



# INDIAN HILLS COMMUNITY COLLEGE

## CAMPUS FACILITIES MASTER PLAN REPORT – 2019 UPDATE

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AUGUST 2019 – UPDATED | NOVEMBER 2015 – ORIGINAL | **OPN ARCHITECTS**





**INDIAN HILLS COMMUNITY COLLEGE**  
CAMPUS FACILITIES MASTER PLAN REPORT

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2019 UPDATE





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# 1

EXECUTIVE SUMMARY

# PROGRESS REPORT

## August 2019

There has been significant progress at Indian Hills Community College since the publication of the original Campus Facilities Master Plan, published in November of 2015. Over the last three plus years, the college has completed five major projects and numerous minor renovations. Master plans are always “living documents”, changing and evolving as the environmental influences and academic needs of the College change. Continuing into 2019, a newly revised set of priorities has taken shape. The following document acknowledges recent accomplishments, and highlights the most pressing facilities needs facing the College in the upcoming years.

### Current/future projects with top priority:

1. Ottumwa Main Dining Preparation and Service Area Renovation
2. Health Simulation Lab - Rosenman Center
3. Centerville Building Addition
4. Academic Program Renovations / Updates
5. Housing Updates and Campus Amenities
6. Entrance Road at West Entry

### Summary of major projects completed:

1. North Campus Diesel and Welding Technologies Addition
2. ATC Tech Lab Renovation for the Robotics, Computer Networks and Security, and Electrical Engineering programs
3. Trustee Residence Hall Restroom and Laundry Renovation
4. Centerville Campus Residence Hall Addition and Renovation
5. Library First Floor Remodeling

**Minor Renovations** included program labs for the Computer Software Development, Computerized Accounting and Business Specialist, and Social and Digital Media Communications programs. A core lab supporting multiple career and technical programs was also renovated, and many student-focused common areas were identified and remodeled as appropriate.

### Indian Hills Participants | 2019

Marlene Sprouse, President  
Bill Meck, Vice President & Chief Finance Officer  
Matt Thompson, Vice President - Academic Affairs and Institutional Effectiveness  
Jill Budde, Executive Dean - Career and Workforce Education  
Darlas Shockley, Executive Dean - Arts & Sciences  
Brett Monaghan, Executive Dean - Student Development and Athletics  
Joni Kelley, Executive Dean - Enrollment Services and Registrar

### OPN Architects

Steve Knierim, AIA  
Kristin Lewis, AIA

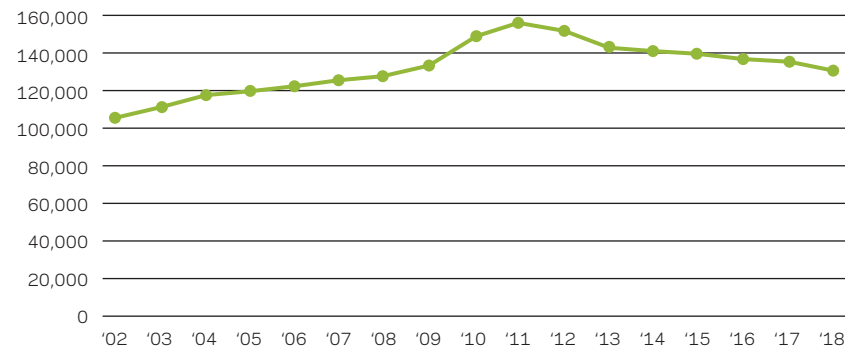
# EXECUTIVE SUMMARY

In an effort to evaluate the state of the facilities and grounds at each of their three campuses, the Indian Hills Community College administration hired OPN Architects to facilitate a Campus Master Plan; completed in November 2015. A plan update was completed in August 2019.

Indian Hills is currently facing external pressure from many angles. These issues are not considered short-term fluctuations. Instead they are perceived as long-term evolutions that will fundamentally affect the manner in which the college operates in the future.

- Blurring of traditional boundaries between institutional tiers
- Community colleges evolving from a purely commuter experience
- Declining statewide community college enrollment
- Evolving instructional pedagogies
- Declining population in IHCC core service area

**Community College Enrollment - State of Iowa**  
**Fiscal year credit enrollment 2002-2018**



OPN Architects, in tandem with administration, staff, and students, performed multiple assessments focusing on both qualitative and quantitative subject matter. The planning team held multiple discussions ranging from macro-scaled campus-wide opportunities down to pedagogical evolutions affecting each classroom.

Several big-picture transformative initiatives were identified to improve the student/public experience and improve recruitment. These five initiatives have been identified as:

1. Establish an approach, entry, arrival sequence
2. Create hearts and centers to act as social foci
3. Generate a sense of vibrancy
4. Create places and spaces that delight
5. Invest for substantive transformation, avoid “lipstick on a pig” solutions

Quantitative surveys and assessments were completed to identify overall classroom utilization rates and evaluate the occupancy rates of campus residence halls. These quantitative exercises, combined with qualitative feedback accumulated through campus discussions, produced a set of primary conclusions that identify those issues most pressing to Indian Hills.

## 6 | EXECUTIVE SUMMARY

### Primary Conclusions

- One of Indian Hills’ most valuable assets is its setting. The rolling hills, lush tree line, and historical sites should be emphasized to improve the quality of the on-campus experience and the college’s public image.
- The main campus lacks a strong center — a central space that connects students and is identifiable to the public.
- The worn campus buildings do not make a good first impression on prospective students or provide current students with an energized college experience. Much improvement has been made in this area, but College administration remains concerned in keeping up with necessary maintenance and updates.
- Population reports show the general population of Indian Hills’ service area and incoming high school classes are both in decline. Data from high schools in Indian Hills’ 10-county service area (chart on right) indicates a 7.4% reduction in annual graduates in just four years. With fewer prospective students, the college needs to invest in programming and facility infrastructure to remain competitive.
- There appears to be available capacity of instructional space on campus. While rooms in some buildings are heavily utilized, on the whole, nearly 35% of classrooms have less than 30% utilization (2015 data). Space usage should be reconsidered.
- Residence hall occupancy over the last three years has averaged 76% throughout the fall, winter, and spring terms. This is lower than desired and represents lost revenue. Student focus groups found several factors contribute to low occupancy, including lack of amenities.
- A shift in instructional pedagogy demands flexible spaces that are equipped for collaborative and interactive lessons.

### 10-County 2017-2018 High School Class Populations

	12th	11th	10th	9th	% attending CC
Albia	78	79	86	97	35.14%
Cardinal	51	54	60	51	41.15%
Centerville	102	92	112	115	21.86%
Chariton	94	98	101	83	21.72%
Davis County	76	88	82	84	31.94%
Eddyville	63	85	73	85	24.91%
Fairfield	129	120	129	137	47.83%
Harmony*	0	0	0	0	0%
Keota	22	19	28	28	38.82%
Moravia	25	32	28	36	45.13%
Moulten-Udell	11	13	10	17	37.50%
North Mahaska	46	31	44	32	43.08%
Oskaloosa	181	169	158	195	30.52%
Ottumwa	336	304	328	312	24.68%
Pekin	59	47	51	57	53.27%
Seymour	15	17	24	17	18.07%
Sigourney	51	41	43	46	50.00%
Tri-County	26	13	15	15	41.33%
Van Buren	69	71	61	64	29.05%
Wayne	54	43	45	46	19.19%
<b>Total</b>	<b>1488</b>	<b>1416</b>	<b>1478</b>	<b>1517</b>	<b>34.48%</b>

\*merged with Van Buren

Based upon our collective conclusions, the planning team developed a set of recommendations intended to responsibly address the college's primary concerns while seeking transformative changes that will improve academic offerings and Indian Hills' overall brand.

### Recommendations - Revised

- Create a new "heart of campus" with a student/institutional center
- Create a central green space
- Reinforce the approach-entry-arrival sequence including Carter Avenue as a main west entrance
- Renew the main dining and preparation/service area to create a vibrant and comfortable experience
- Renovate and build residence hall facilities offering contemporary accommodations and amenities
- Create and renovate fine and performing arts spaces to improve their basic functionality
- Engage the public and students with Indian Hills historic treasures and natural site with a walking path around perimeter and public parking at Grandview Avenue entrance
- Re-purpose a portion of the Rosenman Center to support health sciences programs with a Health Simulation Lab
- Consolidate and right size Centerville program offerings into a single vibrant and efficient new academic building
- Invigorate the Centerville barn as "center" of campus (or eliminate it)
- Integrate inquiry-based, collaborative instructional spaces in several academic buildings across the campuses

### Recommendations - Completed / Ongoing

- Renovate the library to create a vibrant and progressive learning experience while celebrating the original church structure
- Create a transportation learning center at North Campus that consolidates the avionics, diesel and trucking programs
- Invigorate academic programs with forward-thinking technologies and equipment
- Create and renovate residence hall facilities to increase privacy and provide student amenities.

## 8 | EXECUTIVE SUMMARY

After exploring multiple options to implement all recommendations, the planning team narrowed the Campus Master Plan proposal to a single set of achievable projects. The following plans graphically indicate the intended projects across Indian Hills' three campuses. Preliminary information on phasing, funding, and cost can be reviewed on pages 58 through 63.

### Completed / In Process Projects

1. ATC Tech Lab Renovation - 2017
2. Centerville Residence Hall - 2017
3. Library First Floor Remodel - 2017
4. North Campus Diesel and Welding Tech Addition - 2019
5. Trustee Hall Restrooms / Common Space Remodel - 2019
6. ATC Auto Technology Lab- In Process

### New Construction

7. Centerville Academic Center
8. College Center / Commons
9. Trustee Entrance / Commons
10. Performing Arts Expansion
11. New Residence Hall
12. Hellyer Center Addition

### Renovation

13. Main Dining Preparation and Service Area
14. Rosenman Center Health Simulation Lab
15. Wapello Residence Hall Remodel
16. Administrative Area Remodel
17. Bennett Bookstore Remodel
18. Academic Program Updates

### LEGEND

 New Construction     Renovation     Completed / In Process

CENTERVILLE CAMPUS



NORTH CAMPUS





MAIN CAMPUS





# 2

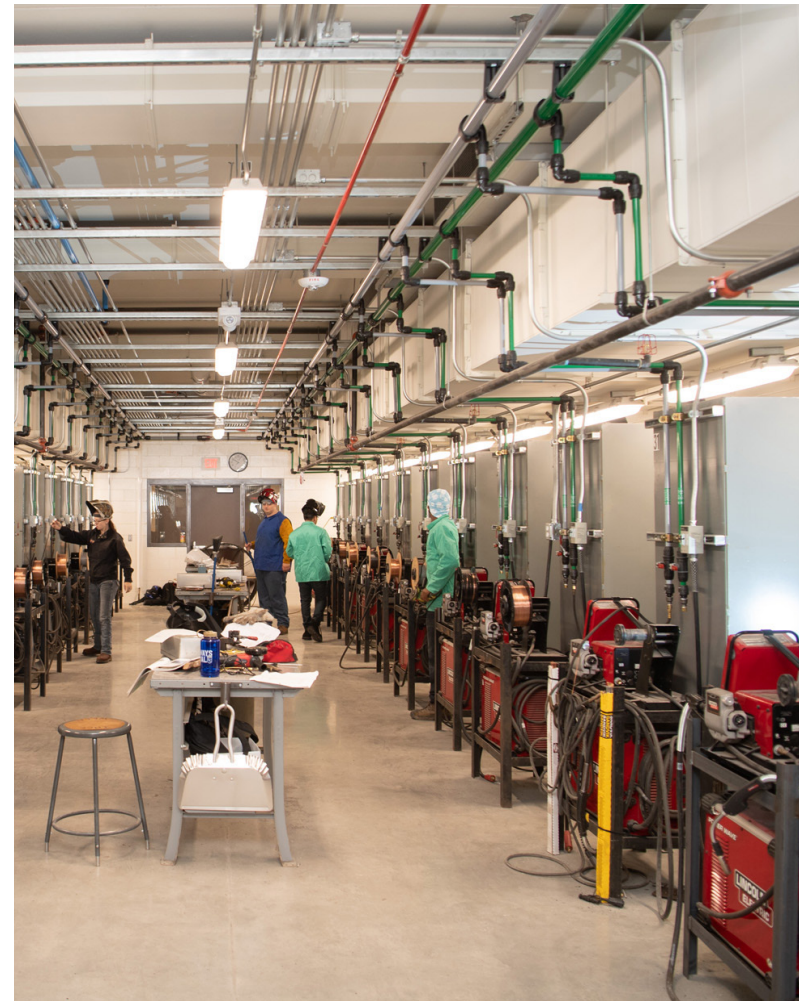
PLANNING OUTLINE

# OBJECTIVES

Indian Hills Community College began a college-wide Campus Facilities Master Plan in spring 2015 for the Main Campus in Ottumwa, North Campus in Ottumwa, and the Centerville Campus in Centerville. The college recognized the need to execute a comprehensive study of the three existing campuses. The study focuses on surveying existing conditions, studying residence hall occupancies, and analyzing classroom utilization. The final plan addresses issues with the existing infrastructure and suggests enhancements to existing campus assets. The master plan identifies a clear need to **create a stronger sense of place** at each campus location, reinforcing the belief that the institution is special, a key to attracting future students to the college.

Objectives outlined by the college include:

1. Identify key issues confronting the college and offer a contextual framework for education-based organizations
2. Assess the perceptual impact of the campus and its facilities on the recruitment of potential students
3. Assess the qualitative aspects of campus, identifying areas that no longer support current educational requirements and suggest cost-effective projects to achieve maximum transformational impact
4. Assess current use of space, evaluate instructional efficiencies, effectiveness, and impact on student perception



# THE PLANNING PROCESS

Indian Hills Community College hired OPN Architects to facilitate the master planning process, gather information, and compile a final plan. The process began with OPN developing key observations about the existing campuses including strengths, weaknesses, and opportunities. OPN then cataloged the existing inventory of spaces by documenting the area and utilization of classrooms. The study team visited comparable facilities offered by competing institutions. OPN also presented information on the changing paradigms of instruction and the impact of such on classrooms, labs, and other academic spaces. OPN received a list of needs from each program and compiled these into a single database. The team met with key stakeholders, including administrative leaders, departmental deans, and students throughout the planning process to receive input and feedback. Lengthy discussion and exploration generated a prioritized list of key needs and accompanying projects, including a phased implementation plan. To complete the study, OPN looked at potential sources of funding for each project.

## Planning Activities

- Departmental focus groups
- Student focus groups
- Building walk-throughs
- Campus tours
- Off-site benchmarking tours: University of Iowa, Cornell College, Kirkwood Community College
- Administrative team discussions



# CAMPUS INPUT & FEEDBACK

The master planning process included feedback from faculty, staff, and students. The faculty and staff created a list of needs for each space and program, which was then categorized by scale and type ranging from large-scale projects to minor equipment purchases. The list was organized into the following categories:

- Major intervention
- Minor intervention
- General maintenance
- Equipment/technology

Large-scale projects listed as major interventions in the consolidated list of needs have been identified in the overall campus master plan if deemed appropriate, transformative, and fiscally viable.

A focus group of on-campus students amassed opinions and concerns about the campus. Much of the feedback regarded general maintenance items, some of which have already been addressed. One of the most prevalent topics of discussion is the lack of amenities for on-campus students. Presently, many amenities close early and on weekends. As a result, students find there isn't much to do on campus after class. Students who don't have vehicles find it difficult to get off campus for activities. In general, students that participated in the focus group expressed a desire for a stronger campus community. They want places to socialize and participate in a variety of activities.



## Key Needs

Administrators, faculty and staff provided feedback about deficiencies of the campus buildings, infrastructure, and equipment. The comments were organized into four categories ranging from large-scale projects to small-scale improvements, including equipment and technology. The list of needs informed the recommendations of this report.

# 1

## Major Interventions

Major interventions are those projects which would involve a significant investment. These include new buildings, major renovations, and additions. The feedback centered on a need for more student amenities and improvements for the college's programs. Social spaces and amenities are needed to better support and attract students. Indian Hills could benefit from more meeting spaces for large groups serving both the community and college. Several programs at Indian Hills are in need of new or renovated spaces to help them meet current trends.

# 2

## Minor Interventions

Minor interventions are projects that would involve a smaller investment and would include small renovations or modifications to existing spaces. The feedback received identified additional spaces or alterations to existing spaces for new programs. Upgrades are also needed for some programs that have expanded.

# 3

## General Maintenance

General maintenance includes routine maintenance items. Feedback from the campus community identified items in all campus buildings such as mechanical system upgrades, lighting upgrades, and repair or replacement of finishes.

# 4

## Equipment/Technology

Equipment and technology needs centered on new classroom technology both for the general classrooms as well as program-specific labs and classrooms. Several needs were identified for new equipment to support current and proposed programming.



## THE CAMPUS WHOLE: BIG PICTURE OBJECTIVES

- 1 Establish an approach, entry, arrival sequence
- 2 Create hearts and centers to act as social foci
- 3 Generate a sense of vibrancy
- 4 Create places and spaces that delight
- 5 Invest for substantive transformation, avoid “lipstick on a pig” solutions

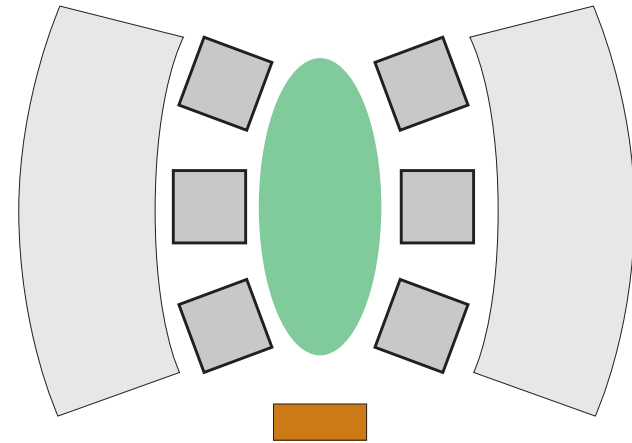


### Establish an approach, entry, arrival sequence

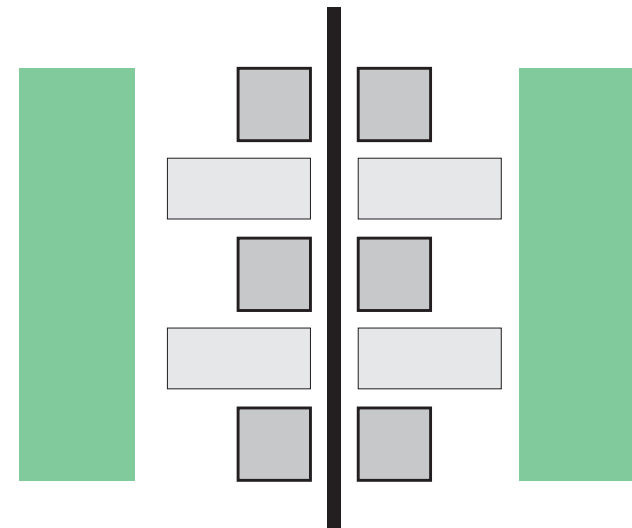
- What is the first impression of campus? Orchestrate the way people arrive on campus, what they see and when - craft their first impression.
- Create a main entrance to campus so visitors feel they have arrived at Indian Hills Community College.
- Consider your welcome mat and your front door.
- Create a green space in the center of campus to reinforce the “arrival” moment.



### Campus organizational concepts



Common College Planning



Indian Hills Community College

Approach

Entry

Arrival

Main Campus West  
Carter Avenue



Main Campus West  
Grandview Avenue



Main Campus East  
Dahlonega Road /  
Alta Vista Avenue



Centerville Campus

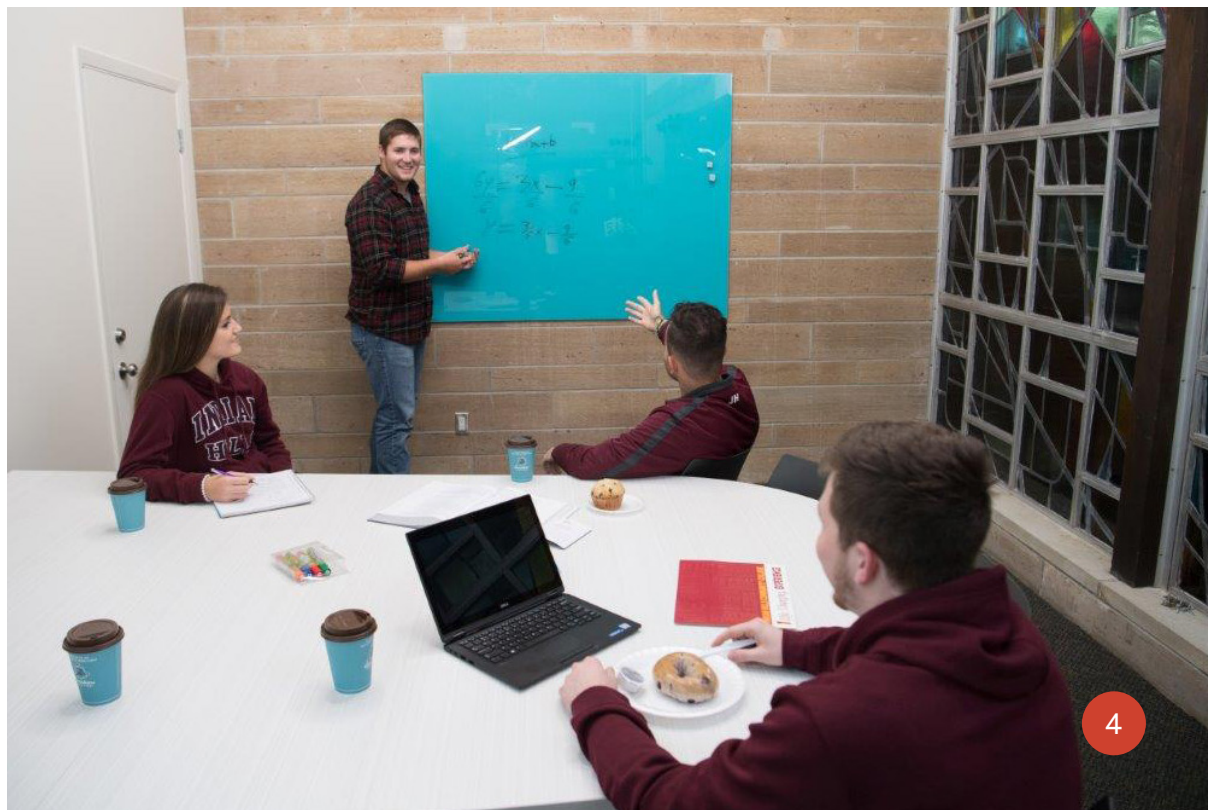


## 20 | PLANNING OUTLINE

### Create hearts and centers to act as social foci

- Provide comfortable, light, and contemporary gathering places at key locations across campus. Social hubs are one of the most successful methods of creating a communal student experience.
    - Warm materials
    - Natural light
    - Fresh, comfortable furniture
    - Food
1. Foodservice at Thomas Commons, Cornell College (Example)
  2. Student Lounge at Thomas Commons, Cornell College (Example)
  3. Remodeled Rosenman Center Commons - Complete
  4. Remodeled Library - Complete
  5. Formal Lounge: Very well done
  6. Capitalizing on “found” spaces in hallways to create study and interactive spaces

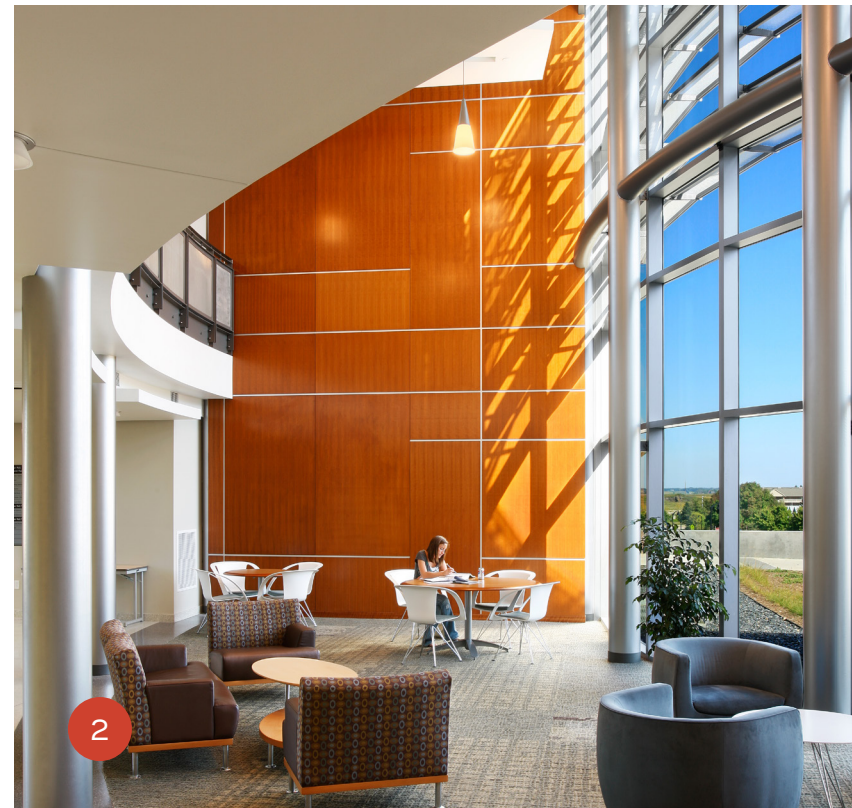




## 22 | PLANNING OUTLINE

### Generate a sense of vibrancy

1. Mount Mercy University Center (Example)
2. Cedar Hall, Kirkwood Community College (Example)
3. IHCC Library: Newly remodeled vibrant space
4. IHCC Foodservice: Dated and worn, design underway
5. Academic Success Center: Well done, comfortable colors, contemporary furniture, fresh finishes



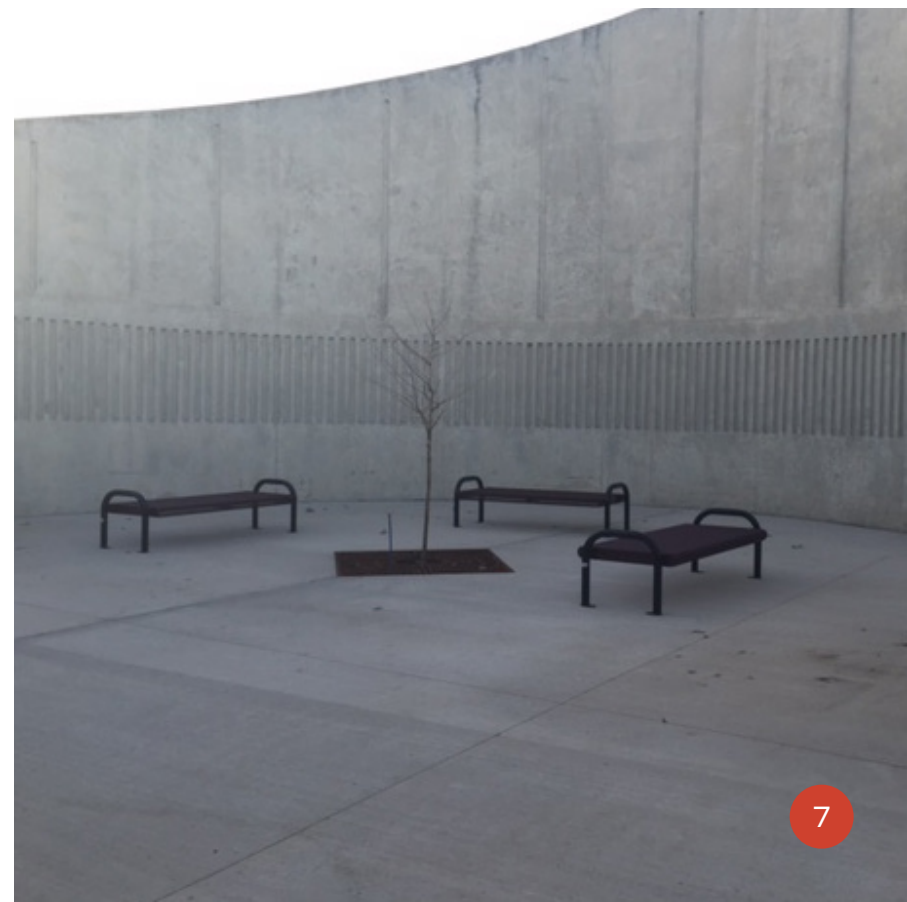


**Create places and spaces that delight**

- Provide interior and exterior spaces that contribute to campus vibrancy and identity and offer comfortable and humane surroundings.
- Create places people want linger in, where they can see and be seen.

1. Exterior patio at Trustee Residence Hall located on the northwest side, offering mostly shade and winter winds. Immobile furnishings do not encourage casual student activities.
2. The recent library remodeling adds delight through the use of:
  - Light wood tones and colors
  - Comfortable, pleasing furnishings
  - Sense of openness and bright light
3. The Centerville Campus patio has excellent potential, but the spread-out nature of classrooms and generally low population does not activate the patio with students.
4. The ATC is updated with transparency between the labs and the corridor to foster innovation and showcase talent.
5. The outdoor performance stage is well positioned, but lacks vibrant characteristics.
6. A journey through the courtyard.
7. The Hellyer Student Life Center offers an unfriendly entrance experience with an overbearing concrete wall and patio, relieved only by one tiny, underdeveloped tree, and formal bench arrangement. There is no visual connection between the road and Hellyer's front door.





**Invest for substantive transformation, avoid “lipstick on a pig” solutions**

- Invest in projects that make a substantial improvement to the life and vitality of campus.
  - Avoid projects that are band aids and only cover up problems.
- 
1. Trustee Hall, one of the college’s key residence halls, deserves a new entrance/student commons addition to ease the current congested and cramped first floor operations.
  2. The administrative main entrance (used by most business visitors) is a tack-on canopy that does not match or support the existing architecture and does not convey a strong impression to visitors.



TRUSTEE  
HALL

1



2

# INSTITUTIONAL CONTEXT

The world of higher education is changing. Indian Hills is under pressure to respond to these changes. Not only is the institution influenced by evolutions in the delivery of education, but it also is confronted with challenges affecting its primary service area and associated communities. The following issues have been identified as having a major influence on decisions the college makes concerning the future:

- Blurring of traditional boundaries between institutional tiers
- Community colleges evolving from a purely commuter experience
- Declining statewide community college enrollment
- Evolving instructional pedagogies
- Declining population in IHCC core service area
- 10-year bull economy and unemployment at an all-time low reduces overall enrollment at community colleges.

## **Blurring of traditional boundaries between institutional tiers**

The business of education has become highly competitive. The cost of education has increased substantially, pressuring colleges and universities to grow their enrollments. However, the pool of potential students is limited, causing a need to recruit aggressively and offer students a robust menu of services and amenities. In an effort to appeal to today's youth, institutions have begun to recruit students outside of their traditional service population. For example, high schools offer college credit through Advanced Placement courses, community colleges offer high school students courses, diploma completion, and now in technical trades and career exploration. Community colleges continue to emphasize core course work for four-year college students, often creating direct partnerships with four-year institutions. Private colleges are currently trying to blur traditional boundaries by offering post-secondary programs and rebranding their institution as a university instead of a college. Private institutions are also seeking to increase access by broadening acceptance of credits obtained outside of their system. These blurred edges broaden expectations of all recruits as their options for education increase.

## **Community colleges evolving from a purely commuter experience**

Originally, the mission of community colleges was to support local/ regional students with a narrow range of skill development offerings. Almost all students were commuters who drove to campus, attended classes, and then departed. Over time students' relationships with the community college campus have evolved. The presence of full-time students increased creating a need to house people on a full-time basis. The expectations of today's students have grown, expanding pressures on each college to provide quality experiences and environments. Entertainment, recreation, dining, and social spaces have become mainstream offerings, without which an institution is at a disadvantage.

### Declining statewide community college enrollment

Concurrent with the recent surge in economic health, enrollment at all of Iowa's 16 community colleges has been in decline. "The Annual Condition of Iowa's Community Colleges" highlights this downward trend:

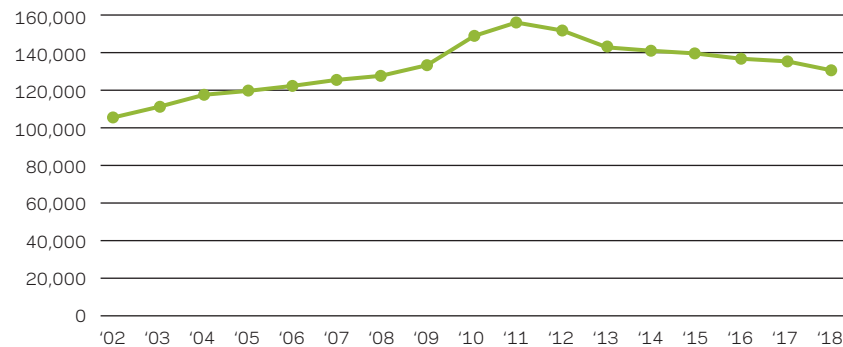
Iowa Community Colleges Fall 2014 and 2018 Enrollment

	2014 TOTAL	2018 TOTAL	CHANGE
Fall Enrollment	93,772	89,894	-4.1%
Fall Credit Hours	832,233	772,764	-7.1%

The 89,894 students enrolled in fall 2018 represents a 4.1% reduction from 2014 and is significantly below the record enrollment of 106,597 in 2010.

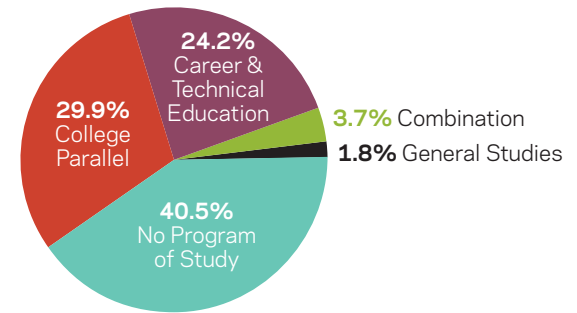
Annual statewide enrollment also experienced a total decline of 7.1% from 2014 to 131,144 students. Enrollment levels are now below those in 2009, the beginning of the last economic downturn.

Annual Statewide Student Enrollment 2002-2018

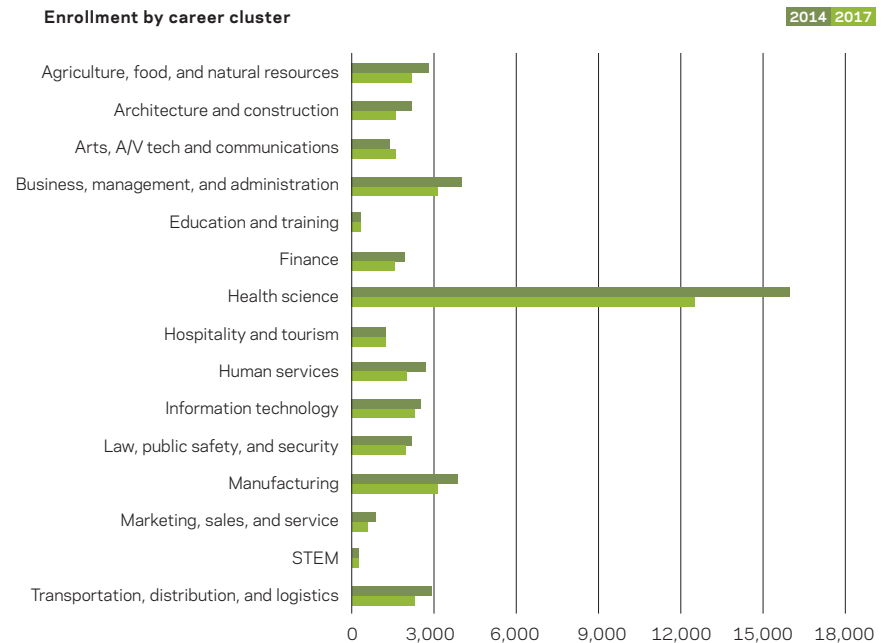


Enrollment data shows the continued emphasis on college parallel coursework and general education. Health science programs dominate enrollment numbers, followed by business management, advanced manufacturing, and transportation.

Enrollment by Program Type



Enrollment by career cluster



### **Evolving instructional pedagogies**

The last decade has brought a significant shift in the delivery of instruction. The classic, lecture-style classroom is being replaced by highly adaptable spaces, which support interactive project-based assignments in tandem with peer-to-peer discourse. This flipped classroom concept encourages student-driven research and reading on their own balanced by instructor mentoring and active-learning during class time.

Today's classrooms have flexible furnishings that allow multiple configurations. Both large discussion circles and small group team clusters are common. The new style of classroom is digitally dense and team oriented to support group research and production activities. As curriculum advances begin to permeate the mainstream, these classrooms are becoming more common at all levels of higher education.

### **Declining population in IHCC core service area**

Indian Hills faces an additional challenge in recruiting students. At a time when competition for students is unprecedented, the numbers of potential recruits in Indian Hills' primary service area may be shrinking. The 2010 U.S. Census data for Indian Hills' 10-county service area supports this conclusion. Jefferson County, primarily the town of Fairfield, is the only county to have experienced significant population growth over the previous decade. On the other hand, Wapello, Keokuk, Mahaska, and Appanoose counties each saw their populations decline. Overall, the population of Indian Hills' 10-county region shrank by 0.5%, approximately 684 people.

In addition to concerns about a shift in the overall population, all of the school districts in the service region show a decline in size in each of the four upcoming graduating classes. Overall, the class of 2019 is estimated to be 7.4% (110 students) smaller than the graduating class of 2016. During the spring of 2015, 75% of Indian Hills students came from the 10-county service area. This data suggests future growth for the college

may be difficult to sustain without increasing the percentage of students who attend Indian Hills from the 10-county area, or increasing students from outside the primary area.

Recent DOE (Department of Education) data offers two areas of potential improvement:

- The class size for the overall 10-county area rebounds after a low in 2018, increasing potentially 20% by 2022.
- The percentage of students attending community colleges has risen from 30.11% in 2014 to 34.48% in 2018, an increase of 4%.

Although community colleges as a whole are in a difficult portion of the cycle, the college may be positioned for success in the future if they can leverage those demographic trends.

The aforementioned issues are exerting a lot of pressure on Indian Hills to take action. It is important to note that other post-secondary institutions have identified these issues and have responded over the last decade. Already, the regent universities, Iowa's private four-year colleges, and Indian Hills' two primary competitors, Kirkwood and DMACC have made substantial investments in academic programs and campus facilities. It appears that Indian Hills may be at a critical juncture in decision making; one which will define the long-term success of the institution.

**Prospective Students from High Schools within Service Area (2017-18)**

HIGH SCHOOL CLASS POPULATIONS						AREA RECRUITS AVAILABLE BY DISTRICT					
	12th	11th	10th	9th	% attending CC	2019	2020	2021	2022	2017-18 Total	2014 Total
Albia	78	79	86	97	35.14%	27	28	30	34	119	99
Cardinal	51	54	60	51	41.15%	21	22	25	21	89	69
Centerville	102	92	112	115	21.86%	22	20	24	25	91	78
Chariton	94	98	101	83	21.72%	20	21	22	18	81	105
Davis County	76	88	82	84	31.94%	24	28	26	27	105	99
Eddyville	63	85	73	85	24.91%	16	21	18	21	76	77
Fairfield	129	120	129	137	47.83%	62	57	62	66	247	235
Harmony*	0	0	0	0	0%	0	0	0	0	0	31
Keota	22	19	28	28	38.82%	9	7	11	11	37	30
Moravia	25	32	28	36	45.13%	11	14	13	16	54	28
Moulten-Udell	11	13	10	17	37.50%	4	5	4	6	19	12
North Mahaska	46	31	44	32	43.08%	20	13	19	14	66	40
Oskaloosa	181	169	158	195	30.52%	55	52	48	60	215	184
Ottumwa	336	304	328	312	24.68%	83	75	81	77	316	267
Pekin	59	47	51	57	53.27%	31	25	27	30	113	62
Seymour	15	17	24	17	18.07%	3	3	4	3	13	10
Sigourney	51	41	43	46	50.00%	26	21	22	23	92	78
Tri-County	26	13	15	15	41.33%	11	5	6	6	28	29
Van Buren	69	71	61	64	29.05%	20	21	18	19	78	59
Wayne	54	43	45	46	19.19%	10	8	9	9	36	38
<b>2017-18 Total</b>	<b>1488</b>	<b>1416</b>	<b>1478</b>	<b>1517</b>	<b>34.48%</b>	<b>475</b>	<b>446</b>	<b>469</b>	<b>481</b>	<b>1871</b>	<b>1636</b>
<b>2014 Total</b>	<b>1537</b>	<b>1512</b>	<b>1472</b>	<b>1392</b>	<b>30.11%</b>	<b>421</b>	<b>415</b>	<b>402</b>	<b>398</b>	<b>1636</b>	
										<b>+14.4%</b>	

\*merged with Van Buren





# 3

THE CAMPUS PLAN

# THE CAMPUS PLAN

The following pages illustrate the proposed campus master plan for the Main Campus, Centerville Campus and North Campus. The plan begins with a map of each existing campus followed by the proposed campus diagram. These diagrams illustrate each of the proposed master plan projects, including project description. The plan is further broken down into diagrams showing cost, phasing, and funding.

Two of the proposed projects — the student center addition to the main building on the Ottumwa campus and the new building on the Centerville campus — were studied at greater detail. The proposals for these projects include conceptual programmatic arrangement diagrams and conceptual renderings.

# RECOMMENDATIONS

- Create a new “heart of campus” with a student/institutional center
- Create a central green space
- Reinforce the approach; entry-arrival sequence including Carter Avenue as a main west entrance
- Renew the main dining preparation and service area to create a vibrant and comfortable experience ..... **PLANNING & DESIGN**
- Renovate and build new residence hall facilities offering contemporary accommodations and amenities ..... **SOME RENOVATION COMPLETE**
- Renovate the library to create a vibrant and progressive learning experience while celebrating the original church structure ..... **COMPLETE**
- Consolidate avionics, diesel and trucking programs at North Campus with an addition for Diesel and Welding Technology programs ..... **COMPLETE**
- Invigorate academic program spaces with forward-thinking technologies and equipment ..... **NUMEROUS COMPLETE**
- Renovate and build new fine arts and performing arts spaces to improve functionality ..... **SOME RENOVATION COMPLETE**
- Engage the public and students with Indian Hills historic treasures and natural site including a walking path around perimeter and public parking at Grand Avenue entrance
- Re-purpose a portion of the Rosenman Center to support health sciences programs with a new Health Simulation Lab ..... **PLANNING & DESIGN**
- Consolidate and right size Centerville programs into a single vibrant new academic building
- Invigorate the Centerville barn as center of campus (Or eliminate it) ..... **PARTIALLY COMPLETE**
- Integrate inquiry-based, collaborative instructional spaces in several academic buildings across the campuses ..... **PARTIALLY COMPLETE**

# MAIN CAMPUS

## Existing

Existing parking spaces: 1,680

Proposed parking spaces lost: 178

Remaining spaces: 1,502



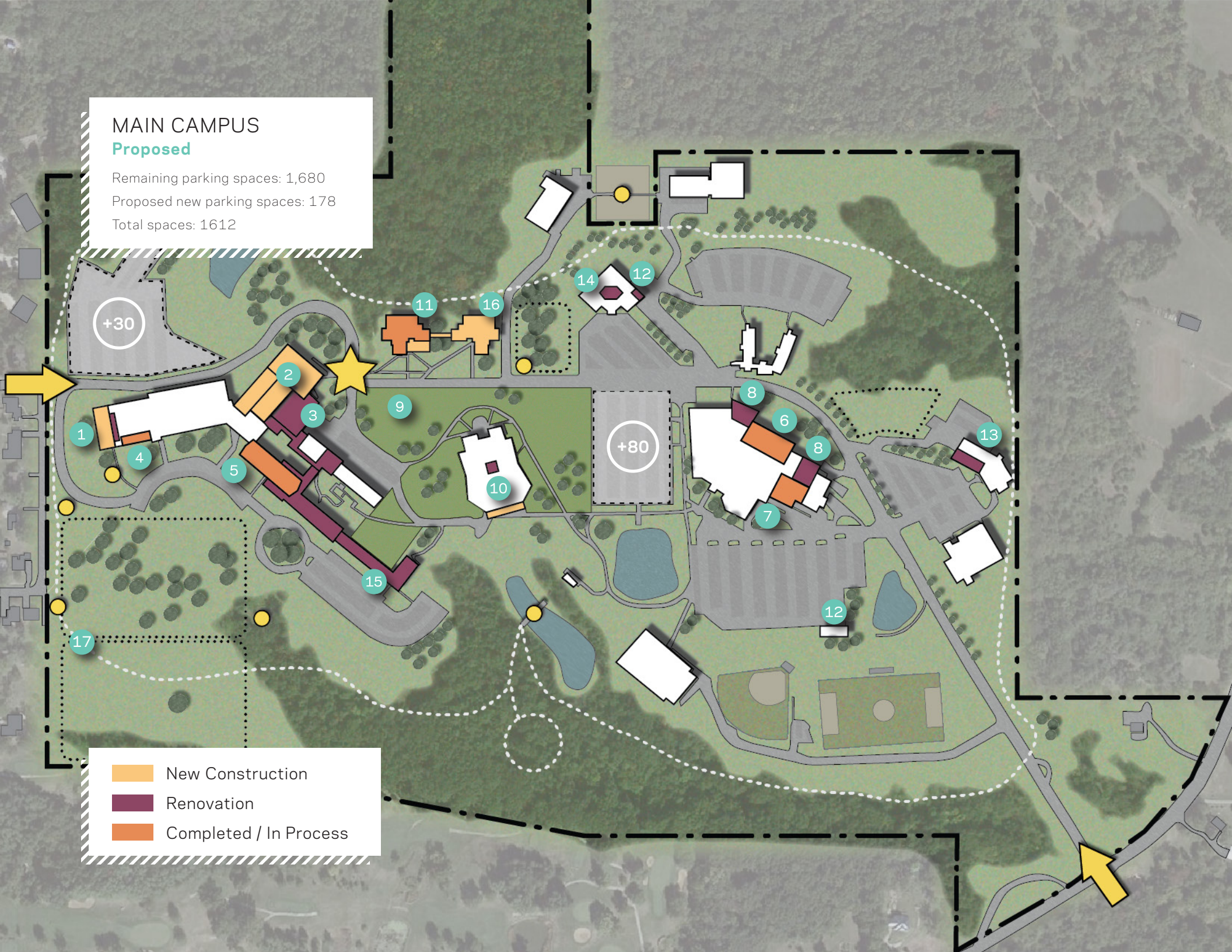
1. Arts and Sciences Wing
2. Keokuk/Mahaska Residence Hall
3. Lounge/Library
4. Dining Services
5. Appanoose Residence Hall
6. Administrative Wing
7. Wapello Residence Hall
8. Trustee Residence Hall
9. Hellyer Student Life Center
10. Marge Dodd Outdoor Stage
11. Child Development Center
12. Cemetery
13. Maintenance Building
14. Bennett Student Services Center
15. Oak Residence Hall
16. Advanced Technology Center
17. Tom Arnold Net Center
18. R.L. Hellyer Softball Field
19. Soccer Field
20. Security Office
21. Rural Health Education Center
22. Rosenman Center




Total existing parking: 1,680 spaces  
Total proposed parking loss: 178 spaces  
Total remaining: 1502 spaces

# MAIN CAMPUS

## Proposed

Remaining parking spaces: 1,680  
Proposed new parking spaces: 178  
Total spaces: 1612



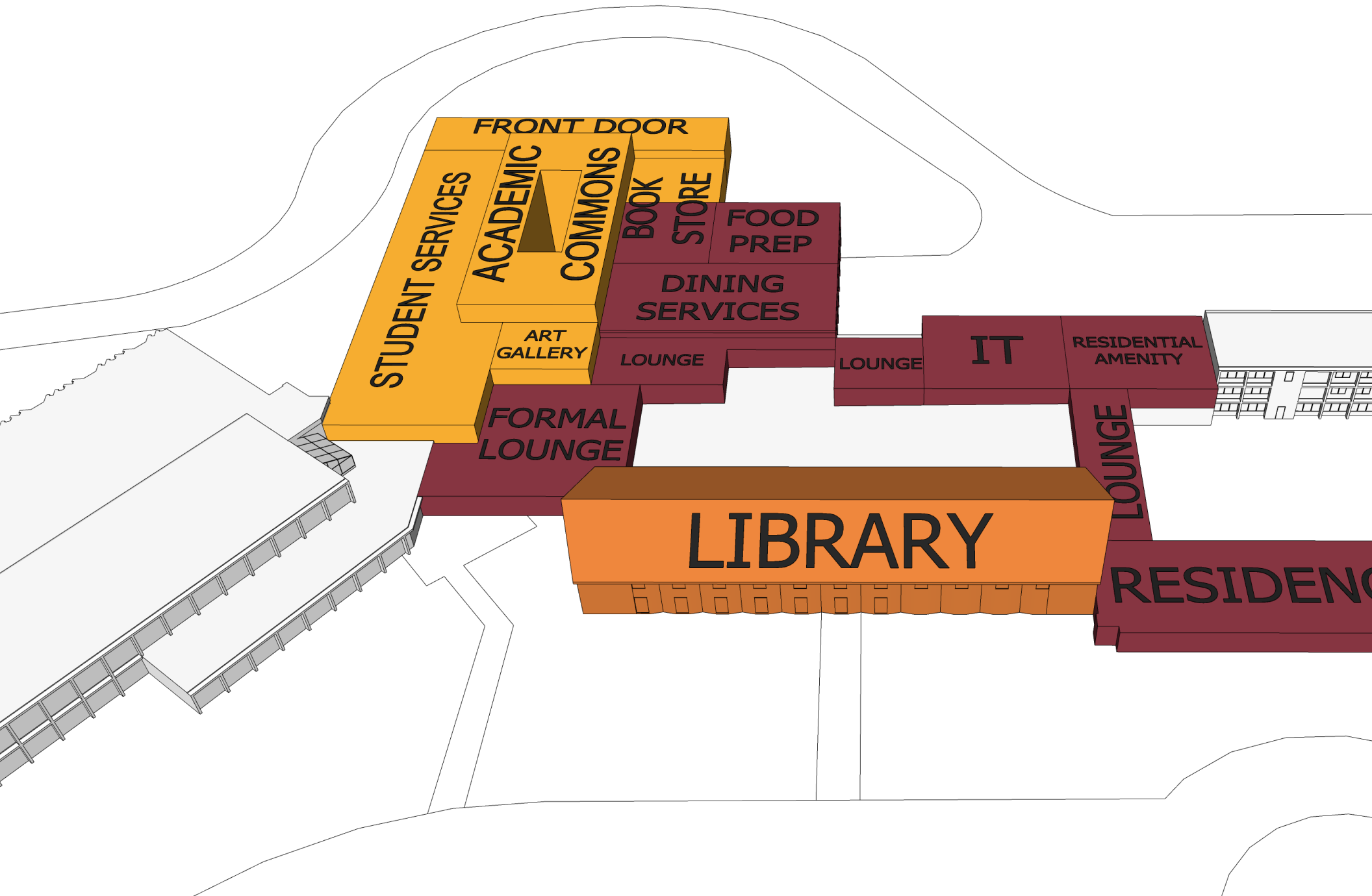
-  New Construction
-  Renovation
-  Completed / In Process

Indian Hills Main Campus boasts a beautiful setting naturally sequestered from the rest of the community. The picturesque rolling hills, wooded areas, and ponds are dotted with historical treasures. However, the Main Campus lacks a sense of approach, entry, and arrival. There are a lot of doors on campus, yet there is no main entrance. Visitors do not intuitively know where to go, nor do they feel confident that they have reached their destination. The campus also lacks a center. It is organized along a daisy chain rather than a more conventional campus plan of concentric rings. Buildings have been well maintained, but are showing signs of age and in some cases are not supporting the college's current programs and initiatives. The proposed Main Campus plan strives to resolve many of the issues outlined in addition to providing much needed program space and student communal space. Recent projects have given communal spaces on campus an invigorating breath of fresh air, including the dining hall, seating area and the library. The following projects are included in the plan:

1. **West Entrance:** Create an inviting west entrance roadway with improvements including signage. Add a road loop around the west end of the main building to connect to south campus.
2. **Center for Teaching & Learning:** Add to and renovate part of main building. New spaces to include dining service, campus meeting rooms, student services, bookstore, and academic commons.
3. **Main Dining Preparation and Service Area Renovation:** Remodel the main dining prep and service areas.
4. **Fine Arts Renovations:** Renovate and add space to provide much needed performing arts support facilities and renovate the remainder of the wing to support performing arts programming and related needs.
5. **Library Renovation:** Complete interior remodel and renovation of the library and art gallery. (The gallery and library second floor will be complete in 2020)
6. **ATC Lab Renovation:** Renovate robotics, computer networking & security, and electronics labs.
7. **ATC Diesel Lab:** Convert diesel lab to automotive lab.
8. **Various Academic Renovations:** Complete as necessary.
9. **Green Space:** Create a central green space around Hellyer Student Life Center.
10. **Hellyer Student Life Center Addition:** Expand the south facade to enlarge exercise space, reconfigure central stair, add toilets, remove front wall, and add exterior gathering area to south of the building.
11. **Trustee Residence Hall Renovation:** Renovate floor plan to create a more desirable housing facility, increase basic amenities, and add commons, restrooms, and service spaces.
12. **Security Relocation:** Remove existing building and relocate security to the lower level storage area of Bennett Student Services Center.
13. **Rosenman Renovation:** Expand health simulation program areas into existing underutilized space. - **In Planning**
14. **Bennett Student Services Center Remodel:** Convert bookstore to recruiting presentation/meeting room, expand one stop, and administrative services.
15. **Wapello Residence Hall Remodel:** Remodel apartments to improve basic amenities.
16. **New Residence Hall:** New residence hall adjacent to Trustee Hall.
17. **Walking Path:** Add a community walking path around campus that connects historical treasures and highlights the natural landscape.

#### LEGEND

 Completed 2015-19



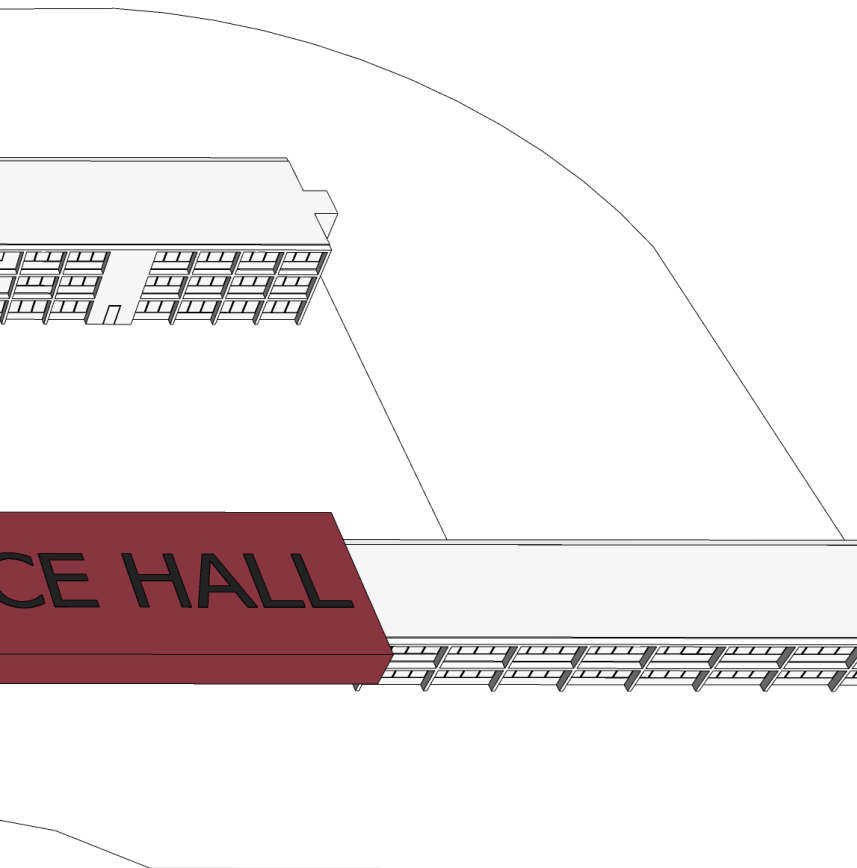
# STUDENT CENTER

The main building on the Ottumwa campus has served the institution well. At the center of campus, the building houses the main student commons space, dining room, administrative offices, arts and science programs, library, and residence halls. The building has been added onto over time thus making wayfinding difficult. Departments have filled in available space, but the resulting configuration is not ideal for those groups. The building has useful square footage but the building is in need of maintenance repairs, updates, and upgrades.

The master planning process identified the need to establish a strong heart and center of campus, a place for community. The proposed Student Center project strives to achieve those goals by creating a new front door to campus and providing much needed space for students to congregate, study, and collaborate. The Student Center program includes the following spaces:

- Academic Commons
- Bookstore
- Renovated Dining Services
- Renovated Library
- Art Gallery
- New and Renovated Residence Hall Space and Amenities
- Meeting / Event Space

The diagram to the left indicates the programs included in the proposed Student Center addition (in gold) and the renovated spaces (in maroon).



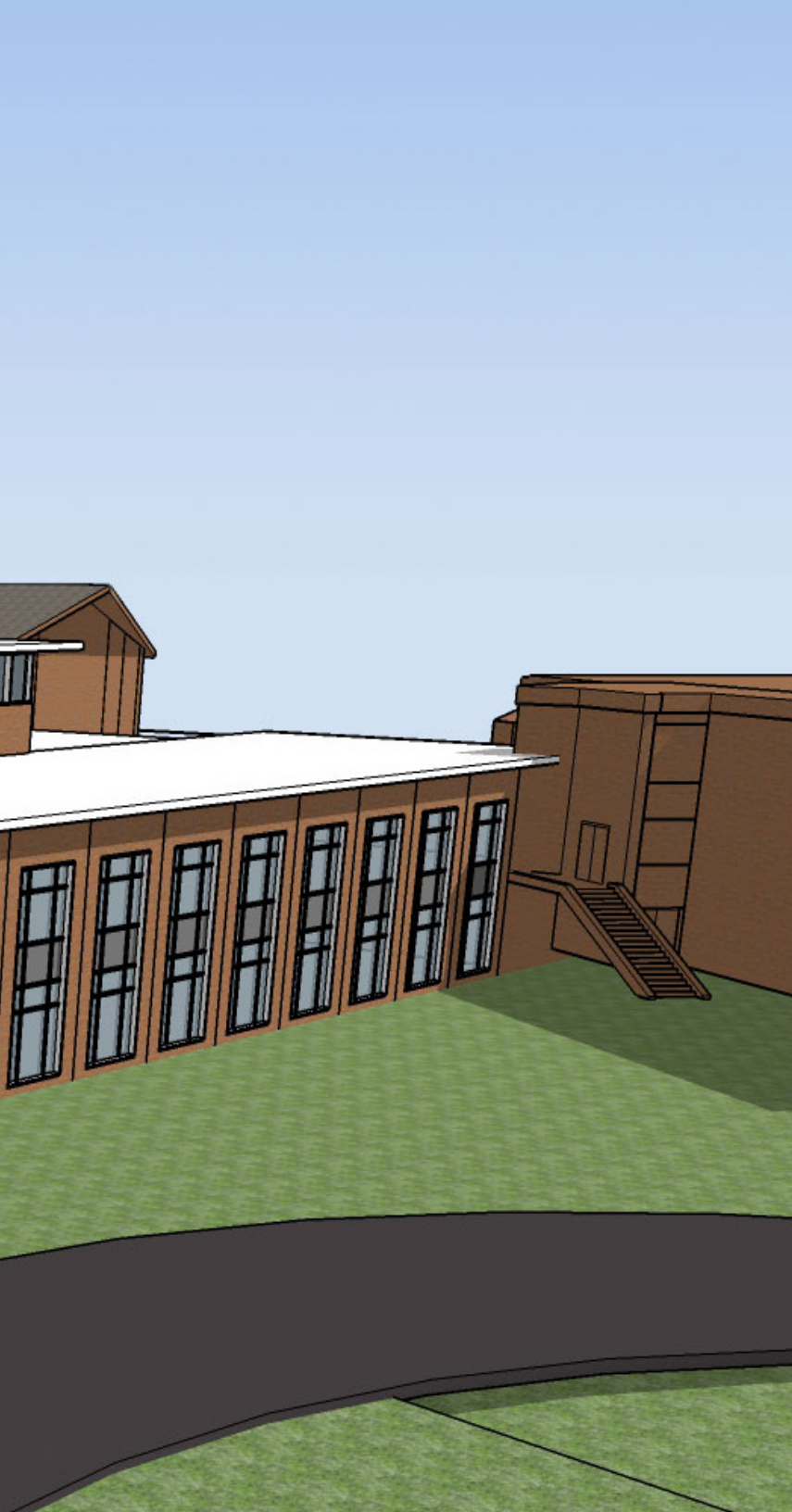


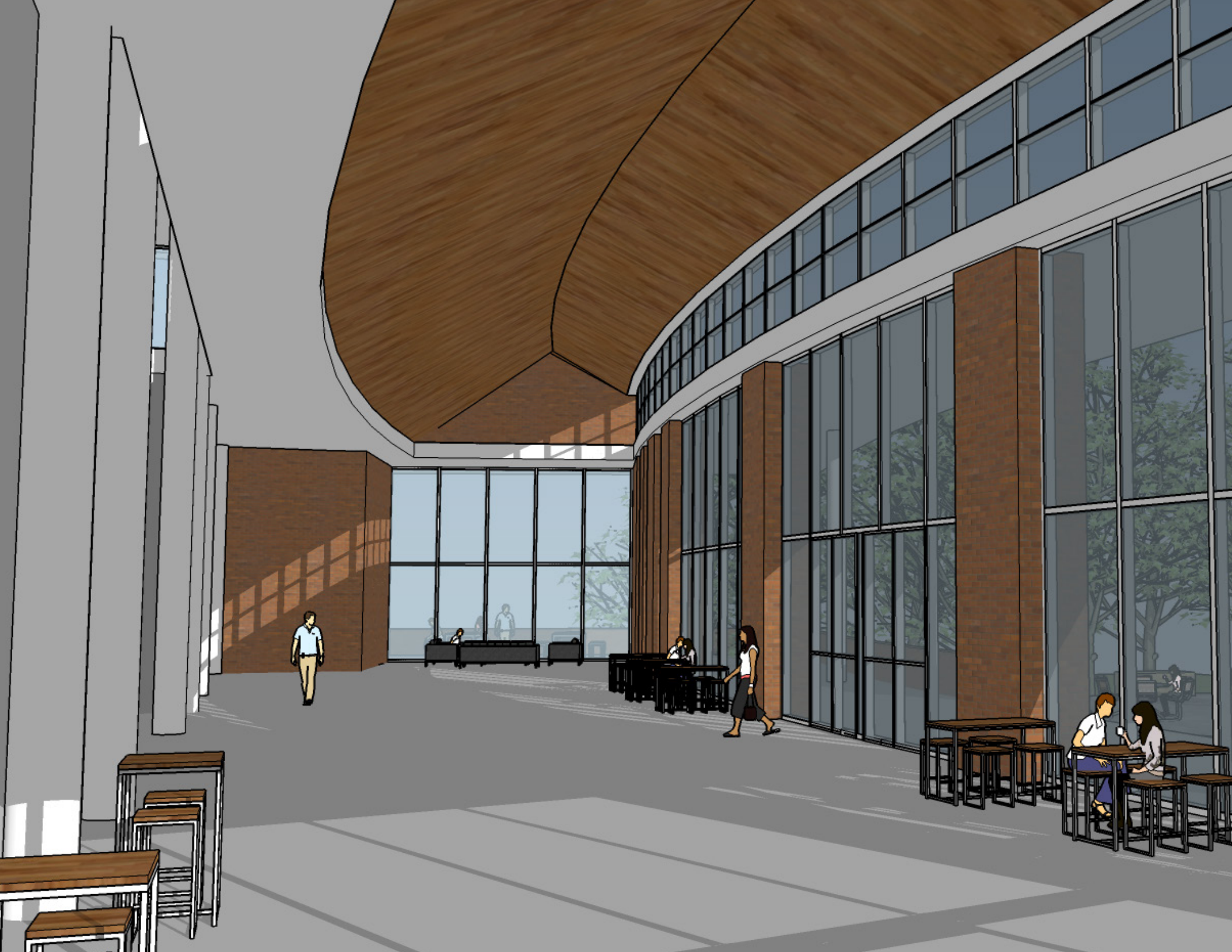
# STUDENT CENTER

The proposed Student Center addition will provide a much needed heart of campus. The main building is ideally situated in the center of the academic programs and near residence and administrative spaces. The addition will provide spaces for students to congregate as well as additional meeting spaces for the college and the community.

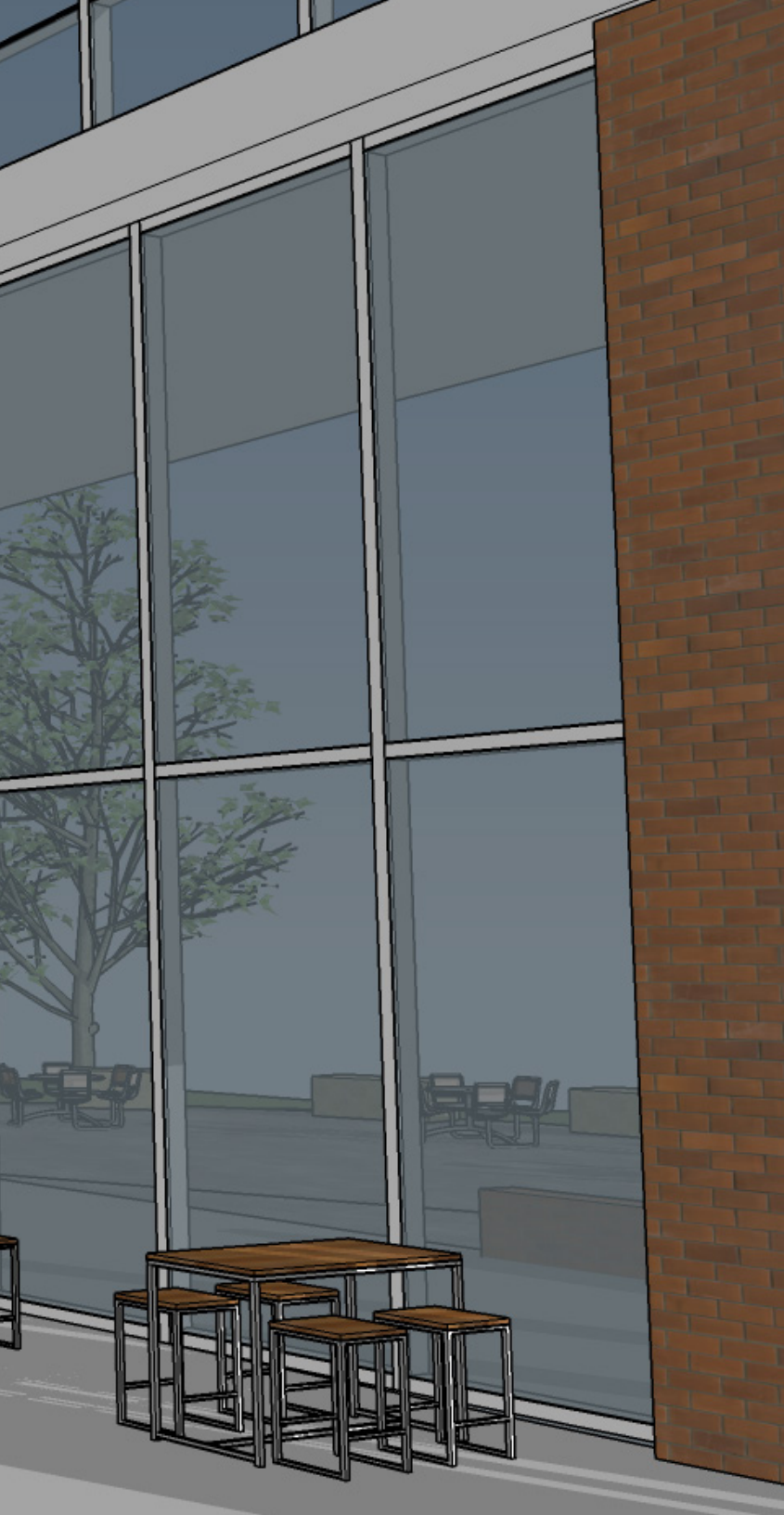
The proposed concept reaches out toward the campus, creating a prominent entry and arrival point. The building is light-filled and airy with views to the beautiful surrounding campus landscape. The space will be a hallmark for students, staff, and visitors. The building fits into the context of the campus by using similar forms and materials found elsewhere on campus.

The proposed addition and renovations will enhance the building and campus community. The renovations offer the unique opportunity to redefine the way the building is currently used to improve program configuration and wayfinding. The renovations also offer the opportunity to celebrate important existing building features and to leverage those existing features within the renovated spaces, such as the chapel and courtyards.





The new Student Center addition will be anchored by a commons space, which will act as the primary social and activity center on campus. It will be characterized by warm materials, comfortable furniture, high ceilings, natural light, and great views to the exterior.





The Student Center will also offer an exterior activity/patio event space for students, faculty and staff, and the community. Views from the outdoor space will connect the center of campus near Hellyer Student Life Center with the north pond and fountain.



CENTERVILLE CAMPUS  
Existing



16

17

16

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14

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7

5

4

20

4

6

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2




1

1. Administration
2. Dining Service/Student Union
3. Maintenance Building
4. Classroom Building
5. Library/Campus Store
6. Art Building
7. Science Building
8. Success Center
9. Faculty Offices
10. Industrial Technology Building
11. Classroom Building
12. ICN Classroom Building
13. Nursing Building
14. Multi-purpose Building
15. Residence Hall
16. Softball Field
17. Baseball Field
18. Sport Complex
19. Appanoose County Day Care
20. Greenhouse



CENTERVILLE CAMPUS

Proposed

-  New Construction
-  Renovation
-  Completed

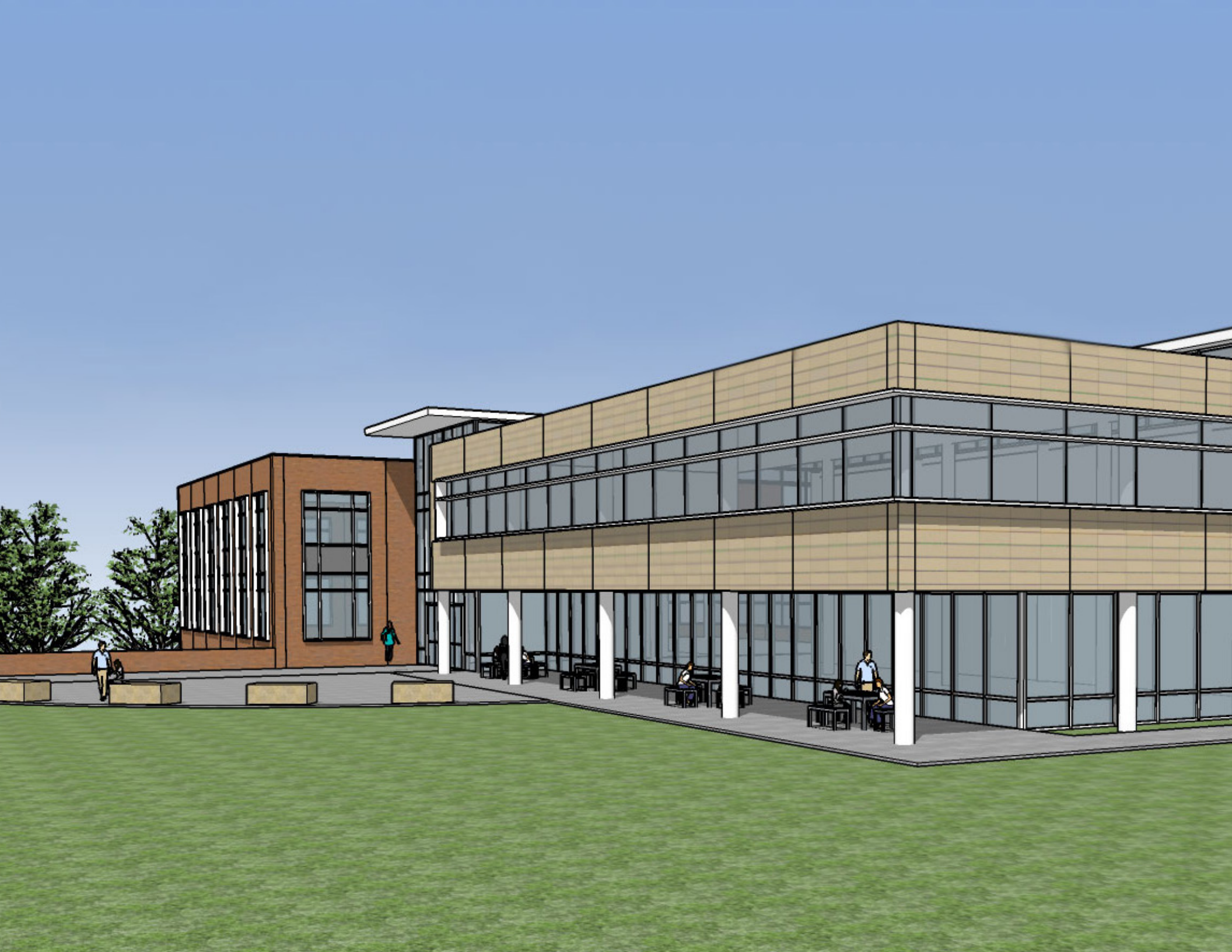
The Centerville Campus has beautiful natural surroundings, but the buildings that make up the campus are plagued by an overwhelming sense of consistency and uniformity. There is no hierarchy to the campus. All of the exterior walkways create the feeling of many small destinations. The result is a campus that does not feel cohesive and lacks pedestrian flow. The proposed Centerville plan aims to bring consolidation to the campus by gathering programs under one roof.

The following projects are included in the plan:

- 1. Academic Consolidation:** Construct a single new structure to consolidate and serve active academic programs currently housed in portable structures. In addition to technology-rich classrooms, the building should include science labs (biology and chemistry), art room, library, and student services.
- 2. Residence Hall Remodel and Addition:** Add common area space, remodel and add rooms.

## LEGEND

 Completed 2015-19



# CENTERVILLE

The proposed Centerville building concept aims to bring consolidation and a sense of community to the campus by merging academic programs under one roof. The new larger building would consolidate and replace the existing small buildings. The new building includes the following program spaces:

- Classrooms
- Laboratories
- Student gathering spaces
- Library

The building concept provides classrooms with access to ample daylight, comfortable spaces to study, and an overall sense of community. The materials used on the building are soft, warm, and fit within the context of the campus and greater community.

The architectural character of the new building may be designed to match some of the elements found on Main Campus, binding the two locations together and strengthening the college's brand.



NORTH CAMPUS  
Existing



1. North Campus Academic Building
2. Iowa Works Building
3. Regional Entrepreneurship Center
4. Rural Emergency Services Education Center
5. Rural Emergency Services Training Facility
6. Practice Soccer Field



## NORTH CAMPUS

### Proposed

 New Construction

 Renovation

 Completed / In Process

The North Campus houses the Aviation, Welding Technology, Diesel Technology and Truck Driving programs. Its location near the airport and main highway is ideal. The vision for this campus has been to make it an aviation and transportation hub. This involved relocating the Diesel Technology program from the main campus to this location. The synergies between the location and other programs offered made it an ideal solution.

1. **Transportation Addition:** Create an addition to house the relocated Diesel Technology program and expand the current Welding Technology Lab.
2. The College is considering options for best utilizing the former Auto Collision space.

#### LEGEND

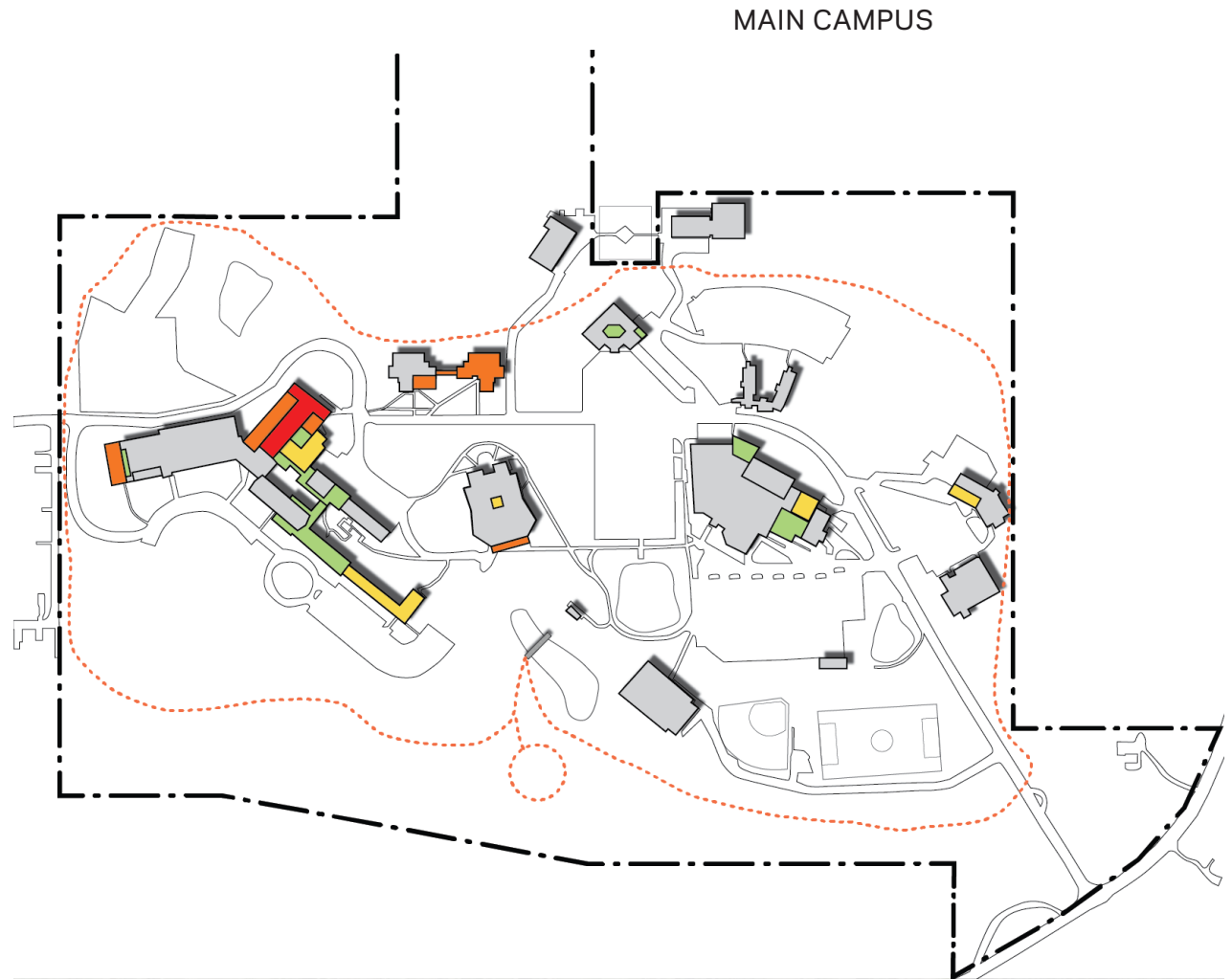
 Completed 2015-19

# COST

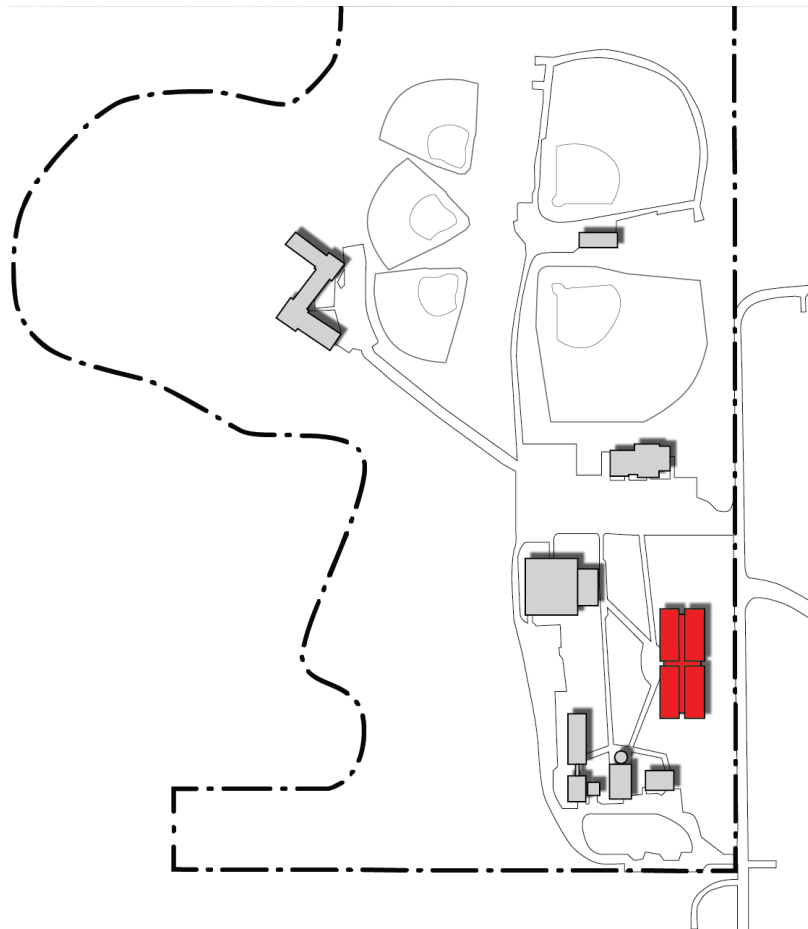
The following diagrams illustrate the anticipated cost ranges for the projects identified in the master plan. The projects have been organized by magnitude of cost ranging from highest cost per square foot shown in red, to lowest cost per square foot shown in green. It is anticipated the highest cost areas would include high impact spaces like social, study and recruiting areas. The lowest cost areas would include more minor renovations and upgrades to equipment and technology.

## COST

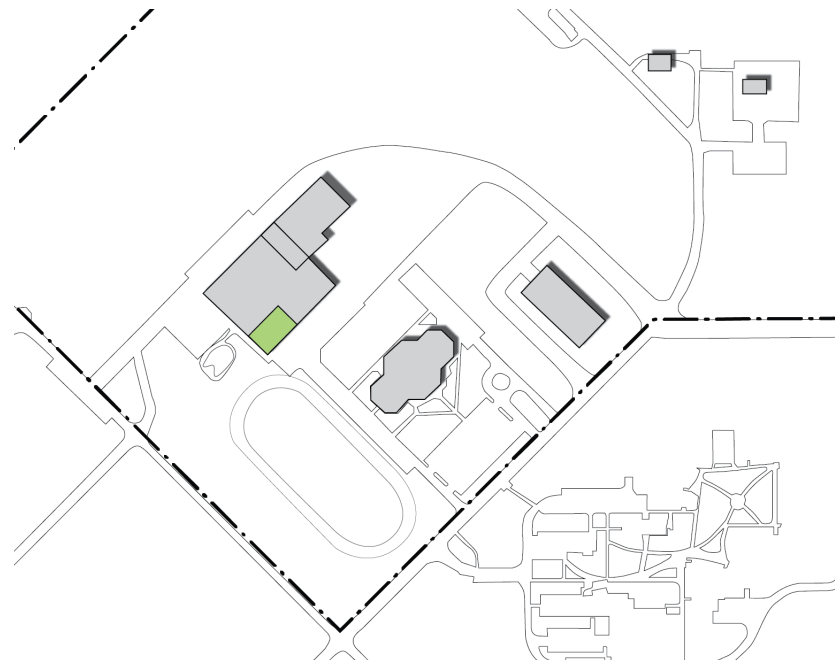
- High New
- Normal New
- High Renovation
- Light Renovation



CENTERVILLE CAMPUS



NORTH CAMPUS

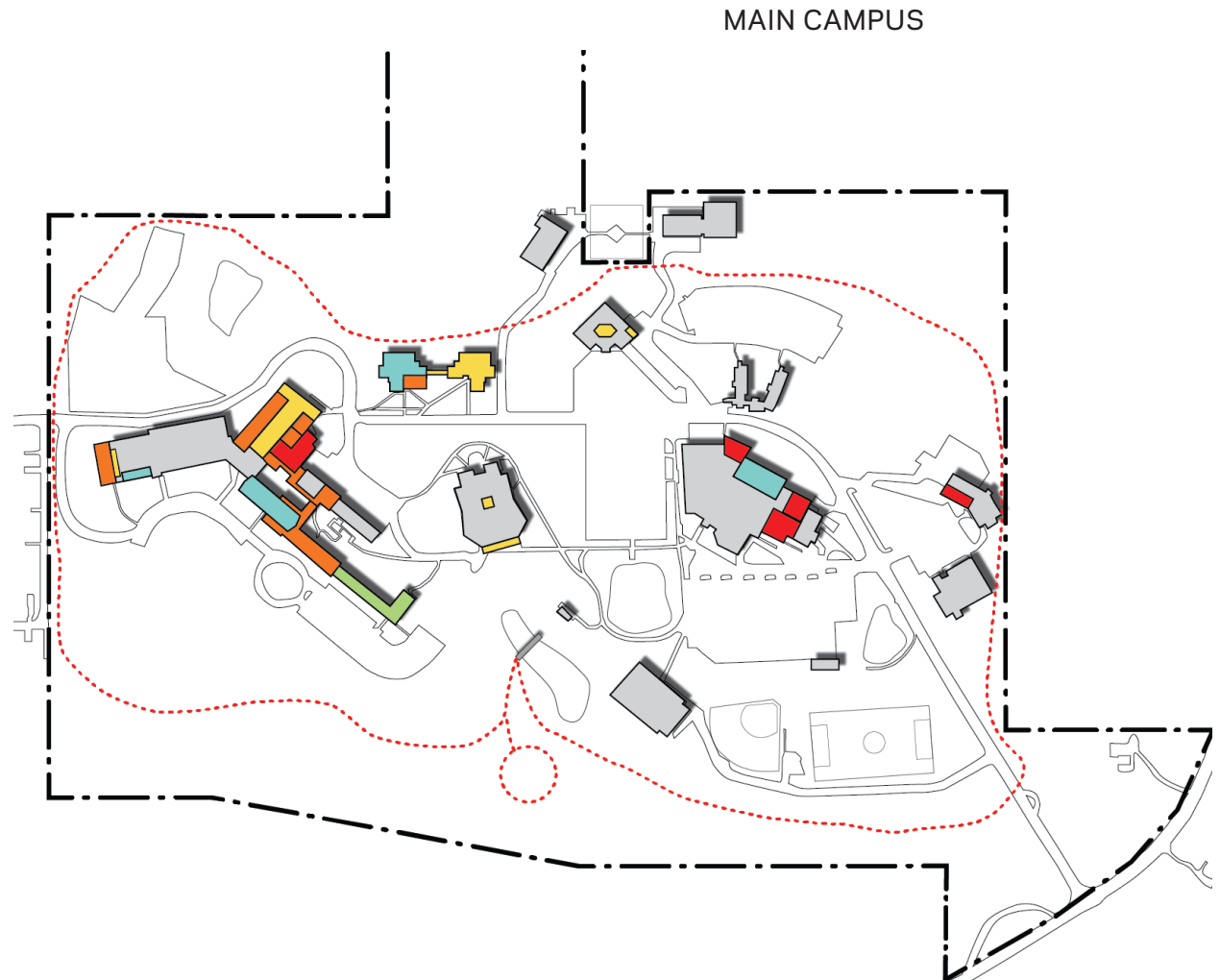


# PHASING

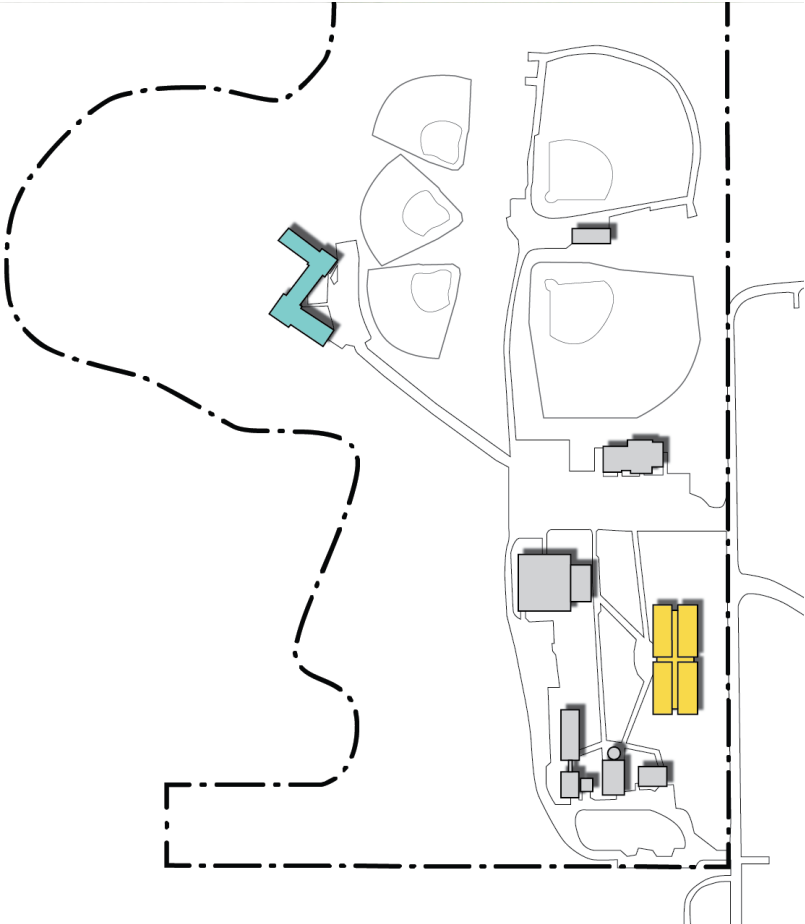
The following diagrams illustrate the anticipated phasing for the projects identified in the master plan. The phases identify those projects that should be implemented first and those that can be implemented down the road. Projects identified in Phase 0 can be implemented at any time when funds become available.

## PHASING

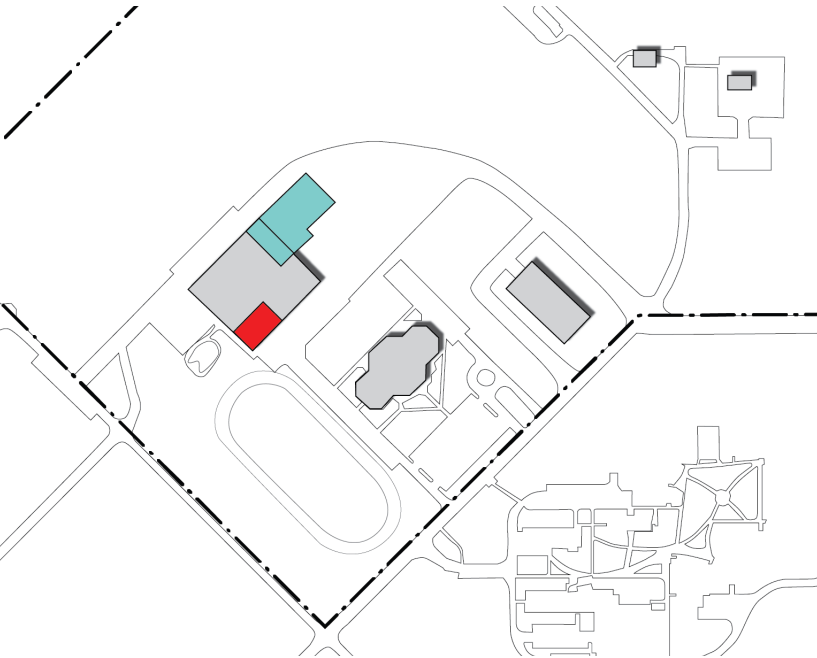
- 0
- 1
- 2
- 3
- Completed  
(as of August 2019)



CENTERVILLE CAMPUS



NORTH CAMPUS

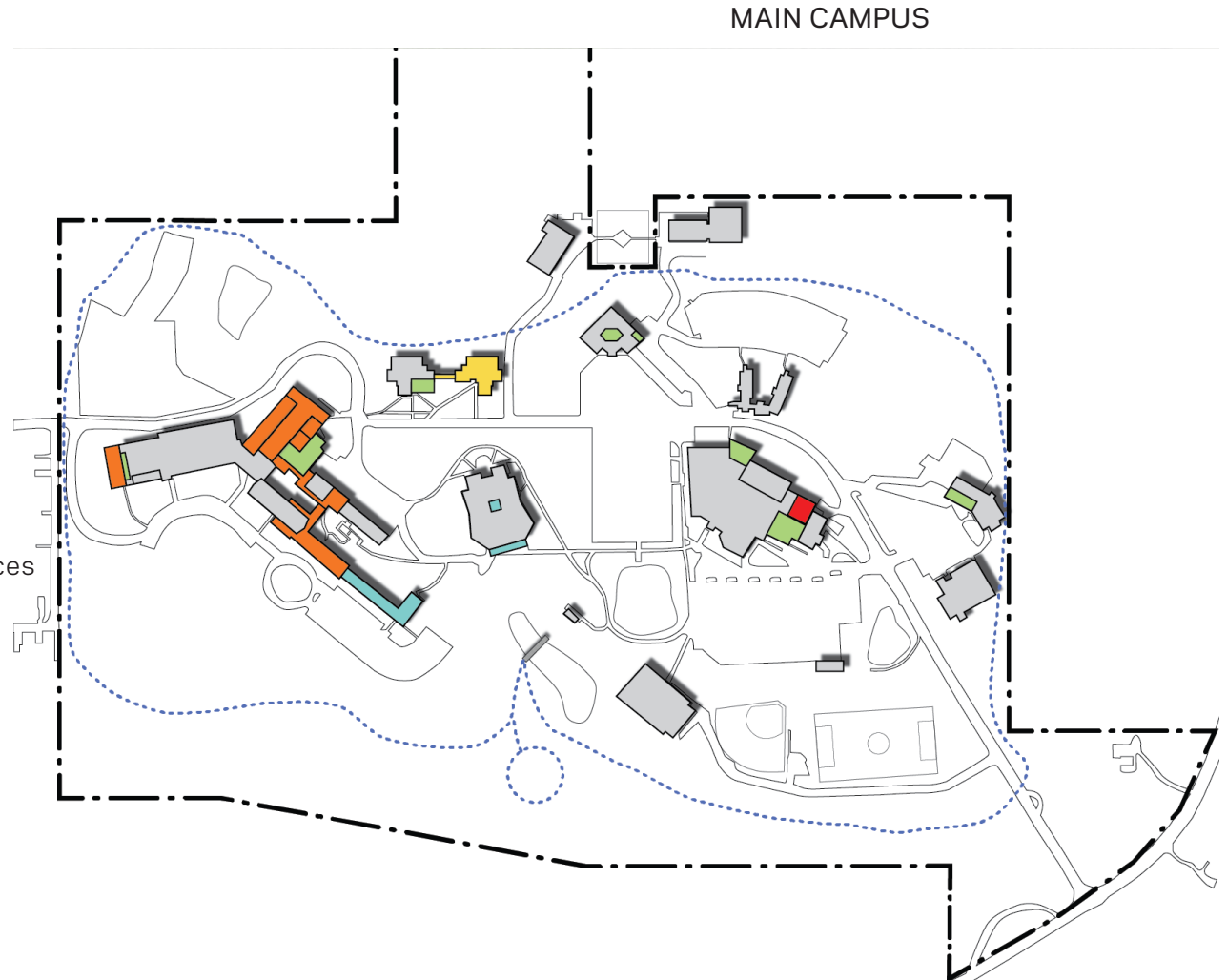


# FUNDING

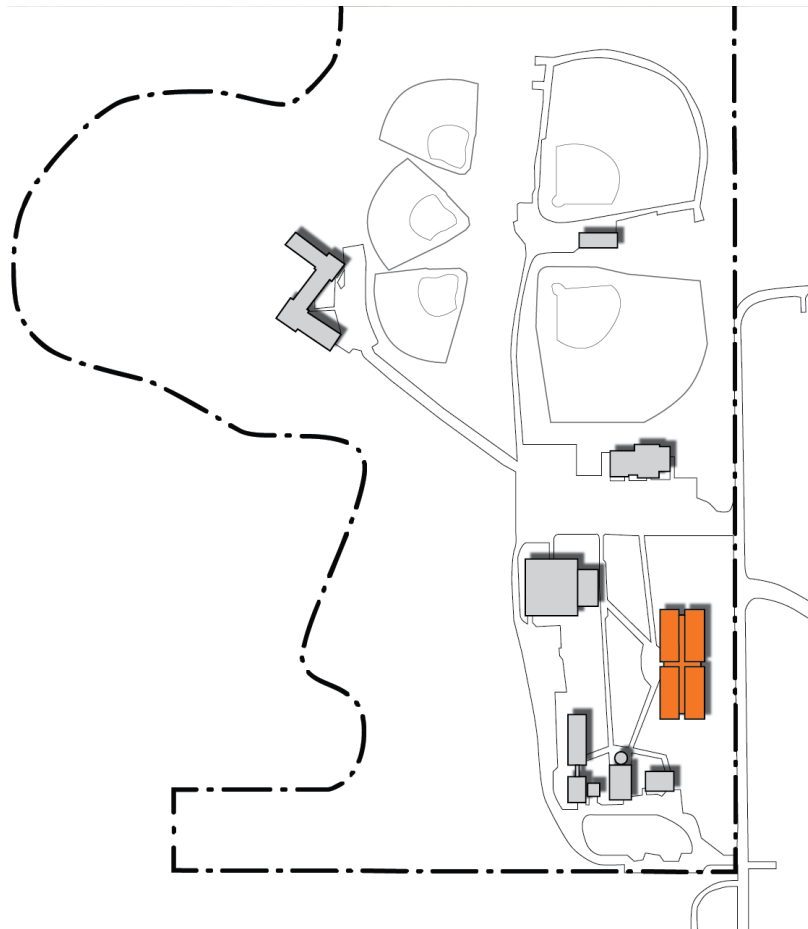
The following diagrams illustrate the anticipated primary funding sources for the projects identified in the master plan. Changes may occur as project plans are developed and finalized.

## FUNDING

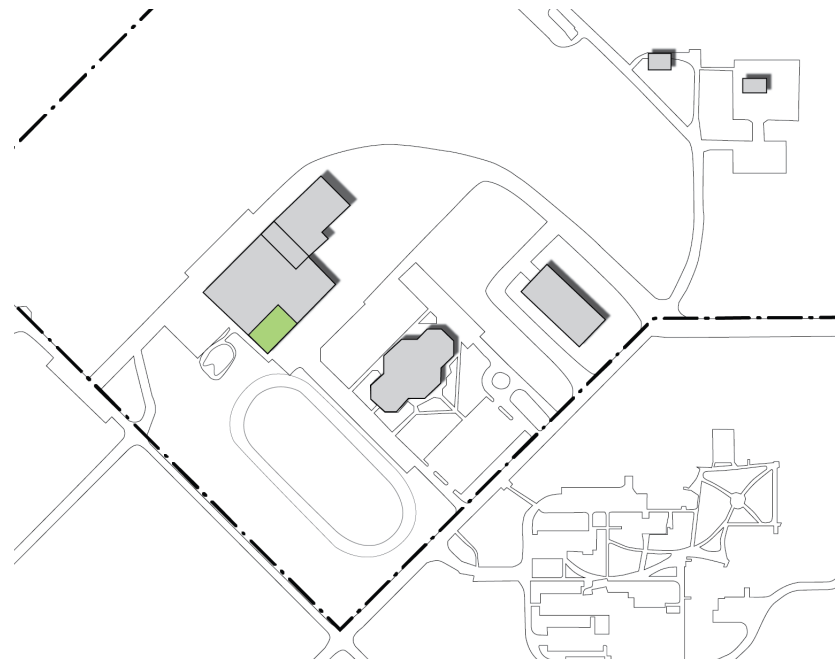
- A - Ace
- BI - Bond Issue/Debt Service
- RB - Revenue Bond
- PF - Plant Fund/External Sources
- HR - Housing Revenue/  
Auxillary Funds



CENTERVILLE CAMPUS



NORTH CAMPUS







# 4

ANALYTICS



# CONSOLIDATED CONCLUSIONS

## Quantitative

1. Demographic information for Indian Hills service area is discouraging. Both the general and high school graduate populations are declining. Additionally, area students have many post-secondary education choices. To remain competitive, the college will have to invest aggressively in both program quality and campus infrastructure.

2. Classroom utilization studies (2015) support recent enrollment trends. There appears to be a comfortable inventory of instructional space on campus. Nearly 35% of classrooms have less than a 30% utilization rate. In particular, the Arts and Sciences Wing, the Rosenman Center, and the Centerville Campus classrooms are underused. On the other hand, the ATC is heavily utilized and could benefit from space relief strategies.

3. Residence hall occupancy rates pose interesting and challenging questions to the college. Currently, there are 553 beds in five buildings on the main campus and 72 beds on the Centerville Campus. The occupancy rate over the last three years has averaged 76% throughout the fall, winter, and spring terms. This is far lower than desired and represents lost revenue to the college. Focus groups with residential students reveal several contributing factors:

- Room configurations, sizes, and amenities each fail to meet today's students' expectations.
- The lack of non-academic amenities — social, entertainment, and wellness — is a strong deterrent to living on campus.

- The current four-day academic week is a unique characteristic of Indian Hills. However, three-day weekends encourage students to commute instead of living on campus.

Although residential facilities at Indian Hills are structurally sound, they fail to offer a living solution that meets students' expectations. Student housing across the country has changed significantly in the last two decades. Apartment style living has become common, even in institutional housing. Indian Hills offers apartment-style living, but the units are often awkwardly configured because they are created from a traditional residence building with closely spaced concrete columns. Single rooms have also become quite common, generating a premium charge. Indian Hills offers two single-unit options, both of which are less than ideal. In one case, a single student occupies a double room with a loss of revenue to the school. In the other case, "super single" units on the upper level of Wapello Residence Hall are under-sized and barely qualify as acceptable accommodations.

Amenities have also become a major component to residential offerings. Rooms dedicated to social events, group and individual study, exercise, laundry and individual toilet/showers have also become commonplace. In addition, buildings offering themed event spaces such as video gaming, cooking, performance, digital research are being built in an attempt to increase the appeal of campus housing. The 2017 addition and updates to Centerville housing and the 2019 updates to Trustee Residence Hall restroom and laundry facilities are positive steps forward in this area.

4. Classroom and lab space on campus remains highly functional for traditional instruction. Recent efforts to update finishes and replace furniture have made a significant improvement in the perception of quality. The college should continue remodeling efforts until all classrooms are complete.

In recent years, there have been extraordinary evolutions to the pedagogical models of instruction. Traditional methods of lecture and homework have been inverted. Students are now expected to access static knowledge on their own time and show up to a highly interactive class session. Real time project research and discourse has become the backbone of inquiry-based learning classrooms. Most campuses in Iowa offer some form of digitally-rich, collaborative and interactive classroom such as the University of Iowa's TILE classroom.

### Qualitative

1. The Indian Hills Campus boasts a beautiful natural setting. Nested within a lush tree line, the college is insulated from the surrounding community. The site's historical elements, combined with attractive landscaping, make the campus a compelling visit in every season. Engaging students and visitors with the college's most valuable physical asset would positively impact the brand.

2. Current academic spaces for performing arts and fine arts programs are significantly behind the rest of campus and fall short of many fundamental requirements. Basic construction and equipment upgrades will significantly improve the ability of the facility to support these students.

The Centerville Campus buildings and grounds are not consistent with those of Main Campus, conveying a different brand and obvious sense of priorities. While the well-maintained athletic fields evoke

a sense of pride, the temporary and portable classrooms portray an under-esteemed academic image. It must be reinforced that the natural site is an exceptional, but under-utilized asset.

3. The maturity of the buildings and associated grounds convey a sense of a slightly worn and tired environment. Commonplace items become part of the daily experience for frequent visitors and occupants, fading from their consciousness as it becomes routine. For first-time visitors these objects and issues can leave a negative first impression.

These small issues are either a result of deferred maintenance or less-than-perfect attention to detail. Many can be significantly improved with simple changes that require only a modest investment.

The buildings on campus offer a wide range of impressions, from excellent newer facilities to some dated older facilities. There are very few communal spaces that offer students a vibrant social experience, although the first floor library renovation and various smaller common area updates have been very successful and demonstrate the popularity of such spaces with students. Two important areas on most campuses, dining services and housing facilities, are dated, tired and fall short of most other academic institutions in the state.

4. The campus lacks a strong center or heart, a place that acts as a hub for socializing, dining, and services. The campus center provides students with a sense of vitality and connectedness, while serving as an identifiable marquee to the public. The campus center should be central to the entire campus.



# STUDENT DEMOGRAPHICS

Indian Hills Community College serves a 10-county area in southern Iowa including Appanoose, Davis, Jefferson, Keokuk, Lucas, Mahaska, Monroe, Van Buren, Wapello and Wayne Counties. Approximately 75% of the student population hails from this area, while the remainder comes from surrounding counties, states, and even internationally. The Indian Hills student population of 89% in-state students closely aligns with the statewide trend of 90% in-state students.

The typical Iowa community college student is female, white, and under the age of 25. Indian Hills Community College follows this statewide trend. The student population is predominately made up of students in their late-teens to mid-20s. A little more than half of the students are enrolled full time, which is higher than the statewide average of 40.5%.

Indian Hills provides on-campus housing options in the form of apartment-style and traditional-style rooms. The majority of the students live off campus with only 10% living in on-campus housing.

COUNTY POPULATIONS - U.S. CENSUS

	2010	% Change
Mahaska	23,370	0.0
Keokuk	10,231	-2.7
Lucas	8,701	-2.2
Monroe	8,001	+0.4
Wapello	35,212	-1.2
Jefferson	17,325	+2.9
Wayne	6,395	-0.1
Appanoose	12,661	-1.8
Davis	8,781	+0.3
Van Buren	7,468	-1.3
<b>Total</b>	<b>138,145</b>	<b>-0.6</b>

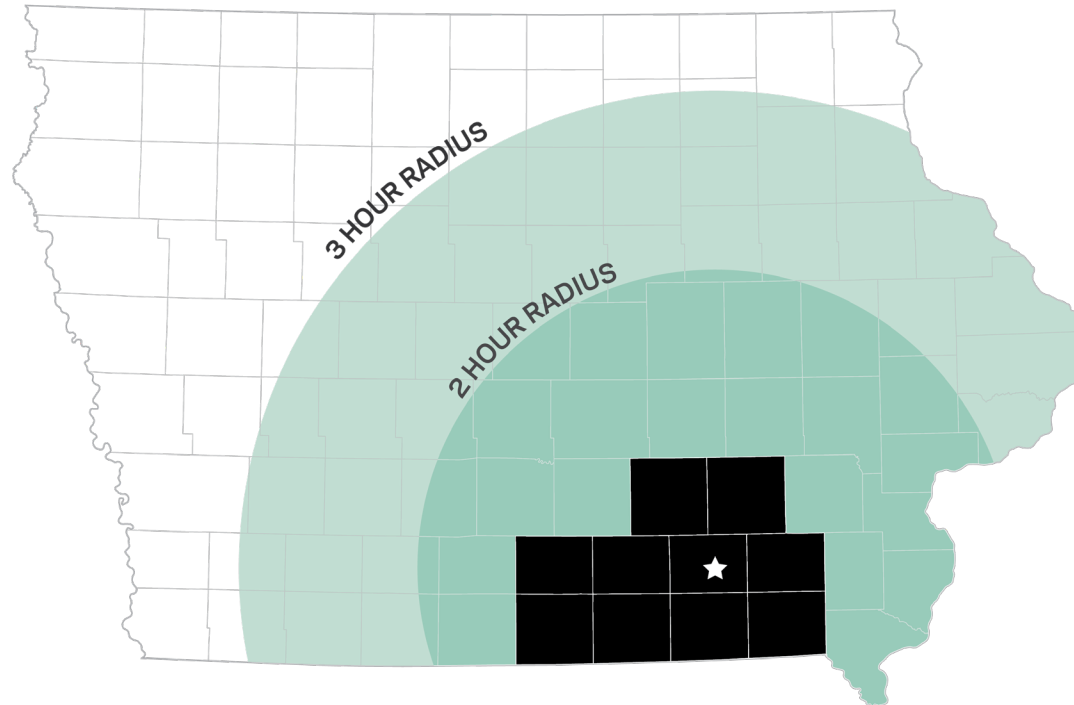
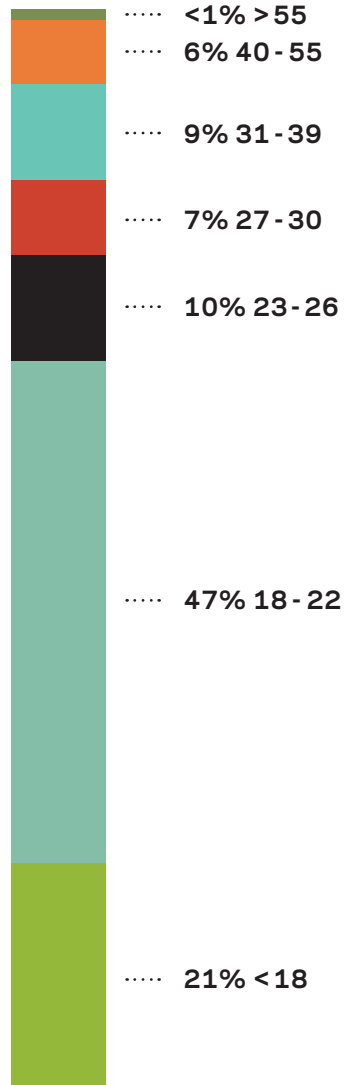
**10%** of students reside on campus

**75%** of IHCC students come from 10 county district

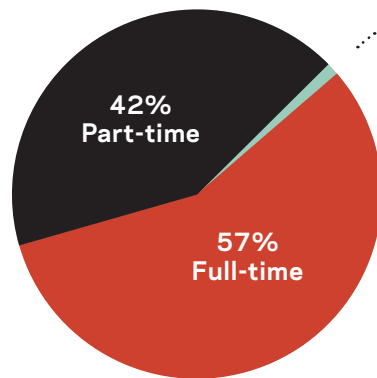
**4 day** academic week

# In need of updates

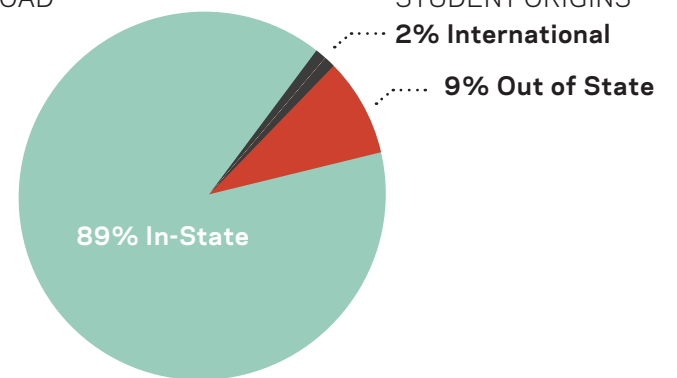
## STUDENT AGES



## STUDENT COURSE LOAD



## STUDENT ORIGINS



# BUILDING ANALYTICS

The buildings on main campus have been well maintained. However, many do not meet the needs of today's students or programs. In general, Main Campus has plenty of space for general classes but lacks space for specialized programs like performing arts, automotive, diesel, robotics, and health sciences. The main campus has 361,119 gross square feet of academic buildings which includes 54 general assignment classrooms, specialized labs, offices, library, and student collaborative spaces.

The buildings on the Centerville Campus have also been well maintained, but the campus is made up of many small, separate buildings, which inhibits a strong sense of community or vibrancy. The Centerville campus is comprised of a total of 33,325 gross square feet of academic buildings with additional peripheral support buildings such as the dining center, maintenance buildings and greenhouse. The buildings house eight general assignment classrooms and several specialty labs.

The following pages show floor plans of the main campus academic buildings. The floor plans are color coded using the space use codes identified in the Department of Education's Postsecondary Education Facilities Inventory and Classification Manual, a standard system of categorizing spaces.

## Main Campus Academic Building Space

Building	Gross Sq. Feet	Net Assignable Sq. Feet	Net to Gross Ratio
ATC	169,909 gsf	93,866 nasf	55.2%
Bennett Center	20,005 gsf	14,231 nasf	71.1%
Arts & Science	63,609 gsf	38,259 nasf	60.1%
Performing Arts	21,409 gsf	15,309 nasf	71.5%
Culinary Arts & Dining	24,806 gsf	14,095 nasf	56.8%
Rural Health	39,047 gsf	25,837 nasf	66.2%
Rosenman	22,334 gsf	14,371 nasf	64.3%
<b>Total</b>	<b>361,119 gsf</b>	<b>215,968 nasf</b>	<b>59.8%</b>

## Classroom Inventory

Building	Lecture Hall	Large General Classroom	Small General Classroom	ICN Classroom	Computer Lab	Lab/Shop	Active Learning Classroom
Advanced Technology Center	3	0	15	2	3	17	0
Main Building - Arts & Science	0	11	12	0	1	14	0
Rural Health Building	1	4	3	0	0	6	0
Rosenman	0	0	5	6	0	5	0
Centerville	0	0	6	2	3	5	0
<b>Total</b>	<b>4</b>	<b>15</b>	<b>41</b>	<b>10</b>	<b>7</b>	<b>47</b>	<b>0</b>

### Advanced Technology Center

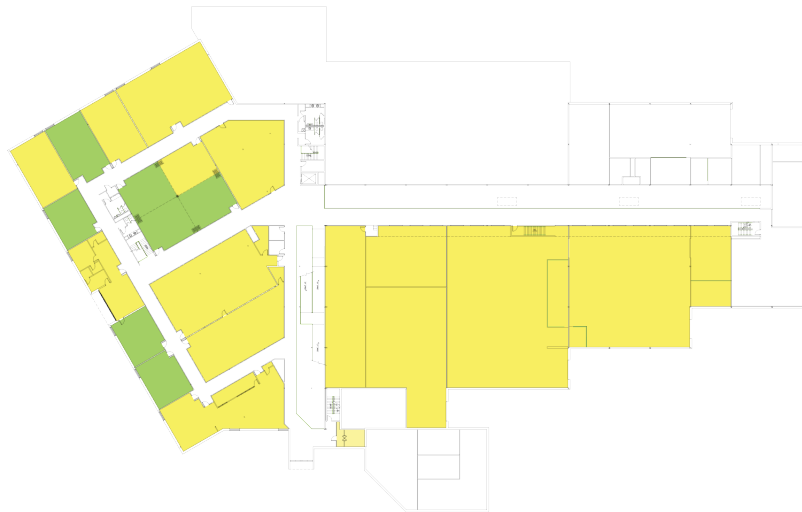
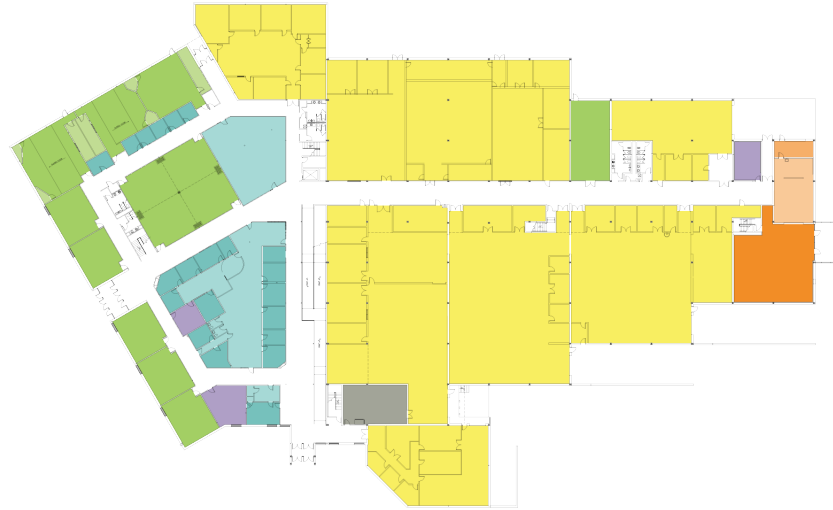
Total Gross SF = 169,909 SF

Net Assignable SF = 93,866 SF

Net to Gross Ratio = 55.2%

END:

- 110 - CLASSROOM
- 115 - CLASSROOM SERVICE
- 210 - CLASS LABORATORY
- 215 - CLASS LABORATORY SERVICE
- 250 - RESEARCH / NON CLASS LABORATORY
- 310 - OFFICE
- 315 - OFFICE SERVICE
- 350 - CONFERENCE ROOM
- 355 - CONFERENCE SERVICE
- 410 - STUDY
- 420 - STACK
- 430 - OPEN STACK
- 440 - PROCESSING ROOM
- 520 - ATHLETIC OR PHYSICAL EDUCATION
- 523 - ATHLETIC FACILITY SPECTATOR SEATING
- 525 - ATHLETIC OR PHYSICAL EDUCATION SERVICE
- 630 - FOOD FACILITY
- 635 - FOOD FACILITY SERVICE
- 650 - LOUNGE
- 720 - SHOP, 750 - CENTRAL SERVICE
- 900 - RESIDENTIAL FACILITIES

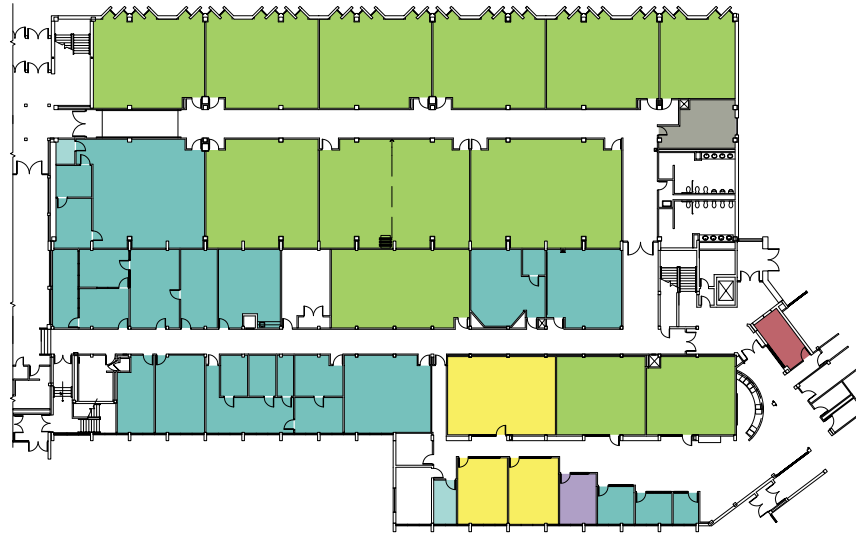


### Arts & Sciences Wing

Total Gross SF = 63,609 SF

Net Assignable SF = 38,259 SF

Net to Gross Ratio = 60.1%



### Rural Health Classroom Building

Total Gross SF = 39,047 SF

Net Assignable SF = 25,837 SF

Net to Gross Ratio = 66.2%

**LEGEND:**

- 110 - CLASSROOM
- 115 - CLASSROOM SERVICE
- 210 - CLASS LABORATORY
- 215 - CLASS LABORATORY SERVICE
- 250 - RESEARCH / NON CLASS LABORATORY
- 310 - OFFICE
- 315 - OFFICE SERVICE
- 350 - CONFERENCE ROOM
- 355 - CONFERENCE SERVICE
- 410 - STUDY
- 420 - STACK
- 430 - OPEN STACK
- 440 - PROCESSING ROOM
- 520 - ATHLETIC OR PHYSICAL EDUCATION
- 523 - ATHLETIC FACILITY SPECTATOR SEATING
- 525 - ATHLETIC OR PHYSICAL EDUCATION SERVICE
- 630 - FOOD FACILITY
- 635 - FOOD FACILITY SERVICE
- 650 - LOUNGE
- 720 - SHOP, 750 - CENTRAL SERVICE
- 900 - RESIDENTIAL FACILITIES



First Floor



Ground Floor

### Performing Arts

Total Gross SF = 21,409 SF

Net Assignable SF = 15,309 SF

Net to Gross Ratio = 71.5%



### Rosenman Center

Total Gross SF = 22,334 SF

Net Assignable SF = 14,371 SF

Net to Gross Ratio = 64%

END:

- 110 - CLASSROOM
- 115 - CLASSROOM SERVICE
- 210 - CLASS LABORATORY
- 215 - CLASS LABORATORY SERVICE
- 250 - RESEARCH / NON CLASS LABORATORY
- 310 - OFFICE
- 315 - OFFICE SERVICE
- 350 - CONFERENCE ROOM
- 355 - CONFERENCE SERVICE
- 410 - STUDY
- 420 - STACK
- 430 - OPEN STACK
- 440 - PROCESSING ROOM
- 520 - ATHLETIC OR PHYSICAL EDUCATION
- 523 - ATHLETIC FACILITY SPECTATOR SEATING
- 525 - ATHLETIC OR PHYSICAL EDUCATION SERVICE
- 630 - FOOD FACILITY
- 635 - FOOD FACILITY SERVICE
- 650 - LOUNGE
- 720 - SHOP, 750 - CENTRAL SERVICE
- 900 - RESIDENTIAL FACILITIES



First Floor



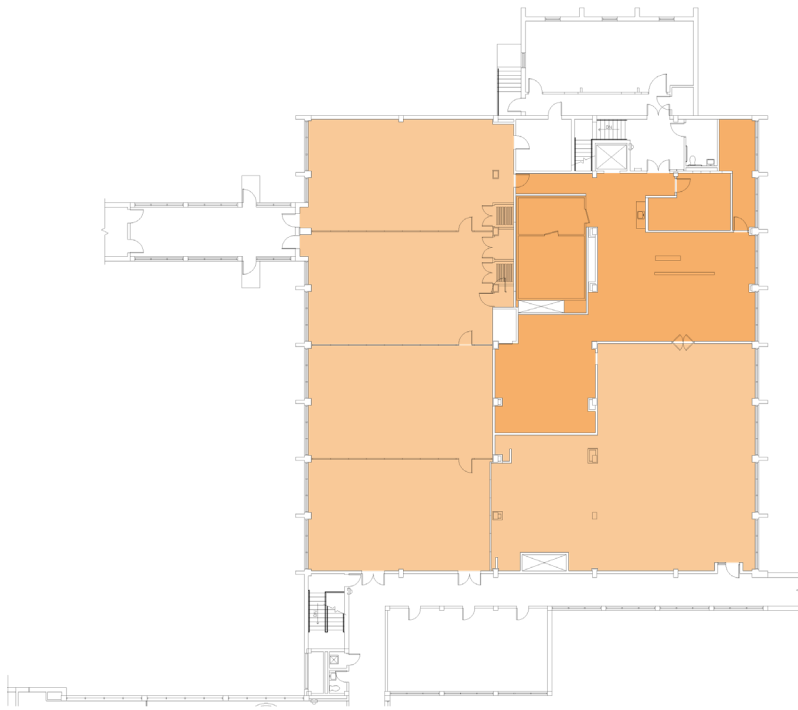
Basement

**Culinary Arts & Dining**

Total Gross SF = 24,806 SF

Net Assignable SF = 14,095 SF

Net to Gross Ratio = 56.8%



First Floor



Basement

# RESIDENCE HALL OCCUPANCY

Indian Hills provides on-campus student housing at both Main Campus in Ottumwa and at Centerville Campus. The existing facilities offer a variety of housing styles from standard rooms to apartment-style units. Standard single and double rooms are provided at both campuses. In addition, Main Campus offers apartment-style rooms for two to five students. In general, the majority of rooms are occupied by athletes and international students who typically spend more time on campus for class and athletics or those who do not have a car or are not local to the area. Occupancy data from the previous three years indicates the residence halls average 76% occupation. As of this report, occupancy in residence facilities for Fall 2019 is trending similar to the past three years.

The following pages show floor plans of the residence halls indicating the room style and number of occupants. The college currently has a good assortment of housing types, and is increasing available modern amenities. Today students want quality accommodations as well as access to amenities on and off campus. Further analysis will determine the types of housing and amenities students seek.

**Residence Hall Capacity - Yearend 2018**

	1 Bed Dorm	2 Bed Dorm	1 Bed Super Single	1 Bed Apartment	2 Bed Apartment	3 Bed Apartment	4 Bed Apartment	5 Bed Apartment	Total Beds
Appanoose	0	0	0	3	7	1	2	2	38
Keokuk	0	0	0	3	3	0	12	7	92
Oak	22	87	0	0	0	0	0	0	196
Trustee	7	79	0	0	0	0	0	0	165
Wapello	0	0	23	0	4	1	7	0	62
<b>Main Campus</b>	<b>29</b>	<b>166</b>	<b>23</b>	<b>6</b>	<b>14</b>	<b>2</b>	<b>21</b>	<b>9</b>	<b>553</b>
<b>Centerville</b>	<b>0</b>	<b>36</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>72</b>
<b>Total</b>	<b>29</b>	<b>202</b>	<b>23</b>	<b>6</b>	<b>14</b>	<b>2</b>	<b>21</b>	<b>9</b>	<b>625</b>

**Residence Hall 3-Term Occupancy 2017-2019**

	Beds Available	Terms	Total Beds
Appanoose	38	3	114
Keokuk	92	3	276
Oak	196	3	588
Trustee	165	3	495
Wapello	62	3	186
<b>Total</b>	<b>553</b>	<b>3</b>	<b>1659</b>

	FY 17 Occupancy	FY 18 Occupancy	FY 19 Occupancy	Average
Appanoose	94%	91%	90%	91%
Keokuk	83%	85%	80%	83%
Oak	77%	74%	73%	75%
Trustee	79%	80%	65%	75%
Wapello	85%	82%	81%	83%
<b>Total</b>				<b>78%</b>

Centerville	72	3	216
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	*84%	69%	64%	71%
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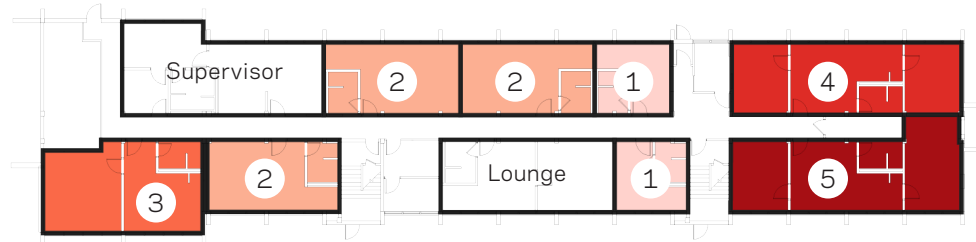
\* 156 Total Beds in FY17

### Appanoose Residence Hall

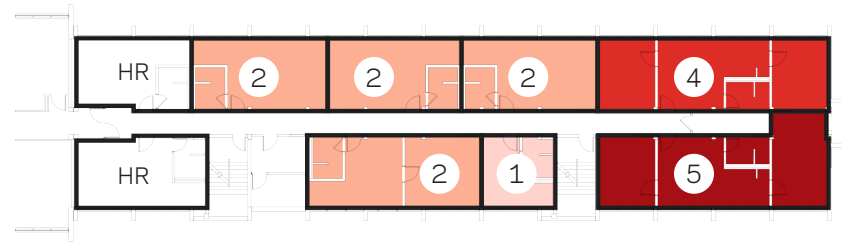
LEGEND:

- 1 BED APARTMENT
- 2 BED APARTMENT
- 3 BED APARTMENT
- 4 BED APARTMENT
- 5 BED APARTMENT
- 1 BED 'SUPER SINGLE'
- 1 BED DORM
- 2 BED DORM

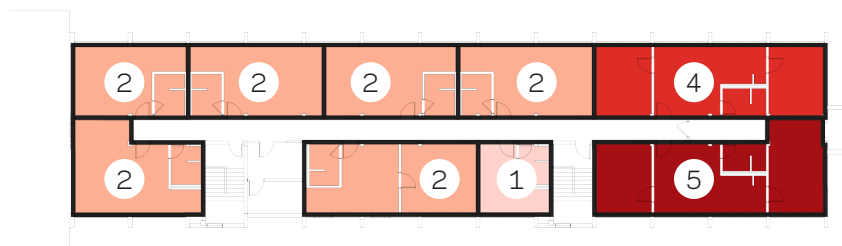
First Floor - 20 Beds



Second Floor - 18 Beds



Third Floor - 22 Beds

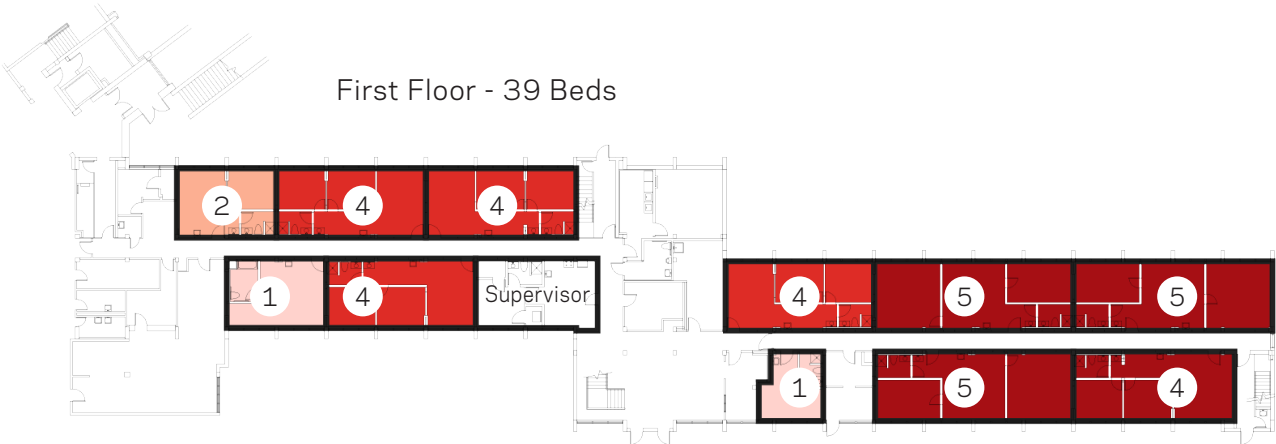


(Currently all coaching staff)

### Keokuk Residence Hall

LEGEND:

- 1 BED APARTMENT
- 2 BED APARTMENT
- 3 BED APARTMENT
- 4 BED APARTMENT
- 5 BED APARTMENT
- 1 BED 'SUPER SINGLE'
- 1 BED DORM
- 2 BED DORM



### Oak Residence Hall

LEGEND:

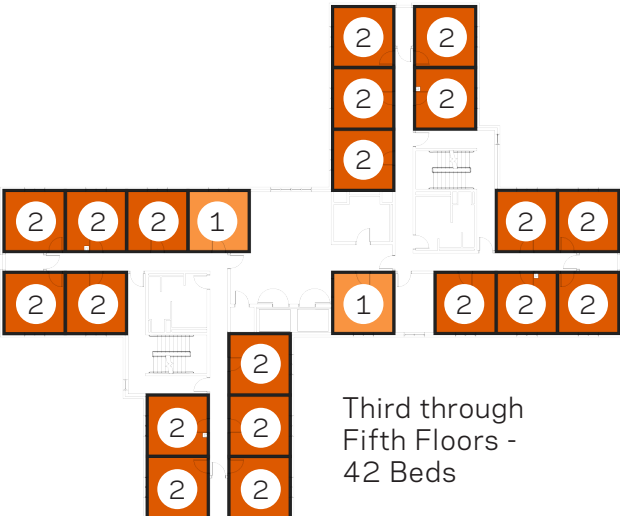
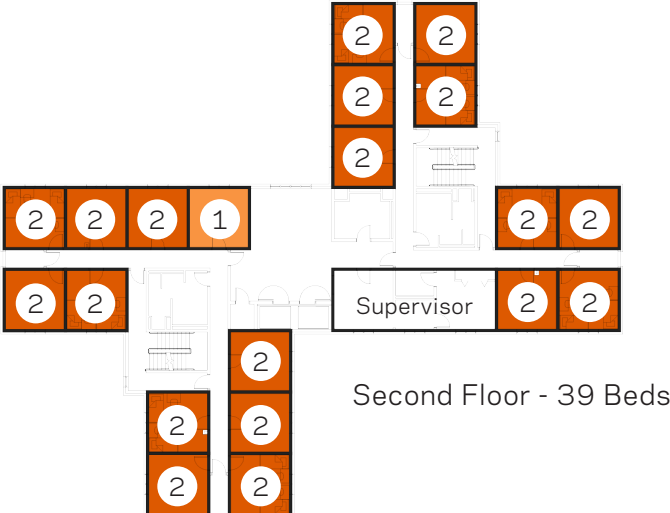
- 1 BED APARTMENT
- 2 BED APARTMENT
- 3 BED APARTMENT
- 4 BED APARTMENT
- 5 BED APARTMENT
- 1 BED 'SUPER SINGLE'
- 1 BED DORM
- 2 BED DORM



### Trustee Residence Hall

LEGEND:

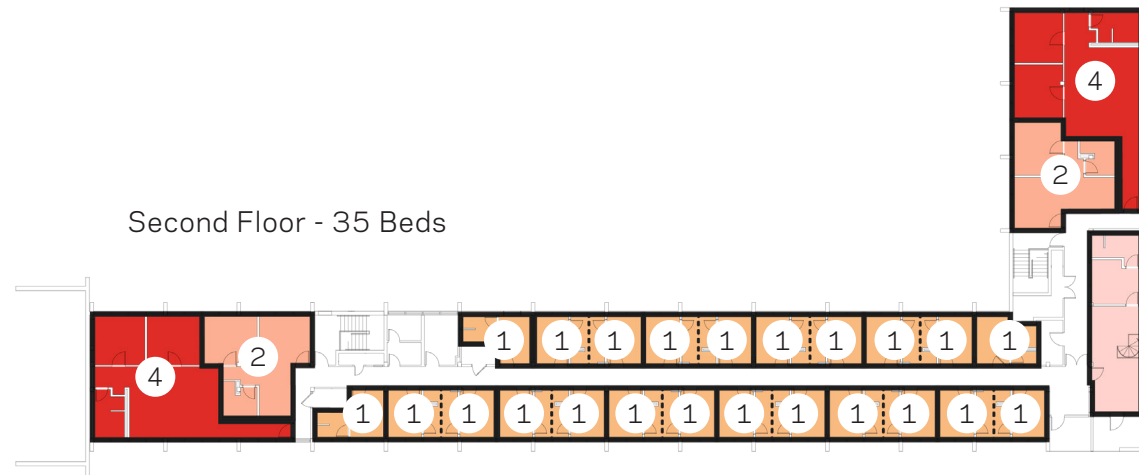
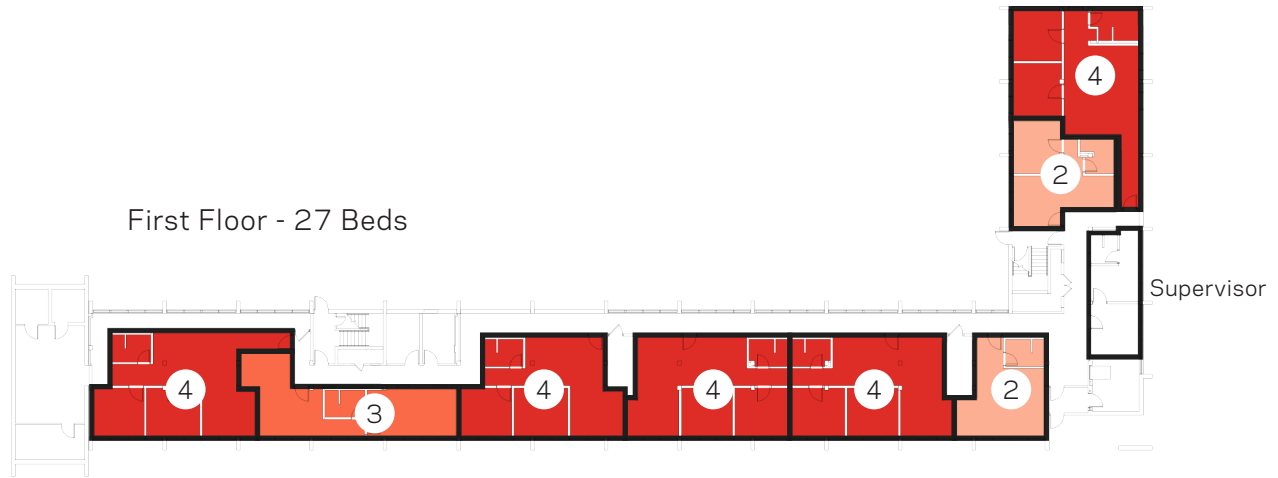
- 1 BED APARTMENT
- 2 BED APARTMENT
- 3 BED APARTMENT
- 4 BED APARTMENT
- 5 BED APARTMENT
- 1 BED 'SUPER SINGLE'
- 1 BED DORM
- 2 BED DORM



### Wapello Residence Hall

LEGEND:

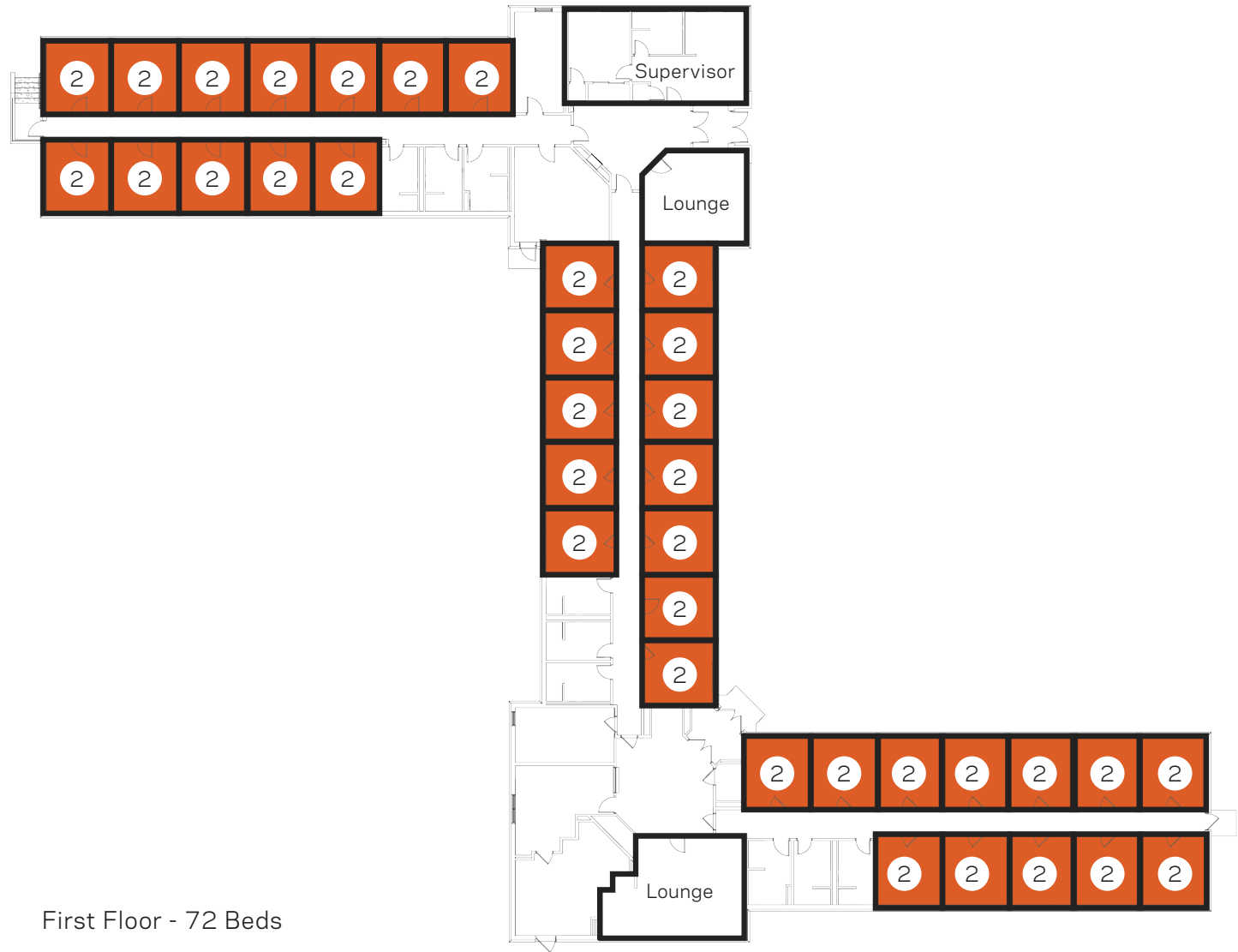
- 1 BED APARTMENT
- 2 BED APARTMENT
- 3 BED APARTMENT
- 4 BED APARTMENT
- 5 BED APARTMENT
- 1 BED 'SUPER SINGLE'
- 1 BED DORM
- 2 BED DORM



### Centerville Residence Hall

LEGEND:

- 1 BED APARTMENT
- 2 BED APARTMENT
- 3 BED APARTMENT
- 4 BED APARTMENT
- 5 BED APARTMENT
- 1 BED 'SUPER SINGLE'
- 1 BED DORM
- 2 BED DORM



First Floor - 72 Beds

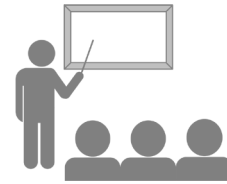
# PEDAGOGICAL MODELS & CLASSROOM LAYOUTS

Changes to pedagogical models and classroom layouts are dramatically impacting higher education institutions. The traditional lecture-style classroom is gradually being replaced with active- and team-based learning classrooms. In the emerging flipped classroom concept students listen to a lecture or otherwise prepare prior to class. While in class, the students participate in discussions or other hands-on work. Outside the class, students engage with their peers in group work, discussion, and study. In sharp contrast, the old traditional classroom model involves reading course material outside class, then passively listening to a lecture while in class. Following class, students complete the homework. Studies have shown information retention is much higher when a student works with a team or teaches others rather than passively listening to a lecture. This type of learning requires different classroom arrangements — space that supports active learning and provides configurations for group work. These new styles of classrooms offer more flexibility in furniture arrangements and are infused with technology. All of this supports active learning methodologies.

### Old Classroom



home



inside class



outside class

### Flipped Classroom



home



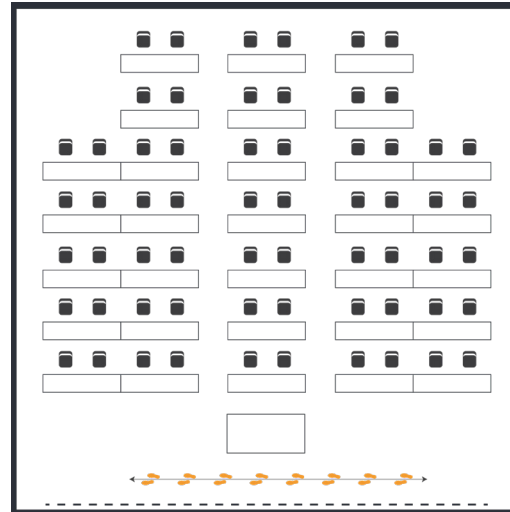
inside class



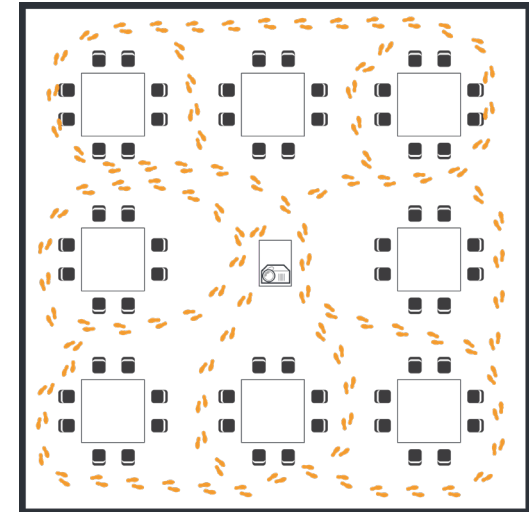
outside class

**Active learning classrooms** require a different configuration than passive learning classrooms in order to facilitate discussion groups and group work. In a traditional passive learning classroom, the students sit in rows facing the main teaching wall where the instructor presents a lecture. The instructor typically remains in the front of the classroom for the duration of the lecture. In contrast, active learning classrooms are arranged in grouped tables where the instructor can move about the classroom acting as a facilitator of active learning.

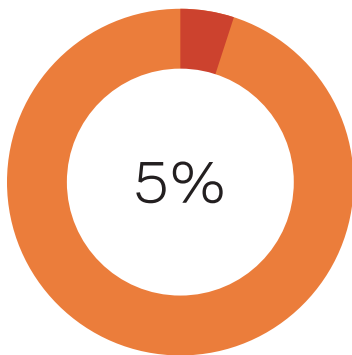
Passive Classroom



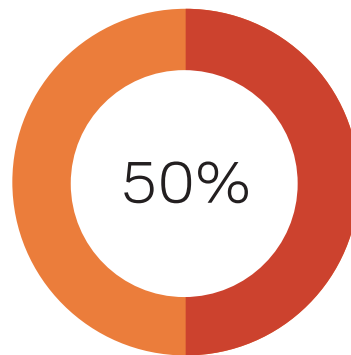
Active Classroom



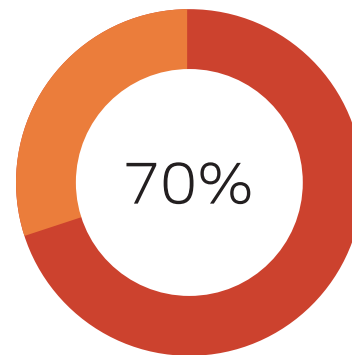
### Information Retention



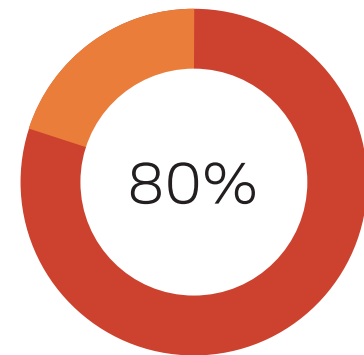
lecture



discussion group



practice by doing



students teaching others

Institutions are implementing a wide variety of classroom styles and configurations to best suit many types of pedagogical models. Some classrooms offer high-end technology while others offer more flexible furniture for group work. The key to success is providing a variety of options that support a broad base of teaching methods. Faculty surveys are a great tool to determine desirable types of classrooms and associated technology.

The images to the right show several kinds of active-learning classrooms. In some cases, the furniture is fixed in group layouts with high end technology and writing surfaces on all walls. This configuration supports group work and provides ample space for the instructor to move around the classroom as a facilitator. In other cases, the classroom furniture is much more flexible and designed to be rearranged in multiple configurations during each class period. This furniture arrangement can begin in a more traditional lecture-style layout and quickly rearranged into groups for discussion within the same class period. Both styles accommodate group work while the flexible furniture provides a more accommodating layout for discussions and lectures.

Teaching methods vary depending on the type of class being taught. There is no one-size-fits-all solution because of the variety of course materials and styles of teaching. The goal is to find a variety of classroom configurations that meet the needs of several pedagogical models. Implementation can be incremental to start, perhaps by beginning with a single classroom as a test model. As instructors become more familiar with the setup, additional rooms and alternate configurations can be added.





# FACULTY SURVEY

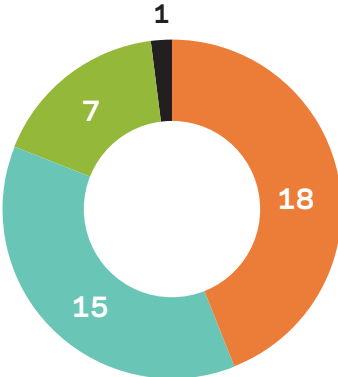
Indian Hills Community College has a wide assortment of specialized labs and classrooms that are designed specifically for individual programs, but the general use classrooms on campus are almost solely setup in lecture -style configurations. A survey was created and distributed to the faculty to determine what styles of classrooms would be suitable to each of the classes taught. The results indicate the desire for alternative classroom configurations that are more flexible.

## Classroom Styles

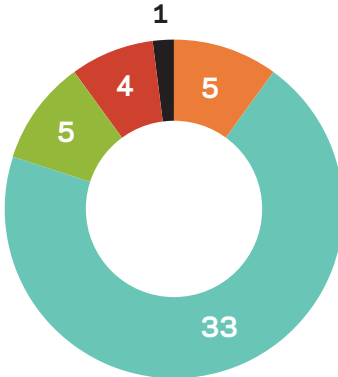
- Option A: Flexible classroom with movable chairs with tablets
- Option B: Flexible classroom with rectangular tables
- Option C: Lecture style with a tiered floor and fixed tables
- Option D: Inquiry based with team workstations
- Option E: Inquiry based with team tables



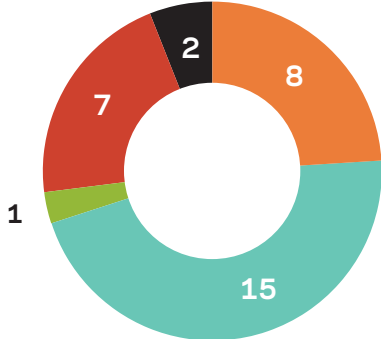
Main Campus



arts & sciences

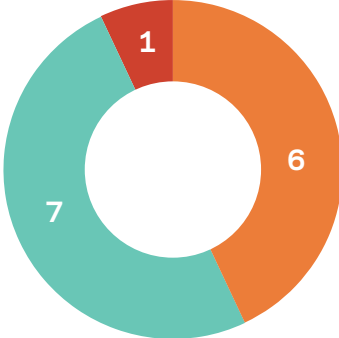


tech/trades



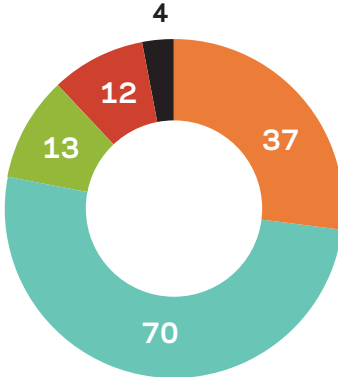
health

Centerville Campus



arts & sciences

Institution-Wide



overall

Key

- Option A
- Option B
- Option C
- Option D
- Option E

# CLASSROOM UTILIZATION

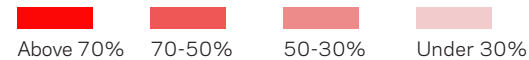
As a part of the master planning process, OPN Architects studied the utilization rates for the classrooms on campus to better understand how often rooms are being used and to identify rooms with low utilization. The classroom utilization rate was determined for all rooms regularly scheduled for classes on the main campus and the Centerville campus. The utilization rate was determined by collecting class schedules for the fall, winter and spring 2015 terms. Assumptions included a four-day class week with a total of 38 hours per week that classrooms are available for regularly scheduled classes.

The key to success is defining the most desirable utilization rate for the institution and each campus. Classroom utilization should not aim for 100% use because the classrooms should be available at times for other purposes such as single-use classes, meetings, or for student groups. Typically large institutions target a higher utilization rate of 60 to 75% because they have a very large pool of classrooms that can accommodate a wide variety of needs. On the other hand, small private colleges target a much lower rate of utilization, 38 to 50%, because they have fewer classrooms to accommodate outside class functions. A good target for Indian Hills would be 50% utilization. This allows flexibility for other programs to be offered in the classrooms as well as accommodating current class offerings and schedules. General use classrooms should have a higher utilization rate than specialty labs or specialty classrooms because they can accommodate a wide variety of class types.

The tables to the right show the results of the classroom utilization analysis by academic building. The tables include the results by term: fall, winter and spring, as well as the average of the school year. Summer classroom use was not included in this study because the rate of utilization is acceptable at a much lower level. Rooms highlighted in red are used more than 70% of available class hours while rooms highlighted in the lightest pink are rarely used, if at all.

The results of the classroom utilization analysis indicate there is extra capacity of general use classrooms on campus. This excess capacity offers flexibility to implement new program offerings or the ability to take some classrooms offline for alternate use.

### Key



### RHEC Classroom Utilization Summary

ROOM	DESCRIPTION	FICM	FALL 2014	WINTER 2014	SPRING 2015	AVG
5	CLASSROOM	110	53%	21%	37%	37%
15	PTA LAB	210	71%	68%	34%	58%
16	MED TECH LAB	210	76%	45%	74%	65%
17	NURSING LAB	210	43%	26%	41%	37%
18	NURSE AID LAB	210	43%	26%	32%	34%
23	DENTAL LAB	210	16%	32%	24%	24%
24	DENTAL LAB	210	16%	37%	32%	28%
108	CLASSROOM	110	61%	42%	55%	53%
109	CLASSROOM	110	71%	32%	42%	48%
110	CLASSROOM	110	78%	33%	61%	57%
111	CLASSROOM	110	46%	28%	22%	32%
117	CLASSROOM	110	41%	22%	21%	28%
118	CLASSROOM	110	0%	18%	42%	20%

ATC Classroom Utilization Summary

ROOM	DESCRIPTION	FICM	FALL 2014	WINTER 2014	SPRING 2015	AVG
107	ICN Classroom	110	74%	84%	84%	81%
108	ICN Classroom	110	63%	53%	74%	63%
109	CLASSROOM	110	60%	50%	60%	57%
121	CLASSROOM	110	0%	40%	30%	23%
125	CLASSROOM	110	50%	50%	80%	60%
127	CLASSROOM	110	63%	63%	53%	60%
132	CLASSROOM	110	40%	60%	60%	53%
134	CLASSROOM	110	50%	70%	60%	60%
140	CLASSROOM	110	80%	50%	50%	60%
141	CLASSROOM	110	60%	70%	60%	63%
142	CLASSROOM	110	80%	60%	60%	67%
161C	ELECTRO MECH LAB	210	0%	0%	60%	20%
183A	CIM CONTROL LAB	210	30%	30%	30%	30%
185A	CADD LAB	210	20%	40%	30%	30%
208	CLASSROOM	110	50%	60%	80%	63%
209	CLASSROOM	110	90%	50%	70%	70%
212	PC MAINTENANCE	210	60%	60%	70%	63%
221	CLASSROOM	110	60%	70%	80%	70%
222	CLASSROOM	110	70%	60%	80%	70%
227	CLASSROOM	110	70%	60%	50%	60%
232	COMPUTER LAB	210	0%	0%	0%	0%
240	CLASSROOM	110	40%	60%	30%	43%
241	COMPUTER LAB	210	70%	60%	60%	63%
242A	COMPUTER LAB	210	70%	60%	70%	67%
242B	COMPUTER LAB	210	60%	50%	40%	50%

Centerville Classroom Utilization Summary

ROOM	DESCRIPTION	FICM	FALL 2014	WINTER 2014	SPRING 2015	AVG
1			61%	53%	26%	46%
2			53%	32%	33%	39%
3			18%	18%	8%	15%
4			18%	21%	39%	26%
6			16%	16%	11%	14%
7			26%	42%	42%	37%
8			34%	24%	24%	27%
9			0%	11%	0%	4%
10			30%	16%	20%	22%
11			74%	74%	53%	67%
13			53%	63%	53%	56%
14			50%	53%	37%	46%
17			0%	16%	8%	8%
18			63%	39%	62%	55%
19	ICN CLASSROOM	110	50%	61%	39%	50%
20	ICN CLASSROOM	110	47%	47%	37%	44%
21			0%	13%	0%	4%

Main Building Classroom Utilization Summary

ROOM	DESCRIPTION	FICM	FALL 2014	WINTER 2014	SPRING 2015	AVG
102	CLASSROOM	110	30%	49%	53%	44%
112	CLASSROOM	110	66%	50%	53%	56%
116	CLASSROOM	110	29%	58%	42%	43%
117A	CLASSROOM	110	45%	50%	29%	41%
117B	CLASSROOM	110	28%	28%	28%	28%
118	CLASSROOM	110	53%	32%	42%	42%
121	CLASSROOM	110	55%	76%	55%	62%
122	CLASSROOM	110	63%	42%	32%	46%
123	CLASSROOM	110	34%	42%	58%	45%
124	CLASSROOM	110	42%	32%	32%	35%
125	CLASSROOM	110	82%	53%	53%	62%
126	CLASSROOM	110	29%	25%	18%	24%
M118	MUSIC ROOM	210	34%	32%	11%	25%
M120	MUSIC ROOM	210	11%	11%	18%	13%
204	A/P LAB	210	47%	39%	26%	38%
206	PHYSICS & EARTH SCIENCE	210	24%	29%	29%	27%
209	CLASSROOM	110	79%	45%	26%	50%
212	CLASSROOM	110	45%	34%	37%	39%
213	MICROBIOLOGY LAB	210	32%	20%	32%	28%
215	BIOLOGY LAB	210	33%	38%	29%	33%
216	CHEMISTRY LAB	210	55%	51%	45%	50%
217	CLASSROOM	110	8%	18%	18%	15%
218	CLASSROOM	110	29%	53%	16%	32%
219	CLASSROOM	110	29%	42%	16%	29%
222	CLASSROOM	110	39%	42%	29%	37%
223	CLASSROOM	110	47%	29%	53%	43%
224	CLASSROOM	110	42%	37%	21%	33%
225	ART STUDIO	210	45%	38%	34%	39%
227	CERAMICS STUDIO	210	8%	8%	8%	8%

Rosenman Classroom Utilization Summary

ROOM	DESCRIPTION	FICM	FALL 2014	WINTER 2014	SPRING 2015	AVG
113	EMS LAB	210	68%	89%	39%	66%
108	ICN CC3 Classroom	110	63%	32%	74%	56%
203	ICN CC5 Classroom	110	32%	21%	0%	18%
204	ICN CC6 Classroom	110	32%	0%	0%	11%
205/6	ICN CC7 Classroom	110	11%	11%	11%	11%
208	ICN CC4 Classroom	110	74%	74%	74%	74%
210	EARLY CHILDHOOD ED	210	61%	32%	21%	38%
301	THERAPEUTIC MASSAGE	210	8%	20%	61%	29%
302	THERAPEUTIC MASSAGE	210	24%	21%	79%	41%





# 5

APPENDIX

### **Appendix 3: Facility Plan Statement - 2019**

IHCC, in accordance with Iowa Code Chapter 104A and the Americans with Disabilities Act, and to be in compliance with the accessibility provisions of 281-IAC 24.5(5)(b), strives to ensure that standards and specifications for all new or remodeled College facilities result in buildings that are accessible to and functional for persons with disabilities. Construction documents for such facilities will be prepared by a Professional Architect duly licensed in the State of Iowa and will conform to rules adopted by the State Building Code Commissioner.

All new or reconstructed parking areas and roads will comply with all state and federal rules and regulations dealing with roads, parking areas, and accessibility requirements per 281-IAC 24.5(5)(b). Construction documents for such facilities will be prepared by a Professional Engineer duly licensed in the State of Iowa and will conform to Iowa Department of Transportation Standard Specifications, Iowa Statewide Urban Design and Specifications, and all other state and federal specifications which are applicable.

IHCC strives to ensure that all new or remodeled facilities, and services offered in such facilities, address the issues of campus safety and security as required by Iowa Code Chapter 260C and the federal Clery Act. To address the safety compliance requirements of 281-IAC 24.5(5)(b), the institution's annual security report and all related policies and procedures can be found at [www.indianhills.edu/security](http://www.indianhills.edu/security). The institution's Title IX and sexual misconduct policies and related information can be found at [www.indianhills.edu/titleix](http://www.indianhills.edu/titleix). To obtain detailed information related to building or roadway/parking compliance, or safety features in place at College facilities, please contact the office of the CFO at (641) 683-5106.





OPN  
ARCHITECTS