



GEORGIA HIGHLANDS COLLEGE MASTER PLAN

OCTOBER 2008

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1. INTRODUCTION



VIEW OF THE BARTOW CAMPUS ACADEMIC BUILDING

Overview of the Institution

In 1968 the Board of Regents approved the construction of the Floyd Junior College, a new two-year college in Floyd County. The Rome community donated 226 acres for the college and provided funds for its initial development. Construction began in early 1970 and the new college officially opened at the end of that year.

As demand grew, Floyd Junior College – later renamed Floyd College, and then Georgia Highlands College in 2005 – expanded to operate facilities in downtown Rome as well as offer joint programs with nearby colleges. Amongst the satellite locations was the Cartersville Center, a facility opened in September 1988 in downtown Cartersville, thirty miles east of the Main Campus in Rome.

The success of the Cartersville Center, as well as the City's adjacency to major transportation networks such as Interstate 75, provided the impetus for construction of a new facility in Bartow County in 2003. The Bartow Campus is located on fifty acres on the north side of Georgia Route 20, about a mile and a half west of Interstate 75 and about thirty minutes east of the Main Campus in Rome. The site for the new campus was purchased from the University System of Georgia, who holds title to the larger

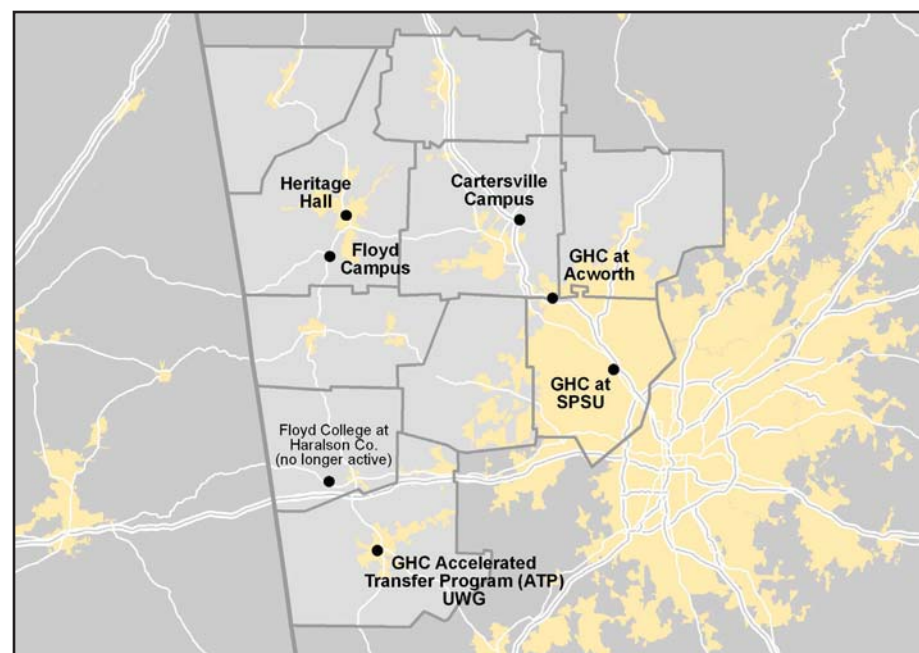
Genetics property on Route 20 west of I-75.¹ The College opened the Bartow Campus and its new academic building in the fall of 2005.

Today Georgia Highlands College operates campuses and sites in the following locations:

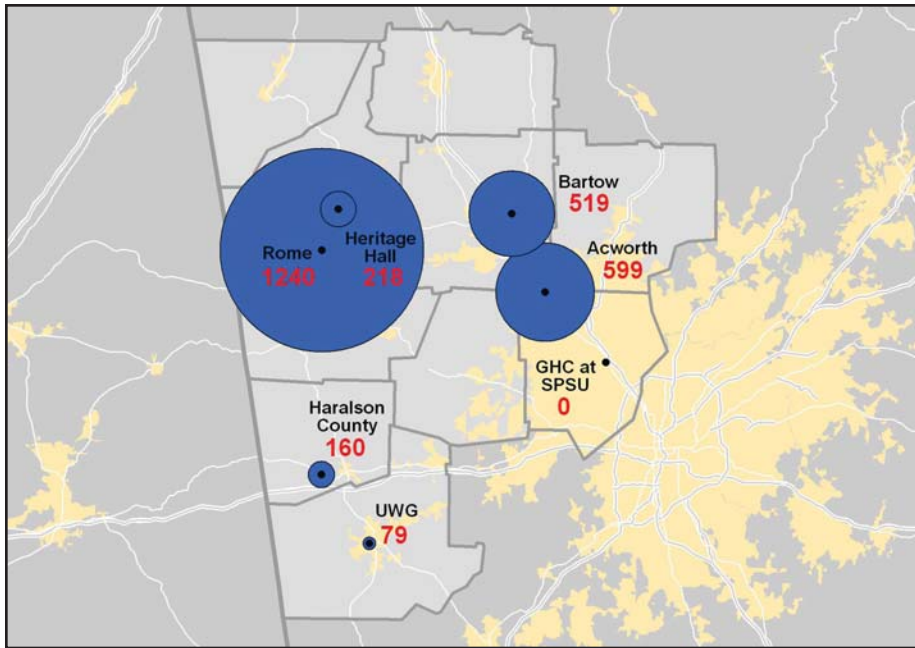
- Floyd Campus (Main Campus) – Rome, GA
- Heritage Hall – Downtown Rome, GA
- Bartow Campus – Cartersville, GA
- Acworth Site – North Metro Technical College Campus, Acworth, GA (closing June 2008)
- Marietta Site – Southern Polytechnic State University Campus, Marietta, GA
- Accelerated Transfer Program Site – University of West Georgia Campus, Carrollton, GA

The Bartow Campus has grown rapidly since its opening in 2005, rising from an enrollment of 1,200 students to over 1,700 students in 2007. Today, the Bartow Campus educates roughly half of the 3,900 students attending Georgia Highlands College for transfer and career academic programs.

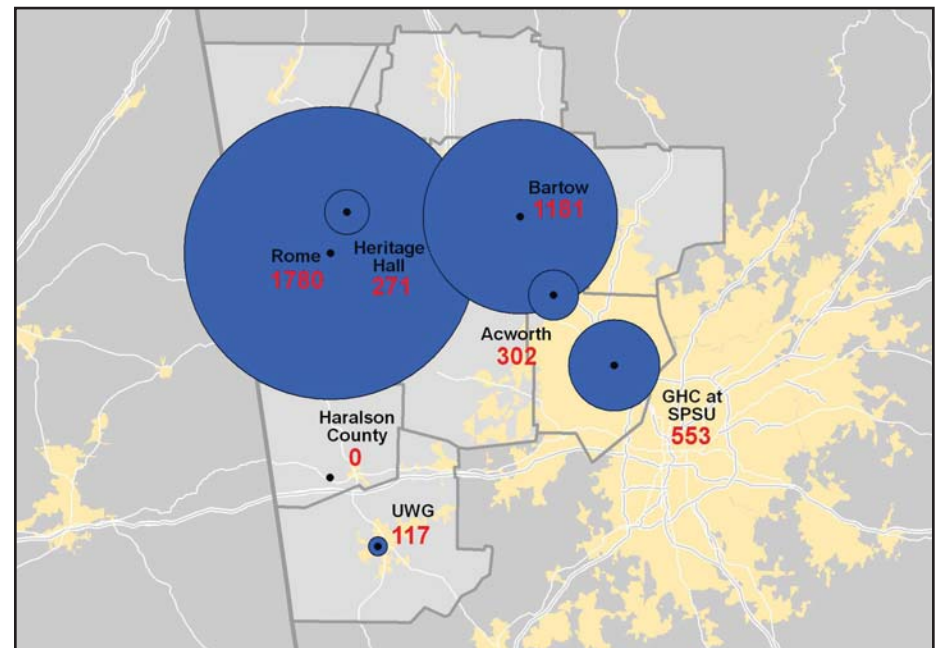
¹ The 250 acre Georgia Institute of Genetics property was formerly used for agricultural research and is owned by the University System of Georgia.



GEORGIA HIGHLANDS COLLEGE CAMPUS LOCATIONS



DISTRIBUTION OF GHC ENROLLMENT IN 2001



DISTRIBUTION OF GHC ENROLLMENT IN 2005

Overview of the Project

The last master plan for Georgia Highlands College (then known as Floyd College) was completed in 1997 by Sasaki Associates. The 1997 Master Plan for the Rome Campus also included some alternate plan concepts for the Bartow Campus. In 2003 the College's new facility on the north side of Route 20 received its first students.

Since the opening of the Bartow Campus in 2005, a number of changes and opportunities have contributed to the need for a comprehensive master plan. Amongst these are:

Demographics

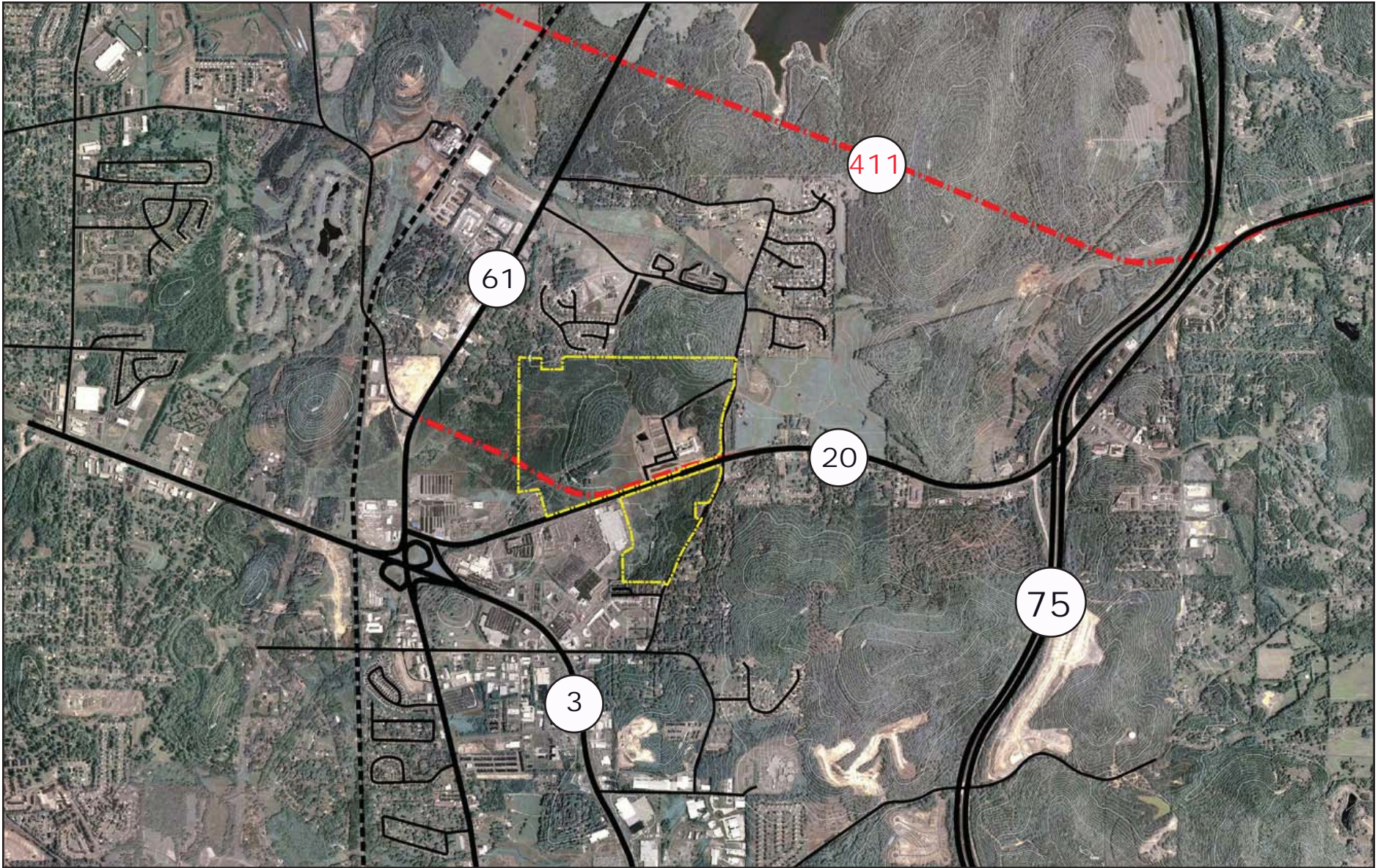
The University System of Georgia's 2003 Capacity Study projected major system-wide growth over the next ten to fifteen years. Although the projections were generalized, the total headcount enrollment was projected to increase by over 100,000 students to 345,400 by 2020. With considerable growth anticipated in northwest Georgia, Georgia Highlands College has the potential for significant enrollment growth within the horizon of this master plan update.

Enrollment

The Bartow Campus has grown to a headcount (HC) enrollment of 1,713 students in Fall 2007, 1,281 of which were full-time or equivalent (FTE). Based on this pace of growth, Georgia Highlands College estimates that enrollment growth at the Bartow Campus will average twenty percent over the next five years. This equates to a projected Fall 2020 HC enrollment of 6,000 and Fall 2030 HC enrollment of 10,000.

Campus Holdings

The Bartow Campus' proximity to major regional roadways, including Interstate 75, makes it a prime location for future growth. A key element of the Master Plan was to determine whether the College and Board of Regents could accommodate the county's request to develop a civic center on a portion of the Board's landholding south of Route 20. This resulted in the sale of over 25 acres to Bartow County for the construction of the new Civic Center.



THE BARTOW CAMPUS AND ITS SURROUNDING CONTEXT,

2. GOALS OF THE MASTER PLAN



STUDENTS READING ON THE PATIO OF THE ACADEMIC BUILDING

STRATEGIC PLANNING GOALS

The following is a summary of the Georgia Highlands College Mission Statement and Strategic Plan. Information for this document was derived from the Georgia Highlands College Strategic Plan 2007-2010 and the Georgia Highlands College Fact Book 2006.

The Georgia Highlands College Planning Model

The Georgia Highlands College Strategic Plan 2007-2010 embodies the institutional history, values, purpose, and goals of the college – and fundamentally, the College mission statement. The Strategic Plan itself is based on research data, stakeholder participation and faculty and staff input. At its heart are six key components:

1. A Fiscal Plan
2. An Academic Plan
3. A Strategic Enrollment Plan
4. An Information Technology Plan
5. A College Master Plan
6. An Environmental Scan/Planning Survey

The Strategic Plan reflects the results of the survey of administrators, faculty and staff conducted in March 2006. At the core of the plan are strategic goals developed by these groups to reflect the values, purpose, and goals of the College.

These goals are based on the results achieved the previous year in pursuing the administrative unit and educational program unit outcomes or objectives.

One of the most critical issues which the current survey identified was the need to manage growth given the College's location and access to students.

Institutional Philosophy

“The philosophy of Georgia Highlands College is expressed in the beliefs that education is essential to the intellectual, physical, economic, social, emotional, cultural, and environmental well-being of individuals and society and that education should be geographically and physically accessible and affordable. In support of this philosophy, the College maintains a teaching/learning environment which promotes inclusiveness and provides educational opportunities, programs, and services of excellence in response to documented needs.”

Mission Statement

“Georgia Highlands College, a two-year unit of the University System of Georgia under the governance of the Board of Regents, was founded in 1970 to provide educational opportunities for the physical, intellectual, and cultural development of a diverse population in seven northwest Georgia counties.

The MISSION of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of individuals within its scope of influence; thus, Georgia Highlands College, in conjunction with the other institutions in the University System, supports this MISSION by exhibiting the following characteristics and purposes:

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;
- cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education; and

- collaborative relationships with other University System institutions, State agencies, local schools, technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.”

Core Mission Statement for Two-Year Colleges in the University System of Georgia

“Within the context of the MISSION of the University System of Georgia, Georgia Highlands College shares with the other associate level institutions in the University System the following characteristics and purposes:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a local area and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate

programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate and/or career degree programs to complement neighboring technical institute programs;

- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the College’s scope of influence; and
- a commitment to scholarship and creative work to enhance instructional effectiveness and met local needs.”



VIEW OF THE BARTOW CAMPUS LIBRARY

Institutional Goals

1. Provide core curriculum and transfer programs
2. Provide learning support programs
3. Provide cooperative degree programs with area technical colleges through collaborative agreements and partnerships for four-year degree completion programs
4. Provide career programs that complement community needs
5. Provide student services that meet the needs of our population
6. Serve our communities through multiple educational sites
7. Be involved in our communities and responsive to their needs
8. Be innovative in our approach to teaching, learning, and support services
9. Use technology as a teaching and learning tool
10. Maintain efficient and effective administrative services to support the instructional and community outreach programs of the college

Strategic Initiatives

The Strategic Plan serves as the foundation upon which a number of planning, implementation, assessment, and evaluation initiatives will be built over the next five years. The Strategic Priorities are as follows:

I. Strategic Institutional Growth.

Secure facilities for offering accessible and affordable educational opportunities to students within our expanded service area (Cobb County).

II. Information Technology.

Identify, promote, and utilize appropriate, integrated, and reliable information technology services to advance programs, services, and operations that foster the teaching, learning, and administrative processes.

III. GHC's Role in the Community.

Sustain and leverage GHC's reputation as a leader in preparing students for further education and professional careers; and strengthen the institution's identity and its role in our Communities.

IV. College Relations and Advancement.

Develop, establish, manage, and sustain a unique institutional image, outreach relationships, and activities that systematically increases GHC's competitive position and enhance

its opportunities, collaborative, and partnerships that attracts public and private financial support for students' growth and success; and for College operation and resources.

V. Organizational Performance and Professional Development.

Provide excellent HR management and development practices that positions GHC as an employer of choice in its service area.

VI. Educational Programs – Academic Affairs.

Provide and sustain a gateway to higher education and academic excellence that stimulates student success, personal development and intellectual curiosity through innovative teaching and learning processes that enhance the College intellectual climate in the delivery of effective core curriculum, transfer, and career programs.

VII. Institutional Planning and Assessment – Academic Affairs.

Identify and provide appropriate and adequately trained staff capable of improving quality in all functional areas of the college through increased college-wide performance, accountability, and good customer service to enhance all College operations.

VIII. Strategic Enrollment Planning and Management – Student Services.

Develop and implement college-wide recruitment and retention plans that improve student access through simplified enrollment processes.

IX. Student Development and Success – Student Services.

Promote activities and experiences that develop the whole person through supportive learning and personal growth to support student development, and success.

X. Financial Stability, Viability, and Resource Allocation – Finance and Administration.

Develop and strategically administer fiscal policies and procedures to ensure compliance with generally accepted accounting principles, and align resource allocation with unit planning, evaluation, and performance to fulfill the College strategic and operational priorities.

XI. Facilities Maintenance – Finance and Administration.

Secure, provide, and upkeep adequate facilities at the College campuses/sites in requisite quality and quantity to insure attractiveness and promote the College image and programs.

Academic and Enrollment Management Data

This section covers student enrollment assumptions, faculty and staffing projections, academic space needs, and academic support facility requirements for the Bartow Campus.

Programs of Study

As a two-year college, Georgia Highlands College offers a variety of programs that provide all the course work necessary to move on to a senior college as well as career and technological majors. Students may currently choose from associate of arts degrees, associate of science degrees, associate of applied science degrees, and career programs in nursing and dental hygiene. Cooperative programs are offered through Southern Polytechnic State University and the University of West Georgia.

Table 2.1 - Georgia Highlands Programs of Study

DIVISION	TRANSFER PROGRAMS	CAREER PROGRAMS	CERTIFICATE PROGRAMS
Science, Math & Physical Education	Agriculture Biology Chemistry Geology Physical Science Physics		
Math	Computer Information Systems Computer Science Mathematics		
Health Science	Associated Dental Sciences Health Information Management Medical Technology Nursing Occupational Therapy Pharmacy Physician's Assistant Respiratory Therapy	Dental Hygiene Human Services Nursing Medical Laboratory Technology	Human Services Gerontology Criminal Justice Cancer Care Nurse Navigator
Business	Business Administration Economics		
Social Sciences	Criminal Justice History Philosophy Political Science Psychology Sociology General Studies Teacher Education		
Humanities	Art Communication and Drama English Foreign Languages Journalism		

Existing Population Data

Table 2.2 enumerates the actual student, faculty and staff population at the Bartow Campus in Fall 2007. There were over 1,700 headcount (HC) students and nearly 1,300 full-time equivalent (FTE) students, thirty-nine full-time or equivalent faculty members and thirty-one full-time or equivalent staff members. This resulted in a FTE student-faculty ratio of 33:1 and a FTE student-staff ratio of 42:1.

According to the Fact Book, over eighty-eight percent of students are from the Atlanta Metro area, eleven percent hail from other parts of Georgia and one percent are from out of state.² The average age of students is twenty-four and sixty-five percent of students are female. Fifty-four percent of students are full-time.

Table 2.2 - Existing Population Data

	BARTOW CAMPUS		
<i>Student Enrollment</i>	<i>Headcount</i>	<i>FTE</i> ²	<i>Credit Hours</i>
Undergraduate	1,713	1,281	9,839
Graduate	0	0	0
Total Students on Campus	1,713	1,281	

	BARTOW CAMPUS	
<i>Faculty Members</i>	<i>Headcount</i>	<i>FTE</i> ²
Faculty on Campus	86	39
Ratio of Faculty to Students		33:1

	BARTOW CAMPUS	
<i>Staff Members</i>	<i>Headcount</i>	<i>FTE</i> ²
Staff on Campus	31	31
Ratio of Staff to Students		42:1

² Metro Atlanta is assumed to be Bartow, Carroll, Cherokee, Cobb, Floyd, Haralson, Paulding and Polk Counties. Source: Georgia Highlands College Fact Book 2006.

Student, Faculty and Staff Projections

Georgia Highlands College estimates that student enrollment will grow to 6,000 HC students by 2020 and 10,000 HC students by 2030. Future projections recalibrate the faculty and staff ratios to 20:1 and 15:1, respectively, in order to place the Bartow Campus in line with national standards and reflect the expectation that it will absorb much of the College's future growth.

Table 2.3 - Projected Population Data

	BARTOW CAMPUS: 2020		BARTOW CAMPUS: 2030	
	<i>Headcount</i>	<i>FTE*</i>	<i>Headcount</i>	<i>FTE*</i>
<i>Student Enrollment</i>				
Undergraduate	6,000	4,500	10,000	7,500
Graduate	0	0	0	0
Total Students on Campus	6,000	4,500	10,000	7,500

	BARTOW CAMPUS: 2020		BARTOW CAMPUS: 2030	
	<i>Headcount</i>	<i>FTE*</i>	<i>Headcount</i>	<i>FTE*</i>
<i>Faculty Members</i>				
Faculty on Campus	301	225	502	375
Ratio of Faculty to Students		20:1		20:1

	BARTOW CAMPUS: 2020		BARTOW CAMPUS: 2030	
	<i>Headcount</i>	<i>FTE*</i>	<i>Headcount</i>	<i>FTE*</i>
<i>Staff Members</i>				
Staff on Campus	392	293	653	488
Ratio of Staff to Students		15:1		15:1

3. EXISTING CAMPUS CONDITIONS



VIEW OF THE BARTOW CAMPUS ACADEMIC BUILDING AND ASSOCIATED PARKING

SUMMARY OF EXISTING FACILITIES

Campus Physical Setting

The Bartow Campus of Georgia Highlands College is located in northwest Georgia, roughly forty-five miles north of Atlanta. The 197-acre site for the campus lies north of the City of Cartersville – a city of roughly 18,000 people – in an unincorporated area of Bartow County. The College owns fifty acres of the campus with the remainder held by the Board of Regents under the auspices of the former Genetics property.

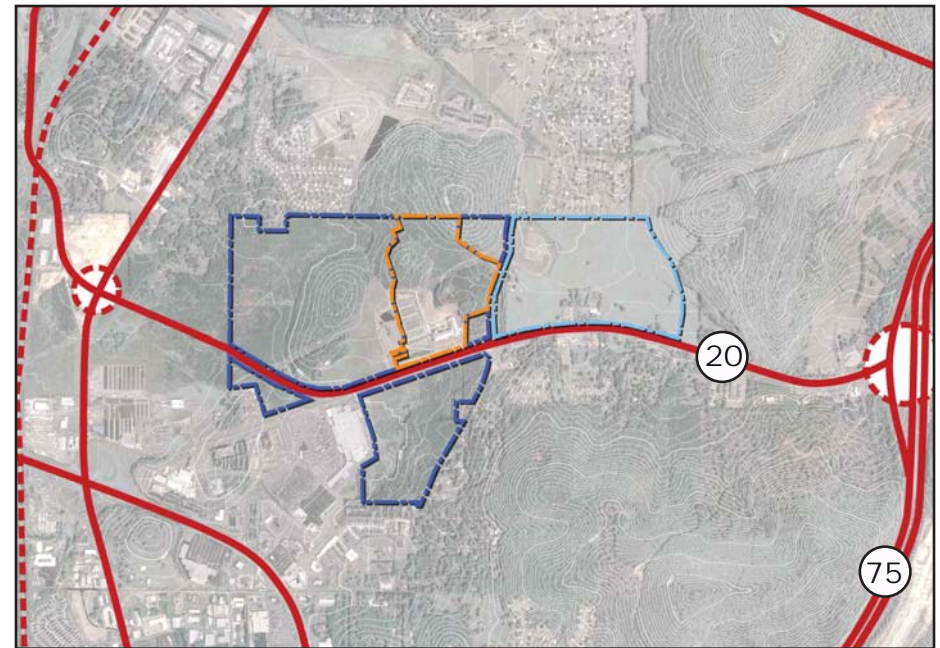
A major transportation corridor, Route 20 bisects the campus into two parcels. The northern portion contains 178 acres and the southern portion 29 acres.³ This road is heavily trafficked and provides the sole point of access to the existing campus. Plans to reconfigure Route 20 and the intersection with Route 411 to the west will reroute the road through the western portion of the existing campus land holdings in the near term.

³ When referring to the “Bartow Campus,” this report often will refer solely to the parcel north of Route 20.

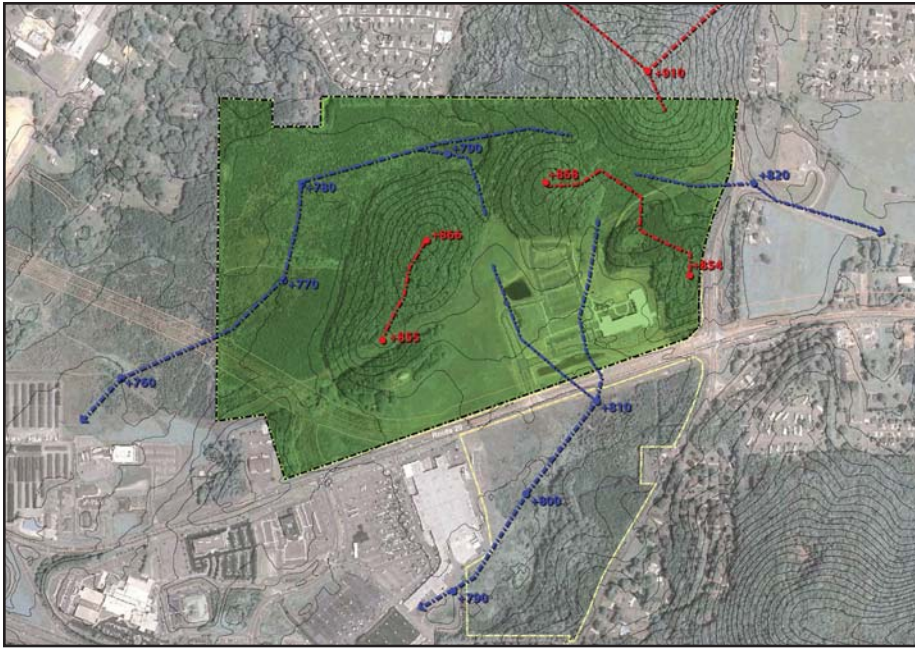
Campus Structure

The Bartow Campus has one academic building, a 100,000 square foot facility that houses twenty-one classrooms, four science laboratories, a library and administrative and faculty offices. It was constructed in 2005. Though not currently part of the fifty acre Georgia Highlands College, there also are two extant buildings on the University System of Georgia’s adjacent property: a cotton gin building and small house, both of which are set back from Route 20 to the west of the Bartow Campus Academic Building. The cotton gin is an historic structure and serves as important reminder of the region’s agricultural heritage.

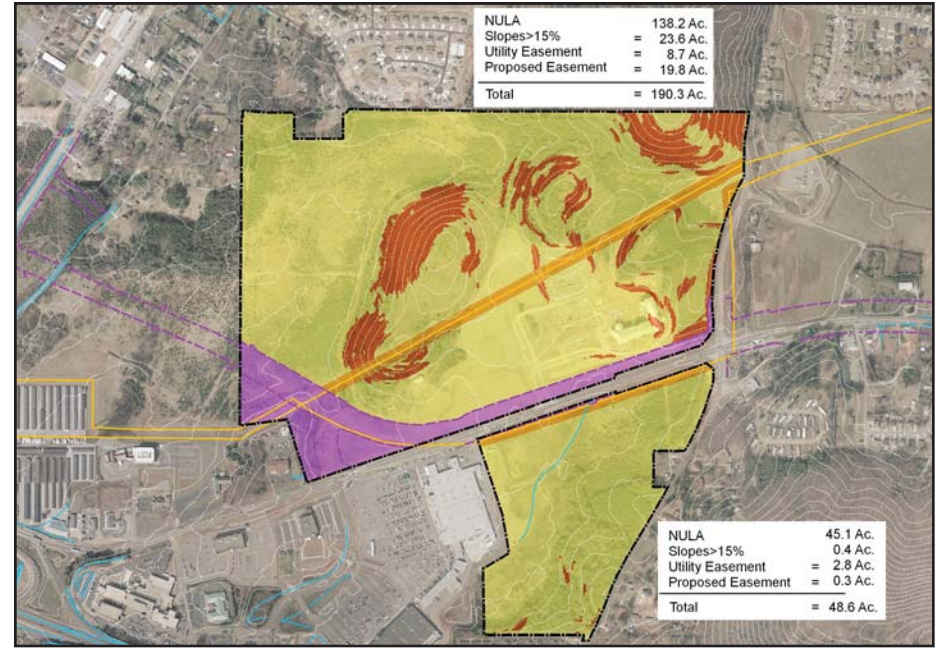
The campus is located along Route 20 about one mile west of I-75 and is surrounded by residential, institutional and large-scale retail uses, as well as considerable undeveloped land. The College is immediately bounded to the north by the Liberty Square church and community, to the east by Cline-Smith Road, to the south by Route 20, and to the west by Routes 20 and 411. To the east of the campus are agricultural uses, to the south are “big box” retail



THE BARTOW CAMPUS IS BISECTED BY ROUTE 20, AND JOINTLY OWNED BY THE COLLEGE (MARKED IN ORANGE) AND THE BOARD OF REGENTS (MARKED IN BLUE)



THE BARTOW CAMPUS FEATURES SIGNIFICANT TOPOGRAPHY



NET USABLE LAND AREA (NULA) IS LIMITED BY SLOPES, POWERLINES AND ROAD EASEMENTS

developments and to the west is the Cartersville Medical Center complex. Pockets of residential use encircle the campus, particularly to the north and east.

The site's rolling topography acts as a defining feature for the Bartow Campus. A string of hills punctuate the central and eastern portions of the campus, reaching a high point of 906 feet in the northeast

corner. The western portion of the campus is characterized by level land at lower elevations, dropping to an elevation of roughly 760 feet. A final defining feature of the site is the large power line which cuts diagonally from the southwest to the northeast corners.

The presence of these elements limits the total land area available for development. Best planning practices

recommend that the College not build on slopes greater than fifteen percent. This, combined with the existing powerline easement and planned realignment of Route 20, lowers the development potential of the northern campus parcel from 190 acres to 138 acres. On the southern parcel, the total developable area is 45 acres.



VIEW OF THE ACADEMIC CORE FROM THE NORTH



QUALITY OF SPACE ON THE BARTOW CAMPUS IS EXCELLENT DUE TO ITS RECENT CONSTRUCTION

Academic Core

The academic core is comprised of the three-storey Academic Building, a plaza to the west between the building and the parking lots, and a landscaped green on the north side of the building.

The Academic Building has roughly 65,000 assignable square feet or 112,000 gross square feet. Based on Georgia standard guidelines, there is

a need to double the existing campus space in order to serve the current 1,700 headcount enrollment. Modest surpluses in classroom, office and library facilities are offset by shortages in laboratory, support facilities, and particularly, athletic and student life uses.

Quality of Existing Space

Given the fact that the Academic Building is a new building, the quality of the space is excellent.

Floorplans for the Bartow Campus Academic Building

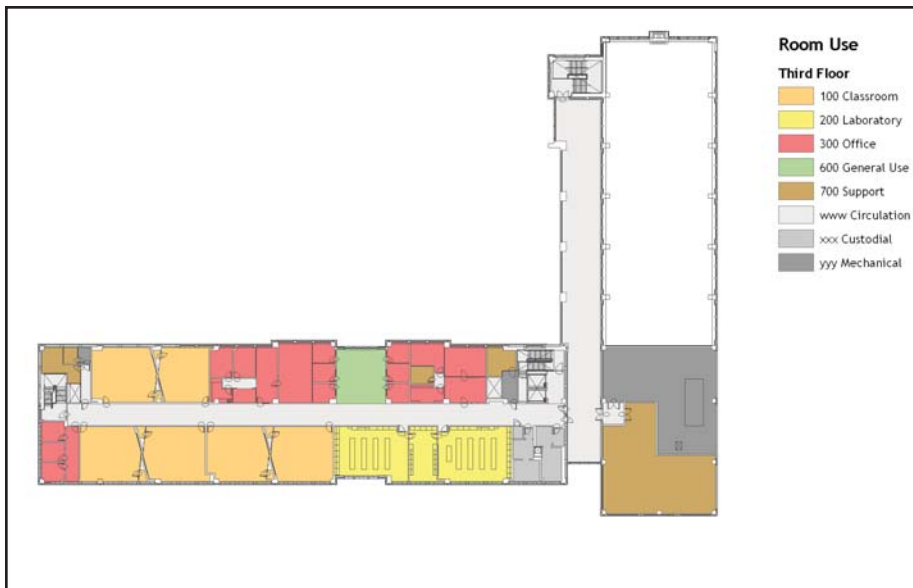


Table 3.1 – Existing Space Available for the Current Academic Program

HEGIS CODE	HEGIS DESCRIPTION	TOTAL ASF	SPACE BELOW QUALITY STANDARDS	TOTAL REMAINING NET ASSIGNABLE SPACE	GUIDELINE SPACE NEEDS (ASF)	SURPLUS (DEFICIT) FOR EXISTING ENROLLMENT
100	Classrooms	23,615	o	23,615	12,955	10,660
200	Labs	2,447	o	2,447	7,353	(4,906)
300	Offices	14,993	o	14,993	10,746	4,247
400	Library	11,785	o	11,785	11,512	273
500	Indoor Recreation	o	n/a	o	42,482	(42,482)
	Media	o	n/a	o	11,081	(11,081)
	Clinical	o	n/a	o	o	o
600	General Use	o	n/a	o	5,000	(5,000)
	Lounge/ Merchandising	5,632	o	5,632	770	4,862
	Campus Center	83	o	83	24,169	(24,086)
700	Plant Operations	6,379	o	6,379	10,085	(3,706)
800	Health Sciences	o	n/a	o	2,000	(2,000)
900	Residences	o	n/a	o	o	o
	TOTAL	64,934	o	64,934	138,154	(73,220)

Table 3.2 – Quality Assessment of Existing Space

NAME	TOTAL ASF	ASSIGNABLE SPACE BY HEGIS CODE		QUALITY ASSESSMENT	SPACE BELOW QUALITY STANDARDS	TOTAL REMAINING NET ASSIGNABLE SPACE
		HEGIS	ASF			
Academic Building	102,209	100	23,615	Excellent	None	23,615
		200	2,447	Excellent	None	2,447
		300	14,993	Excellent	None	14,993
		400	11,785	Excellent	None	11,785
		500	o	Excellent	None	o
		600	5,715	Excellent	None	5,715
		700	6,379	Excellent	None	6,379
		800	o	Excellent	None	o
		900	o	Excellent	None	o



THE COTTON GIN AND HOUSE LIE TO THE WEST OF THE MAIN ACADEMIC BUILDING, CIRCLED HERE IN GREEN



VIEW OF THE HISTORIC COTTON GIN

Existing Historic Buildings

An historic cotton gin building and small house, both of which are set back from Route 20 to the west of the Bartow Campus Academic Building, lie on the land owned by the University System of Georgia. Both buildings have been vacant for many years and are in fair condition. The historic cotton gin has significant potential for renovation and reuse as a College and/or community facility.

Table 3.4 – Existing Historic Buildings

BUILDING NAME	CONSTRUCTION DATE	CURRENT USE	NRHP* LISTED	NRHP* ELIGIBLE	QUALITY ASSESSMENT
Cotton Gin	1940	Vacant	No	Yes	Fair
House	unknown	Vacant	No	Yes	Fair

*NRHP = National Register of Historic Places



VIEW OF THE HILLS TO THE NORTH OF THE ACADEMIC CORE



PEDESTRIAN PATHS ALONG THE NORTH FACADE OF THE ACADEMIC BUILDING

Open Space Resources

The Bartow Campus' open space resources include groomed landscapes around the existing building, open fields and wooded hills. Together, these resources occupy approximately 172 acres of the 197-acre site. The majority of these resources are undeveloped.

Pedestrian Circulation

Pedestrian routes on the existing campus consist of sidewalks between the two parking lots and the Academic Building. Around the Academic Building, walkways lead to the main building entrance to the west as well as secondary entrances along the northern façade.



VIEW OF EXISTING PARKING ON THE BARTOW CAMPUS

Parking and Vehicular Circulation

The primary access to the campus is via a campus entry on the northern side of Route 20, just west of Cline-Smith Road. This access road leads directly to the two parking lots on the campus.

Since all Bartow Campus students must commute to the College, surface parking lots occupy a significant portion of the developed area of campus. The Bartow

Campus currently has 544 parking spaces in two surface lots, the majority of which are reserved for student use. A small parking lot parallel to Route 20 provides 58 parking spaces for visitors, faculty and staff while a 462-space lot immediately to the north provides parking for students. The College currently is constructing a 150-space parking lot with the County's assistance to account for additional near-term demand.

Athletics and Recreation

The Bartow Campus currently does not have any athletic or recreation facilities on its campus.

4. SPACE ANALYSIS



VIEW OF GATHERING SPOTS AND CIRCULATION IN THE BARTO W CAMPUS ACADEMIC BUILDING

SPACE NEEDS AND PROGRAMMING

Introduction

The following section analyzes existing and future space requirements at Georgia Highlands College’s Bartow Campus in order to plan for future growth in enrollment. Space in existing buildings is categorized according to the Higher Education General Information Standards (HEGIS), which includes classroom, laboratory, office, library, athletics, general use (student life), support facilities, and residential use. Once categorized, the existing and proposed program on campus is compared to national standards, and projections are made as to how much additional space is needed. The space program can assist the College in redistributing space as necessary and planning for new buildings in the future.

The University System of Georgia has adopted a set of space standards to guide the master planning process. The University System of Georgia space standards have modified the Council of Educational Facility Planners International (CEFPI) standards to reflect contemporary teaching methods and generally reflect a higher standard for HEGIS code 100

classrooms. The planning team used data provided by the College, including credit hours and student enrollment information, to calculate Weekly Student Contact Hours (WSCH) for classrooms and labs and also input data related to staff and faculty office space, number of degree programs, library materials, and students, faculty, and staff utilizing library space. The assignment of existing space into HEGIS codes was conducted by the College and Sasaki.

The College’s existing space inventory was developed and reviewed for accuracy by College staff. The inventory only contains spaces that are currently in use.

Table 4.1 – Standards Utilized for Projection of Space Needs

HEGIS CODE	HEGIS DESCRIPTION	PROJECTED ROOM UTILIZATION FOR THE PERIOD 8:00 AM TO 5:00 PM	SPACE STANDARDS UTILIZED FOR PROJECTIONS
100	Classrooms	65%	Georgia Standards
200	Labs	40%	CEFPI
300	Offices		CEFPI
400	Library		CEFPI
500	Indoor Recreation		Miller
	Media		CEFPI
	Clinical		CEFPI
600	General Use		CEFPI
	Lounge/ Merchandising		CEFPI
	Campus Center		CEFPI
700	Plant Operations		CEFPI
800	Health Sciences		CEFPI

Space Needs: 6,000 Headcount

The College anticipates an enrollment of 6,000 HC undergraduate students within the next ten to fifteen years, an increase of over 4,000 HC students from Fall 2007. As the College approaches its target enrollment, space deficits will prevail for all space types. Existing space use and projected space needs are discussed in more detail in the following sections of this report.

Table 4.2 – Projected Space Needs: 6,000 Headcount

HEGIS CODE	HEGIS DESCRIPTION	FTE ENROLLMENT	WSCH	TOTAL PROJECTED NASF REQUIRED	TOTAL EXISTING SPACE AVAILABLE MEETING QUALITY STANDARDS	SURPLUS (DEFICIT) (ASF)*
100	Classrooms	4,500	28,848	45,520	23,615	(21,905)
200	Labs		5,724	25,838	2,447	(23,391)
300	Offices			80,213	14,993	(65,220)
400	Library			38,754	11,785	(26,969)
500	Indoor Recreation			69,600	0	(69,600)
	Media			14,300	0	(14,300)
	Clinical			0	0	0
600	General Use			5,000	0	(5,000)
	Lounge/ Merchandising			2,888	5,632	2,744
	Campus Center			49,123	83	(49,040)
700	Plant Operations			26,499	6,379	(20,120)
800	Health Sciences			2,450	0	(2,450)
TOTAL PROJECTED NEEDS						(295,251)

* Note: An efficiency factor of 65% is assumed to convert assignable to gross square feet.

Space Needs: 10,000 Headcount

The College anticipates an estimated enrollment of 10,000 HC undergraduate students within the next twenty to twenty-five years. As the College approaches its target enrollment, additional space will be needed across all space use categories.

Table 4.3 – Projected Space Needs: 10,000 Headcount

HEGIS CODE	HEGIS DESCRIPTION	FTE ENROLLMENT	WSCH	TOTAL PROJECTED NASF REQUIRED	TOTAL EXISTING SPACE AVAILABLE MEETING QUALITY STANDARDS	SURPLUS (DEFICIT) (ASF)*
100	Classrooms	7,500	48,081	75,867	23,615	(52,252)
200	Labs		9,540	43,063	2,447	(40,616)
300	Offices			133,688	14,993	(118,695)
400	Library			64,057	11,785	(52,272)
500	Indoor Recreation			87,000	0	(87,000)
	Media			17,300	0	(17,300)
	Clinical			0	0	0
600	General Use			7,500	0	(7,500)
	Lounge/ Merchandising			4,813	5,632	819
	Campus Center			87,538	83	(87,455)
700	Plant Operations			41,666	6,379	(35,287)
800	Health Sciences			3,350	0	(3,350)
TOTAL PROJECTED NEEDS						(500,908)

* Note: An efficiency factor of 65% is assumed to convert assignable to gross square feet.

Classroom Space (HEGIS 100)

Classroom facilities are rooms used for scheduled instruction, including lecture halls, seminar rooms, classrooms and service space. The Bartow Campus has a current classroom space supply of approximately 23,600 asf.

Classroom space needs were calculated based on the College's total Weekly Student Contact Hours (WSCH), or the number of hours a student occupies a seat in a classroom or laboratory each week while taking a course. The WSCH for classrooms at the Bartow Campus were estimated via a CEFPI formula that inputs an institution's total credit hours for a given semester. Fall 2007 credit hour data from Georgia Highlands College was used for this analysis.

The analysis indicates a current need for approximately 13,000 asf of classroom facilities based on existing WSCH. Given the current supply of 23,600 asf, there is a surplus of approximately 10,700 asf within this space category at the present enrollment levels. The surplus is attributed to the fact that classrooms represent for the largest space use in the new Academic Building.

With the projected increase in enrollment, the demand for classroom space will increase to over 45,000 asf in 2020 and nearly 76,000 asf in 2030. Existing classroom facilities, while currently adequate, are not sufficient to serve the anticipated future student population.

Laboratory Space (HEGIS 200)

Laboratory space consists of rooms and service space used for classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation or practice. The Bartow Campus currently has 2,500 asf of laboratory space but needs over 7,000 asf for current enrollment levels. This represents a shortfall of nearly 5,000 asf. Laboratory space deficits will reach 23,000 asf with an enrollment of 6,000 students and over 40,000 asf with 10,000 students.

Office Space (HEGIS 300)

Office use occupies 15,000 asf at the Bartow Campus and provides administrative space for 86 headcount faculty and 31 headcount staff. Guidelines recommend that campuses allocate 155 asf per headcount for offices for faculty, professional non-faculty, technical, clerical and secretarial staff.

Using these guidelines, there currently is a surplus of 4,267 asf of office space at current enrollment levels. By the time the campus grows to 6,000 headcount students, the surplus will be replaced by a deficit of 65,000 asf, and at 10,000 students the office need will grow to 119,000 asf. The future space requirement is based on anticipated growth in student population and the assumption that the College will strive to lower the existing student-to-faculty and student-to-staff ratios.

Library and Study Space (HEGIS 400)

Current library and study space in the Academic Building is approximately 12,000 asf. The guidelines for library and study space address three separate elements: reading/study space, stack space, and service space. The guidelines relate reading/study space needs to enrollment and stack space needs to the size of the institution's collection. Service space needs are calculated as the area needed to support these other space use categories.

As enrollment grows to 6,000 and then 10,000 headcount, there will be a need for an additional 27,000 asf and 52,000 asf respectively.

Athletics and Special Use Space (HEGIS 500)

The special use space category comprises athletics, recreation and physical education facilities, media production, and demonstration space. Since none of these facilities currently exist on the Bartow Campus, there is a need for roughly 53,000 asf. By the time the enrollment grows to 6,000 headcount, additional special use space needs will total 84,000 asf and with 10,000 headcount there will be a need for 104,000 asf of additional space.

In addition to indoor recreational space, there is a need on the Bartow Campus for outdoor recreational facilities such as soccer, baseball and softball fields and tennis courts. The Master Plan assumes that these recreational uses will occur on an intramural, rather than varsity, level. As such, it recommends constructing two multi-purpose fields for an enrollment of 6,000 students and an additional multi-purpose field, two softball fields, two baseball fields and eight tennis courts for an enrollment of 10,000.

Student Life and General Use Space (HEGIS 600)

Student life and general use space includes assembly, exhibition, food facilities, open lounges, merchandising, and student union areas. Since the existing academic building has only assigned 5,715 asf to student life, student life represents the greatest space need for the College. Guidelines suggest a need for an additional 24,000 asf for current enrollment, with space needs growing to 51,000 asf by 2020 and 94,000 asf by 2030.

Support Facilities (HEGIS 700)

Support facilities provide centralized space for various auxiliary support systems and services, including data processing and telecommunications, shop services, general storage and supply, vehicle storage, printing and shipping and receiving. Guidelines indicate that support facility space should represent eight percent of the total campus floor area,

The Bartow Campus currently has 6,400 asf of space assigned to support facilities. The current deficit of roughly 4,000 asf will expand to roughly 20,000 asf by 2020 and 35,000 asf by 2030 to accommodate the long-term growth in enrollment.

Health Care Facilities (HEGIS 800)

Health care facilities provide clinical care for the student, staff and faculty populations. No such space currently existing on the Bartow Campus. To meet projected needs in 2020, the College will need to provide roughly 2,500 asf and 3,400 asf in 2030. This space may be accommodated in a stand-alone facility or, more commonly, as part of a student center or student services building.

Student Housing (HEGIS 900)

While no housing currently exists on the Bartow Campus, it is assumed that the College may provide housing for as much as twenty percent of the headcount student population at some point in the future. This would translate to 1,200 beds for an enrollment of 6,000 and 2,000 beds for an enrollment of 10,000. Assuming the provision of 260 asf per bed, this will result in a demand for 312,000 asf for a headcount of 6,000 and 520,000 asf for a headcount of 10,000.

Parking

The projections for future parking demand assume that the College will need to provide parking spaces for 100% of the resident student population, 30% of the peak hour commuter student population and 90% of faculty and staff. These ratios translate to a need for 3,334 parking spaces with a 6,000 headcount enrollment and 5,556 spaces at a 10,000 headcount.

5. MASTER PLAN



ILLUSTRATIVE MASTER PLAN FOR 6,000 STUDENTS

INTRODUCTION

The Master Plan for the Georgia Highlands College Bartow Campus projects a long-range vision for the physical development of the campus over the next ten to twenty-five years. This planning process has included the exploration of alternative concepts for land and building use, open space connectivity, vehicular and pedestrian circulation, and landscape character. A major theme throughout has been the creation of a campus environment that is part of a larger land use plan for adjacent properties along Route 20 to take advantage of the College as a community resource and economic generator. It is envisioned that, along with the academic facilities needed for the growth of the institution, there are significant opportunities for additional mixed-use development adjacent to the College that could transform the character of the Route 20 corridor from a suburban big-box district to an urban parkway that supports compact, sustainable development.

Within this regional context, the master plan for the Bartow Campus identifies locations for proposed buildings, open spaces, and support facilities that are a direct reflection of the College's Strategic Plan. The Bartow Campus has grown

significantly in recent years creating a near-term demand for additional space, both for new buildings and parking. Therefore, the master plan includes a strategy for immediate expansion that is in support of the larger, long-term vision. The near-term needs call for an addition to the library, a new academic building, and additional surface parking, all of which will be accommodated on the fifty acres of land currently owned by the College. In the long-term, 138 acres of additional land held by the Board of Regents will be transferred to the College to accommodate growth of up to 10,000 headcount students on the Bartow Campus. Future development on adjacent properties could provide additional student housing or recreation space should the College continue to grow well into the future.



THE MASTER PLAN ENVISIONS SIGNIFICANT GROWTH BEYOND THE CURRENT ACADEMIC BUILDING



FUTURE CAMPUS DEVELOPMENT WILL UTILIZE THE COLLEGE AND BOARD OF REGENT'S LAND RESOURCES

GOALS OF THE MASTER PLAN

The College articulated the following goals for the planning process through a series of interviews with campus stakeholders:

Goal 1: Create an Integrated Community

- Promote walkability
- Give students a reason to stay on campus
 - » Create a mixed-use campus with student housing
 - » Create a quality Student Center to retain students and engage the community
 - » Create spaces for outdoor recreation and athletics
 - » Create spaces for indoor fitness and recreation
 - » Create a central plaza
- Preserve and enhance the cotton gin as a significant historic asset
- Work with Bartow County, GA DOT, and adjacent landowners to achieve a comprehensive vision

Goal 2: Support the College's Core Mission

- Remain accessible to students from diverse backgrounds and economic conditions, and to traditional and non-traditional students
- Create and/or expand programs that focus on local employment needs, such as business and allied health
- Become a community center for the Cartersville / Bartow County area

Goal 3: Build on the Campus' Geographic Strengths

- Maximize proximity to regional growth areas
- Capitalize on adjacency to I-75 and other regional roads
- Protect the topographical beauty of the surrounding hills

Goal 4: Improve Campus Access

- Create multiple campus entrances, including a drive from Cline-Smith Road
- Extend campus drive across to southern parcel and install traffic light at intersection with Route 20
- Work with Bartow County and GA DOT to change the character of Route 20 from a traditional highway to an urban parkway
- Consider potential for connection to planned Route 411 connector

Goal 5: Increase Campus Capacity

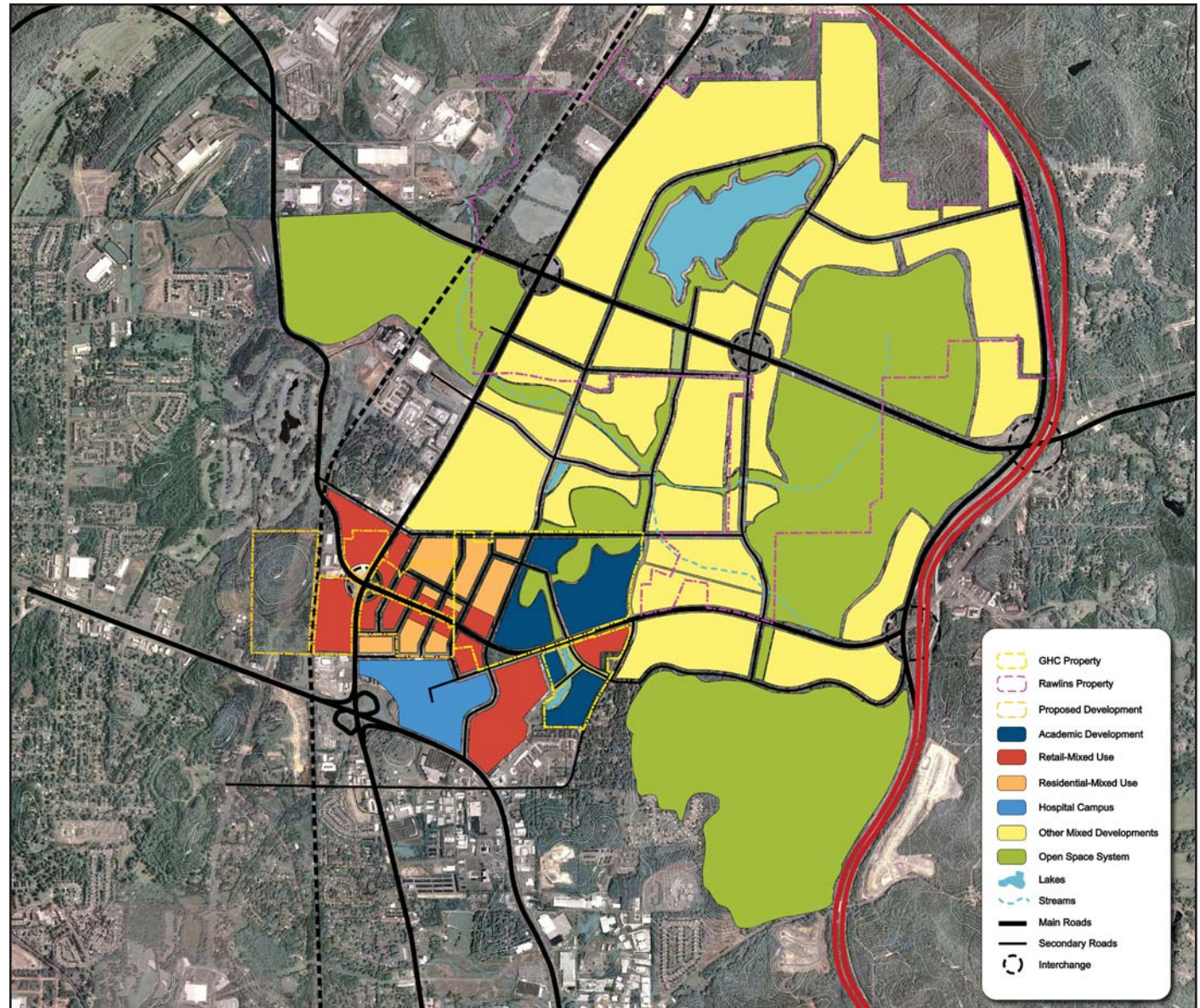
- Determine the carrying capacity of existing GHC and USG owned land
- Identify future land acquisitions and/or partnerships with adjacent land owners
- Establish a joint use agreement with the proposed Bartow County Civic Center to increase capacity and to better integrate the campus and community
- Expand offering of bachelor's degrees through joint programs with four-year institutions

REGIONAL PLANNING CONCEPT

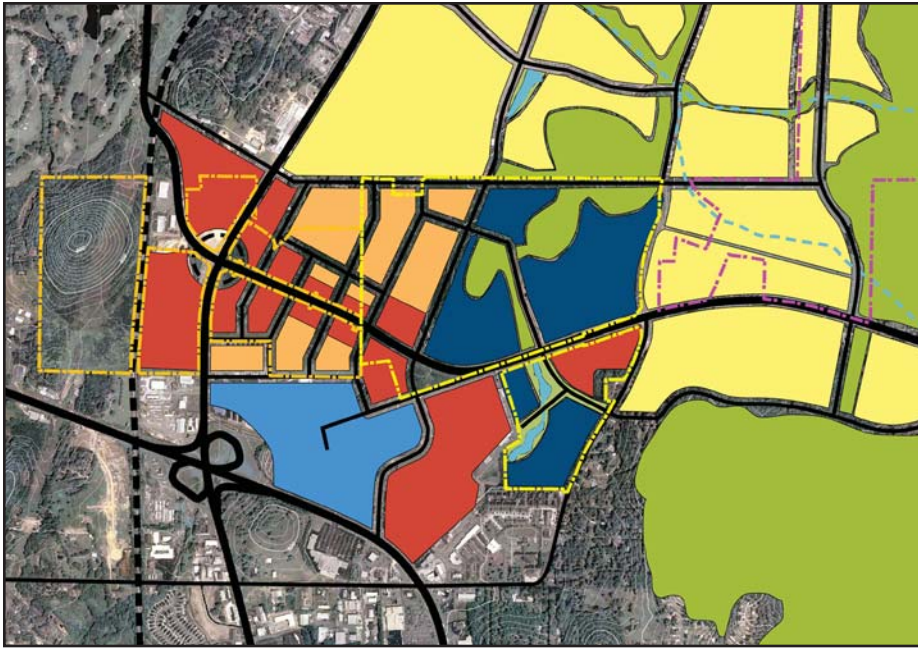
The continued enrollment growth of the Bartow Campus in recent years has drawn the attention of County and City officials and adjacent landowners. Several factors contributed to the need for a regional planning concept that would set the stage for the physical plan for the Bartow Campus:

1. The rapid pace of growth and development along the Route 20 corridor, spurred by proximity to Interstate 75
2. The planned reconfiguration of the intersection of Routes 20 and 61 by the Georgia Department of Transportation, just west of the Bartow Campus
3. The presence of several large undeveloped parcels immediately adjacent to the campus
4. Bartow County's decision to work with the College and the Board of Regents to locate a new civic center adjacent to the College south of Route 20

Each of these factors indicate that there could be significant market demand for future development in the surrounding area, and that the College could influence the character of this development given the growing student population.



A MAJOR THEME OF THE MASTER PLAN HAS BEEN TO EXPLORE CONNECTIONS —BOTH PHYSICAL AND ECONOMIC—TO SURROUNDING PROPERTIES



FUTURE DEVELOPMENT AT THE COLLEGE WILL COORDINATE WITH SURROUNDING LANDOWNERS

A critical principle for the regional master plan concept — as well as the campus master plan — is to promote connectivity, namely for vehicles, for pedestrians and for open space resources. Without connectivity, future development may resemble the character of existing development along Route 20: a series of separate subdivisions with large surface parking lots fronting the street. By emphasizing connectivity between parcels, buildings, and open spaces, future development may complement the College and create a planned community.

The overall concept for the Route 20 corridor is to create a new network of streets which serve College, commercial and residential uses. Route 20 is redeveloped as a parkway with a green buffer to preserve the agricultural character of the existing land. A new north-south road through the College and Board of Regents' property increases connections between the College and areas to the north and south — including the planned extension of Route 411 — while a new street grid to the west of the College opens up development potential for commercial and high-density residential uses. The purpose of all of these roadways is to decrease reliance on major roadways such as Route 20 and to provide a means to disperse traffic.

The construction of sidewalks is envisioned for many of the new roadways, particularly along College land holdings and the area immediately to the west of the campus, in order to promote pedestrian use. These pedestrian connections will be especially critical if private student housing is constructed adjacent to the College.

Finally, the plan promotes connectivity of regional open space, specifically by preserving sensitive areas on the campus and connecting these areas to existing agricultural and hydrological resources.

Recognizing the interrelationships between the College, Bartow County and the City of Cartersville was an important opportunity for the College to discuss coordination of future development with its neighbors. The goals of the regional plan also set the stage for the subsequent campus master plan.

CAMPUS MASTER PLAN

Master Plan Concept

The Bartow Campus Master Plan envisions the creation of a full-service two-year college for 6,000 headcount students. As such, it significantly increases the capacity of the existing Academic Building by constructing additional classrooms and laboratories, a student center with dining facilities, a recreation center, student housing, and recreational athletic fields. A pedestrian promenade connects all of the major buildings and acts as a focal point for activity on the campus.

To retain the pastoral character of the campus, the existing hills are preserved as open space resources with trails and public gathering spaces. Likewise, parking is placed on the perimeter to minimize its visual and physical impact on the campus. Finally, the historic cotton gin and associated house are retained and restored for community functions.

The resulting campus will be vibrant and open, and will ensure that Georgia Highlands and the Bartow Campus can continue to meet its mandate as an “access institution” for the University of Georgia System.



MASTER PLAN FOR 6,000 STUDENTS (ZOOM IN)

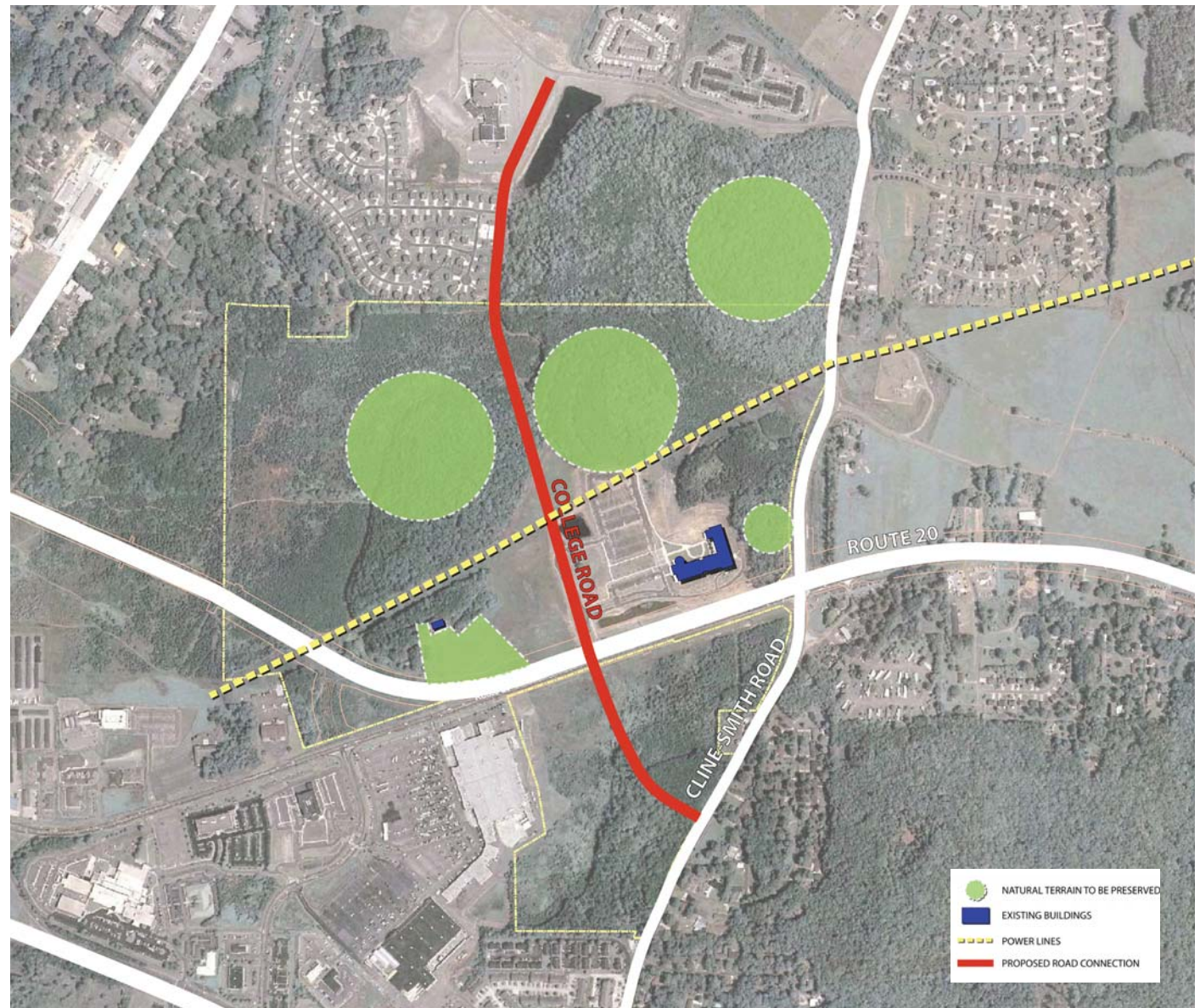
General Organization

There are four major elements which organize and define the campus master plan:

1. The existing buildings and their associated open spaces
2. The hills in the center of the campus
3. The powerline easement
4. The proposed north-south road through the campus

Of particular importance is the preservation of the existing hills on campus as open space features. Doing so will concentrate future development, particularly of the academic core, to the south towards Route 20.

Within the master plan itself, a critical defining element for the campus is the creation of an east-west pedestrian promenade that will connect all major buildings and act as a focal point for activity on the campus. The east-west pedestrian promenade will link the academic core on the east side of the campus to the student center, recreation facilities and student housing on the west. By prioritizing open space and pedestrian circulation as the organizing features of the plan, vehicular circulation and parking will become secondary features that support, rather than drive, the overall land use plan for the campus.

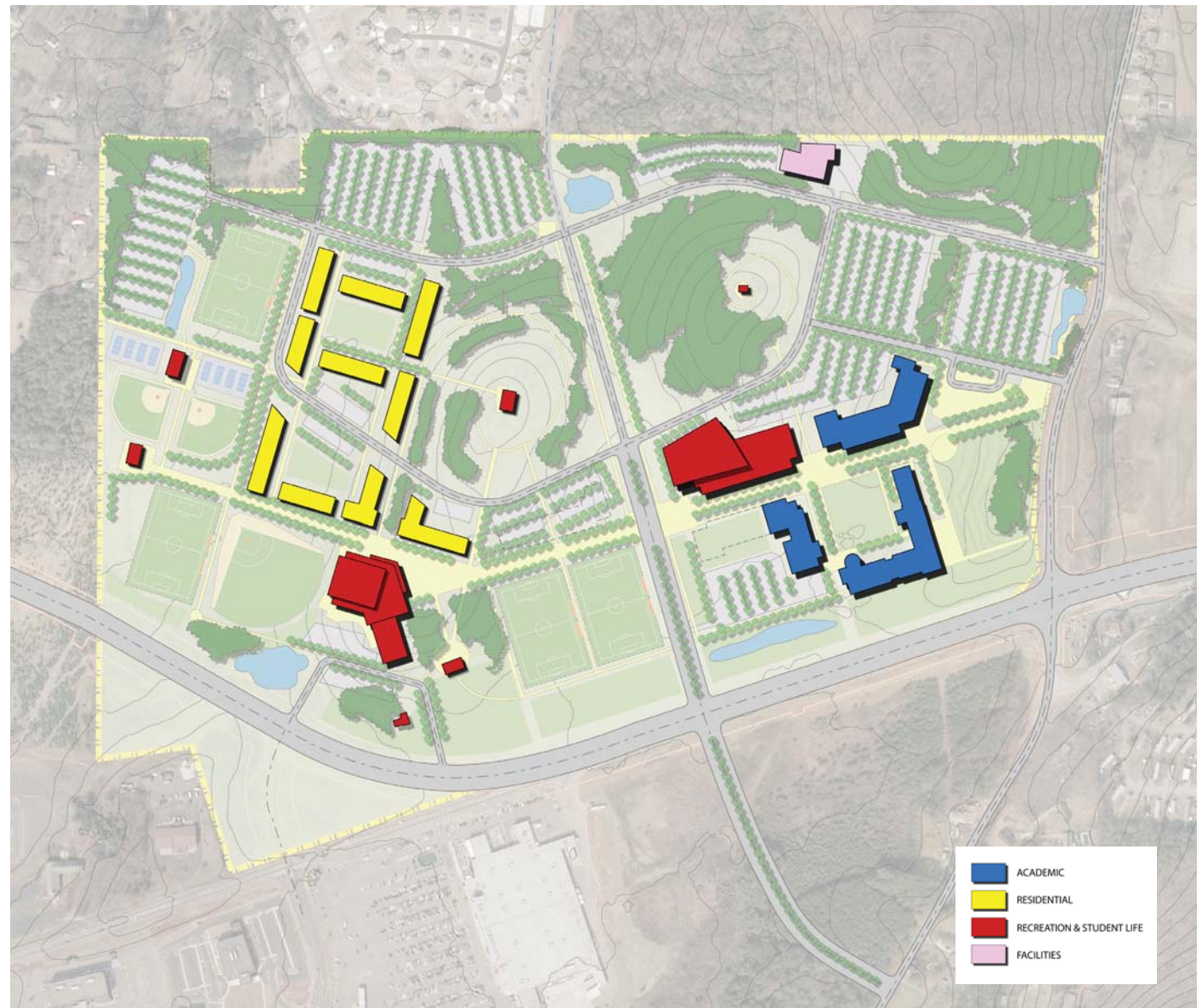


Land and Building Use

The master plan proposes three new academic buildings on the eastern portion of the Bartow Campus. Together with the new student union building – which includes dining and student life space – they create a new academic quadrangle.

New residential facilities and recreation facilities are planned on the west end of the pedestrian promenade. The residence halls front the pedestrian promenade and new recreational athletic fields. To the south of the pedestrian axis, the historic cotton gin and new student recreation facility open out onto open fields and create a new asset for the Bartow County community. Likewise, a new trail system incorporates the preserved wooded hills and other natural assets.

To create and maintain a pedestrian friendly campus core, parking is concentrated on the perimeter of campus. The Physical Facilities building is relocated from the campus core to a site in the northeast part of campus, adjacent to the parking lot.



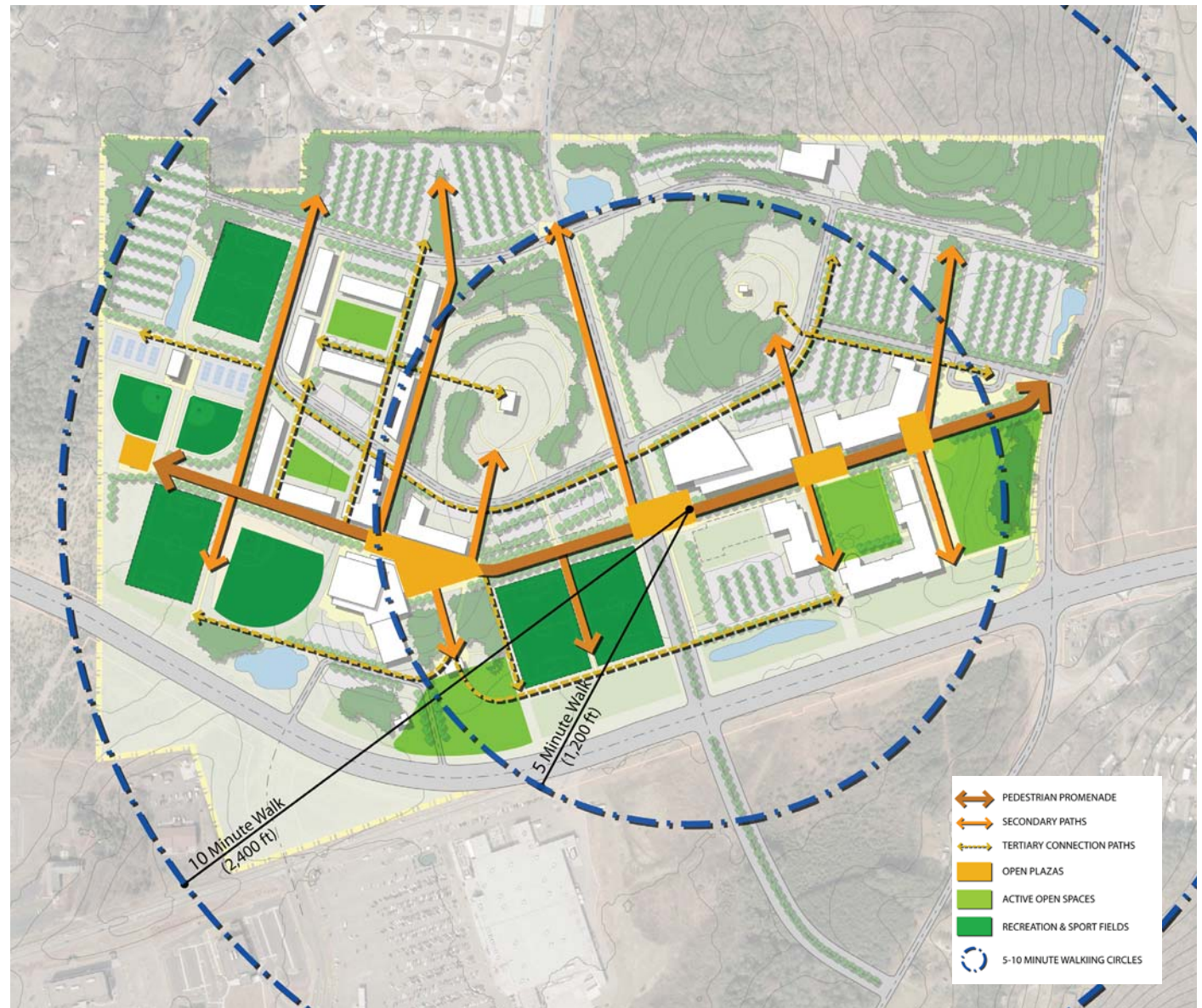
BUILDING USE

Open Space Network

The hills and pedestrian promenade act as the defining elements for the proposed campus open space. The hills serve as a backdrop and orienting feature for the campus, providing natural beauty and outdoor opportunities for students and community members alike.

At the center of the campus lies the pedestrian promenade which connects the academic core in the east to the housing and student life amenities in the west. A series of plazas punctuate the promenade and provide gathering spaces for students and staff. Other “active” open spaces, such as the new academic quadrangle and lawn in front of the cotton gin, provide places for recreation or study where there is no possibility for conflict with vehicles. The recreation fields, including soccer, softball and baseball, further enhance the campus’ recreational and athletic opportunities.

Finally, the preservation of a wide band of open space along Route 20 provides a buffer for the campus while protecting the rural character of the area.

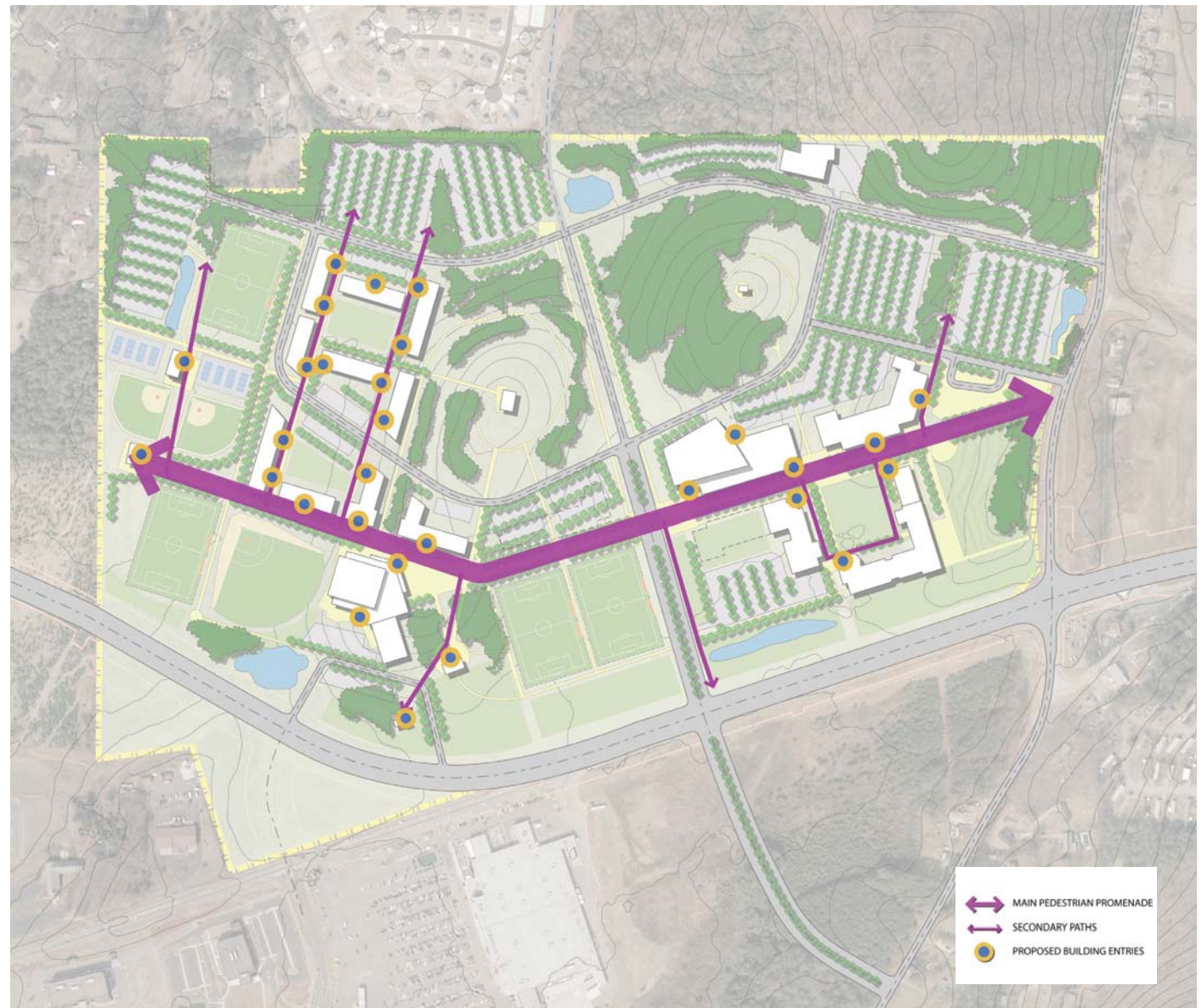


OPEN SPACE NETWORK

Pedestrian Circulation

The compact design of the master plan is intended to promote pedestrian use by College students and staff. As proposed, it will take about fifteen minutes to walk the length of the pedestrian promenade. All academic development will be within a ten minute walk, a standard distance to accommodate class schedules. The area within this core ten-minute walk circle will be reserved largely for pedestrian use, with vehicles relegated to the perimeter.

The pedestrian network features the pedestrian promenade at its core, with a series of secondary paths connecting to parking lots and open spaces to the north and south. To add energy and life to the pedestrian pathways, the proposed buildings feature entries which front directly onto them.



PEDESTRIAN NETWORK

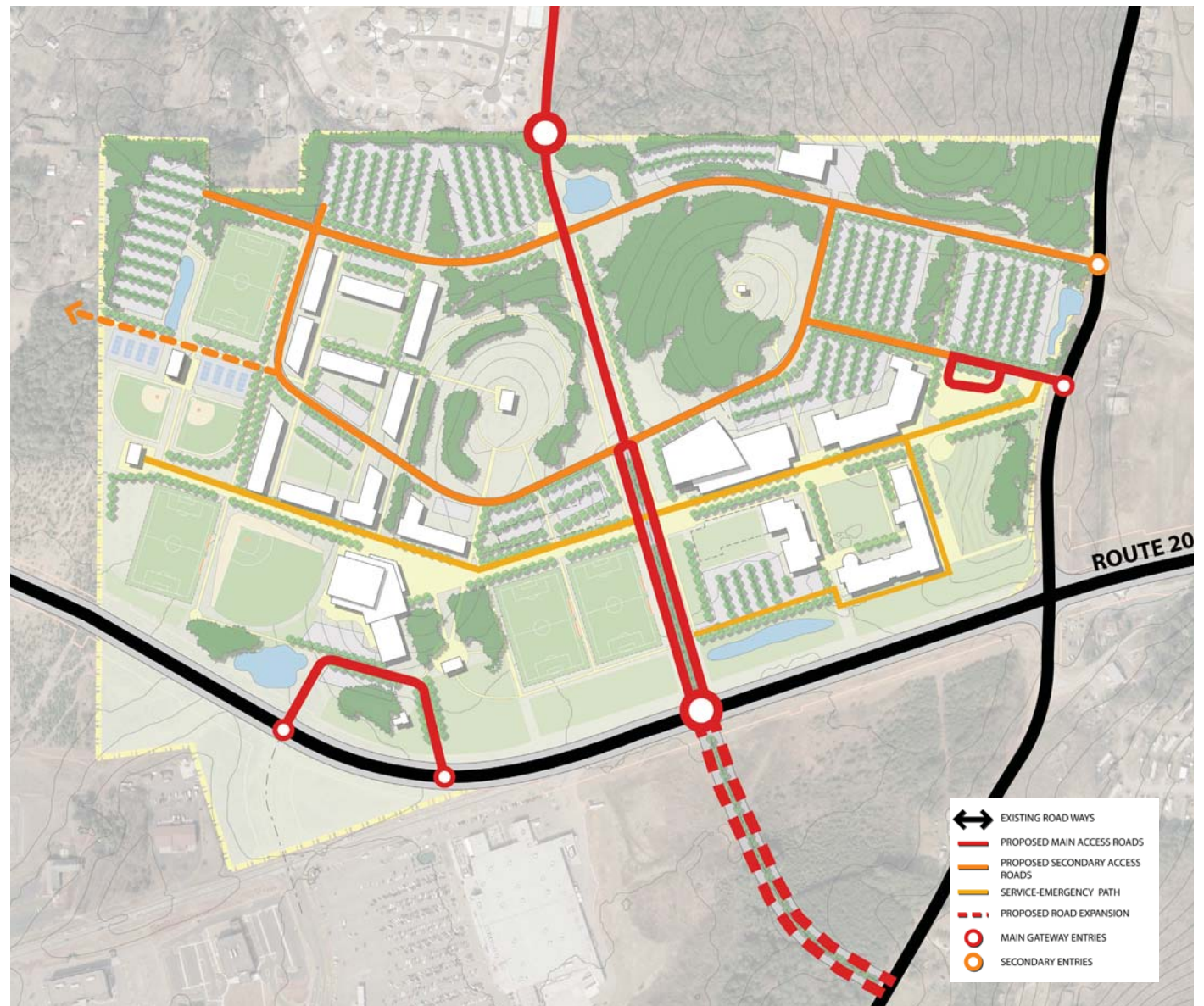
Vehicular Circulation

At the heart of the vehicular circulation plan for the Bartow Campus is the new north-south roadway. This road reinforces the southern gateway to the Bartow Campus and creates a new major gateway to the north. To improve regional connectivity, the road is planned to extend to the north as well as across Route 20 via a signalized intersection.

New “secondary” access points to the campus from Cline-Smith Road lead to a perimeter loop road which encircles the hills and connects the various parking areas. This network of campus roads is intended to keep vehicular use to the perimeter. If the opportunity arises in the future to coordinate campus development with adjacent landowners, these roads may be extended to the north or west.

The southern entryway from Cline-Smith Road includes a drop-off to the side of the proposed academic quadrangle. A secondary gateway from Route 20 also provides a drop-off loop road. This approach gives visibility to the restored historic cotton gin, which will be a community resource as well as an icon for the College.

Emergency access is permitted along the pedestrian promenade and along the southern side of the academic core.



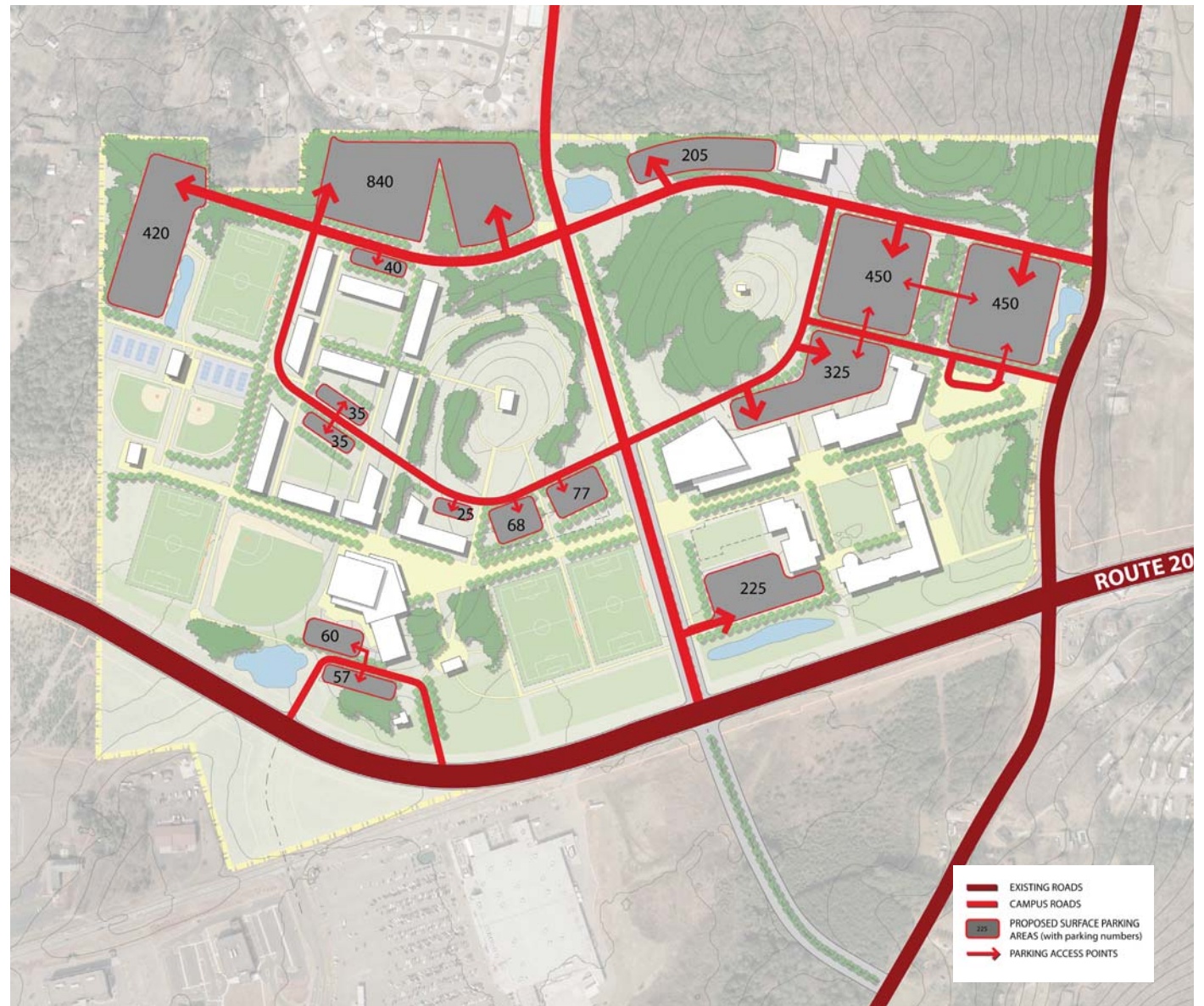
VEHICULAR CIRCULATION

Parking

The proposed master plan places the majority of campus parking in surface lots north of the pedestrian promenade and along the new loop road. Clustering the parking at the perimeter allows the College to create a safe pedestrian environment at its core. It also allows building faces to front the green space along Route 20, thus enhancing the public image of the Bartow Campus.

With a headcount enrollment of 6,000 students, it will be possible to accommodate all student and staff parking in surface lots. However, as the campus grows beyond this size it may be necessary to construct structured parking decks.

If student housing is developed, the College should consider policies which encourage residents to walk to campus rather than drive to reduce parking demand.



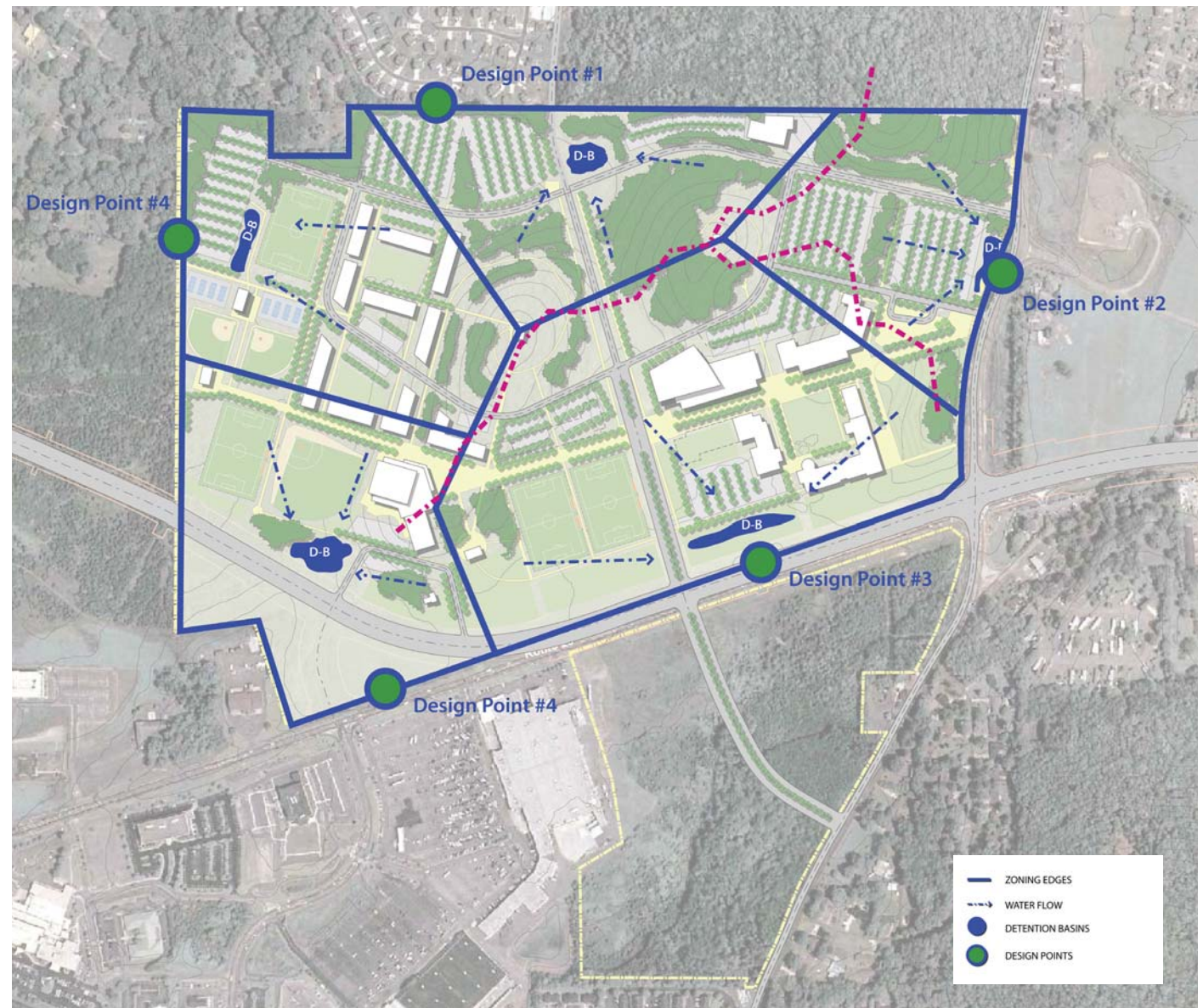
PARKING

Stormwater Management & Sustainability

The proposed master plan establishes five “design points,” or detention basins, to capture and store run-off during storms. In addition to this utilitarian purpose, the water features serve as campus amenities and unique elements of the landscape scheme.

As the campus develops, the College is encouraged to explore means to use other innovative approaches to stormwater management, such as green roofs, porous paving and infiltration basins. The latter collects, filters and conveys run-off into an on-site storage facility, at which point the College can use the water for irrigation or other non-potable uses. Given the droughts which have hit the Southeast in recent years, this may be an attractive and viable option for the College.

Finally, as the College considers the future development of the Bartow Campus, it is encouraged to apply Leadership in Energy and Environmental Design (LEED) standards to reduce energy use, minimize site impacts and promote the construction of healthy and sustainable buildings.



SUSTAINABILITY STRATEGIES INCLUDE STORMWATER MANAGEMENT

6. IMPLEMENTATION



MASTER PLAN FOR 10,000 STUDENTS

IMPLEMENTATION PROGRAM SUMMARY

As it faces future growth to 6,000 headcount students, the Bartow Campus will need to expand its facilities significantly. Using national averages for construction costs at colleges and universities, and applying a location factor of 0.83 to adjust costs for the state of Georgia, it is estimated that it will cost \$370 million to construct all of the elements described in this plan. Detailed information on the costs for each of the plan elements are listed in Table 6.1.

Accommodating up to 10,000 headcount students within the current College and Board of Regents' land holdings will require the construction of two additional academic buildings. It also may require the construction of parking decks to accommodate campus parking needs. The estimated additional cost of doing so is \$94 million.

Table 6.1 - Construction Cost Estimates for 6,000 HC *

1. BUILDINGS	TOTAL COST (\$)
a. Existing Building Demolition	0
b. Historic Building Renovation	950,000
c. Other Building Renovation	0
d. New Campus Buildings	179,000,000
e. New Residential Buildings	54,000,000
f. Other	0
<i>Subtotal</i>	234,000,000
2. SITE IMPROVEMENTS	TOTAL COST (\$)
a. Site and Landscape Work	50,000,000
b. Road/Pedestrian Ways	4,700,000
c. Play Fields	1,800,000
<i>Subtotal</i>	56,500,000
3. PARKING	TOTAL COST (\$)
a. Demolition **	400,000
b. Parking Lots	17,500,000
c. Parking Structures	0
<i>Subtotal</i>	17,900,000
<i>Total Items 1-3 Above</i>	308,400,000
<i>Planning Contingency (20%)</i>	61,600,000
<i>Total Construction Budget Estimate:</i>	370,000,000

* Sources for cost estimates include the 2008 Annual College Construction Report (College Planning and Management, February 2008), the 2007 Sports Facilities Budget Allowance based on recent projects (Sasaki Associates), and the Major Cities Cost Relationship Index (Saylor Publications, 2008).

** Demolition of a portion of the existing parking lot will be necessary to accommodate development north of the existing Academic Building.

ACKNOWLEDGMENTS

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