



# Suffolk County Community College Master Plan Update

Perkins Eastman Architects PC

# *Suffolk County Community College Master Plan Update*

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## Executive Summary

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### **One College , Three Campuses, One Vision**

Suffolk County Community College (SCCC) officially opened in October of 1960. In its first years it occupied temporary facilities at a high school in Rokonkoma but, within a year had, moved to a permanent site in Selden, which became the Ammerman Campus. Since its opening, the College has continued to grow, adding two other permanent locations; the Western Campus in Brentwood in 1974 and the Eastern Campus in Riverhead in 1977. Finally the Techni Center, a satellite facility situated in the heart of the Hauppauge Industrial Park was added in 1985. Suffolk County Community College is now the second largest multi-campus college in the State University of New York (SUNY) system.

The three college campuses are situated to offer the diverse population of Suffolk County, one of three Long Island counties with a population spread over more than 900 square miles, an opportunity to study close to their neighborhood. (Refer to Map).

To some extent, population diversity has led to curricular differences among the three campuses, although this diversity factor is less critical today than in the past. Each campus has its own Executive Dean and administration who report to the College's Central Administration. Historically, the campuses have operated with significant degrees of autonomy. Greater unity and college-wide collaboration is now seen as an important goal for the future.

This is clearly stated in the Strategic Plan of 1998: "One College, Three Campuses, One Vision".

The Master Plan for Suffolk County Community College was last amended in 1993. Due to County budget difficulties, several of the key projects outlined in the 1993 Master Plan were approved but never funded. Perkins Eastman Architects PC was hired to review and update the educational and facilities Master Plan.



### Understanding of the Project

The essence of the Suffolk County Community College Master Plan update is to re-examine the nature of the College and its three campuses in light of the new vision of the "one-college concept" and to facilitate the promotion of "the college as a unified entity.....while retaining the strengths of campus identity."

The College's strategic plan relates to a changing landscape for higher education. The Master Plan update for the College must be grounded in an evaluation of the extent and condition of existing facilities and facility expansion requirements. These requirements, in turn, must be founded on current, well articulated plans for program strategies and enrollment projections. Program strategies must take account of community and industry needs in the region. Finally, for this multi-campus institution, seeking to emphasize the "One College" concept, distribution of program delivery is an important element.

New and/or revised academic programs, schedules and requirements will modify existing functional programs and space utilization, requiring a revised space inventory that is consistent with both the space needs of new programs and with accepted State University Construction Fund formulas.

The resulting campus plan options, analyze and recommend how these new functional programmatic needs can be housed within existing, renovated or new spaces to satisfy operational requirements, cre-

ate contiguous relationships, achieve functional adequacy and optimize academic suitability.

The Master Plan design involved three processes; (1) educational planning, (2) quantitative space programming and (3) physical campus and facility planning. These elements were developed simultaneously on an interactive schedule.

### Project Approach

Prior to beginning a master planning effort, the team analyzed the existing campuses in relation to the College's short and long-term educational objectives. The final plan was developed through a consensus-based approach: listening, learning and addressing the concerns of the entire campus community and its sponsors.

The Educational Master Plan scope was developed in consultation with the College. The key components of the scope are:

- Community and Industry Needs Assessment
- Enrollment Trends and Projections - Ten Years
- Strategic Plan and Curricular Review
- Ten-Year Educational Plan
- Distribution of Programs by Campus

Through careful analysis of the existing conditions,

the space inventory and the placement of programs with regard to logical adjacencies and appropriate environments, the team set out to:

1. Define current and future facility needs necessary to support the College's program requirements.
2. Analyze current use of existing facilities and inherent deficiencies in supporting the College's mission.
3. Analyze utilization trends to determine how to maximize use of available physical resources.
4. Identify potential alternative uses that may be more compatible with existing facilities.
5. Evaluate the College's prior studies of the existing buildings' infrastructure, useful life, deficiencies that warrant repair, and ability to accommodate future changes or additions.
6. Provide a framework for siting and massing future buildings - if merited - that enhance the existing campuses.
7. Develop a strategy for enhancing vehicular circulation, pedestrian access, service and parking.
8. Better define campus image, identity, entrances and focus.

9. Provide budget guidelines in order to make informed decisions relative to physical planning options.
10. Develop an implementation and phasing schedule for required physical changes.
11. Develop visual tools and strategies for raising funds for capital building programs from the State, County and other potential sources.

### Master Plan Objectives

During the master planning process, the Consultant Team gathered information through site visits to all existing facilities, interviewed faculty, administration and facility personnel, as well as local business and government officials, and met with the Strategic Planning Council, the President, Executive Deans and the College Board.

Together with the college, the team arrived at the following programmatic, architectural and general master plan objectives:

- Assure that plans for capital improvement remain realistic with respect to available funding and implementation schedules.
- Assure coordinated development of facets of the campus, both aesthetic and functional, for the well-being of students, faculty and staff.
- Maximize programmatic investment in people and equipment by assuring that facilities are appropriate to the tasks being conducted.

- Provide a sense of completeness to the campuses.
- Enhance the physical image of the campuses and the quality of their environments so that they appropriately reflect and support the missions of the College, both as a whole and at the campus level.
- Strengthen and improve the physical relationship between the College and the community.
- Create a strong central focal point to enhance each campus identity.
- Create an entrance sequence to each campus.

By identifying current strengths and characteristics for each of the three campuses and building on these both programmatically and architecturally, the Plan will enhance the “One College” model.



## Chapter One: Introduction

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*This document summarizes the findings of the team in developing a Master Plan update and presents the proposed Master Plan for the College. Chapter Two presents an overview of the master planning process and looks at the background of the College. Chapters Three, Four and Five describe each of the three campuses and Chapter Six details the proposed projects that make up the proposed Master Plan.*

*Throughout the master planning process, the team published its interim findings in a series of Work Papers. These documents were shared with the Strategic Planning Committee and the Team made several presentations to explain their findings. Feedback received along the way was taken into account and incorporated into each Paper. The text of this report will touch upon some of those concepts and findings and the reader will be referred to the relevant work papers for more detail.*

*The Work Papers are shown here in logical sequence; from background to Proposed Master Plan Phasing. The numbering of the Work Paper*

*relates to the order in which they were issued. The first three deal with the development of an Educational Master Plan, and can be summarized as follows:*

### **Work Paper One - Community and Industry Needs Assessment**

*Summarizes demographic data and qualitative data from interviews with external constituents about the College as well as interviews with internal College representatives.*

### **Work Paper Two - Enrollment Trends and Projections**

*Summarizes historical enrollment trends and provides two initial enrollment projection scenarios; Scenario One is based on demographic data for age cohorts and Scenario Two is based on township population growth.*

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### **Work Paper Three - Strategic Plan and Curricular Review**

Comments on the existing Strategic Plan of the College, and presents recommended strategies that would support development of the "one-college model." These recommendations are supported by prototype examples of other multi-campus community college organizational models. Enrollment projections are based on these assumptions and recommendations.

The concepts presented in Work Paper Three have particular importance and bearing on the actual design of the physical Master Plan for the College. Program distribution and target population impacts the type of facilities that need to be provided and designed.

The Teams approach to the proposed physical Master Plan also was predicated on the evaluation of physical space and analysis of existing conditions at each campus as presented in Work Papers Four, Seven and Eight.

### **Work Paper Four - Physical Space Inventory Evaluation**

Uses SUNY's physical space inventory evaluation guidelines to profile present space allocation and the projected need for the next five and ten years at each of the campuses. The deficit of net assignable space (useable space) on each campus is tracked using the 1993-1998 evaluation as a start-

ing point. For example, in the fall of 1993, the College was faced with a 50% space deficit. This would have required the College to construct almost 500,000 gross square feet of total building area. Even at conservative estimates, this translates into a need of \$122 million for new construction alone. Enrollment projections based on the aggressive assumptions of Scenario Three within Work Paper Three, estimate the college-wide building deficit, by the year 2010, will have grown to almost 800,000 gross square feet. Capital costs will be well in excess of \$200 million. This figure excludes the cost of renewal and adaptation to the 1.3 million square feet of existing buildings at the three SCCC campuses.

### **Work Paper Seven - Engineering Condition Assessment Report**

Provides a broad assessment of the infrastructure, including mechanical, electrical and telecommunication systems in each building on each campus. It was based on extensive field surveys and discussions with facility personnel. The conclusions and recommendations help establish priorities among the capital improvement projects included in the Master Plan.



Figure 1 : Satellite image of Long Island

### Work Paper Eight - Existing Buildings Analysis

*Includes an architectural assessment of the existing buildings at each of the three campuses. A thorough conditions survey was not in the scope of this report, however this paper provides sufficient background to determine the critical needs for the College. Several approved maintenance projects have been deferred due to County budget problems and, therefore, will need to be addressed by the College as part of the Master Plan update.*

*By way of implementing recommendations for a refined organizational strategy and with the help of the data included in the Work Papers Five and Six, the Team developed three different approaches to the physical master plan of each campus. They were presented to committees at each campus and then structured into recommended master plan concepts.*



Figure 2 : Suffolk crest at entrance to Brookhaven Gym

### Work Paper Five - Proposed Master Plans

*Identifies the physical characteristics of each campus's existing plan, presents the challenges inherent in each layout and defines objectives for the recommended Master Plan.*

### Work Paper Six - Proposed Master Plan Phasing

*Presents phasing options for the proposed building projects that have been developed for each campus. The priority diagrams are the result of ongoing discussions and extensive dialogue with College staff at each campus. Projects were chosen and prioritized with the intention to provide the necessary learning environments for the students and staff.*

### Master Plan Update

*This report includes site plans and conceptual building plans that show both the analysis and conclusions of our master planning effort. The adjacent narratives explain and reinforce these conclusions. Cost estimates (based on industry standard, square foot costs) for each individual project (whether new building, renovation, mechanical upgrade or site improvement) are presented along with a comprehensive phasing plan. The latter will show which projects must follow each other due to "leap frog moves" versus those projects which can be completed independently, as and when funding is available. Construction costs have been projected to show long-term capital requirements. Design guidelines have been developed to provide a framework for future design work that protects the desired image and character of the campus. These guidelines include exterior building materials to be utilized; plant materials; hardscape and softscape open area criterion; and preferences for lighting fixtures and distribution.*

*This report has two main functions. First, it offers material that informs the reader of the overall conceptual Master Plan for SCCC. Second, it includes enough information on individual projects so that it can be used independently to solicit funding from appropriate sources, such as alumni, corporate sponsors or developers, in addition to traditional State and County funding .*



## Chapter Two: Background & Context

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### Population

Suffolk County is the most populated suburban county in the United States. In 1997, the population was estimated at 1,350,757; projections for the year 2020 show a rise to 1.6 million. The County has ten townships that vary greatly in population size and density. Huntington, Babylon, Smithtown, Islip, and Brookhaven are the five Western townships and the five Eastern ones are East Hampton, Riverhead, Southampton, Southold and Shelter Island. The ten townships are shown in figure 2. Ninety-one percent of the County's population lives in the five western townships with a population density of 2,200 persons per square mile. In contrast, the population density of eastern Suffolk County is just 300 persons per square mile.

### Demographics

County demographics are interesting. The median age of the population has been increasing during the past thirty years; currently it stands at 33.5. The

County's preschool population has been growing rapidly since the 1980s and is expected to continue to do so. Since the early 1990s elementary and secondary education enrollments have risen and the number of graduates is expected to rise respectively. At the other end of the spectrum, senior citizens make up 10.7% of the County's overall population and 20.5 % of the population in the Eastern Towns.

### Ethnicity

The County is relatively ethnically diverse. By the year 2020, the Long Island population is expected to be 59% white, 10 % black, 15% Asian, and 17% Hispanic. Jamaican and Haitian people also are represented in sizeable numbers.

### Affluence

The area is an affluent one. In 1996, it was ranked sixth in the State in per capita income, and was well above the national average. Although the poverty

2.1



rate was estimated at just 4.7% in 1990, this figure can be misleading because it is based on a national poverty threshold.

### Long Island's Economy

Up until the late 1980s Long Island was known as a center for the aerospace industry. With the end of the Cold War, came the end of the United States' national focus on defense policy. As a result, this industry experienced a steep decline coinciding with the 1989-1992 recession. Following the retooling and retraining of the initial post-recession periods, the workforce has made a successful transition into a new economy based primarily on high technology. Employment rates have been revived and the economy is on a steady, upward trend. In 1999, the unemployment rate for the County was just 3.3%, a favorable comparison to the national unemployment average of 4.7%. Currently, the Long Island economy is very strong and all indications suggest continued growth (see figure 1).

### The Dominance of Information Technologies

Computer related occupations in Long Island have grown by 80% between 1990-1996 and are expected to continue to grow between 50-90% through 2006. This industry is one of the fastest growing occupations on Long Island, commands the high wage jobs and enforces a computer literacy requirement in virtually all occupations. Therefore,

it is vital that the College devote maximum efforts to meeting this trend.

### Suffolk County Community College's Future Growth Prospects

For insight into and various perspectives on the future prospects for the College, two groups of people were interviewed: internal constituents, (including faculty and administration) and external observers, (including legislators, school superintendents, business people, agency personnel, civic association staff, and university representatives).

Details of the interview findings are in Work Paper One. Overall both groups of interviewees voiced many positive points, citing some of the College's strengths. Among them: multiple locations, variety of programs and quality of staff, faculty and graduates. However, in order to take advantage of the current climate, interviewees also called for a greater focus on educational innovation through developing new connections with industries, attending to the changing needs of the workforce, and responding more quickly to new occupational needs. In addition, it was noted that efforts to link the College more closely with regional high schools should be a higher priority. Particularly important were comments made by faculty and administration that much of the aging infrastructure is becoming increasingly unsuitable for use and that there is a lack of sufficient instructional space.

Employment Sector	Employment (in 000's)	% of Non-Agricultural Workforce	% Growth 4/98-4/99
Services	383.7	33	3.3
Wholesale/Retail Trade	287.7	24.8	1.3
Government (including Education)	189.7	16.3	2.7
Manufacturing	113.6	9.7	0.9
Finance, Insurance, Real Estate	79.8	6.9	0.9
Construction & Mining	56.7	4.9	9.5
Transportation & Public Utilities	53	4.6	1.5
All Sectors	1,164.30	100.3	2.5
* total is more than 100 due to rounding			
Source: New York State Labor Department			

Figure 1. Long Island non-agricultural employment by sector April 1999



Figure 2. Long Island showing townships and Campus locations

**Enrollment Trends and Projections**

Between 1989-1994, enrollment at the College grew by 12.3%, and between 1994-1999 it declined by 12.6%. The peak fall enrollment, reached in 1994, stood at 21,215. But by 1998 it was 18,531. This enrollment trend is typical of all community colleges during healthy economic times.

**Enrollment Breakdown by Campus and Age Groups**

The College enrolls 59% of its students at Ammerman, 30% at Western and 11% at Eastern. Age distribution of the students is different at each campus. At Ammerman, the student body is closest to that of a traditional college, with half of population is 22 years of age or younger. At Eastern, the student body is more evenly distributed with more students above the age of 22. At Western, the population includes a large proportion of traditional age students but, in comparison with the other two campuses, it has the largest proportion of older students, particularly between the ages of 25-44. See figure 3.

To a great degree, the percentage of traditional-aged students coincides with the percentages of students attending full time. However, if the correlation were directly proportionate, Eastern Campus would have more students enrolled on a full-time basis. The lack of student residential facilities both nearby and affordable could be one factor to account for the discrepancy.

**Campus Atmosphere**

Each campus attracts different types of students for different reasons.

Ammerman, with its wide variety of programs, its more collegiate atmosphere and the availability of full services, including recreational opportunities, attracts young people who want a traditional college experience.

Eastern Campus functions more like a community center and can cater to a more diverse age group. Like Ammerman, it draws the younger crowd and its appeal to older residents stems from the lack of cultural activity and alternative learning options in the immediate local community.

Western Campus is a convenient place for working people to continue their education, to update skills or to acquire skills for a career change. At present, it offers little in the way of traditional campus ambience. The new Multipurpose Building will provide some of the shortfall in student recreational space needed at this campus.

AGE GROUP	AMMERMAN	EASTERN	WESTERN
<23	58.4%	51.9%	46.4%
23-24	7.3%	7.2%	8.1%
25-34	19.3%	19.2%	22.9%
35-44	10.3%	13.9%	14.9%
45 +	6.5%	0.9%	7.7%
25 +	34.3%	34.0%	45.5%
35+	16.8%	14.8%	22.6%

Source: Suffolk County Community College

Figure 3. Campus distribution by age group, 1998

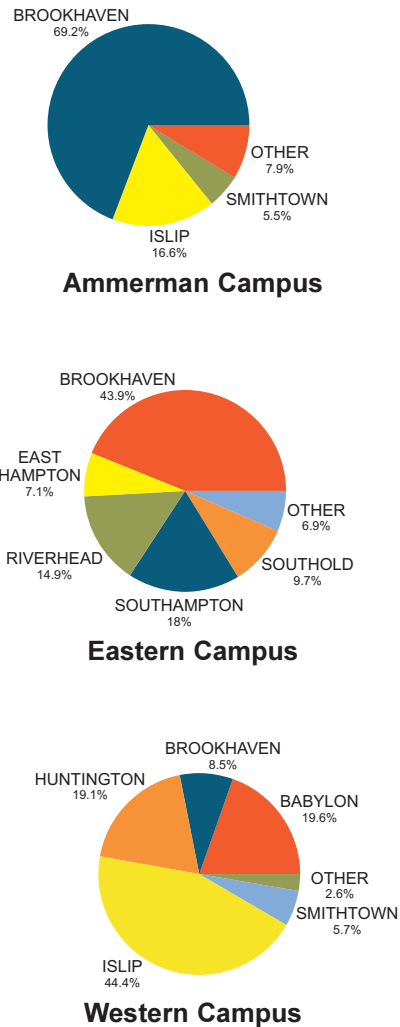


Figure 4. Enrollments by township for each campus

### Enrollment by Township

Historically the campuses draw the majority of their students from the neighboring townships. The pie charts (figure 4) indicate the enrollment figures by township for each campus. SCCC also enrolls some non-local students, as tabulated in figure 5.

	Fall 1996	Fall 1997	Fall 1998
Nassau County Residents	109	105	125
Total Non-Suffolk Residents	183	162	187
Source: Suffolk County Community College			

Figure 5. Students enrolled at SCCC originating from outside Suffolk County

### Competition from Neighboring Colleges

Suffolk County must pay other counties for the net number of its residents who attend out-of-county schools. Nassau County Community College draws enough students from Suffolk County to represent a significant expenditure of funds. For Fall 1998, the net outflow of students from Suffolk who attended Nassau was 1,473, representing approximately 7% of Nassau's total enrollment.

College officials perceive Nassau as an institution with heightened appeal, especially for young students. This appeal is attributed to program quality and choice but also to factors such as athletic teams and an environment that young, single students find friendly and exciting. It is the college's hope that the new facilities at the Western campus will serve to improve this situation.

There is another view of the competitive opportunity. If, instead of replicating Ammerman's appeal to

18-year olds, the Western Campus becomes increasingly hospitable to adult students for career enhancement or change, then the Western Campus may attract many adults from Nassau County. This too would correct the current net outflow of students and dollars.

### Baseline Enrollment Projections

The enrollment analysis began with baseline projections. They essentially assume no notable changes in College curricula, services, operations or facilities. The team used two different methods to arrive at baseline projections for the overall College enrollments: Scenario One based on age cohort and Scenario Two based on township growth. The projections are based on population data from two separate sources, and are summarized below in the figure 5.

	Ammerman	Western	Eastern	College Wide
Fall 1998	10,600	5,500	1,970	18,070
Scenario 1	12,201	6,187	2,306	20,694
Scenario 2	12,717	6,031	2,489	21,237

Figure 5. Enrollment scenarios one and two

**Scenario 1: Enrollment Projections-Market Share by Age Cohort**

A baseline projection of College enrollment through the year 2020 was developed using historical data on the County residents who enroll at the College. This projection then applies these ratios to population projections for those age groups, for each campus. See figure 7.

**Scenario 2: Enrollment Projections-Market Share by Township Growth**

Also a market share approach, the historical percentage of population enrolling at the College is applied to future population by townships. This steady state projection assumes that the College will continue to enroll the same percentages of each Township’s adult population. The results are shown in figure 8.

Both scenarios assume that the College will continue to operate within its current framework, but updating its existing programs to reflect changing needs. They also assume that the facilities, equipment and qualified faculty are in place. By tracking demographics carefully, the projections indicate moderate growth concentrated in the first five-year period of the twenty-year planning period.

Obviously, there are factors other than population trends that will affect enrollment. Historically, more students tend to enroll in community colleges when the unemployment rate is high. In the past ten

years, changes in employment rates have played an important role in the College's growth and decline pattern. However, this is a trend that may be changing as technology requires more incumbent workers to learn new skills.

**Factors that will Affect the Baseline Scenarios**

Other factors, such as those in figure 9 should also be considered. Some of these factors are beyond the control of the College. However, for the most part, the College can skillfully avoid certain situations and use others to its advantage. The strongest positive factor is the increasing emphasis on skills in the work place. This affects all age cohorts. The high school graduates find that employers are looking for more than a high school diploma, and those in the 25-45 age group, find that career advancement or a change of career is difficult without further education or training.

YEAR	AMMERMAN	EASTERN	WESTERN	COLLEGE WIDE
2000	11,496	2,173	5,829	19,498
2005	11,628	2,197	5,896	19,721
2010	12,201	2,306	6,187	20,694
2015	12,026	2,273	6,097	20,396
2020	11,865	2,242	6,016	20,123

Source: EKA, based on Woods & Poole and College data.

Figure 7. Scenario 1: basement enrollment projection by age cohort market share

YEAR	AMMERMAN	EASTERN	WESTERN	COLLEGE WIDE
2000	11,816	2,251	5,789	19,857
2005	12,352	2,384	5,931	20,667
2010	12,717	3,489	6,031	21,238
2015	12,931	2,557	6,103	21,590
2020	13,087	2,606	6,157	21,851

Source: EKA, based on LIRPB and College data.

Figure 8. Scenario 2: basement enrollment projections by market share of township population

This factor presents the College with a number of implications if it is to continue to draw students from increasingly diverse age cohorts, particularly more working adults. They can be summarized as follows:

- Need for flexible class schedules to accommodate work schedules.
- Family friendly features such as child care centers.
- "Singles-friendly" features such as student lounges.
- Appeal of co-op programs.
- Shorter, more focused courses.
- Courses and/or sequences focused on skills that can be certified for employers.
- Less registration lines, bureaucratic requirements, "fall-only" program start-ups.
- More willingness to take classes from proprietary institutions that meet convenience demands.

POSITIVE FORCES	NEGATIVE FORCES
+ Increasing need to learn new skills throughout working life <ul style="list-style-type: none"> <li>• more career changes</li> <li>• need to learn new technology for current job</li> <li>• desire to upgrade</li> </ul>	- Increased competition among education/training providers: <ul style="list-style-type: none"> <li>• Proprietaries, especially in high tech</li> <li>• Universities, that are adding technical programs</li> <li>• On-line higher education options</li> <li>• Employer-provided education/training</li> </ul>
+ Longer working life, therefore more career changes	- Mismatch between programs offered and student/employer demand
+ Increasing need for new entrants to the work force to have more sophisticated skills	- Declining quality of programs
+ Employers increasingly interested in employees' continued education	- Work schedules that prevent people from taking or completing classes
+ Increasing interest in education generally throughout life	- Increasing cost
+ Strong programs that attract students who would otherwise go elsewhere	- Unfriendly campus environment
+ Availability of financial aid, including tax incentives	
+ Linkages with public schools and universities to provide the "back end" or "front end" of their programs, respectively	
+ Co-op/apprenticeship programs that enable people to earn while learning	
+ Educational programs provided near/at place of employment, especially for commuters	
+ Flexible schedules that enable more people to enroll while they hold jobs	
+ Friendly campus environments	
+ Convenient locations	

Figure 9. Forces working for or against enrollment growth compared to projected trends

### Program Enrollment Trends

The Team also has reviewed enrollment trends with-in specific programs at the College (see figures 10, 11 and 12).

These findings suggest areas in which the College should focus in order to bolster its enrollment patterns. Generally, enrollment in programs within the Arts and Sciences has been on a steady incline and is expected, according to this study, to represent one-third to one half of the total College enrollment in the next ten years. Similarly, Early Childhood, Health, and Human Services Programs have been growing and are expected to continue to prosper. Not surprisingly, the largest growth has been in the computer related programs although, current needs and projected trends indicate even higher enrollments should be achieved. The Business and Manufacturing Programs have both been in decline even, though the needs and trends indicate future growth.

AMMERMAN CAMPUS HISTORICAL PROGRAM GROWTH TRENDS				
PROGRAMS WITH POSITIVE 5-YEAR GROWTH RATES	FALL 1998 PROGRAM ENROLLMENT	5-YEAR GROWTH RATE	OTHER CAMPUSES OFFERING PROGRAM	TREND COMMENTS
203 Computer Science	175	139.7%		
402,403 Drafting Certificate	23	130%		
302 Fire Protection Tech	43	87.0%		
369 Auto Service Specialist	53	47.2%		
407 Accounting Certificate	44	37.5%	All	Western declining; Eastern small but growing
330 Early Childhood	180	21.6%	All	Growing
311 Recreation Leadership	40	21.2%		
433 Paralegal Certificate	41	20.6%	Western	West declining; 333 Paralegal up at Western
410 Bus-Business Management	38	18.8%	All	Ammerman, Western growing; Eastern declining
206 Performing Arts: Music	97	18.3%		
210 Fitness Specialist	37	15.6%		
100 Arts & Sciences-Humanities	139	13.9%	Western	
205 Performing Arts: Drama	63	10.5%		
306 Radio & TV Production	112	7.7%		
308 Nursing – Day	221	6.8%		
314 Computer Information Systems-S	182	5.8%	Western	6 students at Western
326 Communication & Media Arts	75	4.2%		
300/334 Civil/Cons Tech	94	3.3%		
102 Arts & Sciences-Math	36	2.9%		
435 Retail Business Management*	4	33.3%		program small, declining
<b>LARGE PROGRAMS</b>				
103 Arts & Sciences-General	5178	-1.60%	All	
315 Bus-Business Administration	550	-16.20%	All	All declining
312,336 Criminal Justice Services	277	-43.70%	All	All declining
308 Nursing-Day	221	6.80%		
101 Arts & Sciences-Social Sci. Emphasis	206	-29.70%	Western	Western up sharply
500 Non- Matriculated	1486	-35.60%	All	All declining

Source: EKA, based on College data.

Figure 10. Ammerman Campus historical program growth trends

EASTERN CAMPUS HISTORICAL PROGRAM GROWTH TRENDS				
PROGRAMS WITH POSITIVE 5-YEAR GROWTH RATES	FALL 1998 PROGRAM ENROLLMENT	5-YEAR GROWTH RATE	OTHER CAMPUSES OFFERING PROGRAM	TREND COMMENTS
407 Accounting Certificate #	6	100.0%	All	
325 Food Management - Restaurant	34	17.2%		Being Replaced by Culinary Arts
330 Early Childhood	83	10.7%	All	All growing
313, Office Technology	17	6.3%	All	Ammerman, Western declining -deactivated
365 Graphic Design	164	3.1%		
<b>LARGE PROGRAMS</b>				
103 Arts & Sciences--General	897	-5.7%	All	All large, declining slightly
315 Bus-Business Administration	122	-11.0%	All	All large, declining moderately
500 Non Matriculated	309	-36.7%		All large

Source: EKA, based on College data.

Figure 11. Eastern Campus historical program growth trends

WESTERN CAMPUS HISTORICAL PROGRAM GROWTH TRENDS				
PROGRAMS WITH POSITIVE 5-YEAR GROWTH RATES	FALL 1998 PROGRAM ENROLLMENT	5-YEAR GROWTH RATE	OTHER CAMPUSES OFFERING PROGRAM	TREND COMMENTS
101 Arts & Sciences-Social Sci. Emphasis	132	1220.0%	Ammerman	
100 Arts & Sciences-Humanities	61	154.2%		(Three years at Western)
390 Vet Science Technology	128	137.0%		
314 Computer Information Systems	169	64.1%	Ammerman	
207 Business Admin,	102	39.7%	All	Declining at other campuses
333 Paralegal Assist	69	38.0%	Ammerman	Declining at Ammerman
204 Fine Arts	40	33.3%	Ammerman	Declining at Ammerman
330 Early Childhood	141	10.2%	All	
410 Bus-Business Management	18	28.6%	All	
208 Accounting	113	5.6%	All	
<b>LARGE PROGRAMS</b>				
103 Arts & Sciences-General	2472	-5.1%	All	
500 Non Matriculated	839	-10.4%	All	
315 Business Administration	297	-21.6%	All	All relatively large, declining moderately

Source: EKA, based on College data.

Figure 12. Western Campus historical program growth trends



### Examples of Relevant Multi-Campus Colleges

The consultant team researched other multi-campus institutions to determine how their organizational models might help clarify the recommendations made for SCCC. The intention was to prove the past success of the "One College" model and to provide support for redevelopment ideas such as the concept of distributing program clusters (see Work Paper Three for more detail).

The four institutions studied were

- Miami Dade Community College, Miami/Dade County, Florida
- Central Piedmont Community College, Charlotte, North Carolina.
- Cuyahoga Community College, Cleveland, Ohio.
- Pima Community College, Tuscon, Arizona.

Each of these colleges uses an organizational model similar to that suggested for SCCC. Miami Dade actually uses the term "cluster" to describe its academic organization. In all four cases the individual campuses have been developed with a different focus. The following summarizes the advantages of the recommended organizational model on the four prototype institutions, as learned through interviews with staff and faculty at the respective colleges.

- All campuses can be collegiate but have a unique program focus.
- All students have access to basic core curricula, such as AA.
- "One College" requires unified decision-making leadership.
- These institutions maximize limited resources by limiting duplication.
- Development of teamwork and collaboration is considered a core value.
- Focus competition outside, not inside.



Figure 13. View over Ammerman Campus

**Strategic Context and National trends**

*It is important to set the context in which the College has to operate if it is to be competitive in the 21st century. Education is changing at a rapid rate. This presents several challenges to any institution that wishes to command a share of the market in a new environment in which private sector providers are entirely new competition.*

*The number one challenge for any college is in the technology area. The College needs to stay at the forefront of the technological revolution; it cannot afford to be left behind. SCCC has already implemented several steps towards this goal however, the Consultant Team believes that the College should continue to be aggressive in its efforts. The College should not underestimate the importance of faculty development and assessment, for example. In order to keep attracting students to SCCC, the faculty must be trained in the most up-to-date means available to use digital technology and to incorporate computer communications in all courses.*

*The College is encouraged to seek partnerships with other institutions and businesses at all levels, so that it can meet the needs of an increasing population of students seeking education and training for the contemporary workplace. SCCC will only benefit from offering more course options within relevant fields. Furthermore, the College should consider integrating credit/non credit options and exploring more non-degree formats.*

*By thinking of adults as the "new traditional" student and offering shorter, formal, more flexible programs with clear market focus, the College will be able to position itself as an institution ready to meet the current and future student and industry needs.*

**Summary of Findings - College Strategic Plan**

*The College's Strategic Plan states excellent goals and actions and the "One College" model is absolutely the right approach to position for competitive quality. It will enable the College to wisely leverage its finite resources well and leverage for positive effects. There has already been significant progress towards the achievement of some stated goals. To many, however, the pace of programmatic and "culture" change seems unacceptably slow. From an outsiders perspective, it is difficult to tell what is actually changing and there is still a feeling that the three separate campuses are competing for limited resources.*



Figure 14. Walking through the Ammerman Campus

	Ammerman	Eastern	Western
Identity Positioning	<ul style="list-style-type: none"> <li>• Comprehensive Community College</li> <li>• Most “traditional” of the 3 campuses</li> <li>• Special orientations:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Two-Year Liberal Arts Emphasis</li> <li><input type="checkbox"/> Strong Programs in Business</li> <li><input type="checkbox"/> Transfer &amp; Articulation</li> <li><input type="checkbox"/> Degree-Program</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive Community College</li> <li>• Middle “traditional” of the 3 campuses</li> <li>• Special orientations:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Residential Rural Setting</li> <li><input type="checkbox"/> Innovative Liberal Arts Model</li> <li><input type="checkbox"/> Strong Community Focus</li> <li><input type="checkbox"/> Rural/Agricultural emphasis</li> <li><input type="checkbox"/> Statewide outreach in selected programs</li> <li><input type="checkbox"/> Leisure market for South Fork</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive Community College</li> <li>• Least “traditional” of the 3 campuses</li> <li>• Special orientations:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Urban focus</li> <li><input type="checkbox"/> Cross-county enrollment to Nassau</li> <li><input type="checkbox"/> Continuing Education</li> <li><input type="checkbox"/> Corporate Education/Training</li> </ul> </li> </ul>
Primary Student Learner Target Market	<ul style="list-style-type: none"> <li>• More traditional 18-22 year old students</li> <li>• Some adult &amp; returning students</li> <li>• Transfer-oriented</li> <li>• Focused on selected technical careers</li> <li>• All commuters</li> </ul>	<ul style="list-style-type: none"> <li>• Primarily 18-22 year old students</li> <li>• Community-based leisure students</li> <li>• Community-based retirees</li> <li>• Mix of commuter and residential students (latter especially for selected programs)</li> </ul>	<ul style="list-style-type: none"> <li>• Some 18-22 year old students</li> <li>• More older, adult students, including career change adults</li> <li>• More career-focused students</li> <li>• Corporate client groups of students</li> <li>• All commuters</li> </ul>
College-wide Academic Leadership Responsibility	<ul style="list-style-type: none"> <li>• Liberal Arts/Sciences</li> <li>• Fine Arts</li> <li>• Business Administration</li> <li>• Education</li> <li>• Manufacturing and Production Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Applied Arts</li> <li>• Agriculture: Horticulture, Viticulture, Mariculture</li> <li>• Culinary</li> <li>• Hospitality (watch progress of Grumman property development)</li> </ul>	<ul style="list-style-type: none"> <li>• Allied Health</li> <li>• Human Services Careers</li> <li>• Information Technology</li> <li>• Entrepreneurship</li> </ul>
College-wide Primary Support Services Responsibility	<ul style="list-style-type: none"> <li>• Transfer and Articulation</li> <li>• General Academic Standards and Policies</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of Student Experience (student services processes)</li> </ul>	<ul style="list-style-type: none"> <li>• Distance Education/ Technological Delivery</li> <li>• Uses of Technology in Instruction</li> <li>• Faculty Professional Development</li> </ul>
Home of Specialized Facilities	<ul style="list-style-type: none"> <li>• Fine/Performing Arts (e.g. Theater)</li> <li>• Science Labs</li> <li>• Manufacturing/ Engineering Labs</li> <li>• Intercollegiate Athletics</li> </ul>	<ul style="list-style-type: none"> <li>• Residence Halls</li> <li>• Kitchens (Culinary Arts)</li> <li>• Community Space</li> <li>• Greenhouse, Gardens, Horticultural Demo Fields</li> <li>• Residential and Community-Oriented Recreational Facilities (pool, gym, tennis courts, track)</li> </ul>	<ul style="list-style-type: none"> <li>• Allied Health Labs</li> <li>• Computer/Information Technology Specialties Labs</li> <li>• Incubator and Related Business Training, Outreach, &amp; Support Facilities</li> <li>• Fitness Center oriented Recreational Facilities</li> </ul>
Physical Ambience	<ul style="list-style-type: none"> <li>• Traditional, Suburban College Campus</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Village</li> </ul>	<ul style="list-style-type: none"> <li>• Less Traditional, More Urban, Executive Education Campus</li> </ul>

Figure 15. Thumbnail conceptual sketch of better differentiated campus identities and focus areas for enacting the “One College” model and meeting diverse learning needs

### Educational Master Plan Recommendations - "One College" Model

Suffolk County Community College will not be able to optimize its success in achieving a "One College" model, unless it ceases to assume that it eventually can develop replications of most programs and services in all three campus locations. This impetus to replicate everything from core academic programs to athletics programs - is currently driving planning and tactical behavior at the campus level, and is creating strains on resource allocation. In essence, the general strategic directions and priorities set out in the Strategic Plan are correct. The College needs to move quickly and even more aggressively to:

- Create stronger, focused program accountability.
- Modernize all curricula NOW and continuously, particularly in all aspects of general technology literacy.
- Stop internal competition for programs.
- Focus on a future in information technology.
- Focus on a future in serving working adults, professionals, business and industry with "just-in-time", shorter, non-degree program format.

The College may be better positioned to achieve its goals and provide ever-better programs to a widening array of recipients by:

- Organizing to differentiate the specialized "identities" of its three campuses by factors other than physical location - so that learners in the community gradually will understand that there are differences in teaching models, service provision, scheduling, and physical facilities that may make one of the campuses more appropriate for their learning needs.
- Consolidating faculty and program resources, policies, and offerings across all three campuses. This could potentially achieve greater scale, diversity, sophistication and impact of curricula.
- Establishing an academic organizational model that facilitates and mandates cross-campus collaboration on matters of common curriculum.
- Creating clearer centers of responsibility for college-wide academic development and services, by assigning differentiated college-wide responsibilities to each campus.
- Cultivating a physical appearance for each campus that is an expression of the primary target student cohorts and teaching models focused upon by that campus.

Thus, one of the primary recommendations on the Strategic Plan and "One College" model is that SCCC develop a clearer position regarding the challenges facing the College as a whole, and then delineate how each campus participates in meeting those College challenges.

This recommendation assumes that all three campuses will continue to offer core curricula and serve a wide variety of students. The commonality is not disputed; the differences are therefore emphasized in our discussion. Figure 15, on the facing page, presents a first effort at determining and positioning different campus identities in a one-college model that makes it possible to use inevitably scarce resources most effectively.

It is recommended that each campus develop physical facilities in a way that also recognizes that all programs cannot be efficiently and effectively offered at each site. This implies that each campus will assume leadership and develop strength in one or more curricula clusters. Its facilities will be developed to facilitate that strength and to create a unique campus setting within and beyond existing infrastructure.

The recommendations can be summarized as follows:

- Improve campus identities and mission distribution for the "One College" model.
- Create a Program Cluster Organization.
- Make Policy, Support, and Service Leadership Assignments.
- Focus Program Enhancements and Market Responses.

**Program Enrollment Projections:  
Scenario 3**

By implementing the recommended "One College" strategy for college-wide organization SCCC can become a much more competitive education provider and project a healthier enrollment for the future. With this model in mind, a third set of enrollment projections has been developed. These are shown in figure 16.

For years 2005 and 2010, the consultants foresee potential growth based on the strategic program cluster and campus identity recommendations. This scenario focuses very clearly on information technology and on adults alongside the College's continuing success in other ongoing strategies, such as initiatives for program quality strengthening.

One important point to note is that these projections do not include the non-traditional or non-credit enrollments who the State of New York currently do not provide capital funding for. While those learners and their course enrollments are not counted here, ongoing implementation of the Master Plan must take into account that the College should be pursuing these programs and constituencies aggressively.

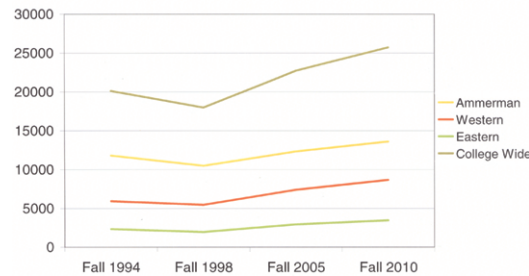


Figure 16. Recent enrollment history and projections based on "One College" model

## Chapter Three: Ammerman Campus

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The largest of Suffolk County Community College's (SCCC) three campuses is the Ammerman Campus. Located in Selden, a town with a population of about 20,000, it was the first SCCC campus to be established.

It opened in 1961, covers 156 acres, comprises of 15 (buildings ranging in age from nearly 70 years to 35 years), and enrolls 11,323 students.

Of the three campuses, Ammerman is the most complete, with all of the major elements one might expect at a college. Consequently it has the traditional feeling of a college. It is also the home to the Central Administration to the College and as such is often considered to be the main campus of the College.

The Campus has a cohesive plan with a strong center. The layout, topography and surrounding wooded areas help make the campus a pleasant place to experience.



Figure 1. Main entrance to Ammerman campus

### Analysis

There are three entrances to the campus. The main entrance is off Nicolls Road. At this entrance there is a traffic circle that directs traffic either to the Brookhaven Gymnasium (immediately to the right), or into the campus perimeter road system (to the left). This entry sequence is somewhat circuitous and could be embellished by creating focal points around the campus that could help orient the student and visitor. The topography, while it helps to keep the campus an intimate place poses problems for ADA accessibility, not to mention reduces the number of options for siting new buildings. The center of the campus is "College Plaza" a large open



Figure 2. View of College Plaza from roof of Smithtown

brick paved plaza that sits on top of the hill overlooking the campus and countryside. Surrounding the plaza are the Babylon Student Center, Huntington Library, Smithtown Science Building and the Riverhead Technology Building. The remaining buildings of the campus are arranged around the periphery of this campus core at slightly lower elevations (see figures 6 and 8). Throughout the campus there is a network of footpaths that connect these buildings to the central area.

Unfortunately, due to the lack of necessary funds and the age of the buildings and infrastructure, most of the facilities are now in desperate need of attention. The individual buildings are considered in more detail in Work Paper Seven. To summarize, many of the facilities have not been modernized since they were first built and are now operating beyond their expected useful life. Several critical renovation projects that addressed these issues were outlined in the 1993 Master Plan but to date

many of these are still to be initiated. Obviously the longer these projects are delayed the more serious the life safety concerns become. A matrix summarizing current projects is shown in figure 35 on page 43.

It has been noted that at first glance, from a facilities standpoint, Ammerman is a complete campus. It has athletic facilities, a student center and library, as well as traditional classroom space and laboratories. However as the space inventory analysis clearly indicates, the size of these facilities falls well below what the student population requires. At today's enrollment numbers, Ammerman is short 80,765 net square feet of instructional space. This would represent a conservative investment of \$26 million. This figure does not include necessary renovation.



Figure 3. Area map of Ammerman Campus and Selden



Figure 4. Aerial photo of Ammerman Campus

The quality of existing instructional space at Ammerman can be summarized as outdated and cramped. In some cases it is a question of modernization but in others it's a question of re-evaluation of the needs and the adaptation of spaces to meet the changing requirements of today's education market.

A major factor in this evolution is the impact of technology and how it affects instructional delivery. On the most basic level, housing the necessary computer terminals takes up more space than the traditional tablet-arm chairs and black board. By considering what effect technology has on just the English and Mathematics Departments, two of the larger departments in any community college, one can begin to sense how required classroom space and space standards have to be increased.

3.3

AMMERMAN CAMPUS



Figure 5. N.F.L. Central Administration Building.



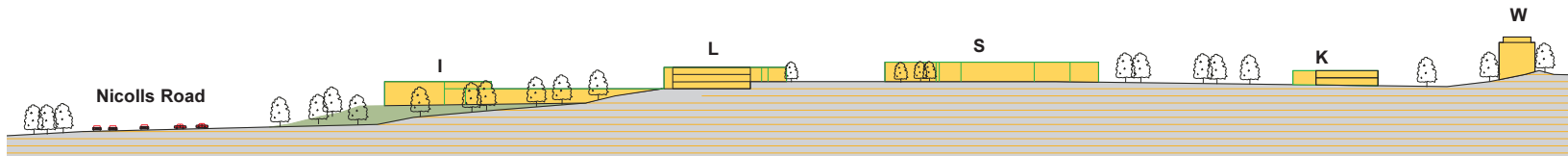


Figure 6. Existing site section 1-1

The College has made efforts to accommodate the new requirements of computer instructional space by adapting existing spaces as quickly as possible, converting what spaces they could, often capturing what space is available or by compromising the requirements of other general instructional space. Consequently the quality of much of the adapted space is poor and unsuitable for the new use. At Ammerman two examples come immediately to mind; the computer center in the Huntington Library basement, which has put excessive strains on the already undersized ventilation system, and the computer lab that has been located in the ante space behind the two auditoriums in Smithtown, which is inaccessible to anyone in a wheelchair. Scenarios such as these are common throughout the SUNY college system as colleges try to do their best to accommodate technology.

3.4

AMMERMAN CAMPUS

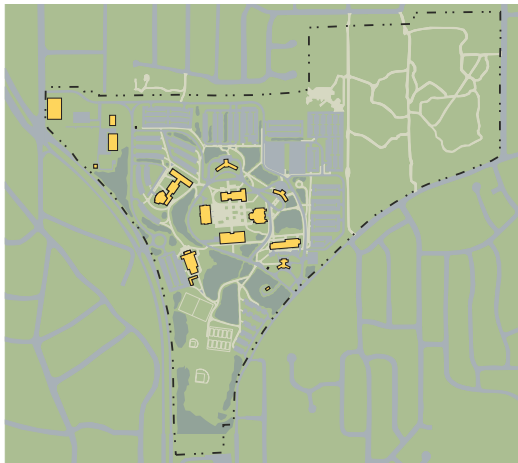


Figure 7. Existing site plan with showing site line

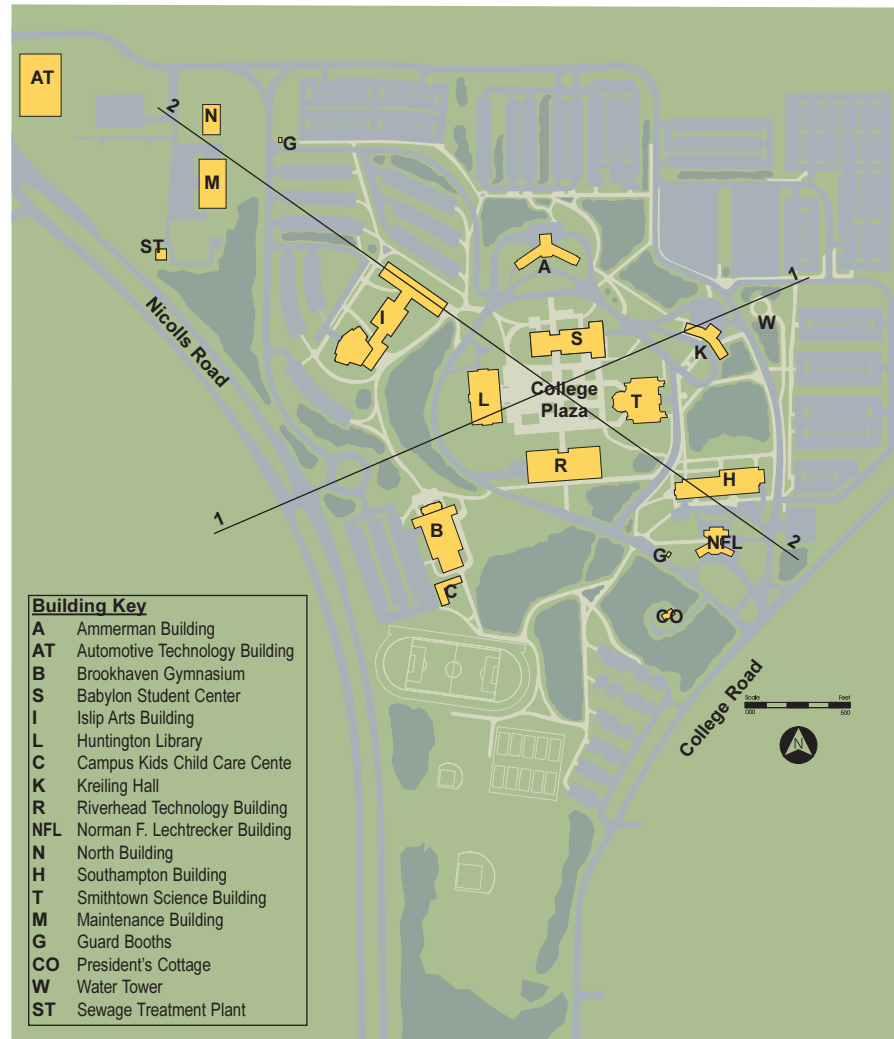


Figure 8. Existing Ammerman site plan.

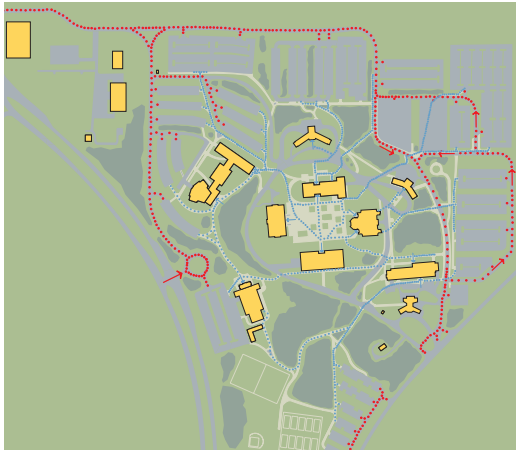


Figure 9. Site analysis of public auto and pedestrian circulation

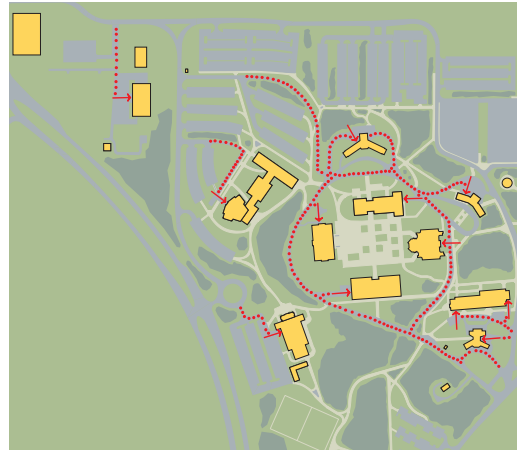


Figure 10. Site analysis of service vehicular circulation



Figure 11. Site analysis of potential new building locations

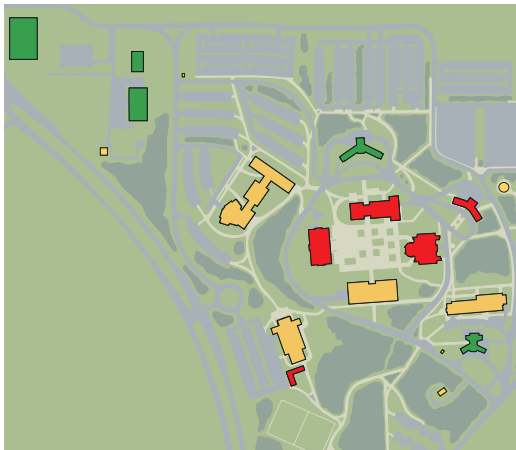


Figure 12. Site analysis of building conditions



Figure 13. Site analysis showing campus core



Figure 14. Site analysis showing primary vistas from the Campus

Much of the instructional space is in desperate need of modernization such as the existing science laboratories. The trends in science education has changed over the years and this affects the type of laboratories needed. For example the emerging trend is for Bio Tech which will have different requirements than say Physics. The College currently has an excess of outdated physical science laboratories. By careful planning and adaptive reuse the college could create renovated Bio-Tech laboratories, and maintain enough physical science laboratories to conduct the necessary courses.

The Art studios in Southampton are an example of the type of space on campus that was built for a specific purpose but is in need of renovation, (the sky lights leak and the asbestos needs abatement).

All the student support facilities are undersized for the current and projected populations.

Currently the Babylon Student Center is undersized for current population, let alone future projections. Huntington Library is also undersized and, although it had a fairly recent cosmetic modernization, is insufficient for its purpose. The condition of the infrastructure for the Library is particularly alarming and in need of immediate attention. See Work Paper Seven.

The Brookhaven Gymnasium, built in 1966, is also small with inadequate ventilation and houses facilities that have long since been outdated.

Any proposed master plan for the Ammerman

<b>Ammerman Campus</b>							
Space Calculations for Fall 1998/2005/2010 Based on Credit FTEs							
	1998 Existing	1998 Required	Current Deficit	2005 Required	Projected Deficit	2010 Required	Projected Deficit
Student FTE	7,837 FTEs	7,837 FTEs		8,821 FTEs		9,724 FTEs	
Student Headcount	10,966 Hct	10,966 Hct		12,342 Hct		13,605 Hct	
Instructional Space	193,546 sf	274,311 sf	80,765 sf	308,732 sf	115,186 sf	340,325 sf	146,779 sf
Public Service	336 sf	336 sf	0 sf	336 sf	0 sf	336 sf	0 sf
Instructional Resources	4,347 sf	9,350 sf	5,003 sf	10,370 sf	6,023 sf	10,370 sf	6,023 sf
Electronic Data Processing	2,101 sf	6,030 sf	3,929 sf	6,555 sf	4,454 sf	6,555 sf	4,454 sf
Library	46,981 sf	58,569 sf	11,588 sf	64,661 sf	17,680 sf	66,885 sf	19,904 sf
Health & Physical Education	40,518 sf	60,000 sf	19,482 sf	67,000 sf	26,482 sf	67,000 sf	26,482 sf
Student Activity Space	45,502 sf	82,293 sf	36,791 sf	92,620 sf	47,118 sf	102,098 sf	56,596 sf
Health Services	0 sf	3,000 sf	3,000 sf	3,000 sf	3,000 sf	3,000 sf	3,000 sf
Assembly & Exhibition	10,182 sf	19,150 sf	8,968 sf	19,150 sf	8,968 sf	19,150 sf	8,968 sf
Administration	40,933 sf	47,025 sf	6,092 sf	52,925 sf	11,992 sf	58,341 sf	17,408 sf
Central Services	38,894 sf	23,154 sf	-15,740 sf	23,154 sf	-15,740 sf	23,154 sf	-15,740 sf
Building Services	13,709 sf	17,497 sf	3,788 sf	19,455 sf	5,746 sf	20,916 sf	7,207 sf
<b>Total Net Area</b>	<b>437,049 sf</b>	<b>600,715 sf</b>	<b>163,666 sf</b>	<b>667,958 sf</b>	<b>230,909 sf</b>	<b>718,131 sf</b>	<b>281,082 sf</b>
General & Special Use	8,991 sf						
Instructional Space per Student FTE	25 sf	35 sf		35 sf		35 sf	

Figure 15. Space calculations for Ammerman campus show current and projected deficits.

3.6

AMMERMAN CAMPUS



Figure 16. Looking north from lobby of Southampton



Figure 17. Water tower from roof of Smithtown

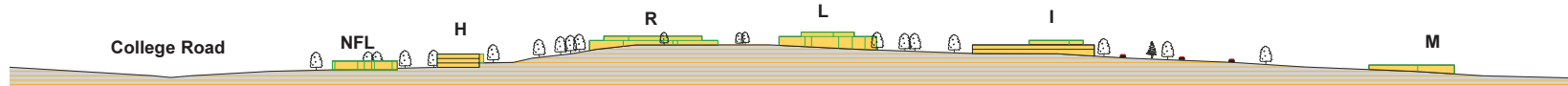


Figure 18. Existing site section 2 - 2



Figure 19. Initial study into reinforcing College Plaza.



Figure 20. Initial study creating a new quadrangle south of Southampton



Figure 21. Initial study creating new quadrangles to link the building outside the central core to College Plaza

campus cannot ignore the large capital investment that is required to renovate the aging facilities and infrastructure to an acceptable standard. In addition to these needs the enrollment projections indicate a large need for new construction, particularly instructional space. Any plan must also enhance rather than destroy the current college atmosphere.

### Initial Studies

The Master plan represents the facilities need, which is derived from the enrollment projections and the physical space standards of the SUNY system. The design takes in account the findings and recommendations presented in the first three work papers as well as the comments from the College and the Strategic Planning Committee. The recommended Master Plan is the result of refining three initial options presented to the College and Campus. These options are shown in figures 19, 20 and 21.

The plans aim to coordinate aesthetic and functional development of the Campus, and to maximize the programmatic investment in people and equipment by assuring that facilities are appropriate to the tasks being conducted. Each of the plans were developed with input from the College and Campus and with the following objectives in mind:

- Create focal points around the campus and from the entrances to the campus

- Build on the current campus identity as a traditional college
- Build facilities to complete the campus and enhance its mission.
- Phase the projects to enable renovation and upgrade of existing facilities.
- Link the buildings on the periphery to the central quad of the campus.
- Use buildings to create spaces and quadrangles and to aid vertical circulation throughout the campus, particularly with ADA issues in mind.

### Briefly the Three Options Include

1. Reinforcing the central square by excavating and extending the surrounding buildings into this space (along the lines of the podium at State University of New York in Albany).
2. Creating a second quadrangle enclosed by Southampton and two new buildings to the south and west.
3. Providing stronger links to the peripheral buildings by forming three quadrangles; one between Southampton and a new lab building behind Smithtown, one between Islip arts and Huntington Library, and one between the Babylon Student Center and a new classroom building to the East.

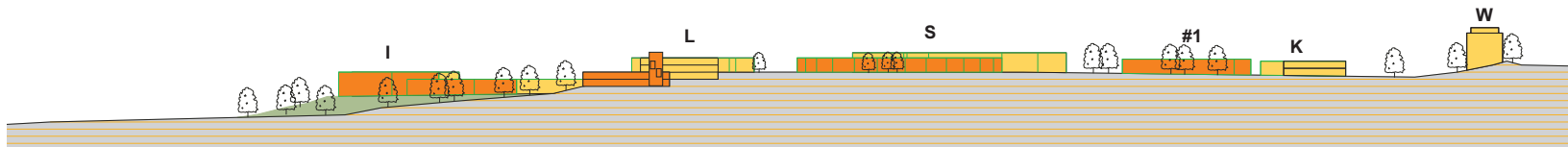


Figure 22. Proposed site section 3 - 3

### Proposed Master Plan

The recommended Master Plan is a refinement of one of these three options and is indicated in figure 24. It creates an outer ring of quadrangles around the College Plaza, thus linking the outer buildings with the center and strengthening the campus architecturally.

Adaptions are proposed for the Babylon Student Center, the Huntington Library and the Riverhead Technology Building are added to reinforce the existing quadrangle and to act as visual landmarks from the main entrance and as one moves around the ring road.

The Islip Building also has an addition, which would house the TV studio and assembly spaces, thus consolidating the Performing Arts, and freeing up space in Riverhead. Riverhead will then be renovated into state of the art instructional spaces.

A new lab building would be built to the east of Smithtown, allowing Smithtown to be renovated at a future time.



Figure 23. Ammerman building

3.8

AMMERMAN CAMPUS

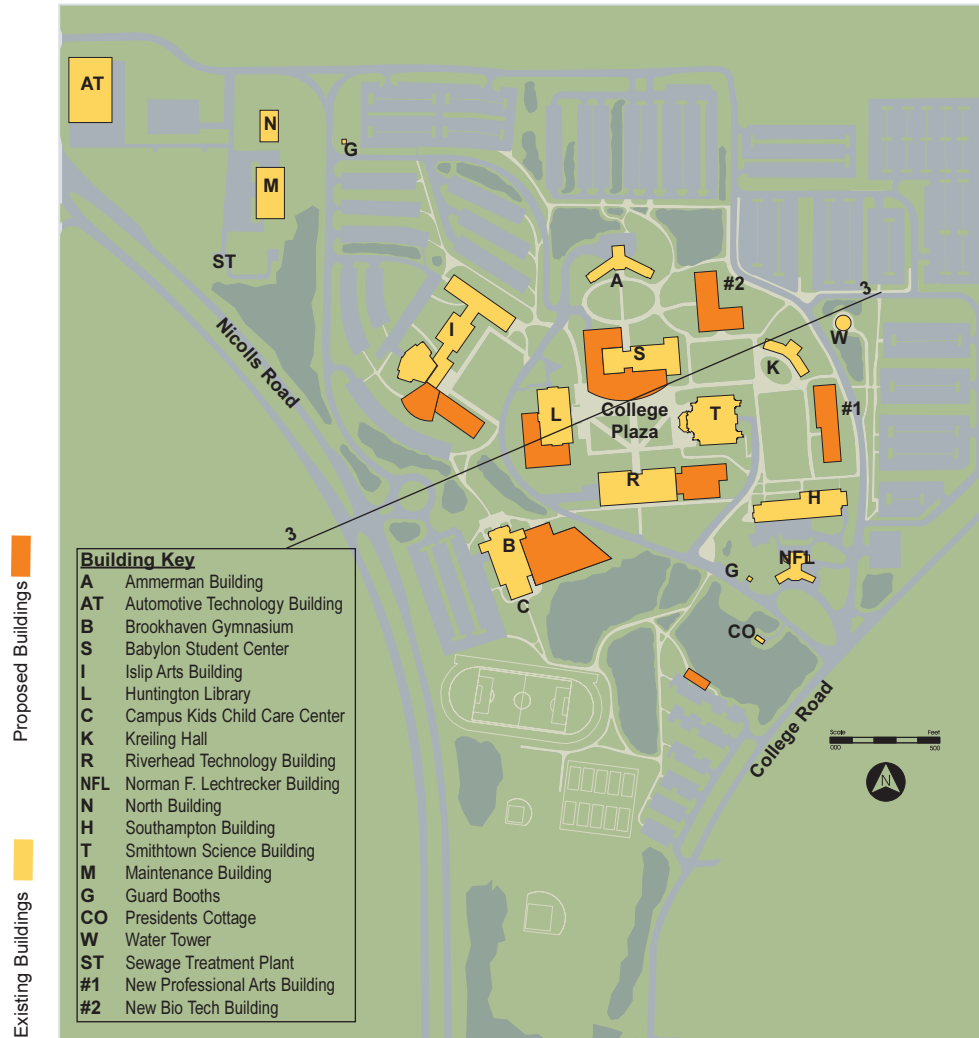


Figure 24. Proposed site plan



Figure 26. Detailed site plan of proposed Master Plan

To the north, a new quadrangle is created by building an instructional building and by developing Kreiling Hall into an administration building.

Brookhaven Gymnasium has an addition which helps to strengthen the entrance to the campus and form a space between the Riverhead Technology Building and the Huntington Library.

The addition to the Huntington Library would act as a major landmark visible from the entrance to the campus.

The main campus ring road would remain undisturbed although the inner road is redirected to create the new quadrangle spaces.

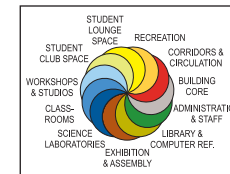


Figure 27. Bridge from College Plaza to Riverhead

### Phasing

When developing a master plan it is important to assure that recommendations for capital improvement remain realistic with respect to the funding and implementation schedules. It is particularly important when considering a multi-campus institution such as Suffolk. Through working meetings and presentations with college staff, the phasing of projects on each campus was discussed, and is outlined at the end of each chapter. Phase One is elaborated further at a college-wide level in Chapter Six including preliminary budget figures and detailed descriptions of projects.

3.10

Phase One, (see figure 28), includes two major projects; a new instructional building and the addition and renovation to Huntington Library. The Instructional facility will be a Bio Tech Building with a focus on Biology, Bio-Technology and the related health professions, which are all currently distributed between Kreiling and Smithtown. Biology is the main service science on the campus but suffers from both inadequate and antiquated facilities in its current buildings. This project is situated on the slope between Kreiling and Southampton, in this location it forms the eastern edge of a new sciences quadrangle, which will be in place once the master plan is complete.

This project includes technologically advanced classrooms integrated with faculty offices and student lounge areas as well as laboratories and a satellite computer reference center.

Although this phase of the Master Plan does not call for the renovation of the Smithtown Science Building, because funding has already been allocated recently as a part of the 1993 Master Plan. Further renovation should be seriously considered as the present budget for the renovation of Smithtown will not be sufficient to resolve all the problems within the building.

The second project is the extension and renovation of Huntington Library. The appalling condition of the mechanical systems in Huntington Library have been noted, they require immediate renovation. A project to address these essential upgrades has been included in the County adopted 2001-2003 Capital program. The College will need to address these issues in the first phase of the Master Plan. These infrastructure renovations also need to prepare the way for the proposed addition. This addition will allow the College to consolidate alternative learning environments at the Campus, particularly for the ESL or remedial components of the curriculum as well as provide computer access points and services that form a large component of any modern library. The building, extended southwest towards the main campus entrance, will act as a visual marker for visitors as they enter the campus. The topography will allow the building to be linked at several levels to the existing Library without obstructing any of the spectacular views from the Library.

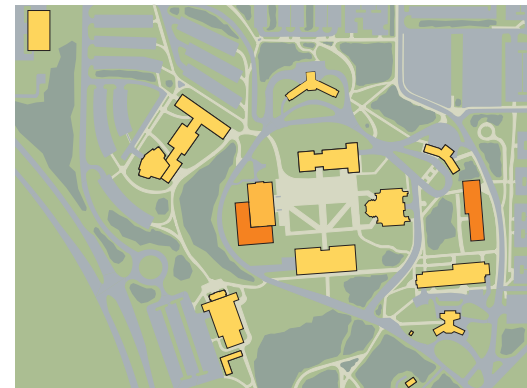


Figure 28. Phase One of proposed master plan

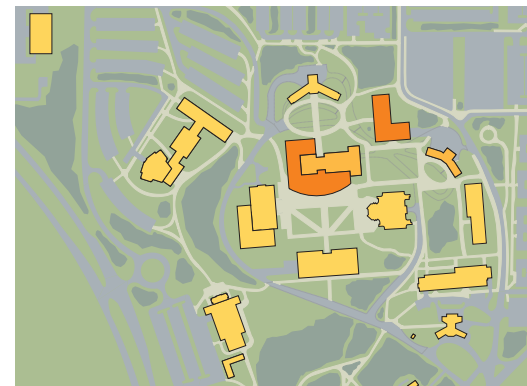


Figure 29. Phase Two of proposed master plan



Figure 31. Phasing sequence diagram

Phase Two, (see figure 29), of the Master Plan proposes a second new instructional building as well as the renovation and extension of the Babylon Student Center. The Professional Arts Building is located east of the Ammerman Building, and to the north of Smithtown. It will house business and professional programs as well as the computer sciences. Like the Bio Tech Building this project will house technologically advanced classrooms integrated with faculty offices and student lounge areas. This building is sited to help define two new quadrangles on the campus; one between Ammerman and Babylon and the other north of Smithtown. In order to complete these new quadrangles, part of the campus Middle Road will have to be demapped, allowing only pedestrian traffic. The building will also form an entrance point and landmark for visitors coming from the large northeast parking lots. This project is an essential component to the Master Plan, not only to provide much needed instructional space, but it will enable the subsequent renovation of the existing instructional buildings on campus by providing necessary swing space.

As a part of this phase Kreiling will be converted to

an administration building, a use that is better suited to the building's configuration. The Ammerman building would then become exclusively a student services building; this would work well located as it is opposite the Babylon Student Center. With automobile traffic between the buildings rerouted, the open space between Ammerman and Babylon would be developed as another quadrangle.

Because of anticipated campus growth and the current deficit of student activity space, Babylon is greatly undersized as a student center. By expanding the existing Babylon Center with the incorporation of satellite student areas, an adequate student center can be created to meet the current needs and future growth. The enlarged Babylon Student Center will become an important node on the campus. It should be programmed and designed to activate College Plaza, and to be a lively beacon visible from the parking lots. As part of this project the square itself should be re-landscaped to provide a more attractive setting for college interaction.

The final phase, (see figure 30), of the Master Plan at the Ammerman Campus involves additions and renovations to three existing buildings. The addition to the east end of the Riverhead Technology



Figure 30. Final phase of proposed master plan





Figure 32. College Plaza from path between Babylon and Huntington

Building, will tie into the existing building at all levels, and expand its instructional capacity. The focus at Riverhead will become the Humanities. This addition will help provide more instructional capacity on campus and enable renovation of the existing Riverhead Building to include technologically advanced classrooms. It will link the Southampton Building to center of campus and College Plaza, both visually and functionally by providing vertical circulation throughout the building. This will also help address some ADA issues on the eastern side of the campus. This building offers the opportunity for creating an entrance piece to the center of campus visible from the College Road entrance.

This Master Plan also sets aside funding to provide for the necessary site improvements to improve accessibility on campus, such as ADA parking. As part of the 1993 Master Plan, funds were also allocated to address these issues college wide, however as with several of the other projects, this funding is still to be released. This plan also seeks to resolve many of the accessibility issues inherent in a hilly site by developing the building projects so that they can be utilized as an easy way to move vertically through the campus. The additions at Riverhead and Huntington are all examples of this approach.

On the other side of the campus The Islip Arts Building will be extended and renovated so that the performing arts and TV/broadcasting programs can be consolidated in one building. The extension will include an auditorium/meeting space with new studio spaces. It will form a U-shaped building creating an external space that will be developed as a performance courtyard.

Removing the performing art components from Southampton allows the Building to be completely renovated to focus on the visual arts.

Brookhaven Gymnasium will also be renovated and expanded in this phase. The extension is intended to house a swimming pool, new locker rooms, further gymnasium space and warm up spaces. It is sited so as to take advantage of the slope; by burying the bulk of the building into the hill, it will have less impact on the campus.

The Master Plan also calls for the relocation of the Childcare Center to a quieter location with easier access for parents. Such a location is adjacent to parking lot 1, on the Northern Edge.

It should be recognized that the College Central Administration, currently housed in the NFL building,



Figure 7. Art studio in Southampton



Figure 33. College Plaza from Huntington Library



Figure 34. Brookhaven Gym

AMMERMAN CAMPUS						
Plan		1993 Master Plan*			2001 Master Plan Update	
Phase	Year Submitted / Proposed	Submitted 1998-2000	Submitted 1999-2001	Submitted 2001-2003	Phase 1 2002-2004 2004-2006	Phase 2 2006-2008 Phase 3 2008-2010
PROJECT						
Smithtown Science		\$3,590,000 (1)				
Maintenance Buildings		\$1,260,000				
Islip Arts		Phase 2 \$2,000,000 (1)				Extension & Renovation \$36,929,297
Brookhaven Gym		\$2,000,000 (1)				Renovation & Extension \$19,927,485
Site Work		General \$750,000				
Entrance Remodelling					Entrance Remodeling \$842,700	
College Plaza		\$3,000,000				
Renovation / rehabilitation Water Pollution Control Plants		College-wide Project Funds (3)				
Babylon Student Center			\$3,400,000 (1)			Extension & Renovation \$28,260,643
Running Track			\$300,000			
Huntington Library				Mech, Upgrade \$1,750,000	Extension & Renovation \$33,036,054	
New Professional Arts Building						\$25,459,436
New Bio Tech Building					\$32,071,743	
Riverhead Technology						Renovation & Extension \$53,846,705
Southampton						Renovation \$14,672,446
Ammerman Building						Renovation \$2,761,087
Child Care Center						Relocation & New Bldg. \$1,403,313
Campus Wide BMS System					\$7,296,000	
Sprinkler infrastructure					\$446,743	
Roof replacement					College-wide Project Funds (2)	
Repair to existing paved surfaces					College-wide Project Funds (2)	
Emergency Gen. & AB Switch replacement/Elect.Dist.					\$1,191,400	
Renovate Existing Tennis Courts					\$600,000	
Telecom Infrastructure					\$4,197,456	
N.F.L. Building						Renovation \$740,478

Figure 35. Phasing Matrix showing status of current projects and phasing on proposed projects

(\* Including subsequent amendments)

1. These Projects Require Additional Funding Refer to Fig 35 page 6.21
2. Refer to Fig 33 page 6.17 for College wide budget.
3. Refer to Fig 34 Page 6.20 For College wide budget

would benefit by being relocated in a new building although its' current quarters have just undergone moderate renovations. However a new administration building would have to be at the expense of the more critical student needs on campus and should be considered as part of the next master plan.

Implementing this Master Plan will enable the Ammerman Campus to provide the state of the art facilities necessary to deliver education well into the twenty first century. By building on its "traditional" college atmosphere the new facilities will provide a unique setting for students within Suffolk County Community college without competing with its two sister campuses.

3.13

AMMERMAN CAMPUS



Figure 36. View from Riverhead over the surrounding tree tops



## Chapter Four: Eastern Campus

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The Eastern campus is the smallest of the three SCCC campuses. It is located approximately 20 miles from the Ammerman Campus, in the heart of the Pine Barrens, close to Riverhead, at the apex of the Long Island fork. It opened in 1977 with the mission to better serve the needs of the residents of eastern Suffolk County. Today it has a student population of 2,155 and covers an area of approximately 192 acres. At its present size the Eastern Campus may be SCCC's smaller campus but within the SUNY community college system it is closer to the median size. The campus is also an important venue for extracurricular community activities such as fairs. It was originally intended to be a larger campus but only four of the original seven buildings were built before the recession of the late 1970's took its toll. For nearly thirty years this campus has remained incomplete and lacks some of the basic components that comprise a community college campus. Despite this it still has considerable charm and tremendous potential.



Figure 1. Current public entrance to Eastern Campus

### Analysis

The campus entrance is approximately 500 yards off County Road 51. The entry drive then leads through Pine Barrens into the campus Ring Road that continues around the property much of which is wooded. The campus buildings sit in a clearing that is flanked by two large parking lots to the east and west, a nature preserve to the north and a wooded area to the south. The parking lots dominate the campus and detract from any formal entry sequence that might have been intended by the original plan. The main campus buildings are two



Figure 2. Aerial photo of campus circa 1995

story structures built in brick, with bronze colored standing seam roofs that have projecting eaves. This uniform language and scale of the buildings help to set a character for the campus, however there is little sense of hierarchy among the buildings, which makes it difficult for the first time visitor to establish the entrance or the major building on campus. Obviously these issues might well have been addressed had the original plan been fully realized.

The only additions since the opening have been a small campus childcare center and a greenhouse for the horticultural programs. The original plan called for a library, technology building, theater arts complex and a gymnasium.

Today the College operates out of three two story brick buildings; Peconic, Shinnecock, and Orient A fourth building houses the plant and maintenance operations. Peconic functions as the student center, library and the administration building; Shinnecock and Orient house academic functions. Shinnecock is predominately a science building housing the campus laboratories, classrooms and a small auditorium. Orient is a classroom building housing the graphic and interior design programs.

The campus has adapted its current facilities to the best of its ability to provide the needs of the College, however the aging facilities and infrastructure have not been significantly modernized since their opening and therefore are outdated and overcrowded. The library as an example is housed in space that was built as a student center. Despite the best efforts of the staff, this space is really unsuitable as a library. The floor plan does not fit the needs of a library well, and with space at a premium, book shelving has encroached on exit corridors. Clearly this is unsatisfactory. A well-appointed library is after all a central component to any educational institution.

Much of the campus infrastructure is operating beyond its useful life. These concerns are addressed in detail in Work Paper Seven. Again many of these

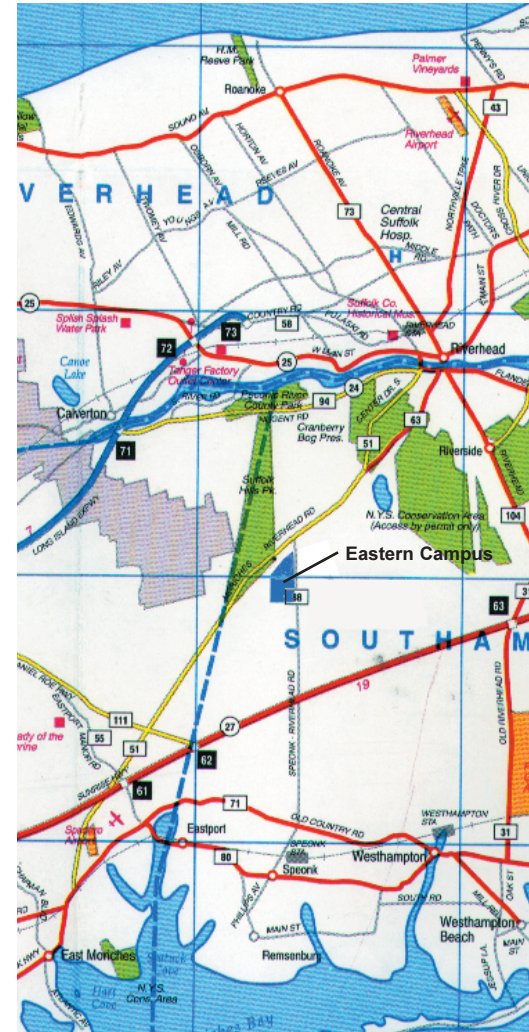


Figure 3. Area map of campus and Riverhead

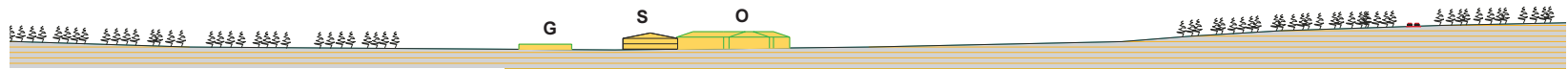


Figure 4. Existing site section 1-1



Figure 5. Existing site plan

4.4

EASTERN CAMPUS



Figure 6. Site analysis of public automobile and pedestrian circulation



Figure 7. Site analysis of Service Vehicular Circulation



Figure 8. Site analysis of Existing Building Conditions, green being in best condition and red in worst



Figure 9. Site analysis of Potential New Building Locations

issues were brought up in the previous Master Plan and projects were developed, however funding was frozen. These concerns with time will only become more alarming if nothing is done to address them.

Like its sister campuses, the demands of technology have affected every aspect of the Eastern Campus. The excessive demands of the computer on the distribution and the main electrical system means that it is in desperate need of upgrading. To cope with the need for computer labs the campus has try to adapt every space it can afford with varying degrees of success. On the whole the campus appears to have adequate instructional space but it should be noted that the quality of space is less than satisfactory. This is particularly true in the programs that require intensive computer use such as the flourishing graphics program. The space calculations for the Eastern Campus are shown in figure 10.

For the Eastern Campus, the primary issue is its completeness. The Campus has been frozen in its development; it lacks any athletic space, has no assembly & exhibition space, its library is inadequately housed, and in the long term, its student union is inadequate. Consequently the Master Plan for the Eastern Campus focuses on building these missing components while secondarily facilitating instructional expansion and adaptation.

The two most pressing facility needs for Eastern are an independent library and some type of athletic facility. The program for each of these buildings has

<b>Eastern Campus</b> Space Calculations for Fall 1998/2005/2010 Based on Credit FTEs							
	1998 Existing	1998 Required	Current Deficit	2005 Required	Projected Deficit	2010 Required	Projected Deficit
Student FTE	1,226 FTEs	1,226 FTEs		1,746 FTEs		2,046 FTEs	
Student Headcount	2,072 Hct	2,072 Hct		2,951 Hct		3,457 Hct	
Instructional Space	39,433 sf	39,234 sf	-199 sf	55,878 sf	16,445 sf	65,460 sf	26,027 sf
Public Service	0 sf	0 sf	0 sf	0 sf	0 sf	0 sf	0 sf
Instructional Resources	0 sf	2,960 sf	2,960 sf	5,940 sf	5,940 sf	5,940 sf	5,940 sf
Electronic Data Processing	145 sf	2,280 sf	2,135 sf	4,560 sf	4,415 sf	4,560 sf	4,415 sf
Library	6,584 sf	11,265 sf	4,681 sf	14,615 sf	8,031 sf	16,180 sf	9,596 sf
Health & Physical Education	0 sf	28,000 sf	28,000 sf	37,000 sf	37,000 sf	37,000 sf	37,000 sf
Student Activity Space	12,336 sf	12,874 sf	538 sf	18,335 sf	5,999 sf	21,479 sf	9,143 sf
Health Services	431 sf	750 sf	319 sf	3,000 sf	2,569 sf	3,000 sf	2,569 sf
Assembly & Exhibition	0 sf	11,120 sf	11,120 sf	11,120 sf	11,120 sf	11,120 sf	11,120 sf
Administration	8,121 sf	7,356 sf	-765 sf	10,477 sf	2,356 sf	12,274 sf	4,153 sf
Central Services	5,916 sf	9,384 sf	3,468 sf	15,249 sf	9,333 sf	15,249 sf	9,333 sf
Building Services	2,670 sf	3,757 sf	1,087 sf	5,285 sf	2,615 sf	5,768 sf	3,098 sf
<b>Total Net Area</b>	<b>75,636 sf</b>	<b>128,980 sf</b>	<b>53,344 sf</b>	<b>181,460 sf</b>	<b>105,824 sf</b>	<b>198,029 sf</b>	<b>122,393 sf</b>
General & Special Use	62 sf						
Instructional Space per Student FTE	32 sf	32 sf		32 sf		32 sf	

Figure 10. Space calculations showing present deficit and projected deficit for core college programs



been sketched out in more detail later in this chapter. Neither of these two facilities should be perceived in the traditional sense. The College had requested as part of the earlier master plan that a library be built at Eastern. To date, funding for such a project has not been granted. The Consultant Team feels strongly that, although the budget developed in 1993 for the library may have been adjusted for inflation, the College should carefully review the original program. It would be unfortunate to build a project that was not state of the art due to outdated program and budget. College libraries for the 21st century need to be programmed and designed to cover a multitude of new tasks on top of the traditional reference and stack space. To try and address these new issues the Consultant Team has coined the term "Learning Resource Center".

The type of athletic facilities also needs to be carefully considered. The Consultant Team recommends that the campus aim its facilities at fulfilling a more recreational need with a focus that the local community could utilize rather than building a traditional athletic facilities with playing fields and college team facilities. The campus will really benefit at all levels from a facility that is a combined Student/Recreation Center with local community use.

The Eastern campus has little assembly or exhibition space to speak of. The third major facility will address this need.

In Keeping with its recommendations for the "One College" model and by analyzing the facilities needs

the Team envisions the Eastern Campus as a small commuter college with a unique programmatic focus. Once the current facilities have been added to the Campus the College might consider adding a residential component. There are several Community Colleges within New York State, of similar size to the Eastern Campus that have dormitories, for example Mohawk Community College, and Jamestown Community College. Although it was not part of this contract to fully explore the residential opportunities, the possible location of residences was considered in each of the proposed designs. To fully assess the impact and likelihood of developing residences at Eastern the Consultant Team encourages the college to initiate a detailed study.

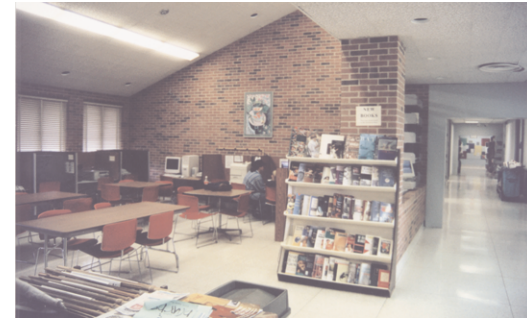


Figure 11. Eastern Library temporarily housed in Peconic



Figure 12. Looking at Peconic from inside Orient



Figure 13. Cafeteria in Peconic



Figure 14, Looking at Orient from Peconic

**Initial studies:**

The consultant team presented four initial options for the Master Plan (figures 15, 16, 17 and 18), these were then refined and filtered through discussions with the campus staff and faculty into a recommended option.

Each approach was developed with the following common objectives in mind:

- Create an entrance to the campus
- Create a central focus to the campus
- Build facilities to complete the campus and enhance its mission.
- Create a "public" side to the college to encourage community use.
- Phase the projects to enable renovation and upgrade of existing facilities.
- Provide scenarios that if the complete plan isn't implemented the campus retains a feeling of completeness.

Option One, (see figure 15), developed three inter-related quadrangles each with a primary programmatic focus; these were defined as Community/Social, Academic and Residential.

The entry sequence was revised with a new entry road passing to the north of the campus, creating a new public façade along the northern edge of the campus. In this arrangement as one moves north to the south, the Campus becomes more private.

The " Learning Resource Center" is located to act as a central element to the overall campus and forms an edge to the Academic and the Community quadrangles. This location matches the location in the original campus plan.

A student/recreation center is placed at an important corner to establish the public edge. In this location it is easily accessible to the community and could be developed as "gatehouse" to the campus. A new assembly/exhibition building, also a building with potential community use, is located along the new public edge of the campus, completing the "Community/Social" quadrangle. Construction of these new facilities will enable renovation of Peconic as the administration building.

As a final part of this plan the Orient building would be renovated to become a "professional instructional". Shinnecock would be renovated as the science instructional building.

Once these facilities are in place, the Campus could sustain a residential complex. This quadrangle located in the south west side of the Campus, will be more private.

The Second Option, (see figure 16), similar to the first, looks to create the public façade along the eastern edge of the Campus. In order to achieve this, the recreational facility and assembly building are sited along the eastern edge. The assembly building is developed programmatically in a more traditional manner as a stand alone building. Its sit-

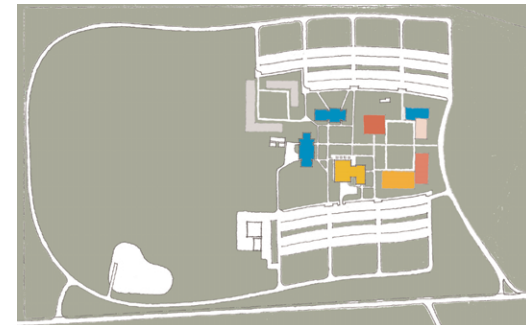


Figure 15. Initial site study based on three interrelated quads.

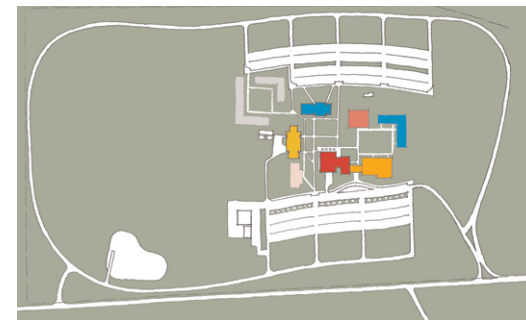


Figure 16. Initial study based on three interrelated quads and a formal public entrance



Figure 19. Peconic, Shinnecock & Orient, the three completed Eastern campus buildings located around incomplete quadrangle

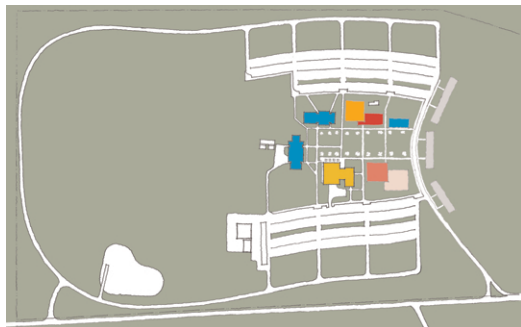


Figure 17. Initial study based on academic mall

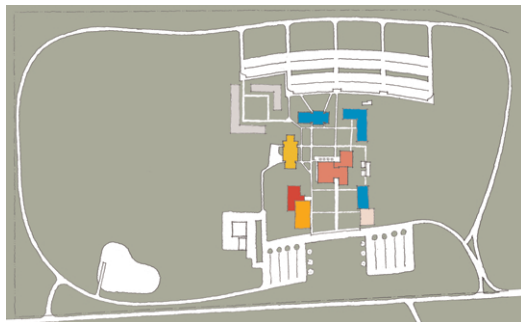


Figure 18. Initial study based on a combination of academic mall and quad

ing is important not only to form the public edge, but to reinforce an existing entry axis into the campus between Peconic and Shinnecock. The Learning Resource Center is sited centrally as in the previous scheme. A new science instructional building represents a major programmatic difference between Options One and Two. In Option Two, Shinnecock would be developed as an administration building, a function that would fit well within its existing structure. The reason for moving the science program is economic, it is more cost effective to build state of the art laboratories rather than renovate. Orient would still be renovated as the "professional" instructional building. Peconic in this scheme would be restored to its original intended use a student center with a link to the new recreational facility. Placing a drop off area in front of these buildings creates the formal entrance to the campus, on axis with the Learning Resource Center.

The third option, (see figure 17), uses an "academic mall" as the unifying element to the campus. The entry road is redirected to the north at the end of

the mall and the residential blocks are arranged along this road opposite the academic mall. In this scheme the Learning Resource Center is coupled to the Assembly/Exhibition, otherwise the option is programmatically very similar to the first two options.

The Final Option, (see figure 18), creates an instructional quadrangle to the west and a public mall to the east. The Learning Resource Center becomes the focus of this Scheme, by building an addition to Peconic for the library functions that do not fit into the existing shell and then renovating the existing portions of the building for the campus administration.

A new instructional building is built to the west, completing the instructional quadrangle. To the east a student/recreation center and assembly building form an entry court/mall to the campus. To reinforce this concept, the parking and entry road are reconfigured slightly.

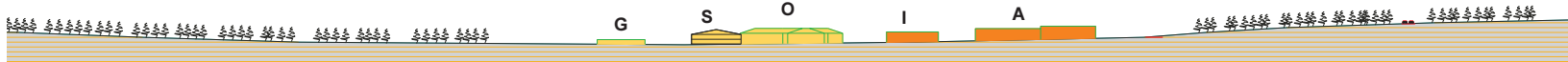


Figure 20. Proposed site section 2 - 2

4.10

EASTERN CAMPUS



Figure 21. Proposed site plan

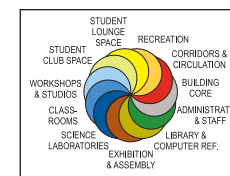


Figure 22. Detailed site plan of proposed buildings

**Proposed plan:**

These options were refined through a series of meetings with the campus with a recommended option being developed, (see figure 21). This option creates an "academic mall" running north to south. The entry sequence is altered so that it passes to the north of the campus with a new drop off placed at the end of the mall. The parking will be integrated with planted areas. This will lessen its impact on the overall campus. A secondary entrance directly off Country Road 51 is created to heighten the campus's presence.

The three new buildings proposed for the Eastern campus are, the Learning Resource Center located centrally to the scheme, a Student/Recreation Center on one corner of the public façade and a new Exhibition/Graphic Arts Center anchoring the other corner. The Childcare Center would have to be rebuilt and located on the quieter or more private side of the campus. Assuming it is a viable option, residential buildings would be located in a quadrangle south of Shinnecock and Orient.



4.11

EASTERN CAMPUS

## Phasing

Obviously this plan and the facility needs of the campus translate into a large capital need. It is probably unrealistic to expect in one lump sum, especially when resources are to be shared across the three campuses. With this in mind the Consultant Team has phased the projects to reflect the most efficient use of available resources as shown in figure 27. The first phase is discussed greater detail in Chapter Six.

Phase One is the building of a dedicated library or Learning Resource Center and the renovation of the old library space within Peconic. The Learning Resource Center will include all the traditional library functions, supported by integrated information technology and alternative learning environments for special needs. Given that the campus is small and intimate, a majority of the faculty will also be consolidated here with close proximity to each other, their students and information resources of the campus. This two-story building will become the centerpiece of the completed campus, and should address both the old and new buildings to the north and south. Its scale and character should complement the existing buildings, but at the same time it should clearly stand out as the focus of the campus. With the completion of this building, the old library space within Peconic can be renovated for the expansion of administration needs. An important part of Phase One will be upgrading and expansion of the outdated and failing site infrastructure.

In Phase Two the combined Student/Recreation Center and the second phase renovation of Peconic will be implemented. By integrating recreational sports and student activity the new building will be a valuable resource for both students and the community. The recreational sports section of the building will focus on small scale activities such as a small gym, work out rooms with maybe a pool or running track, activities that will complement the traditional student union functions such as a cafeteria and meeting/club spaces. This building in conjunction with the Exhibition/Graphic Arts Center will form the public facade to campus and help enhance the campus' public profile. With Peconic vacated, the kitchen and dining facility will be renovated to house the culinary department and meeting rooms. This will be designed so that it can cater for small conferences and workshops. The remainder of the building will have already been renovated to house the expanding administration during Phase One.

The Final Phase of the Eastern Campus plan will be an Exhibition/Graphic Arts Center and the entrance road remodeling that will complete the public façade of the campus. The Exhibition/Graphic Arts Center is intended as a community resource as well as being home to the expanding visual arts program. The focus of the building will be a large assembly and lobby space that can be used as a fixed seating venue, or to hold exhibitions. There should be limited catering and backstage facilities



Figure 24. Phase One of campus plan



Figure 25. Phase Two of campus plan



Figure 26. Phase Three of campus plan

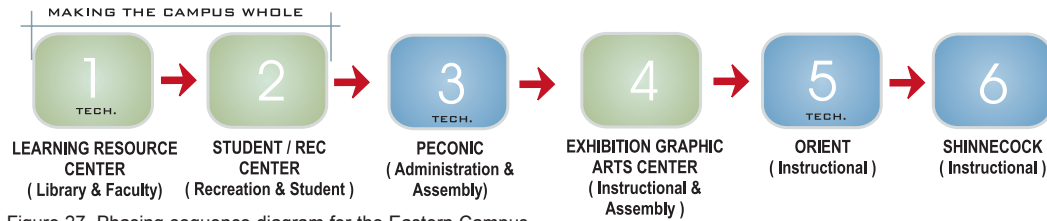


Figure 27. Phasing sequence diagram for the Eastern Campus

EASTERN CAMPUS							
Plan	1993 Master Plan*			2001 Master Plan			
Phase	Submitted	Submitted	Submitted	Phase 1	Phase 2	Phase 3	
Year Submitted/ Year Proposed	1998-2000	1999-2001	2001-2003	2002-2004	2004-2006	2006-2008	2008-2010
PROJECT							
New Entrance							New Entrance \$1,761,777
Renovation /Rehabilitation Water Pollution Control Plants	College-wide Project Funds (2)						
Site Work #2146		Safety Improvements \$450,000					
Learning Resource Center			\$8,823,600	New Building \$16,754,170(1)			
Student / Rec Center						New Building \$34,016,598	
Peconic				Partial Renovation \$2,599,291		Completed Renovation \$5,841,234	
Exhibition/ Graphic Arts Center							New Building \$17,877,545
Orient							Renovation \$6,916,384
Shinnecock							Renovation \$11,042,493
Child Day Care Center							New Building \$1,443,585
Energy Building							Renovation \$2,559,240
Expansion of Water Pollution Control plant							\$500,000 (3)
Mech/Elec Distribution				Upgrading \$498,341			
Repair to existing paved surfaces				College-wide Project Funds (4)			

Figure 28. Current funding status, and phasing of master plan (\* Including subsequent amendments)

1. College revised budget and program refer to Fig.39 page 6.23 .
2. Refer to Fig. 34 page 6.20 for college wide budget.
3. Budget submitted by College.
4. Refer to Fig. 33 page 6.17.

to support these events. If more serious catering is required, the kitchen in the Student/Recreation Center will be available. The remainder of the building will be designed as graphic workshops and studios, these will also be a useful resource for evening and night classes and will be another valuable community resource in an region well known for it artistic community. The Child Care Center will be relocated to the quieter southeastern end of the campus, with a clear drop off point and close parking for parents.

With the relocation of the Visual Arts Department from Orient, the building can then be renovated to provide technologically advanced classrooms for the Humanities and Business Programs. Shinnecock will be renovated and upgraded to a modern science facility. With the campus expansion the Energy building will need to be renovated to handle the required increase in capacity. The water pollution control plant will also require expansion to handle the new loads.

The final component to the Eastern Campus might be student dormitories. The viability of adding residences to the Eastern Campus should be carefully studied by the College but is not a part of this study. The plan does however show a location for a residential quadrangle behind Shinnecock and Orient.

With this Master Plan in place the Eastern Campus will have enhanced its capabilities as a unique venue for learning plus continue to be an asset to the College and the local community.





## Chapter Five: Western Campus

The Western Campus is the third SCCC campus. It opened in 1974 occupying the old Pilgrims State Hospital buildings on a 207 acre site. Approximately a 20-minute drive from the Ammerman Campus, it is located in Brentwood, (see figure 3), very close to the Suffolk and Nassau County border. The Western Campus' student enrollment is close to 6,000 students and currently has the highest growth rate of the three campuses. It attracts a diverse student population from varied backgrounds and of different ages. Amongst the three campuses it attracts the highest percentage of "non traditional" older students, either first time or returning. These demographics are discussed in more detail in the first three work papers.

The Campus is a flat expansive site, (see figure 4), that borders the Long Island Expressway to the North, between Crooked Hill Road and Wicks Road to the West and East, and Community College Drive to the South. Much of the property is undeveloped and includes both a nature reserve and model aircraft field. The Campus has been developed piece-

meal with the buildings varying considerably in size, age and quality. Also there has been very little consideration for an overall plan. As a result the Campus lacks a coherent feel or a center. As new buildings were added, their design and scale bore little relation to the existing structures on site. This approach has done little to foster a cohesive campus atmosphere.

The student population, faculty and staff at the Western Campus have managed to foster a sense of community despite their surroundings. The recent completion of the Multipurpose Building with associated playing fields and loop



Figure 1. An entrance to Caumsett Hall, formerly the Pilgrims State Hospital



Figure 2. Aerial photo before commencement of Multipurpose building

road mark a significant investment for the Campus. The new building is by far the largest structure on campus and serves many functions both for the College and community. It includes a large recreational component and is the new home to the Suffolk County Police Academy. An instructional wing has also been added to provide much needed instructional space on campus.

The challenge at Western, from an architectural and facility point of view, is to design a master plan and strategy that will knit all the disparate buildings and spaces together into a coherent/cohesive campus plan with a sense of place.

### Analysis

There are two entrances to the Campus; one from the West off Crooked Hill road and one from the South off Community College Drive. Both entrances lead directly into a loop road that runs through the Campus connecting the various parking lots. The Campus currently has no formal entrance with a drop off area.

As part of the Multipurpose Building Project, a ring road will be completed to encircle the Campus, including the Multipurpose Building plus additional parking. A new entrance off Wicks Road will also be provided. With the Multipurpose Building and new ring road coming on line, the old loop road that bisects the campus should be removed.

Currently there are ten educational buildings scattered about the Campus. These include several temporary buildings that have become permanent facilities. The Westside Building and the Annex are both portable buildings. Nesconset Hall, Captree Commons and the Suffolk Kid's Cottage have all be adapted from prefabricated buildings making them more permanent. Except for Captree Commons, which functions as the student center, and the Suffolk Kids Cottage, which is the daycare center, these buildings are used as classroom facilities.

Quality instructional space at the Western Campus is a major issue; currently the Campus is renting space off campus at local high schools to cope with the need. In addition to this shortage of quality classroom space, the Campus also lacks sufficient



Figure 3. Area map showing the Campus and Brentwood

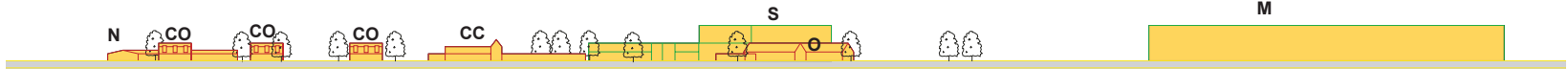


Figure 4. Existing site section 1 - 1

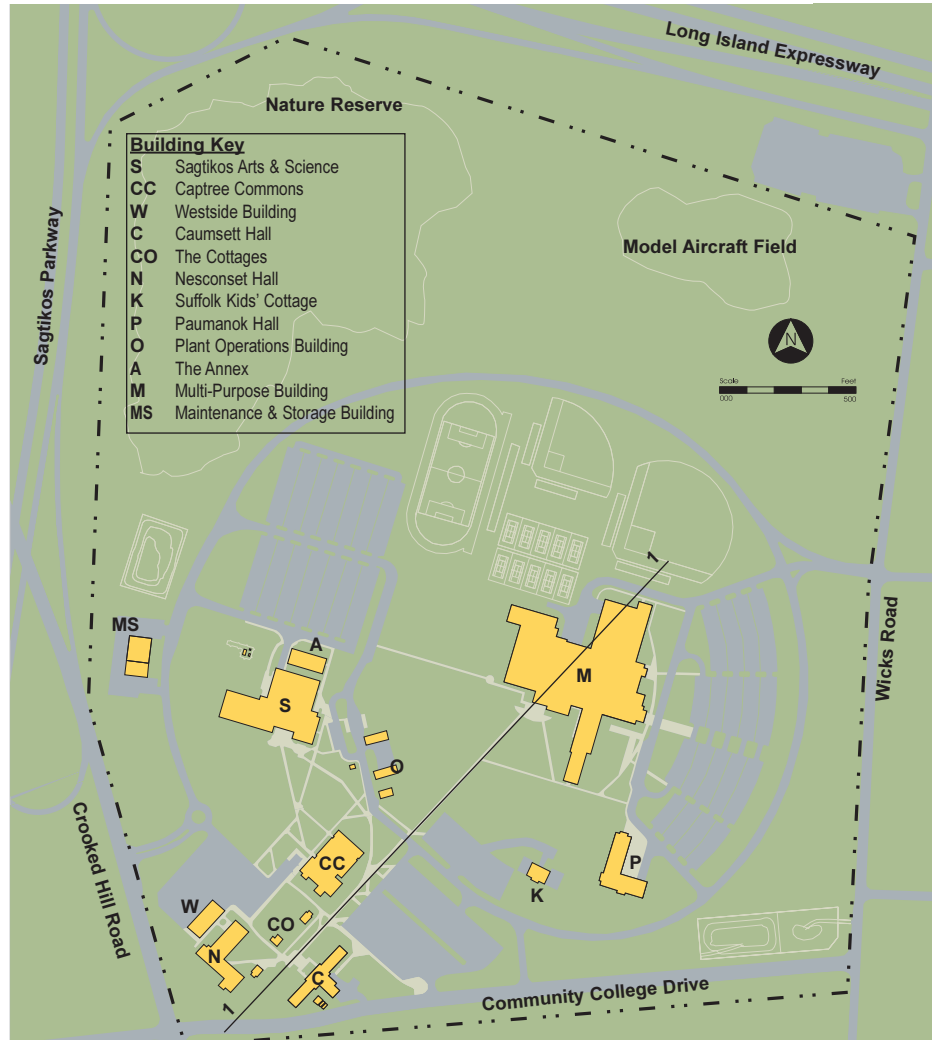


Figure 5. Existing site plan

support space. Captree Commons has recently been renovated, but is still undersized for the population. With the New Multipurpose Building coming on-line in the immediate future, the Captree food service facilities will further strained to support that new facility.

Caumsett Hall and the adjacent three Cottages are the remnants of the old Pilgrim State Hospital. Their arrangement represents part of the old hospital plan, which starts to form the only axis on the Campus. These buildings predominately house the campus administration. Caumsett Hall was recently renovated, and appears to function well as an administration building. There are computer classrooms on the second level that should be housed in an independent facility and the student services that operate out of the basement would also benefit from relocation. The Cottages were the original residences for the doctors and nurses. They have not been significantly renovated or modernized since their original construction. Faculty and certain academic support functions currently occupy these buildings. Although they might make "homely" faculty offices, with the buildings' fire code & ADA violations, these structures would best be demolished.

Paumanok is a single purpose story building built for the veterinary science program. It is located at the east side of the Campus, somewhat remotely from the other buildings. This location works well as the program operates somewhat independently from the other campus buildings.

5.4

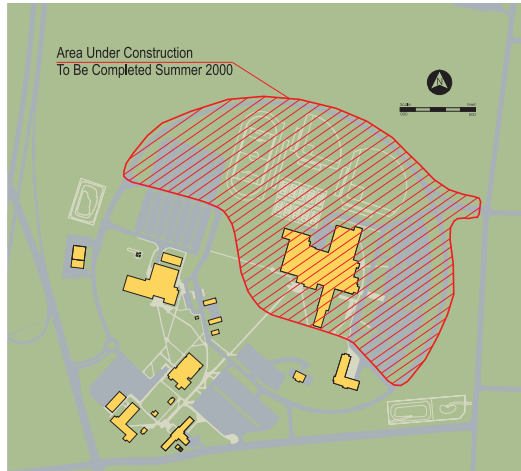


Figure 6. Site analysis of area under construction



Figure 7. Site analysis of public auto circulation



Figure 8. Site analysis of pedestrian circulation



Figure 9. Site analysis of service vehicular circulation



Figure 10. Site analysis of potential outdoor spaces



Figure 11. Site analysis of building conditions

WESTERN CAMPUS



Figure 12. Sagtikos from Captree

Prior to the Multipurpose Building, Sagtikos was the largest structure on campus; it was completed in 1989 and houses a theater, science laboratories and the library. As part of the 1993 Master Plan, the theater was renovated. The library was not originally intended to be a part of the Sagtikos complex, and is neither a satisfactory location nor design for a college library.

The remaining buildings on campus are the Plant Operations Building, which is housed in a barn that dates to the original hospital, and a small campus security office. The maintenance department also operates a storage facility off the Campus loop road. It should be noted that while these two facilities may have been adequate to service the

Campus in the past, with the new Multipurpose Building opening in the near future, the maintenance and support facilities will be woefully undersized. The College has already started to address this need in its request for a new maintenance structure.

On the whole the campus grounds, buildings and basic infrastructure have been well maintained and consequently, despite their age, have fared well. Even with these efforts by the maintenance staff, several of the temporary buildings are in now in need of complete replacement. The conditions of the buildings and infrastructure are discussed in more detail in Work Papers Seven and Eight.

As with the other two campuses, the influx of new technology has had an affect on the type and quality of instructional space required at Western. Computer space is carved out of existing spaces. For example, the Computer Center has been located within the already undersized Library, that was located in Sagtikos only as a temporary measure until an independent building could be built. Much of the instructional space on campus is in such temporary arrangements, the quality of which has suffered over time. Most of these spaces cannot be renovated and are long overdue for replacement.

Compared with its sister campuses, the Western Campus was fortunate to receive funding for projects under the 1993 Master Plan. The matrix in figure 28, represents a snap shot of the status of the projects developed for the Campus. Despite this

<b>Western Campus</b>							
Space Calculations for Fall 1998/2005/2010							
Based on Credit FTEs							
	1998 Existing	1998 Required	Current Deficit	2005 Required	Projected Deficit	2010 Required	Projected Deficit
Student FTE	3,660 FTEs	3,660 FTEs		4,948 FTEs		5,787 FTEs	
Student Headcount	5,493 Hct	5,493 Hct		7,425 Hct		8,684 Hct	
Instructional Space	118,133 sf	128,113 sf	9,980 sf	173,173 sf	55,040 sf	202,536 sf	84,403 sf
Public Service	5,320 sf	5,320 sf	0 sf	5,320 sf	0 sf	5,320 sf	0 sf
Instructional Resources	64 sf	8,296 sf	8,232 sf	8,296 sf	8,232 sf	8,296 sf	8,232 sf
Electronic Data Processing	0 sf	5,310 sf	5,310 sf	5,310 sf	5,310 sf	5,310 sf	5,310 sf
Library	15,520 sf	26,970 sf	11,450 sf	34,515 sf	18,995 sf	45,970 sf	30,450 sf
Health & Physical Education	101,094 sf	47,000 sf	-54,094 sf	47,000 sf	-54,094 sf	50,000 sf	-51,094 sf
Student Activity Space	25,814 sf	38,434 sf	12,620 sf	51,952 sf	26,138 sf	60,761 sf	34,947 sf
Health Services	0 sf	1,500 sf	1,500 sf	1,500 sf	1,500 sf	3,000 sf	3,000 sf
Assembly & Exhibition	2,711 sf	11,120 sf	8,409 sf	11,120 sf	8,409 sf	19,150 sf	16,439 sf
Administration	14,915 sf	21,962 sf	7,047 sf	29,687 sf	14,772 sf	34,721 sf	19,806 sf
Central Services	15,248 sf	16,524 sf	1,276 sf	16,524 sf	1,276 sf	16,524 sf	1,276 sf
Building Services	1,398 sf	9,316 sf	7,918 sf	11,532 sf	10,134 sf	13,548 sf	12,150 sf
<b>Total Net Area</b>	<b>300,217 sf</b>	<b>319,865 sf</b>	<b>19,648 sf</b>	<b>395,929 sf</b>	<b>95,712 sf</b>	<b>465,136 sf</b>	<b>164,919 sf</b>
General & Special Use	307 sf						
Inactive	2,550 sf						
Instructional Space per Student FTE	32 sf	35 sf		35 sf		35 sf	

Figure 13. Space calculations showing current deficits and projected deficits

construction, Western still lacks several components to make a complete Campus. The Multipurpose Building will add the missing athletic component. The need is now to provide an identifiable library/learning center and quality instructional buildings.

The future capital plan for the Western Campus' lies somewhere between the Ammerman Campus and the Eastern Campus. Like the Ammerman Campus, the plan needs to focus on renewal, adaptation, and replacement. Given that the majority of classrooms are currently housed within temporary structures, the need is to develop sufficient instructional space to retire these facilities. But the pressure, also like at Ammerman, will be on building capacity. Given the projected enrollment of over 5,300 FTEs, (see figure 13), it becomes a daunting task for the Western Campus to build sufficient capacity within the next ten years. Subtracting for the oversized athletic component of the new Multipurpose building, the Campus will require almost 190,000 net assignable square feet by 2008. With gross area exceeding 320,000 and at a project cost of \$250 per square foot, the Campus requires without escalation \$80 million to implement this assessment. Even in the near term with the new Multipurpose Building coming on-line, Western will not bring enough instructional space on-line to eliminate either the temporary classrooms or the leased space at local high schools.

### Initial Studies

In keeping with the recommendations for improved campus identities to enhance the "One College" model, (refer to Chapter One), the consultant team proposes that the Western Campus is the ideal location, to develop a campus that is both collegiate in nature and caters to the large number of 'non traditional' students seeking continuing education and training. With the Western Campus having already established strong links with local businesses, the new facilities developed at Western should be programmed to facilitate that strength and to create a unique campus setting within and beyond the existing facilities. In the future the College might also consider developing an incubator at this site or relocating its Techni Center from the Hauppauge Industrial Park to the Western Campus.

The Western Campus presents some unique challenges that need to be addressed by the new Master Plan. Three initial options for the master plan were presented to the College, (see figures 1, 15 and 16), these were then refined through discussions with the campus staff and faculty into a recommended option.

As with the other two campuses each master plan design was developed with the common objectives in mind, for the Western Campus these were:

- Create an entrance to the Campus.
- Create a central focus and sense of place for the Campus.



Figure 14. Initial study with three large quadrangles



Figure 15. Initial study using one large building

- Build facilities to complete the Campus and enhance its mission.
- Create a "public" side to the college to encourage community use.
- Phase the projects to enable renovation and upgrade of existing facilities.
- Use the exterior spaces and proposed facilities to link the existing facilities into a coherent plan.
- Provide scenarios that if the complete plan isn't implemented the Campus retains a feeling of completeness.

Campus and enhance a public face to the community.

The Second Option, (see figure 15), is a radical approach to the plan and concentrates all the new facilitates in a large structure that would be similar in scale to the new Multipurpose Building. This approach provides a "one stop shop" approach to delivering education. Obviously this building would have to be designed and built in phases, as it would represent too large an investment to build at once. Sagtikos would be renovated for the sciences. The Campus green would be developed between the buildings as a large triangular open space.

The Final Option, (see figure 16), builds on the exterior spaces and relationships that exist on the Campus. The axis that is created alongside Caumsett Hall is extended to the Multi-purpose Building and expanded into an "Academic Mall" by placing two instructional buildings and the library learning center either side of the axis. A reference center/library occupies a central location to the scheme and forms an apex and link to the triangular open space between Sagtikos, Captree and a new student services building. The student services building is located at the formal entrance to the Campus at Crooked Hill Road. The new assembly building, located roughly at the site of Nesconset Hall, completes the scheme. Of the three options presented, the third option was considered to offer the most potential and was refined into the recommended option.

Option One, (see figure 14), developed four loosely defined quadrangles. The loop road that currently runs between Sagtikos and the Multi-purpose Building has been removed allowing for the more open space linking the buildings. The Cottages and the temporary structures have also been demolished. The proposed new structures; a library/ learning center or reference center, student services building, an assembly/instructional building and a new instructional building have been located to form the quadrangles. Captree Commons would become a central element in this scheme with a large addition to accommodate the increased population. Sagtikos will also be renovated to accommodate new laboratories. The public entrance at Crooked Hill Road has been enlarged and a formal entrance created opposite the new student services building that will act as the gatehouse to the

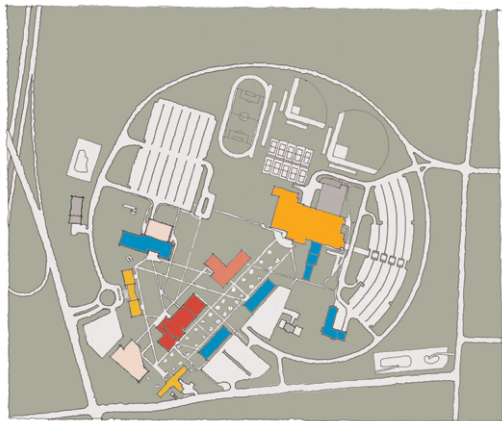


Figure 16. Initial Study using "Academic Mall"



### Proposed Plan

The final Master Plan, (see figure 19), addresses all of the problems on the Campus and allows the logical phasing of the new projects. The "Academic Mall" stretching between the Multipurpose Building to the front of Caumsett Hall is an unifying element to the Campus allowing for future buildings to be easily located within an overall plan. These buildings would be designed to present a unified image of the Campus to the community. At the Crooked Hill Road entrance, the new Student Services Building offers a formal public entry to the Campus. The entrance would be remodeled to allow better traffic flow, with a drop off area in front of the new building. Removing the portion of the Loop Road that divides the Campus allows the exterior spaces on site be developed to tie the different buildings together.

To cope for additional parking requirements, allowance has been made for additional lots within the Loop Road and to the north of the campus

green space. The Suffolk Kids Cottage has been relocated to a quieter side of the campus with easy access through the parking areas. This will allow parents to drop off their children on the way from their car to the campus. This new child care center will be expanded to include the requisite instructional and observation facilities for the Child care programs on Campus.

Paumanok Hall stands somewhat separate from the central plan, but considering the specialized nature of the instruction that takes place there this works well. It is close to the classroom wing of the Multi-purpose Building and would be connected to the "Academic mall" area by a series of footpaths.

The maintenance facility on the north of the ring road, will be extended to include new facilities for a HVAC technician training program, security operations and warehouse space.

This HVAC facility will be the first of its kind on Long Island and will help fulfill the demand for such a program. The increased Plant Operations space (Warehouse and Security) is now necessary to support the increased demand for services created by the new Health, Sports and Education center. Consolidating the warehouse facilities in this location will allow for easy drop off for deliveries, minimizing service traffic about the Campus. Supplies would then be distributed to the individual buildings by the maintenance staff.



Figure 17. Panorama of Caumsett Hall and Captree Commons



Figure 18. Proposed site section 2 - 2

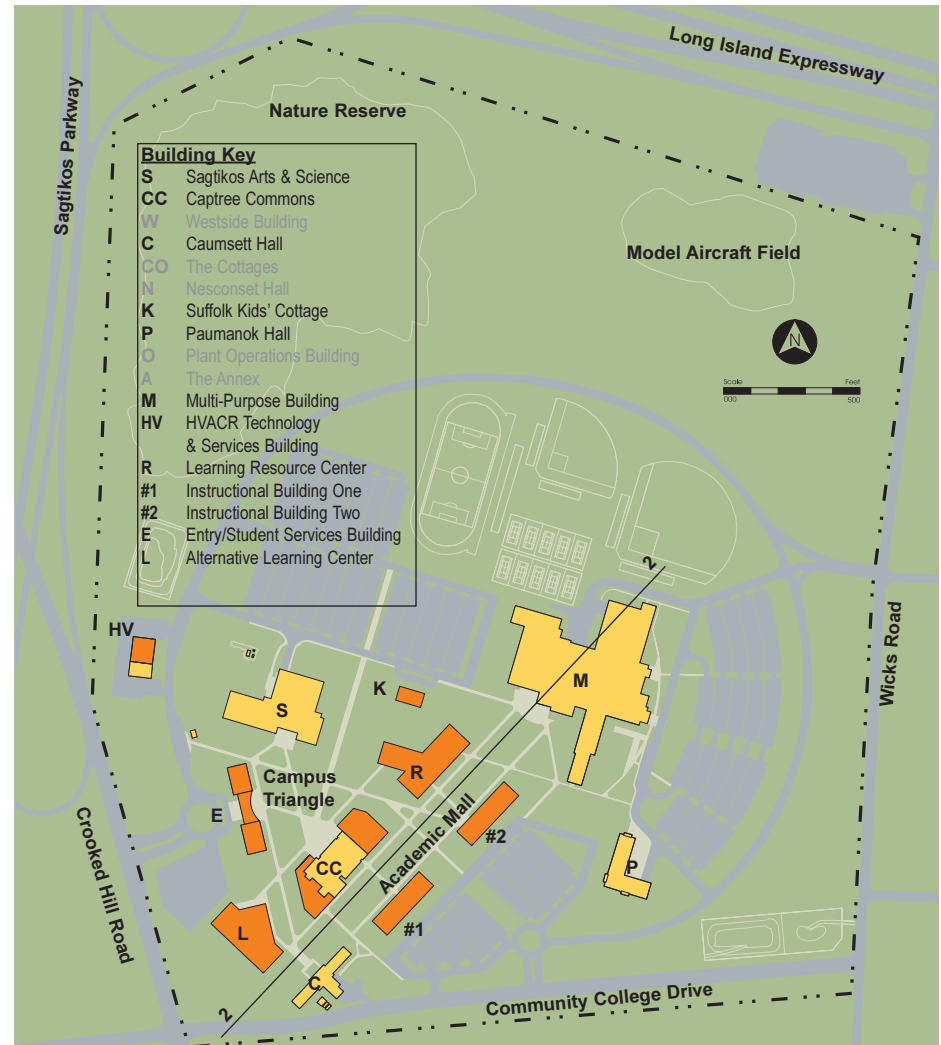


Figure 19. Proposed site plan

5.9

WESTERN CAMPUS

### Phasing

This plan is an ambitious undertaking and therefore, it is important that the projects are phased properly to ensure the most efficient use of the available resources. The Master Plan has been divided into three phases that will be undertaken in the next ten years, (see figures 24, 26 and 27).

Phase One concentrates on providing three of the most pressing needs for the campus, instructional space, plant operations facilities and an identifiable Library/Learning Center or Learning Resource Center, as well as setting the way to a cohesive overall plan. This phase includes the Learning Resource Center and an Instructional Building, the landscaping for the new "Academic Mall" plus the HVACR Technology and Services Building, a project that will address the operational needs of the campus as well as provide a much needed service to the community.

The HVACR Technology project will be located as adjacent to the existing maintenance facility to the west of the loop road. It will become the center for a program that addresses the increasing demand for qualified Heating, Ventilation, Air Conditioning and Refrigeration technicians. The College intends to

5.10

WESTERN CAMPUS

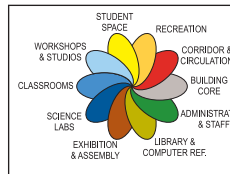


Figure 21. Detailed proposed site plan



Figure 22. Entrance to Sagtikos

offer an Associates degree in HVACR. This program will target individuals currently involved with HVACR and recent secondary school graduates and would be unique to Long Island. As well as providing additional instructional capacity to the campus this facility would include plant operations space (Warehouse & Security) to address the need created by the recently completed Health, Sports and Education Center. Locating the facility on the perimeter of the campus core will enable the campus plant operations to operate more efficiently.

The Learning Resource Center will be located north of Captree Commons, and will become an important node connecting the "Academic Mall" and the triangular open space in front of Sagtikos. Its central location and function within the Campus will help to activate this zone and will be a hub for information delivery. This Center will include not only the traditional library spaces such as reference stacks, but also a state of the art computer center and instructional space. Once this new building is complete and the library and computer center relocated, Sagtikos can then be renovated as science and

general instructional building.

The Third building is an instructional facility that will be located adjacent to Caumsett Hall forming an important public edge to the "Academic mall". This two story Instructional Building One will help fill the short fall of instructional space presently at the Campus. Its' focus will be on the business curricula and will be programmed to include faculty offices, computer reference space, "state of the art" classrooms, and student lounges/gathering spaces. Once this building is complete the temporary classroom facilities in the Annex will be demolished.

In the Second Phase the Student Services Building and the Second Instructional Building will be built. The Student Services Building will complete the "Campus Triangle" between Sagtikos and Captree Commons and is important to creating the formal public entrance to the Campus. It will act as a welcoming stage, both architecturally and programmatically, for new and prospectus students to the campus. Relocating the student service areas to the new building will allow for the renovation and reallocation of space in the lower level of Caumsett Hall.

5.11

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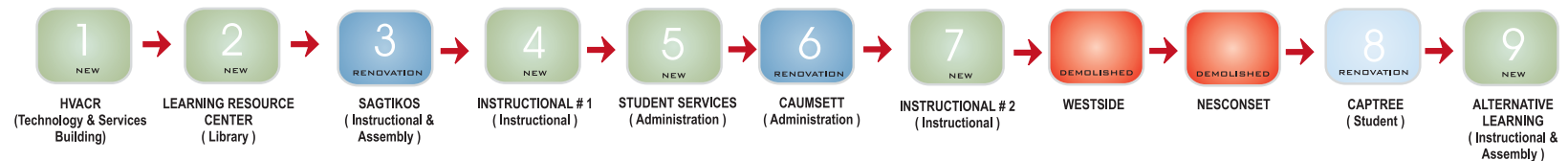


Figure 23. Phasing sequence diagram

The Second Instructional Building will also be undertaken in this phase. Its focus will be the Humanities Departments with its completion allowing the demolition of Nesconset, Westside and the Cottages. This Instructional Building will also include faculty offices, computer reference space, "state of the art" classrooms, and student lounges and gathering spaces. It will mark the completion of the "Academic Mall" and finalize that important public edge offering a gateway into the Campus from the southeast. As part of the Second Instructional Building site work, the south side parking lot will be remodeled and expanded and the Childcare Center will also be relocated.



Figure 25. Panorama of Captree, Sagtikos and Plant Operations Buildings

5.12

The Final Phase of the Master Plan for the Western Campus will be a new Exhibition/Assembly Center or Alternative Learning Center, along with the renovation and addition to Captree Commons.



Figure 24. Proposed site plan of Phase One



Figure 26. Proposed site plan of Phase Two

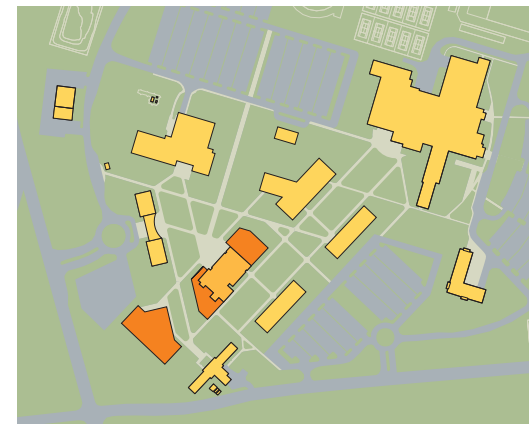


Figure 27. Proposed site plan of Phase Three

WESTERN CAMPUS

WESTERN CAMPUS						
Plan	1993 Master Plan *			2001 Master Plan		
Phase	Submitted	Submitted	Submitted	Phase 1	Phase 2	Phase 3
Year Submitted Year Proposed	1998-2000	1999-2001	2001-2003	2002-2004 2004-2006	2006-2008	2008-2010
PROJECT						
Multi-Purpose Building	Phase 2 \$8,000,000					
Site Work	New Loop Rd. @ Entrance \$3,000,000			Remodeled Entrance @ Crooked Hill Rd. \$1,395,511		
Sagtikos	Theater Renovation \$800,000 (1)			Renovation \$10,023,750		
HVACR Technology & Services Building				\$4,774,696		
Learning Resource Center				New Building \$29,301,426		
Instructional Building # 1				New Building \$16,591,918		
Student Services					New Building \$4,741,252	
Caumsett Hall					Renovation \$2,981,920	
Instructional Building # 2					New Building \$18,702,944	
Westside					Demolition \$87,803	
Nesconset					Demolition \$143,854	
Cottages					Demolition \$114,997	
Captree Commons Student Center						Renovation & Extension \$31,754,418
Alternative Learning Ctr.						New Building \$22,112,905
Child Care Center					New Building \$1,450,841	
Operations Building						Demolition \$49,415
Academic Mall Landscaping				Landscaping & Parking \$1,395,5110		
Roof replacement				College-wide Project Funds (2)		
Site Infrastructure				Upgrading \$534,159		
Repair to existing paved surfaces				College-wide Project Funds (2)		

Figure 28. Matrix of current projects and proposed projects (\* Including subsequent amendments)

1. These Projects Require Additional Funding Refer to Fig 35 page 6.21
2. Refer to Fig 33 page 6.17 for College wide budget.

Captree commons will be remodeled and extended to cater for the larger campus population and to create a focus at the core of the Campus that addresses all the surrounding buildings. It will house all the traditional components of a student center, and should be linked to the Alternative Learning Center for group events.

The Alternative Learning Center will have two components, an exhibition/assembly function and alternative learning environment. This will cater for smaller conferences and meetings, and will create a dynamic link to the Multipurpose Building, which will cater for larger conferences and exhibitions, at the other end of the "Academic Mall". Included in the program will be small catering and back up facilities for a function room, and alternative learning classrooms that will focus on training and distant learning.

This building will function as a connection for the college to external businesses and industry as well the non-traditional learners.

The Consultant Team feels strongly that this master plan will ensure that the Western Campus is a modern campus that serves a diverse student body, both traditional and non-traditional. The result will be a coherent and cohesive collegiate surrounding that will become a catalyst for local community, business, and college activities and interaction.



## Chapter Six: Phase One Projects

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The investment required to complete each campus Master Plan within in this report is daunting, let alone the combined requirements for all three campuses. In response to this large need for funds, the Master Plan breaks the capital requests into three phases, with the first phase to be implemented within the next ten years. This chapter presents in detail the recommended capital projects proposed within this first phase. The projects are described in sufficient detail to procure the necessary State and County funding. These first phase projects represent a significant step forward for each of the three campuses. Given this capital investment by the two sponsors in the College, Suffolk County Community College will be competitive with its peers well into the twenty-first century.

At the Ammerman Campus, the Biotechnology Building and the addition and renovation of the Huntington Library will address the need for up-to-date science laboratories, and help alleviate the chronic instructional space shortage, as well as the lack of a state of the art library/information center at this campus. For the Eastern Campus, the proposed Learning Resource Center will start to

address the incompleteness of the campus plus alleviate some of its academic space needs. The Learning Resource Center and new Instructional Building One at the Western Campus will add high quality instructional space and provide an identifiable library/learning center. The HVACR building will provide a unique program for the college and help address the need for adequate plant operations space.

In addition to these proposed projects, there are a number of college-wide infrastructure projects that need addressing. These are summarized in the latter pages of the chapter. The projects presented in this chapter, both building and infrastructure, are not in any sequence of priority. All should be considered critical and an essential part of the College's first phase.

This chapter has been designed so that each project has a double page spread that includes a project description, a program, conceptual block plans, a budget and a conceptual massing sketch shown within the context of the campus. This information is intended as only guidelines for the design of the future projects and not as completed designs.



### Biotechnology Building - Ammerman Campus

When the Smithtown Science was developed most of the associate programs at the Campus relied on the physical sciences to provide core science service courses. Emphasis on Chemistry, Physics and Geo-Sciences and their support of technology programs were guiding factors in the design and development of the building. Since that time, with the increase of health-related professions and human services programs such as Criminal Justice, the key science service department at the Campus has become Biology. Yet the facilities for Biology have remained woefully inadequate. Located in both in Kreiling and the lower level of Smithtown, the Biology laboratories are the most antiquated at the Campus.

The intent of the new building is to resolve these deficiencies while provide additional instructional space to support new biotechnology initiatives, both for transfer programs and employment within the biotechnology industry on Long Island. The building will also consolidate with Biology various health related professions located within Riverhead. The building will also assist in enabling the renovation of Smithtown and Riverhead by partially vacating those buildings, allowing a more effective phased renovation of both.

The building will be located East of Smithtown creating a new campus quadrangle. Bound to the North by Kreiling and to the south by the Southampton building, the design will be arranged to take advantage of the slope, it will be a three

story bar building that can be entered at different levels along its length depending on its relation to the grade. Central to the bar will be a three story atrium which will connect all levels of the project, student lounge/study areas will be arranged next to this space to activate it, during the evening this area will be a beacon to attract students. The faculty areas are also close to the student areas to encourage interaction and informal tutorials.

The form of the building and the materials used will relate to the Southampton building, helping to tie Southampton back into the campus core. The three-story entry atrium will act as a vertical element to counteract the linear nature of the design.

The instructional space will be the critical element within the Building. Several issues need to be addressed with the development of this space. First,

the classrooms need to be adequate to support mediated instruction. While the focus of the building is to support Biology and related programs, it is critical for the Campus to acquire interdisciplinary classroom and computing space to support the integration of technology across all curricula. Sufficient depth from the front wall and adequate station sizes will be required for this purpose. In addition, the building needs to support the expansion of courses offered within a computing environment. The Biology Labs of course will be state of the art with appropriate core services to support those labs. Labs supporting other health-related programs also need to be current with an emphasis on the integration of technology. The faculty offices will be sufficient to support the disciplines located in the building

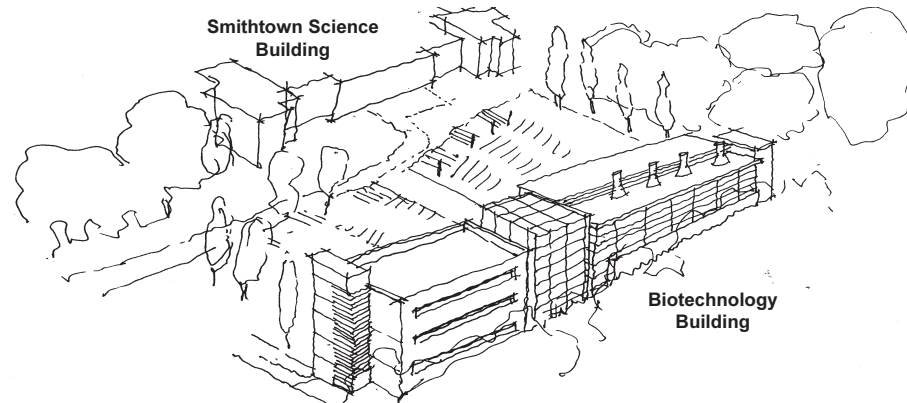


Figure 1. Conceptual sketch of The Biotechnology Building and adjacent buildings.

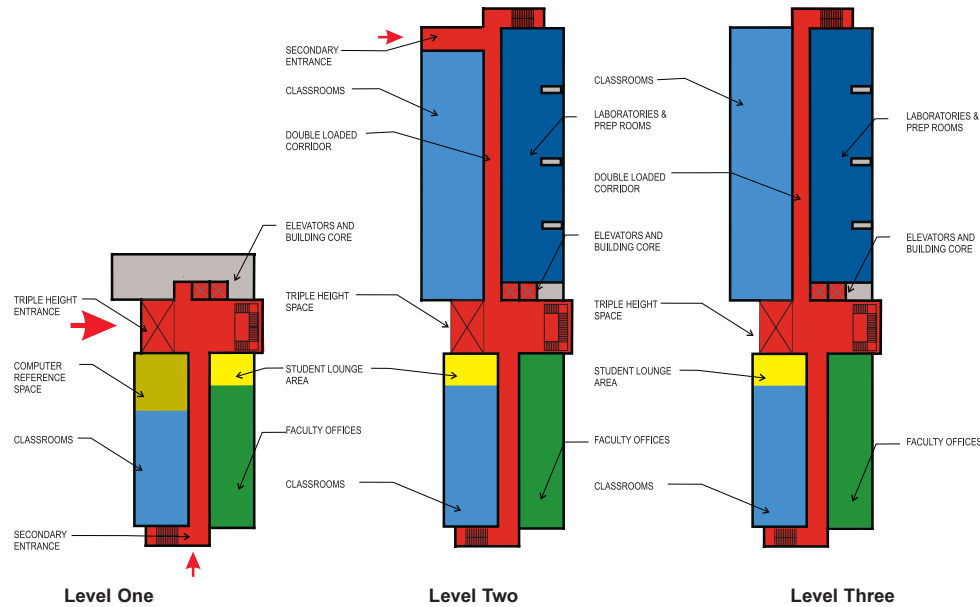


Figure 2. Conceptual floor diagrams

Biotechnology Building Programming	
Proposed	
Instructional & Departmental	55,000sf
Student Activity	2,000sf
Library	1,000sf
Assembly & Exhibition	800sf
Building Services	1,000sf
Central Services	400sf
<b>Net Total</b>	<b>60,200sf</b>
Grossing Factor	1.74
<b>Gross Area</b>	<b>104,748gsf</b>

Figure 3. Program break down

Biotechnology Building Costing		\$
104,748gsf New Construction @ \$210/sf		21,997,080
Admin Cost & Fees (15%)		3,299,562
FF&E (20%)		4,399,416
<b>Subtotal</b>		<b>29,696,058</b>
Owner Contingencies (8%)		2,375,685
<b>Total</b>		<b>\$32,071,743</b>

Figure 4. Estimated cost for building

In addition to the instructional space, the Biotechnology Building will provide an open access computing facility in conjunction with study space. The building also will have student lounge space to support the student population. All of these services, computing access, study space and lounge will be critical for supporting the evening students, particularly within the health professions. With these programs, the potential is for high percentage of enrollment to be in the evening. Given that these students will come specifically to the building and do not avail themselves to services distributed elsewhere on campus, it is important to bring the services to Building.

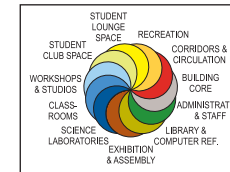


Figure 5. Key site plan

### Expansion of Huntington Library - Ammerman Campus

This addition will be built on the southwest side of Huntington Library towards the main campus entrance and following the campus middle road. The design would take advantage of the slope of the site to create several levels without impeding the remarkable views of the surrounding landscape from the current library. This addition, visible from the main entrance and Nicholls Road, should be designed as a transparent element that will enhance the campus' presence to visitors as they enter the campus.

The new addition will be entered through the existing library at several levels or through an exterior entrance at the lower level. This lower entrance will provide an accessible vertical route through the building and connect the campus plaza level to the lower slopes of the campus. This new entrance will also become a visual node linking to the Brookhaven Gymnasium, the entrance area, and College Plaza. By developing a system of accessible pathways the Gymnasium and main entrance can be physically tied into the campus core.

Huntington Library is a monumental modernist building in brick and architectural pre-cast concrete with some large areas of glass. An addition could respond to this strong architecture either by contrasting to it or by picking up on the lines and volumes of the original piece. By building the addition into the slope the affect of this addition on the prin-

cipal façade, the plaza side, of the library will be minimal; this will allow the addition to be built as a contrast to the existing structure. Transparency is a key part of this project both to allow light into classrooms and to illuminate the building at night so that it can be seen from the entrance.

Currently the College is waiting for funding to renovate the infrastructure for the library, the Consultant Team recommends that when this funding comes available the program be revised to allow for an addition.

No one would argue that of all the components of a large learning instruction, the library is the centerpiece of academic life. However, with the importance of technology and changes of instructional delivery, the traditional library is coming under growing pressure to expand and fill in these missing technological elements of a modern college. The addition to Huntington Library is to provide a dedicated building for the new technologies and alternative learning environments. The original library will be restored to function, as it was intended, as a tra-

6.4

PHASE ONE PROJECTS

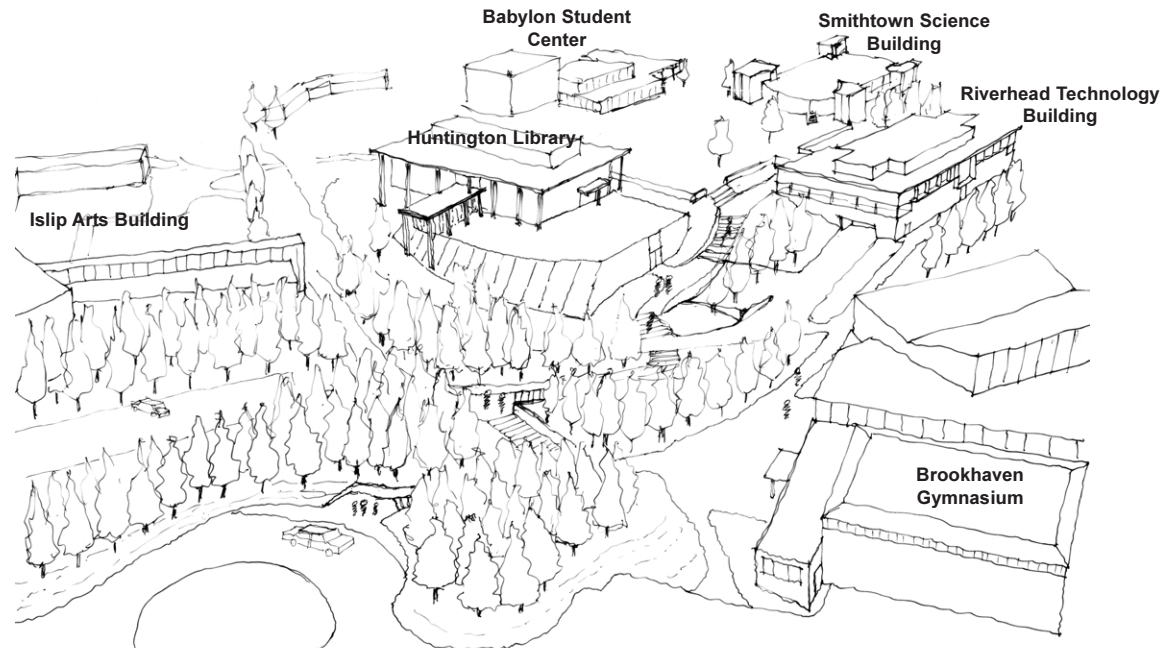


Figure 6. Conceptual sketch of Huntington Library Addition showing also new campus entrance and Islip Extension

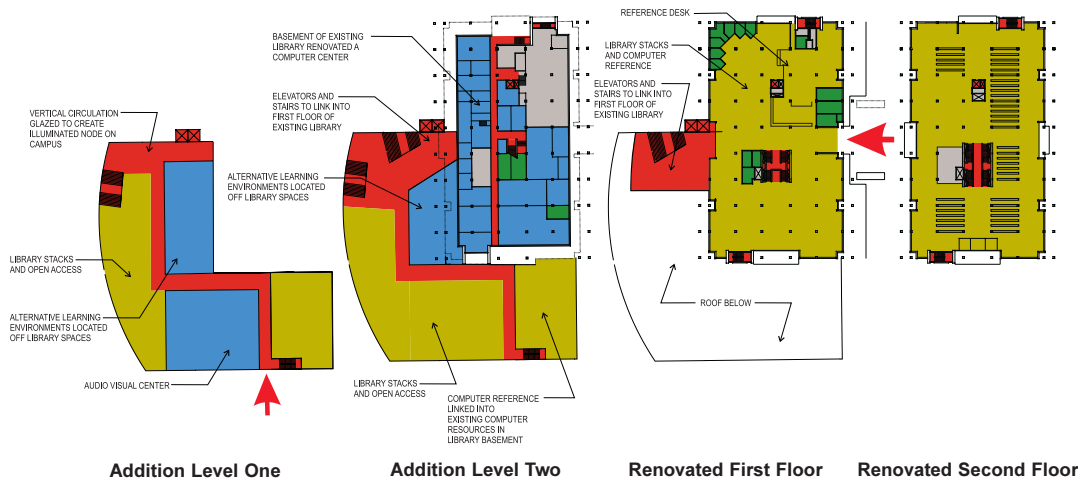


Figure 7. Conceptual floor diagrams

Huntington Library and Addition: Program		
	Existing	Proposed
Library	46,374sf	67,000sf
Instructional & Departmental	2,153sf	8,000sf
Electronic Data Processing	0sf	6,500sf
Instructional Resources	0sf	3,000sf
Administration	687sf	1,000sf
Building Services	110sf	500sf
Net Totals	49,324sf	86,000sf
<b>Net Area of Addition</b>		<b>36,676sf</b>
Grossing Factor		1.55
<b>Gross Area of Addition</b>		<b>56,848gsf</b>

Figure 8. Program break down

Huntington Library and Addition: Costing		\$
56,848gsf New Construction @ \$210/sf		11,938,080
82,927gsf Renovation @ \$100/sf		8,292,700
<b>Subtotal</b>		<b>20,230,780</b>
Admin Cost & Fees (15%)		3,034,617
FF&E (20%)		4,046,156
<b>Subtotal</b>		<b>27,311,553</b>
Owner Contingencies (8%)		2,184,924
<b>Total</b>		<b>\$29,496,477</b>

Figure 9. Estimated cost for building

ditional library, with stack, reference and study spaces. Linked with the new addition Huntington library will become a state of the art reference center for the campus. The addition will include two floors of classrooms that will specialize in alternative educational methods to cater for transitional and remedial components of the curriculum. They will be designed to vary in size and deliverance mode to create a valuable resource for the campus and College. A computer reference center will also be added that will tie into the facilities already in the basement of the library.

The Audio Visual Center and instructional space will also be relocated to the addition so that these vacated spaces can be renovated to cater for the expanded library functions, and reading stations.

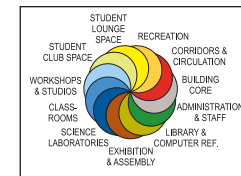


Figure 10. Key site plan

### Learning Resource Center - Eastern Campus

The first project proposed at the Eastern Campus will be a dedicated library building or "Learning Resource Center". This project will bring the campus one step closer to becoming a complete campus plus alleviate the cramped quarters in the Peconic Building.

The "Learning Resource Center", a phrase that the Consultant Team coined to emphasize the unique character of the project, will be home to a varied and dynamic program. That program will include traditional library functions, technologically advanced computer spaces, a consolidated campus faculty and independent student learning spaces. The building will encourage the discussion and exchange of ideas between different faculty departments and students; it will become the hub for academic activity on campus. The building's location will also complete the existing loosely defined campus quadrangle. Once the full the campus plan is realized, this building will be at the center of the campus.

The scale and character of the Eastern Campus will dictate the starting point for the architectural design of the new building, however it would be fruitless and detrimental to the overall campus to copy the existing buildings. New buildings should compliment the existing buildings by using similar materials and massing that reflects the scale of the existing projects, however, the Eastern Campus buildings clearly lack hierarchy. This project has the program and architectural opportunity to establish

a premiere building on campus.

The program has been developed to include a first floor that will house the main library stacks, open access computer reference labs, a reference desk and library staff offices. A cyber cafe to draw students might also be considered as a part of the computer access area. This space should be fully visible and accessible from all points on campus, so that it will become an important, lively gathering space. The second floor will include the many of the campus' faculty offices, plus independent learning spaces. These program elements will encourage fur-

6.6

PHASE ONE PROJECTS

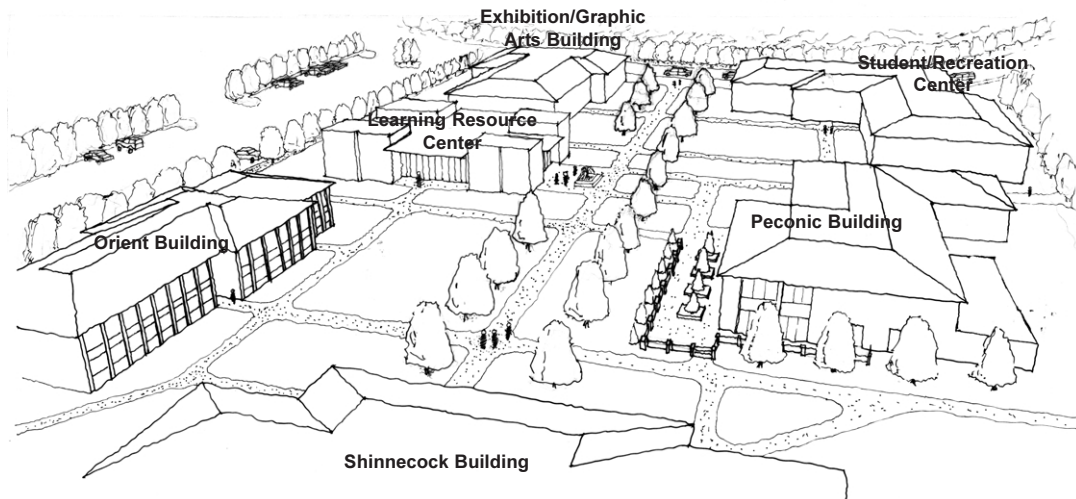


Figure 11. Conceptual sketch of Learning Resource Center at Eastern Campus

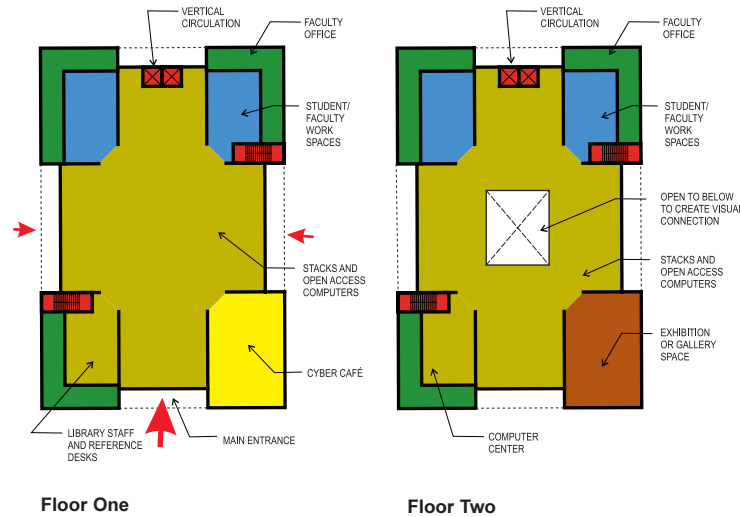
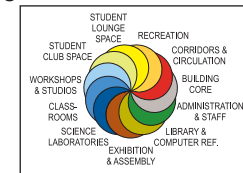


Figure 12. Conceptual floor diagrams

ther interaction and a greater sense of community amongst the faculty and students. It will also provide a variety of spaces allowing both one-on-one tuition and larger discussion groups.

Although the College has already filed a submission for funding of a library at the Eastern Campus, funding has yet to be granted. The Consultant Team is concerned that the program for this current submission will not address fully the campus needs or the needs for a twenty-first century library. Depending on the outcome of the current submission, the expanded scope within this report may have to be repackaged as an addition.

**Learning Resource**



Learning Resource Center: Programming	
Proposed	
Library	16,200sf
Instructional & Departmental	10,000sf
Instructional Resources	6,000sf
Student Activity	2,000sf
Assembly & Exhibition	300sf
Building Services	1,000sf
Central Services	500sf
<b>Net Total</b>	<b>36,000sf</b>
Grossing Factor	1.52
<b>Gross Area</b>	<b>54,720gsf</b>

Figure 13. Program break down

Learning Resource Center: Costing		\$
54,720gsf New Construction @ \$210/sf		11,491,200
Admin Cost & Fees (15%)		1,723,680
FF&E (20%)		2,298,240
<b>Subtotal</b>		<b>15,513,120</b>
Owner Contingencies (8%)		1,241,050
<b>Total</b>		<b>\$16,754,170</b>

Figure 14. Estimated cost for building



Figure 15. Key site plan

**Center  
Western Campus**

Of the three Suffolk County Community College campuses, the Western Campus is the one that has the least cohesive architectural character. The new projects and the Master Plan for Western will seek to develop a character and cohesive feel for the campus. With the completion of the Multipurpose Building, a dedicated library will be pivotal in creating this cohesion along with providing one of the last support elements needed at the Western Campus. The Learning Resource Center will occupy an important site within the overall campus plan. Not only is it a "hinge" point between the two exterior campus spaces, the "Academic Mall" and "Campus Triangle", but it is also central to the overall plan. Once this project is complete the campus should concentrate on procuring quality instructional space, to replace the temporary structures currently used.

The Learning Resource Center's configuration is planned to address the two exterior spaces, with a large atrium space connecting the two wings. The Atrium will activate this node within the campus and draw people into the building, especially at night, the campus' busiest time.

The findings and recommendations of this report indicate that the Western Campus attracts a large percentage of "nontraditional" students. With this in mind, the architecture of the new facilities should create an environment that is conducive to both the "traditional" and "nontraditional" students. The

6.8

PHASE ONE PROJECTS

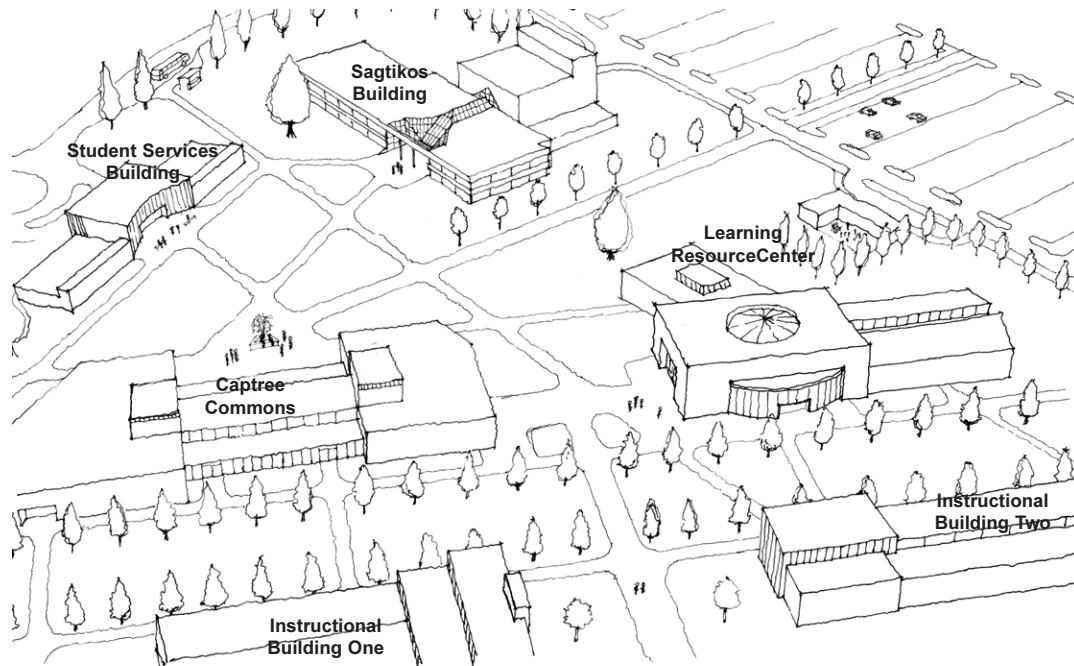


Figure 16. Conceptual sketch of Learning Resource Center, the "Campus Triangle" and the "Academic Mall" at Western Campus

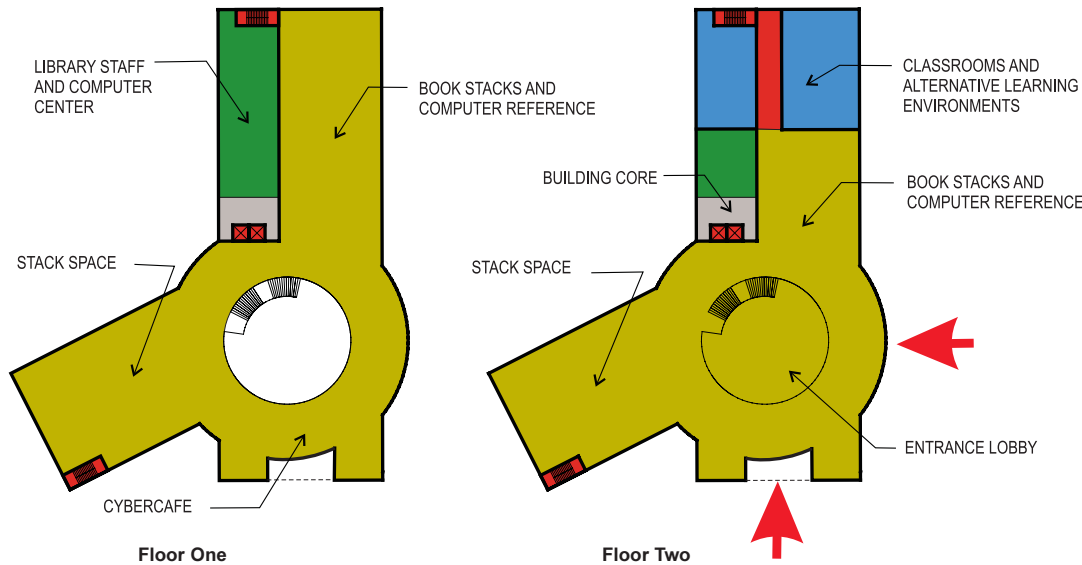


Figure 17. Conceptual floor diagrams

Learning Resource Center-West: Programming	
	Proposed
Library	46,000sf
Instructional & Departmental	8,000sf
Student Activity	2,000sf
Assembly & Exhibition	500sf
Building Services	500sf
Central Services	1,000sf
<b>Net Total</b>	<b>58,000sf</b>
Grossing Factor	1.65
<b>Gross Area</b>	<b>95,700gsf</b>

Figure 18. Program break down

Learning Resource Center-West : Costing	
	\$
95,700gsf New Construction @ \$210/sf	20,097,000
Admin Cost & Fees (15%)	3,014,550
FF&E (20%)	4,019,400
<b>Subtotal</b>	<b>27,130,950</b>
Owner Contingencies (8%)	2,170,476
<b>Total</b>	<b>\$29,301,426</b>

Figure 19. Estimated cost for building

Consultant Team believes the architecture of the Western Campus' can afford to be less like a traditional campus, and therefore create a unique and attractive setting for life long education.

The program for the Learning Resource Center will include traditional library functions integrated with state of the art information technology. This will be the information hub for the campus. Supplementing this "library" will be various learning centers, particularly those that support the developmental component of the campus' curriculum, as well as additional quality classroom space. Faculty offices and student faculty workspace will also be programmed within this building.

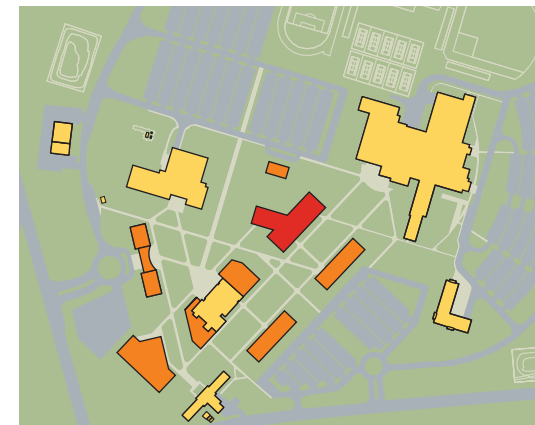
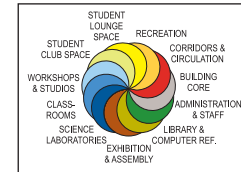


Figure 20. Key site plan



### Instructional Building One - Western Campus

A pressing need for the Western Campus is quality instructional classroom space. Currently the campus relies on several temporary structures and on renting space at local high schools to keep up with demand for classrooms. Instructional Building One will address some of these instructional needs.

The location is important as it begins to form the edge of the proposed "Academic Mall", an element that will eventually tie the Multipurpose Building into the campus plan. It is also important, as its south façade will become a public face to the Campus. The plan is a simple "bar" building with a transparent double height space at its west end. This will be the main entrance to the building and will act as a magnet to draw students to the building. By locating and expressing nodes such as these circulation spaces, in each campus project, the campus will become activated and a clear navigation system will be established throughout the plan.

This project will concentrate on the business curriculum and is comprised of four main components; faculty offices, technologically advanced classrooms, computing labs, and student lounge space. The classrooms will be arranged along a double loaded corridor, computer reference labs, student gathering spaces and the faculty offices are concentrated close to the two story entry piece at one end of the project.

6.10

PHASE ONE PROJECTS

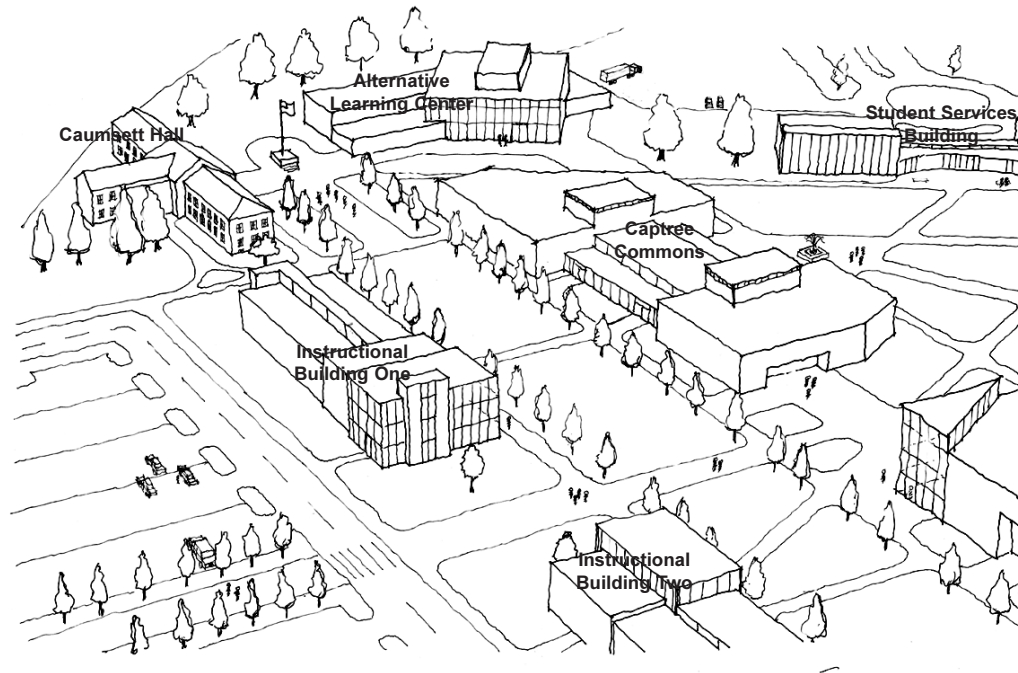


Figure 21. Conceptual sketch of Instructional Building One creating an edge to the "Academic Mall"

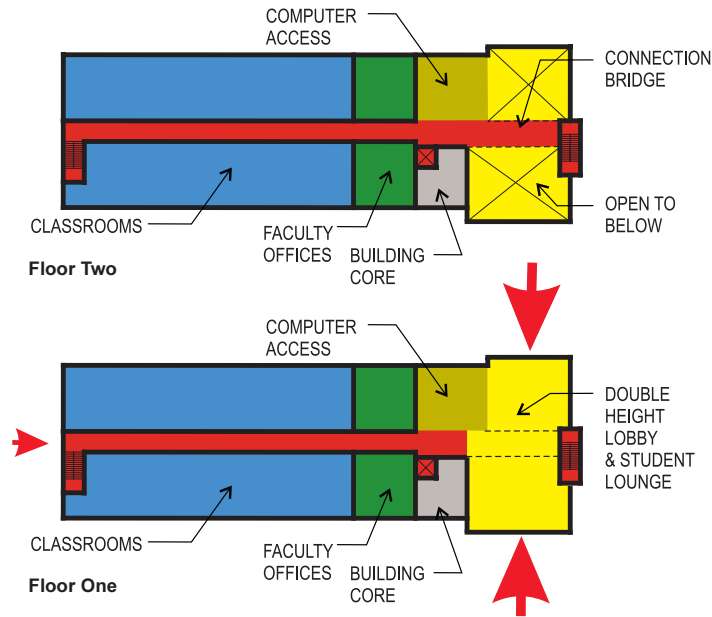


Figure 22. Conceptual floor diagrams

Instructional Building Number One Programming	
	Proposed
Instructional & Departmental	30,000sf
Student Activity	500sf
Assembly & Exhibition	500sf
Building Services	500sf
Central Services	600sf
<b>Net Total</b>	<b>33,600sf</b>
Grossing Factor	1.68
<b>Gross Area</b>	<b>56,448gsf</b>

Figure 23. Program break down

Instructional Building Number One Costing		\$
56,448gsf New Construction @ \$180/sf		10,160,640
Admin Cost & Fees (15%)		1,524,096
FF&E (20%)		2,032,128
<b>Subtotal</b>		<b>13,716,864</b>
Owner Contingencies (8%)		1,097,349
<b>Subtotal</b>		<b>\$14,814,213</b>
2 year inflation @ 6%		1,777,705
<b>Total</b>		<b>\$16,591,918</b>

This Budget assumes 2004 project start date.

Figure 24. Estimated cost for building

The later phases of the master plan call for a similar building to be built adjacent to this structure. These two structures, programmed to support the campus' projected instructional needs, will form a new "gateway" into the campus from the south.

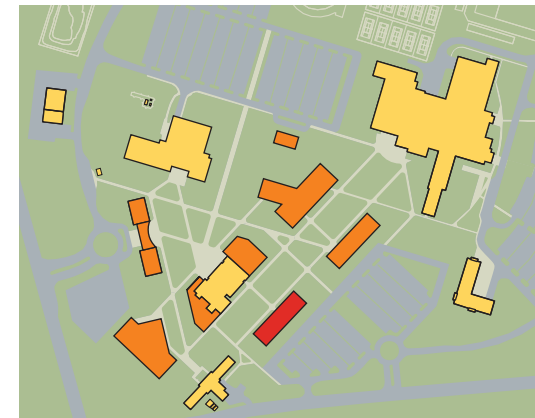
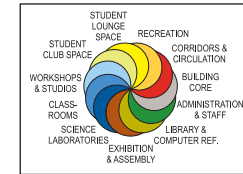


Figure 25. Key site plan

**Heating Ventilation, Air Conditioning and Refrigeration (HVACR) Technology and Services Building.  
Western Campus.**

This project was originally submitted as part of the year 2000 capital projects request, it has been included in this masterplan at the request of the college. The program and costing were provided by the College.

The project addresses the increasing demand for qualified Heating, Ventilating, Air Conditioning and refrigeration technicians, as well as provide the additional plant operations space for the campus necessary since the completion of the new Health, Sports and Education center.

The College intends to offer an Associate degree in HVACR. Students who participate in this applied science program would learn design and diagnostic skills required in today's high technology HVACR industry. The program would target individuals currently involved with HVACR and recent secondary school graduates. It is important to note that this program will be unique to Long Island and that it is a response to a need expressed by the local HVACR industry.

The project is located west of the campus loop road adjacent to the maintenance warehouse. The proposed building will include specialized labs shops and equipment as well as expanded warehouse and security facilities for the campus. In this

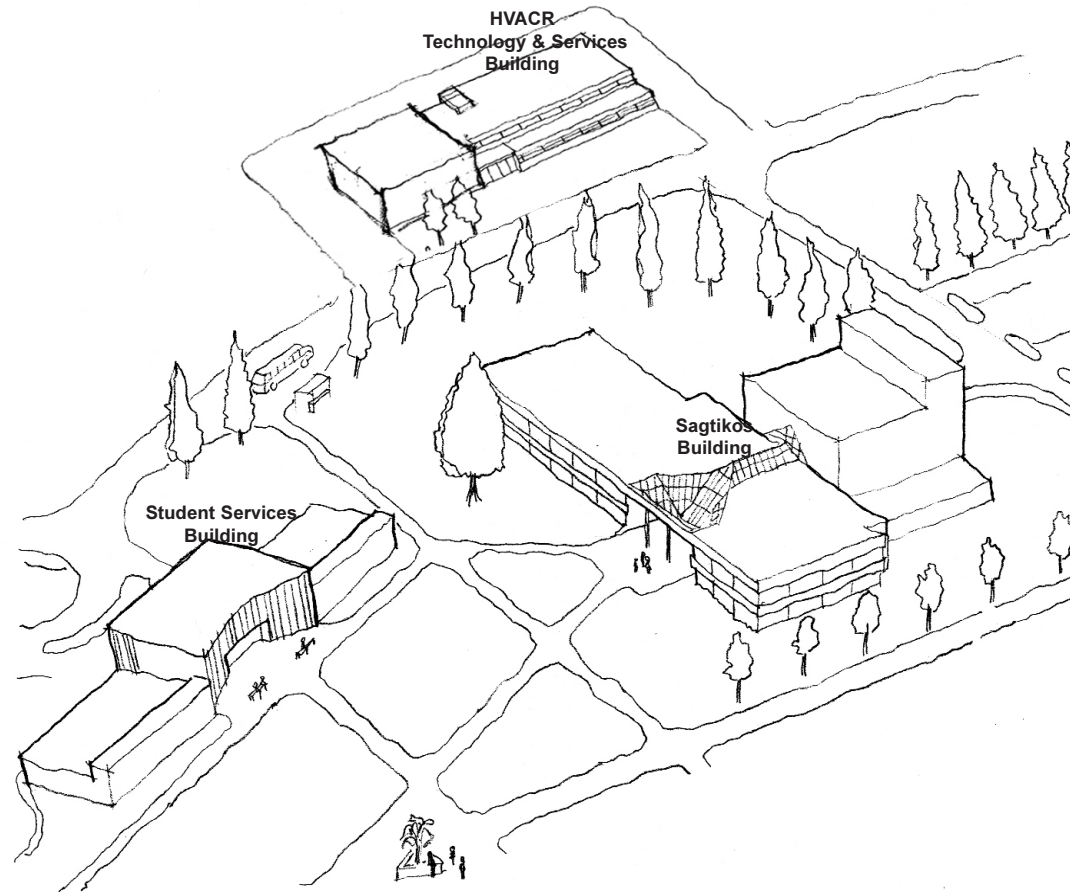


Figure 26. Conceptual sketch of the HVACR Technology & Services Building.

6.12

PHASE ONE PROJECTS

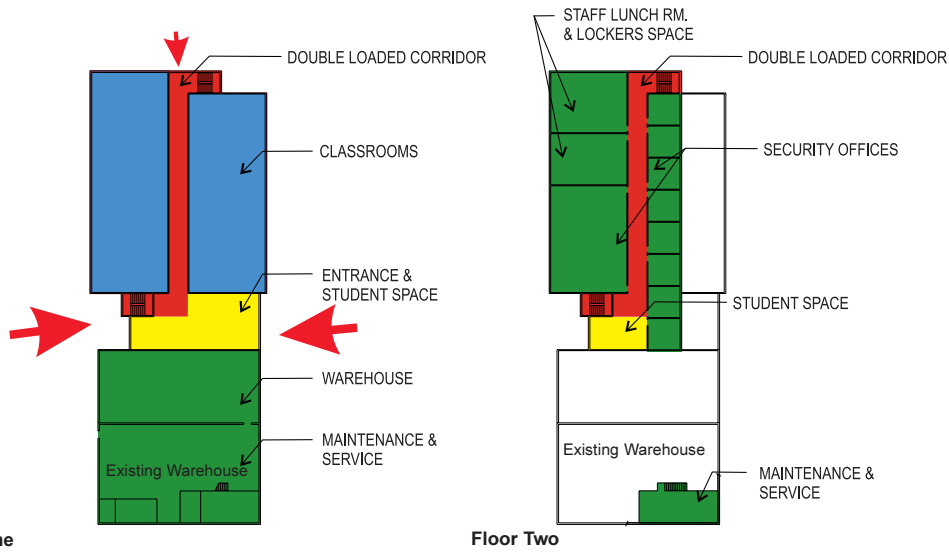


Figure 27. Conceptual Floor Diagrams.

HVACR Technolgy & Services Building: Program*	
	Proposed
Warehouse	3196sf
Security	3725sf
Instructional	8360sf
Staff Lockers/Lunch room	1,838sf
<b>Net Total</b>	<b>17119sf</b>

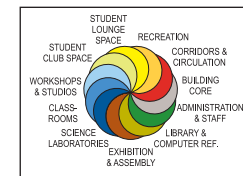
Figure 28. Program break down (\* Provided by SCCC)

HVACR Technolgy & Services Bldg:Costing*	
	\$
Building	2,278,530
Sitework/Utilities	1,359,375
Architectural/Engineering Fees	300,000
Equipment including Telecommunications	273,423
Design/ Construction Contingency	227,853
Adminstration and Supervision	65,250
<b>Total for all Project Costs</b>	<b>\$4,504,431</b>
6 year Inflation @ 2.3% per year.	658,469
<b>Total Project Cost</b>	<b>\$5,162,900</b>

Budget Provided by SCCC

Figure 29. Estimated cost for building (\* Provided by SCCC)

location the HVACR program can operate independently of the more sensitive instructional environments on campus. The program also has a natural link to the plant operations of the campus. By consolidating the warehouse and plant operations in this location all the deliveries can be made to a central location with the minimum disruption to the day to day life of the campus. Supplies can then be distributed to the various facilities from this point.



6.13

PHASE ONE PROJECTS



Figure 30. Key site plan

**Site and Infrastructure Projects - College Wide**

In addition to these major building projects, there are several infrastructure capital improvement projects that require funding. Work Paper Seven provides a detailed assessment of the aging infrastructure of each of the campuses, and makes recommendations in Chapter IV of the paper. Many of these projects are deferred maintenance; however the most critical site infrastructure improvement projects for all Campuses are submitted as part of this first phase of the Master Plan.

6.14

**Mechanical and Electrical Site Distribution - Eastern campus**

The infrastructure at Eastern is operating beyond its expected useful life; the distribution systems are on the point of failure. This project addresses these needs and allows for the new building project in this first phase. The budget for this project is shown in figure 31

**Site Infrastructure - Western campus**

Although many of the systems on the Western Campus are in reasonable condition, there are site infrastructure issues that need to be addressed in order to implement this first phase of the Master Plan. The budget for this project is shown in figure 32.

<b>Mechanical &amp; Electrical Site Distribution at Eastern Campus</b>			
	Quantity	\$/lf	Subtotal
HTHW Piping	900	80	72,000
Chilled Water Piping	900	95	85,500
Test Pits/Manhole	3	7,500	22,500
Campus BMS (empty conduit)	150	30	4,500
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Domestic Water Service	100	50	5,000
Fire Water Service	100	75	7,500
Sanitary Sewer Drainage	100	50	5,000
Storm Drainage	100	60	6,000
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300 kva Transformer	1	22,400	22,400
150 kva Transformer	1	13,850	13,850
Electrical Service to Bldg	3	10,000	30,000
Tele/Com - empty conduit	300	30	9,000
100 kw Emerg. Generator	1	75,000	75,000
<b>Subtotal</b>			<b>358,250</b>
<hr/>			
Admin Cost & Fees (15%)			53,738
Owners Contingencies (8%)			32,959
<b>Subtotal</b>			<b>\$444,947</b>
<hr/>			
2 years inflation @(6%)per year			54,995
<b>Total</b>			<b>\$499,942</b>
<hr/>			
Assumes Project Start 2004			

Figure 31. Estimated costing

<b>Site Infrastructure at Western Campus</b>			
	Quantity	\$/lf	Subtotal
Domestic Water Service	900	50	45,000
Fire Water Service	900	75	67,500
Sanitary Sewer Drainage	900	50	45,000
Storm Drainage	900	60	54,000
<hr/>			
200 kva Transformer	3	18,500	55,500
Electrical Service to Bldg	9	10,000	90,000
Tele/Com - empty conduit	900	30	27,000
<b>Subtotal</b>			<b>384,000</b>
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Admin Cost & Fees (15%)			57,600
Owners Contingencies (8%)			35,328
<b>Subtotal</b>			<b>\$476,928</b>
<hr/>			
2 years inflation @(6%)per year			58,948
<b>Total</b>			<b>\$535,876</b>
<hr/>			
Assumes Project Start 2004			

Figure 32. Estimated Costing

PHASE ONE PROJECTS

**Main Entrance Improvements at Nicholls Road Entrance - Ammerman Campus.**

The current configuration of the campus main entrance restricts the flow of vehicles entering and leaving the campus, especially at the end of classes. This project would enlarge the traffic circle at the entrance and widened and lengthen the section of entrance drive onto Nicholls Road. This would allow for easier traffic flow and reduce the likelihood of accidents. The estimated budget for this project is \$842,700. This assumes the project will start in 2004 and includes for 2 years of inflation at 6%.

**MEP Infrastructure Upgrades- Ammerman Campus**

There are several infrastructure projects that need addressing at this campus to address the aging facilities, code issues and to ensure the campus can support the projected growth

These include upgrading the High voltage service. Upgrading all the emergency generators for the existing buildings. Providing a central building management system for the campus and upgrading the telecommunications service.

**Emergency Generator & AB Switch Replacement & Site Electrical Distribution Upgrade- Ammerman Campus:**

Provide new Life Safety generators at each of the campus buildings and upgrade or provide A-B switches. Replace existing S&C high tension switches and replace distribution cabling when switches are replaced. The estimated budget for this project is \$1,191,400. This assumes the project will start in 2004 and includes for 2 years of inflation at 6%.

**Sprinkler Infrastructure- Ammerman Campus**

Presently the older structures on the campus are not sprinklered, in order to provide for the buildings to be fully sprinklered as the buildings are renovated this project would provide for a line from the existing domestic water loop to a double dectector check valve in each building. The Estimated budget for this project is: \$446,743. This assumes the project will start in 2004 and includes for 2 years of inflation at 6%

**Telecom Infrastructure Upgrade at Ammerman Campus.**

Since the nature and uses of technology will evolve over a long period of time, the system must allow for system growth and the productive alternate uses of space and provisions for easy modification. This project addresses the following:

Provide adequate space and access on each floor of each facility for horizontal and vertical distribution cable and hardware to meet EIA -569A standards;

Add backbone optical fiber and upgrade all backbone copper cable and termination/cross connect hardware to meet EIA-568A standards;  
 Replace all horizontal cabling, termination hardware and cross connection hardware with EIA/TIA 568A Category 5e compliant products;  
 Bring fire stopping up to code;  
 Provide approved cable supports;  
 Provide isolation from electrical services.  
 Provide a main ground busbar in each Telecommunications room of each facility;  
 Extend an grounding riser vertically via each telecommunications riser pathway to the top floor of each facility.  
 Bond all cable shields to the telecommunications grounding system.  
 The Estimated budget for this project is: \$4,197,456. This assumes the project will start in 2004 and includes for 2 years of inflation at 6%

**Integrate Campus HVAC Systems into Camps Wide BMS System.**

Provide electronic building management system (BMS) for control of new HVAC systems for the buildings. The BMS shall include sensors to regulate temperature in each new area served. The BMS shall also control the operation of the chiller(s), tower, boilers, pumps, air handling units, fans, etc. The Estimated Project buget for this is \$7,296,000. This assumes the project will start in 2004 and includes for 2 years of inflation at 6%.

6.15

PHASE ONE PROJECTS

**Modifications at Crooked Hill Road Entrance - Western Campus**

There is currently no formal entrance to Western Campus. The entrance at Crooked Hill Road should be enlarged with a new traffic circle and drop off. This would ease the flow of traffic entering and leaving the campus. Eventually this entrance would become the formal public entrance to the campus. The estimated budget for this project is \$1,395,511. This assumes the project will start in 2004 and includes for 2 years of inflation at 6%.

**Renovation to Tennis Courts. - Ammerman Campus**

Currently the Tennis courts at the Ammerman campus are in such a state of disrepair that they are unplayable. This project will renovate these all weather surfaces. The estimated budget for this work is \$ 600,000

**Landscaping of the “Academic Mall” - Western Campus**

An important element of Phase One at the Western Campus will be the creation of the “Academic Mall”. It is designed to connect the Multi-Purpose Building to the Campus center, and is an integral part in making the Campus plan more cohesive. The existing Loop Road will be de-mapped and the southern parking lots reconfigured, as part of the siting of the Reference Center and Instructional Building One. The estimated budget for this work is \$1,395,511. This assumes the project will start in 2004 and includes for 2 years of inflation at 6%.

**Collegewide Site paving upgrade.**

Due to frequent freeze/thaw cycles, sidewalks, roads and parking areas have deteriorated, areas around catch basins have started to settle and form cracks. Unless this is addressed over the next few years it will become a major safety issue. The college currently has some funds through a previous capital project to address the situation at the Ammerman Campus. This report recommends that a repaving program be instigated for the next 10 year cycle. The anticipated budget for this is based on \$1.25 per Sqft. the estimated budget for this project is \$1,121,250.

**Removal of Architectural Barriers/ ADA Compliance. College Wide.**

The College commissioned a survey in 1996 of its existing facilities to conform to the requirements of students with special needs and to comply with the Americans with Disabilities Act. The study identified the renovation and modification work necessary to fully address the special needs of both students and employees. Currently the college has been using existing State funding to address the needs identified in the survey on a priority basis. An inventory of the items on the survey will be conducted to determine what actions remain. This project will implement the physical improvements necessary to bring all the campuses in compliance and to ensure the proposed master plans are accessible. The Budget for this project is \$ 2,421,000.

**Environmental Health and Safety. College Wide.**

This project addresses numerous health and safety concerns on all campuses. The EPA has embarked on a strict enforcement policy on the nation’s universities. Audits of universities are currently being conducted and fines issued. In order to address known concerns this project is critical. Included in the project are ventilation issues in labs, darkrooms, studios, and other areas that use chemicals; guards for existing equipment; replacement of hazardous equipment; cabinets for flammable materials; fall protection equipment; underground storage tank replacement and other remediation required by the EPA.

This project is necessary to provide a safe environment for students, staff and visitors and to ensure complete compliance with all EPA, OSHA, NYSDEC, SCDHS and other regulations. This project will enable the college to complete its on-going environmental compliance program. The Budget for this project is \$ 600,000.

New Capital Projects College wide			
College Wide Phase One of PEAPC Master Plan Update			
Campus	Title	Budget	Notes
E	Learning Resource Center- Eastern	\$16,754,170.00	Submitted 2002-2004
W	HVACR Technolg & Services Building	\$5,162,900.00	Project and budget recommended by College Submitted 2002-2004
A	Bio Technology Building	\$32,071,743.00	
W	Learning Resource Center- Western	\$29,301,426.00	Submitted 2002-2004
W	Renovation of Sagtikos Building	\$10,023,750.00	Submitted 2002-2004
A	Expansion of Huntington Library	\$33,036,054.00	Proposed 2006-2008
W	Instructional Building One Western Campus	\$16,591,918.00	Proposed 2004-2006
E	Mechanical and Electrical distribution - Eastern Campus	\$499,942.00	Proposed 2004-2006
W	Mechanical and Electrical distribution - Western Campus	\$535,876.00	Proposed 2004-2006
A	Emergency Generator and AB Switch Replacement & Site Electrical Distribution	\$1,191,400.00	Proposed 2004-2006
A	Integrate Campus HVAC systems into Campus wide BMS System	\$7,296,000.00	Proposed 2004-2006
A	Telecom Infrastructure Upgrade at Ammerman Campus	\$4,197,456.00	Proposed 2004-2006
A	Main Campus Entrance Improvements at Nicholls Road- Ammerman Campus	\$842,700.00	Proposed 2004-2006
E	Peconic Renovation I	\$2,599,291.00	Proposed 2004-2006
A	Renovate Tennis Courts	\$600,000.00	Project and budget recommended by College Proposed 2004-2006
A	Sprinkler infrastructure- Ammerman Campus	\$446,743.00	Proposed 2004-2006
W	Modifications to Crooked Hill Entrance- Western Campus	\$1,395,511.00	Proposed 2004-2006
W	Landscaping to Academic Mall -Western Campus	\$1,395,511.00	Proposed 2004-2006
CW	Environmental Health and Safety	\$600,000.00	Project and budget recommended by College Proposed 2004-2006
CW	Removal of Architectural Barriers/ ADA Compliance	\$2,421,000.00	Project and budget recommended by College Proposed 2004-2006
CW	Roof Replacements	\$1,589,852.00	Project and budget recommended by College Proposed 2004-2006
CW	Waterproofing Building Exteriors	\$304,915,900.00	Project and budget recommended by College Proposed 2004-2006
CW	Site Paving Upgrades	\$1,121,250.00	Project and budget recommended by College Proposed 2004-2006

Figure 33. Phase One Projects College Wide.

6.17

PHASE ONE PROJECTS





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## Summary

*Suffolk County Community College has been in operation since 1961 and has made tremendous advances since its' opening including adding two campuses. However, in the last few years education has changed rapidly, technology and society needs have and continue to alter the "playing field". Today the College faces an important challenge that will determine whether it will remain at the forefront of community college education. Even now the existing needs of the College cannot be adequately met in the its aging facilities. If the College does not upgrade and reconfigure its facilities in the near future, it will lose its position in the education market.*

*The President and Strategic Planning Committee have demonstrated by the "One College" concept that they are committed to reorganizing the Suffolk County Community College, to be a leader in the community education market well into the twenty first century.*

*This report presents a unique organizational model for the multi-campus institution, as well as three*

*campus plans that enhance the "one college" vision. The implementation of the construction, renovation and site improvement projects detailed in this report represent a recommended first phase in an ambitious master plan for the College. Its implementation and successful integration with the previous Master plan projects will start the College on the road to its future as a premier education institution.*

*The summary tables on the following pages present an overview of all the Capital Projects currently underway and planned for the college as a whole.*

6.20

SUMMARY

Existing Master Plan Capital Projects							
Existing Capital Projects with Continuing Authorizations							
Campus	#	Status	Title	Budget	Year Submitted	Current Appropriation	Notes
A	2165	Planning	Renovations to Physical Plant/Warehouse	\$1,260,000.00	1998-2000	\$500,000.00	Budget reduced to \$1,187,000; \$73,000 transferred to other projects.
A	2187	Planning	Reconstruction of College Plaza	\$3,000,000.00	1998-2000	\$300,000.00	
A	2200	Planning	Site Improvements	\$750,000.00	1998-2000	\$250,000.00	
A	2302	Planning	Cooling Tower Replacement	\$1,000,000.00	1998-2000	\$500,000.00	
A. E.	2109	Planning	Renovation/Rehabilitation Water Pollution Control Plants	\$1,500,000.00	1998-2000	\$1,050,000.00	
CW	2155	Construction	Improvements to Telecommunications and Information Systems	\$800,000.00	1998-2000	\$600,000.00	
CW	2167	Construction	Life Safety Alterations and fire Alarm Upgrades	\$750,000.00	1998-2000	\$375,000.00	
CW	2168	Construction	Asbestos Removal Various Buildings	\$3,000,000.00	1998-2000	\$1,500,000.00	
CW	2179	Construction	Improvements to the Electrical systems	\$3,400,000.00	1998-2000	\$810,000.00	
CW	2206	Construction	Improvements to Mechanical systems	\$2,500,000.00	1998-2000	\$750,000.00	
CW	2301	Planning	Installation of RPZ Valves	\$750,000.00	1998-2000	\$498,000.00	

Figure 34. Existing Master plan Capital Projects: Existing Capital Projects with Continuing Authorizations.

Existing Master Plan Capital Projects								
Existing Capital Projects Requiring Additional Funding								
Campus	#	Status	Title	Budget	Year Submitted	Original Budget	Current Appropriation	Additional Funding Req'd
W	2115	Planning , Add. Funds Req'd	Renovations To Sagtikos Theatre	\$1,000,000.00	1998-2000	\$800,000	\$400,000	\$200,000.00
A	2169	Pending State Aid approval add. Funds Req'd.	Renovation to Brookhaven Gymnasium	\$2,500,000.00	1998-2000	\$2,000,000	\$200,000	\$500,000.00
A	2180	Planning , Add. Funds Req'd	Renovations to Islip Arts	\$4,203,030.00	1998-2000	\$2,000,000	\$250,000	\$2,203,030.00
A	2182	Planning , Add. Funds Req'd	Smithtown Science Renovation	\$5,700,000.00	1998-2000	\$3,590,000	\$3,590,000	\$2,110,000.00
W	2190	Planning , Add. Funds Req'd	Site Improvements Phase II	\$1,400,000.00	1998-2000	\$800,000	\$800,000	\$600,000.00
A	2207	Planning , Add. Funds Req'd	Renovation To Babylon Student Center	\$4,100,000.00	1998-2000	\$3,300,000	\$2,200,000	\$800,000.00

Figure 35. Existing Master plan Capital Projects: Existing Capital Projects Requiring Additional Funding.

Existing Master Plan Capital Projects							
Funding Transferred To Existing Projects Requiring Additional Funding							
Campus	#	Status	Title	Budget	Year Submitted	Original Budget	Notes
A	2114	Removed from budget	Renovation of Kreiling Hall	\$0.00	1998-2000	\$3,500,000	
CW	2148	Removed from budget	Energy Conservation	\$0.00	1998-2000	\$4,489,000	

Figure 36. Existing Master plan Capital Projects: Funding Transferred to Existing Projects Requiring Additional Funding.

Existing Master Plan Capital Projects						
Existing Capital Projects Requiring Rescheduled Authorizations						
Campus	#	Status	Title	Budget	Year Submitted	Notes
A	2105	Pending State Aid rescheduled Authorization Req'd.	Mechanical/Electrical Upgrades at Huntington Library	\$1,750,000.00	1998-2000	
A	2160	Pending State Aid rescheduled Authorization Req'd.	Construction of Running Track	\$300,000.00	1998-2000	

Figure 37. Existing Master plan Capital Projects: Existing Capital Projects Requiring Rescheduled Authorizations.

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PHASE ONE PROJECTS

Existing Master Plan Capital Projects						
Existing County Capital Projects.- Phase One of PEAPC Master Plan Update						
Campus	#	Status	Title	Budget	Year Submitted	Notes
CW	2127	Pending State Plan Inclusion	Removal of Architectural Barriers/ADA Compliance	\$2,421,000.00	1998-2000	
CW	2137	Pending State Plan Inclusion	Improvements/Replacements to Roofs at Various Buildings	\$1,589,852.00	1998-2000	
CW	2177	Pending State Plan Inclusion	Waterproofing Building Exteriors	\$3,049,159.00	1998-2000	

Figure 38. Existing Master plan Capital Projects: Existing County Capital Projects:Phase One of PEAPC Master Plan Update.

New Capital Projects College wide						
Proposed Capital Program 2002-2004 New Capital Projects-Phase One of PEAPC Master Plan Update						
Campus	#	Status	Title	Budget	Year Submitted	Notes
CW		New Project Priority 1	Environmental Health and Safety	\$600,000.00	2002-2004	EPA Enforcement Policy
E		New Project Priority 2	Learning Resource Center-Eastern	\$14,098,046.00	2002-2004	Budget and Program revised by College. PEAPC Budget \$16,754,170
W		New Project Priority 3	HVACR Technolg & Services Building	\$5,162,900.00	2002-2004	Project and budget recommended by College
A		New Project Priority 4	Bio Technology Building	\$27,038,447.00	2002-2004	Budget and Program revised by College. PEAPC Budget \$32,071,743
W		New Project Priority 5	Learning Resource Center-Western	\$26,006,883.00	2002-2004	Budget and Program revised by College. PEAPC Budget \$29,301,426
W		New Project Priority 6	Renovation of Sagtikos Building	\$6,149,270.00	2002-2004	Budget revised by College. PEAPC Budget \$10,023,750

Figure 39. New Capital Projects College Wide: Proposed Capital Program 2002-2004: Phase One of PEAPC Master Plan Update.

6.24

PHASE ONE PROJECTS

New Capital Projects College wide						
PEAPC Master Plan Update Phase One Projects not submitted as part of 2002-2004 Capital Program						
Campus	#	Status	Title	Budget	Year Proposed	Notes
A		Still To be Submitted	Expansion of Huntington Library	\$33,036,054.00	2004-2006	Budget allows for inflation at a rate of 6% per year
W		Still To be Submitted	Instructional Building One Western Campus	\$16,591,918.00	2004-2006	Budget allows for inflation at a rate of 6% per year
E		Still To be Submitted	Mechanical and Electrical distribution - Eastern Campus	\$498,341.00	2004-2006	Budget allows for inflation at a rate of 6% per year
W		Still To be Submitted	Mechanical and Electrical distribution -Western Campus	\$534,159.00	2004-2006	Budget allows for inflation at a rate of 6% per year
A		Still To be Submitted	Emergency Generator and AB switch replacement & Site Electrical Distribution	\$1,191,400.00	2004-2006	Budget allows for inflation at a rate of 6% per year
A		Still To be Submitted	Integrate Campus HVAC systems into Campus wide BMS System	\$7,296,000.00	2004-2006	Budget allows for inflation at a rate of 6% per year
A		Still To be Submitted	Telecom Infrastructure Upgrade at Ammerman Campus	\$4,199,456.00	2004-2006	Budget allows for inflation at a rate of 6% per year
A		Still To be Submitted	Main Campus Entrance Improvements at Nicholls Road- Ammerman Campus	\$842,700.00	2004-2006	Budget allows for inflation at a rate of 6% per year
E		Still To be Submitted	Peconic Partial Renovation I	\$2,599,291.00	2004-2006	Due to Space Vacated By Library
A		Still To be Submitted	Renovation of Tennis Courts	\$600,000.00	2004-2006	Budget submitted by College
A		Still To be Submitted	Sprinkler infrastructure- Ammerman Campus	\$446,743.00	2004-2006	Budget allows for inflation at a rate of 6% per year
W		Still To be Submitted	Modifications to Crooked Hill Entrance- Western Campus	\$1,395,511.00	2004-2006	Budget allows for inflation at a rate of 6% per year
W		Still To be Submitted	Landscaping to Academic Mall - Western Campus	\$1,395,511.00	2004-2006	Budget allows for inflation at a rate of 6% per year
CW		Still To be Submitted	Site Paving Upgrades	\$1,121,250.00	2004-2006	Budget allows for inflation at a rate of 6% per year

Figure 40. New Capital Projects College Wide: PEAPC Master Plan Update Phase One Projects, Not Submitted as Part of the 2002-2004 Capital Program.

New Capital Projects College wide						
PEAPC Master Plan Update Phase Two						
Campus	#	Status	Title	Budget	Year Proposed	Notes
W		Still To be Submitted	Student Services Building	\$4,741,252.00	2006-2008	Budget allows for inflation at a rate of 6% per year
W		Still To be Submitted	Instructional Building Two-Western Campus	\$18,702,944.00	2006-2008	Budget allows for inflation at a rate of 6% per year
W		Still To be Submitted	Caumsett Hall Renovation	\$2,981,920.00	2006-2008	Budget allows for inflation at a rate of 6% per year
W		Still To be Submitted	Westside Demolition	\$87,803.00	2006-2008	Budget allows for inflation at a rate of 6% per year
W		Still To be Submitted	Nesconset Demolition	\$143,854.00	2006-2008	Budget allows for inflation at a rate of 6% per year
W		Still To be Submitted	Cottages Demolition	\$114,997.00	2006-2008	Budget allows for inflation at a rate of 6% per year
W		Still To be Submitted	Child Daycare Center	\$1,450,841.00	2006-2008	Budget allows for inflation at a rate of 6% per year
E		Still To be Submitted	Student Recreation Center	\$34,016,598.00	2006-2008	Budget allows for inflation at a rate of 6% per year
E		Still To be Submitted	Peconic Renovation II	\$5,841,234.00	2006-2008	Budget allows for inflation at a rate of 6% per year
A		Still To be Submitted	Babylon Student Center Extension	\$28,260,643.00	2006-2008	Budget allows for inflation at a rate of 6% per year
A		Still To be Submitted	Ammerman Building Renovation	\$2,761,087.00	2006-2008	Budget allows for inflation at a rate of 6% per year
A		Still To be Submitted	Professional Arts Building	\$25,459,436.00	2006-2008	Budget allows for inflation at a rate of 6% per year

Figure 41. New Capital Projects College Wide: Phase Two of PEAPC Master Plan Update.

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PHASE ONE PROJECTS



6.26

PHASE ONE PROJECTS

New Capital Projects College wide						
PEAPC Master Plan Update Phase Three						
Campus	#	Status	Title	Budget	Year Submitted	Notes
A		Still To be Submitted	Extension and Renovation to Islip Arts	\$36,929,297.00	2008-2010	Budget allows for inflation at a rate of 6% per year
A		Still To be Submitted	Extension and Renovation to Brookhaven Gym.	\$19,927,485.00	2008-2010	Budget allows for inflation at a rate of 6% per year
A		Still To be Submitted	Extension and Renovation to Riverhead Technology Center	\$53,806,705.00	2008-2010	Budget allows for inflation at a rate of 6% per year
A		Still To be Submitted	Southampton Arts Renovation	\$14,672,446.00	2008-2010	Budget allows for inflation at a rate of 6% per year
A		Still To be Submitted	Child Care Center	\$1,403,313.00	2008-2010	Budget allows for inflation at a rate of 6% per year
A		Still To be Submitted	NFL Building Renovation	\$740,478.00	2008-2010	Budget allows for inflation at a rate of 6% per year
E		Still To be Submitted	Expansion of Water Pollution Control Plant	\$500,000.00	2008-2010	Budget submitted by College
E		Still To be Submitted	New Exhibition Arts Building	\$17,877,545.00	2008-2010	Budget allows for inflation at a rate of 6% per year
E		Still To be Submitted	Orient Renovation	\$6,916,384.00	2008-2010	Budget allows for inflation at a rate of 6% per year
E		Still To be Submitted	Shinnecock Renovation	\$11,042,493.00	2008-2010	Budget allows for inflation at a rate of 6% per year
E		Still To be Submitted	New Child Daycare Center	\$1,443,585.00	2008-2010	Budget allows for inflation at a rate of 6% per year
E		Still To be Submitted	Energy Building Renovation	\$2,559,240.00	2008-2010	Budget allows for inflation at a rate of 6% per year
E		Still To be Submitted	New Entrance	\$1,761,777.00	2008-2010	Budget allows for inflation at a rate of 6% per year
W		Still To be Submitted	Captree Commons Renovation and extension	\$31,754,418.00	2008-2010	Budget allows for inflation at a rate of 6% per year
W		Still To be Submitted	Alternative Learning Center	\$22,112,905.00	2008-2010	Budget allows for inflation at a rate of 6% per year
W		Still To be Submitted	Demolition of Operations Building	\$49,415.00	2008-2010	Budget allows for inflation at a rate of 6% per year

Figure 42. New Capital Projects College Wide: Phase Three of PEAPC Master Plan Update.



## *Appendix I: Existing Building Analysis*

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*Work Paper 8*

*This work paper summarizes the background research data and assessment of the existing facilities. An in depth survey of the architectural condition of the existing facilities was not a part of the scope of this study, however it is important to develop a picture of the existing facilities in order to establish the resources available and the deficiencies that need addressing.*

*The Work Paper is divided into building summary sheets that include a brief written description of the building, diagrams showing the programmatic breakdown and photographs. The infrastructure within each of the buildings is detailed in Work Paper Seven. It should be noted that the Multipurpose Building at the Western Campus is not included in this study as it was still under construction while the report was being written.*

A-1

## Huntington Library - Ammerman Campus

Huntington Library was built in the 1966 as part of the original campus plan, designed by Dobiecki, Beattie, Coyle Architects, that included the Babylon student center, Riverhead Technology Building and Smithtown Science Building. These buildings enclose College Plaza that forms a plateau overlooking the surrounding campus and all have a consistent architectural language of exposed pre-cast concrete with red brick and large areas of recessed glass. The Library is located on the west side of the Plaza and is built into the slope. It is a two-story rectangular building with a basement and a penthouse set back from the roof edge. The overhanging roof is supported on double height pre-cast concrete columns that form a colonnade around the building. The main entrance to the library is off the plaza up a set of ceremonial steps, a ramp has been added to one side for handicapped accessibility. The first floor is a spacious open plan with a series of small offices and classrooms around the periphery. The central areas are used for the reference and the periodical sections; the circulation desk is located at the entrance to the library. A grand central stair connects the three floors. A single passenger elevator also connects the floors but this is located separately from the stair.

The second floor is also open plan and houses the main stack space with informal study areas throughout. These areas command extensive views across the surrounding landscape and College

Plaza. The Library interior was renovated in 1997, as part of an asbestos abatement program; and has been well maintained. The basement has been adapted to house the library and computer support spaces for the campus. There is also a computer lab for the students housed here. Unfortunately the increased load on the air conditioning system mean these spaces are uncomfortable to be in, (refer to Work Paper Seven).

The exterior of the building appears to be in fair condition, especially considering its age. There is no visible evidence of concrete spalling or major cracking in the brickwork. All the glazing is single glazed and therefore is not the most energy efficient solution available today but energy loss and solar gain through these windows is probably offset by the limited number of openings and the fact they are recessed. The roof inspection was not in the scope of this study, however considering the building age replacement should be considered in the near future.



Figure 1. Reading desk with recessed window in background



Figure 2. View from Riverhead

Year Built	August 1966
Original Architect	Dobiecki, Beattie, Coyler
Location	Ammerman Campus
Last Renovation	Interior refurbishment, 1997
Gross Floor Area	82,927 sf
Floors	Three + Penthouse
Construction Type	Concrete frame with brick in fill
Primary Uses	Library
Secondary Uses	Instructional, Administration & Building Services
Key Issues	Chiller Replacement
Pending Projects	Mechanical/Electrical Upgrades

Figure 4. Building summary

Administration	687sf
Building Services	110sf
Instructional & Departmental	2,153sf
Library	46,374
<b>Net Total</b>	<b>49,324sf</b>

Figure 5. Current building usage

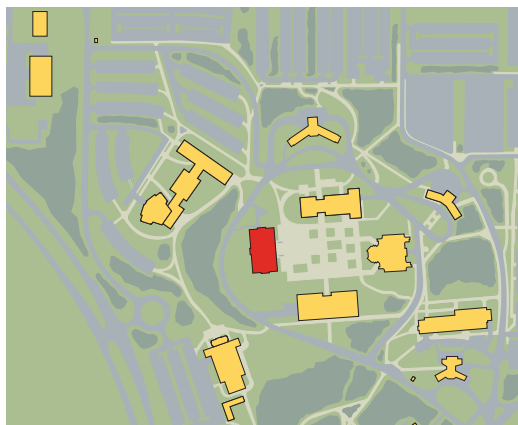
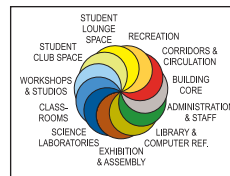
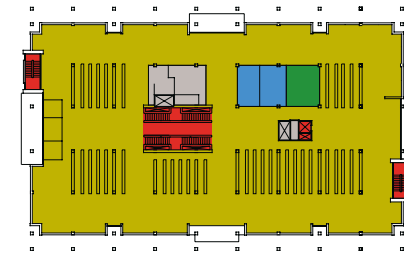


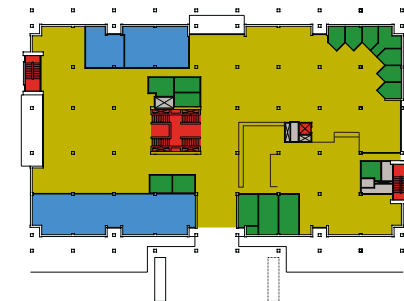
Figure 3. Key site plan



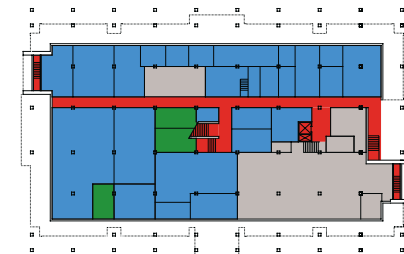
Figure 6. Temporary boiler.



Second Floor Plan



First Floor Plan



Basement Plan



Figure 7. Diagrammatic floor plans

### **Ammerman Building - Ammerman Campus**

*The Ammerman building was part of the original TB hospital, built circa 1940 and is typical of this type of hospital structure, comprising of two wings connected with a central core. At the end of each wing, on the second level there are also open balconies.*

*It is located near the campus core, to the north of the Babylon Student Center and is a two-story steel framed structure clad in brick with punch window openings. Over all the building skin appears to be in fair condition, although there is evidence that some of the lintels over the windows on the north side of the building are rusting. The roof was not inspected for this study. The interior, mechanical and electrical systems have been recently renovated. The Ammerman building is currently used as an administration building with some student support spaces; such as the bursar counter, which occupies part of the basement. Although the building has been fitted with an elevator it is only accessible through the rear entrance to the building.*

A.4

EXISTING BUILDING ANALYSIS



Figure 8. Main entrance to Ammerman Building

Year Built	circa 1940
Original Architect	One of the original TB hospital buildings
Location	Ammerman Campus
Last Renovation	Interior refurbishment, 1997
Gross Floor Area	30,858 sf
Floors	Three
Construction Type	Steel frame with brick
Primary Uses	Administration
Secondary Uses	Student Services
Key Issues	Parts of Exterior Deteriorating
Pending Projects	None

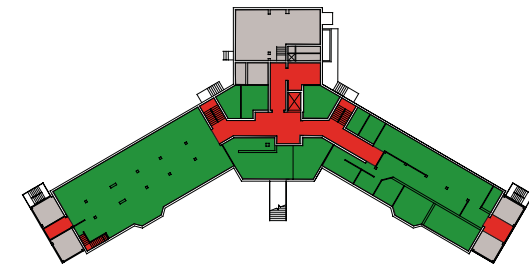
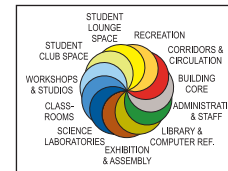
Figure 10. Building overview

Administration	18,261sf
Central Services	304sf
<b>Net Total</b>	<b>18,645sf</b>

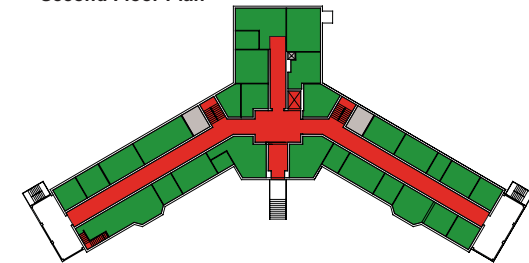
Figure 11. Current building usage



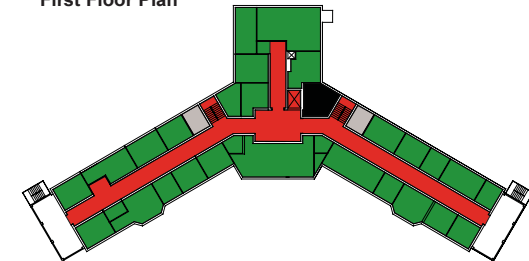
Figure 9. Key site plan



Second Floor Plan



First Floor Plan



Basement Plan

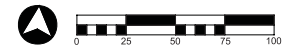


Figure 12. Diagrammatic floor plans

## Babylon Student Center - Ammerman Campus

Built in 1965, also by Dobiecki, Beattie, Coyer Architects, the Babylon Student Center is located to the north of the College Plaza and occupies a central position on campus.

It is a two-story building plus a basement and is built with an exposed concrete framed structure and brick infill panels and large areas of glass (see figure 17). The plan is approximately rectangular and is divided into two unequal parts by the entry lobby, a double height skylight space with two grand stairways, (see figure 12). To the East of the lobby, at half a level down, is the canteen, which has limited access to the plaza. The kitchen and serving line are set at the far east end of the building. Above the canteen is a large meeting room with a sunken area around a fireplace.

To the west of the lobby the building has two floors of student support offices.

The basement houses the campus bookstore, storage rooms and a games room.

This building was completed before accessibility standards were developed; the split-level design makes it difficult for handicapped students to move about easily, even though the building was retrofitted with one passenger elevator.

The exterior of the building appears to be in reasonable condition, the flat roof was not inspected. All

the glazing is single glazed, so there is an opportunity for improving its energy performance by re-glazing the building.



Figure 13. Main lobby



Figure 14. Babylon from College Plaza

A.6

EXISTING BUILDING ANALYSIS



Year Built	November 1965
Original Architect	Dobiecki, Beattie, Coyer
Location	Ammerman Campus
Last Renovation	Asbestos abatement, Summer 2000
Gross Floor Area	75,103 sf
Floors	Two + Basement
Construction Type	Concrete frame with brick in fill
Primary Uses	Student Activity
Secondary Uses	Instructional
Key Issues	Renovating of Kitchens
Pending Projects	\$3.3m Renovation project.

Figure 16. Building overview

Administration	3,509sf
Building Services	3,213sf
Student Activity	35,623sf
<b>Net Total</b>	<b>42,345sf</b>

Figure 17. Current building usage

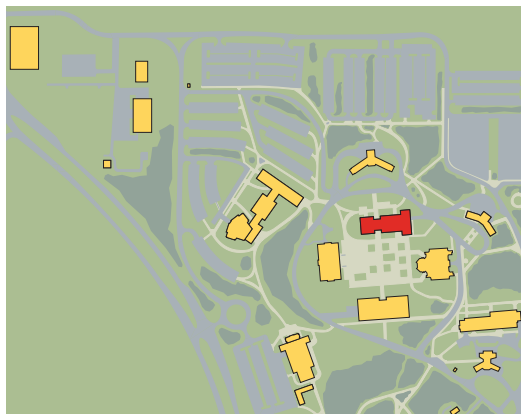
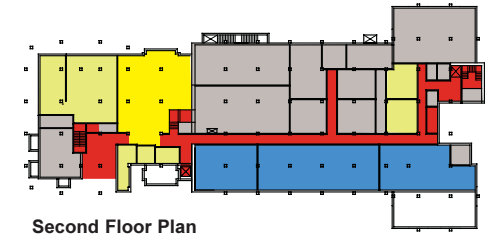
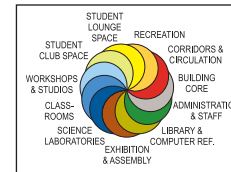


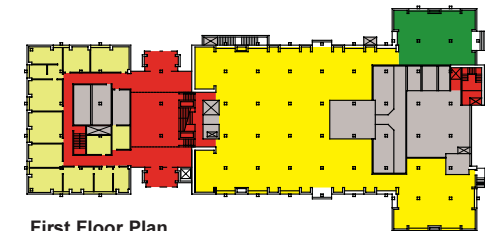
Figure 15. Key site plan



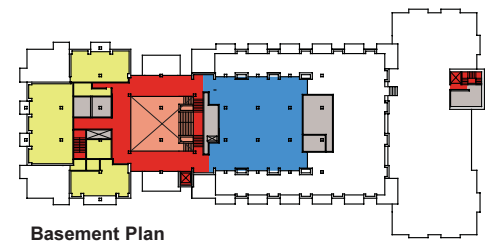
Figure 18. West end



Second Floor Plan



First Floor Plan



Basement Plan



Figure 19. Diagrammatic floor plans

### Brookhaven Gymnasium - Ammerman Campus

The Gym is located close to the Nicolls Road entrance to the Campus. It was completed in 1963 by H.M.Randall Associates and was part of the original campus plan. It is a typical field house plan with the large double height gymnasium spaces set behind a two-story block housing administration offices and meeting rooms. Under the gymnasium are the locker rooms and storage spaces. The siting of the building allows the basement to open out at grade on one end of the building giving access to the fields beyond. The gymnasium is a flat floor flexible space with roll out bleachers along one wall. It can be divided into two large spaces by a large curtain.

The building is a steel framed structure with exposed painted steel trusses spanning the gymnasium, (see figure 23). The walls are red brick with a translucent panel clerestory. The roof is a series of pitches finished in metal standing seam (see figure 19). The building's exterior has been well maintained and is in reasonable condition considering its age. The gymnasium interior has also been well cared for. The major issue at Brookhaven Gymnasium is the condition of the basement changing rooms and the inaccessibility of certain areas particularly the fitness room, which is accessed by a precarious ramp. Ventilation is also an issue in these areas; the College is currently waiting for funds to upgrade the HVAC system as part of the 1993 Master Plan.



Figure 20. Main entrance at second floor

A.8

EXISTING BUILDING ANALYSIS

Year Built	July 1963
Original Architect	H.M. Randall Assoc.
Location	Ammerman Campus
Last Renovation	
Gross Floor Area	56,594 sf
Floors	Two
Construction Type	Steel frame and brick
Primary Uses	Recreation
Secondary Uses	Administration
Key Issues	HVAC upgrading & basement renovation
Pending Projects	Renovation Budgeted, not Funded.

Figure 22. Building overview

Administration	990sf
Building Services	389sf
Central Services	134sf
Health & Physical Education	40,518sf
<b>Net Total</b>	<b>42,031sf</b>

Figure 23. Current building usage

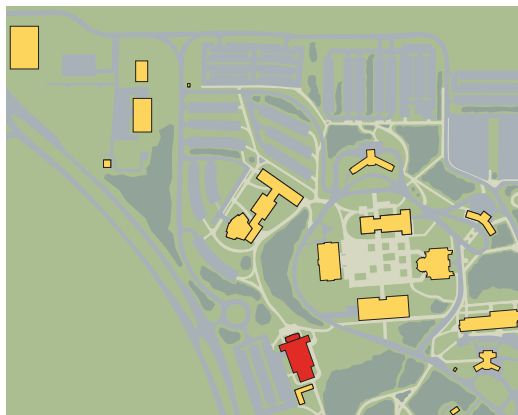
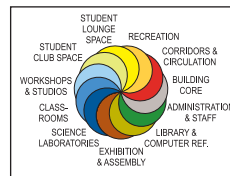
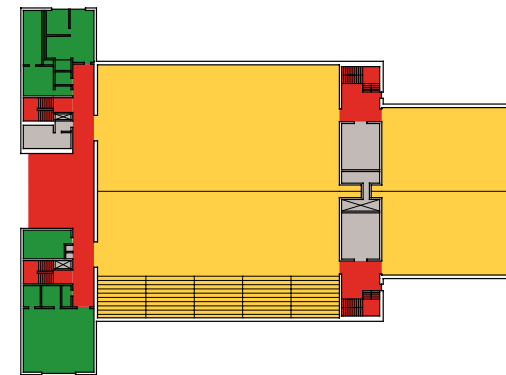


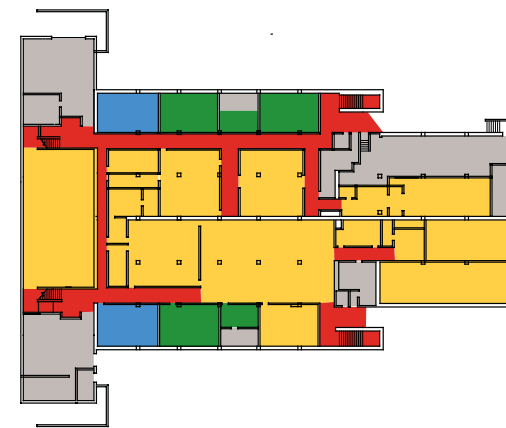
Figure 21. Key site plan



Figure 24. Gymnasium hall



Second Floor Plan



First Floor Plan

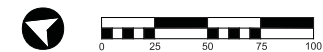


Figure 25. Diagrammatic floor plans

### Islip Arts Building - Ammerman Campus

Located to the northwest of College Plaza, at a slightly lower elevation, the Islip Arts Building was completed in 1964 by Ian Grad associates.

The building was designed in two wings that house a performing arts center, complete with a 425-seat auditorium, (see figure 25), smaller practice theaters and workshops and a classroom wing. The performing arts section is single story while the classroom portion is two-stories.

This building has been clad in red brick and pre-cast concrete elements. The glazed corridor walls have been arranged to overlook the small courtyards around the building, (see figure 26).

The building has undergone a phased renovation, which was recently completed with the renovation of the Shea Theater.

A.10

EXISTING BUILDING ANALYSIS



Figure 27. Sheltered court created by building plan



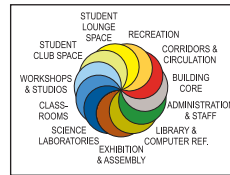
Figure 26. Shea Theater



Figure 28. Library space in Islip

Year Built	March 1964
Original Architect	Ian Grad Associates
Location	Ammerman Campus
Last Renovation	Theater renovation, 1998
Gross Floor Area	98,077 sf
Floors	One and Two + Basement
Construction Type	Steel frame and brick
Primary Uses	Instructional
Secondary Uses	Assembly
Key Issues	
Pending Projects	Renovation/addition budgeted, not funded

Figure 30. Current building usage



Administration	240sf
Assembly & Exhibition	9,608sf
Building Services	381sf
Central Services	2,313sf
General & Special Use	1,858sf
Instructional & Departmental	34,468sf
Library	369sf
Student Activity	3,367sf
<b>Net Total</b>	<b>52,604sf</b>

Figure 31. Current building usage

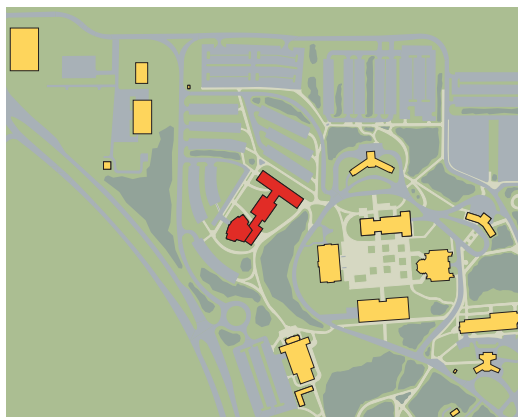


Figure 29. Key site plan



Figure 32. Pathway leads up hill to main entrance

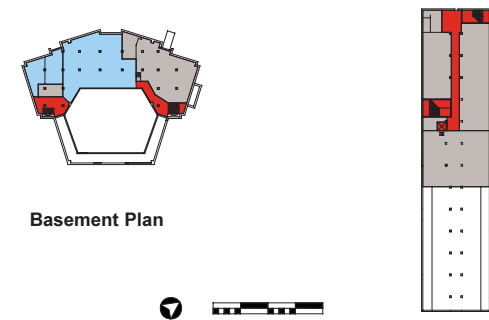
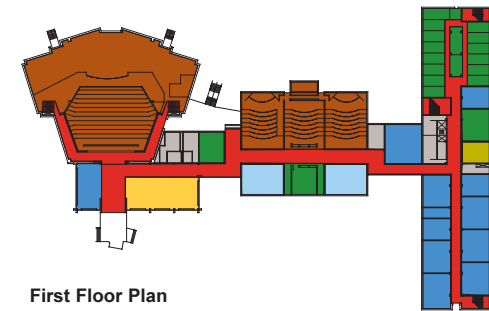
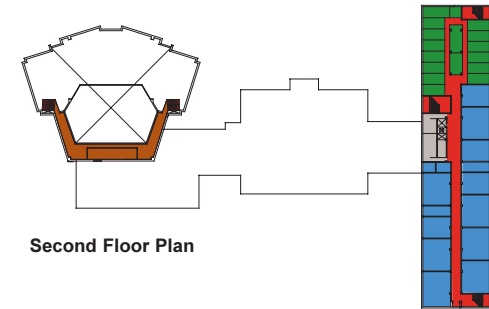


Figure 33. Diagrammatic floor plans

A.11

EXISTING BUILDING ANALYSIS

### Kreiling Hall - Ammerman Campus

*This is the oldest structure on campus, built circa 1934, and like the Ammerman building was part of the TB sanitarium. It was the Marshall Building, but recently renamed after being renovated. It is located east of College Plaza and forms the edge of a landscaped green between it and Smithtown Science Building. Like the Ammerman building its' layout consists of two wings connected by a central core. It is a two-story brick and steel frame structure with balconies at the end of each wing. The balconies on the second floor have been enclosed. Currently this building houses several functions including administrative offices on the first floor and biology labs and support spaces on the second floor. The basement is currently in use for offices and instructional space. Although the building is solidly built it is certainly not suited for its current use, the mechanical and electrical infrastructure is in need of desperate attention and the laboratories are outdated.*

A.12

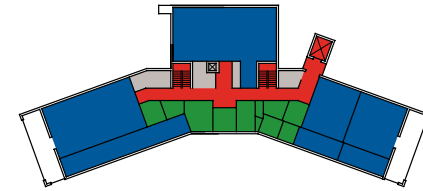
EXISTING BUILDING ANALYSIS



Figure 34. Preparation room adjacent to Labs

Year Built	1934
Original Architect	Part of original hospital
Location	Ammerman Campus
Last Renovation	Undergoing interior refurbishment
Gross Floor Area	23,607 sf
Floors	Two + Basement
Construction Type	Steel frame and brick
Primary Uses	Instructional
Secondary Uses	Administration
Key Issues	ADA accessibility and mech. systems
Pending Projects	Renovation budgeted , not funded

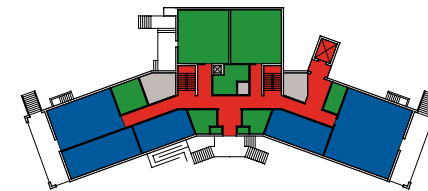
Figure 36. Building overview



Second Floor Plan

Building Services	1,091sf
General & Special Use	1,602sf
Instructional & Departmental	14,226sf
<b>Net Total</b>	<b>16,919sf</b>

Figure 37. Current building usage



First Floor Plan

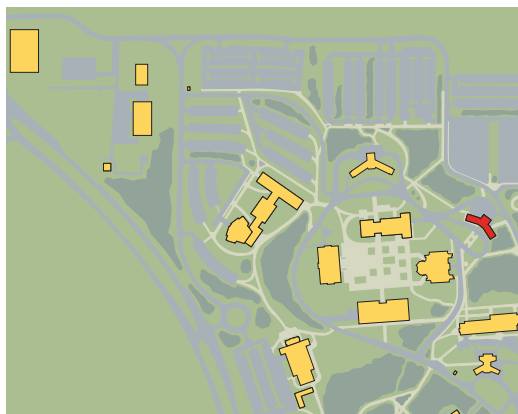
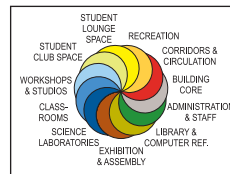
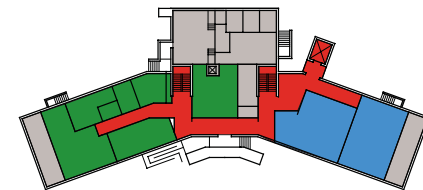


Figure 35. Key site plan



Figure 38. Kreiling with water tower in distance



Basement Plan



Figure 39. Diagrammatic floor plans

### **Norman F. Lehtrecker Building - Ammerman Campus**

*This structure was also a part of the TB sanatorium. It is located to the South of the Southampton Building and is set apart from the rest of the campus. The building faces the College Road entrance to the campus. It is a two-story building with a basement and is a timber-framed structure with a stucco finish and a pitched roof. The building has recently undergone a cosmetic renovation, including installing unitary air conditioning equipment; despite this the building has serious infrastructure deficiencies these are noted in more detail in Work Paper Seven.*

A.14

*The building is used for the central college administration.*

EXISTING BUILDING ANALYSIS

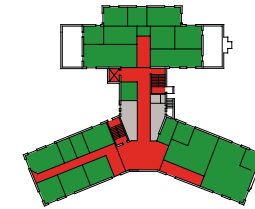


Figure 40. Main entrance to N.F.L.



Year Built	circa 1940
Original Architect	Part of original TB Sanatorium
Location	Ammerman Campus
Last Renovation	Interior refurbishment, 1997
Gross Floor Area	23,869 sf
Floors	Two + Basement
Construction Type	Timber Frame & Stucco
Primary Uses	Central Administration
Secondary Uses	Central Services
Key Issues	Infrastructure Deficiencies
Pending Projects	

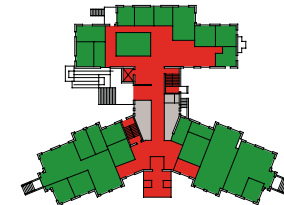
Figure 42. Building overview



Second Floor Plan

Administration	10,422sf
Building Services	464sf
Central Services	4,409sf
Electronic Data Processing	180sf
Instructional & Departmental	380sf
Public Space	336sf
Student Activity	203sf
<b>Net Total</b>	<b>16,394sf</b>

Figure 43. Current building usage



First Floor Plan

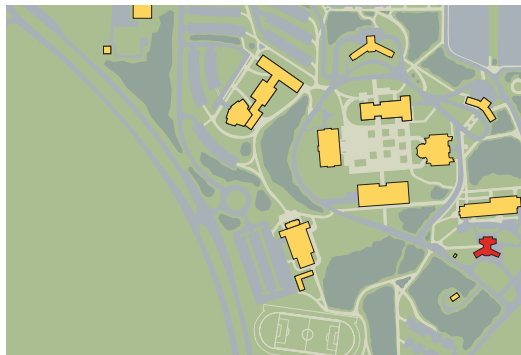
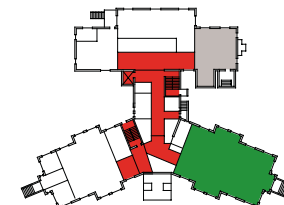
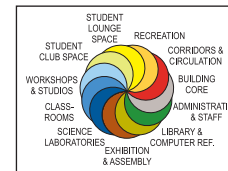


Figure 41. Key site plan



Basement Plan



Figure 44. Diagrammatic floor plans

### Riverhead Technology Building - Ammerman Campus

Completed in 1968 by Dobiecki & Beattie Architects this is the largest building on the campus. It is four stories tall and forms the southern edge to College Plaza. The building is built into a steep slope and can be accessed at several levels, including via a bridge from the plaza, (see figure 44). Like the other buildings of that period on campus, this is a red brick building with exposed pre-cast elements and large areas of single glazed windows. The fourth floor is set back slightly from the floors below and is expressed as a pre-cast concrete frame with glass infill panels. This floor houses faculty offices, the second and third floors are mainly instructional spaces, and the first floor /basement currently houses the TV program and some of the old machine shops. The building has been well maintained and the exterior appears to be in reasonable condition, how-

ever it has not been renovated since it's opening. The infrastructure is operating beyond its useful life (refer to Work Paper Seven) and the spaces need to be modified to meet today's teaching needs.

A.16

EXISTING BUILDING ANALYSIS



Figure 45. Bridge to Riverhead from College Plaza



Figure 46. View out across tree tops



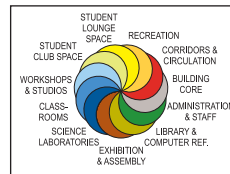
Figure 47. View of bridge from inside Riverhead



Figure 48. Sky light above central stair

Year Built	May 1968
Original Architect	Dobiecki & Beattie, Arch.
Location	Ammerman Campus
Last Renovation	
Gross Floor Area	117,762 sf
Floors	Three + Penthouse
Construction Type	Concrete frame with brick in fill
Primary Uses	Instructional
Secondary Uses	Administration
Key Issues	HVAC renovation
Pending Projects	None

Figure 50. Building overview



Administration	1,171sf
Building Services	1,833sf
Electronic Data Processing	1,476sf
General & Special Use	2,841sf
Instructional & Departmental	61,429sf
Instructional Resources	4,001sf
Student Activity	282sf
<b>Net Total</b>	<b>73,033sf</b>

Figure 51. Current building usage

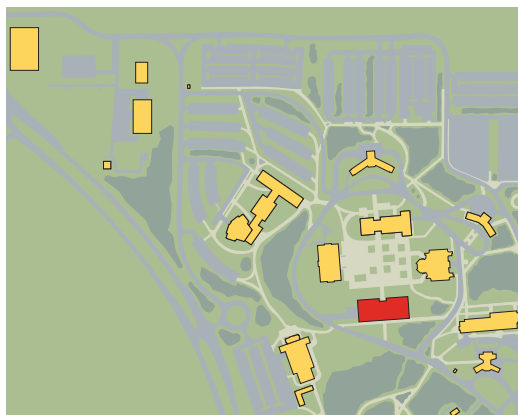
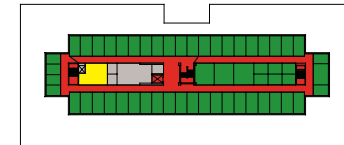


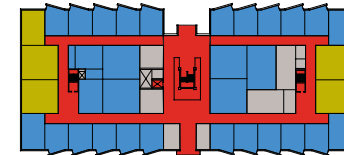
Figure 49. Key site plan



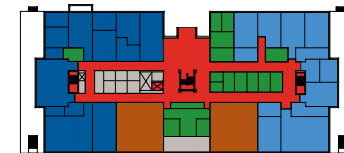
Figure 52. Riverhead on lower side



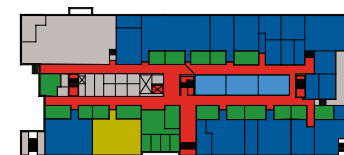
Penthouse



Second Floor Plan



First Floor Plan



Basement Plan

Figure 53. Diagrammatic floor plans

A.17

EXISTING BUILDING ANALYSIS

### Smithtown Science Building - Ammerman Campus

Completed in 1967 by Dobiecki & Beattie Architects this building is located on the eastside of the College Plaza opposite Huntington Library and is primarily a science lab building. It is a two-story brick and pre-cast concrete building with a basement. The plan is arranged with the large spaces located centrally and smaller classroom spaces arranged around this center. The circulation is arranged in an "h" pattern, which connects the four staircases at the corners of the building. On the first floor there are two large sloped floor auditoriums and several small classrooms. Science labs are housed on the second and basement levels. These labs are outdated and underutilized. The building also has accessibility issues that need to be addressed. The roof was recently replaced. As part of the 1993 Master Plan, renovation of the interior lighting and ceilings is scheduled.

A.18

EXISTING BUILDING ANALYSIS



Figure 55. Smithtown from across College Plaza



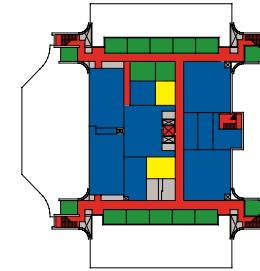
Figure 54. Facade facing College Plaza



Figure 56. Interior view of science lab

Year Built	June 1967
Original Architect	Dobiecki & Beattie Arch.
Location	Ammerman Campus
Last Renovation	Roof Replacement, 1997
Gross Floor Area	60,529 sf
Floors	Three
Construction Type	Concrete frame with brick in fill
Primary Uses	Sciences
Secondary Uses	
Key Issues	Accessibility Issues
Pending Projects	Renovation funded , scope development.

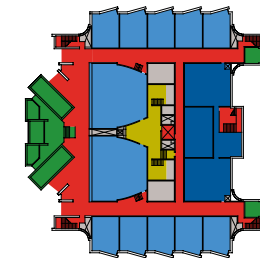
Figure 58. Building overview



Second Floor Plan

Administration	190sf
Building Services	757sf
Electronic Data Processing	445sf
General & Special Use	1,202sf
Instructional & Departmental	31,779sf
Student Activity	303sf
<b>Net Total</b>	<b>34,676sf</b>

Figure 59. Current building usage



First Floor Plan

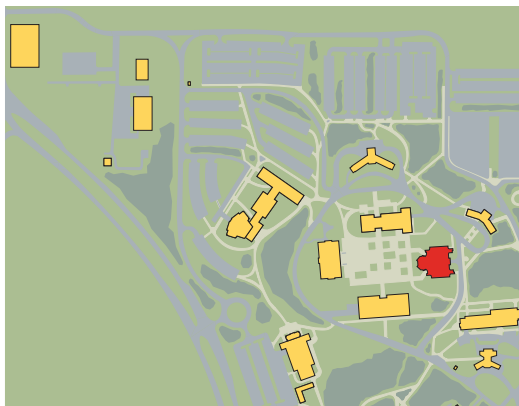
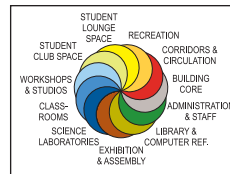
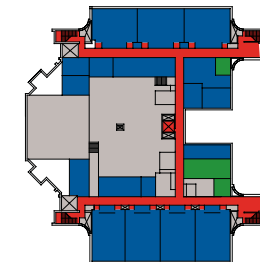


Figure 57. Key site plan



Figure 60. View of Smithtown on from path to Southampton



Basement Plan



Figure 61. Diagrammatic floor plans

### Southampton Building - Ammerman Campus

Completed in 1970 by Dobiecki & Beattie Architects this building is located to the south west of the Campus close to the Norman F. Lechtrecker Building. It is a three-story building built into the sloping site, so that it is accessible at two levels, on the south at the first floor and from the north at the second floor. Southampton is a long bar building arranged so that a central core links two corridors that are offset from one another. The building is primarily a graphic arts building with dedicated art studios on the second floor and music practice rooms buried into the hill on the first floor. The remainder of the building includes classrooms and faculty offices on the third floor. On the first floor level at the western end, a small cafeteria serves as a satellite student activity space. On the north side of the building, enclosed by a brick wall, is a sculpture garden that is accessible from the art studios. The building is in need of a comprehensive renovation to address deferred maintenance, and to update the instructional space. For example the existing art studios show signs of serious water damage due to the leaking skylights, (see figure 63), and there is evidence of asbestos throughout the studios.

The exterior of the building also needs attention particularly the roof terrace that wraps the south-west corner of the building.



Figure 62. North side of building and entrance at second floor



Figure 63. Lobby & assembly space



Figure 64. Art studio

Year Built	June 1970
Original Architect	Dobiecki & Beattie Arch.
Location	Ammerman Campus
Last Renovation	
Gross Floor Area	70,944 sf
Floors	Three
Construction Type	Concrete frame with brick in fill
Primary Uses	Instructional Studios
Secondary Uses	Student Lounge
Key Issues	I
Pending Projects	None

Figure 66. Building overview

Administration	868sf
Assembly & Exhibition	574sf
Building Services	1,132sf
Central Services	207sf
General & Special Use	766sf
Instructional & Departmental	36,361sf
Instructional Resources	346sf
Library	238sf
Student Activity	2,294sf
<b>Net Total</b>	<b>42,786sf</b>

Figure 67. Current building usage

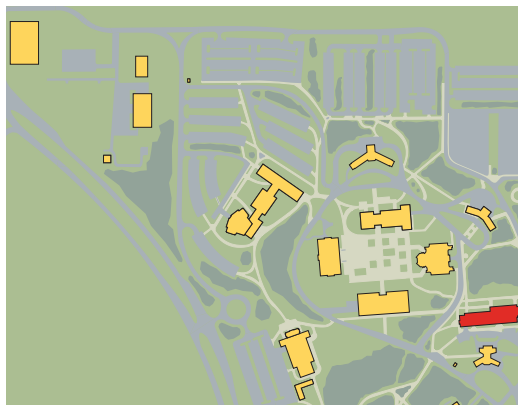
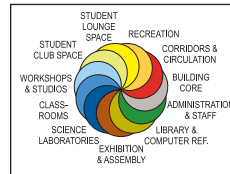
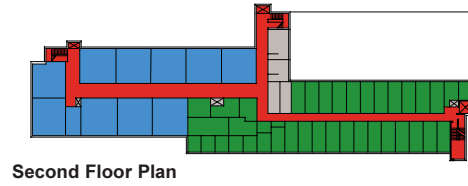


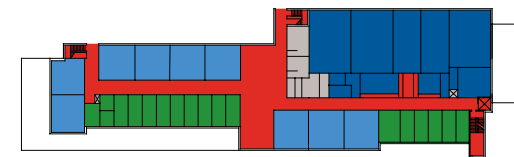
Figure 65. Key site plan



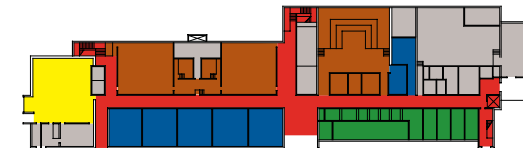
Figure 68. South side of Southampton and entrance at first flr



Second Floor Plan



First Floor Plan



Basement Plan



Figure 69. Diagrammatic floor plans

A.21

EXISTING BUILDING ANALYSIS

### Campus Kids Child Care Center - Ammerman Campus

The Campus' Child Day Care Center occupies an "L" shaped single-story building that has been fashioned from a prefabricated structure. It is located behind the Brookhaven Gymnasium and is convenient for parents who wish to drop off their children. Despite reasonable maintenance the building is beginning to show its age, the future plans for the campus should at some point include a more permanent facility located in a quieter part of the campus.

Year Built	
Original Architect	Prefabricated building
Location	Ammerman Campus
Last Renovation	
Gross Floor Area	3,648 sf
Floors	One
Construction Type	Timber
Primary Uses	Child Day Care Center
Secondary Uses	
Key Issues	Relocated to Permanent Building
Pending Projects	None

Figure 70. Key site plan

Administration	163sf
Student Activity	2,723sf
<b>Net Total</b>	<b>2,886sf</b>

Figure 71. Current building usage

A.22

EXISTING BUILDING ANALYSIS



Figure 72. Day care center beside Brookhaven parking lot

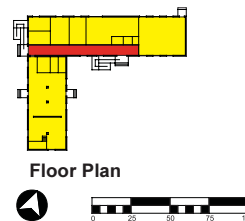


Figure 73. Diagrammatic floor plan of Day Care Center



### Automotive Technology Building - Ammerman Campus

Completed in 1998 by the Baldassano Architectural group, this is the most recent addition to the Ammerman Campus. It is a steel framed structure with spilt face concrete masonry infill panel walls. It includes workshops, classrooms and demonstration spaces for the automotive program. It is located adjacent to the Coleman road entrance to the campus close to the maintenance facility and away from the campus core.

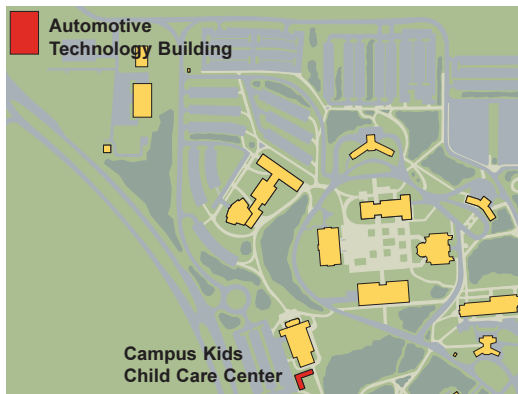
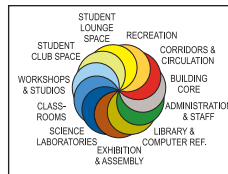


Figure 74. Key site plan

Year Built	March 1998
Original Architect	Baldassano Arch. Group
Location	Ammerman Campus
Last Renovation	
Gross Floor Area	20,000 sf
Floors	One + Mezzanine
Construction Type	Steel Frame w/ split faced CMU infill
Primary Uses	Instructional
Secondary Uses	
Key Issues	
Pending Projects	None

Figure 75. Key site plan

General & Special Use	722sf
Instructional & Departmental	12,750sf
Student Activity	407sf
<b>Net Total</b>	<b>13,879sf</b>

Figure 76. Current building usage

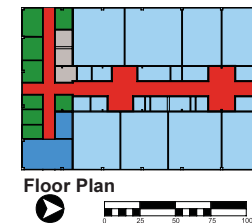


Figure 77. Diagrammatic floor plan for Automotive Building

### Maintenance Building - Ammerman Campus

This single story building houses the central services for the Campus and College. It is a steel portal framed building which has been enlarged recently to allow for more storage. It includes administration offices, storage, workshops, locker space and central receiving docks.

Year Built	
Original Architect	
Location	Ammerman Campus
Last Renovation	
Gross Floor Area	20,000 sf
Floors	One + Mezzanine
Construction Type	Steel frame
Primary Uses	Central Administration
Secondary Uses	
Key Issues	
Pending Projects	Renovation

Figure 78. Maintenance Building overview

Administration	256sf
Building Services	48sf
Central Services	17,000sf
<b>Net Total</b>	<b>17,304sf</b>

Figure 79. Current Maintenance Building usage

A.24

EXISTING BUILDING ANALYSIS

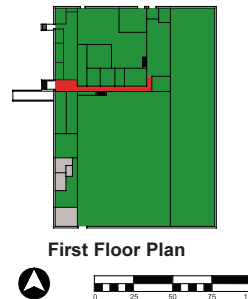


Figure 80. Maintenance Building floor plan

### The Presidents Cottage - Ammerman Campus

This two-story timber framed house is currently being used as office space. It is located close to the Norman F. Lechtrecker Building at the College Road entrance. It appears to be well maintained.

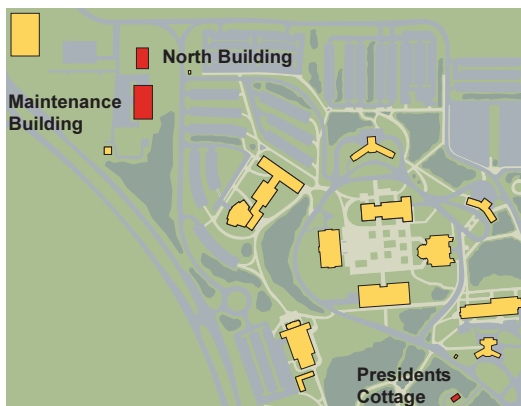
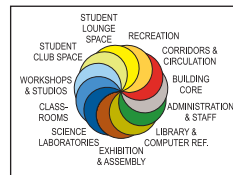


Figure 81. Key site plan

Year Built	
Original Architect	
Location	Ammerman Campus
Last Renovation	
Gross Floor Area	3,190 sf
Floors	Two
Construction Type	Timber Frame
Primary Uses	Administration
Secondary Uses	
Key Issues	
Pending Projects	

Figure 82. Presidents Cottage overview

Administration	2,852sf
<b>Net Total</b>	<b>2,852sf</b>

Figure 83. Current Presidents Cottage usage

### North Building - Ammerman Campus

Completed in 1998 by the Baldassano Architectural group the north building is a two story steel framed structure enclosed in split face concrete masonry. The first floor is used for storage for building services. The second floor includes the telephone switchboard, administrative offices and some small seminar rooms.

Year Built	March 1993
Original Architect	Baldassano w/Harold J. Ryan P.E
Location	Ammerman Campus
Last Renovation	
Gross Floor Area	7,864 sf
Floors	Two
Construction Type	Steel frame w/ CMU infill
Primary Uses	Administration
Secondary Uses	Instructional
Key Issues	
Pending Projects	

Figure 84. North Building overview

Administration	754sf
Building Services	3,186sf
Central Services	1,446sf
Student Activity	300sf
<b>Net Total</b>	<b>5,686sf</b>

Figure 85. Current North Building usage

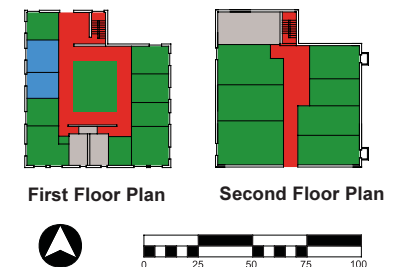


Figure 86. Diagrammatic North Building floor plans

### Peconic Building - Eastern Campus

The buildings at the Eastern Campus were all built as part of the 1976 Master Plan and were designed by the architect Frederick Wiedersum. Peconic is a two-story steel framed structure clad in a brownish blended brick. The standing seam metal roof is also brown with projecting eaves. The plan of the building consists of two blocks connected by a circulation core. Outside and adjacent to the cafeteria is a terrace that overlooks the campus green space, (see figure 90).

As the complete campus plan was not realized, Peconic has had to fulfill several functions, including library, administration, student center & cafeteria. This building has not been significantly renovated since its completion, it has, however, been well maintained, and therefore has lasted better than one might have expected. There are some signs of wear particularly in the kitchen area. In general the lighting and ceilings will need replacement in the near future. The exterior appears in reasonable condition, although the roof was not inspected as part of this report.

A.26

EXISTING BUILDING ANALYSIS



Figure 87. Service entrance



Figure 88. Facade facing quadrangle



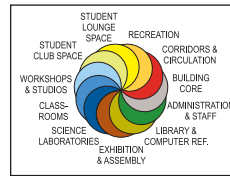
Figure 89. Peconic from north



Figure 90. Patio in front of cafeteria

Year Built	1976
Original Architect	Frederick Wiedersum
Location	Eastern Campus
Last Renovation	
Gross Floor Area	42,661 sf
Floors	Two
Construction Type	Steel framed brick structure
Primary Uses	Administration, Student Facilities & Library
Secondary Uses	
Key Issues	Interior Ceiling Renovation
Pending Projects	

Figure 92. Building overview



Administration	7,003sf
Building Services	285sf
Central Services	353sf
Health Services	431sf
Library	6,474sf
Student Activity	11,650sf
<b>Net Total</b>	<b>26,196sf</b>

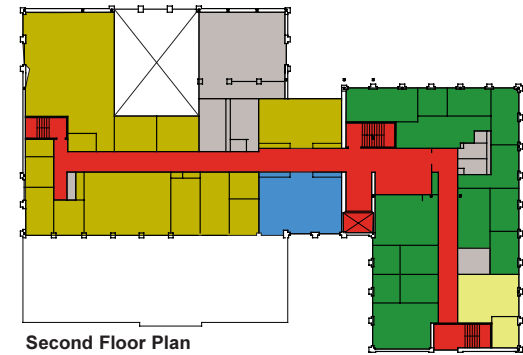
Figure 93. Current building usage



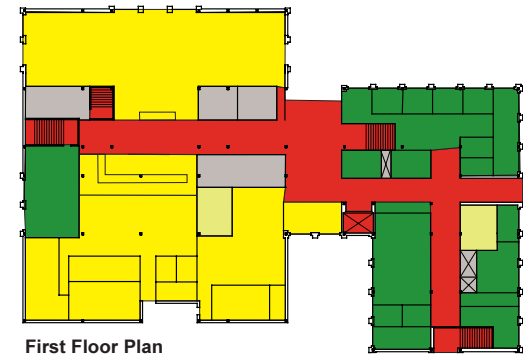
Figure 91. Key site plan



Figure 94. Public entrance to building and campus



Second Floor Plan



First Floor Plan

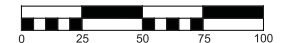


Figure 95. Diagrammatic floor plans

A.27

EXISTING BUILDING ANALYSIS

### Orient Building - Eastern Campus

This building is similar in construction to Peconic and is located opposite it across the campus green space. The building is linear in plan with a central core of support spaces surrounded by larger classrooms. The main components of the building are classrooms, art studios and faculty offices. Many of the classrooms have been converted into computer labs with varying degrees of success. Again like the other two buildings on site the interior is in need of attention, the ceilings and lighting are original, and will need replacement soon. The infrastructure concerns are discussed in Work Paper Seven.

A.28

EXISTING BUILDING ANALYSIS



Figure 96. Quadrangle side of building



Figure 97. Typical classroom



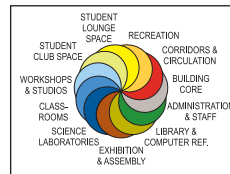
Figure 98. Adapted space as audio visual center



Figure 99. Adapted space as distant learning center

Year Built	1976
Original Architect	Frederick Wiedersum
Location	Eastern Campus
Last Renovation	
Gross Floor Area	33,442sf
Floors	Two
Construction Type	Steel framed brick structure
Primary Uses	Instructional
Secondary Uses	Administration
Key Issues	Integration of Technology and Interior Ceilings
Pending Projects	

Figure 101. Building overview



Administration	794sf
Building Services	733sf
Electronic & Data Processing	145sf
Instructional & Departmental	16,888sf
Library	110sf
Student Activity	686sf
<b>Net Total</b>	<b>19,356sf</b>

Figure 102. Current building usage

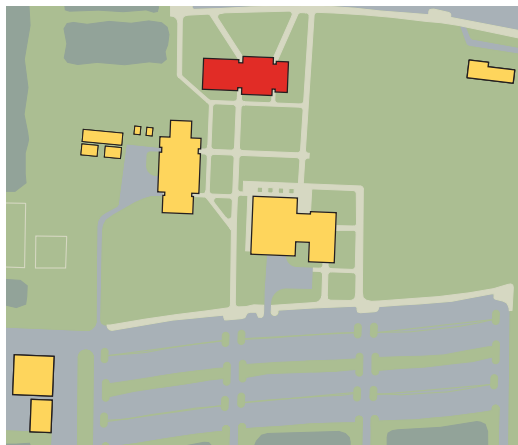
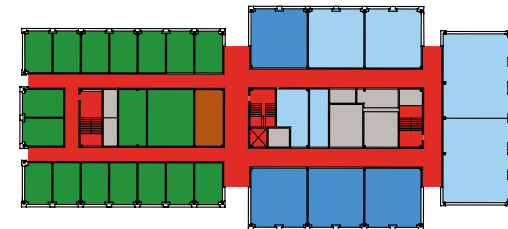


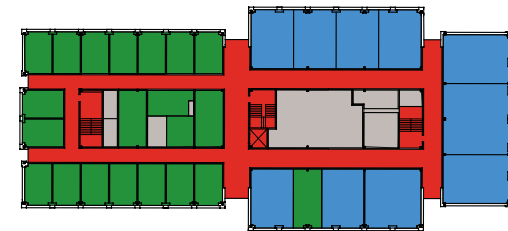
Figure 100. Key site plan



Figure 103. Entrance for parking lot



Second Floor Plan



First Floor Plan

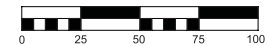


Figure 104. Diagrammatic floor plans

### Shinnecock Building - Eastern Campus

*This is the science instructional building at Eastern, its construction is identical to the other two buildings, and its plan is very similar to Orient. It has a total of six labs, three on the first floor and second floors. The building also has a large 225-seat lecture theater, which represents the only real assembly space on campus. The laboratories are original and therefore are in need of modernization. Again like the other two buildings on site the interior needs renovation.*

A.30

EXISTING BUILDING ANALYSIS



Figure 105. Service side of building



Figure 106. Science lab



Figure 107. Shinnecock from across the quadrangle



Year Built	1976
Original Architect	Frederick Wiedersum
Location	Eastern Campus
Last Renovation	
Gross Floor Area	35,595 sf
Floors	Two
Construction Type	Steel framed brick structure
Primary Uses	Instructional Lab's
Secondary Uses	Assembly & Administration
Key Issues	Outdated Lab's
Pending Projects	

Figure 109. Building overview

Administration	324sf
Building Services	1,512sf
Central Services	920sf
General & Special Use	62sf
Instructional & Departmental	19,081sf
<b>Net Total</b>	<b>21,899sf</b>

Figure 110. Current building usage

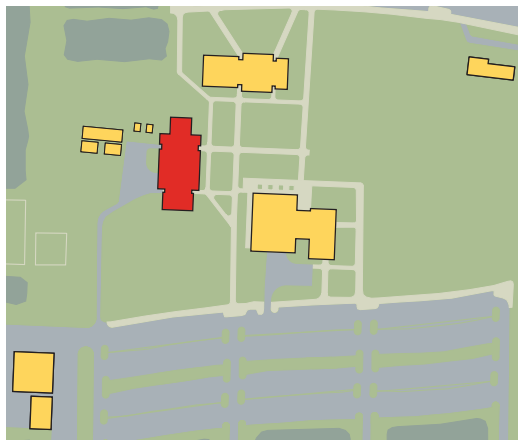
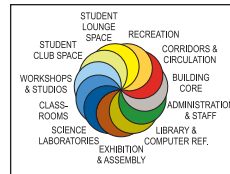
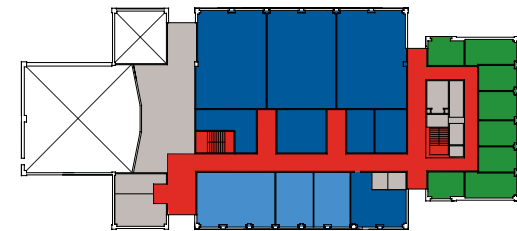


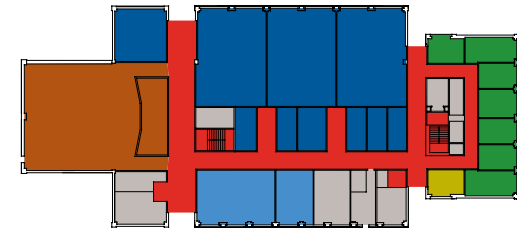
Figure 108. Key site plan



Figure 111. Key site plan



Second Floor Plan



First Floor Plan

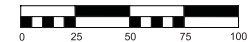


Figure 112. Diagrammatic floor plans

A.31

EXISTING BUILDING ANALYSIS

### Greenhouse - Eastern Campus

The campus recently completed this prefabricated structure to house plants for its science and horticulture programs.

Year Built	1998
Original Architect	
Location	Eastern Campus
Last Renovation	
Gross Floor Area	6,480 sf
Floors	One
Construction Type	Steel frame and glass
Primary Uses	Instructional
Secondary Uses	
Key Issues	
Pending Projects	

Figure 113. Current greenhouse usage

Instructional & Departmental	3,464sf
<b>Net Total</b>	<b>3,464sf</b>

Figure 114. Current greenhouse usage



Figure 115. Greenhouse

A.32

EXISTING BUILDING ANALYSIS

### Central Energy Plant - Eastern Campus

This building is located on the southeast side of the campus, it was designed to blend with the other campus buildings, and is built in the same materials. It was intended to support a total of eight buildings and therefore is oversized for the present campus. With the necessary upgrade it will be able to cope with the campus' expansion. The campus infrastructure is discussed in detail in Work Paper Seven.

Year Built	1976
Original Architect	Frederick Wiedersum
Location	Eastern Campus
Last Renovation	Sept 1998, Burwood Engineering
Gross Floor Area	15,468 sf
Floors	One + Mezzanine
Construction Type	Steel framed brick structure
Primary Uses	Plant Operations
Secondary Uses	Administration
Key Issues	Equipment Upgrade
Pending Projects	

Figure 118. Central energy plant overview

Building Services	103sf
Central Services	4,395sf
<b>Net Total</b>	<b>4,498sf</b>

Figure 119. Current central energy plant usage

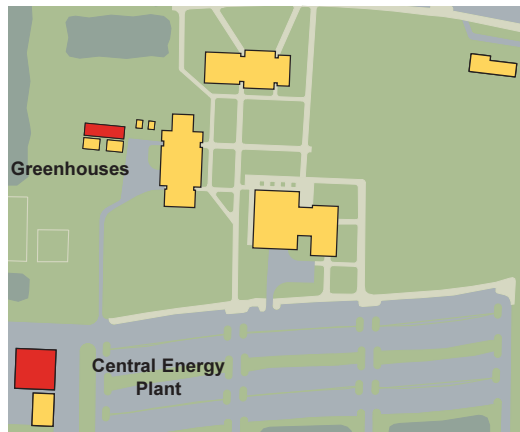
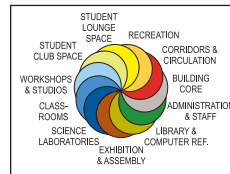


Figure 116. Key site plan



Figure 117. Central Energy Plant with volleyball courts in foreground

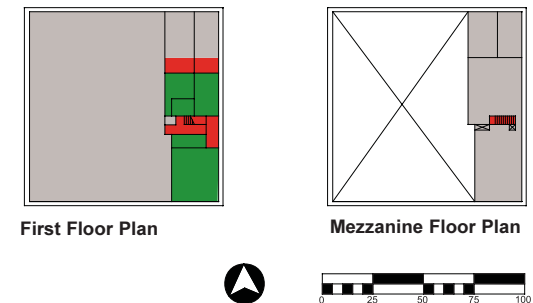


Figure 120. Diagrammatic Central Energy Plant floor plans

### Sagtikos Arts and Science Building- Western Campus

Completed in 1989 by Larry Smith & Associates the Sagtikos Arts and Science Building is located on the northwest side of the campus beyond Captree Commons. It is a two-story brick structure with a partial basement, ribbon windows and a flat roof. The plan consists of a linear building running east west with the theater block protruding on the north side of the building. The main entry is through a two-story atrium that splits the linear portion of the building into two unequal parts and acts as the foyer space to the theater. To the west of the lobby on the first floor is the library, and on the second floor science laboratories. To the east of the foyer, on the first floor are classrooms and seminar spaces for the ESL program; the second floor houses faculty offices. The black box theater seats 450 people in two tiers. The theater support spaces have recently been renovated modifying the dressing rooms and adding an elevator.

Overall the building appears to be in good condition and has been well maintained. It is the programming of the building that is an issue. The library was not originally intended as part of this project and its location below the science labs is questionable. In the past there have been leaks from the labs above into the reference areas.

The science labs are in need of renovation because the layout was based on a much older prototype and are ill suited for teaching today's science. The ESL quarters are cramped and need to be relocated.



Figure 121. Main lobby



Figure 123. Strip window



Figure 122. Sagtikos main entrance

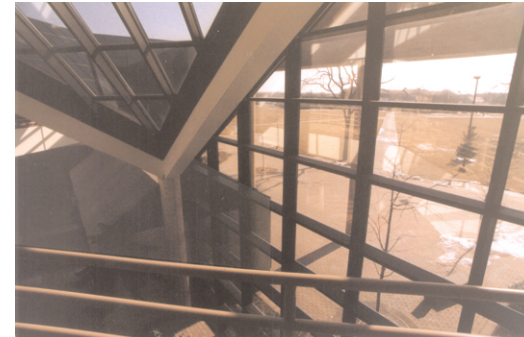
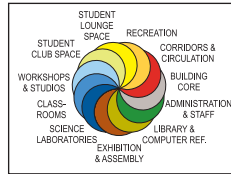


Figure 124. Looking out from second floor of lobby



Year Built	1989
Original Architect	Larry Smith & Associates
Location	Western Campus
Last Renovation	
Gross Floor Area	109,876 sf
Floors	Two
Construction Type	Steel framed w/ brick in-fill
Primary Uses	Instructional, Assembly & Library
Secondary Uses	Administration
Key Issues	Science lab's in need of upgrading, and library needs own building.
Pending Projects	Theater project funded.

Figure 127. Building overview

Administration	50sf
Assembly & Exhibition	2,142sf
Building Services	295sf
Central Services	653sf
General & Special Use	179sf
Instructional & Departmental	34,307sf
Library	15,321sf
Student Activity	4,494sf
<b>Net Total</b>	<b>57,441sf</b>

Figure 128. Current building usage



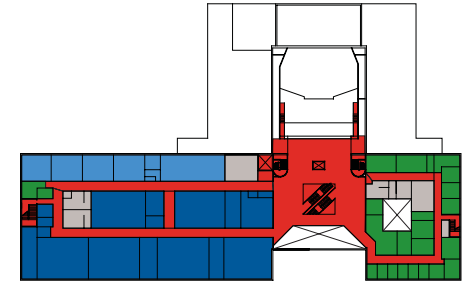
Figure 125. View of Captree from Sagtikos entrance



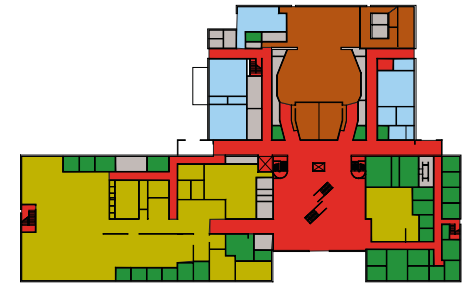
Figure 126. Key site plan



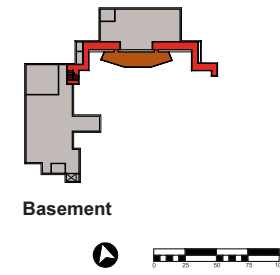
Figure 129. Sagtikos from across triangular space



Second Floor Plan



First Floor Plan



Basement

Figure 130. Diagrammatic floor plans

A.35

EXISTING BUILDING ANALYSIS

A.36

EXISTING BUILDING ANALYSIS

### Captree Commons - Western Campus

This single story structure is located approximately at the center of the campus and is the only dedicated Student Activities building on site. It has been built piecemeal over the years by building an addition to the original prefabricated building. The addition is a light weight steel framed building clad in beige brick with a metal panel fascia; the original building has been re-clad in the same brick and has the same metal panel fascia. The "galleria" has a pitched roof that stands out above the adjacent flat roofs and creates an axis through the building. To the south of the building is a small paved terrace that is accessible from the cafeteria. The plan is divided into three distinct zones; the food service; bookstore & meeting / lounge areas; and student administrative offices. The campus is currently short of student space this will only be exacerbated when the Multipurpose Building is on line.

The building appears to be in good condition and has been well maintained.



Figure 131. North end of Captree Commons



Figure 132. View of Captree Commons on the right

Year Built	
Original Architect	
Location	Western Campus
Last Renovation	Made permanent in 1998
Gross Floor Area	29,964 sf
Floors	One + Part Basement
Construction Type	Mixed construction w/ steel frame addition
Primary Uses	Student Facilities
Secondary Uses	Administration and Assembly
Key Issues	
Pending Projects	

Figure 134. Building overview

Administration	1,126sf
Assembly & Exhibition	569sf
Building Services	255sf
Student Activity	18,079sf
<b>Net Total</b>	<b>20,029sf</b>

Figure 135. Current building usage

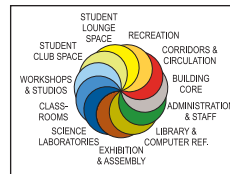
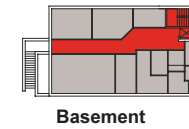


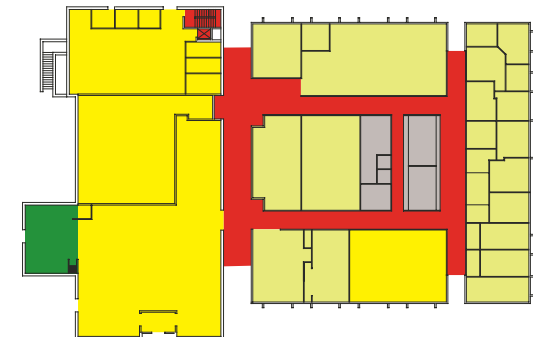
Figure 133. Key site plan



Figure 136. Captree Commons to the left



Basement



First Floor Plan

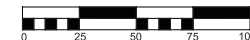


Figure 137. Diagrammatic floor plans

### Caumsett Hall - Western Campus

*This was the original Pilgrims State hospital building and dates from the 1930's. It is a two-story steel framed structure with a basement and has a pitched tiled roof. It is clad with red brick and has punched windows. The plan has three wings that spread from a central core, a typical configuration of hospital buildings of that era. The main entrance is on the north side of the building and opens onto a small landscaped court opposite the campus cottages. This plaza is currently the only formal landscaped area on campus. The building has undergone several renovations and has had an elevator added. It is currently used as an administration building, with some computer instructional classrooms on the second floor. The building is reasonably well suited to administrative purposes, but the computer labs are not a good fit.*

*The building appears to be in good condition and has been well maintained.*



Figure 138. Main entrance to Caumsett

A.38

EXISTING BUILDING ANALYSIS



Year Built	
Original Architect	Building was part of Pilgrims State hospital
Location	Western Campus
Last Renovation	Interior renovation in 1998
Gross Floor Area	40,824 sf
Floors	Three
Construction Type	Steel frame with brick
Primary Uses	Administration
Secondary Uses	
Key Issues	
Pending Projects	

Figure 140. Building overview

Administration	11,377sf
Building Services	132sf
Central Services	623sf
Instructional & Departmental	11,127sf
Library	99sf
Student Activity	196sf
<b>Net Total</b>	<b>23,554sf</b>

Figure 141. Current building usage

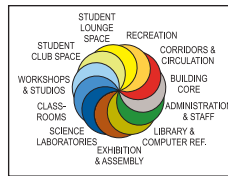
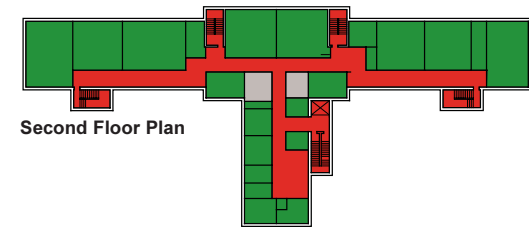


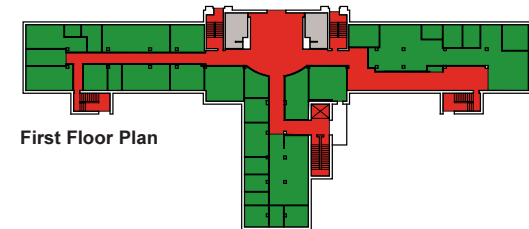
Figure 139. Key site plan



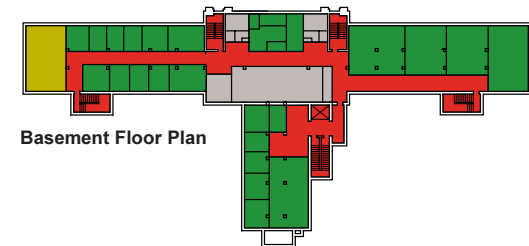
Figure 142. View of Caumsett from parking lot



Second Floor Plan



First Floor Plan



Basement Floor Plan



Figure 143. Diagrammatic floor plans

A.39

EXISTING BUILDING ANALYSIS

### Paumanok Hall - Western Campus

This single story building was completed in 1995, and houses the veterinarian science program. It is located somewhat remotely on the eastern end of the campus. It is a "L" shaped plan, one wing houses classrooms, labs and a darkroom, the other the animal pens. The building is clad in fair-faced masonry with an EIFS fascia; the roof is flat with pediments at the entrances. There is evidence of differential settlement between the two wings but otherwise the building appears to be in good condition..

Year Built	
Original Architect	Unknown
Location	Western Campus
Last Renovation	
Gross Floor Area	21,299sf
Floors	One
Construction Type	
Primary Uses	Instructional
Secondary Uses	
Key Issues	
Pending Projects	

Figure 145. Building overview

Building Services	100sf
General & Special Use	128sf
Instructional & Departmental	13,182sf
Library	100sf
<b>Net Total</b>	<b>13,510sf</b>

Figure 146. Current building usage



Figure 144. Paumanok Hall from parking lot beside Caumsett

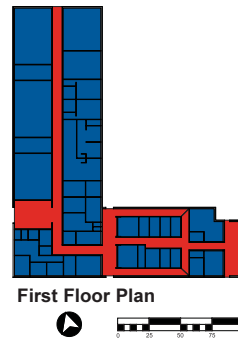


Figure 147. Diagrammatic floor plan

A.40

EXISTING BUILDING ANALYSIS

### Nesconsett Hall - Western Campus

*Like Captree Commons, this single story building started life as a temporary structure and has been added to and modified to make it more permanent. The building has two wings, a classroom wing and the nursing wing, which is the most recent addition. The building has been clad with thin set brick and has a standing seam metal roof. The interior, despite good maintenance, is beginning to show signs of wear; the ceilings are sagging slightly and will need replacing in the future, and the floors will need attention.*

*The campus should aim to replace all the temporary structures on site with more permanent structures.*

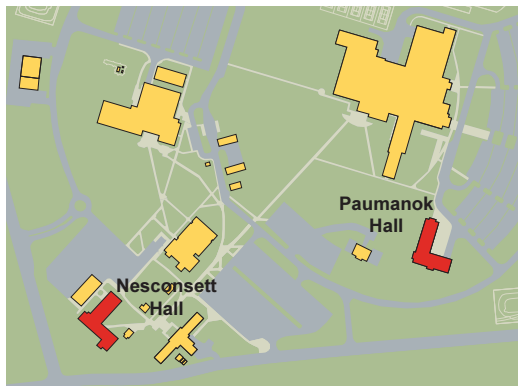
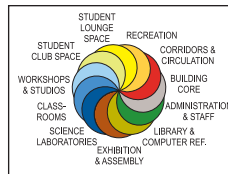


Figure 148. Key site plan



Figure 149. East side of Nesconsett Hall

Year Built	
Original Architect	Prefabricated Building
Location	Western Campus
Last Renovation	Make permanent and addition
Gross Floor Area	17,584 sf
Floors	One
Construction Type	Prefabricated Modular Building
Primary Uses	Instructional Lab's & Classrooms
Secondary Uses	Administration
Key Issues	
Pending Projects	

Figure 150. Building overview

Administration	424sf
Building Services	36sf
Instructional & Departmental	12,294sf
Instructional Resources	64sf
Student Activity	216sf
<b>Net Total</b>	<b>13,034sf</b>

Figure 151. Current building usage

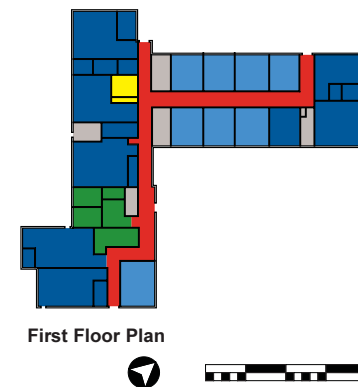


Figure 152. East side of Nesconsett Hall

A.41

EXISTING BUILDING ANALYSIS

### The Cottages - Western Campus

These three cottages were the original residences for the doctors who attended the patients in the hospital and date from the 1930's. They are currently used as faculty offices but need to be replaced as they do not meet code or cannot be retrofitted to meet today's accessibility standards.

Year Built	
Original Architect	Were part of the Pilgrims State hospital
Location	Western Campus
Last Renovation	
Gross Floor Area	8,434 sf in total
Floors	Two + Basements
Construction Type	Wood frame
Primary Uses	Administration
Secondary Uses	
Key Issues	ADA accessibility
Pending Projects	None

Figure 155. Current building usage

Administration	290sf
Inactive	2,550sf
Instructional & Departmental	3,840sf
<b>Net Total</b>	<b>6,680sf</b>

Figure 156. Current building usage

A.42



Figure 153. Central and South Cottage



Figure 154. Cottage seen through trees

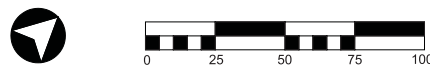
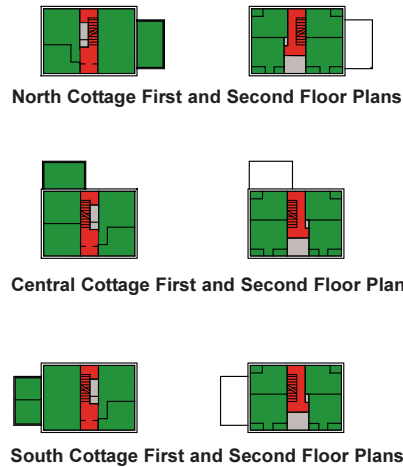


Figure 157. The Cottages diagrammatic floor plans



Figure 158. Key site plan

### Westside Building and The Annex - Western Campus

These prefabricated modular buildings are temporary structures intended to provide short-term classroom space for the campus. They have both been used beyond their expected useful life. It is intended that the Annex will be decommissioned with the completion of the Multipurpose Building. Westside is scheduled to be demolished as part of the Master Plan once a new instructional building is built.

Year Built	
Original Architect	Prefabricated Building
Location	Western Campus
Last Renovation	
Gross Floor Area	7,950 sf
Floors	One
Construction Type	Prefabricated Modular
Primary Uses	Instructional Classrooms
Secondary Uses	
Key Issues	Past intended working life
Pending Projects	None

Figure 160. Westside overview

Instructional & Departmental	5,947sf
<b>Net Total</b>	<b>5,947sf</b>

Figure 161. Current Westside usage



Figure 162. Westside Building

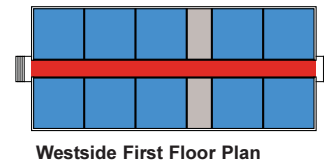


Figure 163. Westside Building

Year Built	
Original Architect	Prefabricated Building
Location	Western Campus
Last Renovation	
Gross Floor Area	7,047 sf
Floors	One
Construction Type	Prefabricated Modular
Primary Uses	Instructional Classrooms
Secondary Uses	
Key Issues	Past intended working life
Pending Projects	None

Figure 164. The Annex overview

Instructional & Departmental	5,800sf
<b>Net Total</b>	<b>5,800sf</b>

Figure 165. Current Annex usage

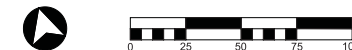
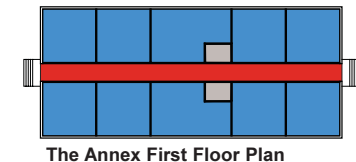


Figure 166. The Annex Building



Figure 159. Key site plan

### Suffolk Kids' Cottage - Western Campus

This single story building is located close to Paumanok Hall adjacent to a large parking area. This building is fashioned from prefabricated modular buildings and has a pitched roof. The Master Plan calls for a relocation of this facility. A more permanent facility should also be considered.

Year Built	
Original Architect	Prefabricated Building
Location	Western Campus
Last Renovation	
Gross Floor Area	3,456 sf
Floors	One
Construction Type	Prefabricated Modular
Primary Uses	Child Day Care Center
Secondary Uses	
Key Issues	
Pending Projects	

Figure 167. Suffolks kids' Cottage overview

Administration	217sf
Student Activity	2,415sf
<b>Net Total</b>	<b>2,632sf</b>

Figure 168. Current Suffolk Kids' Cottage usage

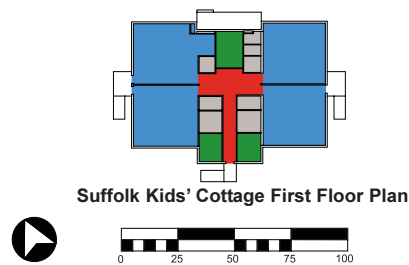


Figure 169. Diagrammatic Campus Kids' Center floor plan

### Plant Operations Building - Western Campus

This barn was a part of the original hospital grounds; it has been converted to offices and serves as the head quarters for the building services.

Year Built	
Original Architect	Was part of Pilgrims State hospital
Location	Western Campus
Last Renovation	
Gross Floor Area	4,000 sf
Floors	Two
Construction Type	Wood frame
Primary Uses	Building Services & Central Services
Secondary Uses	
Key Issues	Fire code issues.
Pending Projects	

Figure 170. Plant Operations Building overview

Central Services	3,778sf
<b>Net Total</b>	<b>3,778sf</b>

Figure 171. Current Plant Operations Building usage



Figure 172. Plant operations building with storage building in foreground

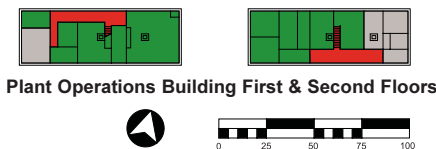


Figure 173. Diagrammatic Plant Operations Building floor plans

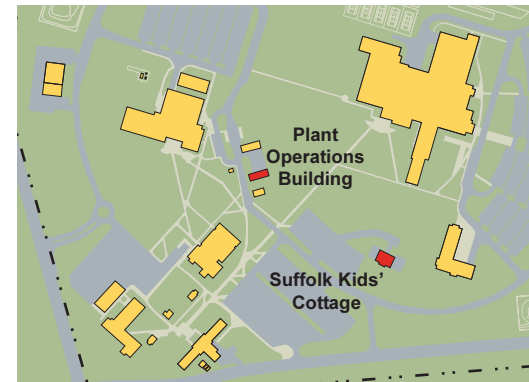


Figure 174. Key site plan

### Maintenance & Service Building - Western Campus

This building was completed in 1994 and is located outside Loop Road. It includes workshops and storage for central and building services, the campus will need to enlarge this facility to cope with the new Multipurpose Building in the immediate future.

Year Built	May 1994
Original Architect	Baldassano Arch. Group
Location	Western Campus
Last Renovation	
Gross Floor Area	9,670 sf
Floors	One
Construction Type	Steel frame w/ CMU in-fill
Primary Uses	Central Services
Secondary Uses	
Key Issues	
Pending Projects	

Figure 176. Maintenance & Service Building overview

Building Services	12sf
Central Services	7,532sf
<b>Net Total</b>	<b>7,544sf</b>

Figure 177. Current Maintenance & Service Building usage



Maintenance & Services Building Floor Plans

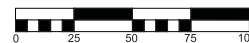


Figure 178. Maintenance Building diagrammatic floor plans

### Storage & Security Building - Western Campus

Located adjacent to the Plant Operations Building, this single story building is currently headquarters for campus security.

Year Built	
Original Architect	Unknown
Location	Western Campus
Last Renovation	
Gross Floor Area	2,594 sf
Floors	One
Construction Type	
Primary Uses	Central Services (Storage)
Secondary Uses	
Key Issues	
Pending Projects	

Figure 179. Storage & Security Building overview

Building Services	540sf
Central Services	540sf
<b>Net Total</b>	<b>1,080sf</b>

Figure 180. Current Storage & Security Building usage



Storage & Security Building Floor Plan

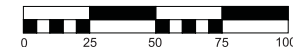


Figure 181. Storage & Security Building diagrammatic floor plan

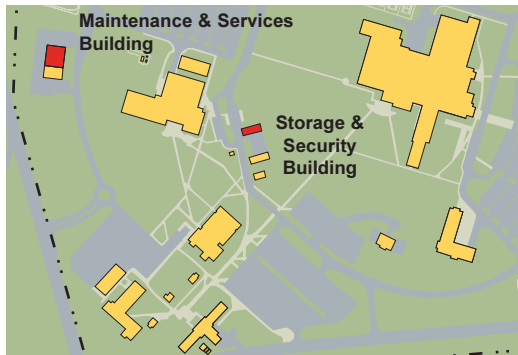
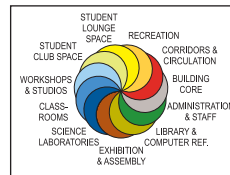


Figure 175. Current Maintenance & Service Building usage





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