industrial Arts Building**

During the 2013 – 2015 biennium, the State also approved \$8,000,000 dollars in Article XI-G bonds for a new Industrial Arts building, which suggests the project has to be completed and money spent by 2019.

**STRATEGIC RENOVATIONS**

Strategic renovations represent lower cost, high impact approaches to meeting critical needs and enhancing the student experience. These projects can occur incrementally over time as funds become available or be incorporated with larger capital projects.





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