Gateway Community & Technical College

Urban Campus Master Plan

June 2012

EOP

URBAN Collage

m2d design group
LANDSCAPE ARCHITECTS + PLANNERS

KLH ENGINEERS

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Introduction

Gateway Community and Technical College is a comprehensive two-year institution serving the Northern Kentucky region of the Commonwealth and portions of the Tri-State area known as Greater Cincinnati. It is one of the 16 colleges of the Kentucky Community and Technical College System (KCTCS). GCTC consists of three primary campuses; Boone, Edgewood, and the Covington/Park Hills Campus on Amsterdam Road, in addition to the Urban Center in downtown Covington. The Urban Center is the first building in the new Urban Campus, that will eventually replace the Covington/Park Hills Campus.

The new Urban Campus will be located within several blocks of the growing arts, wedding, and business districts, as well as the Northern Kentucky Convention Center, the Riverfront Commons initiatives, and directly across the street from the Mary Ann Mongan Branch of the Kenton County Public Library. The site is within walking distance of two parking structures, is on a major public transit route, and makes use of existing infrastructure and community assets.

Since 2002, college officials have been working across the region with a broad coalition of community organizations, entities, and business, along with government and community leaders to implement the college master plan. Within the urban area, in 2009 a partnership alliance among the college, the City of Covington, Covington Independent Public Schools, the Kenton County Public Library, Kenton County Fiscal Court, and the Transit Authority of Northern Kentucky, the Gateway Community and Technical College Foundation was formed to create a new campus on Scott Boulevard in the general area between 3rd and 7th Streets, Madison Avenue, and Greenup Street.

The Urban Campus project is complex and involves the relocation of the many programs and services on the existing college campus located in Park Hills and on Amsterdam Road in Covington to the new campus downtown. It also includes the creation of new programs and the expansion of existing programs that will require new facilities.

Based on community input, the project scope has been broadened to include the development of a multi-facility, comprehensive urban campus that will be a signature development in Covington and will rival the best urban campuses in America. The scope includes the combination of new construction and the use of existing structures that can be renovated into high quality educational space. The entire campus will be developed in a manner consistent with the nature of the urban setting. It will emphasize sustainability features that complement the historic architecture of the area, and will serve as a catalyst for urban revitalization. As the Covington Center City Action Plan states, the new campus will be an engine for innovation and growth.

Stages of Development

The project is slated to proceed in four stages with some of the activities occuring simultaneously:

Phase One is complete and included the acquisition and minor renovation of the former Two Rivers Middle School from the Covington Independent Public Schools. This enabled the college to consolidate programs formerly located in a small facility near Holmes High School to a larger one with immediate access to up to 16 new classrooms to expand classes in the urban core. The college initially leased the facility in March 2009 and purchased it in September 2010. This facility currently houses the GCTC Urban Center.

Phase Two will involve the acquisition of property and renovation of existing facilities and the design and construction of new facilities.

Phase Three will entail the relocation of programs and services from the Amsterdam Road/Park Hills Campus and the disposition of the land. By law the proceeds from the sale must be returned to The KCTCS for use at GCTC to support the development of the Urban Campus in Covington.

Phase Four will focus on the future acquisition of additional land and the construction of buildings or parking needs for the Urban Campus as identified by the master campus plan.

Process

The Urban Campus planning process involved four primary steps:
1) Analysis of sites and selection of preferred site
2) Assessment and academic space planning
3) Framework plan alternates
4) Implementation strategies.
The input and involvement of numerous college and community stakeholder groups, as well as the guidance of the GCTC Steering Committee and the College Advisory Committee, was crucial to understanding the college and community goals. A set of strategic and physical planning assumptions were developed to guide the evolution of the final campus framework. The year-long process, grounded in stakeholder and public participation, yielded a comprehensive plan for a new college campus.

Context (Site Selection)

The site selected for the Gateway Community and Technical College Urban Campus is located within the Central Business District of Downtown Covington, Kentucky. The primary area centers on the existing GCTC Urban Center (Two Rivers Building) and is bounded by 4th Street on the North, 7th Street on the South, Madison Avenue on the

Primary Study Area

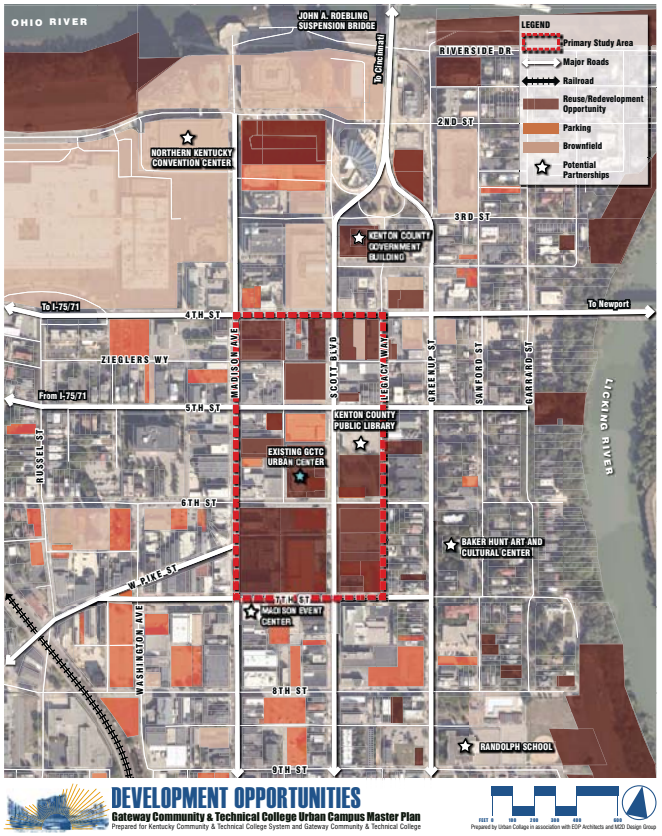
West and Legacy Way on the East. This area also includes the Covington City Hall, the Mary Ann Morgan Branch Kenton County Public Library, and it is in walking distance from the Kenton County Government Building, Transit Center, and the Northern Kentucky Convention Center. The site is accessible from I-75/71 and has multiple access points from Cincinnati and the other River Cities of Newport, Bellevue, Dayton, and Ludlow.

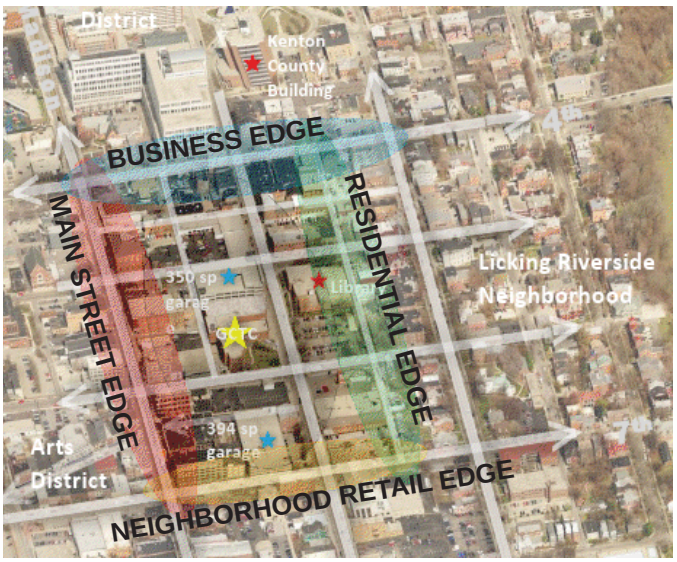
Site selection began with a list of five potential sites based on size, availability, redevelopment opportunities, and land and zoning compatibility:

1.Holmes High School - a portion of the site adjacent to Madison Avenue
2. St. Elizabeth Medical Center and Jillian's property
3. Madison Avenue and MLK Boulevard/12th Street
4. Scott Boulevard
5. 4th and 5th Streets

Each site was assessed, ranked, and compared based on the following selection criteria:

- Area (which includes; access, parking, expansion capability, partnerships, land-use compatibility, and catalytic effect)
- Constructability
- Property Ownership
- Visibility
- Building Re-use Opportunity
- Zoning
- Cost/Availability of Land
- Academic Goal and Objectives





Based on this comparative analysis, the Scott Boulevard site was considered to be the most conductive for the Urban Campus.

Space Program Summary

The academic space needs analysis for the Urban Campus sets forth the increasing space needs of the college as the campus relocates/expands from the existing Covington/Park Hills campus. This analysis is used in determining the potential size, cost, and actions necessary in planning the campus. It provides a summary of department sizes, individual space sizes, departmental adjacencies, as well as potential staff and faculty projections. It is projected that the total short-term gross square footage requirement will be 311,285 S.F. and the total long-term gross square footage requirement to be 481,452 S.F.

Campus Master Plan Framework

The Urban Campus Master Plan outlines potential new building development, and open space, as well as vehicular, pedestrian, and bicycle circulation. The nature of the Urban Campus is different than a typical college campus in that it will not be a "stand-alone" campus, it will be embedded within an existing urban fabric. Due to the nature of the urban core, specific properties that may become a part of the campus cannot be identified. The plan does provide a framework that includes:

- Separate principles for campus expansion along business edges, residential edges, the main street core (Madison Avenue), and neighborhood retail edge. Each edge approach is unique.
- Pedestrian streetscape improvements to facilitate access and identity. Areas included are Scott Boulevard, 5th Street, 6th Street, Pike, and Electric Alley.
- Enhanced roads, surface parking, and structured parking locations (both existing and future).
- A pedestrian-oriented campus environment, embedded in the community but with its own identity.
- Future greenspace and the linkage of other greenspace in the community.
- Maintaining the Urban Center facility as the center of the Urban Campus.
- Suggestions of possible partnership opportunities with other local organizations such as the public library, the City of Covington, Kenton County Federal Court, and local property owners.
- Recommendations that all development utilize practices of sustainability to the greatest possible extent.

Refer to figure 1.0, "Campus Plan", on the next page.

Campus Design Guidelines

A set of architectural and landscape guidelines encourage future designers of new construction and renovation to aspire to a level of campus design that promotes both identity and community. Describing elements such as materials, massing, pedestrian environment, plant materials, and other campus standards ensure that the individual projects contribute to a coherent whole. Sustainability and potential LEED credit designations are indicated throughout the guidelines.

Conclusion

The Urban Campus Master Plan provides a vision and a guiding framework for future development of the campus by building on the area's strengths and by leveraging the available resources. It furthers the Center City Action Plan by attracting jobs, new investment, activating new development, supporting existing businesses, encouraging innovation and helping to keep young talent in Covington.

In short, the Master Plan strives to further the mission and strategy of Gateway Community and Technical College:

> *"Having a clear vision, a strong set of core values, and a well defined mission are critical components for a strong foundation of educational excellence. It is also necessary to have a comprehensive, attainable strategy for meeting the mission of the college. At Gateway we pride ourselves in having a culture of collaboration that engages our students, our employees, and our community in a continuous dialogue on the future of learning in a global marketplace. We encourage you to share our enthusiasm for the future by exploring our strategy to* **Make Change Happen**.*"*

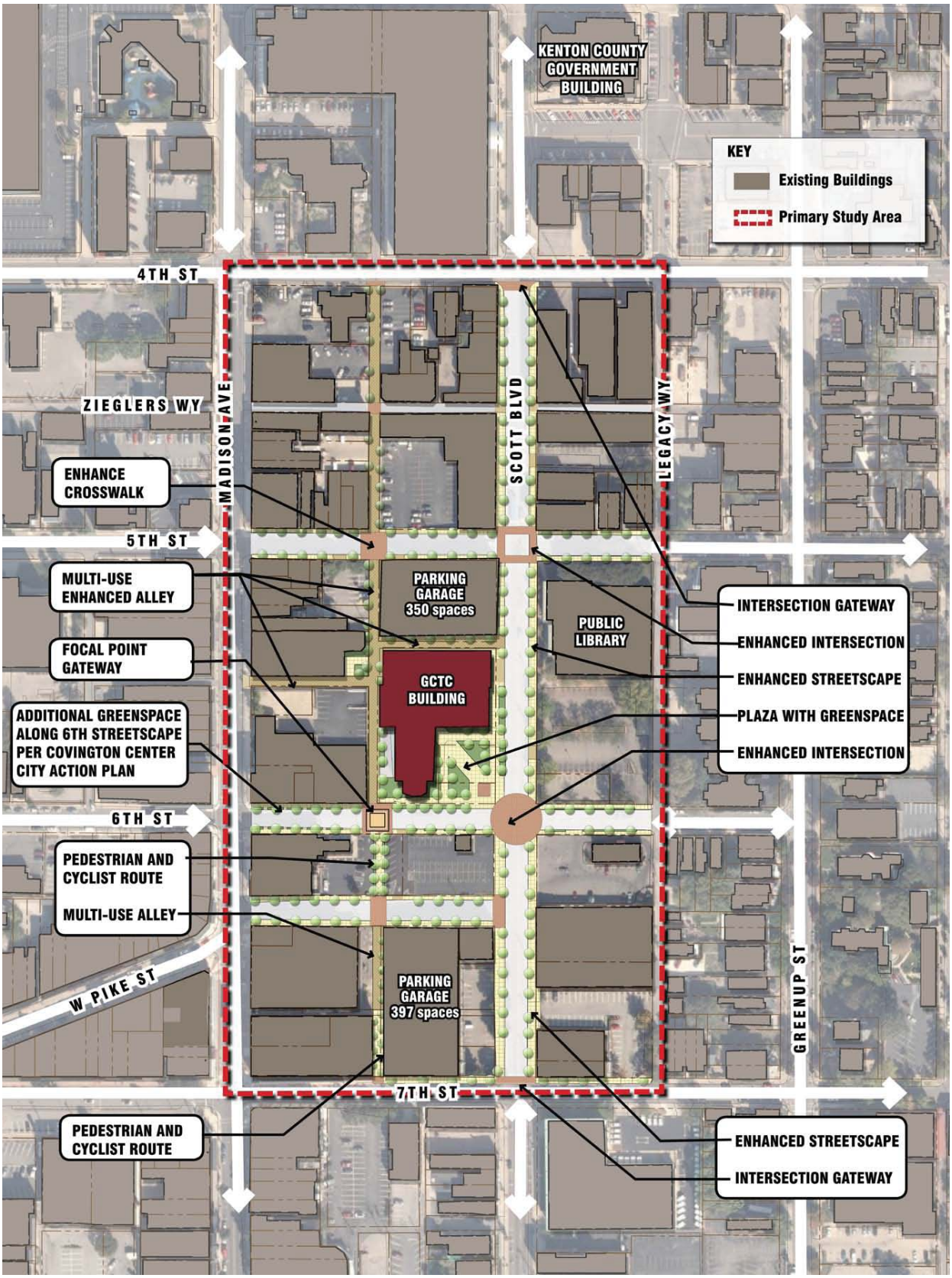


Figure 1.0: "Campus Plan"

Chapter 1: Process

Background

The Gateway Community and Technical College (GCTC) announced the Urban Campus Plan Partnership on May 22, 2009 and since then it has received incredible support and encouragement from the community. The purchase and renovation of the Two Rivers Middle School was completed on September 2010 and since then this facility has been operating as the GCTC Urban Center. GCTC understands the tremendous impact the new campus will have on the urban core of Covington and its surrounding community and hence organized a series of seven Community Forums in Covington and the River Cities of Newport, Bellevue and Dayton to gather maximum input from the community and establish the vision for the new Urban Campus. These forums were conducted in partnership with the Center for Great Neighborhoods, Covington Business Council, Covington Neighborhood Collaborative, Gateway Community and Technical College: External Affairs, Knowledge Management and Strategic Initiatives, Gateway Community and Technical College Foundation, Ninth Street Baptist Church, Southbank Partners, and Vision 2015.

In July 2012, a team of consultants including EOP Architects, Urban Collage and M2D Design Group was engaged by GCTC and the Kentucky Community and Technical College System (KCTCS) to develop a comprehensive plan and implementation strategy for the Urban Campus which identifies opportunities, and partnerships consistent with the College's and community's vision. The purpose of this chapter is to explain the year-long planning process the Planning Team followed to complete the GCTC Urban Campus Master Plan.

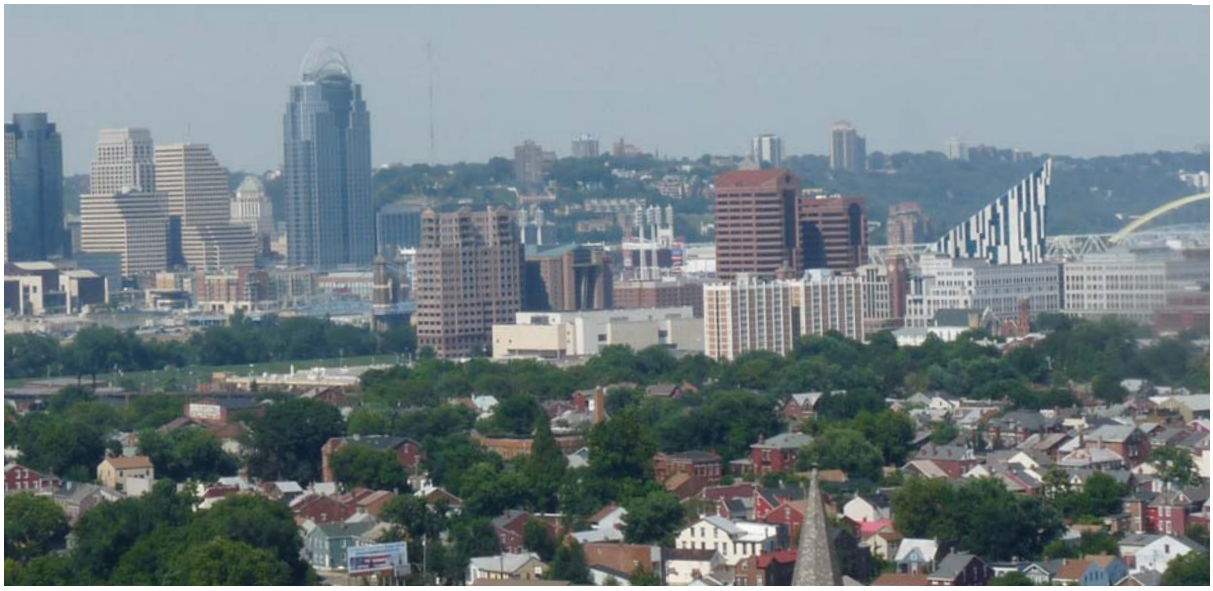


Figure 1.1: View of the City of Covington

Participants

To help inform, guide and maximize the efficiency of the Master Plan process, the Planning Team recommended the creation of a Steering Committee and two Advisory Committees to work with the Planning Team throughout the project. The Advisory Committees were formed based on the recommendations of the Steering Committee. The composition of each committee is listed below:

Steering Committee:

This group was the core team which worked with the Planning Team throughout the process and met on a regular basis and was also responsible for any executive decisions/recommendations. This committee was comprised of the President of GCTC and representatives from the College, KCTCS, and the Commonwealth of Kentucky Finance Cabinet.

College Advisory Committee:

This group worked very closely with the Planning Team, especially during the development of the Preliminary Space Program, and guided the discussions to help identify the goals and needs of the College throughout the planning process. It was comprised of GCTC's President's Cabinet and the Leadership Group which consists of the department heads, staff and faculty.

Community Advisory Committee:

The City of Covington was undergoing a parallel planning effort to develop the Center City Action Plan for downtown Covington. They had organized a Steering Committee comprised of major stakeholders from the community, including the Gateway Community and Technical College. For better collaboration between both the efforts, the same committee served as the Community Advisory Committee for the Urban Campus Master Plan. The main objective of this group was to identify the major community goals and needs.

The planning team also collaborated with the Covington Center City Action Plan Team and the City of Covington and garnered community input through multiple Open Houses held by the City of Covington, in November 2011 and March 2012. Working sessions were held between both teams to better understand the objectives and strategies so as to ensure the processes and the plans were compatible and complimented each other.

In addition to meeting with the above committees, the Planning Team also presented to other community stakeholder groups including the Covington Business Council to inform the community about the planning process updates and keep them involved.

Figure 1.2: College Advisory Committee Meetings

Figure 1.4: Potential Sites for the Urban Campus

The planning process followed by the Planning Team has been explained in the follwoing three phases:

Phase 1: Assessment and Academic Space Plan

The planning process was initiated with a Site Selection Analysis to identify the most suitable site for the new Urban Campus. GIS data information from the City of Covington and Northern Kentucky Area Planning Commission (NKAPC) was utilized to generate a list of five potential sites based on size, availability, redevelopment opportunities and land use and zoning compatibility:

1. Holmes High School – a portion of the site adjacent to the Madison Avenue
2. St. Elizabeth Medical Center and Jillian's Property
3. Madison Avenue and MLK Boulevard/12th Street
4. Scott Boulevard
5. 4th and 5th Streets

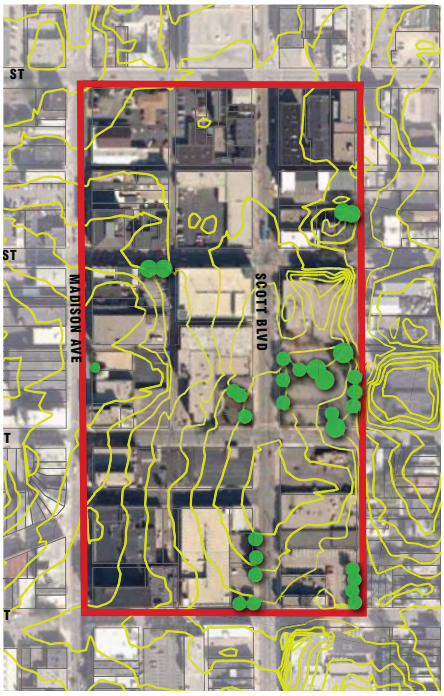
The location of the above potential sites are illustrated in Figure 1.5. Each site was assessed, ranked and compared based on a set of selection criteria, developed on the basis of case studies and the planning team's expertise. The selection criteria considered are as follows:

SITE CONSIDERATIONS: (pertaining to the site)
- Area
- Constructability - remediation, topography, etc.
- Property Ownership - multiple or single property ownership
- Visibility
- Building Re-use Opportunity
- Zoning - compatibility with Urban Campus uses and conforming to the City's Comprehensive Plan
- Cost/Availability of Land - land value, acquisition cost and additional costs to be incurred including demolition or renovation.
- Academic Program - based on the GCTC program requirements and academic goals and objectives

AREA CONSIDERATIONS: (pertaining to the surrounding area)
- Access - vehicular, transit, pedestrian and surrounding context
- Parking - access to structured parking will impact the cost
- Expansion Capability - future expansion opportunities
- Partnerships - community partnerships
- Land Use Compatibility - compatible uses
- Catalytic Effect - catalytic economic impact on the surrounding area

Based on this comparative analysis, the Scott Boulevard site was considered to be the most conducive for the Urban Campus. The primary

Figure 1.5: Location of the Potential Site Options



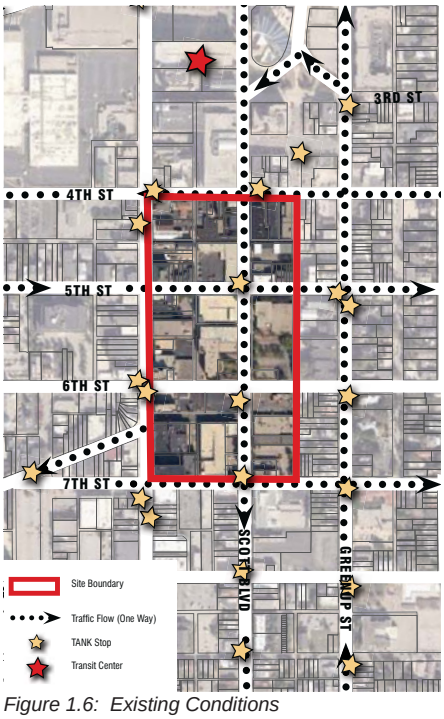


Figure 1.6: Existing Conditions

area centers on the existing GCTC Urban Center and is bound on the north by 4th Street, on the south by 7th Street, on the west by Madison Avenue and on the east by Legacy Way. The detailed Site Selection Analysis Study has been included as Appendix A.

Following the selection of the site, a detailed assessment of the existing conditions was conducted and a series of analysis maps were developed, including:

- Assessment of the existing physical conditions including structures, street connectivity/network, natural features, pedestrian environment, open spaces and topographical conditions.
- Review of the existing zoning and land use policies
- Review, and analysis of past and collaborate with ongoing planning efforts related to study area including the Center City Action Plan
- Identification of historic resources / properties.
- Review of peer institutions/case studies.
- Assessment of the key urban design features, architectural character and identity, opportunities and constraints.

To determine the academic and program needs of the new Urban Campus, the planning team developed a preliminary space program through detailed discussions with the campus Leadership Team and President's Cabinet. The process is explained in detail in Chapter 3 of this document.

Phase 2: Framework Plan Alternatives

Based on the existing conditions assessment, preliminary space program, advisory committees input, community input through forums and open houses, and potential development opportunities, preliminary framework plan scenarios were developed and reviewed with the Steering Committee. The preliminary framework plan scenarios were based on various options of:

- Campus organization
- Academic programs and facilities
- Continuing education and outreach facilities
- Auxiliary facilities
- Circulation and connections
- Reuse opportunities
- Open space
- Property acquisition opportunities
- Utilities and infrastructure capacity and capability
- Community partnerships

Phase 3: Preferred Plan and Implementation Strategies

A preferred Framework Plan was identified based on the goals and objectives of the College, potential community partnerships, property acquisition opportunities and input received from the Steering Committee. For proper visualization of the preferred framework, an Implementation Strategy was identified by the Planning Team to include:

- Implementation Strategic Principles
- Phasing Plan to address the immediate, short-term and long-term goals and academic requirements
- Major improvements and costs associated with it
- Potential partnerships and funding sources

The Planning Team also developed a set of Architectural and Design Guidelines for the new Urban Campus to serve as a guide to GCTC and KCTCS to ensure a context-sensitive development as well as create an identity for the new Urban Campus.

The final framework Plan and the Implementation Strategy was refined according to input from the Steering Committee and finalized to develop the GCTC Urban Campus Master Plan.

This three-phased process has been summarized graphically in Figure 1.8, and also highlights the major deliverables during each phase.

Figure 1.7: GCTC Urban Campus Planning Station at the Center City Action Plan Open House

	Phase 1 ASSESSMENT & ACADEMIC SPACE PLAN Aug - Nov (4 Months)	Phase 2 FRAMEWORK PLAN ALTERNATIVES Dec - Feb (3 Months)	Phase 3 PREFERRED PLAN & IMPLEMENTATION STRATEGIES Mar - Aug (6 Months)
TASKS	Project Organization • Create Steering and Advisory Committees Site Selection Compile Existing Conditions Assessment • Physical • Transportation Academic Space Programming Identify Campus and Community Partnerships Identify Issues & Opportunities	Collaborate with Covington Center City Action Plan Process and participate in Open Houses Develop Preliminary Framework Plan Alternatives Assist with preliminary funding applications	Create Preferred Framework Plan Develop Architectural Concepts and Standards Develop Design Guidelines Implementation Plan and Strategies Phasing Create Final Report
DELIVERABLES	Site Selection Analysis Existing Conditions Report Preliminary Academic Space Program Goals & Objectives	Open House materials Framework Plan Alternatives Preliminary Implementation Cost Estimate Marketing Materials for Potential Funding	Final Framework Plan Strategy Architectural Concepts Landscape Design Guidelines Final Implementation Cost Estimate Final GCTC Urban Campus Plan
PUBLIC | STAKEHOLDER INVOLVEMENT	Steering Committee Meetings Department Head Interviews Open House with Center City Action Plan Team College Advisory Committee Meeting Community Advisory Committee Meeting	Steering Committee Meetings College Advisory Committee Review	Steering Committee Meetings Open House with Center City Action Plan Team College Advisory Committee Review Community Advisory Committee Meeting Review Presentations to the GCTC / KCTCS

WORK PLAN | **GATEWAY COMMUNITY & TECHNICAL COLLEGE URBAN CAMPUS MASTER PLAN**

Figure 1.8: Work Plan

Introduction

The site selected for the Gateway Community and Technical College Urban Campus is located within the Central Business District of Downtown Covington, Kentucky. The primary area centers on the existing GCTC Urban Center and is bounded by 4th Street on north, 7th Street on south, Madison Avenue on west and Legacy Way on the east. This area also includes the Covington City Hall and the Mary Ann Morgan Branch Kenton County Public Library and is in walking distance from the Kenton County Government Building, Transit Center, and the Northern Kentucky Convention Center.

The purpose of this chapter is to summarize the existing condition assessment of the selected site. The first portion of this chapter focuses on the site context, whereas the second portion focuses on the primary study area and its physical environment.

The City Context Map in Figure 2.2 illustrates the campus site in relation to the greater context of Covington and as can be observed, the site is very well accessible from the major highway I-75/71 and has multiple access points from Cincinnati and other River Cities of Newport, Bellevue, Dayton, and Ludlow. The map illustrated as Figure 2.3 zooms in on the primary study area and illustrates its immediate context. The primary study area is nestled between the historic neighborhoods of Licking Riverside and Mutter Gottes Neighborhood and thus it becomes very important for the Urban Campus to respect the contextual architectural character while developing its own identity.

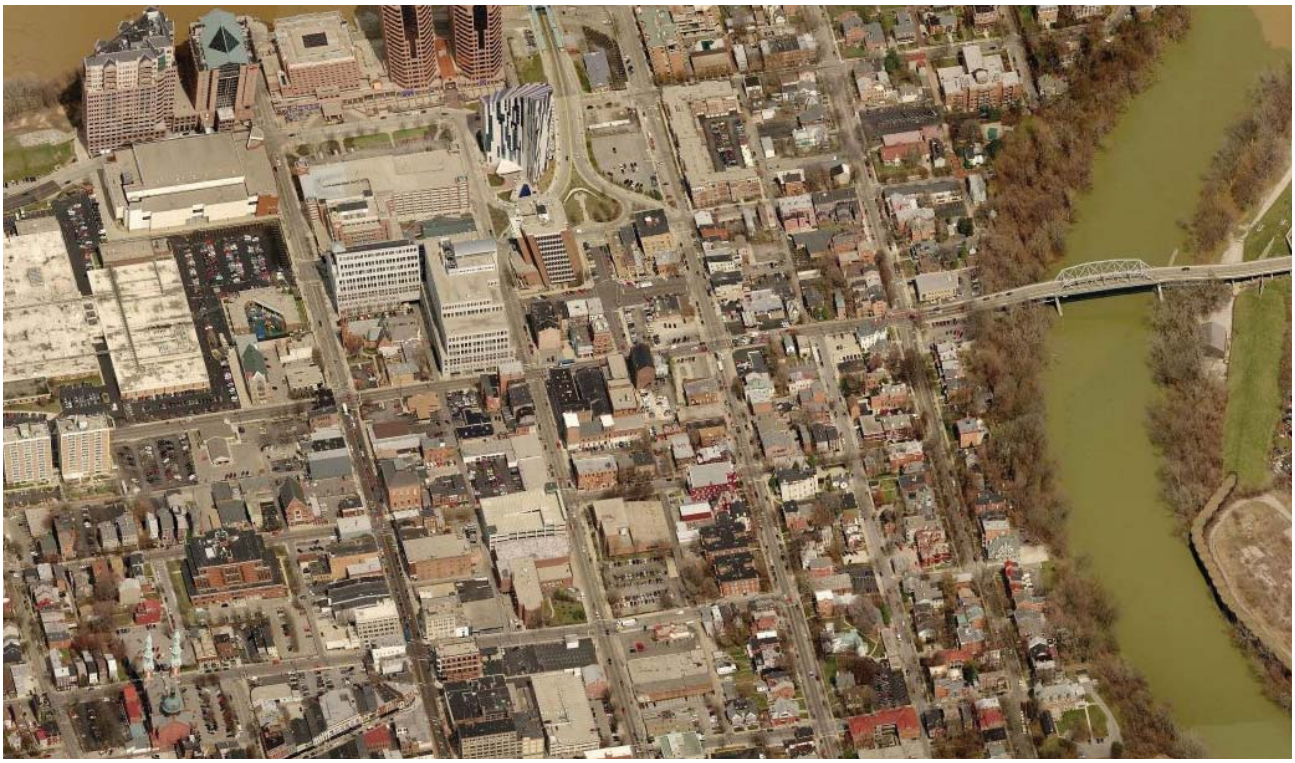


Figure 2.1: Bird's-Eye View of the Study Area

Figure 2.2: City Context Map

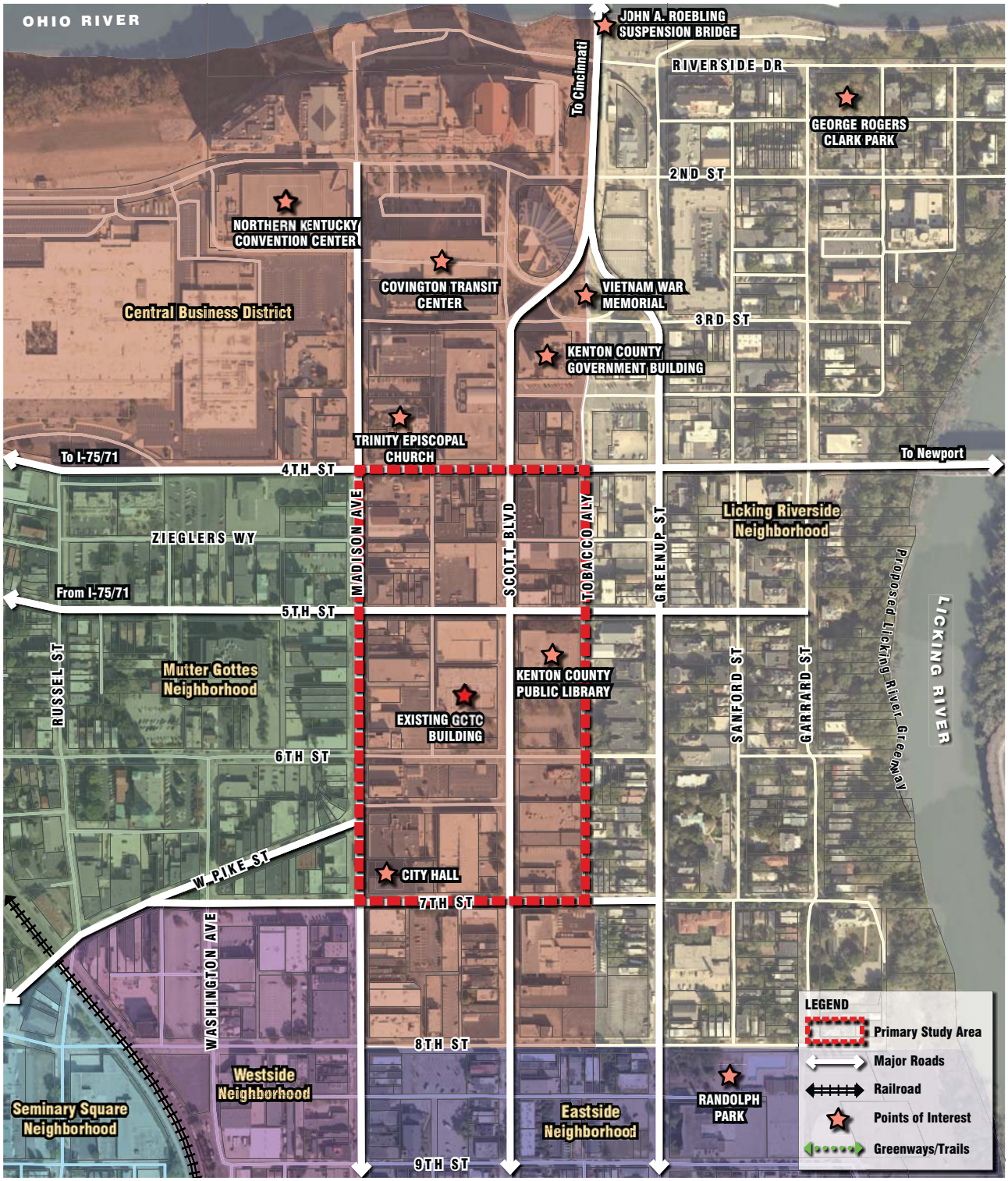


Figure 2.3: Campus Context Map

Connectivity

The City of Covington's Center City Action Plan has identified the GCTC Urban Campus as a major activity node with a tremendous growth potential and hence its becomes critical to ensure proper physical connectivity and accessibility of this area. As illustrated in the diagram Figure 2.5, the site is located along major roadways - Madison Avenue, 4th Street and 5th Street and is well connected and accessible from the adjoining River Cities and Cincinnati. Due to its strategic location it also has good visibility. 5th and 6th Streets and Scott Boulevard cut through the site increasing its visibility, but creating connectivity challenges, due to their one-way nature. As the site is surrounded by an urban fabric, one of the major issues will be to create a college identity while respecting the contextual character. The site is also well served by public transit with multiple bus stops along the main streets and the Transit Center located within a quarter mile to the north.

Figure 2.4: Existing Streetscapes

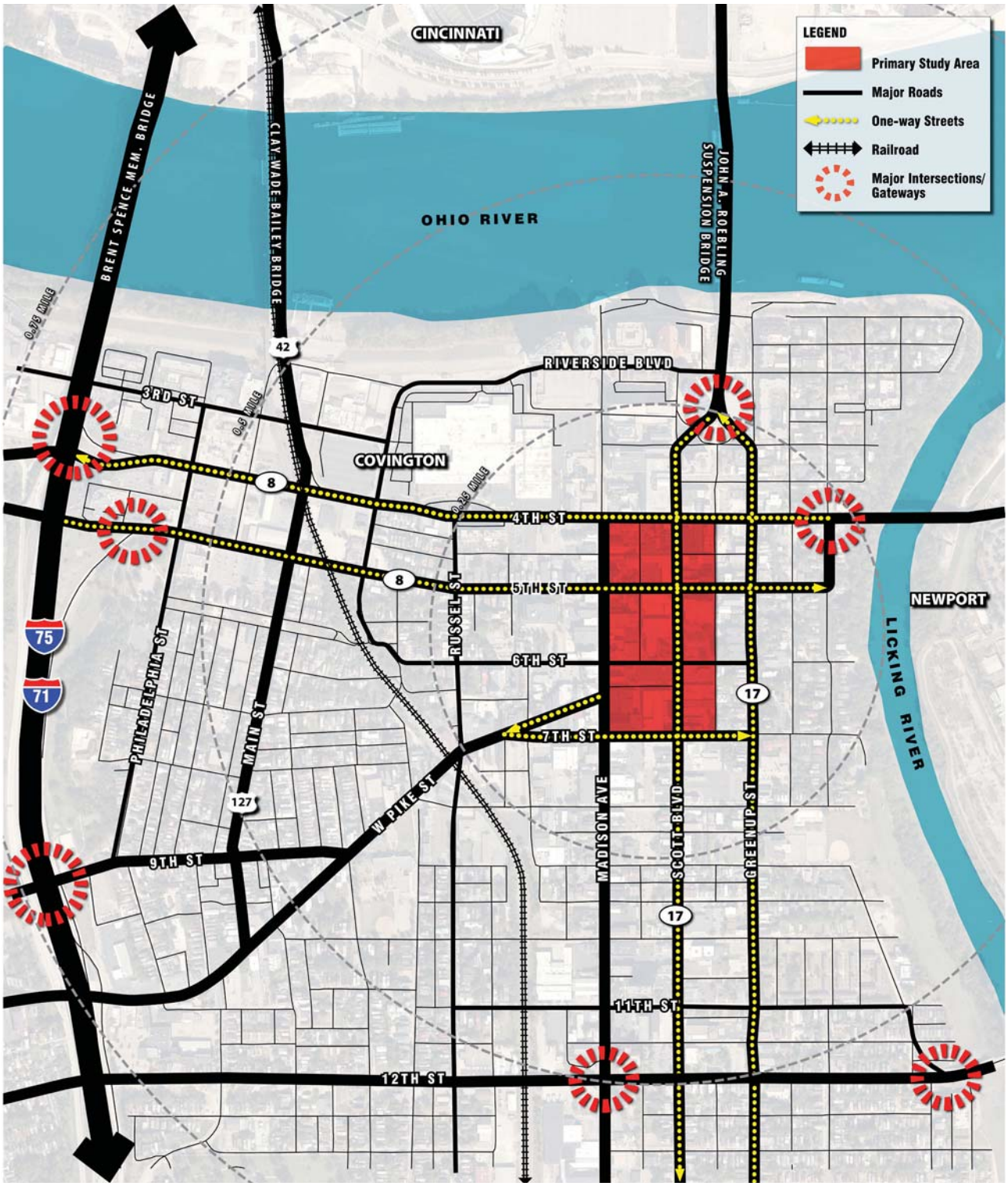


Figure 2.5: Street Network

Figure Ground

As observed in map Figure 2.7, 58% of the property area is covered by buildings, out which a number of them are unoccupied but in considerably good condition. There is also potential for using partially occupied buildings for short-term or during the transitional phase for the Urban Campus development. Due to the urban nature of this area, it is critical to design compatible urban infill with minimal setbacks, continuous fabric, complementary scale and massing, etc. to be in conjunction with the existing character. More details are included about the individual buildings later.

Figure 2.6: Potential Buildings for Redevelopment

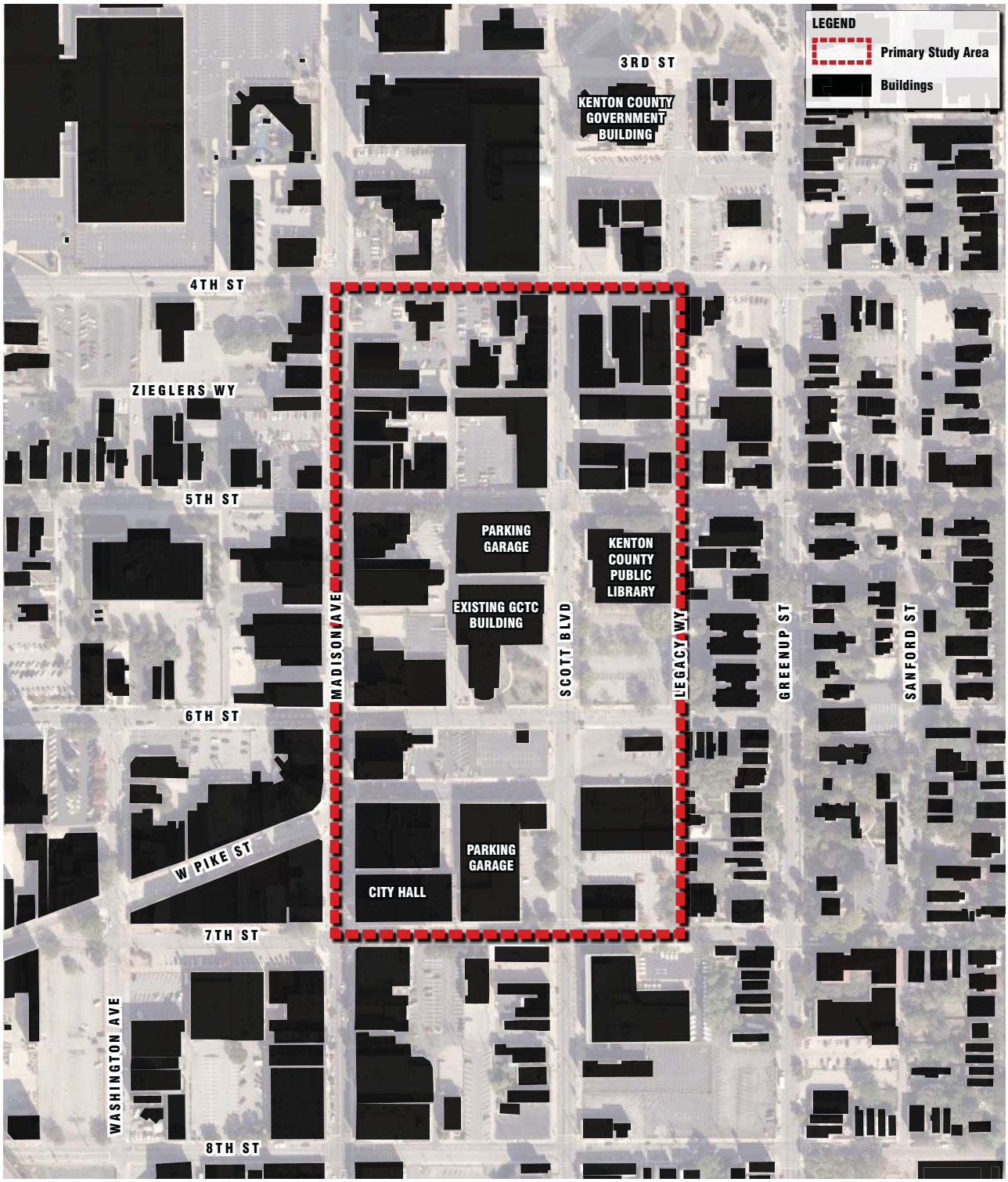


Figure 2.7: Figure Ground

FEET 0 75 150 225 300 450

Prepared by Urban Collage in association with EOP Architects and M2D Design Group

Land Use

Figure 2.10 illustrates the land use conditions within and surrounding the primary study area. The site has and is surrounded by a mix of uses – mainly commercial, office, institutional and mixed-use, which is highly compatible for an urban campus. There is a large amount of residential use noted to the east and west, which would support the campus and any other private development in the vicinity. As observed there are very limited open spaces for recreation and public use.

There is a considerable amount of parking, both private and public, available within and in the vicinity of the site. Parking will be a crucial element for the Urban Campus and hence adjacency to the existing parking decks will be advantageous and the surface lots can also serve as potential development/expansion opportunities for the campus.

Zoning

Figure 2.11 illustrates the existing zoning conditions of the primary study area and its surrounding areas. The study area is predominantly Commercial General, with remaining areas zoned Urban Residential and Central Business District. The adjacent areas are mostly zoned residential to the east and west, and commercial/office to the north and south. The special district -Arts District is located along Pike Street and is in close proximity.

The site is also part of two Historic Preservation Overlay (HPO) Zones - Downtown Commercial and Licking Riverside. The City of Covington has a total of seven HPO Zones as shown in Figure 2.8. The HPO Zones are areas intended to preserve structures, buildings, and places that are of historical or architectural importance. Any improvements or alterations to the structures or sites within HPO Zones should comply with the Historic Covington Design Guidelines.

Figure 2.9: Site Context

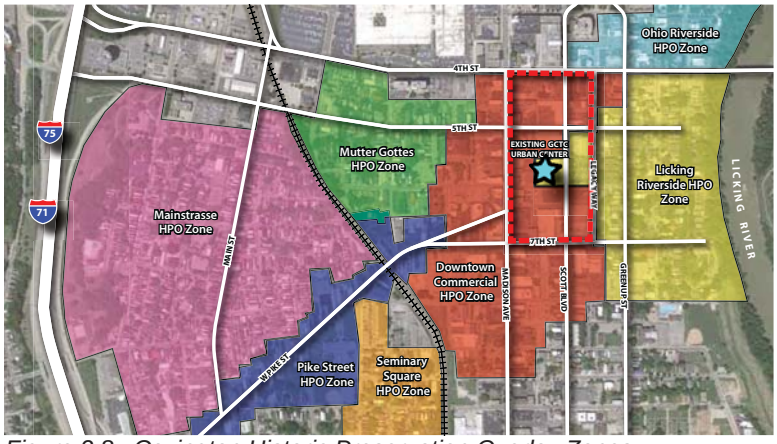


Figure 2.8: Covington Historic Preservation Overlay Zones

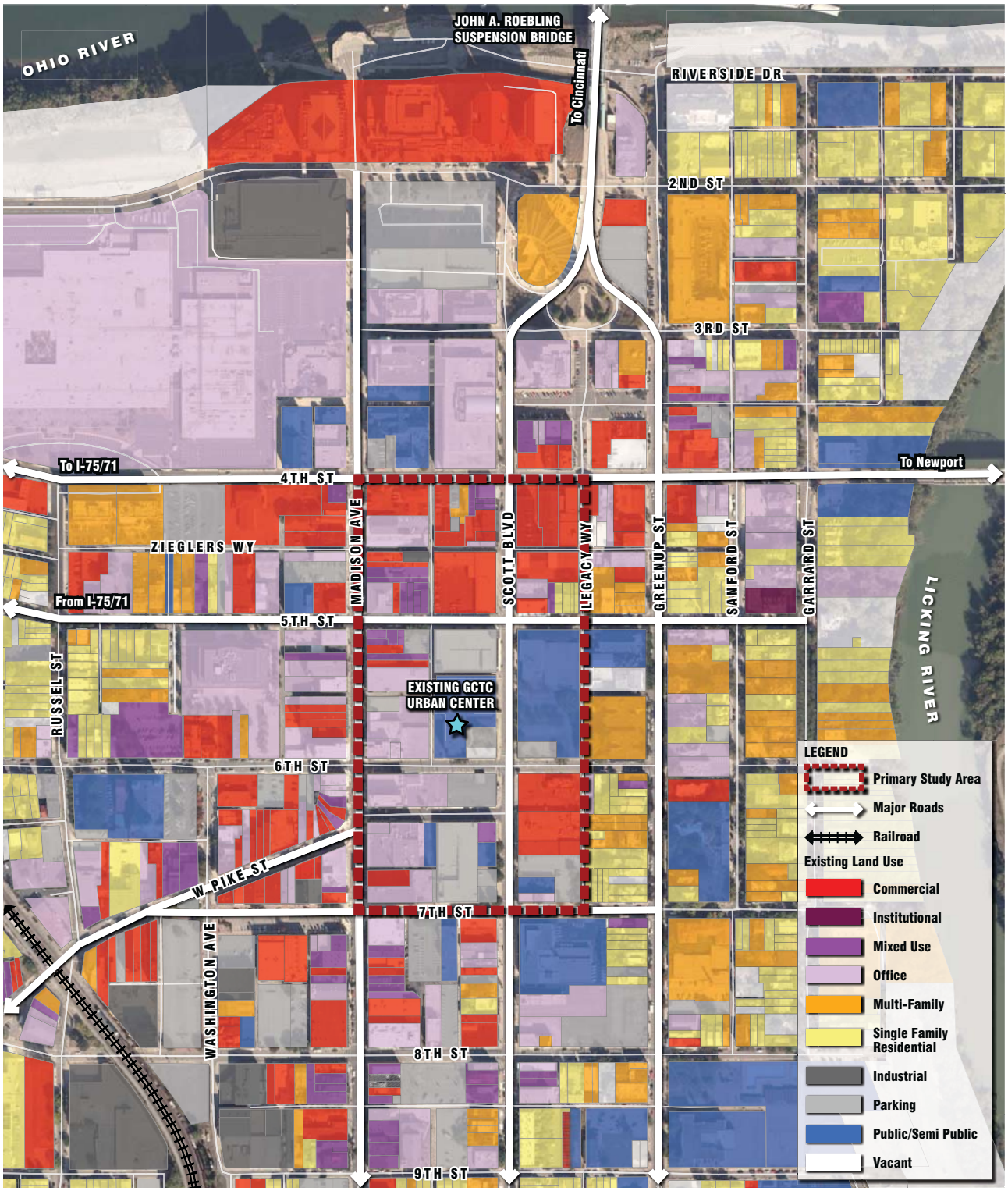


Figure 2.10: Existing Land Use

Prepared by Urban Collage in association with EOP Architects and M2D Design Group

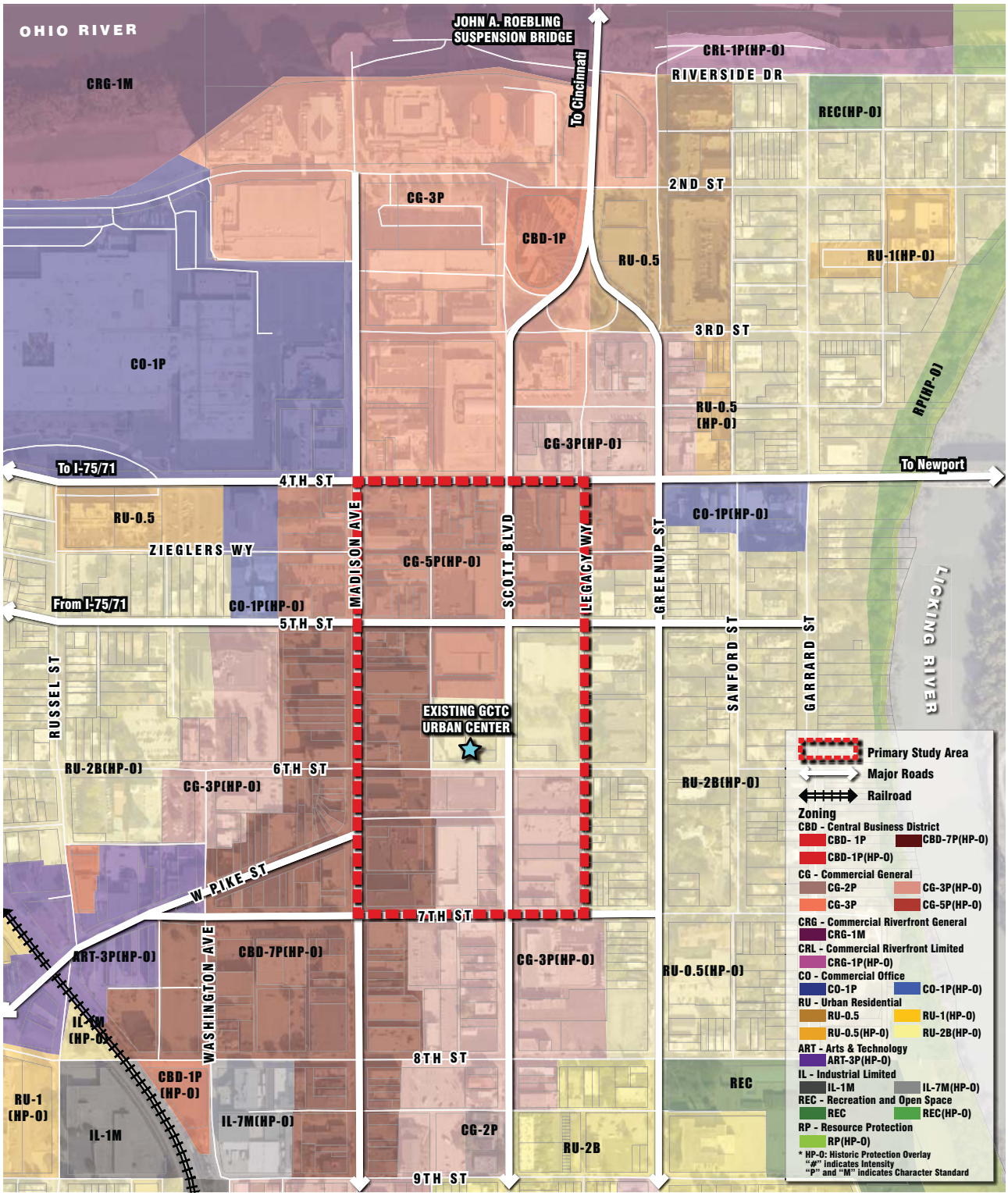


Figure 2.11: Existing Zoning

Prepared by Urban Collage in association with EOP Architects and M2D Design Group

Catalytic Development Opportunities

The diagram in Figure 2.12 illustrates the catalytic impact that the new campus development could have on the surrounding area. It has the potential to stimulate the Madison Avenue and Pike Street Corridor and attract future developments to the Downtown Core. The Urban Campus has been also identified by the Center City Action Plan as a primary activity node with focus on education, incubation, innovation and private developments including retail/restaurants. The new campus has the potential to become a major anchor for economic development, urban revitalization, and it will complement the community goals for education, identified in Vision 2015.

The Development Opportunities and Partnerships Map in Figure 2.14 indicates potential partnerships and sites for urban campus future development, both in the short term and long term. Property that is identified a future development opportunity typically includes land with uses that may be considered non-conforming to a future planning vision, such as vacant land, surface parking and unoccupied or underutilized properties. Based on the existing conditions, approximately 9 acres of land within the primary study area may be available for development. As illustrated in the map, the majority of the development opportunities include under-utilized properties, unoccupied buildings and surface parking lots along Scott Boulevard. Much of the Commercial-General zoned properties along Madison Avenue can be repurposed to be used as campus facilities. With minor renovations most of the unoccupied retail spaces could be easily adapted to incorporate new GCTC programs like student-run businesses, business incubators and workforce solutions. The stars in the map indicate the potential partnerships for GCTC. Through collaboration and sharing of resources the campus has the potential to have a significant impact on the surrounding area.

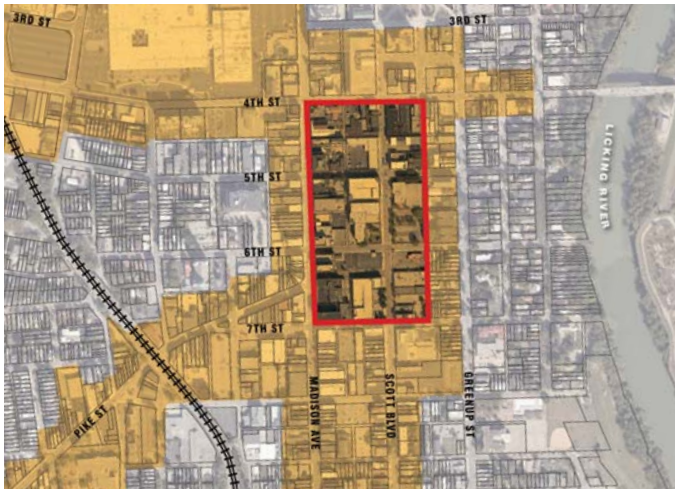


Figure 2.12: Catalytic Impact

Figure 2.13: Madison Avenue

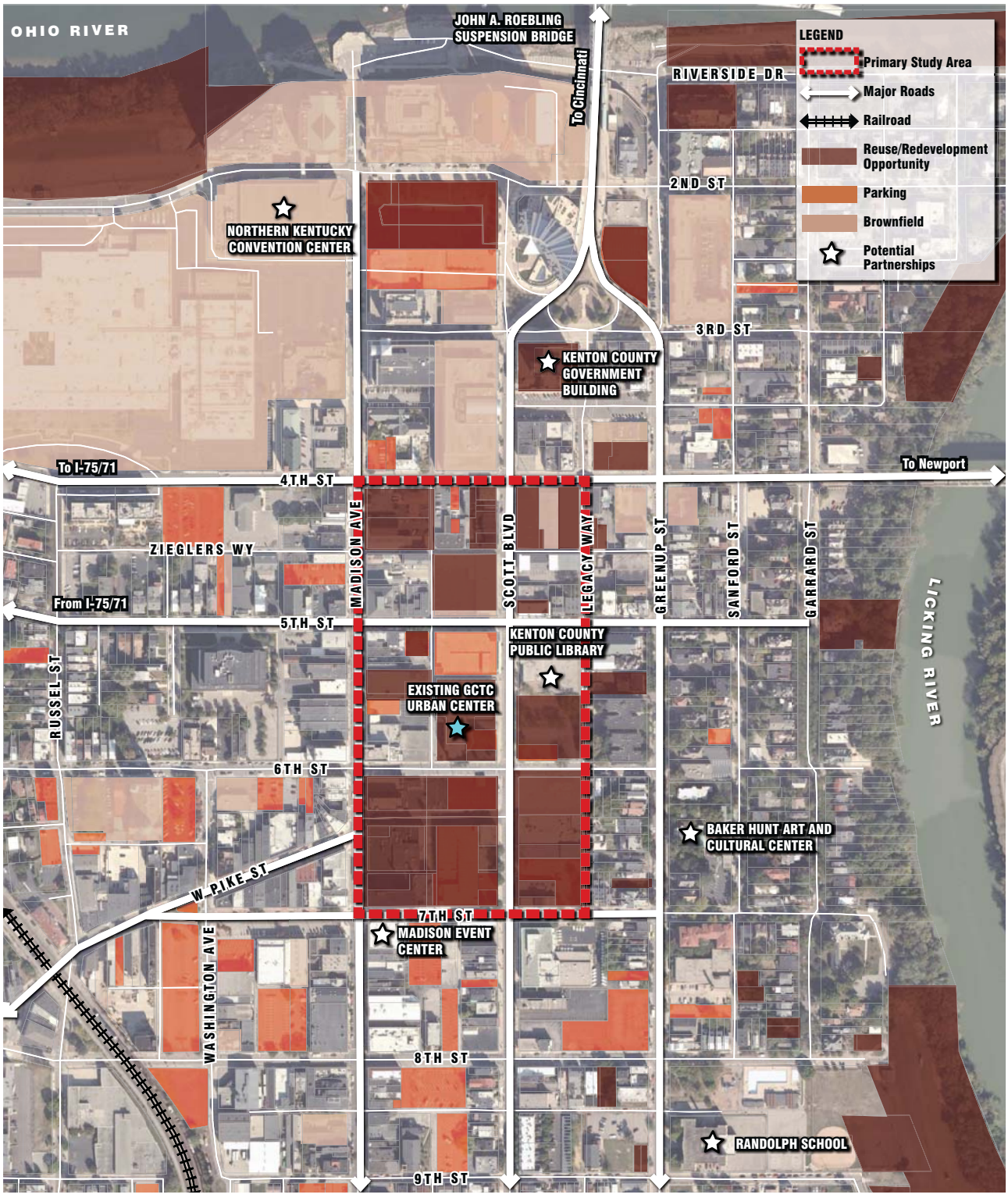
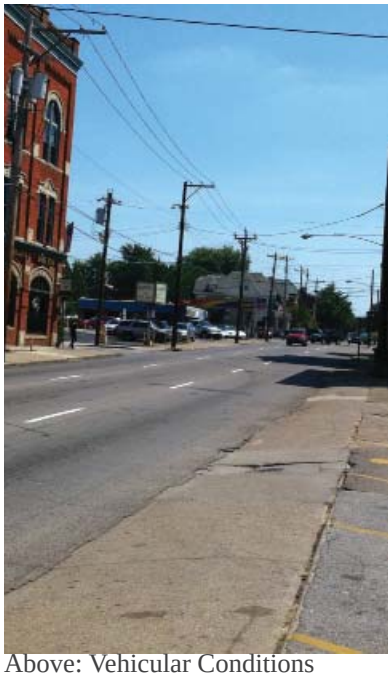


Figure 2.14: Development Opportunities and Partnerships

Prepared by Urban Collage in association with EOP Architects and M2D Design Group



Above: Vehicular Conditions Context

Circulation

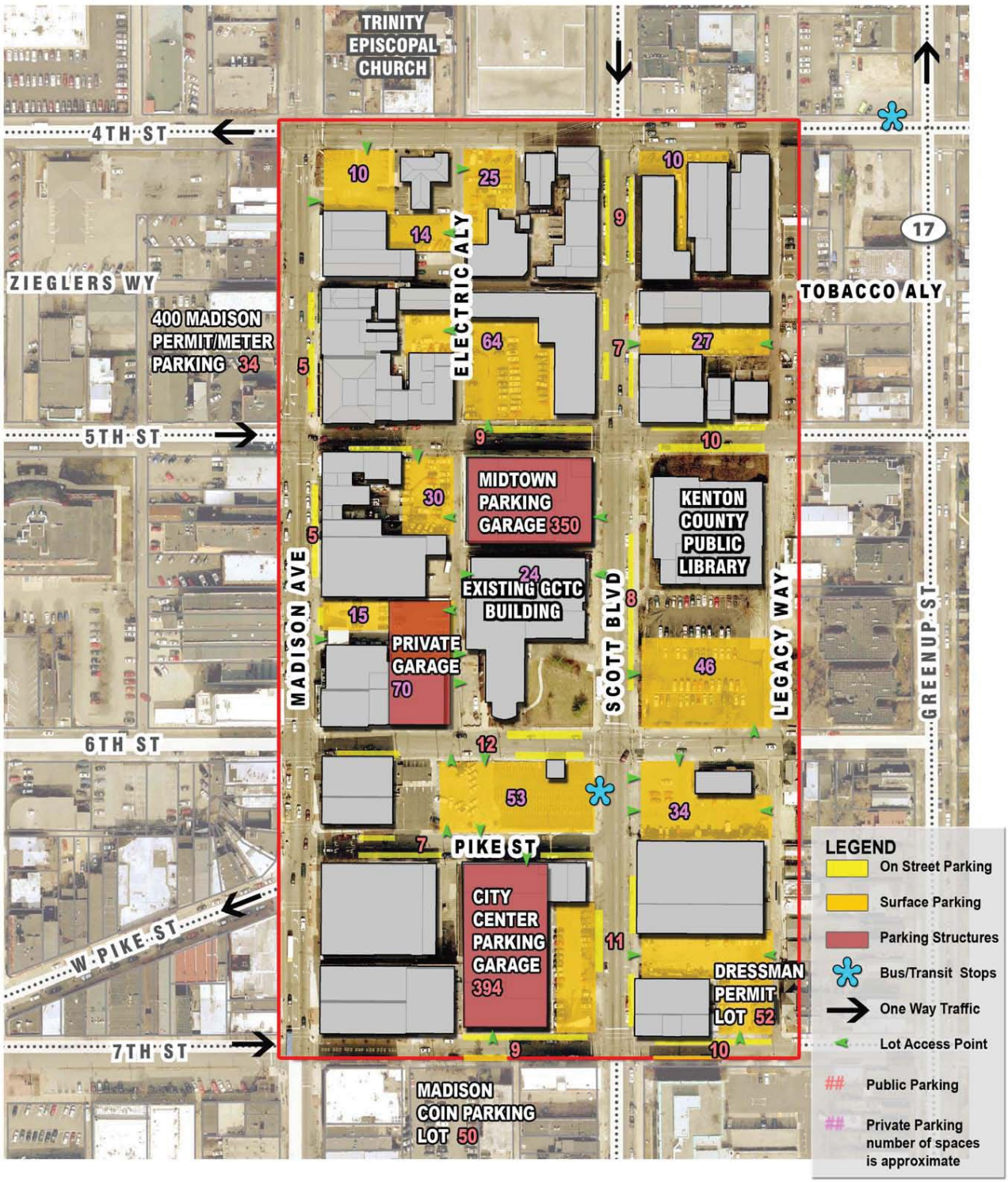
The Site is bounded by Fourth Street to the North, Seventh Street to the South, Madison Avenue to the West, and Legacy Way to the East.
The primary collector streets of the site are Madison Avenue, Scott Boulevard, and Fourth Street and those streets also had the heaviest traffic.

Fifth street, Sixth Street, Pike Street, and Seventh Street had moderate traffic use. It was observed that the alleys had little vehicular use, with primarily service vehicles present, however there were also some pedestrians using the alleys despite a lack of sidewalks.
Only one bus stop is marked on the official TANK route map, but there are numerous stops on the site in use.

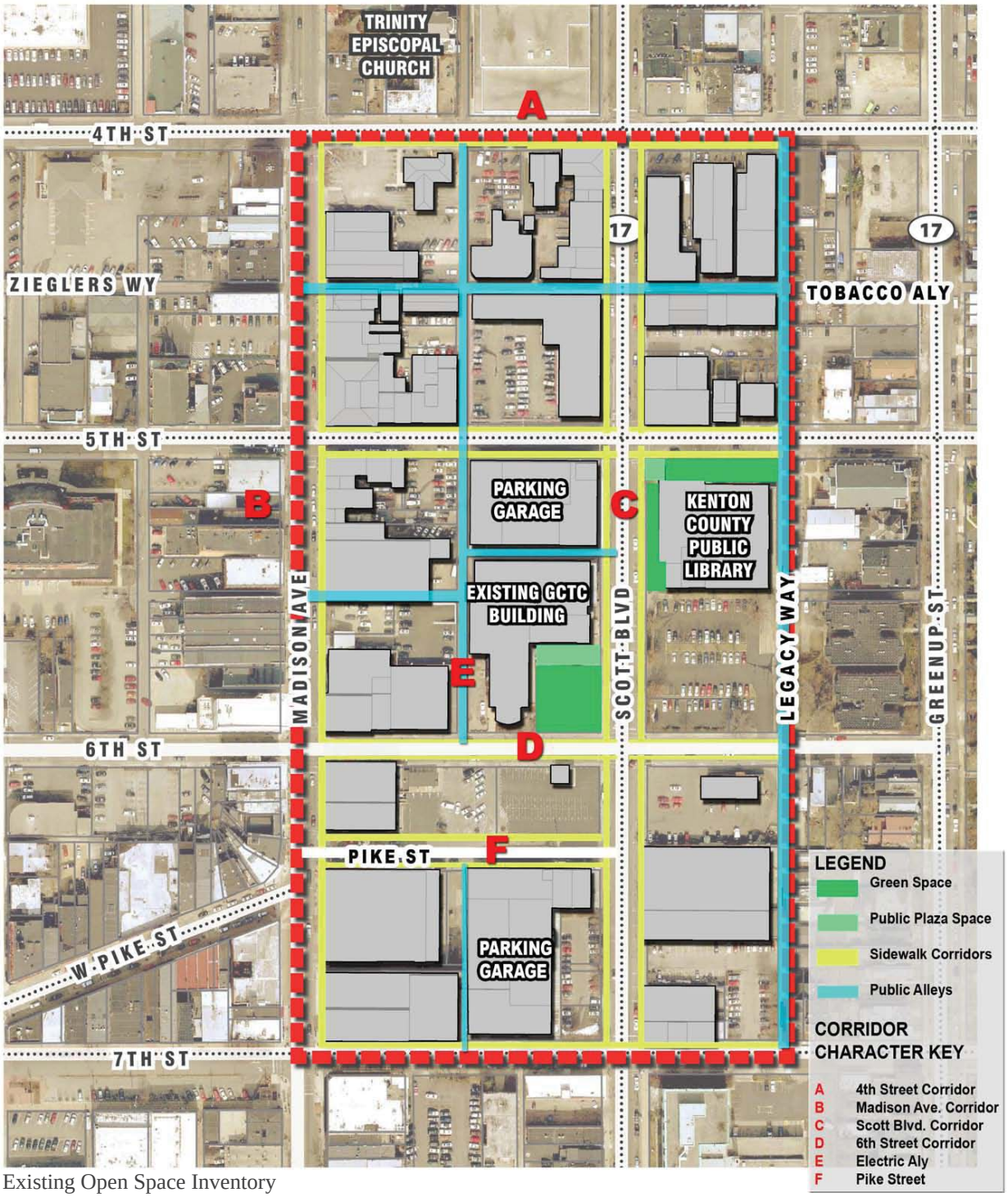
While the streets are well marked, there is a lack of directional signage to get a visitor from the interstate or primary collector street to the existing campus building.

Parking

Parking Structures account for most of the existing parking at approximately 815 spaces. Paid and Private lots total about 454 spaces and On-Street parking shown is 102 spaces. The majority of the parking is private or by permit only and on-street parking is typically metered.



Existing Parking and Circulation



Existing Open Space Inventory

The Open Space and Greenspace Inventory map above illustrates the existing open space conditions that surround the campus site. There is very little greenspace and few street trees on the site. The majority of the open space available to the public is sidewalks. The green space at the entry of the existing GCTC building is not available for use for the public as it is currently fenced. The greenspace surrounding the library provides some trees, but is on a slope so it is not a space that is used by the public. The Covington Center City Action Plan calls for 6th Street and the area around the existing GCTC building to be a component of the greenspace network of Covington.

A 4th Street Corridor

- adequate sidewalks
- no on-street parking
- no streetscape improvements
- mix of historic and more recent buildings

B Madison Ave. Corridor

- adequate sidewalks
- on-street parking
- recent good quality streetscape improvements
- mix of historic and more recent buildings
- few vacant or underutilized buildings, the area is fairly commercially active

C Scott Blvd. Corridor

- wide sidewalks and on-street parking
- no streetscape improvements
- good historic and more recent buildings
- excellent view and connection possibilities to the Roebling Bridge to Cincinnatti
- existing GCTC building's front door opens onto the street with space for plaza
- future Times Star Commons greenspace will be connected to corridor

D 6th Street Corridor

- narow sidewalks
- on-street parking
- no streetscape improvements
- existing GCTC building's front door opens onto space for corner plaza
- two way circulation unique to other East-West streets on the site

E Electric Aly

- no or narrow sidewalks
- width varies
- connects parking and service areas

F Pike Street

- narrow sidewalks
- on-street parking
- no streetscape improvements
- adjacent to large parking lots

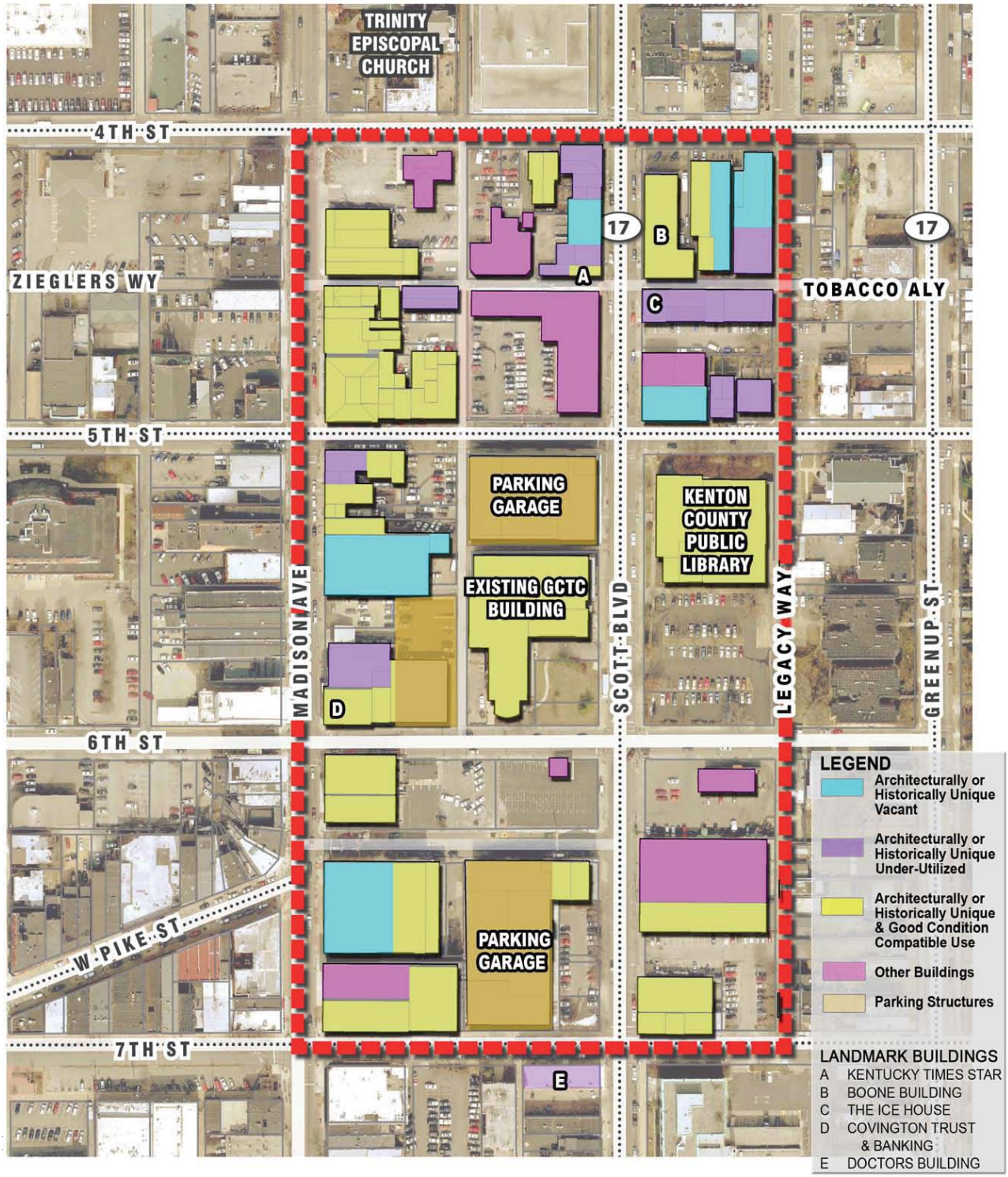
Existing Streetscape Character

Items A through F above describe the varying character of the streets within the study area.

Building Use Inventory

The study of existing building use was completed in order to provide a context for future opportunities during the development of the campus. The identification of specific buildings is intended to provide a general framework for develpoment as described throughout this document.
The majority of the buildings in the area are architecturally or historically unique or in good condition with a current compatible use. There are also a significant number of buildings which are architecturally or historically unique but either vacant or under utilized. The other buildings are relatively few, and are concentrated in a few areas. For the purposes of this plan, buildings are described as 'historically or architecturally unique' if they contribute positively to the aesthetic character of the area.

Above: Landmark Buildings



Existing Building Use Inventory

Existing Building Inventory

The following section is a partial survey of the building stock located within the defined limits of the Urban Campus Master Plan. It does not include every property and is only intended to give a general overview of existing structures/properties. It is not intended as a recommendation for purchase or rental of real property.

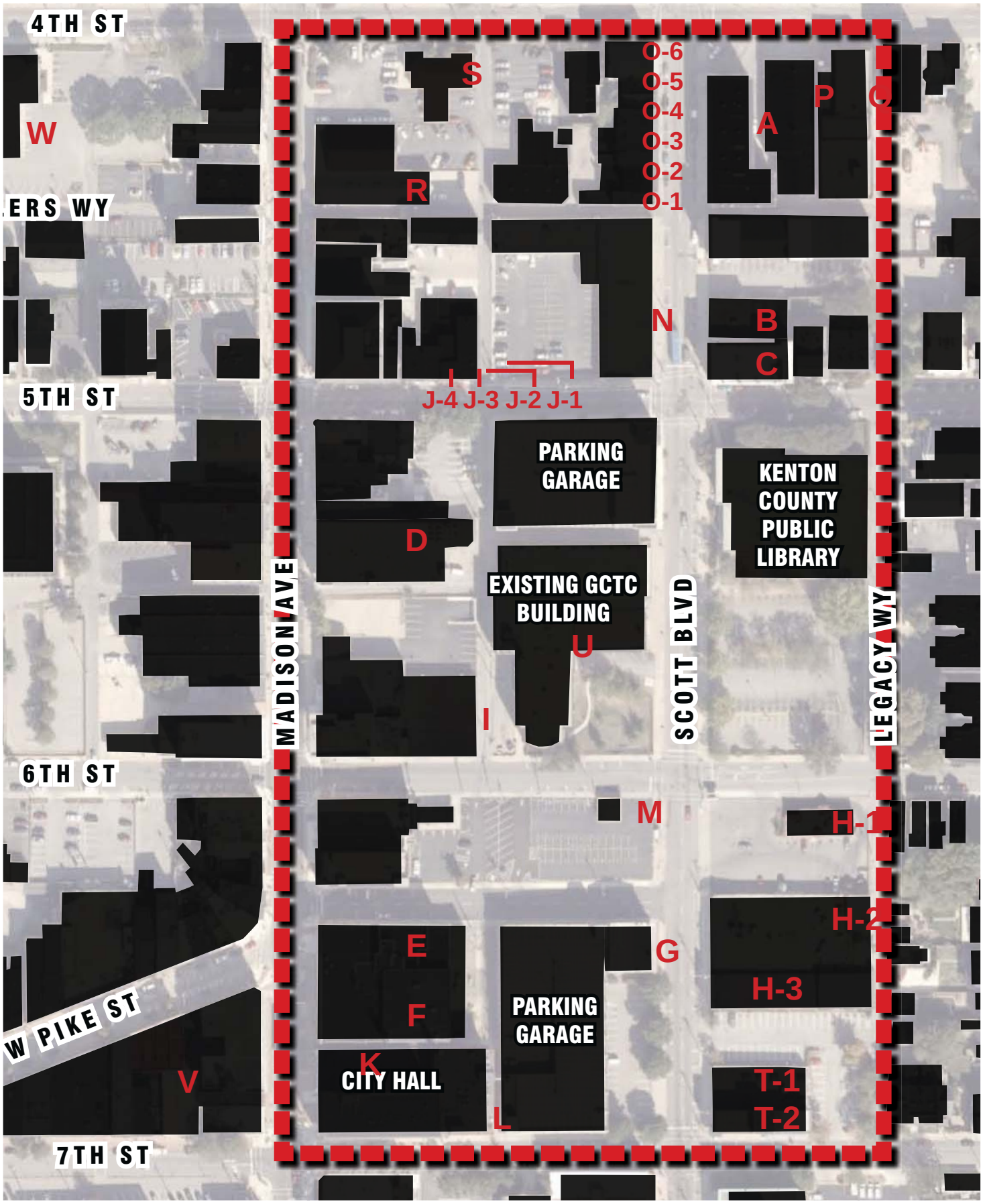
The area contains a rich and varied collection of historic structures. These vary in size but collectively could provide much of the space needed for an exciting urban campus. Included in this mix are several sites that could be fully re-developed -- these include existing parking lots and structures that are not historic or fully utilized.

All building information on the following sheets has been collected from the City of Covington GIS surveys taken between January and April of 2011 and have not been individually verified by the Master Plan team. Stories indicated are “observed” from the street and thus do not include possible basement levels.

The Overall Condition indicated with each building is derived from the physical condition of the structure observed at the time that the surveys were conducted. They are defined as:

1 = Good Overall Condition;
2 = Needs Minor Assistance;
3 = Needs Major Assistance.

(Note: Conditions of existing buildings may have changed since the city of Covington GIS survey was conducted in 2011.)



Existing Building Inventory Key Map

BUILDING A

ADDRESS 402-22 Scott Boulevard
SIZE 8,515 SF (floor) 25,545 (total)
STORIES 3
OVERALL CONDITION 3

BUILDING B

ADDRESS 434 Scott Boulevard
SIZE 4,300 SF (floor) 8,600 (total)
STORIES 2
OVERALL CONDITION 1

BUILDING C

ADDRESS 438-40 Scott Boulevard
SIZE 4,234 SF (floor) 12,702 SF (total)
STORIES 3
OVERALL CONDITION 2

BUILDING D

MARKS BUILDING
ADDRESS 516-22 Madison Avenue
SIZE 12,392 SF (floor) 49,568 SF (total)
STORIES 4
OVERALL CONDITION 2

BUILDING D

BUILDING E

ADDRESS 614 Madison Avenue
SIZE 2,244 SF (floor) 6,732 SF (total)
STORIES 3
OVERALL CONDITION 1

BUILDING F

ADDRESS 19 Pike Street
SIZE 21,556 SF (floor) 64,668 SF (total)
STORIES 3
OVERALL CONDITION 1

BUILDING F

BUILDING G

ADDRESS 621-25 Scott Boulevard
SIZE 3,534 SF (prop)
2,892 SF (building) 11,568 SF (total)
STORIES 4
OVERALL CONDITION 1

BUILDING H-1

ADDRESS 602 Scott Boulevard
SIZE 2,344 SF
STORIES 1
OVERALL CONDITION 1

BUILDING H-2

ADDRESS 620 Scott Boulevard
SIZE 17,396 SF
STORIES 1
OVERALL CONDITION 2

BUILDING H-3

ADDRESS 622 Scott Boulevard
SIZE 8,000 SF (floor) 16,000 SF (total)
STORIES 2
OVERALL CONDITION 1

BUILDING I

ADDRESS 530-36 Madison Avenue
SIZE 25,543 SF (site) 51,086 SF (total)
STORIES 2
OVERALL CONDITION 1

BUILDING I

BUILDING J-1

ADDRESS 20 Fifth Street E.
SIZE 2,875 SF (floor) 5,750 SF (total)
STORIES 2
OVERALL CONDITION 2

BUILDING J-2

ADDRESS 18 Fifth Street E.
SIZE 1,400 SF (floor) 2,800 SF (total)
STORIES 2
OVERALL CONDITION 2

BUILDING J-3

ADDRESS 16 Fifth Street E.
SIZE 1,900 SF (floor) 3,800 SF (total)
STORIES 2
OVERALL CONDITION 2

BUILDING J-4

ADDRESS 14 Fifth Street E.
SIZE 2,317 SF (floor) 6,951 SF (total)
STORIES 3
OVERALL CONDITION 1

BUILDING K

ADDRESS 632 Madison Avenue
SIZE 6,500 SF (floor) 13,000 SF (total)
STORIES 2
OVERALL CONDITION 1

BUILDING L

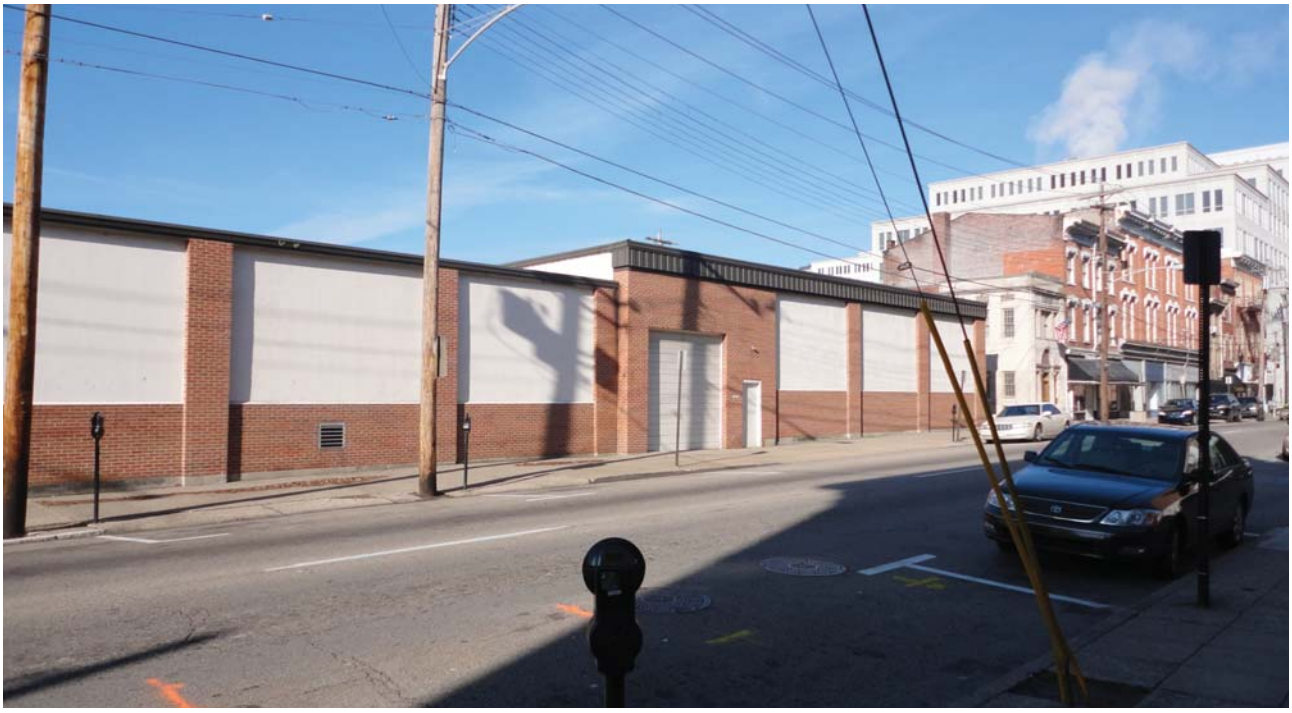
ADDRESS 634-38 Madison Avenue
SIZE 13,500 SF (floor) 94,500 SF (total)
STORIES 7
OVERALL CONDITION 1

BUILDING M

ADDRESS 601-07 Scott Boulevard
SIZE 14,982 SF
OVERALL CONDITION 1

BUILDING M

BUILDING N



ADDRESS 423-39 Scott Boulevard
SIZE 17,577 SF
STORIES 1
OVERALL CONDITION 1

BUILDING O-1

ADDRESS 421 Scott Boulevard
SIZE 1,468 SF (floor) 2,936 SF (total)
STORIES 2
OVERALL CONDITION 1

BUILDING O-2

ADDRESS 417-19 Scott Boulevard
SIZE 1,967 SF (floor) 5,901 SF (total)
STORIES 3
OVERALL CONDITION 2

BUILDING O-3

ADDRESS 409-15 Scott Boulevard
SIZE 6,805 SF (floor) 20,415 SF (total)
STORIES 3
OVERALL CONDITION 2

BUILDING O-4

ADDRESS 407 Scott Boulevard
SIZE 1,116 SF (floor) 3,348 SF (total)
STORIES 3
OVERALL CONDITION 1

BUILDING O-5

ADDRESS 405 Scott Boulevard
SIZE 1,053 SF (floor) 3,159 (total)
STORIES 3
OVERALL CONDITION 1

BUILDING O-6

ADDRESS 401-403 Scott Boulevard
SIZE 2,479 SF (floor) 7,437 SF (total)
STORIES 3
OVERALL CONDITION 2

BUILDING P

ADDRESS 103-7 Fourth Street E.
SIZE 8,594 SF (floor) 17,188 SF (total)
STORIES 2
OVERALL CONDITION 3

BUILDING Q

ADDRESS 111-13 14th Street E.
SIZE 9,719 SF
OVERALL CONDITION 2

BUILDING R

ADDRESS 412-422 Madison Avenue
SIZE 10,504 SF
STORIES 1
OVERALL CONDITION 1

BUILDING S

ADDRESS 404 Madison Avenue
SIZE 4,148 SF
STORIES 1
OVERALL CONDITION 1

BUILDING T-1

ADDRESS 634 Scott Boulevard
SIZE 5,600 SF
STORIES 1
OVERALL CONDITION 1

BUILDING T-2

ADDRESS 640 Scott Boulevard
SIZE 3,035 SF (floor) 12,140 (total)
STORIES 4
OVERALL CONDITION 1

BUILDING V

ADDRESS 619-29 Madison Ave
SIZE 8480 SF (site area) 5,700 (building footprint)
STORIES 3
OVERALL CONDITION 1

BUILDING W

ADDRESS 34 W 5th St
SIZE 7430 SF (building footprint) 1050 (deck)
STORIES 2
OVERALL CONDITION 2

Figure 3.1: GCTC Urban Center

Introduction

As part of the master plan for the Gateway Community and Technical College Urban Campus, the Planning Team developed a space needs analysis and facility program to determine the potential size, cost, and actions necessary to develop the new Urban Campus, by relocating programs from the existing Covington/Park Hills Campus and with additional new programs to make this a comprehensive campus and serve the Northern Kentucky Urban Core.

The purpose of this chapter is to:

- Present a summary of the quantitative space needs assessment, including the projected size of each department and individual spaces to be included in the new campus,
- Detail qualitative requirements for the new facility related to departmental adjacencies, common areas, and other desired facility characteristics to serve as a guidebook for the building's Architectural Design Team.


Figure 3.2: GCTC Boone Campus


Figure 3.4: Covington Campus - Building B

Figure 3.3: GCTC Edgewood Campus


Figure 3.5: Covington Campus - Building C

Chapter 3: Space Program Summary

Process

The process was initiated by a kick-off meeting to identify the major goals and vision for the Urban Campus. The Planning Team met separately with the President's Cabinet, comprised of the executive committee, and the Leadership Team, comprised of department staff and faculty members, to discuss the existing conditions and issues and which academic and administrative departments/programs were mostly likely to be considered for relocation to the Urban Campus from the Covington/Park Hills Campus and retained from the Urban Center. Locations of the existing departments were confirmed and potential local partnerships were also identified for the new urban campus, furthering the main objective of promoting neighborhood collaboration. The Visioning responses are included in the following pages.

The Planning Team also toured the existing facilities, including all facilities for departments that would be considered the Urban Campus. The tour included the Gateway Urban Center, Covington/Park Hills Campus and Boone Campus. The Team was familiar with the Edgewood Campus due to previous planning efforts of the Campus.

Based on the Visioning Meetings, the Planning Team developed and distributed two set of questionnaires, one for the academic programs and other for the administrative and support programs to each Department Head to allow them opportunity to gather information and input in preparation for detailed planning interviews. The Planning Team then conducted a series of small group interviews with each academic unit to discuss the questionnaires to better understand the issues and need of each department and also provide an opportunity to academic leaders and staff members to provide input regarding the potential direction of their programs as they relate to space and major equipment needs, including current and future staffing to staffing levels, current and future support needs. The interviews allowed department directors to play an active role in determining facility requirements and establishing planning goals and objectives for their department.

The Planning Team reviewed and analyzed existing information and interview results and presented a preliminary summary of space needs at a combined meeting of the President's Cabinet and the Leadership Team. During the review meeting, the group focused on eliminating redundancies, confirming the needs, discussing departmental adjacencies, and identifying other departments and new programs that could benefit from locating at the new Urban Campus.

Based on the input the Space Program was finalized and the programs categorized into eight building blocks depending on the desired adjacencies and type of spaces (new construction versus renovation). The main intent of these categories is to serve as a guide for the College as it moves forward with identifying available buildings/properties to accommodate the required programs.

Figure 3.6: Work Sessions with the College Advisory Committee

ACADEMIC PROGRAMS

PRESIDENT'S CABINET MEETING	ACADEMIC LEADERSHIP AND URBAN CENTER MEETING

What Academic Programs exist today at the Urban Center?

• *Adult Education* • *Development Education* • *General Education (STEM: AHSS)* • *Business* • *Allied Health* *Medical Assisting* *Nurse Assistant* *KMA (Kentucky Medication Aid)* • *Education* • *Criminal Justice* • *Visual Communication* • *Workforce Solutions*	• *Adult Education* • *Development Education* • *General Education* • *Business (part)* • *Allied Health* • *Dual Credit* • *GED Testing* • *Compass Testing*

What Academic Programs exist today at other campuses but could to move to the Urban Campus?

• *Early Childhood Education* • *I.T.* • *Cosmetology* • *Transportation – Auto/Diesel* • *HVAC/Electrical/Plumbing* • *Art/Graphic Arts/ Printing* • *Full Complement of STEM* • *TED – Theater (with technology) +/_ 100 seat* • *Early College*	• *Early Childhood Education* • *I.T.* • *Cosmetology* • *Transportation – Auto/Diesel/Collision* • *HVAC/Electrical/Plumbing* • *Fire Rescue Science* • *Business Services* • *Transfer Degrees – University of Cincinnati, Cincinnati State, NKU* • *Criminal Justice* • *Visual Communication* • *Workforce Solutions (initiatives)*

What other Academic Programs could be included in the future?

• *LAB- Life Sciences/Biotech – accelerated* • *Hospitality* • *Behavioral Health* • *Health & Wellness* • *Preservation Trades – Construction trades* • *Training areas (community needs) flexible space* • *Pre-Engineering* • *Sustainability*	• *Life Sciences/Biotech* • *Hospitality* • *Behavioral Health* • *Health Education – Info Technology* • *Culinary Arts* • *ENT/Paramedic* • *Interpreter Training* • *Physical/Occupational Training* • *Dental Hygiene* • *Respiratory* • *Radiology* • *Human Services* • *Vet-Technology* • *Slot Machine Repair*

** Same or similar responses received in both meetings are highlighted in blue*

VISIONING
Gateway Community & Technical College Urban Campus Master Plan
Prepared for Kentucky Community & Technical College System and Gateway Community & Technical College

ADMINISTRATION & SUPPORT PROGRAMS

PRESIDENT'S CABINET MEETING | **ACADEMIC LEADERSHIP AND URBAN CENTER MEETING**

What Administration & Support Programs exist today at the Urban Center?

- *Admissions*
- *TRIO – Student Support Services*
- *Counseling Center*
- *I.T. Support*
- *Financial*
- *Adult Education Offices*
- *Business Offices*
- *Assessment Center*
- *Compass Testing*
- *Director's Office*

- *Admissions*
- *Student Support Services*
- *Counseling*
- *I.T. Support*
- *Financial Aid*
- *Computers/technology – (needs to be open, centralized and staffed)*
- *Disability Services*
- *Advising*
- *Career/Transfer*
- *Work & learn*
- *Health Profession Opportunity Grant*

What Administration & Support Programs exist today at other campuses but could to move to the Urban Campus?

- *Bookstore*
- *Library – partnership*
- *Veterans Center*
- *Workforce Solutions*
- *Advising*
- *FT & PT Faculty Offices*
- *Program Admin Assistants*
- *Transfer Center*
- *Career Center*
- *Presidents Office*
- *Continuing Education Programs*

- *Bookstore*
- *Library Services*
- *Veteran Affairs*
- *Multicultural Center (ESL for college level)*
- *Safety Office*
- *Registrar*
- *Business Office*
- *Dual Credit*

What other Administration & Support Programs could be included in the future?

- *Tutoring*
- *Learning Commons – study spaces, tech support*
- *Distance Learning Center*

- *Tutoring*
- *Learning Center*
- *Distance Learning Center (with assistance)*
- *Dining/Student Union (arcade, locker activities)*
- *Changing Facilities (dressing)*
- *Office of Student Service*
- *Central Student Solutions Center/Campus Operator*
- *Student Health & Wellness*
- *Student Activity Center/Student Government Association*
- *Student Support Services - extended TRIO Program*
- *24-hour Computer Lab*
- *Testing - monitored, reception & storage*
- *Event Co-ordinator*
- *Auditorium - community & campus events*

** Same or similar responses received in both meetings are highlighted in blue*

PARTNERSHIPS

PRESIDENT'S CABINET MEETING

- *Library*
- *Childcare*
- *One-Stop*
- *Student residents/housing*
- *Wellness*

- *Senior Institutions – UC, UK, UL, NKU, etc*

- *Chapman ATC (Area Technology Center) / Covington School District*
- *Food Services*

- *Co-op Potential with Area businesses*
- *Madison E-Zone*
- *IRG – training programs*
- *City/County - parking, traffic, access, etc.*
- *Community Gathering Space*
- *LEED/Sustainability (lead LEED)/ Water Quality*
- *Book store (Barnes & Noble)*
- *Center City Action Plan*

ACADEMIC LEADERSHIP AND URBAN CENTER MEETING

- *Library – attached with Learning Commons?*
- *Daycare*
- *Other social service agencies – "One-Stop"Center*
- *Student Housing*
- *YMCA – personal training/health education (Health & Wellness)*
- *With 4-year institutions/other colleges (UC, NKU, etc.)*
- *Local High School – K-12 /Career Centers*

- *Restaurants*
- *Dining/Food Court*
- *Local businesses/Career Development*
- *Student-run businesses/storefronts*
- *Professional organizations – interaction with programs*
- *Tech Zone/Arts District*
- *Healthcare for students on site / St. Elizabeth's*
- *Theater-event facility*
- *Senior Centers*
- *Safety – Police & Fire*
- *Student Debit/ID Card/Banking*
- *Car Repair*

SITE AND FACILITY ISSUES

PRESIDENT'S CABINET MEETING

+ *College-town mentality/serving all of Covington*
+ *Educating/informing businesses & employers in urban core and beyond*
+ *Ability to serve larger population*
+ *Partnerships – library & others*
+ *Arts/creative program opportunities*
+ *Central location*
+ *Walkable*
+ *Easy access to Public Transportation*
+ *New student base*
+ *Nearby assets/facilities (e.g. Carnegie Center, Convention Center, etc.)*
+ *Student –run business opportunities*
+ *Consider new industry sectors/opportunities (e.g. hospitality)*
- *Perceived limited program (Adult Ed Facility)*
- *Existing facilities & conditions*
- *Perceived safety issues*
- *Parking*
- *Needs to blend into surrounding*
- *Continue the momentum of preserving the City's Historic Character*

ACADEMIC LEADERSHIP AND URBAN CENTER MEETING

- *Needs to "FEEL LIKE COLLEGE"*
- *In "Transitional Area" – Catalyst for Positive Change*
- *Need Public/Social Spaces – Congregation Opportunities*
- *Need Exhibit Spaces*
- *Natural/Visible Wayfinding*
- *Needs Outdoor Spaces & Lighting*
- *Signage/Traffic patterns*
- *Name – "URBAN" Connotation/Perception*
- *More green space*
- *Access – ability to enter from multiple areas – openness & safety*
- *Need Campus re-cycling (cans, plastic, cartridge, electronics/cell phone, battery, etc.)*
- *Green/Eco-friendly*
- *Accessible – equal for ADA*
- *Need to be Safe – Active – Alive*
- *Parking*
- *"Edginess" & blend with historic fabric*
- *Architectural Characteristics – some to keep/ retain (comfort)*

** Same or similar responses received in both meetings are highlighted in blue*

VISIONING

Gateway Community & Technical College Urban Campus Master Plan

Prepared for Kentucky Community & Technical College System and Gateway Community & Technical College

GATEWAY COMMUNITY & TECHNICAL COLLEGE ...

ACADEMIC LEADERSHIP AND URBAN CENTER MEETING

"Made it easy to succeed – in one place"
"Brought new life to the community"
"Love being on the campus"
"Gateway improved quality of employees"
"Worked with me regardless of academic ability"
"Quality education at affordable price"
"Lasting friendships"
"Lets have our meeting at Gateway"
"Urban cultural Mecca"
"Safe & inviting"
"Center of activity downtown"
"Future students excited to enroll"
"Full of Technology"
"Friend to the community"
"Wait-list for dual-credit students to come on campus"
"State-of-the-art equipment"
"Family-friendly"

URBAN CAMPUS SHOULD BE ...

ACADEMIC LEADERSHIP AND URBAN CENTER MEETING

"Welcoming"
"Comprehensive"
"Hip"
"Dynamic"
"Accessible"
"Edgy"
"Alive"

Figure 3.7: Gateway Urban Center Interiors

Existing Conditions

The Gateway Community and Technical College facilities are currently located in:

- The Edgewood Campus
- The Boone Campus
- The Covington/Park Hills Campus
- The Gateway Urban Center

The new Urban Campus will accommodate many of the programs relocating from the Covington/Park Hills Campus and add new programs to become the focus on the technical programs in business, information technology, education, criminal justice, visual communication, cosmetology, early child development and pre-engineering/advanced manufacturing technology and pre-nursing/allied health courses and adult education. The goal of the comprehensive campus is to enable students to begin any program offered at the Collage.

The diagrams in the following pages illustrate the existing facilities in the Urban Center and the Covington/Park Hills Campus.

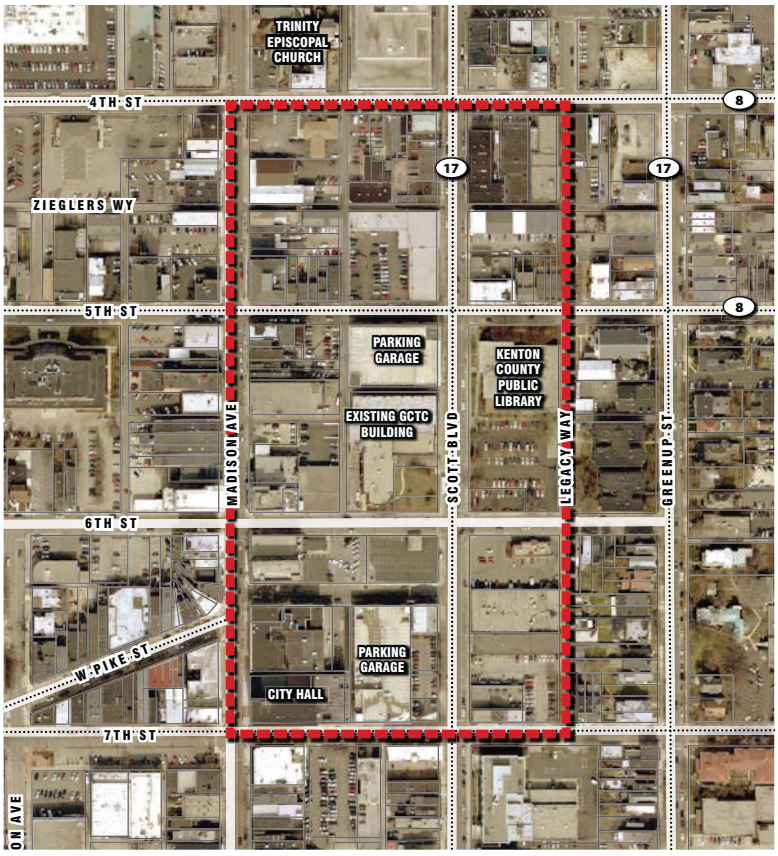


Figure 3.8: Primary Study Area for the Urban Campus

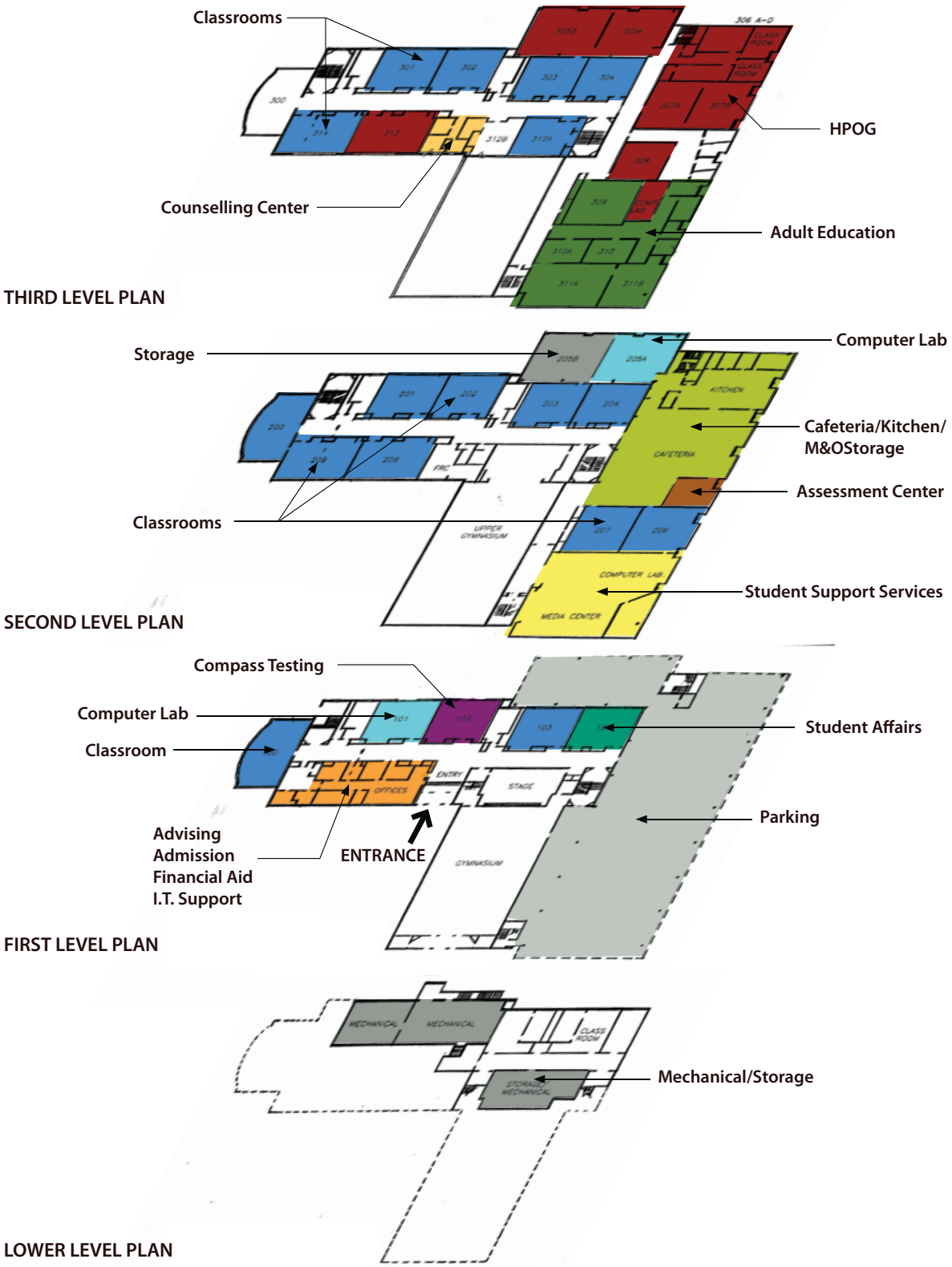
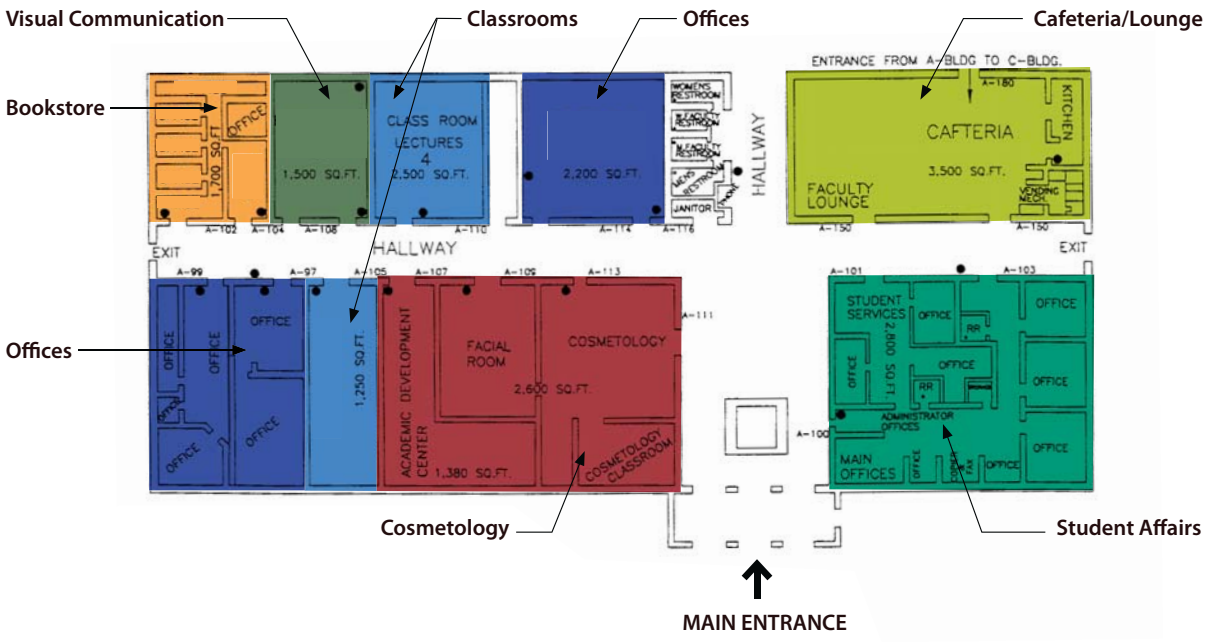
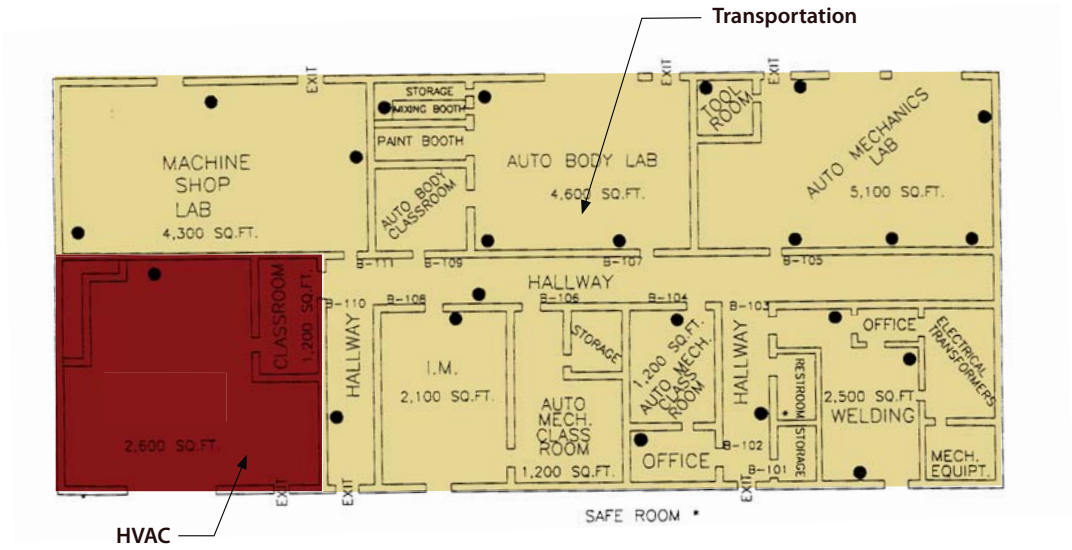


Figure 3.9: Floor Plans Indicating Department Locations in the Urban Center

BUILDING A



BUILDING B



EXISTING CONDITIONS - GCTC COVINGTON/PARK HILLS
Gateway Community & Technical College Urban Campus Master Plan
Prepared for Kentucky Community & Technical College System and Gateway Community & Technical College

Figure 3.10: Floor Plans Indicating Department Locations in the Covington/Park Hills Campus

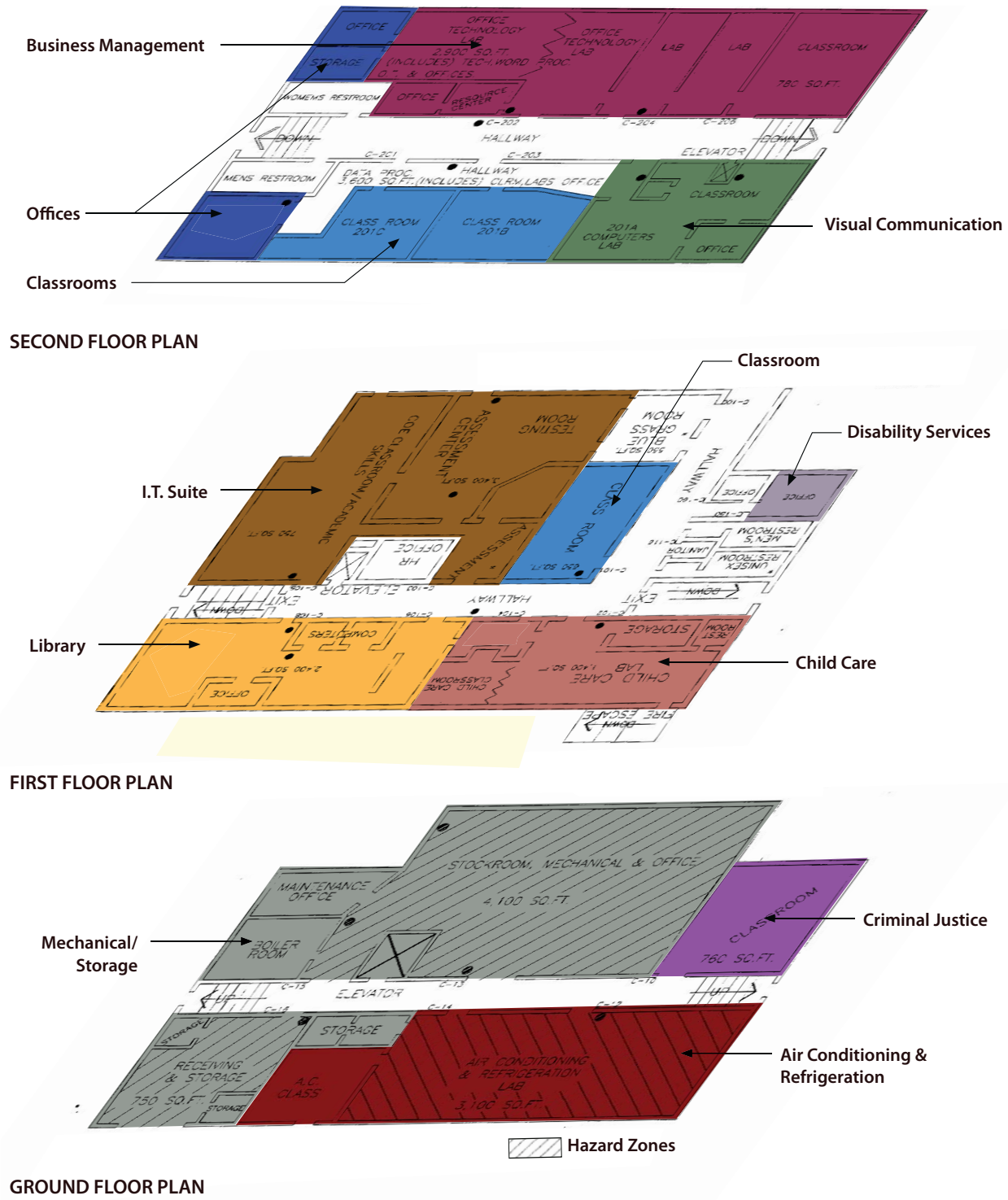


Figure 3.11: Floor Plans Indicating Department Locations in the Covington/Park Hills Campus

Projected Space Needs

Future space needs and requirements were established in cooperation with the President's Cabinet and the Leadership Team. The projections were based on the information regarding the organization and the anticipated growth of each department, and modified as per the strategic decisions to include departments in the Urban Campus or locate them in Boone or Edgewood Campus. Space requirements for each department were based on:

- Projected program growth,
- Projected staffing needs,
- Anticipated support needs,
- Classrooms, Laboratories, conference, meeting and training room needs,
- Necessary proximity to other departments,
- Potential to share facilities, support and meeting/conference spaces with other departments,
- Strategies to build flexibility to accommodate potential future needs and changing conditions into the program and future facilities.

Though these future projections represent the best possible estimations by the Department Heads, Academic Leadership, President's Cabinet and the Planning Team, the future positions have not necessarily been reviewed or approved by or included in any future budget. Personnel projections were developed to anticipate the potential number of students, faculty and staff and necessary classroom, office spaces over the next 5 to 15 years.

The space need summary table on the following page present the projected space needs for the Urban Campus. It also highlights if the program is new or relocating from other campuses or is an extension of an existing program. The relocation strategy of the programs from the Covington/Park Hills Campus will be the determining factor in guiding the immediate phase of developing the Urban Campus Plan. While the short-term time frame is intended to accommodate growth over the next 5 -10 years, the projected space needs allow flexibility to accommodate the anticipated growth over the next 20 -25 years.

The detailed space list on pages 3.14-3.23 includes the complete list of spaces envisioned for the proposed Urban Campus. This list should serve as a guide for the Architectural Design Team who will design the facilities, including renovation and new constructions. Revisions to the space list may be necessary based on changing conditions.

Gateway Community & Technical College
Urban Campus Master Plan
Preliminary Academic Program Summary

Friday, January 27, 2012

UC	AMS/PH	BOONE	OTHER		USF Shortterm	GSF Shortterm	USF Longterm	GSF Longterm
				ACADEMIC PROGRAMS				
*			*	**Allied Health & Nursing**	*25,691*	*32,113*	*39,840*	*49,800*
				Cosmetology	*7,551*	*9,438*	*13,081*	*16,352*
				Information Technology	*11,125*	*13,906*	*19,596*	*24,495*
				Visual Communication	*8,233*	*10,292*	*13,375*	*16,719*
				Center for Emerging Technology	*4,681*	*5,852*	*5,237*	*6,547*
				Criminal Justice	*7,962*	*9,952*	*11,876*	*14,845*
				Business Management	*8,226*	*10,282*	*15,434*	*19,292*
				Early Childhood	*4,875*	*6,094*	*13,900*	*17,375*
				Development Education	*18,702*	*23,377*	*28,013*	*35,017*
				AHSS	*13,838*	*17,297*	*21,589*	*26,987*
				STEM	*13,399*	*16,749*	*25,359*	*31,699*
	*	*		**Trades & Manufacturing**	*18,375*	*22,968*	*26,538*	*33,173*
				Transportation	*22,078*	*27,597*	*26,112*	*32,640*
				Adult Education	*7,878*	*9,848*	*10,866*	*13,582*
				Subtotal	***172,613***	***215,766***	***270,816***	***338,520***
				SUPPORT				
				Library	*6,423*	*8,029*	*8,521*	*10,651*
				Workforce Solutions	*1,489*	*1,861*	*2,082*	*2,603*
				Workforce Transitions Office	*1,111*	*1,389*	*1,111*	*1,389*
				Manufacturing Skills Lab	*3,310*	*4,137*	*6,620*	*8,275*
				Assessment Center	*7,610*	*9,512*	*8,295*	*10,368*
				Gateway Neighborhood Enterprises Incubator	*5,078*	*6,348*	*9,438*	*11,798*
				Community Training Area	*7,536*	*9,420*	*9,492*	*11,865*
				Future Culinary Arts Satellite Program	-	-	*1,408*	*1,760*
				Laundry	-	-	*659*	*824*
				Food Service	*3,924*	*4,905*	*3,924*	*4,905*
				Subtotal	***36,481***	***45,601***	***51,549***	***64,436***
				OFFICE AREAS				
				Executive Administration	*2,534*	*3,168*	*2,534*	*3,168*
				Provost Office	*1,897*	*2,371*	*2,164*	*2,705*
				External Affairs- Community Events/Liaison	*660*	*825*	*660*	*825*
				Admissions/One-Stop Shop	*2,923*	*3,654*	*6,394*	*7,993*
				Student Development	*18,331*	*22,913*	*30,946*	*38,683*
				Campus Security	*2,045*	*2,556*	*8,081*	*10,101*
				Information Technology	*1,589*	*1,987*	*1,764*	*2,206*
				Business and Operations- Maintenance	*1,666*	*2,082*	*1,666*	*2,082*
				GCTC Print Center	*5,872*	*7,340*	*6,047*	*7,559*
				AHEC	*2,418*	*3,023*	*2,540*	*3,175*
				Subtotal	***39,934***	***49,918***	***62,797***	***78,496***
				TOTAL	***249,028***	***311,285***	***385,162***	***481,452***

***** indicates New Programs included, either planned or in the future

NSF - Net Square Feet. The amount of space from the inside face of wall to insideface of wall for each space.

USF - Usable Square Feet. Net square feet multiplied by the circulation factor. Also called assignable square feet, meaning the amount of space that can be "usednby" or assigned to a particular department.

Quantity Today and Future. The number of similar spaces required to accommodate current and future/expanded programs within the projected time frame. Quantity projections were developed by Department Heads.

Shortterm and Longterm. The future target is a short-term (5-10 year) and long-term (20-25 year) projection of programs/department.

NSF Total. The projected amount of new net square feet required to accommodate each space and department.

USF Total. The projected amount of usable square feet required for each space and department.

GSF Total. Gross square feet, total building area including individual spaces, circulation, wall area, toilets, mechanical and electrical rooms, etc. required to accommodate the projected spaces and functions.

Gateway Community & Technical College

Urban Campus Master Plan

Tuesday, February 07, 2012

	NSF each	USF each	Quantity Today	Quantity Future	NSF Shortterm	USF Shortterm	NSF Longterm	USF Longterm	GSF Shortterm	GSF Longterm	Comments:
ACADEMIC PROGRAMS											
Allied Health & Nursing											
Standard Classroom	700	826	2	4	1,400	1,652	2,800	3,304			20-30 student standard classroom
Computer Lab	1000	1130	2	2	2,000	2,260	2,000	2,260			
Lecture Hall	1600	1808	1	2	1,600	1,808	3,200	3,616			60-80 student lecture hall
Nursing Skills Lab	1800	2034	1	1	1,800	2,034	1,800	2,034			
Faculty Office	120						-	-			included in 1800 NSF
Supply Closet/Storage	150						-	-			included in 1800 NSF
Dispensary	150						-	-			included in 1800 NSF
Video Room	180						-	-			included in 1800 NSF
Health Information Technology Lab	1800	2034	1	1	1,800	2,034	1,800	2,034			
Medical Information Technology Lab	1800	2034	1	1	1,800	2,034	1,800	2,034			
Medical Assisting Lab	1800	2034	1	1	1,800	2,034	1,800	2,034			
Massage Therapy Lab	1800	2034	1	1	1,800	2,034	1,800	2,034			
Changing Room w/ shower	200	266	2	2	400	532	400	532			
Health & Wellness- Personal Training (Mini-gym)	2400	2616	1	1	2,400	2,616	2,400	2,616			with 220 power for fitness equipment
Future Programs (TBD)	1800	2034	0	4	-	-	7,200	8,136			EMT/Paramedic, Dental, OT/PT, Respiratory, Behavioral, Biotech, Med-Tech
Faculty Offices	120	175	8	16	960	1,402	1,920	2,803			
Faculty Workroom	240	310	1	2	240	310	480	619			with restroom, work counter, copier, sink, etc.
File/Storage Room	240	310	1	2	240	310	480	619			
Allied Health Resource Center	600	708	1	1	600	708	600	708			Student, Tutoring, Resource Center
Small Group Room	150	206	2	4	300	411	600	822			
Urban Campus Clinic											
Lobby/Waiting	225	290	1	1	225	290	225	290			waiting for 10-15
Front Desk Area	160	219	1	1	160	219	160	219			front Counter with 2 workstations
Public Restrooms	48	85	2	2	96	169	96	169			
Clinic/Triage	240	310	1	1	240	310	240	310			2-3 clinic stations
Open Clinic Area	600	708	1	1	600	708	600	708			
Physician Office	180	247	1	1	180	247	180	247			
Staff Office	120	175	1	1	120	175	120	175			
Business Manager Office	120	175	1	1	120	175	120	175			
Staff Toilets	48	85	2	2	96	169	96	169			3,513
File Room	180	247	1	1	180	247	180	247			
Exam Room	80	122	3	4	240	365	320	486			
Medical Supply Storage w/ refrigerator	160	219	1	1	160	219	160	219			
Storage	160	219	1	1	160	219	160	219			
			43	***63***	***21,717***	***25,691***	***33,737***	***39,840***	***32,113***	***49,800***	
Cosmetology											
Standard Classroom	700	826	2	4	1,400	1,652	2,800	3,304			20-30 student standard classroom
Computer Lab	1000	1130	0		-	-	-	-			
Lecture Hall	1600	1808	0		-	-	-	-			60-80 student lecture hall
Clinic Area		0			-	-	-	-			
Faculty Office	120	175	4	6	480	701	720	1,051			
Student Lockers	240	310	1	1	240	310	240	310			60-80 lockers
Dispensary	280	356	1	1	280	356	280	356			with washer/dryer hookups (2 each)
Group Room	150	206	1	2	150	206	300	411			
40-60 Styling Stations	2400	2616	1	1.5	2,400	2,616	3,600	3,924			
20 Freshman Styling Stations	400	484	1	1.5	400	484	600	726			
6-8 Sink Stations	200	266	1	1	200	266	200	266			
6 Dryer Stations	150	206	1	1	150	206	150	206			
6 Manicure Stations	150	206	1	1	150	206	150	206			
4 Pedicure Stations	120	175	1	1	120	175	120	175			
Facial/Waxing Room	480	581		1	-	-	480	581			4 stations
Nail Tech	400	484		1	-	-	400	484			
Esthetician	600	708		1	-	-	600	708			
Public Reception/Waiting	150	206	1	1	150	206	150	206			5,899
Public Restrooms	48	85	2	2	96	169	96	169			9,777
			18	***27***	***6,216***	***7,551***	***10,886***	***13,081***	***9,438***	***16,352***	

Gateway Community & Technical College

Urban Campus Master Plan

Tuesday, February 07, 2012

	NSF each	USF each	Quantity Today	Quantity Future	NSF Shortterm	USF Shortterm	NSF Longterm	USF Longterm	GSF Shortterm	GSF Longterm	Comments:
Information Technology											
Standard Classroom	700	826	2	4	1,400	1,652	2,800	3,304			
Lecture Hall		0			-	-	-	-			
Hardware Lab	1800	2034	1	1	1,800	2,034	1,800	2,034			
Networking Lab	1800	2034	1	2	1,800	2,034	3,600	4,068			
Server Lab	1800	2034	1	2	1,800	2,034	3,600	4,068			with dedicated server
Information Security Lab	1800	2034	1	1	1,800	2,034	1,800	2,034			
Storage Rooms (between labs)	240	310	2	3	480		720	929			
IT Server Room	240	310	1	1	240		240	310			augmented A/C
Small Group Room	150	206	1	2	150	206	300	411			
Faculty Offices	150	206	4	6	600	822	900	1,233			
Faculty Workroom	240	310	1	1	240	310	240	310			with restroom, work counter, copier, sink, etc.
Storefront Repair Shop					-	-	-	-			
Reception Counter	120	175		1	-	-	120	175			
Workroom	240	310		1	-	-	240	310			
Storage Room	150	206		1	-	-	150	206			
Conference Room	150	206		1	-	-	150	206			896
			15	***27***	***10,310***	***11,125***	***16,660***	***19,596***	***13,906***	***24,495***	
Visual Communication											
2D Classroom	1200	1356	1	2	1,200	1,356	2,400	2,712			with sink, countertop area, and small changing/dressing room included (40 sf)
3D Classroom	1500	1695	1	1	1,500	1,695	1,500	1,695			with sink and countertop wet area
Mac Lab	1000	1130	1	1	1,000	1,130	1,000	1,130			20 Mac
Open Lab	1000	1130	0	1	-	-	1,000	1,130			10 Mac/10 PC
A/V Production/Editing											
Mini-Studio	300	375	0	1	-	-	300	375			
Production/Editing Room	240	310	0	1	-	-	240	310			
Exhibit Space/Student Commons	1500	1695	1	1	1,500	1,695	1,500	1,695			central to VC, Ctr. for Emerging Tech, and IT and near/adjacent to Vending/Break Area
Print/Scan Room	300	375	1	1	300	375	300	375			
Spray Booth	120	175	1	1	120	175	120	175			
Supply/Material Storage	300	375	1	2	300	375	600	750			
Student Storage/Flat Files/Lockers	180	247	1	1	180	247	180	247			
Faculty Offices	120	175	5	8	600	876	960	1,402			
Faculty Workroom	240	310	1	1	240	310	240	310			
Storefront Design Studio											
Reception Counter	120	175		1	-	-	120	175			
Work/Production Room	400	484		1	-	-	400	484			6-8 workstations
Material Storage Room	150	206		1	-	-	150	206			
Conference Room	150	206		1	-	-	150	206			1,070
			14	***26***	***6,940***	***8,233***	***11,160***	***13,375***	***10,292***	***16,719***	
Center for Emerging Technology											Integrated with Information Tech. and Visual Communication
Design Studio	1800	2034	1	1	1,800	2,034	1,800	2,034			flexible design/technology studio with moveable furniture and significant white board/white wall space
Small Group Rooms	150	206	2	2	300	411	300	411			
Conference Room	500	598	1	1	500	598	500	598			for 20-25
Copy/Supply Room	180	247	1	1	180	247	180	247			
Center/Staff Offices											
Director Learning Environments	150	206	1	1	150	206	150	206			
Administrative Assistant	100	146	1	1	100	146	100	146			
Career Strategist	120	175	1	1	120	175	120	175			
Transfer Specialist	120	175	0	1	-	-	120	175			
Training/Support Coordinator	120	175	1	1	120	175	120	175			
Faculty Offices	120	175	1	2	120	175	240	350			
Adjunct/Part-time Faculty Office	150	206	1	2	150	206	300	411			2-3 workstations for adjunct, visiting, and part-time faculty
Vending/Break Area	240	310	1	1	240	310	240	310			adjacent to/near Exhibit Space/Commons in Visual Comm above
			12	***15***	***3,780***	***4,681***	***4,170***	***5,237***	***5,852***	***6,547***	

Gateway Community & Technical College											
Urban Campus Master Plan											
Tuesday, February 07, 2012											
	NSF each	USF each	Quantity Today	Quantity Future	NSF Shortterm	USF Shortterm	NSF Longterm	USF Longterm	GSF Shortterm	GSF Longterm	Comments:
Criminal Justice											
Standard Classroom	700	826	2	4	1,400	1,652	2,800	3,304			
Computer Lab	1000	1130	1	1	1,000	1,130	1,000	1,130			
Faculty Offices	120	175	4	8	480	701	960	1,402			
Faculty Workroom	240	310	1	1	240	310	240	310			with restroom, work counter, copier, sink, etc.
CJ Display/Student Area	600	708	1	1	600	708	600	708			
Forensics Lab	1200	1356	1	2	1,200	1,356	2,400	2,712			
Secure Storage	400	484	1	1	400	484	400	484			
Demo Room	600	708	1	1	600	708	600	708			
Fire Arms Simulator Lab	600	708	1	1	600	708	600	708			
Small Group Room	150	206	1	2	150	206	300	411			
			14	***22***	***6,670***	***7,962***	***9,900***	***11,876***	***9,952***	***14,845***	
Business Management											
Standard Classroom	700	826	4	8	2,800	3,304	5,600	6,608			
Computer Lab	1000	1130	2	4	2,000	2,260	4,000	4,520			
Faculty Offices	150	206	6	12	900	1,233	1,800	2,466			
Faculty Workroom	240	310	1	1	240	310	240	310			with restroom, work counter, copier, sink, etc.
Business Student Area	600	708	1	1	600	708	600	708			
Small Group Room	150	206	2	4	300	411	600	822			
			16	***30***	***6,840***	***8,226***	***12,840***	***15,434***	***10,282***	***19,292***	
Early Childhood											
Standard Classroom	700	826	2	4	1,400	1,652	2,800	3,304			
Resource Room	500	598		1	-	-	500	598			
Preschool Classroom w/ 2 child-sized ADA restrooms	900	1040	1		900	1,040	-	-			
Storage Closet/Room	150	206	1		150	206	-	-			
Observation Room	120	175	1		120	175	-	-			
Student/Teacher Workroom	240	310	1	1	240	310	240	310			with restroom, work counter, copier, sink, etc.
Break/Staff Room with washer/dryer	400	484	1	1	400	484	400	484			
Faculty and Staff Offices	120	175	3	4	360	526	480	701			
Infant Classroom	350	431		1	-	-	350	431			
Ones Classroom	400	484		1	-	-	400	484			
Twos Classroom	600	708		1	-	-	600	708			
Threes Classroom	800	924		1	-	-	800	924			
Fours Classroom	900	1040		1	-	-	900	1,040			
Bonus/Flex Classroom	900	1040		0	-	-	-	-			reuse Preschool Classroom from above
Observation Rooms (between 2 classrooms)	280	356		3	-	-	840	1,067			
Multi-Purpose Room (doubles as dining)	1200	1356		1	-	-	1,200	1,356			
Kitchen	400	484		1	-	-	400	484			
Storage/Supply	400	484	1	2	400	484	800	968			
Children's Restrooms	200	266		2	-	-	400	532			
Adult Restrooms	60	101		2	-	-	120	202			
Conference Room	240	310		1	-	-	240	310			
Exterior Playground		0			-	-	-	-			no less than 35 sf/child= short-term 800 sf
											2 playground long term at +/- 1000 and 1500 sf
			11	***28***	***3,970***	***4,875***	***11,470***	***13,900***	***6,094***	***17,375***	
Development Education											
Standard Classroom	700	826	16	22	11,200	13,216	15,400	18,172			
Seminar Room	350	431	2	4	700	861	1,400	1,722			
Computer Lab	1000	1130	2	3	2,000	2,260	3,000	3,390			
Faculty Offices	150	206	10	20	1,500	2,055	3,000	4,110			
Faculty Workroom	240	310	1	2	240	310	480	619			with restroom, work counter, copier, sink, etc.
			31	***51***	***15,640***	***18,702***	***23,280***	***28,013***	***23,377***	***35,017***	

Gateway Community & Technical College

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	NSF each	USF each	Quantity Today	Quantity Future	NSF Shortterm	USF Shortterm	NSF Longterm	USF Longterm	GSF Shortterm	GSF Longterm	Comments:
AHSS											
Standard Classroom	700	826	10	14	7,000	8,260	9,800	11,564			
Computer Lab	1000	1130	2	3	2,000	2,260	3,000	3,390			
Faculty Offices	120	175	8	16	960	1,402	1,920	2,803			
Faculty Workroom	300	375	1	2	300	375	600	750			with restroom, work counter, copier, sink, etc.
Psychology Lab	1000	1130	1	1	1,000	1,130	1,000	1,130			
Behavioral Health Lab	1000	1130	0	1	-	-	1,000	1,130			
Small Group Room	150	206	2	4	300	411	600	822			
			24	***41***	***11,560***	***13,838***	***17,920***	***21,589***	***17,297***	***26,987***	
STEM											
Lecture Hall	1600	1808	2	4	3,200	3,616	6,400	7,232			60-80 student lecture hall
Science Lab (including shared prep/storage room)	1350	1526	4	8	5,400	6,102	10,800	12,204			include ecology in future lab count (2)
Computer Lab	1000	1130	2	3	2,000	2,260	3,000	3,390			
Faculty Offices	120	175	4	8	480	701	960	1,402			
Faculty Workroom	240	310	1	1	240	310	240	310			with restroom, work counter, copier, sink, etc.
Small Group Room	150	206	2	4	300	411	600	822			
			15	***28***	***11,620***	***13,399***	***22,000***	***25,359***	***16,749***	***31,699***	
Trades & Manufacturing											
Construction/Preservation Lab											
Lab Area	8000	8720	1	1	8,000	8,720	8,000	8,720			
Classroom	700	826	4	4	2,800	3,304	2,800	3,304			
Faculty Office	120	175	4	4	480	701	480	701			
Material Storage	240	310	2	2	480	619	480	619	13,963	13,963	
Tool Storage	240	310	2	2	480	619	480	619	17,454	17,454	
Integrated Manufacturing											
Lab Area	1800	2034	1	1	1,800	2,034	1,800	2,034			
Classrooms	700	826	2	2	1,400	1,652	1,400	1,652			
Faculty Office	120	175	2	2	240	350	240	350	4,411	4,411	
Storage	300	375	1	1	300	375	300	375	5,514	5,514	
HVAC/Plumbing Lab											
Lab Area	5000	5450		1	-	-	5,000	5,450			
Classrooms	700	826		2	-	-	1,400	1,652			
Faculty Office	120	175		2	-	-	240	350		8,164	
Storage	280	356		2	-	-	560	711		10,205	
			19	***26***	***15,980***	***18,375***	***23,180***	***26,538***	***22,968***	***33,173***	
Transportation											with fenced exterior area and enclosed, secure shed
Shop Area	12000	13080	1	1	12,000	13,080	12,000	13,080			with 220 power for equipment
Tool Room	320	400	1	1	320	400	320	400			
Materials Room	320	400	1	1	320	400	320	400			
Locker/Changing Room	600	708	1	1.5	600	708	900	1,062			
Ladies Locker/Changing Room	120	175	1	1	120	175	120	175			
Paint Booth	375	461	2	2	750	923	750	923			
Body Shop	375	461	2	2	750	923	750	923			
Classrooms	600	708	4	8	2,400	2,832	4,800	5,664			
Public Reception	150	206	1	1	150	206	150	206			
Parts Shop	600	708	1	1	600	708	600	708			
Business Office	120	175	1	1	120	175	120	175			
Faculty Offices	120	175	7	10	840	1,226	1,200	1,752			
Meeting/Group Room	250	323	1	2	250	323	500	645			
			24	***33***	***19,220***	***22,078***	***22,530***	***26,112***	***27,597***	***32,640***	

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	NSF each	USF each	Quantity Today	Quantity Future	NSF Shortterm	USF Shortterm	NSF Longterm	USF Longterm	GSF Shortterm	GSF Longterm	Comments:
Adult Education											
Standard Classroom	700	826	3	5	2,100	2,478	3,500	4,130			
Computer Lab	1000	1130	1	2	1,000	1,130	2,000	2,260			
Adult Education Center Area	600	708	1	1	600	708	600	708			central student/staff area with seating and study areas
Small Group Room	150	206	1	2	150	206	300	411			
Staff Offices	120	175	3	3	360	526	360	526			
Faculty Offices	120	175	3	3	360	526	360	526			
Group Office (part-time faculty office)	180	247	1	1	180	247	180	247			
Faculty Workroom	240	310	1	1	240	310	240	310			with restroom, work counter, copier, sink, etc.
File/Storage Room	240	310	1	1	240	310	240	310			with restroom, work counter, copier, sink, etc.
Private Testing Room/Conference Room	240	310	1	1	240	310	240	310			
Compass Testing Room	1000	1130	1	1	1,000	1,130	1,000	1,130			Testing Room with 24 PCs & personal item lockers
			17	***21***	***6,470***	***7,878***	***9,020***	***10,866***	***9,848***	***13,582***	
SUPPORT											
Library											
Open Area and Stacks (short)	2400	2616	1	1	2,400	2,616	2,400	2,616			consider direct adjacency to student center
Staff Offices	120	175	2	2	240	350	240	350			
Work Area	300	375	1	1	300	375	300	375			
Small Group Room	150	206	4	8	600	822	1,200	1,644			
ID Processing	180	247	0	1	-	-	180	247			
A/V Resource Room	450	545	0	1	-	-	450	545			
Media Room	400	484	0	1	-	-	400	484			media/conference room
Computer Lab	1000	1130	2	2	2,000	2,260	2,000	2,260			access to computer classroom- potentially adult ed
			10	***17***	***5,540***	***6,423***	***7,170***	***8,521***	***8,029***	***10,651***	
Workforce Solutions											
Workforce Solutions Office											
Continuing Education Coordinator	150	206	1	1	150	206	150	206			
Workforce Development Liaison	120	175	2	3	240	350	360	526			
Campus Continuing Ed Coordinator	120	175	1	2	120	175	240	350			
Business Manager	100	146	1	1	100	146	100	146			
Training Staff	80	122	1	3	80	122	240	365			
Workforce Solutions Receptionist	80	122	1	1	80	122	80	122			
Reception with waiting	80	122	1	1	80	122	80	122			
Conference Room	180	247	1	1	180	247	180	247			conference/meeting room for 8-10
			9	***13***	***1,030***	***1,489***	***1,430***	***2,082***	***1,861***	***2,603***	
Workforce Transitions/Veterans Office											
Retention Specialist	120	175	1	1	120	175	120	175			
Career Mapper	120	175	1	1	120	175	120	175			
Recruiter	120	175	1	1	120	175	120	175			
Reception Desk	60	101	1	1	60	101	60	101			within support center area
Workforce Transitions Support Center Area	240	310	1	1	240	310	240	310			
Storage	120	175	1	1	120	175	120	175			
			6	***6***	***780***	***1,111***	***780***	***1,111***	***1,389***	***1,389***	
Manufacturing Skills Lab	1500	1695	1	2	1,500	1,695	3,000	3,390			
Office	120	175	1	2	120	175	240	350			
Storage	240	310	1	2	240	310	480	619			
PC Lab	1000	1130	1	2	1,000	1,130	2,000	2,260			
			4	***8***	***2,860***	***3,310***	***5,720***	***6,620***	***4,137***	***8,275***	

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	NSF each	USF each	Quantity Today	Quantity Future	NSF Shortterm	USF Shortterm	NSF Longterm	USF Longterm	GSF Shortterm	GSF Longterm	Comments:
Assessment Center											
Testing Room (Computer-based)	1100	1243	2	2	2,200	2,486	2,200	2,486			Testing Room with 30 PCs
Testing Room (Computer-based)	1400	1582	1	1	1,400	1,582	1,400	1,582			Testing Room with 40+ PCs
Testing Room (Tabletop)	1200	1356	1	1	1,200	1,356	1,200	1,356			Tabletop Testing for up to 50
Secure Storage (equipment, documents, testing material)	400	484	1	1	400	484	400	484			
Server Room	300	375	1	1	300	375	300	375			
Assessment Center											
Administrator Work Stations/Open Office	100	146	2	5	200	292	500	730			with viewing glass into each testing room
Personal Item Locker Area	160	219	1	1	160	219	160	219			space in assessment center for 150 keyed lockers for personal items
Reception/Waiting	250	323	1	1	250	323	250	323			waiting for 15 inside the suite, near lobby with waiting area for 40-50 individuals
Director/Assistant Director Office	180	247	1	2	180	247	360	493			
Conference Room/Private Testing	180	247	1	1	180	247	180	247			
			12	***16***	***6,470***	***7,610***	***6,950***	***8,295***	***9,512***	***10,368***	
Gateway Neighborhood Enterprises Incubator											
Center for Innovations Staff	150	206	1	1	150	206	150	206			
Conference/Creation Room	200	266	1	1	200	266	200	266			
Break Room/Kitchenette	180	247	1	1	180	247	180	247			
Storefront Incubator Businesses	4000	4360	1	2	4,000	4,360	8,000	8,720			Incubator space to be divided as needed, typical space to include reception counter, production area, and office(s)
			4	***5***	***4,530***	***5,078***	***8,530***	***9,438***	***6,348***	***11,798***	
Community Training Area											
Community Room/Large Testing Room	2400	2616	1	1	2,400	2,616	2,400	2,616			for 100-125, adjacent to assessment center and executive admin
Community Training Room	1500	1695	1	1	1,500	1,695	1,500	1,695			sloped seating for 40-50 with distance learning equip't
Warming Kitchen	360	443	1	1	360	443	360	443			catering kitchen for community rooms and Executive Conference Room (Executive Admin Area)
Standard Classroom	700	826	2	3	1,400	1,652	2,100	2,478			for workforce training
Computer Lab/Classroom	1000	1130	1	2	1,000	1,130	2,000	2,260			for workforce training
			6	***8***	***6,660***	***7,536***	***8,360***	***9,492***	***9,420***	***11,865***	
Future Culinary Arts Satellite Program											
Kitchen/Prep Area	800	924		1	-	-	800	924			
Serving Area	400	484		1	-	-	400	484			
			-	***2***	-	-	***1,200***	***1,408***	-	***1,760***	
Laundry											
Reception Counter	120	175		1	-	-	120	175			
Laundry Room	400	484		1	-	-	400	484			
			-	***2***	-	-	***520***	***659***	-	***824***	
Food Service											
Food Court	3600	3924	1	1	3,600	3,924	3,600	3,924			within or directly adjacent Student Activity Center, 3-4 serving lines/options
			1	***1***	***3,600***	***3,924***	***3,600***	***3,924***	***4,905***	***4,905***	

Gateway Community & Technical College											
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	NSF each	**USF each**	**Quantity Today**	**Quantity Future**	**NSF Shortterm**	**USF Shortterm**	**NSF Longterm**	**USF Longterm**	**GSF Shortterm**	**GSF Longterm**	**Comments:**
OFFICE AREAS											
Executive Administration											near community room and community training room with warming kitchen
Reception	200	266	1	1	200	266	200	266			2 workstations for administrative assistants
President's Office	200	266	1	1	200	266	200	266			
Provost Office	180	247	1	1	180	247	180	247			
Executive Conference Room	400	484	1	1	400	484	400	484			16-24 seats, adjacent to community area warming kitchen
Staff Work Room	200	266	1	1	200	266	200	266			copier, work area and 2 workstations for admin. Assistants
Visiting Exec Office	180	247	2	2	360	493	360	493			desk, return, and small meeting table
Business Manager	180	247	1	1	180	247	180	247			with small safe
Business Office Staff Area	200	266	1	1	200	266	200	266			3 workstations in open work area
			9	***9***	***1,920***	***2,534***	***1,920***	***2,534***	***3,168***	***3,168***	
Provost Office											
Associate Provost Office	180	247	1	1	180	247	180	247			
Administrative Assistant	80	122	1	2	80	122	160	243			
Early College Advisor/Recruiter	100	146	1	2	100	146	200	292			
Visiting Admin Office	150	206	1	1	150	206	150	206			
Waiting/Reception	90	137	1	1	90	137	90	137			
Copy/Supply	240	310	1	1	240	310	240	310			shared with Executive Admin and Business Office
Central Files	400	484	1	1	400	484	400	484			fireproof/waterproof file cabinets in a secure room
Conference Room	180	247	1	1	180	247	180	247			for 6-10, executive conference room in adjacent executive area to be used for division chair meetings
			8	***10***	***1,420***	***1,897***	***1,600***	***2,164***	***2,371***	***2,705***	
External Affairs- Community Events/Liaison											
Community Liaison/Coordinator	120	175	1	1	120	175	120	175			
Events Liaison/Coordinator	120	175	1	1	120	175	120	175			
Community Events Storage	240	310	1	1	240	310	240	310			
			3		***480***	***660***	***480***	***660***	***825***	***825***	
Admissions/One-Stop Shop											near Community Room and Community Training Room
Dean of Enrollment Services	180	247	1	1	180	247	180	247			IN EXECUTIVE ADMIN OFFICE?
Administrative Assistant	100	146		1	-	-	100	146			
One-Stop Supervisor	150	206		1	-	-	150	206			
Financial Aid Officer	120	175	1	2	120	175	240	350			
Student Specialist	120	175	2	2	240	350	240	350			
Advisors	120	175		3	-	-	360	526			
Access Center	120	175	2	4	240	350	480	701			
Community Event Liaison	120	175		0	-	-	-	-			Same as in External Affairs above?
Registrar/Records Clerk	120	175		1	-	-	120	175			
Data Processors	100	146		2	-	-	200	292			
Generalist	80	122		4	-	-	320	486			in central work area with offices from above around
Recruiter	80	122	1	2	80	122	160	243			in central work area with offices from above around
Proctors	80	122		2	-	-	160	243			in central work area with offices from above around
Waiting	240	310	1	1	240	310	240	310			in central work area with offices from above around
Conference Room	240	310	1	1	240	310	240	310			for 15-20
Copy/Supply Room	240	310	1	1	240	310	240	310			
Break Room	200	266	1	1	200	266	200	266			
Central File Room	400	484	1	1	400	484	400	484			
Storage	200	266		1	-	-	200	266			
Records Room	400	484		1	-	-	400	484			in central work area with offices from above around
Testing Room	1100	1243		0	-	-	-	-			testing/placement room with 30 PCs- see assessment center and/or adult education?
			12	***32***	***2,180***	***2,923***	***4,630***	***6,394***	***3,654***	***7,993***	

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	NSF each	USF each	Quantity Today	Quantity Future	NSF Shortterm	USF Shortterm	NSF Longterm	USF Longterm	GSF Shortterm	GSF Longterm	Comments:
Student Development											
Associate Dean for Student Development	180	247	1	1	180	247	180	247			IN EXECUTIVE ADMIN OFFICE?
Administrative Assistant	100	146	1	1	100	146	100	146			IN EXECUTIVE ADMIN OFFICE?
Student Activities Center	2400	2616	1	2	2,400	2,616	4,800	5,232			adjacent to food service area, wifi access
Student Engagement/Student Activities											
Student Life Coordinator	150	206	1	1	150	206	150	206			
Student Success Coordinator	150	206		1	-	-	150	206			
Student Organization Offices/Meeting Rooms	180	247	3	3	540	740	540	740			offices for Student Government and other organizations
Counseling/Disability Services					-	-	-	-			near Security Office and interview rooms, with back access to copy/work room and break room
Reception/Waiting	150	206	1	1	150	206	150	206			
Director of Counseling	150	206	1	1	150	206	150	206			
Assistant Director Counseling	120	175		1	-	-	120	175			
Outreach Counselor	100	146	1	3	100	146	300	438			
Intervention Specialist	100	146	1	5	100	146	500	730			
Assistant Director Disability Services	120	175	1	1	120	175	120	175			
Support Staff	100	146	1	2	100	146	200	292			
Testing Coordinator	100	146		1	-	-	100	146			with windows into testing rooms
Testing Rooms	100	146	1	2	100	146	200	292			
Conference Room	200	266	1	1	200	266	200	266			
Disability Services Storage	200	266	1	1	200	266	200	266			
Counseling Resources and Files	200	266	1	1	200	266	200	266			
Academic Support Center											
Director	150	206	1	1	150	206	150	206			
Coordinator	120	175		1	-	-	120	175			
Retention Specialist	120	175		2	-	-	240	350			
Director, First Year	120	175	1	1	120	175	120	175			
Orientation Coordinator	120	175		1	-	-	120	175			
Advisor	120	175		1	-	-	120	175			
Tutors	80	122		6	-	-	480	730			in central support center area (near tutoring tables)
Student Development Specialists	80	122		2	-	-	160	243			in central support center area
Reception	60	101	1	1	60	101	60	101			
Central Support Center Area	1000	1130		1	-	-	1,000	1,130			areas with casual seating, tables & chairs and tutoring tables
Small Group Room	150	206	3	5	450	617	750	1,028			
Classroom	700	826	1	2	700	826	1,400	1,652			
Computer Room	525	627	1	2	525	627	1,050	1,255			10-15 PCs
Veteran and Student Support											
Director Veteran Services	150	206		1	-	-	150	206			
Support Personnel	120	175		2	-	-	240	350			
Director Student Support	150	206	1	1	150	206	150	206			
Retention Specialist	120	175	1	1	120	175	120	175			
Counselor	120	175	1	1	120	175	120	175			
Reception Desk	60	101	1	1	60	101	60	101			
Veteran/Student Support Center Area	600	708	1	1	600	708	600	708			
Storage	180	247	1	1	180	247	180	247			
Career and Transfer Office											
Director Transfer Services	150	206	1	1	150	206	150	206			
Assistant Director Transfer Services	120	175		1	-	-	120	175			
Transfer Specialists/Advisors	120	175		1	-	-	120	175			
Director Career Counseling	150	206		1	-	-	150	206			
Placement Coordinator	120	175		1	-	-	120	175			
Career Specialist	120	175		1	-	-	120	175			
Reception Desk	60	101	1	2	60	101	120	202			
Career/Transfer Center Area	600	708	1	2	600	708	1,200	1,416			
Secure Material Storage	180	247	1	2	180	247	360	493			

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	NSF each	USF each	Quantity Today	Quantity Future	NSF Shortterm	USF Shortterm	NSF Longterm	USF Longterm	GSF Shortterm	GSF Longterm	Comments:
Diversity Center											
Director Cultural Diversity	150	206	1	1	150	206	150	206			
Cultural Programming Coordinator	120	175		1	-	-	120	175			
Hispanic Outreach Coordinator	120	175		1	-	-	120	175			
Internation Programming Coordinator	120	175		1	-	-	120	175			
Diversity Center Area	300	375	1	1	300	375	300	375			
Ready to Work Center											
Ready to Work Coordinator	120	175	1	1	120	175	120	175			
Work & Learn Case Manager	120	175	1	1	120	175	120	175			
DCBS Case Manager	120	175	1	2	120	175	240	350			
Student Worker Space	80	122	3	5	240	365	400	608			
Ready to Work Center Area	300	375	1	1	300	375	300	375			
Bookstore	3500	3815	1	1	3,500	3,815	3,500	3,815			Barnes & Noble- model from Boone Campus (35'x95')
Student Services Staff/Break Room	360	443	1	1	360	443	360	443			for all Student Service Departments (back of house)?
Student Services Staff Toilets	160	219	2	2	320	438	320	438			for all Student Service Departments (back of house)?
Central Copy/Work Room	360	443	1	1	360	443	360	443			for all Student Service Departments (back of house)?
			49	***96***	***14,905***	***18,331***	***24,740***	***30,946***	***22,913***	***38,683***	
Campus Security											
Central Kiosk/Information Desk	200	266	1	1	200	266	200	266			near or in Student Activities Center
Student Judicial Office	150	206	1	1	150	206	150	206			near or in Student Activities Center
Security Office											
Director Office	150	206	1	1	150	206	150	206			
CCTV Monitoring/Communications Room	240	310	1	1	240	310	240	310			
Interview Room	120	175	2	2	240	350	240	350			share with counseling if possible
Meeting Room	180	247	0	0	-	-	-	-			share with Counseling, see Counseling suite above
Property Room	600	708	1	2	600	708	1,200	1,416			
Bicycle Storage	1200	1356		1	-	-	1,200	1,356			for City of Covington Bike Patrol
Officer Briefing Room	1200	1356		1	-	-	1,200	1,356			
City of Covington Substation	2400	2616		1	-	-	2,400	2,616			
Training Room											share community training room
Community Room											share community room
			7	***11***	***1,580***	***2,045***	***6,980***	***8,081***	***2,556***	***10,101***	
Information Technology											
IT Office	160	219	1	1	160	219	160	219			will need access to staff copy and conference room nearby
Manager's Office	120	175		1	-	-	120	175			
Workroom	360	443	1	1	360	443	360	443			
Workroom Storage	160	219	1	1	160	219	160	219			
Large Equipment Storage	600	708	1	1	600	708	600	708			store and prep new equipment- near loading dock and elevators to upper floors
Open Computer Lab	1000	1130			-	-	-	-			consider one open lab/area per floor in new buildings
MDF Room (typical to all buildings)	400	484			-	-	-	-			on main floor (joing MDF/Server Room)
IDF Room (typical to all building floors)	150	206			-	-	-	-			On each floor with max 300' run to furthest classroom, stacked from floor to floor
			4	***5***	***1,280***	***1,589***	***1,400***	***1,764***	***1,987***	***2,206***	
Business and Operations- Maintenance											
Maintenance Office											
Office Area	240	310	1	1	240	310	240	310			
Central Supply Storage	1200	1356	1	1	1,200	1,356	1,200	1,356			with or adjacent to loading dock
Supply Closets (typical to each floor)	80	122									include mop sink, shelving for supplies and room for rolling cart
			2	***2***	***1,440***	***1,666***	***1,440***	***1,666***	***2,082***	***2,082***	

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	NSF each	USF each	Quantity Today	Quantity Future	NSF Shortterm	USF Shortterm	NSF Longterm	USF Longterm	GSF Shortterm	GSF Longterm	Comments:
GCTC Print Center											
Reception Counter	180	247	1	1	180	247	180	247			
Graphic Designer Office	120	175		1	-	-	120	175			
Manager Office	120	175	1	1	120	175	120	175			
Press Area	5000	5450	1	1	5,000	5,450	5,000	5,450			requires wet area and 3-phase power for equipment
Tool and Supply Room			1	1							area included in 5000 SF above
Special Paper Room			1	1							area included in 5000 SF above
Sublimation Room			1	1							area included in 5000 SF above
Digital Print Room			1	1							area included in 5000 SF above
Offset Plate Area/Room			1	1							area included in 5000 SF above
Bindery Room			1	1							area included in 5000 SF above
Clean Up & Plate Developing Area											in press area with sink and counter
			9	***10***	***5,300***	***5,872***	***5,420***	***6,047***	***7,340***	***7,559***	
AHEC											
Director	150	206	1	1	150	206	150	206			
Assistant Director/Clinical Coordinator	120	175	1	1	120	175	120	175			
Health Educator	80	122	1	3	80	122	240	365			within open work area
Special Projects/Events Coordinator	80	122	1	1	80	122	80	122			within open work area
Office Manager	80	122	1	0	80	122	-	-			within open work area
Adjunct Health Department Staff	80	122	2	2	160	243	160	243			within open work area
Work-Study Student Desk	80	122	1	1	80	122	80	122			within open work area
Storage Room	160	219	1	1	160	219	160	219			
Copy/Work Room	120	175	1	1	120	175	120	175			
Supply/File Room	600	708	1	1	600	708	600	708			significant event supply and material storage
Conference Room	150	206	1	1	150	206	150	206			for 8
			12	***13***	***1,780***	***2,418***	***1,860***	***2,540***	***3,023***	***3,175***	
GRAND TOTAL			***440***	***707***	***210,688***	***249,028***	***323,483***	***385,162***	***352,628***	***541,163***	

Departmental Adjacencies

Based on the desired departmental adjacencies identified during the work session with the President's Cabinet and the Academic Leadership group, the programs for the Urban Campus were categorized in eight potential building blocks. These building blocks does not indicate actual buildings but categories of programs grouped together for better efficiency. The categories are also based upon the type of space suitable for each department - renovation or new construction. This would serve as a guide to the College and the Kentucky Community and Technical College System (KCTCS) to make executive decisions as buildings and properties become available to accommodate the programs.

The eight building blocks are represented in the graphics and include:
1. Technology & Design Center
2. Business/Criminal Justice
3. Academic Building
4. Workforce/Enterprise Center/Administration/Cosmetology
5. Student Services
6. Allied Health Building
7. Trades & Transportation
8. Library

Gateway Community & Technical College
Urban Campus Master Plan
Potential Building Blocks
Tuesday, February 07, 2012

	USF Shortterm	GSF Shortterm	USF Longterm	GSF Longterm	Comments
Technology & Design Center					
Information Technology	11,125	13,906	19,596	24,495	
Visual Communication	8,233	10,292	13,375	16,719	
Center for Emerging Technology	4,681	5,852	5,237	6,547	includes storefront computer repair and design studio
	24,040	**30,050**	**38,208**	**47,760**	
Business/Criminal Justice (Classrooms and Labs Building1)					
Criminal Justice	7,962	9,952	11,876	14,845	potential retrofit of existing downtown buildings
Business Management	8,226	10,282	15,434	19,292	potential retrofit of existing downtown buildings
	16,188	**20,234**	**27,310**	**34,137**	
Academic Building (Classroom/Laboratory Building2)					
Adult Education	7,878	9,848	10,866	13,582	
AHSS	13,838	17,297	21,589	26,987	
Development Education	18,702	23,377	28,013	35,017	
Early Childhood	4,875	6,094	13,900	17,375	ideally near Development Ed, possibly stand alone if outsourced
STEM	13,399	16,749	25,359	31,699	can existing urban center be retrofitted with contemporary labs?
	58,692	**73,365**	**99,727**	**124,659**	
Workforce/Enterprise Center/Administration					
Workforce Solutions	1,489	1,861	2,082	2,603	
Workforce Transitions Office	1,111	1,389	1,111	1,389	
Manufacturing Skills Lab	3,310	4,137	6,620	8,275	
Assessment Center	7,610	9,512	8,295	10,368	
Gateway Neighborhood Enterprises Incubator	5,078	6,348	9,438	11,798	
Community Training Area	7,536	9,420	9,492	11,865	
Cosmetology	7,551	9,438	13,081	16,352	includes cosmetology clinic/services
Executive Administration	2,534	3,168	2,534	3,168	
Provost Office	1,897	2,371	2,164	2,705	
External Affairs- Community Events/Liaison	660	825	660	825	
Future Culinary Arts Satellite Program	-	-	1,408	1,760	
	38,775	**48,469**	**56,885**	**71,107**	
Student Services					
Admissions/One-Stop Shop	2,923	3,654	6,394	7,993	needs to be highly accessible and centrally located
Student Development	18,331	22,913	30,946	38,683	
Food Service	3,924	4,905	3,924	4,905	part of Student Development Commons Area
Campus Security	2,045	2,556	8,081	10,101	kiosk in Student Development, office area adjacent to Counseling
Information Technology	1,589	1,987	1,764	2,206	all areas require access to loading dock/service areas
Business and Operations- Maintenance	1,666	2,082	1,666	2,082	
GCTC Print Center	5,872	7,340	6,047	7,559	
Laundry	-	-	659	824	
	36,349	**45,436**	**59,481**	**74,352**	
Allied Health Building					
Allied Health & Nursing	25,691	32,113	39,840	49,800	includes clinic, personal training, and massage therapy service areas
AHEC	2,418	3,023	2,540	3,175	could be located with Allied Health Clinic or independently
	28,109	**35,136**	**42,380**	**52,975**	
Trades & Transportation					
Trades & Manufacturing	18,375	22,968	26,538	33,173	
Transportation	22,078	27,597	26,112	32,640	
	40,452	**50,566**	**52,650**	**65,813**	
Library					
Library	**6,423**	**8,029**	**8,521**	**10,651**	near/adjacent to Kenton County Library

Red Text indicates departments that will likely require new construction or major renovation
Green Text indicates departments that indicated potential to locate in renovated downtown buildings

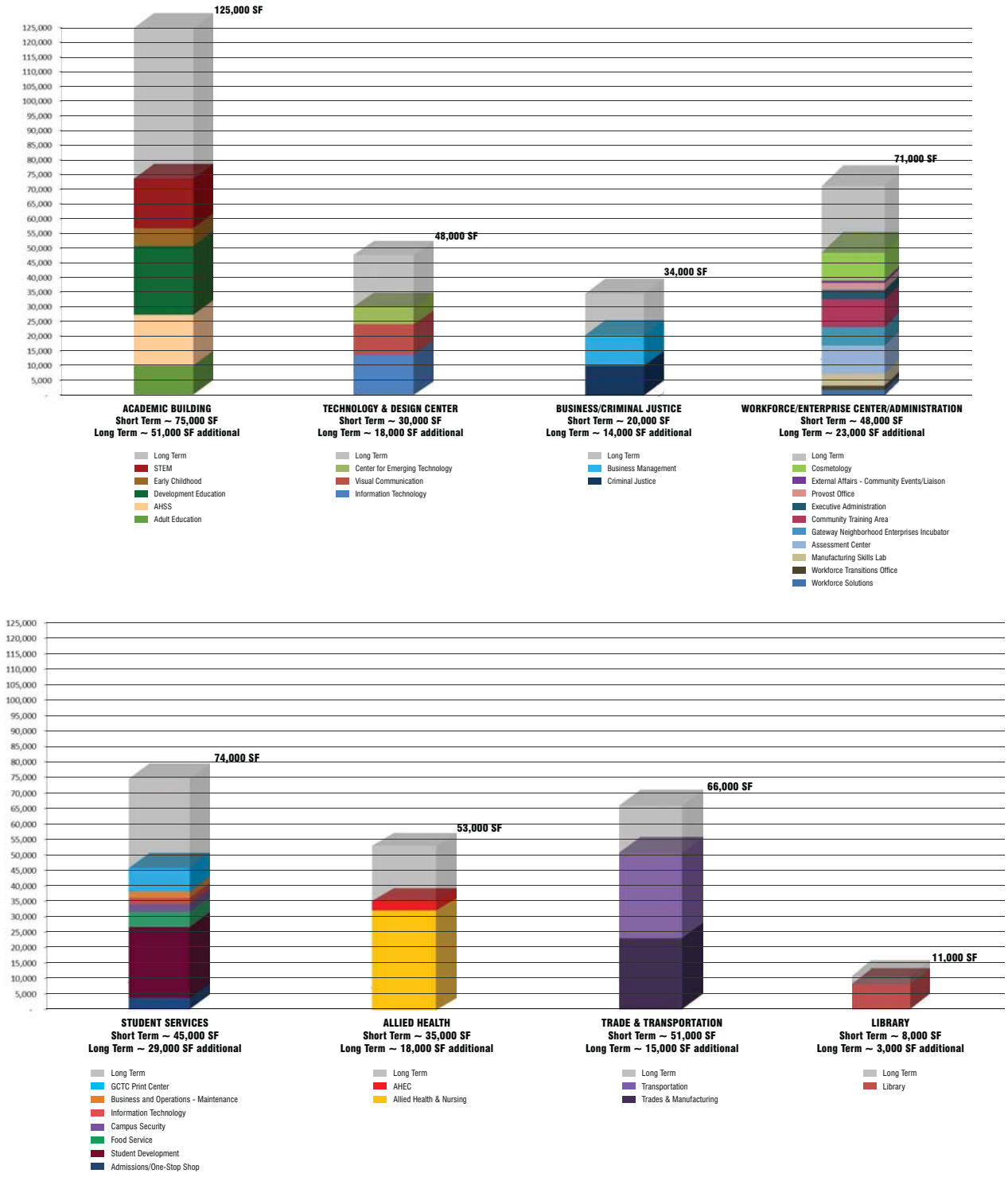


Figure 3.12: Graphic Illustration of the Potential Building Blocks

DEPARTMENTAL CONCEPT CARDS

ALLIED HEALTH AND NURSING

PROGRAMS

TODAY

NURSING
HEALTH INFO TECH
MEDICAL INFO TECH
MEDICAL ASSISTING
WELLNESS

PARAMEDIC

FUTURE?

EMT
DENTAL
OT/PT
RESPIRATORY
BEHAVIORAL
BIOTECH
MED-TECH

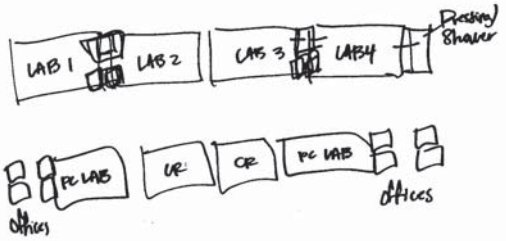
LAB SPACES

- MEDICAL ASSISTING
- MASSAGE THERAPY
- H.I.T. (pc LAB)
- NURSING ASSIST.
- PERSONAL TRAINING (mini-gym)

+2 PROGRAMS TBD

PARTNERSHIPS

YMCA (Cincy + Burlington - Downtown closed)
DOWNTOWN MEDICAL OFFICES
DOWNTOWN HEALTH CENTERS



SHORT-TERM - 4 LABS + CLINIC OR 6 LABS
LONG-TERM - 8-10 LABS?

SCIENCE LABS

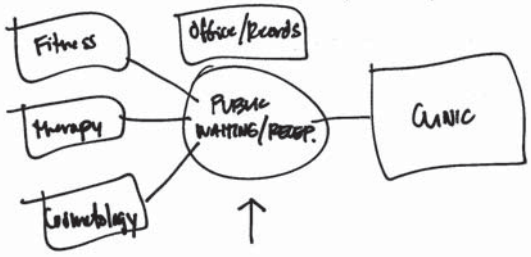
- CHEM, BIO, PHYSICS

2 BIO
1 CHEM/SUB PHYSICS
1 MICRO BIOLOGY

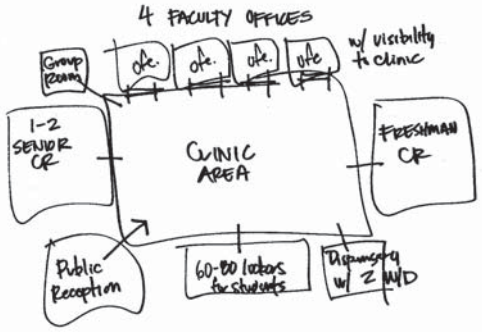
ALLIED HEALTH RESOURCE CENTER

- PART OF LIBRARY?
- TUTORING CENTER?

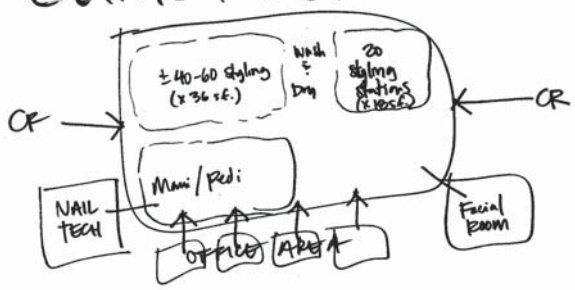
PUBLIC STOREFRONT



COSMETOLOGY

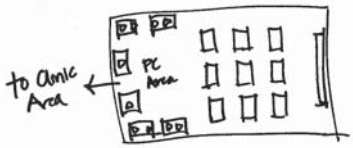


CLINIC AREA



CLASSROOMS

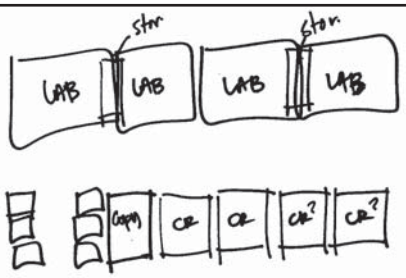
2-3 CLASSROOMS – 20 students/class
with 6+ Computers



I.T.

PROGRAMS:

HARDWARE
* INFORMATION SECURITY - instruction in Lab
* NETWORKING - instruction in Lab
* SERVER LAB (w/ dedicated network) - instruction in Lab ?
  ~2 AC Capacity
* EACH REQUIRES LAB WITH PROPER EQUIPMENT, STORAGE,
  ~ 9'x6' DESKS
  20 students/class



REPAIR SHOP

VISUAL COMMUNICATION

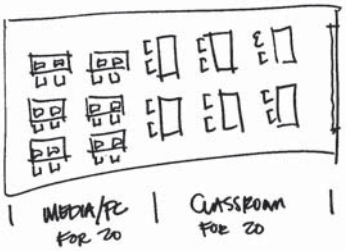
VISUAL COMMUNICATION

FACULTY OFFICES – 4 FULL TIME +1 ADJUNCT
VC CLASSROOM
MAC LAB for 20
DRAWING STUDIO w/ changing room (2D)
OPEN LAB (MAC/PC) for 20
A/V PRODUCTION / EDITING
STOREFRONT DESIGN STUDIO
PAINTING STUDIO / 3D

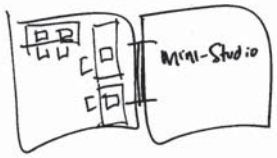
EXHIBIT SPACE – ONGOING / ROTATING SHOWS

STORAGE
CENTRAL PRINT/SCAN ROOM
SPRAY BOOTH
STUDENT STORAGE AREA (in process work)

V.C. CLASSROOM



A/V PRODUCTION / EDIT



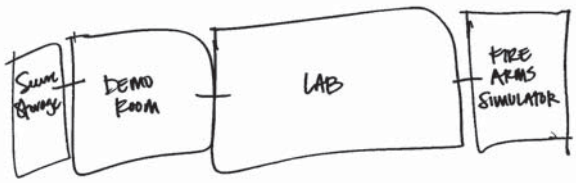
Cincinnati State Model

CRIMINAL JUSTICE

CRIMINAL JUSTICE

CLASSROOMS – AT LEAST 2 (30/class)
LECTURE HALLS – X
COMPUTER LAB – ACCESS TO 1
FACULTY OFFICES – 3-6
C.J. DISPLAY / SMALL GROUP AREA
FORENSICS LAB ☐
FIRE ARMS SIMULATOR LAB ☐

FORENSICS LAB



FACULTY

SHORT-TERM – 2 FULL TIME + 1 ADJUNCT

LONGER TERM – 4 FULL TIME + 1 ADJUNCT

BUSINESS

PROGRAMS

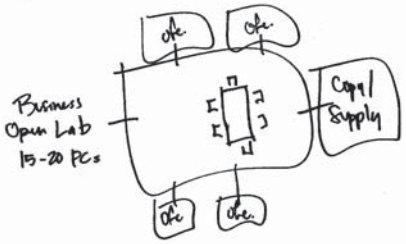
MANAGEMENT - both PC & Workspace
ACCOUNTING - std. classrooms
OFFICE SYSTEMS - PC based

* SMALL BUSINESS DEVELOPMENT ENTREPRENEURAL STRATEGIES

FACULTY

4 FULL TIME
+1 ADJUNCT - ONE ROTATING OFFICE
+1 FUTURE

BUSINESS SUITE



EARLY CHILDHOOD

SHORT-TERM/INTERNAL:
REPLACEMENT FACILITY

PRESCHOOL CLASSROOM w/ RESTROOMS & STORAGE (20-22 std.)
OBSERVATION ROOM
STUDENT-TEACHER WORKROOM
PLAYGROUND
BREAK/STAFF w/ WASHER/DRYER

LONG TERM - CHILD DEVELOPMENT CENTER
NEW VISION FACILITY

CLASSROOMS = 10 (80-100 students)
OBSERVATION ROOMS = 5-6
WORKROOM
STAFF OFFICES = 2
BREAK w/ Washer Dryer
MULTI-PURPOSE Room / DINING / KITCHEN

CHILD DEVELOPMENT CLASSROOMS

INFANTS	1:4	8 students	350 SF
WALKERS	1:5	10	400 SF
TODDLERS	1:8	16	600 SF
THREES	1:11	20	800 SF
FOURS	1:12	24	900 SF

+1 850 SF "BOOKS/FLEX" ROOM

DEVELOPMENT EDUCATION

MAJORITY OF SECTIONS HELD AT
URBAN CAMPUS

- 1 CREDIT HR CLASSES FOR 8-15 STUDENTS
- STANDARD 25 STUDENT CLASSES

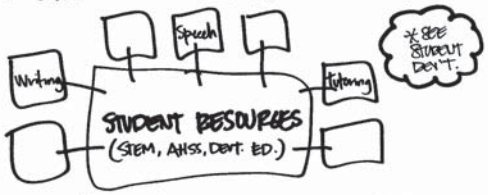
FACULTY OFFICES

60% OF DEVT. ED FACULTY SHOULD BE AT URBAN CAMPUS

15-18 + ADJUNCT

ACADEMIC SUPPORT CENTER

RESOURCE, ACADEMIC ASSISTANCE & TUTORING



SURROUNDED BY A COMBINATION OF GROUP ROOMS & SUPPORT OFFICES

STEM

SCIENCE, TECHNOLOGY, AND MATH

LECTURES - UP TO 60 STUDENTS

LABS - 20 STUDENTS EACH / DESIRE 24

LECTURES IN ROOMS 208, 214 & E 101 @ EDGEWOOD

AHSS

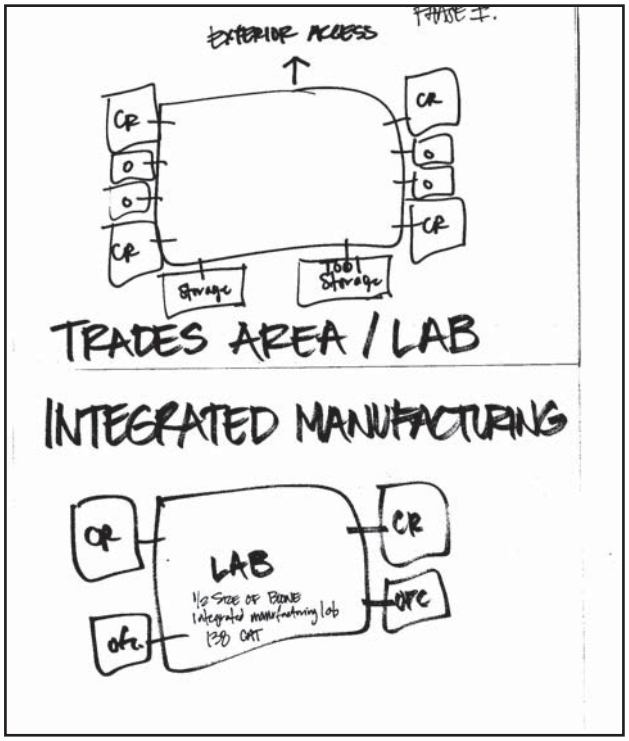
ARTS, HUMANITIES, AND SOCIAL SCIENCE

UTILIZE
STANDARD CLASSROOMS

TRADES & MANUFACTURING

PROGRAM AREAS:

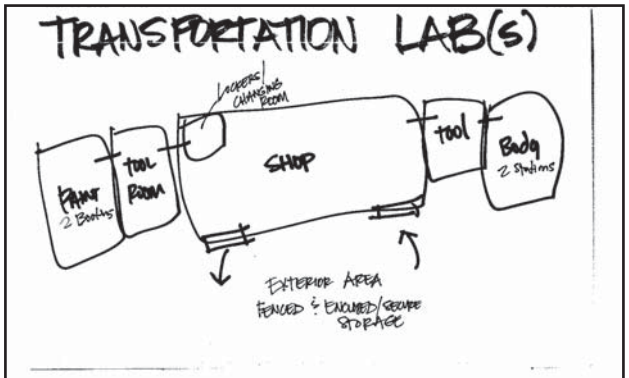
- CONSTRUCTION
- PRESERVATION
- HVAC & PLUMBING — 18 STUDENTS / CLASS
- ELECTRICITY / ENERGY
- INTEGRATED MANUFACTURING
- ~~ASSESSMENT CENTER~~



TRANSPORTATION

INSTRUCTION

	TODAY	FUTURE
CLASSROOMS (16 students per class)	4	8-9
FACULTY OFFICES	7	10
MEETING / GROUP ROOM for 10		1



ADULT EDUCATION

ADULT EDUCATION

	TODAY	FUTURE
CLASSROOMS	3-4	5
COMPUTER LAB	1	2
GROUP ROOMS	1	2
OFFICES (SEE SEPARATE CARD)	X	X
TESTING ROOM (24 PC)	1	2-3
	10-11	18-19

AHEC

AREA HEALTH EDUCATION CENTER

PERSONNEL

	TODAY	FUTURE
DIRECTOR	1	1
ASST. DIRECTOR/CLINICAL COORD.	1	1
HEALTH EDUCATOR	1	3
SPEC. PROJECTS/EVENTS COORD.	1	1
OFFICE MANAGER	1	0-1
ADJUNCT HEALTH DEPT. STAFF	2	2
WORK-STUDY STUDENT	1	1
	8	9-10

WORK FORCE SOLUTIONS

CENTER FOR INNOVATION

1. EXPERIENTIAL LEARNING - CLASSROOM
2. SERVICE-LEARNING - COMMUNITY
3. PUBLIC-PRIVATE PARTNERSHIPS - NEARBY
* 4. STUDENT RUN BUSINESSES - @ G.C.T.C.

* REQUIRES INCUBATOR SPACE FOR NEW VENTURES & START-UPS

+ 2 CONFERENCE ROOMS

STAFFING

	TODAY	FUTURE
CONTINUING ED. COORDINATOR	1	1
WORKFORCE DEV'T LIASON	2	3
CAMPUS CE COORDINATOR	1	2
RECEPTION	1	
BUSINESS MANAGER	1	1
TRAINING RM. STAFF	1	3
	7	10

WORK FORCE SOLUTIONS

+/- 3,000 CLIENTS PER YEAR

Introduction

This chapter provides guiding principles, through a loose framework, that guide the GCTC Urban Campus as it looks to future growth. It provides the basic principles and suggests opportunities that will help in future planning. Additionally specific guidelines for site and architectural design are included in Chapter 5: Design Guidelines.

The Urban Campus Master Plan responds to the goals of GCTC's commitment to provide increased community access to affordable, high quality post-secondary education. In establishing this commitment, seven public forums were held during the preparation of the plan. Although many ideas were put forth, five were common at every meeting. These five ideas, all gathered from the community, resulted in the following guiding principles for the Master Plan:

- The campus should be embedded in the community.
- The campus should acknowledge the need for open green space.
- The campus plan should blend with other Covington planning documents.
- The campus should utilize sustainable ideas wherever possible.
- Urban edge development is imperative to revitalization of the area.

When asked for one-word descriptions for what the public would say about the campus in ten years, groups responded with words such as "Welcoming", "Hip", "Dynamic", "Accessible", "Edgy" and "Alive". Although most of these words are subjective, it will be important to remember them as the campus builds out.

The College Master Plan, developed for guidance of Gateway's campuses, includes five more ideas relevant to the Urban Campus:

- Each campus will provide full services for Student Affairs, Business Affairs, and Library Services.
- Each campus will include on-campus adult education and literacy programs as well as general education and transfer programs.
- Each campus will have areas for students and the public to gather.
- All campus facilities will exceed standards for accessibility, including access to public transportation.
- Each campus will have adequate parking or access to it.

The GCTC Urban Campus Master Plan reflects these ideas. It translates the enrollments projections and associated programmatic needs of the college into a physical environment that facilitates student learning and responds to the community in which it is located.

Strong Learning Environment

The campus master plan supports a strong learning environment through the following:

- Building development informed by enrollment growth and associated programmatic needs.
- Academic nodes created to showcase college programs.
- Instructional buildings clustered within a walkable distance to create a campus embedded in the downtown fabric.
- Clustering buildings to increase campus security.
- Distinct campus entryways to facilitate way-finding and orient students and visitors to campus facilities.
- Open spaces providing a variety of spaces for structured and unstructured learning opportunities.
- Progressive and consistent application of design guidelines to create a campus that reads as a whole during each stage of development.

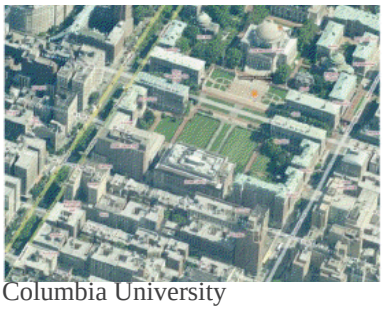
Strong Community Connection

The campus master plan supports a strong community connection through the following:

- Perimeter landscape improvements.
- Inclusion of exterior community spaces.
- Pedestrian connections between the campus environment and surrounding community.
- Development of general use building spaces for retail functions, or meeting spaces.
- Location on community transit lines.
- Building massing that respects the historic and community context.

College of Charleston
Charleston, SC

George Washington University
Washington, DC



Columbia University
New York, NY

Building at College of Charleston showing adaptive re-use of historic building assets

Campus Plan Principles and Precedent

The GCTC Urban Campus will have to establish a Campus Identity within a context that is not controlled by the college alone. This will require balancing the desires of the college and the wishes of the local community. Identity is established with adaptive re-use of historic properties and the celebration of places such as a streetscapes or courtyards. Smaller spaces substitute for the great quadrangles of the more traditional campus.

The pattern of the campus and the style should weave into the urban pattern of uses & buildings. The campus has an opportunity to make use of under utilized areas and buildings to improve the area.

Building renovation and repurposing is an asset for the community and an opportunity for the campus to establish a feel of belonging and permanence in the community as well as preservation of historic architecture. Adaptive reuse of buildings also contributes to the sustainability goals of the campus.

Examples of other urban campuses, pictured here, offer opportunities for modeling various aspects of the GCTC Urban Campus.

Map of College of Charleston showing campus woven into the urban fabric.

Campus on a Urban Busines District

Campus on Residential District

Campus on Main Street

Campus on Neighbourhood Retail District

Campus Plan Principles and Precedent

Weaving the campus into the existing context requires examination of the adjoining uses. North of 4th Street lies a district with an Urban Business character. To the East lies the Residential District of the Licking Riverside Neighborhood. To the West is Madison Avenue with a strong Main Street character. Scott Boulevard could potentially also have this character with improvements to the streetscape and development of the campus along it. To the South is an area of Retail and Neighborhood Businesses.

Business Edge

- Vertical development
- Preservation of Building Line
- Compatible Architecture with surrounding buildings
- Use of consistent graphic marking college buildings

Residential Edge

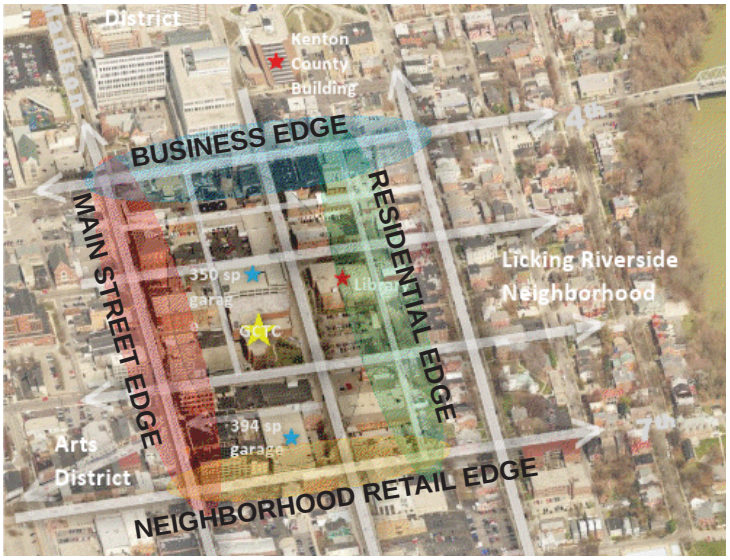
- Complimentary architecture
- Similar setback and land use pattern
- Campus benefits from the sense of place generated by adjacent neighborhood
- Establish a campus identity that complements the identity of its
- Adjoining neighborhood

Main Street Core

- Retail and activity strengthens connection of city and college
- Creates an accessible public presence in the community
- Support economic development
- Main Street Character
- Sense of place that blends with the city

Neighborhood Retail Edge

- Mix of college buildings with city functions and local small businesses
- Respect for the context of the neighborhood



Above: Photos of existing GCTC Building

Opportunities Study

The study of expansion and circulation possibilities was completed in order to describe future opportunities for the development of the campus. The identification of specific locations is intended to provide a general framework for develpoment as described throughout this document.

SCOTT BOULEVARD - With wide walks and on street parking a strong streetscape enhancement could link the existing GCTC building, the Library, and 4th Street. This street could make a 'spine' for the campus to be organized around. It could also have a distinctive character to distinguish it from the surrounding districts. The City would be encouraged to make Scott Boulevard two way circulation.

6th STREET - The Covington Center City Action Plan calls for 6th Street to be one of the primary routes that connects the activity centers of the area, this will lead to a more major role for both vehicular and bicycle circulation. With the existing GCTC building located on the corner this is a opportunity for a 6th street streetscape enhancement that also promotes the GCTC Urban Campus identity.

ELECTRIC ALLEY - Between 5th and 6th Streets parking access could be reorganized to allow only limited access, allowing the alley to be developed to be more pedestrian and bicycle friendly. Between 6th and 7th Streets the alley could be exclusively pedestrian and bicycle access.

PARKING - Parking expansion will need to be coordinated with the City of Covington as additional parking will be needed with the growth of campus. The Campus needs should be taken into consideration when the city undertakes the Parking Management Plan as called for in the Covington Center City Action Plan.

Additional parking structures should be encouraged on underutilized areas or existing parking lots. The existing Library parking lot could be converted to a garage and shared with library.

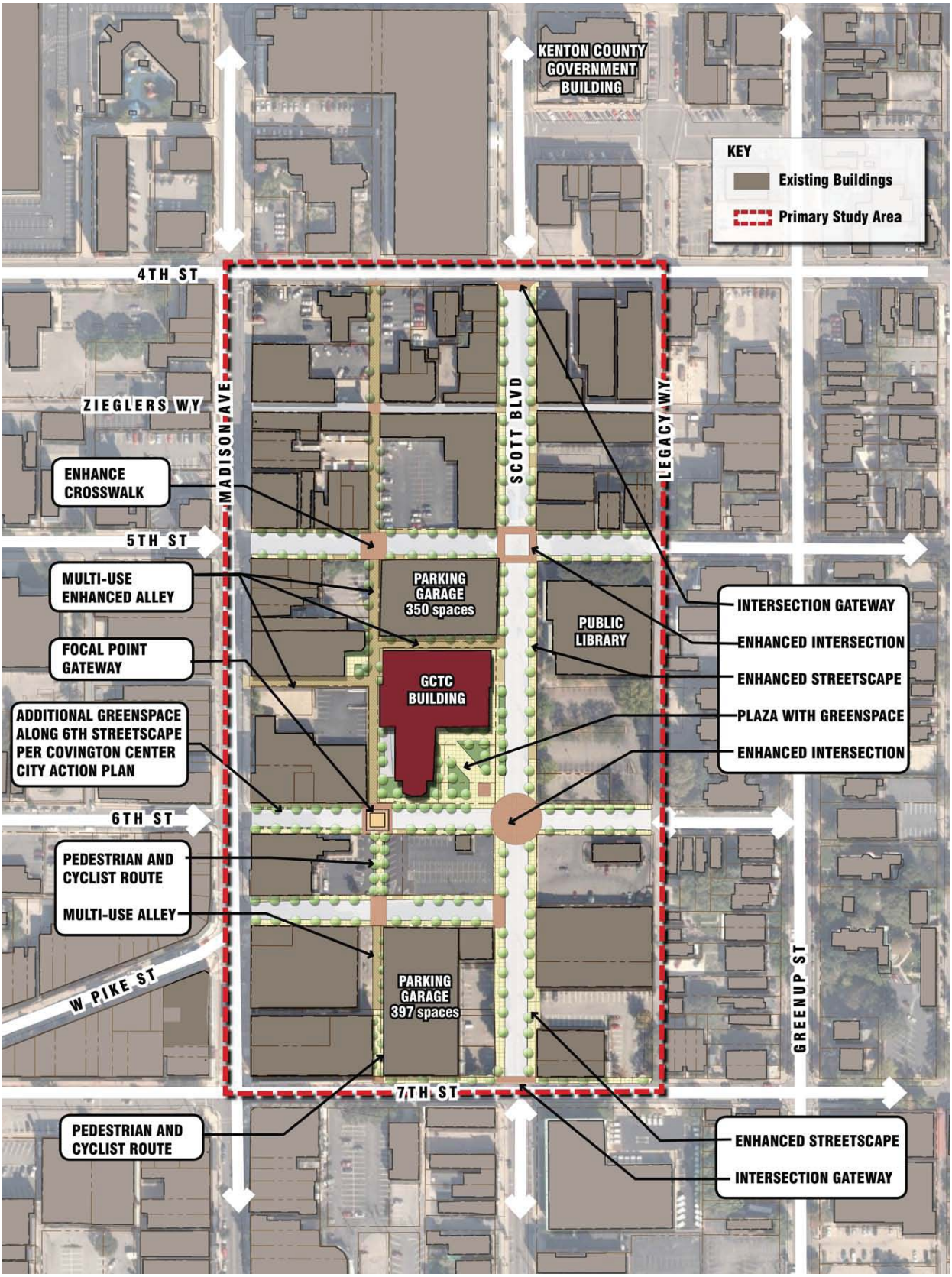
LINKING GREENSPACE - An enhancement of the Scott Ave. and Electric Alley Corridors with street trees and planting would create continuity in the corridors as well as more greenspace. The Covington Centre City Action Plan calls for 6th street to be a green connector, the campus should coordinate with this plan to maximize the greenspace connections.

PEDESTRIAN BRIDGE OVER 6TH STREET - A potential building site in the parking lot across 6th Street has the potential to connect a new building with the existing building with an pedestrian bridge.

SCOTT AVE & 6TH - This large under utilized area across the intersection from the existing GCTC building offers a large block of building space.

SCOTT AVE & 5TH - Most of the buildings in this area are architecturally or historically unique and either under utilized or vacant. These buildings could be re-purposed and more building added on to allow campus use.

OFF CAMPUS SPACE - Buildings surrounding the campus such as the under utilized building to the south of the site could be converted to loft space. Partnerships with the College could help provide residential or office space near campus.



CAMPUS PLAN

Gateway Community & Technical College Urban Campus Master Plan

FEET 0 60 120 180 240 360

Partnerships

In an urban context, the most important factor for successful realization of an Urban Campus is to establish strategic partnerships and collaborate with the local institutions and organizations. Since 2002, GCTC has been working with various community organizations, entities, businesses, government, and community leaders to implement the vision for the Urban Campus. A partnership alliance among the college, the City of Covington, Covington Independent Public Schools, the Kenton County Public Library, Kenton County Fiscal Court, and the Transit Authority of Northern Kentucky (TANK), the Gateway Foundation was formed to develop the new campus plan. The Community Forum series conducted by GCTC during the initial phase of this project was organized in partnership with Center for Great Neighborhoods, Covington Business Council, Covington Neighborhood Collaborative, Gateway Community and Technical College: External Affairs, Knowledge Management and Strategic Initiatives, Gateway Community and Technical College Foundation, Ninth Street Baptist Church, Southbank Partners, and Vision 2015.

GCTC collaborated with the City of Covington on the Center City Action Plan to mutually benefit from each planning process and serve as a resource to each other. As part of their recommendations, the Center City Action Plan has emphasized on the importance of strategic partnerships to leverage development potential and public realm improvements for the Center City.

Following are some of the potential partnerships necessary for the implementation of the Urban Campus Master Plan:

- Kenton County Library – Mary Ann Morgan Branch: to collabrate and build a new shared facility to be utilized both by the college and the community.
- City of Covington:
  - Public improvements including streetscapes, infrastructure, and underground utilities.
  - Two-way traffic flow consideration for Scott Boulevard.
  - Parking issues, including development of additional parking.
  - As recommended by the Center City Action Plan, explore TIF district and other financing tools for the public improvements.
- Partner with a local child-care providers and institutions for the Early Childhood Program.
- Private property owners as and when properties become available on the market and are suitable to accommodate the long-term acdemic needs of the Urban Campus.
- Local institutions and community organizations for collaborating on new programs.
- Partner with local businesses for food service.
- Partner with the Carnegie Center for Performing Arts and The Baker Hunt Art and Cultural Center.

Purpose and Goals

The purpose of the Design Guidelines is to encourage new construction and renovation that support the ideals of GCTC and KCTCS and form a coherent identity for the campus as a whole. As a "new" campus, embedded in an existing community, there exists uncommon opportunities and pitfalls. Therefore, an effective and comprehensive set of guidelines is essential to form an appropriate campus identity and community. In general, new buildings should reflect their own place and time, while sharing commonality of massing, composition, and a complementary material palette with the existing buildings around them. Special care should be taken when building directly adjacent to any existing and/or historic buildings. These guidelines are intended to be a living document that supports innovation, safety, flexibility, and evolving uses, while enhancing the visual and civic integrity of the campus and the surrounding neighborhood. Some of the key issues include:

- Reinforce the campus as a memorable, vibrant, and historic destination.
- Ensure that the campus facilities utilize the best practices in regards to sustainability (suggestions, including possible LEED credits, are shown in green throughout these guidelines).
- Support campus community and student achievement.
- Strengthen connections between the campus, the community, and support surrounding development, especially as related to the Covington Center City Action Plan.
- Support the ongoing assessment and innovation vital to continuing excellence.
- Create a sense of identity and completeness during every phase of development.
- Create a safe and healthy work and study environments for students, staff, and faculty.

These descriptive guidelines are a companion set of performance criteria to the Master Plan. Whereas the role of the Master Plan is to provide a framework for open space, circulation, use relationships, and building placement. The role of the Design Guidelines are to assure that specific designs implemented within the Master Plan framework will result in a consistent design relative to each stage of development. The Design Guidelines are not intended to be so constraining as to stifle analysis and judgment and predicate design solutions. However, they should not be interpreted so loosely as to permit entirely different initiatives and conceptual directions. Their purpose is to achieve a balance between the guiding principles and the judgments that must be exercised at each phase of plan development, so that the campus is developed as a whole over an extended period of time. The desired results are integrated designs in which new GCTC buildings relate to one another, regardless of when and where they are built.

Site Overview

The Urban Campus will be located in downtown Covington within several blocks of the growing arts, wedding, and business districts, as well as, the Northern Kentucky Convention Center and the Riverfront Commons initiatives. The Mary Ann Mongon Branch of the Kenton County Public Library is located directly across the street from the existing GCTC Urban Center building. The site is within walking distance of two parking garages and is on a major public transit route. Site opportunities exist in the area for both new construction and renovation of existing structures. Great care is to be taken when dealing with or abutting these existing/historic resources in order to avoid the loss or significant alteration of the character of the area.

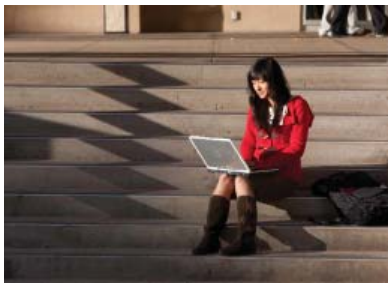
Security

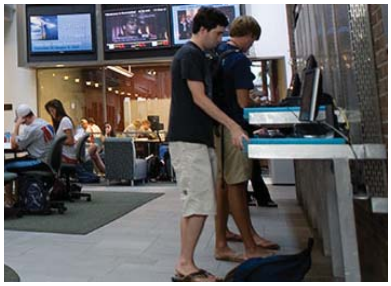
It is the goal of the master plan to transparently foster security while maintaining an open and welcoming environment.

- Infrastructure necessary to support future expansion of security equipment and/or installations should be installed at each phase and/or building project.
- Camera surveillance of the parking areas using a web-based interface is required. Signage is recommended, indicating that cameras are in use.
- Late-hour access to buildings should be limited to one or two entrances. Card readers with audit-trail capability may be used.
- Security infrastructure should be compatible with the current GCTC standards and alert-reporting methods.
- Additional outdoor lighting above the established baseline may be used in key areas as deemed necessary. Light levels may be temporarily raised by means of motion-detection or other devices as deemed practicable.
- All electrical services to buildings should be located underground.
- All major buildings should be designed to accommodate a storm shelter function. Instructional and/or support spaces may be designed to serve this purpose. Percentage of building occupants to be accommodated should be determined by the building designers.
- Refer also to “Campus Safety Design” on page 5.21 for additional security requirements.

Existing Buildings,Top to Bottom:

GCTC Two Rivers Building
Madison Avenue Buildings
5th Street Buildings
Scott Street Buildings





Buildings and Spaces that Promote Intellectual and Social Exchange

The purpose of a campus is to bring together diverse people and their ideas in an environment that creates potential for intellectual and social exchange. While the physical character and quality of a campus is defined by both its buildings and its open space, it is the open space which has the greatest potential for unifying and equalizing the shared space of the campus. It can promote the sense of community derived from actively shared space, and provide for the enriching experiences of both planned and chance encounter. Comprised of streets, walkways, greens, courtyards, plazas, and gardens. Open space has the potential to knit together the diverse elements of the campus in a coherent way.

Individual buildings should also be designed to maximize the opportunities for social and intellectual exchange. Public spaces should be generous, provide places for conversations, and be visible to those using buildings and passing by them. Each building should have both indoor and outdoor spaces suitable for gatherings and social occasions. While there will always be pressure to maximize the proportion of dedicated spaces in buildings, their success will ultimately depend upon balancing the public and private spaces.

Sustainability and LEED

It should be noted that at the time of this writing, Version 3.0 of the United States Green Building Council (USGBC) Leadership in Energy and Environmental Design (LEED) rating system is in force. It is expected that over time these ratings and methodologies will change with technology and systems advances. It is the intent of this document that, as LEED ratings become obsolete, future designers will embrace the most effective technologies of the day in order to assure the most sustainable practices available to create the most livable and environmentally responsible campus possible.

Fiscal Responsibility and LEED

It is acknowledged that due to the small size of certain construction projects, LEED certification may not be financially feasible. It is recommended that future designers employ the maximum amount of sustainable building techniques that are practicable for the given size of the project. It is recommended that the LEED criteria in force at the time be used as a guide for developing any project.

Basic Design Principles

The entire campus should be designed and developed in a manner consistant with the nature of the urban setting. It will consist of a combination of new buildings and renovations whose actual locations will be determined as properties become available in the core area. The following basic principles should serve as a foundation for designing in an urban setting:

Principle 1: Maintain a clear definition of the street edge. Traditionally, the edge of the sidewalk was clearly defined as a "street wall," which helped define the street as an urban space.

Principle 2: Enhance the street level as an inviting place for pedestrians. Providing features that are visually interesting and that are in human scale are essential.

Principle 3: Relate to buildings in the area. Designs should respect the sense of continuity of the street and should be respectfull of the scale and massing of adjacent structures.

Principle 4: If the building is an historic structure (slated for renovation), then respect its earlier character. Preservation of Covington's heritage is important to its sense of community and its economic development. Many of the structures in the area have historic value, even though many have experienced unfortunate alterations. It is important to consider the significance of their character-defining features, including basic forms, materials, and details.

Most campus buildings are seen from perimeter streets as well as the campus interior, and lower ones from above as well, and should be designed so that they contribute to the buildings, streets, and pedestrian ways on each side. The academic activities of the College, in so far as they are compatible, should be visible to passers-by. Windows should be placed to light and provide views to internal spaces, but also to give walks and streets the security and richness that derives from the visibility of adjacent activity. To that end, highly reflective or deeply tinted glass are discouraged on the campus. Open space, buildings and entrances shall be located with regard to solar orientation and the Covington climate as much as possible.

Sustainability - Potential LEED credit areas: Sustainable Sites, Environment and Atmosphere, Indoor Environmental Quality.

Commitment to Accessibility

The College is committed to providing equal access to all buildings for those with disabilities, and to doing so in a dignified manner. All construction (both new and renovation) must comply with the Americans with Disabilities Act

(ADA) guidelines. Renovations of historic buildings should seek to improve access for disabled persons in a manner compatible with their historic integrity. Renovations of historic buildings shall comply with the Secretary of the Interiors Standards for ADA renovation in historic facilities.

Building Service and Mechanical Facilities

Areas devoted exclusively to building loading and services, to the removal of trash, or to mechanical equipment should be designed so that their visibility from public areas and building entries, including walkways, is minimized. Accommodate trash collection with easily accessible interior trash, recycling, and receiving rooms, sized to accommodate collection and storage of non-hazardous materials for recycling, including (at a minimum) paper, corrugated cardboard, glass, plastics, and metals. Exposed dumpsters and other equipment such as transformers are not acceptable. All building equipment should be concealed within enclosures designed as integral elements of the building architecture, and/or organized into screened mechanical “yards” to the maximum extent possible. Acoustic mitigation is required to ensure the quality of the pedestrian environment.

Loggias and Entrances

Building entrances should be visible to those arriving on the campus, and should contribute to the life and activity of streets and walks. Building entrances are frequently the meeting and gathering places of those using buildings, and should be designed to encourage interaction. These sheltered access zones are important opportunities to connect building occupants to open space.

- Compositional emphasis should be assigned to main and secondary entrances.
- New buildings should include a plaza at the main entrance where appropriate to support informal gathering.
- Plazas should include appropriate paving materials, lighting and furnishings.
- New buildings should include any walks and pedestrian access necessary to link to and/or expand the campus circulation system to the maximum extent possible.
- New construction should include entrance vestibules and permanent entryway floor systems at least seven feet in length to capture dirt and particulates.
- Loggias and porches should be provided when possible to offer protection from the elements and serve as informal gathering areas.

Sustainability - Potential LEED Credit Area: Indoor Environmental Quality

Outdoor Gathering Areas

- Informal gathering spaces encourage impromptu and productive interactions between members of the campus community. In pleasant weather gathering areas may act as outdoor learning areas.
- Locate outdoor gathering areas adjacent to building entrances.
- Include informal seating in both sunny and shaded locations.
- Use building faces and massing to reinforce visual axes and protect open spaces.
- Position gathering areas to maximize visibility and form safe spaces.
- Include appropriate site furnishings and lighting.
- Provide various sizes and forms to accommodate class meetings if possible and one-on-one conversation.

Architectural Character of New Structures

The Urban Campus area contains a mix of buildings that reflect the evolution of the community and thus contribute to its character today. New buildings on the campus should maintain and respect this. The essential quality of the campus should be one of buildings that speak in their own voice about their purposes and the era in which they were built. It is the streetscape and public spaces that integrate these buildings into a coherent whole.

- New buildings should express the aesthetic ideas of our times, so that as we look back on them they also become a cultural record of ideas about architecture and campus life. The College should engage architects who aspire to design each structure so it not only suits its occupants and addresses its physical and historical context, but also contributes to ways of thinking about buildings. Designers should interpret campus design precedents without directly mimicking any historical style.
- New buildings should respect and build on the established architectural language of adjacent buildings. Horizontal elements such as window sills, mouldings, etc. should horizontally align with adjacent buildings to provide continuity. Floor to floor heights should appear to be similar to those on adjacent buildings. First floor storefronts, historically similar in height due to limitations on glass size, should create a uniform horizontal line along the street edge.
- Facades of new buildings should align in plan with existing facades, especially when they abut one another.
- Elevations should be organized compositions that recognize appropriate scale and massing. Expression of the building functions through organization of the facades is encouraged. Larger facades should be broken down into “modules” that are similar in scale to the surrounding structures.
- Rooflines should have a predominately horizontal orientation. Parapets

that mask low-slope roofs are encouraged. Pitched roofs, where appropriate, should be sloped between 4:12 and 8:12, and should be proportional to the building height.

- Primary building entrances should face the street. Awnings or canopies may be used at entries and at storefront windows.
- Exterior lighting should be integrated with the architecture and comply with ASHRAE/IESNA Standard 90.1-2004 for night sky compliance. Wallpack lighting is not acceptable. Prevent glare by using shielded and focused light sources. Lighting may be used to accent architectural details, to accent building entrances, to accent signs and to illuminate sidewalks.

Sustainability - Potential LEED Credits may be available under any category, as the design directly drives, as well as derives from environmental issues.

Retaining Architectural Character of Existing Structures

When renovating an existing building (especially an historic one), it is important to preserve the original character of the exterior. Many of the buildings in the area, although some with years of deterioration, are of quality construction. This is an important "value" to older buildings when compared with new construction (comparable details and materials are prohibitively expensive for most new buildings). Preserving older structures is also sound environmental conservation policy because "recycling" structures saves energy and reduces the need for new construction material production. In general existing structure renovation should:

- Preserve character-defining features that are intact.
- Repair those features that are damaged using methods not harmful to the materials.
- Replace features that are missing or beyond repair.
- Maintain character-defining elements on commercial storefront buildings include display windows, transoms, kickplates, recessed entries, vertically-oriented upper-story windows, cornice moldings, and a midbelt cornice seperating the first floor storefront from upper stories.

Compatibility of Additions to Existing Structures

When additions are made to an existing building, especially a historic one, it is important that the addition be compatible to the character of the original. In general additions should:

- Be compatible in scale, materials and character with the main building.
- Not damage or obscure historically or architecturally important details.
- Be designed such that the historic character of the original building can be perceived.
- Be distinguishable from the historic building.

Exterior Building Materials

The impact of the existing historic structures, while important, is not adequate to drive the aesthetics of the campus. It is one factor that must be considered, but new buildings should establish their own identity. It should be noted that transparency helps increase awareness of and a feeling of involvement in the campus setting. Solid walls, particularly at ground level, tend to emphasize boundaries and separation, undermining the notion of the campus as a public space. New buildings on the Campus should be designed with an appropriate level of transparency that encourages a visual fusion of indoor and outdoor spaces. Each exterior building wall should be thought of as both a specific means of containing and defining interior space, and as an element centrally involved in the broader goal of defining the campus. New construction should meet the following guidelines:

- Respect and reinforce the qualities of existing buildings (whether new or historic). Local, durable, low-maintenance materials should be specified.
- Use wall materials in the area vary and include brick, stone, cast iron and some precast concrete. All are acceptable for new construction.
- Use prefinished metal (steel, aluminum, zinc, copper) cladding are also acceptable as building materials. No synthetic stucco products are permitted.
- Punched openings, curtainwall and storefront glazing are acceptable. Sun shading devices on the proper exposures are encouraged.
- Keep building systems and architectural details simple, highly buildable and effective, utilizing proven, economical technologies.
- Specify recycled, reclaimed, and/or rapidly renewable materials wherever possible.
- Roofs: Solar Reflectance Index (SRI) of 78 or greater.
- Windows: Clear or lightly-tinted vision glass in aluminum framing. Dark or reflective glass is discouraged.

Sustainability - Potential LEED Credit Area: Materials and Resources.

Miscellaneous Architectural Guidelines

- New buildings should have a minimum floor-to-floor height to allow adequate space for infrastructure and accommodate future technology

requirements. 15'-4" minimum is a recommended standard. Floor-to-floor heights for parking structures should be determined by their functional requirements.

- Buildings should provide building occupants views and daylighting.
- Overhead pedestrian connectors should be horizontal rather than sloped.
- Maximum horizontal length of unbroken façades should be 150'. Reveals, glazing, material and/or plane changes may be used as architectural devices to break down the massing of long façades to a more human scale.
- Respect and utilize the existing topography and vegetation when siting buildings.
- When possible, minimize the development footprint and maximize open space to promote biodiversity.

P Sustainability - Potential LEED Credit Areas: Sustainable Sites, Indoor Environmental Quality.

Parking Garages

Parking garages are a unique architectural element that should be designed to mitigate the austerity often expressed in their appearance. Large blank walls and continuous strip windows should be avoided in favor of fenestration patterns more closely resembling inhabited buildings. Garages should be in keeping with building scale, unity, size, proportion, shape, color, texture, and transparency, as presented within these Design Guidelines. Devices such as louvers or screens may be used to make the facade surface more regular. Horizontal floor plates should face major public frontages. In order to develop the ground floor (street level) of garages to encourage pedestrian activity and maintain activity, the first floor level (street level) of parking garages should be used for human occupancy such as support or service functions that will maintain activity at the ground level.

P Sustainability - Potential LEED Credit Areas: Sustainable Sites, Indoor Environmental Quality.

Vistas and Visual Corridors

- Respect and enhance planned visual corridors.
- Orient building faces to reinforce visual corridors and open spaces.
- Use building massing to enhance entries to campus and sense of enclosure in open spaces.
- Preserve views across the campus and frame visual landmarks.
- Minimize the development footprint and maximize open space to protect visual corridors.

Open Space Design Guidelines Introduction

Open space guidelines aspire to define the principles by which the physical spaces of campus will be organized as the campus grows and develops. The guidelines focus on both the overall organization and the individual spaces that will be created over time.

Much of the charm of the campus is contingent on the balance between the existing and new campus buildings and the existing character of the surrounding businesses and neighborhoods. Care should be taken that each new phase of the campus should fit within the overall context of the city block.

These standards and the flexibility within these standards should always be taken in the context of the entire master plan document.

Open Space Goals

Outdoor spaces and gathering areas should be designed to provide people with a variety of settings of scale and character to enjoy. These areas should take advantage of solar orientation, natural shade elements provided by the building or adjacent vegetation, shade structures and pockets of sunshine. They should further offer a variety of seating opportunities including benches, seat walls, canopy tables, trash receptacles and other appropriate site amenities.

The character of the campus is defined by its urban location. The 'Urban Campus Character' is reflected in the open space character by the scale, materials and placement of the spaces. Rather than the wide-open spaces of a typical campus, the majority of GCTC campus open space will be linear campus spaces along the streetscapes and alley-ways. Small plazas and busy streetscapes will be typical of the campus

The gathering areas and seating arrangements should be arranged to promote contact, communication, and informal social life, while allowing for casual "people watching". Carefully coordinated site furnishings and landscape elements will improve comfort as well as the campus appearance.

Plant material is a key component of outdoor space. Carefully selected canopy trees, ornamental trees, shrubs and groundcovers will greatly enhance the enjoyment of outdoor spaces. Appropriate selection of hardy 'urban tolerant' deciduous and evergreen plant material, flowering and fragment materials and xeric or drought tolerant materials will greatly improve enjoyment of outdoor spaces.

Internet Capability is a key component in outdoor space usability. Plazas associated with main campus buildings should consider wireless access.

Typical Open Spaces on Urban Campuses

Typical Pedestrian Circulation Spaces along Streetscapes

Pedestrian Circulation

Walkways are a critical element in achieving campus unity. Materials and patterns used to designate certain types of walks should be used without fail and with a consistent level of quality.

Consistent walkway widths should be identified and maintained across campus. These widths should emphasize a hierarchy of walks, which respond to different volumes of pedestrian traffic or correspond to the public streeetscape. Walks must be wide enough to accommodate anticipated pedestrian volumes.

Consistent paving materials and patterns should be utilized according to hierarchy of walkway type. Concrete is appropriate for most walkways, with brick paving to be considered at special walkway points and exterior spaces. Brick pavers should be sand set on a concrete base to provide for durability and flexibility. Walks that require service and emergency vehicle access should always be constructed on a reinforced concrete base and pavers set in an asphalt setting bed. Walks should be engineered to provide water runoff and avoid puddles in a sustainable manner.

Students, faculty, and visitors will always discover new and apparently more direct routes. It is impractical to add new walks in all such instances; but where pedestrian movement is greater than the width of the existing walk, additional pavement should be added. Prior to the addition of any new walks, some review should be made to determine efficiency and compatibility with the current master plan.

Crosswalks and handicap ramps should be constructed at roadway intersections. Standard pavement markings should be used to signal pedestrian movement at major pedestrian crossings. Crosswalks and ramps should be constructed to meet current ADA and Kentucky Building Code requirements. The pedestrian circulation system should be designed to create barrier free and universal access. Signage should be used consistently to assist in way-finding.

Bicycles can create a significant hazard in pedestrian areas; as such their use should be restricted to designated multi-use alleys and striped bicycle lanes in vehicular roads. Staging areas should be provided where cyclists can park bikes and transition to the pedestrian environment on campus.

Recommended Standard walkway widths to be applied are:
- Primary: 10 feet minimum width with concrete pavement or combination of concrete and brick paving pattern
- Secondary: 6 feet minimum width with concrete pavement and tooled joints scored at 6’ X 6’

All paving should be a minimum of 4” thick and a minimum of 6” where access for service and emergency vehicles will be required. Final design

should be based on anticipated traffic loads. All primary walks should be designed to accommodate light vehicular loading.

Use of sustainable paving materials and stategies should be used whenever possible. Some recomended strategies include:

- Integration of rainwater harvesting and filtration in pedestrian spaces, particulary the use of systems such as pervious pavements, tree wells, and raingarden green spaces.
- The use of recycled or sustainable materials such as recycled aggregate base courses under pavements.
- 'Cool' pavements (those with high solar reflectance).

Sustainability - Potential LEED credits areas: Sustainable Sites, Water Efficiency, and Materials & Resources

Vehicular Circulation

The primary vehicular circulation on campus will be utilizing the City of Covington's city streets, as such all improvements should be according to thier standards or coordinated with the city to support GCTC's goals of a unified character. Street layout should be based on traffic volumes; the nature and intensity of adjacent land uses; architectural, historical and contextual characteristics and community facilities. Pavement, lighting, landscaping, and street furnishings should be used consistently to visually define each street, promote safety and minimize vehicular and pedestrian conflicts.

The use of a consistent paving material is recommended to define vehicular areas. Lane markers shall be highly contrasting color. To provide visual as well as "tactile guidance", brick paving materials should be used to define crosswalks in major pedestrian zones. Street intersections, as potential points of vehicular conflict, require simple, coordinated design and elevated illumination levels.

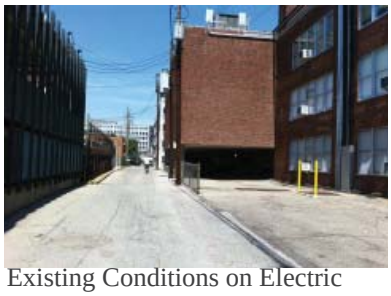
Typical Proposed Streetscape Section on Scott Boulevard

Improvements include sidewalks with zones for rain garden plantings and trees, defined parking zones, and buried utility lines. Pervious paving systems are encouaged where use is possible.

Typical Vehicular Circulation Spaces along Campuses

Existing conditions on Scott Blvd.

Typical Circulation Space along campus Alley



Existing Conditions on Electric Alley

Use of sustainable paving materials and stategies should be used whenever possible. Integration of rainwater harvesting and filtration is encouraged , particulary the use of pervious pavements systems. The use of recycled aggregate base courses under pavements is encouraged.

P Sustainability - Potential LEED credits areas: Sustainable Sites, Water Efficiency, and Materials & Resources

Alley Circulation

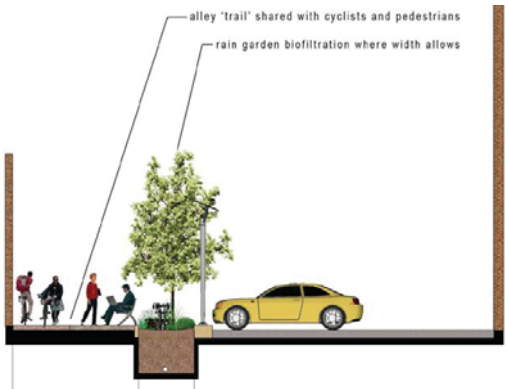
A North-South pedestrian and cyclist route on campus will be served by Electric Alley. Other alley-ways near campus may become used in the future as campus routes. Alleys will serve as circulation ways for pedestrians, cyclists, and limited vehicular and service vehicles.

Recommendations:
• Paving materials should include brick and concrete, with a majority of brick paving to differentiate the alley from vehicular use and to acknowledge the historical materials used in the alleys of Covington.
• Wide clear spaces should be provided to allow cyclists and pedestrians room to pass safely
• All pavement should be designed to be durable given daily service vehicle use
• The alley functions as campus open-space and should allow gathering areas to be placed out of the way of circulation as part of the plan.

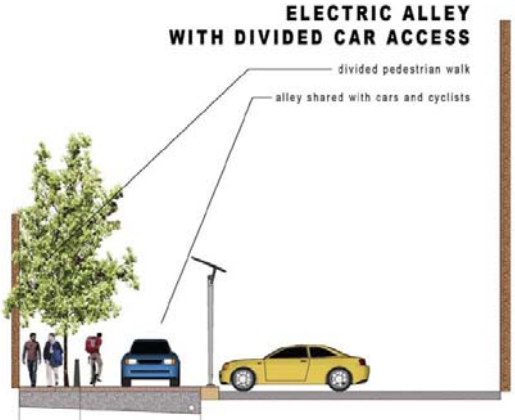
Use of sustainable paving materials and stategies should be used whenever possible. Integration of rainwater harvesting and filtration is encouraged , particulary the use of systems such as pervious pavements and raingardens. The use of recycled or sustainable materials, such as recycled aggregate base courses under pavements, is encouraged where possible.
(See Figure 5.14, on next page.)

Conceptual Section on Electric Alley

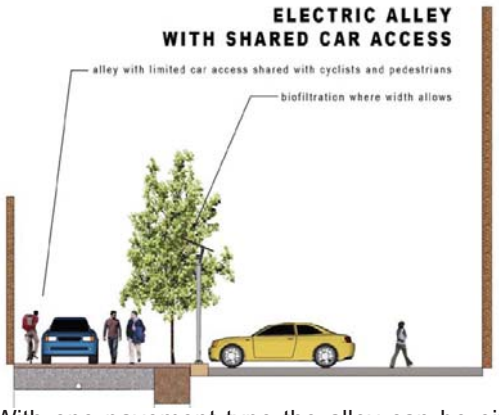
Improvements include zones for walking, biking, service vehicles, rain garden plantings and trees, and buried or relocated utility lines. Wayfinding and Building Identification could be provided with building-mounted type signs.



Exclusive pedestrian or Ped/Bike access allows more room for a defined campus identity. Enhancement such as seating and greenspace or raingardens enhance the space and allow use as a campus plaza as well as a Circulation route. Access for emergency vehicles could still be accommodated.



Dividing the alley with a change in materials and/or bollards allows the character to be defined as a campus walk,While also allowing more regular vehicular flow.



With one pavement type the alley can be either shared with vehicles full time or only at designated times. This is recommended only for very occasional traffic of vehicles or service vehicles.

Figure 5.14, Alley Circulation

Bicycle Circulation

Roads should incorporate striped bike lanes whree possible to provide cyclists connections to both campus destinations as well as to the greater community. Bicycle routes should also include signage for way-finding. Increased reliance on bicycles will reduce dependence on other modes of travel, including the single occupant car. In addition to the campus environmental benefits, there are considerable student and faculty health benefits associated with cycling.

Recommendations:
• Provide bicycle lanes on all alleys
• Provide bicycle lanes on circulation roads as coordinated with The City of Covington
• Provide bicycle safe and convenient bike racks

Sustainability - Potential LEED credits areas: Sustainable Sites and Materials & Resources


Biking in Urban Campuses

Bus Circulation

Bus transportation will become increasingly important as the GCTC Urban Campus expands. The College should coordinate with the Transit Authority of Northern Kentucky (TANK) regarding future routes and additional bus stops. Bus shelters are recomended at all primary stops, and should be clean, safe, well lit, and in visible locations for security. Signage should be provided at transit stops with bus route information as well as campus map information. Bike racks should be available at stops to promote multi-modal use.


TANK Downtown Route Map

Sustainability - Potential LEED credits areas: Sustainable Sites and Materials & Resources

TANK Full Service Route Map

Parking

As an urban campus, GCTC will need to rely on both existing and new parking garages primarily for the student and faculty parking resouces. Emphasis should be placed on providing attractive, clearly delineated, safe and accessible connections from parking areas and garages to the campus. Thge City of Covington will be relied on to improve the streets and parking as students and faculty will no doubt also make use of these resouces, increasing the need for public parking. GCTC's need should be considered when the city as suggested in the Covington Center City Action Plan, completes a Parking Management Plan.

Structures and surface lots should be appropriately illuminated for safe and convenient evening use. Parking areas should be clearly defined and

incorporated into wayfinding.

Lots should be paved, striped, delineated with curbs and gutters. Lots should have perpendicular parking to ensure flexibility and maximum capacities. The parking lot setback from the street will vary and should be consistent with the setback line established by nearby buildings.
A typical parking space should be 9 feet wide by 18 feet long with a minimum of 60 feet from curb to curb for a double-loaded parking aisle. Surface Lots should be appropriately screened with vegetation, however visibility for safety should be mainatined.

A two-foot overhang allowance for car bumpers should be provided to prevent damage to landscape materials and vehicles. Designated handicapped spaces should be provided in accordance with current ADA guidelines and the Kentucky Building Code accessibility provisions.
Surface parking lots and parking structures should incorporate 'green' systems and materials wherever possible. Some strategies include:

- Designated bicycle, moped and motorcycle parking areas should be provided.
- Bus parking should be provided in specific areas and restricted to those areas.
- Preferred parking should be provided for low emitting and fuel efficient vehicles.
- Surface parking lots should incorporate: bioswales, pervious pavement, and rain gardens or biofiltration areas.
- Surface lots should include adequate canopy trees for shade to reduce urban heat island effect.
- 'Cool' pavements (those with high solar reflectance) should be incorporated to reduce urban heat island effect.
- Underground detention to slow release of storm water

Cooperative efforts to clean and slow stormwater should be coordinated with the City of Covington Sanitation District.

Sustainability - Potential LEED credits areas: Sustainable Sites, Water Efficiency, and Materials & Resources

Service Areas

Service areas require special treatment, including screening from public areas. Service courts should be located away from public areas and appropriately screened. Screening should include a fenced or walled enclosure of a standard design throughout campus for the sake of unity and ease of maintenance. Fencing should be attractive but relatively inconspicuous and constructed of a material requiring minimal maintenance. Refer also to the Architectural Guidelines for additional recommendations.

Due to higher potential vehicular loads and increased turning movements in service areas, service courts should be developed with reinforced concrete pavement and curb and gutter. Where service traffic utilizes the same routes as vehicular traffic, consideration should be given to developing thicker sections of asphalt pavement to accommodate higher loads.

Where pedestrian traffic passes through or across campus drives and service courts, the paving should be raised to walkway level and scored with an appropriate grid to define or contrast the pedestrian traffic area, in essence creating a speed bump.

Directional signage should be clear and concise to facilitate easy wayfinding.

Sustainability - Potential LEED credits areas: Sustainable Sites, Water Efficiency, and Materials & Resources Exterior Spaces Goals

Exterior Spaces Goals

Exterior spaces should be able to serve a number of purposes. From gathering spaces for large groups and/or performances, to small groups or individuals, they should be flexible enough to accommodate many uses. Exterior spaces may be either very formal with specific programmatic uses or informal and open to interpretation of their use.

Sustainability - Potential LEED credits areas: Sustainable Sites, Energy and Atmosphere, and Materials & Resources

Building Entrances

At primary building entrances, the exterior spaces should be developed from materials and forms that compliment the building architecture, and that do not compete with the façade.

Entrance spaces should provide for informal seating in the form of seatwalls.

Both walls and paving materials should reference the building materials. Entrance spaces should be sized and with adequate seating tailored to each

Examples of ‘green’ parking strategies.

Entrance Examples

Node and Plaza Example

individual building's needs.
Amenities should be provided at all primary building entrance spaces including waste receptacles and bicycle racks; these should be located in a non-obtrusive way while being visible and convenient.

Pedestrian Nodes and Plazas

Nodes should be sized according to the number of paths, which lead into the space and the amount of pedestrian traffic. Nodes should include amenities such as seating and waste receptacles, and may also serve as good locations for directional and/or interpretive signage.

The plaza areas should not interrupt traffic flow; seating should typically occur at the perimeter of the space as this is also typically where people prefer to sit. Seating should be informal and seatwalls are preferred when possible.

Changes in pavement material and detailing should be utilized. Materials should be compatible with other campus materials in general and specifically buildings, walks and spaces in close proximity.

As an Urban Campus, GCTC has limited exterior space. Electric Alley should be considered an opportunity to enhance the GCTC urban campus character and used as a linear plaza space that can be used for gathering as well as circulation.

Gateways

The term “gateway” can encompass many types of entries. In this case, it is meant for those exterior spaces which serve not only as a visual entry, but also an important place marker for campus.

Changes in material are suggested to help indicate pedestrian gateways as entry portals to campus; these should have a similar vocabulary throughout the campus for the sake of unity and ease in interpretation.

Other amenities should include waste receptacles and bicycle racks as these areas may be used as transition zones for those that bike to campus.

Directional signage to indicate important campus destinations should be included at gateways; interpretive signage that provides additional context to the campus and the area is also well located at gateway areas, where they will receive generous amounts of pedestrian traffic.

Gateway Examples

Exterior Cafes

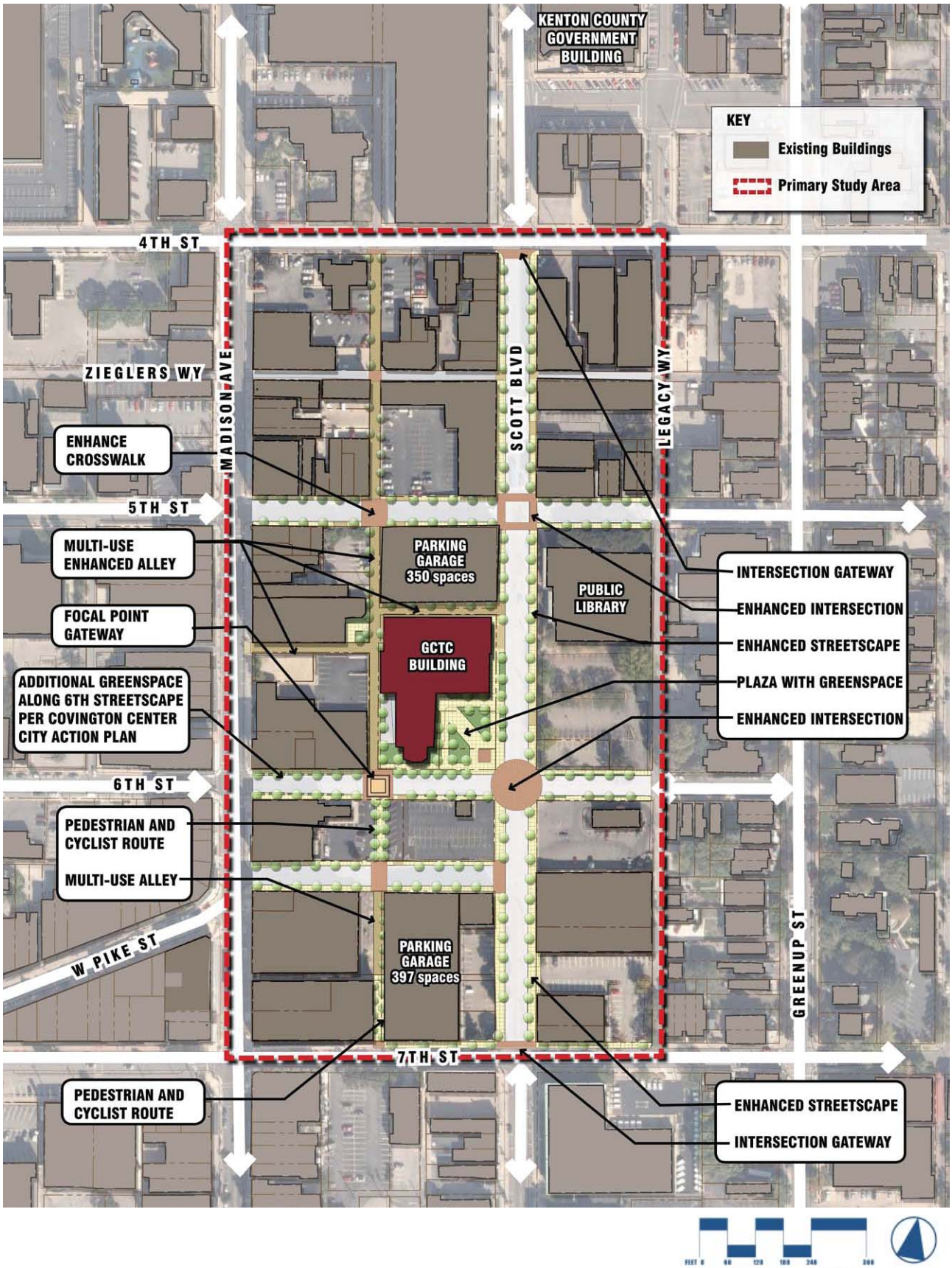
Exterior cafe spaces should incorporate tables and chairs; these should be usable for casual gathering as well as dining. In order to make the cafe space useable throughout more of the year, umbrellas or shade structures are recommended. Dinning areas on the urban campus will be small scale spaces for just a few of tables.

Dining Examples

Niches

Seating niches should be small, informal spaces designed for individuals or small groups, scattered throughout the campus. Typically they would include seating and may also include a waste receptacle, depending on location and proximity to other site amenities. These should be located off of walkways as places for one or two people to sit and talk, study or rest. Niche spaces should be provided that offer both areas of sun and shady locations.

Campus Master Plan



Master Plan

The physical Site Plan for the Urban Campus of GCTC takes advantage of both existing building assets and potential areas for new buildings. The buildings are tied together into a campus by the character of the enhanced streetscapes, alley ways, and open spaces.

Scott Blvd., 5th Street and 6th Street form the primary routes to and around campus. Scott Blvd. forms a spine to the campus. Streetscape and alley enhancements include pavements, lighting, trees, plantings, site furnishings and signage. Intersections and crosswalks should be improved with similar materials and design to delineate areas the campus includes. A primary gateway at the intersection of 6th Street and Electric Alley provides a central focal point for the campus.

The Covington Center City Action Plan focuses on the study area as a primary activity center for the City. The Intersection of 6th Street and Scott Blvd. is the center of the 'Acitvity Center' and should be celebrated with a plaza and intersection enhancements.

Electric Alley extending from 4th Street to 7th Street and the spur alleys form a network of linear spaces with a campus plaza character. Despite the fact that service vehicles and some parking access will be needed these spaces are anticipated to be a primary link for campus pedestrians and cyclists. Where ever possible, access to parking lots should be re-routed away from the alley access.

Rain gardens, pervious pavements, and other green strategies should be incorporated into the alley and streetscape wherever practical. Campus greenspaces are small and could be usable as biofiltration rather than lawn spaces. Appropriate street trees should be included everywhere possible on Streetscapes and in Alley Ways. Trees should be spaced relative to species so a continuous canopy can be established where the road is not interrupted by intersections.

The parking needs should be coordinated with the City of Covington as the users of the campus will rely on public parking infrastructure improvements. The potential locations for parking structures include the area shown as New Construction Opportunities and on existing surface parking lots as they would become available.

The Campus will grow in phases and the new parking should be phased as appropriate to keep pace. Spaces required were calculated at 3 spaces per 1000 sq.ft. of building space. 900 parking new spaces short-term (5-10 years) and 1,400 parking spaces for the long-term (10-15 years) will be required given the building growth anticipated in this plan.

Campus Safety Design

The physical layout of the campus should provide views that are unimpeded by close building spaces or landscape.

Emergency call phones should be located in easily accessible areas and coordinated with local City of Covington authorities.

Campus buildings, plazas, and landscape should be designed without dead-ends. Shrub masses to be maintained at a height that does not impede views. Dwarf or low growing varieties are encouraged

Adequate lighting should be provided in all areas

Bollards to restrict vehicular access to pedestrian-only spaces should be utilized.

Security cameras and other surveillance should be coordinated with campus security and local authorities.

LCD sign panels should be incorporated into entry signs where message signs are preferred.

Examples of Emergency Phones on campus and in parking garage

Emergency Phones

Emergency phnes should use a simple design, which is compatible with campus surroundings and other site elements, but is unique enough to be easily identifiable. A single unit should be used consistently across the campus to add continuity and provide for easier recognition. The design selected should be coordinated with local City of Covington authorities.

Priority should be given to locating security call stations in parking garages, remote areas and major pedestrian corridors which are heavily used in the evening hours. Location decisions should also consider early arrival/shift activity, potential criminal activity, campus and local authority recommendations.

Call stations should be highly visible and accessible.

The unit should be internally illuminated.

An emergency phone or push plate should be easily accessible.

Sustainability - Potential LEED credits areas: Materials & Resources

Vehicular Lighting Standards

Lighting on public streets and alleys should comply with City of Covington standards and support the Covington Center City Action Plan.

Lighting units with a standardized style, color, height, diameter and location should be used throughout campus. Lighting should be simple and unobtrusive,and coordinate with the recommended system of site furnishings.

Light sources should be concealed in parking lot and street lighting to reduce glare and light distribution directed downward to reduce light pollution.

Lighting units which reduce light pollution, comply with the LEED Light Pollution Reduction credit and are Dark Skies compliant / Full-cutoff should be selected as campus standards.

Low profile style fixtures that do not attract attention are encouraged. Black fixtures and poles are encouraged to allow long term future matching and avoid a 'dated' appearance in the future. The fixture pictured at left is suggested as a typical style. LED or the most efficient fixtures available should be used for energy savings and lower maintenance.

Light distribution should be controlled to maximize the appropriate intensity and minimize the number of fixtures needed in consideration of aesthetics and cost effectiveness; light distribution should be uniform to avoid hot and/ or dark spots. Select appropriate levels of illumination with respect to the vehicular use and the context of the street.

Driving requires recognition of vertical objects in the field of vision; therefore, vertical illumination is equally as important as horizontal illumination. Intersections require higher levels of illumination. Streetlights should be regularly spaced along major streets so as to provide the minimum foot-candle coverage as required. The fixtures should be offset from the road at a consistent distance. Parking lot lighting should be at sufficient levels of intensity for safety; the poles should be located in planting islands to be less visually obtrusive and less likely to intrude upon vehicular traffic/parking.

Sustainability - Potential LEED credits areas: Sustainable Sites, Energy and Atmosphere, and Materials & Resources

Example of Site Lighting
by: Bega Lighting
Pole top with cutoff optics - LED
Fixtures to be black

SUGGESTED AVERAGE FOOTCANDLE LEVELS TO BE COORDINATED WITH CITY OF COVINGTON

USE	HORIZONTAL	VERTICAL	RATIO
Roadways - Heavy	1.5 - 2.0	0.75 - 1.0	4:1
Roadways - Light	0.5 - 1.0	0.25 - 0.5	4:1
Roadways - Service	0.2 - 1.0	0.1 - 0.5	4:1
Parking - Lots	0.5 - 2.0	0.5 - 0.75	4:1

Pedestrian Lighting Standards

Fixtures on city property should comply with City of Covington Standards and support the Covington Center City Action Plan.

Standard luminaires and poles should be selected based on appropriateness to campus character. Since luminaries and poles are visually prominent during the day, their design should be coordinated and compatible with other site furnishings. Transitional style fixtures that coordinate with both historic architecture and future styles are encouraged. A suggested model of light fixture compatible with the style and function of the standards is pictured at right.

Black fixtures and poles are encouraged to allow long term matching and avoid a 'dated' appearance in the future. Lighting design should organize, articulate and enhance the campus structure as well as enhance safety and security.

Illumination, intensity, quality, and distribution should respond to the character and patterns of use. The source of illumination should be concealed. Distracting, uncontrolled glare must be minimized and the lit surface emphasized, not the light source itself.

A rule of thumb for the illumination of pedestrian walks is 0.2 – 1.0 horizontal foot-candles and 0.1 – 0.5 vertical foot-candles.

LED or other high-efficiency fixtures should be used to maximize energy savings. Lighting units which reduce light pollution, comply with the LEED 'light Pollution Reduction' credit and are Dark Skies compliant should be selected as campus standards. Maintenance and cost effectiveness considerations include:

- Strategic placement of units to optimize the light distribution and minimize the number of units.
- Lamp types with superior lamp life ratings.
- A cut-off reflective lens is recommended for its ability to direct light onto walkways.
- Care should be taken in locating the poles to ensure consistent alignments and setback from walk edges.

To facilitate maintenance, it is proposed that a concrete maintenance collar or mow edge be created at the base of the pole if set in a greenspace. The base should be slightly below ground level to allow for mower overhang during lawn cutting, thus minimizing hand trimming.

Sustainability - Potential LEED credits areas: Sustainable Sites, Energy and Atmosphere, and Materials & Resources

Example of Site Lighting
by: Bega Lighting
Pole top with cutoff optics - LED
Fixtures to be black

Example of Special Use Lighting
Louvered bollard - LED
Fixtures to be black

Special Use Lighting Standards

Lighting of architecture, special features, and landscaping is intended to emphasize the unique character of the campus after dark. Landmark buildings, spaces, and other special elements to be illuminated should be identified by the College in conjunction with the individual architects and designers for either new construction or renovation projects.

Illumination levels and distribution patterns should be specifically selected in terms of the subject being lit. Illumination levels should be carefully selected to achieve a soft effect. Over-illumination resulting in glare is undesirable.

Special lighting techniques should be applied consistently. Fixtures should be unobtrusive in both night as well as day and used consistently throughout campus.

Selection of significant buildings which deserve special lighting treatments, including both those that are historically important and those that are important to/utilized by the community as well.

Transitional style fixtures that coordinate with both historic architecture and future styles are encouraged. At the time of this plan the decision regarding the standard model of fixture will be determined with the first building project phase. A suggested model of light fixture compatible with the style and function of the standards is pictured at left.

LED fixtures should be considered for energy savings and lower maintenance

Lighting units which reduce light pollution and can comply with the LEED Light Pollution Reduction credit should be selected as campus standards. Uplights are not recommended as they cause light pollution.

Where additional lighting is required for orientation or safety in special pedestrian spaces, bollard lights can be utilized to provide extra lower level lighting. Lighting should have glare control, in black finish.

Rule of Thumb typical foot-candles for various uses follow:

USE	HORIZONTAL	VERTICAL
Open Space	0.1 - 1.0	0.1 - .05
Misc. Landscape	-	0.5 - 0.7
Campus Entrances	5	2.5 - 3.0
Features	0.5 - 1.0	1.0 - 2.0

Signage Standards

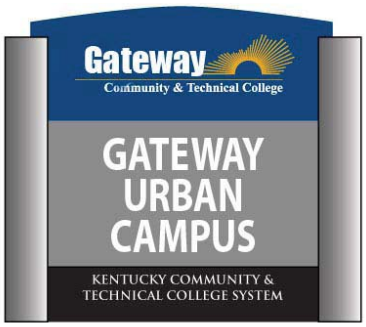
A Way-finding System enhances the Image of the College, reinforces the arrival experience, and is an opportunity for College and KCTCS branding. Signage should comply with existing sign standards as provided by KCTCS per the KCTCS Branding Guide. In the urban environment signage that takes up little space on the ground is necessary, so use of tall pylon signage and signage on building facades is encouraged.

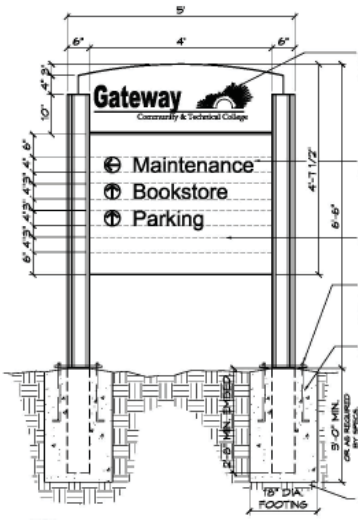
Signage should comply with City of Covington Standards and support the Covington Center City Action Plan.

A clear hierarchy of signs allows first time or occasional visitors to get to their destination even if they cannot locate a map. Place signs in a close relationship to the destination or decision point they are intended to serve. Signs must also be located within the viewer's acceptable reading area, or cone of vision.

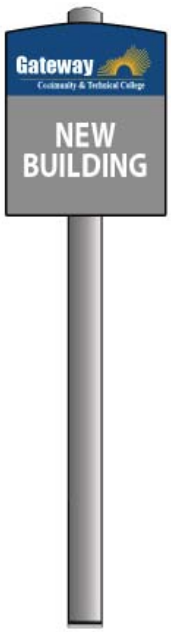
The campus signage system should provide some level of flexibility so that necessary changes can be incorporated into existing signs. All signs including regulatory signage, such as reserved parking or stop signs, should be designed to fit the signage package

P Sustainability - Potential LEED credits areas: Sustainable Sites, Energy and Atmosphere, and Materials & Resource





Typical Standard KCTCS Signage



Potential Post-Type Signage for use on streets and close spaces

All furnishings to be black.

Benches:
Landscape Forms - Parc Vue

Tables:
Landscape Forms - round

Chairs:
Landscape Forms - Catena

SunShade
Landscape Forms - Solstice

Site Furnishings

Standard site furnishings should be selected based on appropriateness for the campus character. Consistent use of standard furnishings builds a cohesive style for the campus. Transitional style furnishings that coordinate with both historic architecture and future styles are encouraged. Black furnishings are encouraged to allow long term matching and avoid a 'dated' appearance in the future. Suggested styles compatible with the standards are pictured at left.

Benches and Table Seating

Seating should generally be unobtrusive in exterior spaces and not interrupt traffic flow. Benches should be securely anchored to minimize theft and vandalism; all benches should be secured to a pad compatible to the adjacent pavement or anchored to concrete bases if set in a landscape area.

Seating for outdoor eating areas should include table and chairs. These should be constructed of attractive and durable materials in a finish consistent with other site furnishings. Umbrellas or shade structures should be considered in sunny areas.

When benches are used, a campus standard bench should be utilized for the sake of unity; the bench selected as the campus standard should be selected for aesthetic appeal, compatibility with the campus and quality and durability of materials. A style with both backed and backless models allows most flexibility and is encouraged. Benches are appropriate for use where seat walls are impractical, along small pathway nodes, at rest spots along paths and trails, and under shade trees in the Quadrangle. All benches should be made of a low maintenance and durable material such as stainless steel or cast aluminum.

Bollards

Bollards should be simple and clean in design and be positioned to effectively as best suited for their individual purpose. These include controlling vehicular access, acting as guard posts, or providing supplementary site lighting. Road corridors with building entrances vulnerable to vehicular access should incorporate bollards for safety.

Two types of bollards are needed: One type for service areas not intended to be seen by the general public, and a second type for highly visible public areas. These should blend with the overall palette of site furnishings and should have the flexibility to also incorporate site lighting as needed.

Bollards should be designed with a concrete collar to provide removal with minimal disturbance to the surrounding pavement when replacement is

required. In areas where occasional vehicular access is required, a removable bollard should be used. Bollards should be generally spaced at eight feet on center. Bollards should be constructed of a durable material and capable of withstanding vandalism and vehicular impacts.

Waste and Recycle Receptacles

Waste receptacles should be located where needed, but should remain visually inconspicuous and should relate to the style of other site furnishings.

A circular form reduces questions of alignment. A cover is recommended to keep rainwater from infiltrating the receptacle and to maintain a neater appearance. An interior liner is recommended to control insects and facilitate ease of trash removal. The unit should be sturdy and secured to discourage vandalism and to extend the life of the unit. Installation should vary according to location.

A consistent style should be used throughout the campus with size and features appropriate to the area served. Waste and recycle receptacles should be constructed of durable materials and anchored in such a way as to prevent vandalism while remaining consistent with the adjacent pavement system. If a style is recomended by the Covington Center City Action Plan the receptacles should complement it.

Waste receptacles should be located at the intersections of major pedestrian corridors, in plaza areas, and at building entries.

In order to reflect the College's commitment to environmental responsibility, waste receptacles which have an integrated recycling bin for paper, plastic, and aluminum should be considered standard if the resources are available to collect recyclables.

Litter & Recycling:
Forms + Surfaces: Dispatch

Bicycle Racks

Bicycle racks should be consistent in their design, material and color as well as be consistent in the detail for their installation and design of their layout. They should be installed in numbers sufficient to serve each individual building or location, which is to be determined by building use, size, and type of occupancy.

A simply designed bicycle rack having little visual impact is preferred. When bicycles are not present, the rack should be relatively inconspicuous.

Bike Rack:
Landscape Forms: Bola

Examples of Urban Spaces with Tree Canopies

Flexibility in accommodating a variety of bicycles and locking apparatus is important. However, the selected type must insure the ultimate security of the bicycle. The unit must be structurally adequate to withstand vandalism, extensive student use and inclement weather conditions. The same make and model of unit should be used throughout campus.

The surfacing below the bicycle rack should be dependent upon the surrounding pavement and should blend with and complement the adjacent paved surfaces. Regardless of surface pavement, racks should be anchored to a concrete pad.

Bicycle racks should be conveniently located near primary building entries and exits, major destination areas, and pedestrian gateways to the campus. They should be located in such a way as to provide convenient access, but not interrupt the flow of pedestrian traffic or intrude upon exterior gathering spaces. They should be easy to locate, but not be visually disruptive to views of both buildings and exterior spaces.

Sustainability - Potential LEED credits areas: Materials & Resources

Plant Material Standards

Sustainability - Potential LEED credits areas: Sustainable Sites

- Accentuate key focal points including campus gateways, nodes, building facades, and entrances and special exterior features such as artwork installations.
- Define special areas such as plazas, as well as, seating and gathering nodes.
- Screen unattractive views to service areas and dumpsters.
- Make parking areas more attractive and green.
- Control pedestrian access and circulation as needed.
- Support the sustainability goals of the campus by provington shade and biofiltration.

Landscape plantings should be designed for maximum effect with limited maintenance, emphasizing broad sweeps of like material. Planting design should utilize materials that are site appropriate and consider the location of adjacent walks and pedestrian spaces. In selecting planting materials, priority should be given to the use of native plants over exotics where appropriate to limit maintenance and to emphasize developing a sustainable landscape. Trees and shrubs should be selected and maintained to allow visual access for safety.

An approved plant list of materials should be developed with an emphasis on native plants as a reference for future planting plans. Select plant materials based on urban tolerance, proven hardiness to the Covington area, disease resistance and maintenance requirements. Tree selection should comply with

The City of Covington's Standards and complement the Covington Center City Action Plan.
Drought tolerant plants should be utilized that do not require irrigation after the establishment period. To ensure cost effectiveness, maintenance should be prioritized.

Plantings utilized in rain garden, bioswale, tree well and other bio-filtration areas should be selected based on the particular set of conditions designed in that system. All filtering plantings should be capable of withstanding drought conditions as well as wet conditions. When utilizing biofiltration areas requiring 'overflow' into the stormwater system the design should be coordinated with The City of Covington Sanitation District

Moveable concrete planters may be used in plazas and at entrances to major buildings. Only flowers and low shrubs should be used in these planters. Planters should be of a consistent material and style, with an emphasis on durability and an attractive but simple appearance.

Overall selection, placement and maintenance of plantings should emphasize mass and simplicity of design. Except for key accent points, clipping or shearing of individual plants should be discouraged. Where immediate impact is important such as in parking lots and at building entry points, larger size plant material should be used. Where new construction, renovation, utility work, etc. is to occur, careful consideration should be given regarding the impact of construction on existing landscape materials. Bold strokes of plant materials in special areas are encouraged. Mass plantings make a stronger statement and reduce maintenance costs over time.

Recommended Plant Species

Shade Trees

A variety of species of trees is encouraged on campus to promote ecosystem diversity and reduce any future impact of species-specific disease or pest. Trees tolerant of urban conditions and appropriate for street tree use should be used with preference for native trees if possible. Trees used on public streets should be approved by The City of Covington and compliant with the Covington Center City Action Plan. Suggested minimum installation size for new shade tree plantings is 2"-2-1/2" caliper and depending on the type of tree, 10-12 feet high.

Suggested street/urban tolerant species include:
- London Plane Tree
- Ginkgo
- American Yellowwood
- Red Maple
- Honey Locust
- Little Leaf Linden

Suggested Species Examples

Suggested Species Examples

Small Flowering & Ornamental Trees

Masses of flowering trees should be used for accent and color as needed and where shade is not a factor, such as the arrival courts, and some campus and building entry points. Suggested minimum installation size for new small flowering or ornamental tree plantings is 1-1/4" caliper and depending on the type of tree, 5 - 6 feet high.

Suggested species include:
- Kousa Dogwood
- Flowering Dogwood
- Eastern Redbud
- Allegheny Serviceberry
- Common Witchhazel
- Sweetbay Magnolia

Evergreen Trees

Where screening or buffering of views, softening of large structures or walls, enclosing or defining space, or simply providing a year round accent, selected use of evergreen trees should be considered. Suggested minimum installation size for new evergreen tree plantings is 5 - 6 feet high.

Suggested species include:
- American Holly
- Eastern Hemlock
- Southern Magnolia
- Norway Spruce

Ground Covers, Ornamental Grasses, Flowers, and Vines

Native or non-invasive exotic plantings are encouraged on campus.
The use of ground covers, perennial flowers and vines should also be limited to areas of high visual impact. Because of the fairly high maintenance requirements and recurring investment in plants, it is suggested that the use of annual flowers be limited to selected high visibility areas.

Suggested Species include but are not limited to:
- Virginia Creeper
- Sweet Woodruff
- Little Blue Stem
- Other native perennials

Shrubs

An assortment of species of native or non-invasive exotic shrubs is encouraged on campus to reduce any future impact of species-specific disease or pest. Shrubs should be selected for multi season interest, low maintenance, function in the landscape, and location. Their use should generally be restricted to high visibility areas such as building entry points, arrival courts, parking areas and campus entry points. Suggested minimum installation size for new low shrub plantings is 12-15 inches high and for medium to large shrubs, 24-30 inches high.

Suggested Species include but are not limited to:
- Viburnum
- Bayberry
- Spirea
- Flameleaf Sumac
- Chokeberry
- Fothergilla
- Buttonbush

Sustainability - Potential LEED credits areas: Sustainable Sites, and Water Efficiency

Preserving Solar Access

When planting trees on campus, preserve necessary corridors of solar radiation to optimize the use of photovoltaic, passive or active thermal systems, or day lighting. When using passive solar heating remember that deciduous trees block sunlight and heat in the summer and let solar radiation heat buildings in the winter.

Sustainability - Potential LEED credit areas: Energy & Atmosphere, and Indoor Environmental Quality

Conclusion to Open Space Design Guidelines

These standards and the flexibility within these standards should always be taken in the context of the entire master plan document. The guidelines are meant to provide direction for the campus environment, however as an urban campus, much of the campus framework lies on public property so care should be taken to comply with City of Covington standards and support the Covington Center City Action Plan.

Gateway Community & Technical College Urban Campus Master Plan

SITE SELECTION ANALYSIS

Prepared for Kentucky Community & Technical College System and Gateway Community & Technical College
Prepared by Urban Collage in association with EOP Architects and M2D Design Group

November 08, 2011

INTRODUCTION

Gateway Community and Technical College is a comprehensive institution serving the Northern Kentucky region and Greater Cincinnati, with multiple campuses at Boone, Edgewood, Amsterdam and recently established Urban Campus at the former Two Rivers Middle School. With an overall goal to increase access to urban residents of Northern Kentucky to a comprehensive community and technical college and to increase community partnerships, GCTC in 2009 announced to create a new Urban Campus in Covington as an anchor for urban development in Covington and its neighboring River Cities.

The main purpose of this Site Selection Analysis is to help identify the most suitable site for the new campus. GIS data information from the City of Covington and NKAPC was utilized to generate a list of potential sites based on size, availability, redevelopment opportunities and land use and zoning compatibility. Based on the GIS analysis and information from the City, five sites were selected:

1. Holmes High School – part of the site adjacent to the Madison Avenue
2. St. Elizabeth Medical Center and Jillian's Property
3. Madison Avenue and MLK Boulevard/12th Street
4. Scott Boulevard
5. 4th and 5th Streets

A set of selection criteria was developed based on case studies and the planning team's expertise. Each potential site was evaluated in each category. The results were compared and the sites ranked according to their suitability. Based on this comparative analysis, a recommendation for the most suitable site for the new Urban Campus was provided. The selection criteria considered are as follows:

SITE CONSIDERATIONS: (pertaining to the site)

- Area
- Constructability - remediation, topography, etc.
- Property Ownership - multiple or single property ownership
- Visibility
- Building Re-use Opportunity
- Zoning - compatibility with Urban Campus uses and conforming with the City's Comprehensive Plan
- Cost/Availability of Land - land value, acquisition cost and additional costs to be incurred including demolition or renovation.
- Academic Program - based on the GCTC program requirements and academic goals and objectives

AREA CONSIDERATIONS: (pertaining to the surrounding area)

- Access - vehicular, transit, pedestrian and surrounding context
- Parking - access to structured parking will impact the cost
- Expansion Capability - future expansion opportunities
- Partnerships - community partnerships
- Land Use Compatibility - compatible uses
- Catalytic Effect - catalytic economic impact on the surrounding area

SITE 1: Holmes High School

SITE 1: Holmes High School

SITE CONDITIONS

The site is located within the existing property of Holmes High School, along Madison Avenue.

Area of the site = approx 2.7 acres

Property Owner: Covington Indep School

Site Boundary

Major Roads

2' Contour Lines

Tree Canopy

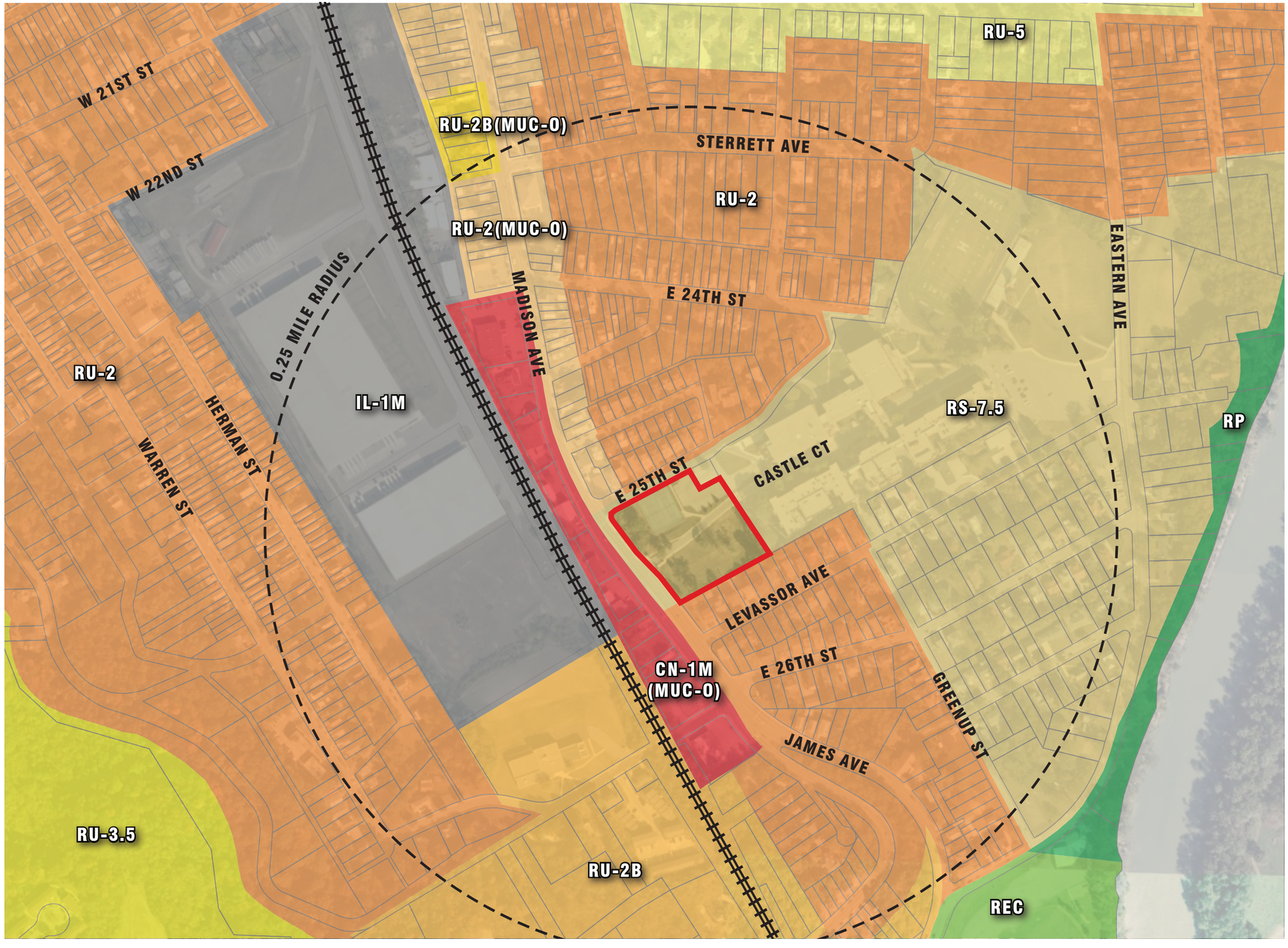
SITE 1: Holmes High School

VISIBILITY

This diagram illustrates the visibility of the site from the surrounding areas. The site is only visible from the Madison Avenue. As it is surrounded by Homes High School and residential neighborhoods on the other sides, the site has very low visibility.

Site Boundary

SITE 1: Holmes High School



ZONING

This diagram illustrates the existing zoning of the site and the area surrounding it. The site is zoned Suburban Residential and is located within a area with residential focus. There is a strip of Neighborhood Commercial along Madison Avenue, which is next to industrial properties separated by the railroad.

- RU-2: Urban Residential
- RU-2(MUC-O): Urban Residential - Mixed Use Corridor Overlay
- RU-2B: Urban Residential
- RU-2B(MUC-O): Urban Residential - Mixed Use Corridor Overlay
- RU-3.5: Urban Residential
- RU-5: Urban Residential
- RS-7.5: Suburban Residential
- CN-1M(MUC-O): Commercial Neighborhood - Mixed Use Corridor Overlay
- IL-1M: Industrial-Limited
- RP: Resource Protection
- REC: Recreation and Open Space

SITE 1: Holmes High School

SITE ACCESS

The white lines represent existing roadways, The site is accessible only by Madison Avenue. This diagram also highlights the TANK bus stops which are also only along Madison Avenue.

Site Boundary

Roads

TANK Stop

SITE SELECTION ANALYSIS

Gateway Community & Technical College Urban Campus Master Plan

Prepared for Kentucky Community & Technical College System and Gateway Community & Technical College

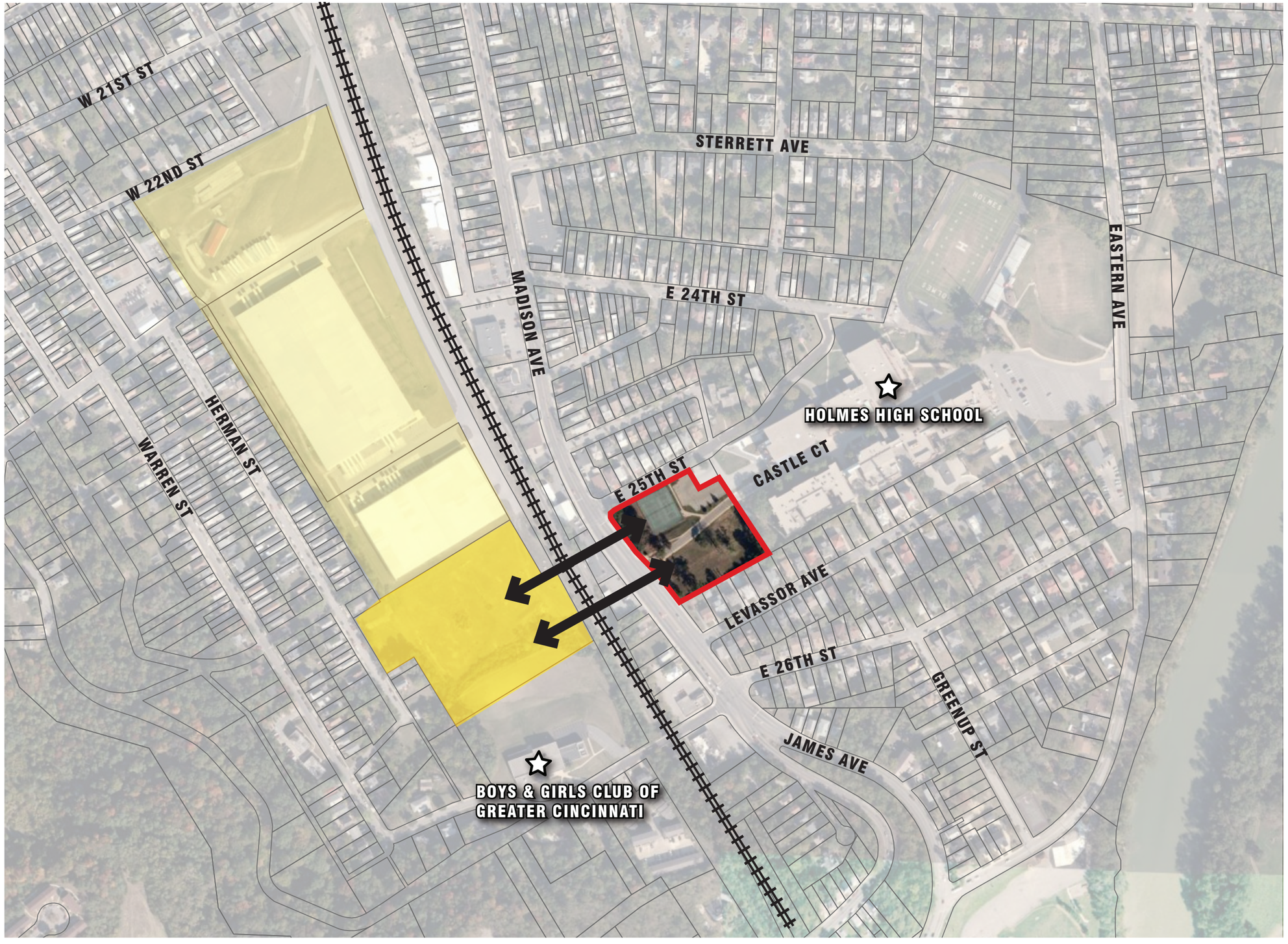
SITE 1: Holmes High School

PARKING

The colors indicate where surface parking lots exist within and around the site. There is very limited parking available in this are and most of it is surface parking owned privately for individual uses such as retail establishments or school.

- Site Boundary
- Surrounding Parking
- Existing Parking on Site
- Existing Buildings

SITE 1: Holmes High School



EXPANSION CAPABILITIES AND PARTNERSHIPS

This diagram illustrates the potential expansion capabilities adjacent to the site and potential partnerships in the community. As can be noted, the vacant site across from the potential campus site is disconnected from the site by a railroad and the retail developments. The industrial facility north of the vacant site could become a future long-term opportunity, but will have similar accessibility issues.

Development Opportunities

Potential Partnerships

Accessibility issues

SITE SELECTION ANALYSIS

SITE 1: Holmes High School

LAND USE COMPATIBILITY

This diagram illustrates the land uses that surround the potential campus site. The site is located within a residential neighborhood, with mostly single-family residences. There are few out-parcel commercial uses located along Madison Avenue, towards the west of the site. The railroad next to the retail properties is a major issue and limits the development potential of the site. Similarly, the High School, though a major collaborative partner, significantly restricts the expansion capabilities of the College campus.

- Single- Family Residential Buildings
- Multi-Family Residential Buildings
- Commercial Buildings
- Institutional Buildings
- Industrial Buildings
- Parks

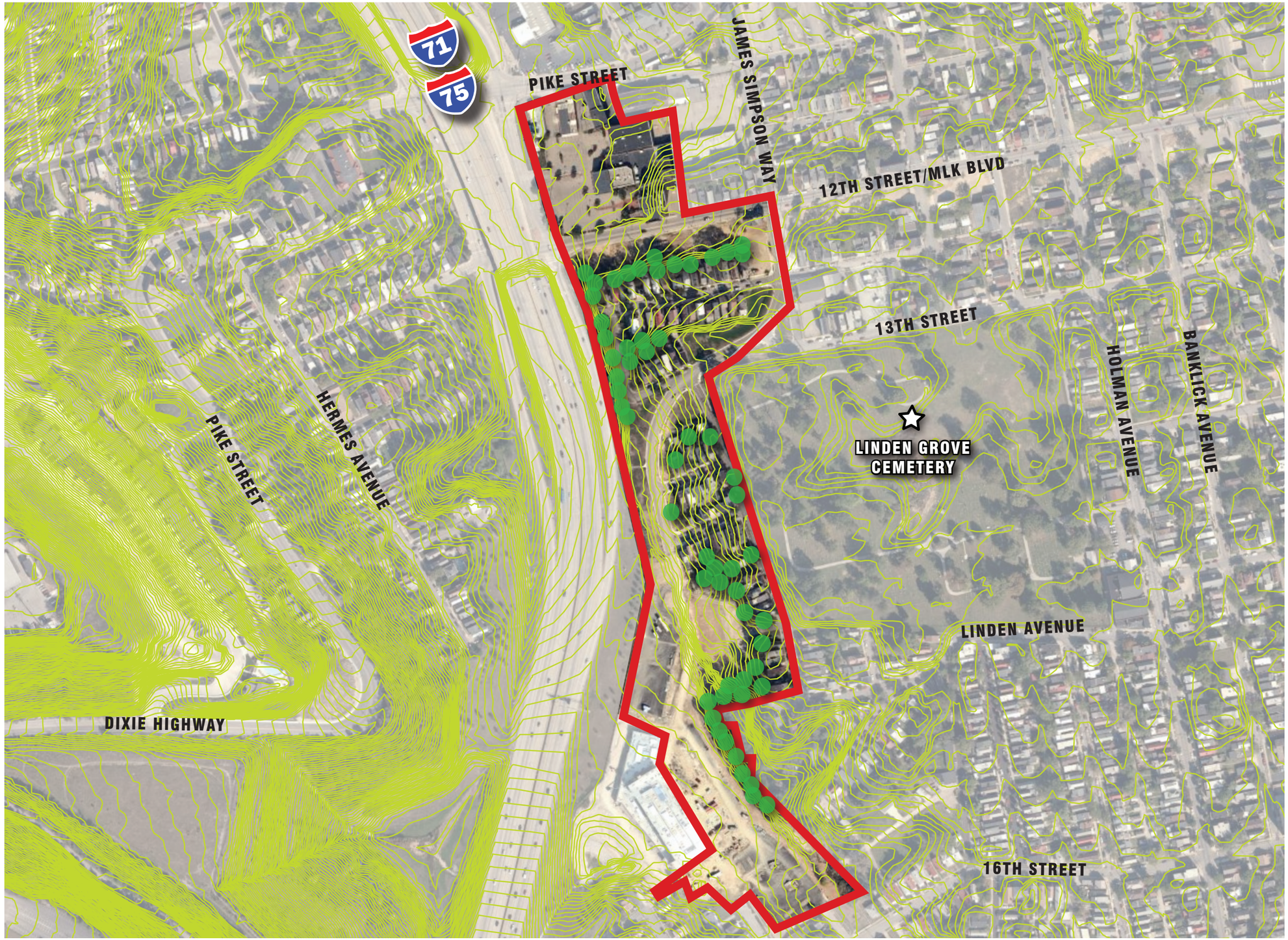
SITE 1: Holmes High School

CATALYTIC EFFECT

This diagram illustrates the impact that the new campus development could have on the surrounding area. Land that is underutilized, not of the highest and best use, and of a land-use that is not compatible with the surroundings are potential areas where change may take place over time if a development such as this were to occur. It has the potential to revitalize the areas along Madison Avenue and could attract potential developments to the area west of the railroad in future but with significant connectivity challenges. The site is located within a viable residential neighborhood and so no change is expected in the other areas.

SITE 2: St. Elizabeth Medical Center & Jillian's Property

SITE 2 : St. Elizabeth M.C. & Jillian's Property



SITE CONDITIONS

The site is located within the former Jillian's property and on property owned by St. Elizabeth Medical Center.

Area of the site = approx 12 acres

- Site Boundary
- Major Roads
- 2' Contour Lines
- Tree Canopy

SITE SELECTION ANALYSIS

Gateway Community & Technical College Urban Campus Master Plan

Prepared for Kentucky Community & Technical College System and Gateway Community & Technical College

SITE 2 : St. Elizabeth M.C. & Jillian's Property

SITE OWNERSHIP

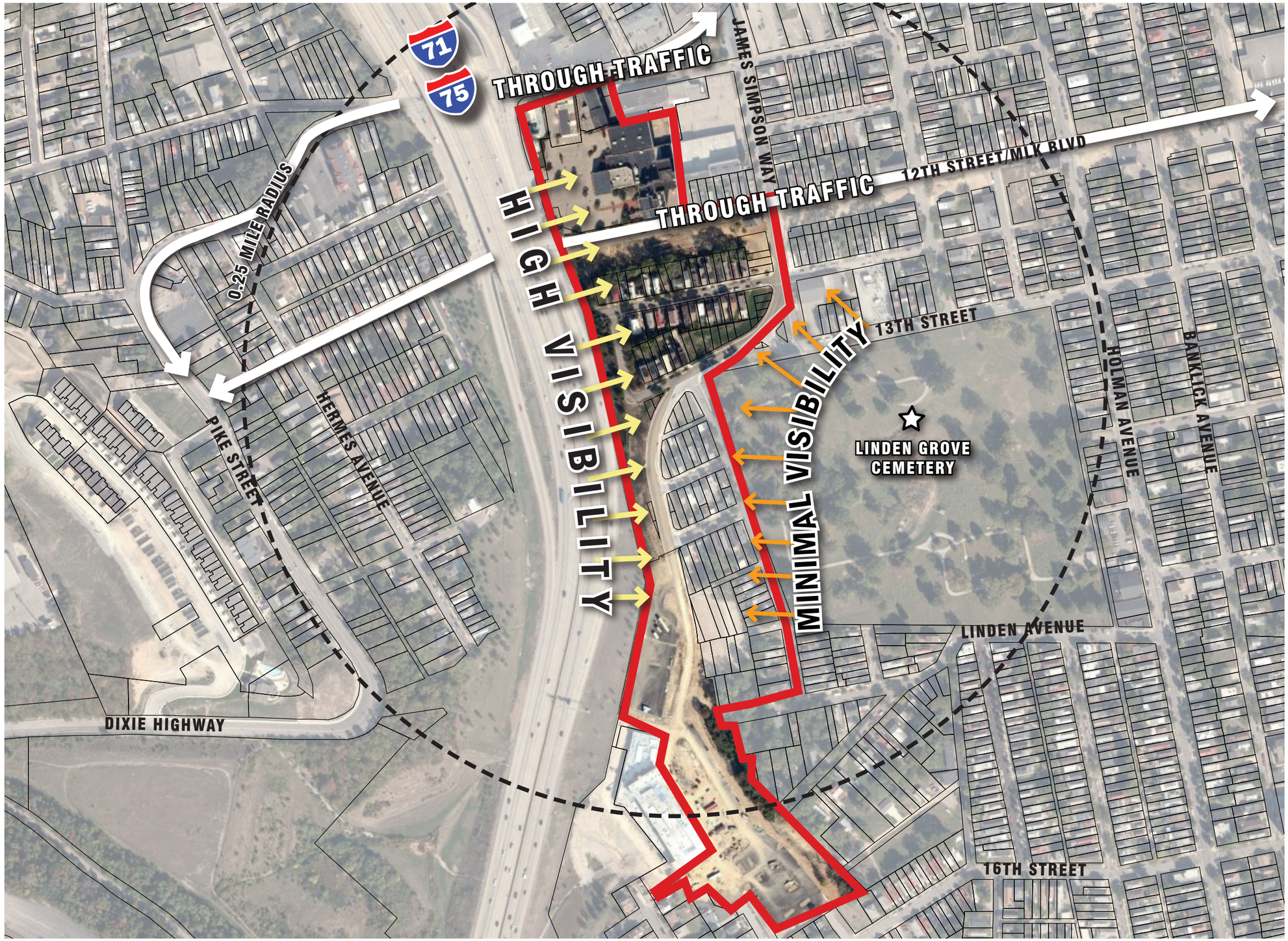
The colors and labels indicate major land holders within the site boundary. This example illustrates the diversity of land ownership within the study area.

Area of the site = approx 12 acres

Property Owner: Multiple Private Owners

Site Boundary

SITE 2 : St. Elizabeth M.C. & Jillian's Property



VISIBILITY

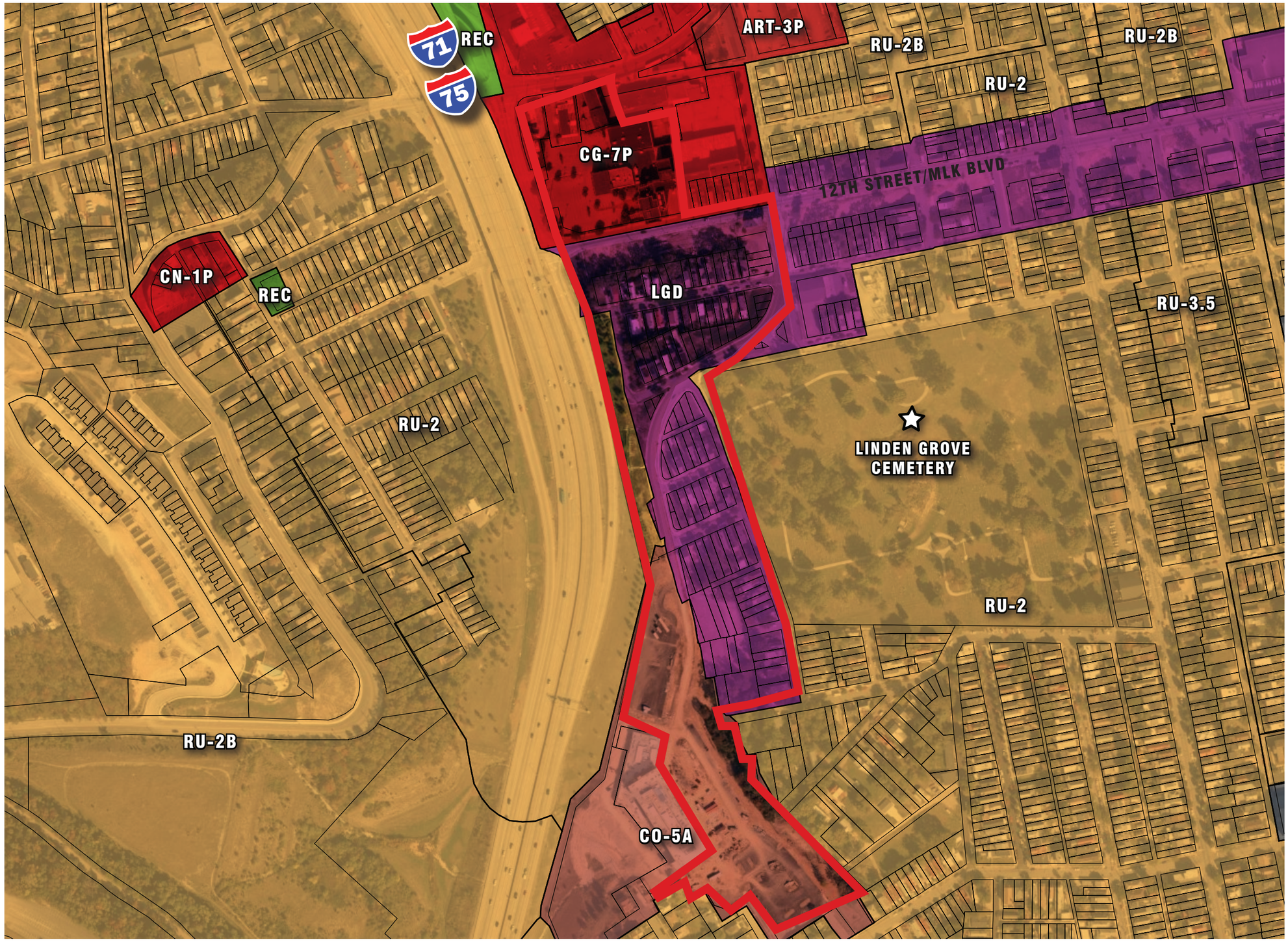
This diagram illustrates the impact the context has on the campus visibility. As noted, the west portion of this site receives a very high visibility mark because of the highway traffic volume. The east side is mostly comprise of dead end streets in a residential neighborhood resulting in low visibility. There is also through traffic on 12th Street and Pike Street that would account for slightly increased visibility at those two locations

SITE 2 : St. Elizabeth M.C. & Jillian's Property

BUILDING RE-USE OPPORTUNITY

The five-story unoccupied building, located on the former Jillian's property once housed a brewery. The building has the potential of being re-used as an institutional facility but it would need a major overhaul of the internal spaces to make it habitable.

SITE 2 : St. Elizabeth M.C. & Jillian's Property

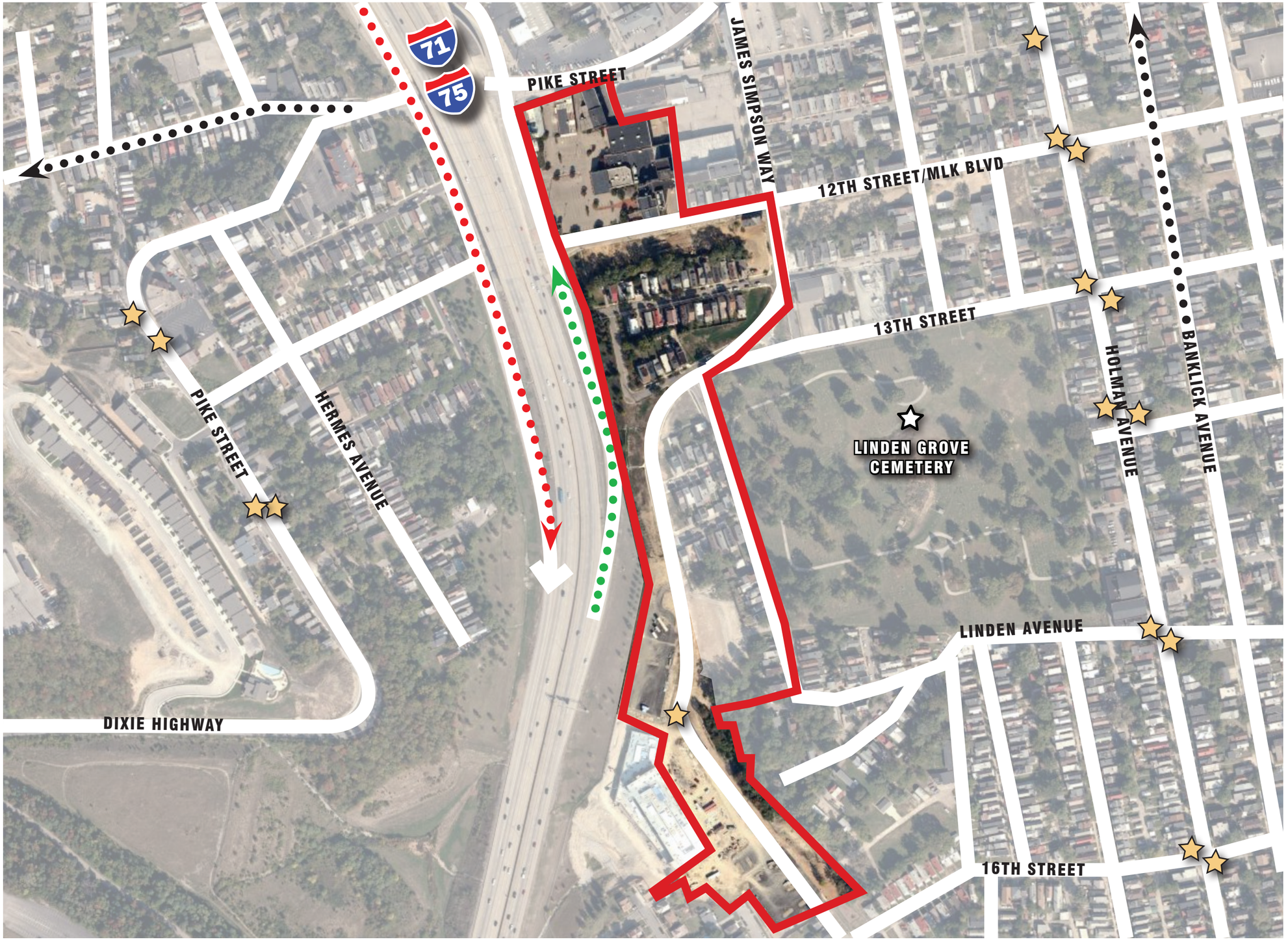


ZONING

The zoning map illustrates surrounding zoning, which in this case is comprised of Urban Residential uses, a commercial node to the north and commercial offices to the south. This district also offers a Mixed-Use Gateway overlay zone (LGD) which calls out 12th St/MLK as a major gateway and location for neighborhood level mixed-use.

- RU-2B: Urban Residential
- RU-0.5: Urban Residential
- CBD: Central Business District
- CO: Commercial Office
- CC: Community Commercial
- IL-1M: Industrial-Limited
- RP: Resource Protection
- REC: Recreation and Open Space
- ART: Art & Technology
- LGD: Linden Gateway Mixed-Use District

SITE 2 : St. Elizabeth M.C. & Jillian's Property



SITE ACCESS

The white lines represent current roadways with traffic directions indicated by dotted directional arrows. The arrows also indicate exits and entrances to I-71/75. Stars represent TANK bus stops.

- Site Boundary
- Traffic Flow (One Way)
- Highway Entrance
- Highway Exit
- TANK Stop

SITE SELECTION ANALYSIS

Gateway Community & Technical College Urban Campus Master Plan

Prepared for Kentucky Community & Technical College System and Gateway Community & Technical College

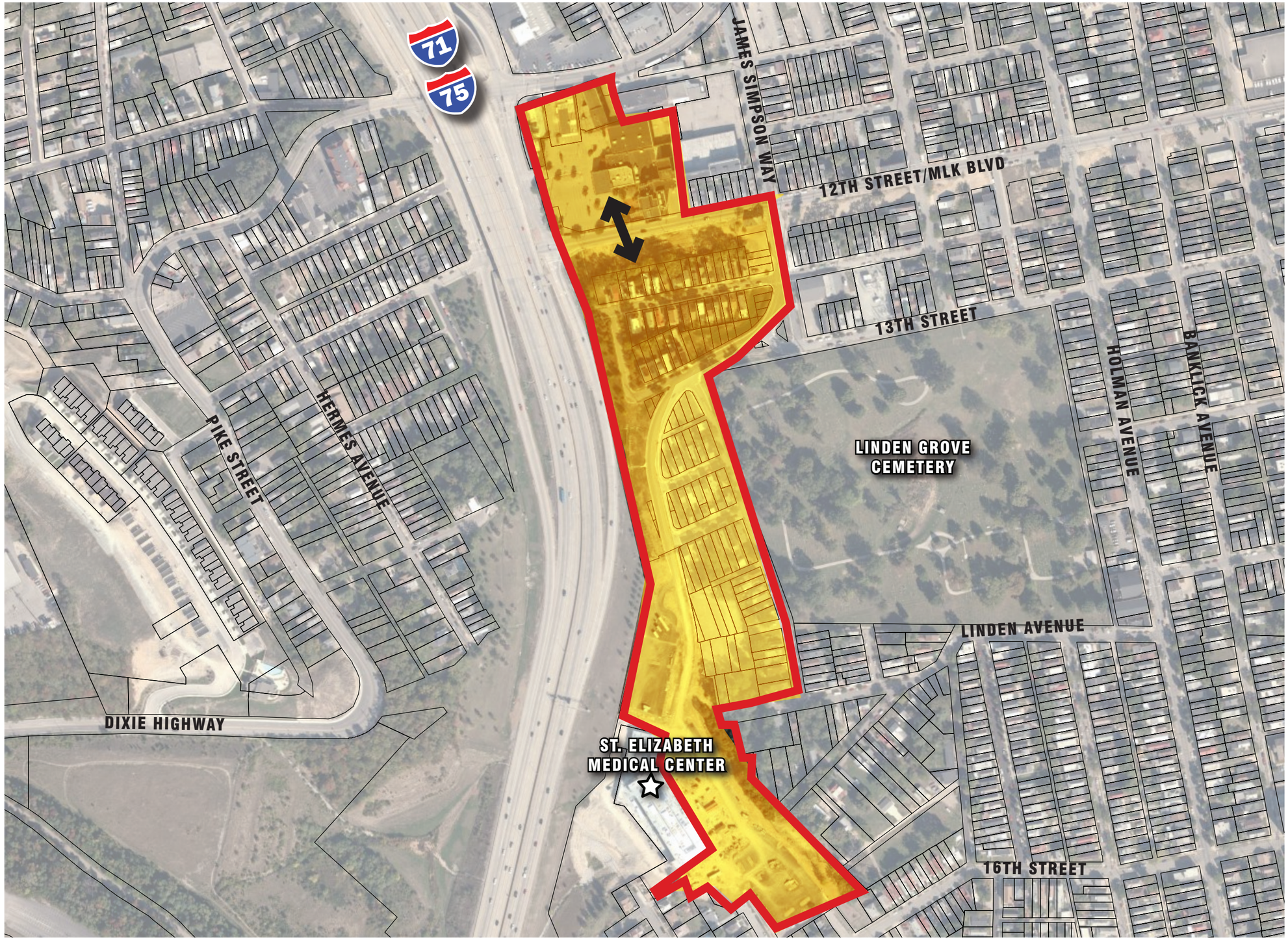
SITE 2 : St. Elizabeth M.C. & Jillian's Property

PARKING

The colors indicate where surface parking lots exist within and around the site. Parking is limited in and around this site.

- Site Boundary
- Surrounding Parking
- Existing Parking on Site
- Existing Buildings

SITE 2 : St. Elizabeth M.C. & Jillian's Property



EXPANSION CAPABILITY

This diagram illustrates the potential for campus growth at this site. Being constrained by the highway to the west and a mixture of residential neighborhoods and a cemetery to the east limit the over all future growth potential of this site. Potential partners include Carlisle Elementary School and NKY Vocational School, just outside of the diagrams boundaries to the east and west respectively.

Development Opportunities

Potential Partnerships

Accessibility issues

SITE 2 : St. Elizabeth M.C. & Jillian's Property

LAND USE COMPATIBILITY

This diagram illustrates the land uses that surround the potential campus site. To the east mostly single family neighborhoods with sporadic commercial and mixed-uses exist. The two major factors are the I-71/75 Highway Corridor to the west and the Linden Grove cemetery to the east, both are immovable and restrict campus potential.

- Single- Family Residential Buildings
- Multi-Family Residential Buildings
- Commercial Buildings
- Institutional Buildings
- Industrial Buildings
- Parks
- Mixed-Use
- Office

SITE 2 : St. Elizabeth M.C. & Jillian's Property

CATALYTIC AFFECT

This diagram illustrates the impact that new campus development could have on the area surrounding. Land that is underutilized, not of the highest and best use, and of a land-use that is not compatible with the surroundings are all good examples of where change may take place over time if a development such as this were to occur.

SITE 3: Madison Avenue and Martin Luther King Jr. Boulevard/12th Street

SITE 3: Madison Avenue and Martin Luther King Jr. Boulevard/12th Street

SITE CONDITIONS

The site is located at the intersection of Madison Avenue and Martin Luther King Jr. Boulevard. The railroad along the western edge of the site creates accessibility challenges to the surrounding context to the west. The majority of the site is covered by unoccupied industrial buildings, mostly warehouses and parking lots.

Area of the site: 9 acres

Site Boundary

Major Roads

2' Contour Lines

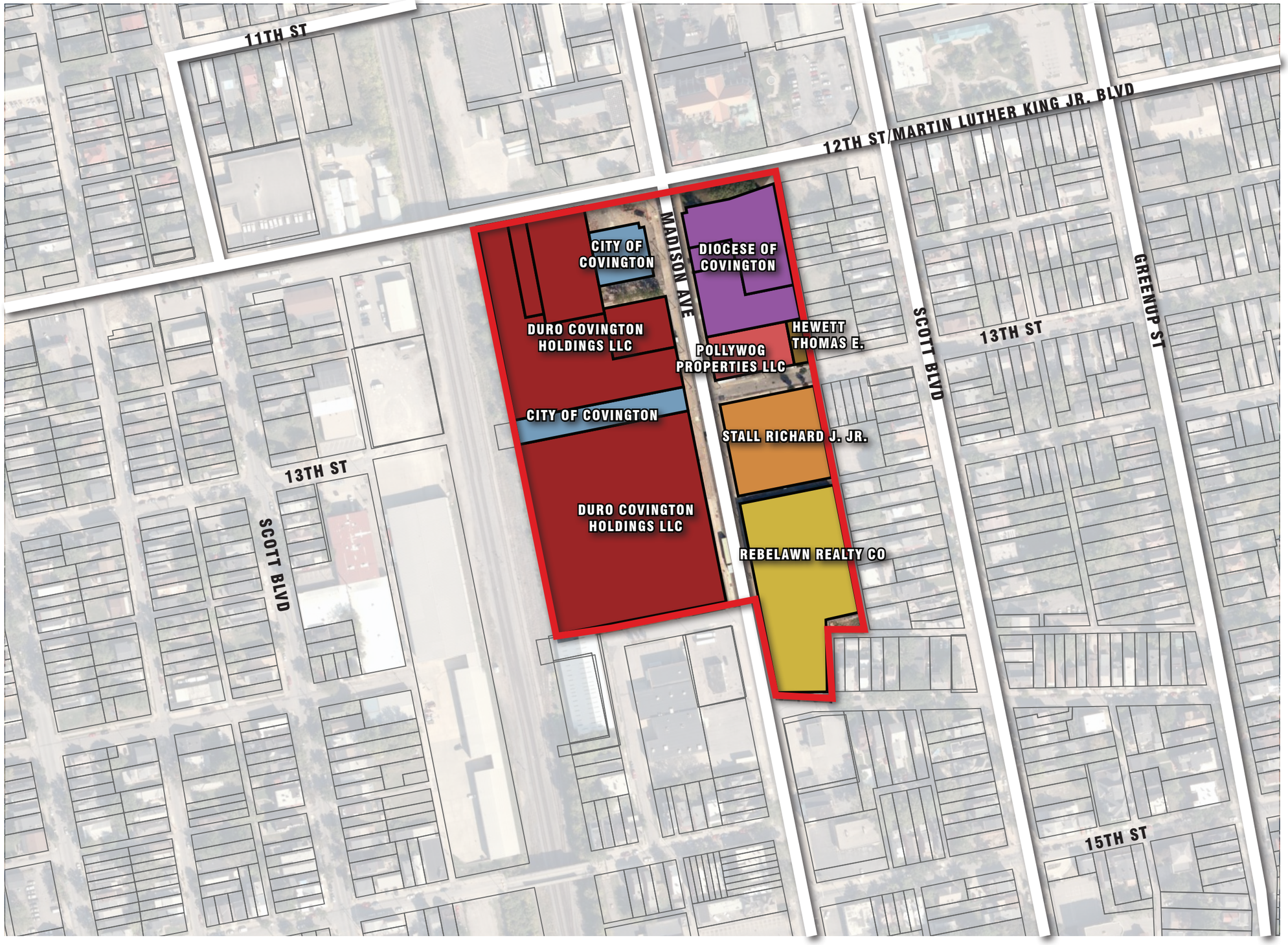
Tree Canopy

SITE SELECTION ANALYSIS

Gateway Community & Technical College Urban Campus Master Plan

Prepared for Kentucky Community & Technical College System and Gateway Community & Technical College

SITE 3: Madison Avenue and Martin Luther King Jr. Boulevard/12th Street



SITE OWNERSHIP

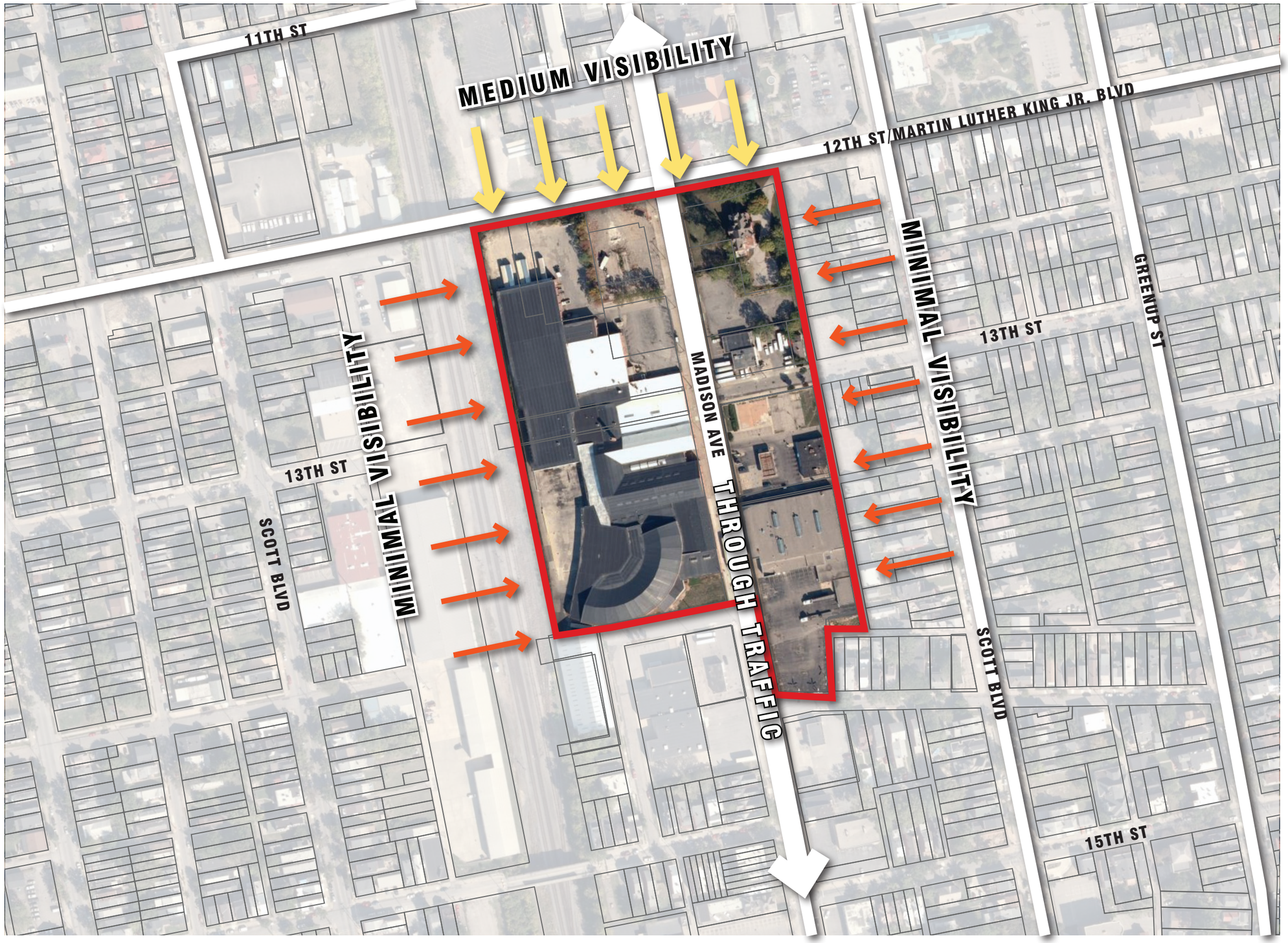
The colors and labels indicate major property owners within the site boundary.

Area of the site: 9 acres

Property Owner: Multiple Private Owners

Site Boundary

SITE 3: Madison Avenue and Martin Luther King Jr. Boulevard/12th Street



VISIBILITY

This diagram illustrates the visibility of the site from the surrounding areas. As observed, the site is only visible from the Martin Luther King Jr. Boulevard and along the Madison Avenue, while the remaining sides have minimal visibility as it is surrounded by neighborhoods and is adjacent to the railroad.

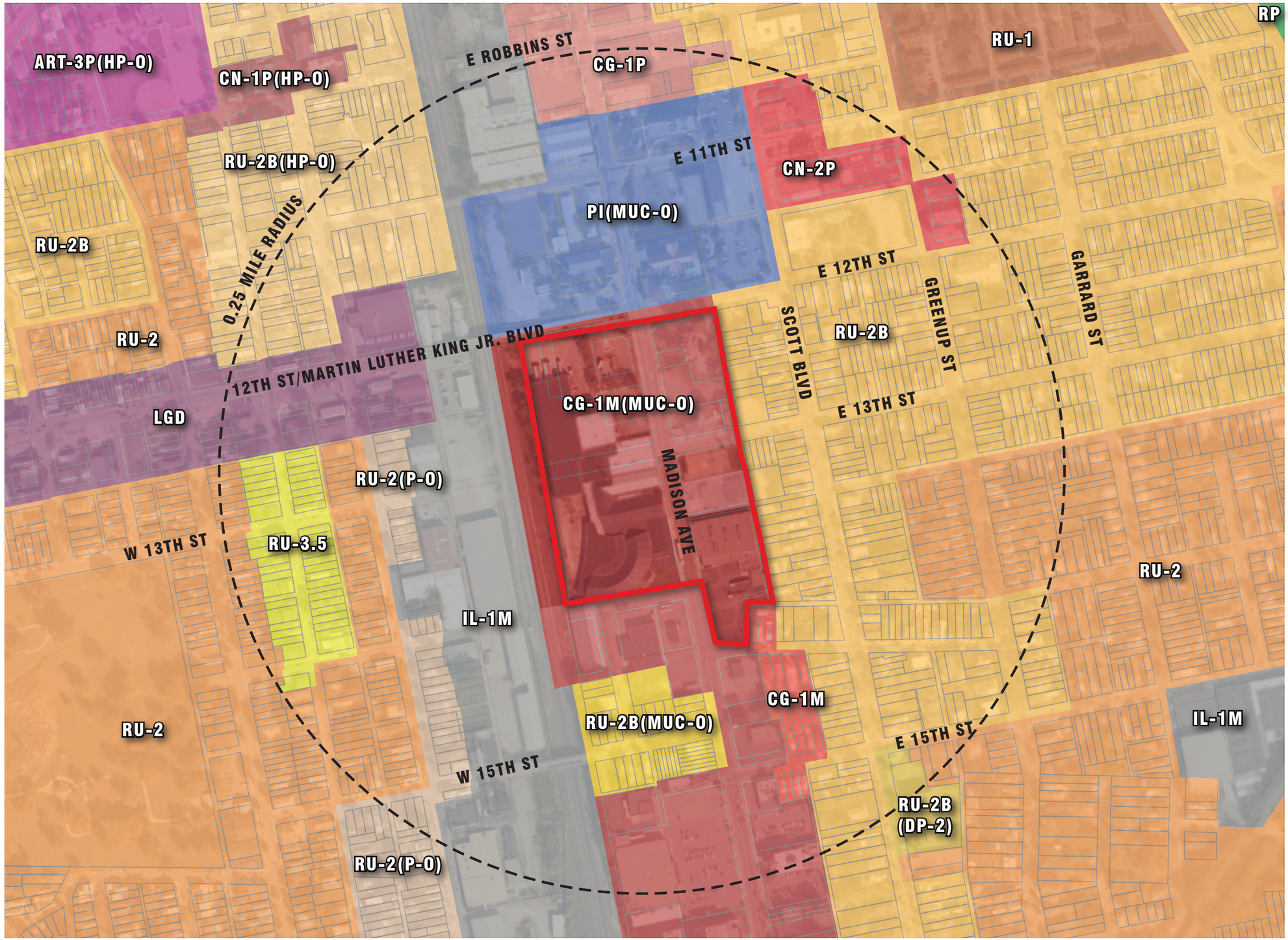
Site Boundary

SITE 3: Madison Avenue and Martin Luther King Jr. Boulevard/12th Street

BUILDING RE-USE OPPORTUNITY

The site is mainly covered with unoccupied industrial buildings and parking lots. Though the buildings are not in use, the industrial form and space of the buildings would lend themselves to vocational/technical academic programs due to their large footprint and large open spaces with minimal daylighting. Other uses might be challenged or difficult for re-use.

SITE 3: Madison Avenue and Martin Luther King Jr. Boulevard/12th Street

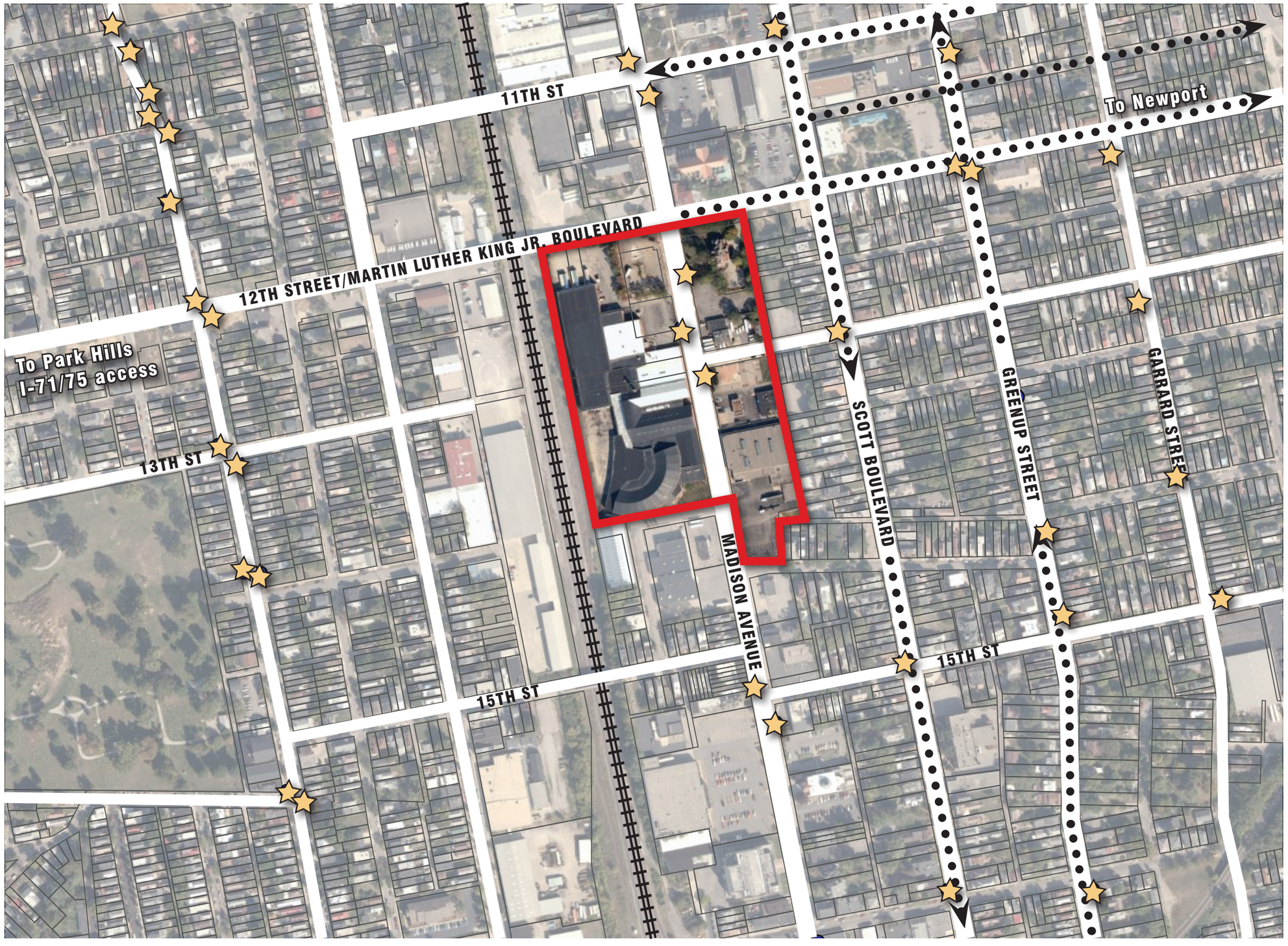


ZONING

This diagram illustrates the zoning conditions of the potential site. It is currently zoned Commercial General and is surrounded by areas zoned industrial to the west, residential to the east and public/institutional to the north. The site also has a Mixed-use Corridor Overlay.

- RU-1: Urban Residential
- RU-2: Urban Residential
- RU-2(P-O): Urban Residential Phased Overlay
- RU-2B: Urban Residential
- RU-2B(MUC-O): Urban Residential - Mixed Use Corridor Overlay
- RU-2B(HP-O): Urban Residential Historic Preservation Overlay
- RU-2B(DP-2): Urban Residential Development Plan
- RU-3.5: Urban Residential
- CG-1P: Commercial-General
- CG-1M(MUC-O): Commercial - General Mixed Use Corridor Overlay
- CN-2P: Commercial - Neighborhood
- CN-1P(HP-O): Commercial Neighborhood - Historic Preservation Overlay
- IL-1M: Industrial-Limited
- PI(MUC-O): Public and Institutional Mixed Use Corridor Overlay
- ART-3P(HP-O): Arts and Technology Historic Preservation Overlay
- LGD: Linden Gateway District

SITE 3: Madison Avenue and Martin Luther King Jr. Boulevard/12th Street



SITE ACCESS

The white lines represent existing roadways with traffic directions indicated by dotted directional arrows. This diagram also highlights the TANK bus stops which implies that the site is well-served by transit.

Site Boundary

Traffic Flow (One Way)

TANK Stop

SITE 3: Madison Avenue and Martin Luther King Jr. Boulevard/12th Street

PARKING

The colors indicate where surface parking lots exist within and around the site. Much of the area is covered with surface parking for individual uses such as institutional, retail establishments or offices.

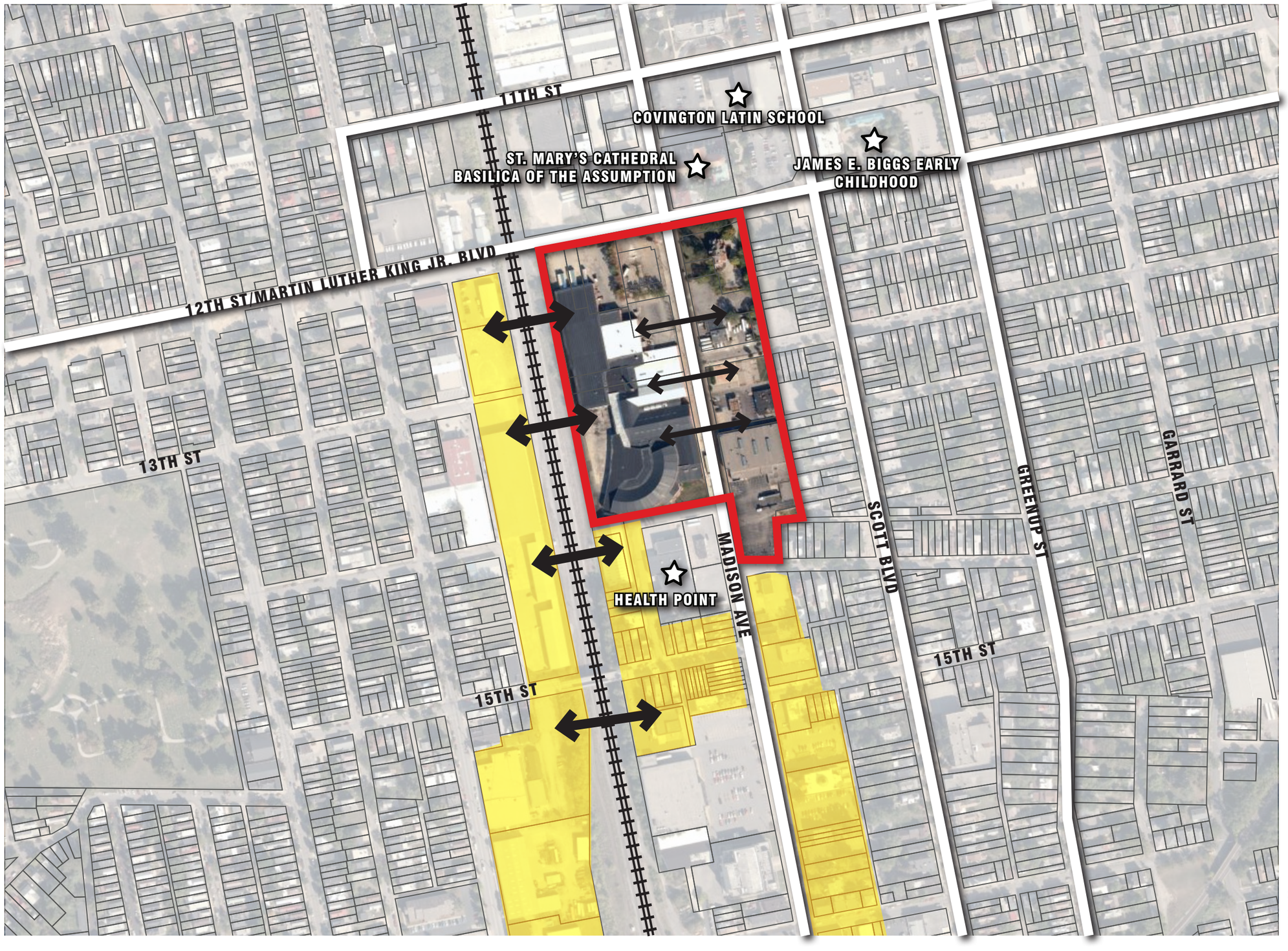
- Site Boundary
- Surrounding Parking
- Existing Parking on Site
- Existing Buildings

SITE SELECTION ANALYSIS

Gateway Community & Technical College Urban Campus Master Plan

Prepared for Kentucky Community & Technical College System and Gateway Community & Technical College

SITE 3: Madison Avenue and Martin Luther King Jr. Boulevard/12th Street

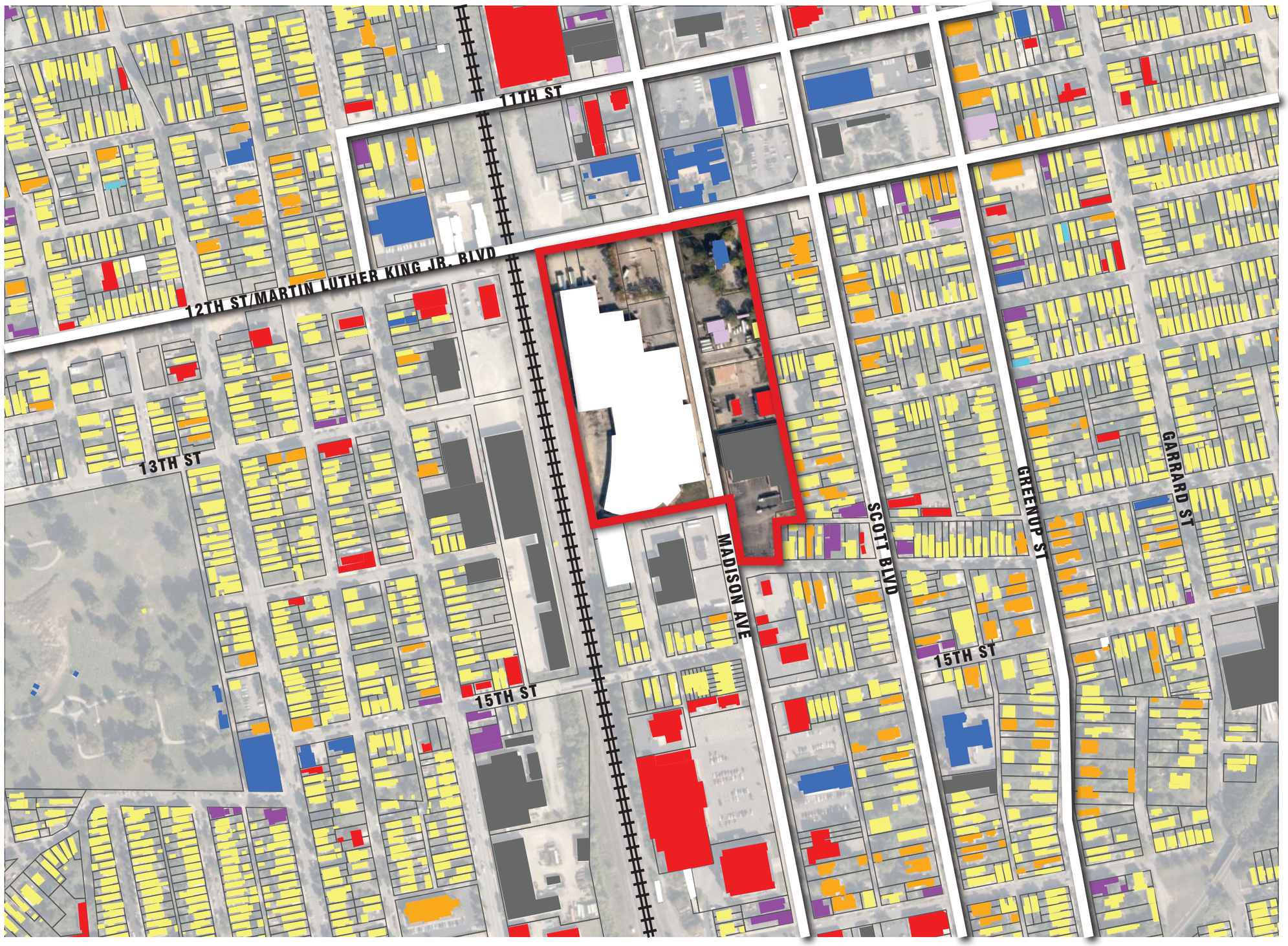


EXPANSION CAPABILITIES AND PARTNERSHIPS

This map identifies the expansion possibilities and potential partnerships in the surrounding context of the study area.

- Development Opportunities
- Potential Partnerships
- Accessibility issues

SITE 3: Madison Avenue and Martin Luther King Jr. Boulevard/12th Street

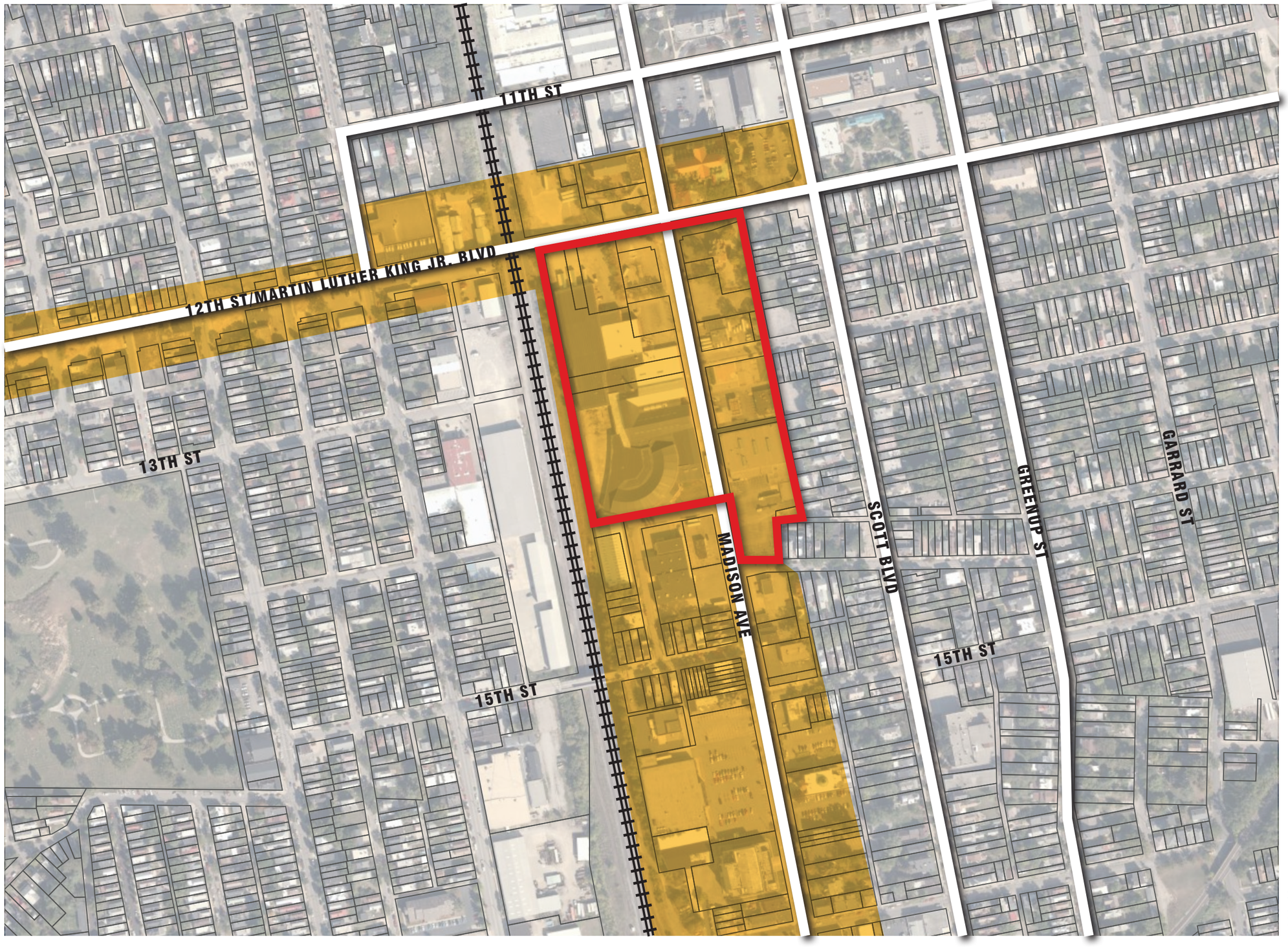


LAND USE COMPATIBILITY

This diagram illustrates the land use conditions within and surrounding the potential site. The site is mostly comprised of unoccupied and industrial buildings, surrounded by a residential area to the east, industrial properties to the west and institutional to the north. The railroad to the west creates connectivity challenges and limits expansion potential of the site. A commercial node is located south of the site along Madison Avenue at the 15th Street intersection and is also scattered throughout the area.

- Single- Family Residential Buildings
- Multi-Family Residential Buildings
- Commercial Buildings
- Institutional Buildings
- Industrial Buildings
- Parks
- Office Buildings
- Mixed-Use Buildings
- Vacant/Unoccupied

SITE 3: Madison Avenue and Martin Luther King Jr. Boulevard/12th Street



CATALYTIC EFFECT

This diagram illustrates the impact that the new development could have on the surrounding area. It has the potential to stimulate the Madison Avenue Corridor and attract future developments. Land that is underutilized, not of the highest and best use, and of a land-use that is not compatible with the surroundings are potential areas where change may take place over time if a development such as this were to occur.

SITE 4: Scott Boulevard

SITE 4: Scott Boulevard

SITE CONDITIONS

The site is located in Downtown Covington and is bounded by 4th Street on north, 7th Street on south, Madison Avenue on west and Tobacco Alley on the east. The site also includes the existing GCTC Urban Center, City Hall and the Kenton County Public Library.

Developable area of the site: approx.9 acres

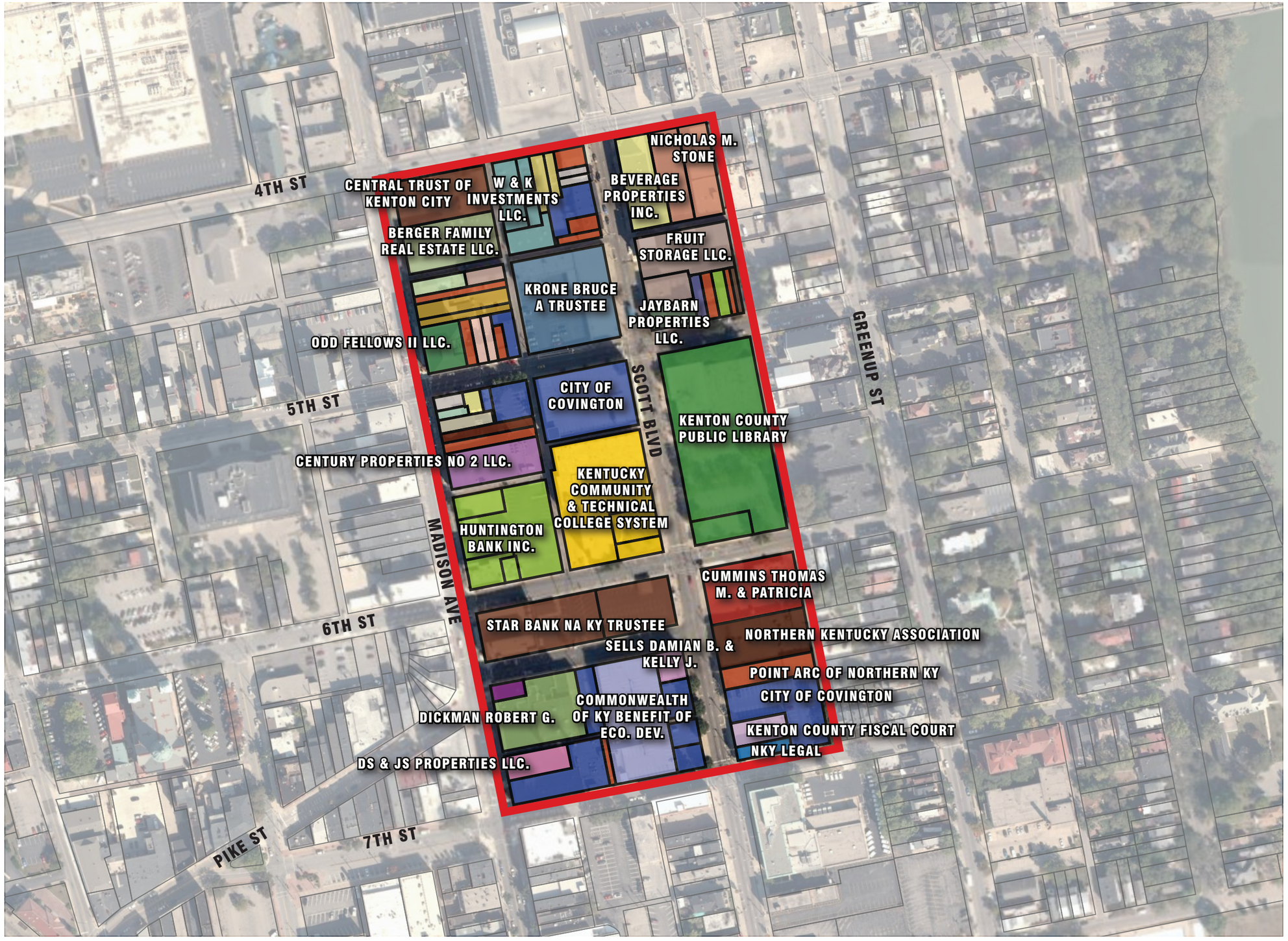
Site Boundary

Major Roads

2' Contour Lines

Tree Canopy

SITE 4: Scott Boulevard



SITE OWNERSHIP

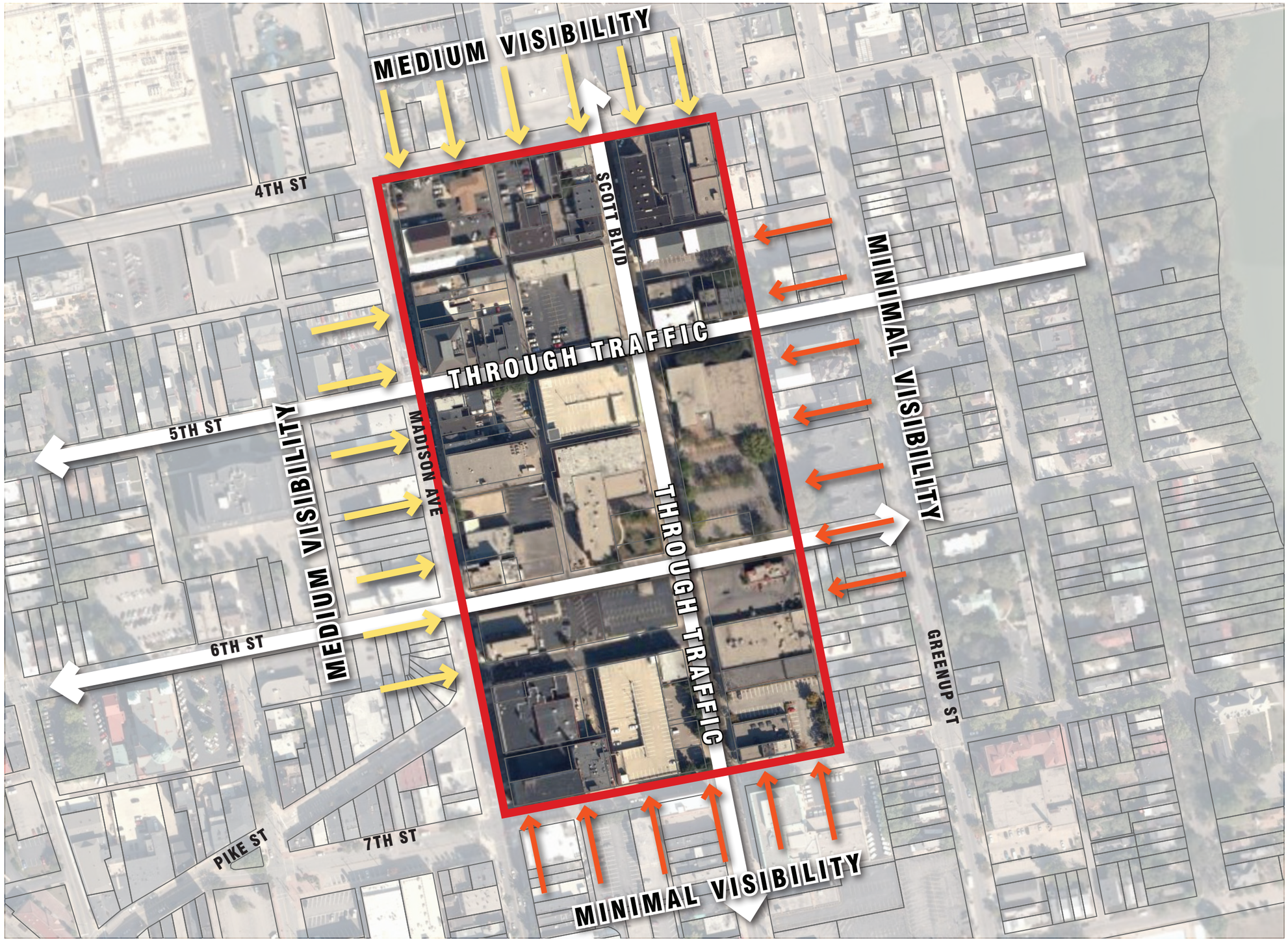
The colors and labels indicate major property owners within the site boundary.

Developable Area of the site: 9 acres

Property Owner: Multiple Public and Private Owners

Site Boundary

SITE 4: Scott Boulevard



VISIBILITY

This diagram illustrates the visibility of the site from the surrounding areas. As the site is located along major roadways like Madison Avenue and 4th Street, it has good visibility. 5th and 6th Streets and Scott Boulevard cut through the site increasing its visibility, but creating connectivity challenges, due to their one-way nature. As the site is surrounded by an urban fabric, one of the major issues will be to create a college identity while respecting the contextual character.

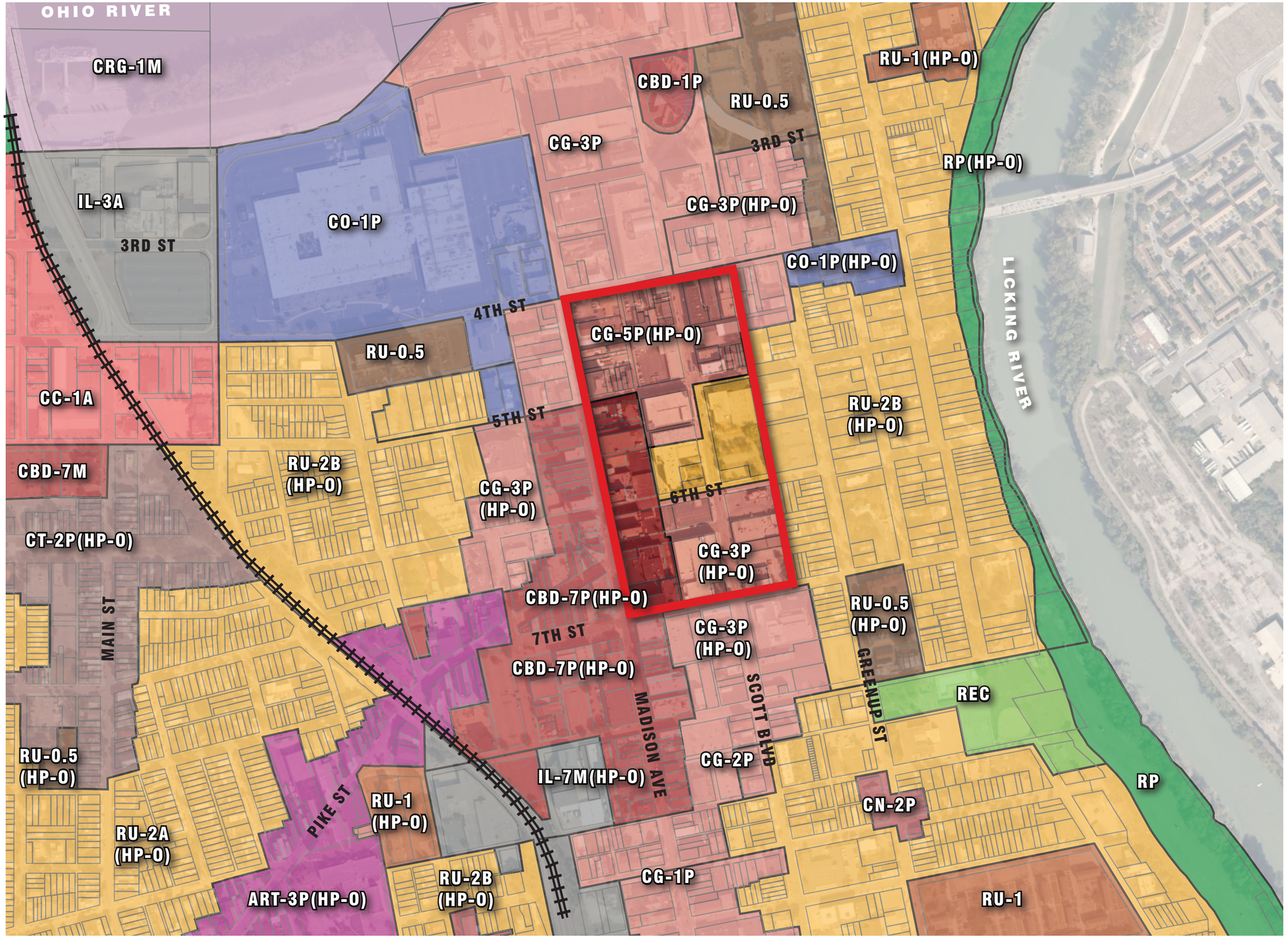
Site Boundary

SITE 4: Scott Boulevard

BUILDING RE-USE OPPORTUNITY

The site consists of a number of unoccupied buildings, most of which are in considerably good condition. The existing GCTC Urban Center is also located within this site and is adjacent to the Kenton County Public Library. There is also potential for using partially occupied buildings like the Kenton County Government Building for short-term or during the transition phase.

SITE 4: Scott Boulevard



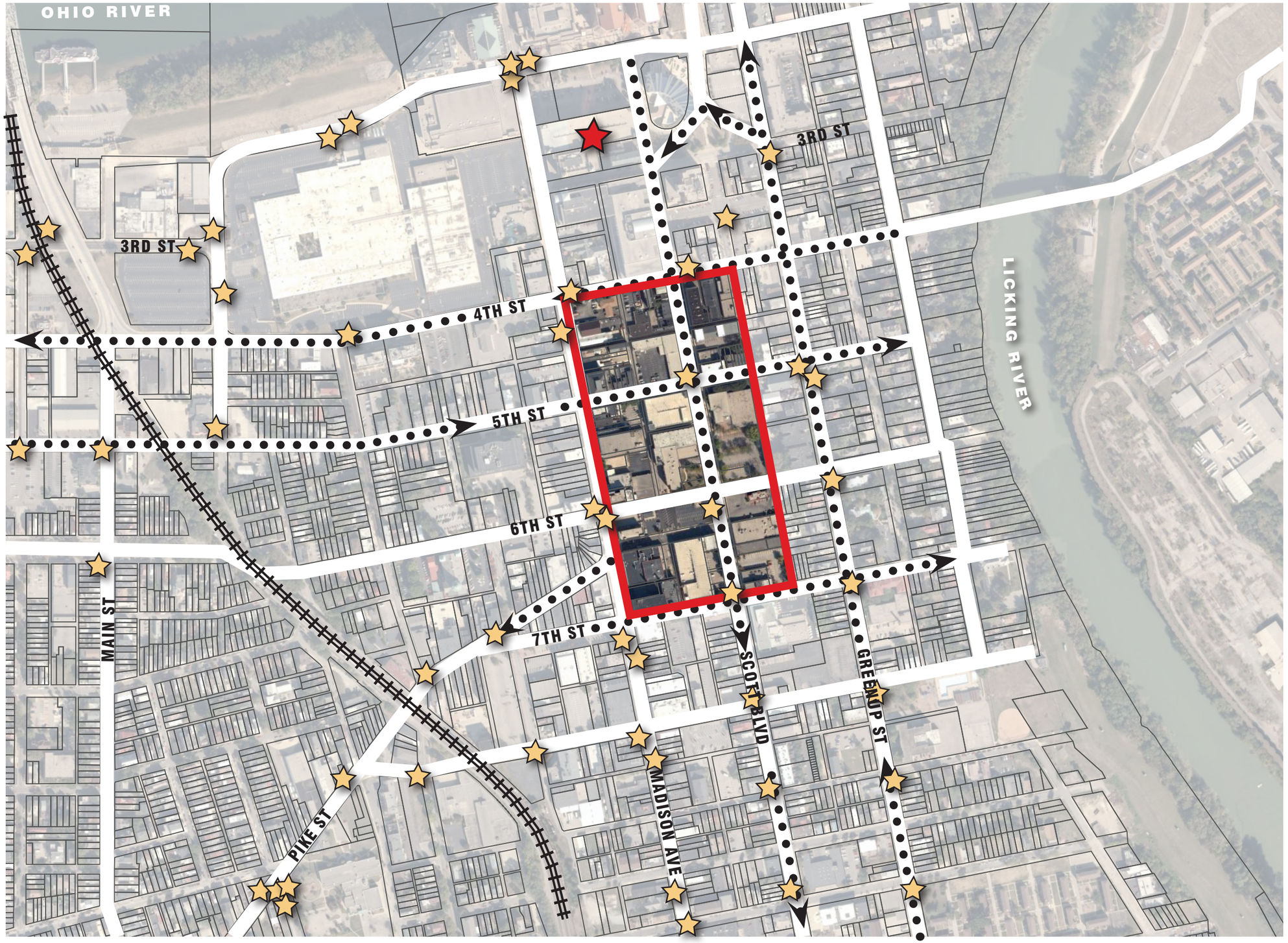
ZONING

This diagram illustrates the existing zoning conditions of the site and of the surrounding areas. The site is predominantly Commercial General, with the remaining areas zoned Urban Residential and Central Business District. The site also has a Historic Preservation Overlay.

- RU-0.5: Urban Residential
- RU-1: Urban Residential
- RU-2/2A/2B: Urban Residential
- CG-1P/3P/5P: Commercial-General
- CBD-7M/1P/7P: Central Business District
- CRG-1M: Commercial Riverfront General
- CO-1P: Commercial Office
- CC-1A: Commercial Community
- CT-2P: Commercial Tourist
- CN-2P: Commercial - Neighborhood
- IL-3A/7M: Industrial-Limited
- ART-3P:Arts and Technology
- REC: Recreation and Open Space
- RP: Resource Protection

HP-O: Historic Preservation Overlay

SITE 4: Scott Boulevard

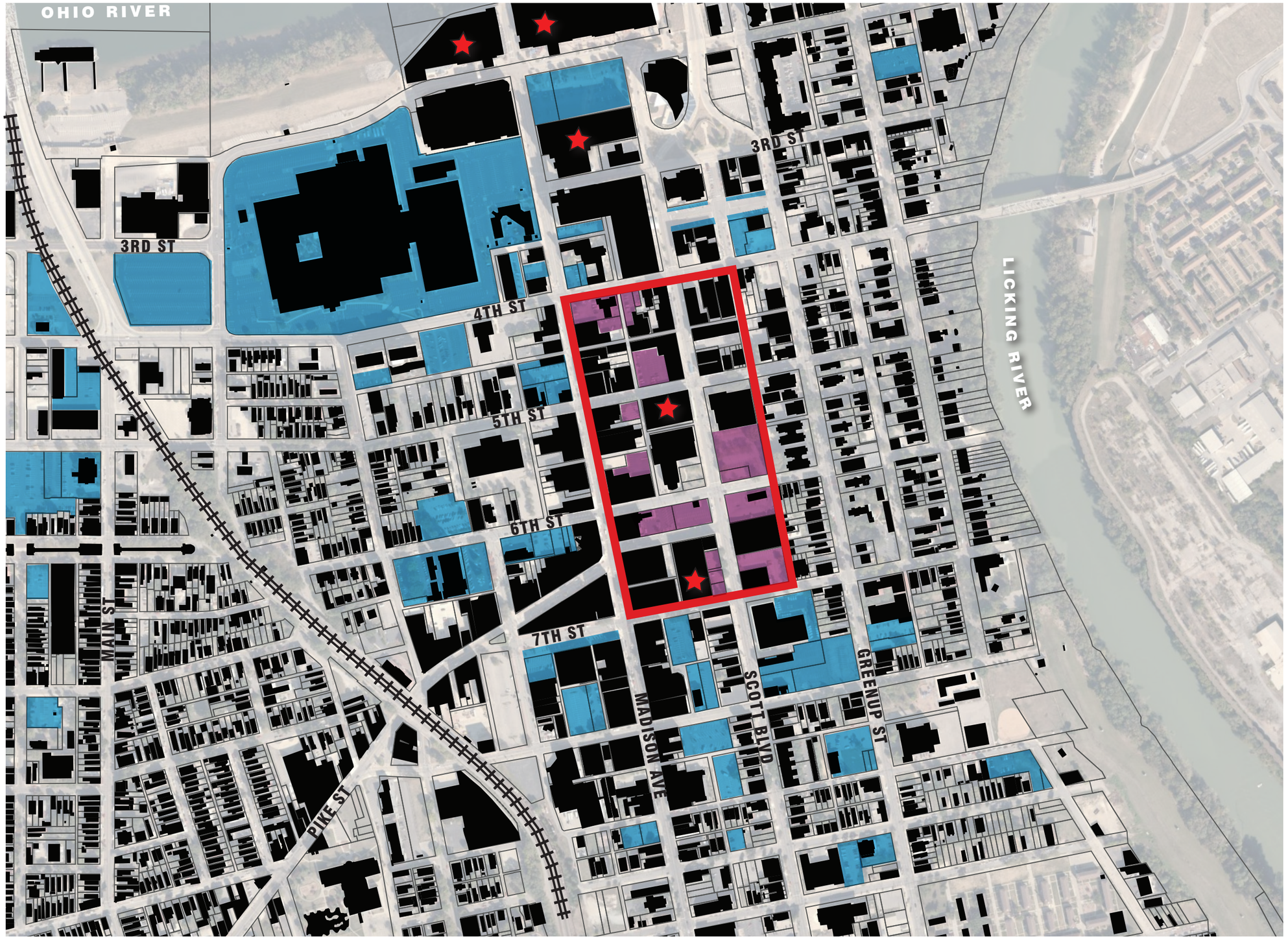


SITE ACCESS

The white lines represent existing roadways with traffic directions indicated by dotted directional arrows. This diagram also highlights the TANK bus stops, and as can be observed the area is well served and in close proximity to the Transit Center.

- Site Boundary
- Traffic Flow (One Way)
- TANK Stop
- Transit Center

SITE 4: Scott Boulevard

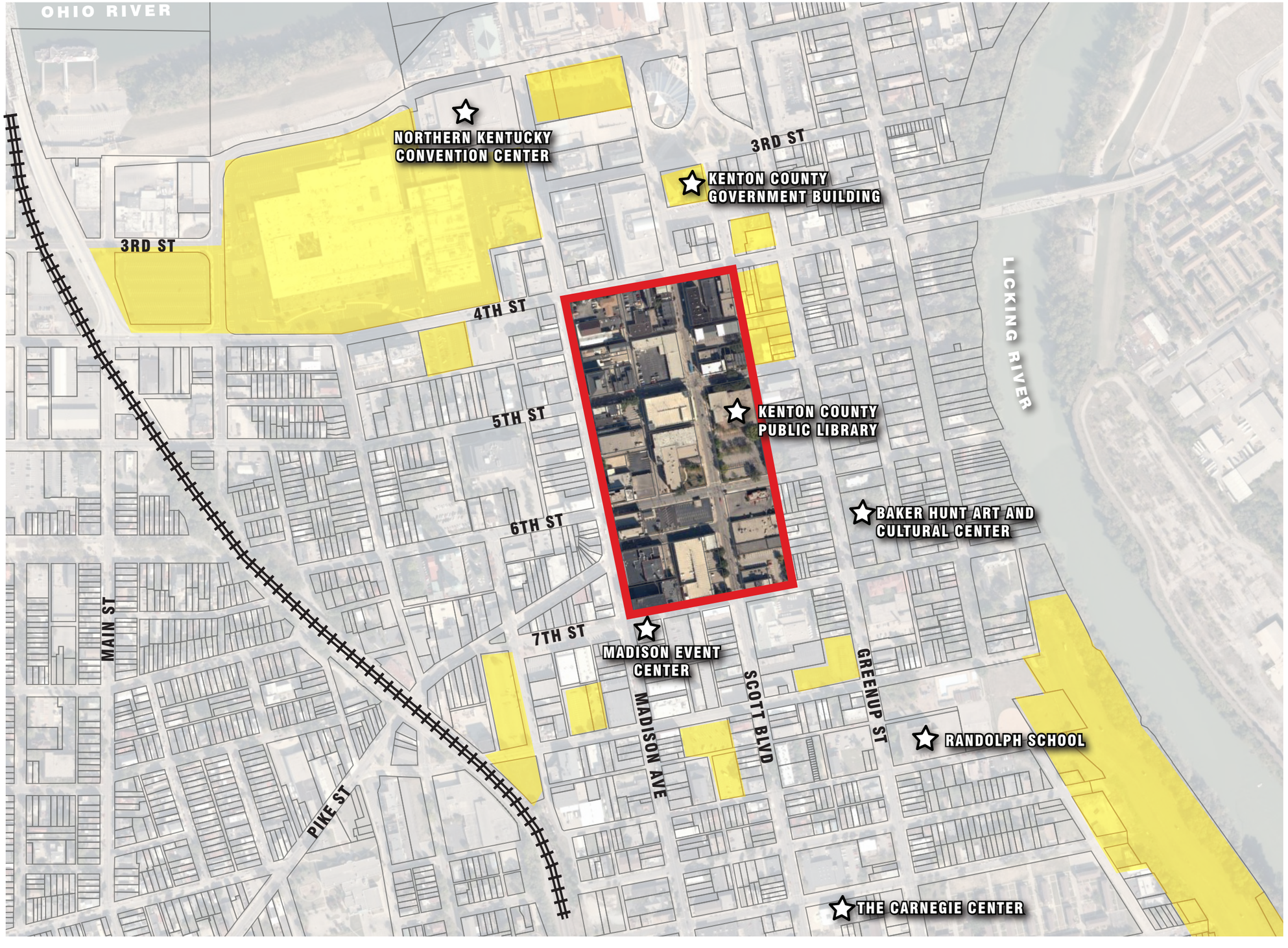


PARKING

The colors indicate where parking exist within and around the site. As noted, there is a considerable amount of parking, both private and public, available within and in the vicinity of the site. The parking decks are highlighted by a star. Parking will be a critical element for the GCTC campus and can also serve as potential development/expansion opportunities.

- Site Boundary
- Surrounding Parking
- Existing Parking on Site
- Structured Parking
- Existing Buildings

SITE 4: Scott Boulevard



EXPANSION CAPABILITIES AND PARTNERSHIPS

This map identifies the expansion possibilities and potential partnerships in the surrounding context of the study area.

Development Opportunities

Potential Partnerships

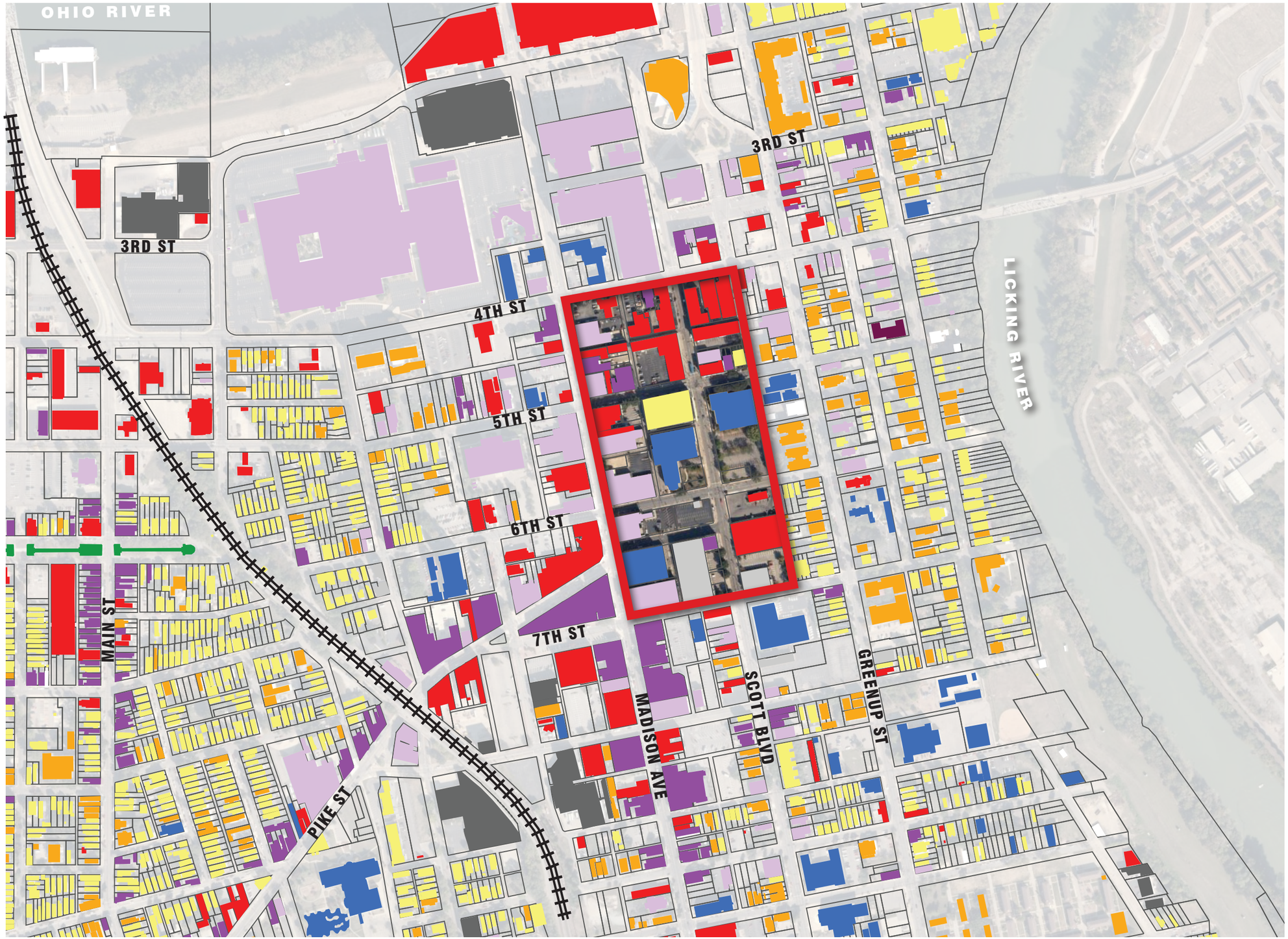
Accessibility issues

SITE SELECTION ANALYSIS

Gateway Community & Technical College Urban Campus Master Plan

Prepared for Kentucky Community & Technical College System and Gateway Community & Technical College

SITE 4: Scott Boulevard

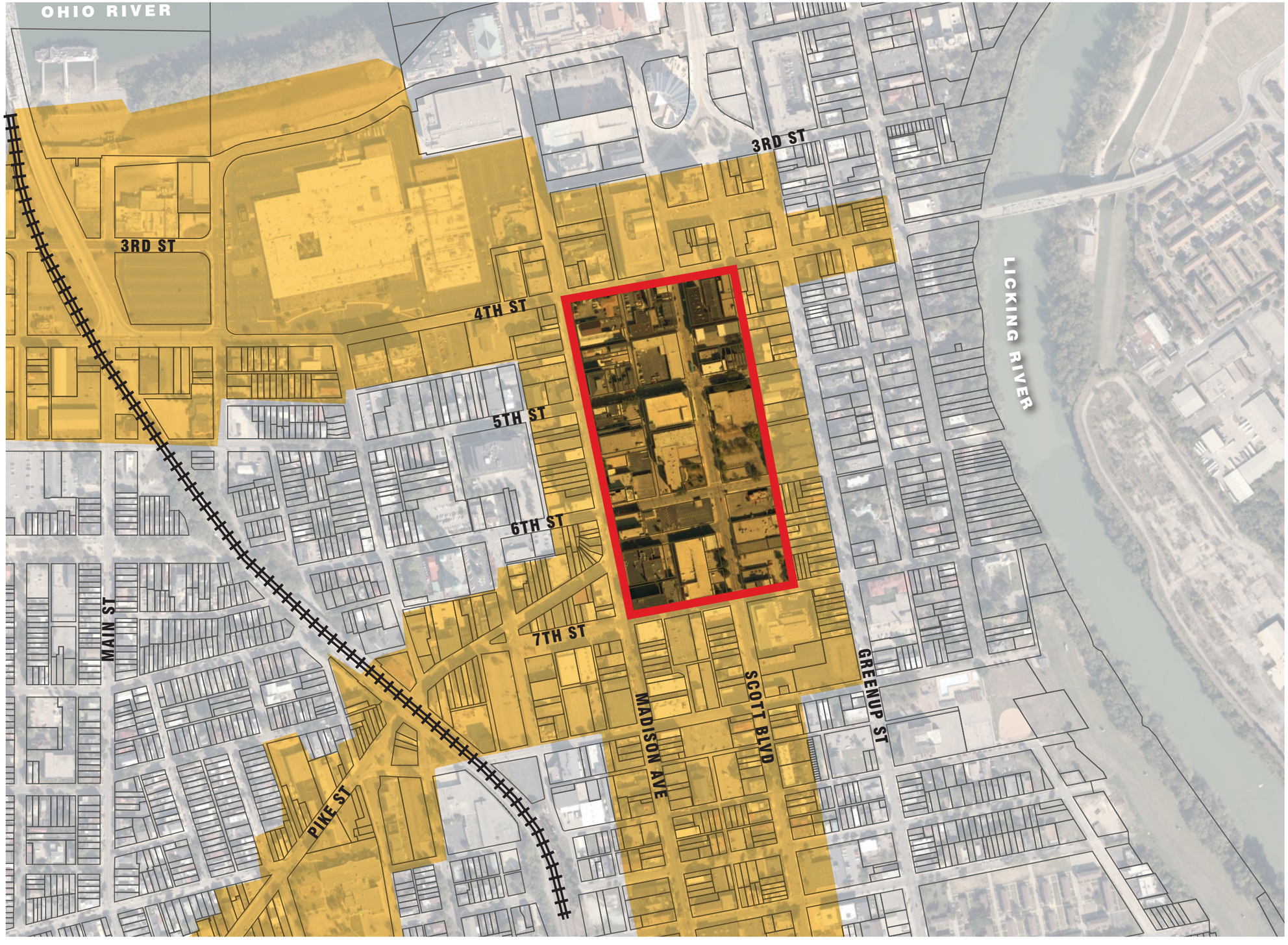


LAND USE COMPATIBILITY

This diagram illustrates the land use conditions within and surrounding the potential site. The site has and is surrounded by a mix of uses - mainly commercial, office, institutional and mixed-use, which would be highly compatible for an urban campus.

- Single- Family Residential Buildings
- Multi-Family Residential Buildings
- Commercial Buildings
- Institutional Buildings
- Industrial Buildings
- Parks
- Office Buildings
- Mixed-Use Buildings

SITE 4: Scott Boulevard

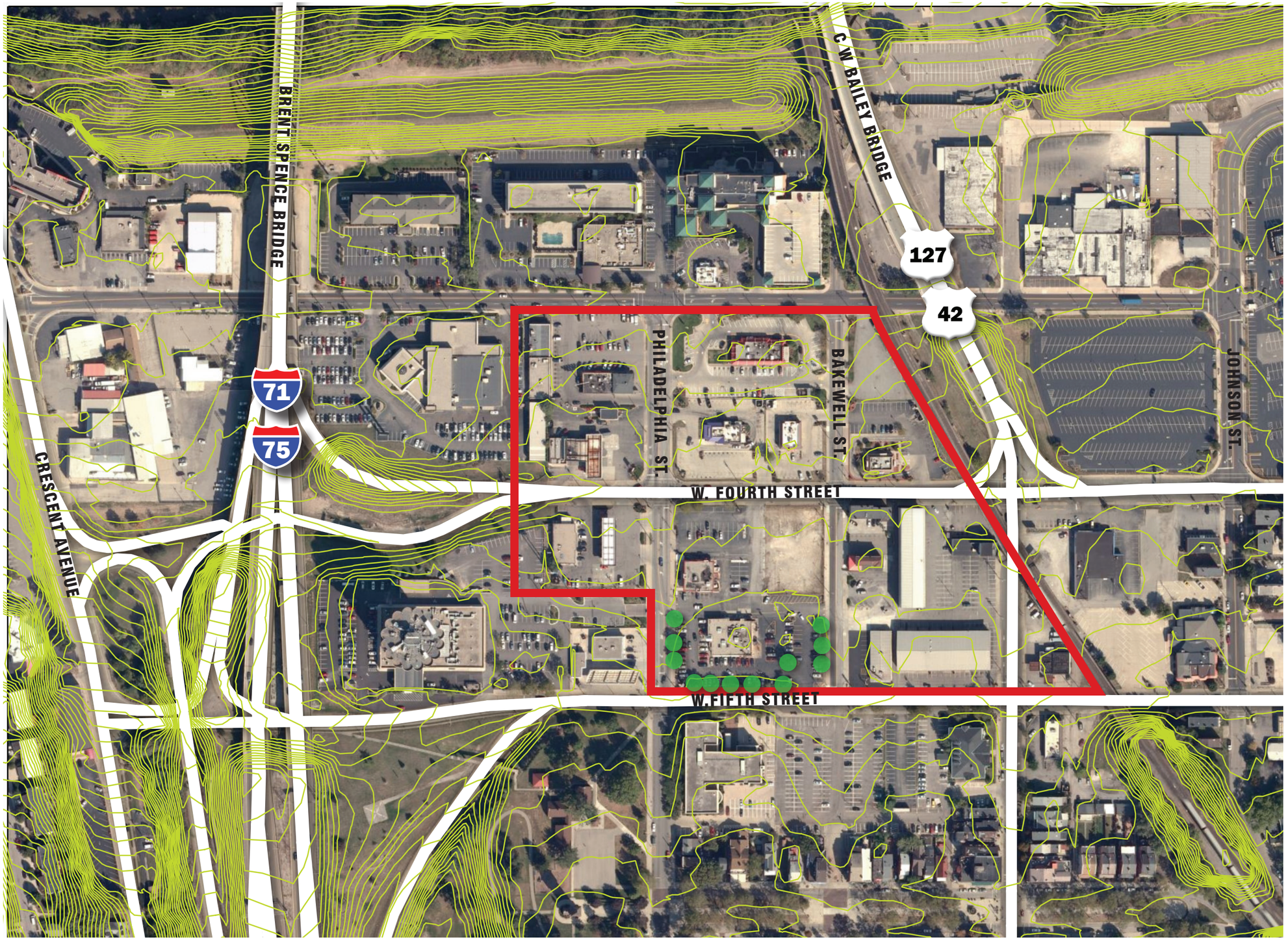


CATALYTIC EFFECT

This diagram illustrates the impact that the new campus development could have on the surrounding area. It has the potential to stimulate the Madison Avenue and Pike Street Corridor and attract future developments to the Downtown Core. Land that is underutilized, not of the highest and best use, and of a land-use that is not compatible with the surroundings are potential areas where change may take place over time if a development such as this were to occur.

SITE 5: 4th & 5th Street

SITE 5 : 4th & 5th Street



SITE CONDITIONS

The site is located around the 4th and 5th Street Corridors just east of I-71/75, two blocks south of the Ohio River.

Area of the site = approx 15.3 acres

Property Owner: Multiple Private Owners

- Site Boundary
- Major Roads
- 2' Contour Lines
- Tree Canopy

SITE SELECTION ANALYSIS

Gateway Community & Technical College Urban Campus Master Plan

Prepared for Kentucky Community & Technical College System and Gateway Community & Technical College

SITE 5 : 4th & 5th Street

SITE OWNERSHIP

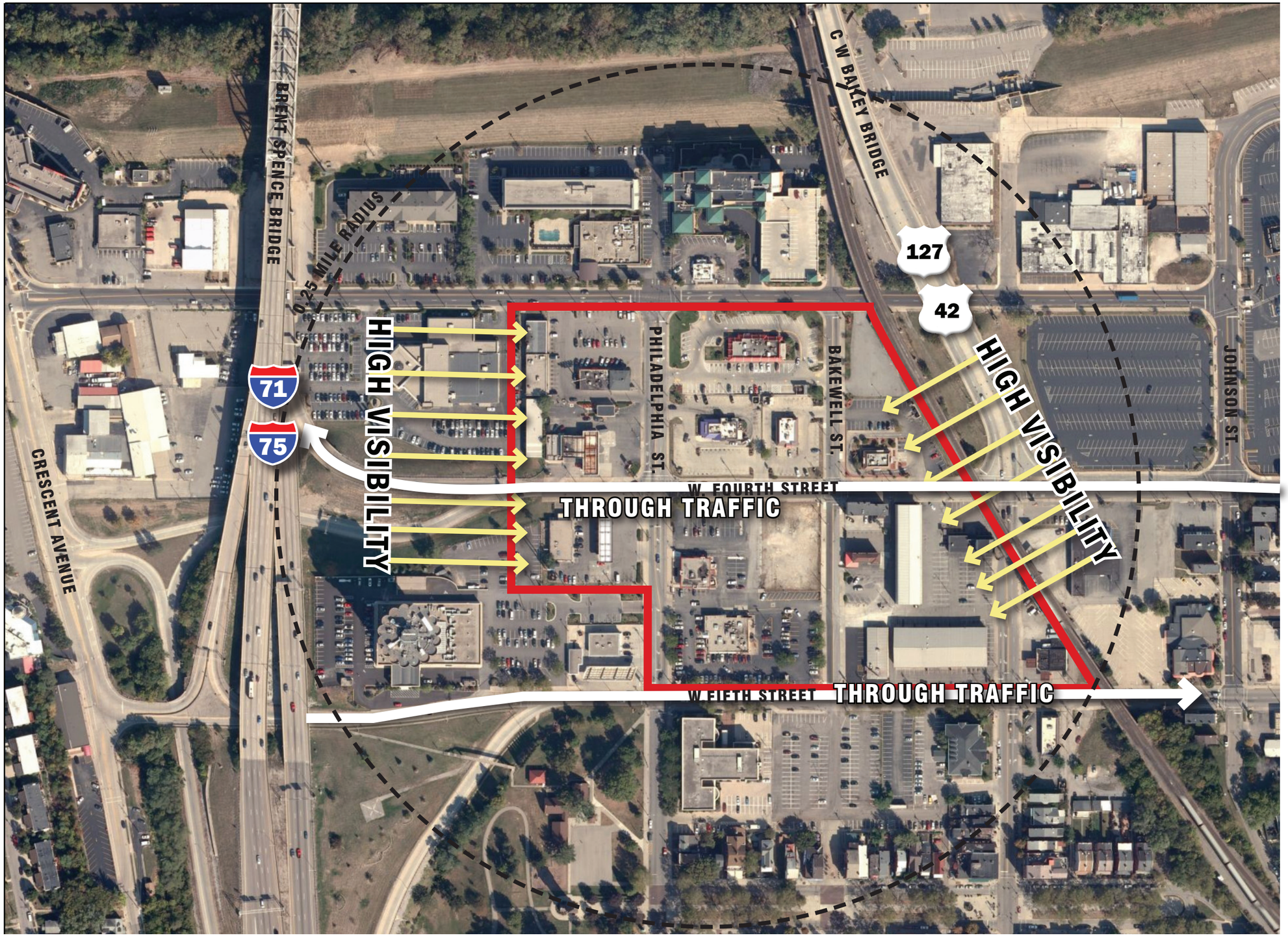
The colors and labels indicate major land holders within the site boundary. This example illustrates the diversity of land ownership within the study area.

Area of the site = approx 15.3 acres

Property Owner: Multiple Private Owners

Site Boundary

SITE 5 : 4th & 5th Street



VISIBILITY

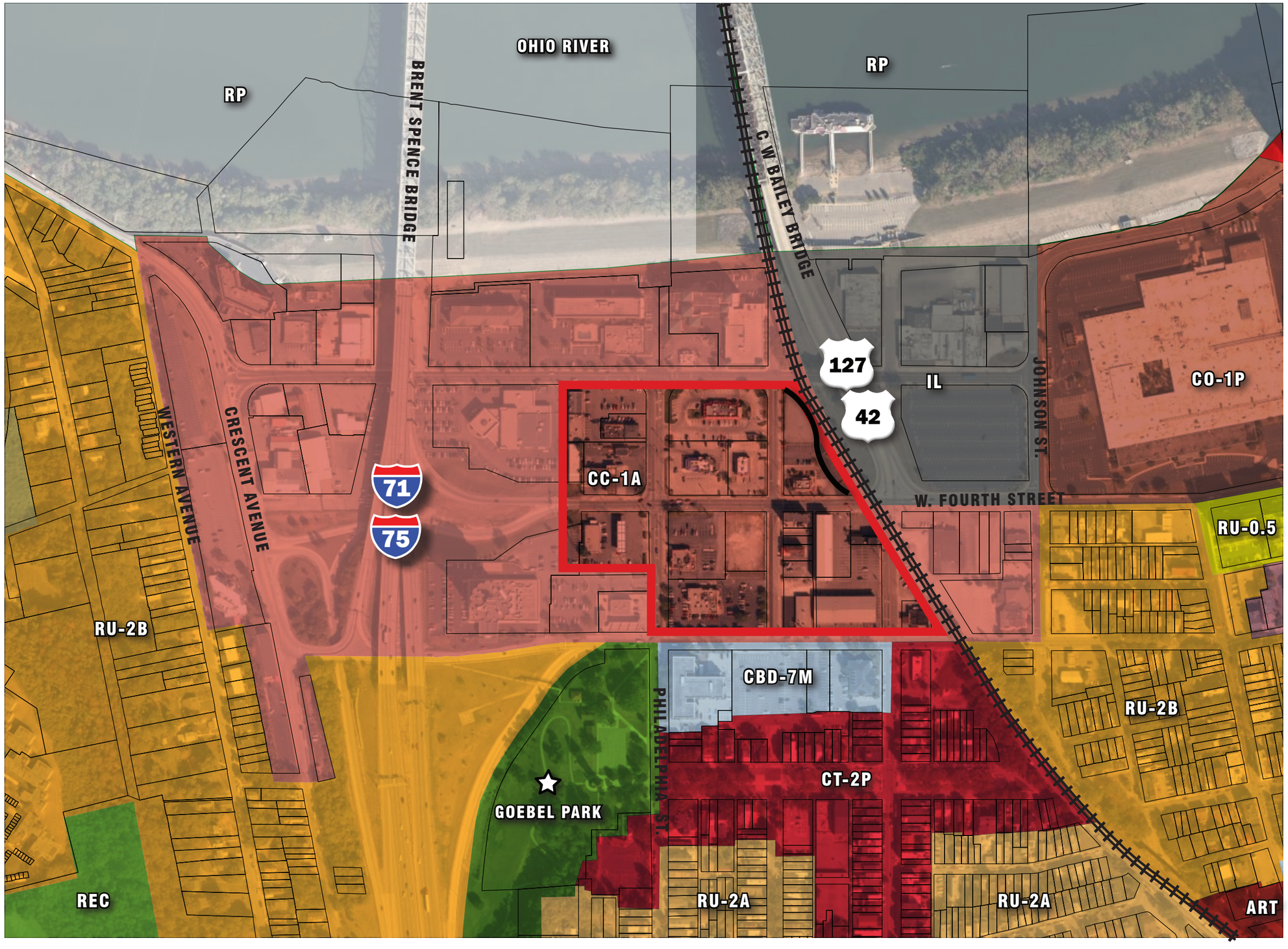
This diagram illustrates the impact the context has on the campus visibility. As noted, the west portion of this site receives a very high visibility mark because of the highway traffic volume. The East Side includes another connection across the Ohio River as well as two major streets through the campus in 4th and 5th Streets.

SITE 5 : 4th & 5th Street

BUILDING RE-USE OPPORTUNITY

The building re-use opportunity for this site is very low, as most of them are out-parcel retail buildings surrounded by surface parking.

SITE 5 : 4th & 5th Street

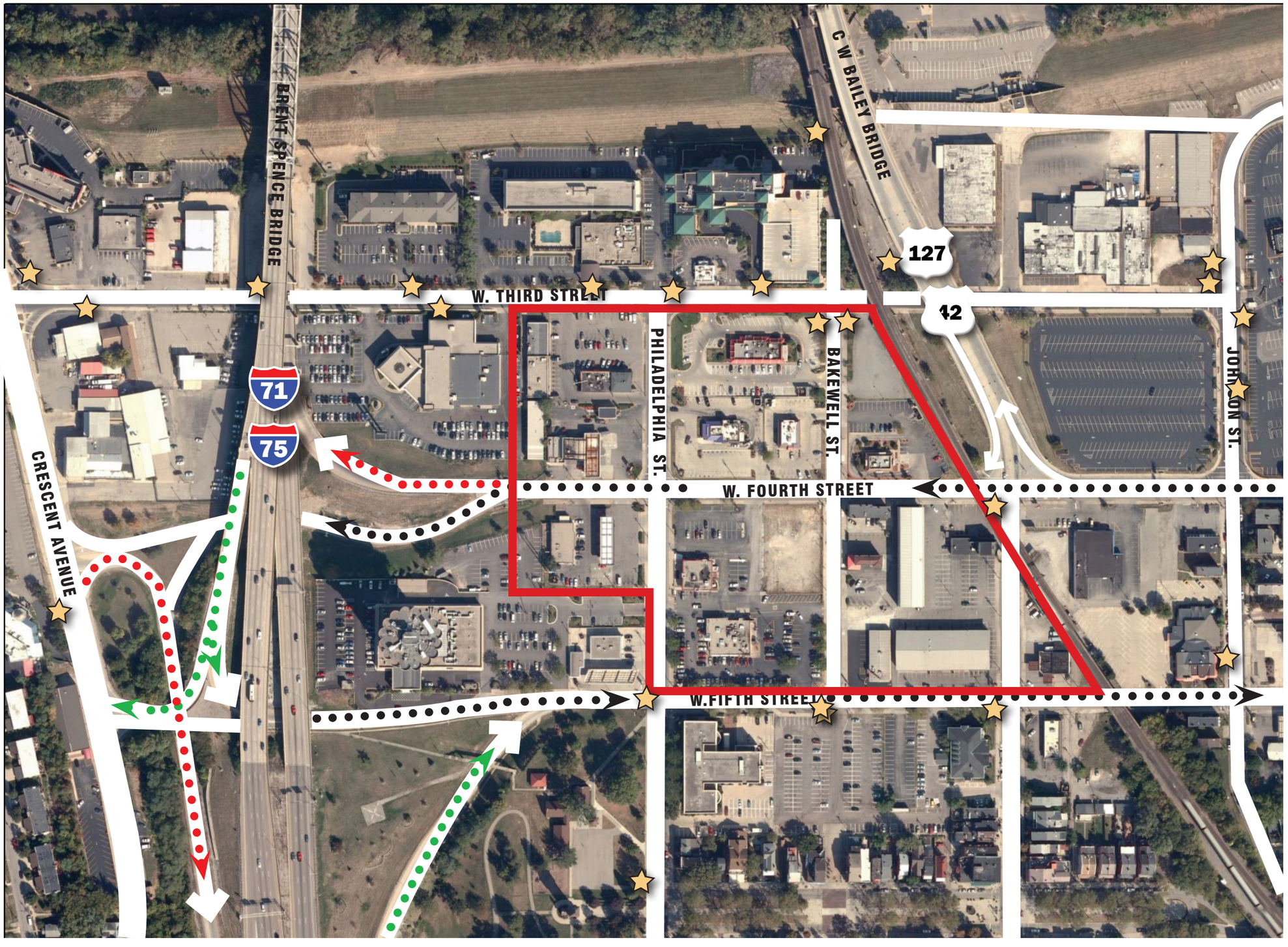


ZONING

The zoning map illustrates surrounding zoning, which in this case is comprised of community commercial, urban residential and a mix of other commercial and central business district zones.

- RU-2A: Urban Residential
- RU-2B: Urban Residential
- RU-0.5: Urban Residential
- CBD: Central Business District
- CO: Commercial Office
- CC: Community Commercial
- IL-1M: Industrial-Limited
- RP: Resource Protection
- REC: Recreation and Open Space
- ART: Art & Technology

SITE 5 : 4th & 5th Street

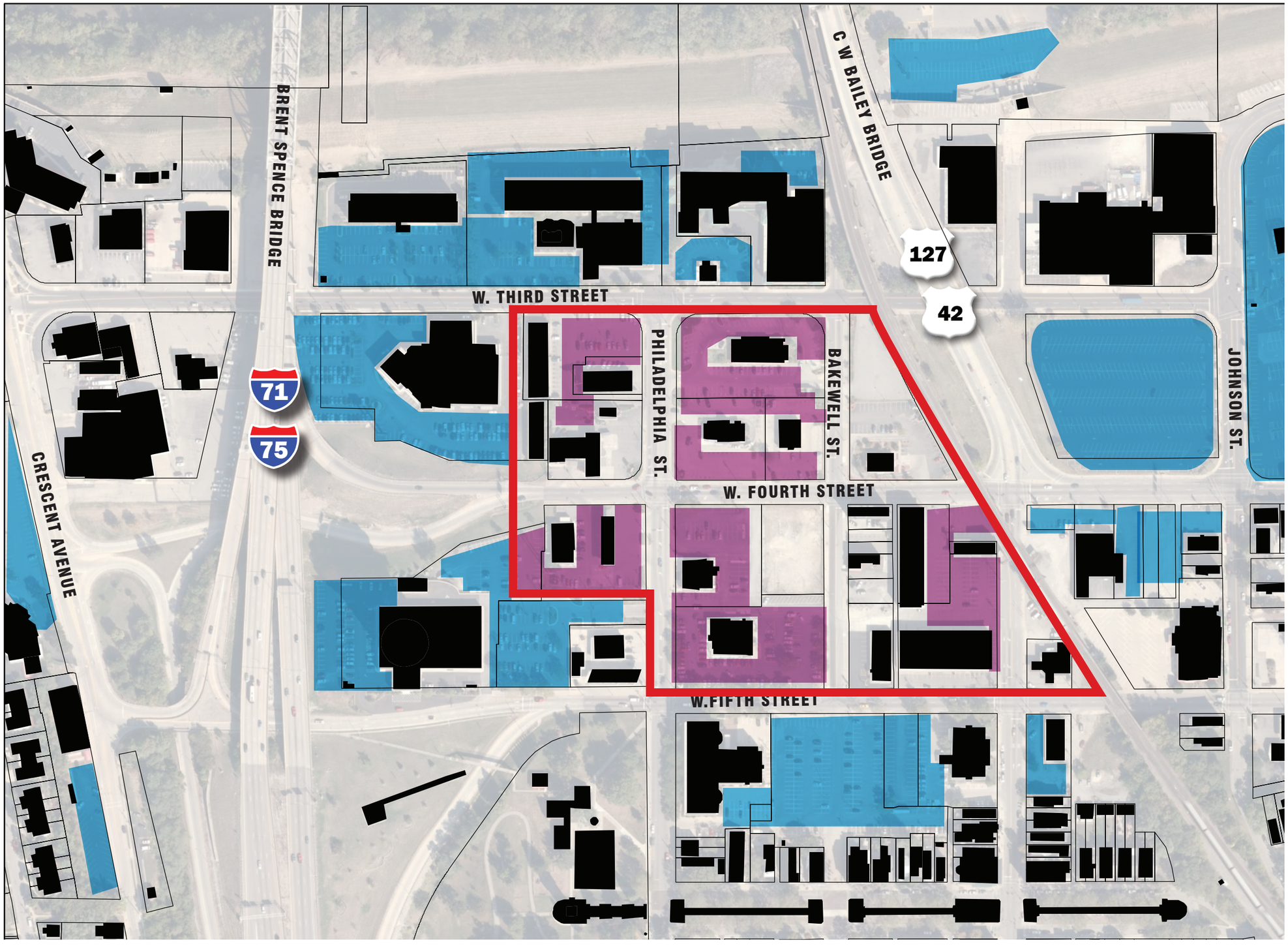


SITE ACCESS

The white lines represent current roadways with traffic directions indicated by dotted directional arrows. The arrows also indicate exits and entrances to I-71/75. Stars represent TANK bus stops.

- Site Boundary
- Traffic Flow (One Way)
- Highway Entrance
- Highway Exit
- TANK Stop

SITE 5 : 4th & 5th Street



PARKING

The colors indicate where surface parking lots exist within and around the site. Much of the area is covered with surface parking for individual uses such as hotels, retail establishments or offices.

- Site Boundary
- Surrounding Parking
- Existing Parking on Site
- Existing Buildings

SITE 5 : 4th & 5th Street

EXPANSION CAPABILITIES

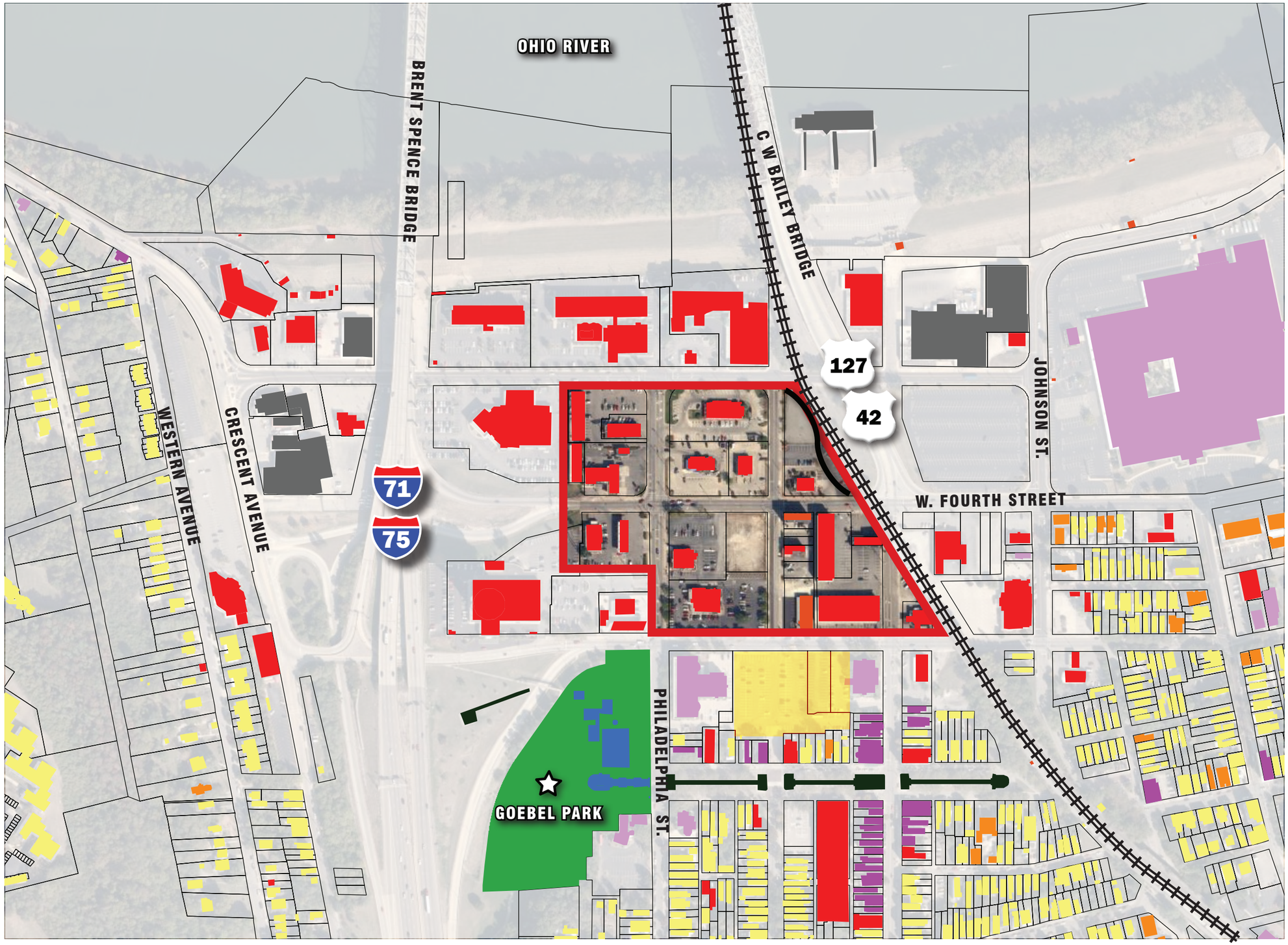
This diagram illustrates the potential for campus growth around the site. Though limited by rail and major roadways, this site is surrounded by underutilized land in the form of surface parking lots and out-parcel development.

Development Opportunities

Potential Partnerships

Accessibility issues

SITE 5 : 4th & 5th Street

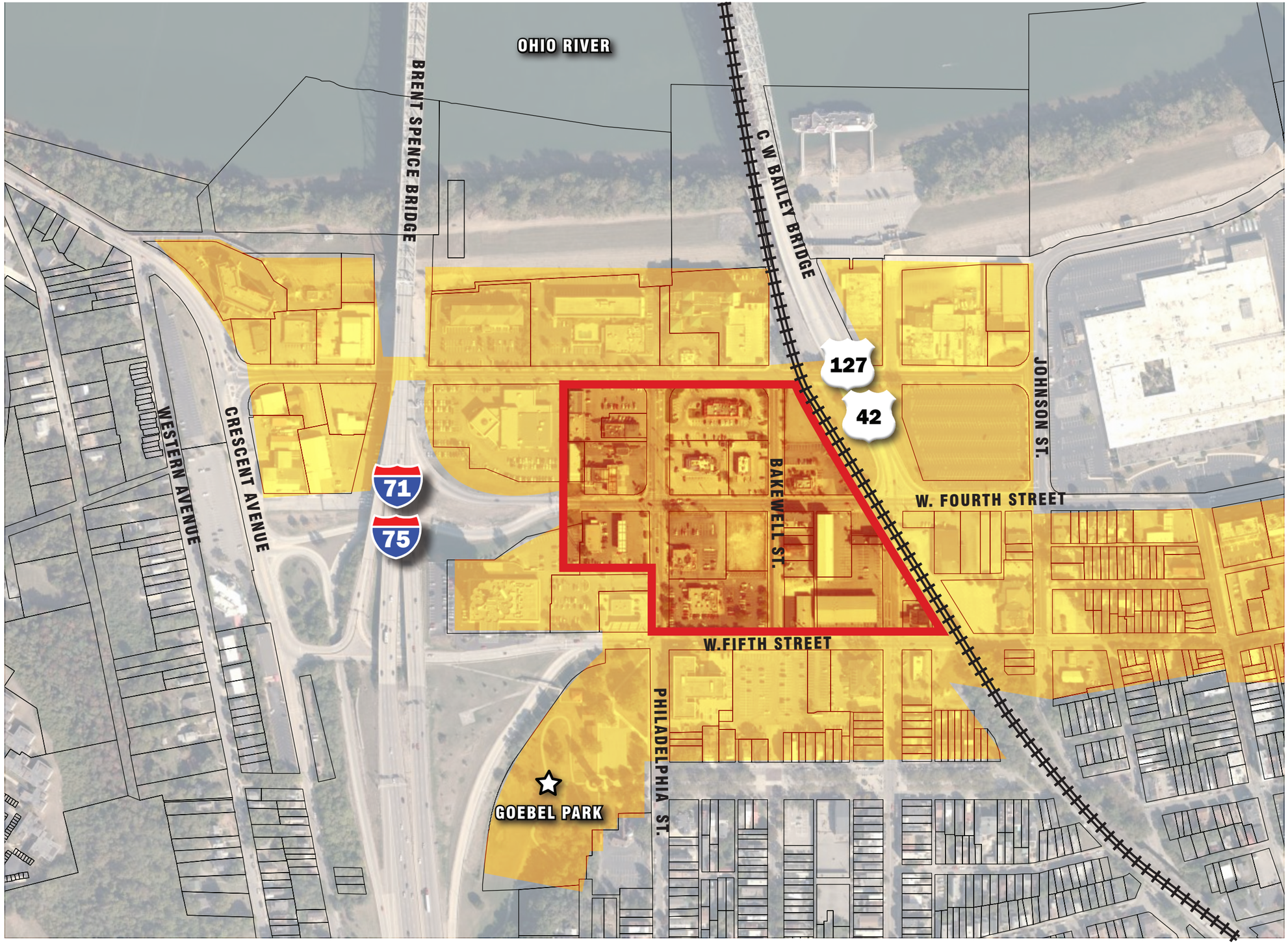


LAND USE COMPATIBILITY

This diagram illustrates the land uses that surround the potential campus site. This campus site is made up of commercial uses, mostly hotel and out-parcel retail and surrounded by a mixture of urban residential, office uses and other mixed-uses.

- Single- Family Residential Buildings
- Multi-Family Residential Buildings
- Commercial Buildings
- Institutional Buildings
- Industrial Buildings
- Parks
- Mixed-Use
- Office

SITE 5 : 4th & 5th Street



CATALYTIC EFFECT

This diagram illustrates the potential effect a college campus could have on the surrounding area, identifying underutilized properties as well as potential uses that will be boosted by the influx of an educational facility.

SITE COMPARISON

Site Comparison Summary

	HOLMES HIGH SCHOOL	ST. ELIZABETH M.C. & JILLIAN'S PROPERTY	MADISON & MLK	SCOTT BOULEVARD	4th & 5th STREET
SITE CONSIDERATIONS					
AREA	3 Acres	12 Acres	9 Acres	9 Acres	15 Acres
CONSTRUCTABILITY	Tight, Limited, Topography	Development Area Flat, Surrounding steep topo, demo costs	Generally Flat, Demo needed, near active rail	Developed Urban Land, some infill, Flat	Flat, Infill Opp. Comprised of out-parcel development, Demo Costs
PROPERTY OWNERSHIP	<5	>10	<5	>10	>10
VISIBILITY	Low	High	Med	Med	High
BUILDING RE-USE OPPORTUNITY	NA	Med	Med	High	Low
ZONING	RS-7.5	CG-7P, CO-5A	CG-1M	CG-5P, RU-2B, CBD-7P, CG3-P	CC-1A, RU, RP, CC
PHASE 1 COST/ AVAILABILITY OF LAND	Low (land cost) / Available	Medium (land+renovation) / Partially	Medium (land + Demo/Renovation) / Available	Medium (land + Renovation) / Operating	HIgh /Not Currently Available
ACADEMIC PROGRAM	Compromises	Accommodates	Accommodates	Accommodates	Accommodates
AREA CONSIDERATIONS					
ACCESS	Low	High	Med	High	High
PARKING	Very Limited	Surface Available	Surface Available	Surface & Structured Available	Surface Available
EXPANSION CAPABILITY	Low-Disconnected	Low-Disconnected	Med	High	Med
PARTNERSHIPS	Holmes H.S.	St. Elizabeth, Carlisle E.S., N.KY Vocational School	Health Point, James E. Biggs Early Childhood, Carnegie Center, Holmes H.S.	K.C. Library, Carnegie Center, NKY Conv. Center, City of Covington, Baker Hunt Art & Cult. Cntr., Madison Ev. Cnt, Randolph Sch.	Hotels (Hospitality Mngmt?)
LAND USE COMPATIBILITY	Institutional, surrounded by residential and industrial	Vacant, surrounded by residential and commercial	Vacant/Industrial surrounded by Residential	Institutional and a wide mix	Hotels/Commercial surrounded by a mix of insti. indus. & res
CATALYTIC EFFECT	Low	High	Med	High	High

Site Comparison

As detailed in the Site Comparison Summary matrix, each of the five sites were individually assessed across a range of site selection criteria and then ranked against each other. The highest ranked site in each category was identified. The following provides a brief summary of considerations:

SITE CONSIDERATIONS

Area
All sites with the exception of Holmes High School (Holmes) include ample space for future campus growth potential with sites ranging from 9-15 acres.

Constructability
Three of the five sites, SEMC & Jillian's Property (SEMC), Scott Boulevard, and 4th & 5th Streets were ranked highly indicating sites with flat physical development area, less potential on site demolition and no or few impeding natural features.

Property Ownership
Holmes and Madison/MLK received the highest rank under property ownership because the property within the assigned development boundary included fewer (less than five) total land owners. An increased number of property owners could be potentially more costly and lead to complicated land acquisition processes.

Visibility
SEMC and 4th &5th Streets were ranked high on visibility because of their proximity to the I-71/75 corridors as well as relationship to major roadways including MLK/12th, and 4th and 5th Streets themselves.

Building Re-use Opportunity
Scott Boulevard received the highest rank in this category because of the type of existing buildings within and surrounding the site that would allow for flexible repurposing of spaces in an incremental manner versus others that included out-parcel development or large box construction.

Zoning
Scott Boulevard ranked highest in zoning because of the general mix of zones that include general commercial zones, central business district, and urban residential.

Cost/Availability of Land
Holmes ranked higher in this category because of the availability and stronger collaborative partnership existing today with the Holmes High School. As the site currently has no buildings, there is no additional costs for demolition/renovation.

Academic Program
SEMC, Madison/MLK, Scott Boulevard and 4th & 5th Streets sites have enough physical area for the desired future academic programming of GCTC, but looking in more detail Scott Boulevard has the most potential to support GCTC's overall mission, focussing on Workforce Preparation, Transfer Education and College and Workforce Readiness, due to accessibility and physical partnerships.

AREA CONSIDERATIONS

Access
SEMC, Scott Boulevard, and 4th & 5th Streets all are considered to have a high level of access due to their location near the I-71-75 Corridor and major roadways through the sites that receive a high volume of traffic.

Parking
The Scott Boulevard site is the only site that exists with ample parking in the short term, with both surface and structured parking available, but also allows enough space and flexibility to add more in the long term as campus growth occurs.

Expansion Capability
Scott Boulevard received the highest marks in expansion capability because of the amount of unoccupied buildings around the campus that can be grown into incrementally over time as space needs arise.

Partnerships
SEMC, Madison/MLK are located near potential partnership opportunities such as, elementary schools, high schools, or cultural facilities, but Scott Boulevard is located within a critical mass of potential partnership opportunities in its urban context.

Land Use Compatibility
Scott Boulevard and 4th & 5th Streets received the best marks for land use compatibility because of the general mix in nature, that offers a wide variety of resources as well as specific uses such as institutional and commercial that can have a direct benefit to the campus and its partnerships and daily users.

Catalytic Effect
SEMC, Scott Boulevard, and 4th & 5th Streets are situated in urban areas where the impact of a college campus and its daily users would be significant. Each site has underdeveloped land that could be used for campus or supportive use growth and each site is surrounded by other uses that would benefit from the added traffic and partnerships with the college.

Conclusion

Based on the comparative analysis and observation, it can be noted that out of the five sites under consideration, only four sites were considered viable. The Holmes High School site, which is constrained by rail, single family neighborhoods and the active Holmes High School, is limited in site area and wouldn't allow for full development potential of the future campus nor does it have viable expansion opportunities.

The 4th and 5th Street site has an extremely advantageous location with direct access from I-71/75. If GCTC academic program goals required creation of purpose-built spaces, then this would be the ideal location, as this site has the least building re-use opportunity and the out-parcel retail buildings will be easier to demolish than the buildings existing in Jillians' property, Madison/MLK and Scott Boulevard Site. But, the preliminary Academic Space program does not require significant purpose-built spaces. And, due to the prime location, the land value is extremely high. This are is likely to support and attract higher economic redevelopment projects.

Out of the remaining three sites, one of them - Scott Boulevard - is located within the urban core, whereas the other two – SEMC and Jillian's Property and Madison/MLK - are located off of major arterials. The SEMC/Jillian's Property is highly visible, accessible off the I-71/75 and has a strong partnership potential with the St Elizabeth Medical Center, but as it is located on the south-western edge of Covington Downtown and is adjacent to a Cemetery, limits the catalytic effect of the potential new campus. The Madison/MLK site is also located by major arterials Madison Avenue and Martin Luther King Jr. Boulevard, but being bounded by a residential neighborhood to the east and railroad to the west, it limits the expansion capabilities to the south along Madison Avenue, away from the urban core and hence limiting the urban experience and catalytic effect of the site.

So based on the analysis and observations, **the Scott Boulevard is considered to be the most conducive site for the Urban Campus** – with high building re-use opportunity, compatible zoning and land uses, ability to accommodate academic programing, being the only site with access to parking structures, accessibility, expansion capabilities within the urban core, a multitude of partnerships and potential to serve as a major community catalyst.