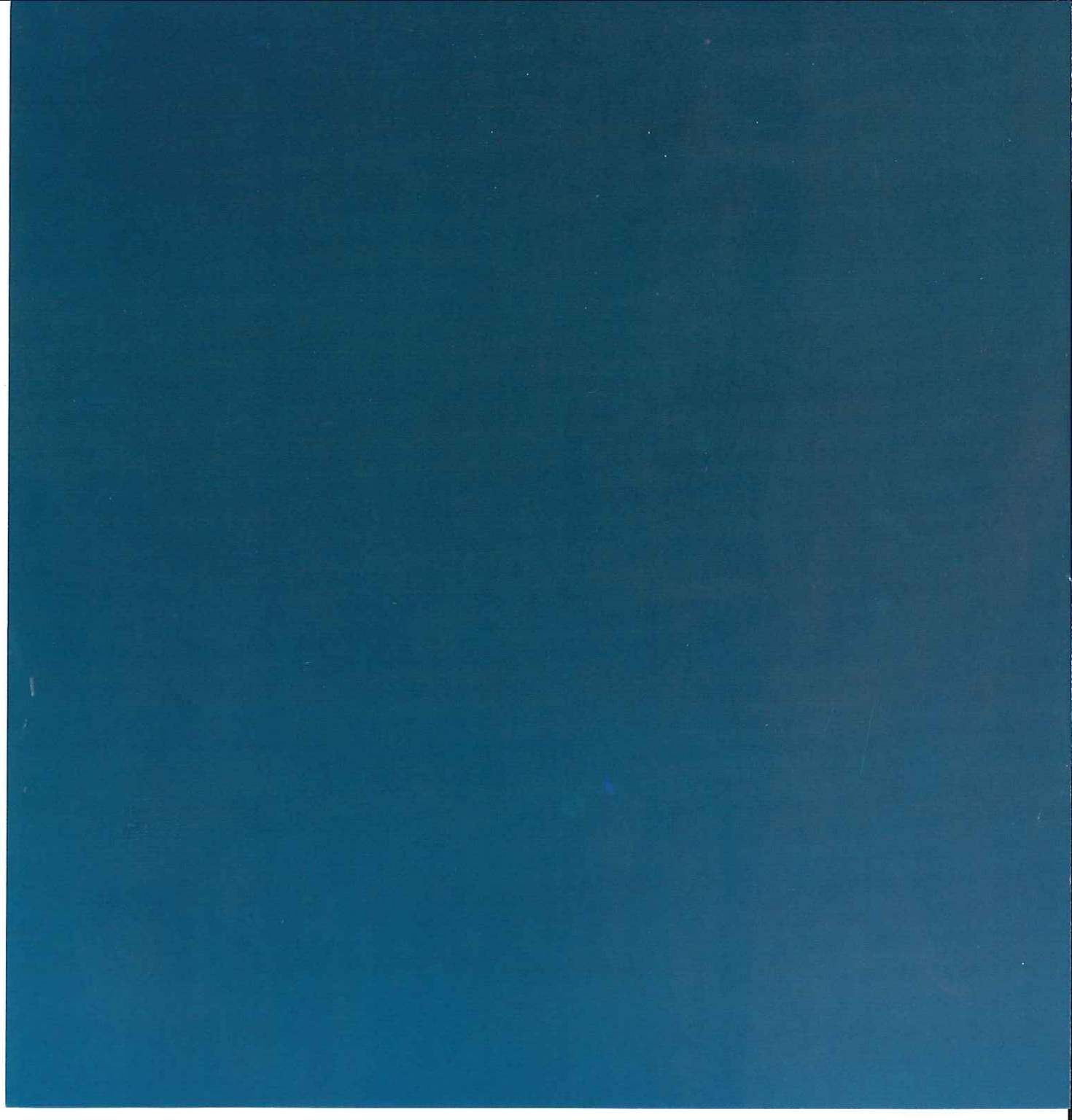
SASAKI

darton college

april 2009

MASTER PLAN EXECUTIVE SUMMARY

TABLE OF CONTENTS



DR. PETER J. SIRENO

MESSAGE FROM THE PRESIDENT

In 1966 Darton College, formerly known as Albany Junior College, opened its doors with the purpose of providing an opportunity for educational and cultural fulfillment for all persons regardless of race, creed, color, sex or national origin. From this fundamental purpose and extremely humble beginnings, Darton College has exploded.

Our first Master Plan was approved in May of 2002.

Today, our enrollment exceeds 5,000. Our physical plant has tripled in size. Darton College is recognized nationally in academic programs, athletics and technology. The objectives in our first Master Plan have all been accomplished.

Therefore, in 2008, collaborations between members of the faculty, staff, and students began to create a Master Plan that will prepare Darton College for the next five to ten years of the 21st century. This piece contains hours of intense research, deliberation, and dialogue.

The Master Plan of 2009 allows Darton College to incur continued enrollment growth, expand our unparalleled efforts in the health science fields, and evolve as a residential campus. This plan will assist Darton in continuing to lead the path nationally in the area of technology, the health sciences, and intercollegiate athletics. The campus will expand further south as well as east. The expansion will transform our academic core, fine arts, student life, and ecological setting.

Vision for excellence, dedication to quality academics, and undeterred passion for Darton College have driven the creation of this Master Plan. Today, Darton College is committed to improving the quality of life both locally and globally through higher education. I encourage you to peruse our Master Plan. You will benefit from the enormous contribution Darton College is making to your community.

OVERVIEW

Darton College is a two-year community college in the University System of Georgia. The College emphasizes vibrancy, exemplary teaching, a student-centered approach, and aims to provide students with a well-rounded experience including athletics, fine arts, and wellness. The campus is located on a large 180 acre site on Gillionville Road, 4.1 miles west of downtown Albany. Eleven principal buildings contain 315,000 assignable square feet of academic, administrative and student support space.

In 2009, enrollments at the College reached 5,000 headcount students. For the purposes of the master plan, the College established a target which doubles this enrollment to 10,000 students.

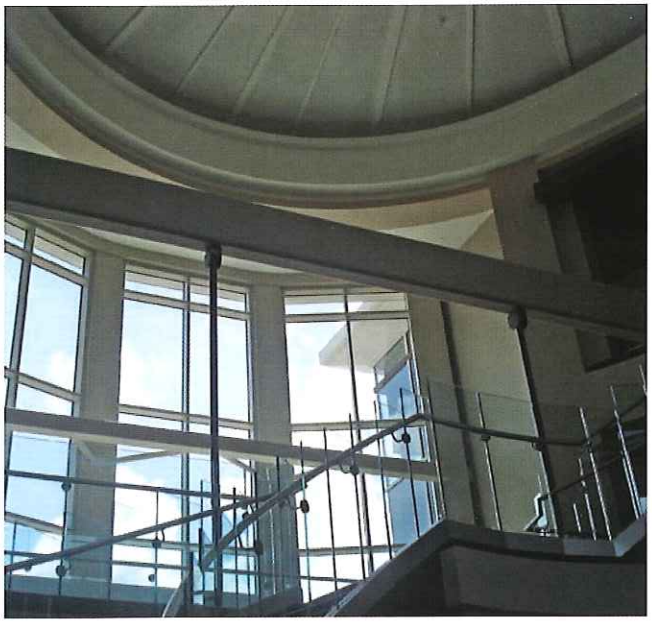
New facilities will be required to meet this target:

1. Academic buildings supplying classrooms, teaching laboratories, and offices totaling approximately 220,000 GSF will be needed. Funding realities may require that this be phased as four buildings, each between 50,000 and 60,000 GSF. These figures suppose a major shift in policy—creating significant collaboration space for part-time faculty. It is essential this collaboration space be open, flexible, and community oriented.
2. Additional library and media needs suggest a major library expansion of approximately 60,000 GSF. Increasingly student life and library functions are being combined in a single facility. Future library and student center growth should be considered together with likely significant space savings. For this reason, no further student center expansion beyond the currently proposed student center addition is recommended. Additional student life needs should be considered when planning the library expansion.
3. The existing physical plant facility is old, and needs to be replaced, preferably outside of the core campus. The relocated facility will need to replace whatever is lost from the current facility. General College storage needs will also continue to grow. The recommendation for the replacement plant facility and campus-wide storage needs is for approximately 50,000 GSF.
4. A student health clinic is indicated. The need is for approximately 2,300 ASF. This is too small for a stand-alone facility on the core campus. The health clinic should be incorporated with another building project in the core campus, perhaps the student center.
5. The College will require several new recreation fields.

6. The College is planning to house 1,500 students in on-campus residential units. This will require the addition of approximately 1,300 beds.
7. Parking needs on the campus will be approximately 2,400 spaces.

The master plan provides a framework for accommodating this growth, and relies on the following key concepts:

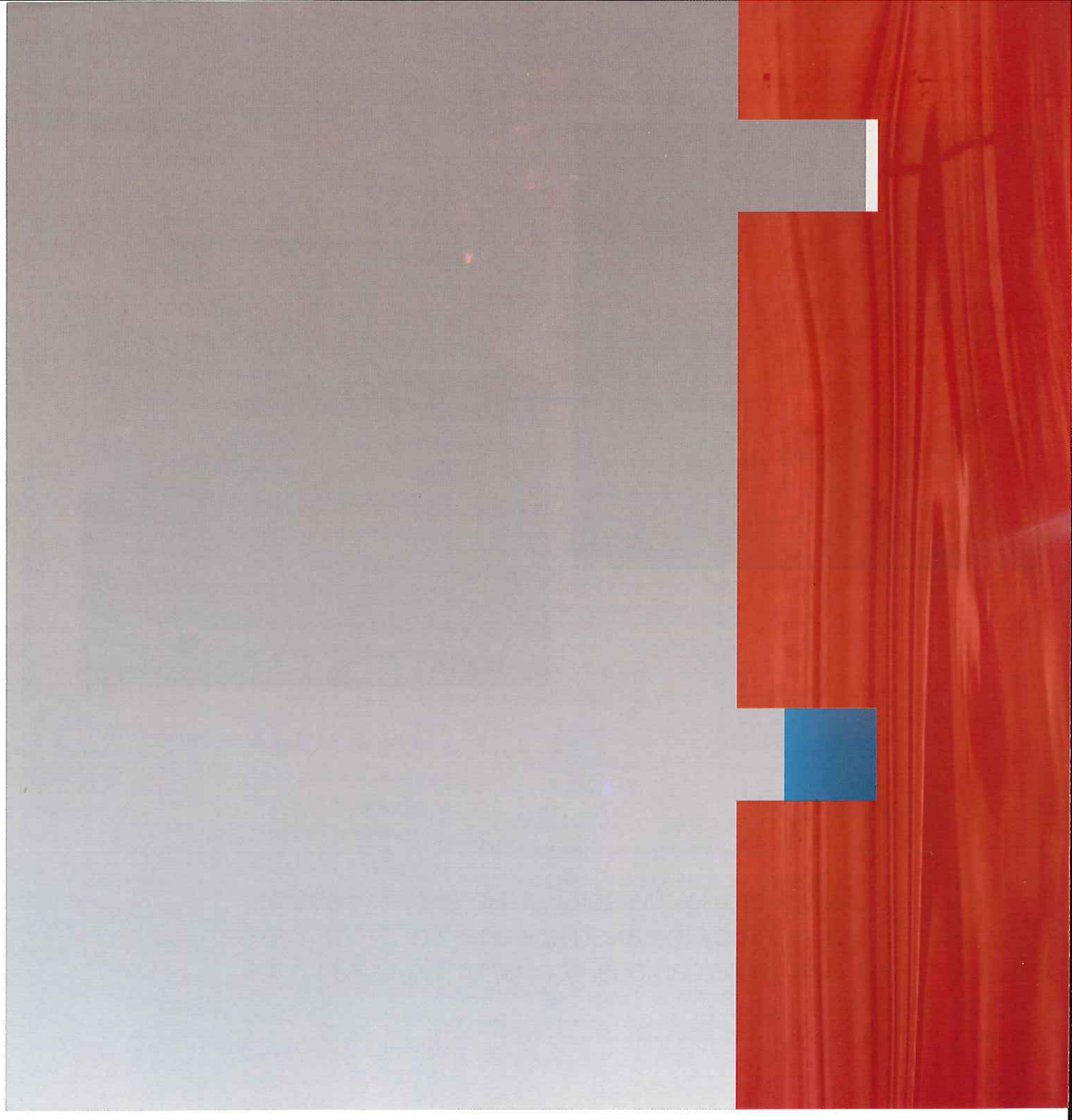
1. There is sufficient land on the campus to accommodate the additional academic buildings, student housing, recreation facilities and parking. In fact, the current land holdings could likely accommodate significantly more than 10,000 students.
2. The master plan for the growth of Darton College is characterized by three principal land use districts: academic, recreation, and housing.
3. The existing compact pedestrian academic core is preserved with growth centered on a new academic quadrangle to the east, adjacent to the Albany Museum property. The new library expansion will front the campuses main quadrangle at the heart of the campus. The master plan envisages a magnificent glass atrium space for the library.
4. The academic core is connected to the residential student village by strong pedestrian landscape moves which use the recreation district as a transitional zone. The proposed Student Village frames a series of linked landscaped quadrangles focused on a small pond.
5. The master plan creates inner and outer loop roads that promote clarity and simplicity of vehicular transportation while minimizing the impact of the automobile on the academic core.
6. The signature welcoming character of the existing campus, beautifully expressed by the existing orchard of pecan trees on the north side of the campus, is augmented to frame the entire academic core and to extend this landscape quality thru "green fingers" stretching into the large commuter parking area.



ACADEMIC SERVICES BUILDING: INTERIOR

ACADEMIC SERVICES BUILDING: EXTERIOR

The signature welcoming character of the existing campus, beautifully expressed by the existing orchard of pecan trees on the north side of the campus, is augmented to frame the entire academic core...



introduction


DARTON COLLEGE
UNIVERSITY SYSTEM OF GEORGIA
DON
WIS
JUSTICE
CONSTITUTION
1966
MODER
ATION

HISTORY OF THE CAMPUS

Darton College is a two-year community college in the University System of Georgia located in Albany, Georgia. The College was established in April of 1963 as Albany Junior College. Albany's citizens gave $1.6 million for the purchase of the original 100-acre site and construction of five initial buildings. The College's first classes were offered in 1966. In 1987, the Board of Regents of the University System of Georgia removed the "junior" designation from all junior college names, and a committee of faculty, staff, students and community members selected Darton as the College's new name. The word is old English, and means "town by the water." It was chosen because of Albany's presence on the Flint River. The Darton College campus now consists of 180 acres, and eleven major buildings with construction currently under way for two significant new facilities. From its initial enrollment of 620 students in 1966, the College has grown to a record enrollment of 5,019 students from 28 states and 44 countries in 2009.

Darton College is a two-year community college in the University System of Georgia located in Albany, Georgia. The College was established in April of 1963 as Albany Junior College.

REGIONAL CONTEXT

THE CAMPUS TODAY

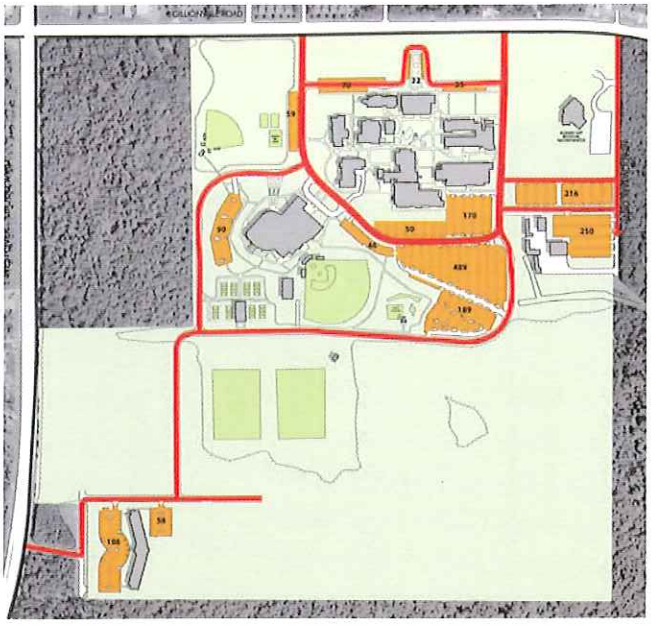
Darton College emphasizes vibrancy, exemplary teaching, and a student-centered approach. The College values diversity and inclusion, and is a resource not just for students, but for the community. Darton's goal is to provide students with a well-rounded experience including athletics, fine arts, and wellness. The College has a particular emphasis on technology. Other key attributes are quality, affordability, accessibility, and partnerships with business, industry, and other educational institutions. The College recognizes that education is a life-long process, and is committed to providing the community with continuing education opportunities.

The existing campus is located on Gillionville Road, 4.1 miles west of downtown Albany. Eleven principal buildings contain 315,000 assignable square feet of academic, administrative and student support space within the academic core. The College has outstanding sports and recreation facilities including a 103,000 assignable square feet Physical Education Building containing a gymnasium, pool and fitness facilities. The College is also home to major baseball, tennis, soccer, softball, and challenge course facilities. Building A, the former administration building is under renovation as an Information Technology and Distance Learning facility and a new Nursing building is under construction. The first 210 beds of student housing are nearing completion on Foundation land immediately adjacent to the south side of the campus. In the future the College hopes to acquire the existing Albany Museum of Art Building located on an adjoining site.

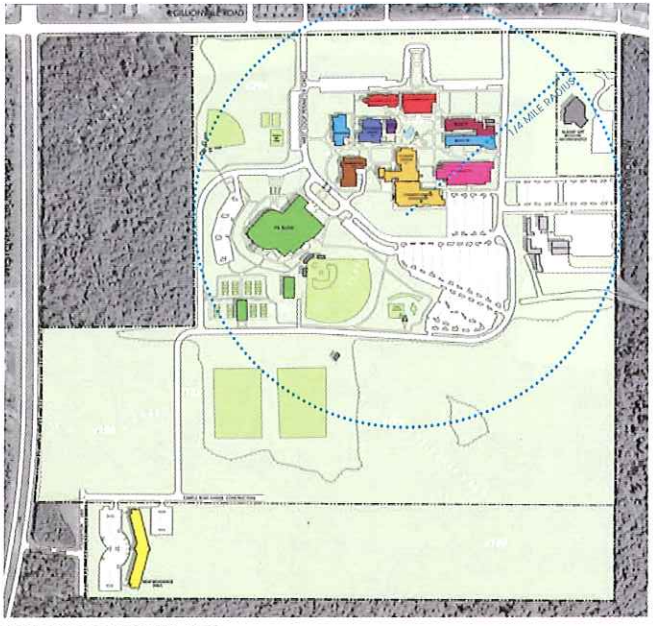
A desirable land use pattern exists characterized by a compact pedestrian academic core with campus roads and parking located on the perimeter of the academic core. The existing Physical Education building and outdoor playfields adjoin the academic facilities to the south. The land use pattern presents a very distinctive open welcoming character from its principal entry along Gillionville Road by virtue of a beautiful broad lawn and pecan orchard.

The existing vehicular circulation system consists of two concentric loop roads. One encircles the academic core and the second encircles the commuter parking and playfields.

PHYSICAL CHARACTER



EXSISTING CIRCULATION



EXSISTING BUILDING USE

- ADMINISTRATION
- LIBRARY
- SCIENCE, ALLIED HEALTH
- SOCIAL SCIENCE, BUS, NURSING
- HUMANITIES
- STUDENT CENTER
- ALLIED HEALTH, COMMUNITY SERVICE
- PHYSICAL EDUCATION
- COMPUTER SERVICES/IT
- STUDENT HOUSING

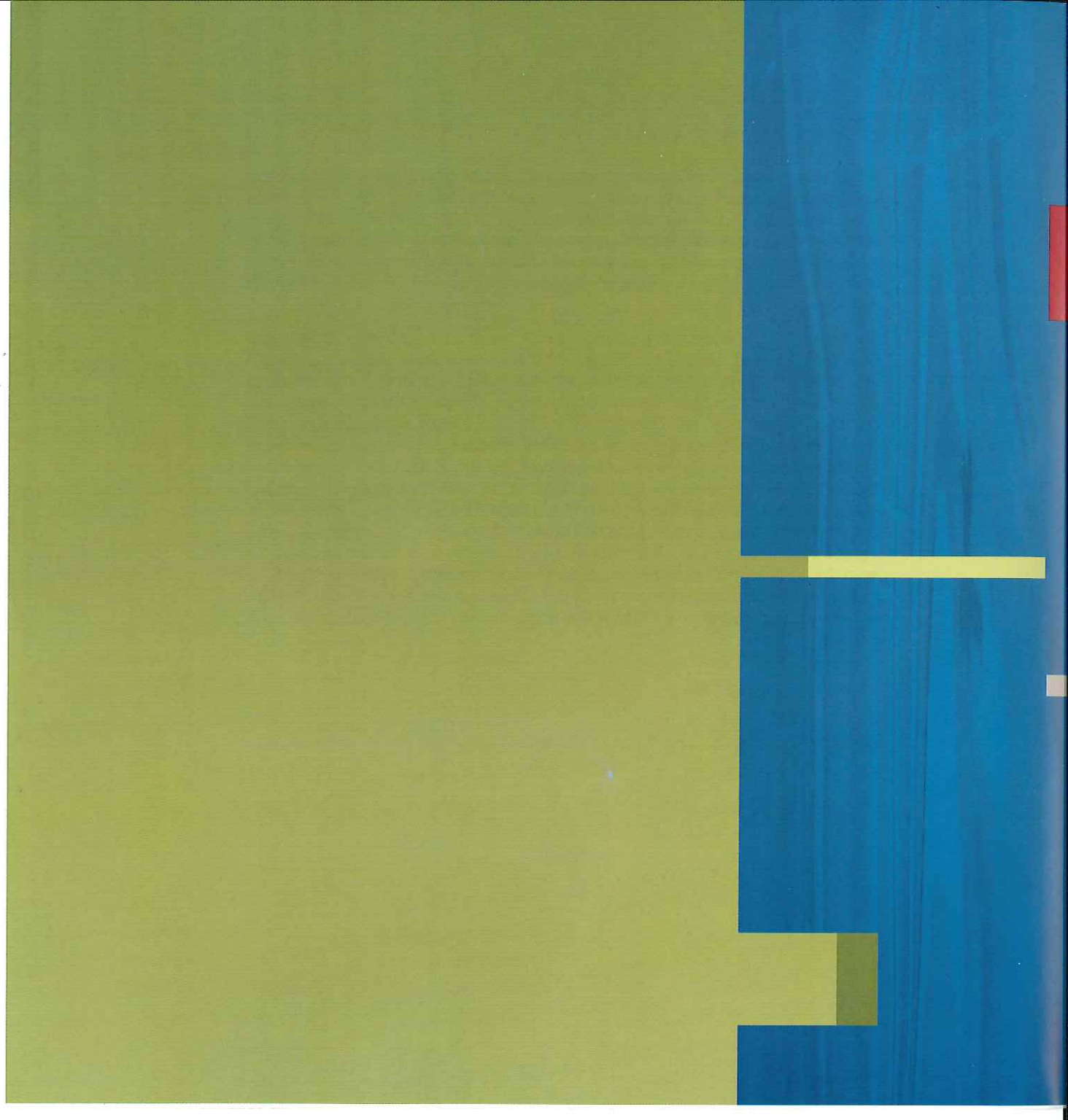
A desirable land use pattern exists characterized by a compact pedestrian academic core with campus roads and parking located on the perimeter of the academic core.

MASTER PLANNING PROCESS

In September 2008, Darton College engaged Sasaki Associates to collaboratively develop the campus' second official master plan. The resulting plan represents a collaboration of the College and consultant. The College formed a highly representative master planning committee and an executive team comprised of senior leadership. Both groups met regularly with Sasaki, providing valuable ideas and feedback, and helping to shape an organic plan that reflects Darton's mission and identity.

Sasaki made four visits to the campus during the master planning process. The first visit centered on site reconnaissance and information gathering. Sasaki met both individually and collectively with the master planning committee, and investigated the College's mission, facility needs, character, identity, challenges, and most valued qualities. During the second visit, Sasaki presented alternative visions of the College's physical development, created out of ideas suggested in the initial discussions. During a lively worksession, the master planning committee and Sasaki identified the best attributes of the two alternatives, and forged the outline of a preferred direction for the College's future growth. Sasaki refined this preferred direction, and presented back to the College for further input during the third campus visit. The evolving plan met with an enthusiastic response from the campus community, who provided a last round of comments. The completed master plan was presented during the final campus visit in March of 2009. All who participated were excited and energized about the College's future.

◀ J BUILDING



program requirements

LIBRARY

PROGRAM REQUIREMENTS

To meet the target of 10,000 students, Sasaki investigated both current needs at the College, and additional needs required to meet the proposed doubling of the student population.

PROGRAM REQUIREMENTS: PLANNING ASSUMPTIONS

	TODAY		FUTURE	
	HC	FTE	HC	FTE
STUDENTS	4,888	3,176	10,000	6,498
FACULTY	358	141	732	289
STAFF	259	201	530	411

ACADEMIC

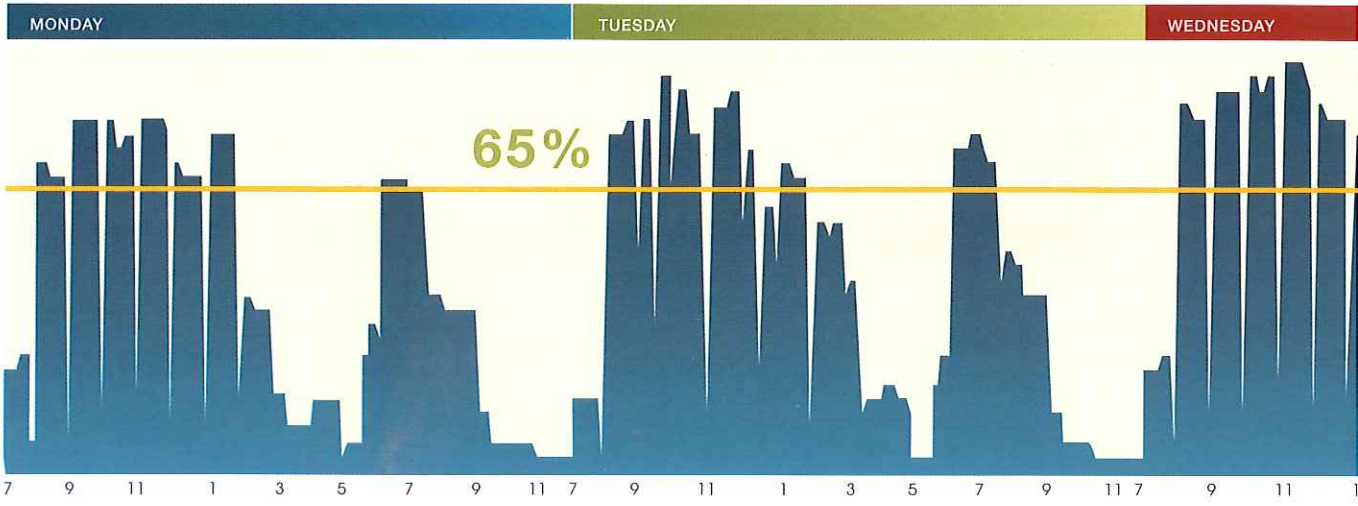
Sasaki estimated space needs in various categories of use type using national and regional space standards, principally the University System of Georgia Template guidelines which have updated the Council for Education Facility Planners, International (CEFPI) guidelines to incorporate contemporary teaching methods.

INSTRUCTIONAL SPACE

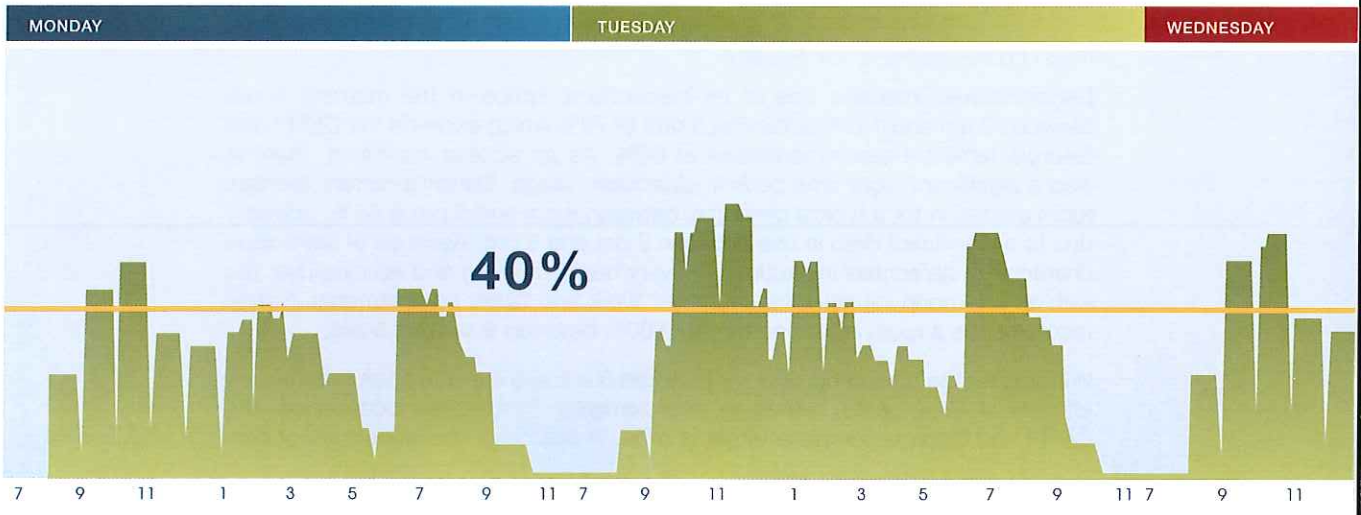
Darton makes intensive use of its instructional space in the morning hours between 8 am and 1 pm, achieving a rate of 70% which exceeds the CEFPI and Georgia template recommendation of 65%. As an access institution, there is also a significant night time peak in classroom usage. Darton's current average room utilization for a typical class day between 8 am and 5 pm is 55%, primarily due to a significant drop in use between 2 pm and 6 pm. Because of the unique character of an access institution with very heavy morning and evening use, but with an afternoon lull reflecting students' work and family commitments, Sasaki recommends a room utilization target of 60% between 8 am and 5 pm.

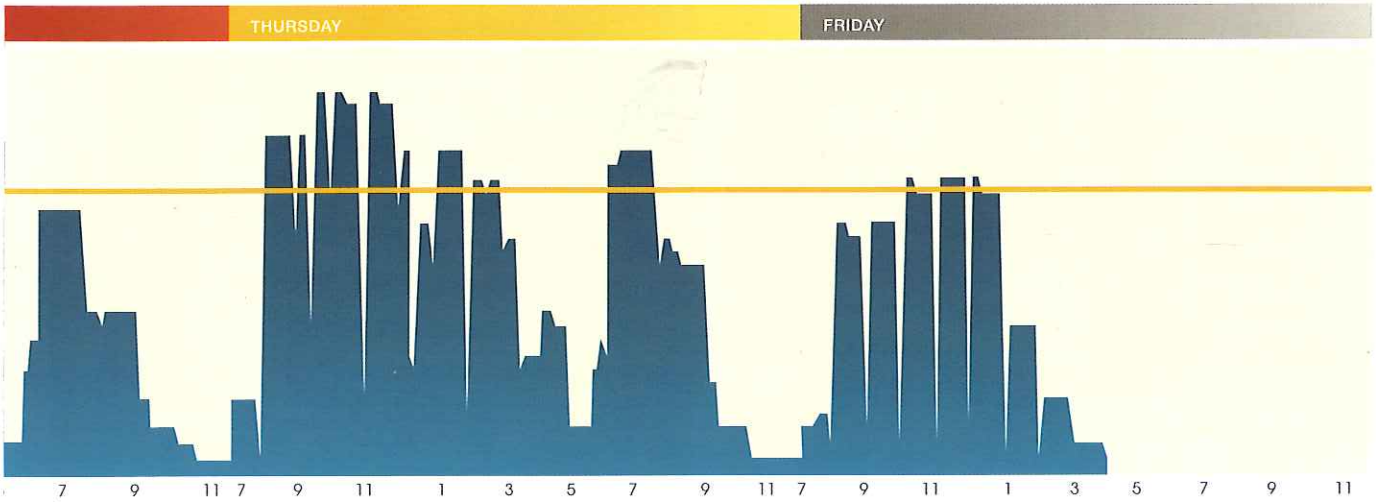
With respect to station occupancy between 8 am and 5 pm, Darton is extremely efficient at filling seats, averaging approximately 71% station occupancy. The CEFPI and Georgia Template target is 65%. In this case, the higher rate of seat

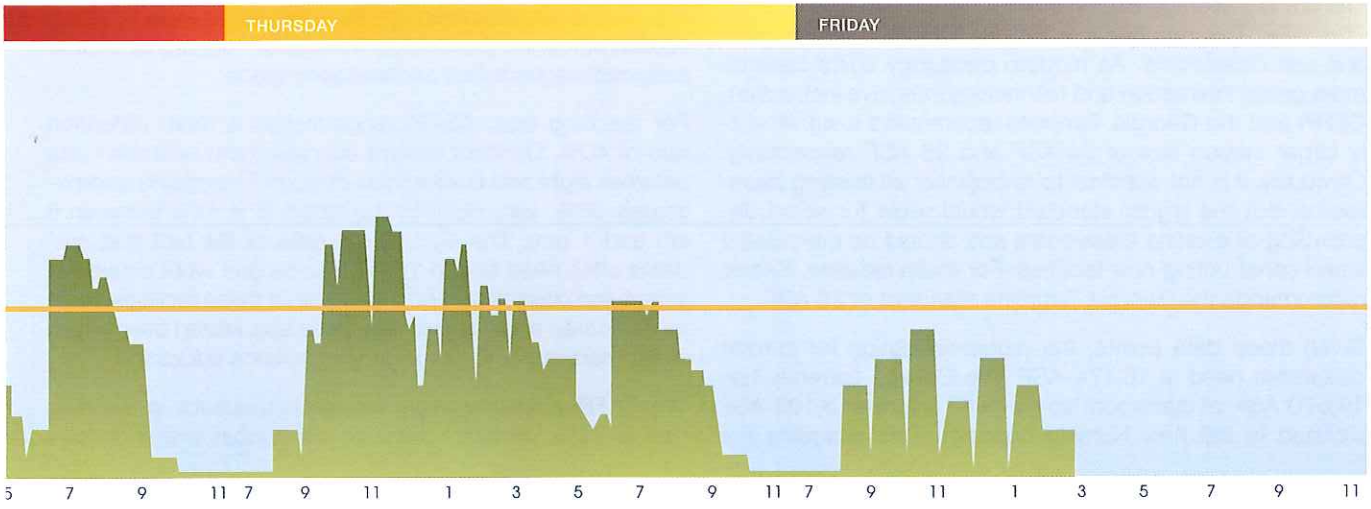
CLASSROOM UTILIZATION CHART



LABROOM UTILIZATION CHART




THURSDAY
FRIDAY
7 9 11 7 9 11 1 3 5 7 9 11 7 9 11 1 3 5 7 9 11


THURSDAY
FRIDAY
5 7 9 11 7 9 11 1 3 5 7 9 11 7 9 11 1 3 5 7 9 11

TEACHING LABORATORY

CLASSROOM

fill is evidence of efficient use of space, and as a result no recommendation is made to decrease the average seat fill.

The current average station size for Darton is approximately 20.6 ASF. This number is within the CEFPI range for general use classrooms. As modern pedagogy shifts towards more group interaction and technology intensive instruction, CEFPI and the Georgia Template recommend a significantly larger station size of 24 ASF and 26 ASF respectively. Obviously, it is not practical to re-engineer all existing classrooms, but the higher standard would allow for some decrowding of existing classrooms and should be considered when constructing new facilities. For these reasons, Sasaki recommends the Georgia Template standard of 26 ASF.

Given these data points, the recommendation for current classroom need is 18,174 ASF. The College currently has 19,570 ASF of classroom space (with a further 6,198 ASF planned in the new Nursing building). This suggests the College is well positioned to increase course offerings, and by extension increase enrollment, without necessarily immediately needing additional classroom space, assuming some improvement in utilization can be achieved. In order to teach 10,000 students, the College will need an additional 13,000 assignable square feet of classroom space.

For teaching labs, CEFPI recommends a room utilization rate of 40%. Darton's current average room utilization rate between eight and five Monday through Thursday is approximately 38%, very close to the target (it is 41% between 8 am and 1 pm). The 40% target reflects the fact that students often need to use the labs for project work outside of scheduled class time, and that some of these facilities, such as dedicated engineering labs, have specialized uses which make them impractical for general science education.

The CEFPI guideline target for seat occupancy in teaching labs is 75%, primarily because lab spaces are expensive

BEACH PARTY

FOUNTAIN

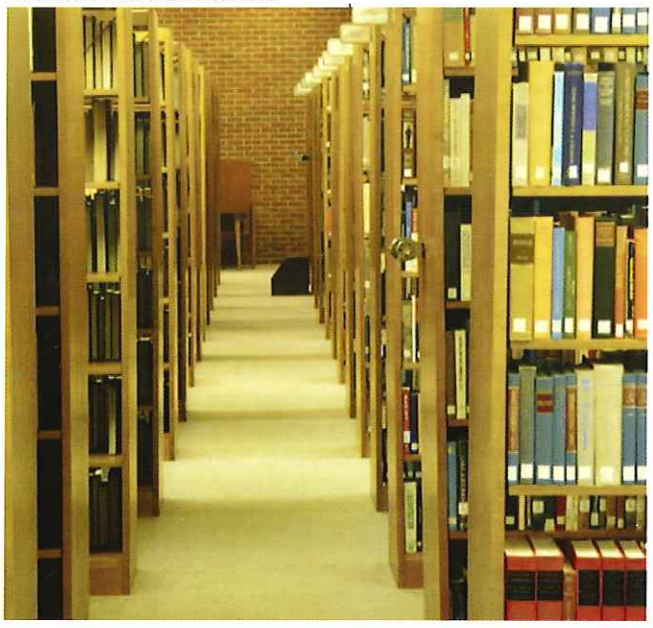
to construct, and the standards therefore seek to promote their efficient use. The Georgia template recommendation is slightly higher at 80%. Darton's current seat occupancy is approximately 62% between 8 am and 5 pm. Again, the template recommendation may not be achievable for Darton, given its role as an access institution. For this reason, Sasaki recommends a compromise seat fill at the CEFPI level of 75%.

On average, Darton's labs are undersized on a per-seat basis. The average station size for Darton is currently approximately 45 ASF. While there are discipline-specific variations, on average the guidelines suggest this station size could be closer to 65 ASF, or in the case of the Georgia template, 70 ASF. Sasaki used this larger number in making its projections.

Given these data points, the recommendation for current teaching lab space need is 27,831 ASF. This calculation excludes nursing labs and specialized Allied Health labs which must be accounted for separately. The specialized Allied Health needs are for Diagnostic Medical Sonography, Cardiovascular Technology, Health Information Technology, Polysomnography, and Biomedical Technology. Each of these labs should be approximately 1,000 ASF. The College currently has 29,257 ASF of teaching lab space with a further 2,618 ASF planned in the new Nursing building. This suggests the College has a small deficit in lab space, primarily the specialized allied health labs. To meet the target of 10,000 students, the College will need approximately 53,000 additional assignable square feet of teaching lab space.

STUDENT CENTER

PHYSICAL EDUCATION BUILDING



LIBRARY

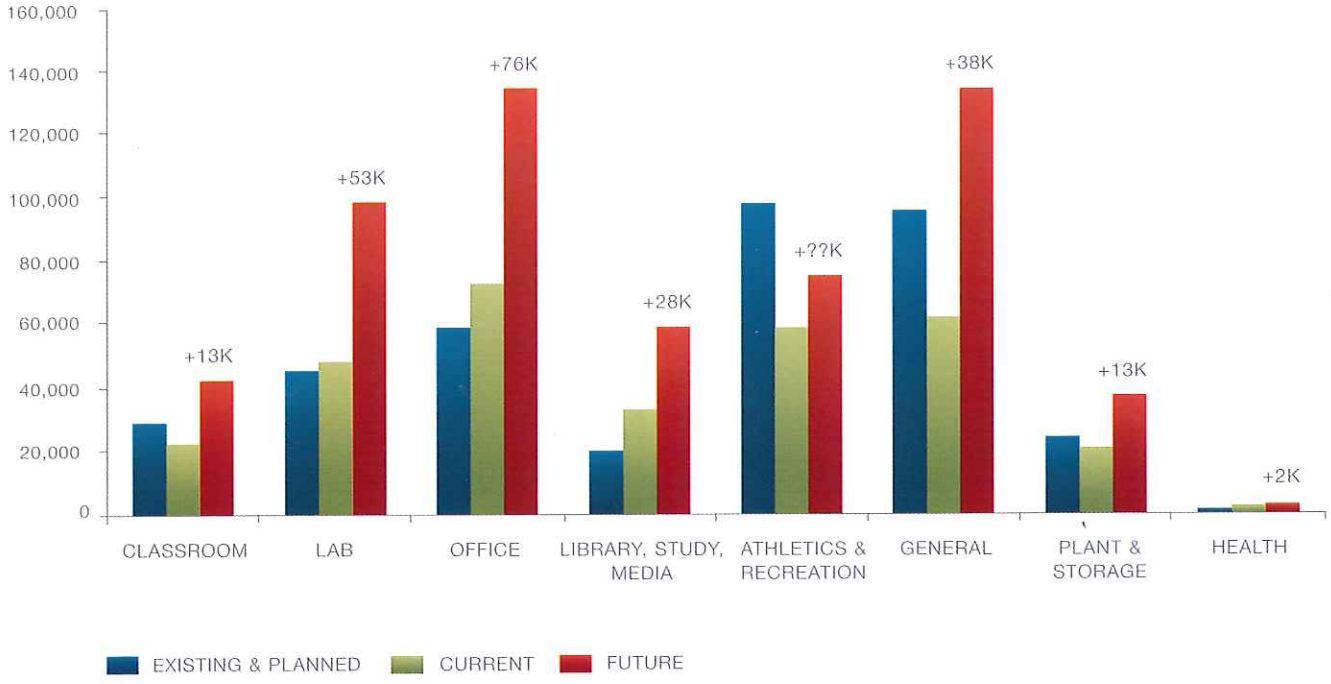
OFFICE SPACE

Current Darton practice is not to assign office space for part-time faculty, and to assign only a workstation for part-time staff. Full-time faculty and staff all receive offices. Sasaki recommends a change in this policy. Part-time faculty play an increasingly important role at the College, and their numbers are likely to increase in the future. In order to facilitate their contribution to the University community, Sasaki recommends the creation of a highly energized collaboration zone where these faculty members can interact with one another and with students. This space is deliberately not intended to be conventional office space located along a double-loaded corridor with a series of closed doors. Instead, it is imagined as an active open flexible area which promotes the free flow of ideas. Part-time faculty are not envisaged to have assigned places within this space, but are assumed to be highly portable, and able to "dock" into any open station. Given this vision, computations are made supposing 50 ASF per part-time faculty member. Assuming the typical office (including service and common space) is 155 ASF (the CEFPI recommendation), and that workstations for part-time staff average 70 ASF, the office space need for Darton, including the collaboration zone, is 72,595 ASF. Darton currently has approximately 54,069 ASF in office space (with 5,206 ASF planned for the new Nursing building). This deficit contains approximately 12,000 ASF for the collaboration zone. The remaining need —once work is completed on the Nursing Building and the Old Administration Building—will be for approximately 21 workstations for part-time staff (including these two buildings the College currently has 350 stations for the 259 full-time faculty and staff members and the 112 part-time staff members). To meet the need at 10,000 students, assuming student-faculty and student-staff ratios remain constant, Darton will require approximately 76,000 assignable square feet of additional office space.

OTHER FACILITY NEEDS

1. Darton's current library is under-sized. In addition, the College has a deficit in media production space as calculated by the CEFPI guidelines
2. The College has spectacular athletics and recreation facilities that put it far in advance of most peer institutions. In addition, the College does not have separate space for inter-collegiate athletics. Rather, recreation and intercollegiate athletics share the same facilities. The guidelines were established to specifically exclude inter-collegiate athletic spaces, and are therefore difficult to apply to Darton College. For these reasons, the guidelines reflect a surplus in recreation and athletic spaces. No additional building program is therefore recommended to meet the 10,000 student goal except for some additional changing rooms, and a recreational pool complex for residential students. Additional recreation fields will be required.
3. Student life space needs are not easily measured by guidelines, because these spaces are often fungible. The guidelines suggest the College currently has shortages in assembly and dining spaces. Many of these needs will be met by the proposed student union addition.
4. The existing physical plant facilities should be replaced because of age and condition. These facilities are currently just under 19.000 ASF.
5. The College has recognized a need for student health or clinic space.

PROGRAM REQUIREMENTS (ASF)



TEACHING LAB

COMPUTER LAB

PROGRAM REQUIREMENTS FOR 10,000 STUDENTS

ACADEMIC	220K gsf
LIBRARY, MEDIA, STUDENT LIFE	60K gsf
PLANT AND STORAGE (INCLUDING REPLACEMENT)	50K gsf
HEALTH	2.3K asf

BUILDING PROGRAM FOR 10,000 STUDENTS

Given these various needs, Sasaki worked with the College to formulate a recommended program for new buildings. The program is as follows:

1. The projections suggest the need for 142,680 ASF of academic space (classroom, lab, and office). Assuming a net-to-gross of 65%, this gives a need for academic building totaling approximately 220,000 GSF. Funding realities may require that this be phased as four buildings, each between 50,000 and 60,000 GSF. Note that these figures suppose a major shift in policy—creating significant collaboration space for part-time faculty. It is essential this collaboration space be open, flexible, and able to generate community. The recommendation is most certainly not for the College to construct large office buildings.
2. Additional library and media needs total approximately 39,137 ASF. Assuming the same 65% net-to-gross, this suggests a major library expansion of approximately 60,000 GSF.
3. Increasingly student life and library functions are being combined in a single facility. Guidelines like CEFPI tend to over-inflate the need in these two areas, because the guidelines were established prior to the development of the trend. As a result, future library and student center growth should be considered together with likely significant space savings. For this reason, we do not recommend further student center expansion beyond the currently proposed student center addition. These additional student life needs should be considered when planning the major library expansion.
4. The existing physical plant facility is old, and its current location is needed for expansion of community parking, preferably outside of the core campus. The relocated facility will need to replace whatever is lost from the current facility. General College storage needs will also continue to grow. The recommendation for the replacement plant facility and campus-wide storage needs is for approximately 50,000 GSF.
5. For the new student health clinic, the guidelines suggest a small facility; the projected need at 10,000 students is approximately 2,323 ASF. The health clinic should be incorporated with another building project in the core campus.

RESIDENTIAL

The College is currently nearing completion on its first 210 beds of student housing on Foundation land immediately adjacent to the south side of the campus. The College proposed a target of housing an additional 1,500 students when enrollment reaches 10,000. The planning assumption is that these housing units will be suites, each bed needing approximately 350 gross square feet of space.

PARKING

The College currently has 1,636 spaces as follows:

USER GROUPUSER	EXISTING SUPPLY (SURFACE)
STUDENT	1,172
V.I.P	9
HANDICAP	15
VISITOR	21
FACULTY & STAFF	232
GRAVEL LOT	187
TOTAL	**1,636**

The College undertook several parking counts to determine how many of these spaces were occupied at peak times. Based on these counts, Sasaki computed a projected parking need by taking the highest observed count and adding a 10% contingency to ensure that spaces would always be available during class changes and other high-demand times. Using this methodology, the current parking need at Darton is for 1,140 spaces. Prorating this need to 10,000 headcount students, suggests the need for a total of 2,340 spaces.

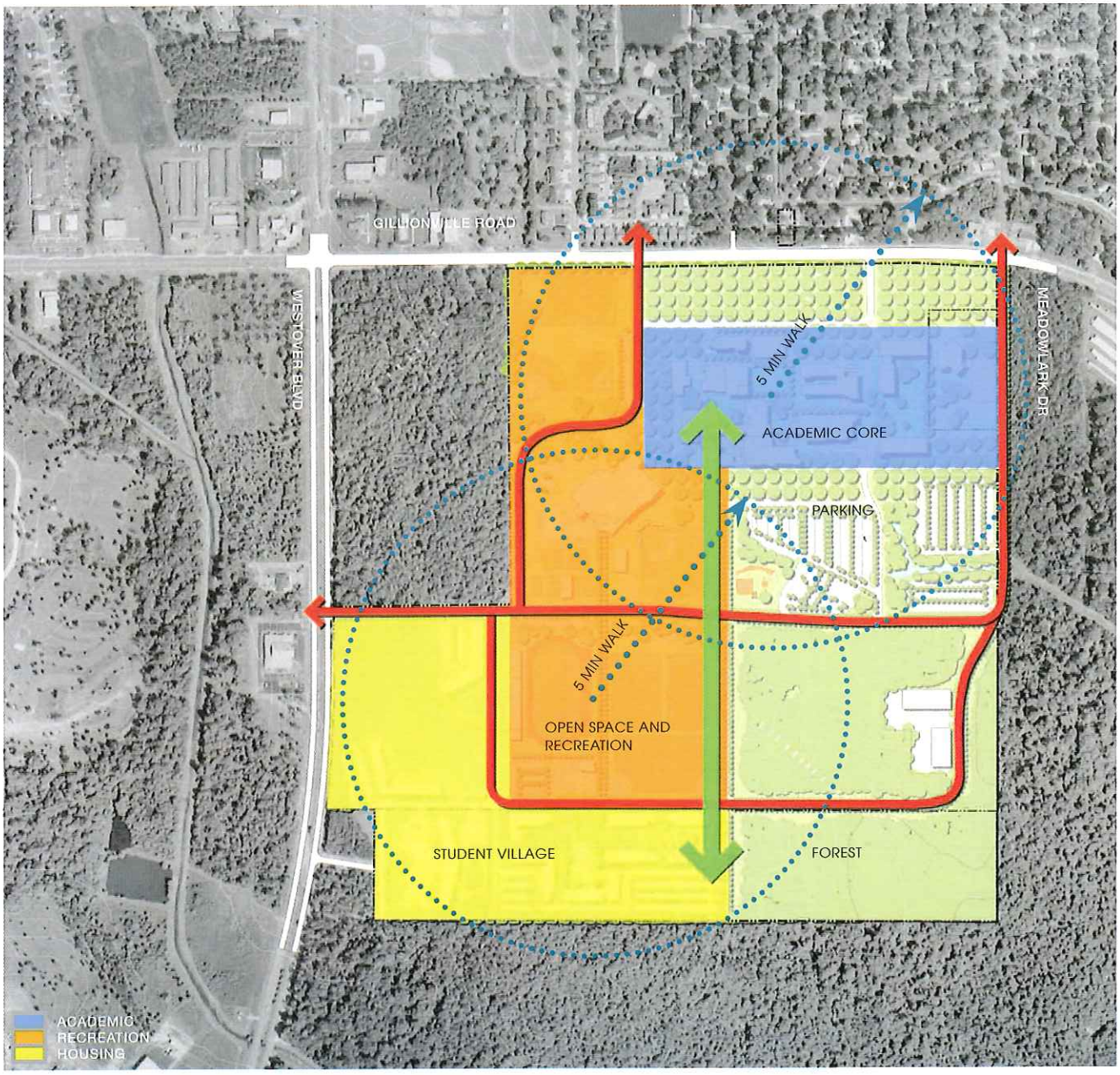
Given Darton's role as an access institution, it is important that students, faculty and staff have access to convenient parking. However, as Darton matures as an institution, it is critical the College not function as a "drive-thru" campus. For this reason, the master plan strives to provide convenient parking while extending the quality of the landscape.

PARKING BEHIND STUDENT CENTER

PROGRAM REQUIREMENTS: PARKING

PARKING SUPPLY (INCLUDING DIRT LOT)	1,636
PARKING SPACES NEEDED	1,140
NEED AT 10,000 HC	2,340

master plan



THREE CONNECTED DISTRICTS

KEY CONCEPTS

There is **sufficient land** on the campus to accommodate the additional academic buildings, student housing, recreation facilities and parking. In fact, the current land holdings could likely accommodate significantly more than 10,000 students.

The master plan for the growth of Darton College is characterized by **three principal land use districts:** academic, recreation, and housing.

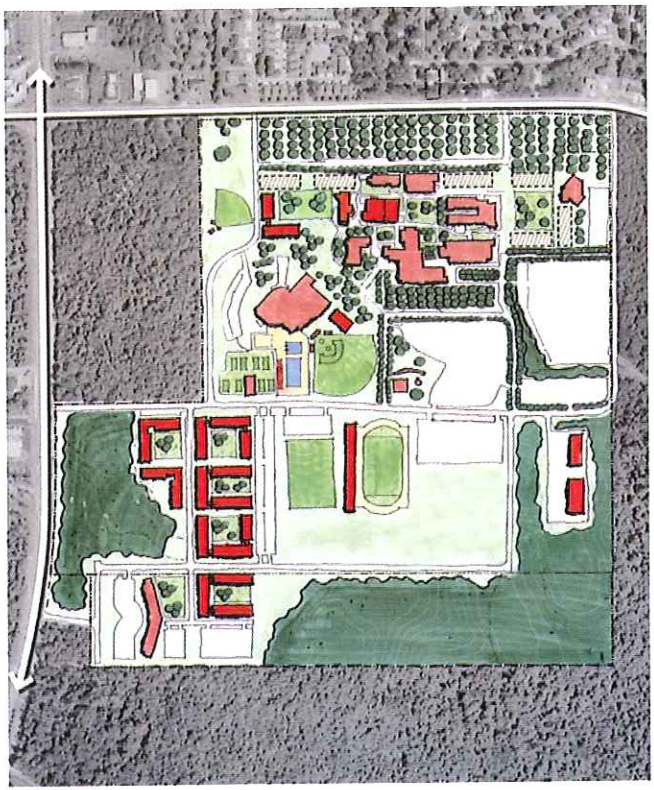
The land use concept retains the existing **compact** pedestrian academic core.

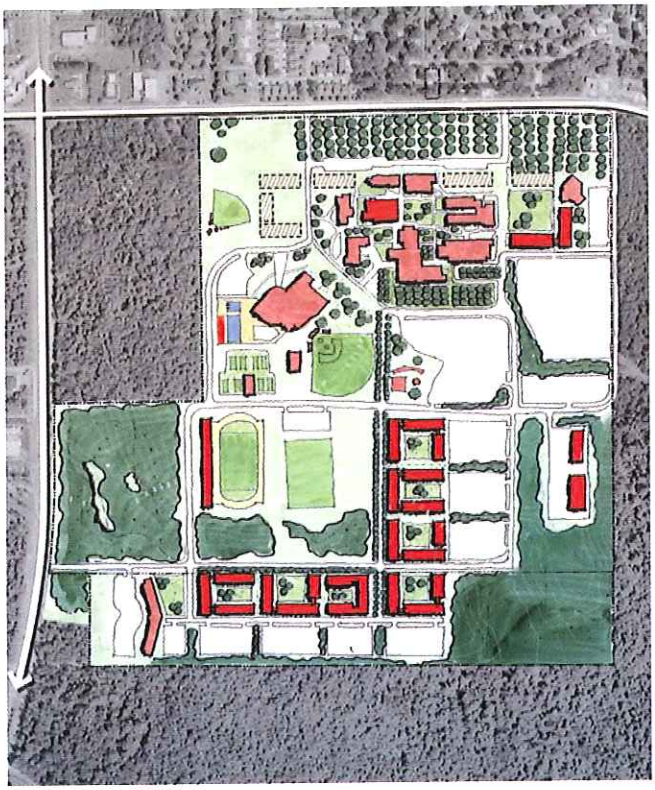
The academic core is **connected** to the residential student village by strong pedestrian landscape moves which use the recreational district as a transitional zone.

The master plan creates **inner and outer loop roads** that promote clarity and simplicity of vehicular transportation while minimizing the impact of the automobile on the academic core.

The signature **welcoming character** of the existing campus, beautifully expressed by the existing orchard of pecan trees on the north side of the campus, is augmented to **frame** the entire academic core and to extend this landscape quality thru **"green fingers"** stretching into the large commuter parking area.

Simple, formal **academic quads** are created within the academic core, and provide natural end points for the landscape pedestrian connections.





ALTERNATIVE 1

Westward expansion of academic core across West Loop Rd and residential street linking student housing to core campus

ALTERNATIVE 2

Eastward expansion of academic core embracing the Albany Art Museum property and new student residential village on Foundation property and central spine

ALTERNATIVES

The key concepts represent principles drawn from the careful study of alternative campus growth visions, and are the organic product of the planning process.

ACADEMIC FACILITIES

In order to maintain a compact academic core, alternative locations to the east and west of the existing core were examined. Expansion to the east creates a new academic quadrangle on undeveloped land adjacent to the existing Albany Museum. Eastward expansion envisions closing East Loop Perimeter Circle Dr. to maintain the pedestrian integrity between existing and proposed facilities. Similarly western expansion of the academic area beyond the new nursing facility envisions a new quadrangle on the site of the existing campus drive and playfields. Western expansion would require relocation of the existing racquetball courts and playfields as well as the relocation of West Loop Perimeter Circle Drive.

STUDENT HOUSING

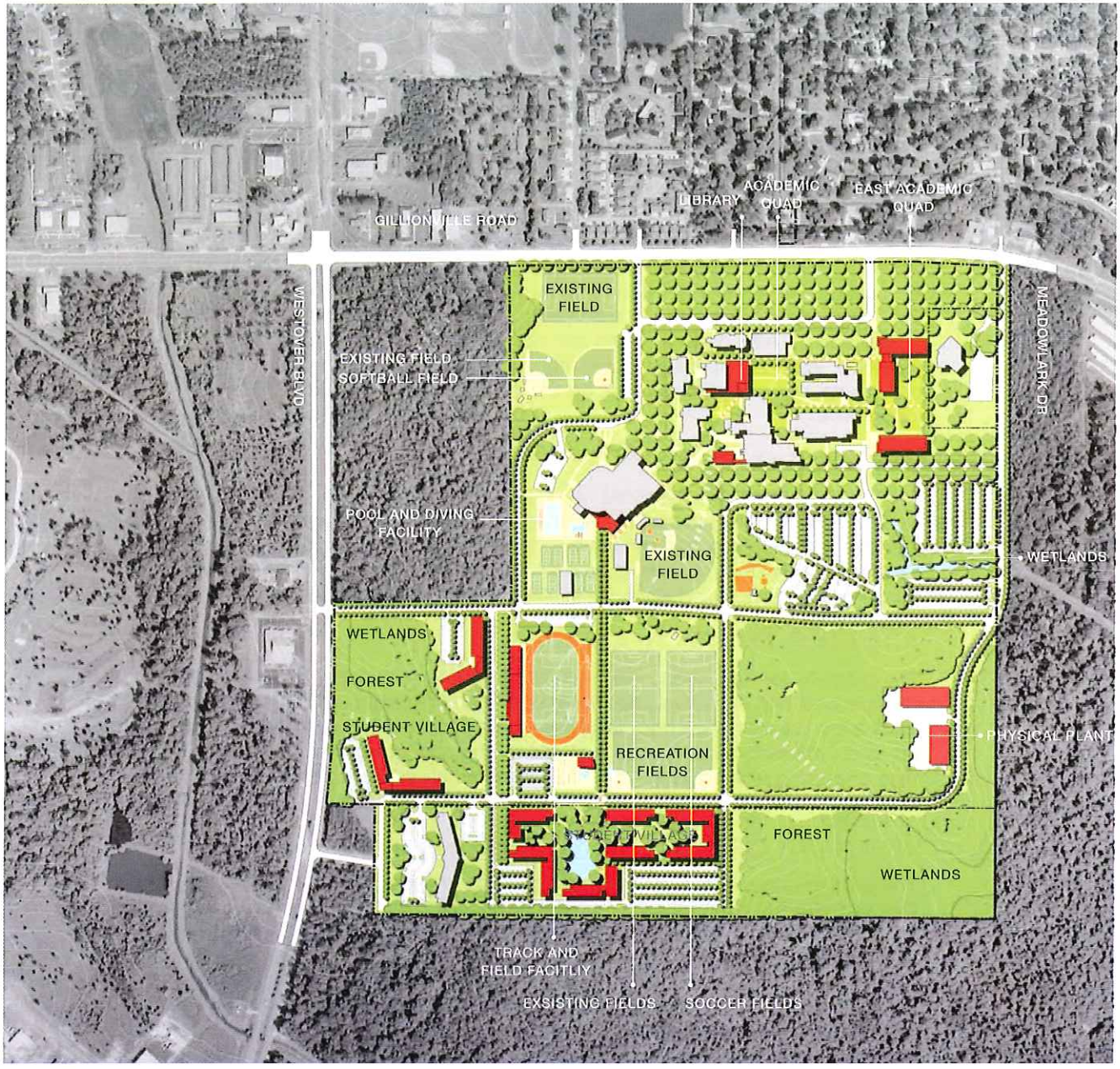
Two principal alternative locations were explored for the 1,500 new beds of student housing. One alternative examined a new north/south residential street adjacent to the existing soccer fields from the new Campus Drive to South Loop Perimeter Circle Drive. A second alternative explored the creation of a Student Village on Foundation land along the southern border of the campus.

ATHLETICS AND RECREATION

The program for new sports and recreation facilities includes a new outdoor Olympic pool and diving well, additional soccer and general purpose recreation fields and a proposed new track facility. Several locations adjacent to the existing Physical Education building were explored for the pool complex to take advantage of existing locker and shower facilities. Alternatives were explored for the location of a track facility in the area of the existing soccer fields.

VEHICULAR CIRCULATION AND PARKING

The existing vehicular circulation system consists of two concentric loop roads. One encircles the academic core and the second encircles the commuter parking and playfields. Expansion of the academic core to the east suggested that East Loop Perimeter Circle Drive be closed to through traffic. Western expansion would require relocation of West Loop Perimeter Circle Drive and the existing recreation facilities. The College plans to extend Meadowlark Drive south along the eastern boundary of the campus to the new Campus Drive on the southern campus boundary which exits on to Westover Boulevard.


GILLIONVILLE ROAD
LIBRARY
ACADEMIC QUAD
EAST ACADEMIC QUAD
WESTOVER BLVD
MEADOWLARK DR
EXISTING FIELD
EXISTING FIELD
SOFTBALL FIELD
POOL AND DIVING FACILITY
EXISTING FIELD
WETLANDS
WETLANDS
FOREST
STUDENT VILLAGE
RECREATION FIELDS
PHYSICAL PLANT
STUDENT VILLAGE
FOREST
WETLANDS
TRACK AND FIELD FACITLIY
EXSISTING FIELDS
SOCCER FIELDS

MASTER PLAN

THE PLAN

LAND USE

The master plan for the growth of Darton College is characterized by three principal land use districts; an academic district, a sports and recreation district and a student residential district. The land use concept retains the existing compact pedestrian academic core by creating a new academic quadrangle immediately to the east of academic buildings I, B, and J. The pedestrian character of the expanded core campus has been retained by the removal of East Loop Campus Drive between existing facilities and the Albany Museum. Additional athletic and recreation facilities have been placed south of the recreation center, Building E. Student housing has been placed south of Campus Drive on Foundation land and west of the connector street to the new student housing. Plant operations have been relocated to undeveloped land in the southeast sector of the existing campus.

A principal feature of the urban design concept is to retain and expand the signature welcoming character of the existing campus which is beautifully expressed by the existing orchard of pecan trees on the north side of the campus along Gillionville Road. The design concept frames the entire academic core within an orchard of trees extending the shade and welcoming character to the east, west and south sides of the academic core.

ACADEMIC FACILITIES

A new academic quadrangle is shown east of buildings I, B, and J adjacent to the Albany Museum property. For phasing purposes, three building modules totaling 220,000 gross square feet with three stories in the two northern modules and four stories in the southern module are illustrated framing a traditional landscape quadrangle. The section of East Loop Campus Drive between the new quadrangle and buildings I, B, and J is removed except for service access in order to provide uninterrupted pedestrian access to the new quadrangle.

A 60,000 gross square foot expansion is proposed for the library on the south side of Building K and east of Building G. Building I which presently houses one of the campus-wide computer laboratories will be removed to accommodate the library expansion project The new library expansion will front the campus' main quadrangle at the heart of the campus.

BUILDING USE

STUDENT HOUSING

The College's first student housing of 200 beds will open in the fall of 2009 on property controlled by Darton's Foundation. The Master plan illustrates the locations for an additional 1,500 beds. 1,000 beds are placed in a configuration that forms a Student Village. The proposed Student Village frames a series of linked landscaped quadrangles focused on a small pond. An additional 500 beds are located in the area between the new access road and Westover Boulevard. The housing in this location is sited in a manner that respects the existing wetlands. A proposed new club, consisting of a swimming pool, snack bar, and volleyball courts is located immediately adjacent and is designed to serve the new student housing. All of the student housing is within a 10 minute walking distance of the academic core and linked to it by landscaped pedestrian/bicycle ways.

PLANT OPERATIONS

The Plant Operations facilities which consist of office space, storage and yard space have been relocated to the southeast sector of the property. Approximately 50,000 gross square feet of office, storage and garage space along with 3 acres of yard space for vehicles and materials is illustrated on the Master plan. Some of this storage function will be accommodated in the academic core.

ATHLETICS AND RECREATION

New athletic and recreation facilities are located south of the existing Physical Education facility, Building E. A new outdoor Olympic pool and diving well have been placed immediately adjacent to Building E. The adjoining locker and shower facilities in Building E are proposed to be expanded to accommodate this new activity. The proposed new track is integrated with the redevelopment of an existing soccer field. An additional soccer field and recreation fields are shown adjacent to the existing lighted soccer field. A series of trails are illustrated through the existing woodlands which can be utilized for cross country events or general purpose recreation.

CIRCULATION

VEHICULAR CIRCULATION AND PARKING

Vehicular circulation on the existing campus is characterized by a system of two concentric loop roads; the first encircles the existing academic core and the second serves the large commuter parking area on the south side of the campus. While the existing vehicular circulation system has generally served the campus well, it does separate the Physical Education Building E from the main body of the campus. In order to maintain the pedestrian integrity of the academic core with its expansion to the east and to void the separation of the Physical Education Building, East Loop Drive and the intervening roadway between the academic core and Building E are closed. The "inner" loop utilizes Meadowlark Dr. to the east with a new connection to Westover Boulevard to the west. This scheme requires the signalization of Meadowlark Dr. with Gillionville Road. The outer loop extends Meadowlark Dr. to the new Campus Drive serving the student housing with a second connection to Westover Blvd to the west.

Most of the current parking is provided in a large surface parking area immediately to the south of the academic core. Additional smaller parking areas are located on the north and west sides of the academic core for faculty and visitors. Other small parking areas serve the Physical Education building and the sports fields. Most of these small convenient parking areas remain in the master plan. The additional parking requirements associated with growth to 10,000 students, coupled with the location of the new student union and the proposed new landscape area on the south side of the academic core, necessitates reconfiguration of the existing large commuter parking area. The Master plan illustrates the use of the site of the existing temporary parking lot, plant operations, Building D, and Warehouse, Building H, for commuter parking. A distinguishing feature of the proposed new parking is the landscape concept of "green fingers", pedestrian ways shaded by a canopy of trees reaching out from the academic core that provide a safe, shaded, way to academic facilities from the parking lots. Additional parking is provided at the student housing for residents who have cars. The Master plan assumes that these students will walk or bike to academic and recreation facilities from their residences.

A comprehensive program of handicap parking is provided convenient to all building facilities. Convenient service access is available to all buildings from campus streets.

PARKING AND ACCESSIBILITY

RECREATION FIELDS

OPEN SPACE, PEDESTRIAN CONNECTIONS AND TRAILS

OPEN SPACE AND LANDSCAPE

The open space and landscape concept of the Master plan is a response to the College's location in subtropical south Georgia which places a premium on shade and short walking distances and the existing distinctive orchard landscape along Gillionville Rd. The Master plan retains and extends the existing compact, pedestrian academic core with building facilities grouped around small landscaped courtyards shaded with a canopy of trees. The distinctive welcoming character of the existing pecan orchard along Gillionville Road is extended to all sides of the academic core and in particular to the south face of the campus where the new student center and existing theatre are located. Shade is extended into the commuter parking areas through the "green fingers" concept of tree shaded pedestrian walkways. The "green fingers" are also designed to help reduce the heat island effect of the large expanses of paving and can provide a location for a sustainable storm water retention system. Within the existing undeveloped forested areas existing wetlands and old growth trees are preserved.

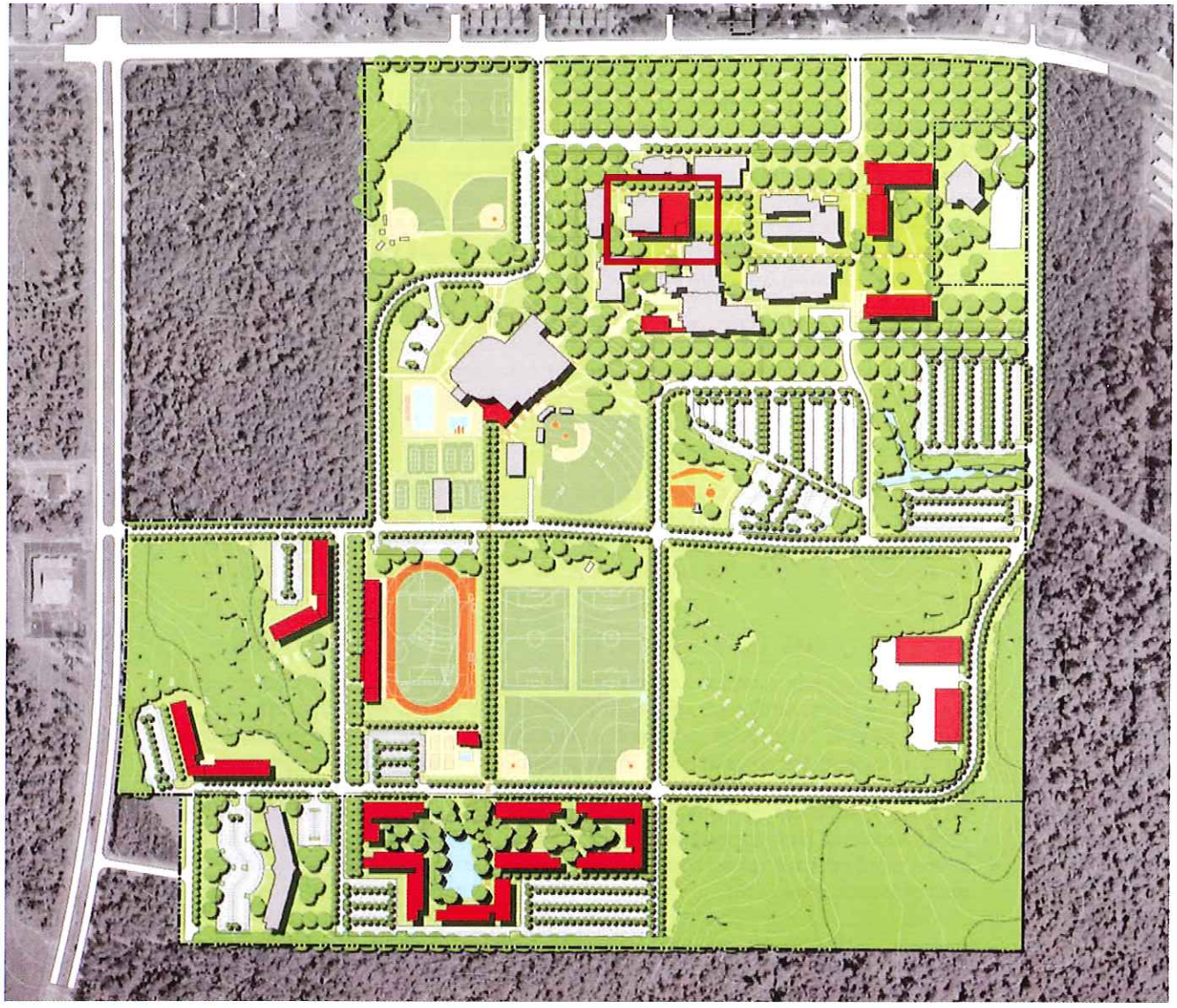
The Master plan envisions two major landscaped academic quadrangles; first, the redevelopment of the existing central space with its informal garden character, gazebo and fish pond into a more formal traditional quadrangle more in keeping with its central location in a large College and second, the creation of a new academic quadrangle to the east framed by the projected new academic facilities.

A major deficiency of the existing campus is the poor condition of walkways, the absence of benches and trash receptacles, the lack of a standard pedestrian light fixture, and the poor quality of campus wayfinding. Sasaki recommends the preparation of a comprehensive study leading to a comprehensive set of design standards.

FUTURE LONG TERM GROWTH

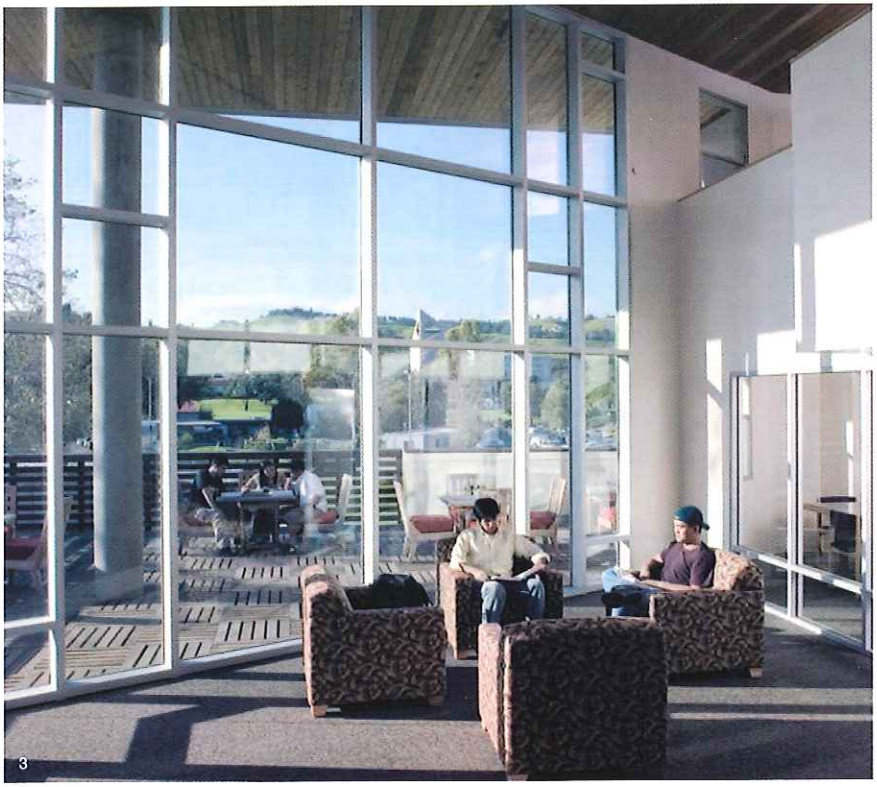
Darton College has available sites for growth beyond the projected enrollment of 10,000 students. Additional academic buildings can be placed in the proposed new academic quadrangle adjacent to building I and the new administration building or with the development of an additional academic quadrangle to the west of the new nursing facility. Additional housing can be developed along the proposed new street connecting the proposed Student Village with the academic core. Additional undeveloped land remains in the southeast sector of the campus where plant operations has been relocated and which is accessed by the extension of Meadowlark Drive.

PLAN ELEMENTS: LIBRARY EXPANSION



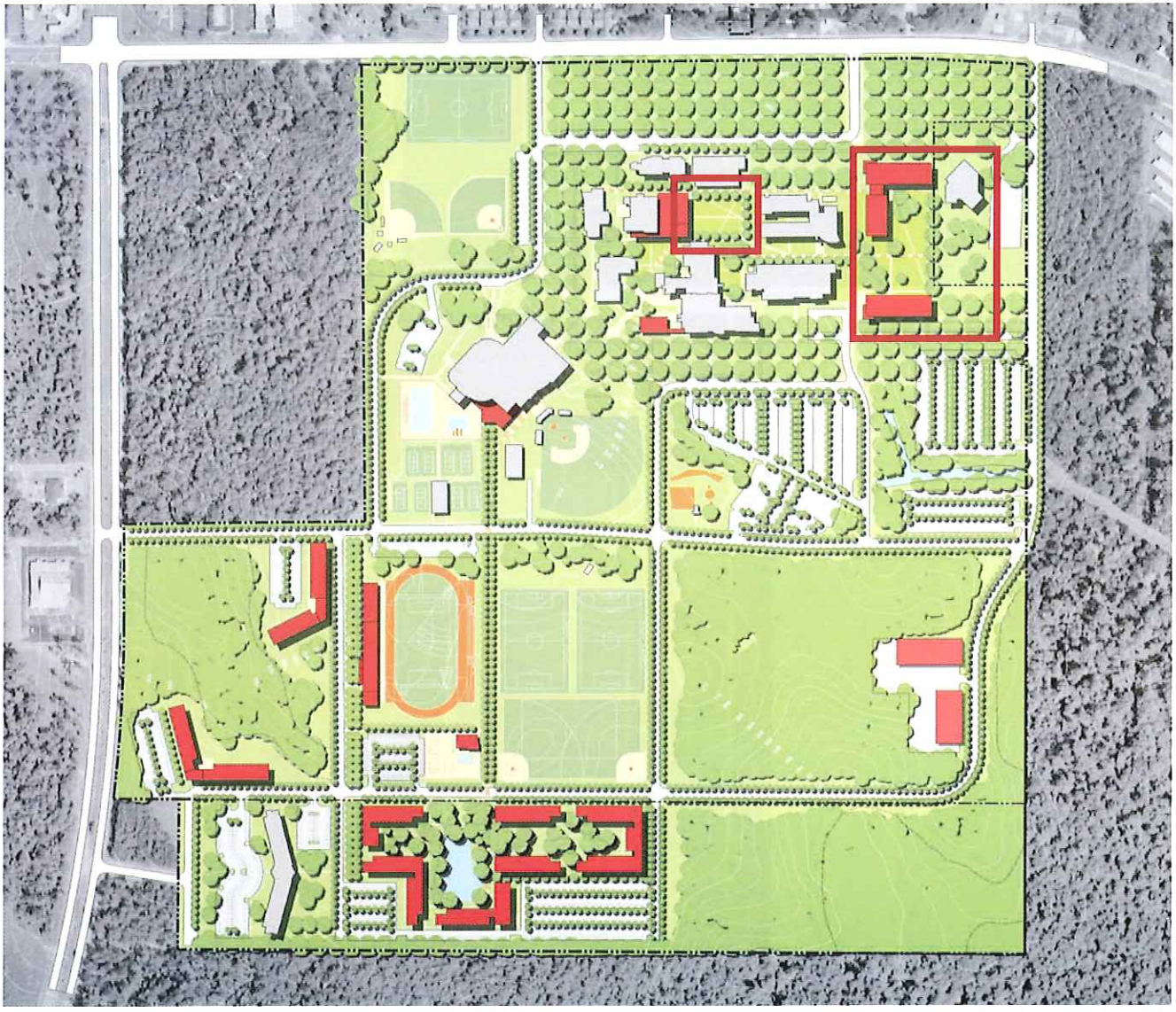
CAMPUS HEART

1. University of California, Davis, Segundo Commons, California
2. University of California Santa Barbara Student Resource Building: Santa Barbara, California
3. Saint George's School: Drury Grosvenor Center for the Arts, Middletown, Rhode Island



PLAN ELEMENTS: LANDSCAPE

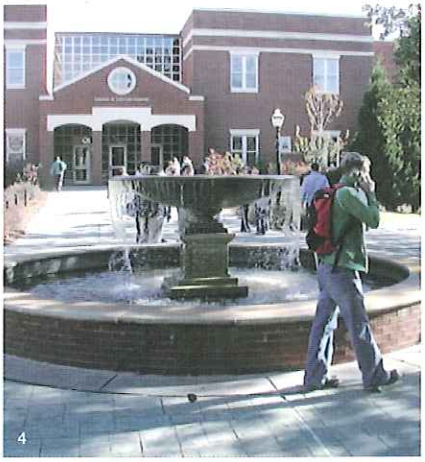
Quadrangles




1


2


3

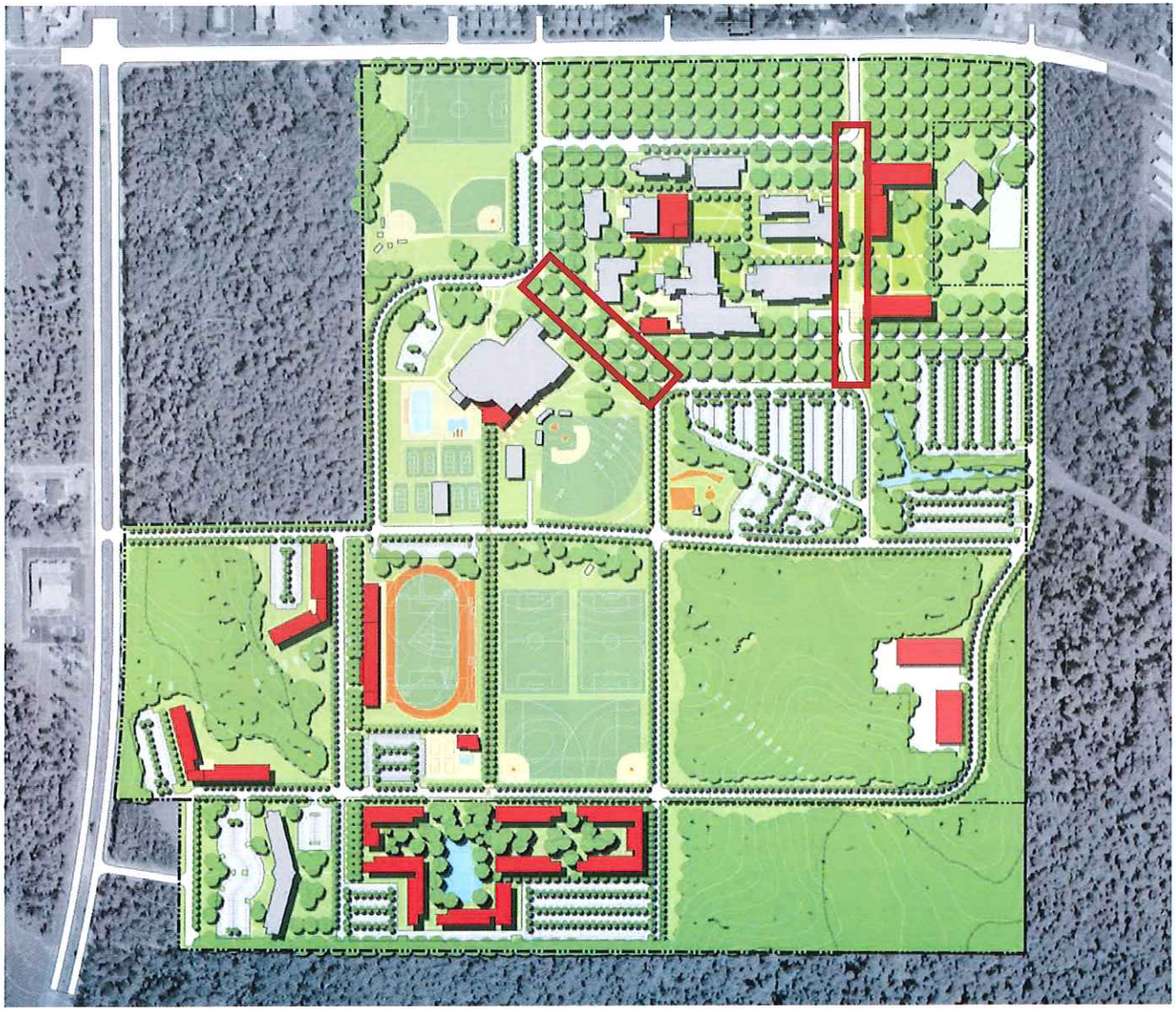

4

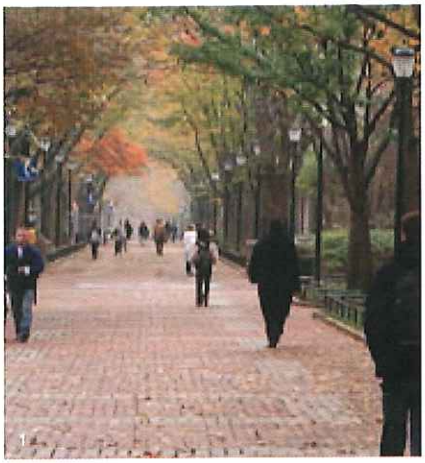
CELEBRATION

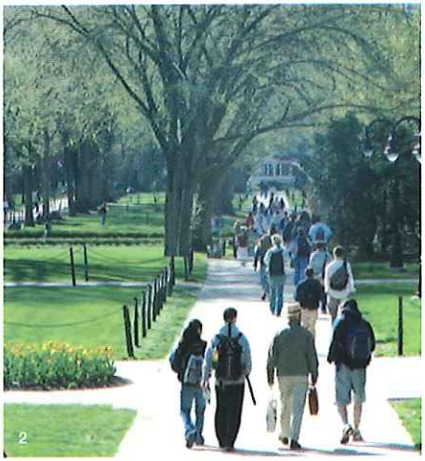
1. Georgia College and State University, Milledgeville, Georgia
1. Georgia College and State University, Milledgeville, Georgia
3. Georgia College and State University, Milledgeville, Georgia
4. Georgia College and State University, Milledgeville, Georgia

PLAN ELEMENTS: LANDSCAPE

Pedestrian Ways





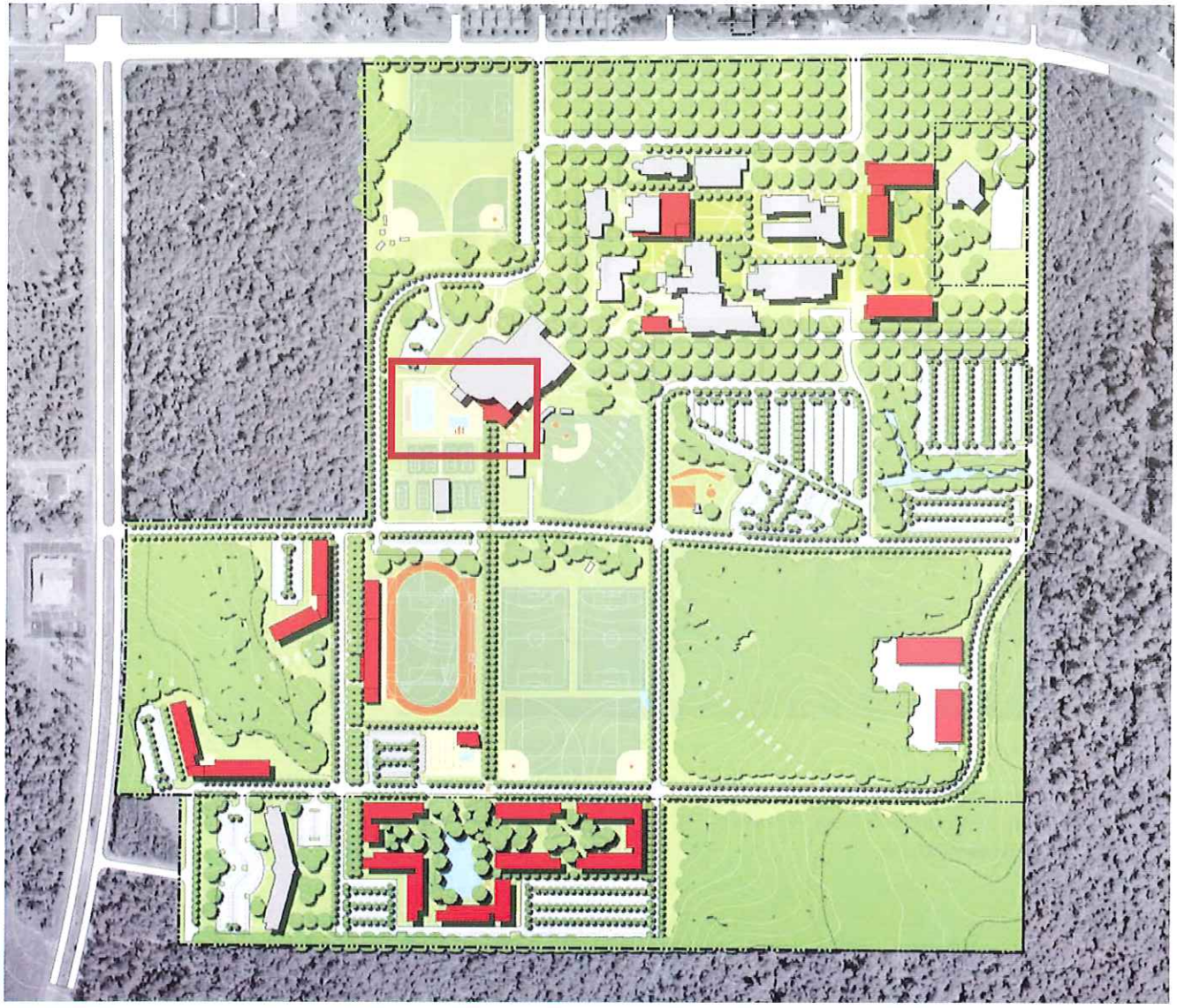


CONNECTION

1. Locust Walk, University of Pennsylvania, Philadelphia, Pennsylvania
2. Pennsylvania State University Mall: State College, Pennsylvania
3. Telegraph Avenue, Berkeley, California

PLAN ELEMENTS: RECREATION

Olympic Pool and Diving Well

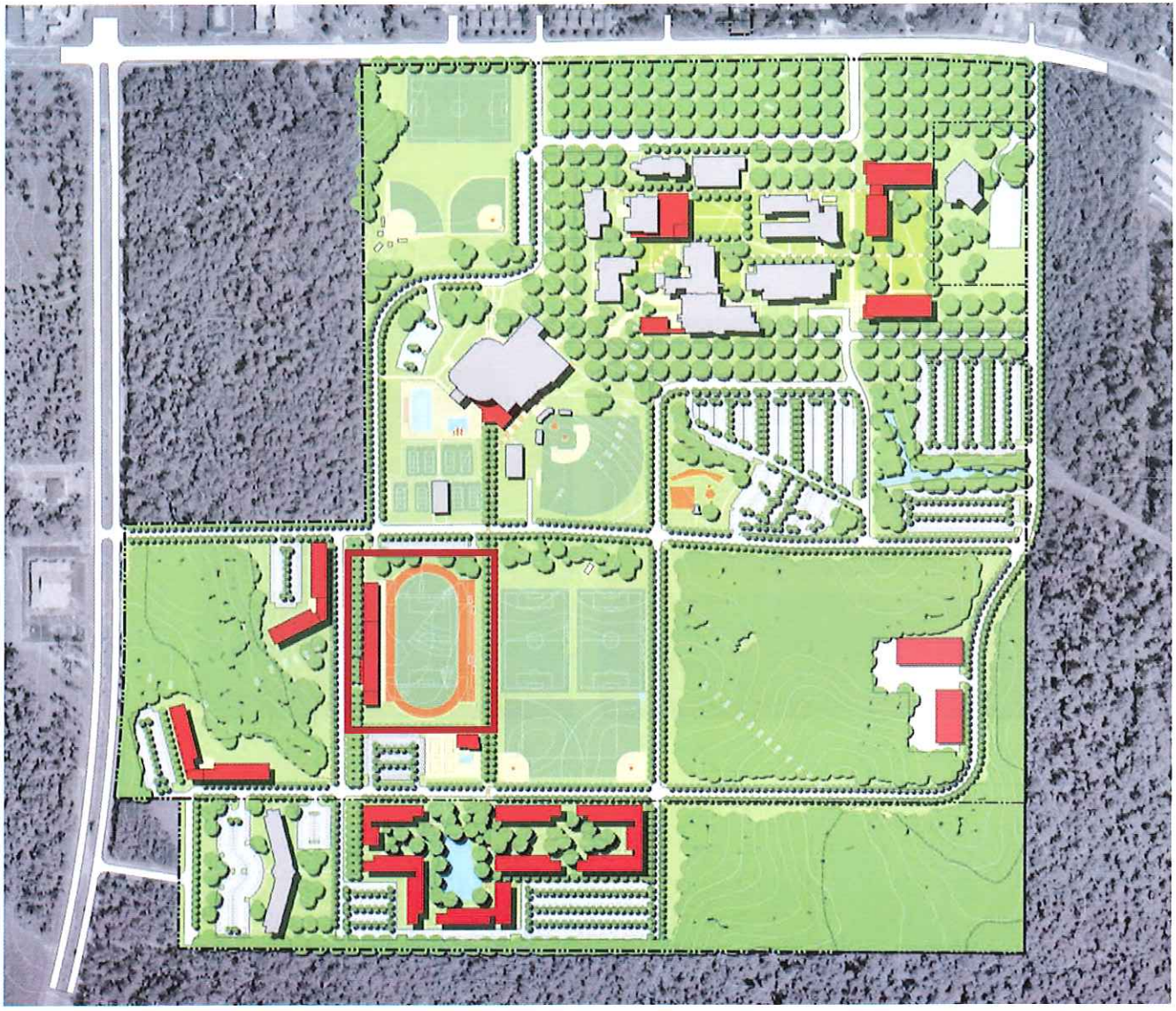


COMPETITIVE SWIMMING

1. University of Maryland Campus Recreation Center, Baltimore, Maryland
2. University of California Santa Barbara Recreation Center, Santa Barbara, California
3. University of California Santa Barbara Recreation Center, Santa Barbara, California

PLAN ELEMENTS: RECREATION

Fields

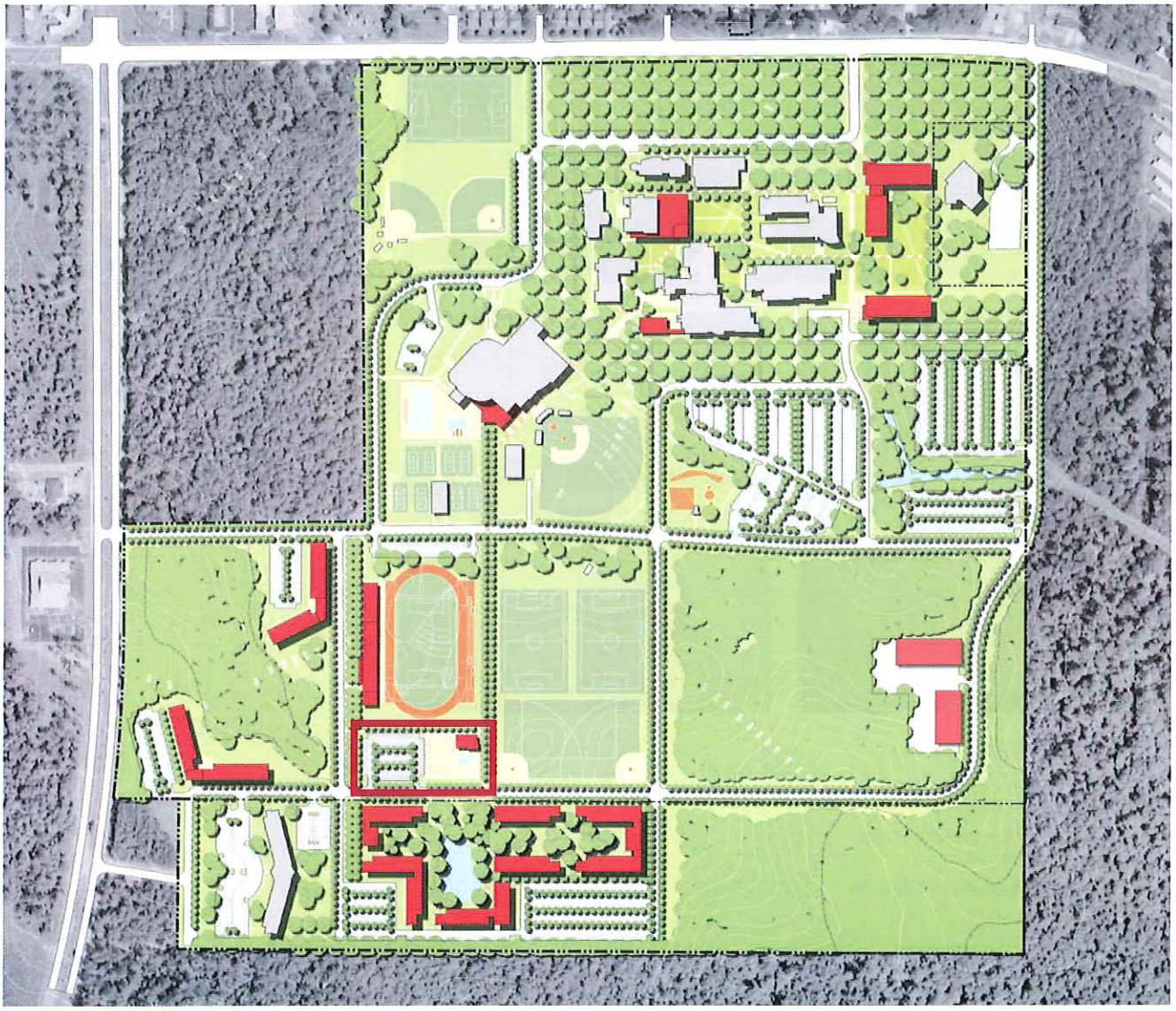


ATHLETIC VITALITY

1. Rensselaer Polytechnic Institute Ned Harkness Track and Field, Troy, New York
2. U.S. Military Academy North Athletic Fields, West Point, New York
3. York College of Pennsylvania Sports Facility, York, Pennsylvania

PLAN ELEMENTS: RECREATION

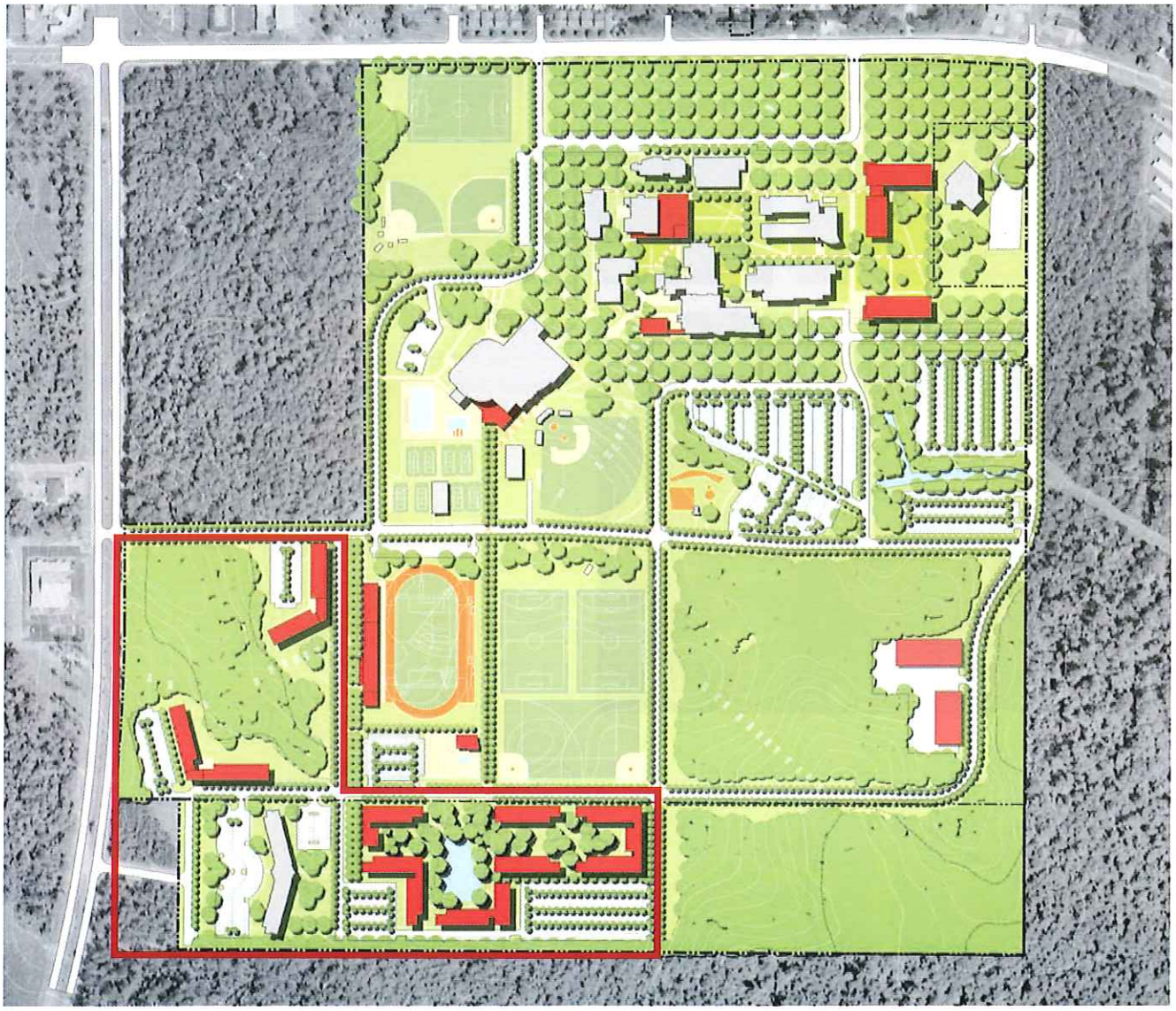
Residential Amenities

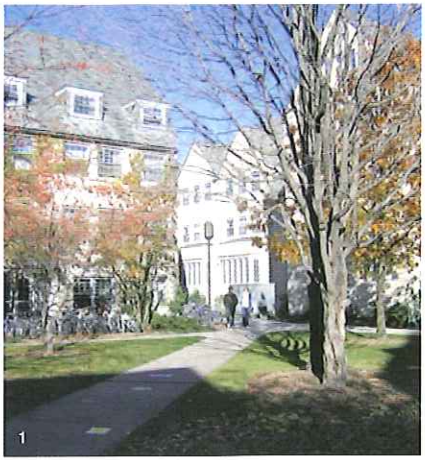


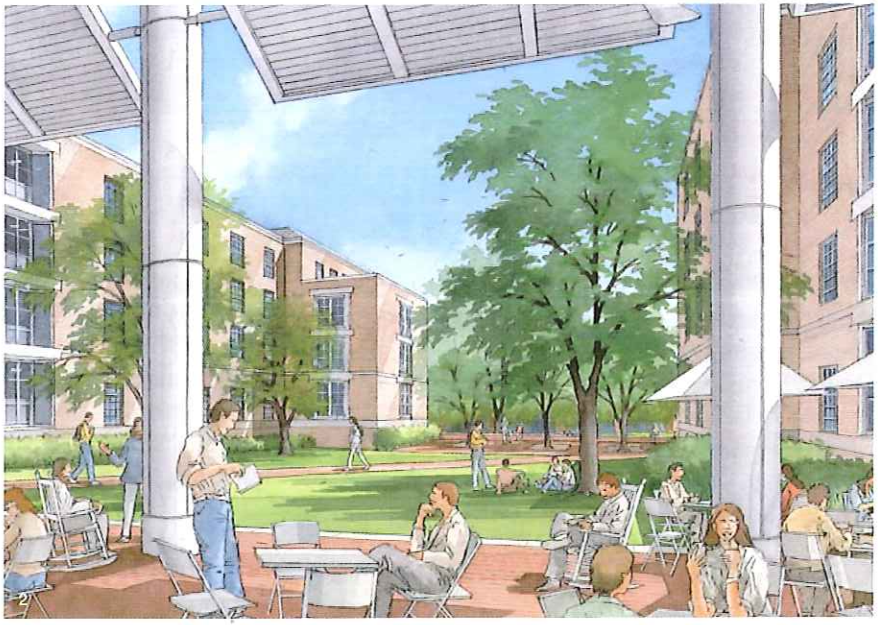
RECREATION

1. University of Maryland Campus Recreation Center, Baltimore, Maryland
2. Georgia College and State University, Milledgeville, Georgia
3. St. Edwards University, Austin, Texas

PLAN ELEMENTS: STUDENT VILLAGE







COMMUNITY

1. Northwestern University, Evanston, Illinois
2. University of South Carolina Honors Residence
3. Saint George's School Drury Grosvenor Center for the Arts, Middletown, Rhode Island

ACKNOWLEDGEMENTS

DARTON COLLEGE

Facilities Master Plan Steering Committee

Peter Sireno, President

Joan Darden, Vice President for Academic Affairs
Gary Barnette, Vice President for Student Activities
Ronnie Henry, Vice President for Business and Financial Services
Steve Harris, Plant Operations Director
Eric O'Cain, Director of Student Activities
Bud Wethington, Community Representative
Will Sims, Community Representative
Lauren Tomlinson, Student Representative

Facilities Master Plan Committee

Admissions
Amy Palmer
Melanie Tiernan

Allied Health
Kerri Johnson
Carl Sagasser
Anthony Williams

Athletics
Mike Kiefer
Josh Watts

Business/Social Science
Aaron Johnson
David Latona
Preston Sweet

Business Office
Robbin Burriss
Pam Coston

Teresa Pearce Hudson
Continuing Education
Beth N. Smith

Financial Aid
Haley Hooks
Amanda Vallandingham

Humanities
Alycia Ehlert
Shani Clark
Steve Preston

Institutional Advancement
Krista Gelow
Michele Sims

ITDL
Tracy Cosper
Andy Lenard
Darryn Ostrander

Learning Support
Phyllis Lewis
Melanie Thornton

Library
Evelyn Coney
Caryl Nemajovsky

Nursing
Sherry Koster
Deana Radford
Tracy Suber

OIT
Ashley Coates
Dennis Sledge

Margaret Bragg

Online Division
Robert Dittman

Plant Operations
Steve Harris*
Betty Sue Story
Lee Howell

Purchasing
Joy Causey

Records
Frances Carr

Science/Math
Ben Anderson
Frank Malinowski
Mike May

Student Affairs
Karly Boyd
Eric O'Cain*

Warehouse
Don Bragg

Executive Council
Joan Darden*
Ronnie Henry*
Gary Barnette*
Dr. Sireno*

Students
Lauren Tomlinson*
Joshua Osondu

* Steering Committee members

Community Representative
Bud Wethington*
Will Sims*

UNIVERSITY SYSTEM OF GEORGIA

Alan Travis, Director of Planning and Special Projects

EMC ENGINEERING SERVICES

Matthew Inman
Ritchey Marbury

SASAKI ASSOCIATES

Dick Galehouse
Gregory Janks
Scott D'Agostino
Alistair McIntosh
Neda Movaghar