DOCUMENT RESUME

ED 021 415 EF 001 695

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THE INTERIM CAMPUS. STARTING NEW COMMUNITY JUNIOR COLLEGES.

American Association of Junior Colleges, Washington, D.C.

Note- 41p.

Available from- American Association of Junior Colleges, 1315 Sixteenth St., N.W., Washington, D. C. 20036, ($1.50).

EDRS Price MF-$0.25 HC-$1.72

Descriptors- BUILDING CONVERSION, *COLLEGE BUILDINGS, COLLEGE PLANNING, *COMMUNITY COLLEGES, COMMUNITY SUPPORT, *EDUCATIONAL FINANCE, *FACILITY CASE STUDIES, FINANCIAL NEEDS, FINANCIAL PROBLEMS, *JUNIOR COLLEGES

The American Association of Junior Colleges made this study to provide information for those wishing to develop new community junior colleges. A questionnaire was sent to the 250, two-year colleges which have begun operation since 1959. Ninety-one responded. Data was assembled by the method used by new institutions to begin their programs. Major types were--(1) evening program in shared-time facilities, (2) leased, temporary facilities previously used for non-instructional purposes, (3) leased, temporary facilities previously used for instructional purposes, (4) purchased and renovated pre-existing facilities, and (5) erection of new facilities through prefabricated or standard construction. Eight case studies are reported illustrating each type. Each case study offers a description of the interim campus and basic data relative to time lapse from appointment of college president to opening day and evening classes, faculty, students, space and costs. Communities investigating interim colleges are advised to weigh values of immediate service against problems of investing scarce funds in temporary solutions. The conclusion reached is that most communities will accept "with enthusiasm" any proposed facility solution within reasonable limits "that will place the college in service without undue delay". (HH)

THE INTERIM CAMPUS

SERVING NEW COMMUNITY JUNIOR COLLEGES

RICHARD C. RICHARDSON, JR.

THE INTERIM CAMPUS

STARTING NEW COMMUNITY JUNIOR COLLEGES

American Association of Junior Colleges ■ 1315 Sixteenth Street, N.W. ■ Washington, D. C. 20036

CONTENTS:

Price: $1.50

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1315 Sixteenth Street, N.W.
Washington, D. C. 20036

Printed in U.S.A.

FOREWORD

Harold Gores, president of Educational Facilities Laboratories, in stressing the importance of flexibility in designing educational facilities, has said that we should design our schools to someday become something else. All of us involved in various phases of facilities planning would not dispute this basic point of view.

At this point in time, however, with the rate of growth what it is in the community college field, one might be tempted to reverse Dr. Gores' statement and say that everything else should have been designed to become a college.

One a week is a conservative estimate of the rate at which new community colleges are currently being created in the fifty states. As a matter of fact, the American Association of Junior Colleges identified seventy-two new institutions which opened their doors to students in the fall of 1967.

In order to become operational at the earliest possible date, most of these newly created colleges are getting their start in some form of temporary facility — an "interim campus."

Almost every conceivable type of existing building is being converted to an interim college facility in the big rush to action — a dairy farm in Illinois, a machine tool factory in Rhode Island, department stores in Dallas and Philadelphia, a ghost town in Florida, and former army and air bases everywhere.

Foolish? Perhaps in some instances. Some planners don't believe in the interim campus at all. However, once the people of a community have made the college commitment, they usually expect, and probably deserve, action. The usual result is an interim campus and the evidence points to the probability that more often than not the interim campus nets an educational dividend in the long run.

Interim campuses are not without their pros and cons, however, and in an attempt to lend a measure of guidance to the planners of new colleges, the Facilities Information Service at AAJC proposed this study of interim campuses to help those entering the planning processes to gain some knowledge of how others have gotten their start. The solutions are diverse, the options are numerous, and the advantages and disadvantages must be weighed.

Richard C. Richardson, Jr., has done an excellent job in his analysis of the interim campus. The planning team for any new institution would do well to read it carefully.

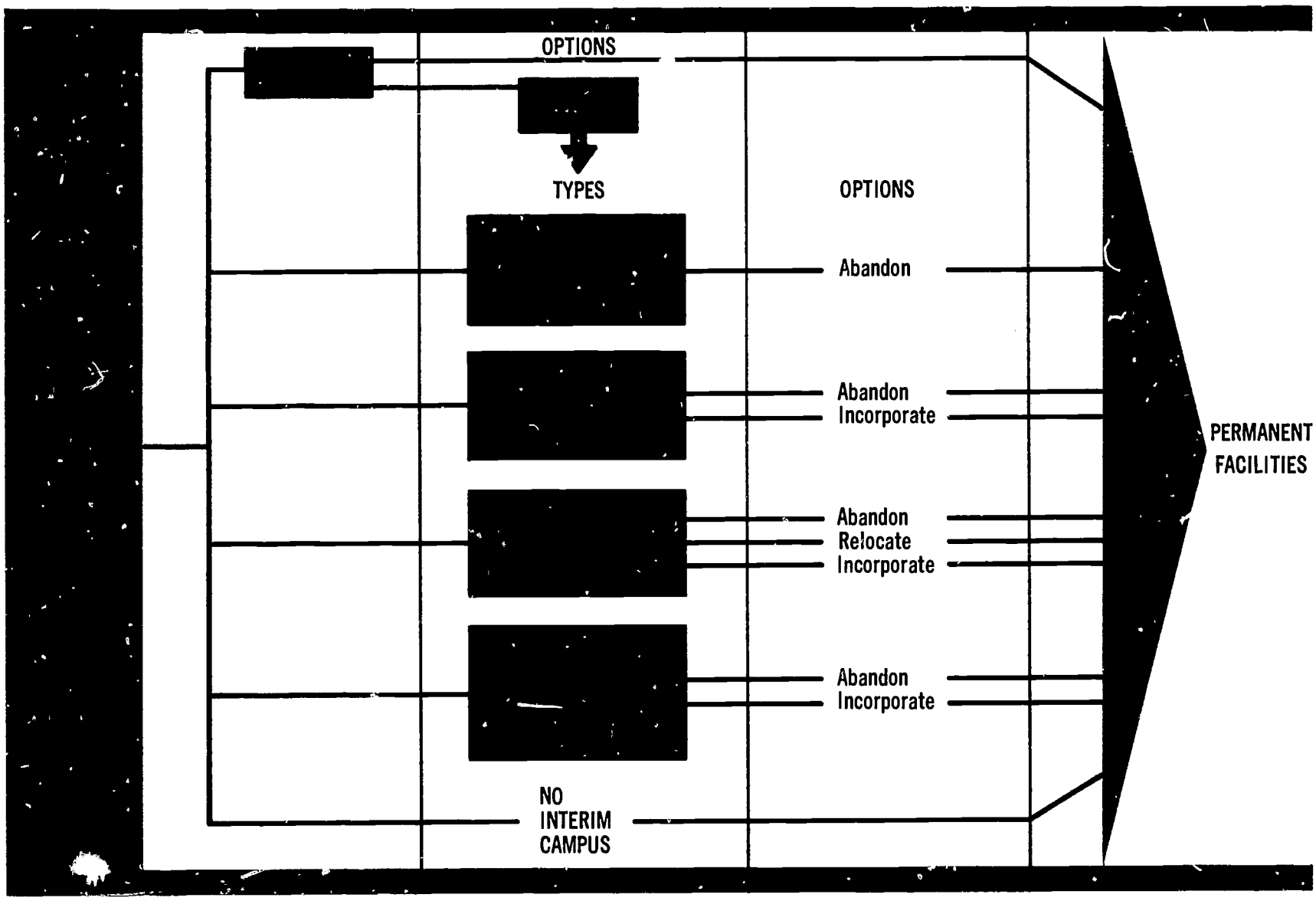
This publication is one of a series being published by the Association as part of its Facilities Information Service which is supported by Educational Facilities Laboratories.

Edmund J. Gleazer, Jr.
Executive Director
American Association of Junior Colleges

TABLE I

METHODS USED BY NEW INSTITUTIONS TO BEGIN THEIR PROGRAMS AND TIME REQUIRED FOR PLANNING

No. of Institutions	Method	Average Time Required for Planning
17	Evening Program in Shared Time Facilities	11 months
14	Leased Temporary Facilities Previously Used for Instructional Purposes	10 months
15	Leased Temporary Facilities Previously Used for Noninstructional Purposes	7 months
9	Purchased and Renovated Pre-existing Facilities	12 months
7	Erected New Facilities through Short-Term or Prefabricated Construction	10 months
29	Erected New Facilities through Standard Construction	27 months



INTRODUCTION

The "instant college" is a way of describing one of the unique characteristics of two-year institutions. It has become almost commonplace for new colleges to admit their first freshman class within a year of the date on which the first president is appointed. In one instance, a college reports admitting students within two and a half months of that date. The trend toward the prompt provision of instructional services by new two-year colleges has become so pronounced that authorities have found it necessary to counsel restraint and to advise strongly that programs of instruction should not be initiated without a minimum of one year of planning. The two-year college movement can be proud that in a profession noted for conservatism and judicious delay, it alone, among its educational counterparts, needs to be counseled to exercise restraint in establishing services.

No one can seriously question the fact that it is extremely desirable to have at least a year of planning before classes open. However, in many communities there are excellent reasons why the new college needs to get underway with a minimum delay. While there are many problems that must be surmounted by such institutions, certainly none is more acute than the one of physical facilities.

In recognition of the importance of this area, the American Association of Junior Colleges requested a study to collect information from those who have been involved in the development of new institutions and to make this information available to those who might benefit from it. As a first step, a questionnaire was developed and distributed to the 250 two-year colleges which have begun operation since 1959. A total of ninety-one institutions provided usable responses that could be divided into categories. The distribution of responses is presented in Table I.

A number of institutions used a combination of approaches that were impossible to categorize. Unfortunately, the excitement and ingenuity that characterized many of the approaches described does not lend itself to presentation in tabular form. The net result of reviewing the responses is to reinforce the reader's faith in the vitality of the two-year college and in the creativity of its disciples, who jointly share responsibility for the development of a new pattern in higher education that threatens to alter, for the better, the entire structure of American higher education.

The organization of this report on the interim campus includes two major divisions. In the first section, comparative information and interpretive commentary have been combined to summarize the results of the questionnaire study and to draw implications for the new two-year college faced with comparable alternatives. In the second section of the report, eight case studies are presented as representative of institutions that have succeeded in solving the problem of physical facilities through use of a variety of approaches.

PART I.

GENERAL DESCRIPTION

1. Evening Program in Shared Time Facilities

One of the most commonly chosen solutions and certainly the easiest to implement involves opening classes with an evening program in a secondary school. Of the institutions responding to the questionnaire, seventeen started their programs in this manner. It should be noted, however, that several of the schools who started this way did so because their permanent facilities were not completed on time. Without the influence of these institutions, the average length of time required for planning would have been greatly reduced. The least amount of time required to implement this solution was two and a half months.

The advantages of this approach include both speed and ease of implementation. High school facilities will support, to a degree, most programs of instruction in the community college. Since equipment and furnishings are already installed, problems of tardy deliveries, bidding procedures, and similar concerns may normally be avoided. Indeed, some modern high schools offer facilities such as theaters, pools, and gymnasiums that the fledgling community college will require substantial time to acquire.

Another major advantage cited by most colleges utilizing this approach was low cost. The cost reported for renovation was minimal. Most frequently there was no cost at all. Only one institution reported renovation cost in excess of $10,000. The cost of equipment and furnishing was also minimal or nonexistent for the most part, with three major exceptions involving expenditures that exceeded $150,000.

Costs reported for leases showed considerable variation. Those institutions that were a part of secondary school systems reported no cost at all, while four institutions reported costs in the $50,000-$100,000 range. While lease costs in a number of instances approached the costs reported by institutions offering day and evening programs in exclusive use facilities, the colleges beginning with evening programs in shared time facilities had the use of completely equipped physical plants including custodial service, maintenance, and heat and light.

The disadvantages of this approach also merit serious consideration. High school graduates who want a day program may refuse to attend evening sessions. Any student with an option is almost certain to exercise it.

Many colleges felt that student morale suffered through the inability to carry on a normal student activity program and because of the difficulty that students had in identifying with the college.

Faculty recruiting may also be a major problem since many instructors do not like to be absent from their families in the evening, or dislike the restrictions that teaching in the evening places on normal social activities. In addition, the tendency of faculty members to moonlight is magnified by virtue of the fact that their days are unencumbered and that they are normally accustomed to being active during these periods. Since moonlighting under such circumstances precedes the work that is being done for the college, the tendency to devote less than the desired amount of attention to college responsibilities is also increased.

Opportunities for the development of technical programs and the encouragement of innovation are likely to be severely limited by the inability to modify the use of space that is primarily devoted to high school activities. Staff morale may suffer from losing most of the arguments concerning who lost, broke, or dirtied what, to their secondary school counterparts.

Further, the image of the new institution as a college may suffer by virtue of its close identification with high school, leading to difficulty in establishing community acceptance of the college.

One further disadvantage associated with this solution involves the fact that it is frequently combined with the hasty construction of the first permanent facilities. Most architects will advise allowing at least three years from the first planning to the final occupancy of any permanent buildings. It is possible to take shortcuts, but the end product will suffer.

In addition, there is a tendency for buildings that are constructed under these circumstances to suffer from the

TABLE II

COLLEGES BEGINNING WITH DAY AND EVENING PROGRAMS IN LEASED TEMPORARY FACILITIES PREVIOUSLY USED FOR INSTRUCTIONAL PURPOSES

Institution	Maximum FTE in day program	Cost of lease (annual)	Cost of renovations	Cost of equipment and furnishings	Gross square feet	Months from start of planning to first class
Indian River Junior College, Florida	157	$ —	$ 2,000	$ 5,000	15,000	8
Berkshire Community College, Massachusetts	812	—	500,000	71,070	56,000	12
Bristol Community College, Massachusetts	320	—	4,000	100,000	19,000	9
Cape Cod Community College, Massachusetts	644	—	200,000	100,000	40,000	8
Greenfield Community College, Massachusetts	631	—	185,000	50,000	—	24
Massachusetts Bay Community College, Massachusetts	785	100,000	300	51,000	54,750	6
Mt. Wachusett Community College, Massachusetts	236	—	400,000	100,000	29,000	9
North Hennepin State Junior College, Minnesota	1,010	104,000	8,500	106,000	16,600	5
Northland State Junior College, Minnesota	289	17,272	2,500	69,204	9,404	15
Fulton-Montgomery Community College, New York	900	7,500	25,000	65,000	70,000	5
Monroe Community College, New York	3,070	100,000	175,000	1,362,598	93,220	8
Caldwell Technical Institute, North Carolina	168	9,600	300	150,000	40,000	10
Shenango Valley Campus (Pennsylvania State University), Pennsylvania	305	—	14,000	200,000	—	9
Highline College, Washington	200	3,000	6,000	—	15,600	15

TABLE III

COLLEGES BEGINNING WITH DAY AND EVENING PROGRAMS IN LEASED TEMPORARY FACILITIES PREVIOUSLY USED FOR NONINSTRUCTIONAL PURPOSES

Institution	Maximum FTE in day program	Cost of lease (annual)	Cost of renovations	Cost of equipment and furnishings	Gross square feet	Months from start of planning to first class
Enterprise State Junior College, Alabama	256	$ 10,000	$ —	$ 3,000	11,000	2
Phillips County Community College, Arkansas	198	100	14,300	25,000	12,000	9
Cuesta College, California	800	10,000	129,935	681,497	170,000	12
Merced College, California	335	8,400	20,197	16,292	12,000	6
Okaloosa-Walton Junior College, Florida	1,089	2,075	46,800	178,699	62,656	6
College of Southern Idaho, Idaho	250	67,800	50,000	87,000	130,000	5
Washtenaw Community College, Michigan	1,628	37,680	247,849	386,343	82,380	6
St. Mary's Junior College, Minnesota	550	120,000	15,000	40,000	105,000	12
Adirondack Community College, New York	984	35,000	150,000	90,000	21,600	7
Borough of Manhattan Community College, New York	2,603	636,000	—	208,700	130,000	6
Niagara County Community College, New York	432	9,800	25,000	10,000	48,000	4
Western Piedmont Community College, North Carolina	593	—	10,000	350,000	43,000	11
Harrisburg Area Community College, Pennsylvania	423	—	44,000	100,000	29,400	9
Rhode Island Junior College, Rhode Island	2,570	258,600	Included in lease	490,000	167,000	5
San Jacinto College, Texas	220	13,800	30,000	18,000	—	12

attempt to make a single building do more than any one building ought to have to do. This results in increased cost for equipping the building to do temporarily something that it will not have to do permanently, and the added cost of renovation at a later date. This disadvantage is partially balanced by the fact that faculty members will be available for the planning stage of the permanent facilities and can provide detailed technical information to supplement planning procedures.

2. Day and Evening Programs in Leased Facilities

A second solution that has been tried by a substantial number of new two-year colleges involves the lease and renovation of existing facilities for short-term use. If the number of institutions that have leased space previously used for instructional purposes is combined with those leasing space previously used for noninstructional purposes, this approach becomes one of the two most frequently used with a total of twenty-nine reporting institutions starting in this way.

Table II provides comparative information for institutions leasing temporary facilities that were previously used for instructional purposes. Table III provides the same information for institutions leasing temporary facilities previously used for noninstructional purposes. It is interesting to note that the average time required for planning by institutions reported in Table III was three months less than for those reported in Table II. For practical purposes, however, there is little difference in the amount of time required, whether facilities were previously used for instructional or noninstructional purposes. The cost for leasing facilities is generally less in the case of buildings previously used for instructional purposes. Where colleges are a part of secondary school systems, there may be no lease charges.

The costs for renovations, surprisingly enough, were significantly lower in buildings previously used for noninstructional purposes with an average cost of $65,267, as compared with the average cost of $108,770 for buildings previously used for instructional purposes. This was true despite the fact that the average space available in buildings previously used for noninstructional purposes was nearly twice that of the space available in buildings previously used for instructional purposes (73,158 square feet as compared with 38,225). The most probable reason for this finding involves the fact that public school buildings, which are no longer being used, usually are very old and in quite poor condition. An implication of this finding is that new institutions should carefully review estimated costs of renovation before selecting an abandoned public school in preference to leasing more modern commercial space.

There was virtually no difference in the expenditures for furnishings and equipment for institutions utilizing this approach in the two different kinds of facilities. For institutions beginning their programs in space previously used for noninstructional purposes, the average cost was $178,982. For programs started in facilities previously used for instructional purposes, the average cost was $186,927. In comparing costs between the various types of approaches, college administrators should not overlook the fact that the furnishings and the equipment purchased for leased facilities can be moved to the permanent facilities when these are completed. In this way the costs of acquiring furniture and equipment for the development of new programs can be distributed over a period of several years.

The initiation of day and evening programs in leased facilities offers a number of distinct advantages. It makes it possible to provide immediate opportunities for students, both in the day and evening. It should be noted, however, that while some institutions report extremely short periods of time required for planning before opening the program, a comprehensive institution will require a minimum of six to nine months in order to develop specifications for equipment and go through the necessary procedures of advertising and awarding bids. Indeed, certain types of laboratory and library equipment may require from six to nine months for delivery.

Another advantage is the fact that future planning is aided through the availability of qualified staff. The college which starts in this manner makes a greater impact upon the community. The enthusiasm of staff and students is stimulated by the fact that they are housed in their own facility. Experimentation can be encouraged.

The disadvantages reported for this approach include the higher costs of initiating the program. Unless the leased facilities are adjacent to the permanent site, the investment in renovations is lost when the college moves to its permanent campus. Since the emphasis in this approach is on speed in initiating the program, the lack of adequate planning time may increase the expense of renovation.

It should also be noted that leased buildings frequently lack certain facilities such as a cafeteria, a gymnasium, and a theater. The absence of these facilities makes it difficult to maintain a balanced program. In addition, the image of the institution may suffer from being associated with a dilapidated high school or a former factory, and this fact may create morale problems for the student body and the staff.

3. Day and Evening Programs in Purchased and Renovated Facilities

Nine of the colleges reporting started their day and evening programs in facilities that were purchased and renovated to serve as part of a permanent campus. While this solution is similar in certain respects to the lease and renovation of temporary facilities, there are a number of important differences.

Only one of the nine colleges used space that had previously been designed primarily for instruction. Four were able to obtain surplus military installations at minimal costs and thus began their programs with a substantial physical plant which included, in some instances, relatively new buildings. Other facilities utilized included a hospital and a department store.

The average time required for planning for this type of operation was twelve months. This is somewhat longer than the average time required to occupy leased facilities and is related to the fact that colleges purchas-

TABLE IV

COLLEGES BEGINNING WITH DAY AND EVENING PROGRAMS THROUGH PURCHASE AND RENOVATION OF PRE-EXISTING FACILITIES

Institution	Maximum FTE in day program	Cost of the facility and site	Cost of renovations	Cost of equipment and furnishings	Gross square feet	Months from start of planning to first class
Oakland Community College, Campus 1, Michigan	1,500	$247,000	$300,000	$350,000	32,000	11
Oakland Community College, Campus 2, Michigan	2,000	927,000	700,000	620,000	100,000	11
Willmar State Junior College, Minnesota	1,200	—	134,092	136,656	65,000	12
Crowder College, Missouri	800	2,000	60,000	105,000	106,913	13
Central Nebraska Tech., Nebraska	1,500	—	424,700	500,000	118,000	9
Franconia College, New Hampshire	350	250,000	60,000	10,000	125,000	12
Middlesex County College, New Jersey	800	—	540,000	515,000	80,000	18
Central Piedmont Community College, North Carolina	2,000	—	550,000	700,000	130,000	11
Dallas County Junior College District, Texas	2,850	2,150,000	3,749,849	1,429,271	240,000	13

ing facilities normally make a much heavier investment in renovations than do colleges which lease. None of the colleges utilizing this approach opened in less than nine months.

Table IV provides comparative information for institutions purchasing and renovating pre-existing buildings. In general, the cost of renovations, as would be expected, far exceeded the amount invested in leased space. The average cost for all of the institutions responding in this category was approximately $6.50 per square foot. This average would have been much higher had it not been for those institutions which started in military bases with minimal requirements for renovation and for one institution which was able to secure a great deal of space with minimum renovation required.

This approach has a number of advantages. The institution is able to develop an image of its own at once. Of course this advantage is somewhat tempered by the prior use of the facility. The college that started in a former high school mentioned the lack of favorable image as a disadvantage. The ability to provide immediate student service with minimal lead time was also mentioned as a major advantage. In addition, adequate space was available to support comprehensive programs including technical laboratories.

Those institutions that began their programs in former government facilities mentioned two additional advantages. The first involved the low cost and ease of acquisition. In most instances the sites were obtained for the cost of the transfer which ranged from $1 to $2,000. The second advantage was that site development was relatively complete and utilities were present.

A substantial number of disadvantages were also mentioned. Several institutions discussed the short life expectancy of renovated buildings and the tendency of the community to accept the standard represented by the renovated building as the yardstick for institutional requirements.

Most of the facilities utilized required extensive renovations and, even with the renovations, frequently left much to be desired with respect to the appropriateness of the facilities for certain kinds of activities. The requirement for extensive renovation, combined with the lack of adequate planning time, presented difficulties for the staff. The high cost of operating and maintaining renovated facilities was also mentioned.

While institutions beginning programs in surplus government facilities mentioned two additional advantages, they also identified another serious disadvantage. Because government facilities are rarely selected for their proximity to population centers, a number of the institutions using this approach are located in out-of-the-way areas which present difficulties with respect to access for much of the student population served.

3. Day and Evening Programs in New Facilities Erected through Short-Term or Prefabricated Construction

Seven of the institutions responding to the survey indicated that their first programs were offered in new facilities erected through short-term or prefabricated construction on the permanent site. Actually this approach may be further subdivided into three categories. Four of the colleges constructed temporary buildings on the basis of their own specifications, with the intention of demolishing these buildings within ten years. One of the colleges, a multicampus district, used prefabricated components to construct a campus that could subsequently be relocated when the permanent facilities for the first campus were completed and new campuses were established. Two of the colleges used short-term construction and prefabricated components to develop facilities that would ultimately be incorporated into the permanent campus.

Table V includes a summary of information for colleges utilizing this approach. It can be seen that this is the most expensive of the interim solutions that have been presented. The average cost per square foot for site improvement and construction of facilities was $17. To offset these costs, however, it should be noted that in two instances the facilities are permanent buildings, in one other the facilities are relocatable, and in the remaining four the facilities will be used for an extended period of time in conjunction with the development of the permanent facilities. Of course the cost of site improvements which may approximate one-fourth of the total cost represents an investment in the permanent campus that will not be lost.

TABLE V

COLLEGES BEGINNING WITH DAY AND EVENING PROGRAMS IN FACILITIES NEWLY ERECTED THROUGH SHORT-TERM OR PREFABRICATED CONSTRUCTION

Institution	Maximum FTE in day program	Cost of site	Cost of site improvement and facilities	Cost of equipment and furnishings	Gross square feet	Months from start of planning to first class	Future disposition of buildings
Cypress Junior College, California	2,382	$4,000,000	$1,060,000	$350,000	70,596	12	3
Lake Sumter Junior College, Florida	850	—	1,400,000	200,000	85,000	8	2
Sauk Valley College, Illinois	1,000	24,627	776,126	169,008	44,000	9	1
Hopkinsville Community College, Kentucky	400	70,000	1,000,000	90,000	45,000	13	1
Meramec Community College, Missouri	1,889	866,171	441,750	63,250	31,416	16	1
Butler County Community College, Pennsylvania	600	367,361	1,113,208	259,105	37,043	10	2
Northampton County Area Community College, Pennsylvania	850	369,586	412,241	215,909	30,000	8	1

Key to disposition code: 1. Demolish within ten-year period. 2. Part of the permanent campus. 3. Relocate to a new campus.

The average length of time required by institutions to implement this solution was ten months. While construction time may be as short as seventy-four days, to this must be added the time required for planning, development of working drawings, required advertising procedures and site preparation. As mentioned in connection with other approaches, there is also a six to nine-month waiting period for certain kinds of equipment and furnishings.

One institution, Illinois Central College, developed an interesting variation on this approach by designing a twelve-building quadrangle of 72,000 square feet to be constructed on its permanent campus under a four-year, $1.44 per square foot per year, bid lease agreement with the contractor. This solution not only keeps investment low but also solves the problem of what to do with the facilities when they have outlived their usefulness.

The colleges that have utilized short-term construction of interim campuses tend to be very enthusiastic about the results. The approach makes it possible to offer prompt service to students. Facilities are specifically designed to meet program needs and are erected at a relatively low cost. The ability to begin classes in new facilities, tailored to the needs of the college, has a favorable effect on the morale of students and staff. In addition, it creates a major impact on the community and results in a strongly favorable image.

The availability of low cost facilities encourages innovation and experimentation with respect to new approaches to instruction. By locating the facility on the permanent site, it becomes possible to develop adequate parking facilities. The program is centralized, creating a unification of effort. Finally, this solution makes it easier to encourage community leadership involvement and support with respect to the college.

There are also some disadvantages worthy of note. Unless the facility is planned very carefully on a site which lends itself to such utilization, the temporary facilities may clutter up the permanent site. There is also the danger of being required to retain temporary facilities beyond their useful life expectancy, resulting in increased costs for operation and maintenance. Sites of limited acreage, such as those located in urban areas, may not lend themselves to this approach at all.

Certain types of facilities, notably student recreation and physical education areas, do not adapt to this type of construction and are apt to be postponed until the permanent campus is ready. This results in some limitations with respect to program offerings, a certain amount of curtailment of student out-of-class activities, and limited space for students during periods when they are not attending class. This disadvantage is further aggravated by the tendency to conserve space in temporary facilities by reducing the amount of square footage allocated to a given student station.

The implementation of this type of approach in a limited period of time imposes greater demands on the staff than any of the other solutions previously described. And, this approach, combined with the demands of initiating and maintaining the instructional program, reduces the amount of staff time available for planning the permanent facilities.

Colleges using this solution may find that buildings must be placed before the master plan has been completed. Further, despite the fact that great strides have been made in enhancing the aesthetic qualities of prefabricated buildings, such structures can never attain real distinction of architectural style. As the campus develops, a mixture of prefabricated structures along with other buildings may occur, making it difficult to promote campus integrity.

5. Day and Evening Programs in New Facilities Erected through Standard Construction

A substantial number of the colleges responding to the survey did not utilize an interim solution in establishing their first program. Some twenty-nine institutions elected to wait until their permanent facilities were ready before offering classes. This approach was utilized primarily in the case of institutions established as a part of a state system or as a branch campus of a state university. Typically, the planning was done by a central planning staff prior to the time that the president or director was employed.

Only three of the twenty-nine colleges started in this way were locally controlled two-year institutions. The

average length of time required from the start of planning to the initiation of the instructional program was twenty-seven months. The least amount of time reported was twelve months, the most thirty-eight months.

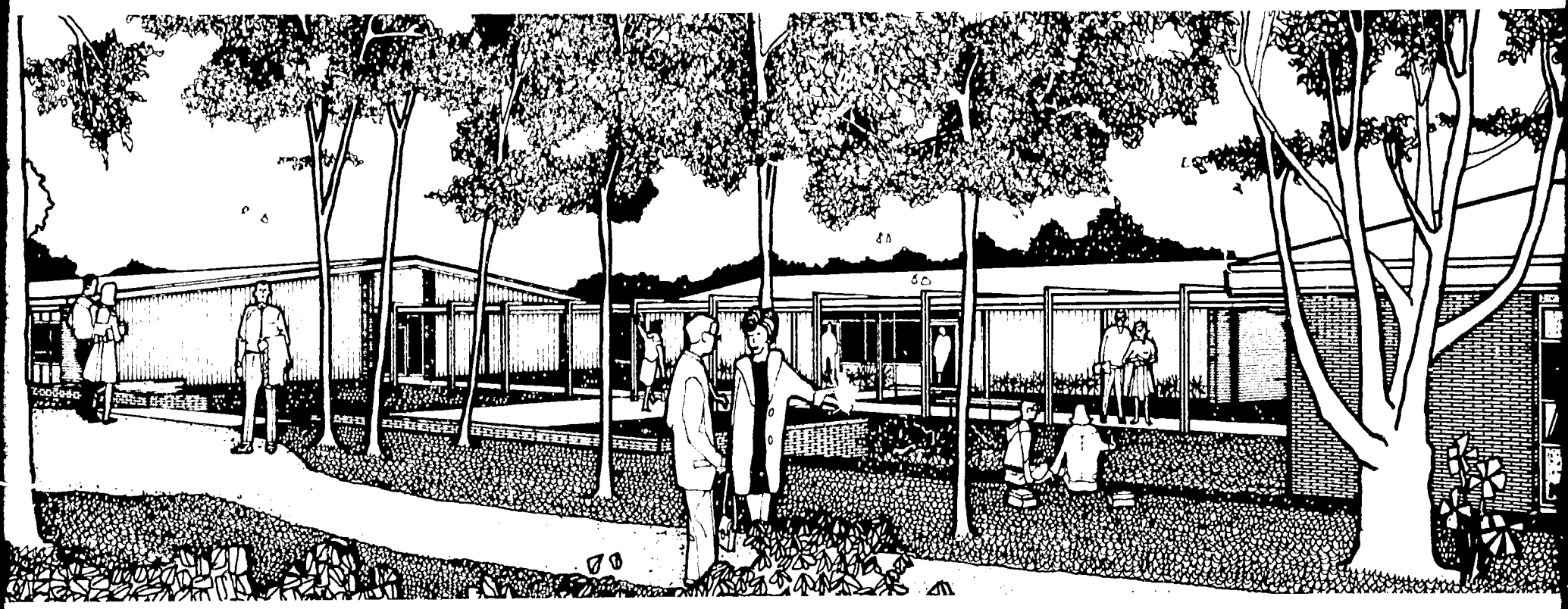
A number of advantages were mentioned in connection with this approach. It was felt that opening the instructional program in permanent facilities enhanced the image of the institution within the community and the reputation of the college throughout the state. The delay in starting classes provided time to build a staff and to establish working relationships. It was also possible to provide detailed information concerning community requirements.

The fact that the program was started in new, permanent facilities was regarded as an aid to faculty recruitment and represented a material factor in promoting high faculty and student morale. Some institutions were pleased by the opportunity to use the planning services of central staffs and appreciated the fact that they did not become involved in the details of bids and construction.

There were a number of significant disadvantages also. The pressure to start the program resulted in a man-killing timetable for planning and construction, and the attempt to speed permanent construction increased costs. It also appeared that, in many instances, insufficient time was allowed for construction with the result that programs had to be delayed or were required to open in temporary facilities.

A more serious disadvantage was reported by those institutions where the planning was done by central staffs. In such instances, the president normally did not participate in planning and was unable to involve qualified, educationally oriented faculty members. Results of this appear to be two-fold. In the first place, the various units tended to have a basic similarity. Secondly, some of the facilities lacked requirements such as faculty offices.

A final disadvantage that deserves mention involves the cost in human resources when students miss post-high school instruction. This is a much more difficult type of loss to measure than some of the others that have been described in this report but nevertheless it cannot be overlooked.



PART II.

CASE STUDIES

In the introduction to this report we mentioned that tabular data cannot capture the ingenuity and excitement that is involved in the establishment of a new institution. It is the purpose of the case studies which follow to suggest some of this excitement and to provide examples of institutions that exemplify certain types of approaches.

MONROE COMMUNITY COLLEGE

President	LeRoy V. Good
Architects	
Interim campus	None
Permanent campus	Caudill Rowlett Scott Todd & Giroux Ribson Roberts Parks, Morin, Hall, Brennan & Sattelberg
Type of Interim Facility	
Former academic high school	
Maximum Number of Students Using Facility	
Day program	3,070
Evening program	480
Square Footage Available	
Gross	93,220
Net	60,592
Costs	
Renovations	$ 175,000
Annual lease	100,000
Custodial services and maintenance	Included in lease
Heat and lights	Included in lease
Equipment and furnishings	1,362,598
First year	750,000
Second year	612,698
Time Lapse Between Employing President and Starting Classes	
Day program	8 months
Evening program	20 months

In 1961, Monroe Community College was created by the Board of Supervisors of Monroe County, with the approval of the Board of Trustees of the State University of New York. The board of trustees acquired by lease from the local board of education the former East High School building as a temporary home for the college. LeRoy V. Good was elected president of the college by the board of trustees on January 11, 1962.

Rochester, with a population of 318,611, is the third largest city in New York State and the county seat of Monroe County, with a population of 583,387 in 1960. The city is situated on the Genesee River near its outlet to Lake Ontario in the midst of the fruit and truck garden country of the picturesque Genesee Valley. The port of Rochester is a major inland port on the St. Lawrence Seaway.

When the president took office in January 1962, the board of trustees had already obtained an abandoned high school building as the temporary site for the college. Eight months later, the college opened with 720 freshmen students in liberal arts programs. It was the intention of the administration and board to proceed with some deliberation in the development of

career programs. Later in the same year, the board of trustees, acting upon the recommendation of the president, passed a resolution that the admission of students should be divided evenly between career programs and college transfer programs. Entering classes in career programs were started in the fall of 1963 and, since that time, new career programs have been added each year so that the college now has twenty career programs and does college transfer work in three areas: liberal arts, engineering sciences, and business administration.

During the time that the college has occupied its interim facility, steady growth has been experienced with respect to the number of students served. By the fall of 1967, the full-time equivalent enrollment was 3,530 students. By 1970, it is anticipated that the college will serve a full-time equivalent enrollment of 6,000 in a new campus that is being designed and built while the college occupies its present facility.

Description of the Interim Campus

The interim facility selected by the board of trustees is a four-story brick and concrete structure built in 1902 as an academic high school. It consists of one self-contained building with terrazzo floors, metal staircases, and exceptionally wide corridors for buildings of that era. Because it was designed as an academic high school, it has unusually large scientific laboratories which have proved to be one of its most valuable features.

The gymnasiums and dressing rooms of the building were not serviceable for physical education programs. Through process of renovation, these facilities were developed into laboratories for such programs as data processing and nursing. The cafeteria of the building was originally designed to seat 275 students at a maximum. Consequently, it has been quite difficult to provide adequate food service for the several thousand students enrolled at the college.

It would have been tremendously expensive to partition small offices for faculty because of the concrete walls and floors of the old building. In order to cope with this problem, large classrooms were used as joint facilities for fifteen faculty members, each having a desk, a chair, and a bookcase. This has led to some interesting interchange of faculty viewpoints.

The classrooms themselves required little renovation except for a thorough cleaning. New furniture and equipment had to be provided for the laboratories. The old library was much too small for the college, so all of the rooms in one wing on the second floor were designated as library space. This made it possible to more closely approach accepted standards for seating and stack space in a college library.

Perhaps the most expensive feature of renovating an old building of this type has been the rewiring required to bring it up to modern standards for lighting rooms and halls. Extensive rewiring has also been necessary to serve laboratories containing sophisticated electrical equipment.

General Comments

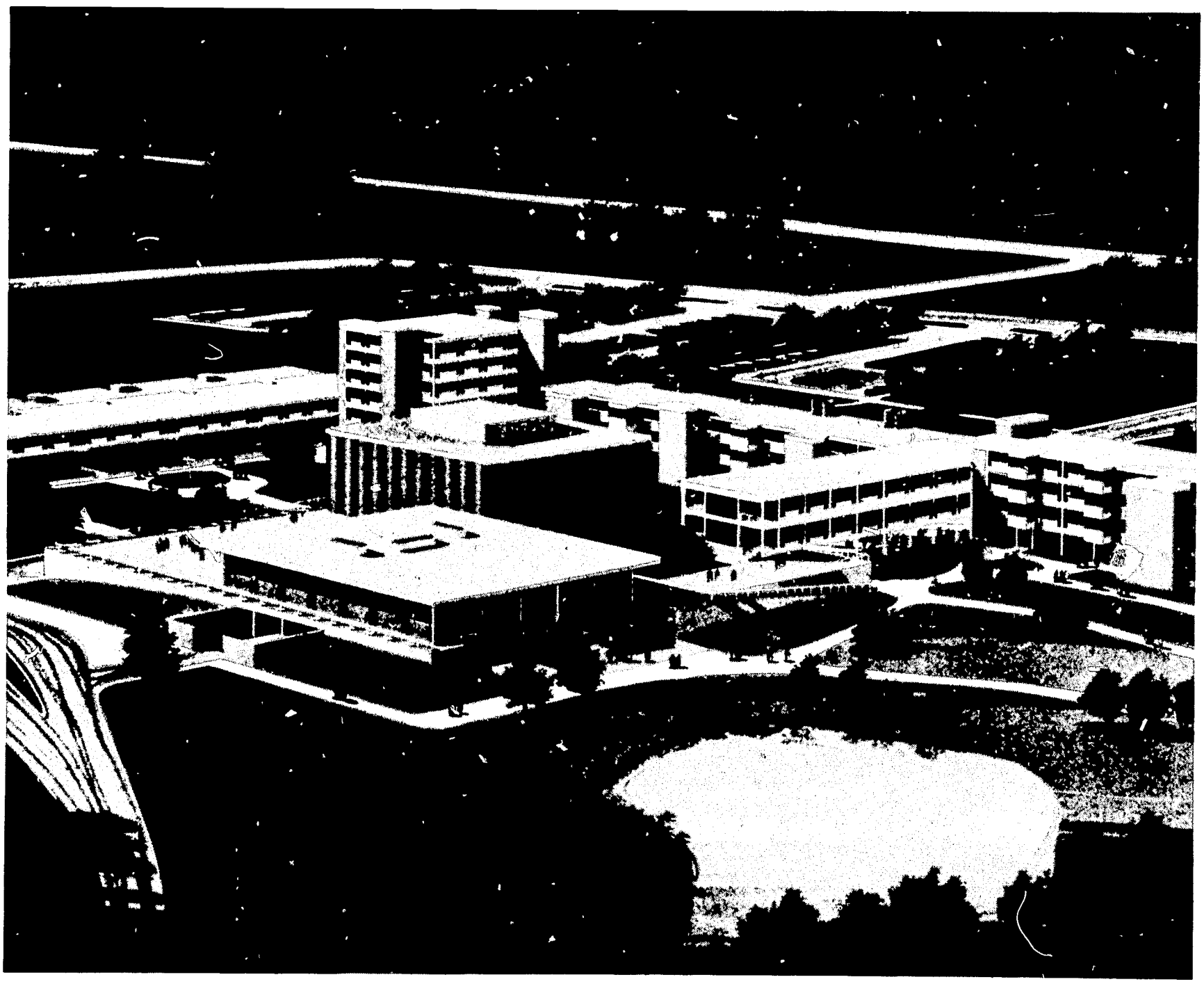
The college has no plans for the future use of the interim facility. The building will be returned to the board of education when the college moves to its new campus during the 1967-68 college year. It might have been possible for the college to make some additional use of the interim facility for evening college functions if there had been adequate parking. However, like many older city schools, it occupies a very limited area, surrounded by the community.

Community and student reaction has been favorable. From the students' point of view, the very crowding which has created some difficult situations has also led them to appreciate the effort made to provide them with an educational experience. The interim campus was, for nearly fifty years, an elite high school of the community, producing a large number of the leaders of the county and the city. The strong association with education in the building has led to a psychological acceptance of the college's function in the facility. The imaginative and effective solution to the rapid provision of an educational experience has helped create the financial backing necessary for a totally new campus.

Several advantages may be emphasized. First, and most important, the leasing of temporary facilities permitted the college to prove the need for its services to

the community and in this way to build support for anticipated future costs. The use of temporary facilities also permitted the testing of curriculums before permanent construction entered final planning stages. The solution also made it possible for the board and president to employ the core of the faculty and staff that would ultimately be required for the new facility.

There were also some disadvantages. Overcrowding created some morale problems on the part of students and staff. The limited facilities also delayed implementation of an open-door policy and tended to create a selective admissions system. A number of the newer technical programs required sophisticated utilities which were difficult to provide in a remodeled facility.



OKALOOSA-WALTON JUNIOR COLLEGE

President ..... J. E. McCracken

Architects
- Interim campus ..... None
- Permanent campus ..... Ricks and Kendricks

Type of Interim Facility
- Renovated business and public buildings of a vacated downtown area

Maximum Number of Students Using Facility
- Day program 1,089*
- Evening program 306*

Square Footage Available
- Gross 62,656
- Net 53,560

Costs
- Renovations $46,800
- Annual lease 2,075
- Custodial services and maintenance 30,167
- Heat and lights 14,562
- Equipment and furnishings 178,699

Time Lapse Between Employment of President and Starting Classes
- Day program ..... 6 months
- Evening program ..... 6 months

*College credit only

Okaloosa had its specific beginnings in April 1963 when the state board of education granted it "Priority One" status and the state legislature appropriated funds for its establishment. The advisory committee was appointed in December of that year and subsequently selected as the first president J. E. McCracken, who took office in February of 1964.

The two-county area served by Okaloosa-Walton Junior College encompasses some 2,000 square miles in northwest Florida with a population of nearly 100,000 persons, half of whom reside along a Gulf coastal strip. The economy of the area is based in large measure upon Eglin Air Force Proving Ground Center and its supporting businesses and industries, with secondary emphasis on agriculture and fisheries.

The college opened its doors for the first time in August 1964 with a campus consisting of seven business and municipal buildings of a former downtown area which were renovated to serve an initial enrollment of 309 full-time and 458 part-time college-credit students with an additional part-time noncollege-credit enrollment of seventy. As of January 1967, the facilities had increased to twenty-two buildings, making possible

a broader range of programs and serving an enrollment which had swelled to 866 full-time and 567 part-time students in college-credit work, along with 1,065 part-time students in noncollege work. The September 1966 issue of *Florida Schools,* in a feature article, noted that Okaloosa-Walton Junior College's ability to meet community needs had contributed materially to the fact that the college had become in two short years the tenth largest junior college in the state. This is despite the fact that the two counties involved rank fifteenth and fortieth respectively among other counties on the basis of population.

In addition to offering the range of programs typical for a comprehensive community college, Okaloosa-Walton Junior College has been designated as an area vocational-technical school.

Description of the Interim Campus

The story of the unique solution employed by Okaloosa-Walton Junior College to open its doors actually began two years before the temporary site was selected. The development of a four-lane traffic artery on the fringes of Valparaiso, along with the rapid rise of housing on the undeveloped side of the highway, resulted in a shift of business from the old downtown area, leaving behind empty stores, banks, and shops. Thus, the presence of an available, vacated "total village" in close proximity to the population to be served virtually dictated the ready-to-renovate solution.

"Dodge City" is the visitor's spontaneous description of Okaloosa-Walton Junior College's interim campus. The twelve-acre campus centers around a small village park on a point of land between two of the scenic bayous that fringe the northern shores of Choctawhatchee Bay. The renovation of the initial complex of buildings involved an array which varied from 1920 vintage two-story frame corner store buildings to a relatively new centrally heated and air-conditioned brick bank building.

The following summary provides information concerning the prior function of each building and its subsequent converted function along with the capacities of the buildings that constituted the initial complex:

Means of acquisition	Present function	Prior function	Gross capacity sq. ft.
Lease: $1/year	Language lab, faculty offices, restrooms	Dress shop and upstairs apartment	1,796
Gift: Quit-claim deed	Component of library complex	Radio station upstairs; real estate offices downstairs	1,874
Gift: Quit-claim deed	Component of library complex	Jewelry and gift shop (original newspaper office of U.S. Congressman Robert L. F. Sikes)	2,513
Lease: $1/year	Administration building	A former bank building housing attorneys' offices, dentists' offices, insurance offices, and a beauty shop	3,840
Gift: Deeded with reverter clause upon abandonment from college uses	Liberal arts classroom building	1954 bank building	3,721
Lease: $1/year	Physical education (classroom, gymnastics area, offices, shower-dressing room, and restrooms)	Community center	3,477
Lease: $1/year	Science building (biology labs, chemistry lab, classroom, prep. room, stockroom, storage, and faculty offices)	Bay-area hospital	4,775
Courtesy use*	Outdoor p.e. areas	Eglin Air Force Base outdoor sport areas (still active)	
Courtesy use (8:00 a.m.-5:00 p.m.)	Convocation hall	Local movie theater	6,296
Courtesy use (utility costs and maintenance)	Classrooms, piano studio, practice rooms, day-care center (for children of adult day students)	Church education building complex	3,506
Courtesy use	College chapel	Community church sanctuary	3,500

Means of acquisition	Present function	Prior function
Courtesy use	Outdoor campus and recreation areas	Three community parks, integrally located within the campus, one of which has picnic areas, bathhouses, beaches, water skiing, swimming areas, and boating areas

*Courtesy use = facilities used in common with some other organization, but not at simultaneous or concurrent hours.

The following buildings were acquired additionally to accommodate the rapidly expanded enrollments of the college in its second and third years of operation.

Means of acquisition	Present function	Prior function	Gross capacity sq. ft.
Lease: $1/year	Large-group lecture hall, restrooms	Post office	1,349
Purchase: building, including furnishings of six apartments and a complete snack bar	Student-faculty center (faculty offices, student personnel services, snack bar, clinic, bookstore, and restrooms)	Former hunting lodge which had been converted into an apartment house	4,742
Gift: construction by Okaloosa County Homebuilders Association	Administrative annex and data processing center	Grass plot between two buildings, exterior walls of which became and still are the interior walls of the annex.	1,320
Lease: $1560/year	Two classrooms	One-half of a new radio station building	1,092
Inventory tranfer*	Addition in library complex	Two "barracks buildings"**	2,333
Inventory transfer	Humanities complex (music studios, art laboratories, rehearsal hall, classrooms, offices)	Two "barracks buildings"	4,000
Inventory transfer	Laboratory-shop complex (physics, drafting, air-conditioning-heat-refrigeration, electrical, faculty offices)	Two "barracks buildings"	4,000
Inventory transfer	General classrooms	Two and one-third "barracks buildings"	4,640
Inventory transfer	Maintenance building (offices, shops, storage, restrooms)	One "barracks building"	2,000
Inventory transfer (from BPI for cost of moving — $1000)	Student-faculty annex (student activity offices, ping-pong area, and additional dining area)	One "barracks building"	1,882

*From Board of Public Instruction (for cost of moving — $600 each).
**Discontinued elementary school "war surplus barracks" classroom buildings.

The following solutions to some of the problems involving the renovation of these types of facilities have implications for institutions anticipating such a course of action. The technique of joining adjacent buildings separated by a grass plot or grass strip added critical spaces at minimum effort and cost. In one instance, the Okaloosa County Homebuilders Association volunteered to "tie" a roof across the grass plot between two buildings that stood twenty-three feet apart. They also poured a concrete floor slab and erected two end walls with proper front and rear doors and windows. Renovation of two exterior windows into doorways provided for convenient passage from the other building. The annex is heated and cooled by simple ductwork from the original central heating and air-conditioning unit of one of the adjacent buildings.

This simple solution, at no cost to the college, provided a data processing center, three administrative offices, and a correlated reception and secretarial area. The technique of linking buildings by covered "passageway" arches from one to another also produced a total library complex with unity which would not otherwise have been feasible. This approach has also provided offices and storage areas between buildings by adding a roof, a floor, and one end wall with entries either from the arched passageway or from an interior room.

The problem of too many small rooms and hallway accesses was resolved in converting one portion of the hospital into biology laboratories by dead-ending the main hall into the laboratories, thus enabling removal of all small room walls. Alternate studs of certain walls

were retained without wallboard, however, and provided for creation of overhead shelving for books and exhibits. Lab-table tops were built on the wainscot level of these same former walls. Thus minimum structural changes to the building itself were necessary since the vertical skeletons of the bearing walls were virtually untouched.

General Comments

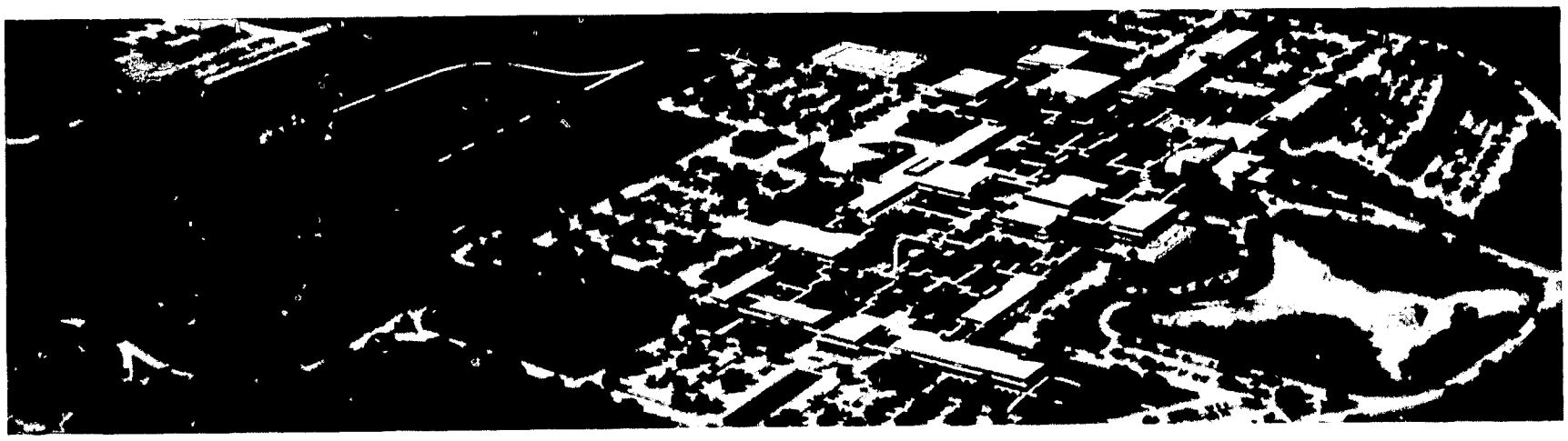
The college is working closely with the city of Valparaiso to ensure that the renovated facilities are used subsequent to the college's move to its new 264-acre campus which will begin with the completion of first phase construction in the fall of 1968. Two directions are emerging from this cooperative effort. The college has developed a three-day American Arts Festival which brings together performers and artists and features jazz and concert music, folk songs, barbershop quartets, vintage films, lectures, and other examples of American art. The festival which attracted, for the area, an unprecedented audience of 2,500 at each event, also featured local-color craft and craft industry shops located in buildings housing the college. It is hoped that these businesses can be built up as a continuing activity as the college phases out.

In addition, the facilities are being considered as a center for the development of a major community service area within which the college and the city would sustain organizations and activities of a community enrichment nature including such elements as Junior Achievement, YMCA, YWCA, Scouting, and the city library.

The response of the community has been enthusiastic, indeed. Citizens of the area have given of their resources and services in full measure and most frequently without being asked. Student and faculty reaction has been characterized by high morale. So pleased has everyone been with the interim solution and its integrated village atmosphere with the centrally located park and the carillon in the community church chapel that these elements have directed the planned nature of the permanent campus to provide just such a setting insofar as possible.

The greatest advantage of the campus has been the integral unity of the interior and exterior facilities and areas. To this advantage must be added the note that none of the basic facilities had to be occupied on a shared-use basis. While courtesy-use facilities have caused no real problem, difficulties are inherent and require close supervision to avoid eruption. The college through its ingenious use of existing facilities has attracted far greater numbers of students than the most optimistic projections had ever deemed possible. Depending upon one's point of view, inundation by students may be viewed as either an advantage or a disadvantage.

Rainy weather in the earliest days taxed the ingenuity of students and faculty to find cover, but this problem has been reduced with the addition of facilities. Maintenance and climate control of buildings were significant problems in the early stages also. In addition there have been a few instances of interactions with citizenry for whom the large influx of students and staff caused some problems. In essence, though, disadvantages were so slight as to be of little importance.



RHODE ISLAND JUNIOR COLLEGE

President ..... William F. Flanagan

Architects
- Interim campus ..... None
- Permanent campus ..... Perkins and Will

Type of Interim Facility
- Renovated former college building and renovated former factory building

Maximum Number of Students Using Facility
- Day program 2,570
- Evening program 113

Square Footage Available
- Gross 167,000
- Net 108,500

Costs
- Renovations ..... included in lease
- Annual lease $258,600
- Custodial services and maintenance ..... included in lease
- Light 15,000
- Equipment and furnishings 490,000

Time Lapse Between Employment of President and Starting Classes
- Day program ..... 6 months
- Evening program ..... 33 months

In the January session of 1960, the Rhode Island Legislature passed an act designed to implement the recommendations of the Commission to Study Higher Education through the development of a statewide system of junior colleges. Rhode Island Junior College with temporary quarters in Providence was established in 1964 as the first unit in the system. In March of that year, William F. Flanagan was appointed by the Board of Trustees of State Colleges as president of the state system and as the first president of Rhode Island Junior College.

Rhode Island is the smallest state in the union as well as the most densely populated. Eighty per cent of the state's population, which totaled 893,000 in 1965, is concentrated in and around the Providence metropolitan area. Most of the state can be reached from Providence in less than an hour's drive.

Rhode Island Junior College opened its doors in September 1964 — six months after Dr. Flanagan was employed — in temporary facilities in the University of Rhode Island Extension Division Building in Providence. The facilities consisted primarily of general classrooms, serving 350 day students during the first

year of college operation. To accommodate projections of increased enrollment as well as the desire for expanded curriculums, the college made arrangements to lease the fourth floor of a converted factory building and have the facilities renovated by the lessor. The additional classrooms, laboratories, offices and other space made it possible for the college to serve 1,200 students during its second year of operation.

Additional increases in enrollment in the fall of 1966 and again in 1967 required college planners to lease and renovate additional space so that by the fall of 1967, most of the factory building was in use to serve a student body in excess of 2,500. The philosophy at Rhode Island Junior College is that of a comprehensive community college with curricular offerings that run the spectrum from two-year transfer programs to diploma and certificate programs in vocational-technical education. The evening program which was started in February 1967 is limited primarly to vocational-technical offerings.

Description of the Interim Campus

In the post World War II period with its shifting patterns of industry and employment, many New England communities have found themselves with vacant factory buildings in the centers of their business districts. With typical Yankee ingenuity, these buildings have been converted to a variety of purposes and serve now as discount stores, warehouses, and in some instances new industries. Rhode Island Junior College, through utilization of a converted manufacturing center, exemplifies the unique nature of the community college and its ability to relate to its particular environment.

The interim campus consists of two buildings. The first, a former teacher training school, was in use for educational purposes at the time classes started for the junior college. Consequently, little in the way of modifications was required with the exception of the addition of a few administrative offices. At present, this building contains, in addition to the administrative offices, general classrooms and a cafeteria.

The second building, a former factory, was leased from Capitol Industrial Center with the cost of renovations included as a part of the lease. The building, mill type, with a complete sprinkler system, is of fire-resistant construction composed of steel structures and non-bearing brick perimeter walls. The roof and six floor levels are concrete on steel beams or brick arch construction. Finish floors are vinyl asbestos or asphalt tile over wood plank, hard maple flooring, and magnesite. There are five fire-proof exit stairways located so that in no instance is there an area beyond a distance of one hundred feet from an exit.

Modifications of the second, third, and fourth floors for school occupancy were generally as follows:

1. In addition to the existing metal or transite type office partitions, classrooms were constructed of fire-code type partitions, the cross section of which consists of 3⅝-inch steel studding erected ceiling height 16 inches o.c., faced with ⅝-inch thick gypsum board, and the partition core packed with 3-inch thick fiberglass insulation. This type of partition is rated for 1½ hours fire protection. In areas where a 2-hour-rated wall was required, such as fire stop walls or vestibules leading directly to fire exits, the partitions were double faced with ⅝-inch gypsum board. Solid core flush panel wood doors were installed in the 1½-hour-rated partitions as required, and metal doors and frames with door closers and panic hardware were installed in the 2-hour-rated walls.

2. Ceiling areas which did not have either acoustic tile or the suspended type ceilings were covered with an asbestos flock, sprayed to a thickness of about ½ inch.

3. Existing tile floors on the third and fourth floors were patched or repaired. The second floor (former factory area) was completely covered with magnesite and vinyl asbestos tile.

4. Extensive rearrangement of existing overhead lighting fixtures (fluorescent type) as well as the installation of many additional fixtures, particularly on the second floor, were made to result in approximately 50 foot-candles of general lighting. Convenience outlets were installed in all areas as required. Indirect lighting fixtures were installed in all corridors and staircases.

5. Adequate sanitary facilities were installed on all floors.

6. All walls were finish painted in varied bright colors to enliven the interior and remove the factory

atmosphere. All partitions and walls were finished with rubber base strip.

7. Extensive measures were taken and fire alarm and sprinkler systems were installed to secure the building for school occupancy.

General Comments

At present there are no definite plans for use of the interim facilities housed in the factory building when Rhode Island Junior College moves to its first permanent facilities, he Knight Campus, currently being planned for a 200-acre site in Warwick. Enthusiastic reaction has been received from students and parents of students who have attended the institution during its occupancy of the temporary facilities in downtown Providence. News media and citizens from all walks of life who have viewed the renovated facilities have reacted favorably.

The approach utilized by Rhode Island Junior College in developing an interim facility from a former teacher training school and a renovated factory building resulted in a number of distinct advantages. It was possible to offer programs a short time after the president was appointed and, thus, students who otherwise could not have continued their education were enabled to do so. By being able to add classrooms and laboratories both economically and as need arose, the junior college was able to institute new vocational programs, expand its enrollment, and accommodate new teaching methods with a minimum cost. The development of specialized instructional facilities in temporary quarters has brought valuable experience to the faculty and administration and an increased awareness of the problems involved in designing and constructing modern teaching facilities. This knowledge has been a distinct advantage in planning for permanent campus facilities.

The most important disadvantage in utilizing this approach involved the difficulty in renovating facilities that were not previously designed for education.

EL CENTRO COLLEGE

DALLAS COUNTY

JUNIOR COLLEGE DISTRICT

Chancellor ..... Bill J. Priest

Architect ..... Enslie Oglesby

Type of Interim Facility
Renovated one block, eight-story building complex with adjacent one block parking lot

Maximum Number of Students Using Facility
Day program 3,116
Evening program 2,395

Square Footage Available
Gross 240,000
Net 156,000

Costs
Facility and site $2,150,000
Renovations 3,749,849
Equipment and furnishings 1,429,271

Time Lapse Between Employment of President and Starting Classes
Day program ..... 13 months
Evening program ..... 13 months

The new Dallas County Junior College system was born May 25, 1965, when property owners of the county voted by a margin of three to one to create the district. In the same election, citizens authorized a bond issue of $41,500,000 and named a seven member board of trustees to govern the district. On August 4, 1965, the board approved the appointment of Bill J. Priest as president and chief executive officer of the district.

The Dallas County Junior College District encompasses all of Dallas County, an area of approximately 900 square miles, with a 1967 population of approximately 1.3 million. It includes the city of Dallas, the state's second ranking city in population and commercial importance and the ninth U.S. city in population. In addition, there are four island communities within the city of Dallas and another twenty-four cities and towns surrounding Dallas.

On March 15, 1966, the board of trustees approved the purchase of two adjacent city blocks in downtown Dallas as the site for the district's first college, to be named El Centro. Plans for remodeling the El Centro College building provided for the work to be substantially completed in 100 calendar days, by September 19, and the fall semester began on schedule in partial facilities with initial enrollment of 2,007 day students and 1,732 evening students.

The college and the contractor shared the building during the entire first academic year with the remaining areas of the building placed in operation on the following dates: library, October 14; science labs, November 14; main lobby, bookstore, and culinary arts lab, January 4, 1967; district offices, February 1; snack bar, February 16; cafeteria, March 2.

On June 30, 1967, the board awarded the second remodeling contract to increase the capacity of the college for the sophomore year and to correct certain deficiencies. Work was substantially completed by September 15, before the second year of classes began with an enrollment of 3,116 students in the day program and 2,395 students at night.

El Centro College is organized as a comprehensive community college. In addition to lower-division transfer education, El Centro trains young people for employment in approximately twenty-five widely diversified occupations, including such areas as registered nursing, data processing, drafting, electronics, culinary arts, midmanagement, secretarial, pattern drafting and draping, chemical technology, and dental assisting.

Description of the Interim Campus

The downtown area of the city of Dallas is near the geographical center of the county and is served by excellent public transportation with lines extending into all areas of the county like spokes from the hub of a wheel. To serve the entire county until additional colleges could be built, an inner-city location was selected, at the crossroads of the public transportation lines, with virtually every transportation route in the county passing immediately adjacent to the college.

El Centro College is housed in a five to nine-story building complex, which is actually four separate interconnected buildings, covering one city block. Three of the buildings were built in the 1870's and 1880's; the fourth was built about 1914. In addition to the one block, eight-story building complex which formerly housed a department store, there is also an adjacent one block parking lot.

The visitor arriving at El Centro College enters a spacious and colorful lobby, furnished with attractive lounge furniture and live plants. Wide archways lead from the lounge into the cafeteria on one side and into the bookstore on the other. Stairways connect the lounge with the basement student center which features "key hole" conversation areas, television lounges, billiards and ping pong, a snack bar, and additional lounge areas.

Interior classrooms allow a controlled atmosphere except where exterior light was deemed desirable because of the type of use of the classroom. Corridor circulation around the periphery of the building permits good views of the city from all classroom floors. In addition to three sets of stairways connecting all floors, the building is served by eight manually operated elevators reclaimed from the existing building and reconditioned and redecorated. The following statistical summary presents information concerning building functions and capacities:

Physical Plant Size; Facilities Included:

Total square footage		240,000
(3 floors @ 40,000 square feet, 6 floors @ 20,000 square feet plus upper floors of old building — used for storage)		
Ninth floor district offices		9,000
Total lecture and seminar classrooms (floors 2 through 7)		33
Total laboratory and activity classrooms (floors 3 through 8)		35
Total student stations — lecture and seminar	1,532	
Total student stations — laboratory and activity	948	
Total student stations		2,480
Library seating capacity including listening area	(approximately)	240
Library book capacity (volumes)		30,000
Cafeteria seating capacity	(approximately)	400

Other Facilities

Campus administrative offices
Bookstore
Lounge
Basement student center
Miscellaneous auxiliary spaces

Physical Plant Costs:

Original remodeling contract, including change orders	(approximately)	$3,300,000
Second remodeling contract, including change orders		126,349
Equipment, built-ins, furniture		1,429,271
Architect's fees	(approximately)	293,500
Subtotal	(approximately)	$5,179,120
Cost of site		2,150,000
Total expenditure for El Centro College	(approximately)	$7,329,120

The older buildings had load bearing masonry walls with wooden floor structures. The newer building was of steel frame construction with concrete structural floors. Finished materials were primarily masonry. The treatment given to the exteriors was designed to differentiate them architecturally in order to convey the image of a college campus comprised of separate buildings. The older buildings were painted contrasting colors and the newer sections given a steam and acid cleaning treatment to restore their original appearance. The ornamental terra cotta which trimmed the exterior was restored.

The major change to the exterior involved a set back of the first floor wall of the newer building on three sides to create the effect of a wide sidewalk, merging with an arcade. An attractive selection of contemporary finishing materials, along with extensive areas of glass, created a transition effect from the restored exterior of a turn-of-the-century building, to a very modern interior. Tubbed live oaks and yaupon holly trees provide landscaping for the exterior. The arcade is furnished with concrete benches. A new overhang was built on the ninth floor to frame the view and shade the new district offices and terraces. This also restored the termination shadow line of the original cornice.

The interior of the building was virtually gutted and rebuilt with new materials, using a metal stud, dry wall system for partitioning. Drop ceilings were designed of removable acoustical tile panels suspended in a metal grid system with ample crawl space above for convenient access to utility distribution lines. All classroom, library, and lounge spaces were carpeted.

General Comments

El Centro College is expected to become a permanent inner-city campus for the Dallas County Junior College District. A long-range master plan is being developed to provide for expansion of the college to include new high-rise construction, occupying the adjacent block and replacing at least the older sections of the present college building complex. This master plan will include provisions for facilities which the present building cannot accommodate, such as a little theater or auditorium, gymnasium, and swimming pool. It is possible that the total present facility will eventually be replaced with new construction.

Subjective analyses of community and student reactions suggest that the facility has been extremely well received. Virtually all comment has been positive. The press has been outspoken in its praise and the college appears to have engendered a widespread feeling of pride on the part of the citizenry and the students.

The advantages of the method used by El Centro College include the fact that the institution was able to provide services soon after it was approved. The approach also consolidated the operation into a single unit providing operational efficiency and the feeling of cohesiveness among all facets of the new organization. In addition, the college gained an identity in the community as a collegiate institution with tangibility and community visibility.

There were also some disadvantages. The approach involved decision making at a pace and on a scale that might have led to a disproportionately high percentage of errors. It is also possible that expenditures were higher than they would have been had there been more time for additional study and less demand for immediate solutions. The approach also involved a calculated risk concerning possible public reaction. Fortunately, such reaction, when it came, confirmed the soundness of the basic decision.

ROCK VALLEY COLLEGE

President ..... Clifford G. Erickson

Architects

Interim campus and Permanent campus	Ernest J. Kump Associates C. Edward Ware & Associates Durrant, Deininger, Dommer, Kramer & Gordon

Type of Interim Facility

Renovated farm buildings and short-term construction of permanent facilities

Maximum Number of Students Using Facility

Day program	2,200
Evening program	3,000

Square Footage Available

Gross	38,000
Net	33,000

Costs

Facility and site	$540,000
Renovations to existing buildings	141,000
Site improvement and new construction	807,000
Equipment and furnishings	75,000

Time Lapse Between Employment of President and Starting Classes

Day program	5 months
Evening program	5 months

Rock Valley College was established by voter referendum on October 10, 1964, as the outgrowth of months of study by public spirited members of the community. The college board was elected in November 1964, and immediately began their search for a president. Their quest ended in April 1965, when Clifford G. Erickson, formerly executive dean of Chicago City Junior College, was named president.

The college is located in Rockford, Illinois, the second largest city in the state, serving virtually all of Winnebago and Boone counties, as well as parts of McHenry, DeKalb, Stevenson, and Ogle counties. The district serves a population of approximately 250,000.

Because of the board's commitment to open the college in the fall of 1965, temporary quarters were sought from community agencies. From the fall of 1965 through the spring of 1966, day classes were held at the Naval Reserve Training Center in Rockford, and evening classes were held at an area high school. The Rockford Public Library provided space for the college library, and physical education classes were held in a National Guard armory and the YWCA. A total of 1,064 students were served.

By the fall of 1966, the interim campus, located on the college's permanent site, was ready for occupancy. That fall, a total of 2,400 students were served through a combination of renovated farm buildings and the construction of four new buildings. By the fall of 1967, the interim campus served an enrollment of 3,028 students. Beginning with a first year offering of seven occupational and thirteen transfer curriculums, Rock Valley has expanded its programs to provide comprehensive educational opportunities for the residents of the area.

Description of the Interim Campus

When the board purchased the 217-acre site for the college in the northeast section of the city of Rockford, they found themselves in possession of a large farm which contained the usual farm structures, a home, horse and dairy barns, and miscellaneous outbuildings. Since the structures were all sound, it was decided to incorporate them in the campus facilities by remodeling. The decision to use existing board and batten farm buildings exerted a controlling influence on the architectural style of the new buildings that had to be constructed for interim campus use. The four new buildings were constructed to serve on an interim basis as classrooms, laboratories, and faculty offices. Eventually they will be utilized as the maintenance and storage center for the college.

The new buildings of matching board and batten style were constructed near the remodeled, pre-existing farm buildings on the southwest corner of the site. The area involving the interim campus has been attractively landscaped. All buildings on the interim campus, both new and remodeled, are of frame construction.

Considerable imagination was employed in remodeling existing farm buildings. A former garage and workshop has been converted for use as an audio-tutorial biology laboratory. The former farm home has been converted into offices for members of the administrative staff. A garage now serves as office space for the college registrar. The former dairy barn has been attractively decorated and presently serves as the student center. Vending machines, food service, and lounge areas are located on the first floor of the building, with counseling and student activities offices located upstairs in the old hayloft. The former horse barn has been converted for use as the college library. Book stacks are located on the first floor, and the reading room, accommodating approximately eighty students, is on the second floor. The interior of the old silo is used for the display of student art. Three smaller outbuildings provide maintenance and storage facilities.

One of the four newly constructed buildings contains two faculty offices, general classrooms, and special use rooms for language instruction, art, drafting, and typing. The second new building contains a chemistry laboratory, a physics-electronics laboratory, a biology laboratory, and a data processing laboratory, all connected to a central storage prep area. The remaining two buildings involving new construction contain faculty offices. A relocatable building serves as a college bookstore. Physical education continues to be conducted in off-campus facilities leased from community agencies.

One of the most interesting aspects of the solution chosen by Rock Valley College involves the fact that both new and pre-existing buildings have been incorporated in the overall building program of the college. The interim classroom laboratory space will be ultimately converted for use as a maintenance and storage center. The interim campus and its parking combine with the projected permanent buildings in an inconspicuous yet pleasing manner.

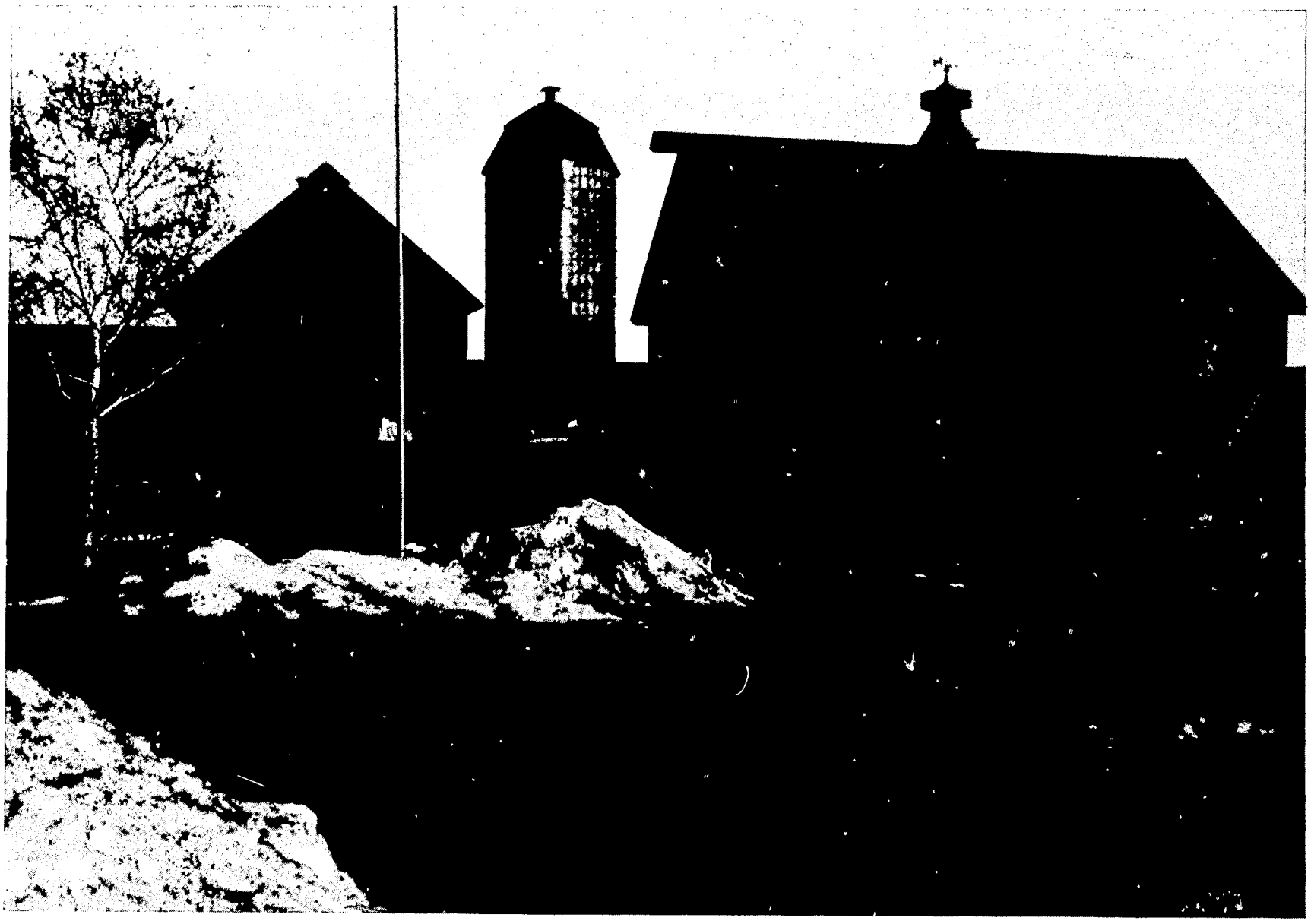
General Comments

In the future, the four new buildings will serve as the maintenance and storage center for the college. The remodeled buildings currently serving as student center and library will be utilized for student activities. When the administration building becomes available, that space may be used for a faculty lounge and meeting rooms. The relocatable building will be moved from the campus when the permanent student center is ready for occupancy in the fall of 1969.

Community and student reaction to the facilities has generally been favorable. People seem impressed with the beauty of the campus and the efficient use of space. There is a steady stream of visitors to the campus both during the week and on the weekends when classes are not in session.

Rock Valley College's solution to the problem of interim facilities has a number of advantages. Pre-existing buildings were remodeled at a nominal cost and incorporated into the overall building program of the college. The new buildings required for classroom and laboratory space were constructed quickly and at a nominal cost, yet they, too, form an integral part of the college building program. Consequently, there will be no future expense for the demolition and removal of these buildings.

The principal disadvantage to this type of solution is that the facilities which the college now occupies have all been designed for uses other than those to which they are presently being put. As a consequence, some of the activities of the college must be carried on under circumstances that are less than ideal. Staff members of the college, however, do not consider this a major disadvantage and tend to balance temporary inconvenience against the fact that more than 3,000 students are currently being served by the college. Many of these students would not have had an opportunity for higher education had the college deferred its opening until permanent facilities had been constructed.



NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE

President ..... Richard C. Richardson, Jr.

Architects
- Interim campus ..... Coston-Wallace
- Permanent campus ..... Caudill Rowlett Scott; Coston-Wallace

Type of Interim Facility
- Short-term construction of temporary facilities

Maximum Number of Students Using Facility
- Day program 850
- Evening program 600

Square Footage Available
- Gross 30,000
- Net 21,000

Costs
- Site $383,000
- Facility and site improvement 405,000
- Furnishings and equipment 318,000

Time Lapse Between Employment of President and Starting Classes
- Day program ..... 8 months
- Evening program ..... 8 months

Northampton County Area Community College was founded in June 1966 as a result of concerted effort on the part of the school districts of Northampton County and the County Board of School Directors. The charter board of trustees was organized in June of 1966 and immediately began their search for a permanent site. Richard C. Richardson, Jr., was appointed the first president of the college in February 1967.

Northampton County is located in the industrial Lehigh Valley, on the extreme eastern border of central Pennsylvania, some seventy miles north of Philadelphia. The college district, which includes parts of Lehigh and Bucks counties, serves a population in excess of 200,000, a majority of which is located in and around the principal cities of Bethlehem and Easton. The economy is diversified and includes the manufacture of steel, chemicals, textiles, cement, paper products, electronic components, and the processing of slate.

From the inception of the college, the board was committed to opening classes by fall 1967. When a thorough review of the area revealed no existing facility capable of supporting a day and evening program, the board turned its attention to other alternatives. After a thorough study, a solution pioneered by the Junior College District of St. Louis on its Meramec Campus was selected for modification and implementation because of its simplicity, low unit cost, and efficiency.

The approach involved construction of temporary facilities utilizing specifications prepared by the architects. They were advertised for bids and erected by a local construction company. The concept was approved on February 15. Seven and one-half months later, an initial enrollment of 850 students was attending classes.

The educational program of Northampton County Area Community College is comprehensive and for fall 1967 included eight technical and five transfer options. Due to a greater than anticipated initial enrollment, plans have been made to construct one additional building of approximately 3,000 square feet. The addition of this building to the existing campus will permit the expansion of technical and transfer offerings and will accommodate the more than 1,200 full-time students that the college is expected to serve during the academic year immediately preceding completion of the permanent campus.

Description of the Interim Campus

The external appearance of the temporary campus is enhanced by grouping buildings together to form landscaped courtyards, which do much to promote the academic atmosphere found in traditional campuses. Buildings are connected by covered walkways to give protection from inclement weather. Parking is provided for approximately 550 faculty and student cars and will be expanded to accommodate projected increases in enrollment.

Each building is of wood frame, semipermanent construction, having an anticipated life of more than ten years. Exterior surfaces are of textured plywood siding with steel doors and frames. Roofs have asphalt shingles. All floors are concrete slabs laid directly on grade. Interior walls and ceilings are of gypsum board, painted. Metal windows have operable sections to provide natural ventilation.

All exterior wall and ceiling cavities have been filled with bat insulation for maximum protection from extreme weather. The entire complex is heated electrically; summer air-conditioning is provided in the administration areas only. Individual classrooms and laboratories are planned to support the technical and transfer programs as well as the individualized learning programs offered for developmental students. The buildings and their functions include:

A library building containing book stacks and reading area with seating capacity of ninety-four students, as well as language and learning laboratories including dial access listening equipment. In addition, the building contains counseling offices, a health suite, and a staff conference-lounge area. Also included is a basic skills learning laboratory designed to permit individualized instruction for developmental students.

An administration building providing office space for the college staff as well as space for student records, a machine room, and other necessary service facilities for campus administration.

An auxiliary service building including a student cafeteria with food service from vending machines, a bookstore, shipping and receiving, service and storage facilities.

A lecture building including a large lecture hall for group instruction, a discussion classroom arranged with tables and chairs, and a business education laboratory with typewriters and business machines.

A classroom building providing three thirty-five-station, standard classrooms, an electronics laboratory, and a storage area for electronics and physics.

A science building including laboratory facilities for biology, chemistry, and physics. All laboratory facilities are equipped with modern equipment designed for use in subsequent phases of campus construction, as well as in the temporary facilities.

An engineering and graphics building providing space for drawing courses, graphics, advertising art, and a thirty-five-station classroom.

A service building providing a data processing laboratory and rest room facilities for the entire campus.

The new building that is planned for construction for the fall of 1968 will include three thirty-five-station classrooms, a learning laboratory, and faculty offices. The learning laboratory presently located in the library will be relocated and the space used for expansion of library seating.

One of the most interesting aspects of the development of this campus involves cost comparisons. The prototype campus completed in St. Louis in 1963 cost a total of $441,750 for site improvement and construc-

tion. Four years later, in a period of dramatically rising construction costs, the interim campus for Northampton County Area Community College cost a total of $412,241. While it is difficult to draw comparisons between widely separated geographic areas, the similarity of cost figures would seem to confirm the general cost range for this approach as well as the speed with which it may be implemented.

General Comments

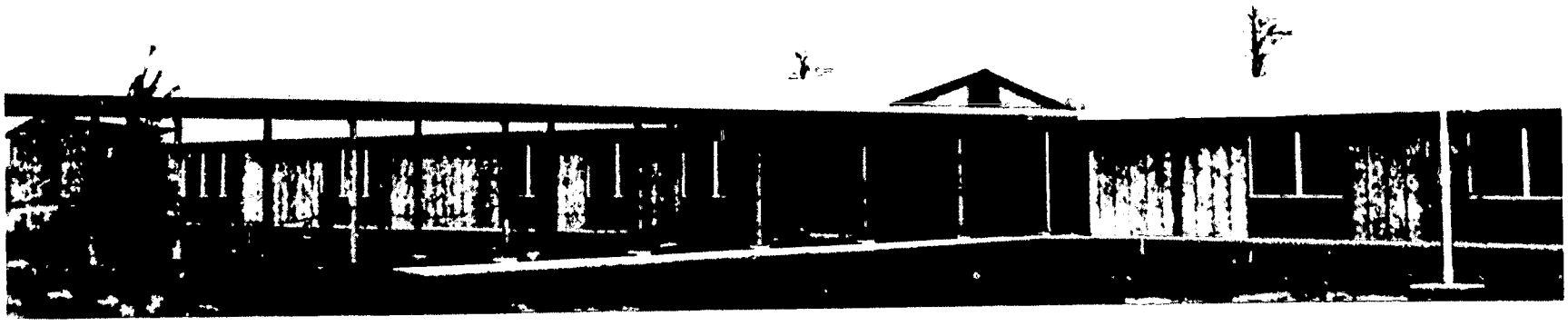
The interim campus at Northampton County Area Community College is located on a thirty-seven-acre section of the 165-acre permanent site. The portion occupied by the interim campus is separated from the main site area by a hard surface road. As the permanent campus develops on the main site area, a pedestrian bridge will be built over the highway, connecting the interim campus with the permanent campus. Analysis of the master plan indicates walking time from the interim campus to the center of the permanent campus of approximately six minutes. This will make it possible for the interim campus to serve in an evolving fashion over a period of ten years as the permanent campus is completed.

The reaction of the community has been highly favorable. Support from public media has been excellent and the many people who have visited the campus have commented favorably on its completeness, the speed with which it was constructed, and its efficiency in terms of the job for which it was designed. Student reaction has been equally favorable, and present indications would support the impression that students are identifying strongly with the college.

There are a number of advantages of this particular solution. The first involves the impact upon the community of creating a new institution of attractive and functional appearance in a shorter period of time than anyone thought possible. The establishment of the college in its own facilities is of material assistance in conveying a sense of identification to the students and a collegiate image to the community. The short period of time involved in implementing the solution means that the college can begin serving its community almost immediately. The relatively low cost of this approach, combined with the fact that its implementation was tied to an agreement which guaranteed sufficient funds for the development of the permanent facility, has made it possible for the college to avoid the two problems of placing buildings on a site before the completion of the master plan, or of constructing a multipurpose building that must later be remodeled to a primary function.

There are also a number of disadvantages. The basic concept of the campus calls for keeping all types of space at a minimum. Consequently, classrooms and supporting facilities, while adequate for the existing enrollment, will become quite crowded by the time the permanent facility is completed. The emphasis upon reducing costs makes it impossible to construct facilities such as a gymnasium and a theater. This means that certain aspects of the program must rely upon facilities obtained from the community. Office space for faculty is also quite limited.

The general feeling of both staff and students, however, is that the solution is excellent and that the advantages far outweigh any of the disadvantages.



CYPRESS JUNIOR COLLEGE

NORTH ORANGE COUNTY JUNIOR COLLEGE DISTRICT

President ..... Daniel G. Walker

Architects ..... William E. Blurock & Associates
Caudill Rowlett Scott

Type of Interim Facility
Prefabricated construction of relocatable permanent buildings

Maximum Number of Students Using Facility
Day program 2,283
Evening program 1,146

Square Footage Available
Gross 70,596
Net 57,469

Costs
Site $4,000,000
Facility and site improvement 1,060,000
Furnishings and equipment 350,000

Time Lapse Between Employment of President and Starting Classes*
Day program ..... 6 months
Evening program ..... 6 months

*Planning commenced six months prior to employment of president.

Following registration in 1965, it became quite obvious that Fullerton Junior College could not continue to accommodate the ever increasing number of students in the North Orange County Junior College District. Normally the process of establishing a second campus takes three or four years, but in the recently formed, enlarged junior college district of North Orange County, it was obvious that events would have to move faster. The North Orange County Junior College District is located southeast of Los Angeles and encompasses the cities of Fullerton, Anaheim, Buena Park, Cypress, Stanton, Placentia, La Havra, Brea, Yorbalinda, La Palma, Los Alamitos, and Rossmoor. The present population of the district is approximately 450,000 with a predicted increase by 1975 to 700,000.

Because of the necessary haste in forming a second campus, the board of trustees elected to utilize relocatable, temporary buildings for the new college until permanent buildings could be constructed. The board contracted with Modulux Inc. of Newark, California, to erect nineteen buildings on the permanent site.

Daniel G. Walker was employed as president of Cypress Junior College in January 1966 and began development of the instructional program in conjunction with consultants, district officers, and faculty members as they were employed. The basic campus was com-

pleted literally hours before the opening of school on September 12, 1966. The initial enrollment was 1,408 students in the day and 663 in the extended day programs.

In the ensuing year, work has gone on continuously to improve the campus. Athletic fields, landscaping, and the student center have been completed. In the summer of 1967, a twentieth interim building was constructed to house the new aeronautics and stewardess-hostess program. In its second year of operation, Cypress Junior College offered a full schedule of day programs to 2,283 students and extended day programs to 1,146 students. Classes are offered in thirty areas of major academic study and in several vocational specialties. Permanent facilities currently under construction will enable the college to expand its offerings in areas of vocational-technical education and general and adult education. The ultimate emphasis will provide a truly comprehensive program of instructional courses.

Description of the Interim Campus

In July 1966 the 112-acre site for Cypress Junior College was a barren field without water or power facilities. Seventy-four days later, the unimproved land had been converted into a finished campus, including buildings, parking areas, drives, and walks. The nineteen factory-manufactured buildings produced by Modulux Inc. comprise a large complex of classrooms, laboratories, administration offices, a health center, a bookstore, and a library. All buildings are air-conditioned and all but the laboratories are fully carpeted. These facilities are part of a master plan which calls for "leap-frogging" the entire college campus to a new site within the next two to five years, as soon as funds permit completion of the permanent campus at Cypress.

The buildings are comprised of 164 factory-manufactured modular units, ten feet by thirty-two feet each; all modules are designed to be combined to form buildings of varying configurations. The campus represents a new building concept using structural steel and fiberglass reinforced plywood to create long-life structures which are highly flexible in usage.

While the buildings at Cypress Junior College are relocatable, they are built to California State specifications for permanent buildings. Each has a projected useful life of forty years. Exterior walls are light colored, fiberglass reinforced plywood, while the structural steel framework is colored a deep bronze. Each roof is totally supported by steel columns with nonload-bearing walls. Doors, windows, and wall panels can be easily rearranged to meet changing needs. The interior walls are of a light beige colored vinyl.

Components in the building system are factory finished and shipped ready for assembly. As an example, the roof component combines insulation, electrical conduits, and lighting fixtures in one unit. The ceiling grid component combines lighting lenses and acoustical tile. Buildings are completely wired with lighting fixtures, wall outlets, interior wall and floor coverings, and plumbing as required. They are ready for use upon assembling.

When plans call for relocation of the campus, modules can be easily transported by a lift truck or a flatbed trailer to another site and assembled into custom configurations to meet new and specialized requirements.

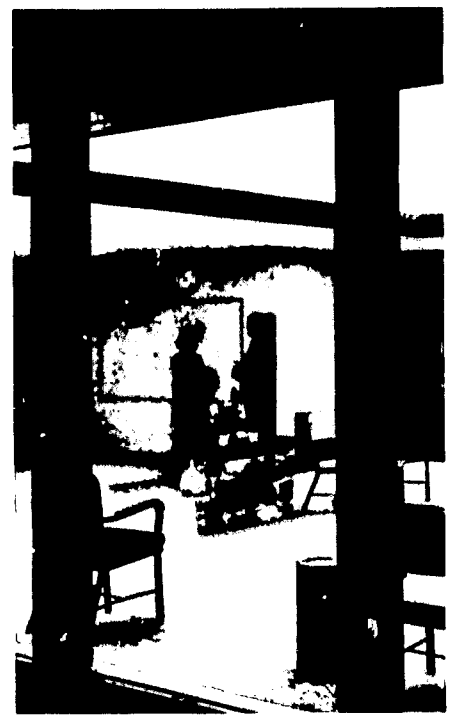
General Comments

Reaction to the interim campus has been favorable on the part of the faculty, student body, and the general public. Future plans for the interim facility depend upon a board decision regarding the opening of a third junior college campus. If there is sufficient planning time and if the third campus can begin with permanent buildings, the relocatable structures will be sold. If the speed of opening the third campus makes it necessary, however, the relocatable structures will be moved to the new site and used there until permanent structures are built.

The advantages of the relocatable campus include speed and flexibility of use. By beginning the program in this type of facility, the faculty and the student body may participate in the planning of the permanent structures.

There are two disadvantages to this approach. In the first place, the finished appearance is not as aesthetic as would be the case with permanent structures. Secondly, the cost of the approach is not inexpensive.

BUTLER COUNTY COMMUNITY COLLEGE



President ..... James D. Lawson

Architects ..... Howard, Burt and Hill

Type of Interim Facility
Short-term construction of permanent facilities

Maximum Number of Students Using Facility
Day program 487
Evening program 335

Square Footage Available
Gross 36,359
Net 23,633

Costs
Site $356,000
Facility and site improvement 654,498
Equipment and furnishings 250,000

Time Lapse Between Employment of President and Starting Classes
Day program ..... 12 months
Evening program ..... 12 months

Butler County Community College was officially approved by the Department of Public Instruction of the Commonwealth of Pennsylvania in April 1965. By June of the same year, a board of trustees had been appointed by the county commissioners and the first steps had been taken that would lead to the opening of the college in September 1966. James D. Lawson, the first president of the college, was elected by the board of trustees in September 1965. For several months during fall 1966, the future of the college was in question as the result of a legal suit questioning the constitutionality of the Community College Act of 1963. Following a favorable decision by the courts in January 1966, the college moved rapidly toward its September opening.

Butler County is located thirty miles north of Pittsburgh. In 1960, the population was 126,000, distributed among thirteen townships and one city. Approximately one-third of the population resides in and around Butler City and Butler Township. The plan for opening the college called for classes to start in September 1966 in permanent facilities on the permanent site. The college did, in fact, open three months and twenty-two days after securing the first seventeen acres of the eventual 288-acre site. In its first year of operation, the college served 242 full-time students in the day and 190 part-time students at night.

In order to accommodate an expanded enrollment which, in the fall of 1967, included 487 in the day program and 335 in the evening, additional facilities

were constructed, again using prefabricated components. The educational program served by "Campus 66" and "Campus 67" involves transfer programs, two-year terminal programs, one-year certificate programs, and clusters of courses to meet either skill or interest needs. While 65 per cent of the students were enrolled in liberal arts the first year, the college hopes to achieve a 50-50 division between transfer and vocational offerings by the early 1970's.

Description of the Interim Campus

The challenge presented to the architectural firm of Howard, Burt and Hill in April of 1966 was to design and construct a permanent facility within a period of five months. The plan called for attractive and functional buildings that would be an asset to the permanent master plan. These would serve initially to house the entire college instruction program and would be sufficiently flexible to be converted at a later date to house the vocational-technical facilities for the college.

The solution involved the use of pre-engineered components, consisting of structural steel framework, galvanized steel roofing, and baked enamel insulated steel exterior wall panels. Despite the use of prefabricated components, approximately 80 per cent of the initial facilities were constructed of typical custom materials such as concrete floors, resilient tile and carpet floor finishes, interior painted concrete block walls, some interior brick walls, hollow steel door and window units, acoustical tile ceilings, and fluorescent lighting. A gas fired boiler and standard classroom unit ventilators were used as the basic heating system. Flexibility for future revision of space utilization was achieved through the avoidance of bearing walls or columns throughout the structures.

The expansion of facilities for the fall of 1967 again featured the use of prefabricated components, but these were reduced to steel structure and galvanized steel framework only. The design philosophy of the master plan called for upgrading the finished materials, particularly on the exterior, in order to provide a transition into the character of the main campus. The use of rugged stone and rough sawn white oak is intended to accomplish this purpose.

The interior of Campus 67 is similar to Campus 66 except that more carpeting is used on the concrete floors, no concrete block walls are exposed, and all steel bent units are concealed. Painted and vinyl covered dry wall construction, stone, and rough sawn oak comprise the wall materials, with porcelain enamel pony walls being used for the low partitions between the faculty offices. The same type window units, steel doors, and hollow metal frames were used again for purposes of expediency.

The three buildings that comprised Campus 66 were connected by a covered walkway and grouped in such a way as to form the court area. The two buildings of Campus 67 form a fourth side to the original court area and are themselves connected by a court which features exposed aggregate concrete paving, low stone retaining walls, and a rough sawn wood deck. The two buildings for Campus 67, like their forerunners, are completely free of interior bearing walls or columns.

In order to supplement the group of five buildings that will become a future vocational-technical cluster for the total campus, several existing buildings were renovated on a minor scale. These buildings included an inn, now being utilized for bookstore, receiving, storage, snack bar, and physical educational offices. The pro shop, which is a part of an existing nine-hole golf course that is included within the 288-acre site, has been utilized for physical education equipment storage and distribution. An old residence on the campus has been converted to the president's office.

A major problem for the architects involved the location of buildings and parking in such a way that they would relate to plans for the development of the remainder of the campus. The site includes a stand of mature hardwood trees on high ground adjacent to the golf course. The first five buildings are nestled in and near the forest area. The new main road was threaded up to the edge of the woods so that the approach to the campus is between large oaks. In order to salvage the large trees adjacent to the buildings, floor levels were varied up to two feet to better adapt the structures to the natural slope of the land. There is very little fill or adjustment around the perimeters of the buildings.

The first 340-car parking lot was placed behind the trees to screen it from the approaches to the campus. Future lots are planned in such a way that the cars will not be visible from the main road below. As the campus grows to the northwest from its existing facilities, the golf course will provide a major asset to the physical education program.

The three buildings completed in 1966 are now used as a math-science center, a library, and vocational-technical shops and labs. The two new buildings completed in 1967, embracing 15,000 square feet and more than 90 per cent customized, house two foreign language laboratories, a learning center, faculty administrative and guidance offices, and six classrooms, including stage facilities which are used primarily for social science and English. A satellite student activities center of 2,300 square feet will be completed by February 1, 1968.

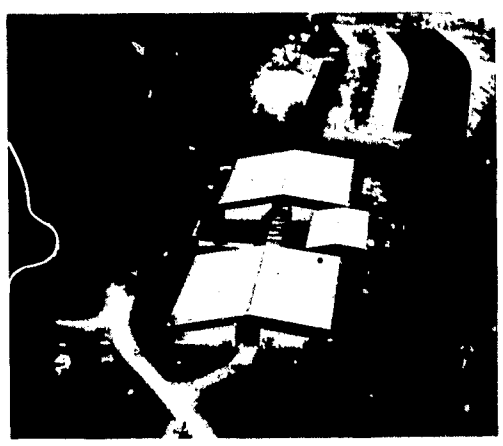
The buildings by their structure involve flexibility for change. They have been so wired and plumbed that they can be modified within and expanded without or converted to serve the alternate functions that are a part of the master plan development. A special feature added to the general building area encompasses an intercampus park now under development. Related playing fields and courts are in use and under construction.

General Comments

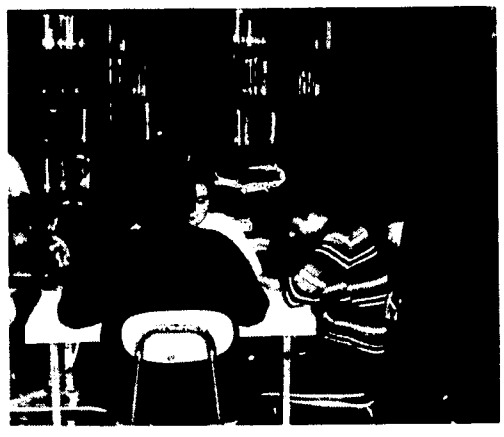
Community acceptance has been extremely favorable as reflected in day and evening college enrollment and by all other indices. Student reaction has been excellent in terms of classroom performance and appreciation for programs and facilities. A strong *esprit de corps* has developed among the student body with attendant pride in the institution.

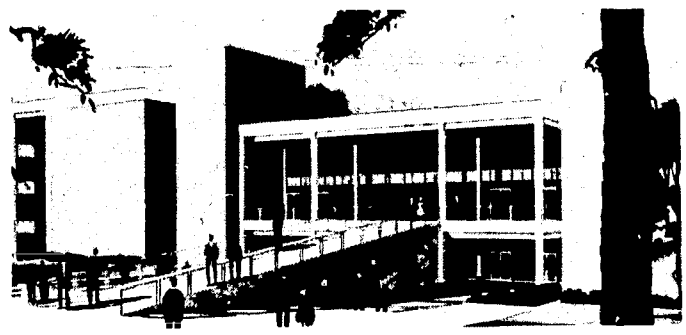
One important advantage of the solution utilized by Butler was the establishment of the college image during the first year of operation and the ability to have college life as an integral part of the program. The approach also made it possible to build for present and future needs within a relatively short period of time and to avoid expending funds on a renovated facility that would have only temporary use.

Disadvantages included the fact that facilities were not fully operational on the first day of classes. It should be noted, also, that equipment shortages in limited areas presented problems for a matter of weeks. In fact, it takes less time to build colleges using prefabricated components than its does to equip them. A final disadvantage involved the fact that related student recreational and physical education facilities were limited to outdoor areas or off-campus rentals.









CONCLUSION

What is the best approach for a new institution faced with the problem of finding facilities in which to begin an instructional program? It would appear that none of the solutions described is without disadvantages. Each community must weigh the values of immediate service against the problems of investing scarce funds in temporary solutions.

The purpose of this report has been to present as much objective information about each approach to the interim campus as possible. In this way, those communities which have yet to solve the problem may have a realistic idea of the results that can be achieved with a given expenditure of resources. In the final analysis, however, there is no substitute for the careful study of the community which the college will serve for answers to such questions as physical facilities — and educational emphasis.

The acid test for any solution to the problem of the interim campus is community acceptance. Consequently, it may prove of some value to those who will face this challenge to know that none of the colleges reporting indicated any criticism of the solution employed. To the contrary, communities expressed pride in the accomplishments of their new institutions. It would appear that, within reasonable limits, the community will accept with enthusiasm any solution proposed that will place the college in service without undue delay. It is this enthusiastic acceptance and grateful appreciation which sustains those who race against time to provide a college experience — now!