

CAMPUS PLAN

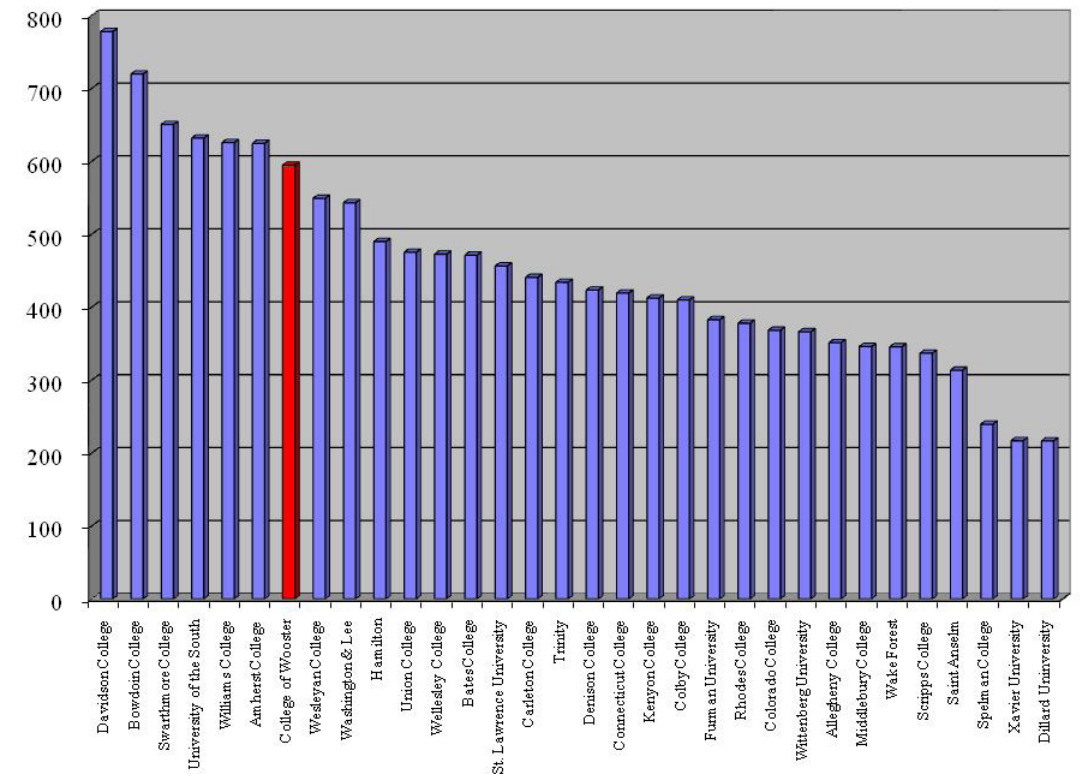
PEER COMPARISON

Contrasting the amount of space at the Wooster campus to space at similar institutions is a way to put the College's facility resources into perspective. A comparison with similar institutions is summarized in below. Included in this comparison are: Allegheny College, Amherst College, Bates College, Bowdoin College, Carleton College, Colby College, Colorado College, Connecticut College, Davidson College, Denison College, Dillard University, Furman University, Hamilton College, Kenyon College, Middlebury College, Rhodes College, Spelman College, Saint Anselm College, St. Lawrence University, Scripps College, Swarthmore College, Trinity University, Union College, University of the South, Wake Forest University, Washington and Lee University, Wellesley College, Wesleyan College, Williams College, Wittenberg University, and Xavier University.

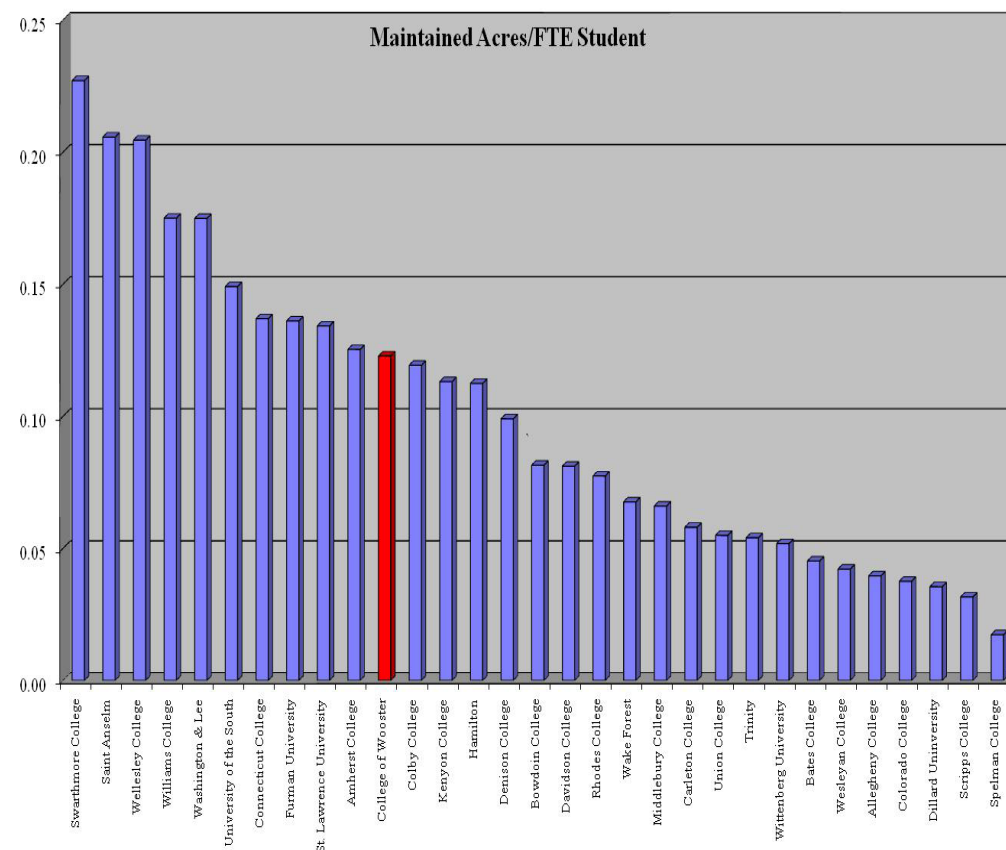
The chart below compares the amount of non-residential gross square feet per student at the colleges and universities listed above. The gross square footage excludes student housing, but includes all other buildings including academic, administrative, library, campus center, athletic and recreation, and various support facilities.

The second comparison is the amount of campus acreage per FTE student. Very few of these campuses have golf courses and it is the inclusion of the golf course that is skewing the College of Wooster's placement in the chart. If the golf course is excluded, then Wooster placement will be between Wittenberg University and Bates College on the right side of the chart.

Non-Residential GSF/FTE Student



The College of Wooster is high-lighted in red. This comparison shows the amount of space per student, but does not indicate the condition of buildings, nor the age or appropriateness of the space. Although it is difficult to determine, we can speculate that the College of Wooster's Independent Studies requirement probably has some impact on total space.



CLASSROOM USAGE

There are 55 generic classrooms on the College of Wooster campus, totaling approximately 43,500 net assignable square feet of space. This category of space includes seminar rooms, classrooms, lecture rooms and auditoriums in which the Registrar schedules classes. There are several ways to analyze these spaces. Measures include how intensively they are being used, if they are the appropriate size for the scheduled class, and if the size is adequate for the number of students given the desired seating style.

The measure of use is in terms of scheduled hours per week. The target is generally 30 hours per week. Large universities usually have no difficulty meeting this target, but many small colleges and

universities find this utilization rate difficult to achieve. A more realistic target for a small college or university is around 25 hours per week, which permits more flexibility for scheduling. The College of Wooster’s mean classroom usage is 16.6 hours per week. Of the 9 buildings where classrooms are located, mean use ranges between 3 to 31 hours per week.

By increasing utilization to just 20 hours per week, the College’s current classroom inventory can accommodate enrollment growth or reallocate 9 classrooms for some other needed College activity. Of course, classrooms will still need to be upgraded—both furniture and technology.

The next measure is the seat occupancy—the size of the class section relative to the capacity of the classroom. The target seat occupancy is 60 percent, compared to the average of 64 percent at Wooster. The data shows the larger the room, the lower the seat utilization. That means that small class sections are being scheduled into large rooms. This is typically the case when, over time, a campus moves towards teaching in small sections, while the classroom sizes remain constant. At Wooster, the smaller rooms (with less than 40 seats) are filled from 75% to 80% of capacity, while the larger rooms are filled to under 35% of capacity.

The classroom size is determined by the desired teaching style and by type of furniture. For room capacities of up to 40 seats, tablet-arm chair seating requires 18 to 22 NASF per student and table-and-chair seating requires 22 to 30 NASF. The NASF per station for each type gradually decreases as the capacity increases. The mean area per station at the College is 24 NASF, which is in the middle of the appropriate size range depending on the desired teaching style. Based on emerging data relative to how students learn, there is a nationwide preference for the table-and-chair venue.

The Table below lists each of the College's classrooms ranked from the highest usage hours per week to the lowest—from 31 hours per week to 3 hours per week.

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Table V: TEACHING SPACES - DETAIL RANKED BY USAGE HOURS PER WEEK - DAY

Based on Fall 2010 enrollment data

HEGIS CATEGORY: 100 (Classrooms)										
Building	Room	HEGIS	Department	NASF	Stations	NASF / Station	Scheduled Sections	Mean Section Size	Usage Hrs / Week	Notes
Kauke Hall	236	110	Registrar CR	576	30	19.2	11	18	31.0	
Morgan Hall	116	110	Registrar CR	990	48	20.6	9	29	30.0	
Kauke Hall	038	110	Registrar CR	1,006	40	25.2	9	34	27.0	
Kauke Hall	136	110	Registrar CR	647	36	18.0	9	29	27.0	
Kauke Hall	237	110	Registrar CR	692	36	19.2	9	26	27.0	
Kauke Hall	238	111	Registrar CR	619	24	25.8	9	17	27.0	
Kauke Hall	305	110	Registrar CR	884	40	22.1	9	30	27.0	
Severance Chemistry	221	110	Registrar CR	898	48	18.7	9	20	27.0	Sink, Mini Hood
Kauke Hall	036	110	Registrar CR	650	28	23.2	9	21	26.0	
Kauke Hall	035	110	Registrar CR	481	24	20.0	10	18	25.0	
Kauke Hall	039	111	Registrar CR	796	30	26.5	9	23	25.0	
Wishart Hall	102	110	Registrar CR	984	40	24.6	9	21	25.0	
Kauke Hall	142	111	Registrar CR	570	24	23.8	8	19	24.0	
Morgan Hall	307	110	Registrar CR	992	48	20.7	8	28	24.0	
Kauke Hall	244	111	Registrar CR	795	30	26.5	7	23	23.0	
Taylor Hall	302	110	Registrar CR	940	40	23.5	8	30	23.0	
Kauke Hall	034	111	Registrar CR	603	20	30.2	9	14	21.0	
Scovel Hall	205	110	Registrar CR	1,080	45	24.0	7	29	21.0	
Mateer Hall	203	110	Registrar CR	1,106	34	32.5	6	28	18.0	Sinks, Hood
Mateer Hall	305	110	Registrar CR	1,084	28	38.7	6	14	18.0	
Morgan Hall	201	110	Registrar CR	695	27	25.7	6	14	18.0	
Scovel Hall	004	110	Registrar CR	768	30	25.6	6	19	18.0	
Severance Chemistry	123	110	Registrar CR	888	48	18.5	6	26	18.0	Sink, Mini Hood
Wishart Hall	104	110	Registrar CR	954	50	19.1	6	19	18.0	
Kauke Hall	141	111	Registrar CR	370	16	23.1	6	9	17.5	
Kauke Hall	137	111	Registrar CR	602	26	23.2	7	17	17.0	
Kauke Hall	242	111	Registrar CR	379	16	23.7	6	9	17.0	
Morgan Hall	101	110	Registrar CR	751	30	25.0	6	18	17.0	
Severance Chemistry	009	110	Registrar CR	1,195	94	12.7	6	31	17.0	Mini Hood

DOBER LIDSKY MATHEY

9/2/2011

V-1

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Table V: TEACHING SPACES - DETAIL RANKED BY USAGE HOURS PER WEEK - DAY

Based on Fall 2010
 enrollment data

HEGIS CATEGORY: 100 (Classrooms)										
Building	Room	HEGIS	Department	NASF	Stations	NASF / Station	Scheduled Sections	Mean Section Size	Usage Hrs / Week	Notes
Kauke Hall	143	111	Registrar CR	780	30	26.0	5	18	15.0	
Morgan Hall	308	110	Registrar CR	690	30	23.0	4	22	15.0	
Scheide Music Center	203	110	Registrar CR	1,219	30	40.6	5	32	15.0	
Severance/Ebert Art C	223	110	Registrar CR	1,143	60	19.1	5	27	15.0	
Taylor Hall	110	110	Registrar CR	811	40	20.3	5	19	15.0	
Taylor Hall	111	110	Registrar CR	777	52	14.9	5	36	15.0	Andrew Lecture Room
Taylor Hall	206	110	Registrar CR	753	40	18.8	6	28	15.0	
Taylor Hall	308	111	Registrar CR	616	22	28.0	5	11	13.0	
Kauke Hall	037	111	Registrar CR	407	16	25.4	4	10	12.0	
Mateer Hall	001	110	Registrar CR	1,194	60	19.9	4	21	12.0	
Morgan Hall	222	110	Registrar CR	703	20	35.2	4	17	12.0	
Taylor Hall	207	110	Registrar CR	762	40	19.1	5	30	12.0	
Scheide Music Center	204	110	Registrar CR	803	24	33.5	3	14	11.0	
Scovel Hall	105	110	Registrar CR	1,080	82	13.2	3	35	9.0	
Severance/Ebert Art C	216	111	Registrar CR	680	18	37.8	3	11	9.0	
Taylor Hall	010	111	Physics	486	10	48.6	3	13	9.0	Westhafer Seminar Room
Wishart Hall	101	110	Registrar CR	989	60	16.5	3	18	9.0	
Morgan Hall	208	111	Registrar CR	340	10	34.0	2	10	6.0	
Morgan Hall	309	111	Registrar CR	546	20	27.3	2	16	6.0	
Severance Chemistry	115	111	Registrar CR	402	20	20.1	2	17	6.0	
Taylor Hall	104	110	Registrar CR	762	35	21.8	2	29	6.0	
Taylor Hall	109C	111	Registrar CR	487	20	24.4	2	13	6.0	
Wishart Hall	202	110	Registrar CR	1,003	60	16.7	2	14	5.0	
Morgan Hall	304	111	Registrar CR	492	20	24.6	1	10	3.0	
Scovel Hall	100	111	Registrar CR	589	15	39.3	1	16	3.0	
Wishart Hall	001	110	Registrar CR	2,009	150	13.4	1	13	3.0	
HEGIS 100 Category Totals:		55 spaces		43,518	2,014	24.4	312	22	16.6	

FACULTY OFFICES

The table below shows space guideline recommendations from several sources: the Western Interstate Commission for Higher Education (WICHE), Council of Educational Facility Planners (CEFP), models and standards from educational institutions, and the DOBER LIDSKY MATHEY database. Normative standards suggest each full time faculty member be assigned an office between the sizes of 140 and 160 net assignable square feet (NASF), and that sharing offices should be considered only for adjunct or emeriti faculty.

Table: Office Space Guidelines

SPACE GUIDELINES	NASF
State Standards	100 – 180
WICHE	110 – 130
CEFP	110 – 140
Allocation Models	130 – 150
Cornell, MIT, Stanford	160
Lafayette	200
DLM Database	164 (university)
DLM Database	141 (college)

Office sizes for faculty were assessed and are summarized in the next table. The mean academic office size on campus is 186 net assignable square feet (NASF). The smallest office size is 100 NASF in Scheide Music Center, and the largest single office is 356 NASF in Mateer Hall (combined office/lab). The size of faculty office varies by building and by discipline. Music faculty may have somewhat larger offices when they are used for both office and teaching studio—usually these spaces contain a piano or two, and in fact, Scheide’s average office size is the largest when compared by building.

Fifty percent of the faculty are located in two buildings: Kauke and Morgan. The other fifty percent are located in 11 buildings with a faculty distribution of from 1 to 22 based on the number of faculty offices.

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Table E1: FACULTY OFFICES - SUMMARY BY BUILDING

Building	Number of Offices	NASF			NASF / Office	Stations	NASF / Station		
		Sum	Largest	Smallest			Mean	Most	Least
Babcock Hall	1	176	176	176	176	1	176	176	176
Kauke Hall	63	10,147	201	139	161	63	161	201	139
Luce Hall	2	330	330	0	165	4	83	165	0
Mateer Hall	10	3,272	356	296	327	10	327	356	296
Morgan Hall	22	3,695	274	101	168	23	161	213	101
Pearl House	7	1,277	206	166	182	12	106	182	69
Physical Education Center	1	123	123	123	123	3	41	41	41
Scheide Music Center	12	3,042	273	100	254	16	190	273	50
Scovel Hall	10	2,084	313	110	208	10	208	313	110
Severance Chemistry Hall	10	2,092	248	130	209	10	209	248	130
Severance/Ebert Art Center	8	1,344	251	0	168	8	168	251	0
Taylor Hall	14	2,362	187	147	169	15	157	187	88
Wishart Hall	10	1,714	268	103	171	10	171	268	103
Totals:	170	31,658	356	0	186	185	171	356	0

STUDENT HOUSING IMPROVEMENTS

A focused study on student housing has been included in the campus planning study. It was led by Brailsford and Dunlavey, specialist in the field and a sub-consultant on this study. The full report can be found in the Appendix 1.

Together with the College’s User Committee Task Force, they identified five strategic goals:

- Maintain competitiveness with peers by providing units types and amenities that students desire;
- Integrate small group spaces within residence halls to foster community building;
- Address deferred maintenance issues and operating inefficiencies;
- Create the right mix of density of campus housing;
- Maximize efficiency of residential buildings.

The College has 14 student residence halls and all but 2 are traditional double-loaded corridor dorms. Gault Manor and Luce Hall are suite-style housing. Nationally, the trend is toward suite and apartment style student housing. In addition to the residence halls, the College has a number of small houses that are very popular. The existing distribution of beds is:

Traditional	1,476
Program House/ISHO	333
Semi-suite	75
Full-suite	95
Apartments	0
Total	1,979

Brailsford and Dunlavey conducted focused work sessions with students, faculty, staff, resident assistants, the Residence Hall Program Council, Student Government, and the Campus Council. They also ran an online student survey to learn about student concerns, ideas, and needs. Approximately 1,900 students were targeted and 700 students responded (37%). That is a statistically valid response rate.

One outcome of the survey is a reconsideration of the distribution of housing styles based on student demand. According to the survey, the College should have a wider diversity of student housing similar to the distribution below:

Traditional	923
Program House/ISHO	160
Semi-suite	173
Full-suite	318
Apartments	405
Total	1,979

One question of the survey asked what factors should the College consider in renovating the existing residence halls. The Table below shows those factors that were ranked very important or important, with affordability, interior finishes, modern and attractive environments and amenities being ranked highest.

Factors	Very Important/Important
Keep housing costs affordable	97%
Improve interior finishes of existing housing	95%
Modern and attractive environments	92%
Improve amenities in existing housing	92%
Help retain students at Wooster	85%
Make housing procedures more student friendly	81%
Make Wooster more attractive to prospective students	80%
Improve existing dining services	78%
Improve perception of Residential Life	75%
Improve maintenance services	70%
More academically-focused communities	62%
Improve housekeeping services	50%

FIGURE 3.11: What factors should Wooster consider if improving existing housing?

Another question in the survey was what factors were most important when deciding where to live on campus. Ranked highest is getting the preferred unit type, laundry, high speed internet, being able to choose a roommate, the condition of the building, and proximity to campus dining.

Factors	Very Satisfactory/Satisfactory
Preferred unit type	86%
Laundry	86%
High speed Internet	84%
Choose own roommate	82%
Physical condition of building	82%
Access to campus dining	80%
Proximity to other students	76%
Quiet place to study	70%
Proximity to classes	68%
Safety and security	64%
Campus activities	59%
Access to Wooster resources	59%
Kitchen	55%
Additional living space in my unit	51%
Educational opportunities	48%
Availability of Study Space	46%
Proximity to convenient parking	43%
Single room	37%
Leadership opportunities	35%
Private bath	27%
Disability accommodations	17%
Greek housing	15%

FIGURE 3.10: What factor was most important when deciding where to live on campus?

Brailsford and Dunlavey recommended a three phase initiative to improve student housing at the College of Wooster. These initiatives have been incorporated in the campus plan. Although renovation is an important component of their recommendation, the first phase is to construct a 150 bed suite-style residence. This building will address student demand for modern and attractive living environments and improves the College's housing portfolio and position in the market place in comparison to peer institutions.

In addition, this new residence will provide the staging area for the renovation of the existing halls—the second phase. One or two buildings per year can be vacated, the density of students living in the buildings reduced, amenities provided, and general renovation commence.

Reducing the density is an important goal and reflects the students' desire for more comfortable spaces within the residence halls. It also provides an opportunity to integrate small group spaces within the residence halls to foster community. The sequence of student housing to be renovated are: Wagner, Compton, Andrews, Douglas, Bissman, Holden, Armington, and Stevenson.

The third phase is the construction of College of Wooster quality town houses to replace some of the program houses that are inefficient to operate and are qualitatively below the Colleges standards. Town houses provide long-term opportunity to develop residence halls that are more marketable and support specific program and living/learning opportunities. Town houses create more efficient units to support various program efforts.

SIGNAGE AND WAYFINDING

The issues and recommendations about campus signage and wayfinding are described more fully in the section below on the campus plan and in Appendix 2. Signage at the College is inconsistent in style, placement, font, material, and information. There are no outdoor campus map locations for pedestrians or cars. There are no directions to visitor parking. There are too few gateway signs that announce the location and boundaries of the College. There is an insufficient number of building signage. More importantly, there is no consistent style or design.

In Appendix 2, Signage and Wayfinding, there are seven drawings indicating sign and information locations including entrance and gateway signs, large and small building information, wall mounted building information, campus map kiosk, handicapped information, large and small vehicle directional information, and street signs.