



University of Wyoming Housing Master Plan

Final Report

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ksqdesign 

KSQ Design | Biddison Hier Ltd.

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EXECUTIVE SUMMARY

Introduction

In mid-2017, the University of Wyoming undertook the development of a Housing Master Plan to address campus housing and residential life needs over the next decade. The plan includes an assessment of current conditions in campus housing and associated common spaces, and a long-term plan to improve the quality, suitability and management of housing and communal / amenity spaces across campus. The scope includes all the existing residence halls, university-owned apartments, and other housing options on campus (e.g., special interest, Greek, etc.).

To develop this plan, the University engaged the team of KSQ Design, an Oklahoma-based architectural firm with an extensive portfolio of planning and design projects including a broad range of university assignments, and Biddison Hier, Ltd., a Washington, D.C.-based resource planning firm specializing in student housing and residential life planning (the “Project Team”). The Project Team was assisted by BCER, an MEP engineering, technology and life safety firm serving the commercial, educational, institutional, and governmental markets; Martin / Martin Wyoming, a civil and structural engineering firm; and Vermeulens, a professional services firm specializing in pre-construction cost control services.

What is a Housing Master Plan?

A Housing Master Plan is a long-range planning document – typically covering a 10- to 15-year period – that provides a roadmap for programmatic and physical changes to enhance housing, residential, and campus life. It typically includes the following kinds of information to guide the University in reinvesting in its housing system over the plan period.

- Target populations to house and preferred types of housing (unit types, mix and number) to accommodate those populations.
- Assessment of existing physical conditions and recommendations for renovations to address deferred maintenance and, as necessary to modernize and upgrade buildings to make them suitable for the next decade and beyond.
- Recommendations for new housing to address any current or anticipated deficiencies in the housing inventory.
- Recommendations for other enhancements to campus housing, and to residential life programming to create a more vibrant and engaging on-campus experience.
- Funding requirements to implement changes called out in the Housing Master Plan and, often, a financial model to project how these requirements might be phased and funded over time.

Overview of Housing, Residential, and Campus Life at UW

UW offers about 3,223 beds of housing for its undergraduate students, mostly in the form of traditional residence hall-style units, but also in the form of apartments, and limited numbers of “semi-suite”-style units (graduate students are sometimes housed in University-owned apartments). The University, for the most part, does not offer housing for faculty or staff. First-year undergraduate students are required to live on-campus, although there are exceptions to this requirement, typically for students living within a certain mile radius of campus. First-year students occupy much of campus housing, along with small numbers of sophomores, juniors, and seniors. The remaining upperclassmen live off-campus, most often in apartment complexes like the Verge and the Pointe.

UW students are often described as very polite, hardworking, and not disposed to complain very much. Administrators say they do not convey a sense of “entitlement”, and are “amazingly well-behaved.” Students say that at UW, it’s easy to get to know people – you “know your professors really well,” don’t “feel like you’re one in a swarm,” and that “out here, everybody is everybody’s friend.” Wyoming (including UW) is a “small town with very long streets,” meaning the campus, and what happens on it, is everyone’s business.

Both students and administrators say there are marked differences between students from Wyoming and those from the two primary out-of-state locations – Colorado and California. Wyoming students are generally more conservative, with a “pull yourself up by the bootstraps” mentality. Colorado / California students, on the other hand, are generally from more urban environments, a more diverse set of background / circumstances, and tend, overall, to have more financial means.

On-campus, students are most likely to hang out in the “fishbowls” in their residence hall. Outside of the residence hall fishbowls, students mostly go to the Union for on-campus socializing, where there are “always people tabling, food of some kind, people waiting for their next class, or something happening,” although students lament that there are few other locations on UW’s campus to go to for casual hanging out. Among the goals of the Master Plan are to create more opportunities for social and co-curricular activities on UW’s campus to provide students alternatives to venturing off-campus for socializing opportunities and to incentivize students to remain in on-campus housing past their freshman year.

Summary of Key Issues

Findings from market research identified three issues that affect the nature and type of recommendations in the Master Plan. These issues are outlined below.

Issue 1: The Role of Housing (Mix and Progression) in Creating a Successful Undergraduate Experience

While amenities and privacy are good selling points, they are not necessarily positively correlated with a successful campus housing experience. UW wishes to provide freshmen students with the private rooms / bathrooms they indicate they desire; however, new students who are placed in traditional residence halls (double rooms on double-loaded corridors with community-style bathrooms) usually appreciate the communal living experience, while those who end up in singles or suite arrangements typically find it harder to make friends, build community and “find their place” within the institution. UW must thus balance the need to attract new students with the desire to provide an enriching social experience for students once they are on-campus.

Issue 2: Community Bathrooms

Community bathrooms in traditional residence halls have seen a significant evolution in the past several decades. Whereas a large community-style bathroom (e.g., shared by 20 to 30 students) would not have been unusual in housing of the 1970s or 1980s, today’s students have a much different sense of privacy in bathroom functions. This trend has also been driven by an increasing recognition of the need to accommodate students in gender-neutral facilities.

While sharing a bathroom is still valued as a “great way to get to know people” (in the words of a UW student), today’s bathrooms need to strike the balance between “feeling communal” while still providing an adequate and “comfortable” level of privacy. Accordingly, bathroom trends are evolving, and modern residence hall bathrooms usually have the following two characteristics: (1) low ratio of students per bathroom (around 8 to 10 instead of 20 to 30 students), and (2) disaggregated functions (e.g. grooming, bathing, and toileting in separate and distinct areas) to allow for more privacy while using space efficiently.

Issue 3: Housing Costs

Cost has a significant impact on interest in housing, and this effect is exacerbated when the housing’s target population is students. There is a consensus among UW student focus group participants that on-campus housing costs are high, especially relative to what students get. Further analysis of UW’s housing rates in comparison to peer institutions and local market housing rates supported student perception that the cost of University housing (specifically in the Washakie Halls) is unusually high. If the University is to attract more students to remain on-campus, the pricing structure for housing clearly will need to be addressed.

Goals of the Housing Master Plan

Strategic Context and Goals

The context for the Housing Master Plan derives from goals stated in the University's strategic planning documents. At least three goals from strategic planning documents relate in some fashion to a student's housing and residential life experience. The context also derives from information provided by stakeholders and a review of the current physical conditions, programmatic offerings, and competitive context in which the housing system functions.

Relevant Goals from the University Strategic Plan

Among the University's goals as expressed in strategic planning documents are to: (1) Cultivate a **community of learning** energized by **collaborative work** among students, faculty, staff, and external partners; (2) Nurture an environment that values and manifests **diversity, internationalization**, free expression, academic freedom, personal integrity, and mutual respect; and (3) Promote opportunities for **personal health and growth**, physical health, athletic competition, and **leadership development** for all members of the community.

Specific goals, hopes, and desires for the housing and residential life experience were derived from interviews with campus senior administration leadership, representatives involved in housing and residential life, board members, and students. Goals that have been incorporated into the Housing Master Plan are listed below.

Primary Strategic Goals

Goal 1.

Recognizing the important role that housing and residential life can play in a student's college experience, the University's leadership envisions a **more residential university**, with new ideas and concepts for student housing, **living-learning environments**, and an **enhanced residential experience** with **more opportunities for student engagement**.

Goal 2.

Make housing a feature that helps to strengthen recruitment and retention. In its current state, it is thought by some to be a "drain" rather than an asset in recruitment.

Goal 3.

Increase number and diversity of housing options to promote more students living on-campus and support the University's planned growth. The University's current plan is to add approximately 1,100 students by 2022.

Goal 4.

Develop a plan that the campus can rally around, and that will enhance the attractiveness of the campus over the next decade.

Goal 5.

Enhance Greek life to add to the vitality of campus life, with a specific target of growing the number of Greek students from ~650 students to ~1,000 students. There is a belief that Greek life – through its engagement of students in campus life – already is and can be a greater driver of recruitment and retention.

Other Strategic Goals

Goal 6.

Make housing more appealing, both physically and programmatically. Create more communal and amenity spaces both inside and outside of housing to support the on-campus social life of the University of Wyoming. Enhance

residential programming with more living-learning communities, themed floors and even residential colleges to increase student engagement, strengthen community on UW's campus, and increase faculty interaction with students in residential settings.

Goal 7.

Increase diversity of housing options. UW currently offers traditional residence hall-style rooms, apartment housing and a limited number of "semi-suites," i.e. two rooms entered off a common corridor, connected by an internal bathroom. There is interest in "more of a progression of housing options as students advance" academically and developmentally. As variety is added, this should include options that will entice students to remain on-campus beyond first-year.

Goal 8.

Create a financially sustainable housing system for the full housing mix owned by the University – including Washakie residence halls, Hill-Crane residence halls, University-owned apartments, and University-owned Greek housing. Focus on affordability and perhaps even differential pricing strategies to make housing accessible to more populations. For any new housing, the University is open to considering economical options (e.g., 30-year housing construction types) as well as traditional institutional-grade construction approaches.

Target Populations to House

Goal 9.

Primary Populations

Freshmen and transfer students are the primary populations of interest for campus housing. Freshmen are the only group with a live-on requirement, and transfer students comprise about 30% of the incoming class. For freshmen, the goal is to continue the on-campus residency requirement and further limit exemptions to the on-campus residency requirement.

Transfer students primarily come from the Wyoming community colleges and Colorado. They sometimes have difficulty finding appropriate housing in Laramie, and in the absence of an intentional "first-year entry" experience may struggle to find their niche at the university, their community, and a support network of friends and colleagues, etc. A priority is to help ease the entry of transfers through an intentional housing experience in which these students may live together.

Secondary Populations

Beyond the primary populations, the University is also interested in providing more and better housing for sophomores, international students, and potentially other populations for whom available campus housing may be a valuable recruitment tool (such as student athletes, who are used to being offered relatively lavish housing arrangements).

Board Level Views and Concerns

During the information-gathering phase of the Master Plan, interviews were conducted with members of the Facilities Contracting Committee of the University of Wyoming Board of Trustees, as well as with the Speaker of the House of Wyoming's State Legislature. Common themes expressed in these interviews were a keen interest in the outcome of this Master Plan, and a strong desire to have a housing system that will be a positive tool for recruiting more students, helping them persist and be successful at the University, and having them leave the institution with strong positive feelings about their University of Wyoming experience.

Housing Master Plan Recommendations

The Housing Master Plan findings and goals were combined to create a series of strategic recommendations, as outlined below.

Strategic Recommendations

Recommendation 1.

Create a better alignment between housing types and different stages of student development through renovation and new construction.

Recommendation 2.

Enhance the housing and residential life program by adding residential space that will accommodate a residential college and / or other programmatic experiences that incorporate academic and / or co-curricular activities into residential living.

Recommendation 3.

Seek to cultivate Greek life on UW's campus through greater University involvement with Greek national organizations (e.g. the house corporations), more involvement in each Greek house's management structure, and steadier / more involved contact with national Greek organizations. As the University expands Greek life, it should also be prepared to address the issues that attend this expansion, including alcohol on campus. There are professional entities who specialize in these issues, and the University may wish to consider a separate study drawing on some of the expertise of these entities.

Recommendation 4.

Add community spaces in a targeted fashion at various points across campus (as well as within residence halls) to provide more opportunities for student interaction and campus co-curricular / social life.

Phasing and Funding

The Housing Master Plan calls for (1) demolition of both Crane and Hill Halls to make way for construction of new housing; (2) construction of new suite-style / residential college housing on and around the Hill-Crane site; (3) renovation of the Washakie Halls and the University-owned apartment complexes; (4) site upgrades along King Row; (5) renovation of Greek housing; and (6) renovation of Washakie Center. Housing Master Plan recommendations are broken out into three separate phases (as well as a category of projects that may be undertaken independent of phasing) to ensure consistency of bed counts and to ease the impact of funding a multitude of projects. Outlined below is the phasing of the projects, as well as the necessary funding requirements.

Phasing

Phase I

Demolish both Crane and Hill Halls and construct new suite-style / residential college housing on the Crane-Hill site / adjacent parking lot (or elsewhere, if deemed appropriate by University leadership). Assuming *Approach 1, Option 1*, new construction will bring up to 600 new beds online, which in the short-term will provide swing space to allow the University to take individual Washakie residence halls off-line for renovation, in sequence (during Phases II and III). (See *Part II. Section 2. Implementation Strategies: Approaches, Options, and Conceptual Plans for New Housing* for more details.) Once renovations are complete, the new construction will add housing capacity to accommodate projected growing enrollments. This phase of the Master Plan will take place over the course of two years, from 2018 to 2020. Timeline: as soon as possible. Estimated cost (current dollars): \$118 million total.

Phase II

Renovate two Washakie Halls (Orr and McIntyre), in sequence, to create 21st century housing appropriate for first year students. Each would be off-line for approximately two years. Timeline: 2020 to 2024. Estimated cost: ~\$40.3 million total.

Phase III

Improve streetscape in the area around the Washakie Halls and the former Crane-Hill site, now the site of new housing. Renovate the final two Washakie Halls (e.g. White and Downey Halls) in sequence, starting with White. Prior to deciding to renovate Downey, assess enrollment projections, demand for housing and the University's financial situation, etc. If Downey is needed, then renovate; if not, demolish (incurring ~\$1 million in demolition costs). Timeline: 2024 to 2028. Estimated costs: ~\$12.1 million for streetscape improvements; \$43.3 million for renovation of White and Downey Halls; ~\$55.4 million total.

Independent of Phasing

The University-owned apartment complexes need renovation (Deficiencies: ~\$20 million; Modernization: ~\$6.2 million; Total: ~\$26.2 million), as do the University-owned Greek housing (~\$2.3 million) and the Washakie Center (~\$3.2 million). These projects can be undertaken at any time, independent of any other activities proposed in the three phases. Estimated cost: ~\$31.7 million total.

Funding

Phase I

- **Crane and Hill Hall Demolition:** ~\$2.0 million
- **New Suite-Style Construction:** ~\$116.0 million

Total: ~\$118.0M

Phase II

- **Orr Hall:** ~\$16.6 million
- **McIntyre Hall:** ~\$23.7 million

Total: ~\$40.3M

Phase III

- **White Hall:** ~\$25 million
- **Downey Hall Renovation:** ~\$18.3 million; **Demolition:** ~\$1 million
- **Streetscape Improvements:** ~\$12.1 million
- **Total:** Downey Hall Demolition: ~\$38.1 million; Downey Hall Renovation: \$55.4 million.

Total: up to ~\$55.4 million

Independent of Phasing

- **Apartments Renovation:** ~\$26.2 million
- **Greek Housing Renovation:** ~\$2.3 million
- **Washakie Center Renovation:** ~\$3.2 million
- **Total:** ~\$31.7 million

Total: ~\$31.7 million

Total

Assuming demolition of Downey Hall, the total funding requirement for all Housing Master Plan renovation and new construction is ~\$228.1 million over the next decade. Assuming Downey Hall is renovated and not demolished, total funding requirements come to ~\$245.4 million over the next decade.

Total: up to ~\$245.4M

Differential Pricing

By introducing new housing and renovating existing housing, the Master Plan creates a wider range of unit types and unit conditions than currently exist. If all projects of the Master Plan are undertaken, the diversity of the University's housing offerings will increase – in the range of unit types, age and condition, etc. Increased diversity allows the University to consider introducing more variety in the pricing structure of housing – e.g., including some lower-cost options for students who may be more price sensitive – as well as a broader range of price points that can help to fund the cost of renovations and new construction.

Financing Approaches

The University has indicated that while different financing approaches may be considered, including a public-private partnership (“P3”), there has been discussion that the State of Wyoming may provide debt financing at very favorable interest rates (e.g., 1.5%). If this is the case, then short of a straight equity infusion (e.g., a state appropriation or an outside donor), the State-backed low-cost financing option should be the most advantageous funding mechanism for Master Plan projects. While there is a current trend to look toward P3 deals to fund student housing projects, these deals typically make use of equity financing that require long-term arrangements and relatively high rates of return (i.e., cost of capital of 6% or more, plus associated management and development fees). From a financing standpoint, this approach would be far costlier to fund housing investments than if low-interest loans are available from the State of Wyoming.

HOUSING MASTER PLAN DETAILED REPORT

PART I FINDINGS

Section 1 Overview of the Housing Master Plan

What is a Housing Master Plan?

A Housing Master Plan is a long-range planning document – typically covering a 10 to 15-year period – that provides a roadmap for programmatic and physical changes to enhance housing, residential and campus life. It typically includes the following kinds of information to guide the University in reinvesting in its housing system over the plan period.

- Target populations to house and preferred types of housing (unit types, mix and number) to accommodate those populations.
- Assessment of existing physical conditions and recommendations for renovations to address deferred maintenance and, as necessary to modernize and upgrade buildings to make them suitable for the next decade and beyond.
- Recommendations for new housing to address any current or anticipated deficiencies in the housing inventory.
- Recommendations for other enhancements to campus housing, and to residential life programming to create a more vibrant and engaging on-campus experience.
- Funding requirements to implement changes called out in the Housing Master Plan and, often, a financial model to project how these requirements might be phased and funded over time.

Project Scope and Methodology

Master planning activities for the University of Wyoming include market research, physical assessment of existing buildings, program planning / development, and financial planning, as described below.

Market Research

During the master planning period, the Project Team engaged the University community through a variety of techniques to develop as clear and accurate a picture as possible of current conditions in residential and campus life and hopes, desires, and needs for the future.

Interviews were held with a range of university administrators and other stakeholders as part of the process of understanding the current residential housing environment at UW and future goals for housing various target populations – first-year undergraduates, upper level undergraduate students, transfer students, and graduate / professional students.

Focus groups were conducted with undergraduate students in Summer 2017. In total, thirty-six (36) individuals participated in interviews and focus groups during the primary market research period.

Survey data from a previously completed housing planning effort (conducted by the Mahlum Architectural firm) were analyzed to gauge student demand for housing and to determine what additional housing might be needed in the future.

To provide a *competitive context* for understanding conditions at the University of Wyoming, housing and residential life data were solicited from six other institutions – the University of Northern Colorado, Colorado State University, Montana State University-Bozeman, Utah State University, South Dakota State University, and Laramie County Community College. For a local market competitive context, data on housing rates at popular local market apartment complexes within Laramie, Wyoming were gathered and compared with University of Wyoming housing.

Facilities Audit

KSQ Architects conducted a targeted facility audit of all residential facilities. Audit data were used to quantify and categorize the nature of reinvestments required for UW's housing facilities over time. Specifically, the firm identified existing deficiencies (i.e., areas of deferred maintenance), areas for potential modernization, as well as options for selected "program changes" to adapt building areas to new uses. Data from the audit, combined with qualitative assessments by KSQ, in concert with the facilities organization at UW, provides a baseline for determining costs of reinvestment in facilities reviewed.

During the master planning process, all housing facilities were toured to provide a visual picture of the range of current conditions and to understand the type and mix of common spaces among buildings. Judgments and recommendations for renovation and modernization are based, in part, on the facility audit and the visual inspection, as well as on residential program goals developed as part of the Master Plan.

Development of Housing Program

Program options, guiding principles, and other facets of the housing reinvestment strategy were developed as part of the Master Plan. The Housing Program includes:

- A strategic vision for UW housing, including Greek housing and University-owned apartments;
- Identification of campus housing needs for each target population;
- Needs for residential spaces and campus common / social spaces to enhance the campus community experience; and
- Housing options for other special populations (e.g., Honors students or transfer students).

Phasing and Funding Strategies

Finally, data from the facility audit were used to develop a cost database to estimate capital investment costs associated with Master Plan recommendations for each residential facility – to address required renovations, modernization and investments to create additional program space. These data were used to construct comprehensive phasing and funding strategies for housing and common space renovation and new construction.

Section 2

Views on UW's Current Housing System and the Residential Experience

A starting point and foundation for the Master Plan is understanding existing conditions, shortcomings, and issues that should or will affect future planning. This section provides a summary of conditions at a fixed point in time of the University of Wyoming's residential spaces and environment for undergraduates and graduate students, drawn on work that was undertaken in Fall 2017.

2.1. Overview of the Current Inventory

The University has four main styles of undergraduate housing on the Laramie campus.

- *Washakie Halls:* Home to four multi-story buildings, White, Downey, Orr and McIntyre, the Washakie Halls house mostly freshmen in traditional residence hall-style double-occupancy rooms (the halls also contain a limited number of "semi-suite" rooms – a "modified" residence hall unit type where two rooms share a bathroom between the rooms).
- *Hill-Crane:* The Hill-Crane complex is made up of Hill and Crane Halls. In the past year, Crane has been unoccupied, and Hill Hall went off-line in Fall 2017. While the preponderance of rooms in these halls are double occupancy, in recent years they have been occupied as single-occupancy rooms to increase their market appeal to upper-class students.
- *Apartments:* The University owns four apartment complexes: Bison Run Village (mostly housing sophomores); River Village, Landmark Village, and Spanish Walk.
- *Greek and Theme Houses:* Located on the inner edge of campus next to the Washakie Halls, Greek houses and Theme Houses accommodate a variety of class years.

In Spring 2017, UW had approximately 3,223 beds of University-owned housing. (See *Figure 1.*)

Figure 1. Bed Inventory by Building and Unit Type

Unit Type and Building	Beds	
	No.	Pct of Total
Doubles (Washakie)	1,728	54%
Singles (Washakie)	119	4%
Singles (Hill-Crane)	409	13%
Semi-Suites (Washakie)	68	2%
Honors House	29	1%
Apartments	870	27%
Total	3,223	100%

2.2. Observations on the Current Inventory

To understand the existing inventory better, the Project Team interviewed staff and students to explore their issues with campus housing; conducted a walk-through of housing; and undertook a detailed facility audit. This section includes observations about the housing inventory based on these activities.

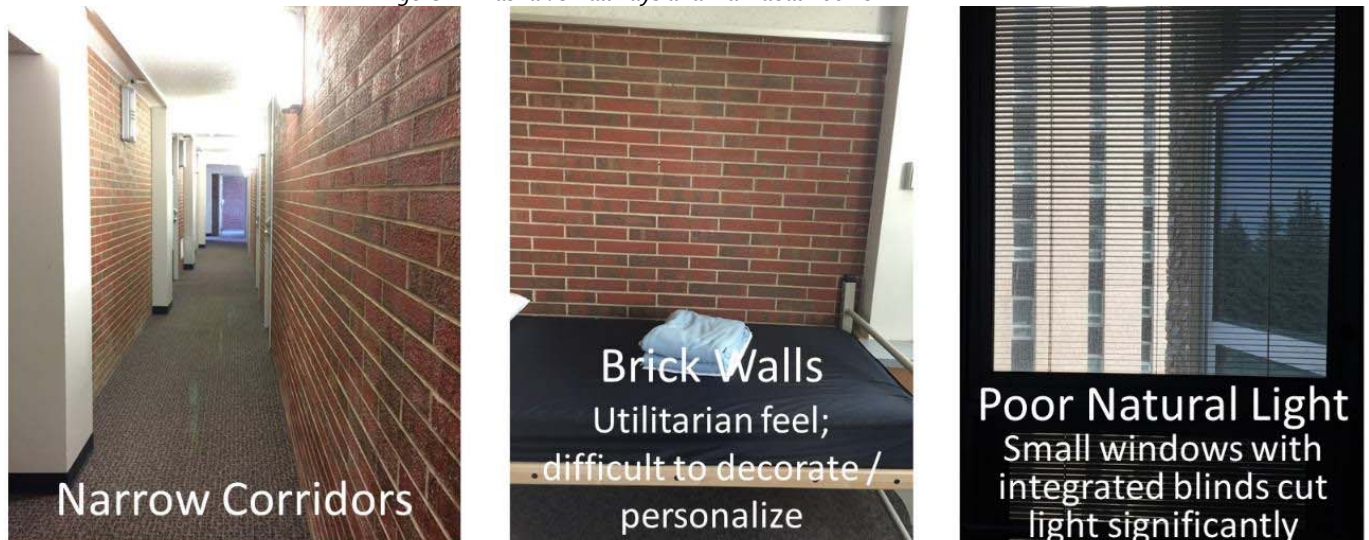
General Physical Conditions of the Residence Halls

Washakie Halls

The Washakie Halls include four multi-story residence halls – White, Downey, Orr and McIntyre Halls – on a land parcel bounded by Grand Avenue on the south, 15th Street on the west, King Row on the north, and adjacent to the Hill-Crane residential complex on the east. These halls house mostly freshmen in traditional residence hall double-occupancy units.

While students say the maintenance of the Washakie halls is both good and responsive (in fact, rating favorably against the local market), and they like the sinks in their rooms, they also describe a number of issues with the halls. These include a lack of temperature control (no air conditioning and no ability to adjust heat); built-in furniture and brick walls that make it difficult for students to “individualize” their rooms (hang posters or otherwise decorate walls); narrow, dark hallways (see *Figure 2*); laundries that are located far away in basements; small windows with blinds that impede sunlight; less-than-ideal WiFi; and strange configuration of beds in Washakie Hall single-occupancy rooms.

Figure 2. Washakie Hallways and Individual Rooms

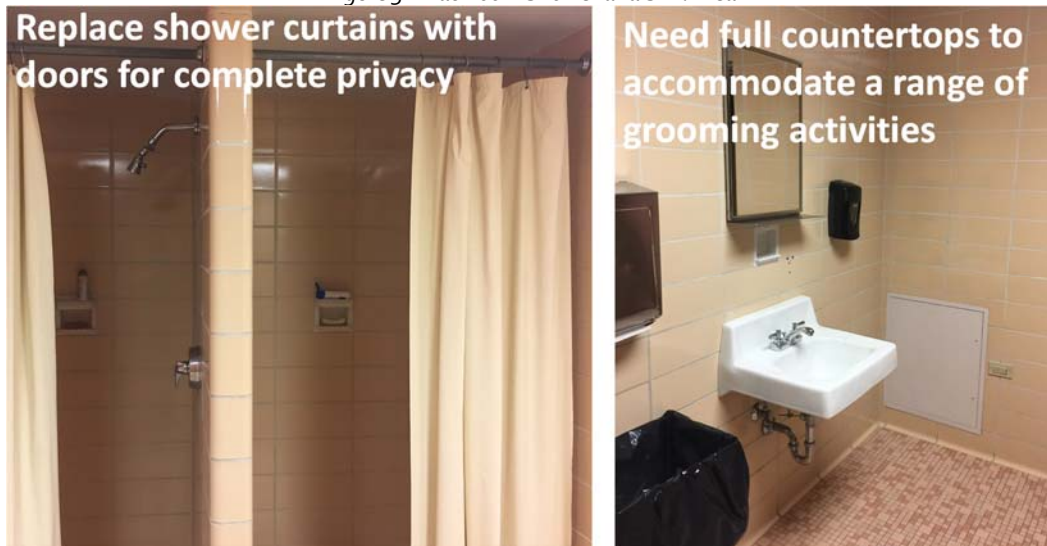


Bathrooms

Students are almost universally dissatisfied with the Washakie Hall bathrooms. Except for White Hall, students agree that residence hall bathrooms “need to be updated” with at the very least a “cosmetic upgrade.” There are mixed comments on sharing vs. not sharing bathrooms, and students seem to desire a “balance between *privacy and community*.” As one student noted, shared bathrooms “are a great way to get to know people.” The bathrooms should “feel as individual as possible while still making it feel communal.”

Students say they would like the following in their bathrooms: more privacy, especially in the showering area, which they would like to be fully closed; bigger bathrooms (“larger, but not huge”); removal of the bathtubs; countertops for makeup and blow-drying hair, etc.; and gender-neutral bathrooms. (See *Figure 3*.)

Figure 3. Bathroom Shower and Sink Area

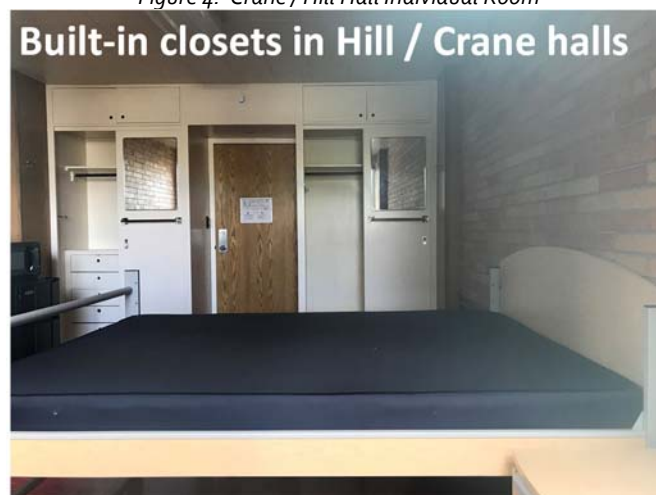


Crane-Hill Complex

The Crane-Hill residential complex, largely used to house upperclassmen, was originally designed to house two students to a room, but has been converted to single-occupancy rooms. All rooms have built-in closets and no sinks inside the rooms (see *Figure 4*). Crane and Hill Halls are currently off-line. Described by some students as “creepy,” Hill Hall does not have carpets, and students say one of the major downsides of the building is that without carpets the rooms get dusty very easily. When in use, both Hill and Crane have had low occupancy rates, and often feel empty to their occupants.

The Hill / Crane dining hall has a large footprint, and sits between these two buildings. While it no longer is used as a dining hall, it currently contains the University’s catering operation, which will soon be relocated elsewhere on campus.

Figure 4. Crane / Hill Hall Individual Room



Residence Hall Common Spaces

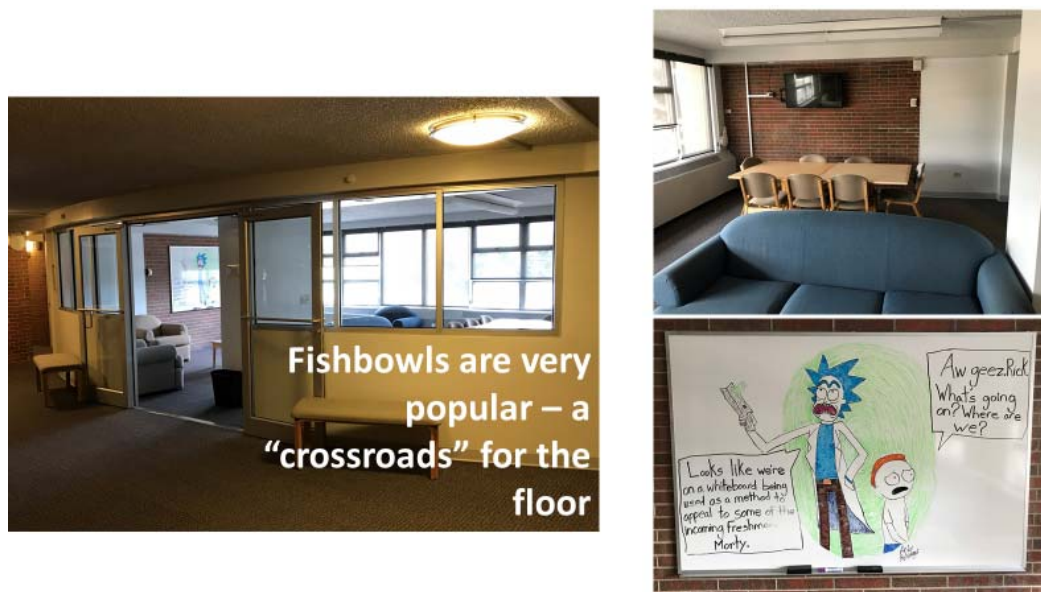
Within Washakie Halls, the first-floor lobbies are long, narrow, and oddly shaped for large gatherings. (See *Figure 5.*) They also lack common amenities found in modern residence halls.

Figure 5. Washakie Hall Lobbies



However, the fishbowls, which are on most upper floors, are widely loved, and students on floors lacking fishbowls (on alternating floors on Downey, or on top floors with closed-off balconies, for instance) miss them. (See *Figure 6.*)

Figure 6. Washakie Hall Fishbowls



Washakie Halls are also home to small study rooms on most floors, but many of these rooms lack windows and thus natural light, and students say that they would like more technology in the study rooms (i.e. computers mounted on walls). (See *Figure 7*.)

Figure 7. Washakie Hall Study Rooms



In Hill and Crane Halls, the lobbies are configured well for social gatherings, but the halls themselves are not popular with students.

Ideal common spaces include large open lobbies on the ground floor with plenty of clustered, comfortable seating (Hill and Crane Halls have this, but the Washakie Halls do not); a mix of smaller common rooms on each upper floor to support – variously – noisy and quiet activities (including small, quiet spaces for individual study); and small kitchens with ovens.

Other Residence Hall Spaces

The tunnels connecting the Washakie residence halls to the Washakie dining halls are very popular and are widely valued by students. However, students would appreciate security cameras and better lighting. Hill and Crane are not connected by tunnels, which further decreases their attractiveness to students. Some students mentioned that it was less-than-ideal that there was no alternative to using the laundry in the basement, as well as that some laundry rooms are more tucked away than others, which made students feel less safe.

Apartments

UW owns four apartment complexes of varying age and quality. While all apartments house some graduate students, Bison Run Village mostly houses sophomores, is rented by the bed, and is the newest and in the best condition; River Village and Spanish Walk are popular with international students; and Landmark Village Apartments mostly houses families, and is on track to be 100% occupied this year now that it allows pets.

Greek Housing

Greek life offers significant opportunities for student engagement, and most individuals involved in student government are reportedly also Greek. Accordingly, the University is interested in growing Greek life and Greek housing.

At present, the University has eight Greek houses on Fraternity and Sorority Row, along with a few special interest and other houses as well. *Figure 8* lists each property and its ownership.

Figure 8. Building Inventory on Greek Row

Building	Programmatic Use	Ownership	
Fraternity Row			
Sigma Nu	Greek Fraternity	Greek	Sigma Nu House Company
Alpha Tau Omega	Greek Fraternity	Greek	West Range Laramie, LLC
Sigma Alpha Epsilon	Greek Fraternity	Greek	Fraternity House Corporation
Sigma Chi	Greek Fraternity	Greek	Sigma Chi House Corporation
Pi Kappa Alpha (Removed)	Greek Fraternity	University	University
Honors House	Special Interest	University	
Health Sciences Living House	Special Interest	University	
Beta House	Special Interest	University	
Sorority Row			
Sigma Phi Epsilon	Greek Sorority	University	University (leased to SPE)
Kappa Kappa Gamma	Greek Sorority	Greek	Kappa Kappa Gamma Building Company
Delta Delta Delta	Greek Sorority	Greek	Theta Eta House Corporation
Chi Omega	Greek Sorority	Greek	Chi Omega House Corporation
Tobin House	Special Interest	University	
Information Technology Center	Academic Building	University	
		Ownership Summary	
		7 University	
		7 Greek	

2.3 Beyond the Residential Buildings – Views on Campus Community

Findings in this section are drawn from interviews, focus groups, and analyses of local market conditions and peer institutions conducted by KSQ Design and Biddison Hier, as well as from data from a student survey previously conducted by Mahlum Architects.

Why Do Students Come to UW?

Students come to the University of Wyoming for many reasons: the tuition is very inexpensive (making UW a highly cost-effective choice of university); the surrounding area is very nice; Laramie is a small town, but is not tiny, and the people in it are very friendly; and the University has an especially close-knit community.

The Undergraduate Student Life and Culture

UW students are often described as very polite, hardworking, and not disposed to complain very much. Administrators say they do not convey a sense of “entitlement” and are “amazingly well-behaved.” Students say that at UW, it’s easy to get to know people – you “know your professors really well,” don’t “feel like you’re one in a swarm,” and that “out here, everybody is everybody’s friend.” Wyoming (including UW) is a “small town with very long streets,” meaning the campus, and what happens on it, is everyone’s business.

The UW community is oriented around sports, specifically football and basketball, and has a down-to-earth culture that is more diverse than people’s preconceptions would have them think, with students from a “lot of different places,” both domestically and internationally (although international students don’t always integrate easily).

In-State Versus and Out-of-State Students

There are said to be marked differences between students from Wyoming and those from the two primary out-of-state locations – Colorado and California. Wyoming students are generally more conservative, with a “pull yourself up by the bootstraps” mentality. Administrators say that Wyoming students generally have a “very strong work ethic; lead by example; make their own mistakes; [and] move forward with them.” They are usually from very small towns and come from families with limited financial means, sometimes are first-generation college students, and have a high cost sensitivity regarding the residence halls, as they often feel they are not getting a lot for what they are paying.

Colorado / California students are generally from more urban environments, have a more diverse set of background / circumstances, and tend to have more financial means overall.

Social Life at UW

Students at UW say that when they are in the halls, the most common areas for hanging out are the “fishbowls,” glass-walled common rooms with movable furniture, whiteboards, and TVs, located near the elevators on every floor (except for Downey, which has fishbowls on alternating floors). However, students have no real community space on the first floors of the residence halls, and students feel, overall, that UW is lacking in communal space, especially considering that a student cannot swipe into a hall that is not his / her own (and thus cannot access fishbowls in other residence halls, or any halls at all if they live off-campus).

Outside of the residence hall fishbowls, students mostly go to the Union for on-campus socializing, where there are “always people tabling, food of some kind, [and] people waiting for their next class.” The Union is “the only place to go besides concerts in the fine arts building,” although UW plans to open more student gathering space in the library soon. The Gardens is also located within the Union, and is a gathering spot for students, but because alcohol is served there, students under 21 are hesitant to enter, and the game room off the Gardens “costs money,” which discourages students from visiting.

There is no real coffee shop or casual hang out space on-campus, although there are a few located in town just on the border of campus, which have the “differentiated ambience” that on-campus spots like the Gardens lacks.

Greek Life

There are many positives aspects of Greek life at the University of Wyoming’s campus. Students say that there is extensive overlap between student leaders and those who choose to join Greek organizations, and a general perception that the Greek population is very active. Greeks throw events like “Mr. Wyoming” (a pageant) and pancake breakfasts to which they invite other students; are “always doing something;” and are some of the most involved people at UW. Saying that it is an overall “net positive” to have Greeks on-campus, students also opine Greek life generally attracts people to the school, not only because Greek housing is less expensive than the residence halls, but also because Greek life helps new students make friends (sometimes helped by alcohol). Those involved in Greek life say that UW’s fraternities and sororities are different from other schools in their strong focus on scholarship and philanthropy.

Those who are not involved mention some downsides to Greek life at UW, saying that at other schools almost everything is Greek life, but at UW, it “feels like it is dying,” and some students “don’t even notice Greek life.”

Section 3

Key Issues

Findings from market research identified some issues that potentially affect the nature and type of recommendations in the Master Plan, and are outlined in this section.

Issue 1: The Role of Housing (Mix and Progression) in Creating a Successful Undergraduate Experience

Creating a Successful Undergraduate Experience

Through years of interviews, focus groups, and surveys with students and college administrators, several common themes have emerged as to what constitutes a “successful undergraduate experience.” Some of these themes are presented here, to provide a broad context for issues that the University of Wyoming faces as it develops a plan for long-term changes to its housing system.

A National Student Perspective

When asked to describe their desires and hopes for a successful undergraduate experience, students across a wide range of institutions (large and small, public and private, etc.) offer some similar thoughts. First and foremost, students hope to meet and form lasting bonds with other students. Incoming students are particularly eager to find their “community” – a group of their peers to whom they feel bonded or connected, and who informally serve as a social group and support network. For residential students, housing can play a critical role in helping students form their communities.

Students also hope to have a strong school and / or program identity of which they can be proud. And in addition to students’ in-class academic work, they seek interesting learning opportunities outside of the classroom – e.g., research, experiential learning, etc. – as well as opportunities to interact with their professors.

A National Administration / Faculty Perspective

Faculty and administrators asked to weigh in on what creates a successful undergraduate experience offer a wide range of comments that, generally, can be grouped into two areas – developmental goals and experiential goals.

Developmentally, administrators and faculty want students to learn to manage failure and stress, and believe that the university should offer safe places to experiment and fail. This is critical for a student in developing both emotional and social intelligence. They also believe that a successful college experience helps students develop a sense of personal responsibility and good organization, and positions them to find their place in the world after college – by offering leadership opportunities while in school, etc. They hope that students will develop a life-long love of learning while in college and, at bottom, that the college experience turns adolescents into adults.

Experientially, administrators and faculty want the college experience to provide opportunities for students to pursue their passion, creativity and innovation in and outside of the classroom. (This helps them feel more attached to the institution.) Ideally, all students would be engaged in a four-year university community experience regardless of whether they live on or off-campus. And in the best of all worlds, the student would leave the University thinking that the school cared about her / him; feeling that the experience was positive and good; and feeling successfully launched into the next phase of their life (e.g., job, graduate school, etc.).

While housing and the residential life experiences are by no means the only things that contribute to a successful undergraduate experience, when “done well,” they can be important contributors to creating the sense of community, the support networks, and the engagement that all strengthen the college experience.

Current Housing Mix

The nature of housing, through physical configurations and the amount and type of “program structure” that accompanies the residential experience, can have a profound effect on a student’s college experience. In evaluating what mix and range of housing types the University should provide, there are both (1) marketing / recruitment considerations and (2) developmental considerations. These factors are not necessarily in conflict, but it requires a clear statement of the institution’s goals and objectives for the housing and residential life experience to balance these two areas of consideration.

Recruitment vs. Developmental Considerations for Housing and the Residential Experience

Recruitment Considerations

Trends in campus housing, especially at institutions that focus on incoming classes, lean toward accommodating the expressed desires of students for privacy and providing attractive amenities. Students compare an institution’s housing to that of peer institutions (if there is a campus residency requirement), as well as to local market offerings (if there is no residency requirement). **While amenities and privacy are good selling points, they are not necessarily positively correlated with a successful campus housing experience.**

For example, many traditional age students entering as freshmen will, if asked, say that they much prefer a single room, a suite, or an apartment over a room in a traditional residence hall. Those same students, if surveyed a month or two after arriving on-campus, are very likely to have a quite different view from their original preference.

Students who arrive and are placed in traditional residence halls (double rooms on double-loaded corridors with community-style bathrooms) usually appreciate the communal living experience; those who end up in singles or suite arrangements typically find it harder to make friends, build community, and “find their place” within the institution.

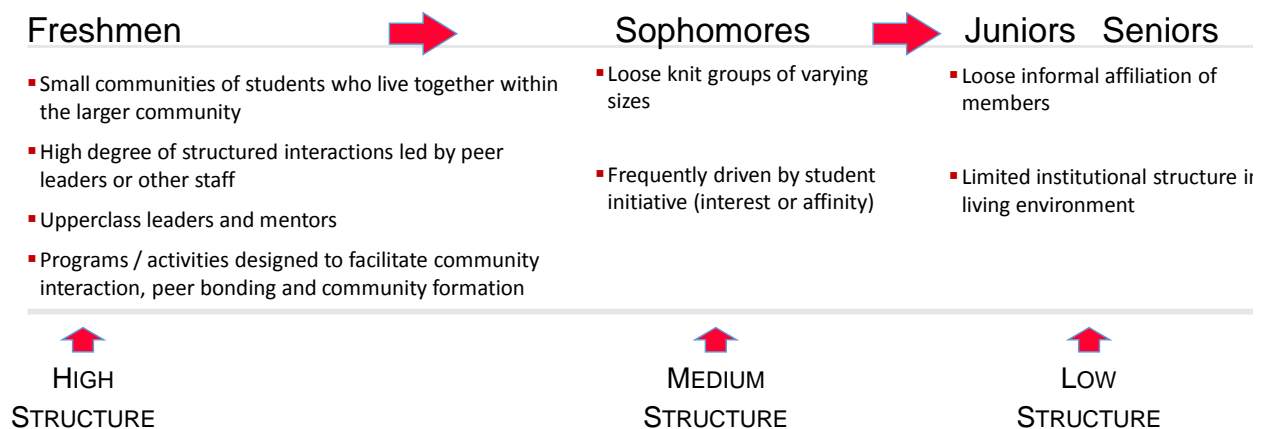
Developmental Considerations

Students are fundamentally different in terms of life experience and maturity as they progress through university. (This is especially true for first-time freshmen.) Successful residential communities support changing developmental needs, with different types of housing configurations, programming structures and residential staffing aligned with a student's development from year to year. As noted above, a traditional residence hall experience is widely viewed as the preferred living situation for first time traditional age freshmen entering college. As students move to sophomore year, they generally are ready for and seek more independence in their living situation, while still wishing to maintain community bonds that were developed in their first year. As they mature to junior and senior years, students typically seek out much more independent living situations, as they prepare for the world they will experience after college.

Figure 9 below presents a “continuum of communities” that illustrate the relationship between student development through the undergraduate years, and the type of housing and level of “community structure” that supports this progression. As the chart illustrates, freshmen ideally are in “high structure” communities that encourage and support community formation, with significant amounts of common and program spaces where students can easily interact with one another. Sophomore communities of “medium structure” are more student-driven with less formal university-led programming, and more independence in living situations. For example, sophomores typically find suite-style housing attractive as a good balance between private space and more selective opportunities for interactions with their surrounding community, and prefer self-directed activities to formal university residential programming. Communities for juniors and seniors are “low structure” – they live in independent situations (e.g., apartments) and seek out community interaction at their own time and place of choosing, with little direct university involvement.

Figure 9. Relationship between Student Development and Level of Residential Structure: “A Continuum of Communities”

An intentional progression of housing types, programs and experiences that mirror student developmental stages.



Alignment between Housing Types and Levels of Program Structure

If the program model above is followed, with different levels of program structure aligned with students by developmental stage, this section defines more explicitly the housing configurations that best accompany these different levels of structure.

Traditional Residence Hall – Conducive to High Structure Communities

Traditional residence halls are primarily double- (and some single-) occupancy rooms on a hallway with shared-use (community) bathrooms on hallways, and common space throughout the building. In addition to having a range of common spaces on each floor (e.g., quiet study, common group lounge, etc.), the first floor of a high structure building is home to a rich complement of common spaces where students can come together for informal socializing, hall or building meetings, TV watching, group study / collaboration activities, hanging out in a gaming spot, etc.

Semi-Suite (“Modified Residence Hall”) – Conducive to Medium Structure Communities

Primarily double- (and some single-) occupancy rooms on a hallway; each room has an entrance from the hallway, with an internal shared bath connecting every two rooms, and common space placed throughout the building.

Suite – Conducive to Medium Structure Communities

Double- and / or single-occupancy bedrooms within a single unit; the unit has one entrance from the hallway, and a shared bathroom and common space within the unit; no kitchen.

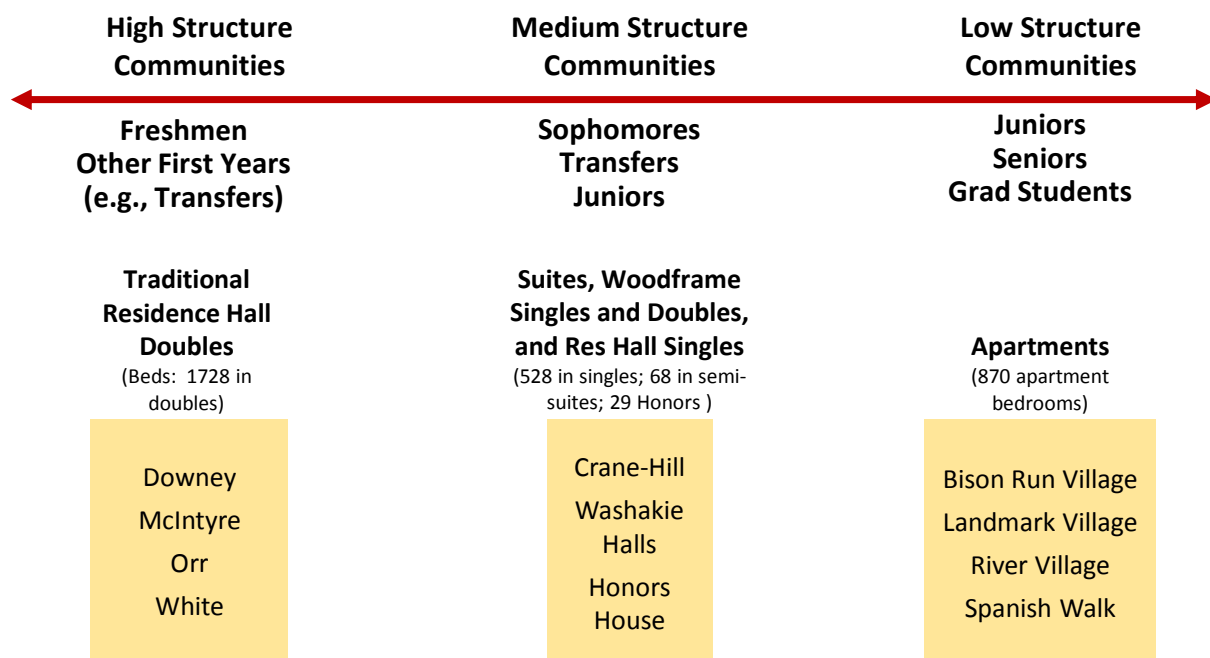
Apartment – Conducive to Low Structure Communities

Unit has living / dining area, bedrooms, bathrooms, and *full kitchen* (refrigerator, sink, stovetop, and oven).

Mapping the “Continuum of Communities” to the University of Wyoming’s Current Housing

Figure 10 below shows how the University of Wyoming’s current housing aligns with the community structures described above. The Washakie Halls generally align with high structure communities targeted for incoming freshmen – with a predominance of double rooms in building wings that have the potential to form strong “floor communities,” although these buildings are significantly lacking in common spaces, especially on the first floors. Housing that aligns well with medium structure communities includes the semi-suites in the Washakie Halls, the rooms in Crane-Hill (currently used as singles, although originally built as doubles), and Honors House. The University has a significant inventory of apartments that align well with the low structure communities targeted at juniors, seniors and graduate students.

Figure 10. Mapping a “Continuum of Communities” to Current UW Housing



Issue 2: Community Bathrooms

Community bathrooms in traditional residence halls have seen a significant evolution in the past several decades. Whereas a large community-style bathroom (e.g., shared by 20 to 30 students) would not have been unusual in housing of the 1970s or 1980s, today's students have a much different sense of privacy in bathroom functions. **This trend has also been driven by an increasing recognition of the need to accommodate students in gender-neutral facilities.**

While sharing a bathroom is still valued as a “great way to get to know people” (in the words of a UW student), **today's bathrooms need to strike the balance between “feeling communal” while still providing an adequate and “comfortable” level of privacy.** Accordingly, bathroom trends are evolving with the following characteristics.

Low Ratio of Students Per Bathroom

Instead of 20 or 30 sharing a community bathroom, today's facilities are more likely designed for 8 to 10 students sharing a set of bathroom facilities.

Disaggregated Bathroom Functions

Increasingly, community bathroom activities are separated into their component parts, and each planned according to the level of privacy that is appropriate / required. The three primary activities are as follows:

- **Grooming:** brushing teeth, combing / blow-drying hair, applying make-up / etc. – these activities are generally viewed as not requiring complete privacy; shared “open” facilities can contribute to community-building on the hall.
- **Bathing:** 21st century students have very different views about bathing and privacy than a prior generation. The desire is for complete privacy for the full bathing activity – changing, showering, toweling off, dressing. Modern bathing facilities should be fully-enclosed affairs, with changing area and shower behind a floor-to-ceiling closed and lockable door.
- **Toileting:** full privacy required, as always, with enclosed toilet stalls.

This approach has the benefits of being able to balance privacy with community activities – as appropriate by the nature of the function – to address today's students' views about and concerns for privacy and the need for gender neutral facilities, without sacrificing some of the communal benefits that come from shared bathroom arrangements.

A significant issue mentioned by UW students during focus groups was the nature and configuration of the bathrooms in the Washakie Halls. As these halls are evaluated for suitability going forward, a significant task is to consider what options may exist to renovate and redesign the bathrooms to accommodate today's norms for privacy as described above.

Issue 3: Housing Costs

Cost has a significant impact on students' interest in University housing, and this effect is exacerbated when the housing is targeted at students, who are usually especially cost-conscious. There is a consensus among UW student focus group participants that on-campus housing costs are very high, especially relative to what students get, and when compared to what is available in the local market and at peer institutions.

All things being equal, younger students typically enjoy living on-campus because it helps them make friends more easily, allowing them to more seamlessly integrate into a university community. However, cost is a very important factor in students' decision making, and if housing is viewed as prohibitively expensive, then students will lean toward living in housing in the local market. With that in mind, analyses were conducted to gauge the cost of UW's on-campus housing versus local market housing.

The monthly cost of a traditional residence hall in local market and peer analyses is the average of the costs of a traditional residence hall (1) double-occupancy room and (2) single-occupancy room (except where otherwise noted). The meal plan allowance assumption in all local market and peer analyses is an unlimited meal plan, which costs \$5,827 per academic year (the unlimited meal plan was chosen to standardize comparison across peer institutions).

University vs. Local Market

Figure 11 compares the cost of UW's residence halls and apartments to costs at The Verge and The Pointe, two housing complexes in the local market that are very popular with undergraduate students. Costs are compared on a per month, 9-month and 12-month basis. Within the 9-month and 12-month cost comparison, there is a \$300 per month food allowance (if a student is not required to buy a meal plan), or an allowance of \$5,028 for 15 meal / week academic year meal plan (to be consistent with peer comparisons). While 9-month leases are not available for on-campus apartments, 9-month costs are listed below for comparison with the traditional residence halls on-campus. The 9-month cost of a traditional residence hall room is a combination of both room *and* board costs.

Figure 11. University vs. Local Market Housing Rates

	Monthly Cost				Meal Allowance Assumption	9 Month Cost ² (Room and Board)				12 Month Cost (Room and Board)			
	Trad Res Hall	2 Bdrm Apt	3 Bdrm Apt	4 Bdrm Apt		Trad Res Hall	2 Bdrm Apt	3 Bdrm Apt	4 Bdrm Apt	Trad Res Hall	2 Bdrm Apt	3 Bdrm Apt	4 Bdrm Apt
The Verge	-	\$545	\$490	-	\$300 / month	-	\$5,205	\$4,710	-	-	\$6,840	\$6,180	-
The Pointe	-	-	-	\$505	\$300 / month	-	-	-	\$4,845	-	-	-	\$6,360
River Village ¹	-	\$494	\$368	-	\$300 / month	-	\$4,742	\$3,612	-	-	\$6,222	\$4,716	-
Bison Run Village ¹	-	-	\$470	\$446	\$300 / month	-	-	\$4,530	\$4,314	-	-	\$5,940	\$5,652
Washakie Halls ¹	\$301	-	-	-	\$5,028 / acad yr	\$7,734	-	-	-	NA	-	-	-

Notes:

1. UW housing is assumed to be furnished.

2. Private apartments are typically not leasable on a 9 month basis, although a limited number of short-term leases are available, depending on the complex. University apartments are not available on a 9 month basis.

Figure 12. University vs. Local Market Comparison of Housing Costs (with Dining or Food Allowances)

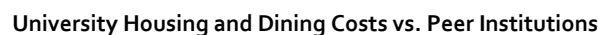


Figure 13. Disaggregated Living Costs: Peer Comparison

*LCCC only offers suite-style housing.

Section 4

Interest in University Housing

Views from student focus groups conducted as part of this master planning effort are supplemented by a review of data from a student survey that was administered as part of the Mahlum housing planning effort in 2015.¹ Some key findings from the survey related to student interest in and preferences for University housing are highlighted in this section.

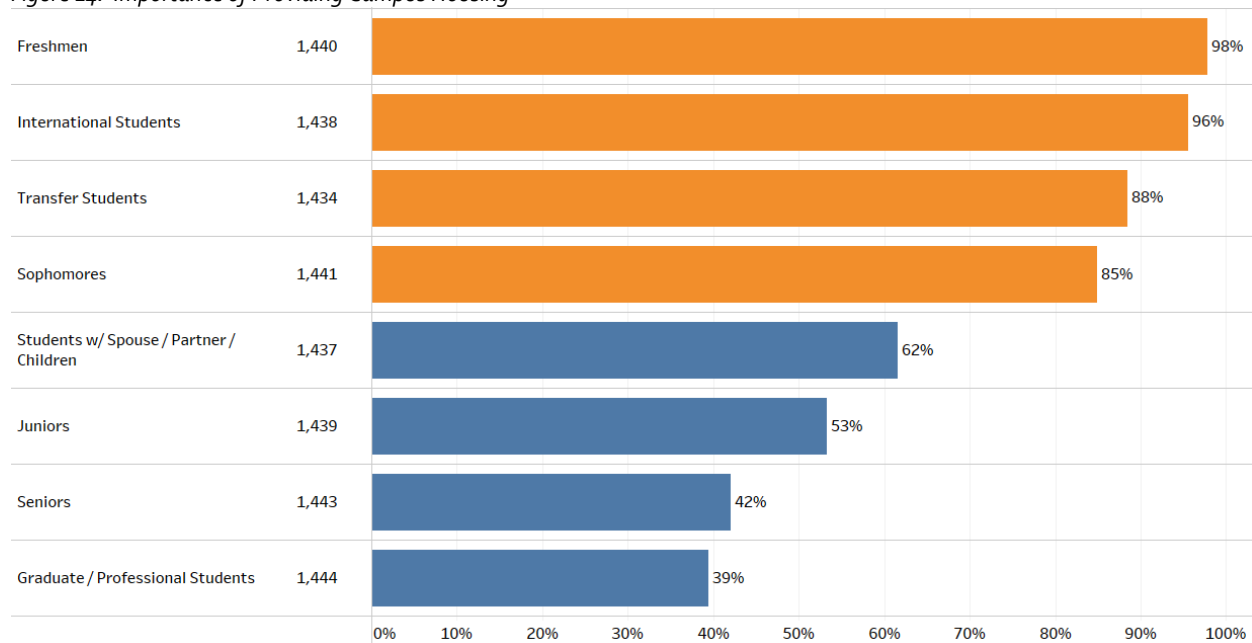
4.1 Views on Housing

Important Populations for the University to House

To gauge which populations were viewed as most important to house, students were asked in the Mahlum survey to rate how important it was for the University to provide housing to a variety of populations (Scale: 1 = “Extremely Important”, 2 = “Somewhat Important”, 3 = “Not Very Important”, and 4 = “Not Important”).

Figure 14 below aggregates the top 2 responses – at least 85% of respondents indicated that it was “extremely” or “somewhat” important (see orange bars) for the University to house freshmen (98%), international students (96%), transfer students (88%), and sophomores (85%). Respondents believe, overall, that it is less important to house students with a spouse / partner / children, juniors, seniors, and graduate / professional students (see blue bars).

Figure 14. Importance of Providing Campus Housing



¹ A student survey was not included in the original scope for this Housing Master Plan. However, it became clear that survey data would be required to project housing demand. Since the Mahlum study included a student survey that explored housing interest and demand, and the work was done recently (2015), Mahlum survey data were incorporated into this study's analyses.

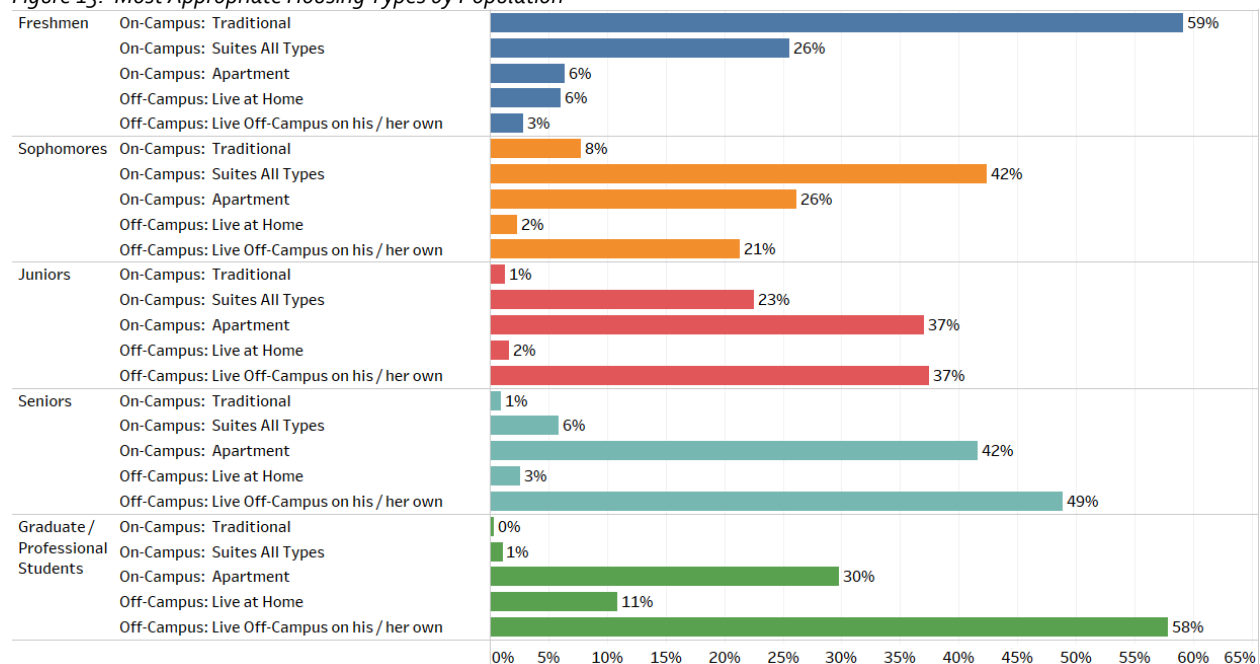
Most Appropriate Housing Type by Class Year

Students were asked to rate the most appropriate housing type for a variety of populations, including: freshmen, sophomores, juniors, seniors, and graduate / professional students. (See *Figure 15.*) Most respondents (59%) said that freshmen should live on-campus in traditional residence halls.

Responses, however, were more mixed for sophomores, juniors, and seniors. Forty-two percent of respondents said that sophomores should live in some type of on-campus suite, while 26% and 21% indicated that they felt the most appropriate unit types were, respectively, on-campus apartments or off-campus housing.

About 40% felt juniors should live either in on-campus apartments or off-campus. Responses regarding seniors were similarly mixed: 49% of respondents indicated that they believe seniors should live off-campus on their own, while 42% said seniors should live in an on-campus apartment. Respondents were more in agreement, however, regarding graduate / professional students, with 58% indicating that they should live off-campus on their own.

Figure 15. Most Appropriate Housing Types by Population

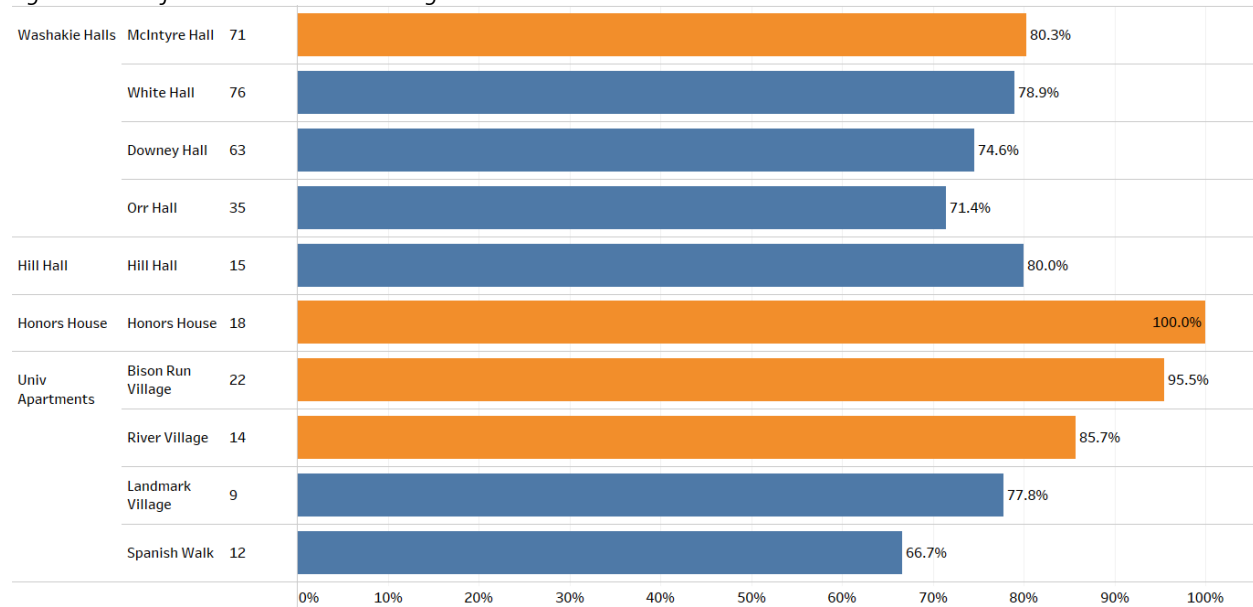


Satisfaction with Current University Housing

Students living on-campus were asked to rate their satisfaction with their current housing. (Scale: 1 = “Extremely Satisfied”, 2 = “Somewhat Satisfied”, 3 = “Not Very Satisfied”, and 4 = “Not Satisfied”).

Figure 16 includes only responses indicating the student was “Extremely Satisfied” or “Somewhat Satisfied” with their current housing. Over 80% of respondents indicated they were “somewhat” or “extremely satisfied” living in McIntyre Hall, Honors House, Bison Run Village, and River Village (orange bars). 80% or fewer respondents said that they were at least somewhat satisfied with White Hall, Downey Hall, Orr Hall, Hill Hall, Landmark Village, and Spanish Walk (blue bars).

Figure 16. Satisfaction with Current Housing

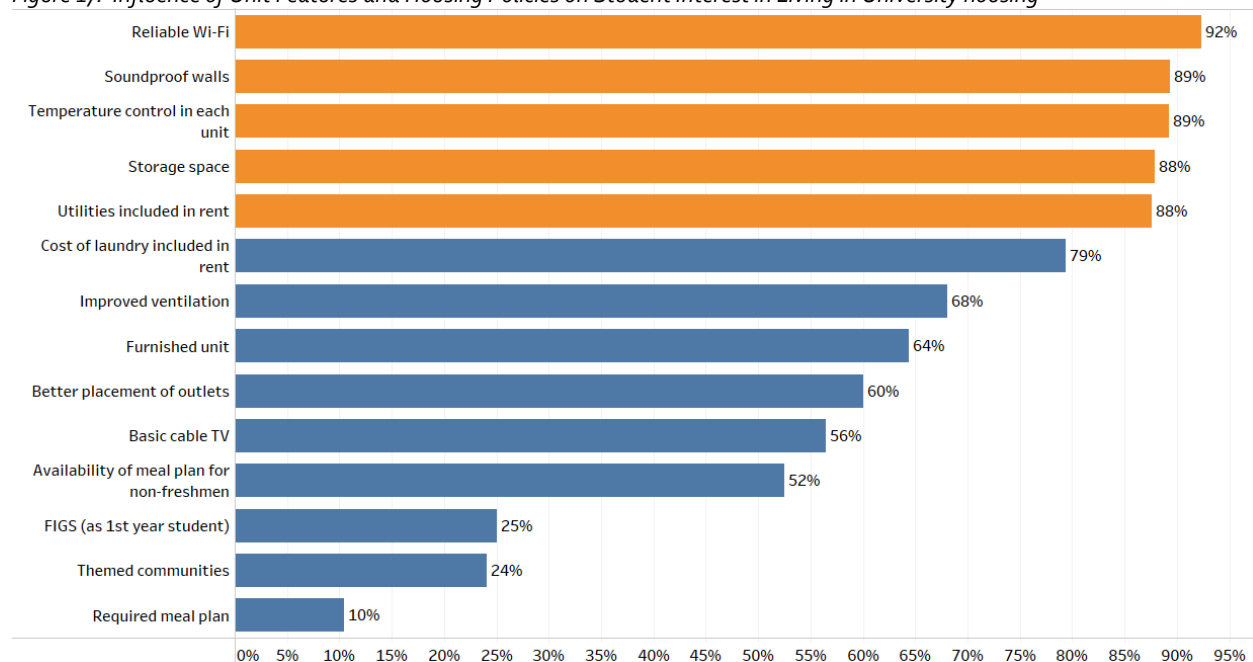


Influence of Unit Features / Housing Policies and Community Features on Student Interest in Living in University Housing

Students rated *unit features and housing policies* according to how much they would influence the decision to live in University housing. (Scale: 1 = “Would not live without it”, 2 = “Would have a positive influence on my decision”, 3 = “Would have no influence on my decision”, 4 = “Would have a negative influence on my decision”, and 5 = “Would not live in new housing if it was there”.) *Figure 17* includes only responses indicating the student “1-Would not live without” the feature / policy, or that the feature / policy “2-Would have a positive influence” on their decision to live in University housing.

The most important features for students in University housing are reliable Wi-Fi, soundproof walls, temperature control in each unit, storage space, and utilities included in rent, with 88% or more saying such features would at least have a positive influence on their decision (orange bars). For the most part, students agree that a required meal plan, themed communities, or FIGS (as a 1st year student) are the least important features of University housing (blue bars).

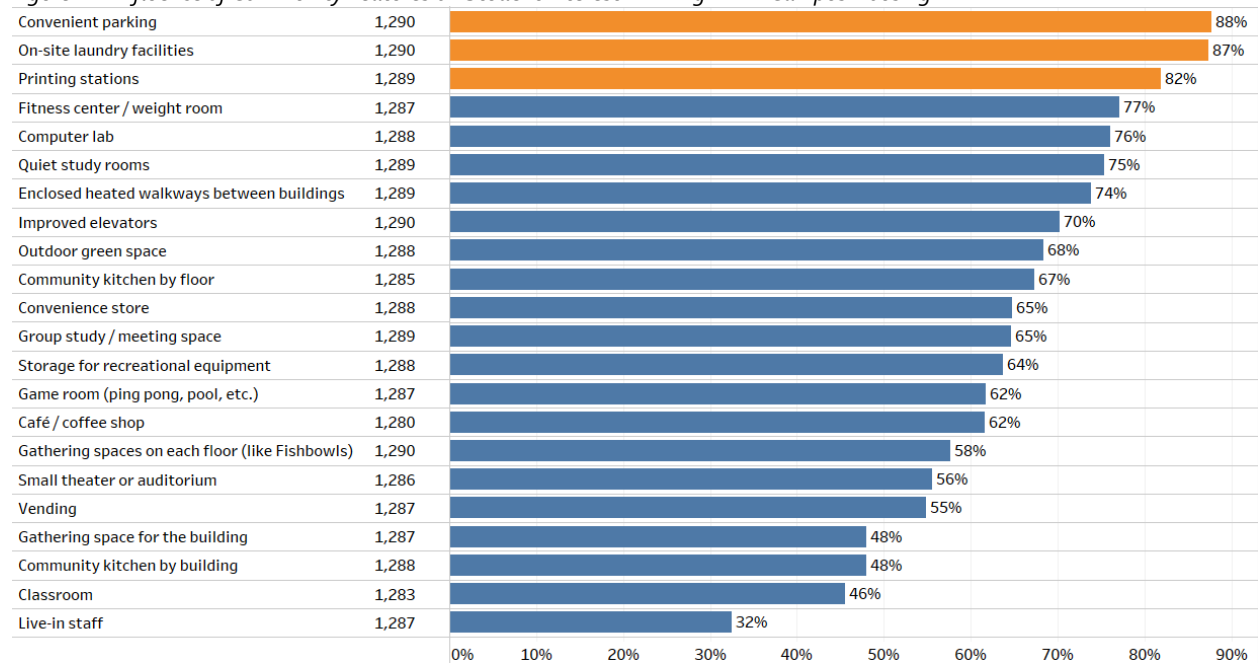
Figure 17. Influence of Unit Features and Housing Policies on Student Interest in Living in University housing



Finally, students were asked to rate the influence of *community features* on their decision to live in University housing, according to the same scale that was used in the previous chart. *Figure 18* includes only responses indicating the student “1-Would not live without” the feature or the feature “2-Would have a positive influence” on their decision to live in University housing.

At least 80% of respondents indicated that the most important community features are convenient parking, on-site laundry facilities, and printing stations (orange bars). Fewer than 50% of respondents said that a gathering space for the building, a communal kitchen for the building, a classroom, or live-in staff would be at least a somewhat positive influence on their decision to live in University housing (blue bars).

Figure 18. Influence of Community Features on Student Interest in Living in On-Campus Housing



4.2 Housing Demand

Demand for New University Housing

To provide a basis for demand estimations for existing and new campus housing, Mahlum survey data exploring student interest in living in University housing were cross-tabulated by students' residence either on- and off-campus, students' class year, and whether the student is international. In general, freshmen have the highest interest in housing, followed, as might be expected, by sophomores. As is usually the case, on-campus respondents indicated a significantly greater desire to live in the new housing than did off-campus respondents. (See *Figure 19.*) *Section 6* that follows provides a more detailed analysis of demand for University housing.

Figure 19. Demand for New Housing by Residence On- or Off-Campus, Class Year, and National Status

When you selected housing, if your preferred new unit above existed (existing demo'ed), would you have lived in the new housing?								
	Full-Time respondents							
	All	On-Campus	Off-Campus	Fresh	Soph	Junior	Senior	International
I definitely would have lived there	28%	29%	4%	57%	27%	18%	11%	15%
I might have lived there (50 / 50 chance)	32%	44%	19%	36%	31%	28%	32%	31%
I probably would not have lived there	18%	15%	25%	4%	21%	25%	23%	24%
I would not have lived there	22%	12%	52%	3%	21%	29%	34%	30%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Section 5 Estimates of Housing Demand

A significant factor in developing the Housing Master Plan is to determine how much campus housing to offer and in what mix. Many factors go into this determination, including institutional goals / requirements for housing / the residential experience, existing conditions in the halls (see *Section 7, Facility Audit*), views on living on- versus off-campus, student preferences for campus housing, suitability of the University's housing stock to adapt to 21st century housing trends, and demand estimates. Using survey data from the 2015 Mahlum study, this section examines housing demand in greater detail.

5.1 Enrollments and Campus Housing

Distribution of Current Undergraduate Enrollment – On vs. Off-Campus

At present, based on available campus housing data and breakdowns of enrollments by class, about 25% of undergraduate students are living in campus housing of one type or another (residence halls, apartments, etc.). (See *Figure 20*.)

Figure 20. Recap of On-Campus Housing vs. Total Full-Time Enrollment – Fall 2016

	On-Campus			Off-Campus	Total	Percent On-Campus
	Res Halls	Apartments	Total			
Freshman	1,299	8	1,307	226	1,533	85%
Sophomore	221	93	314	1,893	2,207	14%
Junior	95	134	229	1,642	1,871	12%
Senior	53	224	277	2,648	2,925	9%
TOTAL	1,668 78%	459 22%	2,127 100%	6,409	8,536	25%

Note: There are an additional 121 students in apartment housing, comprised of graduate students, "other" and staff.

Distribution of Current Enrollments and Enrollment Projections

Demand projections are calculated for today's student population as well as for enrollments projected through year 2022, by which time the University anticipates enrollment growth of approximately 1,100 students. Baseline enrollment figures for 2016 are shown below in *Figure 21*, along with growth assumptions to the year 2022.

Figure 21. Full-Time Undergraduate Enrollment – Current and Projected to 2022

Class	2016	2022	Change	Average Annual Growth Rate ³
First Time Freshmen	1,533	1,727	194	2.0%
New Transfers	664	889	225	5.0%
Continuing Sophomores ¹	1,543	1,708	165	1.7%
Juniors	1,871	2,070	199	1.7%
Seniors ²	2,925	3,237	312	1.7%
Total	8,536	9,631	1,095	2.9%

NOTES

1. Continuing Sophomores are the difference between total sophomores and new transfers.

2. Seniors include second bachelors as well.

3. Growth rates for freshmen and transfer students were provided by the University; other growth rates were imputed to yield an overall growth rate of ~3%.

Source: <http://www.uwyo.edu/oia/student/bos/enroll-sum/index.html>

5.2 Demand Estimation

Computing Freshman Demand

Because the University has a first-time freshman housing requirement, demand is simply computed as the percentage of freshmen that can be expected to live on-campus. Even when freshmen are required to live-on, there are exceptions to the requirement, typically for students living within a certain mile radius of campus. In recent years at UW, the percentage of freshmen living on-campus has been in the range of 85%. Over the past two years, the school has averaged 623 exemptions based on University Regulation 1-102, which must be amended if the number of exemptions is to be decreased.

Housing “demand” in 2016 reflects current conditions – i.e., 85% of first-time freshmen living on (~1,300 students). By 2022, with the amended University Regulation 1-102, it is assumed that 90% of a larger freshman class will live-on – ~1,550 students (an increase of about 250 students).

Computing Demand Among Upper-class Populations

Prior survey work undertaken as part of the 2015 Mahlum Study is the data source for projections of demand for sophomore, junior and senior housing. (Note that new transfers and continuing sophomores are added together in computing sophomore demand.)

While the Mahlum study survey was framed for a different set of circumstances (i.e., in testing demand for housing, survey respondents were told to assume that all University of Wyoming housing would be demolished and replaced), it did include questions about preferred housing types and level of interest in campus housing. This information, cross-tabulated by respondents’ class years, was used to estimate demand for on-campus housing.

Specifically, the question posed for evaluating demand was as follows:

Please think back to when you were selecting the housing you live in now. Assume the six residence halls have been demolished and replaced with new housing (as described in the survey). If your preferred unit had been available on campus for the current academic year at the estimated rent and preferred features from above, would you have lived in the new housing?

Response choices to the question were:

- I would definitely live there.
- I might have lived there (50 / 50 chance).
- I probably would not have lived there (less than 50 / 50 chance).
- I would not have lived there.

Demand estimates were cross-tabulated for each class year, and drawn only from respondents who checked one of the top two answers – “I definitely would live there” or “I might have lived there (50 / 50 chance).” Demand projections were then weighted as follows: 100% of population who “definitely would live there” plus 40% of population who “might have lived there.” The “40% factor” reflects that the “might have” answer is a good indicator but not a definite affirmation to live in this housing, and is based on prior testing, experience, and judgment in survey analysis of this type. *Figure 22* below summarizes survey responses.

Figure 22. Survey Responses for Housing Demand

When you selected housing, if your preferred new unit above existed (existing demo'ed), would you have lived in the new housing?			
	Soph	Junior	Senior
SOPHOMORE / JUNIOR / SENIOR			
I definitely would have lived there	27%	18%	11%
I might have lived there (50 / 50 chance)	31%	28%	32%
I probably would not have lived there	21%	25%	23%
I would not have lived there	21%	29%	34%
Total	100%	100%	100%

Based on these responses, current demand was estimated using standard statistical techniques with low, medium, and high estimates at a 95% confidence interval. (See Figure 23 below.) To be conservative, estimates at the low end of the range are used for calculating demand, as follows:

- Sophomores / New Transfer Students: ~515 beds
- Juniors: ~250 beds
- Seniors (and Second Bachelors): ~300 beds

It is important to note that estimates are predicated on housing being available in the preferred configurations, locations, and – very importantly – **price ranges** expressed by students in survey responses.

Figure 23. Housing Demand Quantified

DEMAND QUANTIFICATION FOR SOPHOMORE / JUNIOR / SENIOR HOUSING			
			ESTIMATED BED DEMAND
			Low Medium High
Sophomores	Definite		340 595 994
	Strongly Consider	40% ¹	175 344 850
	Total		515 938 1,843
Juniors	Definite		123 344 565
	Strongly Consider	40% ¹	125 208 728
	Total		248 552 1,292
Seniors	Definite		29 329 629
	Strongly Consider	40% ¹	265 926 1,189
	Total		294 1,255 1,818
NOTES			
1. On the theory that not all of those who "would strongly consider" living in campus housing would not actually do so, the survey estimate is discounted to 40%.			

Using enrollment projections to 2022, demand estimates based on growth of 1,110 students are as follows:

- Sophomores / New Transfer Students: ~600 beds
- Juniors: ~275 beds
- Seniors (and Second Bachelors): ~325 beds

Figure 24 summarizes current housing figures, additional demand in 2016, and projected demand by 2022. If today the University had housing in the types, configurations, and price points that appealed to upper-class students, at least an additional 230 to 240 students are estimated to have interest in such housing. If undergraduate enrollment increases by ~1,100 by 2022, the University could potentially have ~630 more students interested in living in University housing.

Figure 24. Current Housing and Impact of Demand Projections – 2016 to 2022

	CURRENT CONDITIONS (2016)						FUTURE PROJECTIONS (2022)			
	FT Enrollment	Currently Housed On-Campus	2016 Bed Demand (per survey)	Net Additional Beds Needed	Total Pct Housed If Demand Met		Projected Enrollment	Projected Demand	Net Change in Housing from	
									Current	Pct Housed
		No.	Pct. Of Enroll							
Freshman	1,533	1,307	85%	1,307	0	85%	1,727	1,554	247	90%
Sophomore	2,207	314	14%	515	201	23%	2,597	606	292	23%
Junior	1,871	229	12%	248	19	13%	2,070	274	45	13%
Senior	2,925	277	9%	294	17	10%	3,237	326	49	10%
TOTAL	8,536	2,127	25%	2,363	236	28%	9,631	2,760	633	29%

5.3 Mapping and Gap Analyses

What are Mapping and Gap Analyses?

“Mapping and Gap Analyses” align supply of and demand for housing by student preference and types of housing available. In keeping with the “High / Medium / Low Structure” model of housing presented as part of Issue 1 in *Section 3*, mapping and gap analyses here show how the University of Wyoming’s current housing aligns with recommended housing types for each target population, as follows:

- **High Structure:** Traditional residence hall doubles map primarily to traditional first-time freshmen and potentially some transfer students.
- **Medium Structure:** Traditional residence hall singles and various suite-style housing options map primarily to sophomore and transfer populations.
- **Low Structure:** Apartment-style housing maps to junior and senior populations (and to graduate populations as well).

Undergraduate international students are also a population of interest for the University to house. In general, their preferences would be in line with their class years, as above, although the presence of kitchen facilities is also important to them.

Current Housing Supply

Figure 25 shows the current housing supply by unit type and building:

Figure 25. Housing Supply (Beds) by Unit Type and Building

Complex & Building	Traditional Residence Halls		Suite / Modified Res Hall / Other			Apartments				Grand Total	
	Double	Single	Suite Single	House Double	House Single	1 Bedroom	2 Bedroom	3 Bedroom	4 Bedroom	No of Beds	Pct
Washakie Halls											
Downey Hall	336	30	12							378	12%
McIntyre Hall	528	33	22							583	18%
White Hall	528	33	22							583	18%
Orr Hall	336	23	12							371	12%
Total	1728	119	68							1915	59%
Hill-Crane											
Crane Hall		203								203	6%
Hill Hall		206								206	6%
Total		409								409	13%
Themed House											
Honors House				26	3					29	1%
Total				26	3					29	1%
Apartments											
Bison Run								16	320	336	10%
Landmark						4	178			182	6%
River Village							210	27		237	7%
Spanish Walk						115				115	4%
Total						119	388	43	320	870	27%
Grand Total	1728	528	68	26	3	119	388	43	320	3223	100%
	54%	16%	2%	1%	0%	4%	12%	1%	10%	100%	

SUMMARY

Traditional Res Hall Doubles	1728	1728	1728
Singles (Res Hall, Suites and Theme)	625	Less Crane: 422	Less Crane & Hill: 216
Apartments	870	870	870
Total	3223	3020	2814

Mapping Supply to Current and Projected Demand

Based on the “High / Medium / Low Structure” housing model described above, the University’s current housing inventory maps to target populations under this model as follows:

- **First-Time Freshmen:** The most suitable housing for first-time freshmen are the doubles in the Washakie Halls (1,728 beds). Freshmen may also be housed in suite-style units, depending on unit and building layout / configuration and other mitigating factors.
- **Sophomores:** The most suitable current housing available for sophomores are the converted singles in Hill and Crane (which were originally doubles) and some suite singles in the Washakie Halls, as well as housing in Honors House. Hill-Crane is not *ideal* for sophomores because of the community bathrooms; by the time students are sophomores, they generally have a strong preference for a suite living / private bath arrangement over a residence hall / community bath arrangement.

Including Hill and Crane, 625 beds are technically available for sophomores, although the University has removed both buildings from service because of lack of demand for these units in their current configurations. With both buildings now off-line, the actual available sophomore bed count falls to 216.

- **Juniors and Seniors:** The most suitable housing for these populations is the University's apartment housing complexes. Total inventory is 870 beds.

Figures 26 and 27 below map the supply of housing to demand projections for 2016 and 2022, with and without Hill and Crane on-line. For today's demand (2016), there is a more than adequate number of traditional residence hall doubles for freshmen in the Washakie Halls, as well as apartments for juniors and seniors. With Hill and Crane there is adequate inventory of singles for sophomores, but a 300-bed shortage of singles / suites if Hill and Crane are removed.

For projected demand (2022), similar conditions hold, except that: (1) bed counts in Washakie Halls are reduced by 176 beds to reflect modernization and program changes, and (2) the absence of Hill-Crane will create a shortage of almost 400 beds, exacerbating the existing lack of suitable inventory for sophomores (suites / singles).

Figure 26. Mapping and Gap Analysis – Based on 2016 Current Conditions

	[1]	[2]	[3]		[4A]	[4B]	[5A] = [4B] - [3]	[5B] = [4B] - [3]
Class	Enrollment Fall 2016	Percent Housed	Projected Demand (2016)	Target Unit Type	Supply (by Target Unit Type)		Excess (Shortage) of Target Housing Type	
					With Hill / Crane	Without Hill / Crane	With Hill / Crane	Without Hill / Crane
Freshman	1,533	85%	1,307	Traditional Residence Halls ■ Washakie Doubles	1,728	1,728	421	421
Sophomore	2,207	23%	515	Singles / Suites / Houses ■ Washakie Halls, Crane-Hill Complex, Honors House	625	216	110	(299)
Junior	1,871	13%	248	Apartments ■ University Apartment Complexes	870	870	328	328
Senior	2,925	10%	294	Apartments ■ University Apartment Complexes				
Total	8,536	28%	2,363		3,223	2,814	860	451

Figure 27. Mapping and Gap Analysis – Based on 2022 Projections

	[1]	[2]	[3]		[4A]	[4B]	[5A] = [4B] - [3]	[5B] = [4B] - [3]
Class	Projected Enrollment 2022	Percent Housed	Projected Demand (2022)	Target Unit Type	Current Supply (by Target Unit Type) ¹		Excess (Shortage) of Target Housing Type	
					With Hill / Crane	Without Hill / Crane	With Hill / Crane	Without Hill / Crane
Freshman	1,727	90%	1,554	Traditional Residence Halls ■ Washakie Doubles	1,552	1,552	(2)	(2)
Sophomore	2,597	23%	606	Singles / Suites / Houses ■ Washakie Halls, Crane-Hill Complex, Honors House	625	216	19	(390)
Junior	2,070	13%	274	Apartments ■ University Apartment Complexes	870	870	270	270
Senior	3,237	10%	326	Apartments ■ University Apartment Complexes				
Total	9,631	29%	2,760		3,047	2,638	287	(122)

¹It is assumed here that all Washakie Hall modernization / program changes are undertaken, thus incurring loss of 176 beds.

Section 6

Findings from the Facility Audit

6.1 Overview of the Facility Audit

A facility audit led by KSQ Design was undertaken in August 2017. The goal of the audit was to examine each of the University's housing facilities, evaluate systems / physical conditions, and determine what investments would be required to address deferred maintenance (also called deficiencies) and modernization to current codes. Where appropriate, buildings were also reviewed with an eye toward program changes – changes in the use or function of spaces within a building – to create spaces that would support current and anticipated programming uses.

Halls Included in the Audit

Washakie Halls (Downey, McIntyre, Orr, White); Hill and Crane Halls; Apartments (Bison Run Village, Landmark Village, River Village and Spanish Walk); Honors Housing, Health Sciences Living, and selected Greek housing. (Not all Greek housing was accessible for the audit.)

Building Systems Evaluated in the Audit

Auditors typically evaluate buildings according to an industry standard of building system categories. For this audit, the following categories were included:

- 01 Site Work (primarily utility replacement work),
- 02 Exterior Envelope,
- 03 Interior,
- 04 Life Safety,
- 06 Plumbing,
- 07 Mechanical,
- 08 Electrical,
- 10 Roofing,
- 11 Elevator, and
- 99 Other.

Derivation of Facility Audit Costs

Facility audit costs were developed by building system for each building. To these “Audit Costs,” other costs were added, as is standard, to arrive at estimated Project Costs, per the following formula:

Audit Costs (direct costs of investments)

- Plus: 15% “Overhead and Profit”
- Plus: 15% “Contingency” (to allow for unforeseen expenses)

Equals: “Construction Costs”

- Plus: 25% of Construction Costs for “Soft Costs” (e.g., design and engineering fees, legal fees, etc.)

Equals: “Total Project Cost”

The chart below (*Figure 28*) breaks out cost by neighborhood and building, for each building system. Total Project Costs – for deficiencies, modernization, and program options – are \$182.6 million. Various breakdowns of these costs are explained more fully in the pages that follow.

Figure 28. Summary of Facility Audit Costs by Building and Building System

Building System															
Neighborhood	Building												Grand Total (Hard Costs)	Grand Total (Project Costs)	
		01 Site Work	02 Exterior Envelope	03 Interior	04 Life Safety	06 Plumbing	07 Mechanical	08 Electrical	10 Roofing	11 Elevator	99 Other				
All Housing	All Housing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000	\$ 200,000	\$ 325,000		
Washakie Halls	Downey	\$ 8,000	\$ 3,537,000	\$ 4,763,000	\$ -	\$ 91,250	\$ 2,508,700	\$ 60,845	\$ 204,000	\$ 61,000	\$ -	\$ 11,233,795	\$ 18,254,917		
	McIntyre	\$ 8,000	\$ 5,559,000	\$ 5,368,000	\$ -	\$ 81,250	\$ 3,333,850	\$ 94,385	\$ -	\$ 110,000	\$ -	\$ 14,554,485	\$ 23,651,038		
	Orr	\$ 65,500	\$ 3,537,000	\$ 4,343,000	\$ -	\$ 4,500	\$ 2,126,750	\$ 62,995	\$ -	\$ 77,000	\$ -	\$ 10,216,745	\$ 16,602,211		
	White	\$ 82,800	\$ 5,559,000	\$ 5,643,000	\$ -	\$ 81,250	\$ 3,803,150	\$ 94,385	\$ -	\$ 136,000	\$ -	\$ 15,399,585	\$ 25,024,326		
Hill-Crane	Crane	\$ 57,000	\$ 3,496,000	\$ 12,226,500	\$ -	\$ 1,500	\$ 2,500	\$ 829,750	\$ -	\$ -	\$ -	\$ 16,613,250	\$ 26,996,531		
	Crane-Hill Dining	\$ 584,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 584,000	\$ 949,000		
	Hill	\$ 57,000	\$ 3,496,000	\$ 12,226,500	\$ -	\$ 5,000	\$ 5,000	\$ 829,750	\$ -	\$ -	\$ -	\$ 16,619,250	\$ 27,006,281		
Apartments	Bison Run Village	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 840,000	\$ -	\$ -	\$ -	\$ -	\$ 840,000	\$ 1,365,000		
	Landmark Village	\$ 958,500	\$ -	\$ 1,536,000	\$ 334,980	\$ -	\$ 2,208,750	\$ -	\$ -	\$ -	\$ -	\$ 5,038,230	\$ 8,187,124		
	River Village	\$ 410,000	\$ -	\$ -	\$ 448,548	\$ -	\$ 2,707,500	\$ -	\$ 912,000	\$ -	\$ -	\$ 4,478,048	\$ 7,276,828		
	Spanish Walk	\$ 615,500	\$ -	\$ 1,894,700	\$ 552,000	\$ -	\$ 2,717,375	\$ -	\$ -	\$ -	\$ -	\$ 5,779,575	\$ 9,391,809		
Greeks	Beta	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ 116,250	\$ -	\$ -	\$ -	\$ -	\$ 117,250	\$ 190,531		
	Health Sciences Living	\$ -	\$ -	\$ -	\$ 45,772	\$ 1,000	\$ 116,550	\$ -	\$ -	\$ -	\$ -	\$ 163,322	\$ 265,398		
	Honors	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ 116,250	\$ -	\$ -	\$ -	\$ -	\$ 117,250	\$ 190,531		
	King Row	\$ 991,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 991,500	\$ 1,611,188		
Washakie Center	Washakie Center	\$ 13,000	\$ -	\$ -	\$ -	\$ 125,000	\$ -	\$ 604,300	\$ 1,238,650	\$ -	\$ -	\$ 1,980,950	\$ 3,219,044		
Streetscape	Washakie Halls	\$ 5,567,677	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,567,677	\$ 9,047,475		
	Greek Area	\$ 1,715,803	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,715,803	\$ 2,788,180		
	Fifteenth Street Closing	\$ 165,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 165,000	\$ 268,125		
Total Hard Costs		\$ 11,299,280	\$ 25,184,000	\$ 48,000,700	\$ 1,381,300	\$ 392,750	\$ 20,602,625	\$ 2,576,410	\$ 2,354,650	\$ 384,000	\$ 200,000	\$ 112,375,715	\$ 182,610,537		
Overhead & Profit	15%	\$ 1,694,892	\$ 3,777,600	\$ 7,200,105	\$ 207,195	\$ 58,913	\$ 3,090,394	\$ 386,462	\$ 353,198	\$ 57,600	\$ 30,000	\$ 16,856,357			
Contingency	15%	\$ 1,694,892	\$ 3,777,600	\$ 7,200,105	\$ 207,195	\$ 58,913	\$ 3,090,394	\$ 386,462	\$ 353,198	\$ 57,600	\$ 30,000	\$ 16,856,357			
Subtotal Construction		\$ 14,689,064	\$ 32,739,200	\$ 62,400,910	\$ 1,795,690	\$ 510,575	\$ 26,783,413	\$ 3,349,333	\$ 3,061,045	\$ 499,200	\$ 260,000	\$ 146,088,430			
Soft Costs	25%	\$ 3,672,266	\$ 8,184,800	\$ 15,600,228	\$ 448,923	\$ 127,644	\$ 6,695,853	\$ 837,333	\$ 765,261	\$ 124,800	\$ 65,000	\$ 36,522,107			
Total Project Costs		\$ 18,361,330	\$ 40,924,000	\$ 78,001,138	\$ 2,244,613	\$ 638,219	\$ 33,479,266	\$ 4,186,666	\$ 3,826,306	\$ 624,000	\$ 325,000	\$ 182,610,537			

6.2 Analyses of Reinvestment Cost in University of Wyoming Housing

Figure 29 below is a graphical representation of facility audit costs for each of the buildings, excluding streetscape improvements. In total project dollars (hard costs plus an allowance for soft costs), the largest costs are associated with the Washakie Halls – ~\$84 million for all four buildings (between \$16 million and \$25 million per building). The Hill-Crane buildings are each approximately \$27 million, assuming they are renovated and not demolished / replaced. For the apartments, Bison Run Village requires modest investment (\$1 million);² the others are in the range of \$7 million to \$9 million. A full audit of Greek (and theme) housing was not possible because many buildings were not accessible. Among the four buildings surveyed, total costs are around \$2 million.³ (The remaining Greek and other houses are not included in this cost analysis.)

Figure 29. Project Costs by Building and Neighborhood



² While the University does not own Bison Run Village, it is included in the facility audit analyses because it is currently serving as a University housing option.

³ Costs are based on observable code and life safety deficiencies. Programmatic changes to Greek housing were not considered.

Cost Breakout by Nature of Reinvestment

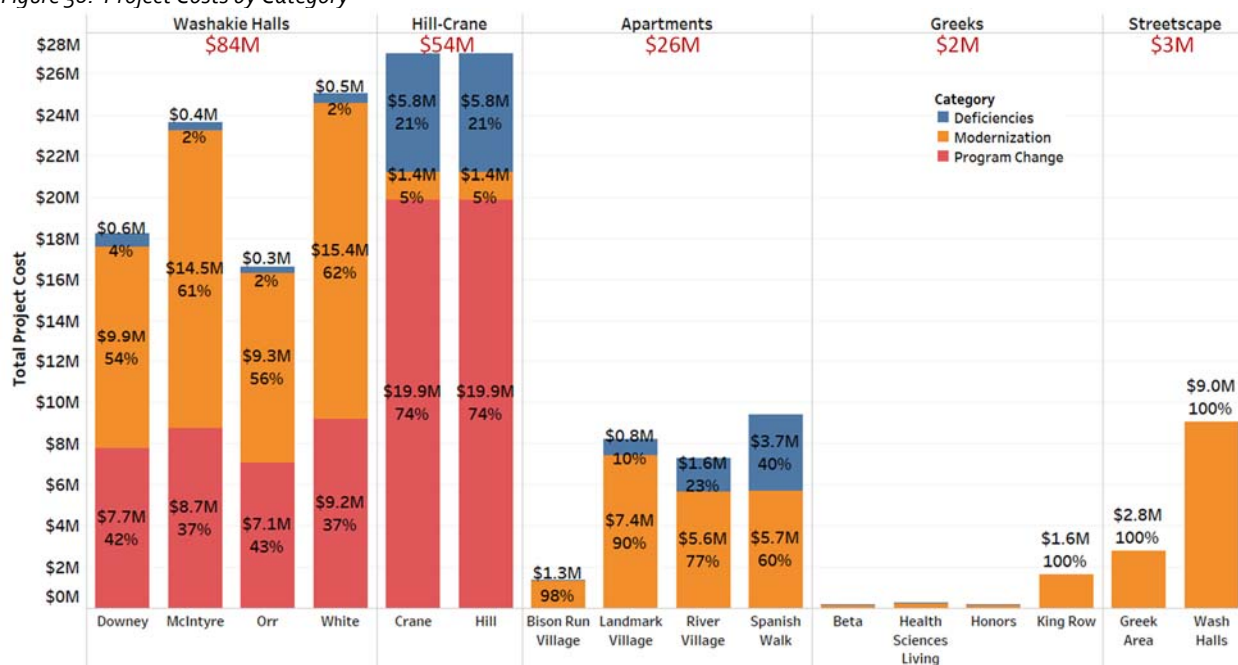
Reinvestment costs are disaggregated into three categories:

- **Deficiencies:** Costs to correct deferred maintenance
- **Modernization:** Costs to bring buildings to modern codes or standards
- **Program:** Costs to add common or other spaces, or change a program use within a building

Breaking out costs in this way presents a more complete picture of the issues before the University in determining how to reinvest in facilities.

Figure 30 shows these costs. An overview of these costs by area is illustrated below, followed by detailed reviews of costs by area and building system for selected facilities in Section 7.3.

Figure 30. Project Costs by Category



Overview of Costs by Reinvestment Category

Deficiencies

In Figure 30 above, reinvestments to correct building deficiencies are represented by blue bars. The chart shows that the Washakie Halls have relatively little in the way of deferred maintenance. Crane and Hill have the most, at \$5.8 million per building. Among the apartments, Spanish Walk has the highest level of deferred maintenance at \$3.7 million.

Modernization

Modernization costs (orange bars) are significant in the Washakie Halls, ranging from \$9.3 to \$15.4 million per building; and three of the apartment complexes (Landmark Village, River Village, and Spanish Walk), ranging from \$1 to \$7.4 million per complex.

Program Changes

Both the Washakie Halls and Hill-Crane require significant investments in program changes to make the buildings suitable for 21st century student living. In the case of the Washakie Halls, costs reflect proposals for significant reconfiguration of the existing bathrooms on each floor; addition of common spaces on the first floors and throughout the building; moving staff apartments to an upper floor (to create more first floor area for common spaces); providing structural infill at the concrete slab along the perimeter of building at each floor to remove the V-shaped gap at the slab; and recladding the exterior of each building. For Hill-Crane, costs are associated with a complete reconfiguration of the buildings from traditional residence hall rooms to suite-style rooms.

Costs for program changes in the apartments are *de minimis*. Program change costs for the Greeks are minor, consisting mostly of streetscape improvements totaling ~\$2.8 million. Program change costs in the Washakie halls range from \$7.1 to \$9.2 million, and total \$32.7 million (excluding streetscape improvements, which are an additional \$2.8 million in project costs). Program change costs for Hill and Crane Halls are \$19.9 million for each building, totaling \$39.7 million. Finally, program change costs to close Fifteenth Street and provide additional green space total about \$270k.

6.3 Detail By Building Group

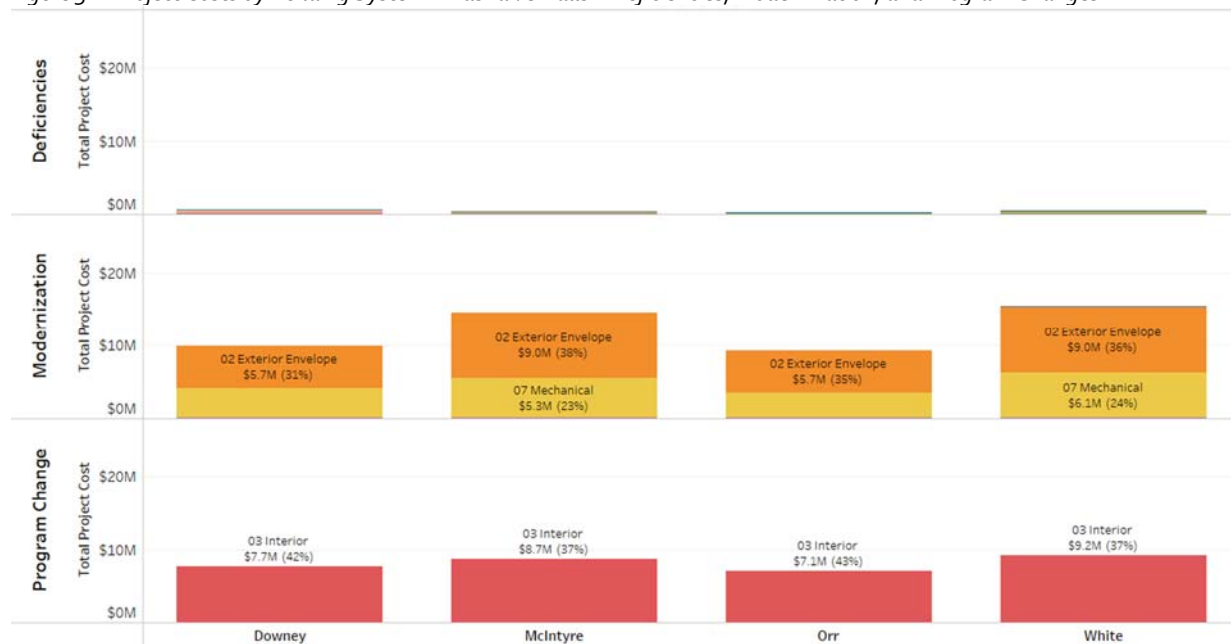
Washakie Halls

Figure 31 shows reinvestment costs for the Washakie Halls in greater detail (excluding streetscape improvement project costs). The investments break out as follows:

- **Deficiencies.** Costs are *de minimis*; physically, the buildings are in good shape.
- **Modernization:** Costs are primarily in two building system categories – (1) mechanical systems, to provide mechanical ventilation in the corridors and public spaces and to provide cooling to each of the bedrooms utilizing a four-pipe vertical ductless fan coil unit in each bedroom; and (2) exterior envelope, which would allow for recladding the buildings to enhance the exterior appearance and replace and relocate windows to allow for more natural light into the bedrooms.
- **Program Changes:** Costs are for interior and exterior changes, as follows:
 - *To substantially reconfigure bathrooms on each floor.* While fixtures would be replaced and modernized, the primary intention is to create a different style of bathroom that both provides privacy for appropriate functions while allowing for opportunities for a more comfortable sharing of spaces in community-style bathrooms (e.g., with some common areas for storing bathroom accessories, hang out spaces near the community baths, etc.). Project costs to “reprogram” bathrooms in the Washakie Halls ranges from about \$3.7 million to \$5.8 million per building.
 - *To reconfigure the first floors.* To provide common, public, and building support spaces to meet current residential hall program needs; and to relocate staff apartments from the first floor to an upper floor to make way for first floor common spaces. Project costs to reconfigure the Washakie Hall first floor lobbies will cost about \$3.4 million per building.
 - *To add additional common space on each floor.* The only common space on a floor presently is the Fishbowl at the nexus of building wings. The proposal is to add additional common space in each wing to foster more floor community interaction.
 - *To reconfigure the streetscape.* To improve the landscape surrounding the Washakie Halls, it is proposed that East Iverson Street be transformed into a pedestrian mall and that additional green spaces and streetscape be provided east of 15th Street around Washakie Halls. Off-street and on-street parking will then be relocated to other areas on campus. (These costs are excluded from Figure 31).

Potential conceptual plans for these reconfigurations are presented under *Implementation Strategies* in Part II, Section 2: “Master Plan Recommendations.”

Figure 31. Project Costs by Building System: Washakie Halls – Deficiencies, Modernization, and Program Changes

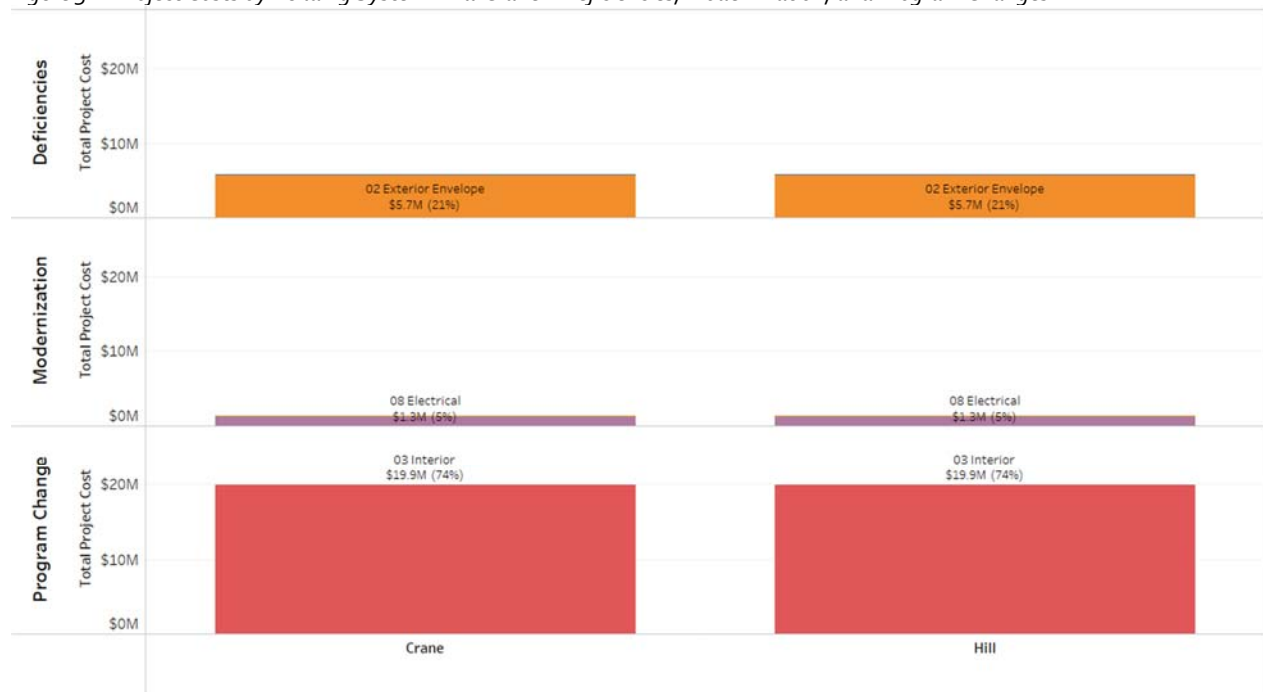


Hill-Crane

Figure 32 shows the costs of reinvestments in Hill and Crane in greater detail. If the buildings are renovated, the investments break out as follows:

- **Deficiencies.** Costs are primarily for recladding the buildings to address deficiencies in the exterior envelope. Deficiency project costs total ~\$5.8 million per building.
- **Modernization:** Costs are primarily for upgrades to the electrical system to add grounded three-prong receptacles throughout the building, and occupancy sensors in the rooms and corridors. Modernization project costs total ~\$1.4 million per building.
- **Program Changes:** Costs are for interior changes, where the bulk of costs (85%) are to reconfigure a typical residence floor to provide multiple three-person single-occupancy suites appropriate for sophomore housing, and 15% of the costs are to reconfigure the first floors to provide common, public and building support spaces to meet current residential hall program needs. Program change project costs total ~\$19.9 million per building.

Figure 32. Project Costs by Building System: Hill-Crane – Deficiencies, Modernization, and Program Changes



Apartments

Figure 33 shows the costs of reinvestments in the various apartment complexes. The investments break out as follows:

- **Deficiencies.** The most significant costs are for kitchens in Spanish Walk (\$1.8 million), and roof replacement in River Village (\$912k).
- **Modernization:** Significant costs are to add cooling in all the complexes (\$8.3 million), followed by modernizing costs for kitchens in Landmark Village (\$1.4 million). Other costs address life safety issues and site work.
- **Program Changes:** None.

Figure 33. Project Costs by Building System: Apartments – Deficiencies and Modernization



Greeks and the Washakie Center

Reinvestment costs in the Greeks overall are *de minimis* – about \$2.2 million (excluding streetscape costs).⁴ And costs for the Washakie Center are around \$3 million.⁵

⁴ A full audit of Greek (and theme) housing was not possible (many buildings were not accessible). Among the four buildings surveyed, total facility costs are around \$2 million. (The remaining Greek and other houses are not included in this cost analysis.)

⁵ A cursory observation was performed of the Washakie Center.

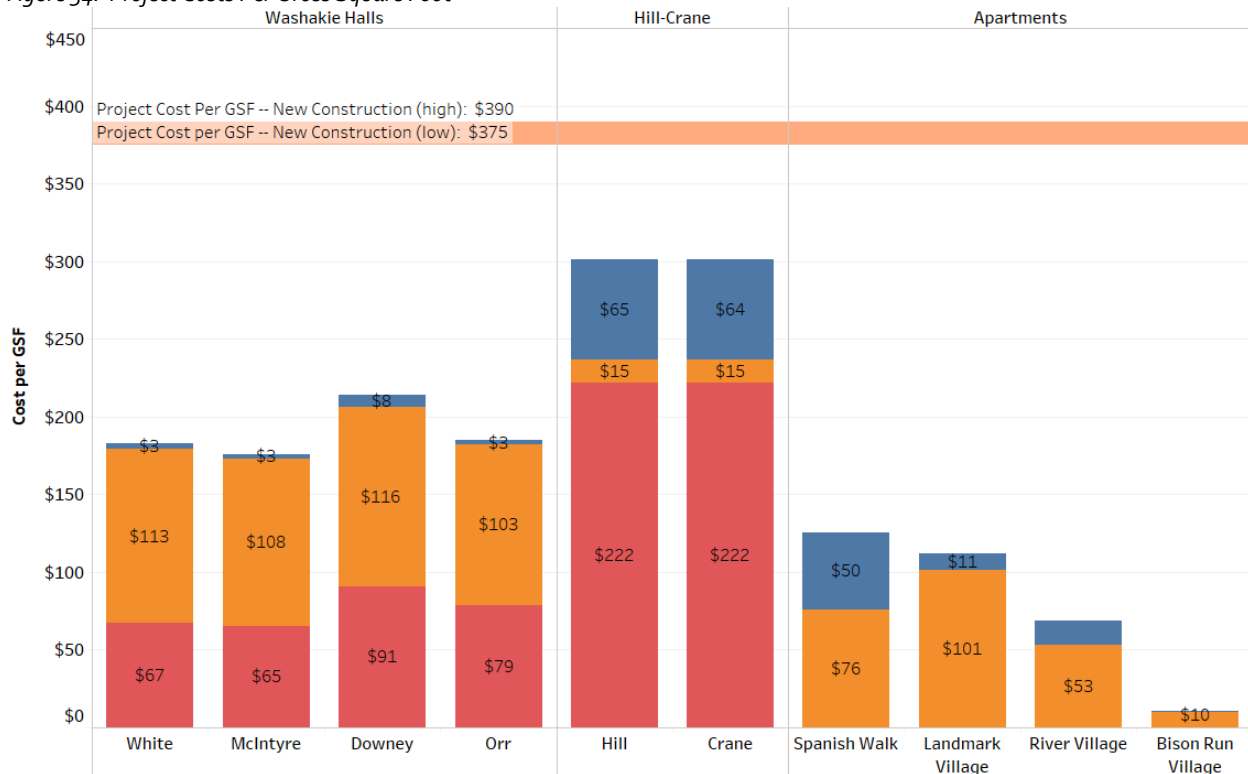
6.4 Comparative Cost Analyses

Costs per Gross Square Foot for Renovation Versus New Construction

Looking at costs in a comparative way – specifically as compared to the cost of new construction – can provide a helpful perspective in making decisions for renovation versus new construction.

As *Figure 34* shows, total project costs for renovating the University's buildings generally range from \$69 to \$302 per gross square foot. By contrast, building new housing of any types is likely to be in the range of \$372 to \$390 per square foot

Figure 34. Project Costs Per Gross Square Foot



Washakie Halls

For the Washakie Halls, costs are in the range of \$176 to \$214 per GSF, about half the cost of new construction. The preponderance of these costs are for modernization (mechanical and building recladding) and program changes (bathroom reconfigurations), rather than to address deficiencies. As traditional residence halls, they are generally well-suited as housing for first-year students. Problematic areas of the buildings relate to the nature of the community bathrooms, the lack of common spaces, and upgrades to mechanical systems (e.g., to add air conditioning).

Hill- Crane

Hill-Crane has the highest costs per gross square foot for deficiencies alone (~\$65) and overall around \$300, which is about 75% to 80% of the cost of construction a new building. A significant portion of the cost is to gut and rebuild the interior spaces to convert from doubles / singles to suite-style housing. At this level of cost, and with the building footprint fixed, a conversion from a traditional residence hall to a suite-style building is an expensive and potentially compromised undertaking vis-à-vis starting from scratch with a new building.

Apartment Complexes

Reinvestment costs per square foot for the apartment complexes are \$10 for Bison Run Village, \$69 for River Village, \$112 for Landmark Village, and \$126 for Spanish Walk. For all except Spanish Walk, most of these costs are for modernization rather than to correct deficiencies. In evaluating options for the apartment complexes, for all except Spanish Walk, questions will relate to how much modernization does it make sense to undertake so that buildings are improved. For Spanish Walk, it seems the more fundamental question is whether it makes sense to invest based on the high cost per bed, or whether other options might be considered.

PART II

GOALS AND RECOMMENDATIONS

Section 1

Strategic Goals for the UW Housing and Residential Experience

The context for the Housing Master Plan derives from goals stated in the University's strategic planning documents. At least three goals from strategic planning documents relate in some fashion to a student's housing and residential life experience. The context also derives from information provided by stakeholders and a review of the current physical conditions, programmatic offerings, and competitive context in which the housing system functions.

1.1 University Strategic Goals

Among the University's goals as expressed in strategic planning documents are to:

- Cultivate a **community of learning** energized by **collaborative work** among students, faculty, staff, and external partners.
- Nurture an environment that values and manifests **diversity, internationalization**, free expression, academic freedom, personal integrity, and mutual respect.
- Promote opportunities for **personal health and growth**, physical health, athletic competition, and **leadership development** for all members of the community.

The housing and residential life experience can contribute meaningfully to these goals by providing physical spaces and program activities where students can learn to collaborate; appreciate diversity of thoughts, opinions, and backgrounds; and grow and develop as future leaders.

*Recognizing the important role that housing and residential life can play in a student's college experience, the University's leadership envisions a **more residential university**, with new ideas and concepts for student housing, **living-learning environments**, and an **enhanced residential experience** with **more opportunities for student engagement**.*

1.2 Goals for the Housing and Residential Life Experience

Primary Strategic Goals

- Make housing a feature that helps to strengthen recruitment and retention. In its current state, it is thought by some to be a “drain” rather than an asset in recruitment.
- Increase number and diversity of housing options to promote more students living on-campus and to support the University’s planned growth. The University’s current plan is to add approximately 1,100 students by 2022.
- Develop a plan that the campus can rally around, and that will enhance the attractiveness of the campus over the next decade
- Enhance Greek life to add to the vitality of campus life, with a specific target of growing the number of Greek students from ~650 students to ~1,000 students. There is a belief that Greek life – through its engagement of students in campus life – already is and can be a greater driver of recruitment and retention.

Other Strategic Goals

Make Housing More Appealing – Physically and Programmatically

Create more communal and amenity spaces both inside and outside of housing to support the on-campus social life of the University of Wyoming. Enhance residential programming with more living-learning communities, themed floors, and even residential colleges to increase student engagement, strengthen community on UW’s campus, and increase faculty interaction with students in residential settings

Increase Diversity of Housing Options

UW currently offers traditional residence hall-style rooms, apartment housing, and a limited number of “semi-suites,” i.e. two rooms entered off a common corridor, connected by an internal bathroom. There is interest in “more of a progression of housing options as students advance” academically and developmentally. As variety is added, this should include options that will entice students to remain on-campus beyond his / her first year.

Create a Financially-Sustainable Housing System

Design a financially sustainable housing plan for the full housing mix owned by the University – including Washakie residence halls, Hill-Crane residence halls, University-owned apartments, and University-owned Greek housing. Focus on affordability and perhaps even differential pricing strategies to make housing accessible to more populations. For any new housing, the University is open to considering economical options (e.g., 30-year housing construction types) as well as traditional institutional-grade construction approaches.

Target Populations to House

With limited housing – as is typically the case among state institutions – the University must consider which populations to house and how housing can best be used to advance its strategic goals of strengthening recruitment and retention, and creating a strong sense of community among residents and bonding to the institution. Accordingly, it has the following priorities in terms of populations to house.

Primary Populations

Freshmen and transfer students are the primary populations of interest for campus housing. Freshmen are the only group with a live-on requirement, and transfer students comprise about 30% of the incoming class. For freshmen, the goal is to continue the on-campus residency requirement and further limit exemptions to the on-campus residency requirement.

Transfer students primarily come from all the Wyoming community colleges, and from Colorado. They sometimes have difficulty finding appropriate housing in Laramie, and in the absence of an intentional “first-year entry” experience may struggle to find their niche at the university, their community, and a support network of friends and colleagues, etc. A priority is to help ease the entry of transfers through an intentional housing experience in which these students may live together.

Secondary Populations

Beyond the primary populations, the University is also interested in providing more and better housing for sophomores, international students, and potentially other populations where available campus housing may be an effective recruitment tool.

With respect to this Master Plan, there is no consideration of a sophomore housing requirement. Rather, the University prefers to “lead with the carrot and not the stick” – creating conditions that inspire these students to want to live in campus housing. There is also an interest in having additional juniors and seniors living on-campus, in part so that there are more students actively engaged in residential campus life.

The University would like to grow the international student presence (roughly 200 to 300 students currently) by providing more campus housing. A significant issue for this population is having access to kitchens in their housing, since many international students have dietary issues and restrictions that are not readily addressed by the University of Wyoming foodservice plan. While the desire is to increase the residential international population, a goal is to offer housing options that allow international students to live among domestic students rather than creating special “international housing” that limits this group’s ability to mix with others.

Finally, the University is interested in exploring “targets of opportunity” to provide housing for other students who may benefit from a campus residential experience. For example, there are reported difficulties in recruiting student athletes because of the lack of suitable campus housing that appeals to this population.

Section 2

Master Plan Recommendations

Recommendations to achieve the goals of the Housing Master Plan over the next 10 to 15 years are provided in two areas:

- **Strategic Recommendations:** overarching recommendations that address “big picture” goals and visions of the Master Plan.
- **Implementation Strategies:** recommendations for specific investments to renovate and modernize existing buildings, and construct new facilities, as appropriate.

Strategic Recommendations

Recommendation 1

Create a better alignment between housing types and different stages of student development through renovation and new construction.

Aligning Housing Types with Student Developmental Stages

Different housing types have different effects on student behavior and community-building. Housing should be aligned, to the extent possible, with different developmental stages of students. This alignment is especially important during a student’s first year, which is a critical time to create the essential support network that will accompany students as they progress through university and beyond. The following alignments typically work well in meeting different developmental needs of students as they progress through the university residential experience:

- **Freshmen:** Traditional double-occupancy rooms off a double-loaded communal hallway (with communal, shared bathrooms) are ideal for first-year students, as this configuration provides opportunities for strong community-building / bonding with other students. Suite-style housing may also be appropriate in some circumstances, depending on the layout and configuration of both the unit and the building (e.g. minimized community space within the suite and large / attractive / varied community space in the building as a whole).

The Washakie Halls, with some renovation, can work well as freshman housing.

- **Sophomores:** Suite-style housing is a good unit configuration for sophomores; it allows them to maintain and enhance communities developed during their first year, while providing opportunities for more independent living. The ideal suite-style housing is arranged such that one door leads off the main hallway into a shared living room / common area, from which students can then access their individual bedrooms / bathrooms. Another option for sophomores is single rooms, although this is generally less preferred because students would have to share community bathrooms, a strong negative for most students after the freshman year.

Hill-Crane was designed as traditional residence hall housing, predominantly with double rooms. In recent years, before being taken off-line, the buildings were converted to singles to create greater appeal for sophomore populations. For many reasons, included those cited above, the buildings have not been popular with UW students, even as singles. A suite-style configuration, which has greater acceptance among sophomores, is lacking on-campus.

- **Juniors / seniors:** Apartment-style housing is typically most appropriate for juniors and seniors, as it introduces them to the challenges of independent living that they will encounter post-graduation.

UW's various apartment complexes are well-suited to housing juniors and seniors who wish to remain on-campus, as well as for those students who have specific needs that a traditional residence hall cannot meet (e.g., international students desiring access to kitchens).

How UW's Housing Aligns

Mapping the housing inventory against preferred housing for target markets shows where housing is well-aligned, and where there are gaps. *Figure 35* maps the supply of housing to demand projections for 2022. Because the University currently has an oversupply of housing, and Hill and Crane have variously been converted to singles and / or taken off-line, the mapping analyses show demand versus supply with and without these buildings on-line.

Figure 35. Mapping and Gap Analysis – Based on 2022 Projections

	[1] Projected Enrollment 2022	[2] Percent Housed	[3] Projected Demand (2022)		[4A]	[4B]	[5A] = [4B] - [3]	[5B] = [4B] - [3]
Class				Target Unit Type	Current Supply (by Target Unit Type) ¹		Excess (Shortage) of Target Housing Type	
					With Hill / Crane	Without Hill / Crane	With Hill / Crane	Without Hill / Crane
Freshman	1,727	90%	1,554	Traditional Residence Halls ■ Washakie Doubles	1,552	1,552	(2)	(2)
Sophomore	2,597	23%	606	Singles / Suites / Houses ■ Washakie Halls, Crane-Hill Complex, Honors House	625	216	19	(390)
Junior	2,070	13%	274	Apartments ■ University Apartment Complexes	870	870	270	270
Senior	3,237	10%	326	Apartments ■ University Apartment Complexes				
Total	9,631	29%	2,760		3,047	2,638	287	(122)

¹It is assumed here that all Washakie Hall modernization / program changes are undertaken, thus incurring loss of 176 beds.

There is an adequate inventory of traditional residence hall doubles in the Washakie Halls for freshmen, and apartments for juniors and seniors. For sophomores, there are relatively few suites (in Washakie) and a significant number of singles in Hill-Crane. However, with Hill and Crane removed there is a shortage of housing for sophomores of nearly 300 beds (today), and a shortage of almost 400 beds if projected enrollment growth by 2022 is realized.

Accordingly, it is recommended that the University explore the creation of new suite housing that the University may decide to use to house sophomores. *Implementation Strategy 2 “New Housing and Enhanced Streetscape in the Residential Sector of Campus”* presents options for the University to evaluate.

Recommendation 2

Enhance the housing and residential life program by adding residential space that will accommodate a residential college and / or other programmatic experiences that incorporate academic and / or co-curricular activities into residential living.

The University is interested in creating more opportunities for students to have a fully integrated academic experience that extends into the residential living environment. The intention is to go beyond the current special interest groups to create a residential college environment. While the definition and composition of a residential college varies from institution to institution, the hallmarks typically include the following:

- A community defined by an identity – created through both programmatic and physical elements – which is sustained over time, building traditions and fostering a sense of connectedness among its residents.
- Academic leadership that may range from non-live-in faculty associated with the college, organizing and sponsoring periodic programs to live-in faculty who serve as mentors and leaders on a more regular basis in the residential environment.
- Mix of classes living in the residential college, e.g.:
 - A freshman and sophomore residential college, or
 - An upper division residential college – sophomores and above – with first-year students living separately in a “freshman experience” housing situation.
- Learning in a residential college setting that is *broadly conceived* – covering all facets of a student’s development – and achieved through a variety of methods and programs that may include, but are not limited to, classroom-based activities.

Philosophically, a residential college should:

- offer modes of learning that foster the “life of the mind” beyond the classroom in fun and interesting ways without making such activities feel like an extension of the classroom;
- emphasize co-curricular programs that appeal to students and invite their participation in natural ways in comfortable residential environments;
- focus on intellectual, social, cultural, and personal development;
- engage students’ intellectual curiosity and creativity in residential settings; and
- promote the concept of and establish a foundation for lifelong learning.

To function well, a residential college should offer a range of spaces to support programming and a faculty presence, including, but not limited to:

- Informal living room space (a large gathering space for residents of the College; a center of community life; a place to display the college’s identity)
- Faculty and / or staff living space
- General common space
 - Informal hang out spaces
 - Recreation spaces
- Enhanced program space
 - Spaces for large gatherings
 - Spaces to bring people together around food
 - Project / production space
 - Computing / technology spaces

- Workspace where residents can work together on “house projects”, etc.
 - ... Spaces for group work / collaboration
- Classroom / meeting / group study spaces

Implementation Strategy 2 “New Housing and Enhanced Streetscape in the Residential Sector of Campus” includes options for creating new residential college housing as part of a new development project.

Recommendation 3

Role of Greeks.

At the time of this study, there was not a great deal of information available about Greek houses – in terms of operations, organizational and management structure – and it was not possible to access several of the Greek houses to conduct facility audits. Having said that, it was reported in focus groups and highlighted in administrative interviews that Greek life is an important part of the University’s social life. It offers significant opportunities for student engagement, and most individuals involved in student government are reportedly also Greek. The University has interest in and a goal of growing and strengthening Greek life, which in turn has ramifications for Greek housing.

Based on limited information about Greeks, the recommendations set out here are designed to help the University take “next steps” in its efforts to gain a fuller understanding of and strengthen the Greek system.

Organizational and Management Structure and Responsibilities

There are eleven Greek houses on Greek Row. Eight (8) of the houses are currently occupied by Greek organizations – 5 fraternities and 3 sororities (the Tobin House is not occupied and is owned by the University). Of the 8 occupied houses, there are 7 Greek organizations that own the land and improvements on their lot. The 8th occupied house is currently owned by the University and leased to a fraternity. In addition to other conditions and restrictions, the deeds to the Greek organizations contain restrictions on use of the lot and a reversion clause where the University has the right to re-acquire the property if it is not used and occupied by a recognized student organization or other organization recognized by the University.

If the houses are not on university property, the University’s legal and fiduciary responsibilities are less than if the University owns the underlying ground. In either case, however, it behooves the University to develop a good and strong working relationship with the local house corporation or other entity that manages the house. Normally there would be a committee of representatives from house corporations and the University, with the University representative from the Office of Student Affairs. Meetings of this committee would be held at least two to three times per year. For the University, building a good relationship with the house corporation is exceedingly important, because it provides a much-needed link enabling the University to keep abreast of happenings in each house.

Growing the Greek Population

A strong sense of Greek life can be an important recruitment tool for a University. If the University intends to grow the system, especially by adding chapters and chapter houses, the University can play an active role in promoting this growth. (Individual chapters may be less inclined to promote the addition of new chapters on-campus, since that increases the competition for recruits.) National offices can be helpful in working with the University to expand and grow the system; all have processes in place for assisting on campus. National offices include:

- **North American Inter-Fraternity Conference (NIC / IFC):** umbrella organization coordinating organization of U.S. and international men's collegiate fraternities.
- **National Panhellenic Conference (NPC):** umbrella organization for 26 international women's sororities.
- **National Pan-Hellenic Council (NPHC):** a collaborative organization of nine historically African American, international Greek lettered fraternities and sororities.

As the University considers how to grow the Greek population, it can be helpful to establish good working relationships with the national organizations and tap into their resources for recruitment.

Managing the Alcohol Issue

The issue of alcohol on campus is one that all institutions grapple with, especially in relationship to fraternities and their social events and underage drinking. (The national law mandates a 21-year old drinking age for any state that chooses to accept federal highway funding.) As students under 21 years of age cannot legally drink on-campus (short of opting out of accepting federal funding), addressing the alcohol issue becomes one of managing risks and finding structural ways (e.g., through insurance and other means) to reduce the institution's liability around the issue of alcohol. Means for reducing liability are complex and go well beyond the scope of this physical master plan. If the University plans to expand Greek life, it should be prepared to address the issues that attend this expansion, including the issue of alcohol on campus. In this regard, there are professional entities that specialize in these issues, and the University may wish to consider a separate study drawing on the expertise of these entities.

Recommendation 4

Add community spaces in a targeted fashion at various points across campus as well as within residence halls to provide more opportunities for student interaction and campus co-curricular and social life.

Universities are like small towns – places where people work, play, and – in the case of universities – study. What makes cities vibrant and attractive are the range of interesting places in which people can come together to share ideas, share a meal, and share time together. In the same fashion, ideally universities should provide a variety of congregation spaces.

The student body needs additional spaces in which to gather, especially late at night and on the weekends. The spaces described below are offered as a menu of options for consideration, as plans for future projects proceed.

Neighborhood Congregation Spaces

- Placed along natural traffic patterns as places to “see and be seen”
- Include one or more elements (food, mail / email kiosks, “living rooms”, TV) that provide reasons for students to visit the space frequently

Café / Coffee House

- Students are interested in some type of coffee house option on-campus, ideally open late as a place for social interactions after late nights of studying, nights out on the weekends, or simply as a place to hang out and grab a quick bite to eat. At present, off-campus coffee houses are meeting this need, but if the University wishes to create more on-campus life in the evenings and on weekends, creation of a coffee house is a critical priority. To increase its appeal, it should include a small stage / performance area which students can program with a variety of events (e.g., open mike night, student or local bands, trivia and other game nights, etc.).

Small Group Study / Meeting Spaces

- Study-friendly accoutrements – warm lighting, good work surfaces, comfy chairs, computers, projector, cable hookups, etc. – in a location that promotes studying
- 24-hour study space, ideally with a place nearby to get snacks

Multi-Purpose / Performance Spaces

- Traditional theatres or halls for formal, large-scale performances
- Informal or multi-purposes spaces available for impromptu or weekend performances of student bands, poetry readings, etc.
- Spaces available for student-run campus events such as movies, forums, showcases, or more formal events such as lectures

Outdoor Spaces

- Outdoor spaces provide flexibility for student activities and draw students in to activities / events inside
- Examples:
 - Outdoor fireplace pits
 - Places for patio parties
 - Ice skating rinks
 - Sand volleyball courts
 - Bike paths

Student Enterprise Spaces

- Student-run entrepreneurial storefronts provide an opportunity to engage students another level. Students serving students creates connections and interactions that help to build campus community.

Implementation Strategy 2 “New Housing and Enhanced Streetscape in the Residential Sector of Campus” provides opportunities to create some of the spaces identified above – both indoor and outdoor spaces. *Recommendation 4* should be kept in mind as programming and planning moves forward on these new housing and streetscape improvements.

Implementation Strategies

1 Demolish Hill-Crane

The costs of renovation and reinvestment in Hill-Crane are 77% of replacement cost – \$302 per square foot (renovation) versus \$372 to \$390 (new construction). While the costs to repair deficiencies are not insignificant (~\$65 per gross square foot), a substantial portion of the cost is to gut and rebuild the interior spaces to convert from doubles / singles to suite-style housing.

Recommendation 1.1

Demolish and replace Hill-Crane with more suitable, suite-style housing.

Hill and Crane are designed as traditional residence halls. Keeping the current configuration without significant gutting and renovations only extends the supply of a housing type – traditional doubles or singles – that the University already has in abundance. Conversions to suite-style housing would add a set of costly “program change” costs over deficiency costs that are already substantial.

At this level of cost, and with the building footprint fixed, a conversion from a traditional residence hall to a suite-style building is an expensive and potentially compromised undertaking vis-à-vis starting from scratch with a new building.

Further, a long-term goal for University housing is to create more facilities that are lower and more humane in scale. As high-rises, these buildings obviously do not satisfy this goal, but the site on which this complex sits (in conjunction with the adjacent parking lot) is a potentially significant parcel of land for redevelopment in a lower-scale configuration, if these buildings (and the Crane-Hill Dining Complex in the middle) were to be removed. This would significantly alter the character of the residential sector of campus, despite the Washakie Halls remaining as high-rise housing for first-year students.

Project Costs

Project costs of demolition for the Hill-Crane complex total ~\$2 million (about ~\$1 million per building).

2 Build New Housing and Enhance Streetscape in the Residential Sector of Campus

Recommendation 2.1

Build new housing to meet several University objectives with respect to enhancing the residential experience.

Objective 1

Provide suite housing to better serve the needs and interests of the University's residential population.

Objective 2

Replace some of the high-rise housing with lower-scale housing to create a more humanely-scaled campus.

Objective 3

Create an option to have one or more residential colleges as part of the University's housing inventory.

Objective 4

Provide an adequate amount of swing space such that the University can take off-line and renovate one whole Washakie hall building at a time.

Objective 5

Consider housing options that contemplate the potential expansion of residential living west, closer to the academic part of campus, especially if 15th Street is eventually closed.

Program for New Housing

Target Markets

- The target market for the project is two-fold:
 - **Short-Term:** As Washakie Halls are taken off-line and renovated one building at a time, the housing will, in the short-term, serve as swing space for freshmen; and
 - **Long-Term:** In keeping with the University's interest in creating a residential college, the housing will, in the long-term, serve as housing for a mix of either (1) freshman and sophomores, or (2) sophomores, juniors and seniors, depending on what programmatic approach the University may opt for in creating the residential college.

Number and Type of Beds

- Total number of beds ranges from approximately 570 – 600 depending on configurations and sites chosen for housing. Suite-style beds in various configurations are proposed to address housing needs of the University's residential population, and potential programmatic needs of the residential college.
- Primary unit configurations are illustrated below.

Four-Person Single Room Suite Housing

These units provide four individual bedrooms for students, as well as in-unit bathroom facilities (compartmentalized shower, toilets, and wash areas), and a small entryway leading to bedrooms and bathrooms. In terms of price, this unit would be the most economical suite option, while still providing its residents with private bedrooms and bath facilities within the unit.



Two-Person Single Room Suite Housing

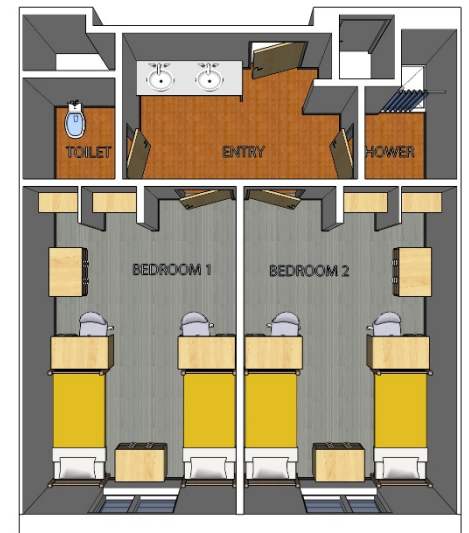
These units are similar to the four-person units, but are shared by two students rather than four. These units would be appropriate for students who may require a bit more privacy in their living situation for medical or other reasons. (For example, a student with ADA requirements that may include a live-in aide could occupy this unit.) Outside of medical or other special needs, pricing of this unit could include a premium for students who desire and are willing and able to pay a bit more than for the four-person suite.



Four-Person Double Room Suite Housing

The general configuration of these units is similar to the two-person single room suite, except that the bedrooms are larger to allow for two occupants rather than one. These units are intended for students living in a residential college environment, especially first-year students for whom sharing a bedroom is an important part of freshman bonding and first-year community development.

In development options that include a residential college, these units are grouped on separate halls and wings that would be designated for the college, and would include a rich complement of common spaces to support the community, social, co-curricular, and curricular activities that would occur in a residential college environment, as outlined in *Strategic Recommendation 2*.



Note: A limited number of traditional apartment style units (not shown here) are included among the various conceptual planning options, to accommodate residential life staff, potential live-in faculty, etc. There are also a limited number of single units for RAs and students with special needs or who desire a single unit.

Potential Site Locations

The recommended location is in the Hill-Crane area and adjacent parking lot after the existing housing and dining facilities are demolished. Alternative sites have also been explored and presented for the University's consideration. Potential housing configurations and site locations are described below along with conceptual diagrams to illustrate options.

Approaches, Options, and Conceptual Plans for New Housing

Two approaches for creating ~600 beds of new housing are shown on the following pages: **Approach 1:** Build all Proposed New Housing at Hill-Crane Site; and **Approach 2:** Build Proposed New Housing on a Combination of Two Sites -- Hill-Crane and the Greek Mall. All buildings proposed are generally four stories tall. The approaches are summarized below. Following the summaries are conceptual and site plans for each site option.

Approach 1

Build All Proposed New Housing at Hill-Crane Site and Adjacent Parking Lot.

Basic Configuration and Description

Build up to 588 beds in a series of five buildings both on the site where the Hill-Crane complex now stands and on the adjacent parking lot, with two opposing L-shaped buildings and two U-shaped building in the middle, facing a central building, surrounded by landscaped courtyards and pedestrian spaces. The central building includes residential college beds and necessary supporting spaces. All remaining spaces in the project are devoted to suite-style housing. A new pedestrian streetscape would run east to west through the residential area to the north of the proposed development.

Bed Counts

The project includes 588 beds in total, in the following mix:

- Suites (488 beds)
 - 32 two-person suite beds
 - 392 four-person suite beds
 - 64 single / RA beds
- Residential College (84 beds)
 - 78 two or four-bed suite beds
 - 6 single / RA beds

Square Footage and Estimated Cost

- Total square footage: 311,245 GSF
- Estimated Project Cost: \$116 to \$121 million

Approach 2

Build Proposed Housing on a Combination of the Hill-Crane Site and Greek Mall Site (3 site options).

If the University does not choose to build all new housing on the Hill-Crane site, then it must combine new construction on two different sites to achieve the proposed increase in bed count. Within Approach 2, the University would construct new housing on the current site of Hill-Crane, in combination with one of three site options located on the Greek Mall (either on the East end of the Mall, or spanning East and West of the Mall, depending on the option). The combination of two different sites will provide the University with adequate swing space to take off-line and renovate one whole Washakie hall at a time. See below for description of the various combinations of site options the University may choose to undertake in Approach 2.

Summation of Site Option Combinations Under Approach 2

Combination A

- Site Option 1: Hill-Crane Site
- Site Option 2A: East End of Greek Mall (Configuration 1)
- Cost: ~\$137 – \$143 million
- Bed Count: 678

Combination B

- Site Option 1: Hill-Crane Site
- Site Option 2B: East End of Greek Mall (Configuration 2)
- Cost: ~\$137 – \$143 million
- Bed Count: 678

Combination C

- Site Option 1: Hill-Crane Site
- Site Option 3: Spanning East Greek Mall and West of 15th Street
- Cost: ~\$136 - \$142 million
- Bed Count: 675

Approach 2
Site Option 1: Hill-Crane Site

Basic Configuration and Description

Construct up to 354 beds in a series of three buildings on the site where the Hill-Crane complex now stands, with two opposing L-shaped buildings and a U-shaped building in the middle, surrounded by landscaped courtyards and pedestrian spaces. One wing of the western L-shaped building includes residential college beds and supporting spaces. All remaining spaces in the project are devoted to suite-style housing. A new pedestrian streetscape would run east to west through the residential area to the north of the proposed development.

Bed Counts

The project includes 354 beds in total, in the following mix:

- Suites (278 beds)
 - 244 four-person suite beds
 - 34 single / RA beds
- Residential College (76 beds)
 - 72 two or four-bed suite beds
 - 4 single / RA beds

Square Footage and Estimated Cost

- Total square footage: 190,730 GSF
- Estimated Project Cost: \$71 to \$74 million

Approach 2
Site Option 2: Greek Mall Sites

Approach 2
Site Option 2A: East End of Greek Mall (Configuration 1)

Basic Configuration and Description

Construct up to 324 beds in a series of two opposing U-shaped buildings on the east end of the Greek Mall.

Bed Counts

The project includes 324 beds in total, in the following mix:

- Suites (324 beds)
 - 256 four-person suite beds
 - 68 single / RA beds

Square Footage and Estimated Cost

- Total square footage: 177,190 GSF
- Estimated Project Cost: \$66 to \$69 million

Approach 2

Site Option 2B: East End of Greek Mall (Configuration 2)

Basic Configuration and Description

Containing 324 beds, this project is the same as Option 2A, except that the U-shaped buildings on the east end of the Greek Mall face, rather than oppose each other, forming a significant quad between them.

Bed Counts

The project includes 324 beds in total, in the following mix:

- Suites (324 beds)
 - 256 four-person suite beds
 - 68 single / RA beds

Square Footage and Estimated Cost

- Total square footage: 177,190 GSF
- Estimated Project Cost: \$66 to \$69 million

Approach 2

Site Option 3: Spanning East Greek Mall and West of 15th Street

Basic Configuration and Description

Containing approximately 321 beds, Site Option 3 assumes that 15th Street is closed to vehicular traffic and becomes a pedestrian walkway. In this option, housing is placed at the western and eastern ends of the Greek Mall. The U-shaped building at the eastern end includes suite-style housing; the modified U-shaped building at the western end (across the former 15th Street, near the Union) would house a residential college.

Bed Counts

The project includes 321 beds in total, in the following mix:

- Suites (138 beds)
 - 96 four-person suite beds
 - 42 single / RA beds
- Residential College (183 beds)
 - 172 two or four-bed suite beds
 - 11 single / RA beds

Square Footage and Estimated Cost

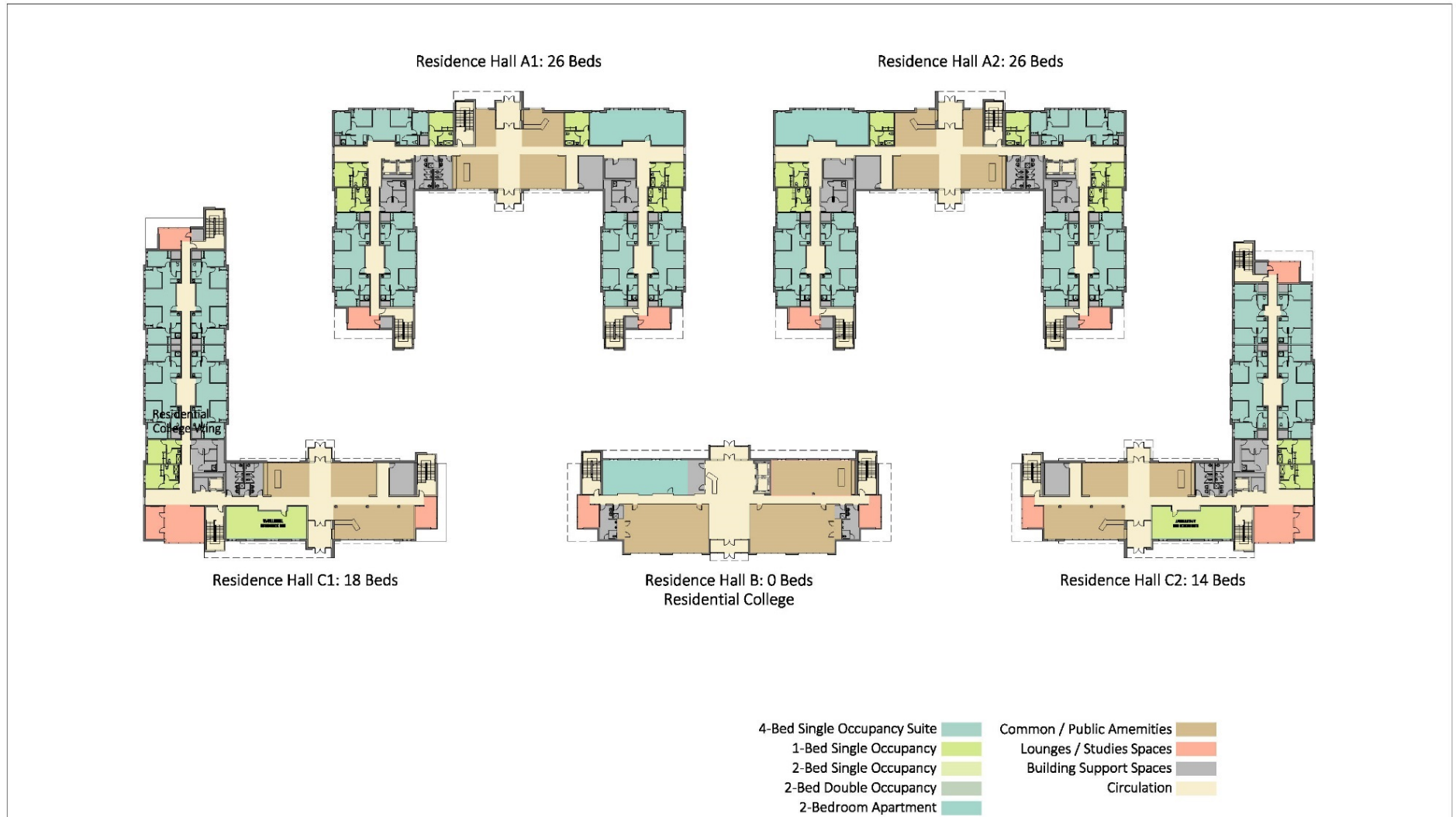
- Total square footage: 174,460 GSF
- Estimated Project Cost: \$65 to \$68 million

Approach 1: All Development at Hill-Crane Site and Adjacent Parking Lot Site Plan



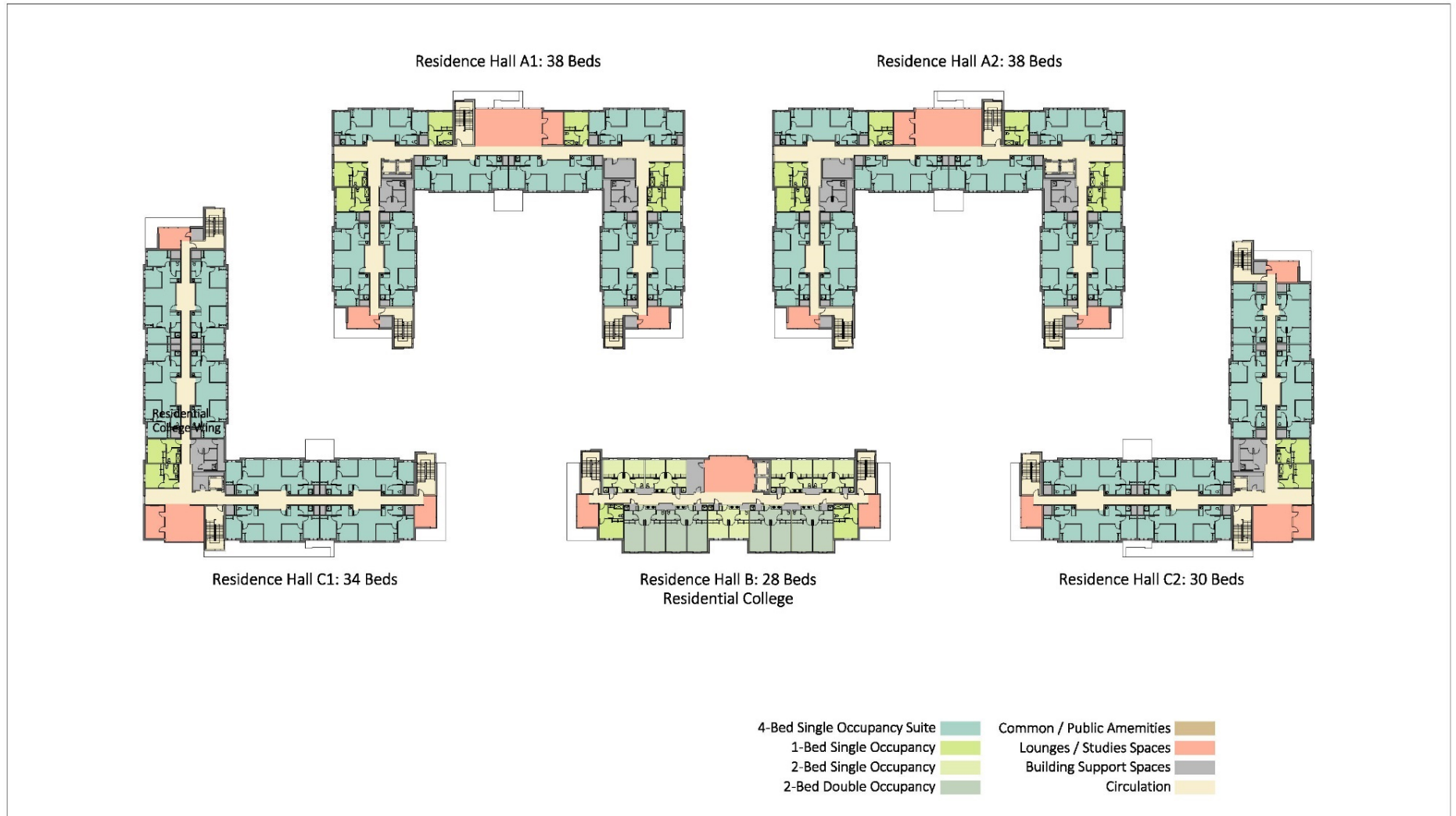
Approach 1: All Development at Hill-Crane Site and Adjacent Parking Lot

First Floor Plan



Approach 1: All Development at Hill-Crane Site and Adjacent Parking Lot

Second and Third Floor Plans



Approach 1: All Development at Hill-Crane Site and Adjacent Parking Lot

Fourth Floor Plan



Approach 2: Site Option 1 – Hill-Crane Site
Site Plan



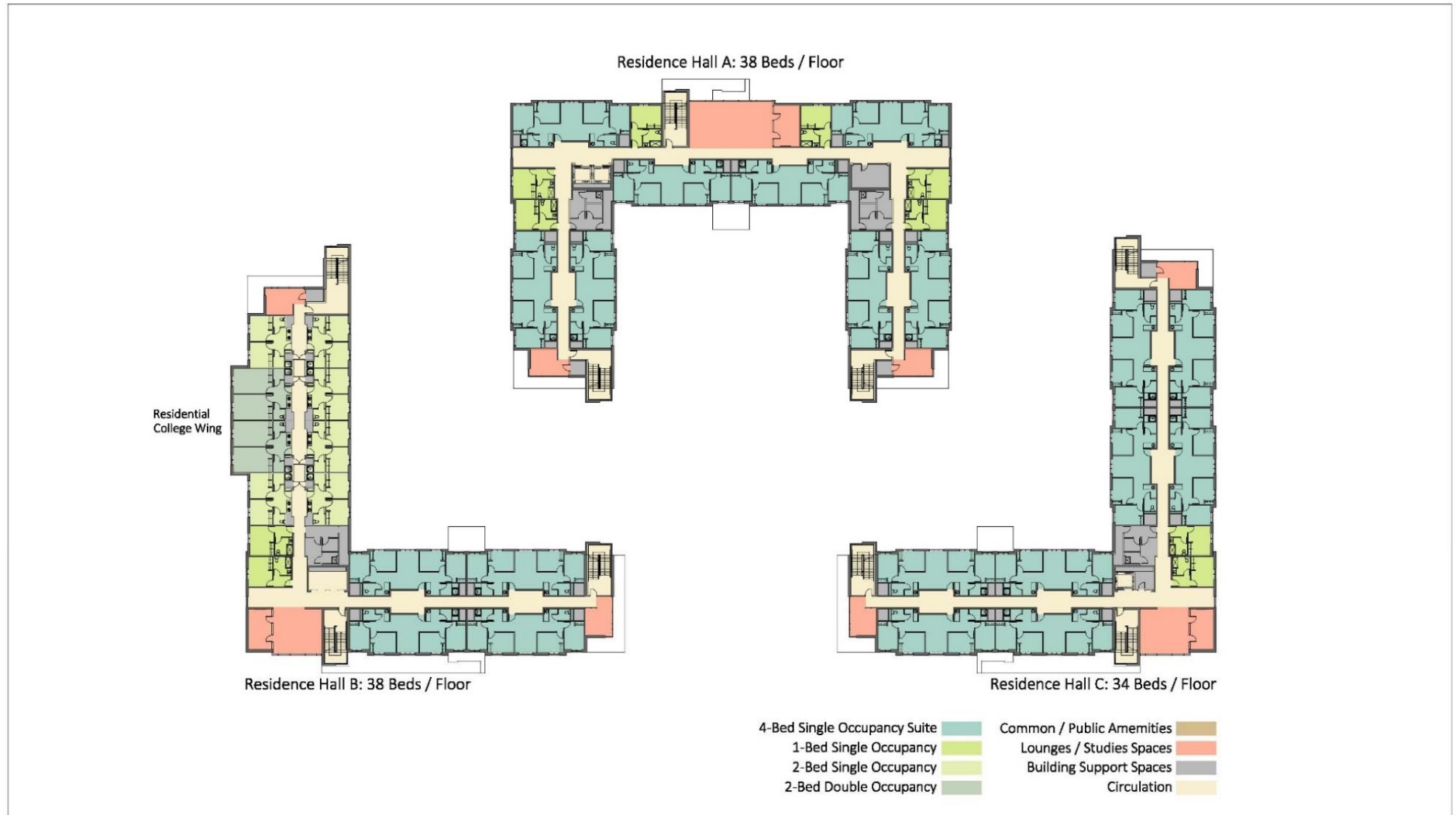
Approach 2: Site Option 1 – Hill-Crane Site

First Floor Plan



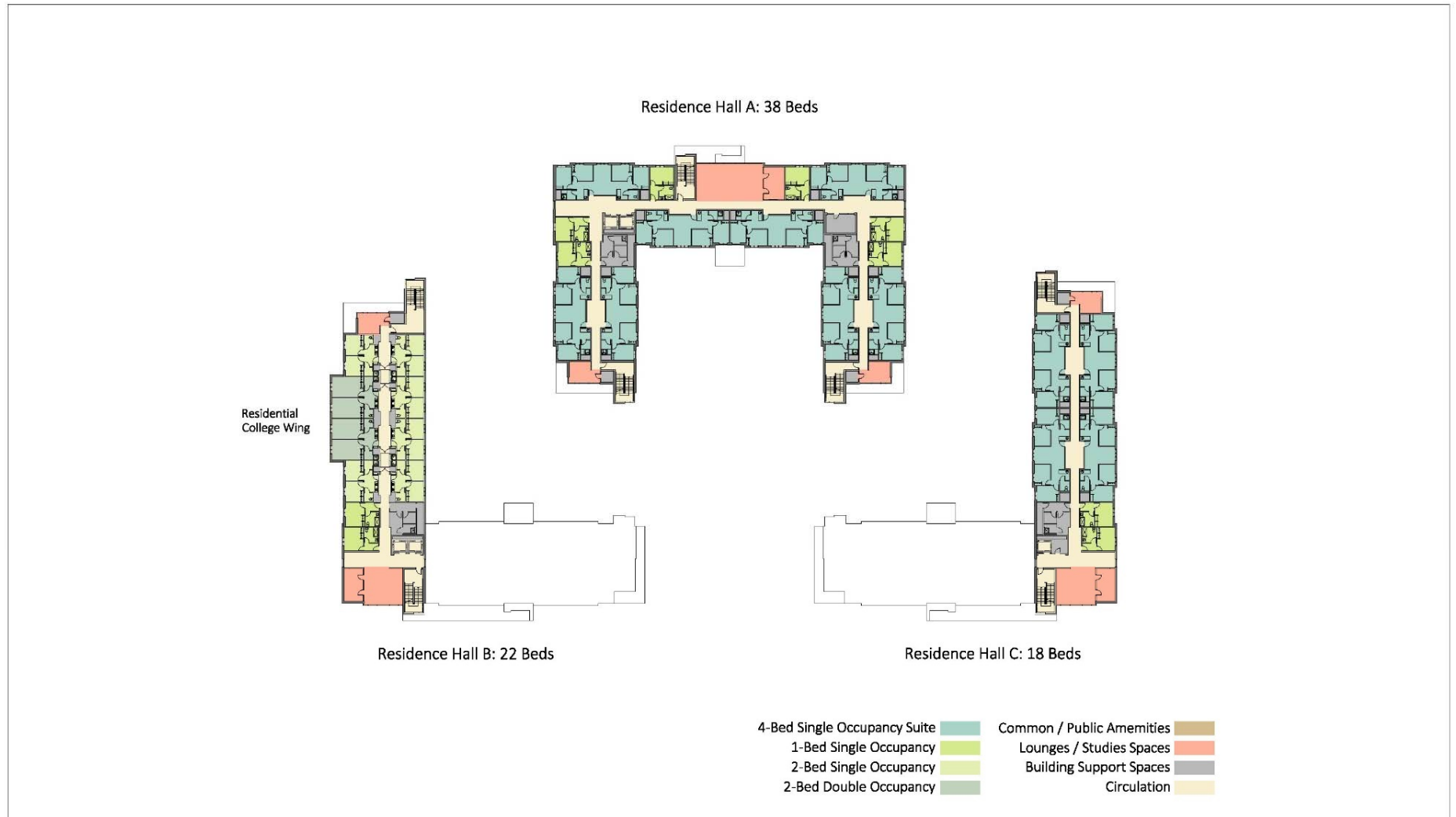
Approach 2: Site Option 1 – Hill-Crane Site

Second and Third Floor Plans

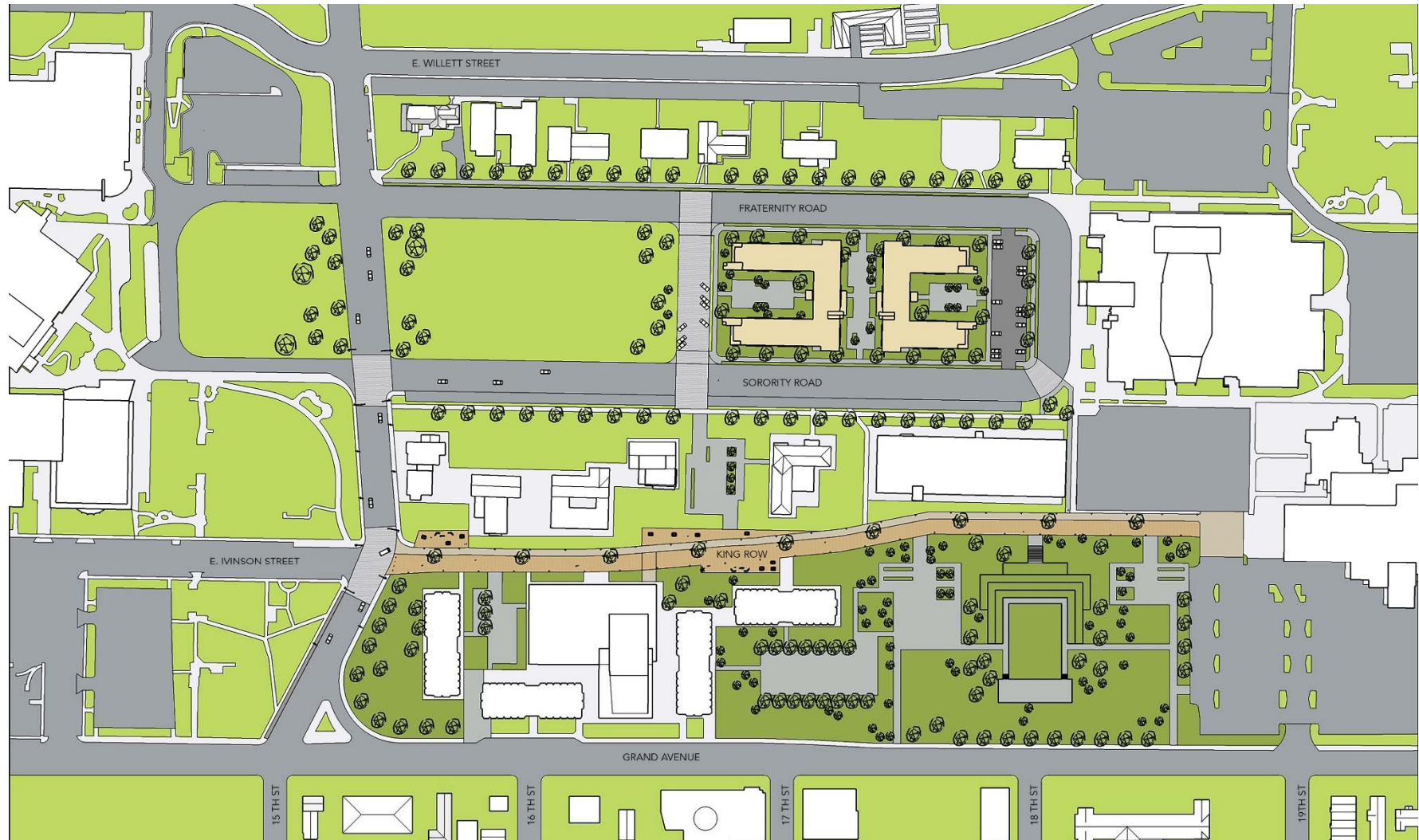


Approach 2: Site Option 1 – Hill-Crane Site

Fourth Floor Plan



Approach 2: Site Option 2A – East End of Greek Mall (Configuration 1)
Site Plan



Approach 2: Site Option 2A – East End of Greek Mall (Configuration 1)

First Floor Plan

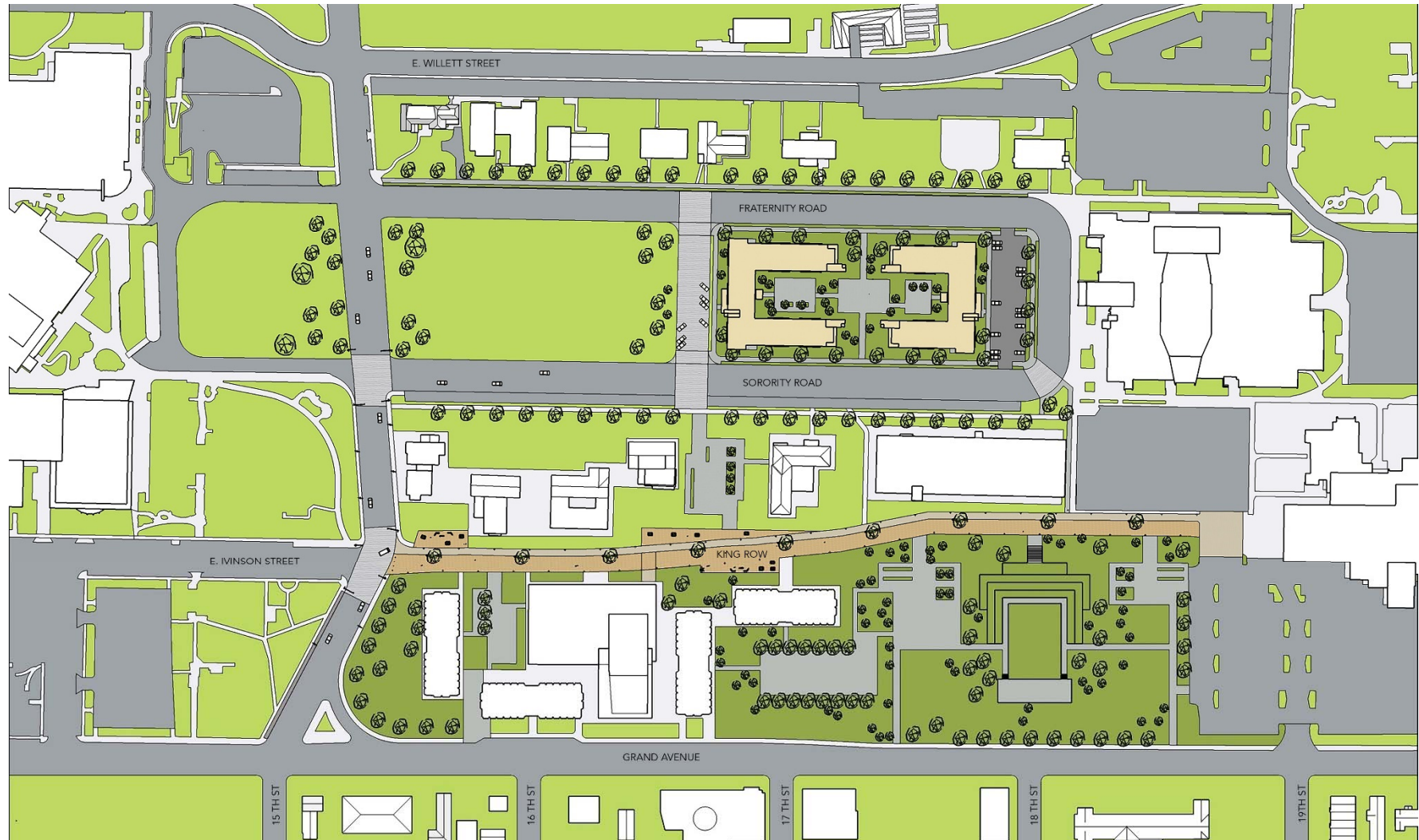


Approach 2: Site Option 2A – East End of Greek Mall (Configuration 1)
Second Through Fourth Floor Plans



- | | |
|------------------------------|---------------------------|
| 4-Bed Single Occupancy Suite | Common / Public Amenities |
| 1-Bed Single Occupancy | Lounges / Studies Spaces |
| | Building Support Spaces |
| | Circulation |

Approach 2: Site Option 2B – East End of Greek Mall (Configuration 2)
Site Plan



Approach 2: Site Option 2B – East End of Greek Mall (Configuration 2)

First Floor



Residence Hall A: 4 Stories, 186 Beds



Residence Hall B: 4 Stories, 138 Beds

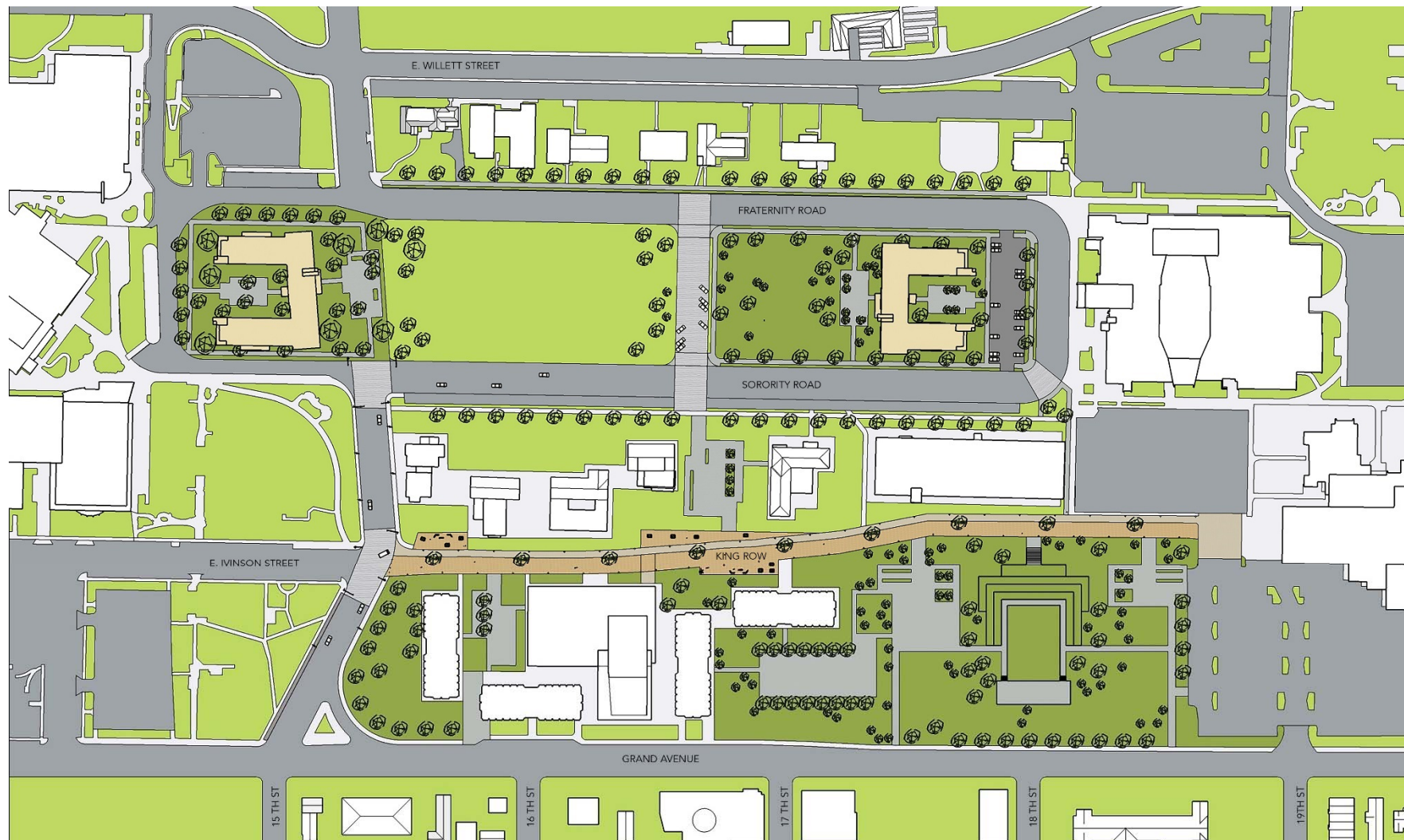
- | | |
|------------------------------|---------------------------|
| 4-Bed Single Occupancy Suite | Common / Public Amenities |
| 1-Bed Single Occupancy | Lounges / Studies Spaces |
| 2-Bedroom Apartment | Building Support Spaces |
| | Circulation |

Approach 2: Site Option 2B – East End of Greek Mall (Configuration 2)
Second Through Fourth Floor Plans



- | | |
|------------------------------|---------------------------|
| 4-Bed Single Occupancy Suite | Common / Public Amenities |
| 1-Bed Single Occupancy | Lounges / Studies Spaces |
| | Building Support Spaces |
| | Circulation |

Approach 2: Site Option 3 – Spanning East Greek Mall & West of 15th Street
Site Plan



Approach 2: Site Option 3 – Spanning East Greek Mall & West of 15th Street

First Floor Plan



Residence Hall A: Residential College 18 Beds



Residence Hall B: 24 Beds

- | | |
|------------------------------|---------------------------|
| 4-Bed Single Occupancy Suite | Common / Public Amenities |
| 1-Bed Single Occupancy | Lounges / Studies Spaces |
| 2-Bed Single Occupancy | Building Support Spaces |
| 2-Bed Double Occupancy | Circulation |
| 2-Bedroom Apartment | |

Approach 2: Site Option 3 – Spanning East Greek Mall & West of 15th Street

Second Through Fourth Floor Plans



Residence Hall A: Residential College 55 Beds / Floor



Residence Hall B: 38 Beds / Floor

- | | |
|------------------------------|---------------------------|
| 4-Bed Single Occupancy Suite | Common / Public Amenities |
| 1-Bed Single Occupancy | Lounges / Studies Spaces |
| 2-Bed Single Occupancy | Building Support Spaces |
| 2-Bed Double Occupancy | Circulation |

Recommendation 2.2

Enhance the streetscape from the current residential areas around the Washakie Halls and the Hill-Crane area through the Greek Quads and up to 15th Street.

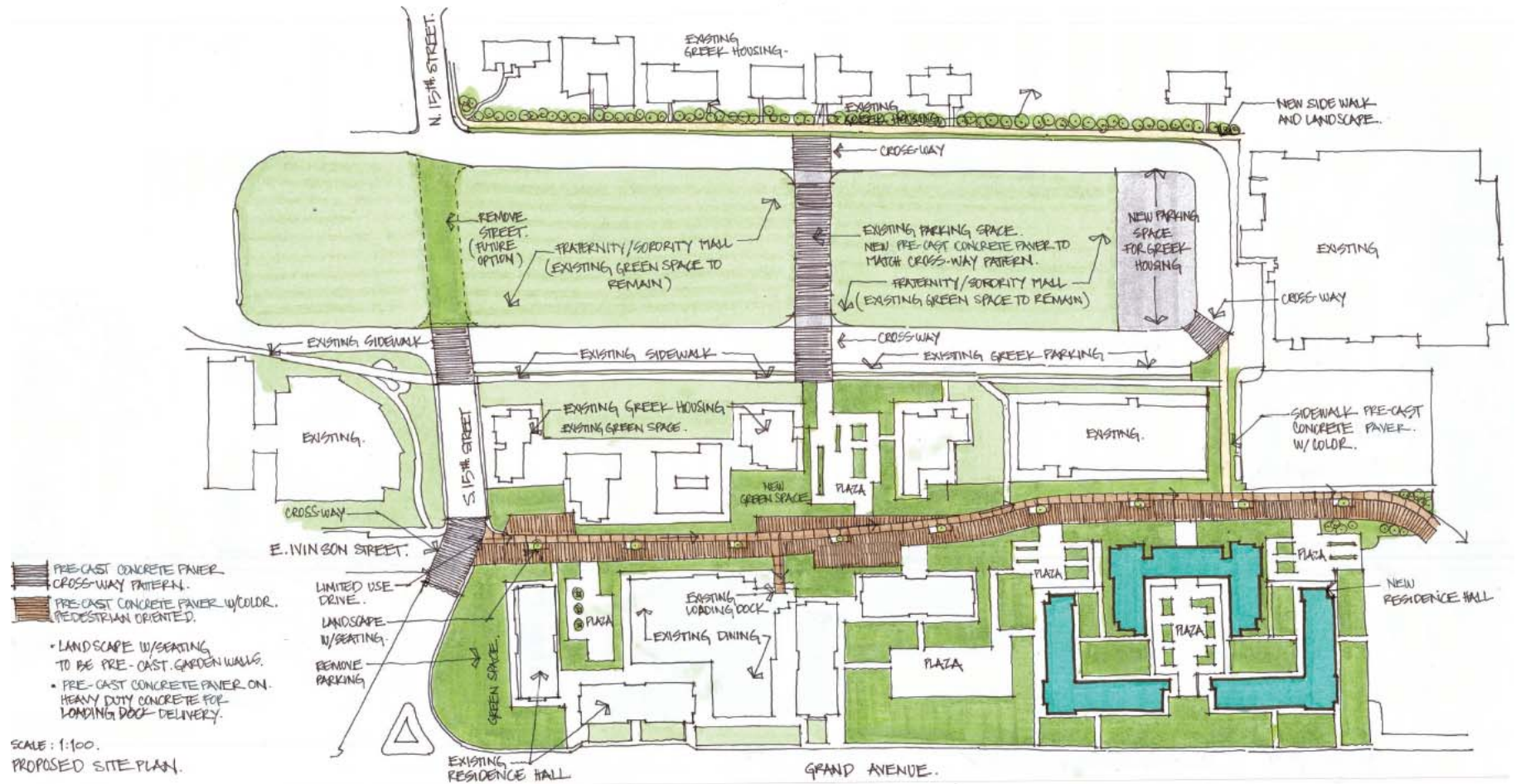
The area east of 15th Street along King Row in the residential area of campus is marked by roads, parking areas, spaces for loading docks, etc., and lacks a pedestrian character. Bounded by the Greek Mall to the north, the area also lacks clear and easy connections to the Greek area. With renovated and potentially new housing to be built in this area, as well as the long-term possibility of closing 15th Street to vehicular traffic, the following changes are recommended to enhance the streetscape and create a more welcoming pedestrian experience that includes places for pedestrian congregation.

- Transform King Row into a pedestrian mall and provide additional green spaces and streetscape east of 15th Street around the Washakie Halls (if desired, the pedestrian mall can be made to accommodate two-way bicycle traffic).
- Relocate off-street and on-street parking to other areas on campus.
- Provide additional streetscape, sidewalks, and trees around Fraternity and Sorority areas of the Greek Mall.
- Provide some off-street parking to replace relocated parking around Washakie Halls and the Greek houses.
- Assuming 15th Street is closed, provide new green spaces in the areas around the street closure to help knit together the east and west sides of campus currently bisected by 15th Street, easing the connections between these two parts of campus, and reducing the psychological distance between residential and academic areas of the University.

Total project costs for these changes are estimated in the range of \$12 million – approximately \$9 million in the Washakie area, \$3 million in the Greek area, and about \$300k in the 15th Street area. The site plan in *Figure 36* below offers a potential conceptual roadmap for changes that might be contemplated, including:

- Removal of roadway and parking on King Row and replacement with concrete pavers that create a pedestrian walkway but still support limited vehicular traffic for access to the Washakie Center loading dock. Walkway is to be interspersed with plantings and seating areas as well.
- Addition of pedestrian plazas / green spaces / courtyards in targeted spots throughout the residential area, including between and among the Washakie Halls, and as part of proposed new housing projects.
- Pedestrian cross-ways running north / south to connect the fraternity and sorority areas of Greek Row.
- New sidewalks fronting both Fraternity and Sorority areas of the Greek Mall.
- Removal of off-street parking behind the Greek housing along King Row, and replacement with a modest new surface parking area at the east edge of the Mall.
- Assuming 15th Street is closed, addition of concrete pavers to create pedestrian crossways running north and south along the former street.

Figure 36. Site Concept for Enhanced Streetscape in Residential Sector



3 Renovate and Modernize Washakie Halls

The Washakie Halls are traditional residence halls, with each floor of each wing forming a community of about 24 students, and a common “fishbowl” between wings on a floor that serves as a central gathering spot for the two floor communities. This basic configuration works well for first-year housing because of the community-style living that it supports. However, to reposition these buildings to meet the needs and expectations of 21st century first-year students, a number of changes are recommended for the buildings. These changes are outlined in this section (see below).

Recommendation 3.1

Renovate each residential wing to create modern bathroom configurations with “disaggregated functions” and to add common space for the wing.

Existing Conditions

Currently, each wing of a Washakie hall has a set of traditional community-style bathrooms – each bathroom having a sink, toilets, and shower facilities. Student issues with the bathrooms include a lack of adequate counter space around the sink, lack of privacy in the showering areas, and generally unappealing conditions in bathrooms that have not yet been renovated. In the current configuration, the halls outside the bathrooms are narrow and have brick walls, creating a somewhat claustrophobic feeling. Spaces dedicated to linens, storage and other uses also take up space on the floor.

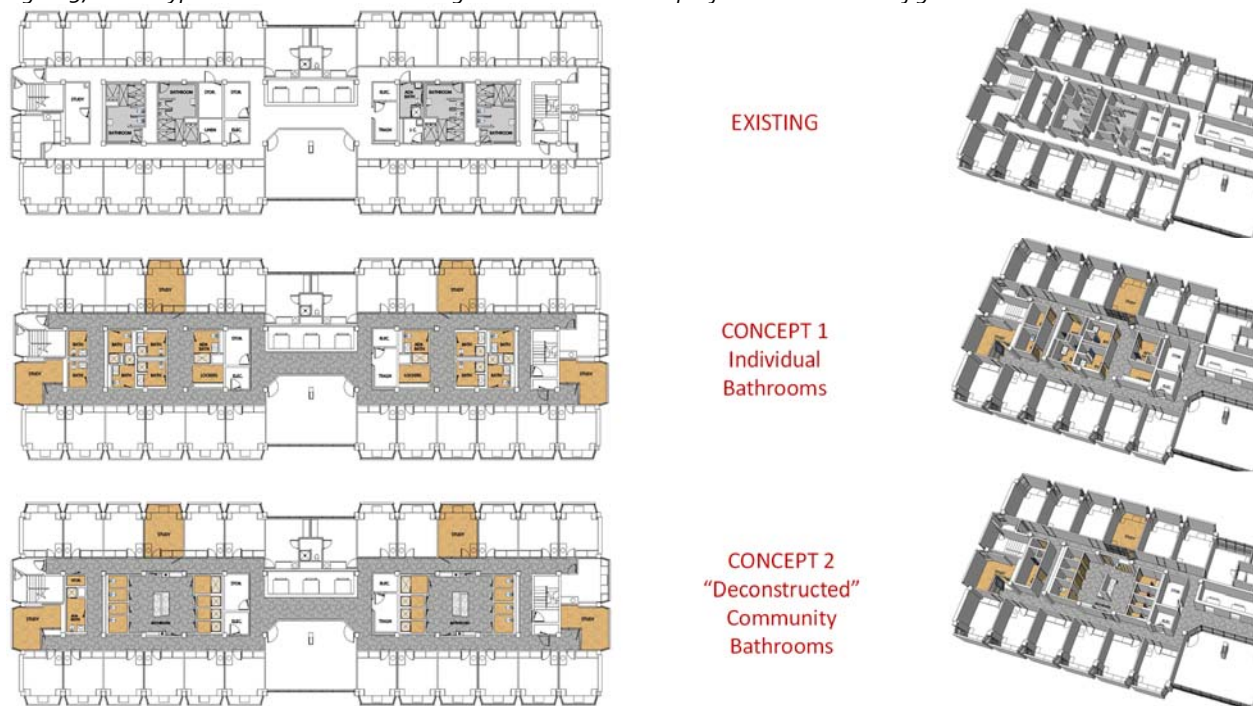
The recommendation is to renovate and reconfigure bathroom areas on each floor to create modern bathroom facilities with “disaggregated” functions as described below, and to add a common space on each wing that can be used as an informal lounge, additional study area, or any other purpose that residents on the wing determine.

Concepts 1 and 2

Concepts 1 and 2 provide two different options for reconfiguring bathroom functions, each with the goal of providing more and better space devoted to bathrooms, as well as to open each wing as much as possible to make them feel more “airy” and less claustrophobic. Each plan also adds some common space associated with the bathrooms (e.g., communal student storage lockers and associated seating) to create opportunities for students to connect with each other outside of their rooms but on their wings, and retains other space outside the bathrooms that may be used for storage / custodial purposes. Each wing also includes a new “Commons Room,” the use of which can be defined by each wing community. At present, the only community space on each floor is the fishbowl, which is very popular, but which sits between the two wings, lessening the likelihood of informal encounters among students living on the wing. Details of each concept are outlined below.

Figure 37 presents existing conditions, as well as proposals for Concept 1 and Concept 2. Each concept shows a floor plan and an axonometric drawing.

Figure 37. Prototypical Washakie Hall – Existing Conditions and Concepts for Bathroom Reconfigurations and Commons Room

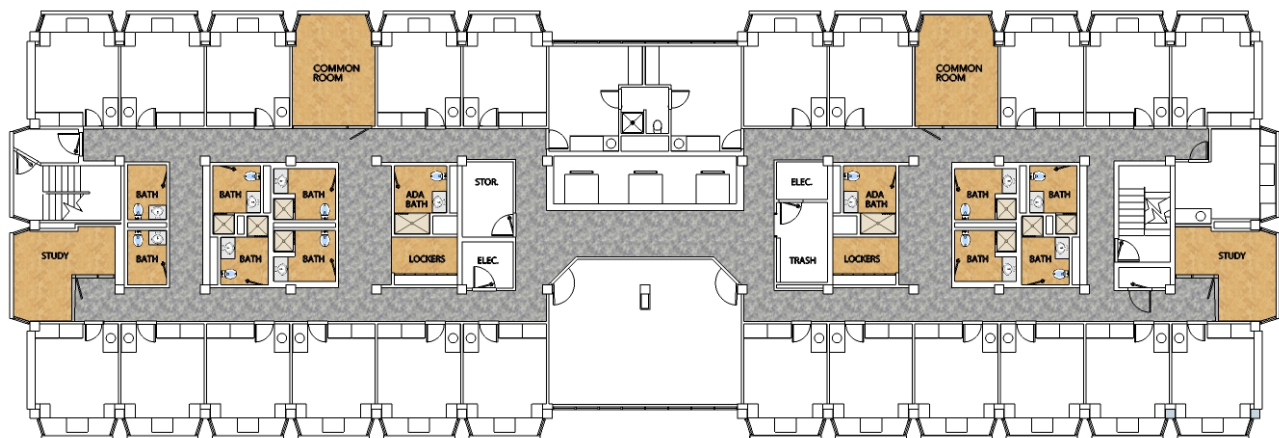


Concept 1: Individual Bathrooms

In this concept (Figure 38), all bathrooms are for individual use – i.e., one person goes in and locks the door for complete privacy. Bathroom facilities on each wing include four individual full bathrooms (sink, toilet and shower), an ADA full bathroom, and on one wing, two half baths (toilet and sink). Each wing also has an open area with lockers and seating where students can congregate as they wait to use various facilities.

Unlike current conditions, there are also two open halls connecting the two sides of each wing; this eliminates the “racetrack” situation which makes it difficult to interact with students from the other side of the hall, and encourages more cross-hall communication. Brown areas in the drawing below show the bathroom’s lockers and study spaces; grey areas show the circulation space on the hall.

Figure 38. Washakie Hall Bathroom Concept 1

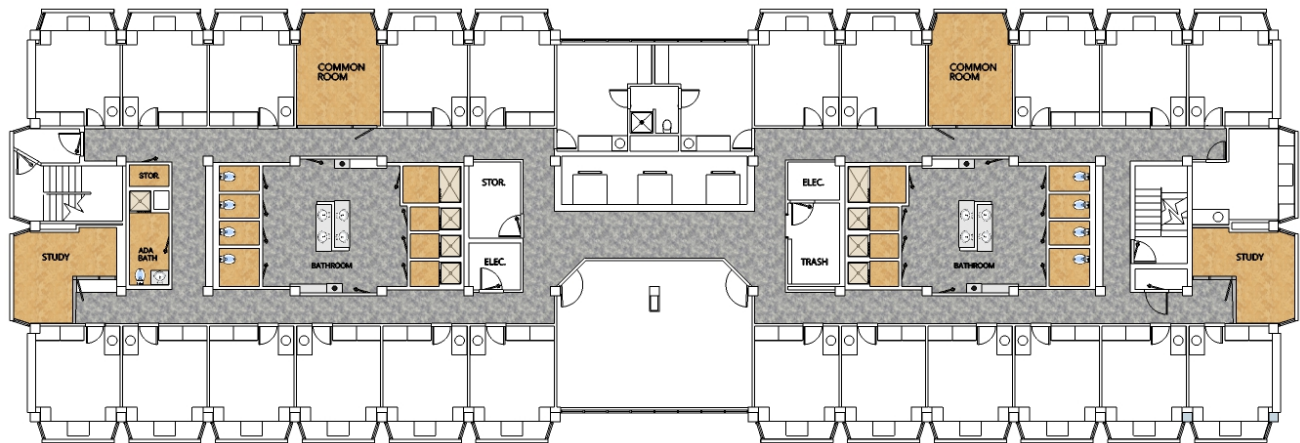


Concept 2: “Deconstructed Community Bathrooms”

This concept (Figure 39) goes further in “rethinking” the community bathroom by deconstructing various functions (as described under Issue 2 in Section 3). Each bathroom includes (1) a **grooming area** – with sinks, counters and mirrors in an open space that also has storage lockers and potential seating for students as they wait to use specific facilities; (2) a **bathing area** – with a series of individual showers and changing rooms, each behind a lockable door, so that students can enter, change and shower in complete privacy; and (3) a **toileting area**, also fully lockable and totally private.

Separating each function allows for more efficient use of space than a fully-equipped private bathroom, where a student showering also makes the sink and toilet unavailable. Depending on materials used as well as fire and other codes (which would need to be explored), there is also the possibility of creating a much more open feel in the center of each wing, either through reduction in amount of space given over to walls and doors, or at least the use of glass or other transparent / translucent materials.

Figure 39. Washakie Hall Bathroom Concept 2



Recommendation 3.2

Reconfigure first floors to add common spaces and move staff apartments to the second floor to make way for first floor renovations.

All the Washakie buildings lack adequate community space to support the significant amount and range of programming that universities typically provide to build strong first-year communities. These programs include floor and hall meetings, programs to support the transition to college, skill-building programs, etc. Equally important are providing dedicated spaces for formal co-curricular / extra-curricular activities and informal spaces for hanging out.

1.2.1 Reconfigure First Floors

Renovate and reconfigure the first floors in each of the Washakie Halls to create a mix of formal and informal program and common / community spaces to support the first-year residential experience. Although the building footprints are compact, by moving the first-floor staff apartment to the second floor, there is adequate space for a substantial reconfiguration that can create a set of common spaces in each building geared toward the first-year residential experience. The intention is to make the first floor the community hub of the building. Spaces that might be added include:

- Living room
- Game room
- TV room
- Maker / collaboration space
- Community kitchen and lounge
- Etc.

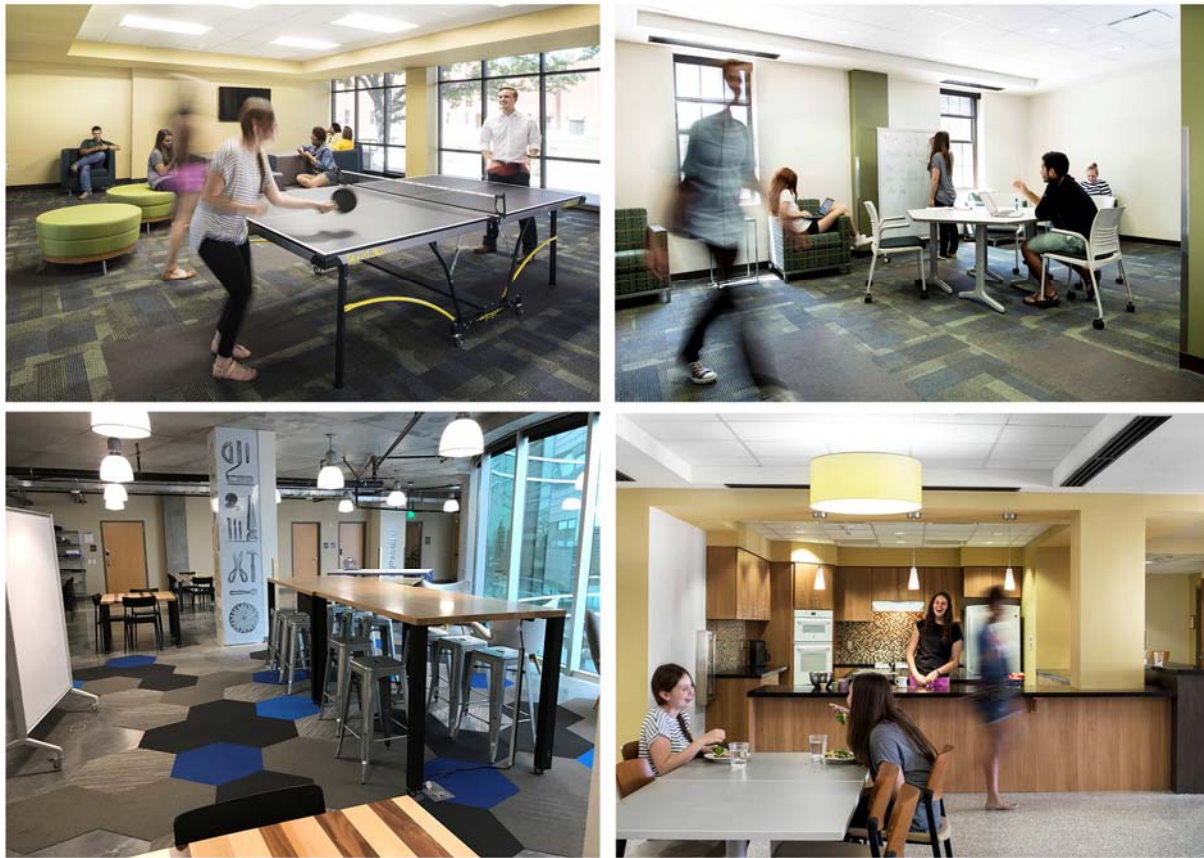
Figure 40 illustrates how the first floor in White Hall might be reconfigured to add a range of community spaces. Given the similar footprint of the other Washakie Halls, this serves as a prototype for the other first floors as well.

Figure 40. Reconfiguration of White Hall Lobby to Provide a Range of Community Spaces



Figure 41 shows a variety of images that can give a sense of what reconfigured first floor spaces might be created to support the freshman experience.

Figure 41. Precedent Images of Possible First Floor Community Spaces



1.2.2 Move Staff Apartment to the Second Floor

Reconfigure the two suite rooms behind the elevators on the second floor, along with one double room, to create a Residential Life staff apartment, with a living room, kitchen / dining area, bedroom and bath. Figure 42 illustrates changes to the second floor to provide space to move the staff apartment to that level.

Figure 42. Conversion of Suite-Style Rooms on Second Floor into Residential Life Staff Apartment



Figure 43 shows a detailed floor plan of the proposed new staff apartment.

Figure 43. Proposed Staff Apartment Layout



Recommendation 3.3

Make exterior improvements – re-clad the buildings and replace windows – to modernize the look of the halls and to make them more attractive residential environments.

1.3.1 Re-clad the buildings

The existing exterior surface of the Washakie halls is a series of exposed aggregate precast panels running vertically through the entire height of the building. Windows are tucked in-between the panels facing on an inward angle to the perimeter of the buildings. The existing exterior gives the buildings a dated, uninspired presence on campus. Additionally, the windows are small and provide compromised views to the outside.

The recommendation is to re-clad the buildings to freshen their appearance and make them more compatible with the campus aesthetics. Stone, brick and other materials harmonious to the campus would be the predominant expression.

1.3.2 Replace the windows to let in more light.

In student focus groups and surveys, the presence of good natural light is always one of the most important things that makes a residential space feel welcoming and homey. The existing windows in the Washakie Halls have internal blinds that block light into the student room, making the already-dark brick interiors even darker. Further, the windows are placed such that students can see into other rooms, which compromises views of exterior spaces; creates issues of privacy; and further reduces the ability to bring natural light into the residential living area.

If the University opts to re-clad the Washakie Halls, it also creates the opportunity to install new windows without internal blinds, and to reposition windows to create better views and let in more natural light. This would offer student a much more pleasant living and study environment within their units. *Figure 44* shows White Hall with the current exterior and an example sketch of what a new exterior face might look like with a different facing and window configuration.

Figure 44. White Hall – Existing Façade and Possible Re-Cladding Concept



Impacts

Bed Counts

As *Figure 45* shows, the impact on the bed count if all proposed program changes are made is a net loss of approximately 175 beds.

Figure 45. Bed Loss from Modernization and Program Changes in Washakie Halls

Building	Total		
	Existing Beds	Beds Lost	Remaining Beds
White	583	(52)	531
McIntyre	583	(52)	531
Downey	378	(36)	342
Orr	371	(36)	335
Total	1,915	(176)	1,739

Note: Chart includes all beds per original design capacity, including revenue and non-revenue beds, RA beds, etc.

Demand and “mapping and gap” analyses in *Section 5.3, Figure 26* show that the University has a current surplus of 400+ traditional beds for first-year students based on current (2016) enrollments and demand. By 2022, the surplus is eliminated through (1) enrollment growth and associated increased demand, and (2) beds lost for program changes as shown in *Figure 44*. This results in demand and supply for first-year housing being essentially in balance (net decrease of 2 beds) as was shown in *Section 5.3, Figure 27*.

Of course, bed losses can be ameliorated, if necessary, by foregoing conversion of some or all bed spaces on floor wings to provide the proposed common rooms. Further or alternatively, other options for housing freshmen will exist if the University opts to create a residential college that includes a freshman population. Finally, freshmen may be housed in the new suite-style housing for a time if necessary. (See *Implementation Strategies – 2 New Housing* above.)

Project Costs

Program changes to the Washakie Halls’ first floor lobbies will entail a cost of ~\$3.4 million per hall, for a total of ~\$13.4 million for all the halls. Changes to the floor bathrooms in Washakie ranges in cost from ~\$3.7 million to \$5.8 million, for a total of ~\$19.2 million for all the halls. All program changes (both lobby and bathroom renovations) range in cost from \$7.1 million to \$9.2 million per building (\$32.7 million total).

4 Renovate Apartments, Greek Housing, and Washakie Center

Recommendation 4.1

Renovate University-owned apartment complexes (Deficiencies: ~\$20 million; Modernization: ~\$6.2 million; Total: ~\$26.2 million), University-owned Greek housing (~\$2.3 million), and the Washakie Center (~\$3.2 million) as needed and when funding is available. These projects can be undertaken at any time, independent of any other activities proposed in the previous recommendations and / or phases previously outlined.

Section 3

Financial Requirements and Phasing

Total Costs of Proposed Projects

Figure 46 summarizes costs associated with all projects outlined in the Master Plan, which total about \$245 million. As appropriate, the chart includes breakdowns by type of renovation investment – i.e., to address deficiencies, modernization and / or program changes – as well as demolition and new construction.

Figure 46. Cost of Renovation / New Construction by Area and Type

Building / Area	Deficiencies	Modernization	Program Changes	Demolition	New Construction	Total
All Housing	\$ 325,000	\$ -	\$ -	\$ -	\$ -	\$ 325,000
Washakie Halls	\$ 1,790,000	\$ 49,052,000	\$ 32,690,000	\$ -	\$ -	\$ 83,532,000
Crane-Hill Complex	\$ -	\$ -	\$ -	\$ 2,000,000	\$ -	\$ 2,000,000
Apartments	\$ 6,191,000	\$ 20,030,000	\$ -	\$ -	\$ -	\$ 26,221,000
Greeks	\$ 46,000	\$ 2,212,000	\$ -	\$ -	\$ -	\$ 2,258,000
New Project	\$ -	\$ -	\$ -	\$ -	\$ 116,000,000	\$ 116,000,000
Streetscape	\$ -	\$ -	\$ 12,104,000	\$ -	\$ -	\$ 12,104,000
Washakie Center	\$ 3,212,000	\$ 7,000	\$ -	\$ -	\$ -	\$ 3,219,000
Total	\$ 8,027,000	\$ 71,294,000	\$ 44,794,000	\$ 2,000,000	\$ 116,000,000	\$ 245,659,000

The University has indicated that while different financing approaches may be considered, including a public-private partnership (“P3”), there has been discussion that the State of Wyoming may provide debt financing at very favorable interest rates (e.g., 1.5%). If this is the case, then short of a straight equity infusion (e.g., a state appropriation or an outside donor), the State-backed low-cost financing option should be the most advantageous funding mechanism for Master Plan projects. While there is a current trend to look toward P3 deals to fund student housing projects, these deals typically make use of equity financing that require long-term arrangements and relatively high rates of return (i.e., cost of capital of 6% or more, plus associated management and development fees). From a financing standpoint, this approach would be far costlier to fund housing investments than if low-interest loans are available from the State of Wyoming.

Figure 47 below shows debt service costs associated with each project under a variety of “low-cost” financing scenarios that may result from State-backed financing. The chart illustrates impact on debt of two amortization terms – 20 years and 30 years – as well as three different low-interest rates – 1.0%, 1.5%, and 2.0%.

Figure 47. Project Costs and Annual Debt Service Costs by Area (in Millions)

		Crane-Hill Demolition + New Project	Streetscape	Washakie Halls	Apartments	Greeks	Washakie Center
Total Project Cost	Demolition	\$2.04	\$12.1	\$83.53	\$26.22	\$2.26	\$3.22
	New Construction	\$116.00					
	Total	\$118.04					
Debt Service Scenarios							
	Interest						
Years	Rate						
30	1.0%	\$4,574,000	\$469,000	\$3,237,000	\$1,016,000	\$87,000	\$125,000
30	1.5%	\$4,915,000	\$504,000	\$3,478,000	\$1,092,000	\$94,000	\$134,000
30	2.0%	\$5,270,000	\$540,000	\$3,730,000	\$1,171,000	\$101,000	\$144,000
20	1.0%	\$6,541,000	\$671,000	\$4,629,000	\$1,453,000	\$125,000	\$178,000
20	1.5%	\$6,875,000	\$705,000	\$4,865,000	\$1,527,000	\$131,000	\$187,000
20	2.0%	\$7,219,000	\$740,000	\$5,108,000	\$1,604,000	\$138,000	\$197,000

Financing and Phasing Approaches

The Housing Master Plan calls for (1) demolition of both Crane and Hill Halls to make way for construction of new housing; (2) construction of new suite-style housing on and around the Hill-Crane site; (3) renovation of the Washakie Halls and the University-owned apartment complexes; (4) site upgrades along King Row; (5) renovation of Greek housing; and (6) renovation of Washakie Center. Housing Master Plan recommendations are broken out into three separate phases to ensure consistency of bed counts and to ease the impact of funding a multitude of projects. Outlined below is the phasing of the projects, as well as the necessary funding requirements.

Phasing

Phase I

Demolish both Crane and Hill Halls and construct new suite-style / residential college housing on the Crane-Hill site / adjacent parking lot (or elsewhere, if deemed appropriate by University leadership). (See *Section 2*.

Implementation Strategies: Approaches, Options, and Conceptual Plans for New Housing for more details.) New construction will bring up to 600 new beds online, which in the short-term will provide swing space to allow the University to take individual Washakie residence halls off-line for renovation, in sequence (during Phases II and III). Once renovations are complete, the new construction will add housing capacity to accommodate projected growing enrollments. This phase of the Master Plan will take place over the course of two years, from 2018 to 2020. Timeline: as soon as possible. Estimated cost (current dollars): \$118 million total.

Phase II

Renovate two Washakie Halls (Orr and McIntyre), in sequence, to create 21st century housing appropriate for first year students. Each would be off-line for approximately two years. Timeline: 2020 to 2024. Estimated cost: ~\$21 million per building; ~\$42 million total.

Phase III

Improve streetscape in the area around the Washakie Halls and the former site of Crane-Hill, now home to new housing. Renovate the final two Washakie Halls (e.g. White and Downey Halls) in sequence, starting with White. Prior to deciding to renovate Downey, assess enrollment projections, demand for housing, and the University's financial situation, etc. If Downey is needed, then renovate; if not, demolish. Timeline: 2024 to 2028. Estimated costs: ~\$12.1 million for streetscape improvements; \$21 million per Washakie Hall; ~\$54.1 million total.

Independent of Phasing

The University-owned apartment complexes need renovation (Deficiencies: ~\$20 million; Modernization: ~\$6.2 million; Total: ~\$26.2 million), as does University-owned Greek housing (~\$2.3 million) and Washakie Center (~\$3.2 million). These projects can be undertaken at any time, independent of any other activities proposed in the three phases. Estimated cost: ~\$31.7 million total.

Funding

Phase I

- **Crane and Hill Hall Demolition:** ~\$2.0 million
- **New Suite-Style Construction:** ~\$116.0 million

Total: ~\$118.0M

Phase II

- **Orr Hall:** ~\$16.6 million
- **McIntyre Hall:** ~\$23.7 million

Total: ~\$40.3M

Phase III

- **White Hall:** ~\$25 million
- **Downey Hall Renovation:** ~\$18.3 million; **Demolition:** ~\$1 million
- **Streetscape Improvements:** ~\$12.1 million
- **Total:** Downey Hall Demolition: ~\$38.1 million; Downey Hall Renovation: \$55.4 million.

Total: up to ~\$55.4 million

Independent of Phasing

- **Apartments Renovation:** ~\$26.2 million
- **Greek Housing Renovation:** ~\$2.3 million
- **Washakie Center Renovation:** ~\$3.2 million
- **Total:** ~\$31.7 million

Total: ~\$31.7 million

Total

Assuming demolition of Downey Hall, the total funding requirement for all Housing Master Plan renovation and new construction is ~\$228.1 million over the next decade. Assuming Downey Hall is renovated and not demolished, total funding requirements come to ~\$245.4 million over the next decade.

Total: up to ~\$245.4M

Debt Service Schedule

Figure 48 shows a debt service schedule for one approach to financing and phasing new debt, and includes existing housing system debt as well. The approach assumes a 30-year term at a 1.5% interest rate for all new projects. The phasing strategy is as follows:

- **Project 1:** Demolish Hill-Crane and build new suite-style housing project on Hill-Crane site / adjacent parking lot.
- **Project 2:** Renovate Washakie Halls. Given the extensive changes to each building, this project will likely have to be sub-divided into four individual projects to be undertaken in sequence.
- **Project 3:** Add proposed streetscape improvements as the latter two Washakie Halls are renovated.
- **Other Projects:** Apartment, Greek housing and Washakie Center renovations, which can be addressed in stages over time, as funding is available. Smaller projects can also be handled over summers rather than taking a building out of service over an academic year. Here, apartment renovations are undertaken very quickly, Washakie Center is undertaken around FY23, and Greek renovations wait until FY25.

Under this phasing scenario, annual debt service increases from current ~\$1 million to about \$14.4 million by FY28 (factoring in 3% inflation).

Figure 48. Potential Debt Service Schedule and Phasing

	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29
	<i>(30 Year Term; 1.5% Interest Rate; Construction Costs Inflated by 3% Annually to Start Date of Debt Service)</i>											
1 Existing Debt	\$ 918,000	\$ 952,000	\$ 1,047,000	\$ 1,074,000	\$ 1,105,000	\$ 1,511,000	\$ 2,841,000	\$ 2,836,000	\$ 2,909,000	\$ 2,982,000	\$ 2,991,000	\$ 2,984,000
2 New Debt												
▪ Crane-Hill Demolition + New Housing			\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419	\$ 5,214,419
▪ Apartments			\$ 1,158,303	\$ 1,193,052	\$ 1,228,843	\$ 1,265,708	\$ 1,303,680	\$ 1,342,790	\$ 1,342,790	\$ 1,342,790	\$ 1,342,790	\$ 1,342,790
▪ Washakie Halls, Part 1					\$ 1,957,328	\$ 1,957,328	\$ 1,957,328	\$ 1,957,328	\$ 1,957,328	\$ 1,957,328	\$ 1,957,328	\$ 1,957,328
▪ Washakie Center						\$ 150,861	\$ 150,861	\$ 150,861	\$ 150,861	\$ 150,861	\$ 150,861	\$ 150,861
▪ Washakie Halls, Part 2							\$ 2,076,529	\$ 2,076,529	\$ 2,076,529	\$ 2,076,529	\$ 2,076,529	\$ 2,076,529
▪ Streetscape							\$ 550,553	\$ 550,553	\$ 550,553	\$ 550,553	\$ 550,553	\$ 550,553
▪ Greeks								\$ 115,616	\$ 115,616	\$ 115,616	\$ 115,616	\$ 115,616
3 Total	\$ 918,000	\$ 952,000	\$ 7,419,721	\$ 7,481,470	\$ 9,505,590	\$10,099,317	\$14,094,371	\$14,244,097	\$14,317,097	\$14,390,097	\$14,399,097	\$14,392,097

Expanding the Range of Housing Rental Price Points

By introducing new housing and renovating existing housing, the Master Plan creates a wider range of unit types and unit conditions than currently exist. If all projects of the Master Plan are undertaken, the diversity of the University's housing offerings will increase – in the range of unit types, age and condition, etc. *Figure 49* shows a comprehensive list of unit types that will exist if all Master Plan projects are undertaken. Increased diversity allows the University to consider introducing more variety in the pricing structure of housing – e.g., including some lower-cost options for students who may be more price sensitive – as well as a broader range of price points that can help to fund the cost of renovations and new construction.

While the exact range and price differentials will be determined by the University at some future point, *Figure 49* gives an idea of the range and diversity of unit types on a scale from “economy” to “premium.”

Figure 49. Potential Rent Classification by Unit Type and Condition

Unit Type	Names of Halls	Condition	Potential Classification Based On Condition
<i>(Building Type / No of Bedrooms / Occupancy)</i>			
Apartment, 1 Bedroom	■ Landmark Village	Existing Conditions	Economy
	■ Spanish Walk	Existing Conditions	Economy
Apartment, 2 Bedroom	■ Landmark Village	Existing Conditions	Economy
	■ River Village	Existing Conditions	Economy
Apartment, 3 Bedroom	■ River Village	Existing Conditions	Economy
Traditional Residence Hall Single Occupancy	■ Washakie Halls	Renovated	Standard
Traditional Residence Hall Double Occupancy	■ Washakie Halls	Renovated	Standard
Modified Residence Hall Single Occupancy	■ Washakie Halls	Renovated	Standard
Woodframe Single Occupancy	■ Honors House	Renovated	Standard
Woodframe Double Occupancy	■ Honors House	Renovated	Standard
Apartment, 3 Bedroom	■ Bison Run Village	New(er) Construction	Premium
Apartment, 4 Bedroom	■ Bison Run Village	New(er) Construction	Premium
Suite-Style Single Occupancy	■ Washakie Halls	New Construction	Premium
Suite-Style Double Occupancy	■ Washakie Halls	New Construction	Premium