SASAKI

COLUMBUS STATE UNIVERSITY

MASTER PLAN

COLUMBUS, GEORGIA ■ JULY 2012

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THE BIG IDEAS

FIGURE 1: A PROPOSED PEDESTRIAN SPINE LINKS STRATEGIC FACILITY IMPROVEMENT PROJECTS

1. REGENERATE THE ACADEMIC CORE

The Master Plan recommends a series of strategic facility renovation and addition projects to enhance Columbus State University's compact academic core by improving the quality of the physical and academic environment. Improvements are responsible and target areas of primary need as identified through a careful analysis of university space. A strategy of space regeneration and repurposing is proposed, with a focus on space quality, not quantity. These improvements are oriented along a prioritized east-west pedestrian spine which is envisioned as a comfortable campus path for walkers and cyclists, framed by generous shade trees. The pedestrian spine extends from the Center for Commerce and Technology at the "front door" of campus, along the central quad to Illges Hall and, in the long term vision, to an expanded Recreation District. See figure 1.

Proposed facility improvements within the academic core include:

- Renovation of Howard Hall, a highly utilized academic building, to clarify circulation and provide informal student study/lounge space at the heart of the building.
- Renovation of the library core and addition of a transparent multipurpose learning commons along the front of the building.
- Addition to LeNoir Hall to provide additional science labs. The potential addition to LeNoir is one strategy to address the lab space shortage on campus and to enhance the building's connection to the core campus and central quad.
- Improvements to Davidson Hall to meet additional dining needs for an expanded on-campus residential population.
- Removal of Woodall Hall, an underperforming low-rise facility that does not represent the best and highest use of valuable central quadrangle space. The removal of Woodall would allow the expansion of the quadrangle at the heart of campus, with Whitley Clock Tower at its center.
- Reconfiguration of the second floor of Arnold Hall to improve utilization and potentially accommodate program elements displaced by the removal of Woodall Hall.

FIGURE 2: NEAR-TERM RESTORATION OF LIBRARY LANE

FIGURE 3: VISION FOR THE RESTORATION OF LIBRARY LANE AND THE VALLEY AS A NEW RECREATION DISTRICT

2. RESTORE THE GREEN VALLEY

The CSU campus is distinguished by extraordinary natural topography. The "Acropolis" form of the campus derives from the physical characteristics of the land, with a compact academic core located on the hill, and a variety of other uses collected in the valley. The Master Plan envisions the enhancement of this physical form through the restoration and strategic redevelopment of the "green valley."

A near term recommendation of the Master Plan is the restoration of Library Lane into a scenic campus drive which achieves the following University objectives (see Figure 2):

- Improve pedestrian safety in an area of campus where pedestrian/vehicular conflict is prevalent
- Clarify campus vehicular circulation along this important segment of the primary campus loop road
- Address existing storm water management and flooding issues in this area of campus through model storm water strategies
- Beautify the campus environment

In the longer term vision (Figure 3), surface parking along the creek is removed and the valley is restored as green space with the development of a continuous band of play fields along the creek. These play fields will serve the Athletic and Recreation program needs which will increase as CSU continues to develop as a residential campus.

FIGURE 4: HOUSING EXPANSION OPTION A (900 BEDS @ 8276 STUDENTS)

FIGURE 5: HOUSING EXPANSION OPTION B (900 BEDS @ 8276 STUDENTS)

3. BUILD A RESIDENTIAL CAMPUS

Developing new and replacement on-campus housing is a priority of the Master Plan, and several options for core campus housing expansion have been tested.

A preliminary alternative (Figure 4) depicts a cluster of residential buildings embracing the existing recreation field adjacent to Courtyard I. This option is feasible "from day one" as it is not dependent on the acquisition of the single family home at the entrance to Clearview Circle, nor does it require the reconfiguration of any existing campus or City roadways. Additional study would be required, however, to confirm the requirements for developing housing on the play field site, which is a capped landfill.

A second expansion option (Figure 5) is defined by two primary objectives: to clarify campus circulation within the housing district, and to strengthen the connections between the existing Courtyard I housing and the core campus. In this option, the existing Clearview Circle is replaced by a network of improved roadways and pedestrian paths, providing a framework for the phased development of new housing facilities. The existing recreation field on east campus remains in its present configuration as an amenity to on-campus residential community.

A companion residential life study will examine in-depth anticipated demands for new beds, and phasing strategies for the master plan design options.

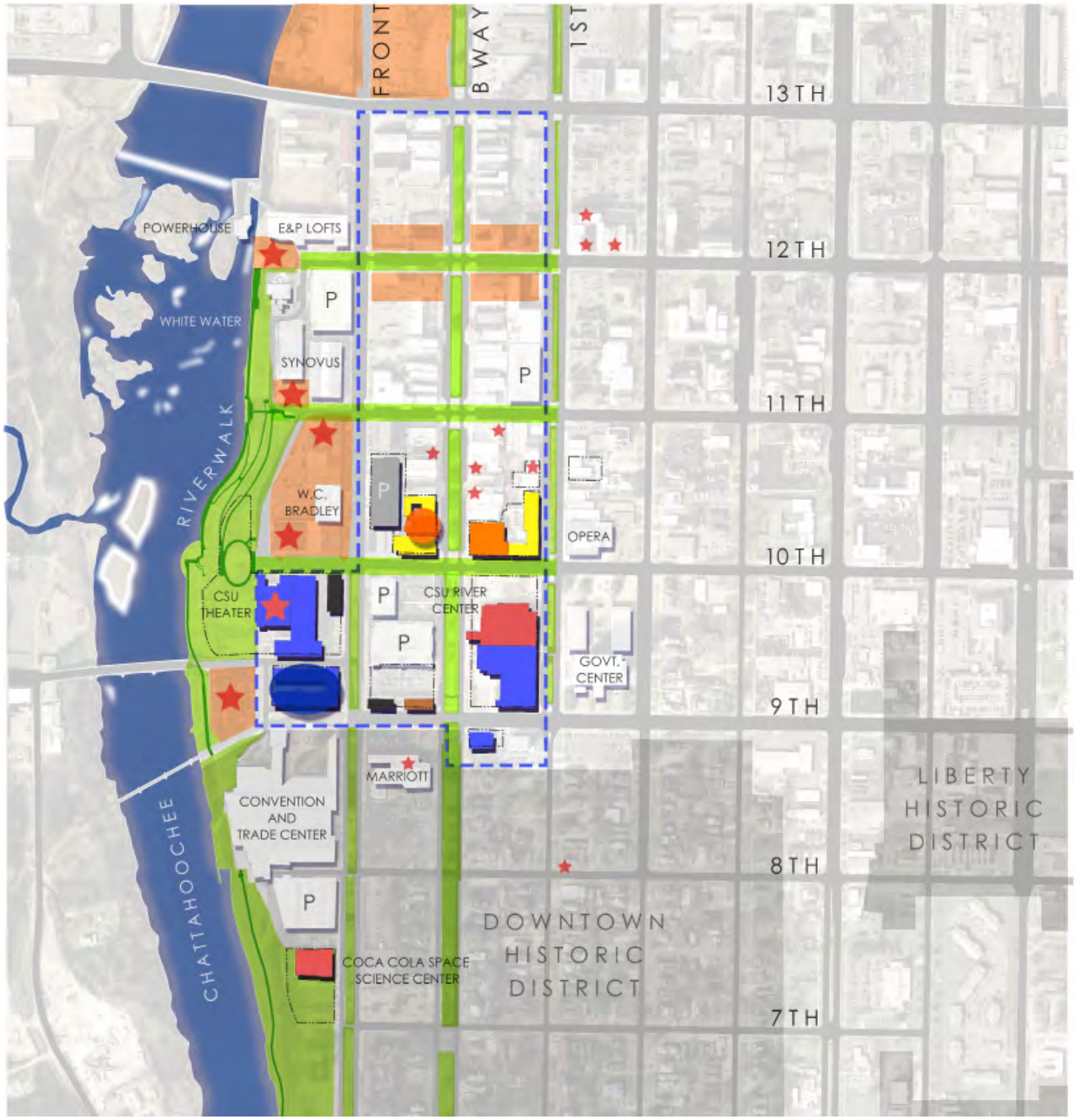

FIGURE 6: EXPANSION OF RIVERPARK CAMPUS SHOULD BE FOCUSED WITHIN A DEFINED CAMPUS ZONE

4. STRENGTHEN THE RIVERPARK CAMPUS

The Master Plan strategy for the RiverPark Campus is:

- Define a zone for the expansion of the RiverPark CSU Campus Neighborhood. See figure 6. Property acquisition for student housing, student life, and academic uses should be focused within this zone to foster a cohesive, vibrant Uptown campus environment. Additional housing and academic programs Uptown will benefit both the University and Uptown.
- Reinforce and complement the on-going planning for Uptown, with a focus on 10th Street and 12th Street as key east-west corridors where campus activity should be focused. The creation of a pedestrian and bicycle friendly environment with strong green connections to the River should be prioritized along these corridors.
- The intersection of Broadway and 12th Street has a number of facilities appropriate for mixed-use redevelopment, particularly with private sector partners, should the long-term future of the university include new program demands. Investments which reinforce Uptown are particularly attractive because they offer a "win-win" scenario for both the University and the City.

02

INTRODUCTION

FIGURE 7: COLUMBUS STATE UNIVERSITY'S TWO CAMPUSES

INTRODUCTION

Columbus State University has grown dramatically in both size and institutional mission since it was first chartered as Columbus College in 1958 by the Board of Regents of the University System of Georgia. CSU has flourished and developed into an institution with a broad liberal arts and professional curriculum leading to associate, baccalaureate, and graduate degrees. Forty-six undergraduate degree programs are offered in the Colleges of Arts and Letters, Education, Science, and Business. At the master's level, CSU offers an MBA and degrees in education, music, public administration, applied computer science and environmental science. CSU also offers a doctorate in education.

The Master Plan envisions the continuing evolution of Columbus State University over the next ten years. CSU currently enrolls more than 8,200 students, most of whom come to Columbus from the region and throughout Georgia. The Master Plan describes a vision for the campus that will support the University's enrollment growth to 10,000 students and its continuing evolution into a residential community.

On the Main Campus, the Plan recommends the development of significant new on-campus student housing to support a vibrant, 24/7 campus community. Within the academic core, a strategic building revitalization program is proposed to enhance existing facilities, provide additional academic space, and improve the character of campus open spaces. Building on Columbus State's striking natural setting, campus landscape is a critical unifying element of the Plan. Enhanced pedestrian spines provide shaded connections within the academic core on the "hill," while environmental restoration of the "valley" drainageway will improve storm water management, mitigate flooding, and allow the expansion of the sports park along the campus creek to support the growing on-campus residential population.

On the RiverPark Campus, the Master Plan defines a zone for potential expansion of the CSU Campus Neighborhood, embracing the notion that investments which reinforce Uptown are attractive because they offer a "win-win" scenario for both the University and the City of Columbus. Within this zone, the Plan reinforces ongoing city planning for 10th and 12th Streets as key east-west connector's to the riverfront park, and recommends that potential mixed use development be focused at the intersection of Broadway and 12th street, should the long-term future of the University include new program demands.


1963 MAIN CAMPUS


1970 MAIN CAMPUS


1980 MAIN CAMPUS


1990 MAIN


2000 MAIN CAMPUS


2011 MAIN CAMPUS

1996 RIVERPARK CAMPUS

2000 RIVERPARK CAMPUS

2011 RIVERPARK CAMPUS

FIGURE 8: CAMPUS DEVELOPMENT HISTORY

HISTORY

The physical development of Columbus State University complements the evolution of the institution from its origins as a junior college to its current status as a state university. At the time of its opening in 1958 as Columbus College, fourteen faculty members and five administrative staffers joined the college president in welcoming almost three hundred students to a repurposed hosiery mill building. In 1963, The College relocated to a newly-built campus in the midtown area on what was previously a dairy farm. Four modern buildings defined the campus and later became known as Howard Hall, the Woodall Building, Woodruff Gym, and the Tucker Building.

In 1965, the school was granted four-year status, and in 1970, it began to offer master's degrees. This year also saw the first baccalaureate graduation at Columbus College. Physical expansion of the College accompanied this growth in academic programs: in the 14 years following its relocation, Columbus College added a total of 15 new buildings. Between 1988 and 1995, a second wave of substantial growth took place as the school strove to achieve university status. New additions to the campus included LeNoir Hall, a science building, and the Oxbow Meadows Environmental Learning Center. In 1996, the school was renamed Columbus State University as part of a program to restructure four-year institutions within the state's university system.

In 2001, Columbus State University witnessed the start of a third wave of growth precipitated by a joint effort between the community and the University, namely the RiverCenter for the Performing Arts, home of the Schwob School of Music. The University thus began the creation of a new Uptown campus for students of the fine arts located. Thereafter, the Columbus State University Foundation acquired the former Rankin Hotel and adjacent properties to create the Rankin Arts Center as well as student housing. 2006 saw a rapid expansion enabled by donor pledges from the local community toward what became known as the RiverPark campus. This included expanded housing options, a new theater building, a renovated facility for visual arts, and office and administrative space for the departments of art and theater, which moved to the new RiverPark campus in 2007. The Main Campus also welcomed several additions around this period, including the new Center for Commerce and Technology and expanded student housing options, as well as renovations to several buildings, including Howard Hall. Most recently, in 2003, the University has welcomed the Schuster Student Success Center and Student Recreation Center to its campus.

This development extending over roughly half a century has resulted in a dramatically increased capacity for CSU. As of the 2010 academic year, the university enrolled more than 8,200 students. These numerous changes highlight the trajectory of the junior college in becoming a top-ranked institution in Georgia.

03

VISION AND GOALS

The Master Planning process, including the MyCSU interactive survey, allowed the campus community to contribute to design concepts and provide feedback.

Critical Issues for CSU

The Master Plan was undertaken at an opportune moment in Columbus State's path. The University has recently emerged from a period of significant academic, student life, and athletic facility expansion on both the Main and RiverPark Campuses. The University is now seeking to optimize the use of its existing facilities relative to current and future academic program demands while also evaluating options for additional land and building acquisition for potential future campus development. Further, the University has embraced the goal of building a residential campus community with new and replacement student housing. Within this context, the Master Plan was charged with ensuring that Columbus State's physical campus enables the realization of the University's evolving institutional mission strategic plan. To this end, the key responsibilities of Master Plan were to:

- Evaluate the utilization of existing space on both the Main Campus and RiverPark Campus and develop a defensible set of space planning standards to assist the University in the management of its facilities.
- Establish a long-range vision for the physical development of the campus that is consistent with the University's mission, and which provides a framework for the siting of future capital projects, with a near-term focus on strategic addition, infill, and adaptive reuse opportunities.
- Articulate a complementary physical and programmatic relationship between the Main Campus and RiverPark Campus

Institutional Mission and Strategic Plan

Since its founding, Columbus State University has been dedicated to supporting southwest Georgia's economic vitality through provision of an accessible, quality higher education for the local and regional population. As an institution of the University System of Georgia, CSU offers undergraduate and graduate degrees and career certificate programs, as well as public service and continuing education activities.

The following is a summary of Columbus State University's current Strategic Plan, including the University's vision, mission, and strategic goals, which were adopted during the spring of 2009 and most recently updated in August 2011.

CSU VISION

Columbus State University provides world-class education and assures student success through creative inquiry and community, regional, and global partnerships.

CSU MISSION

- To achieve academic excellence through teaching, research, creative inquiry and student engagement.
- To achieve excellence in the student experience and prepare individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others.
- To achieve recognition as a leader in community development, regional economic development, and public-private partnerships.

GOAL #1

ACHIEVE EXCELLENCE IN UNDERGRADUATE AND GRADUATE EDUCATION TO MEET STUDENT AND COMMUNITY NEEDS.

Objectives:

Increase regional economic and community development efforts.

Improve working relationships with local schools and educational systems on all levels.

Lead workforce development efforts in this region.

Encourage, expand, and enhance partnerships with community entities.

Broaden opportunities for experiential learning and civic engagement.

GOAL #2

INCREASE ENROLLMENT TO 10,000 STUDENTS BY FALL 2011.

Objectives:

Improve retention, progression and graduation rates.

Enhance quality of campus life and student academic support services.

Develop and deliver best-in-class First Year Experience programs

Recruit better academically qualified undergraduate and graduate students.

Expand honors and servant leadership programs.

Expand participation and ensure success in intramural, club, and NCAA athletics.

Increase enrollment capacity for core classes while maintaining a quality educational experience.

Expand the utilization of the RiverPark campus to accommodate a greater number of students.

GOAL #3

CREATE MORE PARTNERSHIPS WITH ACADEMIC INSTITUTIONS, GOVERNMENT AGENCIES, AND BUSINESSES CONSISTENT WITH THE UNIVERSITY'S MISSION.

Objectives:

Increase regional economic and community development efforts.

Improve working relationships with local schools and educational systems on all levels.

Lead workforce development efforts in this region.

Encourage, expand, and enhance partnerships with community entities.

Broaden opportunities for experiential learning and civic engagement.

GOAL #4

INCREASE EXTERNAL FUNDING AND RECOGNITION.

Objectives:

Increase sponsored research, grants, and contracts.

Increase private funding.

Expand alumni programs and engagement.

Crystallize the Columbus State University brand.

Pursue recognition/ranking in national publications, e.g. U.S. News & World Report

GOAL #5

PROVIDE A BEST-IN-CLASS TECHNOLOGY PLATFORM AND INFORMATION-BASED SERVICES.

Objectives:

Create 100 percent wireless campus access to technology and information services.

Promote operational excellence, develop business intelligence, and apply innovative business practices through the use of technology.

Identify partnerships/alliances with world-class technology enterprises to support technology requirements.

Maintain a dynamic web site that effectively serves online visitors and supports campus operations.

Inspire faculty/staff to use leading-edge technology.

Promote the libraries to be the premier information resource for CSU community (students, faculty and staff).

Master Planning Process

On August 16, 2011, a "kick-off" meeting was held with the CSU Master Plan Committee and the campus community to initiate the Master Planning process. Through this meeting and a subsequent series of interviews with faculty, staff, students, alumni, and local officials, Sasaki Associates became familiar with campus issues, the choices that will need to be made about the physical campus, and the opportunities that exist for CSU to develop academic programs and a campus Master Plan that meets its needs for the next decade. The feedback generated through the kick-off meeting and interviews revealed a number of recurrent themes and priorities related to the physical campus and space needs, CSU history, student life issues including housing, academics and administration, and the need to enhance connections between the Main and RiverPark campuses.

In the days immediately following the kick-off meeting, a team of architects, space planners, and facilities experts from Sasaki and Columbus State carried out a comprehensive on-the-ground qualitative evaluation of every CSU building on the Main and RiverPark campuses. The team assessed each building's architectural characteristics, the quality and suitability of spaces relative to academic mission, and the condition of mechanical, electrical, and plumbing systems.

On September 22, 2011 a summary analysis of goals, existing campus conditions, a preliminary space assessment, and building condition and suitability assessment were presented to the Master Plan Committee and to students, faculty, and staff at a series of community work sessions.

FIGURE 9: THE "MyCSU" MASTER PLAN WEBSITE USER INTERFACE

An interactive online campus survey, "MyCSU," was launched on October 13, 2011. President Mescon, via e-mail, invited the entire campus community to participate in the Master Plan process and provide input on the website. The President wrote: "Your input is critical for this process. Please go online to tell us how you use the campus. [The MyCSU website features] an interactive map that can be used by students, visitors, faculty, staff and community members to input their favorite spots on campus, their preferred routes of travel, where they like to eat, where are their favorites open spaces, and much more."

Work sessions with the Committee and campus community during the winter of 2011-2012 explored options for the physical Master Plan. The groups explored framework concept alternatives as well as academic core revitalization strategies and the development of new student housing. On March 29, 2012, a synthesis plan was presented based upon community feedback to date. The final consensus Master Plan was presented to students, faculty, staff, the Master Plan Committee and Board of Trustees members on May 24, 2012.

Through consultation with the Master Plan Committee and the broader campus community, the University established the following goals for the Master Plan, organized into three categories: Facilities and Program; Community; and Physical Environment.

Facilities and Program

- Assess existing space utilization and future space needs to ensure alignment of quantity, quality, and types of space with programmatic needs
- Identify reuse strategies for existing buildings and recommend selective demolition as appropriate
- Assess options for additional land/buildings for future campus growth on both campuses

Community

- Build campus community with new student housing on the Main Campus. Additional housing Uptown will benefit both the University and Uptown.
- Reinforce physical and programmatic connections between the Main and RiverPark campuses
- Build upon the broad community support the University has fostered and identify community partnership opportunities

Physical Environment

- Clarify vehicular and pedestrian circulation on the Main Campus
- Make the Main Campus a pedestrian campus with parking on the periphery
- Retain a compact academic core focused on a new green space at the center of campus
- Treat topography as an asset to organize campus development

04

EXISTING CONDITIONS

THE EXISTING CAMPUSES

The Main and RiverPark campuses serve complementary functions for Columbus State University. The Main Campus is the "home base" of the University's core academic, administrative, student life, and athletic offerings. The RiverPark campus, home to the University's world-class visual and performing arts facilities, community facilities, and a growing student resident population, has established a strong CSU presence in Uptown Columbus. A cluster of academic programs including communications, history, and geography, as well as administrative offices for the College of the Arts, are also located in RiverPark. Students on both the Main and RiverPark campuses benefit from the same University resources, and a regularly scheduled shuttle bus runs throughout the day.

The sections immediately below describe existing conditions on the Main Campus. Campus conditions at RiverPark and Oxbow are described at the end of this chapter.

Campus Context

The Main Campus is located approximately 5.5 miles northeast of Uptown Columbus, at the intersection of Interstate 185 and State Route 85. The campus is separated from surrounding land uses by several high-traffic roads, including I-185 which runs north-south along the campus' western boundary and State Route 85 running east-west just north of the campus. The campus is locally accessed by Gentian Boulevard to the north, University Avenue to the east, and College Drive to the south. The primary land uses surrounding the campus include strip retail development to the north, a mix of commercial and residential development to the east, residential to the south, and a mix of residential and institutional uses to the west. See Figure 14.

FIGURE 10: THE COURTYARD FRAMED BY HOWARD, ARNOLD, AND TUCKER HALLS IS A POPULAR DESTINATION FOR SOCIALIZING AND STUDYING

CSU's Main Campus features a traditional park-like character; campus buildings are knit together by a generous matrix of green space. Beyond the Main Campus landholding, the University Foundation owns a series of outlying, non-contiguous properties, including Maryland Circle, which currently serves as student housing.

The University Foundation plays a critical role in the development of the campus, and is a key link between the University and the community. Organized in 1963, the Foundation provides a vehicle for securing funds for scholarships and programs. In particular, Foundation Properties oversees the use of private funds in the development of the campus, most recently at RiverPark. Figure 13 illustrates CSU's and the Foundation's land holdings.

FIGURE 11: MAIN CAMPUS EXISTING CONDITIONS

Campus Form and Organization

The existing 158 acre Main Campus is distinguished by its dramatic topography; there is a 100 foot elevation change from the Main Campus gate along University Avenue down to Lindsay Creek. The acropolis-like form of the campus has shaped the layout of campus buildings and roads, which divide the campus into three zones: (1) the Academic Core, located at the top of the hill; (2) the Lower Campus, made up of the recreation facilities and parking lots along the creek; and (3) the Residential District, which includes Courtyard I at the east edge of campus and Courtyard II along Gentian Boulevard. See Figure 11.

The academic core, made up of academic and administrative buildings, developed around the campus' first structures which were completed in 1963 and include Howard Hall (the campus' original classroom building), Woodall Hall (the original administration and library building), Woodruff (the original gymnasium), and Tucker (the original laboratory building). Subsequent academic, administrative, and student life facilities were built outward from this cluster of buildings, eventually framing a central academic quad space with the iconic Whitley Clock Tower at its center. Knit together by a matrix of walks, lawns, and Live Oak trees, the academic core is the most pedestrian-friendly neighborhood within the Main Campus.

There is an outlying cluster of academic facilities, including Stanley Hall, a classroom and lecture hall facility, and LeNoir Hall, the University's flagship science building, which are topographically separated from the compact academic core to the north. An elevated footbridge links these facilities over Library Lane to the primary north-south campus walk and central quad.

FIGURE 12: EXISTING MAIN CAMPUS TOPOGRAPHY AND DRAINAGE

The Lower Campus includes ancillary support facilities such as Plant Operations, Warehouse/Receiving, and large surface parking lots located at the base of the "acropolis," between the loop road and Lindsay Creek. The majority of the campus' outdoor athletic and recreation facilities and fields are also located in this area. The Lower Campus also is home to several significant community-oriented facilities, including the Elizabeth Bradley Turner Center for continuing education, and the Cunningham Center for Leadership Development.

The Residential District consists of Courtyard I, located in the southeastern corner of the Main Campus, and Courtyard II, located off campus. Courtyard I, a former private apartment complex acquired by the University in 1990, houses 420 undergraduates. Courtyard I is separated from the academic core by a large multi-purpose recreation field and undeveloped areas along Clearview Circle; a pedestrian path connects Courtyard I back to the academic core. Courtyard II, located approximately one half-mile northeast from the University's main entrance on University Avenue on Gentian Boulevard, was acquired by the University in the 1990s and provides 286 undergraduate beds. In addition to Courtyard I and Courtyard II, the University houses approximately 50 students in Maryland Circle, a residential neighborhood of single family homes and duplexes located east of the Main Campus.

FIGURE 13: EXISTING MAIN CAMPUS PROPERTY OWNERSHIP

FIGURE 14: EXISTING MAIN CAMPUS LAND USE CONTEXT

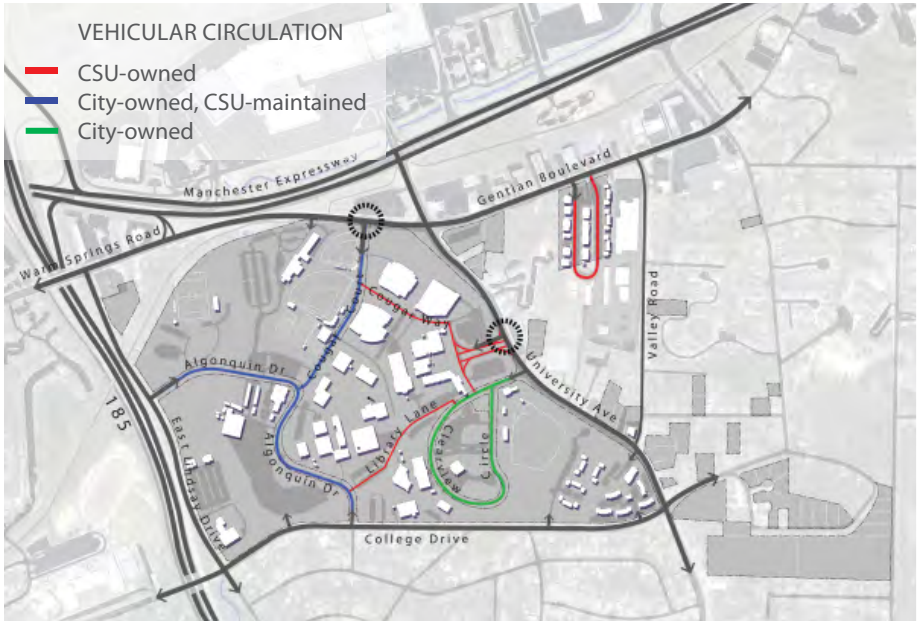

FIGURE 15: EXISTING MAIN CAMPUS VEHICULAR CIRCULATION

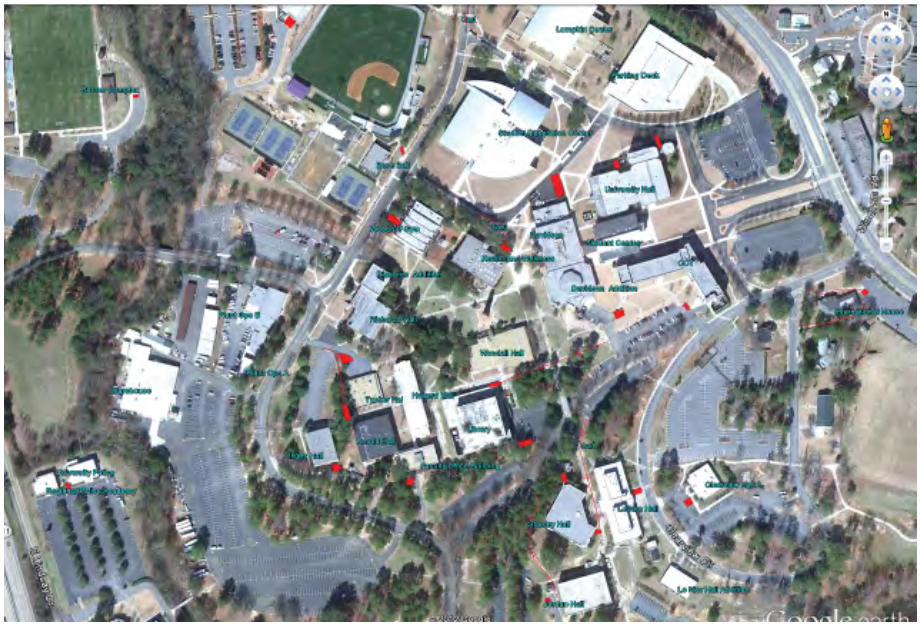

FIGURE 16: EXISTING MAIN CAMPUS SERVICE AND LOADING AREAS

Vehicular Circulation

Figure 15 shows the campus' internal circulation system. The main roads within the campus are Algonquin Drive, Cougar Court and Cougar Way, Clearview Circle, and the road through lots 4-6, which is nicknamed Library Lane. Algonquin Drive runs along the base of the escarpment on which the main academic buildings sit. It divides the academic core from the athletic and service/maintenance zone to the west, and from the south parking lot. Roads in the southeast quadrant of the campus core provide site access, but are not optimal for circulation. Clearview Circle curves around parking lots 34/38, past LeNoir Hall and the Clearview residence halls, and loops back on itself. Library Lane, which connects Algonquin Drive to University Avenue, is in fact a linear parking lot.

Transit Access

CSU operates two shuttle bus routes between the Main Campus and RiverPark. During the academic year, shuttles run between 6:30 am and 10:00 p.m. on weekdays, departing from each campus every thirty minutes. A reduced schedule is offered on weekends.

CSU also is served by two Metra Transit System routes, the #5 and #6, both of which connect to downtown Columbus. Headways for the #5 are 30 minutes; for the #6, an hour and a half.

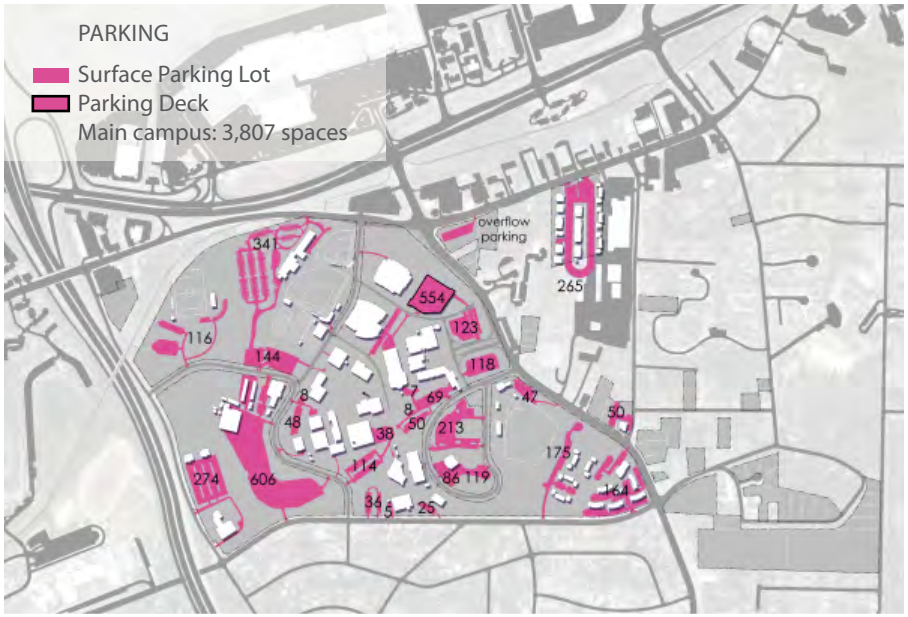

FIGURE 17: EXISTING MAIN CAMPUS PARKING FACILITIES

FIGURE 18: A BRIDGE OVER LIBRARY LANE CONNECTS THE ACADEMIC CORE

Bicycle Access

While bicycles are not currently a major means of transportation to or within the campus, the recent completion of the Fall Line Trace bike path creates a good connection to the Uptown campus, eight miles away.

Parking

Parking is arrayed on the Main Campus according to need by user type. Most of the lots designated for use exclusively by students are located near residence halls; the exceptions are the parking deck and the soccer complex lot, which are intended for use by commuter students. Other lots, which include student, faculty/staff, and commuter spaces include Lots 4, 6 and 8 along Library Lane.

The existing parking supply is shown on the following page in Table 1. As part of the Master Plan analysis, estimates of the peak occupancy of each parking facility were obtained from the CSU Transportation Department.

On the basis of the parking occupancy estimates provided by the University, typical peak parking occupancy is calculated for each parking user group as shown in Table 2. To estimate actual parking need, industry standards suggest providing a 'cushion' of 10%, to ensure convenient availability of spaces.

Lot	Staff & Faculty	Student	Visitors	Handicap	Service	Motorcycle	TOTAL	Peak Occ. %
Lot 2	46			2			48	90%
Lot 2a				7	1		8	90%
Lot 3	37	101		3		3	144	90%
Lot 4		66		3			69	90%
Lot 4a					7		7	90%
Lot 4b		8					8	90%
Lot 4c		50					50	90%
Lot 5-7	53	546		1	6		606	90%
Lot 6	53	53		6		2	114	90%
Lot 8	34			1	3		38	90%
Lot 9		267		7			274	90%
Lot 13	105			4		9	118	90%
Lot 14		117		4	2		123	90%
Lot 16			4				4	90%
Lot 18	36						36	90%
Lot 18a				3	2		5	90%
Lot 18b		21	2	2			25	90%
Lot 34		209		4			213	90%
Lot 38	13	93		5		8	119	90%
Soccer Complex		110		6			116	25%
Parking Deck		542		12			554	90%
Cunningham		334		7			341	25%
Clearview		86					86	90%
Command College		49		1			50	90%
International House	5	33	3	3	3		47	90%
Commuter subtotal	382	2,685	9	81	24	22	3,203	
Courtyard 1 North		168		7			175	90%
Courtyard 1		161		3			164	90%
Courtyard 2		262		3			265	90%
Residential subtotal	0	591	0	13	0	0	604	
TOTAL	382	3,276	9	94	24	22	3,807	

TABLE 1: PARKING SUPPLY

On the basis of these estimates, the total number of parking spaces needed under current conditions is 3,431 spaces compared with a supply of 3,807 spaces, leaving a surplus of 376 spaces.

The occupancy estimates also provide an indication of parking need on a per-capita basis. Current enrollment of 8,276 students includes 688 residents and 7,588 commuters. These figures, compared with the occupancy of parking by user group, yield the ratios shown in Table 3, which can be used to estimate future parking need:

	Current
Total Enrollment	8,307
Residents	688
Commuters	7,619
Occ. F/S sp.	344
Occupied Res sp.	2,128
Occ. Comm Stu sp.	532
Total Occupancy	3,004
+10%	3,304
other	127
TOTAL	3,431

TABLE 2: TYPICAL PEAK PARKING OCCUPANCY

	Current
Occupied Faculty/ Staff spaces/Student	0.04
Occupied resident spaces/Resident	0.77
Occupied commuter student spaces/ Commuter student	0.28

TABLE 3: TYPICAL PEAK PARKING OCCUPANCY RATIOS

FIGURE 19: EXISTING MAIN CAMPUS OPEN SPACE

THE PEDESTRIAN CORE OF THE CAMPUS IS SEPARATED FROM LINDSAY CREEK BY SURFACE PARKING LOTS. THE NATURAL DRAINAGEWAY IN THE AREA OF LIBRARY LANE HAS BEEN ALMOST COMPLETELY PAVED.

FIGURE 20: MAJESTIC LIVE OAK TREES SHADE COLUMBUS STATE'S MAIN QUAD

FIGURE 21: PARKING LOTS DOMINATE THE COURTYARD II APARTMENTS' LANDSCAPE

Campus Landscape and the Pedestrian Environment

Columbus State University's Main Campus is fairly compact; the entire academic core falls within a five minute radius walk circle from the clock tower at the center of the main quad. At its most pedestrian-friendly, such as within the academic core, buildings frame landscape spaces with specific areas designated for gathering, and lawns are populated with canopy tees that provide respite from the southern sun. Less successful landscapes on campus include transitional spaces in between buildings and parking lots. There are two well-developed pedestrian spines that connect out from the academic core, to the Turner Center and to the Courtyard I apartment complex. Stands of mature pine and Live Oak trees adorn major slopes and undeveloped areas of the campus, providing shade as well as an attractive backdrop for the built campus; these areas of the campus should be preserved as green spaces where possible.

The Main Campus descends to Lindsay Creek, which is currently separated in most areas from the academic core by large surface parking lots. As the campus has developed and impervious surface area has increased, certain paved areas that once functioned as natural drainageways have experienced storm water management issues. In particular, Library Lane, once the natural drainageway for the eastern portion of the campus, has experienced significant flooding as well as subsidence where the original channel has been piped and paved over.

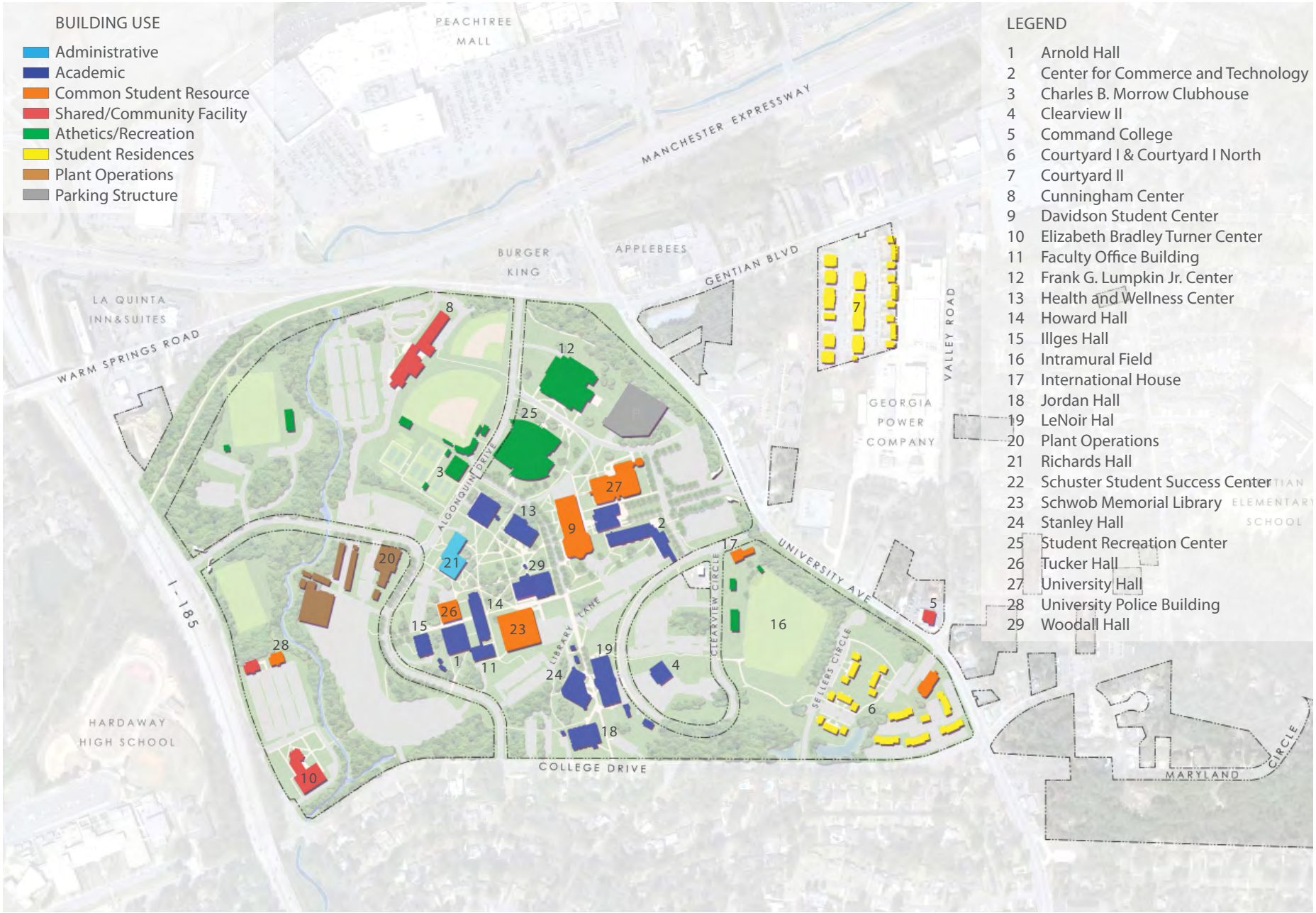

FIGURE 22: EXISTING MAIN CAMPUS BUILDING USE

FIGURES 23 & 24: THE MAIN CAMPUS FEATURES BUILDINGS FROM THE SECOND HALF OF THE 20TH CENTURY AS WELL AS SEVERAL CONTEMPORARY STRUCTURES.

Building Use

Columbus State University has thirty major campus buildings/complexes currently in use on the Main Campus. CSU's academic, administrative, and student services buildings are concentrated within a ¼ mile radius (approximately a five-minute walk) from the core. Residential housing is located beyond the ¼ mile radius to the east; student services and the library are at the core; and the classroom facilities are evenly distributed throughout the core. Playing fields encircle the western edge of the core campus, with the exception of the multi-purpose field located to the east of Clearview Circle adjacent to Courtyard I. Administrative offices are centrally located, operations facilities are located at the base of the hill, and community outreach facilities are located at the periphery.

Building Character

The majority of CSU's buildings on the Main Campus are simple modern structures dating from the second half of the twentieth century; many of the buildings are built of light-colored brick with decorative brick or concrete accents, such as fins or arcades. Newer buildings, such as the Center for Commerce and Technology and the Student Recreation Center share the original light brick palette but feature a larger percentage of glass in their facades, revealing more of the activity within these buildings to passersby. See Figures 23 and 24.

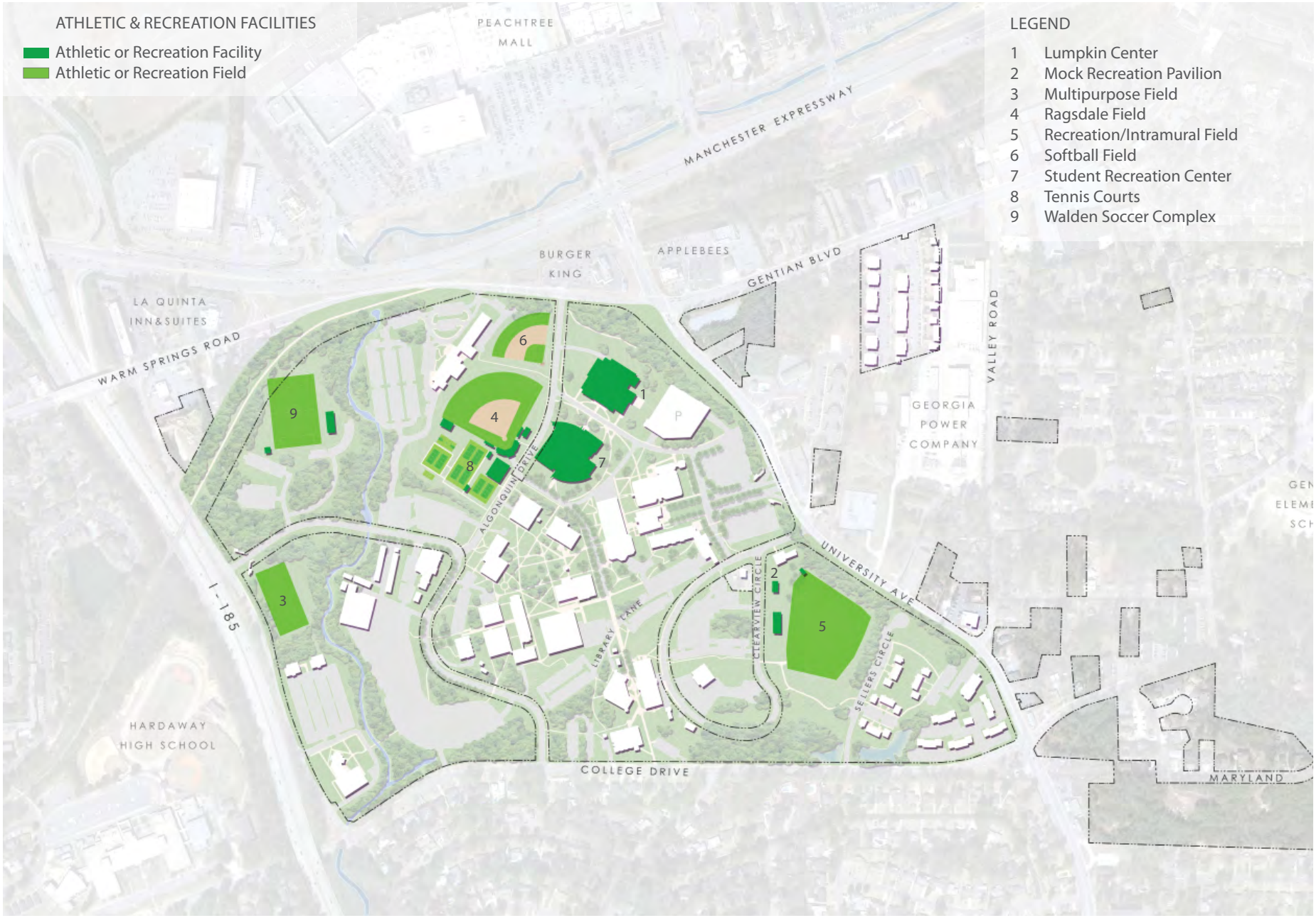

FIGURE 25: EXISTING MAIN CAMPUS ATHLETICS AND RECREATION FACILITIES

FIGURES 26 & 27: CSU OFFERS AN IMPRESSIVE ARRAY OF INDOOR AND OUTDOOR RECREATION SPACES

Student Recreation and Varsity Athletics

Columbus State University offers a comprehensive range of club and intramural sports, varsity athletics, and recreational fitness opportunities. CSU's Student Recreation Center, which opened recently in January of 2011, is a state-of-the-art, 106,000 square foot facility featuring a comprehensive fitness area and aquatic center. In addition, the Lumpkin Center, which opened in 2000, includes the University's 4,500 seat basketball arena and also serves as a multipurpose facility for large events such as commencement. The Lumpkin Center houses the offices of the athletic program.

The University has several well maintained play fields. On the eastern side of campus, the multi-purpose intramural field allows for simultaneous recreational activities, including softball and flag football, and features the Lindsey Mock Pavilion, used for informal gatherings. The majority of CSU's outdoor play fields are located on the western side of campus, including the baseball and softball fields, tennis courts, and the Walden Soccer Complex. The University is in the process of constructing an additional soccer field at the intersection of Algonquin Drive and Lindsay Drive.

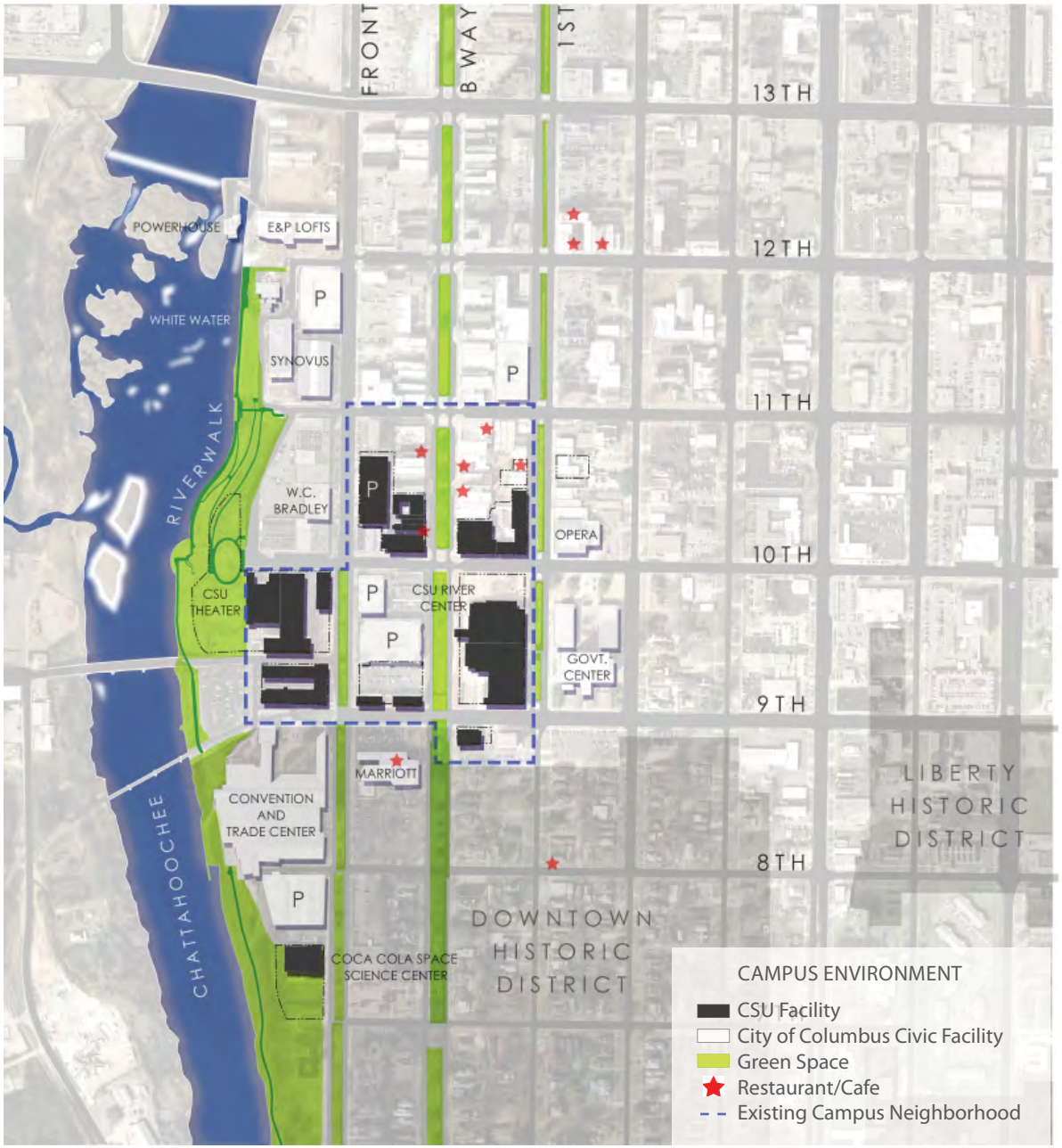

FIGURE 28: EXISTING RIVERPARK CAMPUS DISTRICT

FIGURES 29 & 30: THE RIVERPARK CAMPUS INCLUDES STATE OF THE ART NEW AND ADAPTIVELY REUSED BUILDINGS FOR ACADEMIC, STUDENT LIFE, AND ADMINISTRATIVE USES

RiverPark Campus

Columbus State University has established a strong presence in uptown Columbus with its RiverPark Campus. CSU's uptown facilities are integrated into the mixed-use urban environment; the city, with its varied space-types and amenities, functions as the campus. CSU's facilities are clustered within the blocks bounded by 11th Street to the north, 1st Avenue to the east, 9th Street to the South, and framed by the Chattahoochee River to the west.

RiverPark is home to the majority of CSU's fine and performing arts facilities, which rank among the country's most sophisticated teaching and performing spaces. Other academic uses located in RiverPark include classroom facilities, faculty offices and libraries. In addition to these academic spaces, RiverPark also includes approximately 400 beds of student housing, and the Coca Cola Space Science Center.

RiverPark building stock ranges from newly constructed student housing and arts facilities, to renovated, re-purposed storefronts to former industrial buildings and a former transportation depot. The new facilities are well-designed, in very good condition and well-positioned in the fabric of Uptown. The older facilities are generally in adequate condition, with some facilities standing empty. These underutilized buildings have tremendous potential.

The park that runs along the Chattahoochee River, with its continuous River Walk, is a spectacular neighborhood aesthetic and recreational amenity; CSU owns a portion of this riverfront parkland, Woodruff Park, which was created from green space donated by the City to CSU as part of the University's development of the Corn Center for the Visual Arts and its Theatre on the Park.

The two campuses together offer a complete liberal arts experience in a unique variety of campus environments. To ensure that the two campuses function as one whole, CSU provides a shuttle with headways of thirty minutes between RiverPark and the Main Campus from 6:30 am to 10:00 p.m. on weekdays, with a reduced schedule on weekends.

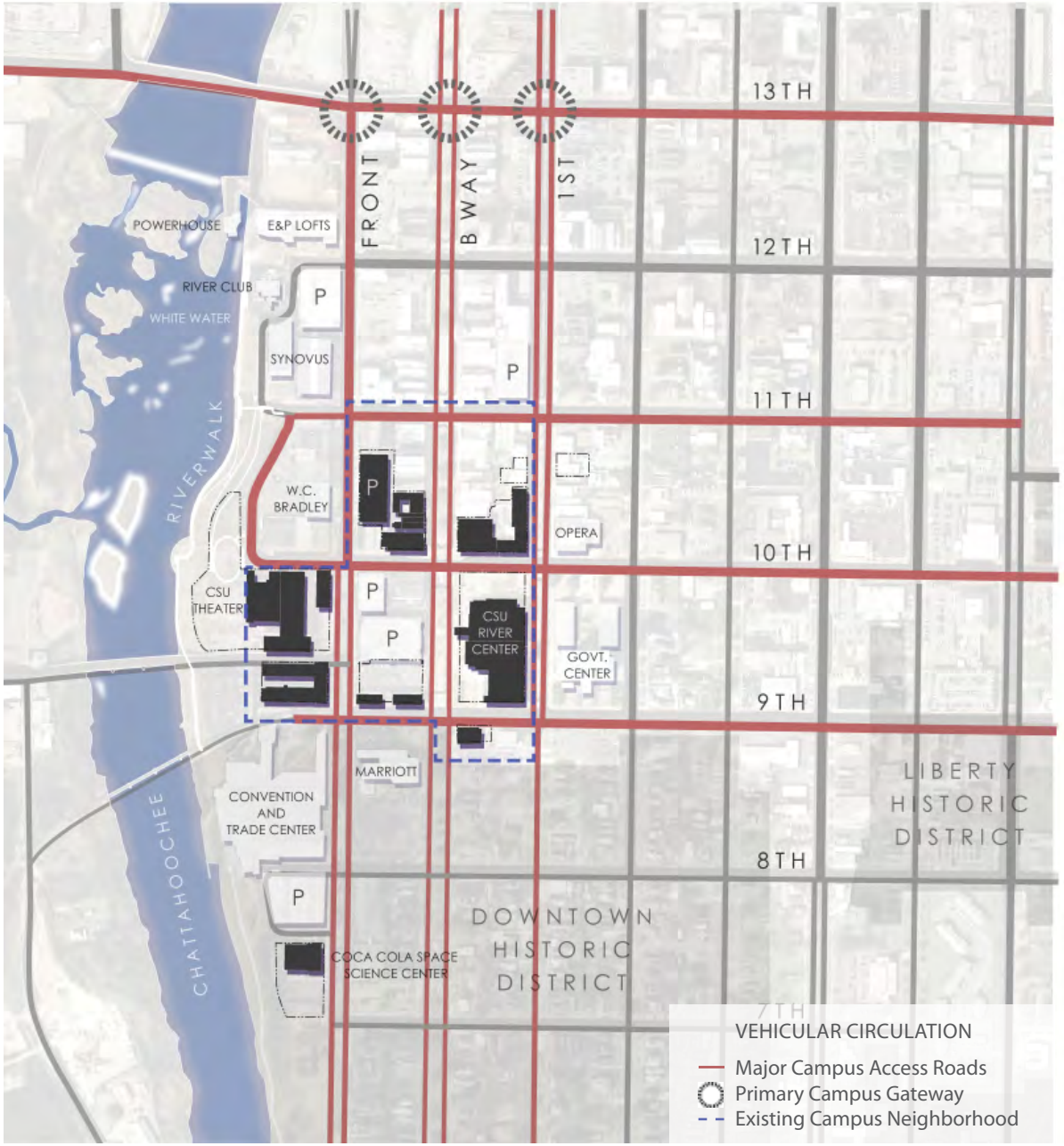

FIGURE 31: EXISTING RIVERPARK CAMPUS VEHICULAR ACCESS AND CIRCULATION

FIGURES 32 & 33: AT RIVERPARK, THE CITY'S STREETS, PUBLIC SPACES, AND COMMUNITY AMENITIES FUNCTION AS THE COLUMBUS STATE CAMPUS

Oxbow Meadows Environmental Learning Center

The Oxbow Meadows Environmental Learning Center is an outreach program operated cooperatively by the University and the Columbus Water Works organization. The Center is located within an 1,600 acre park, approximately seven miles south of the RiverPark Campus along the Chattahoochee River.

Storm Water Management

While proximity to the Flint River contributes positively to the campus' identity, it also presents challenges in terms of storm water management; flooding of Uptown facilities has consistently plagued the university. The western edge of campus is separated from the Flint River by a levee; however, following devastating flooding in 1994, it was determined that the top elevation of the levee is short of 100 year flood requirements. The growing RiverPark campus currently lacks a comprehensive storm water management strategy that could mitigate deficiencies in the storm water outfalls through the levee.

City of Columbus Master Plan

The City of Columbus is engaged in a concurrent planning exercise; the City Master Plan centers on the breaching of a dam immediately upriver from Uptown and the establishment of Columbus as a regional center for white-water rafting. The City Plan identifies riverfront parcels for mixed-use redevelopment as well as the enhancement of east-west streets as pedestrian ways connecting the main commercial corridor on Broadway to the Chattahoochee River. The CSU Master Plan shares the goals of the City Master Plan, recognizing that a better Uptown equals a better CSU student experience.

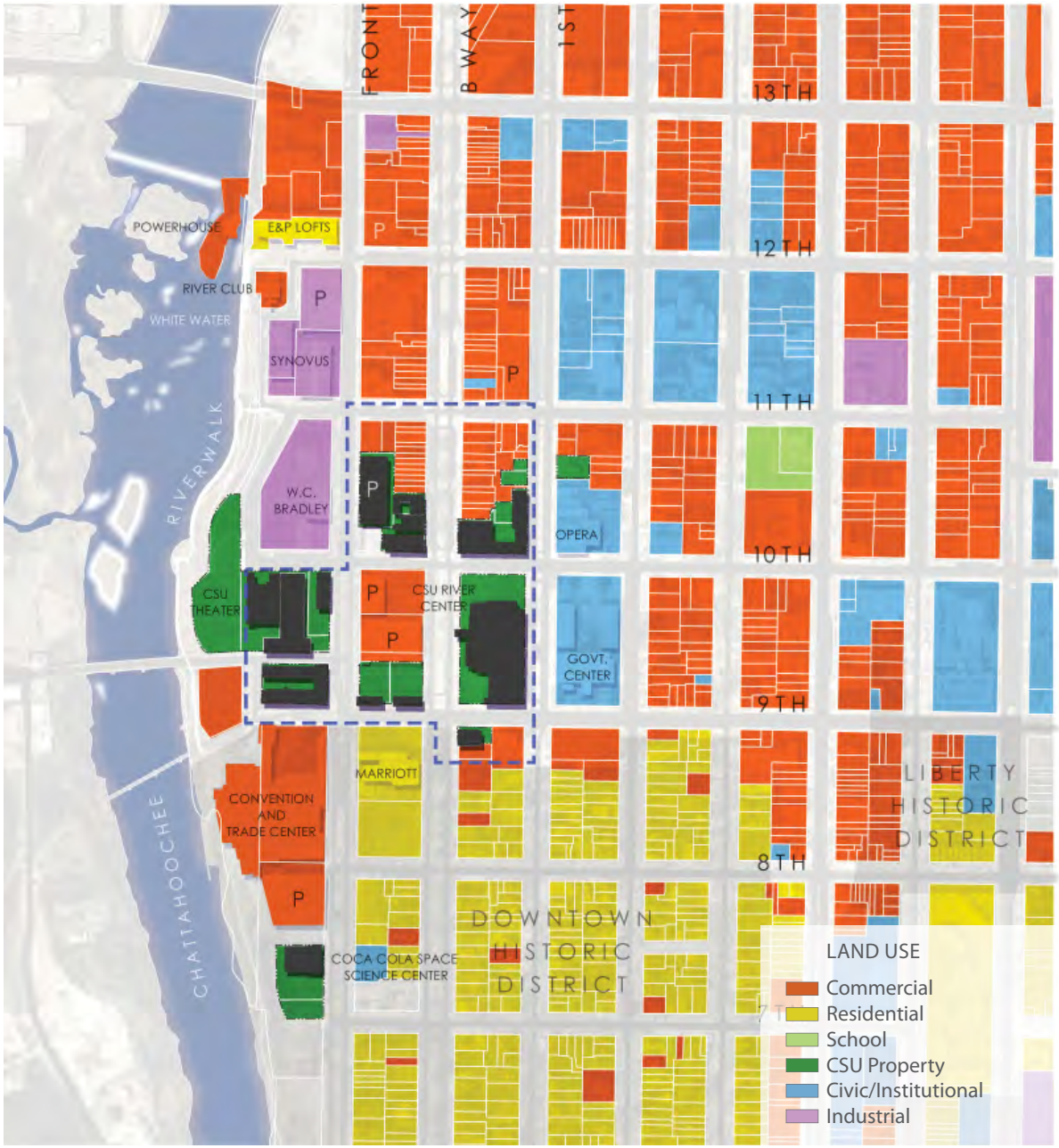

FIGURE 34: EXISTING RIVERPARK CAMPUS LAND USE CONTEXT

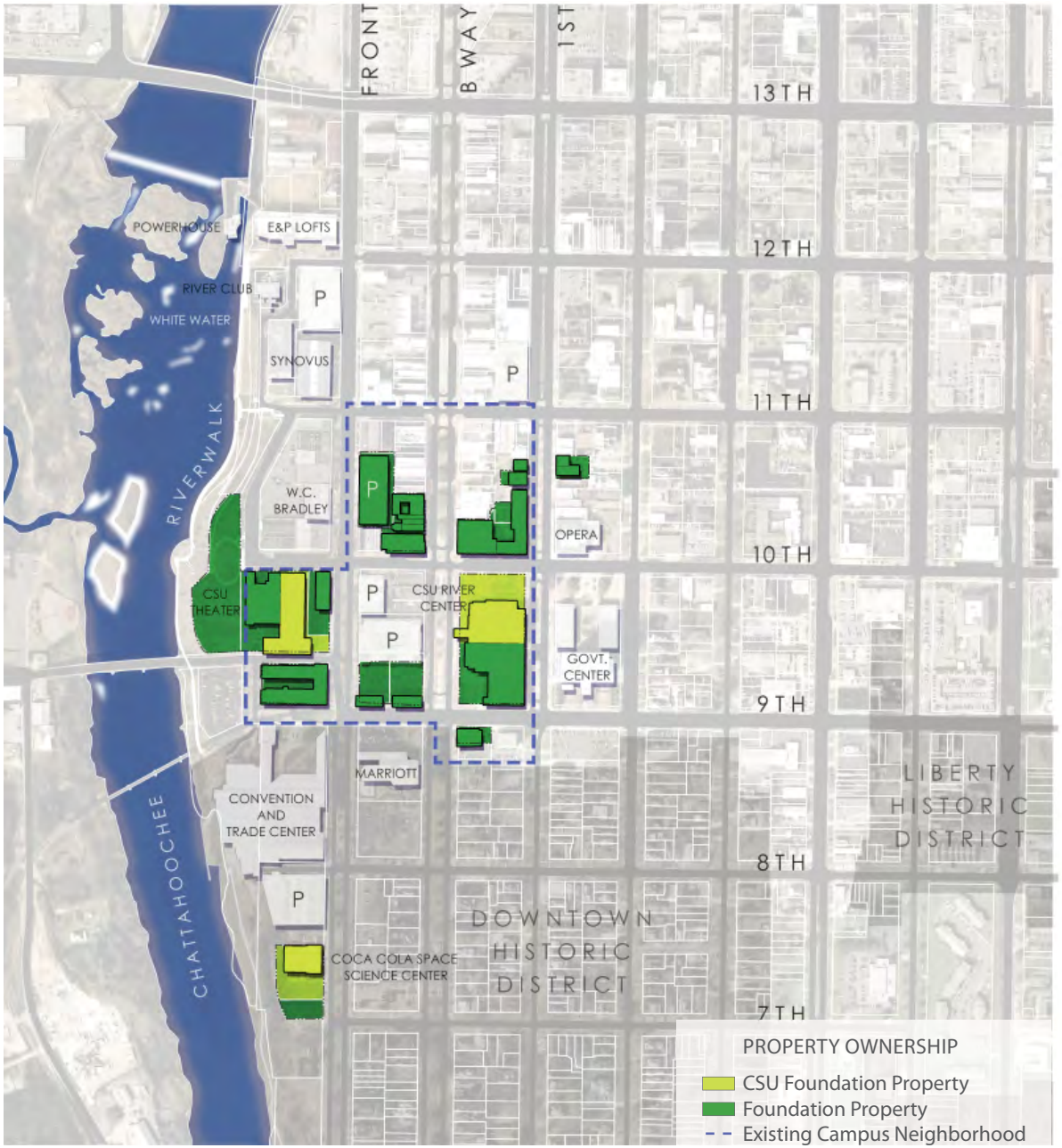

FIGURE 35: EXISTING RIVERPARK CAMPUS PROPERTY OWNERSHIP

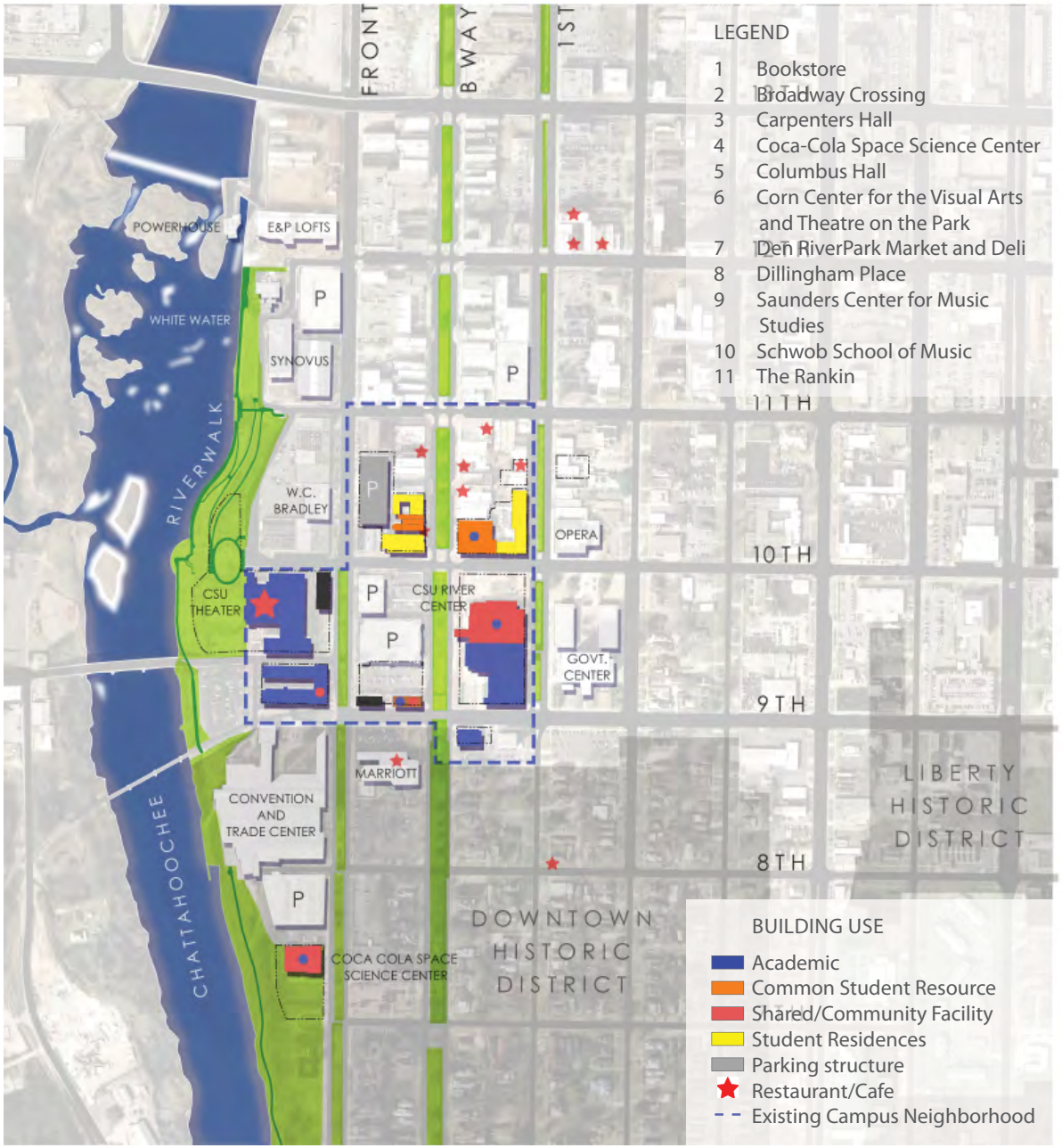

FIGURE 36: EXISTING RIVERPARK CAMPUS BUILDING USE

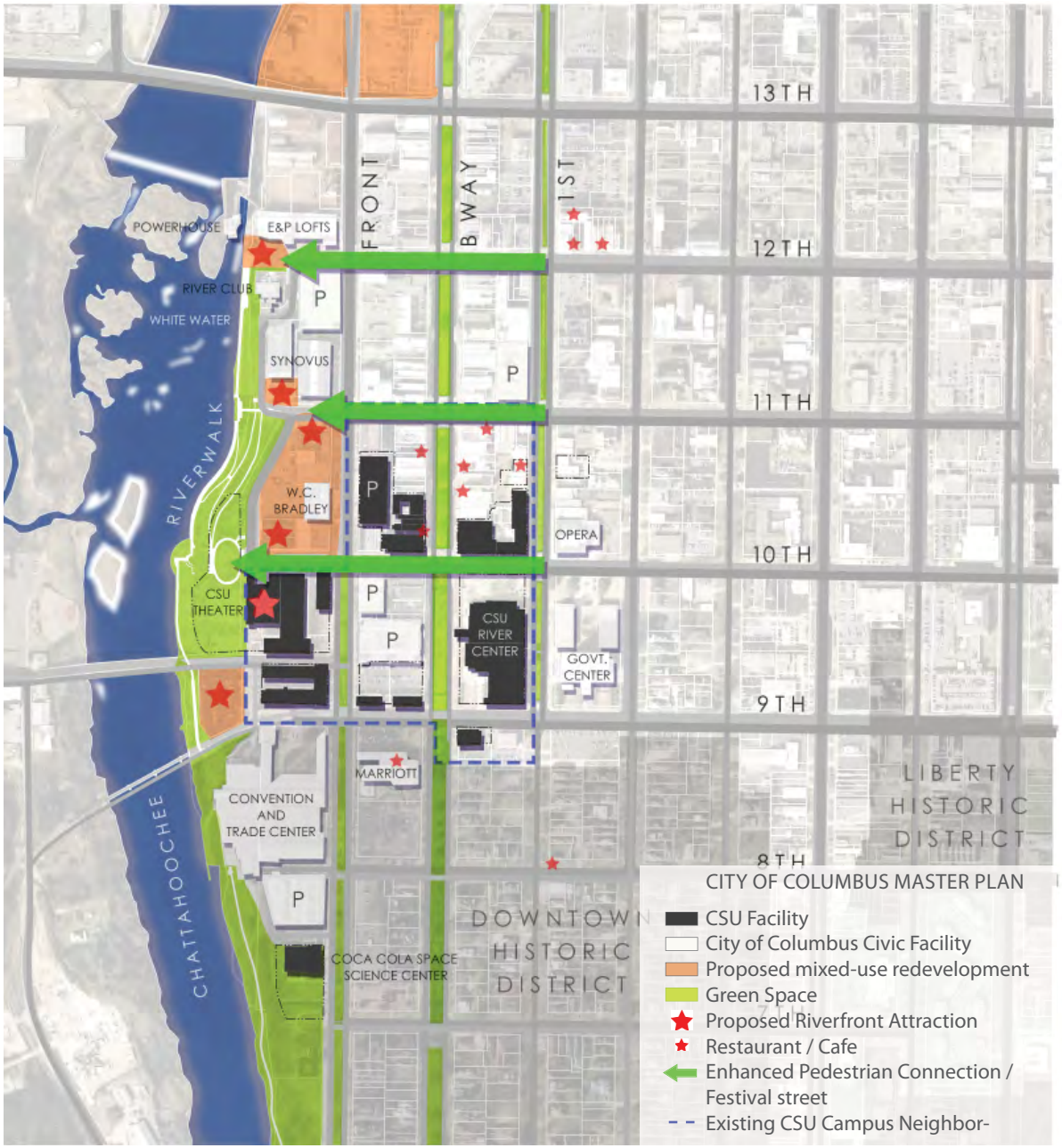

FIGURE 37: CITY OF COLUMBUS UPTOWN MASTER PLAN SUMMARY

05

FACILITIES NEEDS

FIGURE 38: THE SPACE ANALYSIS INCLUDED A PHYSICAL INSPECTION OF ACADEMIC, STUDENT LIFE, AND ADMINISTRATIVE SPACES ON CAMPUS

SPACE ANALYSIS APPROACH

Analysis of existing and future space needs was an important part of the Columbus State Master Plan; the analysis for this project was influenced by a concurrent study with the University System of Georgia planning office. This study establishes a new methodology for space utilization analysis. As a result of Sasaki's preliminary work with Columbus State, the University was chosen as a pilot participant in the system study, allowing for the more detailed refinement of the initial traditional analysis.

The initial analysis was made up of two primary tasks. The first task consisted of building condition audits which considered both architectural and systems components of every CSU building, with the aim of identifying good candidates for reinvestment and potential repurposing. The second prong of the analysis was an investigation of space utilization as described in the Master Plan template.

Building Condition Assessment

During the analysis phase of the Master Plan, a team of Sasaki architects and space planners and Columbus State facilities personnel carried out a visual inspection of University facilities. These building walkthroughs provided data on qualitative traits that can either greatly enhance the learning environment or significantly undermine academic objectives. The team assessed each building's architectural characteristics, exterior envelope, fenestrations and entries, the quality and suitability of spaces relative to academic mission, interior daylighting, room character, programmatic adjacencies, location on campus, and the observed condition of mechanical, electrical, and plumbing systems. These observations were combined in a matrix used to assess the overall quality of each building. A summary of findings from this analysis is provided in Figures 39 through 41.

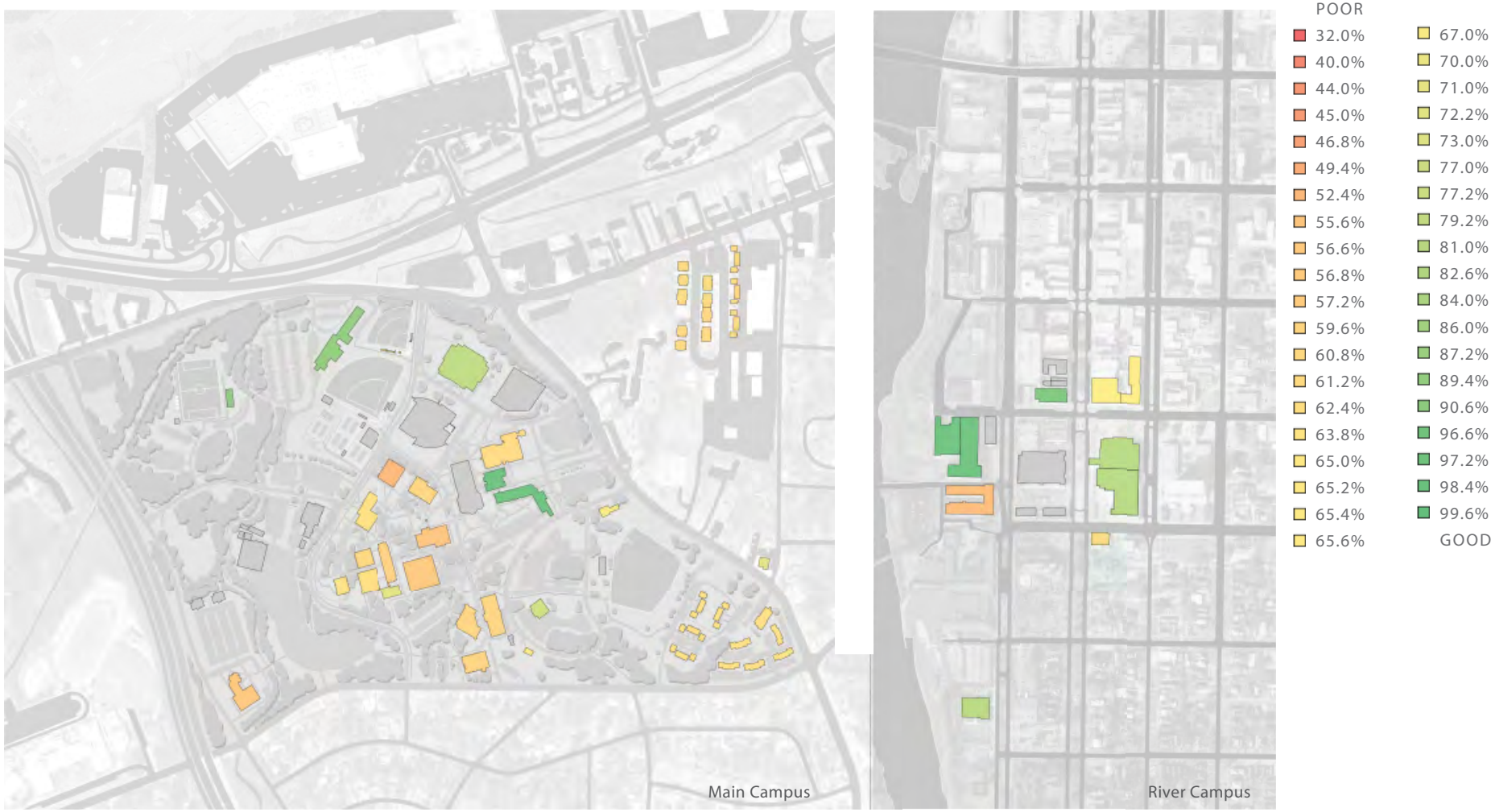

FIGURE 39: SUMMARY MAP OF OVERALL BUILDING CONDITION ASSESSMENT

Facility Review Methodology

Physical conditions were assessed through a visual inspection supplemented by feedback and historical knowledge shared by the Columbus State University facilities team. Three groups, each with a member of the Master Plan team and a member of the CSU facilities staff, toured all CSU buildings on the Main Campus and the RiverPark campus. Initially, all reviewers conducted several reviews together, to ensure that the groups were using the same criteria for the assessments.

Conditions observed and recorded included both interior and exterior surface character and finishes, and type and condition of building envelope, windows and doors. The CSU facilities group provided valuable information on engineering system conditions and roof conditions. Qualitative conditions observed and recorded included quantity of daylight, room proportions, classroom site lines, building organizational clarity and connection to the campus open space and pedestrian network.

Each building characteristic was graded as poor, adequate minus, adequate plus, or excellent. Adequate plus designates a building that is satisfactory in terms of condition, an appropriate fit with program needs, and appropriate in its relationship to the campus. An excellent designation indicates that a characteristic was both excellent in condition and was superior in accommodation of program, physical design, and location within the campus. Adequate minus indicates that, while meeting designated general programmatic needs, the building feature could benefit from improvements in physical systems and/or spatial configuration and relationship to the campus. Poor indicates that a characteristic is not meeting programmatic needs or requires substantial physical improvement.

Individual rankings were combined into a composite building score, assigned a corresponding color code, and compiled in a campus map. Colors in the red spectrum represent buildings that need improvement; the deeper the red, the more severe the deficiency. Colors in the green spectrum represent buildings in good condition; the deeper the green, the better the condition of the building.

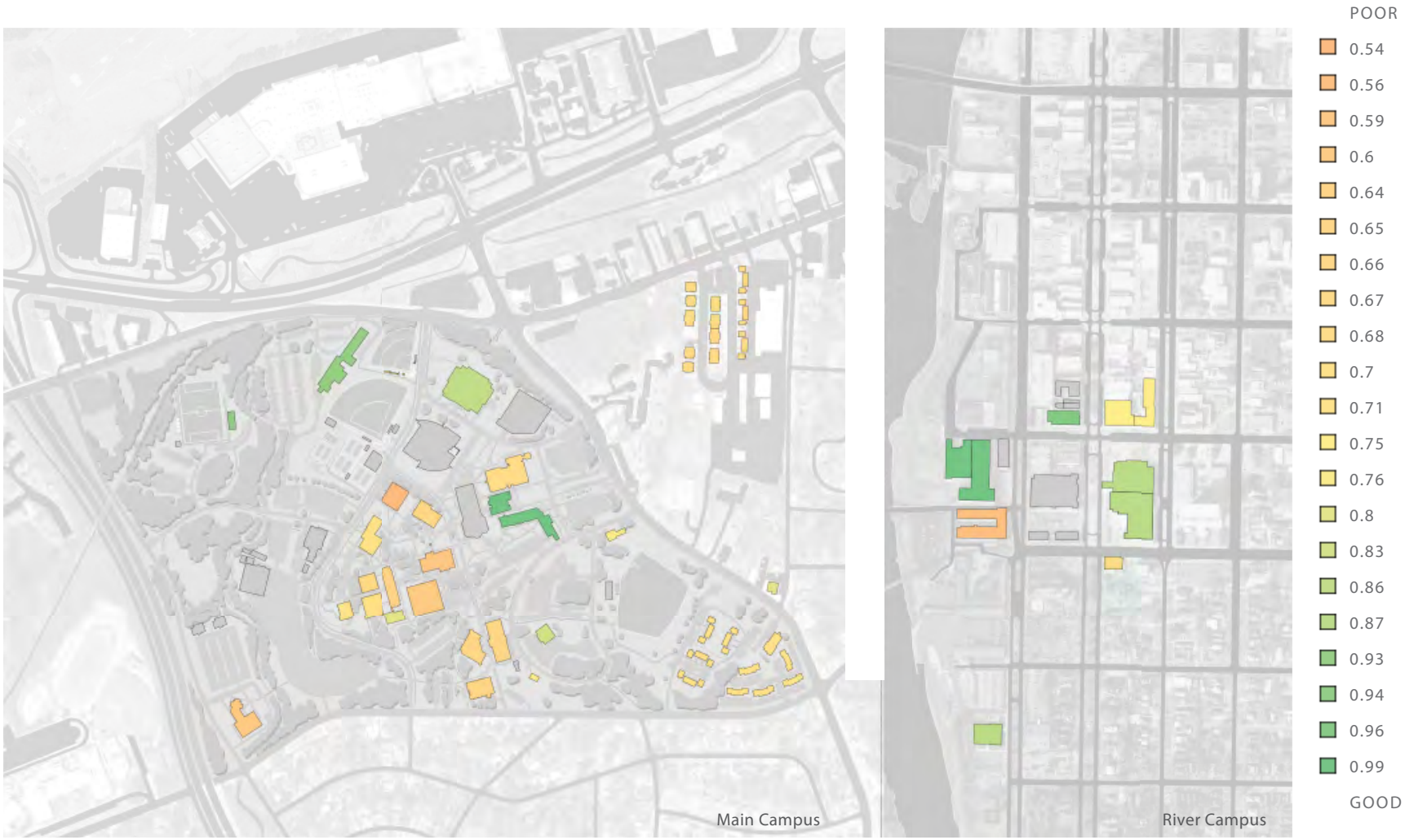

FIGURE 40: SUMMARY MAP OF MECHANICAL, ELECTRICAL, AND PLUMBING (MEP) SYSTEMS ASSESSMENT

Mechanical, Electrical and Plumbing (MEP) Assessment

The MEP assessment was conducted by the CSU Facilities Department and the results generally reflect the age of the buildings. This is consistent on both the Main and RiverPark Campuses. The newer facilities have the best MEP performance as the systems themselves are new; current technology allows for better control and energy efficiency. The older buildings have a much poorer MEP performance as many of these systems are up to fifty years old and approaching the end of their useful lives. Specific systems upgrades or replacement in older structures are apparent as they appear green in the mapping. Going forward, we recommend that costs for on-going systems maintenance and/or replacement be considered in the equation when analyzing new facilities or renovations. We also recommend that MEP upgrades be integrated with corresponding design projects to leverage the cost of "behind the scenes" improvements with more visible renovations.

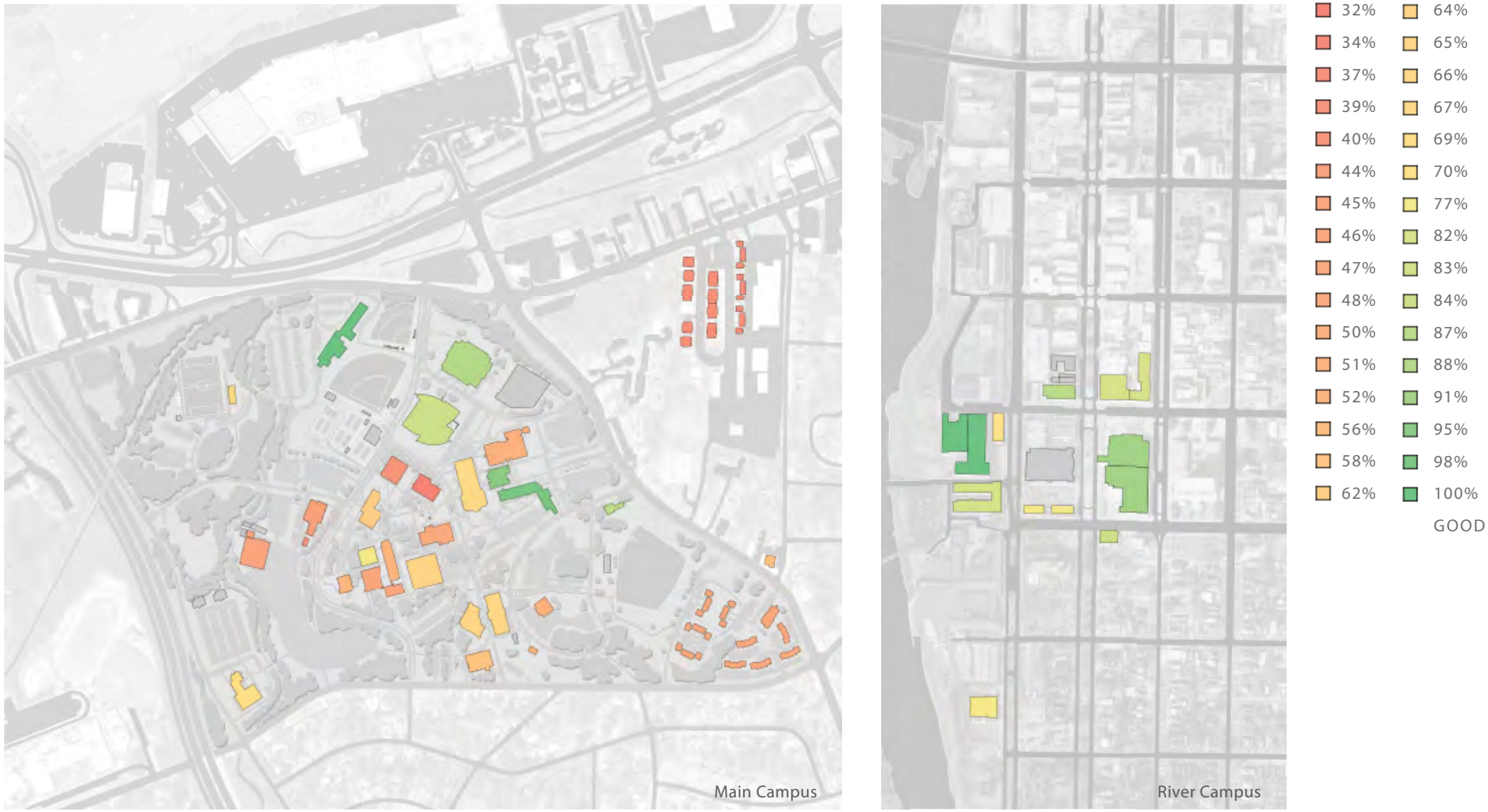

FIGURE 41: SUMMARY MAP OF ARCHITECTURAL ASSESSMENT

Architectural Assessment

The Architectural Assessment addresses the quality of buildings in terms of architectural character, including such characteristics as massing, entry, scale, materiality and where appropriate, natural light. Sophisticated new facilities at both RiverPark and the Main Campus have been designed with sensitivity to their current campus context. The older facilities in RiverPark remain consistent with the city fabric and any modifications, renovations or additions should continue to capitalize on this urban context. The Main Campus has several buildings designed in a context that has significantly evolved overtime; these new campus conditions suggest that modifications to several original buildings would be justified when the opportunity arises.

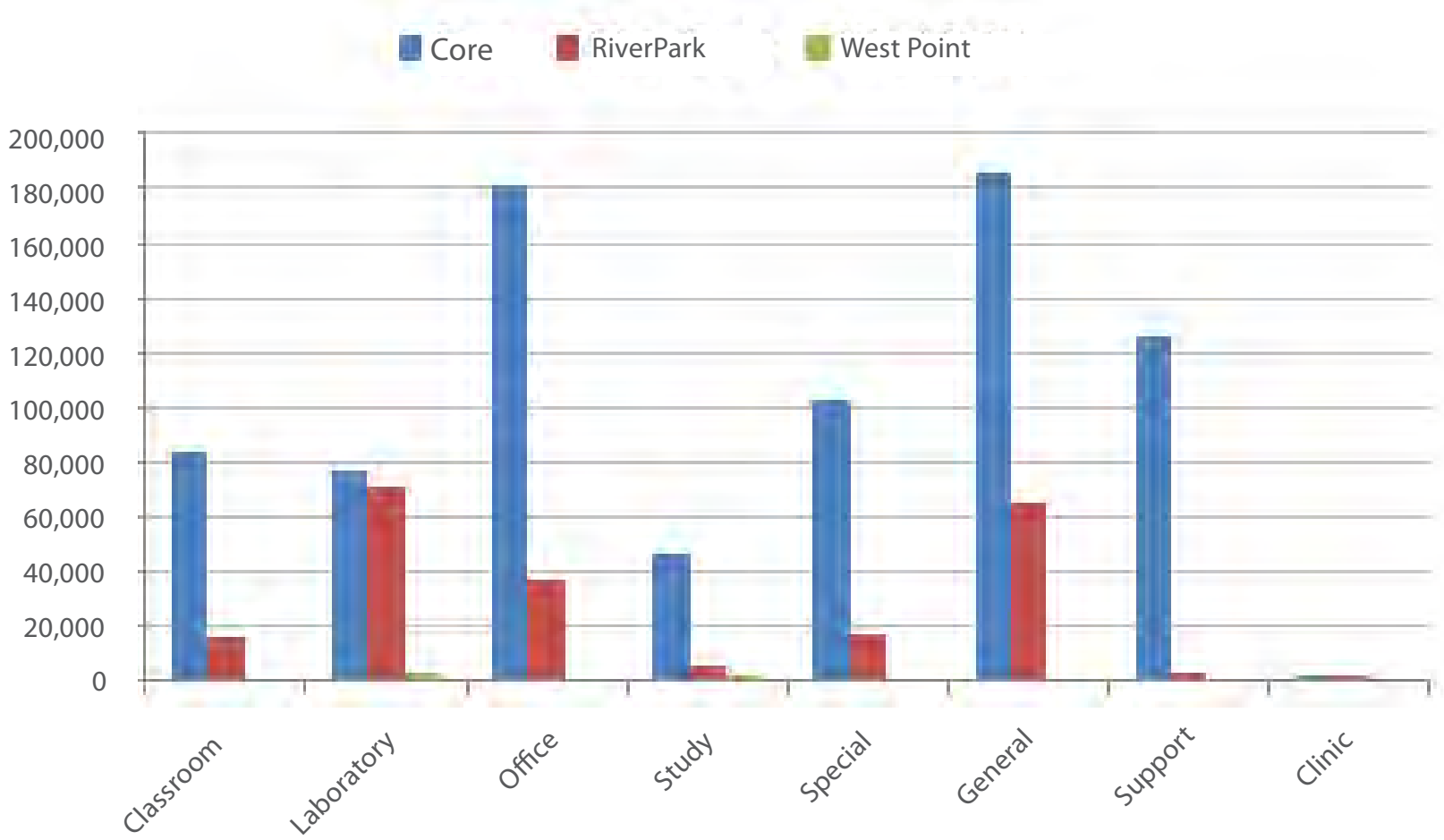

FIGURE 42: ASSIGNABLE SQUARE FEET

Initial Space Utilization Analysis (Master Plan Template)

The second aspect of the analysis was an investigation of space utilization as described in the Master Plan template. This analysis revealed general weakness in the quality of data, which was thoughtfully and diligently addressed in the subsequent system study. The preliminary conclusions from the traditional analysis are worth looking at, because although specific quantities changed dramatically as a result of the second study, the primary findings of the investigation were generally on target.

These findings showed the unique nature of Columbus State. The University is blessed with remarkable fine and performing arts facilities. These programs are world-class and their spaces could potentially support increased enrollments. From a system perspective, it is unlikely they could ever be duplicated at scale on other campuses, so there may be some value in concentrating many of the systems arts offerings at Columbus State.

The traditional analysis showed small incremental needs in teaching lab space, particularly around the core sciences, and in student life spaces associated with the library/study category. Other space types, including classrooms and offices, appeared to have adequate supply, even given projected university growth. Dedicated research space is only available in limited quantities, while research production is now required from all faculty. Faculty research is a desirable, although expensive, goal. The University will need to carefully evaluate the likely return on new research space in the form of sponsored funding (it is unlikely this would be revenue positive), along with the myriad other capital requirements, when considering additional research space.

Utilization of existing spaces would likely benefit from a regeneration strategy; hence the guiding approach taken in the Master Plan, with its focus on the older core academic buildings and the library.

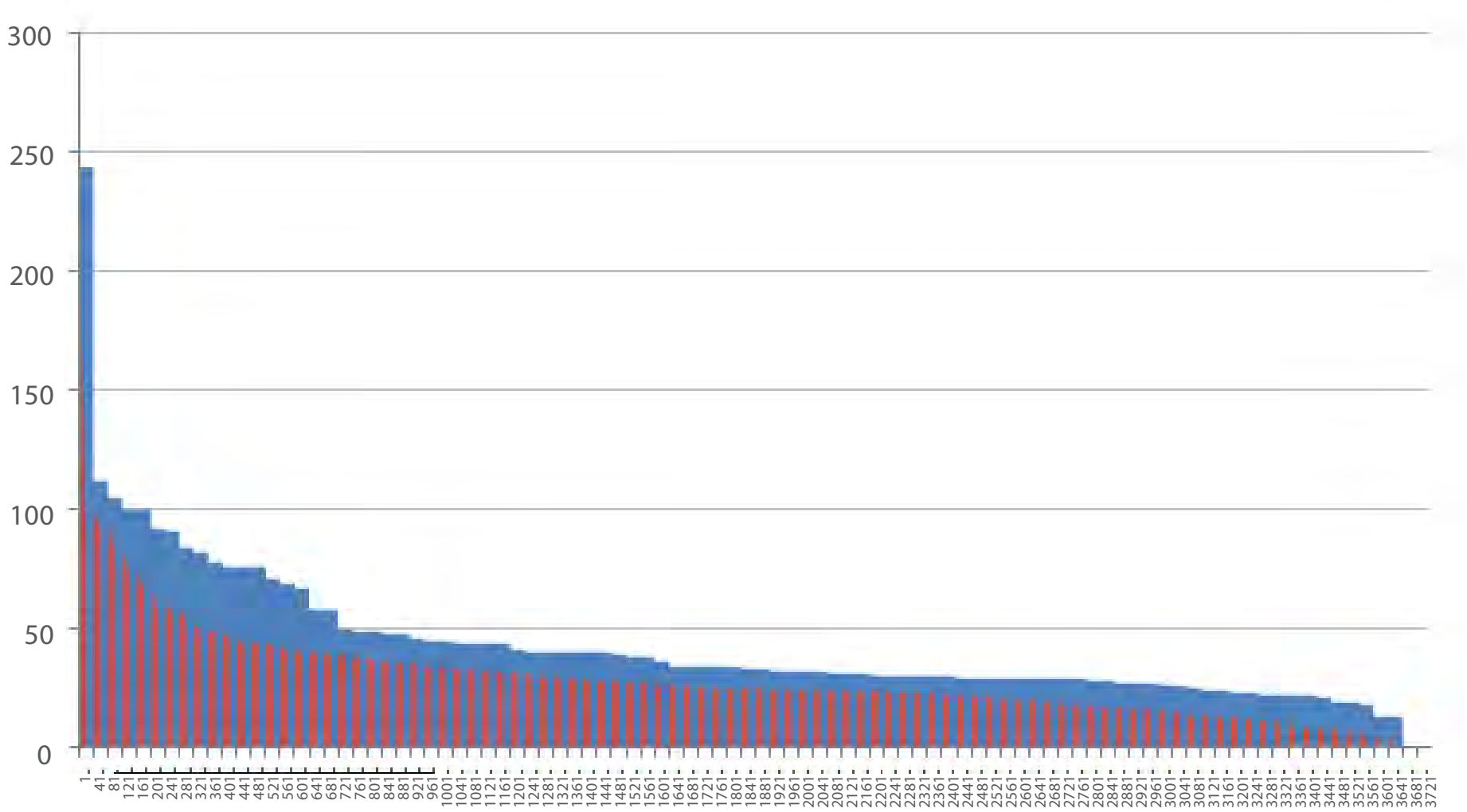

FIGURE 43: CLASSROOM SPACE EVALUATION

The University System of Georgia Space Study

The University System of Georgia space study allowed for significant data cleanup, and largely confirmed the findings of the initial analysis, although actual numbers changed dramatically. We evaluated classroom space using the proposed new system classroom metric.

In figure 43, the blue area shows available classroom space. Each room is allocated 40-hours on the x-axis; the height of each 40-hour wide block is determined by the number of seats in the room it represents. Rooms are arranged from largest to smallest.

The red area is created by ordering scheduled hours by section size, again from largest to smallest. Then an equal number of class-hours is "assigned" to each classroom. The duration of actual courses is represented on the x-axis and their enrollment on the y-axis. Note that we do not claim that any specific course takes place in the room whose block it occupies. Rather, courses are distributed across the x-axis from largest to smallest in order to help us understand the fit between the classroom inventory and the course schedule. The overall size of the area in red in not changed by assigning sections to rooms other than where they actually were taught, that is, by moving red "hours" along the horizontal axis.

The pictures show the potential for two kinds of opportunity. "Vertical" opportunity is any blue area that lies above a red block and "horizontal" opportunity is any blue area that lies between red blocks. Vertical opportunity represents empty seats in a room while class is in session – i.e. the capacity for larger section sizes or for renovations to create smaller rooms with lower station counts (obviously pedagogical considerations about academic delivery need to be the primary driver). Horizontal opportunity represents the capacity to schedule more sections – i.e. times when rooms are vacant and available for use. The graph can be represented by an index; Columbus scores .329, indicating CSU likely has sufficient classroom space.

For office space, Columbus has a ratio of 1.3 stations per faculty and staff FTE. The weighted average station size is 143.9 ASF, and 39.64% of all single-occupant offices are larger than 150 ASF. These numbers suggest that Columbus has adequate office space, even given growth projections, and that office sharing models may be a viable strategy moving forward.

Further details can be found in the University System of Georgia Space Utilization and Capacity Study Phase I report.

BUILDING	WEEKLY RM. HRS.	STATION OCCUPANCY
211		
Academic Affairs Office		
JORD_140A	0:50:00	4.0%
Accounting & Finance Dept		
CCT_350	2:30:00	4.3%
Art Department		
ARSENA_111	5:00:00	83.3%
ARSENA_112	15:00:00	74.5%
CORN_140	10:00:00	52.9%
CORN_142	10:00:00	72.2%
CORN_146	5:00:00	54.2%
CORN_151	8:00:00	60.4%
CORN_155	10:00:00	54.8%
CORN_158	25:00:00	47.2%
CORN_165	10:00:00	52.8%
CORN_167	5:00:00	68.8%
Basic Studies Department		
ARN_203	24:30:00	69.4%
ARN_204	11:05:00	40.4%
Biology Department		
LENR_126	0:50:00	185.0%
LENR_152	3:20:00	79.2%
LENR_262	8:15:00	91.7%
LENR_356	10:00:00	32.6%
LENR_358	12:50:00	43.9%
LENR_359	9:50:00	89.5%
Chemistry Department		
LENR_110	7:20:00	35.4%
Coun, Found & Leadership Dept		
JORD_209	2:45:00	11.2%
JORD_227	5:30:00	53.1%

211		
Earth & Space Science Dept		
LENR_105	4:20:00	141.7%
LENR_110	4:20:00	3.5%
LENR_201	11:40:00	91.1%
LENR_202	7:20:00	56.3%
LENR_204	7:00:00	42.9%
LENR_210	4:30:00	45.8%
LENRAD_103	2:30:00	4.0%
SPAC_108	2:30:00	100.0%
Environmental Science Program		
LENR_210	4:30:00	43.8%
LENR_356	2:40:00	6.1%
LENRAD_103	7:30:00	12.1%
History & Geography Department		
JORD_140A	2:30:00	12.4%
Management & Marketing Dept		
CCT_350	12:30:00	27.0%
LENRAD_103	2:30:00	15.5%
Mathematics & Philosophy Dept		
JORD_208	2:30:00	11.4%
Provost Office		
CORN_140	3:00:00	15.9%
School of Nursing		
ILLG_317	11:20:00	405.5%
Schwob School of Music		
RCPA_1712	12:36:00	20.9%
RCPA_1714	26:05:00	13.8%
RCPA_1715	24:13:00	21.6%
RCPA_2604	8:20:00	52.7%
Teacher Education Department		
JORD_140A	9:15:00	18.4%
JORD_208	8:05:00	68.0%
JORD_209	5:15:00	37.6%
JORD_227	2:45:00	28.1%

TABLES 4-9: TEACHING LABORATORY UTILIZATION

BUILDING	WEEKLY RM. HRS.	STATION OCCUPANCY
211		
Theatre Department		
ARSENA_101	3:18:00	25.7%
ARSENA_120	8:20:00	31.4%
ARSENA_265	9:08:00	41.1%
ARSENA_266	12:58:00	59.4%
ARSENA_269	9:06:00	90.7%
UTHEA_211	10:00:00	28.9%
Turner Col. of Business & CPSC		
CCT_350	12:30:00	11.5%
University College		
JORD_140A	7:30:00	27.4%
LENRAD_103	2:30:00	14.9%
220		
Academic Affairs Office		
ARN_241	0:50:00	81.8%
Coun, Found & Leadership Dept		
JORD_213	9:30:00	12.9%
Earth & Space Science Dept		
LENR_104	4:15:00	91.7%
English Department		
WDLL_147	7:30:00	75.9%
Mathematics & Philosophy Dept		
WDLL_159	1:15:00	130.4%
Psychology Department		
WDLL_158	1:45:00	91.3%
Schwob School of Music		
RCPA_2610	19:20:00	46.8%
RCPA_2611	2:28:00	125.0%
Teacher Education Department		
JORD_213	5:15:00	9.9%
210		
Accounting & Finance Dept		
CCT_205	7:30:00	20.8%
Health, Phys Ed & Ex Sci Dept		
CCT_205	5:00:00	6.8%
Management & Marketing Dept		
CCT_205	10:00:00	24.3%
Turner Col. of Business & CPSC		
CCT_205	8:15:00	14.9%
212		
Biology Department		
LENR_252	33:00:00	99.5%
LENR_255	8:15:00	87.5%
LENR_258	17:40:00	75.2%
LENR_267	9:05:00	91.6%
Chemistry Department		
LENR_205	2:50:00	108.3%
LENR_209	5:40:00	87.5%
LENR_307	18:20:00	86.7%
LENR_309	25:50:00	92.7%
LENR_310	11:20:00	90.6%
Earth & Space Science Dept		
LENR_106	13:35:00	72.1%
Health, Phys Ed & Ex Sci Dept		
HTHSAF_109	5:30:00	64.0%
Schwob School of Music		
RCPA_1716	16:55:00	34.9%
RCPA_1717	9:06:00	19.9%

06

MASTER PLAN

FIGURE 44: SCENARIO FOR MID-TERM CAMPUS INVESTMENT

The Master Plan proposes a series of strategic building and landscape regeneration projects to reinforce and improve the character of the academic core

MASTER PLAN VISION

Columbus State University has experienced significant growth and investment in new facilities over the past decade. New facilities on the Main Campus, such as the Center for Commerce and Technology, the Student Success Center, and the Student Recreation Center, provide the campus community with a range of contemporary academic and student life spaces. The Master Plan space needs analysis, carried out as part of a University System of Georgia study, for the target enrollment of 10,000 students, indicated that, given the recent building boom, the space "deficit" on campus is mostly not one of quantity (i.e. square footage), but one of quality. There are a few exceptions to this assessment, such as the need for targeted additional teaching lab space in the core sciences. CSU has the potential to most appropriately realize transformative change in its learning and living environments by upgrading the quality of space in some of its older facilities. Therefore the Master Plan proposes a delicate infill and facility renovation approach; every Master Plan project is intended to have multiple positive effects on campus image and function. Small facility additions are strategically nestled within the heart of the campus to accomplish several Master Plan goals: to increase transparency between the interior of campus buildings and campus open spaces, to enhance walkability by adding destinations along primary pedestrian spines, and to develop a density of student life centers within the core to support the needs of a growing on-campus student residential population.

FIGURE 45: EXISTING BIRDSEYE VIEW OF THE MAIN CAMPUS QUAD

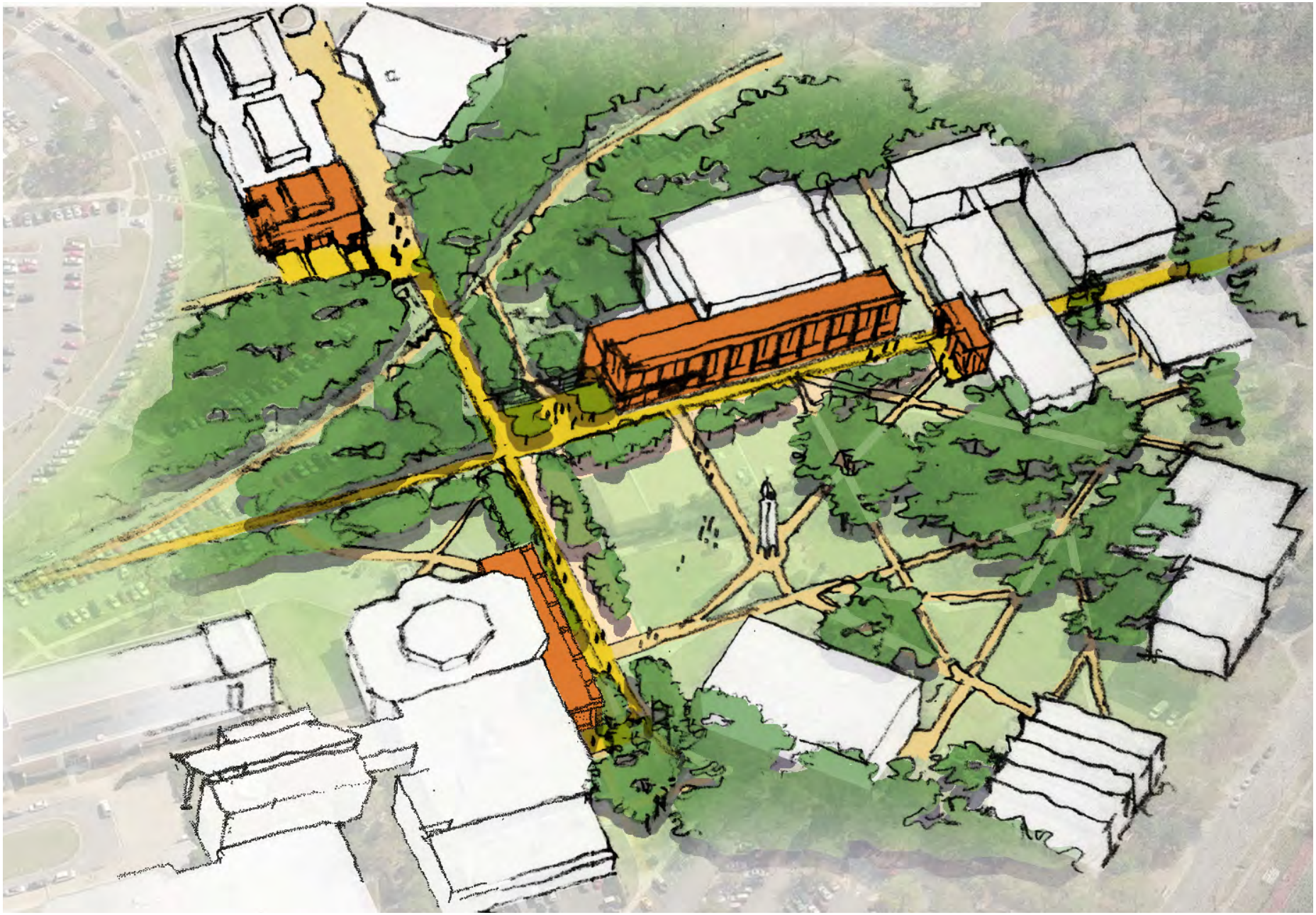

FIGURE 46: PROPOSED VIEW OF THE MAIN CAMPUS QUAD SHOWING THE REMOVAL OF WOODALL, ADDITIONS TO THE LIBRARY, LENOIR, AND HOWARD, PROPOSED PEDESTRIAN SPINE AND QUAD LANDSCAPE IMPROVEMENTS, AND REFORESTATION OF THE LIBRARY LANE DRAINAGE CORRIDOR.

FIGURE 47: PROPOSED MAIN CAMPUS BUILDING USE

THE MASTER PLAN BUILDS UPON THE EXISTING ORGANIZATION OF USES, WITH NEW ACADEMIC AND STUDENT LIFE INFILL IN THE HEART OF THE CAMPUS, AND NEW STUDENT DORMITORIES LINKING COURTYARD I BACK TO THE ACADEMIC CORE.

Building Use

The Master Plan proposes five academic and student life infill and renovation projects within the academic core. Additionally, the plan recommends the demolition of Woodall and the relocation of the English department to Howard Hall or another facility. The removal of Woodall will allow for the expansion of the main quad open space, while also giving the Library a more direct relationship with this central green.

The plan also includes the expansion of the student residential community living on campus, with the development of 900 new student beds in seven new dormitories, distributed on the site to better link the existing Courtyard I apartments back to the academic core.

The plan proposes that the University should prioritize sites within the Main Campus for academic and student life functions; over time, key support facilities, such as Operations and Maintenance and Warehouse and Receiving, should be relocated to one of CSU's off-campus land holdings.

FIGURE 48: PROPOSED MAIN QUAD EXPANSION AND RENOVATION (WOODALL REMOVED)

FIGURE 49: THE REMOVAL OF WOODALL HALL WILL ALLOW FOR THE CREATION OF AN OPEN GREEN BETWEEN THE LIBRARY AND THE CLOCK TOWER

FIGURE 50: PROPOSED PEDESTRIAN SPINE

FIGURE 51: A TRANSPARENT ADDITION TO THE LIBRARY WILL ACTIVATE THE PROPOSED PEDESTRIAN SPINE

Open Space

The Master Plan proposes four major improvements to the existing campus landscape: the removal of Woodall and the expansion and renovation of the campus quad; the development of a new pedestrian spine connecting the Howard Hall courtyard to the Center for Commerce and Technology; the reforestation of parking areas in the Library Lane drainage corridor; and the expansion of the sports park along Lindsay Creek.

The Expanded Quad

The removal of Woodall will give the Library an address on the expanded central green. The Woodall site should be planted with lawn and canopy shade trees, such as live oaks, to be visually consistent with the existing space. A new outdoor gathering space should be developed in association with the renovation of the Library; this space should extend along the length of the addition and include movable tables and chairs for outdoor socializing and studying, beneath a gridded grove of trees for shade. The pavement beneath the tree grove should be pea gravel, which is more durable than lawn, but visually softer than concrete pavement or pavers. See figure 48.

The Pedestrian Spine

The new spine will create a strong pedestrian link through the core of the campus. The walk should be approximately 15 feet wide, designed with a recognizable, consistent visual character along its length. The spine should be located between a double row of canopy shade trees to encourage its use as the main campus pedestrian thoroughfare. See figure 49.

FIGURE 52: PROPOSED REFORESTATION OF PARKING AREAS IN THE LIBRARY LANE DRAINAGE CORRIDOR

FIGURE 53: EXISTING UTILITIES IN THE LIBRARY LANE CORRIDOR. CURRENTLY, STORMWATER IS CONVEYED IN A PIPE ALONG LIBRARY LANE TO LINDSAY CREEK.

FIGURE 54: THE CREATION OF A SWALE IN THE LIBRARY LANE CORRIDOR WOULD ALLOW WATER QUALITY FILTRATION VIA SURFACE DRAINAGE EN ROUTE TO LINDSAY CREEK.

Restoration of Library Lane

Library Lane should be transformed from a drive-through parking lot into a two-lane road. The parking areas should be restored as green space and allowed to naturalize as woodland rather than be maintained as lawn. See figure 52.

A swale should be created in the green space along the road as indicated in figure 54 to serve as surface drainage for this area of the campus; the swale will allow for water quality filtration as stormwater drains to Lindsay Creek. In certain areas, the swale will still require piping, such as in the narrow area under the pedestrian bridge and where the swale passes under Algonquin Drive.

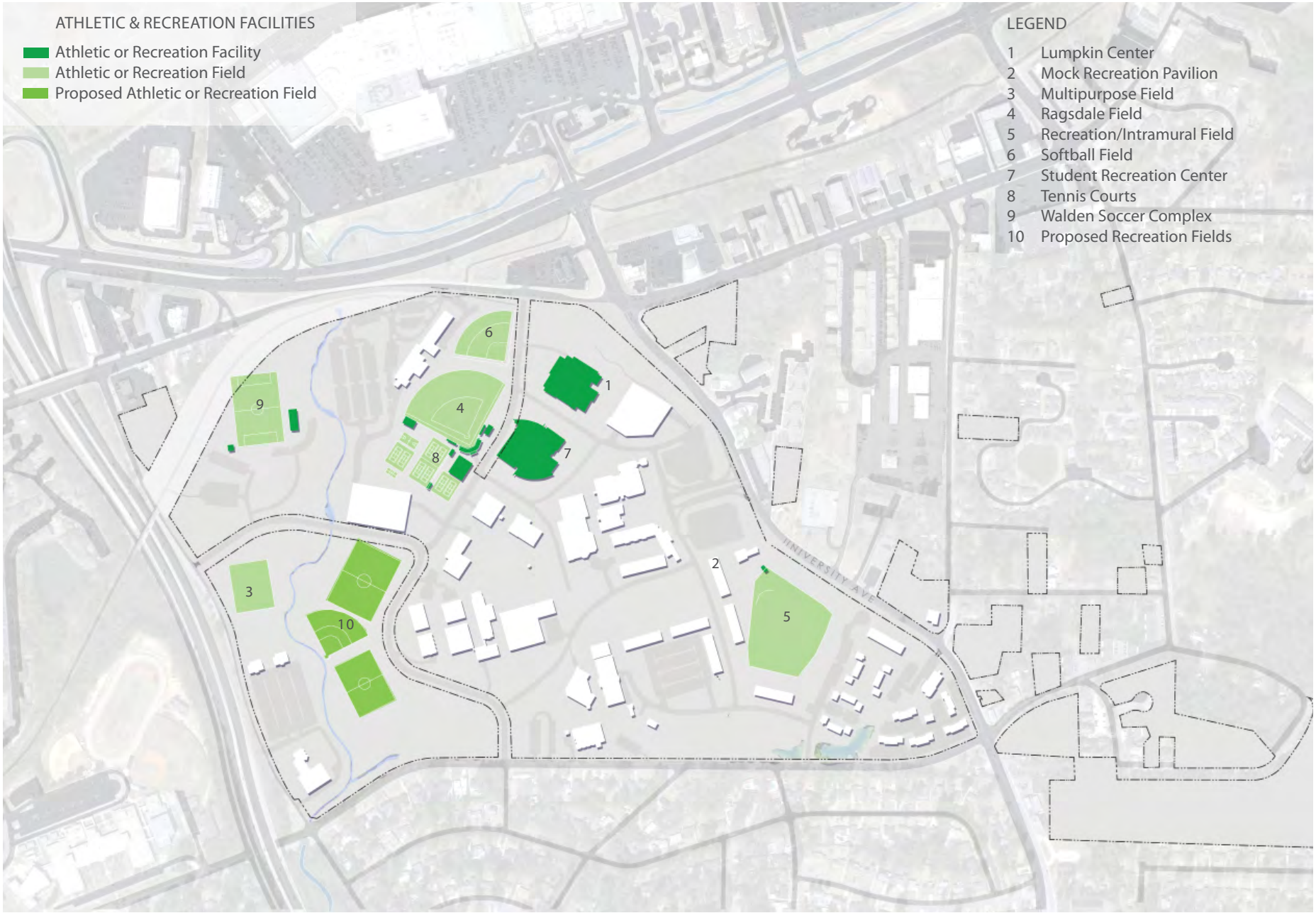

FIGURE 55: PROPOSED MAIN CAMPUS ATHLETICS AND RECREATION FACILITIES

FIGURE 56: PROPOSED EXPANSION OF SPORTS PARK ALONG LINDSAY CREEK

Sports Park Expansion along the Creek

As the University develops its parking strategy to include off-campus parking areas served by shuttle, the large surface parking lots along Lindsay Creek should be restored as green space. As the residential population on campus increases, there will be a commensurate demand for on-campus recreation space; this flat creek-side green space would be ideal for development as recreation fields, as shown in figure 55 and 56.

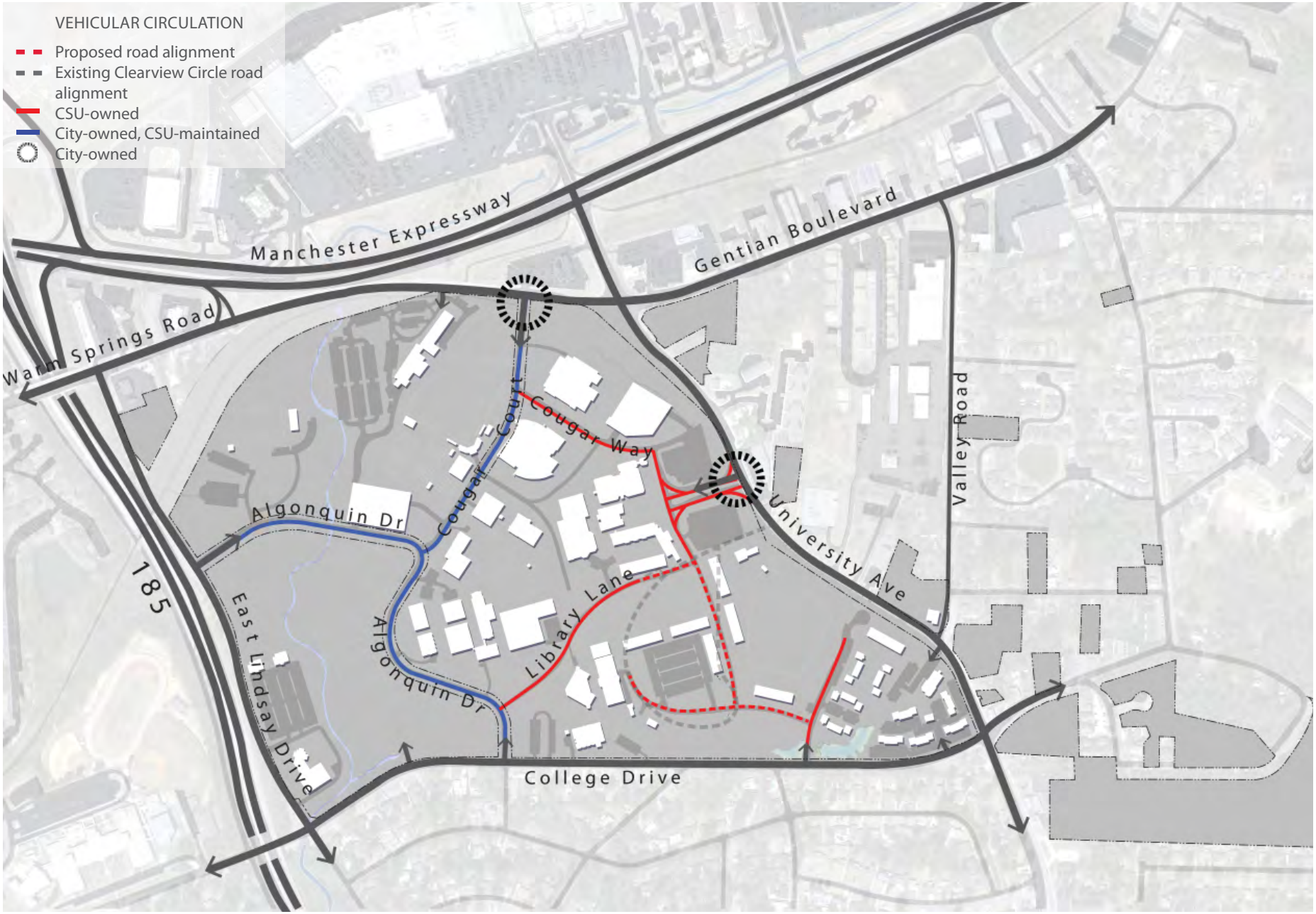

FIGURE 57: PROPOSED MAIN CAMPUS VEHICULAR CIRCULATION

Vehicular Circulation

The Master Plan proposes one significant change to the road network. There is an opportunity to simplify the primary vehicular circulation loop through the campus if the University purchases the outparcel along Clearview Circle. If the parcel were purchased, Clearview Circle could become a University-owned road. It then could be reconfigured to eliminate the secondary entrance along University Avenue and to connect through to Sellers Circle (see figure 57). This new road configuration allows for a more direct alignment with Cougar Way and will establish a more efficient road framework for housing expansion concept B. In this concept, a large surface parking lot is developed between LeNoir Hall and the new dormitories to replace the existing parking lots in this area.

Transit

The Master Plan recommends that the University maintain its current schedule of shuttle bus service between the Main Campus and RiverPark. As demand increases, due to growth in the residential campus population, modifications to parking policy, or other factors, the University should assess its shuttle schedule and consider increasing the number of shuttle runs per day (i.e. potentially extending hours of operation and/or decreasing headways). Additionally, as the University begins to implement remote parking strategies, such as the proposed parking partnership with the Peachtree Mall, shuttle service should be expanded accordingly to serve remote lots.

Parking

The Master Plan envisions a long-term increase in enrollment from today's 8,307 to approximately 10,000. In the short term, the goal is to increase the proportion of students living on campus, from today's 8% to between 17% and 25%. Tables 10 through 12 show projected parking need under each of these scenarios.

Outlying Parcels

Outlying parcels will be valuable to CSU in the long-term. While core academic facilities are not recommended on these sites, they will be needed for ancillary functions, such as the relocated physical plant and remote parking.

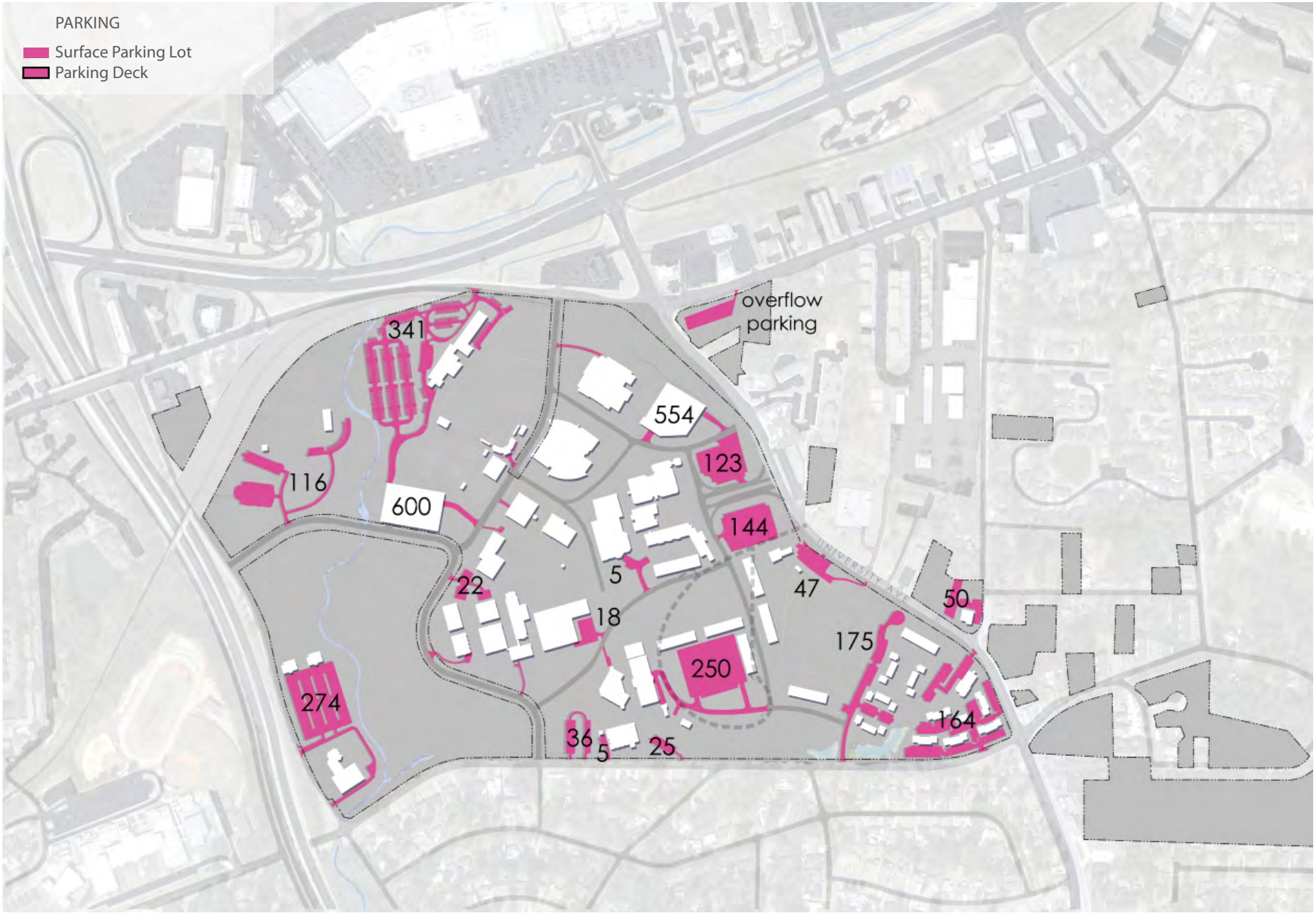

FIGURE 58: PROPOSED MAIN CAMPUS PARKING

TABLE 10

SHORT-TERM SCENARIO A: CURRENT ENROLLMENT, 17% ON-CAMPUS	
Projected Enrollment	8,307
Projected Residents	1,412
Projected Commuters	6,895
Occupied F/S Space	344
Occupied Res. Space	1,092
Occupied Commuter Student Space	1,926
	3,361
+10%	3,697
other	127
NEED	3,824

TABLE 11

SHORT-TERM SCENARIO B: CURRENT ENROLLMENT, 25% ON-CAMPUS	
Projected Enrollment	8,307
Projected Residents	2,077
Projected Commuters	6,230
Occupied F/S Space	344
Occupied Res. Space	1,606
Occupied Commuter Student Space	1,740
	3,689
+10%	4,059
other	127
NEED	4,185

TABLE 12

LONG-TERM SCENARIO: 10,000 ENROLLMENT, 16% ON-CAMPUS	
Projected Enrollment	10,000
Projected Residents	1,600
Projected Commuters	8,400
Occupied F/S Space	415
Occupied Res. Space	1,237
Occupied Commuter Student Space	2,346
	3,997
+10%	4,397
other	153
NEED	4,549

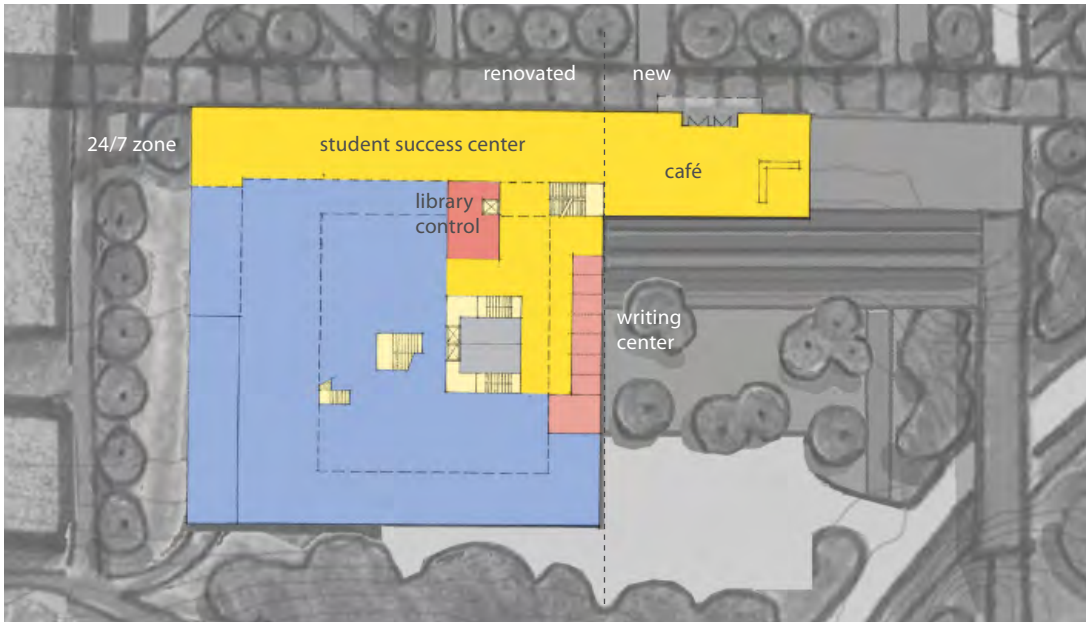

FIGURE 59: SCHWOB LIBRARY - PROPOSED QUAD LEVEL

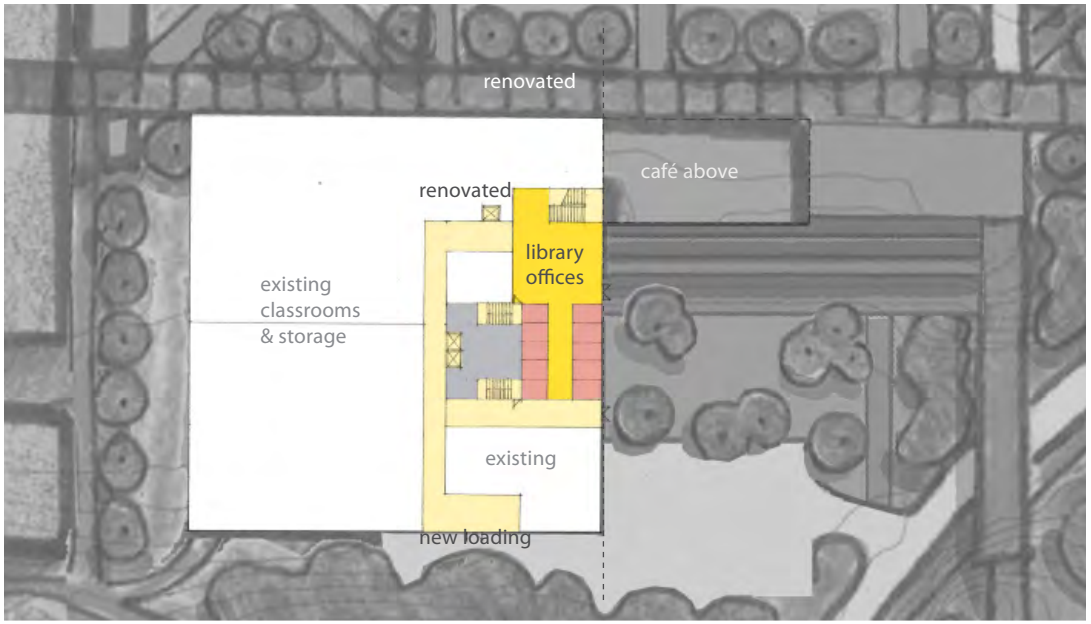

FIGURE 60: SCHWOB LIBRARY - PROPOSED LOWER LEVEL

BUILDING PROJECTS

Schwob Library

The existing Schwob Library is inward-looking in character; programmatically, the building lacks adequate social and study space. However, there is a significant quantity of space on the lower level, which could be better utilized to support academic programs. The proposed regeneration includes a glassy new façade and addition along the front of the building facing the quad; this addition will increase transparency between the interior and exterior environments, better connecting the library to the pedestrian campus thoroughfare outside. The addition will contain a new student success center, space for academic support functions, and a new café. Additionally, areas of the library adjacent to the new construction could be repurposed for the writing center and a consolidated central library administration suite.

Howard Hall

Howard Hall is cramped; its classrooms are outdated, and the building contains limited student support relative to the intensity of its use as a classroom building. Additionally, it is not handicap accessible. The Master Plan proposes the addition of a centrally located student lounge and elevator core and the updating of existing classroom finishes, furniture, and technology. The new lounge/addition will add a new face on the main green, framing the proposed pedestrian spine as it passes through the building.

FIGURE 61: HOWARD HALL - PROPOSED GROUND LEVEL

FIGURE 62: HOWARD HALL - PROPOSED SECOND LEVEL

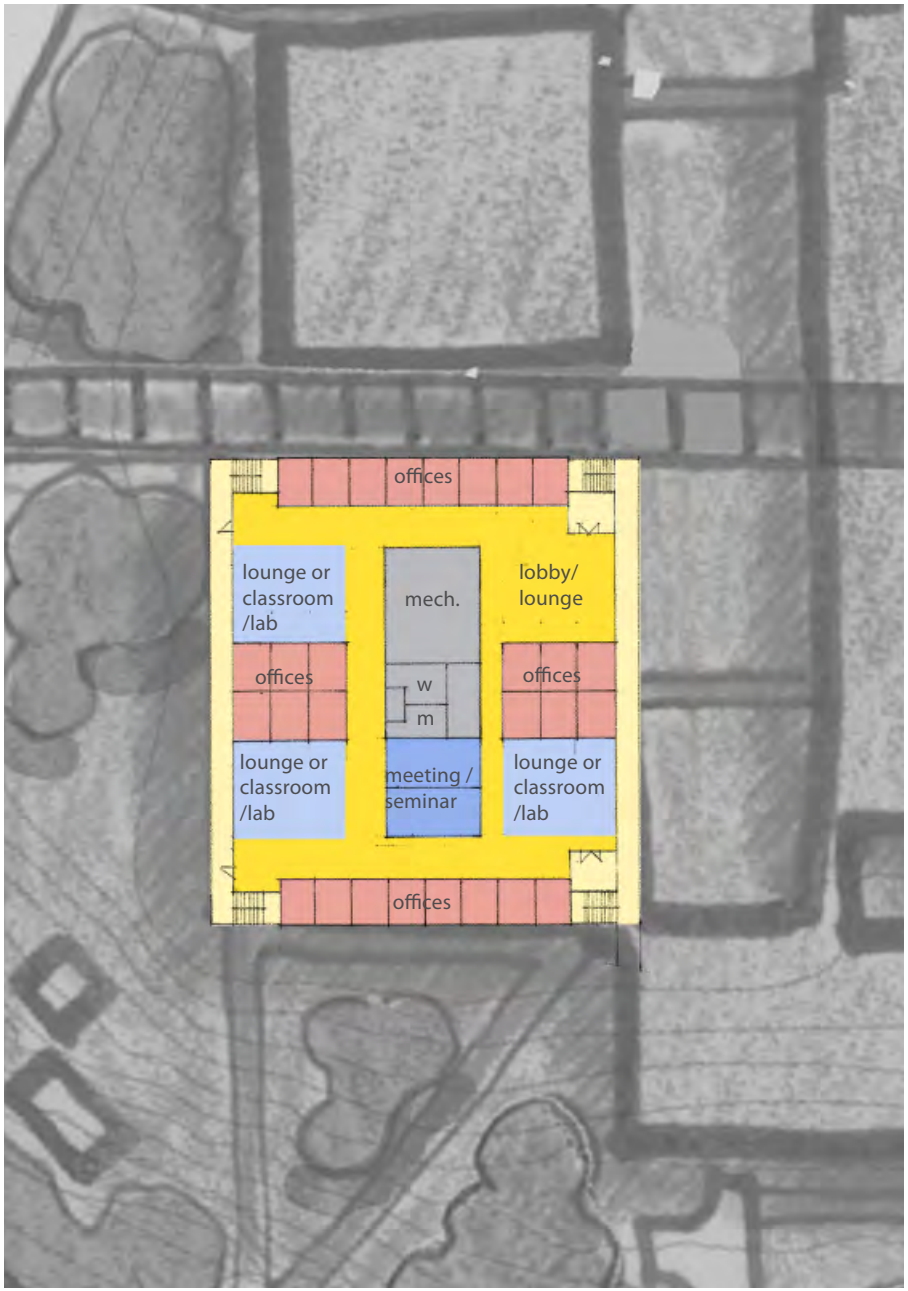

FIGURE 63: ARNOLD HALL - PROPOSED SECOND LEVEL

Arnold Hall

The Master Plan proposes to repurpose the second floor of Arnold Hall as a new academic department center. The building is centrally located along the proposed campus pedestrian spine and can include offices, meeting rooms, workshop spaces, and student social space. The existing building core can be retained, while the mechanical systems are reconfigured.

LeNoir Hall

The proposed addition to LeNoir Hall responds to lab deficiencies identified in the Master Plan statistical building analysis. The proposed three floor addition capitalizes on the existing horizontal building circulation system, while adding a new stair at the north end of the addition. Other building infrastructure, such as the main entry, central circulation core, and bathrooms are adequate to support the new addition. 10 new laboratories could be built.

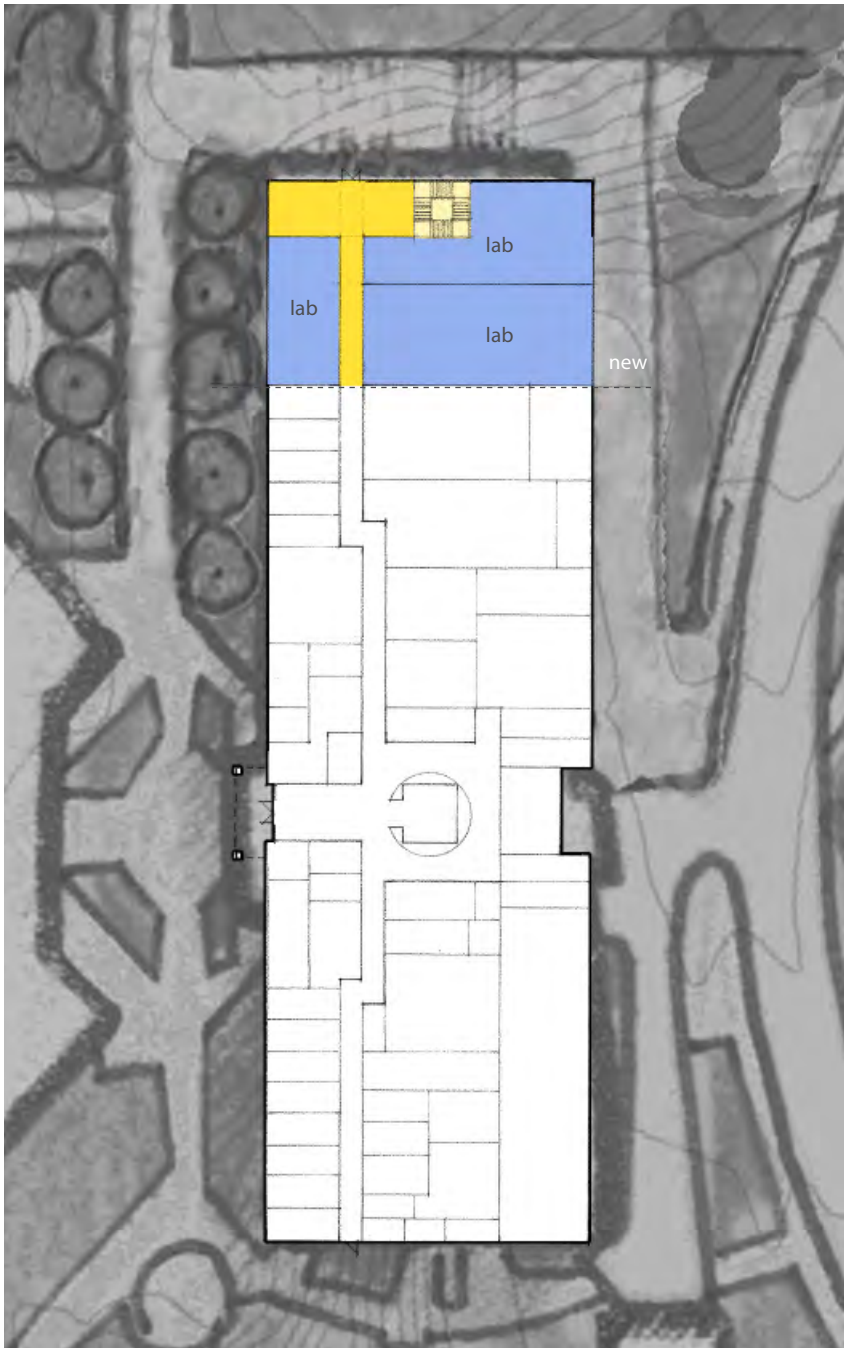

FIGURE 64: LENOIR HALL - PROPOSED GROUND LEVEL

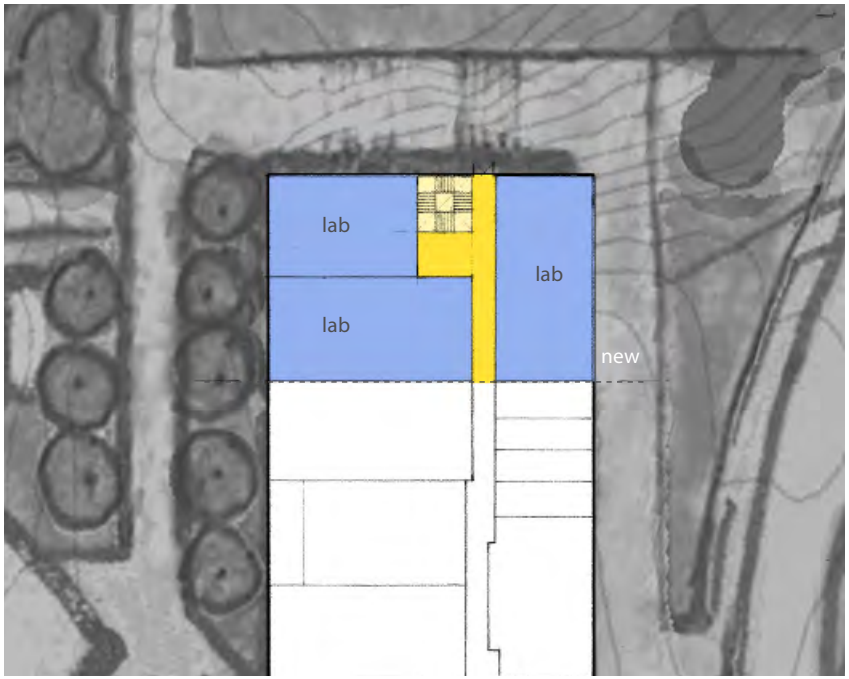

FIGURE 65: LENOIR HALL - PROPOSED THIRD LEVEL

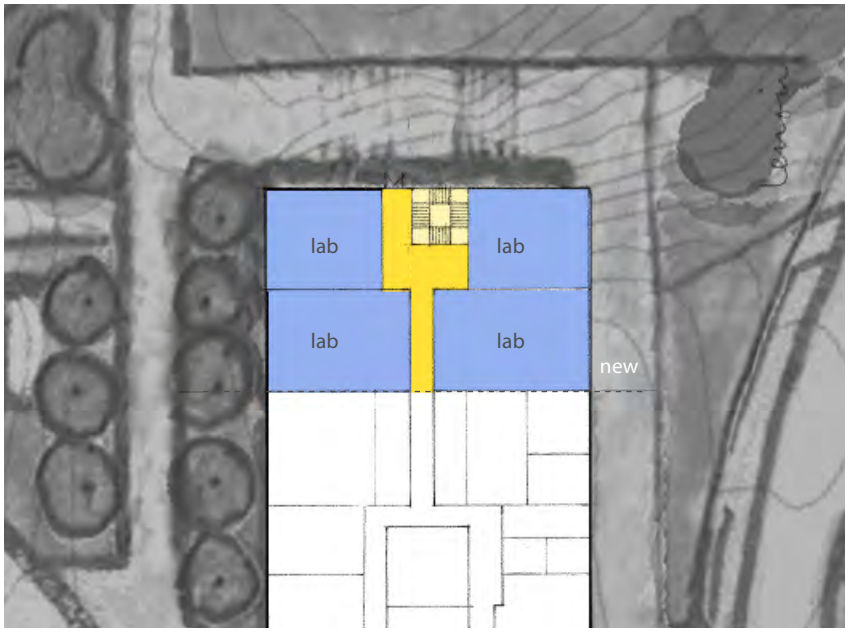

FIGURE 66: LENOIR HALL - PROPOSED SECOND LEVEL

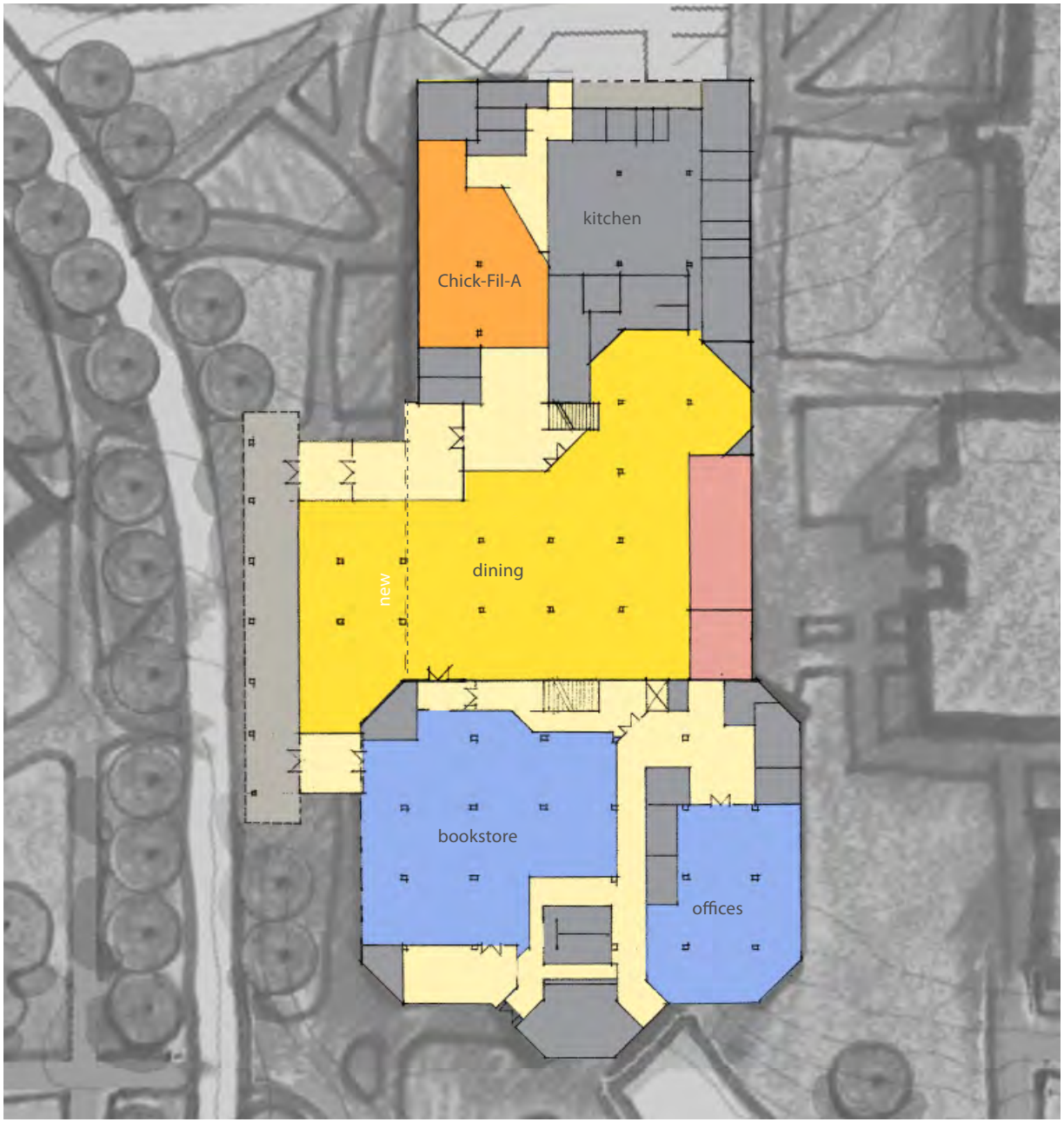

FIGURE 67: DAVIDSON STUDENT CENTER - PROPOSED QUAD LEVEL

Davidson Student Center

Dining capacity at Davidson can be expanded to meet increased residential demand by adding new square footage to the dining room at the western edge of the building. This addition will give the building a new façade facing the quad, along the north-south central campus walk. The addition should be designed to include shaded outdoor seating space to allow student life activities within the building to spill outside, activating the edge of the quad. If the increased seating capacity requires additional dining infrastructure, an expansion of the kitchen and servery facilities can be accommodated to the east of the building. Longer term, additional expansion of the dining area may suggest relocation of the bookstore. If that were desirable, a new bookstore could be constructed as part of a larger, centralized project, such as part of a new wing on the business school. The organization of the second story of the building should remain the same.

COST ESTIMATES FOR BUILDING IMPROVEMENTS

Costs are based on Gross Square Foot Project Costs, (including 24% soft costs), for similar projects in a similar location. The costs are in 2012 dollars and do not include escalation to construction start, FF&E costs, or costs to upgrade utilities if required for the respective projects.

Schwob Library
new 4,510 GSF @ $250/GSF = $1,127,500, renovated 21,870 GSF @ $150/GSF = $3,280,500,
TOTAL = $4,408,000

Howard
new 3,200 GSF @ $250/GSF = $800,000, renovated 25,000 GSF @ $150/GSF = $3,750,000
TOTAL = $4,550,000

LeNoir
new 26,400 GSF @ $400/GSF = $10,560,000
TOTAL = $10,560,000

Davidson
new 10,000 GSF @ $250/GSF = $2,500,000 renovated 7,500 GSF @ $150/GSF = $1,875,000
TOTAL = $4,375,000

Arnold
renovated 14,500 GSF @ $150/GSF = $2,175,000
TOTAL = $2,175,000

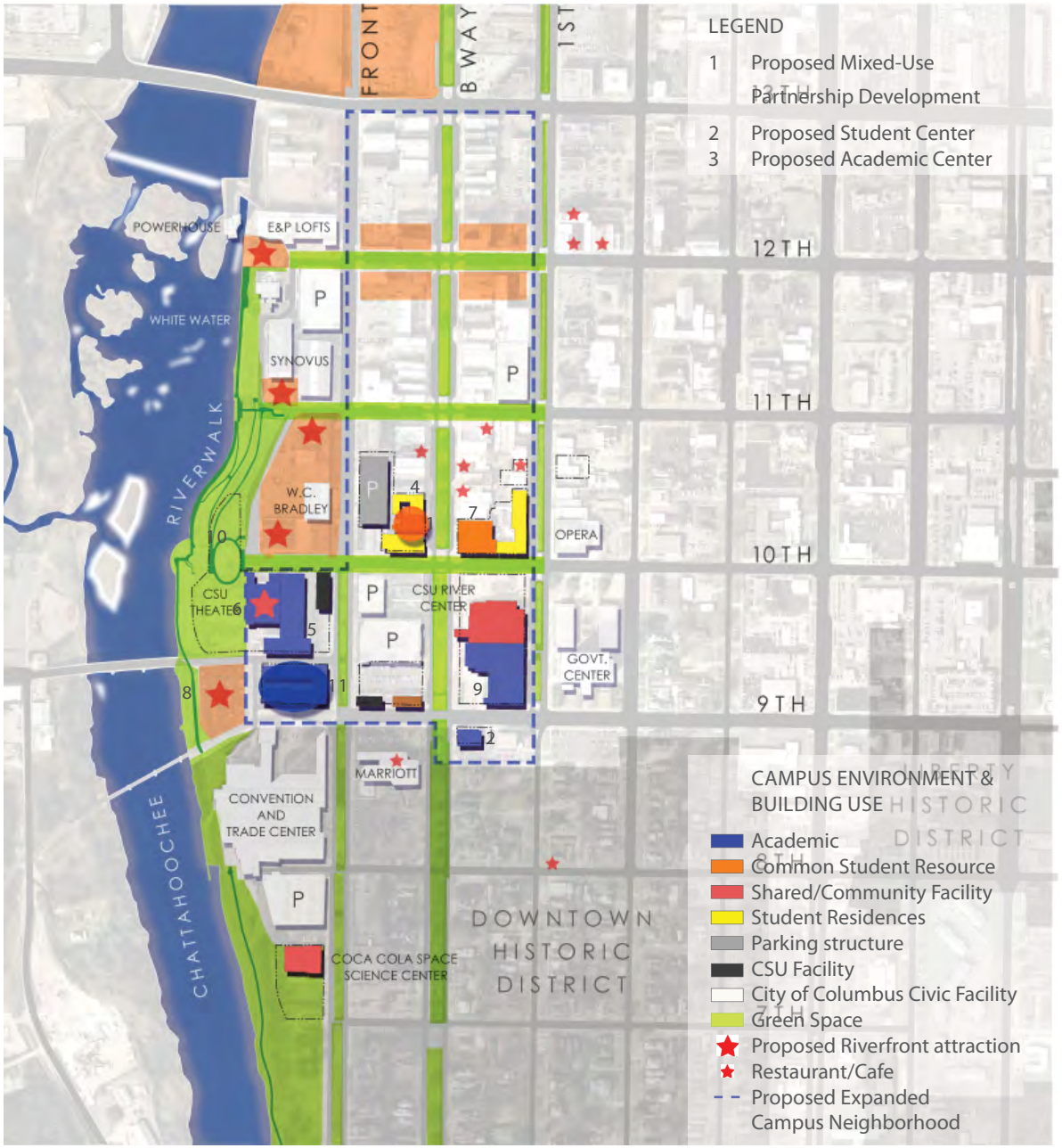

FIGURE 68: EXISTING RIVERPARK CAMPUS BUILDING USE

RIVERPARK CAMPUS STRATEGY

The fast-moving roads that surround the existing Main Campus form a natural boundary to the pedestrian environment. Although it may benefit the campus to relocate some uses, such as remote parking and Operations and Maintenance, outside of this boundary, the Master Plan recommends that additional academic or student life expansion occur within this contiguous zone. In the long term, as the Main Campus is increasingly built out, and as new programs come to the University, the RiverPark campus will become an ever more valuable University asset. The RiverPark campus is integrated into the City fabric; its boundaries are more flexible than the Main Campus. Uptown is an unique environment for a liberal arts campus and CSU recognizes that the success of uptown Columbus and the University are intertwined.

The existing CSU neighborhood is currently contained by Front, 11th and 1st Streets and bounded by the Historic District south of 9th Street. Taking the City of Columbus's Master Plan recommendations into consideration, the CSU Master Plan identifies an expanded campus neighborhood, whose northern boundary extends up to meet potential City Redevelopment around 12th and 13th Streets. New programs, acquisitions and renovations should be considered as needed within this expanded zone. CSU investments should be opportunities that encourage both an integrated living-learning city campus as well as catalyze continued private investment Uptown.

Short-term Master Plan recommendations for RiverPark include the development of an academic/student space toward the southern edge of the campus district. This can be achieved by building on initiatives underway at Dillingham Place or Arsenal Place and through the consolidation of learning labs and student work space shared by all academic programs. This academically focused hub to the south should be complemented by ongoing CSU-sponsored and/or private retail/commercial development at the northern end of the district, including enhanced food offerings, music venues and cafes. Other CSU investments currently underway include the development of additional student housing within the campus neighborhood.

The plan also recommends that CSU work with the city to enhance 10th, 11th and 12th streets, to strengthen connections to the existing parklands along the river and activities associated with the new white water facilities. See Figure 68.

07

IMPLEMENTATION AND PHASING

FIGURE 69: NEAR-TERM ACADEMIC CORE IMPROVEMENTS

INTRODUCTION

The Columbus State University Master Plan features four "big ideas." These are: (1) Regenerate the Academic Core; (2) Restore the Green Valley; (3) Build a Residential Campus; and (4) Strengthen the RiverPark Campus. The Master Plan provides guidance for the location and size of facilities and landscape improvements that collectively will reinforce Columbus State as a vibrant learning, living, and working environment for the entire university community. Campus improvements will be phased incrementally in response to need and available resources. This section of the Master Plan provides an overview of the "phases" of the plan, with an understanding that implementation is rarely a linear process, but rather one which ebbs, flows, and overlaps.

NEAR-TERM ACADEMIC CORE IMPROVEMENTS

The initial phase of the Master Plan, depicted in Figure 69, focuses on the targeted regeneration of the academic core, including five academic and student life infill and renovation projects. In this phase, Woodall Hall is removed to allow for the expansion of CSU's central quad. The English department is potentially relocated to Howard Hall or another facility designated by the University. The improved east-west pedestrian spine is developed, linking Howard Hall to the Center for Commerce and Technology. To address flooding issues and pedestrian safety concerns, Library Lane is transformed by the strategic daylighting of the drainage corridor, the removal of parking bays and redevelopment of the street as a vehicular street with on-street parking.

FIGURE 70: CONCEPT A) NEW STUDENT HOUSING IS ARRANGED TO LINK BACK TO THE CORE CAMPUS

RESIDENTIAL CAMPUS EXPANSION & CONNECTION: CONCEPT A

Figure 70 shows the expansion of the student residential community on campus with the development of up to 900 new student beds (the companion residential life study will determine a precise target). New dormitories are arranged on campus to improve the physical connection between the existing Courtyard I housing and the academic core. Clearview Circle is replaced by an improved road network to promote the connectivity and continuity of student housing, clarify vehicular circulation in the residential zone of campus, and allow for the efficient siting of new dormitories.

Over time, the Master Plan recommends a phased approach to consolidate Main Campus student housing within the bounds of the Main Campus, including those students currently housed at Maryland Circle.

FIGURE 71: CONCEPT B) ALTERNATIVE HOUSING EXPANSION

ALTERNATIVE HOUSING EXPANSION: CONCEPT B

Developing additional on-campus housing is a priority of the Master Plan, and several options for core campus housing expansion have been tested.

This alternative housing scheme depicts a cluster of residential buildings embracing the existing recreation field adjacent to Courtyard I. This option is feasible "from day one" as it is not dependent on the acquisition of the single family home at the entrance to Clearview Circle, nor does it require the reconfiguration of any existing campus or City roadways. Additional study would be required, however, to confirm the requirements for developing housing on the play field site, which is a capped landfill.

FIGURE 72: PHASE III - CAMPUS PARKING STRATEGY & PARTNERSHIP

PARKING STRATEGY & PARTNERSHIP

Phase III illustrates the implementation of a new parking strategy for the University designed to accommodate the additional parking demand generated by the expanded student housing population. The first step of this strategy is the development of a parking partnership with the Peachtree Mall on Manchester Expressway for approximately 600 spaces. This partnership provides the University with proximate and available parking and provides the Mall with a productive use of its underutilized parking lot as well as a potential customer base. Expansion of the CSU Shuttle service to the mall will be required. In the long-term, at 10,000 students, the Master Plan proposes the construction of a new structured parking facility south of the tennis complex on the site of an existing surface parking lot. This is an ideal location for the University's second parking garage; it is located just outside the Algonquin Drive loop road framing the campus core, adjacent to existing and proposed athletic and recreation facilities, and can capture traffic arriving from the west on Lindsay Drive.

FIGURE 73: IN THE LONG-TERM, THE SPORTS PARK IS EXPANDED ALONG THE CREEK; COURTYARD II IS SOLD IF POSSIBLE

LONG-TERM VISION: SPORTS PARK ALONG THE CREEK

In the long-term, the Master Plan envisions the development of an expanded sports park along Lindsay Creek coupled with the restoration of the creek landscape. The sports park will serve the demand for additional outdoor recreation space for intramural and club sports generated by the expanded student resident population. Support functions, such as Plant Operations and Warehousing and Receiving, are relocated to one of the University's nearby off-campus land holdings. The surface parking displaced by the sports park will be replaced with a remote parking strategy.

The Master Plan further recommends that, if possible, the University sell Courtyard II and relocate its residents, all of whom are upperclassmen, to other campus housing.

FIGURE 74: LONG TERM ACADEMIC INFILL

LONG-TERM ACADEMIC INFILL

Figure 74 shows the preferred locations for additional academic facilities in the core, should they be required in the future. These opportunities include the addition of a new wing to the Center for Commerce and Technology along Library Lane and a new building at the western terminus of the academic core pedestrian spine, next to Illges Hall. The site currently occupied by the Theater of University Hall is proposed for development of a new building. Adaptive reuse of the current theater for a use other than performing arts will be challenged by the characteristics of the structure and space. Given the current underutilization of the facility coupled with the significance of its gateway site, this is viewed as an exciting long term infill opportunity.

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Bill Turner, Foundation & Properties Trustee
Eddie Woodhouse, Assistant VP Facilities

Sasaki Associates

Caroline Braga, ASLA - Project Landscape Architect
Philip Bruso - Planner
Justin Fay, AICP - Project Planner/Manager
Richard Galehouse, AICP - Participating Principal
Gregory Janks - Principal in Charge
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