EXECUTIVE SUMMARY

INTRODUCTION

Hudson Valley Community College is one of the largest community colleges in New York State and the second largest higher educational institution in the Capital District. With more than 12,000 students and 600 full- and part-time faculty, the College is an important resource for providing the community with educational opportunities ranging from technical training and hands-on experience to professional degrees in the arts, sciences and civil technologies. Additionally, the College is an important economic generator for the Capital District, with an estimated $1 billion annual impact on the region, providing jobs for a range of employees as well as spin-off economic benefits for local and regional businesses.

Significant investment is necessary for the College to meet the academic needs of the Capital District and, in turn, the workforce needs of the region. Considerable improvements are also necessary to ensure the College’s competitive position with respect to other higher education institutions both inside and outside of the Capital District. The College will strive to provide the highest quality education and environment for students and staff over the 2009-2013 planning period, realizing the new vision outlined in this Master Plan.

Hudson Valley Community College faces multiple challenges as it enters the 21st Century, specifically related to its physical infrastructure and space utilization. In a Student Opinion Survey conducted by the State University of New York in Spring of 2006, less than 70 percent of the students gave a positive rating for the “general condition of buildings and grounds” at the College. Additionally, 57.3 percent of the students reported that they were either “dissatisfied” or “very dissatisfied” with parking amenities at the College. These responses are representative of the issues related to physical space that every educational institution must assess on a regular basis.

In order for the College to maintain its distinguished reputation for academic excellence, the quality of its academic buildings, transportation network, public spaces, and overall campus cohesion must equal its high-quality instruction and sophisticated technology.

PURPOSE

The 2009-2013 Facilities Master Plan provides a vision and specific strategies for ensuring the physical spaces on campus meet the needs of the students and the faculty at least through 2013. The long-term benefits of consistent and progressive planning include sound management of fiscal resources, a consolidated resource that can unify decision and policy makers throughout the implementation period, opportunities to meet current and projected student needs and defined expectations that will allow the College to maintain its status as an educational leader in New York State.

Mission Statement

“Hudson Valley Community College’s mission is to provide dynamic, student-centered, comprehensive, and accessible educational opportunities that address the diverse needs of the community.”

Goals

- To enhance and promote excellence in teaching and learning
- To develop and support a student-centered collegial environment
- To promote the integration of pluralism within the college community
- To create and sustain a technological environment that is supportive of academic and administrative needs
- To maintain and improve administrative services
- To develop and foster beneficial relationships with the community

Planning Process

The foundation of the planning process for the 2009-2013 Facilities Master Plan was built upon input from various stakeholder groups including faculty, students, and administration. Several opportunities for meaningful involvement were provided through the use of various meetings and techniques including roundtable discussions, workshops and written comments. Additionally, a hands-on two-day charrette process was held on April 26 and 27, 2006. The purpose of allowing this level of involvement was two-fold. First and foremost, the accuracy of the recommendations in the Plan are greatly improved when all groups have had an opportunity to be involved. Secondly, the public participation process is inherently educational. It allows all who are involved to better understand the purpose of the Facilities Master Plan, its limitations, timelines and costs.

Based upon the information in existing plans, meetings with faculty and staff and data collected in the field, a conceptual campus master plan was developed for review and revision by staff, students and the public during the charrette. More than 100 people attended the charrette, and they were each provided the opportunity to make comments and work with the design team to revise the conceptual plan. Information gathered during the charrette was used to develop the preferred campus master plan. Four key elements were defined as part of this effort:

- Buildings
- Pedestrian Environment and Connectivity
- Traffic Flow and Parking
- Natural Environment and Aesthetics

Sketch from the two-day charrette held in April 2006
EXECUTIVE SUMMARY

FACILITIES MASTER PLAN SUMMARY

SECTION 1 — NEW VISIONS FOR THE 21ST CENTURY

This section provides an introduction to the Plan, including the College’s role in the community, the purpose of the Plan, the planning process utilized, and the College’s mission and goals that were the foundation of the Plan.

SECTION 2 — EXISTING CONDITIONS

When planning for future capital investments and improvements, it is essential to have an accurate inventory of existing conditions. This section of the Hudson Valley Community College 2009-2013 Facilities Master Plan provides a comprehensive overview of the form and function of physical spaces on campus. The scope of this planning effort focused primarily on building utilization and condition, although a significant effort was put into considering the pedestrian environment and connectivity as well as traffic and parking.

This section addresses current conditions related to the following topics, with each complimented by detailed maps:

Campus context and ownership — provides an overview of the College’s geographic location, including its facilities outside of the main campus.

Buildings — includes a summary of structural, mechanical, and electrical conditions for each building, with a more detailed analysis presented in Appendix E of the Plan. This section also includes a breakdown of space utilization by building and function.

Pedestrian environment and connectivity — addresses the current network of pedestrian routes and gathering spaces, including sidewalks, quads, and vehicular conflict points. It also examines other transportation networks in the surrounding community such as trails and public transit.

Traffic flow and parking — summarizes the existing network of roads, parking lots, delivery areas, and campus entrances.

Natural environment and aesthetics — examines the relationship between the built and natural environments. Landscaping, green spaces and environmentally sensitive areas are identified.
Sample map from Section 2

Sample map from Section 3
SECTION 3 — RECOMMENDED IMPROVEMENTS

The Hudson Valley Community College Facilities Master Plan includes various recommendations that address physical infrastructure needs until at least 2013. These recommendations, provided in Section 3, are based on analyses of existing conditions and input from students, faculty, staff, and the community in general.

Projected Space Demand

The Plan utilizes data and analyses from the *Hudson Valley Community College Facilities Utilization Study*, dated October 24, 2005, prepared by Architecture +/Lomonaco & Pitts, Architects P.C. (the “Study”). The Study examines in detail the amount of available time that instructional spaces are utilized currently, and projects the degree of future utilization that would be realized based on different scenarios for enrollment growth. It also delineates the amount of space allocated to other uses, such as faculty office space. The Study compares the utilization of instructional spaces and overall space allocations to standards established by the State University of New York (SUNY). As the Study presents much data relevant to the Facilities Master Plan, it is included in its entirety as Appendix B of the Plan.

Given the historical growth of the College, which saw a 22 percent growth in FTEs (full-time equivalent) over the 10-year period ending in Fall 2005, this Facilities Master Plan is based on an enrollment growth scenario with FTEs increasing at 1 percent per year and headcount increasing at 2 percent per year. The projected growth (by school) through the end of the Facilities Master Planning period is shown in the table below.

<table>
<thead>
<tr>
<th>School</th>
<th>F05</th>
<th>F13</th>
<th>Increase</th>
<th>%</th>
<th>F05</th>
<th>F13</th>
<th>Increase</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business</td>
<td>1,315</td>
<td>1,424</td>
<td>109</td>
<td>8.29%</td>
<td>1,592</td>
<td>1,865</td>
<td>273</td>
<td>17.17%</td>
</tr>
<tr>
<td>School of Engineering &amp; Industrial Tech.</td>
<td>980</td>
<td>1,061</td>
<td>81</td>
<td>8.29%</td>
<td>1,082</td>
<td>1,268</td>
<td>186</td>
<td>17.17%</td>
</tr>
<tr>
<td>School of Health Science</td>
<td>549</td>
<td>594</td>
<td>45</td>
<td>8.29%</td>
<td>714</td>
<td>837</td>
<td>123</td>
<td>17.17%</td>
</tr>
<tr>
<td>School of Liberal Arts &amp; Science</td>
<td>4,509</td>
<td>4,883</td>
<td>374</td>
<td>8.29%</td>
<td>5,486</td>
<td>6,428</td>
<td>942</td>
<td>17.17%</td>
</tr>
<tr>
<td>Non-Matriculated Students</td>
<td>1,037</td>
<td>1,123</td>
<td>86</td>
<td>8.29%</td>
<td>3,631</td>
<td>4,254</td>
<td>623</td>
<td>17.17%</td>
</tr>
<tr>
<td>College-wide</td>
<td>8,390</td>
<td>9,085</td>
<td>695</td>
<td>8.29%</td>
<td>12,505</td>
<td>14,652</td>
<td>2,147</td>
<td>17.17%</td>
</tr>
</tbody>
</table>

*Adapted from Table A of the Study to show growth through Fall 2013*

With this projected growth in mind, the Plan also examines the space utilization of existing buildings on campus. One measure of how fully space is utilized is to compare the number of student-hours (one student for one hour represents one “student-hour”) that are scheduled for a given space during a week with the SUNY standard for that space. The SUNY standard is calculated by multiplying the number of stations available in the space by the SUNY usage goal in hours per week. By that measure, instructional spaces at the College are utilized as follows:

- Classrooms are utilized at 111 percent of the SUNY standard.
- Lecture halls are utilized at 47 percent of the SUNY standard.
- Laboratories are utilized at 81 percent of the SUNY standard.
These results highlight the demand placed on existing classroom space.

Based on this information, the Plan concludes that 16 additional classrooms will be needed by the end of the planning period for this Master Plan (2013) if classrooms are to be utilized at 100 percent of the SUNY standard. The Plan also calls for 149 additional faculty office stations.

In order to accommodate this demand, the Plan recommends the construction of three new structures, additions to four existing structures and the demolition of three existing structures.

**New Structures**

**New Brahan Science Center** – This building will be constructed to replace outdated science labs, classrooms, and offices located in Brahan, Amstuz, and Fitzgibbons. The structure of the existing buildings currently being utilized for these programs limits the rooms from being reconstructed in a significant way to meet the needs of modern science labs.

**New Lang Hall** - This building will be constructed to replace the former Lang Hall and its classrooms. The new classrooms will be increased in size to meet today’s teaching needs. Additional classrooms and offices will be added to this building to meet the needs of the growing campus.

**New Higbee Hall** - This building will be constructed to replace the former Higbee Hall and its classrooms. The new classrooms will be increased in size to meet today’s teaching needs. Additional classrooms and offices will be added to this building to meet the needs of the growing campus.

**Hudson Hall Additions** – An art studio addition is planned for the department’s growing program. The existing two-story construction lab will be filled with a second floor and occupied by the Computer Services Department.

**Williams Hall Addition** – An addition will be added to the north side of Williams Hall to house the Civil and Construction Technology Program. The program has currently outgrown its space and will be accommodated in its new location.

**Cogan Hall Addition** – An addition will be added to Cogan Hall that will double the size of the automotive lab. This is a rapidly growing enrollment area for the College and must expand to meet current demands. A new addition to house a model auto dealership is also proposed for this building.

**McDonough Sports Complex Addition** – A storage addition will be added to the McDonough Sports Complex to remove cluttered areas of the building not meant for storage purposes.
EXECUTIVE SUMMARY

Structures to be Removed

A considerable amount of time was spent assessing existing buildings on campus and creating lists of life expectancies and maintenance needs for all major systems that comprise each structure. An evaluation of overall building layouts was also conducted to determine the useful life of the buildings as they relate to the needs of a modern college campus. The outcome of this process has resulted in the recommendation to demolish three of the existing structures on campus:

- Brahan Hall
- Lang Technical Building
- Higbee Hall

Each of these buildings has an existing inventory of severe infrastructural deficiencies and each is configured such that even an expensive building rehabilitation would result in compromised learning spaces. With minimum room for campus expansion, the sites of these buildings can be better utilized for larger, more modern buildings designed to meet current and projected program needs.

Pedestrian Environment and Connectivity

Recommendations from the Steering Committee, Focus Group Meetings and campus charrette indicate the need to enhance the formal pattern, location and function of quad spaces and other pedestrian spaces on campus. Many representatives from the faculty indicated that quads should be designed to allow for outdoor teaching. Students and representatives from the Fine Arts program indicated the need for outdoor exhibit space opportunities as well as locations for formal gatherings for poetry readings, music and general assembly. The majority of input indicated that existing pedestrian spaces lack a sense of integration with the campus and a general lack of aesthetics.

In addition to the changes to campus buildings, the Plan recommends the development of a more comprehensive and attractive network of pedestrian spaces, including redesigning and expanding existing quads, formalizing pedestrian routes, enhancing linkages to the CDTA bus stop and the Cogan/Williams/Viking area of campus, and mitigating pedestrian-vehicle conflict points.

Traffic Flow and Parking

The majority of comments related to vehicular circulation recognized the need to slow traffic, improve the efficiency of moving traffic adjacent to campus at peak hours and the elimination of vehicle circulation within the campus core. Traffic calming recommendations for the campus include access management, a speed table and a roundabout. In order to improve the efficiency of traffic adjacent to campus, it is recommended that signal timings be reviewed. The proposed I-90 Connector is also expected to provide additional improvements to circulation and efficiency. Vehicular circulation within the campus core was addressed in the 2003-2008 Master Plan. The College plans to eliminate the access road in front of McDonough by 2008. The 2009-2013 Facilities Master Plan recommends...
the creation of a cul-de-sac style turn-around from North Drive to the front of McDonough in order to maintain the facility’s function as well as allow access to delivery points for the Siek Campus Center (see Figure 3-8 on page 4).

Hudson Valley Community College is primarily a commuter campus, requiring most students, faculty, staff and visitors to drive and park. The campus currently has 2,894 parking spots. The projected need for future parking, based upon enrollment projections and spaces lost as part of new construction, is roughly 3,400 by 2013. Therefore, it is expected that an additional 500 parking spots are required in order to meet minimum demand. It is expected that future parking demand increases will be slowed by the expansion of distance learning programs.

The expansion of surface lots on campus is limited by available space as well as impacts to the pedestrian environment. For this reason, a parking garage with approximately 700 spaces is recommended. The parking garage is best located on the south side of campus. This will effectively split the traffic entering and exiting the campus onto Vandenburgh Avenue via the North and South Drive intersections, reducing congestion in the area.

**Natural Environment and Aesthetics**

The 2009-2013 Facilities Master Plan includes minimal impacts on environmentally sensitive areas of the campus, as defined by Section 2 of the Plan. North Drive and the service road north of Bruno Stadium will be slightly realigned, which will also impact the layout of parking facilities in the northeast corner of the campus. These changes will impact roughly 1.5 acres of currently undeveloped land. This land is categorized as environmentally sensitive because of the presence of wooded areas, though it has no wetlands or steep slopes.

Input from faculty, staff, and students throughout the planning process indicated a desire for more investment in landscaping and overall campus beautification. The 2009-2013 Facilities Master Plan recommends extensive improvements to existing green spaces. Additionally, the design of future outdoor spaces around new buildings should compliment the building’s architecture and improve the aesthetics of public spaces.
SECTION 4 — IMPLEMENTATION AND PHASING PLAN, COST ESTIMATES

The following phasing of construction has been developed to ensure the campus can operate at full capacity during the implementation of this Plan.

Phase One (Figure 4-1)

- Construct the new Brahan Hall.
- Relocate science labs from Amstuz and Fitzgibbons to New Brahan along with all science support space and offices.
- Reconstruct Fitzgibbons Hall and Amstuz Hall.
- Construct the 700-car parking deck.

Phase Two (Figure 4-2)

- Build the additions on Williams Hall, Cogan Hall, and Hudson Hall.
- Construct Arts Quad and Central Quad.
- Construct the perimeter road, roundabout, and reconfigure the parking lots and primary sidewalks.
- Renovate Williams Hall and Cogan Hall using the new additions as interim space during construction.
- Move the Civil and Construction Technology program out of Hudson to the new addition at Williams.
- Relocate Brahan science labs and offices to New Brahan.
- Reconstruct the Siek theater, roof, and windows.
- Renovate the Bruno Classroom Building.
- Construct BTC Quad and South Quad.

Phase Three (Figure 4-3)

- Reconstruct Hudson Hall and relocate the photography program, computer services, the Foundation, and the McDonough multi-purpose room into Hudson.
- Renovate the Bulmer Telecommunications Center.
- Renovate Guenther Enrollment Services Center.

Phase Four (Figure 4-4)

- Renovate Marvin Library.
- Relocate all business classrooms, offices, and support areas to the third floor of Fitzgibbons.
- Construct oversized turf field and surface parking lot at the existing football and soccer field location.
Phase Five (Figure 4-5)

- Demolish the existing Higbee Hall and construct the New Higbee Hall.
- Temporarily relocate Lang classrooms to the existing Brahan Hall.
- Construct the car dealership program as an addition to Cogan Hall or at an alternate acquired site.

Phase Six (Figure 4-6)

- Demolish the old Lang building and construct the New Lang building.
- Relocate Technology classrooms to New Lang.
- Complete site work and connections to the Co-Gen.
- Demolish the existing Brahan Hall.

Cost Estimates

Estimates of construction costs for each of the Master Plan improvements have been prepared based on prevalent unit pricing in 2006 dollars. Complete breakdowns by building are presented in Appendix D of the Plan. Costs have been escalated at assumed inflation rates to reflect the year when the construction would actually be undertaken, consistent with the implementation phasing previously described. Construction escalation indices were prescribed by College staff, based on the College’s firsthand experience with such escalation in connection with projects recently undertaken. Table 4-1 presents a summary of estimated costs for the 2009-2013 Facilities Master Plan.
**Phase Three**
A. Reconstruct Hudson Hall and relocate the photography program, computer services, the Foundation, and the McDonough multipurpose room into Hudson.
B. Renovate the Burner Telecommunications Center.
C. Renovate Guenther Enrollment Services Center.

**Phase Four**
A. Renovate Main Library.
B. Relocate all business classrooms, offices, and support areas to the third floor of regulations.
C. Construct oversized turf field and surface parking lot at the existing football and soccer field location.
EXECUTIVE SUMMARY

13 OCTOBER 2006

Figure 4-5

Phase Five
A. Demolish the existing Hegbe Hall and construct the New Hegbe Hall.
B. Temporarily relocate Lang classrooms to the existing Brahan Hall.
C. Construct the car ownership program as an addition to Logan Hall or at an
   alternate acquired site.

Figure 4-6

Phase Six
A. Demolish the existing Lang building and construct the new Lang building.
B. Relocate Technology classrooms to new Lang building.
C. Complete site work and corrections to the C-Quon.
D. Demolish the existing Brahan Hall.
Perspective Image 3-1: View looking northeast

3D rendering showing campus recommendations
Hudson Valley Community College

2009 - 2013 Facilities Master Plan

Executive Summary

Prepared March 2007

HUDSON VALLEY COMMUNITY COLLEGE

80 Vandenburgh Avenue
Troy, NY 12180
www.hvcc.edu

Design Professionals
382 Broadway
Albany, NY 12207
www.clarkpatterson.com