Ozarka College

MELBOURNE CAMPUS

CAMPUS MASTER PLAN

December 2011

WD&D

WITTENBERG DELONY & DAVIDSON ARCHITECTS, INC.

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EXECUTIVE SUMMARY

The Ozarka College Master Plan is an outgrowth of the need to plan for present and future expansion at the Main Campus in Melbourne, Arkansas. With significant growth in the last ten years, the College has the need to expand curriculum offering, renovate existing facilities as well as complete new construction. All these steps are necessary to pursue the mission for Student Success at the College.

The Master Planning Team, composed of the College Administration, Faculty, Staff and Community Leaders, came together to strategically evaluate the existing campus. The team also determined goals and a vision for the directions of the campus in the future.

Key Master Plan Goals included:

- Move Campus from a Vocational School Appearance to a Community College Aesthetic
- Establish stronger Community connections and Support
- Create a Sense of Arrival
- Develop a Central Campus Organization and Green Space

Thru a series of on-site planning meetings campus organizational structures were studied including schemes that followed traditional campus planning structures such as: Mall, Courtyard, Quadrangle and Tower. From this process, a series of conceptual schemes were presented and revised into hybrid models.

The Final Master Plan package combines key parts from each of these concepts and has developed Strategic Growth Guidelines to strengthen future campus development. The Final Plan also emphasizes a more walkable campus, car/pedestrian separation and better linkages between building and use areas. The Master Plan also identified several key short term physical improvements including:

- New College Center and Green Space
- Community Outreach Component
- Added Allied Health Facilities
- Expanded Culinary/ Hospitality Facilities
- Accommodated growth in Diesel & Automotive Technology

CAMPUS today

HISTORY

Ozarka College was established in 1975 as a vocational training school known at that time as Ozarka Vocational Technical School. Its mission was to serve the residents of Sharp, Stone, Izard, and Fulton Counties - in the North central region of Arkansas.

Initial program offerings for students included dcertificates in Automotive Service, Food Service, Business Education, Building Trades, Industrial Equipment technology, Licensed Practical Nursing, and Major Appliance Service. From its first graduating class of 43 in 1976, Ozarka's enrollment is now over to 1,600 students per semester.

A significant factor in the growth sustained at Ozarka was the passage of Act 1244 by the Arkansas legislature in 1991. Know as the the "Two-Year Postsecondary Education Reorganization Act," the focus of the legislation was to convert the state's vocational-technical schools into technical colleges or branches of four-year institutions. At that time, Ozarka embarked on the formation of partnerships and ties with other high learning institutions, including Arkansas State University, to facilitate the development of college transfer coursework. By 1996, the Higher Learning Commission of the North Central Association of Colleges and Schools had approved Ozarka's candidacy for accreditation.

Along with its evolving curriculum, Ozarka made a significant change in its name in 1999. Dropping "Technical" from its title, the school became known as Ozarka College. Continuing to build its expanded course and degree offerings, Ozarka currently has transfer agreements in place with four-year colleges and universities across the state. Students pursuing Associates of Arts, Teaching, Applied Sciences and advanced degress can now easily transfer credits.

With the expansion of its programs and curriculum, Ozarka has continued to grow its physical learning centers. In addition to the main campus at Melbourne, Ozarka also has established satellite locations in Ash Flat, Mammoth Springs, and Mountain View. As a secondary means of growth, Ozarka College has also been quite successful in establishing a strong internet and distance learning program for students in the multi-county area.

FACTS, GROWTH & ENROLLMENTS

Since its founding in 1975, the enrollment levels for Ozarka College has progressed upward to its current 2011 levels. In the past five year period alone, overall student body numbers have grown from approximately 1065 to 1623. Of those students, approximately 33% are part time and 67% are full time. The average age of an Ozarka student is 30 years old, with a gender breakdown of 70% female and 30% male.

Servicing the four county area of Fulton, Izard, Sharp and Stone, Ozarka pulls its students from the population base of 54,500 and a land area of over 2,400 square miles. Of this service area, only 11% of the population has a Bachelor's Degree or higher (the Arkansas average is 18% and the National average is 24%). Approximately 85% of students receive financial aid ranging from grants and loans to scholarships. Credit Hour tuition costs for in-state students is $75/hour and $173/hour for out-of state. Students from the adjacent Oregon County in Missouri are exempted from out-of-state tuition rates.

Ozarka places an emphasis on student success and life-changing experiences through education. as such, the college has a low student to faculty ratio of 16:1 and works to give personal attention to each and every student from their instructors. Traditional class offerings are available at the main campus in Melbourne while additional classes can be taken at locations in Ash Flat, Mammoth Spring, and Mountain View. Internet based classes provide an additional learning option available to students.

Ozarka College functions as a two-year public post secondary school with curriculum offerings at the associate degrees level as well as technical certificates, adult education, workplace skills training, and transfer coursework. The adult education program serves approximately 524 students and awarded 159 GED's in 2009. Degrees and Programs offered at Ozarka College include:

- **Associate of Arts (AA)**
- **Associate of Arts in Teaching (AAT)**
- **Associate of Applied Sciences (AAS)**
  - Automotive Service Technology
  - Business Technology
  - Culinary Arts
  - Health Information Technology
  - Registered Nursing (LPN to RN)
- **Technical Certificate**
  - Automotive Service Technology
  - Early Childhood Education
  - Health Professions
  - Licensed Practical Nursing
- **Certificate of Proficiency**
  - Early Childhood Education
  - Basic Emergency Medical Technology
  - Accounting
  - Business Computer Applications
  - Business Management
  - Information Science Technology
- **Adult Education**
- **Workforce Training**
- **Continuing Education**
- Certified Nursing Assistant
- Criminal Justice & Corrections

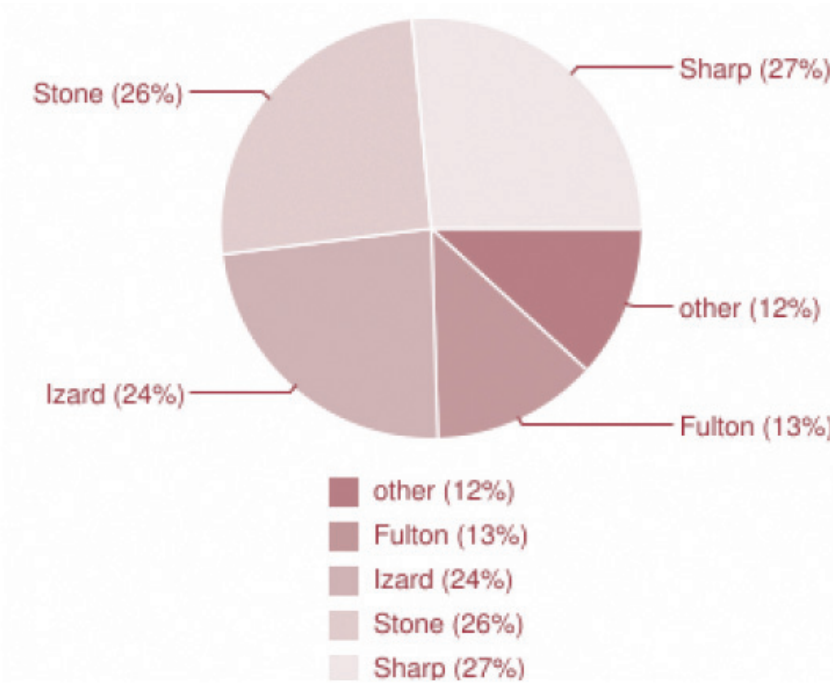
ENROLLMENT SUMMARY

	Fall 2005	*Spring 2006*	*Fall 2006*	*Spring 2007*	*Fall 2007*	*Spring 2008*	*Fall 2008*	*Spring 2009*	*Fall 2009*	*Spring 2010*	*Fall 2010*	*Spring 2011*
Enrollment	1054	941	1065	1069	1211	1209	1335	1262	1364	1322	1573	1576
FTE Full-time Equivelant	715.80	635.47	663.87	630.33	807	793	853	850	914	926	1121	1162
Part time %	40.04	42.83	54.16	47.80	40.5	42	56	44	59	39	35	33
Full time %	59.96	57.28	45.84	52.20	59.5	58	44	56	41	61	65	67

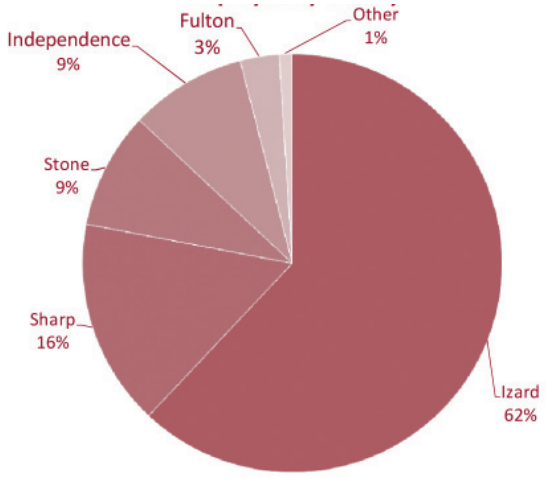
STUDENT PROFILE (By location)

	Fall 2005	*Spring 2006*	*Fall 2006*	*Spring 2007*	*Fall 2007*	*Spring 2008*	*Fall 2008*	*Spring 2009*	*Fall 2009*	*Spring 2010*	*Fall 2010*	*Spring 2011*
Melbourne	528	529	497	508	557	559	545	507	538	443	478	443
Ash Flat	223	168	229	252	303	285	302	340	347	408	434	425
Mtn. View	156	117	156	159	215	232	282	283	292	318	384	397
Internet	298	403	231	288	356	471	419	499	456	506	631	786
Mammoth Spring	—	—	—	—	—	—	—	—	—	—	54	78
Other sites*	348	375	410	329	337	278	287	109	261	238	322	320

STUDENTS BY TOP COUNTY



EMPLOYEE BY COUNTY




SECONDARY ENTRY
HALEY STREET
SECONDARY ENTRY
BRIGHT FUTURE DRIVE
SUCCESS STREET
COLLEGE DRIVE
Miller
POTENTIAL PATH
OVERFLOW PARKING
DESIGNATED PARKING
MAIN ENTRY
Hall
Book
Allied Health & Adult Ed
LIBRARY LANE
CIRCLE DRIVE
Physical Plant
Main
TECHNOLOGY TRAIL
Ground & Maintenance
SECONDARY ENTRY
ACADEMY AVENUE
Kids Academy
TERTIARY ENTRY

CIRCULATION & PARKING

The Main Campus of Ozarka College at Melbourne has a physical campus encompassing multiple buildings with adjacent parking and circulation. There are five primary academic structures along with two support/ maintenance facilities and a separate childcare center. To access the campus, the dominant approach is from the north along Highway 69 turning down College Drive. The main college entry is then located at the second street cut down College Drive, past the turn for Haley Street and the access to the John E. Miller Building parking area. It is designated with a brick entry sign and plantings.

Secondary and tertiary entries are located along College Drive and Haley Street. Two of these street cuts are directed towards the John E. Miller Building - at Success Street and Bright Future Drive. Adjacent to the Miller facility is the largest parking area on campus with approximately 250 spaces. Used mainly as specific access for events at the John E. Miller Center, this parking is at the farthest point from the remainder of campus.

The second largest parking area on campus is also adjacent to the John E. Miller Building to the southeast. Containing approximately 150 spaces, this parking zone connects Bright Future Drive and Potential Path. It is directly servicing the Allied Heath & Adult Education Building, as well as the Hall Building and Bookstore to the south. It is used with moderate frequency, though not full on a daily basis.

The remaining parking areas for the campus are single depth linear parking along Library Lane, Circle Drive, and Technology Trail. Located in the core of campus, these spaces are heavily used and in higher demand. They area also in the zone of campus with the most vehicular circulation on a regular basis - served by the main entry as well as a third secondary level entry.

In terms of overall vehicular circulation, access through the main entry delivers vehicles to the center of campus as well as offering access around the edges and through the middle.

PEDESTRIAN PATHS

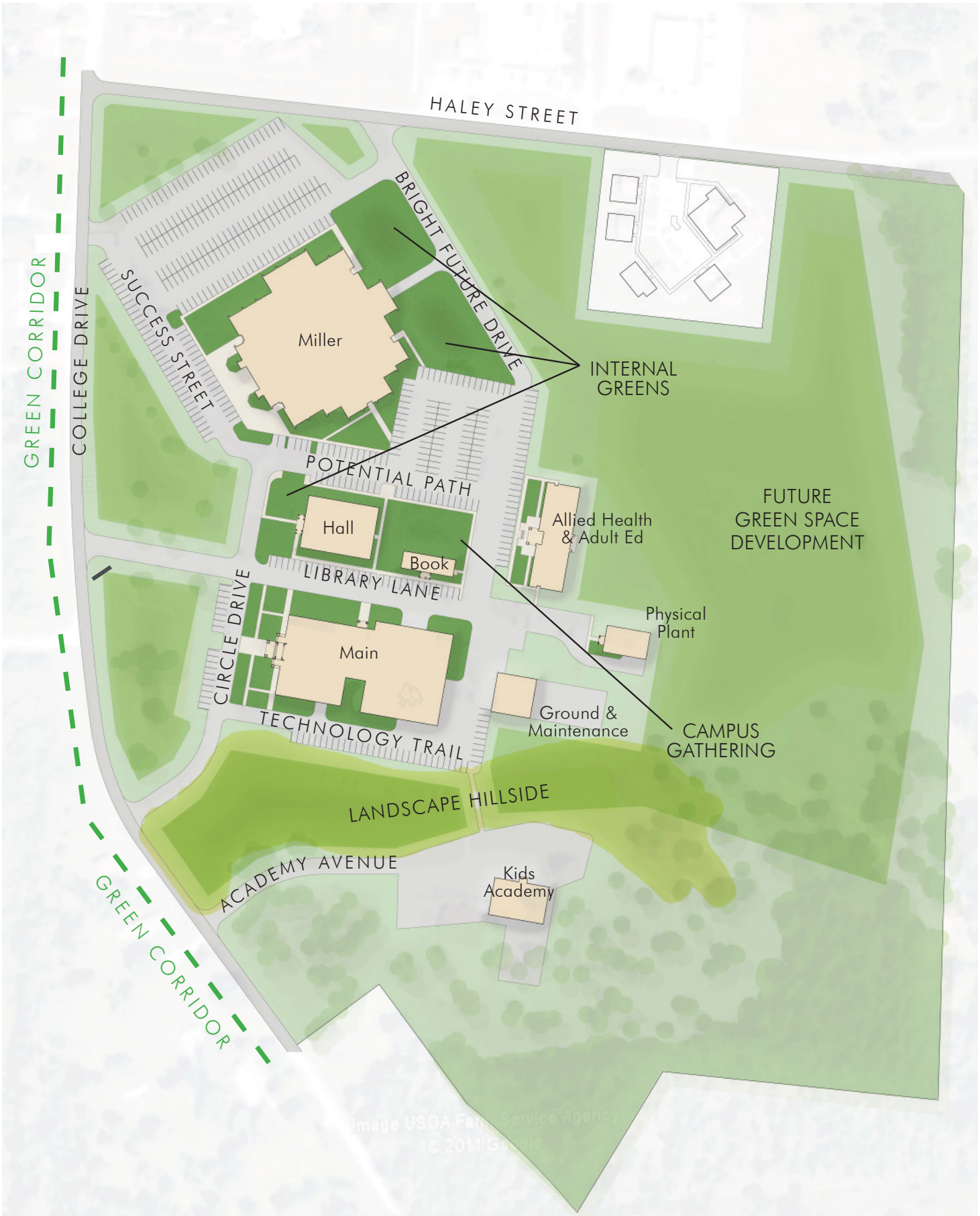
Pedestrian pathways on the Ozarka main campus are heavily focused on entry sequencing and connectivity with adjacent parking areas. These sidewalks help move individuals from their parking space directly into the front door of the building. As a result, the paths are utility focused and most often combined with front door plantings or embellishments. There are also several secondary building entries that work with additional sidewalks. However, there are few formal paths that facilitate movement across the entirety of the campus. Instead, pedestrians are forced to create informal or ad hoc walkways across lawn and parking areas to cross the larger expanses of campus.

Materially, sidewalks on the campus are primarily concrete with a gray natural finish. Coordinating concrete curbs, some painted to designate fire zones or loading, are in place to transition to driving surfaces. Landscape edging is set with either a raised concrete lip or dark gray/brown split faced edging blocks. Dark asphalt covers the parking areas while crosswalks are painted onto paved surfaces.

Somewhat disconnected from the remainder of campus is the location of the Kids Academy. Accessed by an uphill path with steps, it terminates to the main campus area on the edge of a parking area similar to other campus sidewalks.

In future development of the campus, it should be a priority to emphasize the development of pedestrian oriented circulation that is differentiated more emphatically from the paved surfaces. Sidewalks could be more connective across the campus as a whole and using unique materials or textures might lead to more definition of these paths.


HALEY STREET
BRIGHT FUTURE DRIVE
COLLEGE DRIVE
SUCCESS STREET
Miller
ESTABLISHED PATHS
POTENTIAL PATH
Hall
Book
Allied Health & Adult Ed
INFORMAL PATHS
LIBRARY LANE
Physical Plant
CIRCLE DRIVE
Main
Grounds & Maintenance
TECHNOLOGY TRAIL
PARKING CIRCULATION
ACADEMY AVENUE
Kids Academy


HALEY STREET
BRIGHT FUTURE DRIVE
COLLEGE DRIVE
SUCCESS STREET
GREEN CORRIDOR
Miller
INTERNAL GREENS
POTENTIAL PATH
Hall
Book
LIBRARY LANE
Allied Health & Adult Ed
FUTURE GREEN SPACE DEVELOPMENT
CIRCLE DRIVE
Main
Physical Plant
Ground & Maintenance
CAMPUS GATHERING
TECHNOLOGY TRAIL
LANDSCAPE HILLSIDE
ACADEMY AVENUE
Kids Academy
GREEN CORRIDOR

OPEN SPACE & LANDSCAPE

The balance of buildings and paved areas compared to the entirety of the Ozarka College campus allows for a notable amount of green area in its current configuration. However, the green spaces are largely located in perimeter areas and as peripheral zones. In particular, land development has been concentrated on the center-west portion of the site. Within this area, there is a street frontage of lawn, interspersed with trees and planters, and the buildings setback between 150 to 225 feet. To the south, there is a significant rise in the topography between the campus academic buildings and the Kids Academy. That landscape berm is approximately 150 feet wide and runs from west to east. Additional green area - more densely populated with trees and growth - runs from the south of the Kids Academy to the property line. On the east side of the side, building area is setback in open lawn form nearly 400 feet along the entire edge of the campus. The land boundary is also wooded similarly to the south. Lastly, the northern end of campus has the least amount of setback - instead being comprised of a large parking area for the John E. Miller Building and the insertion of a housing development not owned by the College.

Within these large perimeters of lawn, plantings, and trees is the building core of the Ozarka Campus. Taking up a land area of approximately 12 acres, the built zone of campus is only 24% of the entire campus total of nearly 50 acres. Surrounding each of the five academic and administrative buildings are small areas of lawn and planting beds. There are additional trees and shrubs also placed in random pattern throughout. The Physical Plant Building also has a limited planted area in front of the main elevation.

Currently, the only area of landscape somewhat dedicated to gathering or lounging is to the north of the Bookstore. Spanning 130' wide and 74' deep, the green area has a single picnic bench on a concrete pad. It is surrounded by intermittently placed trees and a concrete sidewalk/curb. The lack of a formal green space and landscape areas with defined edges or use is a significant detraction from the campus core. Combined with large expanses of asphalt paving and few connective sidewalks, the pedestrian experience on the Ozarka Campus feels secondary to the supremacy of vehicular circulation and parking. To facilitate a more people-friendly environment, developing green spaces of value would be recommended.

BUILDING ASSESSMENT & USE

Ozarka College - Melbourne has nearly 108,000 SF of educational and general purpose space in eight buildings built since 1975. An analysis of the existing buildings indicates that all structures are in useful condition and can continue to serve the needs of the campus for the foreseeable future.

John E. Miller Education Complex

Largest campus building, the Miller Complex includes space for the Culinary Arts programs as well as faculty offices, classrooms, and a large lecture hall. Additional specialty functions include the campus fitness center, TRiO Student Support Services, and Executive Board Room. Lastly, the Miller Complex contains a campus/community use auditorium and pre-function/ lobby within its 46,724 SF envelope.

Walter Hall Education Building

The Hall Building is employed primarily as a general education classroom building along with faculty office space. It also contains distance learning facilities and computer labs. The building footprint is approximately 8,640 SF.

Allied Health & Adult Education Building

Serving as one of the most heavily used building on campus, the 7,975 SF Allied Health & Adult Education Building supports programs of the same name. In addition to offices and a large interior lobby/ lounge, the space contains teaching facilities for the CNA, EMT, LPN, RN, and Adult Education programs.

Bookstore & Career Pathways

One of the smallest buildings on campus, the Bookstore building combines its use with the Career Pathways program within a 2,080 SF volume. The building has also been recently renovated on the interior.

Main Administration Building

The second largest building on campus, the Main Building's 31,383 SF area contains the bulk of the administrative functions of the College. In addition to the President's Office, student oriented functions such as financial aid, registration, and admissions are located within the front section of the building. General administration such as finance, computer services, business office, and purchasing reside through the middle portion of the facility. Automotive Technology has a multi-bay, exterior accessible area at the rear along with classroom and offices. Lastly, the central portion of the building contains meeting rooms, student commons, dining, and the campus library.

Grounds & Maintenance

Located adjacent to the Physical Plant Building, Grounds and Maintenance has a 3,600 SF footprint which serves as a shop, warehouse, and office.

Physical Plant

The Physical Plant Building contains 2,705 SF of space that serves as home to a front office zone, extensive file/storage area, and small maintenance shop.

Kids Academy

Currently taking up an area of 4,875 SF, the Kids Academy is in the midst of being expanded. This child care facility includes area for all day care and play.

There are indications of growth in various programs that may necessitate expansion of the existing physical facilities of the campus. Primary at this time is the success of the Culinary Arts, Allied Health, and Automotive Technology programs. In addition, new facilities may be needed to accommodate events, conferences, student services, dining options, and administrative spaces.

BUILDING USE LEGEND

- CLASSROOM - ALLIED HEALTH
- CLASSROOM - ADULT EDUCATION
- CLASS - GENERAL EDUCATION
- CLASSROOM - CULINARY
- CLASSROOM - TECHNOLOGY
- STUDENT SERVICES
- ASSEMBLY & CONFERENCE
- SERVICE
- ADMINISTRATION - BUSINESS
- ADMINISTRATION - STUDENT OUTREACH
- ADMINSTRATION - OFFICES
- CIRCULATION


MILLER
LECTURE HALL
BOARD ROOMS
FITNESS
AUDITORIUM
LOBBY
TRIO
CULINARY
SUCCESS STREET
BRIGHT FUTURE DRIVE
POTENTIAL PATH
HALL
CLASSROOMS
CAREER PATH
BOOK STORE
ALLIED HEALTH & ADULT ED
OFFICES
HEALTH
ADULT
LIBRARY LANE
MAIN
CIRCLE DRIVE
BUSINESS OFFICE
PRES OFFICE
LIBRARY
DINING
ADMISSIONS
FOOD SERVICE
IT
AUTO
MAINTENANCE
FILE & STORAGE
STORAGE
GROUNDS & MAINTENANCE
TECHNOLOGY TRAIL
ACADEMY AVENUE
KIDS ACADEMY


OZARKA COLLEGE

CAMPUS CHARACTER

The architectural character of the main campus of Ozarka College at Melbourne is defined by its material palette and columned forms. Most buildings use a combination of latte toned brick and/or CMU as the primary cladding. These masonry materials come in two tones, one of deeper tint for the CMU, with a standard light gray mortar. Upper portions of the buildings are covered with cream stucco or EFIS with a sanded texture. Trim elements included precast caps, browns and cream metal pieces, and white columns. Building signage and lettering are either metallic or dark brown toned. Window frames and doors are typically clear anodized with clear tinted glass. Roof elements are covered or trimmed in brown metal or standing seam.

In terms of design, the Ozarka Buildings tend to be one story structures with limited glazing. They are very directional in their facade composition with one elevation being more dominate as the 'front' (also mostly on the west side). The entries typically are elaborated with porch-like canopies that employ heavy toppers set on doric styled columns. The pediments are combinations of bar and pitched forms with substantial depths and dimensions. No single entry is identical, but they are similar in feel and aesthetic. Additional details such as light sconces and building lettering are also located near the front entry.

The remaining elevations of each building tend toward a simplified appearance of solid clad surfaces of brick and/or CMU broken with intermittent glazing. There are some side or rear access points to the buildings, but these are not designated as emphatically as the front entry.

Combined with elements of the campus green, minimal landscaping, pedestrian paths, and vehicular circulation - the style of the Ozarka College projects an appearance of an open expansiveness. The core of campus is not overly dense in terms of building placement and closeness of structures. In addition, the facilities and landscape has a limited feeling of height or verticality. Overall, the building style is most closely aligned with Post Modern period from 1970s to 1990s. Buildings of the era are typified by the use of stylistic quotations from different periods combined to effect varying scale, proportion, and scenographic effect.

strategic 2.

GOALS OF THE MASTER PLAN

The strategic goals for Master Plan of Ozarka College were established at the outset of the process by a Steering Committee inclusive of campus staff, faculty, and administrative personnel. In addition, community perspectives were involved in the process at select points. These constituent voices established a course of investigation and discovery for the future path of the campus that was continuously vetted throughout the master planning work sessions. The outcome was a core of decisions about the future of the Melbourne campus that established a base map for development.

Established Goals for the Master Plan

1. **Transition Ozarka College from a technical school into a comprehensive community college. Plan to offer four-year degrees in collaboration with other universities.**

   The current facilities and campus of Ozarka College remain visually rooted in the early years of the campus as a technical college. The desire of the Steering Committee is for the Master Plan to aid in moving towards a heightened aesthetic appearance in keeping with a two-year community college campus.

2. **Plan for the expansion of existing programs of study as they exhibit sustained growth and need.**

   At current, three programs of study stand out as those exhibiting the most potential and sustained growth. Each of these areas already anticipate the need to expanded facilities for greater course offerings and larger enrollments. The Master Plan should address a plan of action for the expansion of the Allied Health, Culinary Arts, and Automotive Technologies areas in the immediate future.

3. **Create opportunities for new curriculum and courses of study to flourish and designate the College as a specialist in field.**

   In addition to planning for the growth of existing programs, the Master Plan is charged with conceptualizing new spaces for courses of study to be/or

recently established. Of particular note would be a new facility to accommodate connections between the existing Culinary Arts program and a Tourism/ Hospitality focus. Similarly, other unknown programs to be planned by the college would need a home in the future.

4. Seek adjacencies and complimentary connections within programs and administration that enhance the student experience.

The existing campus layout of buildings and internal organizations has been an evolving process over time which may or may not be currently working at its peak efficiency. The Master Plan is tasked with analyzing building use and determining better connections between campus units than currently exist. These adjacencies would elevate the experience of the student, staff, and visitors to the campus. Immediate interest is in the combination of student services and student center functions into one locale.

5. Establish a campus layout for growth and development that maximizes assets and locates uses in the most appropriate settings.

The Master Plan may offer planned relocation of specific building usage and/or eventual removal of certain structure on campus to best mesh with a long term concept for the campus. Example of these moves may include moving technology buildings to a less visually open location to screen the less desirable aspects of their programmatic needs. Similarly, the maintenance and grounds operations may need central access to campus, but would be best suited to be located on an edge instead of in a prime core location.

6. Set course for campus development that defines an identity and appearance for the immediate as well as distant future.

Collegiate campuses are very unique constructs that are aesthetically distinct. Typically, each has a set character of identified style that makes them recognizable as an institution of higher learning. The Master Plan would aid in outlining a development scope and pattern that would make Ozarka's campus identifiable as a university facility as well as distinct as its own.

7. To provide guidelines for new campus buildings, additions, as well as hardscape and landscape development.

The Master Plan will include recommendations for a catalog of building and site materials, style, scale, and appearance that will attempt to address the varied character of the existing campus. These future guidelines will aid in knitting the existing and new together into a cohesive whole that is visually beautiful. The standards would be overview principles for work and not overly conscripting design restraints.

8. To provide functional, phasing, and budgetary implementation strategies for future campus development.

The Master Plan's goal is to establish multi-phased development for the campus over the next ten to fifteen year period.

VISIONING

In addition to establishing a series of strategic goals for the overall direction of the campus Master Plan, the Steering Committee also articulated a series of visioning concepts. These perspectives expressed aspirations tied to the character, appearance, and feeling of the campus for students, users, visitors, and staff.

- Move campus from an aesthetic of a Vocational School to an aesthetic of a Community College.
- Establish of stronger community connections and support.
- Expand of programs in the Technical and Allied Health areas.
- Build new center for student services, conference/ events, and student center uses.
- Create a Sense of Arrival to campus including a designed entry sequence.
- Plan for growth in intramural and club sports including long term concept for athletics.
- Establish organized parking plan and controlled traffic flow. Moderate speeds of internal vehicular circulation.
- Develop overall campus concept of beautiful, but efficient.
- Plan for future growth for possibility of needing housing and dormitory facilities on campus.
- Establish Premier Program of Study - renown for location at Ozarka College.

- Develop Learning Lab Concept Spaces including:
  - Applied Learning Facility
  - Hospitality/Culinary focused lodging and dining experience - possible on campus Bed & Breakfast facility
  - Internship Opportunities

- Anticipate and be flexible with potential future needs and spaces on campus. Use forward-thinking perspectives when needed to for reinvention of existing uses.

- Make better linkages and synergies between programs and/or uses.

- Create a distinct architectural identifier for arrival to campus - column, tower, clock, fountain, or mall.

- Move toward a unified campus appearance and architectural expression.

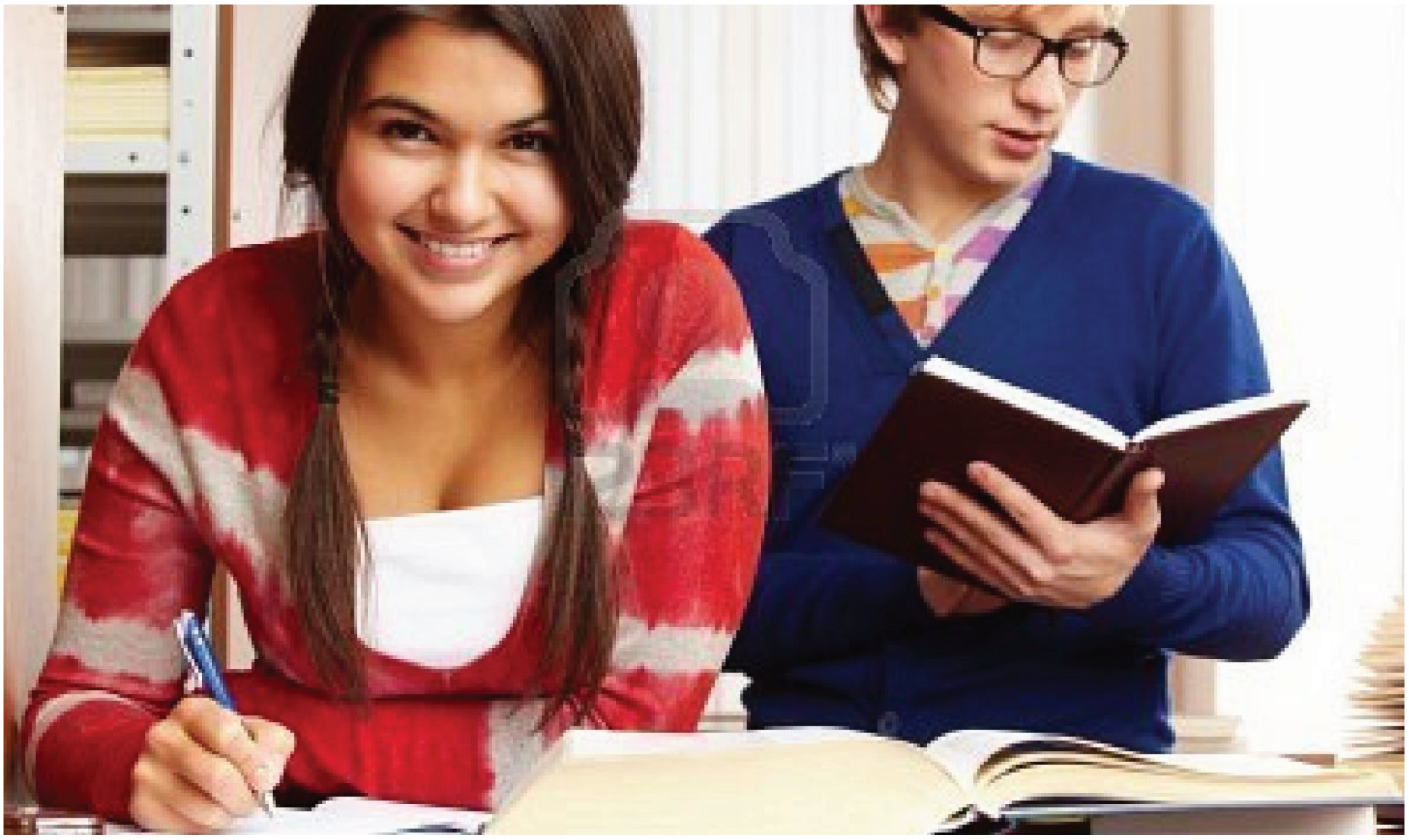
- Develop central campus green space.

- Redefine directional facades of buildings to read more in the round than as a singular front.

- Create a modern college look for campus.

- Concentrate on developing density to campus architecture - creation of height in buildings and narrowing of interstitial spaces.

- Knit together a system of campus walkways and pathway connections employing canopies and coverings.



programming

PROGRAMMING

The purpose of building programming is to determine the existing assets of a client as well as to project and plan for future needs. Current conditions of Ozarka Campus including parking, pedestrian paths, green space, and building use have all been outlined in Section 1 of the Master Plan document. Section 2 has outlined strategic objectives and overview concepts for the Master Plan. This section on programming is intended to concentrate more specifically on actionable items and tasks to be achieved over the next ten to fifteen years on the Ozarka Campus.

Future campus building priorities have been established by the Steering Committee through a series of work sessions concentrating on programming for facilities. The order of desired, as well necessary expansions, are as follows:

1 COLLEGE CENTER

Proposed Phase I project for the construction of a facility merging Student Union and Student Services functions - currently spread across the entirety of campus - into one singular building.

STUDENT UNION FUNCTIONS:

Library
Bookstore
Fitness & Recreation
Lounges
Student Government & Organizations
Computer Lab - General Use and Study Based
Café/ Coffee Bar
Food Court (shared kitchen space)

STUDENT SERVICES FUNCTIONS:
Career Outreach – TRiO, Career Pathways, Student Success Center
Admissions
Cashier's Office
Financial Aid
Registrar
Transcript

2 COMMUNITY OUTREACH CENTER

Phase II project as an adjacent building, with connectivity, to the Campus Center. Would have community functionality as well as focus on events, hospitality, and conferences.

Meeting Rooms/ Conference
Kitchen/ Catering/ Culinary
Seminar Rooms
Banquet Facility
Multi-Purpose Hall/ Expo
Continuing Ed
(Community-based hobby & professional)
Offices
Storage

4 EXPAND NURSING/ ALLIED HEALTH

Building Addition to expand space for the Allied Health programs including Licensed Practical Nurse, Certified Nursing Assistant, Registered Nurse, and Emergency Medical Technician.

5 EXPAND HOSPITALITY & TOURISM

New building facility for the hospitality & tourism program including an applied learning lab environment for a real life work setting. Similar to College of the Ozarks Keeter Center or University of Arkansas Inn at Carnall Hall.

6 EXPAND DIESEL TECH & AUTOMOTIIVE

New building facility and/or expansion of existing buildings used for the Automotive & Diesel Tech programs. Explore relocation of these elements to more peripheral or edge locations on campus due to the intrinsic nature of the areas as machinery and fume heavy. Growth in program is already present as well as anticipated to escalate.

7 ADMINISTRATION / BUSINESS OFFICE

Renovate interior layout of existing building to accommodate other program areas not previously expanded. Concentration on general purpose classrooms and offices.

8 UNIVERSITY PARTNERSHIP CENTER

Create program/building space for College Center to facilitate 4-year and Graduate degree partnerships. Support for more Distance Learning, Partnerships, and Shared programs.

9 INFORMATION TECHNOLOGY

Expand current facilities for Information Technology Services as well as computer labs, audio visual, and technological infrastructure and needs for the campus.

10 PHYSICAL PLANT/ MAINTENANCE & GROUNDS

Consider location of existing physical plant, grounds, and maintenance facilities. Relocation may be necessary due to expansion of other facilities. New locale would need reasonable access to perimeter of campus as well as central core areas.

11 ATHLETIC & SPORTS FIELDS

Future growth of the campus may include possible construction of intramural and club sports fields for student recreation.

12 DORMITORIES & HOUSING

Future growth of the campus and development of the College from a technical school into a comprehensive 2-year institution would lend itself toward the establishment of housing and dormitories.


HIGHWAY 69 ACCESS
SECONDARY ENTRY
LACK OF CAMPUS ARRIVAL
HALEY STREET
SECONDARY ENTRY
WHAT IS ENTRY SEQUENCE?
NON COLLEGIATE USE
MAY NEED VISUAL BUFFER
PUBLIC EVENTS
COLLEGE DRIVE
CAMPUS CORE
STUDENT CLASSROOM ZONE
MAIN ENTRY
COLLEGE SIGN
ADMINISTRATION
SERVICE ZONE
SECONDARY ENTRY
TERTIARY ENTRY

SITE ANALYSIS

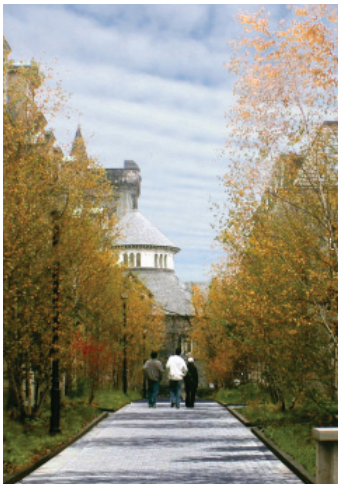
In addition to cataloging the existing conditions of the Ozarka College campus, the purpose of the Master Plan is to analyze and present areas for development. In considering the site plan of the campus, there are several issues that would want to be addressed as part of this future work. First, the campus would be enhanced with a heightened sense of entry to the College. Most traffic comes from the north off Highway 69. Upon reaching the corner of campus at College Drive and Haley Street, there is a lack of feature to announce either pedestrian or vehicular arrival. The dominant feature of the intersection is the location of a large parking area with the John E. Miller Center in the background. The two immediate drives to access campus are also not designated to their maximum ability. It is not until turning onto Library Lane at the center of the site, that a sign is located to announce arrival at Ozarka College. As part of the Master Plan, it is suggested that stronger use of campus signage be instituted including street markers, directional signs, building lettering, and college signs at significant entry points. These items should be developed with a similar style and appearance to mesh with the character of the whole campus.

Circulation on the campus is another issue in need of clarification. Currently, the favored path of vehicular circulation runs through the center spine of the campus. This area is also a major pedestrian walking zone. There are concerns regarding speed of cars and sighting of pedestrian crossing campus in parking lots. Therefore, there are significant safety issues as well as the aesthetic problem of crossing campus on asphalt. It would be advantageous to redirect vehicular traffic to more edges or around major buildings, than through the center.

EXPLORATION

concepts

CAMPUS CONCEPT PLAN A
MALL



The Mall Concept - a level, formal walk or lawn with a straight configuration offset by paving or trees and most often used as a pedestrian way between facing rows of buildings, landscape, or site furnishings.

Developed as a campus scheme option, the *Mall* concept presented a design that focused on rerouting vehicular circulation around the center of the site. Instead, the concept worked towards formalizing the entry to the campus from both the intersection of Haley Street and College Drive as well as Library Lane and Potential Path. Also, with the use of the mall paving area, pedestrian circulation across the site is accomplished in a more structured and landscaped manner. The result is a more cohesive internal campus core that is knitted together with path development as well as definition of edges through building additions and construction. Future facility expansion is clearly designated as moving from the core towards the east side of the site. Additional elements such as fountains, amphitheater, and entry college signs are suggested and would add to the image of an sophisticated campus landscape. Landscape buffers and boulevards are employed strategically as both screening and formal linear paths. Lastly, long-term campus visions are given tentative locations in the layout of housing, dining, and sporting fields.

To address the flattened planer nature of the site, new buildings and additions to existing facilities should be designed for multiple stories of height.

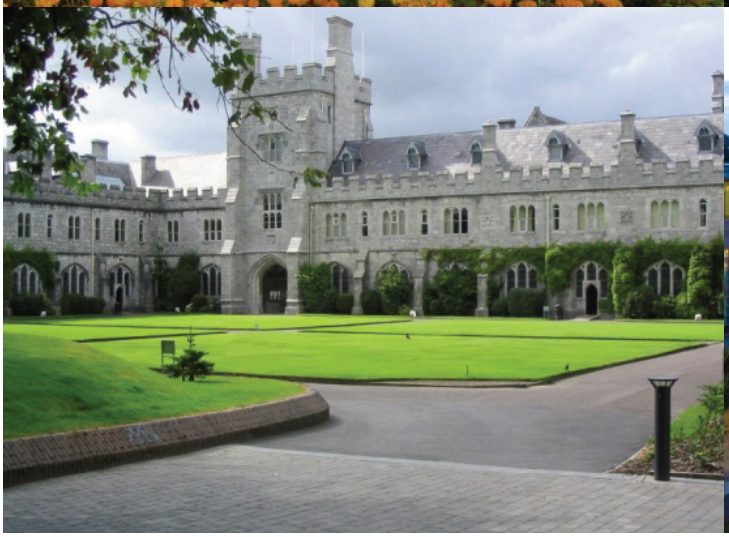
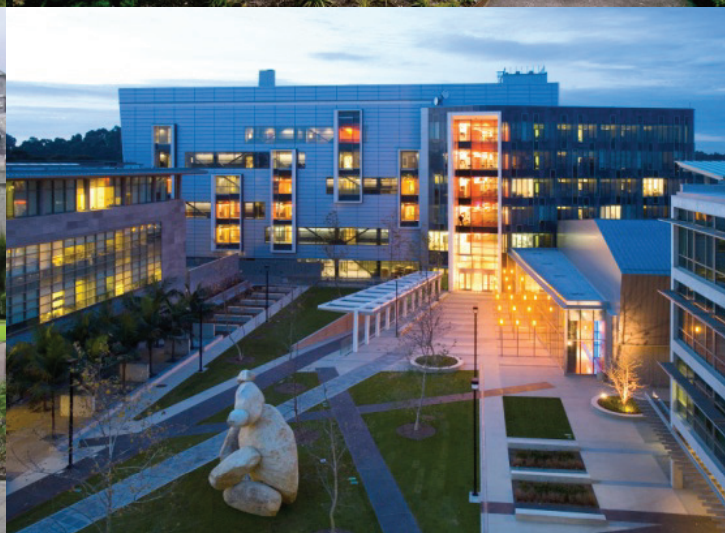
CONCEPT CAMPUS PLAN A - PHASE I

CONCEPT CAMPUS PLAN A - PHASE II

CONCEPT CAMPUS PLAN A - PHASE III

CAMPUS CONCEPT PLAN B
COURTYARD



The Courtyard Concept - a level exterior space surrounded on three to four sides by buildings and/ or walks.

Similarly to other schemes, the *courtyard* scheme focused on rerouting site circulation, but with the intention of forming a central green space for college users. Located at the core of the campus, the courtyard could serve as event, recreational, and lounge space while establishing a formal center. Academic buildings would focus inward to the court and create the bounding edges of the space. The courtyard would also serve to give the campus a very collegiate feeling similar to other high profile institutions.

The entry sequence to the campus was again shifted in the courtyard scheme to perimeter circulation by vehicles with designated entry points. A main entry, on axis with the courtyard, is proposed to be designated by a gate element near College Drive.

Additional concepts in support of the establishment of a formal green space include new edges for developing the east side of the campus. Along Bright Future Drive, proposed buildings (multi-story for creating density) work together with a boulevard feature. A potential recreation building could replace the existing Physical Plant facility and serve as a focal point to Library Lane. Extra site parking is also placed at the rear of the site along with housing, dining, and sporting fields. Trees have been liberally used to screen as well as direct views and create canopy in contrast to the flatten feeling of the current campus.

CONCEPT CAMPUS PLAN B - PHASE I

CONCEPT CAMPUS PLAN B - PHASE II

CONCEPT CAMPUS PLAN B - PHASE III

CAMPUS CONCEPT PLAN C
QUADRANGLE

The Quadrangle Concept - typically a closed geometric figure with four straight sides and four angles - commonly shaped as a rectangle, square, or trapezoid. It is formed by the enclosing walls of surrounding buildings or sometimes buildings themselves and more commonly referred to as a quad.

The proposed *quadrangle* scheme establishes an exterior green space, shifted northward and creating a line of centrally located campus buildings along one edge. This academic row defines one side of the green with another side lined by conference and community functions. The final edge is the start of a boulevard reroute of vehicular traffic around the area. As a detracting feature, Library Lane bisects the academic potion of campus, but does offer a singular main entry defined with a gate element. Expanded parking throughout the campus is an additional benefit of the quadrangle scheme.

Beneficial as a gathering and function space, the quadrangle again serves as a formal means of unifying the campus layout towards a more traditional collegiate feel.

Additional campus features of the quadrangle plan include development of the eastern edge of campus with future buildings, relocated Physical Plant/ Maintenance, Housing/ dining and sports fields. A location for a hotel and hospitality is projected along the front southern edge of campus as well.

CONCEPT CAMPUS PLAN C - PHASE I

Ozarka College
melbourne campus

CONCEPT CAMPUS PLAN C - PHASE II

CONCEPT CAMPUS PLAN C - PHASE III

CAMPUS CONCEPT PLAN D
TOWERS

The Tower Concept - relies on creation of axial views and linear geometry with a large focal point at one or more ends. The special architectural element may take various forms, such as fountain, clock, gate, or bell tower. In addition, it might have the character of verticality or height.

The *tower* scheme proposed for the college mixes elements of the previous three versions - mall, courtyard, and quadrangles - along with the focal point indicated in the scheme outline. In this design, the geometries of the campus circulation paths are rerouted to flank the central core of campus. To knit together the academic buildings, a small campus green combined with a lawn based mall serves as means of pedestrian circulation through that zone. In addition, a tower is proposed at each end to work as focal point and vertical marker for campus. The advantage of the scheme is that the majority of campus pedestrian walking would occur inside the vehicular loop. However, it calls for significant infrastructure alterations to the existing campus layout. In addition, the Miller Building and subsequent additions are separated from the remainder of campus.

Similar to the other campus schemes, there is proposed future development on the eastern edge of campus including housing/dining, sports fields, relocated buildings, and added parking. The hospitality function is allocated along College Drive and Academy Avenue. Lastly, new trees, signage, amphitheater, and a campus gate complete the scheme composition.

CONCEPT CAMPUS PLAN D - PHASE I

Ozarka College
melbourne campus

CONCEPT CAMPUS PLAN D - PHASE II

Ozarka College
melbourne campus

CONCEPT CAMPUS PLAN D - PHASE III

REVISION COMMENTS

Following development of the initial four concept schemes, revisions based on commentary from the Steering Committee narrowed the interest to Concept A - Mall and Concept B - Courtyard. Further development of these schemes was requested to be hybrid models incorporating specific elements of both concepts. The comments incorporated in the revised schemes are as follows:

CONCEPT A - Mall

- Tie together student use buildings
- Change Bookstore area to 'campus green'
- Facelift Mall area with paving enhancement
- Move Bookstore from existing building to new College Center
- Focal element change to tower not fountain
- Build height and density in new buildings ranging in 2 - 3 stories
- Enlarge Student Center footprint

CONCEPT B - Courtyard

- Remove parking areas at entry
- Plan for removal of Bookstore at later project phase – interim uses as a Testing Center or Alumni House
- Traffic flow on outer edges preferable for student circulation
- Space restrictive for expansion of Allied Health Center

GENERAL

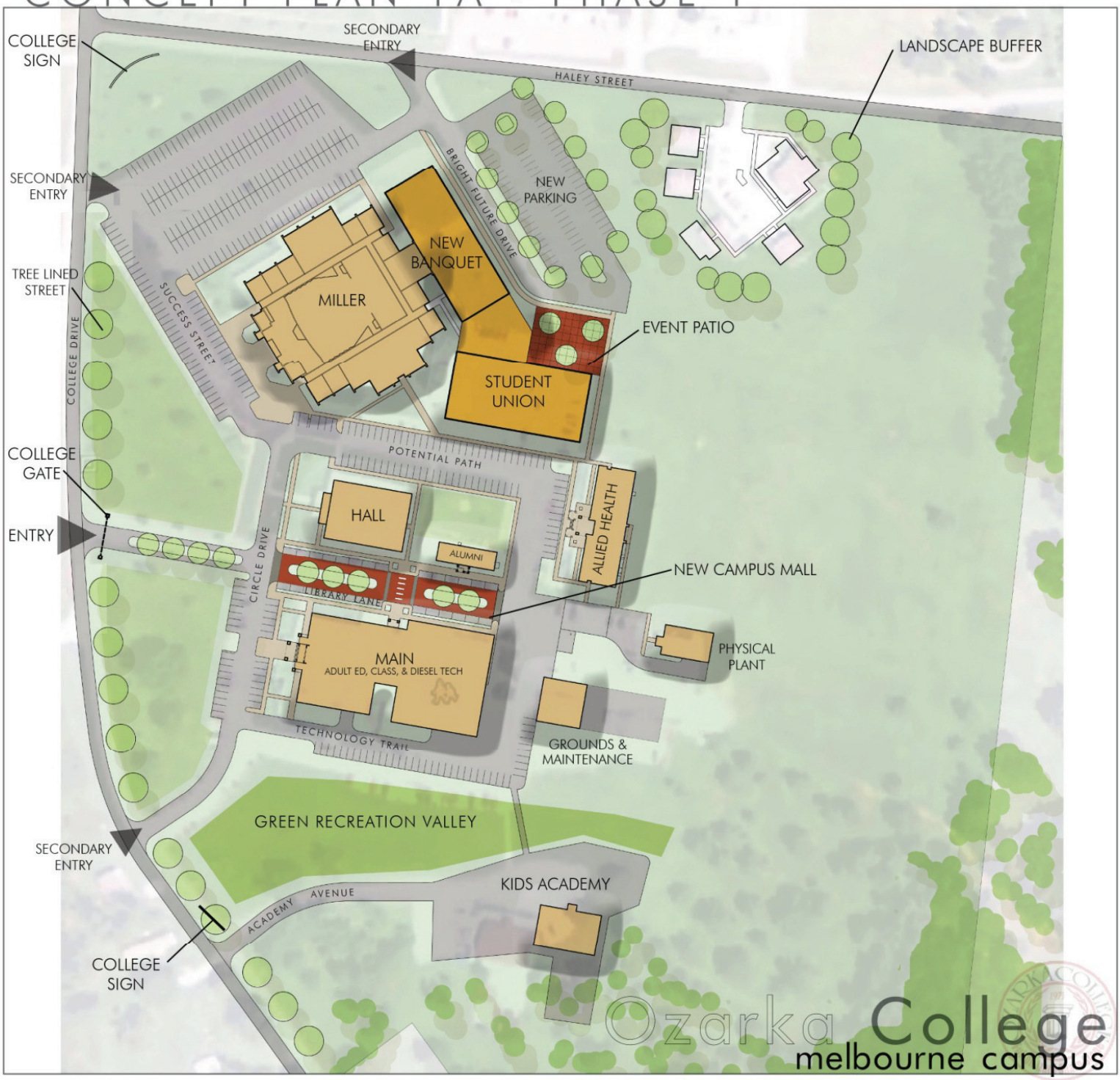
- Banquet facility needs to have large Event/Expo Hall with 300-400 seat capacity with dividable sections
- Enlarge culinary kitchens
- Blocking of views to existing housing development
- Draining problematic on rear undeveloped portion of campus
- Propose relocation of library to other location on site
- Views from new buildings to roofs of adjacent structures
- May need relocation of Fitness Center
- Electronic Signage at corner of campus
- Allow for turn radius / loading docks for delivery trucks
- Street parking versus walking paths
- Create Food Court area in College Center
- Clarify SF of potential buildings

CAMPUS CONCEPT PLAN 1A
HYBRID

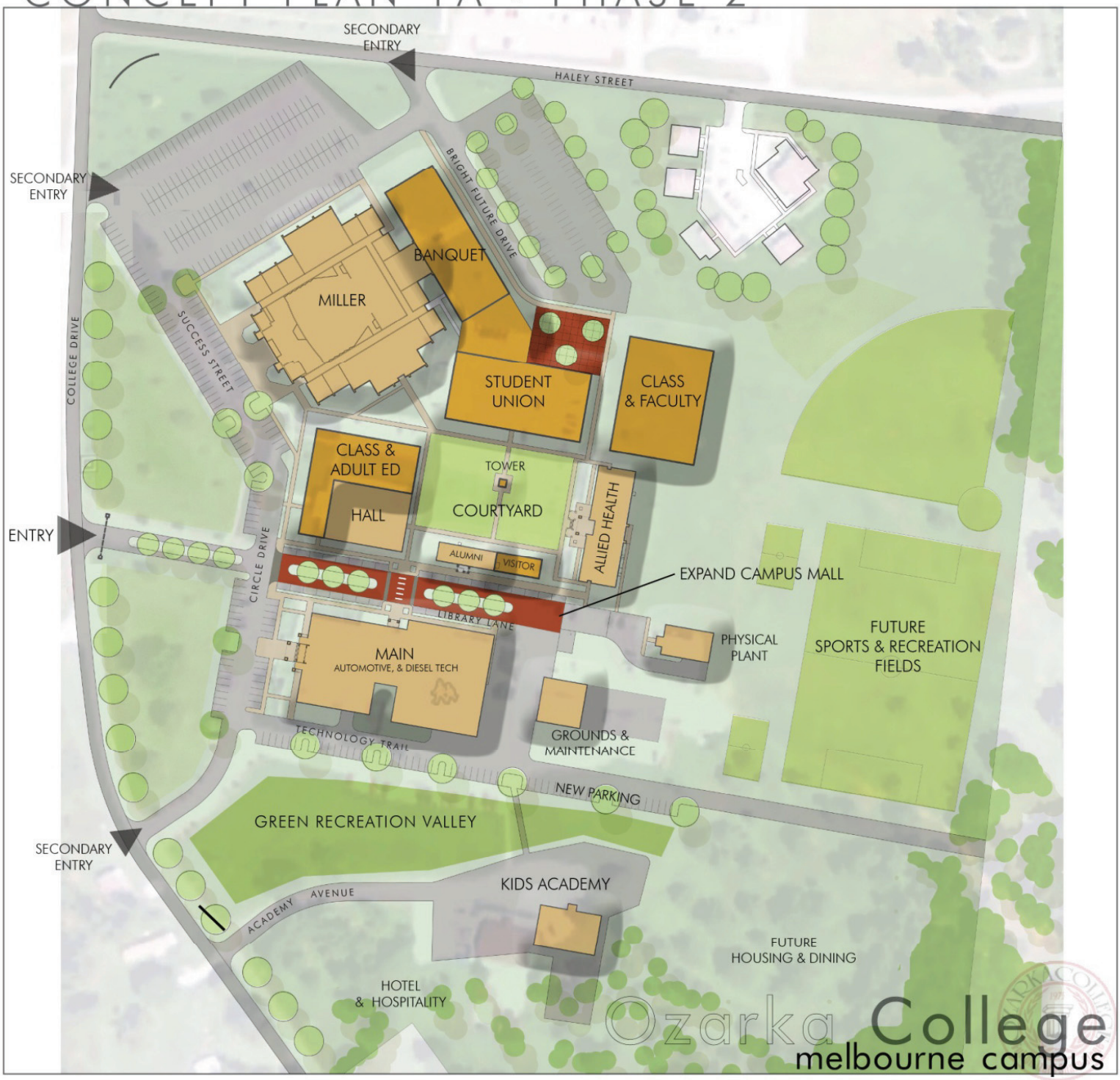
CONCEPT PLAN 1A - EXISTING SITE

Ozarka College
melbourne campus

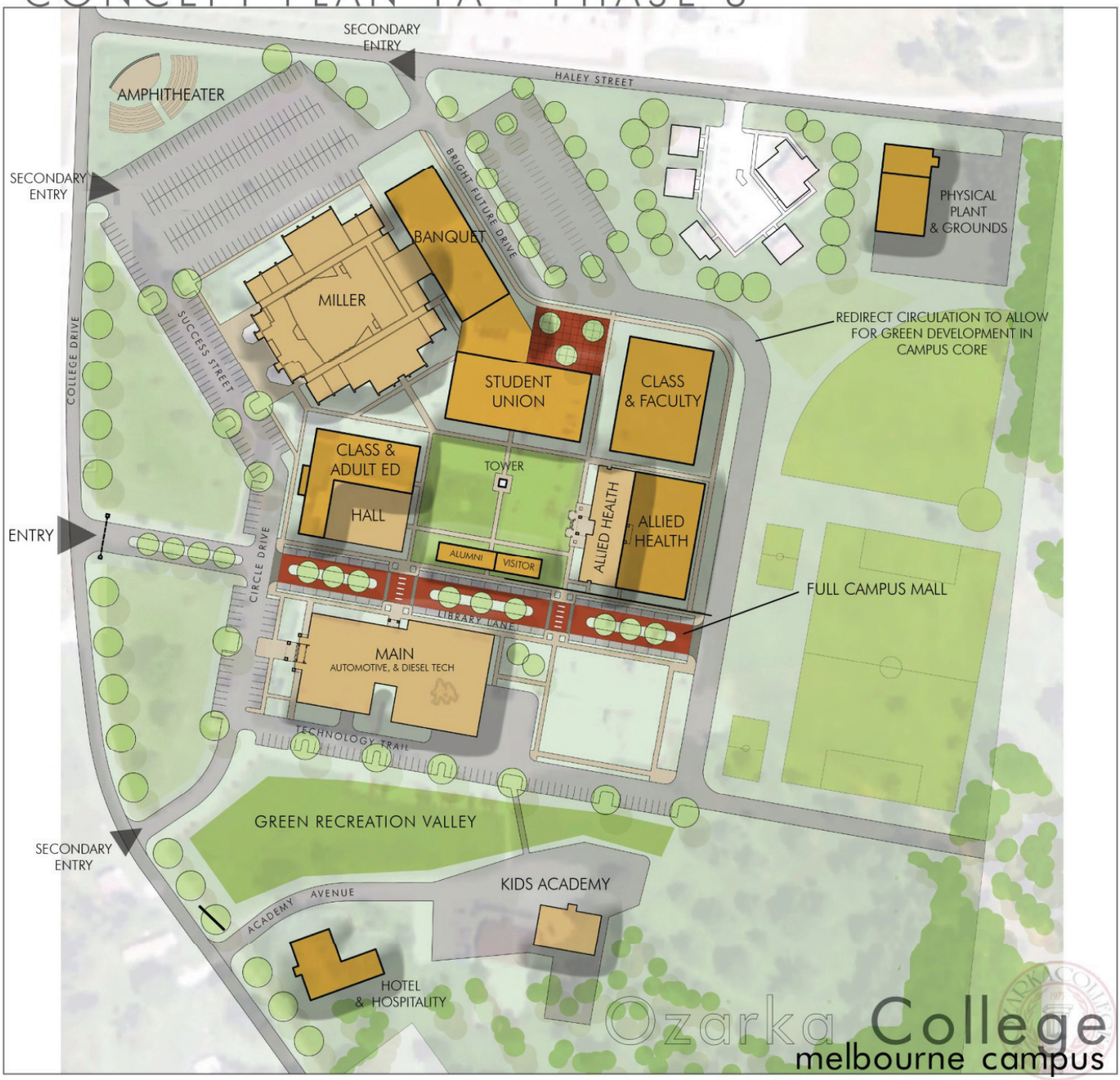
CONCEPT PLAN 1A - PHASE 1



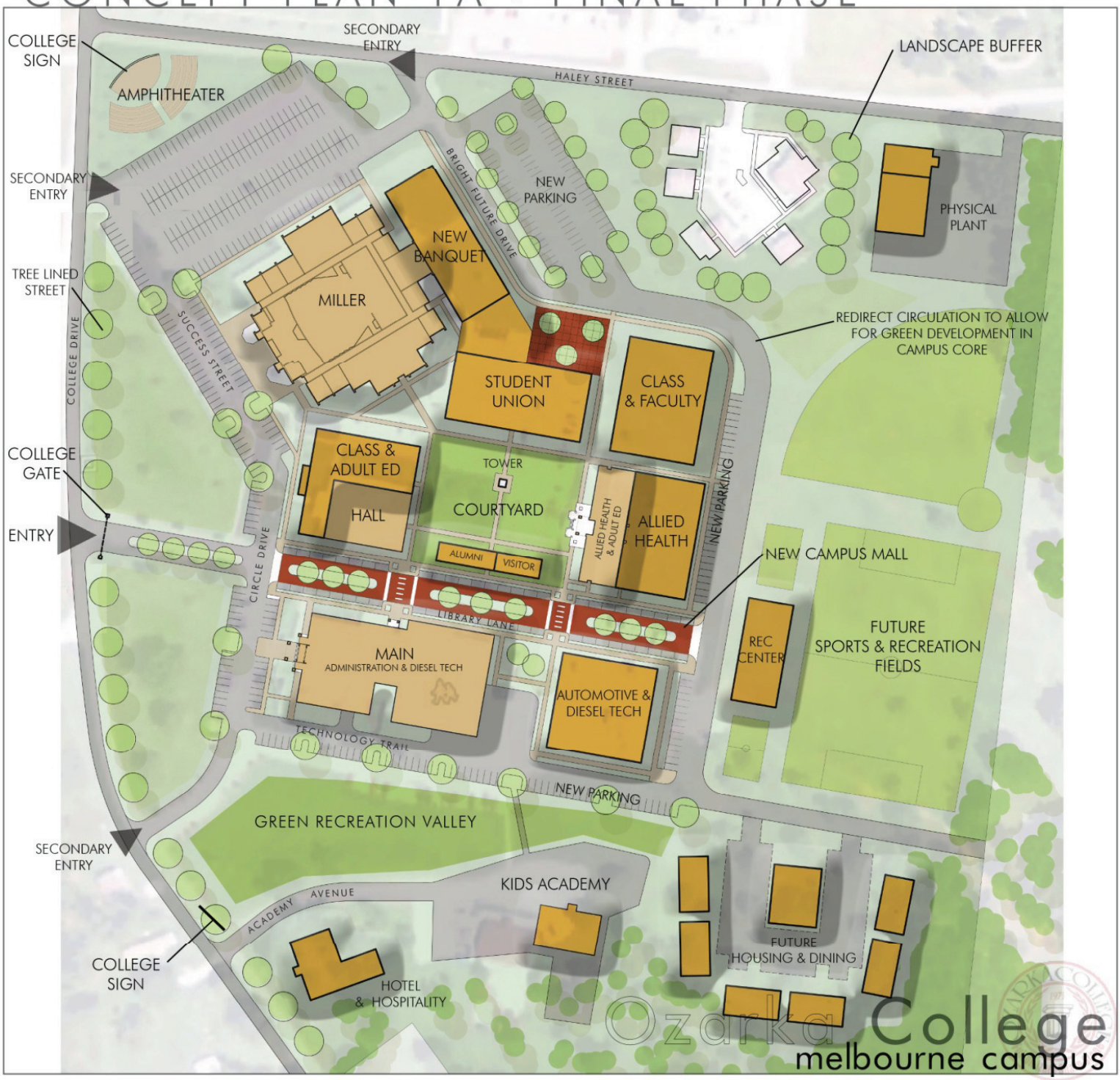
CONCEPT PLAN 1A - PHASE 2



CONCEPT PLAN 1A - PHASE 3

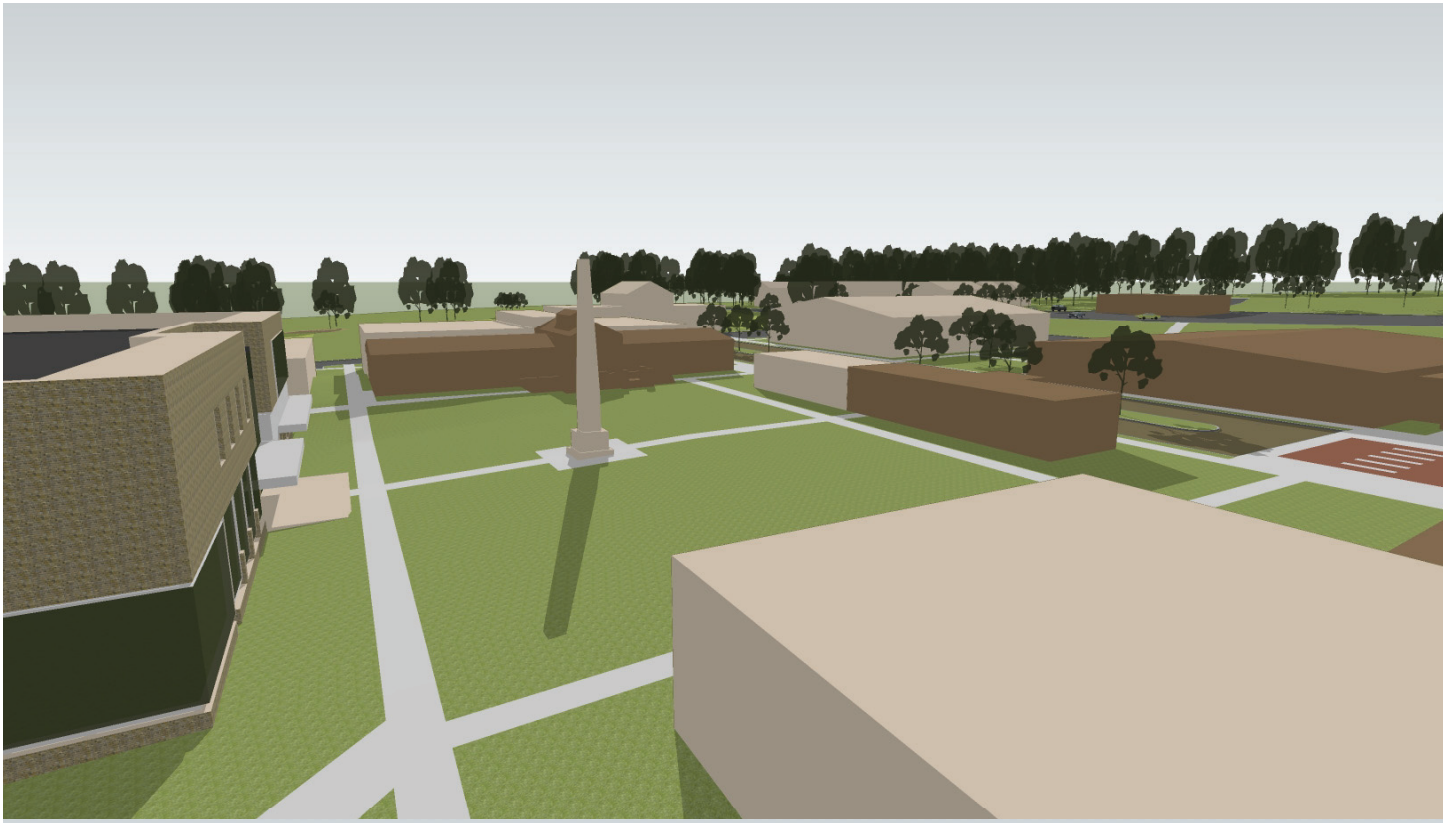


CONCEPT PLAN 1A - FINAL PHASE

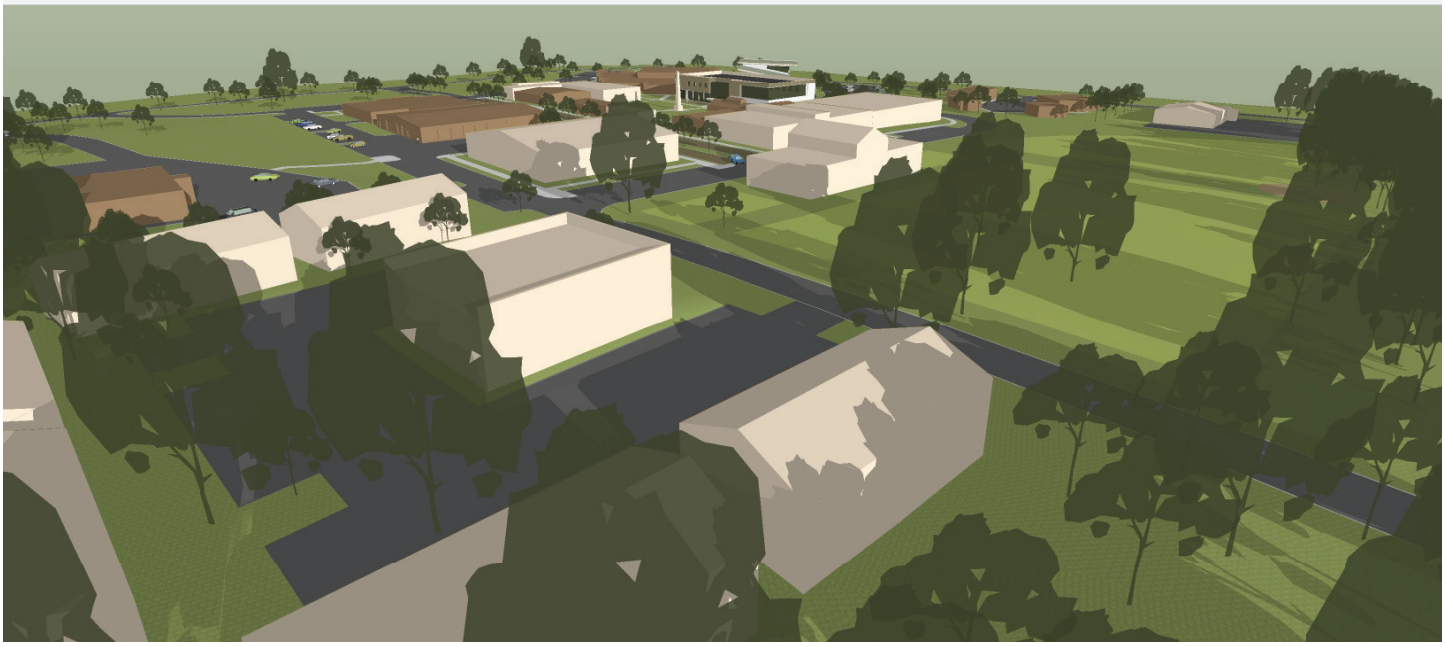


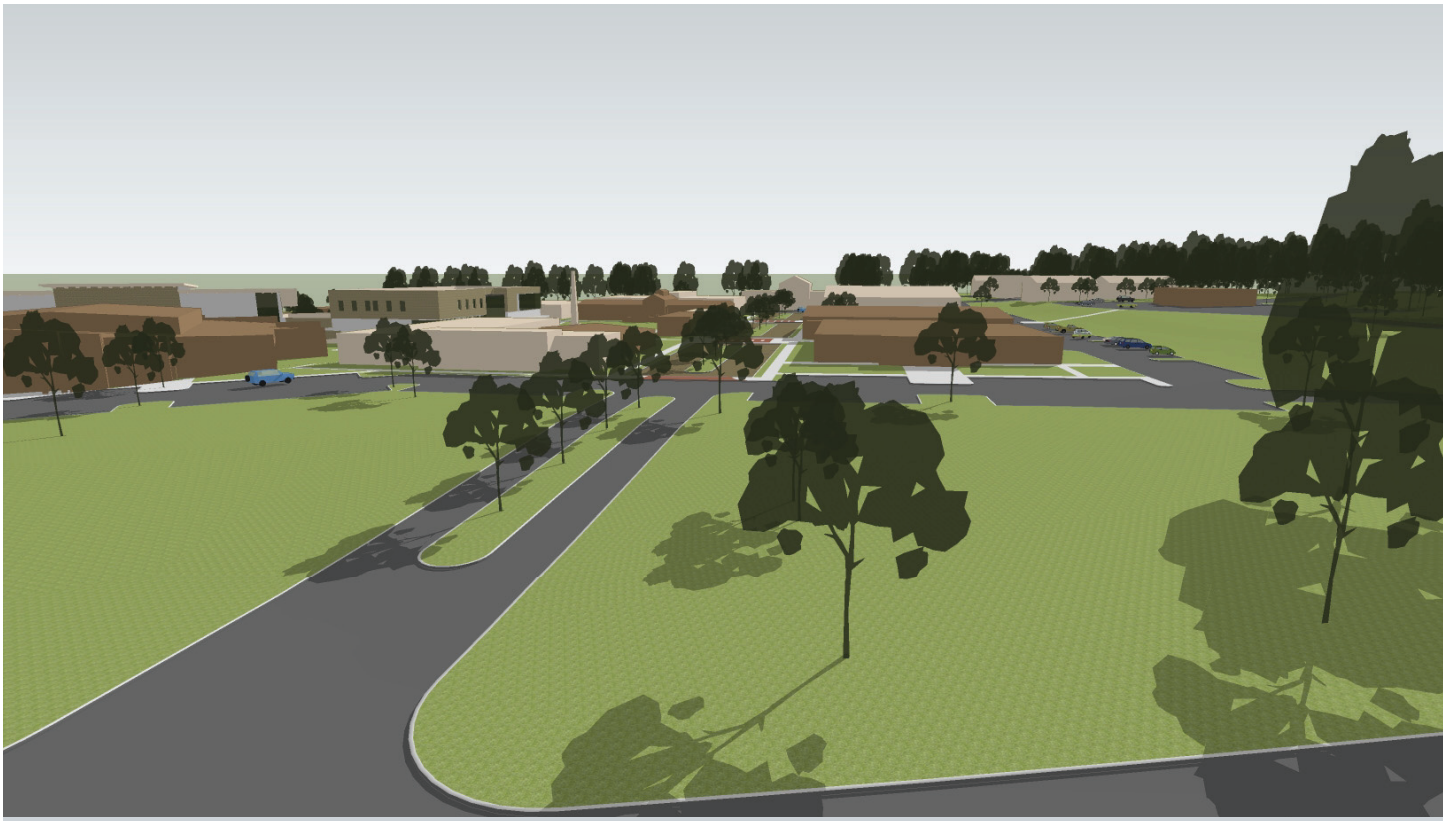
SQUARE FOOTAGE OPTIONS – 1A

CAMPUS CONCEPT PLAN 1A - RENDERINGS

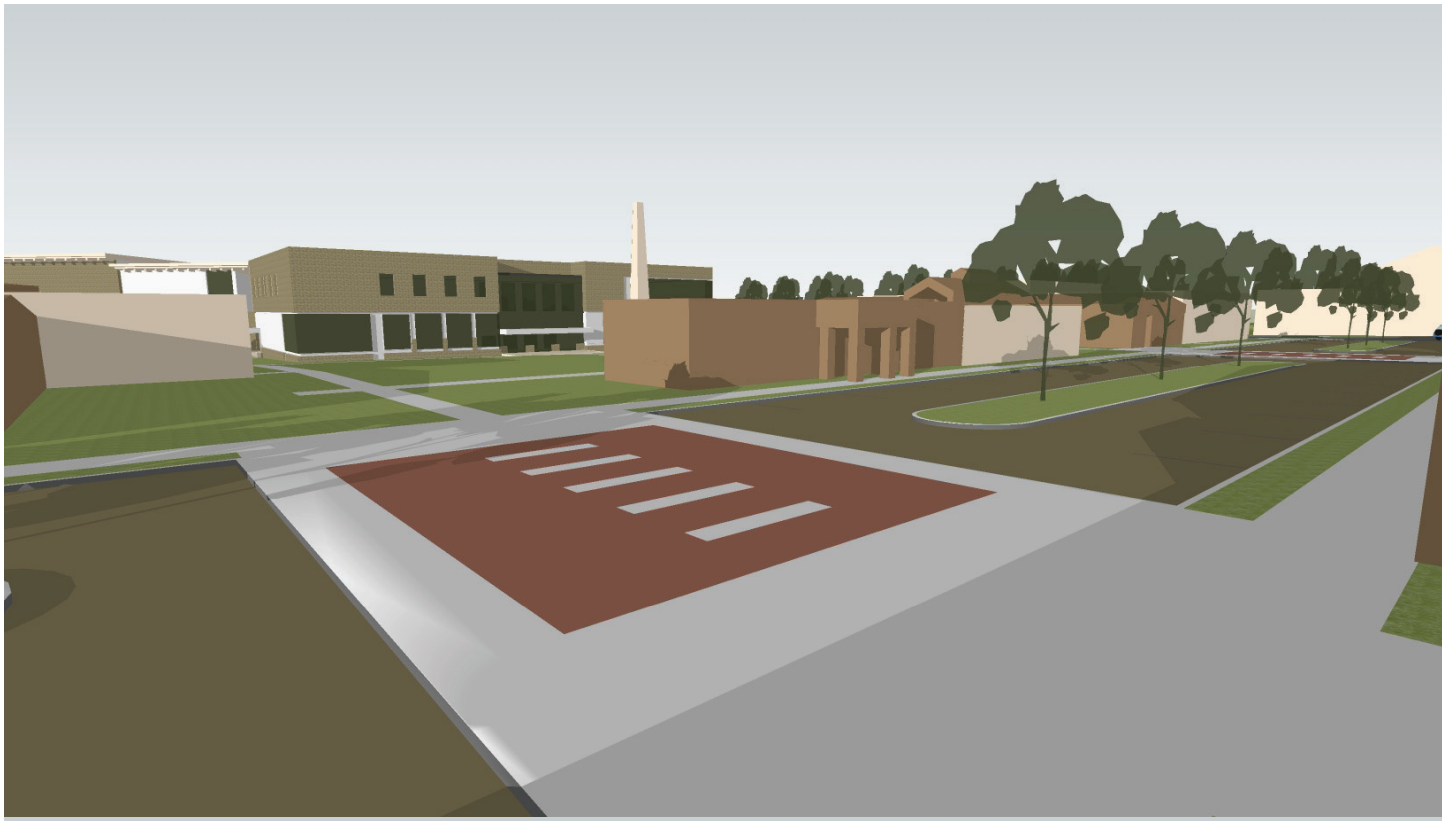


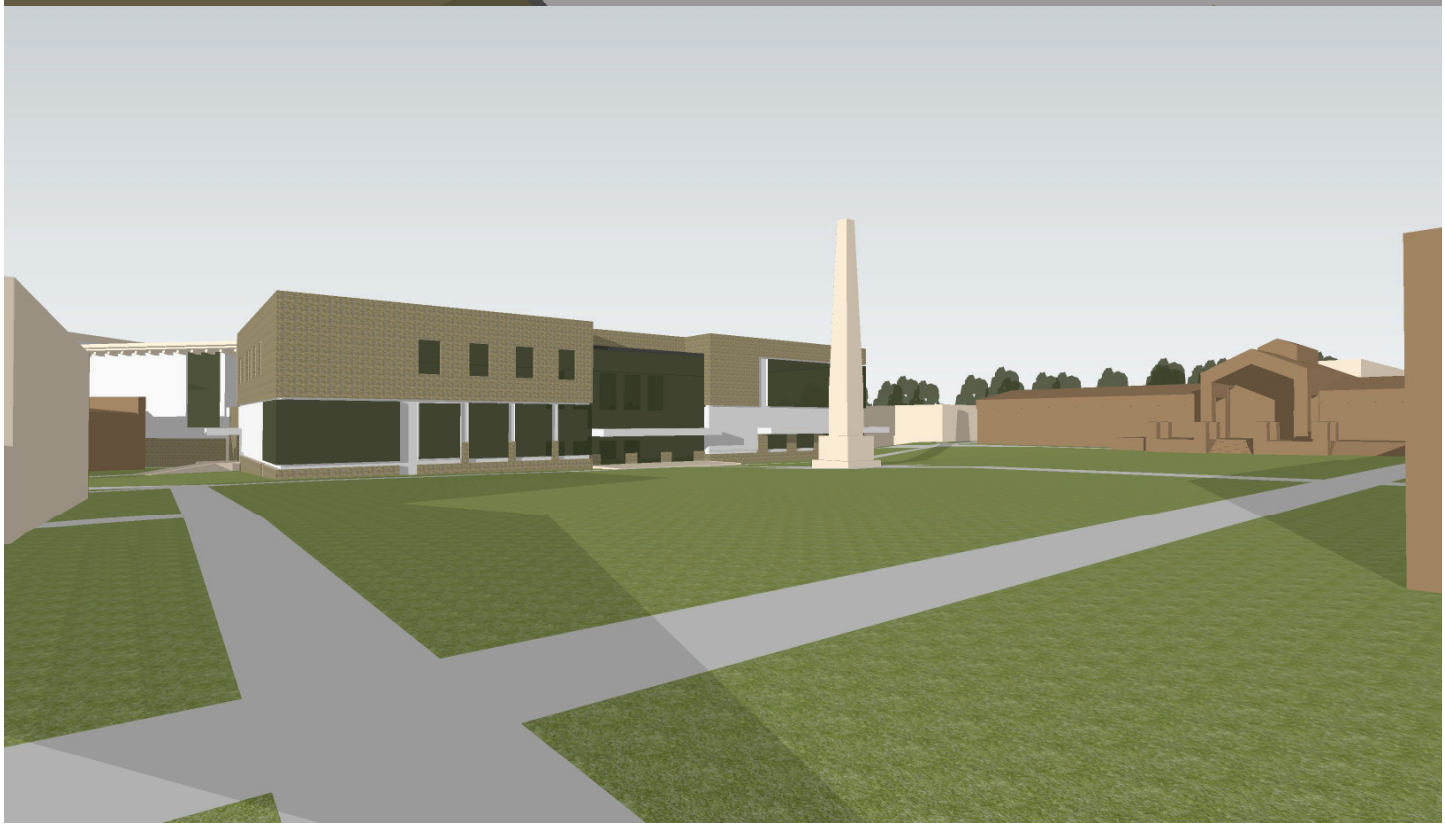
CAMPUS CONCEPT PLAN 1A - RENDERINGS





CAMPUS CONCEPT PLAN 1A - RENDERINGS





CAMPUS CONCEPT PLAN 1B
HYBRID

CONCEPT PLAN 1B - EXISTING SITE

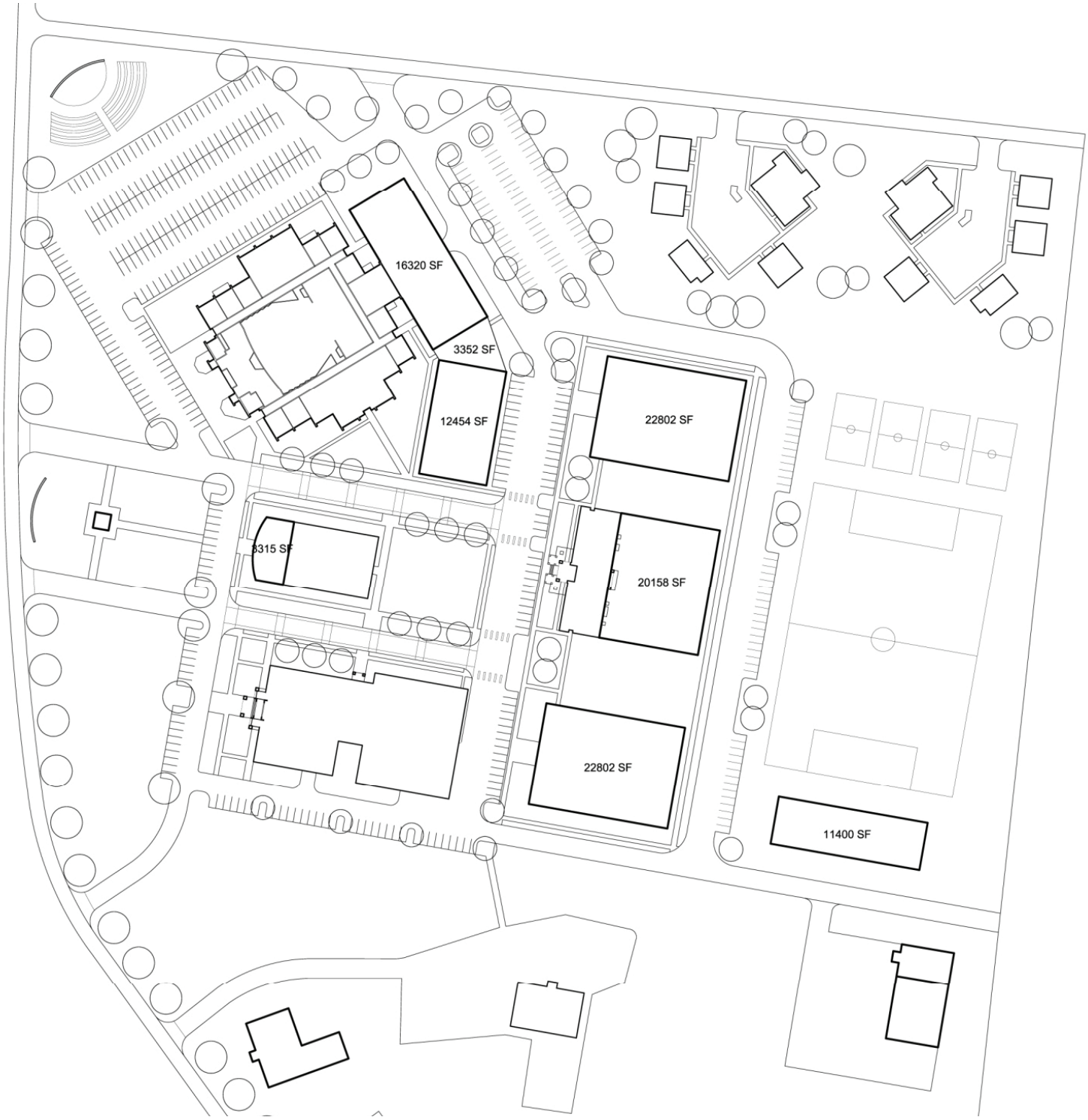
CONCEPT PLAN 1B - PHASE 1

CONCEPT PLAN 1B - PHASE 2

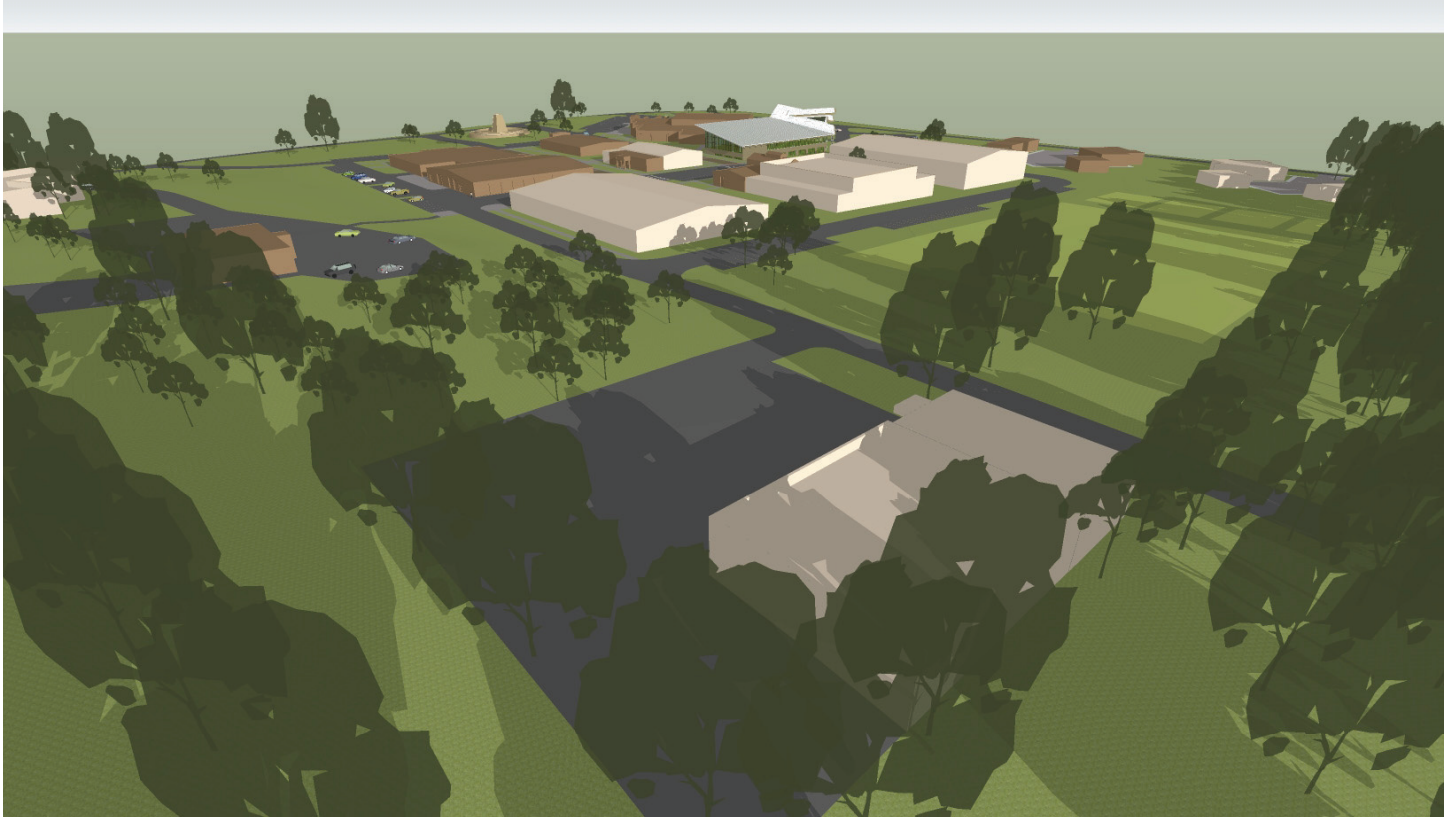
CONCEPT PLAN 1B - PHASE 3

CONCEPT PLAN 1B - FINAL PHASE

SQUARE FOOTAGE OPTIONS – 1B



CAMPUS CONCEPT PLAN 1B - RENDERINGS



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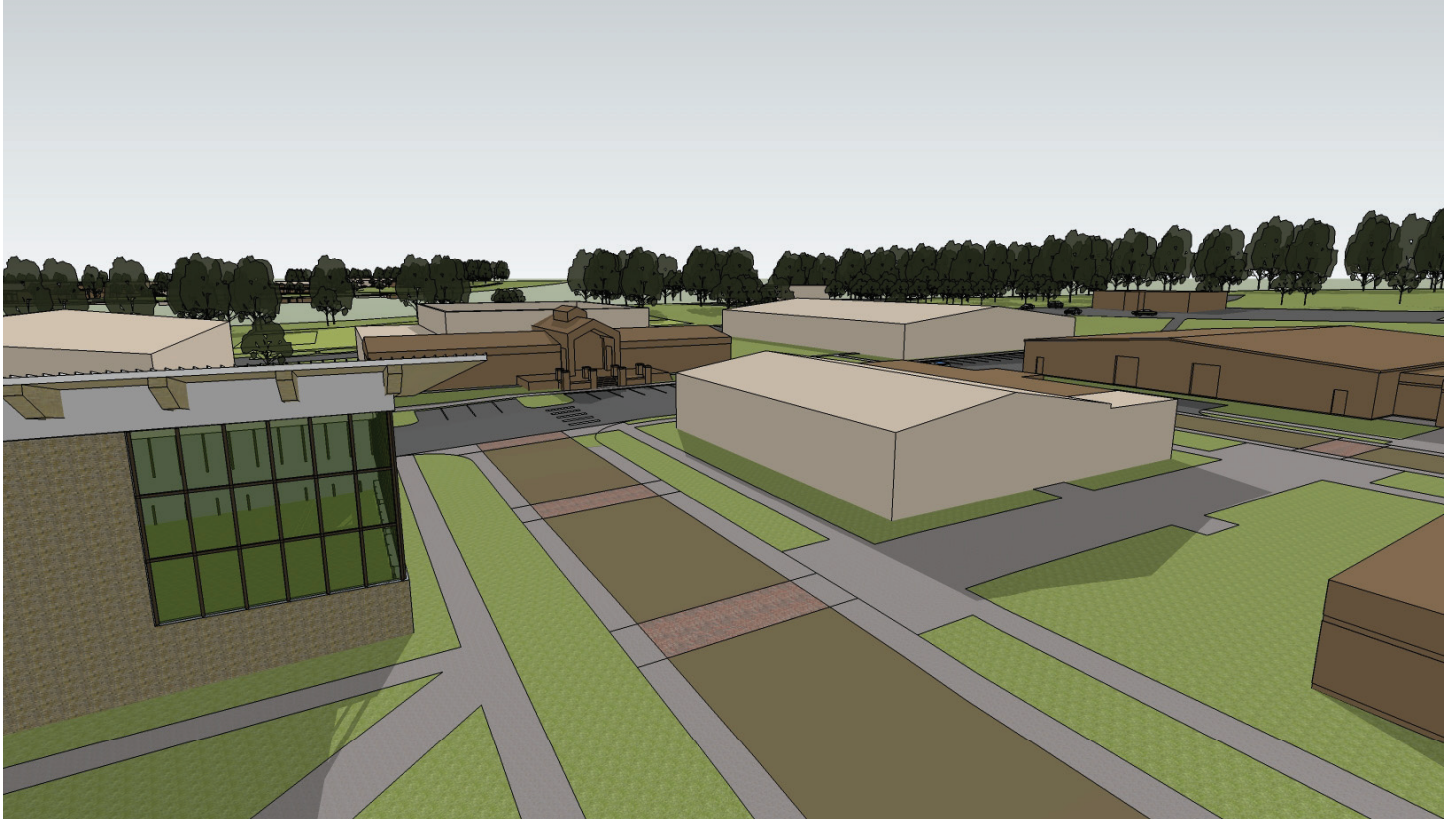
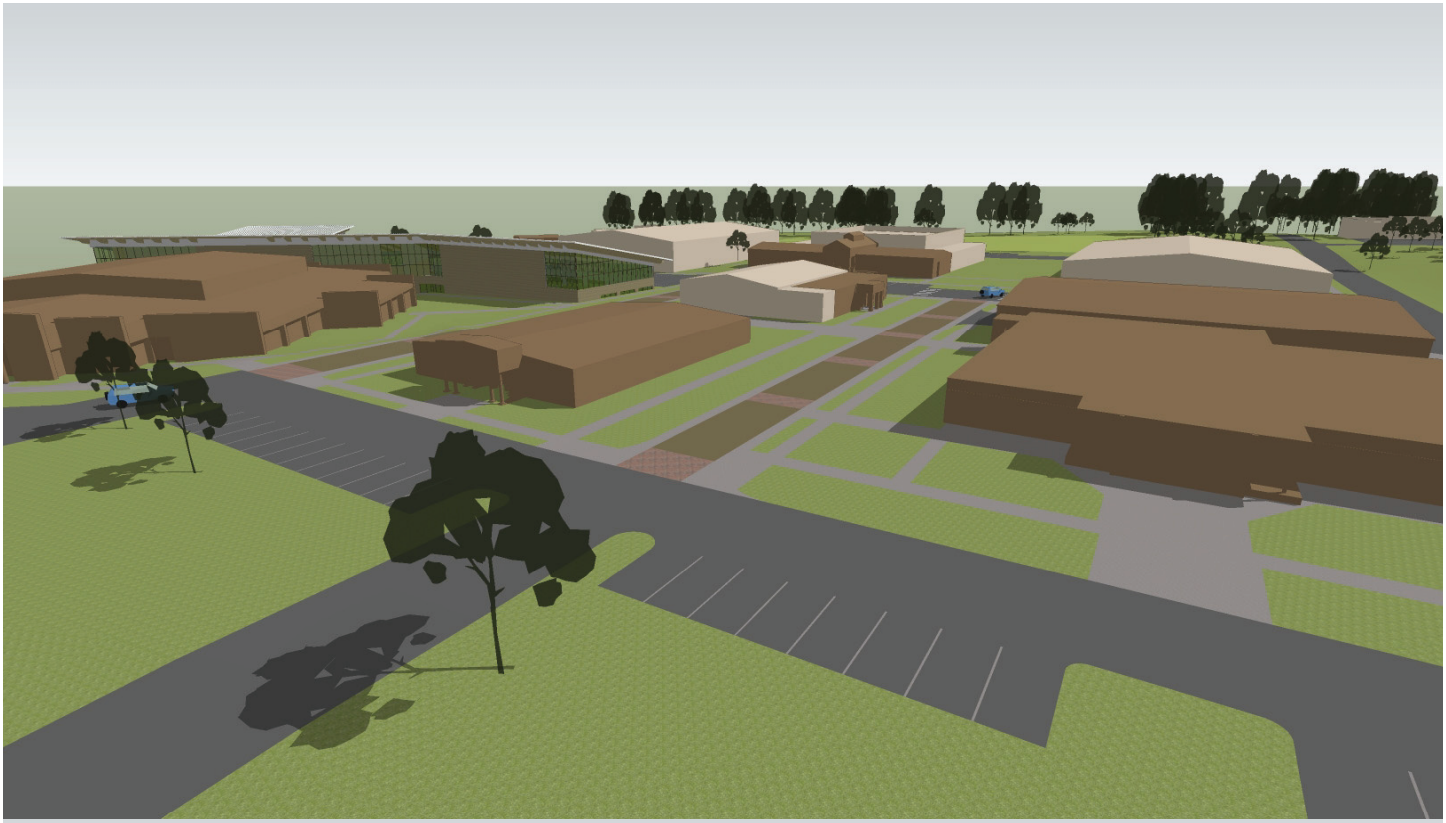
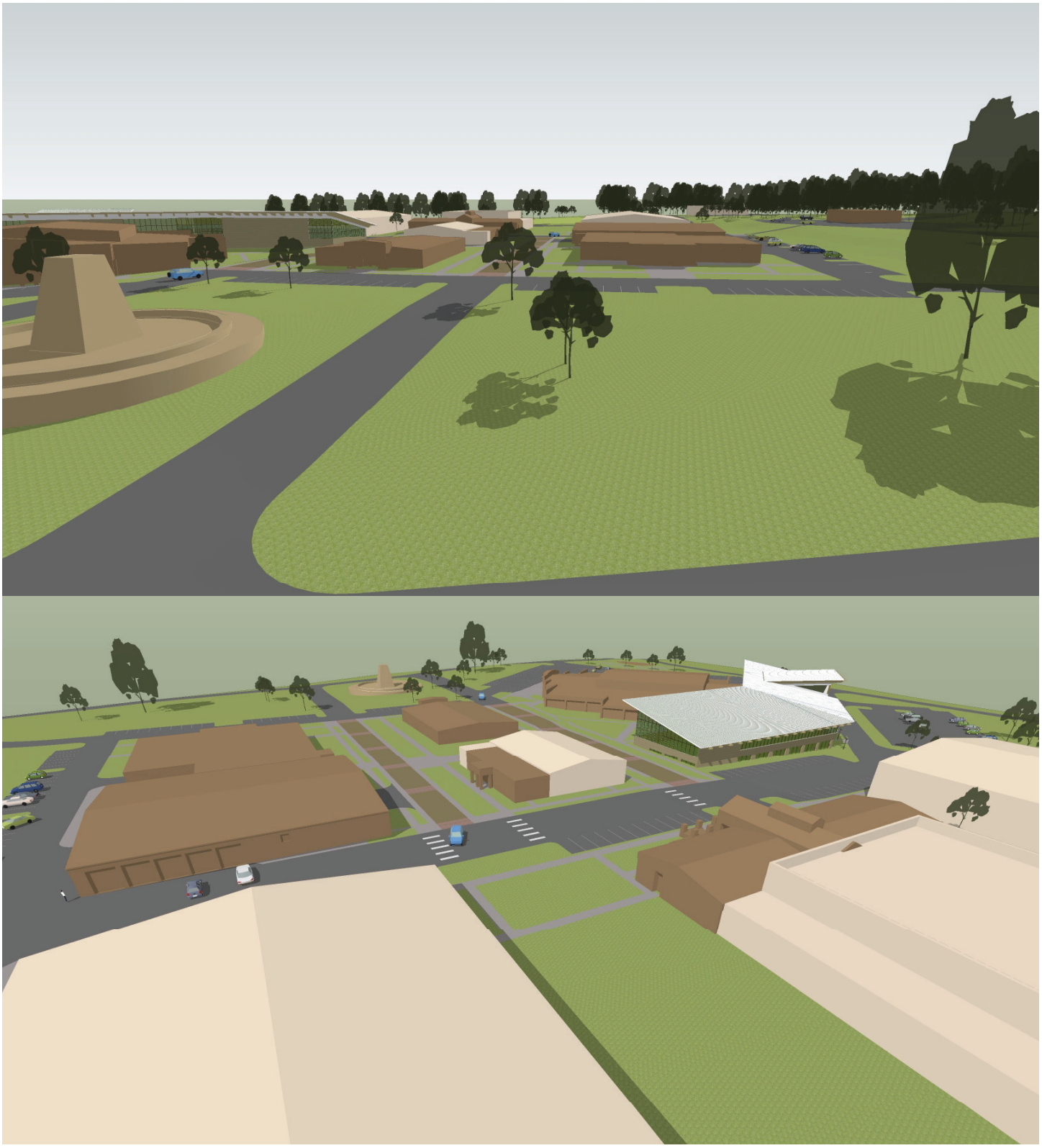




CAMPUS CONCEPT PLAN 1B - RENDERINGS



direction5

DESIGN PLAN & PRINCIPALS

Completion of the master planning process represents a significant milestone in the future plan for Ozarka College. As detailed in the following pages, the plan lays out a series of phased steps for the campus to take over the next ten to fifteen years to develop in a direction desired by the administration, students, and surrounding community. The Master Plan document should be viewed as a road map for placement of future structures, landscape areas, and roadways. In addition, the written tools outlined in the booklet paired with the site plans will give framework and guidance to future projects as well as the redevelopment of the existing campus.

The Master Plan also needs to be viewed as a flexible tool that may be adjusted for future developments such as shifts in program growth, influx of building funds, and/or changes in the mission of the College. Phased options are outlined to allow for choices with the items that would best suit the needs of the campus at any given time.

Combined with the phased maps, the Master Plan booklet additionally serves to give oversight and broad directions for relevant topics that will require design decisions. These principles and guidelines cover an array of concept areas including:

- Projected Space Needs
- Land Density
- Building Improvements
- Open Space and Site Design
- Landscape
- Edges and Gateways
- Site Furnishings
- Lighting
- Signage and Wayfinding
- Circulation/ Parking
- Architectural Style

Implementation of these design ideals will require decision making on the part of the College, and it is suggested that a campus review committee be formed to oversee future projects. Rather concentrated on new buildings or infrastructure improvements, review of decisions for their adherence with the Master Plan is important to ensure uniformity and continuity of design.

CAMPUS PLAN I EXISTING CONDITIONS

PHASES AND GROWTH: PHASES I & II

As detailed by the Ozarka College Master Plan, future campus development can be broken into four major phases. Within each period, multiple projects have the option to be pursued in keeping with the growth and changing needs of the campus. Likewise, those same issues can move the College towards pursuit of projects out of phase order on an as needed basis. The phases of campus development will require relocation of certain facilities as well as remodeling of existing structures. These changes are also outlined in more detail in the Building Improvement section.

PHASE I: This phase of work concentrates on the reorganization of specific sections of infrastructure in order to unify and elevate the appearance of the campus core. Along College Drive, the installation of a regular spaced tree line as well as coordinating light fixtures creates a sense of arrival to the campus edge. Combined with the installation of new entry "gateway" signs at the corners and center of campus, the College would succeed in creating a more emphatic entry sequence.

Another part of a Phase I scope of work would be the creation of a major campus open space and circulation pattern. Shifting two of the internal streets - Potential Path and Technology Trail - to campus malls allows more cross-pedestrian foot traffic in the center of the site. These "walking streets" can be constructed with an option allowing for select vehicular traffic on a controlled basis. Repaving of the areas with brick or specialty pavers, along with a edge banding, would distinguish them from the remainder of campus pathways. Also, the edges formed by the two malls would define an new internal courtyard for gatherings, events, and lounging. Complimentary plantings and trees need be installed as well.

Lastly, the existing lot to the southeast of the Miller Complex would need to be reconfigured to accommodate the mall installation. A proposed new lot would be constructed to the northeast of Miller. Adding tree plantings to enhance existing parking as well as in the new parking areas would complete Phase I.

PHASE II: While Phase I outlines a range of projects that could be undertaken almost immediately, the projects in Phase II require a broader scope of work including several building projects. First in terms of campus need is the construction of a new Campus Center Building. Containing a variety of needs including student services and administration, this facility would also encompass elements of a student center. Food service, lounges, study areas, computer lab, bookstore, and a coffee/cafe mostly likely would be included. In addition, the building is proposed to have other segments including kitchens and a banquet wing to tie into the Miller Center. Outdoor spaces planned adjacent to the building range from a plaza to courtyard improvements.

Construction of the Campus Center would also allow for shifting of internal campus components to better serve students and programs. Portions of the Main Building open up for use by the Diesel and Automotive Technology programs when administrative function relocated. Likewise, the Adult Education component in the Allied Health Program might move to accommodate curriculum growth for each area.

Other new buildings in the Phase II scope include a classroom addition to the Hall Building and a new Hotel/ Hospitality Center on the southwest edge of campus. In addition, outdoor spaces would be a priority including a new campus amphitheater and courtyard clock tower. Relocation of the existing campus Bookstore and Career Services into the new Campus Center would allow for potential demolition of the small scale existing building.

FINAL MASTER PLAN I PHASE I

FINAL MASTER PLAN I PHASE II

PHASES AND GROWTH: PHASES III & IV

PHASE III: Splitting its focus between infrastructure and facilities, Phase III calls for eastern expansion of the campus. First, an addition to the Allied Health Building accommodates expansion of the program offerings at this point in the College's development. South of this expansion, a proposed academic building for Library, Classroom, and Faculty uses would be constructed. As part of these building projects, relocation of the existing Physical Plant as well as the Grounds & Maintenance Facility is necessary. Placing these elements towards the southwest corner of the campus allows access to the remainder of the site from a secondary entrance along Technology Trail. Moreover, the currently unused city right of way to the east of the site might be reactivated as a means of vehicular access. Lastly, the Physical Plant and Grounds Building would be more aesthetically in keeping with campus development along an outside edge, rather than within the center of campus.

Complimentary to the expansion of buildings during this phase, is the installation of a new means of campus street circulation and parking areas. Along the east side of the new building additions, the drive serves as vehicular and pedestrian access to the academic facilities. In addition, it completes the street layout necessary to loop the campus core. Finally, it sets up the campus for the last phase of growth and development.

PHASE IV: The final period of the Master Plan, Phase IV includes development of the remaining eastern segment of the existing campus property. On the edge facing Haley Street, a new residential complex is proposed for potential on-campus living. Containing either dormitory-styled building and/or apartment living, the housing would be served by its own dining hall. A potential concept to enlarge the residential area might be to negotiate acquisition of the existing housing development to compliment the new living facility. Otherwise, a landscape buffer could be planted to screen the existing area.

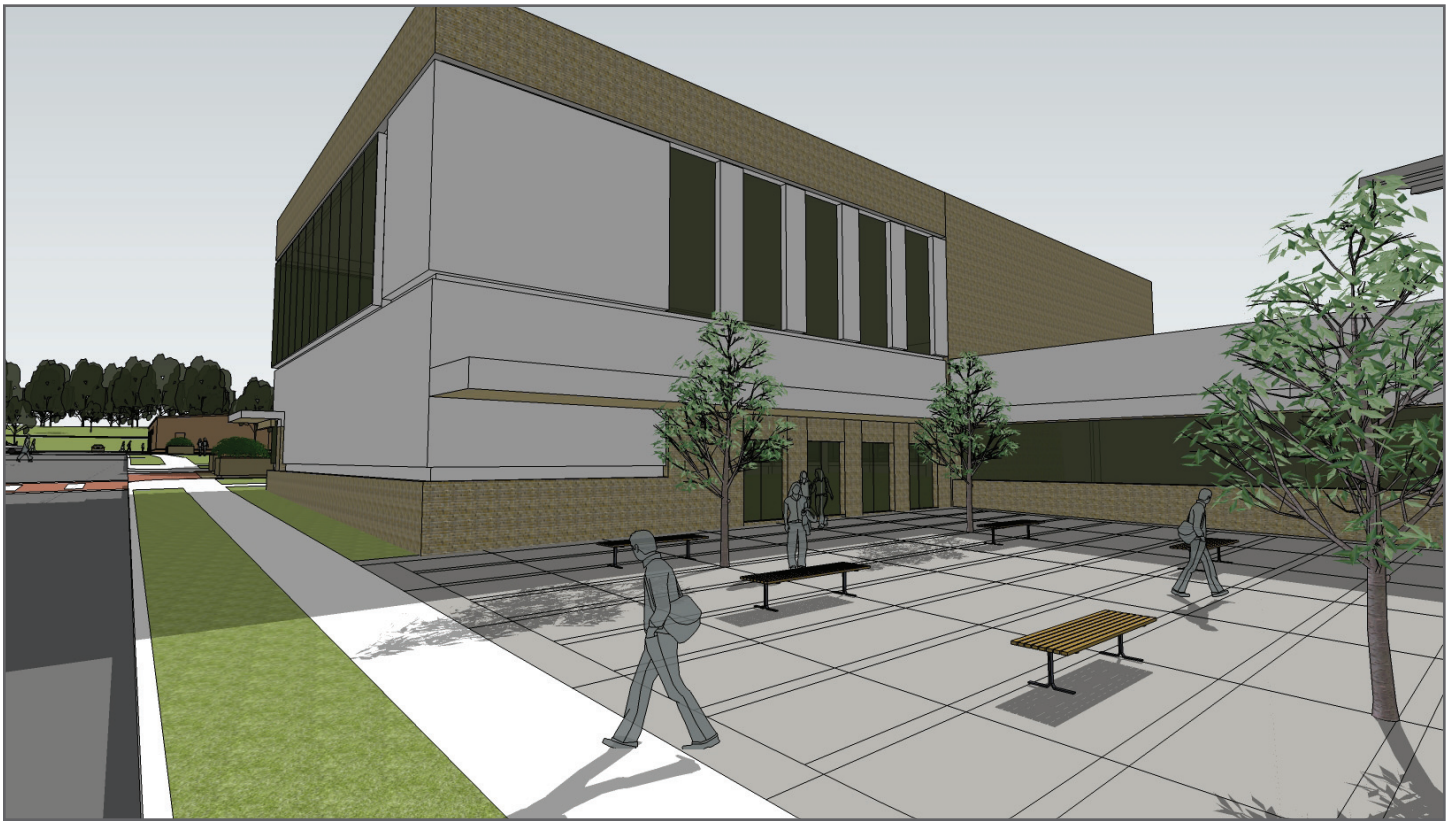
Adjacent to the housing area, a recreation zone is runs from north to south. Including a series of sporting fields as well as a Health, Physical Education, and Recreation (HPER) Center, the area serves a function for intramural student sports.

To the far south, a series of new buildings are proposed for the Diesel and Automotive Technologies programs. Adjacent to the Physical Plant & Grounds facilities, this quadrant of campus successfully co-locates the more industrialized aspects of the College.

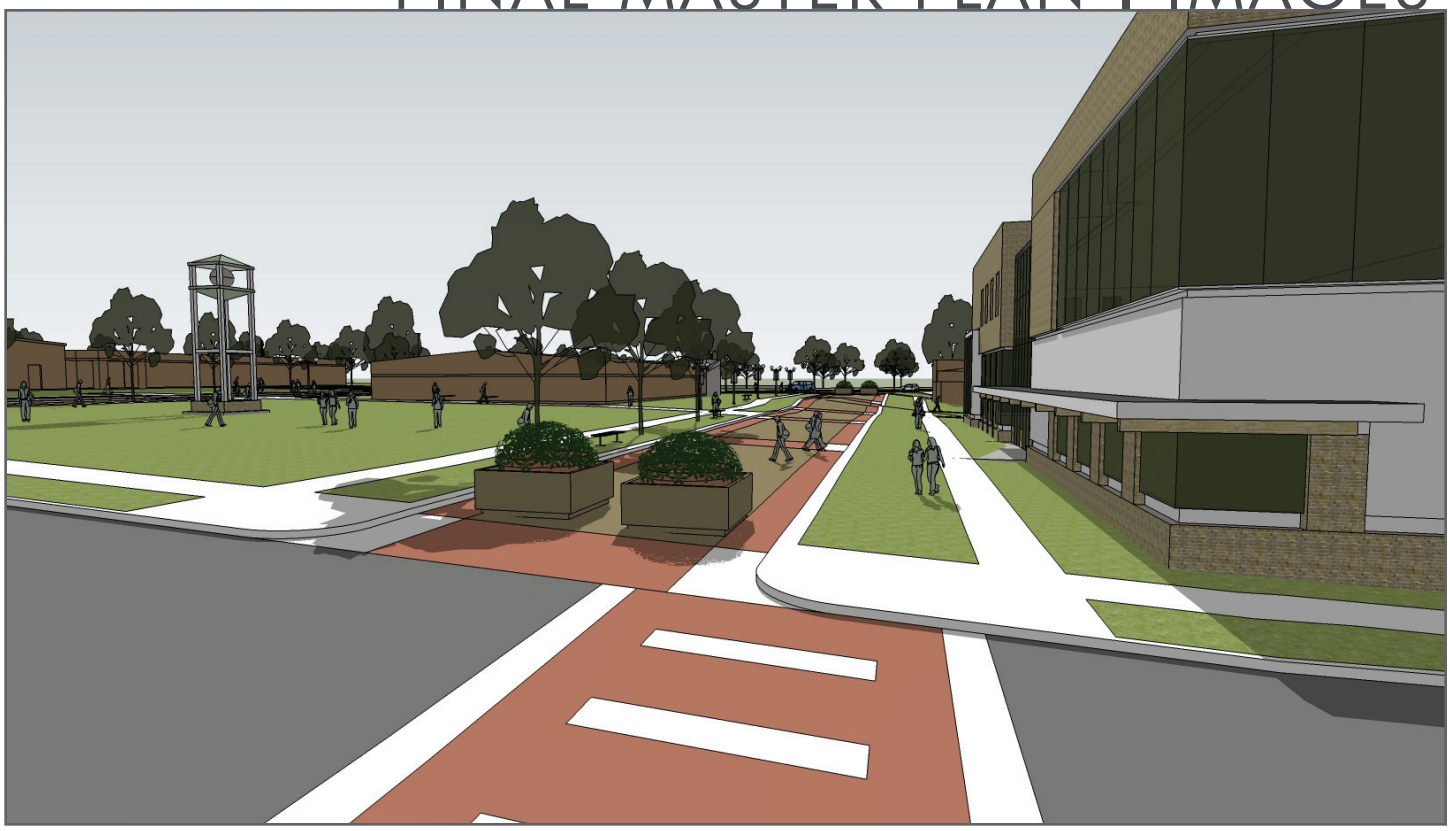
The area remaining between the Main Building and the Kids Academy has potential to be developed during this phase into an additional landscape zone with a walking trail.

FINAL MASTER PLAN I PHASE III

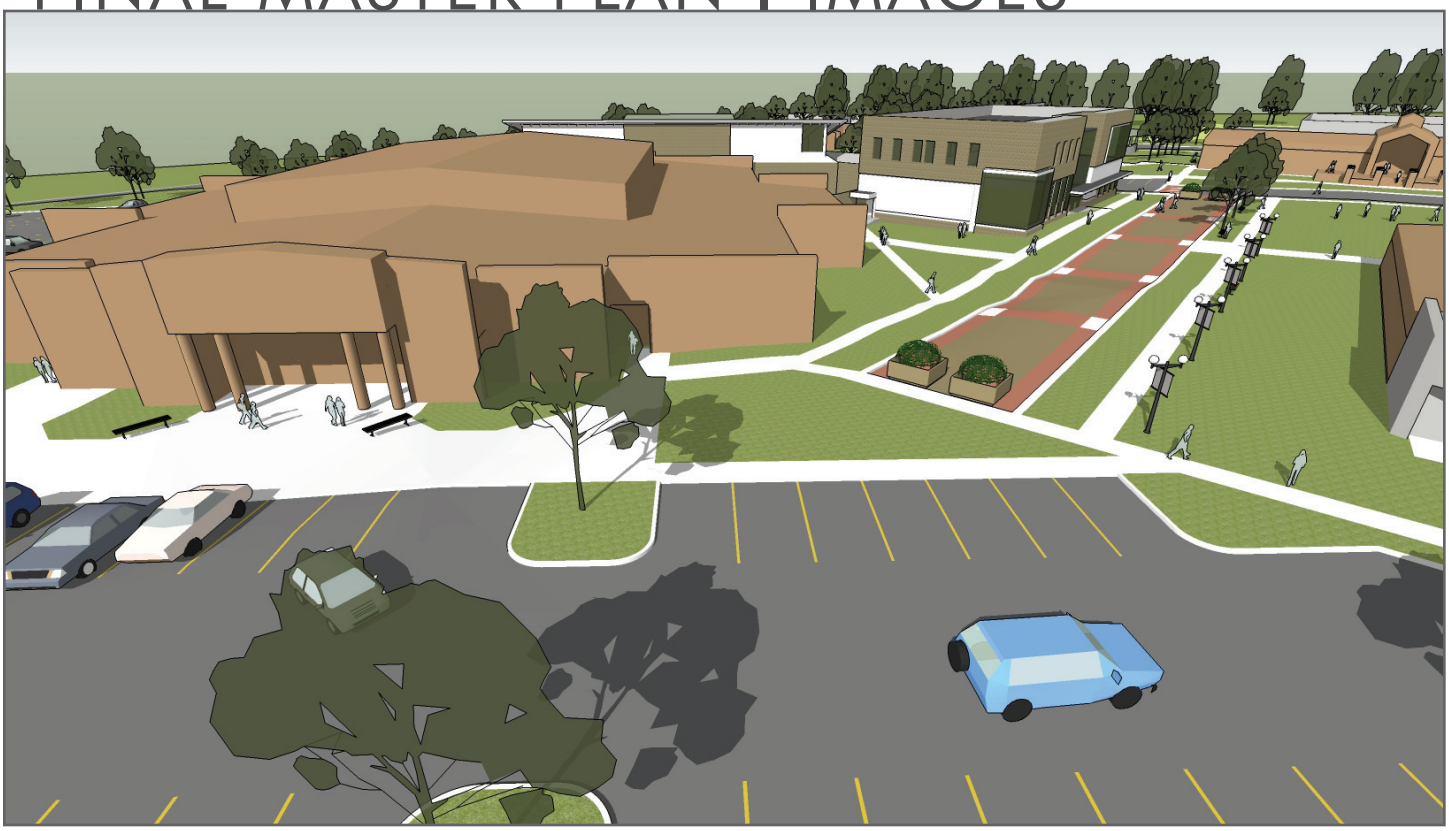
FINAL MASTER PLAN I PHASE IV



FINAL MASTER PLAN I IMAGES



FINAL MASTER PLAN I IMAGES



FINAL MASTER PLAN I IMAGES

PROJECTED SPACE NEEDS

As outlined in previous sections of the Master Plan booklet, expectations for growth of the Ozarka campus at Melbourne are notable. The location serves as the main home for the College including academic and administrative facilities. The overall enrollment of Ozarka has grown by over one and a half its size since 2005. While the majority of these gains have been at the other nearby campus locations, Melbourne is poised to expand in the coming years. In particular, community support and a greater demand for programs will likely drive the campus towards the need for expanded facilities. Combined with an anticipated shift in scholastic mission from a technical school to a comprehensive two-year community college, Ozarka College will most certainly need additional buildings to accommodate a larger span of academic offerings, increased administration, and added student support functions.

The programming phase of the Master Plan Process has established a priority list for expansion of the existing 108,000 SF of educational and general purpose space. These spaces would include a College Center, Community Outreach, Administrative, and Academic buildings.

LAND DENSITY

When locating new facilities on the Ozarka Melbourne campus, it is recommended that future buildings follow the outlined structure of the Master Plan map. There are sufficient potential sites for expanded growth of the campus over the next ten to fifteen years without extensive land acquisition. Should additional site area become necessary, there are several scenarios to consider.

Currently, to the north of the college - as well as somewhat inserted into the existing site - is the Melbourne Housing Authority. Should future residential development for the campus be determined as necessary, a possibility for a dormitory site would be the Authority area. This potential acquisition is expressly conceptual and would require negotiations between the college and the Housing Authority. More likely areas for expanding the physical perimeters of campus would exist to the south and west. These zones are significantly less developed and dominated by wooded and field areas. In particular, across College Drive and to the south are larger undeveloped tracts of land. On the eastern edge of campus, residential single family homes line Allen Street and make growth in that direction prohibitive. Individual home ownership would make land condensing complex and most likely piecemeal as each separate site would have to be acquired.

In addition to the land adjacent to the current Melbourne campus, if future growth for facilities is needed, Ozarka College's other campus locales could expand. Locations in Mountain View, Mammoth Springs, and Ash Flat likely exhibit their own unique patterns of growth. However, if the Melbourne site became too restrained, these campuses could absorb future needs. Also, a secondary site in Melbourne could be considered.

All these outlined scenarios are relevant only should the existing 50 acre parcel becomes too small to serve the needs of the College.

BUILDING USE & SQUARE FOOTAGES

BUILDING IMPROVEMENTS

Assessing the existing conditions of the buildings currently located on the Ozarka Melbourne campus leads towards classification of the structures into four main categories – renovation, reuse, remain, and removal. Work to be completed in these areas would be defined as follows:

Renovation – Building requires investment, reconfiguration, and/or remodel to continue serving its current purpose

Reuse – Building in which new uses may be proposed requiring renovation for new purposes

Remain – Building is in an acceptable condition and requires no immediate work

Removal – Building should be removed at a future phased date based on a range of factors including efficiency, condition, locations, size, and appearance

Of note, the aforementioned categories can continue to be implemented and reassessed to determine the status of structures on the Ozarka campus at any time and the best path for treating these and all future buildings.

REMAIN CATEGORY

- John E. Miller Education Complex (46,724 SF): While Miller does not currently require any immediate level of work, continued use of the building may shift it into the renovation category if new building uses are perceived as part of shifting usages on campus

- Walter Hall Education Building (8,640 SF): The Hall Building is currently used for general education purposes, offices, and distance learning. It is anticipated to continue being used in these areas for the immediate future and possible to have an addition at a later date.

- Allied Health & Adult Education Building (7,975 SF): Currently being used at it maximum capability, the Allied Health & Adult Education Building would be classified to remain in its existing configuration. This building could also shift to the reuse category if the Adult Education programs moved to another facility and the remaining area were renovated for use with the Allied Health programs. An addition to this building is also be projected in the future under the Master Plan.

REUSE CATEGORY

- Main Administration Building (31,383 SF): With additions to the campus, including a proposed College Center project, many of the current functions in this administrative building would be shifted to other facilities. As such, the Main Building can be reconfigured to accommodate new or shifting uses such as faculty, office, general education classrooms, and aspects of the automotive technology program.

RENOVATION CATEGORY

- Kids Academy (4,873 SF): The Academy is currently in the process of a renovation and expansion undertaken by the College. Following completion of the project, the Kids Academy would shift to remain category.

REMOVAL CATEGORY

- Grounds and Maintenance Building (3,600 SF): Located somewhat central to the core of the campus, eventual relocation of the Grounds Building is ideal from a Master Planning perspective. Taking up a prime internal lot would be preferred for a building of greater academic or administrative purposes than a service function. Instead, Grounds is preferred to be located along a perimeter edge of campus for greater accessibility and deliveries.

- Physical Plant Building (2,826SF): Similarly to the Grounds Building, Physical Plant is currently placed on a major access point, view corridor, and central location. Such valued real estate would make relocation of the building to a more peripheral space along the campus edge desirable in the long term.

- Bookstore/ Career Pathways (2,080 SF): Also in a prominent location in the campus center, the Bookstore Building is adjacent and internal to a proposed courtyard in the Campus Master Plan. Similarly to other existing structures on the Ozarka College site, the Bookstore may not be slated for immediate removal, However, its small usable footprint and highly desired location make the Bookstore a candidate for long term removal and replacement.

OPEN SPACE & SITE DESIGN

In terms of open space and site development, the framework established in the Master Plan outlines future development for landscape across selected portions of the site. As such, initial priority should be placed on the creation of a central open space for the campus in the form of the Main Courtyard. Edged by the Hall, Allied Health, Main, and Miller Buildings, the new court becomes the primary green space on campus. Options for its design include terraced planes or a flat area for events and assembly with minimal retaining walls. Additional open space development in the campus core can then focus on small plazas and transitional zones between buildings. All site and landscaping work would encompass installation of specific paving, plantings, lawn, lighting and site furnishings.

A secondary area for more extensive open space development focuses on the eastern side of campus. The Master Plan calls for this land area to be dedicated to future usage as recreation and intramural/club sports fields. As a result, this portion of the site would remain largely grassy and open. The topography is fairly flat which programmatically suits a sporting field use. Moreover, this section of the site has greater porosity for site water runoff. To the far east site perimeter, the existing tree line can also buffer between the campus and the adjacent neighborhood. Because of this juxtaposition of campus to residential, the fields would serve as a lesser density use more appropriate to that edge the site. Also, this would allow for greater building development to focus at the front and central portions of the campus along College Drive.

The Master Plan also calls for a long term project on the southern boundary between the Main Building and the Kids Academy to become a green valley. Potential options for development – due to the sloping topography – might include a trail path and walking area.

Future consideration of open space development across the entire site would be mindful of the establishment and maintenance of vistas, views, and corridors.

LANDSCAPE

Landscape design for the Ozarka College campus should focus on the creation of green spaces prescribed by the Master Plan as well as interstitial spaces. As previously mentioned, these areas include elements of design such as paths, plantings, lawn, and trees. Each of these pieces needs to be considered in the context of purposeful placement and choice. For example, selection of an appropriate tree for use in landscaping parking zones encompasses consideration of the heartiness of the species, size, shape, root area, maintenance for leaves, cost, climate, and appearance. Planting beds would likewise have consideration to the mix of annuals, perennials, and evergreens within an area, as well as the need to provide edging, irrigation, groundcover/ mulch, and maintenance. Placement of planting beds themselves are such that they highlight areas of building entry, sitting/ benches, campus signage, and equipment screening. Selection of a common grass species for the whole of campus might be a driven by the best performance for the regional climate and requiring low maintenance or reseeding. Lastly, the best material for paths should include a hierarchy of paving types. Basic sidewalks can be constructed of gray-toned concrete while tints and colors could be used as a layer up. Asphalt pavers would be a third level of paving, while brick would serve as the most distinctive type for paths and plazas. Likewise, these paving types could be intermixed to provide specialty edges or design with planer surfaces.

In terms of the Master Plan, the landscape goal would be to take the aforementioned choices and create a unified appearance across the entire campus. Specific areas for employing these techniques would occur first in the construction of the parallel campus malls known currently as Library Lane and Potential Path. Both these roadways would convert to pedestrian pathways with an option for vehicular access on a select basis. Special paving and borders could be used to designate the area as primary use spaces for the campus. Additional trees, landscape beds, and moveable planters would also form edges while creating shade and canopy.

Additional opportunities for landscaping could be tied to new and/or reconfigured parking areas. Tree plantings in landscape islands or dividers would soften the appearance of asphalt lots while providing vertical relief. The creation of buffer zones of trees would also be appropriate to screen visually undesirable areas. Moreover, lining College Drive with a regularly spaced line of trees can enhance the approach to the campus entry that is currently lacking.

EDGES & GATEWAYS

An important element of experiencing the Ozarka College Campus is the approach to the site from either the north (primary) or south. At current, the main sign for the campus occurs at the Library Lane entry. This placement fails to recognize the length of College Drive that is traveled upon from Highway 69 before arriving at the sign. The true corner of campus (from the north) occurs at the intersection of Haley Street and College. It would be recommended that a large sign be placed at that junction to mark the initial arrival to the campus. Likewise, a college sign should be placed to the south near Academy Avenue to mark the official arrival to Ozarka from that direction. Between the north and south corners of campus the creation of a uniform tree line along College Avenue would also enhance the concept of arrival and entry. Interspersed, and/or instead of the trees, a similar uniform line of lights with a bracket for Ozarka flags would also aid in designating the campus edge. Lastly, the introduction of a potential gate or sign at the Library Lane entry with a directional face readable from either the north or south would complete an entry sequence.

The physical appearance of the signs should be uniform for all three locations, most likely composed of brick in a color coordinating with the campus architecture. Lettering or logoin a metal material that match the College's official letterhead would also be appropriate. Ground level plantings should surround the base while either uplighting the sign or backlighting the letters for night viewing would be helpful. The scale of the sign should be of sufficient height to be impactful for viewing. A cap of the sign of precast or a similar material would add a collegiate look to the sign as well. As an option, flagpoles could be installed directly behind the central sign at Library Lane.










TRANSTORE


SITE FURNISHINGS

Site furnishings at a college are the ancillary elements that provide detail and finish to the campus setting. They enhance the built and landscaped environment by creating harmony between the architectural character of the buildings and the site. Furnishing pieces can include items such as:

- Benches
- Tables
- Chairs and/or Seating
- Lighting - Poles, sconces, path, uplighting
- Planters
- Bike Racks
- Recycling Bins
- Waste Receptacles/ Litter
- Ash bins
- Umbrella/ Sunshades
- Pergolas
- Street signage
- Building signage
- Maps/ Wayfinding
- Campus signs
- Paving
- Specialty pavers/ surfaces
- Site Walls
- Retaining Walls
- Landscape edging
- Screens
- Handrails & Guiderails

In setting out standards for the development of campus, it is apparent that selection of an established catalog of fixtures is important to creating a unified and pleasing campus appearance. It also guides future projects for the best means to fit seamlessly into the campus context. Currently, the College has a variety of different fixtures in use on its site. For example, there are several different bench types on campus in terms of color, appearance, style, and construction. As previously mentioned, it would be best in this area to create a set of preselected items for future projects as well as items that could replace existing dissimilar items over time. This set of items should have similar connections in terms of their construction, style, color, material, texture, and scale.

Definition of the requirements, appearance, and standards for furnishings helps give a campus a uniform and identifiable appearance. Otherwise, use of a diverse palette of pieces makes for a disjointed and haphazard environment. For example, the best scenario is to select two to three similar benches to use across campus (and have in a campus catalog of standards) rather than to end up with twenty different types. Also, this makes for more streamlined ordering and maintenance process where items are interchangeable. Care when selecting texture, color, shape, style, material and scale all work together in the creation of a site furnishing package which, once established, can be applied for years to come.

LIGHTING

Similarly to discussion of landscaping and gateway, all lighting on the Ozarka College campus should be uniform in appearance. This can translate into the selection of a series of fixtures for different uses, but with a similar appearance, color, or shape to all. There would most likely be five to six different types of lights including: parking lot, street, wall sconces, landscape/accent, bollard, and pedestrian. Additional accessories that could be added onto certain fixture might include banner brackets.

Placement of fixtures should strive to be regular in spacing and concentrated upon coordination with paths, roadways, and buildings. Typical setback from pathways and mounting heights should also be maintained.

SIGNAGE & WAYFINDING

Campus signage can include an array of types from directional to informational. As part of a wayfinding system, these signs need to work on different scales from the pedestrian to the vehicular.

At its most basic level, building signs inform individuals as to the different names of facilities. Added layers of information can include directions to different locations, buildings, or departments. Large format signage are often informative regarding campus events or announcements. Additional forms of signage might include street name signs, parking zones, or campus policies. Related sign like elements can include items such as clock towers.

For the Ozarka College campus, it would be helpful to identify a style of signage, color, font, material, and hierarchy of types to use going forward. These elements work in conjunction with lighting and site furnishings to create the same feeling of cohesiveness and inclusiveness.


FARMERS BANK










UNIVERSITY OF ARKANSAS


ARCHITECTURAL CHARACTER

Future architectural development of the Ozarka College campus has the opportunity to change its visual appearance from that of a technical institute to a more scholarly and academic focus of a two-year community college. As such, select transformation of existing buildings might be appropriate in reconfiguring both the internal layout as well as redesigning certain exterior elements. Most prominent on all the existing building is a series of front porches or entries which add definition to the facades. As future work progresses on the campus, a plan to redesign these entry elements would serve as the best means to merge the existing campus look with the addition of new buildings.

Based on feedback from the campus community, the forward design direction of new buildings would be a combination of traditional elements and contemporary regionalism. A combination of materials such as wood laminated beams with large glass expanses would appropriately update the College's image. Also, continuing to use a material palette that matches existing buildings - mocha colored brick, cream-toned EIFS, dark metals, and pre-cast caps - would create a sense of linkage. New architectural materials that might add variety and interest - while still relating - could include buff colored brick, burnished block, anodized finish metals, and updated column elements.

Additional building details might include issues of proportion and density. Larger windows, lower canopy overhangs, and taller structures would aid in changing the visual appearance of new buildings. Likewise, building lighting, signage, and immediate landscape aid in the transition of a facility into the campus landscape. Finally, rooflines and parapet heights are aesthetic factors that can be impactful in the architectural image of a bulding. Incorporating varying height levels on a singular building as well as introducing pitched or curving elements creating visual movement. In contrast, static buildings lack contrasts in materiality, form, and scale adn should eb avoided.

CIRCULATION & PARKING

Circulation and parking on the Ozarka College campus can and will be strengthened by the concepts detailed in the campus Master Plan. Its layout considers the movement of both the vehicular and pedestrian across the campus landscape. In particular, the goal is to create safe and comfortable walking zones for individuals while facilitating movement of traffic. Speed, flow, and efficiency - in terms of vehicles passing - greatly impact the internal feeling of the campus core. The Master Plan seeks to simplify the movement of traffic for parking, circulation, and deliveries, Likewise, it creates connected landscapes and minimizes street crossings for individuals.

In addition to streets, circulation encompasses pathways and sidewalks. A variety of paving types would be appropriate to create a hierarchy of pedestrian and driving zones. Working with defined curb edges and specific materials for streets, all circulation should work toward directional delivery of individuals to set points. Crosswalks, slow zones, and loading areas are all additional items to be considered in crafting a circulation & parking pattern on the Ozarka Campus.

Parking needs should be continuously evaluated on the campus to meet the growing needs of increasing enrollment and new facilities. At current, and majority of the parking exists in relation to specific buildings. As time passes, new parking should shift to edges or large lots that facilitate users infiltrating the center of campus on foot.

All parking and circulation should also consider the need for accessibility related to the American with Disability Act which covers issues from parking to sidewalk slopes, thresholds heights to surface finishes.

appendix 6.

AGENDA & MEETING NOTES

AGENDA: Master Plan Session 1
Data Gathering/ Goal Setting

Tuesday, 21 June 2011

Arrival
10:30-11:00AM

Start-up Session
11:00AM – 12:45PM

Attendees:
WD&D Architects
Dr. Richard Dawe, President
Michael DeLong, Academic Affairs
Tina Wheelis, Finance Administration
Ron Helm, Student Services
Suellen Davidson, Advancement
John Stirling, Planning and Institutional Research
Scott Pinkston, Information Systems
Nancy Dust, Development Officer
Additional personnel as determined by Ozarka College

Focus:
Determine User Groups & Set Team Goals
Set Goals & Define Planning Visions
Determine Programming and User Needs

Tasks:
Define Members of Steering Committee
College staff, faculty, students, community/town, regional
Define Smaller subsets and/ or user groups
Establish Team Members Roles
Establish Communication Process
Discuss Overall objectives and desires for Master Plan
Goals, direction, and needs
Determine specific requirements and needs including:

- class scheduling
- curriculum outlines
- enrollment numbers and classroom and facility utilization
- outside event space needs
- other facility utilization requirements.

Lunch
12:45PM – 1:30PM

Facilities Review Session
1:30PM -3:00PM

Attendees:
WD&D Architects
Administration/ Faculty/ Staff as needed per area

Focus:
Review and Assess Existing Campus Planning Issues
Review and Assess Existing Buildings

Tasks:
List facts
Discuss Facility Assets versus Weaknesses
Tour of Existing Campus Buildings, Parking, and Exterior spaces
Document Existing conditions

Break
3:00PM – 3:15PM

Wrap-up
3:15PM – 4:00PM

AGENDA: Master Plan Session 1
Data Gathering/ Goal Setting

Meeting Outline & Notes:

1. Steering Committee & User Group Establishment

In addition to attendees at current meeting, a larger Steering Committee would involve the following:

1 – Board of Trustees Member
1 – Foundation Board
4 – Izard County & Melbourne Representatives
- County Judge
- Mayor
- Community Leader

1 – Division Chair from Calico Rock
1 – Additional Faculty Member
1 – Grounds Representative - Dave Rush
1 – Maintenance Director – Ronnie Rush
1 – Student Government
1 – Public Relations Department

Additional members from other communities would be added as the project progresses to other campuses.

2. Facts

Melbourne Campus established for Ozarka Vocational Technical School in 1974
Changes name to Ozarka College in 1999 – shift from Vo-Tech to technical college to Two-year College
Campus Enrollment at Melbourne – 443 (FT, PT, Internet)
Ash Flat – 425; Mountain View - 397; Mammoth Springs – 78; Internet - 786

Overall Academic Programs (4 areas):

- Allied Health – LPN, RN, Tech, CNA
  - Range in length from 11 month to 18 month
  - Part of ARNEC – Arkansas Rural Nursing Education Consortium
- Arts & Humanities
- Science and Technology
- Math, Science, & Education

Degree and Certificate Tracks:

- Assoc. of Arts
- Assoc. of Arts in Teaching
- Assoc. of Applied Sciences
  - Auto Service Tech
  - Business Tech
  - Culinary Arts
  - Health Info Mgmt/ Medical Transcription
  - Registered Nursing
- Technical Certificate
  - Auto Service Tech
  - Early Childhood Education
  - Health Professions
  - LPN
- Certificate of Proficiency
  - Early Childhood Education
  - Basic EMT
  - Accounting
  - Business Computer Applications
  - Business Manager
  - Information Science Tech
- Adult Education
- Workforce Education
- Continuing Education

Areas with projections in growth (programs & areas):

- Nursing (LPN & RN)
- Classrooms – General Education
- Culinary and/or Hospitality
- Diesel Tech/ Automotive/ Welding
- Lab Space
- Education Program
- Environmental Science (newer)
- Adult Education (GED)
- Office (all programs)
- Continuing Education (Skill, interests, hobbies as well as Professional Development)

Admissions is outreach function more than on-campus recruitment experience

3. Goals

Possible transition for Ozarka will be from a technical college to a comprehensive community college. Plan to offer four year degrees in collaboration with universities before becoming a four year institution.

Expand existing Nursing Program – facility expansion within the next year
- Enlarge labs and instruction areas – particularly bed practical space
- Class sizes increase from 20 to 40 +/-
- Add new areas of Allied Health ex. Respiratory

Growth in the Culinary Arts Program including new ventures in Tourism and Hospitality

Program growth in Diesel Tech and Automotive – Concerns for environment, air, surroundings
- Combine Applied tech Spaces

Desire for new facility to accommodate culinary/tourism/hospitality/ events:
- Banquet
- Conference Center
- Classrooms
- Dividable Areas/ Side Spaces
- Kitchens
- Offices
- 300-400 Seat Capacity (Miller Building currently has 180 capacity)
- Joint Community Use
- Storage

Fundraising and Donor Opportunities

Alumni Connections

Combine all Student Services – Registrar, Financial Aid, Admissions, Career Pathways, Trio, etc.
Possible Co-locate with Student Center Function – Lounges, Bookstore, Food Court, computer Labs

Creation of a Gathering / Identity Space with Central Location

Fulfill eventual needs for advanced degree programs:
- Create University Center to facilitate 4-year and Graduate degrees partnerships
- Support more Distance Learning, Partnerships, and Shared programs

'Possible' move into new program for Aviation/ Flight

Facility for Small Business Center

Separation for Technology Programs – 'messy' building

Relocation of Maintenance Services to less central location – Storage, Shop, Workspace, Grounds

Storage Spaces - currently converting student record to scanned form

Eliminate “Island” Effect of campus Organization

Administrative Office Needs

Safe Rooms/ Areas for Tornado Shelter

Manage Site Drainage & Water Runoff on Campus

4. Vision

Move from the look and feel of a Vo-Tech towards being a community college

Establish Community(ies) Support and Connections

Expansion of programs – Technical & Nursing

Build Student Services Facility/Conference Center/ Student Center
Create Entry Sequence – Sense of Arrival

Design Organized Parking Plan & Traffic Flow

Move forward with anticipating future needs ex. Reinvent concept of Library

Overall Concept of Beautiful but Efficient

Learning Lab Concept Space – Culinary/ Hospitality focus
- Applied Learning Facility
- Bed & Breakfast Type Concept – lodging and dining emphasis
- Internship Opportunities

Athletics & Sports Venues/ Fields – Move from Fitness Center into Club Sports

Long-term plan for Housing & Dormitories

Establish Premier Program – Ozarka College’s reputation for excellence in ?

Make better linkages and synergies between programs and/or uses

Create distinct architectural identifier – Column, Tower, Fountain

Central Green Space

Unified Appearance

Directional Building Facades – Fronts

Modern College Look

Taller, More Urban Density to campus

System of Walkways and pathways connections – possibly covered canopies

AGENDA: Master Plan Session 2
Analysis & Synthesis

Tuesday, 19 July 2011

Arrival
10:30-11:00AM

Analysis Session
11:00AM – 12:00PM

Attendees:
WD&D Architects
Dr. Richard Dawe, President
Michael DeLong, Academic Affairs
Tina Wheelis, Finance Administration
Ron Helm, Student Services
Suellen Davidson, Advancement
John Stirling, Planning and Institutional Research
Scott Pinkston, Information Systems
Nancy Dust, Development Officer
Additional personnel as determined by Ozarka College

Focus:
Review Data Gathering and Existing Conditions from previous session
Present Analysis drawings and findings
Confirm direction and concepts
Refine Programming information and building usages

Lunch
12:00PM – 12:30PM

Concept Session (can overlap with lunch)
12:30 PM -1:45PM

Attendees:
WD&D Architects
Administration/ Faculty/ Staff as needed per area

Focus:
Present initial conceptualizations for campus master plan
Define image/ character concepts for future growth
Discuss priorities for building renovations/ additions/ new facilities
Start overview of phasing and growth

Community Review Session
1:45PM – 2:30PM

Attendees:
WD&D Architects
Administration/ Faculty/ Staff as needed per area
Community Leaders

Focus:
Discuss goals and visions as currently determined
Receive input from community leaders on visioning for Ozarka college
Evaluate community involvement and partnerships

Wrap-up
2:30PM – 3:00PM

AGENDA: Master Plan Session 2
Analysis & Synthesis

Meeting Outline & Notes:

1. Analysis Session

Review of notes from previous session:

Add previously missed programs to the list of degree and class options as follows:

Associate of Arts
- General Education
- Human Services

Associate of Applied Science
- Criminal Justice Leadership
- General Technology

Associate in Science
- AS Business

Certificate Programs
- Banking and Finance
- Certified Nursing Assistant
- Entrepreneurship for Artisans
- Medical Office Administration

Technical Certificates
- Culinary Arts

Clarify community & staff participants – add/ correct the following:

Grounds
Rick, Dowdle, Maintenance
Hannah Mcwilliams, Development Officer & Director of Alumni Relations
Joan Stirling, Planning and Institutional Research
Nancy Dust, Assistant to the President
Michelle Gray, Business Manager

Review of the existing building conditions and campus architectural character:

Existing Campus architecture – Typified by certain elements such as entry porticos/ porches, latte tone brick, white columns, ivory EIFS, aluminum windows & doors, chocolate-toned metal roofing, gutters, and trim, flat roof lines prominent, some

Miller Building façade is prominent in the community due in significant part to tax funded history

Additional elements – future addition to Kids Academy in process

Touch on specific site elements, furnishings, signage, and materials palette

Review roads, parking and circulation for campus at current. Areas of designated parking are mixed with overflow and/ or convenience parking at curbside.

Circulation & paths - noted that aside from established paths and sidewalks, majority of circulation by pedestrians occurs across parking areas

Existing use of parking areas for events and gatherings:
- Spring Carnival
- Winter Festival
- Fall Festival

Focus for events include children's programs and drug/alcohol awareness. Events are often grant funded and/ or college sponsored.

Campus greens – no real actual green gathering space. Some area behind Bookstore building with picnic table, but not dedicated or developed

Building Use – Overview of current functions and adjacencies. Make corrections as follows:

Miller Building
Change culinary area to reflect presence of office area and general classrooms
Change lecture Hall area to show offices and general classroom

Main Building
Show change of student services to have 2 new offices at front
Redesignate auto area to reflect offices and general classroom

Programming Items

Community Outreach

Meeting Rooms/ Conference
Kitchen/ Catering/ Culinary
Seminar Rooms
Banquet Facility
Multi-Purpose Hall/ Expo
Continuing Ed – Community based hobby & professional
Offices
Storage

Feedback: need dining/ catering options and expansion in the culinary kitchens

Student Center:

Library
Bookstore
Fitness & Recreation
Lounges
Student Government & Organizations
Computer Lab - General Use and Study Based
Café/ Coffee Bar
Food Court (shared kitchen space)

Feedback:

- Create program adjacencies
- Have close proximity to classrooms
- Utilization depends on comfort levels
- Hospitality needs:
  - Linked to culinary
  - Bed & Breakfast locale
  - Restaurant
  - Lodging
  - Applied Learning Lab
  - Example: Keeter Center at the College of the Ozarks
- Include testing center and advising center
- Program food service needs for Kids Academy

Student Services:

Career Outreach – TRIO, Career Pathways
Financial Aid
Registrar
Transcript
Admissions
Cashier's Office

Feedback:

- Mesh student center needs along with Student Services
- Location TBD for Cashiers Office

Expand Nursing/ Allied Health

Feedback:
May be able to accommodate growth needs through internal building reorganization
Relocate Adult Education to allow for Nursing expansion – transfer naming
Need to watch market trends to be sure to not oversaturate

Expand Hospitality & Tourism

Feedback: Culinary – kitchens too small; need places to stay for seminar programs

Expand Diesel Tech & Automotive

Feedback: Waiting list of 25 at current

Administration/ Business Office

Feedback:
- Need expanded space for faculty and offices

University Partnership Center
IT
Physical Plant/ Maintenance/ Grounds
Sporting fields
Dormitory & Housing

Additional Feedback:
General Classrooms/ Growth expansion
Underutilized in existing classrooms
Slack factor at current – ex. Evenings
May grow program in aviation in long-term/ future

Programming Priority List – Top 3s

1. Student Center/ Services
2. Community Outreach
3. Program Expansions

2. Concept Session

Review of Programming Priorities
Additional interest in creating a Career Education Center – use for community as job bank, counseling, resume advice

Site Analysis
Discussion of lack of formal campus arrival and entry experience
Possible establishment of central campus area
Overlapping zone of student classroom and interaction spaces
Land boundary split with Housing Authority development

Architectural Character, Site concepts, Site Furnishings – Presented as idea generators

Design Plan A - Phase I
Design Concepts:
Divert traffic from the center of campus by creating a central paved campus mall and/or green
Reface/ addition to Hall Building as new front door
Consider infill building to Bookstore and/ or eventual replacement with campus green
Plant landscape buffer around Housing Authority

Feedback:
Angle main drive towards Miller Building and area created by potential new addition (view corridor)
Like creating a more formal entry @ a reasonable scale and expense

Design Plan A - Phase II
Design Concepts:
Re-route traffic patterns on campus
Look at potential building sites surrounding central mall including additions to Nursing and the Miller Building.
Create new entry sequence and signage
Revise parking

Feedback:
New building options adjacent to Miller would be ideal for Student Center

Design Plan A - Phase III
Design Concepts:
Relocate Service/ Maintenance
Create future sporting fields
Complete loop around driving circulation
Designate area for housing & dining
Consider a hospitality center – B&B on site

Feedback:
Flip service and housing areas – tuck maintenance into tree line to 'hide'
Consider acquisition of the Housing Authority piece for conversion to student living

3. Community Feedback Session

Current seating options for event functions:
Miller – 180
Cafeteria – 80

Priority on collegiate growth and student loyalty will help build community support
Encourage more 'stay on campus' mentality

Creation of a community function that could serve all 4 counties – Sharp, Izard, Fulton, and Stone

New program growth – peaks community interest

Make project relatable to community:
- How will I use it?

- How will I benefit?
- Job growth
- Use factor
- Events
- Economic Generator

Use media to build excitement

Exhibit transparency in process – community forums, surveys, response cards

Aesthetic improvements will drive engagement

Move from Vo-tech to Collegiate

Trends in student growth – more transfer, mainstream, internet

Try creating archway as part of entry drive sequence

AGENDA: Master Plan Session 3
Scheme Presentations

Meeting Response

REVISION COMMENTS

CONCEPT A

Tie together student use buildings
Change Bookstore area to 'campus green'
Facelift Mall area with paving enhancement
Move Bookstore from existing building to new Student Center
Focal element change to Tower not Fountain
Build height and density in new buildings ranging in 2 - 3 stories
Enlarge Student Center footprint

CONCEPT B

Remove parking areas at entry
Plan for removal of Bookstore at later project phase – interim uses as a Testing Center or Alumni House
Traffic flow on outer edges preferable for student circulation
Space restrictive for expansion of Allied Health Center

AGENDA: Master Plan Session 3
Scheme Presentations

Meeting Response

REVISION COMMENTS

GENERAL

Banquet facility needs to have large Event/Expo Hall
300-400 seat capacity with dividable sections
Enlarge culinary kitchens
Blocking of views to existing housing development
Draining problematic on rear undeveloped portion of campus
Solve relocation of library to other location on site
Views from new buildings t roofs of adjacent structures
May need relocation of Fitness Center
Electronic Signage at corner of campus
Allow for turn radius / loading docks for delivery trucks
Street parking versus walking paths
Create Food Court area in Student Center
Clarify SF of potential buildings

AGENDA: Master Plan Session 4
Recommendations & Options

Monday, 3 October 2011

Attendees:
WD&D Architects
Dr. Richard Dawe, President
Ozarka College Steering Committee

Arrival
12:30-1:00PM

Review & Overview
1:00PM-1:30PM

Focus:
Review previous schemes from last meeting
Confirm direction and comments
Solicit new perspectives and/or information

Development & Elaboration
1:30 PM -3:00 PM

Attendees:
WD&D Architects
Administration/ Faculty/ Staff as needed per area

Focus:
Present revised conceptualizations for campus master plan
Define potential phases of work and progression of development
View 3D model of elaborated schemes
Refine square footages and budget implications
Discuss opinions, perspectives, and reactions

Wrap-up
3:00 – 3:30PM

Focus:
Set tasks for deliverables including overall report outlining analysis, architectural standards, master plan schemes, building & site development, etc.

MASTER PLAN EXECUTIVE COMMITTEE

OZARKA COLLEGE PERSONNEL

Dr. Richard Dawe, President
Dr. Mike DeLong, Vice President of Academic Affairs
Ron Helm, Vice President of Student Services
Tina Wheelis, Vice President of Finance
Joan Stirling, Vice President for Planning and Institutional Research
Scott Pinkston, Director of Information Systems
Suellen Davidson, Director of Advancement
Nancy Dust, Assistant to the President
Michael Orf, Division Chairperson
Ruby Johnson, Division Chairperson
Holly Ayers, Division Chairperson
Kathryn Langston, Division Chairperson
Dave Rush, Grounds & Maintenance
Rick Dowdle, Physical Plant & Maintenance
Michelle Gray, Business Manager
Hannah McWilliams, Development Officer & Director of Alumni Relations
Molly Carpenter, Public Information
Trish Miller, Instructor

OZARKA COLLEGE BOARD OF TRUSTEES

Ben Cooper
Dennis Wiles
Jack Yancey

MELBOURNE & IZARD COUNTY COMMUNITY MEMBERS

David Miller
Judge David Sherrell

DESIGN CONSULTANT

WITTENBERG DELONY & DAVIDSON ARCHITECTS, INC.

Richard Alderman, AIA
Christie King, AIA
Jim Coker, AIA
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