STUDENT SUCCESS PROJECT
FEASIBILITY STUDY

CONCEPTUAL PLANNING

Steering Meeting
February 12, 2014
“ENHANCE STUDENT SUCCESS”

- Chancellor Ford
<table>
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<td>DISCOVERY</td>
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<td>2</td>
<td>SPATIAL ANALYSIS</td>
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<td>STUDENT SUCCESS FEASIBILITY STUDY</td>
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<td>4</td>
<td>MASTER PLAN UPDATE</td>
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<td>DOCUMENTATION</td>
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</tbody>
</table>
TODAY’S TOPICS

WHERE WE’VE BEEN:

1. PROJECT BACKGROUND
   - Student Profile
   - University Mission & Vision
   - Functional Challenges
   - Major Project Goals
   - Campus Leadership
   - Community Partnerships
   - Facility Stewardship
   - Statements

2. PROPOSED SPACES
   - Priorities

3. STEWARDSHIP PROJECT
   - Process

4. FACILITY CONDITION
   - Summary
   - System Assessment
   - System Summary
   - Historic Overview

WHERE WE ARE:

5. SPACE ALLOCATION
   - Summary
   - Learning Commons
   - 1-Stop/Concierge
   - Computer Labs
   - Teaching & Learning Center
   - Other Spaces

WHERE WE’RE GOING:

6. DESIGN CRITERIA
   - Planning Considerations
   - Guiding Principles

7. STUDENT SUCCESS
   - Framework Plan
   - Concept Studies
WHERE WE’VE BEEN
PROJECT BACKGROUND – STUDENT PROFILE

TYPICAL UW-PARKSIDE STUDENT:

- **First Generation Student**
  - Highest percentage in the UW system
  - More likely to have “undeclared” major
  - Less likely to seek assistance

- **Works at Least Part-time**
  - Highest percentage who are studying part-time
  - Less time available for academic pursuits
  - Manage competing responsibilities and priorities
  - At risk of not completing their academic program

- **Commuter – 82% of Students**

- **Significant Financial Need**
  - Second highest rate of Pell Grant recipients

- **Academic Preparedness – ACT Score and High School Class Rank**
  - Target 21-25 ACT score, and 51%-75% class rank
  - Greater need for remedial coursework
  - Greater need for effective programs

OTHER PROFILE FACTS:

- Most racially and ethnically diverse student body
- Slightly older student population
- Higher percentage of adult learners
- Higher percentage of Veterans

What it means:

- **DESPITE LIFE CIRCUMSTANCES, UW-PARKSIDE STUDENTS ARE BEING EQUIPPED FOR CAREER SUCCESS AND COMMUNITY ENGAGEMENT.**
Our Mission, Our Vision, Our Values

**Our Mission:** The University of Wisconsin - Parkside is committed to high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population, and its local, national and global communities.

**Our Vision:** The University of Wisconsin-Parkside is a dynamic learning community grounded in academic excellence and focused on student success, diversity, inclusiveness and community engagement. The campus will be a premier comprehensive public institution and a destination of choice, serving as a focal point of local, regional and global progress.

What it means:

- THE PROJECT ARTICULATES THE HEART OF THE CAMPUS.
PROJECT BACKGROUND – FUNCTIONAL CHALLENGES

- **Unwelcoming Environment**
  - Dead-end pathways to student services
  - Poor light quality

- **Difficult to Find Services**
  - Scholarships and Financial Aid Office
  - Registrar Office
  - Cashier’s Office
  - Student Records Office
  - Precollege Program Office
  - Multicultural Office
  - Advising and Career Services Office

- **Gap in Current Services vs. Target Need**
  - Space Allocation
  - Staffing

- **Main Place**
  - Under Utilized
  - Accessibility

**What it means:**

- **THE CHALLENGES ARE BARRIERS.**
- **SOLUTIONS REQUIRE CHANGES:**
  - ARCHITECTURAL
  - OPERATIONAL
  - ORGANIZATIONAL
PROJECT BACKGROUND – MAJOR GOALS

- **Facility Stewardship**
  - Maintain building systems
  - Establish Historic Considerations
  - Repurpose under-utilized spaces

- **Consolidate Services**
  - Concierge – Registrar, Financial Aid, Cashier
  - Increase social density
  - Integrate computers and technology with library

- **Operational Measures**
  - Increase retention – address relatively low retention and graduation rates
  - Increase number of faculty contacts with students – promote interactivity
  - Increase junior and senior retention and graduation rates – persistence

- **Celebrate Achievement**
PROJECT BACKGROUND – CAMPUS LEADERSHIP

- **Coordination and Cooperation**
  - Chancellor is focused on student success
  - Cabinet level leadership is focused on student success
  - Movement away from “silos”
  - Many unit directors are focused on student success, i.e., library, CTS

What it means:
- THE TIME IS NOW!
PROJECT BACKGROUND – COMMUNITY PARTNERSHIPS

- Carnegie Foundation, Community Engagement Classification
  - Curricular Engagement
  - Outreach and Partnerships

- Continuing Education
  - Professional Development
  - Mini Courses
  - Online Noncredit Courses
  - Adventures in Lifelong Learning (ALL)

- Community Engagement
  - Community-Based Learning
  - Mentor Kenosha & Racine
  - Nonprofit Development
  - VISTA (Volunteers in Service to America)

- Business and Industry Partnerships
  - Intern Opportunities
  - Classroom Interaction
  - Research Opportunities

What it means:
- THE CAMPUS IS ENGAGED.
- HIGHLIGHT THE PARTNER SHIPS AND INTEGRATE WITH STUDENT SUCCESS EFFORTS.
# PROPOSED SPACES – PRIORITIES

## UW - Parkside
### Student Success Project
### WORKSHOP #2
November 19, 2013

### REVISED PRIORITY SCORE SHEET

<table>
<thead>
<tr>
<th>Unit</th>
<th>Recommended Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIBRARY LEARNING CENTER</strong></td>
<td>HIGH</td>
</tr>
<tr>
<td>Information and data resource</td>
<td></td>
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<tr>
<td>Group as well as individual study</td>
<td></td>
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<tr>
<td>Recreational study space</td>
<td></td>
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<tr>
<td><strong>LEARNING COMMONS</strong></td>
<td>HIGH</td>
</tr>
<tr>
<td>Group Study</td>
<td></td>
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<tr>
<td>Individual Study</td>
<td></td>
</tr>
<tr>
<td>Access to Food/Drinks</td>
<td></td>
</tr>
<tr>
<td>Technology – Integrative, Collaborative</td>
<td></td>
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<tr>
<td>Championships – Flexibility</td>
<td></td>
</tr>
<tr>
<td><strong>COMPUTER TECHNOLOGY SERVICES</strong></td>
<td>HIGH</td>
</tr>
<tr>
<td>Campus-wide computer services</td>
<td></td>
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<tr>
<td>ISSP: Primary help desk &amp; print</td>
<td></td>
</tr>
<tr>
<td><strong>PARRSIDE ACADEMIC RES. CTR. (PARC)</strong></td>
<td>HIGH</td>
</tr>
<tr>
<td>Tutoring &amp; writing</td>
<td></td>
</tr>
<tr>
<td>Serves all UW-Parrside students</td>
<td></td>
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<tr>
<td>Services expand/contracts based on need</td>
<td></td>
</tr>
<tr>
<td><strong>FIRST YEAR EXPERIENCE</strong></td>
<td>HIGH</td>
</tr>
<tr>
<td>Residence assistant</td>
<td></td>
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<tr>
<td>Programs &amp; activities, freshman experience</td>
<td></td>
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<tr>
<td><strong>ADVISING AND CAREER CENTER</strong></td>
<td>HIGH</td>
</tr>
<tr>
<td>Academic advising for undecided students</td>
<td></td>
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<tr>
<td>Career advising for all students</td>
<td></td>
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<tr>
<td>Re-admissions advising</td>
<td></td>
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<tr>
<td><strong>STUDENT SUPPORT SERVICES (TRIO)</strong></td>
<td>HIGH</td>
</tr>
<tr>
<td>Grant funded</td>
<td></td>
</tr>
<tr>
<td>Targeted academic student support (limited number of students served)</td>
<td></td>
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<tr>
<td>1st year students</td>
<td></td>
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<tr>
<td><strong>DISABILITY SERVICES</strong></td>
<td>MED.</td>
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<tr>
<td>Disability assistance</td>
<td></td>
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<tr>
<td>Testing assistance</td>
<td></td>
</tr>
<tr>
<td>Technology assistance</td>
<td></td>
</tr>
<tr>
<td><strong>MULTICULTURAL STUDENT AFFAIRS</strong></td>
<td>MED.</td>
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<tr>
<td>Awareness</td>
<td></td>
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<tr>
<td>Cultural promotions</td>
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<td>Social events</td>
<td></td>
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<tr>
<td><strong>HONORS</strong></td>
<td>MED.</td>
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<tr>
<td>Celebrate success</td>
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<tr>
<td><strong>VETERANS</strong></td>
<td>LOW</td>
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<tr>
<td>Financial aid &amp; services</td>
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<tr>
<td>Leverage</td>
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<tr>
<td><strong>ADULT SERVICES</strong></td>
<td>LOW</td>
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<tr>
<td>Services for older students</td>
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<td><strong>INTERNATIONAL STUDENT SERVICES</strong></td>
<td>LOW</td>
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<tr>
<td>Assisting international students at Parrside</td>
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<td>Study abroad advising</td>
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<tr>
<td><strong>LGBTQ</strong></td>
<td>LOW</td>
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<tr>
<td>Awareness – social and mental</td>
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<tr>
<td>Support and counseling</td>
<td></td>
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<tr>
<td><strong>TEACHING AND LEARNING CENTER</strong></td>
<td>LOW</td>
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<tr>
<td>Resources for faculty</td>
<td></td>
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<tr>
<td>Professional development</td>
<td></td>
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<tr>
<td>Pedagogical effectiveness – integrates pedagogy and teaching assistance</td>
<td></td>
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<tr>
<td><strong>PRECOLEGE</strong></td>
<td>LOW</td>
</tr>
<tr>
<td>Recruiting – primarily high school students</td>
<td></td>
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<tr>
<td><strong>FINANCIAL AID (FA)</strong></td>
<td>MED.</td>
</tr>
<tr>
<td>Student grants/loans</td>
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<tr>
<td><strong>REGISTRAR (R)</strong></td>
<td>MED.</td>
</tr>
<tr>
<td>Class/vacancy registration</td>
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<tr>
<td><strong>ADMISSIONS (A)</strong></td>
<td>MED.</td>
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<tr>
<td>University attendance</td>
<td></td>
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<tr>
<td><strong>CASHIER (C)</strong></td>
<td>MED.</td>
</tr>
<tr>
<td>Tuition &amp; campus fees remittance</td>
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**TBD**
- Unit to be introduced
STEWARDSHIP PROJECT – PROCESS

- ASSESSMENT
- ANALYSIS
- REFINEMENT
- PROJECT DESCRIPTION

- SCOPE
- BUDGET
- SCHEDULE
FACILITY CONDITION – SUMMARY

- **Beautiful Environment**
  - Rural Setting
  - Outdoor Classrooms
  - Mix of prairie and woods

- **Consistent Architecture**
  - Academic buildings have same architectural style
  - Academic buildings all connected internally at L1 and D2 levels
  - Consistent material use
  - “Machine in the Park” design

- **Address Building Systems’ Age**
  - Original building systems in need of replacement
  - Increase efficiencies – energy, space need
  - Expand capacities – technology

- **Valued Resource**
  - Historic quality
  - Structurally sound
  - Architecturally in reasonably good condition

**What it means:**
- BEAUTIFUL, WELL THOUGHT OUT CAMPUS
- BEAUTIFUL, WELL THOUGHT OUT BUILDING
- MAINTAIN, UPDATE, ENHANCE
ARCHITECTURAL & GENERAL COMMENTS

- From Physical Development Plan:
  - Overall: Satisfactory Condition
  - Buckled window frame at Main Place
  - Water infiltration in southwest breezeway is entering utility tunnel
  - Water infiltration at east wall of Main Place
  - Accessibility is difficult to top floor
  - Major configuration and space utilization inadequacies at D1 Level

CONVEYING

- From Physical Development Plan:
  - Overall: Generally Satisfactory Condition
  - Lifts at Main Place break down frequently

PLUMBING

- Domestic Water: Good Condition
- Fixtures: Good Condition
- Sanitary Drainage: Fair Condition
- Sanitary Sewerage: Good to Very Good
- Stormwater: Good to Very Good

FIRE PROTECTION

- Building Partially Covered
- Pending Project to Expand Coverage Throughout Building

HVAC

- Steam System (Site): Good Condition
- Steam (Building): Needs Replacement
- Reheat Coils: Needs Replacement
- Central Cooling: Being Repaired
- Decentralized Cooling: Needs Replacement
- Air Distribution: Replace Equip./Clean Ducts
- Water Distribution: Needs Replacement
- Exhaust Systems: Needs Replacement
- Controls: Needs Replacement

ELECTRICAL

- Emergency Power: Needs Replacement
- Transfer Switches: Good Condition
- Emergency Distribution: Needs Replacement
- Medium Voltage Equip.: Good Condition
- Switchgear & Transformer: Needs Replacement
- Main Switchboard: Needs Replacement
- Panelboards: Need Replacement
- General Wiring & Devices: Replace w/ Project
- Lighting: Fair Condition/Poor Quality
- Lightning Protection: None – Install
- Controls: Replace w/ Project
- Fiber Cables: Low Capacity – Replace
- Data/Signal Backbone: Move to VoIP
- Fire Alarm: Consider w/ Project(s)
### FACILITY CONDITION – SYSTEM SUMMARY

**WORK TO BE INCORPORATED INTO A MAJOR PROJECT:**

- **Architectural/Structural**
  - Toilet Room Accessibility Upgrades
  - Elevator Replacement/Upgrade

- **Plumbing/Fire Protection**
  - Galvanized Piping
  - Sanitary Piping
  - Storm Piping
  - Toilet Room Accessibility Upgrades

- **HVAC**
  - **Reheat Piping at Vertical Risers and on D1 and/or L1**
    - Clean Ducts

- **Electrical/Telecom**
  - General Wiring & Devices
  - Lighting Replacement
  - Panelboards Replacement
  - Lightning Protection Installation
  - Controls Replacement/Upgrades
  - Fiber Cables Upgrades
  - Data/Signal Backbone Upgrades
  - Fire Alarm Upgrade

**WORK TO BE DONE VIA SEPARATE PROJECT(S):**

- **Architectural/Structural**
  - Student Success Project

- **Plumbing/Fire Protection**
  - Sprinkler Project

- **HVAC**
  - **Reheat Piping – remaining areas**
    - Smoke Dampers on Return Ducts(?)
    - Steam Replacement (Building)
    - Reheat Coils Replacement
    - Central Cooling Repairs
    - Decentralized Cooling Replacement
    - Air Distribution Equip. Replacement
    - Water Distribution Equip. Replacement
    - Exhaust Systems Replacement
    - Controls Replacement

- **Electrical/Telecom**
  - Emergency Power Replacement
  - Emergency Distribution Replacement
  - Switchgear & Transformer Replacement
  - Main Switchboard Replacement
EXTERIOR

NOTABLE FEATURES
Exposed concrete structure, with infill of either red brick or alternating floor to ceiling window patterns, of either vertical slot windows, ribbon windows or multi-story glass walls. Deep reveals at the windows express the depth of the walls and structure.

CRITICAL ELEMENTS
• Simple massing and use of materials
• Glass wall pattern, spacing of mullions and glass type
• Deep shadow at window openings
• Contrast of exposed concrete structure and red brick
• Thickness of structure and wall is expressed
INTERIOR

NOTABLE FEATURES
Public areas have exposed concrete waffle slab structure ceilings and heavy brick paver floors. Multi height spaces and skylights provide a layering of space.

CRITICAL ELEMENTS
• Exposed structural waffle slab clear of all MEP elements, all lighting is hidden
• Brick pavers define public areas
• Exterior window pattern, spacing of mullions and glass type on main place
• Openness of library and administrative offices to public areas
• Layering of space, transparencies between spaces, being able to see through the building to outside
• Quality of natural daylight
WHERE WE ARE
### Program Space Allocation Summary by Unit

<table>
<thead>
<tr>
<th>Department/Unit</th>
<th>Existing ASF</th>
<th>Current ASF</th>
<th>Target Enrollment ASF</th>
<th>Location</th>
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<tbody>
<tr>
<td>1 • Misc. Support Spaces</td>
<td>0</td>
<td>1,840</td>
<td>1,840</td>
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<td>2 • Library</td>
<td>78,306</td>
<td>66,877</td>
<td>74,337</td>
<td>Wyllie Hall</td>
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<tr>
<td>3 • Student Support Services</td>
<td>1,189</td>
<td>1,599</td>
<td>1,599</td>
<td>Wyllie Hall</td>
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<td>4 • Learning Assistance</td>
<td>2,237</td>
<td>0</td>
<td>0</td>
<td>Wyllie Hall</td>
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<td>5 • Parkside Academic Resource Center (PARC)</td>
<td>2,141</td>
<td>1,495</td>
<td>2,131</td>
<td>Wyllie Hall</td>
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<td>6 • Graduate Parkside</td>
<td>1,316</td>
<td>558</td>
<td>972</td>
<td>Wyllie Hall</td>
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<td>7 • Teaching and Learning Center</td>
<td>440</td>
<td>822</td>
<td>1,002</td>
<td>Wyllie Hall</td>
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<tr>
<td>8 • Admissions</td>
<td>4,957</td>
<td>4,990</td>
<td>5,358</td>
<td>Student Center</td>
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<tr>
<td>9 • Registrar</td>
<td>2,519</td>
<td>2,713</td>
<td>2,805</td>
<td>Wyllie Hall</td>
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<tr>
<td>10 • Advising and Career Services</td>
<td>3,628</td>
<td>3,007</td>
<td>3,163</td>
<td>Wyllie Hall</td>
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<tr>
<td>11 • Financial Aid</td>
<td>1,968</td>
<td>2,112</td>
<td>2,176</td>
<td>Wyllie Hall</td>
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<td>12 • Multicultural Student Services</td>
<td>1,540</td>
<td>1,731</td>
<td>1,731</td>
<td>Wyllie Hall</td>
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<tr>
<td>13 • LGBTQ</td>
<td>586</td>
<td>851</td>
<td>851</td>
<td>Wyllie Hall</td>
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<tr>
<td>14 • Disability Services</td>
<td>262</td>
<td>638</td>
<td>638</td>
<td>Wyllie Hall</td>
</tr>
<tr>
<td>15 • Cashier Office</td>
<td>1,804</td>
<td>1,932</td>
<td>2,070</td>
<td>Wyllie Hall</td>
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<tr>
<td>16 • International Student Services &amp; Study Abroad</td>
<td>864</td>
<td>1,489</td>
<td>1,765</td>
<td>Greenquist Hall</td>
</tr>
<tr>
<td>17 • Precollege</td>
<td>478</td>
<td>753</td>
<td>822</td>
<td>Wyllie Hall</td>
</tr>
<tr>
<td>18 • First Year Experience</td>
<td>0</td>
<td>656</td>
<td>656</td>
<td>Student Center</td>
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<tr>
<td>19 • Veterans Affairs</td>
<td>0</td>
<td>0</td>
<td>874</td>
<td>N/A</td>
</tr>
<tr>
<td>20 • Honors - Adult Education</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL NET ASSIGNABLE SQUARE FEET</strong></td>
<td><strong>104,235</strong></td>
<td><strong>94,062</strong></td>
<td><strong>104,787</strong></td>
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</tbody>
</table>

**NOTE:** ASF = Assignable Square Feet

By Paulien & Associates
SPACE ALLOCATION – LEARNING COMMONS
UW-Milwaukee
The Daniel M. Soref Learning Commons is located on the first floor, west wing of the Golda Meir Library building. Completed in 2009, the Learning Commons offers vibrant, flexible and engaging learning spaces for students to study and collaborate. It contains the largest computer lab on campus (200 computers), reference services, library circulation, classrooms for information literacy instruction, and a café.

This facility is a collaborative effort between the UWM Libraries and University Information Technology Services (UITS).

http://www4.uwm.edu/libraries/commons/
SPACE ALLOCATION – LEARNING COMMONS

Hunt Library,
North Carolina State University


http://news.lib.ncsu.edu/tag/hunt-library/page/5/
SPACE ALLOCATION – 1-STOP CONCIERGE

RECEPTION / RESOURCE

STUDENT SUPPORT SERVICES
PARC
GRADUATE PARKSIDE
ADVISING & CAREER SERVICES
OMSA
LGBTQ
DISABILITY SERVICES
INTERNATIONAL STUDENT SERVICES & STUDY ABROAD
PRECOLLEGE
FIRST YEAR
FINANCIAL AID
CASHIER
TEACHING & LEARNING
LIBRARY
CTS

WELCOME

1 STOP

HELP
SPACE ALLOCATION – COMPUTER LABS

CURRENT CTS LABS

- D150M (MAC/PC)
- D150L
- D150B (ART)
- D150A
- D150D (OFFICES)
- D150 OPEN COMPUTER LAB
- D150E (CLASSROOM)

STUDENT SUCCESS PROJECT

- LEARNING COMMONS
SPACE ALLOCATION – TEACHING & LEARNING CENTER

TEACHING & LEARNING CENTER

MASTERPLAN

OFFICES

OTHER DEPT
GROUP LEARNING
COMPUTER STATIONS
PRINTERS

DEMONSTRATION CLASSROOM

STUDENT SUCCESS PROJECT
SPACE ALLOCATION – OTHER SPACES

OTHER

MASTERPLAN

D178
VIRTUAL LEARNING

D103
COMPUTER LAB

D122
DISTANCE LEARNING

D126
TECH SERVICES

STUDENT SUCCESS PROJECT
WHERE WE’RE GOING
DESIGN CRITERIA – PLANNING CONSIDERATIONS

- **Increase Social Density – Thickly Programmed Space**
- **Highlight and Strengthen Campus Capital:**
  - Social Capital
  - Restorative Capital
  - Intellectual Capital
  - Symbolic Capital
- **Emphasize UWP Character**
  - Strong Architecture
  - Inside-Outside Connection – Visually & Academically
  - Openness
- **Present a Welcoming Face to All Students**
- **Computer Stations Everywhere**
- **Clarify Circulation**
- **Eliminate “Silo” Services**
- **Remove Barriers to Success**
  - Circulation
  - Dead End Corridors
  - Control Points (“Doors”)
  - Negative Perception
- **Sustainability**
DESIGN CRITERIA – GUIDING PRINCIPLES

A. Design from the students’ viewpoint – “It’s for the students”
B. Wyllie is the academic “hub” for all students
C. Optimize space use and clarify circulation on D1
D. Continue the original design concept of “College in the park”
E. Strengthen the connection between all floor levels
F. Maximize visibility of key elements
G. Increase social density
H. Integrate technology
I. Incorporate flexibility – space functions, seating, etc.
STUDENT SUCCESS – FRAMEWORK PLAN
STUDENT SUCCESS – CONCEPT STUDIES
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