MITCHELL COLLEGE





Agenda

- Master Plan Goals
- Space Analysis
- Site Analysis
- Alternatives
- Discussion

Master Plan Goals

- Reinforce mission and strategic plan
- Create a cohesive campus environment
- Enhance campus identity + image
- Improve student life
- Site the Academic Success Center
- Identify space for Thames Academy
- Identify phasing priorities

April 4 Interviews – Recurrent Themes

- Strong academic support
- Strengthen campus identity
- Improve quality and variety of housing types
- Need a center for Student Life
- Fitness center/Athletics expansion
- Reprogram/relocate Lighthouse
- Reorganize conference and assembly space
- Vehicle traffic on campus
- Library group study/individual study space
- Upgrade Bingham Hall

Space Analysis Methodology

- Space needs assessed to establish Mitchell College baseline space requirements
- CEFPI national space planning + Pennsylvania State guidelines applied
- Space analysis will form the basis of draft program + recommendations

Methodology

Space categories examined:

- Classrooms
- Labs
- Office
- Library
- Athletics
- Student Life
- Support
- Residential

Assumptions

	Current FTE	2006 FTE	Long-Range Future FTE
Resident Students	428	451	650
Commuter Students	208	219	300
Thames Academy	0	30	50
Total	636	700	1000

- Current FTE based on 2004 data
- Thames Academy begins in Fall 2006
- Current faculty and staff ratios maintained
- Space inventory includes all buildings used by Mitchell College
- Enrollment projections provided by College

Space Needs Analysis Summary

Analysis suggests there are space surpluses in the following areas:

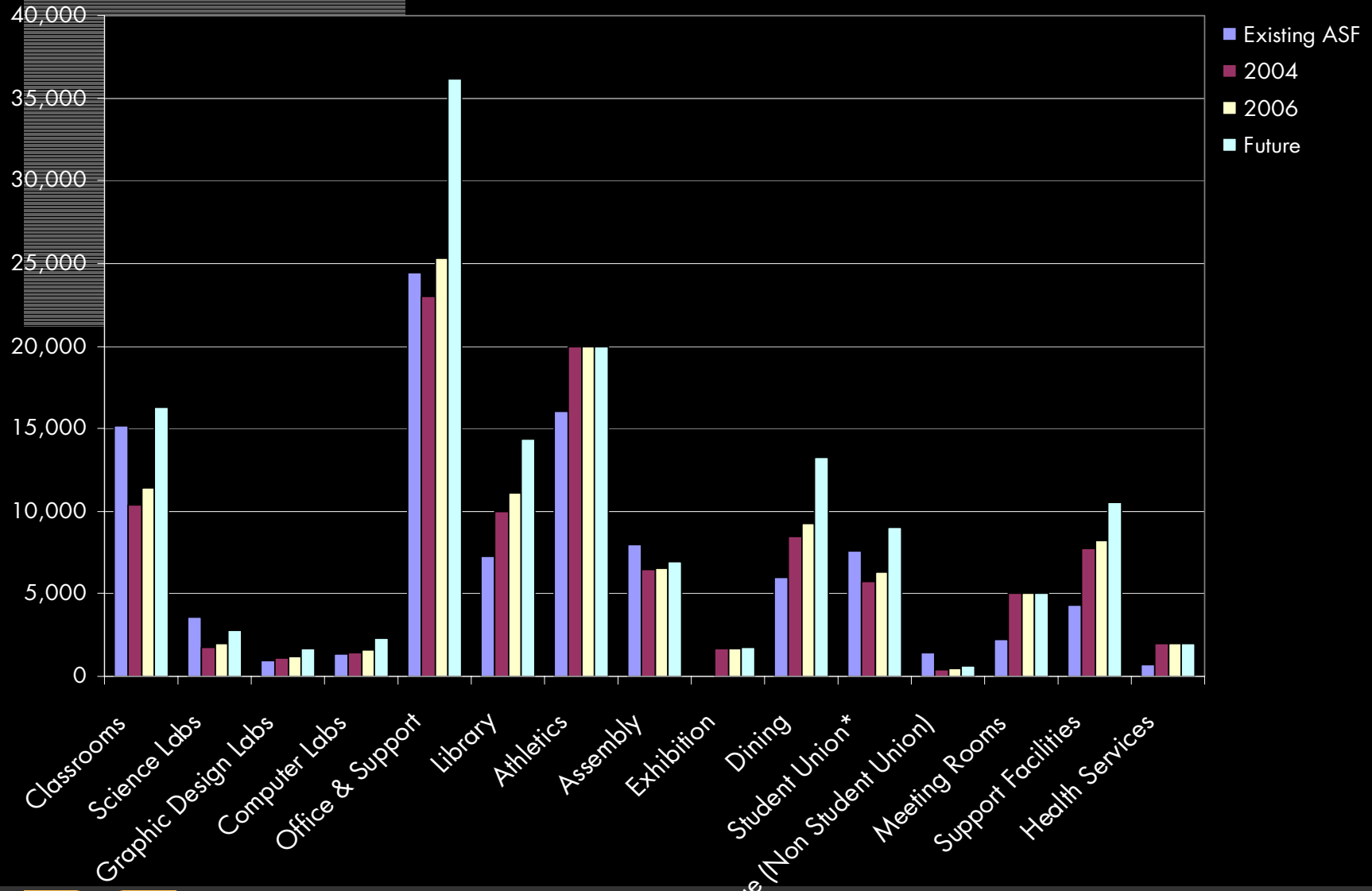
- Classrooms
- Science labs
- Office
- Assembly

Space Needs Analysis Summary

Analysis suggests there are space deficits in the following areas:

- Computer and Graphics Labs
- Library
- Athletics
- Exhibition
- Dining
- Meeting Rooms
- Support Facilities
- Health Services

Space Needs Analysis Summary



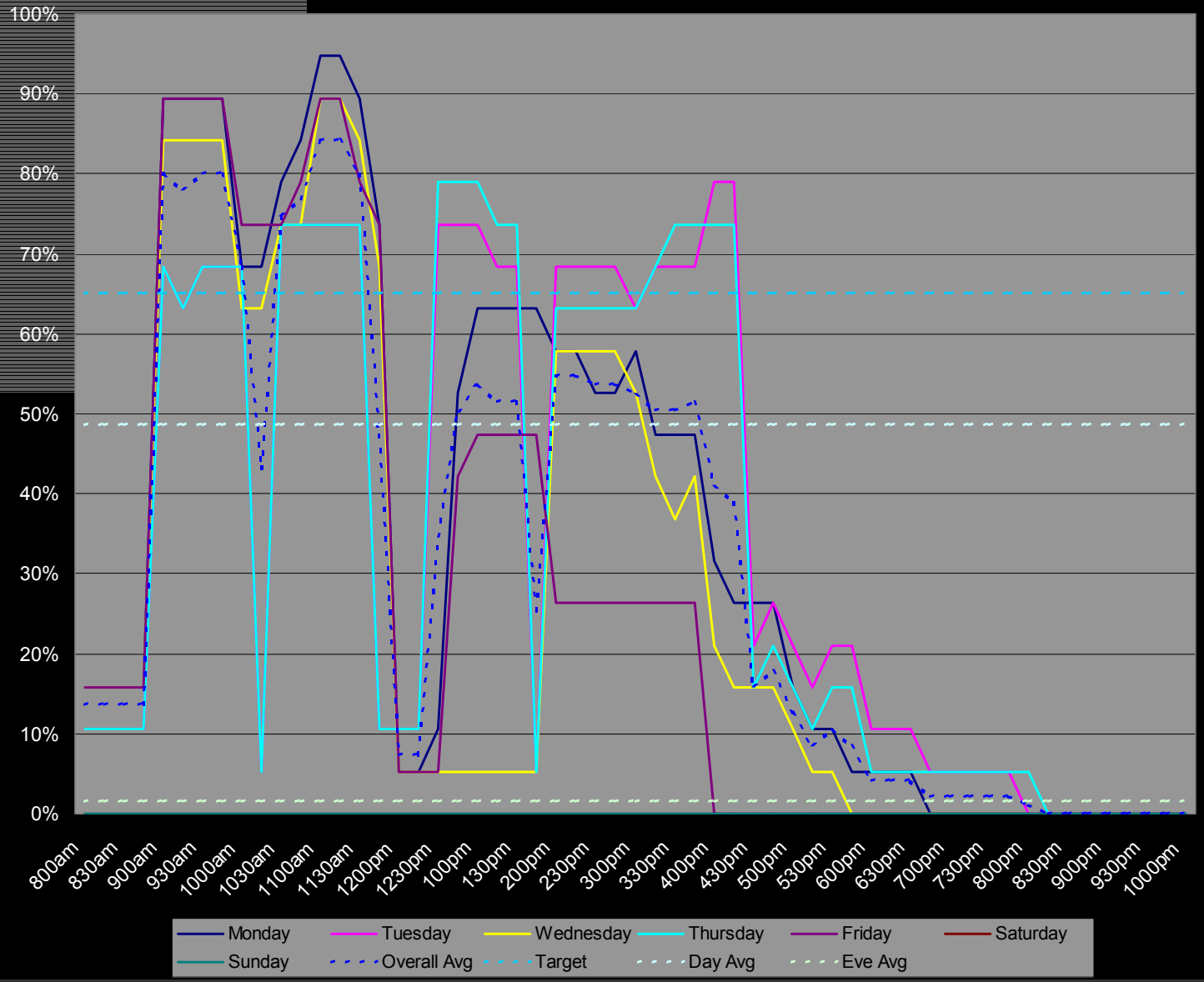
Classrooms

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	15,154	
Current Needs	10,359	4,795
2006 FTE	11,397	3,757
1000 FTE	16,282	(1,128)

- Does not include CLC, Simpson + Saunders classrooms
- Includes Physics lab used as Math classroom

- Classroom utilization is very high, several peak times throughout the day
- Surplus space due to large rooms relative to class size
- Additional space will be needed to support long-term growth
- More small classrooms required
- Minimal evening classes

Classrooms Utilization



Science Labs

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	3,570	
Current Needs	1,796	1,774
2006 FTE	1,976	1,594
1000 FTE	2,822	748

- Surplus of science labs for current and projected growth needs
- Chemistry lab 204 scheduled 1 day/week for 2 hours
- Biology lab 205 scheduled 4 days/week for total of 10.5 hours
- Biology lab 206 scheduled 2 days/week for total of 6 hours
- Marine science lab not scheduled - not included
- Physics lab being used as math classroom - not included in lab calculation

Graphic Design Labs

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	975	
Current Needs	1,081	(106)
2006 FTE	1,190	(215)
1000 FTE	1,700	(725)

- Supply is meeting current needs
- Will need additional lab to accommodate growth in long run
- Graphic Design Lab room 111 is used 4 days/week for a total of 15 hours

Computer Labs

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	1,371	
Current Needs	1,467	(96)
2006 FTE	1,614	(243)
1000 FTE	2,305	(934)

- Does not include Open Computer Lab

- Overall computer lab supply adequate for current needs
- Additional computer labs may be needed to support growth

Office

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	24,455	
Current Needs	23,001	1,454
2006 FTE	25,306	(851)
1000 FTE	36,151	(11,696)

- Does not include space rented by UNH, Library offices, student offices in Saunders, or Post Office
- Guidelines includes support space

- 136 spaces classified as office
- 144 FTE requiring offices
- Surplus is in floor area, not in room count
- Additional space required for growth
- Adjunct professor office space currently not provided

Library/Study

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	7,297	
Current Needs	9,984	(2,687)
2006 FTE	11,090	(3,793)
1000 FTE	14,387	(7,090)

- Guidelines include study space, stack space, + service space

- CEFPI guideline based on enrollment + current collection size
- Analysis suggests need for expanded library space
- Collection and study space needed
- Other facilities may accommodate some study areas
- ACRL guidelines suggest larger collection size + related stack space

Athletics + Recreation

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	16,083	
Current Needs	20,000	(3,917)
2006 FTE	20,000	(3,917)
1000 FTE	20,000	(3,917)

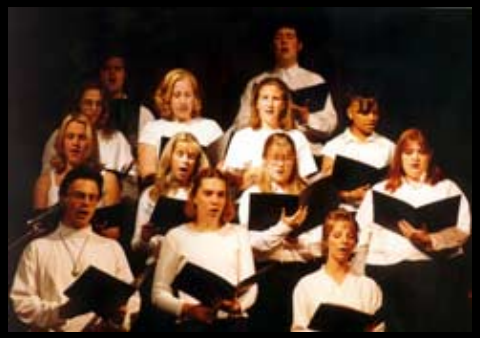
- Does not include athletics offices

- Athletics space need is institution specific
- Need for additional locker rooms, fitness and weight rooms identified
- Exclusive use of Alumni Gym by Athletics may satisfy athletic need, with separate recreation space then required

Assembly

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	8,013	
Current Needs	6,463	1,550
2006 FTE	6,549	1,464
1000 FTE	6,956	1,057

- Existing space consists of Clarke Center Auditorium
- Poor quality and inflexible assembly space



Exhibition

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	0	
Current Needs	1,644	(1,644)
2006 FTE	1,658	(1,658)
1000 FTE	1,726	(1,726)

- Fine arts program drives need for space
- No dedicated exhibition spaces exist
- Shared space can meet needs:
  - Lounges
  - Corridors
  - Student Union

Dining/Food Service

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	6,018	
Current Needs	8,451	(2,433)
2006 FTE	9,297	(3,279)
1000 FTE	13,282	(7,264)

- Does not include Anchor Café, which is only open limited hours
- Does include the Cove since meal plan works at breakfast
- RICCA guideline used to calculate need

- Assumes dining is provided for 50% of the students, faculty and staff
- Analysis suggests current deficit
- Growth will generate need for more space

Student Union

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	7,604	
Current Needs	5,726	1,878
Future Needs	6,300	1,304
1000 FTE	9,000	(1,396)

- Student union space need is institution specific
- Dispersed spaces do not meet current need
- From 8am-8pm when Anchor Café is closed, current deficit = 2,975

- Does not include faculty break areas
- Includes post office, open computer lab, student activity offices and Anchor Cafe

Lounge/Merchandising

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	1,419	
Current Needs	437	982
2006 FTE	449	970
1000 FTE	665	754

- Includes faculty break areas, administrative lobbies with seating, + vending
- Bookstore included in Student Union

- Category includes space outside student union
- Analysis suggests sufficient space exists

Meeting Rooms

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	2,241	
Current Needs	5,000	(2,759)
2006 FTE	5,000	(2,759)
1000 FTE	5,000	(2,759)

- Category includes meeting space open to the public and not associated with specific office space
- Weller Center major meeting space on campus

Health Care Facilities

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	758	
Current Needs	2,000	(1,242)
2006 FTE	2,000	(1,242)
1000 FTE	2,000	(1,242)

- Category includes health care facilities such as student infirmaries
- Analysis suggests additional space required

Support Facilities

Phase	Floor Area (asf)	Surplus/ (Deficit) (asf)
Existing	4,333	
Current Needs	9,324	(4,991)
2006 FTE	9,851	(5,518)
1000 FTE	12,172	(7,839)

- Category includes:
  - Maintenance
  - Shops
  - Vehicle storage
  - Storage
  - Central computer rooms
- Eight percent of total space recommended

Housing

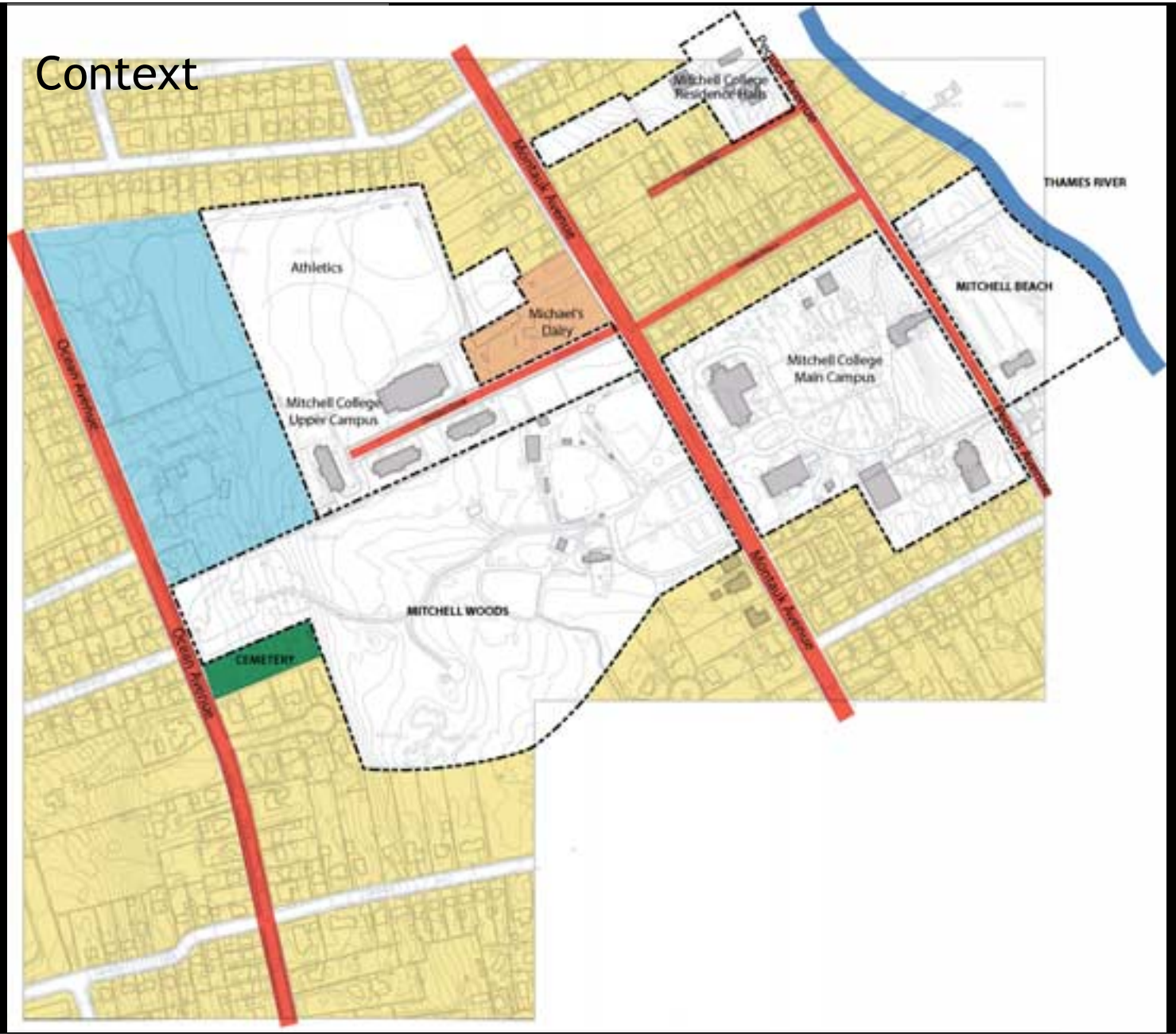
Phase	Resident Students	Beds Available	Need
Current	428	455	-
2006 FTE	451	471	-
1000 FTE	650	471	179

- Can accommodate more resident student with existing beds
- Future includes Lighthouse Inn
- By 1000 FTE, will need additional residence hall
- Need more diversity of type
- Need progression of type associated with academic year
- Need to reprogram classroom space in residence halls

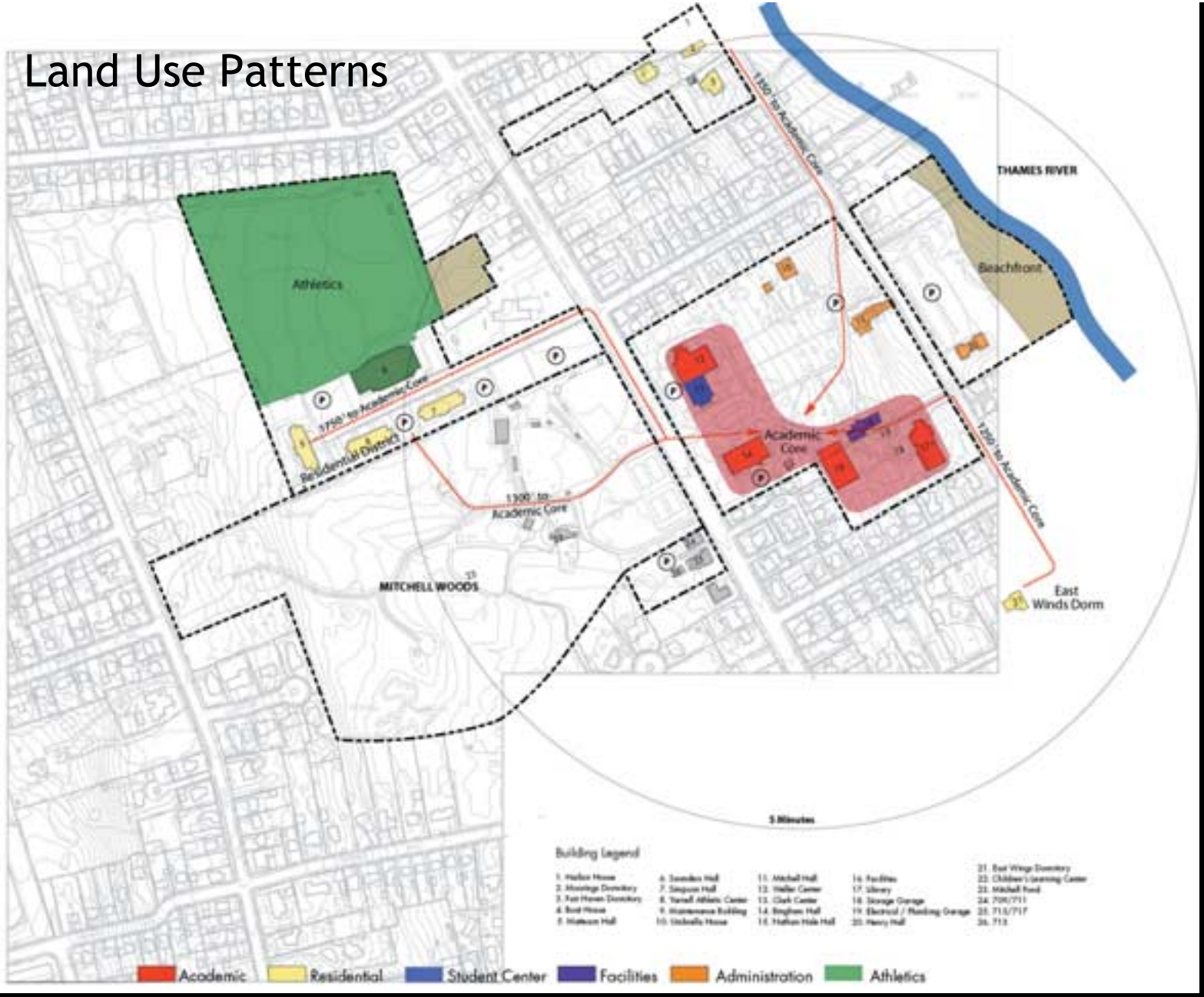
Summary of Issues

- Surplus space in classrooms due to large room size relative to class size
- Future of science programs, including marine science
- Surplus office space in floor area, not in room count
- Adjunct professor office space
- Library space
- Athletics + recreation space
- Quality of assembly space
- Exhibition space
- Food service expansion/options
- Center for student life
- Additional meeting room space
- Diversity of housing type

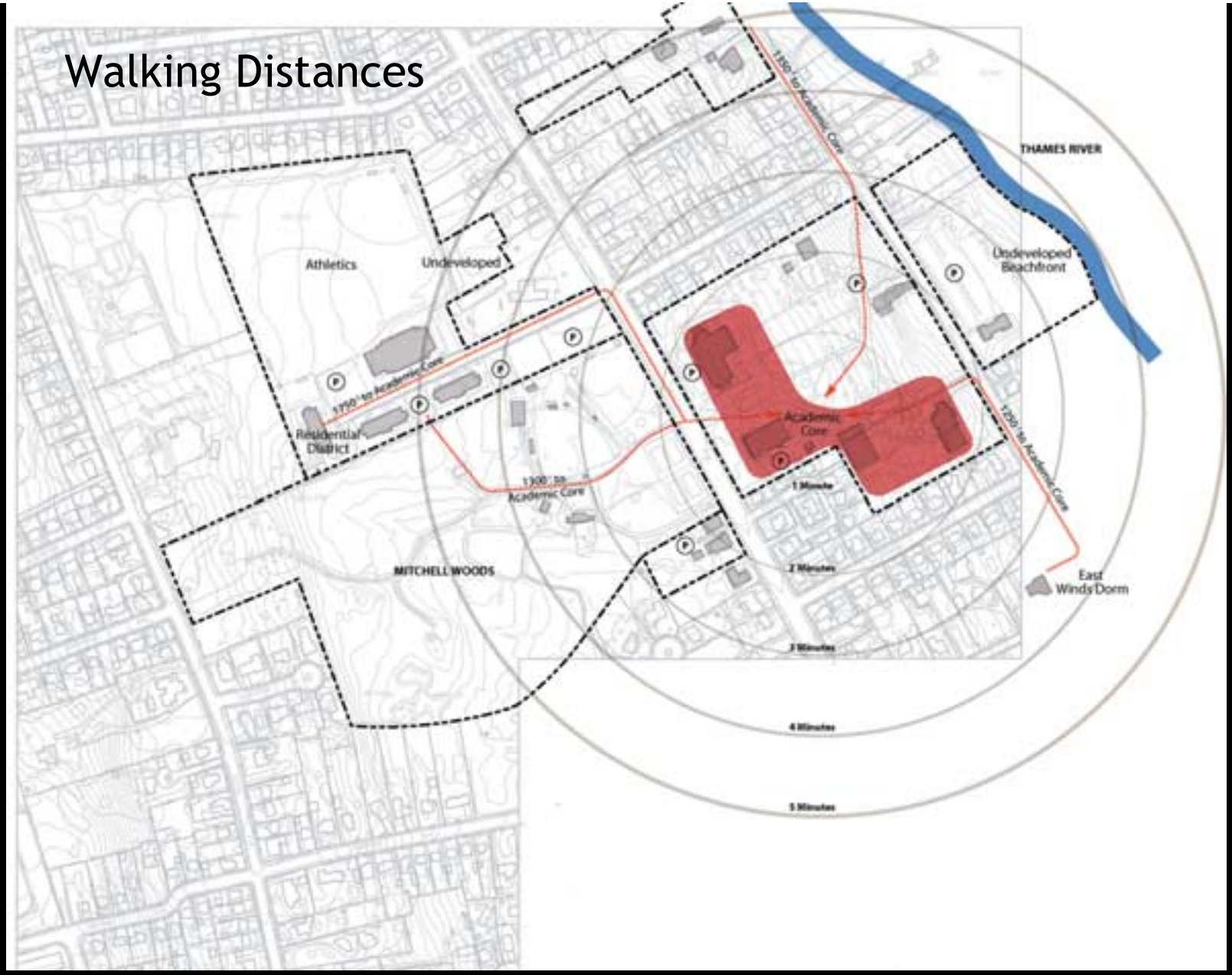
Context


Mitchell College Residence Halls
THAMES RIVER
Athletics
Michael's Dairy
MITCHELL BEACH
Mitchell College Main Campus
Mitchell College Upper Campus
MITCHELL WOODS
CEMETERY
Montauk Avenue
Ocean Avenue

Land Use Patterns



Walking Distances



Parking


1. Harbor House
2. Moorings Dormitory
3. Fair Haven Dormitory
4. Boat House
ATHLETIC FIELDS
5. Matteson Hall
6. Saunders Hall
7. Simpson Hall
8. Yarnall Athletic Center
9. Maintenance Building
MITCHELL WOODS
22. Children's Learning Center
23. Mitchell Pond
24. 709/711
25. 715/717
26. 713
GREAT LAWN
THAMES RIVER
BEACH
10. Umbrella House
11. Mitchell Hall
12. Weller Center
13. Clark Center
14. Bingham Hall
15. Nathan Hale Hall
16. Facilities
17. Library
18. Storage Garage
19. Electrical / Plumbing Garage
20. Henry Hall
21. East Wings Dormitory
RESIDENT PARKING = 124
VISITORS/COMMUTER STUDENT PARKING = 220
FACULTY/STAFF PARKING = 91
TOTAL = 535

Parking Demand Analysis

	Existing Population	Parking Ratio	Demand
Residents	373	.9	335
Commuters	190	.35	67
Faculty (FTE)	45	.9	40
Staff	100	.9	90
		Total Current Demand	532 spaces
		Total Existing Supply	591 spaces
			+59 spaces

Parking Demand Analysis

	YR 2006 Population	Parking Ratio	Demand
Residents	500	.9	450
Commuters	200	.35	70
Faculty (FTE)	50	.9	45
Staff	109	.9	98
		Total Demand	663 spaces
			(131 spaces)

Parking Demand Analysis

	1000 Population	Parking Ratio	Demand
Residents	700	.9	630
Commuters	300	.35	105
Faculty (FTE)	71	.9	63
Staff	155	.9	140
		Total Demand	938 spaces
			(406 spaces)

Ecology

Appalachian Oak Forest

- Canopy Trees: Black Oak, Scarlet Oak, Red Maple, Black Tupelo, American Chestnut before chestnut blight
- Woody Understory: Flowering dogwood, American witch-hazel, mountain laurel

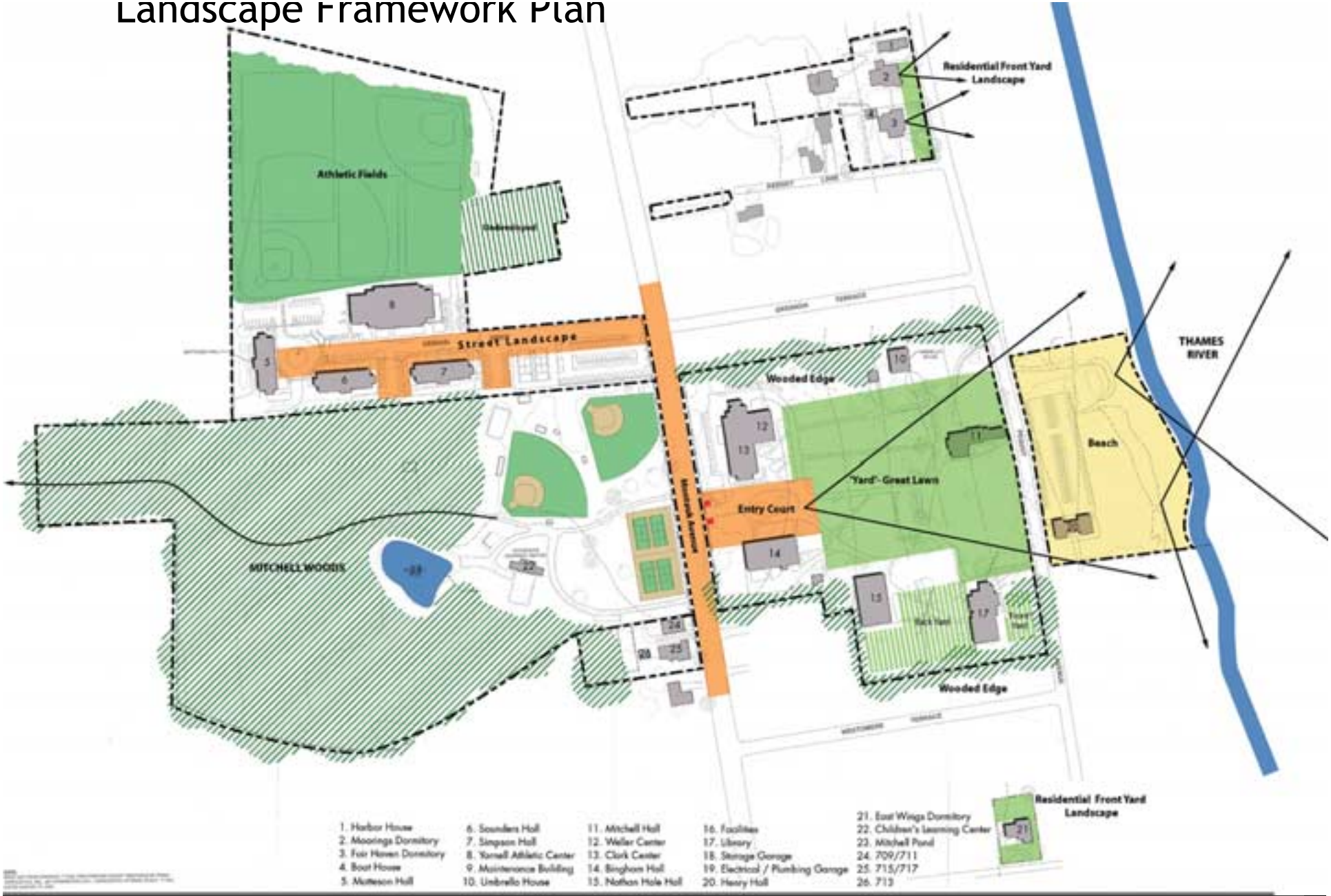
Tidal Marsh

- Mudflats, rocky shoreline
- Plant life: Indian wild rice, narrow-leaf cat-tail

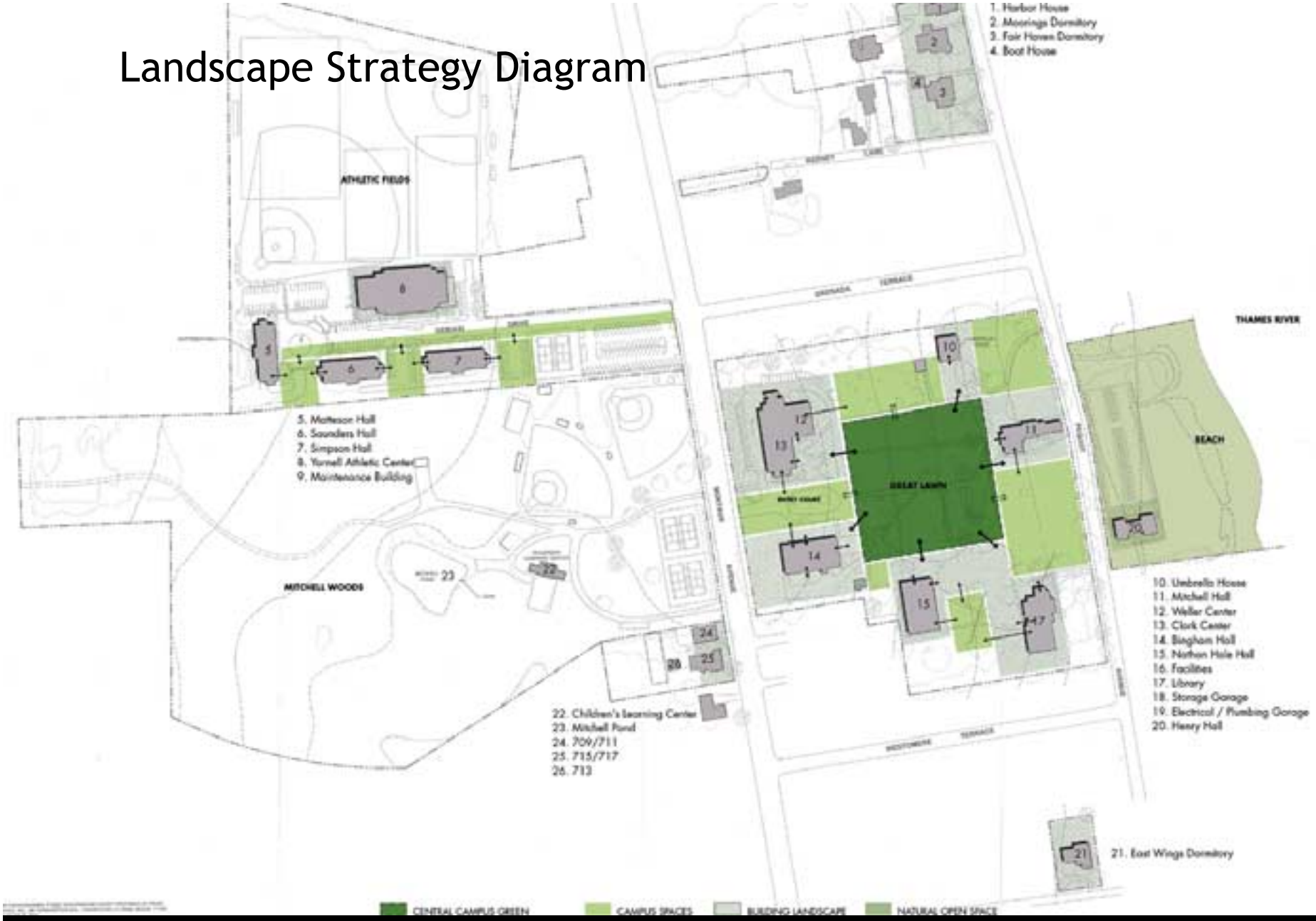
Soils

- Sutton fine loamy sand (SvA, SvB)
  - seasonal high water table – dries slowly in Spring
  - moderate permeability
  - runoff is slow
- Paxton and Montauk fine sandy loams (PbC)
  - dries quickly in the Spring
  - moderate to rapid permeability
  - runoff is rapid
- Urban land complex (Ud)
  - disturbed by cutting, filling, and building
  - permeability and runoff is variable

Landscape Framework Plan



Landscape Strategy Diagram



Main Collegiate Spaces

Characteristics

- largest outdoor gathering space
- formed by building edges
- grass and canopy trees
- open
- views

Types

- quads, greens, lawns, malls

Functions

- campus image, iconic space
- ceremony
- recreation (informal)
- interaction and chance meetings

Existing Main Collegiate Space

Successful Collegiate Spaces

Secondary Campus Spaces

Characteristics

- smaller than main collegiate spaces
- defined by building edges and site elements
- seating and site furnishings
- diversity of plant material (understory, shrubs, flowers)
- contain identifying features associated with surrounding buildings (e.g., law quad, natural science courtyard)

Types

- quads, courtyards, gardens

Functions

- identifying landmarks
- outdoor classrooms
- semi-private gatherings

Existing Secondary Campus Spaces






Successful Secondary Campus Spaces

Rice University – Houston, TX

University of Nevada - Reno – Reno, NV

Building Landscapes

Characteristics

- people scale
- defined by site elements and building facades
- seating and site furnishings
- diversity of plant material (understory, shrubs, flowers)
- front porches, plazas, hardscape entryways

Types

- building entrances, entry courts, front yards, back yards

Functions

- pedestrian entrances
- vehicular entrances (service, handicap)
- outdoor classrooms
- informal meeting spaces

Existing Building Landscapes

Successful Building Landscapes

University of Nevada - Reno – Reno, NV

Yale University - New Haven, CT

Campus Entry Landscapes

Characteristics

- identity and image
- wayfinding
- vehicular and pedestrian circulation

Types

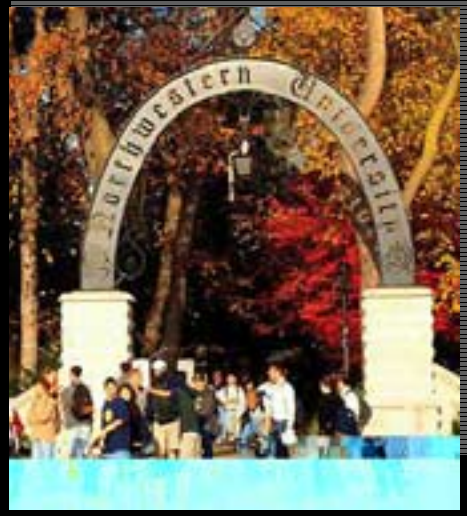
- vehicular
- pedestrian
- signage

Functions

- mark entrance to the campus
- provide landmarks for wayfinding

Existing Campus Entry Landscape

Successful Campus Entry Landscapes



Northwestern University – Evanston, IL

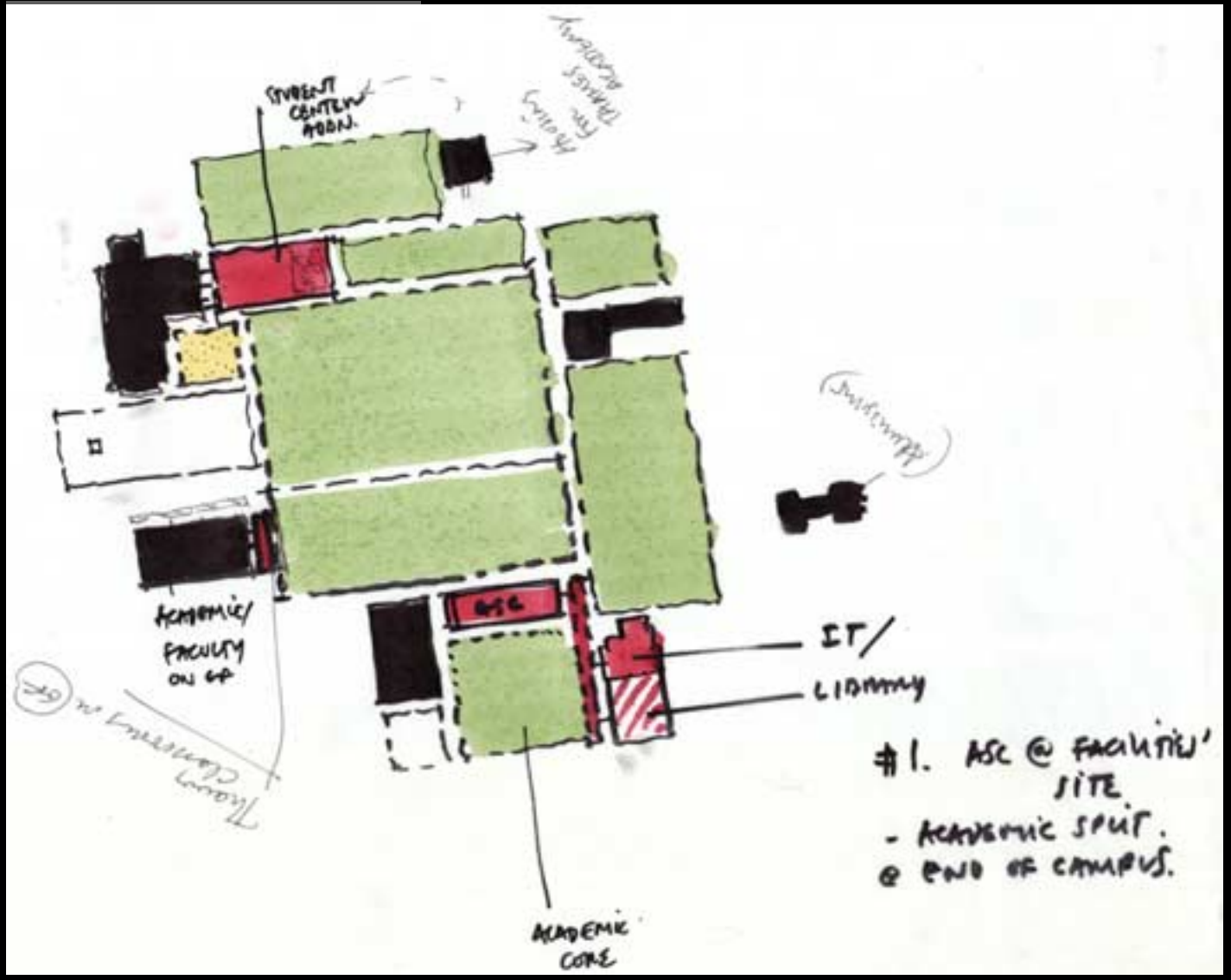
Vassar College - Poughkeepsie, NY

Iona College – New Rochelle, NY

Summary of Site Issues

- Great lawn – excellent potential; needs definition
- Hierarchy of landscape spaces
- Vehicular/pedestrian circulation issues
- Identity/Wayfinding
- Parking location

Alternative 1



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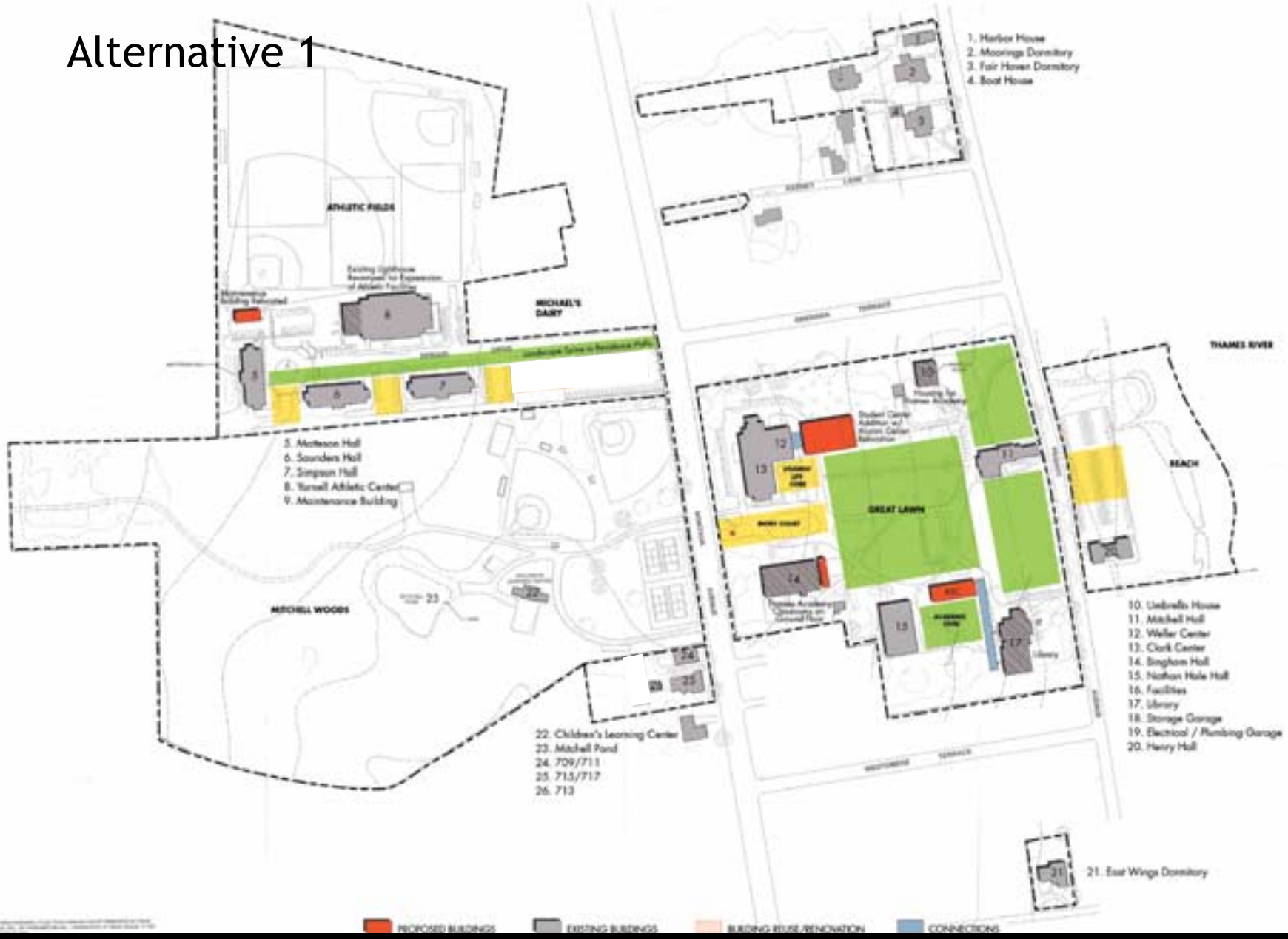
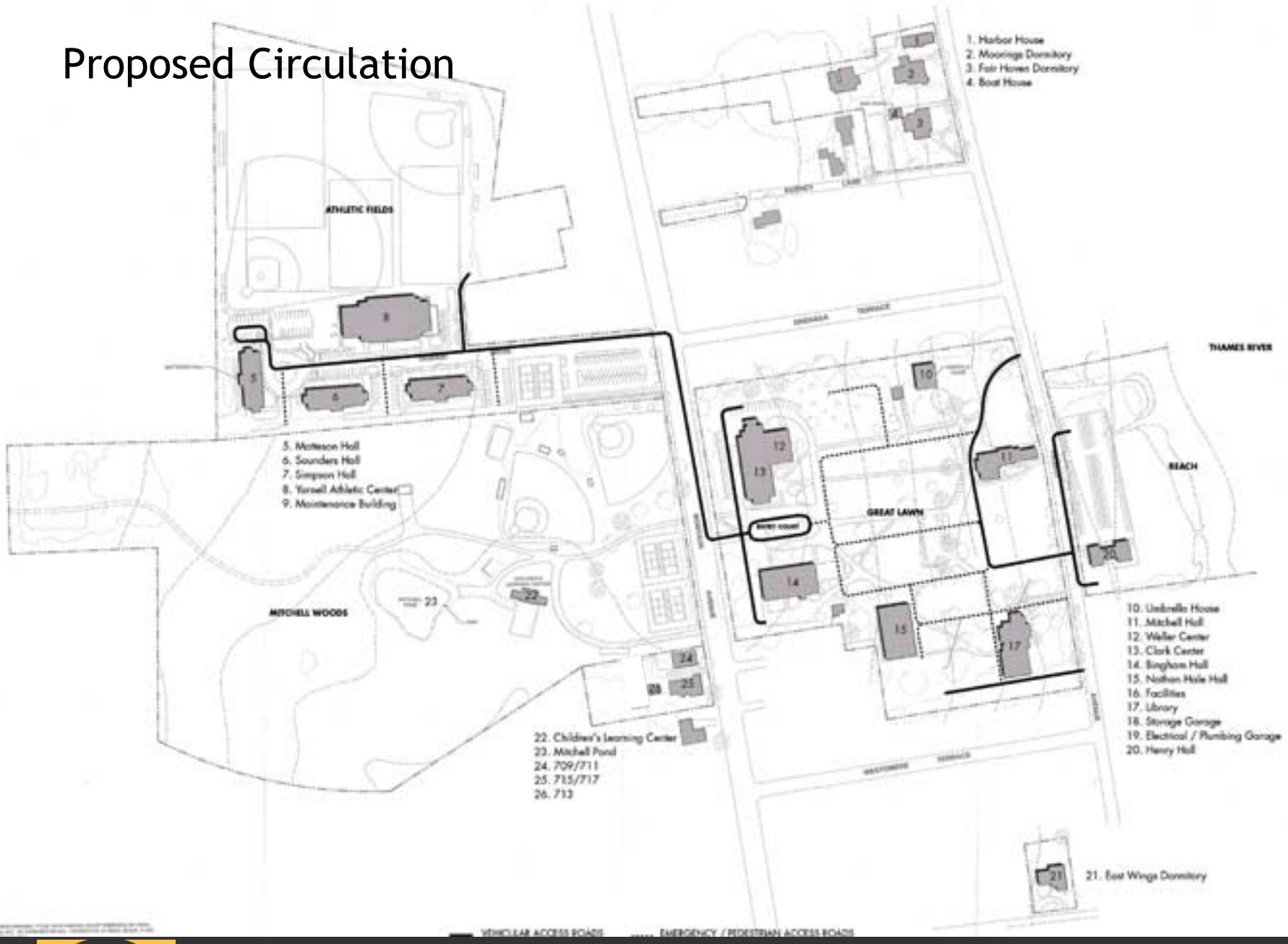
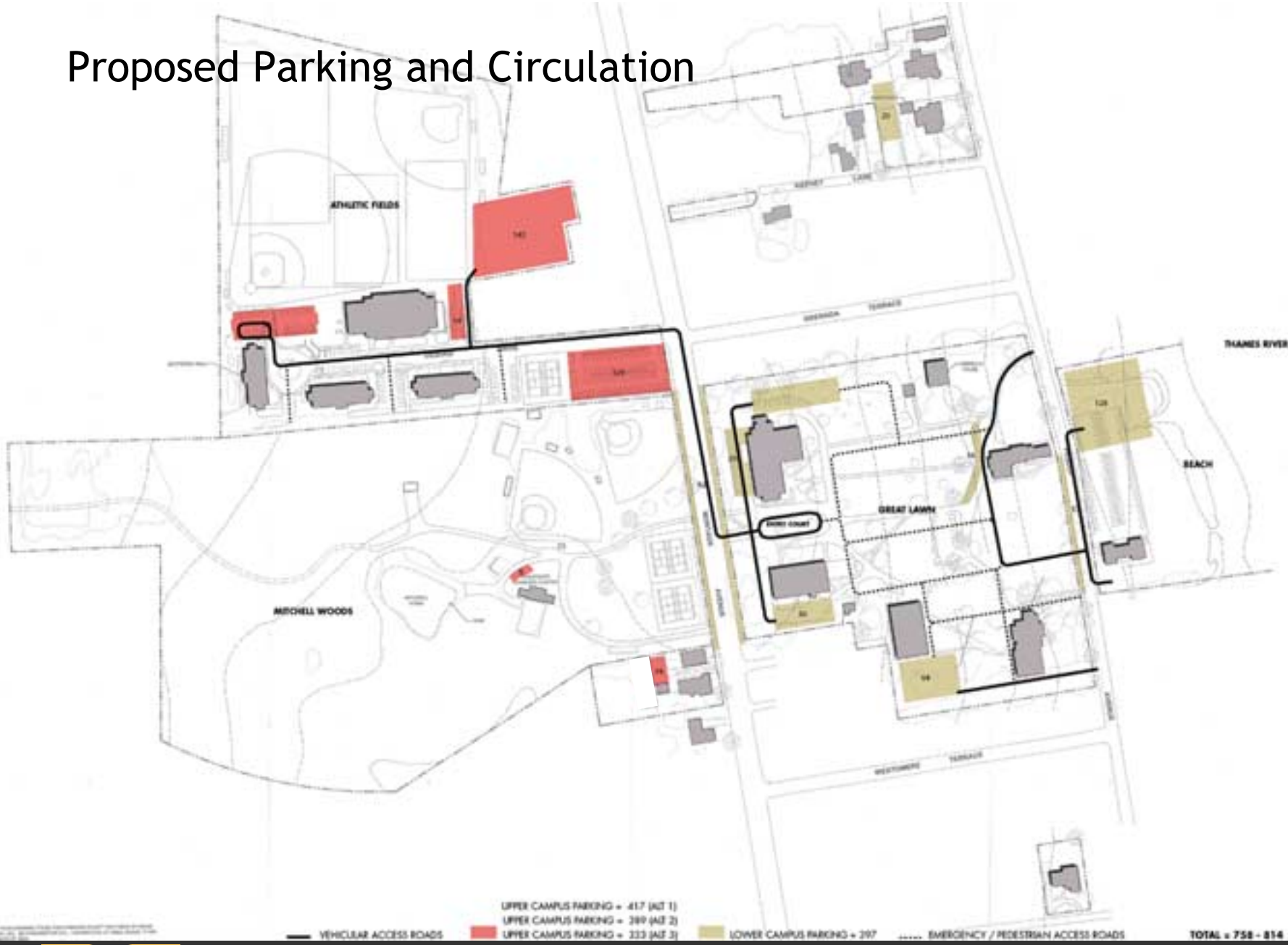


Proposed Circulation



Proposed Parking and Circulation



Parking Demand Analysis

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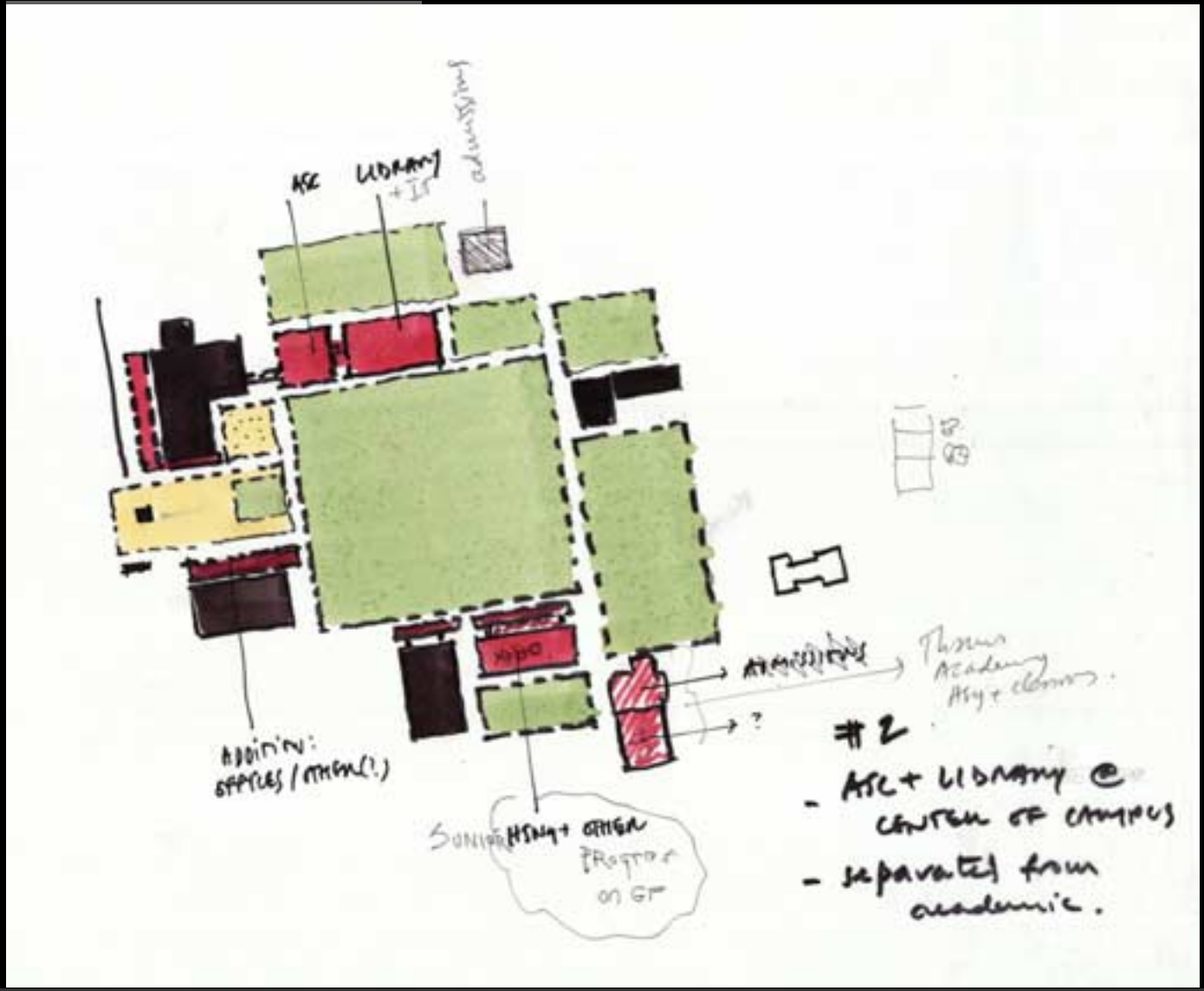
Residents	500	.9	450
Commuters	200	.35	70
Faculty (FTE)	50	.9	45
Staff	109	.9	98
Total Demand			663 spaces (131 spaces)
Proposed Supply			758 – 814 + 95 to +115

Parking Demand Analysis

	1000 Population	Parking Ratio	Demand
Residents	700	.9	630
Commuters	300	.35	105
Faculty (FTE)	71	.9	63
Staff	155	.9	140
		Total Demand	938 spaces
			(406 spaces)
		Proposed Supply	758 – 814
			(124) – (180)

Alternative 2



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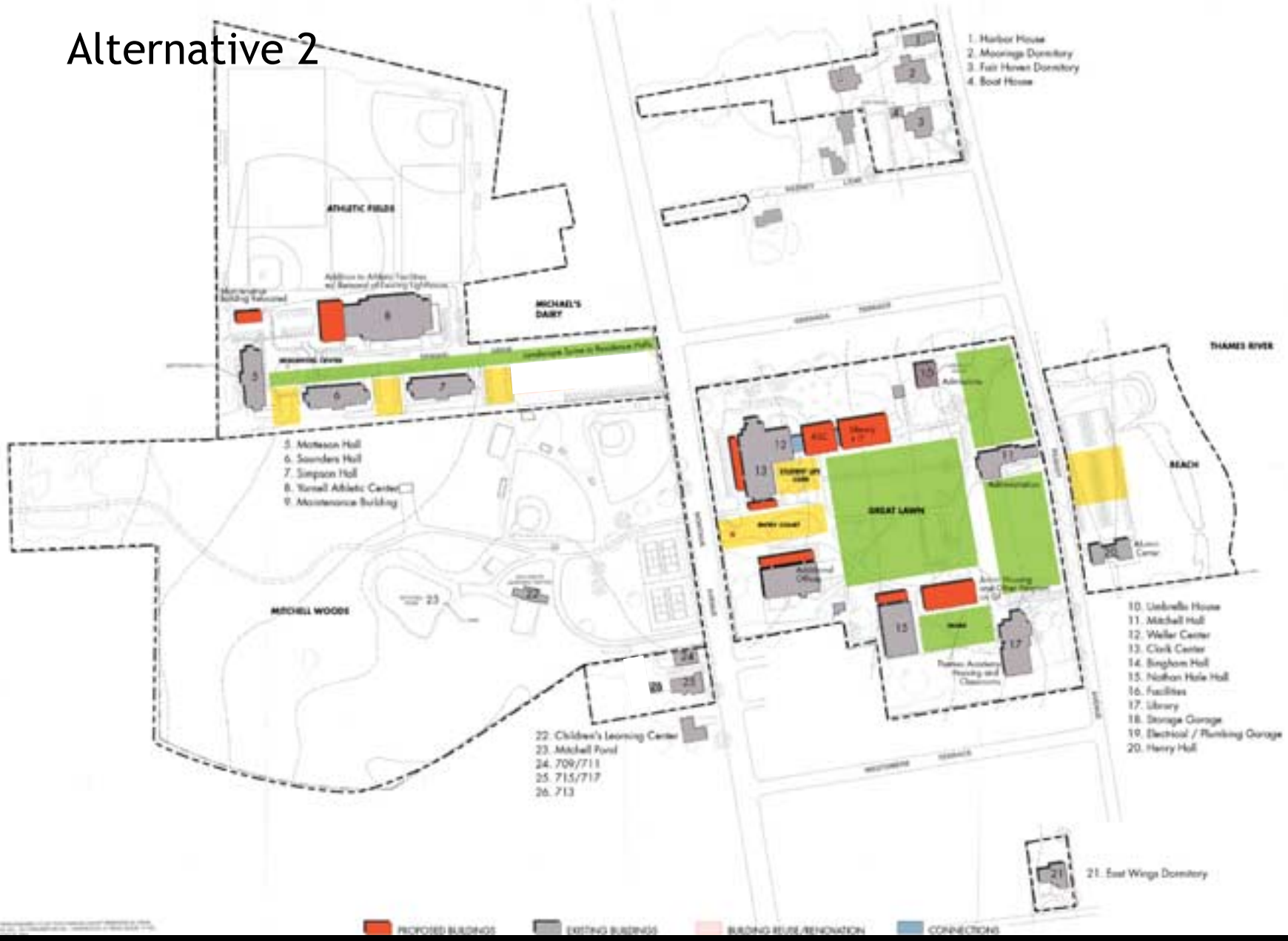
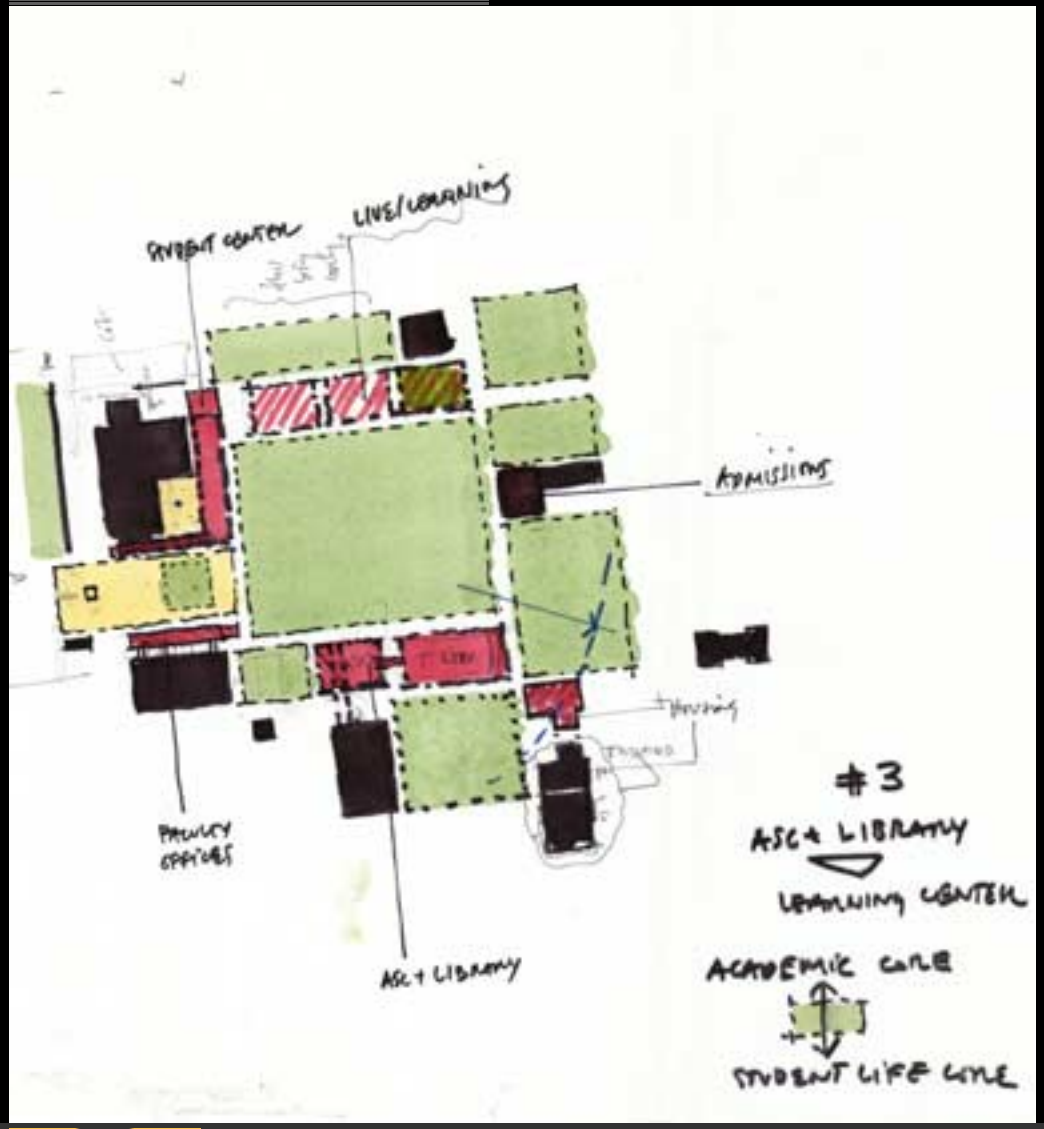


Alternative 3



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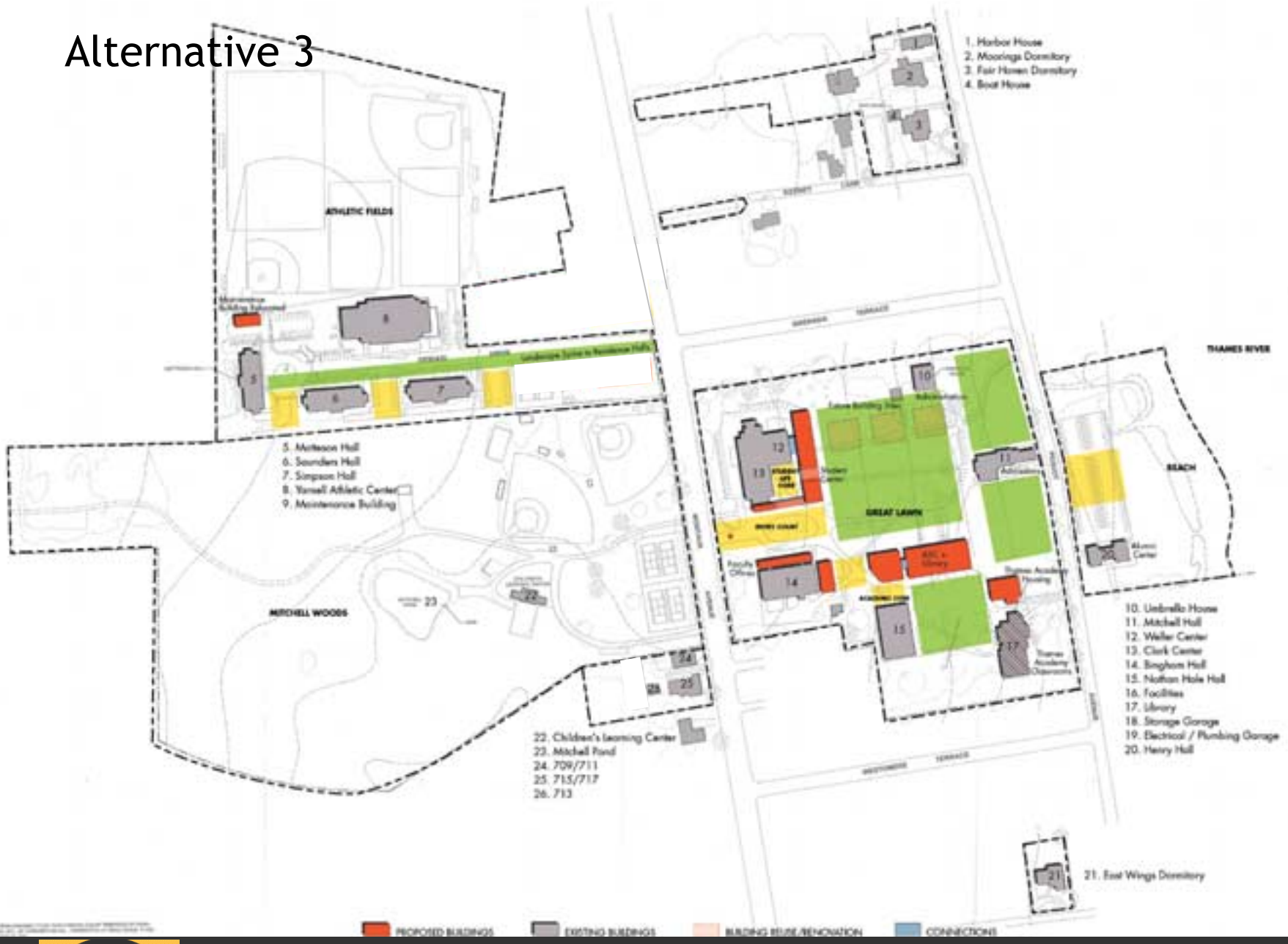
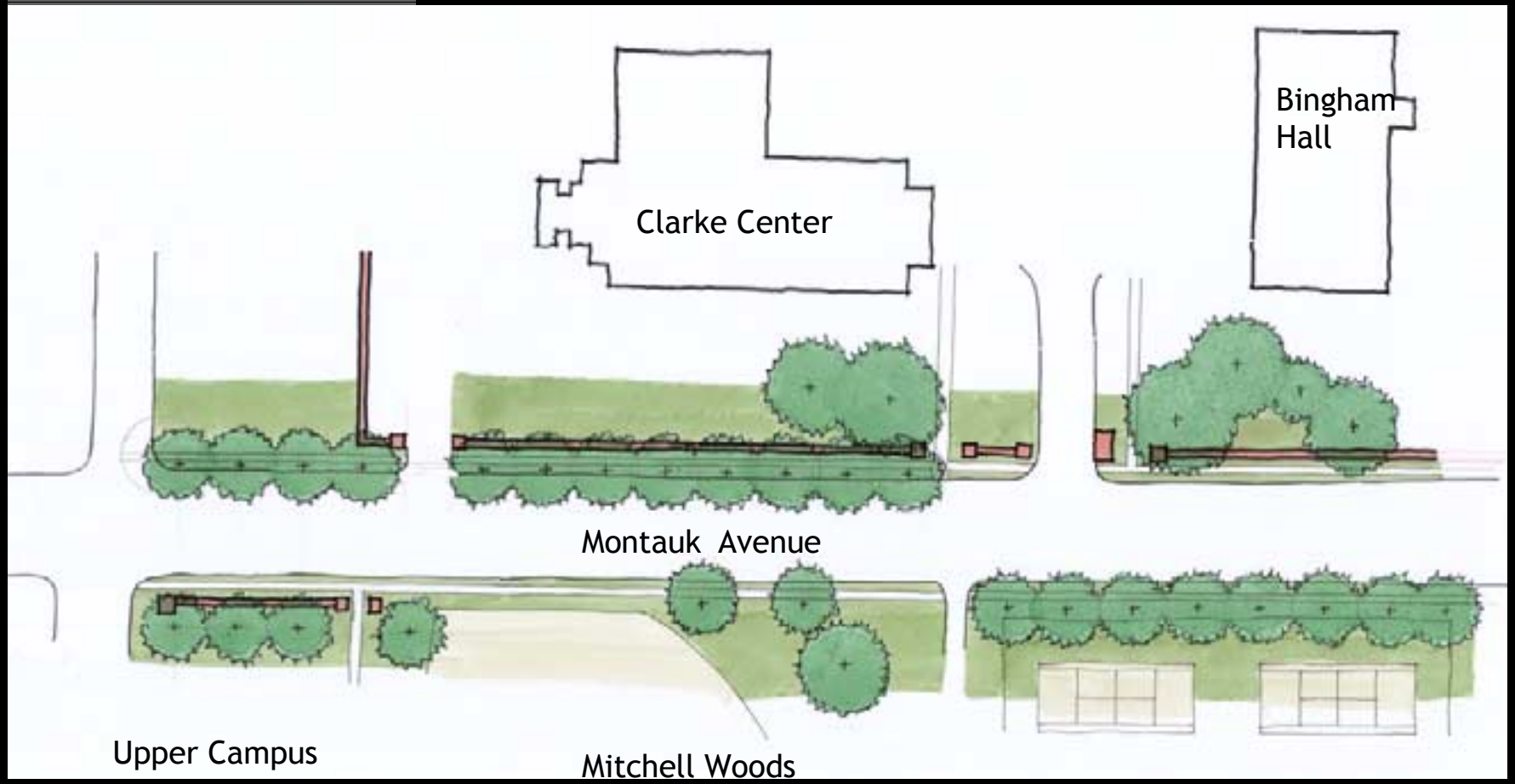


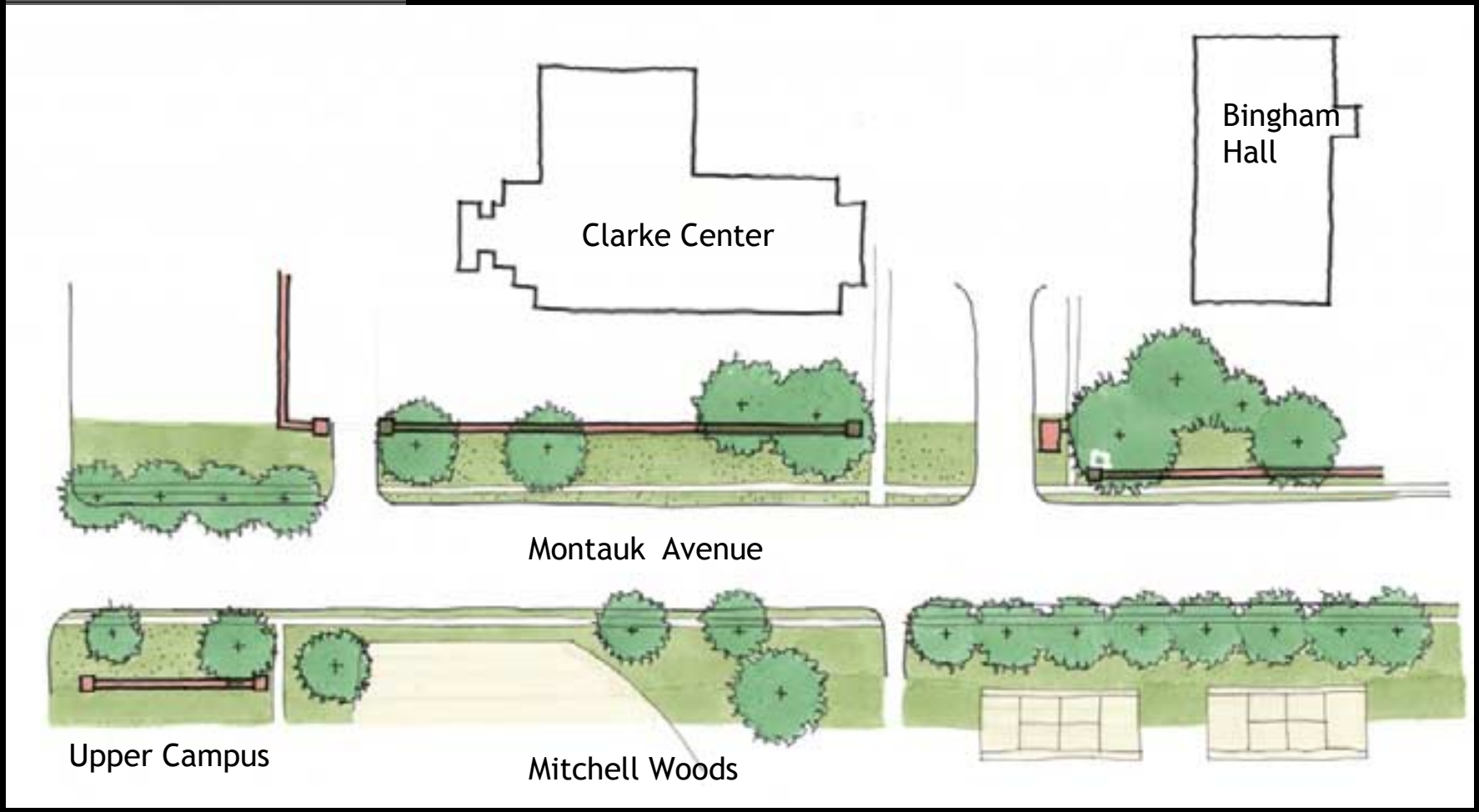
Montauk Avenue Entrance

Montauk Avenue Entrance

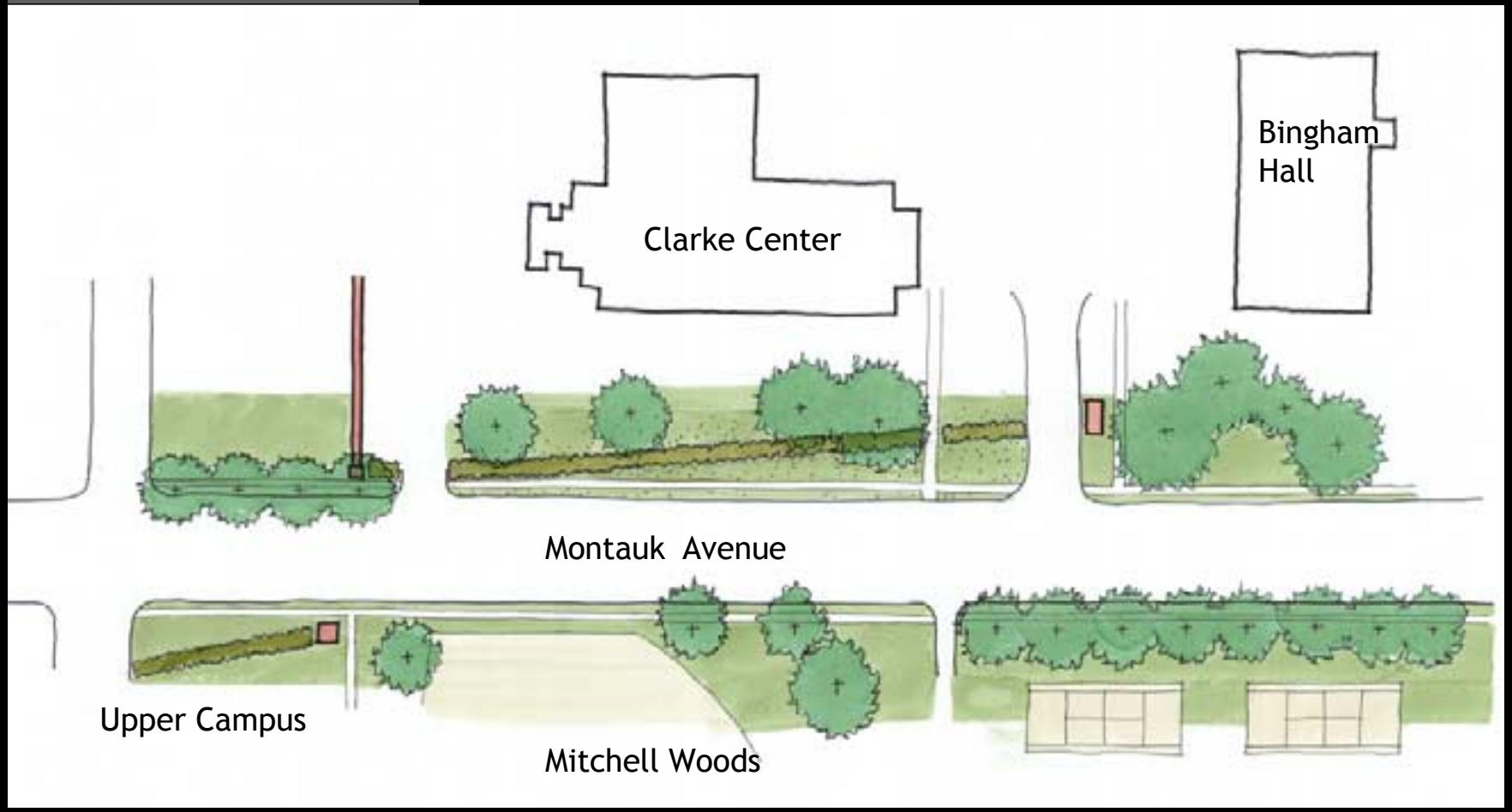
Campus Entry – Alternative 1



Campus Entry – Alternative 2



Campus Entry – Alternative 3



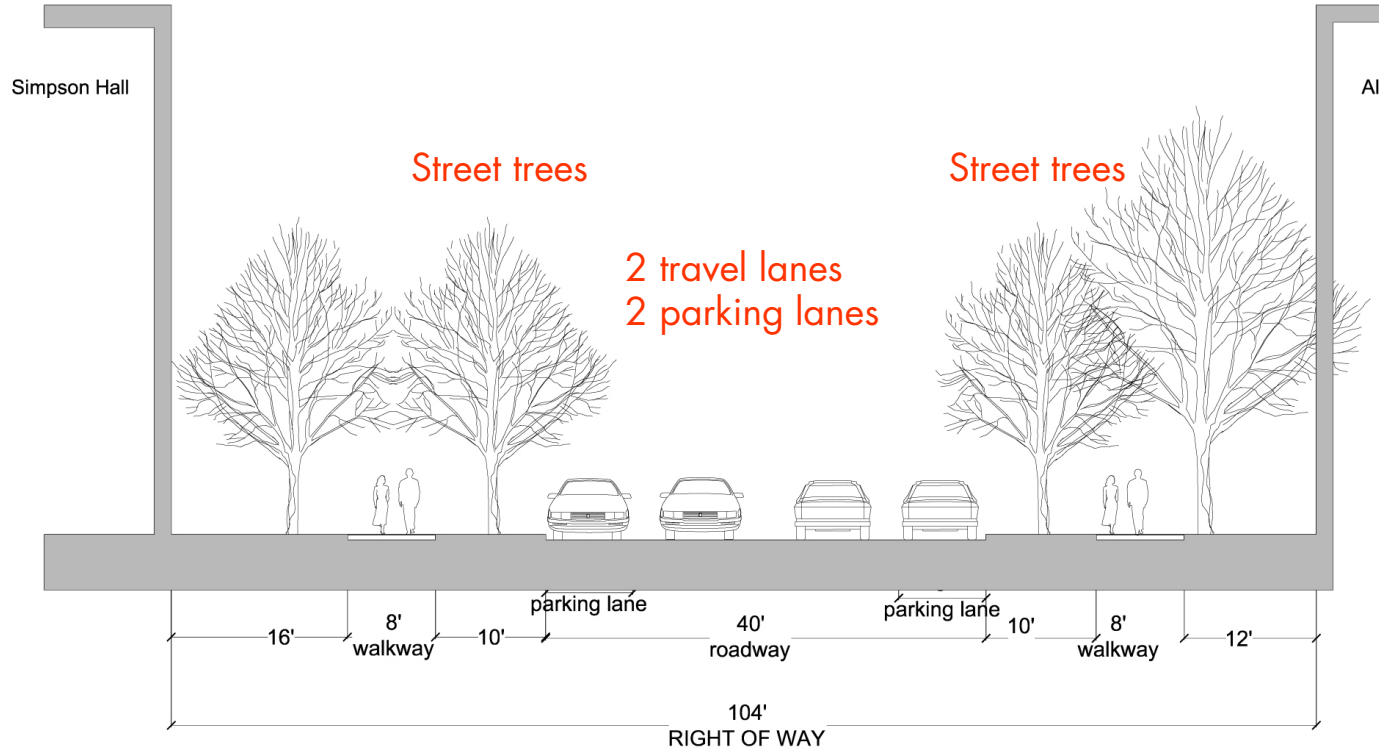
Upper Campus Landscape

Upper Campus Landscape - Alternative 1

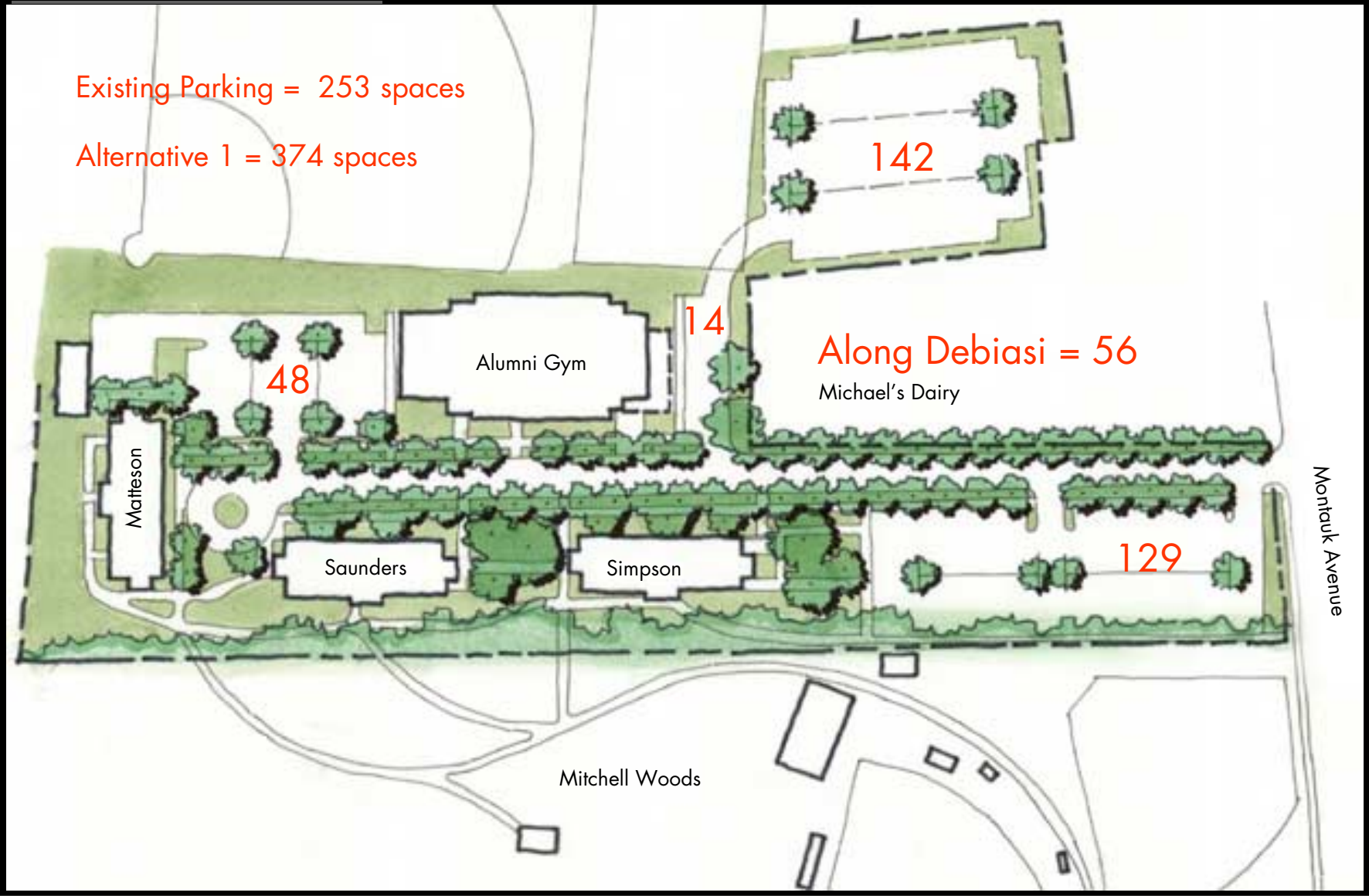
Remove parking between residence halls

Allow parallel parking along Debiasi

Upper Campus Landscape – Alternative 1



Upper Campus Landscape - Alternative 1

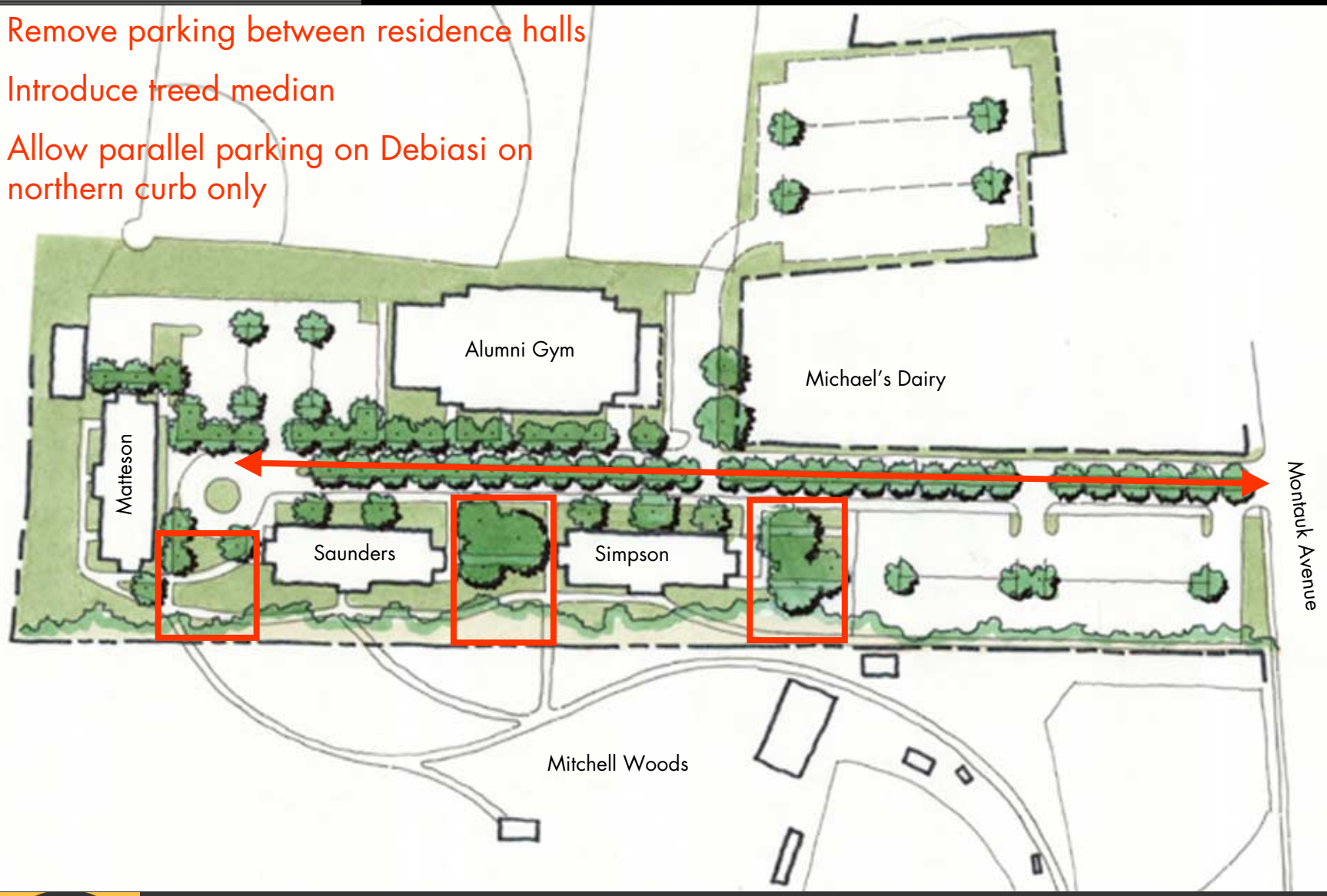


Upper Campus Landscape - Alternative 2

Remove parking between residence halls

Introduce treed median

Allow parallel parking on Debiasi on northern curb only



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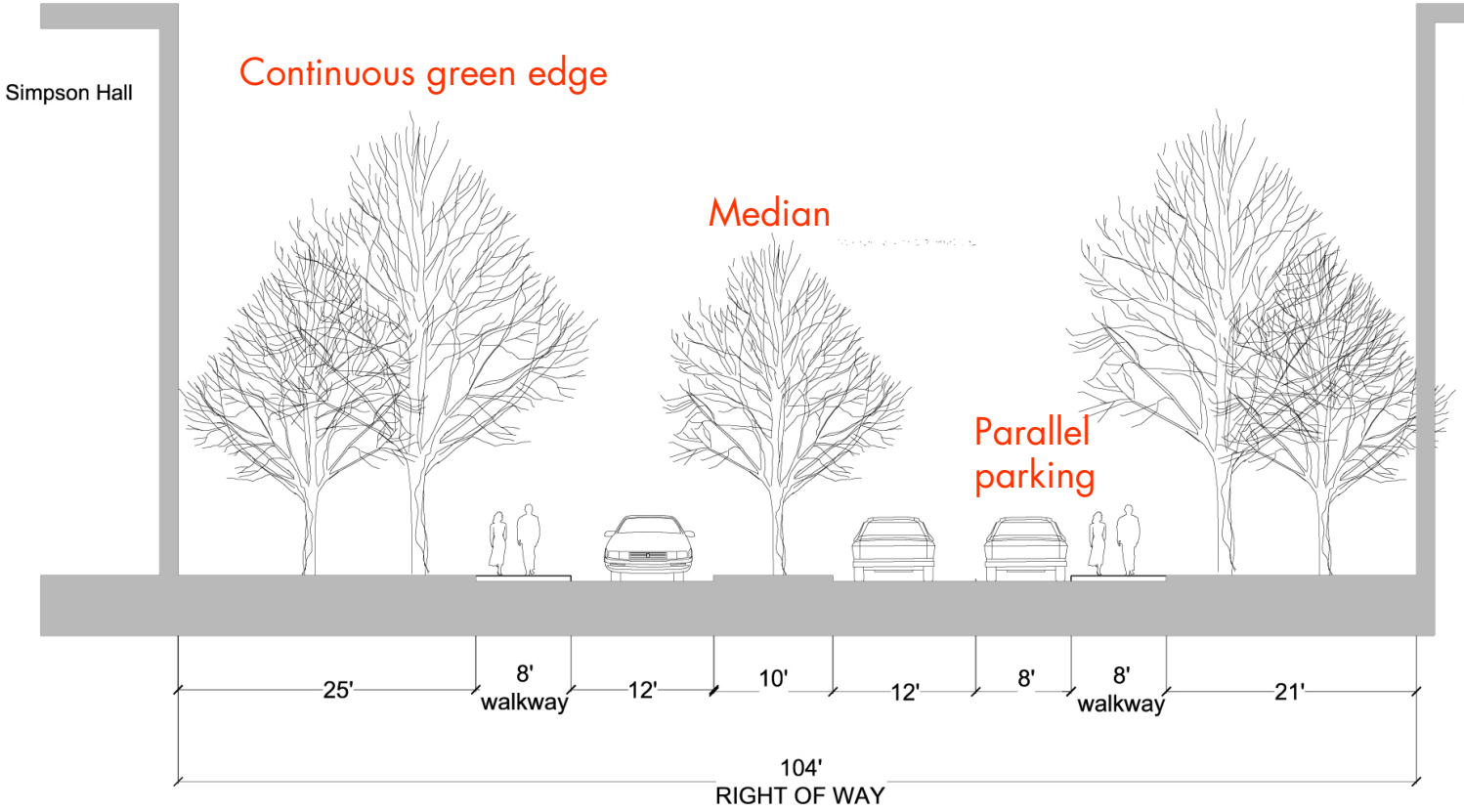
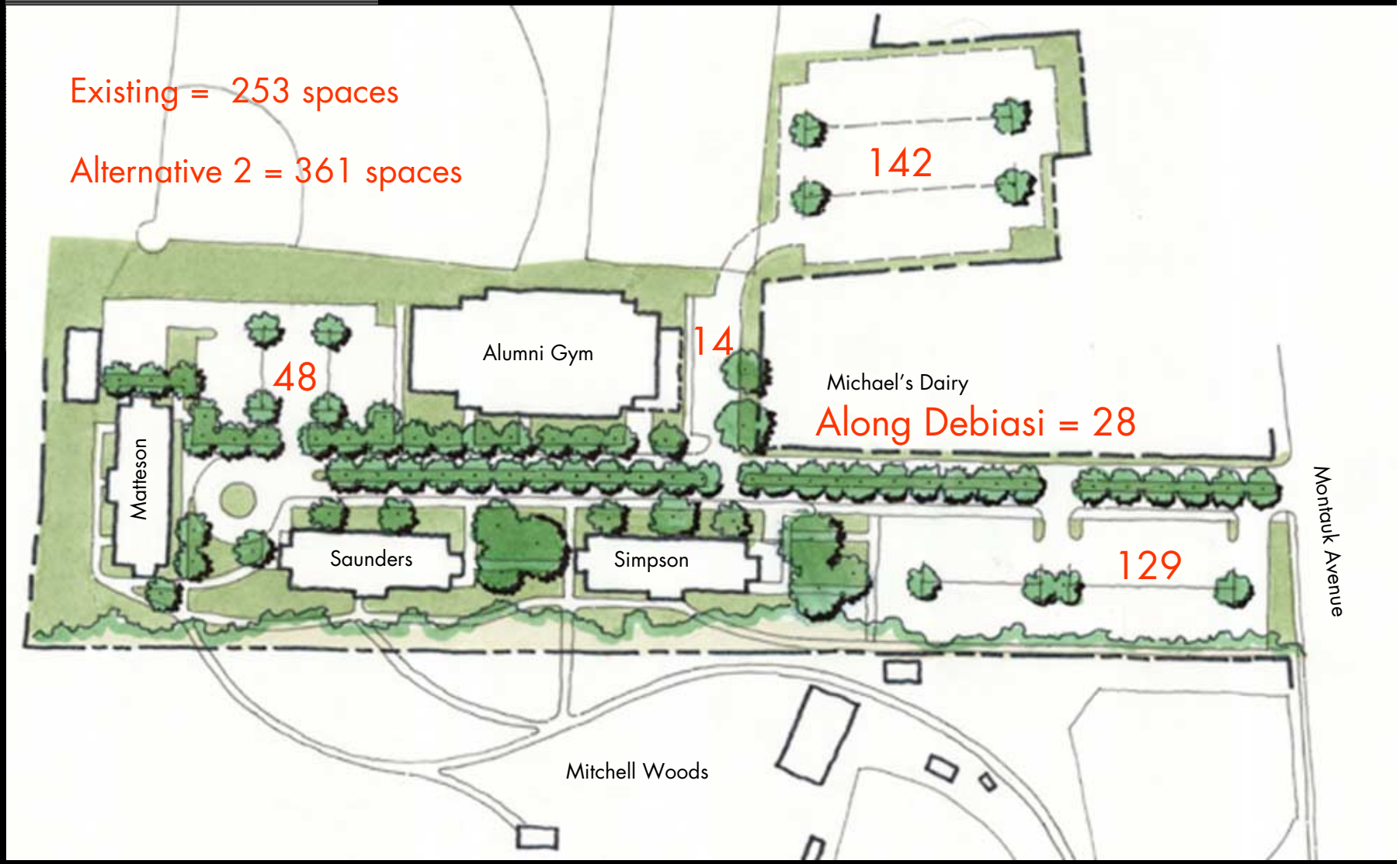


Upper Campus Landscape - Alternative 2

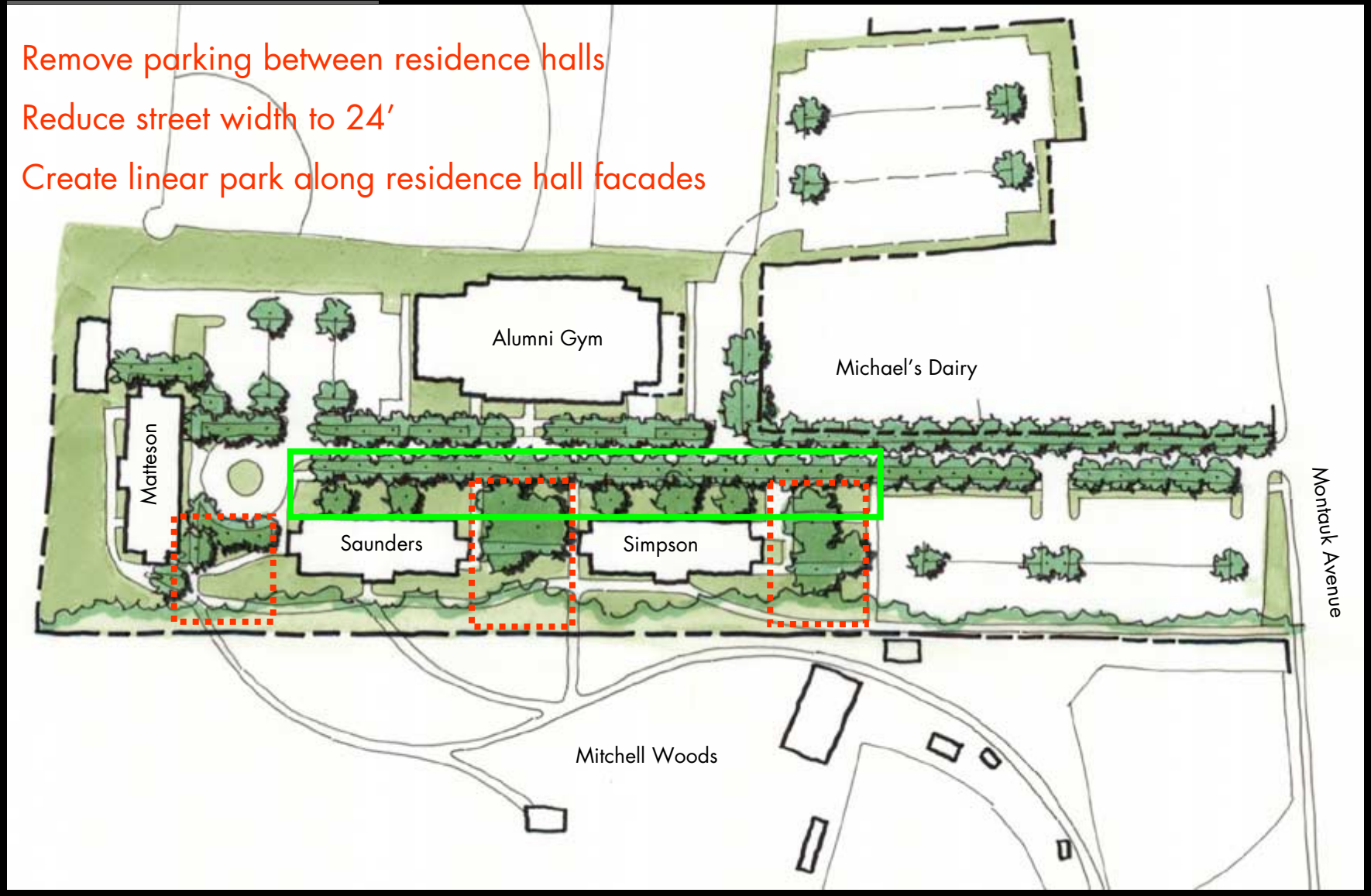


Upper Campus Landscape - Alternative 3

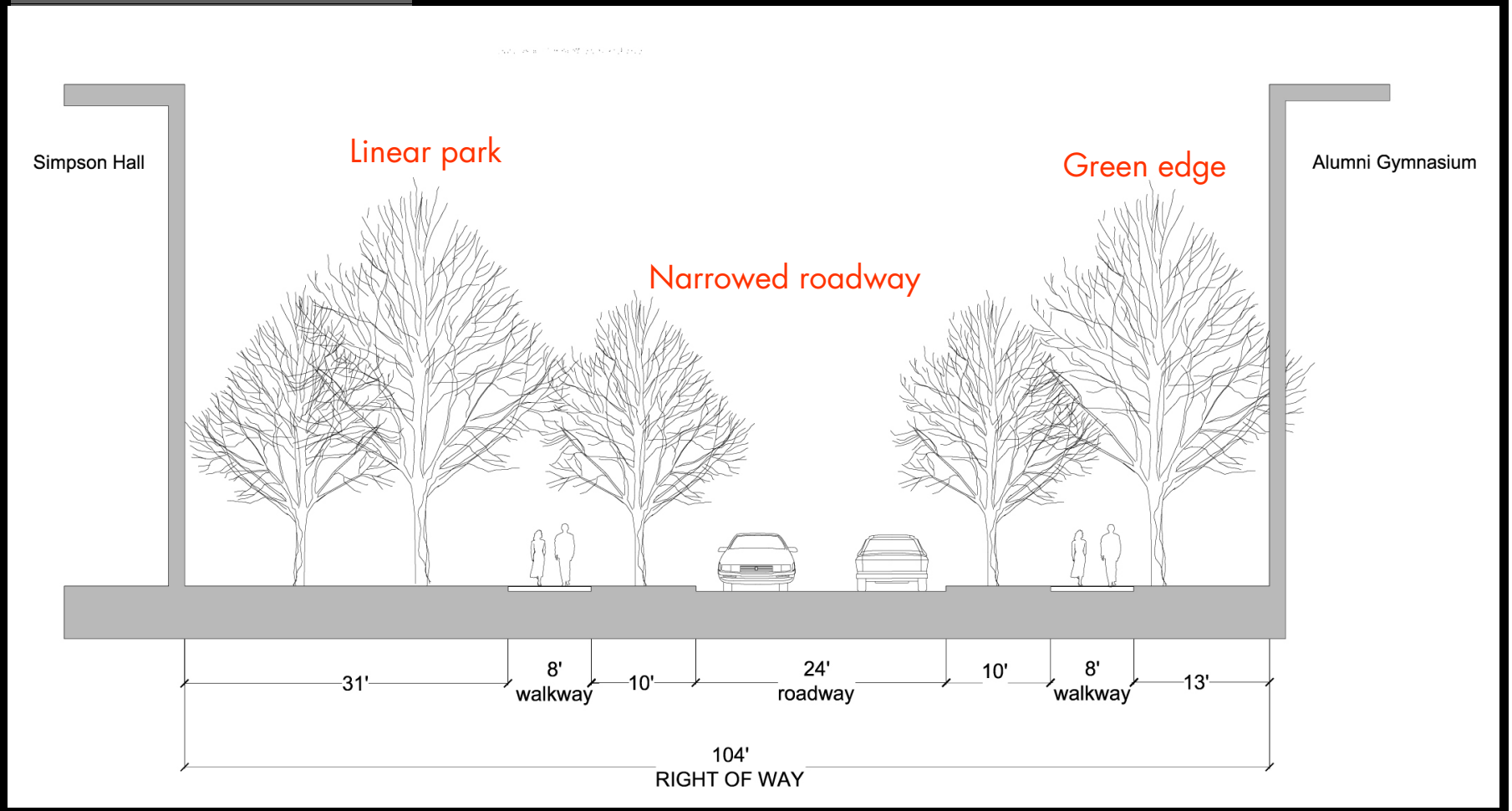
Remove parking between residence halls

Reduce street width to 24'

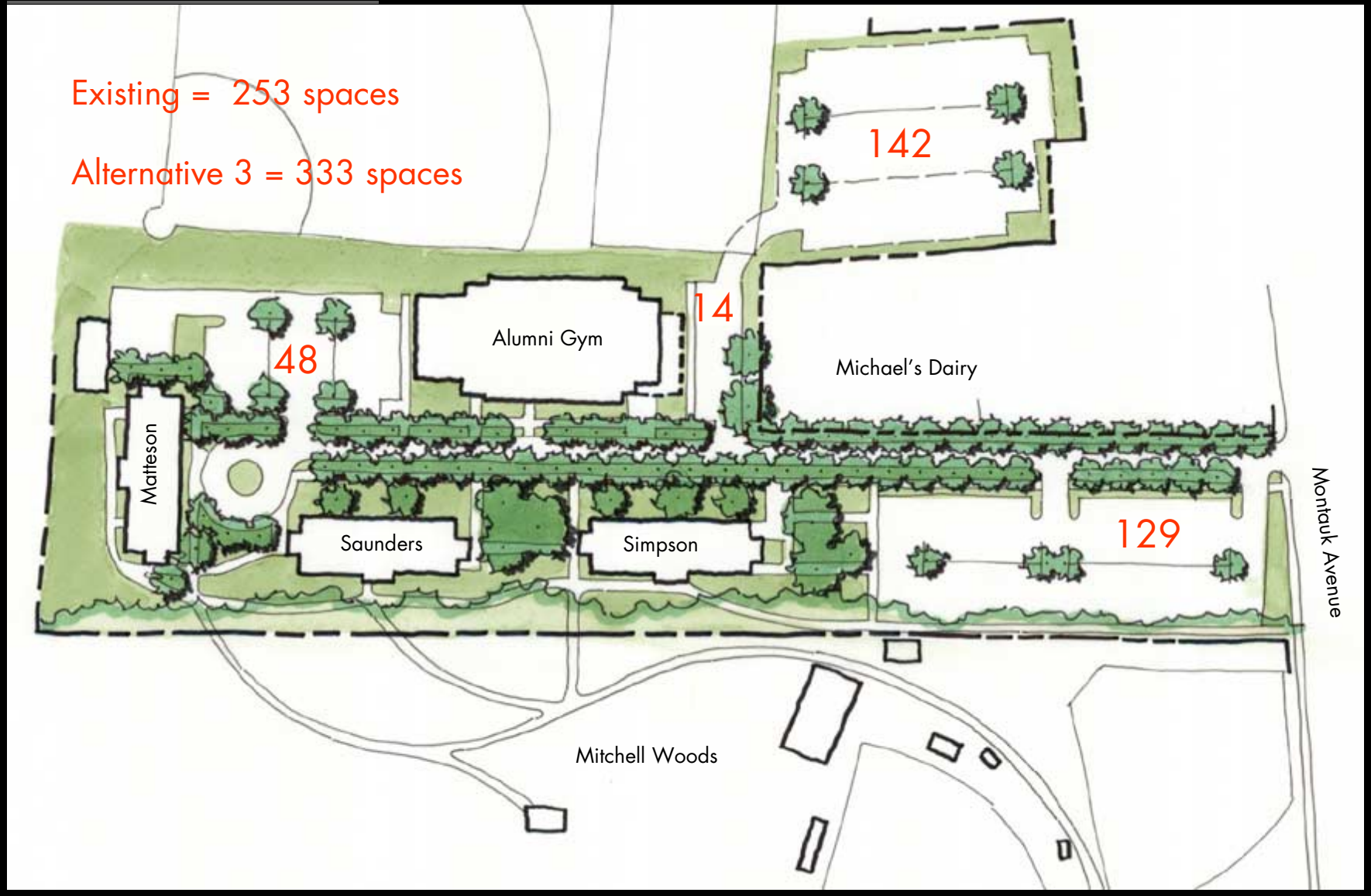
Create linear park along residence hall facades



Upper Campus Landscape – Alternative 3



Upper Campus Landscape - Alternative 3



MITCHELL COLLEGE

SASAKI

Discussion Points

- Confirm assumptions
- Feedback on Space Program
- Reactions to Alternatives
- Discussion