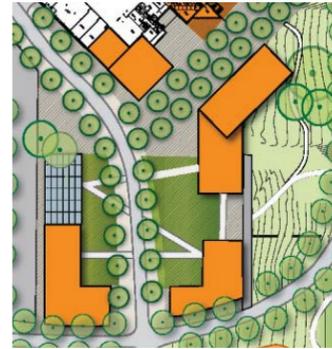




CUYAHOGA COMMUNITY COLLEGE



TEN-YEAR COLLEGE-WIDE ACADEMIC AND FACILITIES MASTER PLAN

MARCH 20, 2008



COLLEGE-WIDE ACADEMIC AND FACILITIES MASTER PLAN

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How to Read this Plan

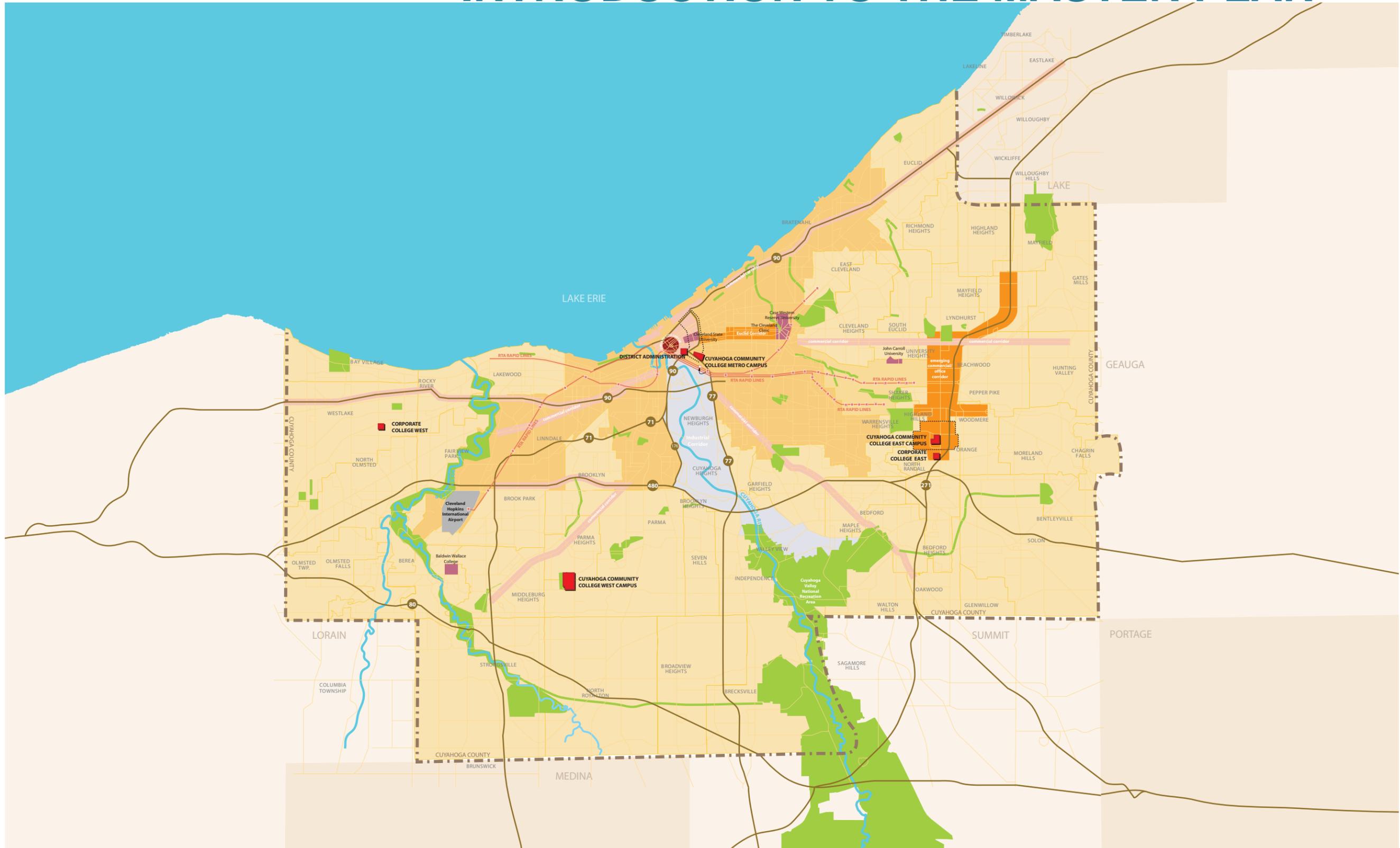
The Cuyahoga Community College Academic and Facilities Master Plan consists of four parts. Part 1 is an introduction to the Institution and the over-arching vision and goals that will guide the 10-year evolution of the three main Campuses.

Parts 2,3,and 4 are individual Campus Plans for Metropolitan, Eastern, and Western Campuses respectively. Each begins with a description of the area context and an analysis of the functioning of the main campus systems. This is followed by a summary of key points from the detailed space utilization and needs analyses, included in the Appendix documents. The final sections present the Campus Plan and its systems in their built-out state.

Descriptions of major building and landscape projects are included to provide a sense of scope and scale to the proposals. It is intended that these project descriptions will inform further Request for Proposals or Design Briefs during which processes the detailed design will be addressed. The projects are highlighted with precedent images that suggest possible outcomes for various elements of the projects. While precedents have been selected for specific projects, they may also be applied to other similar projects across all three campuses. Approximate estimates of space required for the projects and any displaced existing uses have been made where appropriate.

Each Campus Plan should be read in conjunction with Part 1.

INTRODUCTION TO THE MASTER PLAN



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1.1 An Introduction to Cuyahoga Community College & the Ten-Year Academic and Facilities Master Plan

1.1.1 Introduction to the Academic and Facilities Master Plan

The Ten-Year Academic and Facilities Master Plan is a tool to help guide Cuyahoga Community College's decision making with respect to providing the right amount and type of space in which it delivers its programs based on projected academic needs over a 10 year planning horizon.

1.1.2 Description of the Institution

Cuyahoga Community College (CCC), the charter Community College for the county, was founded in 1963 and currently operates out of three main campuses, two Corporate College facilities and over 50 off-campus community sites, as well as via television and internet based courses. The College boasts a student population of more than 55,000 credit and non-credit students per year (approximately 14,000 – 15,000 full time equivalent credit students), who pursue associate degrees, certificate programs and the first two years of a baccalaureate degree, in more than 70 career, certificate and university transfer programs.

The three main campuses are Metropolitan (Metro) in downtown Cleveland, Eastern (East) in Highland Hills, and Western (West) in Parma. These three facilities contain a total of 463,921 gross square feet of instructional and administrative/office space on 338 acres. Additional facilities not included in the scope of the Master Plan include the District Administration building on Carnegie Avenue and the Unified Technologies Center on Woodland Avenue adjacent to Metro Campus, as well as Corporate College East and Corporate College West.

CCC has recently embarked on a significant expansion of its Corporate College and Workforce Solutions division. This facet of the College specializes in custom designed, state of the art employee training to ensure the region's workforce remains at its competitive best. Corporate College operates out of two new, state of the art facilities in Westlake (Corporate College West) and adjacent to Eastern Campus in Warrensville Heights (Corporate College East).

While the programs and courses running out of the Corporate College facilities are independent of the credit and non-credit courses CCC offers, in some cases Western and Eastern campus schedule some courses in their respective Corporate College facilities.

The Corporate Colleges are not included in the scope of the Master Plan however the CCC courses run in those facilities have been included in the campus utilization analyses.

1.1.3 Master Planning in a Dynamic Organization

America's community colleges are constantly changing. Since the modern community college movement took off in the 1960s they have continued to demonstrate remarkable flexibility and have established themselves as purveyors of educational opportunity, open to all, where immediate local workforce needs can be met. Community colleges, designed to be flexible and responsive from the outset, are poised and ready to change and adapt to the new realities of the demographics of the college-going population, advances in communications technology and industry needs.

CCC is no different and in fact is at the leading edge in many respects in responding to these pressures for change. The changes faced by community colleges relate not only to the types of students and their preparedness for college learning, but also to the facilities to support new practices in learning and accommodate technologies and amenities to enhance the college learning experience. CCC has demonstrated many steps in the right direction towards responding to these issues.

The Master Plan builds on these successes and enhances them in physical form.

As many community colleges, including CCC, were constructed in the 1960s, many of the facilities are now needing significant infrastructure updates. CCC is fortunate in that the bulk of its hard facilities (buildings and main infrastructure) are in very good working order due to regular maintenance and quality building at the time of construction.

The design of some of the College's assets and campuses however has not stood the test of time as well. As the approach to college education has evolved to even greater openness, the enclosed, "defensive" architecture and campus design typical of CCC and its contemporaries is no longer the state of the art.

The trend in education facilities at all levels is to encourage connection and interaction amongst students, faculty, staff and the surrounding community, both with the use of advances in communications technology, and physically. This is generally accomplished through buildings and campuses that include many open-concept areas, offering many sizes and types of informal learning and social spaces to foster dialogue, collaboration and exploration outside the classroom, and outside conventional "school hours".

1.1.4 Implementing the Master Plan

The Master Plan is a tool that will help the institution to organize its physical response to the change and the challenges it faces in continuing to deliver cutting edge education to its students, and to update the basic layout and treatment of its facilities so as to modernize the physical face of the College to keep pace with its reputation.

The Master Plan is intended to be as dynamic as the institution itself. It recommends overall directions for the organization of key systems on the three main campuses as these are the community's most prominent link to the College.

Specific projects that have the potential to act as catalysts to the physical renewal of the campuses are proposed with descriptions to aid the College as it approaches the implementation and detailed design of the projects with other professional experts and consultants.

Notwithstanding the self-reflection and future forecasting undertaken by the College as part of the Master Plan process, the College's academic, financial, and social needs and priorities will inevitably change over the course of the planning horizon. Additionally, projects not yet anticipated by the College or the Master Plan will come forward. The over arching Vision, Goals, principles, and general physical directions of the Plan, however, remain relevant and will continue to provide strategic guidance.

1.1.5 Related College Policies

The Master Plan is one of the tools that will guide the College as it evolves and navigates its way through change. The overriding guiding tool for the College is the Strategic Plan, the result of an important exercise in institutional reflection. The Strategic Plan addresses all facets of the College's operations, emphasizing the provision of affordable real-world education and a commitment to the economic development and quality of life of Northeast Ohio. The 2005-2010 Strategic Plan was completed in 2005 just as the master planning process was getting underway. This timing is optimal as the Master Plan is therefore based on the most recent strategic thinking of the institution and supports the implementation of its goals from a facilities point of view.

● **Strategic Plan**

The Strategic Plan is summarized in the following six goals:

1. Enhance the ability of students to succeed in the accomplishment of their educational and career goals by providing them with a high quality educational experience in a supportive teaching and learning environment.
2. Develop strategic alliances and partnerships in a wide range of sectors to support CCC's programming, funding, enrollment, and technology initiatives, enabling the institution to better serve its diverse community.
3. Increase student satisfaction with the quality, timeliness, and appropriateness of services, specifically in Admissions/Registration, Financial Support Services, and Counseling/Academic Advising.
4. Strengthen the "One College" culture by fully embracing and institutionalizing CCC's common mission, vision, values, policies and procedures.
5. Improve the community's overall perception of CCC and enhance market penetration in Cuyahoga County as well as potential distance learning markets.
6. Improve the College's operations to support the "One College" concept and create efficiencies within operations and processes.

The Strategic Plan is directly supportive of the College's Mission Vision and Values, restated below.

● **College Mission Statement**

To provide high quality, accessible and affordable educational opportunities and services — including university transfer, technical and lifelong learning programs —that promote individual development and improve the overall quality of life in a multicultural community.

● **College Vision Statement**

Cuyahoga Community College will be recognized as an exemplary teaching and learning community that fosters service and student success. The College will be a valued resource and leader in academic quality, cultural enrichment, and economic development characterized by continuous improvement, innovation, and community responsiveness.

● **College Values Statement**

To successfully fulfill the mission and vision, Cuyahoga Community College is consciously committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among our colleagues, students, and the community.

1.1.6 Additional Policy Direction

The College provided, in support of the master planning process, enrollment projections and a list of program changes foreseen over a 10-year horizon. The enrollment projections considered factors such as historical trends, increase in participation and retention rates, regional migration patterns and the emergence and impact of Distance Learning on facilities needs. The development of these projections was guided by the College's own internal strategic directions and supported by the consultant team.

In addition to projecting the future student body, the College identified changes to the programs being offered at each campus following an internal review involving its senior academic leaders. This included the identification of new programs at each campus, the relocation of some programs from one campus to another and the expansion of certain programs at their current locations.

The projections of student population and program offerings for the study horizon were used by the Master Plan team to develop appropriate physical responses to the changes expected on campus over the next 10 years.

1.2 Master Plan Process

The Master Plan and its associated Campus Plans were developed over a lengthy and highly consultative process involving the leadership of the college and community stakeholders.

1.2.1 Guiding Committees

The early stages of the Master Planning process were guided by a Steering Committee, Executive Sub-Committee and Working Sub-Committee. Members of each committee are included in the Appendix. The Steering Committee provided overall direction as to the scope and approach of the Master Plan and included invited members as necessary for specific expertise. The Executive Committee, made up of senior leadership, was consulted to define the primary priorities and strategic proposals of the Master Plan at milestone stages. The Working Committee provided technical support to the consulting team throughout the project. Seven meetings were held in Cleveland with the Steering Committee over the course of the project, as well as additional working sessions and conference calls with committee members as necessary.

1.2.2 Interviews

In April and May 2006 the consultant team met with over 80 individuals including senior College administrative personnel, students, and external stakeholders. A list of interviewees is included in the Appendix. These interviews helped frame how the College functions and the context within which the Master Plan was being undertaken. Coincident with the interviews were tours of each of the campuses and their surroundings for the team to become familiar with the physical and political organization of the County. This regional perspective provided the physical and economic backdrop to the College's existing program offerings and physical presence, as well as a basis from which to assess the potential impacts of forward looking decisions in the Master Plan.

1.2.3 Visioning Workshop

A Visioning Workshop was held with the Steering Committee on November 20, 2006. The purpose of the workshop was to identify physical and academic programming directions for exploration through the subsequent phases of the Master Plan. One of the key outcomes of the workshop was a vision of the ideal Cuyahoga Community College in 10 years' time.

In the view of the Steering Committee, 10 years from now the College will:

- excel at providing consistency in experience, quality and level of service for its clients;
- offer relevant, real-world and timely educational programming and other community and industry services;
- act as a destination and the center of the communities in which it operates;
- provide a variety of experiences through its academic and community programs, the manner in which they are delivered and the places where they are offered;
- become the place of choice for students in Northeast Ohio and beyond with an interest in specific "flagship" programs, for employers to look for new hires and further staff training, and for communities to gather, socialize and recreate;
- provide a clear and forward-looking facility road map to accommodate change and growth;
- engage in partnerships with local and national enterprises and institutions that enhance learning experiences at the College, provide the partner with benefits attributed to its association with CCC and provide the community with exciting resources, all while raising the profile of the College;
- demonstrate adaptability and flexibility in meeting customer needs with respect to program offerings and supporting services for students and the broader community; and
- continue to be accessible for students both financially and physically through the appropriate deployment of programs and delivery modality options.

The Master Plan is one of the tools that will guide the College on its path to achieving this vision.

1.2.4 Campus Community Workshops

In January 2007 workshops were held with the Steering Committee and at each campus with invited representatives from various campus user groups including: administrators, faculty, staff and students. The purpose of the workshop was to receive early feedback on the Master Plan Team's preliminary directions and propositions for accommodating long term growth and improvements to the campus experience.

1.2.5 Core Working Group Sessions

The team refined the preliminary proposals based on the feedback from the community workshops and then continued to work with a core group of College decision makers including the Campus Presidents. These small group working meetings defined the details of the Plan.

1.3 Master Plan Framework

1.3.1 Goal of the Master Plan

The Academic and Facilities Master Plan is guided by this policy framework and is a tool to help implement it. Based on this policy framework a mission statement was developed, as follows:

The Master Plan should marry academic and functional needs and opportunities with the physical characteristics and organization of each campus to create a dynamic tool to help CCC achieve its overall goals.

1.3.2 Guiding Goals and Strategic Master Plan Responses

The following are the guiding goals promoted by the Master Plan, in support of CCC's Mission, Vision and Values, and the goals set out in its Strategic Plan. The goals and Master Plan responses identified here indicate how the Master Plan and its associated Campus Plans contribute to achieving each of these key features, within the context of and in complement to, the College's other policy initiatives.

Goal 1:

The Campuses will be focused on student success.

The Master Plan:

- Prioritizes the location of student services, learner support spaces and social amenities.

The Campus Plans:

- Provide a variety of learning and social spaces in appropriate locations;
- Provide centrally located hubs for student life;
- Create compelling interior and exterior gathering spaces;
- Provide the best context for modern teaching and learning; and
- Provide adaptable and flexible spaces.

Goal 2:

The Campuses will be accessible and welcoming.

The Master Plan:

- Enhances the College's accessibility; and
- Creates more welcoming campuses that are destinations for the community and anchors for the region.

The Campus Plans:

- Create environments that attract people to come and linger;
- Provide facilities and amenities to engage in campus life;
- Make the campuses approachable;
- Define logical circulation routes and clear front doors;
- Promote intuitive way finding; and
- Provide clear connections between campus and community.

Goal 3:

The Campuses will be equitable and diverse.

The Master Plan:

- Continues the College's implementation of the One College concept;
- Provides for equity in facilities, experiences and programs across all CCC campuses; and

- Is responsive to each campus' unique context.

The Campus Plans:

- Establish a clear 'heart' of each campus;
- Deliver 'one stop' student services in the right locations;
- Provide for the appropriate recreation facilities at each location;
- Accommodate a range of programs supported by General Education; and
- Provide the right number and type of teaching and learning spaces.

Goal 4:

The Campuses will be prepared for growth and evolution.

The Master Plan:

- Is growth-oriented to help CCC capture the large number of potential Ohio students not currently participating in higher education, and
- Promotes evolution and transformation on the campuses.

The Campus Plans:

- Define a strong physical structure for each campus;
- Establish a framework for new space;
- Accommodate the variety of academic, support, and non-academic activities that take place on campus; and
- Are organized as pedestrian scale communities.

Goal 5:

The Campuses will be efficient and effective.

The Master Plan:

- Promotes efficiency and accountability in the use of space, recognizing that it is a costly resource;
- Matches space characteristics to current and emerging program needs, at a college-wide level; and
- Supports initiatives for the consolidation of centralized administrative functions.

The Campus Plans:

- Promote optimal space utilization that align with the OBOR standard, to be achieved by 2015;
- Contribute to scheduling practices that reduce inefficiencies;
- Replace outdated/inefficient facilities to best meet needs;

- Respond to College policies for traditional and distance delivery models; and
- Establish inventory and utilization data protocols for the purposes of future space planning.

Goal 6:

The Campuses will be competitive and attractive.

The Master Plan:

- Enhances the College's image and profile, and
- Recognizes that the College's competitive edge comes from both the quality of its program offerings and the quality of the spaces and places in which those programs are delivered.

The Campus Plans:

- Renew core interior spaces;
- Define high quality landscapes; and
- Enliven the edges of the campuses.

1.3.3 Key Master Plan Recommendations

In order to achieve the Master Plan's goals the following four key recommendations apply to each campus. Strategies for their implementation are included in the respective Campus Plans.

Need for Improved Space Utilization

As described in detail in the subsequent parts of the Master Plan, an analysis of the utilization of the existing space inventory has suggested that the College could make better use of the space that it has. A target has been set to meet the Ohio Board of Regents standard for utilization of instructional spaces by 2015. Additional rigor in the scheduling of academic space will allow the College to re-purpose existing under-utilized space either for academic, administrative or student life related uses as necessary, either by reassigning the space or through more involved renovations. These policy-based changes will essentially "create" space in areas that are experiencing a shortage without significant capital cost.

A Student Activity Zone on Each Campus

A key initiative of the Master Plan is to improve the quality of the student experience on campus and create a more collegial atmosphere that encourages the sharing of ideas and informal learning that is so important to the college experience. In an increasingly competitive educational marketplace student life and campus experience aspects will weigh heavily in the decision-making of some prospective students.

Dedicated "Student Activity Zones" on each campus will be places for recreation, socializing, informal learning and most importantly, places of interaction. A true hub for campus is one where all members of the campus community- staff, faculty and students alike- are likely to go on a regular basis.

For this reason it is proposed that the facilities house social and recreational spaces, the main campus food services and other campus-wide services/facilities as appropriate. It is also proposed that where possible the Student Activity Zone be located in close proximity to other important and active places such as the Book Centers, Libraries and Technology Learning

Centers (TLCs). It is further recommended that where possible the Student Services Center ("One Stop") should be co-located with the Student Activity Zone as each will generate a significant amount of activity thereby contributing to a vibrant and enlivened campus precinct.

Each Student Activity Zone will be specifically located and designed with commuting students in mind and will give them a place to go between classes to study, socialize as part of the CCC community, and work with their peers, facilitating informal learning outside of the classroom.

A Student Service Center for each Campus

During the spring and summer of 2006 a team of representatives from each campus and the various student services offices of CCC came together to explore opportunities for a new approach to student services and administration at the College. The goal of the new Student Services Center is to integrate, both in form and function, student administrative procedures and processes in order to simplify entering and attending CCC.

Whereas today the various offices that students must visit to complete an admissions and registration process may be scattered across the campus, the Student Services Center will provide space for all functions to operate in one location. As a result, these places are often referred to as "One Stop" centers and over the course of the Master Planning exercise the College has further evolved its approach towards a "No Stop" center.

It is understood that the various functions/departments that will be included in the Student Services Center are: Admissions and Records; Business Office; Financial Assistance; Counseling; Career Services; Access Services and the Testing Center.

As part of the CCC One-College philosophy, the physical layout and operation of the Consolidated Student Services Center should be the same at each campus. This is one way of standardizing the CCC experience and ensuring that each student receives the same excellent level of service so that they can focus on their studies and not on administrative issues.

Need for Open Space Resources to be Enhanced and Celebrated

Each campus has significant landscape assets that are not being used to their full potential. Thoughtfully designed and well maintained outdoor spaces can be inspiring to students, staff and faculty, a teaching resource for a variety of programs, aides for wayfinding and landmarking, an asset to the local community and a visual draw for prospective students and partners.

METROPOLITAN CAMPUS



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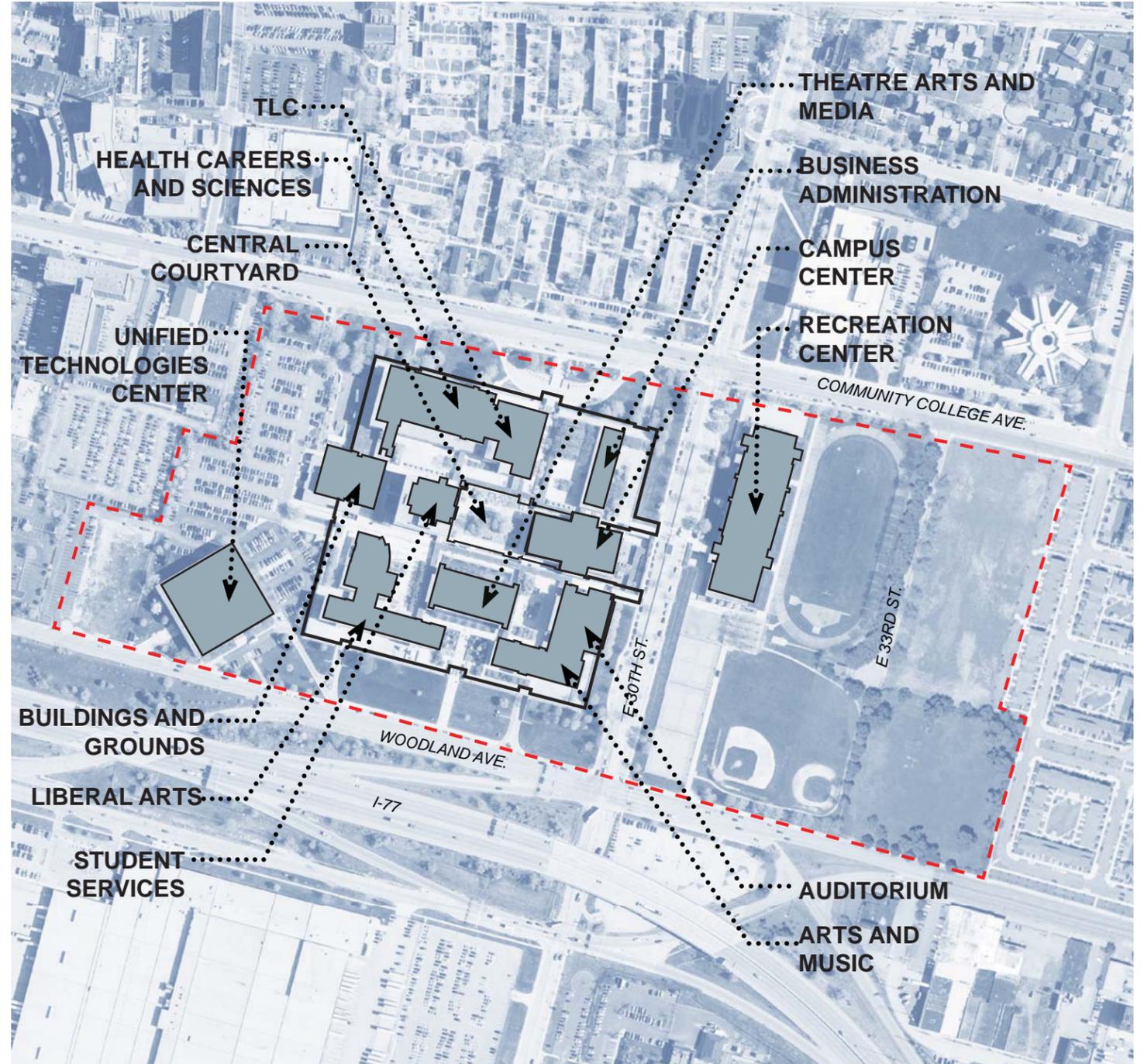
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2.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS

The initiatives recommended in this Campus Plan represent opportunities to enliven, uplift and enrich the experience of Metropolitan Campus. These recommendations are based on an analysis of issues and opportunities outlined in the following pages.

2.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS

2.1.1 CONTEXT

CCC's Metropolitan (Metro) Campus is an urban campus located adjacent to downtown Cleveland. Cleveland is the historic center of both Cuyahoga County and an urbanized region that includes four other neighboring counties. Historic trends show migration of population and employment from the center of the city and inner-ring suburbs to the outer suburbs within Cuyahoga County. The Northeast Ohio Areawide Coordinating Agency forecasts suggest that over the next 25 years these trends will continue.

Despite these trends Cleveland and the downtown core remain an essential anchor for the county and the region. The City is home to a number of higher education institutions that along with CCC create a hub for youth, diversity of thought, and a center for innovation. Cleveland is also home to the main campus of the renowned Cleveland Clinic Foundation as well as University Hospitals and MetroHealth Medical Center, all of which provide excellent learning and employment opportunities for CCC students.

The City boasts the largest concentration of theatres outside New York City in the Playhouse Square District and is famed for its strong music heritage as evidenced by the presence of the Rock and Roll Hall of Fame and Museum and renowned Cleveland Orchestra. Cleveland is home to an impressive array of headquarters for major businesses with national and international scope including Jones Day, Sherwin-Williams, Key Corporation and Forest City Enterprises. All of these social, cultural and business institutions, and more, are in close proximity to the Metropolitan Campus – in many cases walking distance away offering opportunities for synergy, innovation and inspiration for CCC students, faculty and staff.

The campus is located on the southeastern perimeter of Downtown Cleveland in the Quadrangle Community Development Corporation area. The Quadrangle is comprised of a number of institutions including Cleveland State University, the Visiting Nurses Association, St. Vincent's Charity Hospital, Boy Scouts of America, and of course Metropolitan Campus. The Arbor Park neighborhood to the east side of the campus has recently undergone a major redevelopment. To the north of the campus are the Cedar Estates - the nation's first public housing units. This area is in need of reinvestment.

Relationship to the City

This location is within the zone of influence of the Euclid Corridor, which links Downtown and Playhouse Square with University Circle to the east and is being revitalized with a new bus rapid transit line. At this time, however there are both physical (Innerbelt Freeway) and perceived (lack of pedestrian amenity and investment in public realm) barriers reducing the ability of institutions in the South Quadrangle to take advantage of this proximity.

The College and the Quadrangle should continue to pursue opportunities to link the neighborhoods along E22nd and E30th Streets to Cleveland State University and Euclid Avenue through regeneration of land uses with close attention to urban design and streetscaping.



Metropolitan Campus in its local context.

Relationship to the Freeway and Ohio Department of Transportation Innerbelt Plan

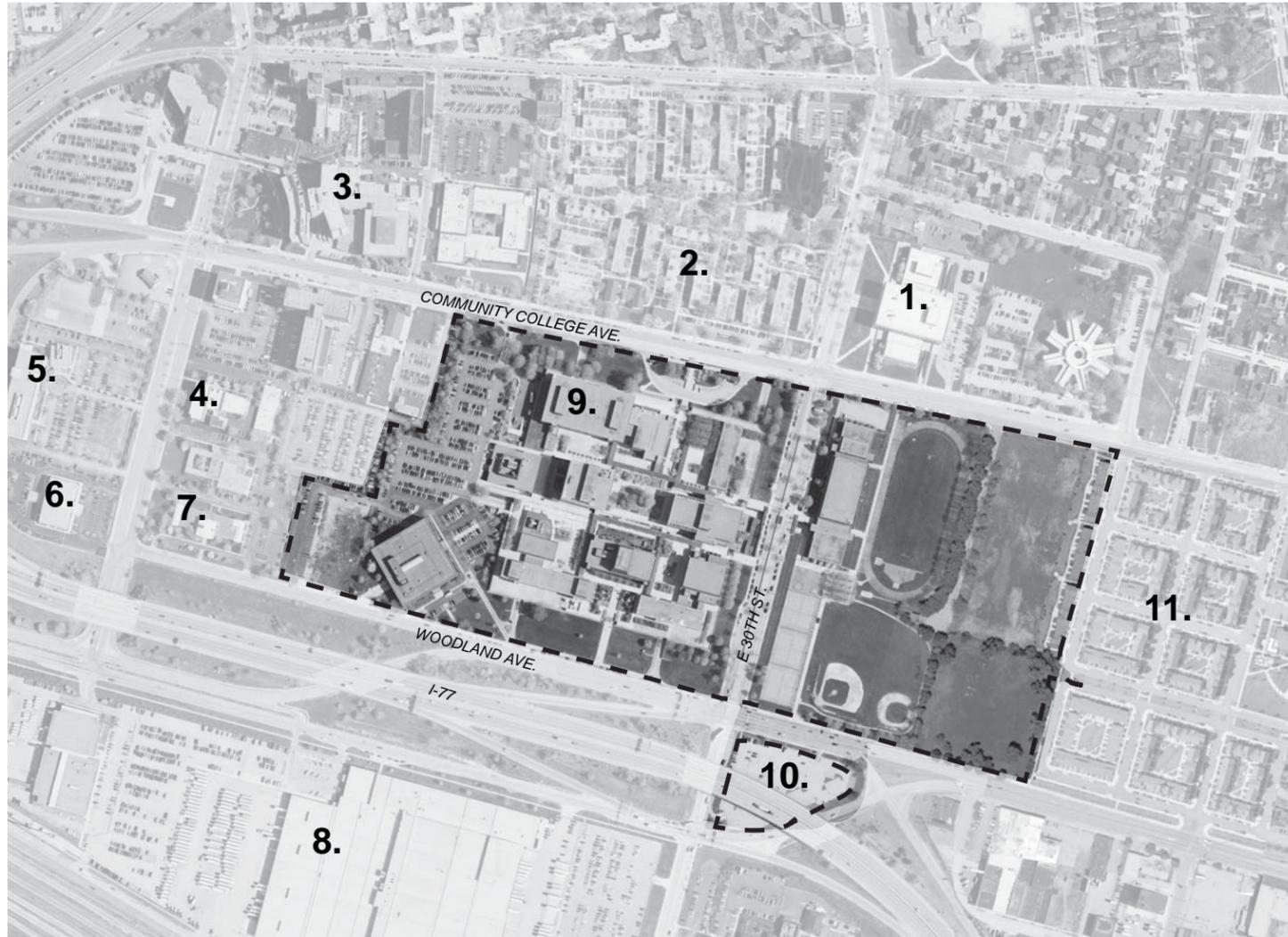
The campus' proximity to major highways makes it easily accessible for those outside the core and provides it with good highway visibility. This visibility is a key opportunity to make the campus a feature of Cleveland's architectural landscape. However, the presence of the Innerbelt reduces natural pedestrian and vehicular connections between the South Quadrangle and institutions, neighborhoods and amenities on the north side of the freeway. This has been an ongoing barrier to integrating parts of the Quadrangle area with the city core since the freeway opened. The recent Ohio Department of Transportation initiatives to revise portions of the alignment of the freeway and its ramp systems will also have an impact on the connectivity and continuity through the South Quadrangle, including Metropolitan Campus.

The Quadrangle has submitted a proposal for the installation of "caps" over the Innerbelt freeway to allow for continuous street connections with development potential across the highway, thereby lessening its impact on the traditional urban grid of downtown. Furthermore, the planned ramp changes in the vicinity of Metropolitan Campus will likely result in an increase in traffic traveling past the campus on Woodland and on E30th. It is imperative that these frontages, particularly E30th between Woodland and Community College, be the subject of a substantial urban design initiative to mitigate the impacts of the additional vehicles. Measures to slow vehicles down and introduce the block as a gateway to the College and the Quadrangle area, and to provide an attractive and appropriate pedestrian realm should be carried out in conjunction with the freeway work.



Corridor connections from the Campus.

2.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS



CUYAHOGA COMMUNITY COLLEGE AND NEIGHBORS

1. Jane Adams Vocational High School
2. Cedar Estates
3. St. Vincent Charity Hospital
4. Salvation Army
5. Visiting Nurses Association
6. Ohio Educational Credit Union
7. Boy Scouts of America
8. Main Post Office Complex
9. Cuyahoga Community College Metropolitan Campus
10. CCC Woodland Parking
11. Arbor Park



Community College Ave. looking West from Campus.



Cleveland State University.

Relationship to the Transit System

Previous analysis, undertaken by the Youngstown State University Center for Urban and Regional Studies, shows that the Metropolitan Campus draws students mainly from Cleveland's older neighborhoods. These neighborhoods, as well as the College itself, are well served by the City's surface transit routes. Improved bus stops and shelters with appropriate lighting and pedestrian amenities and landscaping would improve the experience.

The College should continue to lobby the Greater Cleveland Regional Transit Authority (RTA) for the relocation of the under-utilized Campus RTA rapid transit stop to a more convenient location at E30th Street. This move would make the campus even more easily accessible.

Relationship to Immediate Neighbors

The nature of the land uses surrounding the campus (community/social services, health care institutions, older, inward-focused social housing) makes creating a vibrant street presence in this part of the Quadrangle challenging. CCC's Metropolitan Campus could be a catalyst for further neighborhood improvements as it occupies a prominent location as the southern anchor for the area, and is an important community asset, place of learning and social hub. Physical improvements to the aesthetics and organization of the campus will enhance this community role and serve to attract more students and keep them coming back. The vacant land on the far east side of campus is a significant opportunity to reinforce the College's connections to the community in a physical way and to invite partners onto College lands.

2.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS

2.1.2 ANALYSIS OF CHALLENGES

The various challenges and constraints faced by Metropolitan Campus are identified here and have been used to guide the specific responses proposed in the Campus Plan.



Context. An urban campus removed from the downtown core and activity corridors.



Site Orientation. Metropolitan Campus sits back from the community, with a wide grassed setback against the highway, and was originally designed with defensive, inward-focused architecture.



Divided Campus. The two halves of campus are split by a major road which is largely unwelcoming to pedestrians.



Podium level separated from grade. A compact, complex structure built over parking at grade means that main activity is separated from the public street on the podium.

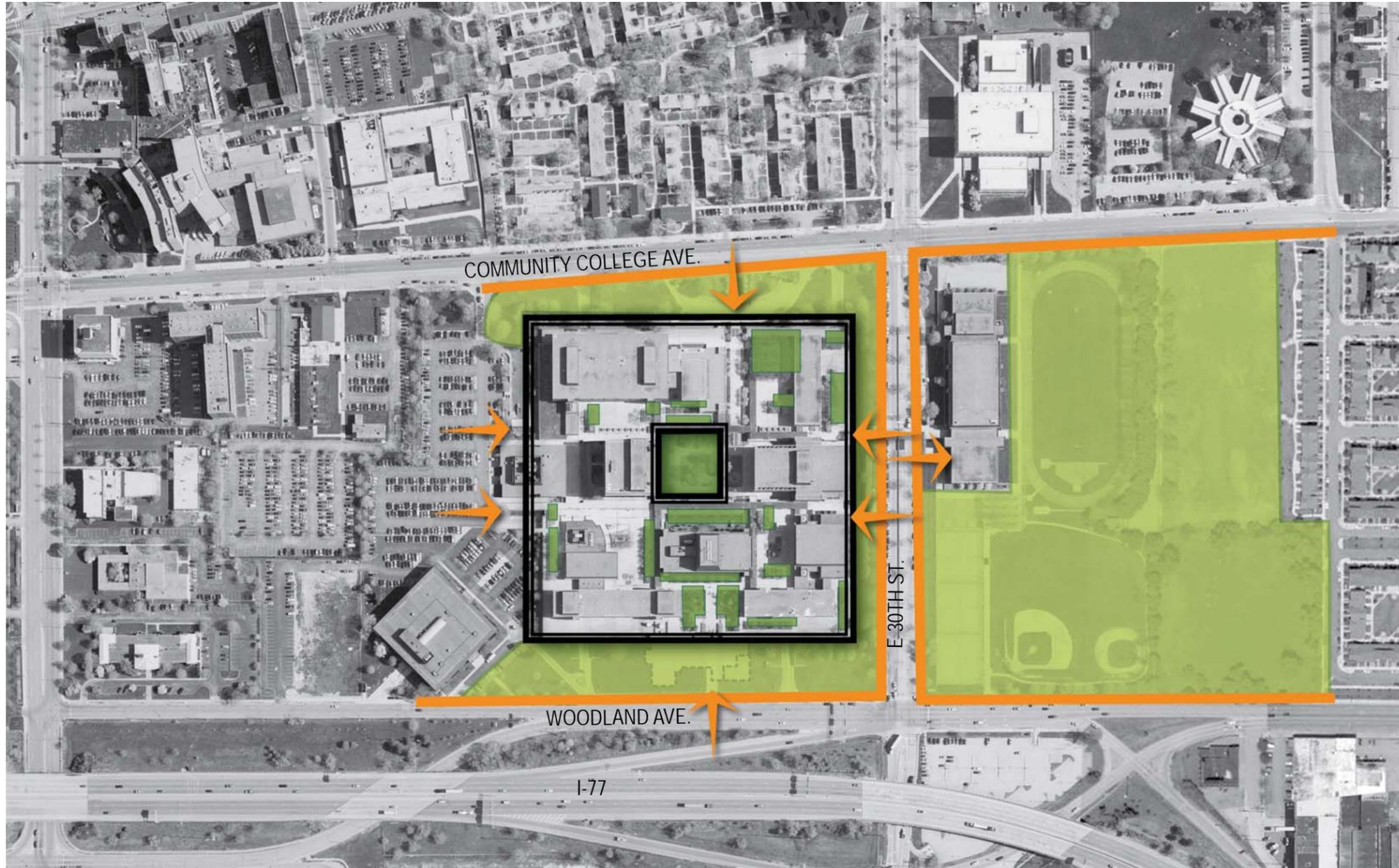


Circulation. The circulation system is challenging. It is largely internalized with few access points, is indirect, and creates areas that are underused along the edges.



Parking. The west side of campus features surface parking. Minimal landscaping and indirect circulation patterns create a less welcoming entrance for many of the campus' visitors.

2.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS



Isolated from the Community

The structure's fortress-like, inward-looking, above-grade architecture restricts usability of the College for students and the community.

Undefined Entrances

Campus entrances are underplanned and lack an organizational hierarchy which weakens the campus' presence in the community.

Disjointed Landscape

While there is an appropriate amount of open space on campus, these spaces lack a cohesive approach.

The "recreational zone" on the east side of campus has evolved haphazardly and lacks cohesion and connection with the main campus rendering it unnoticed and underutilized.

Undefined Social Spaces/Campus Hub

Campus Center social spaces are closed off from view thereby reducing the visibility of campus life. There is no clear "heart" of campus.

The Central Courtyard is visible from many campus locations but is difficult to access and offers little amenity once there.

Complicated Circulation

Due to the many grade changes and indistinguishable interior and exterior finishes, internal wayfinding is difficult and disorienting.

The physical disconnect created by E30th Street results in a social disconnect for campus users.

LEGEND

 Edge of main campus building: a raised podium

 Disjointed landscaped open spaces

 Underutilized recreation area

 Limited access to campus

 Perceived pedestrian barriers

2.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS

2.1.3 OPPORTUNITIES FOR CAMPUS RENEWAL

Metropolitan Campus can be improved by building on its existing strengths as an urban community. Key opportunities have been identified and are enhanced by the specific responses proposed in the Campus Plan.



Internal Assets. The campus has some remarkable assets, physical spaces and amenities that could be made more visible to the local and campus communities. Replacing heavy masonry walls with extensive glazing will make campus more inviting and contemporary.



In-Between Spaces. Important internal spaces, places and corridors around the Central Courtyard on the lower level should be leveraged to create a linked network of social and informal learning spaces.



Edges. Edges of campus are ripe to accommodate growth and/or create an impressive and welcoming public face for the College, more befitting of its reputation.



Street Presence. The main entrance should be redesigned to emphasize a true sense of arrival and place.

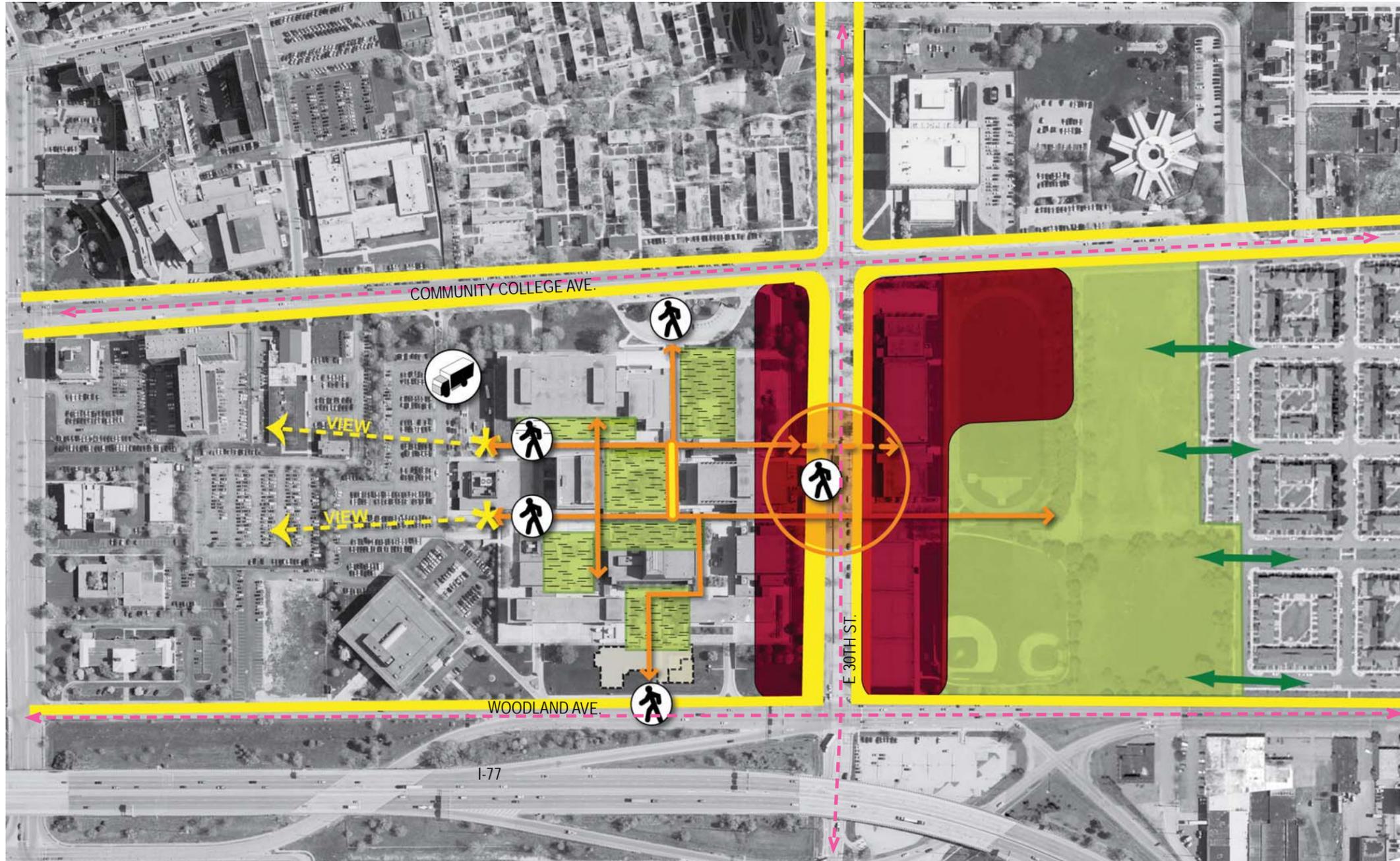


Public Spaces. Courtyards represent a significant opportunity to enhance the character and attractiveness of the campus, aid in wayfinding and frame key views.

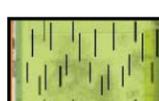


Pedestrian Paths. Brightening the pedestrian arcades will improve wayfinding by offering greater visual connectivity across campus as well as between campus and the surrounding community.

2.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS



LEGEND

- | | | | | | |
|--|--|---|--|---|---|
|  | Key locations for new buildings / streetscape improvements |  | Areas to be consolidated into cohesive open space system |  | Connect east and west sides of campus along E 30th St. |
|  | Underdeveloped land: key opportunity for recreation zone |  | Enhance pedestrian connections |  | Encourage connection to community via recreational zone |
| | | | |  | Existing RTA Bus Route |

Room for Growth

Undeveloped land east of E30th Street provides opportunity to expand College programs and create additional recreation space for the local and campus communities.

Community partners can be welcomed with prime locations on E30th Street and Community College Avenue to encourage an active streetscape.

The strategic planning for, and utilization of the underused lands on the perimeter of campus and east of E30th Street provide opportunity to define a logical pattern for growth beyond the Campus Plan horizon and create a dynamic street presence over time.

Community Integration

Pedestrian connections and landscaped edges between the community and campus can be enhanced and celebrated.

New facilities can be accommodated that will be assets to the College, campus, and the community. These new facilities will appear open and welcoming and will relate directly to the street.

Open Spaces and Landscape

The existing courtyards can be enhanced to become distinct spaces to aid wayfinding, encourage informal student interaction and outdoor activity.

Campus Life

Underutilized grade level hallways can be reprogrammed to create a linked series of informal spaces opening to the Central Courtyard.

Enhanced open spaces will provide exterior places for interaction amongst students and faculty from diverse programs.

2.3 THE CAMPUS TODAY, OPPORTUNITIES AND CONSTRAINTS



2.2 INSTITUTIONAL INVENTORY AND UTILIZATION ANALYSIS

A comprehensive inventory of instructional space at Metropolitan Campus was prepared at the inception of the Master Planning study to provide a baseline for the determination of the impact of growth projections on space requirements. The following section summarizes the space inventory and utilization analysis of the existing campus and presents estimated additional space requirements initiatives defined in the College's academic plan.

2.2 INSTITUTIONAL INVENTORY AND UTILIZATION ANALYSIS

2.2.1 SPACE INVENTORY AND UTILIZATION ANALYSIS

A review of current allocation and utilization of campus spaces at CCC was undertaken to determine the degree to which current standards for space - set out by the Ohio Board of Regents (OBOR) - are being followed by the College.

The College intends to meet OBOR standards by 2015 regarding the utilization of its instructional spaces (classrooms and lecture halls, computer classrooms, laboratories, studios and workshops), its learner support facilities and its staff offices.

The complete analysis that was carried out to determine long-range space requirements at the Metropolitan Campus is presented in the Appendix. Through a series of comprehensive analyses, academic space requirements were derived for CCC over the 10 year planning horizons. Results for Metropolitan Campus are shown in the table below. This table illustrates which categories of space will be experiencing surpluses (a positive figure) and which will be experiencing shortfalls (a negative figure) at current and 10-year time intervals.

It is important to note that the estimates were prepared for planning purposes and should only be used to assess the relative need for adjustment in the College's overall built infrastructure on an order-of-magnitude basis.

Instructional Facilities

Metropolitan Campus currently enjoys a surplus of instructional facilities in relation to the size of its student population and the array of programmes and courses it now offers. This surplus will be sufficient to absorb the increase of student population anticipated by the College on the basis of its recently adopted academic plans, enrollment projections and utilization targets.

The table below documents the types of instructional spaces and the areas (in net assignable square feet) associated to surpluses and shortfalls expected to occur in 2005-06 and 2015-16 based on available data. In 2015, the planning horizon of the Master Plan, it is estimated that Metropolitan Campus will enjoy a surplus of classroom space of 32,875 net square feet, and a surplus of 6,510 net square feet of computer laboratory space. On the other hand, the planning model used to generate these estimates points to a shortage of 8,160 net square feet of laboratory space. It is evident that some of the space surpluses, as noted above, can and should be used to address shortages elsewhere. Taking advantage of the surplus will require future investments of capital and resources into the re-purposing, re-allocation and renovation of existing facilities.

Learner Support Facilities

The amount of learner support facilities at the Metropolitan Campus, including the TLC and the Library, will generally match the size of the projected student population on campus. A slight surplus of 4,290 net square feet is projected in 2015.

Office Space

A shortage of 24,033 net square feet of academic and student services office space is anticipated at Metropolitan in 2015, while surpluses of 6,503 and 4,272 net square feet respectively are expected for faculty and administrative services.

Some of the space surpluses can and should be used to address the noted shortages. Again, it is important to note that taking advantage of the surplus will require future investments of capital and resources into the re-purposing, re-allocation and renovation of existing facilities.

Off-Campus Growth

The aforementioned surpluses or shortages projected for 2015-16 reflect the projected needs associated with on-campus population growth. For the purposes of the College's long-term planning, growth has also been projected for satellite locations associated with one of the three main campuses. The growth attributed to students attending satellite locations within the Metropolitan Campus catchment area is approximately 1,363 students.

For planning purposes the College has calculated that these future off-campus students are likely to need an additional 38,500 net square feet of space (64,000 gross square feet), located off of the Metropolitan Campus site.

Campus	Space Type	Space Subtype	Current Space Inventory Allocation NASF	2005-06 NASF Surplus in Relation to Current Allocation	2005-06 NASF Shortfall in Relation to Current Allocation	2015-16 NASF Surplus in Relation to Current Allocation	2015-16 NASF Shortfall in Relation to Current Allocation
Metropolitan	Instructional Space	Classroom/Lecture	81,798	38,000		32,875	
		Computer Lab	17,938	7,385		6,510	
		Lab/Studio/Workshop	28,549		-3,720		-8,160
	Learner Support Space		40,918	6,524		4,290	
	Office Space	FTE & PT Faculty	30,311	9,054		6,503	
		Academic & Student Services	19,064		-19,415		-24,033
		Administrative Services	21,363	6,103		4,272	
Metropolitan Total		239,941	67,066	-23,135	54,450	-32,193	

Space Inventory Summary Table. All figures in Net Assignable Square Feet

2.2.2 ESTIMATED ADDITIONAL SPACE REQUIREMENT FOR ACADEMIC PLAN INITIATIVES

In addition to the order-of-magnitude estimates generated, planning work has been undertaken to link the College's 2015-2016 Academic Plan to the existing conditions at Metropolitan Campus and to assess whether specific initiatives call for specific infrastructure that should be accounted for in the Master Plan. Such initiatives, and whether or not they call for facilities that cannot be drawn out of the surplus space previously identified, are listed below.

It should be noted that following the completion of the Academic Plan the desired program for Metropolitan Campus was further refined resulting in the breakdown shown in the table on page 2-14.

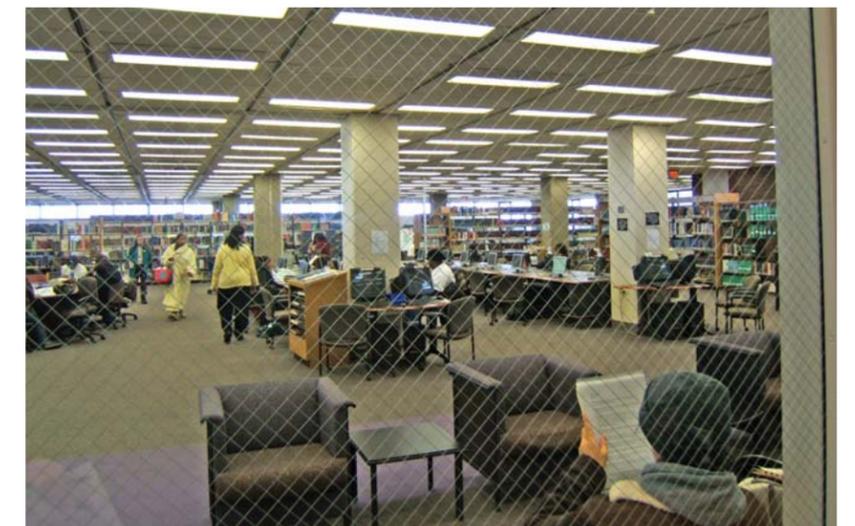
Academic Plan Initiatives for Metropolitan Campus, 2015-2016					
1	2	3		4	
New Program / Expansion Plan (as per Kantor Consulting Group)	X=Program Expansion N=New Program	Estimated Incremental Instructional Space Requirement *		Estimated Requirement for Additional NEW Space that cannot be met in existing facilities**	
		NASF	GSF	NASF	GSF
Media Arts & Studies	N	4,900	8,134	0	0
Culinary Arts	X	17,050	28,303	-17,050	-28,303
Lodging / Tourism Management and Restaurant / Food Service Management	X	7,200	11,952	-7,200	-11,952
Technical Theater	N	0	0	0	0
Dietetics Technology	X	1,800	2,988	0	0
HPEN (Health, Phys. Ed and Nutri.)	N	0	0	0	0
Ophthalmic Assisting	N	400	664	0	0
Nursing	X	0	0	0	0
Studio Classrooms	N	0	0	0	0
Writing Center	N	2,000	3,320	0	0
Language Institute / Center	N	5,918	9,824	0	0
Telecomm. & VOIP	N	1,200	1,992	0	0
Computer Laboratories	X/N	0	0	0	0

* Column 3: The expansion or creation of some programs may require dedicated space that exceeds the existing program space. For example if there is capacity in the allocated program space this column may indicate 0 NASF is required to accommodate the expansion. If the planned expansion/new program results in space needs that exceed the existing allocated space (or if no space is currently allocated), the incremental amount (or total amount, in the case of new programs) is estimated here.

** Column 4: If the need for space identified in Column 3 can NOT be accommodated in the existing space inventory (i.e. by taking up surplus space) then the amount of new space to be constructed is indicated in Column 4, usually suggesting specialized facilities.



Classroom



Library



2.3 INTRODUCING THE CAMPUS PLAN

The Campus Plan proposes a number of initiatives to meet the goals and objectives identified through the master planning process. The Campus Plan provides for the orderly and appropriate accommodation of growth on Campus, while giving shape to organizing principles that meet College-wide goals.

2.3 INTRODUCING THE CAMPUS PLAN

2.3.1 ACADEMIC PROGRAM

New or expanded academic programs and related facilities have been identified in the following chart for the Master Plan horizon based on growth factors developed with the College. These facilities, described in the Campus Plan, are sized based on the 2015-2016 gross floor areas estimated at right:



AREAS OF CHANGE

APPROX. GROSS FLOOR AREA YEARS 2015-16 (FT²)

STUDENT SERVICES CENTER (ONE STOP)	18 750
ACADEMIC PLAN INITIATIVES REQUIRING DISCRETE NEW SPACE	40 225
Culinary Arts	28 225
Lodging/Tourism/Restaurant/ Food Service Management	12 000
IMPROVED CAMPUS CENTER AND STUDENT LIFE SPACE	58 100
OTHER NEW/EXPANDED LOUNGE/PUBLIC SPACES	18 323
CAREER CENTER	50 000

NOTE: All areas presented in the Campus Plan are Approximate **Gross Floor Areas** unless otherwise noted.

INCREASED SPACE UTILIZATION

As basic academic and administrative needs arise over the 10-year Plan horizon, an internal analysis should be undertaken to determine areas appropriate for renovation or retrofitting to serve that purpose. As the College works toward reaching the more rigorous OBOR standard for utilization through more efficient scheduling, underused spaces should become available for such initiatives.

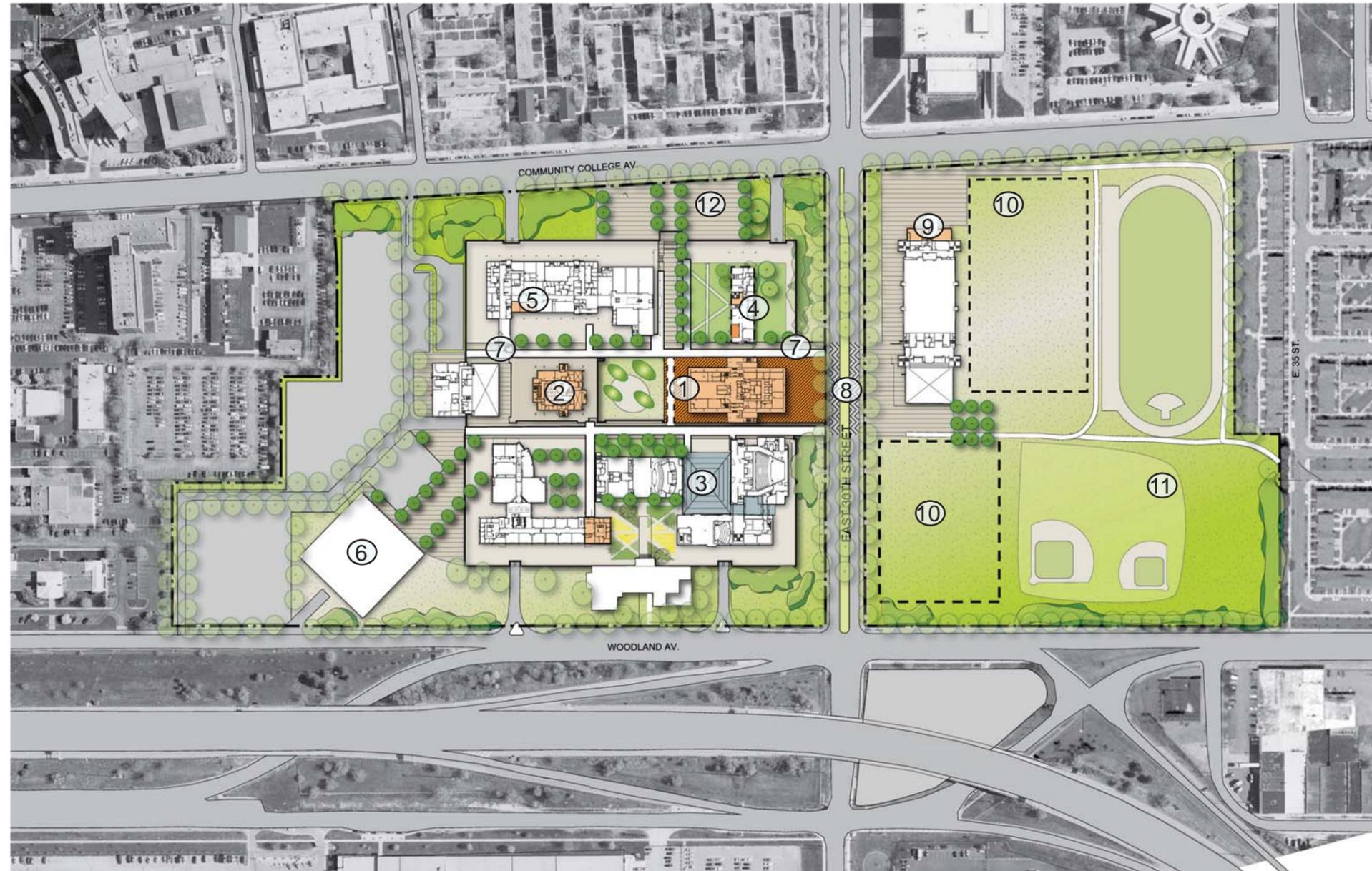
UTC RETROFITS

The College is in the process of studying the reorganization of the UTC Facility to accommodate some District Level and “back office” functions. As a result some WEDD uses may be displaced. The utilization analyses suggest that with more efficient scheduling, space to accommodate this may be found in the existing inventory.

2.3 INTRODUCING THE CAMPUS PLAN

2.3.2 THE CAMPUS PLAN - OVERVIEW OF PROJECT RECOMMENDATIONS

The major Plan initiatives identified here serve to improve the Metropolitan Campus environment for all users.



LEGEND

	Building addition (atriums)		Building Retrofits		Open space
	Building addition		Future Development		Parking

Campus Center Retrofit (1)

- Create a fully functional Campus Center resulting from internal renovations.
- Expand lower level atrium to meet E30th Street.
- Connect north-south sides with new podium level walkway.

Student Services Building Retrofit (2)

- Update lower levels to accommodate "One Stop" for student administrative services.

Theatre Arts and Media / Arts and Music Auditorium (3)

- Cover courtyard with glass canopy for additional event space and theatre.

Business Administration Lounge (4)

- Create welcoming new lounge at entrance.

Health Careers and Sciences Public Space updates (5)

- Convert classrooms to new student lounge.

WEDD / UTC Retrofit (6)

- Reorganize UTC to accommodate District and back office operations.
- Reassign WEDD programs to related spaces on main campus.

Rebuild Arcades (7)

- Extend to main entrances with lighter materials.

Traffic Calming and Improved Streetscaping (8)

- Encourage safer pedestrian crossing of E30th Street and create a clear gateway to campus.

Recreation Center Renovation for Wellness Center (9)

- Provide improved wellness amenity for campus and local community.

Future Building Sites (10)

- Create a building site to activate Community College Avenue with Career Center.
- Create additional future building site on E30th Street at Woodland Avenue.

Recreation Zone (11)

- Redesign open spaces on the east side to be a cohesive recreation zone with additional pedestrian connectivity to engage surrounding community.

Entrance Plaza (12)

- Create a more welcoming ceremonial entrance from Community College Avenue.



2.4 CAMPUS PLAN SYSTEMS: ENHANCING CAMPUS EXPERIENCE

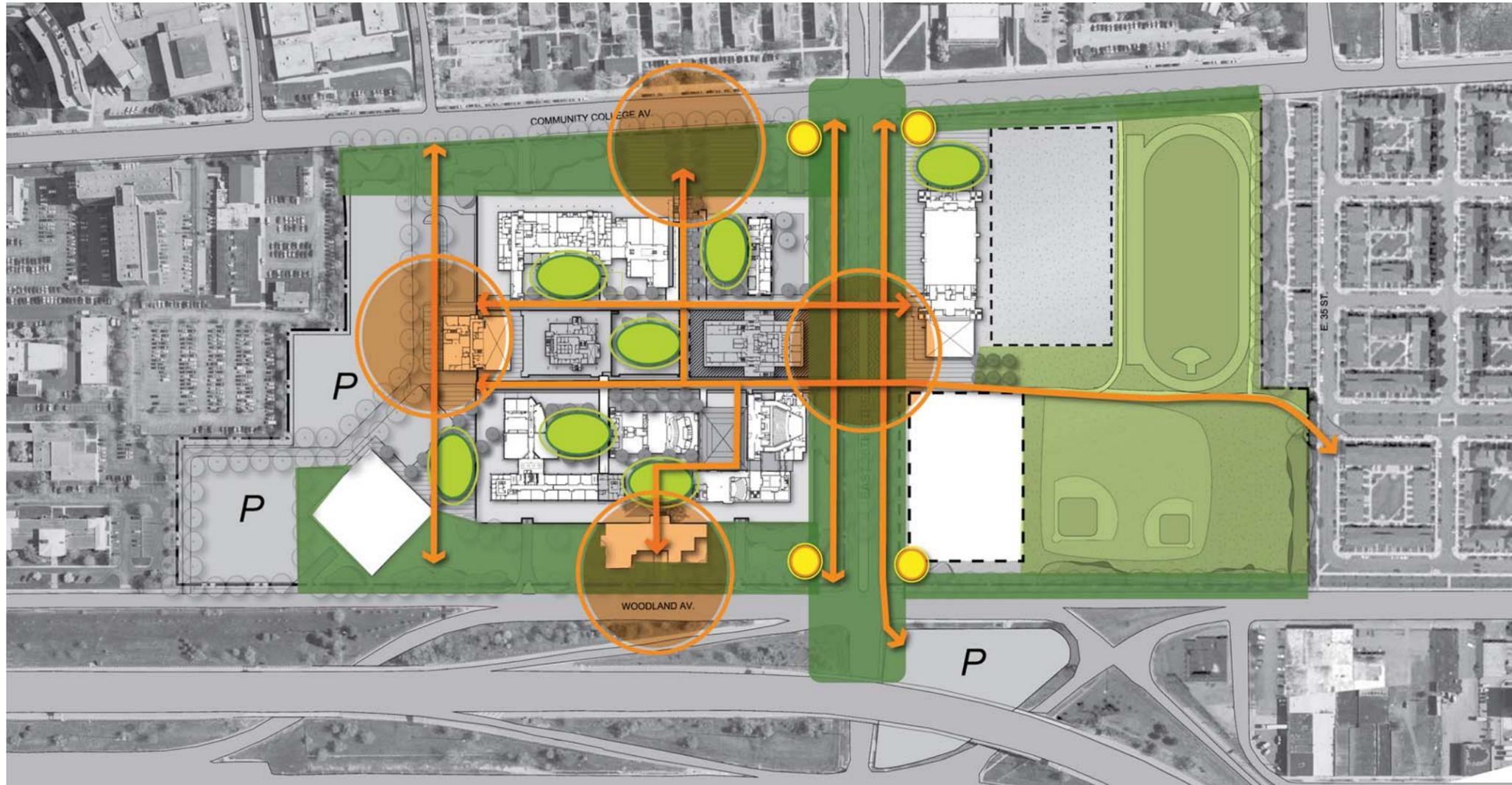
A city is comprised of a system of roads, parks, buildings, and their required infrastructure. A campus functions as a microcosm of the city. A number of similarly interconnected systems create the environment experienced by users on a daily basis. While many systems are necessary for the total experience, the Campus Plan will focus on the following key moves that, when combined, will enhance campus experience and Metropolitan Campus' identity:

- Making key open spaces
- Making the campus more accessible and connected
- Connecting and creating destinations

2.4 CAMPUS PLAN SYSTEMS: ENHANCING CAMPUS EXPERIENCE

2.4.1 MAKING KEY OPEN SPACES

The Open Space system at Metropolitan Campus is comprised of a number of interconnected yet varied outdoor amenities and places. Over the course of the study period (a 10-year horizon) it is recommended that improvements be made to the elements in this system to contribute to a more attractive, visually and socially connected campus. Open spaces should be unified on and off the podium, extending the identity of the campus to the extent of its boundaries. Specific recommendations are proposed in subsequent chapters of this document.



LEGEND

- Areas for improved courtyard / plaza space
- Primary campus entrances
- Pedestrian routes
- Gateway feature
- Campus edge
- Recreation zone

Campus Edge:

The first impressions of campus are formed before even setting foot on its property. How the campus engages the street and community at its edges is important to forming those impressions for passers-by who are potential CCC students and partners. The existing wide grassed set-backs should be redesigned to reduce the sense of separation between the campus and the street.

Campus Entrances:

Because the campus is on a raised podium there are discrete and separate pedestrian and vehicular entrances to campus. A clear hierarchy to these entrances, achieved through hard and soft landscaping interventions, will improve their utility and attractiveness.

Courtyards and Plazas:

The Central Courtyard at grade level and other courtyards at podium level serve to orient users of the campus, however, this task can be accomplished better if the courtyards are enhanced and designed as unique locations. The courtyards also serve as exterior informal gathering places to encourage interaction between students, faculty and staff. Landscaped plazas should be considered at key pedestrian places off the podium. New plazas between the podium and UTC and at the north end of the Recreation Center will extend the character of the existing podium courtyards across the whole campus.

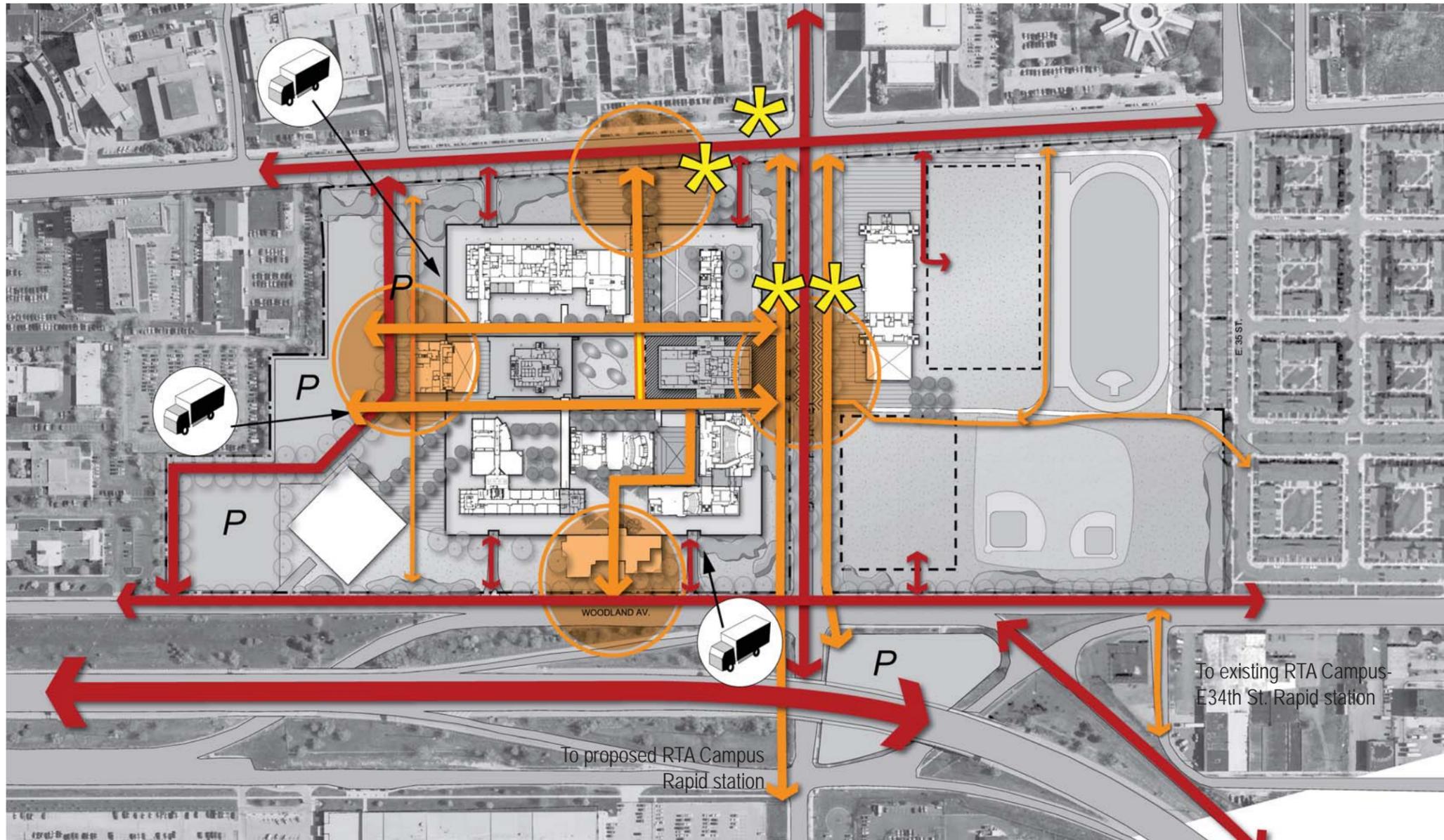
Recreation Zone:

The College has purchased land east of the Recreation Center. It is a tremendous resource for this urban campus. This land has limited programming but offers a significant opportunity to create a soft and welcoming green interface with the adjacent neighborhood.

East 30th Street Zone:

Gateway features including special landscaping, signage, public art, or future iconic buildings should be considered for the intersections of East 30th with Woodland and Community College. Streetscape improvements along the length of E30th will unify open spaces on and off the podium. The combination of gateway features and streetscape improvements should make E30th feel more like an internal campus street.

2.4.2 MAKING THE CAMPUS MORE ACCESSIBLE AND CONNECTED



LEGEND

- | | | | |
|--|---|---|-----------|
|  | New pedestrian walkway across edge of Campus Center overlooking Central Courtyard |  | Parking |
|  | Primary pedestrian movement |  | Bus Stop |
|  | Campus entrance |  | Servicing |
|  | Vehicular movement | | |

The “internal streets”, or pedestrian walkways, connect elements of the campus Open Space system. Logical and direct connections between key buildings and campus features will contribute toward a sense of strength and order while ensuring efficient movement during busy class change periods.

- Clear views between key destinations, now partially obstructed by some portions of the arcades, will facilitate improved wayfinding.
- East-west connections across campus are well defined but they can be improved through landscaping.
- North-south connections are interrupted by the central courtyard but will be enhanced by an additional direct access across the west side of the retrofitted Campus Center.
- Improved connections to the Recreation Center both at and below grade will encourage greater interaction between the east and west parts of campus.
- A formalized north-south pedestrian connection between Community College and Woodland should be added to complete the network.
- A vehicular access road connecting Community College and Woodland is proposed for the western parking area, organizing access to the “back of house”.
- A formalized pedestrian connection between campus and the remote parking lot located on Woodland should be added to encourage use of that lot even in inclement weather.

Parking generally meets the needs of the campus and its projected growth over the study horizon.

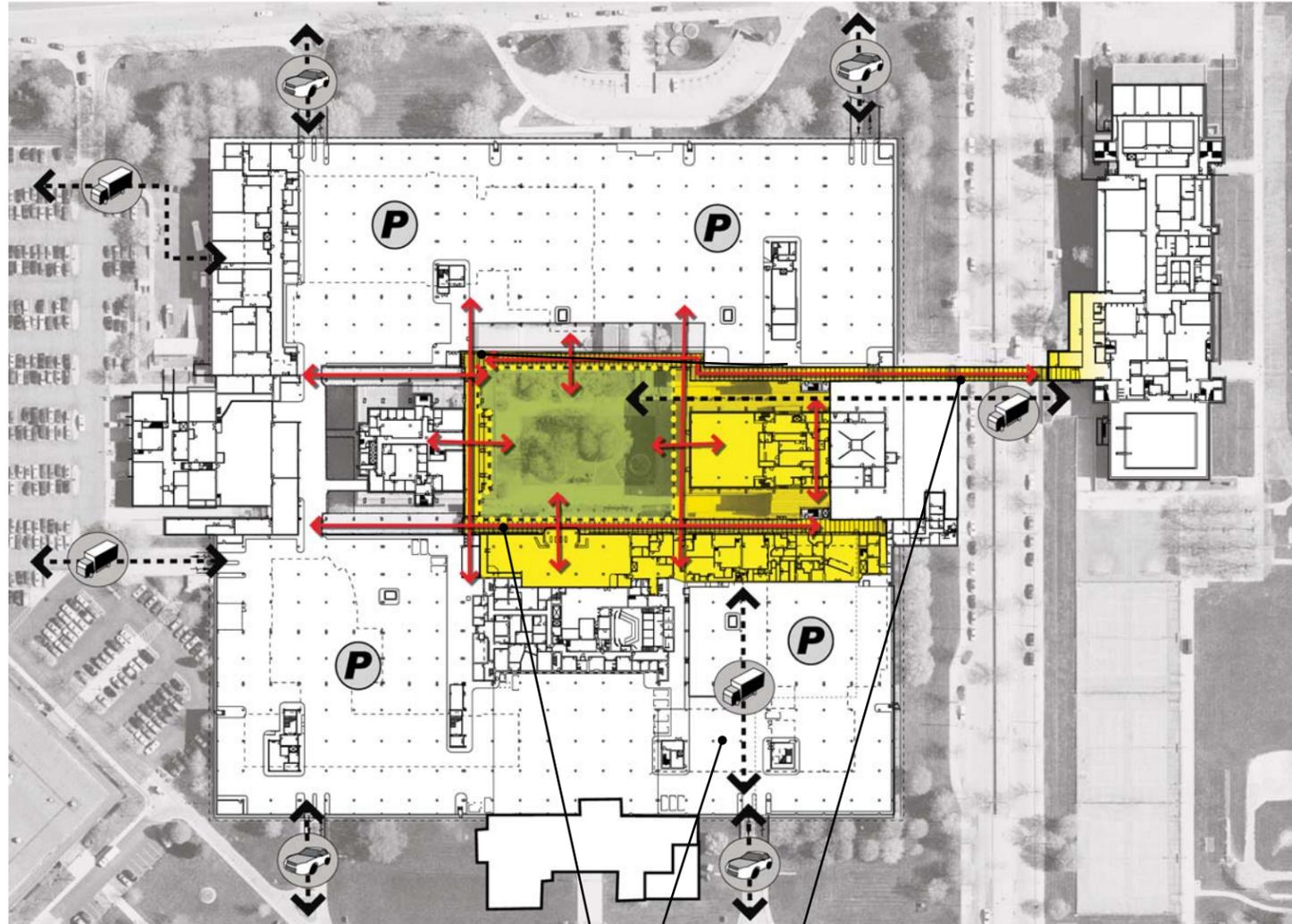
Vehicular access to campus is functional and adequate however screening of these facilities with landscaping should be considered to reduce their impact on the public realm.

2.4 CAMPUS PLAN SYSTEMS: ENHANCING CAMPUS EXPERIENCE

2.4.3 CONNECTING AND CREATING DESTINATIONS

In addition to the main open space and circulation systems is a system of special places that are directly experienced by campus users. This system is comprised of appropriately located active uses and is supported by the internal circulation system.

LEVEL 000 - Making Connections

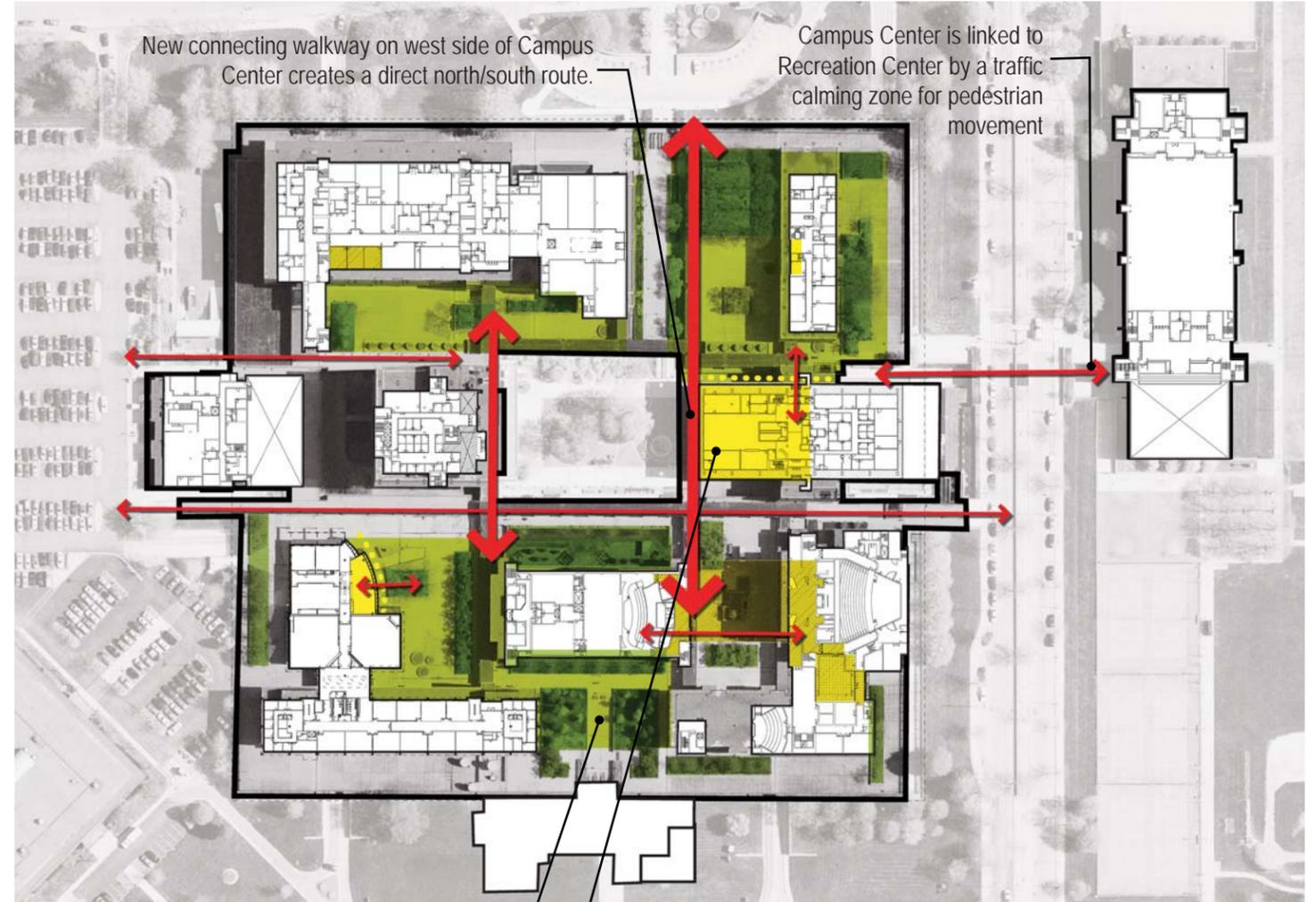


Corridor expansion and linked student-oriented spaces enhance courtyard as main outdoor gathering space

Renovation to below-grade access under E30th Street to Recreation Center encourages cross-campus interaction

Loading dock remains for servicing Campus Center, Culinary Arts, and Theatre Buildings

LEVEL 100 - Making Connections



New connecting walkway on west side of Campus Center creates a direct north/south route.

Campus Center is linked to Recreation Center by a traffic calming zone for pedestrian movement

Courtyards at podium level become key open spaces that integrate student life between separate faculty buildings

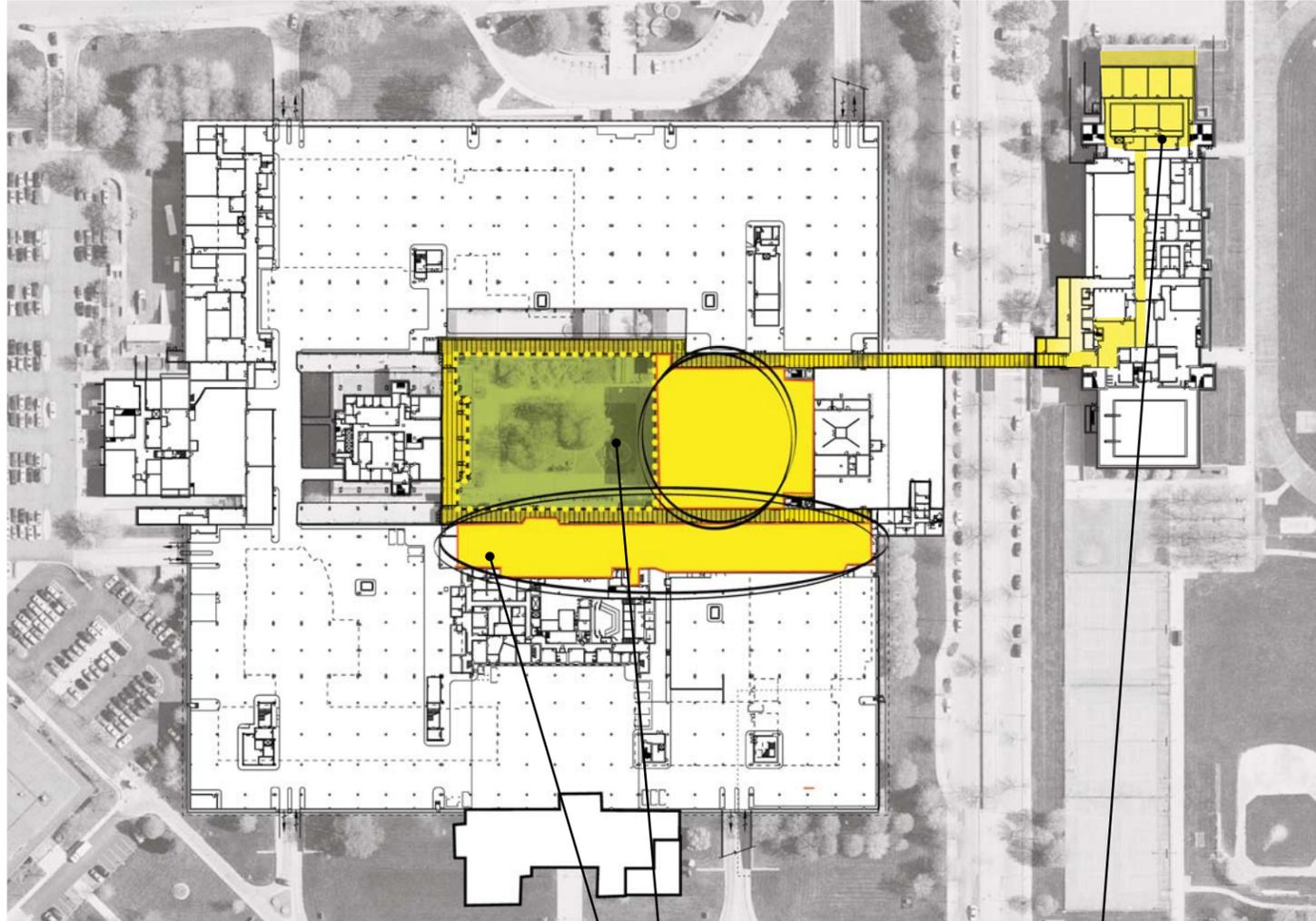
Central staircase introduced to facilitate vertical movement between main Campus Center spaces

LEGEND

- Key destinations
- Areas to encourage indoor / outdoor connections
- Formal connected open spaces
- ← → Key pedestrian routes
- ← → Vehicular access
- ← → Servicing access
- P Parking

2.4 CAMPUS PLAN SYSTEMS: ENHANCING CAMPUS EXPERIENCE

LEVEL 000 - Creating Destinations

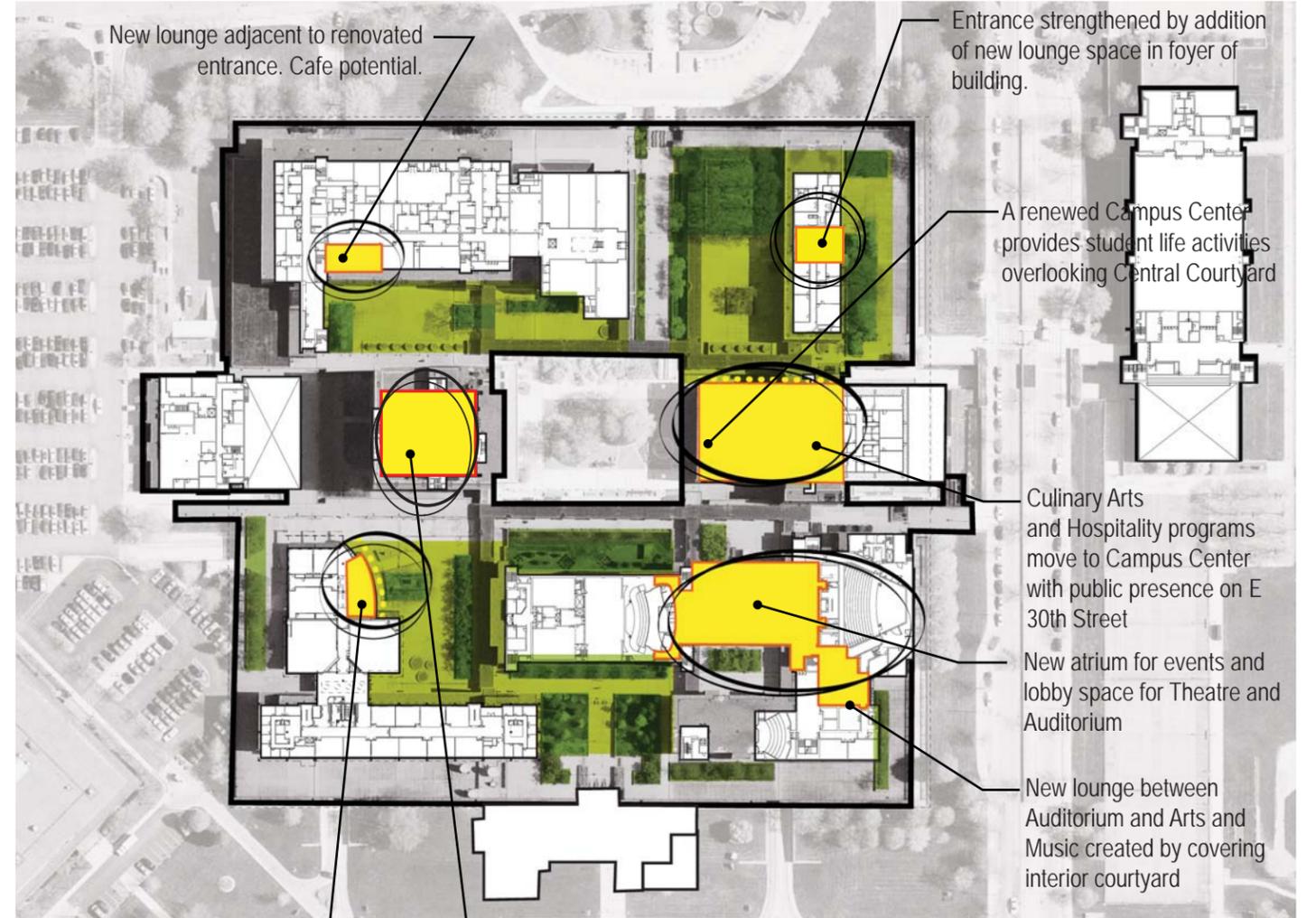


Potential to convert Book Center to other activities related to Central Courtyard, or expand Book Center and renovate corridor to improve connectivity to Central Courtyard

New campus Wellness Center creates new destination on east side of campus

Lower level of Campus Center has expanded opportunity for many campus life activities. Cafeteria will relate to Central Courtyard.

LEVEL 100 - Creating Destinations



New lounge adjacent to renovated entrance. Cafe potential.

Entrance strengthened by addition of new lounge space in foyer of building.

A renewed Campus Center provides student life activities overlooking Central Courtyard

Culinary Arts and Hospitality programs move to Campus Center with public presence on E 30th Street

New atrium for events and lobby space for Theatre and Auditorium

New lounge between Auditorium and Arts and Music created by covering interior courtyard

Existing lounge is enhanced

One Stop for Student Services is a key destination on campus

LEGEND

 Key destinations

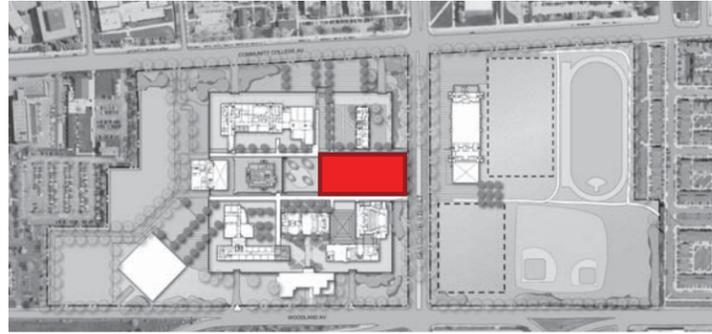
 Formal connected open spaces



2.5 CAMPUS PLAN PROJECTS: ARCHITECTURE AND INTERIORS

With an understanding of the key systems that influence the campus experience at a Master Plan level, the Campus Plan proposes specific interventions that will help the College accomplish the goals in each system. The projects fall into two simple categories for ease of planning: built form projects and public realm projects. Built form projects are either new building projects or renovations/retrofits of existing buildings on campus and may include interior and/or exterior proposals. Public realm projects are recommended improvements to the open space and circulation elements of campus. Each has been defined to act as a catalyst to the enhancement of the overall campus experience and will provide the greatest return when combined with other recommended projects because the Campus Plan systems, while separated for ease of presentation and planning purposes, are highly interconnected and interdependent. The presentation of each as a separate project also allows for a phased approach and facilitates further study.

2.5.1 THE CAMPUS CENTER



PROJECT SUMMARY

BUILDING

- glazed addition on ground floor on all sides to meet podium
- architectural stair feature in two storey atrium
- improved lower level access to courtyard

PROGRAM

- expanded & enhanced Campus Center
- new home for Culinary Arts and Hospitality Management

TOTAL AREAS OF CHANGE

EXISTING USES TO RE-ALLOCATE	854 ft²
PROGRAMMED SPACE TO RETROFIT	52,772 ft²
EXPANSION	27,700 ft²

A retrofit of the existing Campus Center building will accomplish a number of goals, including the creation of a hub of activity for the campus, and more physical links across campus.

The retrofitted Campus Center building will accommodate the existing “Campus Center” functions, as well as new space for the expanded Culinary Arts and Hospitality Management programs.

Courtyard Level Enclosure

The existing Campus Center is currently only connected to the podium at the north and south doorways leaving a “moat” between the main podium walkways and the rest of the building face. It is recommended that, in retrofitting this building, the “moat” be filled in with floor area at the courtyard level to create better connections between the building and circulation routes. To continue to provide access to the courtyard for maintenance the courtyard level addition will include both the east and west faces of the Campus Center, but be limited to one of the north or south faces.

Courtyard Service Route

Service vehicles currently access the Central Courtyard through a tunnel under E30th Street. From the tunnel, vehicles then use the open area on the north side of the Campus Center at courtyard level (000). Not only is this existing arrangement problematic from a pedestrian/vehicle conflict point of view but it also reduces the possibility to complete the circulation route of Level 000 with the proposed addition. It is suggested that at the detailed design stage a new approach to servicing the Central Courtyard be developed. One suggestion is to create an opening in the north wall of the north concourse and access the courtyard via “garage style” doors to the courtyard along the south side of the concourse.

New Pedestrian Connection

When considering the design of the suggested lower level enclosure it is recommended that the newly enclosed area be extended west beyond the west face of the Campus Center. The roof of this lower level extension will then provide opportunity to create a new north-south pedestrian link across the courtyard on the west face of the building. This connection may be open or enclosed but entrances to the Campus Center from this walkway should also be created.

Improved Facade

When retrofitting the Campus Center building the College should consider updating the east and west facades of the building to be highly glazed, allowing activities within to be visible to the street and from across campus. This design improvement will help to draw people to the Campus Center as a special destination and will enhance its functionality as a gathering space.

Internal Renovations

Internal renovations should be considered to make the student life components of the Campus Center truly functional. In general, the building should be open and airy with offices and other functions located directly off a main circulation route. A variety of open areas should be provided to respond to the array of possible user interactions. Areas should include those capable of accommodating large groups as well as small, more intimate nodes for conversation or study. The main lounge spaces should be connected on at least two floors via a significant staircase, also visible through the new glazed façade on the west side of the building. Areas not directly connected to the main open lounge/atrium should be arranged around other open areas to ensure visual connections can be made between various uses, encouraging greater levels of connection and participation.

It is suggested the primary food services be located adjacent to the courtyard on the lower level to allow patrons to flow out to the courtyard in good weather.

New Culinary Arts / Hospitality Management Program Space

Renovations will also be necessary to accommodate the new home of the Hospitality Management and Culinary Arts programs. It is anticipated that these programs will include a retail presence on the podium level of the Campus Center and classroom/teaching kitchen space on the lower level where there is better access to delivery/servicing through the garage. These program elements should generally be located on the east side of the building, generating interest in the program and its retail offerings by presenting activity to the street through an improved façade and appropriate signage. The location of this program will also allow for synergies with campus food services and a new cafeteria opening onto the Central Courtyard. Additional program office and classroom spaces may be located in the expanded Level 000 extension of the Campus Center, as shown in the accompanying expanded axonometric view in Section 2.5.2.

Any internal improvements to the building should be designed for flexibility and adaptability to respond to evolving campus needs.



Sunlight opens up hallways.



A grand staircase descends a multi-storey atrium.



Expanded service cafeteria.

2.5 CAMPUS PLAN PROJECTS: ARCHITECTURE AND INTERIORS

The Program

In addition to housing the requirements of the Culinary Arts/Hospitality Management Program, the Campus Center will continue to be a hub for student life-related programming and support. These elements will occupy the remainder of the space anchored by a significant two storey cafeteria-lounge area on the western face linking directly to the Central Courtyard. Other uses that will be included, expanded or enhanced in the Campus Center are:

- student government offices,
- Student Life offices,
- student club/organization offices,
- student newspaper offices and printing facilities,
- meeting rooms of various size,
- quiet study/group study rooms,
- campus life information desk,
- expanded service cafeteria (opportunity with Culinary Arts/Hospitality),
- TV room and main lounge,
- vending,
- recreational computers for e-mail etc.

Other campus centers reviewed have included food banks, campus radio stations, convenience stores, a resource room for various clubs and student organizations to share for office equipment, and revenue generating elements for student life programming such as an ATM.

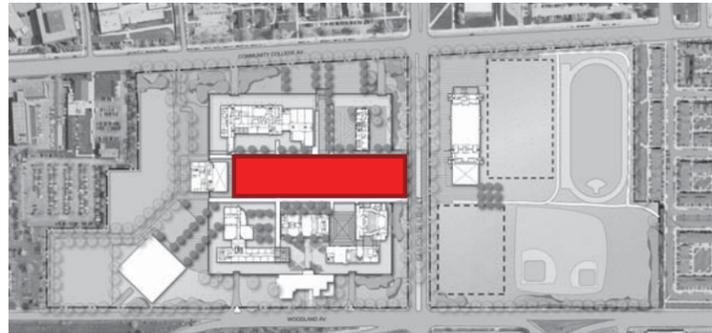
The detailed services or amenities to be offered in the Campus Centre should be determined in consultation with Student Life staff and student representatives.



LEVELS	EXISTING USE	POTENTIAL PROJECTS	Existing uses to relocate (ft ²)	Programmed space to retrofit as needed (ft ²)	Expansion (ft ²)
200	 Campus Center activities	Retrofit for Campus Center uses and Culinary Arts/Hospitality Program uses		19,310	
100	 Campus Center activities  Marketing Office	Retrofit for Campus Center uses and Culinary Arts/Hospitality Program uses Retrofit for Campus Center uses and Culinary Arts/Hospitality Program uses	854	15,976 854	
000	 Flexible space  Exterior area around Campus Center building	Retrofit for Campus Center uses and Culinary Arts/Hospitality Program uses Enclose as a one storey atrium for Campus Center uses and Culinary Arts/Hospitality Program uses, and open to north and south concourses*		16,632	27,700*
TOTALS			854	52,772	27,700

* The gross floor area shown for the Level 000 expansion is the maximum achievable if the service access to the courtyard is relocated.

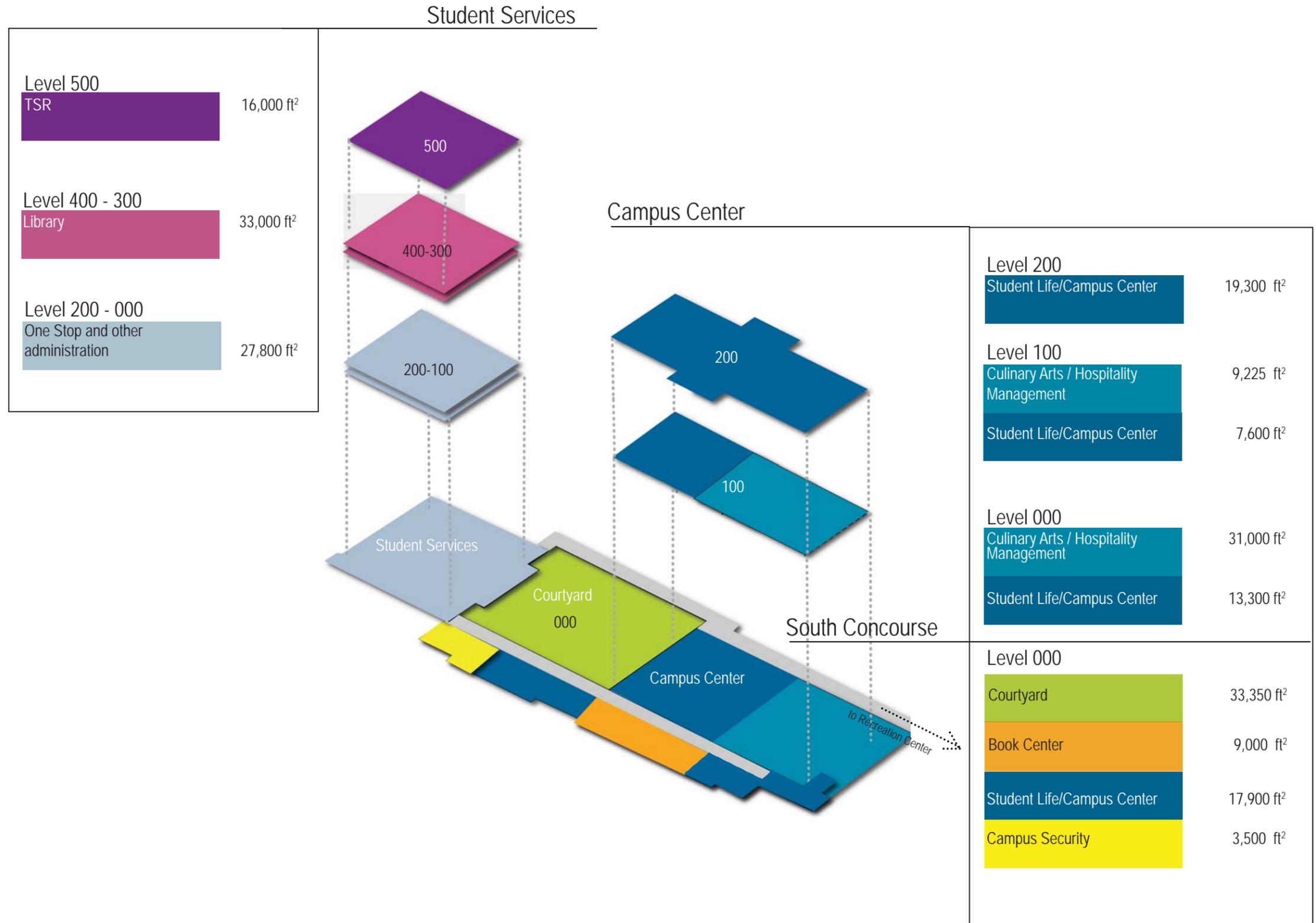
2.5.2 THE STUDENT ACTIVITY ZONE



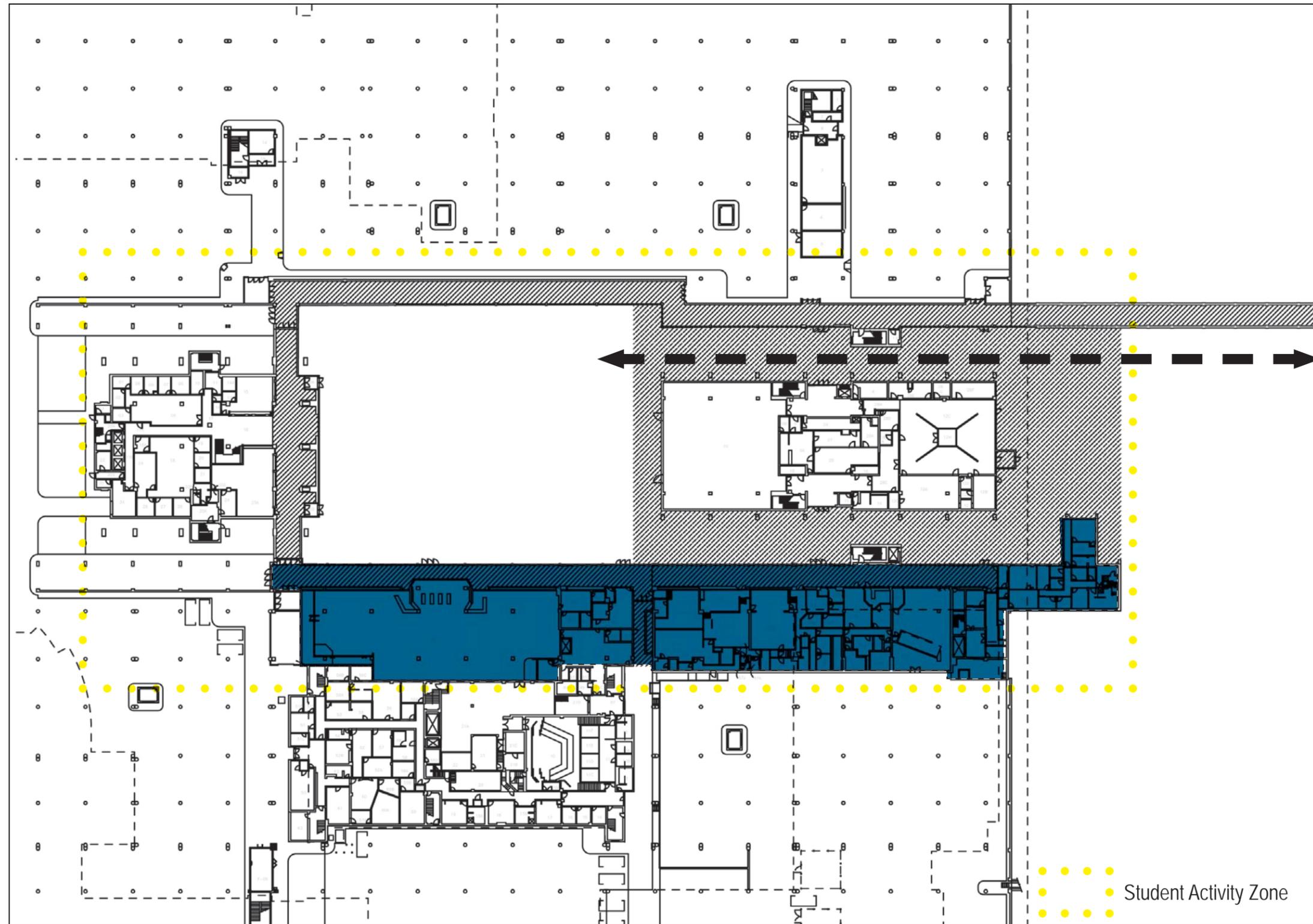
To enshrine the student centered focus of the College in a physical manner it is recommended that a Student Activity Zone be created. Uses on campus are already generally oriented such that academic buildings are found on the north /south axis, whereas the east/west axis is dedicated to more administrative and campus life functions. The recommended renovation projects will strengthen this east-west zone and connect key places of activity such as the Library, Campus Center and Student Services Center (“One Stop”) with the important Central Courtyard and associated uses on the south concourse. The projects will encourage greater back and forth movement by way of many points of interest, varied spaces and accesses to the outdoors, creating an active zone.

The following pages describe the recommended projects to bring this area to life with a focus on retrofitting and reprogramming the Campus Center building and lower level spaces lining the central courtyard.

Key to achieving a vibrant student activity precinct is the regeneration and retrofitting of the Campus Center and Student Services buildings, as shown below. A highly transparent addition is proposed for the ground floor of the Campus Center building (as described in Section 2.5.1). It is further recommended that the south concourse be reworked to create a linked series of formal and informal spaces for engaging with the College, socializing, studying, learning and gathering around the central courtyard. The successful realization of this precinct will create a place that students and faculty are attracted to come to and linger in creating a vibrant energy in a distinct heart of campus.



2.5 CAMPUS PLAN SYSTEMS: ENHANCING CAMPUS EXPERIENCE



Creating the Student Activity Zone

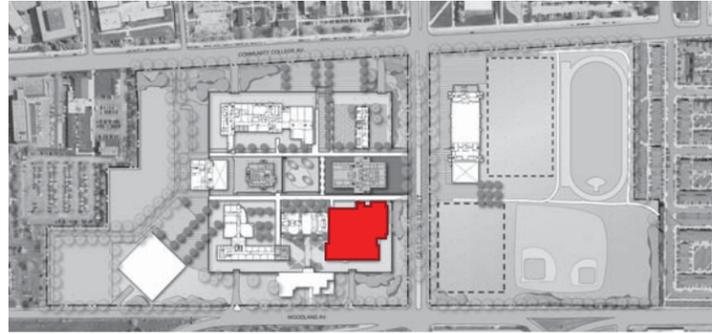
The South Concourse should be thought of as an extension of the Campus Center building. Campus Center/Student Life related uses that are displaced in order to accommodate the move of the expanded Culinary Arts and Hospitality Management Program into the Campus Center proper, can be relocated along this corridor to activate and animate it. The more social uses that attract people during all hours of the day are ideal to face the courtyard. Rooms lining the courtyard in the Student Activity Zone should have highly transparent walls to the corridor and courtyard beyond to encourage an active and busy feeling to this part of the Zone. Additional openings to the Central Courtyard should be created.

A proposed allocation of space between Campus Center uses, the expanded Culinary Arts and Hospitality Management program, the Book Center, and Campus Security is proposed in the expanded axonometric view on the facing page.



Highly transparent walls to the corridor and courtyard beyond.

2.5.3 ARTS AND MUSIC AUDITORIUM



PROJECT SUMMARY

BUILDING

- glazed atrium over adjacent courtyard
- new small student lounge

TOTAL AREAS OF CHANGE

EXISTING USES TO RE-ALLOCATE	1,165 ft²
PROGRAMMED SPACE TO RETROFIT	4,569 ft²
EXPANSION	11,416 ft²



Glass atrium over courtyard.

While the auditorium facility itself is impressive, it is in need of basic interior finishing updates, and the lobby space is inadequate for popular performances or events held within. Covering the exterior courtyard between the Auditorium and Theatre Arts and Media, including the open space between the Auditorium and classroom wing, will provide much needed space for events (this smaller space could also be considered as a student lounge).

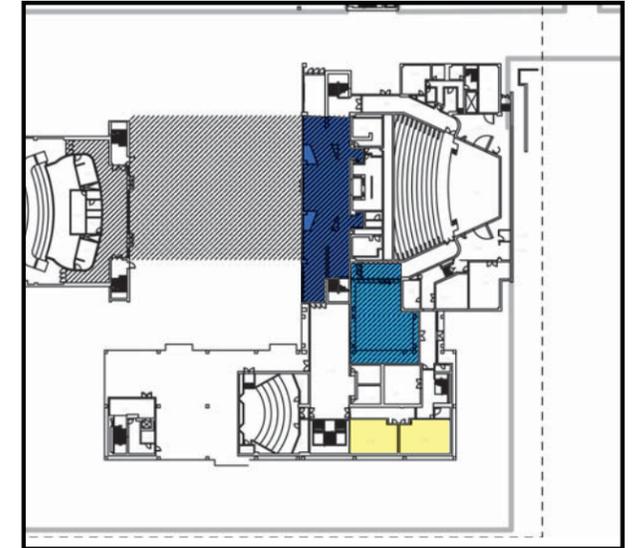
Covered Courtyard

The covered courtyard will become an event space that can be used by the Culinary Arts Program (conveniently located in the adjacent Campus Center building and connected via the ground level), often in conjunction with performing arts events in the auditorium and theatres. The courtyard should be covered with a highly transparent glass roof to allow plant life to flourish in this location. Similarly the new walls on the north side of the courtyard should also be primarily transparent. As this is the “arts quad” of campus, design of the glass and the structural elements could be a key feature of the atrium. Student artwork and sculpture could be featured in this space. Some moveable seating should also be provided in the courtyard space, such as café tables that may be associated with a small café in that location. Attention should be paid to the design of the entrance to the courtyard to ensure it is welcoming and accessible.

The design of the canopy should coordinate with the redesign of the walkway arcade structures (described in section 3.2.4) which will create a new coordinated aesthetic for public spaces on campus. This will be articulated in a light, modern fashion to complement the existing built form and enhance the exterior landscaping in the courtyard spaces.

New Lounge

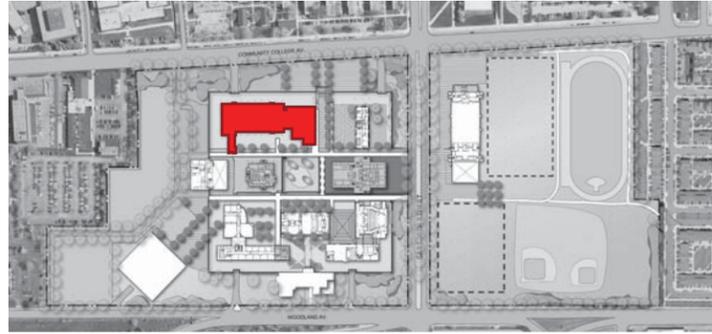
A new lounge can also be created between the Auditorium and Arts and Music building by connecting the interior courtyard with a similar glazed canopy.



level 100

LEVELS	EXISTING USE	POTENTIAL PROJECTS	Existing uses to relocate (ft ²)	Programmed space to retrofit as needed (ft ²)	Expansion (ft ²)
100	Music Lab	Move use to Center for Creative Arts, retrofit as needed	627		
	Music Lab	Move use to Center for Creative Arts, retrofit as needed	538		
	Entrance courtyard to Arts & Music Auditorium	Enclose courtyard with a light atrium for to provide additional event space adjacent to existing theater and auditorium lobbies			9,463
	Lobby	Renovate area in consideration of adjacent new enclosed courtyard addition		3,404	
	Open courtyard	Cover with glazed canopy to create a one storey lounge to coordinate with new lobby atrium			1,953
TOTALS			1,165	4,569	11,416

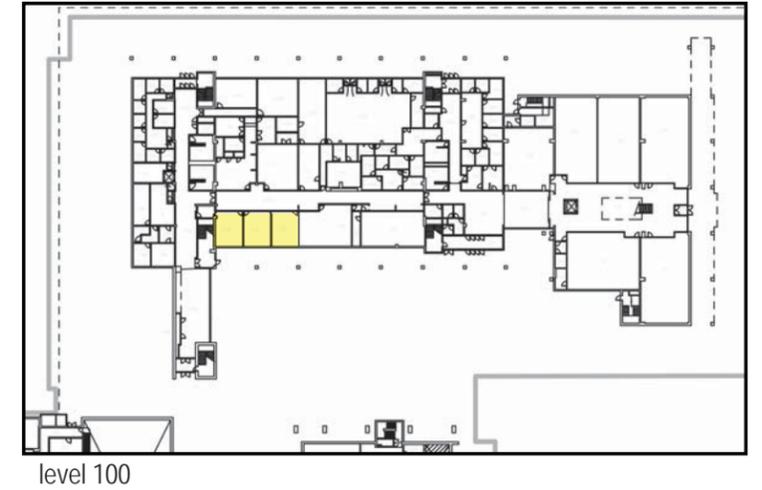
2.5.4 HEALTH CAREERS AND SCIENCES



In order to improve the campus experience for students it is recommended that a suite of classrooms on level 100 be converted to a lounge area.

New Student Lounge

It is recommended that a new student lounge be created in a suite of classrooms on Level 100. The lounge, proposed for rooms 112, 114, 116, should be enclosed (i.e. not open to the corridor) but the walls on the corridor should provide significant glazing so that passers-by in the corridors are invited into the lounge and also to provide passive surveillance over the activities that might occur within the lounge. Soft seating with moveable pieces should be provided to allow students to come together in the best way for them. Some study carrels or the equivalent could also be provided for independent study.



PROJECT SUMMARY

BUILDING

- new student lounge

TOTAL AREAS OF CHANGE

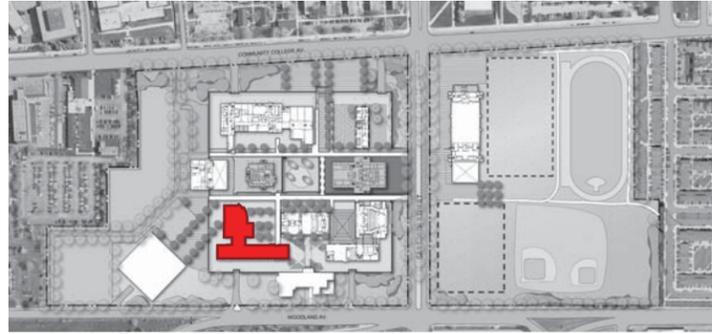
EXISTING USES TO RE-ALLOCATE	1,343 ft²
PROGRAMMED SPACE TO RETROFIT	1,343 ft²
EXPANSION	0 ft²

LEVELS	EXISTING USE	POTENTIAL PROJECTS	Existing uses to relocate (ft ²)	Programmed space to retrofit as needed (ft ²)	Expansion (ft ²)
100	Classrooms	Retrofit to enhance common space framework (lounge, café)	1,343	1,343	
TOTALS			1,343	1,343	



Lounges are key areas for informal learning and sense of community.

2.5.5 LIBERAL ARTS



PROJECT SUMMARY

PROGRAM

- Academic Dean and Access offices are relocated to Business & Administration and Student Services, respectively
- vacated spaces to be repurposed

TOTAL AREAS OF CHANGE

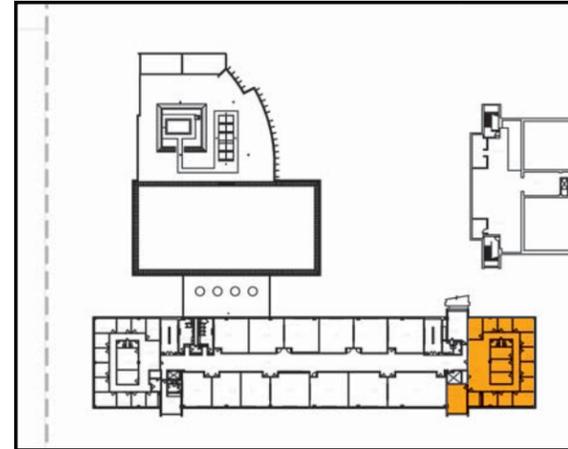
EXISTING USES TO RE-ALLOCATE	3,372 ft²
PROGRAMMED SPACE TO RETROFIT	3,372 ft²
EXPANSION	0 ft²

No significant changes are proposed to the Liberal Arts building. The recently added wireless internet lounge area, a key campus destination, is a good model on which to fashion the additional proposed lounges across campus.

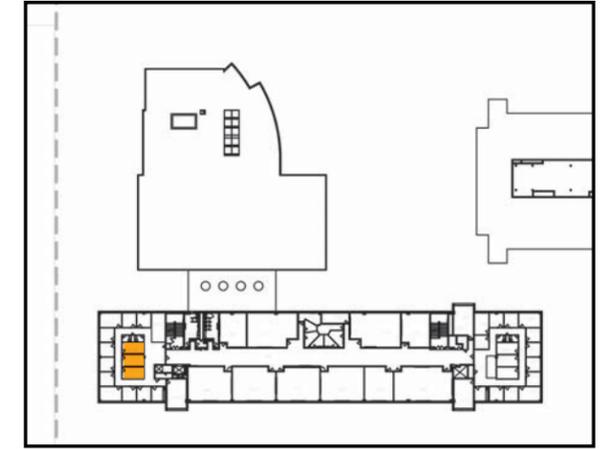
Space in this building will be vacated by the move of the Access office, and Dean of Academic Affairs Office. The Access office is a key component of the registration process for some students and this service should be provided in proximity to the other registration and administration functions as part of the One Stop in the renovated Student Services building.

Relocating the Dean of Academic Affairs to Business and Administration adjacent to the Dean of Student Affairs and proximate to the office of the President will allow senior campus leadership to be located in the same facility.

These vacated spaces will be appropriate for retrofitting as additional classroom or office space for faculty members (including adjunct faculty).



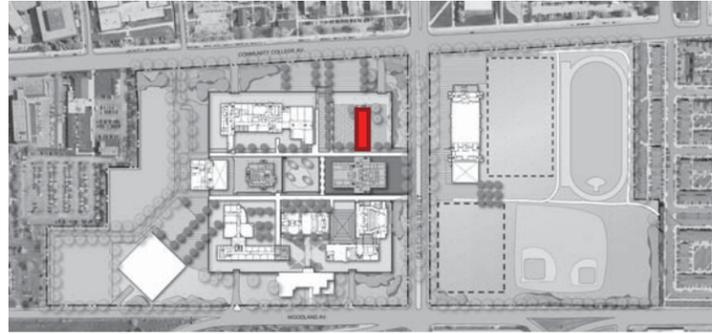
level 200



level 300

LEVELS	EXISTING USE	POTENTIAL PROJECTS	Existing uses to relocate (ft ²)	Programmed space to retrofit as needed (ft ²)	Expansion (ft ²)
300	 Access Office	Relocate to Student Services/One Stop. Retrofit to accommodate uses consistent with primary building function	361	361	
200	 Dean of Academic Affairs: Room suite 223	Relocate the Dean of Academic Affairs next to the Dean of Student Affairs in the Business Administration Building	3,011	3,011	
TOTALS			3,372	3,372	

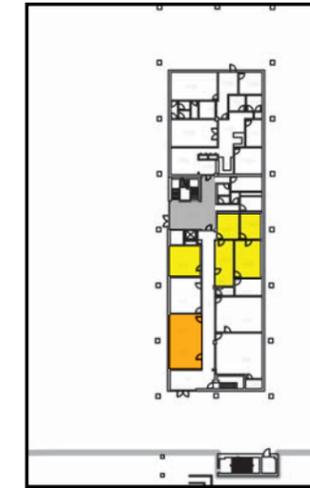
2.5.6 BUSINESS AND ADMINISTRATION



It is recommended that a suite of classrooms be renovated into a student lounge at the entrance to the building, creating an open and inviting lobby lounge off the exterior courtyard.

Consideration should be given to sound attenuation in this area as it is just outside the Office of the Campus President.

It is also recommended that the underground tunnel to the Recreation Center be renovated to be more inviting, brighter and to improve the perception of personal safety in that area of campus. Student murals and bright lights will help to improve this connection.



level 100

PROJECT SUMMARY

BUILDING

- new lounge at entrance
- facelift for tunnel to Recreation Center

PROGRAM

- relocation of Dean of Academic Affairs

TOTAL AREAS OF CHANGE

EXISTING USES TO RE-ALLOCATE	1,623 ft²
PROGRAMMED SPACE TO RETROFIT	3,643 ft²
EXPANSION	0 ft²

LEVELS	EXISTING USE	POTENTIAL PROJECTS	Existing uses to relocate (ft ²)	Programmed space to retrofit as needed (ft ²)	Expansion (ft ²)
100	Classrooms (102,102a, 105,105a, 105b, 113)	Retrofit into new lounge	1,140	1,140	
	Internal Circulation	Retrofit into new lounge		1,020	
	Call Center	Retrofit for the Dean of Academic Affairs	483	483	
TOTALS			1,623	2,643	



Open and inviting lobby welcomes new and existing students and the community.

2.5.7 RECREATION CENTER



PROJECT SUMMARY

BUILDING

- Renovations for new Wellness Center at North end of building

TOTAL AREAS OF CHANGE

EXISTING USES TO RE-ALLOCATE	563 ft²
PROGRAMMED SPACE TO RETROFIT	22,131 ft²
EXPANSION	0 ft²



Glass facade brings life to the street from inside fitness areas.

The Recreation Center is separated from the main campus by East 30th Street and is therefore not well located to encourage students and staff to visit on a regular basis. In addition, there is more demand for fitness facilities than there are facilities available. With the creation of a new, expanded Wellness Center, all College community members will have access to work-out facilities even if not enrolled in a physical education course. This is in keeping with the College’s policy of encouraging health and wellness for all College community members. The facility will give the broader Metropolitan Campus community a better awareness of the other Recreation Center facilities (i.e. pool and gyms) as well as the CCC athletic teams that train and play at the Recreation Center.

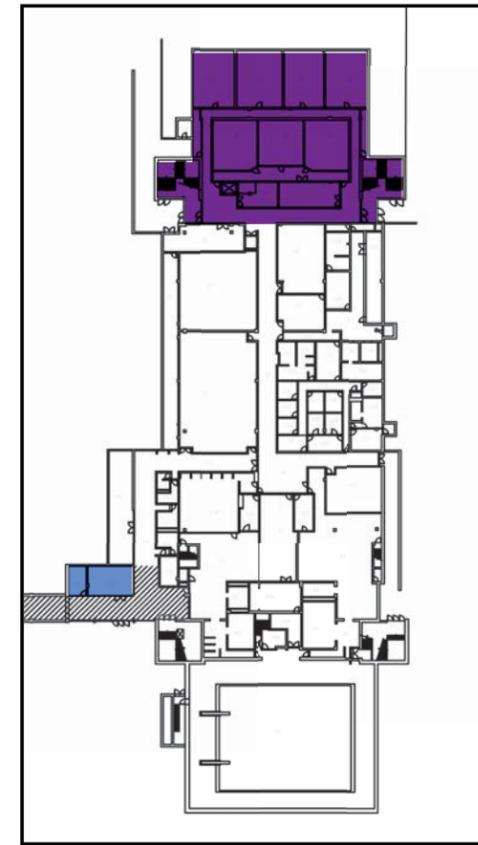
Recommended Renovation

It is recommended that a new Wellness Center be built as a result of a renovation to the under used racquet ball courts. This renovation to the north end of the building is also an opportunity to present a new face to Community College Avenue that will be well suited to a full glass curtain wall to animate the street. It is recommended that Level 100 offices be relocated to Level 000 in order to allow the active uses such as the core cardio and weight machines to be located in a highly glazed, light-filled room overlooking the street. This renovation could be completed in a manner similar to the TLC addition which is contemporary but still respects the existing architecture.

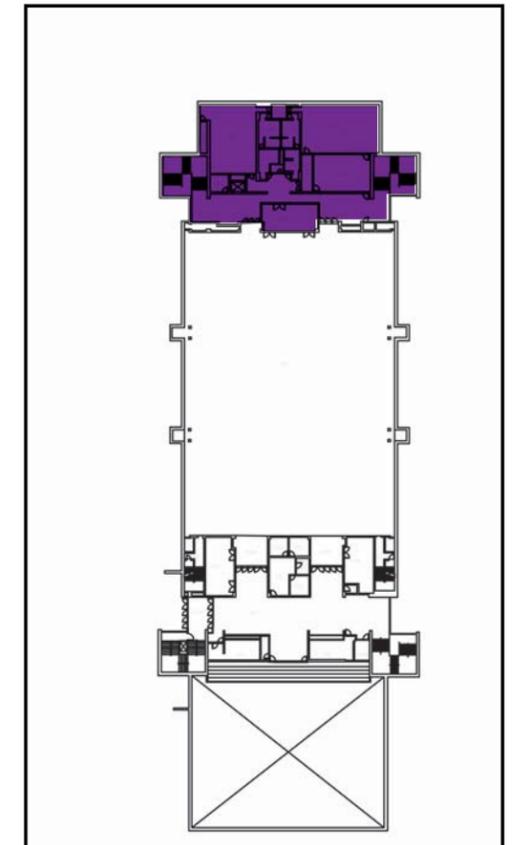
To ensure that the Wellness Center is easily accessible to the College and surrounding community, it is recommended that a new entrance be created at the northwest corner of the Recreation Center building, at grade level. This is also an appropriate location for the Wellness Center front desk.

To enhance this new entrance to the building and Wellness Center a landscaped courtyard space should be created at the north end of the building. This space will echo the landscaped courtyards that help to define the buildings located on the main campus podium and will allow for the coherent translation of campus identity across E30th Street.

It is also proposed that a welcoming lobby area be created by opening up some Level 000 rooms at the entrance to the tunnel below E30th Street. This will open the building up to the additional users who will be accessing the building and the Wellness Center via the tunnel.



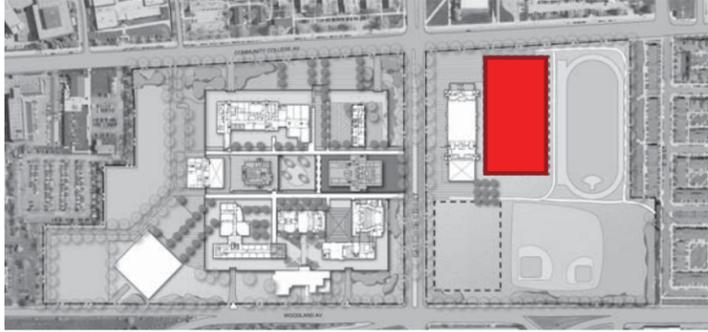
level 000



level 100

LEVELS	EXISTING USE	POTENTIAL PROJECTS	Existing uses to relocate (ft ²)	Programmed space to retrofit as needed (ft ²)	Expansion (ft ²)
100	Recreation uses	Renovate to permit new Wellness Center		7,386	
000	Recreation uses Below grade corridor	Renovate to accommodate uses displaced by level 100 fitness center Retrofit corridor below E30th Street to be more welcoming (bright, student art murals)		10,472 3,710	
	Level 000 rooms	Renovate to create more welcoming entrance lobby	563	563	
TOTALS			563	22,131	

2.5.8 CAREER CENTER



CCC will be moving workforce programming onto the campuses in stand-alone buildings. The prominent site fronting onto Community College Ave, east of the Recreation Center, is an appropriate place to showcase the College's career-oriented programming and welcome the community in to experience it.

Description

This building will occupy a prominent location on the campus hence thoughtful architecture that responds to the surrounding community and campus vernacular, while creating an open and inviting street presence, will be key to the building's success. Up to four storeys would be appropriate for this facility in this location, as dictated by the detailed building program.

Any public courtyard space between the new facility and the Recreation Center should be designed to invite passers by through the void between the buildings to watch the CCC teams practice or play on the fields at mid-block.

Parking should be located in the interior of the block or below grade. The building should be located on the site so as to address the street in a manner appropriate for its urban location.

PROJECT SUMMARY

BUILDING

- new 4 storey building

TOTAL AREAS OF CHANGE

- **NEW BUILD** **50,000 ft²**

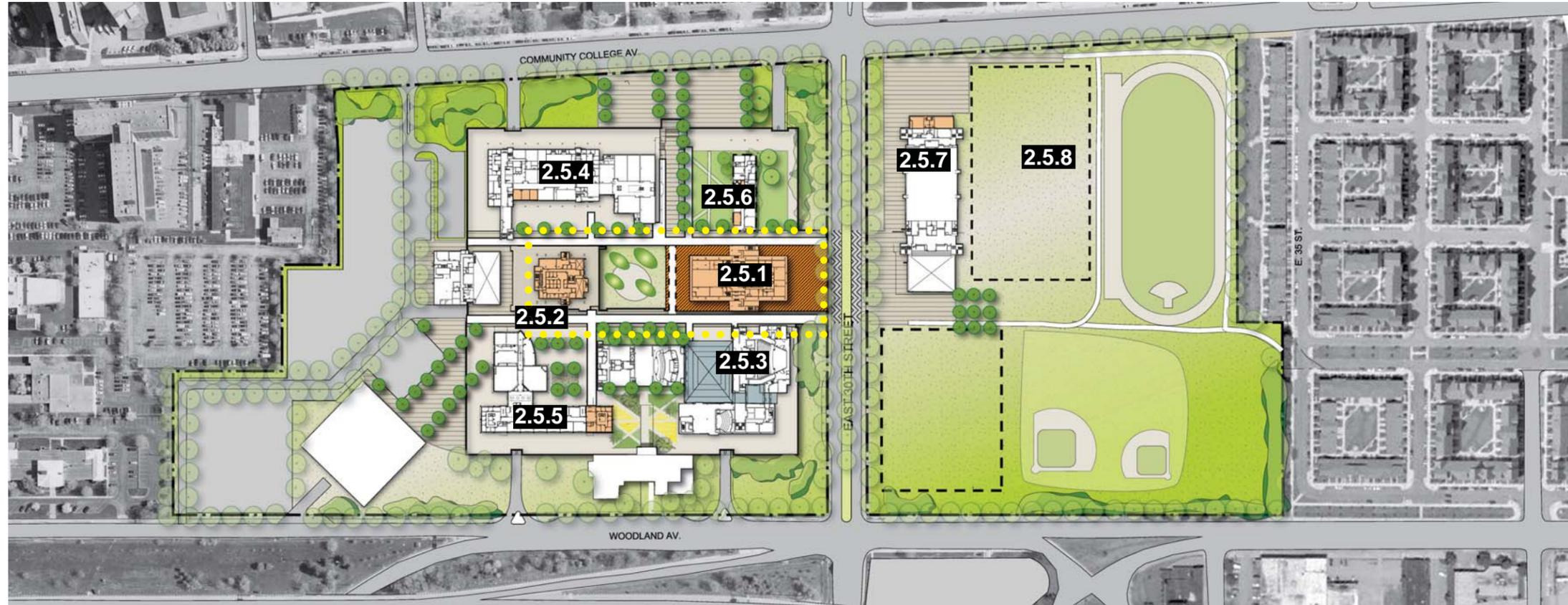


Landscaped spaces between buildings become usable areas for students and faculty.



New academic spaces can be filled with light and modern finishes.

2.5.9 BUILDING PROJECT SUMMARY



BUILDING INVENTORY BY PROJECT

PAGE	SECTION	NAME	EXISTING USES TO RELOCATE	PROGRAMMED SPACE TO RETROFIT	NEW BUILD / EXPANSION
PG. 2-24	2.5.1	THE CAMPUS CENTER	1,518 FT ²	52,772 FT ²	27,700 FT ²
PG. 2-26	2.5.2	THE STUDENT ACTIVITY ZONE	30,400 FT ²	30,400 FT ²	0 FT ²
PG. 2-28	2.5.3	ARTS AND MUSIC AUDITORIUM	1,165 FT ²	4,569 FT ²	11,400 FT ²
PG. 2-29	2.5.4	HEALTH CAREERS AND SCIENCES	1,343 FT ²	1,343 FT ²	0 FT ²
PG. 2-30	2.5.5	LIBERAL ARTS	3,372 FT ²	3,372 FT ²	0 FT ²
PG. 2-31	2.5.6	BUSINESS AND ADMINISTRATION	1,623 FT ²	2,643 FT ²	0 FT ²
PG. 2-32	2.5.7	RECREATION CENTER	563 FT ²	22,131 FT ²	0 FT ²
PG. 2-33	2.5.8	CAREER CENTER	0 FT ²	0 FT ²	50,000 FT ²

BUILDING PROJECT SUMMARY

TOTAL AREAS	
EXISTING USES TO RE-ALLOCATE	39,984 ft ²
PROGRAMMED SPACE TO RETROFIT	117,230 ft ²
NEW BUILD / EXPANSION	89,100 ft ²

2.6 PUBLIC REALM IMPROVEMENTS

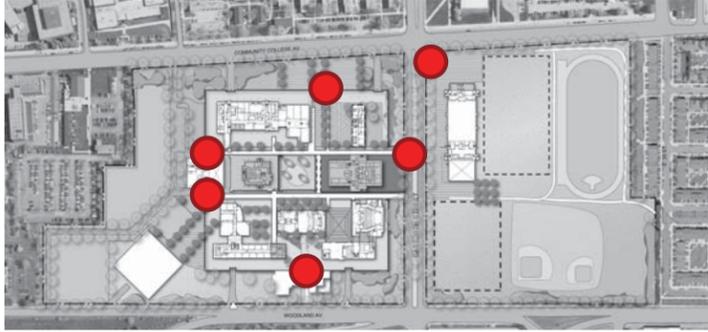
Six key areas have been identified in the Campus Plan as the focus for recommended public realm improvements. This section provides a framework to help the College consider a further breakdown of projects and their phasing as it is unlikely that these will all be carried out simultaneously.

Each adds a particular benefit to campus life, activates and engages the community or simply enhances the attractiveness and identity of the campus in the City. Recommendations in the following areas are found in the next pages:

- Campus Entrances
- Campus Edge
- Courtyards and Plazas
- Internal Pedestrian Streets and Covered Walkways
- East 30th Street Improvements
- Recreation Zone

3.2. PUBLIC REALM IMPROVEMENTS

2.6.1 CAMPUS ENTRANCES



A hierarchy of well defined entrances serves many purposes: welcoming visitors and orienting them to key destinations, establishing the “face” of the campus, and ensuring adequate and appropriate pedestrian permeability to campus.

While Metropolitan Campus has the right number of entrances (on all four sides of the main campus and through the parking garage) they are not well defined for their purpose. A combination of hard and soft landscaping treatments and appropriate signage will enhance these key elements of the open space system.

Community College Entrance

The traditional and ceremonial entrance to campus is on Community College Avenue. This will continue to be the location through which most first time visitors access the campus, because it also represents the campus’ municipal address. The amount of space provided by the deep setback of the podium from the street leaves ample opportunity to create a special arrival place. The following improvements are suggested to make this entrance more inviting:

- The current circular driveway should be removed. In practice this is more “driveway capacity” than the campus needs and takes up space that can be used to make the arrival sequence more attractive. To allow vehicular pick-ups and drop-offs a small cut-in to the curb (or lay-by) should be created with a few short term parking spaces.
- Some of the disabled and short term parking spaces may be retained in a less intrusive manner adjacent to the lay-by.
- The existing narrow ramps and a steep set of stairs can

be replaced with a broad and long Grand Ramp that starts from the sidewalk and very gradually effects the transition between podium and ground levels. This ramp will become an architectural feature of the Community College Avenue façade.

- The Grand Ramp will lead to podium level and the existing arcade organization will lead first time visitors to popular destinations such as the Student Services Building and One Stop.
- Landscaping treatments including hard and soft landscaping, public art (created by members of the College community), and College signage should be included in the new terraced Community College Avenue courtyard that is created along with the Grand Ramp.
- Landscaping appropriate for the main visitor entrance of the campus should extend to the corner of Community College Avenue and E30th Street to demarcate not only the main entrance on Community College but also that intersection as a gateway to the campus precinct which straddles E30th Street.
- Landscaping of this area on Community College should include seating areas for those waiting for the bus or to be picked up or simply pausing before or after class. This will encourage eyes on the street for passive surveillance. Appropriate lighting should also be considered.

E30th Street Entrance

The next most prominent entrance is on E30th Street adjacent to the existing bus stops. In this location there is less room to create a proper entrance plaza however the existing platform (under which is the tunnel to the Recreation Center) could be widened. Due to the existing and anticipated increase in traffic on E30th, this entrance is not considered a primary vehicular pick-up/drop-off location. Its primary role is twofold – to act as a front door for those arriving by buses that stop on E30th or who park on E30th, as well as a portal connecting the two sides of campus. Improvements can be made as follows:

- Create an attractively paved and landscaped plaza on the main campus side of the pedestrian crossing for E30th Street.
- Design for year round interest with vegetation that is attractive through four seasons.

- Include seating for those waiting for the bus or snacking on fare from the street vendor(s).
- Provide appropriate lighting.

West Entrance

The western entrance to campus from the UTC parking lots is neglected and not well defined. However, as a significant amount of parking is offered here it is a heavily used entrance to campus. Removal of some parking spaces will allow for improvements that will make this access point appropriate for the College’s image, as follows:

- Create a formal pedestrian path between Community College Ave. and Woodland Ave. along the eastern edge of the parking lot.
- Create a pick up and drop off plaza near the southern ramp into the campus with attractive paving and landscaping, benches and appropriate lighting.
- This new landscaped plaza will also serve as a link in the pedestrian/open space network visually connecting the main campus and the UTC building.

South Entrance

The southern entrance to campus will be modified by the addition of the Center for Creative Arts. The deep setback of the Woodland frontage is an appropriate area for another small curb cut-in (or lay-by) for vehicular pick-up/drop-off and short term parking.

Entrance from Parking below Podium

In addition to the high traffic east and west entrances, many users of the Metropolitan Campus enter the campus via the parking below the podium. The parking areas should be maintained with bright lighting, and up to date building signage. The building entrances and wayfinding could be improved by incorporating student murals related to the core functions of the associated buildings. These upgrades ensure a good first impression of campus regardless of point of entry.



Amenities available to campus community at key entrances.

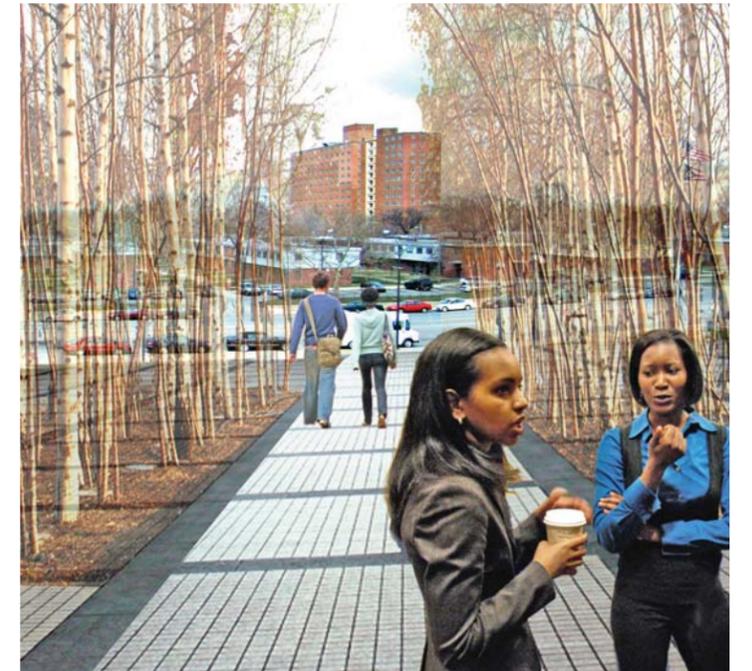
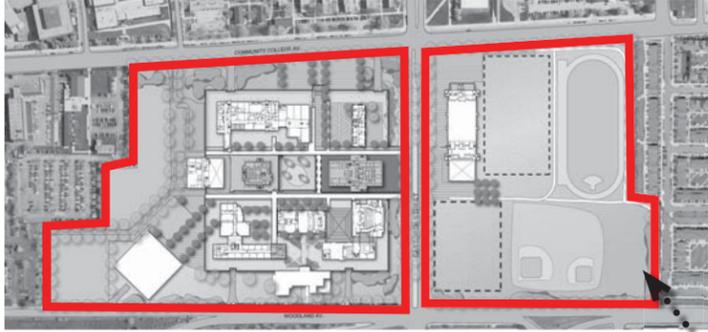


Photo rendering of North Entrance: Landscaping creates spaces for social activity.

2.6. PUBLIC REALM IMPROVEMENTS

2.6.2 CAMPUS EDGE



Metropolitan Campus is surrounded by a wide grassed lawn between the sidewalks and garage walls supporting the podium. Utilizing these spaces as a landscape resource will reduce the existing “moat” like condition between the street and campus. This condition, combined with the grade change to the main podium level and the defensive architecture, does not create a welcoming environment for visitors and would-be students.

Future Building Sites

The lawns represent key building sites to accommodate future campus growth, as is the case with the Center for Creative Arts being constructed on the south lawn.

Particularly prominent building sites extend along the lawns from the corner of Community College Avenue and E30th Street. While the College should protect these for future uses they represent a tremendous open space resource and are a key part of the face presented to the community. They should be attractively landscaped to soften the edge of campus and the podium, creating a welcoming and attractive campus edge.

North Lawn

The north lawns will be extensively used in the redesign of the Community College entrance plaza. The lawns on the north side are relatively flat and the area to the west of the entrance plaza should be considered for some grade changes that would better connect the podium level walkway surrounding the Science and Health Careers building and the street. The landscape here could be constructed in terraces mimicking the entrance ramp and act as a land bridge between podium and sidewalk. In some areas where the landscape is brought up to podium level the heavy concrete railing should be removed to permit access to the landscaped area and down to the street.



Photo rendering of Recreational Zone looking northwest from Woodland Avenue at E35th Street: Recreation Zone is enhanced and more inviting to surrounding community.

South Lawn

Like the north side of the campus, the main structure is built well back from the street on the south side creating a wide expanse. A large portion of this setback space will be used by the new Center for Creative Arts (now under construction) but care should also be taken to appropriately landscape the remaining setback areas on either side of the new building. As the north corners of Woodland and E30th mark a gateway to the campus precinct, those corners demand particular attention to landscaping and signage.

East Lawn

The main campus podium is set back from E30th Street and the setback in this location consists of a steep downward grade from sidewalk level to allow for ventilation for the parking below the podium. This condition creates a physical separation between the campus structure and the street, and is most apparent closest to the E30th Street entrances at the center of the block. The “moat”-like condition can be improved by regrading to bring the lawn to sidewalk level through

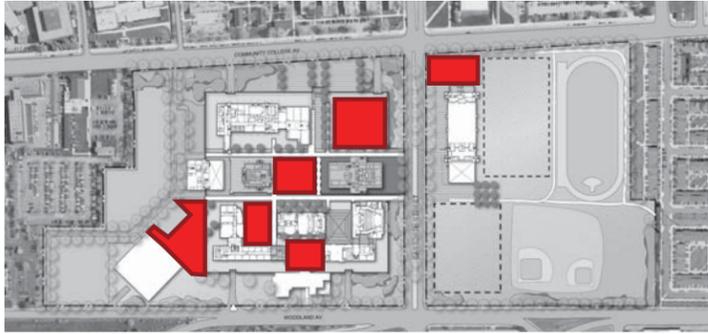
its length, creating more surface for landscaping, potential opportunities to connect the podium to the street, and future building site opportunities. This intervention would have also require engineering support for the maintenance of appropriate ventilation and natural light for the parking below the podium structure.

Parking Entrances

Where the entrances to the parking garage interrupt the green edge these should be softened and to the extent possible, screened.

2.6 PUBLIC REALM IMPROVEMENTS

2.6.3 COURTYARDS AND PLAZAS



Metropolitan Campus has a main Central Courtyard at grade and five other landscaped areas on the podium level, generally in front of the following buildings: Business & Administration, Health Careers & Science, Liberal Arts (Humanities), and the Auditorium. (The courtyard between the Auditorium and Theatre Arts & Media is proposed to be covered to provide additional overflow lobby space for the performance venues. This is described further in Section 2.5.3)

These courtyard spaces connect to the other parts of the open space system and should be enhanced with distinctive art, plantings or paving to identify each unique location. Each courtyard should act like an outdoor room with areas to relax between classes, socialize, study, or allow a stimulating conversation from the classroom to carry on after the bell.

Central Courtyard

The Central Courtyard is positioned to be the hub for the area known as the Student Activity Zone and anchored on its east and west ends by the Student Services and Campus Center buildings respectively. More access points to the Central Courtyard should be provided from the surrounding ground level concourses and buildings in addition to improved access from the podium level by way of broader stairs that are not only functional but contribute to the design of the space.

Moveable seating is also important in the Central Courtyard to allow users to gather in the best configuration for their needs, especially since the cafeteria in the Campus Center opens onto the courtyard.

Hard and soft landscape elements that provide interest and amenity in all seasons should be considered.

New Plaza Spaces

As previously described a new landscaped courtyard should be constructed to better link the main campus with the UTC building. A new courtyard should also be created at the new entrance to the north end of the Recreation Center. These new open spaces will bring unity to the campus property and also provide appropriate emphasis for key spaces such as the western pedestrian entry to campus and the northern gateway to the campus zone.



Exterior seating and lighting make unused spaces more functional for students.



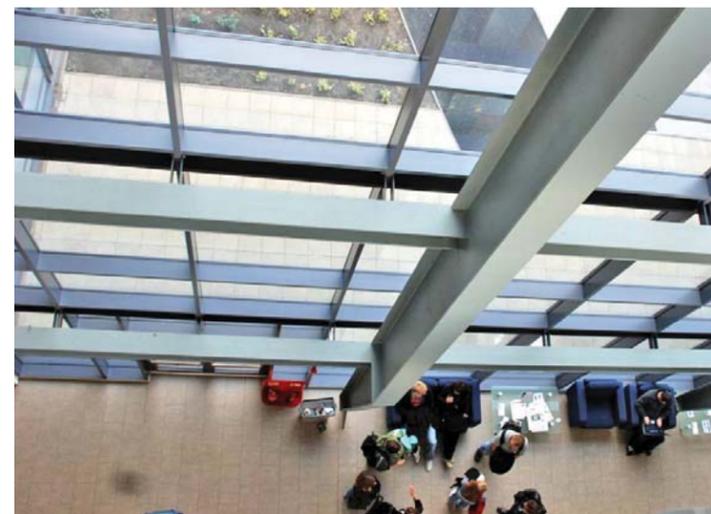
Courtyards can incorporate hard and soft landscapes to create restful places.



Enclosed outdoor spaces can become environments for passive reflection or private study.



Central Courtyard details and materiality should be enhanced.



Interior meets exterior through a curtain wall.



Floor to ceiling windows bring courtyards inside throughout the year.

2.6 PUBLIC REALM IMPROVEMENTS

2.6.4 INTERNAL PEDESTRIAN STREETS AND COVERED WALKWAYS

Reconstruction of Arcades

Podium level pedestrian circulation routes are delineated by arcades which block visibility (visual connectedness) across campus. The arcades provide practical weather protection between key buildings but in their current form they block clear views of campus and detract from rather than bring together the various outdoor spaces of campus.

It is recommended that the arcades be reconstructed to constructively contribute to the campus landscape and act as key elements of the wayfinding system leading from three of the main entrances to key buildings. The replacement structures should promote clear sight lines and unobstructed views across campus. This can be accomplished with pedestrian weather protection that is built with light materials in contrast to the prevailing heavysset architecture of campus buildings. They should consist of slim, modern supporting columns and a glass canopy, and should be designed in concert with the proposed glass atria over the courtyards. The redesign of these prominent campus features may also be an opportunity to inject some color into the campus infrastructure.

Overall the redesign of the arcades will allow them to work in conjunction with the landscaping elements of the podium, rather than compete for visual attention as in their existing form.

Extension of Arcades

To support the new emphasis of the eastern and western pedestrian entrances to campus it is recommended that the new arcades be extended to the edge of the podium, in the same manner that the arcades extend to the Community College Avenue entrance. The arcade network will then lead visitors from each of the main access points to the key buildings and functions within.

Landscaping

East-west pedestrian connections are fairly well established but would benefit from landscaping improvements to define key views to downtown and to the remainder of campus across E30th Street.

Additional Connections

North-south movement across campus is available only in front of the Student Services Building or through the interior of the Campus Center and is otherwise interrupted by the Central Courtyard. A retrofit to the Campus Center proposes the addition of a walkway bridge providing another direct exterior connection between north and south sides.

New connections should be created linking the Recreational Zone (see section 2.6.6) to the main campus and the surrounding streets.

A pedestrian route should be formalized on the eastern edge of the UTC parking area, linking Community College Avenue and Woodland Avenue.

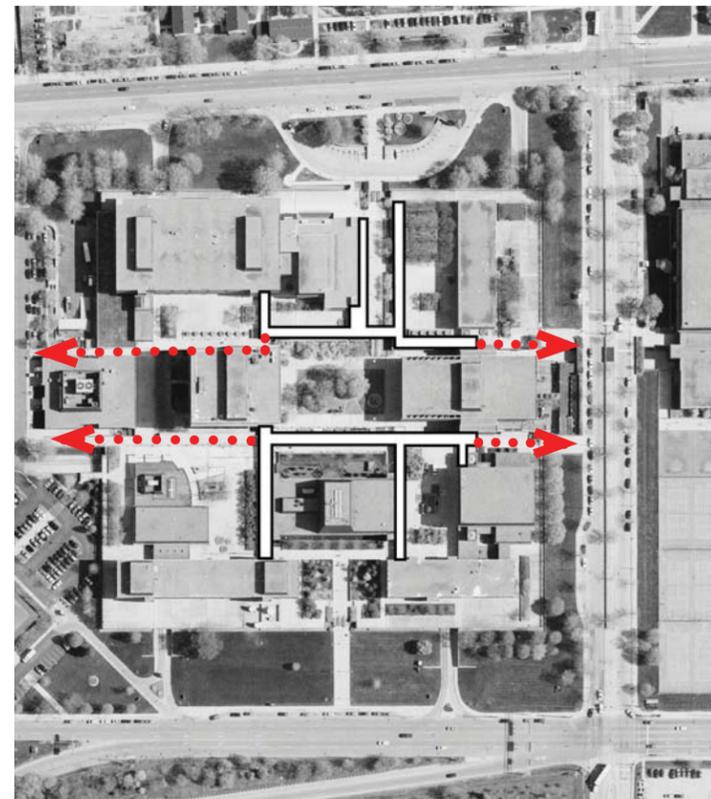
Improvements should be made to create a proper sidewalk between the Woodland remote parking area and campus.



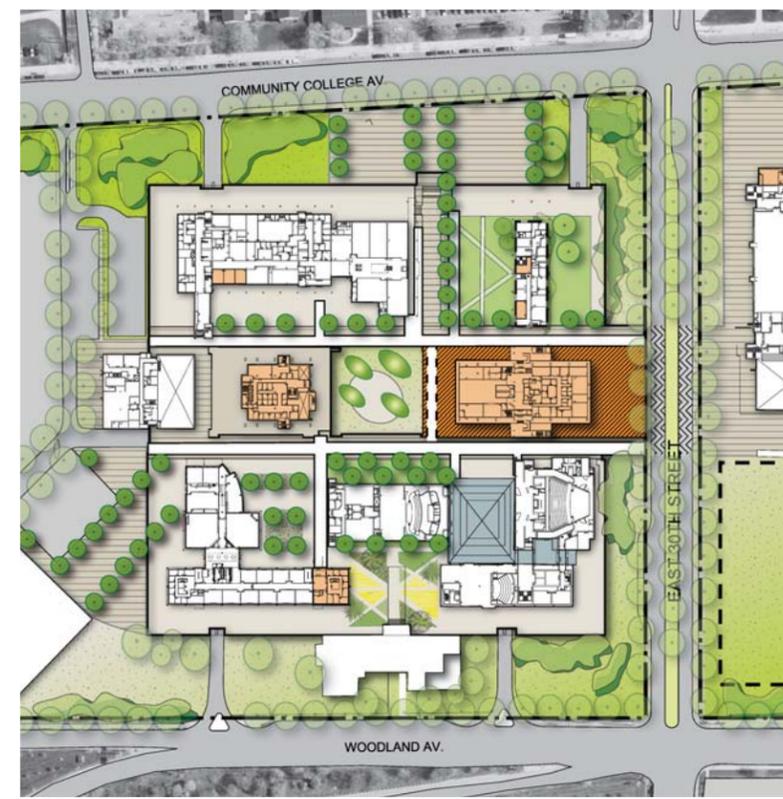
Climatic protection that is transparent.



Covered walkways.



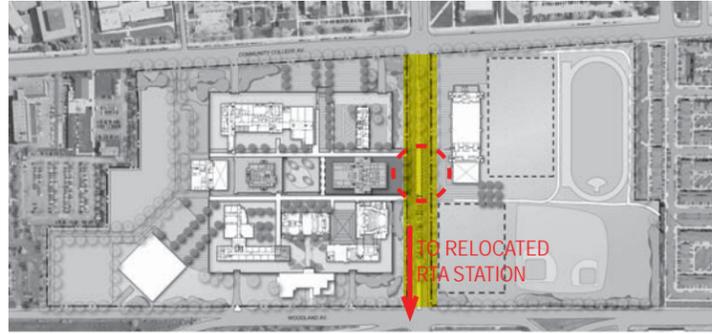
Existing covered walkways and suggested extensions.



Full build out with new covered walkways.

2.6 PUBLIC REALM IMPROVEMENTS

2.6.5 EAST 30TH STREET IMPROVEMENTS



East 30th Street acts as a gateway to the Metropolitan Campus, in some ways even more so than Community College Avenue as both sides of E30th Street are lined by College uses. The potential increase in traffic on E30th Street resulting from the Ohio Department of Transportation Preferred Alternative Innerbelt modifications will impact this important campus interface and should be addressed and mitigated in any future undertakings in this corridor. Furthermore E30th Street is a logical place for the relocation of the RTA Rapid Campus station. To this end the College should endeavor to increase the pedestrian amenity of the E30th Street corridor as it will be a heavily used pedestrian route connecting campus to the Rapid station.

A number of strategies are proposed that will both enhance the campus and pedestrian nature of the E30th Street corridor and serve to alert drivers to the more sensitive land use thus encouraging a reduction in speeds.

Gateway to Campus

Gateway features at the intersections of E30th Street with both Woodland and Community College Avenues will enhance the visual impression of the College at street level. These features can be in the form of buildings that make an architectural statement at the corner, such as the recommended renovation to the Recreation Center, or in the form of landscaping and signage. At both locations strategies to reduce vehicle/pedestrian interaction must be employed.

Pedestrian Crossing Zone

The mid-block pedestrian crossing area should be redesigned for greater accessibility and pedestrian safety, eliminating stairs, providing appropriate lighting and landscape treatments. Special paving, signage indicating the pedestrian nature of the college neighborhood and streetscaping treatments including wide sidewalks, street furniture and trees will all contribute to the activity of the street which is known to contribute to traffic calming. These interventions should be considered so as to reduce any potential conflicts between vehicles and pedestrians crossing the road between parts of campus or using transit. This work should be undertaken by the City in consultation with CCC.

Future Building Site

A parcel at the north east corner of Woodland Avenue and E30th Street, south of the existing Recreation Center building should be considered as a future building site due to its prime frontage on E30th Street. This site could be used as additional surface parking in the interim and, depending on demand, an academic or partnership building fronting on E30th Street could be integrated with a parking structure in that location, ensuring active uses on the street.

Overpass

Should these interventions not be effective the College should consider approaching the appropriate authorities about the construction of a pedestrian overpass over E30th Street. This bridge could be designed as part of the gateway to campus and would connect at the second storey of the Campus Center and a new second storey terminus on the Recreation Center.



Pavers on roadways create a texture that slows traffic.



Landscaping and wide sidewalks create a softer public realm.



Streets lined with trees create a perceived narrowing of the roadway therefore slowing traffic.

2.6.6 RECREATION ZONE



The College's holdings at Metropolitan Campus include land east of the Recreation Center - a tremendous resource for this urban campus. To date this land has not been programmed, but offers a significant opportunity to create a soft, green and welcoming interface with the neighborhood.

This area should be reserved for athletics and recreation facilities and offer good connections to the Recreation Center building and main campus as well as to the potential high school site and the street in order to encourage spectator activity from the College and surrounding community. Some limited stadium seating could be accommodated. Some field facilities may need to be relocated within the zone to accommodate Campus Plan goals.

The Career Center development site may require additional parking adjacent to it which will require an entrance from Community College Avenue. This driveway and associated pedestrian walkway should be treated appropriately to minimize any conflict between vehicles and pedestrians and encourage a pedestrian quality to the interior of the block and recreation facilities.

Interface with Community

The eastern edge of the recreation zone should be treated appropriately to be inviting to the neighboring community while maintaining appropriate security and safety.

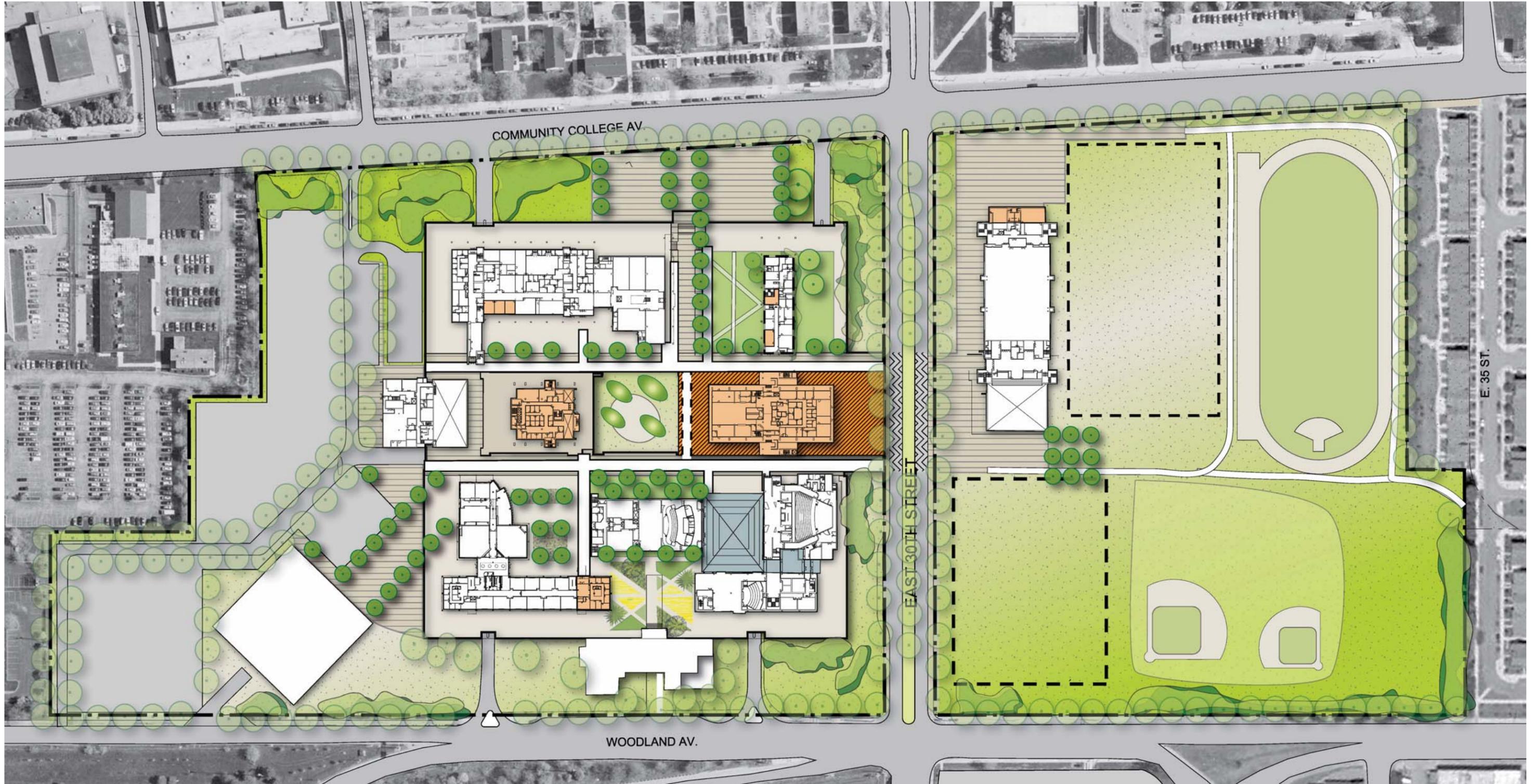


Relocated baseball field.



Relocated track.

METROPOLITAN CAMPUS PLAN



EASTERN CAMPUS



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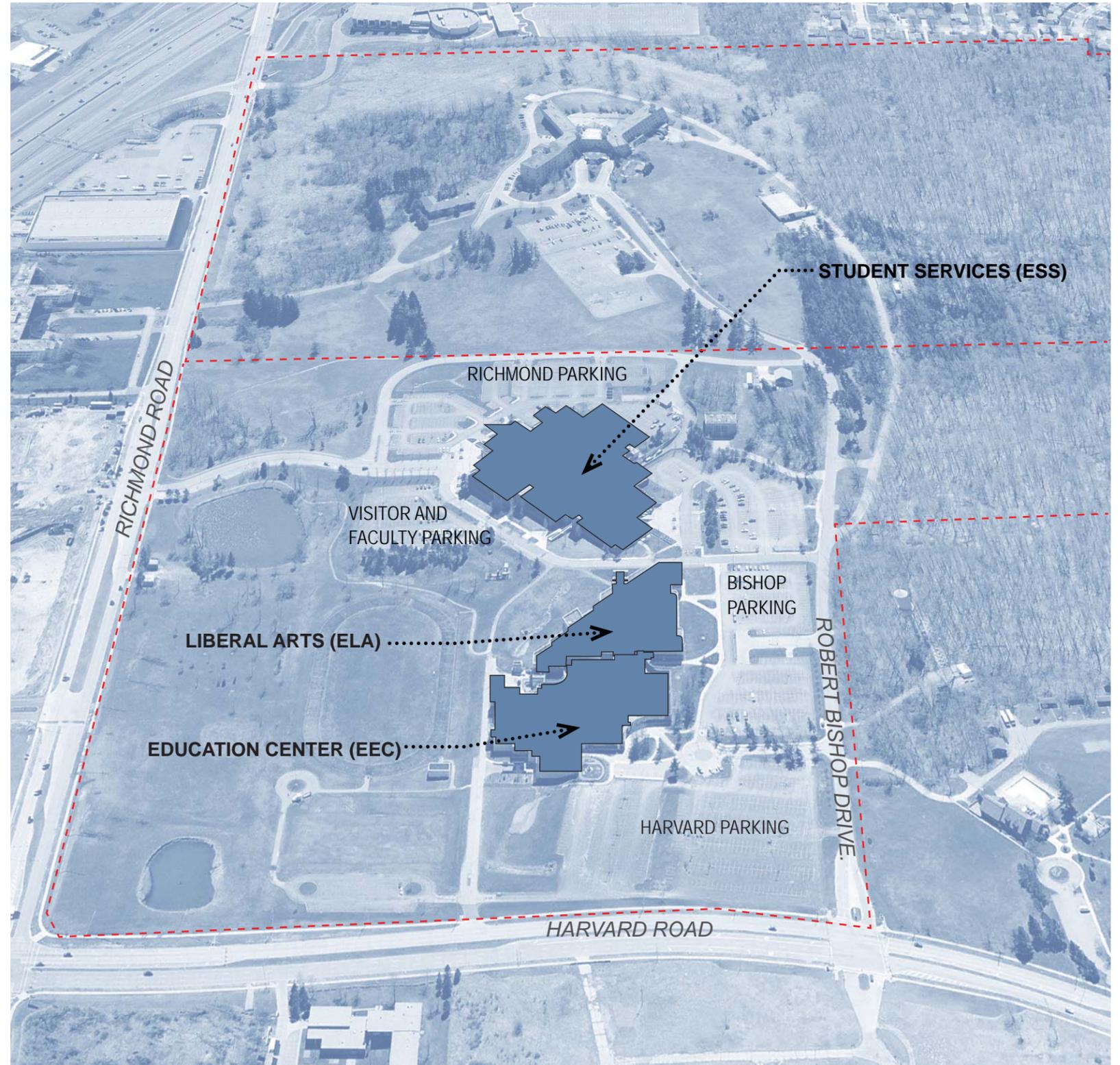
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3.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS

The initiatives recommended in this Campus Plan represent opportunities to enliven, uplift and enrich the experience of Eastern Campus. These recommendations are based on an analysis of issues and opportunities outlined in the following pages.

3.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS

3.1.1 CONTEXT

The approximately 97-acre Eastern Campus is located on the east side of Cuyahoga County in Highland Hills, adjacent to Warrensville Heights. The campus sits on some of the highest land in the area resulting in impressive views to and from the site. The property is bounded on its east side by Richmond Road and on its north by Harvard Road, which has an interchange within a half mile of I-271. This means the campus is conveniently accessed by car and has excellent highway and arterial visibility and frontage. South of the existing CCC property is the MetroHealth Center for Skilled Nursing Care. Directly south of that is CCC's Corporate College East facility. Residential areas are generally not within walking distance of Eastern Campus.

Historic trends show migration of population and employment from the center of the County (Cleveland) and the inner-ring suburbs, to the edges of the County and beyond. Despite these broader trends, Eastern Campus is located in a healthy pocket of growth generally along I-271 including Highland Hills, Warrensville Heights, Beachwood, Orange and Solon. The Northeastern Ohio Areawide Coordinating Agency forecasts suggest that over the next 25 years these trends will continue.

Chagrin Highlands

This area of growth between Wilson Mills Road and Emery Road is emerging as an important new sub-center in the eastern part of the County. Within this broader area of growth are the Chagrin Highlands properties. Previously vacant or underdeveloped lands surrounding the Richmond Road interchange with I-271 are experiencing tremendous new investment creating a key node, at the heart of which sits Eastern Campus.

The Chagrin Highlands master plan for the lands across Harvard and Richmond Roads to the north and east of campus. Chagrin Highlands proposes such uses as Class A office space, University Hospitals Health System's Ahuja Medical Center, medical research and development, high technology, conference and meeting facilities, major hotels, and supportive retail, dining, and convenience businesses. A hotel and conference facility, restaurants and large format retail are already in operation across from the campus on the east side of Richmond Road. It should be noted that the Master

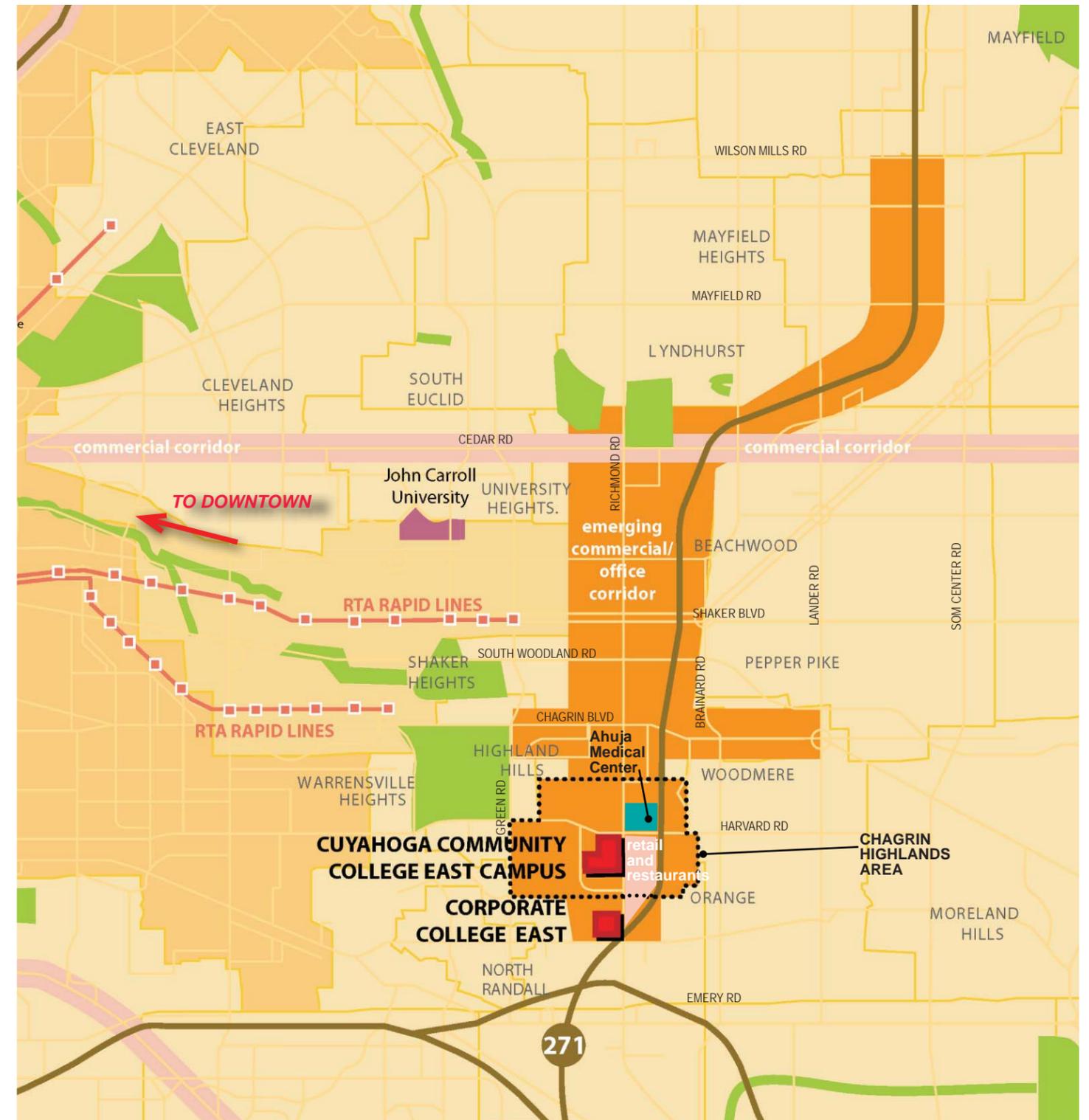
Plan for Chagrin Highlands also include the lands abutting the west side of campus, south of Harvard Road, from Robert Bishop Drive to Green Road. For years Eastern Campus may have been described as 'isolated' but recent activity in the Chagrin Highlands suggests in a few years it will be at the heart of a new center in the eastern part of the county.

MetroHealth Property

CCC is pursuing the acquisition of the MetroHealth property which lies between Corporate College East and Eastern Campus. These lands, approximately 106 acres, will consolidate the College's holdings in the eastern part of the county by physically linking Eastern Campus with Corporate College East. Once consolidated, the total Eastern Campus property will be approximately 203 acres, roughly 7% larger than Western Campus.

Physically linking the properties creates opportunity to allow Eastern Campus to take better advantage of the resources at Corporate College East and vice versa. It creates opportunities to provide pedestrian paths across the large consolidated property which would be a tremendous resource for community members, particularly as the existing greenfield sites surrounding the campus are being developed.

The addition of the MetroHealth lands to Eastern Campus provides long term flexibility for expansion of academic and community resources. It also gives the College additional valuable land assets with prime frontage on Richmond Road and excellent highway visibility that could be leveraged at a future date. Protection of portions of the property as a green oasis in a rapidly urbanizing area will be of tremendous value to those who live and work near-by.



Eastern Campus in its regional context

3.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS



Eastern Campus in its local context

1. Cuyahoga Community College Eastern Campus
2. MetroHealth Skilled Nursing Center
3. Corporate College East
4. Harvard Park Shopping Center
5. Marriott Cleveland East



Corporate College East

While the lands are not currently in CCC ownership the Campus Plan has been developed in anticipation of the completion of the sale.

Eastern Campus Demographics

Previous analysis, undertaken by the Youngstown State University Center for Urban and Regional Studies, shows that Eastern Campus draws students mainly from Cuyahoga County's first ring suburbs and neighborhoods east of the Cuyahoga River and south of Euclid Avenue. Some of the catchment area for Eastern also includes the northern reaches of Summit and Portage Counties and the western end of Geauga County.

Transit Connections

There are few residential areas within walking distance of the campus and as a result, the automobile is the primary mode of choice for accessing campus. While there are bus routes that serve Eastern Campus from downtown Cleveland and areas directly north of campus, transit access could definitely be improved in consultation with RTA. An extension of the Blue Line train closer to the campus would significantly increase the accessibility of this location for a larger number of students.

Setting the Stage for Future Growth

The Eastern Campus will be an educational anchor in a diverse and rapidly growing business corridor that includes aggressive and unprecedented development in the Chagrin Highlands region and its surrounds. In this setting, the campus

is uniquely poised to produce skilled and knowledgeable workers capable of contributing to the local community and regional workforce.

The nature of the land uses surrounding the campus (corporate office park and highway commercial) makes creating a vibrant street-life challenging. The campus as a whole is more likely to be viewed and experienced from greater distances and from fast moving vehicles on Harvard and Richmond Roads, or the freeway. That said, as a long established and respected institution in this evolving area, CCC's Eastern Campus should set the tone for the high quality of development expected of its new neighbors.

Campus Plan initiatives outlined in this document suggest opportunities to improve and better define the edges of campus and how they relate to the arterials, as well as how the interior world of campus can be more clearly focused as a pedestrian community in the traditional college style. Furthermore, because Eastern Campus already has a significant open space resource, which is likely to nearly double with the addition of the MetroHealth lands, the Campus Plan also suggests ways to enshrine the stewardship of the greenspace resource into the design of the campus, which should also translate to the curriculum.



Harvard Park



Local business park

3.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS

3.1.2 ANALYSIS OF CHALLENGES

The various challenges and constraints faced by Eastern Campus are identified here and have been used to guide the specific responses proposed in the Campus Plan.



Surrounding Context. The campus is situated within a growth area that is changing rapidly. Employment and retail precincts are oriented to the highway and major access roads.



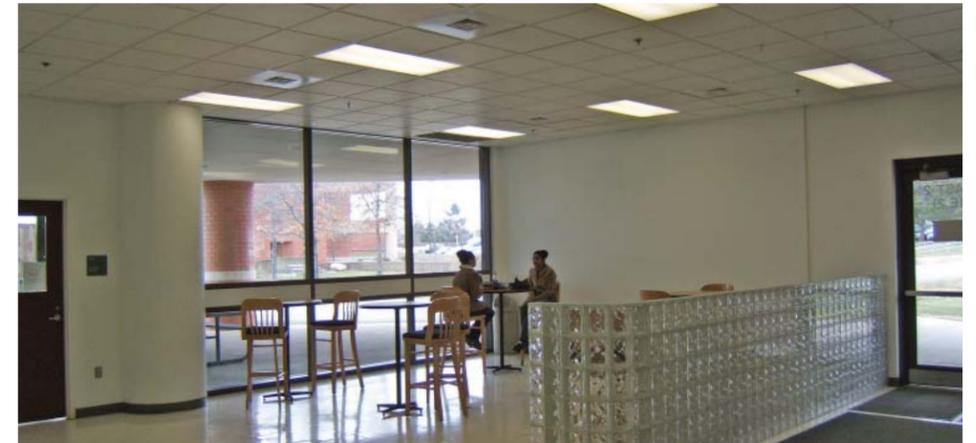
Site Orientation. Campus buildings are situated in the middle of the block with a green 'front of house' and utilitarian "back of house".



Divided Campus. Most users arrive at the 'back of house' which is utilitarian and lacking public realm amenities that could orient visitors to key points of arrival.

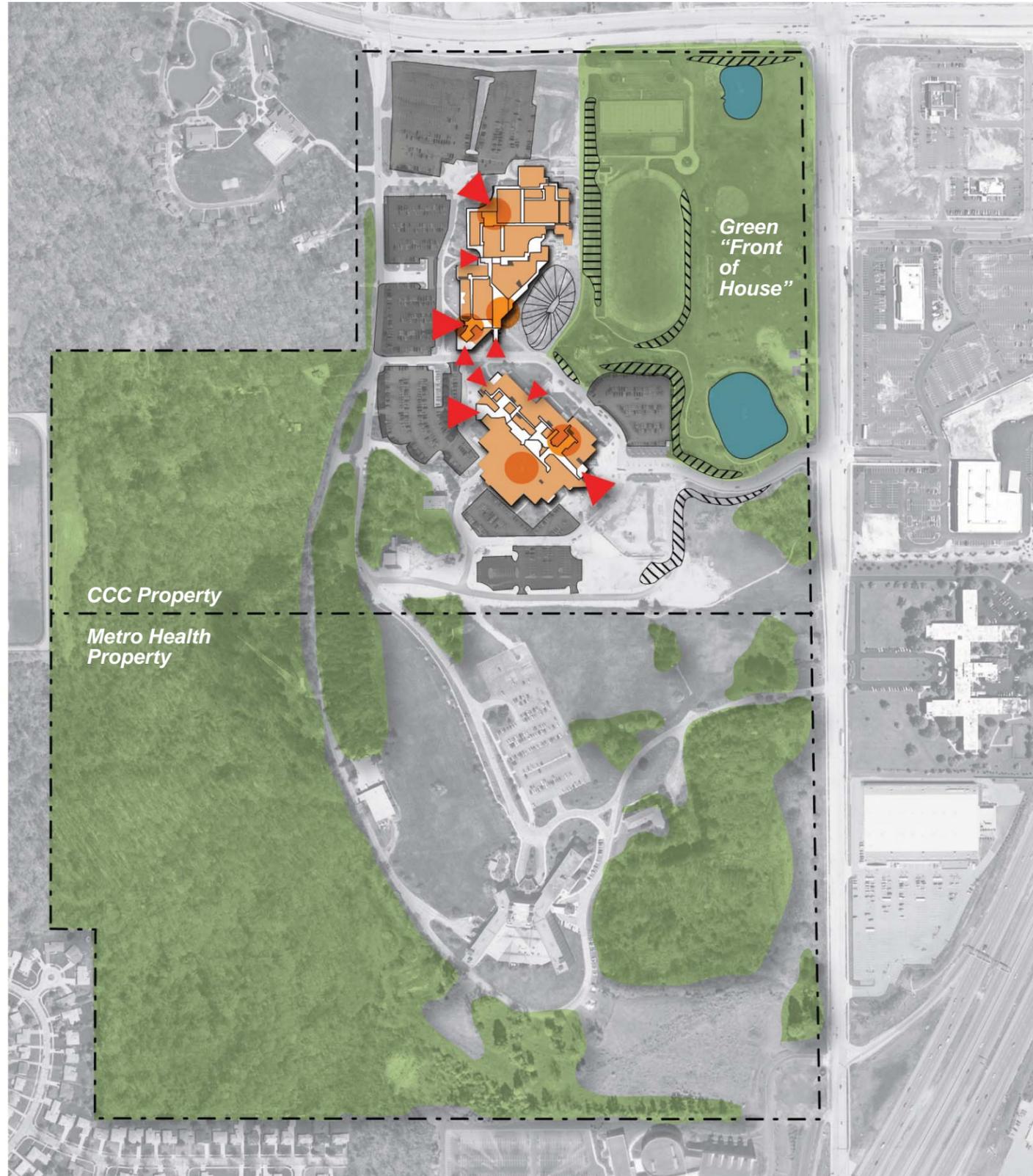


An auto oriented environment. Significant amounts of space are dedicated to parking, which are among the first elements seen upon arrival at Eastern Campus.



Social Spaces. Social spaces are underdeveloped and uncomfortable for students and staff. Sufficient areas for informal learning on campus are lacking.

3.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS



LEGEND

-  Circulation within buildings is complicated
-  Primary building entrances
-  Secondary building entrances
-  Landscape resource is unrefined
-  Grade changes create challenges for access and circulation
-  Campus life areas are disconnected
-  Parking dominates the west side of campus

Haphazard Campus Planning

The campus appears disorganized and disjointed as a result of addressing physical needs over time without a comprehensive plan for growth. Buildings and the spaces between and around them do not relate well to one another. The design of existing buildings is not harmonious.

Undefined Entrances

There is no clear "front" of campus indicating the first point of contact for visitors. Entrances to the buildings are not well defined, despite architectural features.

Unrefined Landscape

Eastern Campus has a tremendous open space resource that is challenged by water table issues and the presence of various utility installations. Distinct areas are not defined and, despite the amount of land available, there are few outdoor places designed for people to gather or enjoy the resource.

Lack of Campus Hub

There is no clear heart of campus. Campus life functions are spread across campus diluting energy and activity.

Complicated Circulation

Due to the grade change across the property, first floor levels of the Liberal Arts (ELA) and Student Services (ESS) buildings do not meet, creating confusion when moving between buildings. This can be mitigated with appropriate signage. The internal circulation of existing buildings is confusing because of their skewed layout, monotonous interiors, and in the case of ESS, its size.

Parking Dominates the Landscape

Parking dominates the western edge of the campus, which is a primary entrance from Harvard Road. The utilitarian and servicing face of the campus is what many visitors see first.

3.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS

3.1.3 OPPORTUNITIES FOR CAMPUS RENEWAL

Eastern Campus can be improved by building on its existing strengths - particularly its land resource. Key opportunities have been identified and are enhanced by the specific responses proposed in the Campus Plan.



Campus entrance. The main entrance could be enhanced to emphasize a stronger sense of arrival and place.



Building linkages. Spaces between buildings represent a significant opportunity to connect a disjointed campus.



Defining the landscape. New internal common space and program space should capitalize on, and capture views to, the green 'front of house'. Landscape improvements can take advantage of the significant open space resource.



Building entrances. Building entrances are portals to primary student activity areas and when improved they will create a more welcoming and engaging place of learning.

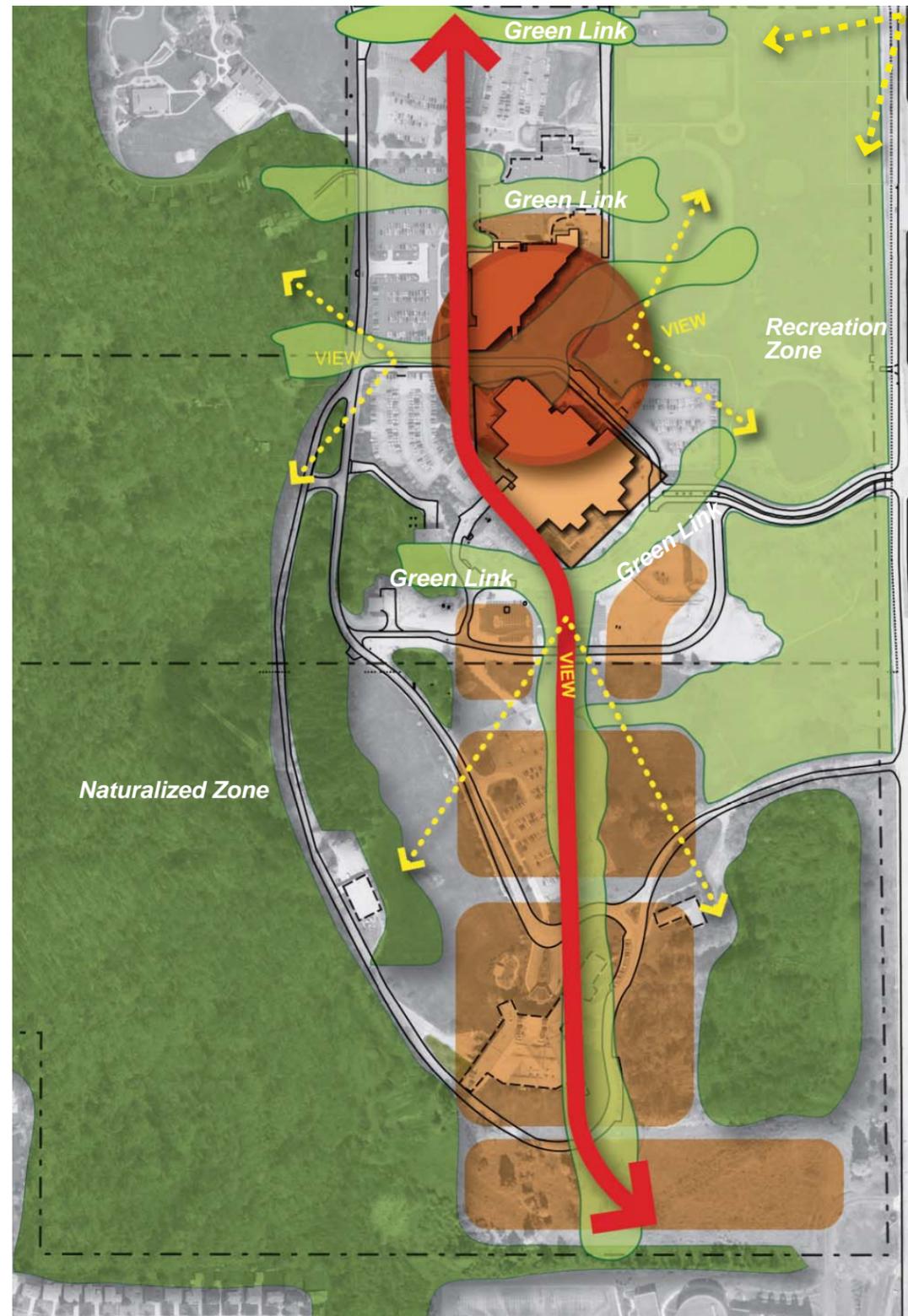


Programmatic Spaces. Important internal spaces should be updated to provide more opportunities for collaborative learning and socializing.



Growth. Eastern Campus is poised to grow significantly over the study horizon and beyond. Land assets provide a flexible framework for accommodating this growth.

3.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS



LEGEND

- Key locations for new buildings
- Heart of Campus
- Formal Landscapes
- Forested area
- Main Street
- Key Views

Room for Growth

The Eastern Campus holdings include a tremendous land resource that, while challenging due to topography and forestation, provides room for growth. In addition, the anticipated acquisition of the Metro Health property directly south of campus would complete the College's holdings in this area, uniting Eastern Campus with Corporate College East.

The lands may be used for future College academic buildings, prime partnership opportunities, or for an enhanced recreational and natural area for the enjoyment of the College and surrounding communities.

Open Spaces and Landscape

The green space fronting on Richmond Road, the forested stand on the west side of the campus and the greenspace on the Metro Health property can all provide different outdoor experiences, in addition to the open spaces created between buildings.

Creating a Presence

Eastern Campus has the capacity to accommodate new facilities that will be assets to the College, campus, and the community. These new facilities should appear open and welcoming and relate appropriately to the highway corridor and the landscape, and existing structures.

Heart of Campus

It is important to focus student and campus life activities in one area to create a heart for campus. Outside, a campus "main street" should be established that can act as a spine for new development, connecting to existing buildings, and Corporate College East. The spine can meet the hub of campus life in a landscaped plaza and together these initiatives direct visitors and regular campus users to the important campus places.

Circulation

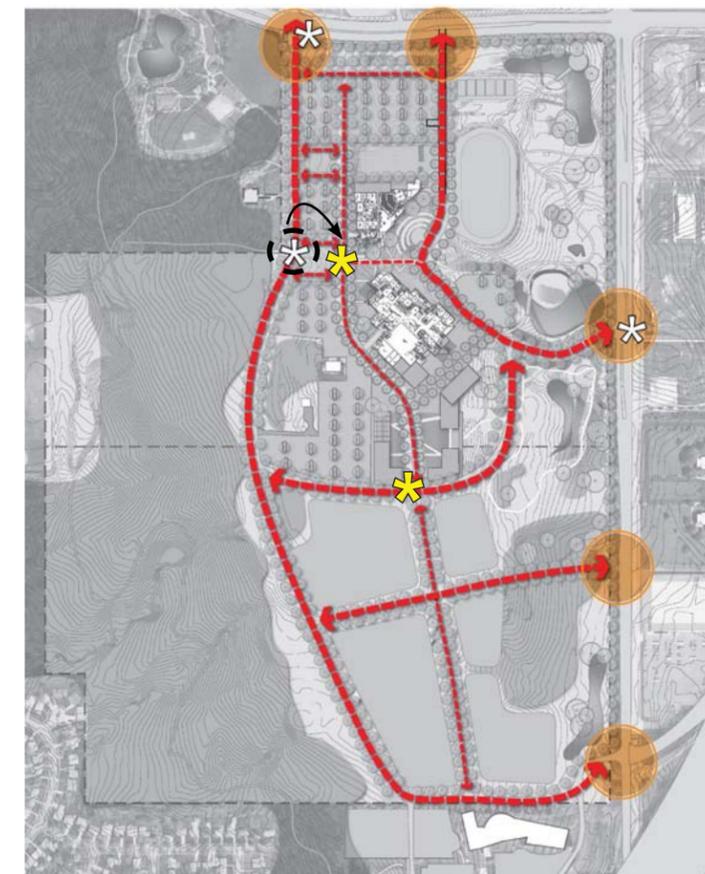
The road systems around campus should be rationalized to ensure that the focus remains on the comfort of the pedestrian while on campus. New automobile circulation routes should be based on a grid which is more intuitive to navigate. Connecting the pieces of the new north/south route on the east side of the main buildings offers opportunity for additional short term "on-street" parking which will help to activate the Recreation Zone.

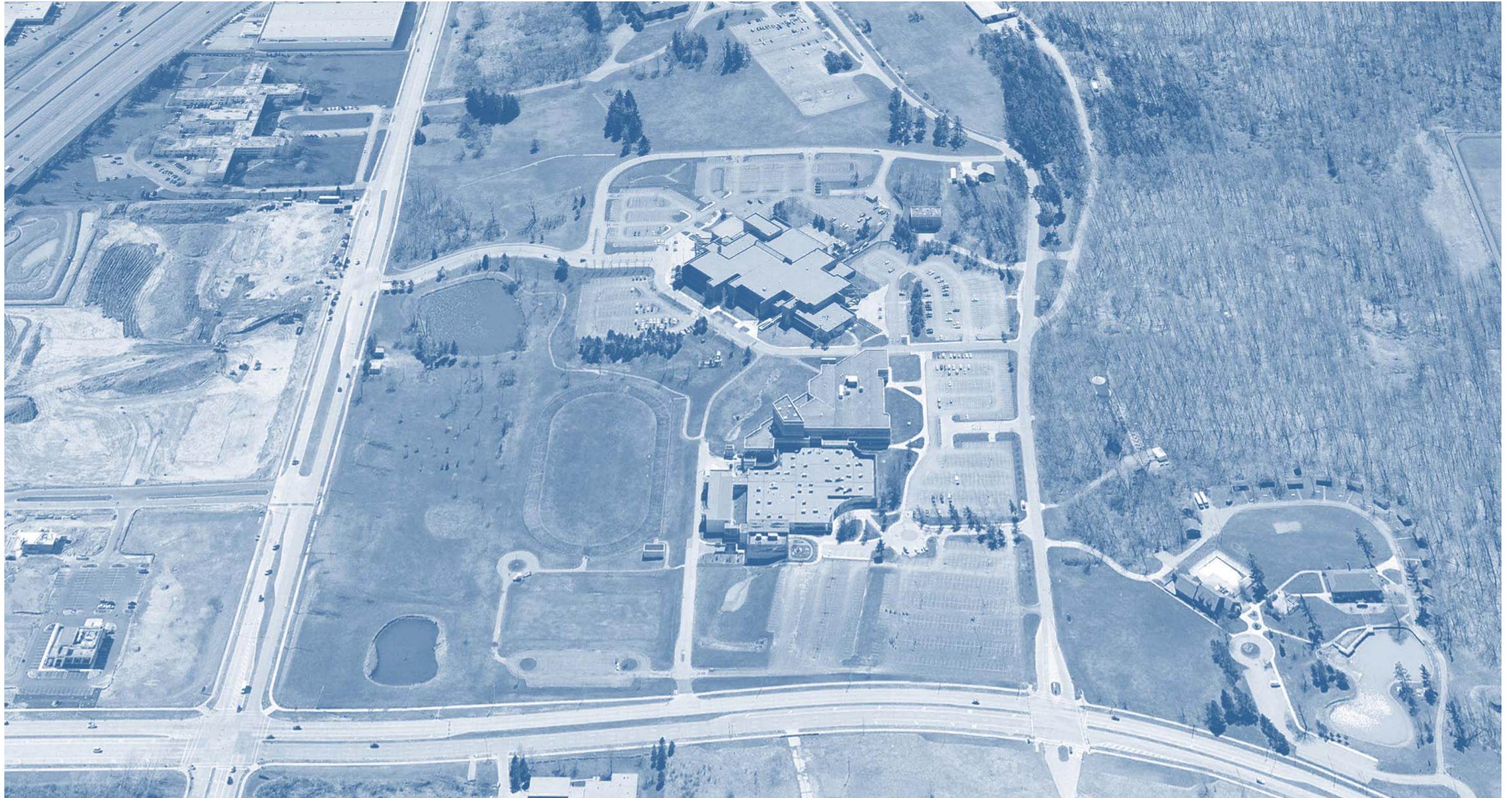
Carefully designed paved circulation routes and associated green spaces also help to break up the otherwise dominant sea of parking. The reorganization of circulation creates opportunities for improved transit access to campus.

Internal circulation will be eased by the removal of the Education Center (EEC) and through the creation of architectural and landscape signals for the main entrances to all buildings.

LEGEND

- Current road system
- Proposed road system
- Main vehicular entries
- New Bus Stop Locations
- Existing Bus Stop Locations





3.2 INSTITUTIONAL INVENTORY AND UTILIZATION ANALYSIS

A comprehensive inventory of instructional space at Eastern Campus was prepared at the inception of the Master Planning study to provide a baseline for the determination of the impact of growth projections on space requirements. The following section summarizes the space inventory and utilization analysis of the existing campus and presents estimated additional space requirements initiatives defined in the College's academic plan.

3.2 INSTITUTIONAL INVENTORY AND UTILIZATION ANALYSIS

3.2.1 SPACE INVENTORY AND UTILIZATION ANALYSIS

A review of current allocation and utilization of campus spaces at CCC was undertaken to determine the degree to which current standards for space - set out by the Ohio Board of Regents (OBOR) - are being followed by the College.

The College intends to meet OBOR standards by 2015 regarding the utilization of its instructional spaces (classrooms and lecture halls, computer classrooms, laboratories, studios and workshops), its learner support facilities and its staff offices.

The complete analysis that was carried out to determine long-range space requirements at the Eastern Campus is presented in the Appendix. Through a series of comprehensive analyses, academic space requirements were derived for CCC over the 10 year planning horizon. Results for Eastern Campus are shown in the table below. This table illustrates which categories of space will be experiencing surpluses (a positive figure) and which will be experiencing shortfalls (a negative figure) at the current and 10-year time intervals.

It is important to note that the estimates were prepared for planning purposes and should only be used to assess the relative need for adjustment in the College's overall built infrastructure on an order-of-magnitude basis.

Instructional Facilities

Eastern Campus currently enjoys a surplus of instructional facilities in relation to the size of its student population and the array of programs and courses it now offers. This surplus will be sufficient to absorb the increase of student population anticipated by the College on the basis of its recently adopted academic plans, enrollment projections and utilization targets.

The table below documents the types of instructional spaces and the areas (in net assignable square feet) associated with surpluses and shortfalls expected to occur in 2005-06 and 2015-16. In 2015, the planning horizon of the Master Plan, it is estimated that Eastern Campus will enjoy a surplus of classroom space of 16,525 net square feet. On the other hand, the planning model used to generate these estimates points to a shortage of 2,625 net square feet of computer laboratory space and a slight decline in available studio/workshop space of 60 net square feet. It is evident that some of the space surpluses, as noted above, can and should be used to address shortages elsewhere. Taking advantage of the surplus will require future investments of capital and resources into the re-purposing, re-allocation and renovation of existing facilities.

Learner Support Facilities

The amount of learner support facilities at the Eastern Campus, including the TLC and the Library, is presently showing a shortage of space of 3,985 net square feet and this amount is anticipated to increase to 9,448 net square feet by the year 2015.

Office Space

A shortage of 2,553 net square feet of academic and student services office space is anticipated at Eastern in 2015 and 2,573 net square feet shortage for faculty offices. Administrative services will have a surplus of 3,056 net square feet by 2015.

Some of the space surpluses can and should be used to address the noted shortages. Again, it is important to note that taking advantage of the surplus will require future investments of capital and resources into the re-purposing, re-allocation and renovation of existing facilities.

Off-Campus Growth

The aforementioned surpluses or shortages projected for 2015-16 reflect the projected needs associated with on-campus population growth. For the purposes of the College's long-term planning, growth has also been projected for satellite locations associated with one of the three main campuses. The growth attributed to students attending satellite locations within the Eastern Campus catchment area is approximately 6,914 students.

For planning purposes the College has calculated that these future off-campus students are likely to need an additional 31,300 net square feet of space (52,000 gross square feet), located off of the Eastern Campus site.

Campus	Space Type	Space Subtype	Current Space Inventory Allocation NASF	2005-06 NASF Surplus in Relation to Current Allocation	2005-06 NASF Shortfall in Relation to Current Allocation	2015-16 NASF Surplus in Relation to Current Allocation	2015-16 NASF Shortfall in Relation to Current Allocation
Eastern	Instructional Space	Classroom/Lecture	62,035	29,650		16,525	
		Computer Lab	14,333	2,940		-2,625	
		Lab/Studio/Workshop	33,503	12,360		-60	
	Learner Support Space		24,498		-3,985		-9,448
	Distance Education Space						
	Office Space	FTE & PT Faculty	16,755	3,169			-2,673
		Academic & Student Services	18,411	3,751			-2,553
		Administrative Services	7,812	4,486			3,056
Eastern Total		177,347	56,356	-3,985	19,581	-17,359	

Space Inventory Summary Table. All figures in Net Assignable Square Feet

3.2 INSTITUTIONAL INVENTORY AND UTILIZATION ANALYSIS

3.2.2 ESTIMATED ADDITIONAL SPACE REQUIREMENT FOR ACADEMIC PLAN INITIATIVES

In addition to the order-of-magnitude estimates generated, planning work has been undertaken to link the College's 2015-2016 Academic Plan to the existing conditions at Eastern Campus and to assess whether specific initiatives call for specific infrastructure that should be accounted for in the Master Plan. Such initiatives, and whether or not they call for facilities that cannot be drawn out of the surplus space previously identified, are listed below.

It should be noted that following the completion of the general Academic Plan, the desired program for Eastern Campus was further refined, resulting in the breakdown of new space shown in the table in section 3.3.1.

Academic Plan Initiatives for Eastern Campus, 2015-2016					
1	2	3		4	
New Program / Expansion Plan (as per Kantor Consulting Group)	X=Program Expansion N=New Program T=Transfer	Estimated Incremental Instructional Space Requirement *		Estimated Requirement for Additional NEW Space that cannot be met in existing facilities**	
		NASF	GSF	NASF	GSF
Media Arts & Studies	N	4,900	8,134	-3,200	-5,312
Culinary Arts	N	2,800	4,648	-2,800	-4,648
Lodging / Tourism Management	N	1,800	2,988	-1,800	-2,988
Restaurant / Food Service Management	N	1,800	2,988	-1,800	-2,988
Events Planning	N	1,200	1,992	-1,200	-1,992
Quality Assurance	N	900	1,494	0	0
Technical Theater	N	0	0	0	0
Dietetics Technology	N	1,800	2,988	-1,800	-2,988
HPEN (Health, Phys. Ed and Nutri.)	N	0	0	0	0
Occupational Therapy Assisting	T	1,800	2,988	-1,800	-2,988
Physical Therapy Assisting	T	1,800	2,988	-1,800	-2,988
Nursing	N	8,100	13,446	-8,100	-13,446
Teacher Education - Transfer Opp.	N	0	0	0	0
Studio Classrooms	N	0	0	0	0
Writing Center	X	1,700	2,822	0	0
Language Institute / Center	N	5,427	9,009	0	0
Telecomm. & VOIP	N	1,200	1,992	0	0
Computer Laboratories	X/N	0	0	0	0
First Responder Training	N	7,100	11,786	-7,100	-11,786
Police and Fire	N				
Accounting - Forensic Degree Option	N				
Computer Security	N				
Criminal Justice	N				
Pool Complex (Semi Olympic)	N	14,920	24,767	-14,920	-24,767
Multi-Purpose Performance Arts Studio (Music Ensemble, Acting, Green Room)	N	2,600	4,316	-2,600	-4,316

* Column 3: The expansion or creation of some programs may require dedicated space that exceeds the existing program space. For example if there is capacity in the allocated program space this column may indicate 0 NASF is required to accommodate the expansion. If the planned expansion/new program results in space needs that exceed the existing allocated space (or if no space is currently allocated), the incremental amount (or total amount, in the case of new programs) is estimated here.

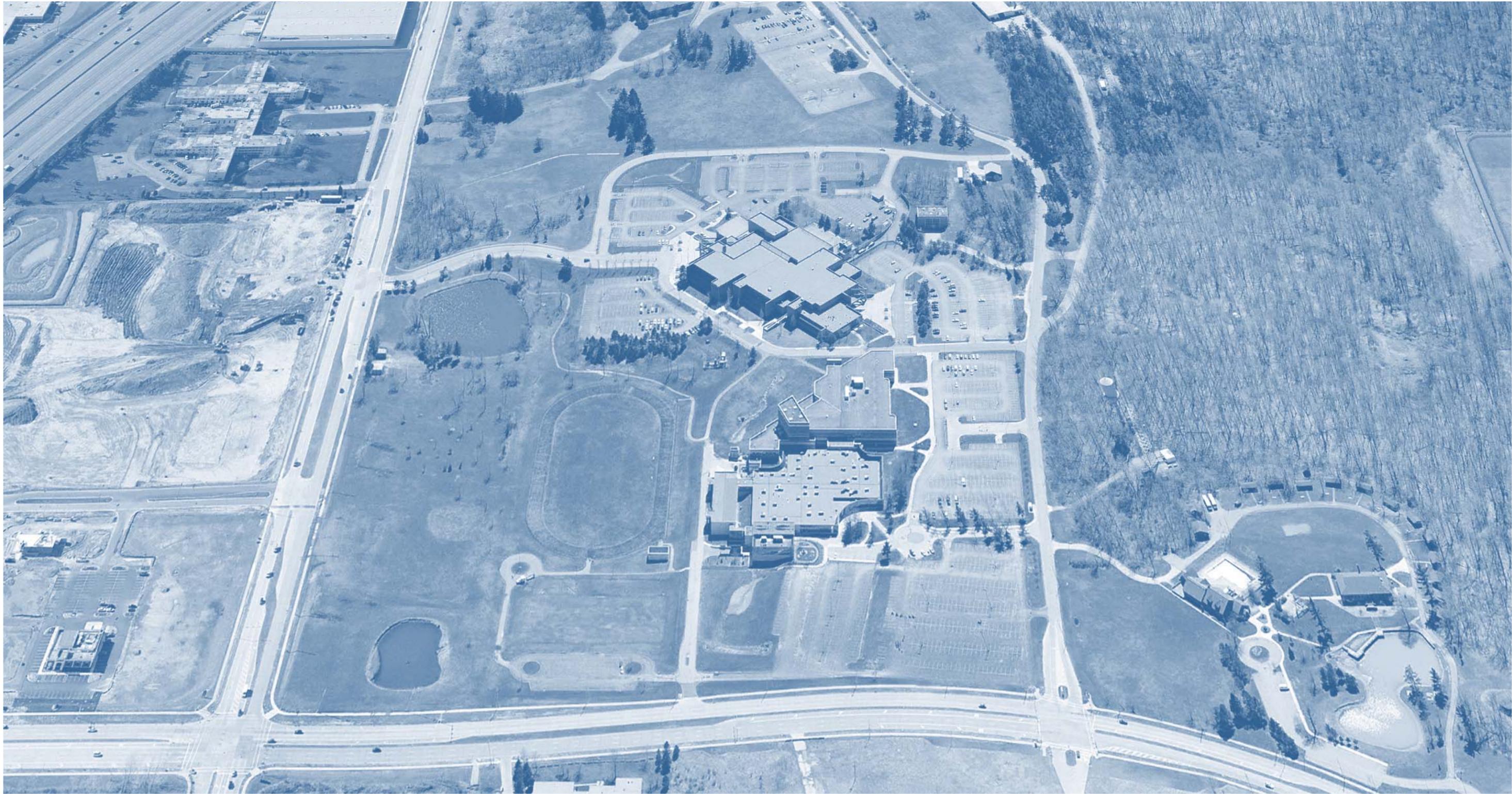
** Column 4: If the need for space identified in Column 3 can NOT be accommodated in the existing space inventory (i.e. by taking up surplus space) then the amount of new space to be constructed is indicated in Column 4, usually suggesting specialized facilities.



Campus Book Center



Campus library



3.3 INTRODUCING THE CAMPUS PLAN

The Campus Plan proposes a number of initiatives to meet the goals and objectives identified through the master planning process. The Campus Plan provides for the orderly and appropriate accommodation of growth on Campus, while giving shape to organizing principles that meet College-wide goals.

3.3 INTRODUCING THE CAMPUS PLAN

3.3.1 ACADEMIC PROGRAM



New or expanded academic programs and related facilities have been identified in the following chart for the Master Plan horizon based on growth factors developed with the College. These facilities, described in the Campus Plan, are sized based on the 2015-2016 gross floor areas estimated at right:

AREAS OF CHANGE

APPROX. GROSS FLOOR AREA YEARS 2015-16 (FT²)

AREAS OF CHANGE	APPROX. GROSS FLOOR AREA YEARS 2015-16 (FT ²)
STUDENT SERVICES CENTER (ONE STOP)	18,900
NEW BIOSCIENCE AND HEALTH TECHNOLOGIES BUILDING	60,500
Bioscience Program Facilities	10,700
Occupational and Physical Therapy Asst. Lab	9,000
Nursing Lab	13,000
Clinical Space	10,000
Other Classrooms (EMT, EHST, PST, MedAssist, PharmTech, Dietetics)	14,500
Lounge Space	3,300
NEW CAREER CENTER	38,000
Generic Academic Instructional Space (EEC replacement space)	15,000
Police and Fire Academy	10,000
Emergency Telecommunications Lab	4,000
Public Safety Training Space	4,000
Multimedia Tech Rooms	2,000
GIS Lab	3,000
NEW HOSPITALITY AND COMMUNITY LEARNING CENTER	45,000
Generic Academic Instructional Space (EEC replacement space)	15,000
Community Learning Space	17,400
Hospitality and Culinary Arts Program Space	12,600
ARTS AND MUSIC ADDITION	15,000
NATATORIUM / WELLNESS CENTER	25,000

NOTE: All areas presented in the Campus Plan are Approximate **Gross** Floor Areas unless otherwise noted.

INCREASED SPACE UTILIZATION

As basic academic and administrative needs arise over the 10-year Plan horizon, an internal analysis should be undertaken to determine areas appropriate for renovation or retrofitting to serve that purpose. As the College works toward reaching the more rigorous OBOR standard for utilization through more efficient scheduling, under-used spaces should become available for such initiatives.

EAST EDUCATION CENTER AND ANNEX DECOMMISSIONING

Over the course of the 10-year horizon the temporary EEC building and Annex will be decommissioned and demolished. The classroom and lab seats and faculty and administrative office spaces in this building will be replaced in ESS and the proposed new buildings. In total, approximately 78,000 gross square feet of space will need to be replaced to provide the same capacity as the existing EEC building. This replacement space is accounted for in the Campus Plan (30,000 gross square feet in new buildings and 22,000 in existing buildings through improved utilization and vacancies created by moving program to new buildings.)

3.3.2 THE CAMPUS PLAN - OVERVIEW OF PROJECT RECOMMENDATIONS



Demolish EEC (1)

- Replace with additional parking, landscaped courtyard and addition to house Arts and Music programs.
- Improve facade of ELA and new north entrance to ELA.

Build Arts and Music Addition to ELA (2)

- Create welcoming new lobby and entrance to Theatre adjacent to parking lots.

Create Student Engagement Area in ELA (3)

- Enclose south terrace and interior secondary entrance lobby as an expanded area for student social life.

Improve North Entrance to ESS (4)

- Create proper entrance way for the high traffic corridor leading to ELA and the new Student Engagement Area.

Relocate Library/TLC (5)

- Relocate Library and TLC to 2200 and 1200 suite of classrooms.
- Re-purpose existing Library/TLC space for replacement classrooms, labs and/or offices.

Create Student Success Corridor in ESS (6)

- Establish One Stop for Student Services and relocate other key student service and support functions (Book Center, cafeteria seating, Public Safety office) to create comprehensive Student Success Corridor.

Improve South Entrance to ESS (7)

- Create a larger and more welcoming main entrance to the Student Success Corridor & One Stop for Student Services, by enclosing area defined by "wing".

Build Natatorium/ Wellness Center addition to ESS (8)

Build New Academic Buildings (two on MetroHealth property) (9)

- a. New Bioscience and Health Technologies building.
- b. New Career Center building.
- c. New Hospitality, and Community Learning building.

Build Outdoor Amphitheater (10)

- Create outdoor performance and gathering space for local and campus community.

Revise Road and Parking Lot layout (11)

- Connect missing links in circulation system.
- Create an organizing framework for a pedestrian priority zone and future development area.

Naturalize Landscape and Create Learning Gardens and Trails (12)

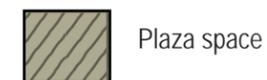
- Design and use significant landscape resource as teaching tool and community recreation open space.

Create Landscaped Plazas and Courtyards (13)

- Create formal landscaped areas surrounding and between main buildings to highlight entrances and gathering spaces.
- Create a landscaped buffer between vehicular and pedestrian areas.

Initiate Green and Sustainable Campus Demonstration projects (14)

- Design and use significant landscape resource as teaching tool and community recreation open space.



Plaza space



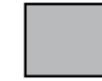
Building additions



Greenhouse



Open space



Parking

3.3 INTRODUCING THE CAMPUS PLAN

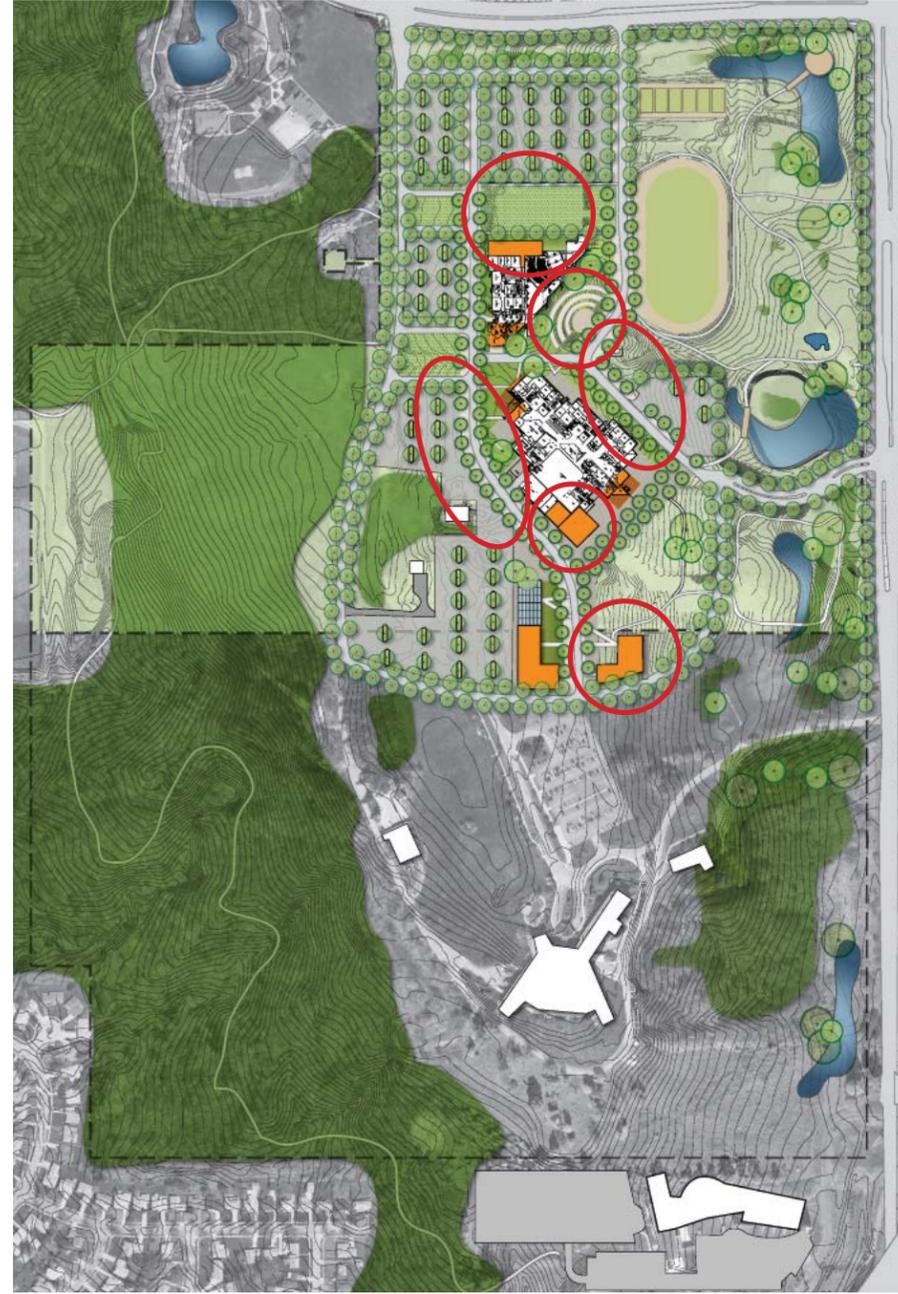
3.3.3 GENERAL PHASING STRATEGY

The phasing approach shown below has been prepared for the orderly build out of the major Campus Plan projects, including the phased decommissioning of EEC. Other recommended projects may be implemented as appropriate.



Phase One: Years 1- 5
Build Bioscience and Health Technologies Building

- Retrofit day-care space into temporary Culinary Arts facility in EEC.
- Replace some faculty offices and generic classrooms in new building.
- Move health and science programs to new building to create room to schedule classes otherwise held in EEC and begin the decanting process.
- Install One Stop in ESS with entrance improvements and create Student Engagement Area in ELA.
- Build south campus road to create frontage for new building.
- Establish pedestrian mall between ESS and new building area.



Phase Two: Years 5- 10
Build Career Center Building

- Demolish EEC & Annex. Replace with Arts and Music addition to ELA including a landscaped entrance courtyard and additional Harvard parking.
- Replace some generic classrooms in the new Career Center building.
- Build Ampitheatre, Wellness Center & Pool.
- Build new road connection on east side of campus.
- Establish campus main street along west edge of main buildings with reconfigured parking.



Phase Three: Years 10 +
Build Hospitality and Community Learning Building

- Move Culinary Arts (temporarily housed in EEC) and other Hospitality-related programs to the new building.
- Remaining replacement faculty offices and generic classrooms will be accommodated in this building.
- Complete road network as MetroHealth property is built out.

3.4 CAMPUS PLAN SYSTEMS: ENHANCING CAMPUS EXPERIENCE

A city is comprised of a system of roads, parks, buildings, and their required infrastructure. A campus functions as a microcosm of the city. A number of similarly interconnected systems create the environment experienced by users on a daily basis. While many systems are necessary for the total experience, the Campus Plan will focus on the following key moves that, when combined, will enhance campus experience and Eastern Campus' identity:

- Making key open spaces
- Making the campus more accessible and connected
- Connecting and creating destinations

3.4.1 MAKING KEY OPEN SPACES



The Open Space system at Eastern Campus is comprised of a number of interconnected yet varied outdoor amenities and places. Improvements to the elements in this system will contribute to a more attractive and visually and socially connected campus.

Recreation Zone (Richmond Road frontage):
Because of the rise in land on which the main buildings of Eastern Campus sit, the landscape below, fronting on Richmond Road, acts as a natural frame to the structures. This frame can be enhanced with additional planting on the edges. This area has been established as a recreational area and will be enhanced with the repair of the track and tennis courts and addition of outdoor gathering spaces such as an amphitheater. A reorganization of these amenities including a series of pedestrian paths to link them will create a cohesive combination of passive and active outdoor space to enhance campus life.

Courtyards:
Areas between buildings provide the appropriate places to create intimate outdoor spaces. Courtyards and plazas at entrances to buildings also help to orient visitors. Because the core of campus is accessed by users from both sides, service areas (traditionally at the “back” of buildings) are more visible. Areas of hard and soft landscaping will separate spaces for general use from service areas.

LEGEND

-  Main plaza spaces
-  Main green links /Campus Main Street
-  Campus Entrance improvements
-  Naturalized greenspace
-  Natural forested land

Linking Routes:

Key open spaces are linked by pedestrian-oriented main streets and pedestrian walkways ensuring easy access to all points of interest on campus.

Edges:

Eastern Campus is located on a rise in land resulting in clear visibility from the highway. It also features extensive arterial frontage along Richmond Road and Harvard Road. In the future this frontage may be considered for College or partner-related development because of its strategic location. In the interim, however, this area should contribute to the overall attractiveness and first impressions of the college and be treated with landscaping that increases in formality as it approaches the entrances. The landscaped edges provide an appropriate backdrop for College signage and views to campus buildings beyond. Pedestrian safety and amenity along the public sidewalks on Harvard and Richmond Roads should be considered at all times.

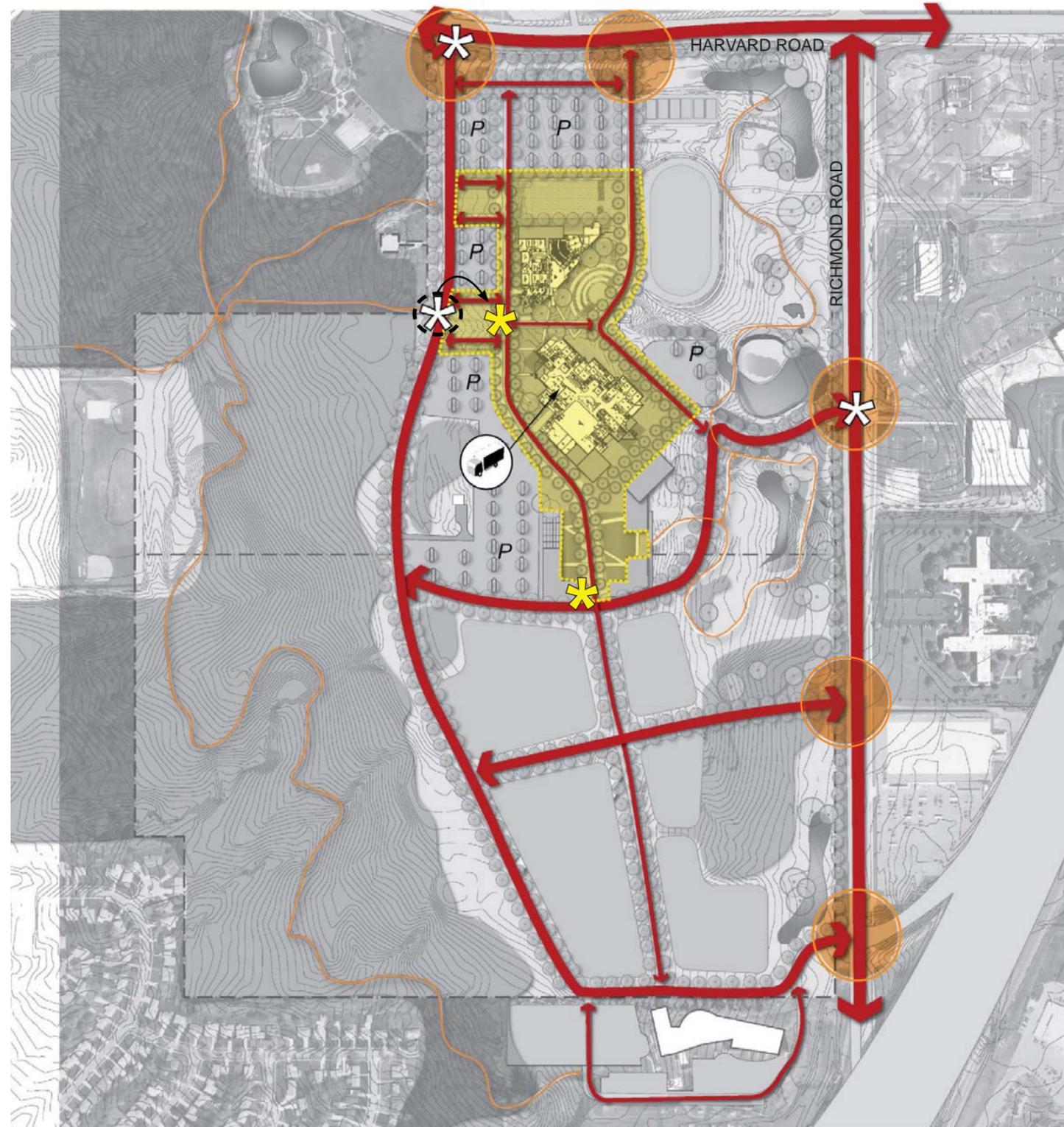
MetroHealth Property:

The College is in the process of acquiring the property to the south of Eastern Campus. Once in the College’s portfolio this significant expanse of land will directly connect Eastern Campus with its Corporate College sibling. The MetroHealth property has future development potential offering frontage along Richmond Road, as well as adjacent to, and forming a spine with, the existing Eastern Campus buildings. In addition, the property offers tremendous wide open outdoor spaces to be stewarded by the College. These open areas should be allowed to evolve naturally with appropriate pedestrian paths for educational and recreation purposes. Paved areas should be minimized to promote the natural character of the lands.

Forest Stand:

The forested area on the west side of campus should be preserved. Small educational pavilions could be erected based on solid ecological principles for both construction and materials.

3.4.2 MAKING THE CAMPUS MORE ACCESSIBLE AND CONNECTED



LEGEND

-  Pedestrian-Priority Zone
-  Recreational pedestrian paths
-  Consolidated road system increases green space
-  Location of vehicular entry
-  Consolidated Parking Lots
-  Existing Bus Stop Locations
-  New Bus Stop Locations
-  Servicing

The walkways and internal pedestrian streets connect the Open Space elements of campus. Logical and direct connections between key buildings and campus features, and between parking areas and entrances will contribute toward a sense of strength and order while ensuring efficient movement during busy class change periods.

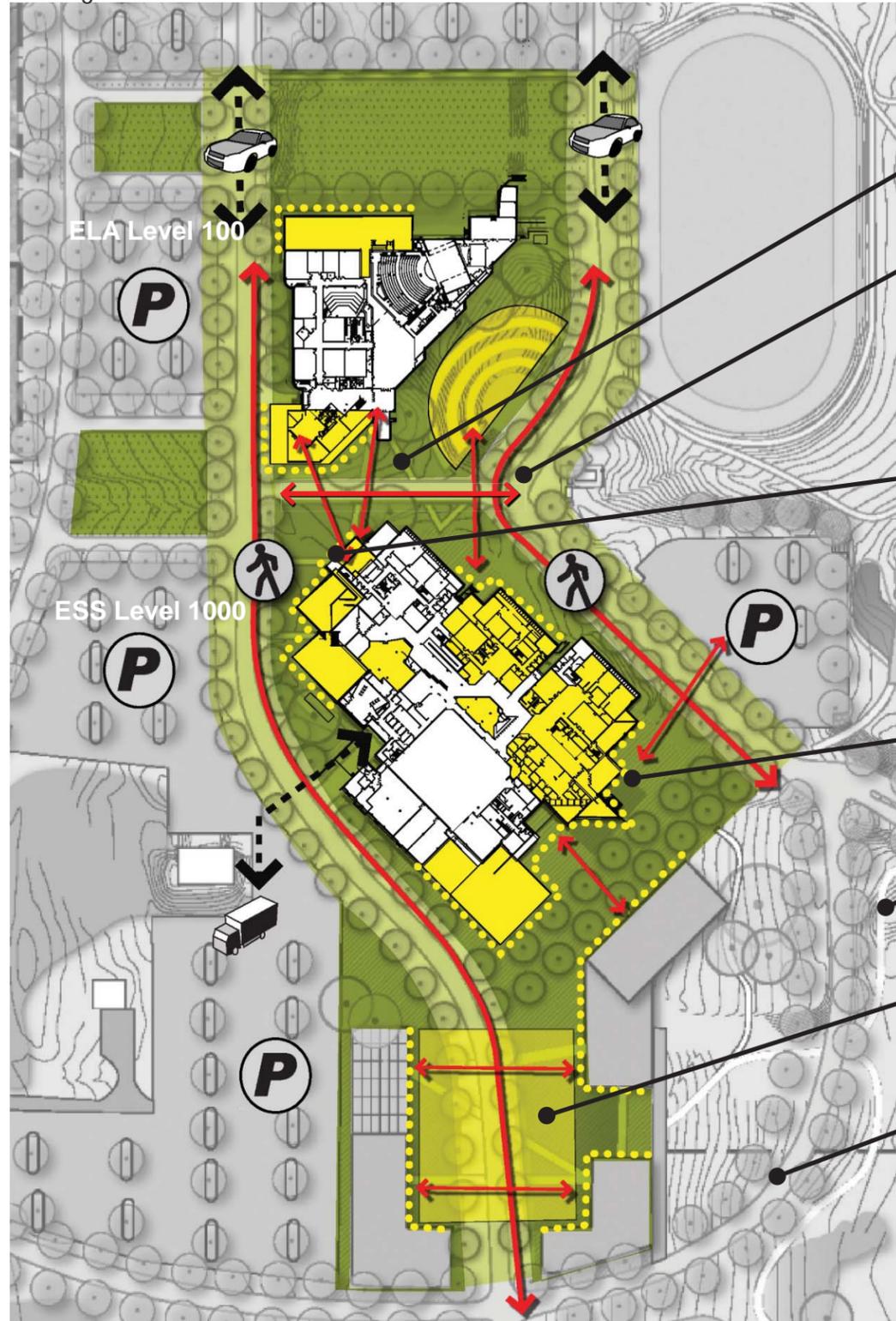
Because of Eastern Campus' position in the county, and its large size, most users access campus by cars or by bus. As a result the campus needs to provide clear routes from the abutting streets to parking areas or designated drop-off points located at important buildings. This need to accommodate vehicles must be balanced with the desire to establish the core of the campus as a pedestrian-priority area.

- Realigned and new paved internal streets will clearly identify the areas for cars, transit vehicles and campus service vehicles and will generally not cross the core campus area.
- Pedestrian paths will be demarcated with different paving and landscaping to identify clear routes between buildings and their associated entrance plazas. These routes will create a structure around which old and new buildings will be organized as the campus continues to evolve over time.
- New pedestrian connections will be established between the Recreation Zone and the core of campus to better engage that resource.
- Vehicular access points to campus on Harvard and Richmond Roads are clear but will benefit from repaving and adjustments in alignment to promote the pedestrian character of campus.
- A modified grid network will help to organize the MetroHealth lands for future development, while preserving a central pedestrian connection to the main campus buildings, and creating direct pedestrian and vehicular connections to Corporate College East.

Current parking supplies generally meet the needs of the campus and its projected growth over the study horizon. Future parking provision is envisioned in the current location of the East Education Center, following its decommissioning. On-street parking for temporary stays is also proposed for a new north-south campus street east of the main buildings.

3.4.3 CONNECTING AND CREATING DESTINATIONS

Making Connections



Landscape improvements, particularly between buildings, create more attractive pedestrian connections.

A new connection provides access to visitor parking and acts as a link between the Recreation Zone and Student Engagement Area.

The secondary entrance of ESS is enhanced to ease connections to ELA.

The south Entrance of ESS is improved to be more welcoming.

The landscape resource is connected by educational trails, which run south to Corporate College East.

A new Quad offers easy pedestrian links between multiple new buildings and existing ones.

A clear hierarchy of roads (vehicular priority, pedestrian priority) means all users can move safely and efficiently around the large campus.

LEGEND

- Key destinations
- Areas to encourage indoor / outdoor connections
- Formal open spaces
- Streetscaping for pedestrian amenity
- Key pedestrian routes
- Vehicular access
- Servicing access
- P** Parking

3.4 CAMPUS PLAN SYSTEMS: ENHANCING CAMPUS EXPERIENCE

Creating Destinations



A new addition and entrance welcomes visitors to Performing Arts Center and ELA following the decommissioning of EEC.

The amphitheater is an outdoor gathering space.

A new Student Engagement Area provides much needed social space.

Cafeteria seating moves so social spaces do not interfere with Student Success Corridor. Patio access expands informal areas.

The Library and TLC are brought down to more active circulation levels.

The Student Success Corridor includes One Stop, Book Center, Library and other supporting uses all in one convenient location.

A new pool and Wellness Center expands recreation and fitness opportunities on campus for college and surrounding community.

A new Quad creates an additional outdoor gathering area.

LEGEND

-  Key destinations
-  Formal open spaces
-  Streetscaping for pedestrian amenity



3.5 CAMPUS PLAN PROJECTS: ARCHITECTURE AND INTERIORS

With an understanding of the key systems that influence the campus experience at a Master Plan level the Campus Plan proposes specific interventions that will help the College accomplish the goals in each system. The projects fall into two simple categories for ease of planning: built form projects and public realm projects. Built form projects are either new building projects or renovations/retrofits of existing buildings on campus and may include interior and/or exterior proposals. Public realm projects are recommended improvements to the open space and circulation elements of campus. Each has been defined to act as a catalyst to the enhancement of the overall campus experience and will provide the greatest return when combined with other recommended projects because the Campus Plan systems, while separated for ease of presentation and planning purposes, are highly interconnected and interdependent. The presentation of each as a separate project also allows for a phased approach and facilitates further study.

3.5.1 EAST EDUCATION CENTER



The East Education Center has outlived its temporary status and is no longer desirable as a facility for higher learning. The Campus Plan strongly recommends that this building be demolished.

Once removed, the former EEC footprint will provide additional room for parking and a new landscaped courtyard and entrance to ELA. When the building is removed the north facade of ELA will be exposed and will be a significant feature of the campus when viewed from Harvard Road. A new architectural canopy feature should be created to highlight the entrance to ELA. With the removal of EEC, it is likely that many patrons of the Performing Arts Center will use this access point from the Harvard Road parking lots.

Interim Uses

Prior to the demolition of EEC a temporary Culinary Arts demonstration lab facility and restaurant will be installed in the now vacant Childcare Center and Evening/Weekend Office area. An appropriate servicing and storage area will also be required for this new program space. It is recommended that this be carried out on the Annex side of the building, away from the main entrance and key pedestrian routes.

PROJECT SUMMARY

- Build temporary Culinary Arts facilities
- Demolish outdated building

TOTAL AREAS

EXISTING USES TO RELOCATE	2,236 ft²
PROGRAMMED SPACE TO RETROFIT	8,272 ft²
EXPANSION	0 ft²

Phased Decommissioning

In order to continue to operate a growing college campus the decommissioning of EEC will have to be phased over the master plan horizon. In keeping with the goal of meeting OBOR standards for utilization, the capacity (number of classroom and lab seats) of EEC can be replaced in a more efficient manner. That is, the exact floor area of the existing building is not needed to replace its current function. These seats will be replaced in the three new buildings planned for the campus. The phasing associated with the decommissioning of EEC and construction of the new buildings is shown in Section 3.3.3.



Teaching kitchens will be a temporary use in EEC.

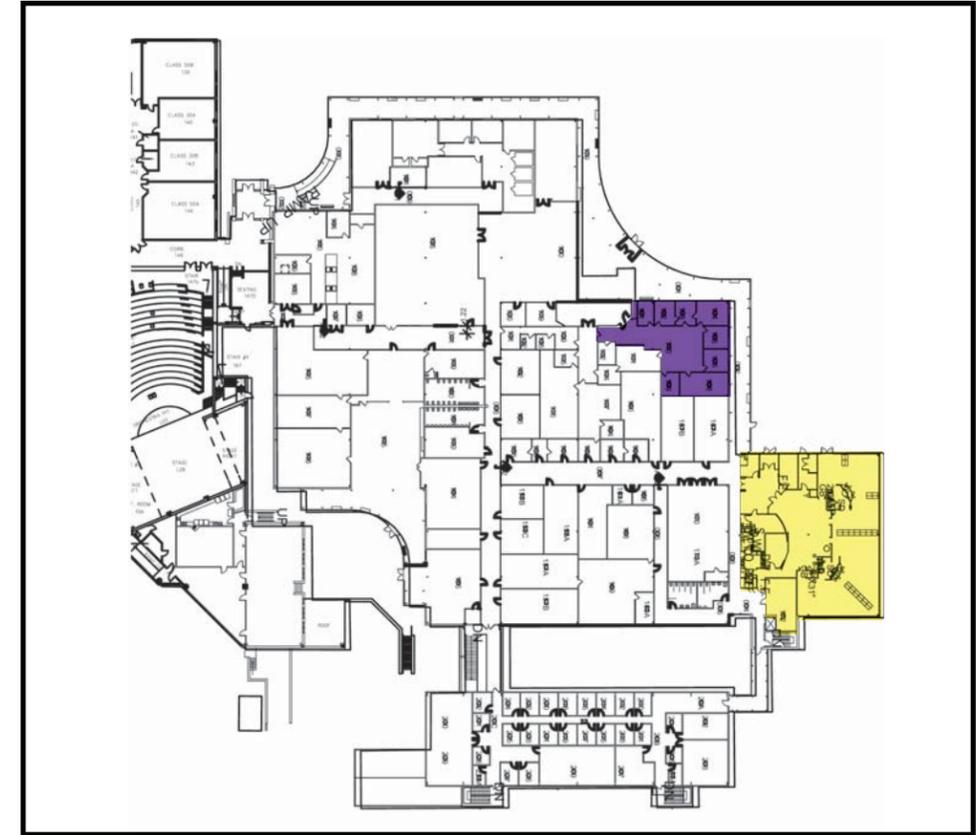
3.5 CAMPUS PLAN PROJECTS: ARCHITECTURE AND INTERIORS



Existing condition.



Existing condition.



level 100

LEVELS	EXISTING USE	POTENTIAL PROJECTS	Existing uses to relocate (ft ²)	Programmed space to retrofit as needed (ft ²)	Expansion (ft ²)
100	 Childcare Center (EEC 180) Evening / Weekend Office (EEC 100-112)	Build culinary arts demonstration lab facility Laboratory space for culinary arts students	2,236	6,036 2,236	
TOTALS			2,236	8,272	

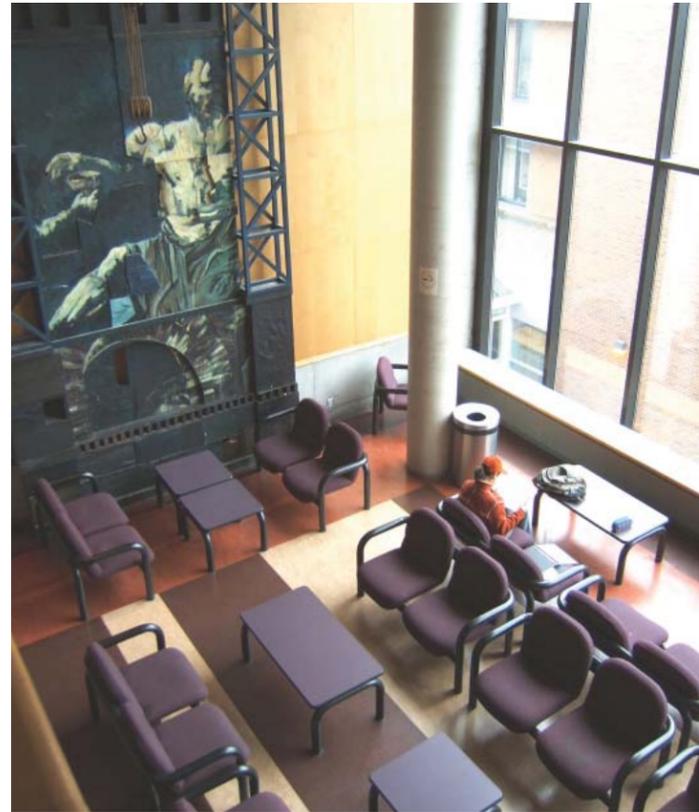
3.5.2 THE STUDENT ACTIVITY ZONE

To implement the student-centered focus of the College in a physical manner it is recommended that a Student Activity Zone be created. This Zone would be made up of a Student Success Corridor (administrative and learner support services) and a Student Engagement Area (student life and social spaces). Currently the main student administration and student life uses are scattered in each of the three main buildings on campus. The recommended renovation projects relocate, intensify and connect key places of activity such as the Library/TLC, "One Stop" for Student Services, Student Life activity and lounge space and other supporting uses such as the Book Center and Cafeteria. Creating these areas and linking them with appropriate signage will establish a multi-building zone that is clearly the hub and heart of campus.

The Student Activity Zone is anchored at the south end by the One Stop in ESS and at the north end by the Student Engagement Area in ELA. Bridging these administrative and social uses, and the different levels that they are on, is the re-located Library/TLC. The open space in between ESS and ELA will be improved as it is a key link in the flow of the Zone. This interstitial courtyard not only connects the open spaces on either side of the main buildings but also acts as an extension of the Student Engagement Area social space en-route to the other elements of the Zone, or the instructional spaces in either building.

The following pages describe the recommended projects to bring this area to life with a focus on retrofitting and reprogramming the existing student government space to create the Student Engagement Area, creating a compelling linking courtyard /plaza space, and bringing the Library/TLC down to take advantage of the activity of the primary circulation levels of campus. Projects in the Student Activity Zone, listed below, are described on the following pages.

- Create the One Stop;
- Relocate the Book Center;
- Relocate the cafeteria seating and create a patio;
- Relocate the Library/TLC;
- Improve the ESS north entrance to link to ELA;
- Improve the ESS south entrance to the One Stop;
- Improve the plaza between ESS and ELA; and
- Create the Student Engagement Area.



Natural light illuminates interiors of large existing buildings.



Highly visible staircases clarify circulation between storeys.



Intimate open spaces along new pedestrian - focused street.



Lighting fixtures illuminate paths that connect a multi-building zone.



New patio links to relocated cafeteria seating area.



Internal corridors function as informal learning areas.



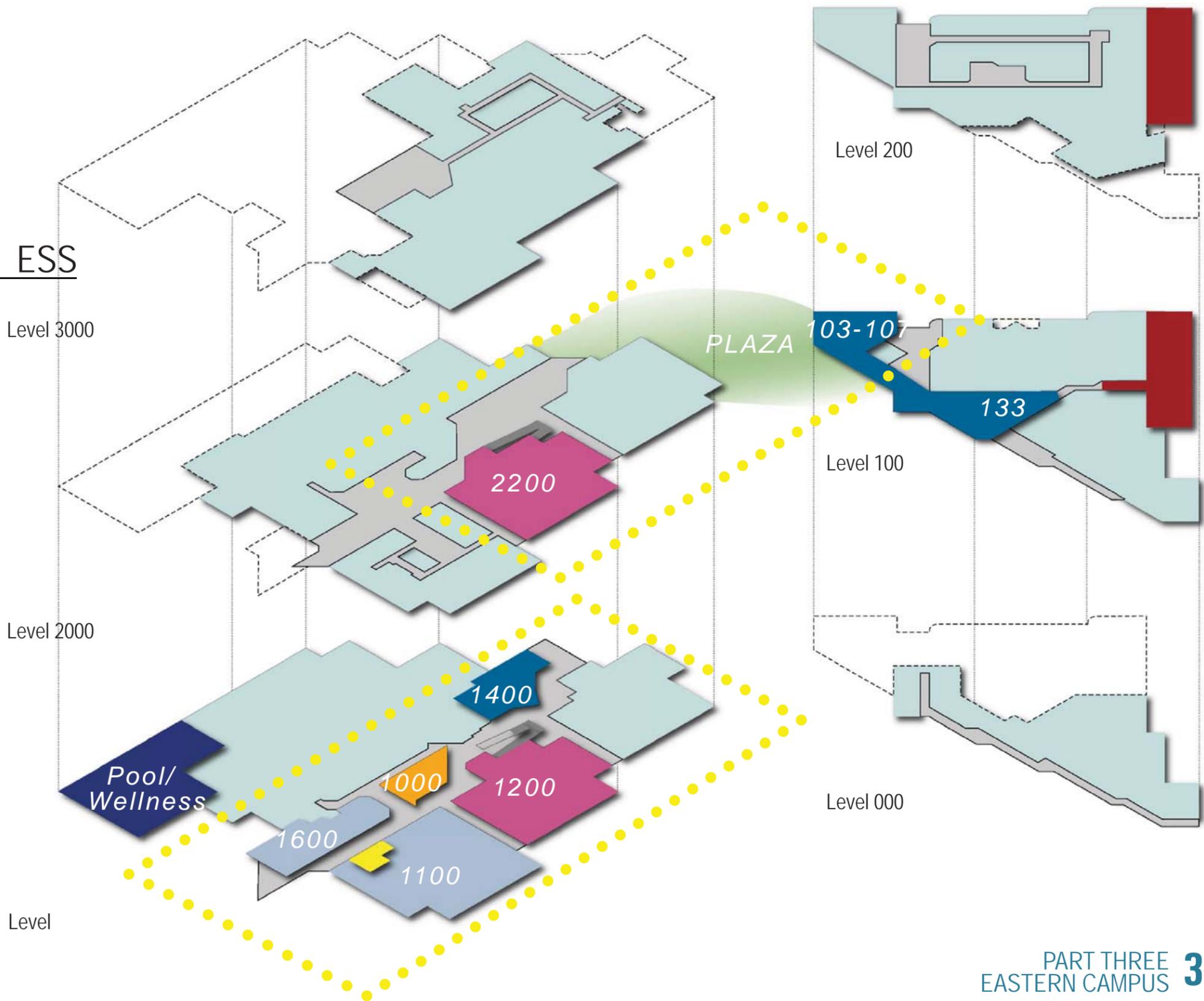
One Stop activities are centrally located and clustered together.



Creating lounge spaces in under-used areas makes the campus more connected and allows for more frequent informal interactions between students and faculty.

Level 200		
Arts and Music Addition		7,500 ft ²
Level 100		
Student Engagement Area 103-107		5,500 ft ²
Student Engagement Area 133		7,600 ft ²
Arts and Music Addition		7,500 ft ²

Level 2000		
Library/TLC 2200 Block		12,400 ft ²
Level 1000		
Pool/Wellness Center Addition		25,000 ft ²
One Stop 1100 and 1600 Blocks [Excluding Security]		18,900 ft ²
Book Center 1000 Block		1,900 ft ²
Cafeteria seating 1403-1405		3,500 ft ²
Campus Security 1113-1115		900 ft ²
Library/TLC 1200 Block		13,600 ft ²
 Student Activity Zone		



3.5.3 EAST LIBERAL ARTS



An expansion of the student-life spaces in ELA will create a bright and engaging center for student life organizations and activities, informal learning and studying and socializing. This new area will be the Student Engagement Area.

With the proposed decommissioning of EEC, a significant lounge area (the EEC lobby) will be lost. This gathering space should be replaced on campus and it would benefit students and faculty alike if there was a lounge space not immediately adjacent to instructional spaces or offices as is the case with the EEC lobby, the ELA theatre lobby-atrium and the pocket lounges in ESS.

The Student Engagement Area will be created as an expansion of the small space already dedicated to Student Life uses (ELA 104). Additional space for the Student Engagement Area will be achieved by enclosing the ELA terrace as a glassed-in room, and by enclosing the secondary entrance lobby and “little theatre” as one contiguous space. This space can then be partitioned for additional Student Life offices, meeting spaces and a café/lounge looking out to (and/or opening on) the newly landscaped area between ESS and ELA. The primary access doors to ELA from the parking lots are not interrupted and a secondary entrance still remains at the Performing Arts Center. Access to ELA through the Student Engagement Area may be retained but this should be considered during detailed design of the space.

The new highly transparent activity space is well located to be very accessible to all users of campus as it is in the flow of traffic between the academic spaces in ELA, ESS and the new buildings. Its location on the western edge of ELA also means it will be one of the first key campus facilities seen upon arriving at the Harvard parking areas or relocated bus stop. During evening classes this space will glow with activity, drawing students in before, after, and in-between classes.

The Program

The Student Engagement Area will continue to be a hub for student life-related programming and support. Depending on space allocations, other uses that could be included, expanded or enhanced in the Student Engagement Area are:

- Student government offices,
- Student Life offices,
- student club / organization offices,
- student newspaper offices and printing facilities,
- student radio station,
- a meeting/ group study room,
- campus life information desk,
- café / Java Stop incorporated in lounge (opportunity with Culinary Arts/Hospitality),
- vending,
- e-mail station.

The detailed services or amenities to be offered in the Student Engagement Area should be determined in consultation with Student Life staff and student representatives. In lounge areas furniture should be moveable to accommodate groups of

various size. A small café (Java Stop coffee cart) should be considered for this location. Wireless internet access should be available in the Student Engagement Area and in the landscaped courtyard between ELA and ESS.

Arts and Music Addition

Following the decommissioning of EEC, new space will be constructed in an addition to the north side of ELA to house Arts and Music programs. This two storey addition will also act as a new entrance to the theatre that can be more directly accessed from the parking lots. Due to its location on the north side of the building it will be a prominent view for visitors arriving at campus via Harvard Road hence the architectural treatment of the addition is important. The entrance to the addition should be located at the north west corner of the building addressing the pedestrian network that runs along the west side of campus, and the parking lots. A two storey atrium lobby will offer gallery space for displaying student artwork.

PROJECT SUMMARY

- Expand Student Activity Space
- Build Arts and Music Addition

TOTAL AREAS

EXISTING USES TO RELOCATE	0 ft ²
PROGRAMMED SPACE TO RETROFIT	3,900 ft ²
EXPANSION	16,600 ft ²



Photorendering of the Student Engagement Area under the ELA second storey overhang. A courtyard space is also proposed between ELA and ESS.

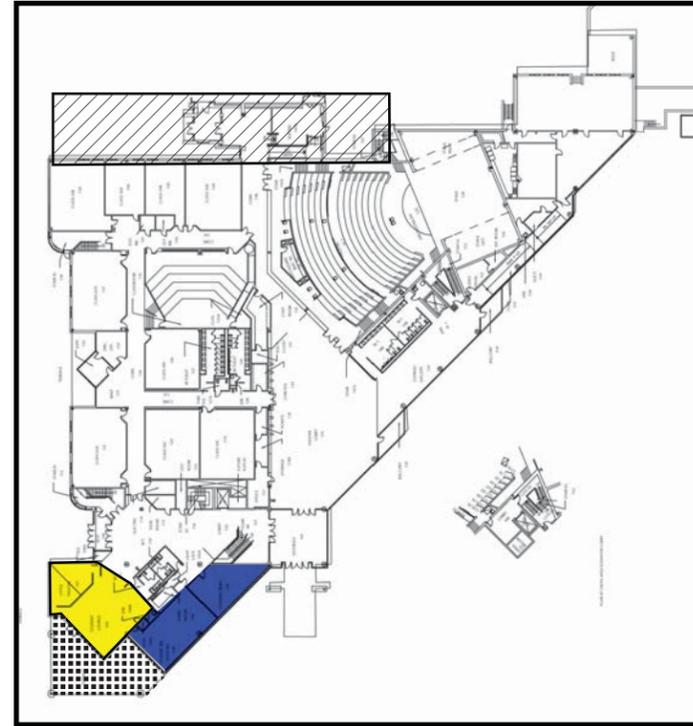
3.5 CAMPUS PLAN PROJECTS: ARCHITECTURE AND INTERIORS



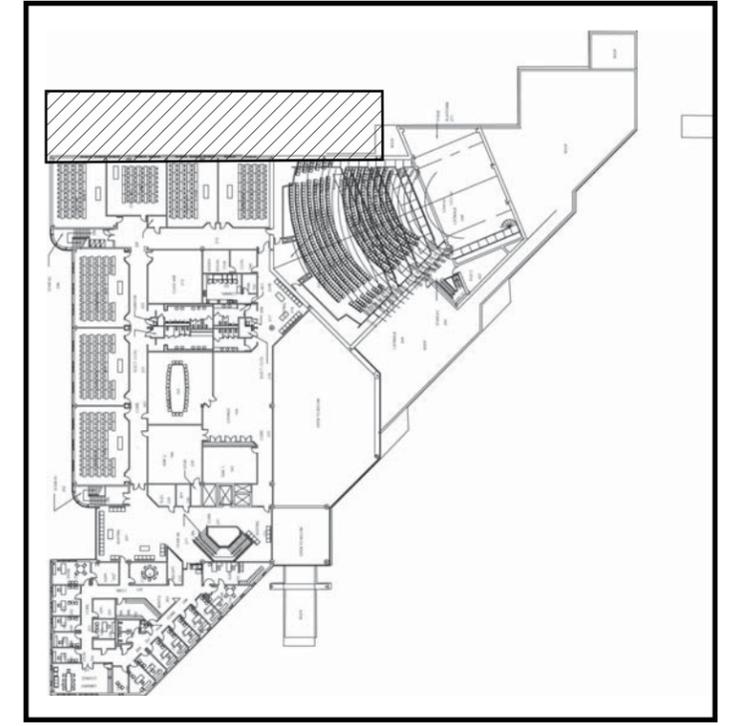
The terrace under the upper level is under-used space that could be better used as student activity space.



The demolition of EEC creates an opportunity to make a new welcoming entrance to ELA. Extensive use of glazing and decorative paving creates a formal entrance area.



level 100



level 200

LEVELS	EXISTING USE	POTENTIAL PROJECTS	Existing uses to relocate (ft ²)	Programmed space to retrofit as needed (ft ²)	EXPANSION (ft ²)
200		Arts and Music Addition			7,500
100	   	Arts and Music Addition New Student Engagement Area Enclose to become new Student Engagement Area New Student Engagement Area		1,900 2,000	7,500 1,600
TOTALS				3,900	16,600

3.5.4 EAST STUDENT SERVICES



One Stop for Student Services

During the spring and summer of 2006 a team of representatives from each campus and the various student services offices of CCC came together to explore the opportunities for a new approach to student services and administration at the College. The goal of the new Student Services Center is to integrate, both in form and function, the student administrative services in order to simplify entering and attending CCC.

Whereas today the various offices that students must visit to complete an admissions and registration process may be scattered across the campus, the Student Services Center will provide space for all functions to operate in close proximity. It is understood that the various functions / departments that will be included in the Student Services Center are: Admissions and Records; Business Office; Financial Assistance; Counseling; Career Services; Access Services and the Testing Center. The current locations of these functions on campus will be vacated for other uses.

As part of the One College philosophy, the physical layout and operation of the Student Services Center should be similar at each campus. This is one way of standardizing the CCC experience and ensuring that each student receives the same excellent level of service such that they can focus on their studies and not on administrative issues.

At Eastern Campus the Student Services Center will be located in the 1600 suite of rooms near the south entrance of ESS. This location is close to one of the main entrances to campus (from Richmond Road) and to planned short term visitor parking.

Considerations for the detailed design of the Student Services Center:

- Flexibility in the design of spaces to accommodate the beginning of semester rush and remain useful at less hectic times of the year for quiet study.
- Flexibility in internal divisions, cabling, and networking to accommodate change as the "one stop" concept matures and evolves.
- Quality of design should evoke a spirit of openness with

extensive glazing into the space and where appropriate clear views across the space. Such design elements reinforce the openness of the college to its existing and prospective students as well as the connectedness of the staff that operate in the Student Services Center.

- Waiting areas should be adequate and welcoming/ comfortable.
- Directions and signage should be clear.

For many students this will be a first impression of the College both visually and experientially

The College will continue to work with staff to determine the best arrangement of the various functions within the space and the best approach to staffing the space to make the process smooth (i.e. cross-training vs. co-locating, generalists vs. greeters, etc.)



The TLC could reach out into the hallways, further engaging students.

PROJECT SUMMARY

- Establish One Stop and Student Success Corridor
- Relocate Library/TLC
- Relocate Cafeteria seating area
- Relocate Bookstore
- Improve north and south entrances
- Build Natatorium and Wellness Center

TOTAL AREAS

EXISTING USES TO RELOCATE	64,900 ft²
PROGRAMMED SPACE TO RETROFIT	64,900 ft²
EXPANSION	45,000 ft²



Glazing of facades enables students and staff to experience the campus' extensive site features from the inside.



A two-storey library environment finished with warm materials.



Warm materials create a comfortable environment for informal study.

3.5 CAMPUS PLAN PROJECTS: ARCHITECTURE AND INTERIORS

Improve North Entrance to ESS

The north entrances to ESS are used to access the building from the Harvard parking lots (via the primary entrance on ground level) and to travel between ESS and ELA (via the secondary entrance on ESS level 2). The primary entrance on the north side of ESS is clearly indicated by the architectural concrete feature. Stairs lead from the exterior directly to the second floor. The location of the secondary entrance slightly closer to ELA makes it the more common choice for connections between the two buildings however this secondary entrance was not designed for such traffic.

With the creation of the Student Activity Zone anchored by the One Stop in ESS and the Student Engagement Area in ELA, and bridged in-between by the relocated Library and TLC, the secondary entrance will become an even more important link. As such, it should be reconfigured to perform this function better.

It is recommended that the ESS corridor leading to the secondary entrance be widened to better accommodate the pedestrian traffic between ESS and ELA. Because the 2300 suite of rooms is being vacated when the science labs move to the new Bioscience and Health Technologies Building in Phase 1 there will be opportunity to implement this widening. The ramp used to traverse the slight change in elevation between the second floor of ESS and ground level should be widened and opened up to visually signal an important access to the building.

Improve South Entrance To ESS

With the creation of the One Stop for Student Services the south entrance of ESS will become the main visitor entrance for new and prospective students. While the deconstructivist structure clearly indicates the location of the entrance, additional space can be gained for the One Stop if this entrance feature is softened with a glazed enclosure. This entrance addition will create a welcoming and grand main entrance to the building.

Relocate Library and TLC

The Library and TLC are some of the most important and active spaces on campus. It is recommended that in order to link the two anchors of the Student Activity Zone, located on

different levels in different buildings, these key hubs of activity be relocated to bridge the different levels and encourage a link between buildings.

The Library/TLC can be relocated to occupy the 2200 and 1200 suites of existing classrooms. This provides the same replacement area that the library currently occupies. This split location also allows for opportunity to expand this key learner support area in the future to meet projected needs as the campus population grows.

Benefits of a Connected Multi-level Space

The proposed location of the Library/TLC offers a number of options for addressing the vertical circulation requirements of the two level space. The adjacent ramp could be enclosed within the Library/TLC allowing free circulation within the space. This would likely require an additional vertical circulation element to provide access between the other areas on Level 100 and 200. An open staircase or extension of the existing elevator would be appropriate in that situation. Alternatively the ramps could be left open for general access use and a new vertical circulation element could be added within the Library/TLC space. A new architectural feature staircase could be built on the exterior of the building linking the two levels. Finally the upper and lower levels of the Library/TLC could be designed to operate independently from a security/checkout standpoint, allowing users to exit the space and use the existing ramps to access the other level.

The vacated Library/TLC space on the level 300 should be converted to generic classroom and lab space to replace space taken over by the relocation.

Relocate Book Center and Cafeteria Seating

It is recommended that the Book Center be relocated to the Student Success Corridor where it will be one of many functions supporting student success. The current location of the cafeteria seating area is an appropriate new location for the Book Center.

As a result of this move, the more noisy and social nature of the cafeteria seating area can be moved further away to the current location of the Book Center at the far end of the level.

This essentially reorients the cafeteria, leaving the kitchen infrastructure in place and creating a new retail and seating environment. This location is adjacent to an open space on the exterior of the building that could be excavated to create a sunken patio for outdoor seating. The excavation required adjacent to the loading dock to accommodate the outdoor seating area can be connected to the open space link to the quadrangle created by the new buildings.

Natorium / Wellness Center

Eastern Campus is currently the only CCC campus without a swimming pool. In keeping with the campus theme of holistic wellbeing, an addition to the gymnasium will accommodate a pool, associated changing rooms, faculty offices and an expanded Fitness and Wellness Center.

It is recommended that the facade of the addition include significant glazing offering views into the pool and/or fitness center. The pool area should include viewing areas and could also accommodate a therapy pool that may be used by area seniors and/or a related academic programs.



A Fitness and Wellness Center adds to campus community facilities.



The Book Center will be located in the Student Success Corridor.



The reoriented cafeteria can take advantage of natural light.



The cafeteria can open to outdoor seating.

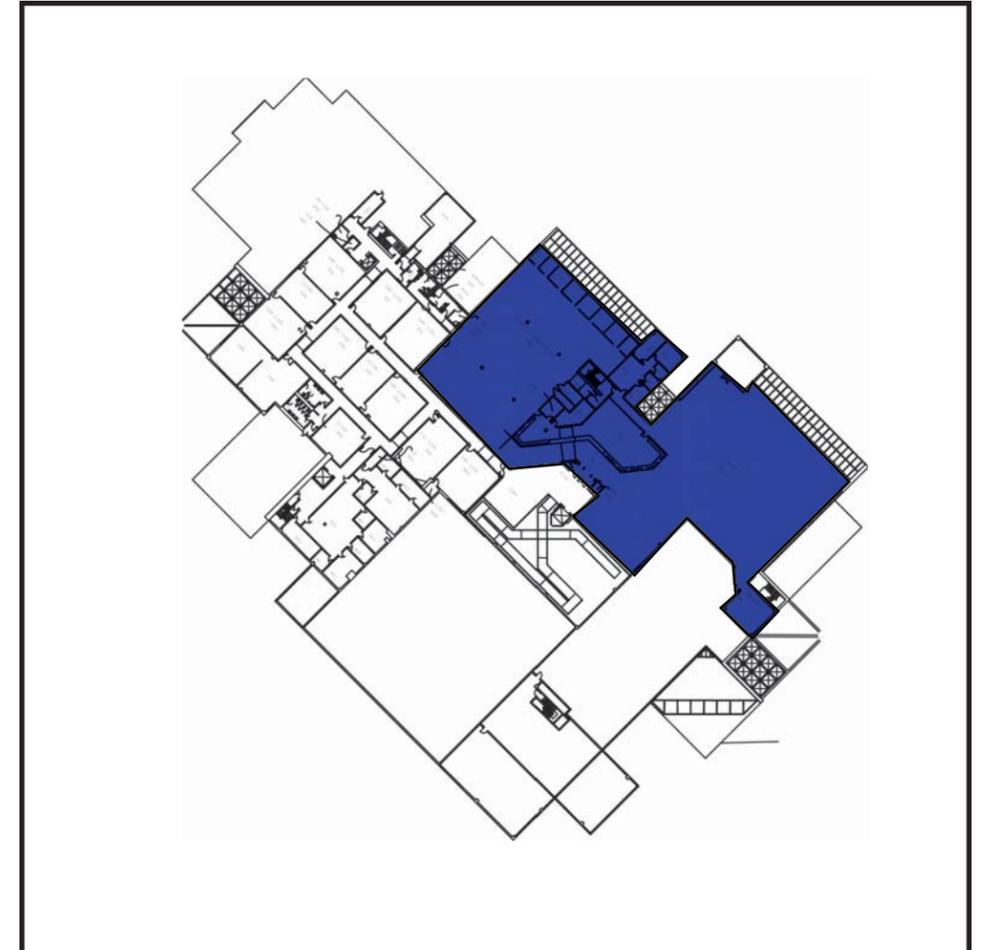
3.5.4 EAST STUDENT SERVICES



level 1000



level 2000



level 3000

3.5 CAMPUS PLAN PROJECTS: ARCHITECTURE AND INTERIORS

LEVELS	EXISTING USE	POTENTIAL PROJECTS	Existing uses to relocate (ft ²)	Programmed space to retrofit as needed (ft ²)	Expansion (ft ²)
3000	 Library (3100, 3200 suites)	Convert to classrooms	26,200	26,200	
2000	 Biology, Chemistry, and Nursing labs (2300 suite)	Swing space for areas displaced by relocated Library/TLC	13,100	13,100	
	 Classrooms (2200 suite)	Relocate Library/TLC	12,400	12,400	
1000		Entrance improvements			5,000
		Entrance improvements			10,000
	 Student Administrative Service Offices (1600 suite)	Build Campus Service Center (One Stop Shop)	12,700	12,700	
	 1100 - 1108, 1118, 1121-1125, 1127, 1131	Establish Student Success Corridor including Orientation, Counselling, Tutoring, Assessment Testing	6,200	6,200	
	 Administrative office (1113, 1114, 1115)	New Public Safety offices	900	900	
	 Public Safety (1620, 1621, 1622)	New location for ACCESS, Veterans office	400	400	
	 Vending cafeteria seating area	New location for Book Center	1,900	1,900	
	 Bookstore (ESS 1401)	New location for Cafeteria with access to outdoor seating	3,500	3,500	
	 Classrooms (1200 suite)	Relocate Library/TLC	13,600	13,600	
		New Natatorium and Wellness Center with storage, showers, locker rooms, fitness center and faculty offices			25,000
		Entrance improvements			5,000
		Entrance improvements			10,000
TOTALS			64,900	64,900	45,000

3.5.5 NEW ACADEMIC BUILDINGS



PROJECT SUMMARY

- Build new academic buildings around landscaped Quad

TOTAL AREAS

NEW BUILD

BIOSCIENCE AND HEALTH TECHNOLOGIES	60,500 ft²
CAREER CENTER	38,000 ft²
HOSPITALITY AND COMMUNITY LEARNING	45,000 ft²

Three new academic buildings will be needed by the end of the study horizon to accommodate projected campus growth, new programs and loss of space as a result of the demolition of EEC.

These buildings will be located to the south of the existing campus buildings, along the main street (i.e. pedestrian-oriented core) of campus. Two of the three new buildings will be located on the MetroHealth property. The buildings line and define a new internal street. This street links Eastern Campus to Corporate College East both physically and visually by providing a view corridor. The new street network is described in more detail in Section 3.6.3.

The location of the new buildings provides the campus with the opportunity to create a place that evokes a traditional college setting with a landscaped quad/internal street framed by new structures. To achieve this while addressing the street and defining the intersection, the buildings should be built close to the street on the south side and set further back along the new north/south street. This open space will create a new landscaped quadrangle area that directly connects to the entrance plaza on the south side of ESS.

On Eastern Campus buildings are viewed from all sides so it is important that servicing areas are incorporated architecturally into the building and/or appropriately screened. Servicing for the building on the west side of the quad can occur from the adjacent parking area. Servicing for the buildings on the east side of the quad should occur on the east side of those buildings in a discrete, well screened area.

Primary entrances to the buildings should be located off the central spine road and entrances of facing buildings should be aligned to encourage direct connections between them. Appropriate landscaping should be provided around and between buildings and this landscaping should use similar techniques to those used elsewhere on campus, such as a formal double-row of trees.

The architectural approach to the new buildings should embrace the natural environment (in particular with respect to window placement and building materials) while carrying

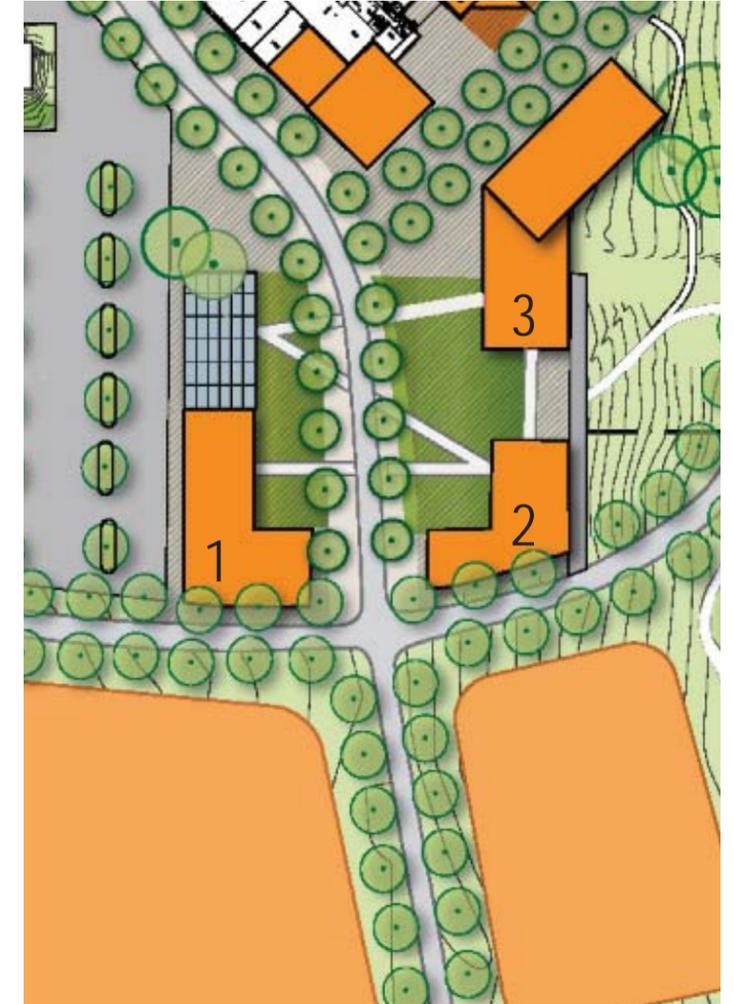
elements of the existing buildings to ensure a cohesive built form on campus. The buildings on the east side of the quad will have significant highway visibility and should therefore be designed as iconic buildings that will define Eastern Campus in the future.

Facades of new buildings should include significant glazing creating open areas filled with natural light and offering inspiring views. Pocket lounges should be located along the main circulation corridors of the new buildings, or in bright, double-height lobby atria. These new buildings should be designed to meet the Leadership in Energy and Environmental Design (LEED) criteria for construction.

The new buildings are proposed as follows and are illustrated at right (detailed floor area breakdowns are included in the table in Section 3.3.1):

1. Bioscience and Health Technologies – 60,500 gross square feet
2. Career Center – 38,000 gross square feet
3. Hospitality and Community Learning– 45,000 gross square feet

The building footprints shown on the plan have been sized based on two storey buildings but if preferred up to three storeys would be acceptable in this location.



Grounds around new buildings should be well landscaped.



New buildings should fit into and respect the landscape, making use of interesting views and topography.

3.5.6 BUILDING INVENTORY SUMMARY



BUILDING INVENTORY BY BUILDING

	SECTION	NAME	EXISTING USES TO RELOCATE	ASSIGNED SPACE TO RETROFIT	NEW BUILD / EXPANSION
pg. 24	3.5.1	EAST EDUCATION CENTER	2,236 ft ²	8,270 ft ²	0 ft ²
pg. 28	3.5.3	EAST LIBERAL ARTS	0 ft ²	3,900 ft ²	16,600 ft ²
pg. 30	3.5.4	EAST STUDENT SERVICES	64,900 ft ²	64,900 ft ²	45,000 ft ²
pg. 34	3.5.5	NEW BUILDINGS	0 ft ²	0 ft ²	143,500 ft ²

BUILDING INVENTORY SUMMARY

TOTAL AREAS	
EXISTING USES TO RELOCATE	67,136 ft ²
ASSIGNED SPACE TO RETROFIT	77,070 ft ²
NEW BUILD / EXPANSION	192,100 ft ²



3.6 PUBLIC REALM IMPROVEMENTS

Six key areas have been identified in the Campus Plan as the focus for recommended public realm improvements. This section provides a framework to help the College consider a further breakdown of projects and their phasing as it is unlikely that these will all be carried out simultaneously.

Each adds a particular benefit to campus life, activates and engages the community or simply enhances the attractiveness and identity of the campus in the community. Recommendations in the following areas are found in the next pages:

- Campus Quadrangle and Plazas
- Naturalized Zone and Forested Stand
- New Campus Circulation and Streetscaping
- Recreation Zone

3.6 PUBLIC REALM IMPROVEMENTS

3.6.1 CAMPUS QUADRANGLE AND PLAZAS



Areas between and around buildings create smaller, more intimate spaces for outdoor socializing, informal collaborative learning and studying. They also help to define the buildings they are set against and aid in campus way finding. Some plazas or courtyards already exist on campus but landscape improvements will enhance the quality and function of these spaces. New courtyards and plazas are formed by the addition of new buildings and the realignment of the campus road network. A variety of types of outdoor spaces can be created in these areas; however they should all use similar techniques to ensure a cohesive campus Open Space system.

1. The decommissioning of EEC will create a new open space adjacent to the north façade of ELA. This entrance and plaza is likely to be used by students entering the buildings from the Harvard parking lots and by visitors accessing the Performing Arts Center. A combination of paved area and soft landscaping (ground cover, flower beds and/or bushes) will define this entrance space. This area also acts as a pedestrian link between the northern parking lots and the Recreation Zone.

2. The road network is proposed to be realigned to reduce the visual impact of parking and to provide a buffer

between pedestrians and vehicles. Ground cover in these open lawn areas will also help to reduce runoff from the parking lots. Pedestrian paths should be provided across the lawns along the most likely direct routes between parking and main building entrances.

3. An amphitheater makes use of the natural slope of the Eastern Campus landscape and creates an outdoor gathering place for campus celebrations and theatrical productions. Depending on the final orientation of the amphitheater it may also provide seating from which to watch activity on the sports fields and track. The amphitheater is accessed by a new landscaped plaza between ESS and ELA. The plaza is an outdoor link in the Student Activity Zone and will make moving between the two buildings a much more pleasant experience when combined with the proposed improvements to the ESS secondary north entrance. This area will continue to be used for vehicular access but landscaping and appropriate use of paving materials will signal to drivers that it is a pedestrian priority zone requiring slower speeds. Trucks and buses will not be permitted to use this link.

4. The new location of the cafeteria seating creates the opportunity to offer additional outdoor seating. A patio will be excavated adjacent to the ESS loading areas with appropriate screening. The experience of this sunken outdoor social space should flow to up to grade to the plaza connecting ESS and ELA and past that to the amphitheater area, and south to the new building quadrangle.

5. The entrance plaza at the south end of ESS is one of the first places that will be experienced by visitors to campus. Hard and soft landscaping, in addition to the proposed improvements to the entrance, will make this a more welcoming access to campus and in particular the Student Success Corridor and One Stop.

6. A new quadrangle is created by the new academic buildings proposed for the south end of campus. The main pedestrian-priority spine road runs through this quad with broad lawns on either side. Bench seating and flower beds will define these spaces and provide an appropriate setting for the new buildings.



Parquettes divide the parking and offer a place to stop and reflect, socialize or study. Shrubbery provides a visual barrier to parking.



The plaza could function as a thoroughfare for pedestrians between new buildings to the south and ESS. It can be accessible to servicing vehicles through the use of decorative paving.



Decorative paving brings visual interest and clarified wayfinding which creates a stronger sense of place in this central area, proposed between ESS and ELA.



The proposed outdoor amphitheater should be designed with natural materials to be complimentary to the existing topography.

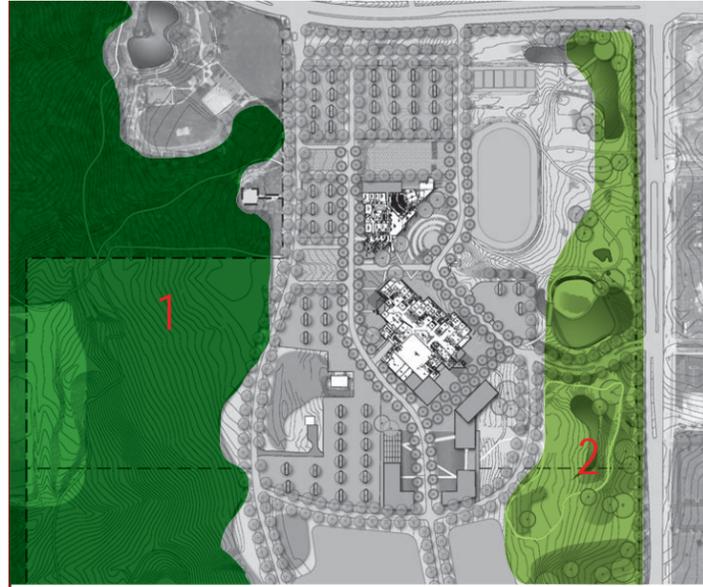


A new sub-grade patio would connect to the relocated cafeteria.



A pleasant environment for pedestrians can be achieved through the use of ornamental trees, street furniture, and decorative paving when linking buildings with open spaces.

3.6.2 NATURALIZED ZONE AND FORESTED STAND



Eastern Campus is surrounded by a large forest ecosystem to the west (1) and acres of grassland to the east (2).

The large forested stand is part of a system of forested ravines that stretch across the expanse of Cuyahoga County. It should be protected and maintained for healthy mature tree growth.

On the east side of the campus, lies a vast area that sits in the lowest elevations on the site. The current development on the site drains to this area. The broad grassland should be allowed to grow in a natural state with moderately manicured edges.

The daily lives of students and staff will be greatly enriched by a new campus initiative that aims to implement facilities and landscaping that allow campus users to experience these natural resources.

New trails and paths should be created through these areas. The trail system should provide opportunities for learning about the natural environment and local ecosystems with labeled vegetation and/or learning stations. The paths should also be designed to be useful as recreation trails for campus users and the surrounding community. All paths and structures should be designed to minimize the impact of their use on the ecosystem.



The siting of buildings and their circulation network should respect the site's topography and drainage patterns.



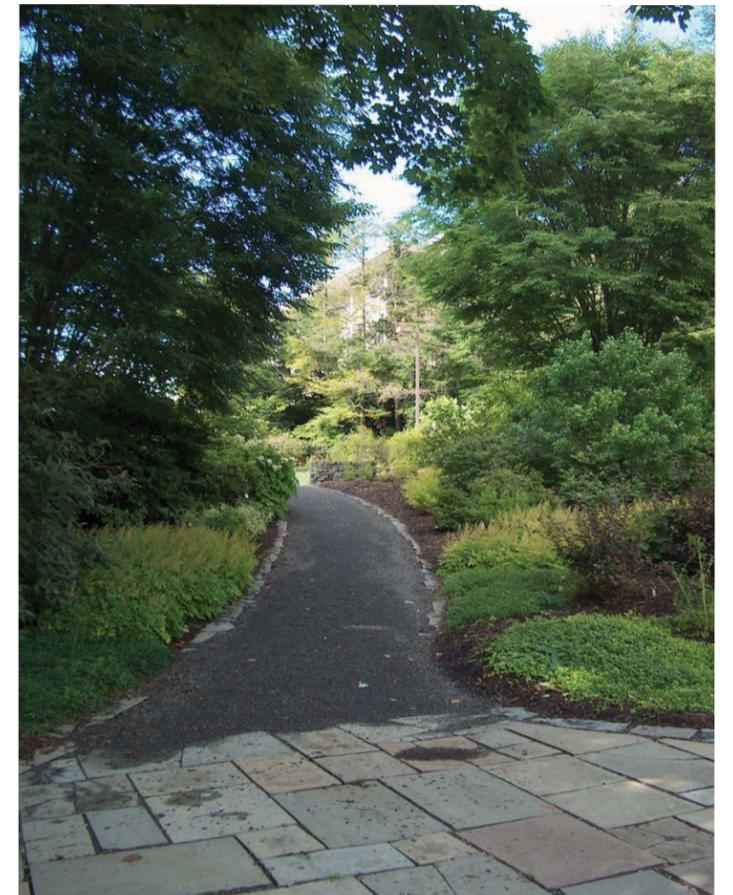
Raised boardwalks protect retention pond areas while allowing users to visit them.



Trails offer the opportunity to learn by experiencing the natural ecosystem.

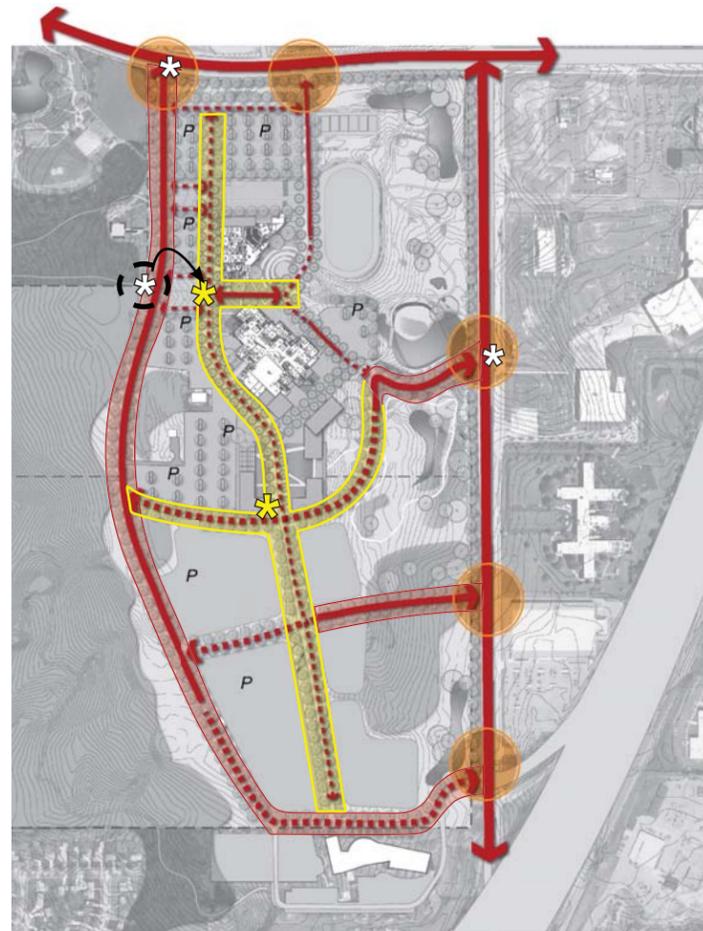


Areas of quiet reflection and repose can be created in the Naturalized Zone.



Trails through the Naturalized Zone should connect to main circulation routes.

3.6.3 NEW CAMPUS CIRCULATION AND STREETSCAPING



LEGEND

-  Location of Main vehicular entry/ Main bus access
-  Secondary Route Pedestrian Focused
-  Campus Arterial
-  Existing Road Infrastructure
-  Proposed Road Infrastructure
-  Consolidated Parking Lots
-  New Bus Stop Locations
-  Existing Bus Stop Locations

The circulation system should be refined to create a more formal structure for the existing campus property and an organizing structure for future development on the MetroHealth lands.

The circulation system at Eastern Campus must satisfy both significant vehicular traffic and significant pedestrian traffic. Minimizing the areas where these two intersect will make for a more safe and attractive campus. The road network has been revised and additional connections made to provide vehicular access around the campus. Specifically the network has been connected on the east side of the main buildings to allow those using the visitors' lot opposite the One Stop to have the opportunity to use the right-in/right-out driveway at Harvard Road. As described below, this is a secondary route that will also help to encourage pedestrian activity in the Recreation Zone. This secondary road will feature on-street parking which will bring pedestrian activity to this currently under-used part of the campus.

In general the new network proposed for the MetroHealth property suggests that the natural contours of the landscape be respected and significant treed areas be preserved. A new access point to Richmond Road will be necessary as further development occurs in this area. The central spine gives frontage and address to new buildings and creates a significant view corridor between the ESS building and Corporate College East, while also physically linking the College's three eastern properties.

A Hierarchy of Campus Roads

With these additional connections comes the need to create a hierarchy of roads to preserve the pedestrian-priority nature of the core campus. Roads that connect to the main arterials (Harvard and Richmond) can be considered the campus arterials. These roads will be used by regular campus users on a daily basis. They lead directly from the primary campus entrances to main parking areas.

Other vehicular routes become secondary campus roads with a greater focus on pedestrian amenity. These roads will be narrower and will offer "short term on-street" parking where appropriate. Broad sidewalks with a landscaped and treed strip will separate pedestrians from vehicles. Distinctive paving will

be used at key pedestrian crossing areas to further slow traffic and provide pedestrian protection.

Campus Parking

On the main campus property, parking and service functions are generally located to the west and separated from the pedestrian-priority precinct by the "main street" and a landscape strip. On the MetroHealth property this same organization should be continued: buildings should face the main street and parking should be buffered from view. However, in the event that the College invites partner organizations onto these lands smaller pockets of parking may need to be provided adjacent to new buildings. These pockets should also be treated with appropriate landscape screening.

On the main campus the large parking areas are also broken up and it is suggested that east campus "green" its significant amount of surface parking. Shade trees should be planted along aisles to shade vehicles and reduce the heat island effect of large amounts of paved area. Porous paving materials should be used to allow rainwater runoff back into the ground. These approaches could be considered educational demonstration projects in keeping with the campus theme.



Bioswales filter stormwater runoff from parking areas and allow for local infiltration.



The utilitarian back entrance can become a welcoming gateway for regular users with a lush tree lined driveway.

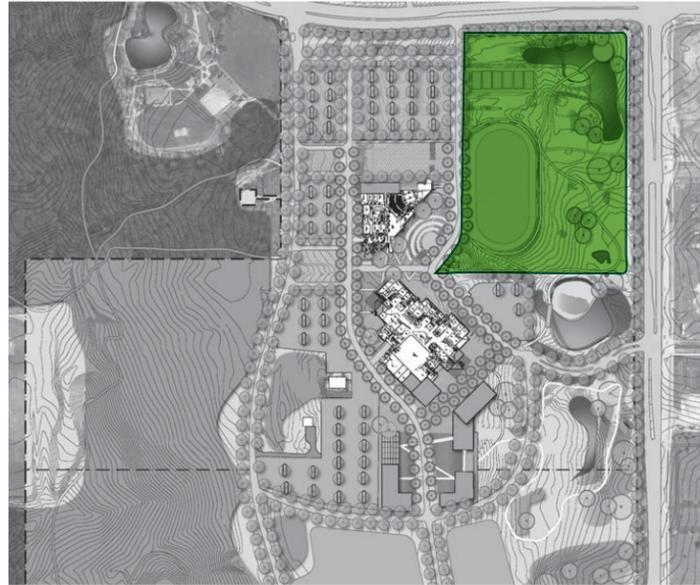


Secondary pedestrian-priority roads should force vehicles to proceed slowly. Distinctive paving indicates pedestrian crossing areas.



Narrow paved areas and wide sidewalks calm traffic and provide pedestrian amenity.

3.6.4 RECREATION ZONE



A recreation zone has already been established on Eastern Campus to the east of the main buildings. To enhance this area the track will be resurfaced and tennis courts will be installed.

The significant expanse, interesting topography and the existing ponds in this zone make it an idea location for investment in the landscape. The landscape surrounding the recreation amenities should be enriched with additional planting that will mature over time. Emphasis should be put on native plantings and those with educational and research significance. Walking trails should be created that follow the landscape extending from the corner of Harvard and Richmond Roads to Corporate College East, with connections back to campus where appropriate.

The Recreation Zone includes two stormwater drainage ponds. The existing condition of the ponds is highly engineered. The ponds should be reconfigured and regraded to create a more natural and subtle water edge. This will allow campus users to more closely (and safely) engage the water feature. Plant species typically found in and around aquatic areas should be encouraged and/or planted to help naturalize the area.



The natural topography could be used to provide spectator seating in the amphitheater.



The track should be resurfaced to maintain an important fitness resource for the campus and community.



Stormwater ponds can be naturalized and enjoyed more closely.



Trails should allow users to be close to all the features in the landscape including water features such as the retention ponds.



The front landscape along Richmond Road should be preserved as a recreation area with trails and teaching gardens.



Special places can be created in the landscape that will become significant amenities for campus users and those that live and work in the area.

EASTERN CAMPUS PLAN



WESTERN CAMPUS



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THE CAMPUS TODAY

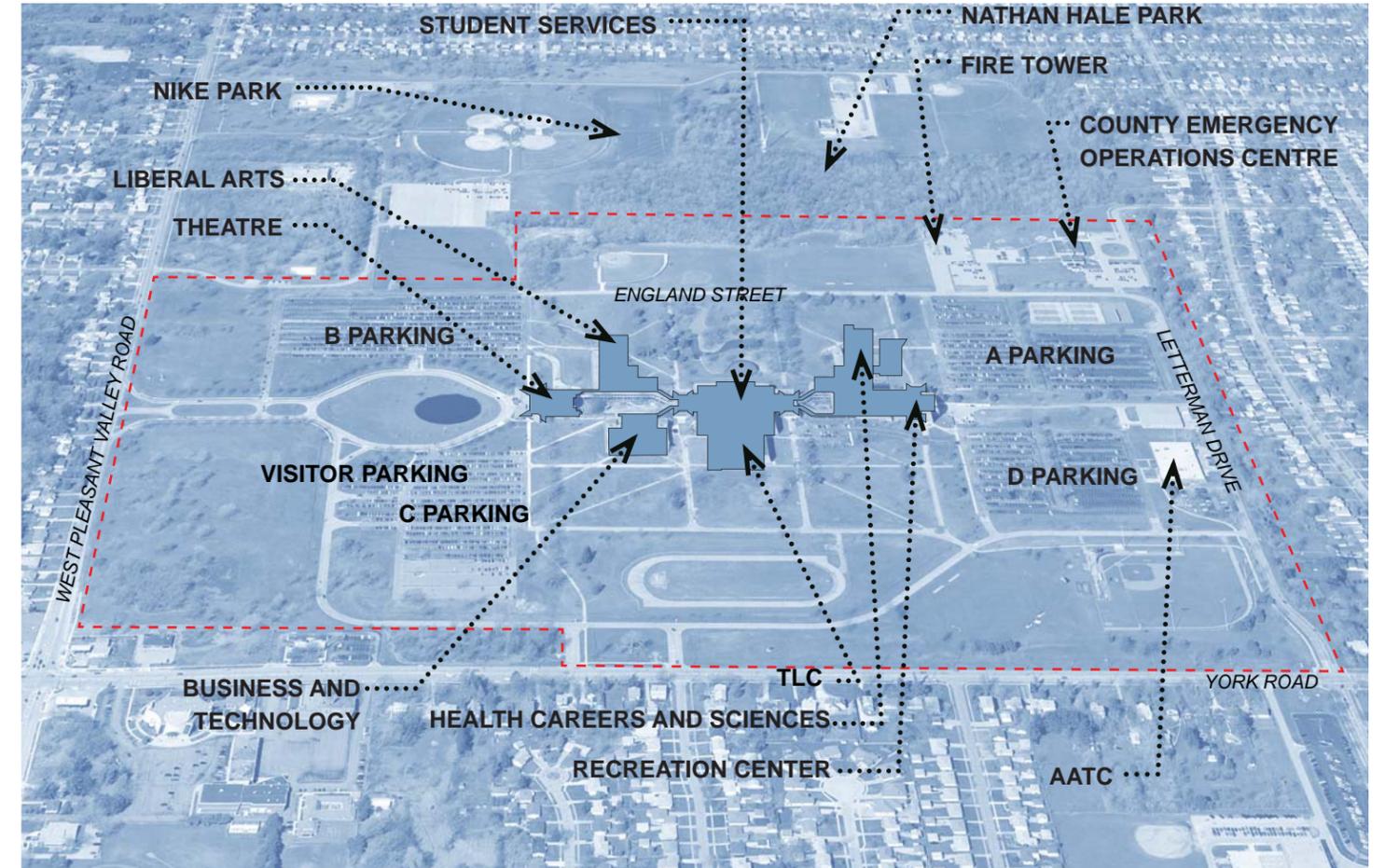
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4.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS

The initiatives recommended in this Campus Plan represent opportunities to enliven, uplift and enrich the experience of Western Campus. These recommendations are based on an analysis of issues and opportunities outlined in the following pages.

4.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS

4.1.1 CONTEXT

The Western Campus of CCC is located in the Cities of Parma and Parma Heights, both inner-ring suburbs to the south and west of the City of Cleveland. Western Campus is approximately 190 acres and occupies all of the lands at the northwest quadrant of the intersection of Pleasant Valley Road West and York Road, with the exception of a small commercial node immediately at the intersection. The campus is surrounded by predominantly single family detached dwellings. Across York Road to the east is Valley Forge High School. Abutting the campus on the west is Nike Park, one of the largest recreational spaces in the City of Parma.

Access to Western Campus is indirect. The campus is located between I-77 and I-71 and while it is located prominently at the intersection of two arterials, it does not enjoy highway visibility.

RTA bus routes provide access to the campus via York Road and Pleasant Valley Road, including an existing stop at the south end of campus.

Historic trends show migration of population and employment from the center of the County (Cleveland) and the older suburbs, to the edges of the County and beyond. This trend remains true for the communities surrounding Western Campus. Municipalities to the south and west are generally the recipients of the population growth. The Northeastern Ohio Areawide Coordinating Agency forecasts suggest that over the next 25 years these trends will continue.

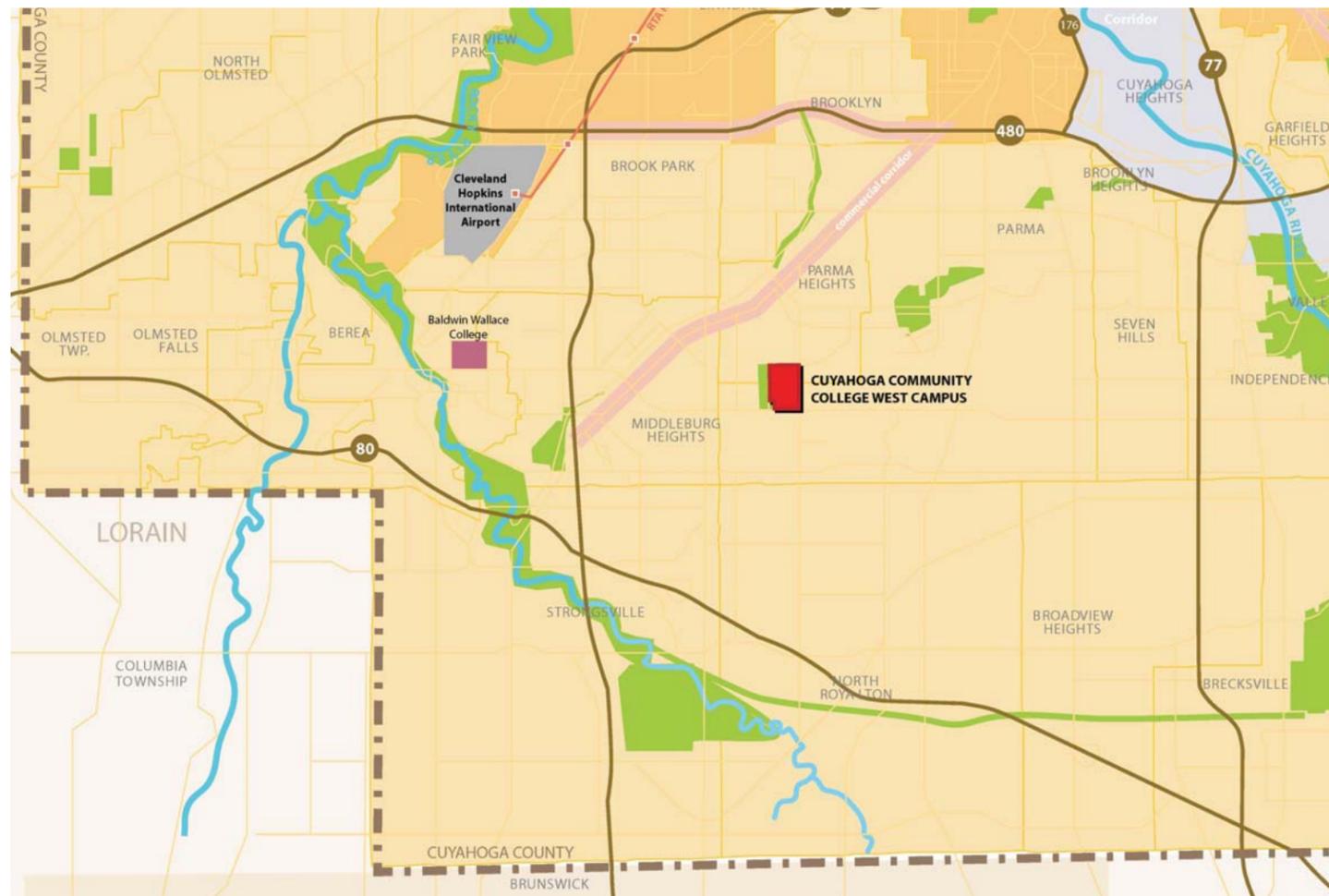
Western Campus Demographics

Parma and the surrounding municipalities that Western Campus draws students from are experiencing a trend towards an aging population. Western Campus is already an important place for area seniors who attend classes on campus and use its recreation facilities. **General demand in west Cuyahoga County for additional facilities to house and provide recreation, health and social activities for the growing senior population is likely to increase in coming years.**

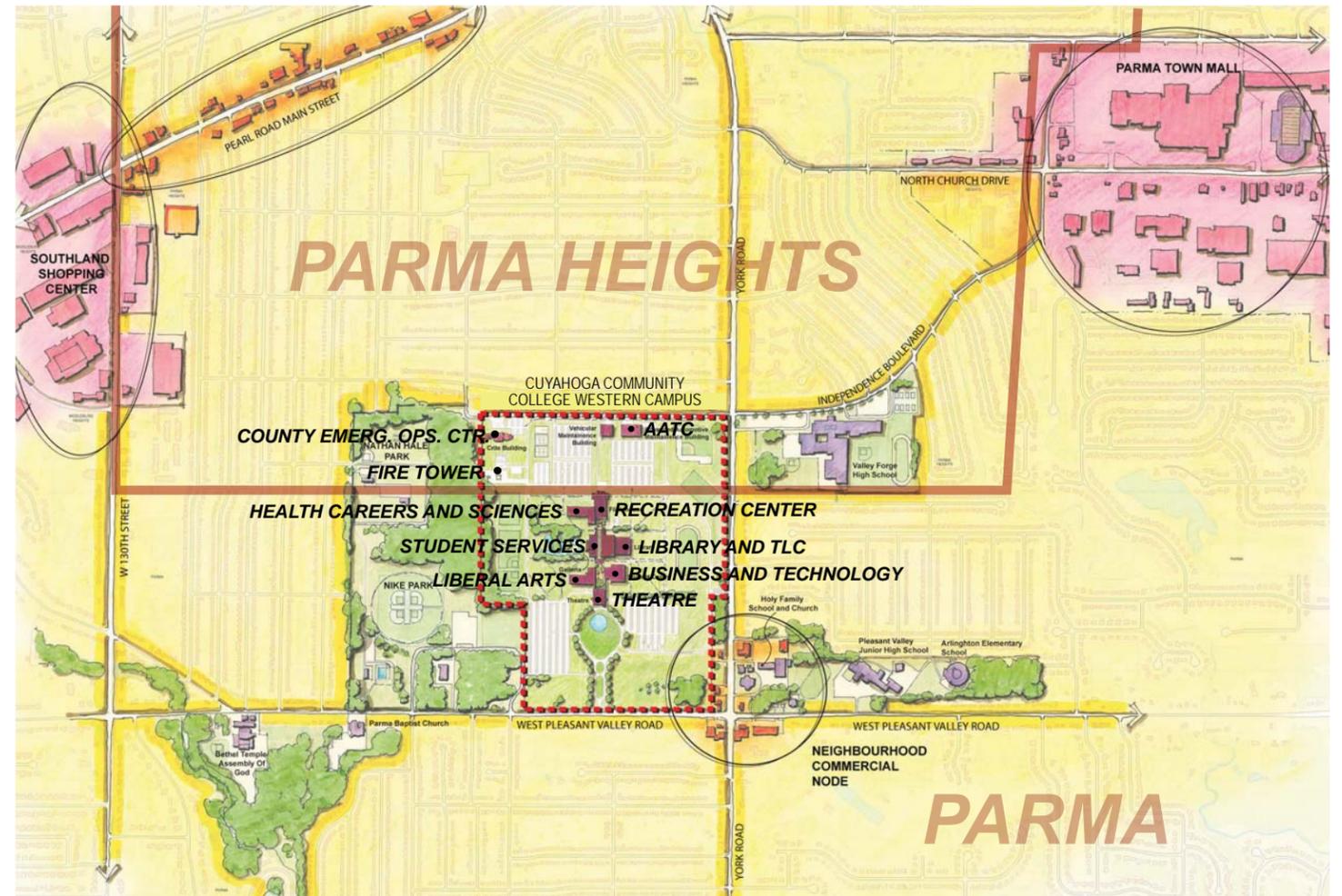
According to research previously undertaken by the Center for Urban and Regional Studies at Youngstown State University students attending Western Campus live mainly west of the

Cuyahoga River and south along the I-71 into northern Medina County. Another vector projected to have continuing growth lies along the I-480 and I-90 corridors in the northwestern area of Cuyahoga County and into Lorain County.

A growing number of CCC Western Campus credit courses are offered at the Corporate College West location in Westlake. The College is planning to expand facilities in this area to capture this growing market. Rapid growth is also anticipated in southern Cuyahoga County and into Medina County. CCC Western Campus currently offers courses at Brunswick High School with plans to move into a more permanent facility and offer increasing numbers of credit and non-credit courses there in the future.



Western Campus in its regional context



Western Campus in its local context

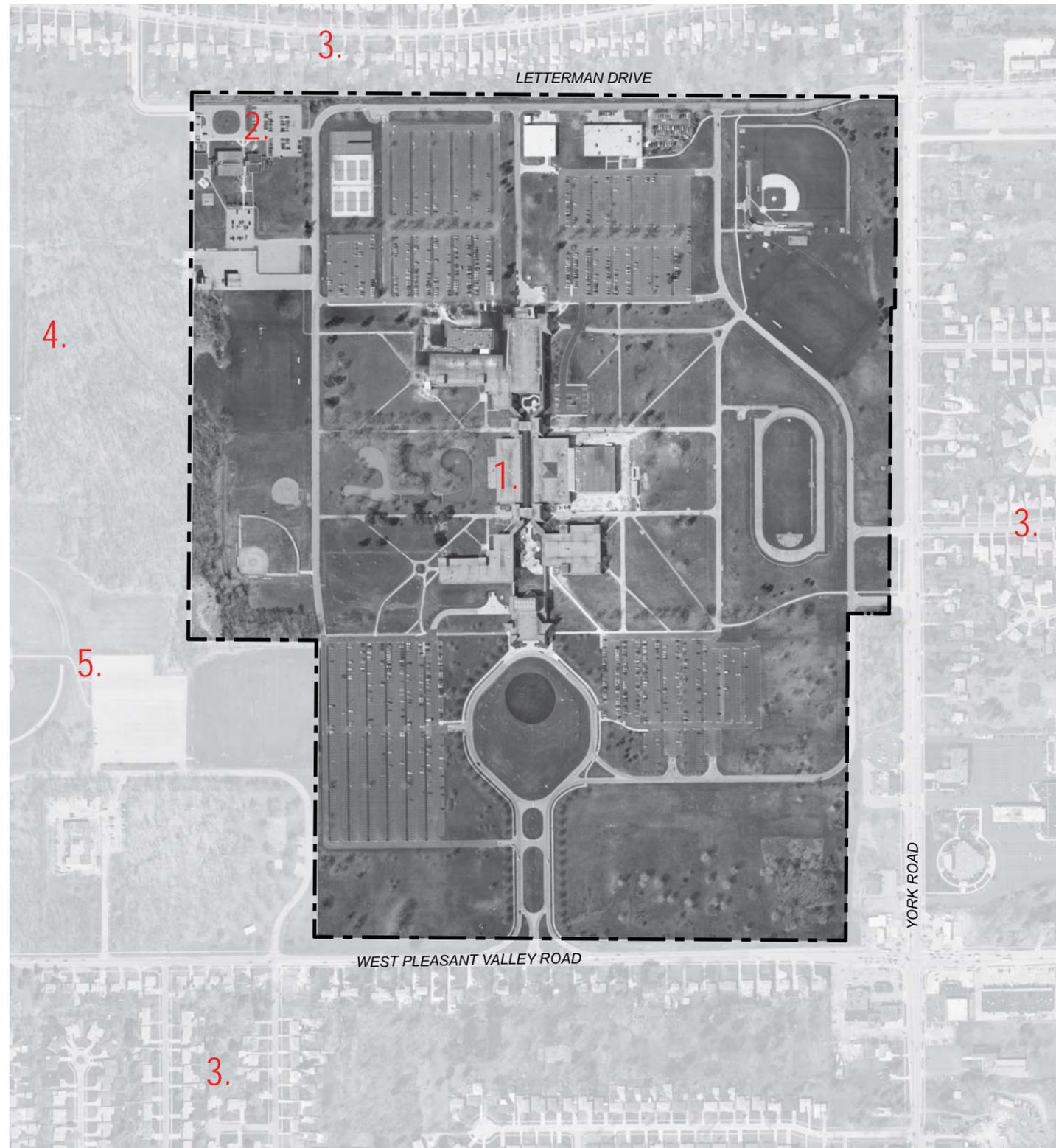
4.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS



Valley Forge High School



Parma Streetscape



1. Western Campus
2. County Emergency Operations Center
3. Surrounding Residential
4. Nathan Hale Park
5. Nike Park

These expansions correspond to growth projections for the Western region with 80% of the growth to be served in off-site locations.

Area Context

The surrounding land uses are primarily residential and the campus is removed from major activity centers in the area, such as Parma Town Mall. Baldwin Wallace, a four-year college, is located on Bagley Road on the west side of the I-71 from Western Campus. Because the campus is not located in or near a major activity center, it has taken on that role for the surrounding community. Many local events are held at Western Campus making use of the theatre, the grounds and the gymnasium.

Campus Organization

The campus is designed as a series of linked buildings located along a strong north-south axis. The buildings sit in the middle of the block surrounded by extensive lawns, playing fields and parking areas. The west face of the central Galleria building is framed by an attractive landscaped area including free form ponds lined with rows of mature trees. This special area is a vestige of the former army/veterans hospital that occupied the site. This important history is reflected not only in the landscape but in the Crile Archives, housed on campus and in a Prisoner of War Memorial Plaque installed in the campus gardens.

The physical organization and infrastructure at Western Campus are strong and already act as a model for other CCC locations. The Galleria area creates a natural hub for students, faculty, staff and members of the community to gather and interact; each academic wing has a student lounge; the courtyards and west side ponds provide structured areas for outdoor gatherings and quiet reflection.

Planning for Future Growth

Because of these and other facilities there is less need at Western Campus for significant changes to improve the campus life experience. Therefore the Campus Plan recommendations that are included in the pages that follow focus more on interventions that provide Western Campus with a blueprint for accommodating future growth and alleviating pressures associated with the size of the existing population.

4.1.2 ANALYSIS OF CHALLENGES



Unused Outdoor Patios. Patios are inhospitable. Tall canopies create windy conditions resulting in under used outdoor spaces.



Site Pedestrian Circulation. Outdoor amenities and pedestrian paths are not designed to take advantage of the available landscape. Many pedestrian routes close to the main buildings are designed for vehicular use as well and as such are not comfortable pedestrian spaces.



Parking Dominates the Landscape. Parking is a significant feature of the large site and dominates most views of campus. Vehicular circulation within the inner campus drives is inefficient and frustrating to the user.



Undistinguished Facility Entrances. The campus lacks a hierarchy of entrances that indicate where important and frequently used places are located.

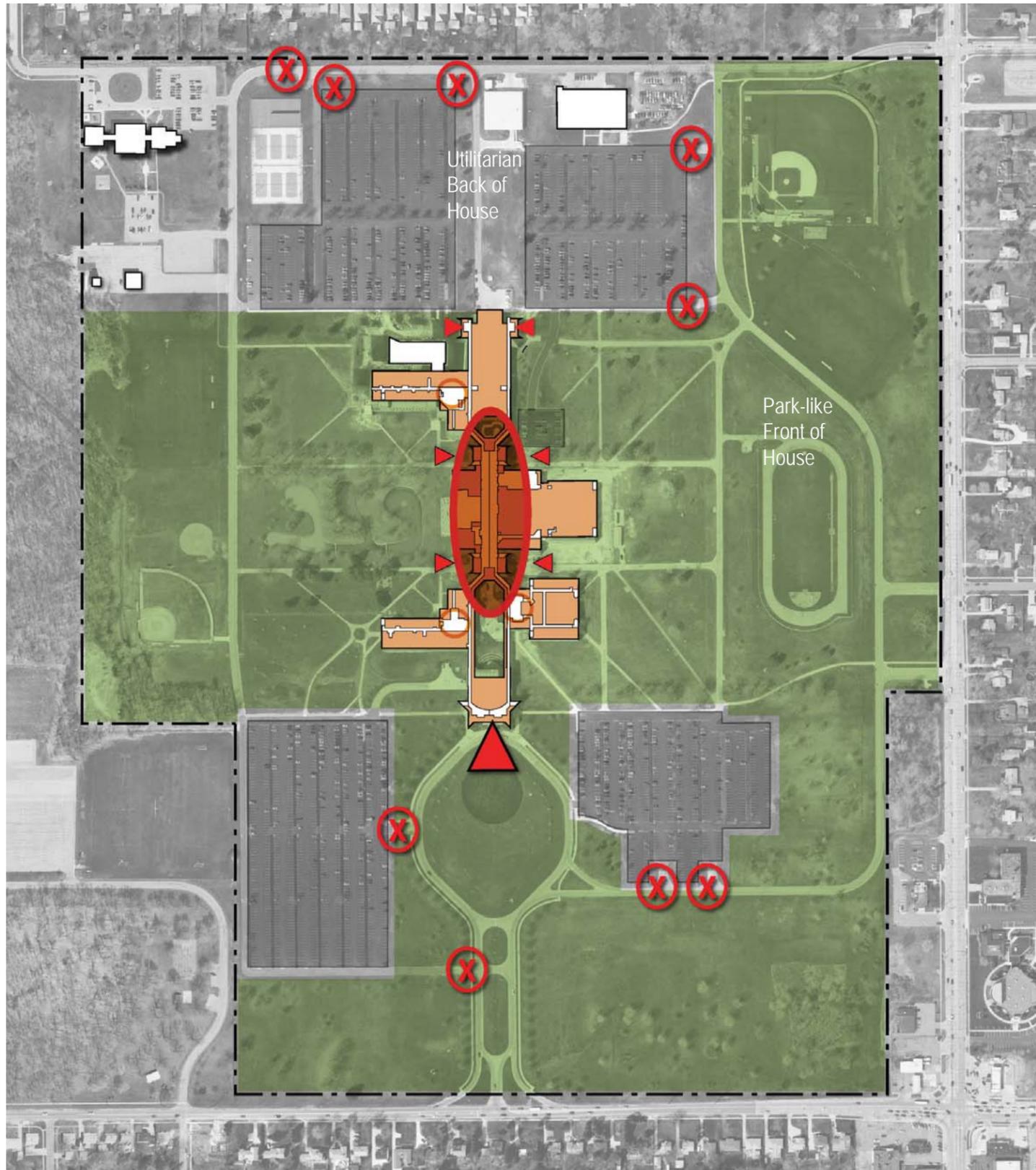


Conflicting Central Galleria Edge Uses. While the Galleria is a great space in the campus, the social nature of the central space conflicts with surrounding office and administrative uses.



Student Oriented Facilities. Student spaces are dispersed across campus and are generally surrounded by other quiet uses. Options for independent or group study or social interaction should be provided.

4.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS



LEGEND

-  Heart of campus
-  Parking
-  Secondary building entrances
-  Primary building entrance
-  Existing Road system
-  Landscape resource is undefined
-  Location of parking gates
-  Internal circulation

Existing Alignment of Buildings

The linear alignment of the existing buildings means that many campus buildings and their occupants are removed from the heart of campus. The heart, located in the center of campus at the Galleria, is not easily accessed as it has no direct entrance.

Parking Dominates the Landscape

While Western Campus is surrounded by residential areas and bus service onto campus is available, the majority of users drive to campus. This means that significant amounts of parking are needed to satisfy demand. The provision of convenient parking on either side of the main entrances results in these unattractive spaces being the first view of all visitors.

Main Entrance is Misplaced

The entrance from West Pleasant Valley is a grand gesture evoking traditional formal College driveways. This grand entrance way, however, leads to the Theatre rather than the location of more common and frequently used facilities located in the Galleria. The location of the entrance also means that parking is the main landscape feature for visitors upon entering campus.

Dispersed Student Life Areas

There is no place for typical student body activities to take place that does not result in disturbing adjacent uses. The pocket lounges in each academic wing are surrounded by instructional space and offices. The Galleria is a natural hub but it is challenged by being circulation space, event space, lounge space, and office/classroom corridor space all at the same time. Noise from large events held in the Galleria, or even from groups of students in an informal gathering, disturbs occupants of quieter spaces that line it.

Complicated Circulation

Navigating campus by vehicle is complicated because there is no circulation route independent of the parking lots, each of which requires payment upon exiting. Internal circulation is at once simple because of the linear alignment of buildings, and disorienting because of the sameness of interior finishes and lack of proper signage. Navigation for pedestrians outside the buildings is challenging because there is no hierarchy of entrances to indicate key places inside.

4.1.3 OPPORTUNITIES FOR CAMPUS RENEWAL



Unique Building Entrances. The distinctive "winged" entries can be reinforced by creating a landscaped courtyard setting at these locations, particularly on the east side facing York Road.



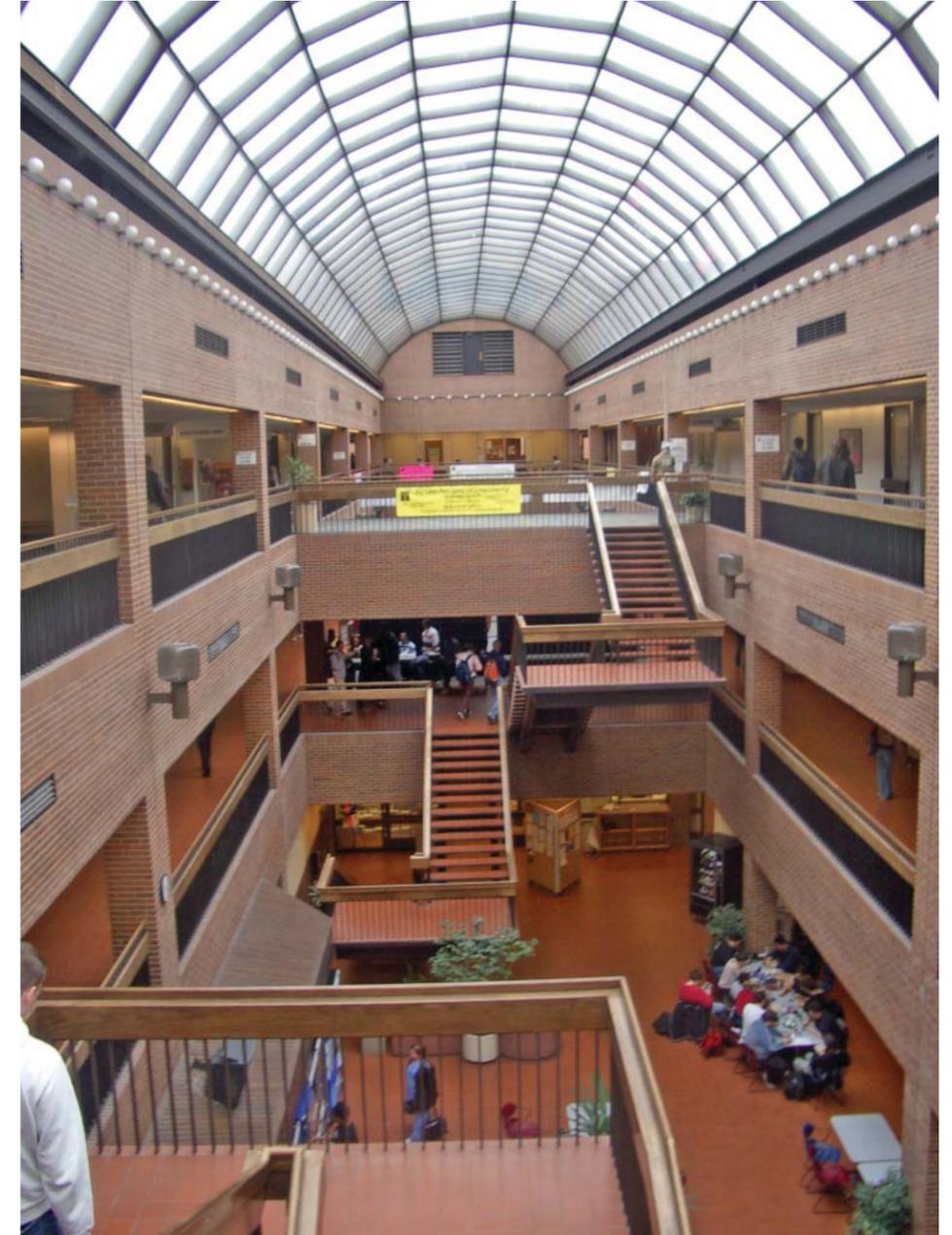
Landscape Resource. Western Campus has tremendous landscape resources that can be enhanced with hard and soft landscape elements creating distinct places for people to gather.



Multiple Student Lounge Areas. Important internal spaces should be updated to provide more opportunities for collaborative learning and socializing.

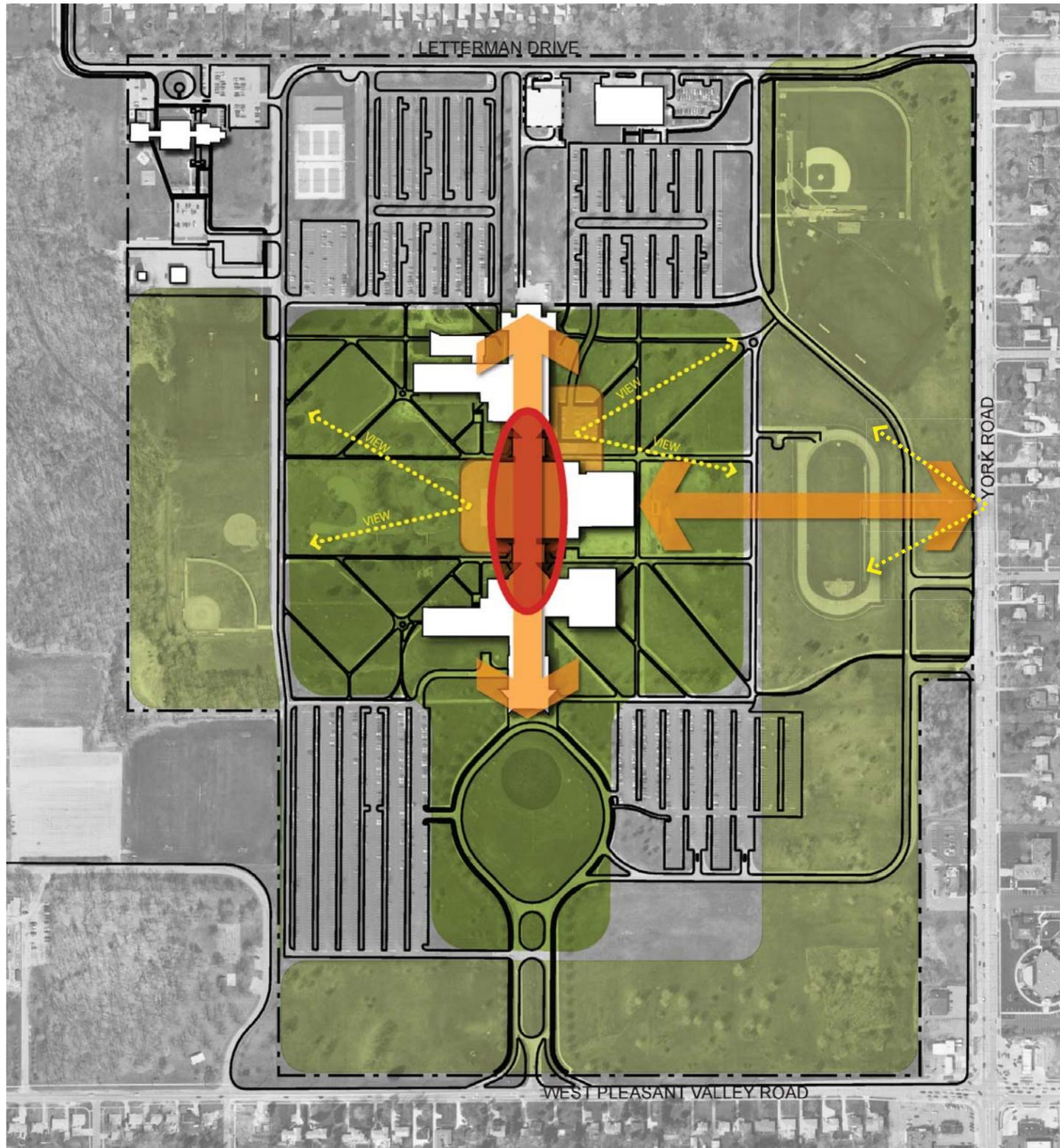


Social Spaces. Students currently make good use of available gathering spaces.



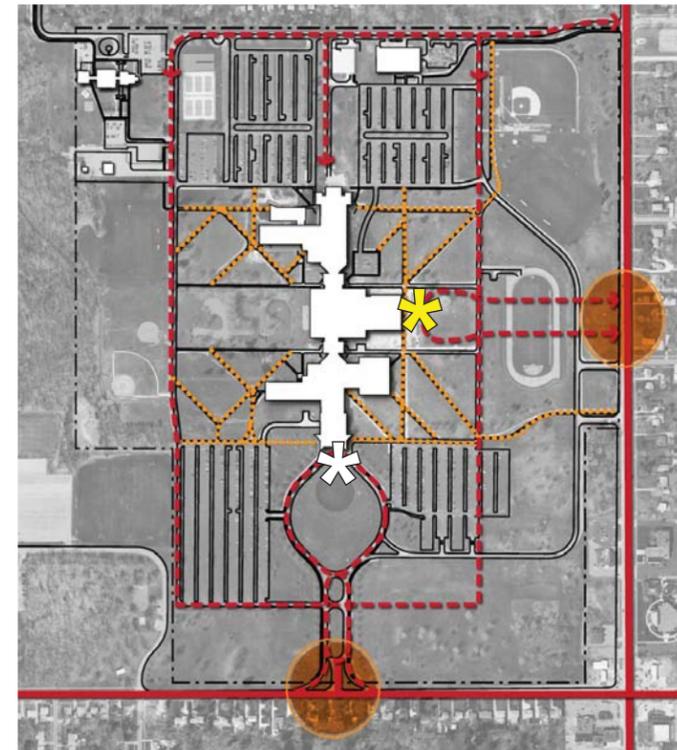
Galleria. The Galleria is the clear heart of campus. Its edges can be re-purposed to reinforce its role as the campus 'Main Street'.

4.1 THE CAMPUS TODAY: EXISTING CONDITIONS, OPPORTUNITIES AND CONSTRAINTS



LEGEND

- Heart of Campus
- Important Pedestrian Connections
- Expanded Recreation Zone
- Park Setting
- Key Views
- Key locations for new buildings



LEGEND

- Current campus road system
- Proposed campus road system
- Main arterials
- Current pedestrian system
- Main entries with opportunity for enhancement
- New bus stop locations
- Existing bus stop locations

Clear Heart of Campus

Western Campus is fortunate to have a clear heart of campus and focus area for student life. Attractive courtyards lead off the multi-storey atrium known as the Galleria where lounge space, the cafeteria, coffee shop, student administration, library, TLC, and Book Center are all located. While the clarity of the vertical circulation system in the Galleria could be improved, it does contribute to way-finding and create a sense of community as users are able to be a part of activities on all levels. Additional space for events and student administration will take pressure off the main Galleria circulation routes. An updated palate of colors would brighten the space.

Connection to the Community

Western Campus has traditionally enjoyed significant community involvement in campus activities and programs and use of the campus' facilities. The addition of new facilities will not only benefit students but will also create new amenities for the community. This important connection to the community could also be enhanced if the campus has a greater presence on the main arterials which border it, reaching out to the community. Future phases of growth could include development along the edges for partnerships that may contribute to the College and benefit from arterial frontage. Additional seniors' facilities should be considered.

Significant Landscape Resource

The playing fields, picturesque ponds and gardens, and broad lawns are an important resource for the College and surrounding community. Additional paths through these areas and landscaping improvements to create individual moments or special places within the expansive grounds will encourage greater use of the resource.

Room For Growth

There is ample available space at Western Campus to accommodate future growth for academic needs and potential partnership opportunities. As the campus continues to grow a logical pattern for growth should be developed to reinforce all gestures toward the edges of campus and the community.



4-8

CUYAHOGA COMMUNITY COLLEGE
COLLEGE-WIDE ACADEMIC AND FACILITIES CAMPUS PLAN

4.2 INSTITUTIONAL INVENTORY AND UTILIZATION ANALYSIS

A comprehensive inventory of instructional space at Western Campus was prepared at the inception of the Master Planning study to provide a baseline for the determination of the impact of growth projections on space requirements. The following section summarizes the space inventory and utilization analysis of the existing campus and presents estimated additional space requirements initiatives defined in the College's academic plan.

4.2 INSTITUTIONAL INVENTORY AND UTILIZATION ANALYSIS

4.2.1 SPACE INVENTORY AND UTILIZATION ANALYSIS

A review of current allocation and utilization of campus spaces at CCC was undertaken to determine the degree to which current standards for space - set out by the Ohio Board of Regents (OBOR) - are being followed by the College.

The College intends to meet OBOR standards by 2015 regarding the utilization of its instructional spaces (classrooms and lecture halls, computer classrooms, laboratories, studios and workshops), its learner support facilities and its staff offices.

The complete analysis that was carried out to determine long-range space requirements at the Western Campus is presented in the Appendix. Through a series of comprehensive analyses, academic space requirements were derived for CCC over the 10 year planning horizons. Results for Western Campus are shown in the table below. This table illustrates which categories of space will be experiencing surpluses (a positive figure) and which will be experiencing shortfalls (a negative figure) at current, and 10-year time intervals.

It is important to note that the estimates were prepared for planning purposes and should only be used to assess the relative need for adjustment in the College's overall built infrastructure on an order-of-magnitude basis.

Instructional Facilities

Western Campus currently enjoys adequate instructional facilities in relation to the size of its student population and the array of programs and courses it now offers. **This space will however not be sufficient to absorb the increase of on-site student population anticipated by the College on the basis of its recently adopted academic plans, enrollment projections and utilization targets.**

The table below documents the types of instructional spaces and associated areas (in net assignable square feet) with surpluses and shortfalls expected to occur in 2005-06 and 2015-16. In 2015, the planning horizon of the Master Plan, it is estimated that Western Campus will have a shortage of classroom space of 3,525 net square feet, and a surplus of 4,970 net square feet of computer laboratory space. On the other hand, the planning model used to generate these estimates points to a shortage of 4,500 net square feet of studio-workshop type laboratory space. It is evident that some of the space surpluses, as noted above, can and should be used to address shortages elsewhere.

Taking advantage of the surplus will require future investments of capital and resources into the re-purposing, re-allocation and renovation of existing facilities.

Learner Support Facilities

The amount of learner support facilities at the Western Campus, including the TLC and the Library, will generally match the size of the projected student population on campus. A slight shortage of 764 square feet is projected in 2015.

Office Space

A shortage of 13,035 square feet of academic and student services office space is anticipated at Western Campus in 2015, while a shortage of 8,418 square feet is also anticipated for faculty offices.

Administrative services are likely to see a surplus of 8,591 square feet. Some of the space surpluses can and should be used to address the noted shortages. Again, it is important to note that taking advantage of the surplus will require future investments of capital and resources into the re-purposing, re-allocation and renovation of existing facilities.

Off-Campus Growth

The aforementioned surpluses or shortages projected for 2015-16 reflect the projected needs associated with on-campus population growth. For the purposes of the College's

long-term planning, growth has also been projected for satellite locations associated with one of the three main campuses.

The growth attributed to students attending satellite locations through Western Campus enrollment is approximately 2,408 FTE.

For planning purposes the College has calculated that these future off-campus students are likely to need an additional 93,520 net square feet of space, located off of the Eastern Campus site.

Campus	Space Type	Space Subtype	Current Space Inventory Allocation NASF	2005-06 NASF Surplus in Relation to Current Allocation	2005-06 NASF Shortfall in Relation to Current Allocation	2015-16 NASF Surplus in Relation to Current Allocation	2015-16 NASF Shortfall in Relation to Current Allocation
Western	Instructional Space	Classroom/Lecture	57,459	5,875			-3,525
		Computer Lab	28,645	7,525	4,970		
		Lab/Studio/Workshop	54,893	1,560		-4,500	
	Learner Support Space		46,689	2,603		-764	
	Office Space*	FTE & PT Faculty	18,240		-5,144		-8,418
		Academic & Student Services	16,120		-9,455		-13,035
		Administrative Services	12,488	8,618		8,591	
Western Total		234,534	26,181	-14,599	13,561	-30,242	

Space Inventory Summary Table. All figures in Net Assignable Square Feet

4.2 INSTITUTIONAL INVENTORY AND UTILIZATION ANALYSIS

4.2.2 ESTIMATED ADDITIONAL SPACE REQUIREMENT FOR ACADEMIC PLAN INITIATIVES

In addition to the order-of-magnitude estimates generated, planning work has been undertaken to link the College's 2015-2016 Academic Plan to the existing conditions at Western Campus and to assess whether specific initiatives call for specific infrastructure that should be accounted for in the Master Plan. Such initiatives, and whether or not they call for facilities that cannot be drawn out of the surplus space previously identified, are listed below.

Academic Plan Initiatives for Western Campus, 2015-2016					
1	2	3		4	
New Program / Expansion Plan (as per Kantor Consulting Group)	X=Expand, N=New, N*=New Off-Campus	Estimated Instructional Space Requirement *		Estimated Requirement for Additional NEW Space that cannot be met in existing facilities**	
		NASF	GSF	NASF	GSF
Media Arts & Studies	N	4,900	8,134	0	0
Culinary Arts	N*	0	0	0	0
Technical Theater	N	0	0	0	0
Art Management	N	900	1,494	0	0
HPEN	N	0	0	0	0
Nursing	N*	0	0	0	0
Massotherapy	N	3,700	6,142	-3,700	-6,142
Teacher Education - Transfer Opp.	N	0	0	0	0
Studio Classrooms	N	0	0	0	0
Telecomm. & VOIP	N	1,200	1,992	-1,200	-1,992
Computer Laboratories	X/N	0	0	0	0
Bio-Manufacturing	N	5,600	9,296	-5,600	-9,296
First Responder Training	N	29,600	49,136	-29,600	-49,136
Police and Fire	X				
Accounting - Forensic Degree Option	N				
Computer Security	N				
Criminal Justice	N				
Campus Center	N	25,000	41,500	-25,000	-41,500
Art Gallery	N	3,500	5,810	-3,500	-5,810
Black Box Theater	N	3,450	5,727	-3,450	-5,727
Production, Rehearsal and Public Spaces	N	10,480	17,397	-10,480	-17,397

* Column 3: The expansion or creation of some programs may require dedicated space that exceeds the existing program space. For example if there is capacity in the allocated program space this column may indicate 0 NASF is required to accommodate the expansion. If the planned expansion/new program results in space needs that exceed the existing allocated space (or if no space is currently allocated), the incremental amount (or total amount, in the case of new programs) is estimated here.

** Column 4: If the need for space identified in Column 3 can NOT be accommodated in the existing space inventory (i.e. by taking up surplus space) then the amount of new space to be constructed is indicated in Column 4, usually suggesting specialized facilities.



Fitness facilities



TLC



4.3 INTRODUCING THE CAMPUS PLAN

The Campus Plan proposes a number of initiatives to meet the goals and objectives identified through the master planning process. The Campus Plan provides for the orderly and appropriate accommodation of growth on Campus, while giving shape to organizing principles that meet College-wide goals.

4.3 INTRODUCING THE CAMPUS PLAN

4.3.1 ACADEMIC PROGRAM



New or expanded academic programs and related facilities have been identified in the following chart for the Master Plan horizon based on growth factors developed with the College. These facilities, described in the Campus Plan, are sized based on the 2015-2016 gross floor areas estimated at right:

AREAS OF CHANGE	APPROX. GROSS FLOOR AREA YEARS 2015-16 (FT ²)
ACADEMIC PLAN INITIATIVES	64,435
Studio Theatre, Rehearsal and Production space	8,435
AATC expansion	6,000
Career Center	50,000
NEW ACADEMIC, SPORT AND WELLNESS WING	42,140
Bio-manufacturing	10,000
Sport Programs	5,000
Massotherapy program	6,140
Telecommunications/VOIP program	2,000
Generic Academic Instructional Space	19,000
CAMPUS CENTER	30,800
Event space	5,500
Cafeteria	8,000
Student government, Club, Seniors, Lounge space	14,800
Gallery	2,500
STUDENT SERVICES CENTER (ONE STOP)	18,000
THEATRE LOBBY EXPANSION	2,835

NOTE: All areas presented in the Campus Plan are Approximate **Gross** Floor Areas unless otherwise noted

INCREASED SPACE UTILIZATION

As basic academic and administrative needs arise over the 10-year Plan horizon, an internal analysis should be undertaken to determine areas appropriate for renovation or retrofitting to serve that purpose. As the College works toward reaching the more rigorous OBOR standard for utilization through more efficient scheduling, underused spaces should become available for such initiatives.

4.3.2 THE CAMPUS PLAN - OVERVIEW OF PROJECT RECOMMENDATIONS



Build new Academic, Sports and Wellness Wing (1)

- Provide academic and faculty office space.

Create a Campus Center and One Stop (2)

- Create new facility to house student life offices and flexible large event space.
- Connect One Stop and Campus Center to the Galleria.

Retrofit Student Services building (3)

- Accommodate One Stop for Student Services.
- Relocate upper storey end offices to enhance view of courtyards.

Build a New Studio Theatre (4)

- New facility will include rehearsal rooms and additional production space.
- Theatre Lobby will be expanded to accommodate the new theatre facility.

Cover Amphitheatre in South Courtyard (5)

- Enhance use of stage.

Improve Courtyards (north and south) (6)

- Improve outdoor furniture and landscaping.

 Plaza space

 Building additions

 Atrium

 Open space

 Parking

Improve Landscape (7)

- Add pedestrian and bicycle paths.
- Improve amenity along paths.
- Create landscaped plazas at key entrances.

Create New Vehicular Circulation System (8)

- Allow vehicles to circulate without paying for parking.
- Remove extra redundant paved areas.

Expand AATC (9)

- Expand teaching space and secure parking area.

Reorganize Parking Areas (10)

- Replace parking lost to AATC expansion.

Create New Entrance to York Road (11)

- Significantly enhance the entrance to campus from York Road, leading to the heart of campus.
- Relocate track and other sports fields.

Build Career Center Building (12)

- Locate new building adjacent to County Emergency Operations Center.

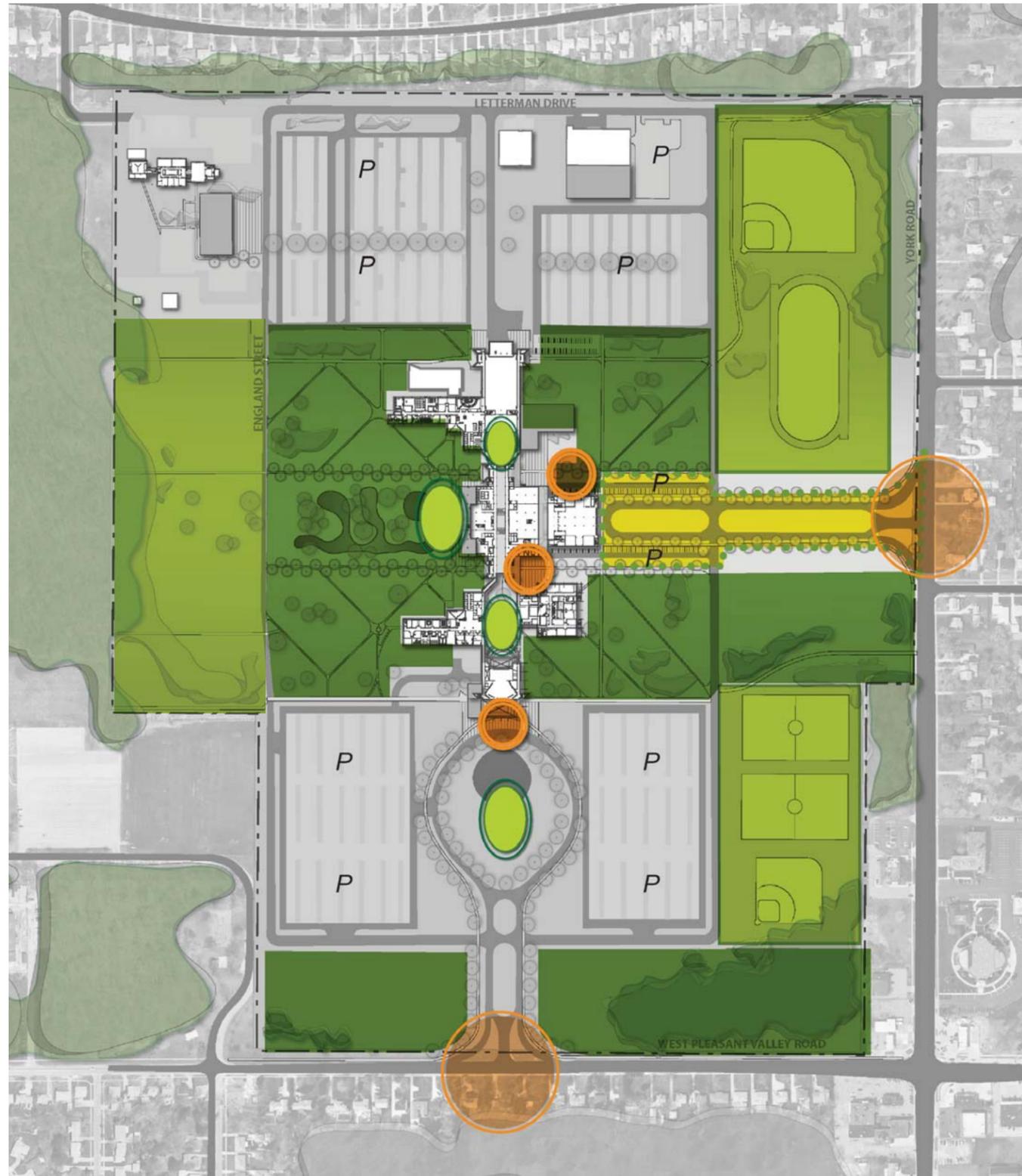


4.4 CAMPUS PLAN SYSTEMS: ENHANCING CAMPUS EXPERIENCE

A city is comprised of a system of roads, parks, buildings, and their required infrastructure. A campus functions as a microcosm of the city. A number of similarly interconnected systems create the environment experienced by users on a daily basis. While many systems are necessary for the total experience, the Campus Plan will focus on the following key moves that, when combined, will enhance campus experience and Western Campus' identity:

- Making key open spaces
- Making the campus more accessible and connected
- Connecting and creating destinations

4.4.1 MAKING KEY OPEN SPACES



Western Campus was originally designed as a campus in a park. As such, the open space system at Western Campus is extensive, though most landscape features are undistinguished. Improvements to the vast outdoor resource will contribute to a more attractive campus and a more usable landscape.

Formal Entry Zone:

The Campus Plan aims to mirror the programmatic connection the campus has with the community by physically reaching out to meet it. A new main entrance from York Boulevard will establish a community presence on that street and will be enhanced by formal landscaping leading from the street to the campus buildings. A double row of trees will provide shelter for a pedestrian path that runs parallel to the road leading to the entrances to the Student Services building. Planting beds will provide a backdrop for important College signage at the new entry. These treatments should be extended north and south from the driveway to line the public sidewalk leading to the entrance. Similar formality should be applied to the south entrance from West Pleasant Valley Road.

Landscaping at key building entrances will signal to users the main entrances and establish a hierarchy of access points to the interconnected buildings.

Recreation Zone:

The sports fields at Western Campus are split between the east and west sides of the main campus buildings. They are linked to the main campus buildings by a park setting that defines and surrounds the pedestrian core of campus and completes the recreation zone. These areas are key routes for pedestrians traveling between the parking areas and main campus buildings. This area also includes the picturesque ponds on the west side of the Student Services building. The pond area provides a tranquil setting for outdoor activities such as special events and cafeteria seating. Additional plantings will enhance the park setting. The recreation zone on the west side of campus abuts Nike Park and Nathan Hale Park, administered by the Cities of Parma and Parma Heights respectively.

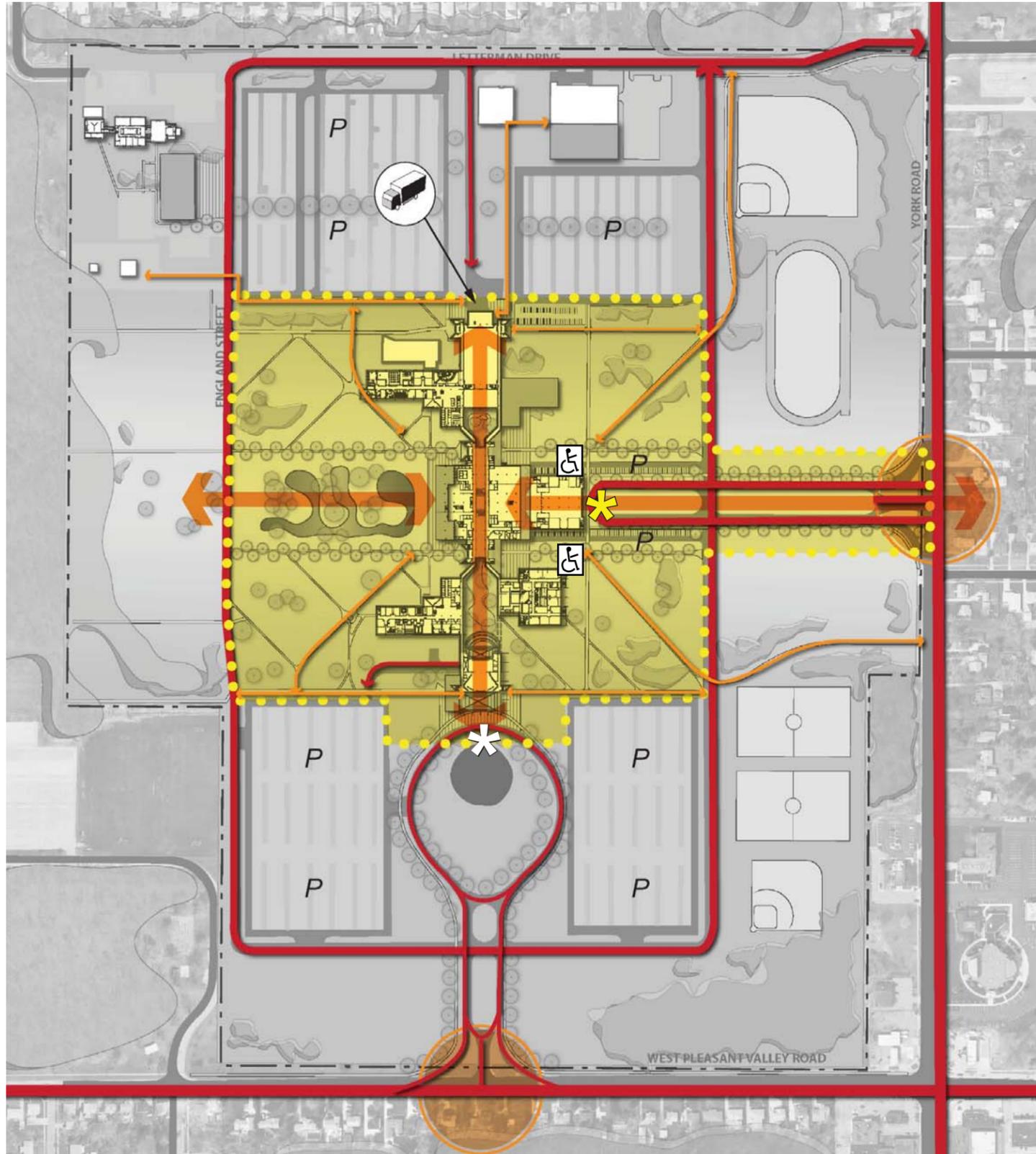
Interior Courtyards:

The north and south courtyards at the ends of the Galleria create informal outdoor spaces for campus life to continue out-of-doors. These spaces interact with the interior through the highly glazed interior corridors that surround them. Concrete seating is built into the hardscape of the courtyards offering some opportunities for gathering. The larger south courtyard also offers a performance venue by way of an outdoor amphitheatre built onto the rear of the Theatre building. These important spaces can be improved with additional plantings and outdoor furniture. The courtyards can be further enhanced with plantings that provide interest and color year round.

LEGEND

-  Main plaza spaces / open space improvements
-  Entrance drive improvements
-  Building entrance improvements
-  Campus entrance improvements
-  Formal park area - street and building frontage
-  Recreation / sports areas

4.4.2 MAKING THE CAMPUS MORE ACCESSIBLE AND CONNECTED



LEGEND

-  Pedestrian-Priority Zone
-  Main Pedestrian Links
-  Location of Main vehicular entry/
Main bus access
-  Consolidated road system
-  Consolidated Parking Lots
-  Handicapped Parking Lots
-  Existing Bus Stop Locations
-  New Bus Stop Locations
-  Servicing

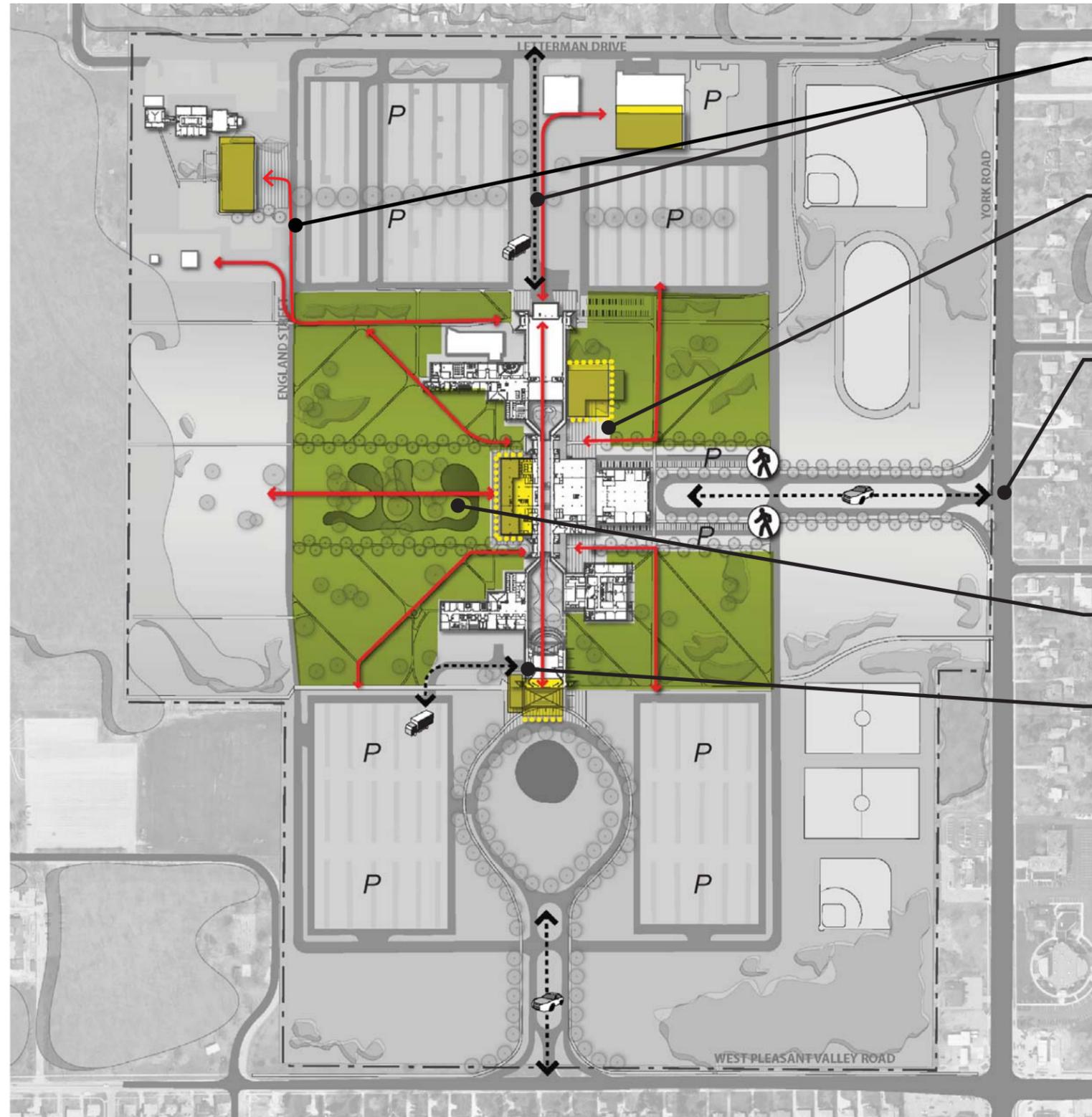
A series of walkways, roads and internal corridors connect the Open Space elements of campus. Logical and direct connections between key buildings and campus features and between parking areas and entrances contribute to an increased sense of strength and order on campus. Because of Western Campus' position in the county and its large size most users access campus by car or bus. As a result, the Campus Plan needs to provide clear routes from the abutting streets to parking areas or designated drop off points located at key building entrances. The need to accommodate the travel and parking of vehicles must be balanced with the desire to maintain the core of campus as a pedestrian-priority area.

Western Campus has been successful to date at preserving this pedestrian core and is interested in encouraging bicycling as both a mode for commuting to campus but also as an additional recreational opportunity on campus.

- Additional pedestrian and bike paths will increase the opportunities to access areas of campus in a pleasant and safe manner. They will also better connect the outlier buildings (Career Center, AATC) to the main campus to increase the sense of community at the campus.
- Landscaping initiatives will be used to improve the pedestrian experience between parking areas and the main campus buildings. Plantings to act as windbreaks, an increased tree canopy and convenient benches will mitigate the existing conditions which can be windblown in the winter or lacking shade in the summer.
- The vehicular circulation system will be enhanced by an additional entrance from York Road which will also give additional presence to the College on that street and more direct access to the Student Services building. A revised road layout will ensure that drivers can circulate the campus without being required to pay for parking.
- Parking areas will be reorganized adjacent to the new entrance road to provide additional visitor/short-term and accessible parking spaces.

4.4.3 CONNECTING AND CREATING DESTINATIONS

Making Connections



Improved connections between the AATC, new Career Center building and the main campus will foster a greater sense of community on campus.

A new main entrance to the Student Services building creates an important corridor that leads to the Galleria.

A new entrance from York Road creates a new front door leading directly to the heart of campus.

Additional pedestrian paths allow users to take advantage of the landscape resource.

Loading for the theatres is consolidated and easier to access from the improved circulation system.

LEGEND

- Key destinations
- Areas to encourage indoor / outdoor connections
- Formal open spaces
- Key pedestrian routes
- Vehicular access
- Servicing access
- P** Parking

4.4 CAMPUS PLAN SYSTEMS: ENHANCING CAMPUS EXPERIENCE

Creating Destinations



The AATC is expanded and linked to the main campus through new pedestrian connections.

The new Career Center building creates a zone of public service adjacent to the Fire Tower and County Emergency Operations Center.

A new Academic, Sports and Wellness becomes a destination for area seniors and other community users of the recreation facilities. The wing also includes a pocket lounge off the corridor typical of the other campus buildings.

Landscaping at the entrances to the Student Services building will contribute to the formal and welcoming arrival sequence created by the new York Road entrance.

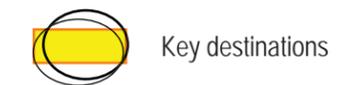
A new dedicated Campus Center adds to the hub of activity that is already present in the Galleria. A new multi-purpose event space opens out to the patio.

Covering the stage area in large courtyard increases the functionality of the amphitheatre.

Renovations to the Theatre Lobby / south entrance create a welcoming pedestrian entrance, quiet lounge space, intimate space for smaller special events, and convenient access to public transportation.

The south entrance pond feature is enhanced with additional landscaping to make a more attractive and usable garden space.

LEGEND



Key destinations



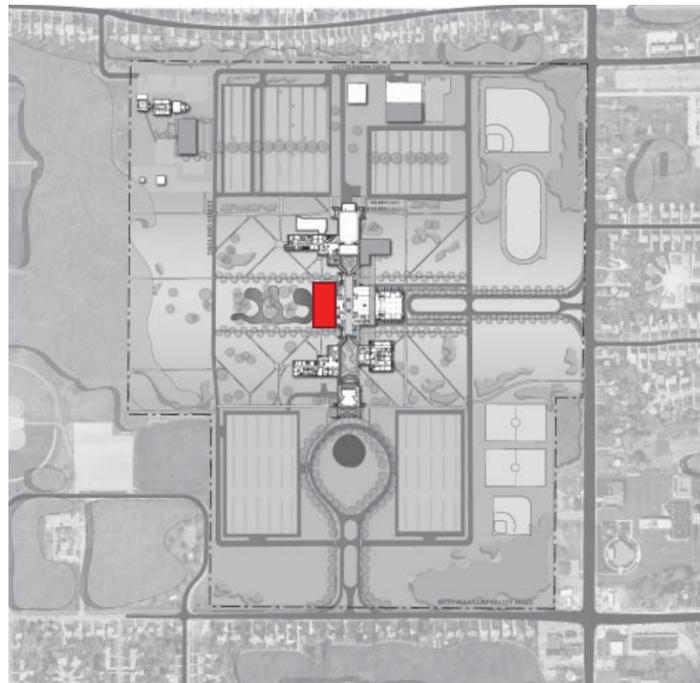
Formal open spaces



4.5 **CAMPUS PLAN PROJECTS: ARCHITECTURE AND INTERIORS**

With an understanding of the key systems that influence the campus experience at a Master Plan level the Campus Plan proposes specific interventions that will help the College accomplish the goals in each system. The projects fall into two simple categories for ease of planning: built form projects and public realm projects. Built form projects are either new building projects or renovations/retrofits of existing buildings on campus and may include interior and/or exterior proposals. Public realm projects are recommended improvements to the open space and circulation elements of campus. Each has been defined to act as a catalyst to the enhancement of the overall campus experience and will provide the greatest return when combined with other recommended projects because the Campus Plan systems, while separated for ease of presentation and planning purposes, are highly interconnected and interdependent. The presentation of each as a separate project also allows for a phased approach and facilitates further study.

4.5.1 STUDENT SERVICES BUILDING EXPANSION AND RETROFITS



The Student Services building, anchored by the Galleria is a well known strength of Western Campus; it is the “Main Street”. In one open, light-filled location students can access the library, Book Center, cafeteria, café, courtyards, and key student administration, amongst other services. Its open spaces on the lower and ground floors are natural gathering places for students between classes, and large campus-wide events are regularly held in the same areas. This active use of the Galleria however, results in significant noise issues for the offices and classrooms that share the space. The construction of a two story addition on the west face of the building will allow for the ultimate consolidation of student administrative services in a One Stop, and the creation of a dedicated Campus Center. This additional space will retain the key functions of the Galleria in the same relative location on campus while shifting them off the main open atrium to reduce noise issues.

One Stop

Whereas today the various offices that students must visit to complete an admissions and registration process are on both floors of the Student Services building and elsewhere on campus, the Student Services Center (One Stop) will provide space for all functions to operate in one location. The recommended location for the Student Services Center is at the north end of the Student Services Building on the west side of the Galleria. This location requires approximately half of the ground floor of the recommended addition. The elements of the Student Services Center are already generally located in the Galleria area so consolidating them at the north end (roughly in an extension west from Counseling) will retain that function in its current location. However when clustered at the north end of the Galleria they will be in one place and more easily accessed from the new main entrance to campus at the north east corner of that building (described in Section 4.6.2). The One Stop will be the first key function encountered upon entering at this location, completing the new arrival sequence from York Road. Depending on the detailed design of the space parts of the waiting area could spill over to the Galleria, or in good weather out to the ponds patio.

It is understood that the various functions / departments that will be included in the Student Services Center are: Admissions and Records; Business Office; Financial Assistance; Counseling; Career Services; Access Services and the Testing Center. The current locations of these functions on campus will be vacated for other uses.

Considerations for the detailed design of the Student Services Center include:

- Flexibility of the space to accommodate the beginning of semester rush yet remain useful at less hectic times of the year.
- Flexibility of internal divisions, cabling, and networking to accommodate change as the “One Stop” concept matures and evolves.
- Quality of design to evoke a spirit of openness with extensive glazing into the space off of the Galleria and, where appropriate, provide clear views across the space. Such design elements reinforce the openness of the College to its existing and prospective students as well as the connectedness of the staff that operate in the Student Services Center.
- Clarity of directions and signage.

The College will continue to work with staff to determine the best arrangement of the various functions within the space and the best approach to staffing the space to make the process smooth (i.e. cross-training vs. co-locating, generalists vs. greeters, etc.)

It is understood that there is need to implement the One Stop sooner than the likely timing for the new addition will allow. It is recommended that as an interim condition the One-Stop related functions be relocated to the main floor on both sides of the Galleria, if need be.

Campus Center

While the Galleria already performs many of the functions of a Campus Center, there is need for additional space for student life activities and organizations as well as a need for a large community gathering space that can be closed off from adjacent offices for sound attenuation. The Campus Center at Western Campus will exist on two floors, including the remaining portion of the ground floor adjacent to the One Stop and the upper floor excluding the President’s office suite and conference rooms. The lower floor will include some student activity space, club rooms and a redesigned cafeteria with a seating area/lounge that opens to the ponds patio area. The upper floor of the student center will include offices for student government and a large event space that is capable of accommodating 500 seats in a flexible configuration. This event space will be adjacent to the large expanse of windows that overlooks the picturesque ponds and gardens. When not in use for events this space can be partitioned for smaller meeting, rehearsal or study rooms and a portion will remain as an upper floor lounge.



Cafeteria seating can be open to the Campus Center as lounge space.



The exterior of the addition should be open to views and light.



Student lounges can be used for socializing or informal study.

PROJECT SUMMARY

- Build addition to west side to house Campus Center and One Stop

TOTAL AREAS

EXISTING USES TO RELOCATE	24,919 ft²
PROGRAMMED SPACE TO RETROFIT	0 ft²
EXPANSION	22,988 ft²

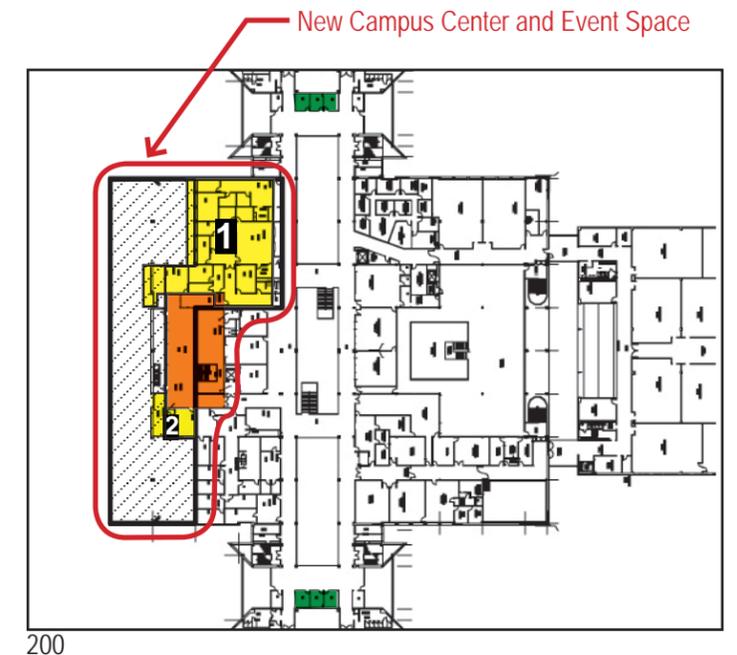
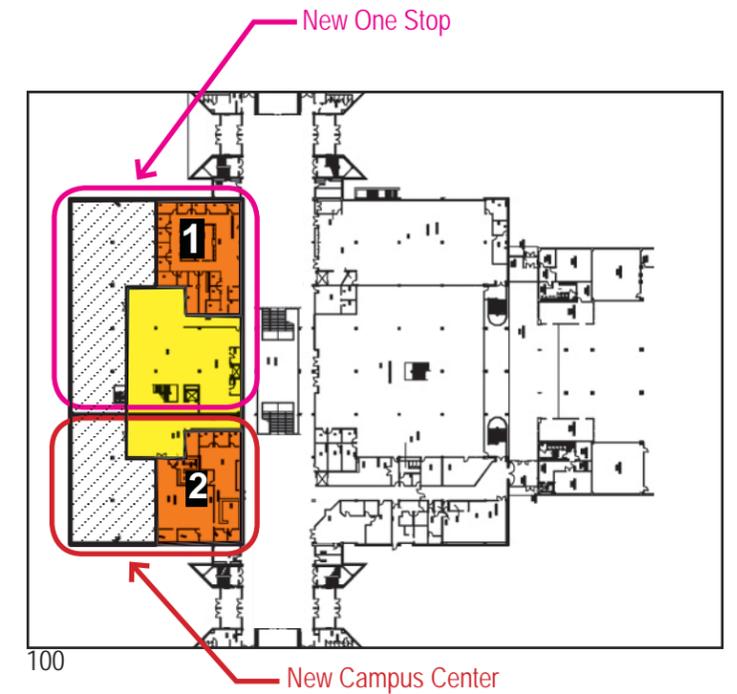
Galleria Improvements

The already lively atmosphere of the Galleria will be enhanced by the implementation of the projects described above which allow the space to be the primary circulation route and meeting place it was designed to be. Improvements to the interior of the Galleria itself will also contribute to creating a better place. The interior finishes of the Galleria are heavy and tired. The dated light fixtures on the Galleria columns should be replaced with modern fixtures that are simple and classic. New carpeting and moveable modern soft seating both finished in a neutral palate will reduce the visual clutter of the space. The expansive overhead area should be used to display College banners or student art. The walkway bridges that connect the upper levels of the atrium are heavy and impede clear views of the space. Efforts should be made to reduce the mass of the bridge structures, lightening the Galleria and resulting in better views through the space.

With the construction of new academic/faculty office space elsewhere, the potential exists to remove the offices that currently block views to the courtyards on the second floor of the Galleria. In place of these offices soft seating should be provided to take advantage of natural light and views to the outdoors.

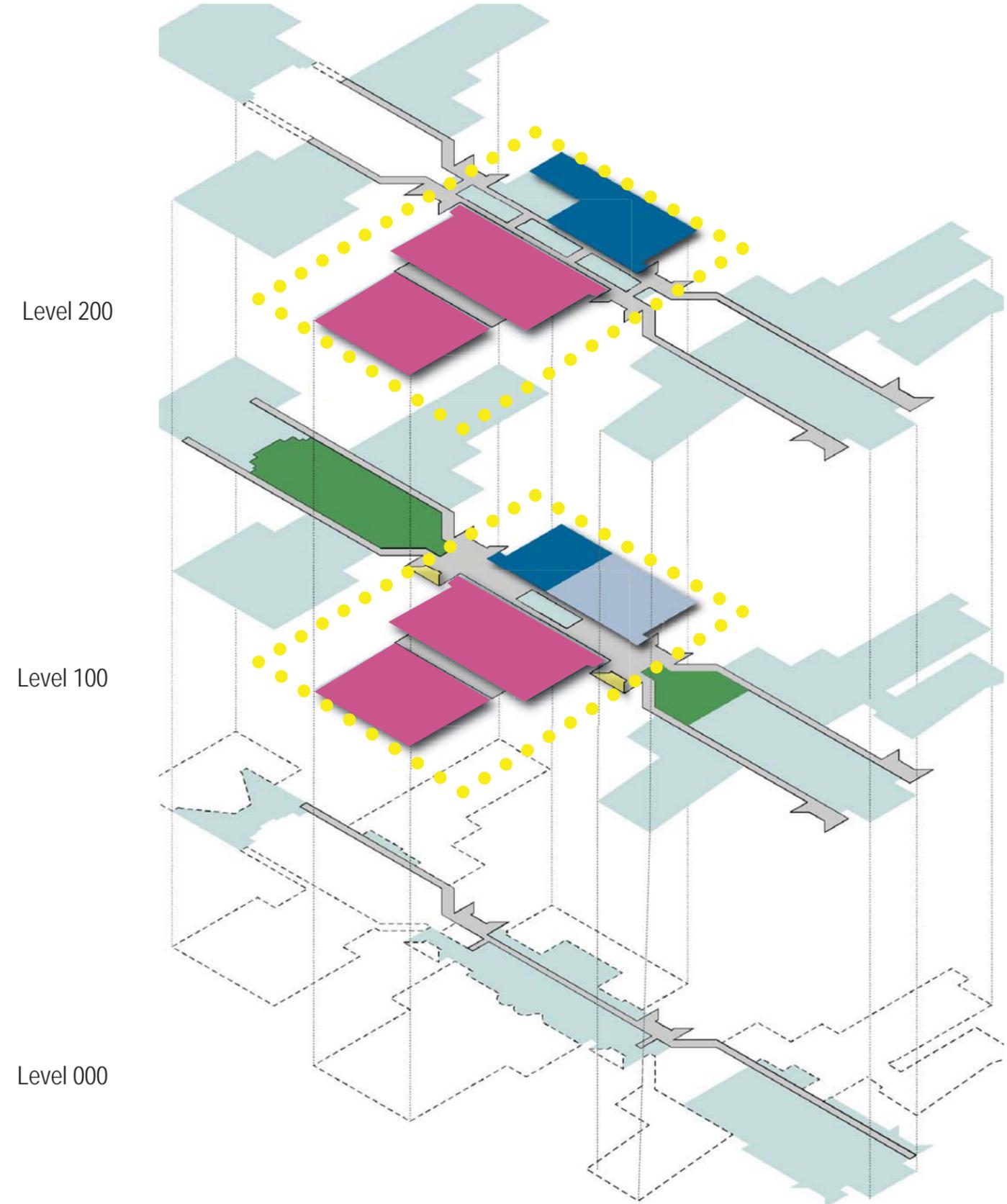


A rendering of the Galleria following the implementation of suggested interior improvements.



LEVELS	EXISTING USE	POTENTIAL PROJECTS	Existing uses to relocate (ft ²)	Programmed space to retrofit as needed (ft ²)	Expansion (ft ²)
200	 Cafeteria Student Administrative Offices Student Administrative Offices Faculty Offices	Campus Center Campus Center Campus Center Galleria Open Area Campus Center Addition	3,797 3,697 650 700		10,900
100	 Student Administrative Offices Student Administrative Offices Cafeteria	One Stop Campus Center (inc. new Cafeteria) One Stop / Campus Center One Stop / Campus Center Addition	4,202 3,887 7,986		12,100
TOTALS			24,919		23,000

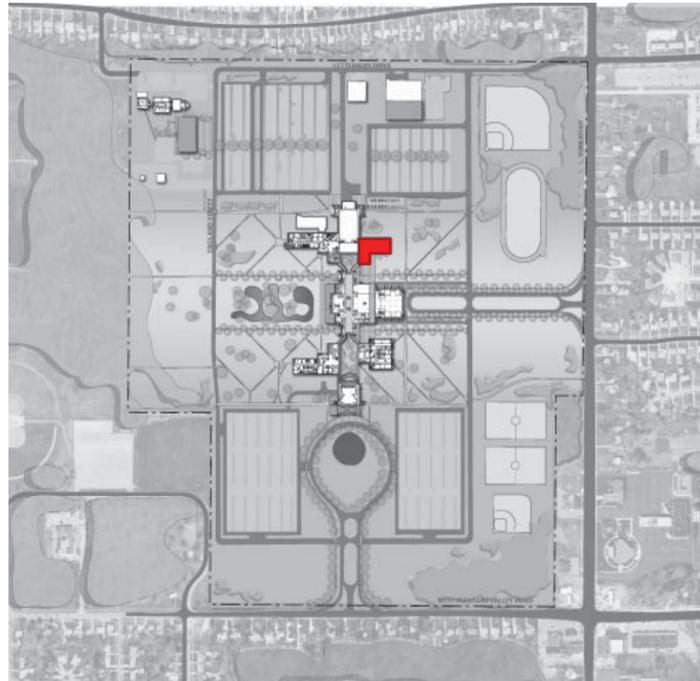
4.5.2 STUDENT ACTIVITY ZONE



Level 200	
Campus Center	18,400 ft ²
Library and TLC	41,200 ft ²
Level 100	
One Stop	18,000 ft ²
Campus Center	10,000 ft ²
Library and TLC	46,000 ft ²
 Student Activity Zone	

Western Campus is fortunate to already have a well established heart of campus that will continue to be the Student Activity Zone. The concept of a Student Activity Zone is important to ensuring the physical realization of the student-centered focus of the College. This zone, centered on the Galleria, locates all the key student administration, student life and learner support, in one convenient place. The Galleria is already home to the Book Center, Library, TLC, Admissions and Records, Counseling, and Cafeteria. The zone will be enhanced by the realization of a dedicated Campus Center and One Stop each with entrances off the Galleria, keeping noise out of the central atrium. Improvements to the north and south courtyards will extend the Student Activity Zone to the outdoors.

4.5.3 NEW ACADEMIC, SPORTS AND WELLNESS WING



A new academic wing will be added to the east side of campus facing the new York Road entrance. This building will complete the original plan for Western Campus, resulting in four academic wings off the central spine. The building is sized to address space deficiencies resulting from planned growth within the existing program as well as space needs associated with new or expanded program offerings.

The location of the wing on the east side will serve as a connection between the athletic fields (all relocated to the eastern side of the campus) and the Recreation Center. The building is also in close proximity to Parking Lot D, providing students, members of the community and seniors with easy access to the pool, gymnasium, Wellness Center and lockers rooms. The extension of the wellness and recreation facilities into this new addition will better meet the needs of the existing Sports Fitness program, will accommodate the relocation of the Weight Room as well as provide additional academic classrooms and faculty/staff offices. The programming of the building should include office and meeting space to support various seniors initiatives.

The physical form of the building should be established to complement other wings of the main building as well as frame the new main entrance at the northeast corner of the Galleria. Together, the TLC and new wing create a space that will become an important entrance plaza. If the building is anchored to the main spine too far to the north the opportunity to create a special campus open space will be lost.

PROJECT SUMMARY

- Build new Academic, Sports, and Wellness Wing

TOTAL AREAS

NEW BUILD **42,100 ft²**

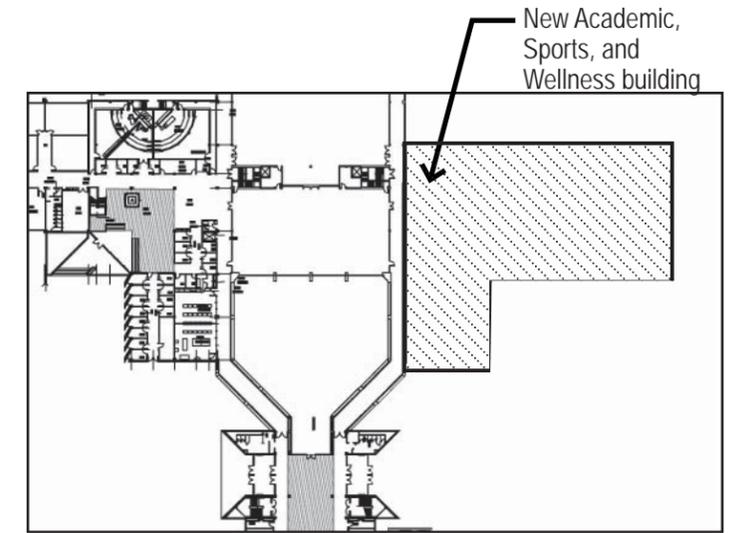


The siting of the new building can create interesting new outdoor spaces.

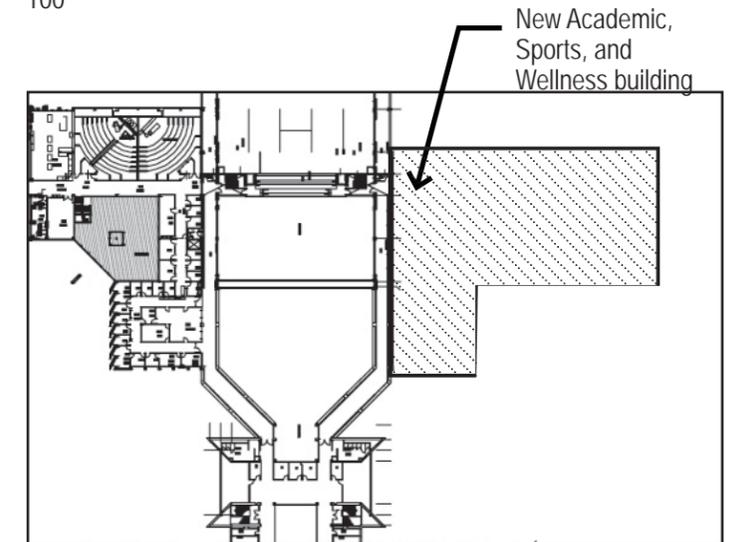


Landscaping along the edge of the new wing can create an attractive pedestrian realm.

Significant glazing should be a key feature of all faces of the new wing to allow the rooms inside to experience plenty of natural light and to present an active face to the main entrance. The building design should respect the established look of Western Campus while acting as a bridge to the future growth of the campus toward York Road. The building will be constructed to open to the corridor with a pocket lounge, as occurs in the other wings.



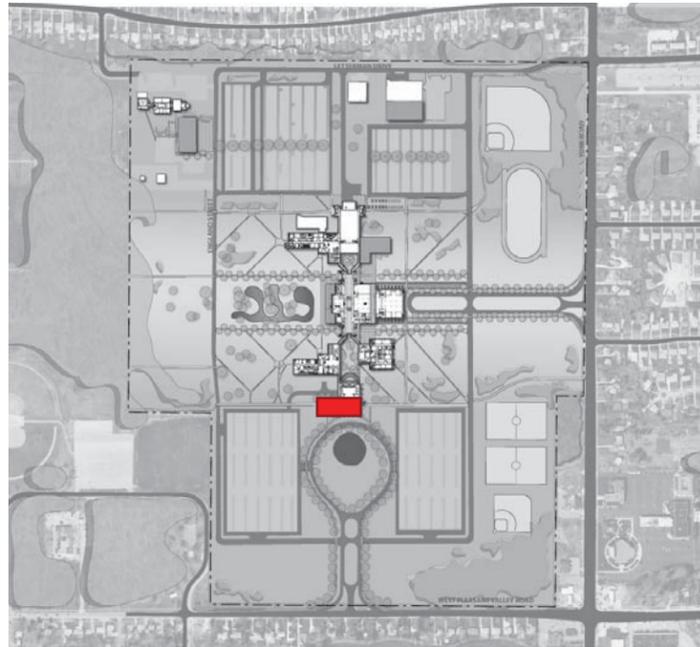
100



200

LEVELS	EXISTING USE	POTENTIAL PROJECTS	Existing uses to relocate (ft ²)	Programmed space to retrofit as needed (ft ²)	New build (ft ²)
200		New Academic, Sports and Wellness Building			21,050
100		New Academic, Sports and Wellness Building			21,050
TOTALS					42,100

4.5.4 STUDIO THEATRE AND LOBBY EXPANSION



New Studio Theatre

The popular theatre program at Western Campus will be enhanced by a new 100 seat “black box” Studio Theatre. A studio or black box theatre generally accommodates audience seating on three or four sides of the playing area (stage) in a smaller, more intimate environment that is not constrained by the traditional proscenium arch configuration. The addition will be located adjacent to the existing theatre and will share an improved and expanded lobby space. The Theatre addition will also include rehearsal rooms and production space for set, costume and prop building.

The Studio Theatre addition will be located at the south entrance to the campus in a prominent and highly visible location. Since theatre construction generally results in large blank walls without architectural detail such as windows, a high quality of design will be necessary to create an appropriate view from the south entrance and West Pleasant Valley Road.

The new Studio Theatre space will connect to the existing theatre on its west side to consolidate the lobby, loading area and existing production space.

Theatre Lobby Expansion

The Theatre lobby is currently not large enough to comfortably accommodate a full audience attending an event at the Theatre. With the addition of the 100-seat studio theatre, the need for additional lobby space will be even greater. The additional lobby space will also provide additional event and gathering space for College and community use. The “wings” of the existing entrance area create an interesting opportunity to enclose the recessed entrance area thereby

increasing lobby space. Alternatively a completely new façade and entrance area could be created for the two theatres. This expansion will likely necessitate changes to the top of the driveway circle to accommodate a new drop off area. Additional landscaping at the entrance to the Theatres will enhance this area of campus as a special events place.

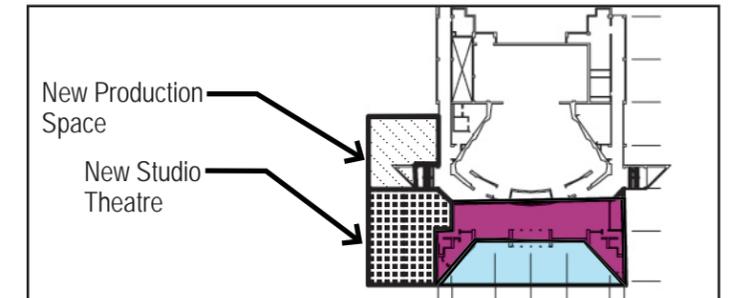
Lobby Interior Improvements

The lobby area should include a small catering kitchen to accommodate events in the theatres and lobby. A coat-check and ticket box office will complete the needs of the Theatres. Comfortable soft seating in a palate of muted colors, enhanced by multiple lighting sources will create an attractive and comfortable lounge space. The Lobby should be used to display student artwork with appropriate lighting. Additional washrooms will need to be provided to accommodate the users of the new Studio Theatre. The construction of the new Studio Theatre and the expansion of the lobby are also an appropriate opportunity to install an elevator to improve the accessibility of the theatres.

Despite the creation of a new formal main entrance from York Road, the south entrance off West Pleasant Valley Road that leads to the Theatre will continue to be well used. As such it is important that the new lobby addition not only be designed to be welcoming to those attending events in the two theatres but also to properly orient visitors and direct them to the Student Services Building. This entrance will also continue to be used as a main pedestrian access to the bus stop.



A new Studio Theater.



100

PROJECT SUMMARY

- Build new 100 seat Studio Theatre
- Expand theatre lobby entrance

TOTAL AREAS

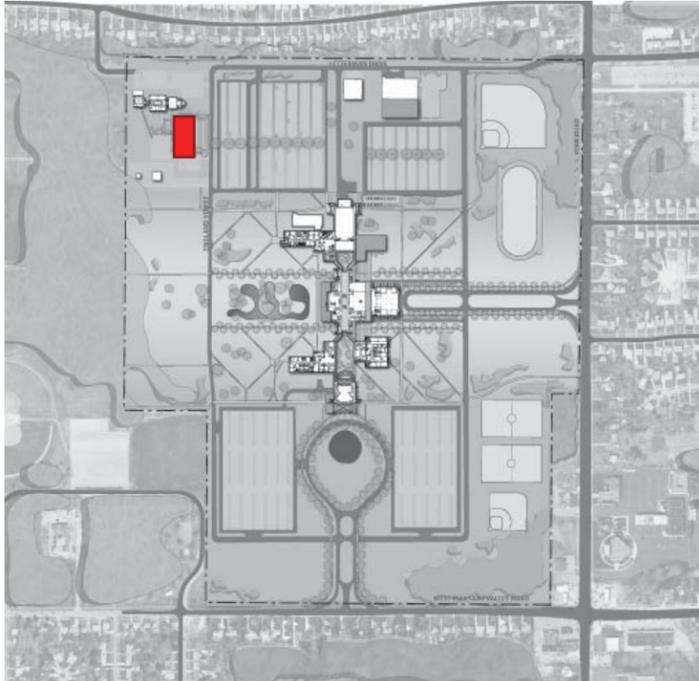
EXISTING USES TO RELOCATE	0 ft ²
PROGRAMMED SPACE TO RETROFIT	4,323 ft ²
EXPANSION	14,035 ft ²



A grander, more welcoming entrance with a glass facade.

LEVELS	EXISTING USE	POTENTIAL PROJECTS	Existing uses to relocate (ft ²)	Programmed space to retrofit as needed (ft ²)	Expansion (ft ²)
100	Theatre Lobby	Enlarge lobby by enclosing space between “wings” Update lobby interiors New 100- seat Studio Theatre New production space		4,323	2,835 3,400 2,200
TOTALS				4,323	8,435

4.5.5 NEW CAREER CENTER BUILDING



A new building will be constructed to house a public safety training institute and criminal justice program at Western Campus. The nature of the training activities that will be offered at the institute necessitate it being a separate building some distance from the main campus cluster. The proposed location in the northwest part of campus allows it to take advantage of the existing fire tower for training purposes.

The new 50,000 gross square foot building will be up to three storeys tall and will have its front entrance on England Street. The building will be set back from England Street creating room for a formal forecourt and drop-off area. A welcoming lobby area can showcase displays describing the career options open to students of the institute. Vehicles used by the program will be parked in a small adjacent lot with appropriate screening/landscaping.

PROJECT SUMMARY

- Build a new academic building to house workforce training programs

TOTAL AREAS

NEW BUILD **50,000 ft²**



A new three-storey building could take a variety of forms while maintaining a refined yet modern face with formal entry.



The new building location takes advantage of the existing fire tower.

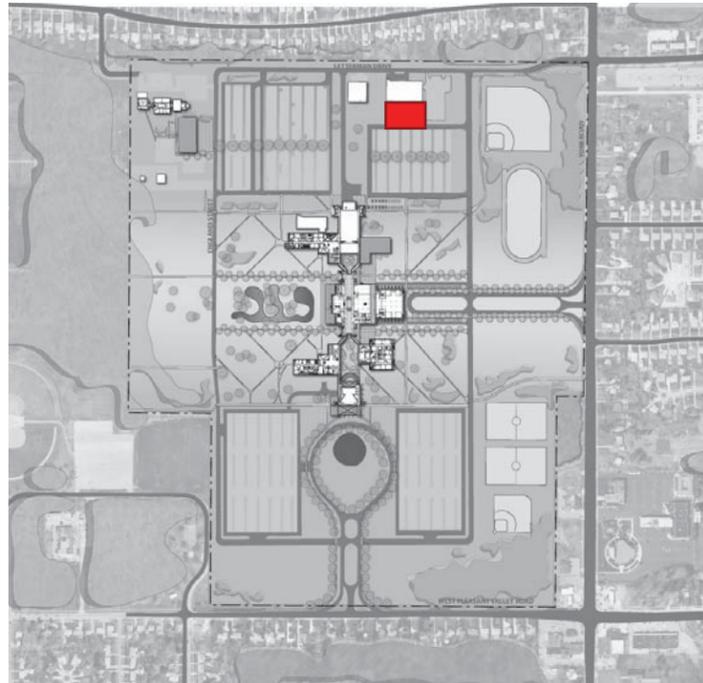


New academic spaces can be filled with light and modern finishes.



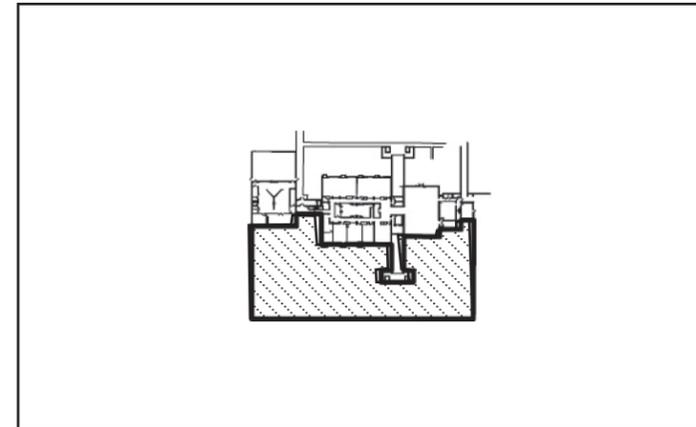
Large spaces are needed within the building for physical training.

4.5.6 ADVANCED AUTOMOTIVE TRAINING CENTER



An expansion of the Advanced Automotive Training Center (AATC) will accommodate growth in the automotive programs offered at CCC. The expansion will accommodate an increased number of automotive bays and an enlarged diagnostics area. The additional space will be located south of the existing building in a gesture extending towards the main campus. The addition, though the rear of the AATC, should be treated attractively as it will be viewed from the main campus buildings.

Improved pedestrian connections to the main campus will be created through appropriately landscaped paths. To accommodate the growth in the program the secured parking area will also be expanded to the south. These expansions will require the elimination of some parking from the northeast lot.



100



Enlarged Automotive Bay Area.



Screened parking lot.

PROJECT SUMMARY

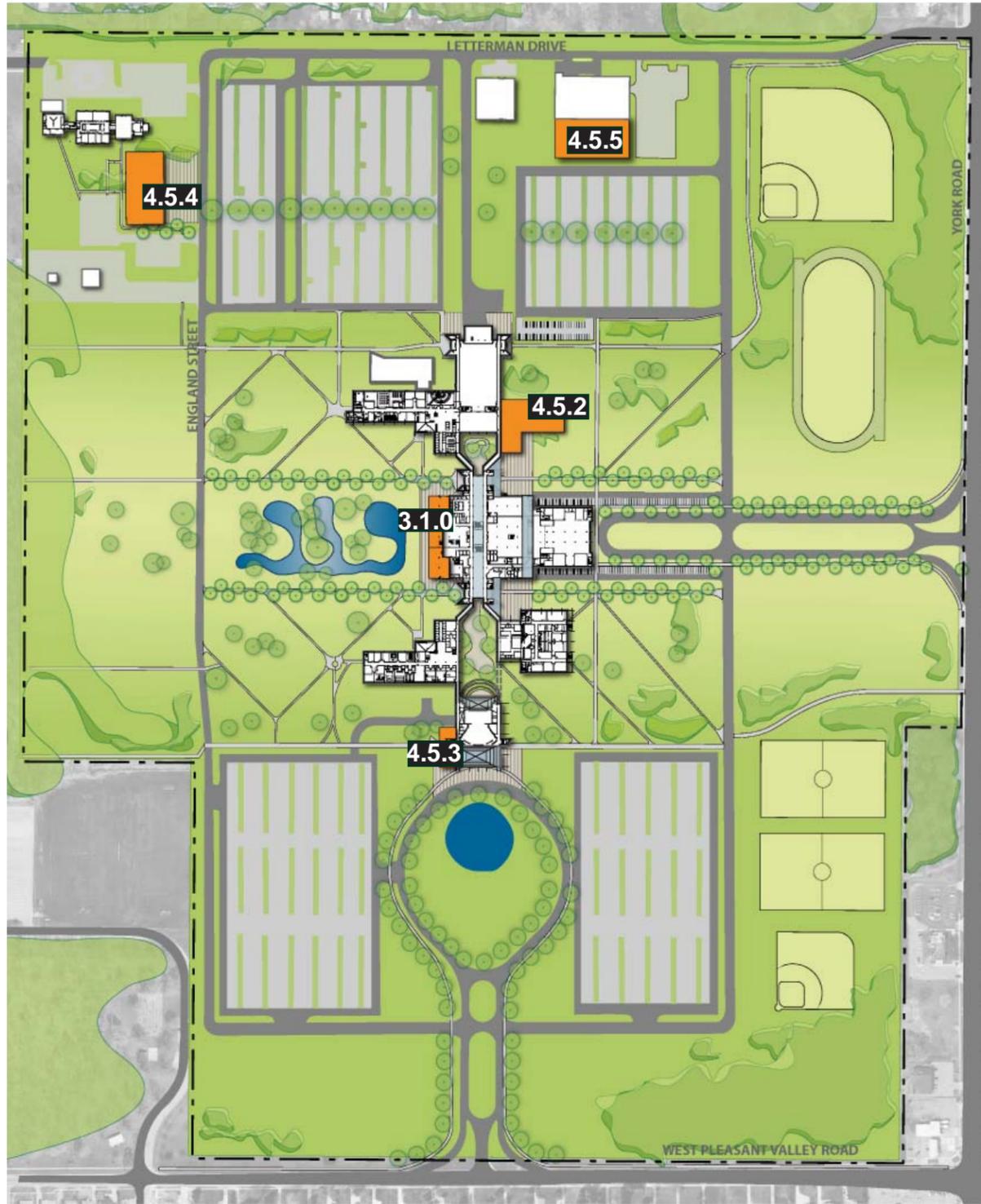
Expand AATC and secure parking lot

TOTAL AREAS

EXPANSION **6,036 ft²**

LEVELS	EXISTING USE	POTENTIAL PROJECTS	Existing uses to relocate (ft ²)	Programmed space to retrofit as needed (ft ²)	Expansion (ft ²)
100 		AATC expansion			6,036
TOTALS					6,036

4.5.7 BUILDING INVENTORY SUMMARY



BUILDING INVENTORY BY BUILDING

	SECTION	NAME	EXISTING USES TO RELOCATE	ASSIGNED SPACE TO RETROFIT	NEW BUILD
pg. 24	4.5.1	Student Services Building Expansions and Retrofit	24,919 ft ²	0 ft ²	23,000 ft ²
pg. 27	4.5.3	New Academic, Sports, and Wellness Building	0 ft ²	0 ft ²	42,100 ft ²
pg. 28	4.5.4	Studio Theatre and Lobby Expansion	0 ft ²	4,323 ft ²	14,035 ft ²
pg. 29	4.5.5	New Career Services Building	0 ft ²	0 ft ²	50,000 ft ²
pg. 30	4.5.6	AATC	0 ft ²	0 ft ²	6,036 ft ²

BUILDING INVENTORY SUMMARY

TOTAL AREAS	
EXISTING USES TO RELOCATE	24,919 ft ²
ASSIGNED SPACE TO RETROFIT	4,323 ft ²
NEW BUILD / EXPANSION	135,171 ft ²



4.6 PUBLIC REALM IMPROVEMENTS

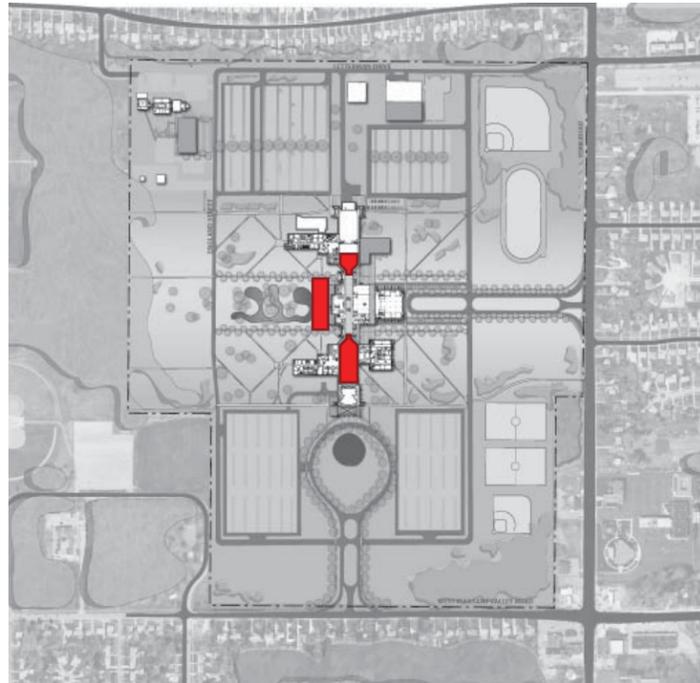
Six key areas have been identified in the Campus Plan as the focus for recommended public realm improvements. This section provides a framework to help the College consider a further breakdown of projects and their phasing as it is unlikely that these will all be carried out simultaneously.

Each adds a particular benefit to campus life, activates and engages the community or simply enhances the attractiveness and identity of the campus in the community. Recommendations in the following areas are found in the next pages:

- Campus Courtyard / Plazas
- Campus and Building Entrances
- Campus Pedestrian Enhancements
- New Campus Circulation and Streetscaping
- Recreation Zone

4.6 PUBLIC REALM IMPROVEMENTS

4.6.1 CAMPUS COURTYARDS AND PLAZAS



arranged to meet the needs of the individuals or groups that are using it. Planting beds should be both educational and attractive. Plant material that forms a healing garden, native garden or is otherwise relevant to course material would encourage classroom use of the courtyards.

West Side Ponds and Gardens

The addition to the west side of the Student Services Building will create an opportunity to renew the patio and courtyard adjacent to the ponds. This area will provide outdoor seating for the cafeteria and open lounge area of the new Campus Center. It will also be the main view for staff of the One Stop, also located in the addition. Protection from sun and wind by way of umbrellas at patio tables with moveable chairs, and increased planting of shade and evergreen trees and shrubs throughout the patio garden area. These will also serve to define the edge of the patio space. The surface of the patio should be made of natural stone to engage better with the surrounding landscape. Meandering park paths should link to the patio area.

Interior Courtyards

Western Campus has two internal courtyards that play an important role in campus life offering casual space that encourages socializing and informal learning. They create attractive outdoor spaces for other campus and community activities.

The south courtyard includes an outdoor stage area that is heavily used by the College and the community. Weather protection will be installed over the stage area to increase the number of days the outdoor stage can be used. This covering should mimic the glass atrium that creates the much loved Galleria space, or be styled as a permanent tent. The extent of the stage canopy could be increased to cover the amphitheatre-style seating area. The existing mature trees in the courtyard should be preserved and protected during the construction process.

Internal improvements to both courtyards will increase their functionality and aesthetic. This will make them more inviting to students and staff and also create visual interest for those who overlook the courtyards from upper storeys. Moveable furniture offers freedom of choice for users as it can be



Lush landscaping and a variety of seating create interesting places.



Variety in landscaping creates a more engaging and inspiring space for students and staff.



Trees offer shade and protection to people who use the campus' outdoor spaces.



A well landscaped patio is a natural gathering place.



Extensive windows on courtyards bring natural light to indoor spaces as well as visual respite.

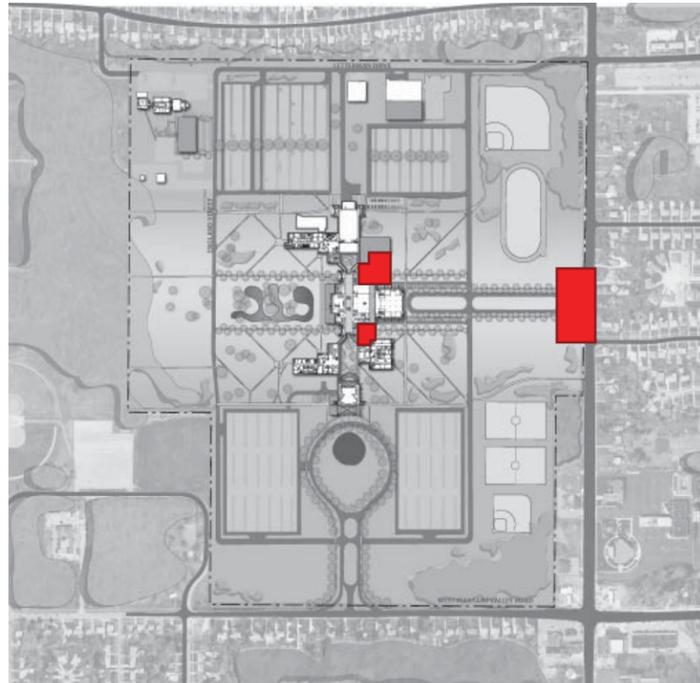


Attractive and space defining planters can double as seating in plaza spaces.



Paths should connect to features that allow users to experience the water, such as modern bridges.

4.6.2 CAMPUS AND BUILDING ENTRANCES



Building Entrances

Western Campus will be reoriented to have a stronger face toward the new York Road entrance. This move guides visitors to the main administrative and student life areas at the heart of campus and therefore places greater emphasis on the entrances on the east side of the Galleria. As a result these entrances need enhancements to better define them and create an appropriate hierarchy of entrance points to the interconnected main campus building.

Creating welcoming plazas at each of the east entrances to the Galleria will appropriately signify their importance. These plazas should be planted attractively, provide good signage, benches and have good lighting at the doors and along the paths from the visitor parking areas.

The addition of glass enclosures to the entrance “wings” will provide an additional area of weather protection closest to the main entrance loop and will act as an additional signal for the main entrance to the campus buildings. This enclosure treatment could be applied to both of the eastern entrances to the Galleria or only the northern one thereby establishing it as the main entrance.

Campus Entrances

In a similar fashion emphasis should be placed on the new York Road entrance to establish it as the primary access point for campus. This emphasis can be accomplished through a gateway feature at the entrance including College signage and appropriate landscaping.



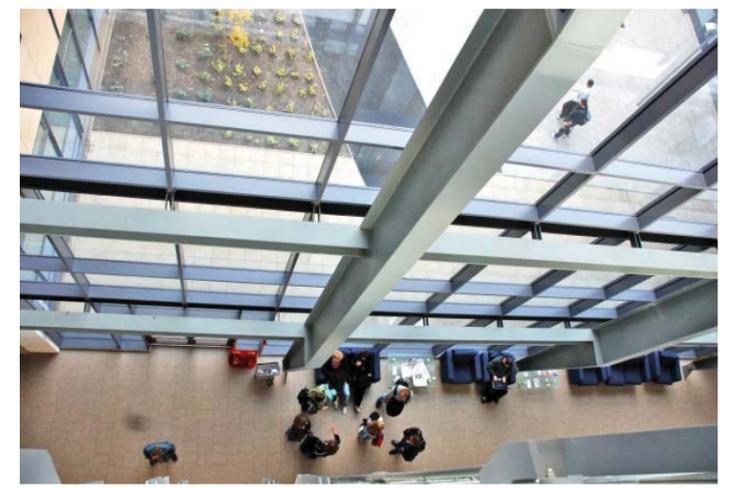
A gateway marker would emphasise the York Road entrance.



A landscaped entry plaza identifies key entrances.



Building entrances should have protective overhangs which define them against the large buildings.

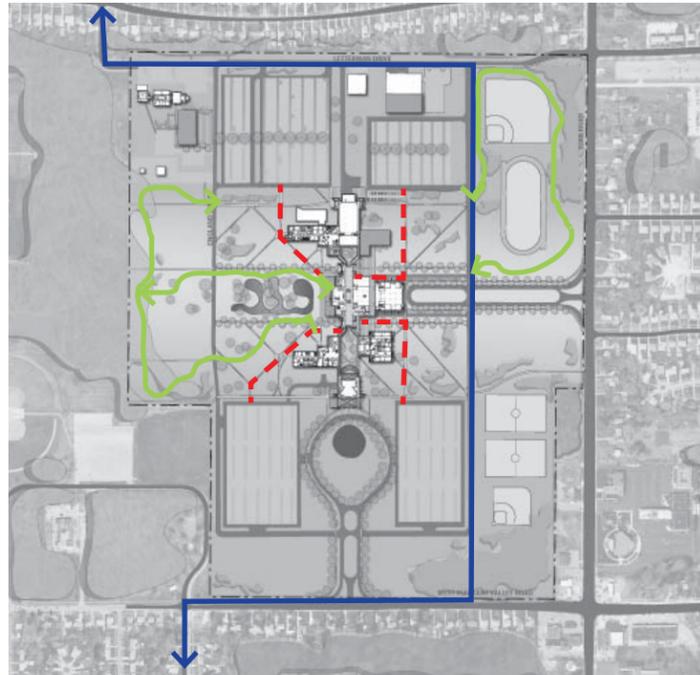


Glazing is a simple way to reinforce the importance of primary entrances and to light large spaces.



Main entrances are clear when emphasized architecturally and in the landscape.

4.6.3 CAMPUS PEDESTRIAN ENHANCEMENTS



LEGEND

- - - Parking Links / Main Pedestrian Thoroughfares
- ↔ Meandering Park Paths
- ↔ Bike Connections

Parking Links / Main Pedestrian Thoroughfares
 The primary pedestrian paths are located within the loop that is created by the Primary Campus Drives. They connect the remote buildings (AATC and Homeland Security) to the main campus, and the parking lots to the main buildings. The paths should be made of a durable surface such as concrete and should be a generous width (minimum 6 feet). Additionally, for pedestrian comfort in all weather, the paths should be sheltered by screenings such as trees and shrubs. These plantings will act as windbreaks and provide shade to make the walk between buildings and parking more comfortable. It is important that all landscaping provided along pedestrian paths maintain clear views of key campus destinations and are maintained appropriately for personal safety.

Meandering Park Paths
 Other pedestrian routes on campus are provided solely for recreation and enjoyment of the campus landscape. These paths should be constructed to give pedestrians an interesting meander through the various features of the Western Campus landscape. Attention should be paid to the creation and enhancement of key views when laying out the paths. Materials for the park paths should differ from the main pedestrian links that are more heavily traveled. Gravel, or other permeable yet durable surfaces are recommended to allow water to permeate to the soil. Materials such as gravel provide traction when wet and integrate better in highly landscaped areas.

Bike Connections
 In an effort to encourage cycling to campus and for additional recreation options dedicated bicycle paths will be added to the campus trail system. These paths should allow users to circulate campus close to the main buildings and key campus destinations as well as to the main arterials bordering campus. In order to facilitate cycling, secure, sheltered and well lit bicycle parking should be provided adjacent to main building entrances. The campus bike paths could connect to the city-wide trail system via the Big Creek Reservation Trail, which runs approximately two miles to the northwest of campus.



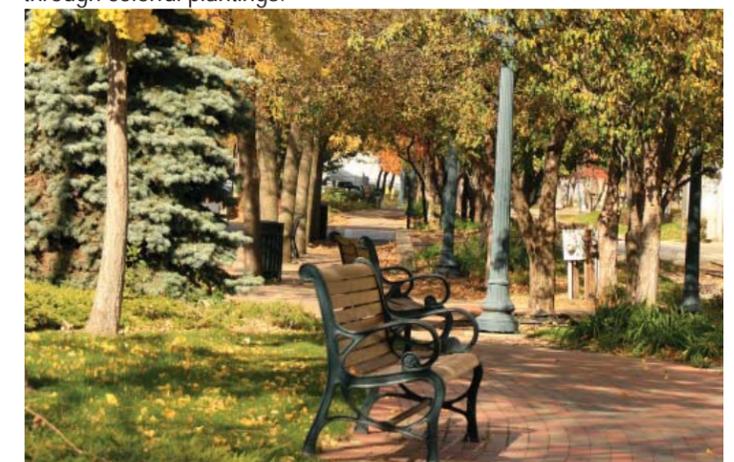
The pedestrian experience to and from parking on campus will be enhanced through landscaping.



Meandering park paths give pedestrian access to the site's landscape resource. Attention should be given to enhancing the park resource through colorful plantings.



Planters that sit flush with sidewalks provide shelter and shade to walkways leading to building entrances.



Main pedestrian thoroughfares should have pedestrian amenities like benches and appropriate lighting.

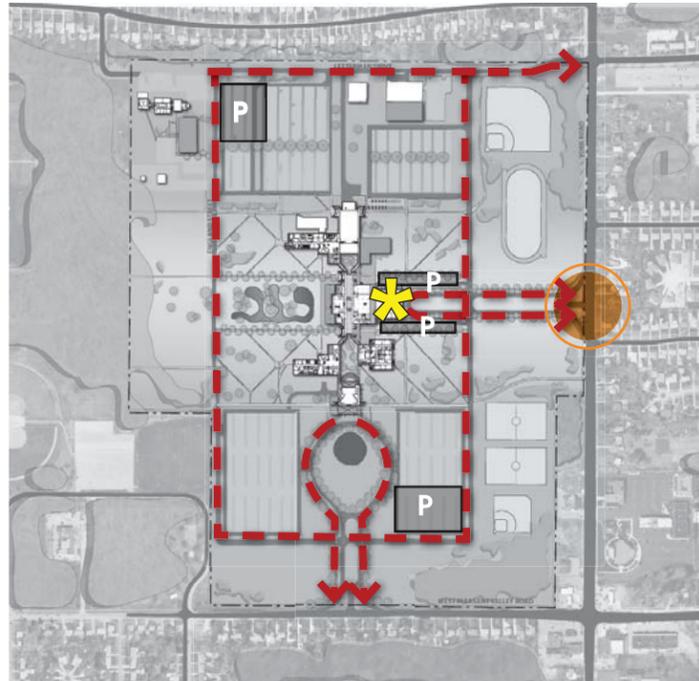


Bike connections and pedestrian paths should be separate for safety reasons.



Areas for reflection should be provided at appropriate locations along the path system.

4.6.4 NEW CAMPUS VEHICULAR CIRCULATION AND STREETSCAPING



LEGEND

-  Location of Main vehicular entry/
Main bus access
-  Proposed Road Infrastructure
-  New Parking Lots
-  New Bus Stop Locations

The three primary functions of the current vehicular circulation at Western Campus are campus entry, parking access, and service access. Access to parking areas is clear and the service access is also clear and direct at the north end of the campus. The existing main campus entrance from West Pleasant Valley Road is grand in scale, echoing traditional campus settings. However, it is positioned to bring visitors to the south end of the campus at the Theatres. This is inefficient and misleading to users not familiar with the campus as the key functions to be accessed are mostly located at the center of campus, a fair distance from the Theatres. Circulation around campus is inhibited by a loop road that travels through each of the four parking lots, requiring drivers who wish to circle campus to pay the parking fee to complete the loop. Improvements to the circulation system are proposed to correct these deficiencies.

Primary Campus Drives

The Primary Campus Drives should be reconfigured to create more efficient circulation routes for access to the parking lots and provide unobstructed circulation around campus. The College should consider the use of changeable message signs along these drives to direct users to available parking during peak periods. The refined grid of Campus Drives also sets up a logical pattern for future expansion of the campus for College and/or related partnership uses. These Drives are vehicle oriented although sidewalks will be provided on at least one side for pedestrian circulation.

Campus Entrance Drives

The new entrance drive from York Road gives users more direct access to the center of the campus. The drive should be lined with rows of trees along pedestrian sidewalks which simply and effectively establish the importance of this entry and create an attractive and defining edge to the vehicular and pedestrian paths. A distinctive gateway treatment should be positioned at the York Road end of the new drive to differentiate this campus entry from others.

Parking

Parking will be removed as a result of the AATC expansion south toward main campus. Additional parking areas may be added in the following locations as needed: in place of the existing tennis courts, or extensions of the B and C lots south of the new road alignment. Short term visitor parking and handicapped parking spaces will be located off the new York Road entrance close to the main entrances to the Student Services Building, following the construction of the new academic wing.



Buildings and their circulation network should be built in unison with the site's topography and drainage patterns.



The new entrance will be defined through landscaping.



Different streetscaping approaches can be used to identify a hierarchy of routes.



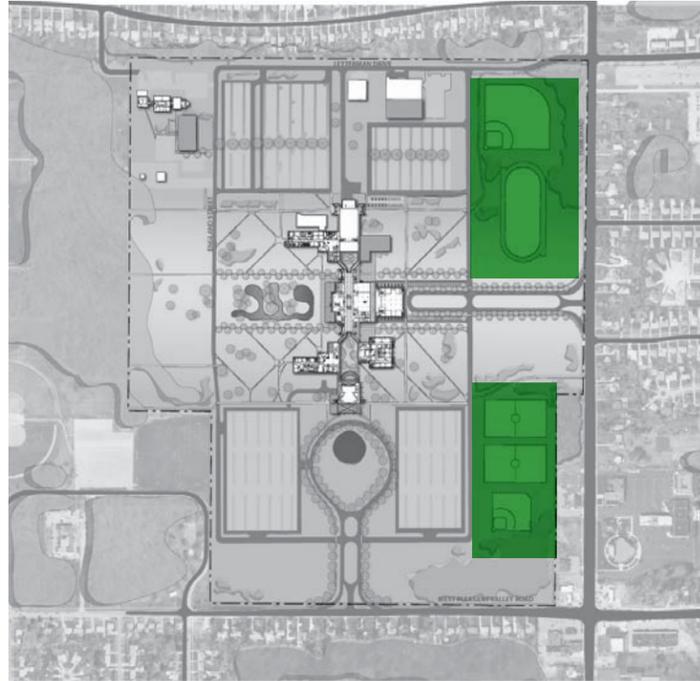
Attractive streetscaping should line each of the campus roads.



Loading areas can be integrated into the building and landscaped.

4.6 PUBLIC REALM IMPROVEMENTS

4.6.5 RECREATION ZONE



The playing fields will be moved and reorganized to make way for improvements to the road system and the new York Road entrance. All fields will be located on the east side of campus ensuring an active face is presented to the community along York Road. Extra landscaping treatment should be provided around the east side fields to ensure the views from the public street are appropriate.

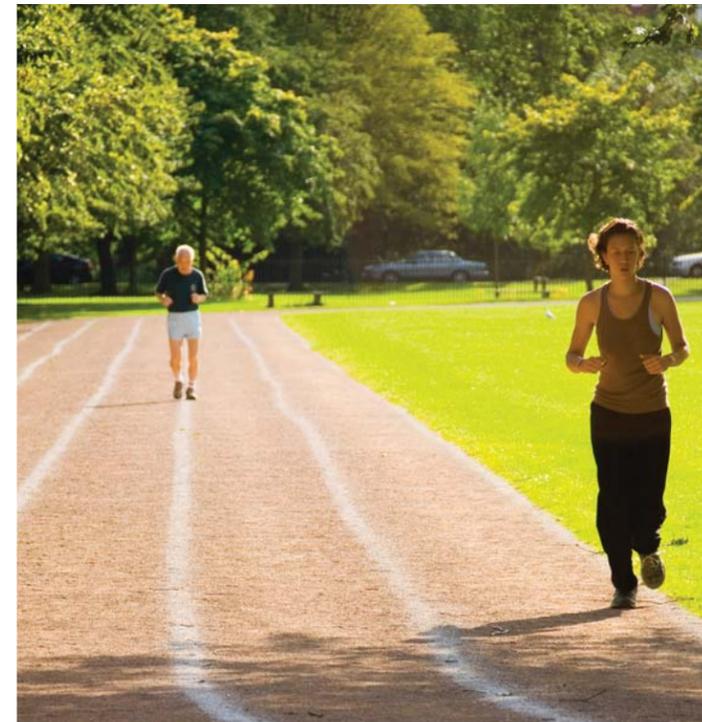
Access to playing fields on both the east and west sides of campus should take advantage of the main pedestrian paths. Additional paths should be created as necessary to ensure convenient and direct connections.



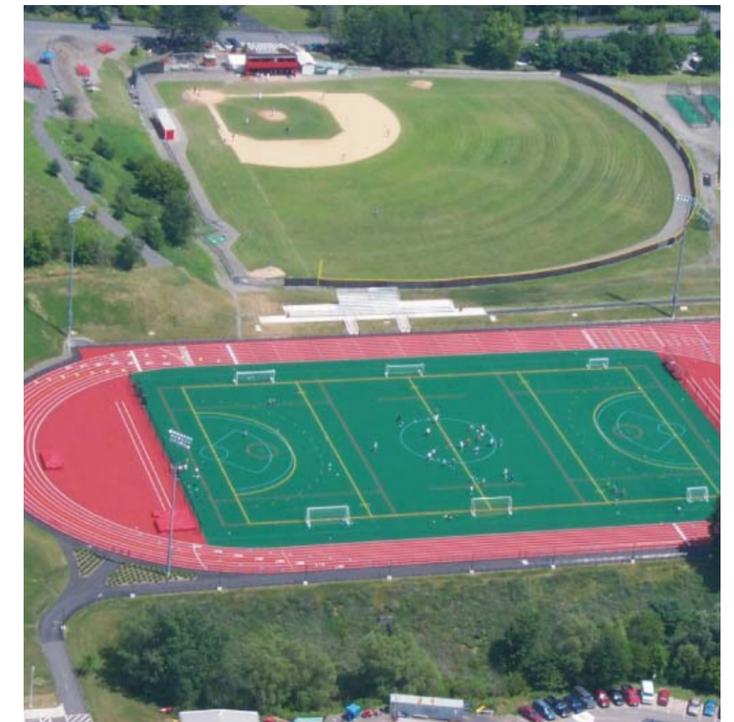
Recreation areas are more attractive and friendly when combined with social amenities like art in public spaces.



Track and playing fields are more comfortable for users when sheltered from the wind by foliage.

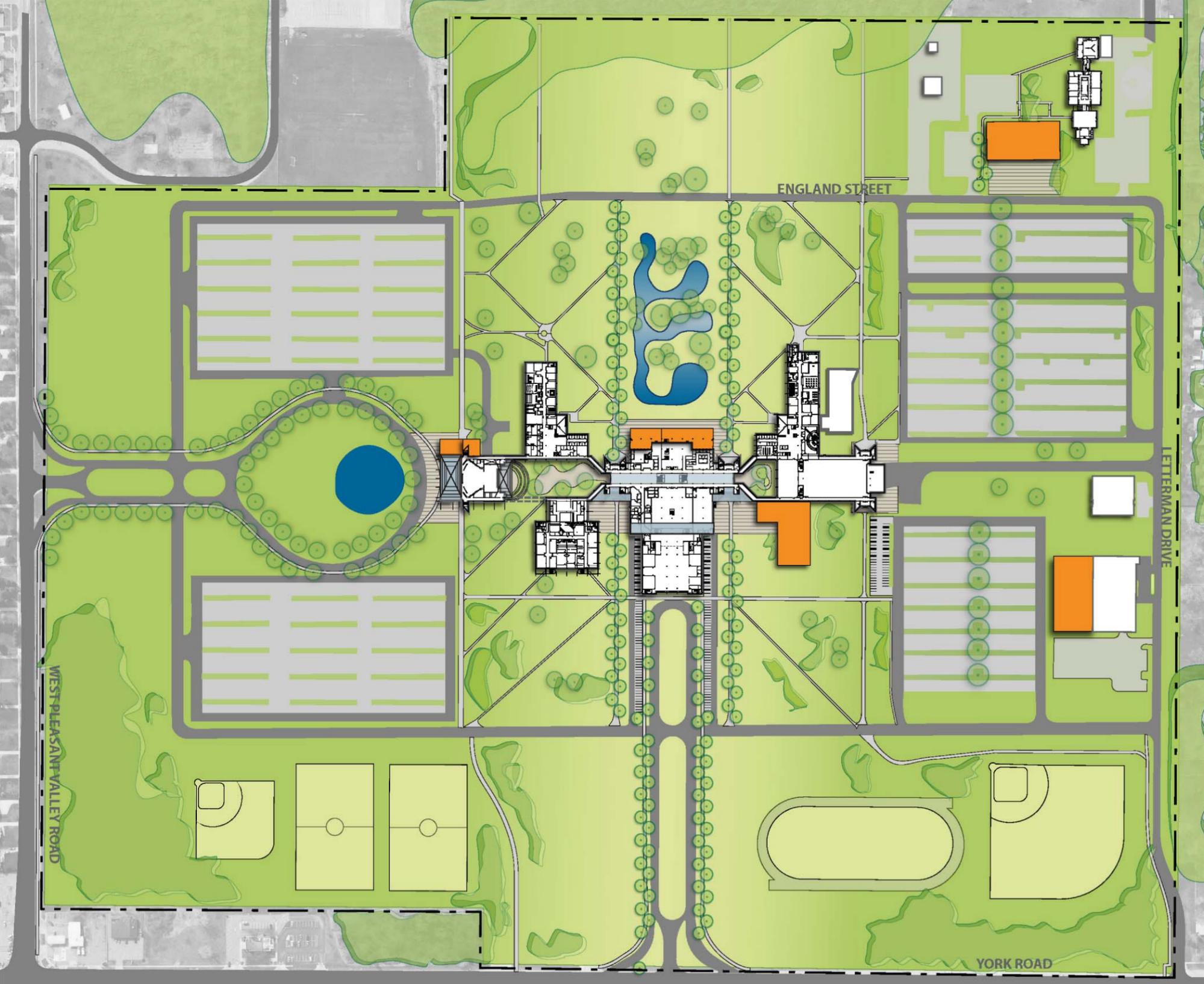


Well manicured and landscaped playing fields can be a resource for the community.



Artificial track and field surfaces are durable and attractive.

WESTERN CAMPUS PLAN





Appendix 1 WORKING DOCUMENT 2



**URBAN
STRATEGIES
INC .**



Description of the Existing Instructional Spaces

An important objective of the Master Plan is to bring a new level of spatial cohesiveness to the campus, yielding such benefits as enhanced school identity and visibility, synergies between programmes, clarity and logic of campus organization, and improved orientation and wayfinding.

The diverse range and location of instructional spaces required by individual academic programmes are one of the main factors limiting campus cohesiveness. To better understand the distribution and extent of Schools and instructional space on campus, thus laying the foundation for the master planning process, ECS' analysis of the instructional space has been summarized as follows:

- **General Distribution of Space** by schools and other users, noted in the building-by-building plans on the basis of a color-coding key; and
- **Type of Instructional Space** (the physical features of a room), noted in the summary tables accompanying the plans on the basis of specific alphabetical codes (CLS, COM, MEC, etc.).

Explanations regarding how ECS has defined and used space allocation and space type categories are presented below.

General Distribution of Space

The distribution of the campus inventory by user as surveyed and documented by ECS has been categorized as set out in the following table.

General Purpose Instructional Space:

CLS	Classrooms / General / Non-Tiered
DCL	Dedicated Classrooms / Seminar Rooms / Studios
LEC	Lecture Halls / Tiered Seating
AUD	Auditorium / Tiered Seating / Large Capacity
COM	General Computer Labs / Computer Classes

Specialized Instructional Space:

SCM	Specialized Computer Labs / Computer Classes
SCI	Physical Sciences Laboratory / Bench Seating
SIM	Simulation Rooms / Laboratories / Applied Workrooms
MED	Media Production Studios / Workshops / Labs
ART	Art Performance Workshops / Studios
MEC	Mechanical / Manufacturing Workshops / Labs

Other spaces:

	Academic Offices / Resources / Central Administration / Utility Spaces / etc.
--	---

Types of Instructional Spaces

Based on the campus-wide survey by ECS of all academic buildings, 11 types of instructional space have been defined for master planning purposes and 10 types (excluding large auditoriums) have been used to generate current and future demand requirements. This categorization accounts for the type of physical and servicing attributes of the room, the nature of the instructional activity accommodated, and the nature of the furniture and equipment in place.

The tables that follow contain detailed information for each space type including: category labels, names and descriptions and corresponding Annual Student Contact Hour (ASCH) standard targets recommended by ECS. ASCH performance targets and their implications for the utilization analysis of instructional space are further discussed in the summary section of this report.

CLS Classrooms / General / Non-Tiered

Used for theoretical instruction and generally centrally scheduled for use by all schools and academic units. Furnished with loosed or fixed tables and chairs, tablet arm seats, etc. Usually devoid of instructional aids particular to a programme or course subject. Some rooms may be furnished and configured to support the use of portable computers at each or some stations.



East 2 – Rm. 118

ASCH Target Capacity (as per page 3-6) 1,024

DCL Dedicated Classrooms / Seminar Rooms / Studios

Used for theoretical instruction and generally scheduled by a school or department. Furnished with loosed or fixed tables and chairs, tablet arm seats, etc. May contain particular instructional aids and equipment used by students during or between classes. ASCH Target Capacity (as per page 3-6) 1,024



East 2 – Rm. 246

Types of Instructional Spaces (continued)

AUD Auditorium / Theater

High-capacity assembly venue used for College and community events as well as music and theater performances. Usually includes a wide range of ancillary spaces such as wings, technical and stagecraft facilities, greenroom, change rooms, lobby, cloakrooms, etc.



E2 – Rm. 127

ASCH Target - None

SCM Specialized Computer Laboratory / Computer Classes

Usually equipped with specialized computers loaded with specialized software applications. Power and data service at each station. Generally scheduled by a school or department. Access given to student between classes on the basis of an access card system. The unique nature of the equipment and software implies some students often must do assignments and project work in the laboratory.



Metro

ASCH Target Capacity (as per page 3-6) 768

LEC Lecture Halls

Sits 80 students or more. Used for theoretical instruction and generally centrally scheduled for use by all schools. Usually tiered fixed seating. Fixed furniture may provide power and data outlets for portable computers. Devoid of instructional aids particular to a programme or subject.



E2 – Rm. 122

ASCH Target Capacity (as per page 3-6) 1,024

SCI Physical Sciences Laboratory / Bench Seating

Highly finished space furnished with serviced student benches to support instruction and experimental activities in "physical" sciences such as chemistry, physics, geology, etc. Requires services generally connected to purpose-designed building mechanical systems.



E3 – Rm. 1305

ASCH Target Capacity (as per page 3-6) 768

COM General Computer Laboratory / Computer Classes

Equipped with general-purpose computers loaded with generic software applications (MS Office, Internet browser, etc.). Power and data service at each station. Generally centrally scheduled for general use by all schools. Open access given to student between classes.



ASCH Target Capacity (as per page 3-6) 1,024

SIM Simulation Rooms / Laboratories / Applied Workrooms

Highly finished space furnished with peripheral benches to support instruction and experimental activities in "life" sciences such as microbiology, medical laboratory technology, etc. Student stations are not serviced and may consist of built-in casework or tables and chairs. Requires suitable services generally connected to purpose-designed mechanical systems.



Metro S&T

ASCH Target Capacity (as per page 3-6) 768

Types of Instructional Spaces (continued)

MED Media Production Studios / Workshops / Labs

Furnished tables, equipment that supports design, and graphic design activities including graphics with the aid of computers and photography darkrooms. Can occasionally be used as a classroom. Generally scheduled on a class-by-class basis (as opposed to a studio allocation whereby a student is allocated a specific station for a specific length of time).



East – Rm. 129

ASCH Target Capacity (as per page 3-6) 768

ART Art & Performance Workshops / Studios

Art instruction spaces include drafting tables and easels and specialized equipment for ceramics and sculpture. Performance spaces include areas for dance, theatre and musical rehearsal and practice rooms. Contain instructional aids and materials used by student during or between classes. Generally scheduled by a school or department.



West – Rm. B115

ASCH Target Capacity (as per page 3-6) 768

MEC Mechanical / Manufacturing Workshops (auto / tools)

Low or high bay workshop space finished and serviced to support trades and technology instruction in mechanical trades and technology, and in the case of the automobile trades, a focus on the maintenance of auto and recreational vehicles and their systems (engines, transmissions, etc). Usually at ground level with direct access to the outside (overhead doors).



AATC – Rm. 35

ASCH Target Capacity (as per page 3-6) 768

Introduction

This section presents an analysis of the composition, distribution and size of the pool of instructional spaces at Cuyahoga Community College's three main campuses: Eastern Campus, Western Campus, and Metropolitan Campus. Instructional spaces, including seminar rooms, classrooms, lecture halls, laboratories, studios and workshops are found in most of the buildings on these campuses.

The college campuses are distinct in the composition of their building components. The Metropolitan Campus is composed of several buildings situated on top of a compact, elevated podium, while the Eastern Campus is organized around three distinct buildings located on a large open site. The Western Campus is a large site with a main building complex organized as a series of building "wings" and also has stand-alone buildings that contain instructional spaces used for the college's automotive and firefighting programs.

A room-by-room survey of each building, supported by Cuyahoga Community College's inventory and utilization data, was used to develop the illustrations and tables presented in this section.

Instructional Space Inventory Description by User and Space Type

Colour-coded building plans show the general distribution of rooms on each of the Colleges' main campuses by building, space type, location, capacity, and area. The plans are grouped by campuses, and a summary table at the end of each campus section shows the overall **distribution of areas and rooms** by building and space type.

A **Total Area and Capacity Distribution Summary** at the end of this section provides a comparative table of distribution and usage for all instructional spaces on all Tri-C campuses.

Section 2: Instructional Space Inventory

Summary Table Definitions

**Area Distribution
(ft²)**

Documents the total amount of net assignable space (in square feet), of a particular categorized type. The areas correspond to those found in the building plans shown on the preceding pages.

Room Distribution

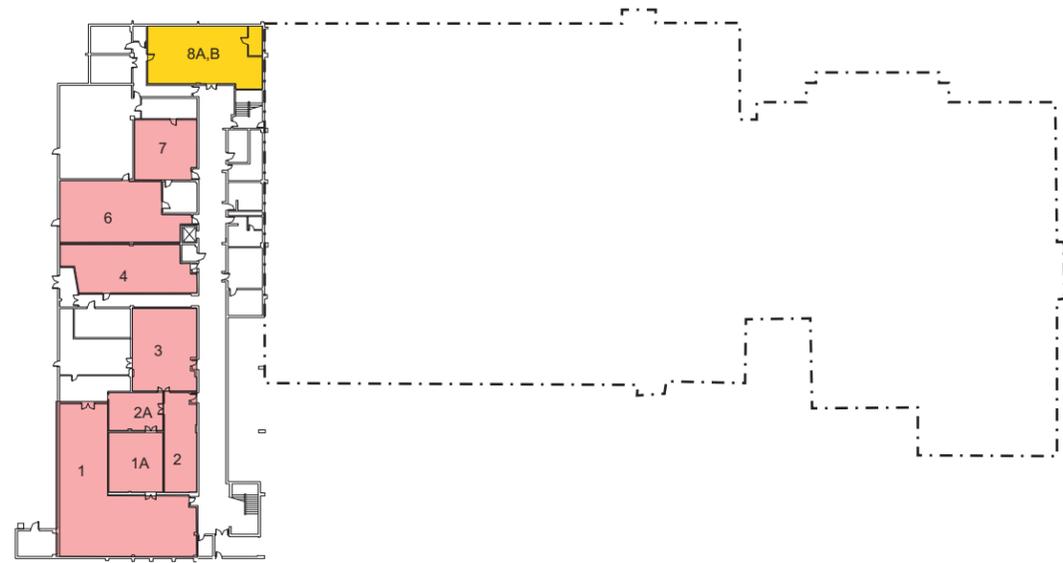
Documents the total number of rooms inventoried of a particular categorized type found in each building on the respective campus. These room counts are cross-referenced to the building plans.

Capacity Distribution

Documents the total number of seats available of a particular categorized type found in each campus. These capacities are cross-referenced to the inventory data base.

**Cuyahoga Community College
Metropolitan Campus**

**Health Careers & Sciences
Levels 000 / 100 / 200 / 300**



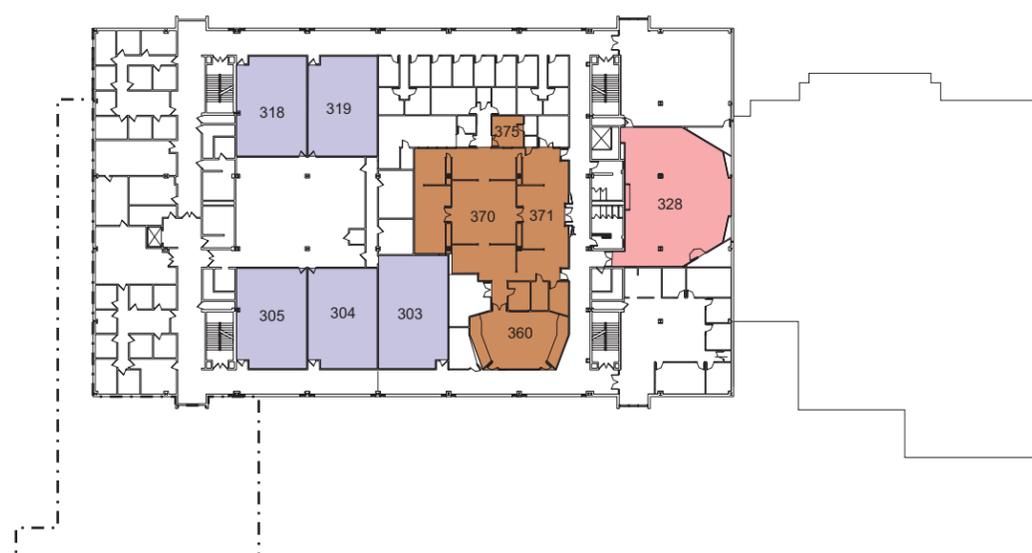
Health Careers & Sciences
Level 000



Health Careers & Sciences
Level 100



Health Careers & Sciences
Level 200



Health Careers & Sciences
Level 300

Space Descriptions

Classrooms / General / Non-Tiered	CLS	Physical Sciences Laboratory, Bench Seating	SCI
Dedicated Classrooms / Seminar Rooms / Studios	DCL	Simulation Rooms / Laboratories / Applied Workrooms	SIM
Lecture Halls / Tiered Seating	LEC	Media Production Studios / Workshops / Labs	MED
Auditorium	AUD	Art & Performance Workshops / Studios	ART
General Computer Labs / Computer Classes	COM	Mechanical / Manufacturing Workshops (auto, tools)	MEC
Specialized Computer Labs / Computer Classes	SCM	Other	OTH

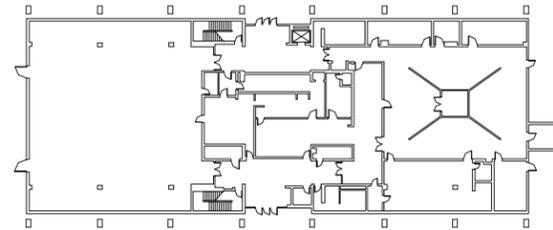
Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)	
Level 000	Classrooms - Dedicated	1	40	2,351	
		2	20	587	
		3	30	979	
		4	35	1,083	
		6	35	1,294	
		7	35	1,258	
		1A	20	608	
		2A	15	384	
		7A	40	680	
		Classrooms - Dedicated Total			270
Computers - General		8A&B	20	1,730	
Computers - General Total			20	1,730	
Level 000 Total			290	10,954	
Level 100	Classrooms - Dedicated	111	15	427	
		113	25	815	
		115	25	792	
		127	40	1,879	
		110B	4	80	
		124A	25	544	
	124B	30	844		
	Classrooms - Dedicated Total			164	5,381
	Classrooms - General	109	60	1,046	
		112	30	491	
114		30	491		
Classrooms - General Total			154	2,525	
Computer - Specialized		105	24	1,225	
Computer - Specialized Total			24	1,225	
Computers - General	153	40	1,693		
	154	36	1,751		
	155	36	1,769		
	156	30	1,459		
	157	30	1,459		
Computers - General Total			172	8,131	
Level 100 Total			514	17,262	
Level 200	Classrooms - Dedicated	224	36	1,187	
		229	40	1,000	
	Classrooms - Dedicated Total			76	2,187
	Classrooms - General	222	25	1,307	
		232	36	817	
		204A	24	754	
	Classrooms - General Total			85	2,878
	Computer - Specialized		204B	36	540
	Computer - Specialized Total			36	540
	Computers - General	202	24	1,016	
223		24	1,020		
231		40	1,472		
Computers - General Total			88	3,508	
Physical Sciences	205	24	1,198		
	206	24	1,165		
	207	24	1,204		
	218	20	1,046		
	219	24	1,415		
	220	24	1,396		
	221	24	1,418		
Physical Sciences Total			164	8,842	
Level 200 Total			449	17,955	
Level 300	Classrooms - Dedicated	328	35	2,369	
		Classrooms - Dedicated Total			35
	Physical Sciences	303	24	1,364	
		304	20	1,204	
		305	20	1,150	
		318	20	1,215	
		319	20	1,210	
	Physical Sciences Total			104	6,143
	Simulation Rooms	360	10	899	
		361	10	109	
370		44	2,867		
371		20	1,206		
Simulation Rooms Total			94	5,255	
Level 300 Total			233	13,767	
Health Careers & Sciences Total			1,486	59,938	

**Cuyahoga Community College
Metropolitan Campus**

Theater Arts & Media +
Campus Center
Levels 000 / 100 / 200

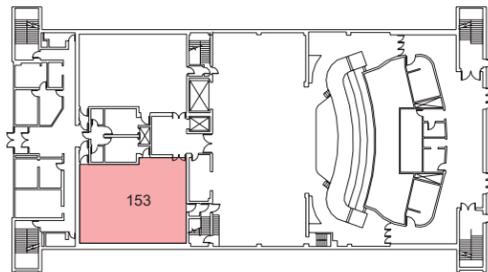


Theater Arts & Media
Level 000

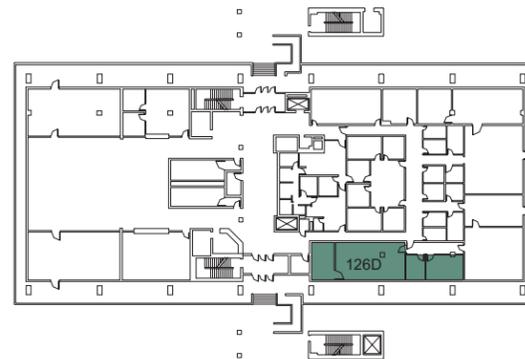


Campus Center
Level 000

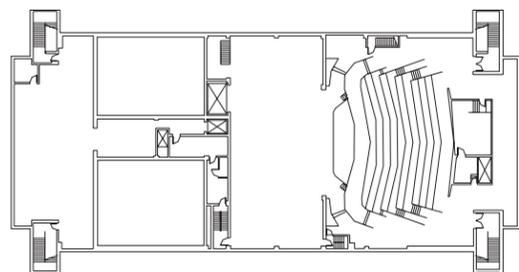
Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)
Level 000	Art & Performance	59	20	251
		60	20	472
		61	20	330
		60A	2	107
		61A	2	150
		Art & Performance Total		
	Classrooms - Dedicated	10	80	1,798
	Classrooms - Dedicated Total			1,798
Level 000 Total				3,108
Level 100	Classrooms - Dedicated	153	45	1,387
	Classrooms - Dedicated Total			1,387
	Media Production	126D	25	1,023
	Media Production Total			1,023
Level 100 Total				2,410
Theater Arts & Media + Campus Center Total				5,518



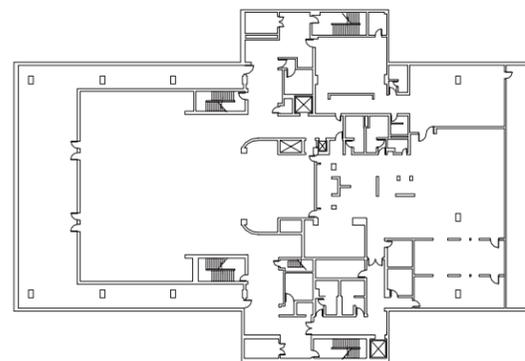
Theater Arts & Media
Level 100



Campus Center
Level 100



Theater Arts & Media
Level 200



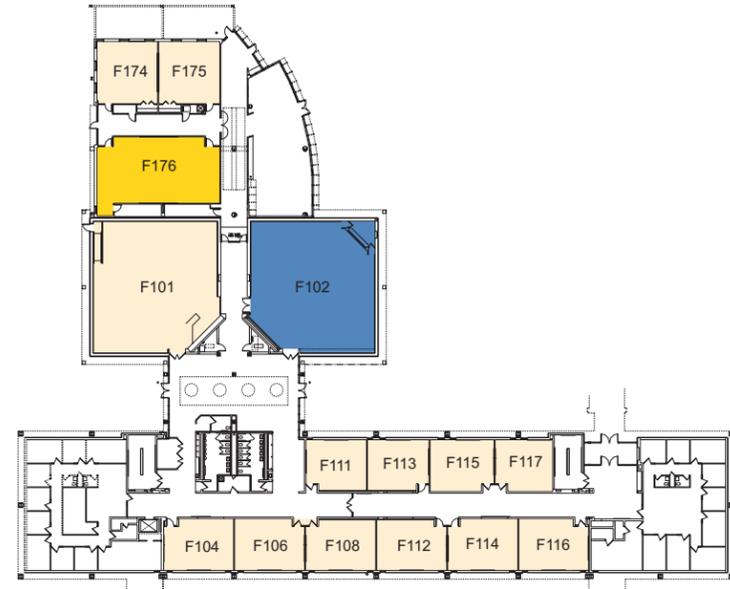
Campus Center
Level 200

Space Descriptions

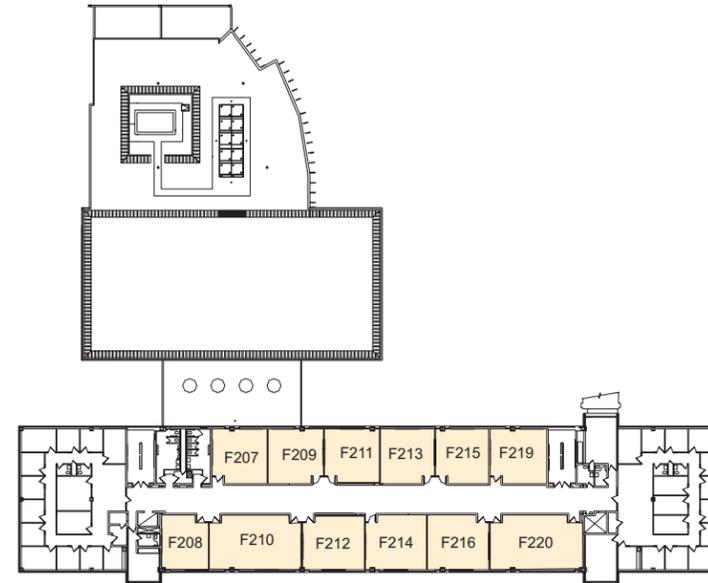
Classrooms / General / Non-Tiered	CLS
Dedicated Classrooms / Seminar Rooms / Studios	DCL
Lecture Halls / Tiered Seating	LEC
Auditorium	AUD
General Computer Labs / Computer Classes	COM
Specialized Computer Labs / Computer Classes	SCM
Physical Sciences Laboratory, Bench Seating	SCI
Simulation Rooms / Laboratories / Applied Workrooms	SIM
Media Production Studios / Workshops / Labs	MED
Art & Performance Workshops / Studios	ART
Mechanical / Manufacturing Workshops (auto, tools)	MEC
Other	OTH

**Cuyahoga Community College
Metropolitan Campus**

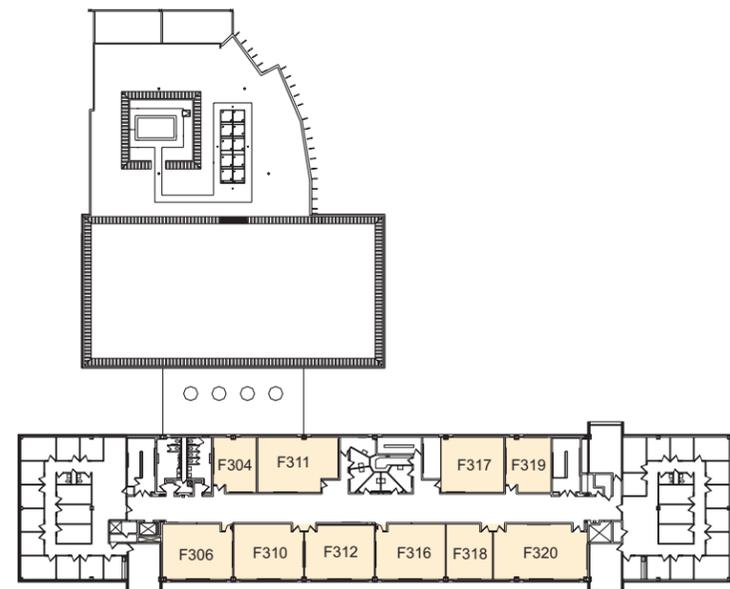
Liberal Arts
Levels 100 / 200 / 300



Liberal Arts Level 100



Liberal Arts Level 200



Liberal Arts Level 300

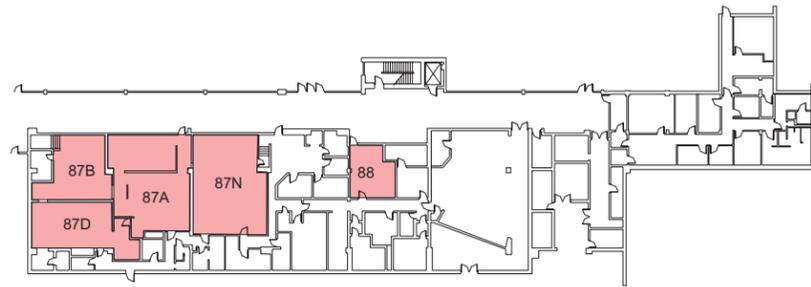
Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)		
Level 100	Classrooms - General	101	91	2,924		
		104	29	629		
		108	29	628		
		111	23	542		
		112	29	646		
		113	23	542		
		114	29	628		
		115	23	556		
		116	29	631		
		117	23	515		
		174	31	680		
		175	31	420		
		Classrooms - General Total				9,341
		Lecture Halls - Tiered		102	185	2,925
		Lecture Halls - Tiered Total				2,925
Computers - General		176	38	1,459		
Computers - General Total				1,459		
Level 100 Total				13,725		
Level 200	Classrooms - General	207	30	530		
		208	56	1,339		
		209	30	534		
		210	35	897		
		211	30	515		
		212	30	587		
		213	30	524		
		214	30	591		
		215	30	513		
		216	30	594		
		219	30	552		
		220	35	839		
		Classrooms - General Total				8,015
		Level 200 Total				8,015
		Level 300	Classrooms - General	304	19	406
306	30			681		
310	30			678		
311	30			762		
312	30			657		
316	30			678		
317	26			776		
318	20			439		
319	19			435		
320	35			892		
Classrooms - General Total				6,404		
Level 300 Total				6,404		
Liberal Arts Total				28,144		

Space Descriptions

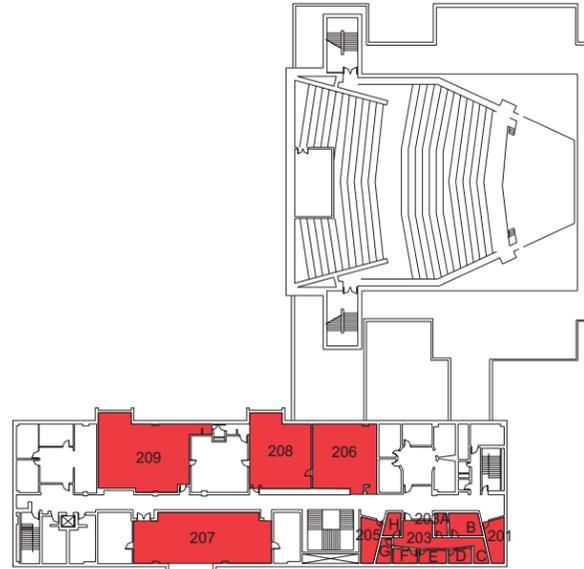
Classrooms / General / Non-Tiered	CLS
Dedicated Classrooms / Seminar Rooms / Studios	DCL
Lecture Halls / Tiered Seating	LEC
Auditorium	AUD
General Computer Labs / Computer Classes	COM
Specialized Computer Labs / Computer Classes	SCM
Physical Sciences Laboratory, Bench Seating	SCI
Simulation Rooms / Laboratories / Applied Workrooms	SIM
Media Production Studios / Workshops / Labs	MED
Art & Performance Workshops / Studios	ART
Mechanical / Manufacturing Workshops (auto, tools)	MEC
Other	OTH

**Cuyahoga Community College
Metropolitan Campus**

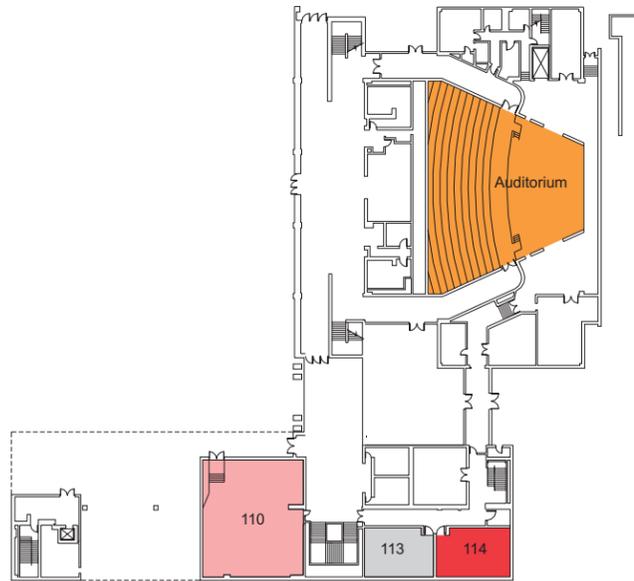
Arts & Music Auditorium
Business & Administration
Levels 100 / 200



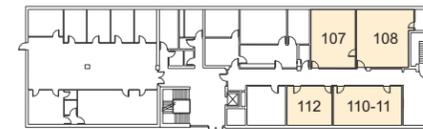
Arts & Music Auditorium
Level 000



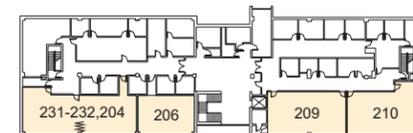
Arts & Music Auditorium
Level 200



Arts & Music Auditorium
Level 100



Business & Administration
Level 100



Business and Administration
Level 200

Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)
Level 000	Classrooms - Dedicated	88	15	307
		87A	40	1,045
		87B	25	532
		87D	30	655
		87N	35	982
		Classrooms - Dedicated Total	145	3,521
Level 000 Total		145	3,521	
Level 100	Art & Performance	114	17	541
	Art & Performance Total	17	541	
	Classrooms - Dedicated	110	50	1,083
	Classrooms - Dedicated Total	50	1,083	
	Computer - Specialized	113	17	541
Computer - Specialized Total	17	541		
Level 100 Total		84	2,165	
Level 200	Art & Performance	201	2	162
		203	2	120
		205	12	162
		207	12	1,167
		208	12	1,158
		209	18	1,158
		203A	2	58
		203B	2	139
		203C	2	71
		203D	2	58
		203E	2	69
		203F	2	58
		203G	2	71
		203H	2	70
Art & Performance Total	74	4,521		
Level 200 Total		74	4,521	
Arts & Music Auditorium Total		303	10,207	

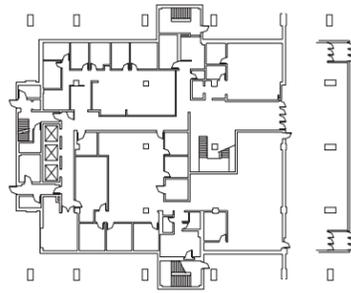
Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)
Level 100	Classrooms - General	107	24	488
		108	28	614
		110	20	251
		111	20	251
		112	12	323
Classrooms - General Total	104	1,927		
Level 100 Total		104	1,927	
Level 200	Classrooms - General	204	30	637
		206	34	637
		209	42	863
		210	42	727
		231	20	337
		232	15	300
		Classrooms - General Total	183	3,501
Level 200 Total		183	3,501	
Business & Administration Total		287	5,428	

Space Descriptions

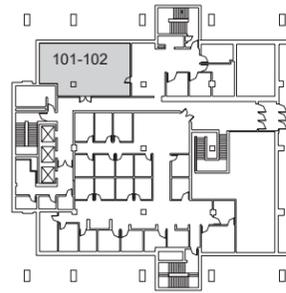
Classrooms / General / Non-Tiered	CLS
Dedicated Classrooms / Seminar Rooms / Studios	DCL
Lecture Halls / Tiered Seating	LEC
Auditorium	AUD
General Computer Labs / Computer Classes	COM
Specialized Computer Labs / Computer Classes	SCM
Physical Sciences Laboratory, Bench Seating	SCI
Simulation Rooms / Laboratories / Applied Workrooms	SIM
Media Production Studios / Workshops / Labs	MED
Art & Performance Workshops / Studios	ART
Mechanical / Manufacturing Workshops (auto, tools)	MEC
Other	OTH

**Cuyahoga Community College
Metropolitan Campus**

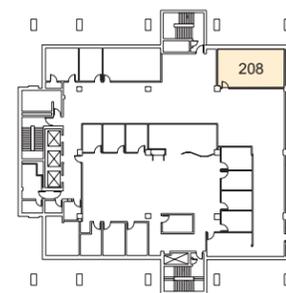
Student Services Center
Levels 000 / 100 / 200
Levels 300 / 400 / 500



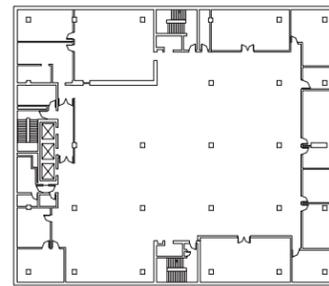
000



100



200



300



400



500

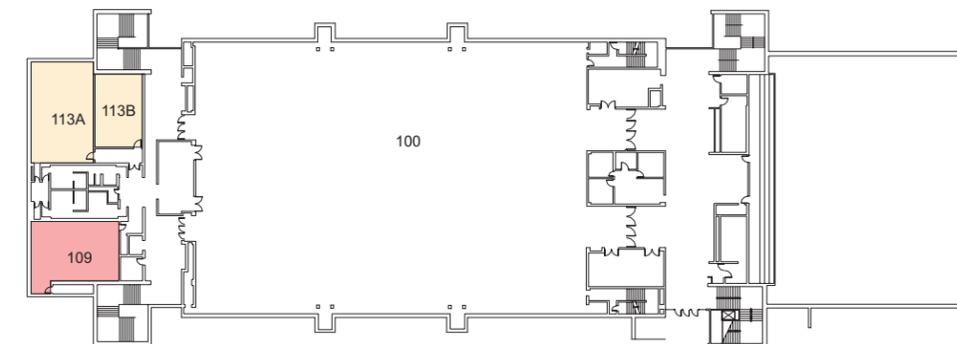
Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)
Level 100	Computer - Specialized	101 & 102	25	804
	Computer - Specialized Total			804
Level 100 Total				804
Level 200	Classrooms - General	208	24	452
	Classrooms - General Total			452
Level 200 Total				452
Level 400	Classrooms - Dedicated	404	30	781
	Classrooms - Dedicated Total	412	24	598
Level 400 Total				1,379
STUDENT SERVICES CENTER TOTAL				2,635

Space Descriptions

Classrooms / General / Non-Tiered	CLS
Dedicated Classrooms / Seminar Rooms / Studios	DCL
Lecture Halls / Tiered Seating	LEC
Auditorium	AUD
General Computer Labs / Computer Classes	COM
Specialized Computer Labs / Computer Classes	SCM
Physical Sciences Laboratory, Bench Seating	SCI
Simulation Rooms / Laboratories / Applied Workrooms	SIM
Media Production Studios / Workshops / Labs	MED
Art & Performance Workshops / Studios	ART
Mechanical / Manufacturing Workshops (auto, tools)	MEC
Other	OTH

**Cuyahoga Community College
Metropolitan Campus**

Recreation Center
Levels 000 / 100



Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)
Level 000	Classrooms - General	25	29	532
		26	30	1,009
		22C	50	2,327
		30A	40	672
		30B	40	663
	30C	40	672	
	Classrooms - General Total	229	5,875	
Classrooms - Dedicated	19	50	2,996	
	27	50	1,986	
Classrooms - Dedicated Total	100	4,982		
Level 000 Total		329	10,857	
Level 100	Classrooms - General	113A	38	1,027
		113B	42	771
	Classrooms - General Total	80	1,798	
	Classrooms - Dedicated	109	25	1,134
Classrooms - Dedicated Total	25	1,134		
Level 100 Total		105	2,932	
Recreation Center Total		434	13,789	

Space Descriptions

Classrooms / General / Non-Tiered	CLS
Dedicated Classrooms / Seminar Rooms / Studios	DCL
Lecture Halls / Tiered Seating	LEC
Auditorium	AUD
General Computer Labs / Computer Classes	COM
Specialized Computer Labs / Computer Classes	SCM
Physical Sciences Laboratory, Bench Seating	SCI
Simulation Rooms / Laboratories / Applied Workrooms	SIM
Media Production Studios / Workshops / Labs	MED
Art & Performance Workshops / Studios	ART
Mechanical / Manufacturing Workshops (auto, tools)	MEC
Other	OTH

**Area and Room Distribution
Metropolitan Campus**

Section 2:
Instructional
Space
Inventory

AREA DISTRIBUTION

METROPOLITAN CAMPUS BUILDINGS

Table 2-1

Section Code	Business & Administration (MBA)	Recreation Center (MRC)	Liberal Arts (MLA)	Media Center (MMC)	Arts & Music (MAM)	Health Careers & Sciences (MHCS)	Campus Center (MCC)	Student Services Center (MSS)	Total Net Area
General Space Description									
CLS	Classrooms / General /Non-Tiered	5,428	7,673	21,465				452	40,421
DCL	Dedicated Classrooms / Seminar Rooms / Studios		6,116		3,185	5,687	19,161	1,379	35,528
LEC	Lecture Halls / Tiered Seating			5,849					5,849
COM	General Computer Labs / Computer Classes			1,459			13,369		14,828
SCM	Dedicated Computer Labs / Computer Classes				541	1,765		804	3,110
SCI	Physical Sciences Laboratory / Bench Seating					14,985			14,985
SIM	Simulation Rooms / Laboratories / Applied Workrooms					5,146			5,146
MED	Media Production Studios / Workshops / Labs				1,023		1,023		2,046
ART	Art Performance Workshops / Studios				1,310	5,062			6,372
MEC	Mechanical / Manufacturing Workshops / Labs								
TOTAL		5,428	13,789	28,773	5,518	11,290	59,829	1,023	128,285

ROOM DISTRIBUTION

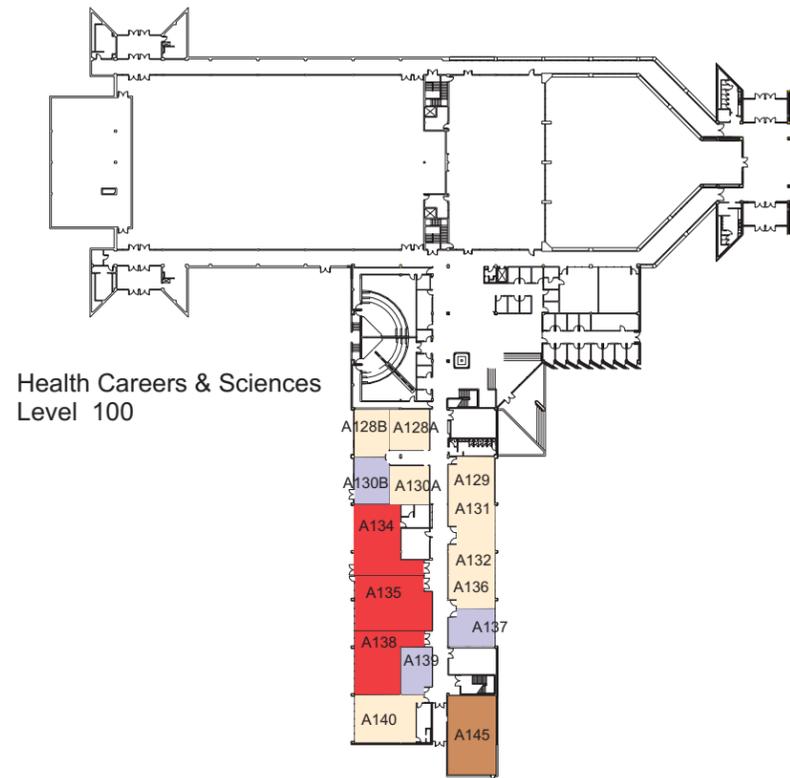
METROPOLITAN CAMPUS BUILDINGS

Table 2-1A

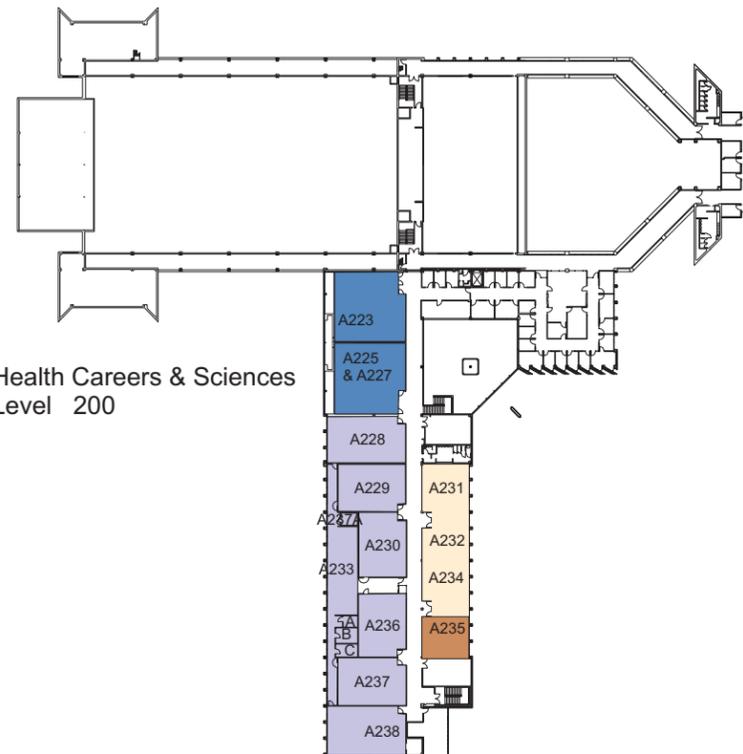
Section Code	Business & Administration (MBA)	Recreation Center (MRC)	Liberal Arts (MLA)	Media Center (MMC)	Arts & Music (MAM)	Health Careers & Sciences (MHCS)	Campus Center (MCC)	Student Services Center (MSS)	Total Number of Rooms
General Space Description									
CLS	Classrooms / General /Non-Tiered	11	9	36		8		1	65
DCL	Dedicated Classrooms / Seminar Rooms / Studios		3		3	7	22	2	37
LEC	Lecture Halls / Tiered Seating			2					2
COM	General Computer Labs / Computer Classes			1		10			11
SCM	Dedicated Computer Labs / Computer Classes				1	2		1	4
SCI	Physical Sciences Laboratory / Bench Seating					12	1		13
SIM	Simulation Rooms / Laboratories / Applied Workrooms					5			5
MED	Media Production Studios / Workshops / Labs				1		2		3
ART	Art Performance Workshops / Studios				7	15			22
MEC	Mechanical / Manufacturing Workshops / Labs								0
TOTAL		11	12	39	11	23	59	4	162

**Cuyahoga Community College
Western Campus**

Health Careers & Sciences
Levels 100 / 200



Health Careers & Sciences
Level 100



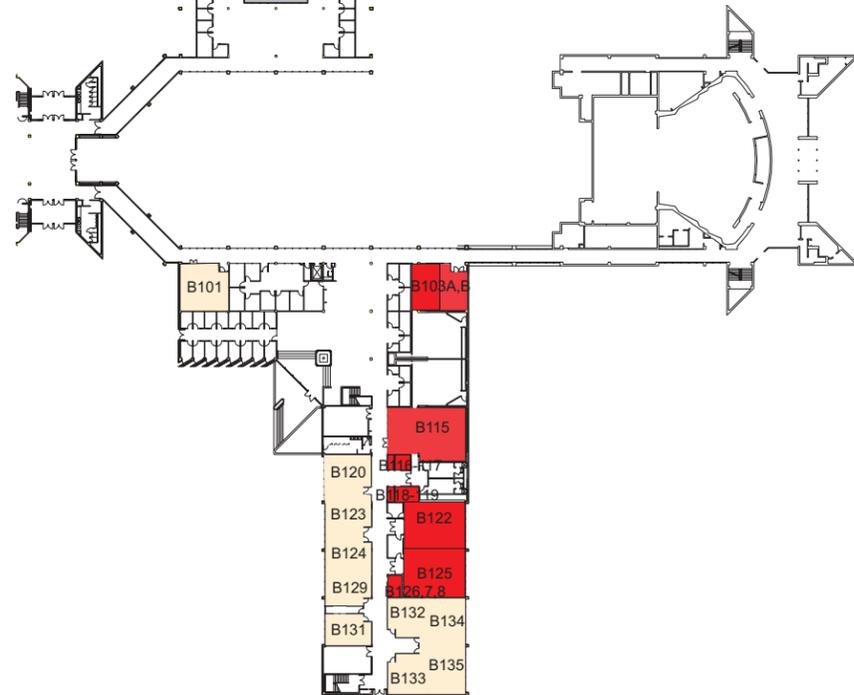
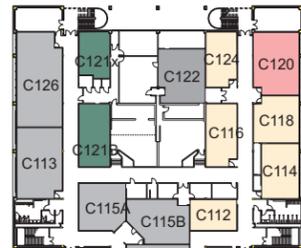
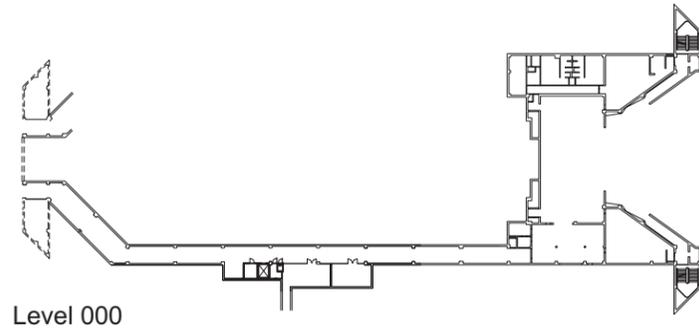
Health Careers & Sciences
Level 200

Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)
Level 100	Classrooms - General	129	30	689
		131	30	688
		132	30	696
		136	28	533
		140	18	1,179
		128A	32	631
		128B	32	656
		130A	32	633
		130C	32	633
		Classrooms - General Total		264
	Physical Sciences	137	12	661
		139 130B	14 21	552 247
	Physical Sciences Total		47	1,460
	Art & Performance	134	25	1,413
135 138		25 60	259 1,271	
Art & Performance Total		110	2,943	
Simulation Rooms	145	20	1,477	
Simulation Rooms Total		20	1,477	
Level 100 Total			441	12,218
Level 200	Classrooms - General	231	35	974
		232	30	684
		234	35	808
	Classrooms - General Total		100	2,466
	Physical Sciences	228	30	1,439
		229	30	1,206
		230	27	1,144
		236	24	1,148
		237	25	1,207
		238	66	2,896
		233&237A	0	2,064
	Physical Sciences Total		202	11,104
	Lecture Halls - Tiered	223	64	1,466
		225 & 227	66	1,164
Lecture Halls - Tiered Total		130	2,630	
Simulation Rooms	235	35	792	
Simulation Rooms Total		35	792	
Level 200 Total			467	16,992
Health Careers & Sciences Total			908	29,210

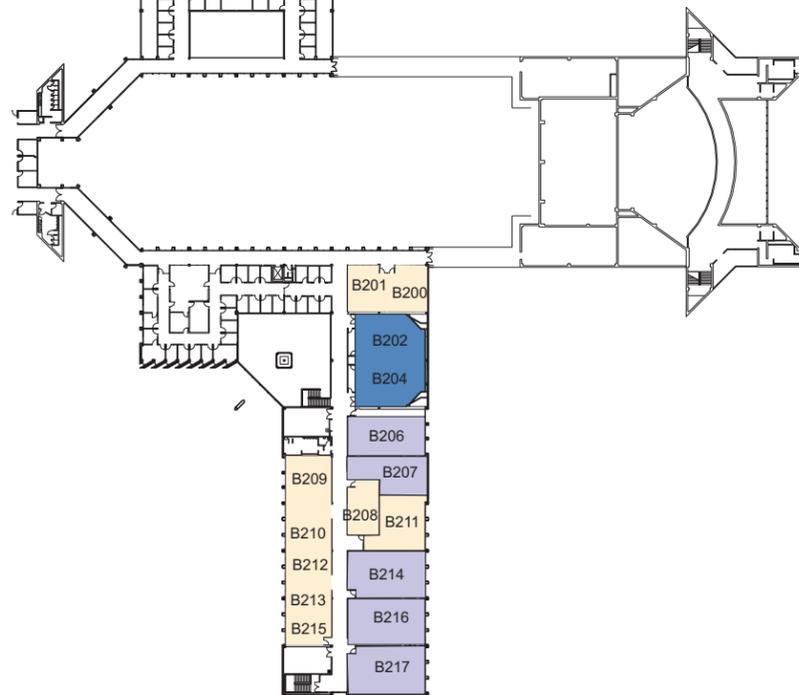
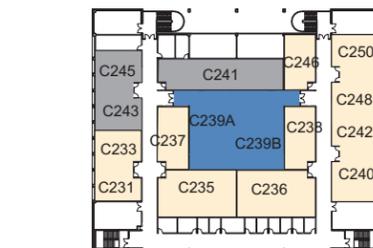
Space Descriptions

Classrooms / General / Non-Tiered	CLS
Dedicated Classrooms / Seminar Rooms / Studios	DCL
Lecture Halls / Tiered Seating	LEC
Auditorium	AUD
General Computer Labs / Computer Classes	COM
Specialized Computer Labs / Computer Classes	SCM
Physical Sciences Laboratory, Bench Seating	SCI
Simulation Rooms / Laboratories / Applied Workrooms	SIM
Media Production Studios / Workshops / Labs	MED
Art & Performance Workshops / Studios	ART
Mechanical / Manufacturing Workshops (auto, tools)	MEC
Other	OTH

**Cuyahoga Community College
Western Campus**
Liberal Arts &
Business & Technologies
Levels 100 / 200



Level 100



Level 200

Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)		
Level 100	Classrooms - General	101	20	858		
		120	40	687		
		123	40	694		
		124	40	693		
		129	24	548		
		131	30	548		
		132	30	600		
		133	40	612		
		134	42	705		
		135	48	686		
		Classrooms - General Total		354		6,531
		Level 100	Art & Performance	115	18	1,308
				122	18	1,251
				125	18	1,200
103A	4			496		
103B	4			496		
118-117	4			128		
118-119	4			177		
Art & Performance Total		71		5,359		
Level 100 Total		425		11,990		
Level 200	Classrooms - General	200	36	721		
		201	36	707		
		208	28	686		
		209	42	977		
		210	30	691		
		211	60	944		
		212	25	805		
		213	25	558		
		215	25	540		
		Classrooms - General Total		307		6,629
		Level 200	Physical Sciences	206	24	1,450
				207	0	966
				214	36	1,136
				216	0	1,125
Physical Sciences Total		118		6,062		
Level 200	Lecture Halls - Tiered	202	60	1,271		
		204	60	1,267		
Lecture Halls - Tiered Total		120		2,538		
Level 200 Total		535		15,229		
Liberal Arts Total		960		27,219		

Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)		
Level 100	Classrooms - General	110	20	358		
		111	24	373		
		112	30	572		
		114	44	670		
		116	44	766		
		118	50	982		
		119	24	0		
		124	44	677		
		103A	20	154		
		103B	20	154		
		Classrooms - General Total		320		4,736
		Level 100	Classrooms - Dedicated	120	56	1,112
				125	24	267
		Classrooms - Dedicated Total		80		1,379
Level 100	Computer - Specialized	113	30	1,279		
		122	50	1,045		
		115A	20	870		
		115B	12	1,044		
		115C	24	48		
Computer - Specialized Total		136		4,286		
Level 100	Media Production	121	20	525		
		123	0	112		
		121B y	0	764		
		121A	4	112		
Media Production Total		24		1,513		
Level 100 Total		560		11,914		
Level 200	Classrooms - General	231	34	557		
		233	42	701		
		235	24	1,463		
		236	24	1,212		
		237	30	774		
		238	30	773		
		240	49	841		
		242	38	550		
		246	36	681		
		248	49	836		
		250	50	699		
		Classrooms - General Total		406		9,087
		Level 200	Lecture Halls - Tiered	239A	70	1,250
				239B	70	1,264
Lecture Halls - Tiered Total		140		2,514		
Level 200	Computer - Specialized	241	36	1,521		
		243	18	677		
		245	18	421		
		72		2,619		
Computer - Specialized Total		72		2,619		
Level 200 Total		618		14,220		
Business & Technologies Total		1,178		26,134		

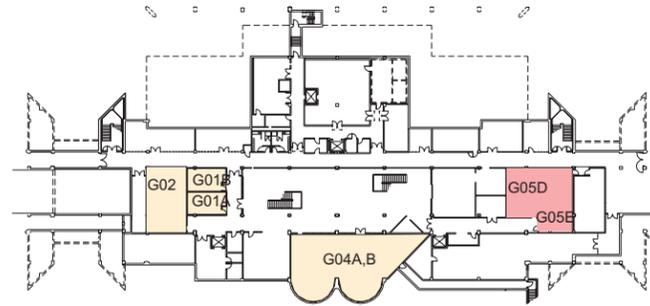
Space Descriptions

Classrooms / General / Non-Tiered	CLS
Dedicated Classrooms / Seminar Rooms / Studios	DCL
Lecture Halls / Tiered Seating	LEC
Auditorium	AUD
General Computer Labs / Computer Classes	COM
Specialized Computer Labs / Computer Classes	SCM
Physical Sciences Laboratory, Bench Seating	SCI
Simulation Rooms / Laboratories / Applied Workrooms	SIM
Media Production Studios / Workshops / Labs	MED
Art & Performance Workshops / Studios	ART
Mechanical / Manufacturing Workshops (auto, tools)	MEC
Other	OTH

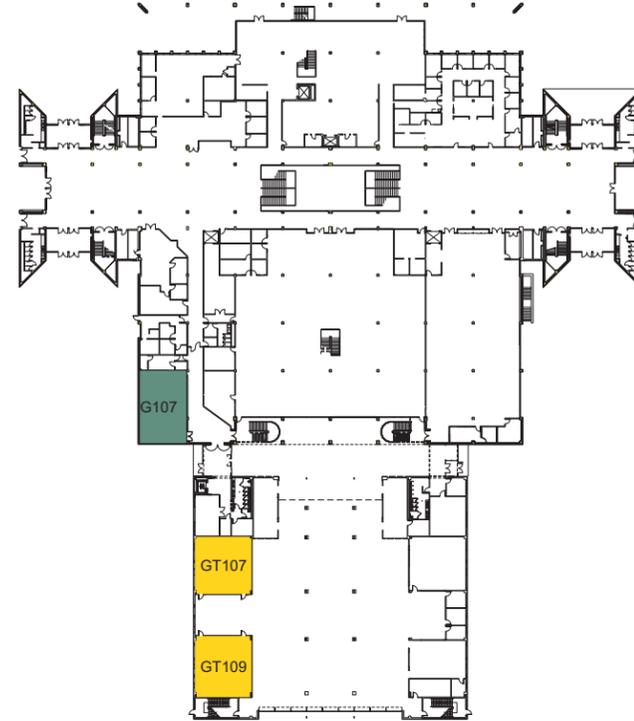
**Cuyahoga Community College
Western Campus
Student Services Center &
Technology Learning Center**

Levels 000 / 100 / 200

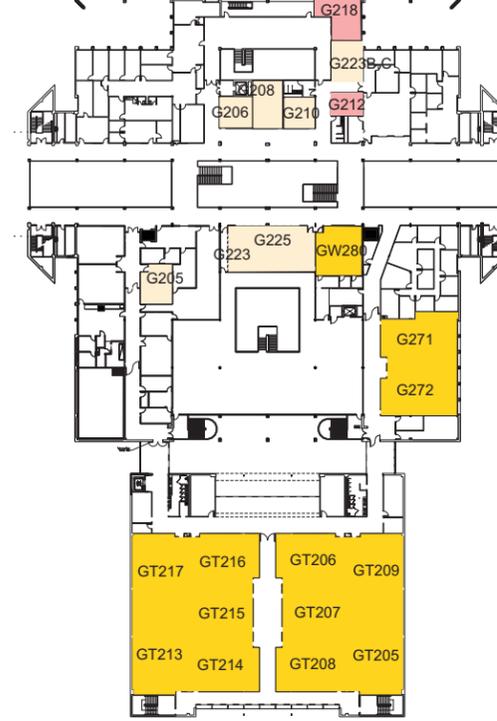
Level	Space Description	Room Number	Room Capacity	Net Area (sq. ft.)
Level 000	Classrooms - General	2	20	992
		1A	15	343
		1B	15	340
		4A	35	1,535
		4B	30	1,092
		Classrooms - General Total	115	4,302
	Classrooms - Dedicated	7	20	975
		5D	30	1,104
		5E	20	880
		Classrooms - Dedicated Total	70	2,959
Level 000 Total		185	7,261	
Level 100	Media Production	107	30	1,102
	Media Production Total		30	1,102
	Computers - General	107	31	1,271
		109	31	1,271
	Computers - General Total	62	2,542	
Level 100 Total		92	3,644	
Level 200	Classrooms - General	205	24	452
		206	15	391
		208	30	578
		210	15	372
		223	40	847
		225	40	844
		223B	2	113
		223C	4	197
		Classrooms - General Total	170	3,784
	Classrooms - Dedicated	212	4	278
		218	25	553
		Classrooms - Dedicated Total	29	831
	Computers - General	205	40	1,702
		206	30	1,536
		207	30	1,212
208		26	1,531	
209		40	1,760	
213		40	1,765	
214		26	1,533	
215		30	1,214	
216		30	1,533	
217		40	1,690	
271	48	1,952		
272	48	1,200		
280	36	970		
	Computers - General Total	464	19,198	
Level 200 Total		663	23,813	
Student Services Center & Technology Learning Center Total		940	34,718	



Student Services & TLC
Level 000



Student Services & TLC
Level 100



Student Services & TLC
Level 200

Space Descriptions

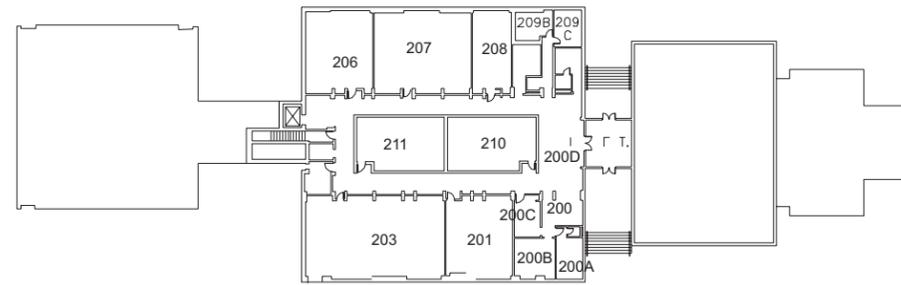
Classrooms / General / Non-Tiered	CLS
Dedicated Classrooms / Seminar Rooms / Studios	DCL
Lecture Halls / Tiered Seating	LEC
Auditorium	AUD
General Computer Labs / Computer Classes	COM
Specialized Computer Labs / Computer Classes	SCM
Physical Sciences Laboratory, Bench Seating	SCI
Simulation Rooms / Laboratories / Applied Workrooms	SIM
Media Production Studios / Workshops / Labs	MED
Art & Performance Workshops / Studios	ART
Mechanical / Manufacturing Workshops (auto, tools)	MEC
Other	OTH

**Cuyahoga Community College
Western Campus
Advanced Automotive
Technology Center &
Crile Center
Level 100, 200**

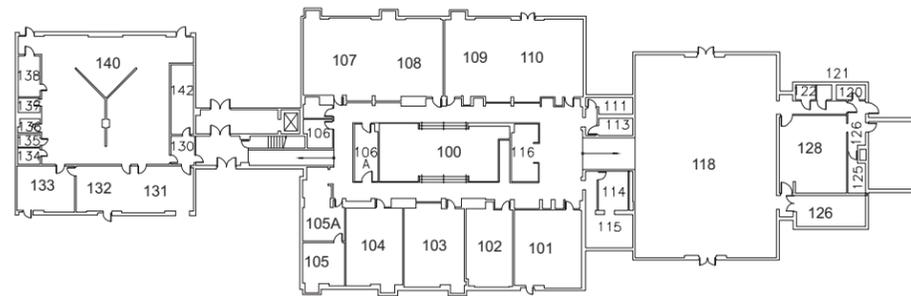


AATC Level 100

Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)	
Level 100	Classrooms - Dedicated	7	20	401	
		17	20	450	
		21	24	576	
		38-39	45	1,512	
	Classrooms - Dedicated Total				2,939
	Mechanical - Manufacturing	14	20	2,058	
		18	20	2,589	
		35	-	9,153	
		36	20	1,205	
		37	20	498	
Mechanical - Manufacturing Total				16,176	
Level 100 Total				19,115	
Advanced Automotive Learning Center Total				19,115	



Crile Center Level 200



Crile Center Level 100

Space Descriptions

Classrooms / General / Non-Tiered	CLS
Dedicated Classrooms / Seminar Rooms / Studios	DCL
Lecture Halls / Tiered Seating	LEC
Auditorium	AUD
General Computer Labs / Computer Classes	COM
Specialized Computer Labs / Computer Classes	SCM
Physical Sciences Laboratory, Bench Seating	SCI
Simulation Rooms / Laboratories / Applied Workrooms	SIM
Media Production Studios / Workshops / Labs	MED
Art & Performance Workshops / Studios	ART
Mechanical / Manufacturing Workshops (auto, tools)	MEC
Other	OTH

**Area and Room Distribution
Western Campus**

Section 2:
Instructional
Space
Inventory

AREA DISTRIBUTION

WESTERN CAMPUS BUILDINGS

Table 2-2

Section Code	Health Careers & Sciences (HCS)	Liberal Arts (LA)	Business & Technologies (BT)	Student Services Center (SS)	Technology Learning Center (TLC)	Advanced Automotive Technology Center (AATC)	Total Net Area (ft. 2)
General Space Description							
CLS	8,171	13,260	13,127	8,086			42,644
DCL			1,379	2,815		2,939	7,133
LEC	2,630	2,538	2,514				7,682
COM				3,722	18,018		21,740
SCM			6,905				6,905
SCI	12,564	6,062					18,626
SIM	2,269						2,269
MED			1,513	1,102			2,615
ART	2,943	5,359					8,302
MEC						16,176	16,176
TOTAL	28,577	27,219	25,438	15,725	18,018	19,115	134,092

ROOM DISTRIBUTION

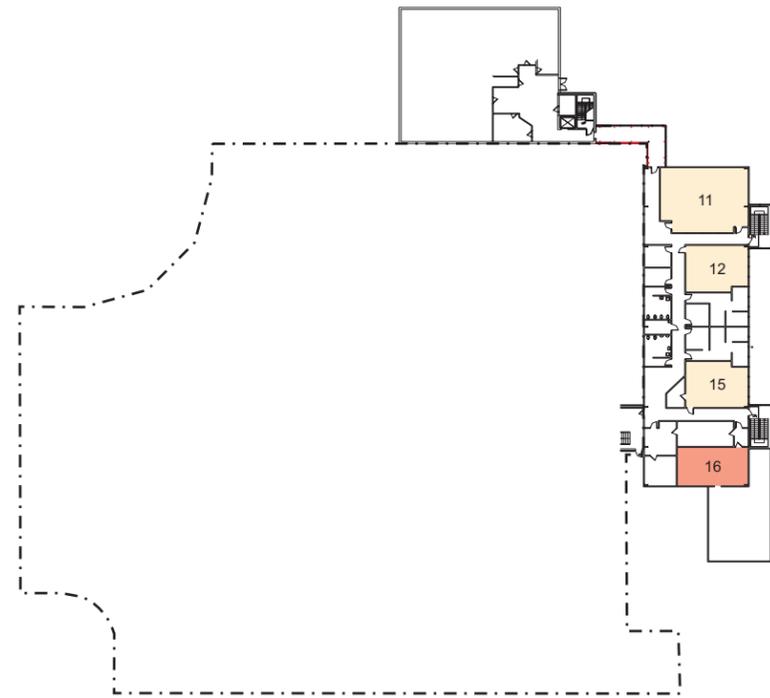
WESTERN CAMPUS BUILDINGS

Table 2-2A

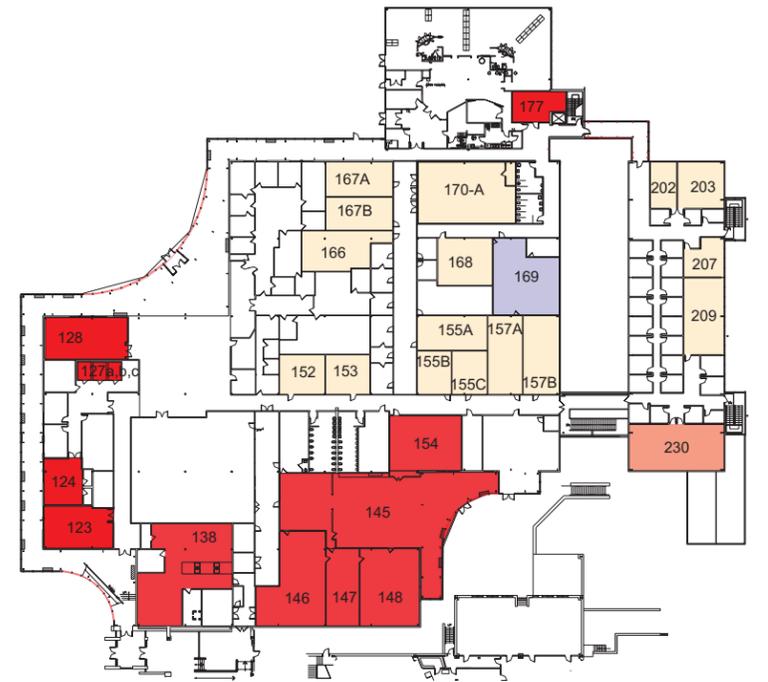
Section Code	Health Careers & Sciences (HCS)	Liberal Arts (LA)	Business & Technologies (BT)	Student Services Center (SS)	Technology Learning Center (TLC)	Advanced Automotive Technology Center (AATC)	Total Number of Rooms
General Space Description							
CLS	12	19	21	13			65
DCL			2	5		4	11
LEC	2	2	2				6
COM				3	12		15
SCM			8				8
SCI	11	5					16
SIM	2						2
MED			4	1			5
ART	3	8					11
MEC						7	7
TOTAL	30	34	37	22	12	11	146

**Cuyahoga Community College
Eastern Campus**

Eastern Education Center
Levels 000 / 100 - 200



Level 000



Level 100 - 200

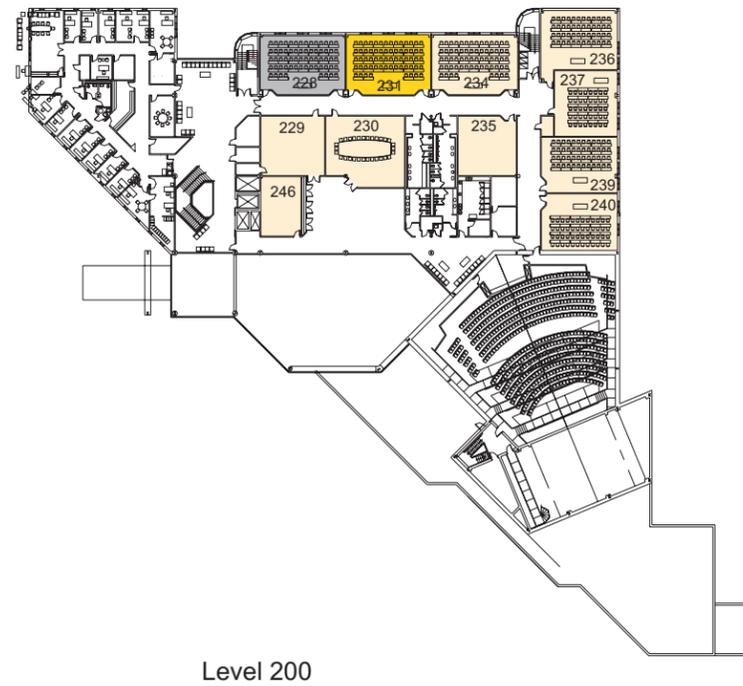
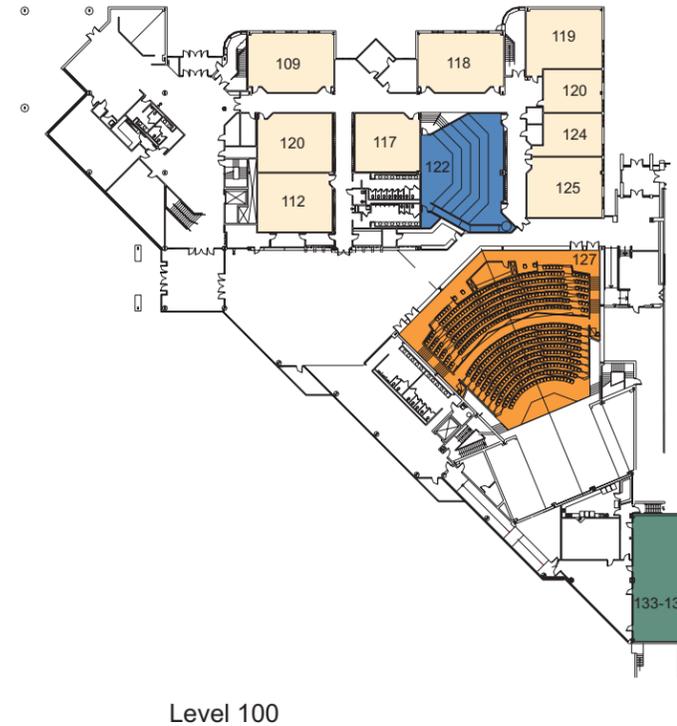
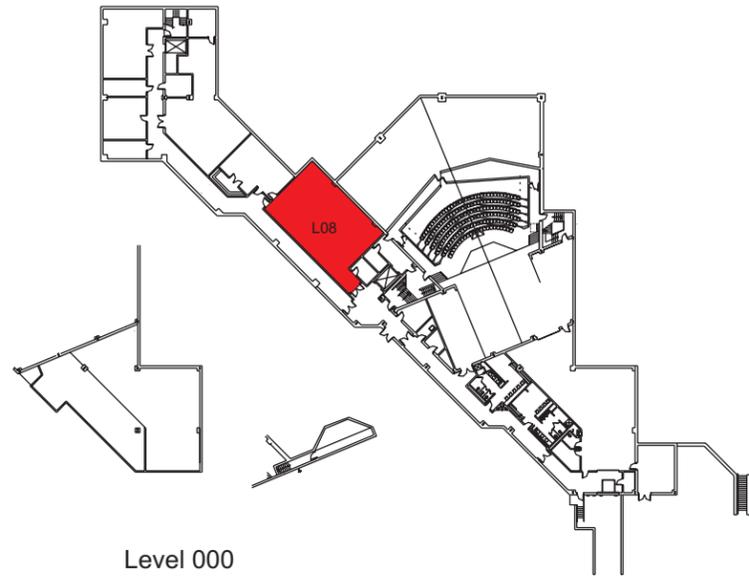
Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)	
Level 000	Classrooms - General	11	58	1,297	
		12	43	730	
		15	43	730	
		16			
			144	2,757	
Level 000 Total	Classrooms - General Total	16	40	624	
	Classrooms - Dedicated Total	40		624	
		184		3,381	
Level 100	Classrooms - General	152	26	480	
		153	26	423	
		166	51	745	
		168	34	578	
		170	60	1,390	
		155A	36	639	
		155B	26	390	
		155C	26	405	
		157A	35	716	
		157B	35	757	
		167A	25	599	
		167B	25	615	
			405	7,737	
			169	1,226	
			24	1,226	
	Level 100 Total	Physical Sciences	24		1,226
		Physical Sciences Total	24		1,226
		Art & Performance	123	12	732
			124	15	468
			128	34	919
			138	30	1,008
			145	36	3,338
			146	25	1,163
			148	24	1,220
			154	18	1,152
	177	4	388		
	1147	20	674		
	127A	2	65		
	127B	2	65		
	127C	2	65		
	224		11,257		
	653		20,220		
Level 200	Classrooms - General	202	25	373	
		203	30	564	
		207	24	352	
		209	44	834	
		123	2,123		
Level 200 Total	Classrooms - General Total	230	50	1,108	
	Classrooms - Dedicated Total	50		1,108	
		173		3,231	
Eastern Education Center Total			1,010	26,832	

Space Descriptions

Classrooms / General / Non-Tiered	CLS
Dedicated Classrooms / Seminar Rooms / Studios	DCL
Lecture Halls / Tiered Seating	LEC
Auditorium	AUD
General Computer Labs / Computer Classes	COM
Specialized Computer Labs / Computer Classes	SCM
Physical Sciences Laboratory, Bench Seating	SCI
Simulation Rooms / Laboratories / Applied Workrooms	SIM
Media Production Studios / Workshops / Labs	MED
Art & Performance Workshops / Studios	ART
Mechanical / Manufacturing Workshops (auto, tools)	MEC
Other	OTH

Cuyahoga Community College Eastern Campus

Eastern Liberal Arts
Levels 100 / 200 / 300



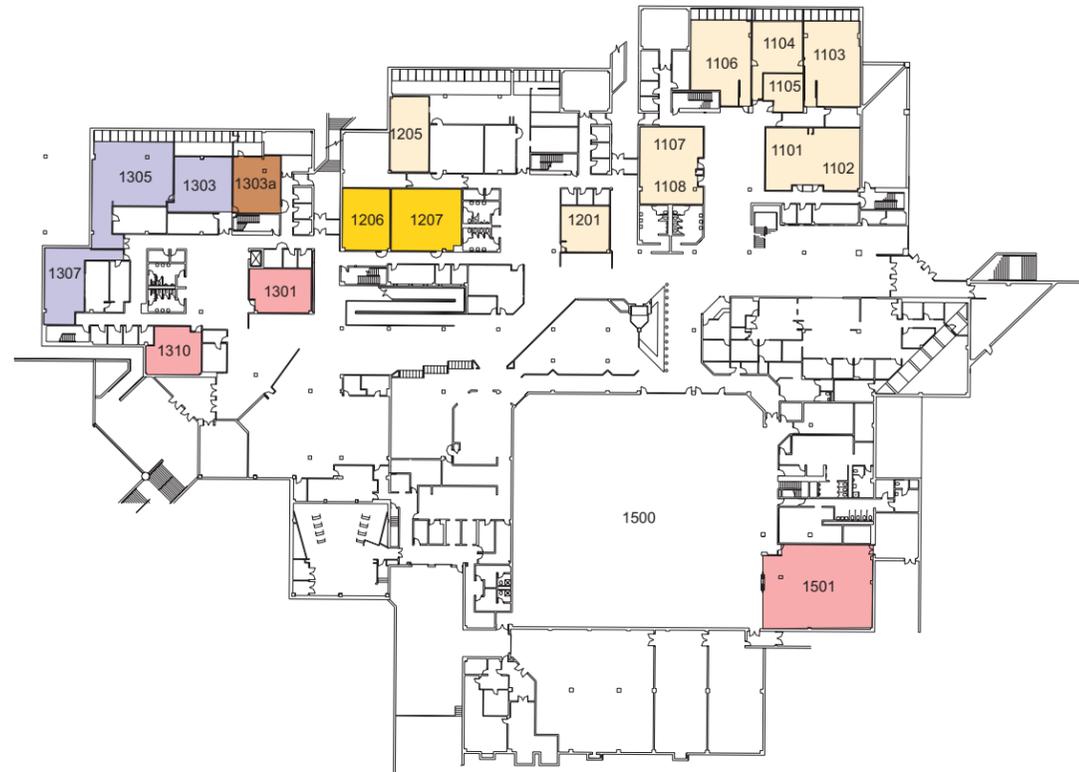
Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)
Level 000	Art & Performance	L08	70	1,615
	Art & Performance Total		70	1,615
Level 000 Total			70	1,615
Level 100	Classrooms - General	109	45	1,274
		110	38	870
		112	38	1,272
		117	39	963
		118	45	1,277
		119	40	1,163
		120	26	634
		124	28	771
		125	46	1,127
		Classrooms - General Total	345	9,351
		Lecture Halls - Tiered	122	90
	Lecture Halls - Tiered Total	90	2,390	
	Media Production	133	15	634
	Media Production	134	15	615
Media Production	135	15	633	
Media Production Total	45	1,882		
Level 100 Total		480	13,623	
Level 200	Classrooms - General	229	32	938
		230	44	1,396
		234	39	1,141
		235	46	864
		236	48	1,204
		237	40	1,004
		239	40	1,103
		240	40	1,061
	246	16	588	
	Classrooms - General Total	345	9,299	
	Computers - General	231	39	1,244
	Computers - General Total	39	1,244	
	Computers - Dedicated	228	39	1,273
	Computers - Dedicated Total	39	1,273	
Level 200 Total		423	11,816	
Eastern Liberal Arts Total		973	27,054	

Space Descriptions

Classrooms / General / Non-Tiered	CLS
Dedicated Classrooms / Seminar Rooms / Studios	DCL
Lecture Halls / Tiered Seating	LEC
Auditorium	AUD
General Computer Labs / Computer Classes	COM
Specialized Computer Labs / Computer Classes	SCM
Physical Sciences Laboratory, Bench Seating	SCI
Simulation Rooms / Laboratories / Applied Workrooms	SIM
Media Production Studios / Workshops / Labs	MED
Art & Performance Workshops / Studios	ART
Mechanical / Manufacturing Workshops (auto, tools)	MEC
Other	OTH

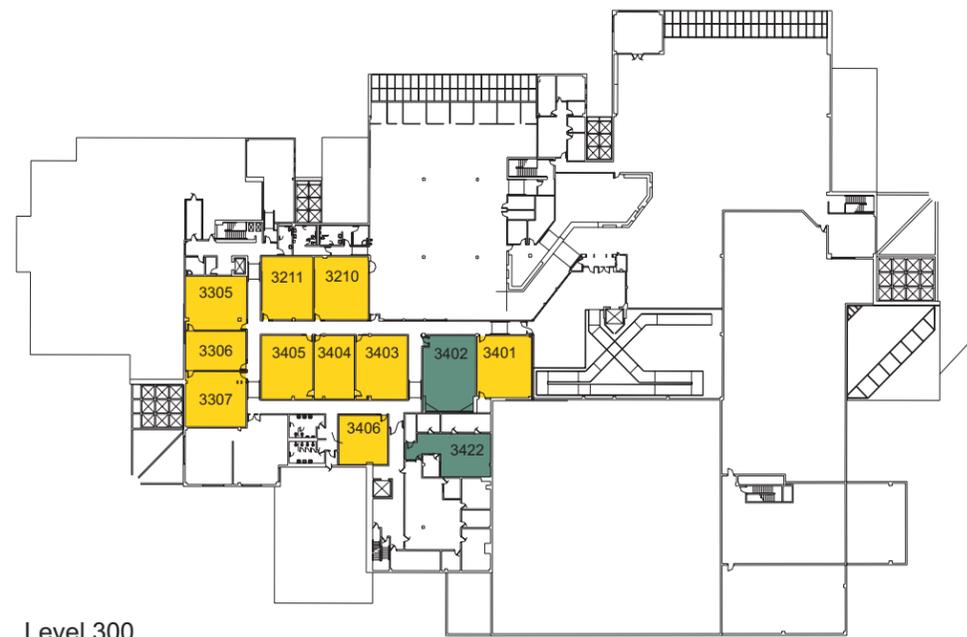
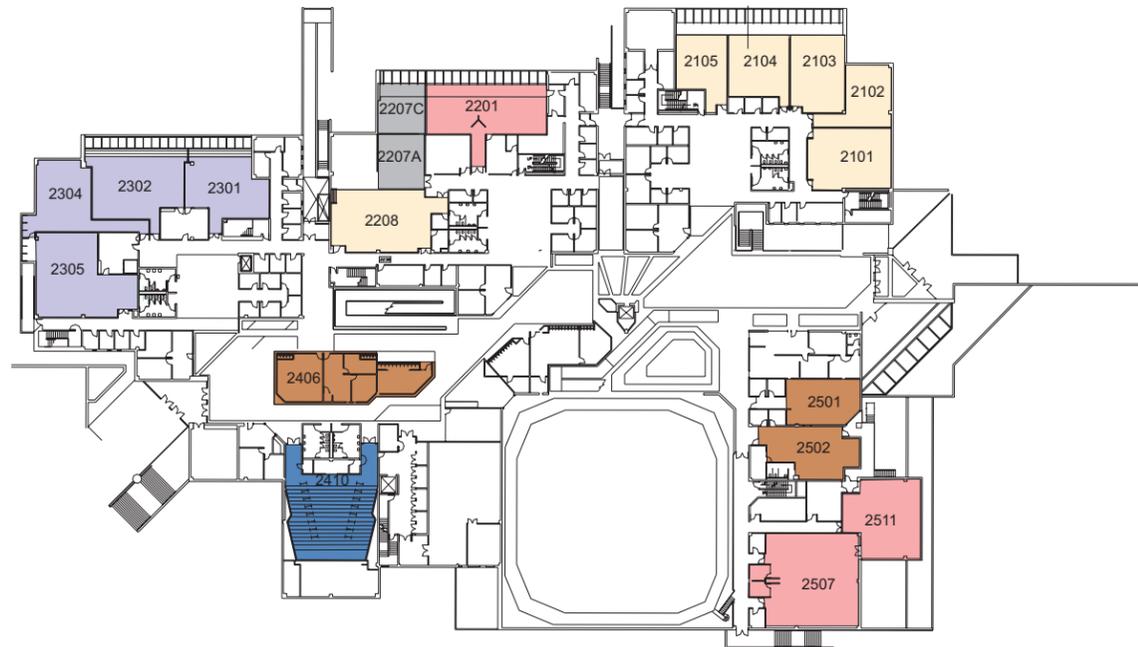
Cuyahoga Community College Eastern Campus

Eastern Student Services
Levels 100 / 200 / 300



Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)	
Level 100	Classrooms - General	1101	32	802	
		1102	46	800	
		1103	26	1,232	
		1104	26	804	
		1105	16	370	
		1106	26	1,454	
		1107	36	724	
		1108	24	462	
		1201	34	580	
		1205	38	699	
		Classrooms - General Total		304	7,927
		Physical Sciences	1303	28	839
	1305		38	1,382	
	1307		20	1,274	
	Physical Sciences Total		86	3,495	
	Classrooms - Dedicated	1301	24	709	
		1310	24	695	
		1501	30	2,403	
	Classrooms - Dedicated Total		78	3,807	
	Simulation Rooms	1303A	8	687	
Simulation Rooms Total		8	687		
Computers - General	1206	24	795		
	1207	31	1,207		
Computers - General Total		55	2,002		
Other	1500	30	15,919		
Other Total		30	15,919		
Level 100 Total		561	33,837		

Level 100



Level 300

Level	Space Description	Room Number	Room Capacity	Net Area (sq.ft.)
Level 200	Classrooms - General	2101	75	1,402
		2102	42	920
		2103	50	1,114
		2104	54	1,214
		2105	44	1,020
		2208	72	1,151
		2506	5	370
		2207D	16	670
	Classrooms - General Total		358	7,861
	Physical Sciences	2301	28	1,378
		2302	32	1,524
		2304	30	999
	Physical Sciences Total		114	5,719
	Lecture Halls - Tiered	2410	100	2,588
	Lecture Halls - Tiered Total		100	2,588
Classrooms - Dedicated	2201	20	1,283	
	2507	26	2,210	
	2511	24	1,340	
Classrooms - Dedicated Total		70	4,833	
Simulation Rooms	2406	12	2,106	
	2501	8	874	
	2502	8	958	
Simulation Rooms Total		28	3,938	
Computers - General	2207D	20	767	
Computers - General Total		20	767	
Computer - Specialized	2207A	10	464	
	2207C	20	703	
Computer - Specialized Total		30	1,167	
Level 200 Total		720	26,873	
Level 300	Computers - General	3210	24	896
		3211	27	899
		3305	29	628
		3306	24	629
		3307	29	911
		3401	30	909
		3403	30	854
		3404	24	670
		3405	31	856
		3406	24	628
Computers - General Total		272	7,880	
Media Production	3402	35	1,064	
	3422	12	180	
Media Production Total		47	1,244	
Level 300 Total		319	9,124	
Eastern Student Services Total		1,600	69,834	

Level 200

Space Descriptions

Classrooms / General / Non-Tiered	CLS
Dedicated Classrooms / Seminar Rooms / Studios	DCL
Lecture Halls / Tiered Seating	LEC
Auditorium	AUD
General Computer Labs / Computer Classes	COM
Specialized Computer Labs / Computer Classes	SCM
Physical Sciences Laboratory, Bench Seating	SCI
Simulation Rooms / Laboratories / Applied Workrooms	SIM
Media Production Studios / Workshops / Labs	MED
Art & Performance Workshops / Studios	ART
Mechanical / Manufacturing Workshops (auto, tools)	MEC
Other	OTH

**Area and Room Distribution
Eastern Campus & Corporate Colleges**

AREA DISTRIBUTION		EASTERN CAMPUS BUILDINGS			
Table 2-3					
Section Code	General Space Description	Eastern Education Center (EEC) (ft. 2)	Eastern Liberal Arts (ELA) (ft. 2)	Eastern Student Services (ESS) (ft. 2)	Total Net Area (ft. 2)
CLS	Classrooms / General /Non-Tiered	12,617	18,650	15,418	46,685
DCL	Dedicated Classrooms / Seminar Rooms / Studios	1,732		8,640	10,372
LEC	Lecture Halls / Tiered Seating		2,390	2,588	4,978
COM	General Computer Labs / Computer Classes		1,244	10,649	11,893
SCM	Dedicated Computer Labs / Computer Classes		1,273	1,167	2,440
SCI	Physical Sciences Laboratory / Bench Seating	1,226		9,214	10,440
SIM	Simulation Rooms / Laboratories / Applied Workrooms			4,625	4,625
MED	Media Production Studios / Workshops / Labs		1,882	1,244	3,126
ART	Art Performance Workshops / Studios	11,257	1,615		12,872
MEC	Mechanical / Manufacturing Workshops / Labs				
TOTAL		26,832	27,054	53,545	107,431

ROOM DISTRIBUTION		EASTERN CAMPUS BUILDINGS			
Table 2-3A					
Section Code	General Space Description	Eastern Education Center (EEC)	Eastern Liberal Arts (ELA)	Eastern Student Services (ESS)	Total Number of Rooms
CLS	Classrooms / General /Non-Tiered	20	18	18	56
DCL	Dedicated Classrooms / Seminar Rooms / Studios	2		6	8
LEC	Lecture Halls / Tiered Seating		1	1	2
COM	General Computer Labs / Computer Classes		1	13	14
SCM	Dedicated Computer Labs / Computer Classes		1	2	3
SCI	Physical Sciences Laboratory / Bench Seating	1		7	8
SIM	Simulation Rooms / Laboratories / Applied Workrooms			4	4
MED	Media Production Studios / Workshops / Labs		3	2	5
ART	Art Performance Workshops / Studios	13	1		14
MEC	Mechanical / Manufacturing Workshops / Labs				
TOTAL		36	25	53	114

**Total Area and Capacity Distribution
All Campuses Summary**

Section 2:
Instructional
Space
Inventory

AREA DISTRIBUTION SUMMARY ALL CAMPUSES

Table 2-4

Section Code	General Space Description	Metropolitan Campus	Western Campus & AATC	Net Area	Eastern Campus	Net Area	Total Net Area ft2	Total Area Distribution %
		Net Area %	Net Area %	Net Area %	Net Area %			
CLS	Classrooms / General /Non-Tiered	40,421	42,644	31.5%	46,685	31.8%	129,750	35.1%
DCL	Dedicated Classrooms / Seminar Rooms / Studios	35,528	7,133	27.7%	10,372	5.3%	53,033	14.3%
LEC	Lecture Halls / Tiered Seating	5,849	7,682	4.6%	4,978	5.7%	18,509	5.0%
COM	General Computer Labs / Computer Classess	14,828	21,740	11.6%	11,893	16.2%	48,461	13.1%
SCM	Specialized Computer Labs / Computer Classes	3,110	6,905	2.4%	2,440	5.1%	12,455	3.4%
SCI	Physical Sciences Laboratory / Bench Seating	14,985	18,626	11.7%	10,440	13.9%	44,051	11.9%
SIM	Simulation Rooms / Laboratories / Applied Workrooms	5,146	2,269	4.0%	4,625	1.7%	12,040	3.3%
MED	Media Production Studios / Workshops / Labs	2,046	2,615	1.6%	3,126	2.0%	7,787	2.1%
ART	Art Performance Workshops / Studios	6,372	8,302	5.0%	12,872	6.2%	27,546	7.4%
MEC	Mechanical / Manufacturing Workshops / Labs	-	16,176	-	-	12.1%	16,176	4.4%
TOTAL		128,285	134,092	100%	107,431	100%	369,808	100%

CAPACITY DISTRIBUTION SUMMARY (# OF STATIONS) ALL CAMPUSES

Table 2-5

Section Code	General Space Description	Metropolitan Campus	Western Campus & AATC	Eastern Campus	Total Room Capacity	Average Area per Station ft2
		%	%	%		
CLS	Classrooms / General /Non-Tiered	1,852	1,920	2,019	5,791	22
DCL	Dedicated Classrooms / Seminar Rooms / Studios	1,094	268	238	1,600	33
LEC	Lecture Halls / Tiered Seating	276	390	190	856	22
COM	General Computer Labs / Computer Classess	318	526	386	1,230	39
SCM	Specialized Computer Labs / Computer Classes	102	208	69	379	33
SCI	Physical Sciences Laboratory / Bench Seating	268	357	224	849	52
SIM	Simulation Rooms / Laboratories / Applied Workrooms	84	55	36	175	69
MED	Media Production Studios / Workshops / Labs	49	54	92	195	40
ART	Art Performance Workshops / Studios	155	181	294	630	44
MEC	Mechanical / Manufacturing Workshops / Labs	-	100	-	100	162
TOTAL		4,198	4,059	3,548	11,805	-

Appendix 2 Campus Space Requirements

Instructional Facilities
Learning Centers
Distance Education
Offices



**URBAN
STRATEGIES
INC .**



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Section 1
Report Summary

Introduction

Cuyahoga Community College (Tri-C) is preparing a Master Plan to guide the development of its physical infrastructure to 2025-26. In support of this process, the space inventory at Tri-C in 2005-06 was defined and, based on growth projections, a series of analyses were carried out to determine future space requirements for instructional areas, learner centers, the distance education center, and office functions.

This report has the following sections:

- **Section 2 – College Growth Projections**
National and state expectations for growth in the college sector are outlined. The pattern for academic growth envisioned by the College is presented and the relative increase in academic activity at each campus is described.
- **Section 3 - Instructional Space Requirements**
Instructional space requirements have been estimated based on existing and projected activity for classrooms/lecture halls, computer labs, and specialized teaching facilities such as laboratories, studios, and workshops.
- **Section 4 - Learning Center Space Requirements**
This section defines allocations in 2005-06 and projects requirements for the Colleges' learning centers, including libraries, learning resource centers, and technology learning centers.
- **Section 5 – Distance Education Center Space Requirements**
Growth in the distance education sector at the College is analyzed and future distance education office and technical space requirements are discussed over the planning horizon.
- **Section 6 - Office Space Requirements**
This section sets out office space allocations in 2005-06, compares them to space standards, and projects requirements for faculty, administration, and academic and student services.
- **Section 7 – Space Requirements Summary**
Requirements for instructional space, learning centers, distance education, and office space are projected by campus to 2015-16, 2020-21, and 2025-26.

Space Requirements Summary

Each academic space type at Cuyahoga Community College was analyzed to determine the impact of growth on the College's infrastructure. First, the inventory of instructional, distance education, learning center, and office spaces was quantified; OBOR and other institutional space and utilization standards and norms were then applied to the database of academic space to assess whether Tri-C is experiencing shortfalls or surpluses in inventory; projections of space requirements were calculated based on the inventory, space standards, and the growth projections established by the College.

Through a series of comprehensive and occasionally complex analyses, academic space requirements were derived for Tri-C over the next 10, 15, and 20 years. Table 7-1 represents a synthesis of all of the calculations and highlights the space types that will be experiencing surpluses and those that will be experiencing shortfalls over each of the time intervals prescribed by this study.

The figures represent the differences in area between the inventory in 2005-06 - the on-the-ground real estate - and the projected area requirements. The results are expressed in positive numbers indicating surpluses, or negative numbers, which indicate shortfalls the College may need to address through new construction or reallocations and renovations of existing spaces. Solutions will be explored in the Master Plan.

As indicated throughout the report, the space requirements were prepared for planning purposes and should only be used to assess the relative need for adjustment in the College's infrastructure. Further planning work is necessary to detail and articulate specific initiatives.

Section 1:

Report Summary

Table 1-1: Space Requirements Summary Table

Campus	Space Type	Space Subtype	2005-06 NASF Surplus	2005-06 NASF Shortfall	2015-16 NASF Surplus	2015-16 NASF Shortfall	2020-21 NASF Surplus	2020-21 NASF Shortfall	2025-26 NASF Surplus	2025-26 NASF Shortfall
Western										
	Instructional Space	Classroom/Lecture	5,875			-3,525		-10,250		-20,975
		Computer Lab	7,525		4,970		3,155		245	
		Lab/Studio/Workshop	1,560			-4,500		-8,820		-15,780
	Learning Center Space		2,603			-764		-3,169		-7,018
	Distance Education Space									
	Office Space*	FTE & PT Faculty		-5,144		-8,418		-10,756		-14,498
		Academic & Student Services		-9,455		-13,035		-15,592		-19,684
		Administrative Services	8,618		8,591		7,690		7,071	
Western Total			26,181	-14,599	13,561	-30,242	10,845	-48,587	7,316	-77,955
Metropolitan										
	Instructional Space	Classroom/Lecture	38,000		32,875		28,200		24,800	
		Computer Lab	7,385		6,510		5,705		5,110	
		Lab/Studio/Workshop		-3,720		-8,160		-12,240		-15,240
	Learning Center Space		6,524		4,290		2,243		753	
	Distance Education Space			-375		-23,596		-26,352		-29,434
	Office Space	FTE & PT Faculty	9,054		6,503		4,164		2,464	
		Academic & Student Services		-19,415		-24,033		-28,266		-31,344
		Administrative Services	6,103		4,272		2,594		1,373	
Metropolitan Total			67,066	-23,510	54,450	-55,789	42,906	-66,858	34,500	-76,018
Eastern										
	Instructional Space	Classroom/Lecture	29,650		16,525		4,900			-12,500
		Computer Lab	2,940			-2,625		-7,560		-14,980
		Lab/Studio/Workshop	12,360			-60		-10,980		-27,360
	Learning Center Space			-3,985		-9,448		-14,275		-21,517
	Distance Education Space									0
	Office Space	FTE & PT Faculty	3,169			-2,673		-7,835		-15,579
		Academic & Student Services	3,751			-2,553		-8,124		-16,480
		Administrative Services	4,486		3,056		1,792			-104
Eastern Total			56,356	-3,985	19,581	-17,359	6,692	-48,774	0	-108,520
Tri-C										
	Instructional Space	Classroom/Lecture	73,525		45,875		22,850			-8,675
		Computer Lab	17,850		8,855		1,300			-9,625
		Lab/Studio/Workshop	13,920	-3,720		-12,720		-32,040		-58,380
	Learning Center Space		9,127	-3,985		-5,922		-15,201		-27,782
	Distance Education Space		0			-23,596		-26,352		-29,434
	Office Space	FTE & PT Faculty	12,223	-5,144		-4,588		-14,427		-27,613
		Academic & Student Services	3,751	-28,870		-39,621		-51,982		-67,508
		Administrative Services	19,207		15,919		12,076		8,340	
Tri-C Total			149,603	-41,719	70,649	-86,447	36,226	-140,002	8,340	-229,017

Section 2
College Growth Projections

Introduction

The Ohio Board of Regents (OBOR) has concluded that capacity at state funded universities and colleges has become a “major concern”¹ and the Governor’s Commission on Higher Education and the Economy has recommended that “Ohio should increase higher education enrollments by 30% in the next 10 years”.²

The Education Commission of the States, in its *Closing the College Participation Gap* initiative is also advocating an increase in college enrollments over the next 10 years to match the participation rates of top-performing states. To close the gap and measure up to the national benchmark, Ohio would need to enroll an additional 339,809 students in its colleges and universities by 2015.³

Based on the pro-rata distribution of students across all Ohio postsecondary institutions, Cuyahoga Community College would need to grow by 62% and absorb 18,697 new students to close the participation gap. However, a 62% increase in enrollment would create undue pressure on operating budgets and assume that major shifts in behaviors and attitudes toward postsecondary education could be achieved in a relatively short period of time. Other challenges to this possible scenario include downturns in the Ohio economy and unfavorable demographic trends in Cuyahoga County such as out-migration.

A more realistic target has been adopted by the College for master planning purposes: 30% growth overall. This target translates into 9,051 additional students in the next 10 years, at an annual compounded growth rate of 2.7% per year.

Several planning assumptions have been articulated above and beyond the overall student population growth target set at 30%. The College has stipulated, for example, that each campus will grow at different rates and that distance education will figure more prominently as a delivery option. As well, satellite venues will be developed to increase the College’s reach within and beyond Cuyahoga County.

A further 36% growth is planned for the future planning horizon of 2015-16 to 2025-26.

On the basis of the College’s planning inputs, the Western, Metropolitan, and Eastern Campuses will grow at the following rates over the next 10, 15, and 20 years.

Table 2-1: Campus Growth Rates

Planning Period	Western Campus	Metropolitan Campus	Eastern Campus
10 Years 2005-06 to 2015-16	14% above current activity levels	12% above current activity levels	43% above current activity levels
15 Years 2005-06 to 2020-21	24% above current activity levels	23% above current activity levels	81% above current activity levels
20 Years 2005-06 to 2025-26	40% above current activity levels	31% above current activity levels	138% above current activity levels

¹ Ohio Board of Regents. (September 9, 2004). *The Capacity of Ohio’s State Funded Colleges and Universities, A Study of the Ability of Campus Facilities to Meet Ohio’s Higher Education Needs*. OBOR: Columbus. p. ii.

² Governor’s Commission on Higher Education and the Economy. (April 29, 2004). *Building on Knowledge, Investing in People: Higher Education and the Future of Ohio’s Economy*. p. 65.

³ Ruppert, Sandra. (October, 2003). *Closing the College Participation Gap, A National Summary*. Education Commission of the States, Center for Community College Policy: Denver. p. 16.

Planning Inputs Defining College and Campus Growth Rates

Growth at Cuyahoga Community College has been defined on the basis of the following planning inputs:

- Growth rates will vary from campus to campus.
- The College will establish satellite venues that will divert some of the planned growth away from the campuses into other locations such as rented accommodations at sites closer to where demand exists for given courses or program offerings.
- The proportion of traditional and distance delivery will change substantially.
- The proportion of Level 000, 100, and 200 course offerings will change to reflect greater student retention.
- The utilization of instructional space will reach OBOR standards.

Tables summarizing the calculations used to derive the differential campus growth rates are presented at the end of this section following a brief description of each of the planning inputs.

Eastern, Metropolitan, and Western Campus Growth Rates

Cuyahoga Community College has determined that each of its campuses will grow at different rates to respond to regional demographic trends.

Regional migration patterns projected to 2030 indicate a steady out-migration toward the boundaries of Cuyahoga County.

Between 2000 and 2005, Cuyahoga County experienced a net population loss of 58,661 while surrounding counties (Geauga, Lake, Lorain, Medina, Portage, and Summit) have experienced a net population gain of 44,111.⁴ Over the same period, the population of the catchments for Western and Eastern Campuses has remained relatively static whereas the population base feeding Metropolitan Campus has declined. It is proposed that Western Campus could be positioned to draw students from Lorain and Medina counties and that Eastern Campus could draw from Lake and Geauga counties. Metropolitan Campus would continue to target the population of Cleveland proper as well as the entire county.

Based on these trends, proportional growth rates have been set as follows:

- Western Campus will absorb **40%** of the 30% growth for the College overall.
- Metropolitan Campus will absorb **20%** of the 30% growth planned for the College overall.
- Eastern Campus will absorb **40%** of the 30% growth planned for the College overall.

Satellite Campuses

The College will continue to expand its reach within Cuyahoga County and along the county's boundaries by encouraging off-campus growth. Satellite campuses in local communities will allow the College to serve students who might otherwise consider traveling across county lines to other community colleges. The satellite campuses in community venues such as local schools and community centers or more formal venues may attract students from neighboring counties and students who might not ordinarily consider signing up at the larger Western, Metropolitan, or Eastern campuses.

The rates of on-campus and off-campus growth have been set at:

- Western Campus **20%** of the projected growth will occur on campus.
80% of the projected growth will occur off-campus in western Cuyahoga County locations.
- Metropolitan Campus **30%** of the projected growth will occur on campus.
70% of the projected growth will occur off-campus in central Cuyahoga County locations.
- Eastern Campus **80%** of the projected growth will occur on campus.
20% of the projected growth will occur off-campus in eastern Cuyahoga County locations.

Development of Distance Education

Academic activity delivered and managed *on-campus* includes both traditional and distance education. In the baseline year, 2005-06, the proportion of distance education was 11%. The College has determined that it will develop distance education and increase the proportion of distance delivery to **30%**.

Of this 30%, distance education will take two major forms: hybrid and total distance delivery. Hybrid course options will combine a mix of on-campus courses and distance-based instruction, tutoring, and assessment. Hybrid offerings will consist of 60% of all distance education offerings. The other 40% will consist exclusively of off-campus web or televised courses and web-based course management and assessment.

Hybrid courses will require accommodation on-campus but non-hybrid courses will also generate demand for facilities and infrastructure in support of curriculum development, instructional design, testing and assessment, faculty offices, advising, and tutoring.

Section 2:

College
Growth
Projections

⁴ US Census Bureau: <http://quickfacts.census.gov/qfd/states/39/39035.html> and <http://www.odod.state.oh.us/research/files/p100000004.pdf>

Course Level Profiles

Tri-C will continue to design and offer programs to improve student participation and retention rates and over time, the proportion of Level 000, Level 100, and Level 200 course offerings will require adjusting. The goal is to attract more students by offering an enriched roster of access/upgrading programs, retain them with mid level courses, and offer more Level 200 courses to facilitate their graduation or transfer to a 4-year institution.

Table 2-2: Proportion of Level 000, 100, and 200 Courses – 2005-06 & Proposed

Campus	Level 000	Level 100	Level 200
Western	8%	69%	23%
Metropolitan	12%	68%	20%
Eastern	14%	64%	22%
College-wide	11%	67%	22%
College-wide (Proposed)	15%	50%	35%

Adjustments to course level profiles are not expected to have a major impact on space requirements at the College. They will however, be a reflection of the success of the College in the ‘Achieving the Dream’ and ‘Closing the Participation Gap’ initiatives.

Utilization and Scheduling

Utilization rates will be based on the standard rates set out by the Ohio Board of Regents which state that general-purpose instructional facilities should be used 70% of a 60 hour scheduling week; and specialized instructional facilities should be used 50% of a 50 hour scheduling week. The target seat occupancy is 67%.

Projecting Growth to 2025-26

A model of the planning inputs outlined above was developed to describe the anticipated growth at Cuyahoga Community College. Assuming a baseline of 100 activity units⁵, the growth projections and percentages previously discussed translate into the growth by campus shown in Tables 2-3, 2-4 and 2-5 opposite and on the page following.

Lines A, B, and C correspond to the distribution of academic activity in the baseline year 2005-06. Lines D to M project growth 10, 15, and 20 years hence according to the planning assumptions established for the Master Plan.

The **highlighted** box in Line H refers to compounded growth of 2.7% per year, which amounts to 30% growth for Cuyahoga Community College over 10 years, 45% over 15 years, and 66% over 20 years.

Table 2-3: Growth Projection to 2015-16

		Western	Metro	Eastern	Distance	Total	Percentage
A	2005-06 Traditional Delivery	42	26	21	0	89	89%
B	2005-06 Distance Education	0	0	0	11	11	11%
C	Total (A+B)	42	26	21	11	100	100%

D	2015-16 Traditional Delivery	43	26	22	0	91	70%
E	2015-16 On Campus Hybrid Distance Education	4.5	2.5	4.5	0	11.5	30%
F	2015-16 Off Campus Hybrid Distance Education	4.5	2.5	4.5	0	11.5	
G	2015-16 Off Campus Distance Education	0	0	0	16	16	
H	Total (D+E+F+G)	52	31	31	16	130	100%

I	Campus Growth	2	20% of K	1	30% of K	8	80% of K	0	0% of K	11
J	Satellite Growth	8	80% of K	4	70% of K	2	20% of K	5	100% of K	19
K	Total Growth (H-C)	10		5		10		5		30
		40%		20%		40%				

L	2015-16 Total Campus Growth Higher value of either (D+ I) or (D+E)	48	29	30		103
M	Campus Variation 2005-06 to 2015-16 (L/A-1)	14%	12%	43%		16%

⁵ An “activity unit” may represent a FTE student, a headcount or a contact hour.

Table 2-4: Growth Projection to 2020-21

		Western	Metro	Eastern	Distance	Total	Percentage
A	2005-06 Traditional Delivery	42	26	21	0	89	89%
B	2005-06 Distance Education	0	0	0	11	11	11%
C	Total (A+B)	42	26	21	11	100	100%

D	2020-21 Traditional Delivery	47	29	26	0	102	70%
E	2020-21 On Campus Hybrid Distance Education	5	3	5	0	13	50%
F	2020-21 Off Campus Hybrid Distance Education	5	3	5	0	13	50%
G	2020-21 Off Campus Distance Education	0	0	0	17	17	40%
H	Total (D+E+F+G)	57	35	36	17	145	100%

I	Campus Growth	3	20% of K	3	30% of K	12	80% of K	0	0% of K	18
J	Satellite Growth	12	80% of K	6	70% of K	3	20% of K	6	100% of K	27
K	Total Growth (H-C)	15		9		15		6		45
		40%		20%		40%				

L	2020-21 Total Campus Growth Higher value of either (D+ I) or (D+E)	52	32	38		120
M	Campus Variation 2005-06 to 2020-21 (L/A-1)	24%	23%	81%		34%

Table 2-5: Growth Projection to 2025-26

		Western	Metro	Eastern	Distance	Total	Percentage
A	2005-06 Traditional Delivery	42	26	21	0	89	89%
B	2005-06 Distance Education	0	0	0	11	11	11%
C	Total (A+B)	42	26	21	11	100	100%

D	2025-26 Traditional Delivery	53	31	32	0	116	70%
E	2025-26 On Campus Hybrid Distance Education	6	3	6	0	15	50%
F	2025-26 Off Campus Hybrid Distance Education	6	3	6	0	15	50%
G	2025-26 Off Campus Distance Education	0	0	0	20	20	40%
H	Total (D+E+F+G)	65	37	44	20	166	100%

I	Campus Growth	5	20% of K	3	30% of K	18	80% of K	0	0% of K	26
J	Satellite Growth	18	80% of K	8	70% of K	5	20% of K	9	100% of K	40
K	Total Growth (H-C)	23		11		23		9		66
		40%		20%		40%				

L	2025-26 Total Campus Growth Higher value of either (D+ I) or (D+E)	59	34	50		142
M	Campus Variation 2005-06 to 2025-26 (L/A-1)	40%	31%	138%		59%

Section 2:
College
Growth
Projections

Section 3
Instructional Space Requirements

Introduction

This section presents the results of an analysis of instructional space requirements at the three main campuses of Cuyahoga Community College based on the growth scenarios outlined in Section 2 applied to measures of the existing utilization of instructional space and OBOR and industry space standards. Area requirements are estimated for the planning years 2005-06, 2015-16, 2020-21 and 2025-26. The main conclusions are presented below and a description of the methodology used to prepare these estimates is provided on the following pages.

Overall, Tri-C will not need a net increase in instructional spaces by 2015-16 to accommodate planned growth. As the College continues to grow however, additional space for classrooms, labs, studios, and workshops will be required: approximately 8,000 nasf by 2020-21 or 77,700 nasf by 2025-26.

N.B.: The projections of instructional space requirements over the next 10, 15, and 20 years were prepared for planning purposes and should only be considered as order-of-magnitude indicators of the potential impact of planned growth on the College's infrastructure.

2005-06 Instructional Space Needs – Baseline of Analysis

The analysis shows that in 2005-06, Tri-C held excess capacity in its instructional space inventory across all main campus sites. A minor exception was a shortfall in specialized teaching spaces at Metropolitan but this is overshadowed by a large surplus of classroom/lecture room space at the same campus.

	Western Campus			Metropolitan Campus			Eastern Campus		
	Classroom / Lecture	Computer Lab	Lab-Studio-Workshop	Classroom / Lecture	Computer Lab	Lab-Studio-Workshop	Classroom / Lecture	Computer Lab	Lab-Studio-Workshop
2005-06 Area in nasf	5875 Surplus	7525 Surplus	1560 Surplus	38000 Surplus	7385 Surplus	-3720 Shortfall	29650 Surplus	2940 Surplus	12360 Surplus

Overall, no new teaching space is required in the short-term at any of the three campuses; instead, the College has the option of ‘capturing’ this excess capacity through the reallocation of functions to achieve other master planning goals such as the consolidation of like activities. Note that since these figures are ‘notional’, the indicated excess capacity may or may not be available in its entirety depending on the real-life constraints affecting the specific spaces under consideration.

2015-16 Instructional Space Needs

The projection of demand forward to 2015-16 indicates that the College will not see a significant overall shortfall of instructional space at its campuses, even with no new construction or reallocation of space.

Specifically, the projections indicate that Western Campus will have sufficient computer laboratory space, Metropolitan Campus will have sufficient classroom/lecture room and computer lab space and Eastern Campus will have sufficient classroom/lecture room space. Shortfalls in the other instructional space categories at Metropolitan and Eastern Campuses can likely be made up through the reallocation of functions and renovation of existing space, minimizing or eliminating the need for new construction to meet instructional demand. A modest requirement for additional teaching space is foreseen for Western Campus by 2015-16.

	Western Campus			Metropolitan Campus			Eastern Campus		
	Classroom / Lecture	Computer Lab	Lab-Studio-Workshop	Classroom / Lecture	Computer Lab	Lab-Studio-Workshop	Classroom / Lecture	Computer Lab	Lab-Studio-Workshop
2015-16 Area in nasf	-3525 Shortfall	4970 Surplus	-4500 Shortfall	32875 Surplus	6510 Surplus	-8160 Shortfall	16525 Surplus	-2625 Shortfall	-60 Shortfall

2020-21 and 2025-26 Instructional Space Needs

Only when extrapolating the baseline of analysis and growth projections through to 15 year and 20 year planning horizons (2020-21 and 2025-26, respectively), do the results show significant shortfalls of instructional space that would necessitate the construction of major new teaching facilities at the main Tri-C campuses. Even at these stages of development, the classroom/lecture room inventory at Metropolitan shows a significant surplus, space that could be reconfigured to meet the demand for additional lab/studio/workshop space without the need for new construction.

	Western Campus			Metropolitan Campus			Eastern Campus		
	Classroom / Lecture	Computer Lab	Lab-Studio-Workshop	Classroom / Lecture	Computer Lab	Lab-Studio-Workshop	Classroom / Lecture	Computer Lab	Lab-Studio-Workshop
2020-21 Area in nasf	-10250 Shortfall	3150 Surplus	-8820 Shortfall	28200 Surplus	5705 Surplus	-12240 Shortfall	4900 Surplus	-7560 Shortfall	-10980 Shortfall
2025-26 Area in nasf	-20975 Shortfall	245 Surplus	-15780 Shortfall	24800 Surplus	5110 Surplus	-15240 Shortfall	-12500 Shortfall	-14980 Shortfall	-27360 Shortfall

The following pages describe the methodology and calculations used to develop these instructional space need estimates.

Background

Previous Report on Instructional Space at Tri-C

In November 2006, a *Working Document* was prepared, presented and approved by the College that described the 2005-06 instructional space inventory and the utilization of instructional space at each campus. The data in this *Working Document* provides the foundation for the analysis work presented in this section and includes:

- **Types of Instructional Spaces**

Based on a campus-wide survey of all academic buildings, 11 types of instructional spaces were defined for master planning purposes spanning general purpose classrooms and computer labs and specialized instructional labs, studios and workshops.

- **Instructional Space Inventory**

The composition, distribution and size of the pool of instructional spaces at Tri-C were defined by on-site surveying of the three main campuses. Building plans were colour-coded to denote the location of the 11 types of instructional space. Area and room distribution summary tables were prepared identifying total net area per instructional space type and total number of rooms per instructional space type for each campus.

- **Demand Analysis & Utilization**

Demand for instructional space was calculated by program family and by campus for weekday daytime, weekday evening and weekend timeframes. Annual Student Contact Hours (ASCH – see below) were used to calculate demand and utilization targets were applied to the data to assess total ASCH by campus and to calculate the corresponding number of seats required to support the scheduled activity.

In this April 2007 report, the results of the demand analysis have been revised with updated data and utilization and area standards.

Annual Student Contact Hours (ASCH)

Annual Student Contact Hours provide a means of measuring all academic activity regardless of location, time, or methodology of delivery and are calculated as follows:

$$\text{Enrolment} \times \text{Length of Program in Weeks} \times \text{Number of Hours of Instruction per Week by Space Type} = \text{Annual Student Contact Hours Demand by Space Type}$$

The required data for ASCH calculations has been extracted from the College's Student Information System (Banner) from the 2005-06 academic year.

Utilization Targets

Utilization targets are applied to the data to assess total ASCH by campus and calculate the seats required to support the scheduled activity. The utilization targets applied in the analyses shown in this section reflect the maximum amount of use the College can reasonably expect to draw from its instructional inventory during daytime hours as defined by OBOR standards¹. The OBOR targets provide a margin of flexibility recognizing that rooms and seats cannot be used 100% of the time. Utilization benchmarks are expressed in ASCH as follows:

Instructional Space Types –General Purpose Classrooms and Computer Labs

	32 weeks a year	(16 Fall + 16 Winter)
X	60 hours of weekly utilization	(60-hour scheduling daytime grid)
X	0.7 room utilization factor	(70% of a weekly 60-hour daytime scheduling grid)
X	0.67 seat utilization factor	(67% of available seats will be used on average)
=	900 ASCH	

Instructional Space Types – Specialized Labs, Studios and Workshops

	32 weeks a year	(16 Fall + 16 Winter)
X	50 hours of weekly utilization	(50-hour scheduling daytime grid)
X	0.5 hours of weekly utilization	(50% of a weekly 50-hour scheduling daytime grid)
X	0.67 room seat utilization factor	(67% of available seats will be used on average)
=	536 ASCH	

Area Standards

OBOR² provides the following area standards for space allocations, both currently used and desirable, per FTE student in net assignable square feet (nasf):

	Current Practice	Desirable Standard
Classrooms	20 nasf per FTE student	25 nasf per FTE student
Classroom Labs	50 nasf per FTE student	55 or 60 nasf per FTE student

As described in the OBOR report, the 'desirable' allocations reflect current trends in pedagogical practices focussing on group study and computer use in class, resulting in the need for higher allocations to accommodate moveable furniture, larger stations and wheelchair accessibility. In this April 2007 report for Tri-C, 25 nasf per FTE is used for general purpose classrooms and 60 nasf is used for specialized laboratories.

¹ Ohio Board of Regents. (September 9, 2004). *The Capacity of Ohio's State Funded Colleges and Universities, A Study of the Ability of Campus Facilities to Meet Ohio's Higher Education Needs*. OBOR: Columbus.

² Ibid.

Analysis of Instructional Space Capacity and Comparison to Standards, 2005-06

Table 3-1 on page 3-5 presents the distribution of activity by campus, expressed in ASCH, and the capacity of each campus, expressed in seat capacity, calculated for 2005-06. This data provides a baseline of analysis for the projected growth estimates which follow.

The analysis shows that, notionally, there is excess instructional space capacity available at all three campuses with the exception of lab-studio-workshop space at Metropolitan Campus. ‘Notionally’ implies that this excess capacity may or may not be available in its entirety depending on the real-life circumstances of the spaces under consideration.

The table has the following data fields and calculations.

Row A1 Total ASCH	ASCH are described by program category and campus (Western, Metropolitan and Eastern). For each campus, ASCH are shown for three categories of instructional space: classroom/lecture rooms; computer labs; and laboratories/studios/workshops.
Row A2 Distribution of ASCH by Campus – Expressed in Percentages	For each campus, the distribution of ASCH is shown for each of the three main categories of instructional space (classroom/lecture, computer lab and lab/studio/workshop) expressed as a percentage of 100% where 100% represents the <i>campus</i> total.
Row A3 Distribution of ASCH Across all Campuses – Expressed in Percentages	For each campus, the distribution of ASCH is shown for each of the three main categories of instructional space (classroom/lecture, computer lab and lab/studio/workshop) expressed a percentage of 100% where 100% represents the <i>college</i> total.

The next section of the table provides a Utilization Overview describing capacity by campus based on OBOR standards to which the College is held accountable.

Row B Number of Seats in the Campus Inventory	Lists the number of seats in the campus inventory by type of instructional space and by campus.
Row C1 ASCH Utilization Target per Seat for Classroom/Lecture Rooms and Computer Labs	Given a program duration of 32 weeks, a scheduling window of 60 hours per week and utilization targets of 70% of the scheduling week and 67% seat occupancy as stipulated by OBOR, ASCH utilization targets per seat for classroom/lecture rooms and computer labs are shown for each campus. The target ASCH utilization for each classroom/lecture room and computer lab at each campus is: $32 \times .7 \times 60 \times .67 = 900$ hours per year.
Row C2 ASCH Utilization Target per Seat for Laboratories / Studios / Workshops	Given a program duration of 32 weeks, a scheduling window of 50 hours per week and utilization targets of 50% of the scheduling week and 67% seat occupancy as stipulated by OBOR, ASCH utilization targets per seat for specialized labs / studios / workshops are shown for each campus. The target ASCH utilization for each lab/studio/workshop at each campus is: $32 \times .5 \times 50 \times .67 = 536$ hours per year.
Row D ASCH Capacity of the Inventory (B x C1 or C2)	This row expresses the capacity of the inventory by instructional space type for each campus. The total is calculated as the number of seats in the inventory multiplied by the ASCH utilization target per seat or Row B x Row C1 or Row C2. For example, for classroom-lecture rooms at Western Campus, the total capacity of the inventory is $2,919 \text{ seats} \times 900 \text{ ASCH/seat} = 2,627,100 \text{ ASCH}$.

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Row E
Current Occupancy
Ratio – Occupancy
Target 100%
(A / D)

This row compares the ASCH capacity of the inventory as shown in Row D to the existing ASCH as shown in Row A for each of the three instructional space types at each campus. For example, classroom/lecture space at Western Campus currently posts a utilization of 2,415,869 ASCH in comparison to the calculated capacity of its inventory which is 2,627,100 ASCH – the current occupancy ratio is therefore 92% (Row A / Row D).

Row F
Number of Seats Needed
at 100% of Target
Utilization
(A / C1 or C2)

This row displays the number of seats needed for each instructional space type at each campus if the College were to achieve 100% utilization. For example, for classroom-lecture space at the Western Campus, the number of seats needed is the total annual student contact hours of 2,415,869 (Row A) divided by the ASCH utilization target per seat of 900 which equals 2,684 seats (A / C1).

Row G
Change in Seat Capacity
(B – F)

This row describes the seat capacity for each space type at each campus that is *notionally* available for conversion or campus growth, implying that the calculated seat capacity has been derived in a theoretical manner for the purpose of describing, in order-of-magnitude terms, the degree of shortfall/excess space at each campus. The full capacity calculated may or may not be available depending on the particular circumstances of the individual spaces in question. Using the classroom-lecture room space at Western Campus as an example, the analysis reveals that at this site, there is currently a notional excess capacity of 235 seats for classroom-lecture space representing an order of magnitude estimate of the amount of space that could be converted to other uses (2,919 seats in the inventory minus 2,684 which is the number of seats needed at 100% utilization (B – F)).

Table 3-1: Instructional Space Capacity by Campus, Year 2005-06

ECS Program Category	Western Campus			Metropolitan Campus			Eastern Campus			A1 - Annual Student Contact (ASCH) Hours Total
	Classroom-Lecture	Computer Lab	Lab-Studio-Workshop	Classroom-Lecture	Computer Lab	Lab-Studio-Workshop	Classroom-Lecture	Computer Lab	Lab-Studio-Workshop	
Humanities & Social Sciences	805,115	67,824		370,499	10,437	768	317,994	61,109	3,824	1,637,570
Mathematics & Sciences	429,047	8,678	177,588	115,789	2,504	114,839	179,918	12,320	122,962	1,163,645
Fine Arts	41,506	4,217	115,939	46,376	5,800	48,434	21,986		71,744	356,002
Business & Administration	198,146	18,140		75,071	11,394		115,246	2,793		420,790
Health & Life Sciences	77,201	2,480	29,757	77,755	1,332	111,057	19,676	420	22,895	342,573
Human Services & Education	185,368	4,044	10,715	204,576		13,666	103,923	27	11,391	533,710
Public Safety & Justice Studies	45,276	42,407		58,918	864		12,160	720	351	160,696
Applied Arts	26,164	59,542	14,194	16,198	8,456	26,570	43,724	32	22,201	217,081
Personnal Development & Community Outreach	33,390	2,492	596				38,232	4,476	1,630	80,816
College Access and Preparation	493,366	101,504		497,745	35,000	960	224,749	165,951		1,519,275
Technology & Trades	39,567	15,742	37,864	42,293	9,038		5,100	9,988		159,592
IT Systems & Informatics	41,723	140,296		26,794	103,351	15,002	17,104	75,971		420,241
A1 - Annual Student Contact (ASCH) Hours Total	2,415,869	467,366	386,653	1,532,014	188,176	331,296	1,099,812	333,807	256,998	7,011,991
A2 - Distribution of ASCH by Campus - Expressed in Percentages	74%	14%	12%	75%	9%	16%	65%	20%	15%	
		100%			100%			100%		
A3 - Distribution of ASCH Across All Campuses - Expressed in Percentages	34%	7%	6%	22%	3%	5%	16%	5%	4%	
					100%					
Utilization Overview - As per key OBOR standards to which the College is held accountable										
B - Number of Seats in the Campus Inventory	2,919	734	747	3,222	420	556	2,408	455	685	
C1- ASCH Utilization Target per Seat (32 Weeks / 70% of 60 Hours per Week / 67% Seat Occupancy)	900	900		900	900		900	900		
C2- ASCH Utilization Target per Seat (32 Weeks / 50% of 50 Hours per Week / 67% Seat Occupancy)			536			536			536	
D - ASCH Capacity of the Inventory (B x C1 or C2)	2,627,100	660,600	400,392	2,899,800	378,000	298,016	2,167,200	409,500	367,160	
E - Current Occupancy Ratio - Occupancy Target 100% (A / D)	92%	71%	97%	53%	50%	111%	51%	82%	70%	
F - Number of Seats Needed at 100% Utilization (A / C1 or C2)	2,684	519	721	1,702	209	618	1,222	371	479	
G - Change in Seat Capacity Required	235	215	26	1,520	211	-62	1,186	84	206	

Projecting Growth in Instructional Space, 2005-25

Table 3-2 on page 3-7 provides area requirement estimates for instructional space at Tri-C for the following planning periods:

- 2005-06 baseline;
- To 2015-16
- To 2020-21
- To 2025-26.

The seat requirement estimates outlined for existing instructional activity on page 3-5 are summarized and expressed as space estimates based on OBOR standards for net area per FTE student. Estimated area requirements projected to 2015-16, 2020-21 and 2025-26 are also shown in this table.

The analysis reveals that, assuming the College is able to sustain compounded 2.7% annual growth to 2026, significant overall additional space for instructional facilities will not be required until close to the Year 2020-21.

Rows A1 - A3 Number of Seats Total Area Allocated Area per Seat	Row A1 states the number of seats existing for each instructional space type by campus. Row A2 lists the total area currently allocated to these seats expressed in net assignable square feet (nasf). Row A3 displays the area per seat derived from dividing the total area by the number of seats (Row A2/Row A1).
Row A4 Net Square Feet per Seat (as per OBOR Standards)	This row sets out the space allocation standards per seat for each category of teaching space as used in the analyses and recommended by OBOR. These figures may be compared to the actual area per seat calculated in Row A3. Note that the allocation for computer labs is extrapolated from the range of OBOR allocations for classrooms and specialized teaching spaces. Standards are expressed in net square feet per seat as follows: <ul style="list-style-type: none"> ▪ 25 nasf per FTE student for classrooms ▪ 35 nasf per FTE student for computer labs ▪ 60 nasf per FTE student for lab-studio-workshops
Rows A5 – A6 ASCH Utilization Target per Seat	ASCH utilization targets per seat are shown for each category of instructional space at each campus based on the standards and calculations described on page 3-2.
Row A7 ASCH Capacity of the Inventory	ASCH capacity of the inventory is calculated by multiplying the number of seats (Row A1) by the ASCH utilization target per seat (Row A5 or A6).

Row B1 2005-06 ASCH	The 2005-06 ASCH number is the same as shown in Row A1 of the table on page 3-5.
Row B2 Projected Growth Factor	The projected growth factor is explained in Section 2 of this report and represents the percent increase in activity anticipated for each campus over the planning horizon.
Row B3 Projected ASCH	The projected ASCH is calculated by multiplying the 2005-06 ASCH by the Projected Growth Factor (Row B1 x Row B2).
Row B4 2005-06 Utilization Ratio	The 2005-06 utilization ratio is calculated by comparing the 2005-06 ASCH to the ASCH capacity of the inventory (Row B3 / Row A7 x 100)
Row B5 Number of Seats Needed at 100% Utilization	This is the projected ASCH divided by the ASCH Utilization Target per seat (Row B3 / Row A5 or A6).
Row B6 Surplus or Shortage of Seats	This row compares the number of seats required at 100% utilization to the number of seats currently in the instructional space inventory to ascertain the effective surplus or shortage of seats required for the planning year under consideration. (Row A1 - Row B5)
Row B7 Surplus or Shortage of Space (in Net Square Feet)	This figure uses the OBOR standards set out in Row A4 to provide an estimate of the area in net square feet of surplus or shortage of instructional space calculated in Row B6. (Row B6 x Row A4).

Rows C1-C7, D1-D7 and E1-E7 follow the pattern described for Rows B1-B7 but illustrate the impact of the projected growth on College instruction space for two additional future planning horizons: 2020-21 and 2025-26.

Table 3-2: Instructional Space Capacity by Campus, 2005 - 2025

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Description	Western Campus			Metropolitan Campus			Eastern Campus		
	Classroom-Lecture	Computer Lab	Lab-Studio-Workshop	Classroom-Lecture	Computer Lab	Lab-Studio-Workshop	Classroom-Lecture	Computer Lab	Lab-Studio-Workshop
A1 Number of Seats	2,919	734	747	3,222	420	556	2,408	455	685
A2 Total Area Allocated	57,459	28,645	47,988	81,798	17,938	28,549	62,035	14,333	31,063
A3 Area per Seat	20	39	64	25	43	51	26	32	45
A4 Net Square Feet per Seat (as per OBOR Standards)	25	35	60	25	35	60	25	35	60
A5 ASCH Utilization Target per Seat (32 Weeks / 70% of 60 Hours per Week / 67% Seat Occupancy)	900	900		900	900		900	900	
A6 ASCH Utilization Target per Seat (32 Weeks / 50% of 50 Hours per Week / 67% Seat Occupancy)			536			536			536
A7 ASCH Capacity of the Inventory	2,627,100	660,600	400,392	2,899,800	378,000	298,016	2,167,200	409,500	367,160
2005-2006 - Instructional Space									
B1 Current Annual Student Contact Hours (ASCH)	2,415,869	467,366	386,653	1,532,014	188,176	331,296	1,099,812	333,807	256,998
B2 Projected Growth Factor	0%	0%	0%	0%	0%	0%	0%	0%	0%
B3 Projected Annual Student Contact Hours (ASCH)	2,415,869	467,366	386,653	1,532,014	188,176	331,296	1,099,812	333,807	256,998
B4 Current Utilization Ratio	92%	71%	97%	53%	50%	111%	51%	82%	70%
B5 Number of Seats Needed at 100% Utilization	2,684	519	721	1,702	209	618	1,222	371	479
B6 Surplus or Shortage of Seats	235	215	26	1,520	211	-62	1,186	84	206
B7 Surplus or Shortage of Space (in Net Square Feet)	5,875	7,525	1,560	38,000	7,385	-3,720	29,650	2,940	12,360
2015-2016 - Instructional Space									
C1 Current Annual Student Contact Hours (ASCH)	2,415,869	467,366	386,653	1,532,014	188,176	331,296	1,099,812	333,807	256,998
C2 Projected Growth Factor	14%	14%	14%	12%	12%	12%	43%	43%	43%
C3 Projected Annual Student Contact Hours (ASCH)	2,754,091	532,797	440,784	1,715,856	210,757	371,052	1,572,731	477,344	367,507
C4 Current Utilization Ratio	105%	81%	110%	59%	56%	125%	73%	117%	100%
C5 Number of Seats Needed at 100% Utilization	3,060	592	822	1,907	234	692	1,747	530	686
C6 Surplus or Shortage of Seats	-141	142	-75	1,315	186	-136	661	-75	-1
C7 Notional Surplus or Shortage of Space (in Net Square Feet)	-3,525	4,970	-4,500	32,875	6,510	-8,160	16,525	-2,625	-60
2020-2021 - Instructional Space									
D1 Current Annual Student Contact Hours (ASCH)	2,415,869	467,366	386,653	1,532,014	188,176	331,296	1,099,812	333,807	256,998
D2 Projected Growth Factor	24%	24%	24%	23%	23%	23%	81%	81%	81%
D3 Projected Annual Student Contact Hours (ASCH)	2,995,678	579,534	479,450	1,884,377	231,456	407,494	1,990,660	604,191	465,166
D4 Current Utilization Ratio	114%	88%	120%	65%	61%	137%	92%	148%	127%
D5 Number of Seats Needed at 100% Utilization	3,329	644	894	2,094	257	760	2,212	671	868
D6 Surplus or Shortage of Seats	-410	90	-147	1,128	163	-204	196	-216	-183
D7 Notional Surplus or Shortage of Space (in Net Square Feet)	-10,250	3,150	-8,820	28,200	5,705	-12,240	4,900	-7,560	-10,980
2025-2026 - Instructional Space									
E1 Current Annual Student Contact Hours (ASCH)	2,415,869	467,366	386,653	1,532,014	188,176	331,296	1,099,812	333,807	256,998
E2 Projected Growth Factor	40%	40%	40%	31%	31%	31%	138%	138%	138%
E3 Projected Annual Student Contact Hours (ASCH)	3,382,217	654,312	541,314	2,006,938	246,511	433,998	2,617,553	794,461	611,655
E4 Current Utilization Ratio	129%	99%	135%	69%	65%	146%	121%	194%	167%
E5 Number of Seats Needed at 100% Utilization	3,758	727	1,010	2,230	274	810	2,908	883	1,141
E6 Surplus or Shortage of Seats	-839	7	-263	992	146	-254	-500	-428	-456
E7 Notional Surplus or Shortage of Space (in Net Square Feet)	-20,975	245	-15,780	24,800	5,110	-15,240	-12,500	-14,980	-27,360

Section 4
Learner Center Space Requirements

Introduction

Currently, the Learning Center spaces at Western and Metropolitan Campuses are adequate as indicated by a comparison of the 2005-06 inventory areas to calculated needs derived from applying area standards to measures of FTE enrolment and collection size. By the same comparison, Eastern Campus is modestly short of Learning Center space. Projections to 2015-16, 2020-21, and 2025-26 forecast increased area requirements for the Learning Centers at each site to allow for the creation of additional study and service space.

No increase in the areas dedicated to housing Library collections in stacks is deemed necessary over the planning horizon due to the growing use of electronic storage formats. Study spaces in the Learning Centers should include areas for group learning as well as quiet, individual study stations and spaces for student tutoring and web-based learning.

Overall, Cuyahoga Community College will require an additional 6,000 nasf by 2015-16, 15,000 nasf by 2020-21, and 28,000 nasf by 2025-26 to meet projected demand for learning center facilities.

N.B.: The projection of learning center space requirements over the next 10, 15, and 20 years were prepared for planning purposes and should only be considered as order-of-magnitude indicators of the potential impact of planned growth on the College's infrastructure.

Table 4-1: 2005-06 Library Space Allocations and Projections to 2025-26

	2005-06 Baseline			2015-2016 Projected			2020-2021 Projected			2025-2026 Projected		
	Western	Metro	Eastern	Western	Metro	Eastern	Western	Metro	Eastern	Western	Metro	Eastern
A 2005-06 FTE as per OBOR	13,090	10,131	6,914	13,090	10,131	6,914	13,090	10,131	6,914	13,090	10,131	6,914
B Projected Growth	0	0	0	14%	12%	43%	24%	23%	81%	40%	31%	138%
C Projected FTE	13,090	10,131	6,914	14,923	11,347	9,887	16,232	12,461	12,514	18,326	13,272	16,455
D Collection VE as per ACRL	163,200	127,500	127,500	163,200	127,500	127,500	163,200	127,500	127,500	163,200	127,500	127,500
E First 150,000 VE @ 0.1 ASF as per Pennsylvania	15,000	12,750	12,750	15,000	12,750	12,750	15,000	12,750	12,750	15,000	12,750	12,750
F Balance VE @ 0.09 ASF as per Pennsylvania	1,188	0	0	1,188	0	0	1,188	0	0	1,188	0	0
G Collection Space Required (E + F)	16,188	12,750	12,750	16,188	12,750	12,750	16,188	12,750	12,750	16,188	12,750	12,750
H Seating @ 5% of FTE (C * .05)	655	507	346	746	567	494	812	623	626	916	664	823
I ASF per Seat	30	30	30	30	30	30	30	30	30	30	30	30
J Study Space Required (H * I)	19,635	15,197	10,371	22,384	17,020	14,831	24,347	18,692	18,772	27,489	19,907	24,683
K Open Stack Study Space - 10% of Collection Space (G * .1)	1,619	1,275	1,275	1,619	1,275	1,275	1,619	1,275	1,275	1,619	1,275	1,275
L Processing Space - 12.5% of G+J+K	4,680	3,653	3,050	5,024	3,881	3,607	5,269	4,090	4,100	5,662	4,242	4,838
M Study Service Space - 10% of Study Space (J * .1)	1,964	1,520	1,037	2,238	1,702	1,483	2,435	1,869	1,877	2,749	1,991	2,468
N Grand Total	44,086	34,394	28,483	47,453	36,628	33,946	49,858	38,675	38,773	53,707	40,165	46,015
O Learning Center Space, 2005-06 Inventory	46,689	40,918	24,498									

FTE Full Time Equivalent
 VE Volume Equivalent
 ACRL Association of College & Research Libraries
 ASF Area per Square Foot

Comparison to Standards

Table 4-1 below shows the 2005-06 inventory of Learning Center space by campus (Row O) and the calculations used to derive a generated baseline applying area standards to 2005-06 data. Collection volume equivalents (VE) have been set based on the guidelines of the Association of College & Research Libraries. Area calculations are based on Space Guidelines issued by the Pennsylvania State System of Higher Education¹ and are explained in the table.

Projections to 2025-26

Table 4.1 also shows Learning Center space projections to planning horizons 2015-16, 2020-21, and 2025-26. As noted previously, growth is focussed on increases in allocations for study space, processing space and study service space.

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¹ Pennsylvania State System of Higher Education Facilities Manual, Volume VI-B, Space Guidelines, p. 3, Revised December 2006.

Section 5
Distance Learning Space Requirements

Introduction

In 2005-06, 11% of Cuyahoga Community College’s programming was delivered by distance education methods. For master planning purposes, the College has indicated a desire to increase the proportion of programming delivered at a distance to 30%. The impact on space requirements will be twofold: there will need to be an increase in office space for the additional staff required and there will need to be additional technical facilities to support video and telephone conferencing, telecourses, web-based and virtual courses, and student support spaces.

A new dedicated Distance Learning Center is recommended to accommodate growth in distance delivery of programming at Tri-C. The Center would house staff, technical facilities, and learner support spaces and be headquartered potentially at Metropolitan Campus. Hotelling spaces could be used at Western and Eastern Campuses by students, faculty, and ‘travelling’ specialists for tutoring purposes. Approximately 24,000 square feet would be needed by 2015-16 for the creation of the Center, 26,000 by 2020-21, or 29,000 by 2025-26.

The original 1,495 square feet of office space used by the distance learning team at Metropolitan Campus in 2005-06 is included in these figures.

N.B.: The projection of distance education space requirements over the next 10, 15, and 20 years were prepared for planning purposes and should only be considered as order-of-magnitude indicators of the potential impact of planned growth on the College’s infrastructure.

2005-06 Distance Education Center Inventory

In 2005-06, Cuyahoga’s Distance Learning Center at Metropolitan Campus served about 1,000 students. The Center consists of 1,495 square feet of office space. The technical facilities used by the College to develop and deliver distance education programming are part of the general inventory of instructional spaces and not consolidated as dedicated technical facilities within the Center.

Comparison to Standards

The space allocated to staff in the Distance Learning Center at Metropolitan Campus is considered too small according to OBOR office space standards, which are further discussed in Section 6 of this report. An optimal office suite for the 10 full time staff would be 1,870 square feet in size and include:

- 880 nasf of office space
- 290 nasf of circulation space, and
- 700 nasf of office support space

Growth projections in office space were calculated using a baseline of 1,870 square feet to model future space requirements.

A New Comprehensive Distance Learning Center

A new comprehensive Distance Learning Center is recommended for Cuyahoga Community College to respond to the College’s plan expand the number of programs offered at a distance. This new facility would incorporate the offices of the distance learning team housed at Metropolitan Campus and provide new dedicated technical facilities and student support areas to create a unique and discrete learning facility.

- Since distance education is, by definition, not bound by physical imperatives, a centralized staffing structure as existed in 2005-06 is still preferred for master planning purposes.
- Metropolitan Campus is the potential site for the new Center.
- Hybrid programs rely on faculty already assigned to the three campuses and therefore faculty offices are not included in calculations for the new Center.
- For face to face consultations or tutoring at other campuses, specialized distance education staff could take advantage of hotelling office spaces at Western or Eastern to meet with students.

Table 5-1 describes the space requirements for the creation of the new Center and projects growth to 2025-26. Office space requirements were calculated using the growth scenario established for Metropolitan Campus. Technical and student support facilities are increased by 15% between 2015-16 and 2020-21 and a further 15% between 2020-21 and 2025-26, to conservatively correspond to the growth planned for Cuyahoga Community College overall.

Table 5-1: Space Requirements for the Creation of a New Dedicated Distance Learning Center and Projected Growth to 2025-26

Activity	2015-16	2020-21	2025-26
	Metro Campus (gasf)	Metro Campus (gasf)	Metro Campus (gasf)
Formal Group Lecture / Video Conferencing	4,936	5,676	6,527
Structured Individual & Group Work Rooms	5,950	6,843	7,869
Unstructured Individual & Group Lounge / Café	6,118	7,036	8,091
Offices & Reference Library Support Activities	6,592	6,798	6,947
Gross Total	23,596	26,352	29,434

Section 6
Office Space Requirements

Introduction

The first step in the analysis of office space requirements at Cuyahoga Community College was a quantification of the office space inventory as of 2005-06. Next, the inventory was compared to the College’s staff complement and to OBOR space standards. The resulting database of ‘ideal’ office space conditions was used to project future requirements. In this section, office space for faculty, academic & student services, and administrative services are analyzed and space requirements for the next 10, 15, and 20 years are defined.

Cuyahoga Community College will need to add approximately 28,000 square feet in office space to its inventory over the next 10 years to accommodate growth, 54,000 by 2020-21, or 87,000 by 2025-26.

N.B.: The projection of office space requirements over the next 10, 15, and 20 years were prepared for planning purposes and should only be considered as order-of-magnitude indicators of the potential impact of planned growth on the College’s infrastructure.

Office Space Inventory in 2005-06

Table 6-1 provides a summary of office space at Cuyahoga Community College as of 2005-06 by campus and by space allocated to faculty, academic & student services and administrative services.

Table 6-1: Summary of Office and Office Support Spaces in Inventory in 2005-06

Division	Western Campus (sf)	Metropolitan Campus (sf)	Eastern Campus (sf)
Faculty Offices (FTE & PT)	18,240	30,311	16,755
Academic & Student Services	16,120	19,064	18,411
Administrative Services	12,488	21,363	7,812
Total Area	46,848	70,738	42,978

Comparison to Standards

To assess whether Tri-C is experiencing a shortfall or a surplus in office space capacity, a separate database was generated by allocating office space to each staff position on the campus staff lists provided by the College. The selection of appropriate office sizes was determined by OBOR and other industry space standards. Allowance factors were applied to the net office spaces to account for basic circulation and support spaces such as departmental reception areas, filing, meeting rooms, etc.

The analysis suggests that Cuyahoga Community College **overall** had adequate office space for faculty, academic & student services, and administrative services in 2005-06. A comparison of Tables 6-1 and 6-2 indicates that the College had in inventory, 160,564 square feet of office space in 2005-06 which matches quite closely an ‘ideal’ of 159,396 square feet as generated using OBOR standards and other institutional norms.

However, the individual campuses show surpluses and shortfalls that will need to be addressed in the Master Plan. For example, Western Campus has 46,848 square feet in inventory which is less than the generated ‘ideal’ of 52,828 square feet that should be dedicated to offices. Metropolitan Campus likewise shows a shortfall of office space while Eastern Campus appears to have an excess of office space. Note

that these figures are notional and point only to trends that need to be examined more closely during future planning work.

Table 6-2: Summary of Generated Office and Support Spaces According to 2005-2006 Staff Lists and Space Standards

Division	Western Campus (sf)	Metropolitan Campus (sf)	Eastern Campus (sf)
Faculty Offices (FTE & PT)	23,384	21,257	13,586
Academic & Student Services	25,575	38,479	14,660
Administrative Services	3,870	15,260	3,326
Total Area	52,828	74,996	31,572

The standards used to analyze Tri-C’s office space are described below.

Ohio Board of Regents

OBOR has determined that each FTE employee at a two-year college should be allocated:

100 net assignable square feet of office space, and that

Part-time employees and Service or Maintenance workers are to be counted as 0.5 FTE.

Office Space Types and Sizes

To generate office space requirements based on OBOR and other institutional standards, staff at Western, Metropolitan, and Eastern campuses, depending on their position levels, were allocated dedicated offices, shared offices, workstations in an open area, or shared workstations in hotelling areas where workspaces can be booked, or are used on a first come, first served basis.

Full Time Staff

As summarized in Table 6-3, administrators, supervisory staff, and full-time faculty were assigned dedicated offices @ 100-320 nsf depending on the level of their position within the College’s staffing structure. Specialists and support staff in confidential positions were assigned shared offices @ 1 office per 2 employees. Each employee in shared offices was allocated 70-100 nsf. Most specialists and support staff were assigned a workstation in an open area @ 50-70 nsf as suitable for a non-confidential work environment.

Part Time Teaching Staff

OBOR standards suggest that part time staff should be counted as 50% of an FTE staff, which would mean that part time staff should be allocated 50% of the recommended 100 square feet of office space per College employee. However, if Cuyahoga Community College was to assign 50 square feet to its entire part time faculty, the College would have to triple its office space, just to meet standards.

Part-time professors are not normally allocated office space at Tri-C and in practice, most adjunct faculty arrive on campus to teach their course and leave promptly afterward without using formal office space. In future, staff will be encouraged to remain on campus for longer periods of time to prepare lessons and meet students and therefore additional office space will be necessary. To adjust the shortfall in office space, and provide a *realistic and feasible* solution, clusters of dedicated hotelling space are recommended. A basic allocation of 15 nsf per part time faculty at a ratio of 1 station for every 2.5 part time faculty has been used to calculate the area required for these clusters of workstations.

Tutors, Work Study Students and Student Assistants

Tutors, work study students and student assistants are provided with hotelling space at a basic allocation of 15 nasf per position at a ratio of 1 work station for every 5 tutors, work study students or student assistants.

Table 6-3: Office Space Standards

Position	Office Type	Space per Employee
Administrator, Supervisor, Faculty	Dedicated office	100 – 320 nasf
Specialist, Clerical, Service (confidential)	Shared office – 1:2	70 – 100 nasf
Specialist, Clerical, Service	Workstation in open area	50 – 70 nasf
Part-time Faculty	Shared workstation in hotelling area	15 – 25 nasf @ 1:2.5
Tutor/Work Study Student/Student Asst.	Shared workstation in hotelling area	15 – 25 nasf @ 1:5.0

Table 6-4 presents the allocation of office space at the College’s Western, Metropolitan, and Eastern Campuses according to the standard office sizes and types described above.

Table 6-4: Allocation of Standard Office Space by Campus and Division

College Division	Office Space Type	Space Standard Allocation (nasf)	Eastern Campus		Metro Campus		Western Campus		Total No. of Stations	Total Area Allocated (nasf)
			No. of Stations	Area (nasf)	No. of Stations	Area (nasf)	No. of Stations	Area (nasf)		
Academic & Student Support	Dedicated Office	A	B	A*B	C	A*C	D	A*D		
		100	9	900	8	800	8	800	25	2,500
		120	24	2,880	34	4,080	15	1,800	73	8,760
		150	8	1,200	19	2,850	9	1,350	36	5,400
		200	4	800	3	600	3	600	10	2,000
		250	1	250	3	750	1	250	5	1,250
		300			1	300			1	300
		320	1	320	1	320	1	320	3	960
		70	8	560	14	980	7	490	29	2,030
		15	64	960	151	2,265	37	555	252	3,780
Administration Services	Dedicated Office		74	4,780	104	6,520	56	3,520	234	14,820
		100	4	400	1	400	1	100	5	500
		120	4	480	15	1,800	5	600	24	2,880
		150	3	450	12	1,800	1	150	16	2,400
		200			1	200			1	200
		300			1	300			1	300
		15	6	90	28	420	16	240	50	750
			18	1,100	73	4,170	14	880	105	6,150
		100	152	15,200	134	13,400	86	8,600	372	37,200
		100	3	300	3	300	2	200	8	800
15	240	3,600	272	4,080	188	2,820	700	10,500		
15	44	660	25	375	37	555	106	1,590		
Grand Total		663	34,530	906	46,710	487	23,830	2,056	105,070	

Office Support Space

To fully generate the required office space at Cuyahoga Community College based on OBOR standards and other institutional norms, office support spaces were taken into account. Allowance factors were applied to departments or groups of departments for reception areas, meeting rooms, equipment and storage rooms, and copy/print/workrooms. A basic set of office support units in College departments totals 700 nasf. Table 6-5 describes the breakdown of spaces within this 700 nasf envelope.

Table 6-5: Basic Departmental Office Support Space

Room Type	nasf
Reception	100
Meeting Room – 20 Capacity	400
Equipment/Storage	100
Copy/Print/Workroom	100
Total	700

Office support space was added to groups of departments with similar functions and a critical mass of FTE staff. For example, if an academic group consisting of Humanities & Social Sciences had between 20 and 30 FTE staff, 700 nasf of support space would be added to the unit’s area to obtain a more realistic picture of the space required to support that number of FTE staff.

Allowance factors were established to account for departmental groupings with fewer or more staff than 20 to 30. Table 6-6 presents the factors for corresponding numbers of staff within departmental groups.

Table 6-6: Support Space Allowance Factors

Number of Staff per Departmental Grouping	Allowance Factor (1 = 700 nasf)
Under 10	0.0
10-20	0.5
21-30	1.0
31-40	1.5
41-50	2.0
51-60	2.5
60+	3.0

Table 6-7 presents the allocation of office support space at each campus according to the standards set above.

Table 6-7: Basic Office Support Space Allocation by Campus and Division

Campus	Support Space Allocation Groups & FTE Staff	Support Space Gross Up Factor	Academic and Student Services (ft2)	Admin. Services (ft2)	Finance and Business Services (ft2)	Grand Total (ft2)	
Eastern Campus	Academic Administration - 16	0.5	350			350	
	Administration - 11.5	0.5		350		350	
	Applied & Fine Arts - 18.5	0.5	350			350	
	Assessment & Development Education - 43	2.0	1,400			1,400	
	Assessment & Development Education - 56	2.5	1,750			1,750	
	Building & Grounds Services - 20	1.0			700	700	
	Business & Legal - 14	0.5	350			350	
	Community Education & Off-Campus Credit - 10.5	0.5	350			350	
	Dean & Counselling/Career Services - 22	1.0	700			700	
	Education & Humanities & Social Sciences - 26.5	1.0	700			700	
	Engineering & Trades & Technology - 15.5	0.5	350			350	
	Finance & Business Services - 13	0.5			350	350	
	Health & Athletics - 108.5	3.0	2,100			2,100	
	Health & Athletics - 27.5	1.0	700			700	
	Human Resources/Marketing - 22	1.0	700			700	
	Languages - 37	1.5	1,050			1,050	
	Mathematics - 18	0.5	350			350	
	Registrar/Financial Aid/Student Activities - 30	1.0	700			700	
	Science - 19	0.5	350			350	
	Eastern Campus Total			12,250	350	1,050	13,650
	Metropolitan Campus	Academic Administration - 16	0.5	350			350
		Academic Administration - 30.5	1.5	1,050			1,050
		Administration - 11.5	0.5		350		350
		Applied & Fine Arts - 18.5	0.5	350			350
		Applied & Fine Arts - 23.5	1.0	700			700
		Assessment & Development Education - 43	2.0	1,400			1,400
		Assessment & Development Education - 56	2.5	1,750			1,750
Building & Grounds Services - 20		1.0			700	700	
Business & Legal - 14		0.5	350			350	
Business & Legal - 16.5		0.5	350			350	
Community Education & Off-Campus Credit - 10.5		0.5	350			350	
Community Education & Off-Campus Credit - 8.5		0.0					
Computer Services - 30		1.0		700		700	
Dean & Counselling/Career Services - 22		1.0	700			700	
Dean & Counselling/Career Services - 29		1.0	700			700	
Education & Humanities & Social Sciences - 26.5		1.0	700			700	
Education & Humanities & Social Sciences - 50		2.0	1,400			1,400	
Engineering & Trades & Technology - 15.5		0.5	350			350	
Engineering & Trades & Technology - 25.5		1.0	700			700	
Finance & Business Services - 13		0.5			350	350	
Finance & Business Services - 22		1.0			700	700	
Graphics/Media/Telephone - 24		1.0		700		700	
Health & Athletics - 108.5		3.0	2,100			2,100	
Health & Athletics - 27.5		1.0	700			700	
Human Resources/Marketing - 22		1.0	700			700	
Knowledge Management		#N/A					
Languages - 37		1.5	1,050			1,050	
Languages - 42		2.0	1,400			1,400	
Mathematics - 18		0.5	350			350	
Public Safety - 21		1.0		700		700	
Registrar/Financial Aid/Student Activities - 30		1.0	700			700	
Registrar/Financial Aid/Student Activities - 33		1.5	1,050			1,050	
Science - 19		0.5	350			350	
Metropolitan Campus Total			19,600	2,450	1,750	23,800	

Table 6-7: Basic Office Support Space Allocation by Campus and Division (Cont'd)

Campus	Support Space Allocation Groups & FTE Staff	Support Space Gross Up Factor	Academic and Student Services (ft2)	Admin. Services (ft2)	Finance and Business Services (ft2)	Grand Total (ft2)
Western Campus	Academic Administration - 1	0.0				
	Academic Administration - 16	0.5	350			350
	Administration - 11.5	0.5		350		350
	Administration - 14	0.5		350		350
	Applied & Fine Arts - 18.5	0.5	350			350
	Assessment & Development Education - 43	2.0	1,400			1,400
	Assessment & Development Education - 56	2.5	1,750			1,750
	Building & Grounds Services - 20	1.0			700	700
	Business & Legal - 14	0.5	350			350
	Business & Legal - 16.5	0.5	350			350
	Community Education & Off-Campus Credit - 10.5	0.5	350			350
	Dean & Counselling/Career Services - 22	1.0	700			700
	Education & Humanities & Social Sciences - 26.5	1.0	700			700
	Education & Humanities & Social Sciences - 32.5	1.5	1,050			1,050
	Engineering & Trades & Technology - 15.5	0.5	1,050			1,050
	Engineering & Trades & Technology - 25.5	1.0	700			700
	Finance & Business Services - 13	0.5			350	350
	Health & Athletics - 108.5	3.0	2,100			2,100
	Health & Athletics - 27.5	1.0	700			700
	Health & Athletics - 34	1.5	1,050			1,050
	Human Resources/Marketing - 22	1.0	700			700
	Languages - 27.5	1.0	700			700
	Languages - 37	1.5	1,050			1,050
	Languages - 42	2.0	1,400			1,400
	Mathematics - 18	0.5	350			350
	Registrar/Financial Aid/Student Activities - 30	1.0	700			700
Science - 19	0.5	350			350	
Science - 15	0.5	350			350	
Student Services - 26	1.0	350			350	
Western Campus Total			18,900	700	1,050	20,650
Grand Total			50,750	3,500	3,850	58,100

Circulation Space

Finally, a circulation allowance ratio of 75:25 was added to the calculations of standardized office and office support spaces to provide a complete assessment of ideal office allocations for Cuyahoga Community College's three campuses.

Projecting Growth in Office Space to 2025-26

Office and office support space requirements for faculty offices and academic & student services were projected at each of the campuses based on the growth rates described in Section 2. Space for administrative services, such as marketing or telephone services were increased at 5% of the growth rates established for each campus since growth in these offices is expected to be relatively modest.

Section 6:

Office Space
Requirements

Table 6-8: Projected Office Space Requirements: 2005-06 to 2015-16

Division	Western Campus (sf)	Metropolitan Campus (sf)	Eastern Campus (sf)
Faculty Offices (FTE & PT)	26,658	23,808	19,428
Academic & Student Services	29,155	43,097	20,964
Administrative Services	3,897	17,091	4,756
Total Area	59,709	83,996	45,148

Table 6-9: Projected Office Space Requirements: 2005-2006 to 2020-2021

Division	Western Campus (sf)	Metropolitan Campus (sf)	Eastern Campus (sf)
Faculty Offices (FTE & PT)	28,996	26,147	24,590
Academic & Student Services	31,712	47,330	26,535
Administrative Services	4,798	18,769	6,020
Total Area	65,507	92,246	57,145

Table 6-10: Projected Office Space Requirements: 2005-2006 to 2025-2026

Division	Western Campus (sf)	Metropolitan Campus (sf)	Eastern Campus (sf)
Faculty Offices (FTE & PT)	32,738	27,847	32,334
Academic & Student Services	35,804	50,408	34,891
Administrative Services	5,417	19,990	7,916
Total Area	73,959	98,245	75,141