



**ST. CLAIR COUNTY  
COMMUNITY COLLEGE  
MASTER PLAN 2012-2025**

**SHWGROUP**

ARCHITECTS | ENGINEERS | PLANNERS



## 2016 Master Facility Plan Update of Phase Three

In 2016 the College embarked on an update and assessment verification to the next phase of the Master Facility Plan.

As evidenced by the attached table, the College has successfully implemented phases of the 2012 Master Facility Plan. Due diligence in planning and assessment leads the College to consider the plan a dynamic document for both implementation and continual review for alignment with mission.

Phase three of the plan moved the college into repurposing of spaces for health science programming. Current health science programs at the college have strong enrollment and have been identified for growth in job projections. Matching facility with program is a cornerstone of the overall Master Facility Plan.

TMP Architecture was engaged to review phase three to update for the current state of buildings and feasibility for success in implementation. The result of the update has yielded two primary next phase recommendations of razing the current gym and repurposing the A. J. Theisen building for health science programming.

A recommendation to raze the current gym as an outdated and expensive option for repurposing is similar to the current Master Facility Plan but the use of the resulting buildable space has changed. The buildable place remaining on the campus after razing the gym will be considered in future facility phasing instead of utilized immediately.

The recommendation to repurpose the A. J. Theisen building for health science programming maintains the goal of improved space for health sciences but is accomplished at a lower cost and accomplished quicker than the previous plan. The updated plan reflects an assessment of health science programming and existing facility infrastructure instead of new construction.

TMP's assessment included a review of existing facilities to explore repurposing. Assessment included a site visit to campus, discussions with facility staff, and reliance on faculty meetings to discuss health science programming. The assessment was limited to a general overview of campus, alignment with previous projects, adherence to campus standards for consistency, and a priority of the next phase.

The update to the plan impacts the following pages of the original plan. The update summary is reflected above and in the phasing table.

Page 20 – Building assessment of Theisen impacted by change to renovation purpose  
Page 27 – Growth potential updated to provide land for future expansion  
Page 32 – Depiction on map of new health science building removed from plan  
Page 34 – Depiction on map of new health science building removed from plan  
Page 58 – Phase 3.2 changed to renovation of AJT

Page 60 – Health Professions Center changed to renovation of AJT  
Page 61 – New building layout changed to AJT renovation layout  
Page 63 – Review of CEM 201 under discussion may not be digital dome  
Page 66 – Depiction of Health Professions Center removed from plan  
Page 66 – Phase 4.2 combined with phase 3.2  
Page 70 – AJT renovation description updated for Health Science program repurposing

St. Clair County Community College  
Master Plan Proposed Project Phasing

Phase 1 2012-2013	Project	Description	Status
1.1	McMorran Greenway-phase 1	Phase 1 improvements	Complete
1.2	Mackenzie Science Center-phase 1	Museum and Innovation Center renovation	Complete
1.3	Main Building 312 renovation	Main classroom renovation	Complete
1.4	Erie drop-off lane and trees		Complete
1.5	Campus way finding and signage		In Process

Phase 2 2013-2016	Project	Description	Status
2.1	Welcome Center Student Services renovation	Relocate student services from ATC	Complete
2.2	ATC renovation	Renovate ATC to create interdisciplinary engineering and tech education center; convert facilities space to public safety training space	Pre-planning discussions
2.3	Stone Street removal/landscape	Remove obsolete road and develop landscape	Preliminary discussions with City
2.4	Parking lot access drives	Improve parking lot connections to city streets	On hold
2.5	College Center renovation	Renovate kitchen, bookstore, dining; update library and success center layouts to improve student access	Upgraded HVAC; prepared space
2.6	Art patio, walkway	Create art garden for fine arts program	

Phase 3 2015-2020	Project	Description	Status
3.1	Gym relocation	Relocate gym to adjacent facility, <del>demolish existing gym building</del>	Relocation complete
3.2	Health Professions Center renovation/update	<del>construct new health professions center on former gym site; renovate North-Building</del>	Assessment
	Update to plan	Combine with 4.2 to Renovate AJT for Health Science Program. Combine 3.3 possible conversion of CEM 201	Planning
	Update to plan	Demolish existing gym to provide future buildable space for phase 4 or 4+	Planning
3.3	Mackenzie Science Center - phase 2 - update to plan	Complete renovation of museum space on all levels; <del>convert lecture hall to digital dome interactive classroom.</del>	Planning discussions
3.4	Mackenzie Science Center - Site	Create community-engaged outdoor science plaza	

Phase 4 2018-2025	Project	Description	Status
4.1	Main Building renovation	Complete historical renovation and space utilization improvements; consolidate offices to improve function	
4.2	<del>AJ Theisen renovation</del>	<del>Demolish obsolete shop space; renovate classroom wing for space use and technology improvements</del>	moved to 3.2
4.3	Arts Center renovation/addition	Create new accessible lobby; repurpose art labs; renovate theater	
4.4	McMorran Greenway-phase 2	Complete site improvements	



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# INTRODUCTION

## WHY DID ST. CLAIR COUNTY COMMUNITY COLLEGE UNDERTAKE A MASTER PLAN?

The administration at St. Clair County Community College (SC4) desired that the site and facilities of the College better meet the same criteria placed on the faculty and staff in the College Vision – to **create an academic and cultural environment that empowers students to succeed**. The primary goal for this master plan is to provide and maintain a foundation for improving the entire College environment, both physical and academic, in a coordinated manner.

**This plan is a living document.** While it provides a present-day framework for addressing academic change and aging facilities, the master plan also needs to evolve to continue to meet those challenges for many years to come. To evolve, this plan must be revisited on a regular basis, used to guide future development, reassessed and revised if new challenges to the College warrant it.

The Master Planning committee and other contributors to this effort, as part of working through the process:

- Identified the existing and potential future **physical and programmatic challenges**
- Created **guidelines and requirements** to which the proposed solutions should adhere
- **Proposed** and tested **solutions** to each challenge, presenting the results of those efforts in this document





## GOALS AND OBJECTIVES

Development of the Master Plan requires an understanding of the aspirations embodied in the College Vision and Mission Statement. From this foundation, St. Clair County Community College has developed Master Plan Goals, a set of prioritized guidelines to physically support the mission, vision, and strategic goals of the College.

### VISION

Create an academic and cultural environment that empowers students to succeed.

**MISSION: OUR MISSION IS TO MAXIMIZE STUDENT SUCCESS.**

## MASTER PLAN GOALS

### PLANNING CHALLENGES AND OBJECTIVES

Early in the master planning process, the following challenges for SC4 were discovered, discussed and used to drive the direction of the plan to completion:

- Total space on campus is adequate for current and foreseeable enrollment, but location, organization and size of individual spaces is not always ideal.
- Port Huron faces socioeconomic challenges, including declines in surrounding commercial and residential property.
- Campus is hidden between commercial and residential
- Connection with the city could be improved.
- Outdoor space and frontage along Black River is plentiful, but underutilized.
- Facilities and infrastructure continue to age.
- Campus is compact yet disconnected - roadways separate buildings, making pedestrian travel difficult.
- Parking is not ideally located.
- Locating College functions is not easy.
- Funding for projects will continue to be limited.

## STRATEGIES

During the planning workshops, planning strategies were developed to assist in accomplishing the planning objectives and used to define potential projects.

In order to support and enhance the fundamental goals of the College, the master plan should:

- Utilize existing facilities in an efficient and cohesive manner.
- Enhance student experience and campus image.
- Strengthen connections between different parts of campus
- Improve student safety, especially pedestrian traffic.
- Increase visibility of College and visually improve campus and neighboring properties.
- Develop stronger partnerships between the College, The City and Industry.
- Support the service area through cultural and community outreach.
- Assist the College in being a good steward of available funds.

## PRIORITIES

During the planning workshops, the Master Planning Committee discussed, tested and developed a list of desires, programs and projects and ordered them into a list of priorities. These priorities, listed below, were used to develop the phasing and implementation of the master plan.

- Complete McMorran Greenway
- Develop Science Museum
- Upgrade technology and finishes in Main Building
- Relocate Student Services to the M-TEC Building
- Showcase technology programs
- College Center Improvements
- Library reorganization
- Improve public access to Arts Center
- Relocate gym function
- New Health Professions facility at current gym location
- Consolidate and coordinate department locations
- Technology improvements
- Improve infrastructure
- Improve pedestrian safety
- Streetscape and campus identity
- Update campus signage, pathways and landscape
- Identify future building locations
- Repurpose outdoor space to incorporate educational opportunities
- Improve campus cohesiveness
- Parking improvements

## CRITICAL SUCCESS FACTORS

The planning committee developed the following Critical Success Factors to measure the success of the master plan. If, as concepts were developed they could not meet the spirit of each of the following criteria, they were re-evaluated, modified or eliminated.

- **Wise use of resources:** Ample existing resources combined with limited funds necessitate the repurposing of facilities whenever practical. The master plan will address the possibilities of revitalizing what the College has, and assist in evaluating when it is prudent to develop new facilities.
- **Connections:** Creating an environment with improved connections between the College and constituents, neighbors and the environment is crucial to the longevity of the institution and the community. The master plan will use improved circulation, easy access and enhanced communication and interaction to grow in its' role and be considered an irreplaceable part of Port Huron.
- **Community:** The College should be a place where all constituent communities feel welcome – students, public, employees and visitors. The master plan will provide opportunities for this community building to occur.
- **Partnerships:** Successful partnerships between the College and its neighbors is critical to the health of the both the institution and the city. The master plan will improve existing partnerships and foster new ones.
- **Image and Aesthetics:** The master plan helps the College refine and communicate its “image” – how people perceive the College and its unique strengths. The master plan must ensure improvements are obvious.
- **Deferred Maintenance:** Resolving deferred maintenance issues is a necessity. The Master Plan will coordinate with facility assessments to assist in these decisions.

## PHYSICAL PLANNING OBJECTIVES

General objectives have been established to help the College realize its master planning goals. These objectives fall into two main categories: Facilities & Infrastructure and Site & Circulation. These objectives are to apply to any project being planned.

## FACILITIES AND INFRASTRUCTURE

Several facilities improvement and development projects are desired for implementation. Individual project development should support and enhance overall master plan goals. Both new and renovated spaces should be in context with the site and existing facilities, incorporating high quality, practical architecture and inviting open spaces. All renovation and new projects should seek to improve space allocation, accessibility, flexibility and integration of technology, as well as be environmentally responsible and economically feasible (especially long-term costs). Updating of infrastructure should be part of any work with an emphasis on improvement and ease of maintainability.

Whenever possible, projects should include improvements to adjacent open spaces and circulation zones impacted by the project.

## SITE

Efforts should be undertaken to create **safe, comfortable, human-scaled spaces for learning, relaxation and interaction**, with an emphasis on enhancing the sense of **connection** between buildings separated by roads. Outdoor spaces should be reconfigured in a way to **improve campus wayfinding**, connect the north and south sides of campus and create opportunities for students to gather in welcoming, shaded areas. These areas should provide **opportunities for teaching** by connecting pedestrians with examples of art, technology and environmental improvements that are part of the SC4 experience.

## LANDSCAPE

Site improvements should strive to use native trees and plantings as a technique to reduce runoff and maintenance requirements, and again provide places to extend learning outside the buildings. Existing specimen quality plants should be preserved wherever possible and the landscape should be comprised of “broad brush-strokes” of plantings instead of high-maintenance annuals.

## PRESENCE AND SIGNAGE

The presence of the College from Erie Street should be enhanced to improve visibility, create a sense of arrival on campus, even when on public streets, and develop an identity that is uniquely SC4.

An effort should be undertaken to create a simple, highly visible, and comprehensive signage plan, tying together all campus signage in order to improve wayfinding, increase visibility from moving vehicles, and enhance the common architecture of the existing buildings.

Consistency in lighting, landscape and banners along Erie, Glenwood and River will create a “campus zone” to clearly alert motorists that they are on a college campus and create a “visual ownership” of these public roads.

## CIRCULATION

Transition zones from streets to parking lots and from parking lots to pedestrian walks should be enhanced to create a sense of entry to the campus, whether the parking lots are on campus or on adjacent leased property.

To assist visitors in finding their way and to create a strong first impression, points of entry to campus should be reduced and consolidated and better defined by signage. The existing circulation pattern, including multiple street crossings and numerous drive-through parking lots, should be reorganized to separate drivers, those parking, and pedestrians.

## PLANNING PROCESS

Before embarking on the Master Plan document, a brief overview of the master planning process is in order. The Master Plan process is comprised of six overlapping phases: strategic review, physical analysis, functional analysis, external analysis, solutions development, and final documentation.

**1** The first phase, strategic review, includes review of any existing master plans and other information, including the mission statement and strategic goals of the College. This step also acts as an introduction to the planning process, allowing the Master Planning Team to become acquainted with the issues to be addressed throughout the creation of the plan and to form a common vision for individual expectations, the schedule and the process.

**2 3 4** The next three phases, physical, functional and external analysis, include the collection of data required to develop solutions for the Master Plan. The physical analysis includes the collection of existing documentation, confirmation of physical conditions and an overall review of the existing facilities' adequacy in supporting the Master Plan. The functional analysis includes development and issuance of surveys within the College, interactive workshops, and interviews with key members of the College.

**5** The above phases create the framework for solution development. Solution development includes developing planning options based on the functional and physical analysis and the development of schedule and phasing options. The options are presented at a series of interactive workshops for analysis and feedback from College representatives. These options are then refined and finalized into a plan for future facility development, culminating in the creation of the final master plan report.

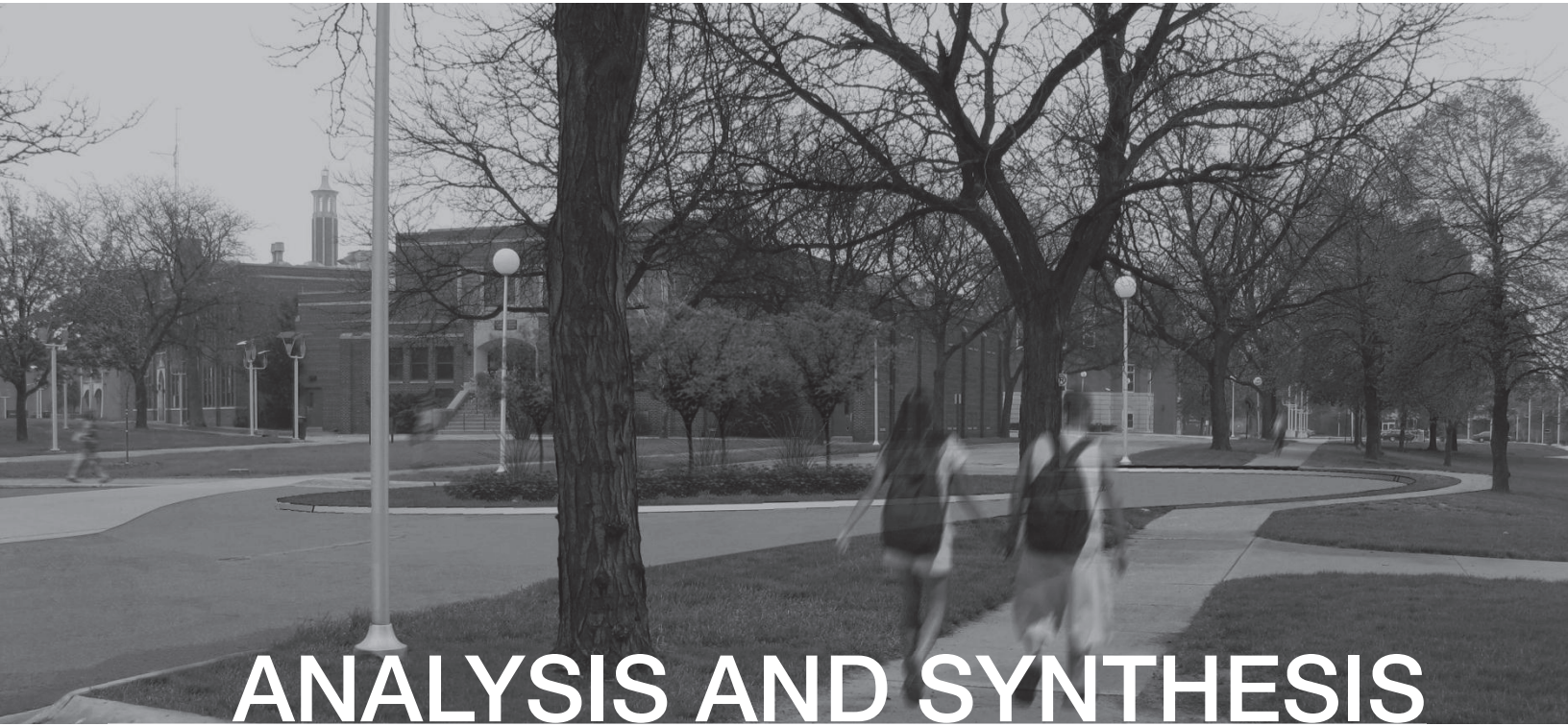
**6** Most importantly, the Master Plan is a living document. It is not a final plan for the College, but the present vision for the future of St. Clair County Community College. This document should not be considered "set in stone", but should be reviewed and updated with stakeholder input, and as dictated by changes in education, information, and College and community goals.

## SUMMARY

The overall Master Plan collected data from multiple types of inputs: a Physical Analysis – observations of existing facilities, their physical condition and their fit for their function; an External Analysis, to gain feedback and support from the stakeholders; and a Functional Analysis, to understand the impact of academics on the campus, the place of the College in the Port Huron region and anticipated programmatic changes.

At the conclusion of the Data Gathering Phase, the Master Plan team and College representatives met to distill the information and begin developing Master Plan solutions.

The following analysis and synthesis of information is driven by the principles, values and goals set by the College. When coupled with site and facility observations and participant workshops, the groundwork is laid for development of the final Master Plan.



# ANALYSIS AND SYNTHESIS

## ANALYSIS AND SYNTHESIS

In preparation for the preliminary planning and development of the Master Plan for the College, the existing conditions of the campus and facilities were studied to identify both the opportunities and constraints that will affect future development. This, along with an understanding of program offerings, enrollment and staffing, will allow challenges to be analyzed and addressed, enhancing and preserving areas of value.

## EXISTING CONDITIONS

### HISTORY

St. Clair County Community College began as Port Huron Junior College, which was the Junior College Department of the Port Huron School District. The college was established by act of the Board of Education of the Port Huron School District under Michigan State Law in 1923 and began operation in the same year. It has continued without interruption since that time. Parts of the campus date back to the early 1900's, with the main identifying structure being the old Port Huron High School, built in 1908 and occupied by the College in the 1950s.

The St. Clair County Community College District was established by a vote of the people on June 12, 1967, which transformed the former Port Huron Junior College to a county-wide community college. Final approval of the transfer was given by the Michigan State Board of Education, which authorized an effective day of January 1, 1968.

The parent institution, Port Huron Junior College, had developed a tradition of academic excellence beginning with its establishment in 1923. The college first received its accreditation from the North Central Association of Colleges and Schools in 1931, and at the same time, from universities throughout the United States and foreign countries. A transfer of this accreditation was made by the North Central Association of Colleges and Schools during the 1968-69 school year to the community college.

During its early years, the college program was largely academic. Since 1954 a variety of programs of a vocational-technical nature have been established at the college.





## LOCATION AND SITE ANALYSIS

Located at the western edge of downtown Port Huron, the main campus of St. Clair County Community College sits on twenty-five acres of relatively flat land bounded by Glenwood Avenue to the north, Erie Street to the east and 10<sup>th</sup> Avenue to the west. The southern boundary is angled and is created by the edge of the Black River, which is primarily used by pleasure craft.

The College is located at the far eastern edge of St. Clair County. Its district matches that of the St. Clair County Regional Educational Service Agency and includes almost the entire county, with a land area of 724 square miles and a population of approximately 163,000 (a decrease since 2000 of almost 1,200)

Access to the campus is from Huron Avenue to the east and Glenwood to the north. Freeway access to the area is via I-94 and I-69. The Blue Water Bridge provides access from Canada, which creates opportunities for drawing international students and visitors to the College.

The proximity to Lake Huron and Sarnia, Canada has a direct impact on the industry types in the area, with heavy truck and tourism traffic, although most remains on the freeway. The majority of heavy industry exists on the Canadian side of the border.

The general land use pattern surrounding the campus is commercial to the east and residential to the north. Industrial use along the Black River has decreased significantly since the founding of the College. Condominium developments now account for much of the neighboring property along the river.

The property immediately east of the College is city-owned and houses two large parking lots and the McMorran Place Sports and Entertainment Center. The parking lots are used extensively by the College, with a pay lot to the south of McMorran Place and a leased lot to the north.

## VIEWS

Views to the campus are limited by the surrounding buildings, but there is good visibility from vehicles approaching campus from the major intersections of Glenwood/10<sup>th</sup>, Glenwood/Erie, McMorran/Erie and the Erie Street Drawbridge. Signage exists in these areas, but there is little else between these corners to indicate the edge of campus. The view from Erie is attractive, but due to lack of identification on buildings or the street edge, the College becomes a “background” for those driving past.

Views from the Black River and Erie Street Drawbridge are compromised by the back side of the Theisen Building, but attractive when looking past the marina and river-side park. Future improvements must take this frontage into account.

## LANDSCAPE AND SITE DEVELOPMENT

Landscaping on campus consists of extensive open lawn with a mix of large specimen and smaller trees located randomly throughout the property. Efforts have been made to use landscape and paving to create a sense of entry at some buildings, including the College Center, the MTEC and the north side of the Main Building.

Ornamental trees have been planted in a regular pattern along both Glenwood and Erie, but are of differencing ages and sizes.

The impending closure and redesign of McMorran Boulevard from Erie west will greatly change the appearance of campus by tying the two parts of campus together and creating much more green space. Additionally, conversations have taken place regarding the possibility of acquiring parts of the property along the Black River, including the soon-to-be-closed fire station.

To ensure as-of-yet unplanned projects are thoughtfully located within these restrictions, the master plan also includes placeholders for future facilities.

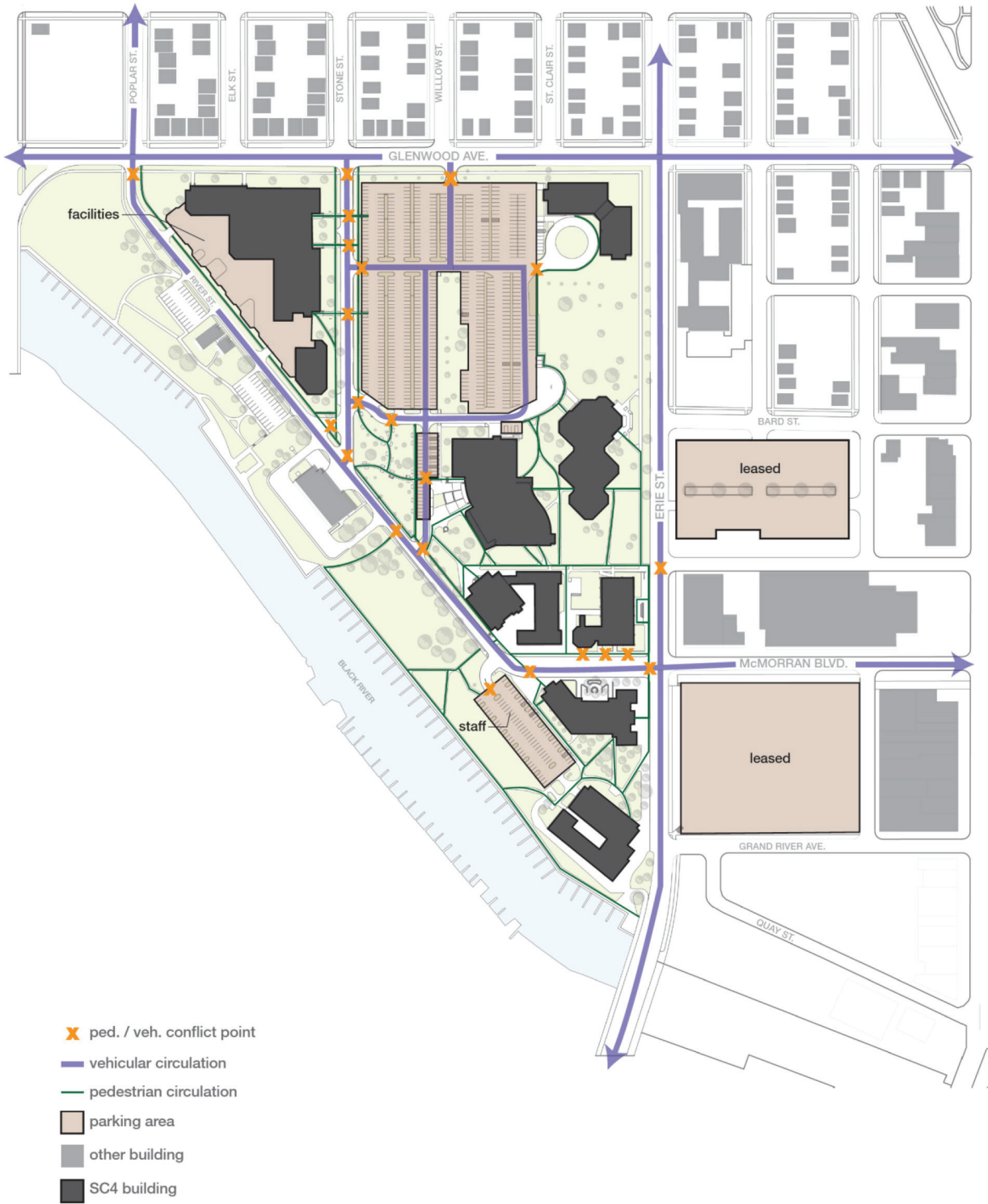
# SITE ANALYSIS – VIEWS



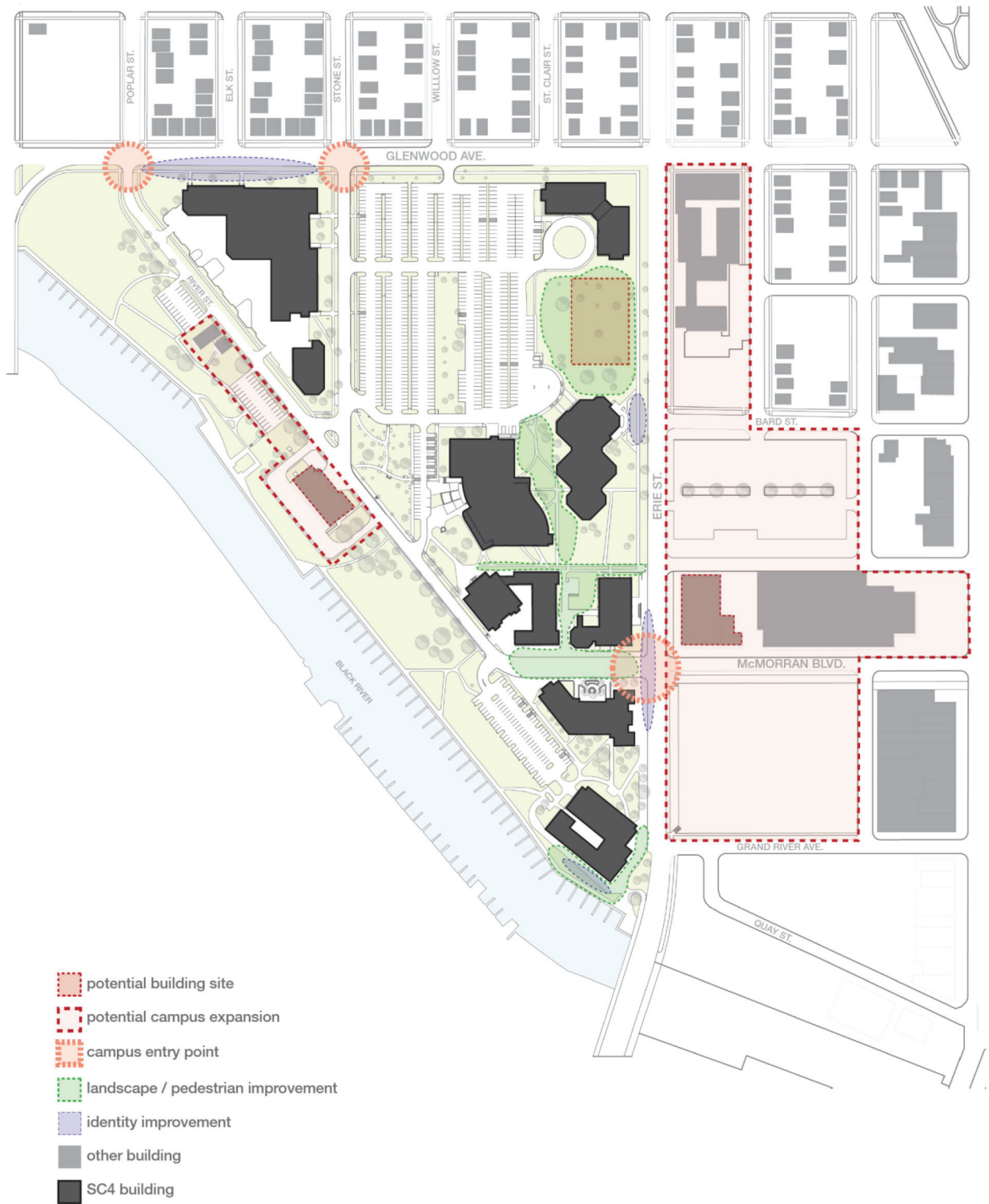
# SITE ANALYSIS – ENVIRONMENT



# SITE ANALYSIS – PARKING + CIRCULATION



# SITE ANALYSIS – LANDSCAPE AND GROWTH POTENTIAL



# SITE ANALYSIS – SELECTED SURVEY COMMENTS



# ACCESS AND CIRCULATION ANALYSIS

## ACCESS, CIRCULATION AND PEDESTRIAN/VEHICULAR CONFLICTS

The public roadways cutting through campus, combined with a significant number of parking spaces located off-campus, creates confusion as to where to park and how to best access campus. If all parking lot entries from all access roads are counted, the total number of entries exceeds ten. A reduction in the number of entry points, combined with closure of public roads will reduce confusion and potential pedestrian/vehicle conflicts.

Pedestrian circulation from parking to adjacent buildings, and from building to building often requires crossing busy streets.

- All off-campus parking requires crossing Erie St., with students often crossing at any point along the street.
- Access to student services in the Acheson Technology Center requires crossing Stone St.
- Access to the Main Building and Theisen Building from the north part of campus requires crossing McMorran Blvd., which has a blind corner.

During the development of this master plan, the largest pedestrian/vehicle conflict point, McMorran Blvd. between River St. and Erie St., was ceded to the College for closure and conversion to a greenway. Traffic on River St. will significantly reduce due to this closure.

The recent addition of a bike lane on Erie St. will likely reduce traffic speeds, but has added an additional mode of transportation to the mix.

Pedestrian access to most buildings is not clear, as several have multiple entries, with little evidence as to which is the main entry.

- AJ Theisen Building: This building, the southernmost on campus, is actually two connected buildings. Entry into the classroom building is clear, but access to the annex is somewhat hidden.
- Main Building: This facility has seven entries, only three of which are ADA accessible. The original main ceremonial entry from Erie is now a secondary entry which leads directly into a vending area.
- Clara E Mackenzie Building: The science facility main entry, off of Erie, faces a large grass plaza, but is seldom used, as few people enter from this direction. The end entries are the most often used, and the rear entry faces what feels like a service yard.
- North Building and Gym: These connected facilities present ADA access issues. Entries are small, with the “main” door difficult to find unless approached from the east between this and the CEM Building.
- College Center and MTEC Buildings: These buildings have easily identifiable entries leading to the main atrium spaces in each. Either facility would make a good location for a campus welcome point.



- Fine Arts Building: This building has several entries, none of which allow for easy access for the public to attend performances. The ADA compliant entry as the northeast corner of the building reads as a “back door”.
- Acheson Building: access to student services is through a small, secondary entry which is difficult to identify, especially given that the building is primarily a vocational/technology building.

The master plan should address areas where parking, drives and walkways are not well defined by separating traffic whenever possible, and slowing vehicular traffic when conflict is unavoidable.

## **PARKING**

On-campus parking, with approximately 720 student, public and faculty spaces, is insufficient for peak days and not near the North, Mackenzie, Theisen or the Main Building, all containing general classrooms.

To meet demand, additional parking is provided, for a charge in the south McMorrان lot and for free in the north McMorrان lot. While a reasonable distance from campus, these lots require crossing Erie Street. There is little opportunity for expansion of parking, but the good partnership with the owners of the off-campus lots should continue to serve the College well.

The master plan should include improvements of existing lots to improve traffic flow, simplify entry and ensure pedestrian safety.

## **SIGNAGE**

Campus signage is minimal and difficult to read from a moving vehicle. While monumental signs are located at intersections, identifying campus entry points and buildings is challenging.

High-contrast, readable building signs, a simple directional signage system and drive-up campus maps would be one way to minimize confusion for the first-time or infrequent visitor.

Providing College-themed banners along Glenwood and Erie would create a stronger sense of a campus “district”.

A signage plan is under development as an independent project.

# FACILITIES OBSERVATIONS

## USE AND CONDITION

Observations of existing conditions on campus were made as part of touring facilities for the master planning process. An understanding of the facilities condition is required to produce an economically feasible master plan that maximizes the use of existing structures and corrects infrastructure problems as part of other renovations. Repairing equipment and updating finishes, only to replace them again during a programmatic renovation is poor planning and a waste of limited funds. Integrating facility improvements with campus planning is essential to avoid this waste and to ensure proper phasing of all proposed projects.

The St. Clair County Community College campus contains 10 buildings situated on approximately 25 acres. The oldest buildings are former public school buildings, and include the Main Building, the North Building and the Gym. Observation revealed most structures to be in good condition, with the gym showing the most obvious signs of deterioration. Where buildings have been repurposed, most renovations have generally been kept straightforward, avoiding many of the problems associated with reuse of older buildings.

Modification, expansion, and maintenance of the electrical and mechanical infrastructure have been an important part of past planning efforts and are considered a part of this effort. Energy upgrades that promote sustainability and cost savings are a priority on campus. The recent creation of a geothermal field to supplement the heating and cooling system and creation bio-swales to control and filter parking lot runoff are examples.

Doors and hardware assemblies have been, and should continue to be, maintained and replaced on an as needs basis to meet current life safety and accessibility codes, and to accommodate general functional and aesthetic requirements.

Interior finishes in some areas are worn or dated and will require replacement, refurbishing, or upgrading on an as needs basis to maintain the overall quality appearance in keeping with the quality of newly retrofitted areas. (i.e., carpets, wallcovering, painted or sealed surfaces, etc.)

- **AJ Theisen Building:** This building includes classrooms and computer labs for communication design and computer and office technology, as well as faculty offices and the college's Office of Information Technology. The building consists of a two story classroom wing and a tall, industrial one-story "annex". The classroom wing is in good condition, with generally large classrooms. The building infrastructure is mostly original, with equipment and fixtures near the end of their useful life (elevators, hardware, plumbing, etc.). The annex has been converted from large high-bay technical space to a mix of warehouse and classroom. Acoustics, light, views and thermal comfort are compromised in this space due to a use significantly different from the original intent. The site along the Black River is comprised of a service drive and retaining wall. The concrete drive has shifted significantly and should be considered for removal. The utilization of the annex, coupled with its imposing exterior, which is the first view of campus from the south, may justify removal of this building in the long-term.
- **Main Building:** This historic building is home to most of the college's administrative offices. The four-story Main Building also includes classrooms and offices for several academic

departments. The interior layout has been modified extensively, resulting in many spaces that are too small for modern classroom or office use. Most original interior finishes were covered at least 30 years ago by vinyl-wrapped panels in an effort to modernize the building and are now being selectively uncovered to reveal historical details. Significant portions of the building have received mechanical system improvements in the last year. The exterior has received ongoing repairs, including replacement of all exterior windows. This legacy building has historical significance that should encourage careful renovation.

- Clara E Mackenzie Building: This building houses science labs, classrooms, faculty offices and a lecture hall. It is the former home of the library. This space, located in the basement, is used as temporarily lab space for various programs (physics, nursing) and would serve well as “swing space” while other buildings are being renovated. Plans are under development to create a faculty innovation lab and natural history museum. The upper floors are in good condition, having received improvements during a recent renovation. The main lecture hall is original and in poor condition. The basement and main level are mostly original and due for upgrades to finishes equipment and hardware.
- North Building/Gym: This building includes the gymnasium, which is used for intercollegiate athletics, intramural sports and physical education classes; offices for several academic departments; and classrooms. The gym shows signs of being at the end of its useful service life. The main gym space is undersized, has poor sightlines and presents challenges to ADA access. Exterior steps are deteriorating and the lower level has several spaces that are unusable due to water infiltration. The North Building is in better condition, but classroom and nursing lab spaces in this building are compromised by the age of the building and existing wall locations.
- College Center: This building houses the Library, Achievement Center, disability services, cafe and multipurpose areas for meetings and events. It is in very good condition, having received renovations as part of the library addition. The cafeteria is original and is due for equipment and space upgrades to better suit current trends in food service. The library is a popular spot, but acoustic control is a challenge.
- Fine Arts Building: This building contains the Fine Arts Theatre, Fine Arts Galleries, television and radio studios, music practice rooms, a band and choir rehearsal hall, and separate areas devoted to art and communications media programs. The facility is mostly original, with finishes, hardware, lighting and technology nearing or past the end of life. ADA access to the auditorium is only possible by entering through a secondary door. The auditorium is due for extensive upgrades, the TV and radio studios are outdated, and the art labs are showing signs of age.
- Acheson Technology Center: This facility houses the One-stop Student Services Center to assist students with all functions related to the enrollment process, including admissions, registration, financial aid, advising and payments. It also contains space for vocational, engineering and technical programs. Originally a vocational technology and automotive facility, the ATC has undergone some significant changes to its use and layout. Several shop spaces have been converted to bookstore and student services, resulting in spaces that do not present a great first impression for incoming students. The main shop is underutilized, with adjoining labs due for upgrades in furniture and equipment. The welding lab area is undersized and the fire training use may be better located elsewhere.

- MTEC: The newest building on campus, the MTEC houses computer labs, multi-media classrooms, corporate meeting rooms and event space. The M-TEC is also home to the SC4 University Center, a child care center operated by the Community Action Agency of St. Clair County and the offices of Economic Development Alliance of St. Clair County. Flexible classrooms for these programs on the second floor are well-sized, but are challenged by difficult-to-use operable partitions. Office space is generous and unfinished space remains on the second level for future development. The prominent location of this building will serve it well for many functions in the future.

Notable effort has been expended over the life of the facilities to maintain a condition of quality, and where required and affordable, repair deterioration that has occurred due to aging. Items that have depreciated beyond their life cycle expectations should be scheduled for replacement on an ongoing and budgeted basis.

## **CAMPUS IMAGE AND BUILDING STYLE**

Campus buildings are generally purpose-built higher education structures, with the Main Building and North Building being the exception (although these were originally public schools). While diverse in use, the College has made the effort to tie them together by using a common color and material palette.

The use of a limited palette of brick, stone, block, concrete, metal and glass on the newer buildings has created a cohesive and durable campus appearance. Any proposed buildings or renovations should avoid mimicry of the existing buildings while respecting the existing palette, scale and proportion.

While site improvements over the past several years have improved the visual connections between buildings, existing city roads, areas yet to be developed, and the sheer distance between some buildings create several “no-man’s lands” that divide the campus between academic, community and technical uses. Reducing the sense of these divisions will be important in creating a new image for the entire campus and the College.

## **MAINTENANCE RECOMMENDATIONS**

In the short term, maintenance and updating of building systems should continue, especially as needed to improve energy use, meet current code standards (including life safety and accessibility requirements) and provide modern learning environments.

In the facilities maintenance annual budget, sufficient funds for ongoing maintenance should continue to be allocated and expended to maintain the existing buildings in a quality and appropriate condition for their intended uses.

# INSTRUCTIONAL PROGRAMMING

## ACADEMIC AND TECHNICAL PROGRAMS

St. Clair County Community College provides the freshmen and sophomore courses needed to fulfill requirements for those students planning to transfer to a senior college or university to complete a bachelor's degree. Most transfer institutions prefer that students select courses leading to the Associate in Arts (AA), Science (AS), Engineering (AE) or Business (AB) degree. However, credits for the Associate in Applied Arts and Science (AAS) degrees may be transferred, depending upon the major area of study and the transfer institution of choice.

## COLLEGE PROGRAMS OF STUDY

### TRANSFER PROGRAMS

Programs designed for transfer toward bachelor's degrees:

- Associate in Arts
- Associate in Science
- Associate in Business (transfer)
- Associate in Engineering (transfer)
- Certificate in General Transfer Studies (MACRAO)

### CAREER PROGRAMS

Programs designed to prepare students for entry of advancement in a specific job-related field:

- Associate in Applied Arts and Science – occupational degrees
- Certificates – occupational certificate programs

### UNDECIDED PROGRAMS

Programs designed for students still exploring their future career direction:

- Associate in General Education

### Associate in Applied Arts and Sciences Occupation Programs:

- Accounting
- Alternative Energy – Architectural Design/Green Building
- Alternative Energy – Facility and Energy Management
- Alternative Energy – Renewable and Alternative Energy Technology
- Architectural Design
- Business, General
- CNC Programmer/Machinist
- Communication Design
- Communications Media – Broadcasting
- Communications Media – Journalism
- Computer Information Systems – Applications
- Computer Information Systems – Networking
- Computer Information Systems – Programming
- Computer Information Systems – Web Development
- Criminal Justice – Corrections
- Criminal Justice – Law Enforcement
- Early Childhood Education
- Electronics and Computer Technology
- Engineering Graphics Technology
- Fabrication and Design
- Fire Science Technology
- Management – Business
- Marketing
- Mechatronics
- Nursing – Associate Degree Nursing (ADN)
- Nursing – LPN to ADN Track
- Nursing – Health Care Provider to ADN Track
- Office Administration – Administrative Executive Assistant
- Office Administration – Administrative Legal Assistant
- Office Administration – Administrative Medical Assistant
- Office Administration – Medical Clinical Assistant
- Robotics/Automation Technology
- Technology, Applied Studies
- Therapeutic Massage
- Welding and Cutting Technology

### **Certificate Programs:**

- Alternative Energy Technology
- Architectural Design
- Architectural – Civil/Sitework
- Architectural – Mechanical/Electrical/Plumbing (MEP)
- Architectural – Structural
- Business, General
- Communications Media – Broadcasting in Radio/TV
- Computer Information Systems – Computer Applications
- Electronics and Computer Technology
- Electrical/Industrial
- Engineering Graphics Technology
- Fire Science Technology
- Horticulture – Landscape
- Machine Tool
- Management, Professional Certification
- Marketing
- Nursing, Practical
- Office Administration – Clerical Specialist
- Radio Frequency Identification Technology
- Technology, Applied Studies
- Transportation and Logistics Technology
- Welding and Cutting Technology

### **Preparation for Certification Programs:**

- Early Childhood National CDA Credential

### **Special Transfer Degrees and Certification Programs:**

- Associate in Business (Transfer)
- Associate in Engineering (Transfer)
- General Transfer Studies (MACRAO) Certificate

## **UNIVERSITY CENTER**

The SC4 University Center, located in the MTEC, offers programs and courses through several universities, allowing students to complete a bachelor's degree on the SC4 campus or online. The classes are held in classrooms on the SC4 campus, and/or taught via the Internet.

### **University Center Partners:**

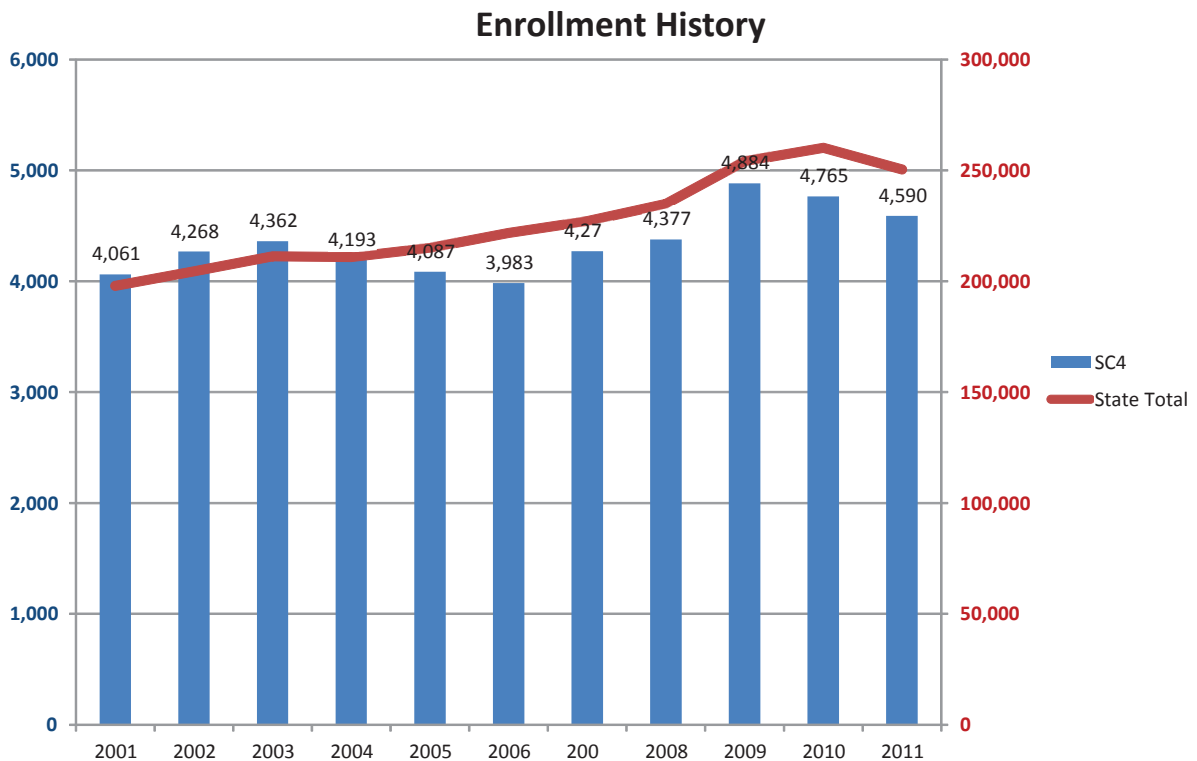
- Ferris State University
- Madonna University
- Saginaw Valley State University
- University of Michigan-Flint
- Walsh College

# ENROLLMENT AND SPACE PROJECTIONS

According to data provided by the College, average student at St. Clair County Community College is 25 years old, slightly below the statewide average of 26.7. 58% of students at SC4 are female, 55% are part-time. 46% of students are enrolled in academic programs; 54% are enrolled in occupational programs.

Fall enrollment at the College peaked at 4,884 in 2009 and has decreased by approximately 300 students. This closely follows the state-wide trend since the depth of the economic turmoil since 2007.

When based on total square footage available on campus, the current enrollment indicated the facilities are capable of supporting the anticipated needs of the programs. The challenge faced by SC4 is not total area available, but the type, location, age and size of individual spaces. Renovations over the last several decades, coupled with changes in how programs are taught and how students learn have left many spaces a poor fit for current needs. Building age, as well as technology, classroom flexibility and growth in selected programs (i.e. nursing) will act as drivers in development of new and renovated facilities. These updates (especially new or greatly expanded programs) often create a “bounce effect” – an increase in enrollment beyond current projections due to revitalized interest in the College.





## ANALYSIS AND SYNTHESIS SUMMARY

Based on the research, analysis and synthesis outlined in the previous section, the following challenges were developed. These challenges are vital in defining the “problem” to be solved, driving the thinking that takes place throughout the entire master planning process. These challenges sparked discussions among the members of the master planning team, often bringing undiscovered challenges and opportunities to light, producing a more cohesive final plan.

### CHALLENGES

Some challenges uncovered as part of the development of this master plan are as follows:

- Demographics and Economics:
  - Socioeconomic challenges facing Port Huron, including declines in surrounding commercial and residential property
  - Population loss and fluctuating enrollment
  - Limited state funding for new projects
  - Limited College funding for improvements
- Partnering:
  - Untapped opportunities for partnering with industry
  - Potential for shared effort with local, state, and federal government to improve economic conditions for all in the Port Huron area
- Site:
  - A campus split by several roads
  - Insufficient on-campus parking
  - Difficulty in navigating campus and buildings
  - Need to address pedestrian and vehicular circulation issues
- Facilities:
  - Aging infrastructure, equipment and classrooms. Projects developed from the master plan are prime opportunities to address these issues during other renovation work
  - Older facilities lack flexibility to easily accommodate future pedagogical and technological changes
  - Undersized and outdated classrooms
  - Programs located in facilities not well suited for that use
- Growth:
  - Insufficient land for expansion on campus
  - Need for placeholders for future building sites and parking
  - Challenges in expansion without partnering with the City of Port Huron

## **SOLUTION DEVELOPMENT**

After the data was collected, recorded, considered, evaluated and prioritized, the Master Plan team began developing guiding principles and growth strategies, and studying how the campus might be organized in the long term to address cohesiveness, organization, utilization, growth and zoning.

Through a series of Workshops with a core group of stakeholders representing Administration, Academics, Workforce Training, Student Services, Registration, and Athletics, among others, the Master Plan team led the group through prioritization and implementation scenarios to arrive at the phased Master Plan, presented in the following section.

High School, Post Haven, Mich.



# MASTER PLAN

## INTRODUCTION

At this stage of the master planning process, the vision for the College and the needs dictated by the programs are translated into physical projects driven by the opportunities and constraints available within the facilities and site. This is the point where the needs, desires and abstractions of the program take on structure and purpose, creating a blueprint for the future development of the College.

The Master Plan also provides placeholders for future projects - an overall scheme ensuring that any new project will be well integrated into the whole campus, with forethought to the infrastructure needed to support that facility.

The site plans on the following pages show existing and proposed facilities in a framework of an overall master site plan and a phased implementation plan.

# EXISTING SITE PLAN



# PROPOSED MASTER SITE PLAN



# PROPOSED PROJECTS

## DEFERRED MAINTENANCE PROJECTS

Since most systems upgrade and maintenance work (i.e. HVAC systems, plumbing, toilet room upgrades) includes work on adjacent systems and architecture, it is recommended to couple these projects with other renovation and space reconfiguration work whenever possible to minimize duplication of effort and costs.

The College intends to continue its efforts toward improving the condition of the facilities throughout campus, repairing and replacing systems as necessary to avoid the potential complications and exponential costs associated with deferring needed maintenance.

## PROPOSED SITE PROJECTS

The following proposed site projects are planned to be implanted as part of the phased Master Plan, although they are independent of any work on a specific building.

### MCMORRAN GREENWAY

The pending closure of McMorran Boulevard is the opening move of phase 1 of the Master Plan. The new landscaped greenway will connect the two halves of campus, almost completely remove public vehicle traffic from campus roads, create the formal green space the College currently lacks and provide more opportunities for community access the Black River and campus. The proposed work is only the first phase to quickly beautify the road once closed. Later work will include additional landscape and “gateway” at Erie Street, a fountain and outdoor seating area on the bank of the Black River.

### BLACK RIVER

To better connect the campus with the Black River and connect the College portion of the land to the proposed pedestrian areas between campus and the mouth of the river to the east, the Master Plan proposes to extend the walks toward the Erie Street Bridge, add a small outdoor amphitheater and provide additional places for display of art. The College currently plans no building development along this corridor; indeed, the Master Plan proposes removal of the annex portion of the Theisen Building to further open the park area along the river.

## ART AND SCIENCE WALK

A significant educational component of the Master Plan is the proposed Art and Science Walk. This path will extend from the MTEC Building to the Black River, and using signage and landscape, present information on the sustainable changes the College is undertaking (i.e., geothermal fields), art programs, and science and nature studies. In addition, this walkway will provide a way for community members and visitors to engage with the College on a daily basis. Proposed elements along the way include:

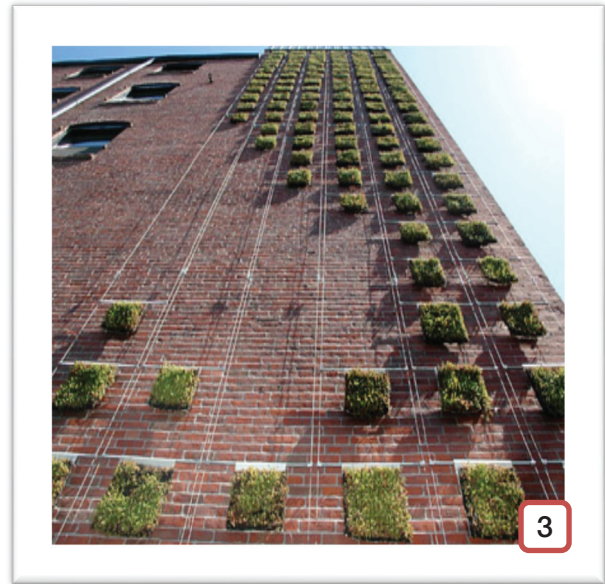
- 1 Retention Pond/Future Building:** This area, just south of the MTEC, will include information on the created wetlands/retention pond between the parking lot and the proposed future building site. Connecting the MTEC with the balance of campus, the portion will also act as the entry for any future building developed on the proposed site.
- 2 College Center/Arts Center:** The A+S Walk, already well defined in this area, will incorporate an area dedicated to display of student artwork, both complete and ongoing, and potentially usable for art shows as well. Landscape work here will make efforts to reduce the sometimes strong winds that blow between buildings.
- 3 North Building/Mackenzie Science Center:** In addition to providing a more attractive pathway to the McMorran Greenway, this area is proposed to house several experiential, educational displays, including a geological rock garden, a native-species meadow between the Science Center and the Arts Center, and even a planted sculpture on the old smokestack to turn this eyesore into a visually pleasing element. In addition, modifying these areas will reduce the lawn area, thereby reducing maintenance.







Example of rock garden



Example of green wall

- 4** **McMorran Greenway:** The A+S Walk will connect to the McMorran Greenway and lead to the Black River pathway, connecting to city under the Erie Street Bridge and tie into the pathways proposed as part of the City Master Plan.

## CAMPUS IDENTIFICATION AND SIGNAGE

Signage should be upgraded to a simple wayfinding system that includes coordinated roadway, pedestrian and building signage and monumental signs at campus entries. Signage should be designed to be read from a distance and from a moving vehicle.

The campus boundaries along Erie and Glenwood should be defined by continued tree planting, identifying markers, signs and banners, potentially in partnership with the City. These elements should be designed to be highly visible, durable, and complement existing architecture.

## CAMPUS DRIVES AND ROADWAYS

Select roadways, specifically Stone Street and McMorran Boulevard are proposed to be removed in order to reduce traffic on campus and improve pedestrian access between buildings.

The former roadway to the north of the North Building, already removed (it has two parallel sidewalks), should be reconfigured to a single sidewalk to improve aesthetics and stabilized to provide emergency vehicle access and reduce trampling of the lawn. All converted pathways should be designed to be drivable on limited occasions by campus service vehicles only.

Remaining roads, such as River Street, should be made subordinate to the walkways that cross them, suggesting that vehicles need to slow down when on campus.

A new access road from Erie to the main parking lot is proposed, providing a third exit from the campus as well as a convenient drop-off point for community members attending performances.

# GENERAL LANDSCAPE IMPROVEMENTS

General landscape improvements should include:

- Creation and implementation of a comprehensive landscape plan to continue and enhance the existing landscaping. This will ensure a unified, collegiate presence throughout campus as facilities are renovated and developed.
- Annually scheduled planting of trees and other low-maintenance, drought-resistant plants, with an emphasis on those found in local environments. Beginning this process as soon as possible is recommended, given the length of time required for trees to mature.
- All facilities should use landscape and hardscape to create welcoming gathering areas at building entries. This will add activity to these buildings, provide dedicated space for planned and impromptu outdoor meetings and make these buildings easy to identify without signage.

# UPDATES TO INSTRUCTIONAL SPACE

Throughout the master plan, classrooms and labs are proposed to be renovated to meet changing needs. As renovations and new construction occur, existing instructional space should be updated into state-of-the-art classrooms. These proposed changes extend beyond added technology – they include oversized technology infrastructure to ensure future-proof classrooms; reconfiguration of interior walls where practical to create the larger classrooms required for flexible furniture use; and upgrades of lighting and HVAC to ensure noise and glare do not detract from learning.

As no two students learn entirely the same way, space should be developed to allow learning in multiple modes. An intelligent, flexible, noise-controlled and well-lit environment for education is the goal for any classroom renovations.



## **DEFERRED MAINTENANCE**

A priority recognized by the master planning committee was to address deferred maintenance issues as part of work performed under the master plan. Key issues include upgrades of older infrastructure, replacement of worn hardware, finishes and fixtures, improvement of HVAC systems, continuation of the roof replacement program, improvement in ADA accessibility, and repair of deteriorated systems.

## **PROJECT IMPLEMENTATION PLAN**

The Master Plan Committee developed a set of project priorities through workshops, interviews and data analysis. These priorities were then organized into phases to create the master plan and implementation plan. It should be noted that the realities of budget, limited space, and construction schedules do not always permit projects to occur in the order of their priorities.

The goal of the implementation plan is to break the master plan into manageable parts, both for phasing and funding purposes. This helps ensure that projects occur in the correct order, in affordable groupings and in a manner that avoids space shortages during renovation.

When the need to commence a planned project (or set of projects) is established, the master plan and implementation plan are then used as the starting point in developing a detailed project-specific program, detailed costs and the beginning of the funding process.

## **PROPOSED PLAN PHASING**

A preliminary master plan budget is provided in the appendix, coordinated to the phasing of projects. The five phases of the plan are as follows:

**Phase 1: 2012-2013**

**Phase 2: 2013-2016**

**Phase 3: 2015-2020**

**Phase 4: 2018-2025**

**Non-Phased: No set timeline for projects**

## **PHASE 1: 2012-2013**

### **GOALS**

STRENGTHEN IMAGE OF COLLEGE

CREATE CAMPUS CONNECTIONS

CREATE ACADEMIC OPPORTUNITIES FOR COMMUNITY

LEVERAGE SITE FOR MORE ACTIVITIES

IMPROVE PEDESTRIAN SAFETY

IMPROVE ACCESS TO CAMPUS

IMPROVE WAYFINDING THROUGHOUT CAMPUS

# PHASE 1: 2012-2013

## MASTER PLAN DETAIL



- 1.1 McMorrان Greenway
- 1.2 Mackenzie Science Center
- 1.3 Main Building Classroom 312
- 1.4 Erie Street Improvements
- 1.5 Campus Wayfinding (entire campus)

## 1.1 MCMORRAN GREENWAY – STEP 1

\$500,000

A long time concern of pedestrians is trying to cross McMorran Boulevard to access the Main Building, given the blind corner where McMorran and River Street connect. The four lane roadway is minimally used and creates a significant divide between campus and the Main and Theisen Building.

The pending closure of McMorran Boulevard in spring 2012 will begin the project to convert the roadway into a campus green space. The McMorran project will occur in two phases, the first to quickly beautify the road once closed and provide a combination of lawn, walks and spaces for students and community to congregate. Later work will include additional landscape, a new campus “gateway” at Erie Street, a fountain and an outdoor seating area on the bank of the Black River.

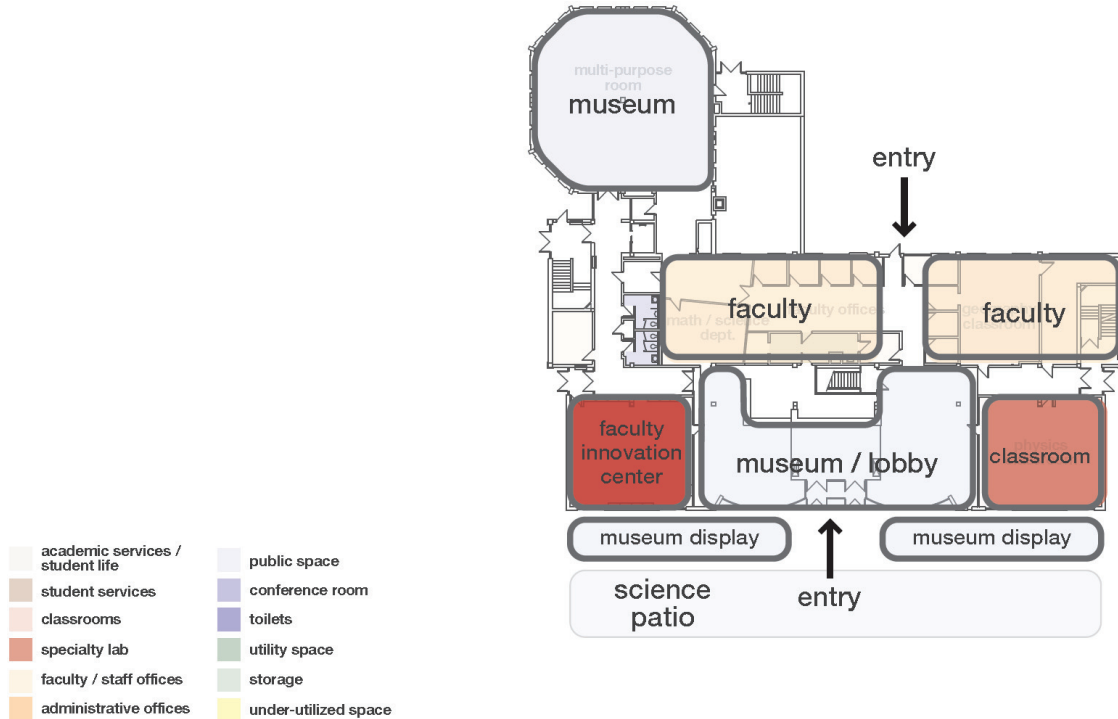
The new landscaped greenway will connect the two halves of campus, almost completely remove public vehicle traffic from campus roads, create the formal green space the College currently lacks and provide more opportunities for community access the Black River and campus. Emergency vehicle access will be provided along the north side of the greenway to ensure access to all sides of neighboring buildings.



## 1.2 MACKENZIE SCIENCE CENTER – STEP 1

\$300,000

To showcase to the community the wonderful collection of specimens, especially birds, the Mackenzie Science Center (currently known as the Clara E. Mackenzie Building) will begin its growth from a purely academic building housing math and science programs to housing a Natural History and Science Museum. This project will strengthen the connection between the College and the community by providing improved access to the science program and collections for K12 schools and other organizations. Infrastructure and support spaces are proposed to be improved as part of this work on the entry level of the building. The first phase of this two-part project is planned to include the projects on the following pages:



CLARA E MACKENZIE - level 1

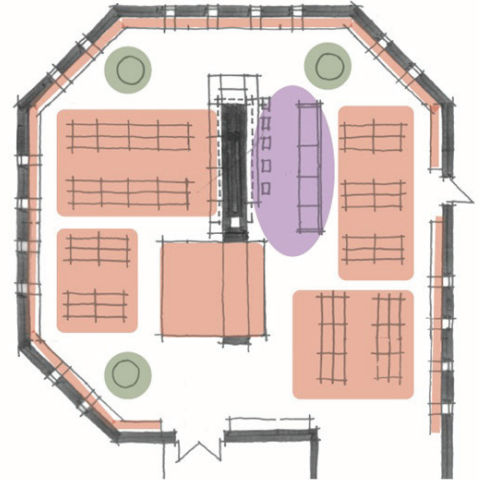


## MACKENZIE SCIENCE CENTER

### NATURAL HISTORY COLLECTION/SCIENCE MUSEUM

The vacant, octagonal library space on the entry level will be converted into a space to better display the College's collections as well as provide technology-enabled student study space for SC4 students. This work is proposed to commence in 2012.

- centralized knowledge hub
- creates new visual geometry
- places main display at entry points
- structured flexible display



## MACKENZIE SCIENCE CENTER

### FACULTY INNOVATION CENTER

The former board room is proposed to be converted to a home base for faculty to train on the latest instructional equipment and programs, as well as collaborate on new methods of delivering instruction. Flexibility of this space is key to allow it to accommodate unforeseen changes in technology. This work is proposed to commence in 2012.



### 1.3 MAIN BUILDING CLASSROOM 312 RENOVATION

\$150,000

Recent renovations in the Main Building have focused on repairs and updates to select spaces (stairwells, administrative offices) that include uncovering and repairing original finishes. The positive reception of these projects, combined with the need to improve the technology and usability of the largest classroom in the building, room 312. Proposed changes to this room include updates to the mechanical systems, lighting, technology and finishes. The goal is create a classroom space that can support modern learning modes while showcasing the beauty of the building. This project will be the template for other historically sensitive renovations to this legacy building.



## 1.4 ERIE STREET IMPROVEMENTS

\$150,000

### BUS DROP OFF LANE

Visitors to the campus often arrive by bus – for either the theater or for K12 school field trips. The current zone for drop off is either within the main parking lot at the back of the theater or in the curbside traffic lane on Erie. Neither arrangement is ideal. To improve access to campus and provide a safe drop-off zone, a widened bus lane along Erie between the Mackenzie Science Center and the Fine Arts Center is proposed. This lane will allow more than one bus to safely pull out of traffic without having to navigate the parking lot. The future addition to the Fine Arts Center to create a new ADA accessible lobby is planned to take advantage of this bus lane.



### ERIE STREETSCAPE

The frontage along Erie Street is proposed to have additional trees, banners and possible lighting installed to create a strong visual presence for passing cars on Erie Street. This effort will begin to imply a College District and extend the presence of SC4 beyond its boundaries. Any future development on the east side of Erie Street, including parking lot upgrades, is recommended to follow this same pattern.



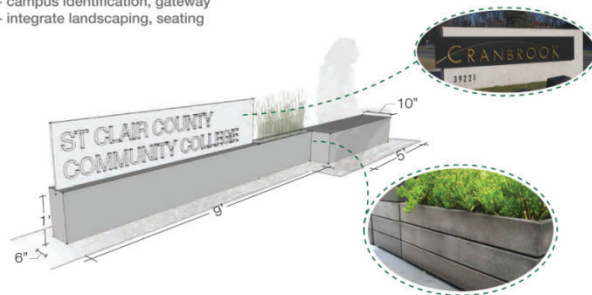
# 1.5 CAMPUS WAYFINDING

\$150,000

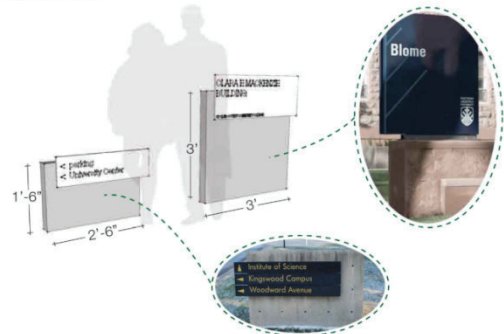
Development of a comprehensive wayfinding/signage plan, including roadway, walkway, building exterior and interior signage is important to creating a cohesive look for the entire campus and simplifying wayfinding. To avoid over-signage (as bad as under-signage), the recommended philosophy is to first improve wayfinding without signage whenever possible and then install signage where necessary. Signage should be cohesive, readable from a distance, properly scaled and easily modifiable.

While a relatively minor project, a benefit of beginning early and continuing implementation over several years as part of other project work will be to make a visible, ongoing change throughout campus.

**primary**  
 + largest scale  
 + campus identification, gateway  
 + integrate landscaping, seating



**secondary (minor)**  
 + medium scale  
 + large, clear text



**secondary (principal)**  
 + integrated signage - building identification, way-finding  
 + iconic shape / scale



**material**  
 exposed aggregate concrete,  
 abrasive-blast finish

**tertiary**  
 + human-scaled  
 + strategic placement  
 + material reading  
 + way-finding, sustainability call-outs



## PHASE 2: 2013-2016

### GOALS

STRENGTHEN IMAGE OF COLLEGE

IMPROVE ACCESS TO STUDENT SERVICES

FOCUS FACILITIES ON HIGHEST AND BEST USE

CREATE STRONGER STUDENT COMMUNITY

PROVIDE VARIED SPACES FOR VARIED ACTIVITIES

EXTEND LEARNING BEYOND THE CLASSROOM

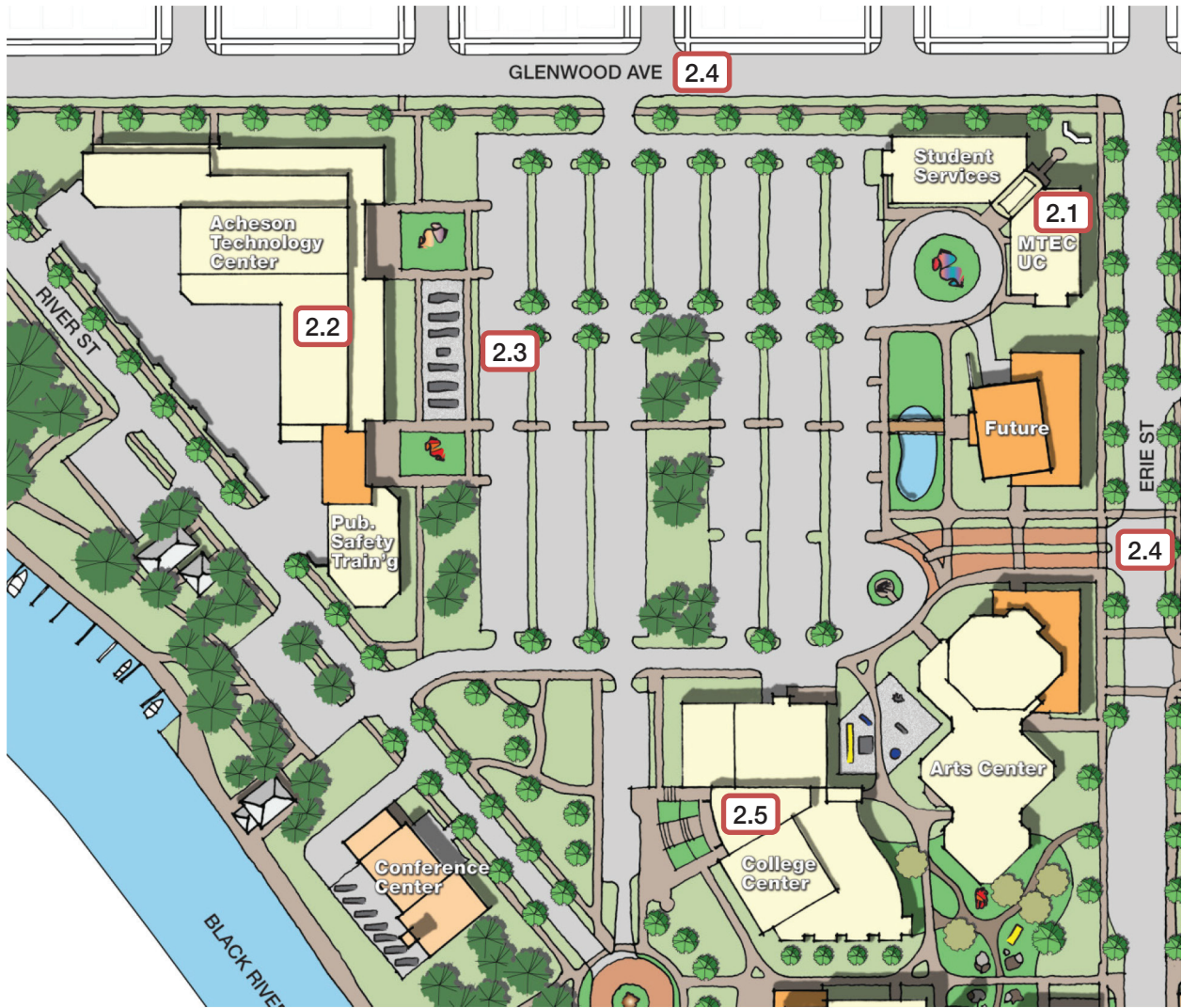
ENGAGE THE SITE IN EDUCATION

IMPROVE PEDESTRIAN SAFETY

IMPROVE ACCESS TO CAMPUS

# PHASE 2: 2013-2016

## MASTER PLAN DETAIL



- 2.1 Relocate Student Services
- 2.2 Repurpose Acheson Technology Center
- 2.3 Extend Learning to the Site
- 2.4 Improve Campus Parking Lot Access
- 2.5 Reorganize College Center

## 2.1 RELOCATE STUDENT SERVICES

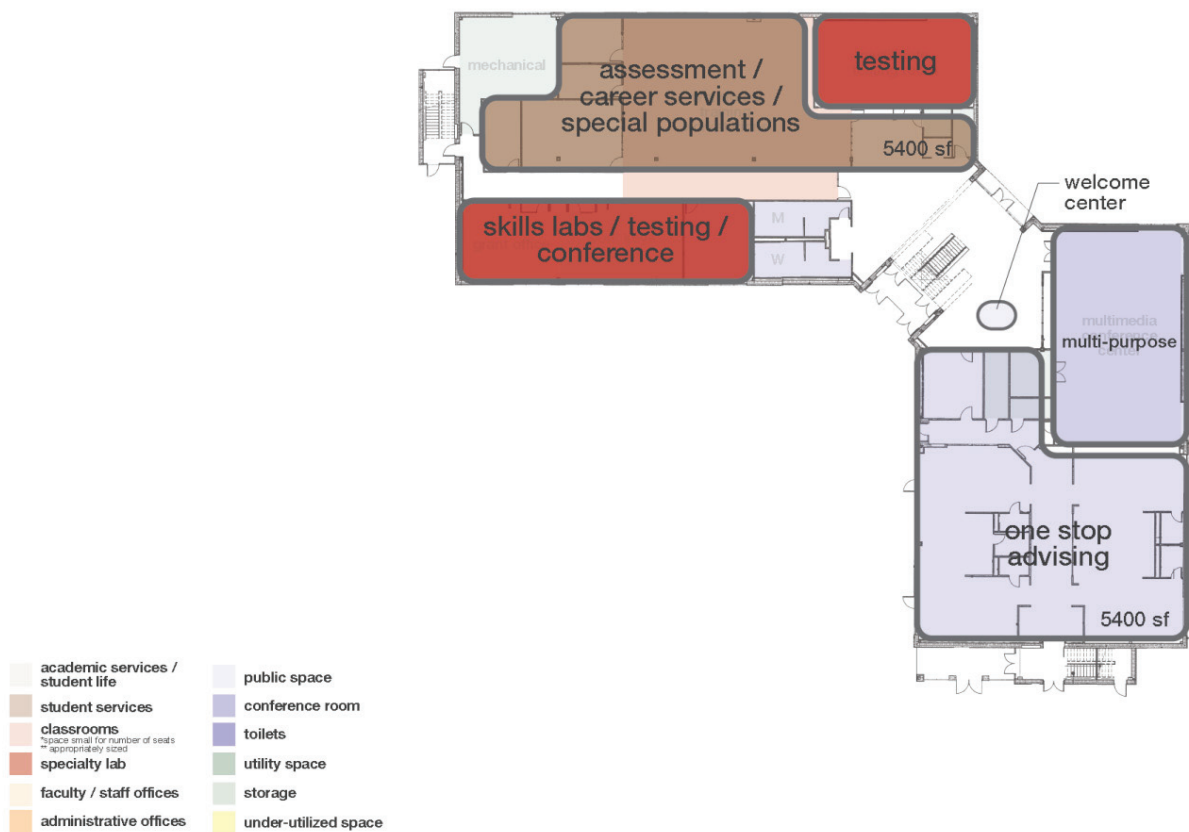
\$1,240,000

This proposed project will relocate the entire Student Services function from the Acheson Technology Center to the more prominent, attractive, easily accessed and flexible space in the MTEC Building. Changes to the first floor include vacating and renovating the daycare space for the enrollment, financial aid and advising portion of Student Services. The adjacency to the multi-purpose meeting room will allow the Student Services function to expand as needed during peak times while preserving this large room for other functions the majority of the year.

The space currently allocated for Workforce Training will be converted to assessment testing, career services and special population support spaces, with the conference rooms and testing center remaining unchanged for this new use. The Workforce Training function will relocate to the second floor space currently occupied by the Economic Development Office and building storage.

With this facility as the highly visible “front door” for the College, a Welcome Center kiosk is proposed in the lobby to handle incoming calls and greet visitors.

The University Center offices and classrooms on the second floor will remain as is.



M-TEC BUILDING - level 1



# RELOCATE STUDENT SERVICES



M-TEC BUILDING - level 2

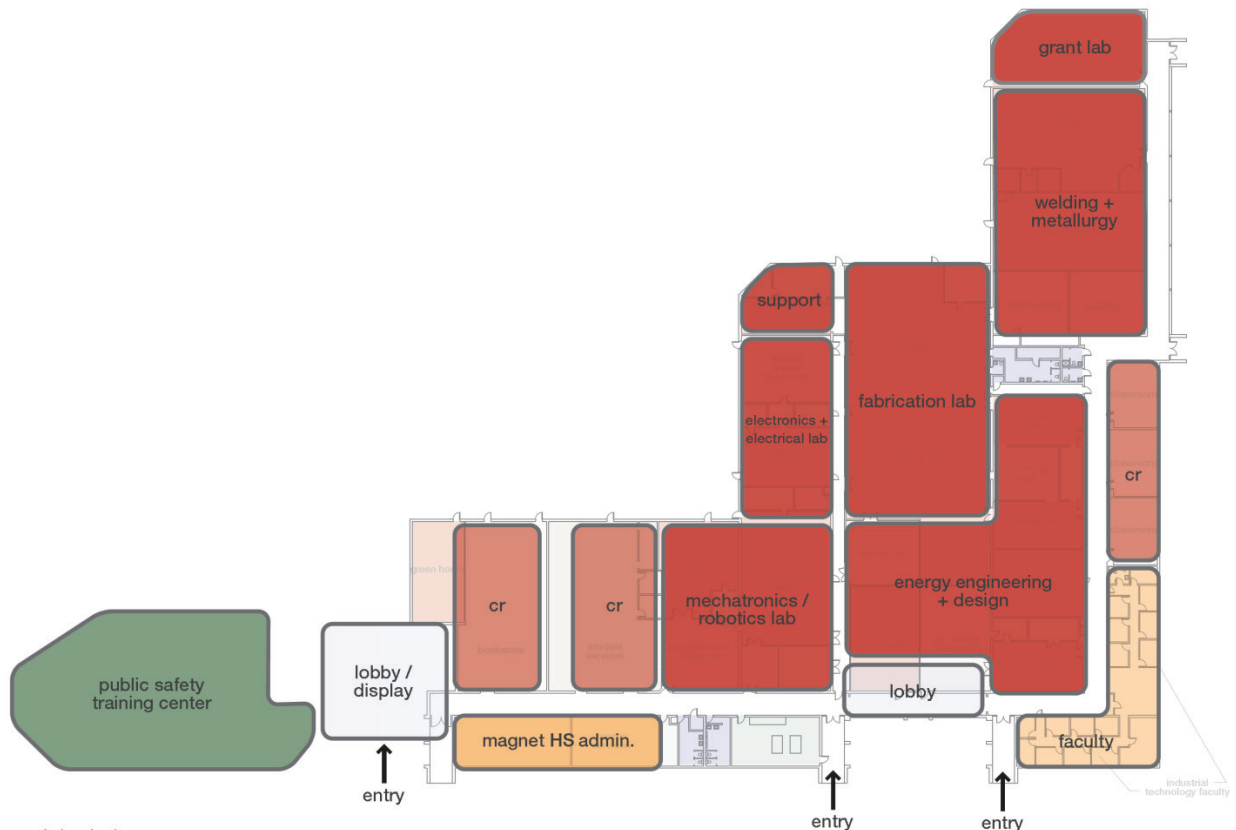
## 2.2 REPURPOSE ACHESON TECHNOLOGY CENTER

\$12,530,000

### RENOVATE ACHESON TECHNOLOGY CENTER (ATC)

Once Student Services is relocated to the MTEC, significant space will be available for additional classrooms and support for the Middle College Academy. Proposed changes to the ATC to make it fully capable of delivering a 21<sup>st</sup> century technical education include updating building systems and laboratory spaces to refocus the building on energy, technology and engineering programs. Spaces include a dedicated fabrication lab (former auto shop), a larger and cohesive set of labs for Energy, Engineering and Design, improved spaces for Electronics/Electrical programs, Mechatronics/Robotics programs and Welding/Metallurgy. A flexible Grant Lab is also proposed to allow the College to quickly respond to the needs of local industry.

The current central lobby is proposed to be renovated to better showcase the output of the programs in the ATC. A new lobby will connect the ATC to the former Facilities Building, improving visibility of and access to the building from the campus.



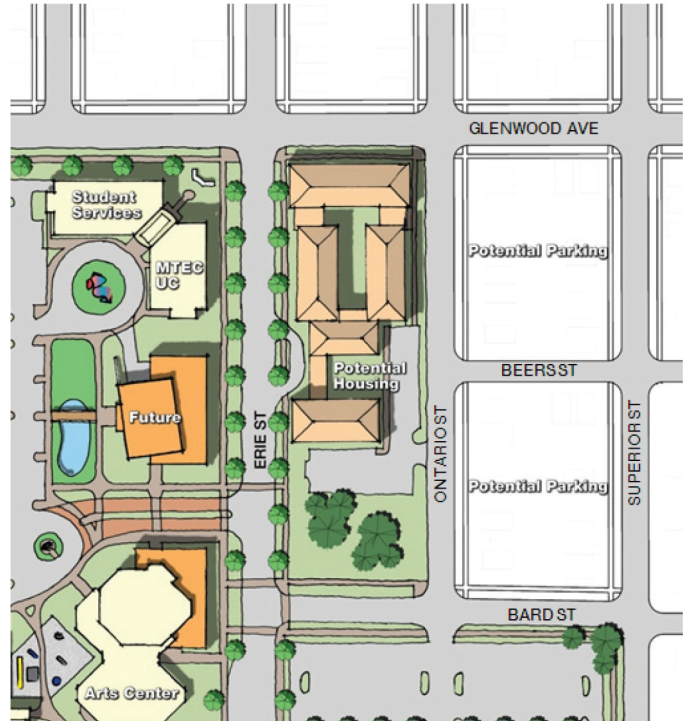
- |                                  |                      |
|----------------------------------|----------------------|
| academic services / student life | public space         |
| student services                 | conference room      |
| classrooms                       | toilets              |
| specialty lab                    | utility space        |
| faculty / staff offices          | storage              |
| administrative offices           | under-utilized space |

ACHESON TECHNOLOGY CENTER - level 1  
EXISTING SPACE PROGRAMMING 1/32" = 1' N

## REPURPOSE ACHESON TECHNOLOGY CENTER

### RELOCATE FACILITIES DEPARTMENT OFF-SITE

To allow expansion and reconfiguration of the ATC, it is proposed to relocate the Facilities Department off-site to a nearby block. While a final location has not been determined, the recommendation is to purchase property for parking expansion and creation of a new facilities complex on the two blocks bounded by Glenwood Avenue to the north and Bard Street to the south, Ontario Street to the west and Superior Street to the east.



### CONVERT FACILITIES BUILDING TO PUBLIC SAFETY TRAINING CENTER

Completion of the work at the ATC includes relocating the Fire/Public Safety Training program from the current space near the welding lab, with fire truck storage in a bay off the old service garage, to a new dedicated home in the facilities building, capable of containing the entire program. The smoke training trailer will also have sufficient space to be relocated to this side of the facility.

The new Public Safety Training Center will be connected to the balance of the ATC via a new lobby, providing a higher profile for all programs in the facility.

## **2.3 EXTEND LEARNING TO THE SITE**

**\$400,000**

As part of the renovations to the Acheson Technology Center, there need to be additional opportunities to showcase the programs and extend the learning experience outside the building. Solar panels and wind turbines are already installed outside the ATC, but land is available to install more equipment for use by students. Examples include additional types of solar and wind power generation systems, fuel cells, natural water filtration systems and geothermal equipment. In addition, the space immediately in front of the ATC can also house art created by SC4 students.



The project proposes the removal of Stone Street to accomplish this goal. In addition to providing more space for experiments and displays, converting the street to a landscaped area will improve pedestrian safety by eliminating a road that separates parking from the building.

## **2.4 IMPROVE CAMPUS PARKING LOT ACCESS**

**\$380,000**

To simplify traffic flow into the parking lot and provide easier access to the Arts Center by community members, two changes in entry drives are proposed.

### **GLENWOOD ENTRY**

The Glenwood entry is proposed to be relocated to the west to align with the parking aisle that serves the College Center. This will allow traffic entering campus from Glenwood or River Street to move directly through the main parking lot and the traffic circle without having to shift between parking aisles, resulting in smoother traffic flow in most parking aisle and fewer pedestrian/vehicle conflicts.

### **ERIE ENTRY**

To offset the loss of parking lot access from Erie due to the closure of McMorran Boulevard, a new entry is proposed to the north of the Fine Arts Center. This divided boulevard will serve as a drop-off lane for patrons of the theater and provide quick access to the parking lot and to the turn-around loop that will allow quick exit from the campus if no parking spaces are available. The proposed lobby addition to the Fine Arts Center will be serviced directly from this entry drive.

Crosswalks here and in other locations should be highly visible, raised crossing zones that emphasize the pedestrian over the vehicle. The crosswalks at this location will allow pedestrians to wait in safety in the median if they cannot cross all at once. The raised walking surface, called a traffic table, is a proven method of safety slowing traffic.

## **2.5 REORGANIZE COLLEGE CENTER**

**\$3,600,000**

Effective gathering spaces are fundamental to the “life” of a student center building. Opportunities for students to customize their space to meet (over food and coffee) with other students and faculty in a variety of settings throughout a building increase learning effectiveness by carrying the lesson outside the classroom and fostering deeper discussions. The College Center is this social hub of SC4, containing the Library, Cafeteria, Achievement Center and Alumni Room all centered on a recently renovated lobby. These spaces are not integrated, however, resulting in a building that feels like a collection of separate spaces rather than a single center.

Review of the College Center began with an investigation into the library’s ability to support varied users and noise levels. While the newer library is a popular space, collaborative work is difficult due to a lack of separation between group and individual spaces. Proposed changes will relocate the group study space closer to the entry. In addition, the entry is proposed to be made more open to the lobby, effectively “expanding” the library to include the lobby.

This in turn led to ideas of opening the dining area more to the lobby, creating a more cohesive flow between all spaces. Other improvements will include a renovation of the kitchen and a reconfiguration of the food service to more of a food court concept. The book store is proposed to be relocated from the Acheson Technology Center to the College Center to better support a larger body of students using the building throughout the year. The Alumni Room, currently underutilized, is proposed to be relocated and repurposed to serve as a private dining room as well.

# REORGANIZE COLLEGE CENTER



## **PHASE 3: 2015-2020**

### **GOALS**

UPGRADE ATHLETIC SPACE

UPGRADE ACADEMIC SPACE

STRENGTHEN HEALTH PROFESSION PROGRAMS

EXPAND SCIENCE OUTREACH TO COMMUNITY

EXTEND LEARNING BEYOND THE CLASSROOM

## PHASE 3: 2015-2020

### MASTER PLAN DETAIL



- 3.1 Relocate Gym
- 3.2 Create Health Professions Center
- 3.3 Complete Mackenzie Science Center Museum
- 3.4 Create Outdoor Science Exploration Zone



## PHASE 3: 2015-2020

### 3.1 RELOCATE GYM

\$5,500,000

To allow for expansion of the North Building to create a larger, state-of-the-art Health Professions Center, the current gym is proposed to be demolished. The current facility, one of the oldest on campus, is undersized and in poor condition. ADA accessibility is challenging, the gym floor is small, with poor sightlines, and the basement has several spaces that are unusable due to ongoing water infiltration problems.

The Master Plan proposes investigating relocation of the gym to the McMorran Rink on the southeast corner of McMorran and Erie. This space is significantly larger than the current gym and, with updates to the exterior and replacement of aging infrastructure and systems, could be a highly visible project that would expand the campus to both sides of Erie.

Spaces would include a main gym floor, possible indoor running track, and exercise studios and locker facilities. Continuing use as a hockey rink would need to be discussed as this function would compromise use as a gym, but this space could support many larger functions on campus.



## **3.2 HEALTH PROFESSIONS CENTER/NORTH BUILDING**

\$16,075,000

### **HEALTH PROFESSIONS CENTER**

Continued growth in the health professions is driving changes in curriculum at many two-year colleges. SC4, to meet this need in the region, desires to expand and update spaces to support this growth.

An addition to the west of the North Building will create a new home for the Health Professions programs complete with larger nursing practice and teaching labs, diagnostic equipment training labs, simulation labs and state-of-the-art classrooms for use by this and other programs. By staging the construction before the renovation of the North Building, the program will be able to continue operation uninterrupted.

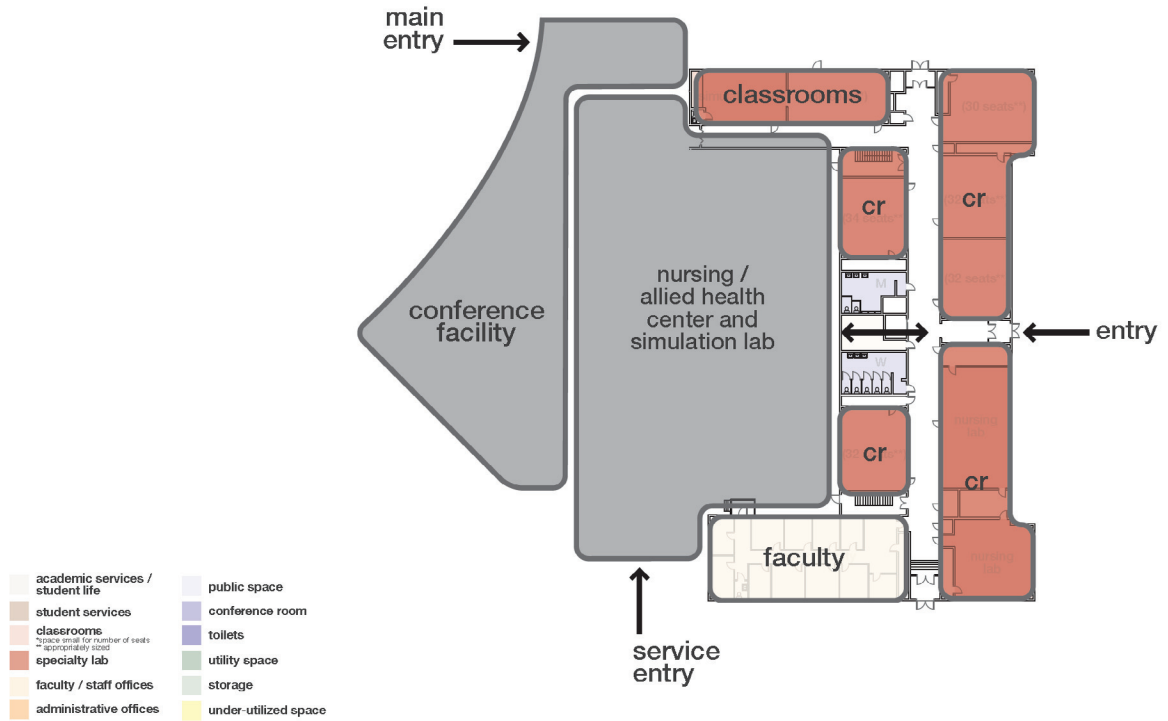
Facing the new roundabout to the west will be an area of the building dedicated to larger conference rooms. These spaces will support the larger classroom needs of the nursing program, online testing and be rentable space for outside groups.

Renovation of the North Building will include conversion of existing nursing spaces into general classrooms and reconfiguration of faculty office areas, allowing other programs housed in challenging-proportioned classrooms and offices to relocate.

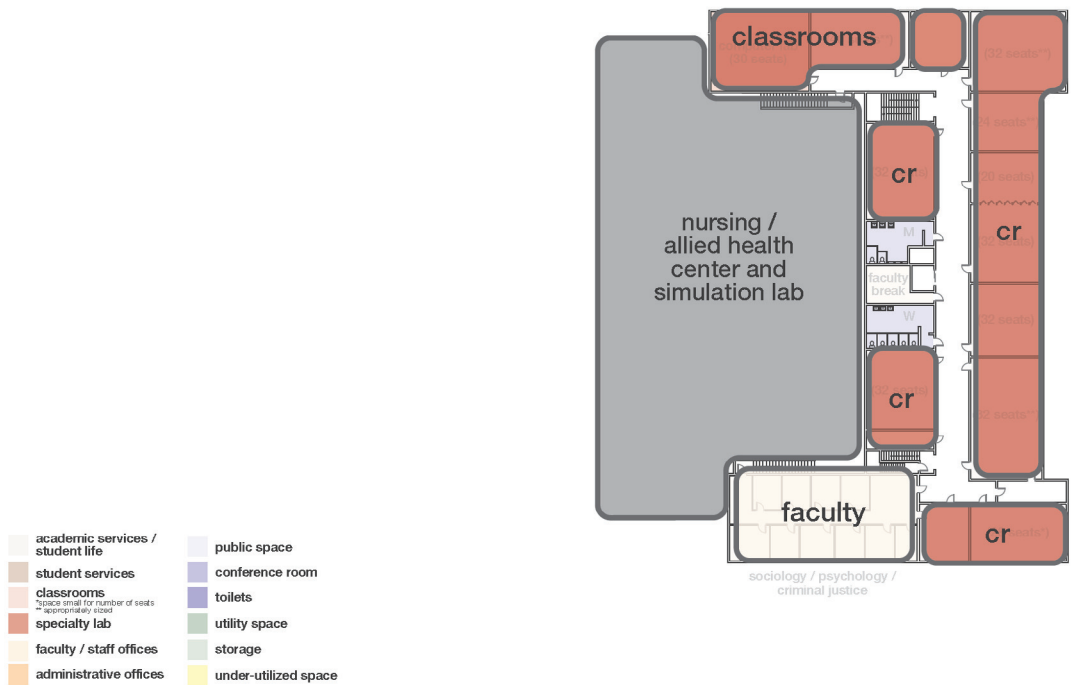
### **HEALTH PROFESSIONS CENTER SITE**

The site surrounding the North Building and the new Health Professions Center is to be updated to better tie in with the roundabout and the site improvements made to the west of the College Center. Proposed improvements to the site north of this building include removal of the two sidewalks (a vestige of the road that used to cross the site) and replacement with a single walk capable of supporting emergency and campus vehicles.

# HEALTH PROFESSIONS CENTER/NORTH BUILDING



NORTH BUILDING - level 1



NORTH BUILDING - level 2

### 3.3 MACKENZIE SCIENCE CENTER – STEP 2

\$3,150,000

#### MACKENZIE SCIENCE CENTER

In the second phase of renovations to the Mackenzie Science Center, the remaining original spaces in the building will be renovated to create a true community and K12 resource, creating excitement and interest in science and mathematics among future college students.

This work on the first floor will include renovation of the lobby, expansion of faculty office space, improvement of the entry from the landscaped area west of the building and an expansion to the east to capture space under the second floor overhang for additional museum displays.

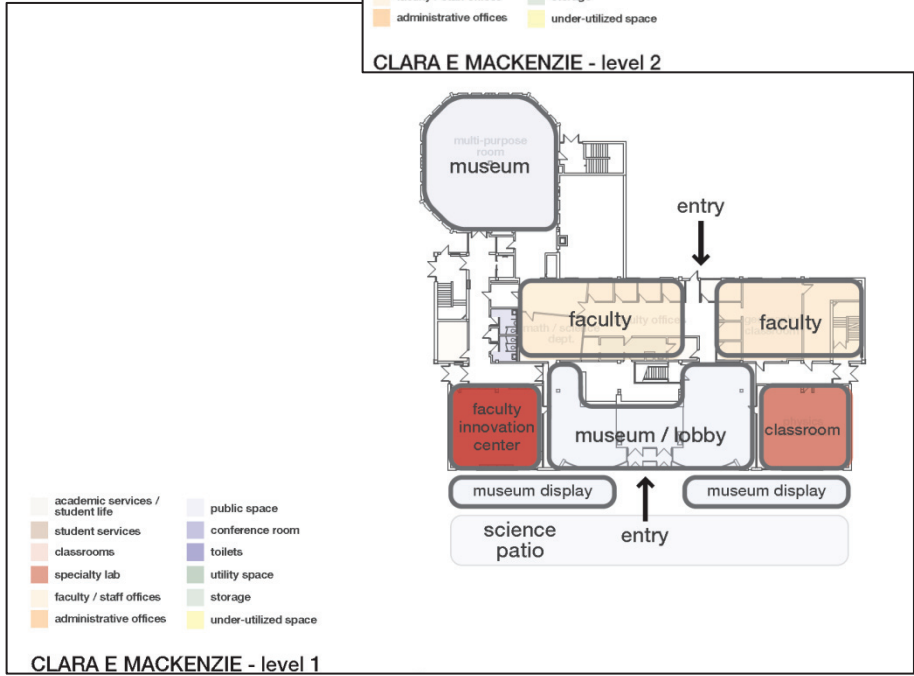
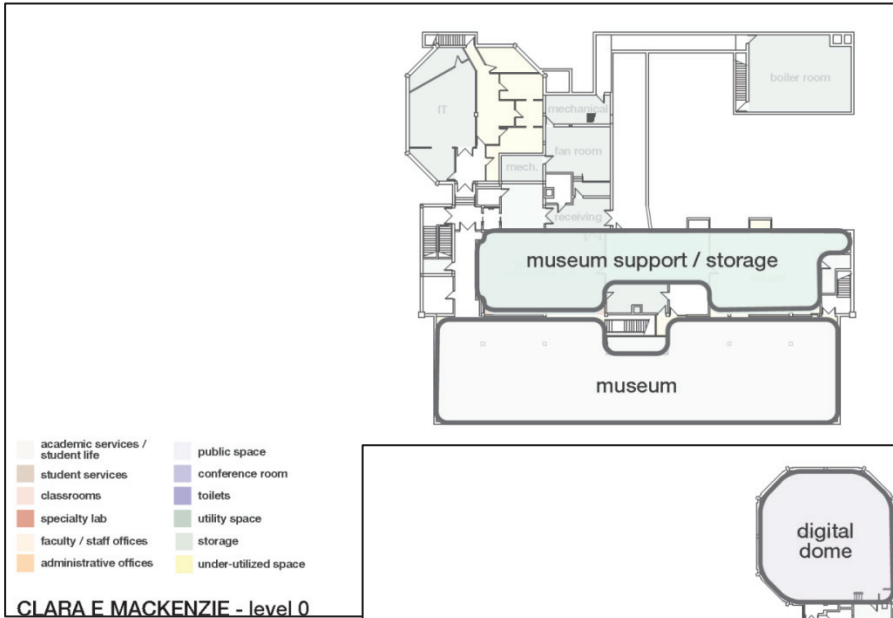
The connection to the basement level is proposed to be widened to make the transition more inviting to additional museum space proposed for the former library. The lower level will be a combination of interactive displays and storage for the facility.

The second floor of the building currently contains an underutilized and original large lecture hall. This stepped floor space is compromised by older seats, dated technology and a non-functioning operable partition system. As part of the combined role of college academic space and community outreach space for the sciences, it is proposed to significantly renovate this space into a digital dome planetarium/learning theater. This renovation will require investigating the possibility of roof redesign to accommodate the dome structure needed for the projection system.

The digital dome system will allow use as a fully animated planetarium, as well as an interactive classroom for multiple campus programs, including science, history, technology and theater.



# MACKENZIE SCIENCE CENTER – STEP 2



### 3.4 MACKENZIE SCIENCE EXPLORATION ZONE

\$150,000

In addition to providing a more attractive pathway from the Fine Arts Center to the McMorran Greenway, this area will house several experiential, educational displays, including a geological rock garden, a native-species meadow between the Mackenzie Science Center and the Fine Arts Center, and even a planted sculpture on the old smokestack, turning this eyesore into a visually pleasing element. In addition, these areas will reduce the lawn area, thereby reducing maintenance.

The raised plaza to the east of the Mackenzie Science Center is currently unutilized. The paving is deteriorating and the lawn is uninviting. The “front door” of the building faces this lawn, yet does not draw in significant people because of the pathway most visitors take to get to the building. Proposed improvements to this area include creation of a “Science Yard”, where active, hands-on experiments and installations will expand learning outside the walls of the classroom and invite the public to come to the building. Possible installations include an archeological “dig” site, jumbo interpretations of molecules, sculptures that teach the laws of motion and physics, and water features that teach the ecology of the great lakes.

Creating these spaces will allow the science departments to move research outdoors, provide community members a hands-on science zone and increase the visibility of the sciences to the taxpayers.



## **PHASE 4: 2018-2025**

### **GOALS**

STRENGTHEN IMAGE OF COLLEGE

CONTINUE HISTORICAL RENOVATIONS OF MAIN BUILDING

UPDATE ACADEMIC SPACE AT THEISEN BUILDING

CONNECT WITH COMMUNITY THROUGH UPDATED ARTS SPACES

CONTINUE IMPROVING SITE AND CONNECTIONS TO CITY

IMPROVE ACCESS TO CAMPUS

# PHASE 4: 2018-2025

## MASTER PLAN DETAIL



- 4.1 Renovate Main Building
- 4.2 Renovate Theisen Building
- 4.3 Renovate and Expand Fine Arts Center
- 4.4 Complete McMorran Greenway



## 4.1 RENOVATE MAIN BUILDING

\$6,800,000

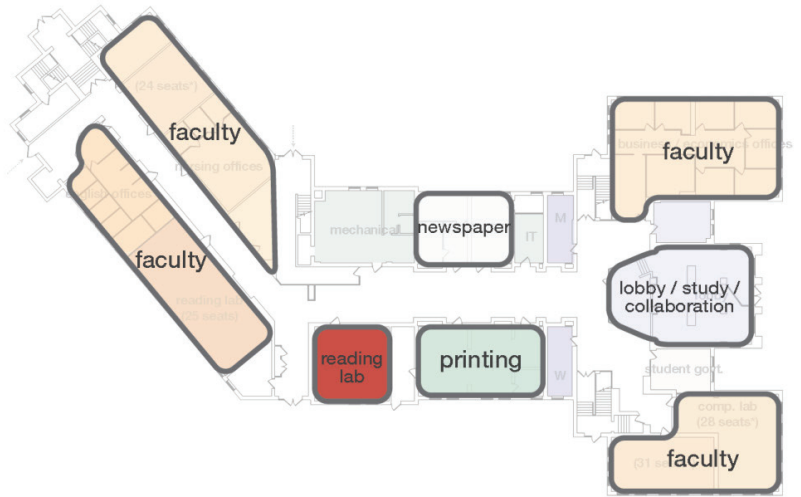
The success of the historically sensitive renovations to the stairwells, administrative offices and Classroom 312 will lead to the opportunity to continue the technology-rich, historically relevant renovations throughout the entire facility.

High impact renovations are to include updating the main entry lobby to act as a welcoming introduction to the building and less as a vending area, removal of wall panels where appropriate to expose the original wall finishes, and the addition of multiple student gathering areas throughout the building, better utilizing the wide corridors.

Taking advantage of space freed up as part of the relocation of student services to the MTEC, the proposed changes will include consolidation of faculty and administrative offices into approachable, inviting suites. Space will be made available for adjunct work as well as academic support and organizations.

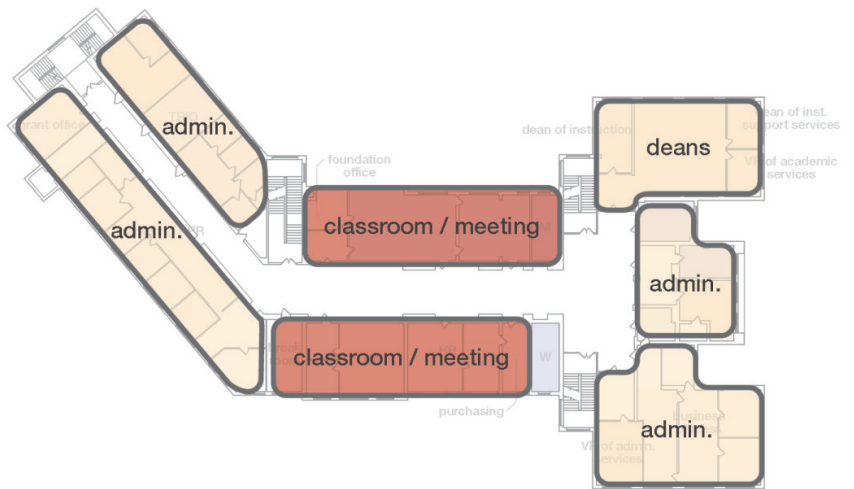


# RENOVATE MAIN BUILDING



- |   |                      |
|---|----------------------|
| academic services / student life                              | public space         |
| student services  | conference room      |
| classrooms<br><small>*space small for number of seats</small> | toilets              |
| specialty lab   | utility space        |
| faculty offices   | storage              |
| administrative offices  | under-utilized space |

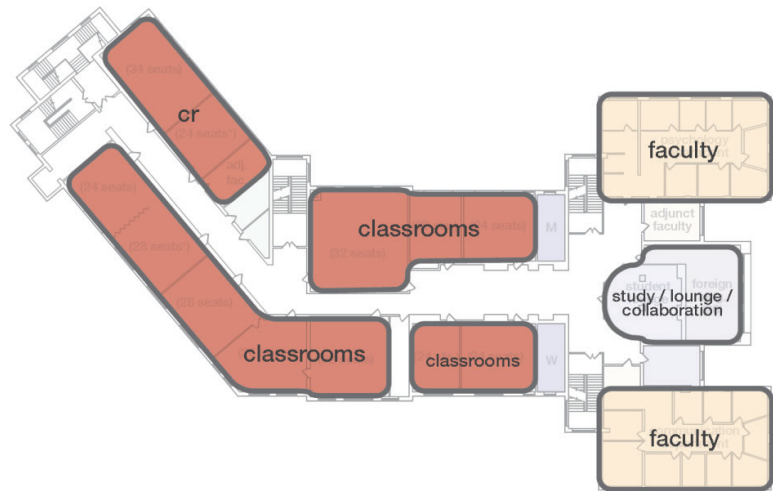
MAIN BUILDING - level 1



- |                                  |                      |
|----------------------------------|----------------------|
| academic services / student life | public space         |
| student services                 | conference room      |
| classrooms                       | toilets              |
| specialty lab                    | utility space        |
| faculty / staff offices          | storage              |
| administrative offices           | under-utilized space |

MAIN BUILDING - level 2

# RENOVATE MAIN BUILDING



- |   |                      |
|---|----------------------|
| academic services / student life                              | public space         |
| student services  | conference room      |
| classrooms<br><small>*space small for number of seats</small> | toilets              |
| specialty lab   | utility space        |
| faculty / staff offices                                       | storage              |
| administrative offices  | under-utilized space |

MAIN BUILDING - level 3

## 4.2 RENOVATE THEISEN BUILDING

\$5,840,000

### THEISEN BUILDING

The Theisen building, now over 40 years old, is a combination of a two-story classroom building and a single story, high-bay industrial annex converted to classroom, storage and office function. While the buildings are solid, the finishes, infrastructure and systems of the building are generally original. Many, including mechanical systems, doors and windows are near or past the end of their expected life.

The renovated classroom and office space in the annex is challenged by room proportions and building systems designed for a more industrial use. The remote location separates special population services contained within from the balance of campus.

Between the building and the river are an original paved service drive and a retaining wall, both showing signs of heaving and movement and are no longer in use. The rear of the building, which is the first image of the campus when approaching from the south over the Erie Street Bridge, is a featureless brick wall with two large garage doors.



By the time this project is scheduled to occur, an additional ten years will have passed and many of the programs offered here, including adult education, should be relocated to other facilities. The proposed work includes demolition of the high-bay space and interior and exterior renovation of the classroom building to create modern, flexible, technology enabled spaces in an energy efficient building. Systems and infrastructure, including the elevator are proposed for renovation.

### THEISEN SITE

Once the service road and the annex are removed, the widened site will become a part of the park extending along the length of the Black River between the 10<sup>th</sup> Street Bridge and the Erie Street Bridge, and connect to the proposed river walk improvements from the campus to the mouth of the river. This site will also be a potential home for art installations.

## 4.3 RENOVATE AND EXPAND FINE ARTS CENTER

\$4,340,000

### FINE ARTS CENTER

The last facility project in the fourth phase of the master plan is the renovation and expansion of the Fine Arts Center to reinforce the College as a vital community asset. This single-story building houses music, communication, fine arts and performing arts programs. The building is essentially original, except for some minor renovations in select areas, such as the music practice room.



Access to the building is through multiple entries, with the main “front entry” facing Erie Street and entering directly into the small theater lobby. This entry is the most difficult to navigate and has forced physically disabled patrons to access the theater through a “back” door.

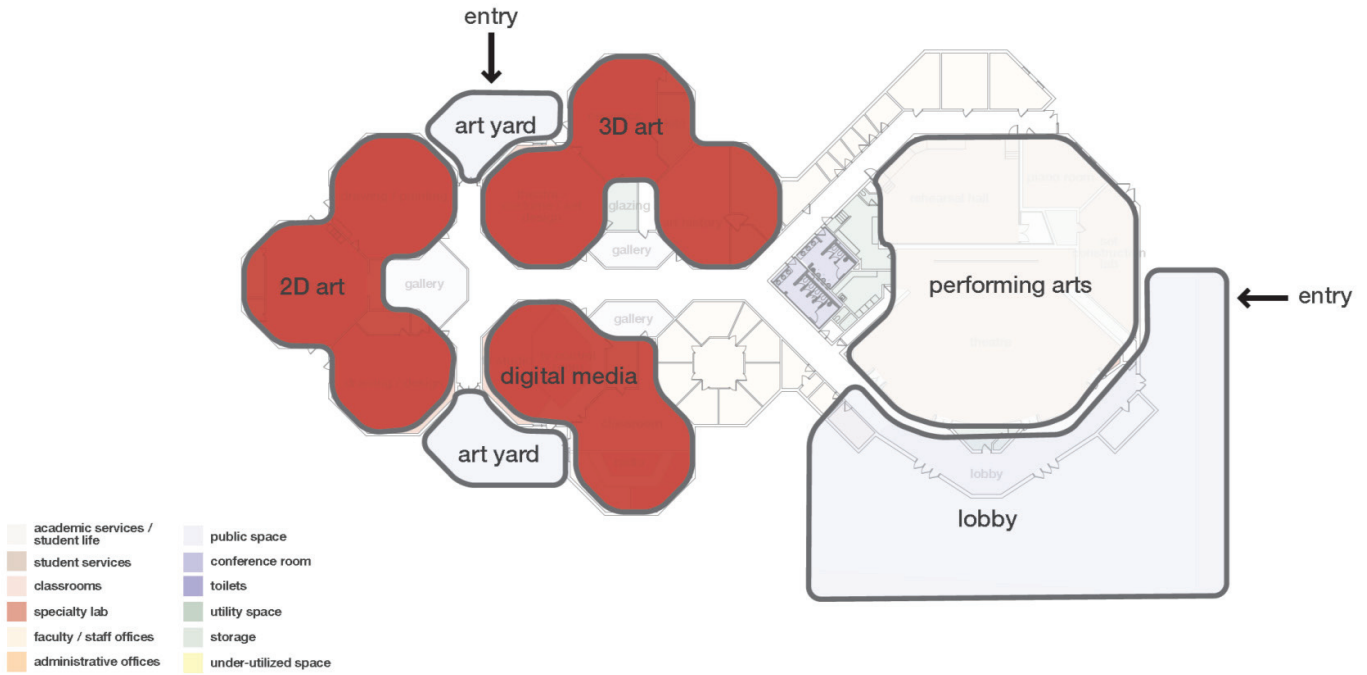
Renovations will include finish, equipment and hardware upgrades to bring the academic portions the building up to par with the balance of campus. The proposed building plan supports a layout similar to the current arrangement, where “pods” are each focused on a theme. The proposed changes will maintain the 2D art pods, enhance the 3D art pods and convert the TV/Radio pods into a state-of-the-art digital media creation center.

The addition at the north end of the building will provide a large lobby/gallery to better accommodate the size audience the theater holds, provide area for the indoor display of student and other art, create a service entry for the backstage, and most importantly, create a new, accessible theater entry from the new Erie Street drop-off drive developed in Master Plan Phase 2.

### FINE ARTS CENTER SITE

As part of this project, the conversion of the lawn between the Mackenzie Science Center and the Fine Arts Center into a native-species meadow will be completed in order to provide outdoor exploration and educational opportunities, beautify the front of campus and reduce maintenance by reducing lawn and unnecessary sidewalks.

# RENOVATE AND EXPAND FINE ARTS CENTER



#### **4.4 MCMORRAN GREENWAY – STEP 2**

\$200,000

Once the basic layout of McMorran Greenway is complete, this second part of the work is proposed to complete the pathway all the way to the Black River.

This portion of work will include additional landscape and site features, a new campus “gateway” at Erie Street, a fountain and an outdoor seating area on the bank of the Black River. Donation opportunities are extensive in this area.

# NON-PHASED PROJECTS

## GOALS

PLAN FOR PROJECTS NOT SEQUENCE-CRITICAL IN NATURE

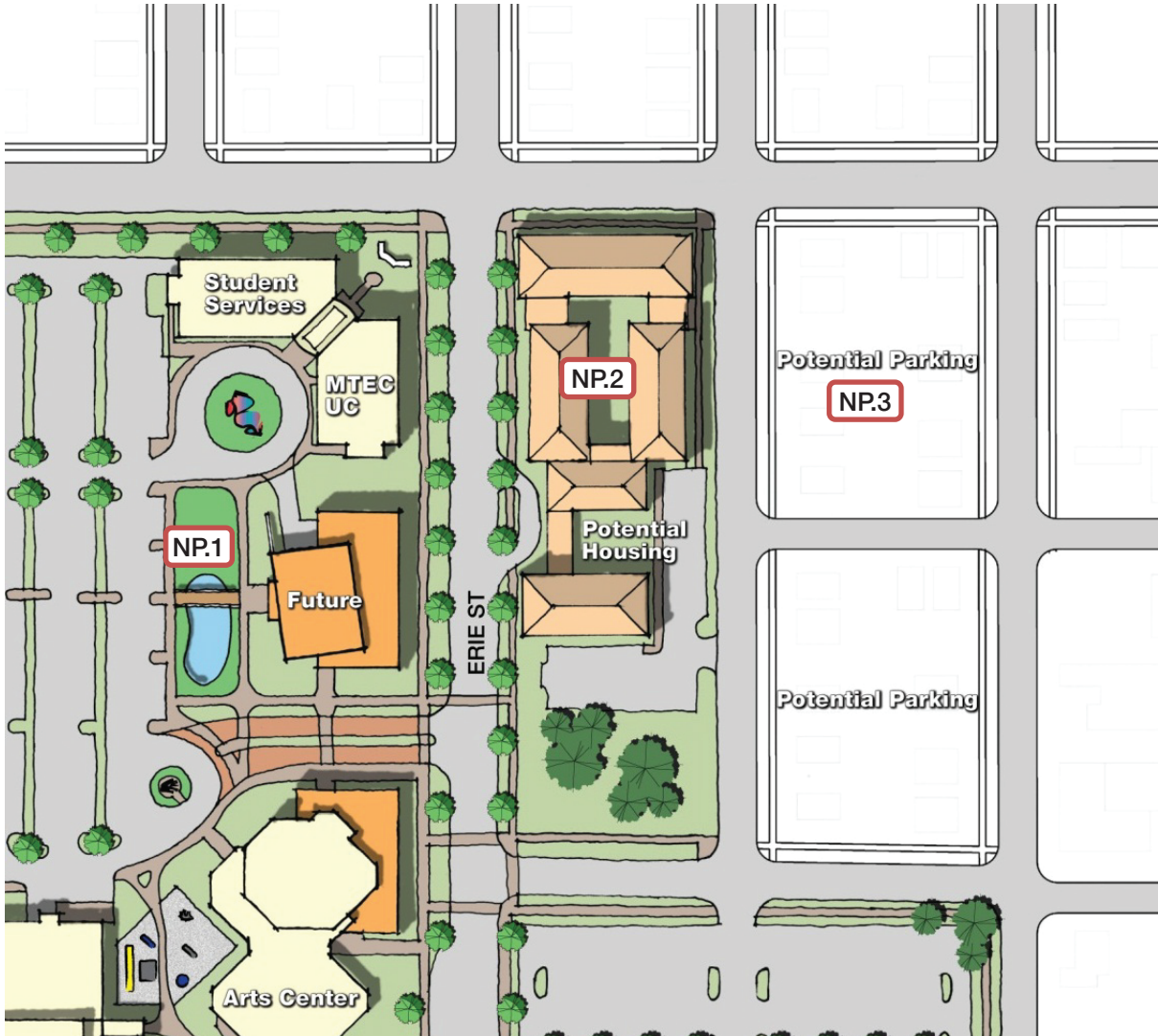
PREPARE FOR FUTURE CHANGE AND GROWTH

ANTICIPATE OPPORTUNITIES



# NON-PHASED PROJECTS

## MASTER PLAN DETAIL



- NP.1 Future Building Placeholder
- NP.2 Potential Student Housing
- NP.3 Potential Parking

## NON-PHASED PROJECTS

As part of the Master Planning process, ideas are considered and developed that, due to priorities and circumstances, do not always fit well into the scope of a 5, 10 or even 15 year plan or do not have to be completed in a particular sequence.

These items aren't necessarily only to be developed after the rest of the master plan, but should be reviewed and reprioritized if warranted by changes in the priorities and finances of the College.

### **NP.1 FUTURE BUILDING PLACEHOLDER**

To ensure orderly development and avoid haphazard placement of new structures and efficiently use the available utilities, the Master Plan proposes the site north of the Fine Arts Center be reserved for future development. While no specific function is yet determined, this space may be well suited to the new Gym Building, if the McMorran concept is not feasible.

The small retention pond adjacent to this location is proposed to remain and become part of the entry plaza.

### **NP.2 POTENTIAL STUDENT HOUSING**

In 2008, the College hired consultants to perform a feasibility study for creating campus housing which determined there is a potential market for housing for student athletes, international students and potentially student wishing a full college experience without the cost of a four-year university. The former senior housing across Erie Street from the campus is potentially a good location for this housing. A full study of the condition of the facility and feasibility of the proposal will be needed.

### **NP.3 POTENTIAL PARKING**

To provide parking for the proposed student housing and space for relocation of the facilities department, the master plan proposes redevelopment of up to two blocks into parking for the College. The specific location is not determined, but the proposed location will provide convenient access and continue to act as a buffer between the campus and commercial district.

## CONTINUE ADDRESSING DEFERRED MAINTENANCE ISSUES

Even if all the current deferred maintenance issues are resolved, new problems will always be occurring. An adequate budget for this unforeseen work must be available to ensure the campus will survive the 21<sup>st</sup> century intact.

# ARCHITECTURAL GUIDELINES

Architectural guidelines are an important part of a master plan, providing a design framework for future development. The goal is not to stifle creativity or the use of new materials or techniques, but to foster harmony between the site and buildings, existing and future facilities, and the College's needs and architect's designs, thus avoiding a disjointed appearance that can easily occur on a campus built up over several decades.

Suggested architectural guidelines are as follows:

- Mature, natural areas of the campus should be considered important architectural elements and not be compromised without justification.
- Flowering annuals, other high-maintenance plants and turf grass should be used minimally and only as accents to reduce maintenance requirements. Plantings should emphasize native vegetation over exotic species.
- Site lighting should be appropriately scaled for its use, emphasizing pedestrian-scaled fixtures and appropriate levels of lighting for nighttime. The existing fixture style should be replicated when possible, but not too closely spaced, as it may lead to visual clutter.
- Landscape and lighting should be planned to improve security by avoiding dark corners and potential hiding places.
- Vehicular access roads should not cross pedestrian paths unless unavoidable. Crosswalks should be easily identifiable from a moving vehicle through a change in height and material to help improve pedestrian safety.
- New facilities should embrace design, materials and technologies that promote sustainability, minimize construction-related waste, reduce maintenance, allow for future expansion, and improve energy efficiency and indoor air quality.
- Designs should add character to the campus, but not create architecture that does not compliment the whole campus image. New buildings should complement the scale and proportion of existing buildings. The significant age and style difference of existing buildings will present a challenge, although the cohesive material palette will provide a good framework.
- Building materials, although not needing to exactly match existing materials, should complement the existing dominant color tones and facing materials of brick, stone, concrete and metal.
- New and significantly renovated facilities should reflect the primary use of the interior space and create a friendly inviting campus image that expresses stability and orderly growth for the future.
- Buildings should not have a readily apparent back side, but address on all facades the adjacent use and context, and be oriented to complement existing buildings and the surrounding landscape. This does not preclude well defined building entries, which should use pedestrian-scaled detail and landscape to ensure easy identification.
- Interior finishes should be durable and low maintenance, but not overly hard and uninviting.
- Technology, occupant comfort, acoustics, lighting and natural light are all critical to student success. They should be considered important in every appropriate space.
- The proximity to downtown Port Huron and the Black River should be taken into account in any design. The view to the river should not be compromised.





Scope Description	Notes	Estimated Building Area (GSF) & Total Estimated Construction Costs	Estimated Construction Costs*										Other
			Renovation					New Construction					
			Range 1 \$/GSF	Range 2 \$/GSF	Range 3 \$/GSF	Range 4 \$/GSF	Range 5 \$/GSF	Demolition \$/GSF	Range 1 \$/GSF	Range 2 \$/GSF	Range 3 \$/GSF	Range 4 \$/GSF	
<b>PHASE 1   2012-2013</b>			Range 1 \$/GSF	Range 2 \$/GSF	Range 3 \$/GSF	Range 4 \$/GSF	Range 5 \$/GSF	Demolition \$/GSF	Range 1 \$/GSF	Range 2 \$/GSF	Range 3 \$/GSF	Range 4 \$/GSF	Other
1.1 SITE: McMorrin Greenway Phase 1	Budgeted		\$40	\$65	\$100	\$135	\$180	\$4	\$125	\$200	\$225	\$250	Estimated \$
1.2 Mackenzie Science Center Museum	Level 1 only												\$460,000
1.3 Mackenzie Science Center Innovation Ctr													\$250,000
1.4 renovate MB room 312													\$50,000
1.5 SITE: Erie dropoff lane and trees													\$150,000
1.5 Campus Wayfinding/Signage													\$150,000
<b>Subtotal, Phase 1*</b>	construction cost only	\$1,060,000											
	construction + soft & owner costs	\$1,431,000	\$ 1,450,000 escalation (1 yr)										
<b>PHASE 2   2013-2016 (assume start in 2014)</b>													
2.1 renovate MTEC for student services	heavy work	10,000			\$1,000,000								
2.1 renovate MTEC for student services	light work	6,000	\$240,000										
2.2 new Facilities Building off-site		15,000							\$1,875,000				
2.2 renovate ATC, Facilities Building		73,000				\$9,855,000				\$800,000			
2.2 new ATC lobby		4,000											\$400,000
2.3 SITE: eliminate Stone St./landscape													\$300,000
2.4 SITE: Glenwood access drive													\$350,000
2.4 SITE: Erie access drive													\$50,000
2.5 renovate College Center	Kitchen, bookstore, dining, etc.	16,000			\$2,160,000								
2.5 renovate College Center	library, achievement center, etc.	22,000		\$1,430,000									
2.5 SITE: art patio, walkway													
<b>Subtotal, Phase 2*</b>	construction cost only	\$18,190,000											
	construction + soft & owner costs	\$24,596,500	\$ 25,550,000 escalation (2 yr)										
<b>PHASE 3   2015-2020 (assume start in 2017)</b>													
3.1 new Gym	renovate McMorrin Rink	30,000					\$5,400,000						
3.2 demolish existing gym	attached to North Building	25,000						100,000					
3.2 new Health Professions Center		45,000										\$11,250,000	
3.2 renovate north building		35,000				\$4,725,000							
3.3 renovate MSC	part of levels -1 and 1	10,000				\$1,350,000							
3.3 digital dome at MSC	level 2 + new roof + equipment	3,000										\$750,000	\$1,000,000
3.4 SITE: misc. site work	HPC, MSC												\$150,000
<b>Subtotal, Phase 3*</b>	construction cost only	\$24,725,000											
	construction + soft & owner costs	\$33,378,750	\$ 36,850,000 escalation (5 yr)										

