Ozarka College
ASH FLAT CAMPUS

CAMPUS MASTER PLAN

September 2013

OZARKA COLLEGE, ASH FLAT MASTER PLAN
WITTENBERG DELONY & DAVIDSON ARCHITECTS, INC.

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EXECUTIVE SUMMARY

The Ash Flat Campus Master Plan envisions three major efforts

- Improving Academic Offering
- Strengthen Student and Staff Use Spaces and the overall Campus Experience
- Providing Outreach Spaces for better local Community Interaction with the College

To accomplish these goals the Master Plan suggests looking at the Campus over three time periods; Short Term, Medium Term and Long Term improvements.

Short Term Improvements should be focused on reorganization of existing facilities aimed at increasing the efficiency of existing spaces, improving student welcoming, improving student convenience and strengthening synergies throughout the student, staff and community user experiences on Campus.

Medium Term Improvements focus on increasing student use spaces and improving the student and faculty Campus experience through a more interactive environment with improvements to the Campus's resource, IT, computer and student services spaces. Medium Term Improvements envision linking the two existing building together with building expansions that tie the Campus together and offer an improved student, staff and community user experience.   The Medium Term Improvements also suggests considers for the expansion of community interaction areas within the Campus.

The Long Term improvements include suggestions for future additions in student academic offerings while increasing the mission of the College into areas such as Workforce Training and expanded Technical Offerings.

EXECUTIVE
summary.

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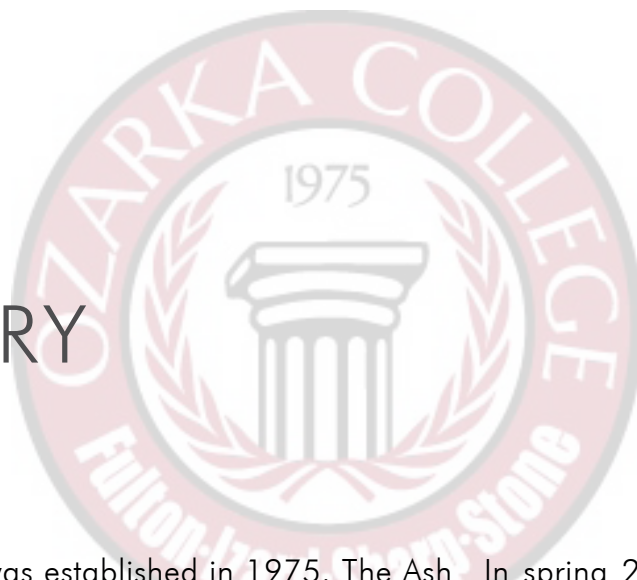
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today**1**. CAMPUS

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HISTORY

Ozarka College was established in 1975. The Ash Flat Campus was constructed in 2005, starting with the Education Center which includes a 140-seat Lecture Hall, Science Laboratory, Student Study areas, a 24-station Computer Lab and six Classrooms, two of which are equipped with compressed video technology to link with the Melbourne and Mountain View sites. The Student Center building was added to the Education Center in 2009 and houses the Student Success Center with computers available for student use, a Nursing Skills Laboratory, Cyber-Cafe, Conference Room and Classrooms.

The Ash Flat campus offers traditional classroom learning environments as well as hybrid courses that combine on-campus and online learning opportunities that cater to flexible student lifestyles. The Ash Flat campus further enhances Ozarka College's mission to serve the residence of Sharp, Stone, Izard and Fulton Counties.

In spring 2013, the Ash Flat campus served 276 nursing and general education students. Current study opportunities include:

Arts & Humanities
Math & Science
Allied Health

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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 1576. 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% males.

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 nearby and 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 ration 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 area 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 collegiate 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 Mgmt./ Medical Transcription
    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
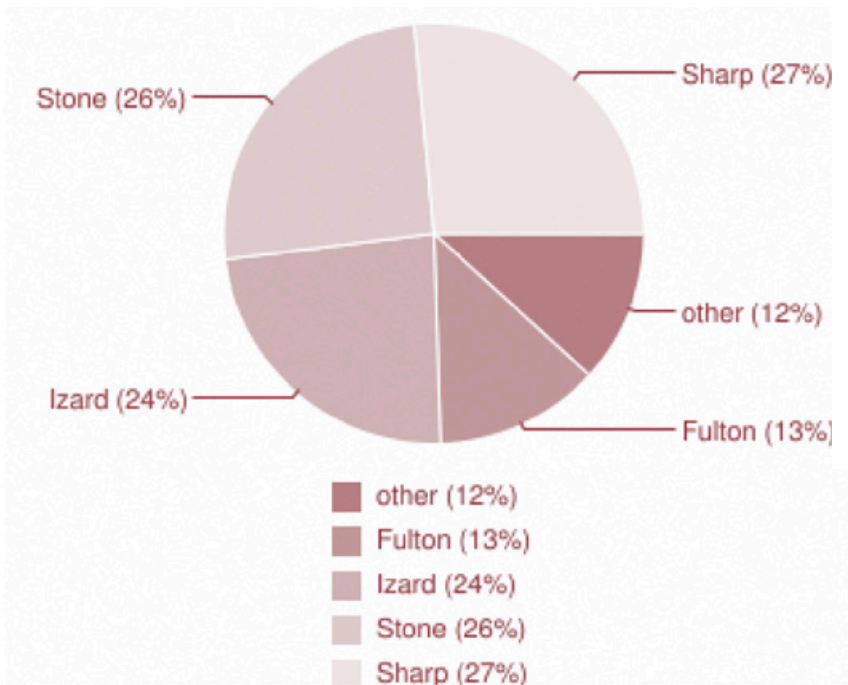
ENROLLMENT SUMMARY

	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

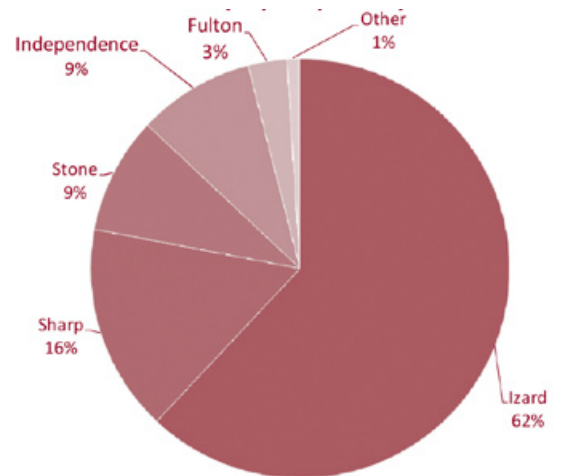## STUDENT PROFILE (By location)

	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

Stone (26%)
Sharp (27%)
other (12%)
Izard (24%)
Fulton (13%)

- other (12%)
- Fulton (13%)
- Izard (24%)
- Stone (26%)
- Sharp (27%)

EMPLOYEE BY COUNTY

Independence 9%
Fulton 3%
Other 1%
Stone 9%
Sharp 16%
Izard 62%

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Ozarka College
Quick Facts

ENROLLMENT SUMMARY

	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Enrollment	1069	1211	1209	1335	1262	1364	1322	1573	1576	1626	1567	1557
FTE	630.3	807	796	853	850	914	926	1121	1162	1176	1124	1114
Full time %	47.8	40.5	42	56	44	59	39	35	33	65	53	63
Part time %	52.2	59.5	58	44	56	41	61	65	67	35	47	37

STUDENT PROFILE BY LOCATION
(Duplicate students in some locations)

	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Melbourne	508	557	559	545	507	538	443	478	443	445	473	455
Ash Flat	252	303	285	302	340	347	408	434	425	394	351	298
Mountain View	159	215	232	282	283	292	318	384	397	379	319	292
Mammoth Spring	—	—	—	—	—	—	—	—	78	96	92	92
Online	288	356	471	419	499	456	506	631	786	777	791	834
Other sites *	329	337	278	287	109	261	238	322	320	286	299	338

Includes concurrent, off-campus, North Central Unit, and clinical sites

DEGREE PROGRAMS

Associate of Arts
- Associate of Arts (transfer)
- Associate of Arts in Teaching*

Associate of Science
- Business
- Human Services
- Criminal Justice and Corrections

Associate of Applied Science
- Automotive Service Technology
- Business Technology
- Culinary Arts
- General Technology
- Health Information Technology
- Registered Nursing (LPN to RN through ARNEC**)

Technical Certificates:
- Culinary Arts
- Early Childhood Education
- Health Professions
- Licensed Practical Nursing

Certificates of Proficiency: (on an as needed basis)
- Accounting
- Banking and Finance
- Business Computer Applications
- Business Management
- Certified Nursing Assistant
- Criminal Justice and Corrections
- Early Childhood Education
- Emergency Medical Training
- Entrepreneurship for Artisans
- Medical Office Administration

Adult Education

Workforce Training

Continuing Education

Ozarka College
Quick Facts

MISSION STATEMENT

Ozarka College provides life-changing experiences through education.

OZARKA COLLEGE STATISTICS

• For every dollar students invest in Ozarka College, they receive a cumulative $12.80 in higher future income (discounted) over the course of their working career. *

• Taxpayers see a rate of return of 10.6 % on their investment in Ozarka College. *

• The accumulated credits achieved by former Ozarka College students over the past 30 years translated to $36.4 million in added regional income in 2009-10 due to the higher earnings of students and increased output of businesses. *

• The Ozarka College service area includes four counties: Fulton, Izard, Sharp and Stone
   • Estimated population: 55,500
   • Total area: 2,420.11 square miles

• Average income per capita in service area: $25,089
   • State of Arkansas average: $31,946
   • National average: $39,138

• Population below poverty level in service area: 21-24% (depending on county)
   • State of Arkansas average: 18.5%
   • National average: 14.3%

• Population with a Bachelor's degree or higher in service area: 5-6% (depending on county)
   • State of Arkansas average: 13%
   • National average: 18%

• Ozarka College has a 14:1 student to faculty ratio

• Average age of Ozarka College students: 29 years old

• Ozarka College population: 69% female, 31% male

• Economic impact from financial aid disbursement this year: to exceed $11 million
Statistics provided by Ozarka College's Economic Impact Study from March 2011

Ozarka College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.
www.ncahlc.org

TUITION

• In-state*, per credit hour: $75
• Out-of-state per credit hour: $173
   Oregon County, Missouri residents receive in-state tuition

Approximately 85% of Ozarka College students receive some type of financial assistance, including grants, loans, and scholarships.

ADULT EDUCATION 2010-11

• 6 class sites
• 476 students
• 147 GEDs awarded

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EXISTING CAMPUS

The architectural character of the Ash Flat is defined by its material palette and columned forms. The buildings use a combination of Brick/CMU facings and EFIS as the primary cladding. These masonry materials are Brown Brick with Split Face water-tables and accent areas. Upper portions of the buildings are covered with cream stucco or EFIS with a sanded texture. Window frames and doors are typically clear anodized with clear tinted glass. Roof elements are metal or standing seam.

In terms of design, Ozarka Ash Flat has one story structures. The Education Center building is styled traditionally. The entries are typically elaborated with porch-like canopies that employ heavy-pedimented tops set on Doric styled columns mimicking the look of the buildings on the Main Campus in Melbourne. 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. The more recent Student Center has a distinctively modern aesthetic. Thin, planer roofs with low slung pitches provide large covered areas around the entrances. The Student Resource Center has a glazed, light-filled volume that looks onto the lawn between the buildings. The window openings feature solar shading canopies that protrude from the rough faced masonry walls.

Sidewalks connect the buildings and parking. Landscaping is mostly lawn with benches scattered among utility pads.
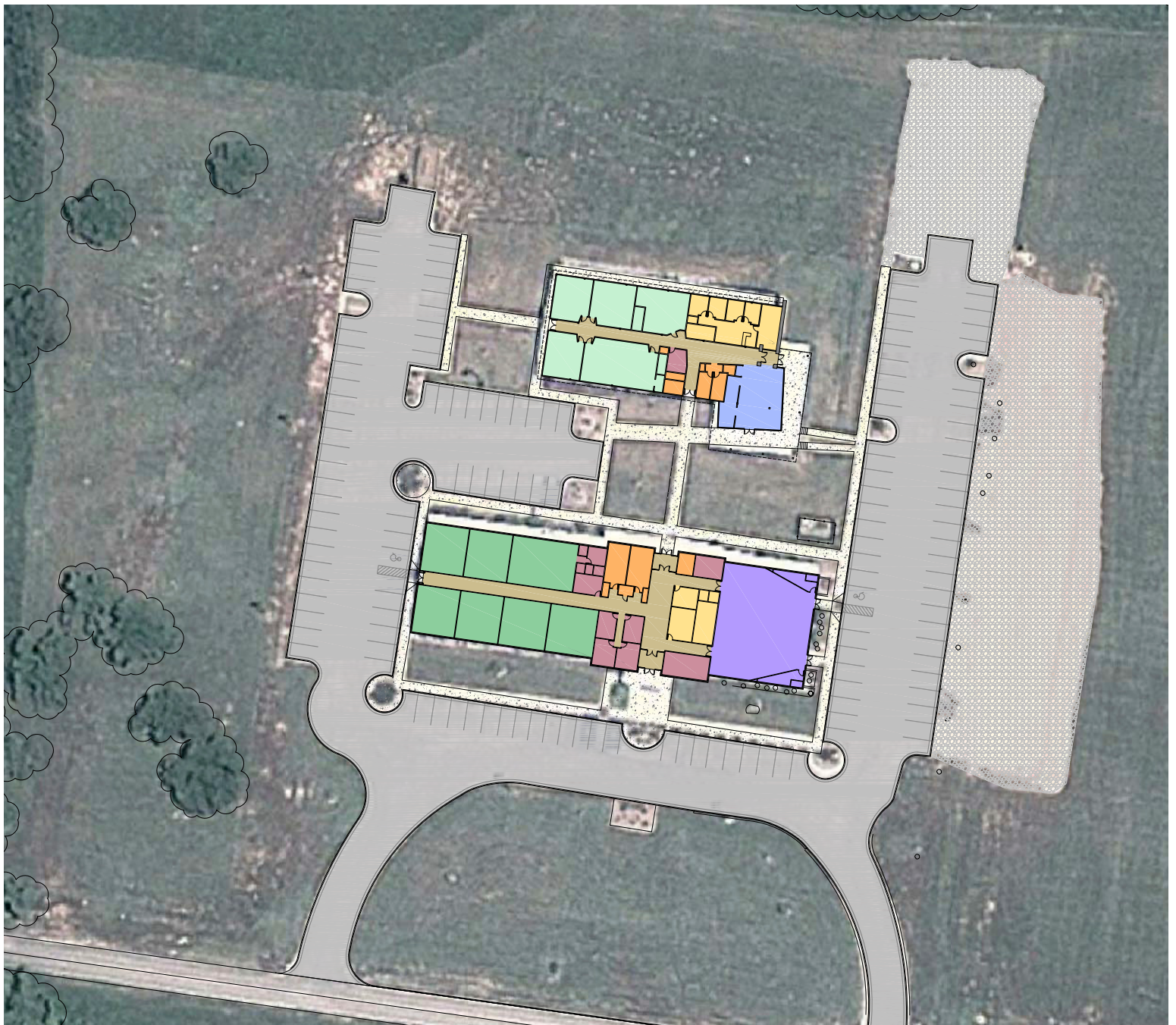
BUILDING USE LEGEND

- COMMON SPACE/ CORRIDOR
- ADMINISTRATION/ STUDENT SERVICES
- SUPPORT AREAS/ RESTROOMS
- OFFICES
- AUDITORIUM/ SEMINAR
- RESOURCE CENTER/ COMPUTER LABS
- CLASSROOMS
- SPECIALIZED CLASSROOMS

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BUILDING ASSESSMENT & USE

Ash Flat Ozarka College has nearly 25,000 SF of educational and general purpose space in two buildings. 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. The existing buildings could benefit from internal reorganization and some up-dating

EDUCATIONAL CENTER

The Educational Center has about 15,000 square feet in a single story building, and houses the Ash Flat Administration areas, faculty offices, Science Classroom, General Classrooms and the Auditorium. The building's structure and roof are in good condition while the MEP systems are well into their life cycles but are currently in acceptable condition.

STUDENT CENTER

The Student Center has about 10,000 square feet in a single story building, and houses the Student Services ares, Resource Center, Nursing and General Classrooms. The Building is fairly new and the structure and systems are in good condition.

BUILDING USE LEGEND

- COMMON SPACE/ CORRIDOR
- ADMINISTRATION/ STUDENT SERVICES
- SUPPORT AREAS/ RESTROOMS
- OFFICES
- AUDITORIUM/ SEMINAR
- RESOURCE CENTER/ COMPUTER LABS
- CLASSROOMS
- SPECIALIZED CLASSROOMS

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PLANNING

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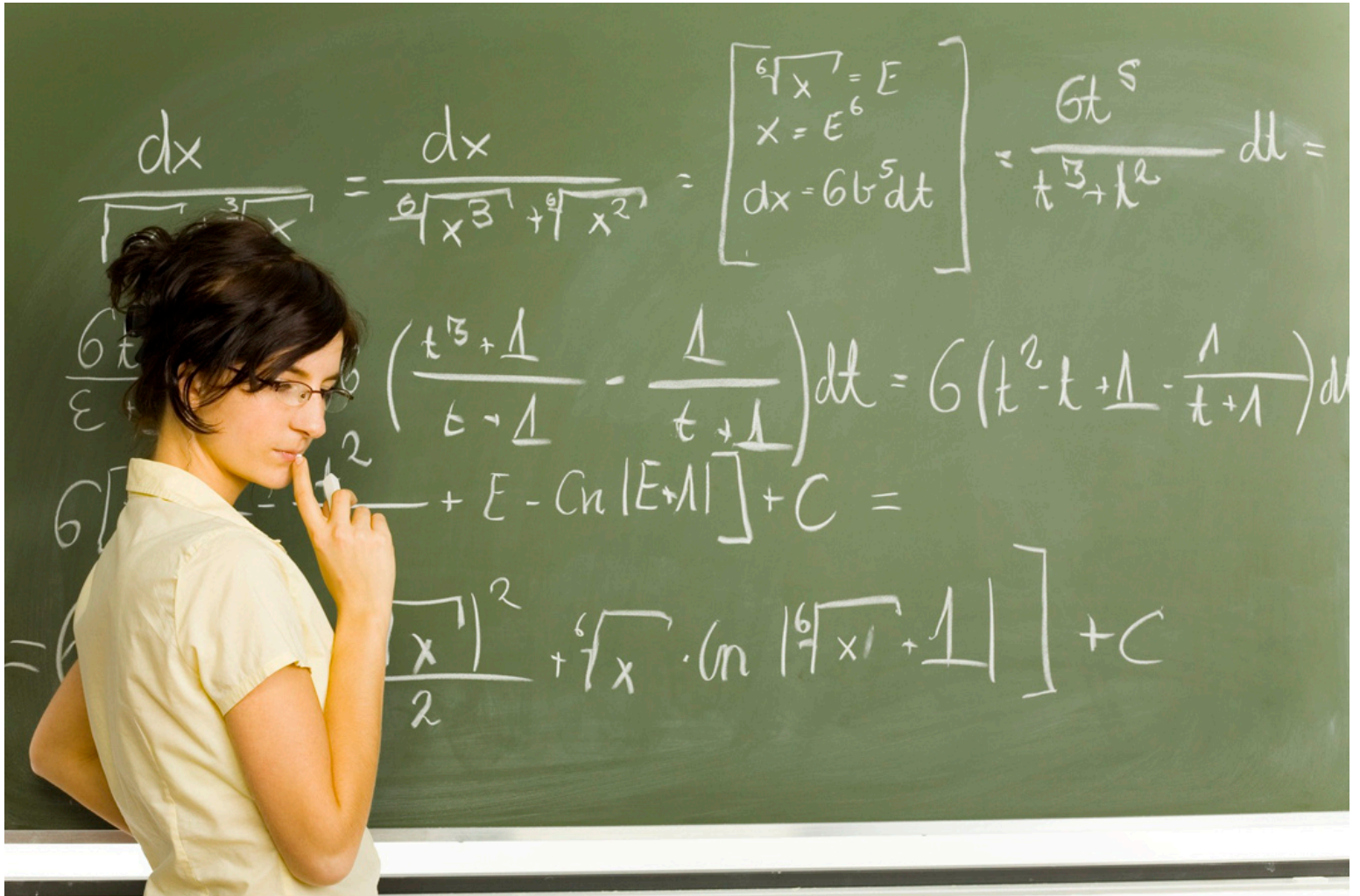
MASTER PLANNING

The strategic goals for the Ash Flat Master Plan were established at the outset of the process by a Steering Committee inclusive of campus staff, faculty, students, trustees, 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.

ESTABLISHING GOALS FOR THE MASTER PLAN

1. Set the Vision and Goals for the Campus.

2. Determine the needs of the Campus and evaluate possible expansion of existing programs of study based on their needs and growth opportunities.

3. Access the existing campus infrastructure and buildings.

4. Establish a campus Improvement pattern for both short term growth and long term planning.

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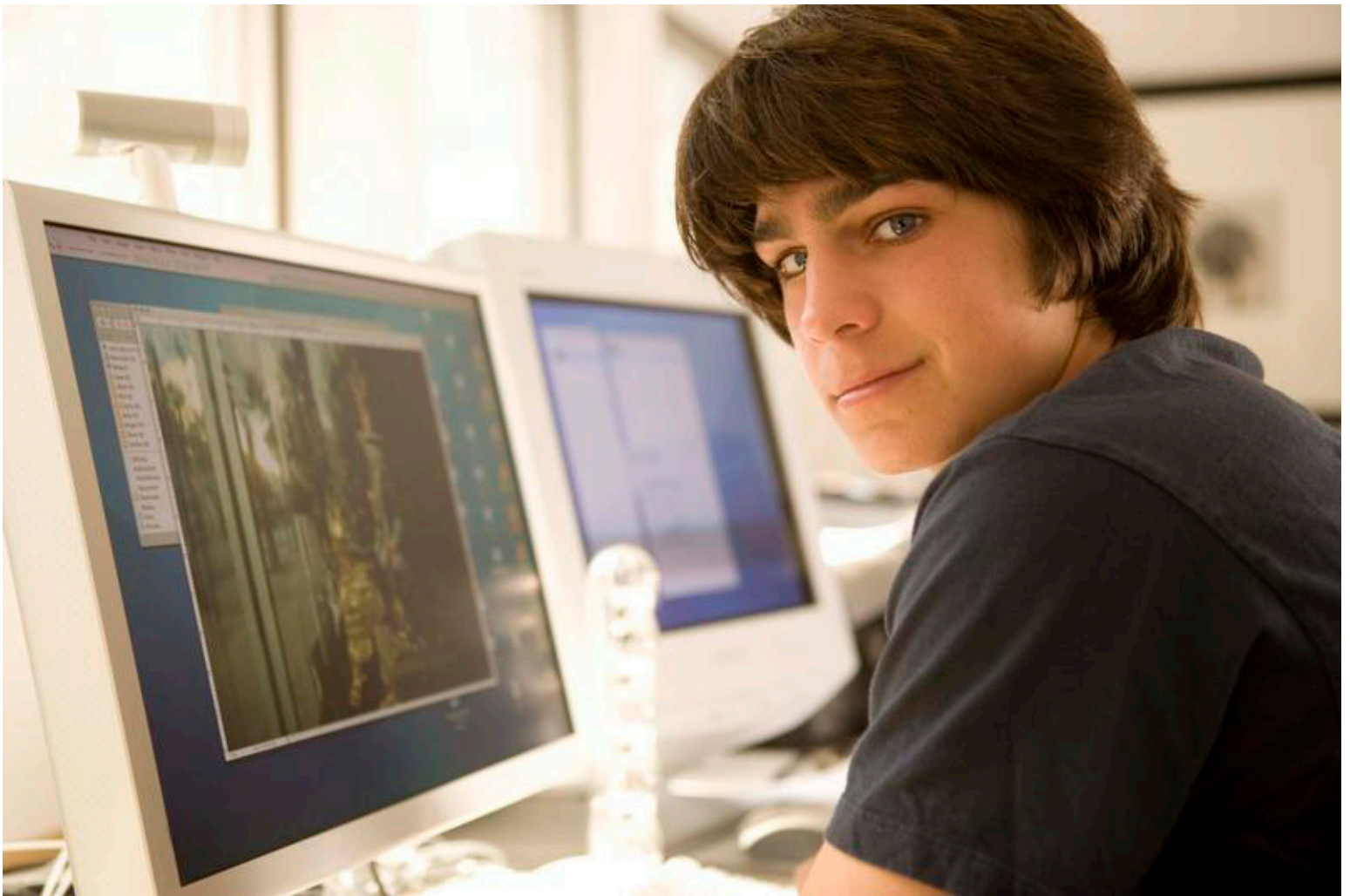
MASTER PLAN APPROACH

Meeting 1: Data Gathering

        Determine User Groups and Set Team Roles
        Set Goals
        Review and Assess Existing Campus Issues
        Review and Assess Existing Building Conditions

Meeting 2: Analysis & Synthesis

        Review Programming Information
        Discuss Site Conditions and Relationships
        Set Priorities

Meeting 3: Recommendations & Options

        Refine Planning Concept Alternatives
        Include Public Input and Community Users
        Review Strategies for Growth

Meeting 4: Mater Plan Documentation

        Develop Final Concept Direction
        Develop Details and Implementation
        Prioritize Renovations vs Additions Outcomes

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VISIONING

IMPROVING THE COLLEGE EXPERIENCE

Along with establishing strategic goals for physical improvement of the Campus, a Vision of the Campus future is needed. The Steering Committee established several expressed aspirations to guide these improvements:

1. Establish a stronger community connection by providing inviting spaces for community users.

2. In the short term provide improved student spaces such as the resource center, computer labs and comfortable multi-use spaces for between class student interaction.

3. Provide a more connected physical environment instead of the feeling of separate unconnected buildings.

4. Make better us of the available square footage by re-organizing the existing spaces and incorporating key additions and improvements were needed.

5. Re-organize the Main Entry Area to be a more Welcoming Environment and provide a more Student Focused entry.

6. Provide an Expanded Bookstore and Student Contract Spaces.

7. Improve the usability of the Campus for Community interaction including more gathering and hospitality spaces.

8. Consider future expansion for Workforce Development, Information Technology and Agricultural Education offerings.

STUDENT LIFE ON CAMPUS

Future placement additional parking around the perimeter of campus will limit vehicles in the central campus. This decision ensures that the walk-ability of Ozarka College will be enhanced. This serves the campus in several ways. By relegating vehicular traffic to the perimeter, students are encouraged to park and walk, thereby increasing the opportunities for student interactions on campus. More activities on campus, in turn, leads students to utilize the campus for more than academic reasons and fosters a desirable social component to campus life. Campus businesses such as coffee and food vendors as well as retail locations such bookstores will benefit. The walk-able campus establishes a sense of community and collegiate feeling that contributes to the college's role as institution.

The location of campus is a beautiful and charming environment. It is located in close proximity to community park land and natural features such as creeks and rolling hills. Campus Landscaping should reflect and enhance the qualities found locally. By selecting native plantings that are generally hardy and drought tolerant, the campus landscaping can compliment the surrounding environment throughout the different seasons of the year.

This plan envisions Ash Flat ultimately providing more than the primary academic needs. The campus will become the place for students to connect, interact, and exchange. It's a place to recreate and relax. It's a place to share meals as well as ideas. As the Ash Flat Campus grows, ensuring an inviting environment will draw students to use the campus for more than attending classes. Campus will become a single destination for academic, social and personal fulfillment.

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programming

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PLANNING ISSUES & OBJECTIVES

The User and Community Planning Sessions defined several short term and long term goals for supporting the current educational offerings at the campus as well as planning for increasing the educational offerings at the Ash Flat campus as well increase the campus presence and commitment to supporting the local community.

CURRICULUM AND STUDENT SUPPORT IMPROVEMENTS:

- Strengthen the Student Advising and Career Centers.

- Strengthen the Student Support Spaces such as the Resources Center and Library Spaces. Provide more study and interaction areas using varying sizes from individual to group interaction spaces

- Strengthen the Technology areas including, Nursing, Computer Lab and Science spaces.

- Review the placement of spaces within the overall campus for a more student welcoming and inviting feeling. Re-organize the main entry to be a more welcoming student environment. Move the faculty offices and use these space closer to the main entry for a better student focus upon arrival at the College.

- Strengthen the Student Services areas including the bookstore, tutoring and advising spaces
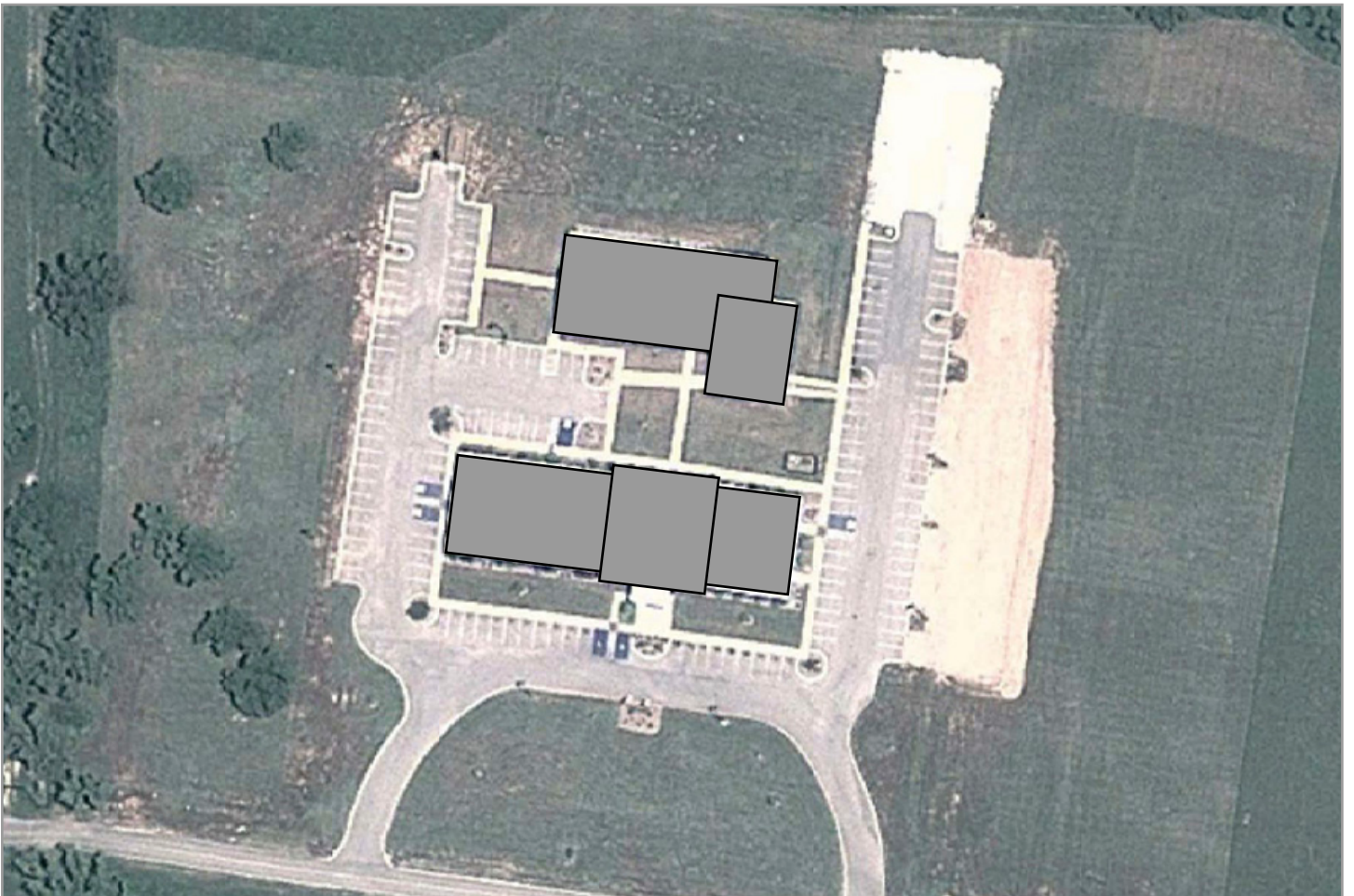
COMMUNITY INTERACTION

- Strengthen the student center spaces to provide more areas that can be used by the Community for gatherings and interaction with the College.

LONG TERM

- Expand the Campus with spaces for IT, Workforce Development and Agricultural offerings.

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SITE ANALYSIS

Ozarka College at Ash Flat sits among agrarian properties near a primary transit corridor through town, Highway 412/62. The campus can be approached from two directions along College Drive or Nix Ridge Road. Mature trees dot the edges of the western fence lines. The property is bordered on the North by a wet weather creek. To the East of campus lies a city park with sports fields and space with plans for future use.

The existing campus consists of two building sited parallel to one another, the original Education Building and the newer Student Center. The two building are connected by exterior walkways. Parking spaces line the front of campus and are adjacent to the entrance and along the sides of buildings.

An identified goal of the Master Plan is to provide a more connected and student friendly campus layout. Site Analysis would suggest that properly placed additions could provide a more connected campus focused on a center courtyard that will be used for social activities and events in between class uses. Placing new parking to the outside of the re-organized layout will allow for central campus to become an open yet protected park-like experience.

By Improving the use of exterior spaces between the two buildings, the connection of the existing buildings will be enhanced. This will also build a more welcoming and usable Campus organization and increase the sense of community on Campus for all students, faculty and community users.

The campus can also take advantage of the natural surroundings by the use of responsible site planning, sensitive lighting and by using appropriate landscaping. The nearby creek has potential for outdoor learning possibilities as well as for recreational uses. Trails connecting the campus to the City Park would provide value to students, staff and the public.

REGIONAL SITE MAP

OZARKA COLLEGE
SITE PROPERTY

EXPANSION
AREA

EXPANSION
AREA

CITY PARK

APPROACH VIEW CORRIDOR

COLLEGE DRIVE

FLAG POLES

HIGHWAY 412/ 62

NIX RIDGE ROAD

EXISTING PROGRAM LAYOUT

INTENDED PHASE
3 GROWTH AREAS

IDENTIFIED PHASE 2
SITE LOCATION -
INTENDED TO FULFILL
NEAREST TERM NEEDS

INTENDED PHASE
3 GROWTH AREAS

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EXISTING CAMPUS CHARACTER

- CLASSICAL ENTRANCE

- MODERN SUNSHADES

- WINDOW SIGNAGE

- CENTER CAMPUS PARKING

- NEAR BY CITY PARK

- CLASSICAL COLUMNS

- WEST CAMPUS VIEW

- MODERN COLUMNS

- MODERN ENTRANCE

- BRICK AND STUCCO

- LANDSCAPING NEAR PARKING

- VIEW TOWARDS OTHER BUILDING

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SHORT TERM CONCEPTS

CHRONOLOGICAL CONCEPTS FOR THE CAMPUS:

1. Reorganization of the Program Uses within the Existing Buildings

2. Create a 'Linking Addition' between the Existing Buildings so as to create a Courtyard condition while allowing for conditioned connectivity across the existing campus.

3. Add Surrounding Parking to the outside of the buildings, ensuring Central Campus is less congested with automobile traffic.

4. Implement Phased Landscaping Plan that will provide future phases with established infrastructure and integrate all phases. The natural amenities of the campus such as the creek will also be incorporated.

5. Add additional Long Term Phase Buildings as needed. Parking and Landscaping will accompany phasing.

INTENDED PHASE 3 GROWTH AREAS

IDENTIFIED PHASE 2 SITE LOCATION - INTENDED TO FULFILL NEAREST TERM NEEDS

INTENDED PHASE 3 GROWTH AREAS

EXISTING SITE USE LAYOUT

BUILDING USE LEGEND - EXISTING

- COMMON SPACE/ CORRIDOR
- ADMINISTRATION/ STUDENT SERVICES
- SUPPORT AREAS/ RESTROOMS
- OFFICES
- AUDITORIUM/ SEMINAR
- RESOURCE CENTER/ COMPUTER LABS
- CLASSROOMS
- SPECIALIZED CLASSROOMS

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EXISTING PROGRAM LAYOUT

SHORT TERM DESCRIPTION: REORGANIZATION

The initial phase of the master plan reflects the immediate concerns and near term needs of the college. Currently departments such as Admissions and the Student Success Center (which includes Financial Aid, Career Orientation, and TRIO), which often share goals and overlap in hours of operation, are separated on campus. This concern for departments to be grouped in closer proximity to one another was identified in working planing sessions.

As this first-phase plan describes, minor alterations to existing facilities will allow for regrouping of similar uses to share a common location. As shown, Faculty and Staff Offices will be relocated away from the main entrance to campus to a more private office suite facing north to the wooded landscape and nearby creek. This shift allows for the Administrative and Student Services staffs to move into the space vacated by Faculty Offices, placing them in proximity to the main entry point of campus thus achieving better visibility and a welcoming convenience for new and currently enrolled students.

This can be accomplished immediately and with minimal outlay of expense. Non-structural walls, doors, and ceilings will be rearranged along with adjustments to HVAC, electrical and lighting, as well as communications infrastructure. All can be done without major structural changes or additional square footage added.

The tangible effects of this restructuring can be felt quantitatively with the addition of a classroom, a small conference room that compliments the auditorium, and better visibility for the bookstore with potential for after-hours operations. While the qualitative effects manifest through better efficiency of service and in the synergies created by having like disciplines located near one another.

PROPOSED FIRST-PHASE PROGRAM LAYOUT

BUILDING USE LEGEND

- COMMON SPACE/ CORRIDOR
- ADMINISTRATION/ STUDENT SERVICES
- SUPPORT AREAS/ RESTROOMS
- OFFICES
- AUDITORIUM/ SEMINAR
- RESOURCE CENTER/ COMPUTER LABS
- CLASSROOMS
- SPECIALIZED CLASSROOMS

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MID TERM CONCEPTS

MID TERM DESCRIPTION: BRIDGING THE NEED

The primary goal presented in the Second Phase of the Ash Flat Master Plan is to address pressing space concerns currently affecting the college. The plan builds on the initial phase reorganization. Assessment of needs has revealed inadequate number of faculty and staff office spaces as well as consistently overbooked classroom needs.

The Master Plan suggests an addition that connects the existing campus buildings across the west ends. By proposing an addition, several advantages can be utilized.

1. While still new construction, building utilities are present and building resources can be shared.

2. The addition will tie into the first phase reorganization and alleviate immediate classroom and office space needs.

3. The existing buildings share a similar width and central corridor, double loaded with classrooms.

4. The proposed addition can maintain the width and a central corridor can connect into the existing hallways.

5. A new 'wing' is created that has potential to house new programs with special technical requirements.

6. The current site for this addition is wasted as a parking lot that isolates entrances from one another.

7. An opportunity to create a monumental facade facing west along the approach from College Drive.

8. An interior courtyard will be created. This protected space has many possibilities, from gardening to events.

PROPOSED SECOND-PHASE PROGRAM LAYOUT

BUILDING USE LEGEND - PROPOSED

- COMMON SPACE/ CORRIDOR
- ADMINISTRATION/ STUDENT SERVICES
- SUPPORT AREAS/ RESTROOMS
- OFFICES
- AUDITORIUM/ SEMINAR
- RESOURCE CENTER/ COMPUTER LABS
- CLASSROOMS
- SPECIALIZED CLASSROOMS

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BIRDS EYE VIEW FROM SOUTHWEST ENTRANCE

VIEW OF NEWLY CREATED COURTYARD FROM EXISTING ENTRANCE

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VIEW OF NEWLY CREATED COURTYARD FROM NEW ENTRANCE

VIEW SHOWING ADDITIONAL SPACE ADDED TO RESOURCE COMMONS

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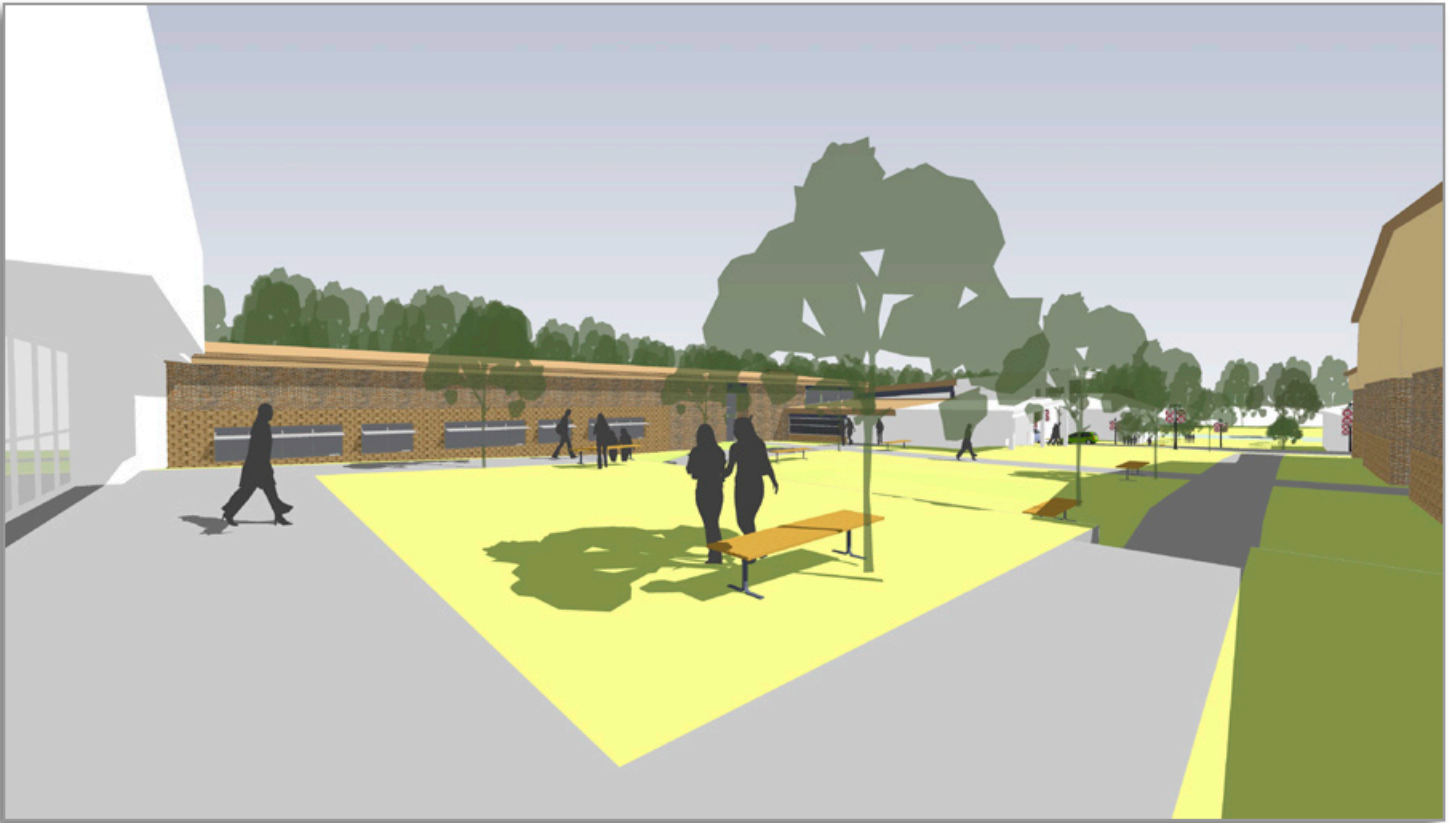
43

BUILDING USE LEGEND

- COMMON SPACE/ CORRIDOR
- ADMINISTRATION/ STUDENT SERVICES
- SUPPORT AREAS/ RESTROOMS
- OFFICES
- AUDITORIUM/ SEMINAR
- RESOURCE CENTER/ COMPUTER LABS
- CLASSROOMS
- SPECIALIZED CLASSROOMS

PROPOSED FINAL-PHASE PROGRAM LAYOUT

NATIVE LANDSCAPED BUFFER WITH WALKING TRAILS CONNECTING TO THE WET WEATHER CREEK AND CITY PARK

NEW PARKING

LOADING AREAS

FUTURE AGRICULTURAL OFFERINGS

FUTURE AUTO TRAINING OFFERINGS

DEVELOPED COURTYARD

LANDSCAPED PLAZA

NEW PARKING

FUTURE INFORMATIONAL TECHNOLOGY OFFERINGS

NEW PARKING

LOCATION OF MONUMENTAL BEACON

NEW LANDSCAPE PLANTINGS

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LONG TERM CONCEPTS

LONG TERM DESCRIPTION: THE FUTURE

The final phase of The Ash Flat Master Plan in some ways is the most flexible given that many factors of the long term goals of the college may change. Ultimately the goals of the college such as expansion of Future Leaning Opportunities, Community Outreach, and gravitation towards qualities of a Four-Year College will persist. Knowing this, the Final Phase Plan proceeds to supports these goals.

The Final Phase opens expansion plans onto the property east of the existing buildings. As academic program offerings mature and evolve, the buildings themselves will be designed to accommodate the individual requirements. The size and locations of footprints, the programming and square footages, as well as the appearances of future buildings will all relate to stem ultimately from their uses.

This document does help to provide a framework by which to grow the campus. Future long term phasing seeks to place parking at the perimeter of campus. This opens up options to extend the new courtyard created in earlier phasing. The green-scape will, in turn, inform the development of future structures. By grouping future academic structures around a central landscaped green space, creating a traditional Quadrangle, the Master Plan will further create a true collegiate campus feeling. By incorporating landscaping, lighting, sidewalks, and shaded places to sit this area will allow students to inhabit campus during pleasant weather.

The structures themselves will serve this arrangement by engaging the existing structures. They should be similar in scale and make the most of alignments and proximity. The material palettes, as previously discussed, vary somewhat with existing buildings. Future buildings have the opportunity to develop a coordinated campus appearance by looking for inspiration from existing elements. Colors, materials, glazing, and rooflines can inform future decisions and achieve a unified campus.

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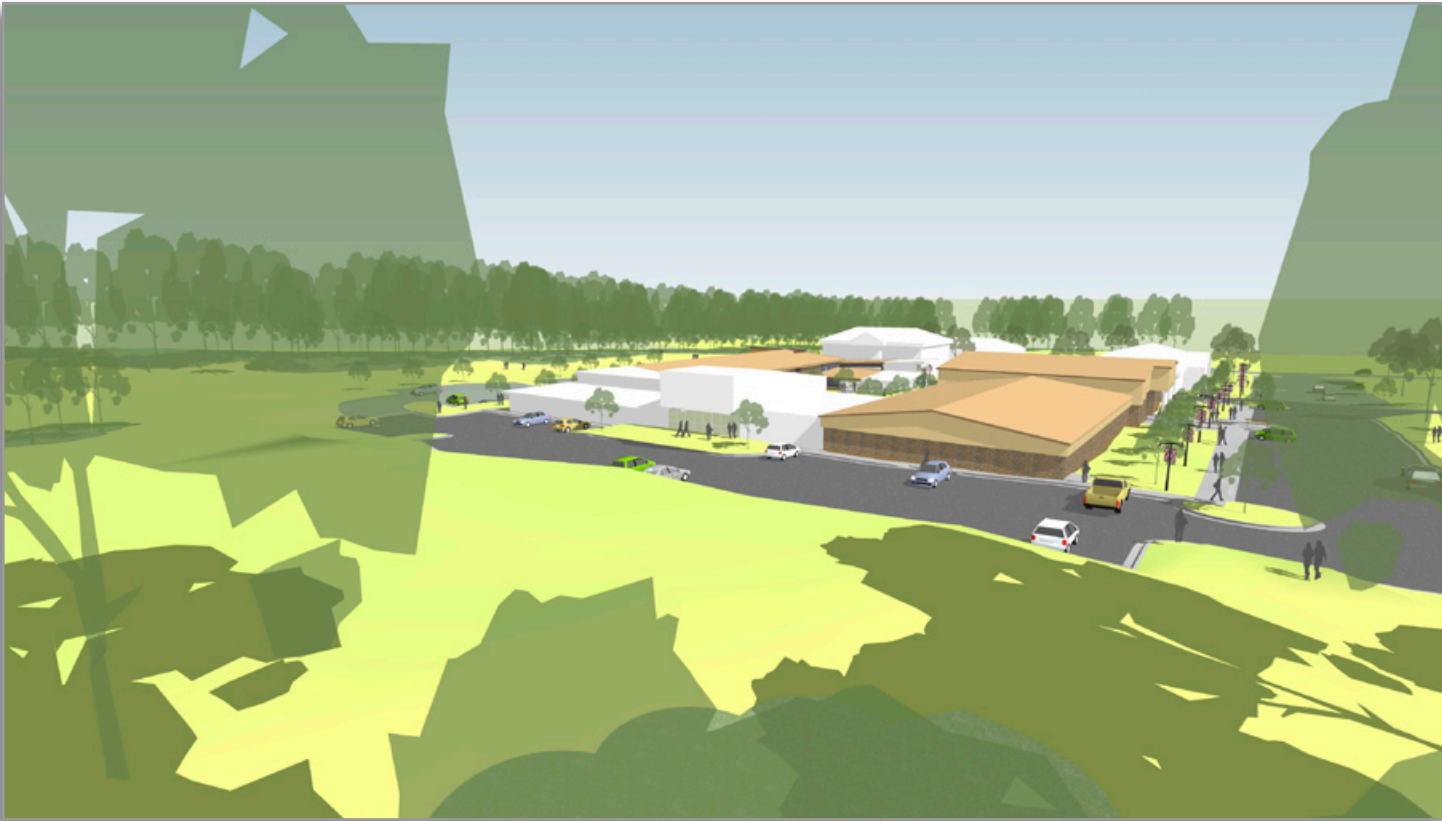
VIEW OF CAMPUS FROM WEST NEAR COLLEGE DRIVE

BIRD'S EYE VIEW OF CENTRAL CAMPUS WITH FUTURE PHASE BUILDINGS

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BIRD'S EYE VIEW OF LONG TERM CAMPUS PLAN

VIEW SHOWING CENTRAL CAMPUS FROM EXISTING MAIN ENTRY

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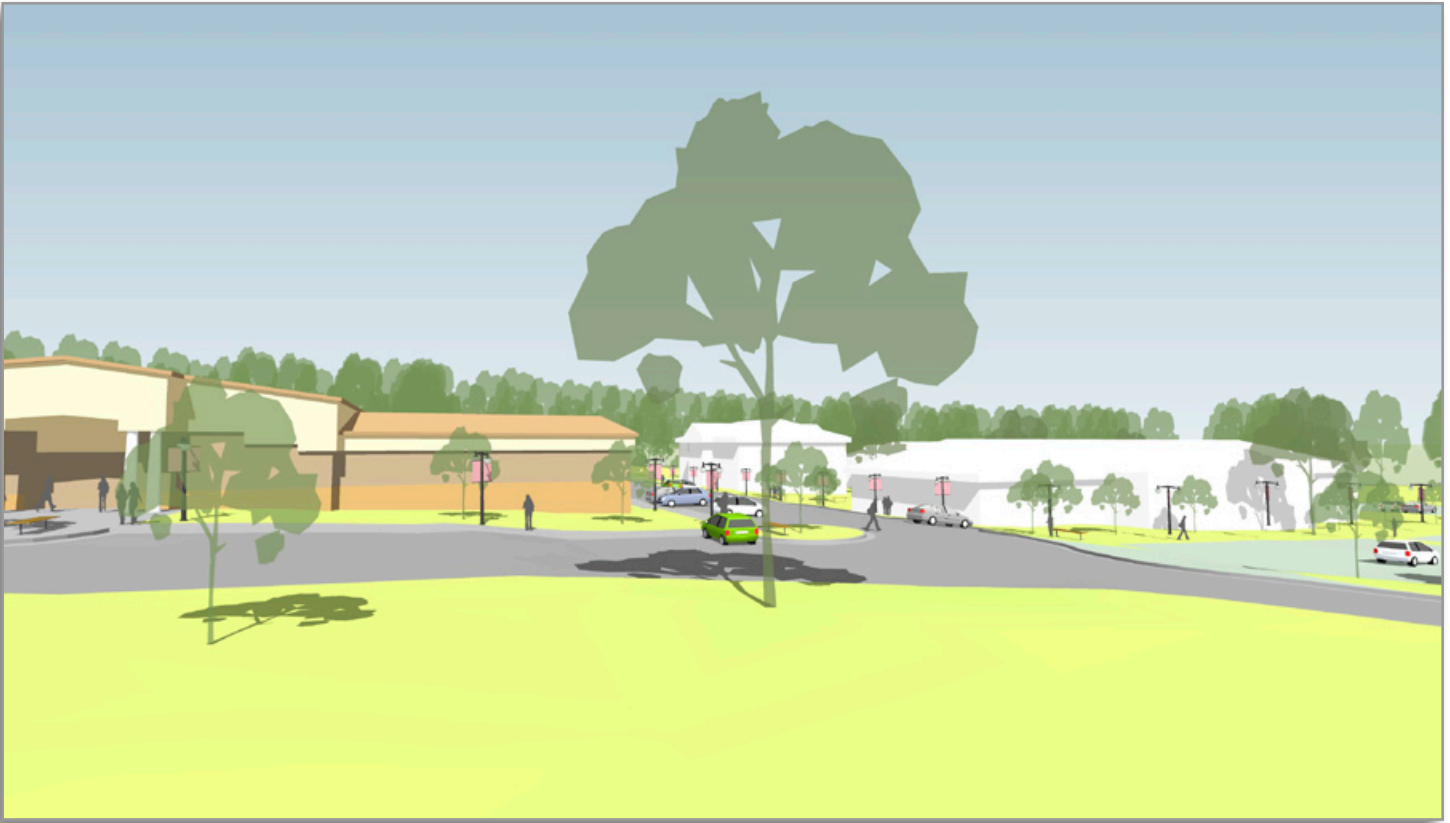
VIEW MAIN ENTRANCE FROM COLLEGE DRIVE

ROOFTOP VIEW OF CENTRAL CAMPUS COURTYARD

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VIEW OF NEW FIRST-PHASE ADDITION FROM WESTERN HILLSIDE

VIEW SHOWING CENTRAL CAMPUS FROM NEW EASTERN PARKING

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appendix 5.

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Meeting Notes
AGENDA: Master Plan Session 1
Data Gathering & Goal Setting

<u>Tuesday, 23, October 2012</u>   Analysis Session
                                1:00AM – 3:30PM

Attendees:
WD&D Architects
Dr. Richard Dawe, President
Tina Wheelis, Finance Administration
Ron Helm, Student Services
Joan Stirling – VP Planning & Institutional Research
Suellen Davidson, Advancement
Ruby Carpenter, Director – Ash Flat Campus
Scott Pinkston, CIO
Dennis Rittle – VP Academic AFE
James Spurlock – Director of Operations, Mammoth Springs
Holly Ayers – Division Chair
Chris Lorch – Division Chair

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

1. Data
   Established: Ash Flat Campus; 2003(?)
   Campus Enrollment; 330-400 Students, Growth projected to 450 in 5 years

   Overall Programs:
   - Arts & Humanities
     Drawing & Painting
     Fine Arts
     Composition
     Literature
     Business

   - Math & Science
     Biological Science
     Physical Science
     Micro Biology
   - Allied Health
     LPN Program
     Nutrition
     Physical Sciences
   - Student Services
     Advising Center
     Student Success
   - Other
     Library
     Offices
     Administration

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2.   Medium Term Objectives and Needs
- Computer Lab / Testing Area
- Bookstore / Library
  - Student Services
  - Tutoring Spaces
  - Collaborative Student Areas
- Physical Sciences Lab
- Offices
  - 6 Full Time Faculty
  - 3 to 4 Spaces for Rotating/Visiting Faculty
- Advising & Career Center
- Storage
- Restrooms

3.   Long Term Objectives and Needs
- IT Program
  - Cisco Lab
  - LAN Lab
- Technical Training
  - Auto Body/Diesel
  - HVAC
  - Welding
- Agriculture Program

4.   Visioning & Goals

- 2 Year Transfer Degrees. Plan to collaboration with College and Universities; allowing students to transfer after 2 years for extended educational opportunities.

- Increase mandate for Technical Offerings

- Expanded Computer Lab, Testing Center. Expand Technology links to other Campuses.

- Expand Allied Health and Nursing Program. Need Practical area with washer and dryer.

- Add second Science Lab.

- Expand Student Advising and Career Center.   Centralize Student Services – Career Pathways, Trio, and Financial Aid. Provide Student Spaces for Counseling and Advising. Possibly combine with new/ expanded Library.

- Create a Sense of Place and Arrival for the Campus

- Expand offerings and spaces for Community interaction. Places where community users feel comfortable coming to Campus to increase participation.

- Review Faculty Offices and Staff spaces. Need locations for rotating faculty. Conference rooms and Storage needs

- Start Technical Training in appropriate areas. Auto Body, Diesel, HVAC, Welding

- Start Agriculture Programs.   Possibly off Campus or nearby location.

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Meeting Notes
AGENDA: Master Plan Session 1
Data Gathering & Goal Setting

Tuesday, 23, October 2012   Analysis Session
                                    1:00AM – 4:00PM

                                    Attendees:
                                    WD&D Architects
                                    Dr. Richard Dawe, President
                                    Tina Wheelis, Finance Administration
                                    Ron Helm, Student Services
                                    Joan Stirling – VP Planning & Institutional Research
                                    Suellen Davidson, Advancement
                                    Ruby Carpenter, Director – Ash Flat Campus
                                    Scott Pinkston, CIO
                                    Dennis Rittle – VP Academic AFE
                                    James Spurlock – Director of Operations, Mammoth Springs
                                    Holly Ayers – Division Chair
                                    Chris Lorch – Division Chair

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

1.   Data

        Established: Ash Flat Campus – 2003(?)
        Campus Enrollment – 330-400 Students, Growth projected to 475 in 5 years

        Overall Programs
            • Arts & Humanities
                        Drawing & Painting
                        Fine Arts
                        Composition
                        Literature
                        Business
            • Math & Science
                        Biological
                        Physical Science
                        Micro Biology
            • Allied Health
                        LPN Program
                        Nutrition
                        Physical Siences
            • Student Services
                        Advising Center
                        Student Success

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- Other
  - Library
  - Offices
  - Administration

2. Medium / Long Term Objectives and Needs

- IT Program
  - Cisco Lab
  - LAND Lab

- Bookstore
  - Student Services

- Mutli-Use Areas / Student Collaboration Spaces
  - Collaborative Study Areas

- Physical Sciences

- Offices
  6 Full Time Faculty
  3 to 4 Spaces for Rotating/Vistiing Faculty

- Advising & Career Center

- Storage

- Restrooms

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CORE OFFERINGS

- ARTS & HUMANITIES · BUSINESS
  - MULTI USE AREA - ART
- MATH & SCIENCE
- ALLIED HEALTH
- STUDENT SERVICES

TECHNICAL / TRAINING
- AUTO BODY · DIESEL
- HVAC · WELDING

↓ AGRI PROGRAM (off campus)

IT PROGRAM / CISCO LAB / LAN 2013

COMPUTER LAB / TESTING

BOOKSTORE / MULTI·USE / STUDENT SERVICES
                                    LIBRARY
PHYSICAL SCIENCE LAB
STUDENT SPACES - QUIET STUDY
OFFICES
ADVISING / CAREER COUNSELING
STORAGE

AGENDA: Master Plan Session 2
Analysis & Synthesis

<u>**Monday, November 19, 2012**</u>

Arrival
12:30-1:00PM

Start-up Meeting
1:00PM

Focus:

- Review Existing Conditions and Data from Previous Meeting

- Refine Programming Information and Needs

- Define Current Campus & Building Use Patterns

Tasks:

- Determine specific requirements and needs:
    Class Scheduling, Enrollment Numbers
    Classroom & Facility Utilization
    Outside Event Needs
    Other Facility Requirements

- Review Existing Building Conditions, Uses & Adjacencies
    Existing Architecture
    Current Program Adjacencies

- Define Site Parameters – Paths, Arrival, Parking needs

- Review current building Use Patterns

- Define concepts for Expansion: Additions and/or Renovations

Wrap-up
3:00PM – 3:30PM

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AGENDA: Master Plan Session 3
Scheme Presentations

<u>**Tuesday, January 29th, 2013**</u>

Arrival
9:50AM

Review Session
10:00PM – 11:30PM

Focus:

- Proposed Building Re-organization & Expansion Opportunities & Conditions

- Refine Programming Information as needed

Tasks:

- Review Planning Options
    Re-organization in Existing Spaces
    Near Term Programming Needs – Building Responses
    Long Tem Programming Needs – Building Responses

- Refine
    Existing Architecture Styles and Directions
    Review Program Adjacencies

- Define Site Parameters – Paths, Arrival, Parking needs

- Revise Programming Discussions related to Building Responses

Wrap-up
11:30AM – 12:00PM

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AGENDA: Master Plan Session 3
Schemes Presentations
Meeting Notes

<u>Tuesday, January 29th, 2013</u>

Arrival
9:50AM

Review Session
10:00PM – 11:30PM

Focus:
- Proposed Building Re-organization & Expansion Opportunities & Conditions

- Refine Programming Information as needed

Tasks:
- Review Planning Options
  Re-organization in Existing Spaces
  Near Term Programming Needs – Building Responses
  Long Tem Programming Needs – Building Responses

- Refine
  Existing Architecture Styles and Directions
  Review Program Adjacencies

- Define Site Parameters – Paths, Arrival, Parking needs

- Revise Programming Discussions related to Building Responses

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Meeting Notes:

Discussed 3 Phases of Improvements: 1) Re-organization of Existing Building Areas, 2) Near Term Building Expansions and 3) Long Term Building Expansions

Existing Building Re-organization:

- Re-Organize the Main Entry Area to be more a Welcoming Environment. Move existing Faculty Offices and Re-organize the Entry for a New Student Focus.

- Provide Expanded Bookstore

- Move Student Contract areas to Main Entry including: Financial Aid, Admissions and other incoming Student Contact spaces.

- Concentrate the Student Success areas in the existing Office space near the existing Student Center in the second building including: Tutoring, Trio and Student Success.

Phase Two – Building Expansion:

Identified two areas of expansion; Connect the existing two buildings with a west expansion and enhance the existing Student Center into a more community and student gathering space.

- Provide for Technology areas in the west expansion; IT areas, Computer Center and Media Centers

- Centers to have Computer Labs for IT, Testing and General Use with flexible open plan areas for Collaborative Learning

- Provide several sized individual and group study area and interaction spaces in the hallways and round the new west expansion

- Expand the current Student Center as a more Community Outreach space.

Phase Three – Building Expansion:

- Expansion of Entire Complex to provide for Future Learning Opportunities

- Auto Body and/or Technology Programs

Attachments:

    Existing Campus Plan
    Proposed Phase 1 & 2 Plan
    Exterior Views

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AGENDA: Master Plan Session 4
Refined Programming Schemes

Tuesday, February 19th, 2013

Arrival
9:50AM

Review Session
10:00PM – 11:30PM

Focus:

- Refined Building Re-organization & Expansion Opportunities & Conditions

Tasks:

- Refined Planning Options
  - Re-organization in Existing Spaces
  - Near Term Programming Needs – Building Responses
  - Long Tem Programming Needs – Building Responses

- Define Site Parameters – Paths, Arrival, Parking needs

- Revise Programming Discussions related to Building Responses

Wrap-up
11:30AM – 12:00PM

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AGENDA: Master Plan Session 4
Refined Programming Schemes

<u>Tuesday, February 19th, 2013</u>

Arrival
9:50AM

Review Session
10:00PM – 11:30PM

Focus:

- Refined Building Re-organization & Expansion Opportunities & Conditions

Tasks:

- Refined Planning Options
  Re-organization in Existing Spaces
  Near Term Programming Needs – Building Responses
  Long Tem Programming Needs – Building Responses

- Define Site Parameters – Paths, Arrival, Parking needs

- Revise Programming Discussions related to Building Responses

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Meeting Notes:

Phase 1 – Existing Building Re-organization;

- Bookstore and Administration move to existing office suite and part of Classroom F104. AF103 & the remaining part of AF104 are combined for a bigger multi-use classroom/lab and can be available for larger testing uses.

- Reorganize current Reception/Admin/Bookstore into a one stop shop for Student Support

- Use current Conference near the Auditorium as multi-purpose for Registration, Testing groups and smaller Special Events and Meetings

- Make Entry more Student Welcoming for new and prospective students.

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- Make the Entry more transparent and inviting.

- Provide for better "Branding" opportunities

- Faculty Offices move to second building and are more related to Student Success areas in AFSC 102, two spaces should be connected together.

Phase Two – West Addition / Student Center Addition:

- West Addition is to Link the two buildings together for a more connected Campus. Three focus area are developed with these two Additions: New/Prospective Student focused Main Entry, IT Focused Hub in West Addition and Community Focused Student Center Expansion

- Information Technology focus is enhanced with a new Media Center/Library, and a Dedicated Computer Lab as part of the West Addition. Both spaces to have both structured learning areas and also soft seat and more collaborative spaces for student interaction.

- Additional student study areas and small group study area of various sizes are to be dispersed throughout this area to make an identifiable IT Hub/Pod.

- New Addition would also provide for new Faculty Offices in Suites near the IT areas

- Night and Weekend access should be explored – exterior doors to some of these spaces is possible

- Currently about 8,000 / 9,000 square feet of addition.

- Expand the Student Center to create a Community Outreach area: space for Banquets and Community Meetings as well as day to day operation as the Student Center.

- Move the Computers out of the Student Center to the IT area – smaller E-mail stations may still apply.

- Look for better food service opportunities. Possible Culinary tie-in

- New space to serve about 75 to 100 at full capacity / 40 to 50 at tables for banquet opportunities

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Phase Three – New Expansions to the East.

- Areas for Future Curriculum Expansions; Auto Body, Computer Tech Labs, HVAC Tech Labs and other spaces.

- Other possible uses discussed: Culinary, Physical Education,

- Look at take advantage of sighting near the Green Space band behind and to the east and the City's Recreational Fields.

Attached:

> Existing Campus Plans
> Proposed Expansions
> Exterior Views

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CONTACT

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