



Campus Master Plan Update

Swainsboro, Georgia

October 30, 2009



Hendessi & Associates



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Introduction

In the fall of 2008, East Georgia College commissioned Hendessi & Associates, working in conjunction with Lord, Aeck & Sargent Architects, to update the Campus Master Plan, which was originally completed in 2001.

At the time that the 2001 Master Plan was completed, East Georgia College had a total enrollment of approximately 1,310 students. Of these students, 683 were enrolled at the campus in Swainsboro. Almost 400 were enrolled in the East Georgia College at Statesboro (EGCS) program, which was then located on the campus of Georgia Southern University. The remaining students were enrolled through cooperative agreements between the College and five area technical colleges.

The campus comprised approximately 220 acres and 80,000 gross square feet (gsf) of space distributed over six buildings: the Administration (George L. Smith) Building, the Student Center, the Academic Classroom Building, the Physical Education Building, the Plant Operations Building, and the Sculpture/Pottery Building (Art Studios). Outdoor athletic facilities included a football-soccer field, tennis courts, a softball field, and general use areas. Parking accommodated 450 cars. With the exception of the Sculpture/Pottery Building, which was built in 1955, all of the original campus buildings were constructed in 1974 to accommodate 600 students. Through the implementation of the 2001 Master Plan, the campus was expanded to accommodate up to 1,000 students. These developments included the following:

- In 2001, the Luck Flanders Gambrell Building, which contains 41,500 gross square feet, including a 42,000 volume library, classrooms, a computer lab, GSAMS room, stage, and office space, was completed.
- An additional 6.5 acres was acquired in 2001, bringing the total acreage of the campus to 227.
- In 2003, the 30,789 gsf Classroom and Activity Center, which included a gymnasium and additional classroom space, was constructed as an addition to the 8,979 gsf Physical Education Building, which was completely renovated in 2003.
- In 2006, a complete renovation of the original Student Center, combined with a 22,205 sf addition created a new Student Services Complex, which includes a dining area, kitchen and grill, student government and publication rooms, a bookstore, student lounge and game room, guidance center, and general purpose meeting rooms. The Complex also houses enrollment services, registrar's office, and bursar's office, providing a one-stop shop for student services, as well as business service offices for faculty.
- In 2007, a new Campus Entrance Road was completed to provide access from the Pathway Technology Park near the intersection of Lamb's Bridge Road and East Meadowlake Parkway.
- Also in 2007, the College occupied a 12,875 sf space to house the administration for EGCS, though classes continued to be held on the campus of Georgia Southern University.
- The Sudie A. Fulford Community Learning Center, which was under construction when the Master Plan Update was commissioned, is scheduled to open in 2010. This facility will provide

study, teaching, and meeting spaces for individual and group learning that will be open to all Emanuel County residents. The facility includes an educational technology site that will allow education students, K-12 teachers and students, and college faculty to acquire hands-on training in the latest classroom technology, and will host continuing education classes and workshops.

Improvements made since the adoption of the 2001 Master Plan are documented on the Campus Improvements Diagram, located in Appendix A: Presentation of Findings.

Goals

When the Master Plan Update was commissioned in the fall of 2008, the campus had grown to 227 acres, of which 34.07 acres were identified as jurisdictional wetlands and waters of the U.S., including surface waters and wetlands, by an Environmental Master Plan Report conducted in 2005. Total facilities approached 200,000 gsf, with enrollment approaching 1,000 students - the benchmark for the original Master Plan. There was no quantitative space deficit at the time, and the primary qualitative issues were anticipated to be addressed by a biology lab renovation project scheduled for the 2011 fiscal year. The Update was charged with the projection of facilities needs for an enrollment of up to 2,500 full-time equivalent (FTE) students in anticipation of future growth. The College and its Foundation were contemplating the potential introduction of on-campus student housing, and the update was charged specifically to evaluate the potential effect this might have on enrollment, campus life, and associated requirements upon facilities and land use. Concurrent with the update of the campus Master Plan, the College was also in the process of planning and designing a \$5.4 million Statesboro Academic Facility near the campus of Ogeechee Technical College. At 1,600 students, enrollment at EGCS had exceeded that of the main campus in Swainsboro. The potential impact of the Statesboro program upon the Swainsboro campus, particularly with respect to student demand and related institutional mission and operational issues, was also included within the scope of the Master Plan Update. Finally, the development of the Master Plan Update coincided with the revision of the College's Strategic Plan, a copy of which is included in the Appendix of this document. Though the Strategic Plan does not include specific facilities requirements of Master Plan, both documents were developed within the same context with respect to the assessment of the College's long-term institutional goals.

Qualitative Assessment

A qualitative assessment of the campus was made through site visits and interviews with campus stakeholders, including faculty, staff, and students. The condition of the existing facilities was good, with minor renovation requirements already slated for funding. However, an immediate need to expand the physical plant facilities, particularly campus storage space, was identified as an urgent concern. The Art Studios, where ceramics classes are held, were also found to be inadequate and poorly located. Exterior athletics and recreational facilities were in need of improvement. All but one of the outdoor tennis courts was so deteriorated as to render them unusable. Likewise, the composition and compaction of the soils in the athletics fields adjacent to the Physical Education Building has raised concerns about the safety of students using them, due to the hardness of the playing surface. Less critical, but widely cited was the desire to re-open the network of nature trails on the campus which had fallen into disuse.

The balance of the assessment dealt with aspirational goals for the development of the campus. Students, faculty, and staff alike expressed an appreciation for the intimate nature of the campus, which mirrored the personal quality of instruction through small class sizes that is the hallmark of an East Georgia College education. The deference of buildings to their natural setting, with an emphasis on natural light and views to pine groves and water features and their arrangement about an informal shaded lawn were regarded as essential to the character of the campus. A desire to maintain small, 25-student class sizes was universally expressed, though the need for some 40-person classrooms for a few course sections was also acknowledged. Discussion was given to improving and expanding facilities for the arts, recreation and wellness, and intercollegiate athletics, with each sharing the potential to enhance instructional opportunities, improve the quality of campus life, and strengthen already strong ties to the local community.

Opportunities to provide campus housing, including types and locations for housing facilities, the potential impact housing would have on enrollment, and the demand for additional services housing could create, including 24-hour security, campus dining facilities, and enhanced facilities for student life and recreation, were also discussed. Residential and non-residential campus options were offered for the College's consideration. Through the planning process, the College and its Foundation elected to pursue the privatized development of on-campus housing, commissioning an independent market study to evaluate student demand. The study confirmed demand for housing in the range of 200-250 beds. Based on this information, the Foundation agreed to cede approximately 10 acres adjacent to the campus to the College for the purpose of developing student housing. These changes were incorporated into the final draft of the Revised Campus Plan.

A summary of the major themes identified through the assessment process may be found in the "Summary of Issues and Findings" section of the Appendix of this document. The initial options presented to the College and a summary of the responses received is included in the Appendix section, "Cross Team Meeting 2: Presentation of Options".

Quantitative Analysis

A quantitative analysis of current and projected space utilizations developed by the University System of Georgia Office of Real Estate and Facilities provided guidelines for the projects and phasing of the Master Plan Update. Beginning with a current design guideline of 1,000 full time equivalent (FTE) students, phases for the plan were established based on enrollment horizons of 1,500, 2,000, and 2,500 FTE. Space requirements measured in assignable square feet (ASF) according to space usage codes were calculated for each phase. These requirements, coupled with the information gathered during the qualitative assessment, were used to define specific projects associated with each phase. Parking projections were extrapolated by applying the current parking ratio of .41 spaces per person to the projected campus population at each enrollment horizon, with the assumption that the ratio of faculty and staff to students would remain constant

Campus Precincts

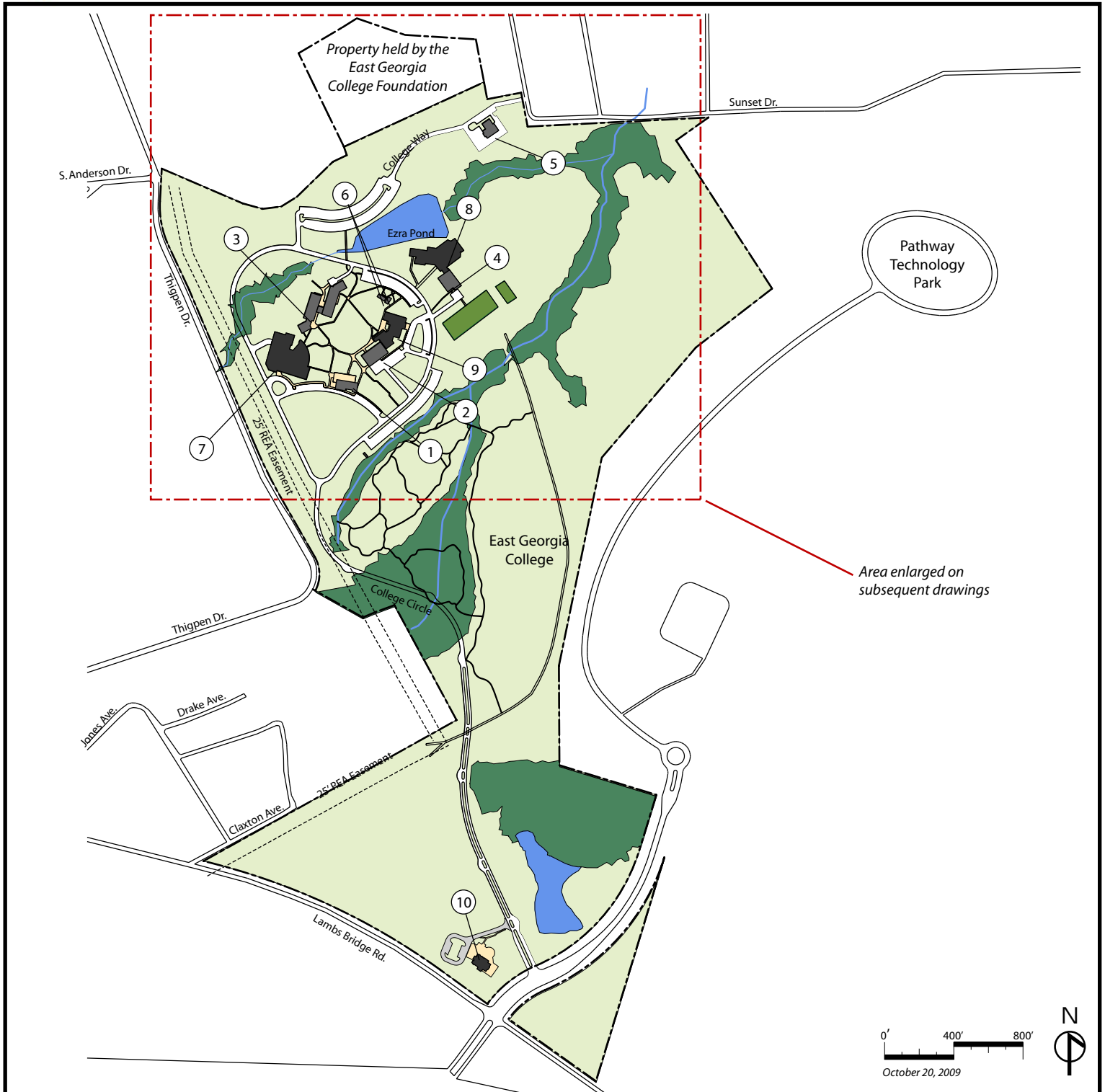
The Campus Master Plan incorporates an additional 10 acres currently held by the East Georgia College Foundation that are scheduled to be ceded to the College by the end of 2009. Geographically, the Master Plan Update arranges the campus into three distinct and overlapping precincts. The Academic Core builds on the historic nucleus of the College, concentrating academic buildings around the informal lawn at the heart of the campus. The Recreation Center expands upon the existing physical education building and athletic fields, encompassing spaces for both informal recreation and organized events. The Residential Village develops the Foundation property at the northern edge of the campus to provide for 750 beds, while capturing recreational and dining facilities that will serve as an essential part of a 24-hour campus for residential students. At the heart of the three overlapping districts is Ezra Pond, proposed improvements to which include an outdoor classroom to the south and expanded green space to the north as well as a network of pedestrian paths linking the three precincts around its shores, establishing a vibrant center for an expanded East Georgia College campus.

Implementation

The implementation strategy for the Master Plan Update is found on the following pages. The implementation schedule for all building and parking projects is outlined in Campus Facilities Matrix. The building projects are broken out into greater detail by space use code in the Space Utilization Table. The general organization of the campus is depicted in the Campus Precinct Plan. Building and Campus Improvement projects are located on the New Projects diagram. Parking facilities are identified on the Parking & Circulation diagram. The Comprehensive Plan depicts all projects included in the Master Plan Update. Descriptions of each of these projects are included in the Project Narratives.

GUIDELINES	Phase	Baseline (2009)		Phase I		Phase II		Phase III	
	Students (FTE)	1,000		1,500		2,000		2,500	
	Faculty & Staff	138		207		276		345	
	TOTAL	1,138		1,707		2,276		2,845	
#	FACILITIES (NON-RESIDENTIAL)	GSF	ASF	GSF	ASF	GSF	ASF	GSF	ASF
1	George L Smith Building	6,000	4,044	6,000	4,044	6,000	4,044	0	0
2	Student Center	11,728	7,245	11,728	7,245	11,728	7,245	11,728	7,245
3	Academic Classroom Building	44,357	24,146	44,357	24,146	44,357	24,146	44,357	24,146
4	Physical Edication Building	8,979	5,633	8,979	5,633	8,979	5,633	8,979	5,633
5	Plant Operations Building	5,864	4,536	5,864	4,536	5,864	4,536	5,864	4,536
6	Art Studios	1,078	1,078	0	0	0	0	0	0
7	Luck Flanders Gambrell Building	41,489	30,696	41,489	30,696	41,489	30,696	41,489	30,696
8	Classroom & Activity Center	30,789	23,306	30,789	23,306	30,789	23,306	30,789	23,306
9	Student Center Complex	22,205	17,593	22,205	17,593	22,205	17,593	22,205	17,593
1A	Plant Operations Addition			5,000	4,000	5,000	4,000	5,000	4,000
1B	Academic Building Addition			13,000	8,000	13,000	8,000	13,000	8,000
1C	Classroom & Activity Center Expansion			23,000	16,000	23,000	16,000	23,000	16,000
1E	Student Center Expansion			15,000	12,000	15,000	12,000	15,000	12,000
2A	Phase II Academic Building					36,000	22,000	36,000	22,000
2B	Campus Athletic Center					33,000	27,000	33,000	27,000
3B	Phase III Academic Building							36,000	20,000
3C	Campus Recreation Center							24,000	19,000
	TOTAL	172,489	118,277	227,411	157,199	296,411	206,199	350,411	241,155
#	RESIDENTIAL FACILITIES*	GSF	BEDS	GSF	BEDS	GSF	BEDS	GSF	BEDS
R1	Residence Hall 1	0	0	75,000	250	75,000	250	75,000	250
R2	Residence Hall 2					75,000	250	75,000	250
R3	Residence Hall 3							75,000	250
	TOTAL	0	0	75,000	250	150,000	500	225,000	750
#	PARKING	SPACES	RATIO	SPACES	RATIO	SPACES	RATIO	SPACES	RATIO
P1	Luck Flanders Gambrell Building	9		9		9		9	
P2	George L. Smith Building	9		9		9		9	
P3	College Circle East	110		110		110		200	
P4	Student Center	28		28		28		28	
P5	Student Center Complex	34		34		34		34	
P6	Physical Edication Building	12		12		12		0	
P7	College Circle North	67		0		0		0	
P8	Academic Classroom Building	12		12		12		0	
P9	Ezra Pond	179		222		222		222	
P10	Plant Operations Building	12		12		12		12	
P11	North Entrance Lot	0		88		88		88	
P12	College Circle West	0		200		200		200	
P13	Residential Village	0		0		200		200	
P14	East Campus	0		0		0		200	
	TOTAL	472	0.41	736	0.43	936	0.41	1,202	0.42
	Guideline	467	0.41	700	0.41	933	0.41	1,166	0.41
	Surplus/(Deficit)	5		36		3		36	

East Georgia College		Baseline		Phase I			Phase II			Phase III			Total	
Swainsboro Campus Space Utilization		Existing Condition		Proposed Project:			Proposed Project:			Proposed Project:			Outcome	
Current space utilization and projected space needs developed by the University System of Georgia Office of Real Estate and Facilities; areas measured in assigned square feet (ASF) unless noted otherwise).		Enrollment (1000 fte)		Anticipated Need			Anticipated Need			Anticipated Need			Surplus/(Deficit)	
Room Use Code		Existing ASF*		Guideline for Horizon 1 (1500 fte)			Guideline for Horizon 2 (2000 fte)			Guideline for Horizon 3 (2500 fte)			Surplus/(Deficit)	
				Outcome			Outcome			Outcome			Outcome	
				Phase 1 Project Totals			Phase 2 Project Totals			Phase 3 Project Totals			Phase 3 Project Totals	
				All Projects										
Classroom	100	13,940	9,265	43	13,897	2,043	18,530	2,590	3,000	410	23,162	4,222	4,000	22,940
Laboratory	200	13,094	10,638	2,456	15,957	(2,863)	21,276	(5,260)	5,000	(260)	26,594	(5,578)	6,000	27,016
Office	300	27,431	14,645	5,201	22,230	5,201	29,965	(2,534)	5,000	5,466	37,550	2,881	(3,000)	37,431
Library	400	16,750	14,530	2,220	21,060	(4,310)	26,506	(5,756)	8,000	244	34,535	(7,785)	8,000	34,750
Special Use	500	21,086	21,977	(891)	28,969	(7,883)	35,690	(7,604)	7,500	(104)	42,955	(7,369)	8,000	43,586
General Use (other than assembly)	600	7,780	17,550	(9,770)	25,100	(17,320)	32,700	(7,920)	8,000	80	40,750	(7,970)	8,000	40,780
Assembly	610	12,001	15,100	(3,099)	15,400	(3,399)	15,700	(3,699)	3,500	(199)	16,000	(499)	0	15,501
Support	700	5,320	8,274	(2,954)	11,066	(5,746)	14,400	(3,080)	3,000	(80)	17,795	(3,475)	3,000	17,320
Total All Room Use		117,402	111,979	5,423	153,679	(36,277)	194,767	(38,443)	22,000	5,147	239,342	(72,940)	34,000	239,324
Total Academic Core (100-400)		71,215	49,078	(1,929)	73,144	(1,929)	96,277	(16,140)	22,000	5,000	121,841	(23,626)	15,000	122,137
Total Building GSF		172,489							36,000	33,000			54,000	350,411
ASF/GSF Ratio		0.68					0.61	0.82	0.71	0.83	0.56	0.79	0.63	0.68



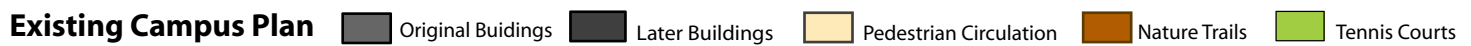
Existing Campus Plan Campus Property Original Buildings Later Buildings Wetlands Water bodies Tennis Courts

Original Campus Buildings

- ① George L. Smith Building
- ② Student Center
- ③ Academic Classroom Building
- ④ Physical Education Building
- ⑤ Plant Operations Building
- ⑥ Art Studios

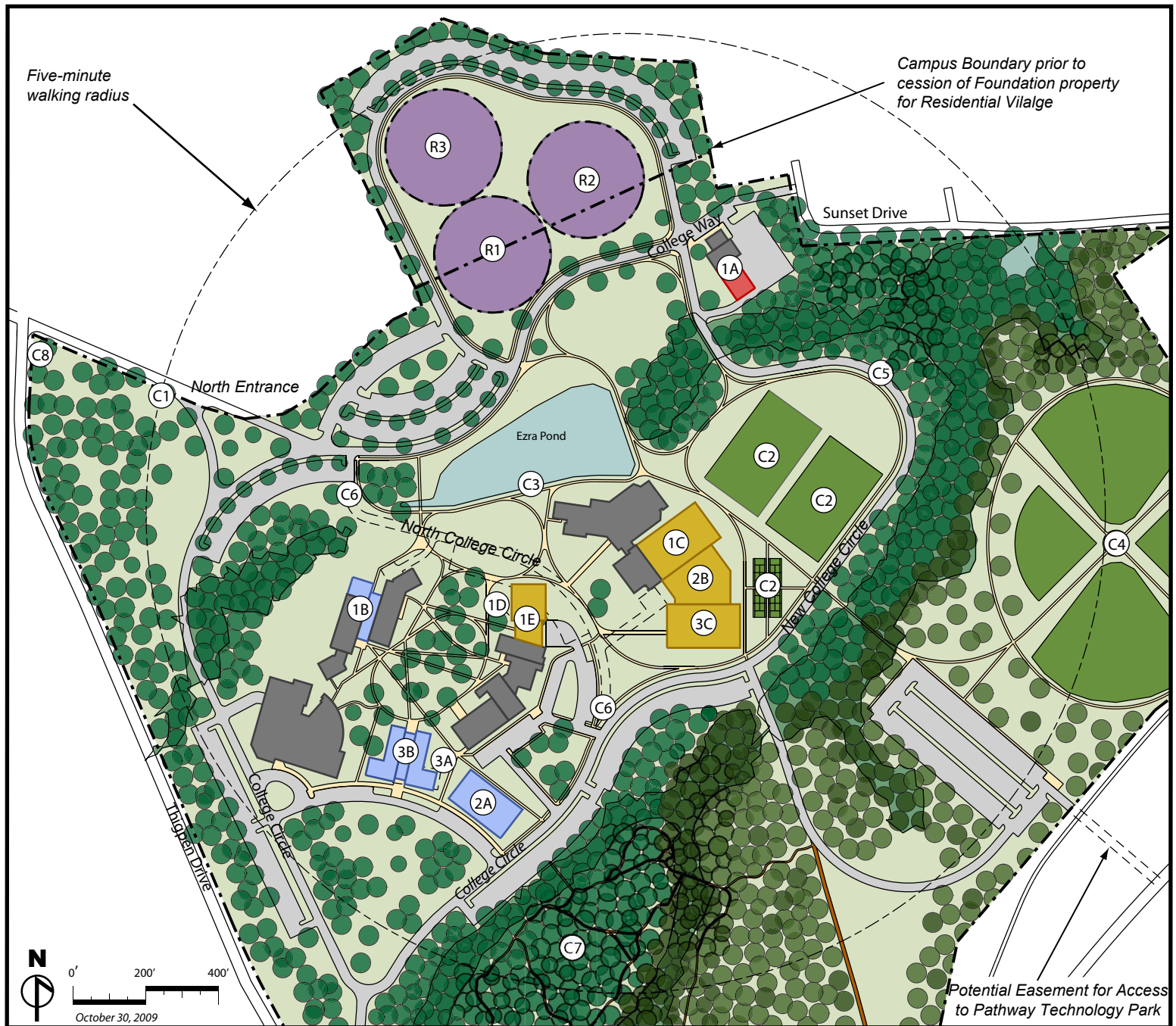
Buildings Completed subsequent to 2001 Master Plan Update

- ⑦ Luck Flanders Gambrell Building
- ⑧ Classroom & Activity Center
- ⑨ Student Center Complex
- ⑩ Sudie A. Fulford Community Learning Center (*under construction*)



- ① George L. Smith Building
- ② Student Center
- ③ Academic Classroom Building
- ④ Physical Education Building
- ⑤ Plant Operations
- ⑥ Art Studios
- ⑦ Luck Flanders Gambrell Building
- ⑧ Classroom and Activity Center
- ⑨ Student Center Complex
- ⑩ Sudie A. Fulford Community Learning Center (located by main entrance)

- P1 9 spaces (Faculty, Staff, Visitors, Handicap)
- P2 9 spaces (Faculty, Staff, Visitors, Handicap)
- P3 110 spaces (Student)
- P4 28 spaces (Faculty, Staff, Handicap, Service & Delivery)
- P5 34 spaces (Student, Handicap)
- P6 12 spaces (Handicap, Service & Delivery)
- P7 67 spaces (Faculty, Staff,, Handicap, Student)
- P8 12 spaces (Faculty, Staff, Security, Handicap, Service & Delivery)
- P9 179 spaces (Faculty, Staff, Student, Handicap)
- P10 12 spaces (Plant Operations)



Proposed New Projects*

Existing Academic Administration Campus Life Housing Athletic Fields

- | | |
|---|--|
| (1A) Plant Operations Addition - 5,000 GSF (Phase 1) | (R1) Site for Residence Hall I - 250 Beds (not contingent on phasing) |
| (1B) Academic Building Addition - 13,000 GSF (Phase 1) | (R2) Site for Residence Hall II - 250 Beds (not contingent on phasing) |
| (1C) Classroom & Activity Center Expansion - 23,000 GSF (Phase 1) | (R3) Site for Residence Hall III - 250 Beds (not contingent on phasing) |
| (1D) Art Studios Removal- (1,078 GSF) (Phase 1) | (C1) New North Entrance (Phase I) |
| (1E) Student Center Expansion- 15,000 SF (Phase 1) | (C2) Restoration of Athletic/Recreation Fields & Tennis Courts (Phase I) |
| (2A) Phase II Academic Building - 36,000 SF (Phase 2) | (C3) Outdoor Classroom (not contingent on phasing) |
| (2B) Campus Athletic Center - 33,000 GSF (Phase 2) | (C4) New Softball/Baseball Fields (not contingent on phasing) |
| (3A) George L. Smith Building Removal - (6,000 GSF) (Phase 3) | (C5) Construction of New College Circle |
| (3B) Phase III Academic Building - 36,000 SF (Phase 3) | (C6) Closure of North College Circle to all but emergency and service access |
| (3C) Campus Recreation Center - 24,000 GSF (Phase 3) | (C7) Restoration of Nature Trail (not contingent on phasing) |
| | (C8) Bicycle/Pedestrian Path to Downtown (not contingent on phasing) |

* Please see "Parking & Circulation" diagram for additional proposed improvements

 Wetlands

Proposed Parking: 694 net additional spaces (1,166 total spaces)

- P3: 90 spaces added
- P6: 12 spaces removed (permeable surface service access only)
- P7: 67 spaces removed with Student Center Extension
- P8: 12 spaces removed (permeable surface service access only)
- P9: 43 net additional spaces with first residence hall
- P11: 88 new spaces with first residence hall
- P12: 200 spaces (100 added with each of remaining residence halls)
- P13: 200 spaces (offsets loss of P7 plus additional expansion)
- P13: 200 spaces (50% is surplus parking for athletic events)

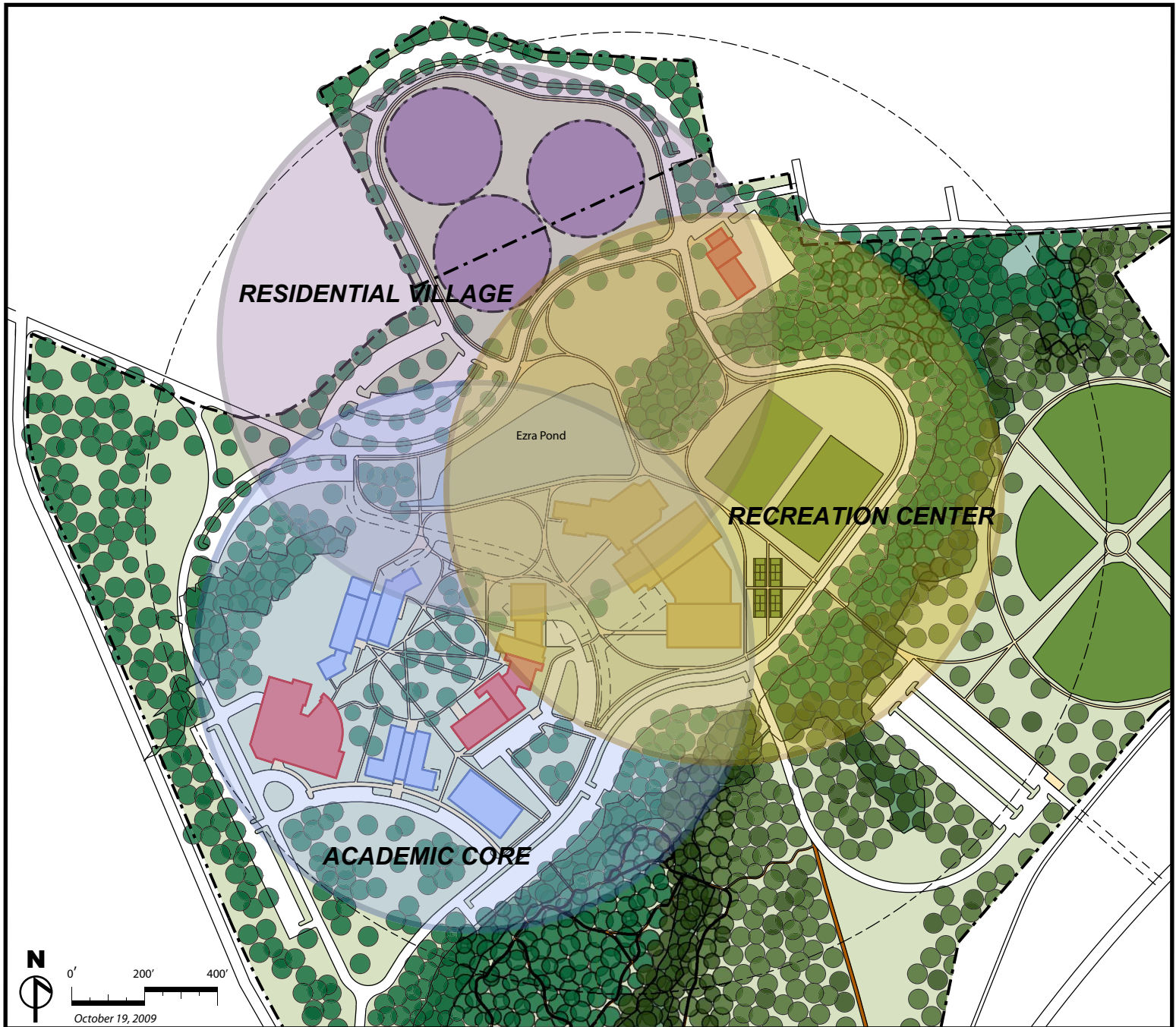
12



Academic Administration Campus Life Housing Parking Athletic Fields Trails

Proposed Campus Improvements

- (C1) New North Entrance
- (C2) Restored Athletic/Recreation Fields & Tennis Courts
- (C3) Outdoor Classroom
- (C4) New Softball/Baseball Fields
- (C5) Construction of New College Circle
- (C6) Closure of North College Circle
- (C7) Restored Nature Trail
- (C8) Bicycle/Pedestrian Path to Downtown



Campus Precinct Plan

Academic
 Administration
 Campus Life
 Housing

The consolidated campus plan organizes the campus into three distinct and overlapping precincts. The Academic Core builds on the historic nucleus of the College, concentrating academic buildings around the informal lawn at the heart of the Swainsboro campus. The Recreation Center expands upon the existing physical education building and athletic fields, encompassing spaces for both informal recreation and organized events. The Residential Village develops the Foundation property at the northern edge of the campus to provide for 750 beds, while capturing recreational and dining facilities that will serve as an essential part of a 24-hour campus for residential students. At the heart of the three overlapping districts is Ezra Pond, whose proposed improvements include an outdoor classroom to the south and expanded green space to the north as well as a network of pedestrian paths linking the three precincts around its shores, establishing a vibrant center for an expanded East Georgia College campus.

1A. Plant Operations Addition – 5,000 GSF (Phase I)

The most critical need identified in both the space analysis and interviews was that for additional support space, with storage space being a source of particular concern. This space is proposed as an addition to the physical plant building. Though funding has not been allocated for this project, it has been identified as the most immediate space need.

1B: Academic Building Addition -13,000 GSF (Phase I)

In Phase I, enrollment projections indicate only modest deficits in core academic space (CIP codes 100-400), but a 36,000 assignable square foot (asf) deficit overall. An addition to the humanities wing of the building would allow the College to meet this deficit, while providing an opportunity to construct new laboratories and/or smart classrooms as needed. Classrooms should be designed to accommodate 40 students, in order to allow for larger class sections when necessary, due to the difficulty in hiring part-time faculty when enrollment exceeds the capacity of full-time faculty but does not yet justify the creation of an additional full-time position. The addition also includes the enclosing of the courtyard space between the humanities and science wings of the building, creating an informal gathering space for students to meet or study between classes in close proximity to classrooms and faculty offices, in response to demand identified in student interviews, while providing for improved circulation between the wings and establishing a clearly identifiable entrance to the building from both the campus lawn as well as from the north approach from student parking.

1C: Classroom and Activity Center Expansion – 23,000 GSF (Phase I)

Both the space utilization analysis and interviews identified a deficit in student activity spaces. Potential additions discussed in interviews ranged from meeting rooms for student groups and informal gathering spaces to additional physical recreation facilities, potentially including a natatorium. The program for the student Resource Center should consider the need for spaces for extra-curricular activities, places for commuter students to gather between classes, as well as demand for after-hours services for residential students. Potential program elements may include expanded fitness and exercise facilities as well as more passive recreation spaces such as meeting rooms, video and gaming lounges. In addition, this facility should accommodate the relocation of the ceramics studio in the near term, in order to allow for the removal of the outdated and inadequate art studio buildings prior to the construction of the Student Center Expansion. This project should also include the improvement of the existing recreation fields and tennis courts adjacent to the physical education building (See C3, below), if these improvements have not been undertaken already. In addition, this project may prove an opportune time to develop a proposed outdoor classroom at the edge of Ezra Pond (See C2, below).

1D: Art Studios Removal – (1,078 GSF) (Phase I)

Built on the site of a former chicken coop, these two buildings total 1,078 gsf and include a small ceramics studio and a kiln. The construction of new facilities for ceramics courses will greatly enhance the quality of instruction, while meeting increased demand for these popular courses. The removal of these buildings will also allow for the 15,000 GSF Student Center Expansion for more optimal use of this site. The abandoned pump station adjacent to the Art Studios should also be removed with this project.

1E: Student Center Expansion – 15,000 GSF (Phase I)

With the expansion of the campus, the College anticipates the need to expand the existing Student Center. The Master Plan Update proposes an addition to north of the existing Student Center Building. The addition would include the relocated Richard L. Brown room, so that the room would retain views to Ezra Pond. The existing Richard L. Brown room would then become available as a multipurpose room for student use. The program for the Student Center Expansion should build upon the academic support functions currently housed in the Student Center Complex, as well as anticipate the potential need for expanded dining facilities as enrollment and the residential student population increases.

2A. Phase II Academic Building – 36,000 GSF (Phase II)

To meet the demand for additional academic space by the time the College reaches the enrollment horizon for Phase II, a new academic building is proposed to be located on College Circle, adjacent to the George L. Smith Building. During campus interviews, a desire for performing arts facilities was expressed. The location of this facility would make it particularly well-suited for this purpose, easily accommodating theater or auditorium spaces. This building should also provide for the relocation of the offices currently located in the George L. Smith Building, allowing for the removal of the building prior to the construction of the Phase III Academic Building.

2B. Campus Athletic Center – 33,000 GSF (Phase II)

The Campus Athletic Center is intended to accommodate intercollegiate athletic facilities, the demand for which was identified during campus interviews. These facilities are proposed to be located adjacent to the Campus Recreation Center to maximize opportunities for use by athletics programs, intramural programs, and physical education programs. To accommodate the need for additional athletics fields and parking, the Master Plan proposes the development of property to the northeast of the creek that currently defines the edge of the campus recreation fields (see C3, below).

3A. George L. Smith Building Removal – (6,000 GSF) (Phase III)

In order to maintain the concentration of the campus' academic core about its central wooded lawn, as well as to facilitate a new "gateway" to the academic core, the Master Plan Update proposes to locate a second 36,000 gsf Academic Building on the site of this existing 6,000 gsf administration building. While the College may elect to remove the Smith Building upon the completion of the Phase II Academic Building, its removal is not necessary until just prior to the construction of the Phase III Academic Building.

3B. Phase III Academic Building – 36,000 GSF (Phase III)

To meet the demand for additional academic space by the time the College reaches the enrollment horizon for Phase III, a new academic building is proposed at the location of the George L. Smith Building. The New Academic Building is envisioned as a campus gateway, fronting both College Circle and the main campus lawn, with a two story volume centered around an interior atrium connecting the lawn to College Circle, with additional office space occupying a one story volume on College Circle. This building is intended to accommodate typical classrooms and laboratories. In addition to the 25-person classrooms that are a pedagogical hallmark of East Georgia College, consideration should be given to the potential inclusion of additional 40-person classrooms, as well.

3C. Campus Recreation Center – 24,000 GSF (Phase III)

As enrollment approaches 2,500, existing recreational, athletics, and student activity facilities will be required. This 30,000 gsf addition to the Physical Education Complex is intended to meet this demand, while concentrating these facilities within the campus life precinct of the campus.

R1-R3 Residence Halls (not contingent on phasing)

Throughout the process of updating the master plan, a number of potential locations for campus housing were considered. Through extended dialogue involving the College and its Foundation, the decision was made to locate housing sites on property held by the Foundation adjacent to the northern boundary of the campus. The updated Master Plan identifies three locations for student housing on this site, each with the potential to locate up to 250 beds, to form a residential village on campus. The site offers proximity to the academic core as well as to recreation areas, enhancing convenience and safety for residential students. The Update also proposes enhancements to the road network and campus parking in conjunction with these projects, in order to improve both vehicular and pedestrian access between the residential village and the rest of the campus. For planning purposes, the update has arbitrarily assigned each of these residence halls to a different phase of the Plan. While precedent on peer institutions in the USG system suggests that the development of housing will increase campus enrollment, thereby accelerating the rate at which the enrollment threshold for each phase is achieved, it is possible that more than one residence hall will be developed per phase. The principal effect of this advanced development would be to accelerate the development of parking and roadways associated with the Residential Village. An increase in resident student population is anticipated to affect the specific program needs of campus life facilities, depending on the size of the population and types of amenities offered by the housing. Consideration for residential and commuter students, as well as the facilitation of interaction between both groups, should be considered at the programming stages of residential and campus life projects.

P1,P2,P4, P5: Existing parking remain

The Update proposes no change to these lots, which collectively represent approximately 80 spaces.

P3: College Circle East (Phase III)

The plan proposes to expand the College Circle East lot to 200 spaces to increase the number of parking spaces close to the campus core. This project is envisioned to occur in conjunction with the construction of the New College Circle (C5).

P6, P8: Service Parking

With the closure of the portion of College Circle that passes between the academic core and the Physical Education Building, these lots will be available for service and emergency vehicles only.

P7: College Circle North

In order to accommodate the expansion of the Student Center, the Update proposes to eliminate the 67 spaces currently located between the Academic Core and College Circle.

P9: Ezra Pond (Phase I)

The Update proposes significant modifications to lot P9 to accommodate future campus growth. The tray closest to Ezra Pond is replaced with an extension of College Way that bypasses all parking. Two more trays are added north of the remaining lot to provide additional parking. All lots are arranged to facilitate vehicular access between the Academic Core and proposed Residential Village. In addition, the Update proposes that much of the south tray of the existing P9 lot be removed in order to facilitate pedestrian access between the Academic Core and Residential Village while providing additional green space adjacent to Ezra Pond. Taken together, these improvements represent a net increase of approximately 43 spaces.

P10: Plant Operations (Phase I)

The Update anticipates the expansion of parking to accommodate vehicles associated with the Plant Operations office; because these spaces are dedicated for this purpose, they are not included in the campus parking calculations.

P11: North Entrance Lot (Phase I)

To be built in conjunction with the new north entrance, this lot provides an additional 88 spaces near the Ezra Pond lot. The Plan assumes this lot will be completed in the first phase in order to expand parking at a rate commensurate with enrolment.

P12: College Circle West (Phase II)

Originally proposed in the previous master plan, this lot, located west of College Drive parallel to Thigpen Drive can provide up to 200 additional parking spaces to keep up with demand associated with

increased enrollment in the latter phases of the plan. The Update assumes that these spaces will be dedicated for faculty and commuter student use.

P13: Residential Village (Phase II)

To accommodate additional residence halls in the future, the Update proposes additional parking of up to 200 spaces to be accessed via a loop road that encircles the Residential Village

P14: East Campus (Phase III)

A survey of the area will need to be executed before the precise location can be determined, but the lot should be located as close to the campus athletic/recreation facilities as possible, as dictated by existing topography and required buffer from the adjacent stream. If possible, an easement to connect this lot to the Pathway Technology Park would be desirable, with access to this entrance controlled by campus police. The drive connecting this 200-space lot to New College Circle is proposed to follow the route of the existing dirt road to eliminate the necessity of constructing a new vehicular bridge over the existing stream. A footbridge is proposed to provide a more direct link between the parking lot and adjacent softball and baseball fields to the campus recreation complex.

C1. New North Entrance (Phase I)

The plan proposes the addition of a north entrance to the campus, near the intersection of Thigpen Drive and South Anderson Drive. The drive will provide access to parking lot P9 and College Circle. The grove of trees west of the drive is to be preserved, maintaining a park-like buffer between the campus and the neighborhood and creating a pleasant approach to the campus. This project should be developed in conjunction with the expansion of parking lot P9.

C2. Restoration of Campus Recreation Fields and Tennis Courts (Phase I)

During campus interviews, concern was expressed regarding the soil conditions at athletic fields adjacent to the Physical Education Building. In addition, all but one of the tennis courts is in unusable condition. The Master Plan proposes improvements to the fields north of the physical education building as multi-purpose playing fields, and the relocation of the tennis courts to accommodate the expansion of the Campus Recreation/Athletic Center (see 2B, and 3B).

C3. Outdoor Classroom (not contingent on phasing)

A desire was expressed for an outdoor teaching space adjacent to Ezra Pond. While the existing topography does not lend itself readily to a formal amphitheater, provisions may be made for an outdoor teaching space between the existing Physical Education Building and Ezra Pond. Though not tied to a specific enrollment threshold, the construction of the Classroom and Activity Center Expansion (see 1C) may provide a good occasion to develop this project.

C4. New Softball/Baseball Fields (not contingent on phasing)

To accommodate the desire for intercollegiate athletics and to provide additional recreation space, the Master Plan proposes the development of the northeastern corner of the campus for recreation and athletic fields. The Master Plan suggests these locations may be preferable for baseball and softball fields, so that the area closer to the campus recreation center may be dedicated for multipurpose fields (See C3). The East Campus Fields may be developed in conjunction with or independent of the development of the Campus Athletic Recreation/Center (see Campus Recreation/Athletic Center (see 2B, and 3B).

C5. New College Circle (Phase III)

Necessary for accessing the East Campus parking lot, this project is not critical until Phase III. However, the College may elect to install this road in conjunction with the development of the residential village. This proposed new re-routes College Circle around the campus athletic fields, thereby providing an alternate route for residence hall traffic and providing access to the East Campus parking lot (see P13). The road is also intended to improve campus security, particularly after hours once the residential component is introduced, by increasing the visibility of the multipurpose fields north of the Recreation/Athletic Center. Upon completion of this project, the portion of the existing College Circle that passes between the academic core and the Physical Education Building can be restricted to service and emergency vehicles.

C6. Closure of Old College Circle (Phase III)

With the completion of the New College Circle (C5), the portion of the existing College Circle that passes between the academic core and the Physical Education Building can be restricted to service and emergency vehicles. The closure can be achieved in a variety of ways. The road may remain intact but closed with removable bollards. Or, the bollards may be used and the portion of the road to be closed can be re-surfaced as a wide pedestrian sidewalk. Alternatively, the roadway can be replaced with a cellular grassed paving system that provides the required support for service and emergency vehicles while maintaining a grass surface. In addition to eliminating potential pedestrian and vehicular conflicts, the closure of this portion of the road will extend the perceived area of the campus lawn to include the Physical Education Building, effectively expanding the campus core.

C7. Restoration of Campus Nature Trail (not contingent on phasing)

Great demand was expressed for the re-opening of the campus nature trail. The Master Plan proposes to leave this area intact and off-limits to future development, and encourages the re-opening of the trail.

C8. Bicycle Path to Downtown (not contingent on phasing)

A bicycle path linking the campus to the town was also suggested during campus interviews. The establishment of such a path will require coordination with the City of Swainsboro, but it should be noted that a route leaving the northwest corner of the campus and following South Anderson Drive to East Main Street, and thence to the Downtown Square could afford cyclists access to downtown in just 1 ½ miles, a considerably shorter distance than the less-direct vehicular route along Meadowlake Parkway. The addition of such a path could provide a recreational amenity to both the City and College, and could potentially facilitate economic development downtown by rendering it more accessible to students, faculty, and staff.

Summary of Findings

To supplement and provide context for the raw data gathered, a series of meetings with College administration officials, faculty, and students were held at both in Swainsboro and Statesboro. These findings were organized according to major themes that emerged during these discussions and were presented to the College at the Second Cross Team Meeting, held on December 17, 2008. Comments received at that meeting were incorporated into the summary provided below.

Academic Instruction & Support

Participants in the student forum spoke highly of the East Georgia College faculty, citing the personal attention they receive, with small class sizes, instructors who know them by name and their availability for individual instruction and tutoring as one of the principal values of an EGC education. Faculty likewise identified small class sizes as central to the academic mission of the campus, but also acknowledged that rapidly increasing enrollment coupled with a shortage of available part-time faculty in the service area could require some larger course sizes as funding for permanent faculty hiring often lags behind enrollment growth. Suggestions for improvements to academic facilities included the following:

- Consider providing classroom and laboratory space to support expansion of biology and chemistry courses, mainly to support expansion of nursing program.
- Provide for flexible classroom space to accommodate larger classes if necessary.
- Consider providing for a tutoring facility.
- Consider providing for additional meeting spaces for faculty departments.
- Provide a testing center for enrollment services, make-up exams, or proctored exams for students with special needs.
- Provide for general expansion of departments.

The Arts

Discussion of both fine and performing arts on the campus included academic instruction as well as the arts as a catalyst for social and cultural interaction both within the College and between the College and the community at large. Suggestions for broader accommodation for the arts included the following:

- Consider providing space for the addition of a theater program.
- Consider providing a venue for performances by outside entertainment.
- Consider providing for relocation and expansion of pottery classes and update to or demolition of current facilities.
- Consider providing for studio space devoted exclusively to art program.
- Possible expansion of gallery space for exhibition of student and regional artist's work.

Student Services

The Student Services Building, expanded since the completion of the 2001 Campus Master Plan, includes both administrative offices for student services and gathering spaces for students, including a bookstore and café. The space is actively used and well-received. Suggestions for future improvement included:

- Consider providing for expansion or separation of business offices which serve student needs so as to avoid overcrowding in common areas surrounding facilities.
- Expansion of admissions space
- Expansion of Bookstore
- Expansion of café

Campus Life

Participants in the student forum noted that the familiarity with their peers made possible by the small size of the student body and intimacy of the central campus as a significant factor in the quality of campus life. Suggestions for improvements that would strengthen ties among students and alumni included the following:

- Consider providing student housing sufficient to meet the needs of both current and expanding enrollment, including all necessary support facilities such as dining facilities and student recreation areas.
- Consider providing for an "alumni house" and other facilities for alumni use.
- Consider providing meeting places for exclusive use of campus clubs and organizations.

Athletics/Recreation

Students and faculty alike advocated the development of facilities to support intercollegiate athletics. In addition, the importance of improving facilities for intramural sports, recreational exercise, and the potential for such facilities to the College and the community at large was underscored. Suggestions for improvements to campus athletics and recreational facilities included:

- Consider expanding current athletic facilities, including team locker rooms and fitness and weight rooms, to support current wrestling program, as well as the addition of men's and women's basketball, men's baseball, and women's fast-pitch softball programs.
- Include an aquatic center with full pool facilities for both the College and community use.
- Several of the current tennis courts are unusable; improve and possibly relocate.
- Consider providing for the expansion of basketball and weight facilities.
- Intramural fields are not well-suited to their purpose; surface was cited as too hard.

Campus Environment

The natural beauty of the campus, with its gently sloping terrain, and surrounding woods and lakes was cited as an essential quality to the character of the East Georgia College campus. In an inversion of a more traditional college setting in which grounds are designed to frame buildings, buildings at East Georgia College are situated to offer views of the landscape. Suggestions for the preservation and enhanced experience of the campus environment included:

- Consider including concealment of current mechanical facilities, as well as methods for adequate concealment of future facilities.
- Consider providing for sheltered walkways along pedestrian paths.
- Consider providing for renovation or improvement of existing nature trail, possibly to incorporate the addition of a walking trail.
- Consider maintenance and preservation of all green space, especially tree preservation.
- Consider providing for additional benches along campus walkways.
- Consider providing for an ADA-accessible trail between campus and the future Community Learning Center.
- Consider providing for an outdoor gathering space, such as a park facility.
- Explore opportunities for outdoor art installations
- Consider providing a space for public speaking and assembly.
- Provide amphitheater across lake as outdoor teaching and performance space.
- Establish signature element, such as a bell tower, to mark campus entrance.

Sustainability

Participants in the faculty forum spent considerable time discussing the importance of campus sustainability initiatives. In addition to the desire to be good stewards of the environment, advocates for improved sustainability noted operational cost savings, the importance of such measures as didactic tools, and the recruitment value for attracting a more ecologically-minded generation of students. Suggested opportunities for improving campus sustainability included:

- Offer green dining options
- Expand campus recycling program beyond aluminum and glass
- Consider providing for more durable landscaping in interior campus spaces, especially considering options that will use less water.
- Consider providing for alternate energy sources, especially geothermal or solar water heating.
- Consider providing for LEED certification of future planned facilities.
- Consider providing for a testing center which could also be used for online courses.
- Consider consistency of future facilities with respect to current design, especially regarding open spaces and large windows.

Transportation/Parking

The rural environs of the East Georgia College service area and the remoteness of the campus from downtown Swainsboro, coupled with the absence of campus housing, and the presence remote programs including those at Statesboro and partnerships with other institutions create significant demand for transportation and parking solutions. Suggestions for improvement included:

- Consider expanding current transportation facilities to allow for larger modes of transportation, i.e. full-size buses.
- Consider providing for additional parking more proximal to campus facilities.
- Consider providing for collaboration with local government to allow for bike trails connecting campus with downtown facilities.
- Improve way-finding to the campus to identify direct approach and to discourage the use of circuitous routes through adjacent neighborhoods.

Support Services

Suggestions for improvement to support services included:

- Consider providing for expansion of plant operations, including both storage and office space.
- Consider providing for expansion to records file storage facilities, to allow location proximal to business offices.
- Expand health and security services

Utilities/Infrastructure

Principal concerns regarding the condition of utilities and infrastructure centered on limited data connectivity to the campus. Suggestions for improvement included the following:

- Consider providing technology infrastructure improvements sufficient to support connectivity between Swainsboro and Statesboro, as well as connection with Darton College.
- Consider providing for redundancy in campus network for all campus facilities.
- Remove dormant well from central campus lawn.

East Georgia College at Statesboro (EGCS)

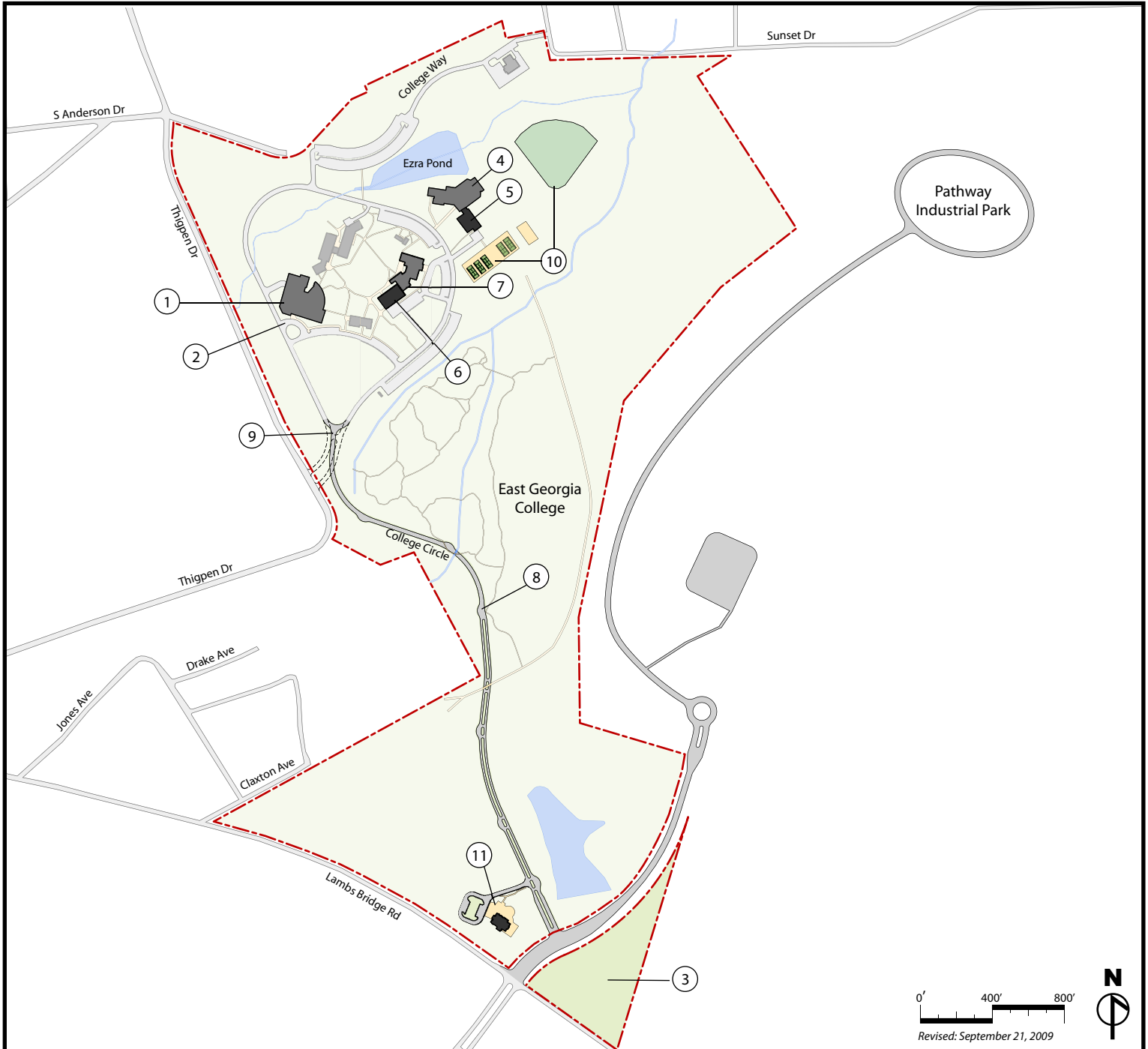
Despite having received funding for the design of a new Academic Facility in Statesboro, with plans for its development well underway, the rapid growth of the program has created the need for additional improvements beyond those for which funding has already been secured or pledged. In addition, the new location of the Facility, at a greater remove from the Georgia Southern University campus, heightens the need to provide for more of the student's needs at the EGCS Academic Facility. Central to the future of the EGCS is the establishment of a sense of place and the fostering of a sense of identity and ownership among EGCS students. Suggested improvements include:

- Consider providing for additional office space and computer labs at the Statesboro Facility.
- Consider options which would allow for more students' needs to be met at the EGCS Academic Facility instead of on the Georgia Southern campus.
- Consider providing for science classrooms and computer lab facilities at the EGCS Academic Facility.
- Consider providing for creation of a complete "campus environment" at the EGCS Academic Facility, possibly including a student center, bookstore, and similar facilities.
- Establish virtual bookstore, where students could order books on line to be delivered from the Swainsboro campus in order to minimize space needs and maximize service.
- Consider expanding counseling facilities at the EGCS Academic Facility, possibly to include group counseling.
- Consider providing for an additional six computer labs for use by composition classes, capable of supporting 30 or more students each, for the EGCS Academic Facility.
- Consider providing support for transportation between the Swainsboro campus, the EGCS Academic Facility, and the Georgia Southern campus, especially with respect to handicapped students and faculty.
- Consider providing for additional privacy in offices at the EGCS Academic Facility.
- Consider providing for advanced teleconferencing facilities between Swainsboro and Statesboro.
- Consider providing for a performance venue or auditorium at the EGCS Academic Facility.
- Consider providing for emergency notification systems in offices, especially in counseling offices at the EGCS Academic Facility.
- Consider providing for additional faculty at the EGCS Academic Facility in order to avoid an increase in class sizes.

Community Outreach

The relationship between the College and Swainsboro was described as exceptionally good. The role the City played in establishing the College at its current location is well-remembered, and faculty and administrators expressed a strong desire to offer more opportunities to serve the community as an educational, social, and cultural resource and as a catalyst for economic development. Suggested opportunities to better serve the community included:

- Consider providing space for current entrepreneur outreach program, including student-run business opportunities.
- Consider addressing proximity of current entrance to downtown facilities.
- Consider providing facilities to host large groups of campus visitors during special events.
- Consider providing for more environmentally conscious food service operations.
- Consider providing for golf course on or adjacent to campus.
- Explore opportunities to work with local elementary school.



Major Campus Improvements Since 2001 Master Plan

- | | |
|---|--|
| ① Construction of Luck Flanders Gambrell (LFG) Building | ⑧ Construction of new Campus Entrance Road |
| ② Construction of New Drive for LFG Building | ⑨ Removal of Thigpen Road Entrance |
| ③ Acquisition of 6.5 acres near Lambs Bridge Road | ⑩ Tennis Court & Recreational Field Improvements |
| ④ Construction of Classroom and Activity Center | ⑪ Construction of Sudie A. Fulford Community Learning Center
(under construction) |
| ⑤ Renovation of Physical Education Building | |
| ⑥ Construction of Student Center Complex | |
| ⑦ Renovation of Student Center | |



Key Planning Issues

- | | |
|---|---|
| ① Expansion of biology and chemistry courses and nursing program | ⑨ Provide ADA-accessible trail between campus and Community Learning Center |
| ② Expansion and/or relocation of pottery classes | ⑩ Provide amphitheatre across lake as outdoor teaching & performance space |
| ③ Expansion of business offices to avoid overcrowding in common areas | ⑪ Provide additional parking more proximal to campus facilities |
| ④ Provide student housing and all necessary support facilities (dining, etc) | ⑫ Improve way-finding to discourage routes through adjacent neighborhoods |
| ⑤ Expand current athletic facilities including fitness rooms & aquatic center | ⑬ Expansion of plant operations including storage and office space |
| ⑥ Improve tennis courts and intramural fields | ⑭ Remove now-dormant pump station from central campus lawn |
| ⑦ Improve campus walkways (sheltered walkways, additional benches, etc) | ⑮ Address proximity of current entrance to downtown facilities |
| ⑧ Renovation/improvement of existing nature trail | |

Introduction

At the Second Cross Team Meeting, held on May 7, 2009, two options were presented. In “Option A”, East Georgia College would remain a commuter campus, with no residential housing component. In “Option B”, locations for student housing facilities were identified. Because the College had not yet determined if it will pursue student housing, and, if so, at what scale, placeholders for student housing did not indicate building footprints, but instead roughly identified the area that would be required to construct a residence hall accommodating up to 250 students. It was noted that the residential life component, if pursued at all, could be developed at a rate independent of the phasing plan, depending on the prerogatives of the College and the findings of market studies to assess student demand. However, it was also noted that potential increases enrollment associated with the introduction of campus housing could increase the rate at which the enrollment horizons for each of the phases would be achieved.

Revised Option

Pursuant to discussions held during and subsequent to the Second Cross Team Meeting, a third option, “Option C” was developed. Option C essentially maintained the same strategy with respect to the campus core as its predecessors, with several minor modifications that have been incorporated into the project descriptions below. Strategically, the major departures from Options A and B centered on campus housing and campus athletics.

Campus Athletics

One of the liveliest discussions during the Second Cross Team Meeting concerned Campus Athletics. Options A & B originally envisioned intercollegiate athletics facilities as distinct from campus intramural and recreational facilities. Subject to more occasional use by students, the athletics facilities were proposed to be located more remotely from the central campus near the south entrance, where they would also be more convenient to the public during major sporting events. In Option C, these facilities are co-located with recreational facilities, and the northeastern portion of the campus is identified for the development of additional athletic fields. To facilitate public access to sporting events, Option C provides for parking in the vicinity of these fields, and contemplates the possibility of an easement that would provide access to this parking from the Pathway Industrial Park. An “Outer Loop Road” connects this lot to College Way and College Circle, while providing an alternate route for residence hall traffic and increasing the visibility of the multipurpose fields north of the Recreation/Athletic Center for improved campus security.

Residence Halls

Subsequent to the Second Cross Team meeting, the College elected to pursue the development of residence halls. An independent market study confirmed the demand for an initial residence hall for up to 250 students. To better accommodate this and future housing projects, the Option C incorporates property adjacent to the campus that is currently held by the East Georgia College Foundation into the campus proper. Pursuant to these developments, Option C relocated three residential sites north of College Way, and modified parking strategies in the vicinity of the residence halls to improve both pedestrian and vehicular circulation patterns. A fourth housing site considered in Option B was removed from the plan altogether.

Diagrams of Options A and B, as well as a draft diagram of Option C are found on the following pages.



Proposed New Projects

Phase I Projects (full-time equivalent [FTE] enrollment of 1,500)

- (1A) Academic Building Addition - 8,000 SF
- (1B) New Dining Hall - 16,000 SF
- (1C) Campus Recreation Center Addition - 14,000 SF

Phase II Projects (full-time equivalent [FTE] enrollment of 2,000)

- (2A) New Academic Building - 22,000 SF
- (2B) Campus Athletic Center - 18,500 SF

Phase III Projects (full-time equivalent [FTE] enrollment of 2,500)

- (3A) New Academic Building (Performing Arts) - 21,000 SF
- (3B) Campus Recreation Center and/or Athletic Center Addition - 19,000 SF

Additional Projects (not linked to enrollment targets)

- (X1) Sudie A. Fulford Community Learning Center (*under construction*)
- (X2) Physical Plant Addition (*required prior to Phase I*)
- (X3) Restoration of Nature Trail
- (X4) Outdoor Classroom
- (X5) Additional Recreation Fields
- (X6) South Entrance Enhancements
- (X7) New North Entrance
- (X8) Bicycle/Pedestrian Path to Downtown



Proposed New Projects

Phase I Projects (full-time equivalent [FTE] enrollment of 1,500)

- (1A) Academic Building Addition - 8,000 SF
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- (X3) Restoration of Nature Trail
- (X4) Outdoor Classroom
- (X5) Additional Recreation Fields
- (X6) South Entrance Enhancements
- (X7) New North Entrance
- (X8) Bicycle/Pedestrian Path to Downtown

Academic Administration Campus Life Housing



Proposed New Projects

Phase I Projects (full-time equivalent [FTE] enrollment of 1,500)

- (1A) Academic Building Addition - 8,000 SF
- (1B) New Dining Hall - 16,000 SF
- (1C) Campus Recreation Center Addition - 14,000 SF

Phase II Projects (full-time equivalent [FTE] enrollment of 2,000)

- (2A) New Academic Building - 22,000 SF
- (2B) Campus Athletic Center - 18,500 SF

Phase III Projects (full-time equivalent [FTE] enrollment of 2,500)

- (3A) New Academic Building (Performing Arts) - 21,000 SF
- (3B) Campus Recreation Center and/or Athletic Center Addition - 19,000 SF

Academic
 Administration
 Campus Life
 Housing

Additional Projects (not linked to enrollment targets)

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- (X2) Physical Plant Addition (*required prior to Phase I*)
- (X3) Restoration of Nature Trail
- (X4) Outdoor Classroom
- (X5) Additional Recreation Fields
- (X6) South Entrance Enhancements
- (X7) New North Entrance
- (X8) Bicycle/Pedestrian Path to Downtown

Concurrent with the revision of the Campus Mater Plan, East Georgia College undertook the revision of its Mission Statement and Strategic Plan, a copy of which has been included in the Appendices of this document for reference purposes.

2008 EGC Mission Statement and Strategic Plan Priorities Revision 11-17-08

East Georgia College is an associate degree granting liberal arts institution of the University System of Georgia. In addition, the College provides its students access to academic transfer and collaborative programs in occupation related fields. The College is committed to preparing traditional and nontraditional students to succeed in the global 21st century by providing informed and effective teaching in an environment that is technologically advanced, learning-centered, and devoted to fostering personal growth. The College also provides public service and continuing education as well as economic and cultural development opportunities.

EGC SPP No.	EGC Strategic Plan Priorities	USG 2007 Strategic Plan Goals
SPP 1	All courses offered by East Georgia College are the academic equivalent of comparable courses offered at other units of the University System to ensure transferability of all credit level offerings.	1
SPP 2	East Georgia College assesses student learning readiness to ensure proper academic placement.	1
SPP 3	East Georgia College's mission statement is monitored relative to the system strategic plan, and to changing needs within the local service area.	1 through 6
SPP 4	East Georgia College uses and integrates technology to enhance instruction and support all administrative processes.	2 and 6
SPP 5	East Georgia College strives to increase the enrollment of demographically underrepresented students.	2 and 5
SPP 6	East Georgia College provides faculty and staff development through the Faculty and Staff Development Plan, the Tuition Assistance Program, the East Georgia College Foundation, and other appropriate System development initiatives.	1 and 2
SPP 7	East Georgia College maintains a regular schedule of incidental learning activities to enhance student development.	1
SPP 8	East Georgia College actively strives to increase student retention and graduation rates.	1
SPP 9	East Georgia College promotes interest in both secondary and post-secondary education by establishing partnerships and collaborations with area educational entities.	4
SPP 10	East Georgia College regularly evaluates the effectiveness, efficiency, and capacity of its facilities and operations.	2 & 6
SPP 11	East Georgia College expands and enhances economic development through continued collaboration with other USG institutions and local and state economic development organizations to provide programs and models that benefit the entire state.	3

University System of Georgia Strategic Plan

USG Goal No.	USG Goal Statements	EGC SPPs
Goal 1	Renew excellence in undergraduate education to meet students' 21st century educational needs.	1, 2, 6, 7, & 8
Goal 2	Create enrollment capacity to meet the needs of 100,000 additional students by 2020.	4, 5, 6, & 10
Goal 3	Increase the USG's participation in research and economic development to the benefit of a Global Georgia.	11
Goal 4	Strengthen the USG's partnership with the state's other educational agencies.	9
Goal 5	Maintain affordability so that money is no barrier to participation in the benefits of higher education.	5
Goal 6	Increase efficiency, working as a System.	4 & 10

Through the process of revising the Campus Master Plan, East Georgia College elected to further examine the viability of developing student housing by commissioning an independent marketing study. A copy of that study has been included in the Appendices of this document for reference purposes.



Student Housing Market Study

East Georgia College

ANDERSON STRICKLER, LLC

18310 Montgomery Village Avenue, Suite 520

Gaithersburg, MD 20879



Draft of September 18, 2009

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EXECUTIVE SUMMARY

EAST GEORGIA COLLEGE ■ STUDENT HOUSING MARKET STUDY

EXECUTIVE SUMMARY

In June 2009, East Georgia College (EGC) retained Anderson Strickler, LLC (ASL) to conduct a student housing market study to test the demand for new student housing. The market analysis was comprised of focus groups with students, an off-campus market analysis of rental apartment complexes, and a survey of current students. The results support EGC's plans to open 200 beds of student housing on campus in Swainsboro in fall 2011.

Currently, most students attending EGC in Swainsboro live at home with their parents while most students attending East Georgia College in Statesboro (EGCS) are renters. Swainsboro students have few housing options for rental housing, with several local apartment complexes target towards elderly or low-income renters and few appropriate for college students; some even live in Statesboro.

Most EGCS students, however, are renters living in one of the many student-targeted complexes near Georgia Southern University, and Swainsboro students in the focus groups seemed universally to use Statesboro's apartments as a point of comparison, so ASL used six Statesboro apartment complexes with 1,057 units for a sample. Per-person rents range from \$300 per month for a bedroom in a two-bedroom unit to \$575 for a bedroom in the most expensive three-bedroom unit.

The apartment complexes offer a range of common area amenities: most have washing machines and dryers in the unit, swimming pools, clubhouses, fitness centers, and volleyball. All are air-conditioned have either patios or balconies available and most are furnished with 12-month individual leases and include utilities (electric, gas, heat, water/sewer, Internet, and basic cable TV) in the monthly cost. Only one of the six complexes reports 100% occupancy; most had a couple of vacant units. Some managers resort to specials with lower rents in an effort to improve their occupancy, but this varies day to day.

Although over 800 multi-family housing units were added in Statesboro over the 2000-02 period, there have been few since in either Swainsboro or Statesboro. There is no evidence of any multi-family housing in the pipeline, and low occupancy rates at some Statesboro complexes suggest excess capacity in the market. Students are generally satisfied with their housing. No matter which campus they attend, those who live with their parents and would consider living on campus have the lowest levels of satisfaction, but renters in Swainsboro were much more likely to express some level of dissatisfaction than those in Statesboro, suggesting the lack of student-oriented properties in Swainsboro impacts residents' satisfaction levels.

ASL collected student opinions about unit configurations. Two-single-bedroom semi-suites' economy was attractive, but they raised concern over sharing a bathroom with strangers and with the need for food service if units have no kitchens or kitchenettes.

Two-double-bedroom suite was nicer than Swainsboro students imagined for a shared-bedroom unit, but parents thought their students would prefer staying at home, but that this would attract students without a local alternative. EGCS students called this "old school." The four-single-bedroom suite had attractive private bedrooms, but EGCS renters would trade the living room for a kitchen. Swainsboro renters noted that it was easier to find one other person with whom to share the two-single-bedroom suite, but suggested that this unit might be more appropriate for upper division students.



EXECUTIVE SUMMARY

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Two-double-bedroom apartments made Swainsboro renters to question their need for the kitchen versus a private bedroom, but most do not find that the unit's advantages overcome the bedroom sharing this unit entails. The two-single-bedroom apartment were preferred by most to all the other units, but many expressed concern over the cost, only partially mitigated by being able to cook and do laundry in the unit.

In general, although Swainsboro participants seemed more open to sharing a bedroom, most prefer their own room. Two students per bathroom seemed acceptable to all groups. The ability to pay for rent plus all utilities with a single monthly payment is an advantage of living on campus when compared to leasing a market apartment. In deciding where to live, affordable rent was the most important factor for both campuses, while Statesboro students assigned a higher rank to the proximity to campus.

Out of a list of amenities, a full kitchen, private bathroom, and washer dryer were ranked most highly, while balconies and patios had less effect. From a list of community features, wireless Internet, utilities included, overnight guests allowed, and security ranked highest. Allowing alcohol for those over 21, prohibiting overnight guests, and requiring a meal plan all have the potential to alienate a significant percentage of students. Although the campus already has most facilities they imagine they would need and that would satisfy some participants, other participants suggested that a game room, a lounge, and vending machines would be nice in housing.

Students mostly considered Statesboro housing expensive, unless one has enough roommates to split the cost. Although Swainsboro now has less to do than Statesboro or their ideal, participants believed that housing had the potential to bring more activity to Swainsboro. Some students living at home think parents are glad for them to be at home to save money and avoid the party school atmosphere possibly prevalent for freshmen on some campuses, but parents have been unwilling to let children move out of their house to an unsupervised apartment. Nevertheless, parents see living on campus as a positive experience that would work in conjunction with extracurricular activities to enhance their lives.

Having the EGCS campus complicates the analysis since demand for housing at Swainsboro comes from Swainsboro students EGCS students. The results suggest that although more than 500 students would prefer to live in Statesboro, there are nevertheless more than 200 students who would live on campus in Swainsboro by the time housing would open in fall 2011.

Students were not interested in the proposed housing most due to the expense of the housing or because they owned a home and/or lived with a spouse or partner. The potential level of rules and regulations in the housing was of less concern. Housing demand is dependent on the room rate that the residents would pay. The rates underlying the demand are those of self-supporting housing, but EGC may be able to lower rates. Total demand increases by about 6% with rents that are 10% lower. By extrapolation, we assume that higher rents would suppress demand.



EXECUTIVE SUMMARY

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Table 1 shows the distribution of the fall 2011 demand by the “preferred” units; despite the higher price, students prefer the unit with the most features and privacy.

Unit Type	Interested Student Preference		Fall '11 Demand		
	Swainsboro Students	Statesboro Students	Swainsboro Students	Swainsboro Students	All Students
4-Sgl-BR Suite	16%	9%	33	2	34
2-Sgl-BR Suite	15%	9%	30	2	32
2-Dbl-BR Apt	6%	2%	13	0	13
4-Sgl-BR Apt	10%	16%	20	3	23
2-Sgl-BR Apt	53%	63%	108	13	120
Total	100%	100%	203	20	223

Note: Numbers may not add due to rounding

Table 1: Fall 2011 Demand Projection Distributed by Unit Preference

Since respondents rated units that they did not prefer as either “acceptable” or “would not live there,” there are a number of feasible unit mix scenarios in accordance with “acceptable” selections from the survey response. Although over two-thirds selected an apartment configuration—with a full kitchen—as their preferred unit type, the College should still consider incorporating basic snack preparation areas or kitchenettes into units until full food service is available.

In conclusion, although now EGC has less interest than would support developing 200 beds based on current enrollment, factoring in enrollment growth brings the supportable project size to 223 beds by the fall of 2011 when the housing would open. If circumstances allow the College to develop more affordable housing, total demand could rise to 236 beds as Table 2 shows.

Demand Summary	Demand
Fall 2008 Demand	133
Enrollment Growth Demand by 2011	90
Total Demand by 2011	223
Potential Demand, 10% Rent Discount	23
Total Potential Demand with Lower Rents	236

Table 2: Demand Summary

ASL recommends that the College proceed with plans to develop new housing. Since much of the demand comes from enrollment growth, the College’s success in meeting enrollment projections is critical.



METHODOLOGY

EAST GEORGIA COLLEGE ■ STUDENT HOUSING MARKET STUDY

METHODOLOGY

The market analysis was comprised of focus groups with students, an off-campus market analysis of rental apartment complexes, and a survey of current students. The goal of this study is to determine if market factors support the development of new housing on the Swainsboro campus at East Georgia College.

Focus Groups: ASL met with 20 students and nine parents in four separate focus group sessions in Swainsboro and Statesboro. The student focus groups consisted of a mix of first time students, and students attending classes at the Statesboro Campus. ASL's moderator guided discussions on topics pertaining to off-campus and on-campus housing. Students also viewed several floor plans and commented on desirable unit configurations, rents, features, and amenities. Detailed focus group notes are included in Attachment 1.

Off-Campus Market Analysis: ASL collected and analyzed information on rental rates, sizes, and amenities from 10 complexes named by focus group participants or survey respondents. ASL gathered information on complexes from on-site visits, telephone interviews, and web sites. Attachment 2 summarizes off-campus property data.

Current Student Survey: The College sent current students an e-mail inviting them to participate in a web-based survey. The respondents were offered monetary incentives, ranging from \$50 to \$300, in order to enhance the response rate. Although the response period extended past the original due date of July 26, 2009, these efforts resulted in 278 responses from compared to 2,550 enrolled students in fall 2008, corresponding to about a 11% response rate, comparing favorably to other ASL surveys, especially for one conducted during the summer. With this size sample, the survey achieved an overall confidence interval of $\pm 5.50\%$ at a 95% confidence level in terms of the demand for additional campus housing.¹ Survey tabulations are in Attachment 3 and a summary of the demographics of the current EGC respondents are in Attachment 4.

¹ The confidence interval of $\pm 5.50\%$ is the figure that is published for many surveys and polls used to indicate a margin of "error." For example, if the confidence level is 95%, the confidence interval is 3%, and 50% of the sample picks an answer; it is 95% certain that if the entire population had been asked the same question, between 47% (50%-3%) and 53% (50%+3%) would have picked that answer. A confidence level much greater than 5% causes concern.



OFF-CAMPUS HOUSING

OFF-CAMPUS HOUSING

Swainsboro, GA Overview

Currently, most students attending EGC in Swainsboro live at home with their parents while most students attending EGCS in Statesboro are renters. Swainsboro students have few housing options for rental housing, with several local apartment complexes target towards elderly or low-income renters and few appropriate for college students; some even live in Statesboro.

Swainsboro Rentals

ASL’s student survey collected data from renters in Swainsboro. Figure 1 shows their median monthly rents and utilities, but readers should note the small sample sizes (n figures) and understand that the market is fragmented and varied, and many rents are quoted for houses, mobile homes, condominiums, duplexes, or other living arrangements.



Figure 1: Rent per Person per Month Reported by Renter Survey Respondents

ASL was able to determine that two apartment complexes in Swainsboro are unsubsidized “Market Rate” apartments, not targeted towards senior citizens. ASL was unable to contact Pine Terrace Apartments, at 120 Louise Street, which has 24 two-bedroom units, despite several attempts. ASL did collect information on Quail Ridge Apartments, out at 1064 Highway 56 S, which has 34 two- and three-bedroom units that rent from \$400 to \$600 per unit per month on 12-month leases. The apartments have air conditioning, a pool, and washer/dryer connections, but few other amenities. The owner has had suboptimal experiences renting to college students, and would welcome EGC adding on-campus housing to serve students.

Statesboro Apartment Complex Rents, Amenities, and Policies

Most EGCS students, however, are renters living in one of the many student-targeted complexes near Georgia Southern University. Although students are not offered on-campus housing at Georgia Southern, the off-campus market is well developed and used to dealing with student renters; many apartment complexes have residential life programs with Resident Advisors or Community Assistants. Also, because of the dearth of housing in locally, Swainsboro students in the focus groups seemed universally to use Statesboro’s apartments as a point of comparison.



OFF-CAMPUS HOUSING

EAST GEORGIA COLLEGE ■ STUDENT HOUSING MARKET STUDY

ASL compiled a short list of six Statesboro apartment complexes that students mentioned during the focus group sessions or that were named on the student survey. (Subsidized housing, Housing Authority units, rental condominiums, and mobile homes were not included in the sample.) The sample contains 1,057 units, with a median size of 167 units and a median age of 10 years. Obviously, with only six complexes, the sample cannot be considered representative, but with over 1,000 units, it should give a snapshot of the Statesboro market.

The most common apartment unit type in the sample is a two-bedroom unit, offered in all six complexes; one of the complexes offers efficiencies, one offers one-bedroom units, four offer two-bedroom units, and four offer three-bedroom units. Per-person rents range from \$300 per month for a bedroom in a two-bedroom unit to \$575 for a bedroom in the most expensive three-bedroom unit as Figure 2 shows. Security deposits range from none up to \$150, depending on the complex, and vary in the amount that is charged in other non-refundable application, servicing, or miscellaneous fees.

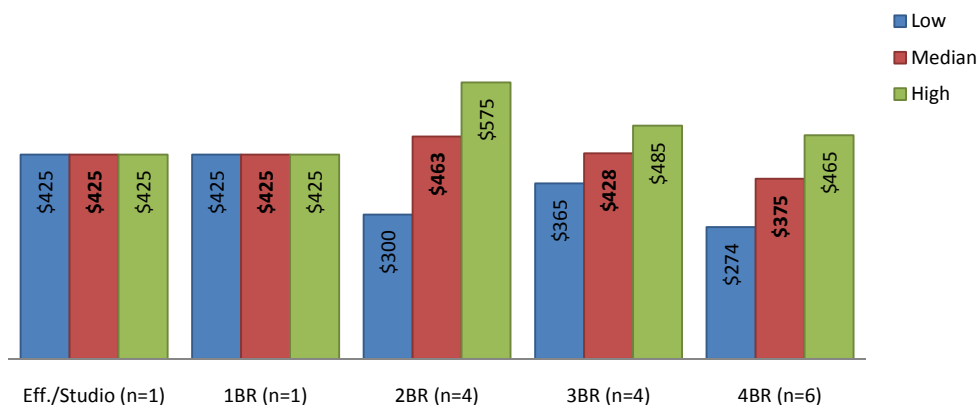


Figure 2: Apartment Rents in Statesboro (per person per month)

Students who rent housing who responded to the survey pay rents that are near or above the median market apartment unit rent divided by the number of bedrooms in the unit, as Figure 3 shows.

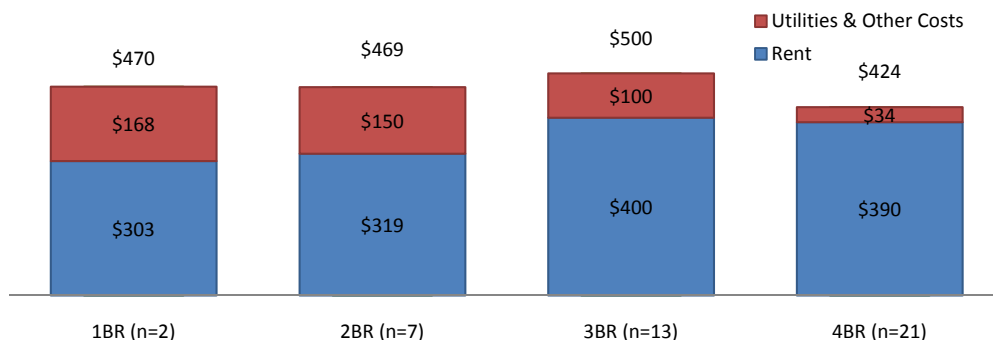


Figure 3: Statesboro Single Survey Respondents' Median Rents and Utility/Other Costs



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Those respondents who indicated that they lived with their spouse and/or children provided their monthly expenses on a per-unit basis; they generally paid about the same for their units as did the single respondents, assuming all roommates split expenses equally.

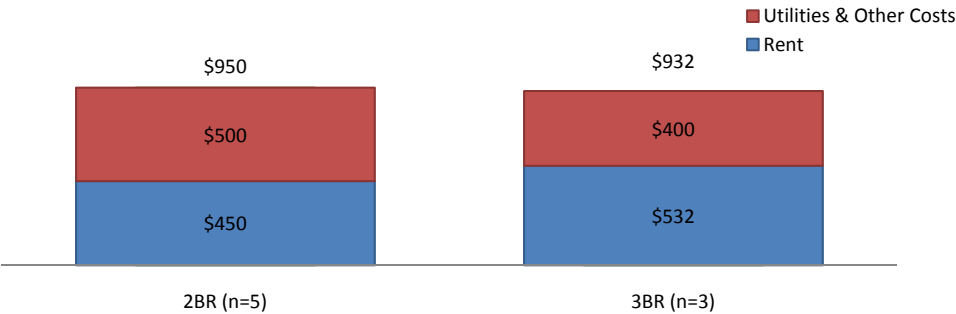


Figure 4: Statesboro Married/Family Respondents' Median Rents and Utility/Other Costs

The apartment complexes offer a range of common area amenities, as Figure 5 shows. Five out of six have washing machines and dryers in the unit, although one only offers an on-site laundry facility. All but one offer swimming pools, clubhouses, and fitness centers, but none offers a playground. Most have volleyball, but only a third have tennis courts. None offer covered parking. In terms of unit amenities, all are air-conditioned have either patios or balconies available and most offer furnished units and a dishwasher.

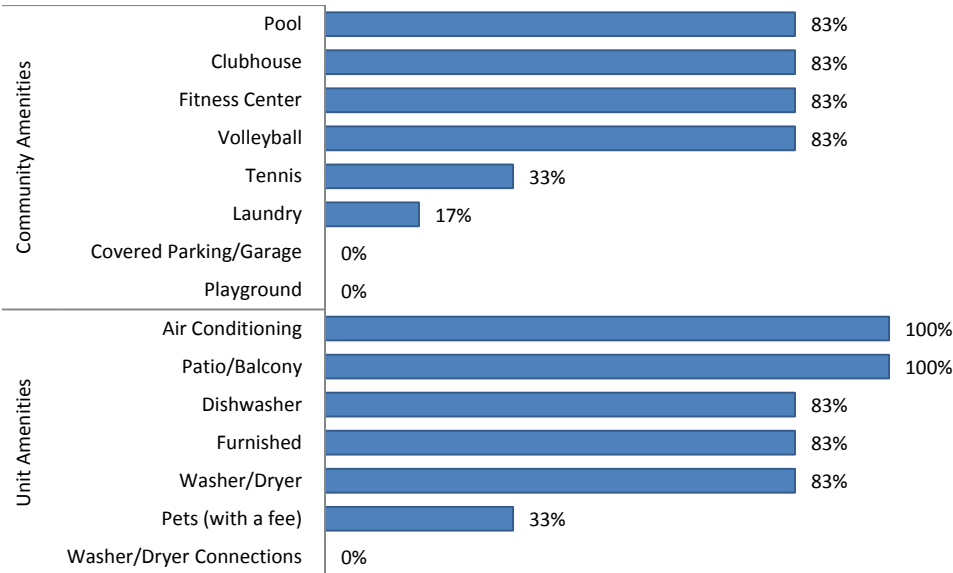


Figure 5: Market Apartment Community and Unit Amenities

In terms of policies, all offer 12-month leases and one also offers a limited number of shorter-term leases at the same rate. Only 71% of survey respondents who rented their homes reported a 12-month lease. Without exception, the properties all include utilities (electric, gas, heat, water/sewer, Internet, and basic cable TV) in the monthly cost.



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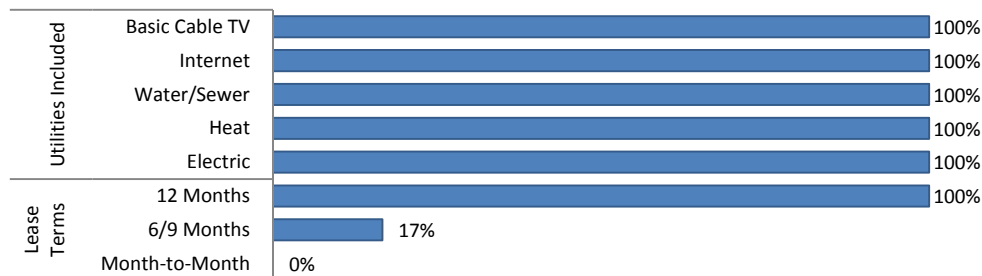


Figure 6: Market Apartment Utilities and Lease Terms

Only one of the six complexes reports 100% occupancy, most had a couple of vacant units. Some managers resort to specials with lower rents in an effort to improve their occupancy, but this varies from day to day.

History and Pipeline

ASL tried unsuccessfully to contact the City Manager in Swainsboro for confirmation, but ASL found no evidence that there are any projects for multi-family housing in the pipeline. As Figure 7 shows, there has only been a little activity for the past six years in the two markets, although this followed over 800 units being added in Statesboro over the 2000-02 period.

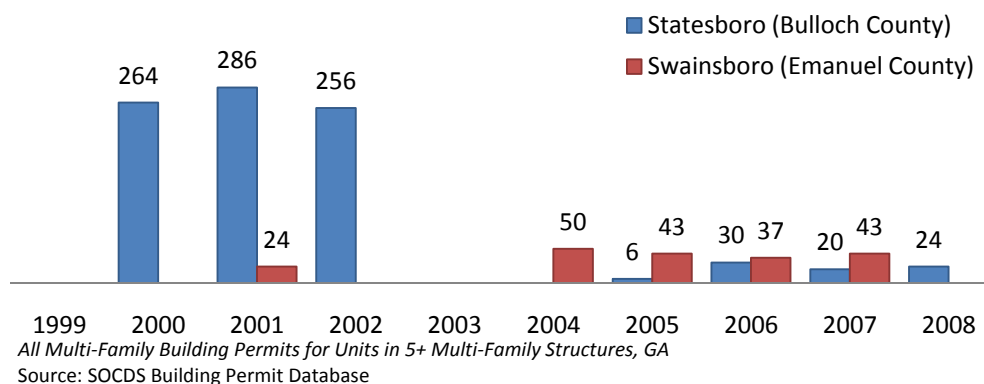


Figure 7: Multi-Family Building Permits, 1999-2008

Student Renters

Survey respondents' commuting times vary widely, as well. Although those who rent their housing—as opposed to owning it or living with their parents—generally have shorter commutes, in Swainsboro, more than half—58%—commute 21 miles or further each way to class, as Figure 8 shows. Anecdotal reports from focus group participants suggest that long commutes had prompted some frustration, especially when gas prices were high. For others, the time spent commuting translates into less time for academic or extracurricular activities.



OFF-CAMPUS HOUSING

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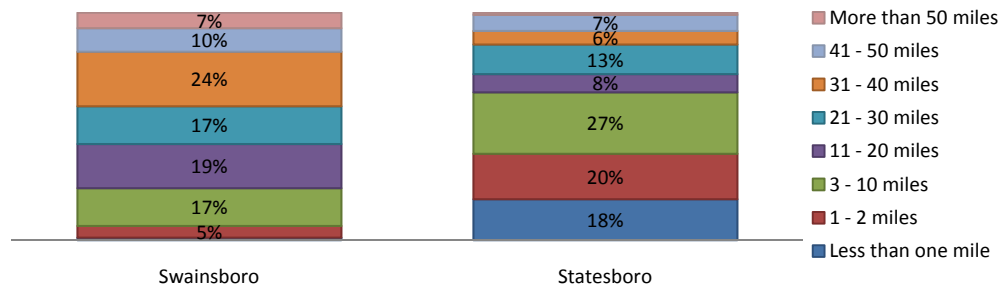


Figure 8: Survey Respondents' Commuting Distance to Class

Students are generally satisfied with their housing, as Figure 9 shows. Those who attend either campus but live with their parents and would consider living on campus have the lowest levels of satisfaction, but even of this group, over 70% are satisfied or very satisfied. Although most renters are satisfied, the renters in Swainsboro were much more likely to express some level of dissatisfaction than those in Statesboro, suggesting the lack of student-oriented properties in Swainsboro impacts residents' satisfaction levels.

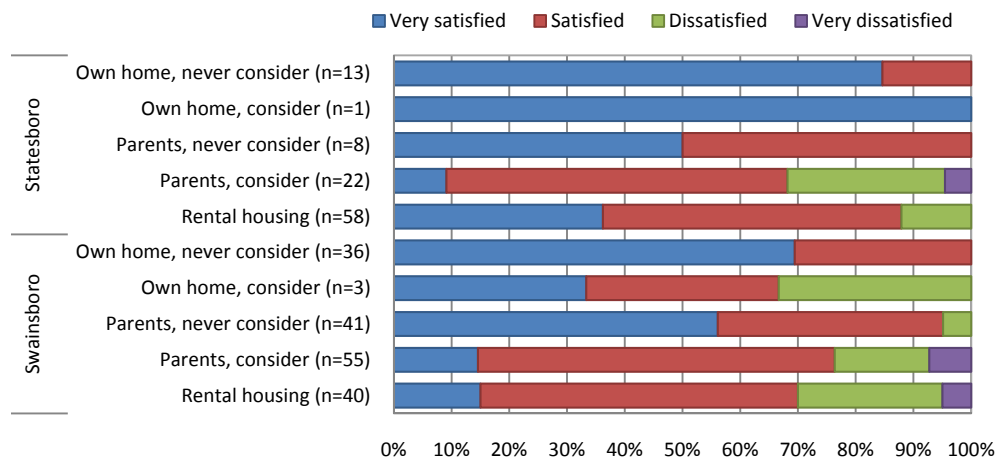


Figure 9: Housing Satisfaction for Renters and Non-Renters



HOUSING PREFERENCES

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Unit Preferences

The survey asked respondents to select their preferred choice from five unit configurations—at estimated rents—as shown in Table 3. Unit plan layouts for each unit type are schematic and intended to help respondents focus on the concept rather than the design details. There are three rents shown for each plan; the first represents the original rent respondents saw and the second and third represent the options given in follow up questions seen only by those who indicated a lack of interest due to the unit being too expensive.

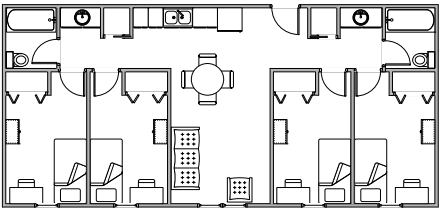
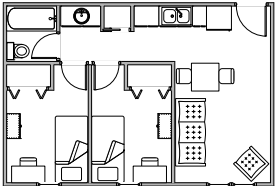
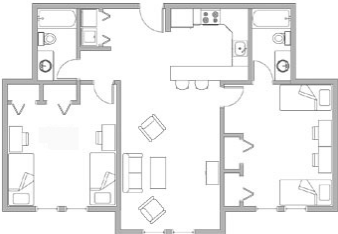
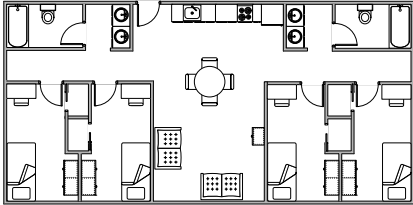
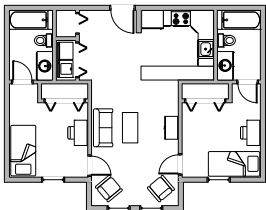
	FOUR-SINGLE-BEDROOM SUITE Designed for four students, one in each bedroom, with two bathrooms, a living room, and a snack prep area. Assume that a meal plan would be available, but not included in this cost. Rent per person per month: \$520/\$485/\$460
	TWO-SINGLE-BEDROOM SUITE Designed for two students, one in each bedroom, with one bathroom, a living room, and a snack prep area. Assume that a meal plan would be available, but not included in this cost. Rent per person per month: \$550/\$505/\$480
	TWO-DOUBLE-BEDROOM APARTMENT Designed for four students, two in each bedroom, with two bathrooms, a living room, and full kitchen Rent per person per month: \$515/\$475/\$450
	FOUR-SINGLE-BEDROOM APARTMENT Designed for four students, one in each bedroom, with two bathrooms, a living room, and a full kitchen Rent per person per month: \$565/\$525/\$495
	TWO-SINGLE-BEDROOM APARTMENT Designed for two students, one in each bedroom, with two bathrooms, a living room, and a full kitchen Rent per person per month: \$660/\$610/\$580

Table 3: Unit Types Tested



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Focus group participants commented on floor plans for the above units and other similar units, but they were not shown the rents associated with the units. Where appropriate, the moderator asked them their thoughts on appropriate pricing for the units. Comments on various unit types follow.

Two-Single-Bedroom Semi-Suite: Swainsboro renters focused on this unit's lack of cooking abilities and the need for food service, although they accepted the lack of a living area since the campus has a student center on campus that meets their purposes. New first-time students indicated concern with the sharing aspect, noting that with whom the student shared the unit would be important since "some people are just nasty," but sharing with a relative or sibling might make it more palatable. A private bathroom would be worth additional rent to some in this group. Parents noted this would be an economical option and did not expect students to start off with units with kitchens, but they acknowledged that their students would not want to share a bathroom.

Two-Double-Bedroom Suite: This unit exceeded expectations for renters in Swainsboro, who thought it was not as bad as they imagined a shared-bedroom unit to be; some agreed that they might want a roommate if they came to campus with a friend. First time students expressed similar sentiments and noted that with enough space, roommates desiring more privacy could always put something up around their bed. Parents thought that for those living in town, this might be less attractive compared to current private bedrooms and bathrooms at home, but that for students without a local alternative, this might seem attractive. Statesboro students were more disparaging, saying "This is old school" or that roommates could be dirty, smell bad, snore, disrupt study time, or have conflicting sleep schedules.

Four-Single-Bedroom Suite: Most students appreciated this unit's private bedrooms, and agreed that a bathroom shared by two persons was acceptable. Swainsboro renters would trade the living room for a kitchen, however.

Two-Single-Bedroom Suite: Swainsboro renters noted that it was easier to find one other person with whom to live than three others, but suggested that this unit might be more appropriate for upper division students. Statesboro students "could live in" this unit, even without a meal plan, especially if it had a kitchenette that need only include a microwave, refrigerator, and possibly a hot plate.

Two-Double-Bedroom Apartment: A full kitchen presented in this floor plan caused Swainsboro renters to question their need for the kitchen versus a private bedroom, concluding that the decision depended on how much a person cooks. Nevertheless, first-time and Statesboro students still do not find that the unit's advantages overcome the bedroom sharing this unit entails.

Two-Single-Bedroom Apartment: Most participants in all the groups preferred this unit to all the other units, but expressed concern over the cost. Despite its appeal, they noted that being able to cook instead of participating in a meal plan and being able to do laundry in the unit rather than having to pay for a Laundromat would result in savings partially offsetting the unit's presumed high cost.

Among survey respondents, the two-single bedroom apartment was the most preferred unit type for survey respondents from both campuses, while Swainsboro respondents' second choice was the four-single-bedroom suite and Statesboro respondents' second choice was the four-single-bedroom apartment, as Figure 10 shows. Respondents seem to be expressing strong unease with double



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bedrooms, despite their affordability, as the relatively higher “would not live there” proportions suggest for the two-double-bedroom apartment.

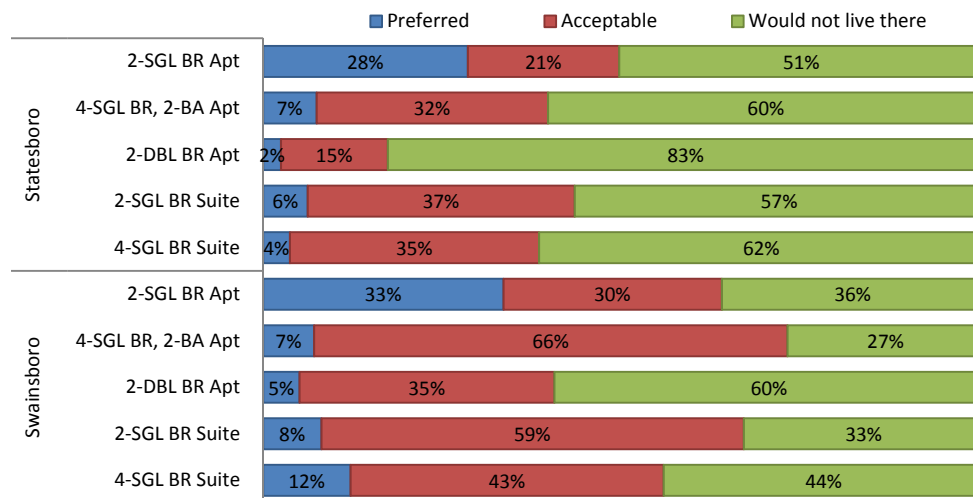


Figure 10: Unit Preference

As noted above, the illustrations of the unit floor plans were each accompanied by a rental amount per student per month. To keep these amounts within the bounds of feasibility, ASL uses a simplified pro forma to estimate rents; Table 4 shows the primary assumptions behind these rents. Although the terms of financing can vary widely depending on unpredictable financial market factors, these assumptions closely approach those from Georgia Southwestern State University’s financing in April 2009.

Construction Cost/GSF	\$105
Interest Rate	3.5%
Debt Service Coverage	1.00
Operating Costs/Bed	\$1,900
Lease Term	9 months

Table 4: Unit Rent Assumptions

Focus group participants explained several aspects of their unit preference further:

Bedroom Occupancy: Swainsboro participants seemed more open to sharing a bedroom, especially if it were with someone of their own choice. Statesboro residents strongly resisted sharing. Few, if any, participants attributed any positive benefits from the experience of living with a roommate.

Bathroom Sharing: Two students per bathroom seemed acceptable to all groups, although some students would prefer their own bathroom and some students would not mind sharing the bathroom with three others. As is sometimes the case, some participants thought that females needed additional time in the bathroom and would benefit from a lower person-to-bath ratio.

Meal Plan: Some students saw the ability to cook as a source of potential savings, but others saw a meal plan as an attractive advantage.



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Furnished: Most participants would prefer traditional unfurnished units, although some indicated that offering optional unfurnished units would be appropriate.

Utilities: The ability to pay for rent plus all utilities with a single monthly payment is an advantage of living on campus when compared to leasing a market apartment.

Laundry facilities: The floor plan drawings for units that depict in-unit washers and dryers were greeted with much approval, and students took the view that these presented savings opportunities.

In terms of the decision-making process, students rely on a variety of factors, which the survey asked respondents to rank in terms of their decision of where to live this academic year. The survey allowed respondents three responses, which were weighted with the most important receiving a rank of five, the second most important a rank of four, and so on; these individual rankings were then summed to give a weighted scale. Affordable rent was the most important factor for both campuses, while Statesboro students assigned a higher rank to the proximity to campus. Figure 11 shows the entire list for both campuses.

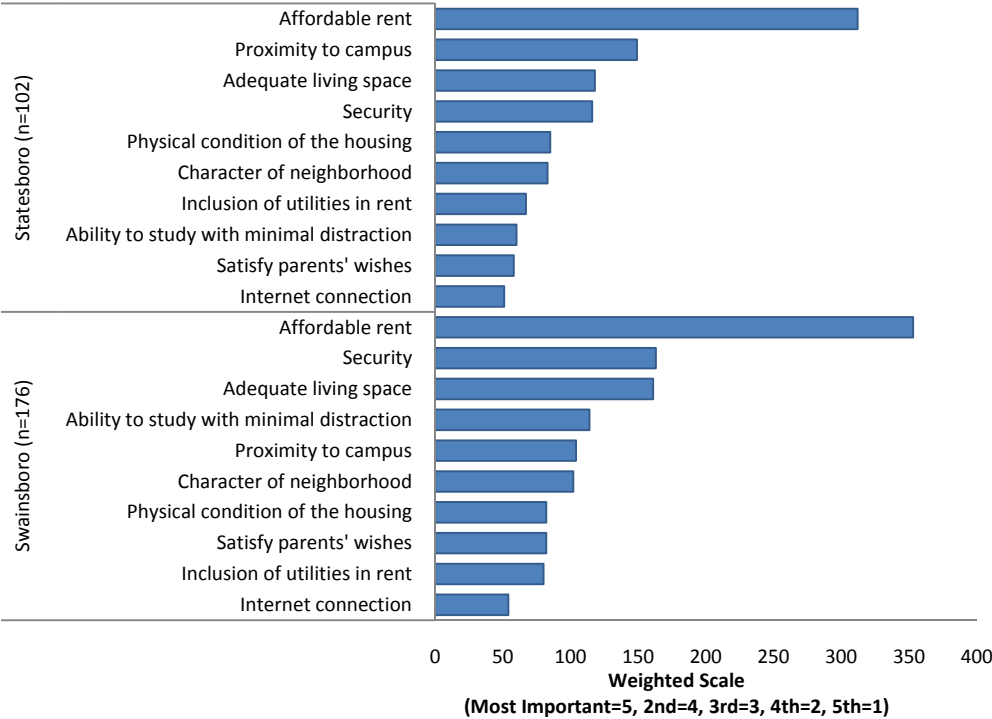


Figure 11: Housing Decision-Making Factors

The survey asked students to evaluate the importance of a list of in-unit amenities. A full kitchen, private bathroom, and washer dryer were ranked most highly, while balconies and patios had less effect. Figure 12 shows responses for each unit feature.



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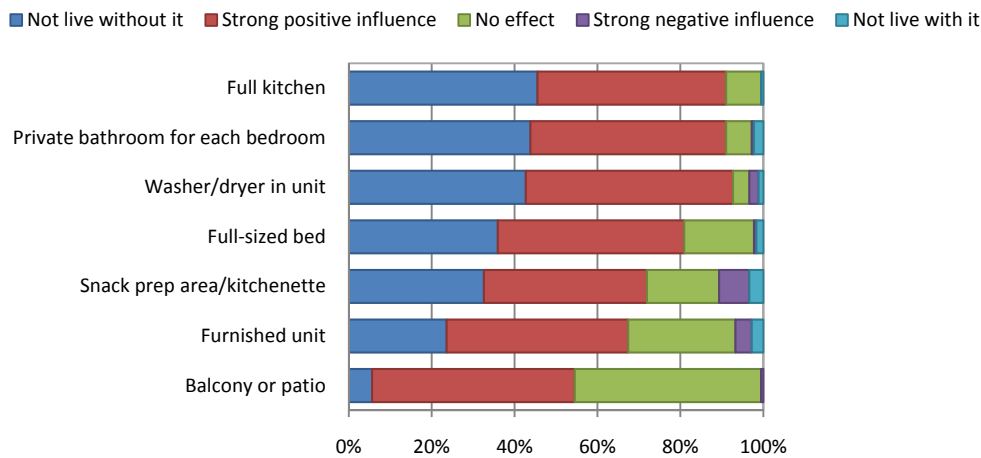


Figure 12: Attractive Housing Unit Features

Respondents similarly considered a list of community features, as Figure 13 shows. Although the first five—wireless Internet, utilities included, overnight guests allowed, and security—shared high importance, several—allowing alcohol for those over 21, prohibiting overnight guests, and requiring a meal plan—have the potential to alienate a significant percentage of students.

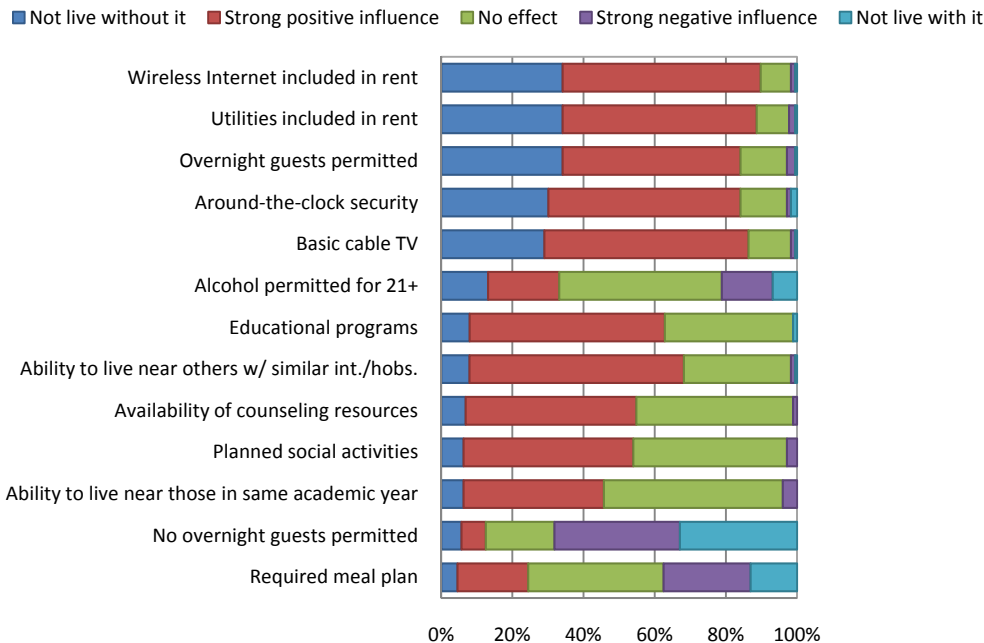


Figure 13: Attractive Housing Community Features

Campus Preferences

Since some focus group participants at each campus had expressed interest in living on the other campus, the survey asked where students would prefer to live. As Figure 14 shows, 17% of students who



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attend classes in Swainsboro would prefer to live in Statesboro, but at least this is partially offset by the 4% of students attending classes in Statesboro who would prefer to live in Swainsboro.

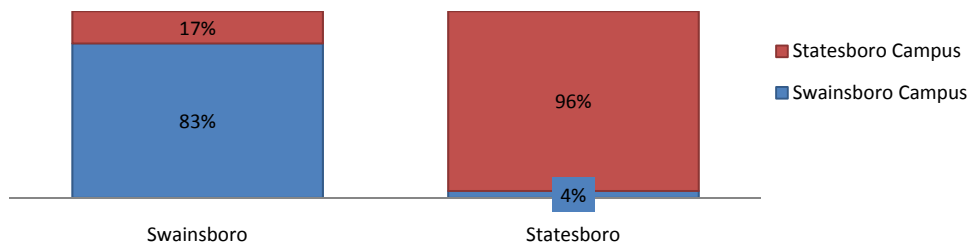


Figure 14: Preferred Housing Location

Other Preferences

Swainsboro students were not interested in theme housing, instead strongly preferring having all students mixed together regardless of major or other interest; this would promote social interaction. Although the campus already has most facilities they imagine they would need and that would satisfy some participants, other participants suggested that a game room, a lounge, and vending machines would be nice in housing. Students mostly considered Statesboro housing expensive, unless one has enough roommates to split the cost. Although Swainsboro now has less to do than Statesboro or their ideal, participants believed that housing had the potential to bring more activity to Swainsboro.

Some students living at home think parents are glad for them to be at home to save money and avoid the party school atmosphere possibly prevalent for freshmen on some campuses, but parents have been unwilling to let children move out of their house to an unsupervised apartment. Nevertheless, parents see living on campus as a positive experience that would work in conjunction with extracurricular activities to enhance their lives.



DEMAND ANALYSIS

EAST GEORGIA COLLEGE ■ STUDENT HOUSING MARKET STUDY

DEMAND ANALYSIS

Overview

ASL's normal methodology uses the level of interest among survey respondents to estimate the total level of current demand among all enrolled students and project future demand given enrollment growth assumptions. EGC, however, has the Statesboro campus, which adds a level of complexity to compensate for students whose primary preference would be to live on campus on the other campus from where they now attend classes. ASL therefore calculated demand for housing at Swainsboro from Swainsboro students and demand from Statesboro students. The results suggest that although more than 500 students would prefer to live in Statesboro, there are nevertheless more than 200 students who would live on campus in Swainsboro by the time housing would open in fall 2011.

Current Student Demand

ASL's methodology for calculating demand centers on the full-time student population, but since part-time students may also be permitted to live in new housing, ASL also measured part-time students' interest in living on campus. The total enrollment is shown in Table 5.

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Swainsboro Full-Time	1,360	1,703	2,044	2,350	2,703	3,108	3,575	4,111	4,727	5,437
Swainsboro Part-Time	251	314	377	434	499	574	660	759	872	1,003
Statesboro Full-Time	637	734	890	1,069	1,208	1,353	1,594	1,751	1,915	2,178
Statesboro Part-Time	302	348	422	507	573	641	755	830	908	1,032
	2,550	3,100	3,733	4,360	4,983	5,676	6,583	7,450	8,423	9,650

Table 5: Distribution of Enrollment, Fall 2008 and Projected through Fall 2007

Demand calculation uses the level of interest stated by respondents to Question 31 on the survey, which asked, "Think back to when you were selecting the housing you live in now. Assume that East Georgia College offered campus housing with your preferred unit, features, and campus, at the estimated rents shown, and with your preferred features. Would you have lived in the EGC housing?" Figure 15 illustrates the relative level of interest for students on each campus.

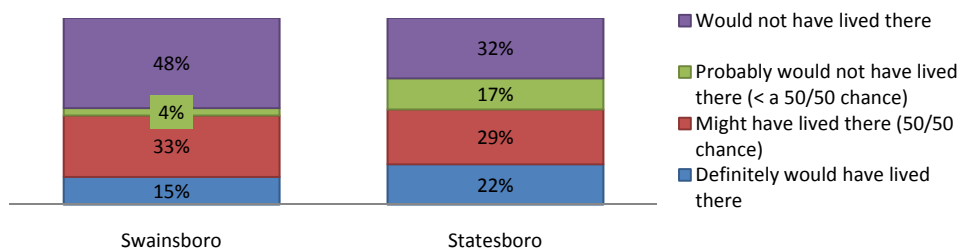


Figure 15: Interest Level in Proposed Housing

The capture rate for each class level reflects the percentage of freshman and sophomore full-time and part-time respondents at each level of interest (e.g., definitely interested). A "closure" rate is necessary to reflect that not all students who express interest will sign a lease. ASL assumes 50% closure rate for those who indicated they "definitely would have lived" in the housing in fall 2008 and a 25% closure rate



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for those that indicated they “might have lived” in the housing (or 50% of those with 50/50 interest). For each class level, the off-campus enrollment is multiplied by the capture rate; then the closure rate is applied to yield the results. Demand ranges are based on the statistical confidence level (of $\pm 5.55\%$) in full-time off-campus student responses based on the number of responses received and the overall size of full-time enrollment. For fall 2008, the confidence interval results in a range from 83 to 239 beds, with a midpoint of 132. The midpoint of the ranges for fall 2008 and for fall 2011 is shown in Table 6.

Fall 2008		Definitely Interested		Might Be Interested		Potential Incremental Demand
Campus/Status	Enrollment	Capture Rate	50% Closure	Capture Rate	25% Closure	
Swainsboro Full-Time	637	0	53	0	47	100
Swainsboro Part-Time	302	0	7	0	14	21
Statesboro Full-Time	1,360	0	8	0	4	12
Statesboro Part-Time	251	0	0	0	0	0
	2,550		68		65	132

Fall 2011		Definitely Interested		Might Be Interested		Potential Incremental Demand
Campus/Status	Enrollment	Capture Rate	50% Closure	Capture Rate	25% Closure	
Swainsboro Full-Time	1,069	0	89	0	79	168
Swainsboro Part-Time	507	0	12	0	23	35
Statesboro Full-Time	2,350	0	14	0	7	20
Statesboro Part-Time	434	0	0	0	0	0
	4,360		114		109	223

Note: values may not add to expected totals due to rounding

Table 6: Demand for Housing in Swainsboro for Fall 2008 and Fall 2011

As shown in Figure 16, students who indicated that they were not interested in the proposed housing most frequently cited the expense of the housing, closely followed by owning a home and living with a spouse or partner. The potential level of rules and regulations in the housing was of less concern.

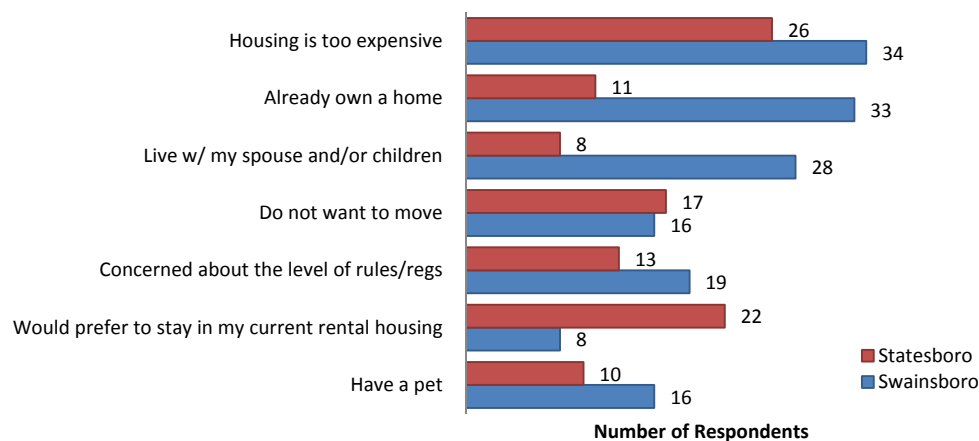


Figure 16: Reasons for Disinterest



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Price Sensitivity

Housing demand is dependent on the room rate that the residents would pay. The rates that the survey showed were intended to be those of self-supporting housing, but the College may find that lower construction costs later during the development process allow for lower rates. In order to gauge the elasticity of the demand for housing, the survey included two questions that only appeared to students who expressed less than definite interest in the housing and indicated that its expense was one of the reasons why.

The first of these questions asked the level of interest in the housing if the rates were 5% lower; the second question asked respondents still not expressing definite interest what their interest would be at rates that cost 10% less. Table 7 shows the rents for each unit type at each of the three levels.

Unit Type	Original Survey Rents	First Follow-up If Too Expensive	Second Follow-up If Too Expensive
Four-Single-Bedroom Suite	\$520	\$485	\$460
Two-Single-Bedroom Suite	\$550	\$505	\$480
Two-Double-Bedroom Apartment	\$515	\$475	\$450
Four-Single-Bedroom Apartment	\$565	\$525	\$495
Two-Single-Bedroom Apartment	\$660	\$610	\$580
Total			

Table 7: Initial and Discounted Survey Rents

Students demonstrate price sensitivity to the level of rents, with demand increasing with lower rates. As Figure 17 shows, total demand increases by about 6% with rents that are 10% lower. By extrapolation, we assume that higher rents would suppress demand.

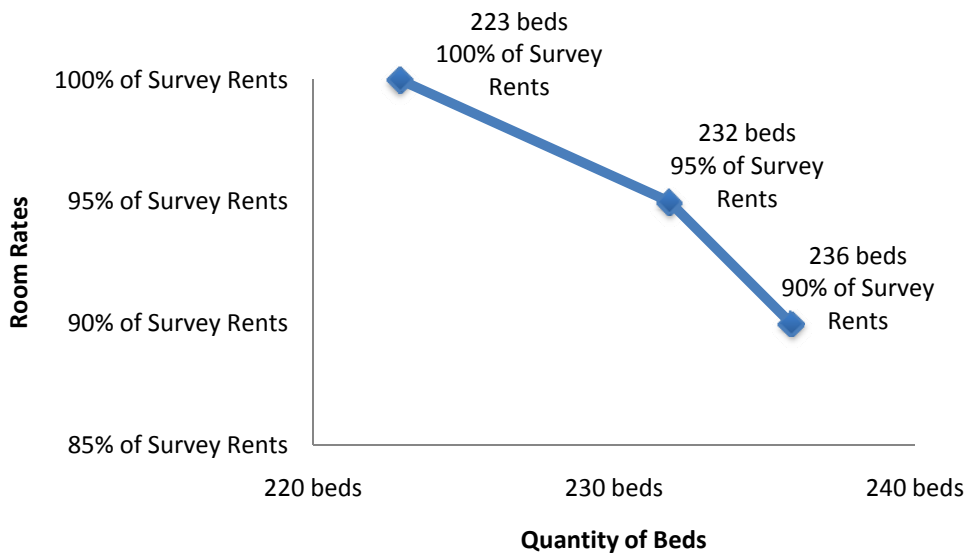


Figure 17: Demand Curve for Swainsboro, Fall 2011, Full-Time and Part-Time Students



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Unit Mix

The distribution of the fall 2011 demand by the “preferred” units cited by students responding to the survey from each campus are shown in Table 8.

Unit Type	Interested Student Preference		Fall '11 Demand		
	Swainsboro Students	Statesboro Students	Swainsboro Students	Swainsboro Students	All Students
4-Sgl-BR Suite	16%	9%	33	2	34
2-Sgl-BR Suite	15%	9%	30	2	32
2-DbI-BR Apt	6%	2%	13	0	13
4-Sgl-BR Apt	10%	16%	20	3	23
2-Sgl-BR Apt	53%	63%	108	13	120
Total	100%	100%	203	20	223

Note: Numbers may not add due to rounding

Table 8: Survey Respondents' Unit Preference

Since respondents rated units that they did not prefer as either “acceptable” or “would not live there,” there are a number of feasible unit mix scenarios in accordance with “acceptable” selections from the survey response. Although over two-thirds selected an apartment configuration—with a full kitchen—as their preferred unit type, the remaining third preferred a unit with an available meal plan. If students selected units without a full kitchen because of their affordability, the College should consider incorporating basic snack preparation areas or kitchenettes into units until full food service is available.

Demand Summary

In conclusion, although now EGC has less interest than would support developing 200 beds based on current enrollment, factoring in enrollment growth brings the supportable project size to 223 beds by the fall of 2011 when the housing would open. If circumstances allow the College to develop more affordable housing, total demand could rise to 236 beds.

Demand Summary	Demand
Fall 2008 Demand	133
Enrollment Growth Demand by 2011	90
Total Demand by 2011	223
Potential Demand, 10% Rent Discount	23
Total Potential Demand with Lower Rents	236

Table 9: Demand Summary

ASL recommends that the College proceed with plans to develop new housing. Since much of the demand comes from enrollment growth, the College's success in meeting enrollment projections is critical.



ATTACHMENTS

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ATTACHMENT I: FOCUS GROUP NOTES

ASL conducted focus groups with 20 EGC students and 9 parents. The topics included the current housing, preferred amenities, and a discussion of several alternative floor plans for unit types that might be used in future residence halls.



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ATTACHMENT 2: OFF-CAMPUS MARKET ANALYSIS



ATTACHMENTS

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ATTACHMENT 3: STUDENT SURVEY TABULATION



ATTACHMENTS

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ATTACHMENT 4: STUDENT SURVEY DEMOGRAPHICS

To check for any bias in the response, ASL compares the demographics of survey respondents to those of the overall enrollment. For the key analysis of demand, ASL makes separate calculations for off- and on-campus residents, by class level and full- or part-time status, eliminating any bias from disproportionate responses on these factors.

For gender, however, there was enough discrepancy to suggest that the results could understate demand. This understatement reinforces the contention that the results are conservative. Female representation was about 15% higher on the survey response than in overall enrollment, while female respondents were significantly less interested in housing, with a capture rate about one-third below the rate for males. The tables below give the distribution of demographic categories for the actual enrollment in the fall 2008 semester and in the survey response, both for the overall groups and the subsets that rent or do not rent.

Class Level	Actual Fall 2008 Enrollment	Survey Respondents		
		Overall	Renter	Non-Renter
Freshman	55%	41%	37%	42%
Sophomore/Other	45%	59%	63%	58%
	100%	100%	100%	100%

Class Level	Actual Fall 2008 Enrollment	Survey Respondents		
		Overall	Renter	Non-Renter
Full-time	40%	65%	66%	65%
Part-time	60%	35%	34%	35%
	100%	100%	100%	100%

Class Level	Actual Fall 2008 Enrollment	Survey Respondents		
		Overall	Renter	Non-Renter
Female	65%	80%	83%	79%
Male	35%	20%	17%	21%
	100%	100%	100%	100%

