WESTERN WASHINGTON UNIVERSITY
ETHNIC STUDENT CENTER & VIKING UNION PLANNING
THURSDAY, JULY 23RD, 2015
AGENDA

OVERVIEW

- Review Documentation
- Strategic Visioning Exercise
- Diagram Exercises for ESC & VU
- Benchmarking & Utilization Review
- Discussion & Final Thoughts
Review Documentation
Strategic Visioning Exercise
The SAV Process does not...

- Modify WWU’s mission or introduce new values

The SAV Process seeks to...

- Facilitate diverse stakeholder involvement in the planning process
- Create criteria that allow for innovative solutions and streamlined decision making
- Ground the objectives in WWU’s ideals to ensure consistency and mission alignment
THE SAV PROCESS
OUTCOME CATEGORIES

1. ENROLLMENT MANAGEMENT

Competitive Amenity (Recruitment)

0  Students should be motivated to attend WWU based on the quality of its programs only and not on the basis of campus life facilities.

10 Architectural quality is key to a student union facility’s ability to serve as effective recruiting collateral. In particular, a sense of openness, quality finishes, and highly visible social space are of interest to incoming students and creating a “wow” factor.

Value Scale – The value in achieving an outcome is different for each school. The range of 0 to 10 represents the desired degree to which the school wants to achieve an outcome. Either a high or low number might be most appropriate.
THE SAV PROCESS

OUTCOME CATEGORIES

1. ENROLLMENT MANAGEMENT

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Value Benchmarks – The 0 and 10 numbers are represented with scenarios to assist as benchmarks for the school to reference.
THE SAV PROCESS

1. ENROLLMENT MANAGEMENT

Competitive Amenity (Recruitment)

0

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10

Architectural quality is key to a student union facility’s ability to serve as effective recruiting collateral. In particular, a sense of openness, quality finishes, and highly visible social space are of interest to incoming students and creating a "wow" factor.

Existing Condition – An “X” is placed for each outcome under the number that represents the extent to which the current facilities aid in the achievement of that outcome.
THE SAV PROCESS

OUTCOME CATEGORIES

1. ENROLLMENT MANAGEMENT

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Targeted Aspiration – An “O” is placed for each outcome under the number that represents the school’s ideal scenario for that given outcome driver.
### 1. ENROLLMENT MANAGEMENT

**Competitive Amenity (Recruitment)**

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>Students should be motivated to attend WWU based on the quality of its programs only and not on the basis of campus life facilities.</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Architectural quality is key to a student union facility’s ability to serve as effective recruiting collateral. In particular, a sense of openness, quality finishes, and highly visible social space are of interest to incoming students and creating a &quot;wow&quot; factor.</td>
</tr>
</tbody>
</table>

A gap indicates the extent to which change is required to achieve mission alignment.
Students should be motivated to attend WWU based on the quality of its programs only and not on the basis of campus life facilities.

Architectural quality is key to a student union facility's ability to serve as effective recruiting collateral. In particular, a sense of openness, quality finishes, and highly visible social space are of interest to incoming students and creating a "wow" factor.
1. Adopt a governing board’s global perspective

2. Consider objectives independently and only as student housing or campus edge specific outcomes

3. Treat the exercise as creating plan drivers and imposing filters not predicting preferences or behaviors

4. Do not be encumbered by current practices or conditions

5. Do not be encumbered by perceived affordability
1. ENROLLMENT MANAGEMENT

Competitive Amenity (Recruitment)

Student Retention

Scores Before

Scores After
Students should be motivated to attend WWU based on the quality of its programs only and not on the basis of campus life facilities.

Architectural quality is key to a student union facility's ability to serve as effective recruiting collateral. In particular, a sense of openness, quality finishes, and highly visible social space are of interest to incoming students and creating a "wow" factor.
1. ENROLLMENT MANAGEMENT

Student Retention

0
A high quality student service experience is not integral to student success. Basic facilities with overcrowded conditions, inconsistent facility schedules and the presence of other priority users contribute to student frustrations.

10
It is important for students to effectively integrate student activity programs into their schedules. Patron capacity is of the highest priority. Service quality and breadth of programs is also important.
2. EDUCATIONAL OUTCOMES

- Leadership Development
- Student Employment
- Leisure Activities
- Out-of-Classroom Experience
- Academic Activities
2. EDUCATIONAL OUTCOMES

Leadership Development

0

Leadership programming is not supported with either physical or financial resources. Opportunities to participate in student organizations and other leadership roles is not considered an important part of the campus experience.

10

Participation in student orgs and other leadership opportunities is an integral part of the campus experience. Appropriate spaces for student org offices, meetings, programs, and advertising/recruiting are valued and rewarded (credit, recognition).
2. EDUCATIONAL OUTCOMES

Student Employment

0
Student employees are viewed simply as a source of low cost labor. Students employees are hired into "filler" positions in which job standards and expectations are lower.

10
Student employment is an opportunity to provide high quality learning experiences. Time is taken to train students about their tasks & the nature of the enterprise they support. Staff should focus on maximizing the learning experience of student employees.
2. EDUCATIONAL OUTCOMES

Leisure Activities

0 Student extra-curricular or leisure activities are not considered an important aspect of the student experience. Students find their own leisure activities, perhaps even off-campus.

10 Leisure activity spaces such as game rooms, theatres and places to "see and be seen" (spaces students can expect to find their peers on a regular basis) are incorporated into the building program as a means for students to casually congregate.
### 2. EDUCATIONAL OUTCOMES

#### Out-of-Classroom Experience

| Academic learning and student development are recognized as two distinct processes. There is little institutional support for co-curricular activities (i.e., faculty reward for advising, physical / financial resources or staff support for the out-of-classroom learning experience.) | Student activities are a key part of the student experience. Appropriate meeting spaces for student co-curricular events, including a variety of room sizes/types, are important to accommodate various campus learning activities. |
2. EDUCATIONAL OUTCOMES

Academic Activities

0

Academic programming and support is heavily focused on the academic areas/colleges. Other campus programs and facilities are not designed to support student's academic needs.

10

A high emphasis on this asset would include physical, human and financial resources to support a student's academic life: multiple study spaces, academic advising, 24-hour study opportunities during mid-terms/finals, and provision of space.
3. CAMPUS COMMUNITY

Central Gathering Place
Faculty / Staff / Student Interaction
Alcohol-Free Social Opportunities
Late Night/Weekend Programming
Student Life “Master Plan” Integration
3. CAMPUS COMMUNITY

Central Gathering Place

0

The ESC and VU are not considered the central community building space. Adequate community spaces likely exist in other campus facilities (i.e., recreational center, student housing, etc.)

10

Community is viewed as a high priority and the ESC/VU are viewed as the primary asset for allowing students to be exposed to people from diverse backgrounds. VU space is seen as belonging to the student body and multiple satellite facilities are not considered.
VU / ESC facilities and programs are viewed and operated with students as the primary audience. Faculty and staff are accommodated with separate facilities and services.

Facilities are scaled to accommodate peak demand to avoid overcrowded conditions that discourage faculty and staff users. Programs and activities should be developed to maximize the interactions between students and staff.
3. CAMPUS COMMUNITY

Alcohol-Free Social Opportunities

There are other venues on campus that provide alcohol free activities and events.

Late night, socially oriented programs and events in the ESC and VU would provide students with alternatives to parties and bars.
Student union facilities and programs are not intended to support late night or weekend programs. Other facilities on campus serve this purpose.

Creative night-time and weekend programming respects students' peak hours and may facilitate a more balanced lifestyle for students.
3. CAMPUS COMMUNITY

Student Life “Master Plan” Integration

Physical and programmatic relationships among student housing, student union, food service and campus recreation facilities and services are not considered or nurtured.

Creating physical and programmatic relationships among quality of life facilities is sufficiently important that the goal will be a campus master plan level priority with respect to land-use allocations.
DISCUSSION
Benchmarking & Utilization
### Benchmarking – Union Database

#### as of July 2015

<table>
<thead>
<tr>
<th>Functional Areas</th>
<th>All Unions in Database (n=98) Ave Enrollment = 16,580</th>
<th>Western Washington Univ. Enrollment = 15,060</th>
<th>All Unions to Client Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ASF</td>
<td>%-Ttl ASF</td>
<td>ASF/Stdnt</td>
</tr>
<tr>
<td>Group 1: Food Service</td>
<td>26,101</td>
<td>23.4%</td>
<td>1.6</td>
</tr>
<tr>
<td>Group 2: Ballroom Facilities</td>
<td>10,765</td>
<td>9.7%</td>
<td>0.6</td>
</tr>
<tr>
<td>Group 3: Conference/Meeting Rooms</td>
<td>10,065</td>
<td>9.0%</td>
<td>0.6</td>
</tr>
<tr>
<td>Group 4: Bookstore</td>
<td>12,410</td>
<td>11.1%</td>
<td>0.7</td>
</tr>
<tr>
<td>Group 5: Additional Retail Services</td>
<td>5,128</td>
<td>4.6%</td>
<td>0.3</td>
</tr>
<tr>
<td>Group 6: Theater/Auditorium</td>
<td>5,157</td>
<td>4.6%</td>
<td>0.3</td>
</tr>
<tr>
<td>Group 7: Recreation/Entertainment</td>
<td>5,657</td>
<td>5.1%</td>
<td>0.3</td>
</tr>
<tr>
<td>Group 8: Lounge Space</td>
<td>7,218</td>
<td>6.5%</td>
<td>0.4</td>
</tr>
<tr>
<td>Group 9: Academic Related</td>
<td>2,429</td>
<td>2.2%</td>
<td>0.1</td>
</tr>
<tr>
<td>Group 10: Student Organizations</td>
<td>8,657</td>
<td>7.8%</td>
<td>0.5</td>
</tr>
<tr>
<td>Group 11: Administrative Offices</td>
<td>10,355</td>
<td>9.3%</td>
<td>0.6</td>
</tr>
<tr>
<td>Group 12: Multicultural Centers</td>
<td>3,609</td>
<td>3.2%</td>
<td>0.2</td>
</tr>
<tr>
<td>Group 13: Special/Misc. Components</td>
<td>5,522</td>
<td>5.0%</td>
<td>0.3</td>
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<tr>
<td><strong>Total Assignable Sq. Footage</strong></td>
<td>111,473</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Gross Sq. Footage</strong></td>
<td>170,809</td>
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<td></td>
</tr>
<tr>
<td><strong>Gross/Net Ratio (Grossing Factor)</strong></td>
<td>1.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Efficiency Factor (% ASF/GSF)</strong></td>
<td>65%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Benchmarking**
<table>
<thead>
<tr>
<th>Functional Areas</th>
<th>ASF</th>
<th>%-Ttl ASF</th>
<th>ASF/Stdnt</th>
<th>ASF</th>
<th>%-Ttl ASF</th>
<th>ASF/Stdnt</th>
<th>ASF/Stdnt</th>
<th>Grp ASF</th>
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</thead>
<tbody>
<tr>
<td>Group 1: Food Service</td>
<td>21,937</td>
<td>24.9%</td>
<td>1.4</td>
<td>14,018</td>
<td>24.4%</td>
<td>0.9</td>
<td>(0.5)</td>
<td>(7,920)</td>
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<tr>
<td>Group 2: Ballroom Facilities</td>
<td>6,799</td>
<td>7.7%</td>
<td>0.4</td>
<td>7,073</td>
<td>12.3%</td>
<td>0.5</td>
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<td>274</td>
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<tr>
<td>Group 3: Conference/Meeting Rooms</td>
<td>4,689</td>
<td>5.3%</td>
<td>0.3</td>
<td>7,924</td>
<td>13.8%</td>
<td>0.5</td>
<td>0.2</td>
<td>3,235</td>
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<tr>
<td>Group 4: Bookstore</td>
<td>12,033</td>
<td>13.6%</td>
<td>0.8</td>
<td>0</td>
<td>0.0%</td>
<td>0.0</td>
<td>(0.8)</td>
<td>(12,033)</td>
</tr>
<tr>
<td>Group 5: Additional Retail Services</td>
<td>2,816</td>
<td>3.2%</td>
<td>0.2</td>
<td>201</td>
<td>0.3%</td>
<td>0.0</td>
<td>(0.2)</td>
<td>(2,615)</td>
</tr>
<tr>
<td>Group 6: Theater/Auditorium</td>
<td>1,663</td>
<td>1.9%</td>
<td>0.1</td>
<td>1,143</td>
<td>2.0%</td>
<td>0.1</td>
<td>(0.0)</td>
<td>(519)</td>
</tr>
<tr>
<td>Group 7: Recreation/Entertainment</td>
<td>4,642</td>
<td>5.3%</td>
<td>0.3</td>
<td>701</td>
<td>1.2%</td>
<td>0.0</td>
<td>(0.2)</td>
<td>(3,940)</td>
</tr>
<tr>
<td>Group 8: Lounge Space</td>
<td>5,494</td>
<td>6.2%</td>
<td>0.3</td>
<td>932</td>
<td>1.6%</td>
<td>0.1</td>
<td>(0.3)</td>
<td>(4,562)</td>
</tr>
<tr>
<td>Group 9: Academic Related</td>
<td>4,916</td>
<td>5.6%</td>
<td>0.3</td>
<td>364</td>
<td>0.6%</td>
<td>0.0</td>
<td>(0.3)</td>
<td>(4,553)</td>
</tr>
<tr>
<td>Group 10: Student Organizations</td>
<td>7,720</td>
<td>8.7%</td>
<td>0.5</td>
<td>6,275</td>
<td>10.9%</td>
<td>0.4</td>
<td>(0.1)</td>
<td>(1,445)</td>
</tr>
<tr>
<td>Group 11: Administrative Offices</td>
<td>11,912</td>
<td>13.5%</td>
<td>0.8</td>
<td>7,865</td>
<td>13.7%</td>
<td>0.5</td>
<td>(0.2)</td>
<td>(4,046)</td>
</tr>
<tr>
<td>Group 12: Multicultural Centers</td>
<td>1,363</td>
<td>1.5%</td>
<td>0.1</td>
<td>1,428</td>
<td>2.5%</td>
<td>0.1</td>
<td>0.0</td>
<td>65</td>
</tr>
<tr>
<td>Group 13: Special/Misc. Components</td>
<td>2,437</td>
<td>2.8%</td>
<td>0.2</td>
<td>9,549</td>
<td>16.6%</td>
<td>0.6</td>
<td>0.5</td>
<td>7,112</td>
</tr>
<tr>
<td>Total Assignable Sq. Footage</td>
<td>88,251</td>
<td></td>
<td></td>
<td>57,473</td>
<td></td>
<td></td>
<td></td>
<td>(30,778)</td>
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<tr>
<td>Total Gross Sq. Footage</td>
<td>137,839</td>
<td></td>
<td></td>
<td>94,831</td>
<td></td>
<td></td>
<td></td>
<td>(43,008)</td>
</tr>
<tr>
<td>Gross/Net Ratio (Grossing Factor)</td>
<td>1.56</td>
<td></td>
<td>1.65</td>
<td>0.09</td>
<td></td>
<td></td>
<td>-4%</td>
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</tr>
<tr>
<td>Efficiency Factor (% ASF/GSF)</td>
<td>65%</td>
<td></td>
<td>61%</td>
<td></td>
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</tbody>
</table>
## Benchmarking – Multicultural Centers

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Enrollment</th>
<th>Multicultural Center S.F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Connecticut</td>
<td>25,911</td>
<td>21,000</td>
</tr>
<tr>
<td>Duke University</td>
<td>15,465</td>
<td>20,000</td>
</tr>
<tr>
<td>University of California - Riverside</td>
<td>21,669</td>
<td>9,740</td>
</tr>
<tr>
<td>The Ohio State University</td>
<td>58,322</td>
<td>6,240</td>
</tr>
<tr>
<td>California State U. San Marcos</td>
<td>11,242</td>
<td>6,010</td>
</tr>
<tr>
<td>DePaul University</td>
<td>23,799</td>
<td>4,760</td>
</tr>
<tr>
<td>Penn State University - University Park</td>
<td>40,541</td>
<td>4,360</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>27,578</td>
<td>4,000</td>
</tr>
<tr>
<td>Ball State University</td>
<td>20,655</td>
<td>3,740</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>32,576</td>
<td>3,565</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>50,085</td>
<td>3,551</td>
</tr>
<tr>
<td>Miami University</td>
<td>24,068</td>
<td>3,302</td>
</tr>
<tr>
<td>Case Western Reserve University</td>
<td>10,771</td>
<td>3,000</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>50,358</td>
<td>2,908</td>
</tr>
<tr>
<td>Springfield College</td>
<td>3,255</td>
<td>2,700</td>
</tr>
<tr>
<td>University of Missouri - St. Louis</td>
<td>17,085</td>
<td>2,547</td>
</tr>
<tr>
<td>University of North Texas</td>
<td>36,164</td>
<td>2,540</td>
</tr>
<tr>
<td>University of California - San Diego</td>
<td>29,909</td>
<td>2,321</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>22,753</strong></td>
<td><strong>3,609</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Enrollment</th>
<th>Multicultural Center S.F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University-Stillwater</td>
<td>25,854</td>
<td>2,244</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>24,096</td>
<td>2,200</td>
</tr>
<tr>
<td>University of Utah</td>
<td>31,515</td>
<td>1,948</td>
</tr>
<tr>
<td>North Carolina State U.</td>
<td>33,989</td>
<td>1,670</td>
</tr>
<tr>
<td>Northern Kentucky University</td>
<td>15,090</td>
<td>1,620</td>
</tr>
<tr>
<td>University of San Diego</td>
<td>8,349</td>
<td>1,466</td>
</tr>
<tr>
<td>University of Mississippi</td>
<td>19,431</td>
<td>1,300</td>
</tr>
<tr>
<td>Cleveland State University</td>
<td>12,420</td>
<td>1,300</td>
</tr>
<tr>
<td>University of Missouri - Kansas City</td>
<td>16,160</td>
<td>1,228</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>29,203</td>
<td>1,197</td>
</tr>
<tr>
<td>North Carolina A&amp;T U.</td>
<td>10,725</td>
<td>1,100</td>
</tr>
<tr>
<td>University of Alabama</td>
<td>36,047</td>
<td>856</td>
</tr>
<tr>
<td>U. of South Florida-St. Petersburg</td>
<td>4,893</td>
<td>690</td>
</tr>
<tr>
<td>University of Wisconsin - St. Petersburg</td>
<td>9,371</td>
<td>449</td>
</tr>
<tr>
<td>University of Baltimore</td>
<td>7,530</td>
<td>410</td>
</tr>
<tr>
<td>Fairmont State University</td>
<td>3,958</td>
<td>250</td>
</tr>
<tr>
<td>University of New Orleans</td>
<td>8,281</td>
<td>118</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>22,753</strong></td>
<td><strong>3,609</strong></td>
</tr>
<tr>
<td>WWU</td>
<td>15,060</td>
<td>1,428</td>
</tr>
</tbody>
</table>
Black Cultural Center – Purdue Univ.
Multicultural Center – Northwestern Univ.
Multicultural Center - UCSB
Native American Longhouse – Univ. of Oregon
Utilization of Meeting Room Types – Campus Wide

- **26%** Ballroom/Multipurpose Rooms
- **3%** Large Meeting Rooms
- **15%** Medium Meeting Rooms
- **57%** Small Meeting Rooms

**23,600** Number of bookings per year across campus
Utilization of Meeting Room Types – Viking Union

- 34% Other Meeting Rooms
- 29% Small Meeting Rooms
- 24% Medium Meeting Rooms
- 5% Ballroom/Multipurpose Rooms
- 6% Large Meeting Rooms

5,600 Number of bookings per year in the Viking Union (24% of campus)
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Viking Union</td>
<td>460</td>
<td>Small Meeting Room</td>
<td>12</td>
<td>73</td>
<td>50</td>
<td>39</td>
<td>50</td>
<td>57</td>
<td>53</td>
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<td>66</td>
<td>35</td>
<td>510</td>
</tr>
<tr>
<td></td>
<td>462 A</td>
<td>Small Meeting Room</td>
<td>8</td>
<td>63</td>
<td>54</td>
<td>25</td>
<td>42</td>
<td>60</td>
<td>32</td>
<td>59</td>
<td>59</td>
<td>27</td>
<td>429</td>
</tr>
<tr>
<td></td>
<td>462 B</td>
<td>Small Meeting Room</td>
<td>5</td>
<td>27</td>
<td>21</td>
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Utilization of Meeting Rooms by Group Classification – Campus Wide

- **35%** Student Affairs
- **31%** Academic Affairs
- **20%** AS Student Group
- **6%** AS Program Office
- **4%** Business & Financial Affairs

66% Percentage of bookings across campus by administrative groups
Utilization of Meeting Rooms by Group Classification – Viking Union

- **29%** Student Affairs
- **26%** AS Student Group
- **19%** AS Program Office
- **9%** Private
- **8%** Academic Affairs
- **7%** Business & Financial Affairs

**Percentage of bookings across campus by student groups**
DISCUSSION