



Western Oregon
University
2020-2021

Capital Construction Projects Request



Western Oregon
UNIVERSITY

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October 21, 2019

TO: Jim Pinkard, Director
Postsecondary Finance and Capital
Higher Education Coordinating Commission

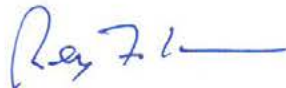
Attached is the proposal packet for capital project funding for the 2019-21 biennium legislative funding. The four projects reflect Western Oregon University's student success priority. All four projects share several critical points:

- Renewal and renovation projects that address the SCDP findings
- Dramatic improvement of the safety and ADA access of WOU buildings
- Reduction of current deferred maintenance costs and project backlog
- Reduce operational expenses and support sustainable building
- Focus on enhancing student success, especially for students in the SSCM priority populations
- Address regional and statewide workforce needs

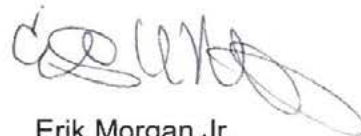
Much like WOU's tuition setting process, students were actively involved in this process including identification of projects, development of the proposals and input into the project prioritization. The WOU's priorities are (with 1 being the highest):

1. Health Sciences Renovation
2. Student Success Center Renovation
3. Center for Human Achievement, Movement, and Performance (CHAMP) Renovation
4. Performing Arts Renovation

Sincerely,



Rex Fuller
President



Erik Morgan Jr.
ASWOU President



October 21, 2019

To: Jim Pinkard, Director of Postsecondary Finance and Capital
Higher Education Coordinating Commission

From: Ana Karaman, VP Finance & Administration
Western Oregon University

Subj: Capital Request for 2019-21 Projects

Attached you will find Western Oregon University's request for four specific projects involving State backed bonds for the 2019-21 biennium. These projects are an integral part of our Campus Master Plan

Once again, all seven universities have agreed to prioritize \$65.0 million in funding for capital repair and modernization as our first priority for capital funding. This reflects how important this funding is to our campuses to maintain and enhance our current facilities.

According to the SCDP, over 50% of Western's buildings are over 30 years old compared to a statewide average of 36% (SCDP, p. 49). Excluding buildings of unknown age, Western has the smallest share of buildings under age 30, 46% compared to a statewide average of over 50% (SCDP, p.50). These results are consistent with the observation that Western is the oldest public university in Oregon and supports one of the key conclusions of the SCDP around the mismatch of current space and renovated space that supports "new instructional modalities."

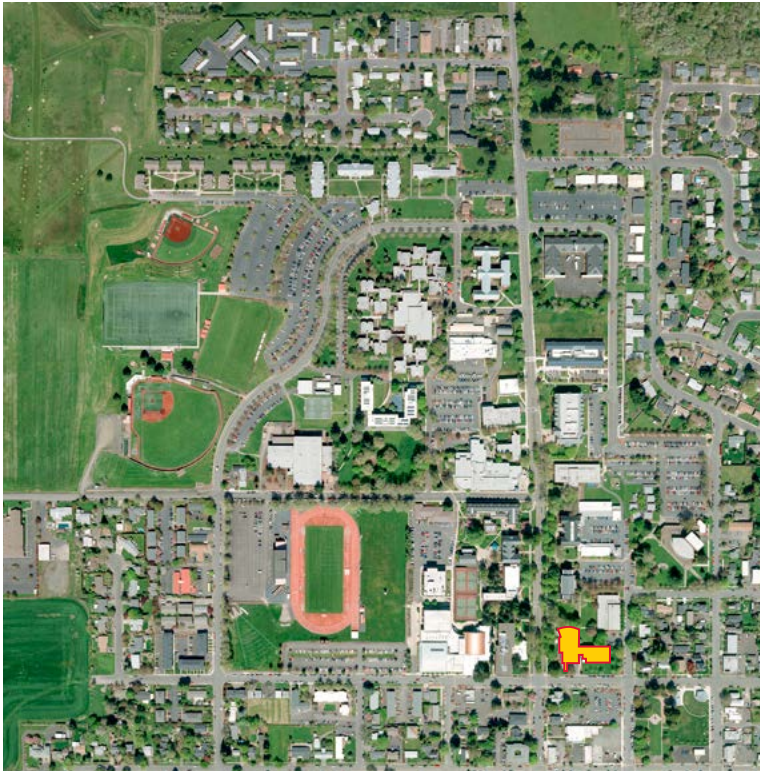
We are also concerned about the safety and security of our buildings should a major seismic event occur and we continue to strive for better access for students with mobility challenges. Given these trends and concerns, we are making renovation, reductions in deferred maintenance, modernization, safety and code compliance the primary drivers of this request.

Our latest campus master plan was adopted in December, 2018 and supports the institution's goals by creating a student success center, utilizing existing space more efficiently, modernizing existing spaces while addressing deferred maintenance, enhancing the arts, and accommodating enrollment growth.

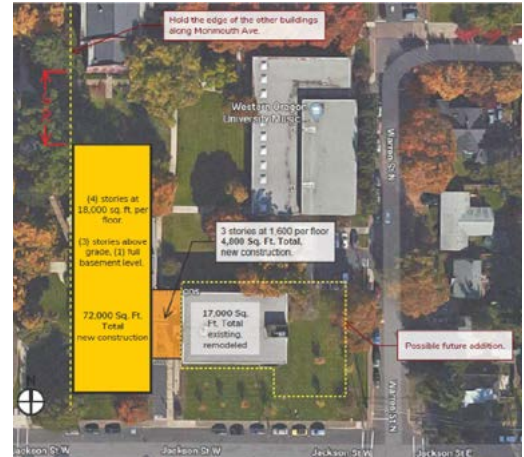
The four projects included in this request will reduce our deferred maintenance backlog by \$12,800,000, or approximately **31%** of our current \$41,440,000 backlog.

Health Sciences Remodel

Remodel of the current Academic Programs and Support Center



Current APSC building



Proposed renovation

Project Executive Summary Statement

The WOU Health Sciences Remodel will transform the current Academic Programs and Support Center (APSC) building to support WOU's expansion of its health sciences programs. The APSC building was originally built in

1951 as the campus' first standalone library. Since 2000, it has served as the home for various student services, which will be moving to the Student Success Center (see WOU Student Success Center Proposal). APSC's location along Monmouth Avenue at the entrance of the campus is supported by the 2018 Campus Master Plan and reflects the importance of the programs that will be contained within it.

Oregon has an immediate and growing need for health care providers, and in particular physical therapists. ***Physical therapists, pharmacists, occupational therapists, and speech-language pathologists are also experiencing strong demand with few completions across the state.*** (SCDP, P. 6, EMPHASIS ADDED)

This project creates the capacity for WOU to develop and implement new degree programs such as Physical Therapy to meet these needs. By renewing the APSC building and providing it with a new purpose, the project will simultaneously relieve the campus of outstanding deferred maintenance and safety issues while also converting ill-configured, underused space into efficient and appropriately designed spaces for this program and its related functions.

Beyond meeting the workforce needs of the state and the Mid-Willamette Valley, the project will increase degree production for both graduates and undergraduates, enhance research productivity of the university, and will add to the capacity of WOU to meet the needs of low-income, underrepresented minority, and rural students. The Doctor of Physical Therapy (DPT) and other planned programs will strengthen the collaborations that have been used to design the DPT program.

An innovative and very community-driven aspect of the remodeled building will be a health care clinic that will serve the needs of the Monmouth community. At present, WOU has entered into preliminary conversations with two large health care networks to manage the clinic.

Project Summary

Project title: Health Sciences Remodel

Location: 245 Monmouth Ave. N.

Academic programs served: Health Sciences, Physical Therapy, Exercise Science, Health

Total project cost: \$49,500,000

State funding request: \$48,015,000

Committed external funds: Institutional match of \$1,485,000. All funds are on hand.

Total gross square feet: 93,800

Total net square feet: 54,404

Project start and completion dates: Summer 2021 - Fall 2022



Architectural rendering

Detailed project description

The project is a remodel of the existing APSC structure built in 1951 and an addition of 76,800 gsf. The eastern portions of the remodel are most suited for the new uses and will include upgrades to most of the systems within this portion of the building including, but not limited to, mechanical, electrical, and plumbing. These upgrades will resolve all of the deferred maintenance needs for this part of the building. The remaining deferred maintenance needs

of the current building will be resolved by the demolition of the western parts (those closest to the street). The new wing will provide 44,544 additional new net square feet and will meet the needs of the new programs to be housed inside. The older parts of the building will house faculty offices, the clinic, and student collaborative learning spaces. An added benefit of the remodel/demolition approach is the resolution of several ‘half’ floor levels within the existing building; the floors in the new part of the building will align with those in the older part.

This renovation will add six state-of-the-art classrooms and one 200 seat capacity modern lecture hall to WOU’s academic space inventory. This addition will reduce the current and projected deficit of classroom space at WOU. According to SCDP study, WOU currently has a seven percent deficit of classroom and service space (SCDP, P. 264). The study estimates this deficit will grow to **40%** by fall 2029 (SCDP, P. 265).

The SCDP study also notes that WOU also lacks sufficient space dedicated to collaborative learning, assembly and other department space (P. 264). The Health Science building will reduce that disparity by including student study rooms, collaborative group learning spaces, and space near faculty offices to supportive active student-faculty interaction.

Space Needs Analysis Data: Academic Support Space

	2018	2029 (Campus Projections)
Offices & Service	(10%)	(31%)
Library & Collaborative Learning Space	(35%)	(80%)
Assembly & Exhibit	(40%)	(66%)
Physical Plant	59%	52%
Other Department Space	(19%)	(49%)

Source: *Strategic Capital and Development Plan (2019)*, pages 264-265.

Business Plan

“Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.” WOU MISSION STATEMENT

Renovating the APSC into a Health Sciences Building actively supports the vision, values and purpose articulated in the current [WOU Strategic Plan](#). The facility will be student-centered in its design, be accessible for all members of the university community, connect to our local community, support excellence in all aspects (student learning, research, and workforce preparation), and create transformative learning opportunities for students, faculty, and staff. Additionally, this renovation will promote sustainability through the re-use of an existing building, use of solar panels, increased energy efficiency through better lighting, greater insulation, and use of digital technology to eliminate the need to obtain, store, and dispose of human cadavers for the anatomy and physiology labs.

The University Campus Master Plan approved in 2018 identified the renovation of APSC and the creation of a Health Sciences Building as two of the top four [university capital priorities](#).

The approach to the project as a partial remodel of existing space coupled with a partial demolition and replacement is strategic. This approach renews those existing spaces that can support new uses, while also creating new spaces that will better support the new activities the existing spaces could not have. This approach is cost effective not only because of its lower initial cost, but also because of its ongoing reuse of renewed spaces which will be more efficient to use and more cost effective to operate.

The approach removes inefficient, expensive to operate spaces with both renewed and brand new spaces for these critically needed new programs.

Campus needs

Oregon has an immediate and growing need for health care providers, and in particular physical therapists. “Physical therapists, pharmacists, occupational therapists, and speech-language pathologists are also experiencing strong demand with few completions across the state.” (PAGE 6, SCDP, EMPHASIS ADDED)

WOU’s Health Sciences Advisory Committee (see Appendix F), comprised of high-level leaders from local hospitals, clinics, and health care providers have also identified a critical need for more health care professionals in the Mid-Willamette Valley. When the OHSU Nursing program opened

on the WOU campus a decade ago, the university experienced a significant increase in the number of undergraduate biology, exercise science, and health majors. We expect a similar response to adding a Physical Therapy degree.

WOU's current health sciences academic footprint is strong, but limited. Exercise Science is one of the top five majors in terms of undergraduate degrees produced. The university's graduate degrees have traditionally been housed in the College of Education. The Health Sciences program may result in WOU adding a third academic college (Health Sciences), adding a new degree level (pending HECC approval), and a strengthened connection to the local community through the operation of a community-focused clinic. WOU's Physical Therapy program will focus on enrolling, educating and graduating students from the local community with an emphasis on Latinx, rural, low-income, and veteran students.

Raises facility quality

The building will repurpose a current building into a **state-of-the-art facility** that will incorporate many of the findings outlined in the HECC SCDP including enhanced **spaces for student learning** in the 21st century, and using space to meet the needs of a new student population. The building will also **utilize technology in new ways** including creating a digital Anatomy and Physiology lab that will use both **Virtual Reality** and 3D imaging to **increase student learning while reducing annual operational expenses**. The building's research facilities will be available to faculty in other departments such as biology, exercise science and health.

WOU currently has the highest percentage of Latinx students enrolled of any public university in Oregon (see Appendix C). The WOU Board of Trustees endorsed a proposal for WOU to seek to become Oregon's first public university to attain Hispanic Serving Institution status. The programs supported in the Health Sciences building will continue to support the university's mission and success in serving low-income, minority, rural, and veteran students.

Possible operational savings

Operational savings will accrue to the university by way of reduced maintenance when aging mechanical systems are replaced, reduced energy use when new efficient systems are in place, and reduced custodial time needed to clean older surfaces. Additional operations savings will occur when spatial layouts are revised to maximize adjacencies and right size spaces to the purposes they serve.

Funding sources

The project will be funded with a combination of state Q-bonds and funds provided by the university.

Alternatives considered

A new building was considered, however, based on the SCPD recommendation, WOU engaged Soderstrom Architects to evaluate potential renovation of an existing building. Renovating APSC building to meet the needs and requirements of the health sciences academic programs was determined to be the most feasible and cost effective option, in line with SCDP recommendations to renovate and rehabilitate the existing buildings. Additionally, reusing the building,

even partially, is a more sustainable approach to campus development. The remodel of the existing building and the removal of parts of it will completely relieve the campus of deferred maintenance in the amount of \$1,350,000, including problems related to the safety, health and welfare of the building's occupants. The cost of seismic remediation is estimated to be \$4,000,000 for this building, and this project will relieve the campus of this expense as well.

Capital Project Evaluation: **Health Sciences Center**

Responses specific to elements of the 2019-21 University Capital Project Rubric

COMPONENT A: **STRATEGIC CAPITAL DEVELOPMENT PLAN (SCDP) ALIGNMENT**

PART 1: **Space Renewal, Workforce or Completion Priorities**

How does the proposal increase the capacity and effectiveness of instructional space?

According to SCDP study, WOU currently has a seven percent deficit of classroom and service space (P. 264). The study estimates this deficit will grow to **40%** by fall 2029 (SCDP, P. 265).

In all three analyses' (current, campus, and NCHEMS) the SCDP notes that WOU is significantly under supplied for classrooms, open labs, and offices – the three large space types expected in this building. While the analysis shows teaching labs are over supplied, given the specific types of teaching labs of this program, this is not a relevant finding for this project. Other existing teaching labs cannot be repurposed for this need.

The university believes that the projections based upon university enrollment may be an underestimate since the formula does not take into account the more specialized academic needs for health science programs. For instance, George Fox University is building a new Health Science program for its Physical Therapy program. The George Fox building will allocate approximately 25,000 square feet for a program that enrolls 120 students. WOU envisions its PT program and other allied health programs as having a size of approximately 240 students when fully maximized. In addition, the WOU Health Science Building design will include space for a health care provider to be co-located. This is in addition to a clinic that will afford faculty and students an opportunity to provide services to the local community.

The proposed project will also add much-needed and required research space to support the DPT program as well as supplement the research space for students and faculty in affiliated academic programs.

This project represents a thoughtful and data-driven expansion into an area of workforce need. This building will enable WOU to become more engaged with the health-care sector of the Mid-Willamette Valley and as such opens the academic door for other needed programs.

How does the proposal address workforce needs by providing clear pathways to aligning educational supply with employment demand?

According to the Strategic Capital Development Plan (PP. 40-42), physical therapists are one of the most difficult and highest demand occupations in Oregon. The state has two established PT programs (George Fox University and Pacific University). Both programs are located within the greater Portland Metropolitan region and both focus their efforts within this same geographic area. There are two other PT programs that are in development (OSU Cascades and OIT/OHSU). Both of these programs will focus on serving the needs of Central Oregon, Eastern Oregon or Portland. The proposed WOU PT program will focus on the Willamette Valley, south of the Willamette River in Wilsonville and the Oregon Coast.

Burning Glass Job Market Analysis of the Doctorate of Physical Therapy completed September 2019 reported that the number of Physical Therapy jobs in Oregon is expected to grow 27.19% through 2027. This is nearly three-times the expected job growth for the overall Oregon labor market. Burning Glass noted that by the year 2027 there will be 2,025 job openings in Oregon for Physical Therapists. This compares to 1,695 job openings in the last 12 months. By comparison there were only 261 openings for Registered Nurses in Oregon during that same time period.

How does the proposal bring business and industry to campus by core sectors for research collaboration or economic development projects or assist in an educational capacity?

The conversion of APSC into a health sciences facility will have a significant positive impact on WOU's capacity to conduct meaningful applied research that supports increasing the research and economic impact capacity of WOU, including local and regional employment opportunities. The remodeled building will have dedicated research space to support faculty and student research. CAPTE, the accrediting body for physical therapy education, requires that DPT program faculty have active research programs and students are required to enroll in research courses as part of their training. The nature of health science research often drives significant economic impact for the region. The university's Office of Sponsored Research is aware of WOU's plan to offer a DPT program and the need and opportunity for university faculty and students to pursue federal research grants. It is expected that the Health Science building will support the increase reported R&D expenditures well above the \$426,000 reported in 2017, with greater economic and employment outcomes.

In addition, WOU expects to be eligible to pursue targeted grants from federal agencies that are designed to support increased research activity for minority serving institutions, when WOU is designated as a Hispanic Serving Institution.

Part 2: Addressing deferred maintenance issues

How does the proposal reduce deferred maintenance?

As an older building on the university that has the oldest average buildings at 42 years, APSC has significant deferred maintenance challenges including HVAC and electrical systems that are well-beyond their original useful life resulting in frequent repairs and increasing costs. Practically



every system is at or near failure, including the roofs, the windows, the plumbing and the remaining mechanical systems.

This project will completely eliminate the estimated \$1,350,000 of deferred maintenance for the building which represents about 8% of the campus' total backlog.

APSC deferred maintenance items: basement wall and foundation leaks, mechanical room

Part 3: **Supports research and economic development**

How does the proposal develop space in support of the expansion of research efforts or the potential for additional research grant funding? Or create and expand employment opportunities relative to the economy and workforce needs indicated in the SCDP by institution? Or support degree programs that are important to employers?

The conversion of APSC into a health sciences facility will have a significant positive impact on WOU's capacity to conduct meaningful applied research that supports increasing the research and economic impact capacity of WOU. The remodeled building will have dedicated research space to support faculty and student research. CAPTE , the accrediting body for physical therapy education, requires that DPT program faculty have active research programs and students are required to enroll in research courses as part of their training. The university's Office of Sponsored Research is aware of WOU's plan to offer a DPT program and the need and opportunity for university faculty and students to pursue federal research grants. It is expected that the Health Science building will support the increase reported R&D expenditures well above the \$426,000 reported in 2017. Moreover, the nature of health science research often drives significant economic impact for the region.

The proposed repurposing of the APSC building into a health sciences building with space for clinical services is essential, and it is an incredible opportunity for the mid-Willamette Valley... Being able to add a meaningful connection with WOU in a very popular CTE field like health services is a natural progression of our partnership activities.

**Christy Perry, Superintendent ,
Salem-Keizer Public Schools**

Concurrent with the development of a new health sciences focus, WOU is actively pursuing attainment of Hispanic Serving Institution (HSI) status. This achievement would make WOU eligible to pursue targeted grants from federal agencies that are designed to support increased research activity for minority serving institutions. Examples include

[Partnerships for Research and Education in Materials](#) from the National Science Foundation (NSF), and [Minority Science and Engineering Improvement](#) grant from the US Department of Education. These federal grants provide support for eligible universities to increase the research capacity of faculty and increase the number of students, especially from underrepresented communities, who earn STEM degrees.

The remodeling of APSC would enable support the implementation of new health science degrees that address statewide workforce needs such as physical therapists. The WOU health care advisory group is comprised of senior leaders in health care including corporate presidents, hospital vice presidents, and multiple owners of local health care providers. This corporate advisory committee will also form part of the backbone that support the development and implementation of the physical therapy program. The APSC remodel will provide clinical space for one of these partners to open a medical clinic that would meet a major quality of life need and also provide new employment opportunities in our community. Regional healthcare providers can only grow as fast as they can hire qualified professionals.

Part 4: **Collaboration between the public universities and interested parties**

Does the proposal include space to support collaborative efforts between the university and other public service entities (or related parties) or the creation of consortia?

In 2017 WOU created an external health care advisory committee. The committee is comprised of experienced leaders from Avamere Family of Companies (Oregon's largest provider of assisted living centers), Corvallis Clinic, PT Northwest, and Northwest Rehabilitation Associates. The committee also includes state and national leaders within the physical therapy field. Additional partners include three school districts (Central, Salem Keizer, and Hillsboro) and the Willamette ESD. Letters of support and collaboration from the school districts and ESD are included in Appendix G.

COMPONENT B: OPERATIONAL SAVINGS AND SUSTAINABILITY

Does the proposal generate operational savings? Or the potential for sustainability?

Both from an energy use and operational view point, APSC is one of the least efficient buildings on the WOU campus. The large open spaces with 20-foot ceilings, outdated and inadequate HVAC system, challenging design, reliance on inefficient lighting, and entire walls that are comprised of single-pane windows make operating this highly visible facility expensive today and even more challenging to do so tomorrow.

The rehabilitation and remodel of the building will generate significant savings through improved weatherization, improved HVAC system with more efficient room design, installation of high efficiency LED lighting, improved insulation and replacement of the multiple walls of 20-foot windows with energy efficient dual paned windows and wall designs.

The remodel will reuse materials that can be salvaged from the demolition of the older West wing of the building. In addition, the campus has a successful record of using solar panels and the campus will investigate the feasibility of a rainwater collection and reuse system similar to what is used in Ackermann Residence Hall. The university plans to seek LEED Certification or the equivalent.

COMPONENT C: LIFE SAFETY, SECURITY, OR LOSS OF USE

Does the proposal address facility deficiencies (code compliance) related to the health, safety, and welfare of the occupants and the public? Do the deficiencies pose a significant hazard or risk? Do the deficiencies need to be addressed immediately? e.g. during the period requested?

A major component of this project is the effective redress and elimination of serious safety-related problems and challenges. Among the issues that plague the building (see Appendix E for the [DOGAMI](#) report):

- ADA accessibility barriers including insufficient egress points
- Single ramp to the building with too steep of a grade for safe wheelchair access
- Bathrooms that lack sufficient width to allow wheelchair access
- Asbestos
- Aging electrical system with periodic faults
- No fire suppression system
- HVAC system lacking fire dampers

- Lack of refuge area for individuals with disabilities
- Lack of visible strobes for hearing impaired persons
- Meandering exit pathways that are inadequately marked
- Inadequate bathroom ventilation
- No power back-up for power-actuated doors
- No internal communication system for building
- Need for ongoing structural improvements including roof repair
- Seismic deficiencies that are associated with a 70-year old building ([DOGAMI report](#))
- Multiple tripping hazards
- Windows not safety-glazed
- No external fire-doors

COMPONENT D: INSTITUTIONAL PRIORITY

This project is the **highest** institutional priority (project 1 out of 4 projects).

COMPONENT E: STUDENT SUCCESS FOR UNDERSERVED POPULATIONS

Does the proposal improve degree or certificate attainment or reduce equity gaps, with special emphasis on those underserved populations that are similarly emphasized in the Student Success and Completion Model (e.g. low income, underrepresented minority, rural, or veteran)?

In May 2019 the WOU Board of Trustees unanimously endorsed the proposal that WOU seek to become Oregon's first Hispanic Serving public university. The important goal is even more important in respect to the health sciences. In *Physical Therapy*, a 2013 study by Yeowell determined that there was a significant lack of diversity within the field. Research by Cohen et al. (2002) argued that a more diverse profession led to greater efficacy in the provision of effective health care.

Examples of university success in these areas include

- Latinx students achieving higher graduation rates than every of student group on campus
- 2015 Recognition by Pew Charitable Trusts as one of the top universities in the nation in eliminating the graduation gap for low-income students
- 2018 Recipient of top student chapter in the country for Veteran's Support Programs

In June 2017, the American Physical Therapy Association passed a resolution seeking to increase the diversity of Physical Therapists. This resolution is aligned with WOU's commitment to diversity, equity and inclusion. According to HECC data provided in the University Capital Funding Requests Instructions (page 20), WOU's baseline information for underserved students includes the following 2017-18 bachelor's degree data points. WOU expects that this project will have an effect similar to what the university experienced when the OHSU Nursing Program started at WOU. Accordingly, we are projecting a 20% increase in the degrees awarded to the SSCM priority populations.

We expect that this partnership will provide HSD students with opportunities that they cannot receive elsewhere. This is especially true for our growing population of Latinx students, many of whom have family members or trusted friends at WOU.

**Mike Scott, Superintendent ,
Hillsboro Public Schools**

Undergraduate Degrees Awarded (Projected Impact data)

	Baseline	Health Science Projected Impact
Underrepresented Minorities	155	186
Rural Oregonians	173	207
Veterans	11	13
Pell Recipients	498	598

* 1022 students earned baccalaureate degrees from July 1, 2017 to June 20, 2018.

	Baseline	Health Science Projected Impact
Underrepresented Minorities	15.2%	16.9%
Rural Oregonians	16.9%	18.6%
Veterans	1.2%	1.3%
Pell Recipients	48.7%	53.6%

This proposed building will increase the number of students from HECC identified underserved students who graduate from WOU. The university plans to use the DPT program to further increase the number of underserved students who enroll and graduate from WOU.

Specific activities include:

- Partnering with Salem Keizer school district (see letter of support in appendix) to increase awareness, interest and preparation levels of low-income, and minority students in the health service CTE program within the school district. Salem Keizer is the second largest school district in Oregon.
- Collaborating with Hillsboro School District, one of the most diverse school districts in Oregon to expand the Bilingual Teacher Scholars.
- Create the Bilingual Health Professionals program to complement the Bilingual Teacher Scholars Program.
- Work with the Willamette Promise to expose rural students from Marion, Polk and Yamhill Counties to the health services.
- Provide via distance delivery content to coastal communities to supplement science education in area high schools.
- Work with TRIO Programs that support low-income, first-generation and students with disabilities to increase student interest and preparation for science degrees and careers. These students will be invited to campus for tours, meet with students and faculty and use the virtual reality lab to provide high school students with exciting opportunities to learn about the human body.
- Have graduate students in the DPT program work with WOU undergraduates to take science to area high schools, especially Title I high schools and middle schools and high schools with high numbers of minority students.

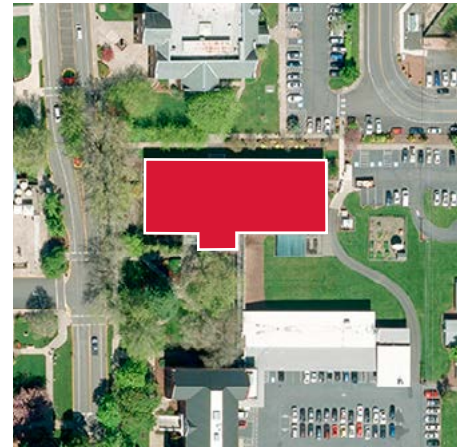
COMPONENT F: LEVERAGING INSTITUTIONAL RESOURCES

WOU will match 3% (max required) of state funds in the amount of \$1,485,000. All funds are readily available.

Student Success Center Remodel



Current Old College of Education building



Proposed location of Student Success Center

Project Executive Summary Statement

The Student Success Center will be located on the site of the 1965 Old Education building, which formerly housed the College of Education (now located in the Richard Woodcock Education

Center). The concept is a 35,000 gross square foot (gsf) building to house Student Services such as advising, tutoring, student support groups, computer labs and smart classrooms. This location is at the “heart of campus” and will serve as a central location that can be accessed by the entire WOU community.

The Student Success Center Project directly addresses HECC’s strategic plan by improving timely degree completion, increasing outcomes by decreasing dropout rates, and by improving student services for all students with particular emphasis on underserved students. The proposed new classrooms will expand the inventory of classrooms, increasing the number of classrooms that are properly equipped for today’s teaching pedagogies.

The Student Success Center creates one location where students can receive tutoring, study with their peers, or get career advice. This will greatly simplify and clarify the often intimidating nature of higher education for first-generation college students. The central location is a part of the 2018 campus master plan and naturally leads to greater student utilization, providing them access to the important services they need to complete their degrees in a timely manner.

The proposed approach to completely replace the existing building with a new structure relieves the campus of nearly \$1.2 million of deferred maintenance costs and a myriad of code related safety and security issues. While a complete remodel is technically feasible, it would leave the campus with a

poorly functioning building from a mechanical systems point-of-view and because the current layout is not conducive to the necessary spatial arrangements. Replacement is consistent with a key finding of the *Strategic Capital Development Plan*:

While renovation and renewal should be considered before proposing new construction, *there may be cases where rehabilitation of existing assets is shown not to be justified. In the se circumstances, replacement of buildings is preferred.* Removal (i.e., demolition) of inefficient, obsolete facilities with large repair backlogs and high operating costs should also be a goal of this plan. (ITAL ADDED, SCDP, P. 16)



Early conceptual renderings from SRG Architects

Project Summary

Project title: Student Success Center

Location: 345 Monmouth Ave. N., Monmouth, OR 97361

Academic programs served: The Student Success Center will serve all WOU programs and departments

Total project cost: \$22,000,000
State funding request: \$21,340,000

Institutional funds: \$660,000

Total gross square feet: 35,000

Total net square feet: 20,300

Project start and completion dates: Summer 2022 – Fall 2023

Detailed project description

The two-story building with approximately 35,000 gsf will contain space for advising, tutoring, student support services, and related activities. In addition to housing the campus' largest classroom, the building will also contain several smaller classrooms, open labs, and support spaces.

WOU contracted with SRG Architecture to complete a feasibility study to determine if it is more efficient to do a remodel or replace the building. This two-story, 35,000 square foot, concrete and masonry structure was built in 1965. Many different floor elevations present a challenge for meeting ADA compliance and the classrooms are small and awkward in shape and size. The post tension construction and low floor to ceiling height would require unique and expensive solutions to properly address the seismic issues and indoor air quality needs of the building. Currently there is no room for ductwork above the ceilings. With the exception of a new chiller installed in 2008, the primary mechanical and electrical systems still feature the original, now obsolete, equipment. Demolishing the building will decrease deferred maintenance costs by \$1.2 million. Based on these considerations and with the directions provided by the SCDP study (p. 16), WOU concluded that rehabilitation of the existing building is not justified and a demolition and replacement need to be pursued.

The SCDP study also notes that WOU lacks sufficient space to dedicated to collaborative learning, assembly and other department space (p. 264). The Student Success Center will address that deficiency by including student study rooms, collaborative group learning spaces, assembly and exhibit space, and other department space to supportive active student-faculty interaction.

Space Needs Analysis Data: Academic Support Space

	2018	2029 (Campus Projections)
Offices & Service	(10%)	(31%)
Library & Collaborative Learning Space	(35%)	(80%)
Assembly & Exhibit	(40%)	(66%)
Physical Plant	59%	52%
Other Department Space	(19%)	(49%)

Source: Strategic Capital and Development Plan (2019), pages 264-265.

The Student Success Center directly supports the students in achieving their goal of earning a 4 year degree. The ease of access to get proper support will ensure that we contribute to the State’s 40/40/20 goal by producing more successful graduates.

First generation students represent 43% of WOU’s enrollment and will require more support to complete their degrees than non-first generation students.

The net addition of classrooms will help decrease the challenge of scheduling classroom space.

Business Plan

“Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.” WOU MISSION STATEMENT

This project will allow the campus to carry out a mission critical function in space better configured for that purpose. This will be accomplished by relocating existing functions into a building that is more efficient, safer and cheaper to operate. WOU currently does not have a centralized location where students can get support.

The programs that will be located in the Success Center are already funded in the general operating budget.

Resolves Unmet Needs

According to SCDP study, WOU currently has a 97 percent deficit of **open lab** space(p. 264). The study estimates this deficit will grow to 146% by fall 2029 (SCDP, p. 265). The campus’ critical need for open labs (see page 264 HECC SCDP) will be met by **30 – 40 person computer labs**.

In addition, according to SCDP study, WOU currently has a seven percent deficit of classroom and service space (p. 264). The study estimates this deficit will grow to 40% by fall 2029 (SCDP, p. 265). This project incorporated four additional classrooms to mitigate this deficit.

Raises Facility Quality

Each of the **teaching spaces** will be configured to accommodate current teaching styles and will support the application of these styles with **new and appropriate technology**.

Campus needs

The primary goal of the Student Success Center is to keep students enrolled and on the path to timely graduation. This directly supports the WOU Strategic Plan for Student Success and aligns with HECC's goals for student success.

Specifically the WOU Strategic Plan says:

“provide a campus environment that enhances learning and the development of the whole person. Improve academic advising for all students. Strengthen commitment to diversity and equity by enhancing support and academic services for students.”

Additionally the Strategic Plan states:

“improve the connections between university programs and activities and surrounding communities.”

As part of the Master Plan, the Student Success Center will *“provide a campus environment that enhances learning & the development of the whole person.”* (P. 3, [WOU Campus Master Plan](#))

According to the SCDP (page 264), the campus has a significant shortage of open lab space. This project includes open labs which will address that critical need.

Possible operational savings

Based upon the feasibility study that was completed on renovating versus replacing the Old Education Building with the Student Success Center this project will offset \$1,200,000 in deferred maintenance and offset an additional \$4,000,000 in seismic upgrades in order to meet current building code. The mechanical systems (e.g., HVAC, low voltage and telecommunications) will need to be completely replaced. The elevator was installed in 1996 and is also in need of complete replacement. Bathrooms, hallways and general building access will also need to be replaced and updated.

Additionally, daily savings will occur by replacing space that is ill suited for its activities with purpose built spaces. For example, the building was constructed in 1965 and the teaching spaces were all built to classroom standards of this era. There are no smart classrooms, flexible teaching space, nor any collaborative learning spaces.

Funding sources

Total \$22,000,000: Q Bonds - \$21,340,000; Institutional Match - \$660,000

Alternatives considered

“While renovation and renewal should be considered before proposing new construction, there may be cases where rehabilitation of existing assets is shown not to be justified. In these circumstances, replacement of buildings is preferred. Removal (i.e., demolition) of inefficient, obsolete facilities with large repair backlogs and high operating costs should also be a goal of this plan.” (SCDP, P. 16)

The central location on the WOU campus is ideal for the Student Success Center and is supported by the 2018 WOU Campus Master Plan. It is not cost effective to attempt to remodel or refurbish the Old Education Building. Tearing down and replacing this building is the most cost effective way to create the Student Success Center.

Capital Project Evaluation: **Student Success Center**

Responses specific to elements of the 2019-21 University Capital Project Rubric

COMPONENT A: **STRATEGIC CAPITAL DEVELOPMENT PLAN (SCDP)** **ALIGNMENT**

PART 1: **Space Renewal, Workforce or Completion Priorities**

How does the proposal increase the capacity and effectiveness of instructional space?

The project will add classrooms to the university's inventory and replace older style classrooms with new, properly configured and equipped classrooms. This meets two of the primary goals listed in the SCDP.

More capacity needed

According to the conclusions of the SCDP the campus is lagging behind in the number of classrooms and open labs needed for the enrolled student body. On page 264 the deficit is listed as 7% for current levels of enrollment and both of the future enrollment projections, the campus and the NCHEMS models, show this continuing (40% and 9% respectively).

Better quality

"Space needs may arise from changing pedagogical practices that are known to achieve better student success. Paired with the existence of a sizeable inventory of older buildings that do not offer much in the way of flexible learning spaces, Oregon's capital strategic plan should attempt to renew such spaces in ways that achieve academic and workforce goals." (SCDP, P. 48)

How does the proposal address workforce needs by providing clear pathways to aligning educational supply with employment demand?

Employers need soft skills, in order to meet workforce needs, including the ability to collaborate and think critically. By housing the university's Writing Center, Math Center, and Science Center, graduates will be prepared to meet 21st century workforce demands. By bringing industry partners to campus such as Apple certified leaders we will be able to provide opportunities to collaborate in areas that will directly impact economic development in the region and state.

A Student Success Center would serve as the hub for intentional collaboration and synergistic, cross-unit strategizing for the individual support of students. It would also serve as the only academic building on campus that would provide students with a space where they are the agents--a place where students choose when and how to work, collaborate, access immediate one-to-one assistance, recuperate, and simply plug in.

Katherine Schmidt, Writing Center Director and former Faculty Senate President

Employment Openings in Oregon

Occupation	2017 Employment	2027 Employment	Employment Change	Replacement Opening	Total Opening
Education	118,642	132,177	13,535	109,521	123,056
Healthcare Practitioner	106,709	125,471	18,762	58,642	77,404
Law Enforcement	34,410	36,806	2,396	40,336	42,732

SOURCE: OREGON EMPLOYMENT DEPARTMENT

WOU's strategic plan articulates the priority for WOU to work with external partners to meet current and emerging workforce needs. The Student Success Center will serve as the campus hub in fulfilling this priority. Below are the many activities that the center will actively support. Also see the data on specific workforce needs obtained from Oregon Employment Department website which will be served by the activities listed below.

- Criminal Justice Day: WOU will coordinate this annual event that brings human resource representatives from the region's various law enforcement agencies such as local police departments, county sheriffs, state polices, prisons, and federal agencies. These representatives meet with WOU students and faculty to support WOU's Criminal Justice program.
- Cesar E. Chavez Leadership Conference is the largest leadership conference for Latinx high school students held in the Pacific Northwest. The event provides students with leadership training, career development insights and community building support to empower Oregon's Latinx youth.
- [Bilingual Teacher Scholars Program](#). In addition to the shortage in teachers cited in the SCDP, WOU school district partners have identified that there is a critical an increasing need to increase the number of teachers who are bilingual, especially in English and Spanish. The Student Success Center will house this important program and provide much needed student learning and collaboration space that will enhance the retention and success of students in the Bilingual Teacher Scholars program.
- Bilingual Health Professions Program. This will be modeled after the Bilingual Teachers Scholars Program, and provide a supported pathway for bilingual students who want to pursue careers in the health sciences.
- [Career Services and Service Learning](#). This Student Success Center coordinates the campus internships and job placement services. Included in this work is résumé development, interviewing skills, job search support, and graduate school planning. The various job fairs and networking opportunities facilitated by this office are key in connecting business and industry interests with our students and faculty.



Old Education Building deferred maintenance items include: ceiling access, pressure tank, Cold War-era mechanical system

- [Student Enrichment Program](#) (SEP) supports first-generation, low-income, and students with disabilities. Many of these students are also bilingual. The SEP program is a highly effective with a near 80% graduation rate. The Student Success Center will support enhanced services for students and possible program expansion in future years. SEP services include career development and preparation.

Part 2: Addressing deferred maintenance issues

How does the proposal reduce deferred maintenance?

This project takes a bold and direct approach to reducing the deferred maintenance backlog of the campus by simply removing an existing building. It is estimated this will relieve the campus of \$1.2 million of deferred maintenance costs. This is fully in line with the findings of the SCDP.



Old Education Building deferred maintenance items include: Asbestos, non ADA-compliant bathrooms, more ADA issues

“While renovation and renewal should be considered before proposing new construction, there may be cases where rehabilitation of existing assets is shown not to be justified. In these circumstances, replacement of buildings is preferred. Removal (i.e., demolition) of inefficient, obsolete facilities with large repair backlogs and high operating costs should also be a goal of this plan.” (SCDP, P. 16)

Part 3: Supports research and economic development

How does the proposal develop space in support of the expansion of research efforts or the potential for additional research grant funding? Or create and expand employment opportunities relative to the economy and workforce needs indicated in the SCDP by institution? Or support degree programs that are important to employers?

The project supports degree programs that are important to employers with a focus on increasing graduation rates in all academic programs, including Health Sciences, Bilingual Teacher program, and Early Childhood Education.

Part 4: Collaboration between the public universities and interested parties

Does the proposal include space to support collaborative efforts between the university and other public service entities (or related parties) or the creation of consortia?

Within the university Strategic Plan specific [institutional priorities](#) were identified to help guide university strategic decision making. The university has identified the need to work in collaboration with outside partners. The Student Success Center will facilitate the continued development of more and stronger partnerships between WOU and our many external partners.

These consortia are designed to support WOU's efforts to increase the number of Oregonians who enroll and graduate from the university. Specific consortia activities supported by the Center include:

- [Cesar E. Chavez Leadership Conference](#). Annually over 2,000 Latinx high school students and leaders attend this event. The conference is the culminating event of an ongoing planning process that involves community leaders from 10 different regions in Oregon stretching from Albany to Astoria. The planning activities and the event coordination will be moved to the Student Success Center. The consortium is strongly supportive of the Student Success Center (see letter from CECLC in appendix).

- [Degree Partnership Agreements](#). These agreements are also called dual enrollment agreements, create student-centered partnerships between WOU and community college partners. Currently WOU partners include: Chemeketa, Clackamas, Linn-Benton, Mt. Hood, and Portland. The Consolidation of transfer-

student services into the Student Success Center will lead to greater efficiency and effectiveness in this area of services. The university plans to expand the number of partnerships to include community colleges on the Oregon coast and Lane County. Using the Student Success Center as the hub, for transfer student activities, WOU will build a stronger community college consortium.

- [Willamette Promise](#) is WOU's accelerated learning activity that in 2018-19 served 2,645 students in 56 Oregon high schools from Clatsop to Lane Counties. This consortium is managed by the Willamette ESD and also includes Corbin College and Oregon Institute of Technology. Within this consortium WOU is the lead university. The Willamette Promise activities at WOU will be housed in the Student Success Center. This will enable WOU to work with the Willamette Promise partners to expand the number of schools, and students, served while continuing to improve the quality of instruction that the students receive.
- [ROTC at WOU](#) is part of the Army ROTC program at Oregon State University. The program will also be placed in the Student Success Center along with [Veterans Resource Center](#) to create a stronger campus presence for students who have served or want to serve the nation as a member of the armed services.
- Teacher Workforce Pipeline is the latest education consortium created by the College of Education. This pipeline is based on requests made to the [Oregon Educators Advancement Council](#) for collaborations that would increase both the number of new teachers and the quality of teachers hired by Oregon school districts. The consortium accounts for over 75% of Oregon students and runs from Brookings to Astoria, over to Hood River and then down the

The CECLC Board is pleased to offer our full support for the proposed StudentSuccess Center at WOU. We believe that the Center will provide the conference with desperately needed space to support an even more successful and perhaps even larger conference.

**David Martinez, Chair
Cesar E. Chavez Leadership
Conference**

Willamette Valley to Creswell. The consortium has the potential to transform the K-12 teacher landscape.

COMPONENT B: OPERATIONAL SAVINGS AND SUSTAINABILITY

Does the proposal generate operational savings? Or the potential for sustainability?

The realization of the project will result in the university replacing the current inefficient and very old structure with a properly configured and efficient one. The efficiencies will arise not only from savings in energy use, as old inefficient systems are replaced, but also with day-to-day savings as the spaces will be properly sized and located (in proper adjacencies).

The university plans to seek LEED certification equivalency for the project.

COMPONENT C: LIFE SAFETY, SECURITY, OR LOSS OF USE

Does the proposal address facility deficiencies (code compliance) related to the health, safety, and welfare, or security of the occupants and the public? Do the deficiencies pose a significant hazard or risk? Do the deficiencies need to be addressed immediately? e.g. during the period requested? Does the proposal address imminent loss of use due to facility deficiencies?

A major component of this project is the effective redress and elimination of serious safety-related problems and challenges. Among the issues that plague the existing building (see Appendix E for the [DOGAMI report](#)):

- Original three pipe system makes it difficult to maintain appropriate comfort inside the building. Suggest replacing all HVAC three-pipe system with new system that provides adequate OA, heating, and cooling.
- Outdated controls are currently failing. Suggest replacing all controls and old pneumatic valves.
- Current plumbing in building is failing. Suggest replacing all fixtures, and piping
- Seismic event vulnerability (99% risk according to 2007 DOGAMI report)
- ADA accessibility barriers including insufficient egress points
- Bathrooms that lack sufficient width to allow wheelchair access
- Asbestos
- Aging electrical system with periodic faults
- Fire alarm system needs to be updated. Original system from when the building was built, with one fire panel upgrade in the early 1990s.
- No fire sprinkler system.
- HVAC system lacking fire dampers
- Lack of refuge area for individuals with disabilities
- Lack of visible strobes for hearing impaired persons
- Exit pathways that are inadequately marked
- Inadequate bathroom ventilation
- No power back-up for power-actuated doors
- No internal communication system for building
- Need for ongoing structural improvements including roof repair
- Multiple tripping hazards
- Windows not safety-glazed
- No external fire-doors
- No escape route from steam tunnel

COMPONENT D: INSTITUTIONAL PRIORITY

This project is the **second** highest institutional priority (project #2 out of 4 projects).

COMPONENT E: STUDENT SUCCESS FOR UNDERSERVED POPULATIONS

Does the proposal improve degree or certificate attainment or reduce equity gaps, with special emphasis on those underserved populations that are similarly emphasized in the Student Success and Completion Model (e.g. low income, underrepresented minority, rural, or veteran)?

The Student Success Center is the cornerstone to WOU's efforts to maximize retention rates and graduation rates. Currently the key academic support services such as tutoring, advising, support programs, and the Registrar's office are located across multiple university buildings. The decentralized locations of these critical services reflect the challenge noted in the SCDP report about WOU lacking adequate Academic Support space. If anything, the study undercounts the needed space since WOU has a higher percentage of first-generation, low-income and minority students and these students require more wrap-around support services for their success.

WOU's long-term success in retaining and graduating Latinx students has been recognized nationally by the [Education Trust](#) in 2010 while the WOU's success with [Pell Grant](#) students was recognized in 2015. The Student Success Center will expand the circle of success to other diverse groups including rural students and Veterans. The Student Success Center's design and cluster of

services will maximize staff availability while minimizing student waiting time and delays. The movement of several services from the Werner University Center to the Student Success Center will also allow the university to expand the amount of space for clubs, student groups and other co-curricular activities that support student engagement and success.

The movement of several services from the Werner University Center to the Student Success Center will also allow the university to expand the amount of space for clubs, student groups and other co-curricular activities that support student engagement and success.

Underrepresented Minority Students

The Student Enrichment Program (SEP) is one of the campus services that actively supports underrepresented minority students. SEP also has an overlap with the Bilingual Teacher Scholars Program and will likely have an overlap with the future Bilingual Health Services Program. These services will support the creation of a supportive space for all students. Moving programs from the Werner University Center will also allow WOU to expand the space used by the Office of Multicultural Student Services Program which will remain across the street in the university Center.

For the underrepresented students SEP and TRIO serve, finding a sense of home and belonging is essential to establishing their commitment to attending college through graduation. A physical space, purpose designed, with the amenities essential to the success of underrepresented students sends the message that "You are valued and you belong" and students will respond by committing to their education.

**Marshall Habermann-Guthrie,
Student Enrichment Program
Director**

Low-income Students

Placing the Student Enrichment Program in the Student Success Center will also ensure that low-income students have an office and student space to further support their ongoing success at WOU.

Rural Students

The combination of programs that will be housed in the Student Success Center will benefit all university students, including those from rural communities. At WOU, 21% of undergraduates are from rural Oregon communities.

Veteran Students

The Center will house both the Army ROTC program and the Veterans Resource Center. The Resource Center was selected as the national Student Veterans of American Chapter of the Year in 2017. Placing both groups in the same building will create a synergy and visible and supported presence for veterans and their families.

It is expected that this project will award degrees to Student Success Completion Model (SSCM) priority student groups by at least 15% through a combination of improved retention and increased.

Undergraduate Degrees Awarded (Student Success Center data)

	Baseline	SSC's Project Impact
Underrepresented Minorities	155	178
Rural Oregonians	173	199
Veterans	11	13
Pell Recipients	498	573

* 1022 students earned baccalaureate degrees from July 1, 2017 to June 20, 2018.

	Baseline	SSC's Projected Impact
Underrepresented Minorities	15.2%	17.5%
Rural Oregonians	16.9%	19.4%
Veterans	1.2%	1.38%
Pell Recipients	48.7%	56.0%

COMPONENT F: LEVERAGING INSTITUTIONAL RESOURCES

WOU will provide 3% of the total cost (max required) in the amount of \$1,485,000. All funds are readily available.

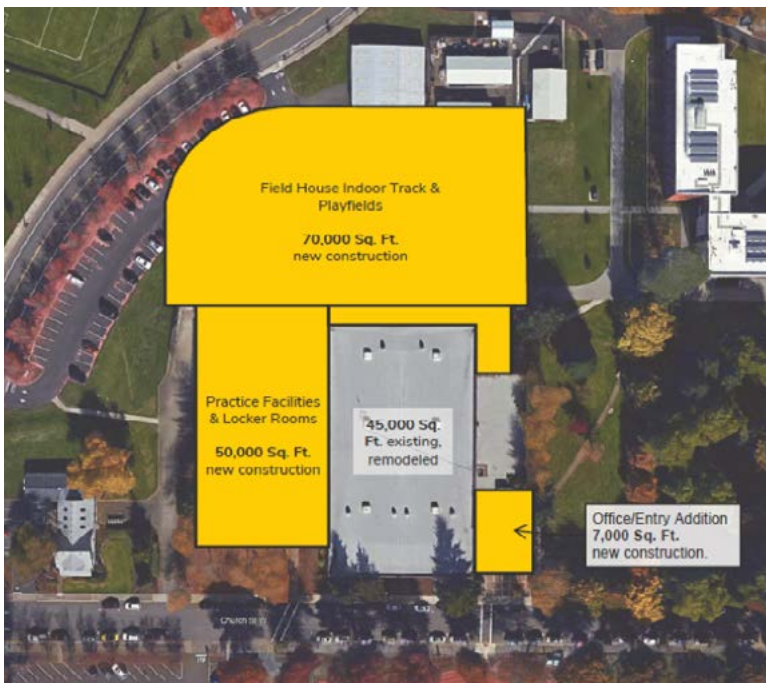


Center for Human Achievement, Movement, and Performance (CHAMP)

Physical Education Building Remodel/Additions and McArthur Field Stadium Improvements



Current New PE and Field House



Proposed CHAMP

Project Executive Summary Statement

This project will transform the southwest segment of the campus into a state-of-the-art multipurpose center dedicated to building strong community partnerships and enhancing student success and achievement.

The ‘New’ Physical Education building (as it is still officially known) was constructed in 1971 and is 49 years old. Its uniqueness as a structure is due to the impressive variety of activities it houses. A sampling of these includes instruction in subjects as disparate as Anthropology and Business, on-campus events such as new student orientation, athletic contests, and community events such as the annual Native American Pow Wow. The stadium remodel will include safety upgrades to critical systems and renewed competition/playing surfaces for the university’s teams. This project adheres to HECC capital guidelines by improving student success, addressing long-standing deferred maintenance issues, correcting deficits in physical access (e.g., ADA compliance), and increasing the classroom quality and inventory.

“The recommendation of this report is to focus on investments related to improving the quality and suitability of existing facilities....”

(SCDP, P. 20)

When completed, the project will allow the university to fully use the building's different levels, add to its inventory of state-of-the-art classrooms, and reduce the operating costs of the building by extending its life with new mechanical systems, roofs, and other building integrated systems, such as fire warning and detection systems. As the university's 'living room' for large events (the gym seats 2,500 and the stadium seats 3,000), the project will fulfill a critical need to update and expand the university's ability to host large-scale events for both on and off-campus groups.

Project Summary

Project title: Center for Human Achievement, Movement, and Performance

Location: 510 Church St. W.

Academic programs served:

- Exercise Science
- Health
- Teacher Education
- Business
- Psychology
- Spanish
- Writing
- Sociology

Total project cost:

\$33,000,000

State funding request:

\$32,010,000

Committed external

funds: Institutional funds:

\$990,000 (on hand)

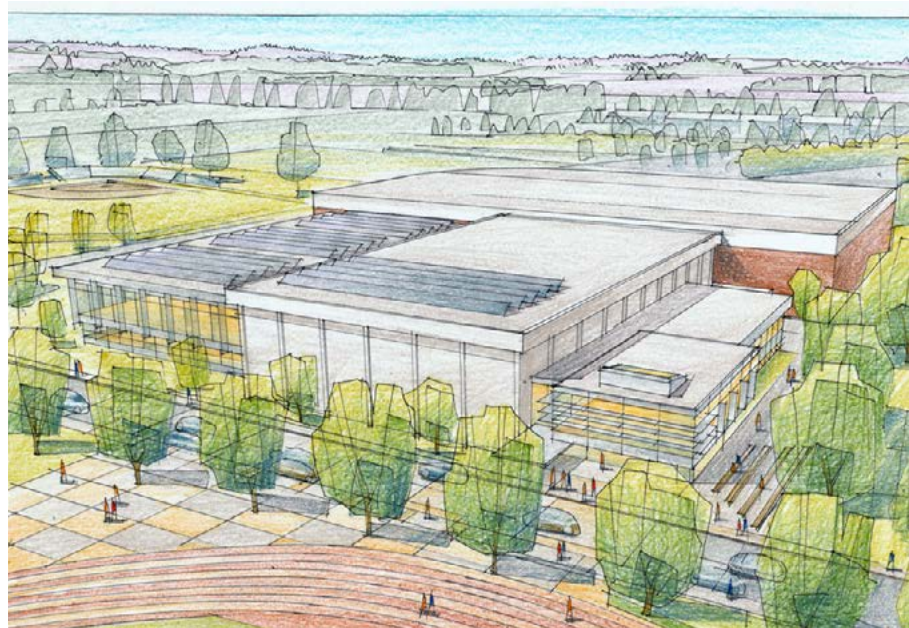
Total gross square feet:

183,000

Total net square feet:

106,140

Project start and completion dates: Summer 2020 - Fall 2022



Architectural rendering

Detailed project description

The Center for Human Achievement, Movement, and Performance (CHAMP) will include the renovation of the New Physical Education building/fieldhouse and McArthur Field. The New Physical Education (NPE) building is a cast-in-place concrete, two-story structure. It currently houses two gymnasiums, their support spaces, and a large multipurpose high ceiling space (fieldhouse) which is used for indoor practice of several athletic and physical education activities, including football and track and field. The building also houses general assignment classrooms and Athletic Department offices. It was constructed in 1971 and is located on the western edge of the academic core of campus.

The project as currently conceived will renew practically all 45,000 gross square feet while addressing outstanding deferred maintenance issues. The project will significantly remodel and improve about 2,000 square feet of existing locker and training rooms to ensure Title IX compliance. An addition of approximately 127,000 new square feet is planned for the building which will expand offices, support areas, and include several new classrooms to be added to the general assignment pool. The expansion

of the current field house will accommodate a 200-meter indoor track. A critically important element will be the addition of the building's first elevator making the second floor of the building accessible for the first time, addressing ADA compliance.

The McArthur Field stadium was most recently renovated in 1987. This outdoor, multipurpose space is used for a variety of athletic, academic, and campus community related events such as the annual WOU commencement ceremony, football games, track and field meets, and first-year "Sunrise Service." As the only track in Monmouth, it is highly utilized by campus and community members for its playing field as well as the running track. The venue has also been host to the OSAA High School Track Championships on a number of occasions. The renovation will focus on serving the needs of the student population and allowing for reconfiguration of the playing field and track.

The renovations are to include new synthetic turf, additional drainage, and improved lighting to accommodate an NCAA regulation soccer field for women and men's intercollegiate soccer teams. The infield of the track will be configured as a multipurpose space. Several aging mechanical systems will be brought up to current standards, including the electrical systems and drainage systems. Areas of the stadium that are currently inaccessible will be made accessible by a new elevator. Other spaces, such as the press box, coach boxes, restrooms, and concessions will be remodeled and brought up to current accessibility standards.

Business Plan

"Western Oregon University creates lasting opportunities for student success through transformative education and personalized support."

WOU MISSION STATEMENT

This project supports the vision, values, and purpose articulated in the current WOU Strategic Plan. Specifically, the facility, student-centered in its design, will become more accessible for all members of the university community, will connect to our local community, and creates transformative learning opportunities for students, faculty, and staff.

Resolves Unmet Needs

Building the CHAMP will advance our position on inclusion and address the needs of a diverse student population, including Title IX issues such as **equitable locker room space**.

Each year, approximately 36 course sections are taught in the New Physical Education building, including courses in Business, Communications, Anthropology, Writing, Sociology, and Spanish. In addition, the Physical Education and Exercise Science division teaches physical activity courses in the gymnasium and multipurpose courts.

The building is not ADA compliant, which prevents building access to some areas for people with disabilities. The new elevator will make the entire second floor accessible not only for these learning opportunities, but also for the **campus and community-wide events which take place there**.

Several new classrooms will be constructed utilizing the concepts of **active learning and smart classrooms** and the existing classrooms will be brought up to these standards, as well as expanding the ability of the campus to offer courses which are better suited to **modern teaching pedagogies**. According to the SCDP study, WOU currently has a 7% deficit of classroom and service space (p. 264). The study estimates this deficit will grow to **40%** by fall 2029 (SCDP, p. 265).

The fieldhouse space will be **expanded** to more appropriately and completely accommodate **physical activity courses and the WOU athletic teams**. **The expanded fieldhouse will allow WOU to host competitive events throughout the year for all ages.** For many young children, this is their first exposure to a college campus to foster their interest in higher education.

Raises facility quality

The CHAMP will raise quality and efficiency of the existing facilities. The NPE building houses multipurpose classrooms and WOU's NCAA intercollegiate athletic program. This includes an athletic training center, locker rooms, basketball and volleyball courts, indoor batting cages, and athletic department offices. **Due to its age** and architectural style, the building has **numerous deferred maintenance issues**. As the building is nearly 50 years old, all of the spaces are outdated and this project will **greatly improve their quality**.

The 2018 Campus Master Plan identifies the CHAMP project as important to the overall campus vision. Renewing and making the facility accessible to all will further complete the transformation of this section of the campus. Currently, the field is unusable for a season to allow the grass to regenerate. Additionally, the lack of lights on the field limits the hours of use during winter. By replacing grass with artificial turf and upgrading the lighting of the fields, the campus will effectively triple the availability for use of the field.

By strategically remodeling and adding on to an existing structure, the project creates savings in the first stage while extending and enhancing the synergies of the activities the structures contain and support. On-going maintenance and operations costs will also be reduced, and threats to the safety and welfare of the campus' occupants and of the surrounding community will be eliminated.

Campus needs

Critical needs for full access of facilities, improved and expanded teaching facilities, and compliance with Title IX are all met by this project. As the SCDP study states (p. 11), Oregon's Higher Education buildings built in the 1960's and 70's are often purpose-built and inflexible, less efficient and more costly to operate, not in conformance with current codes and health/safety regulations, and are becoming worn out. The buildings which are part of this project fit this description precisely.

Possible operational savings

Operational savings will occur when the project is completed in day-to-day operations such as new surfaces which are easier to clean (and need cleaning less often), and new mechanical equipment which uses less energy and requires less repair time.

Funding sources

Q Bond: \$32,010,000; Institutional Match: \$990,000

Alternatives considered

The large gathering spaces in this project represent significant capital investments. By remodeling them (and expanding them in the case of the fieldhouse) to make them more accessible and more efficient to operate, the cost of rebuilding them as new is avoided.

Capital Project Evaluation: **Center for Human Achievement, Movement, and Performance (CHAMP)**

Responses specific to elements of the 2019-21 University Capital Project Rubric

COMPONENT A: **STRATEGIC CAPITAL DEVELOPMENT PLAN (SCDP) ALIGNMENT**

Part 1: **Space renewal, workforce or completion priorities**

How does the proposal increase the capacity and effectiveness of instructional space?

The project will add to the campus' inventory of classrooms and raise the quality of its current classrooms. The SCDP study (p. 261) shows the classrooms in NPE as underperforming compared to other rooms on campus and national standards. This project will remodel the existing classrooms and create new state-of-the-art classrooms which will be more popular and therefore more highly used. This will increase the quantity, quality, accessibility, and effectiveness of instructional space on campus.

“Space needs may arise from changing pedagogical practices that are known to achieve better student success. Paired with the existence of a sizeable inventory of older buildings that do not offer much in the way of flexible learning spaces, Oregon’s capital strategic plan should attempt to renew such spaces in ways that achieve academic and workforce goals.” (SCDP, p. 48).

This will effectively increase the academic space capacity of the campus. When the new classrooms are added in, the new capacity will significantly aid the campus in alleviating the shortage of classroom space in the SCDP models. According to the SCDP study, WOU currently has a 7% deficit of classroom and service space (p. 264). The study estimates this deficit will grow to **40%** by fall 2029 (SCDP, P. 265).

How does the proposal address workforce needs by providing clear pathways to aligning educational supply with employment demand?

A vibrant and well-designed Center will increase the University’s capacity and success in meeting state workforce needs. The Center will improve the number of graduates in areas of specific needs such as:

- Teachers, especially Health and Physical Education
- Coaches
- Physical Trainers

Additional workforce needs are supported by creating a facility that can be used to host regional events such as career fairs for high school students. These fairs will target low-income, rural, and minority students and will allow employers to meet with current high school

Fulfills a special need

As the largest venue on campus (the main gym can seat over 3,000 spectators), NPE is used for various **campus and community activities** including the Cesar E. Chavez Leadership Conference, the Multicultural Student Union Annual Native American Pow-Wow, and new student orientation presentations. Currently, the venue does not meet the needs of our diverse student population and the wide range of events in which we host.

students and their families. A larger facility will enable the Cesar E. Chavez Leadership Conference to grow beyond the 2000 Latinx students and leaders who are currently participating in the conference and host an even larger number of prospective employers.

How does the proposal bring business and industry to campus by core sectors for research collaboration or economic development projects or to assist in an educational capacity?

WOU hosts numerous community events each year such as Bike MS, which brings people to the community. As these activities continue to grow in the Willamette Valley, we will be situated to handle larger events and meet the needs of diverse audiences with renovated and accessible facilities. Sports camps and athletic events and tournaments bring prospective students and their families to our campus and community. Many of our campers stay overnight on campus and in the local community providing economic benefits to the area. They also eat meals in the dining center, shop in the campus bookstore, and tour the campus. When families attend a sporting event at WOU they visit the Monmouth/Independence area and utilize the services we offer in our community. Expanded and accessible athletic facilities will allow an increase in the numbers of youth and families we can accommodate at our athletic camps/clinics. These programs will enhance the economic development of our community.

Part 2: Addressing deferred maintenance issues

How does the proposal reduce deferred maintenance?

The project includes the deferred maintenance needs of the structures included. Taken together there is more than \$6.1 million (about 15% of the campus' total) of work needed to be done. The project will lead to improved access, increased safety and security, and improved comfort. A short sample of the issues includes plumbing, light fixtures, bleachers, specialty flooring, and wood gym flooring.



Stadium lighting



Stadium seating

Part 3: **Supports research and economic development**

How does the proposal develop space in support of the expansion of research efforts or the potential for additional research grant funding?

Or create and expand employment opportunities relative to the economy and workforce needs indicated in the SCDP by institution?

Or support degree programs that are important to employers?

Economic development for rural communities such as Monmouth and Polk County is largely dependent upon a vibrant college or university. Facilities such as CHAMP serve as front doors to universities, as well as allow communities to host large events that draw new visitors to Monmouth and Independence. These visitors occupy hotel rooms, eat at local restaurants, and shop at local stores. Improving the campus facilities will enable WOU to draw more and larger events to the campus, especially during the summer when there is lower student enrollment and activity.

Part 4: **Collaboration between the public universities and interested parties**

Does the proposal include space to support collaborative efforts between the university and other public service entities (or related parties) or the creation of consortia?

Many current events such as the Cesar E. Chavez Leadership Conference, Pow Wow, Luau are limited in size due to the existing space constraints. Events such as the Pow Wow and Chavez Conference are organized by community groups and WOU serves as a host site. There are many other events we cannot currently host because the space is too small, such as School District camps, wrestling camps, and football camps. With this project, WOU can provide a much needed service to the region through hosting these events that support human movement and performance across all ages.

I can envision the WESD and many of the school districts being interested in using the remodeled space to host educational and developmental events at the Center. Examples of such events could include teacher and administrator trainings, parent and student engagement and support activities, and large career development fairs and events that connect with the Measure 98 supported Career and Technical Education activities that the school districts are providing.

Dave Novotney,
Superintendent , Willamette
Educational Service District

COMPONENT B: OPERATIONAL SAVINGS AND SUSTAINABILITY

Does the proposal generate operational savings? Or the potential for sustainability?

Operational costs for the remodeled structures in the project will be reduced significantly in both energy reduction and day-to-day maintenance.

The projects will replace current lighting with more energy efficient lighting systems. HVAC controls will be updated, resulting in significant savings. The replacement of older fans with new, more efficient ones will also result in savings. Finally, new windows and improved insulation will reduce the level of heating and cooling needed for the buildings.

As spaces are upgraded to new surfaces and materials, both regular cleaning and needed repairs

will be reduced. Further efficiencies will result because users will be more appropriately located within the buildings in spaces that closely fit their needs in ways that make their daily routines more efficient.

The university plans to seek LEED certification equivalency for the project.

COMPONENT C: LIFE SAFETY, SECURITY, OR LOSS OF USE

Does the proposal address facility deficiencies (code compliance) related to the health, safety, and welfare, or security of the occupants and the public? Do the deficiencies pose a significance hazard or risk? Do the deficiencies need to be addressed immediately? e.g. during the period requested? Does the proposal address imminent loss of use due to facility deficiencies?

A major component of this project is the effective redress and elimination of serious safety-related problems and challenges. Among the issues that plague the building (see Appendix E for the [DOGAMI report](#)):

- ADA accessibility barriers including insufficient egress points. Entire second floor is not accessible (No elevator)
- Bathrooms that lack sufficient width to allow wheelchair access
- Asbestos
- Aging electrical system with periodic faults
- No fire suppression system
- Fire alarm system needs to be updated. Original system from when the building was built, with one fire panel upgrade in the early 1990's.
- HVAC system lacking fire dampers
- Lack of refuge area for individuals with disabilities
- No audible alarm or strobes in the breezeway.
- Lack of visible strobes for hearing impaired persons
- Exit pathways that are inadequately marked
- Inadequate bathroom ventilation
- No power back-up for power-actuated doors
- No internal communication system for building
- Upper level gym, west concrete wall by the doorway, it appears the wall is pulling away/ separating from the upper floor/railing having a 3/4" gap
- Replace roof
- North and South double doors to main gym are not ADA compliant for emergency exit
- Multiple tripping hazards
- No external fire-doors
- No escape route from steam tunnel

COMPONENT D: INSTITUTIONAL PRIORITY

This project is the **third** institutional priority (third out of four projects).

COMPONENT E: STUDENT SUCCESS FOR UNDERSERVED POPULATIONS

Does the proposal improve degree or certificate attainment or reduce equity gaps, with special emphasis on those underserved populations that are similarly emphasized in the Student Success and Completion Model (e.g. low income, underrepresented minority, rural, or veteran)?

The CHAMP project will improve degree attainment for all student groups, but especially those students from underserved populations. Specific positive outcomes from the center include:

- Relieving physical barriers to accessing buildings directly improves student success for all students.
- Major users of the space represent cultural groups such as Native American and Latinx. An improved and larger space will support larger and better events for these groups while also allowing other community groups such as the NAACP to use the space for their events. These community-driven events create a stronger and more inclusive campus climate that benefits all students, but especially those from underserved communities.
- By making the space available to area school districts and the Willamette ESD, WOU will make college more familiar to rural students. This familiarity supports more successful transition to higher education, including but not limited to entry at WOU. This smoother transition will support greater success for students once enrolled in college.

According to HECC data provided in the University Capital Funding Requests Instructions (p. 20) WOU’s baseline information for underserved students includes the following 2017-18 bachelor’s degree data points. This project is expected to support an improvement of 10% over the baseline numbers.

	Baseline	Projected Impact
Underrepresented Minorities :	155	171
Rural Oregonians:	173	190
Veterans	11	12
Pell Recipients:	498	548

*1022 students earned baccalaureate degrees from July 1, 2017 to June 20, 2018.

In 2014 WOU completed a full ADA 2010 standards compliance report including the majority of buildings and paths of travel on campus. In the ADA 2010 standards compliance report NPE has numerous ADA issues included but not limited to: lack of accessible option to the second floor of the building, lack of accessible options in restrooms, locker rooms are inaccessible, limited accessible seating in the gymnasium on the first floor and no accessible seating on the second floor. NPE is the primary location for many athletic events, in addition to one of the main areas for conferences and large scale events. The lack of accessibility in NPE is not only an ADA compliance issue but an access and inclusion issue for WOU students, employees and community members.

Malissa Larson, Assistant VP of Student Affairs

	Baseline	Projected Impact
Underrepresented Minorities :	15.2%	16.9%
Rural Oregonians:	16.9%	18.6%
Veterans	1.2%	1.3%
Pell Recipients:	48.7%	53.6%

COMPONENT F: LEVERAGING INSTITUTIONAL RESOURCES

WOU will provide 3% match (max required) in the amount of \$990,000. The funds are on hand.

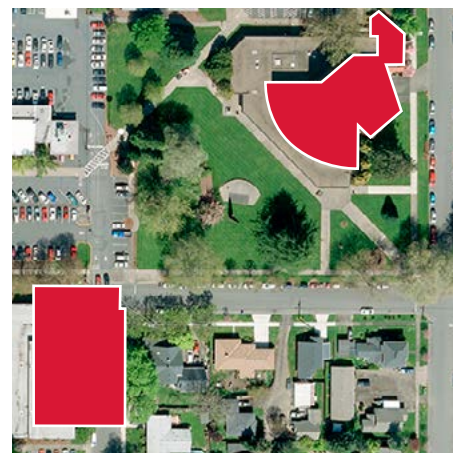


Performing Arts Remodel

Remodel of and additions to Rice Auditorium and Smith Hall



Current Rice Auditorium and Smith Music Hall



Proposed location of Performing Arts

Project Executive Summary Statement

The Performing Arts project involves two adjacent buildings. Rice Auditorium built in 1976 and Smith Hall built in 1958 are used together to support academic programs in Performing Arts: Music, Theatre and Dance. Both

buildings are also used for community events that support music and theater performances. Both buildings are in need of significant mechanical upgrades and deferred maintenance projects. Deferred maintenance needs total \$2.5 million for the two buildings. Smith Music Hall, which seats 110, and Rice Auditorium, which seats 610, are both stretched beyond reasonable capacity.

Smith Hall has some spaces which be reconfigured and the building will be expanded to support teaching and practice. Rice Auditorium is in need of additional and repurposed space to meet the current teaching and programmatic needs of dance, music, and theater. The proposal addresses two major areas of emphasis for the HECC – increasing capacity for degree production and addressing outstanding deferred maintenance issues.

Since 2014, enrollment has remained strong and undergraduate degree production has increased by 30% percent over the years from 2014 to 2018. Western Oregon University's Creative Arts division offers an integrated set of programs of vibrant programs that are sought out by students.

Western Oregon University expects these programs to continue to grow and prosper; however, modern facilities are needed to meet the demands and expectations of students and parents in a 21st century creative arts program. WOU's creative arts program prepares students for careers and advanced graduate study in areas such as performance, creative arts education, creative arts history, and technical fields such as sound engineering and theatre design.

Project Summary

Project title: Performing Arts Renewal

Location: 344 Knox Street N., Monmouth, OR 97361

Academic programs served: Music, Theatre and Dance

Total project cost: \$16.5 Million

State funding request: \$16,005,000

Committed external funds: Institutional Funds: \$495,000

*Total gross square feet: Rice Auditorium – 27,667sf and Smith Music Hall – 14,315sf
Combined – 41,982sf*

Total net square feet: 24,350

Project start and completion dates: Summer 2023 – Fall 2024



Rice Auditorium



Smith Music Hall

Resolves Unmet Needs

The campus' critical and significant need of **open labs** will be partially met by **the computer labs, the scenery and costume shops, the recording studio, and additional practice rooms.**

The project will result in a **net addition of classrooms** that will help decrease the **challenge of scheduling classroom space.** (HECC SCDP, PAGE 264)

Detailed project description

The project will remodel and add on to Smith Hall and Rice Auditorium. Most of the major systems in Smith Hall and Rice Auditorium will be updated as a part of this project.

Smith Hall will be rebuilt as a performance space and a second floor will be added containing classrooms, a second recording studio, a student lounge, a conference room, instrument storage, percussion practice rooms, 20 soundproof practice rooms, and restrooms. Rice Auditorium will be modernized including reconfiguring the seating to better meet ADA standards and increase capacity, a black box theater will be added along with scenery and costume shops, classrooms, a design lab, a computer lab, and storage.

These improvements will create improved performance and teaching efficiencies. The improved performance spaces will serve campus and community efforts to provide additional creative arts programming. This will include the theater program, music and dance and the fine arts. The Smith Fine Arts Series, a community-based music program, and other on-campus and community groups will also benefit from the project.

Business Plan

“Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.” WOU MISSION STATEMENT

Providing opportunities for students, staff, faculty and community members to discover and experience an array of music, theater and dance productions and events are the impetus for creating a premier performing arts facility at Western Oregon University. The new addition and remodel would create new space and reconfigure existing space to alleviate current restrictions for the efficient use of the facility. It would also allow the department to consolidate many related academic functions economizing space and resources, and promote its vibrant theater, dance, and music programs that will attract top-notch faculty and talented students.

The campus has a strong and growing number of students seeking degrees in the performing arts. This project addresses an area of enrollment growth by building capacity for the future and renewing existing spaces to improve their effectiveness as teaching and learning spaces. According to the SCDP the campus is short on teaching spaces and open labs both for the current enrollment but also for projected levels of enrollment. This project meets both a campus need and a recognized emphasis for the HECC.

Campus needs

Oregon’s Higher Education buildings built in the 1960’s and 70’s are often purpose built and inflexible, less efficient and more costly to operate, not in conformance with current codes and health/safety regulations, and are becoming worn out (SCDP, P. 11). This project addresses needs in these areas.

According to the HECC SCDP (PAGE 264) the campus has a significant shortage of classrooms and open lab space. This project includes both of these and will address that critical need

Possible operational savings

Operational savings will occur when the project is completed in day-to-day operations such as new surfaces which are easier to clean (and need cleaning less often), and new mechanical equipment which uses less energy and requires less repair time.

Funding sources

State Bonds in the amount of \$16,005,000 and Institutional matching funds in the amount of \$495,000.

Alternatives considered

The existing spaces were purpose built to support very specific and unique activities related to performance and the activities that support and lead to those performances including teaching and practice. There are not alternative spaces available that are suitable replacements nor could the current spaces be rebuilt new for less than the cost of remodeling them.

Raises Facility Quality

Each of the **teaching spaces** will be configured to accommodate current teaching styles and will support the application of these styles with **new and appropriate technology**. The same is true for the **performance spaces**.

Fulfills special need

Rice Auditorium is a **special space** that is used often by outside groups and hosts performers whose **audience** is drawn from beyond the confines of the campus community into the **town and the local region**.

COMPONENT A: STRATEGIC CAPITAL DEVELOPMENT PLAN (SCDP) ALIGNMENT

Part 1: Space renewal, workforce or completion priorities

How does the proposal increase the capacity and effectiveness of instructional space?

The project will add to the campus' inventory of classrooms and raise the quality of its current classrooms by remodeling existing classrooms and creating new state of the art classrooms.

“Space needs may arise from changing pedagogical practices that are known to achieve better student success. Paired with the existence of a sizeable inventory of older buildings that do not offer much in the way of flexible learning spaces, Oregon’s capital strategic plan should attempt to renew such spaces in ways that achieve academic and workforce goals.” (HECC SCDP PAGE 48)

This will effectively increase the capacity of the campus. When the new classrooms are added in the new capacity will significantly aid the campus in alleviating the shortage of classroom space in the SCDP models (CURRENT AND FUTURE—PAGES 264 AND 265).

How does the proposal address workforce needs by providing clear pathways to aligning educational supply with employment demand?

According to the Bureau of Labor Statistics, *Occupational Outlook Handbook*, the national job market for entertainers will grow at the national average over the next ten years. Actors, dancers, choreographers and musicians face different employment prospects in these highly competitive fields. However, professionals in these areas who attend schools that provide professional experiences have a much better chance of employment. For example, “Dancers who attend schools or conservatories associated with a dance company may have a better chance of finding work at that company than other dancers have.” (BUREAU OF LABOR STATISTICS, *OCCUPATIONAL OUTLOOK HANDBOOK*). WOU currently houses several instrumental ensembles, choir, and symphony orchestra.

How does the proposal bring business and industry to campus by core sectors for research collaboration or economic development projects or to assist in an educational capacity?

According to a recent study of the arts in Oregon, *“the nonprofit arts and culture sector is a significant industry in the State of Oregon—one that generates \$687 million in total economic activity. This spending—\$364.1 million by nonprofit arts and cultural organizations and an additional \$323 million in event-related spending by their audiences—supports 22,299 full-time equivalent jobs, generates \$469.5 million in household income to local residents, and delivers \$53 million in local and state government revenue.”* (p. 3, Americans for the Arts, *Arts & Economic Prosperity 5*, 1000 Vermont Avenue NW, Sixth Floor, Washington, DC 20005)

The partnership between Western Oregon University and the Smith Fine Arts Series is but one example of the economic impact that the arts have on Polk County and the surrounding

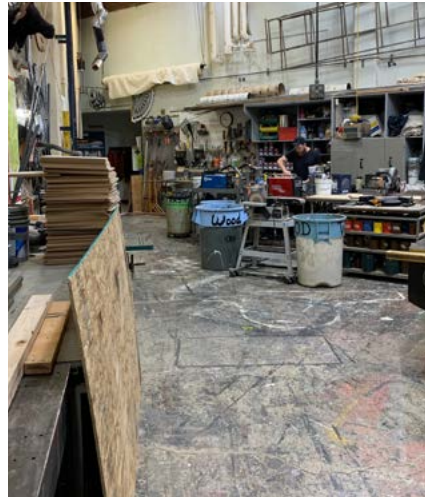
community. From direct expenditures to spending on related activities and volunteerism, arts have a profound cultural and economic impact. External performance - Smith Fine Arts - support regional arts community

Part 2: **Addressing deferred maintenance issues**

How does the proposal reduce deferred maintenance?

As noted in the SCDP, WOU has the oldest average buildings in the pool of higher education facilities. Smith Hall and Rice Auditorium have significant deferred maintenance challenges to systems that are well-beyond their original useful life resulting in constant repairs and increasing costs. Practically every system is at or near failure, including the roofs, the windows, the plumbing and the remaining mechanical systems.

This project will completely eliminate the estimated \$830,000 of deferred maintenance for the building which represents about 2% of the campus' total backlog.



Rice Auditorium: loading dock, set building area, storage



Smith Music Hall: air handler, restrooms, ductwork

Part 3: **Supports research and economic development**

How does the proposal develop space in support of the expansion of research efforts or the potential for additional research grant funding? Or create and expand employment opportunities relative to the economy and workforce needs indicated in the SCDP by institution? Or support degree programs that are important to employers?

[Economic development](#) for rural communities such as Monmouth and Polk County is largely dependent upon a vibrant college or university. Facilities such as the Performing Arts Center serve as a front door to university, but also allow communities to host large events that draw new visitors to Monmouth and Independence. These visitors occupy hotel rooms, eat at local restaurants, and shop in local stores. Improving the campus facilities will enable WOU to draw more and larger events to the campus, especially during the summer when there is lower student enrollment and activity. This project will allow the university to host more events that draw more patrons who in turn send more in the local economy.

This project will also likely allow the university to add employees to manage the increase in events and activities. A more vibrant Performing Arts calendar will also create additional student jobs such as show ushers and technical supports such as lighting and sound assistants.

Part 4: **Collaboration between the public universities and interested parties**

Does the proposal include space to support collaborative efforts between the university and other public service entities (or related parties) or the creation of consortia?

Support of this project would enhance partnership with Oregon school districts to provide students dual credit opportunities that support student completion of high school and progression to college. These dual credit opportunities in the theatre and music expand the college platform to a broader set of students who are often not engaged in the more traditional science, math and English academic tracks.

Productions and events held in Rice Auditorium attract patrons from all over the Willamette Valley. This project would potentially expand this important cultural connection to the local and regional communities and enable the university to showcase its talented class of artists and high-quality productions that are available here at Western Oregon University.

COMPONENT B: OPERATIONAL SAVINGS AND SUSTAINABILITY

Does the proposal generate operational savings? Or the potential for sustainability?

The renovation of both Smith Music Hall and Rice Auditorium will reduce operation and maintenance costs; increase energy efficiency; and make both buildings more accessible and safer for students, faculty and community members.

More importantly, funding for the Center for the Arts is critically needed to continue the sustainability and growth of the creative arts, music and dance programs. The numerous aging problems with the building along with the lack of necessary space for practice and rehearsal rooms, classrooms and stages severely hinder the university's mission to provide high-quality academic programs.

The university plans to seek LEED certification equivalency for the project.

COMPONENT C: LIFE SAFETY, SECURITY, OR LOSS OF USE

Does the proposal address facility deficiencies (code compliance) related to the health, safety, and welfare, or security of the occupants and the public? Do the deficiencies pose a significant hazard or risk? Do the deficiencies need to be addressed immediately? e.g. during the period requested? Does the proposal address imminent loss of use due to facility deficiencies?

A major component of this project is the effective redress and elimination of serious safety-related problems and challenges. Among the issues that plague the existing buildings (see Appendix D for letter from expert verifying these and the [DOGAMI report](#)):

Life Safety:

- Seismic event vulnerability (99% risk according to [2007 DOGAMI report](#)).
- Reduce the risk of accidents by replacing the existing stage rigging.
- Upgrade the HVAC system to improve the indoor air quality.
- Abate asbestos material to reduce exposure risk for building users.
- Make the building ADA compliant.
- Several other deferred maintenance and problems too numerous to list.

Security:

- Improve the entrance including ticket office and lobby.
- Add elevator to make the new second floor balcony accessible.

Loss of Use:

- Due to the limited space of the scene shop, sets have to be built on the stage, making the entire auditorium unusable for other events at least 75 percent of the time.
- Smith and Rice both lack adequate space to accommodate the demand for production and performance venues.

COMPONENT D: INSTITUTIONAL PRIORITY

This project is the **fourth** institutional priority (fourth out of four projects).

COMPONENT E: STUDENT SUCCESS FOR UNDERSERVED POPULATIONS

Does the proposal improve degree or certificate attainment or reduce equity gaps, with special emphasis on those underserved populations that are similarly emphasized in the Student Success and Completion Model (e.g. low income, underrepresented minority, rural, or veteran)?

Renovations to Rice Auditorium and Smith Music Hall would increase the yearly number of dance, theatre and music performances. This would allow more WOU students the opportunity to see high-caliber arts performance. The project would potentially expand this important cultural connection to the local and regional communities and allow the university to showcase its talented student artists creating high-quality productions. The WOU population is, in general, underserved with many of our students having never attended a symphony, play or dance recital.

- Making critical upgrades to Smith and Rice would also allow our underserved population, especially those from low-income and minority backgrounds, to take classes and explore interests, which could lead to jobs and an increased interest in the arts.
- A robust cultural center also would benefit the surrounding community by allowing school districts to travel to WOU instead of further locations to see world-class performances.
- The needed renovations at both Smith and Rice would meet pressing ADA requirements.

This proposed building will increase the number of students from HECC identified underserved students who graduate from WOU. Conservatively, given the mission of the building and its programs the campus expects to add 10% to each of the underserved areas.

According to HEC data provided in the University Capital Funding Requests Instructions (page 20) WOU's baseline information for underserved students includes the following 2017-18 bachelor's degree data points:

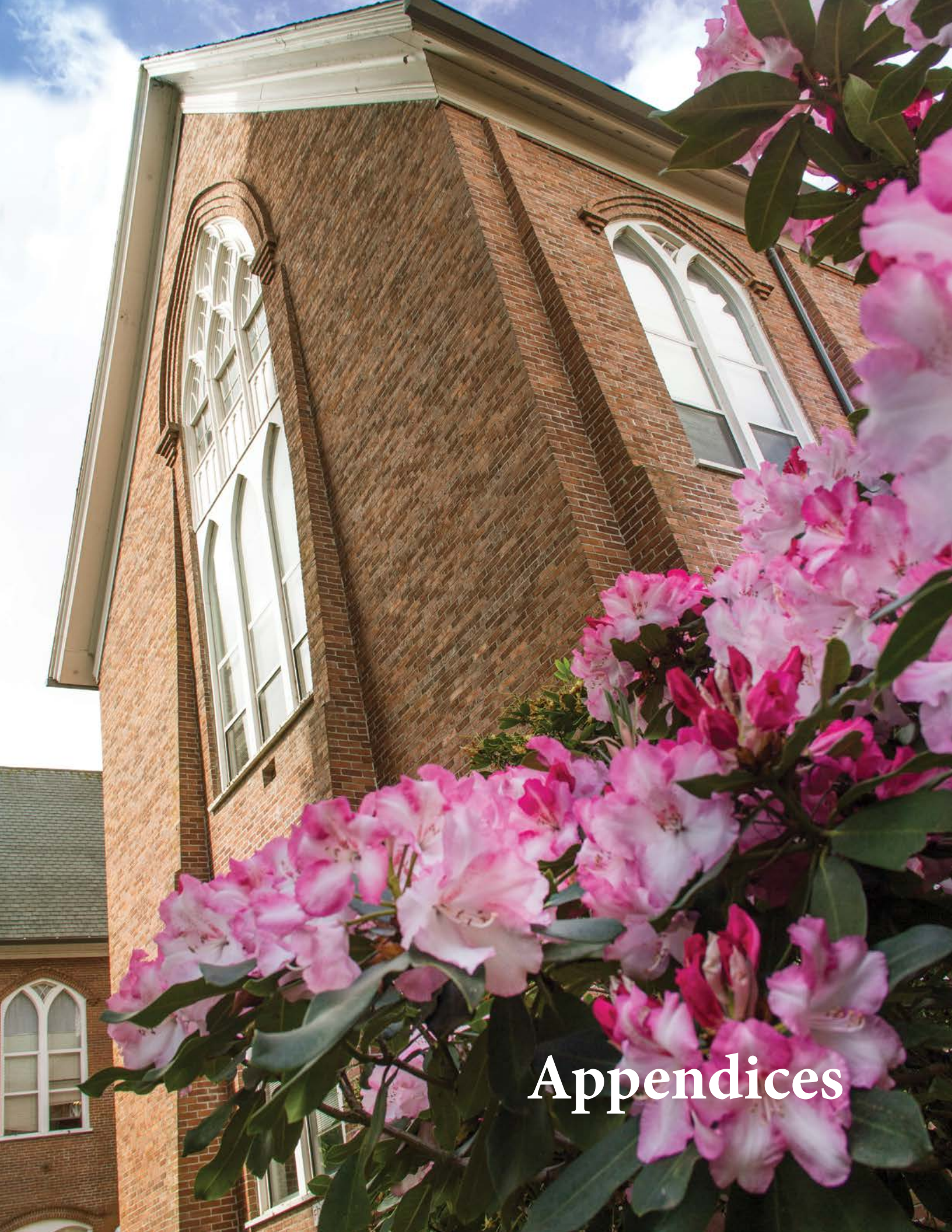
Undergraduate Degrees Awarded (Performing Arts Renewal data)

	Baseline	PA Renewal Project Impact
Underrepresented Minorities	155	171
Rural Oregonians	173	190
Veterans	11	12
Pell Recipients	498	548

	Baseline	PA Renewal Project Impact
Underrepresented Minorities :	15.2%	16.9%
Rural Oregonians:	16.9%	18.6%
Veterans	1.2%	1.3%
Pell Recipients:	48.7%	53.6%

COMPONENT F: LEVERAGING INSTITUTIONAL RESOURCES

WOU will provide 3% match (max required) in the amount of \$495,000. The funds are on hand.



Appendices

Higher Education Coordinating Commission - Public University / Community College Major Construction/Acquisition Project Narrative

Note: Complete a separate form for each project.

Public University or Community College:	Western Oregon University	Project Type - indicate percent of budget in each category; total should add to 100%:	
Project Name:	Health Sciences	Planning/design	10%
Estimated Start Date:	Summer 2020	Land/real property acquisition	
Estimated Completion Date:	Spring 2021	New construction	
Total Estimated Project Cost¹:	\$ 49,500,000	Addition	50%
Cost per net usable square foot added or renovated:		Remodel	40%
		Total	100%

¹Include all costs regardless of proposed funding model, such as design and planning, hard and soft construction costs, land and real property acquisition, infrastructure development, furnishings and fixtures, contingencies, etc.

Project Summary (describe the nature and purpose of the project):

The WOU Health Sciences Remodel will transform the current Academic Programs and Support Center (APSC) building to support WOU's expansion of its health sciences programs. The APSC building was originally built in 1951 as the campus' first stand alone library. Since 2000, it has served as the home for various student services, which will be moving to the Student Services Center (see WOU Student Success Center Proposal). Its location along Monmouth Avenue at the entrance of the campus is supported by the 2018 Campus Master Plan and reflects the importance of the programs that will be contained within it. Oregon has an immediate and growing need for health care providers, and in particular physical therapists. "Physical therapists, pharmacists, occupational therapists, and speech-language pathologists are also experiencing strong demand with few completions across the state." (page 6, HECC SCDP) This project creates the capacity for WOU to develop and implement new degree programs such as Physical Therapy to meet these needs. By renewing the APSC building and providing it with a new purpose, the project will simultaneously relieve the campus of outstanding deferred maintenance and safety issues while also converting ill-configured, underused space into efficient and appropriately designed spaces for this program and its related functions. Beyond meeting the workforce needs of the state and the Mid-Willamette Valley, the project will increase degree production for both graduates and undergraduates, enhance research productivity of the University, and will add to the capacity of WOU to meet the needs of low-income, underrepresented minority, and rural students. The DPT and other planned programs will strengthen the collaborations that have been used to design the DPT program. An innovative and very community-driven aspect of the remodeled building will be a health care clinic that will serve the needs of the Monmouth community. At present, WOU has entered into preliminary conversations with two large health care networks to manage the clinic.

Facility Details (describe specific details such as number of stories, square feet, type and number of components such as classrooms and labs):

The project is a remodel of the existing APSC structure built in 1951 and an addition of 73,600 gsf. The eastern portions of the remodel are most suited for the new uses and will include upgrades to most of the systems within this portion of the building including, but not limited to, mechanical, electrical, and plumbing. These upgrades will resolve all of the deferred maintenance needs for this part of the building. The remaining deferred maintenance needs of the current building will be resolved by the demolition of the western parts (those closest to the street). The new addition will contain 25,000 additional new square feet and will meet the needs of the new programs to be housed inside. The older parts of the building will house faculty offices, the clinic, and student study and engagement spaces. An added benefit of the remodel/demolition approach is the resolution of several half floor levels within the existing building; the floors in the new part of the building will align with those in the older part.

Funding Request			
Type of Funding Requested	Project Funding Amount Requested	Estimated Biennial Debt Service⁵	Debt Service⁵ Funding Source
General Funds/Lottery Funds			N/A
Article XI-F(1) Bond Proceeds ^{2, 4}			Other Funds
Article XI-G Bond Proceeds ^{3, 4}			General Fund
Article XI-Q Bond Proceeds ⁴	\$ 48,015,000		General Fund
Lottery Revenue Bonds			Lottery Funds
Total	\$ 48,015,000	\$ -	

For Article **XI-F(1)** bond requests, indicate the revenue sources for university loan repayments to be used by HECC to pay debt service:

n/a

For Article **XI-G** bond requests, indicate the source(s) and amounts of matching funds:

For additional required project funding (i.e. beyond requested state funds and Article XI-G matching funds), indicate sources and amounts:

n/a

Notes:

²Article XI-F(1) bond proceeds are loaned to the university, and the loan repayments from the university are used by HECC to pay debt service on the bonds. HECC will request information from the university to perform its evaluation of revenue sufficiency (ORS 350.095) for requests to fund projects with Article XI-F(1) bond proceeds.

³Article XI-G bond proceeds are granted to a university or community college, and the Constitution requires matching funds be provided by the university or community college.

⁴For Public University projects, Article XI-F(1), XI-G, and XI-Q bond proceeds are limited to project costs that are allowed under generally accepted accounting principles to be capitalized to the asset being financed, with the exception of certain pollution remediation costs that are required by law to complete the project; thus, do not include non-qualifying costs of the project in amount requested to be financed by bonds.

⁵Debt service costs for all bonds must be obtained from DAS Capital Finance for inclusion in Agency Request Budget.

Higher Education Coordinating Commission - Public University / Community College Major Construction/Acquisition Project Narrative

Note: Complete a separate form for each project.

Public University or Community College:	Western Oregon University	Project Type - indicate percent of budget in each category; total should add to 100%:	
Project Name:	CHAMP	Planning/design	10%
Estimated Start Date:	Summer 2021	Land/real property acquisition	
Estimated Completion Date:	Fall 2022	New construction	
Total Estimated Project Cost¹:	\$ 33,000,000	Addition	50%
Cost per net usable square foot added or renovated:		Remodel	40%
		Total	100%

¹Include all costs regardless of proposed funding model, such as design and planning, hard and soft construction costs, land and real property acquisition, infrastructure development, furnishings and fixtures, contingencies, etc.

Project Summary (describe the nature and purpose of the project):

This project will transform the southwest segment of the campus into a state-of-the-art multipurpose center dedicated to building strong community partnerships and enhancing student success and achievement.

The 'New' Physical Education building (as it is still officially known) was constructed in 1971 and is 49 years old this year. Its uniqueness as a structure is because of the impressive variety of activities it houses. Just a sampling of these include athletic contests, instruction in subjects as disparate as Anthropology and Business, on-campus events such as new student orientation, and community events such as the annual Native American Pow Wow. The stadium has not been remodeled since 1987 and will receive needed upgrades to critical systems and renewed competition/playing surfaces for the University's teams. This project adheres to HECC capital guidelines by improving student success, addressing long-standing deferred maintenance issues, correcting deficits in physical access, and increasing the classroom quality and inventory.

When completed, the project will allow the University to fully use the building's different levels, add to its inventory of state-of-the-art classrooms, and will reduce the operating costs of the building by extending its life with new mechanical systems, roofs, and other building integrated systems, such as fire warning and detection systems. As the University's 'living room' for large events (the gym seats 3,000 and the stadium seats 1,600), the project will fulfill a critical need to update and expand the University's ability to host large-scale events for both on and off-campus groups.

Facility Details (describe specific details such as number of stories, square feet, type and number of components such as classrooms and labs):

The Center for Human Achievement, Movement, and Performance (CHAMP) will include the renovation of the New Physical Education building/fieldhouse and McArthur Field. The New Physical Education (NPE) building is a cast-in-place concrete, two-story structure which houses two gymnasiums and their support spaces, a large multipurpose high ceiling space (fieldhouse) which is used for indoor practice of several athletic and physical education activities, including football and track and field. The building also houses general assignment classrooms and the offices for the Athletic Department. It was constructed in 1971 and is located on the western edge of the academic core. The project as currently conceived will renew practically all 62,000 gross square feet while addressing outstanding deferred maintenance issues. The project will significantly remodel and improve about 2,000 square feet of existing locker and training rooms. An addition of approximately 33,000 new space is planned for the building which will expand offices, support areas, and include several new classrooms to be added to the general assignment pool. The expansion of the current field house will accommodate a 200-meter indoor track. One small, but critically important element, will be the addition of the building's first elevator (it was built without one) making the second floor of the building accessible for the first time.

The McArthur Field stadium was most recently renovated in 1987. This outdoor multipurpose space is used for a variety of athletic, academic, and campus community related events such as the annual WOU commencement ceremony, football games, track and field meets and first-year "Sunrise Service". As the only track in Monmouth, it is highly utilized by campus and community members for its playing field as well as the running track. The venue has also been host to the OSAA High School Track Championships on a number of occasions. The renovation will focus on serving the needs of the student population and allowing for reconfiguration of the playing field and track. The renovations are to include new synthetic turf, additional drainage, and improved lighting to accommodate an NCAA regulation soccer field for women and men's intercollegiate soccer teams. The infield of the track will be configured as a multipurpose space. Several aging mechanical systems will be brought up to current standards, including the electrical systems and drainage systems. Areas of the stadium that are currently inaccessible will be made accessible by a new elevator. Other spaces, such as the press box, coached boxes, restrooms, and concessions, will be remodeled and brought up to current accessibility standards.

Funding Request			
Type of Funding Requested	Project Funding Amount Requested	Estimated Biennial Debt Service ⁵	Debt Service ⁵ Funding Source
General Funds/Lottery Funds			N/A
Article XI-F(1) Bond Proceeds ²⁻⁴			Other Funds
Article XI-G Bond Proceeds ³⁻⁴			General Fund
Article XI-Q Bond Proceeds ⁴	\$ 32,010,000		General Fund
Lottery Revenue Bonds			Lottery Funds
Total	\$ 32,010,000	\$ -	

For Article **XI-F(1)** bond requests, indicate the revenue sources for university loan repayments to be used by HECC to pay debt service:

n/a

For Article **XI-G** bond requests, indicate the source(s) and amounts of matching funds:

For additional required project funding (i.e. beyond requested state funds and Article XI-G matching funds), indicate sources and amounts:

n/a

Notes:

²Article XI-F(1) bond proceeds are loaned to the university, and the loan repayments from the university are used by HECC to pay debt service on the bonds. HECC will request information from the university to perform its evaluation of revenue sufficiency (ORS 350.095) for requests to fund projects with Article XI-F(1) bond proceeds.

³Article XI-G bond proceeds are granted to a university or community college, and the Constitution requires matching funds be provided by the university or community college.

⁴For Public University projects, Article XI-F(1), XI-G, and XI-Q bond proceeds are limited to project costs that are allowed under generally accepted accounting principles to be capitalized to the asset being financed, with the exception of certain pollution remediation costs that are required by law to complete the project; thus, do not include non-qualifying costs of the project in amount requested to be financed by bonds.

⁵Debt service costs for all bonds must be obtained from DAS Capital Finance for inclusion in Agency Request Budget.

**Higher Education Coordinating Commission - Public University / Community College
Major Construction/Acquisition Project Narrative**

Note: Complete a separate form for each project.

Public University or Community College:	Western Oregon University	Project Type - indicate percent of budget in each category; total should add to 100%:	
Project Name:	Performing Arts Renewal	Planning/design	10%
Estimated Start Date:	Summer 2021	Land/real property acquisition	
Estimated Completion Date:	Fall 2022	New construction	
Total Estimated Project Cost¹:	\$ 16,500,000	Addition	50%
Cost per net usable square foot added or renovated:		Remodel	40%
		Total	100%

¹Include all costs regardless of proposed funding model, such as design and planning, hard and soft construction costs, land and real property acquisition, infrastructure development, furnishings and fixtures, contingencies, etc.

Project Summary (describe the nature and purpose of the project):

The Performing Arts project involves two adjacent buildings. Rice Auditorium built in 1976 and Smith Hall built in 1958 are used together to support academic programs in Art, Music, Theatre and Dance. Both buildings are also used for community events that support music and theater performances. Both buildings are in need of significant mechanical upgrades and deferred maintenance projects. Deferred maintenance needs total \$2.5 million for the two buildings. Smith Music Hall, which seats 110, and Rice Auditorium, which seats 610, are both stretched beyond reasonable capacity.

Smith Hall has some spaces which be reconfigured and the building will be expanded to support teaching and practice. Rice Auditorium is in need of additional and repurposed space to meet the current teaching and programmatic needs of dance, music, and theater. The proposal addresses two major areas of emphasis for the HECC – increasing capacity for degree production and addressing outstanding deferred maintenance issues.

Since 2014, enrollment has remained strong and undergraduate degree production has increased by 30% percent over the years from 2014 to 2018. Western Oregon University's Creative Arts division offers an integrated set of programs of vibrant programs that are sought out by students.

Western Oregon University expects these programs to continue to grow and prosper; however, modern facilities are needed to meet the demands and expectations of students and parents in a 21st century arts program. WOU's creative arts program prepares students for careers and advanced graduate study in areas such as performance, creative arts education, creative arts history, and technical fields such as sound engineering and theatre design.

Facility Details (describe specific details such as number of stories, square feet, type and number of components such as classrooms and labs):

The project will remodel and add on to Smith Hall and Rice Auditorium. Most of the major systems in Smith Hall and Rice Auditorium will be updated as a part of this project.

Smith Hall will be rebuilt as a performance space and a second floor will be added containing classrooms, a second recording studio, a student lounge, a conference room, instrument storage, percussion practice rooms, 20 soundproof practice rooms, and restrooms. Rice Auditorium will be modernized including reconfiguring the seating to better meet ADA standards and increase capacity, a black box theater will be added along with scenery and costume shops, classrooms, a design lab, a computer lab, and storage.

These improvements will create improved performance and teaching efficiencies. The improved performance spaces will serve campus and community efforts to provide additional creative arts programming. This will include the theater program, music and dance and the fine arts. The Smith Fine Arts Series, a community based music program, and other on-campus and community groups will also benefit from the project.

Funding Request			
Type of Funding Requested	Project Funding Amount Requested	Estimated Biennial Debt Service⁵	Debt Service⁵ Funding Source
General Funds/Lottery Funds			N/A
Article XI-F(1) Bond Proceeds ^{2,4}			Other Funds
Article XI-G Bond Proceeds ^{3,4}			General Fund
Article XI-Q Bond Proceeds ⁴	\$ 16,005,000		General Fund
Lottery Revenue Bonds			Lottery Funds
Total	\$ 16,005,000	\$ -	

For Article **XI-F(1)** bond requests, indicate the revenue sources for university loan repayments to be used by HECC to pay debt service:

n/a

For Article **XI-G** bond requests, indicate the source(s) and amounts of matching funds:

For additional required project funding (i.e. beyond requested state funds and Article XI-G matching funds), indicate sources and amounts:

n/a

Notes:

²Article XI-F(1) bond proceeds are loaned to the university, and the loan repayments from the university are used by HECC to pay debt service on the bonds. HECC will request information from the university to perform its evaluation of revenue sufficiency (ORS 350.095) for requests to fund projects with Article XI-F(1) bond proceeds.

³Article XI-G bond proceeds are granted to a university or community college, and the Constitution requires matching funds be provided by the university or community college.

⁴For Public University projects, Article XI-F(1), XI-G, and XI-Q bond proceeds are limited to project costs that are allowed under generally accepted accounting principles to be capitalized to the asset being financed, with the exception of certain pollution remediation costs that are required by law to complete the project; thus, do not include non-qualifying costs of the project in amount requested to be financed by bonds.

⁵Debt service costs for all bonds must be obtained from DAS Capital Finance for inclusion in Agency Request Budget.

Higher Education Coordinating Commission - Public University / Community College Major Construction/Acquisition Project Narrative

Note: Complete a separate form for each project.

Public University or Community College:	Western Oregon University	Project Type - indicate percent of budget in each category; total should add to 100%:	
Project Name:	Health Sciences	Planning/design	10%
Estimated Start Date:	Summer 2020	Land/real property acquisition	
Estimated Completion Date:	Spring 2021	New construction	
Total Estimated Project Cost ¹ :	\$ 49,500,000	Addition	50%
Cost per net usable square foot added or renovated:		Remodel	40%
		Total	100%

¹Include all costs regardless of proposed funding model, such as design and planning, hard and soft construction costs, land and real property acquisition, infrastructure development, furnishings and fixtures, contingencies, etc.

Project Summary (describe the nature and purpose of the project):

The WOU Health Sciences Remodel will transform the current Academic Programs and Support Center (APSC) building to support WOU's expansion of its health sciences programs. The APSC building was originally built in 1951 as the campus' first stand alone library. Since 2000, it has served as the home for various student services, which will be moving to the Student Services Center (see WOU Student Success Center Proposal). Its location along Monmouth Avenue at the entrance of the campus is supported by the 2018 Campus Master Plan and reflects the importance of the programs that will be contained within it. Oregon has an immediate and growing need for health care providers, and in particular physical therapists. "Physical therapists, pharmacists, occupational therapists, and speech-language pathologists are also experiencing strong demand with few completions across the state." (page 6, HECC SCDP) This project creates the capacity for WOU to develop and implement new degree programs such as Physical Therapy to meet these needs. By renewing the APSC building and providing it with a new purpose, the project will simultaneously relieve the campus of outstanding deferred maintenance and safety issues while also converting ill-configured, underused space into efficient and appropriately designed spaces for this program and its related functions. Beyond meeting the workforce needs of the state and the Mid-Willamette Valley, the project will increase degree production for both graduates and undergraduates, enhance research productivity of the University, and will add to the capacity of WOU to meet the needs of low-income, underrepresented minority, and rural students. The DPT and other planned programs will strengthen the collaborations that have been used to design the DPT program. An innovative and very community-driven aspect of the remodeled building will be a health care clinic that will serve the needs of the Monmouth community. At present, WOU has entered into preliminary conversations with two large health care networks to manage the clinic.

Facility Details (describe specific details such as number of stories, square feet, type and number of components such as classrooms and labs):

The project is a remodel of the existing APSC structure built in 1951 and an addition of 73,600 gsf. The eastern portions of the remodel are most suited for the new uses and will include upgrades to most of the systems within this portion of the building including, but not limited to, mechanical, electrical, and plumbing. These upgrades will resolve all of the deferred maintenance needs for this part of the building. The remaining deferred maintenance needs of the current building will be resolved by the demolition of the western parts (those closest to the street). The new addition will contain 25,000 additional new square feet and will meet the needs of the new programs to be housed inside. The older parts of the building will house faculty offices, the clinic, and student study and engagement spaces. An added benefit of the remodel/demolition approach is the resolution of several 'half' floor levels within the existing building; the floors in the new part of the building will align with those in the older part.

Funding Request			
Type of Funding Requested	Project Funding Amount Requested	Estimated Biennial Debt Service ⁵	Debt Service ⁵ Funding Source
General Funds/Lottery Funds			N/A
Article XI-F(1) Bond Proceeds ^{2, 4}			Other Funds
Article XI-G Bond Proceeds ^{3, 4}			General Fund
Article XI-Q Bond Proceeds ⁴	\$ 48,015,000		General Fund
Lottery Revenue Bonds			Lottery Funds
Total	\$ 48,015,000	\$ -	

For Article **XI-F(1)** bond requests, indicate the revenue sources for university loan repayments to be used by HECC to pay debt service:

n/a

For Article **XI-G** bond requests, indicate the source(s) and amounts of matching funds:

For additional required project funding (i.e. beyond requested state funds and Article XI-G matching funds), indicate sources and amounts:

n/a

Notes:

²Article XI-F(1) bond proceeds are loaned to the university, and the loan repayments from the university are used by HECC to pay debt service on the bonds. HECC will request information from the university to perform its evaluation of revenue sufficiency (ORS 350.095) for requests to fund projects with Article XI-F(1) bond proceeds.

³Article XI-G bond proceeds are granted to a university or community college, and the Constitution requires matching funds be provided by the university or community college.

⁴For Public University projects, Article XI-F(1), XI-G, and XI-Q bond proceeds are limited to project costs that are allowed under generally accepted accounting principles to be capitalized to the asset being financed, with the exception of certain pollution remediation costs that are required by law to complete the project; thus, do not include non-qualifying costs of the project in amount requested to be financed by bonds.

⁵Debt service costs for all bonds must be obtained from DAS Capital Finance for inclusion in Agency Request Budget.

For 2018 WOU Master Plan, [click here](#).



Master Plan 2018

FINAL DRAFT. OCTOBER 3, 2018





CAPITAL PROJECT COST SUMMARY

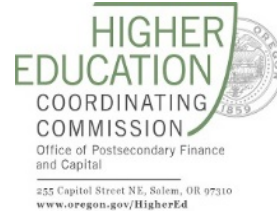
Institution: Western Oregon University

Project Title: Health Science Building

Priority Number: Priority 1(Highest)

Capital Construction/Capital Renewal Project Cost Summary/Cost Savings

	Total Project Costs
Land/Building Acquisition	\$0.00
Professional Services	
Architectural Services	\$3,465,000.00
Engineering Services	\$990,000.00
Planning Services	\$495,000.00
Construction Services	
Site Improvements	\$2,475,000.00
Utility Improvements	\$1,980,000.00
Cost of Construction	\$34,155,000.00
Other Const. Services	\$990,000.00
Equipment and Furnishings	
Fixtures, Furnishing & Equipment	\$2,475,000.00
Communications + IT	\$2,475,000.00
Net Project Total:	\$49,500,000.00



CAPITAL PROJECT COST SUMMARY

Institution: Western Oregon University

Project Title: Student Success Center

Priority Number: Priority 2 (Second Highest)

Capital Construction/Capital Renewal Project Cost Summary/Cost Savings

	Total Project Costs
Land/Building Acquisition	\$0
Professional Services	
Architectural Services	\$1,540,000
Engineering Services	\$440,000
Planning Services	\$220,000
Construction Services	
Site Improvements	\$1,100,000
Utility Improvements	\$880,000
Cost of Construction	\$15,180,000
Other Const. Services	\$440,000
Equipment and Furnishings	
Fixtures, Furnishing & Equipment	\$1,100,000
Communications + IT	\$1,100,000
Net Project Total:	\$22,000,000



CAPITAL PROJECT COST SUMMARY

Institution: Western Oregon University

Project Title: CHAMP

Priority Number: Priority 3 (Third Highest)

Capital Construction/Capital Renewal Project Cost Summary/Cost Savings

	Total Project Costs
Land/Building Acquisition	\$0.00
Professional Services	
Architectural Services	\$2,310,000.00
Engineering Services	\$660,000.00
Planning Services	\$330,000.00
Construction Services	
Site Improvements	\$1,650,000.00
Utility Improvements	\$1,320,000.00
Cost of Construction	\$22,770,000.00
Other Const. Services	\$660,000.00
Equipment and Furnishings	
Fixtures, Furnishing & Equipment	\$1,650,000.00
Communications + IT	\$1,650,000.00
Net Project Total:	\$33,000,000.00



CAPITAL PROJECT COST SUMMARY

Institution: Western Oregon University

Project Title: Performing Arts Project

Priority Number: Priority 4

Capital Construction/Capital Renewal Project Cost Summary/Cost Savings

	Total Project Costs
Land/Building Acquisition	\$0.00
Professional Services	
Architectural Services	\$1,155,000.00
Engineering Services	\$330,000.00
Planning Services	\$165,000.00
Construction Services	
Site Improvements	\$825,000.00
Utility Improvements	\$660,000.00
Cost of Construction	\$11,385,000.00
Other Const. Services	\$330,000.00
Equipment and Furnishings	
Fixtures, Furnishing & Equipment	\$825,000.00
Communications + IT	\$825,000.00
Net Project Total:	\$16,500,000.00

Capital Guide Baseline: Awards to Underrepresented Groups

Baseline Year: 2017-18

Awards to Underrepresented Ethnic Minorities (URM)

Award Category	WOU
1. Res Bachelors	155
2. Res Masters	16
3. Res Doctoral	
4. Res First Professional	
5. Res Graduate Certificates	12
6. Non-Res Doctoral	
Res Associates	
Res Undergraduate Certificates	
Non-Res, Non-Doctoral	37
Total	220

Awards to Rural Oregonians

Award Category	WOU
1. Res Bachelors	173
2. Res Masters	17
3. Res Doctoral	
4. Res First Professional	
5. Res Graduate Certificates	9
6. Non-Res Doctoral	
Res Associates	
Res Undergraduate Certificates	
Non-Res, Non-Doctoral	2
Total	201

Awards to Veterans

Award Category	WOU
1. Res Bachelors	11
2. Res Masters	
3. Res Doctoral	
4. Res First Professional	
5. Res Graduate Certificates	
6. Non-Res Doctoral	
Res Associates	
Res Undergraduate Certificates	
Non-Res, Non-Doctoral	1
Total	12

Awards to Pell Recipients

Award Category	WOU
1. Res Bachelors	498
2. Res Masters	
3. Res Doctoral	
4. Res First Professional	
5. Res Graduate Certificates	
6. Non-Res Doctoral	
Res Associates	
Res Undergraduate Certificates	
Non-Res, Non-Doctoral	59
Total	557

Awards to URM, Rural, Vet, or Pell Students

Award Category	WOU
1. Res Bachelors	583
2. Res Masters	32
3. Res Doctoral	
4. Res First Professional	
5. Res Graduate Certificates	20
6. Non-Res Doctoral	
Res Associates	
Res Undergraduate Certificates	
Non-Res, Non-Doctoral	79
Total	714

APPENDIX D: DEFINITIONS

A project qualifies for HECC capital construction review and inclusion in the capital construction budget if it meets the criteria set out below:

1. Capital Asset means:
 - a. Life of more than one year
 - b. A cost of at least \$5,000
 - c. Real property;
 - d. Information technology;
 - e. Fixed equipment;
 - f. Movable equipment; or
 - g. Instructional or scientific equipment with a cost that exceeds \$50,000
2. Capital Asset does not include:
 - a. Instructional or scientific equipment purchased by a State institution of higher education if the institution uses moneys other than those appropriated
3. Capital Construction includes:
 - a. Must be capital costs with a life of more than one year and a cost of at least \$5,000 (State's threshold)
 - b. Acquisition of a capital asset or disposition of real property.
 - c. Construction, demolition, remodeling, or renovation of real property necessitated by changes in the program. Changes in the program may also incorporate the need to meet standards required by applicable codes; to improve energy conservation; to save costs for facility staffing, operations, or maintenance; or to improve appearance.
 - d. Demolition costs are only capitalizable as part of a new building or asset being added in its place.
 - e. Site improvements or development of real property (landscaping, upgraded utilities, signage etc.) that are capitalizable.
 - f. Installation of the fixed or moveable equipment necessary for the operation of new, remodeled, or renovated real property, if the fixed or movable equipment is initially housed in or on the real property upon completion of the new construction, renovation or remodeling. The equipment must be capitalized as part of the construction project.

- a. Installation of the fixed or movable equipment necessary for the conduct of programs in or on real property upon completion of the new construction, remodeling, or renovation. The equipment must be capitalized as part of the construction project.
 - b. Contracting for the services from architects, engineers and other consultants to prepare plans, program documents, life-cycle cost studies, energy analyses and other studies associated with any capital construction project and to supervise construction or execution of such capital construction.
 - c. Installation, development, or upgrade of information technology, including the purchase of services for the office of information technology on the condition that the use of such services is the most cost beneficial option or falls within the duties and responsibilities of the office of information technology or the office's chief information officer. Only the application development stage of IT systems are capitalizable, per GASB 51.
 - d. Preliminary planning including initial review of proposed projects for a) conformity with long-range development plans; b) technical and economic feasibility of the project; c) preparation of outline plans and specifications; or d) preparation of preliminary cost estimates. The State allows these costs if the asset location has been identified, as costs must be directly identifiable with a specific asset. A feasibility study to determine the best location would not be capitalizable.
 - e. A new construction or renovation, including the cost of initial design has the total cost normally of more than \$500,000.
 - f. Capital construction projects arise out of an institution's need to create, expand, relocate, or alter a program due to growth, advances in technology or changes in methods or program delivery. Requests addressing physical space requirements needed to accommodate particular functions, such as those traditionally included in facility programs, would constitute a "program-driven" request, and therefore, be considered a capital construction request.
 - g. Capital Renewal requests are classified and prioritized as capital budget requests. Capital Renewal requests have costs normally exceeding \$2.0 million in a fiscal year and include projects that that are more cost-effective or better addressed by corrective repairs.
4. Completion: University completion rates show the percentage of first-time, full-time freshmen in the fall 2012 cohort who earn a bachelor's degree within 6 years at any of the public universities. Community college completion rates show the percentage of students who earned an associate degree or career certificate or who transferred to any 4-year university nationwide, among students who were new to the institution in fall 2013, were not enrolled in dual credit/accelerated learning, and earned at least 18 quarter credits over 2 years or earned an award requiring fewer than 18 credits. This cohort reflects the degree-seeking cohort of the Voluntary Framework of Accountability (VFA) but with 4-year outcomes.

1. Race/Ethnicity: The completion rate among those with more than one racial/ethnic group is 51 percent and among those not reporting a racial/ethnic group is 44 percent.
- 5.
2. Strategic Capital Development Plan (SCDP): The 10-year strategic capital development plan or SCDP is a high-level summary of capital need based on demographic, economic, industry, and other environmental factors, dividing the targeted portfolio by region of the state. It divides the existing and potential future capital portfolio according to ideal usage and utilization, estimating space need for different academic disciplines and functions.
- 6.



Appendix E

For 2007 DOGAMI Study, [click here](#).



Health Sciences: External Advisory Committee

Mike Billings, President of Infinity Rehab
Michael Gray, Director of Physical Therapy, Corvallis Clinic
Deni Hoover, VP of Surgical Services, Salem Hospital
Mike Hmura, Owner, PT Northwest
Mike Studer, President & Owner of Northwest Rehabilitation Associate

Health Sciences Advisory: Faculty Advisory Committee

Natalie Danner, Education & Leadership
Bryan Dutton, Biology
Tom Kelly, Exercise Science
Mike LeMaster, Biology
Ethan McMahan, Behavioral Sciences
Linda Stonecipher, Graduate Studies
Rob Winningham, Behavioral Sciences





October 16, 2019

Higher Education Coordinating Committee
Review Committee for 2020 Capital Project Proposals

Thirty years ago the Cesar E. Chavez Leadership Conference was started in Portland to serve area Hispanic high school students. Ten years ago the conference moved to Western Oregon University where it became the largest Latino student leadership conference in the Pacific Northwest and three years ago WOU became the permanent host and assumed all the program management duties. The program serves nearly seventy high schools from Albany to Astoria. For 2020 we anticipate hosting 2500 students for this day-long leadership development conference.

The conference is the result of a collaboration between high schools, school districts, educational service districts, community colleges, universities and community groups. The event has become the highlight for students and schools alike. Photos and program information can be found at the conference [web site](#).

The proposed Student Success Center at WOU will provide space for the conference planning and management and support the development and execution of a conference that will serve students for decades to come. The CECLC Board is pleased to offer our full support for the proposed Student Success Center at WOU. We believe that the Center will provide the conference with desperately needed space to support an even more successful and perhaps even larger conference.

Sincerely

A handwritten signature in black ink, appearing to read 'David Martinez', written in a cursive style.

David Martinez
Committee Chair, Cesar E. Chavez Leadership Conference



October 15, 2019

Higher Education Coordinating Commission
Salem, OR 97310

Hillsboro School District (HSD) enthusiastically submits this letter of support on behalf of the proposed remodeling of the APSC building into a Health Sciences building. Over the past decade our school district has focused significant energy and resources into increasing student completion and preparation for college and the workforce. The school district has designed a number of meaningful Career and Technical Education programs that match the needs of our local employers with the interests of our students. Western Oregon University has been an active participant in this process from the beginning.

Healthcare is our most popular CTE program, and the only one offered at all four of our traditional high schools. We are excited to be able to expand our strong student-centered partnership with WOU into the healthcare field. We believe that healthcare will successfully complement our well-established bilingual teacher education collaboration with WOU that will produce its initial cohort of licensed teachers this spring.

While discussions between WOU and HSD around a healthcare collaboration are at their initial stages, we expect that this partnership will provide HSD students with opportunities that they cannot receive elsewhere. This is especially true for our growing population of Latinx students, many of whom have family members or trusted friends at WOU. The partnership could allow our students to spend time on the WOU campus and in the remodeled building. We have found that for many first-generation students, the personal exposure and opportunity to spend time on a university campus can be a life-altering experience that increases measurable outcomes such as attendance, academic performance, student engagement and attachment, high school completion, and entry into higher education.

Allowing our students to spend time with students in the proposed Doctorate of Physical Therapy program serves to expand the student's educational horizon and aspirations. We are excited about the prospect of HSD students being able to have "hands-on" experience in the anatomy and physiology computer labs that WOU plans to have as part of the Physical Therapy program. The possibility of some content being delivered online to our classrooms is yet another intriguing way to further propel our students' educational achievement levels. The creation of this academic partnership has the real possibility of expanding the number of students who choose to earn college credits through one of our accelerated learning partners (PCC and Willamette Promise).

On behalf of the school district, I am excited to write this letter of support for a capital project that is far more than a building project. This remodeled building is an investment that will help Hillsboro schools increase the learning and success horizons of our students, especially those from diverse, low-income, or first-generation backgrounds.

Sincerely,

A handwritten signature in black ink that reads "Mike Scott".

Mike Scott,
Superintendent



CHRISTY PERRY, Superintendent
2450 Lancaster Drive NE • PO Box 12024
Salem, Oregon 97309-0024
503-399-3001

October 14, 2019

Higher Education Coordinating Commission
255 Capitol Street NE, Third Floor
Salem, OR 97310

Dear Higher Education Coordinating Commission:

I am pleased to provide a letter of support for Western Oregon University's (WOU) Academic Programs Support Center (APSC) remodeling project. APSC was the university library when I was a student at Western Oregon University. It has been used for many other purposes since Hamersly Library opened, but it is obvious the building was designed to be a library with large reading rooms, wings that housed stacks of books, and massive windows to add natural light. The strategic focus on new educational opportunities requires a facility that optimizes space to maximize learning for students.

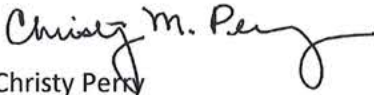
The proposed repurposing of the APSC building into a health sciences building with space for clinical services is essential, and it is an incredible opportunity for the mid-Willamette Valley. With the passage of Measure 98, school districts like Salem-Keizer have increased the number of career and technical education (CTE) opportunities for students. We view these programs as crucial and effective elements in our student engagement and success efforts. Data shows the CTE program concentrator graduation rate for Salem-Keizer to be over 93%, demonstrating students participating in educational pathways with direct academic interests and career potential are most successful.

Salem-Keizer offers health services CTE programs in five of its six comprehensive high schools. These programs lead to certifications like Certified Nursing Assistant and Emergency Medical Technician and provide opportunities for college courses in pharmaceutical studies. Being able to add a meaningful connection with WOU in a very popular CTE field like health services is a natural progression of our partnership activities, such as training of special education teachers, the Bilingual Teachers Scholars program, the WOU project for first-generation students, the WOU collaboration with Willamette Promise, and the Upward Bound program.

Salem-Keizer is the second largest school district in Oregon, enrolling one the state's most diverse student populations, and we are particularly excited about being able to work with WOU to target this large and growing population. We believe this exposure and opportunity to spend time at a state-of-the-art facility on a campus in our community will be transformational for many students and their families. We appreciate being offered a role on the educator advisory council that WOU plans to establish for the academic programs to be housed in the remodeled building.

As a proud alumna of WOU, I am pleased to be able to write this letter of support for WOU's proposed APSC remodel. It is a project that will have generational benefits to students in the area, and Salem-Keizer School District is thrilled to support our educational partner in this endeavor.

Sincerely,


Christy Perry



Success, Achievement, Together ... for All Students

October 10, 2019

Ben Cannon, Executive Director
Higher Education Coordinating Commission
255 Capital Street NE
Salem, OR 97310

Dear Mr. Cannon:

The Willamette Education Service District is a multi-faceted agency with a workforce of skilled and caring professionals. We provide educational and supportive services to 21 districts in our region, as well as a variety of services to school districts across the state. We are proud of our role in the education community, providing not just service, but leadership, coordination and innovation to meet the needs of the school districts and students in our region.

Our partnerships with leading universities, such as Western Oregon University (WOU), have allowed the Willamette ESD to offer highly effective, innovative programs and services to students in our region and statewide. Our school district partners have come to depend on us to provide services that are student centered and impactful. We, in turn, have learned to depend upon WOU to provide Willamette ESD and our partner school districts with the highest quality, student-driven programs and services.

The proposed Student Engagement Activities Learning Center at WOU meets a critical need for Willamette ESD and area school districts. A large indoor meeting center that includes smaller learning spaces would be an ideal and much needed addition to our region. I can envision our agency and our partner school districts using the remodeled space at the Center to host educational and developmental events. Examples of such events might include teacher and administrator trainings, as well as parent and student engagement activities. The site could also host large career development fairs and events that connect with the Measure 98 supported Career and Technical Education activities that school districts are providing.

The Willamette ESD strongly supports this much-needed project and we look forward to continuing to work with WOU to meet the educational and workforce needs of the Mid-Willamette Valley.

Sincerely,

Dave Novotney, Ph.D.
Superintendent

Soderstrom Architects

October 16, 2019

David McDonald
Associate Vice President for Public Affairs and Strategic Initiatives
Western Oregon University
345 N. Monmouth Ave
Monmouth OR 97345

RE: Academic Program and Support Center

Dear David,

Based on our site visit on October 1, 2019, an examination of as-built drawings provided to us by the University, and from comments from yourself and Michael Smith, Director of Facility Services, we offer the following observations regarding APSC Building:

The present Academic Program and Support Center (APSC) does not easily accommodate its current use and appears to have numerous deficiencies. Constructed in 1950, with a later addition from 1968, the original 1950 portion building was purpose built as the campus main library, and is spatially ill-suited to other, conventional academic functions.

Notably, the facility lacks an accessible main entrance, and to provide one that would accommodate all students in an equal manner would require a substantial reworking of the main entry sequence. Such a new, main entry would need to include an elevator, as the 1950 building didn't provide one. Presently, limited mobility students, faculty, and staff must use an alternate, secondary entrance to access an elevator. The current restrooms would require remodeling to conform to current accessibility code. The building suffers from inadequate mechanical systems, and would require replacement high quality, energy efficient lighting throughout. The building envelope is inadequately insulated, with much of the original single-pane windows still in use and would require substantial alteration to improve energy performance sufficient to align with University sustainability goals. We anticipate that the building may also require a substantial structural upgrade to bring the facility up to the increased requirements of the current and future editions of the Oregon Structural Specialty Code. (OSSC).

Sincerely,



Andrew Burke, AIA
Principal
Soderstrom Architects, Ltd.