EXECUTIVE SUMMARY

Macon State College, a four-year college with campuses in Macon and Warner Robins, Georgia, is one of 35 institutions in the University System of Georgia. Founded in 1968, Macon State has grown rapidly and continues to evolve and perfect its mission of producing bachelor's degree graduates immediately ready to contribute to the economic infrastructure of Central Georgia.

Macon State's enrollment has grown to more than 6,600 students. In just the past 12 years course offerings have increased to include 18 bachelor's degrees with 30 majors, and the college continues to offer two associate's degrees. The college, which has begun to transform itself into a residential institution, has increased its land holdings to accommodate both short-term and long-term growth that will permit the implementation of strategies to successfully compete for students far into the future. For the purposes of this study, the horizon point established in this plan is 2020.

As a result of the success that has been achieved by Macon State, it was determined our master plan of operational objectives should be updated to facilitate -- as well as guide -- the institution's future growth. A Steering Committee was formed to develop strategies for pursuing these objectives, which include:

- The development of master's degrees. Given the college's explosive growth in the number of students as well as degree programs, it's anticipated that employers in the Central Georgia region will expect the college to meet new market demands by taking the next logical step – the offering of graduate degrees in areas of the college's particular expertise.

- Residence life, with the addition of full-time residents, residence halls, and support facilities aimed at enhancing the learning environment for students.

- A campus identity, created through the establishment of gathering spaces, intimate sanctuaries for education and learning, and focal points that are meaningful enough to become lasting memories for students.

- A list of priorities aimed at promoting smart land use of an expanded Macon campus, while also protecting the campus neighborhood from developments that are incompatible with a college community.

- Greater emphasis on student success, assessment and accountability to ensure that programs effectively address the needs and learning objectives of students.

The future of the institution is fundamentally rooted in its academic programs. Several areas were identified that focus upon the continued effort required to advance the college's mission to serve Central Georgia employers and Robins Air Force Base. For instance, Macon State will expand its professional program offerings, be a leader in online and hybrid courses, and redefine and strengthen continuing education and outreach activities for working adults – all of which would take place in addition to the development of graduate degree programs.

Whether the current campus facilities can handle the addition of future course offerings will be determined both by student enrollment, as well as faculty and staff projections. A study focused upon Macon State's growth patterns predicted the college will grow from 6,600 students in the fall of 2010 to more than 10,000 students in the year 2020. In addition to this student population increase it will be necessary to increase the staff positions by 160 FTE in order to satisfy the requirements of new students and faculty.

The notion of creating a residence life program for Macon State became imperative with the announcement that the college would begin to provide student housing on its Macon campus beginning in Fall 2010. A housing feasibility study by Anderson Strickler identified the need for 1,440 beds once the college reaches a population base of 7,200 at the Macon Campus. In 2020, when the population reaches 9,000 on the Macon Campus, the need will be 2,700 beds. Along with these identifiable spaces, support spaces such as food service, athletic fields, a health clinic, etc., also will impact the capacity of the physical plant.

Macon State's additional physical space requirements for 2020 are:

- Academic/Administrative Space approximately 165,000 ASF
- Student Support Space approximately 145,000 ASF
- Residential Facilities – 2,700 beds approximately 750,000 GSF
- Physical Plant/Central Services Space approximately 64,000 ASF

The steering committee identified many existing opportunities to launch future growth initiatives on both the Macon and Warner Robins campuses. The rolling topography and water features on the Macon campus, as well as the professionally maintained campus infrastructure on both campuses, comprise attributes that uniquely position Macon State. The Warner Robins campus, which features modern facilities and spacious green space, is strategically located directly across a main thoroughfare from the city government complex, is adjacent to the main city library, is within one-half mile of Robins Air Force Base, and has been designated as an anchor for the redevelopment of the city's downtown area. The Macon campus has a distinct central core with academic buildings woven loosely together and accentuated by traditional quad style green spaces. The approved master plan emphasizes the Macon campus identity by placing buildings delineated during the academic planning phase in such a way to orient toward the campus core while strengthening the existing quads and creating additional green spaces. Nearly 70 percent of learning on a college campus takes place outside the classroom, so green spaces on the two campuses should be a primary focus during future building projects, as they will serve a vital role in enhancing the campuses.

The master plan also addresses the locations for the new residential buildings, along with their support spaces on the Macon campus. The adopted plan identified these locations as ones that would leverage the natural beauty of the campus and also create a cohesive campus across largely undeveloped acreage. Comingling the support spaces within the residential buildings enables Macon State to "build as-needed" as opposed to investing a large financial commitment and provide all support spaces up front. All of this had to be accomplished without compromising the college's commitment to meeting the specific needs of its commuting students, who have been the majority of students served by the college.

The steering committee worked to develop forward-looking strategies that address the college's future residential identity without disregarding the current identity, which includes providing access for students of promise. As Macon State continues to evolve it recognizes the challenge of adapting its master plan to meet new and projected program and facility requirements. The steering committee recognized this challenge and met it with integrity, civility, and dedication.

TABLE OF CONTENTS

CHAPTER 1

1.1 - HISTORY

In 1968, the University System of Georgia's Board of Regents established Macon Junior College after Bibb County voters approved, by a 4 to 1 margin, a $4.5 million bond issue to provide funding to acquire land for the campus and to construct the initial facilities. The selected site consisted of 167 acres in west Bibb County near Interstate 475, which would provide convenient access for students from throughout Central Georgia.

That fall, with the first president, Dr. Jack Carlton, at the helm, the college opened with 1,110 students, the largest charter enrollment of any higher education institution in Georgia history. Expansion began almost immediately, with the Regents directing the college in 1970 to organize the Robins Resident Center to serve civilian and military employees of Robins Air Force Base.

In 1972, Carlton left to become president of Western Carolina State University. Later that year, Dr. William W. Wright was named Macon Junior College's second president. Over the next decade, the college continued to thrive and grow along with the population of its primary service area. The college's longtime effort to become a four-year institution was bolstered in 1987, when the Board of Regents determined that the Macon/Warner Robins area was underserved by higher education facilities. That same year, the Regents voted to drop the name "junior" from all of the state's public two-year colleges. Macon Junior College became Macon College.

Wright left Macon College in 1984 to become a dean at Stetson University. Jack H. Ragland, the college's controller, served as acting president until 1985, when Dr. S. Aaron Hyatt became the new president. It was under Hyatt that Macon College, in 1991, established the Warner Robins Center to offer classes to residents of that rapidly growing city. In addition, the Hyatt era saw construction of new campus buildings, including a facility for administration and business services and an arts/humanities/social sciences complex.

The movement to four-year status continued, with Hyatt formally asking the University System's chancellor

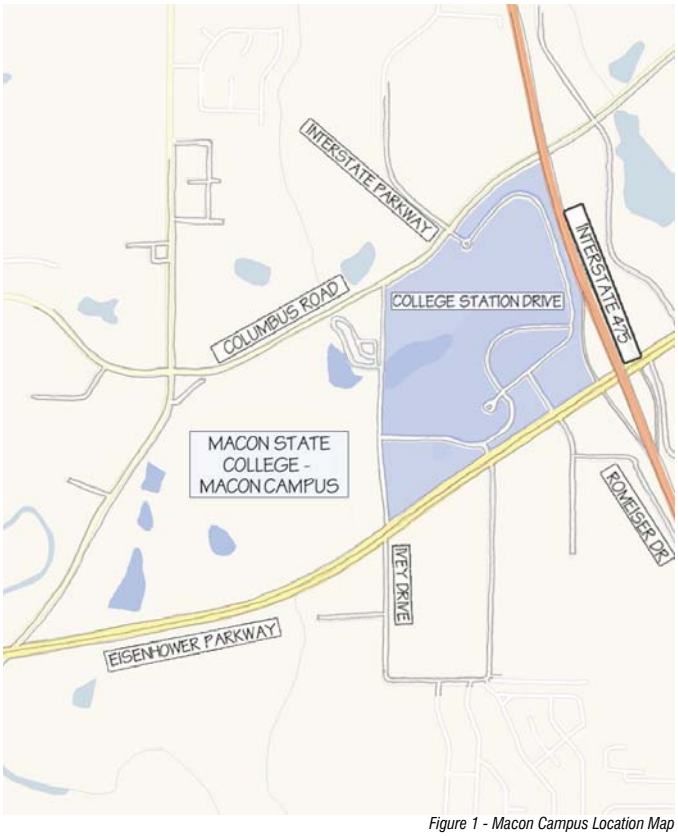


Figure 1 - Macon Campus Location Map

for consideration of senior status. In the early 1990s an outside review by Dr. Raymond Dawson of University System of North Carolina recommended that Macon College become a four-year institution. Two years later, a study conducted by Georgia Tech essentially reached the same conclusion. The Board of Regents agreed and, in 1997, changed the name of the institution to Macon State College and approved its first three bachelor's degrees – information technology, health services administration, and health information management.

In 1997, following the departure of Hyatt, Dr. David A. Bell became Macon State's interim president. He received the permanent appointment a few months later. During the 1999 commencement exercises, he handed diplomas to the first 13 graduates of Macon State bachelor's degree programs.

Since the late 1990s, the rate of growth at Macon State has been phenomenal. New or completely renovated academic facilities that have come on line in recent years include the Student Life Center, the Charles H. Jones Building, the Library, the Professional Sciences and Conference Center, and the entire Warner Robins Campus. Currently under construction on the Macon campus is a state-of-the-art teacher education facility. Today, Macon State is known for being one of the most picturesque and well-kept campuses in Georgia. Tornados in May 2008 destroyed 90 percent of the campus's tree canopy and damaged its Waddell Barnes Botanical Gardens, but thanks to massive restoration efforts, which continue today, the campus remains a beautiful place.

The addition of four-year degrees has fueled dramatic enrollment increases at Macon State. Since 1997, enrollment has increased by 83.5 percent. In fall 2009, the college recorded its highest overall enrollment ever with 6,615 students. Macon State is now the largest undergraduate college in Central Georgia. Currently, Macon State offers 18 bachelor's degrees with 30 different majors, all designed to prepare students to compete in a technologically advanced global economy while developing important life skills and a firm foundation in the liberal arts. Macon State's evolution continued in spring of 2010 with the announcement that the college would introduce residence life the following fall. Initially, Macon State will assume management of what had been a private apartment complex located just across the west end of the main campus. In the near future, the college will build new student

housing on campus, as well as a recreational facility to support activities and programs designed to enhance the college experience for residential and commuter students.

1.2 - WARNER ROBINS CAMPUS

In 1970, the Board of Regents expanded what is now Macon State College to Warner Robins with the creation of the Robins Resident Center to serve both civilian and military personnel at Robins Air Force Base, the largest single employer in Georgia. In 1991, the college opened the Warner Robins Center in leased space to offer classes to area residents. By 2001, Warner Robins Center enrollment exceeded 1,000 students.

In 2002, the Georgia General Assembly approved $5 million to be used in conjunction with property donated by the City of Warner Robins for Macon State to establish a permanent campus on Watson Boulevard, just a half mile from the main gate of Robins AFB. The new campus, which opened in 2003, initially consisted of the completely renovated Thomas Elementary School (now Thomas Hall) and a new 25,000-square-foot addition called the Academic Services Building. By fall 2009, the Warner Robins Campus saw its enrollment exceed 2,000 students and welcomed a new building – Oak Hall – which houses the Academic Resource Center, a new campus bookstore, classrooms, and faculty offices.

Figure 2 - Warner Robins Campus Location Map

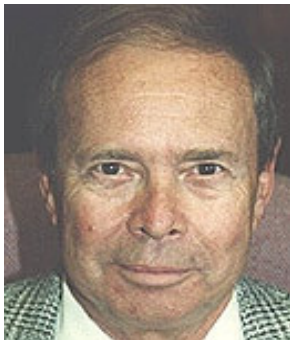
1.3 - UNIVERSITY LEADERSHIP

Macon State College has had consistent, long-term leadership in its 45-year history:

- Macon State's first president, Dr. Jack K. Carlton, served for seven years (1965 to 1972) and was instrumental in establishing the school and for its early successes.
- Dr. William W. Wright oversaw the college's growth during the 1970s and 1980s, leading Macon State for twelve years (1972 to 1984).
- Controller Jack H. Ragland took the reins as act ing president for one year (1984 to 1985) until a permanent president was named.
- Dr. S. Aaron Hyatt was appointed the new president. Hyatt also served Macon State for twelve years (1985 to 1997).


Jack K. Carlton


William W. Wright



Jack H. Ragland

S. Aaron Hyatt

David A. Bell

- Dr. David A. Bell was appointed interim presi dent in 1997 when Hyatt accepted a position to lead Rotary International. Bell's appointment was made permanent in early 1998. Bell continues to serve as president and is now the college's longest-serving leader.

1.4 - MACON CAMPUS - SITE ANALYSIS AND EXISTING CONDITIONS

The Macon Campus of Macon State College is located at the intersection of Eisenhower Parkway and Interstate 475 in the Western part of the City of Macon, Georgia. The campus exists today on a total of 419 acres. The campus currently has the following buildings in support of the College's mission:

building name	*Administration Building*
building use	*Academic Affairs, Business Office, Development & Alumni Affairs, Institutional Advancement*
size (total square feet)	*17,028 gsf*
height	*2 floors*
year built	*1989*
year renovated	*N/A*
construction type	*Steel structure with precast exterior*
condition	*Good*
other notes	*None*

Arts Complex

building name	*Arts Complex*
building use	*Rehearsal Hall, Theatre*
size (total square feet)	*28,525 gsf*
height	*2 floors*
year built	*1995*
year renovated	*N/A*
construction type	*Steel structure with brick exterior*
condition	*Good*
other notes	*None*

building name	*Humanities/Social Sciences*
building use	*History and Political Science, Humanities, Psychology and Sociology, School of Arts and Sciences*
size (total square feet)	*36,502 gsf*
height	*2 floors*
year built	*1995*
year renovated	*N/A*
construction type	*Steel structure with brick and concrete exterior*
condition	*Good*
other notes	*Evidence of age but in relatively good shape*

Humanities / Social Sciences

building name	*Library*
building use	*Academic Resource Center, Technical Assistance Center*
size (total square feet)	*59,026 gsf*
height	*2 floors*
year built	*1968*
year renovated	*2005*
construction type	*Steel structure with brick exterior*
condition	*Good*
other notes	*Completely Renovated*

Library

building name	*Sciences Annex*
building use	*Technology Resources*
size (total square feet)	*21,381 gsf*
height	*2 floors*
year built	*1968*
year renovated	*2006*
construction type	*Concrete structure with precast exterior*
condition	*Good*
other notes	*None*

Sciences Annex

building name	*Learning Support*
building use	*Auditorium, Counseling Center, Disability Services, Regional Educational Services Agency*
size (total square feet)	*30,693 gsf*
height	*2 floors*
year built	*1977*
year renovated	*N/A*
construction type	*Concrete structure with brick exterior*
condition	*Good*
other notes	*Exterior has double tees with windows inside the tee. Operable windows.*

Learning Support

Charles H. Jones Building

building name	*Charles H. Jones Building*
building use	*Mathematics and Computer Science, Natural Sciences and Engineering, Respiratory Therapy, School of Nursing and Health Sciences*
size (total square feet)	*96,060 gsf*
height	*3 floors*
year built	*2004*
year renovated	*N/A*
construction type	*Steel structure with brick exterior*
condition	*Good*
other notes	*Mechanical system located under vaulted roof structure*

Professional Sciences Center

building name	*Professional Sciences & Conference Center*
building use	*Conference Center, Continuing Education, Educational Technology Center, External Affairs, School of Business, School of Information Technology*
size (total square feet)	*103,990 gsf*
height	*3 floors*
year built	*2009*
year renovated	*N/A*
construction type	*Steel structure with brick and precast accents*
condition	*Good*
other notes	*None*

Student Life Center

building name	*Student Life Center*
building use	*Academic Advising Center, Admissions, Bookstore, Cafeteria, Career Services, Financial Aid, Registrar, School of Education, Student Affairs, Student Life, Student Support Services, Testing Center*
size (total square feet)	*64,170 gsf*
height	*2 floors*
year built	*2000*
year renovated	*N/A*
construction type	*Steel structure with brick and precast exterior*
condition	*Good*
other notes	*None*

Wellness Center

building name	*Wellness Center*
building use	*Health Clinic, Human Resources*
size (total square feet)	*16,289 gsf*
height	*1 floors*
year built	*1968*
year renovated	*N/A*
construction type	*Concrete frame with brick exterior*
condition	*Poor*
other notes	*This building has been identified for replacement.*

building name	*Gymnasium*
building use	*Physical Education*
size (total square feet)	*18,841 gsf*
height	*1 floors*
year built	*1975*
year renovated	*N/A*
construction type	*Concrete frame with brick exterior*
condition	*Poor*
other notes	*This building has been identified for replacement.*

Gymnasium

Supporting uses include:

- A clustered area for plant operations composed of 4 buildings totaling 9,985 gsf. These buildings house the physical plant as well as the boiler house. Also contained in this cluster are the plant operations offices.
- Three surface parking lots, including the East Lot (1235 spaces), the West Lot (721 spaces), and a separate Administration parking lot (88 spaces.)

The main entrance to the campus is currently located at the second curb cut along Eisenhower Parkway. Romeiser – a County-owned road – traverses the site from north to south, connecting Eisenhower Parkway and Columbus Road.

48% of the site is relatively undeveloped but does contain a running track and athletic fields as well as a walking trail being used by students, faculty/staff and the local community.

In 2009, three existing buildings, (The Educational Technology Center, Nursing, Informational Technology Building, and Business) have been demolished to make way for the new Education Building and the creation of a new campus quad.

Figure 3 - Macon Campus Existing Conditions

1.4.2 - MACON CAMPUS - AREA DEVELOPMENT

Development west of I-475 generally falls into three development types:

Light Industrial – located principally along the Southeast edge of the campus centered on the corner of Ivey Drive and Eisenhower Parkway, including manufacturing and distribution facilities.

Retail – small-scale retail located along Eisenhower Parkway, including fast-food restaurants, service stations, and a retail store at the corner of Ivey and Eisenhower.

Residential – attached multifamily residential (Macon Place) is located on Ivey Drive, with single-family (detached) residential scattered in a low-density pattern, primarily along Columbus Road north of the campus.

A concentration of retail development is located east of the Macon campus, generally east of I-475, generally accessed by Eisenhower Parkway. This area also includes supporting commercial development (restaurants, hospitality, small office, etc.).

Figure 4 - Macon Campus Area Map

1.4.3 - MACON CAMPUS - ACCESS AND CIRCULATION

Area Roadways

There are four principal roadways which define the campus:

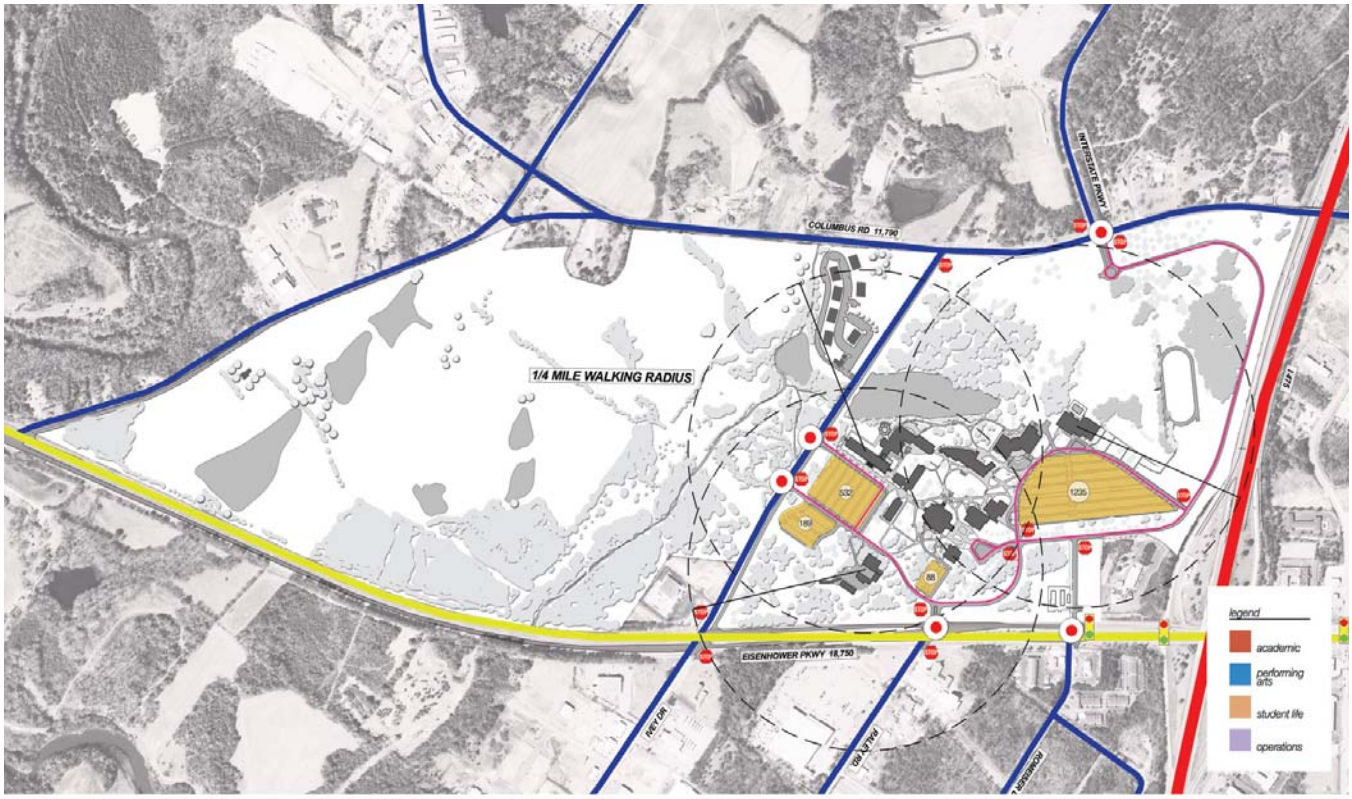
Eisenhower Parkway/US Highway 80 – an east/west 4-lane divided principal arterial that forms the southern edge of the campus. Recent traffic counts for the segment of Eisenhower directly in front of the campus are 18,750 vehicles per day. A traffic signal is located at Romesier Drive.

Columbus Road/County Road 22 – an east/west 2-lane undivided collector that forms the northern edge of the campus. Recent traffic counts for the segment of Columbus directly adjacent to the campus are 11,790 vehicles per day.

Romeiser Road/College Station Drive – a circuitous 2-lane undivided local street that travels along the eastern edge of the campus interior. Romeiser intersects at Eisenhower with a traffic signal, terminating approximately 0.4 miles south in a residential area. Romeiser becomes College Station Drive at the East Lot and terminates at the northern campus entry at Columbus.

Ivey Drive – a north/south 2-lane undivided local street that forms the western edge of the campus. Ivey terminates at Columbus and continues approximately 0.4 miles south of Eisenhower where it terminates at Dykes Road.

Figure 5 - Macon Campus Access and Circulation Map



The most current traffic counts indicate that roadway volume does not exceed roadway daily capacity. However, periodic congestion is experienced at campus entry points during morning and afternoon peak hours, especially during the beginning of each semester. In general, roadway LOS (levels of service) and V/C (volume over capacity) ratios do not indicate the need for widening or major facility improvements.

Campus Entries

There are five access points to the Macon campus:

- Romeiser Road at Eisenhower Parkway (traffic signal)
- College Station Drive/Raley Road at Eisenhower Parkway (uncontrolled)
- Ivey Drive at College Station Drive (uncontrolled)
- Ivey Drive at West Lot entry (uncontrolled)
- Columbus Road at College Station Drive/ Interstate Parkway (uncontrolled)

The main entrance to the campus is considered to be at the College Station Drive/Raley Road intersection with Eisenhower Parkway, although this is an uncontrolled intersection (no traffic signal). Most traffic accessing the campus is from commuter students, destined to the East and West Lots.

Most students and visitors come to the campus via automobile. There is transit service provided by MTA or the Macon Transit Authority, with a dedicated bus stop located on the East side of the Library Building. Pedestrian and bicycle traffic make up a very small portion of the modes accessing the campus.

1.4.4 - MACON CAMPUS - INFRASTRUCTURE

Central Energy Plant – The Macon campus is served by a central energy plant which supplies chilled water to all of the buildings on campus. Each new building has been constructed with separate chillers and controls so that they have stand alone systems. For those newer buildings the central energy plant is used as a redundant resource and allows the college to run the layout energy use (centrifugal chillers) at peak load efficiencies. The central energy plant is located at the corner of Eisenhower Parkway and Ivey Drive just to the south of College Station Drive.

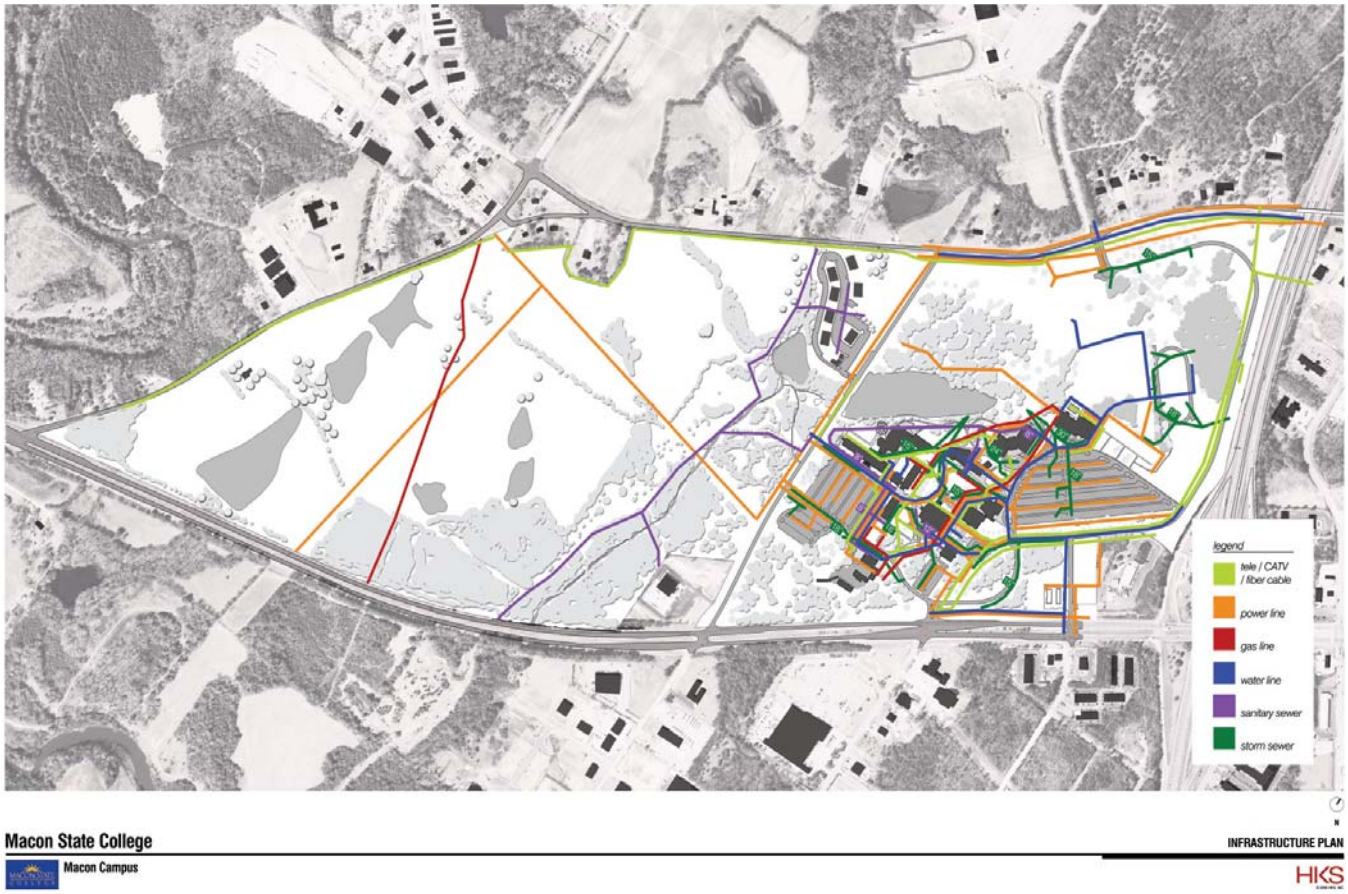
Municipal Utilities – Water, wastewater, and storm drainage utilities are provided by connections to existing networks maintained by Macon Water Authority. Water transmission mains and sewer collector mains are concentrated outside the footprint of existing buildings. Sanitary sewer is a gravity system and discharges at Ivey Road immediately adjacent to the Charles H. Jones Building. The main water service enters the site at Ivey road also adjacent to the Charles H. Jones Building. A redundant tap can also be found adjacent to the Humanities/Social Sciences building via a main running under College Station Drive. On-campus storm drainage is handled with an on-site detention area (a 7.2 acre lake) and is discharged under Ivey Road adjacent to the dam to a collector box.

Natural Gas – Natural gas is provided by State of Georgia Gas Contract. As with the municipal utilities, gas mains are generally concentrated outside the footprint of existing buildings. The natural gas meter is located at the plant operations building and connects to the main distribution line in the right of way of Eisenhower Parkway.

Electrical – There is a power easement that transverses the southeastern corner of the campus. Power is provided by Georgia Power Company.

Telecommunications – Telephone and fiber optic lines connect to the campus from AT&T.

Figure 6 - Macon Campus Infrastructure Map



1.4.5 - MACON CAMPUS - NATURAL CONDITIONS

Topography – The Macon campus can be characterized as gently rolling with an even gradient from high to low. The terrain has a high point at the south side of the campus, west of the Administration building at an elevation of +480 MSL and falls away in all directions. The low point is located at the southern tip of the newly acquired land at an elevation of +350 MSL

Water Features – A man-made lake is located along the western edge of the campus, near Ivey Drive immediately behind the new conference center. There are also various lakes in the eastern and central regions of the newly acquired land to the west of Ivey road, as well as a creek that runs north south behind the existing apartment complex. A wetland sits at the northeastern edge of the lake to the right of Ivey Drive, with a smaller wetland located on the northeastern edge of campus. West of Ivey Drive below the apartment complex also lies a wetland, as well as two locations in the central area of the newly acquired land around a cluster of lakes. Wetlands are important habitats, as defined by the United States Environmental Protection Agency (USEPA) and "support a prevalence of vegetation typically adapted for life in saturated soil conditions." [40 CFR 230.3 (t)]

Soils – Because of the variable nature of soils, site specific borings are necessary to make site-specific assessments of the characteristics of the soils. Based on recent commissioned geotechnical reports provided by the campus, it appears that campus soils generally consist of complexly inter bedded sands, silts and clays of various mixtures including sandstones, shales and limestones. Soils appear to have moderate shrink-swell and bearing capacity to support structures on the campus.

Vegetation – The 2008 tornado destroyed a significant por-

Figure 7 - Macon Campus Natural Environment Map

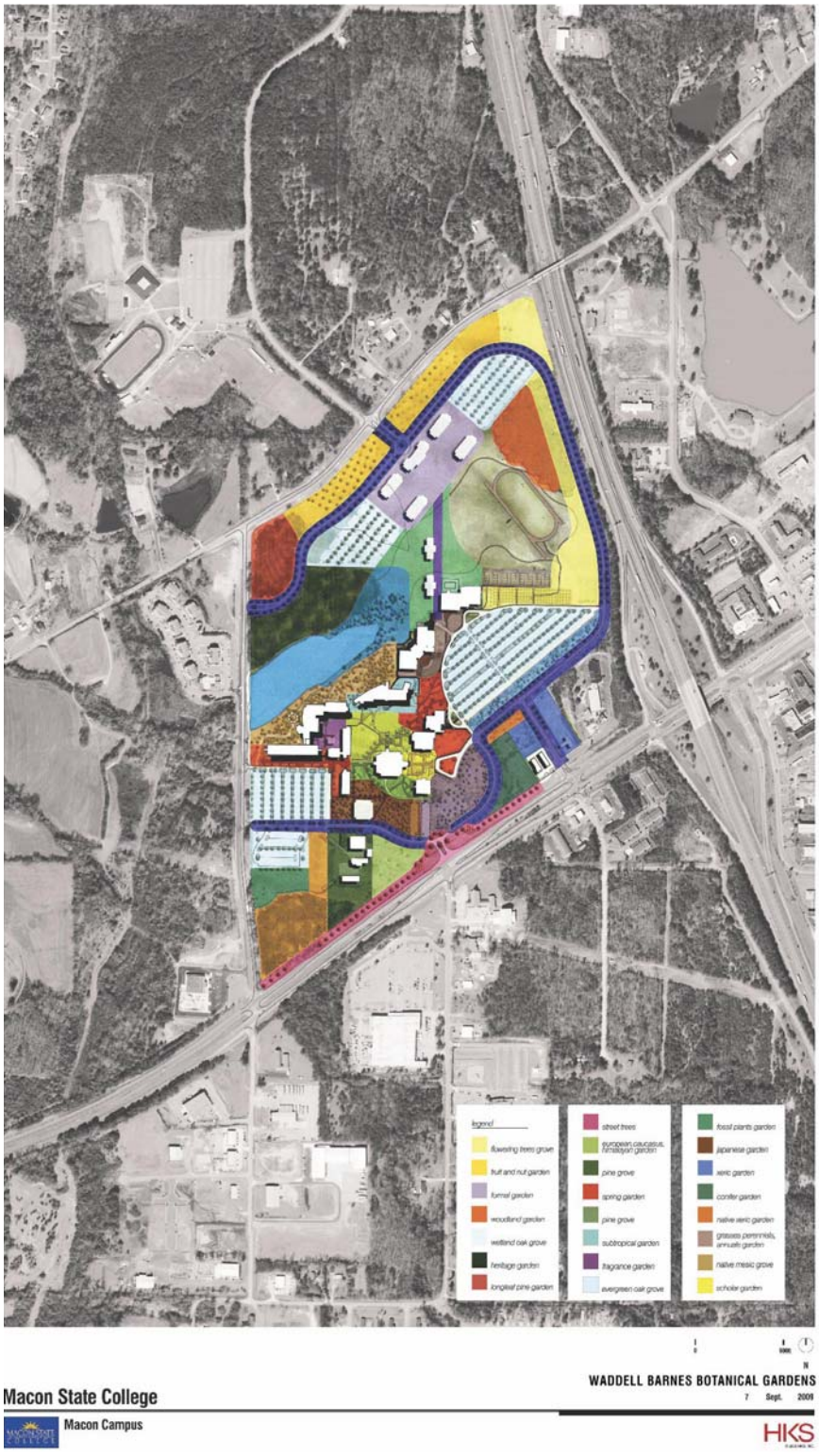
tion of the campus tree canopy –over 3,900 trees, including associated understory and shrubbery. Macon State College adopted a plan (see Section 1.4.6) to address replacing the destroyed trees as well as enhancing the campus as a botanical center.

Other Natural Elements – Prevailing winds on the campus generally move from west to east, although this shifts seasonally. Solar orientation is from east (sunrise) to west (sunset).

1.4.6 - WADDELL BARNES - BOTANICAL GARDENS

The Waddell Barnes Botanical gardens of Macon State College began at the site of a dairy farm in 1967. The initial planting of the campus of 167 acres was meticulously chosen and planted by noted landscape architect Clay Adamson. This evolution of the dairy farm included more than 1,600 trees, 2,500 shrubs and 12,000 ground cover plants. Mr. Joseph White, Jr., Director of Plant Operation at the time supervised the planting and nurturing of this large order.

This aggregation of plants over the 167 acres in 1967 formed the basis of the Botanical Gardens of Macon State College. At Dr. Barnes' suggestion, Dr. Aaron Hyatt, the President, agreed to treat the unique campus as a botanical garden. Dr. David Bell, Dr. Hyatt's successor, has lent his full enthusiasm to the development of the campus. An Executive Committee of knowledgeable and dedicated gardeners was recruited. The members continue to day. It is their skills that have made the Gardens successful.



Adding new plants to the remaining horticultural resources, a Master Plan was accomplished by Robert and Company in 2001. Rather than dispersing the plant specimens over all the acres, the Robert & Company professionals suggested 16 distinct gardens, using the environmental diversity present over the entire acreage of the campus. These connoisseur gardens are: Southern Traditional, Fruit Trees, Shrubs and Vines, Medicinal, Native, Showy Flowers, Fragrant Plants, Wet Environment, Touch and Feel, fall Colors, European, Asian, Urban Environment, Industry, and Dry Environment.

The connoisseur gardens are placed along the pathways of the walks between buildings, making the plants available to the students and others who travel the pathways.

In 2003, at President David Bell's suggestion, the Board of Regents officially named the campus-wide gardens the Waddell Barnes Botanical Gardens.

This beautiful campus of Macon State College has been an attractive element for the prospective students and for those who enjoy the "college in a garden" atmosphere. Groups have chosen Macon State College as the site for their meetings, partly due to the environment. In 2007, about 400 groups with 25,000 people chose the Macon State College campus for meeting and conferences.

Macon Magazine featured the campus several years ago. More recently, the beauty of the campus prompted Southern Living magazine to include the Macon State College campus in its April 2008 issue.

On May 11, 2008, a tornado struck with its full force. Trees were the winds' principal victim, downing or severely damaging about 80% of the campuses tree canopy. The verdant campus became brown almost overnight. Bereft of a canopy, shade became rare. Surviving plants are at risk because of the intolerably intense sunlight and heat.

To reclaim the Macon State College Botanical Gardens with all its virtues and requirement, prompt resolution of the campus disaster is vital. Much of the surviving plant life is threatened and delay increases the loss. Careful reclamation, visionary planning and resources are necessary for us to resume our zenith quest.

1.5 - WARNER ROBINS CAMPUS - SITE ANALYSIS AND EXISTING CONDITIONS

The Warner Robins Campus of Macon State College is located at the intersection of Watson Boulevard and University Boulevard in the downtown area of Warner Robins, Georgia. The campus exists today on a total of 70 acres. The campus currently has the following buildings in support of the College's mission:

building name	*Thomas Hall*
building use	*Classrooms, Student Life Offices*
size (total square feet)	*24,481 gsf*
height	*1 floor*
year built	*1953*
year renovated	*2003*
construction type	*Wood framed sturcture with brick exterior*
condition	*Good*
other notes	*The roof structure is wood trusses and architectural shingles. High ceilings throughout the space. Attic space contains the air handlers, and 4 large condenser units are located adjacent to the building. All new interior partitions are metal studs while all older walls are wood.*

Thomas Hall

building name	*Academic Services Building*
building use	*Administrative Offices, Classrooms, Faculty Offices, Labs, Walker Auditorium*
size (total square feet)	*23,778 gsf*
height	*2 floors*
year built	*2003*
year renovated	*N/A*
construction type	*Steel structure with brick exterior*
condition	*Good*
other notes	*None*

Academic Services Building

building name	*Oak Hall*
building use	*Academic Resource Center, Bookstore, Classrooms, Faculty Offices*
size (total square feet)	*29,000 gsf*
height	*2 floors*
year built	*2009*
year renovated	*N/A*
construction type	*Steel structure with brick exterior*
condition	*Good*
other notes	*The roof structure is steel bar joists and metal deck with standing seam metal roof and flat roof above the side wings of the building. The mechanical units are located on the roof above the wings.*

Oak Hall

Figure 9 - Warner Robins Campus, Existing

Supporting uses include:

- One surface parking lot with a total of 479 parking spaces with a pedestrian path that connects Thomas Hall and the Academic Services Building with Oak Hall

The main entrance to the campus is currently located at the intersection of Watson Boulevard and University Boulevard. That entrance has an existing traffic light.

The southern 80% of the site is undeveloped.

1.5.2 - WARNER ROBINS CAMPUS - AREA DEVELOPMENT

Development surrounding the campus generally falls into four development types:

Residential – Single family homes, including base housing, are the main form of development on the S 3rd street, Welborn Road, Martin Luther King and Robins Drive edges of the campus.

Retail – small-scale retail located along Library Street, including a restaurant, car dealership, and a retail store at the corner of S 6th Street and Watson Boulevard.

Public – Located at the corner of Watson Boulevard and Library Street is a public library. At the corner of Martin Luther King and University drive is an elementary school.

Office – Located along the west side of University Drive is a small concentration of single story office.

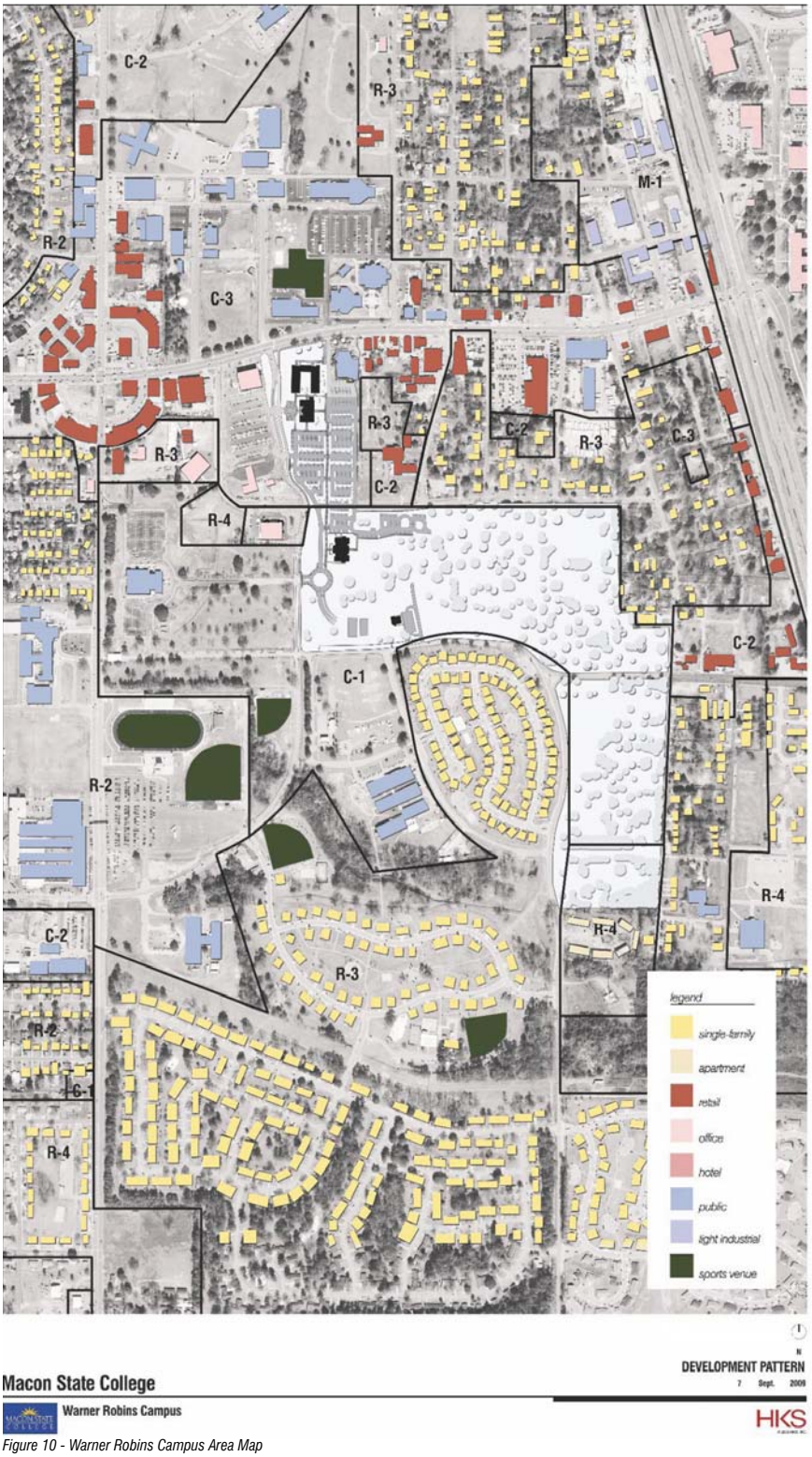


Figure 10 - Warner Robins Campus Area Map

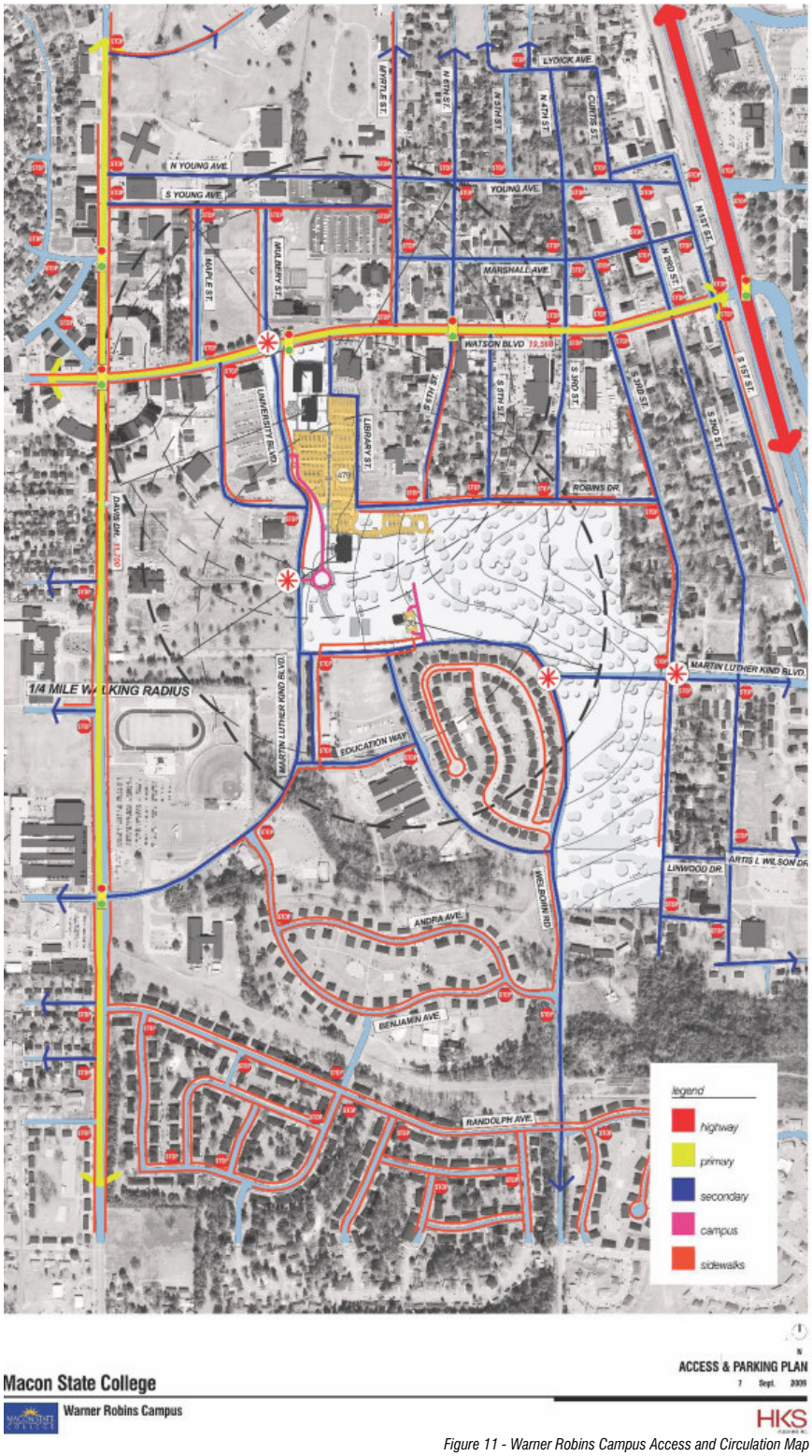


Figure 11 - Warner Robins Campus Access and Circulation Map

1.5.3 - WARNER ROBINS CAMPUS - ACCESS AND CIRCULATION

Area Roadways

There are six principal roadways which define the campus:

Watson Boulevard – an east/west 4-lane principal arterial that forms part of the northern edge of the campus. Recent traffic counts for the segment of Watson directly in front of the campus are 19,560 vehicles per day. A traffic signal is located at University Boulevard.

University Drive – a north/south 2-lane undivided local street that forms the western edge of the campus.

Martin Luther King Boulevard – a 2-lane undivided local street that travels east west across the campus connecting S 3rd Street and University Drive. This road also bisects the campus. Traveling East on this road, away from campus, the road becomes an undivided 4 lane collector street leading approximately 0.4 miles to gate 5 of Warner Robins Air Force Base.

S 3rd Street – a north/south 2-lane undivided local street that forms the eastern edge of the campus. S 3rd Street continues past Robins Drive and terminates at Watson Boulevard.

Robins Drive – a east/west 2-lane undivided local street that forms, along with Watson Boulevard, the northern edge of the campus. Robins terminates into Library Street at the west end and S 3rd Street at the east end.

Library Street – a north/south 2-lane

undivided local street that forms portions of the eastern edge of the campus.

The most current traffic counts indicate that roadway volume does not exceed roadway daily capacity. However, periodic congestion is experienced at the campus entry point at Watson Boulevard and University Street during morning and afternoon peak hours, especially during the beginning of each semester. In general, roadway LOS (levels of service) and V/C (volume over capacity) ratios do not indicate the need for widening or major facility improvements.

Campus Entries

There are four access points to the Warner Robins campus:

- Watson Boulevard and University Boulevard (traffic signal)
- University Boulevard and Oak Hall (uncontrolled)
- Martin Luther King Boulevard and Welborn Road (uncontrolled)
- Martin Luther King Boulevard and S 3rd Street (uncontrolled)

The main entrance to the campus is considered to be at the intersection of Watson Boulevard and University Boulevard. Most traffic accessing the campus is from commuter students, destined to the main parking lot.

Most students and visitors come to the campus via automobile. There is currently no public transportation option in Warner Robins. Pedestrian and bicycle traffic make up a very small portion of the modes accessing the campus.

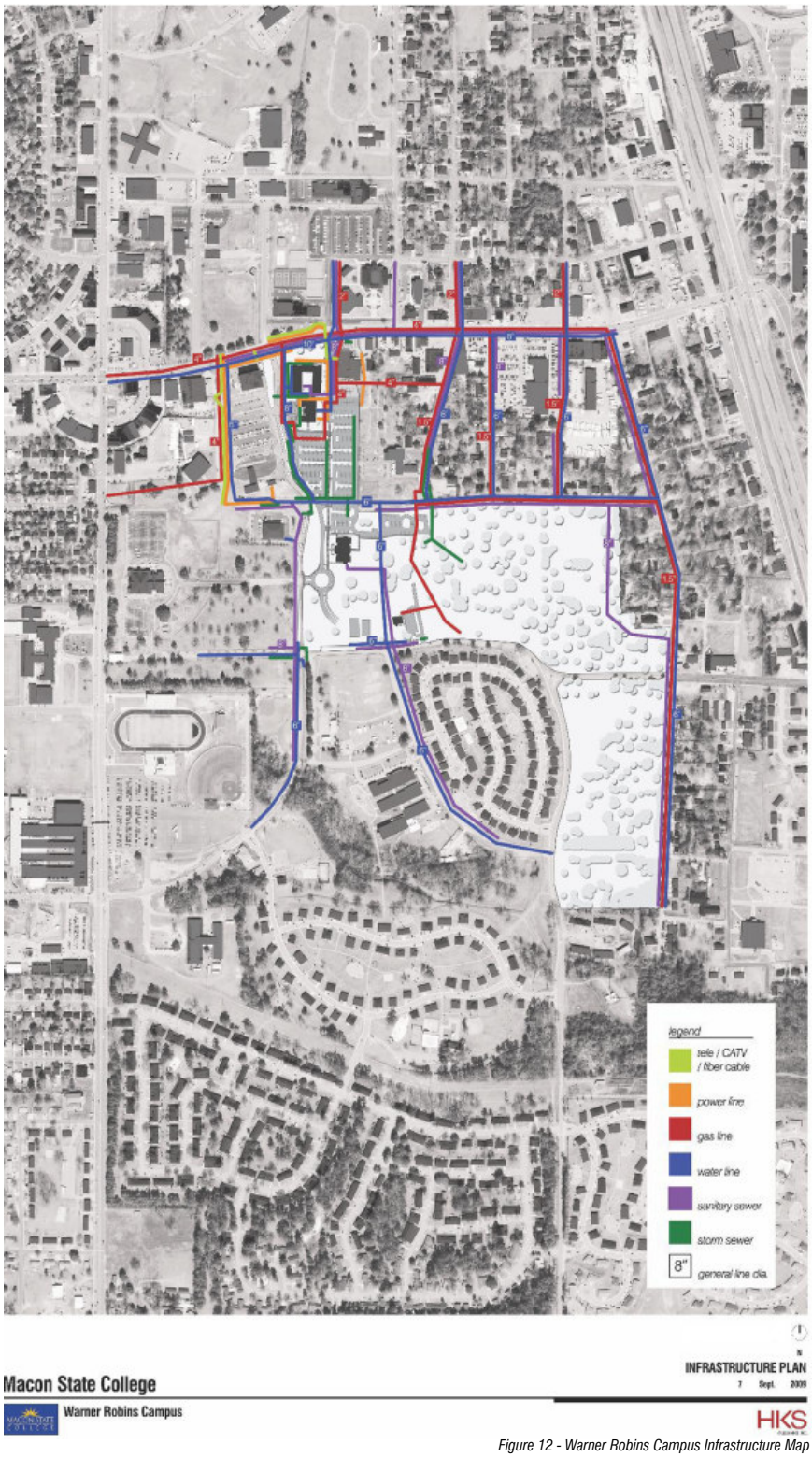


Figure 12 - Warner Robins Campus Infrastructure Map

1.5.4 - WARNER ROBINS CAMPUS - INFRASTRUCTURE

Central Energy Plant – The Warner Robins campus does not have a central energy plant, and therefore, all buildings have stand alone systems.

Municipal Utilities – Water, wastewater, and storm drainage utilities are provided by connections to existing networks maintained by the Warner Robins Utility Department. Water transmission mains and sewer collector mains are concentrated outside the footprint of existing buildings. Sanitary sewer is a gravity system. The Thomas Hall and Academic Services Buildings are collected together and discharged to the north into the main line along Watson Boulevard directly west of the Library building. Oak Hall's sanitary sewer line discharges directly south and connects into the right of way along Robins Drive. The main water service for Thomas Hall travels out of the west side of the building and connects to the 8" main running along University Drive. The main water service for the Academic Services Building exits the building on the west side and connects to the 8" main running along University Drive. The domestic water line for Oak Hall travels a parallel route to the sanitary sewer line as described above and connects to the main line along Robins Drive. On-campus storm drainage is handled via a 5 acre detention area directly east of Oak Hall in a natural field area.

Natural Gas – Natural gas is provided by State of Georgia Gas Contract. As with the municipal utilities, gas mains

are generally concentrated outside the footprint of existing buildings. There is not a central gas meter for the entire campus. The Academic Services Building and Oak Hall are both individually metered at the point of exit at each building. There is a natural gas line loop that encircles the Thomas Hall and Academic Services Building. The loop connects to the main gas line running along Watson Boulevard at the intersection of Watson and University Boulevards and also to Watson Boulevard between Thomas Hall and the Library Building. Natural Gas for Oak Hall exits the building on the east side and connects to a main along Robins Drive.

Electrical – Power is provided by Flint Energies EMC. Power lines exit the Academic Services Building underground and travel north to a pad mounted transformer located in the lawn on the east side of Thomas Hall. Power lines exit Thomas Hall underground and travel east to the pad mounted transformer in the lawn on the east side of the building. Power lines exit the transformer underground and travel east to an above ground service line located on the east side of Library Street. Power lines exit Oak Hall underground on the east side of the building and travel north following a line parallel to the sanitary sewer and water lines. This line continues north underneath Robins Drive to a pad mounted junction box located on the north side of Robins Drive.

Telecommunications – Telephone and fiber optic lines connect to campus from AT&T. Telecommunication lines exit the east side of the Academic Services Building and travel north to an underground junction box located in the lawn on the east side of Thomas Hall. Telecommunication lines exit Thomas Hall on the east side of the building and connect to the same underground junction box as described above. These lines exit the junction box and travel northeast toward the Nola Brantley Library where they connect with AT&T's main lines. The telecommunication lines exit Oak Hall underground on the west side of the building and connect into AT&T's main line along University Boulevard.

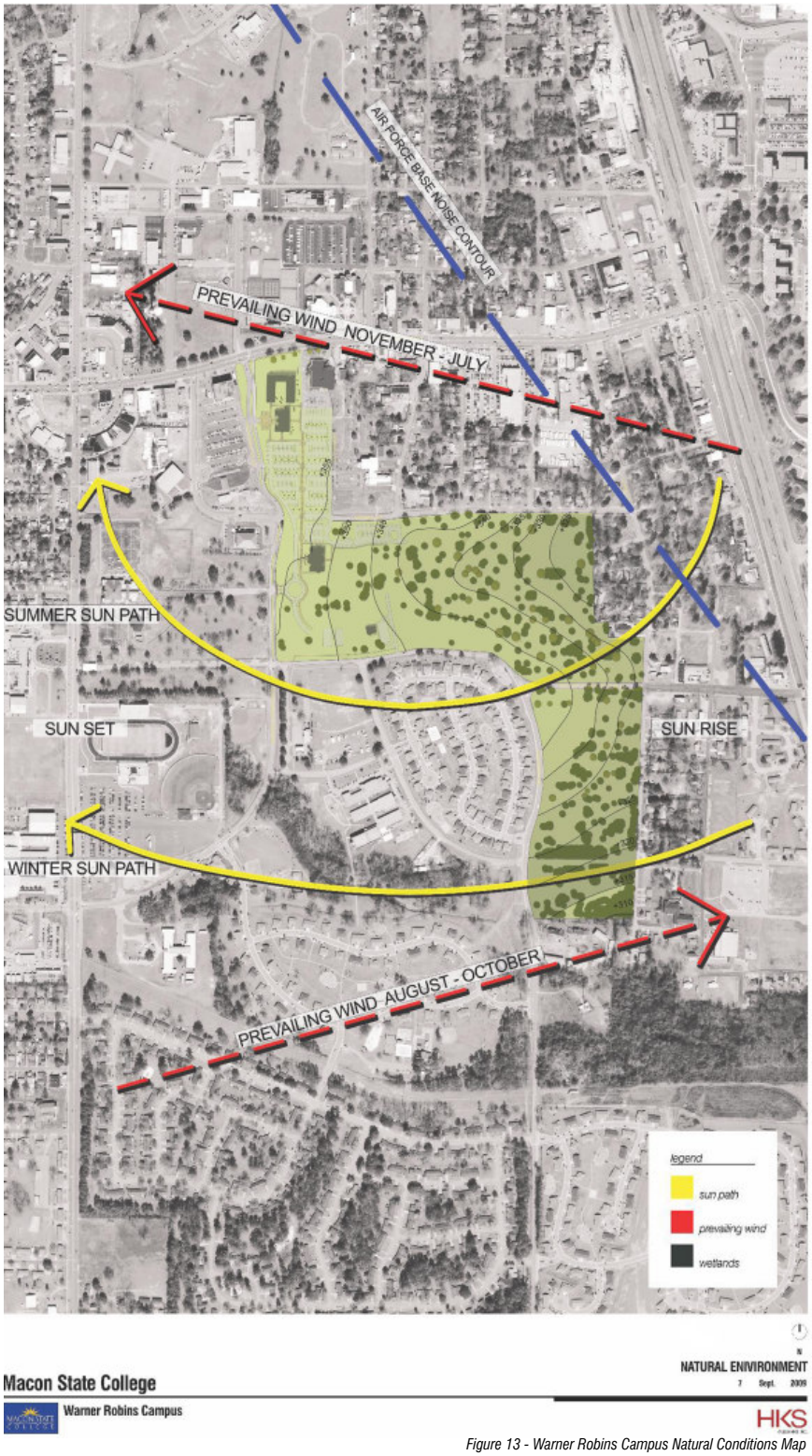


Figure 13 - Warner Robins Campus Natural Conditions Map

1.5.5 - WARNER ROBINS CAMPUS - NATURAL CONDITIONS

Topography – The Warner Robins campus can be characterized as relatively flat with an even gradient from high to low. The terrain has a high point at the area directly in front of Oak Hall at an elevation of +355 MSL and falls away in all directions.

Water Features – None

Soils – Because of the variable nature of soils, site specific borings are necessary to make site-specific assessments of the characteristics of the soils. Based on recent commissioned geotechnical reports provided by the campus, it appears that campus soils generally consist of complexly inter bedded sands, silts and clays of various mixtures including sandstones, shales and limestones. Soils appear to have moderate shrink-swell and bearing capacity to support structures on the campus.

Vegetation – The portion of the site that has been developed currently has a few specimen live oak trees with the balance of the trees being planted as the site became developed. The balance of the site is heavily wooded with large live oaks as well as loblolly pines and pecan trees.

Other Natural Elements – Prevailing winds on the campus generally move from west to east, although this shifts seasonally. Solar orientation is from east (sunrise) to west (sunset).

1.6 - STAKEHOLDER INTERVIEWS

The campus consultant team met with Macon State College's leadership in three sessions to discuss goals and objectives for the new campus plan:

28 July 2009
Consultants met with the campus leadership as a group to review the project scope and schedule and to begin discussions of what Macon State College would like the new plan to address.

19 August 2009
Consultants conducted one-on-one interviews with the leadership to gather specific concerns and issues that should be addressed.

10 September 2009
Consultants reconvened with Macon State College leadership to summarize the early findings and to present the preliminary results of the physical analysis of both campuses.

The following goals were developed in conjunction with Macon State College during the meetings discussed above and have been continuously tested during the planning process.

- **Campus Identity**

  Establish a clear and memorable experience through the creation of gathering spaces, the development of a sanctuary for education, defining a new campus entrance and focal point and the development of consistent guidelines for architecture, landscape and signage.

- **Campus Life**

  Create and expand services and amenities that support on-campus life for the new resident students as well as commuters, faculty, staff and the general public while at the same time creating a plan that also includes safety and security as a top priority.

- **Campus Growth (population)**

  Support the goal of achieving University status as well as continue the current advancements in increased enrollment through the expansion of both course offerings and the introduction of new degrees.

- **Campus Growth (land)**

  Develop a priority list of key campus land acquisitions that will continue not only expand the physical boundaries of the campus but also protect the edges of the campus from incompatible development in the future.

- **Campus Values**

  Complete a master plan that is based on the school's core values of integrity, civility, and excellence.

DEGREES AND MAJORS AUTHORIZED AT MACON STATE COLLEGE

Career Associate
Associate of Applied Science in Health Science
Associate of Applied Science in Public Management
Associate of Science in Health Information Technology
Associate of Science in Nursing
Associate of Science in Respiratory Therapy

Associate's
Associate of Arts, Core Curriculum
Associate of Science, Core Curriculum

Bachelor's
Bachelor of Arts with a Major in English
Bachelor of Arts with a Major in History
Bachelor of Arts in Interdisciplinary Studies
Bachelor of Applied Science with a Major in Administration
Bachelor of Science with a Major in Biology
Bachelor of Science with a Major in Mathematics
Bachelor of Science in Business and Information Technology
Bachelor of Science in Communication and Information Technology
Bachelor of Science in Education with a Major in Early Childhood Education
Bachelor of Science in Education with a Major in Middle Grades Education
Bachelor of Science in Health Information Management
Bachelor of Science in Health Services Administration
Bachelor of Science in Interdisciplinary Studies
Bachelor of Science in Information Technology
Bachelor of Science in Nursing
Bachelor of Science in Nursing RN to BSN
Bachelor of Science in Public Service with a Major in Human Services
Bachelor of Science in Respiratory Therapy
Bachelor of Science in Psychology

Source: University System of Georgia website, www.usg.edu, 2/16/09

Table 1 - Degrees and Majors Authorized

1.7 - PROGRAMMATIC AND ACADEMIC PROJECTIONS

This section will describe the academic plan for Macon State College, outline new initiatives that will change the College's need for physical resources, and estimate future enrollment and staffing growth.

1.7.1 - CURRENT ACADEMIC PROGRAMS AND APPROACH

Under the leadership of Dr. David Bell, Macon State College developed a new model for higher education. This model is unique within the University System of Georgia in that it is **dedicated to the advancement of a defined region.** To accomplish this, the College concentrates on:

- **Providing professionally oriented degree programs**
- **Enhancing economic and cultural vitality of Central Georgia**
- **Serving as a gateway to the University System**
- **Increasing diversity; closing gaps for under-represented groups**

Among the most distinctive features of programs at Macon State College is their early adoption of technology as both an academic focus and as a pedagogical instrument. Many of the professionally oriented degree programs emphasize the role of technology. The full list of degrees offered at Macon State is shown in Table 1.

Two-year career and transfer programs prepare students to enter the workforce or to continue their studies at Macon State College or at other USG institutions offering baccalaureate programs. In addition to its degree programs, the College awards certificates in several areas of Business, including Business, Business Management, Information Technology, Lean Transformation, and Supply Chain Management.

Macon State has achieved success by fostering excellence and innovation in teaching and creating a supportive and productive learning environment. In its efforts to maintain affordability and respond to the special needs of

commuting students, it was among the first schools in the University System to offer on-line and hybrid courses. These courses not only are more convenient for working adults, but also increase the College's enrollment capacity without comparably increasing the instructional space required on campus.

As shown in figures 14 & 15, on-line and hybrid courses now represent over 17% of the sections offered at Macon State College; nearly one quarter of Macon State's students are enrolled in on-line and hybrid courses each term. Almost 20% of the credit hours earned in the fall 2009 term will be earned in on-line and hybrid courses. This represents a significant increase over previous levels: in 2002, only 7.6% of sections were on-line or hybrid.

The importance of technology also is evident in Macon State's classrooms. Macon State was among the first schools in the System to create SMART classrooms. It has continued to improve the quality of media support in instructional space. By standardizing the equipment provided, the College has made it easy for faculty to adopt the new technology and has much increased the productivity of its instructional space.

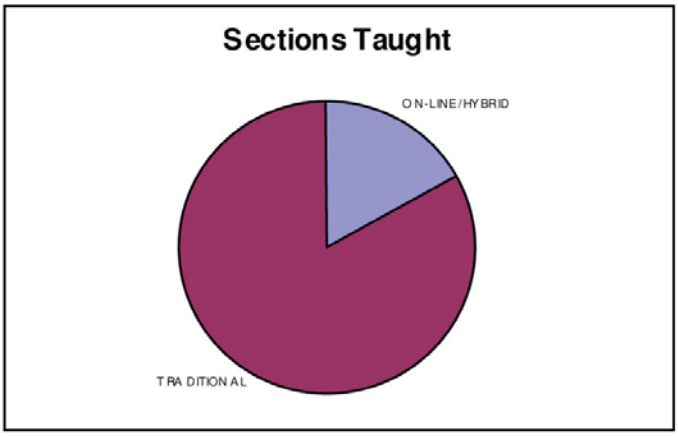


Figure 14 - Online and Hybrid Courses Offered at Macon State College

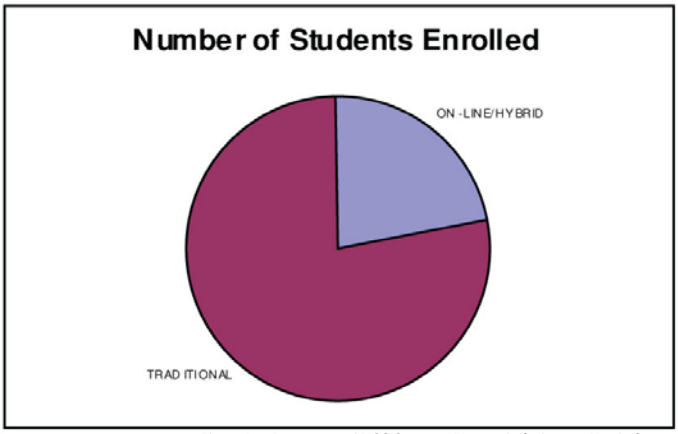


Figure 15 - Percentage of MSC Students Enrolled in Online and Hybrid Courses

1.7.2 - ORGANIZATIONAL STRUCTURE

Academic programs at Macon State College currently are offered through five schools and one Division:

- School of Arts & Sciences
- School of Business & Economics
- School of Education
- School of Information Technology
- School of Nursing and Health Sciences
- Division of Learning Support

All of the baccalaureate degrees awarded by Macon Sate College between 2003 and 2008 were awarded by the professional schools.

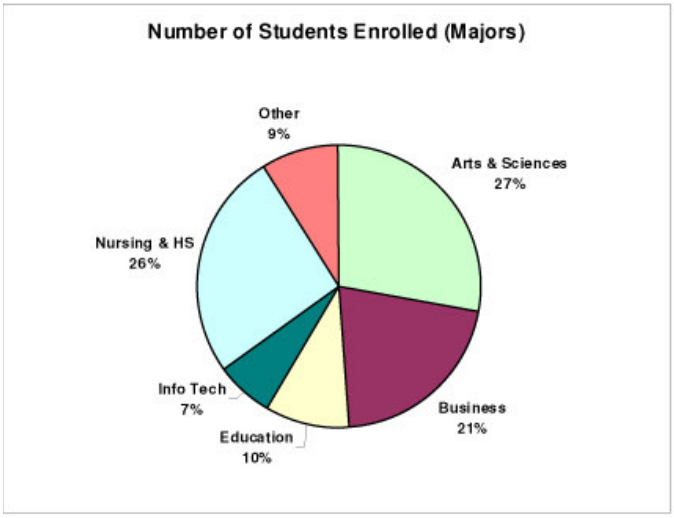


Figure 16 - Distribution of Students Among Offered Majors

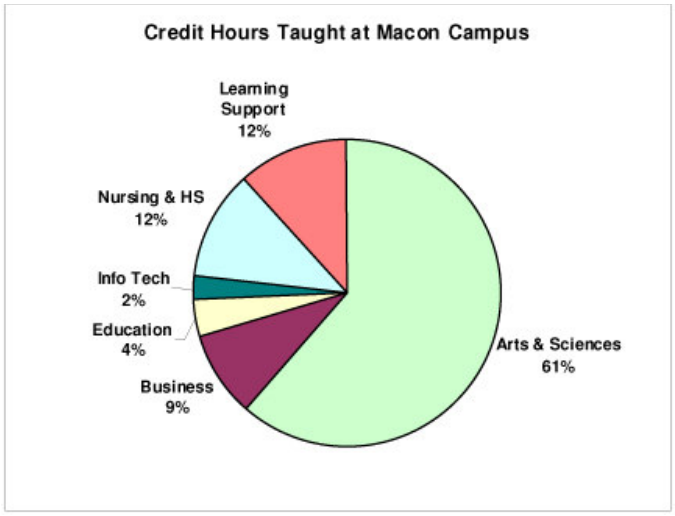


Figure 17 - Credit Hours Taught Per Program

As shown in figures 16 & 17, and as might have been predicted based on the distribution of degrees, most students self-identify as "majors" in one of the professional programs. Typically only first and second-year students are assigned advisors in Arts & Sciences or students are assigned advisors in Arts & Sciences or Learning Support. Note, however, that Arts & Sciences and Learning Support together account for almost 75% of the credit hours earned each term at Macon State. The facilities implications of this are profound: Arts & Sciences uses more classroom space (in terms of weekly room hours) than all other programs combined.

1.7.3 - FUTURE ACADEMIC PROGRAMS

In the next decade, Macon State will continue to advance its mission of **MEETING THE EDUCATIONAL NEEDS OF THE 21ST CENTURY WORKFORCE IN THE INFORMATION AGE**. The College will:

- Expand PROFESSIONAL program offerings
- Continue to lead in ON-LINE & HYBRID courses
- Redefine & strengthen CONTINUING EDUCATION & OUTREACH ACTIVITIES for working adults

As facilities become available in Warner Robins, Macon State expects to increase the number of programs that can be completed entirely on that campus. Students at Warner Robins have expressed particular interest in the professional programs in Education, Nursing and Health Sciences, and Business & Economics.

The College anticipates that on-line and hybrid courses will eventually account for at least 25% of the credit hours earned each term. This will reduce the need for instructional space on a per FTE basis on both campuses.

In the near term, redefining continuing education and outreach activities may have the effect of reducing enrollment in those programs.

To further advance its mission, the College hopes to make two major changes that may have implications for space needs and for physical master planning.

First, Macon State will create RESIDENTIAL facilities at Macon Campus. A Housing Study prepared by Anderson Strickler in September 2009 recommends that the College begin this new venture by creating between 400 and 600 beds. Over time, Macon State may provide on-campus housing for up to 30% of the students enrolled on the Macon campus.

Creating on-campus housing not only will require additional built-space for the housing itself, but also will increase the need for other types of space, most obviously for food service and for plant operations to support the residential community.

The figure at the left compares the amount of space per student FTE at Macon State with the amounts of space found at other non-residential state college and at residential state college and residential state universities in the University System. Residential campuses have more library space, more athletic/physical education and recreational space, and more student union (gathering, merchandising) space than non-residential campuses. They also have more support space, because the residential facilities often comprise more than half of the built space on campus.

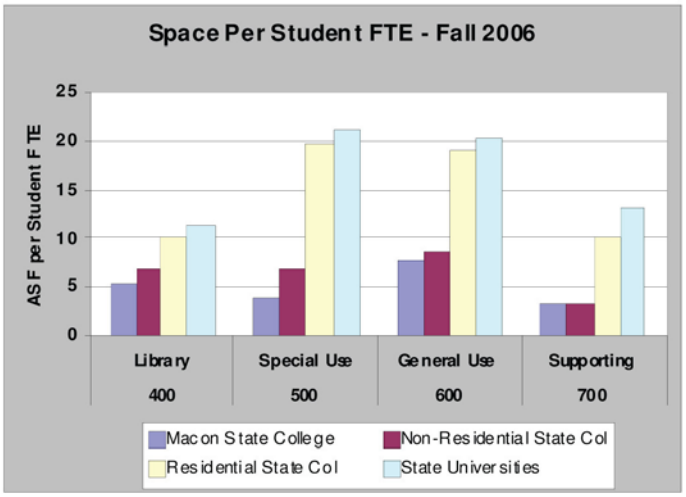


Figure 18 - Space Allocation at MSC Versus Other Universities

The addition of residential facilities will present several challenges for the physical master planning process. The planners must:

- Identify suitable locations for residential facilities, both for the near term, when the number of beds may be only a few hundred, and in the longer term, when the number of beds could be as high as 2,500 or more.
- Provide additional space for special and general use facilities, including food service, in areas that are convenient to student housing.
- Determine how best to sequence the addition of new residential facilities and supporting functions
  AND
- **Do this WITHOUT compromising the College's commitment to meeting the special needs of commuting students.**

The last is especially important, and also perhaps the most difficult task confronting the planners. Even if Macon

State provides housing for 30% of its enrollment, the vast majority of students – at least 70% – will still be commuters. Furthermore, the College's continuing education and outreach programs also target local residents. The majority of commuting students at Macon State and elsewhere are working adults, many with families and other obligations. Studies have shown that working adults who enroll in college-level or continuing education courses put a very high premium on CONVENIENCE.

Because their time is limited, commuting students are more sensitive to the distance and time required to get from parking to classrooms, the location of food service facilities and the ease with which they can negotiate administrative hurdles. They take a higher number of on-line and hybrid courses than their residential peers. In large measure, Macon State's success over the last decade has been related to its ability to identify and respond effectively to the unique requirements of the commuting population.

Macon State also has begun to explore the possibility of offering **targeted graduate programs** to serve the needs of local residents. Macon is one of the poorest metropolitan areas in the state.

There are few graduate programs offered in the area that are specifically focused on providing working adults with the technical skills that will enable them to be successful in 21st century jobs.

Macon State already has faculty who are well-qualified to teach at the graduate level, so the personnel costs associated with adding graduate programs will be minimal. As enrollment in graduate programs increases, the corresponding increase in state appropriations will be used to support additional staff positions.

Inherent in the notion of offering graduate programs is the desire to **achieve State University status** and to identify areas of research of particular relevance to the graduate programs offered. With regard to the latter, Macon State intends to partner with local businesses and not-for-profit entities on **Educational & Applied Research**. Since Macon State already has the faculty in place to teach the graduate programs it has proposed, the facilities implications of the move to State University status are limited. The instructional space at Macon State is suitable for graduate programs, with only minimal alterations.

1.7.4 - STUDENT ENROLLMENT PROJECTIONS

Enrollment at Macon State has increased steadily for the last decade, growing from about 3,500 in 1998 to over 6,600 in fall 2009. During the same period, the ratio of FTE to HC enrollment also has increased at the rate of about 1% per year, from 68% in 1999 to just over 78% in 2009. Thus, FTE enrollment has more than doubled in the last ten years. (See Figure 19)

Table 2 shows projected enrollment by campus. If current enrollment trends continue, total enrollment in the College is likely to reach 10,000 HC by about 2020. With the advent of residential facilities on the Macon campus and the continued increase in the number of on-line and hybrid courses, the proportion of students enrolling on the Macon campus is expected to increase. The ratio of FTE to HC is projected to increase to 83%.

1.7.5 - FACULTY AND STAFF PROJECTIONS

Macon State's staffing levels for the fall 2009 term are shown in the table 3.

The College employed about 580 individuals, 400 of whom were full time. Over 90% of the part time employees are faculty. The ratio of FTE students to FTE faculty was about 25:1 during the fall 2009 term. Part-time faculty comprised 30% of the total faculty FTE.

Before calculating the number of faculty and staff needed as enrollment increases, we compared the ratios of students to faculty and to staff at Macon State with those at other USG institutions. (Table 4) As was the case with facilities, staffing levels tend to be higher on residential campuses. For planning purposes, the ratio of FTE Students : FT Instructional Faculty was set at a value comparable to that found on State University campuses—29:1, which represents only a small change from the current ratio of 30.3:1. We continued to assume that part-time faculty would cover about 30% of the teaching load for the College as a whole.

Staffing levels at Macon State are quite lean when compared with other State College and State Universities in the USG. The College has only a third the number of

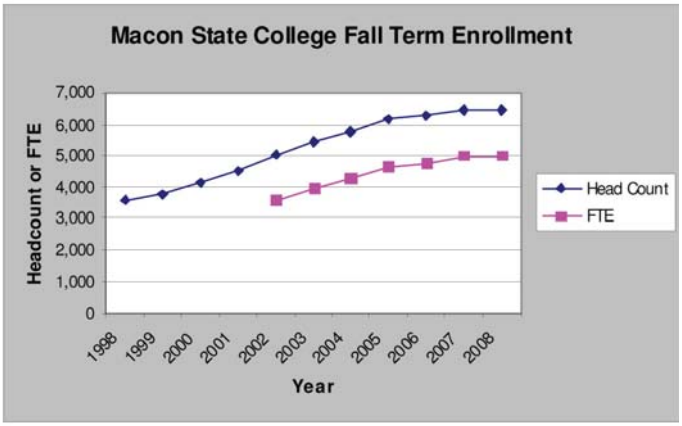


Figure 19 - MSC Enrollment

	ACTUAL	ENROLLMENT TARGETS	
	Fall 2009	Target Yr 1	Target Yr 2
MACON STATE COLLEGE			
Unduplicated Headcount	6,615	8,000	10,000
FTE	5,173	6,640	8,300
MACON			
Headcount	5,626	7,200	9,000
FTE	4,060	5,198	6,498
WARNER ROBINS			
Headcount	2,010	2,640	3,300
FTE	1,111	1,399	1,749
RRC			
Headcount	190	207	259
FTE	49	42	53

Table 2 - MSC Enrollment Targets

Employee Category	FT	PT	FTE/PT	FTE	FT/ (FTE)
President	1	0	0	1	100%
Admin/Managers	58	0	0	58	100%
Faculty	**191**	**163**	**81.5**	**272.5**	**70%**
Professional	54	6	3	57	95%
Secr/Clerical	72	10	5	77	94%
Tech/Paraprof	7	1	0.5	7.5	93%
Skilled Crafts	6	0	0	6	100%
Serv/Maintenance	11	1	0.5	11.5	96%
COLLEGE TOTAL	**400**	**181**	**90.5**	**490.5**	**82%**

Table 3 - MSC Staffing Levels

COMPARATIVE DATA	FTE Students: FT Instructional Faculty	FTE Students: FT Non-Managerial Staff	FT Non-Managerial Staff: FT Faculty
MSC F 2008	30.3:1	30.9:1	0.9:1
Ave (USG State Col) F 2008	31.5:1	27.0: 1	1.06:1
Ave (Residential State Col) F 2008	31.2:1	23.7:1	1.25:1
Ave (USG State Univ) F2008	28.8: 1	13.7:1	1.90:1
USG F 2008	25.8:1	9.9:1	2.15:1
Proposed Target RATIOS for MSC	29.0:1	23.7:1	1.25:1

Table 4 - Ratios

Unduplicated HC / Student FTE	TARGET ENROLLMENTS					
	8,000 / 6,640			10,000 / 8,300		
	Full Time	Part Time	Total FTE	Full Time	Part Time	Total FTE
Managerial Staff	59	0	59	62	0	62
Faculty	229	196	327	286	245	409
Non-Managerial Staff	280	36	298	350	46	373
Total	568	232	684	698	291	844

Table 5 - Staffing Requirements with Increased Enrollment

non-managerial staff per student FTE as does the USG as a whole.

Two factors seem to contribute to richer staff to student ratios: residential institutions have more staff per student than non-residential institutions, and state universities have more staff per student than state colleges do. For planning purposes, the target ratio of FTE Students : FT Non-Managerial Staff was set at 23.7:1, which is comparable to the ratio found on average, at residential state colleges in the University System.

Table 5 to the right shows the staffing requirements for the College as a whole as enrollment increases.

As enrollment increases a larger portion of the instructional faculty, professional and other non-managerial staff will be based at the Warner Robins campus. By the time total enrollment for Macon State reaches 10,000 HC there will be need for additional administrative staff as well. For space planning purposes, it is estimated that when total enrollment is 10,000 HC, about 15% of all employees will be based at WRC.

CHAPTER 2

2.1 - CAMPUS PROGRAM

Future requirements for non-residential space were calculated for both the Macon and the Warner Robins campuses using normative guidelines developed by the Council of Educational Facilities Planners International, and published in 2006. Residential space needs were developed using space factors from the Anderson-Strickler Housing Study developed for Macon State College in September, 2009. Space needs were calculated for current enrollment (about 6,600 HC), and for enrollments of 8,000 HC and 10,000 HC.

Warner Robins Campus and Thomas Hall

2.1.1 - MACON CAMPUS - NONRESIDENTIAL SPACE

Space needs for the Macon campus were calculated at three enrollment levels, which correspond to total Macon State College enrollments of 6,600, 8,000 and 10,000 HC.

Macon State College Enrollment = 6,600 HC

As shown in table 6, there is a 30% deficit in total space in Fall 2009, most of which is in the categories of special use (RUC 500) and general use (RUC 600) space. As noted in the previous chapter, as a non-residential campus, Macon State College has far less space in those categories than do most residential schools in the USG system. The new building for the School of Education will resolve the quantitative deficit in instructional space at current enrollment levels. However, the laboratory space for nursing and health sciences and for the natural sciences is very near capacity. Any increase in enrollment will require additions teaching lab space for both of those programs.

Campus: **Macon**

		Student HC	*5,730*		*Student FTE*	*4,163*
Room Use Code	SPACE TYPE	Existing Assignable Square Ft.	Guideline Assignable Square Ft	Surplus or (Deficit) in ASF	Percent Surplus or Deficit (vs Guideline)	
100	Classroom & Service	48,582	50,922	(2,340)	-5%	
200	Instructional Labs	48,199	74,922	(26,723)	-36%	
300	Offices & Office Service	82,241	89,387	(7,146)	-8%	
400	Library (collection, study, service)	40,547	39,724	823	2%	
500	Special Use Space	20,083	71,497	(51,414)	-72%	
600	General Use Space	51,929	85,444	(33,515)	-39%	
700	Support	17,340	28,714	(11,374)	-40%	
	GRAND TOTAL ALL SPACE TYPES	**308,921**	**440,611**	**(131,690)**	**-30%**	

Table 6 - Macon Campus Space Needs at 6,600 HC

Macon State College Enrollment = 8,000 HC

The new building for the School of Education will increase the total amount of space on the Macon campus by nearly 50,000 ASF. The College plans to demolish the Wellness Center, which will reduce space by about 10,000 ASF, so there will be a net gain of just less than 40,000 ASF.

Despite the addition of new facilities for the School of Education, by the time enrollment reaches 8,000 HC college-wide, there will be a significant deficit in teaching lab space for nursing, health sciences and natural sciences. Deficits in Special Use (RUC 500) and General Use (RUC 600) space continue to increase, with the combined deficit in those categories exceeding 100,000 ASF. Over 90 % of this deficit is in athletic/physical education/recreation space (deficit of almost 60,000 ASF) and in student union space (deficit is about 32,000 ASF). There is a modest deficit of about 10,000 ASF in Assembly/Exhibit space that is partially offset in the total by a modest surplus in food service space. (Table 7)

Campus: **Macon**

		Student HC	*7,200*		*Student FTE*	*5,198*
Room Use Code	SPACE TYPE	Projected* Assignable Square Ft.	Guideline Assignable Square Ft	Surplus or (Deficit) in ASF	Percent Surplus or Deficit (vs Guideline)	
100	Classroom & Service	52,685	52,073	612	1%	
200	Instructional Labs	69,499	91,099	(21,600)	-24%	
300	Offices & Office Service	92,416	101,944	(9,528)	-9%	
400	Library (collection, study, service)	43,547	52,113	(8,566)	-16%	
500	Special Use Space	19,790	81,718	(61,928)	-76%	
600	General Use Space	51,929	90,601	(38,672)	-43%	
700	Support	17,340	33,476	(16,136)	-48%	
800	Health Care	0	2,959	(2,959)		
900	Residential Space	0	0	0		
	GRAND TOTAL ALL SPACE TYPES	**347,206**	**503,025**	**(158,778)**	**-32%**	

Table 7 - Macon Campus Space Needs at 8,000 HC

Macon State College Enrollment = 10,000 HC

If Macon State College's enrollment continues to increase at between 3.5 and 4 % annually, it will reach 10,000 by about 2020. The primary obstacle to continued growth at that pace is the lack of population increase in the surrounding area. However, with the addition of residential facilities, it is likely that Macon State College will be able to draw students from metro Atlanta and other areas that are continuing to grow rapidly.

By the time enrollment for the College as a whole reaches 10,000 HC, the space deficit at the Macon campus is expected to exceed 250,000 ASF. As shown in table 8, there are deficits in all space categories.

Campus: **Macon**

		Student HC	*9,000*		*Student FTE*	*6,498*
Room Use Code	SPACE TYPE	Projected* Assignable Square Ft.	Guideline Assignable Square Ft	Surplus or (Deficit) in ASF	Percent Surplus or Deficit (vs Guideline)	
100	Classroom & Service	52,685	65,091	(12,406)	-19%	
200	Instructional Labs	69,499	119,074	(49,575)	-42%	
300	Offices & Office Service	92,416	127,430	(35,014)	-27%	
400	Library (collection, study, service)	43,547	60,376	(16,829)	-28%	
500	Special Use Space	19,790	95,758	(75,968)	-79%	
600	General Use Space	51,929	108,546	(56,617)	-52%	
700	Support	17,340	39,903	(22,563)	-57%	
800	Health Care	0	3,349	(3,349)		
	GRAND TOTAL ALL SPACE TYPES	**347,206**	**616,179**	**(272,322)**	**-44%**	

Table 8 - Macon Campus Space Needs at 10,000 HC

Shortfalls include:

Instructional Space	62,000 ASF
Office Space (faculty and staff)	35,000 ASF
Library/Study Space	17,000 ASF (may be provided in residential facilities)
Athletics/PE/Recreation	72,000 ASF
Assembly/Exhibit Space	16,000 ASF
Student Union Space	45,000 ASF.

2.1.2 - MACON CAMPUS - RESIDENTIAL SPACE

The housing feasibility study prepared by Anderson Strickler reported that peer campuses have on-campus housing for 32% of enrolled students (Headcount). For planning purposes, we have assumed that Macon State residential facilities will provide space for 30% of the students on the Macon campus by the time enrollment college-wide reaches 10,000 HC. The new beds are expected to be suite-style, so data provided in the Anderson Strickler report were used to estimate the amount of space required for new beds.

Macon State College Enrollment = 6,600 HC

Two options have been discussed for providing residential facilities at Macon State College. Under the first option, the College would build about 430 beds on the Macon campus. Under an alternate option, the College would manage Collegiate Place, then build about 247 beds to create a total of 580 beds on the Macon campus. The first option would provide beds for about 8% of current enrollment in Macon; the second for about 10%. (Table 9)

STRATEGY: Build 430 Beds on Campus

	Beds	GSF*
Construct Additional Beds	430	136,588
	430	136,588

NEW CONSTRUCTION REQUIRED

Room Use Code	SPACE TYPE	Guidedline Assignable Square Ft	Estimated GROSS Square Ft
900	Residential Space*	116,100	136,588
600	General Use Space (Food Service)	1,806	2,580
700	Support (PPlant)	6,880	8,094
	GRAND TOTAL ALL SPACE TYPES	124,786	147,262

* GSF values are taken from the Anderson Strickler Housing Study, Sept 2009

ALTERNATE STRATEGY: Manage Collegiate Place ; Build 247 Beds

	Beds	GSF*
Manage Collegiate Place	333	141,000
Construct Additional Beds	247	78,500
Total	580	219,500

NEW CONSTRUCTION REQUIRED

Room Use Code	SPACE TYPE	Guidedline Assignable Square Ft	Estimated GROSS Square Ft
900	Residential Space*	66,690	78,500
600	General Use Space (Food Service)	2,436	3,480
700	Support (PPlant)	9,280	10,918
	GRAND TOTAL ALL SPACE TYPES	78,406	92,898

* GSF values are taken from the Anderson Strickler Housing Study, Sept 2009

Table 9 - New Construction Strategy

Residential facilities increase the need for food service space and for physical plant space. The amounts of space shown in table 9, and in those that follow, is over and above the amount of space included in the non-residential space needs analyses presented in section 2.1.1.

Macon State College Enrollment = 8,000 HC

When enrollment reaches 8,000 HC for the College as a whole, about 7,200 students are expected to be enrolled on the Macon campus. Housing 20% of those students on-campus would require a total of 1,440 beds. (Table 10)

Macon State College = 8,000 HC — **Total Beds = 1,440**

Macon Campus = 7,200 HC

	Beds	GSF*
Manage Collegiate Place	333	141,000
Construct Additional Beds	1,107	351,635
Total	1,440	492,635

NEW CONSTRUCTION REQUIRED

Room Use Code	SPACE TYPE	Guidedline Assignable Square Ft	Estimated GROSS Square Ft
900	Residential Space*	298,890	351,635
600	General Use Space (Food Service)	6,048	8,640
700	Support (PPlant)	23,040	27,106
	GRAND TOTAL ALL SPACE TYPES	**327,978**	**387,381**

* GSF values are taken from the Anderson Strickler Housing Study, Sept 2009

Table 10 - New Construction Required for 8,000 HC

Macon State College Enrollment = 10,000 HC

When total enrollment for the College reaches 10,000 students, enrollment projections indicate that there will be about 9,000 HC on the Macon campus. To house 30% of that group on campus will require a total of 2,700 beds. Since the College expects to manage the 333 beds at Collegiate Place, 2,367 additional beds will be required. We estimate that about 750,000 GSF of space will be needed to provide the housing itself, with another 67,000 GSF required for food service and physical plant space. (Table 11)

Macon State College = 10,000 HC — **Total Beds = 2,700**

Macon Campus = 9,000 HC

	Beds	GSF*
Manage Collegiate Place	333	141,000
Construct Additional Beds	2,367	751,871
Total	2,700	892,871

NEW CONSTRUCTION REQUIRED

Room Use Code	SPACE TYPE	Guidedline Assignable Square Ft	Estimated GROSS Square Ft
900	Residential Space*	639,090	751,871
600	General Use Space (Food Service)	11,340	16,200
700	Support (PPlant)	43,200	50,824
	GRAND TOTAL ALL SPACE TYPES	**693,630**	**818,894**

* GSF values are taken from the Anderson Strickler Housing Study, Sept 2009

Table 11 - New Construction Required for 10,000 HC

2.1.3 - MACON CAMPUS COMPREHENSIVE SUMMARY

It is difficult to know in advance how quickly demand for on-campus housing will increase, but it is possible to prepare a comprehensive estimate of space needs when the residential facilities are fully operational.

Most campus buildings are mixed-use buildings, including more than one type of space. For example, academic buildings usually are comprised of classrooms, labs, faculty offices, study areas, lounges and, in some cases, assembly/exhibit space. For master planning purposes, the space deficits were combined to create four (4) broad categories:

Academic/Administrative Space	about 165,000 ASF
Student Support Space	about 145,000 ASF
Residential Facilities	about 2,700 Beds
Physical Plant/Central Services Space	about 64,000 ASF

The figures presented above reflect the reallocation of space that will occur when the Education Building is completed. In addition, since full implementation of the campus master plan requires the demolition of two more buildings than originally anticipated (the Gymnasium and the Science Annex), the total space required was increased to compensate for the loss of space in those two buildings.

Academic and Administrative Space – Detail

RUC		
100	Classrooms (includes space to replace SLC classrooms)	18,000 ASF
200	Teaching & Open Labs	50,000 ASF
300	Faculty and Staff Offices (includes space to offset demolitions)	48,000 ASF
400	Study Space	17,000 ASF
610-20	Assembly/Exhibit Space*	32,000 ASF

*Large auditoriums/theaters/concert halls usually are two-stories tall, so the 16,000 ASF deficit for Assembly/Exhibit space was doubled in this tally.

Student Support Space – Detail

RUC		
500	Athletic/PE/Fitness (includes space to offset demolitions)	85,000 ASF
630-85	Student Union Space**	56,000 ASF
800	Health Care	3,500 ASF

**This category includes food service, lounges, merchandising, recreation, and meeting rooms for student groups. Total of 56,000 ASF includes 11,000 ASF of additional food service space required for a residential community and assumes that 6,000 ASF of instructional space located in the Student Life Center will be converted to general-purpose uses when the School of Education vacates that space.

Residential Facilities – Detail

RUC		
900	Housing for 30% of 9,000 HC at Macon	2,700 Beds About 750,000 GSF***

***The Anderson Strickler space estimate assumes that the new Residential Buildings will have study areas, lounges, meeting rooms, game rooms and other amenities (RUC 400 & 600). Within each residential complex, a stand- alone student commons will provide additional general purpose space perhaps including some form of food service.

Physical Plant & Central Services - Detail

RUC		
700	Plant Operations & Central Services	64,000 ASF****

**** This deficit includes a 43,000 ASF increase in physical plant space to support the additional 750,000 GSF in residential facilities.

2.1.4 - WARNER ROBINS CAMPUS

The space needs analysis for the Warner Robins campus includes, as existing space, the newly opened facility called Oak Hall. The issues at Warner Robins are straightforward:

o **Will the campus have residential facilities?** No, not within the time frame contemplated for this study. (Per Anderson Strickler Housing Study, September 2009.)

o **Will (or when will) the College begin to locate offices for full-time regular faculty at Warner Robins campus?** Almost certainly by the time College enrollment reaches 10,000 HC, possibly beginning as early as enrollment = 8,000 HC. At this point, more than half the students enrolled at WRC also take courses at the Macon campus, so presumably have access to faculty members in Macon. Most academic units assign some faculty to the WRC campus on a part-time basis to serve as advisors to students who enroll only there. Also, most full-time faculty members teach courses at WRC on a rotating basis; when they are teaching at WRC, the faculty have use of shared offices in WRC for office hours with their students. As enrollment continues to increase, it will be necessary to provide more space for faculty and staff offices, though the College hopes to avoid having to fully duplicate services at WRC for as long as possible.

o **Will/when will the WRC become a "full-service" campus from a facilities perspective?** Here, "full-service" includes a complement of student support facilities that are commonly found on stand-alone campuses: Gymnasium, Student Centers, Food Service facilities, Assembly/Exhibit spaces, and the like. These facilities are available on the Macon campus though they are far less spacious than guidelines would recommend. There is no plan to add athletic/PE/recreational facilities at WRC during the period covered by this master plan. Some additional assembly and student-union space may be incorporated in the next facility built at WRC, though there is no plan to create a stand-alone student center at this time.

o **What are the most pressing needs for space at Warner Robins?** Additional space is needed to support core academic programs, particularly those deemed of highest importance in the context of the USG Strategic Plan: Education and Nursing and Health Sciences. To support curriculum in those fields, the College will have to increase laboratory space (both for nursing and for the natural science courses that are critical to both nursing and education curricula) and "demonstration" space—that is, model classrooms for the Education programs – that will be offered at WRC. In addition, space for the library collection and for study/work space will be needed for the Education program so student teachers can prepare for classes dur-

ing practice teaching terms. Finally, as space continues to increase at WRC, some space will be required to provide support for the plant operations function.

As enrollment in the College approaches 10,000 HC, the space available at WRC will have to AT LEAST DOUBLE to meet guideline recommendations, even if no athletic/PE/recreational facilities and only limited library and student union space are located there. That would require adding two or three buildings of roughly the same size as Oak Hall. The first should include laboratory space for Nursing, Health and Natural Sciences and demonstration classrooms for Education.

Macon State College Enrollment = 6,600 HC

Campus: Warner Robins

Student HC	2,010		Student FTE	1,111
SPACE TYPE	Existing Assignable Square Ft.	Guideline Assignable Square Ft	Surplus or (Deficit) in ASF	Percent Surplus or Deficit (vs Guideline)
Classroom & Service	16,802	11,721	5,081	43%
Instructional Labs	12,774	21,865	(9,091)	-42%
Offices & Office Service	8,882	2,890	5,992	207%
Library (collection, study, service)	2,379	7,276	(4,897)	-67%
Special Use Space	0	22,706	(22,706)	-100%
General Use Space	7,773	16,931	(9,158)	-54%
Support	0	3,336	(3,336)	-100%
GRAND TOTAL ALL SPACE TYPES	48,610	87,725	(39,115)	-45%

Table 12 - New Construction Required for 6,600 HC

Macon State College Enrollment = 8.000 HC

Campus: Warner Robins

Student HC	2,640		Student FTE	1,399	
Room Use Code	SPACE TYPE	Projected Assignable Square Ft.	Guideline Assignable Square Ft	Surplus or (Deficit) in ASF	Percent Surplus or Deficit (vs Guideline)
100	Classroom & Service	16,802	16,252	550	3%
200	Instructional Labs	12,774	26,890	(14,116)	-52%
300	Offices & Office Service	8,882	17,200	(8,318)	-48%
400	Library (collection, study, service)	2,379	9,098	(6,719)	-74%
500	Special Use Space	0	21,119	(21,119)	-100%
600	General Use Space	7,773	19,228	(11,455)	-60%
700	Support	0	4,432	(4,432)	-100%
800	Health Care		1,000	(1,000)	-100%
900	Residential Space	0	0	0	
	GRAND TOTAL ALL SPACE TYPES	48,610	115,219	(66,609)	-58%

Table 13 - New Construction Required for 8,000 HC

Macon State College Enrollment = 10,000 HC

Campus: Warner Robins

Student HC	3,300		Student FTE	1,749	
Room Use Code	SPACE TYPE	Projected Assignable Square Ft.	Guideline Assignable Square Ft	Surplus or (Deficit) in ASF	Percent Surplus or Deficit (vs Guideline)
100	Classroom & Service	16,802	20,315	(3,513)	-17%
200	Instructional Labs	12,774	35,013	(22,239)	-64%
300	Offices & Office Service	8,882	21,500	(12,618)	-59%
400	Library (collection, study, service)	2,379	11,316	(8,937)	-79%
500	Special Use Space	0	29,240	(29,240)	-100%
600	General Use Space	7,773	22,378	(14,605)	-65%
700	Support	0	5,630	(5,630)	-100%
800	Health Care		1,000	(1,000)	-100%
900	Residential Space	0	0	0	
	GRAND TOTAL ALL SPACE TYPES	48,610	146,393	(97,783)	-67%

Table 14- New Construction Required for 10,000 HC

2.2 - OPPORTUNITIES AND CONSTRAINTS

2.2.1 - MACON CAMPUS - OPPORTUNITIES

Based on the analysis of the Macon Campus, the following opportunities for development have been noted:

- **Room to Develop** – The Macon Campus consists of 419 acres of land, with the majority of the area (88%) as yet undeveloped. There are relatively few obstacles to developing this remaining area, which will allow a great amount of flexibility for master plan opportunities.

- **Gentle Topography** – The Macon Campus is predominantly a gently rolling terrain, with the exception of the southwestern corner (Eisenhower at Ivey). This will accommodate building footprints of almost every applicable size, as well as using the gentle land form in the architectural design of buildings and support structures.

- **Potential for Land Acquisition** – Properties immediately surrounding the Macon Campus are relatively small-scale and could be potential parcels for land acquisition. These include the gas station (Romeiser at Eisenhower), the motel (eastside of the Campus along Eisenhower), and the County-owned roadway (Romeiser/College Station) along the eastern edge of the campus. There is relatively little development along Ivey Drive (west) and Columbus Road (north) which might accommodate future Campus growth as well.

- **Natural Beauty of Campus** – Along with the rolling topography, there is also the presence of a man-made lake on the Macon Campus which is an amenity which can enhance future development. Another asset is that the entire campus is developed as the Waddell Barnes Botanical Garden.

- **Quality of Recent Architecture** – With the recent addition of new campus buildings – the Charles H. Jones Building (housing the School of Nursing and Natural Sciences); the Professional Sciences and Conference Center, and the new Education Building (under construction) – the quality of campus architecture has greatly improved.

- **Campus Access** – The Macon Campus is well-served by local and regional roadways, as well as by the Macon Transit Authority

- **Infrastructure Service** – The Macon Campus is served by all major utilities as well as an on-site central energy plant to support future development.

- **Enrollment Growth** – Macon State College is experiencing a growth in enrollment and is projected to double in the next 15 years. Enrollment for the 2009-2010 academic year is over 6,000 students.

- **Good Reputation** – Macon State College is known as a quality educational institution that serves the needs of the citizens and employers of the region.

- **Transformation to a Resident College** – Macon State College is considering adding on-campus student residences, which will transform it from a commuter college to a campus that is active seven days a week.

- **Clear Vision and Leadership** – College Administration and leadership have a clear vision and focus to satisfy the needs of this institution.

2.2.2 - MACON CAMPUS - CONSTRAINTS AND CHALLENGES

Based on the analysis of the Macon Campus, the following challenges to development have been noted:

- **Nondescript Image** – Macon State College has not conveyed an image consistent with its reputation and its quality of education. The Macon Campus has the visual characteristics of a typical suburban office park or shopping mall.

- **Varying Styles of Architecture** – Macon State College's early buildings were constructed in 1968 and do not share the same level of architectural style and quality as its most recent buildings. Over 41 years, the buildings on the Macon Campus have reflected architectural trends, rather than conveying a feeling of timelessness and a sense of unity.

- **Lack of Architectural Guidelines** – Macon State College does not have a set of adopted and published design guidelines to assure that both new construction and remodeling adhere to an agreed-upon campus style.

• **Uncontrolled Adjacent Areas** – Surrounding areas along the north, west, and east edges of the campus do not create a consistent development pattern with the Macon Campus. There is no method to assure that the Macon Campus will be protected from the future development of incompatible uses.

• **Lack of Defined Edges** – The Macon Campus has many edges that are unsecured or are without a defined perimeter.

• **Decimated Tree Canopy** – The May 2008 tornado destroyed over 3,900 trees and associated landscaping. Much of the Macon Campus lost its shaded areas.

• **Predominance of Parking** – The Macon Campus is automobile-centric with large expanses of parking areas (for over 2,000 cars). Since these areas are all surface parking lots, they represent the greatest single developed use on the campus (over 11% of the Macon Campus is dedicated to surface parking). As the Macon Campus grows – both in overall enrollment and in new on-campus residents – the demand for parking will increase in parallel.

• **Lack of a Campus Center** – The Macon Campus does not have a central campus center or gathering space.

• **Competition from Other Institutions** – Macon State College is experiencing increased competition from other local and regional institutions which threaten long-term retention of faculty, staff, and students.

• **No "Front Door"** – The Macon Campus Main Entry is at the campus's southern edge along Eisenhower Parkway. This entry does not convey a "sense of arrival", rather it is reminiscent of an entry to a suburban shopping center. The Main Entry location is uncontrolled (no traffic signal), leading to a potentially dangerous condition for both left-turning traffic and pedestrians.

• **Deteriorating Location** – The Macon Campus is located in an area of Bibb County that is decreasing in population growth and is showing signs of decay in the quality of the surrounding developments.

• **Eisenhower Parkway** – Eisenhower Parkway is the principal means of accessing the Macon Campus.

2.2.3 - WARNER ROBINS CAMPUS - OPPORTUNITIES

Based on the analysis of the Warner Robins Campus, the following opportunities for development have been noted:

• **Room to Develop** – The Warner Robins Campus consists of 72 acres of land, with the majority of the area (70%) as yet undeveloped. There are relatively few obstacles to developing this remaining area, which will allow a great amount of flexibility for master plan opportunities.

• **Level Topography** – The Warner Robins Campus is relatively flat site. This will accommodate building footprints of almost every applicable size.

• **Potential for Land Swap** – Properties surrounding the Warner Robins Campus to the northeast may be potentials for a land swap. These are relatively underutilized areas within the City of Warner Robins' central core.

• **Quality of Recent Architecture** – Since it is relatively new, the Warner Robins Campus benefits from the new architecture, both in new construction and remodeling of existing structures.

• **Campus Access** – The Warner Robins Campus is well-served by local and regional roadways, predominantly by Watson Boulevard.

• **Infrastructure Service** – The Warner Robins Campus is served by all major utilities which are capable of supporting future development.

• **Enrollment Growth** – The Warner Robins Campus has experienced steady growths in enrollment. Enrollment for the 2009-2010 academic year is over 2,000 students.

• **Good Reputation** – Macon State College's Warner Robins Campus is known as a quality educational institution that serves the needs of the citizens and employers of the region.

- **Transformation to a Resident College** – Macon State College is considering adding on-campus student residences – potentially to both the Macon and Warner Robins Campuses – which will transform it from a commuter college to a campus that is active seven days a week.

- **Clear Vision and Leadership** – College Administration and leadership have a clear vision and focus to satisfy the needs of this institution.

2.2.4 - WARNER ROBINS CAMPUS - CONSTRAINTS AND CHALLENGES

Based on the analysis of the Warner Robins Campus, the following challenges to development have been noted:

- **Relatively Little Campus Development** – The Warner Robins Campus is still relatively new and has not yet developed a center or any critical mass. Without that, the Warner Robins Campus will continue to retain the visual characteristics of an office park.

- **Uncontrolled Adjacent Areas** – Surrounding areas on all sides of the Warner Robins Campus are not developed in a manner compatible with an academic institution. The Warner Robins Campus is not protected from the future development of incompatible uses.

- **Lack of Defined Edges** – The Warner Robins Campus has many edges that are unsecured or are without a defined perimeter.

- **Predominance of Parking** – The Warner Robins Campus is automobile-centric with large expanses of parking areas. Since these areas are all surface parking lots, they represent the greatest single developed use on the campus. As **the Warner Robins Campus grows – both in overall enrollment and potentially in new on-campus residents – the demand for parking will increase in parallel.**

the Warner Robins Campus grows – both in overall enrollment and potentially in new on-campus residents – the demand for parking will increase in parallel.

- **Lack of a Campus Center** – The Warner Robins Campus does not have a central campus center or gathering space.

- **Competition from Other Institutions** – Macon State College is experiencing increased competition from other local and regional institutions which threaten long-term retention of faculty, staff, and students.

- **No "Front Door"** – The Warner Robins Campus Main Entry is at the campus's northern edge along Watson Boulevard. This is a very narrow entry and does not convey the importance of the campus.

- **Deteriorating Location** – The Warner Robins Campus is surrounded by a deteriorating urban neighborhood to the east. Military housing is located at the campus's southwest corner, but is separated by a security fence.

- **Watson Boulevard** – Watson Boulevard is one of the City's principal roadways, but it is also a very congested roadway during morning and afternoon peaks, since it serves the main gate to the Robins Air Force Base (the largest single employer in the State of Georgia). Watson provides direct access between the Air Force Base and I-75. It is also part of the City's original "downtown" and is the location for major civic uses, including City Hall. Much of the commercial development along this portion of Watson Boulevard is of average to below-average quality

2.3 - GROWTH AND PARKING

2.3.1 - MACON CAMPUS

The Macon Campus has grown in suburban-scale fashion – low-density, with ample surface parking. Every existing building on the Macon Campus is 1 to 2 floors, with the exception of the two newest buildings – the Charles H. Jones Building and the Professional Sciences Center – both of which are 3 floors. The total square footage for these buildings is 491,013 square feet.

The Macon Campus also provides 2,044 parking spaces for faculty, staff, students, and visitors. These spaces are all provided in surface parking facilities which total 694,960 square feet (roughly 16 acres), not including surface area dedicated to entry drives and internal roadways. Therefore, assessing the allocation of square feet per use, the primary developed use on the Macon Campus in 2009 is dedicated to surface parking.

Approximately 10% of the overall campus acreage is dedicated to surface parking. Looking at the number of spaces per 1,000 square feet of built space (a standard ratio used to determine off-street supply), the Macon Campus yields an average supply of 4.16 spaces per 1,000 square feet of built space. Such a ratio is typical for suburban office parks and shopping malls.

In order to contain the projected doubling of enrollment, at the current ratios the Macon Campus would need to approximately double its parking supply to 5,810 spaces. This would include parking for faculty, staff, students, visitors, as well as projected resident parking for future dormitories. That supply would require a land dedication of at least 32 acres – more than 20% of the Macon Campus.

Parking is, simply, the most significant land use allocation decision that faces any college campus. In 2010, the Macon Campus must rely heavily on access by automobile, with a small percentage using transit buses. This is due primarily to the relatively suburban location of the Campus, the lack of a "Campus District" surrounding the Campus, and the relative inability to utilize other modes (pedestrian and bicycle) for campus access skew the transportation choice nearly exclusively to the automobile.

For the Macon Campus to grow as projected, it is recommended that the Campus promote a denser and more compact form of development than at present. This is manifested in the following recommended growth policies:

- Wherever feasible, all new buildings should be a minimum of 3 floors (such as the newest buildings – Jones and PSC);
- Student residential buildings should be a minimum of 4 floors;
- When the conditions warrant, surface parking should be incrementally replaced with multi-use parking structures – buildings that in addition to structured parking also contain office and retail space, as well as some support and maintenance functions; and,
- Garages should also be screened as much as possible by using buildings to line or wrap the structure, and to use the natural contours of the site to reduce their visual impact.
- Additional land could also be purchased if either a denser scenario or parking deck scenario is not acceptable.

It is recommended that the amount of land area dedicated to campus parking be capped at 15% of the existing Macon Campus – that equals no more than 25 acres of land dedicated to surface parking. That would allow roughly 3,125 spaces to be built in surface parking spaces before the need for structures is triggered. To accommodate such a transition, it is further recommended that parking lots be designed in such a way that they may accommodate future structures whenever needed. To further help rein in the need for parking spaces, it is recommended that the Macon Campus provide parking spaces based on the ratios to the right.

The Visitor Parking should be mostly in the vicinity of the Conference Center, with a minimum of 200 spaces dedicated to visitor parking for events.

The development of a compact and walkable Macon Campus also has the benefit of leaving more of the Waddell Barnes Botanical Garden master plan intact. To be sure, the 2008 Waddell Barnes Botanical Garden master plan will require revision and modification to accommodate the projected growth of the Macon Campus. Through the policy of a compact walkable campus, more areas may be dedicated to the preservation of wetlands, water features, and landscaped areas.

Investment made in the development of the Macon Campus will have long-term positive effects for the Macon and Bibb County community. As the Macon Campus continues to grow, increases in surrounding development and density would be expected. The creation of a "Campus District" would eventually allow the Macon Campus to shed some of the requirement of parking, since the campus would be accessible by foot and bicycle from surrounding areas.

While it is not necessary that buildings be LEED-certified, it is desirable that the built portions of the Macon Campus help offset undesirable climatological impacts, including the "heat island" effect. In addition to reducing the land area dedicated to surface parking (parking lots are a major contributor to heat islands), existing and new structures – including parking structures – may be candidates for future Green Roofs, which may be an extension of the Waddell Barnes Botanical Gardens master plan. (Existing buildings often may be retrofitted with a green roof system without expensive or extensive structural changes.)

While the percentages may be revised, Table 16 suggests guidelines for Macon Campus development in order to keep it in line with the intentions of the Waddell Barnes Botanical Garden master plan.

2.3.2 - WARNER ROBINS CAMPUS

The Warner Robins Campus has grown in a much different fashion than the Macon Campus. It is a much newer site but is set within a more developed urbanized area (near the heart of the old Warner Robins downtown).

The existing three buildings (not including the City library) are 1 to 2 floors. The total square footage for these buildings is 74,898 square feet.

The Warner Robins Campus also provides 479 parking spaces for faculty, staff, students, and visitors. These spaces are all

User	Parking Ratio
Faculty	1 space per faculty member
Staff	4 spaces per 1,000 sf of office space
Students	0.75 spaces per student
Visitors	5% of overall area

Table 15 - Macon Campus Parking Ratios

Use	Campus Area
Campus Core	30%
Dorms	5%
Parking	15%
Internal Roadways	10%
Recreation Areas	5%
Natural Space	35%

Table 16 - Suggsted Campus Development Percentages

provided in surface parking facilities which total 162,860 square feet (roughly 3.7 acres), not including surface area dedicated to entry drives and internal roadways. Therefore, assessing the allocation of square feet per use, the primary developed use on the Warner Robins Campus in 2009 is dedicated to surface parking.

Approximately 5% of the overall campus acreage is dedicated to surface parking. Looking at the number of spaces per 1,000 square feet of built space (a standard ratio used to determine off-street supply), the Warner Robins Campus yields an average supply of 6.39 spaces per 1,000 square feet of built space. Such a ratio is typical for much denser developments and is almost 50% higher than the similar ratio at the Macon Campus.

In order to contain the projected doubling of enrollment, at the current ratios the Warner Robins Campus would need to approximately double its parking supply to 1,700 spaces. This would include parking for faculty, staff, students, visitors, as well as potential resident parking for future dormitories. That supply would require a land dedication of at least 7 acres – approximately 10% of the Warner Robins Campus.

Even though the Warner Robins Campus is surrounded by development, it is not currently a "Campus District", which explains why it must rely heavily on access by automobile. It is projected that the Warner Robins Campus will have a positive influence on the quality and type of surrounding development, which could yield more opportunities for pedestrian and bicycle access.

For the Warner Robins Campus to grow as projected, it is recommended that the Campus promote a denser and more compact form of development than at present:

- Wherever feasible, all new buildings should be a minimum of 3 floors;
- Should student housing be developed, it should be in buildings with a minimum height of 4 floors; and,
- When the conditions warrant, surface parking should be incrementally replaced with a single multi-use parking structure, which may also contain office and retail space, as well as some support and maintenance functions.

It is recommended that the amount of land area dedicated to campus parking be capped at 15% of the existing Warner Robins Campus – that equals no more than 10.5 acres of land dedicated to surface parking. That would allow roughly 1,315 spaces to be built in surface parking spaces before the need for a structure is triggered. To accommodate such a transition, it is further recommended that parking lots be designed in such a way that they may accommodate a future structure whenever that may be needed.

To further help rein in the need for parking spaces, it is recommended that the Warner Robins Campus provide parking spaces based on the following ratios:

User	Parking Ratio
Faculty	1 space per faculty member
Staff	4 spaces per 1,000 sf of office space
Students	0.75 spaces per student
Visitors	50 spaces total

Table 17 - Warner Robins Campus Parking Ratios

Investment made in the development of the Warner Robins Campus will have long-term positive effects for the Warner Robins community. As the Warner Robins Campus continues to grow, improvements in surrounding development and density are expected. The creation of a new "Campus District" would eventually allow the Warner Robins Campus to shed some of its parking supply, since the campus would be accessible by foot and bicycle from surrounding areas.

As with the Macon Campus, the Warner Robins Campus should investigate the potential for Green Roofs and an increased tree canopy as a means to reduce the "heat island" effect.

While the percentages may be revised, the following are suggested as guidelines for the Warner Robins Campus development:

Use	Campus Area
Campus Core	50%
Dorms	2%
Parking	15%
Internal Roadways	5%
Recreation Areas	5%
Natural Space	23%

Table 18 - Suggsted Campus Development Percentages

CHAPTER 3

3.1 - DRAFT OPTIONS

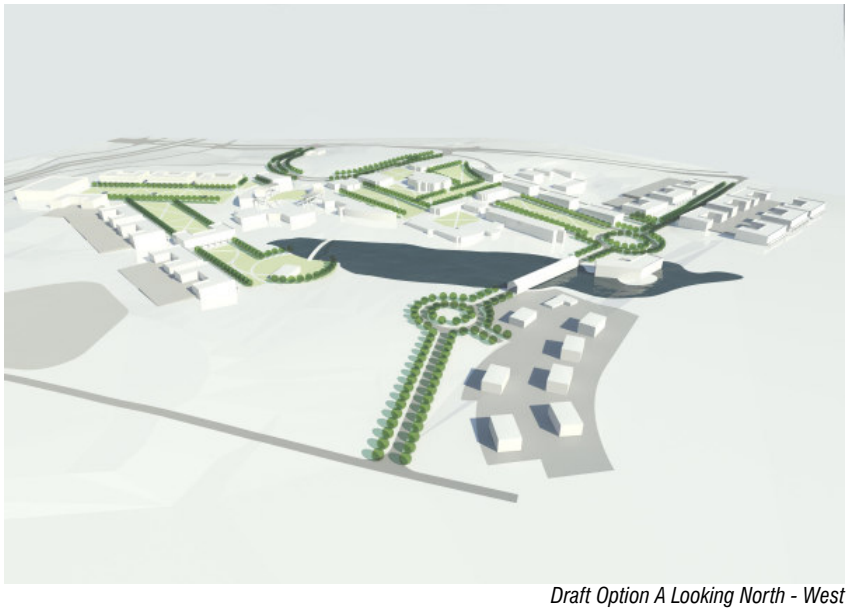
The following draft options were explored during the concepts phase as a method to define the final draft master plan. While none of these options was adopted as a final plan, parts of each plan were carried forward and from which a final draft plan was approved as shown in Chapter 4.

3.1.1 - MACON CAMPUS DRAFT OPTION A

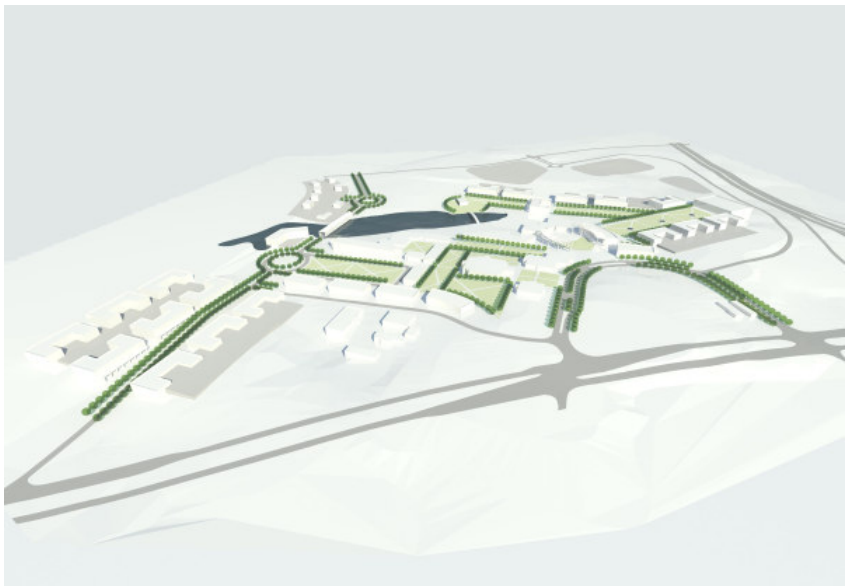
One of the assets of the existing campus is the rolling topography throughout the site; however, because of the topography, it's difficult to see the campus from Eisenhower Parkway or I-475. In order to enhance the sense of entry and arrival at the campus, the initial step was to connect the two entry drives along Eisenhower with a long sweeping arc, aligning some of the new academic buildings along its eastern edge. The existing amphitheatre was redefined, and became a new focal point connecting the "old" with the "new." A series of interconnected quads (or green spaces) were arrayed around the existing retention pond to form several groupings of buildings. A tower, as a campus focal point, was shown on the north side of the pond, to be traversed by a new pedestrian bridge. Residential buildings formed the edges of structured parking (grade +1), so as to reduce the area of paved surfaces, and thereby being more environmentally responsible. A round-about and a green commons were designed along Ivey Drive, flanked by additional new academic buildings, to formalize an entry from the west. All the existing parking was relocated to the far edges of campus to enhance the pedestrian experience.

This scheme also suggests development on the west side of Ivey Drive, in order to "buffer" the college from future commercial development directly adjacent to the campus. Another feature was the inclusion of a convention center hotel directly across Ivey and the extension of the retention pond to the west. This plan clearly shows that in order to accommodate future growth, more land is required.

Macon Campus Draft Option A



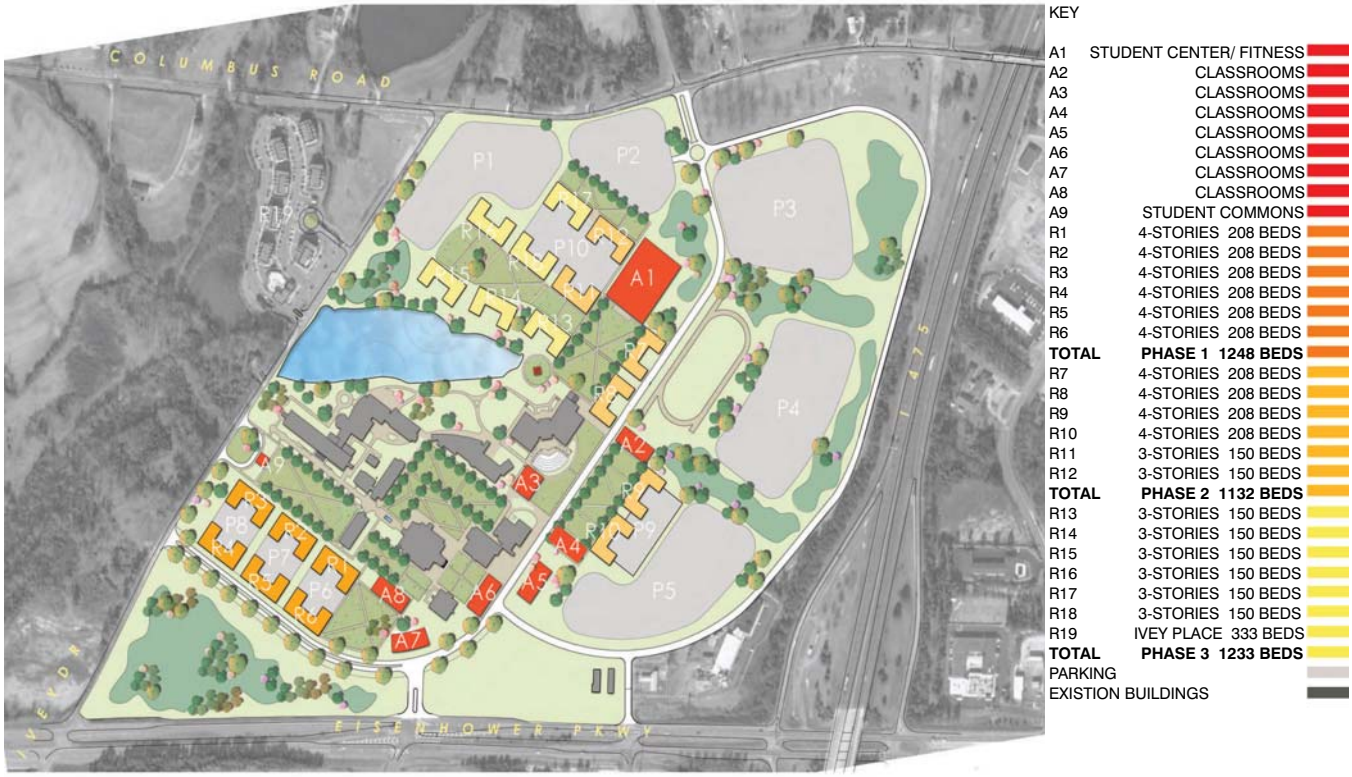
Draft Option A Looking North - West



Draft Option A Looking South

3.1.2 - MACON CAMPUS DRAFT OPTION B

The existing campus has a dominant orthogonal pattern to the arrangement of the buildings, oriented on the north-south axis. This scheme sought to integrate the grid as an organizing element – an overlay – to inform how the campus should grow in each direction, even across the retention pond. A connecting drive through the campus, as opposed to circumnavigating it, enabled easier vehicular and service access to each of the buildings. The focus was to maintain a pedestrian scale and arrangement of the campus, while moving the large parking fields to the campus edges. Residential buildings formed the edges of structured parking (grade +1), so as to reduce the area of paved surfaces, and thereby being more environmentally responsible. A green quad replaced the parking lot adjacent to the convention center and classroom building, and residential units framed the southern edge. All development for this scheme was contained within the boundaries of the existing campus property.



Macon Campus Draft Option B

Draft Option B Looking North - West

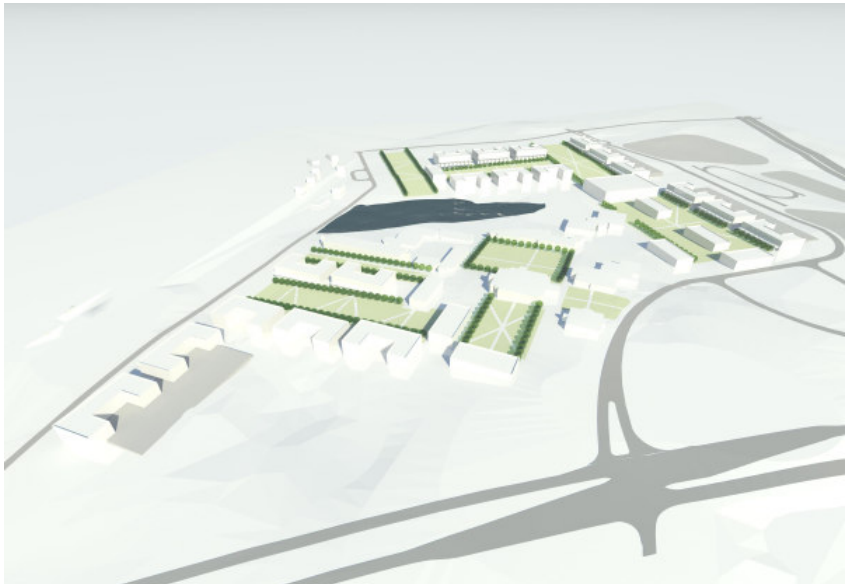
Draft Option B Looking South

3.1.3 - MACON CAMPUS DRAFT OPTION C

Much like the Ellipse Scheme, this option sought to take advantage of the rolling topography, but in a slightly different manner. The main entry was reformed to the southeast, along an open glen, formalized on axis running perpendicular to the perimeter roadways. A significant administrative/ academic building was placed as a focal point at the end of the entry drive. Beyond this building a series of linear green quads, or "mini-parks," were arranged in the two converging geometries. The existing amphitheatre remained, but its position migrated to the center, or heart, of the campus resulting from the new placement of additional academic buildings. Residential units formed the edges of structured parking (grade +1), so as to reduce the area of paved surfaces, and thereby being more environmentally responsible. Primary vehicular circulation was relegated to the east of the campus, intending to replicate a stronger pedestrian experience found in most traditional college and university campuses, by relocating the existing parking fields to the far edges of campus. All development for this scheme was contained within the boundaries of the existing campus property.

Macon Campus Draft Option C

Draft Option C Looking North - West



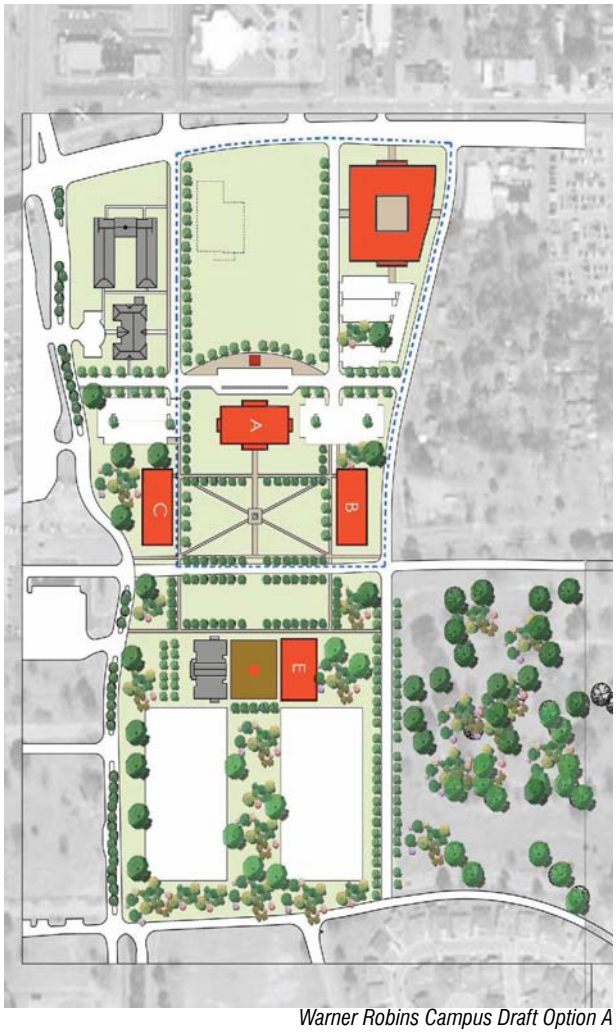
Draft Option C Looking North

3.2.1 - WARNER ROBINS CAMPUS DRAFT OPTION A

OPTION 1

EXISTING EDUCATION BUILDINGS			
PROPOSED EDUCATION BUILDINGS			
SURFACE PARKING		500 CARS	
PROPOSED COVERED PERGOLA			
ACADEMIC BUILDINGS			
		STORIES	
A	CLASSROOMS, INSTRUCTIONAL LABS/ OFFICES	2	40,000 SF
B	LIBRARY, SPECIAL USE	2	40,000 SF
C	GENERAL USE SPACES/ HEALTHCARE SUPPORT	2	40,000 SF
			120,00 SF

Draft Option A Looking North - West



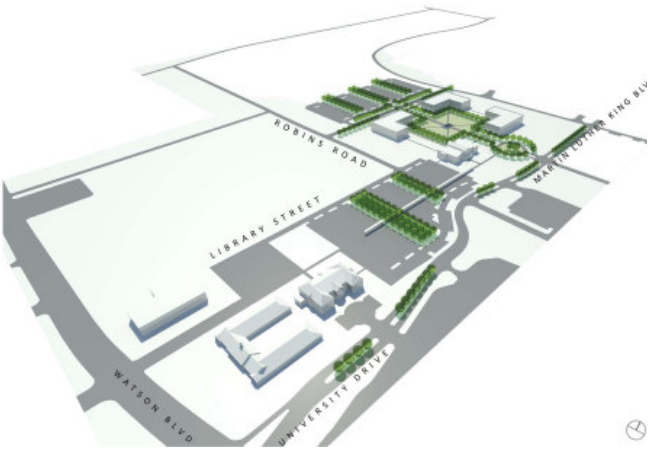
Warner Robins Campus Draft Option A

3.2.2 - WARNER ROBINS CAMPUS DRAFT OPTION B

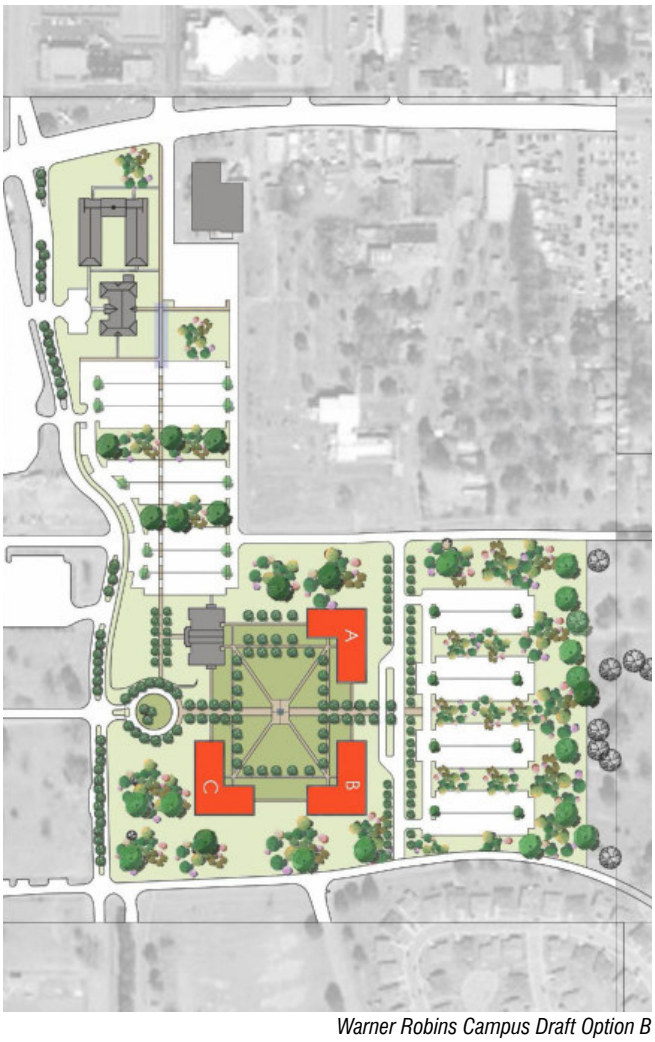
OPTION 1

EXISTING EDUCATION BUILDINGS		
PROPOSED EDUCATION BUILDINGS		
SURFACE PARKING		500 CARS
PROPOSED COVERED PERGOLA		
ACADEMIC BUILDINGS		
		STORIES
A 40,000 SF	GENERAL USE SPACES/ HEALTHCARE SUPPORT	2
B 40,000 SF	CLASSROOMS, INSTRUCTIONAL LABS/ OFFICES	2
C 40,000 SF	LIBRARY, SPECIAL USE	2
TOTAL AREA 120,00 SF		

Draft Option A Looking North - West



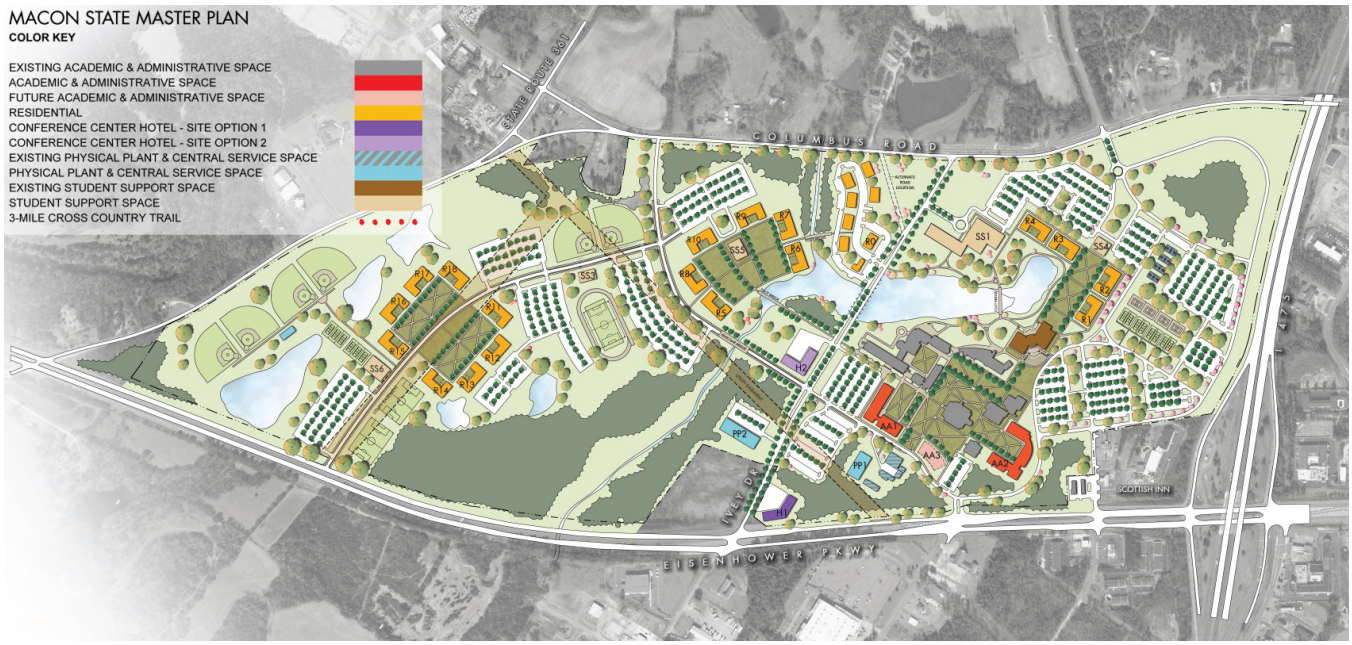
Draft Option B Looking North - West



Warner Robins Campus Draft Option B

CHAPTER 4

4.1 - MACON CAMPUS FINAL PLAN



NO.	DESCRIPTION	STORIES	ASF	GSF
AAI	ACADEMIC & ADMINISTRATIVE SPACE"	3	87,000	124,000
AA2	ACADEMIC & ADMINISTRATIVE SPACE"	2	68,000	98,000
AA3	FUTURE ACADEMIC & ADMINISTRATIVE SPACE"			
PPI	PHYSICAL PLANT & CENTRAL SERVICE SPACE	2	22,000	32,000
PP2	PHYSICAL PLANT & CENTRAL SERVICE SPACE	2	42,000	60,000
SSI	STUDENT SUPPORT SPACE·	2	82,000	117,000
SS2	STUDENT SUPPORT SPACE ••••	2	20,000	28,500
SS3	STUDENT SUPPORT SPACE·	2	15,000	21,500
SS4	STUDENT SUPPORT SPACE ••••	1	10,000	13,500
SS5	STUDENT SUPPORT SPACE ••••	1	10,000	13,500
SS6	STUDENT SUPPORT SPACE ••••	2	28,000	40,000
TOTAL AREA			**384,000**	**548,000**

RESIDENTIAL BUILDINGS
New buildings include six (6) 2-bdrm suites, and eight.(8) 4-bdrm suites, per floor fourty-four (44) beds/floor, 132 beds/ building at 3 stories each

NO.	DESCRIPTION	BEDS	GSF/BED
RO-RI	COLLEGIATE PLACE + 3 STORY RES	460	
R2 - R6	3-STORY RESIDENTIAL •••	660	395
R7 - R12	3-STORY RESIDENTIAL •••	790	395
R13 -R18	3-STORY RESIDENTIAL •••	790	395

H1	OPTIONAL SITE FOR 150-KEY HOTEL	
H1	OPTIONAL SITE FOR 150-KEY HOTEL	

NO.	DESCRIPTION	SPACES
	EXISTING PARKING	1170
	PARKING ON GRADE	4640
TOTAL SPACES		**5810**

FOOTNOTES
* Primarily AthleticlPE space
** Includes instructional, office & assembly spaces
*** Includes bedroom, study space & lounge space, in addition to the 132 beds per building
**** Primarily general purpose space (e.g., lounges, food service, recreation and meeting rooms)

4.2 - WARNER ROBINS CAMPUS FINAL PLAN

WARNER ROBINS CAMPUS - QUADRANGLE

COLOR KEY

EXISTING ACADEMIC AND ADMINISTRATIVE SPACE
ACADEMIC AND ADMINISTRATIVE SPACE
STUDENT SUPPORT SPACE
EXISTING STUDENT SUPPORT SPACE
EXISTING CITY LIBRARY
SURFACE PARKING 1740 CARS
PROPOSED COVERED PERGOLA
PHYSICAL PLANT & CENTRAL SERVICE SPACE

ACADEMIC & STUDENT SUPPORT SPACE

		STORIES	ASF	GSF
AA1	ACADEMIC AND ADMINISTRATIVE SPACE*	2	28,960	40,000
AA2	ACADEMIC AND ADMINISTRATIVE SPACE*	2	28,960	40,000
SS1	STUDENT SUPPORT SPACE***	2	28,960	40,000
SS2	STUDENT SUPPORT SPACE**	2	10,860	15,000
PP1	PHYSICAL PLANT & CENTRAL SERVICE SPACE	1	7,260	10,000
TOTAL AREA			**105,000**	**145,000**
D	NEW PUBLIC LIBRARY	2	56,000	80,000

FOOTNOTES
* Includes instructional, office & assembly space
** Primarily general purpose space (e.g., lounges, food service, recreation and meeting room.
*** Primarily Athletic/ PE space (including offices)

CHAPTER 5

5.1.CAMPUS MASTER PLAN - MACON AND WARNER ROBINS CAMPUSES

1. Summary of Academic Program
In the next decade, Macon State will continue to advance its mission of meeting the educational needs of the 21st century workforce in the information age. This will be accomplished by:

- Expanding Professional program offerings
- Continuing to lead in on-line and Hybrid courses
- Redefining and strengthening continuing education and outreach activities for working adults.

As facilities become available in Warner Robins, Macon State expects to increase the number of programs that can be completed entirely on that campus. Programs in Education, Nursing and Health Sciences, and Business and Economics will be in the highest demand.
On line and hybrid courses will eventually account for at least 25% of the credit hours earned each term.
In the near term, redefining continuing education and outreach activities may have the effect of reducing enrollment in those programs.

2. Development Plan – Academic Space
The 2020 academic plan identified an academic and administrative need for space on the Macon Campus of 155,000 ASF. The updated master plan has elected to house this need in two additional academic buildings labeled AA1 and AA2. These two new facilities are located within the existing academic core and will provide completion of two new quadrangles. The Warner Robins Campus is projected to require an additional 57,920 ASF of academic and administrative space which is also projected to be housed in two new academic buildings. These are labeled as AA1 and AA2 of the draft master plan for this campus.

3. Development Plan – Support Space
Along with the academic needs of the campus will be an additional 229,000 ASF of support space for the Macon Campus and 47,080 ASF for the Warner Robins Campus. The amount of support space for the Macon Campus is both in response to a current shortage of adequate facilities to house the physical education needs of the student body but also takes into account the requirements that will be needed to satisfy the needs of the newly introduced on campus student housing. On the Macon Campus these facilities will be satisfied using a new Health and Wellness building (labeled SS1 on the draft master plan) as well as several smaller facilities and field house buildings placed strategically around the campus. Also included in the total support space requirements are areas in each new residential building for such things as lounges, recreation as well as meeting spaces. One final component of the support spaces is Plant Operations. On the Macon Campus this requirement totals 64,000 ASF which is planned to be housed in two new buildings on the campus. On the Warner Robins Campus, student support spaces will be housed in an addition to Oak Hall as well as a new building labeled SS1 on the plan. The Warner Robins Campus will also require an additional Plant Operations building of 7,260 ASF.

4. Development Plan – Residential
The need for residential spaces has been identified throughout this document. This need has been identified in the plan as 2,700 beds which will eventually house 30% of the student population. The draft master plan shows 18 new residential halls built around 3 new residential quadrangles. Each of these halls is projected to be 3 stories in height. Along with these new halls will be the opportunity to manage Collegiate Place to the campus. No residential halls are being recommended to be added to the Warner Robins Campus.

5. Development Plan – Exterior Spaces
As a function of adding full time residential halls to the Macon Campus, there will also be a need to add athletic fields to both campuses. Also with the increase in enrollment we are identifying a requirement of 5810 parking spaces on the Macon Campus and 1,740 on the Warner Robins Campus. Also as indicated in this report, the Macon Campus has developed an overall botanical master plan for the main campus. The master plan team has agreed that it is imperative that the plan be carried forward and should be revised to reflect the outcome of this activity. We would also recommend that the concepts developed for the Waddell Barnes Botanical Garden be expanded to involve the Warner Robins Campus as well. This will provide a unifying element between both campuses and will also provide Macon State College with a signature element. One final exterior element of the master plan is creating a new front door to the

main campus. The transformation of Ivey Place into a "boulevard" through the addition of trees and a center median as well as traffic calming devices will allow what was once a cut through street that bisected the campus into two equal parts now becomes the central avenue bringing students and visitors into the heart of the campus.

6. Implementation and Phasing
The near term activities involved in the main campus are as follows…

- Complete the agreement to manage of the new acreage to implement the draft plan.
- Complete the agreement to mannage of Collegiate Place as phase I of new residential units.
- Plan and Construct the New Health and Wellness facility on campus.
- Add the first of two academic buildings to the campus and demolish the existing science building. This new building will primarily house the nursing program and new lab space.
- Continue to add new residential halls to the cam pus so that as enrollment continues to grow, the campus will always have the ability to house 30% of the total enrollment on campus.
- Add student support spaces as you add residential units in proper amounts to support the new 24/7 student population.
- Convert Ivey Drive into a new campus boulevard.
- Implement the Waddell Barnes Botanical Garden design.

The near term activities involved in the Warner Robins campus are as follows…

- Add the first of two new academic buildings.
- Plan and construct a new addition to Oak Hall to provide additional student support space for the new academic space.
- Add the second academic building.
- Add the final student support building along with the new athletic fields.
- Implement the Waddell Barnes Botanical Garden design.