SUNY Onondaga Community College

Facilities Master Plan 2018-2026

June 2021

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EXECUTIVE SUMMARY

Introduction

Onondaga Community College has always maintained that, "the college of today won't be the college of tomorrow," and has committed itself to providing regular updates and continual re-evaluation of their Facilities Master Plan. A carefully selected team of faculty and staff have pooled the collective knowledge of the College, identified the current needs of the community, and created a clear set of physical and academic goals to address those findings. Through this new plan, OCC will once again transform itself, physically and academically, in order to maintain its role as a community-focused resource with a student-centric vision.

Aligning with the 'Lazer Focus' Strategic Plan, this document will outline OCC's vision, identify areas on campus in need of revitalization, discuss the possible implementation of additional academic programs, and explore opportunities that help enable the College to meet the needs of their surrounding community. These improvements, while focused on the campus and College itself, aim to provide a stronger and more broad scope of services to the student body. This desire to serve is at the core of Onondaga's mission and is the driving force behind both campus and academic improvements.

***Due to the COVID-19 pandemic, special care and attention will be needed as the college navigates through and beyond this crisis. Unforeseen needs or changes may arise as the campus reopens and the College better understands the affects of distance learning in comparison to traditional learning environments. This Facilities Master Plan provides great flexibility and will work to accommodate any future needs, regulations, and desired practices moving forward.*

History

Founded in 1961 in a retired typewriter factory in downtown Syracuse, Onondaga Community College has spent over half a century dedicating itself to providing academic excellence through cutting-edge programs for career and transfer students. This constant dedication has established OCC as Central New York's premier community college. Onondaga is an accredited two-year institution with a wide variety of liberal arts transfer programs in addition to its career focused and workforce development programs. These programs have focused on the needs of diverse and underserved populations, ranging from recent high school students and working adults, to immigrants, veterans, and many more.

True to its core mission, the College is evolving and enhancing its existing infrastructure to improve the scope and quality of services it offers to its students. OCC seeks to optimize its existing facilities and reallocate surplus space to support the continued growth of their applied engineering, workforce development, and liberal arts transfer programs. By investing in these indemand programs the College can offer its students a greater number of paths to success, giving them both the tools and talents needed to succeed in the professional world.

Mission

The mission of Onondaga Community College is to be Central New York's partner in education for success. OCC achieves this mission through:

- Student Access, Retention, Completion, Transfer
- Academic Excellence
- Student Engagement and Support
- Career and Workforce Advancement
- Responsible Stewardship of Resources
- Community Engagement

Culture

This mission and rich history have established OCC's reputation as a hard-working, 'scrappy,' and community-centered institution with the following core values:

- Student First - Keep students at the center of all they do
- Learning - Embrace the lifelong pursuit of knowledge and free expression of ideas in a safe environment to advance the individual and the community
- Excellence - Strive for continual improvement and innovation to seek their highest potential
- Diversity - Enrich learning through an inclusive campus environment that respects human dignity and difference
- Community - Foster active and productive participation in building mutually supportive environment for members of the campus and the broader communities
- Responsibility - Build a culture of integrity and accountability to develop both self and others

Current Programs of Distinction

OCC's programs of distinction include:

- Business
- BMC (Broadcase Media Communications)
- Liberal Arts Transfer
- Healthcare
- Hospitality
- Music and the Arts

Developing Programs of Distinction

In continuing their dedication to community and regionally focused education, OCC has expressed a desire for the following programs that will help improve their student experience and will work to incorporate them over the five-year timeline:

- Applied Engineering, Construction Management, HVAC, Drone, Electric
- Mechanical Technician, Veterinary Technician
- Comprehensive Healthcare and Medical Technologies
- Workforce Development

Enrollment

OCC experienced steady growth throughout the early 2000s and remains one of New York State's leading community colleges by enrollment. Onondaga peaked at a college headcount of 10,331 in 2012-2013. While these numbers showed strong and consistent growth over time, OCC, similar to other community colleges in New York State, has since experienced a decline in student population, recording a total college headcount of 6,019 in the 2019-2020 academic year. This decline reflects several factors that have hindered enrollment across NYS for many years: a declining population, as well as high school graduates, changing economic conditions, and demographic shifts across the state. Due to these factors, growth in enrollment is not anticipated over the next five years.

In response to the changing population, the College aims to re-structure their curriculum and pedagogy to better meet the needs of new and current students. By responding to the regional employment needs of Central New York, OCC has identified several programs that will provide in-demand skill sets to its students, help broaden their scope of potential students and pay special attention to previously underrepresented demographics. Onondaga Community College seeks greater enrollment as a way of serving its community, offering better opportunities and more holistic education for all those who seek it.

To meet that end, the College plans on implementing the following strategies:

- Enhancing program offerings to create additional opportunities for applied engineering and technical education
- Seeking out and catering to underrepresented populations through a continued focus on diversity and inclusion across the campus
- Establishing environments that focus on stewarding successful educational and personal well-being
- Fostering collaborative relationships with area school districts, agencies, etc. as part of their K-12 partnerships in order to continue helping secondary students find success at the college level

Existing Conditions on Campus

The OCC campus sits on 280 acres of rolling hills in the heart of Onondaga County. The campus itself is bisected by a large escarpment, through which runs Furnace Brook. A pedestrian bridge and the Academic II classroom building span across the brook, highlighting the unique and dynamic natural character of Onondaga Hill.

In the traditional style of a 1960's SUNY school, OCC is surrounded by a large ring road inside of which sits the main campus. This boundary has expanded over time as the College acquired various property in the surrounding area. In total, there are 15 buildings across the main campus and its satellites, varying from newer construction to those that are over fifty years old. Many of the buildings have been actively maintained and renovated within the last 15 years. Yet, as these buildings continue to age, larger envelope and building systems replacements are becoming necessary. Through selective improvements and critical maintenance OCC will continue to preserve their built assets while simultaneously focusing on necessary upgrades to achieve a more sustainable campus.

Onondaga Community College Site Plan

Existing Buildings

Property Line

Onondaga also has a strong foundation as a commuter college and the campus has developed with a large focus on pedestrian circulation, surface parking, an internal shuttle service, and stops for the local transportation systems. The overall plan of the campus works to tie these external means of transportation directly into the campus core so that no matter how students commute to OCC, they have immediate access to the campus' central spine. With roughly 5,500 commuter students, the College draws heavily from downtown Syracuse and reaches nearly 50 miles into the surrounding towns and cities of Central New York. With such broad range of commuters, OCC students rely heavily on mass transit systems, but the College itself has concerns in the quality and efficiency of the local transit systems to adequately serve the scope of its population. Timely arrival and departure from campus is paramount to many commuter students and can provide a significant barrier to education if it is not available. Onondaga is committed to working with the community leaders to minimize these barriers.

In 2006, the College added a collection of residence halls to bolster a sense of community on campus and meet the needs of OCC's growing reach and desire to accommodate its non-commuter population. Three of these buildings sit on the south side of campus, and one additional building sits on the north side of Route 173. These residence halls provide a mix of suite-style and traditional dormitory living and gave the College the ability to provide a more holistic learning experience to their student body, in addition to their strong roots as a commuter college.

Space Needs

A classroom and laboratory utilization study and space needs analysis of the Onondaga Community College campus was completed using data analyzed from the fall 2018 semester.

All buildings with instructional space at OCC were included in the classroom utilization analysis. The analysis was completed at the room level for credit instruction with statistical averages for each building and for the entire campus. At the campus level there are a total of 105 classrooms available for instructional activities. Overall, classrooms are utilized an average of 25 weekly room hours at 57% student station occupancy with an average of 21.4 ASF per station. SUNY guidelines were used as a baseline, recommending that classrooms be utilized an average of 27 weekly room hours at 67% student station occupancy with an average of 22 ASF per station. This comparison, based on the above criteria, identifies a total of 42 classrooms with below average utilization, providing opportunities for reallocation towards uses.

Simultaneously, a utilization analysis was completed for all laboratory space at OCC. The analysis was completed at the room level for credit instruction with statistical averages for each building and for the entire campus. At the campus level there are a total of 58 laboratories available for instructional activities. Overall, laboratories are utilized an average of 18 weekly room hours at 63% student station occupancy. SUNY guidelines were again used as a baseline and recommend that laboratories be utilized an average of 20 weekly room hours at 80% student station occupancy. This indicates that OCC has 29 labs operating below baseline and show potential for reprogramming opportunities.

The second part of the study focused on developing an understanding of how the existing academic space at OCC was currently being utilized. Ultimately, this data was used to provide a projection of future space needs in 2023. Appendix 7 provides an overview of the existing space in use, recommended space according to recognized guidelines and the resulting surplus or deficit of space in both the base year (2018) and the target year (2023). During the fall 2018 semester OCC had a total of 570,618 ASF of existing space on campus. Based upon the analysis, OCC has a total surplus of 110,606 ASF of space in the base year and a total surplus of 83,996 ASF of space in the target year. This change in surplus is representative of the College's change in enrollment, additional and expanded programs, and a shift from a 15-week to a 14-week semester. Given the current and future surplus of space, it is possible to repurpose academic space for use with new and emerging programs.

Planning Objectives

The Master Planning principles, as well as campus initiatives, are aligned with the 2019-2021 'Lazer Focus' Strategic Plan:

- Plan for an integrated campus that optimizes the existing infrastructure
- Foster a student-centered campus community with focus on academic excellence and activated spaces for student use
- Embrace the diverse student body, creating environments that respond to and integrate multi-cultural aesthetics into campus space and life
- Create educational facilities that are inviting and accessible to underserved populations
- Provide a flexible and adaptive framework for development of the campus to meet current/future needs
- Repurpose underutilized space for new programs and collaboration
- Foster 21st Century learning environments both in classrooms and throughout campus facilities
- Strategically plan for the ongoing maintenance and upkeep of existing buildings and infrastructure, allowing the college to continue to meet the needs of its students and the community

Academic Goals and Directions

Onondaga Community College intends to add to their existing programs to include more opportunities for applied engineering, workforce education, and the liberal arts. These programmatic changes are based on knowledge of in-demand skills amongst students and across several professions.

The additional programs currently being considered include, but are not limited to:

- Creative Writing
- Cyber Security
- Data Sciences
- Digital Drafting & Design
- Drone Technology
- Environmental Controls Technology & Environmental System
- Fire Protection Systems
- Geospatial Science Technology
- Heath Sciences
- Health Studies Certification
- Healthcare Administration
- Hydraulics Technology
- Robotics Technology
- Sound Recording
- Social Sciences
- Spanish
- Paramedics
- Veterinary Science Technology

These new programs underscore the goal of OCC to be a transitional institution in every sense of the term. Focus lies not only on the traditional student, but anyone wishing to pursue higher education. The project team has studied current space utilizations and organization in order to define how existing programs are functioning and what steps can be taken, in both the short and long term, to integrate these new programs into existing facilities.

Programmatic Design Drivers

Based upon the planning objectives, and academic goals, the following design drivers have been established:

- Repurpose surplus classroom and lab space to provide flexible teaching environments, as well as informal collaboration space to help optimize student engagement and learning
- Bring all classrooms into the 21st Century through tiered holistic design
- Continue to institute a baseline of sustainable strategies across campus and bolster those that already exist
- Establish two Student-Centric hearts
    - -Consolidation of student services in Gordon Student Center
    - -Consolidation of academic support services in Coulter Academic Commons
- Promote synergistic opportunities between similar academic programs within Schools
    - -Eight focus areas of study have been implemented in the Spring of 2020 to begin facilitating this goal
- Continue maintenaance of existing facilities, grounds and infrastructure

Capital Funding

Over the course of the FMP process, recommendations which further the mission of the College have been the focus. The proposed initiatives are broken up into several components of a five-year plan: critical maintenance items and campus initiatives.

**All costs listed are estimated Project Costs which include: rough-order-magnitudes construction costs; soft costs, including project management, design fees, testing, FFE etc.*

***As the College gains a better understanding of the after-effects of the COVID-19 Pandemic alterations to the following list will be made as needed.*

Critical Maintenance Items: $60M* Total

Maintenance of existing facilities is of utmost importance and is vital to preserving campus and community assets. As part of the FMP, a list of critical maintenance items has been developed. This is maintenance to be addressed within a five-year timeline. Refer to Appendix 1 for the full list.

The main focuses of these critical maintenance items are to:

- Upgrade building systems (HVAC, lighting, security, phone) that are beyond their useful life
- Enhance sustainable and accessible campus site conditions
- Refurbish and upgrade interior finishes (carpet, flooring, gymnasium, etc.)
- Upgrade campus-wide network and technological standards
- Improve building envelope performance (replace roof, windows, repoint masonry, exterior entry doors)
- Pedestrian bridge (spaling concrete and exposed rebar requires repair)

Campus Initiatives: $100M* Total

1. Technical Education Building/Addition: $5.5M*

   Provide an open warehouse space for use in applied engineering, technical and workforce education. This space would provide general equipment for the desired programs and a kit-of-parts type learning environment to allow flexibility and account for future needs of the community. Alternatively, surplus space can be reallocated and renovated to fit the needs of a flexible, technical learning environment.

2. Simulation Hospital: $30M*

   Establish a 10,000 SF medical simulation hospital and 32,000 SF health professions facilities to enhance the programmatic offerings within OCC's health program. It will also position OCC to better serve the current and future need of the community. The simulation hospital consists of simulation rooms with high quality AV capabilities, private debriefing rooms for observation and support, and control rooms adjacent to the simulation labs. The entire first foor of Ferrante Hall will be renovated to accommodae the new state of the art program spaces. This work will require relocation of some academic departments to an alternative location on campus to optimize program synergies and space efficiencies.

3. Regional Public Safety Training Center: $14.5M*

   Mulroy Hall is a historic four-story building that was renovated in 2012 to serve as a regional high education center and additional classroom spaces. Renovation of this existing building to house a regional public safety training center builds on existing uses in many of the spaces, with several areas already being used for PSTC Degree Programs. This Center would provide a hands-on training environment focused on in-demand skill sets for local authorities and specializes in emergency medical treatment, fire protection systems and technologies, and law enforcement. Serving as the regions centralized training facility this new center would also foster collaboration between these local agencies, interested students, and the greater campus community.

Regional Public Safety Training Center (cont.)

Re-using the existing Mulroy Hall for these initiatives capitalizes on the College's sustainable initiatives, minimizing impact to the environment, and helping control cost by focusing on renovation as opposed to new construction. Due to the high degree of specialization in this new center renovation may be significant and require attached or adjacent additions to Mulroy.

4. Learning Environment Upgrades: $12M*

Universal Design for Learning (UDL) is a teaching approach aimed at meeting the needs of every student in the classroom. With this approach to design, flexibility and a variety of options for sharing both content and demonstrated knowledge is key to success. Several tiers are proposed in the upgrades to the OCC campus learning environments:

- Tier 1: Classroom – upgrades to existing finishes including ceiling, floor, wall finish, flexible furniture and AV upgrades to encourage UDL- $30,000/classroom
- Tier 2: Classroom – all upgrades from Tier 1 with additional AV and lecture capture capabilities - $50,000/classroom
- Tier 3: Specialized classroom- all upgrades from Tiers 1 and 2, finishes, furnishings and AV requirements to be based on specific program but modernized for interdisciplinary use. $750,000/ classroom
- Recapturing underutilized classroom space and repurpose as ad hoc collaboration space. Refinish and refurnish 30,000 ASF - $4.5M total

5. Digital Newsroom: $650K*

Provide a state of the art digital newsroom, focusing on broadcasting and sound recording technologies. The proposed estimate is based on a series of SUNY, National, and International guidelines for academic spaces and will be designed in reference to similar spaces at comparable institutions. This newsroom would bring together a number of disciplines and be a significant step towards creating a future-facing media program.

6. J. Stanley Coyne Net Zero Project: $9.5M*

J. Stanley Coyne Hall is a two-story office/classroom building that was constructed in 1973 and has seen minimal building improvements over the last 47 years. The building's HVAC system is near the end of its useful life and does not provide adequate user comfort; it is very inefficient based on today's standards. This building is optimally positioned for a deep energy retrofit and to become a net-zero facility. This project aims to capture all critical maintenance upgrades, while minimizing overall energy consumption and contributing to SUNY and New York State clean energy goals. The first step in this process is to conduct a Deep Energy Retrofit Feasibility Study to determine the options for energy strategies and savings moving forward. Based on this study a final construction estimate will be provided. The range above reflects the cost of this study, as well the estimated renovations for the 31,000 SF building.

7. Gordon Student Center Selective Renovations: $18M*

Renovations seek to create a strong student service environment that meet the needs of today's college students and align with OCC's enrollment and retention strategies. Opportunities for alterations within the existing program would change Gordon's character from a formalized service building into a true student center with an engaging and transparent focus on administrative student support.

8. Coulter Academic Commons Renovations: $7.7M*

Renovations will focus on the consolidation of academic support services, the foremost of which involve relocating the Learning Center from Gordon and the Teaching Center from Mawhinney. Additional considerations will be made to provide greater collaborative environments among the existing spaces and generating highly visible spaces for academic support, therefore leading to increased retention and enhanced student support.

9. Interior and Exterior Signage: $1.6M*

As the College strives to be a community resource, there is a desire for holistic upgrades to the Campus' wayfinding and collegiate branding opportunities. The scope ranges from increased signage for academic programs/groups to digital wayfinding systems to be integrated into each student center. The goal is to establish a holistic brand identity and give students the tools they need to reach the services they require as easily and efficiently as possible.

10. Outdoor Educational Lab Space: $350K*

Create a student-centered exterior environment that will allow for flexibility, portable, kit-of-parts experiments, project displays, and technologies to be demonstrated both actively and passively. It will also provide a neutral space where programmatic synergies can be discovered across different programs and further capitalize on the character of OCC.

Closing

Onondaga Community College is a resilient community college with a strong dedication to its mission and academic population. Through resourceful leadership and a team of visionaries, the College has begun to seek new academic goals to serve the changing needs of their academic population and the regional demands of the professional world. These new goals aim to improve the campus and its academic offerings to provide greater opportunities for success to new and existing student populations, especially those from traditionally underrepresented populations. As the College expands its list of programs, a need to enhance their physical environment will rise alongside the projected student body. A list of critical maintenance items has been developed to best aide these changes and focus on generating a more flexible environment that will capitalize on the potential of their existing infrastructure. By leveraging these assets, OCC will be able to optimize their campus, reduce extraneous costs, and integrate a number of sustainable solutions to solve existing problems. Through this Facilities Master Plan, Onondaga Community College's renewed focus on applied engineering and technical education, a continued dedication to the liberal arts, and a purposeful integration of sustainable strategies will foster improvements to itself, its campus, and the holistic success it offers to its student body.

A - SUMMARY OF CAMPUS PLANNING

Onondaga has a thorough history of campus planning that highlights the college's ability to adapt to the ever-changing academic and socioeconomic climate. Their legacy as a student-first institution has been a guiding tenant throughout the years and has informed their renovations and improvements along the way. The College has paid special attention to their existing assets and made sure to expand as necessary in ways that would best benefit their community and the entirety of the student body. Along with master planning documents, the College has issued a number of strategic plans and memorandums of understanding to help outline and update their vision during these times of evolution and enhancement. It is important to understand each of these and the timeline they generate that has led OCC to where it is today.

The following documents have been studied under the scope of this FMP and a complete analysis of each document can be found in Appendix 2:

- 2002 Facilities Master Plan
- 2007 Facilities Master Plan
- 2007 Memorandum of Understanding
- 2013 Facilities Master Plan
- 2016 'Lazer Focus' Strategic Plan

In summary the following major projects have been completed since the 2002 FMP:

- Residence Halls A, B, C
- Gordon Student Center Expansion
- Coulter Hall Library renovations
- Allyn Hall renovation, the SRC Arena, and YMCA facility
- Acquisition and renovation of Shapero and Mulroy Halls
- Furnace Brook Retreat Center
- Academic II Building
- New baseball and softball fields

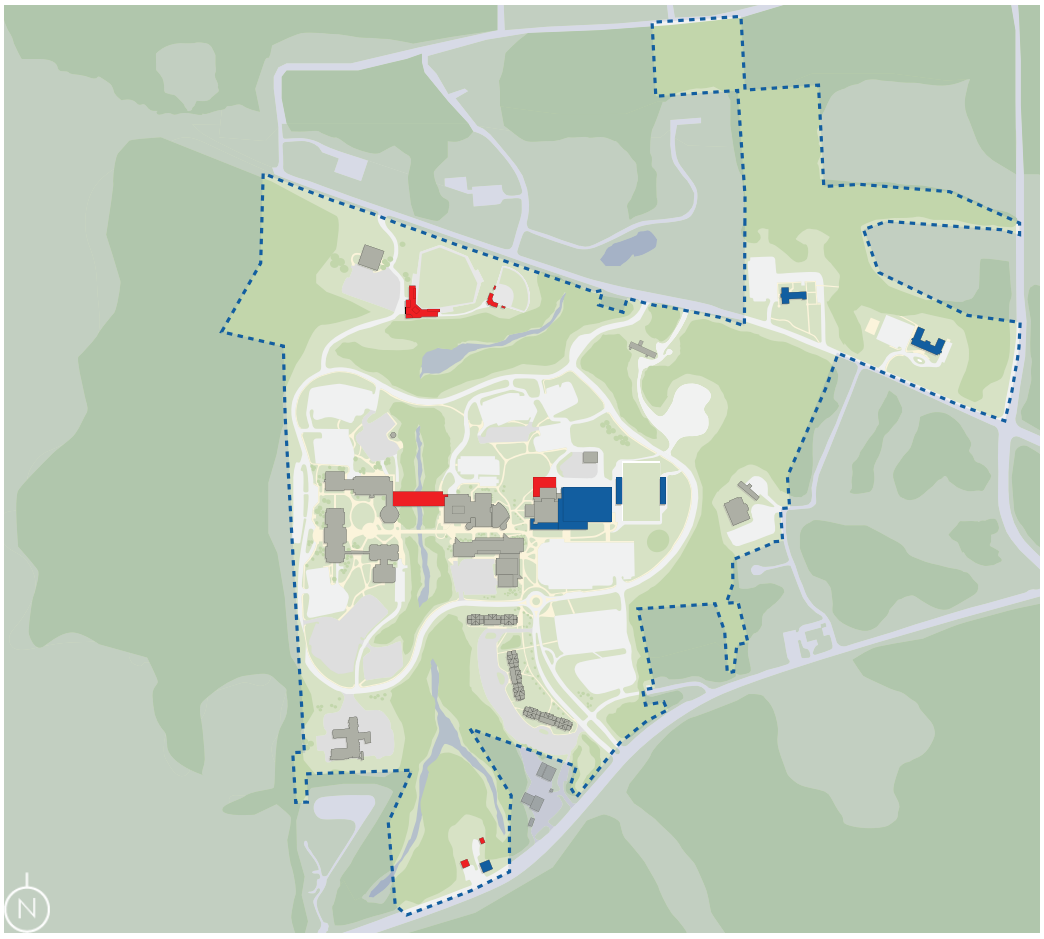
The current Facilities Master Plan builds on the tenets outlined in all previous planning documents and focuses on leveraging existing campus assets to optimize all future campus improvements. A visual history of the College's transformation can be found on the following pages.

The 2002 Facilities Master Plan

- Existing Buildings
- Proposed Buildings
- Property Line
- Proposed Land Acquisition

The 2013 Facilites Master Plan

- Existing Buildings
- Proposed Buildings
- Completed Projects
- Property Line



The 2007 Facilities Master Plan

Existing Buildings

Proposed Buildings

Property Line

Existing Campus Plan c. 2018

P	Academic II
C	Coulter Hall/Library
F	Ferrante Hall
FBC	Furnace Brook Center
G	Gordon Student Center
R	Mulroy Hall
JSC	Coyne Hall
M	Mawhinney Hall
S	Service and Maintenance/ Campus Safety/ Receiving
A	SRC Arena/ Allyn Hall
ST	Storer Auditorium/ Ann Felton Multicultural Center
RH	Residence Hall
W	Whitney Applied Technology Center
Y	YMCA

B - ENROLLMENT PROJECTIONS

Planning Assumptions

This chapter describes the development of student, staff and academic planning assumptions for a five-year period from fall 2018 through fall 2023. Accurate student enrollment and staffing projections are critical in the space planning process. Space planning standards and guidelines use student and staff data to determine if sufficient space is available for current and future operations.

Campus-wide Enrollment Projections

Onondaga Community College's (OCC) Strategic Plan, data from institutional research as well as stakeholder interviews were the source for developing five-year headcount and full-time equivalent (FTE) planning assumptions for the Campus Master Plan. Since OCC enrollments are generated from multiple sources, there was a need to disaggregate this data. Table 3.1 delineates headcount and FTE for direct contact (DC) programs, other professional, graduate programs/non-degree, undergraduate and online enrollments.

Table 3.1 (Left)
Table 3.2 (Below)

Fall Term Credit Headcount and FTE Planning Assumptions

Location	Fall 2018		Fall 2023	
	Headcount	FTE	Headcount	FTE
On Campus	6,840	4,349	6,627	4,214

Source: Onondaga Community College Institutional Research

Fall Term Credit Headcount and FTE Planning Assumptions
Onondaga Community College Campus Master Plan

Location	Fall 2018		Fall 2023	
	Headcount	FTE	Headcount	FTE
On Campus	6,840	4,349	6,627	4,214
Concurrent in High School	2,994	616	3,280	676
Online Delivery	491	879	480	-
Total	**10,325**	**5,844**	**10,387**	**4,214**

Source: Onondaga Community College Institutional Research

In reviewing the table, OCC's planning assumptions project a -3.1% decrease in on-campus headcount by the fall of 2023. On-campus enrollment assumptions represent the number of students physically present on the OCC Campus each term. As most online students live at a distance, they are not utilizing space in classrooms, labs, and student related areas.

Faculty and Staff Projections

Based on work sessions with academic and administrative units, and information provided by the OCC office of institutional research, there will be no anticipated growth in faculty and staffing needs over the next five years.

Table 3.3

Campus Staffing Assumptions

Employee	Fall 2018		Fall 2023	
	Headcount	FTE	Headcount	FTE
Faculty	641	335	641	335
Administration & Staff	714	514	714	514
Total	**1,355**	**849**	**1,355**	**849**

Source: Onondaga Community College Institutional Research

C - EXISTING CONDITIONS

LAND USE

Onondaga Community College's campus spans across 280 acres and can be defined by five categories. Each category represents a major function of campus life and is integral to understand the potential effects of all future planning arrangements. It is important to focus on preserving and enhancing the existing synergies, while being open to new possibilities that may arrive. The current campus zones can be defined as follows:

- Academic
- Student Services
- Residential
- Athletics
- Support

Campus Zones

- Existing Buildings
- Property Line

Academic Zone

The academic zone incudes five buildings split between east and west campus. Three of these buildings, Allyn Hall, Ferrante Hall, and Mawhinney Hall were constructed in the 1970s as traditional red-brick academic buildings. Two additional buildings were later constructed, Academic II and Whitney Applied Technology Center, in a modern aesthetic to contrast the traditional-aesthetic and underscore the College's progress across their life-span. Each building houses a collection of liked-minded programs with similar space needs and academic focus. These similarities create synergies, both in space planning and education, allowing for collaborative opportunities across several disciplines. Future academic planning will seek to build on these instances and co-locate new programs where they can draw on the fabric of existing infrastructure.

Campus Pedestrian Bridge

Student Services Zones

The student service zone has been integrated across the campus providing mixed-use service opportunities in both Gordon Student Center and Coulter Hall. These buildings sit immediately on either side of the campus' pedestrian bridge, book-ending this central connection and providing two strong "hearts" at the center of OCC's campus. Additionally, a few ancillary administrative services are in Coyne Hall and Mulroy Hall, though their remote locations on the north side of campus prevents them from being fully integrated into other campus zones.

Residential Zones

The residential zone is split between the southern entrance to campus and the northern satellite properties across Route 173. The southern residential buildings were constructed in 2006 to provide an alternative living solution to the College's growing population. These buildings offer a variety of suite and apartment style living options, while Shapero Hall, which was acquired in 2007, caters to traditional dormitory style living.

Athletic Zones

The campus has two major sports zones; the main SRC Arena at the eastern terminus of the campus' central spine and a secondary location adjacent to Coyne Hall. The SRC Arena is connected to Allyn Hall and has an interior sports complex and all related support services. Additionally, the College has a fully integrated YMCA facility which allows the greater Onondaga community full access to their facilities and helps foster strong relationship with local organizations.

SRC Arena and YMCA Facility

SRC Arena Floor

Support Zones

The primary support zone for OCC has been maintained within their Service and Maintenance building on the south side of campus. This location allows the departments adequate space for their base services while maintaining immediate access to the main campus for all on-site support needs.

PEDESTRIAN & VEHICULAR CIRCULATION

OCC is a predominantly commuter focused college and this is reflected in their campus infrastructure. The College offers a large amount of surface parking, interior shuttle routes, and drop off points for public transit systems, all of which are contained within the campus' main perimeter ring road. Due to changes in enrollment over the last decade, it has been reported that the College has an excess of parking and would be open to exploring the consolidation of and repurposing of extraneous surface lots.

The campus maintains a strong focus on pedestrian circulation. The main campus utilizes various pathways to connect its large commuter population directly into the heart of the campus. The College has connected its extraneous locations with the previously mentioned transit systems, but still work to maintain walkable connections as well. Many of these pathways, however, have not stood the test of time and are in need of life safety upgrades. For example, the pathway from the northern surface lots towards Coyne and then onto Route 173 is one such instance.

BUILDING RENOVATIONS PER CONDITIONS ASSESSMENT

Onondaga Community College's present campus was established in 1973 and has seen a substantial amount of investment over the years. During the intervening five decades, instruction, administration and campus life have changed and while the College has done what it can to keep pace, there is still work to be done. OCC has provided a thorough understanding of their facilities, identifying important critical maintenance items and establishing a weighted priority for each project. The full list with cost estimations can be found in Appendix 1.

Academic II

This facility was constructed in 2013 and has been functioning well, but is in need of minor renovations to the existing lighting and the insulation of the bridge's plenum. The lighting upgrades would utilize LED luminaires and improved control technologies (occupancy sensors, vacancy sensors, daylight harvesting, etc.) to enhance the illumination of the spaces and increase efficiency.

SRC Arena & Allyn Hall

As the College's premiere sports complex the SRC arena is in constant use. To keep up with the needs of the athletic community the gymnasium floor in Allyn Hall, the SRC Arena floor and bleachers are in need of a complete renovation. The restrooms in Allyn Hall are also in need of upgrades, especially in terms of accessibility.

Building systems also need to be upgraded for reliability, maintainability and efficiency. Air conditioning would be added to the locker rooms and classrooms. The electrical service entrance equipment would be replaced for safety and maintainability. Fire protection would be added as individual spaces were renovated.

Issues with falling ice and icicles have created safety concern around the Arena. Methods to prevent this should be explored (roof edge modifications, heat trace of the roof edge/ gutters/downspout, etc.)

Coulter Hall/Library

Having recently been renovated, many of Coulter Hall's issues have already been addressed, though a few outstanding critical maintenance issues persist. Existing building HVAC systems need to be retro-commissioned and rebalanced for proper operation. The emergency generator fuel tank is beyond its useful life and should be replaced with an above ground unit. The building facade needs to be reviewed for brick re-pointing. In pursuit of supporting more sustainable goals, there is also an interest in installing EV charging stations on site.

Ferrante Hall

Ferrante Hall is in need of envelope and systems upgrades. Potential projects include rebuilding the existing switchgear components, providing upgrades to the HVAC and water systems, as well as systematic window replacements, brick re-pointing, and finish upgrades to the Storer Auditorium. The RO/DI water system is antiquated and should be replaced with a newer system. The electrical service entrance equipment would be replaced for safety and maintainability. The chemical storage room exhaust and the associated make up air units are to be replaced. Pneumatic controls to be replaced with DDC when individual spaces are renovated. Replace air handling unit heating coils with damper for proper operation.

There is also a need for selective renovation of the building's greenhouse to allow for greater utilization or a full scale renovation to create an alternative use.

Furnace Brook Center

Selective improvements need to be made to upgrade the building's windows and exterior envelope.

Gordon Student Center

General upgrades to the building envelope, HVAC, and restroom facilities systems are necessary. Existing building boiler, chillers and domestic water generator to be replaced due to their age. Food service facilities are also approaching the end of their useful life and their replacement can be the catalyst for a full scale renovation that will reimagine Gordon's student dining experience. At a minimum the kitchen grease trap needs to be replaced. OCC has also expressed an interest in renovating the patio roof in order to explore green roofing options in pursuit of their sustainable ideals, as well as site improvements to their exterior amphitheater.

J. Stanley Coyne Hall

Existing building systems are at the end of anticipated life and are to be replaced with high efficiency systems. There is interest in possibly attaining net zero when replacing the building systems. A separate report is recommended to review the options necessary to achieve this.

Mawhinney Hall

Mawhinney Hall's existing roof was installed in 1996. A new EPDM roofing system is to be installed as part of the critical maintenance efforts. The building chiller is beyond its useful life and needs to be replaced. These air cooled units are to be replaced and continued water treatment maintenance will also be necessary. The first-floor lobby and classrooms in the central portion of the building require additional cooling due to the current heat loading. The building's systems envelopes are also due for improvements, along with its phone and electrical systems, as well as the finishes, lighting, and partitions within all restroom facilities.

John H. Mulroy Hall

Mulroy Hall building systems are in need of quality of life upgrades, the brick envelope should be studied and re-pointed as necessary, in addition to the tunnel which will be evaluated and shored up where needed. Lighting upgrades would utilize LED luminaires and improved control technologies (occupancy sensors, vacancy sensors, daylight harvesting, etc.) to improve the illumination of the spaces and increase efficiency. Existing service metering is to be connected to the campus building control system for monitoring. The building fan coil condensate system is to be replaced with a suitable system with drainage tied into the sanitary system.

Service and Maintenance Building

Housing the headquarters of Campus Safety, the Service and Maintenance Building's dispatch center is in need of modernization. Improvements are to include upgrades to the finishes, lighting, and systems. Additionally, the dispatch area is to be relocated and separated from the existing service window. The building's exterior envelope and HVAC equipment needs to be renovated, including two split type cooling units.

Whitney Applied Technology Center

Constructed in 1999, the building's third floor roof should be replaced in its entirety within the term of this Facilities Master Plan. Many of the building's other systems have also reached the end of their useful life. Selective floor finishes, resilient floor treads, HVAC heating and cooling systems are all elements in need of attention. The building chiller is to be replaced with air cooled units and establish continued water treatment maintenance. Adjustable speed drive replacements are also needed if they have not recently been addressed.

Liverpool

Onondaga's satellite location is in need of HVAC upgrades to its existing rooftop units.

Energy Management Improvements

It is recommended that the existing energy management system be extended and improved for increased system operation and energy efficiencies. Additional items can be added to this system for control functions or monitoring/trending. There are still some older pneumatic systems on the campus. Metering (electric, natural gas, water, etc.) is beneficial to see abnormalities in energy usage and quantifying.

SITE INFRASTRUCTURE & LANDSCAPE

Significant improvements to the campus landscape, circulation, and infrastructure are called for in this Facilities Master Plan. Additionally, a broader desire exists to take better advantage of the College's location and sustainable potential. To that end, the following projects have been identified under critical maintenance:

- Underground Utility Upgrades

- Parking Lot Upgrades
    - Gordon Center Lots Circulation Improvements
    - SRC Arena ADA Ramp and Stair Upgrades

- Sports Facilities & Sites
    - New Support Facility at Wilbur Field
    - New Tennis and Basketball Courts at Coyne Hall
    - Restore Concrete Railings along Baseball Field Fences

- Safety Upgrades
    - Fire Alarm Systems
    - Emergency Notification Systems
    - Security Systems and Equipment
    - Online Parking Permit System

- Energy Management Upgrades
    - HVAC/Energy Controls Programming
    - Air Handling Unit Filter Changes
    - Exterior Door Weather Stripping - as needed
    - Hot Water Valve and Pipe Insulation - as needed
    - Connect Utility Meters to Buildings - as needed

- Exterior and Interior Lighting Upgrades

- IT Upgrades and Improvements
    - Data Center Cooling Unit Replacement
    - Network Closet and Equipment Upgrades
    - Wireless Systems Upgrades and Printing System Implementation

D - SPACE NEEDS

This section summarizes the space needs analysis by functional space category. The space needs analysis was performed by classifying existing space categories on the OCC campus into 12 categories:

- Classroom & Service
- Teaching Laboratory & Service
- Open Laboratories & Service
- PE, Recreation & Athletics
- Office & Service
- Library & Collaborative Learning Space
- Assembly & Exhibit
- Student Center
- Central Computer
- Physical Plant
- Media & Service
- Childcare

Further details on this section can be found in Appendix 6: Space Guidelines and Appendix 7: Space Need Analysis by Space Category

Target year space needs were generated in relationship to existing space using Fall semester 2018 as the baseline. The space guidelines and standards, as described in Appendix 6, were applied to the key space determinants using strategic plan initiatives, target enrollments, future faculty and staff projections, and academic program changes to develop an order of magnitude space needs analysis. The interpretation of the Campuswide Space Needs Analysis on Table 7.3 will be reviewed to give the reader a better understanding of the Fall 2023 or target year findings.

Table 7.3

Onondaga Community College

Campuswide Space Needs Analysis

January | 2020

Space Category	Existing ASF	Base Year (2018) Student Headcount = 6,840 Staff Headcount = 1,355 Guideline ASF	Base Year (2018) Surplus/ (Deficit)	Target Year (2023) Student Headcount = 6,627 Staff Headcount = 1,355 Guideline ASF	Target Year (2023) Surplus/ (Deficit)
Academic Space					
Classroom & Service	101,428	62,363	39,065	66,538	34,890.0
Teaching Laboratory & Service	93,670	51,468	42,202	80,836	12,835.0
Open Laboratories & Service	27,476	26,094	1,382	25,705	1,771.0
PE, Recreation, & Athletics	99,271	85,223	14,048	82,646	16,625.0
Academic Space Subtotal	321,845	225,148	96,697	255,725	66,121
Academic Support Space					
Offices & Service	130,453	118,259	12,194	117,527	12,926
Library & Collaborative Learning	28,712	23,502	5,210	23,354	5,358
Assembly & Exhibit	19,580	22,450	(2,870)	22,450	(2,870)
Student Center	35,361	38,988	(3,627)	37,774	(2,413)
Central Computer	2,666	2,589	77	2,498	168
Physical Plant	20,662	20,184	478	21,175	(513)
Media & Service	2,238	2,175	63	2,528	(290)
Childcare	9,101	8,825	276	8,708	393
Academic Support Space Subtotal	248,773	236,972	11,801	236,014	12,759
Campus Total	**570,618**	**462,120**	**108,498**	**491,739**	**78,879**
Inactive/Conversion Space	296				
Residence Life	183,002				
YMCA	5,976				
Outside Organizations	2,336				

ASF = Assignable Square Feet

Interpretation of the Base Year Campus-wide Space Needs Analysis

This section reviews the space need analyses for the Fall 2018 base year. For each space category, three columns illustrate the findings. In reviewing Table 7.3, the Existing ASF includes all current facilities. The OCC campus contains 101,428 ASF of existing Classrooms & Service space, per the college's space inventory.

Reviewing the second column of Table 7.3, the Guideline ASF is a calculation of how much space is ideally needed in each space category, given Fall 2018 enrollment, program, and staffing assumptions. Referring again to the same table, application of the classroom guideline (see previous section) generated a need for 62,363 ASF of Classroom & Service space.
The Surplus / (Deficit) column is the difference between the Existing ASF and Guideline ASF totals. Referring to Table 7.1, OCC had a 39,065 ASF surplus of Classroom & Service space given established guidelines. The space needs analysis is quantitative only and does not take into account the quality of space to serve the campus mission.

Fall 2018 Base Year Space Needs Analysis by Space Category

The full space needs analysis by space category is noted in Table 7.3. Application of the 12 space category guidelines or standards generated the following results:

- Total of 570,618 Existing Active ASF
- Guideline of 462,120 ASF
- Net Surplus of 108,498 ASF
- Deficit in Student Center Space (3,627)
- Slight deficit in Assembly & Exhibit (2,870)
- Significant surplus of space in Teaching Laboratories (42,202)
- Significant surplus of space in Classrooms (39,065)

As the focus of this study is on the 5-year planning horizon, the Fall 2018 findings will not be reviewed in any greater detail.

Fall 2023 Campus-wide Space Needs Analysis by Space Category

As new programs and strategic initiatives are implemented, the number of students physically attending the OCC campus is projected to decrease slightly over the next five years.

Changes in enrollment and staffing, combined with facility needs that were identified as part of current strategic and academic planning initiatives, are represented in the 2023 space needs analysis. In reviewing the Table 7.3, space surpluses were generated in eight of the twelve space categories. The balance of this section will discuss the findings for each space category.

Academic Programs and Strategic Initiatives Impacting the Analyses

The President, Provost and the academic deans were interviewed for the space needs analysis. Information varied, but generally included enrollment trends, issues related to current space needs, and discussions regarding the development of changes to current programs and the development and expansion of new programs over the plan horizon. Based upon these discussions, the following academic programs assumptions were used to guide the development of future space needs for OCC:

Table 3.4 provides an estimate of how much new laboratory space will be needed to add the programs listed. The ASF/station used to calculate the necessary space was developed from guidelines issued by SUNY.

Proposed OCC Programs with Laboratory Space Needs

Target Year | 2023

Table 3.4

Description of Program Space	Stations	ASF/ Station	Subtotal ASF
Digital Newsroom (Broadcasting Technology)	20	50	**1,000**
Electro-Mechanical, HVAC (Controls), Fire Systems (Low Voltage Lab)	18	105	**1,890**
HVAC Lab	24	210	**5,040**
Plumbing Lab	18	165	**2,970**
Unmanned Aerial Vehicle (UAV) / Drone Pilot Training Lab	18	110	**1,980**
Sound Booths and Digital Mixing (Sound Recording Degree)	12	50	**600**
Welding (small lab)	8	210	**1,680**
Mechatronics, PLC's, Pneumatics, Hydraulics, Robotics Lab	20	140	**2,800**
EMT/ Paramedic Skills Lab	24	65	**1,560**
Medical Technology Program Lab	20	45	**900**
Flexlab for Workforce Education	28	125	**3,500**
Cybersecurity (Use Existing Labs)	0	0	**-**
Mock OR for Surgical Technology Program	8	80	**640**
Veterinary Technician Skills Lab (clinicals in community)	20	76	**1,520**
		Total ASF	**26,080**

ASF = Assignable Square Feet

Classrooms and Service

As the college focuses on greater efficiencies in instructional spaces, higher weekly room hour and student station occupancy rates will reduce the overall need for classroom space. However, as the College is transitioning from a 15-week semester to a 14-week semester this will require additional classroom space. As a result, the space needs analysis generated a 34,890 ASF surplus of classroom and service space for Fall 2023 given current ratios.

Teaching Laboratories

In the target year of 2023 the space needs analysis projects a surplus of 12,835 ASF. This is down significantly from the surplus shown in the Fall 2018 because of several factors. The transition to a 14-week semester also impacts the available lab space, but more significant is the addition of new programs that are traditionally laboratory intensive. OCC is proposing to add programs that will require 26,080 ASF of laboratory space by 2023.

Open Labs

Open labs at OCC appear to be adequately sized for the target year. There is a surplus of open lab space totaling 1,771 ASF. Since most open lab space consists of computer labs, it should be noted that educational trends indicate that the need for open lab space will decline over time as more and more students bring their own computing devices to campus.

Physical Education, Recreation, and Athletics

At the OCC campus, physical education, recreation and athletics share space in the current Arena. The guideline for this space category generated a 16,625 ASF surplus of space.

Offices and Service

The Offices & Service category includes office space for full- and part-time faculty, staff and administration. OCC has indicated that faculty and staff numbers will remain flat over the plan horizon, so the space needs analysis indicates that the surplus of office space will remain steady. In total, current standards generated a surplus of 12,926 ASF by Fall 2023.

Library & Collaborative Learning

The Library consists of stacks area, casual seating, on-line resource area, staff offices, several quiet study rooms, and an area containing open use computers. Some additional space was added to this category to expand the small amount of space that is currently being used by the maker space. Application of the guideline generated a surplus of 5,358 ASF.

Assembly and Exhibition

At OCC, nearly 70 percent of the assembly and exhibition space is contained in two rooms, one in Gordon and one in Ferrante. The guideline for this space category generated a surplus of 2,870 ASF.

Student Center

The consultant applied guidelines in accordance with national standards. Except for the bookstore, student center space is contained within Gordon. The guideline generated a deficit of 2,413 ASF by Fall 2023.

Central Computer

Application of the guideline for this category generated a modest 168 ASF surplus of space. The campus has sufficient data, server, and equipment storage areas to accommodate existing campus needs.

Physical Plant

The guideline generated a modest deficit of 513 ASF as shops, maintenance and central storage facilities are adequately sized based on current and projected enrollments.

Media & Service

The guideline for media and service generated a modest deficit of 290 ASF of space by the Fall 2023. The additional space was generated based upon the anticipated growth of online courses and programs, which will require greater media generation to support the online curriculum.

Childcare

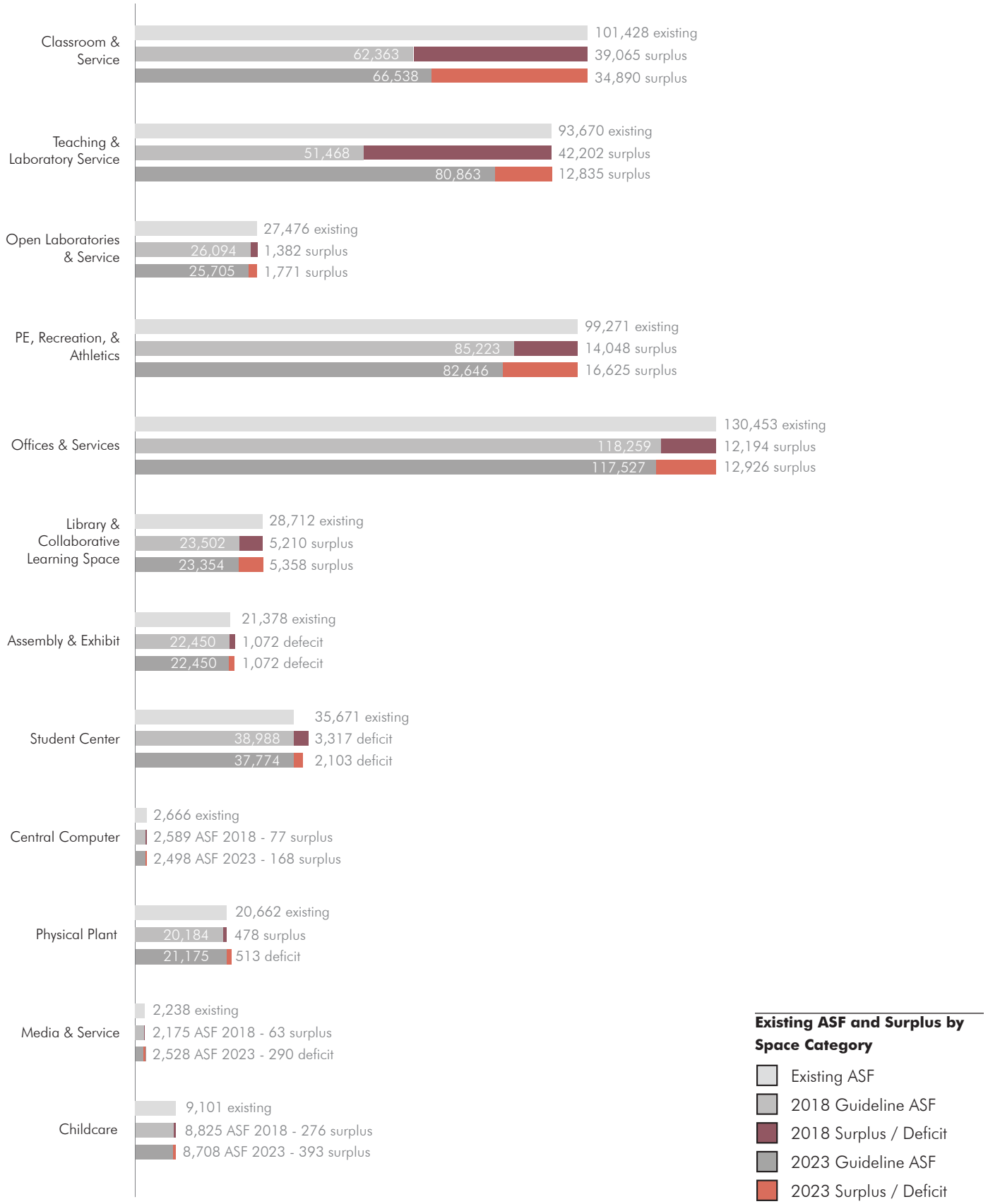
Based upon enrollment projections the guideline for childcare generated a modest surplus of 393 ASF of space.

Summary of Findings

Based upon the data analyzed for both the base year and the target year, there appears to be ample opportunity for OCC to repurpose space from the classroom and laboratory areas to accommodate the proposed new programs. In the base year, there is a total of 81,267 ASF of surplus space based on current enrollment levels. It should be noted that it is probably not possible to repurpose all of this space, but it should be a goal of the institution to work diligently to more efficiently use the space where possible.

Much of the classroom space efficiencies can be obtained by flattening the scheduling of classes during the day and scheduling courses into rooms that more closely match enrolled section sizes. During the Fall 2018 semester, there were a total of 105 classrooms available for use. On average in a typical week each semester the number of classrooms actually being used varied from a low of 36 to a high of 79. With the average classroom size being 725 ASF, that means there was anywhere from 26,100 to 57,275 ASF of classroom space sitting idle throughout the day. The College should work to even out the number of classrooms being used each hour of the day as much as possible. By doing that it will free up valuable educational assets that can be repurposed for new programs.

With regard to section sizes, during the Fall 2018 semester the average section size across all classrooms was 18, but upon examination of room usage there were often courses being taught in classrooms that had less than 50 percent of the seats filled. Again, more closely matching actual enrolled course numbers to room size will enable the college to gain academic space that can then be repurposed to other academic uses or programs.


Classroom & Service
101,428 existing
62,363
39,065 surplus
66,538
34,890 surplus
Teaching & Laboratory Service
93,670 existing
51,468
42,202 surplus
80,863
12,835 surplus
Open Laboratories & Service
27,476 existing
26,094
1,382 surplus
25,705
1,771 surplus
PE, Recreation, & Athletics
99,271 existing
85,223
14,048 surplus
82,646
16,625 surplus
Offices & Services
130,453 existing
118,259
12,194 surplus
117,527
12,926 surplus
Library & Collaborative Learning Space
28,712 existing
23,502
5,210 surplus
23,354
5,358 surplus
Assembly & Exhibit
21,378 existing
22,450
1,072 defecit
22,450
1,072 defecit
Student Center
35,671 existing
38,988
3,317 deficit
37,774
2,103 deficit
Central Computer
2,666 existing
2,589 ASF 2018 - 77 surplus
2,498 ASF 2023 - 168 surplus
Physical Plant
20,662 existing
20,184
478 surplus
21,175
513 deficit
Media & Service
2,238 existing
2,175 ASF 2018 - 63 surplus
2,528 ASF 2023 - 290 deficit
Childcare
9,101 existing
8,825 ASF 2018 - 276 surplus
8,708 ASF 2023 - 393 surplus
Existing ASF and Surplus by Space Category
Existing ASF
2018 Guideline ASF
2018 Surplus / Deficit
2023 Guideline ASF
2023 Surplus / Deficit

E - SPACE UTILIZATION

Introduction

Onondaga Community College has established a framework of visions that will allow them to grow and adapt to the shifting needs and challenges of 21st century education. Their strategic plan focuses on addressing these changes within the context of the College's unique character and identity. As such, the Facilities Master Plan focuses on revitalizing the academic culture of OCC, expanding its programmatic offerings to better serve the greater Central New York community and give previously underserved demographics the opportunities and skills they need to succeed in the professional world.

The primary goal of the College's academic plan seeks to establish a holistic approach to learning that allows for student engagement and enrichment in all aspects of college life. An important part of that mission is taking inventory of their existing space and adapting it to the changing trends of higher education. In colleges and universities around the country and around the world, a desire for collaborative and pseudo-professional environments has been on the rise. The following analyses will outline the basis of the FMP's recommendations.

***As the College learns more about the after-effects of COVID-19, their approach to space utilziation and planning will adapt as needed.*

Utilization Assumptions

The utilization of classrooms and laboratories was studied for each program. Some programs have special teaching laboratory requirements or other special space needs that were taken into consideration in the space needs analysis.

Building Assumptions

During the study, no buildings or spaces on the OCC campus were under construction, renovation or listed as inactive. Over the five-year master plan, no facilities were identified for demolition.

Space Utilization Analysis

In order to best execute the master planning process, a space utilization study was conducted to discover how well OCC has been capitalizing on their existing space, where improvements can be made, and whether or not there is excess space that can be repurposed. The study was based on the Fall 2018 term course file and facility inventory data and takes into account a myriad of both physical and pedagogical factors to then compare them to SUNY, national, and international educational standards. Those factors are as follows:

- Number of rooms
- Room size/average size
- Average Assignable Square Feet [ASF] per station
- Average section size
- Weekly seat hours
- Average weekly room hours

Once quantified, the above data determines the percent utilization of each room based on the following categories:

- Classroom Utilization per Room
- Classroom/Lab Utilization per Building
- Classroom Utilization by Room Capacity

These three categories allow the project team to develop a thorough understanding of OCC's physical teaching environment. Ultimately the data further develops the findings of the space needs analysis: Onondaga Community College, given its current enrollment, has a surplus of academic space. With the utilization study, that surplus is now understood concretely, both by building and by room, additionally reporting which room sizes show maximum use. The full analysis of this data can be found in Appendix 5: Classroom and Lab Utilization.

Classroom Utilization per Room

OCC has 105 classrooms across eight buildings (Academic II, Allyn Hall, Whitney, Ferrante Hall, Gordon Center, Mawhinney Hall, Mulroy Hall, Service & Maintenance) that were considered in this utilization study. The analysis shows that the highest demand period in the average academic week (Monday to Thursday in 2018), exists from 10 am to 2 pm, with the greatest of those demands happening on Tuesday and Thursday from 9 am to 2 pm. On average the College utilizes 70% of its classroom space during this period and only averages 40% utilization during non-peak hours.

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Scheduled Classroom Use by Day and Time *(Fall 2018)*

Table 5.1

Time of Day	Monday		Tuesday		Wednesday		Thursday		Friday		Average	
	Rooms in Use	% In Use	Rooms in Use	% In Use	Rooms in Use	% In Use	Rooms in Use	% In Use	Rooms in Use	% In Use	Rooms in Use	% In Use
8:00 AM	37	35%	38	36%	37	35%	37	35%	29	28%	36	34%
9:00 AM	65	62%	38	36%	65	62%	37	35%	56	53%	52	50%
9:30 AM	68	65%	85	81%	68	65%	83	79%	56	53%	72	69%
10:00 AM	73	70%	87	83%	72	69%	85	81%	63	60%	76	72%
11:00 AM	1	1%	92	88%	1	1%	91	87%	0	0%	37	35%
11:30 AM	1	1%	91	87%	1	1%	90	86%	0	0%	37	35%
12:00 PM	0	0%	90	86%	0	0%	88	84%	0	0%	36	34%
12:30 PM	88	84%	85	81%	88	84%	83	79%	41	39%	77	73%
1:00 PM	92	88%	85	81%	93	89%	83	79%	43	41%	79	75%
2:00 PM	87	83%	75	71%	87	83%	74	70%	8	8%	66	63%
4:00 PM	62	59%	48	46%	63	60%	43	41%	0	0%	43	41%
7:00 PM	34	32%	23	22%	39	37%	13	12%	0	0%	22	21%

Total classrooms = 105

(Darker colors indicate a large percentage of rooms are scheduled.)

Classroom Utilization By Building

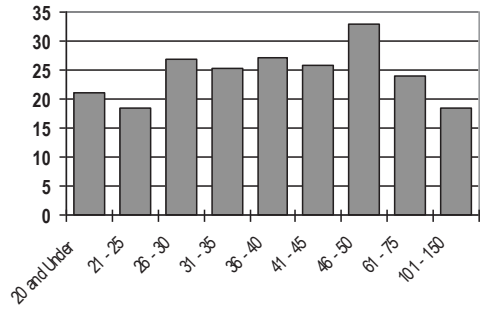
The 2018 course data shows that among OCC's 15 buildings, eight of them house academic classroom space, with an average occupancy of 57% per scheduled hour of use and an average room size of 725 ASF. Those buildings are Academic II (8), Allyn Hall (3), Applied Tech (19), Ferrante Hall (13), Gordon Center (1), Mawhinney Hall (55), Mulroy Hall (5), Service & Maintenance (1).

Classroom Utilization by Room Capacity

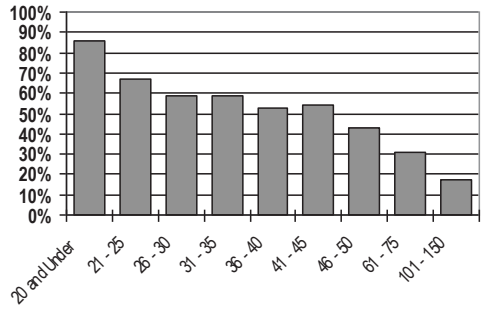
The analysis also divided the rooms by their capacity into 9 different categories, ranging from less than 20 occupants to 101-150 occupants. From these categories, it is clear that OCC gets greater utility from its smaller classrooms, noting that once a classroom exceeds a capacity of 45, the average occupancy per room size falls significantly below the campus average of 57%

Table 5.5

Weekly Room Hours by Capacity:



Student Station Occupancy by Capacity:



Pedagogy and the Learning Environments

Technological advancements and recent changes in pedagogy all place demands on physical space, especially classrooms. These demands can best be described based on the assignable square feet per student station (ASF/station). While there is still a need for lecture type rooms where seat count can be maximized, there is also an increasing need for rooms that can accommodate a variety of teaching methods and pedagogies.

Based on programming studies provided by the consultant, the following ASF/Station is noted for several classroom types:

- **Traditional Classroom – Fixed Seating:** 12 to 18 ASF/Station with fixed tables and chairs in a traditional tiered lecture hall configuration.

- **Traditional Classroom - Loose Seating:** 20 to 22 ASF/Station with table and chair or tablet armchair configurations.

- **Active Learning Classroom for Collaborative (group) Methods:** 24 to 28 ASF/Station accommodates flexibility in furniture arrangements and group presentation systems.

- **Seminar Classroom:** 25 to 30 ASF/Station where students typically face each other in a conference style or U-Shaped arrangement.

Classroom Utilization Analysis Summary

In general, classrooms at OCC are underutilized throughout the week, with many classrooms being utilized at less than 50 percent on several days and for several hours each day. One area that would benefit from further examination would be the station counts in the classrooms. As was noted earlier in this report there are a number of rooms with higher seating capacities, but the average section size in those rooms is often less than half of the total station count. This means that a majority of those classrooms are oversized for existing course section sizes. On average, in the high capacity classrooms about 30 percent of the seats were filled for the Fall 2018 semester.

The classroom utilization analysis findings suggest the following conclusions:

- There are a total of 42 classrooms with low utilization either due to low weekly room hours or low student station occupancy totaling 34,015 ASF.
- Based on current enrollment and utilization rates, there is a significant amount of underutilized classroom space potentially available for repurposing.
- Through more efficient scheduling and consolidation of course sections some of this space could be repurposed for other program instructional needs.
- Classroom utilization rates could be significantly improved in the early morning, late afternoon and on Fridays.
- Classrooms with greater than 45 stations all show utilizations rates with less than 50% student station occupancy.
- Classrooms with low utilization should be examined to determine if the low utilization is due to course demand or learning quality issues in those specific room.

Laboratory Utilization

During the Fall 2018 semester there were 59 rooms classified as teaching laboratories (Room Use Code 210). Teaching laboratories have specialized equipment and include instructional areas used for computer courses, biology and chemistry.

Laboratories were noted in five buildings on the OCC campus. The laboratories were in the Academic II (4), Applied Tech (27), Ferrante Hall (24), Gordon Center (3), and Mawhinney Hall (1).

On average, teaching laboratories contained an average of 1,216 assignable square feet (ASF) each. The 17 average weekly room hours is the number of hours (averaged over the semester) that the 59 labs were scheduled for instruction. The average Hours in Use – Student Station Occupancy of 59% is the average number of lab seats filled during scheduled use. The weekly seat hours is the average room hours multiplied by the student station occupancy and is a measure of lab utilization efficiency.

Table 5.7

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Teaching Laboratory Utilization Analysis by Building - Summary — **Fall 2018**

Building Name and ID		No. of Rooms	Average Room Size	Average ASF per Station	Average Section Size	Weekly Seat Hours	Average Weekly Room Hours	Hours in Use Student Station Occupancy %
ACADEMIC II	*0023*	4	1,223	35	9	2.8	9	34%
APPLIED TECH	*0014*	27	1,255	55	13	8.2	15	62%
FERRANTE HALL	*0005*	24	1,191	52	12	12.9	22	60%
GORDON CENTER	*0004*	3	1,304	40	12	3.1	11	42%
MAWHINNEY HALL	*0006*	1	471	29	12	14.4	19	78%
Total No. of Rooms = 59	**AVERAGE**		**1,216**	**48.8** *	**12**	**9.0**	**17**	**59%**
Total No. of Stations = 1470	**Total ASF**		**71,743**					

National Perspectives on Laboratory Utilization

As with classroom utilization, laboratory guideline targets are usually implemented by states, systems, or institutions within the public higher education sector. These targets tend to oversimplify the use of teaching laboratories. Some guideline targets are based on discipline while others are based on the intensity in which a discipline relies on laboratories for instructional delivery.

The most frequently used guideline targets have expectations of 20 hours per week at an 80% student station occupancy rate. In an effort to increase laboratory use, one state has raised utilization goals to an extreme of 40 hours per week at 85% student station occupancy. Other published guidelines recommend lower weekly room hours for certain heavily equipped labs such as engineering, agriculture, and selected health professions but maintain the 80% student station occupancy rate.

While 80% student station occupancy is the most used rate in guideline targets, most colleges rarely achieve it. In reality, occupancy averages studied by the consultant typically range between 68% and 74%.

Teaching laboratory usage has as much to do with course level, instructional methods, and student research activities and capstone experiences, as it does discipline or discipline type. It is not unusual to find lower scheduled use (twelve hours and under) in upper division laboratories. On the other hand, entry level science laboratories and computer labs can have much higher levels of scheduled use; 24 hours or more.

Laboratories tend to be subject specific and do not lend well to sharing among disciplines. However, more laboratories are being used for interdisciplinary activities which can assist in achieving higher weekly room hour usage. Conversely, if discipline class laboratories are required for interdisciplinary activities then scheduled use may be lower.

Laboratory Utilization Summary

Laboratories have additional time demands that classrooms typically do not have. For example, there is setup and preparation time required, sometimes for a class, sometimes for the day. Other laboratories require experiments to stay set-up for multiple lab sessions or the entire semester which excludes the room from other scheduled activity. As a result, expectations are typically lower than classrooms.

The laboratory utilization analysis findings suggest the following conclusions:

- There are at least 29 laboratories with low utilization either due to low weekly room hours or low student station occupancy totaling 37,927 ASF.
- Labs with low utilization could be opportunities to repurpose those spaces for the creation of new programs more closely aligned with the workforce needs of the region.
- Some of the science laboratory spaces are below the SUNY guidelines for ASF/Station, which could make these spaces feel cramped when courses approach recommended student station occupancy.

F - RECOMMENDATIONS

Planning Objectives

The Master Planning principles, as well as campus initiatives, are aligned with the 2019-2021 'Lazer Focus' Strategic Plan:

- Plan for an integrated campus that optimizes the existing infrastructure
- Foster a student-centered campus community with focus on academic excellence and activated spaces for student use
- Embrace the diverse student body, creating environments that respond to and integrate multi-cultural aesthetics into campus space
- Create educational facilities that are inviting and accessible to underserved populations
- Provide a flexible and adaptive framework for development of the campus to meet current/future needs
- Repurpose underutilized space for new programs and collaboration
- Foster 21st Century learning environments both in classrooms and throughout campus facilities
- Strategically plan for the ongoing maintenance and upkeep of existing buildings and infrastructure, allowing the college to continue to meet the needs of its students and the community

These goals, informed by OCC's vision, have been adapted as directing forces for the FMP Process. Their intent has been distilled into the following planing ideals:

- Foster the mission of Onondaga Community College
- Institutionalize innovation
- Achieve greater space utilization

Fostering the College's mission to be a student and community focused institution allows future designs to incorporate the needs, uniqueness of character, and passions of the student body, as well as the surrounding region.

Institutionalizing innovation aims to continue recent efforts made to modernize OCC's academic spaces. Focusing on a holistic approach to educational design, a baseline of technological requirements is established for all classrooms and with further specialization in select spaces as needed to provide universal learning environments.

Achieving greater space utilization focuses on analyzing the College's current physical performance and making selective renovations that unlock the potential of all spaces as needed by OCC's evolution.

Design Strategies for Addressing Surplus Space

The FMP addresses how the campus can restructure its functions in order to accommodate new and existing program without the need for unnecessary expansion. The campus has surplus and underutilized space, as outlined in the space needs analysis which will persist so long as the enrollment projections hold steady. Primarily, this surplus can be seen in the academic spaces and occurs across all campus buildings.

The FMP seeks to address this surplus in a number of ways:

- Introduction of a series of new academic programs
- Shifting from a fifteen to a fourteen week academic calendar, thereby, increasing the number of rooms in use at any given time
- Inserting student focused collaborative environments, focusing specifically on informal instruction, small group collaboration, and individual study opportunities
- Reorganizing administrative and student support spaces for a greater user experience, allowing for the relocation of departments that will yield greater synergy and student opportunities across all levels of the College.

Through these methods the College will be able to reduce the size of its surplus space and achieve a greater degree of utilization on their campus. The increase in utilization will seek to improve the student experience, their access to in-demand programs, and their ability to successfully navigate the academic landscape.

***As the College learns more about the after-effects of COVID-19, their approach to space utilization and planning will adapt as needed.*

Academic Goals and Directions

Onondaga Community College intends to add to their existing programs to include more opportunities for applied engineering, workforce education, and the liberal arts. These programmatic changes are based on knowledge of in-demand skills across several professions within the community.

The additional programs currently being considered include, but are not limited to:

- Creative Writing
- Cyber Security
- Data Sciences
- Digital Drafting & Design
- Drone Technology
- Environmental Controls Technology & Environmental System
- Fire Protection Systems
- Geospatial Science Technology
- Heath Sciences
- Health Studies Certification
- Healthcare Administration
- Hydraulics Technology
- Robotics Technology
- Sound Recording
- Social Sciences
- Spanish
- Paramedics
- Veterinary Science Technology

These new programs underscore the goal of OCC to be a transitional institution in every sense of the term. Focus lies not only on the traditional student, but anyone wishing to pursue higher education. The project team has studied current space utilizations and organization in order to define how existing programs are functioning and what steps can be taken, in both the short and long term, to integrate as many of these new programs into existing facilities as possible.

Programmatic Design Drivers

Based upon the planning objectives, and academic goals, the following design drivers have been established:

- Repurpose surplus classroom and lab space to provide flexible teaching environments, as well as informal collaboration space to help optimize student engagement and learning
- Bring all classrooms into the 21st Century through tiered holistic universal design
- Continue to institute a baseline of sustainable strategies across campus and bolster those that already exist
- Establish two Student-Centric hearts
    -Consolidation of student services in Gordon Student Center
    -Consolidation of academic support services in Coulter Hall & Library
- Promote synergistic opportunities between similar academic programs within Schools
    -Eight focus areas of study have been implemented in the Spring of 2020 to begin facilitating this goal

Approach to Applied Engineering, Technical and Workforce Education

The College has identified a significant need in the community for workforce training and greater access to applied engineering and technical education. In order to address that need, OCC is prepared to make strategic expansions to both its programs and its facilities. While much can be done with the current surplus space identified in Whitney, a new or expanded building is necessary to fully provide the specialized space needed for additional programs. This new building can be located on multiple sites across the campus, but the benefits and potential synergies made possible through a close proximity to Whitney should be considered in any future designs. In all instances, this new space is envisioned as a simple, high bay, building with a flexible academic framework, thereby allowing OCC to keep up-to-date on in-demand skills, coordinate with local entities, and serve as staging area for large technological undertakings. The building systems also need to be flexible to accommodate the services and conditions required to generate a fully adaptable facility. This will include the mechanical, electrical, and plumbing systems.

For the purposes of this FMP, various precedent studies were conducted and distilled into the following points:

Key Considerations:

- Gives students the knowledge and skills to be successful as entry-level engineers or tradespeople upon graduation
- Practice conducting experiments, designing systems/components/programs
- Hands-on problem solving
- Work in multidisciplinary teams
- Analyze and interpret data, write comprehensive reports
- Understanding of professional practice and effective communication
- Programs in Engineering are often modeled on the first two years of four-year degrees, allowing students to transfer easily

Common Features:

- Open space with an emphasis on flexible resources/materials for the students
- Plenty of tabletop space for students
- Integrated computer lab
- A variety of storage space options, as necessary
- Future focused and adaptive furniture arrangements to change based on the project/lesson/lab

NEW ENGINEERING HUB
SUNY NEW PALTZ

MACHINING TECHNOLOGY LAB
YORK COLLEGE OF PENNSYLVANIA

Institutions and Facilities:

SUNY New Paltz (New Engineering Hub, 19,500 SF - $13.5M)
York College of Pennsylvania (Machining Technology Lab, 5,500 SF - Cost Unknown)
Alamance Community College (Learning and Training Center, 52,990 SF - $16M)

Approach to Healthcare and Nursing

As a future-focused educational institution, OCC places an important focus on hands-on learning and experience in the academic setting. The nursing program in particular has expressed a desire to establish a state of the art medical simulation hospital that would augment their program to better respond to the demands of the professional world. This FMP outlines a simulation hospital that consists of four simulation rooms with high quality AV capabilities, adjacent control rooms with at least one room per every two simulations, private debriefing rooms, and one mock O.R. simulation lab. The space needed can be found through significant renovation to Ferrante Hall and designs should be open to relocating existing programmatic functions in order to generate the best possible solution for the entire campus community. The building systems would also replicate a healthcare environment, without including non-essential items that could expand the cost - actual emergency systems, real med gas distribution, clean environment conditions, humidification, etc.

***In response to COVID-19, the College should explore the benefits of crisis response education, PPE usage and best practices for all new and continuing healthcare students.*

In designing the new Simulation Hospital the following points have been found at comparable institutions:

Key Considerations:

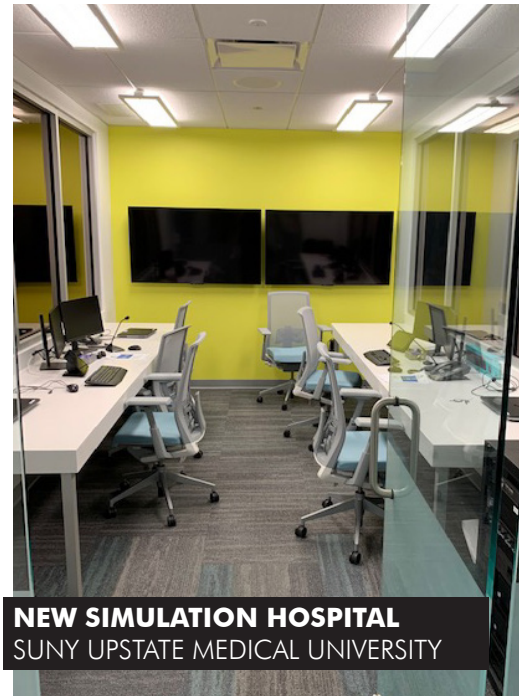
- Provides a safe learning environment for healthcare students (as well as hospital nurses and staff in continuing education programs) to participate in simulated healthcare experiences
- Fully immersive, developing hands-on skills with real-world applications
- Enhancing interdisciplinary collaboration among healthcare professionals
- Increase efficiency and communication
- More effective when built into a larger curriculum
- “On stage” vs. “offstage” spaces (simulated setups vs. support spaces)
- Multifunctional usage (large spaces able to be divided into smaller, flexible simulation environments)
- Should be as realistic to a hospital environment as possible
- Control center as “nucleus” for running simulations

Common Features:

- Patient Rooms with Functional Equipment
- Simulated Drug Dispensary
- Surgery/Operation Room
- Maternal & Infant Care/ Labor & Delivery Room
- Critical Care Room
- Debriefing Stations
- Video and Sount Recording
- Integrated Classrooms
- Various Programmable Manikins

Institutions and Facilities

SUNY Upstate Medical University (8,600 SF - $11M)
SUNY Niagara Community College (Unknown SF - $1.5M)
SUNY Downstate Health Sciences University (8-bay simulation hospital)
SUNY Orange County Community College (13+ high fidelity simulators)



NEW SIMULATION HOSPITAL
SUNY UPSTATE MEDICAL UNIVERSITY

Further Considerations for Healthcare and Nursing

Additionally, the College has expressed an interest in expanding their programmatic offerings to include a Veterinary Science Technology within Ferrante Hall. Renovated space will need to follow the specifications set forth by the American Veterinary Medical Association to ensure the proper use and allocation of space. The space analysis conducted as part of this FMP recommends roughly 1,500 ASF for a skills lab, if clinicals are conducted through partnerships in the local community.

Approach to Regional Public Safety Training Center

The Regional Safety Training Center will provide the necessary resources to allow for full coordination between the College's PSTC Degree Programs and the specific professional needs of local authorities across all disciplines. Its major offerings would seek, at a minimum, to provide hands-on training for both academic and professional education or certification in emergency medical treatment, fire protection systems and technologies, and law enforcement.

A series of institutions were studied in parallel to provide the following considerations:

Key Considerations:

- Simulated emergency training for first responders, including police, fire, and emergency medical personnel
- Courses and simulation opportunities for both students and professionals seeking continuing education
- Offers degree programs and individual courses to police/fire/medical first responders (as well as courses open to the general public)
- Variety of credit and continuing education programs:
    - Firefighting, rescue training, hazardous materials training, law enforcement, police academy, lethal weapons programs, and emergency medical services
- Partnerships with a larger organization outside of the community college
    - Police department, fire department, local government
    - Serve regional population, not only student body
- Dedicated location on periphery or isolated from campus

Common Features:

- Various simulation spaces (both indoor and outdoor)
    - Rescue situations, firing range, ambulance setup, burn buildings, simulation fire hydrant, etc.
    - Range of danger level to simulations (and space needed)
- Integrated classroom space
- Observation rooms
- Audio and visual recording capabilities
- Administrative offices
- Larger lecture space

Institutions and Facilities:

SUNY Monroe Community College (125,000 SF - $26M)
Eastern Maine Community College (12,000 SF - Cost Unknown)
Wesmoreland County Community College - PA (Industrial Building Simulations)
Cuyahoga Community College (Single Building on 10-acre site)

PUBLIC SAFETY TRAINING CENTER
EAST MAINE COMMUNITY COLLEGE

TRAINING AND LEARNING CENTER
ALAMANCE COMMUNITY COLLEGE

TRAINING CENTER
SHASTA COLLEGE

PUBLIC SAFETY TRAINING CENTER
EAST MAINE COMMUNITY COLLEGE

INDUSTRIAL BUILDING SIMULATION
WESMORELAND COUNTY COMMUNITY COLLEGE

Approach to Classrooms and Digital Technology

OCC has a firm belief that collegiate learning is meant as a transitional environment, bridging the gap from academia into the professional world. To pursue that goal, it is important to foster teaching and learning environments that are able to reflect the demands and settings of the professional world. Universal Design for Learning (UDL) is an approach to teaching aimed at meeting the needs of every student in the classroom. With this approach to design, flexibility and a variety of sharing options both content and demonstrated knowledge is key to success. Through UDL, colleges can better generate spaces that challenge students to think beyond the classroom and actively engage in the learning process. As such, a holistic renovation of the campus' teaching environments is desired in order to promote 21st century learning.

The renovations to all learning environments have been categorized through the following tiers:

- Tier 1: Classroom – upgrades to existing finishes including ceiling, floor, wall finish, flexible furniture and AV upgrades to encourage UDL- $30,000/ classroom
- Tier 2: Classroom – all upgrades from Tier 1 with additional AV and lecture capture capabilities - $50,000/classroom
- Tier 3: Specialized classroom- all upgrades from Tiers 1 and 2, finishes, furnishings and AV requirements to be based on specific program but modernized for interdisciplinary use. $750,000/ classroom
- Recapturing underutilized classroom space and repurpose as ad hoc collaboration space. Refinish and refurnish 30,000 ASF - $4.5M total

WHITNEY T3 COMMONS
ONONDAGA COMMUNITY COLLEGE

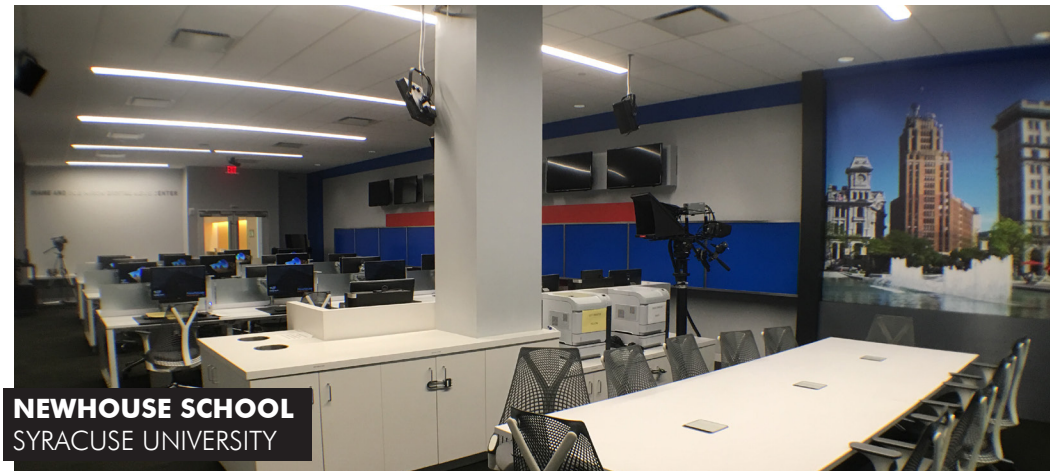
FERRANTE 282
ONONDAGA COMMUNITY COLLEGE

Approach to Broadcast Media and Communications

Provide a state of the art digital newsroom, focusing on broadcasting and sound recording technologies. The proposed program will seek to repurpose a portion of the existing space within the Broadcast Media and Communications departments. This new specialty will focus on the simulation of modern broadcast technologies both on and off camera. Designs should aim to have the following spaces:

- Simulation broadcast studio, with all associated equipment
- Broadcast Control Room to manage on-air simulations
- An informal teaching space, akin to a conference room or writers room in order to facilitate the program outside of broadcast simulation.

In addition to the digital newsroom, the College plans on introducing a new degree focused around sound recording and digital mixing. To best serve this program the existing sound booths should be analyzed in terms of utilization and modernization. Integration into the function of the broadcast studio may also serve to promote synergies between the associated departmental degree programs.



NEWHOUSE SCHOOL
SYRACUSE UNIVERSITY

Approach to the Gordon Student Center Administration and Services

A systematic overhaul of the current student administration delivery system within the Gordon Student Center seeks to renovate the main floor of the building to provide a more student-centered experience. The existing layout no longer functions optimally and struggles to keep in line with the College's mission as a student-first institution. Selective renovations can help alleviate this dissonance and will seek to do the following:

- Create a more visible and accessible configuration of Student Administration and Support (Focuses on Student Central, Residence Hall Administration, Community Care, etc.)
- Consolidate various administrative services from other areas of campus into Gordon, establishing a strong hub for student life (Campus Bookstore relocated from Whitney, Recruitment, and similar departments as determined by OCC)
- Provide significant renovations to the cafeteria and dining area, allowing for greater student circulation through the space and across the entire building

JOHN J. HEMMINGSON CENTER
GONZAGA UNIVERSITY

Approach to Coulter Hall Academic Commons and Services

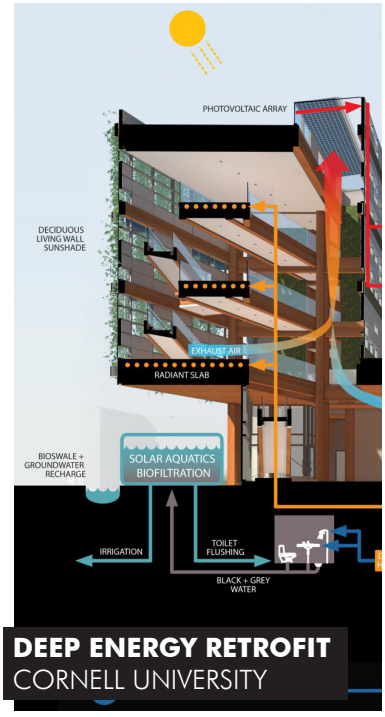
Selective renovations to Coulter Hall will focus upon establishing a stronger identity for academic services. OCC wishes to build upon recent renovations by establishing a one-stop face for 21st century academic support. This new zone will provide immediate responses to on-site queries, relying on a team of cross-trained and engaging staff who can direct students as needed for more intensive or specialized support. Additionally, it is envisioned that the campus's academic support services will be consolidated into Coulter, most specifically the Learning and Teaching Centers currently located in Gordon and Mawhinney Hall, respectively. These relocations will be made possible through recapturing underutilized space and capitalizing on the remaining space within Coulter Hall that was not included in the previous renovation.

Approach to J. Stanley Coyne Net Zero Project

J. Stanley Coyne Hall is a two-story office/classroom building that was constructed in 1973 and has seen minimal building improvements over the last 36 years. The building's HVAC system is near the end of its useful life and does not provide adequate user comfort; it is very inefficient based on today's standards. This building is optimally positioned for a deep energy retrofit and to become a net-zero facility. This project aims to capture all critical maintenance upgrades, while minimizing overall energy consumption and contributing to SUNY and New York State clean energy goals. The first step in this process is to conduct a Deep Energy Retrofit Feasibility Study to determine the options for energy strategies and savings moving forward.

COLLABORATION SPACE
BUFFALO NIAGARA PARTNERSHIP

SILVERMAN LIBRARY
SUNY UNIVERSITY AT BUFFALO



DEEP ENERGY RETROFIT
CORNELL UNIVERSITY

Approach to Campus Site Improvements

Interior and Exterior Signage

With the holistic renovation to so many spaces and functions on the College's campus, there has been a large consideration made for upgrades to wayfinding and signage. Onondaga has expressed a desire to upgrade its systems and keep them in line with their future-focused vision. New systems implementing digital, interactive signage should be considered in high-traffic student areas, such as Gordon Student Center and Coulter Hall, while improved way-finding opportunities within academic buildings will help identify and invite students to engage with the new department offices. All upgrades are meant to improve the student experience and give them the tools needed to connect to their education, passions, and the services necessary to help them along the way.

Quads & Outdoor Education Space

As part of the reinvigoration of student-focused design on campus, the physical setting of Onondaga has also been identified for enhancement. There are general changes which can be made to allow for greater 'touch-down' space within the natural campus environment to help students feel greater ownership of spaces across the campus. Ownership in this instance meaning to give the students more opportunities to express their talents, works, and uniqueness for others to share in. In its simplest terms, this type of space could function as an outdoor educational space, establishing a dedicated zone for flexibility, portable, kit-of-parts experiments, project displays, and technological demonstrations that could be demonstrated both actively and passively for any interested party.

Pedestrian Bridge

Though outlined as a critical maintenance project, the existing pedestrian bridge provides an great opportunity to strengthen and highlight the campus' natural character. The current list of critical maintenance items currently calls for resurfacing and upgrades to the guardrails and lighting systems giving the current FMP an ample opportunity to establish a more holistic reimagining of the pedestrian bridge.

STORY ARTS CENTRE
CENTENNIAL COLLEGE

ADMISSIONS CENTER
UNIVERSITY OF RICHMOND

GORDON AMPHITHEATRE
ONONDAGA COMMUNITY COLLEGE

NORTH QUAD
COLUMBIA COLLEGE

PEDESTRIAN BRIDGE
ONONDAGA COMMUNITY COLLEGE

STEEL BRIDGE
ART THURESON INC

CORTEN PEDESTRAIN BRIDGE
STREET LIFE

RECOMMENDATION HIGHLIGHTS

Areas of Opportunity and Potential Project Sites

- Area of Opportunity
- Potential New Building

Major Operational Initiatives

- Address 2023 surplus and utilization through capital improvements

Major Programming Initiatives

- Student administrative and academic services improved in renovated Gordon Student Center and Coulter Hall respectively
- Expand applied engineering, technical and workforce education through new flexible space
- Renovate lab space within Whitney to account for added program space
- New Simulation Hospital, Veterinary Technician Skills lab, and integration of HIT departments into Ferrante Hall
- Establish a Regional Public Safety Training Center in Mulroy Hall
- Digital newsroom and sound booth upgrades in Whitney
- Establish highly visible office suites to act as a hub for each individual school
- Holistic upgrades to classroom and teaching environments

Major Site Planning Initiatives

- Upgrade physical and digital signage across the campus
- Provide exterior improvements to student spaces
- Selective upgrades to the pedestrian bridge

GROUP 1 - ACADEMIC INITIATIVES BY BUILDING

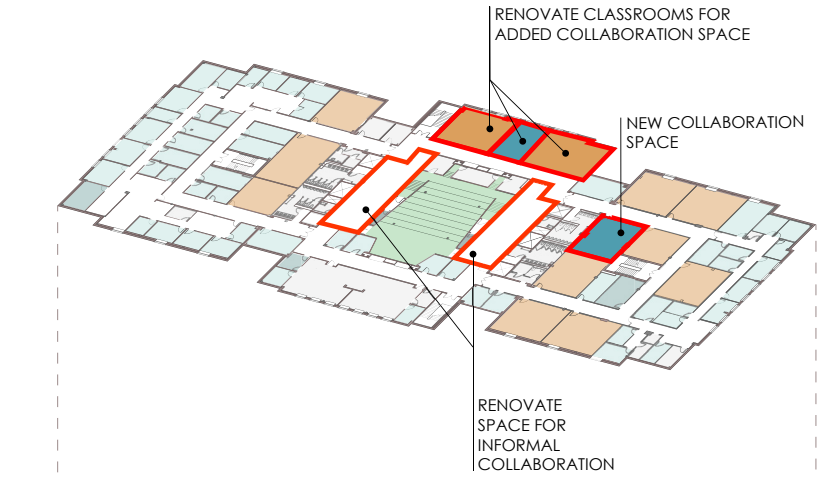
- 1A - PROVIDE HOLISTIC UPGRADES TO TEACHING AND LEARNING ENVIRONMENTS AND IMPROVE COLLABORATION
- 1B - EXPAND PROGRAMMATIC OFFERINGS OF HEALTHCARE AND NURSING DEPARTMENT
- 1C - ESTABLISH A REGIONAL PUBLIC SAFETY TRAINING FACILITY
- 1D - EXPAND FIELDS OF APPLIED ENGINEERING, TECHNICAL AND WORKFORCE EDUCATION

1A - PROVIDE HOLISTIC UPGRADES TO TEACHING AND LEARNING ENVIRONMENTS AND IMPROVE COLLABORATION

Mawhinney serves as a microcosm for Onondaga's academic spaces, highlighting both the underutilized education space and the potential for holistic improvements. On the whole, Onondaga has 105 classroom and 58 laboratories across the entire campus with 42 and 29 of those respective rooms operating at or below the recommended SUNY guidelines. Through a percent reduction in the available rooms and careful redistribution of courses, that underutilized space can be recaptured for greater use. The base intent is to provide general Tier I upgrade to all of the classrooms that will remain with selective Tier II and Tier III renovations happening as needed. Labs will also be upgraded and repurposed as the College sees fit.

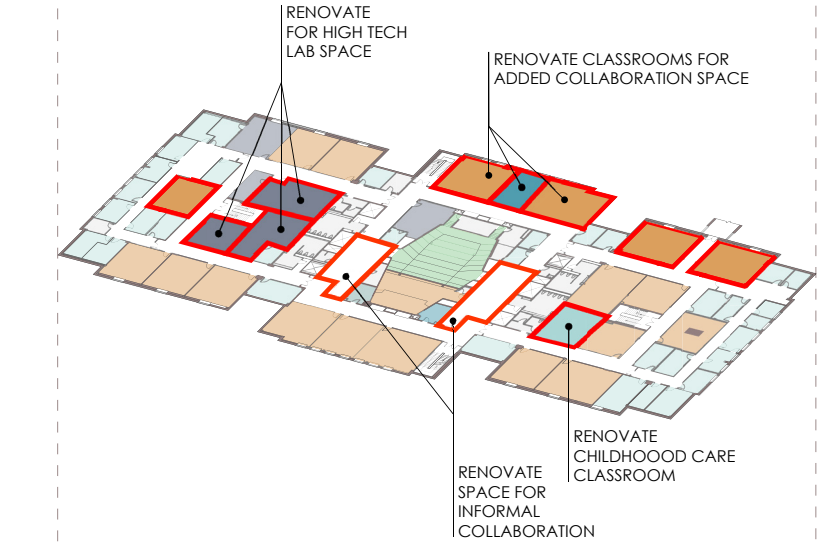
The adjacent study of Mawhinney Hall begins to highlight the possibilities of these selective renovations:

- Repurpose a series of existing classrooms to generate a new Tier III classroom space similar to Whitney's T3 or Ferrante 282
- Reduce the size and number of adjacent room clusters and infill the surplus space with formal or informal student collaboration space
- Reduce excess and underutilized lab space to provide right-sized learning environments for all associated departments
- Provide upgrades and refurbishment to existing collaboration space that is not meeting the needs and trends of 21st century education
- Explore all renovations at a campus-wide level, paying special attention to possible synergies and future-proofing opportunities



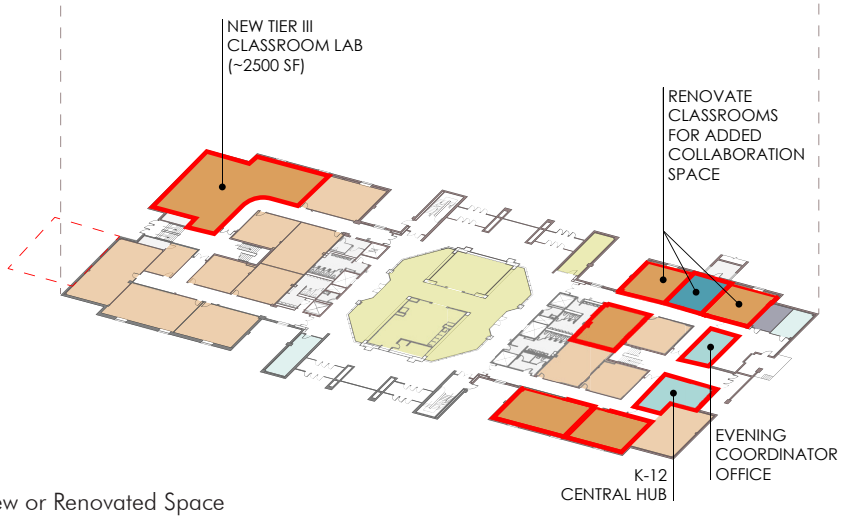
2023 Recommendations in Mawhinney Hall - Level 3

- Classroom
- Lecture Hall
- Collaboration Space
- Office Space



2023 Recommendations in Mawhinney Hall - Level 2

- Classroom
- Lab Space
- Lecture Hall
- Collaboration Space
- Office Space



2023 Recommendations in Mawhinney Hall - Level 1

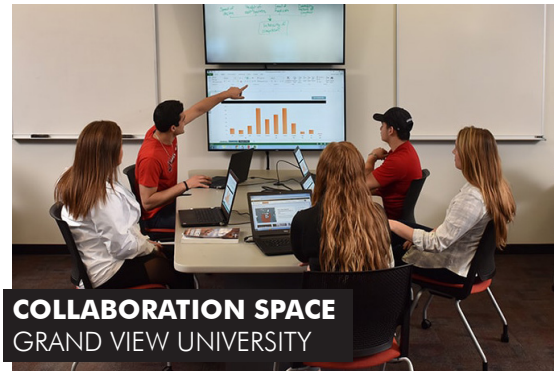
- Classroom
- Lab Space
- Food Services
- Collaboration Space
- Office Space

New or Renovated Space Recommendations

BUTLER LIBRARY
SUNY BUFFALO STATE

ROCKWELL HALL
SUNY BUFFALO STATE

BUTLER LIBRARY
SUNY BUFFALO STATE



COLLABORATION SPACE
GRAND VIEW UNIVERSITY

SILVERMAN LIBRARY
SUNY UNIVERSITY AT BUFFALO

MATH & SCIENCE CLASSROOM
NICHOLS SCHOOL

KUNSELA HALL
SUNY POLYTECHNIC

ROCKWELL HALL
SUNY BUFFALO STATE

1B - EXPAND PROGRAMMATIC OFFERINGS OF HEALTHCARE AND NURSING DEPARTMENT

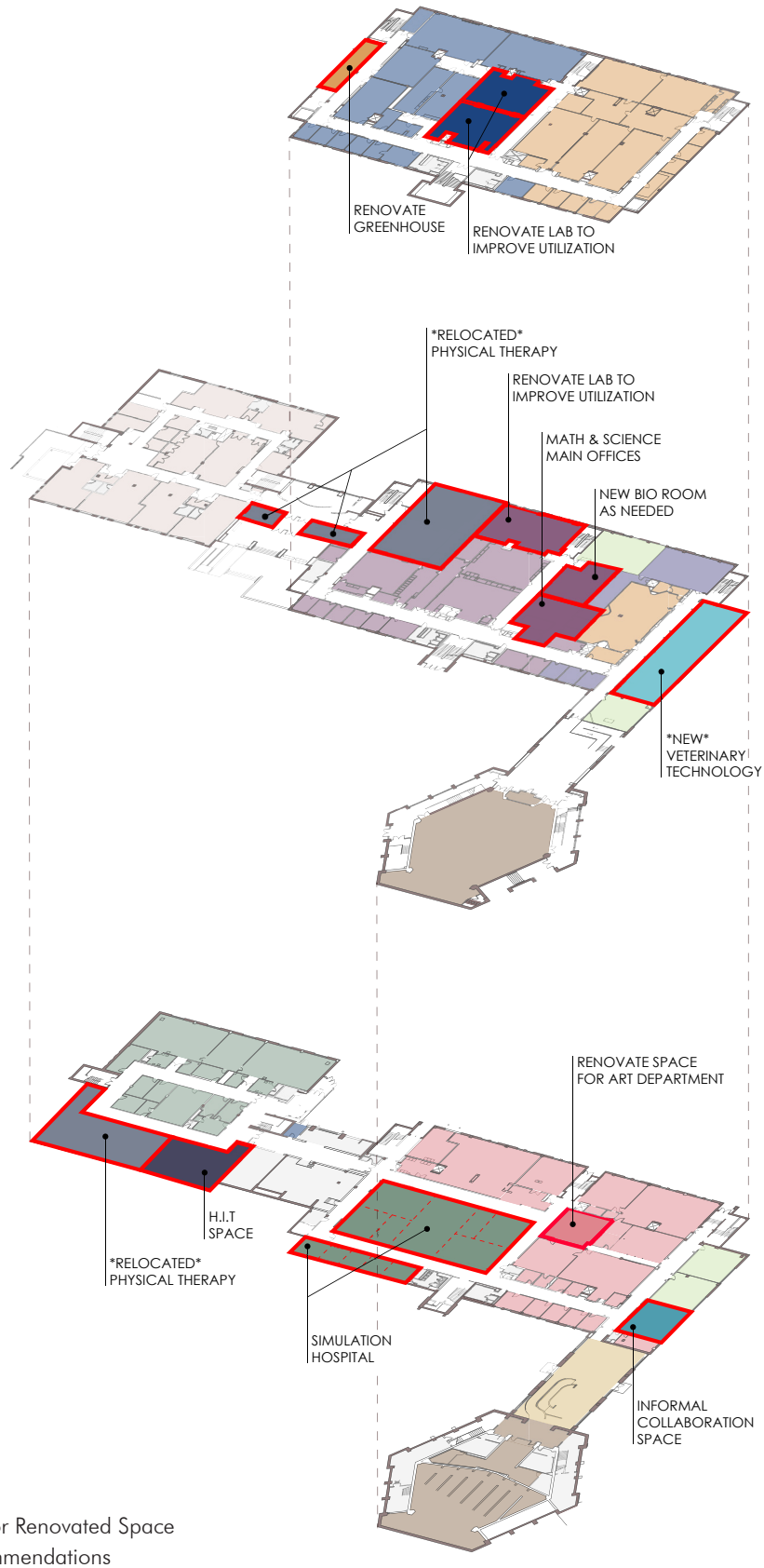
Ferrante Hall currently serves as the home for the Art, Biology, Chemistry, Nursing, Physical Science, Surgical Technology departments as well as the College's Child Care Center and operates with a significant amount of surplus laboratory and classroom space. In addition to the College's campus-wide initiatives and upgrades, the following changes have been discussed:

- Creation of a new simulation hospital adjacent to the existing Nursing Department
- Allocation of space for a new Veterinary Science Technology skills lab
- Relocation of the Health and Information Technology Department from Whitney

These reorganizations and programmatic additions within Ferrante Hall constitute a significant alteration to the existing building fabric. While there are pockets of surplus space within the building, intensive reallocation of space should be explored to adequately provide for the new programs. This will ensure greater utilization and efficiency among existing spaces, while allowing for the successful integration of the new programs. In the central wing of Ferrante, increased circulation will provide greater access to the central mass of academic spaces. This increased access generates an adequate footprint for the simulation hospital and, removing any resulting redundancies from the Nursing Department will provide space for the displaced Physical Therapy labs. Any space that cannot be accounted for on the lower level can utilize other pockets of surplus throughout the building. The diagram to the right highlights a possibility of reclaiming underutilized space from the Biology Department as they consolidate their functions around the new Math & Sciences offices.

Upstate Medical University Simulation Hospital

NEW SIMULATION HOSPITAL
SUNY UPSTATE MEDICAL UNIVERSITY



2023 Recommendations in Ferrante Hall - Level 3

- Chemistry
- Physical Science

2023 Recommendations in Ferrante Hall - Level 2

- Auditorium
- Biology
- Child Care Center
- General Instruction
- Physical Science
- Physical Therapy
- Surgical Technology
- Veterinary Science Technology

2023 Recommendations in Ferrante Hall - Level 1

- Art
- Auditorium
- Collaboration Space
- General Instruction
- Health and Information Technology
- Institutional Services
- Nursing

New or Renovated Space Recommendations

CONCEPT - FLEXIBLE TIER III CLASSROOM
ONONDAGA COMMUNITY COLLEGE

CONCEPT - CONTROL ROOM & SIMULATION
ONONDAGA COMMUNITY COLLEGE

CONCEPT - FLOOR PLAN
ONONDAGA COMMUNITY COLLEGE

1C - ESTABLISH A REGIONAL PUBLIC SAFETY TRAINING FACILITY

In order to facilitate the expansion of the PSTC Degree Program and support collaboration with regional organizations, a new facility is required. Mulroy Hall has been identified for the ideal location to foster these new programs and, with selective renovations, can become a strong regional asset to both the College and its surrounding community. This intent will require the relocation of existing administrative departments, but ultimately provides the necessary space for the new labs and upgraded classroom technologies required by the program.

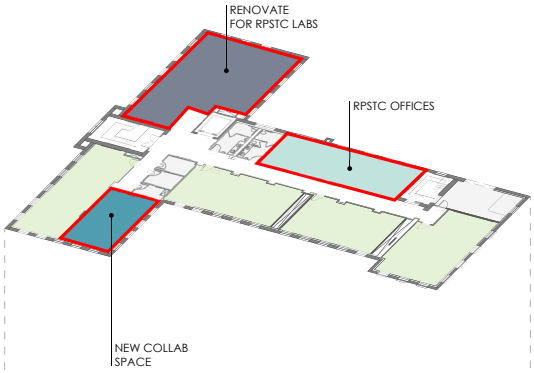
In addition to conventional classroom and lab space, public safety training centers often provide a variety of simulated environments to be used in tandem with the traditional classroom settings. A full list of required spaces has not yet been identified and further study may discover the need for an addition or a free standing annex to be added to the site. That space should be defined as need and is not specifically outlined within this FMP.

Mulroy and Precedent magesl

- Area of Opportunity
- Potential New Building / Addition

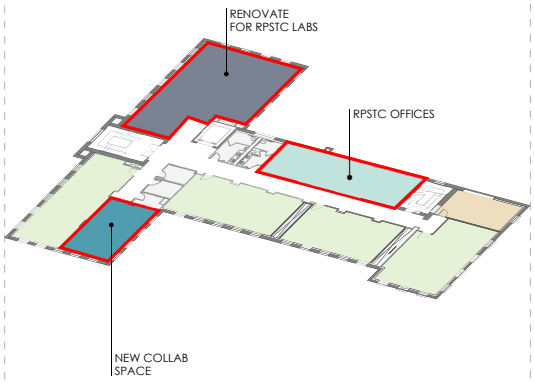
PUBLIC SAFETY TRAINING CENTER
EAST MAINE COMMUNITY COLLEGE

REGIONAL PUBLIC SAFETY TRAINING CENTER
MONROE COMMUNITY COLLEGE



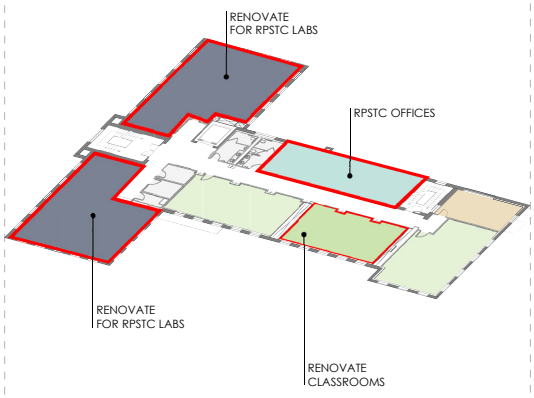
2023 Recommendations in Mulroy Hall - Level 4

- Classroom
- Lab Space
- Collaboration Space
- Office Space



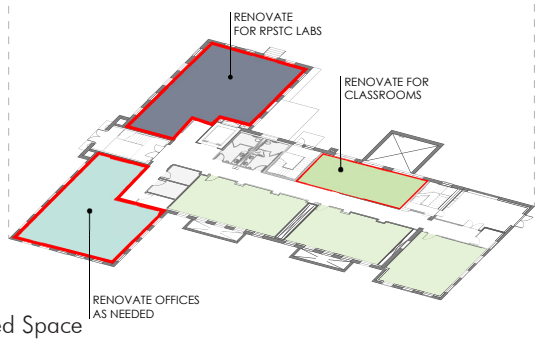
2023 Recommendations in Mulroy Hall - Level 3

- Classroom
- Lab Space
- Collaboration Space
- Office Space
- Meeting Area



2023 Recommendations in Mulroy Hall - Level 2

- Classroom
- Lab Space
- Collaboration Space
- Office Space
- Meeting Area



2023 Recommendations in Mulroy Hall - Level 1

- Classroom
- Lab Space
- Office Space

New or Renovated Space Recommendations

1D - EXPAND FIELDS OF APPLIED ENGINEERING, TECHNICAL AND WORKFORCE EDUCATION

In response to changing regional needs, OCC's expanded programs seek to provide in-demand skills training in the fields of applied engineering, technical and workforce education.

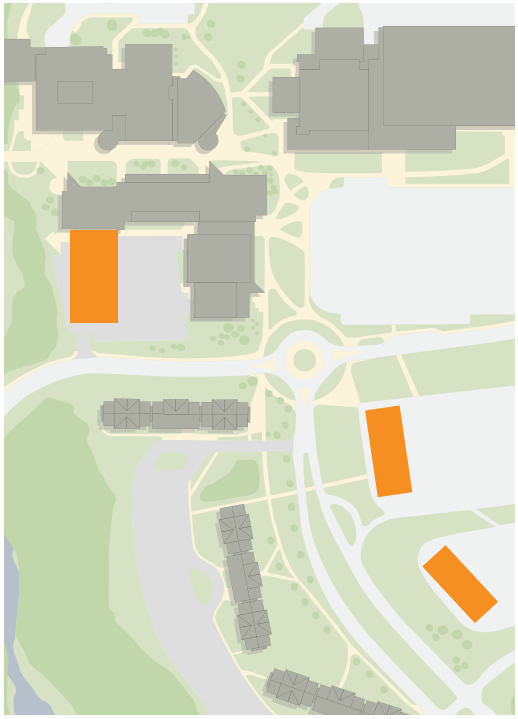
The additional programs are as follows:

- Electro-Mechanical, HVAC (Controls), Fire Systems (Low Voltage Lab)
- HVAC Lab
- Plumbing Lab
- Unmanned Aerial vehicles (UAV) / Drone Pilot Training Lab
- Mechatronics, PLC's Pneumatics, Hydraulics, Robotics Lab
- Flexlab for Workforce Education
- Cybersecurity

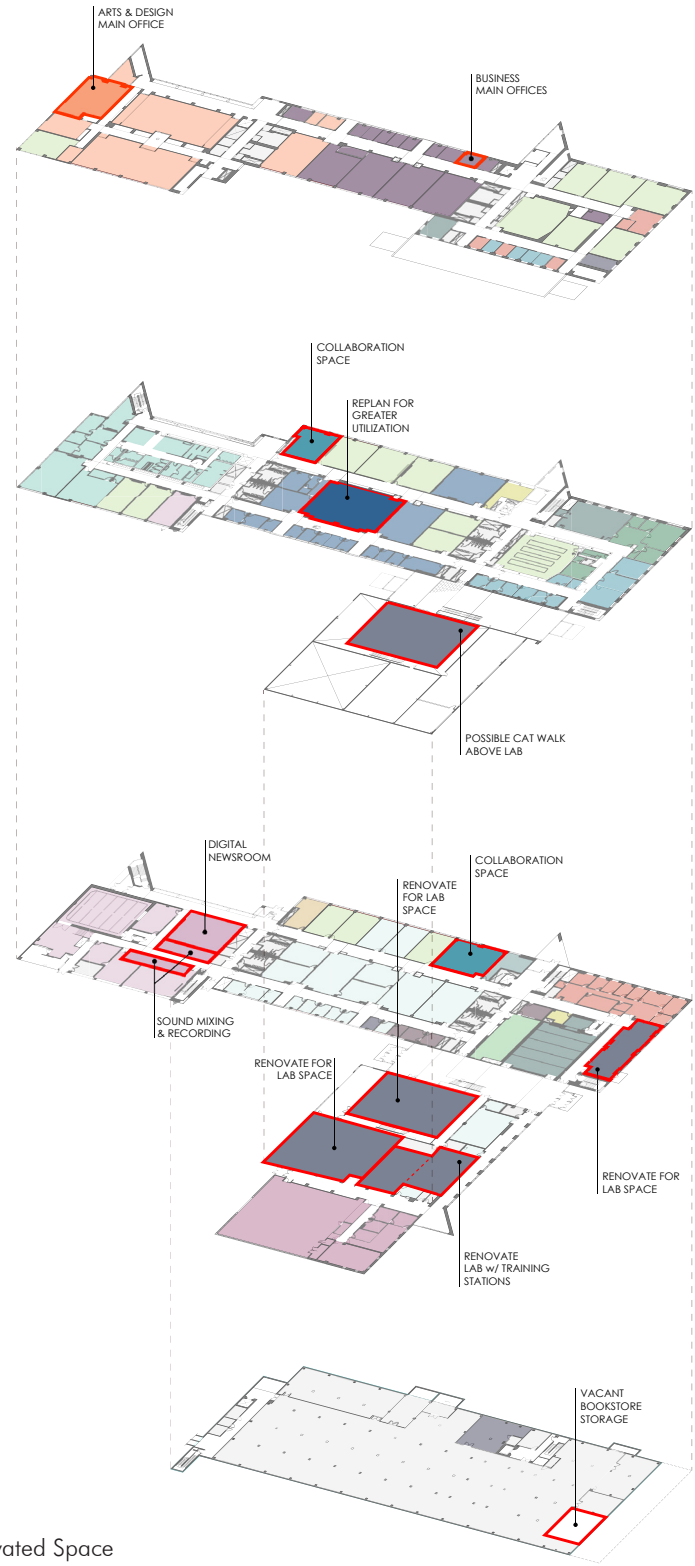
These programs generate strong synergies with the existing programs in Whitney but, while some of them can be integrated into the existing building or addition, the full scope of additional space exceeds the available space. This deficit therefore implies the need for a new building that is able to provide flexible space for a variety of technical and workforce training programs, as well as supplement the existing program space in Whitney.

Whitney Applied Technology Center and Possible Buildings / Addition with Precedent Imagery

Potential New Building / Addition



TRAINING AND LEARNING CENTER
ALAMANCE COMMUNITY COLLEGE



New or Renovated Space Recommendations

2023 Recommendations in Whitney - Level 3

- Admin & Financial Services
- Architecture and Design
- Business Administration
- Educational Services
- General Instruction

2023 Recommendations in Whitney - Level 2

- Admin & Financial Services
- Collaboration Space
- Computer Studies
- Photography
- Broadcast Media Communications
- Lab Space
- General Instruction
- President

2023 Recommendations in Whitney - Level 1

- Automotive Technology
- Collaboration Space
- Computer Studies
- Educational Services
- Electrical Technology
- Broadcast Media Communications
- Lab Space
- Lecture Hall
- General Instruction

2023 Recommendations in Whitney - Lower Level

- Building Services
- CNG

GROUP 2 - SHARED INITIATIVES

- 2A - CONSOLIDATE ADMINISTRATIVE SUPPORT AND IMPROVE STUDENT SERVICES
- 2B - CENTRALIZE ACADEMIC SUPPORT AND ESTABLISH COMMON SPACE TO FACILITATE SPECIALIZED NEEDS

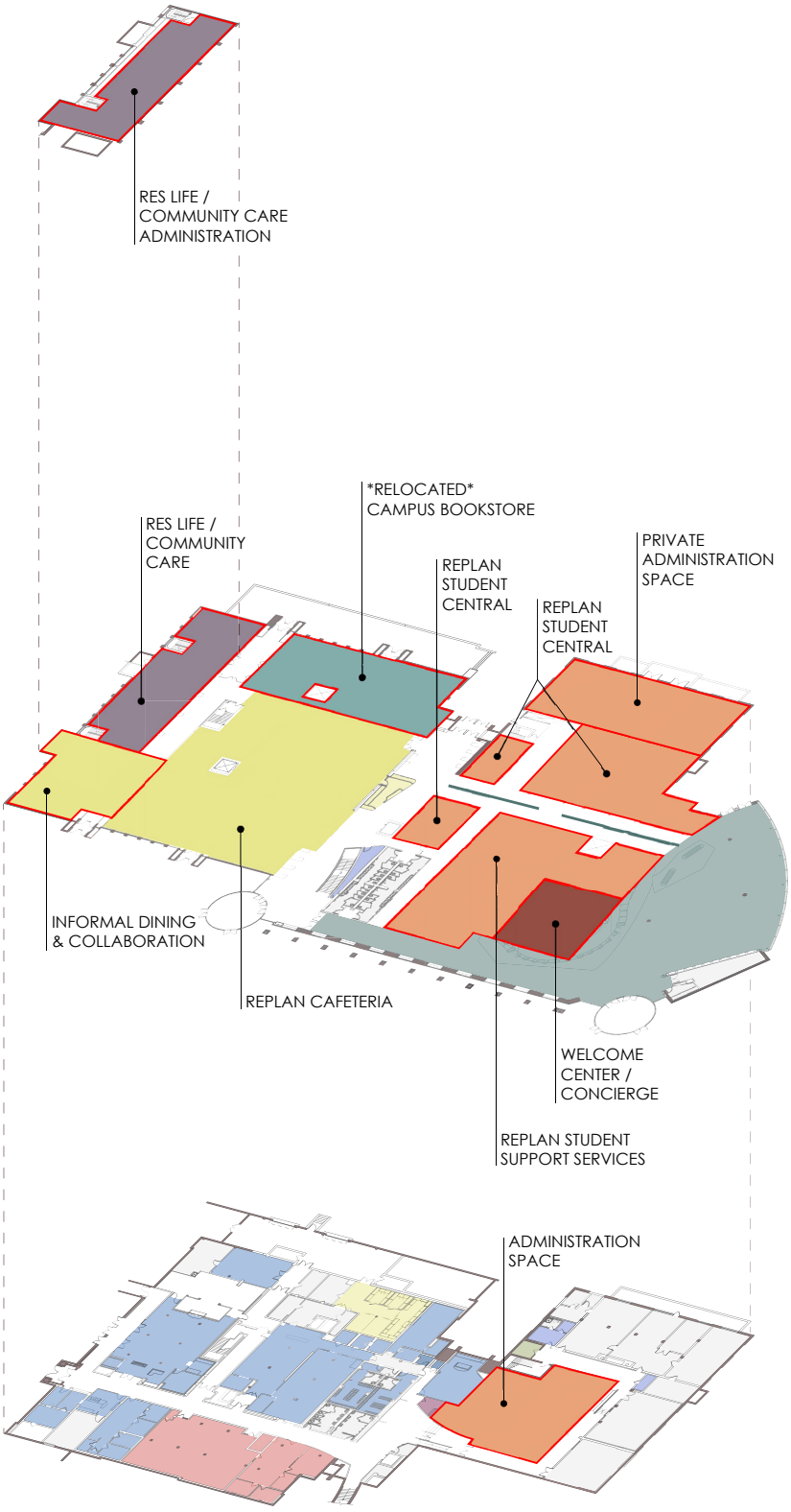
2A - CONSOLIDATE ADMINISTRATIVE SUPPORT AND IMPROVE STUDENT SERVICES

By consolidating Student Administration within the Gordon Student Center, OCC aims to create a one-stop hub for student engagement and recruitment. The current layout of Student Central creates a barrier between students and service, preventing immediate access to specific departmental functions. The proposed plan seeks to invert the traditional layout of student administration services, giving each individual department a storefront-type presence along a centralized circulation path and relegating the more private administrative functions to their own secure zones. This reorganization of space allows for a highly visible welcome center to focus on the recruitment aspect of Gordon, while giving administrative spaces the presence they need to operate independently of one another.

One such location is the Campus Bookstore. OCC has identified comparable square footage to the Whitney location that allows students greater and more consistent access, while simultaneously improving the bookstore's campus presence. These improved branding opportunities will allow both staff and students an easier way-finding experience, increasing Gordon's ability to function as a hub of student administration and recruitment.

With the relocation of the Learning Center, the newly vacated space can provide a combined home for the Residence Hall Administration and the Community Care center. This new location provides greater visibility to these necessary services and moves them from their secluded location on the lower level.

Additionally, as part of the building's increased transparency and circulation, significant renovations to the western half of the building have also been considered within the scope of this FMP. The dining hall should be opened up and replanned in order to generate a better student experience. New designs should consider a variety of seating types, including a mix booths and other informal gathering areas to promote study and collaboration opportunities in addition to food services. A more open plan from east to west, the removal of defined entrances and walls, as well as the acquisition of a portion of the Learning Center will integrate the new dining hall into the administrative renovations, portraying Gordon as a single, unified student center.



2023 Recommendations in Gordon - Level 3

- Residence Hall Administration & Community Care

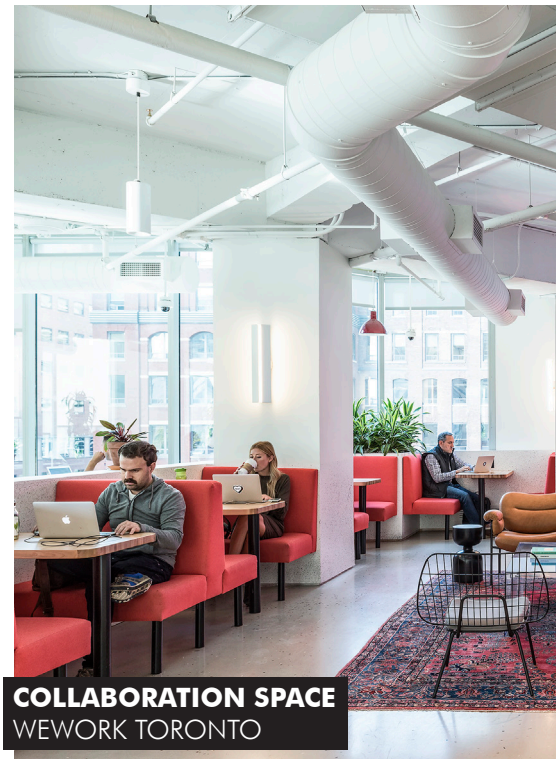
2023 Recommendations in Gordon - Level 2

- Campus Bookstore
- Food Services
- Great Room
- Student Administration & Services
- Residence Hall Administration & Community Care
- Welcome Center

2023 Recommendations in Gordon - Level 1

- Hospitality Management
- Food Services
- Student Administration & Services
- Student Support Services
- CNG

New or Renovated Space Recommendations



COLLABORATION SPACE
WEWORK TORONTO

ATHLETIC CENTER
SUNY CANTON

WEST CAMPUS DINING
BOSTON UNIVERSITY

STUDENT DINING HALL
UNIVERSITY OF KENTUCKY

STUDENT LOUNGE
THE CATHOLIC UNIVERSITY OF AMERICA

BUTLER LIBRARY
SUNY BUFFALO STATE

JOHN J. HEMMINGSON CENTER
GONZAGA UNIVERSITY

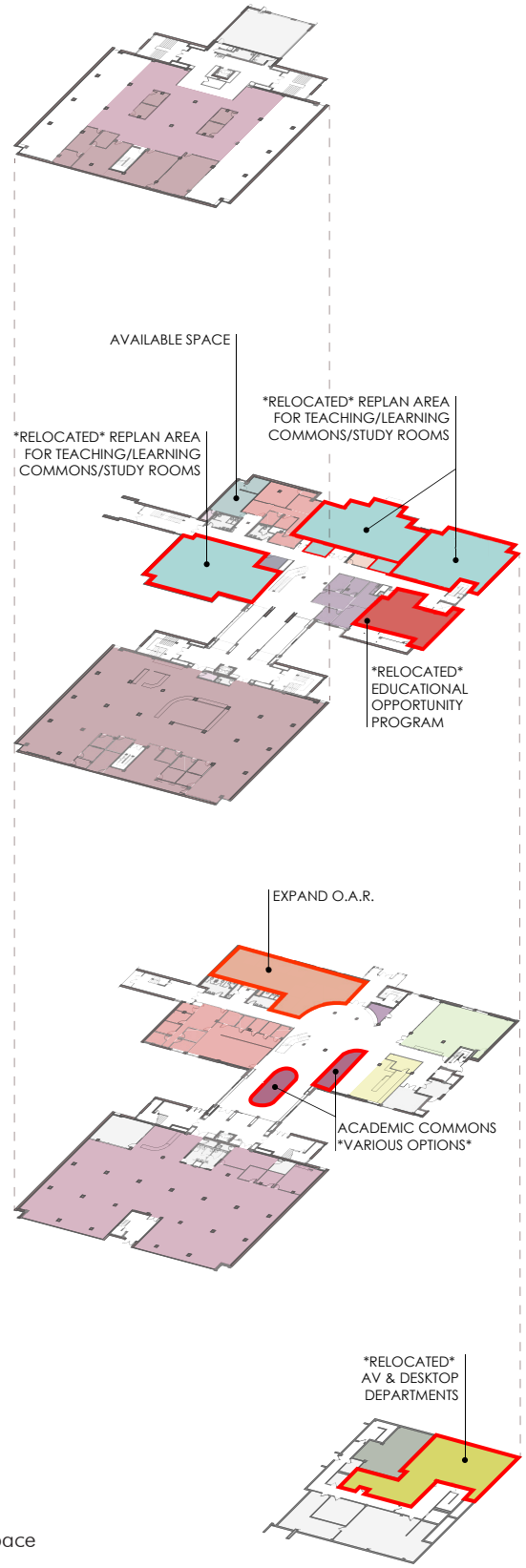
2B - CENTRALIZE ACADEMIC SUPPORT AND ESTABLISH COMMON SPACE TO FACILITATE SPECIALIZED NEEDS

An introduction of the Academic Commons and the relocation of the Teaching and Learning Centers will be strong additions to round out the recent renovations to Coulter Hall and Library. In the same way that Gordon was established as the heart of student administration, adding these two integral functions will establish Coulter as the epicenter for student academic support.

The new Academic Commons will serve as a one-stop service desk for the entire building. By converting a portion of their existing space into the new Academic Commons, the College hopes to improve its quality of education through enhanced support services. Students with general questions will be able to find quick service, while more specific needs can be directed into other departments for more specialized service. This central desk can assume many of the Library's circulation functions, allowing for a greater allocation of student space within the library proper.

In moving the Learning and Teaching Centers into Coulter Hall, designs should capitalize on the existing and underutilized computer labs on the second floor, as well as the existing office space along the east side which was not included in the previous renovation. These locations occupy strong, centralized locations within the building and provide ample opportunity for both public and private academic support. Special care should be taken to make clear distinctions between the student focused nature of the learning center and the faculty focused nature of the teaching center. While these departments may be able to share private space, their differing demographics dictate a need for dedicated space for independent operations. This solution involves the relocation of the AV and Desktop departments to the lower level, as well as the shifting of the Educational Opportunity Program in order to give the Learning and Teaching Centers greater access to existing labs.

Other initiatives within Coulter Hall involve relocation of the Career and Transfer center into Gordon, the subsequent expansion of the Office of Accessibility Resources, and a feasibility study to improve utilization of the first floor gallery space and cafe areas.



2023 Recommendations in Coulter - Level 3

- Library
- Library Services

2023 Recommendations in Coulter - Level 2

- Available Space
- Library
- Library Services
- Student Support Services
- Veterans Affairs

2023 Recommendations in Coulter - Level 1

- Food Services
- General Instruction
- Library
- Office of Accessibility Resources
- Student Support Services

2023 Recommendations in Coulter - Lower Level

- AV & Desktop Departments
- Information Technologies

New or Renovated Space Recommendations

SILVERMAN LIBRARY
SUNY UNIVERSITY AT BUFFALO

CAPEN HALL
SUNY UNIVERSITY AT BUFFALO

COLLABORATION SPACE
GRAND VALLEY STATE UNIVERSITY

STUDY PODS
STEELCASE

SILVERMAN LIBRARY
SUNY UNIVERSITY AT BUFFALO

CAMPUS BOOKSTORE
STATE UNIVERSITY OF CALIFORNIA SACRAMENTO

SILVERMAN LIBRARY
SUNY UNIVERSITY AT BUFFALO

G - CONCLUSION

Onondaga Community College is a resilient community college with a strong dedication to its mission and academic population. Through resourceful leadership and a team of visionaries, the College has begun to seek new academic goals to serve the changing needs of their academic population and the regional demands of the professional world. These new goals aim to improve the campus and its academic offerings to provide greater opportunities for success to new and existing student populations, especially those from traditionally underrepresented populations. As the College expands its list of programs, a need to enhance their physical environment will rise alongside the projected student body. A list of critical maintenance items has been developed to best aide these changes and focus on generating a more flexible environment that will capitalize on the potential of their existing infrastructure. By leveraging these assets, OCC will be able to optimize their campus, reduce extraneous costs, and integrate a number of sustainable solutions to solve existing problems. Through this Facilities Master Plan, Onondaga Community College's renewed focus on applied engineering and technical education, a continued dedication to the liberal arts, and a purposeful integration of sustainable strategies will foster improvements to itself, its campus, and the holistic success it offers to its student body.

***As the College navigates the after-effects of the COVID-19 pandemic it will adapt itself and its planning efforts to any and all unforeseen challenges. This can already been seen through the advent of distance learning and online support courses, both of which are being done on an unprecedented scale and may forever alter the norms of higher education. OCC will continue to monitor the affects of these new teaching methods and incorporate their findings into all future planning efforts. Though the scope of this FMP may change, the intent of Onondaga Community College will remain steadfast in its mission: To provide holistic, quality education to its students and serve as a continuous resource for its surrounding community.*