ACKNOWLEDGEMENTS

Hord Coplan Macht would like to thank the following people for their insight, dedication and guidance.

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Hord Coplan Macht would like to thank the following people for their insight, dedication and guidance:

- WWCC
- Hord Coplan Macht
- Anderson Strickler
- Verdone Landscape Architects
- Cator Ruma & Associates
- Western Engineers and Geologists
- KL&A
- The Sextant Group
In June of 2016, Western Wyoming Community College commissioned Hord Coplan Macht to complete an update to their 2012 Campus Master Plan as well as undertake a Student Housing Study. The College expressed interest in focusing the Master Plan effort on projects that are achievable within the next five years, while taking into account some of the larger project goals that may extend beyond five years.

Hord Coplan Macht (HCM), along with a team of engineering consultants, assessed and evaluated the existing building as a whole, including the building at the Green River campus. Meetings were held with key stakeholder groups, which included the facilities maintenance team, IT, college administration and the steering committee. Subsequently, we met with user groups, which included stakeholders from each of the academic and administrative programs, student life and housing, community groups, Board of Trustees as well as student groups. The results of these meetings identified existing shortcomings, new opportunities, and priorities for the College.

Running parallel to the Master Plan Update efforts was a focused effort evaluating Student Housing. This entailed the evaluation of the existing residence buildings, surveying of students, and the evaluation of the rental market in Rock Springs.

The results of the up front analysis was the establishment of nearly a dozen distinct projects. Each project was developed and vetted through regular meetings with the steering committee. The vetting included detailed understanding of the scope, the anticipated construction and project costs, and logistics. Many of the projects build upon the work identified and completed within the 2012 Master Plan update as well as identifying new projects and opportunities at both the Rock Springs and Green River Center campuses.

The identified projects, listed in order of priority in relation to the likelihood of funding include:

1. The Western Commons
2. Outdoor Amphitheater
3. Performing Arts Renovations
4. Second Floor Renovations
5. Soccer Field (Phase I – Expansion of Existing)
6. ITS & Nursing Addition/ Renovation
7. T&I Addition
8. Bonded Together (likely)
   A. Western Education Center
   B. Green River Event Center
9. Residence Halls
10. Green Space

The majority of these projects can be stand alone projects and are not dependent on other projects to be completed, however the completion of the Western Education Center and the full renovation of the second floor are dependent on the work that would be completed with the Nursing/ ITS Addition and Renovation. The timing of the work identified is obviously all pending on available funding. However, if available, all of this work could be completed within the next five years.

Master Plan Summary
The implementation of the scope described would result in approximately 31,200 GSF of renovated space and 242,800 GSF of new construction at a total estimated construction cost of $69.3 million. The additional student housing provided in this Master Plan equals 115 additional beds within the residence halls.

In addition to creating more instructional, administrative, and support spaces, this plan includes a number of amenities that will benefit the community, including additional Performing Arts venues, outdoor amenities and the Event Center in Green River. The implementation of this Master Plan is flexible and scalable which will allow the College to address the projects as funding is available and will allow the College to continue to serve their students and the community at a high level.
02
Western Wyoming Community College is dedicated to providing high quality learning opportunities to students and employees, enriching the community’s cultural life, enhancing the awareness of the community’s unique heritage and environment, and adapting to the changing needs of local business and industry within southwest Wyoming. WWCC’s two campuses are located within population and business centers of Sweetwater County.

The Rock Springs campus is the main campus center. The campus is visible from and with convenient access to Interstate 80. The campus is central within the city of Rock Springs, a town of 23,036 people (US Census 2010). The campus is within a mile of downtown and multiple commercial centers, as well as immediately adjacent to Sweetwater County Memorial Hospital. The Rock Springs campus sits on a distinctive high point within the Bitter Creek Valley and Rock Springs.

WWCC’s smaller facility is located approximately 14 miles from the main campus in Green River, a city with a population of 12,151 (US Census 2010). The Green River Center is within a mile of Route 530 along Upland Way, adjacent to Green River Recreation Center and Green River High School. The Green River building sits at the base of steep slopes overlooking the town of Green River.
The Rock Springs campus is a sprawling academic complex on a relatively flat hilltop surrounded by the high desert landscape. Most of the College’s +/- 435 acres is undeveloped. The academic complex is immediately surrounded by major parking lots, service and loading areas as well as manicured open and recreational spaces.

In general vehicular circulation is series of access lanes into the campus from College Drive and Gateway Boulevard. Four parking lots are conveniently located between the surrounding roadways and college building. The main entrance to the college is an access lane from College Drive terminating on a drop-off loop at the building’s main entrance. This sequence is reinforced by a monumental sign at College Drive and a sculpture along the access lane and within the drop-off loop. A secondary entry is located on the west side of the building immediately adjacent to the West parking lot. The STAR transit bus stop is located at the edge of the West lot. Enhanced campus signage along College Drive at the intersections of Gateway Boulevard and Grant Street would improve wayfinding from I-80 and downtown to the campus.

The surrounding network of sidewalks and pathways provide access between residential halls and parking lots to the building, but there exists gaps in this system that limit pedestrian access and safety. The following locations lack pedestrian access: fitness path to pool entrance, College Drive to the main entrance, College Hill Park to the main entrance, residential precinct to western building entrances. Future projects identified by this master plan should consider completing sidewalk improvements to complete this network.

The academic building has taken advantage of its position on a hilltop creating views of the distant mountain range and valley, such as from the T-Rex atrium, College Hill Park and from the fitness path. Future projects should protect and where possible enhance these views. The sculptural
roof form punctuates the sky line and allows light into the corridors below. This iconic building form can be seen from many advantage points around the city, particularly from I-80. Future projects should protect and enhance this visibility of this signature building form.

The campus has a variety of well-maintained open spaces ranging from athletic fields (soccer and baseball), fitness path, passive College Hill Park and internal courtyards. WWCC is missing a large flexible campus green space that can support a variety of activities. The tank farm offers an opportunity to create a central quad. Likewise the residential precinct lacks a flexible open space for recreation, socializing and creating a sense of community. Currently the soccer field does not satisfy NCAA regulation sizes and games are required to be played off site.
The gridded corridors of the academic building allows for orderly connection between parts of the campus without having to go outside. The unique diagonal ‘Main Street’ corridor connects the main entrance with the T-Rex atrium, creating a strong internal organizing element. Important and publicly oriented programs are located on this spine, such as, the theatre, student services, museums, stores, library and learning center (second floor), art gallery and art (memorial) courtyard. The connection between the gym and Main Street is not direct and at times can be disorienting without assistance from signage. The tank farm site between the pool and academic wings offers an opportunity to create sizable open space to enhance the connection between these areas of the campus.
CONNECTIONS BETWEEN SPACES

BUILDING PROGRAM
The following pages highlight the observations, discussions and takeaways from the Facilities Conditions Assessment tours held on August 10 and 11, 2016. The entire planning team was on-site to evaluate the existing conditions and potential opportunities on the WWCC Main Campus, Student Housing and Green River Center sites. The overview below summarizes the schedule of meetings and tours, with more detail on the following pages broken out by disciplines that toured collectively.

Below was the schedule over the two days:

**Wednesday, Aug. 10th**
- 8-9:30am: Meeting with Facilities – Architectural/ MEP/ Structural
- 9:30-noon: Tour Campus, Housing & Green River Center
- 1-2:30pm: Meeting with Campus AV/Acoustical/ITS
- 2:30-5pm: Tour Campus, Housing & Green River Center

**Thursday, Aug. 11th**
- 8-9:30am: Meeting with Landscape & Civil
- 9:30-11am: Tour Campus, Housing & Green River Center
ARCHITECTURAL, MEP & STRUCTURAL

Architectural Notes (As of August 12, 2016)
• New roofing is membrane – Sarnafil brand.
• Rocky Mtn Hall II still has built-up roof.
• The Atrium had major leaks in the atrium roof and clerestories. Much of the issue has been related to the glazing, work is ongoing and likely complete soon.
• Concrete is pretty bad at backside of Mitchell’s - trip hazard and slopes toward the building. The grease trap for kitchen is in this location, has lift station to get it up and out of basement. Single pump. To be completed Spring 2017.
• Reconfiguring an empty women’s locker room near the WWCC info desk. The vacated space will be renovated into a family restroom, mothers’ (lactation) room, and a storage area for the Wildlife Museum for the bird collection. To be completed Spring 2017.
• Basement Level - The north side (near the atrium) foundation wall is leaking.
• Green River Center –

• On June 12, 2016 a large hail storm cracked roof tiles. As a result, GRC has had some roofing issues - leaks and some tiles failing (tiles are held in place with nails). At main entrances, tiles have been falling. To be completed Spring 2017.
• Signage - Dan Perusich shared that the current street sign at GRC blends into the surroundings, and is often hard to find for visitors. He recommended enhancing the signage at the street even though black lettering was an improvement several years ago.

Structural Notes:
• The WWCC facilities are structurally in good condition with limited locations with some minor vertical movement.
• The T&I area has had some slab on grade movement and the remediation efforts in this area are in motion by Western Engineers (scope to bid this summer). Includes floor leveling, site concrete, and new drainage piping.
• Quite a bit of bentonite in the soil.
• Green River Campus -
  • No known soils or structural issues

Mechanical Notes
• College noted that Peter Sabeff from EEI (Golden, CO) has been out recently to look at some issues involving the cooling tower and controls. Two cooling towers – only operating at 40% and 60%. In September, they will shut down the cooling system and see what is wrong with the piping. May need to replace the chillers this fall. Cator Ruma will get in contact with EEI and understand what work has been done by EEI thus far.
• Tank Farm
  • Very complicated system, state-of-the-art in the 80’s.
  • (12) 32,000 gallon tanks in the ground for heat exchange. Turned them off, tanks are being drained, and they are getting pulled out (starting today).
EXISTING FACILITIES ANALYSIS

• Facility has two heating water loops. A high temp (180degF) and low temp (115degF). The FM team has been mixing water from high temp loop into low temp loop to boost temperature. When upgraded, they prefer to go with a single loop. Facility has (5) non-condensing boilers. FM stated they can typically run off (2) boilers only. The Wellness Center has its own boilers (2 years old).
• Facility controls utilize pneumatics. Maintenance management team has expressed concern with oil and containments in pneumatic lines. EEI has been investigating this issue. Maintenance would like to update controls to digital.
• A new cooling system is to be installed for the server room as part of EEI observations.
• FM mentioned that EEI found that the lab hoods were not exhausting properly.
• Residence Halls -
  • The older residence halls do not have air conditioning. Humidity concerns have been brought to the design teams attention in these older residence halls after students shower. The goal is to have air conditioning in all residence halls.
  • Wind River Hall and Aspen Mtn Hall have AC.
  • There is a cooling unit in the computer room at Rocky Mtn Hall II.
  • All residence halls have boilers. They have fin tube heating.
  • Domestic water piping is older and getting pin hole leaks in areas. Plumbing vent piping is cracking and allowing sewer gas to enter building. Thin copper piping is failing in older res halls.
  • Each bathroom in each unit has its own exhaust fan.
  • The 2004 fire in a res hall at Northwest College in Powell, prompted all res halls in Wyoming to have fire suppression systems installed. All WWCC residence halls have been retro-fitted.
• Green River Center -
  • Boiler is 3 years old. Old one blew up after a failed repair.
  • Domestic hot water is an issue, according to Dan Perusich. He added that only a few faucets get ‘warm’ water.
  • The heating & cooling in the JWP Hall/Auditorium is hard to control. Dan complained it takes a long time to change the temperature in the space, when it swings in the undesirable direction of too hot or too cold.

Electrical Notes

MEP Projects/ Issues
• Blown Transformer in North Basement Distribution Room.
• Heat Pump Removal (In Progress)
• Cooling Tower (Being Looked at by EEI)
• Entrance Facility (EF) Cooling on Generator
• Power Monitor on Primary
• LED Lighting Retrofit
• Exterior Lighting Upgrades

Recently Completed Projects
• Phone System Upgrades (VoiP)
• Parking Lot Seal
• LED Lighting to Phase III (no master plan of phases)
• Mitchell’s Kitchen - Serving Areas (Sodexo)
• T-Rex Grill - Serving Areas (Sodexo)
• New Klin Structure (out for bids this week)
• Breaker Study and Replacement by Wester Electrical
• Aspen Mtn Hall is the old Wingate Hotel and has PTAC units for cooling. Wind River Hall has A/C.
• Maintenance personnel believe the systems have adequate capacity but need to be tuned in order to gain the additional capacity.
• Res Halls did not have ground fault breakers/devices.
  Post Meeting Verification [8/12]: Does not comply with NEC 210.8.
• Res Halls did not have arc fault breakers/devices.
  Post Meeting Verification [8/12]: Does not comply with NEC 210.12
• Access Control system does not have a central lockdown station. Main campus will lock GRC doors after hours but occa-
sionally does not lock doors. May need to extend the amount of
electronic hardware to all exterior doors.
• Facility has a service contract with Kone out of SLC on all cam-
pus elevators. FM stated that Aspen Mtn Hall’s elevator is failing
(gets too hot during move in or has an electrical issue) because
it is not rated for its current use. Cator Ruma is under the im-
pression that an elevator listed for commercial hotel use should
be of suitable rating for a residential dormitory. Problem may re-
side in electronics of elevator controller. Wind River and Rocky
Mtn Halls elevators work fine. Green River Center elevator is not
fine, and currently down.
• The Annex main servers are on the generator system but the
cooling (each server is cooled individually) for these servers are
not. The Annex which may become something new, will require a
new server room. New cooling system to be added soon.
• Facility was rekeyed 10 years ago. Interior locks are hard key
and a few exterior doors have electronic access. No significant
door monitoring.
• Phase III lighting upgrades included the Performing Arts base-
ment area. Next lighting phase will be to complete the exterior
lights to help with security issues.
• Paralleling transfer switch for MDC-4 was burned out when
transformer failed.
• Should address having a power monitor on the incoming line to
protect distribution equipment from being single phased.
• Each residence hall has 400A services. Each suite has its own
branch circuit load center.
• Cooling Tower fan is running continuously due to problems with
tower fins. EEI to address issues in September.
• Fire Alarm systems for Main Campus and GRC are not linked.
Maintenance prefers to keep it this way.
• Cator Ruma completed a 2008 Power Study, which was an
analysis of the electrical equipment on campus. None of the
recommendations from the study were implemented.
• Western Electrical has tested and replaced unserviceable
switches in the main gear locations.
EXISTING FACILITIES ANALYSIS

AUDIOVISUAL, TECHNOLOGY & ACOUSTICAL

- Goals in the next five years…
  - 1) Better space
  - 2) Control of power to the Core Room
  - 3) Some UPS at core room - would prefer a large UPS with standalone generator.

Existing Needs
- Physical Storage – needed from ITS standpoint. Intake area for new incoming equipment. Staging area for imaging new machines to go out and prepping hardware and software. Outtake storage for older replacement machines waiting to be offered to the public/recycled.
  - TSG Footnote: Information Technology Services supports 1800 total machines. Refresh occurs every 5 years. ITS supports both admin and academic technology.
- Helpdesk - needs visibility and access to customers. Currently, the Helpdesk is in the middle of open cubicle offices of ITS staff through a hallway and behind doors. Walk-in requests can disrupt other staff’s privacy. Location of Helpdesk needs to be where users are located. Meetings rooms on one side and classrooms on the other side.
  - TSG Footnote: No service window or strong customer facing presence. New this Fall, students will be on an in-house managed email server (Exchange with Office 365) with ITS managing the domain (over Active Directory), i.e. helpdesk requests will be high. The Helpdesk is staffed by one full-time person who provides Tier 1 support and creates tickets for Tier 2 and 3 techs. Students are not employed by the Helpdesk. Password resets are via the ACE IT Center. A single sign-on is provided using Ellucian portals. Blackboard is hosted on site with support provided by the Distance Learning Dept. WWCC ITS also supports residential network in student housing (wired and wireless).
- Physical separation - ITS staff are spread out with offices/spaces at multiple locations. Derek indicated that there are communication issues as a result of this physical separation. “Outages and emergencies are difficult to respond to when you’re spread across the hall. Not that far away but to get up from your desk to ask someone something is difficult.” Derek had provided a proposed layout to improve communication and access to people/resources using a shared center staging area surrounded by a perimeter of staff offices. Derek likes the Mustang Central renovation approach. Staging area could be used for setup of desktops, servers, switches, emerging technologies, projectors, etc. A second option expressed by Derek is to take the print shop out of the Annex to open up space. Provide a commons area for working.
  - TSG Footnote: Some staff have doored offices and others have open cubicles. Hoteling, or assigning more than one faculty to a workstation to lessen the need for more enclosed offices or workstations, may be an option worth considering. It was noted in the tour that staff were using their offices to stage/prep and store equipment. TSG noted that the work of recycling could be outsourced since it is not core to the mission. Safe Harbor was mentioned as an outsource provider for recycling. Hard drives would be
removed and destroyed for privacy compliance. Staff, time, and space would then be freed up to focus on support of students and the College.

• BYOD – WWCC students have 4.3 devices each on average. Derek expressed that bandwidth was not an issue. WWCC has a 1Gig connection coming in. ITS has standardized on Aruba WAPs and currently using b/g. Users need, use of devices, and for wireless access is growing both in academic and living/learning areas. Wireless access is provided in common areas of buildings, corridors, some classrooms, and in residence halls. Wireless is open with a passive network controller. No client to install. A layer 7 firewall is used. “Users are put into a “box” and if something bad happens they are cut off.” Bandwidth is throttled for applications (Netflix etc) and when bandwidth reaches 60% utilization.

Information Technology Services (ITS):
• Physical storage is needed for ITS. Intake-staging area for imaging to go out and outtake storage for replacement of machines. ITS shop handles most of the machines.
• Layer 7 Firewall.
• Most of the server work is done remotely. Distance learning takes technical calls from remote areas.
• Topography and docs are printed in binder and not electronic. Currently held by a sub consultant? Would like to see this info. Fiber and wireless. Have 3 phases. Main single mode fiber connected to each closet (24 total). 10G and certified for 40G. Not close to 10G. Homerun to each closet. Used to have daisy chains.
• Redundancy comes in two forms - 6 pairs fiber in ea. closet. Multimode is dark. Not enough space on core switch.
• Central Wyoming Unified Network WUN and second goes to contact communications and Mammoth and not free. Use as failover and not used for load balancing. No competition. Have analog lines for random control panel, elevator, fax.
• ITS should have own generator. Have separate UPS systems in core room. Tried to used giant Emerson UPS system and assurances would work and batteries bad for years, transformers blew in it, no one knew until needed. Must communicate. Use individual UPS since response for these and would not be able to monitor.
• Interim cooling designed for dept stores not redundant and have to be on to cool core room. 78 degrees. Cooling is not on generator. 100 servers and most are virtualized. 30 physical servers. Room not adequate ceiling space and ducting. No proper wire mgt or raised floor. Fire protected sound. No 3 phase UPS or reliable generator. Edge closets and wire mgt done pretty good but cooling and ventilation. Some network closets in shared locations. People blocked access and use like a closet in their room. Not ideal for network.
• Governance issue - ITS’ voice at the table is through Facilities.

Classrooms:
• Current uses: Web conferences, online classes, synchronizes learning. WWCC would like more emphasis put on collaborative learning. Connection of two locations through digital signage.
• Development of guidelines for supporting student connecting to college, wirelessly.
• Computer lab important to support students with access only to smart phone or tablet without full MS Office Suite.
• Most open labs are used for specialized software.
• Think Tank (group work space) in the OIS Lab.

Security:
• WWCC has had security studies completed. Outdoor lighting and access control included as part of current security system. However, there are issues with the aging security system.
• A big concern is that the campus cannot lock down building from one location. The front door is a card reader but the adjacent doors are manual and requires an extension of the electronic system.
• Internal and external notification. Upgrading internal phones.

Think Tank Room in OIS Computer Lab
EXISTING FACILITIES ANALYSIS

- Green River Center appears to be somewhat disconnected from Rock Springs. No visible cameras in or outside of building or in parking lot. Buildings need access control.
- Currently, there is no ITS connection to AV, which would allow remote management, security and asset tracking of equipment.

Faculty
- Crestron wireless gateway and Blackbox. Testing to see what should roll out. Classrooms are VGA (no digital dongles). Need to move to digital if BYOD and faculty bring laptops. No unified enterprise control - uses hand held remotes (multiple for each projector if (2) and for document camera, etc)
- (1) interactive TV. Smartboard and Starboards. Not used. WWCC thought it was a training issue. Went to each faculty member and 2 showed up and no one is using. Technology should be a teaching tool and not novelty.
- Tech Advisory Council. (TAC) CIO is meeting to get new ideas out to the rest of campus. Talk about new domain and decisions that impact entire campus.
- Academic Tech Team is headed up by the Distance Learning Department. Faculty will play around with software. Sandbox area in OIS lab for this purpose.
- 5 year journey getting standardized. Ordered new lecterns and projectors. Remotes are interchangeable. Wellness center (touch panel) and 1309.
- Board room will introduce - with a touch panel.

Crestron
- Try to get 2-3 more. Have scaler switchers at projectors in the two newest classrooms - looking to go HDBaseT.
- Campus Standard:
  - Cisco phones
  - Aruba wireless
  - Brocade network
- Local Cisco representation is not good. Palo Alto firewall. ASA from Cisco still port based and still expensive.

Acoustics
- Background noise issues in the Annex.
- Book Store, 1400s classroom hallway and next row up have sound issues. Transfer air issue between classroom and corridor.
- Network closets and ICX units to suppress noise from fans but since shared space and smaller cabinets racked in are more confined and so loud.
- Noise issue from free weights. Slam weights onto ground. Free weights problem not machines. Entire floor will shake. Suspended floor to help with load - 4” designed to be weight room but still transfer noise.
- No complaints from theater or rehearsal rooms and have sound deadening and special doors.
LANDSCAPE & CIVIL

Rock Springs Campus
- No concerns with snow removal
- Sidewalks are well maintained yearly.

Tank Farm
- (12) 32,000 gallon used for storage – pulling out tanks, convert to green space. Leave access for trucks at SW end.
- After tanks are removed the space will remain unfinished for one year to allow for any natural settlement of the soil.
- Wellness Center construction messed up irrigation – issue with water supply and size of the pipe is restricted. City water is the supply.
- Getting water to green space from Wellness Center is going to be an issue.

Walking Trail
- Walking track is very heavily used (just short of a mile).
- Walking path was recently upgraded and improved.
- WWCC would like to get community and business partners to use the campus more.

Soccer Field
- Field has been closed for the summer to reseed.
- Would like to create a NCAA regulation field by updating/ expanding existing field or find a new location for a competition field.

Irrigation
- Baseball Field irrigation system is being updated (heads are being replaced).
- Irrigation pit is old and rust is clogging the heads and getting debris into systems
- Front lawn heavily used by most K-12 students and walking track used by students/faculty.
- Across campus, there is a poor irrigation system, could be updated and better linked together into one system
- Roughly, 15 acres of campus are currently irrigated/ maintained.

Courtyards:
- Courtyard #2 has been renovated/improved for student use.
- Art Courtyard has not been renovated and needs work – lots of hardscape and grade differential issues.
  - Flower beds – less maintenance preferred
- Juniper trees might be outdated - school has been removing them over time.

Kiln/ Pottery Area
- Kiln/ Pottery Area could have some potential use by students. Currently it is:
  - Not in good shape
  - Redo grading – hardscape
  - Planters have good spruce trees worth saving.
  - Benches are deteriorated
  - Grease trap has to be pumped in this area.
  - Expansive soils – cause sidewalks to heave
- 1/3 of the students access their Art classes through this space.
EXISTING FACILITIES ANALYSIS

Tennis Courts Area
- Remove shrubs, remove Juniper – grassy area in front.
- Put a bench in front of the trees.
- Security issues along walkways – Low wall to block undesirable views.
- Site Lighting not up to par – dark spots – especially around fleet area. Phase in future changes to LEDs – ongoing lighting work as a result of safety plan.

T&I Building
- T&I Building is having some expansion issues – think is due to drainage. Adding a concrete option around base of bldg. along with parking to divert away from the building. Culvert is having head drainage issues. Engineers are planning improvements this fall.

Future Expansions/ Ideas
- Desire to add sidewalks to front entry (along the main drive) connecting College Drive to the front entry – currently no sidewalks exist.
- Bus Barn would be desirable.
- Western Education Center.
- Dress up vehicular entrances into the College.
- Look at drainage – overall stormwater? Irrigation on separate meter with city (do not pay for the sewer fee).
- Consider fields to by synthetic turf – option but will have high cost impact.
- Potential IT program expansion.

Residential Area
- Existing park is not very well connected to Residence Halls / split by fire lane.
- Landscape between Teton, White Mtn and Snowy Range Halls needs update. Railroad ties are dated.
- Russian Olive trees not ideal in front of Residence Halls. Snow broke off limbs and created safety hazard.
- Fire Pit desired by students and have initiated fundraising campaign – would locate it in green space between the Residence Halls and Main Campus.
- North side of Residence Halls – not using as amenity – can it change to something used more often?
- Sand volleyball areas by Res Halls is not being used. It is not being used due to substantial wind and security issues.
- Off-campus housing (Aspen Mtn Hall) could have improved landscaping.

Green River Center (GRC)
- Sign for Green River campus is not visible. Does not stand out against its surroundings.
- Back side of complex could use more landscaping-greenery, etc.
- GRC water tank has some erosion from draining tank.
03
TRENDS IN LEARNING

RECONFIGURABLE CLASSROOM
CLASSROOM DESIGN
SPACES THAT TRANSFORM TEACHING AND LEARNING

Looking to the future at WWCC, we must not ignore the possible increased role of active learning and the resulting impact on the curriculum, faculty, students, architecture and technology environment. The implications of this discussion are far ranging and can be long-lasting; thus, the topic requires very deliberate consideration.

We recommend that WWCC test-pilots or prototypes an installation of an Active Learning Classroom to allow testing and experimentation. This will inform select but critical decisions for a renovation or new building project in the future.

THE POST-POWERPOINT ERA

The traditional lecture-style instruction approach is increasingly viewed as an outdated pedagogical model. The Post-PowerPoint era has arrived on many campuses. Many universities are investing in the latest technologies, design concepts and flexible classroom configurations to reinvent the teaching and learning spaces.

In the past, educators have had the luxury of determining the space, the schedule, and the style of formal educational activities. Today’s students are increasingly unwilling to accept this approach; for them personalized learning takes place 24/7/365. Given the increasing evidence that internet information and communication technologies are transforming much of society there is little reason to believe that it will not be the defining transformative innovation for higher education in meeting the needs of students. There are demands on community colleges to provide for a larger and more diverse cross-section of the population, to cater to emerging patterns on educational involvement which facilitates lifelong learning and to include technology-based best practices in the curriculum.

ACTIVE LEARNING RESULTS

The research on active learning is out and the message is clear. Teaching and learning improve when learning spaces are student-centered with collaborative-based instructional methods used in a technology rich environment embedded in the pedagogical approach.

The SCALE-UP (Student Centered Active Learning Environments for Undergraduates) project at North Carolina State University has adopted this pedagogical strategy and has been highly successful with over 100 other Universities across the US following their lead. They redesigned classrooms of 100 students or more into active, engaged learning environments, radically changing the way classes are taught. NC-State has conducted extensive research in partnership with U.S. Department of Education on over 16,000 traditional and SCALE-UP students and summarize their findings as follows:

- Ability to solve problems is improved
- Conceptual understanding is increased
- Attitudes are improved
- Failure rates are drastically reduced
- “At Risk” students demonstrate improved outcomes of the art

Research findings of the University of Minnesota’s pilot evaluation of its high-tech, state of the art Active Learning Classroom suggest the following implications and recommendations:

- Students exceeded final grade expectations relative to their ACT scores.
- Students rated the new learning spaces significantly higher in terms of engagement, enrichment, effectiveness, and flexibility than traditional classrooms.
- Instructors adapted teaching strategies to new environment and found themselves in the role of learning coach or facilitator.

As with all new concepts, there may be some resistance to these design principles and a desire to do it the way it has always been done. This desire must be weighed against the realization that the digital natives of tomorrow will have a very different set of expectations for their learning experiences. They will require a blended approach that may include some traditional lecture, collaborative activities that engage them, and customized content delivered online that they can review in a space, schedule and style of their choosing.

We recommend that WWCC examine new pedagogical concepts, flexible furniture, emerging technologies, changing employer requirements, and preferences of both students and faculty. When not scheduled for classes, active learning spaces can become open and equipped group study rooms for off-hours collaboration thereby providing additional access to the technology and extending the return on investment. Faculty development, peer mentoring, and training should also be planned to increase faculty comfort with the new spaces with time to adapt courses and to practice.
TECHNOLOGY TRENDS

TRENDS IN EDUCATIONAL TECHNOLOGY

In the last decade, technology has dramatically transformed education and educational spaces, and that transformation continues to have a significant impact on community colleges and universities across the nation and around the world. Effective instructional tools are only one part of an evolving learning landscape. A strong technology infrastructure enables innovation and gives institutions a competitive advantage while positioning them to meet growing needs and changing demands.

Technology can augment traditional didactic teaching methodologies and improve information / knowledge delivery by providing new and exciting alternatives to reinforce course content and enhance learning outcomes.

Because of their interactive and collaborative nature, new technologies have become valuable tools in addressing different learning styles in the classroom. The growth of active learning pedagogies featuring experiential and student-focused activities is changing the traditional lecture-oriented classroom into a flexible space with technology supporting faculty and student activities. With the addition of lecture capture, more time on task can be spent in practical application while in the classroom, through a flipped classroom learning model.

The need to supplement limited in-class time but also provide opportunities for lifelong learning regardless of time, place, or circumstance for both students and the community-at-large is in part made possible through online learning. By integrating online components into on-ground courses, hybrid or blended learning extends the physical classroom, while providing a platform for social interaction, access to content, and self-discovery. Online learning programs put greater emphasis on providing technology that captures educational assets and enriches the library of knowledge on which faculty and students can draw. These same technologies also can be used for distance learning connectivity, extending the reach of the classroom to a satellite campus and other locations such as high schools and remote learners at work or in the home. WWCC’s location and broad reach to all of Western Wyoming makes online components even more valuable to its distant constituents.

Industry’s need for workforce development has prompted learning institutions to maintain technology at or near state-of-the-industry levels so that students are exposed to the very tools they will encounter upon entering the workforce. Learning modes and spaces that support collaboration with others and connections through technology are essential to building skills that are required in a knowledge-based economy. WWCC’s workforce programs in areas of Medical Services, Energy Services, Computing, and Industrial Applications are good examples.

In looking at global trends, research identifies skills needed for the future workforce that fall into four broad categories:

- **Ways of Thinking.** Creativity, critical thinking, problem-solving, decision-making, and learning
- **Ways of Working.** Interdisciplinary communication including writing, speaking and collaboration
- **Tools for Working.** Information and communications technology and information literacy
- **Skills for Living.** Citizenship, life and career, and personal and social responsibility

Moving from conceptual to practical, two technology-related skills span all four above-listed workforce and life needs:

- **Collaborative Problem-Solving.** Working together to solve a common challenge, which involves the contribution and exchange of ideas, knowledge or resources to achieve the goal.
- **Technology Literacy.** This includes learning in digital networks and learning through digital means, such as social networking, technological awareness, and simulation. Each of these elements enables individuals to function in social networks and to contribute to the development of social and intellectual capital.

Educational technology can be well-positioned to support development of these skills and make them part of student outcomes. When properly aligned with the educational plan and overall mission of the institution, instructional IT facilitated by educational technologists is an enabler for driving positive student outcomes, enhancing instructional delivery, and supporting innovation across campus.

The following are summary introductions of general issues and trends in educational technology with some comments specific to WWCC. Further detail of these ideas are included in the Appendix Document under separate cover, under “Existing Campus Analysis” in the Audiovisual, Acoustical and Technology subsection.

PEDAGOGY

Indisputably, technology is changing the way we teach and the way students learn. What is emerging is a new pedagogy that is challenging long-standing educational approaches. There are demands on community colleges to provide hands-on real-world experiences—ideally with the hardware, software, multimedia, and equipment used in industry. Accreditation bodies are looking closely at how institutions are responding and using technology to transform programs and student outcomes. New teaching pedagogies embrace interdisciplinary approaches, collaborative work groups, project-based application, exploratory learning, and authentic real world contexts.

As in other institutions, a challenge for WWCC will be to have all faculty, including adjuncts, experts in their fields, adopt new teaching styles and approaches to instructional delivery while also enhancing their coursework with online components for a more engaging and immersive learning experience. Across campuses, the traditional lecture format with “the sage on the stage” is being replaced with new pedagogies and collaborative formats that allow instructors to function more as facilitators in helping guide students to explore, research, and create their own new learning.

REDEFINING LEARNING SPACES

Traditional classrooms, like the ones we’ve all grown up with, may not reach every learner today. This disconnect is not because of the instructor’s knowledge or ability so much as the actual physical structure and layout of the room. The context and expectations of learners is also different. There clearly is a trend within higher education
from traditional lecture-based models to project-based interactions and hands-on applied learning. The focus in education delivery is moving toward flexibility, mobility, interaction and collaboration. Infrastructure requirements are necessary considerations—for power, data, and audiovisual connectivity at student tables; to support mobile devices or distributed flat panel displays, the instructor station, and one or more classroom projection systems.

EXPERIENTIAL LEARNING & GROUP STUDY SPACES
Proficiency, competency, and confidence all are gained through practice, including building communication skills, collaboration skills, and management skills (of self, team, and system). Group Study Rooms with tools for research, digital screen sharing, and web conferencing mimic the team huddle spaces and debriefing rooms typically found in businesses and health care settings.

We noted several custom group work areas during our tour where a central flat panel display is connected to a desktop computer. We would encourage WWCC to also provide a wireless presentation gateway for each of these setups. A gateway allows multiple users to share screens simultaneously to the central display from multiple walk-in mobile devices without the need for cables.

BANDWIDTH
Bandwidth is considered to be a primary enabler for technology and can be considered “the 4th utility.” Available bandwidth is an expected and required infrastructure for technology. Like turning on a faucet and expecting the water to just work, the same is true for bandwidth. IT expressed that bandwidth is currently not a problem. The challenge for WWCC will be in keeping pace with user demands including use of lecture capture and video, flipped models of instruction, student expectations to bring their own devices, and growth of online programs and distance learning with their own unique requirements. The Blackboard Learning Management System (LMS) as used at WWCC is a platform that supports both online and blended hybrid learning.

As the user base grows WWCC should review the Return on Investment (ROI) and Total Cost of Ownership (TCO) of managing the system internally versus co-locating in the cloud or having the system hosted by Blackboard. Hosting in the cloud can enable growth of the user base while existing IT resources can be reallocated to assisting in this or other core activities on-site.

ON-DEMAND NETWORK-BASED VIDEO
Building on a feature-rich LMS infrastructure often leads to more desire for multimedia in course design. Millennial students are comfortable with using video in learning often having used on-demand network-based video from sites such as YouTube for reference. Lecture capture with video and audio of the instructor and supporting presentation graphics can be used for on-demand viewing—either prior to attending class or for later review.

Rich media capture offers an engaging personalized viewing experience. Students can view lessons anywhere, anytime, on any device. Systems allow users to create, manage, deliver, and measure their video communications. Combined with a cloud-based and branded media portal, a rich media capture system can be used without storage or bandwidth implications.

CLOUD COMPUTING
Life before cloud computing required complicated and expensive hardware, together with a support team to update and maintain the hardware. As institutions virtualize servers, including hosting applications and data off-site in the cloud, more efficiencies are being realized and resources are freed up to focus on more mission critical work in-house.

It is understood that a high percentage of servers are already virtualized at WWCC. The College has a large investment in purchasing, refreshing, and maintaining machines with eight open labs, two resident hall labs, seven scheduled classrooms labs, and three special purpose labs. VDI is an area of opportunity where rolled down machines can become thin clients to serve routine applications or less expensive all-in-one zero clients can be purchased. Software licenses can be key served so only those seats in use are required. This internal or private cloud presents an opportunity for WWCC to reallocate resources spent on the traditional computer hardware refresh cycle, save on software licenses, and reduce road trips to the satellite campus.

BYOD & COMMON SPACES
Bring Your Own Devices (BYODs) are entering the mainstream in classrooms across higher education and reflect the lifestyle and way of working of mainstream professionals. Overall, students are more socially-focused and likely to be tethered to their devices. WWCC IT estimates that there are 4.3 devices per student on average based on connectivity metrics. Infrastructure should be widely available with accessible power for mobile devices including charging stations, and a well-planned deployment of up-to-date wireless access points. Planning for infrastructure to support BYODs also requires careful consideration.

CONFERENCING
Internet-based web conferencing systems are much more affordable given they use open software codecs installed on a computer. Live, synchronous, distance learning allows an instructor at the main campus to conduct live face-to-face classes with students at the WWCC satellite campus or outreach locations with remote student participants. This has significant potential to facilitate efficiency for a geographically dispersed multi-location institution. Using a common host provider such as BlueJeans allows both legacy hardware-based room systems (Polycom, Cisco, etc) and software-based connected participants (Skype, WebEx, etc) to connect without the college’s continual investment in maintaining and upgrading transcoding hardware and software.

SIMULATION
Simulation technology provides hands-on proficiency development in diagnostic, clinical, and professional skills and have been used in training for decades. Several WWCC instructional spaces, shop floors, and labs use hands-on tools and real-world equipment. Maintaining and growing enrollment in programs that require specialized tools and costly machinery, such as trucks and engines for practice, can be a challenge. Computer-based simulation may be a way to supplement these limited resources, with repeatable hands-on skills practice in an isolated, safe, and virtual environment that can be captured and reviewed over and over again.
The following pages illustrate the proposed projects that came out of the 2017 Master Planning Update. Each project is described in detail and include schematic plan diagrams depicting specific program components, an estimate of cost, and some have been illustrated to a conceptual level. These various projects will set the stage for the transformation of the WWCC campus, both in Rock Springs and Green River, over the next five years.

The identified projects, listed in order of priority include:
1. The Western Commons
2. Outdoor Amphitheatre
3. Performing Arts Renovations
4. Second Floor Renovations
5. Soccer Field (Expansion of Existing)
6. ITS & Nursing Addition/ Renovation
7. T&I Addition
8. Bonded Together (likely)
   A. Western Education Center
   B. Green River Event Center
9. Residence Halls
10. Green Space

As noted elsewhere in this document, throughout the planning process multiple meetings were conducted with faculty, staff, community leaders, administrators, and the Western Wyoming Community College Board of Trustees. Record of those meetings, decisions made and direction provided have been included in the Appendix Document under separate cover.

Green River Event Center
A project identified in the 2012 WWCC Master Plan, the Western Education Center (WEC) will be a two-story addition located prominently at the main entrance to campus. This project will require the demolition of the Annex Building and relocation of the programs currently found in this building. The new Center will include 22,950 SF of space on the ground floor and 10,950 SF on the second floor, for a total of approximately 33,900 SF. The new Center will bookend the main entrance, and provide a complete and welcoming entry, mirroring the exterior vocabulary of the existing Theatre wing. On the south end of the new addition, the WEC will further extend the current north-south corridor toward the main parking space and new Western Commons.

The purpose of the new WEC is to create a flexible multipurpose facility for the college and the community at-large. To maximize the multipurpose objective as well as fulfill current needs, a new instructional Black Box Theatre and Recital Hall will also function as classroom space, flexible lecture halls, rehearsal space and community event space. Changing rooms, with separate toilet facilities, will directly connect to the Black Box. The pre-function space outside of both venues will have ample display space to publicize and promote WWCC’s talented performing and visual arts programs. Clustering two additional performing arts spaces near the current Theatre entry will further establish the main entrance as the inviting front door to the communities of Rock Springs, Green River and surrounding areas.

Similarly, the Natural History and the Wildlife Museums can become a part of the WEC giving them better access to the public and a more prominent location to visitors. The areas currently occupied by those functions afford the creation of student-centered offices and continuation of the Student Services Blvd, allowing the ACE-IT Center...
to be relocated. The addition also presents an opportunity to place the University of Wyoming Extension, Adult Learning Center and Testing Center in a location more conducive to public access.

On the second floor of the new WEC, additional classrooms and faculty offices will be incorporated to accommodate those previously located in the Annex building. The BOCES and Distance Learning offices will also occupy this floor. The second floor will only occupy part of the entire WEC footprint to allow for the Black Box and Recital Hall to have two-story height space to function properly.

A later update to this plan will be needed to set forth the programming and schematic layout details of the new Western Education Center.

**PROJECT AREA:** 33,900 GSF

**ESTIMATED COST:**
- Construction Cost: $8,700,000
- Project Cost: $10,875,000

**Additional Cost Items:**
- Basement (22,730 SF): $1,705,000
- New WWCC Sign: $30,000

**1.** Construct new 150+ Seat Recital Hall (3,280 SF)
**2.** Display Cases in Pre-function Space
**3.** Relocate Natural History & Wildlife Museums (2,610 SF)
**4.** Relocate Adult Learning Center (2,580 SF)
**5.** (8) Faculty Offices (700 SF each)
**6.** Relocate UW Outreach (3,310 SF)
**7.** Construct new Flexible Black Box with Control Space (3,445 SF) and Changing Rooms (1,125 SF)
**8.** (7) Classrooms (4,265 SF total, each is labeled on plan)
**9.** New Testing Center (1,310 SF)
**10.** Relocate BOCES Offices (400 SF)
**11.** Relocate Distance Learning Offices (400 SF)
WESTERN COMMONS

The Western Commons will provide an inviting and dynamic open space that provides both a forecourt and a central green for the College. The Western Commons will provide direct access to the main entrance drop-off loop and will enhance the sidewalk connection to the Southeast parking lot with allee of shade trees. This open space provides a variety of destination opportunities to support the College’s educational, recreational and cultural programming. The landscape will provide sufficient open-air pedestrian connectivity between the fitness zone and the cultural and educational zone of the College.

The Commons will include the following features: hardscape plaza adjacent the Western Education Center, a terraced seating area overlooking a flexible lawn space framed by a sculpted and playful berm, and a walking path loop and boardwalk with seating opportunities to reflect on the aesthetic and ecology of the surrounding native high desert landscape. Together these features will offer a variety of experiences for the community.

The native landscape will provide a living, learning outdoor extension
of the Natural History and Wildlife Museums where native flora, fauna and geology will be beautifully arranged and exhibited. This native edge landscape provides a buffer between the active uses of the lawn and views from interior labs, classrooms and study nooks.

The plaza will be a pedestrian node as well as a place for social events. The flexible hardscape plaza will allow for large assemblies to gather as an extension of the proposed Western Education Center programs and events. The plaza should be furnished with flexible outdoor seating, enabling users to rearrange the space to fit their needs throughout the day and year.

During good weather, the depressed manicured lawn creates a soft, flexible green for casual recreation, such as to toss a frisbee, or for larger public event such as a college fair. The terraced seating between the plaza and lower lawn creates an accessible outdoor learning classroom space with good sight lines to a lecturer standing on the edge of the lawn. In the winter the depressed lawn can be flooded to create a small ice rink creating activity throughout the year.

Access to existing mechanical equipment and building egress is incorporated into the site design. Irrigation for the lawn is required as well as positive drainage to the northeast corner away from buildings.

1. Depressed, Manicured Lawn with Potential Ice Rink (winter months)
2. Berm for seating & privacy (no more than 2'-3' in height)
3. Native landscape on the Perimeter
4. Terraced Seat Walls
5. Plaza for Multi-purpose Events
6. Circular, looped Walking Path
7. Pocket Seating Areas
8. Boardwalk over Native Planting/Garden

ESTIMATED COST: $425,000
Construction Cost $510,000 Project Cost
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<tr>
<td>03 3000 Plaza - 5&quot;</td>
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<td>03 3000 Side Walk - 5&quot;</td>
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<td>03 3000 Curb</td>
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<tr>
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<td>12 9300 Trash Receptacle</td>
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As an ever-expanding program at WWCC, a new addition is proposed for the Technology and Industry (T&I) Wing. T&I Programs consistently are in high demand and have a waitlist of students eager to enter one of the multiple focused-study areas. Proposed to potentially be constructed in two phases, this addition will add more workspace for growing programs, and include modern shops and labs for instruction. Both workspaces will have garage access and include an overhead gantry crane.

1. Phase I – Construct New Workspace (3,645 SF), (2) Classrooms (800 SF each), and (1) Seminar Room (500 SF). Additional Study Space outside of the classrooms (1,455 SF).
2. Phase II – Construct Another New Workspace for Growing T&I Programs (4,745 SF), include (2) offices adjacent.

Additional classrooms and a seminar room will be located adjacent to the large workspaces. A shared study lounge, situated between the two new workspaces, will serve as a gathering place for T&I students to congregate outside of class and build community. The lounge will be equipped with individual viewing stations (monitors and headsets) where students can watch required video content while on campus. Natural daylight and expansive views to the west will be captured in this space.

<table>
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<tr>
<th>Technology &amp; Industry Addition</th>
<th>Square Feet</th>
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PERFORMING ARTS RENOVATIONS

A series of renovations will occur on the Ground and Basement Levels of the existing Performing Arts spaces. Upgrades will range from simple cosmetic upgrades to more extensive alterations and acoustical reinforcement/separation. These renovations will relocate the departmental offices to a more visible space on the Ground Floor, where the Financial Aid office was previously located. A previously tiered lecture room will be outfitted to accommodate an Orchestra/Choir room. In addition, the amount of practice rooms will increase and a small recording studio will be incorporated.

1. B103 & B121: Install whiteboards with music stands.
3. B101, B102, B141: To become private lesson rooms and an additional classroom
4. B128, B129, B130: To become practice rooms and a lesson room.

5. B120, B142, B131, B111: To become Performing Arts spaces. Wireless modem to be installed.
6. 1005, 1005 Closets: To become Orchestra & Choir rooms. Current seats to be removed.
7. B105/107, B104, B108: To become Black Box Theatre spaces. Pull dropped ceiling, black paint, add some electrical boxes, etc.
# Performing Arts Renovation Cost Estimate

**Date:** Feb-17

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<th>Project:</th>
<th>Fine Arts Renovations</th>
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<td><strong>ONE - 8103 &amp; 8121 - Music Classrooms</strong></td>
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<td>Install (2) 4' x 10' White Boards with Music Stoves</td>
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SECOND FLOOR RENOVATIONS

To increase the visibility of Hay Library on the second floor, the 2017 Plan proposes relocating the Library entrance directly off the existing elevator lobby. A new Library Info Desk will help students navigate the library and its resources. Adjacent to the new welcoming desk, a Library Teaching Classroom will be added to accommodate 24-students at computers. A new study lounge will be added to the new extended library space and will offer both quiet and loud study space. The Peer Tutoring Center will be consolidated and relocated adjacent to the study space. If additional space is needed for tutoring outside the Center, this open study space can accommodate any overflow space needed.

Other program spaces, including the Support, Disability & Counseling Center (SDC) and Tutoring Center will be re-organized. The SDC Office will be relocated where the current Biology Lab will vacate. This new location will provide increased windows to the suite, additional acoustical separation and privacy, and the ability to provide two means of egress from the suite for safety and security purposes.

The Writing Lab will be relocated from the Annex and placed adjacent to the SDC Office. The previous Greenhouse space will be converted into a Large Conference Room. The views of the ridge line and daylight in this space are impressive. Adequate blackout shades, movable furniture and technology will be integrated to provide for maximum flexibility when utilizing this space.

PROJECT AREA: 11,785 GSF
ESTIMATED COST: $1,235,000 Construction Cost $1,544,000 Project Cost

1. Develop New Inviting, Secure Entry for Library
2. Locate a More Visible Library Info Desk
3. Renovate into Library Teaching Lab (735 SF)
4. Renovate New Open & Group Study Spaces (4,700 SF)
5. Relocate Peer Tutoring Center (740 SF)
6. Relocate SDC Suite (Provide two exit doors) (3,645 SF)
7. Relocate Writing Lab (Previously located in Annex) (1,060 SF)
8. Renovate into Large Conference Room (845 SF)
NURSING / ITS ADDITION

A partial new addition and renovation will be located at the west entry of the building. The project will include 12,200 SF of renovated space and 12,100 SF of new building space, for a total of approximately 24,000 GSF. The new building will celebrate the second most-frequented entry point into WWCC’s Main Campus. The new west entry will mimic the current architectural vocabulary of the main entry on the east side. The west entrance will be more formal and inviting, and offer additional soft space where students can meet, socialize and collect outside of class.

Information Technology Services (ITS) is currently spread out in three locations, including in the Annex Building (Main Server Room) and in two separate offices directly across the corridor from one another in the western wing of campus. The proposed addition will house the new consolidation ITS department in a location central to campus and more accessible to the departments being served. The main server will also be relocated from the Annex, prior its demolition, and the new space will be upgraded to meet the ventilation, safety, security, and back-up power needs that are not currently being met.

The Biology Lab and Prep Lab currently located on the second floor will be relocated to the new addition. Its new home will allow for adequate ventilation needs and taller ceiling heights to accommodate the required equipment in the lab. A unique feature proposed for this addition is the relocation of the Greenhouse to in fill the new courtyard space. Direct access from the Biology Lab to the Greenhouse will increase its use and visibility. The new addition will also include two new classrooms and study space.

The Nursing Department is currently dispersed in various areas, despite the highly-collaborative nature of the program. The faculty and staff need to be located adjacent to each other and near their teaching labs. With the relocation of ITS into the new addition, Nursing can be relocated and consolidated in a new “Nursing Wing” on the first floor. This new location is much more accessible and convenient for walk-in traffic. The existing Simulation Lab accommodates the number of students currently enrolled. Yet for the program to continue to grow, additional sim lab space is required. The renovation will include 500 SF of additional new simulation lab area directly across the corridor from its current location, allowing for the program to continue to expand its reach to WWCC students.

The Print Shop is currently located in the Annex. This remote location makes deliveries difficult. The relocated Print Shop will take over the previous UW Outreach suite, a more prominent and easily-accessible location for services. This suite will also have direct access to the exterior for the frequent paper deliveries. Adjacent to the new Print Shop, the existing Chemistry Lab will also expand into Rm. 1206, providing adequate space for the number of students in the lab simultaneously.

Illustration of New Nursing / IT Addition at West Entrance
Enlarge a Welcoming Entry

Increase Student Group Study & Lounge Space

(4) New Classrooms (3,710 SF total. Each is labelled on plan)

Relocate Server from Annex

Consolidate ITS Department (2,780 SF, including Server)

Relocate Print Shop & Provide Direct Delivery Access (3,145 SF)

Relocate Biology Lab (1,090 SF) & Prep Space (350 SF)

Locate New Greenhouse (1,485 SF)

Consolidate Nursing Offices (1,861 SF, total suite)

Nursing Simulation Lab (800 SF)

Expand Chemistry Lab (+415 SF)

Flexible Swing Space (960 SF)
SOCCER FIELD (EXPANSION)

The expansion of the existing soccer field will keep athletic programming within proximity to the existing gym and support facilities, such as restrooms, locker rooms, training rooms and storage without displacing existing facilities such as surface parking. This interior site minimizes potential external impacts on adjacent neighbors, such as light trespass and noise pollution.

The southward expansion of the existing soccer field will require the excavation of approximately 5,500 cubic yards of cut particularly of rock. The expansion will accommodate the sufficient width for a regulation sized soccer pitch (235 FT x 370 FT) with a surrounding buffer. A 200-seat grand stand with a press box will be located on the south side of the pitch and terraced on the excavated slope. A few segments of the existing walking path will require realignment and sidewalks between the gym and soccer field will need extending. A synthetic turf field will enable the field to be employed throughout the year. This project will also require the upgrades and relocation of site lighting and the addition of a scoreboard.

ESTIMATED COST: $1,390,000 Construction Cost
$1,668,000 Project Cost
In general, the overflow parking area between North and East parking lots relatively level and long enough for a expansive green space, adjacent to the residence halls. This green space can be used for recreation, play and special WWCC events. This site is highly visible, easily accessible from College Drive and Gateway Boulevard with convenient parking on either side of the green space. When activities on campus require additional parking, the flat lawn can be used for surplus parking. A landscaped buffer along College Drive helps provide some privacy to the campus grounds.

A small pavilion, level with the large green space, will provide space for picnics, shade and seating. Multiple trails will connect the park space with the community from College Drive, and a switchback trail will connect to College Hill Park. Atop the hillside at the rock-outcrop, boulders and benches will allow users to take in the expansive views of the valley and city. And, College Hill Park will retain its eastern view towards Rock Springs and over the green space below.

ESTIMATED COST:  
$350,000 Construction Cost  
$420,000 Project Cost

1. Green space primarily used for recreation and play. Overflow parking can occur on lawn when surplus parking is needed.
2. Small pavilion for picnic, shade and seating
3. Switchback trail (low impact) up arid, desert rock landscape hillside.
4. Landscape buffer along College Drive.
5. Bench/boulder Seating at rock-outcrop at peak of hill to capture views of valley and city.
6. Connect to College Drive right of way and to community.
GREEN RIVER EVENT CENTER

A two-level gymnasium is proposed for the Green River Center campus of Western Wyoming Community College. During the Master Plan process, the community of Green River vocalized a need for additional gymnasium space to allow for the community to host tournaments and other large events. Continuing to serve the needs of the community as well as local business and industry, a new Event Center seemed ideal as the GRC campus expands.

This facility will accommodate a three-court gym and include support facilities. It will also include a multi-purpose room with a catering kitchen to support events in the new building. The Center will also incorporate an indoor track, the first of its kind in Green River. Adequate parking will be provided for the increase in users and entry will occur on both levels from the exterior, taking advantage of the sloping grade. The new Green River Event Center will serve as a welcoming addition to the campus, and provide a more visible building as visitors approach the campus for the first time.

- 3-Court Gym, includes: Performance Court, 3 Cross Courts, 1,000 Event Seats, and 450+ Chairs on Courts (20,080 SF)
- Classroom (1,190 SF), Office/Concession (490 SF), and Restrooms
- Locker Rooms (760 SF/1,040 SF), Storage, and Team Room (500 SF)
- Catering Kitchen (520 SF)
- Additional 70+ Parking Spaces

PROJECT AREA: 40,660 GSF

ESTIMATED COST:

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WWCC MASTER PLAN

SWEETWATER COUNTY, WYOMING

10.27.16

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ACE-IT CENTER & STUDENT GATHERING CENTER RENOVATIONS

Prior to the demolition of the Annex Building, the ACE-IT Center will be relocated to the vacated Weidner Museum space along Student Services Boulevard. ACE-IT’s new location will benefit both the Center and students by increasing their visibility and providing ease of accessibility. The previous Natural History Museum space will then become a welcoming Student Gathering Center. This space will provide students with flexible furniture, ample power, and whiteboard space directly off the centralized pendulum space.

1. Renovate previous Weidner Museum into new ACE-IT Center (1,740 SF)
2. Renovate previous Natural History Museum Space into new Student Gathering Center (1,090 SF).

PROJECT AREA: 2,700 TOTAL GSF
ESTIMATED COST: $270,000 Construction Cost $337,500 Project Cost
STUDENT HOUSING & RESIDENCE LIFE
05
CURRENT FACILITIES ANALYSIS
RESIDENCE HALLS

CURRENT FACILITIES ANALYSIS

Teton, White Mtn, and Snowy Range Halls are the oldest residence halls on campus and were built in 1976. All three buildings have the same floor plan and are popular with students having 80% occupancy. These three story buildings with basement contain six one-bedroom apartments, 12 two-bedroom apartments, and six basement suite units and each has a capacity of 72 beds. Each one bedroom apartment can accommodate up to two residents, each two-bedroom apartment can accommodate up to four residents, and each basement suite unit can accommodate up to two residents. Each apartment contains a dining room, storage area, full kitchen, living room, and full bathroom. In the basement can be found a laundry room, storage room, and custodial/maintenance rooms.

A primary concern for these buildings is sound isolation. Staff and students complain of sound issues with noise transmission between vertically and horizontally adjacent units. Air conditioning and elevators are not incorporated in these residential halls so mechanical background noise from these elements is not a factor. Although there is mechanical equipment providing heat to the residential units, the primary sources of complaints is walking, talking, and other general apartment life living activities. Given that these spaces are living and learning communities, there are higher requirements for horizontal acoustical separation for wall partitions. There are several sound transmission paths that should be evaluated including the demising partitions between units, corridor partitions, the mechanical ductwork layout and residential unit entry doors.

The current residential entry doors are solid wood but do not provide perimeter gasketing to create an acoustical seal. Therefore, noise generated from students walking up and down corridors is likely transmitting into the residential units. The hard surface corridors create a reverberant chamber for the sound to build and will add to the overall noise level. In addition to the entry door, the corridor partition should be a full height partition with all intersections and penetrations sealed airtight. The addition of gasketing at the doorways, the incorporation of absorptive material in the corridor and verifying that all intersections and penetrations of the corridor walls are sealed airtight would reduce the transmitted noise levels significantly.

Another area to evaluate further would be the demising partition at the stairwell to enter/exit the building. Building entries and stairwells have hard surfaces with concrete floors, block walls, and low hard ceilings that are reverberant. If the demising partitions are these locations are not full height and sealed airtight, the noise generated in these stairwells and building entries can easily transmit into the residential units. The same construction recommendation goes for the partitions between residential units. The demising partitions should be full height and sealed airtight and mechanical ductwork should not cross the demising partition to serve each unit.

A building constructed of concrete masonry may have fewer sound isolation issues due to the added mass of concrete, if the partitions are properly sealed. Because of the construction of Rocky Mtn Hall I, built in 1985, the sound isolation issues appear to less than the other residential halls. Rocky Mtn Hall I is a four story building with 17 suite cluster units, and two semi private units and has a capacity of 72 beds. The building also contains a student commons area with a community-use kitchenette, study area, lounge and game room on the first floor. Carpeting and acoustical tile ceiling help reduce the overall noise level generated in the corridors and these common student gathering spaces.
Western Wyoming Community College students, like most students who live on campus across the US, desire more of a residence hall than just a place to sleep. They prefer a space that caters to their specific style of living and learning, and easily facilitates building community.

In a recent article from *Building Design + Construction*, they listed the top 6 trends in Student Housing on Campuses across the US. Those top trends included:

1. Foster a sense of community on campus.
2. Gain other benefits by downsizing bedrooms.
3. Create uncommonly vibrant common areas.
4. Figure out how best to use technology.
5. Blend academics with living spaces.
6. Compete for students.

WWCC’s campus reflects these trends. Overall, most WWCC students who live on-campus are highly satisfied with their current living space. Much needed upgrades are necessary to meet future needs, and provide the quality residential experience offered at other Wyoming community colleges, to stay competitive and comparable.

When renovating Rocky Mtn Halls I and II, we recommend the following:

- Upgrade the shared amenities spaces, especially the computer lab spaces, etc. Provide whiteboards and technology to facilitate group study throughout the residence halls.
- Adapt Rocky Mtn Hall I by reallocating units to increase privacy among units.

The new residence halls must carefully balance the need for privacy and cater to building community among student residents. Time after time during the Housing Focus groups, student expressed their desire for privacy in their bedrooms, but the need for ample communal spaces. Many stated that ‘community’ is the number one reason why they live on campus, but the current facilities lack spaces to build the lasting relationships with their fellow classmates. The new housing facilities must include:

- Provide private bedrooms in new units.
- Kitchenettes are highly desired in all units.
- Provide ample amenity space of various uses (group study, computer lab & printing space, game rooms, TV/gaming lounges, etc) throughout all res halls.
- Create a community lawn space amongst the existing and future res halls.

Many students at WWCC requested fitness space in their halls, similar to Aspen Mtn Hall. It was noted that if the College simply waived the semester membership fee to the campus’ fitness center, more students would frequent the existing facility, thus eliminating the need to locate fitness spaces in all existing and future residence halls.
STUDENT HOUSING ANALYSIS
EXECUTIVE SUMMARY

In the fall of 2016, Western Wyoming Community College (WWCC) retained Hord Coplan Macht (HCM) to conduct a Master Plan to include a subsection on student housing and residence life. HCM in turn retained Anderson Strickler, LLC (ASL) for the student housing portion of the assignment. The campus already offers students semi-suite and apartment housing, including one building dedicated to students over 25 and married students. For this study, ASL moderated student focus groups, conducted an off-campus market analysis, administered a student survey, and completed a demand analysis. The results of the market study indicate there is no net demand for housing but that there is a need for improved conditions of housing.

The vast majority of campus residents are satisfied with their housing; those that choose to live off campus do so because of cost and/or they live with family. Few students rent housing, making incremental demand for housing a scarce commodity. Students are not drawn to any specific complex or area. Once students move on campus, they tend to stay until graduation. Many complexes offer specials. However, according to a local landlord, there are reportedly some signs that the market is turning and rents may soon rise.

Focus group participants helped provide reasoning for satisfaction and dissatisfaction. Aspects of housing that they enjoyed included the community feeling, proximity to classes, activities, and ability to be involved. In terms of facilities, where available, students appreciated air-conditioning, private bedrooms, and computer labs. The common area in Rocky Mtn Hall is also a draw as is the ability to not have a meal plan if the student lives in an apartment. Not having community bathrooms is also a plus.

A major dissatisfier is poor Wi-Fi service. Other dislikes include noise, basement rooms, broken furniture, limited flexibility in arranging furniture, small shower stalls, infrequent bus service, units with no kitchens, halls with no common areas, and mice.

High-speed Internet is the most important unit amenity. Also of importance are furnished units, a full kitchen in the unit, air-conditioning, and in-unit temperature control. A required meal plan would have no effect or a negative influence on most respondents’ interest in living in housing. When asked about community amenities, survey respondents ranked on-site laundry highest, followed by a computer lab, quiet study areas, and a fitness or weight room. Extended bus service hours and frequency, a video gaming room, and live-in staff would have no effect on most students’ desire to live in housing.

Some focus group participants believed that the three older halls should be demolished, while others believed adding air-conditioning would make the buildings more attractive as they are basically sound. Some stated that while the older buildings are “not glamorous, students get used to them.”

There was strong interest in the two-single-bedroom semi-suite with a kitchenette followed by a two-single-bedroom suite. Over half of survey respondents found these units or a renovation of existing units acceptable (if their first-choice unit were not available). Those who were not interested in the proposed housing cited cost or that they live with their parents or guardians.

Based on the lack of students interested in renting housing that do not already live on campus and the support for both new construction and renovation, ASL recommends a phased approach of renovation, demolition, and new construction. Unit types should be semi-suites and suites based on student preferences and to combine relative affordability and privacy.
MARKET ANALYSIS METHODOLOGY

Focus Groups
The HCM team conducted three focus groups on September 28 and 29, 2016 with a total of 20 students. Participants were separated into distinct groupings: Aspen Mtn Hall residents, students living in Rocky Mtn Hall II, and students living in apartment-style housing. Using a guide, the moderator asked questions about students’ current housing situation, factors considered when looking for housing, preferred unit types and amenities, and budget limitations. Results also helped ASL design survey questions. Focus group notes are in Attachment 1.

Off-Campus Market Analysis
ASL researched six apartment properties, totaling 1,100 units, between 1.3 and 3.8 miles from campus. The properties were mentioned by students in focus groups or by college representatives or located through web searches. ASL researched property websites and contacted property managers to determine what unit types, rents, occupancy, and amenities they offered. Building permit information was obtained from the SOCDS (State of the Cities Data Systems) Building Permit Database: http://socds.huduser.org/permits. Property listings and related data are in Attachment 2.

Student Survey
ASL designed a Web survey with input from campus administrators and students. The purpose of the survey was to collect students’ demographic information, information on students’ current housing situation, and information on desired unit types. WWCC awarded incentives—Amazon gift cards totaling $500—to four randomly selected respondents. There was a total of 199 responses. The goal was to gather as many responses as possible from the full-time off-campus population (the target market), but only 48 of the survey respondents were in this category. Therefore, the demand calculations have too wide a range to be statistically valid. Instead the survey information dealing with demand should be considered more anecdotal than quantitative. Tabulations of survey responses are in Attachment 3, while demographic information has been incorporated into Attachment 4.
HOUSING MARKET ANALYSIS

WWCC HOUSING

Survey Respondents
There were 126 survey respondents who live on campus. Figure 1 shows that just over half live in Rocky Mtn Hall II, Aspen Mtn Hall, and Rocky Mtn Hall I.

![Bar Chart: Housing Distribution by Hall](image)

**Figure 1: Where Survey Respondents Live**

Student Satisfaction
Few students are dissatisfied with their current housing situation, though off-campus respondents show a greater level of “very satisfied” over those living on campus as shown in Figure 2.

![Pie Chart: Satisfaction Levels](image)

**Figure 2: Satisfaction by On or Off Campus**

Cross-tabulating satisfaction level with respondents’ living situation shows that those who own their own home and those who live at home and would never consider campus housing show very little dissatisfaction with their living situation. Considering halls with at least 10 respondents, the most satisfied are those in Wind River Hall followed by Aspen Mtn Hall See Figure 3.

Focus group participants helped provide reasoning for satisfaction and dissatisfaction. Aspects of housing that they enjoyed included the community feeling, proximity to classes, activities, and ability to be involved. In terms of facilities, where available, students appreciated air-conditioning, private bedrooms, and computer labs. The common area in Rocky Mtn Hall is also a draw as is the ability to not have a meal plan if the student lives in an apartment. No community bathrooms are also a plus.
A major dissatisfier is poor Wi-Fi service. Other dislikes include noise, basement rooms, broken furniture, limited flexibility in arranging furniture, small shower stalls, infrequent bus service, units with no kitchens, halls with no common areas, and mice.

Amenities students would like to have included are higher quality Wi-Fi, a convenience store, improved common lounges, thicker walls, group study spaces, outdoor fire pit, dedicated video gaming area, green spaces, two bathrooms for four students, and covered parking.

The handful of survey respondents who have lived on campus but decided to move off campus cited their reasons for doing so. As seen in Figure 4, desire for more privacy and independence top the list.

Figure 3: Satisfaction by Living Situation

Figure 4: Reasons Students Move Off Campus
HOUSING MARKET ANALYSIS

OFF-CAMPUS MARKET

Occupancy and Rental Rates
The sample includes six apartment complexes. Five shared occupancy information. The figures ranged from 85% to 91% with a median of 89%. Given that 95% is the generally accepted figure for a market in balance, the market is considered soft. Rents have declined: in 2008 a two-bedroom rented for $950 – it now rents for $575. Many complexes offer specials – free rent, money off move-in costs, and look and lease. However, according to a local landlord, there are reportedly some signs that the market is turning. The year built of the complexes ranges from 1970 to 2014 with a median of 1978.

Students are not drawn to any specific complex or area. Focus group participants stated that students either live with their parents, are married, or live on campus – very few rent housing. Once students move on campus, they tend to stay until graduation, especially athletes. The Preserve is the newest complex, but is pricey for students; according to building permit data, there does not appear to be any new construction in the pipeline.

As Figure 5 shows, there is a range of unit types available.

<table>
<thead>
<tr>
<th>RS Apartments</th>
<th>Sweetwater Heights</th>
<th>The Village at Silver Ridge</th>
</tr>
</thead>
<tbody>
<tr>
<td>336 units</td>
<td>Air-conditioning</td>
<td>120 units</td>
</tr>
<tr>
<td>85% occupancy</td>
<td>Laundry</td>
<td>89% occupancy</td>
</tr>
<tr>
<td>1BR: $560</td>
<td>BBQ area</td>
<td>2BR: $639</td>
</tr>
<tr>
<td>2BR: $610</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3BR: $745</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 5: Market Rents

For single student survey respondents who rent their own housing and do not share a bedroom, the total median monthly cost of housing ranges from $449 per month, per person for a one-bedroom unit ($400 in rent and $49 for other expenses) to $535 per month, per person for two-bedroom units. Figure 6 shows the median per-person monthly cost of housing where “n” is the number of respondents living in each unit type. Note that there was only one respondent living in a one-bedroom unit and the number of respondents living in a two-bedroom unit is low. There were only three married students or students with children. They pay $501 for a one-bedroom unit ($451 rent and $50 other expenses) and a median of $1,050 for a three-bedroom unit ($950 rent and $100 other expenses) – per unit.

Policies and Amenities
The sample includes six properties; several offer furnished apartments at an additional fee. Security deposits run from $200 to one-month’s rent and all offer 12-month leases. All offer shorter term leases with most charging an additional monthly fee. Two properties include water and sewer charges in the rent and only one includes heat. None include cable TV or Internet.

All permit pets with a deposit, fee, and/or additional monthly rent. Unit amenities include patios or balconies (four
HOUSING MARKET ANALYSIS

properties), dishwasher (six properties), a washer-dryer connection only (two properties) and a washer/dryer (one property). Community spaces include a swimming pool, BBQ area, fitness center, and/or community room (two to three properties each) and fitness center (one property); all have on-site laundry facilities. Only one has a business center.

Where Students Live
Out of all 199 survey respondents, 37% live off campus; 18% of those living off campus (13 respondents) rent their own housing. Most live in ZIP Code 82901, Rock Springs, WY. Over half of those living at home or owning their own home would consider campus housing. See Figure 6.

A closer look at the profile of the 13 respondents who rent their housing reveals the following:

TYPE OF HOUSING
- Ten live in an apartment (seven in an apartment building or condominium and three in a one-of-a-kind apartment such as in a house or over a retail business), two rent a house or duplex (where the whole building is rented by one or a group), and one rents a bedroom in a private home.
- Seven live in a two-bedroom unit, and two each in a one-bedroom, a three-bedroom, and a four-bedroom unit.

SHARING
- Only two renters live alone; the rest live with others.
- For those who share a unit, seven share with one other, two with three others, one with two others, and one with more than four others.
- Five renters who share a unit live with roommates, three with children, two with a spouse, one with parents or guardians, and one with “other.”
- Eight renters have a private bedroom. The rest share with their partner, spouse, or child.

POLICIES AND AMENITIES
- Nine renters have a 12-month lease; the remainder have a shorter-term lease.
- Ten rent an unfurnished unit; two rent a furnished unit and one rents a partially furnished unit.
- Most rentals provide free parking.
- Eight renters have water/sewer charges included in rent, seven have trash services included, four have heat and gas included, and three have electricity included.
- Three renters have Internet included in rent.
LIVING PREFERENCES

Desired Housing Features
Survey respondents indicated how influential certain policies, unit features, and community features would be to incentivize them to live in campus housing. The survey allowed respondents’ five choices for each feature, (1) would not live in housing without it, (2) would have a positive influence on my decision, (3) would have no influence on my decision, (4) would have a negative influence on my decision, and (5) would not live in housing with it. Figure 8 shows responses to all listed policies and unit features with high-speed Internet being most important. Also of importance are furnished units, a full kitchen in the unit, air-conditioning, and in-unit temperature control. A required meal plan would have no effect or a negative influence on most respondents’ interest in living in housing.

![Figure 8: Influence of Housing Policies and Unit Features](image)

When asked about community amenities, survey respondents ranked on-site laundry highest, followed by a computer lab, quiet study areas, and a fitness or weight room. Extended bus service hours and frequency, a video gaming room, and live-in staff would have no effect on most students’ desire to live in housing. See Figure 9.

![Figure 9: Influence of Community Features](image)
Housing Preference

Three housing options were presented on the survey. Respondents were asked to rate each option as "preferred," "acceptable," or "would not live there." Descriptions are shown in Table 5. Students were asked to assume that all units are furnished and include utilities, basic cable TV, and Internet.

Focus Group Comments

- Students get their own space
- Efficient use of space
- Concern about cost of privacy
- Fair price: $200 more than Rocky, or $2,300-$2,400y
- $1,200 would be attractive and $2,000 too much

- Mixed opinions about sink outside bathroom
- A fair price would be $1,500 to $1,800, similar to Snowy

- Bathroom looks big
- Different than other campus housing

Table 1: Housing Descriptions

**TWO-SINGLE-BEDROOM SEMI-SUITE**
**NEW CONSTRUCTION**
Designed for two students, one in each bedroom, with one bathroom shared between rooms.

**TWO-SINGLE-BEDROOM SEMI-SUITE w/KITCHENETTE**
**NEW CONSTRUCTION**
Designed for two students, one in each bedroom, with one bathroom shared between rooms, and a kitchenette (sink, small refrigerator, microwave).

**TWO-SINGLE-BEDROOM SUITE**
**NEW CONSTRUCTION**
Designed for two students, one in each bedroom, with one bathroom and a living area.

**PARTIAL RENOVATION**
- New finishes including paint and floor coverings
- Life/safety and accessibility improvements
- New furnishings
- Selective improvements to common areas
- Technology improvements
Some focus group participants believed that the three older halls should be demolished, while others believed adding air-conditioning would make the buildings more attractive as they are basically sound. Some stated that while the older buildings are “not glamorous, students get used to them”; others suggested the buildings be torn down.

There was strong interest in the two-single-bedroom semi-suite with a kitchenette followed by a two-single-bedroom suite, as Figure 10 shows. Over half of survey respondents found these units or a renovation of existing units acceptable (if their first-choice unit were not available). Respondents who would not live in the units selected either that they would not live there because of the layout or because of the cost; the two-single-bedroom semi-suite with a kitchenette and the two-single-bedroom suite had lower levels of both.

If the options presented in the survey had been available to the respondents when they were choosing their housing for Fall 2016, 40% of all respondents would have lived in their preferred housing. Figure 11 separates responses by on- and off-campus survey respondents.
Those who were not interested in the proposed housing were permitted to select all the reasons they were not interested. Overall, many respondents cited cost or that they live with their parents or guardians. Figure 12 shows responses for all reasons listed in the survey.

**Figure S: Reasons for Lack of Interest in Proposed Housing**
CONCEPTUAL HOUSING STUDIES

The Planning Team studied multiple housing options for WWCC, involving both renovation of the existing res halls and potential new construction. Below are the options proposed by the Team. The three options were the original conceptual ideas and the final design evolved from Option 2, but was further refined to suit the Campus’ needs.

Option 1

This housing strategy renovates Snowy Range, White Mtn and Teton Residential Halls and introduces a new 62-bed residential hall. This strategy provides a net gain of 62 beds. The new residential hall sits perpendicular to Wind River Hall, between the drop off circle and the academic building. This orientation of the new residential hall directs pedestrian movement towards the academic building entrance at the terminus of the dinosaur exhibit corridor that connects to the main lobby. However, this building placement displaces the existing terraced landscape, diminishes views from the lecture halls and rooms along the north end of the academic building, and requires water and electrical utility relocation.

Option 2

This housing option replaces Snowy Range, White Mtn and Teton Residential Halls with three new residential halls totaling 300 beds, a net increase of 84 beds. The residential precinct design creates a residential quad where two new small residential buildings are located at the north and south ends of the open space and an extended residential hall frames the length of the ridge parallel to Rocky Mtn Hall. The drop-off circle is relocated further north to create a new flexible quad space for the residential community. As with Option 1, the building location adjacent to the existing academic building has the same impacts.

Option 3

This housing option renovates Snowy Range, White Mtn and Teton Residential Halls and places a new 176-bed residential hall at the northern base of the hill top park area. This provides a net gain of 176 beds. The new residential hall aligns with the contours, allowing a walk-out basement facing the North parking lot. The location for the new residential hall prohibits the opportunity to construction a regulation sized soccer field between the North and East parking lots.
PREFERRED STUDENT HOUSING PLAN

The preferred housing strategy is a phased implementation of new construction and demolition of obsolete housing providing a net gain of 115 beds. This process allows for the modernization of student housing without sacrificing existing housing capacity. Ultimately, new and existing housing will frame a new residential quad, the center of this housing precinct. The aging and obsolete Snowy Range, White Mtn and Teton Residence Halls will be demolished and phased out. The proposed residential program includes a variety of two-single bed semi-suite units and quad-single bed suite units (similar to Wind River Hall).

New residential halls will run parallel with Rocky Mtn Hall and the existing slope on either side of the existing drop-off lane and proposed central open space. This configuration will enable buildings to work with the existing topography, creating walk-out basement conditions with ample space for storage, mechanical space or common areas. The proposed residence halls will be predominantly four stories with a lower walk-out basement facing Gateway Boulevard or the North parking lot. The new residence halls will be compatible in height and scale to the existing halls.
The proposed residence halls, with the exception of the Wind River II building, will consist of double loaded corridors with a central common space on each floor near the elevator cores. This common space will create the opportunity for chance social encounters and foster a sense of community. Corner study nooks or lounges will terminate the end of corridors, capturing views and allowing daylight in. These residence halls will offer two types of one-bedroom semi-suite housing units. The larger and wider housing type accommodates a shared living room with windows and access to daylight. The narrower, but deeper housing unit provides private bedrooms, with a shared bathroom and kitchenette located internally to the building perimeter without a living room. The kitchenette will include a sink, undercounter refrigerator, microwave, counter service area and upper cabinets over the counter space.

The proposed Wind River II Hall will provide quad-single bed suite units arranged around a central stair and elevator core. This compact floor plan will fit comfortably in the northwest corner of the residential precinct, allowing space for the relocated drop-off. Similar to the expressive Wind River I, this location allows the proposed Wind River II Hall to welcome visitors to the College from Gateway Boulevard.

The relocation of the drop-off loop further north will enable the creation of a central residential quad. The quad offers a flexible lawn for recreation, games and picnics. A focal point will be a fire pit, located at the southern edge of the quad, at the nexus of multiple pathways. This creates a convenient destination and community gathering space with southwest views of the distant ridge line. Key internal pathways will be designed with adequate width and strength to permit emergency and maintenance vehicles through the quad, as well as being utilized during move-in day.

### ESTIMATED COST:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demo Existing Res Halls (3)</td>
<td>$500,000</td>
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<tr>
<td>New Res Hall (96 beds)</td>
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<tr>
<td>New Res Hall (177 beds)</td>
<td>$25,762,500</td>
</tr>
<tr>
<td>New Res Hall (48 beds)</td>
<td>$6,300,000</td>
</tr>
<tr>
<td>New Circle Drive Area</td>
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<tr>
<td>Residential Lawn</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$40,075,000</strong> Const. Cost</td>
</tr>
<tr>
<td><strong>$50,093,750 Project Cost</strong></td>
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</tr>
</tbody>
</table>

**Overall Bed Count Increase = +115 Beds**
POTENTIAL RESIDENTIAL PRECINCT PHASING

The phasing of the residential precinct enables new construction to absorb residential units lost to demolition.

Phase 1: The initial phase proposes a new four-story over basement hall with 96 beds located on existing open space land immediately north of Rocky Mtn Hall. As an alternative, this phase of construction may include an additional floor for a total of 96 beds. This proposed building allows the removal of Snowy Range Hall without a loss of housing capacity. A sanitary line extension is required from this proposed building to the main sanitary line west of the residential precinct along Gateway Boulevard.

Phase 2: This phase delivers a four-story over basement hall with 86 beds immediately north of Wind River I. This phase creates a net gain of 38 beds, after the removal of White Mtn Hall. This building provides common space to accommodate both phase 2 and phase 3 residential units.

Phase 3: This phase is a building wing extension north of the phase 2 residential hall. This wing is an efficient building utilizing phase 2’s common spaces and central elevator and stair core. This phase will need to relocate or bridge over Rocky Mtn Hall sanitary line connection currently located between Snowy Range and White Mtn Halls. Teton Hall is demolished.

Phase 4: The final phase replicates the four-story over basement Wind River Hall at the northwest corner site. This phase provides 48 more beds. During this phase the relocation of the drop-off loop and implementation of the residential quad site improvements will complete the residential precinct.
OUTDOOR AMPHITHEATRE

The amphitheater will create a flexible seating area at the juncture between the residential precinct, College Hill Park and the back of the existing theatre. The soft slope down towards the blank proscenium wall of the theatre offers an opportunity to create an outdoor performance space for summer events, such as open air movie festivals. The design proposes a series of soft curving boulder and stone veneer seat walls to create a comfortable place for 200 people. The wide lawn terraces between the seat walls will provide space for stretching and lawn chairs but will allow for easy routine lawn maintenance. A hardscape tier at the elevation of the existing sidewalks and service lane will provide an accessible seating area with easy access to the academic building.

A small landscape berm at the top of the amphitheater will provide some screening from the residential area and will allow space for electrical and audio connections to support theatrical productions. The existing service lane north of the amphitheater will provide service and pedestrian access to the North parking lot. When events are not scheduled the terraced walls will provide casual seating and gathering space for the college community and the lower lawn will provide space to toss a football. This project will also include excavation, foundation repair and improved site drainage away from the theatre wall.

Site Plan | Scale 1:60

ESTIMATED COST:
Outdoor 200-seat Theatre $100,000
Drainage & Site Repairs $200,000
Landscaping/Repair $55,000
TOTAL $355,000

1. 150-200+ Seats and Lawn Seating
2. Utilize Grade and Boulder Seat Walls
3. Flat Lawn with Paved Stage Area and Possible Canopy
4. Repair Existing Drainage Issues in Basement Level
RECOMMENDATIONS FOR FUTURE GROWTH
IMPLEMENTATION STRATEGIES

Overview
There are several options available to WWCC for developing and/or managing student housing in partnership with the private sector. Development of student housing in partnership with the private sector, if structured properly, could provide several benefits:

- Obtain the expertise and efficiency provided by developers of student housing
- Reduced development costs by avoiding institutional procurement requirements
- Reduced operating costs
- Avoiding partial or total consideration of the debt for the projects on the balance sheet of the school
- Minimize the impact of the project on the credit rating of the College
- A streamlined project schedule through quicker private-sector delivery methods

The structure of a public/private partnership would depend on the College’s priorities for developing, financing, and operating student housing. The possibility of an advantageous public/private structure, if pursued, would also depend on statutory regulations on ground leases and other procurement considerations. WWCC should first define its objectives for partnering with the private sector, keeping in mind that risk, return, and control go hand-in-hand in any partnership structure. For example, the desire to mitigate risk will necessitate the forfeiture of some degree of control and potential financial return. And, to the extent that WWCC retains control of a project (e.g., ground lease, management and operations), the desired objectives of a public/private partnership may be compromised.

Partnership Structures for Student Housing
Partnership structures can take on many forms based on the objective for teaming with the private sector. The primary components of a deal are the ownership, development, financing, and management of the project. Any one function or combination of functions can be outsourced to the private sector depending on the objectives for the partnership. Typical objectives include:

- Remove the project from the college’s balance sheet
- Obtain financing that is not available through traditional institutional channels
- Acquire efficiencies of the private sector in the development and/or management not possible within the institution
- Expedite the development process
- Obtain expertise in development or management not available at the college
- Mitigate risk to the institution
- Avoid costly public procurement requirements such as prevailing wages or inefficient project delivery options

It is important to understand that while many of these objectives can be achieved legally through a partnership, the college is likely to have a moral commitment to a project developed on its land. Rating agencies such as Moody’s and S&P consider this moral commitment in rating the credit of the school even if the project is technically not on its balance sheet. While an institution tries to distance itself from a project to achieve its objectives, its need to control the development and management are counter-productive to that cause. That is, a fine line must be walked to achieve the conflicting goals for the development.

There are three basic models that generally define the possibilities for public/private partnerships. While several variations on these structures are possible through outsourcing specific functions, these prototypes represent the major possibilities.

Traditional Structure
In the traditional structure, the college functions as the developer, owner, and manager of the project. A graphical representation, Figure 1: Traditional Development Structure, and the advantages and disadvantages of a traditional structure are as follows:

Advantages:
- WWCC retains maximum control of the project
- All cash flow accrues to the college
- Lowest possible cost of financing
- Existing college resources can be used

Disadvantages:
- Maximum risk assumed by the college for development and operations
- Impacts college balance sheet and credit
- Burdened by college’s inefficiencies

![Figure 1: Traditional Development Structure](image-url)
Hybrid Structure
The middle ground is a structure that is neither owned by the institution nor the developer. Rather, the improvements are owned by a foundation affiliated with the college or an independent not-for-profit corporation with 501(c)(3) status. Variations on this model include an operating lease-back of the property to the college and/or financing provided by the College. A graphical representation, Figure 2: Hybrid Development Structure, and advantages and disadvantages of such a relationship are as follows:

Advantages:
- Legal risk to college can be minimized or eliminated
- Tax-exempt financing can be used
- Cash flows accrue to the college in the form of ground rent

Disadvantages:
- Project is still a moral obligation of WWCC
- Project financing is at a higher rate tax-exempt rate than college financing
- Development and management fees must be carried by the project
- If an affiliated foundation is not used, an existing or newly created not-for-profit must be used

Privatized Structure
The privatized structure is at the opposite end of the continuum from the traditional model. In this structure, the improvements are owned by a for-profit developer who develops the project on land leased from the institution. Ground lease payments flow to the College, but they are typically only a percentage of the cash flow from the project. Because there is a for-profit owner, taxable financing must be used and ad valorem taxes are due. Equity participation is likely, which further raises the cost of capital. As in the hybrid structure, a variation on this theme would be for the college to execute an operating lease for the property. A graphical representation and advantages and disadvantages of this approach follow:

Advantages:
- Maximum legal separation from college for a project developed on its land
- Institutional risk of development and operations is reduced, but not eliminated
- Least impact on the college's balance sheet and credit

Disadvantages:
- Project is still a moral obligation of the school
- Maximum cost of capital reduces possible quality level of construction
- Project is likely to impact the credit of the institution
- Cash flow in form of ground rent substantially less than the other models
- College has least amount of control over development and operation

One structure, in which a tax-exempt non-profit corporation owns the improvements, has been used with success on many campuses. This structure, illustrated in Figure 3: Privatized Development Structure, balances the college's needs to control development and operations, defer development risk, and receive net revenues from the housing system.