



# CLARION UNIVERSITY

2013-2033 Facilities Master Plan Venango Campus



Perkins Eastman

## ACKNOWLEDGEMENTS

### Clarion University - President's Executive Council Members

Dr. Karen M. Whitney, President

Dr. Ronald Nowaczyk, Provost and Academic VP

### Venango College - Strategic Planning Steering Committee

Ms. Debra Altman

Ms. Emily Aubele

Mr. Latrobe Barnitz

Ms. Tammy Beach

Ms. Pia Bhatt

Ms. Renee Bloom

Dr. Ambreena Buckley

Ms. Cindy Busch

Dr. Joe Carrico

Ms. Nancy Clemente

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Mr. Mark Conrad

Dr. Jessica Crespo

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Dr. Carie Forden

Dr. Ellen Foster

Ms. Elizabeth Griebel

Ms. Ashley Guthrie

Dr. William Hallock

Ms. Nancie Hunter

Ms. Beth Jackson

Dr. Paul Klenowski

Dr. Terry Latour

Ms. Hope Lineman

Dr. David Lott

Ms. Linda Lusher

Ms. Deb Lutz

Mr. Keith Mohnkern

## ACKNOWLEDGEMENTS

### Consultant Team

#### Perkins Eastman

Alan Schlossberg, Principal  
Christine Albright, Project Director  
David Levo, Project Manager / Senior Planner  
Richard Northway, Facility Assessor  
Stewart Gohringer, Designer  
Julianna Valle Vélez, Designer

Linhart Consulting, Educational Programming  
HF Lenz Company, MEP Engineering  
The Gateway Engineers, Civil Engineering  
Mahan Rykiel Associates, Landscape Architecture  
Trans Associates, Traffic and Parking  
Urbanomics, Demographics  
Crawford Consulting, Cost Estimating

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VENANGO CAMPUS  
INTRODUCTION & APPROACH

1



# 1 INTRODUCTION & APPROACH

*Graphic 1.01*  
West End Pond, Venango Campus





## 1.1 FMP INTRODUCTION

Clarion University is a public institution of higher education located in rural Northwest Pennsylvania, and is a constituent member of the Pennsylvania State System of Higher Education [PASSHE]. The University has two campus locations, both set within the beautiful, rolling landscape of rural northwest Pennsylvania:

- **Clarion Campus**  
Located within the modest Borough of Clarion, PA, the Clarion Campus is attended by over 4,200 students.
- **Venango Campus**  
The Venango Campus is much smaller and located on the periphery of Oil City. Venango services approximately 1,000 students, including many part-time and online students.

As a public institution, Clarion University is not only dedicated to the educational advancement of its students, but to the advancement of its regional context, economy and environment of its region.

In 2012, Clarion University engaged Perkins Eastman to conduct a Facilities Master Plan [FMP] of the University's two campuses and respective facilities. This process was initiated in the Fall of 2012 and concluded in the Spring of 2014. The FMP establishes a thorough understanding of the University's existing and projected academic, facility, community and cultural needs, and provides a flexible structure for improvements that align capital capacities with Clarion University's goals and needs.

The FMP process produced two plans, one for each of the University's physical locations. This report specifically addresses the needs and long-term vision for the University's Venango campus in Oil City.

# 1 INTRODUCTION & APPROACH

## 1.2 FMP APPROACH

The FMP report is organized into nine sections, each of which corresponds to specific phases in the overall facilities master plan process, as follows:

1. Introduction & Approach
2. Campus Profile
3. Existing Conditions Assessment
4. Trends in Higher Education
5. Space Needs Assessment
6. Campus Planning Guidelines
7. Master Plan
8. Master Plan Initiatives
9. Implementation & Costing

The following summary outlines the scope of each section, the process used to gather and generate information, and the relevance of each chapter's findings to the overall Facilities Master Plan.

### 1. Introduction & Approach

This portion of the document defines the purpose and scope of the Facilities Master Plan and describes the role of the FMP in guiding Clarion's future strategic and physical planning.

### 2. Campus Profile

In order to establish a comprehensive institutional profile, the FMP's initial discovery phases examine the institution's history, existing enrollment and demographics, as well as institutional goals and objectives. This collection of data, and the discussions that result from it, create a portrait of Clarion's ambitions and identify areas of opportunity.

### 3. Existing Conditions Assessment

This part of the FMP's initial discovery process includes the assessment and cataloging of Clarion's existing physical inventory and infrastructure.

### 4. Trends in Higher Education

This section defines the various elements of "disruptive change" occurring across the higher education landscape and describes the increasingly competitive marketplace in which Clarion must compete. This includes topics of pedagogy and delivery, technology, socialization and workflow.

### 5. Space Needs Assessment

This portion of the FMP process considers Clarion's existing physical space inventory along with existing and projected enrollment and personnel figures. This data is combined with the FMP design team's knowledge of appropriate space standards that best match Clarion's mission. This analysis provides realistic space targets that correspond to the University's projected enrollment, staffing and pedagogy.

## **6. Campus Planning Policies**

The FMP's guidelines pull together all of the previous discovery sections into a comprehensive policy brief that set the objectives for Clarion's physical assets including buildings and grounds.

## **7. Master Plan**

This is the summary of the FMP's comprehensive and campus-wide moves, irrespective of the particulars of implementation. This allows for a complete view of major projects and of the landscape master plan, which is implemented over the course of multiple initiatives. The last portions of this section define how the overall plan is organized into three phases – 2018, 2023 and 2033, representing five, ten and twenty year horizons.

## **8. Master Plan Initiatives**

The initiatives sections is organized by phase and details all of the FMP's specific building, landscape and infrastructure initiatives; including basic programming goals, conceptual design and massing, architectural goals, and construction considerations. Each initiative description can serve as a project "cut sheet" for inclusion in the University's RFP process.

## **9. Implementation & Costing**

This final material covers the logistics, schedules and costs associated with implementing the FMP.



VENANGO CAMPUS  
CAMPUS PROFILE 2

## 2.1 MISSION

### 2.11 Academic Mission

It is the mission of Clarion University to provide “transformative, lifelong learning opportunities through innovative, nationally recognized programs delivered in inclusive, student-centered environments.” Central to this mission is the University’s commitment to deliver an exceptional educational experience that looks toward the future while remaining affordable to all students.

### 2.12 University Profile

In today’s urbanized world, Clarion University’s rural setting defines the institution demographically, strategically and physically. As such, the University is inextricably linked to its regional context and how northwest Pennsylvania tackles issues as diverse as improving rural healthcare, retaining local human capital and responding to the effects of renewed regional energy exploration. As one of the largest employers in its area, the University is also directly tied to the success of the two communities in which it is situated—Clarion and Oil City. The population in both communities have stabilized. There are new paths to renewal after decades of demographic decline. While the University’s annual economic activity certainly impacts regional success, its primary role in addressing regional development is producing an educated workforce and citizenry.

To accomplish this task, the University seeks “diverse, motivated undergraduate and graduate students who want to learn and grow in a safe, small and supportive environment that promotes exploration and discovery.” The University sets itself apart through strong faculty, a commitment to individual attention, undergraduate research opportunities, hands-on learning experiences, and a focus on career preparedness. Additionally, the University seeks a campus atmosphere that feels more like home and less like a large and anonymous state institution. Surprisingly, for an institution of its size, Clarion offers more accredited degrees than any of its peers in the Pennsylvania State System of Higher Education [PASSHE]. The University also offers multiple distance learning options that are convenient for its rural population and those beyond.

### 2.13 Academic Vision

If a university’s mission represents its core beliefs, then a university’s vision represents the institution’s highest goals and aspirations. At Clarion University, that vision is centered on leading “high-impact educational practices that benefit students, employers, and community partners.” This means charting an academic and institutional strategy based on measured results that directly tie in with local business partners and regional employment market needs. The University also highlights educational practices such as active learning, clinical experiences, collaborative assignments, undergraduate research and capstone projects. Clarion University offers associate, bachelor, and master’s degree programs across three academic colleges:

- College of Arts, Education & Sciences
- College of Business
- Venango College



## 2.14 Venango Campus, Venango College and Clarion University

The Venango campus serves as the region's community college and is therefore where the University's academic mission and vision is closest and most responsive to the workforce it seeks to impact. The Venango campus also has a uniquely close relationship to Oil City since the campus and most of its major capital funding has come directly from the local community, instead of the State.

In 2010, Venango College was created as a separate administrative and academic entity, distinct from the Venango campus. Venango College is responsible for providing a wide range of degrees across the University, including numerous allied health and technical programs that range from Associate to Doctorate degree programs. This includes face-to-face instructional delivery at the Clarion and Venango campus, as well as a significant amount of online instruction.

## 2.15 Academic Programs

Each of the University's nationally accredited degrees conforms to strict academic standards and undergoes regular examination by both local and external entities. The University's academic programs place particular emphasis on hands-on academic training that prepares students for real-life employment situations and careers. In 2013, the University's top five areas of bachelor degrees, representing almost 70% of all degrees, were:

- |   |     |
|---|-----|
| ▪ Business and Marketing                    | 19% |
| ▪ Education                                 | 16% |
| ▪ Health Professions (and related programs) | 15% |
| ▪ Liberal Arts / General Studies            | 10% |
| ▪ Communication / Journalism                | 8%  |

Programs delivered at the Venango campus utilize a practice-based approach and include a range of the University's popular allied health programs, as well as criminal justice, applied science and applied technology. The Venango campus also hosts a number of certificate and continuing education courses, many of which are in conjunction with private sector business partners.

# 2

## CAMPUS PROFILE

2013-2033 Clarion University Facilities Master Plan  
Venango Campus  
February 2015

*Graphic 2.01*  
Venango Campus



## 2.2 HISTORY AND DEVELOPMENT

Though Clarion University has a history reaching back nearly 150 years to its origins as Methodist seminary, the Venango campus is a relative newcomer, with its first class offering in 1961. Still, the Venango campus is one of Pennsylvania's first community colleges—if not the first—and the story of its creation closely ties it to the community it serves and reveals Venango College's enduring entrepreneurial spirit.

### 2.21 Academic History

By the 1950s, Oil City and Venango County were seeing significant demographic declines as local and regional industry (driven by the energy and manufacturing sectors) began to leave en masse for other parts of the country or overseas. Oil City, still a location with relatively significant financial resources (it was once the headquarters of Standard Oil and Quaker State) identified the lack of a local provider of higher education as a significant long-term economic risk.

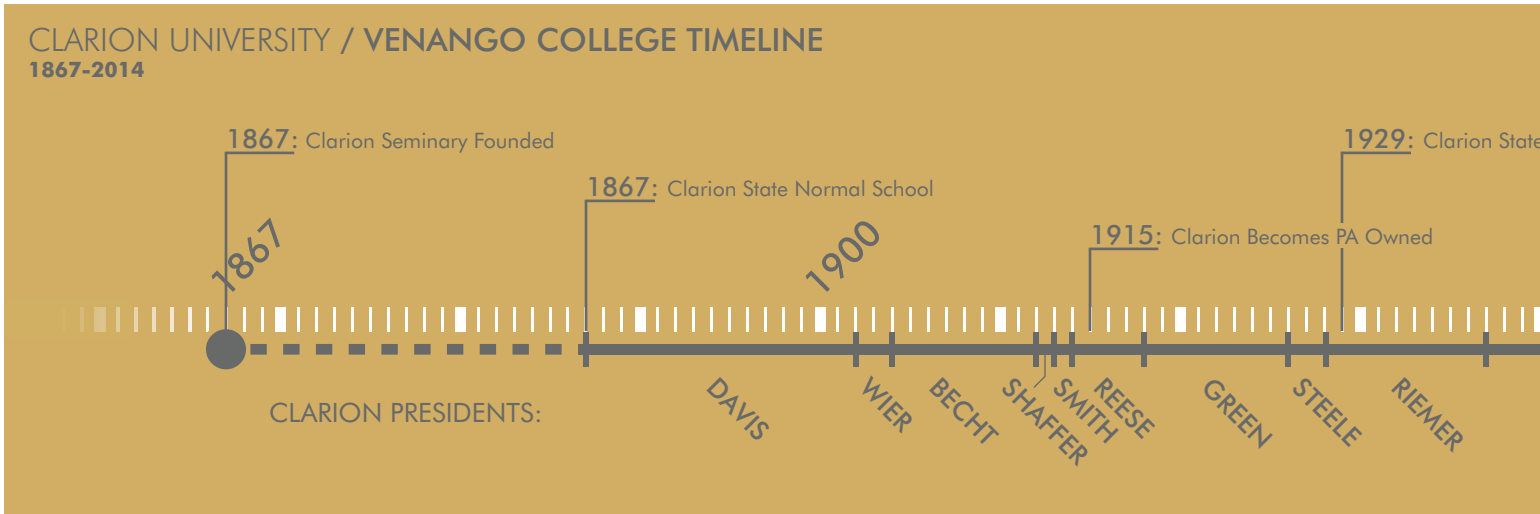
By the end of that decade, local Oil City leaders led a successful drive to partner with Clarion University (then known as Clarion State College, with a single location in the Borough of Clarion) to create Pennsylvania's first community college. Despite significant headwinds, including a lack of State-level commitment or financial support of community college-level education, the College welcomed its first class of 131 students in the Fall of 1961.



Graphic 2.02  
Aerial View of Venango College

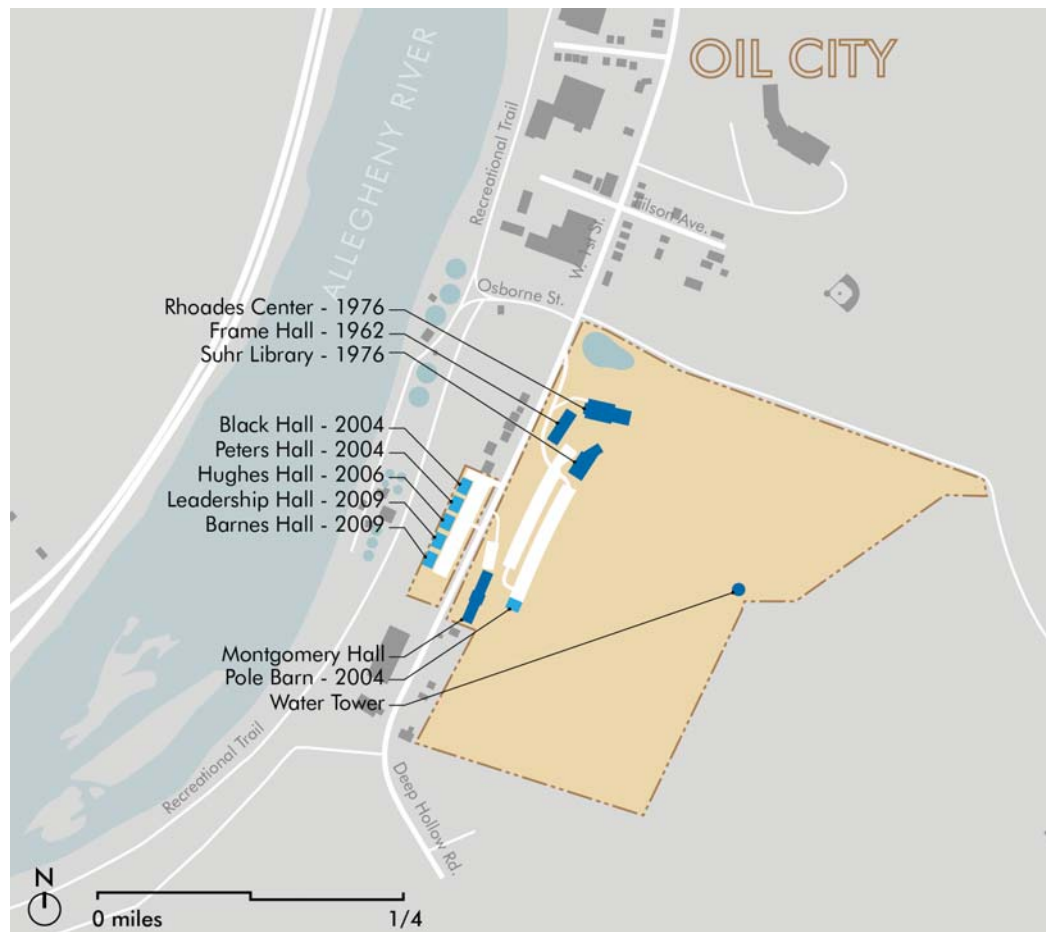


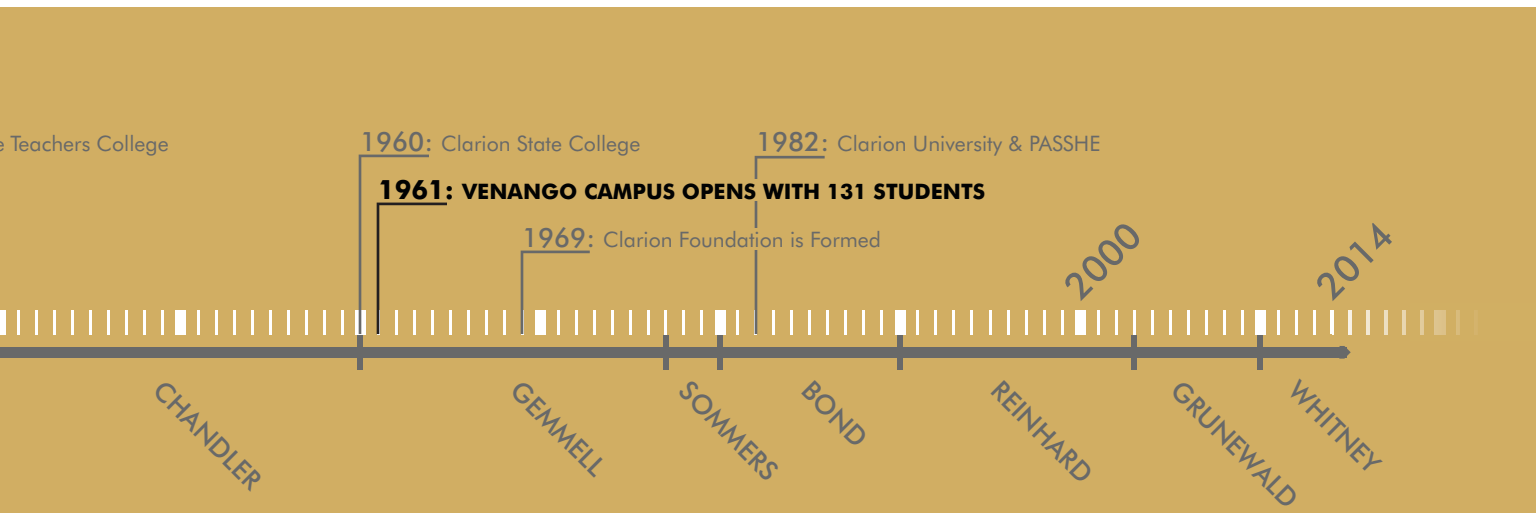
# 2 CAMPUS PROFILE



Graphic 2.03  
Construction / Renovation Dates  
Venango Campus

- Demolished
- Pre-1900
- 1900-1950
- 1950-2000
- 2000 and Beyond





## 2.22 Campus Development

Once the partnership between the University and the Oil City community was forged, Clarion's then-President, Dr. James Gemmell, marshaled tremendous local support, despite no State funds, to raise over \$350,000 to purchase land and build the Venango campus on the southwest periphery of Oil City. Over time, the campus has grown from its original Frame Hall to include a collection of classroom, student life and even housing facilities.

Today, the Venango campus includes University-owned land that spans First Street and much of the adjacent hillside to the east, as well as Foundation-owned land that is located between First Street and the Oil City water and waste water treatment facility to the west.

The Venango Campus also features a number of architecturally significant structures. Frame Hall, the campus's original building, is noteworthy for its Modernist style. Along with Suhr Library and the Rhoades Center, the three buildings form a tight and intimate cluster between the Allegheny River and the adjacent hillside. This cluster is accompanied by Montgomery Hall (the former private-housing, turned-public dorm, turned-academic building), as well as several Foundation-owned wood frame apartment buildings along First Street.

Venango's buildings range from brand new to over 50 years of age. Overall, the campus has a fairly homogenous aesthetic that is dominated by beige brick and boxy Modernist forms.

Graphic 2.04  
 Clarion University | Venango  
 Campus Timeline

Graphic 2.05  
Suhr Library



## Modernist Brick Academic Centers

Venango's core academic buildings are similar in scale, massing and exterior features. All have beige brick cladding, minimal fenestration, and boxy, low-slung massing.

Examples: Frame, Rhoades, Suhr Library

Graphic 2.06  
Venango  
Apartment  
Housing



## Vernacular Residential

In recent years, Venango has added wood-framed apartment housing along First Street. These buildings are of a simple vernacular design and not aesthetically distinctive.

Examples: New Housing #1 through #5

Graphic 2.07  
Montgomery Hall



## Other

Montgomery Hall, originally built as private housing, is a brick-clad, double-loaded dorm-style building. It is of no particular style and not aesthetically distinctive.

Examples: Montgomery





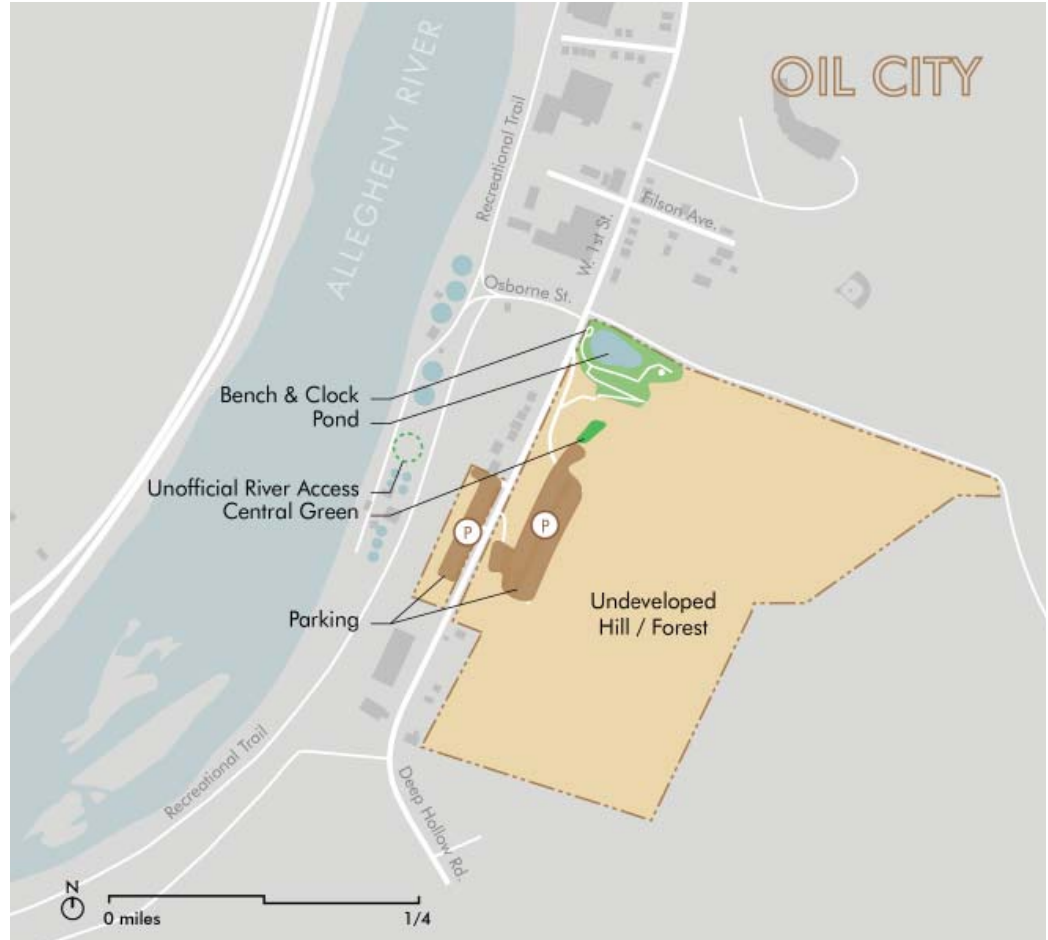
Graphic 2.08  
Frame Hall Shortly  
After Construction



Graphic 2.09  
Frame Hall Shortly  
After Construction

# 2 CAMPUS PROFILE

Graphic 2.10  
Open Space  
Venango Campus



Graphic 2.11  
Venango Campus Landscape



## Open Space Development

Set in the hills of rural northwest Pennsylvania, rolling slopes, undeveloped forests and an abundance of open space are prominent characteristics of the 65 acres which comprise the Venango campus.

The Venango campus can be walked from end-to-end in about five minutes, but the hilly topography, the main parking area and First Street break the campus into three distinct and isolated zones:

- The main academic cluster
- Montgomery Hall
- The down-slope housing along First Street

The space between these zones features Venango's best open space, which is a wooded slope along First Street. The remaining portions of the campus are generally dominated by parking areas, service roads and First Street. These vehicle-dominated areas do not have clear pedestrian and vehicular separation, are generally of varying widths and lack defined edges.

Beyond these three activity zones, significant open spaces on the Venango campus include the recently reconstructed Pond and the forested hillside to the East. The improvements to the Pond have created walking and resting areas and provided a pleasing campus entrance, which presents a positive public face for the campus.

Currently, buildings or parking lots cover nearly all of the Venango campus's developable land; most of the campus's remaining land is severely sloped and covered by trees.



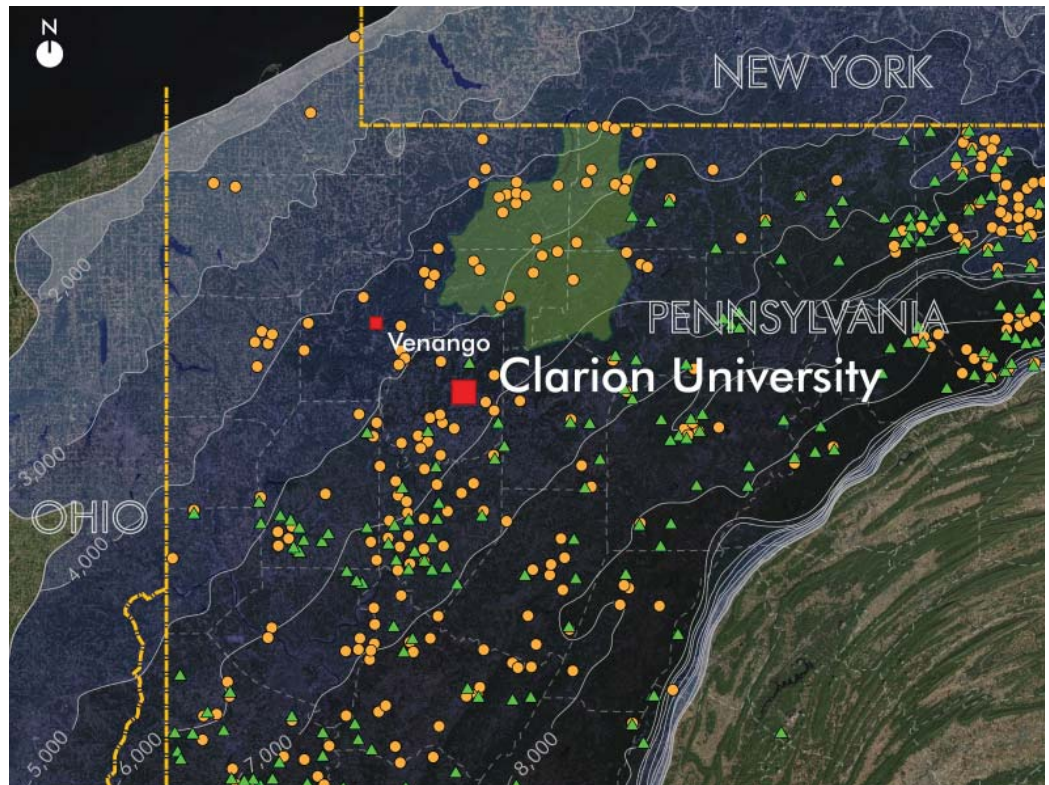
# 2 CAMPUS PROFILE

Graphic 2.13  
Clarion River Valley



Graphic 2.14  
Marcellus Shale Field

New Drilling Site (2011) ●  
New Drilling Permit (2011) ▲



## 2.3 REGIONAL RELATIONSHIPS

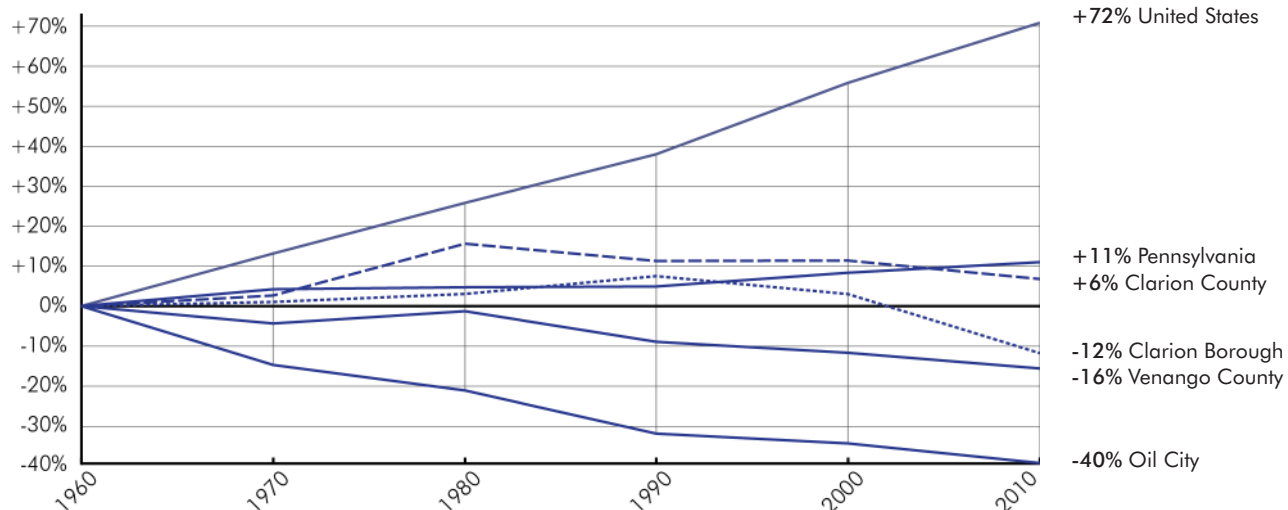
The University has the important role of creating an educated workforce—as well as being a large provider of employment itself—for the surrounding area. Therefore, the institution is inextricably tied to its regional context, including any initiatives towards its overall improvement.

### 2.31 Northwest Pennsylvania

With a population of about 1 million residents, northwest Pennsylvania is dotted with small rural towns and villages; the largest city in the area, Erie, has a population of 100,000. While the region has a rich past, including a history of original Native American settlements, Underground Railroad activity, and the nation's first oil boom, the stagnant population and economic growth continue to present challenges to future planning and job creation.

The landscape of northwest Pennsylvania is defined by forests, hills and the Marcellus Shale Field. The Allegheny National Forest covers over 500,000 acres of land, offers year-round outdoor recreation opportunities, and includes the largest area of old-growth trees in Pennsylvania. The Marcellus Shale Field stretches along the western side of the Appalachian Mountains. The recent expansion of natural gas drilling (hydraulic-fracturing or "fracking") across the U.S. has renewed interest in the energy resources of northwest Pennsylvania, although the economic and environmental opportunities and consequences are uncertain.

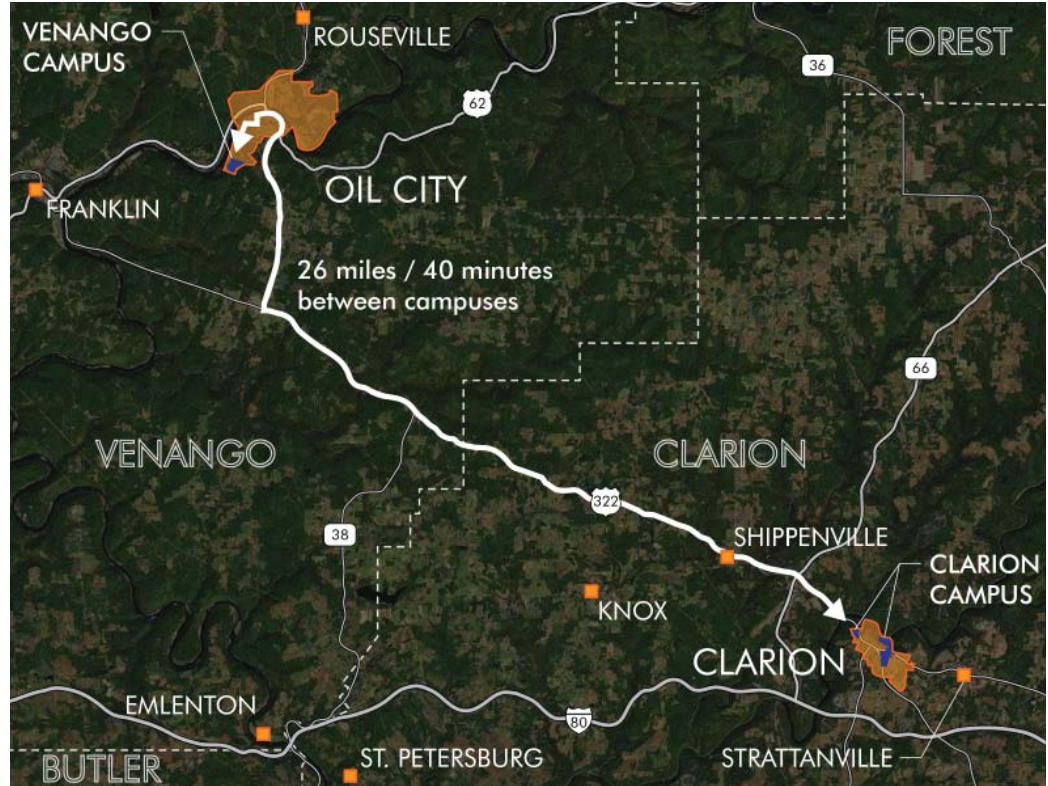
Graphic 2.15  
 Population Change since 1960





# 2 CAMPUS PROFILE

Graphic 2.16  
Campus Locations



Graphic 2.17  
Oil City, 1896

Graphic 2.18  
Oil City, 2011

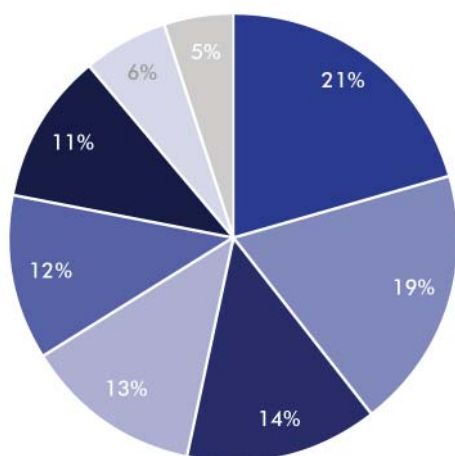




## 2.32 Venango County and Oil City

The University's Venango campus sits just within the boundaries of Oil City (10,500 residents), the largest city of Venango County (55,000 residents). Venango County was the center of the nation's first oil boom in the mid-1800s. Oil City was founded in 1860 and served as the oil capital of the nation, at one time holding the headquarters of Pennzoil, Quaker State, Wolf's Head, and Standard Oil. As Pennsylvania's oil was depleted, companies began relocating outside the region. Oil City's population peaked at 22,075 in 1930; today, the city's population is less than half that. Like many older industrial centers, Venango County is challenged by declining economic and demographic figures. Recently, Oil City has made efforts to revitalize its downtown and celebrate its oil history and Victorian Architecture.

### Venango County Employment Sectors



Graphic 2.19  
 Venango County Employment Sectors  
 2011

- Education / Sci. & Tech Services
- Wholesale / Retail
- Manufacturing
- Mining, Construction, Transport
- Health Care & Soc. Assistance
- Public Admin & Other
- Tourism and Food Services
- Info., Finance, Real Estate

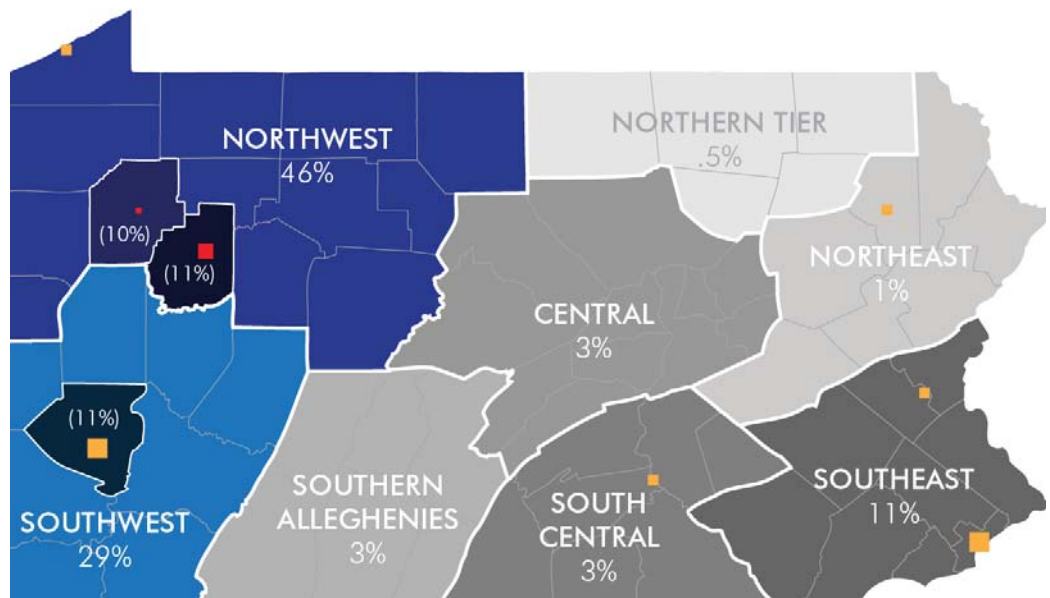
# 2 CAMPUS PROFILE

Graphic 2.20  
PASSHE Universities



Graphic 2.21  
Regions of Student Origin, 2011

- Northwest ●
- Clarion County ●
- Venango County ●
- Southwest ●
- Allegheny County ●
- Southeast ●
- Southcentral ●
- Central ●
- Southern Alleghenies ●
- Northeast ●
- Northern Tier ●



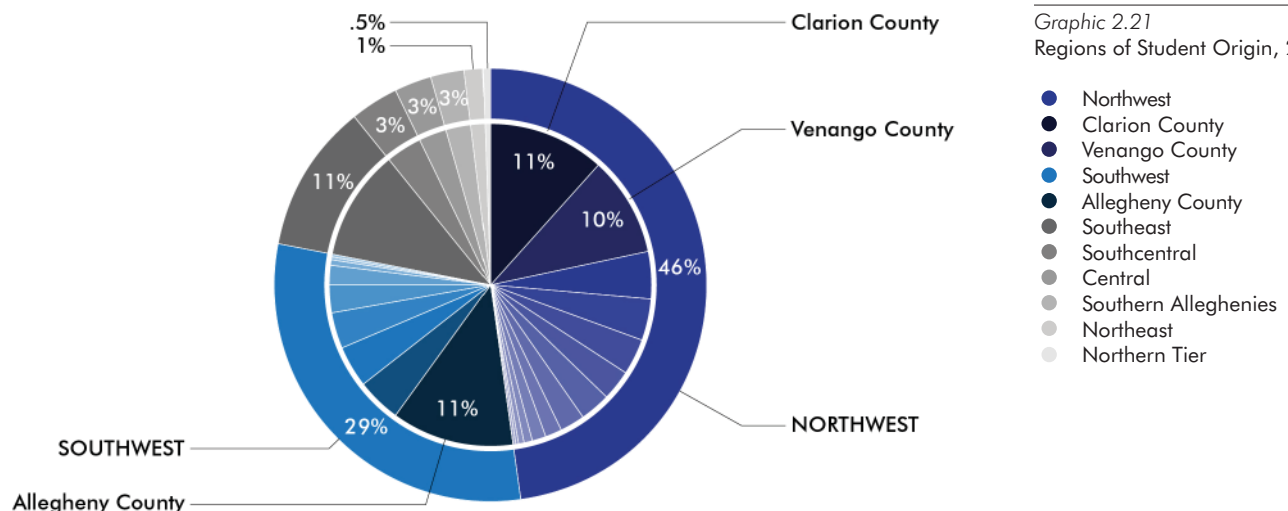
## 2.33 PASSHE System

The Pennsylvania State System of Higher Education [PASSHE] is a network of 14 state-owned public universities and is the tenth-largest university system in the United States. PASSHE schools are separate from state-related institutions, which receive public funds but are not under the control of the State system (this latter group also includes the University of Pittsburgh, as well as Lincoln University, Penn State University and Temple University in Philadelphia).

In 1857, the Commonwealth of Pennsylvania created 12 normal school districts across the state, and the Clarion State Normal School was recognized as one of these schools in 1887. Subsequent acts required the State to purchase its normal schools, transform them into teacher's colleges, and eventually into state colleges. Act 182 of 1982 established the PASSHE system and converted its member colleges into universities. Today, each PASSHE school competes in NCAA Division II athletics and is a member of the Pennsylvania State Athletic Conference. Members include:

- Bloomsburg University
- California University
- Cheyney University
- Clarion University
- East Stroudsburg University
- Edinboro University
- Indiana University
- Kutztown University
- Lock Haven University
- Mansfield University
- Millersville University
- Shippensburg University
- West Chester University

## Regions of Student Origin





# 2

## CAMPUS PROFILE

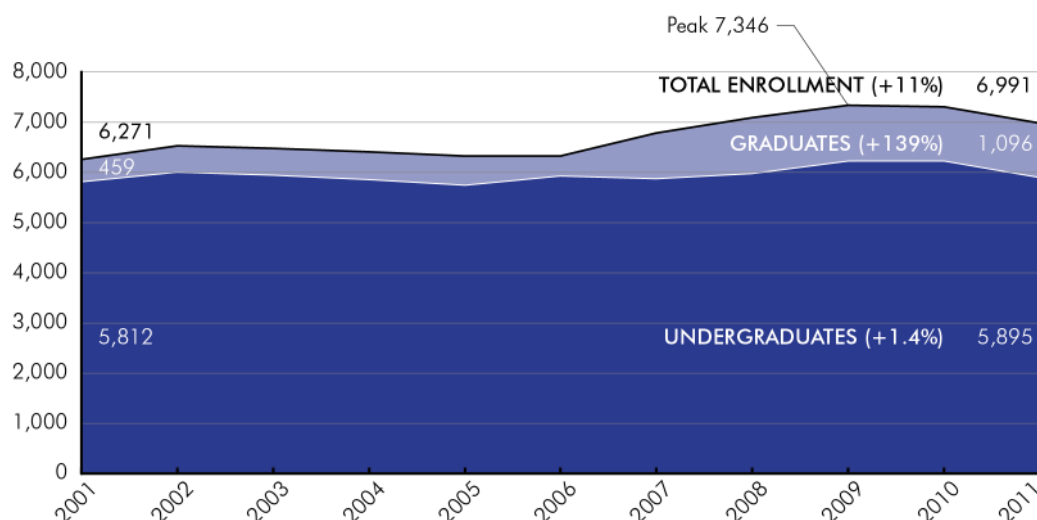
*Graphic 2.22*  
Student Housing at Venango  
Campus



## 2.4 CHARACTERISTICS

With a total enrollment of 6,991 students in 2011, Clarion University's student body had increased by 11% from 2001; however, enrollment has since dropped by 17% from its 2010 peak and is now at a similar level to the early 2000s, prior to the 2007-08 financial crisis. The majority of growth was among graduate students, which accounted for 16% of the student body in 2011. At Venango, the on-campus population has doubled over the last ten years to a headcount of over 1,000 students.

The student profile at the Venango campus differs significantly from that of the Clarion campus. While both campuses are generally commuter campuses, the Clarion campus is decidedly more residential in character. Venango students are overwhelmingly from Venango County and therefore generally reflect its demographic composition.



Graphic 2.23  
 Total University Enrollment,  
 2011-2011



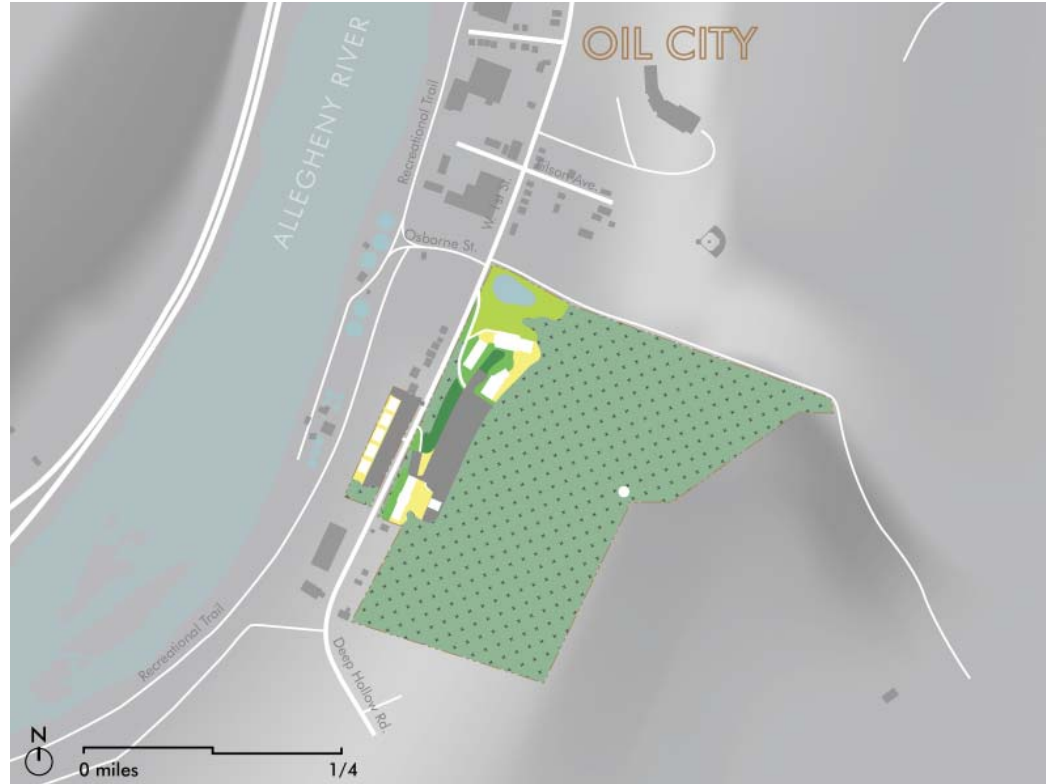


VENANGO CAMPUS  
CONDITIONS ASSESSMENT 3

# 3 CONDITIONS ASSESSMENT

Graphic 3.01  
Clarion Campus  
Landscape Typology

- Undefined ●
- Park ●
- Traditional Open Lawn ●
- Traditional Treed Lawn ●
- Natural Landscape ●
- Utilitarian ●



Graphic 3.02  
Stepped Landscape



Graphic 3.03  
Treed Lawns



Graphic 3.04  
Park Landscape



Graphic 3.05  
"No Man's Land"



### 3.1 LANDSCAPE ASSESSMENT SUMMARY

Landscape is a critical component of the campus environment. While often viewed as an afterthought or “luxury,” the landscape is one of several important elements that define a great campus environment. A successful landscape works in conjunction with buildings, topography and circulation to create memorable places and knit together disparate campus elements into a cohesive and curated experience.

The University’s Venango campus comprises the following two primary landscape zones:

- A cultivated landscape, which is more diverse and includes a variety of spaces that have been influenced over time by campus growth, topography and function
- A natural woodlands landscape, which encompasses close to 80% of the property and is characterized primarily by forested slopes

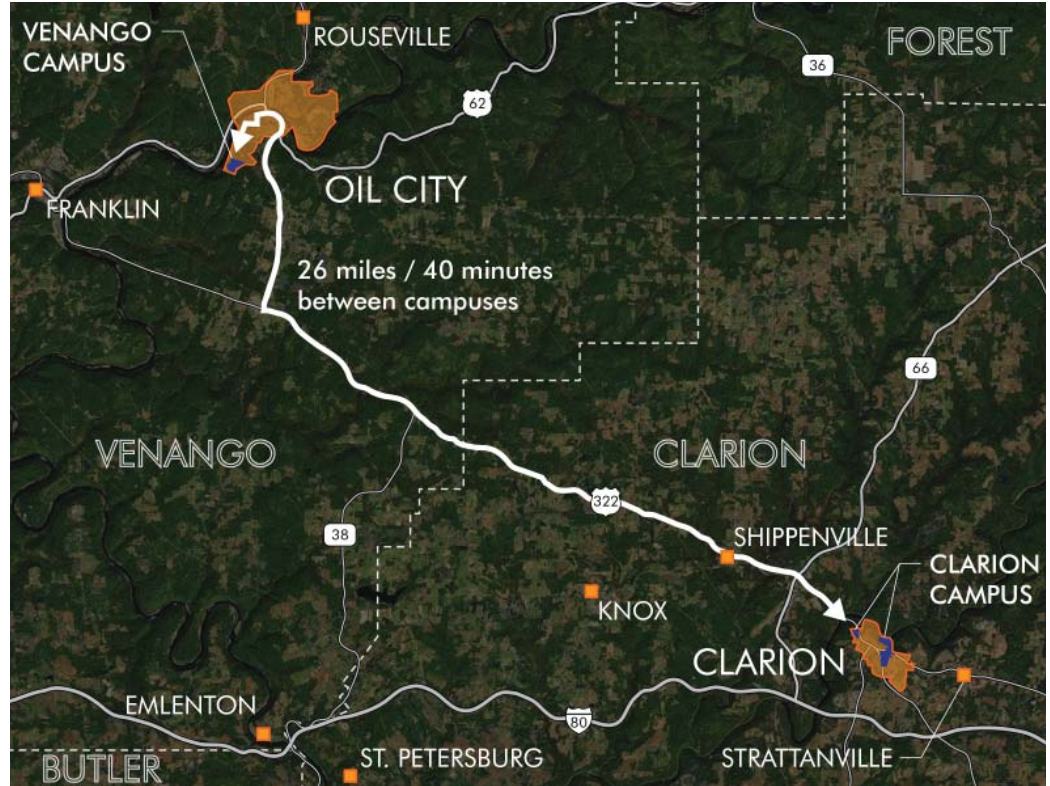
While the Venango campus offers a solid foundation upon which to build, the fragmented state of its landscape tends to detract from the campus’s image as a whole. Significant observations and recommendations from the landscape analysis are described below:

- The Venango campus has a very different identity from the Clarion campus in terms of architectural style, campus layout and site elements.
- The landscape elements around the Pond convey a very different character (traditional) than the rest of the campus (contemporary). Interviews indicated that the Pond is considered to be more connected to the community than the campus, and the different character of the Pond (as well as the topographical difference) tends to reinforce this.
- The topography associated with the campus presents both challenges and opportunities for a better functioning campus environment. The landscape can be used to accentuate the positive qualities of the topography and mitigate the negative qualities.
- As the campus evolves, there should be more investment in tree canopy coverage and less on planting and maintaining shrub beds. Consideration, however, should be given to using large shrub masses to address particularly challenging slopes (such as the slope between Rhoades and Frame).
- There should be focus on introducing more plants with seasonal interest and increasing the variety of plant species. The woodland backdrop provides an effective unifying element that allows for the planting of more plant varieties.
- The University should apply a standard family of materials and furnishings throughout the campus, except for very unique circumstances where a different standard is warranted. Currently, the materials and furnishings used on the Venango campus lack a consistent language. Lighting and furnishings around the Pond, however, have received a significant investment.
- Physical and visual connections to the surrounding natural areas are of great importance. As such, it is critical to incorporate natural areas—physically and symbolically—into the campus landscape. The existing natural areas are a highlight of the Venango campus, and further work should enhance important vistas and direct views.
- Outdoor spaces and significant landscapes should be named to elevate their importance.

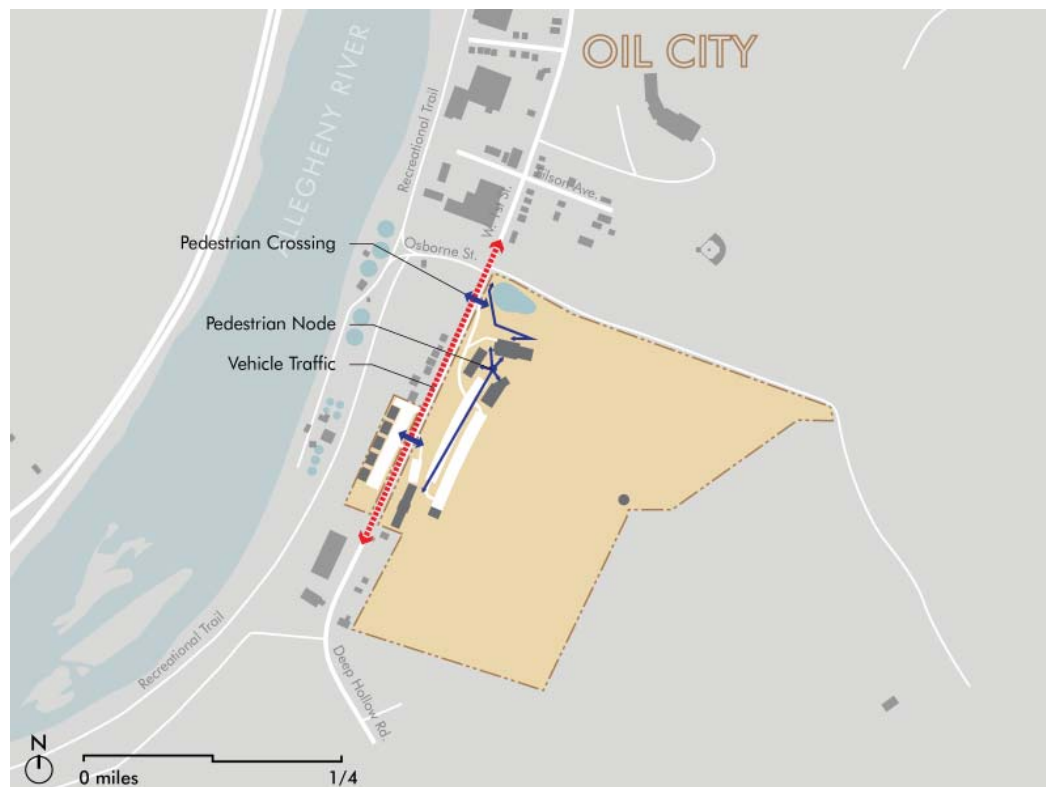
# 3

## CONDITIONS ASSESSMENT

Graphic 3.06  
Campus Locations



Graphic 3.07  
Venango Campus Access



## 3.2 CIRCULATION AND PARKING ASSESSMENT

Interstates 79 and 80, as well as a network of rural highways, keep the region and the University connected to other communities via car, but few other modes of transit connect Oil City or Clarion Borough with surrounding cities. Without a personal motor vehicle, travel beyond campus boundaries can be challenging; even with a car, the Clarion and Venango campuses are approximately 40 minutes apart.

### 3.21 Campus Pedestrian Circulation

The Venango campus is nearly inaccessible without a car. An hourly public bus route connects the campus to downtown Oil City, but the Venango campus's remote location at the edge of city limits isolates the campus from commercial activity.

Balancing the need for convenient vehicular access and the desire for a pedestrian-friendly environment is a constant challenge for many college and university campuses. Within the boundaries of the Venango campus, steep terrain, loosely defined paths, inclement weather, and large parking lots can make walking a burden to be avoided rather than a natural first choice. In addition, the absence of sidewalks may further deter pedestrian circulation. A specific challenge is the poor connection between the housing located at the lower elevation on the west side of First Street and the remainder of the campus.

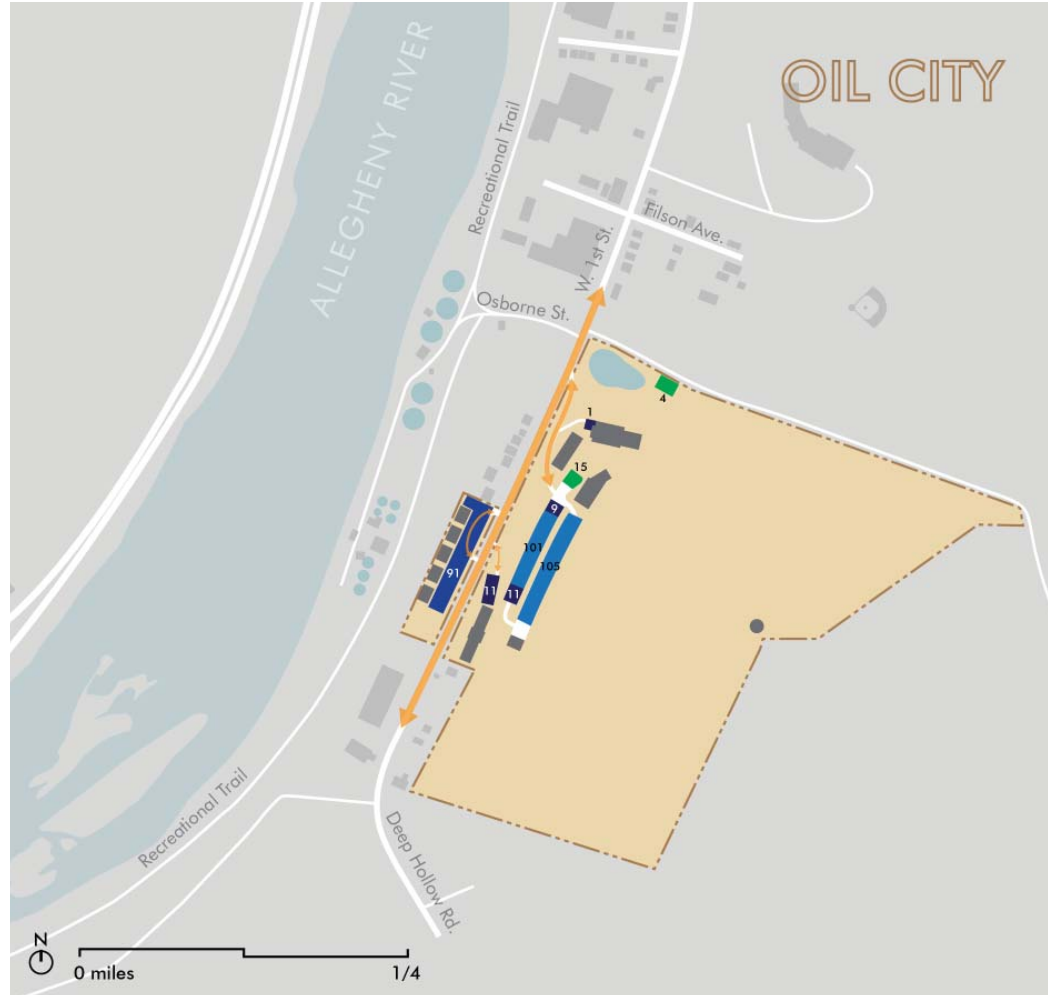
An exception to the campus's lack of pedestrian infrastructure is the long, switchback ramp that travels downhill from the backside of Rhoades to the recently reconstructed Pond. On the eastern end of the Pond, the path leads to a gazebo; to the west, the path ends at an ornamental clock tower and park bench. The clock is easily seen by the passing traffic and is a well-regarded signpost for the Venango campus.



# 3 CONDITIONS ASSESSMENT

Graphic 3.08  
Venango Campus Parking

- Visitor Lot ●
- Commuter Lot ●
- Residential Lot ●
- Employee Lot ●
- Automobile Access —



Graphic 3.09  
Residential Parking



### 3.22 Campus Vehicular Circulation

Extending south from the center of Oil City, First Street both connects and divides the Venango campus. With the addition of student housing, First Street now separates the residential side of campus (to the west) from the academic side of campus (to the east). High-speed traffic and the absence of traffic lights, crosswalks and sidewalks make the pedestrian crossings feel dangerous. The automotive connectivity between the residential and academic sides is no more convenient because residential parking entrances are not aligned with the primary academic parking entrance.

A steep driveway travels uphill to connect First Street to the tiered academic parking lots above. The steep hill of the academic campus forces parking to follow the terrain in long, thin lots. Although there are only four academic buildings at Venango, Montgomery Hall is separated by almost 1/8 of a mile from Frame, Suhr and Rhoades. The long stretches of parking that lie between have become the default pedestrian route across the campus.

### 3.23 Parking

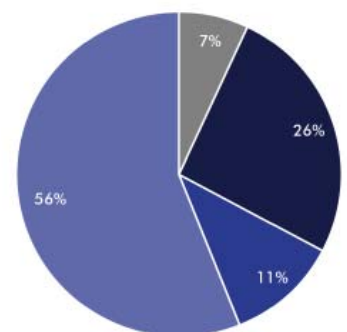
Clarion's Venango campus's parking consists of surface lots reserved for specific users such as employees, visitors, commuter students and residents. Lots have been inventoried by the number of spaces per lot, and users in November 2012 and February 2013. Assignments across the campus' six lots are as follows:

▪ Commuter Students	183 spaces
▪ Faculty & Staff	36 spaces
▪ Residents	85 spaces
▪ Visitors	8 spaces
▪ Handicap	15 spaces
Total	327 spaces

The majority of campus parking (205 spaces) is contained in two lots with spaces delineated 90 degrees and a one-way traffic flow, which is meant to minimize conflicts due to the grade and sight distance of the driveways serving these lots. A small, dead-end parking lot is provided for visitors and staff in front of Frame Hall; some of the spaces in this lot are as narrow as eight feet. In addition, trucks unload at the end of this lot, which disrupts vehicular access to these spaces as well as pedestrian circulation. A small lot for employees is located adjacent to the lower level of Montgomery Hall, but due to its size and angled parking, it is difficult for larger vehicles to exit these spaces. During peak attendance events on campus, such as commencement, the nearby electric utility company (Penelec / First Energy) allows campus visitors to park at their lot across First Street.

Although faculty and student parking areas are marked with signage, the restrictions do not appear to be strictly enforced. A number of parked vehicles were observed along First Street, despite the presence several "No Parking" signs. The campus may benefit from better-defined limits and enforcement of parking restrictions.

For the 2012-13 school year, the University charges \$50 per semester and \$100 per year for commuter student parking permits. Parking is included in the charges for on-campus



Graphic 3.10  
 Venango Campus  
 Parking Spaces by Lot Type, 2013

- Visitor & Handicap Space
- Commuter Parking Space
- Employee Parking Space
- Resident Parking Space

residents, and employees receive a no-cost sticker to park on campus. One security officer currently enforces permit violators from 1:30 PM to 9:30 PM, Monday through Friday.

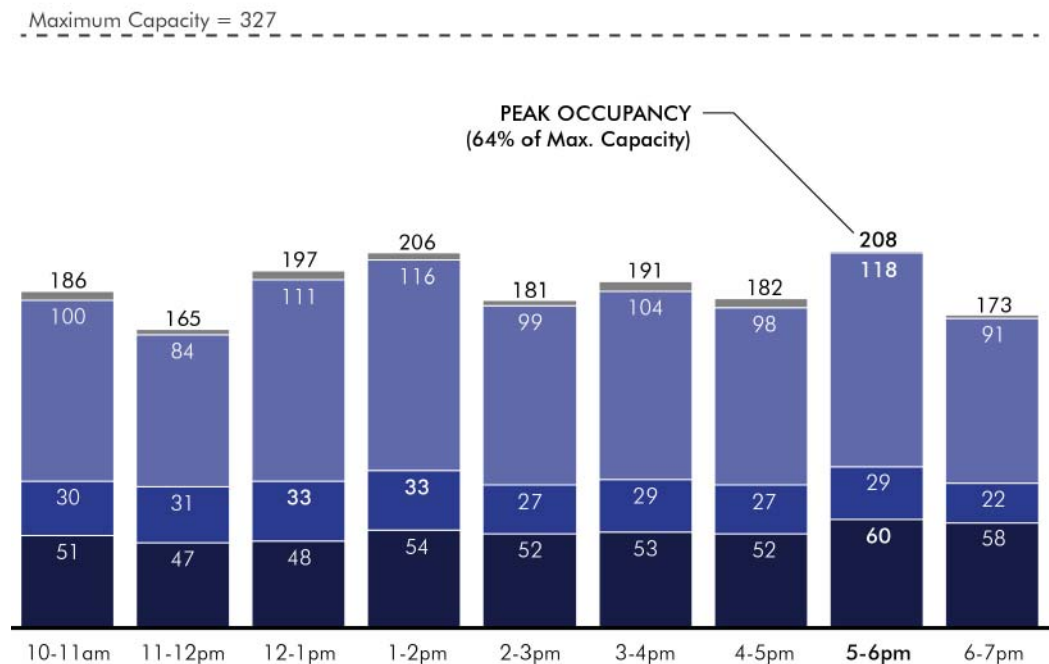
### Parking Demand Study

Data was collected on a typical peak day to determine the usage of spaces by type and location for the Venango campus. Parking accumulation counts were conducted on Monday, February 18, 2013 from 10am to 7pm. As shown on Graphic 3.11, the maximum occupancy of all spaces on campus occurred between 5pm and 6pm, when 208 parked cars were counted or 64% of all spaces. Maximum usage by type (student, faculty, etc.) determined that faculty spaces were nearly full at 92%, with student spaces at 64% and handicap spaces at just 13%. The lower faculty/student lot (the parking bay that runs from Frame Hall to Montgomery Hall) was observed at or near capacity during the day. The the parking aby above never exceeded 50% of capacity. In addition, five vehicles were observed parked along West First Street, adjacent to the campus.

Based upon this observation, it appears that the Venango campus has more than sufficient on-site parking for today's needs, and that there is significant capacity to accommodate additional on-campus population growth.

Graphic 3.11  
Venango Campus  
Peak Parking Usage  
(Monday, February 18, 2013)

- Visitor & Handicap Space ●
- Commuter Parking Space ●
- Employee Parking Space ●
- Resident Parking Space ●







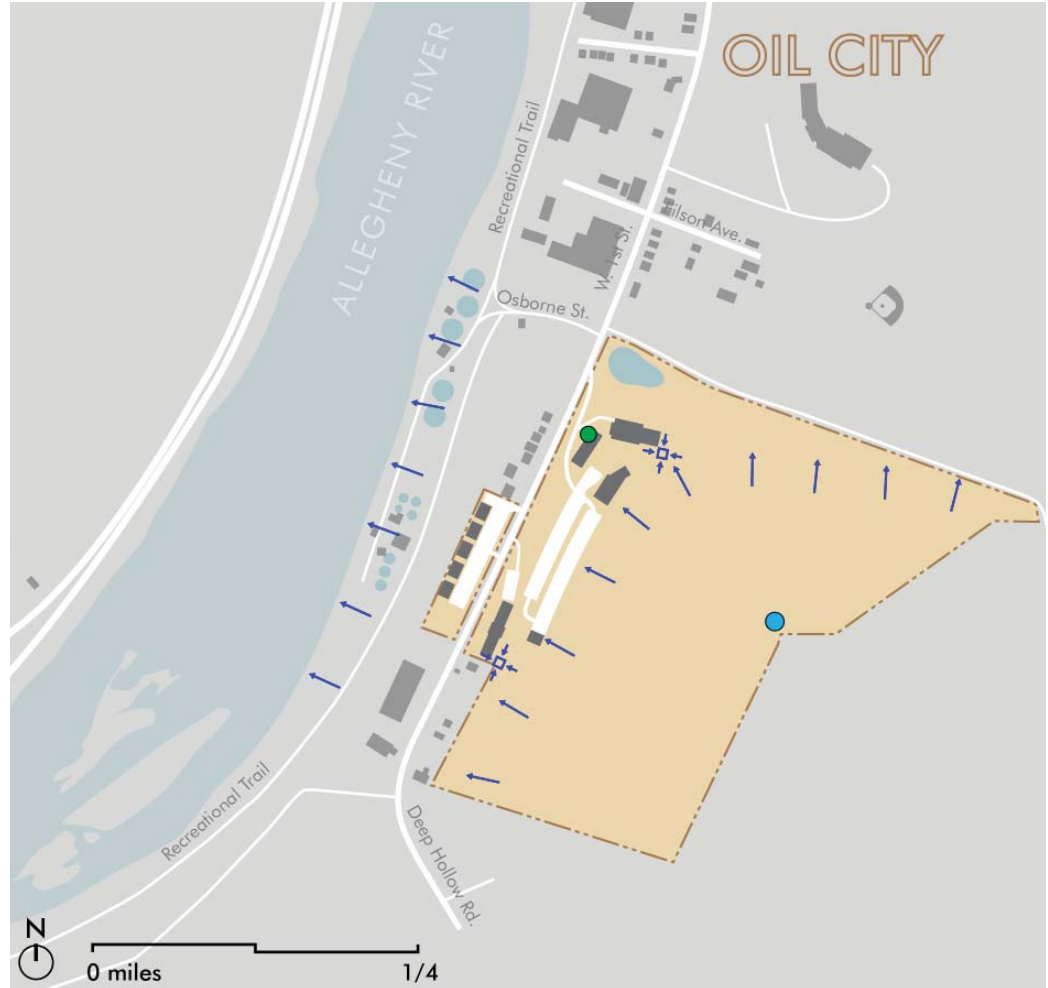
Graphic 3.12  
Parking near Entrance to  
Venango College



Graphic 3.13  
Parking Lots form Terraces  
Stepping up the Hillside

Graphic 3.14  
Venango Campus Infrastructure

- Water Tower ●
- Fiber Optic Node ●
- Stormwater Drain □
- Stormwater Runoff →



### **3.3 INFRASTRUCTURE ASSESSMENT SUMMARY**

#### **3.31 Central Utility Systems**

There are no centralized systems at the Venango campus. All buildings have independent mechanical systems.

#### **3.32 Water System**

The Venango campus is serviced by a water tower located in the wooded area, upslope of the campus. Some of the campus is also serviced via water service lines that are located along First Street.

#### **3.33 Sanitary System**

Sanitary sewer service is provided throughout the campus and flows into a main service line located along First Street. This main line flows into the Oil City water and waste water treatment plant located off of Osborne Street. This treatment plant is located northwest of the Venango campus's housing buildings on First Street.

#### **3.34 Storm Sewer System**

Stormwater runoff is divided into three drainage areas for the Venango campus.

- The first drainage area encompasses the majority of the campus, with the exception of the Pole Barn and Montgomery Hall. This drainage area, as well as upslope areas behind the parking lot, flows overland or into storm sewers to the existing stormwater management pond located at the intersection of First Street and Osborne Street.
- The second drainage area consists of the Pole Barn and Montgomery Hall. This area flows overland or into storm sewers and discharges into storm sewers located along First Street.
- The third area includes the housing located on the west side of First Street. The runoff in this area is directed into storm sewers and discharges to a tributary of the Allegheny River.

#### **3.35 Natural Gas System**

The Venango campus is serviced by natural gas lines which originate from a main distribution line along First Street.

#### **3.36 Electric/Telephone/Data System**

The Venango campus is serviced by electric, telephone and data main lines that are located along First Street.

### 3.4 BUILDING ASSESSMENT SUMMARY

Physical condition assessments were performed for ten University buildings at the Venango campus. Buildings constructed or renovated within the past five years, as well as those scheduled for renovation or demolition, were not included in the condition assessment.

#### ***“Protected Building” Determination***

At the outset of conditions assessments, building were evaluated for their landmark/heritage status and/or value of their cultural contribution. Clarion’s FMP planning process endeavors to preserve and restore buildings deemed “protected” because they are either:

- Legally bound to protect and preserve the building
- Though not legally protected, the building none the less provides a significant and positive cultural and aesthetic contribution regarding:
  - History of campus development, or
  - A seminal moment in campus and/or community history, or
  - Is of significant importance to alumni

Buildings deemed “protected” are not to be removed from the campus’ inventory regardless of condition, adaptability or utilization assessment unless they pose a significant and serious threat to life safety that cannot be mitigated.

There are no buildings on the Venango campus deemed “protected.”

#### ***Conditions Assessment Approach***

The conditions assessment was conducted in November and December of 2012. The assessment methodology consisted of the visual inspection of each building and discussions with facilities personnel regarding building maintenance and operation. Twenty individual building systems were analyzed and graded on a four-point scale:

- 1.0-1.4 =Poor
- 1.5-2.4 =Fair
- 2.5-3.4 =Good
- 3.5-4.0 =Excellent

The principal assessment finding is that most of the University building inventory is currently in good condition. However, it is projected that significant capital improvements will be required within the next five to ten years to replace major building components in as many as one half of the buildings surveyed. These components include heating, ventilating, cooling, electrical and plumbing systems. Window and roof replacement within some of the University buildings should also be anticipated. The underlying reason for the need of building systems to be replaced is age; many of these building systems have reached, or are nearing, the ends of their useful service lives. Increasingly, these systems will become less reliable, more inefficient in their performance, and more costly to operate and maintain.

# 3

## CONDITIONS ASSESSMENT

	V - Service		V - E & G			V - Auxiliary			Venango - Student Housing					
	Pole Barn (Venango)	OVERALL SCORE	Frame Hall	Montgomery Hall	OVERALL SCORE	Rhoades Center	Suhr Library	OVERALL SCORE	Barnes Hall (Housing)*	Black Hall (Housing)*	Hughes Hall (Housing)*	Leadership Hall (Housing)*	Peters Hall (Housing)*	OVERALL SCORE
Building Site	2.0	2.0	2.5	3.0	2.8	3.0	2.5	2.8	4.0	4.0	4.0	4.0	4.0	4.0
Building Structure	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0
Building Exterior: Enclosure	2.5	2.5	2.5	3.0	2.8	3.0	2.0	2.5	4.0	4.0	4.0	4.0	4.0	4.0
Building Exterior: Roof	2.5	2.5	2.5	2.0	2.3	2.5	2.5	2.5	4.0	4.0	4.0	4.0	4.0	4.0
Building Exterior: Windows	-	-	3.0	2.5	2.8	3.0	2.5	2.8	4.0	4.0	4.0	4.0	4.0	4.0
BUILDING SUPERSTRUCTURE	2.5	2.5	2.7	2.7	2.7	2.9	2.5	2.7	4.0	4.0	4.0	4.0	4.0	4.0
Plumbing Systems	2.5	2.5	3.0	3.0	3.0	2.5	1.5	2.0	4.0	4.0	4.0	4.0	4.0	4.0
Heating, Cooling and Ventilation Systems	2.5	2.5	2.0	2.0	2.0	3.0	1.5	2.3	4.0	4.0	4.0	4.0	4.0	4.0
Fire Protection System	-	-	-	-	-	-	-	-	4.0	4.0	4.0	4.0	4.0	4.0
Fire Alarm System	-	-	2.0	2.0	2.0	2.0	2.0	2.0	4.0	4.0	4.0	4.0	4.0	4.0
Telecommunications and Security	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0
Electrical System: Lighting	1.0	1.0	3.0	3.0	3.0	3.0	2.5	2.8	4.0	4.0	4.0	4.0	4.0	4.0
Electrical System: Power	2.5	2.5	3.0	2.0	2.5	3.0	1.0	2.0	4.0	4.0	4.0	4.0	4.0	4.0
BUILDING MEP	2.1	2.1	2.7	2.5	2.6	2.8	1.9	2.3	4.0	4.0	4.0	4.0	4.0	4.0
Building Enclosure: Doors/Door Hardware	2.5	2.5	3.0	2.0	2.5	3.0	2.5	2.8	4.0	4.0	4.0	4.0	4.0	4.0
Interior Finishes: Partitions	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0
Interior Finishes: Ceilings	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0
Interior Finishes: Floors	2.0	2.0	2.5	3.0	2.8	3.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0
Interior Finishes: Door and Door Hardware	2.0	2.0	3.0	2.5	2.8	3.0	2.5	2.8	4.0	4.0	4.0	4.0	4.0	4.0
Interior Finishes: Toilet Rooms	2.0	2.0	3.0	2.5	2.8	2.5	3.0	2.8	4.0	4.0	4.0	4.0	4.0	4.0
Interior Finishes: Built-In Furniture	-	-	-	3.0	3.0	3.0	-	3.0	4.0	4.0	4.0	4.0	4.0	4.0
Accessibility (2010 ADA Standards)	-	-	2.5	2.5	2.5	2.5	1.5	2.0	4.0	4.0	4.0	4.0	4.0	4.0
BUILDING INTERIOR AND FINISHES	2.1	2.1	2.9	2.7	2.8	2.9	2.6	2.8	4.0	4.0	4.0	4.0	4.0	4.0
OVERALL SCORE	2.2	2.2	2.7	2.6	2.7	2.8	2.4	2.6	4.0	4.0	4.0	4.0	4.0	4.0

Graphic 3.15  
Building Assessment Table



Graphic 3.16  
Building Condition Assessment  
Venango Campus

Excellent: 4  
Good: 3  
Fair: 2  
Poor: 1  
Not Assessed





### ***Cost of Deferred Maintenance***

As part of the above assessment, near-term repair and replacement needs were also estimated for systems that are currently in fair condition. These needs are grouped into three categories:

- 2013-2014      Immediate needs
- 2015-2022      Intermediate needs
- 2023+          Long-term needs

Systems and major pieces of equipment that are in good and excellent condition and would not need significant repair or replacement over the next 20 years are not included in the above categories. The cost of deferred maintenance at the Venango campus is (in unescalated, 2013 hard costs):

- 2013-2014      \$0.3M
- 2015-2022      \$3.4M
- 2023+          \$4.5M

### ***Repair v Replacement***

In the case of some buildings, the cost to repair an existing building approaches or exceeds the cost of replacement. When a building's repair costs near or exceed 75% of replacement costs, a building must seriously be considered for removal from the University's inventory. Buildings on the Venango campus where the repair value approaches or exceeds replacement value include:

Building	Repair	Replacement	Repair as % Replace
Suhr Library	\$1.9M	\$2.0M	95%

Generally, of all facilities, Suhr Library has the greatest deferred needs in all categories on the Venango campus.

The FMP's approach to managing deferred maintenance costs can be found in Section 9, as well as Appendix G.

### ***Buildings Recommended for Removal***

In addition to repair versus replacement value, buildings were also examined for:

- Adaptability – The ability for a facility to be easily repurposed for a new use/function
- Utilization – Amount of building occupied and regularly used

Buildings are to be removed from the campus facilities inventory when they are found to have all of the following:

- High repair v replacement costs and
- To be inflexible and
- To have low utilization

Based on these criteria, no buildings on the Venango campus are recommended for removal/demolition.



Graphic 3.17  
Suhr Library



Graphic 3.18  
Suhr Library

### 3.41 Building Exteriors

Building envelop conditions are generally in fair to good condition across the Venango campus, with roofs needing the most attention over the next ten years.

### 3.42 Building Interiors

Interior conditions vary across the campus, but are generally in good condition with the (manageable) exception of the Pole Barn.

### 3.43 Climate Control Systems

Building cooling is provided through a variety of chiller types and direct expansion equipment on a stand-alone building basis. When a new building is being designed (or a cooling system replacement is needed for an existing building) consideration should be given to equipment sizing that would allow for servicing of nearby buildings from a common chilled water plant. Doing so would help reduce the quantity of equipment to be maintained. A central utility plant, however, is not appropriate for the Venango campus.

Electric chillers are recommended for new / replacement chillers unless calculations based on current energy costs can justify the use of steam absorption chillers. Remote monitoring and alarming capability should be added to all buildings and accessible via the University's network and the Internet.

### 3.44 Plumbing Systems

The plumbing systems and conditions on campus vary. The lavatories, water closets and urinals, in most instances, are vitreous china but the condition typically matches the overall condition of each building. In some instances the faucets and restrooms have been upgraded with sensor flush valves and faucets. The buildings that do not have backflow prevention on them should have them installed as early as possible.

### 3.45 Electrical and Technology Systems

The electrical systems within the buildings vary. The lighting fixtures have been retrofitted to energy-saving T-8 lamped fixtures throughout the campus and this update should pay for itself in energy costs if it hasn't already done so. In general, the electrical systems condition matches the overall condition of each building. In some cases, the electrical system has received some updates, but for most buildings, when renovations occur, the electrical system should be upgraded as well.

### 3.46 Life Safety and Fire Protection Systems

The fire alarm systems in the majority of the buildings have been updated with Johnson Controls Metasys systems. This standardization makes it convenient when gathering data from the remote buildings and reporting to the police station. Only one or two buildings have absolutely no fire alarm or sprinkler system installed, but when the buildings are renovated the code will dictate if a manual or automatic fire alarm system is required to be installed; regardless, it is preferable to have a central fire alarm system installed in each building.

Future consideration should be given to the installation of a campus-wide warning system that alerts students and employees of a threat on the campus, either weather-related or manmade in nature, and to advise on appropriate action. This could be done through a voice system or mobile phone text message notification.

The majority of the buildings had emergency lighting systems provided either via battery pack fixtures or through the emergency generator. There does appear to be periodic maintenance performed on the generators, but based on the age of some of the battery packs, it is unlikely that they would be able to provide the 90 minutes of operation that is required.

### 3.47 Accessibility

Accessibility on the Venango campus is complicated by its sloping terrain and that existing buildings generally don't provide interior elevators that allow people to move up and down slopes in addition to moving between floors. This means that there are no accessible routes across the Venango campus, particularly from the housing below First Street.

Additionally, during each building assessment, buildings were scored for 20 different conditions criteria, including accessibility (ADA 2010 Standards). Several of the University's buildings at Venango scored low on their ability to provide handicap accessibility. The underlying reason for this result is that the design and construction of many of these buildings predates current accessibility standards. This non-compliance is largely acceptable by law; compliance to present-day standards is typically required only when significant building renovations take place. However, the purpose of incorporating accessibility into a building assessment is not to determine the legality of the conditions, but to measure the capacity of the building to provide handicapped access, as currently defined, to building users.





VENANGO CAMPUS  
TRENDS IN HIGHER EDUCATION 4

# 4 TRENDS IN HIGHER EDUCATION

Graphic 4.01  
Traditional Lecture Format



Graphic 4.02  
Smaller Scale Classroom  
utilizing Modern Technology  
within a more Active Learning  
Environment



As highlighted by Clarion's senior leadership, higher education in the United States and globally is experiencing a period of disruptive change that offers significant opportunities for both of Clarion University's campuses. This section identifies the drivers of "disruptive change," including new technologies, economics, evolving student demographics, and new instructional delivery methods.

## 4.01 Disruptive Change

The impact of technology on many industries is well documented, but higher education has yet to undergo the changes seen in industries such as music, journalism, telecommunications, travel, and publishing. In each of these industries, technology (particularly when combined with mobility) has dramatically altered consumer patterns and their relationships with service and content providers. In some markets, for-profit online institutions have displaced their not-for-profit brick and mortar counterparts (in the same way Amazon.com and iTunes have displaced book and music stores, respectively). In the last few years, the quality of their higher education counterparts have come under increased scrutiny and enrollment has suffered as a consequence. However, this is likely a temporary situation that will resolve itself as institutions retool and consolidate gains. Higher education has thus far avoided such cataclysmic shifts, but that is likely to change in the future.

## 4.02 New Forms of Digital Delivery

Yet another front of competition comes from educational publishing companies, such as Pearson, as they become more digital and replace lost textbook income with consulting and digital application services (apps). In the future, it is likely that such applications will serve as surrogate instructors, and firms like Pearson will receive volumes of performance data from the apps. These firms have a long tradition of—or are acquiring—exciting and effective graphic interface capabilities, and are also able to apply (video) gaming approaches to the design of their interfaces. Once these programs receive the necessary credentials (some already are licensed), they will become formidable partners or challengers to traditional institutions of higher education. In 2012 alone, according to the Economist magazine, over \$1.1 billion was invested by venture capitalists into educational technologies, a figure that was almost as high in nominal terms as the dot-com peak.

At the same time, the quality of exclusively online course offerings, both synchronous and asynchronous, has vastly improved over the past few years. This is partially market-driven, but it is also a result of new technologies being continuously developed by a greater variety of firms, such as Amplify, to assist universities in developing and running online programs. The public's wariness of online education is gradually being overturned as this method of course delivery becomes more commonplace and less stigmatized. According to the US News & World Report, the number of colleges offering degree programs that are administered solely online has almost doubled in the past decade. As of 2012, approximately 62% of postsecondary education institutions offered fully online programs. It is likely that institutions leading this sector will increasingly resemble technology companies in terms of their business model, branding and digital sophistication.

# 4

## TRENDS IN HIGHER EDUCATION

With respect to facilities planning, the impact of online delivery is most directly felt on the need for traditional face-to-face instructional environments. Increasingly, classrooms and lecture halls will not be used as frequently for traditional face-to-face instruction. In some cases, the demand for class labs will also be reduced, especially for fixed, computer-based rooms. The need for experiential class lab environments, particularly those related to “hand memory” (learning through kinetic action) is anticipated to remain stable.

### 4.03 Increased Tuition Cost Sensitivity

From the consumer’s side, the recent recession has left many students and their families less able and less willing to pay for college. Many families no longer view a university education as a rite of passage into adulthood, but rather as a strategic investment that must be approached with prudence. Like much of American consumer spending over the past two decades, higher education has been increasingly financed by debt. This is exacerbated by cost escalation that exceeds inflation. With national student debt now exceeding national credit card debt, the financial relationship between universities and students must change. The return-on-investment of a college degree is now one of the top considerations for many students, and it is of vital importance that the experience translates into a well-paying job in a desired field of work. With the consumer market moving in a downward pricing direction, institutions that fail to respond may risk their continued viability.

### 4.04 Demographic Change

Another transformation in the landscape of higher education is evident in the demographics of today’s student population, which is not only more diverse ethnically and economically, but also in terms of life experience and age. The international student population in the U.S. continues to rise, as does the percentage of non-white students enrolled in post-secondary degree-granting institutions. But perhaps the most notable shift in the demographics of higher education is in the average age of students pursuing post-secondary studies. A large part of the increase in adult learners can be attributed to the economic recession, which spurred many people to seek new skills or pursue a higher degree. According to the National Center for Education Statistics, approximately 23% of college students in the U.S. were between the ages of 25 and 34—and nearly 18% were 35+ years of age—as of 2010. The enrollment of students 35+ years of age increased 32% between 1996 and 2010 and is projected to increase 25% between 2010 and 2021.

In order to remain competitive in today’s market, institutions of higher education must adjust to meet the needs of a more mature student demographic. Non-traditional students often work full- or part-time and may have family or other obligations to attend to in addition to their coursework. Unlike traditional students who are younger and attend school full-time, adult students may require more flexibility in class location (such as online learning options) and schedule (evening and weekend courses).

#### 4.05 Asynchronous Learning

Asynchronous learning, which allows students to work at their own speed, has helped meet the growing demand for instructional flexibility. This type of learning may be especially appealing to non-traditional students who have the advantage of practical, real-world experience and the maturity to self-manage. As opposed to a traditional lecture environment in which the instructor delivers information at a set pace, online instruction supports self-paced learning and often allows students to skip or move quickly through content that they have already mastered. With course materials available at any time online, students may select particular areas on which to focus their energies.

Another variation of asynchronous learning is the “flipped” course. Flipping courses involves lecture materials, whether textbook-based, online, or both, to be read outside of class, and “homework” completed during class time with the guidance of an instructor or through small group assignments. This instructional strategy changes not only the role of the faculty member but also the type of facilities needed.

Asynchronous learning also calls on the institution to make learning resources such as specialized labs, simulation environments and librarian services widely available.

One asynchronous method that has received a great deal of attention in the past several years is the massive online open course [MOOC]. Since 2008, MOOCs have exploded in popularity, gaining traction and legitimacy from a number of top-ranking universities. In the United States, esteemed institutions such as Harvard, Stanford, MIT, Yale, UC Berkeley, and UCLA have launched a variety of free online course offerings available to students around the globe. While the benefits of MOOCs are debatable, it is undeniable that they have and will continue to change the way that higher education is delivered and consumed. Just as importantly, MOOCs have also become powerful marketing tools, helping to publicize super-star faculty and promote an institution as a center of excellence for a specific field of study.

#### 4.06 Synchronous Learning

The approach to synchronous teaching and learning (face-to-face and online) has also undergone a paradigm shift, moving away from traditional methods of “passive” instruction to more effective and student-focused “active learning” tactics. Following this trend, student expectations for their higher education experience are changing. Today’s student demands a more personalized, face-to-face [F2F] educational experience, including frequent interaction with instructors and a high level of engagement within a collaborative environment. This is generally met through the concept of student-centered learning, which emphasizes the active participation of the student as a key component of effectively learning and processing course material. Active learning methods can be applied to online or distance-learning classes as well as in-person instructional settings. A wide variety of virtual tools exist to support long-distance collaboration, allowing students in multiple locations to interact with each other and the instructor through webconferencing, document sharing, instant messaging and more.



Graphic 4.03  
Suhr Library, Venango College



Graphic 4.04  
Suhr Library, Venango College



Because active learning is a newer form of instructional delivery, traditional classroom environments may need to be adapted for optimal support. For example, flexible seating (movable tables and chairs) allows students to work individually or in groups of various sizes; in a tiered lecture hall, the depth of the tiers may be extended to accommodate two desks per tier, allowing students to turn their seats and work in pairs. Another instructional strategy is the use of breakout spaces where large group sessions are complemented with small group work in breakout rooms or informal study areas. Best practices for campus-based programs in disciplines such as English writing and reading, mathematics, and accounting now favor more specialized learning environments such as SCALE-UP (student centered active learning environments with upside down pedagogies) rooms. These rooms typically feature clusters of student computer stations to allow collaborative work, and are sometimes supported by small recitation studios for targeted instruction.

Along with active learning environments, there is a high demand for experientially-based learning environments. These learning environments simulate actual workplaces – a pre-K classroom, a business boardroom, a hospital room, a speech clinic – and allow students to learn and practice where they can be mentored by faculty and peers before entering an actual work site. Importantly, such facilities are not necessarily scheduled for fixed times as traditional classrooms, but are made available for open use.

#### **4.07 Library Collections and Study Environments**

Libraries are being transformed from mere repositories for reading materials to places for study and assistance in knowledge wayfinding. Desired library study spaces are no longer furnished with individual carrels or open worktables, but are fitted with study rooms to accommodate groups of various sizes. Furnishings should support a variety of work/learn modes, with seating options such as rocking chairs, soft chairs, task chairs and ottomans. It is important to note that the demand for study environments extends beyond the library proper; formal and informal study spaces are incorporated throughout the campus, with electronic information services available to students and faculty at multiple convenient locations.

In terms of the library's operations, reserve materials are now often provided in electronic format, requiring different preparation activities on the part of library staff. Traditional distinctions of reference, circulation and periodicals are fading, with a greater emphasis on professional information services.

#### **4.08 The Changing Workplace**

In addition to changes in higher education's academic spaces, the workplace is undergoing a change of its own. Over the past few decades, office environments have become increasingly collaborative, with less time spent on "heads-down," solitary work. In situations where team members are located in different geographic locations, and even different time zones, workplace interaction may occur in person, via conference calls, through e-mail, instant messaging, or through voicemail and text.

Technology has given workers the ability to connect anywhere, anytime, using smaller and more portable devices. Often, employees could perform the majority of their work outside of a formal office setting, but they continue to commute to a physical office in order to interact with their colleagues. They want to remain “in the loop” and to be part of an environment where there is a social “buzz.” Of course, much work requires solitary focus, but workers typically do not want to be too isolated from their colleagues. Many workplace designers and managers have realized that the physical office setting must now be designed to attract and hold the attention of employees.

The shift towards collaboration has impacted workstation and office sizes. Over the past few decades, there has been a gradual shift away from the “space by rank” method of assignment (where the size of the individual workspace is related to the organizational hierarchy) toward a new set of workplace standards, where there is one size office and one size workstation, or even one size workstation with no enclosed offices. Because the technology has gotten smaller (or has become obsolete, such as personal printers), the standard size of workstations has also decreased.

When workers have the freedom to choose where, when, and how they work, the work that is performed within an office setting is usually more collaborative. Since they spend more time on-site in meetings (formal or impromptu), assigned workstations are typically underutilized and the demand for variously sized meeting spaces is unmet. Some organizations have addressed this mismatch by asking employees to use space on an as-needed basis, as opposed to “owning” a dedicated workspace (workers with dedicated workspaces are called “resident workers”). Often, these arrangements involve the assignment of employees to an office “neighborhood,” where a team owns a set of workspaces (fully enclosed and more open) that accommodate different types of work. The underlying principle is that most workers—not only those who would traditionally be assigned to a private office—perform some tasks that require an enclosed room, and most would also benefit from the knowledge sharing that occurs in a more open setting.

#### 4.09 THE ROLE OF GREATER MOBILITY

One change that affects most workers is the increasing prevalence of distance collaboration. It has become commonplace for managers to oversee teams that are geographically dispersed; workplaces can support such distance collaboration through better and more widely distributed video and audio conferencing technology.

The transition to greater workplace mobility has not only been motivated by improved technologies, but by an improved understanding in employee health and performance. There is growing focus on wellness and sustainability in the workplace, and an increasing recognition that long commutes are not the healthy choice either for people or for the planet. Offering employees the option of working from or close to home, rather than commuting to the office every day of the week, is becoming more common. Likewise, the realization that sitting for extended periods of time at a desk or in conference rooms is not a healthy choice has led more organizations to provide opportunities for standing during meetings or while working on a computer. It has also become popular to incorporate opportunities for short walks during the workday, usually between different workplace settings and on-site amenities. In general, there is more internal mobility (on-site) and external mobility (off-site).

#### **4.10 Variations in Work/Learn Styles Mean Variations in Work/Learn Place Design**

It has become clear over the last decade that variations in work style are not simply the result of job function. A person's work style is largely affected by individual personality. Many employees develop their optimal working habits while in college, when they have the freedom to study at the time and location of their choosing. However, when students enter the workforce, they often conform to a routine that does not necessarily align with their optimal work style.

Some workers are most productive when personal activities and work activities take place in distinctly different places—these would have been the students who used the library, a coffee shop, or other shared spaces to study. Others perform best when personal and work activities occur in the same location, exemplified by the students who chose to study in their dorm rooms or apartments. The students who preferred to blur the lines between work and life may become the employees who would be most productive when working from home, where they are able to work at odd hours and incorporate breaks into their schedule.

Remote-work, however, is not the best option for everyone. For people who prefer a separation between work and life activities, working from home for long stretches of time may be problematic; with a lack of boundaries and social interaction, these workers may tend to overwork and feel isolated. Because individual employees often thrive in different types of settings, it may be beneficial to provide multiple options to suit a variety of work styles and preferences.

One option that has been utilized with great success is the concept of co-working spaces. These shared spaces, originally used by freelancers and start-ups, have become more popular in corporate settings. As an alternative to working from home, co-working environments provide a comfortable workspace with the convenience and social interaction of a true office setting, while eliminating or diminishing lengthy commute times.

The trends discussed in this section offer Clarion University the opportunity to significantly rethink its workflow and workplace design. In many instances, responding to these trends requires little to no facilities change; in others, the need can be met with simple furniture solutions. Notably, Clarion has already responded to many of these trends. The FMP provides the University with an opportunity to closely coordinate future facilities investments with exciting work already underway.





VENANGO CAMPUS  
SPACE NEEDS ASSESSMENT 5

## 5 SPACE NEEDS ASSESSMENT

The facilities needs assessment for the Venango campus provides significant perspectives on how well it is positioned to respond to the programmatic and pedagogical trends in higher education, including:

- Program enrollments
- Instructional delivery strategies
- Human resources
- Library resources
- Existing and planned space inventories

Using space planning guidelines from the Pennsylvania System of Higher Education [PASSHE] and a modified set of guidelines developed specifically for this facilities master plan [FMP], the needs assessment examines the existing and planned inventories to identify gross needs for the campus. Importantly, while these two sets of guidelines indicate the same general issues, they differ significantly in the relative amounts of space needed. As such, only the FMP recommended guidelines are used as a planning baseline in this report (comparisons of the PASSHE v FMP Guideline recommendations can be found in the appendices). For the Venango campus, specific strengths and issues include:

- The learning environment does not fully support an instructional culture that is technology-based and driven by active learning.
  - Classroom space is underutilized and not sized for active learning
  - Changes in pedagogy and increased online enrollments will significantly reduce the need for physical classroom space
  - Specialized teaching labs are inadequately sized, lack sufficient technology, and do not meet the needs of various programs. In the future, an even greater need for specialized teaching labs is projected.
  - The campus has a sufficient amount of space for study and the collections, but it is not configured to support collaborative learning
- Designated workspaces are generally oversized compared to guidelines
- Campus life would be enhanced with more facilities supporting athletics and recreation, assembly and meeting, food facilities, and merchandising
- More institutional support spaces for technology, physical plant, and central services are needed

## 5.1 ENROLLMENT TRENDS AND PROJECTIONS

The Venango campus provides a home for Venango College, a “community college” component of Clarion University that offers a variety of postsecondary certificate and associate degree programs, as well as a limited selection of baccalaureate and graduate programs in the health sciences. Venango College plans to expand its existing program offerings, particularly in industrial technology and the health sciences, and to add a baccalaureate program in criminal justice and a doctorate in nursing practitioner. In the future, the Bachelor of Science in Nursing [BSN] program is to be housed on the Clarion campus, while other nursing programs will remain on the Venango campus. Venango College offers both campus-based and web-based programs. Campus-based programs are delivered primarily face-to-face (F2F), although courses may be offered on line (OL); web-based programs are delivered primarily online, although courses may be offered face-to-face. Courses that blend face-to-face and online modalities are considered to be a variant of the face-to-face modality.

University-wide, total headcount fall term enrollments increased by 4% from 2003 to 2012 (Table 5.1), primarily as a result of the following figures:

- 197% growth in web-based OL programs
- 46% growth in campus-based programs at the Venango campus

These enrollment trends have focused Clarion University on taking strategic action—increasing enrollments in business, science and technology, and health science professions, where it has had historic growth. Focus has also been placed on revitalizing teacher education professional programs and eliminating those academic programs where student interest has declined. There are future opportunities in the development of new degree and certificate programs, delivered both online and face-to-face. Web-based program enrollments at both the Clarion and Venango campuses are projected to more than double, reaching 2,828 students by 2023 (Table 1). Campus-based programs appear to remain relatively stable, growing overall by only 7% in 2023 to 5,644 students. At the Venango campus, however, campus-based program enrollment, is projected to grow by 30%, to 844, while the Clarion campus is projected to grow by only 4%.

In 2003, the share of Clarion University’s total enrollment associated with web-based programs was only about 5% (Table 2); by 2012, this enrollment share had reached 14%. The University expects that 33% of its headcount enrollment will be associated with web-based programs by 2023. (All projections are done to 2023, although the facilities master plan covers the planning period to 2033, since capital project funding requires a longer period of time.) Concomitantly, campus-based program enrollment is expected to decrease from 95% to 67% due to the dramatic enrollment changes anticipated at the Clarion campus. At the Venango campus, however, enrollment shares of total University enrollment in both web-based and campus-based programs are expected to increase—from 1% to 9% for web-based programs and from 8% to 10% in campus-based programs.

# 5 SPACE NEEDS ASSESSMENT

Table 5.1  
Headcount Enrollment and  
Projections for Web-based and  
Campus-based Programs

University	5929	6464	6368	6645	6865	6917	7078	7098	6587	6150	6102	6023	6298	6722	6996	7311	7559	7818	8116	8269	8472	38%
Venango	517	642	652	789	793	849	928	965	939	863	937	857	968	1135	1226	1311	1359	1418	1466	1519	1572	82%
Clarion	5412	5822	5716	5856	6072	60568	6150	6133	5648	5287	5165	5166	5350	5587	5770	6000	6200	6400	6650	6750	6900	31%
Web-based	299	456	505	555	676	859	803	853	966	887	1402	1402	1535	1735	1916	2110	2237	2368	2536	2657	2828	219%
Venango	72	83	96	124	127	130	168	204	232	213	317	271	370	475	546	610	637	668	686	707	728	242%
Clarion	227	373	409	431	549	729	635	649	734	674	1085	1131	1185	1260	1370	1500	1600	1700	1850	1950	2100	212%
Campus-based	5630	6008	5863	6090	6189	6058	6275	6245	5621	5263	4700	4621	4763	4987	5080	5201	5322	5450	5580	5612	5644	7%
Venango	445	559	556	665	666	719	760	761	707	650	620	586	598	660	680	701	722	750	780	812	844	30%
Clarion*	5185	5449	5307	5425	5523	5339	5515	5484	4914	4613	4080	4035	4165	4327	4400	4500	4600	4700	4800	4800	4800	4%
Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	% change from 2012

\*Clarion includes Venango College BSN program

Table 5.2  
Changing Enrollment Share for  
Web-based and Campus-Based  
Programs

University	In 2003	In 2012	In 2023
Web-based	5%	14%	33%
Campus-based	95%	86%	67%
<b>Clarion</b>			
Web-based	4%	11%	25%
Campus-based	87%	75%	56%
<b>Venango</b>			
Web-based	1%	3%	9%
Campus-based	8%	11%	10%

## 5.2 INSTRUCTIONAL DELIVERY

As discussed in Section 4, the advent of online delivery of instruction has done much to change the character of higher education, whether through the development of web-based programs, targeted online courses in a campus-based program, or blended delivery of a specific course. These changes in instructional delivery have significant implications for facilities planning, and will certainly result in a reduced need for traditional classroom space. But even online instruction requires the support of some physical resources, such as open class labs, library and study spaces, food services, lounges, and other services. Headcount enrollment alone is no longer a sufficient planning tool; additional enrollment data are required in the form of full-time equivalents [FTEs] by program delivery, both face-to-face [FTE F2F] and online [FTE OL].

At the Venango campus, total FTE enrollment is expected to grow by 91%, to 1,014 by 2023 (Table 3), assuming that the average credit load per headcount increases from 9.2 credit hours to 9.5 credit hours and the 2012 mixes of undergraduate and graduate students and full-time and part-time students remain. Under the assumption that students enrolled in the campus-based programs will take 90% of their credit hours face-to-face and 10% of their credit hours online, and that students enrolled in web-based programs will take 90% online and 10% of their credit hours face-to-face, FTE F2F is expected to grow to 535 (19%), while FTE OL will increase to 479 (491%).

<b>Full-time Equivalent (FTE)</b>	<b>Year</b>	
Includes all programs	2012	531
Assumes increase in course credit load from 9.2 to 9.5	2023	1,014
Assumes 2012 mix of UG/GR and FT/PT	% change	91%

Table 5.3  
 Full-time Equivalent Enrollment  
 Projections by Delivery Modality

<b>Full-time Equivalent Face to Face (FTE F2F)</b>	<b>Year</b>	
Assumes campus-based programs take	2012	450
90% courses F2F and 10% online	2023	535
	% change	19%

<b>Full-time Equivalent Online (FTE OL)</b>	<b>Year</b>	
Assumes web-based programs take	2012	81
90% courses online and 10% F2F	2023	479
	% change	491%



### 5.3 HUMAN AND LIBRARY RESOURCES

Projections of full-time equivalent faculty (Table 4) for the Venango campus are based on the projected student/faculty ratios of 18:1, regardless of instructional delivery mode. By 2023, based on the enrollment projections, 56 FTE faculty are expected.

The number of projected FTE staff is based on the 2012 staff to faculty ratio of 1.20:1, and includes contract staff in addition to employees. Going forward, the focus will be on FTE employees and the Venango campus will continue to have no student employees.

Table 5.4  
Human and Library  
Resource Projections

	2012	2018	2023
<b>FTE Faculty</b>	<b>21</b>	<b>46</b>	<b>56</b>
Stud./Fac. Ratio F2F	24:1	18:1	18:1
Stud./Fac. Ratio OL	24:1	18:1	18:1
<b>FTE Staff*</b>	<b>27</b>	<b>55</b>	<b>65</b>
Staff/Faculty Ratio	1.20	1.20	1.20
<b>FTE Employees</b>	<b>24</b>	<b>53</b>	<b>67</b>
<b>FTE Administrators</b>	<b>9</b>	<b>19</b>	<b>24</b>
<b>FTE Secretarial/Clerical</b>	<b>6</b>	<b>13</b>	<b>15</b>
<b>FTE Technical/Paraprofessional</b>	<b>2</b>	<b>5</b>	<b>6</b>
Student Workers	--	--	--
<b>BVEs</b>	<b>29,000</b>	<b>29,000</b>	<b>29,000</b>

\*Includes contract employees

Suhr Library currently has a small collection supporting the campus (Table 5.4), using Carlson Library at the Clarion campus as a major resource for materials. This strategy is expected to continue, and the overall collection size to remain at 29,000 or slightly fewer bound volume equivalents (BVEs). It will also continue to house the Barbara Morgan Harvey collection, a resource important to the Oil City community. The need for study space will depend on the projected number of FTE F2F, as well as FTE OL.

### 5.4 CAMPUS INVENTORY AND PLANNED CHANGES

The Venango campus inventory (Table 5.5 and detailed in Appendices E.2, E.3, and E.5) reflects the definitional standards of the federal Facilities Inventory Classification Manual (FICM), promulgated by the National Center for Educational Statistics (Washington, 2006). FICM provides for eleven major categories of net assignable square foot (NASF) space, comprised of sub-categories, as well as non-assignable space such as circulation, building service, and mechanical space. (In facilities master planning the focus is on NASF for the campus.) For local space management purposes, other sub-categories can be added, and PASSHE has added sub-categories of office space to reflect specific types of faculty, staff, and student positions. In addition, PASSHE categorizes athletic space (FICM code Special Use, Athletic) used for recreation purposes as recreation space (General Use, Recreation). For Clarion University, specific sub-categories were added to distinguish these types of spaces. In addition, classroom sub-categories for distance learning classrooms and distance learning lecture halls were added to facilitate analysis and qualitative understanding of the learning resources available. Also added were codes to distinguish

conference rooms from auxiliary meeting space to be more consistent with PASSHE space planning guidelines.

	Base NASF	Acquisition	Projected NASF	Change
Classroom	10,466	0	10,466	0
Laboratory	6,961	0	6,961	0
Office	12,718	0	12,718	0
Study	6,781	0	6,781	0
Special Use	7,741	0	7,741	0
General Use	7,791	0	7,791	0
Support	3,595	0	3,595	0
Health Care	0	0	0	0
Unclassified*	0	16,500	16,500	16,500
<b>w/o Residential</b>	<b>56,053</b>	<b>0</b>	<b>72,553</b>	<b>0</b>
Residential	29,109	0	29,109	0
<b>TOTAL</b>	<b>85,162</b>	<b>16,500</b>	<b>101,662</b>	<b>16,500</b>

Table 5.5  
Base 2012 and Projected  
2023 Inventories

\* Unclassified includes space which is available for use but has not yet been assigned.

The Venango campus currently has 56,053 NASF (Table 5.5) in the following five academic and institutional support buildings:

- Frame Hall
- Montgomery Hall
- Rhoades Hall
- Pole Barn
- Suhr Library

In addition, a sum of 29,129 NASF is available in the following five residence halls:

- Barnes Residence Hall
- Black Residence Hall
- Hughes Residence Hall
- Leadership Residence Hall
- Peters Residence Hall

The total for Venango's academic, support and residential spaces is 85,182 NASF. The campus's space distribution by use code is available in Appendix E.5.

Over the planning period, Venango expects to add:

- 24,500 GSF, or 16,500 NASF, with the purchase and renovation of the adjacent Verizon Building. The use of this space has not been formally defined, but the building is expected to provide classrooms, class labs, and office space.
- Two new housing buildings totaling 10,314 GSF.

By 2023, the Venango campus will have 106,536 GSF.

## 5.5 SPACE NEEDS SUMMARY

### 2013 Needs

In 2013 the Venango campus has a surplus of 2,116 NASF, or 3% of its total. This surplus is driven by major excesses of:

- Office space (surplus of 6,258 NASF), attributable to oversized offices
- Classroom space (surplus of 4,897 NASF), attributable to too many general classrooms

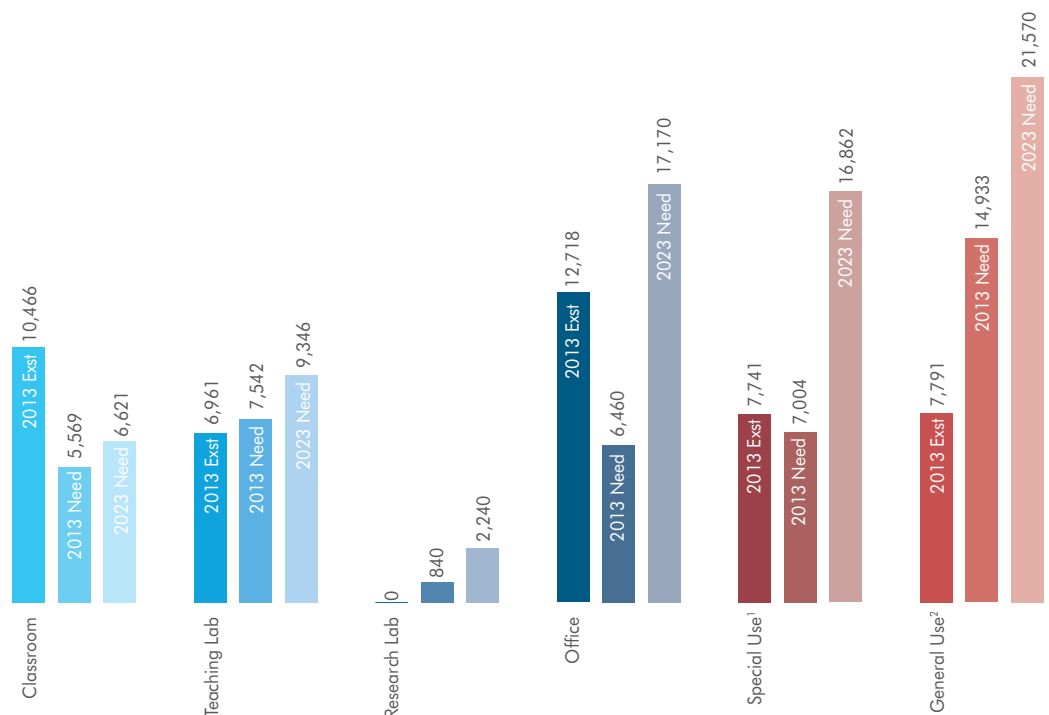
These excesses are countered by significant deficiencies of general use space (need of 7,142 NASF), which consists particularly of unmet assembly, food and recreation space needs.

### 2023 Needs

By 2023 this surplus will have turned into a significant deficiency of 33,912 NASF (excludes residential), or a 40% need (refer to Graphic 5.6). The classroom surplus will remain (surplus of 3,845 NASF), but will have diminished. This surplus reflects the changed and hybrid pedagogy of the Venango campus which anticipates significant online course content and credit hour delivery. Any shift from this model will result in significantly increased classroom space needs not anticipated in this FMP.

Areas of significant deficiencies include:

- General use space (need of 13,779 NASF)
- Special use space (need of 9,121 NASF)
- Support space (need of 5,130 NASF)
- Labs - teaching and research combined (need of 4,625 NASF)
- Office space (need of 4,452 NASF)

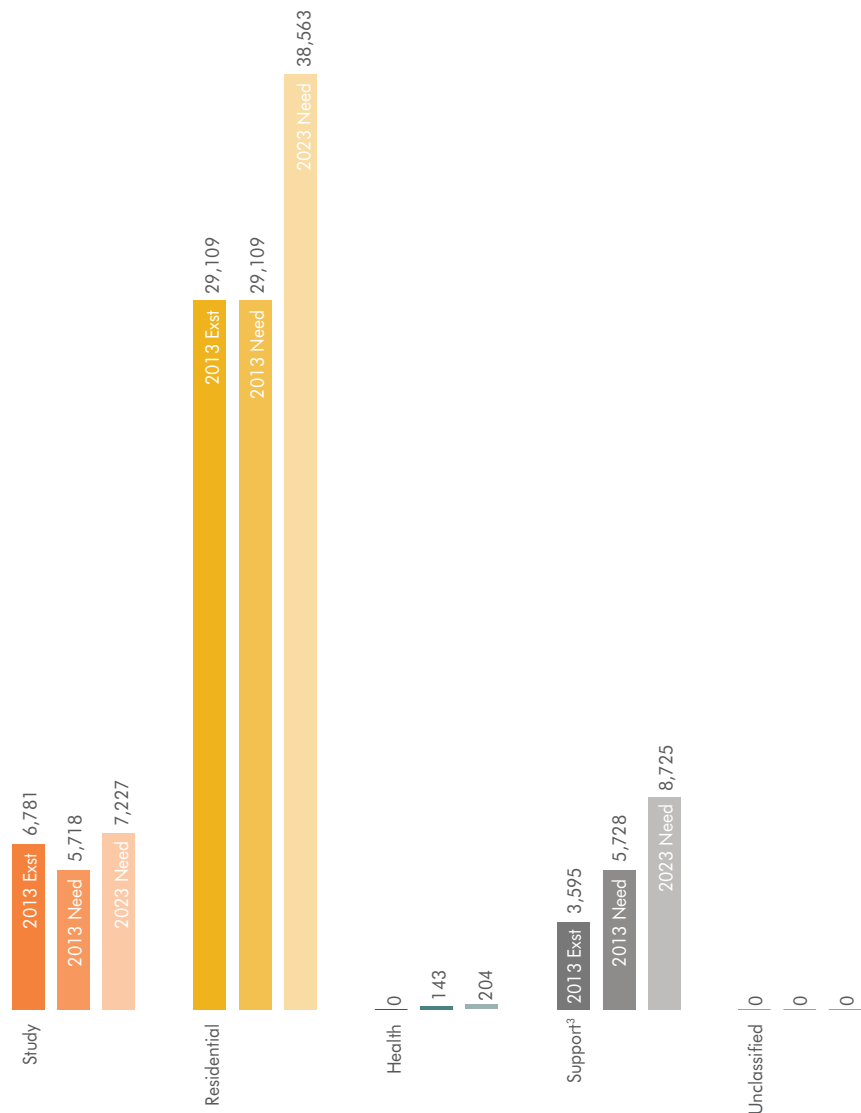


Verizon Building Acquisition

The purchase of the Verizon Building will contribute significantly towards meeting the 2023 space needs, but there is no defined program for how this building will be used. The intent of the Verizon acquisition is to provide Venango with robust learning environments that may not specifically address or provide credit-bearing courses, but rather continuing and certification education which is in significant need in Northwestern Pennsylvania.

Space Needs of a “Hybrid Campus”

Based upon the above sections, the Venango campus will be developed as a hybrid campus that supports a broad array of programs, students and instructional delivery modalities. For Venango, a “hybrid campus” is one where facilities programming is predicated on pedagogies that significantly utilize online delivery in place of general classrooms, thereby lessening their need but increasing the need to class lab space, and formal and informal study space. It is not yet known how these issues will impact housing needs on a residential campus, the 2023 housing need shown in Graphic 5.6 reflects the existing planned growth in housing on the Venango campus.



Graphic 5.6  
Venango Campus 2013 Space  
Inventory Charted alongside  
2013 Need and Projected 2023  
Requirement

- 1. Special Use includes: Athletics, Media, Animals and Greenhouse
- 2. General Use includes: Assembly, Exhibition, Food, Daycare and Merchandising
- 3. Support includes: Computer, Central Storage and Central Services

## 5.6 FACILITY STRENGTHS AND ISSUES

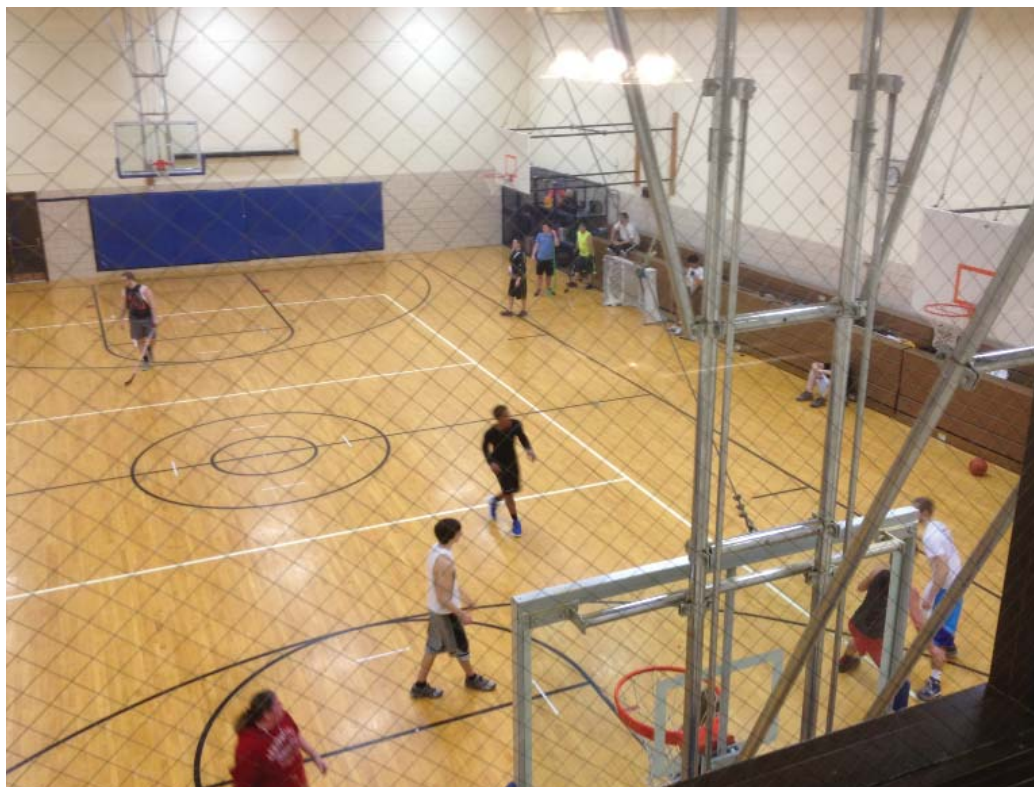
With the evolution of instructional delivery and higher education in general, and Venango's mission as the "community college" in this part of Pennsylvania, the question to be addressed by this needs assessment is if Venango has the current and future ability to serve students with the facilities it has and plans to add.

Of critical importance is the learning environment:

- The Venango campus has too much classroom space, and the program and instructional delivery changes planned for this campus will reduce, not increase demand for such space in the future (on a per credit hour delivered basis, though not in aggregate). Furthermore, classrooms are not appropriately sized to promote active, collaborative learning, although right-sizing will result in a classroom curve more compatible with current section demand.
- Most Venango classrooms have appropriate instructional technology.
- Most class labs at Venango do not appear to have appropriate levels of instructional technology.
- Discipline-based labs are limited in scope and are undersized, which will have a potential impact on Venango's program development. More class lab space addressing a broader array of disciplines will be required in the future.
- The campus has sufficient space for study and the collections, although it is not configured correctly to meet needs for collaborative learning and has too much space allocated for processing and study service.
- The workplace, while reasonably aligned functionally, is oversized. Individual offices for faculty and administrators tend to be large, and service and reception areas have been designed for handling larger face-to-face pools of students. As described in Section 4, the higher education workplace is smaller, more efficient, and more flexible.
- Campus life would be enhanced with additional facilities supporting athletics and recreation, assembly and meeting, dining, and merchandising.
- More institutional support spaces for technology support, physical plant, and central services, such as security, are needed.

These issues are detailed further in the appendices.





Graphic 5.7  
Athletic Facilities within Rhoades  
Center



Graphic 5.8  
Classroom Laboratory in Frame  
Hall



VENANGO CAMPUS  
PLANNING GUIDELINES 6

# 6 PLANNING GUIDELINES

The building assessment (Section 3) showed that while most of the buildings at Venango are currently in good condition, significant capital improvements will be needed within the next five to ten years for as many as half the buildings surveyed. The reason for this is the age of the buildings, with mechanical systems – heating, cooling, electric, plumbing, etc. – coming to the end of their lifespan. Hence, updating these buildings and aligning them with contemporary educational needs is a primary planning objective of the FMP.

Section 5 demonstrates that the 2023 space inventory is projected to remain the same as 2012 apart from the acquisition of new Verizon Building, the use of which is unassigned. However, a significant 491% increase in full-time online students is projected. Successfully integrating the Verizon Building into the campus and accommodating the online students are key planning objectives. In addition, any changes should seek to celebrate and make best use of Venango College's distinct landscape setting.

The following sections describe how these challenges are addressed within a strategic framework that provides flexibility, financial prudence and a path towards a dramatically improved campus and facilities portfolio.

## 6.1 GENERAL OBJECTIVES

Objectives include:

- Create Financially Sustainable Facilities
- Create a Robust and Versatile Physical Plan
- Update Facilities to meet Contemporary Education Requirements and Increased Enrollment of Online Courses
- Incrementally Expand Student Services
- Create Environmentally Sustainable Buildings

### 6.11 Create Financially and Environmentally Sustainable Facilities

- Strategic Rationale:  
One of Clarion's strengths is that it is a financially affordable option. The University must find a way to improve Venango College and pursue its mission while remaining affordable.
- Planning Framework:  
To maintain affordability, the University must balance investment in facilities while preserving as much of the existing building portfolio as possible. Investment must be targeted to meet planning objectives in a cost effective manner.

### 6.12 Create a Robust and Versatile Physical Plan

- Strategic Rationale:  
The financial and physical planning framework should be flexible enough to allow the plan to achieve realistic milestones that are also natural "pause points."
- Planning Framework:  
The plan should be organized into phases of succinct timeframes that terminate in "pause points." At each of these points the physical campus should be "complete."

This means that at the end of each phase, the physical plan does not leave large residual and unfinished open spaces.

### **6.13 Update Facilities to meet Contemporary Education Requirements and Increased Enrollment of Online Courses**

- **Strategic Rationale:**  
Education requirements have changed radically in recent years with a move towards more active learning, advances in technology and growth of online courses.
- **Planning Framework:**  
As buildings are renovated, and new ones constructed, concern should be given to expanding the College's range of learning environments in response to current trends in education provision. The principles of active learning detailed in Section 4 should be applied beyond the classroom. Ideally, areas for informal gathering and conversation will be liberally located across all building areas to help foster a curious and engaged campus community that is "always learning."

### **6.14 Incrementally Expand Student Services**

- **Strategic Rationale:**  
Students living at Venango College require a range of local services and enhancing the availability of these should be an ongoing concern of the FMP.
- **Planning Framework:**  
Venango College lacks the critical mass of students to support as wide a range of facilities as larger campuses. However, incremental expansions of services, when cost effective, would help make the College more attractive to students and compensate its relatively remote geographical location at the edge of Oil City.

### **6.15 Create Environmentally Sustainable Buildings**

- **Strategic Rationale:**  
Buildings are an invaluable tool for educating the campus community on the importance of environmental responsibility.
- **Planning Framework:**  
All buildings should be designed to a baseline Leadership in Environmental and Energy Design [LEED] Gold designation, with consideration for LEED Platinum designation when possible and financially appropriate. Buildings designed to these standards are not only more environmentally responsible—they are also evidence of the University's commitment to progressive values, regional leadership and planning for the future. Enhancing the environmental sustainability of buildings, and thereby reducing energy bills, should be a key consideration of any renovation works.



## 6.2 LANDSCAPE OBJECTIVES

Objectives include:

- Create a Compelling and Unique Campus Environment
- Create a Cohesive Campus Landscape
- Utilize and Highlight Native Species
- Emphasize Seasonal Interest

### 6.21 Create a Compelling, Unique and Progressive Campus Environment

- **Strategic Rationale:**  
Venango College's dramatic terrain and extensive woodlands are a compelling resource. Its natural beauty is unmatched by many of its regional peers; these positive characteristics should be protected and reinforced.
- **Planning Framework:**  
Following the strength of the University's academic programs and faculty, the physical campus is one of the University's most important assets. The natural beauty of Venango College's campus must be preserved, with new buildings considerate of the existing landscape and topography.

### 6.22 Create a Cohesive Campus Environment

- **Strategic Rationale:**  
The campus should have a consistent (though not restrictive) palette of materials and plantings to unify the landscape.
- **Planning Framework:**  
The use of a unified palette of landscape materials and plant species can knit the different parts of the campus together and provide continuity among campus spaces.

### 6.23 Utilize and Highlight Native Species and Stewardship

- **Strategic Rationale:**  
Native species should be heavily used to highlight and inform ideas of regionalism and local environmental stewardship.
- **Planning Framework:**  
The use of native plant species acknowledges the history of northwest Pennsylvania and the Appalachian Mountains. Sustainable practices, such as managing storm water runoff, using strategic vegetation (such as increasing tree canopy for shade), emphasizing a palette of native plant materials, utilizing recycled materials and replacing unusable lawn areas with lower maintenance and more habitat-friendly plantings can benefit the campus in many ways. The campus's "green" initiatives can be highlighted with educational signage and academic programming to build an awareness and appreciation of the natural environment.

## 6.24 Emphasize Seasonal Interest

- **Strategic Rationale:**  
Campus activity generally occurs between the fall and spring seasons. Therefore, landscapes that offer seasonal interest—particularly during the winter months—are generally more successful.
- **Planning Framework:**  
Seasonal interest can be achieved through the use of evergreens, trees with interesting bark or branch structure, early flowering plants and the use of plants that color late in the fall season. This approach complements existing regional second-home usage and fall foliage tourism.



*Graphic 6.01*  
The Campus Landscape Changes  
Dramatically through the Seasons



VENANGO CAMPUS  
MASTER PLAN SUMMARY 7



# 7

## MASTER PLAN SUMMARY



Graphic 7.01  
Campus on Completion of the  
FMP (c.2033)



## 7.1 MASTER PLAN SUMMARY

This section provides an overview of the FMP initiatives. The initiatives seek to:

- Prioritize investment to the buildings with the most deferred maintenance need (Section 3)
- Adapt the campus to changing pedagogies (Section 4)
- Better align the campus with its identified space needs (Section 5)
- Realize the FMP campus planning objectives (Section 6)

The FMP is divided into three standalone phases of development:

- 2013 to 2018
- 2018 to 2023
- 2023 to 2033

Graphic 7.01 (previous page) represents the campus on completion of the FMP.

# 7

## MASTER PLAN SUMMARY

Graphic 7.02  
Existing Campus (2013)





Graphic 7.03  
Campus Envisaged by Facilities  
Master Plan in 2033

-  New building
-  Renovation

# 7

## MASTER PLAN SUMMARY

Graphic 7.04  
FMP Aesthetic Zones

- University Walk 
- Campus Woodlands 
- A Stronger Quad 
- Southern Expansion 
- Cross Campus Connections 
- Vehicular Entry 





### 7.11 FMP Major Moves

The Master Plan is shaped by the following spatial features:

- **University Walk**  
The primary walking route through the campus will be characterized by a wide, distinctive pathway. Modern design features and street furniture will continue the forward thinking nature of the College's 1960s architecture. The design of this walk will match a similar feature at the Clarion Campus.
- **A Stronger Quad**  
University Walk will culminate in the College's primary open space between Frame Hall, Suhr Library and the Rhoades Center. The landscape treatment of University Walk will be extended into the space, improving it as a gathering space and giving it an enhanced status on the campus. The open edges of the quad to the north and east will be bounded with new infill buildings that provide additional classrooms, learning and social spaces. The southern entrance to the quad is conceived as a campus commons with a series of terraced outdoor meeting and learning spaces.
- **Campus Woodlands**  
The woodland setting of Venango College on a hillside adjacent to the Allegheny River is a principal asset of the campus. The spatial framework identifies the majority of the College's land as 'Campus Woodlands', the treatment of this zone will be simple, sustainable and natural in respect of the existing forest. It will also seek better integration of the woodland aesthetic across parking areas.
- **Southern Expansion**  
The purchase of the Verizon Building and construction of new student housing represents a southern extension of the campus. It is important that University Walk extends to this new area and that the landscape treatment is consistent with the existing campus.
- **Cross Campus Connections**  
Connections moving east to west across the campus are complicated by the steep slope and bisecting West First Street. Existing steps should be enhanced and a new, more direct, route between the residences and Frame Hall / Suhr Library created. In the longer term, an extension to Montgomery Hall could "step down" the hill and provide elevator American Disabilities Act access from West First Street to the level of the main parking lot.



# 7

## MASTER PLAN SUMMARY

### 7.2 APPROACH TO LANDSCAPE

Improving Venango's landscape quality should be an ongoing objective for providing a more attractive campus, and, over the lifetime of the FMP, there will be several enhancement project opportunities. These should be implemented with regard to the following strategic themes:

- *Establish a Coherent Landscape Identity with Clarion Campus*

The design of Venango's landscape will utilize the material palette established at Clarion to enhance aesthetic connections between the campuses. Maintaining a common graphic identity to signage across the campuses is important.

- *Take a Consistent Approach to the Two Aesthetic Zones*

University Walk forms the main pedestrian spine of the campus and its landscape treatment will signify its primary status within the hierarchy of pedestrian routes. The primary pathway will have a consistent width, which is wider than adjoining routes, and use unique furnishings and materials. When the walk intersects other paths, the walk will be the primary, continuous and distinguished route. The landscape should be designed in tandem with the University Walk at the Clarion Campus. Landscape interventions within the Campus Woodlands should be natural, sustainable and secondary to the existing forest.

- *Celebrate the Forest and its Seasonal Color*

In partnership with Clarion Campus, a campus-wide arboretum will be established. A detailed arboretum plan and program will need to be developed, including a consistent identification system with tree tags and interpretive signage. Enhancing seasonal color will be a primary objective of the arboretum, with new trees introduced to increase the level of evergreens in winter, flowering elements added for spring and a specific focus on fall foliage.

- *Identify and Name Campus Spaces*

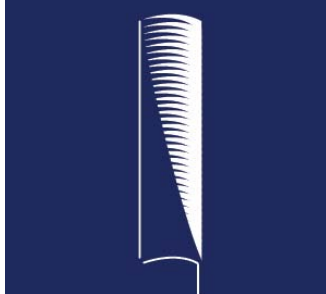
Identifiable campus spaces, not just buildings, will be named to elevate their importance, reinforce placemaking and help make the campus more legible to users. Additionally, naming spaces will provide opportunities for donors to contribute to or sponsor landscape enhancements in addition to building projects.

- *Reinforce Venango's Presence on West First Street*

West First Street is the only access route to the campus and it splits the upper and lower sections of the campus. Enhancing the streetscape quality of the road will signify arrival at the campus to visitors and improve first impressions, while also helping to meet the College's responsibilities as a good neighbor. Consistently spaced lamp posts should match those within the 'Campus Woodlands' and include university banners. Additionally, trees should line the street at a regular interval ('datum trees') in front of the student residences.

- *Accommodate a Phased Approach to Implementation*

The FMP sets out a phased approach to the delivery of landscape projects within its planning horizon. However, consideration should be given to planting some new trees early on to take advantage of their growth over time. These trees should be positioned outside areas likely to be disturbed by future construction.



Graphic 7.05  
 Lighting and Furniture Strategy  
 across the Two Aesthetic Zones



### University Walk

#### Lighting:

- Only column light
- Runs in even spacing and coordinated with "datum trees"
- All other lighting in zone is discreet/hidden
- Occasional up-lit trees
- Silver/aluminum finish
- No bollard lights
- LED

#### Furniture:

- Contemporary style
- Silver/aluminum finish (to match lighting)
- Wood planking
- Mounted/anchored legs

### Campus Woodlands

#### Lighting:

- Maintains existing light standard from Clarion Campus
- Painted black post
- Can hold banners
- No bollard lights
- LED

#### Furniture:

- Contemporary style
- Silver/aluminum finish
- No wood planking
- Spread legs

# 7

## MASTER PLAN SUMMARY

### 7.3 ADA ACCESS

The provision of ADA compliant walkways at Venango College is challenged by the steep hillside on which the campus is located, and there is currently no ADA compliant walkway connecting the student housing to the academic buildings. The FMP seeks to enhance accessibility across the campus, with key accessibility points (numerically referenced to Graphic 7.06) including:

1. The main quad (Campus Commons, B2) will comprise of a number of levels terracing down towards West First Street; these levels will be connected by an ADA compliant ramp in front of the entrance to Suhr Library and by a gently sloped route from this ramp to Frame Hall via the edge of the new roundabout at the entrance to the parking lots
2. The slope of University Walk between Montgomery Hall and the main quad will need to be ADA compliant
3. A walkway to the side of the vehicular entrance to the housing parking lot will be included to provide an ADA compliant link to West First Street
4. The new pedestrian crossings on West First Street will have dropped curbs providing access between the new sidewalks (B5) and the street
5. The Montgomery Hall extension (C3) provides the opportunity for an elevator connection from the level of West First Street up to the main parking lots, University Walk and other college buildings; ADA access between West First Street and the main academic buildings will be lacking until this building is constructed
6. The new section of University Walk connecting Montgomery Hall to West First Street will not be ADA compliant due to the steep gradient of the site
7. A zigzag ramp may be needed to provide an ADA compliant ramp between West First Street and the Verizon Building



Graphic 7.06  
2033 ADA Compliant Routes and  
Parking per the FMP

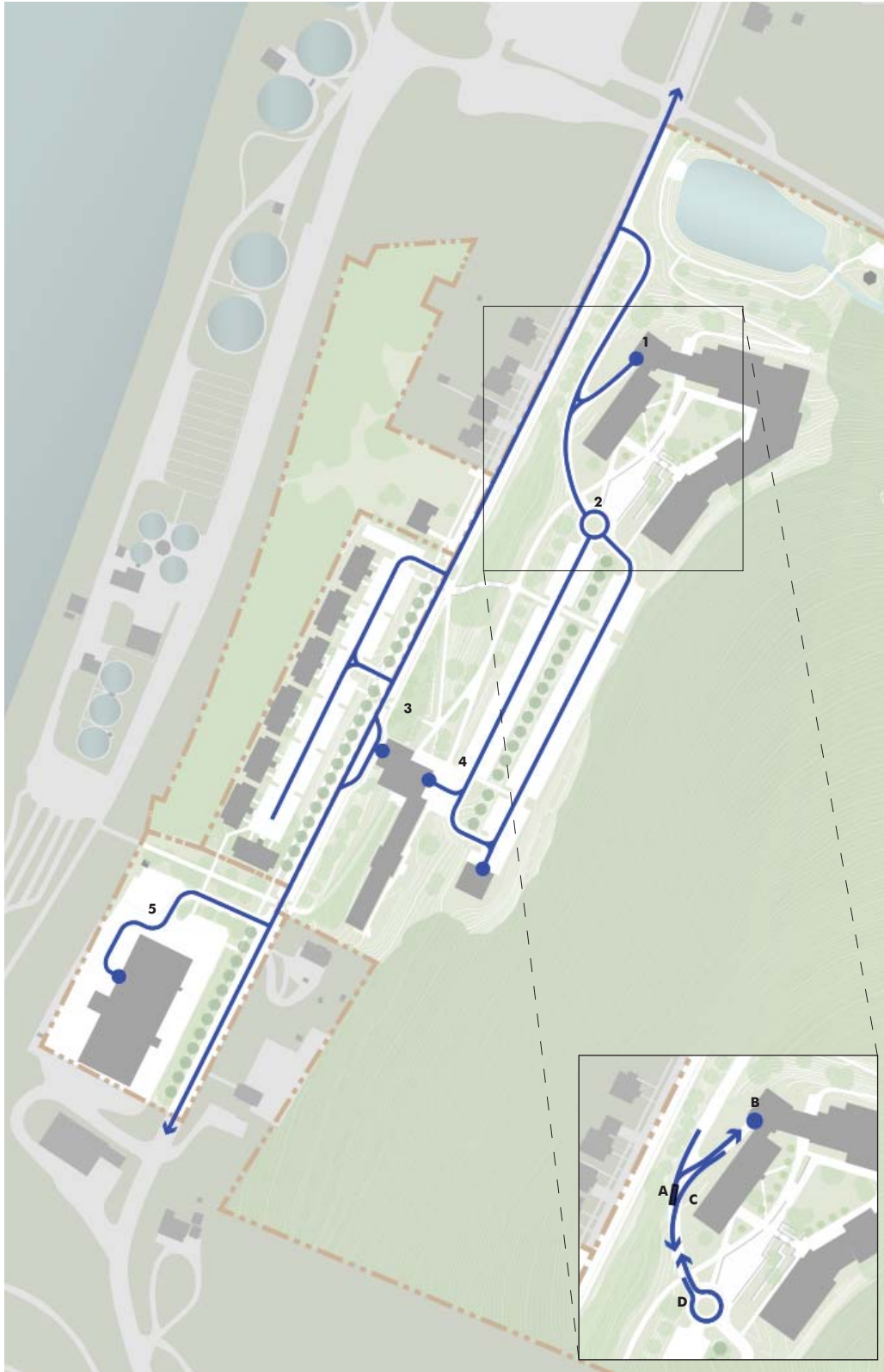
# 7

## MASTER PLAN SUMMARY

### 7.4 VEHICLE SERVICE ROUTES

Vehicular servicing will largely remain as existing within the campus with the exception of access to Frame Hall and the Rhoades Center. Changes to note (numerically referenced to Graphic 7.07) include:

1. The existing service area to the west of the Rhoades Center will be incorporated within the basement level of the Northwest Quad Building (C2); Rhoades will no longer be serviced from the Quad level and deliveries will not be made trucks larger than a cargo van
2. The reconfigured entrance to the parking lots will need to accommodate emergency vehicles and service trucks
3. The existing service road to Montgomery Hall will be closed with service vehicle access switched to from the parking lot
4. The parking lot will need to accommodate service vehicle pick-up/drop-off to Montgomery Hall
5. Service vehicle access will be provided to the rear of the Verizon Building



Graphic 7.07  
Vehicle Service Routes within the  
FMP

- A.** Larger delivery vans may have to stop here and back into the Rhoades service road
- B.** Deliveries and collections would be made to the west of Rhoades and north of Frame Hall within a screened service area or the basement of initiative C3
- C.** Larger delivery vans would turn left when exiting the Rhoades service road
- D.** Delivery vans would use the roundabout to exit; the turning circle of the roundabout dictates the potential size of delivery vehicles



# 7

## MASTER PLAN SUMMARY

### 7.5 MASTER PLAN PHASES

#### 7.51 Master Plan at 2018 (PHASE A)

This phase includes the projects which have the highest priority, and/or are already significantly developed. The Master Plan projects envisaged to be delivered by 2018 are:

*Graphic 7.08*  
FMP Initiatives 2013 - 2018

Number	Name	Description
A1	Verizon Building	Purchase and renovation of existing building
A2	Student Residence 6	Construction of new building per the established typology
A3	Campus Steps	Landscape project enhancing the connection between University Walk and the student residences
A4	Suhr Library	Renovation of existing building



Graphic 7.09  
Facilities Master Plan Phase One,  
2013 - 2018

- New building
- Renovation

# 7 MASTER PLAN SUMMARY

## 7.52 Master Plan at 2023 (Phase B)

Beginning in 2019, phase B includes projects of relatively high importance, the planning stages of which could begin prior to the completion of phase A to facilitate continuous delivery of the master plan. The projects envisaged to be delivered by 2023 are:

Graphic 7.10  
 FMP Initiatives 2019 - 2023

Number	Name	Description
B1	Student Residence 7	Construction of new building as per the established typology
B2	Campus Commons	Landscape project to provide enhanced outdoor meeting and learning spaces
B3	Frame Hall	Renovation of existing building
B4	University Walk	Landscape treatment of the primary pathway through the campus
B5	West First Street	Landscape enhancement between the road and the student residences



Graphic 7.11  
Facilities Master Plan Phase Two,  
2019 - 2023

- New building
- Renovation

# 7 MASTER PLAN SUMMARY

## 7.53 Master Plan at 2033 (Phase C)

Beginning in 2024, phase C represents longer term project ideas, with the potential to be completed by 2033. These projects are included within the FMP to provide capacity for the future expansion of the campus, they should be treated as options which could be brought forward, and programed, as needed. The phase C initiative are:

Graphic 7.12  
FMP Initiatives 2024 - 2033

Number	Name	Description
C1	East Quad	Construction of new building connecting Suhr Library and the Rhoades Center
C2	Northwest Quad	Construction of new building infilling this corner of the quad
C3	Montgomery Hall	Extension of building towards West First Street
C4	Parking Lots	Landscape enhancement of principal parking area





Graphic 7.13  
Facilities Master Plan Phase Three,  
2024 - 2033

- New building
- Renovation





VENANGO CAMPUS  
MASTER PLAN INITIATIVES 8

# 8 MASTER PLAN INITIATIVES

## 8.1 PHASE A INITIATIVES (2013-2018)



Graphic 8.01  
Verizon Building Location

### A1 – VERIZON BUILDING

Recommended for Renovation

#### *Proposed Programming:*

Clarion University has decided to purchase the existing Verizon Building and to renovate it to form part of the Venango campus.

The Verizon Building has a gross area of approximately 24,500 SF and will add approximately 16,500 NASF to Venango Campus.

The building has the potential to contribute significantly towards the space needs for the Venango campus until 2023. However, suitable academic uses are limited by the warehouse nature of the building. The warehouse space will be converted to class labs and demonstration areas serving to expand Venango College's continuing education services, with a focus on vocational skills and community programs such as construction skills, art and design, and food preparation. A student lounge and meeting rooms will be included alongside the class labs and demonstration areas, with the remainder of the warehouse space devoted to support services. The existing offices will be refurbished to serve faculty and general administrative needs.

	2013 NASF	Per FMP NASF
Class Lab	0	3,600
Offices	0	4,500
Special Use (Demonstration)	0	3,000
General Use (Lounge and Meeting)	0	3,000
Support (Facilities)	0	2,400
<b>Total NASF</b>	<b>0</b>	<b>16,500</b>
<b>GSF</b>	<b>24,500</b>	<b>24,500</b>

#### *Massing and Architectural Considerations:*

The existing building is a single story warehouse in poor condition. Significant renovation will be needed given the planned renovation to educational use. Issues include:

- A deep floorplate – the amount of light which can reach the center of the building from the perimeter is limited and skylights will be considered as part of any renovation
- Poor thermal performance – the warehouse typology of the existing building means that a significant level of insulation will need to be added to walls and the roof before it is suitable for educational use
- Poor state of the building – the exterior masonry has significant cracks, the roof is likely to be in poor condition, and based on visual observation it is likely that positions of the structure are compromised
- Utilitarian style of building – as typical for most low cost offices and warehouses, the aesthetic quality of the building is low; conversion to educational uses will include enhancements to the exterior appearance as well as the interior fit-out

*Landscape Considerations:*

The surrounding, cracked asphalt provides a low quality setting and landscape enhancements will be included as part of the renovation. This will include the planting of trees along West First Street and a more generous green strip at the edge of the road.

*Servicing Considerations:*

Vehicular access from West First Street would remain as existing, and the reprogramming of the building will include service at access the rear (west side).

*Scope and Sequencing Considerations:*

The refurbishment of the Verizon Building could happen at any time and does not require any enabling development. The purchase of the building provides additional expansion potential for the College should it grow in the future. It might be appropriate to use the building for facilities services purposes in the short to medium term while assessing the best long term use of the site.



Graphic 8.02  
Photographs of the Existing  
Building and Site

# 8 MASTER PLAN INITIATIVES



Graphic 8.03  
Bradford George Carmack  
Barnes Hall

## A2 – STUDENT RESIDENCE 6

Recommended for Construction

### *Proposed Programming:*

The new residence will continue the existing apartment typology established along West First Street with an identical building to Bradford George Carmack Barnes Hall.

Based on Bradford George Carmack Barnes Hall, the new building will provide approximately 4,700 SF of residential use.

### *Massing and Architectural Considerations:*

The new building will be a facsimile of Bradford George Carmack Barnes Hall.

### *Landscape Considerations:*

The existing parking lot will be extended in front of the new building.

### *Servicing Considerations:*

The building will have the same servicing arrangements as the existing residences.

### *Scope and Sequencing Considerations:*

No enabling development is required. However, disruption could be minimized and slight savings to construction costs made by delivering the subsequent student residence within the FMP (B1) at the same time.

Graphic 8.04  
Student Residence 6 (A2) within  
the Final Phase of the FMP





### A3 – CAMPUS STEPS

Recommended for Landscape Enhancement

#### *Landscape Considerations:*

This initiative reconfigures the existing wooded steps between West First Street and main pedestrian spine (University Walk) with curvilinear concrete stairs over a longer length. This will reduce the height of the risers and provide a safer route in wintry conditions. Benches will be incorporated to provide a resting opportunity half way up the steps.

A sidewalk connection will integrate the new steps with the hilltop parking lot. A delineated crosswalk between curb extensions (bulb-outs) on each side of West First Street will connect the steps to the student residences.

#### *Servicing Considerations:*

n/a

#### *Scope and Sequencing Considerations:*

No enabling development is required and this initiative could be delivered at any time.



Graphic 8.05  
Campus Steps (A3) within Final  
Phase of the FMP

# 8 MASTER PLAN INITIATIVES



Graphic 8.06  
Suhr Library Location within  
Completed FMP

## A4 – SUHR LIBRARY

Recommended for Renovation

### *Proposed Programming:*

Suhr Library will be reconfigured and updated to provide a contemporary open plan study space and media center supported by a new active-learning prototype classroom. The classroom will be an opportunity to test technology advancements, alternative furniture systems and academic pedagogies. Existing offices will be converted to smaller student study rooms, providing an alternative to the open study area.

	2013 NASF	Per FMP NASF
Classroom	0	1,657
Office	889	151
Study	6,781	5,522
General Use	156	0
<b>Total NASF</b>	<b>7,826</b>	<b>7,330</b>
<b>GSF</b>	<b>10,140</b>	<b>10,140</b>

### *Massing and Architectural Considerations:*

The existing clerestory windows facing the quad will be replaced with windows from floor level to the existing lintel. These will be similar to the large windows in the existing offices and will be transparent enough to allow views into the building from the quad.

Glazing will form a significant proportion of the internal division between the classroom and the large study area to visually connect the spaces and encourage informal use when classes are not in session.

The whole building will undergo critical maintenance including the updating of its electrical and mechanical systems.

### *Landscape Considerations:*

The renovation does not include provision for adjacent landscape enhancements, though construction disturbances will need to be mitigated. The Campus Commons initiative (B2) will alter the quad landscape.

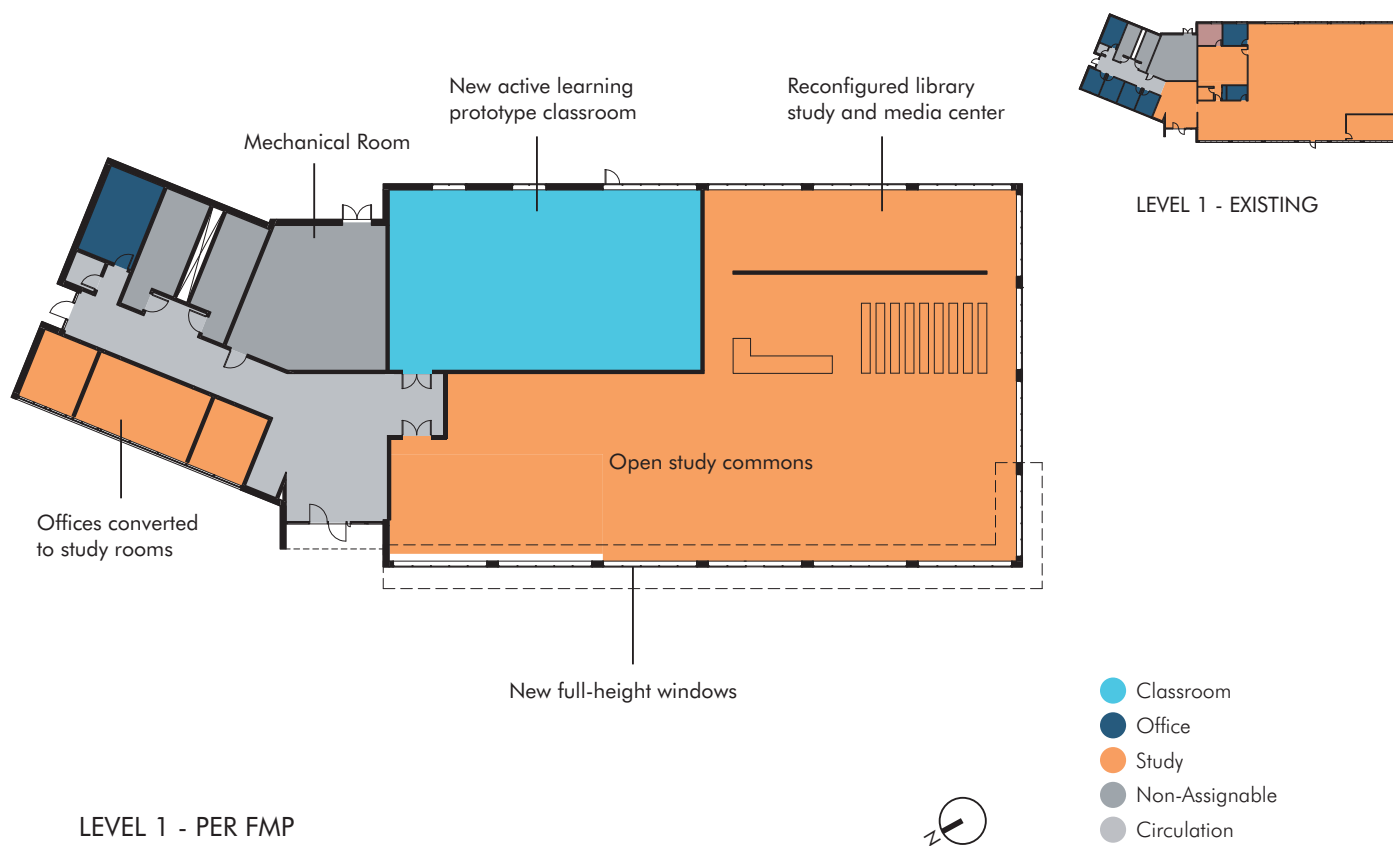
### *Servicing Considerations:*

Existing servicing arrangements will be unaffected.

### *Scope and Sequencing Considerations:*

The likelihood of achieving the onsite construction works over the summer will need to be carefully considered, and if not feasible alternative temporary study space will need to be provided on the campus. This could be achieved through the temporary conversion of the level 1 classrooms in Frame Hall which are scheduled for renovation in initiative B3.

Graphic 8.07  
 Suhr Library - Level 1



# 8

## MASTER PLAN INITIATIVES

### 8.2 PHASE B INITIATIVES (2018-2023)

#### B1 – STUDENT RESIDENCE 7

Recommended for Construction

*Proposed Programming:*

The new residence will continue the existing apartment typology established along West First Street with a sister building to Bradford George Carmack Barnes Hall (and initiative A1).

Based on Bradford George Carmack Barnes Hall, the new building will provide approximately 4,700 SF of residential use.

*Massing and Architectural Considerations:*

The new building will be a facsimile of Bradford George Carmack Barnes Hall. However, the building is rotated ninety degrees in its orientation and the impact of solar gain on its thermal performance will be considered, and window design altered accordingly.

*Landscape Considerations:*

This initiative does not include a further expansion of parking beyond that delivered alongside the other new student apartment building (A2). Analysis of parking demand will be needed before commencement of construction.

*Servicing Considerations:*

The building will have the same servicing arrangements as the existing residences.

*Scope and Sequencing Considerations:*

No enabling development is required. However, disruption could be minimized and slight savings to construction costs made by delivering the subsequent student residence within the FMP (A2) at the same time.



Graphic 8.08  
 Student Residence 7 (B1) within  
 the Final Phase of the FMP



Graphic 8.09  
 Existing Student Residences viewed  
 from across West First Street.  
 The new residences (A2 and B1)  
 will be positioned to the left of  
 those in the photograph.



# 8 MASTER PLAN INITIATIVES

## B2 – CAMPUS COMMONS

Recommended for Landscape Enhancement

### *Landscape Considerations:*

This initiative enhances and formalizes the existing quadrangle at the north end of campus, creating an inviting open space that accommodates student gatherings and promotes a positive arrival experience for visitors. Specific enhancements include:

- New drop-off circle at southern end of quad. The connection to the upper bay of parking within the Hillside Lot will be graded (and the parking lot modified) to allow as level a grade as possible.
- The new northern segment of University Walk from the entrance drive (south of Frame Hall) to a new stair between Frame Hall and Rhoades Center. The Walk is a broad arc, providing a graceful flow from the Campus Commons heading towards Montgomery Hall and will be defined by regularly spaced trees on one side.
- New hard surface plaza/gathering area at the south end of the space between Suhr Library and Frame Hall. The plaza space is distinguished by special paving (stone or concrete unit pavers).
- Terrace seat walls providing informal student gathering spaces in front of Suhr Library.
- Grand stair integrated with the terrace seat walls and connecting the plaza area with Suhr Library.
- Accessible path integrated into the terrace seat walls, connecting the drop-off circle with Suhr Library.
- Broad perimeter walks along the face of Suhr Library and Rhoades Center.
- Canopy tree planting to reinforce quad edges and frame views between Rhoades Center and Frame Hall.
- Selective tree removal within the quad to reduce the division that the row of Oaks currently creates.

### *Servicing Considerations:*

The initiative includes the removal of the section of parking lot nearest to Suhr Library.

### *Scope and Sequencing Considerations:*

No enabling projects are linked to this initiative and it could be delivered at any time. Construction work will be programmed for the summer months to minimize disruption to students.

Graphic 8.10  
Examples of Landscape  
Campus Commons, from  
Left to Right; University  
of Maryland, University of  
Cincinnati





*Graphic 8.11*  
 View Looking into the Campus  
 Commons (Quad) upon  
 Completion of the FMP Initiatives



*Graphic 8.12*  
 Campus Commons (Quad) on  
 Completion of the FMP

1. New Northwest Quad Building (C2)
2. Rhoades Center
3. Frame Hall
4. Realigned pathway through quad and formal datum tree planting at its edge
5. Formal lawn
6. East Quad Building (C1)
7. New hardscape plaza (replaces parking lot)
8. Stepped terraces to front of Suhr Library
9. Suhr Library
10. Reconfigured access to parking lots

# 8 MASTER PLAN INITIATIVES

## B3 – FRAME HALL

Recommended for Minor Refurbishment

### *Proposed Programming:*

Frame Hall's teaching spaces will be renovated to provide contemporized classrooms and laboratories.

	2013 NASF	Per FMP NASF
Classroom	2,853	1,918
Class Lab	2,843	3,790
Office	4,482	4,482
General Use	136	136
Support	375	375
<b>Total NASF</b>	<b>10,689</b>	<b>10,701</b>
<b>GSF</b>	<b>16,380</b>	<b>16,380</b>

### *Massing and Architectural Considerations:*

The renovation is limited to Frame Hall's classrooms and class labs. Lessons will be taken from the experience of faculty and students when using the active-learning prototype classroom created in Suhr Library as part of initiative A4.

### *Landscape Considerations:*

n/a

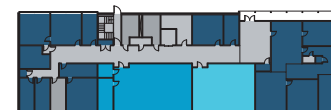
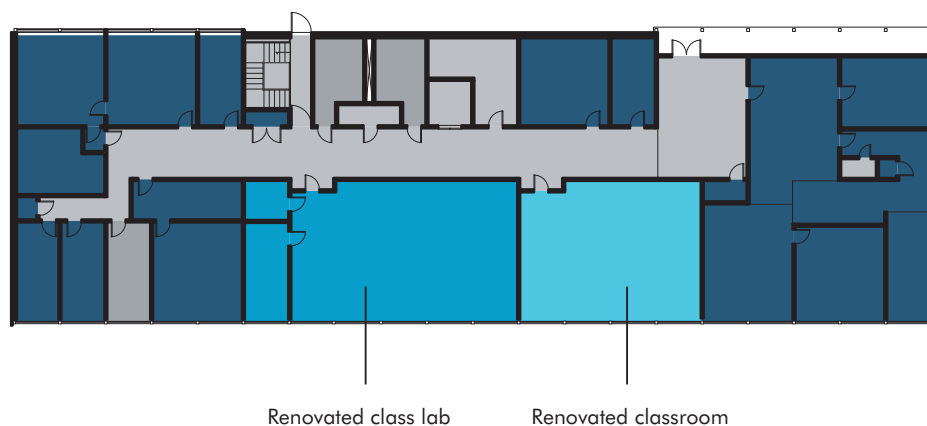
### *Servicing Considerations:*

n/a

### *Scope and Sequencing Considerations:*

No enabling projects are linked to this initiative and it could be delivered at any time. Construction work will be programmed for the summer months to minimize disruption to students.

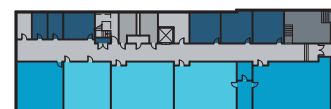
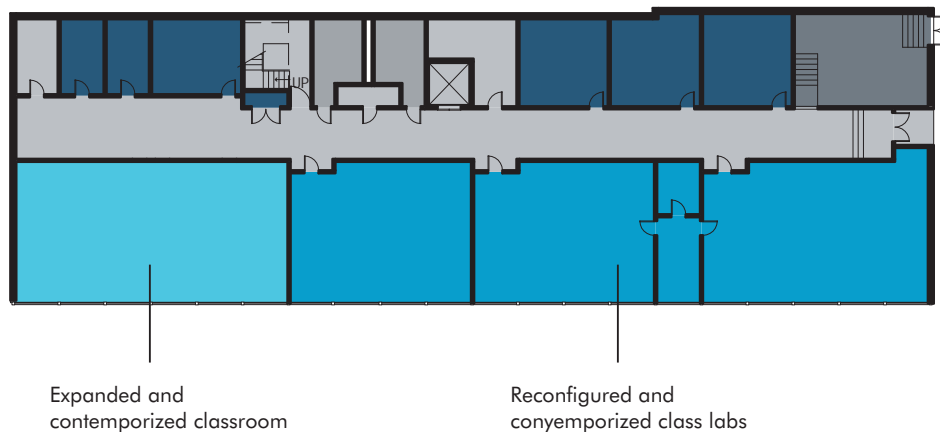
Graphic 8.13  
 Frame Hall - Level 2



LEVEL 2 - EXISTING

LEVEL 2 - PER FMP

Graphic 8.14  
 Frame Hall - Level 1



LEVEL 1 - EXISTING

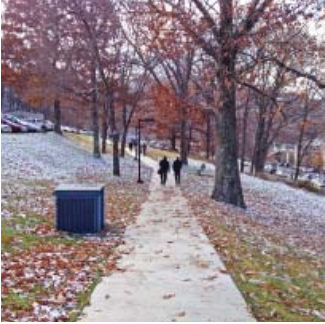
LEVEL 1 - PER FMP

- Classroom
- Class Lab
- Office
- Non-Assignable
- Circulation



# 8

## MASTER PLAN INITIATIVES



Graphic 8.15  
Existing Pedestrian Spine which  
forms part of 'University Walk'

### B4 – UNIVERSITY WALK

Recommended for Landscape Enhancement

#### *Landscape Considerations:*

This initiative enhances the existing pedestrian spine between Frame and Montgomery Halls and extends it across First Street to the Samuel Justus Recreational Trail. This will complete a clear, accessible and direct link between the Verizon Building and the Campus Commons (B2) and form Venango College's 'University Walk'. Specific enhancements include:

- Extension of University Walk between the removed Montgomery Service Lot and West First Street (at the southern end of Montgomery Hall). The Walk is aligned to continue the graceful flow through campus
- Re-grading of the slope along edge of Montgomery Lawn to allow for ADA access while maximizing the amount of useable open space within Montgomery Lawn
- Curb extensions (bulb-outs) on both sides of West First Street where the Walk meets the street
- Well-delineated crosswalk across West First Street
- Evergreen and canopy tree planting along the re-graded slope, with tree placement used to frame views toward the Allegheny River
- Sidewalk connection between the Walk and the existing wooden stair at the Montgomery Service Lot; this will be a semi-permanent treatment until the potential expansion of Montgomery Hall (C3)
- Use of the 'University Walk' material palette established by the landscape enhancements at Clarion campus

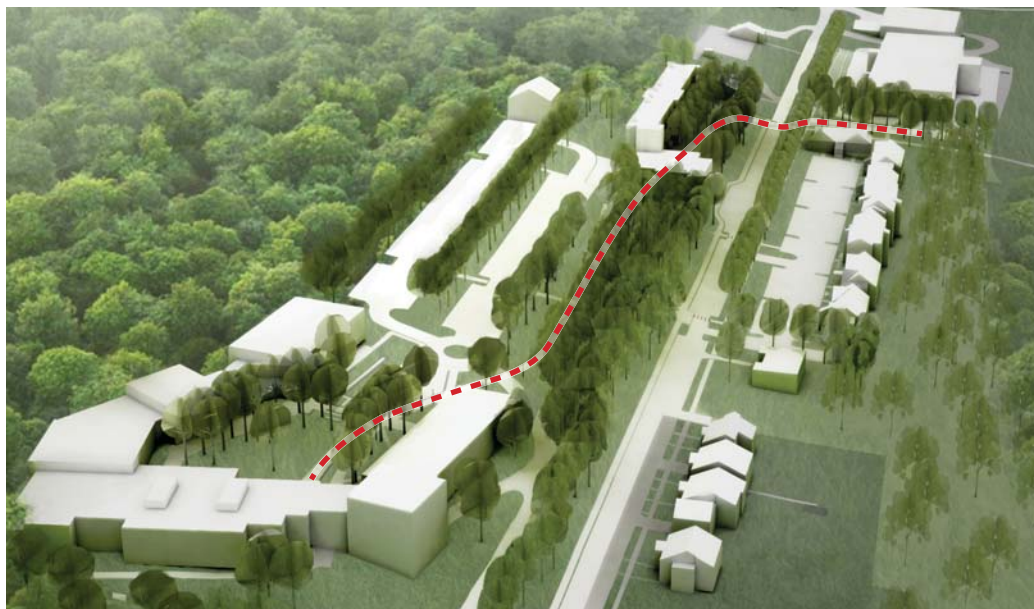
#### *Servicing Considerations:*

The servicing of Montgomery Hall will be switched to from the main parking lot, with the existing small access road closed.

#### *Scope and Sequencing Considerations:*

No enabling projects are linked to this initiative and it could be delivered at any time.





Graphic 8.16  
View Showing the Route of  
University Walk upon Completion  
of the FMP



Graphic 8.17  
Plan Showing University Walk  
upon Completion of the FMP

1. University Walk upgrade completed as part of Campus Commons initiative (B2)
2. Steps enhanced as Campus Steps initiative (A3)
3. Pathway passes through Montgomery Hall Extension (C3)
4. New section of walkway from Montgomery Hall to West First Street
5. New crosswalk with bulb-outs across West First Street
6. Walkway extends to Samuel Justus Recreation Trail

# 8 MASTER PLAN INITIATIVES

## B5 – WEST FIRST STREET

Recommended for Landscape Enhancement

### *Landscape Considerations:*

This initiative improves pedestrian safety and the campus image along West First Street. Specific enhancements by segment, in addition to the curb extensions developed as part of other initiatives, include:

- Entire Frontage: Consistent elements along the entire frontage include:
  - Lane narrowing (in coordination with Oil City) to accommodate sidewalks
  - 5' sidewalks on Clarion University's Venango property
  - Regularly spaced pedestrian lights on Clarion University's Venango property
- Pond Frontage: A few high canopy trees will supplement those that exist to frame views to the campus core and to the pond
- East Side Frontage: The hillside along most of the east side of the street presents several challenges with pedestrian accommodations and maintaining planted areas. Streetscape elements along this section include:
  - A 3' to 4' high stone-faced or architectural block retaining wall to accommodate grading necessary for the installation of a sidewalk
  - Low native groundcover and shrub massing along the top of the wall to transition into the hillside landscape (woodlands and groves)
  - Supplemental native canopy trees and ornamental understory planting to maintain a woodland landscape between the pond and the West First Street crossing; and native canopy trees and meadow grasses between West First Street Crossing and Montgomery Hall
- West Side Frontage: The west side adjacent to the student apartments and the Verizon Building slopes down away from the street, providing an opportunity to use landscape to visually buffer the parking area. Streetscape elements along this section include:
  - Low hedge at the top of the slope to partially screen views of the parked cars while allowing views to the buildings
  - Regularly spaced high datum trees partway down the slope (with a narrow canopy to clear the overhead utility lines); tree wells may be required to provide level planting areas for the trees
- North End: This area is the northern end of the student apartments where Clarion University's Venango property begins flanking the street from the north; accent plantings, light pole spacing, tree layout and potential use of banners will highlight this area as a campus entry
- South End: This area is the southern end of Montgomery Hall where Clarion University's Venango property begins flanking the street from the south; accent plantings, light pole spacing, tree layout and potential use of banners will highlight this area as a campus entry

### *Servicing Considerations:*

n/a

### *Scope and Sequencing Considerations:*

No enabling projects are linked to this initiative and it could be delivered at any time.



Graphic 8.18  
Plan Showing Extents of West First  
Street Enhancements as part of  
Initiative B5



### 8.3 PHASE C INITIATIVES (2023-2033)

#### C1 – EAST QUAD BUILDING

Recommended for Construction

##### *Proposed Programming:*

A building in this location will strengthen the Campus Commons as a more enclosed and active open space. A programmatic split for a student commons typology of building is shown below in response to Section 5 of this report. However, as Venango College develops over the next ten years needs are likely to change and the program of the building should be adapted accordingly.

The building footprint as shown in the FMP would have a gross area of approximately 18,000 SF over two floors, yielding approximately 10,900 NASF to the campus. Initiatives C1 and C2 (Northwest Quad Building) combined would satisfy the remaining 2023 space needs projected for the campus (Section 5).

	2013 NASF	Per FMP NASF
Office	0	700
Special Use	0	6,000
General Use	0	4,200
<b>Total NASF</b>	<b>0</b>	<b>10,900</b>
<b>GSF</b>	<b>0</b>	<b>18,000</b>

##### *Massing and Architectural Considerations:*

The building will close the northwest corner of the quad connecting Suhr Library and the Rhoades Center. It will continue the building line of Suhr Library before angling to meet the Rhoades Center at ninety degrees. The elevation facing the quad will be transparent with inside functions visible from outside and vice-versa.

Reconfiguration of athletic facilities in the Rhoades Center may be required in order to best integrate with those provided in the new building.

##### *Landscape Considerations:*

Any construction work at this location will be an opportunity to assess the potential for further improvements to the quad, enhancing its function as the signature enclosed space of the campus.

##### *Servicing Considerations:*

Vehicles will not have direct access to the building and the existing servicing arrangements of the Rhoades Center and Suhr Library may need to be updated to include those of the new building.

##### *Scope and Sequencing Considerations:*

This project does not require any enabling development and could be brought forward if space needs dictate.



Graphic 8.19  
 View Showing East Quad (C1) and  
 Northwest Quad (C2) Buildings  
 within the Campus Quad



Graphic 8.20  
 Plan Showing the East Quad  
 Building (C1) within the  
 Completed FMP



# 8 MASTER PLAN INITIATIVES

## C2 – NORTHWEST QUAD

Recommended for Construction

### *Proposed Programming:*

A building in this location is a longer term aspiration and the program will reflect the post 2023 space needs of the campus. However, a mix of study, meeting and lounge areas would support the architectural aspiration to connect Frame Hall to the Rhoades Center and a potential program is proposed below.

The building footprint as shown in the FMP would have a gross area of approximately 10,000 SF over two floors, yielding approximately 6,100 NASF. Initiatives C2 and C1 (East Quad Building) combined would satisfy the remaining 2023 space needs projected for the campus (Section 5).

	2013 NASF	Per FMP NASF
Study	0	1,500
General Use	0	2,100
Support	0	2,500
<b>Total NASF</b>	<b>0</b>	<b>6,100</b>
<b>GSF</b>	<b>0</b>	<b>10,000</b>

### *Massing and Architectural Considerations:*

The building will be the first visible built component of the campus when approaching from Oil City along West First Street. It will be an opportunity to create a gateway structure, visible from across the pond. Atrium spaces will make the building taller than Frame Hall and the Rhoades Center and the upper floor will take advantage of views over the pond and the Allegheny River.

The massing of the building responds to the steep gradient of the site, with the change in level allowing basement support functions to be entered at grade from the main vehicular access from West First Street.

### *Landscape Considerations:*

Any construction work at this location will be an opportunity to assess the potential for further improvements to the quad and service areas will need to be screened.

### *Servicing Considerations:*

The building would block the existing vehicular service access to the Rhoades Center. This would need to be incorporated in the basement of the new building.

### *Scope and Sequencing Considerations:*

This project does not require any enabling development and could be brought forward if space needs dictate.



Graphic 8.21  
 View Showing East Quad (C1)  
 and Northwest Quad (C2)  
 Buildings within the Campus  
 Quad



Graphic 8.22  
 Plan Showing the Northwest  
 Quad Building (C2) within the  
 Completed FMP

# 8

## MASTER PLAN INITIATIVES

### C3 – MONTGOMERY HALL EXTENSION

#### Option for Construction

##### *Proposed Programming:*

This is a long term initiative which identifies a suitable location for a modest built addition to the campus. While no program is proposed, the building could be delivered as an alternative to initiatives C1 or C2.

The building footprint as shown in the FMP would have a gross area of approximately 20,000 SF over three floors.

##### *Massing and Architectural Considerations:*

The building is envisaged to fulfill the following key functions:

- Provide elevator access to the upper level of the campus from West First Street
- Enhance the entrance to Montgomery Hall
- Support the growth of any department within Montgomery Hall while expanding the commons area of the building
- Increase the built presence of the College on West First Street – the building will provide a positive visual identity of the College to passers-by and be outward facing to the street

The section of University Walk linking the campus to the east of West First Street to the Verizon Building will pass through the extension of Montgomery Hall. Off-hour access/pass-through will need to be considered. The building could comprise of two independent parts, which a covered section of University Walk would pass through unobstructed.

##### *Landscape Considerations:*

The relationship between the building and University Walk will be a key landscape consideration. In addition, a parking and drop off area will be created on West First Street adjacent to the building.

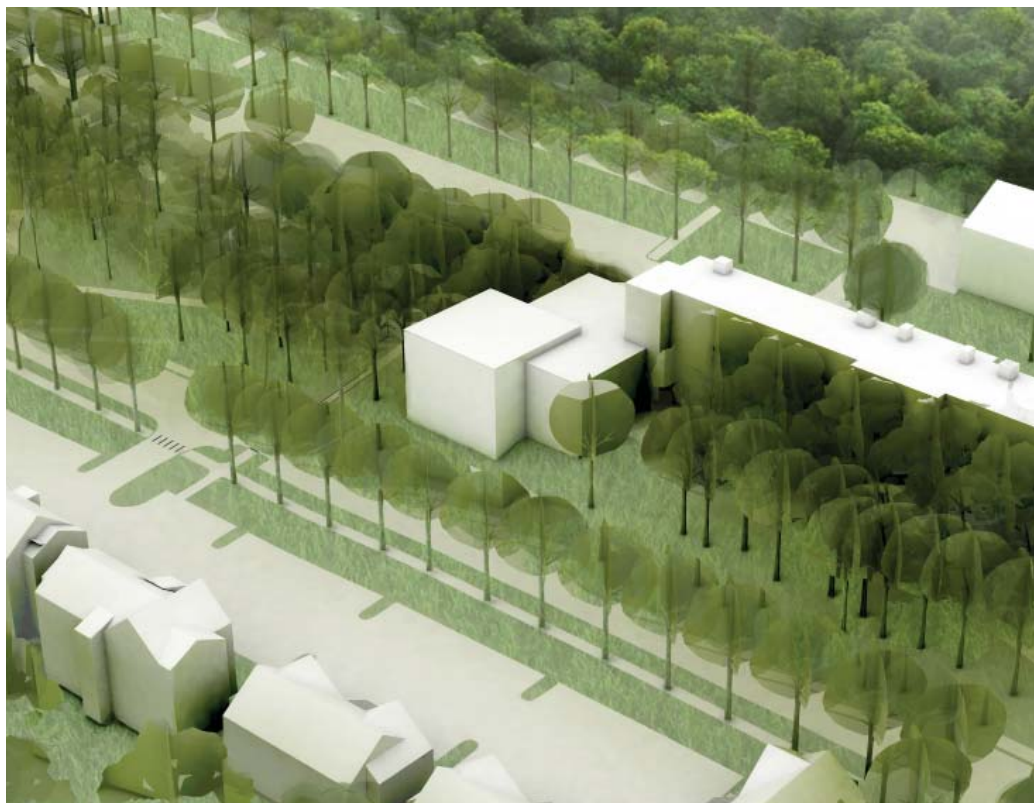
##### *Servicing Considerations:*

Serviced from the main parking lot.

##### *Scope and Sequencing Considerations:*

This project does not require any enabling development and could be brought forward if space needs dictate.





Graphic 8.23  
View of the Montgomery Hall  
Extension (C3)



Graphic 8.24  
Plan Showing the Montgomery  
Hall Extension upon Completion  
of the FMP

# 8 MASTER PLAN INITIATIVES

## C4 – PARKING LOTS

Recommended for Landscape Enhancement

### *Landscape Considerations:*

This initiative enhances the existing main parking lot with additional landscape that aims to connect the existing woodlands with the wooded slope along West First Street. Enhancements include the addition of regularly spaced planting islands and high canopy trees along each parking bay, the addition of evergreen trees, shade trees and meadow planting on the steep median between the bays, and consideration for stormwater capture along the low side of the median. Stormwater capture could be achieved with a low retaining wall, linear rain garden, and use of permeable pavers within a portion of the parking stall area.

### *Servicing Considerations:*

Existing servicing arrangements will be unaffected.

### *Scope and Sequencing Considerations:*

This project could happen at any time with no enabling development required. The planting of trees along the median between the parking bays could be brought forward as a quick-win project, and to accelerate the time at which they would reach maturity.

Graphic 8.25  
Photograph of Steps Linking the  
Upper and Lower Bays of the  
Parking Lot to be Enhanced by  
Initiative C4







Graphic 8.26  
Plan Showing Extent of the Parking  
Lot Enhancement in C4



VENANGO CAMPUS  
IMPLEMENTATION & COSTING 9

# 9 IMPLEMENTATION & COSTING



Graphic 9.01  
Campus on Completion of the  
FMP (c.2033)

## 9.1 MASTER PLAN COSTS AND PHASING

### PHASE A (2013 - 2018)

Year of Procurement	Initiative Number	Initiative Name	Escalated Project Cost*
2014	A1	Verizon Building	\$8.9M
2015	A2	Student Residence 6	\$2.0M
2016	A3	Campus Steps	\$0.8M
2016	A4	Suhr Library	\$3.5M
2013-2018		Critical Maintenance	\$0.2M
<b>Total</b>			<b>\$15.4M</b>

### PHASE B (2018 - 2023)

Year of Procurement	Initiative Number	Initiative Name	Escalated Project Cost*
2019	B1	Student Housing 7	\$2.2M
2019	B2	Campus Commons	\$3.1M
2020	B3	Frame Hall	\$1.1M
2021	B4	University Walk	\$1.7M
2022	B5	West First Street	\$1.2M
2018-2023		Critical Maintenance	\$5.8M
<b>Total</b>			<b>\$15.1M</b>

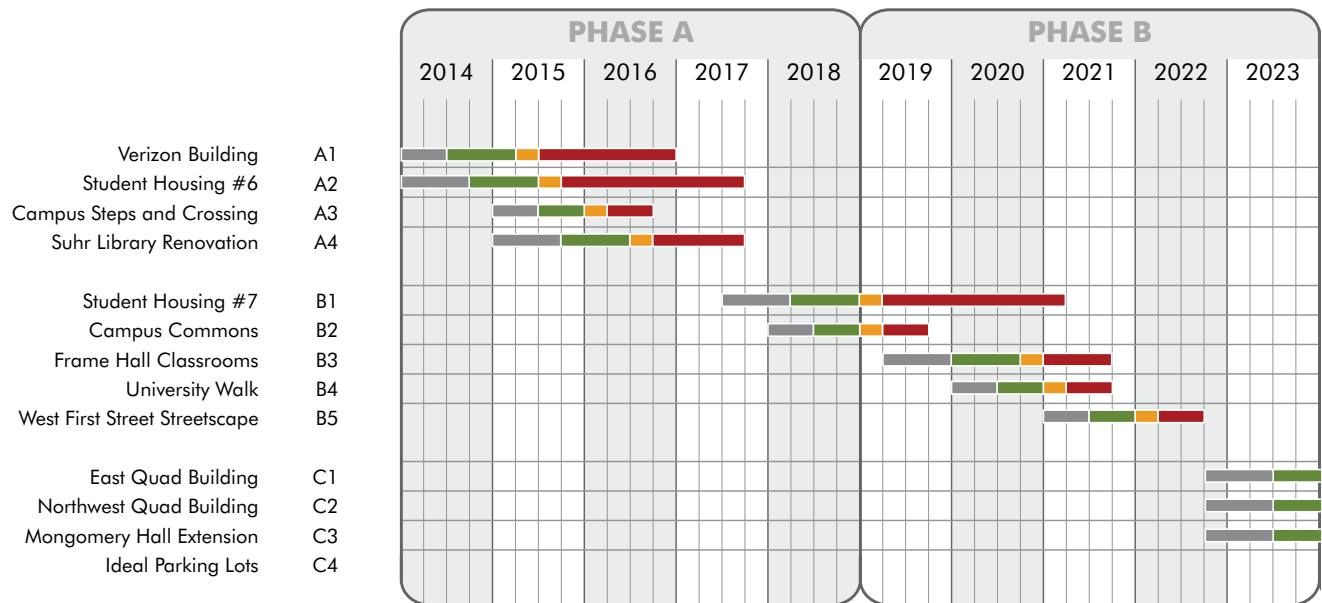
### PHASE C (2023 - 2033)

Year of Procurement	Initiative Number	Initiative Name	Escalated Project Cost*
2024	C1	East Quad Building	\$5.6M
2024	C2	Northwest Quad Building	\$4.1M
2024	C3	Montgomery Hall Extension	\$6.9M
2027	C4	Parking Lots	\$2.8M
2023-33		Critical Maintenance	\$9.4M
<b>Total</b>			<b>\$28.8M</b>

\*Escalated at 3% from 2013 to year of procurement.



## 9.2 FMP INITIATIVES PROJECT PLAN





# 9 IMPLEMENTATION & COSTING

Graphic 9.03  
Initiatives by Phase

- Phase A ●
- Phase B ●
- Phase C ●



### 9.3 FMP CLOSE OUT

Graphic 9.04 shows the impact of the FMP initiatives on the overall quantity of space function types (according to FICM) with regard to the 2013 and 2023 space needs outlined in Section 5 of the FMP. Although space needs are only projected out to 2023, a comparison of 2023 to 2033 allocation is provided.

The campus space needs are predicted to increase by 45,482 NASF between 2013 and 2023. The Verizon renovation and the new student residences (A2 & B1) contribute significantly towards meeting this need, with the remainder met post-2023 through the construction of the new buildings at the campus quad (C1 & C2).

Throughout the FMP there is a surplus of classroom space, with Montgomery Hall alone containing more than needed for the whole campus. The potential to repurpose classrooms in Montgomery Hall as lounges and meeting rooms should be investigated to help meet the need for more general use spaces.

	BUILDING NASF	Space Function Types (According to FICM)								
		CLASSROOM / LECTURE	LABORATORIES	OFFICE	STUDY	SPECIAL USE	GENERAL USE	SUPPORT	HEALTHCARE	RESIDENTIAL
<b>2013 EXISTING ALLOCATION</b>	85,162	10,466	6,961	12,718	6,781	7,741	7,791	3,595	-	29,109
<b>2013 SPACE NEEDS</b>	83,046	5,569	8,382	6,460	5,718	7,004	14,933	5,728	143	29,109
<b>2013 NEEDS SURPLUS/DEFICIT</b>	2,116	4,897	-1,421	6,258	1,063	737	-7,142	-2,133	-143	0
<b>2023 FMP ALLOCATION</b>	110,632	11,188	11,508	16,480	5,522	10,741	10,635	5,995	-	38,563
<b>2023 SPACE NEEDS</b>	128,528	6,621	11,586	17,170	7,227	16,862	21,570	8,725	204	38,563
<b>2023 NEEDS SURPLUS/DEFICIT</b>	-17,896	4,567	-78	-690	-1,705	-6,121	-10,935	-2,730	-204	0
<b>2033 FMP ALLOCATION</b>	127,632	11,188	11,508	17,180	7,022	16,741	16,935	8,495	-	38,563
<b>2033 FMP Vs 2023 SPACE NEEDS SURPLUS/DEFICIT</b>	-896	4,567	-78	10	-205	-121	-4,635	-230	-204	0

Graphic 9.04  
Comparison of Existing and FMP  
Assignable FICM  
Square Feet with Calculated Space  
Needs

