



AUGUST 7, 2024

Job #23.162

DELTA COLLEGE

CAMPUS PLAN REPORT



THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

	01	INTRODUCTION+EXECUTIVE SUMMARY	05
	02	PROCESS	11
	03	CAMPUS PLANNING	17
	04	EXTERIOR+INTERIOR WAYFINDING ANALYSIS	39
LOCATIONS:	4.1	WAYFINDING INTRODUCTION	41
GRAND HAVEN MI: 1 South Harbor Drive, Suite 8 Grand Haven, Michigan 49417 phone: 616.456.9944	4.2	WAYFINDING LOGIC	45
GRAND RAPIDS MI: 4 East Fulton Street, Suite 200 Grand Rapids, Michigan 49503 phone: 616.456.9944	4.3	OBSERVATIONS + RECOMMENDATIONS	51
KALAMAZOO MI: 242 East Kalamazoo Ave. SE, Suite 100 Kalamazoo, Michigan 49007 phone: 269.343.6133	05	BUDGET SUMMARY	71
NEW ALBANY IN: 320 Pearl Street, Suite 100 New Albany, Indiana 47150 phone: 812.282.9554			
LOUISVILLE KY: 1941 Bishop Lane, Suite A Louisville, Kentucky 40218 phone: 502.454.4555			
ONLINE: www.towerpinkster.com			

THIS PAGE INTENTIONALLY LEFT BLANK

01

INTRODUCTION + EXECUTIVE SUMMARY

INTRODUCTION

Delta College has engaged TowerPinkster and Corbin Design for Campus Planning Services in support of several strategic initiatives for the College. Delta College has been serving students from Bay, Midland and Saginaw counties since 1961. The College facilities, originally designed by Alden B. Dow, have had a series of additions and renovations to meet the changing educational needs of the students over the course of the previous 60+ years.

The following Campus Planning Report will focus on the Main Delta College Building. The facilities in Saginaw and Midland are both newer facilities. This Plan is based on a 10-year horizon for potential projects and consequently is focused on the main facility. Although the College has accommodated students when enrollments were as high as 9,000 - 10,000 students, times have changed. Development of a new Campus Plan will allow for the reexamination of the allocation of space for effective use and efficiencies. During the development of this plan, the College's enrollment increased from 7,056 students to 7,646 students. This new plan includes four major components:

- Comprehensive Spatial Analysis
- New Signage and Wayfinding Vision
- Program Development of a Resource Center
- Campus Plan Development

In support of these four major components, the team worked with Delta College to deliver a process that focused on engagement and has worked to define the College's 10-year planning goals.

The College's 2023-2027 Strategic Plan is based on the following four Pillars:

- Student Engagement, Retention and Completion
- People Focus
- Community-Centered
- Social Impact

These Pillars, and their supporting strategies, have informed the Campus Plan by providing specific goals that the planning can directly support. The major components of the plan include:

- A utilization study of the teaching spaces in the building to provide understanding for maximizing space use.
- A Wayfinding strategy that improves access to campus, and clarity in navigating the main campus. The Wayfinding

can be found in Section 3.0 of this report.

- The Resource Center concept has been developed to provide a place for students to access supportive services and eliminate barriers.
- Reorganization of a number of other areas of campus for greater efficiency and to better utilize the spaces.

The following Campus Plan and supporting studies will provide high-level aspirational goals for the future development of strategic improvements to the campus. These proposed planning responses are focused on providing students with enhanced access to the support they need to stay engaged and complete their educations at Delta College!



existing aerial photo

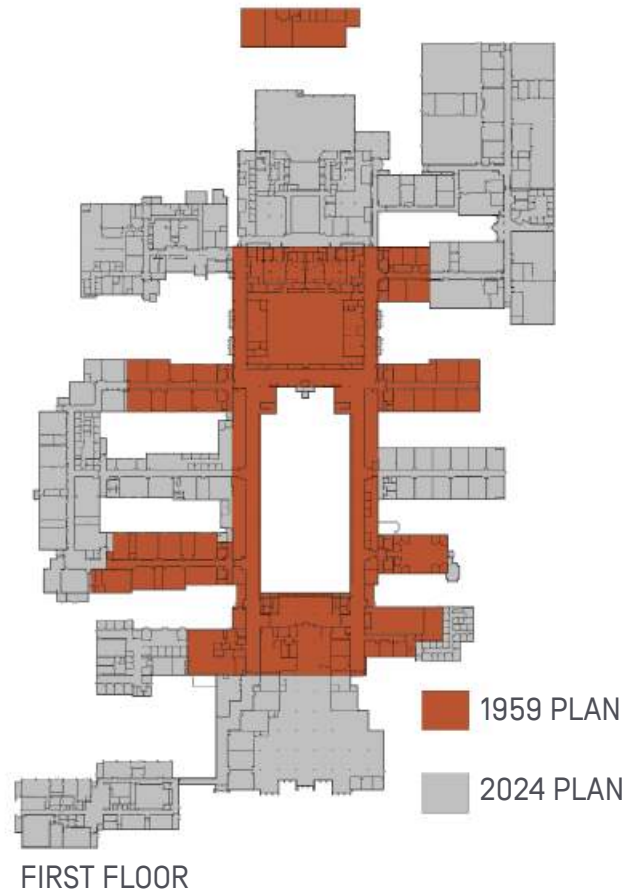
CAMPUS SUMMARY

Delta College opened in 1961 to provide education to the Bay, Midland and Saginaw Counties as the Primary Service Area. Since that time, the College has grown from a student body of about 2,600 students to over 7,600 students. Over the course of the history of the College, the main campus has undergone an extensive series of additions and renovations (the Lower A-Wing Renovation is the most recent in 2021) to meet the needs of a dynamically changing student body.

The original drawings from 1959 represent the major planning concept for the building around the central courtyard and then a series of classroom wings that are extended off of that central circulation pattern. The first floor was approximately 187,000 square feet including the boiler plant. Many of the original finishes and architectural details are still present in the facility. Along with ADA accessibility improvements, this Campus Plan will also look at opportunities to provide current “best practices” for student-center College spaces.

Since 1959 the first floor has grown to approximately 502,000 square feet. The total building gross area is 916,500 square feet. As the building has been extended over the years, there has been an architectural consistency in the additions and new spaces. Some feature areas like the Library do have a unique architectural character to them, which is appropriate for specialty spaces.

Other non-attached facilities on the main campus include the WDCQ transmitter building, boiler plant, facilities buildings, the farmhouse, observatory and the athletics facility.



central courtyard + fountain

EXECUTIVE SUMMARY

The Campus Plan for Delta College is focused primarily on the main campus at 1961 Delta Rd, University Center, MI. The main campus is located north of Saginaw, MI and southwest of Bay City Michigan. The College has three other major campus facilities located in Downtown Saginaw, Downtown Midland, and Downtown Bay City. The previous strategic growth goals for Saginaw and Midland have been addressed with two recent new buildings to serve those locations. The strategic goals outlined above will be focused on at the main campus for the 10-year time horizon for this study.

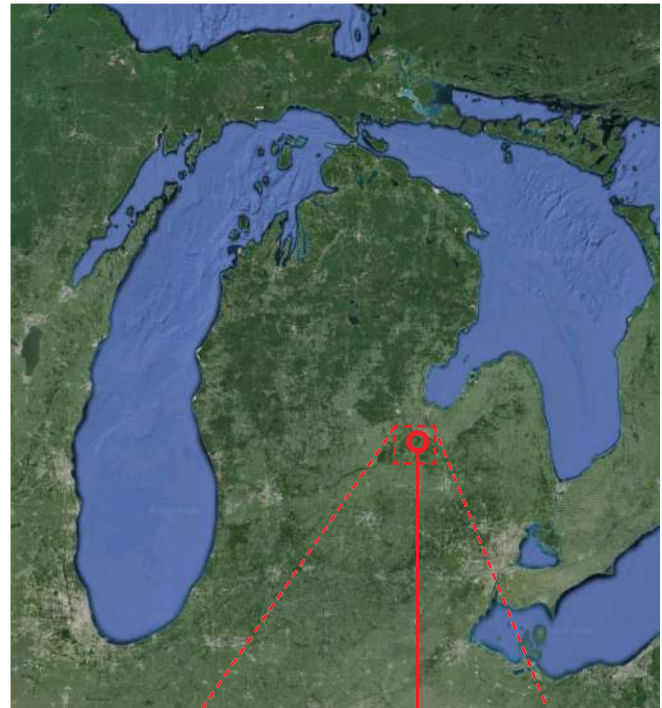
Since its founding, Delta College's offerings have allowed for people to gain skills and education that directly benefit the community. This has been supported by the physical learning environment of the College. As higher education pivots in a post-pandemic society, Delta College has embarked on developing a Campus Plan that will support it over the coming decade. These major goals can be accomplished through a series of internal renovations that limit the need for extensive physical additions to the existing space.

In parallel with the Campus Plan, The College also has a five-year rolling Capital Outlay Plan with the State of Michigan. This plan is a requirement for state funded institutions. The Capital Outlay Plan calls for an addition to K-Wing (awaiting construction funding) and renovations to M-Wing.

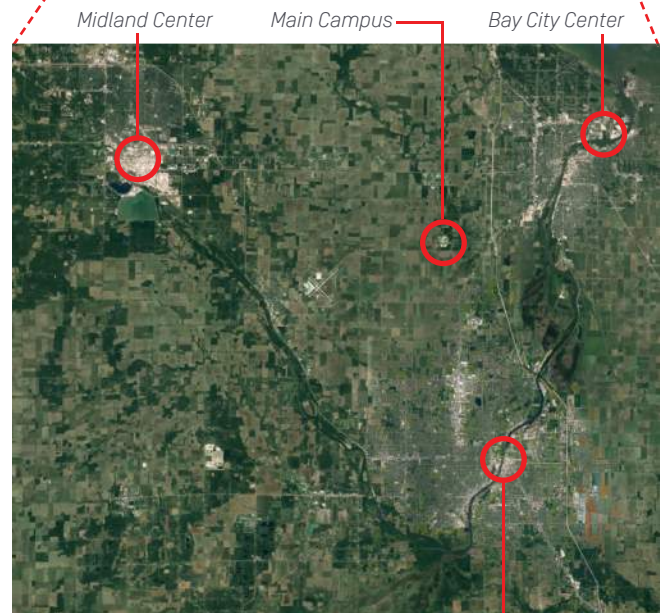
One of the major components driving the planning was an extensive utilization study of the existing educational spaces. The utilization study can be found on page 24 of this report. This utilization has demonstrated that the College spaces are being used, but there are opportunities to consolidate underutilized spaces to support today's strategic goals. This is a reflection of the impact of on-line and hybrid classes allowing for additional capacity. As physical classrooms have fewer scheduled in-person sections, scheduling can be modified to allow for certain existing instructional spaces to be used in other ways.

The Campus Plan has been an inclusive process that has worked to gather stakeholder input from a variety of sources. This wide range of input has allowed for the plan to explore and test iterations that can best reflect and support the needs of Delta College moving forward. This process and input has been used to inform and prioritize individual projects. These projects are focused on several key initiatives for the College:

- A new Wayfinding and Signage Strategy to enhance the user experience on campus.
- Conceptualization of a new Resource Center to reduce the impact of barriers to access on students.
- Improvements to the Administration in B-Wing to



University Center, MI



Midland Center

Main Campus

Bay City Center

Saginaw Center

EXECUTIVE SUMMARY

modernize the workplace and encourage student access.

This Campus Planning process included a wide range of stakeholder input including Faculty, Staff and Students. The goal of this is to make sure that the planning responses represent the needs of the users. During these engagements, one of the most common stated needs was for improved signage and wayfinding across campus. This perceived need by the various users reinforced one of the stated goals of the Campus Planning effort.

Corbin Design led a wide-ranging wayfinding and signage study. This study went from macro-scale concepts about how to navigate campus from the site boundaries down to individual spaces. The full wayfinding study and report is located in the Appendix.

The other major programmatic component of the Campus Plan is for the new Resource Center. We envision developing a dynamic space where students can access services that are already available on campus. The goal will be to normalize visiting many services that have been difficult for students to find, but co-locating them into a centralized location in the building. The vision for this new Resource Center is driven by the students. By reducing the impacts of barriers for students, they should be able to focus more on academics and completing their educations at Delta College.

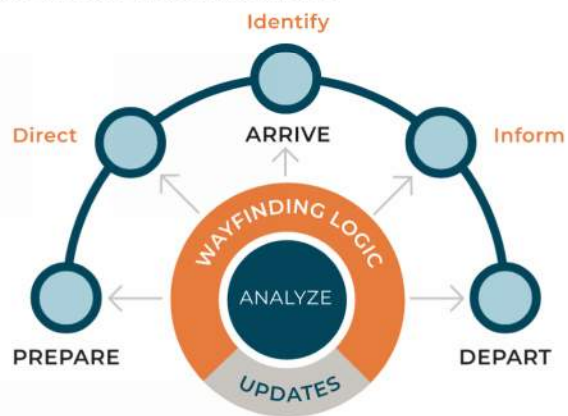
To support both the goals of Wayfinding and the Resource Center, this Campus Plan proposes consolidating and clarifying three front doors onto campus. This is accomplished by creating more visible and recognizable entry sequences. The “event” entries will be located to the east and west of the main gymnasium. This will allow for off-hour access and the long walkways to the doors would be augmented by new canopies. The third entry would be a new front door and visitors entrance in the south face of the existing library, thus accentuating one of the most recognizable architectural elements at the building. By developing a new main entry, visitor parking area and transit stop, and entry concourse, the building can reinforce one of its major architectural features, create clearer wayfinding and put the Resource Center at a major interior crossroads of the building.

These major planning moves will require some relocation and consolidation of spaces. The final vision that will result from these changes will position Delta College to continue its growth trajectory by updating the spaces to support the changing needs of its students.

TYPICAL VISITOR EXPERIENCE WITH POOR WAYFINDING



ENHANCING THE VISITOR EXPERIENCE



RESOURCE CENTER PROGRAM

- FOOD PANTRY
- CLOTHING CLOSET
- ADDICTION RECOVERY NETWORK
- PRAYER / MEDITATION SPACE
- COUNSELING CENTER
- HEALTH CENTER
- STUDENT MEETING ROOMS
- STUDENT COMMON SPACE
- TRANSPORTATION OFFICE
- OFFICE OF DISABILITY RESOURCES
- STUDENT EMPLOYMENT OFFICE
- VETERANS AFFAIRS CENTER

THIS PAGE INTENTIONALLY LEFT BLANK

A photograph of a campus scene. In the foreground, large, light blue 3D letters spell out 'POWER' on a concrete base. The letter 'O' is replaced by a tall, thin green rectangular sign. A thin red horizontal line is positioned below the letters. In the background, there is a brick building with a white overhang, surrounded by lush green trees and a clear blue sky.

02

PROCESS

PROCESS

The Delta College Campus Plan was focused on engagement. There were several levels of engagement across the College's users.

- Bi-Weekly project leadership meetings - These included members of administration and the facilities department
- Steering Committee - The Steering Committee included members of the President's Cabinet, Board of Trustees and the Leadership team
- User Groups - The user groups represent a broad range of campus stakeholders. These groups included Faculty, Staff and Students.

Along with these major groups, there were multiple engagement sessions throughout the process. Delta Learning Days with Faculty and Staff was a great example of the Delta College team's interest in participating and providing valuable input.

As part of Delta College's engagement focus, User Group meetings were among the top contributors to the Campus Planning development. These groups included:

- Administration
- Library
- Writing Center
- Testing Center
- Tutoring Center
- Academic Units (5)
 - Business and Technical Trades
 - Arts and Letters
 - Health and Wellness
 - Social Sciences
 - Science and Math
- Office of Disability Resources
- Public Safety
- Counseling and Advising
- Admissions
- Athletics
- Financial Aid
- Belonging Equity Diversity and Inclusion (BEDI)
- Workforce Strategies
- Human Resources
- Food Services
- Fitness and Recreation Center
- Cashier Finance and Billing
- Teaching and Learning Center
- Facilities Department and Post Office

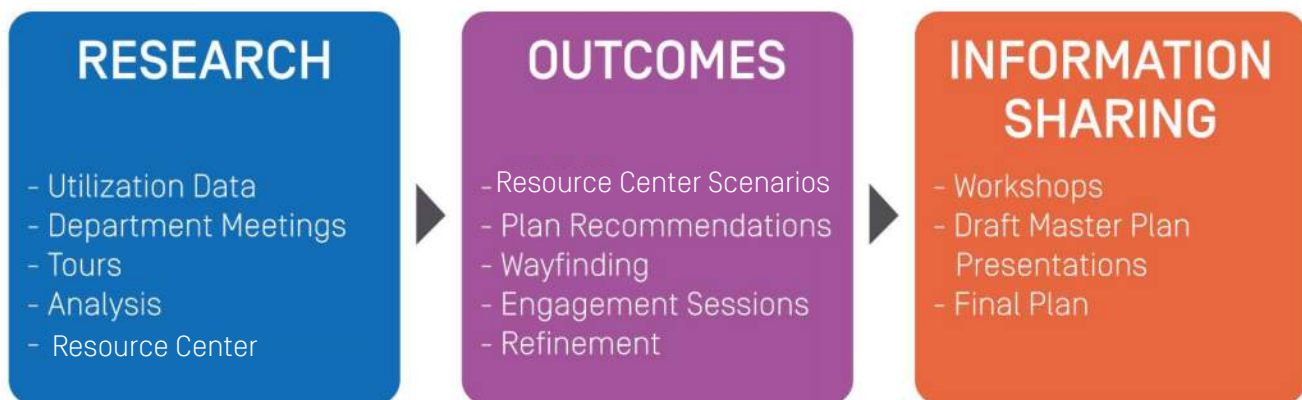


f-wing entrance

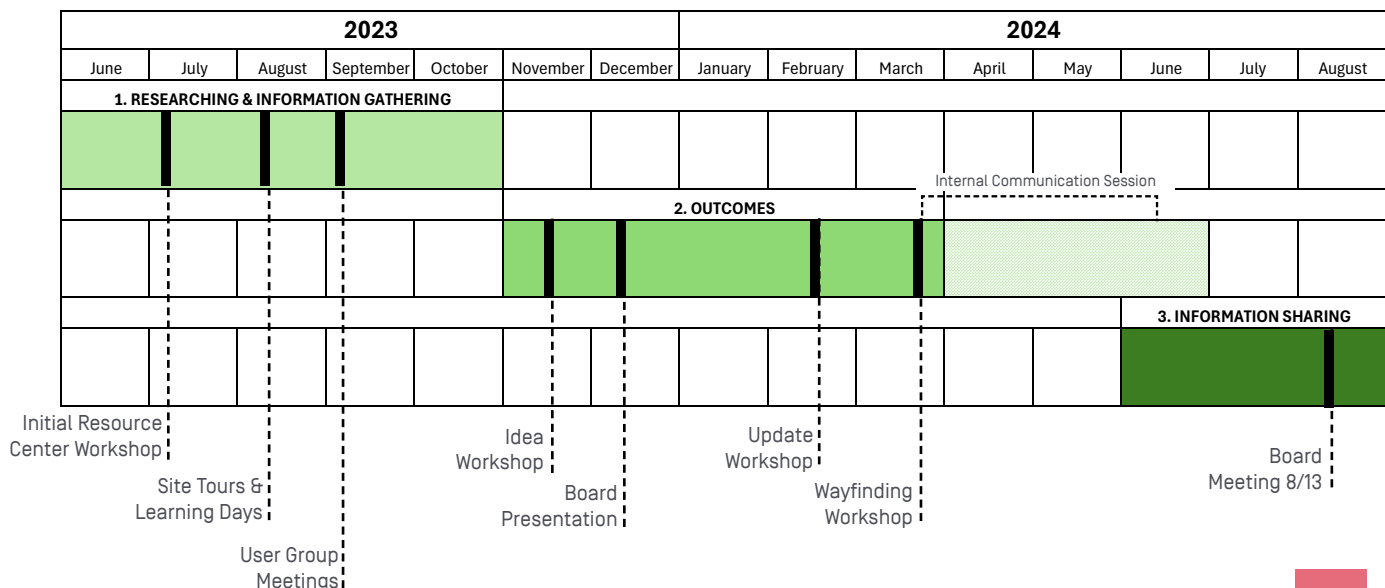
PROCESS

Several tools were utilized in the development of the Campus Plan:

- Utilization Data - Based on the data from Delta’s scheduling system, the team developed maps showing the percentage of utilized time for each instructional space on campus. Benchmarked against traditional higher education schedule, these diagrams show “heat maps” highlighting areas that can be better utilized or could be repurposed.
- Department Meetings - These meetings were included to create another avenue for engagement and feedback. The goal was to have a further understanding of the perceived needs and gather feedback on priorities.
- Tours - Delta hosted tours of their campus that were important to review the overall state of campus, while learning about current areas of need.
- Analysis - All data received were used to create recommendations and analysis on the campus plan to understand the high-level aspirational goals for the future of Delta College.
- Resource Center - The need for a resource and student support center was identified early on, thus creating the Resource center. The goal was to find an existing space on campus to be able to consolidate student support services together into one hub for easier student access.



Project Timeline



PROCESS

Delta College Master Plan – Guiding Principles & Goals

1. Identify a home to consolidate student supportive services [Resource Center + Student Services]

- Identify and validate a location within the existing facility to consolidate student supportive services.
- Establish the spatial needs and programmatic adjacencies that simplify student access to these services.

2. Develop a clear and coherent wayfinding vision.

- Establish a wayfinding logic that helps define a clear sequence to all parts of campus.
- Determine the hierarchy of information associated with wayfinding enhancements.
- Integrate wayfinding with campus identity.

3. Establish and clarify main entrances into the building.

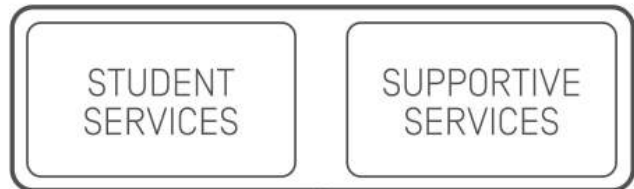
- Align programming, wayfinding, and capital improvements to help establish three main entrances into the building.
- Simplify the arrival and entrance sequences for the College's primary guest and visitor populations:
 1. Prospective students and families
 2. Community members
 3. Business training groups coming to the northeast area of the building
 4. People using the testing center from outside the College
 5. Event attendees
 6. College vendors

4. Enhance student spaces, both indoor and outdoor.

- Identify spaces that can strengthen opportunities for student congregation and collaboration.
- Outline a network of pedestrian pathways to enhance wayfinding, and areas of respite to enhance the College's connection to its outdoor environment.

5. Identify strategic relocation and renovation opportunities to enhance service delivery.

- Align program locations that enhance the student experience
 - i. Look for placemaking opportunities to engage students
 - ii. Open up areas along the corridor to make services more visible and accessible
- Identify opportunities to enhance facilities in alignment with deferred maintenance planning.
 - i. Furniture retrofits
 - ii. Enhance accessibility for students and improve workflow for administrative departments.



WAYFINDING
+
PLACE MAKING
+
CAMPUS IDENTITY

A CLEAR SEQUENCE

PROCESS

A full Facilities Assessment was not part of the project scope but overall, the existing facility and grounds are clean and well maintained by Delta's staff. During the engagement process, several overall concerns were raised by various user groups in relationship to the existing facilities. Security was mentioned in several user group sessions and Delta has recently done an overall campus security assessment separate from the scope of this study. The comments from users that were focused on the physical space were focused on several common thoughts:

- Providing more spaces for students to sit / wait between classes
- Increased access to power for charging devices
- Capitalize on the courtyard to help with navigating campus
- Bringing more daylight into the interior spaces of the building
- Increased acoustic privacy for spaces that need confidentiality
- Creating spaces that are exciting and welcoming for students
- Leverage and enhance the exterior spaces on campus

Development of future projects in the Campus Plan should work with the Delta College users to integrate these common concepts as appropriate.

Along with common concerns brought up during user group meetings and Delta Learning Days, TowerPinster met with some student leaders and their day-to-day insights reinforced some of the ideas above. They also brought up several unique planning needs as they were challenged to think about what they would want future Delta students to have. Highlights of their thoughts include the following:

- Wayfinding for special events
- Good study spots and spaces to work with other students in the same program
- Reinforce student hang out areas - coffee shop, The Mezz
- Would like space for student clubs

There are two areas of campus space improvements recently identified by Delta College to be addressed in addition to the recommendations of this Campus Plan Report. The first is the addition and renovation of K-Wing. The Information Technology and Computer Science wing, which has been approved for funding by the State of Michigan, has already been designed and is slated to move into the construction phase.

The second major area of work for Delta was the M-Wing, Computer Aided Design (CAD) and Engineering Wing, which has been added to the College's five-year Capital Outlay Plan, that has been submitted to the State of Michigan. All public Colleges and Universities in the State are required to submit this rolling five-year plan on an annual basis. This plan priorities future major capital projects and M-Wing has been identified as the next priority for Delta after the K-Wing additional and renovation. These projects are in active design and are running in parallel to this planning process. They are listed here and in the budget summary to acknowledge the work, but they have not been a major component of the Campus Planning process.

THIS PAGE INTENTIONALLY LEFT BLANK



03

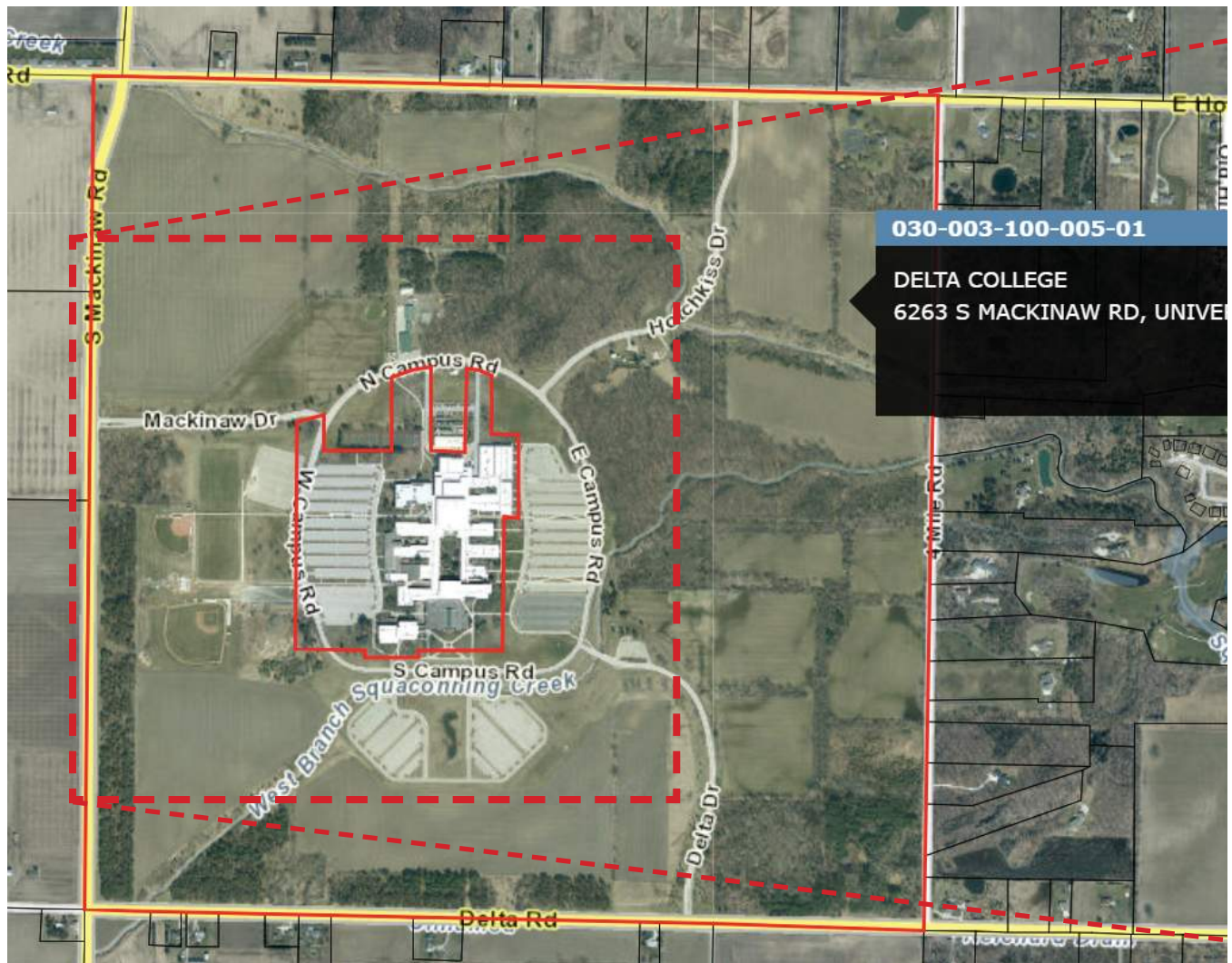
CAMPUS PLANNING

CAMPUS PLANNING

Delta College's main campus property is approximately 640 acres. The property is bounded by Hotchkiss Road on the north, 4 Mile Road on east, Delta Road on the south and Mackinaw Road on the west. There are approximately 2,680 existing parking spaces, for students, faculty, and visitors. The site includes a variety of athletic facilities, including 8 tennis courts, 6 pickleball courts, a soccer field, a softball field, and a baseball field. The softball and baseball fields share a fieldhouse to the west of the main building.

The main campus is bounded by a combination of heavily wooded areas, farm fields and has multiple creeks running across the property. The existing building and parking areas served the College during times of higher enrollment and it is not expected for this 10-year campus plan to make any extensive expansions to either the building or the site features. Stormwater is managed by a few ponds, as well as bioswales in between the parking rows. These serve to reduce the need for structured stormwater management and help maintain the health of the local watershed.

The three drives onto campus from the perimeter roads allow for a clear demarcation of entry to campus and create attractive processions as people approach the main building. There is extensive opportunity for long-term development and growth of campus on the currently owned property.



Delta College property description

CAMPUS PLANNING

The existing grounds around the main building are well maintained and provide a variety of pleasant exterior spaces that the College is known for. The building has an extensive network of pedestrian paths that allow for access to the many building entrances. There is no parking immediately adjacent to the building for ADA spaces and all users must walk some distance to get to a building entrance. There are also no canopies or coverings to protect people as they approach the building during inclement weather.

The building has major parking facilities on the east, west and south sides of the perimeter ring-road. There are also overflow lots that are outboard of the ring-road that allow for added capacity during major events or particularly busy days on campus. The north side of the building has the existing physical plant building and a delivery / service area that is used for the campus police parking as well as the majority of building service. The east and west lots could grow if added capacity was needed, but that growth would displace mature landscaping and potentially the tennis courts.

There are service barns north of the ring-road as well as the broadcast infrastructure for Delta Public Media services. These are all screened by forested areas and landscaping while still having access to the rest of campus to provide services.

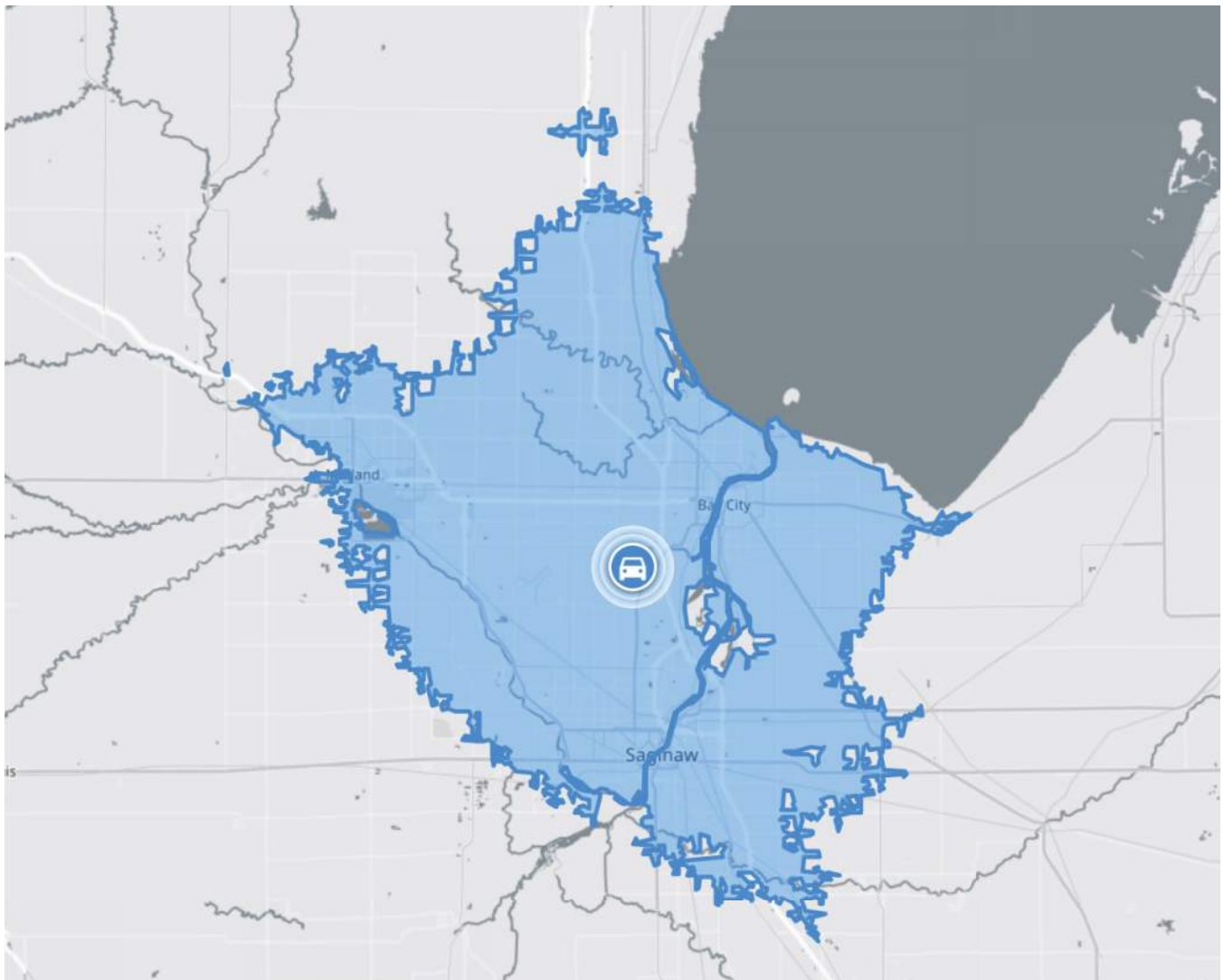


existing campus aerial detail

CAMPUS PLANNING

As part of the campus planning, it is important to understand where the Delta College users are coming from. The majority of the main campus users are traveling by car. The diagram below represents a 30-minute travel time by car. This visualization helps graphically describe the main Delta College service area. For in-person classes, it ensures that the College can effectively serve its local community, making education accessible to those within a half-hour journey. In the context of hybrid classes, it aids in planning synchronous sessions and in-person components, ensuring they are convenient for the majority of students. Ensuring manageable travel times enhances student engagement, attendance, and overall satisfaction.

Along with vehicular travel, there are several dedicated bus routes that serve campus. The College has prioritized public transit options as an important support tool for people coming to campus that may not have reliable transportation options. Along with Saginaw Transit Authority Regional Services (STARS), there are routes served by the Bay Metropolitan Transit Authority (BMTA) and the Midland City Dial-A-Ride. There is no dedicated bicycle lanes and the distance to campus limits that option for most. The new Resource Center will house a planned Transportation Support Office.

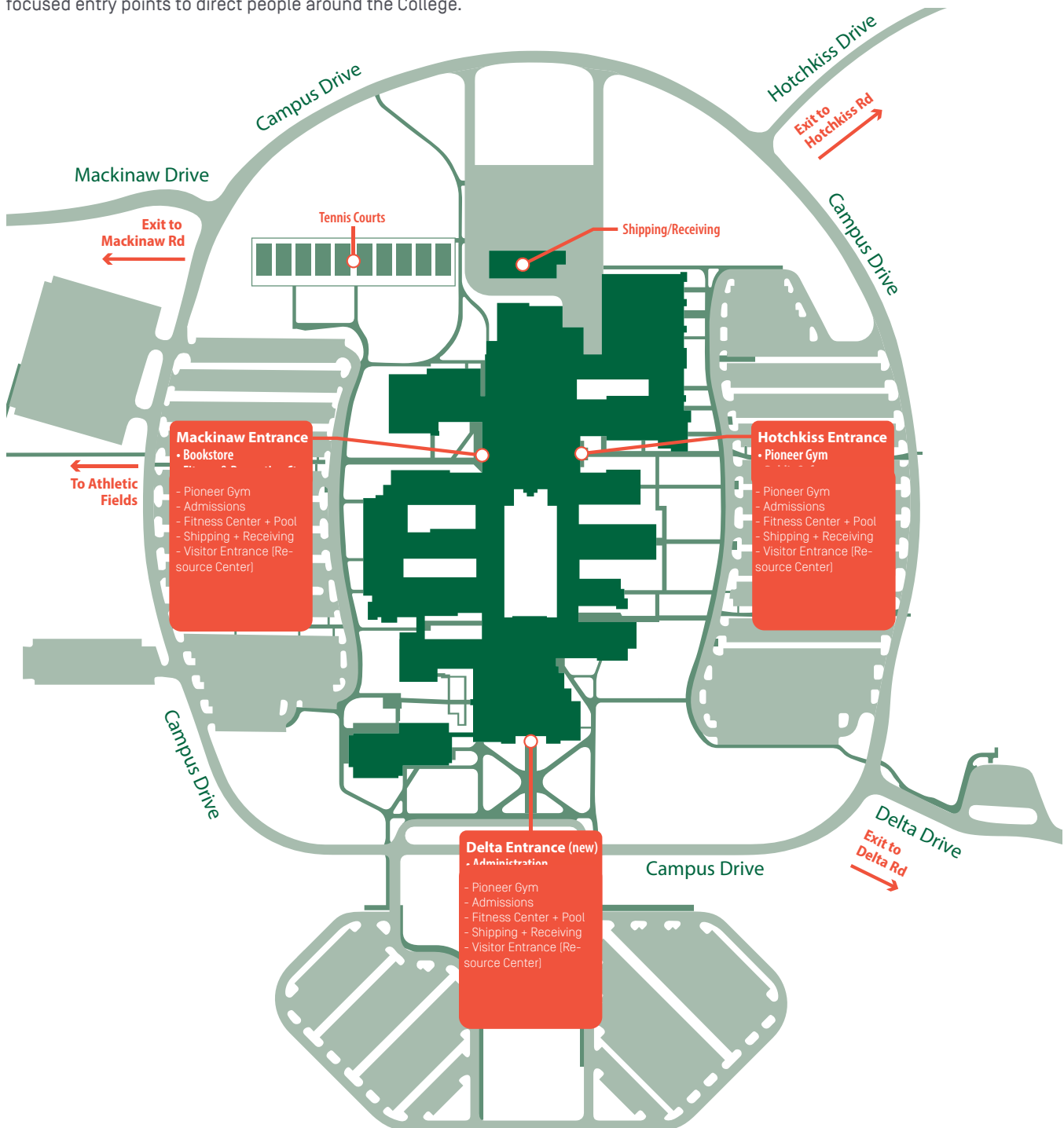


30 minute travel time

CAMPUS PLANNING

As noted in the wayfinding report in section 3.0, one of the main objectives is to clarify the circulation system on campus without making major adjustments to the roadway and parking infrastructure. This will start at the perimeter of campus and reinforce the three front door concept. By starting the wayfinding system at the perimeter of campus and providing directions based off the existing drives, and building wing names, the wayfinding system can quickly educate and acclimate users to navigating campus.

The Mackinaw Entrance, Hotchkiss Entrance and the new Delta Entrance will reinforce the existing road names while providing 3 focused entry points to direct people around the College.



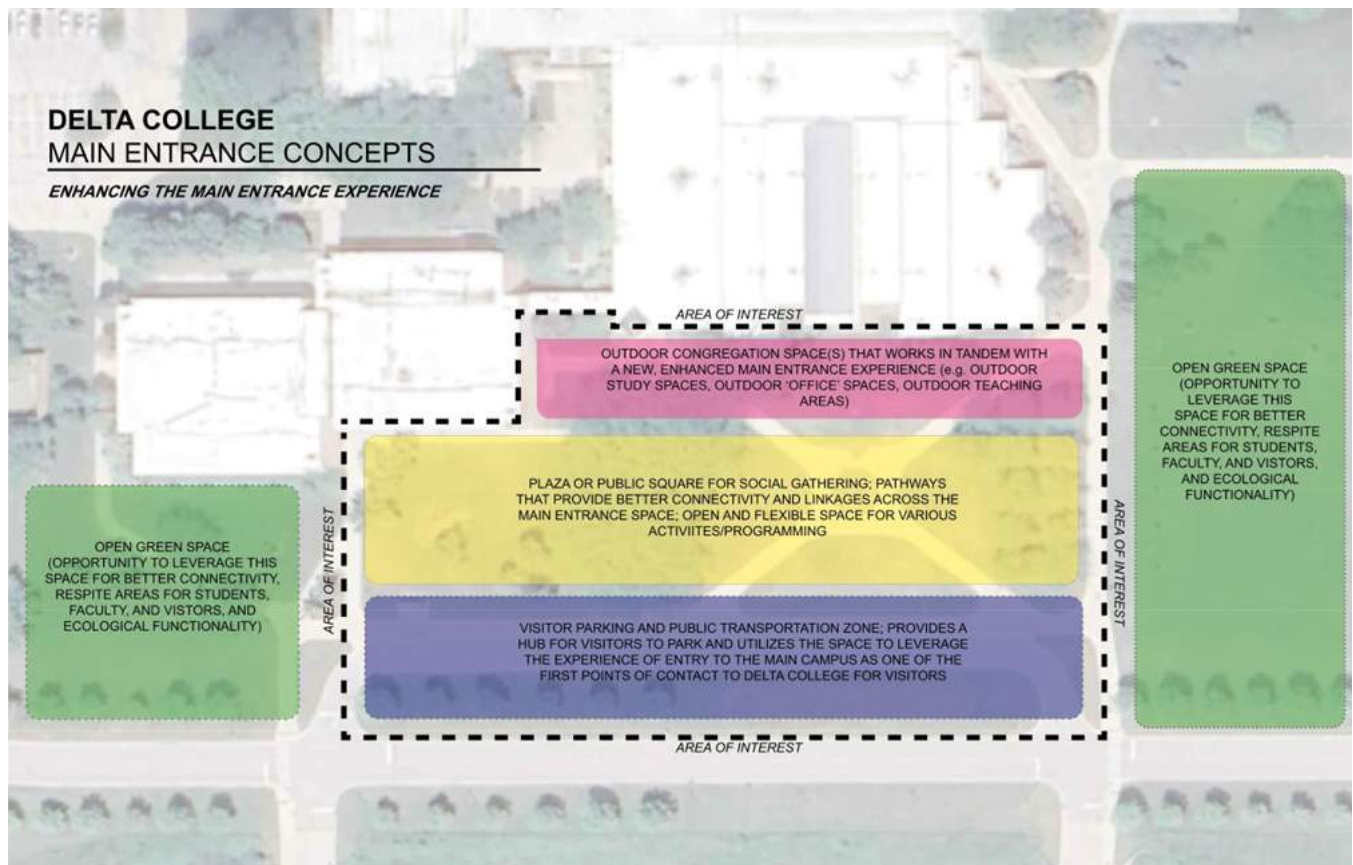
campus wayfinding concept

CAMPUS PLANNING

In support of the three main entries for the wayfinding concept, a new “Delta Entry” will be developed on the south side of A-Wing. The existing library has one of the most iconic architectural presences on campus, and some new people to campus associate it with an entry. Using his distinctive architectural element to designate the front door to campus will allow visitors and guests to quickly find their way into the building.

This concept starts on the exterior area south of A-Wing. There is currently a landscaped area with the main flag poles. By re-imagining this exterior area into more of a formal entry plaza, the College can take advantage of space that is already used as a drop-off for public transportation to also serve as the new “front door” of the campus. This will require some reconfiguration of the greenspace but will provide a more formal, recognizable entry.

This concept will allow for the existing greenspaces to the east and west to be maintained, provide closer ADA and visitor parking while maintaining outdoor spaces for gatherings, and enjoyment for the users. By creating a new Delta Entry, a new main entrance experience is developed even as people approach the building.



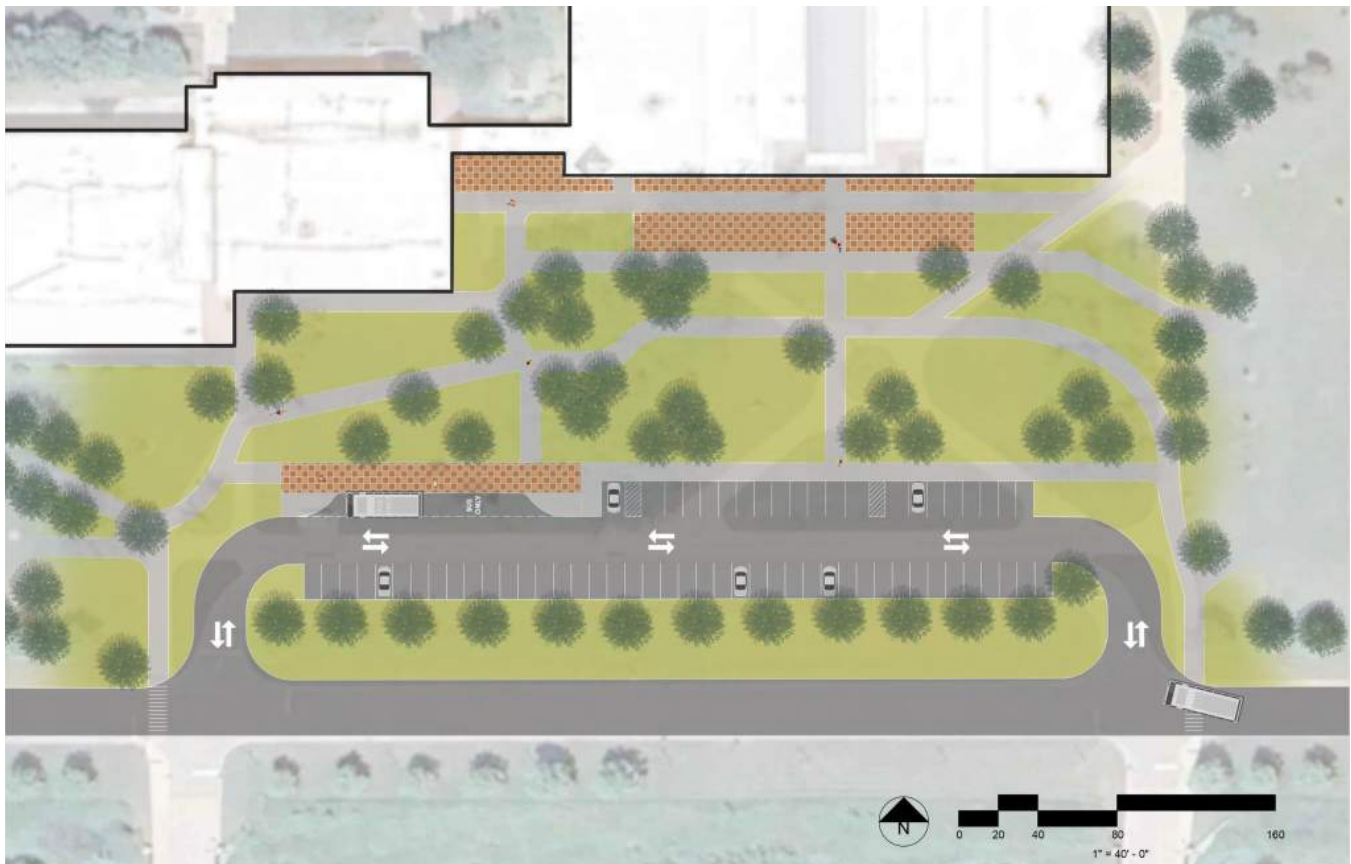
CAMPUS PLANNING

The new Delta Entry will move the existing pull-off for the public transportation to the north. There will also be 63 added parking spaces including several ADA accessible spaces close to the main entry. The new parking may have the infrastructure added to accommodate electric vehicle charging spaces in the future. The concept will maintain a green-way between the parking area and the main ring-road to keep traffic separate.

The public transportation drop-off will be expanded and enhanced. It will also be located closer to the building to reduce the distance that people who use transit have to walk to get in. While most students use the south entry of S-Wing, a new main A-Wing entry will also allow for visitors and first-time users a way to begin to utilize the enhanced wayfinding systems.

After parking or exiting transit, users will be presented with a series of walks that allow for approaching the new entry concourse in A-Wing. There will be a new walk on-axis with the A-Wing entry. By reinforcing the symmetrical south facade of A-Wing with this approach, users will enter the building already oriented to the internal wayfinding logic. The existing flag plaza will need to be shifted to accommodate the new entry sequence. This can allow for new lighting upgrades for the flags as well as keeping as much of the existing landscaping and mature trees as possible.

This new entry sequence will also create an opportunity for an exterior plaza on the south side of A-Wing for events. It can also be a new location for on-campus art, to expand on Delta's multiple sculpture displays. These upgrades to the new Delta Entry will help support the new campus wayfinding program while leveraging one of Delta's iconic architectural elements.



CAMPUS PLANNING - EXISTING UTILIZATION

Delta College's main building is organized around several "wings". This is a key concept in the overall organization and wayfinding system. Several wings are dedicated for classrooms and instructional use. Post-pandemic, higher education has seen an overall reduction in utilization due to an increase in demand for on-line only and hybrid classes. The expectation for the near to mid-term is that this trend will at least hold if not increase. There is still demand for in-person classes as well as access to faculty. Researching peer Community College benchmark data provides the following data points: Florida [2019] 35%, California [2020] 68%, Maryland [2008] 60%, Portland [2017] 52%.

Delta's utilization data was based on the 2022 August to April academic calendar using the College's hours of operation. This yielded 1,400 available hours for each assigned space. Percentages were determined by dividing the assigned hours by available hours.

Delta College's overall assigned space utilization on the main campus is 23.4%. This includes all spaces that are assigned using the central scheduling software. The main instructional wings (A, C, E, F, J, K, L, M, N and S) have an average utilization of 29.7%. C-Wing's lab spaces also lowers that areas utilization percentage. Labs typically are "mission critical" for Colleges but have lower utilization due to their specialization. The following chart provides per-wing utilization percentages that align with the following diagrams that provide "heat maps" of the existing building. The darker the green the more utilized a space is.

	OPERATIONAL
MAIN BUILDING WING	USE % AVE
A-WING	21.12%
C-WING	36.90%
E-WING	32.15%
F-WING	23.80%
G-WING	13.59%
J-WING	36.40%
K-WING	39.23%
L-WING	33.91%
M-WING	31.28%
N-WING	25.98%
P-WING	6.88%
S-WING	16.33%
OVERALL BUILDING	26.46%



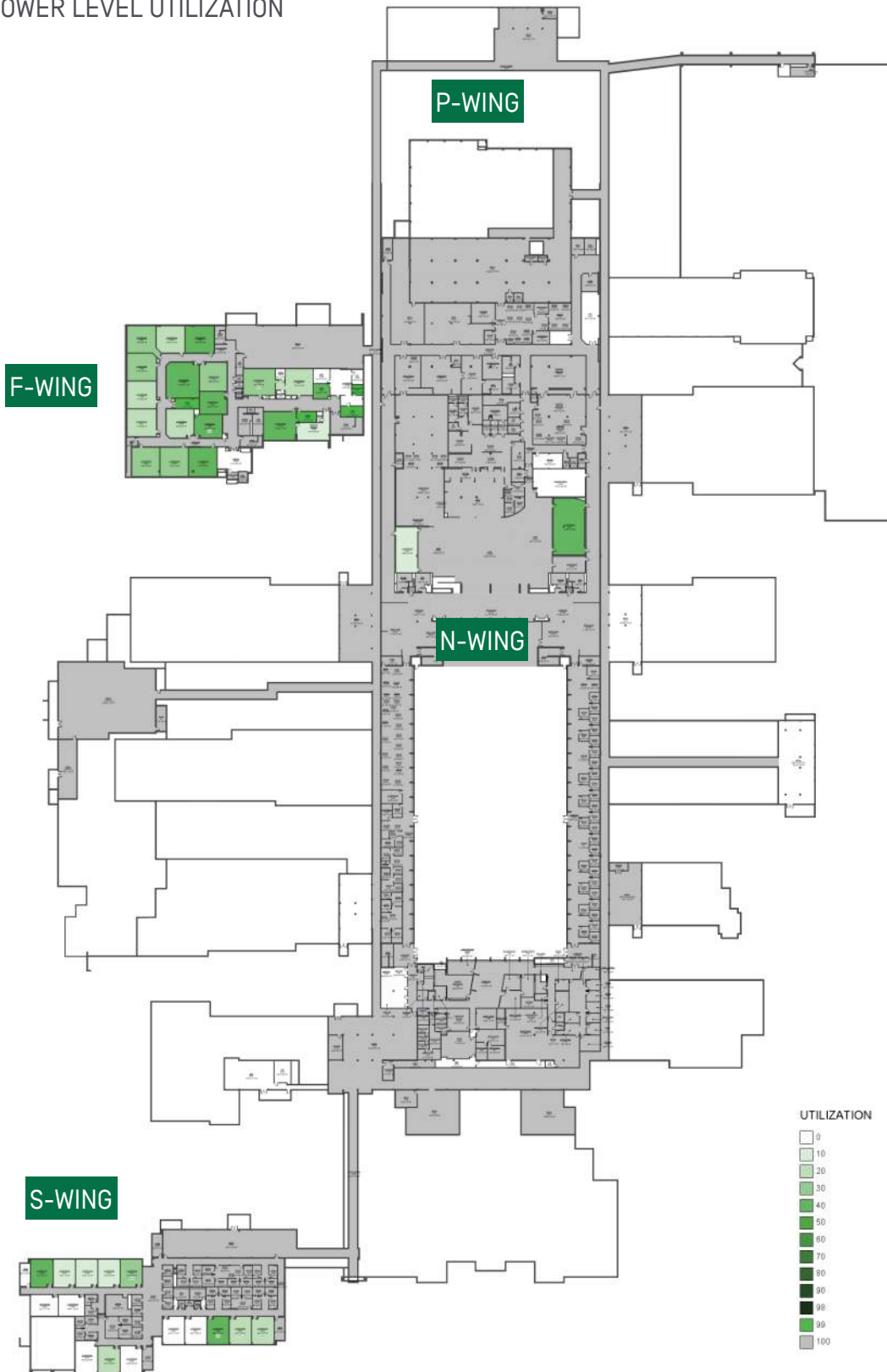
art studio



science lab

CAMPUS PLANNING - EXISTING UTILIZATION

LOWER LEVEL UTILIZATION



CAMPUS PLANNING - EXISTING UTILIZATION

FIRST FLOOR UTILIZATION



CAMPUS PLANNING

SECOND FLOOR UTILIZATION



CAMPUS PLANNING: CONCEPTS

The planning process for the new 10-year Campus Plan for Delta College has been inclusive and iterative. The following planning solutions were developed in response to the Major Components itemized in the RFP and they reinforce the Guiding Principles that were the result of the user engagement process. This has allowed for a focused, student-centered series of proposed projects that expand student engagement opportunities and position Delta College to continue its growth.

The Four Major Components from the RFP are:

- Comprehensive Spatial Analysis
- New Signage and Wayfinding Vision
- Program Development of a Resource Center
- Campus Plan Development and Budget Estimates

Planning and Projects: The proposed campus plan represents “major ideas” to improve the physical space on campus. These major ideas then are issued by the Board of Trustees as individual design projects. Each of these projects then goes through an individual design process that further tests ideas and creates full design documents. This process will be inclusive of the stakeholders impacted by each project idea and test design iterations and gather feedback from these stakeholders. The goal is to secure overall project scope and identify a conceptual budget for approval.

The The Campus Plan supports the other 3 components by using the spacial analysis done by the utilization study to identify areas in the building that would be “low-impact” to renovate and update uses for. The planning of the Resource Center will create a space that welcomes students and remove barriers to their education. The signage and wayfinding study in Section 3.0 creates a series of recommendations for making campus more welcoming and easier to navigate for visitors and first time users.

The Guiding Principals created a user-based framework to provide a series of goals for the planning of the campus. These goals provided further specificity to the Major Components from the RFP and created high-level aspirational goals for the planning. The Guiding Principles were:

1. Develop a clear and coherent wayfinding vision.
2. Identify a home to consolidate student supportive services (Resource Center + Student Services)
3. Establish and clarify main entrances into the building.
4. Enhance student spaces, both indoor and outdoor.
5. Identify strategic relocation and renovation opportunities to enhance service delivery.

The proposed concepts offer the ability to make immediate improvements to campus that do not preclude long-term growth. The main building offers several areas that could be expanded to meet long-term growth needs of the College while supporting the campus wayfinding vision. This blend of “shovel-ready” projects and more in-depth phased renovations provides multiple project opportunities while keeping individual interventions focused and discreet in the building.

The projects will only impact the lower level and main level of the building. Building-wide improvements (ADA Restrooms, lighting upgrades, flexible-furniture, etc.) can still be applied to the upper level spaces, but this plan does not propose any major reconfigurations or renovations of spaces on the upper level. Although the team did an analysis of the existing Library’s ability to add an infill second story / mezzanine, this would have only yielded approximately 3,000 square feet of additional space. Making major modifications to the existing structure would also be required. The idea was deemed too cost-prohibitive to prioritize within in the 10-year scope of this Campus Plan.

CAMPUS PLANNING: CONCEPTS

The proposed projects are identified by the existing building wing they are located in and then budgeted based on the components that would be developed in each wing. The projects below are listed alphabetically by wing, and not by order of priority:

- A-WING: The new Resource Center, TLC+Writing Center, Library Renovations, Testing Center Renovations, and the New Delta Entry
- B-WING: Renovations to the administration suite, New Internal Entry to B-Wing
- C-WING: Renovation of Classroom #C110 into a Computer Lab
- D-WING: Renovations to Student Services
- F-WING: Renovation of Classroom #F033 into a Computer Lab
- J-WING: Renovation of Classroom #J131 into a Computer Lab
- N-WING: Placemeaking renovations - Adding open stairs to corridor
- S-WING: Renovations to Classrooms #S037 + #S038 + #S059 + #S060 into Library Archive space, Renovation of Classrooms #S039 + #S040 into Computer Lab, Renovations to Lecture Hall #S105 into a Flexible Flat-Floor Multi-purpose room

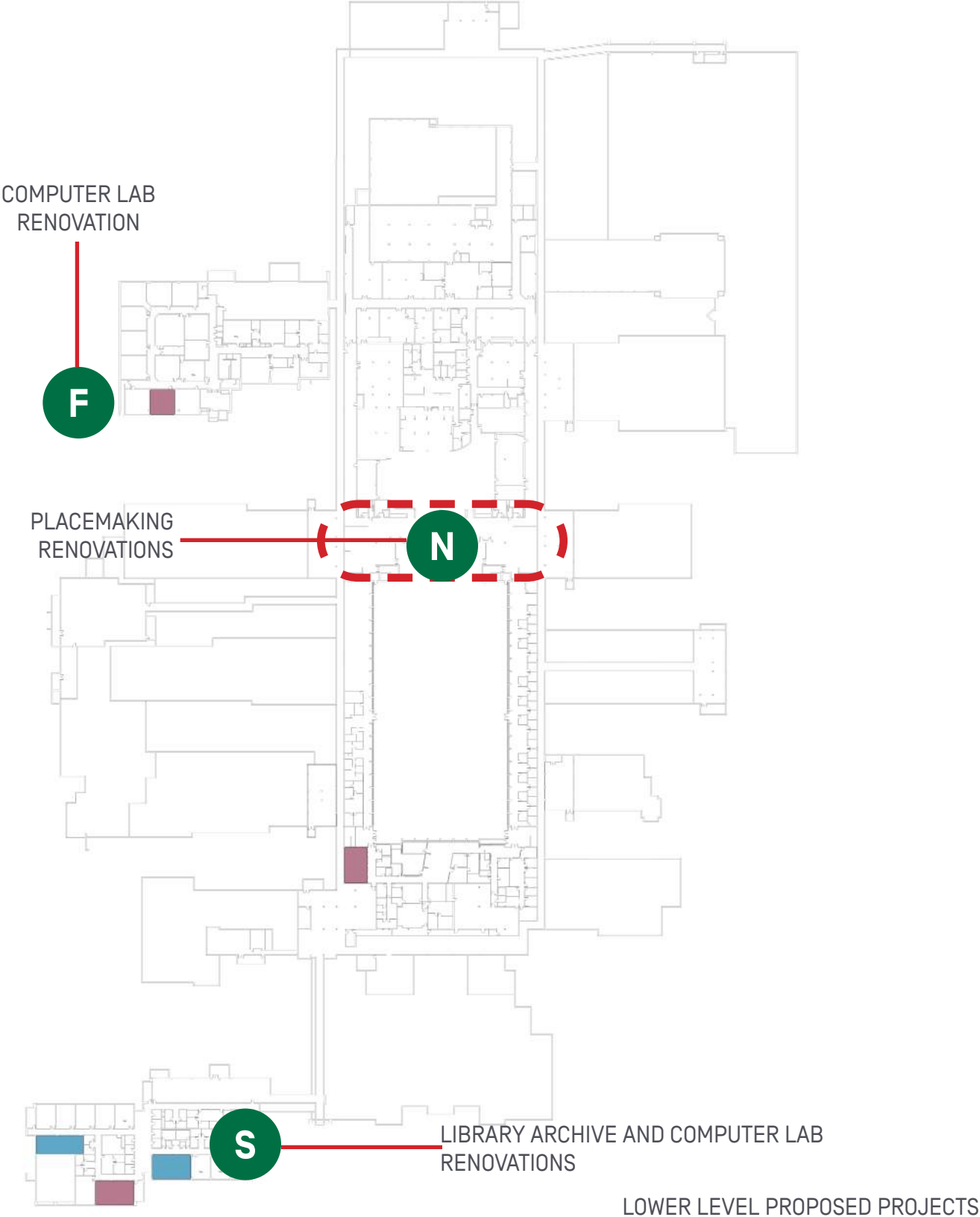
LONG TERM GROWTH:

The scope of this Planning engagement is a 10-year time horizon. To ensure future growth is accommodated, The following areas have been identified as long-term expansion opportunities. The M-Wing can continue growing into the green space to the northeast. There is space to connect, G, H, J and K-Wings similar to C, D and E-Wings on the west side of the building. There are further available land-banks to the southeast of A-Wing and to the southwest of S-Wing.



long-term growth opportunities

CAMPUS PLANNING: LOWER LEVEL



CAMPUS PLANNING: MAIN LEVEL



MAIN LEVEL PROPOSED PROJECTS

CAMPUS PLANNING: A-WING RENOVATION

To support Delta College's vision for removing barriers for students, a new Resource Center has been the centerpiece of the planning process. This new space consolidates several of Delta's initiatives into a single area for students to engage with supporting services. By locating the Resource center in the northwest quadrant of A-Wing, it receives a prime location with access to coffee, administration and reinforces the new Delta Entry. By capturing the public corner, services can be normalized and students will have easier access.

The other major strategic move for A-Wing is to develop the new Delta Entrance in the south facade of the existing library and develop a new College Concourse that connects the new entry to both the library, Resource Center and the existing circulation network. This will create a space that welcomes visitors, while clarifying wayfinding. The Library Faculty and Staff provided critical feedback for these preliminary ideas. Once the projects would move into formal design, the Library Faculty and Staff would be brought in as a priority user group for the success of the process.

In support of these two major revisions to A-Wing, the testing center will get renovated to better serve larger cohorts, as well as test takers that benefit from one-on-one help. The TLC + Writing Center will get relocated and renovated as well. The Library will get reorganized to take advantage of the new concourse while modernizing services and spaces for students to study and have both active and focused collaboration.

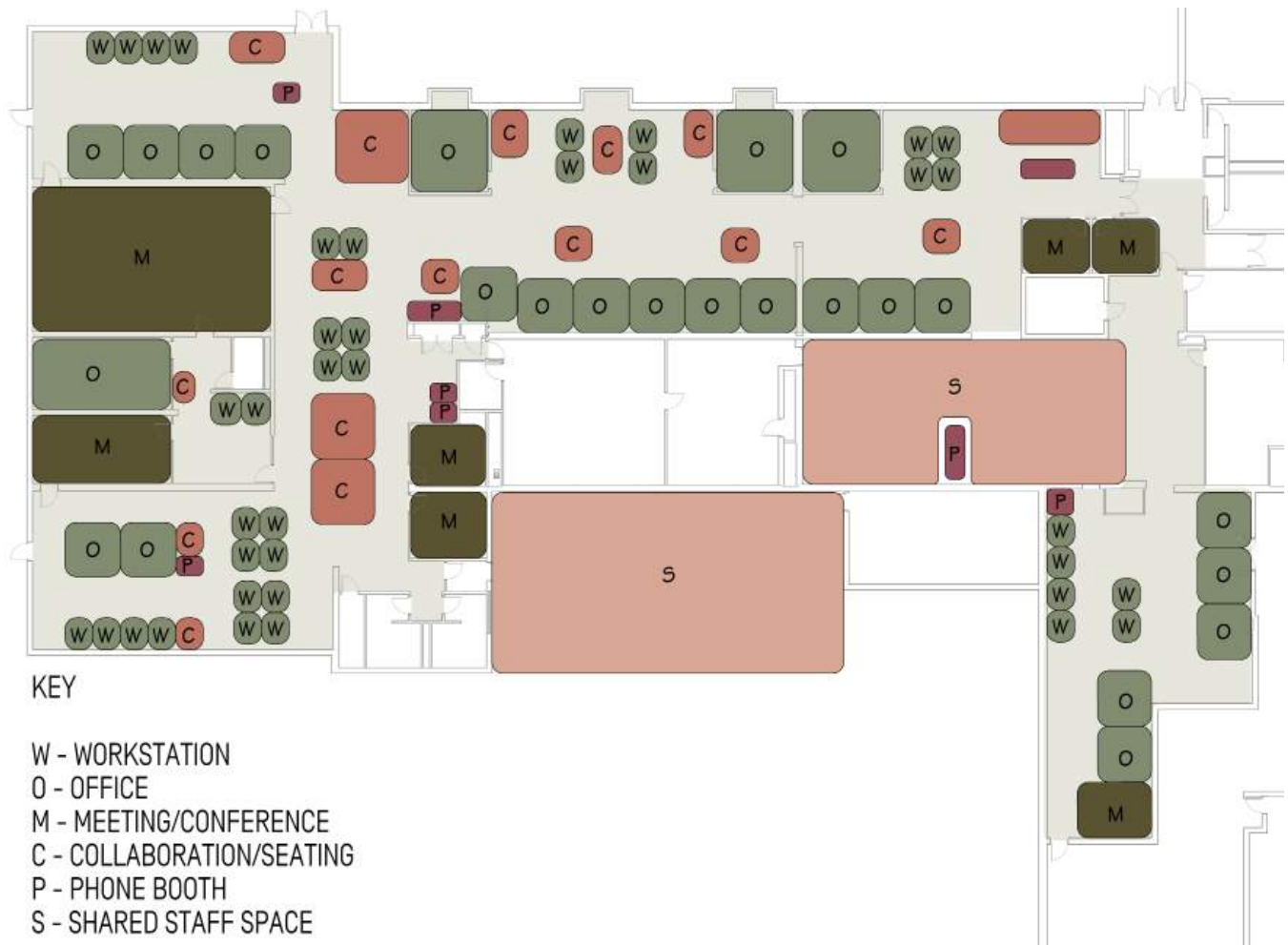


CAMPUS PLANNING: B-WING RENOVATION

The existing Administration space in B-Wing has been identified to modernize how the College's administration teams can better work with each other. By modernizing the workplace and opening the internal entry to B-Wing up to the corridor, this renovation can increase visibility of student technology services.

Updating the space will also allow the B-Wing to better reflect Delta's priorities of transparency and accessibility. The design concept opens up and maximizes the space while creating a series of different working environments for the administration teams. It builds in flexibility, and collaboration while improving wayfinding by having better sightlines across the space.

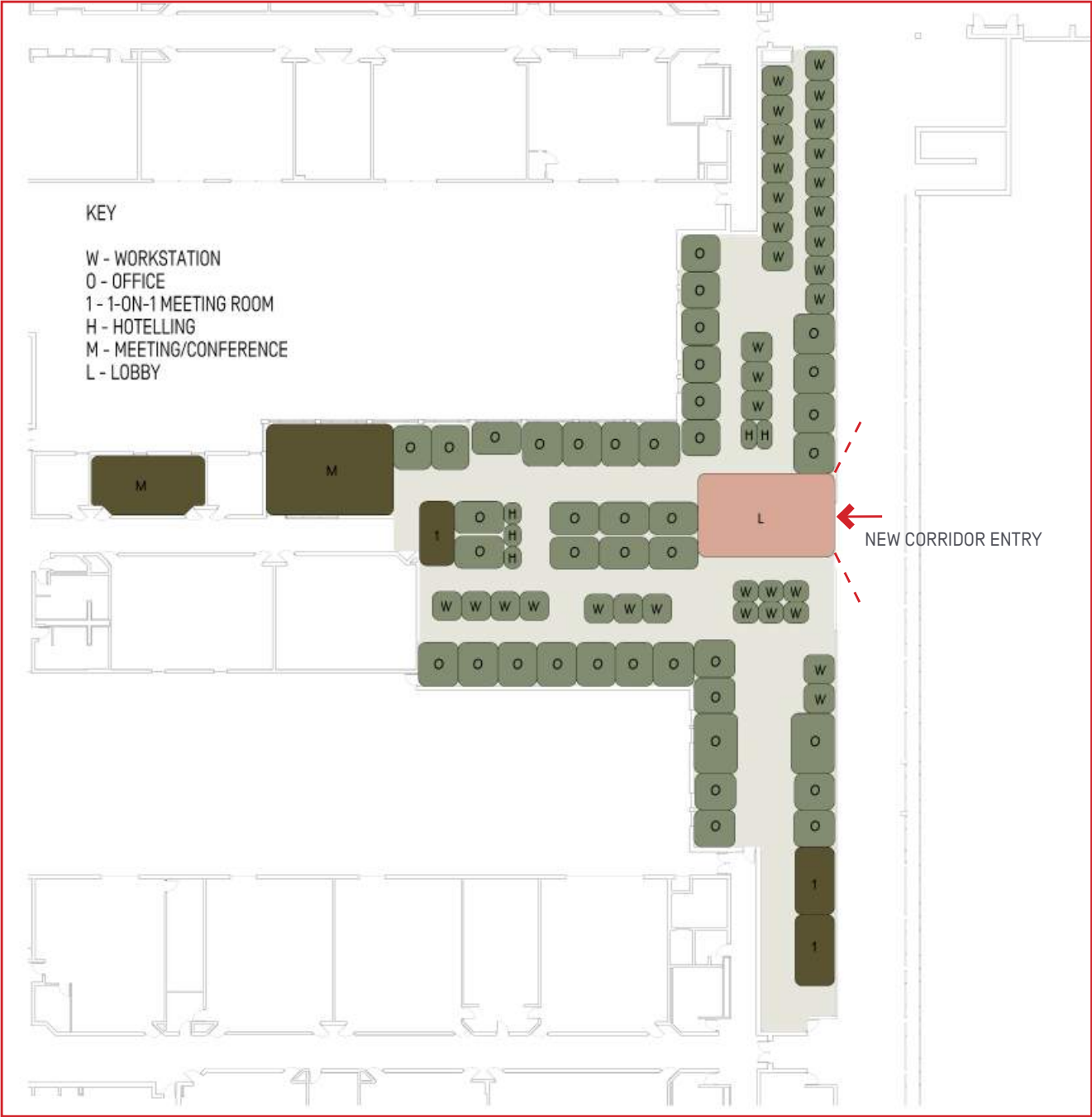
Similar to the D-Wing renovation, by opening up the entry to the corridor system, B-Wing can have more presence for users. This should hopefully encourage people to engage more with the administration groups.



CAMPUS PLANNING: D-WING RENOVATION

The Student Services area of D-Wing has been included as a potential project for the facilities planning. Currently, there are not enough spaces for Advising and Counseling and the existing spaces also struggle with acoustic privacy for students that are experiencing stressful events.

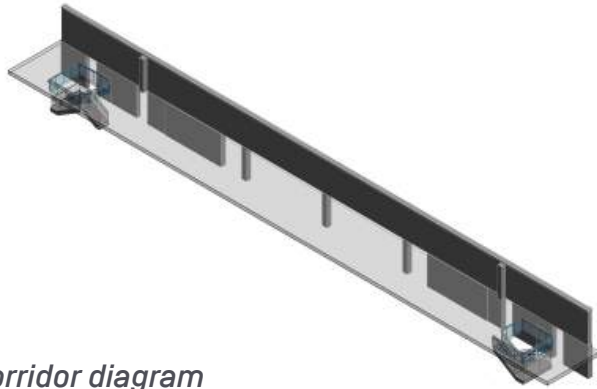
The renovation would open up the Student Services area to the corridor system to make a more welcoming experience, and unify the two existing entries. This new common reception area will increase the waiting area, allow for more dedicated workspaces and conferencing and reduce noise and traffic through the space. The renovation will also allow for creating appropriate spaces for the support teams to help students and increase teamwork for the Delta staff.



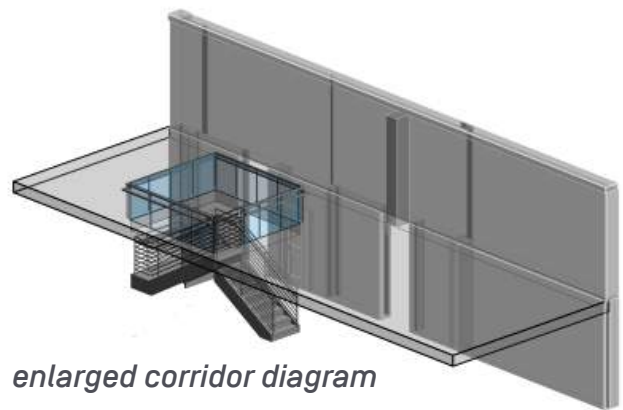
CAMPUS PLANNING: “THE MEZZ”

As the new Delta Entry is developed to lead people to the central courtyard, Delta College wanted to reinforce the placemaking surrounding the cafeteria and bookstore. As the planning team was working with the students, it became apparent that by providing more visible stairs down, students would be able more readily find the cafe and bookstore. The concourse south of the cafe is called “The Mezz” (Mezzanine) by students. This became a great opportunity to increase connectivity, ease wayfinding and enhance student spaces.

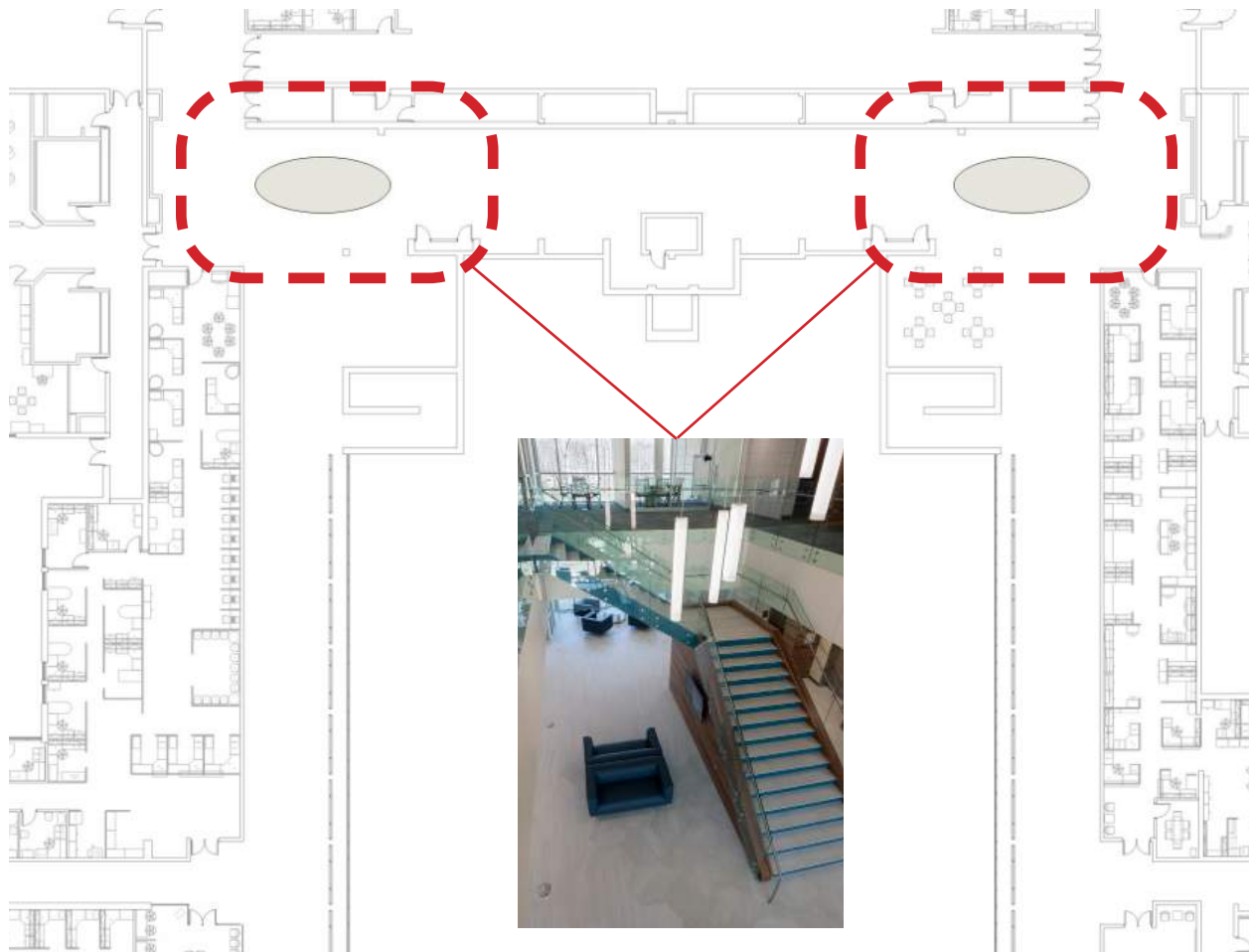
The concept is to open two stairwells in the corridor that runs along the north side of the courtyard. This will allow people to see and be seen between floors, clarify wayfinding and create visual landmarks on the north end of the building.



corridor diagram



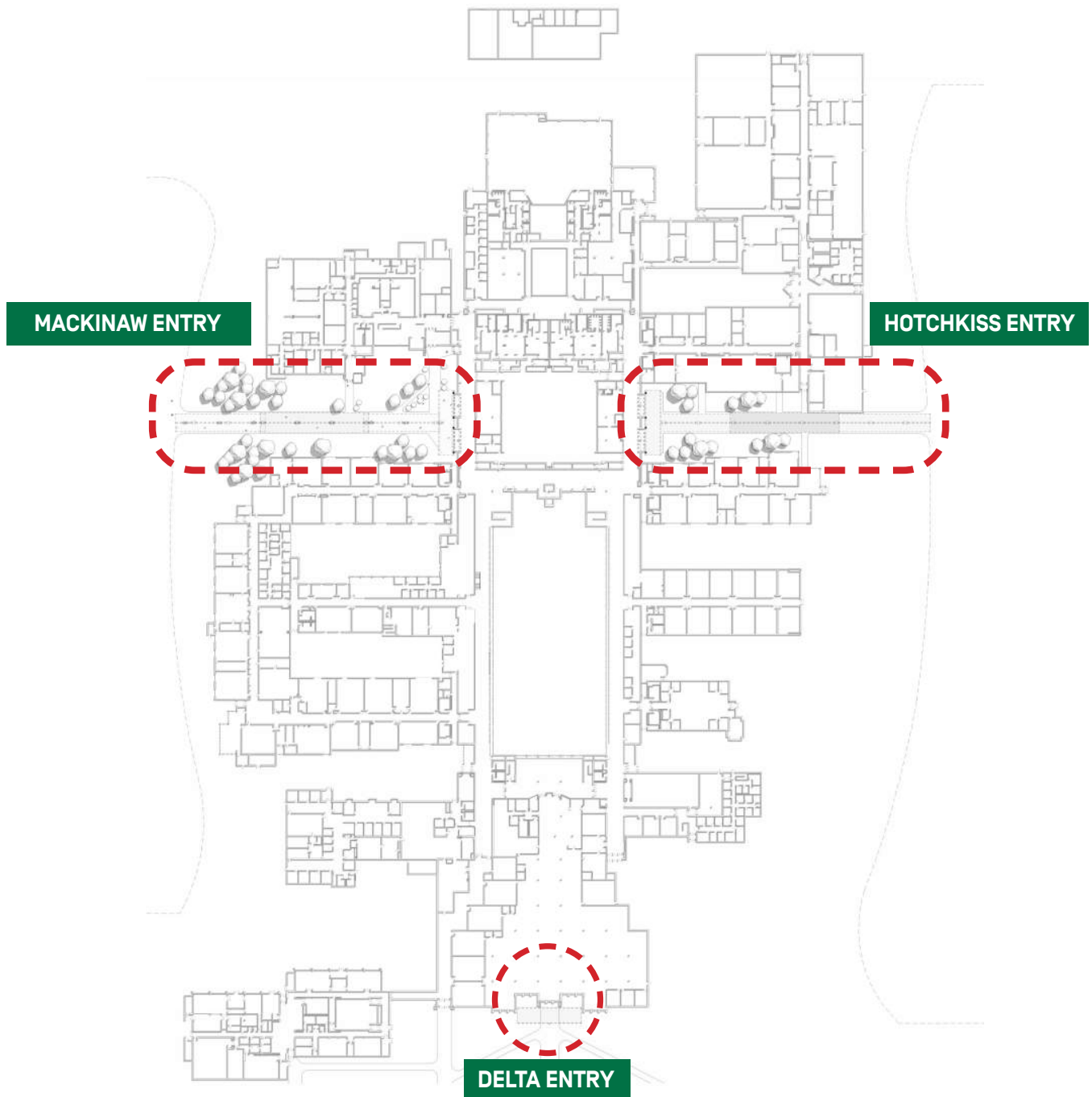
enlarged corridor diagram



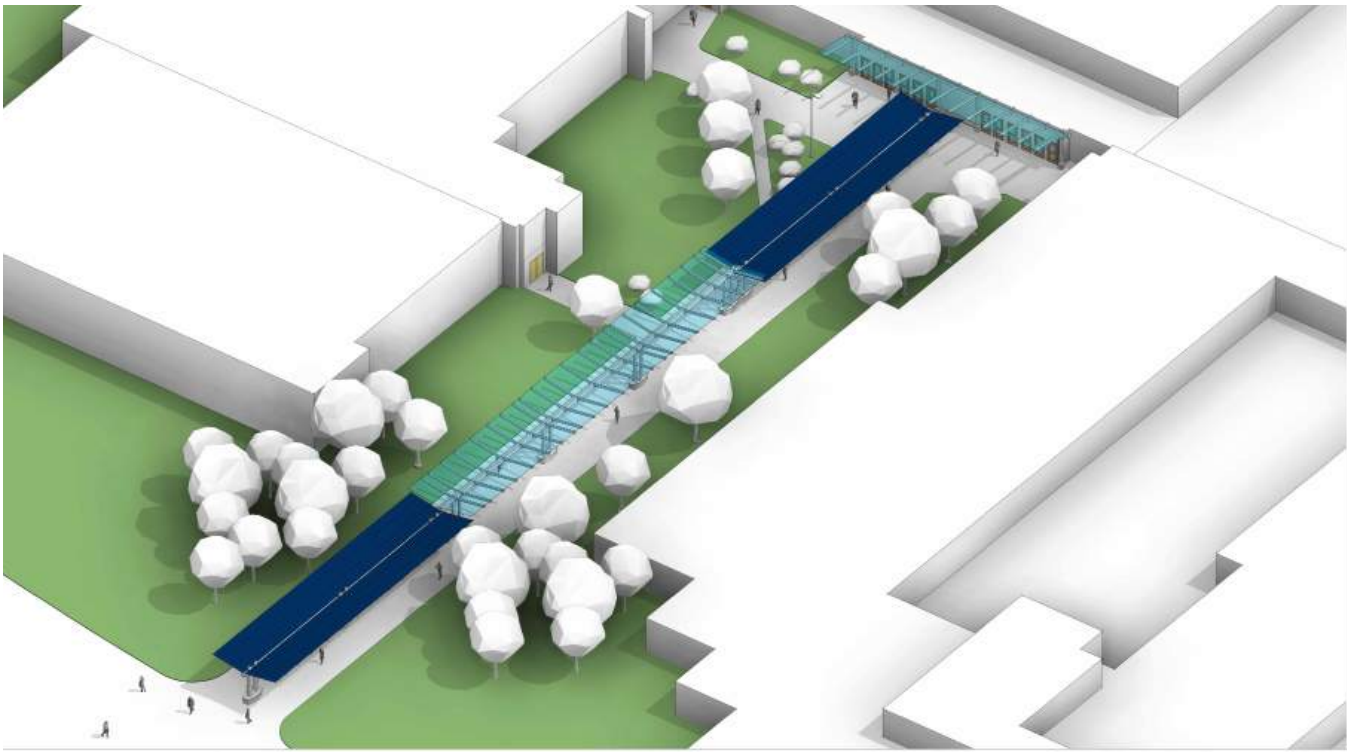
CAMPUS PLANNING: 3-ENTRY CONCEPT

Improvements to the campus wayfinding and signage represent one of the main goals of this planning response. To support the three main entry concept, the Hotchkiss and Mackinaw sidewalk entries will be extended out to the parking areas to the east and west by adding canopies to those walkways. This will highlight those two main points of entry while providing shelter for users walking in during inclement weather.

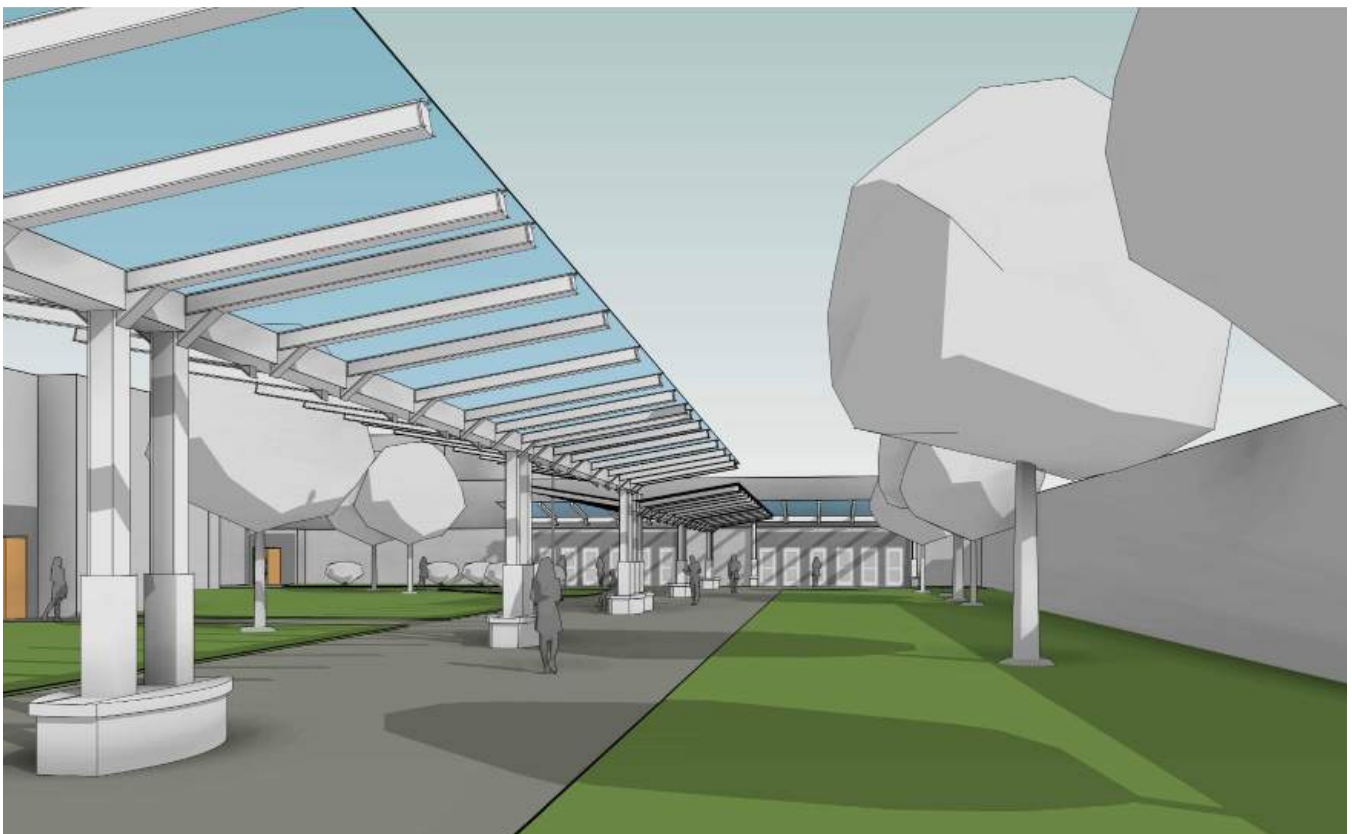
The pedestrian walkways and canopies will also provide unique, visible opportunities for Delta to explore photo-voltaic power generation as well as enhance the beautiful campus landscaping. These covered entries will give users a chance to orient themselves to the building from the parking lots and reinforce the entry sequence.



CAMPUS PLANNING: ENTRY CANOPIES



Hotchkiss entry concept - birdseye rendering



Hotchkiss entry concept - pedestrian approach

THIS PAGE INTENTIONALLY LEFT BLANK

04

delta sculpture walk



8 **Unloading Arch, 1965**
By Russell Taylor
Aluminum, 10' x 10' x 10'

Russell Taylor designed this as a learning experience for Delta's advanced art students. Its ease to the construction, and they were able to work with him throughout the entire creative process.

9 **Clamnet, 2011**

The wind sculptures are fabricated out of copper and stainless steel, which respond to the currents of the wind. The weathered color palette of rust, brown, tan and green are all elements of the applied patina.

10 **Steel Ring Made of Ring**

A sculpture of three interlocking rings, created by Susan Fumford's original design. The two rings sit on a base of triangles to reflect Delta College and its service to its three-county region.

11 **When "Sawdust Zanders Returns"**

When "Sawdust Zanders Returns" with vertical and horizontal objects in bold primary colors. The shadows from this work change shape as the viewer moves around it.

12 **Blackhawk, 1972**
Alan Paulsen
Bronze and steel, 10' x 4'

Blackhawk was created in the early 1970s in Paulsen's Linwood, Michigan workshop for the Blackhawk Lounge in Bay City. This exterior sculpture matched one hanging in the main dining room.

EXTERIOR+INTERIOR WAYFINDING ANALYSIS

If you would like to make an art and/or financial contribution, please call 989-686-9224
delta.edu/sculpturewalk



THIS PAGE INTENTIONALLY LEFT BLANK

4.1

WAYFINDING INTRODUCTION

INTRODUCTION

Corbin Design was brought on by Tower Pinkster to assist with the Master Plan development and perform an analysis of the existing wayfinding. A site visit was conducted in September 2023 including meetings with Delta College, self-guided site work, and a guided campus tour. Corbin Design has also evaluated marketing and website materials. The subsequent pages are an analysis of the existing conditions and recommendations for the improvement of the wayfinding program.

WHAT IS WAYFINDING?

WE DEFINE WAYFINDING AS
“DIRECTION FOR PEOPLE IN MOTION.”

We merge information and visual design to help people find their way through complex environments more comfortably and successfully. However, the key to creating an effective wayfinding program is tying the wayfinding logic to all forms of communication that a visitor experiences as they come in contact with Delta College.

The graphic on the next page shows how wayfinding can enhance the visitor experience. There are three main touchpoints in a visitor’s journey:

PREPARE What do I need to know before I leave home?

ARRIVE Am I in the right place?

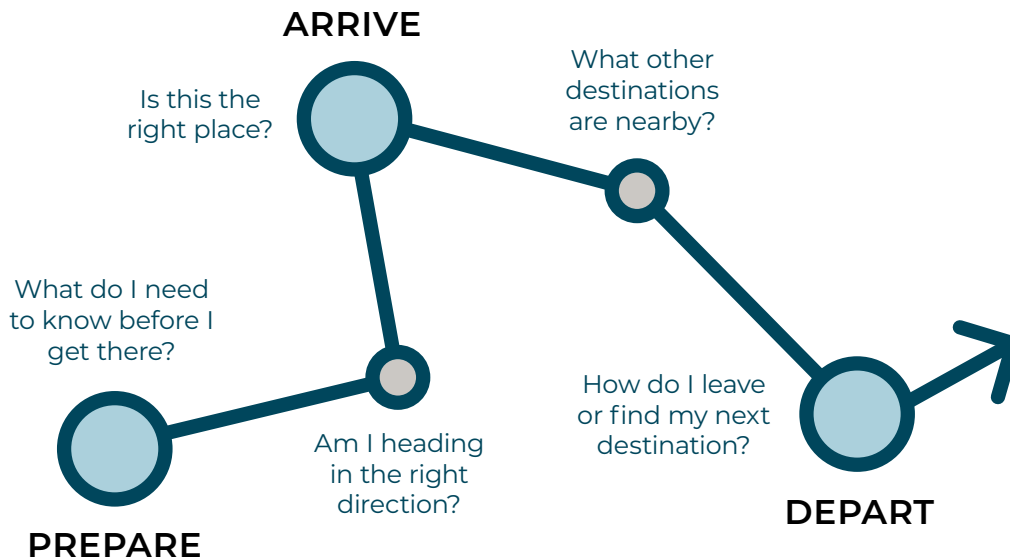
DEPART How do I depart or find my next destination?

How can wayfinding enhance the visitor experience?

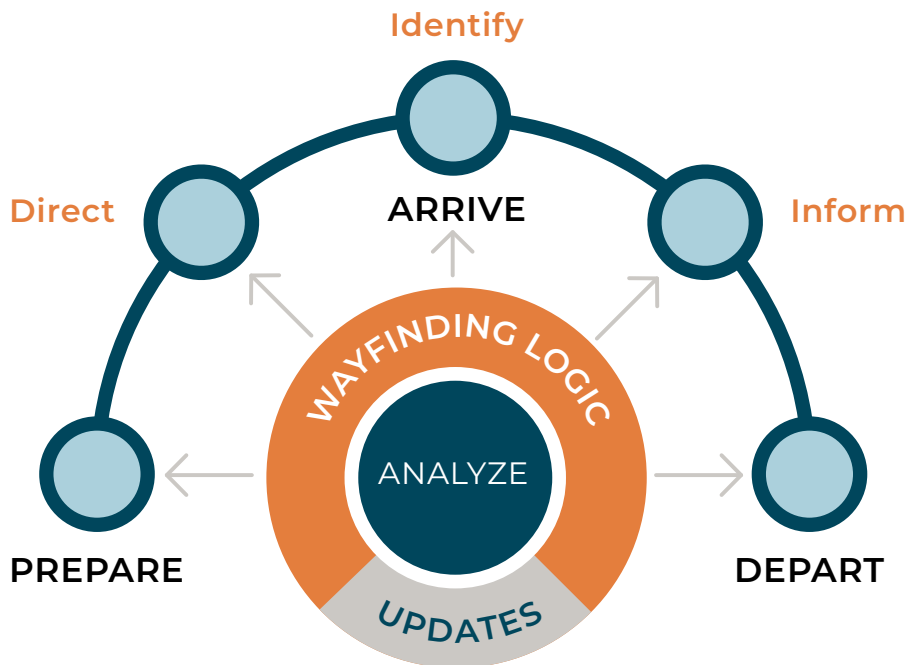
It starts with the analysis of the existing conditions. We identify potential challenges that may affect a first-time visitor’s ability to find their destination. Then we develop strategies and recommendations, also described as the wayfinding logic. This logic and language will then be implemented into each touchpoint. This plan will better prepare people for their visit, as well as consistently direct, identify and inform.

Once the wayfinding system is installed, it is important to have a process in place to handle updates and changes. This new information will need to align with the wayfinding logic so that once changes occur, all the wayfinding tools affected can be easily updated.

TYPICAL VISITOR EXPERIENCE WITH POOR WAYFINDING



ENHANCING THE VISITOR EXPERIENCE

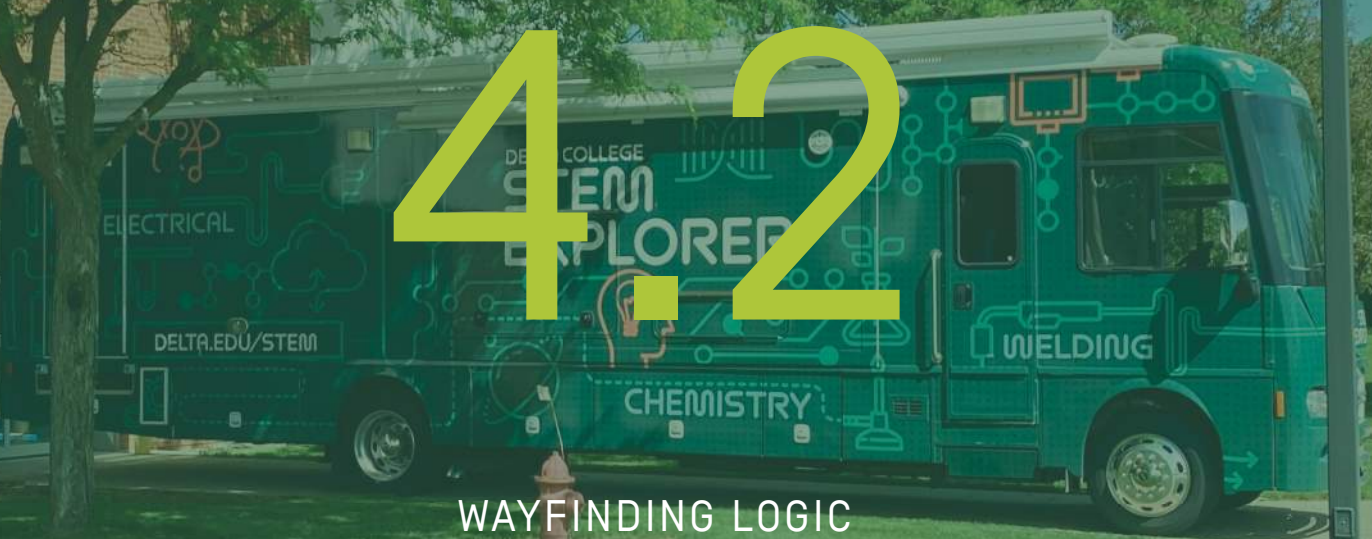


WAYFINDING TOOLS MAY INCLUDE:

Website, Mobile Apps, Printed Materials, Verbal Instructions, Mapping, Routing, GPS, Department of Transportation, Landmarks and Physical Signage (Exterior and Interior)

THIS PAGE INTENTIONALLY LEFT BLANK

4.2



WAYFINDING LOGIC

WAYFINDING LOGIC

The destination list should be considered the source of truth for the wayfinding system. The destination names used on this list should be consistent at all touch points in the wayfinding journey. When public destinations at the college are added, removed, or relocated, the destination list should be updated and appropriate signs and marketing materials updated as well. By creating a clear delineation of destinations and their place in the wayfinding system, it makes it simple to communicate the standards and expand the system in the future.

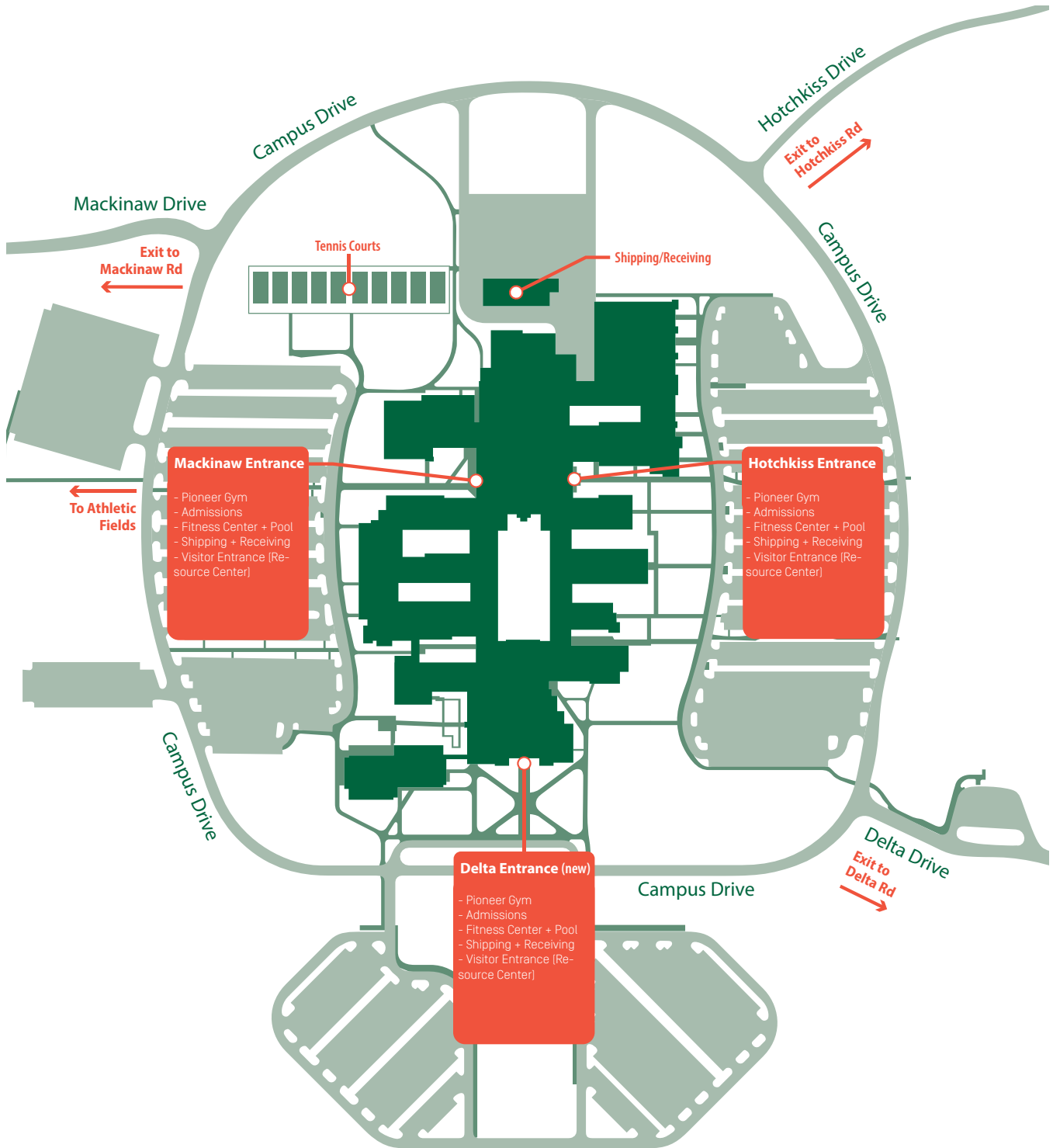
Recommended classifications for destinations include Super Destinations, Primary, and Secondary. Super Destinations are those destinations identified that are essential for first-time visitors. These destinations are included on exterior wayfinding signs in addition to the three primary building entrances. For exterior signage, we recommend limiting the number of interior destinations listed on signage to not overwhelm visitors and minimize the expense when updates are needed. As visitors to the campus searching for these destinations may be less likely to receive pre-visit communication, navigating to these locations should be prioritized as simple and clear. We recommend that each Super Destination be tied to one of the three primary public building entrances, so exterior wayfinding will direct visitors to a single entrance for that destination. However, knowing people may not end up at the intended building entrance, Super Destinations will receive wayfinding support at each entrance on the building interior.

The graphic on the following page and the table below identify the preliminary destinations listed on exterior signage in addition to parking.

EXTERIOR DESTINATION LIST

RECOMMENDED ENTRANCE	INTERIOR SUPER DESTINATION	USER GROUP
West Entrance - Mackinaw Entrance	Pioneer Gym Admissions Fitness Center + Pool Shipping + Receiving Visitor Entrance (Resource Center)	Community, Faculty + Staff, Students
East Entrance - Hotchkiss Entrance	Pioneer Gym Admissions Fitness Center + Pool Shipping + Receiving Visitor Entrance (Resource Center)	Community, Faculty + Staff, Students
South Entrance - Delta Entrance	Pioneer Gym Admissions Fitness Center + Pool Shipping + Receiving Visitor Entrance (Resource Center)	Prospective Students, Current Students + Visitors

WAYFINDING LOGIC (CONTINUED)



WAYFINDING LOGIC (CONTINUED)

Primary destinations are important since they are frequently visited by a wide group of students and community members. The people seeking these destinations are more likely to receive information from these destinations prior to their visit, so they can be instructed on the appropriate parking and entrance to use. These should be identified on wayfinding guide signs on the interior of the building as well as on the directory maps. These destinations should have prominent identification at the point of control including a wall identification sign, overhead, and possibly some additional wall treatments/graphics.

Secondary destinations are important destinations to a smaller, more specialized group of users. These destinations still appear on the building map and directory located at main entrances, but not necessarily on guide signs through the main corridor. Once within the wing of the secondary destination, these destinations may appear on wayfinding signage by name.

INTERIOR DESTINATION LIST (SUPER AND PRIMARY DESTINATIONS)

Current Destination Name(s)	Recommended Name	Sublisting	Wing/Rm #	Entrance	Classification
Admissions, Welcome Center	Admissions		H Wing	Delta	Super
Bookstore	Bookstore		N015	Mackinaw	Super
Student Resource Center	Resource Center	Counseling Delta Closet Health Center Pantry Student Employment Veteran Services		Delta	Super
Fitness & Recreation Center; Fitness Center; Fitness Facility/Pool	Fitness & Recreation Center		P111	Mackinaw	Super
Lecture Theatre	Lecture Theatre		G160	Delta	Super
Pioneer Gym	Pioneer Gym		N110	Hotchkiss	Super
Testing Center; Academic & Placement Testing	Testing Center		A133	Delta	Super
President's Office	Administration		B180	Delta	Super
Cashier; Cashier's Office	Cashier		B111	Delta	Primary
Dental Clinic	Dental Clinic		F131	Mackinaw	Primary
Financial Aid	Financial Aid		D101	Hotchkiss	Primary
Fine Arts; Galleria	Galleria		S Wing	Delta	Primary
Founders Hall; Starbucks; Coffee Cart	Founders Cafe		A Wing	Delta	Primary
Library; Library Learning Information Center; Writing Center	Library	Computer Lab Writing Center	A110	Delta	Primary
Pioneer Connect; Registration; University Transfer Center; Transfer; Academic Advising; Counseling; Career Discovery	Academic Advising	Transfer Center	D102	Mackinaw	Primary
Public Safety	Public Safety		N102	Hotchkiss	Primary
Radio & TV; Public Media - Radio; Public Media - TV; Delta College Public Media	Public Media	Collegiate Electronic Media Journalism Radio Services Staff Offices TV Studio	A031	Delta	Primary
Dining Services, Food Services, Red Brix Café, Commons Red Brix Café; Commons Food Court;	Red Brix Café		N020	Mackinaw	Primary
Shipping & Receiving	Shipping & Receiving		P108	Shipping/ Receiving	Primary
Student Billing	Student Billing		B100	Delta	Primary

WAYFINDING LOGIC (CONTINUED)

INTERIOR DESTINATION LIST (SECONDARY DESTINATIONS)

Current Destination Name(s)	Recommended Name	Sublisting	Wing/Rm #	Entrance	Classification
Arts & Letters Division	Arts & Letters Division		S209	Delta	Secondary
Athletics	Athletics		N120	Hotchkiss	Secondary
Business & Technology Division; BTec	Business & Technology Division		M121	Hotchkiss	Secondary
Business Services	Business Services		B116	Delta	Secondary
Collegiate	Delta Collegiate		A220	Delta	Secondary
Disability Resources	Disability Resources		D101	Hotchkiss	Secondary
Dual Enrollment	Dual Enrollment		H116	Delta	Secondary
eLearning	eLearning		J102	Hotchkiss	Secondary
Equity Office	Equity Office		J101	Hotchkiss	Secondary
Foundation Office	Foundation Office		A013	Delta	Secondary
Health & Wellness Division	Health & Wellness Division		F233	Mackinaw	Secondary
Honors Program	Honors Program		A009	Delta	Secondary
Human Resources; Equity Office	Human Resources		J101	Hotchkiss	Secondary
Instructional Support Services	Instructional Support Services		J102	Hotchkiss	Secondary
Marketing & Public Information	Marketing & Public Information		B155	Delta	Secondary
Office of Information Technology; Information Technology Help Desk	IT Help Desk		B128	Delta	Secondary
Operations & Maintenance	Operations & Maintenance		P025	Hotchkiss	Secondary
Payroll	Payroll		B118	Delta	Secondary
Post Office; Shipping & Receiving	Post Office		P108	Hotchkiss	Secondary
Printing Services; Printing	Printing Services		N040	Hotchkiss	Secondary
Science & Mathematics Division	Science & Mathematics Division		G211 & D150	Delta/ Hotchkiss	Secondary
Social Sciences Division	Social Sciences Division		G109	Delta	Secondary
Student & Career Engagement; Student & Civic Engagement	Career Engagement; Student & Civic Engagement		A003	Delta	Secondary
Workforce Strategies	Workforce Strategies		P160 & M128	Hotchkiss	Secondary

INTERIOR DESTINATION LIST (NEW DESTINATIONS)

New Destination	Classification
Hotchkiss Entrance	Primary
Delta Entrance	Primary
Mackinaw Entrance	Primary
Courtyard Loop	Primary

THIS PAGE INTENTIONALLY LEFT BLANK

A photograph of a Delta College campus. A wide, light-colored concrete walkway leads from the foreground towards a brick building in the distance. The building has a sign that reads "DELTA COLLEGE". To the right, there is a modern-looking building with large glass windows. The sky is blue with some light clouds. Large green trees are visible on the left and right sides of the frame. A large, bright yellow "4.3" is superimposed over the center of the image.

4.3

OBSERVATIONS + RECOMMENDATIONS

OBSERVATIONS & RECOMMENDATIONS

CAMPUS ENTRANCES

Campus identifiers present an opportunity to introduce the identity of the college to the first-time visitor and enhance school pride. The three campus entrances are along rural roads with similar gateway experiences. To improve upon the visibility during the approach to campus, the gateway signs should be larger. Currently there are two signs at both the Mackinaw and Delta entrances and a single digital sign at the Hotchkiss entrance.

The digital boards can be moved to the campus interior to allow for marketing messages to be used and information specific to events at the college, as there are limitations along the roadway. This will allow for a single taller campus entrance identification sign. Per Frankenlust zoning code, the signs can be up to six feet tall. We would recommend attempting a variance to bring the signs up to 10 feet tall. The entrance name should also be included on the sign to orient visitors as they enter the campus.

To supplement the arrival experience, additional banners could be added to light poles beyond the immediate entrance and through the drive to the ring road.

RECOMMENDATIONS CHECKLIST:

- Retrofit or replace existing campus entrance signs.
- Add matching entrance sign at Hotchkiss Road.
- Consider relocating digital signs on campus entrance drives.
- Add banners on flagpoles to enhance the sense of arrival.
- Work with farm owner to improve entrance visibility.



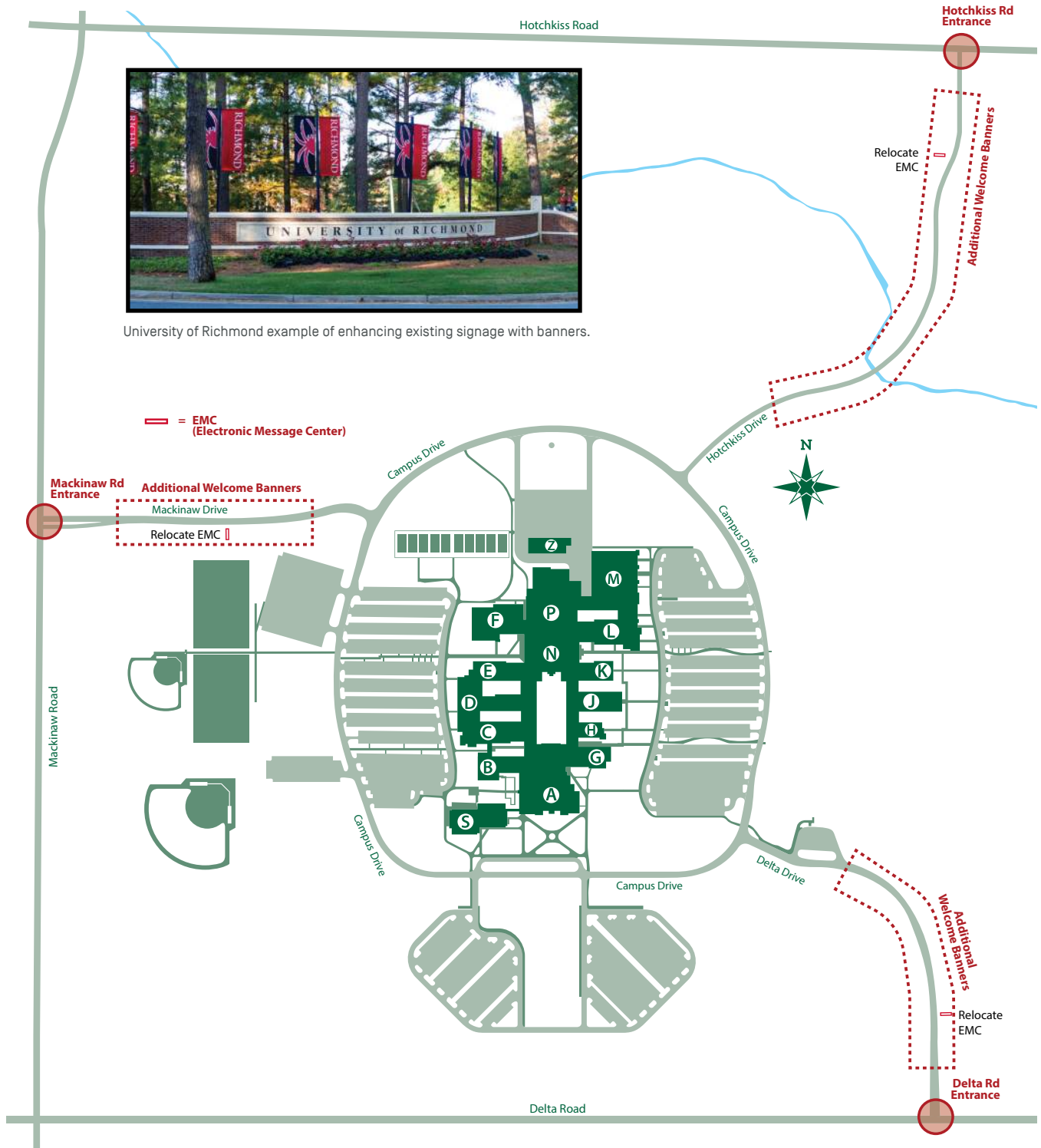
Campus entrance at Mackinaw Road, existing sign with wing wall and electronic message center.

Below: Crops obscure the entrance sign during the summer and early fall.



OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

CAMPUS ENTRANCES (CONTINUED)



University of Richmond example of enhancing existing signage with banners.

OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

CAMPUS ENTRANCES (CONTINUED)



Above: Delta Road Entrance



Mackinaw Road Entrance



Hotchkiss Road Entrance only has an electronic message center.

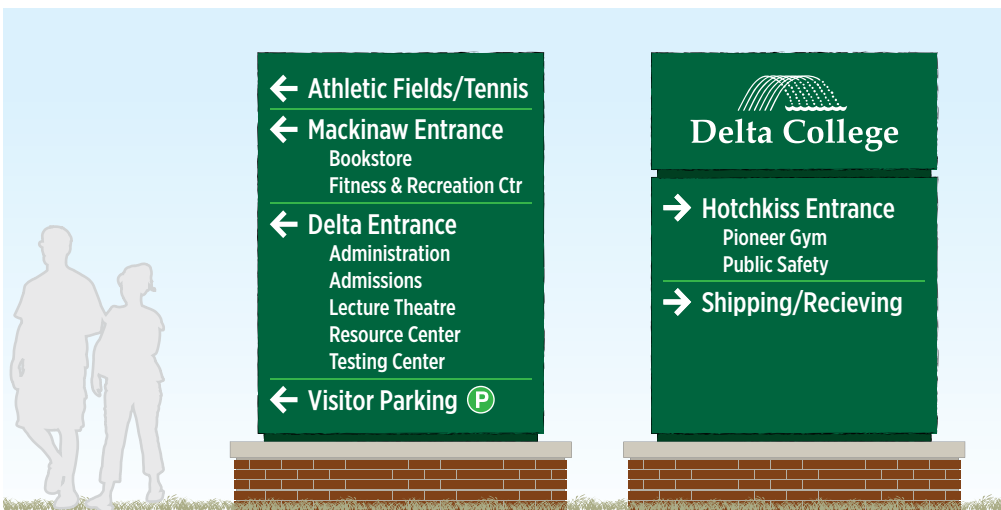
OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

VEHICULAR WAYFINDING

Currently there are large guide signs after each entrance listing interior destinations and the corresponding alpha character wing. There is a significant amount of information on these signs making it difficult to find the information you're looking for and interpreting where you should go. We'd recommend limiting the information on vehicular wayfinding to the three primary entrances and what we classify as Super Destinations. Super Destinations are those that first-time or infrequent visitors are likely searching for, and those that may be arriving on campus with limited pre-visit information. There will be important guide signs located prior to the decision points of each entrance drive as well as each primary building entrance.

RECOMMENDATIONS CHECKLIST:

- Replace existing signs with simplified new logic.
- Add additional vehicular wayfinding along Campus Drive.



Above: Existing vehicular guide at along Delta Drive, just prior to Campus Drive.

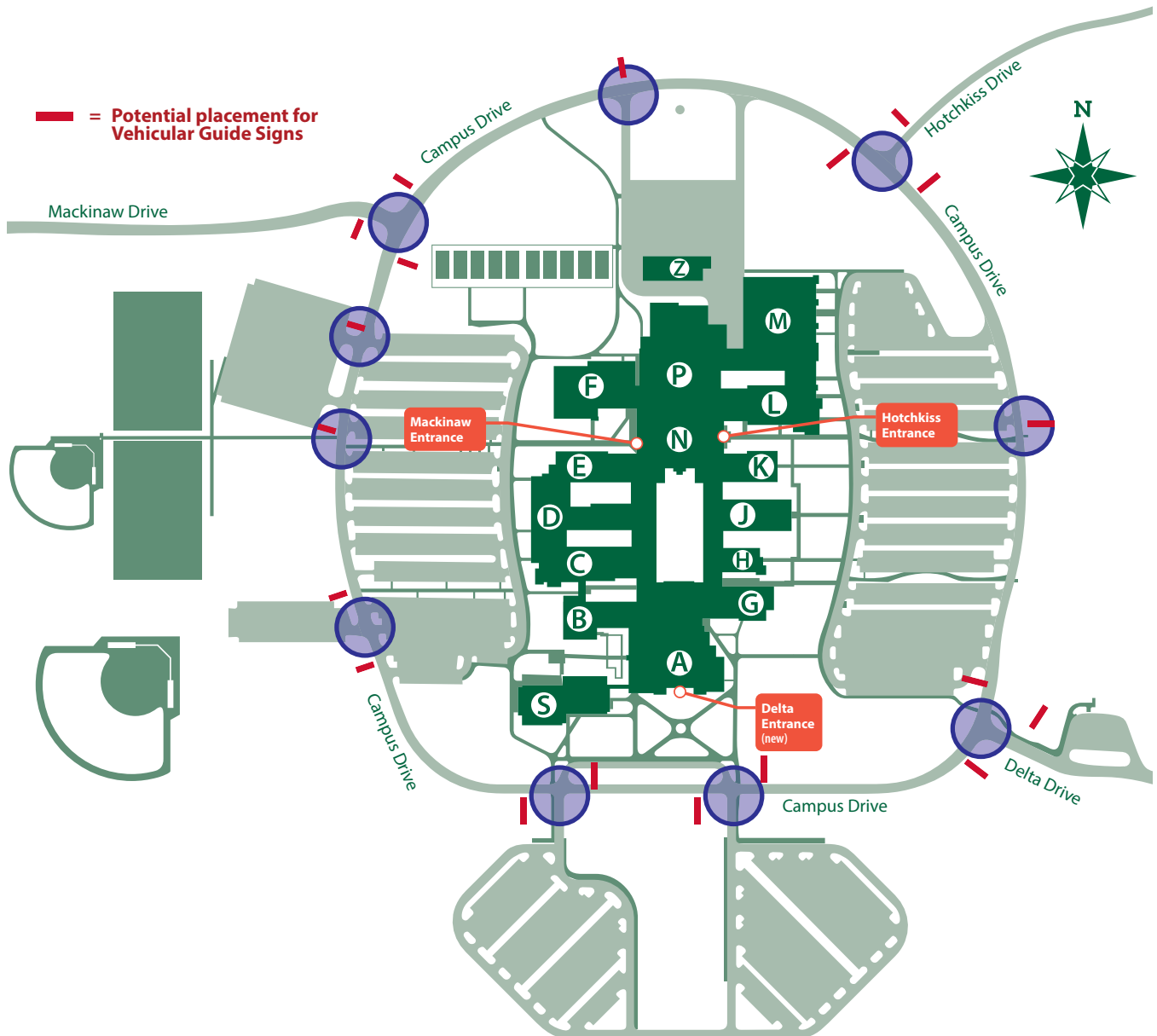
Left: Conceptual sketch for a large vehicular guide, focusing on the organization of the new exterior logic.

OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

VEHICULAR WAYFINDING (CONTINUED)

Blue circles indicate the primary vehicular decision points.

Red rectangles indicate the potential placement of vehicular guide signs.



OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

VEHICULAR WAYFINDING (CONTINUED)



University of Richmond vehicular guide example with integrated banner signage on back side of signs.



Hope College vehicular guide example.



Hudson Valley Community College vehicular guide example.



Grand Rapids Community College vehicular guide example.

OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

PARKING LOGIC

The building wing is the primary tie to the existing parking logic. Current parking lot names are not in sequential order and are difficult to follow. Many of the signs on the light poles are faded, undersized, and illegible. While the building wing is important, we feel that first-time and infrequent visitors could be confused by alpha characters interpreting the two building wings as a range. It also does not account for wings that have entrances on both the west and east side of campus, which could be confusing when exiting the building and returning to your car. The parking lots are separated into three sections, east, west, and south, with numbers applied to the subdivided lots in each section.

With the proposed new entrance on the south side of the Library, near the Delta Entrance route. We recommend clearly identifying select parking spots for visitors near this new entrance. By designating these spaces, you're creating a welcoming atmosphere and allowing for easy navigation once they leave their vehicle and begin traversing to the building.

RECOMMENDATIONS CHECKLIST:

- Remove existing parking signs, install new lot identification signs along with parking aisle identification sign displaying new logic.
- Add designated visitor parking south of the Delta Entrance.
- Consider reserving dedicated spaces for future students near the Welcome Center or Delta Entrance.

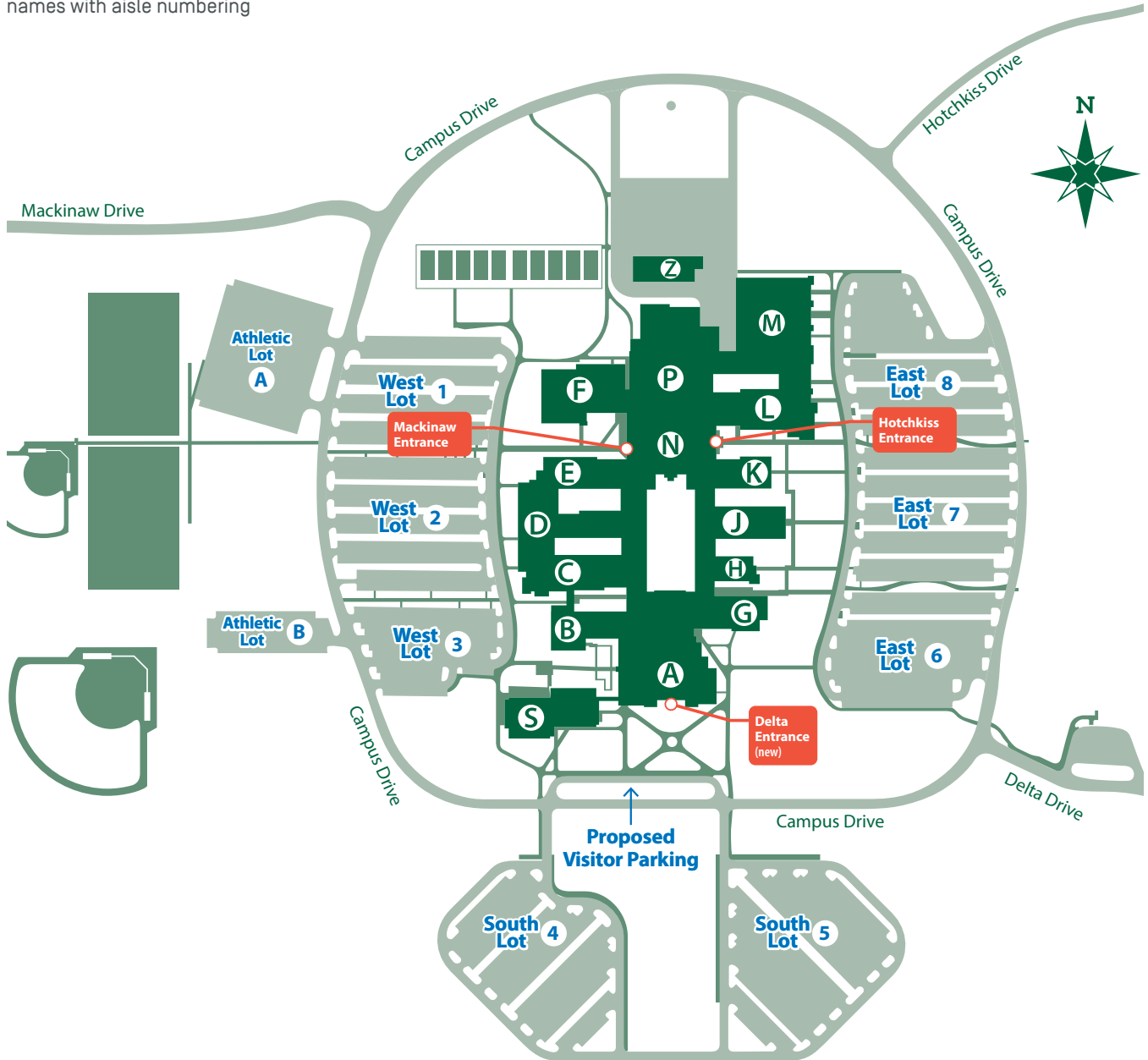


Existing parking signage at Delta College

OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

PARKING LOGIC (CONTINUED)

Diagram showing new parking lot names with aisle numbering



OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

PARKING LOGIC (CONTINUED)



Parking lot/aisle example from Purdue University Calumet



Parking lot examples from The University of Alabama in Huntsville (light pole mounted and freestanding)



University of Richmond reserved admission parking spots for future students

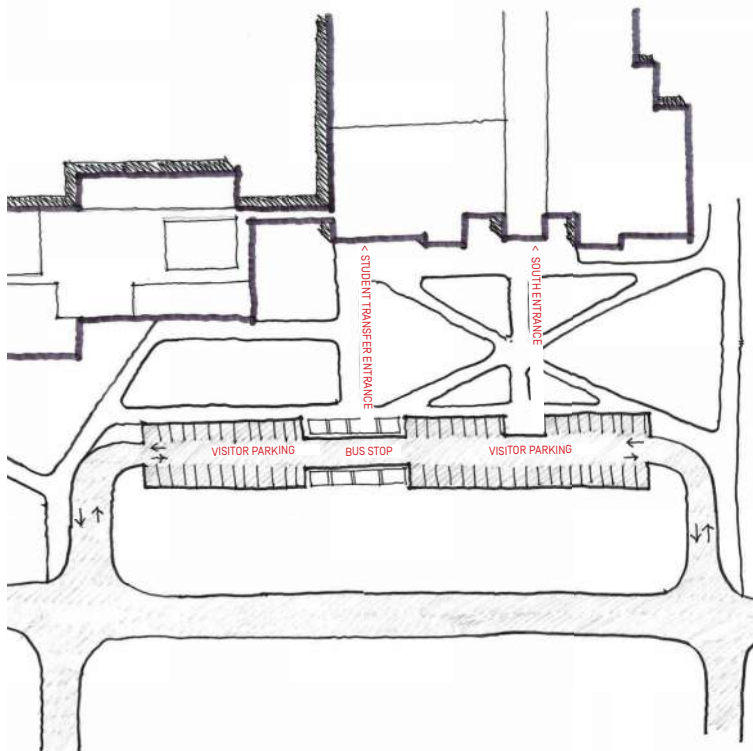


OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

BUILDING ENTRANCES

Three primary entrances have been identified by Tower Pinkster and Corbin Design as desirable for first-time visitors, with the entrances specific to the user group. First, the Delta Entrance serves prospective students and visitors. This is easily accessible from the newly planned parking area and public transportation. As this entrance mostly serves the first time visitors, we recommend elevating this entrance experience with a canopy and window graphics. The Mackinaw Entrance and Hotchkiss Entrance serve the community and event attendees. We recommend enhancing these entrances with canopies and signage. The name of the entrance should be reflected on a sign above the doors or canopy, confirming the arrival.

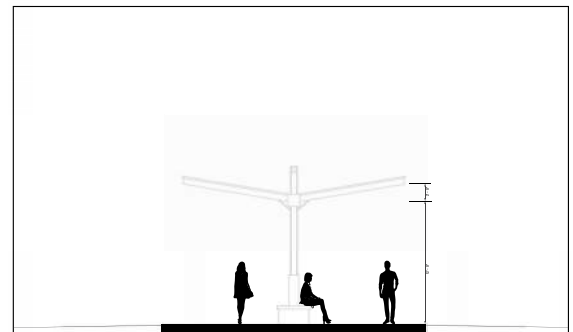
For secondary entrances that are used by faculty, students, and community members, if the entrance is unlocked and accessible, there should be an identification sign adjacent to or on the door indicating the wing of the building.



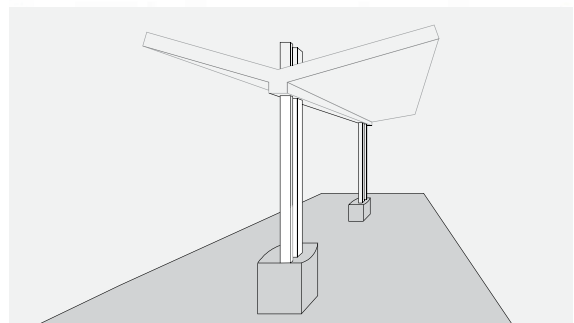
New South Entrance, Transit and Visitor Parking Areas

RECOMMENDATIONS CHECKLIST:

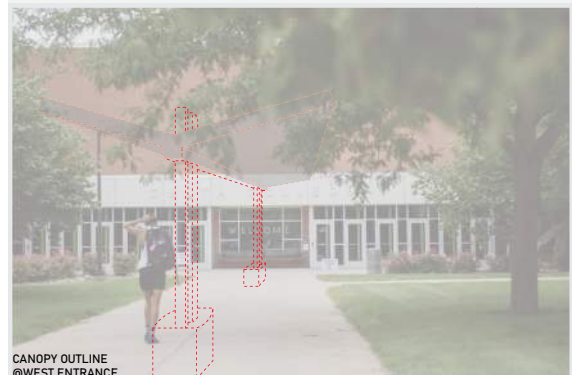
- Identify the new entrance names with signage.
- Add canopies to enhance entrances.



CANOPY SECTION



CANOPY AXON

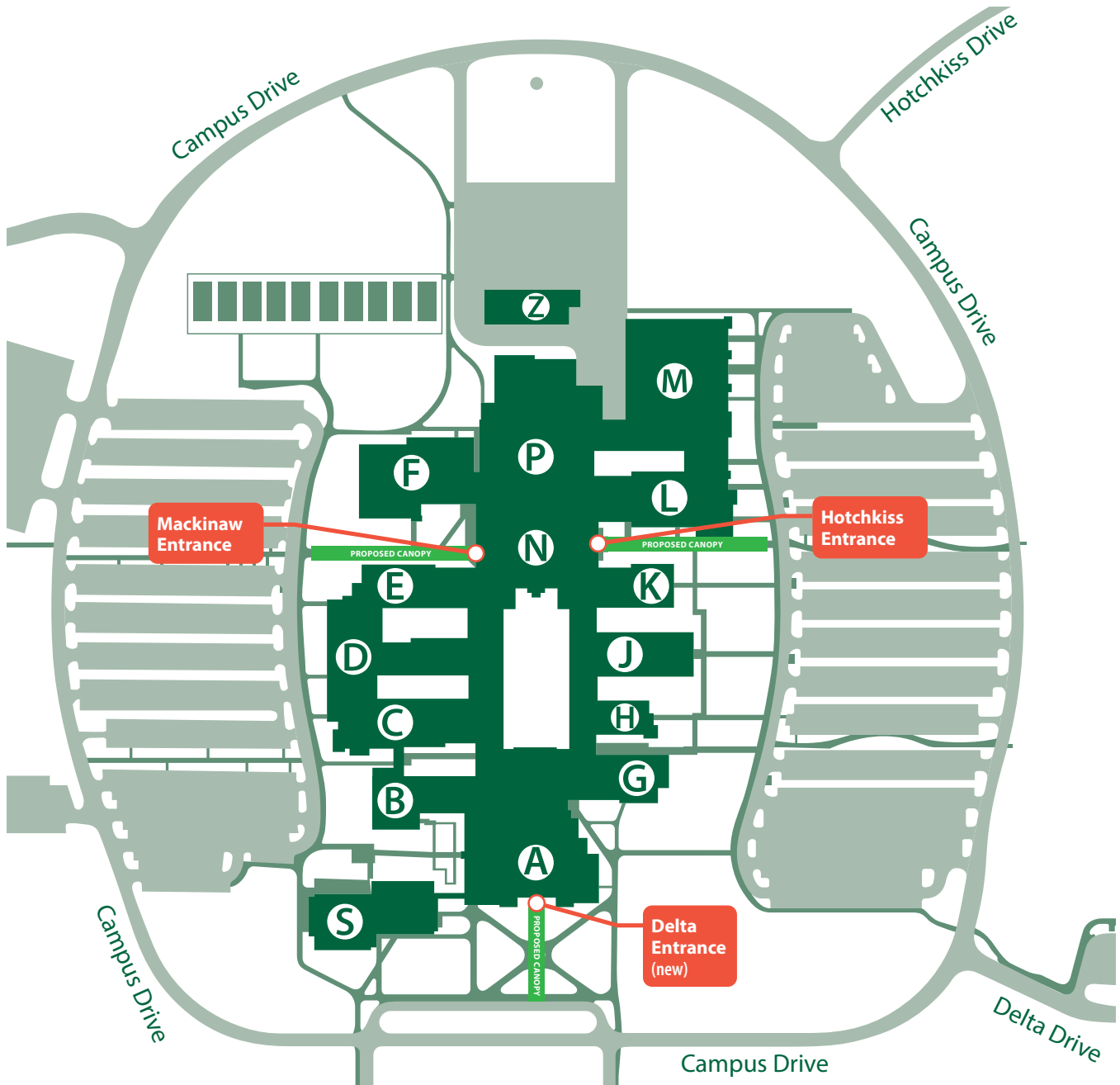


CANOPY OUTLINE @ WEST ENTRANCE

Canopy Renderings

OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

BUILDING ENTRANCES (CONTINUED)



OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

BUILDING DIRECTORIES/MAPS

Rather than identifying too many interior destinations on the exterior signage, we recommend that the department identification only appears on interior signage. Interior building directories should be used at all primary entrances to direct people to appropriate floors and rooms. Building directories should indicate where you are in the building and locations of all primary and secondary destinations within the building. With the use of a consistent design, people can easily identify this information as they travel throughout the building.

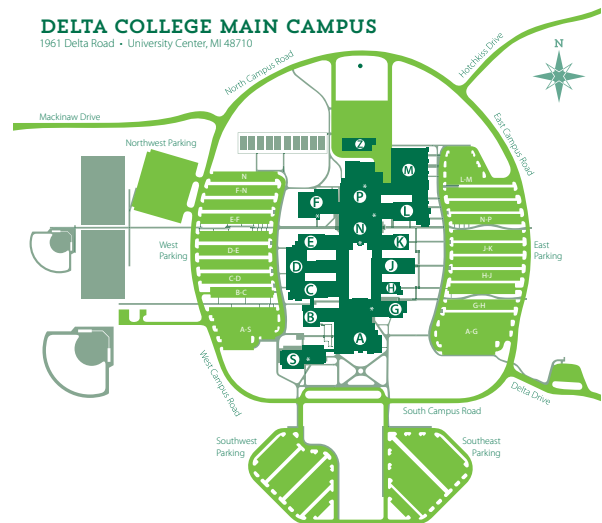
Digital options for building directories could also be explored to allow for easy updates and align with the forward-thinking personality of the college. If digital directories are used, we recommend thoughtfully separating wayfinding information from any other advertisements or event information to make the wayfinding component easily discernible.

RECOMMENDATIONS CHECKLIST:

- Install digital building directories with maps near entrances into the building.



New building directories should be located near major building entrances and could have a similar scale to these digital displays, but should display wayfinding information.



MAIN LEVEL (100 SERIES)

Admissions H wing
Administration B wing
Board Room B151
Business Training P wing
Dental Clinic F131
Fitness & Recreation P112
Galleria S wing
Lecture Theater G160
Pioneer Gym N110
Shipping & Receiving P108

COURTYARD LEVEL (000 SERIES)

Bookstore N015
Commons Food Court N005
Radio & TV A wing

UPPER LEVEL (200 SERIES)

ELEVATOR

Rooms and Service Areas are identified by wing letter and level number.

OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

MAPS - DIGITAL & PRINTED

We recommend that the interior map be further developed to highlight corridors and wings in the building. A bird's-eye view map can be oriented to the viewer in corridor maps and on main directories, giving visibility to all pathways and entrances.

Further development of the map can assist with syncing wayfinding materials into the Delta Experience mobile app. By making it consistent with what is used on the website and kiosks, users will become familiar with the map from their visit preparation and arrival on campus.

Currently, the custom map PDF is difficult to find on the Delta website, and found only if you're looking to print the map. We'd recommend embedding this into the webpage for the main campus so users are consistently seeing the same map graphic.

RECOMMENDATIONS CHECKLIST:

- Create map standards to apply across all media.



Digital building directory from Mosaic Health

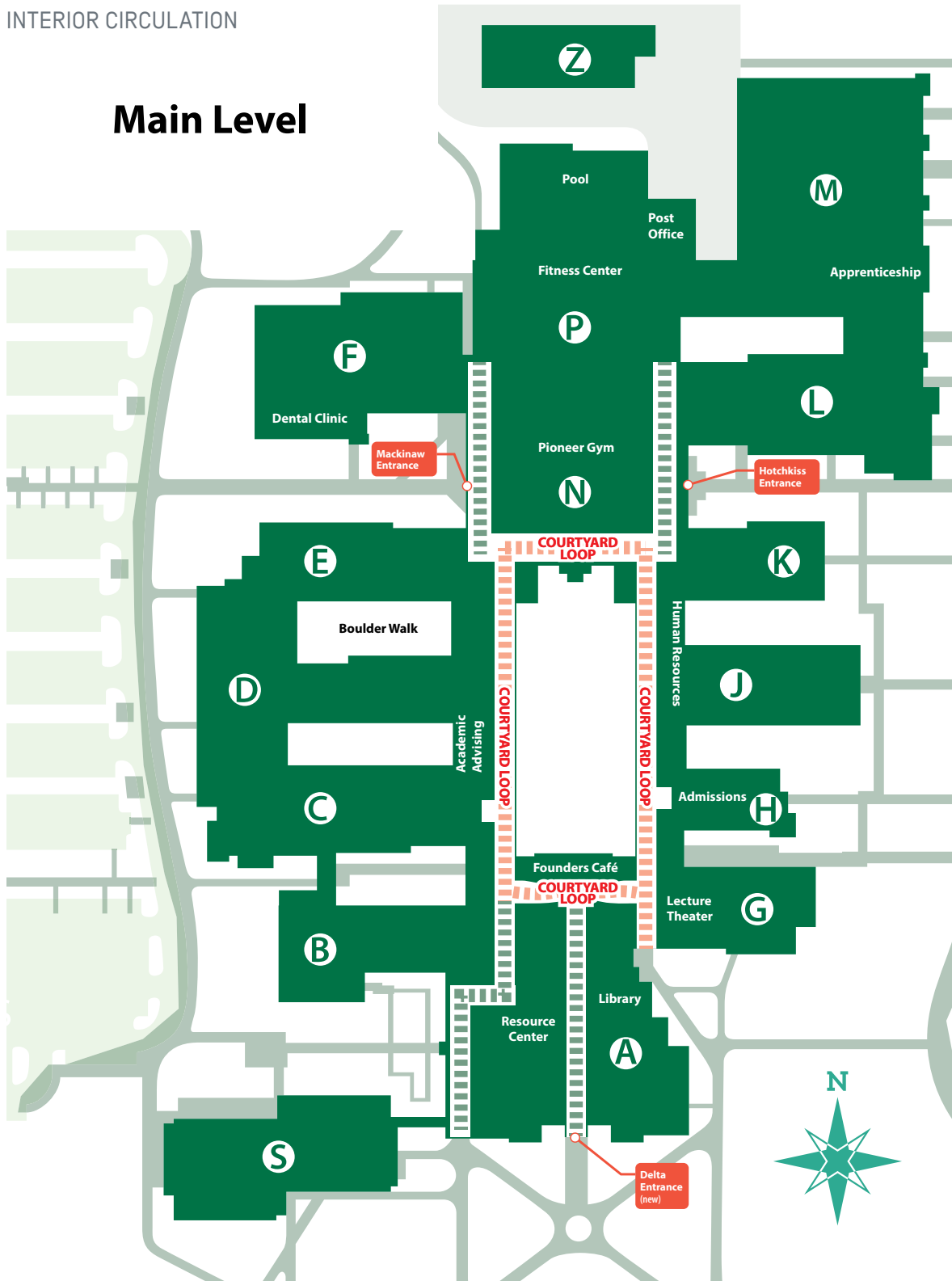
Combination wall guide and map at Oregon Health and Science University



OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

INTERIOR CIRCULATION

Main Level



OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

CONNECTIONS TO WINGS

We recommend naming the interior hallway on the main level the Courtyard Loop and then highlight the connection of the wings with environmental/bump out graphics. By wrapping the corner and extending the identification into the corridor, the entrance to the wing will stand out and be better identified. There are also opportunities to highlight what each wing is home to, whether it's student services or a specific academic program.

Corridor maps could be beneficial to orient visitors throughout the interior, especially at the connection to a wing along the Courtyard Loop. This gives the visitors a better idea of what is ahead on the path to their destination. Orienting the map to the viewer helps the user orient themselves within the space.

RECOMMENDATIONS CHECKLIST:

- Enhance connections to wings with environmental graphics and wayfinding.

Example from S Wing highlighting interior entrance

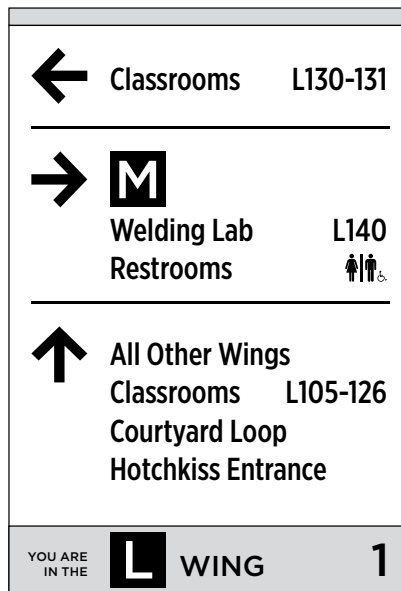
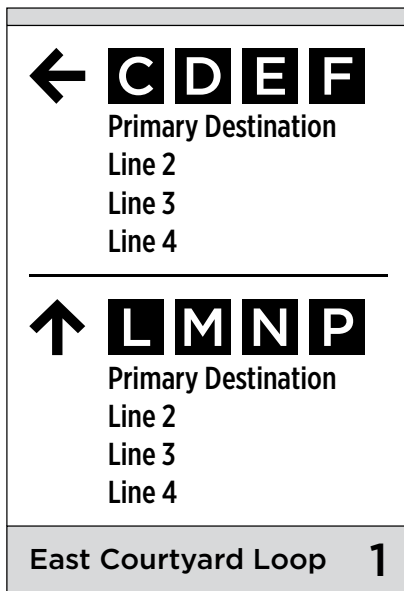


Rendering/sketch of connection points highlighting entrances into building wings off of Courtyard Loop.

OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

WAYFINDING SIGNS

Current wayfinding signs feel undersized for the wide hallways and there is no differentiation in the presentation of destinations or areas. Wall guides can help identify where a user is in the space. Then, wings could be highlighted at the top of the arrow groups, with primary destinations to follow. Using the categories of the destination list, guide sign destinations can be limited to wings, super destinations, and primary destinations. Then once a visitor is within the correct wing, guides will include information on room ranges, secondary destinations, and specialty classrooms. Presentation of the wayfinding information should be explored further during system design with consideration of application in complex areas.



RECOMMENDATIONS CHECKLIST:

- Remove existing signs and develop new standard to reorganize information.

Conceptual sketches of interior wall guide signs.



Examples of various guide signage throughout the building



OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

DEPARTMENT IDENTIFICATION/ROOM IDENTIFICATION

Overhead and projecting flag signs can help identify super and primary destinations from a distance. The overhead for Financial Aid for example, an important primary destination, was located within the department. Having a perpendicular sign at the point of control can help create a sense of arrival. Identifying these important destinations will reduce the need for temporary A-frame signs.

With ADA updates, the current room signs are no longer compliant and should not continue to be installed as renovations and additions are completed. Braille is required to be located below the raised characters, where many of the current classroom IDs have it next to it. The sign installation location was not consistent in all instances, and in some spots not ADA compliant.



Rendering of Financial Aid bulkhead, adding color and department name.



Temporary A-frame blocks room identification sign. Current location of room identifier is too low.

OBSERVATIONS & RECOMMENDATIONS (CONTINUED)

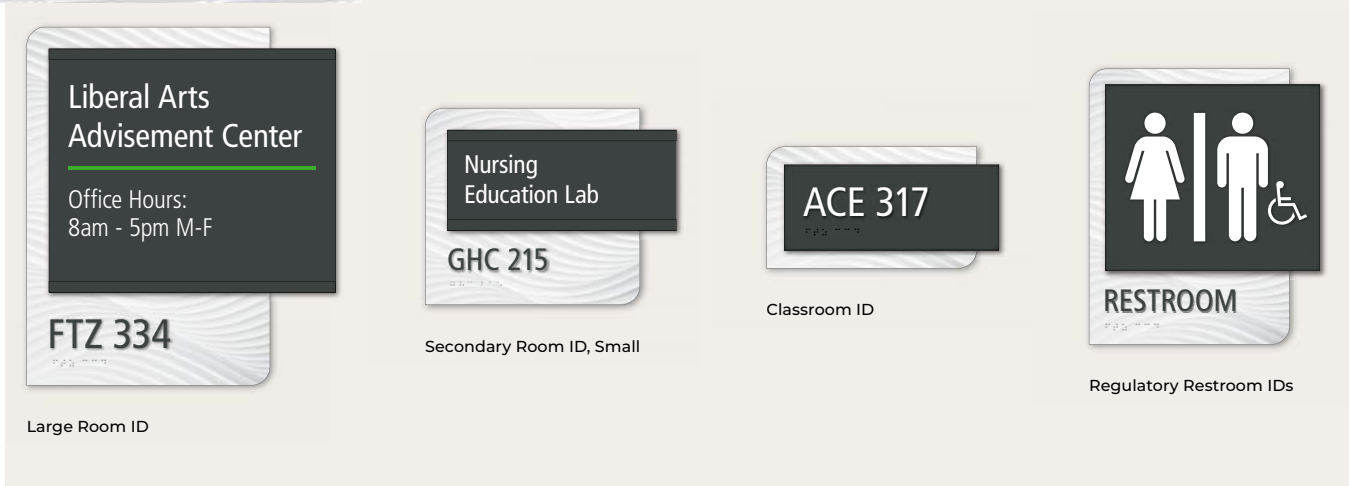
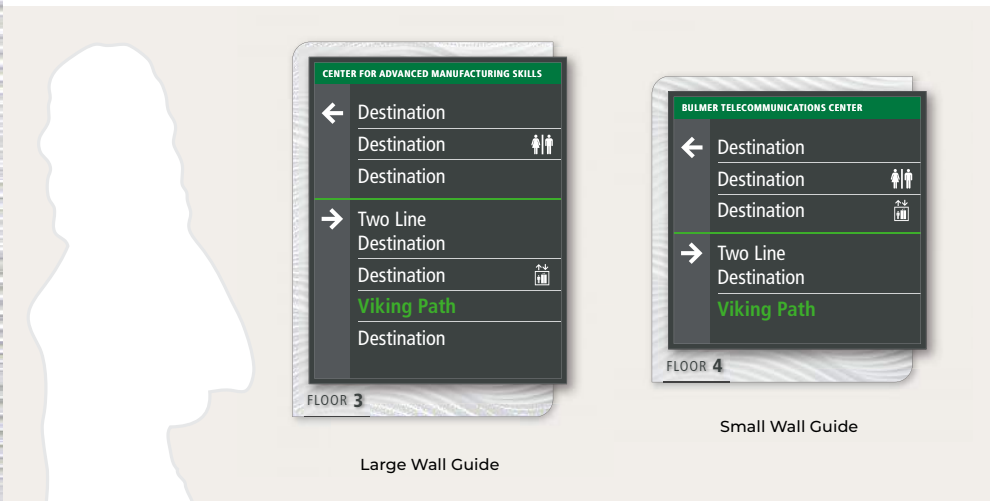
ADA AND INTERIOR SIGN ARRAY



RECOMMENDATIONS CHECKLIST:

- Use graphics and more prominent signs to identify departments and primary destinations.
- Update interior sign standards, expanding the array and make compliant with ADA guidelines.

2.2 Position. If text is Braille other raised decorative elements.



THIS PAGE INTENTIONALLY LEFT BLANK

05

BUDGET SUMMARY



BUDGET SUMMARY + SEQUENCING

The campus planning responses described above will help Delta College as it moves forward into the next ten years. To support these goals, there has been supporting budgets developed to provide high-level, approximate costs. Since 2020, there has been unpredictable escalation, and bidding volatility in construction. These budgets are presented as a cost range to model variance in the market place. Typically, the larger the scope of a project, we find there is less bidding variance and better overall value.

The costs are largely derived by a “cost per square foot” model. This uses historic construction costs and applies that to the nominal area that each of the projects would likely include. Once the construction cost is established a series of project cost multipliers are added to reach a total project cost. These additional costs are itemized in a summary table.

These projects have been budgeted based on the Second Quarter of 2024 approximate costs. As mentioned above, escalation has been variable over the past several years post-pandemic. Currently, escalation is at about 3-5% per year. Consequently, every year beyond 2024, projects budgets would need to have additional escalation associated with them. As an example, using escalation of 3-5%, if the “EXTERIOR ENTRY ENHANCEMENTS” were to be delivered in 2030 we would anticipate that escalation could increase to cost to about \$2.9 million on the low range up to \$4.4 million for the high range [up from \$2.4 to 3.3 million].

SEQUENCING:

Several of the recommended projects can be delivered without the need for any “enabling projects”. However, several projects would need to have work done in advance of that project to be able to move forward. To facilitate project delivery, the following project order is recommended:

1. Relocate the computer labs from A-Wing and distribute to other areas of campus. Increasing access to the entire building.
2. Relocate the A-Wing archives to the lower level of S-Wing. This will allow for more usable space for the library.
3. Move the TLC + Writing Center to the south into the existing computer labs. This will allow for the Resource Center to go in the northwest section of A-Wing
4. Develop the resource center in the northwest section of A-Wing
5. Create the new Delta Entrance and College Concourse during the renovation of the library

The other major projects can be delivered independently. The A-Wing renovations, due to the extensive impact on multiple programs, would require sequencing. The other projects could be considered “shovel ready” as funds are made available.

Relocation of the computer labs to distributed locations throughout the building will allow for the TLC + Writing center space to move south into the area currently occupied by the computer labs. It will also allow for technology updates and potentially larger computer labs to server larger sections. After the TLC+Writing Center relocate, then the Resource Center can be developed in the northwest quarter of the main floor of A-Wing. These two projects would impact the area of the library so relocating the archive space to the lower level of S-Wing will allow for additional high-use space in the library.

Once these projects are complete, the new “Delta Entrance” can be developed. This will reorganize A-Wing and work in conjunction with the exterior wayfinding enhancements. The concourse will serve as a counterpoint on the south side of the courtyard, to the placemaking enhancements to “The Mezz” on the north side of the courtyard.

BUDGET SUMMARY

DELTA COLLEGE				2024.08.09	
Q2 2024 Dollars - 3-5% ANNUAL ESCALATION ANTICIPATED				MASTER PLAN BUDGET	
PROJECT		BUILDING AREA	LOW RANGE [2024]	HIGH RANGE [2024]	
CAPITAL OUTLAY PROJECTS					
K	K-WING RENOVATION AND ADDITION		\$ 6,725,900	\$ 6,725,900	
M	M-WING RENOVATIONS (CAD)		\$ 5,440,000	\$ 5,440,000	
NEAR-TERM PROJECTS					
		SEQUENCING			
F	F-WING LOWER LEVEL COMPUTER LAB	1	750	\$ 75,000	\$ 120,000
C	C-WING COMPUTER LAB	2	1,400	\$ 140,000	\$ 224,000
J	J-WING COMPUTER LAB	3	900	\$ 90,000	\$ 144,000
S.0	S-WING LOWER LEVEL RENOVATIONS	4	3,200	\$ 721,500	\$ 962,000
A	A-WING RENOVATIONS		46,300	\$ 18,517,110	\$ 21,599,975
	TLC / WRITING CENTER	5			
	RESOURCE CENTER	6			
	TESTING CENTER	7			
	CONCOURSE - MAIN ENTRY	8			
	LIBRARY	9			
	LIBRARY SUPPORT	10			
D	D-WING STUDENT SERVICES RENOVATION		17,000	\$ 5,088,300	\$ 6,299,800
WAY	WAYFINDING ALLOWANCE			\$ 1,971,768	\$ 2,841,652
SP	NEW SOUTH PARKING (DELTA ENTRANCE)		3.7 ACRES	\$ 727,050	\$ 872,460
MID-TERM PROJECTS					
B	B-WING RENOVATIONS		22,000	\$ 3,484,800	\$ 4,435,200
N.0	NORTH COURTYARD PLACEMAKING - LOWER		1,200	\$ 193,200	\$ 268,800
N.1	NORTH COURTYARD PLACEMAKING - UPPER		1,200	\$ 174,108	\$ 243,312
S.1	S-WING LECTURE HALL RENOVATION		2,000	\$ 900,000	\$ 1,020,000
EXT	EXTERIOR ENTRY ENHANCEMENTS		23,000	\$ 2,410,400	\$ 3,314,300
			CONCEPT BUDGET TOTALS	\$ 46,659,136	\$ 54,511,399

*** PROJECT COSTS INCLUDE THE FOLLOWING:**

- OWNER COSTS (STAFFING, SURVEY, GEOTECH)
- FF&E
- PROFESSIONAL FEES

**** CONSTRUCTION COSTS INCLUDE THE FOLLOWING:**

- CONTINGENCIES
- GC FEES