

02 THE CAMPUS TODAY



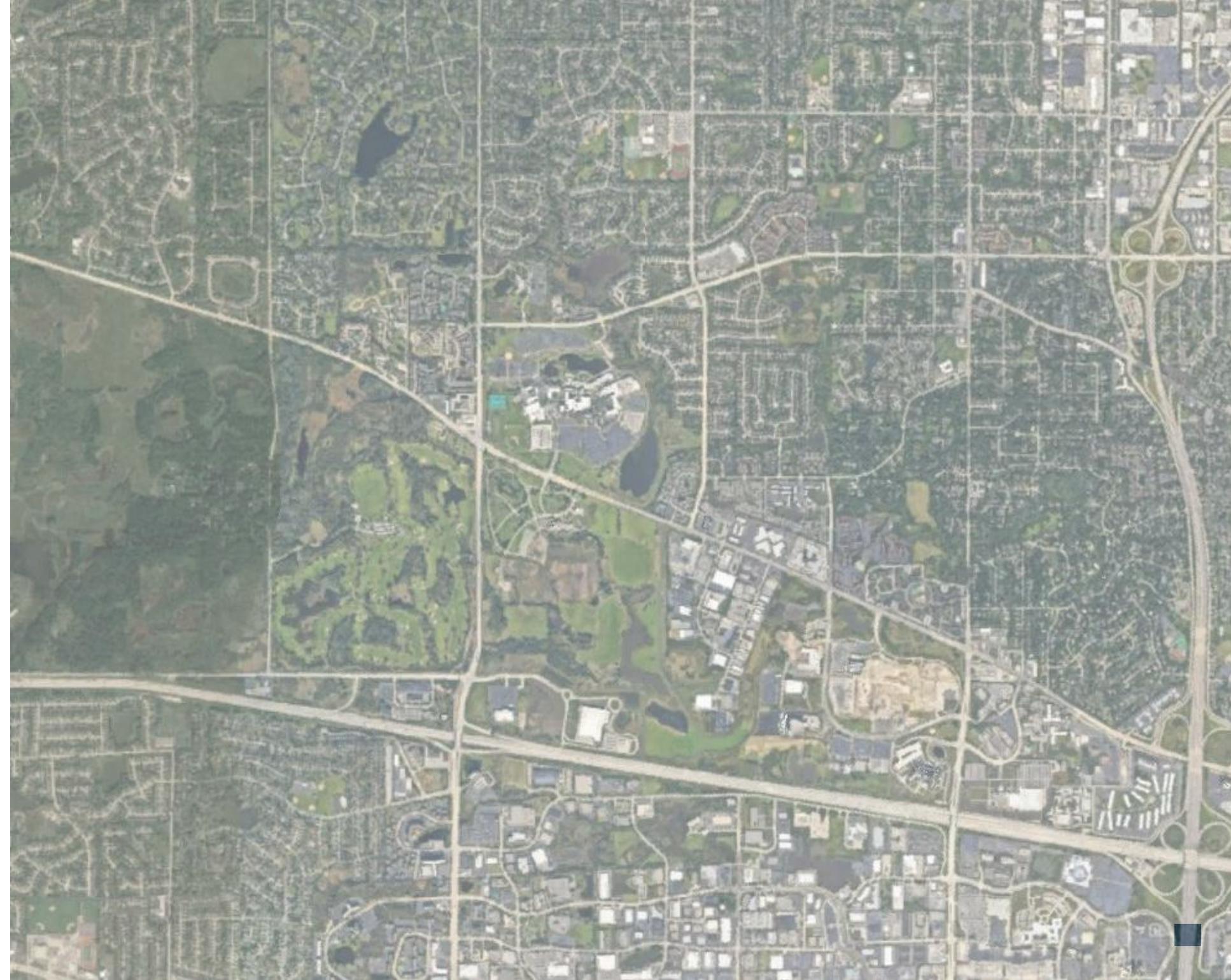
HARPER COLLEGE CAMPUS CONTEXT

The Harper College main campus is in Palatine, Illinois, near the intersection of I-90 and I-290 northwest of Chicago. It is a twenty-minute drive northwest from O'Hare Airport. The Palatine campus is situated among single-family house neighborhoods, nature preserves, golf courses and commercial centers, and Palatine is ringed by similar suburban communities.

Harper College serves 23 communities which include: Arlington Heights, Barrington, Barrington Hills, Elk Grove Village, Hoffman Estates, Inverness, Lake Barrington, Mount Prospect, North Barrington, Palatine, Prospect Heights, Rolling Meadows, Schaumburg, South Barrington, Tower Lakes, Wheeling and portions of Buffalo Grove, Carpentersville, Deer Park, Des Plaines, Fox River Grove, Hanover Park and Roselle. High School graduates come from respected schools including districts 211, 214 and 220.

The College benefits from partnerships with nearby businesses such as Weber-Stephen Products, Northwest Community Healthcare and Northrop Grumman. The main campus is located at the intersection of several multi-lane roads for ease of access. The buildings are clustered together in the center of the 188-acre site, ringed by surface parking and attractive landscaping and water features.

Harper College also maintains two remote locations. The Harper Professional Center (HPC) in Schaumburg is a repurposed one-story commercial building with spaces primarily dedicated to adult accelerated programs and support for small businesses. The Learning and Career Center (LCC) in Prospect Heights is a former elementary school that offers adult basic education classes and several health career programs.



THE CAMPUS TODAY

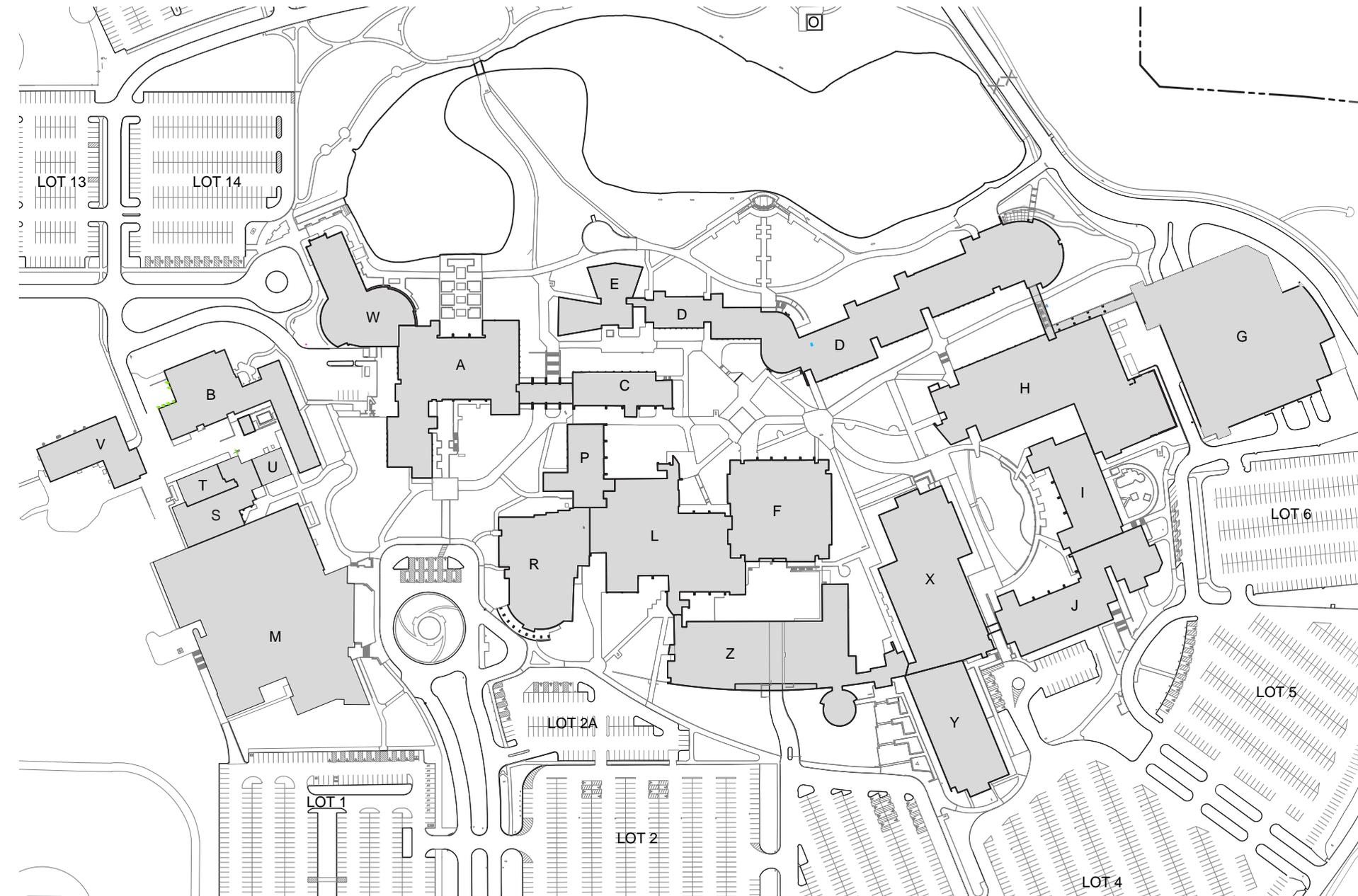
BLDG	BUILDING PRIMARY USES	AGE	Stories	GSF
A	Student Services/ Dining	1969	4	132,035
B	Phys Plant, Facilities, Police, Maintenance	1969	1	27,361
C	Student Services, Art Studios	1969	2	23,244
D	Academic Classrooms, Offices	1969	2	140,236
E	Lecture Rooms, Academic Services Center	1969	1	14,741
F	Library, Student Services	1969	3	104,017
G	Parking Garage	2015	4	284,933
H	CTE Programs, Classrooms, Offices	1977	2	92,539
I	Computer Lab, Children's Center, ADS	1980	2	39,900
J	Business/Social Sci Office, Classrooms	1980	2	54,558
L	Drama Lab, Bookstore, Classrooms	1994	3	89,675
M	Recreation Center	1980	2	144,565
O	Observatory	1990	1	918
P	Music Department	1974	2	25,871
R	Performing Arts Center	2002	4	44,805
S	Campus Graphics, Marketing, Press	1993	1	13,690
T	Maintenance	1973	1	5,576
U	Maintenance, Storage	1974	1	3,007
V	Classrooms, Greenhouse	1974	1	13,694
W	Conference Center	2002	3	51,861
X	Nursing, Dental, Radiology	2004	2	97,395
Y	Dental, Radiology, Mega Computer Lab	2004	2	52,792
Z	Chemistry, Biology, Earth Sciences	2004	3	141,583
LCC	Academic Classrooms, Offices	1973	2	54,516
HPC	Academic Classrooms, Offices	1982	1	38,626
TOTAL				1,692,240



BUILDING R EXTERIOR



AVANTE EXTERIOR



CAMPUS ARCHITECTURE

The early buildings of the Harper College main campus were completed for the opening of the College in the late 1960s. They are characterized by a Modern expression, clad in brown brick and cream-colored precast concrete (Buildings A, B, C, E, G, I, J, L, and P, as well as D, H, F and M, which have been substantially modified in recent renovation-expansions). The buildings are typically two stories tall and have near-flat roofs, use glazing sparingly and have informal, meandering interior plans. Most buildings are physically connected to allow travel among all the buildings without going outside in intense heat or cold. The buildings are aesthetically deferential to the landscape, nested among trees and arrayed along the southern edge of Lake Harper to take advantage of views to the water.

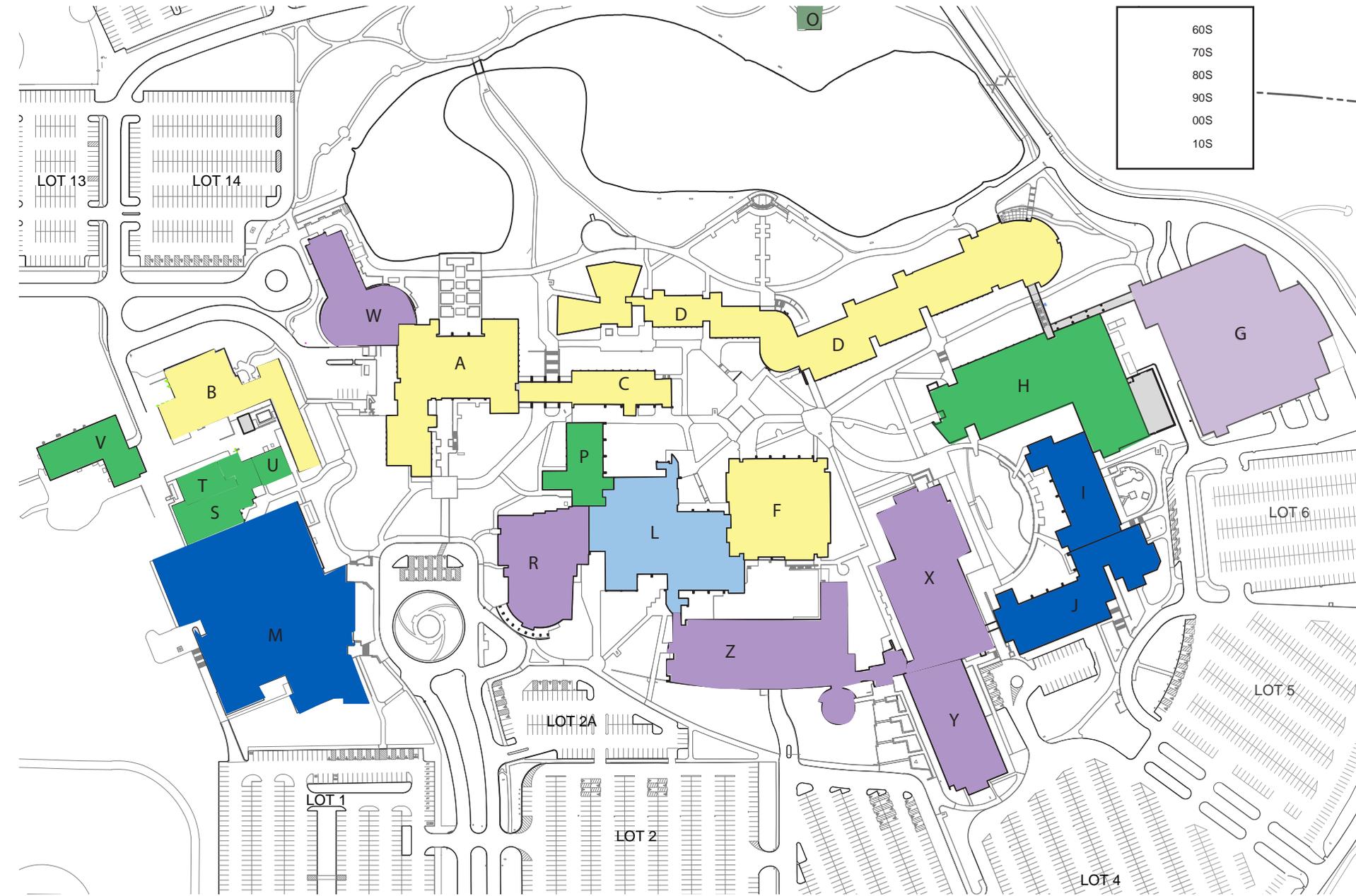
More recent buildings, built between the original building set described above and Algonquin Road, have digressed from the original vocabulary to more demonstrative expressions (Buildings M recent addition, R, X, Y and Z). These buildings have considerably more glazing and different opaque exterior cladding materials such as metal panel rainscreen systems and glass curtain walls. These newer Modern buildings are more transparent, colorful and distinctly different in character than the original buildings, but they have been thoughtfully integrated with the brick and precast vocabulary of the original campus where older and newer buildings are physically connected.



HISTORY OF HARPER COLLEGE CAMPUS, 1970S



IMPROVEMENTS OF BUILDING M - 2018



MAIN CAMPUS BUILDINGS' AGE

Harper College Campus Master Plan

CAMPUS ARCHITECTURE



BUILDING A (1969)



BUILDING C (1969)



BUILDING P (1974)



BUILDING W (2002)



BUILDING Z (2004)



BUILDING X (2004)



BUILDING H (1977) RENOVATION/ADDITION (2012)



BUILDING I (1980)



BUILDING J (1980)



BUILDING D RENOVATION + EXPANSION (2016)



BUILDING F RENOVATION (2018)



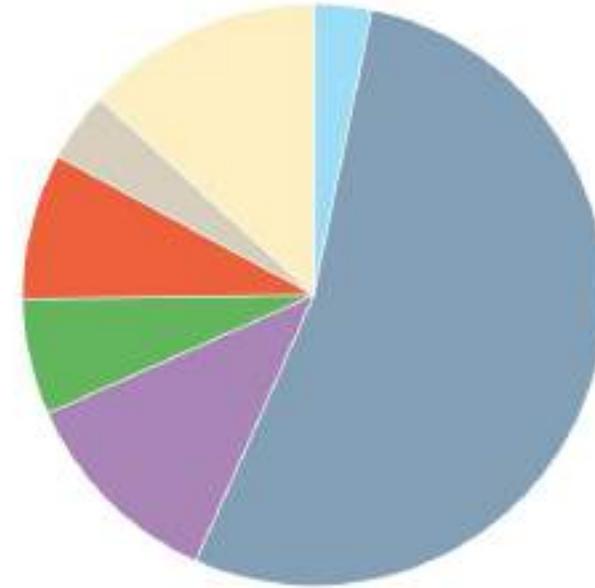
BUILDING M RENOVATION + EXPANSION (2019)

1960S 1970S 1980S 1990S 2000S 2010S

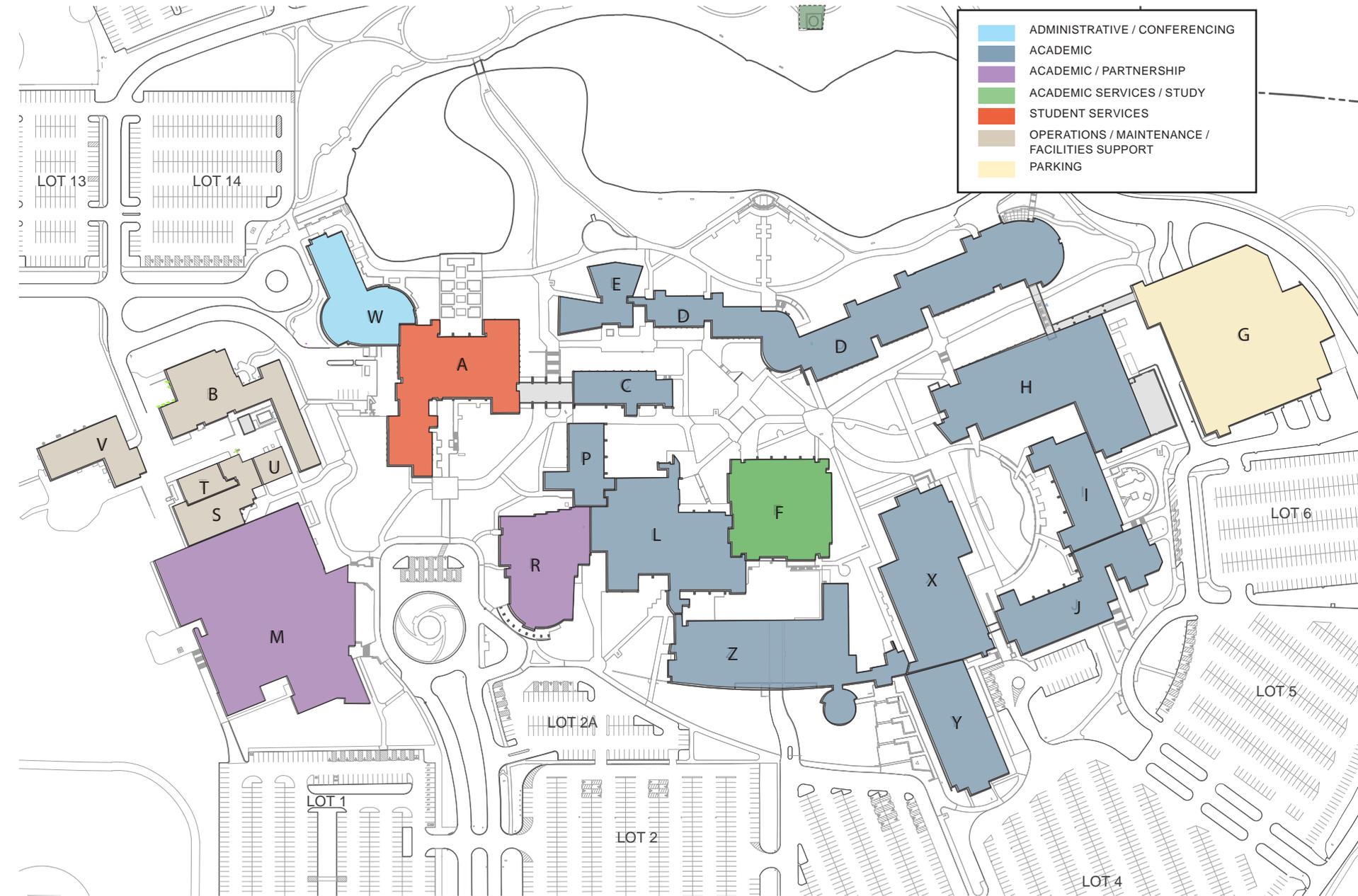
1960S 1970S 1980S 1990S 2000S 2010S

BUILDING USE

Harper's interconnected academic buildings occupy the east side of the site and surround the campus library. The west side of the campus includes buildings housing the campus administration, student services, facilities management and campus police, athletic and recreation facilities, and the performing arts center. A four-story parking garage at the east of the buildings' core is used primarily by students. With few exceptions, buildings are connected by bridges or enclosed corridors at one or more levels so that people can travel about campus without needing to go outside in inclement weather.



BUILDING USE BY PERCENTAGE:



MAIN CAMPUS BUILDINGS PRIMARY USE MAP

FACILITIES CONDITION ASSESSMENT: BUILDINGS

The DLR Group team assessed the existing physical conditions of the buildings and grounds of the Main Campus in Palatine, and the remote campus buildings at the Harper Professional Center (HPC) in Schaumburg and the Learning and Career Center (LCC) in Prospect Heights.

The first goal of the assessment was to identify existing physical conditions in need of replacement or repair and assess the cost of those replacements and repairs so that a 10-year maintenance budget and action plan could be created by the College. The second goal of the assessment was to evaluate existing buildings in comparison to each other, to assist in prioritizing improvements so that an effective implementation plan can be developed by the College and Master Plan team. The needs of all buildings are color-coded Minimal-to-None, Low, Medium and High. The full Facilities Conditions Assessment document, including a building-by-building assessment report, can be found in the Appendix.

NEEDS ASSESSMENT RATING: BUILDINGS OVERVIEW

All main campus buildings and the HPC and LLC buildings have been placed in one of the following four categories. Several of these criteria must apply to lower the building to this rating:

BLUE: NEEDS ASSESSMENT MINIMAL-TO-NONE:

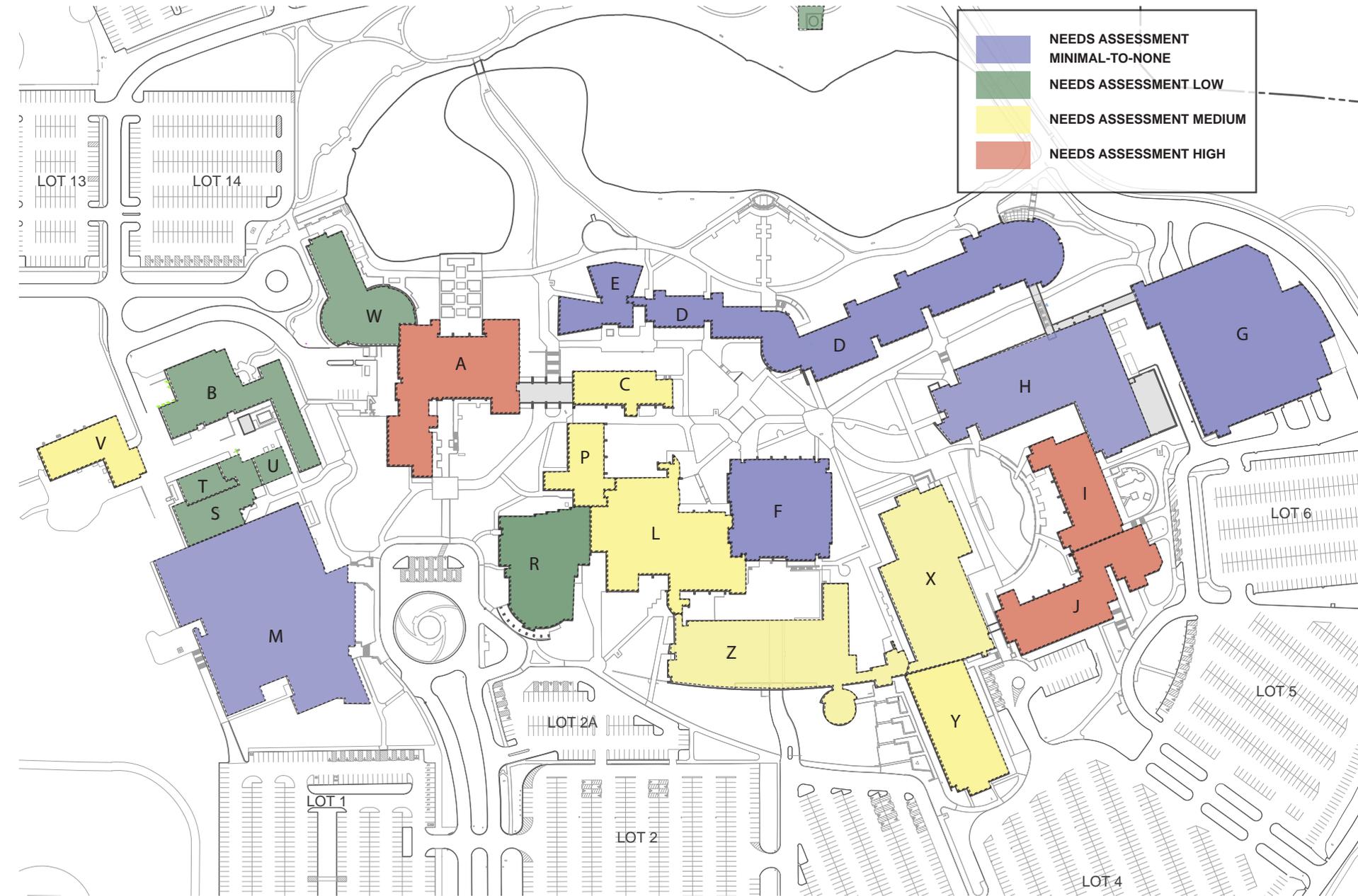
Very good condition; exterior envelope is secure; architecture and engineered systems effectively support the functions within; minimal investment is required beyond routine maintenance and minor local repairs; well-aligned with sustainable design standards; appreciated by its users

GREEN: NEEDS ASSESSMENT LOW:

Good Condition; exterior envelope is secure but may require local repairs, some engineered systems in need of improvement due to underperformance; may require some remodeling to improve its ability to support the functions within; in keeping with sustainable design best practices

YELLOW: NEEDS ASSESSMENT MEDIUM: Fair Condition; architecture and engineered systems require ongoing repairs and maintenance; requires significant near-term remodeling or repurposing to improve its ability to effectively serve the functions within; subject of regular criticism by users for its organization or other defects; not aligned with sustainable design best practices

RED: NEEDS ASSESSMENT HIGH: Poor condition; requires significant investment because of deterioration of architecture and engineered systems, or repurposing/ replacement because its design no longer appeals or supports the campus mission; source of regular complaints by users regarding functionality; far behind sustainable design best practices



FACILITIES CONDITION: GROUNDS

Like the campus buildings, the Master Planning team assessed all aspects of the main campus grounds (remote campus grounds were not assessed). The identification of projects in need of repair in the next ten years were identified and estimated for their cost, and all grounds features were categorized by a Needs Assessment Rating. Due to the integral nature of grounds features, this by necessity requires multiple maps, shown on the following pages.

NEEDS ASSESSMENT RATING: GROUNDS OVERVIEW

Following a comprehensive field survey of physical conditions and interviews with grounds maintenance staff, all main campus zones have been labelled and have been placed in one of the following four categories. Several of these criteria must apply to lower the site area to this rating:

BLUE - NEEDS ASSESSMENT MINIMAL-TO-NONE: Very good condition; circulation well-served; hard surfaces are attractive, intact and drain well; trees and ground cover easily maintained and appealing to users; easily maintained in winter; has facilities for users to linger; signage is clear; model of sustainable design best practices.

GREEN - NEEDS ASSESSMENT LOW: Good Condition; circulation good; minimal repairs needed for hard surfaces; drains properly; trees and ground cover in good condition; maintainable in winter; signage confusing in places; some places for people to study and socialize; some merit with respect to sustainable design.

YELLOW: **NEEDS ASSESSMENT MEDIUM:** Fair Condition; circulation issues to address; requires repairs to hard surfaces; local storm drainage issues; trees and ground cover in fair condition but need to be renewed in places; somewhat difficult to maintain in winter; limited places for people to linger; signage confusing; few-to-no sustainable design features.

RED: **NEEDS ASSESSMENT HIGH:** Poor condition; rcirculation problematic; requires significant re-design or repair to hard surfaces; has significant storm drainage problems; trees and ground cover lacking in health or appeal to users; difficult to maintain in winter; no places for people to study or socialize; no sustainable design features.



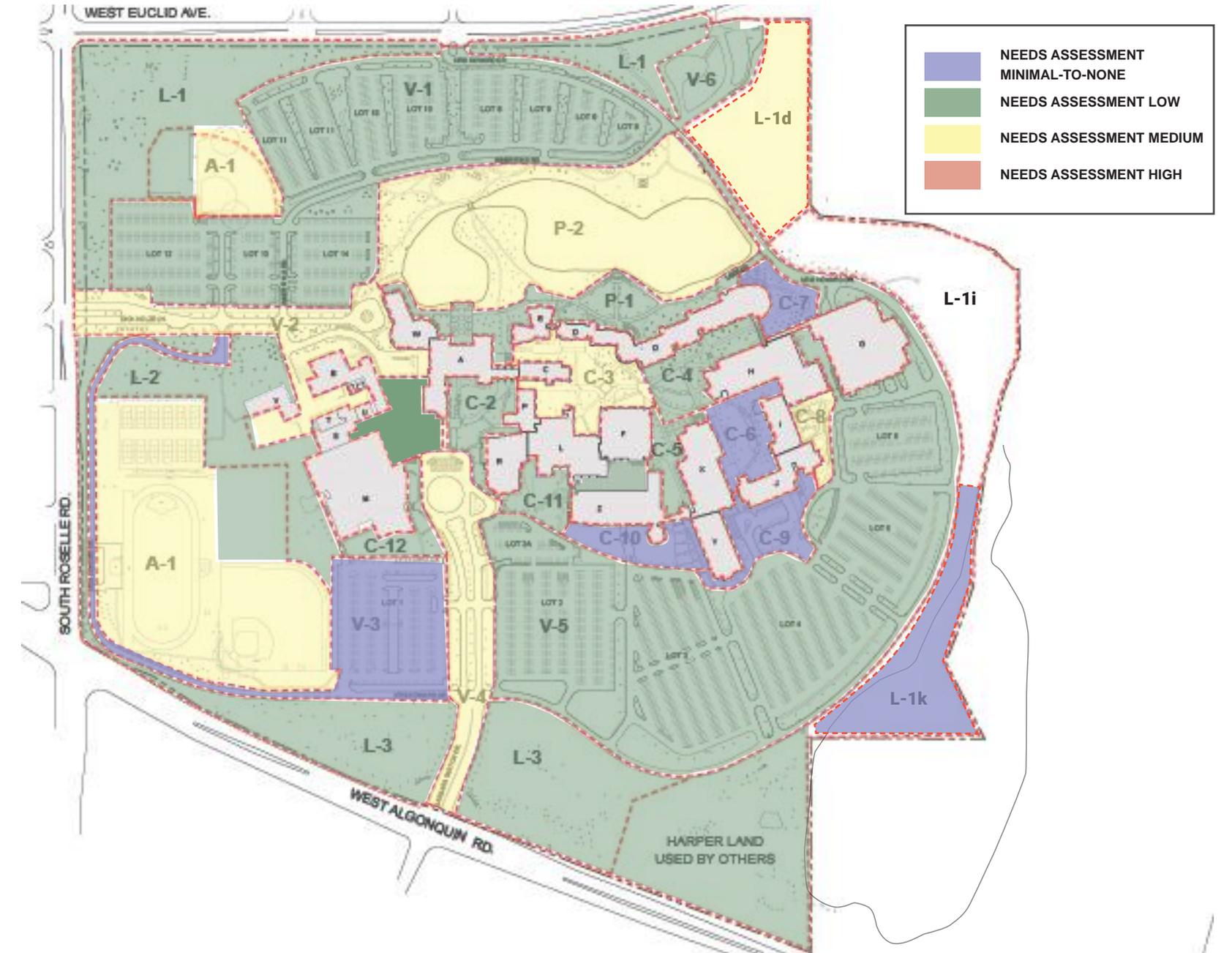
C-6 WATER FEATURE - BLUE CATEGORY

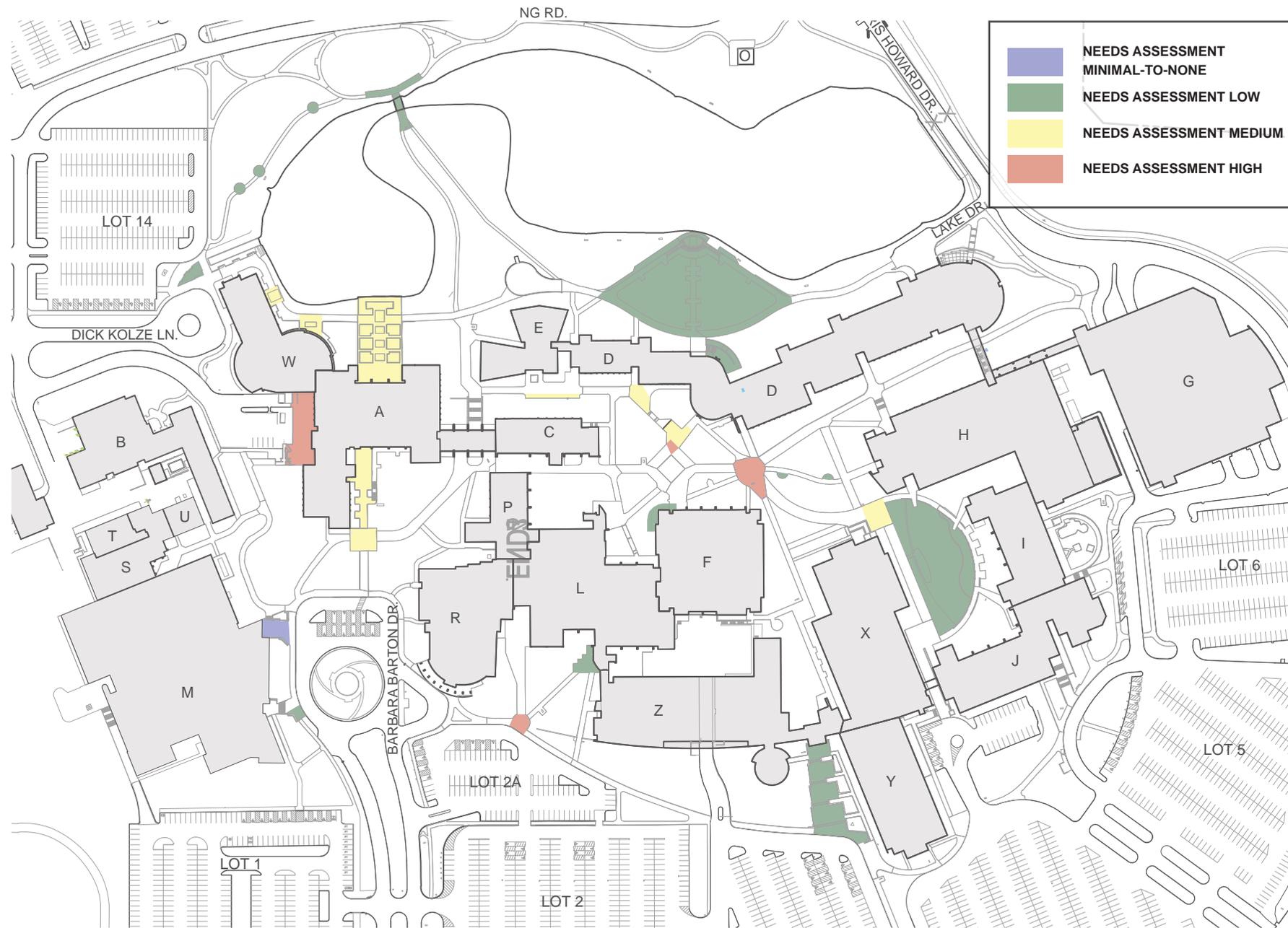


P-1 SEATING AREA - GREEN CATEGORY

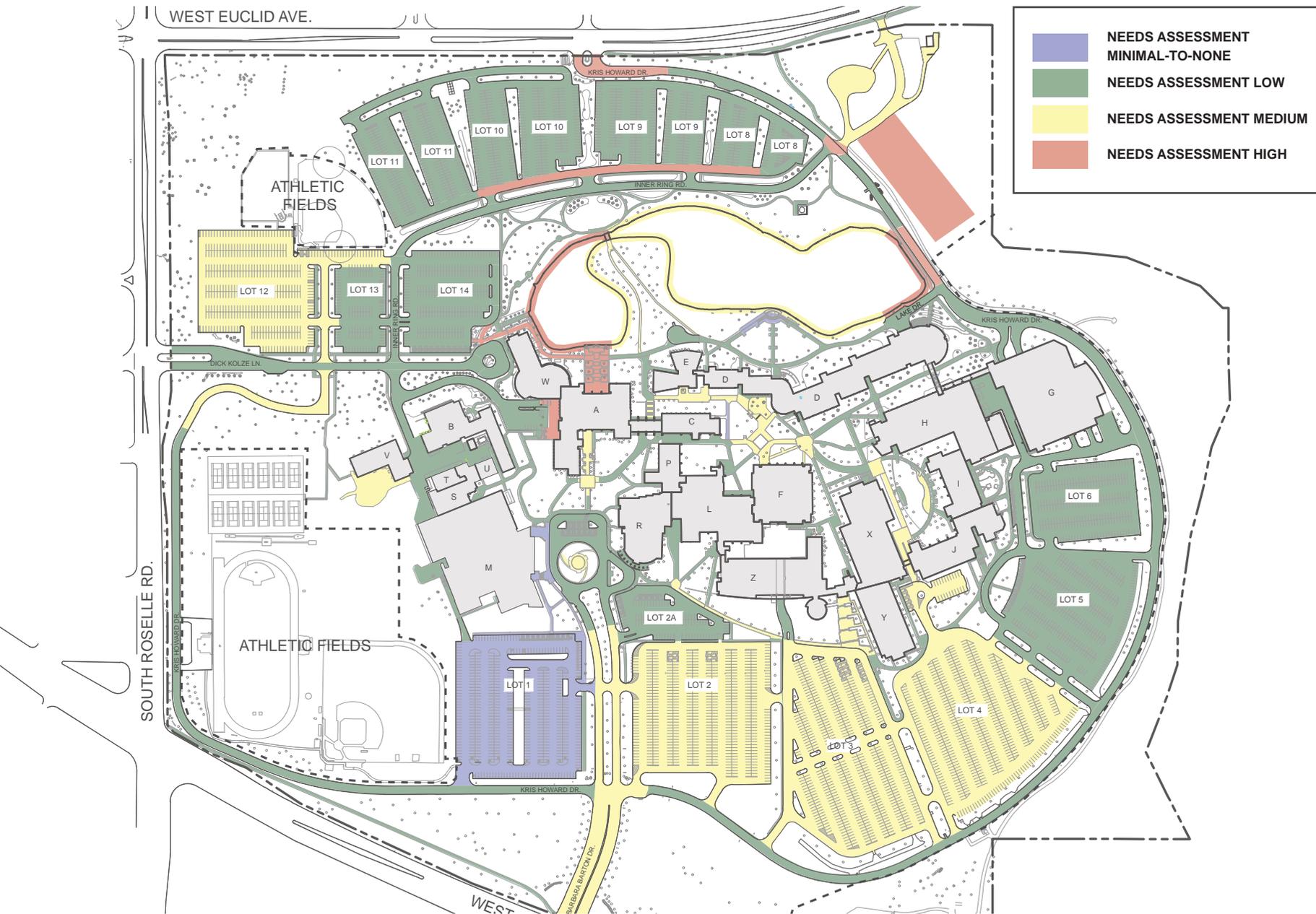


P-2 LAKE HARPER AREA - YELLOW CATEGORY



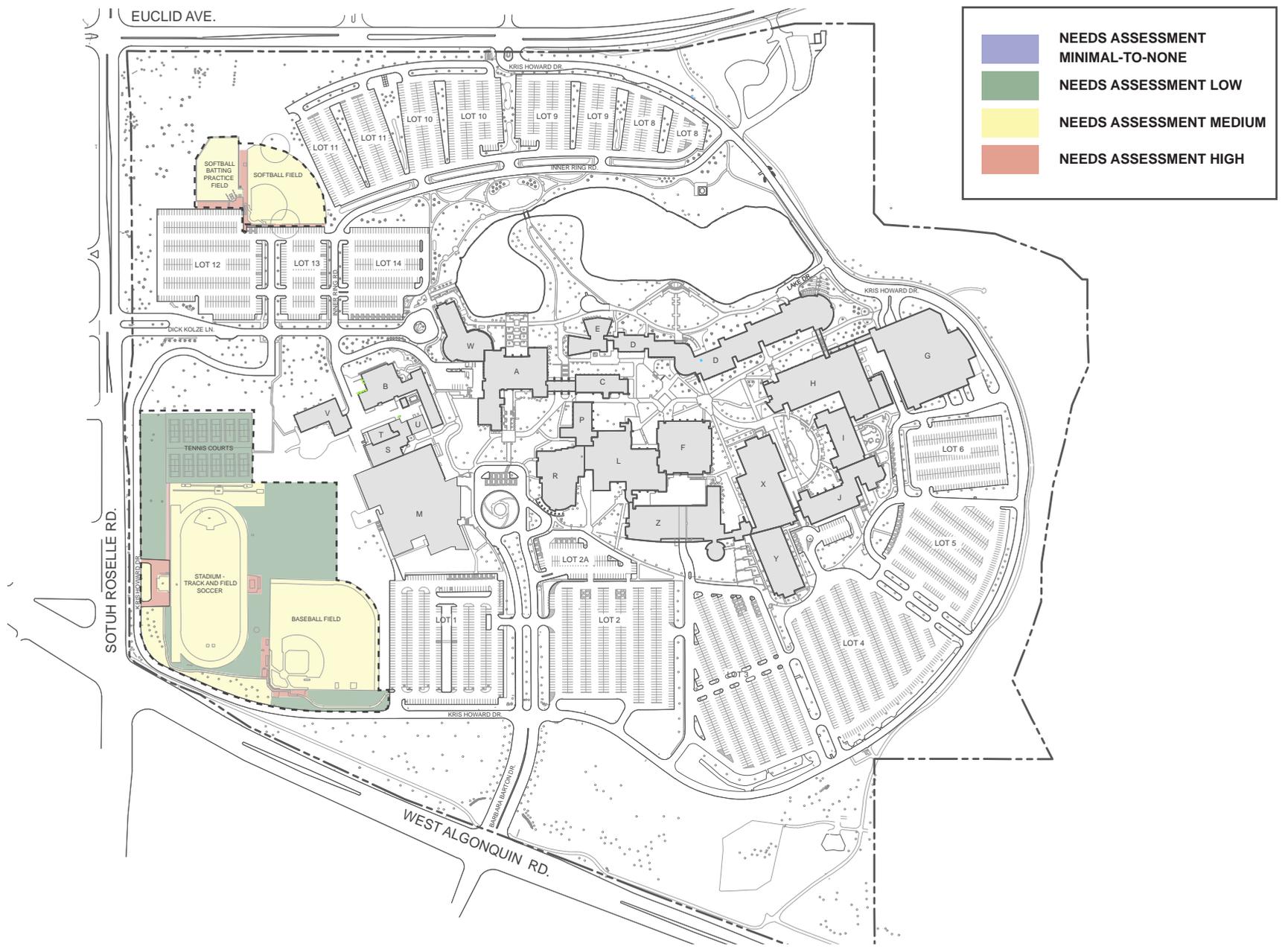


SOCIAL GATHERING SPACES



PAVING



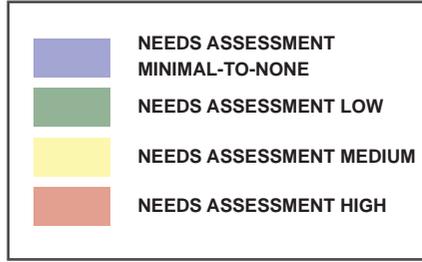
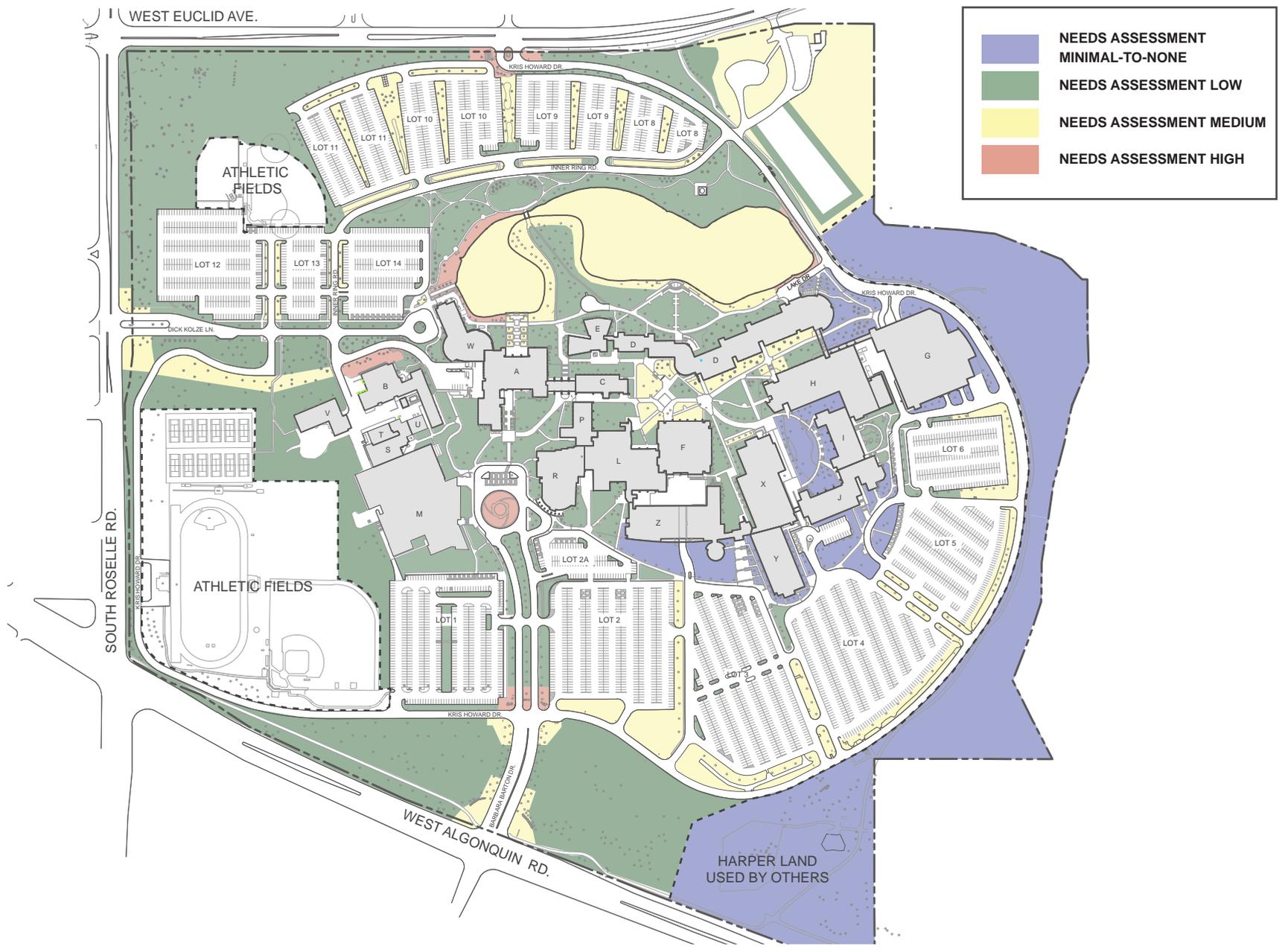


ATHLETIC FIELDS

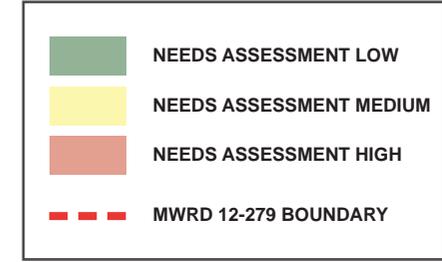
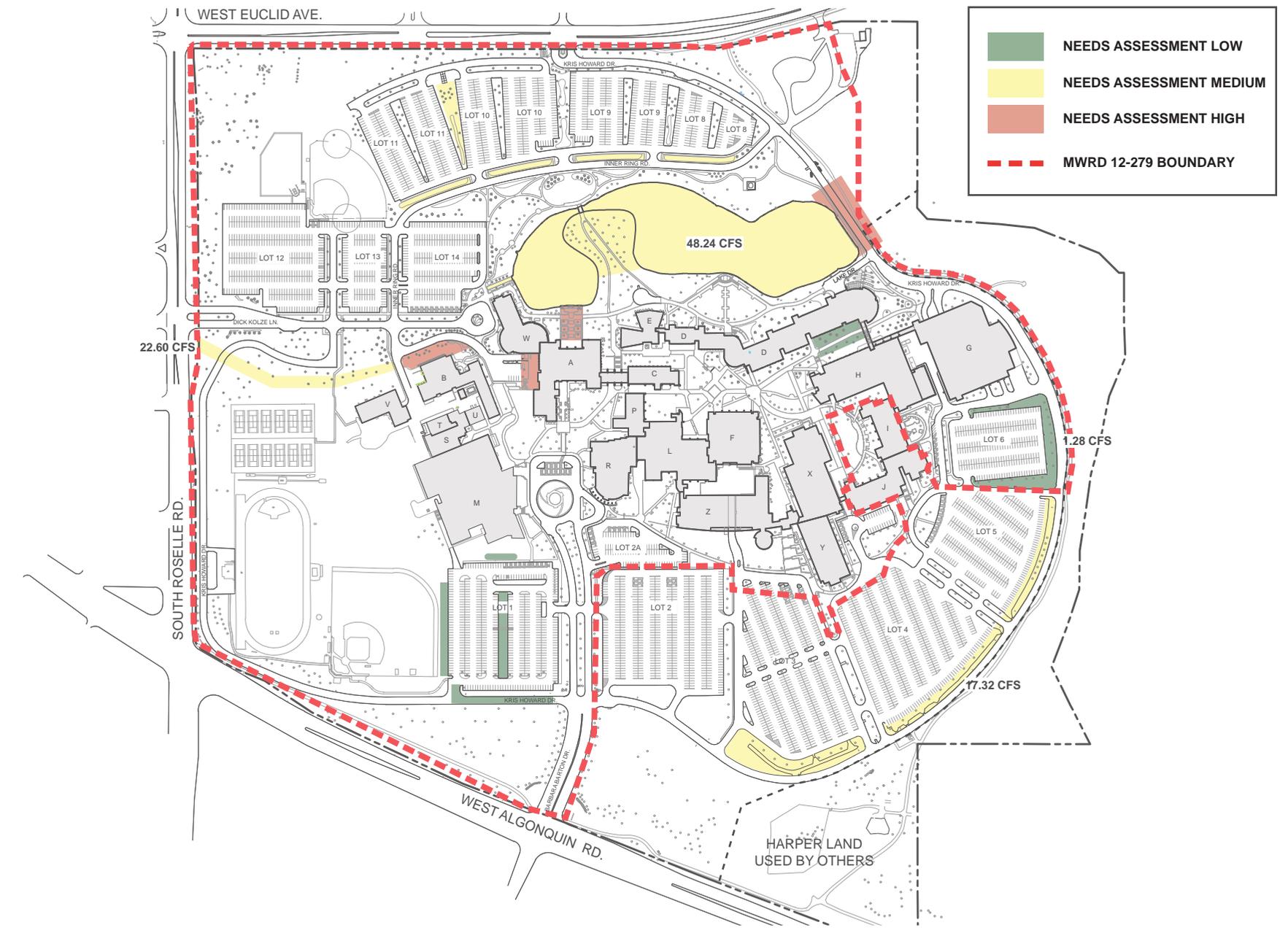


TREES





VEGETATION



STORMWATER MANAGEMENT



UTILITIES + BUILDING INFRASTRUCTURE

UTILITIES

At the time of this writing, the Harper Campus is adequately provided with electrical, gas, water and sewer infrastructure, and local utilities have not predicted significant future utility infrastructure improvement needs related to the Master Plan initiatives. All significant future building project processes should include planned dialogue with Harper's local utility providers during programming and conceptual budgeting.



BUILDING B



BUILDING Z

BUILDING INFRASTRUCTURE

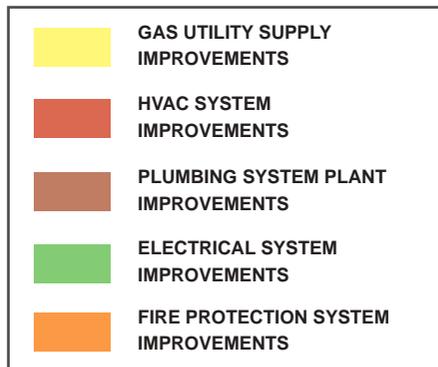
The campus is completing analyses or local upgrades in the following locations:

- Building B electrical systems (analysis)
- Building V emergency heating systems (project)
- Building Z chiller plant upgrades (analysis)

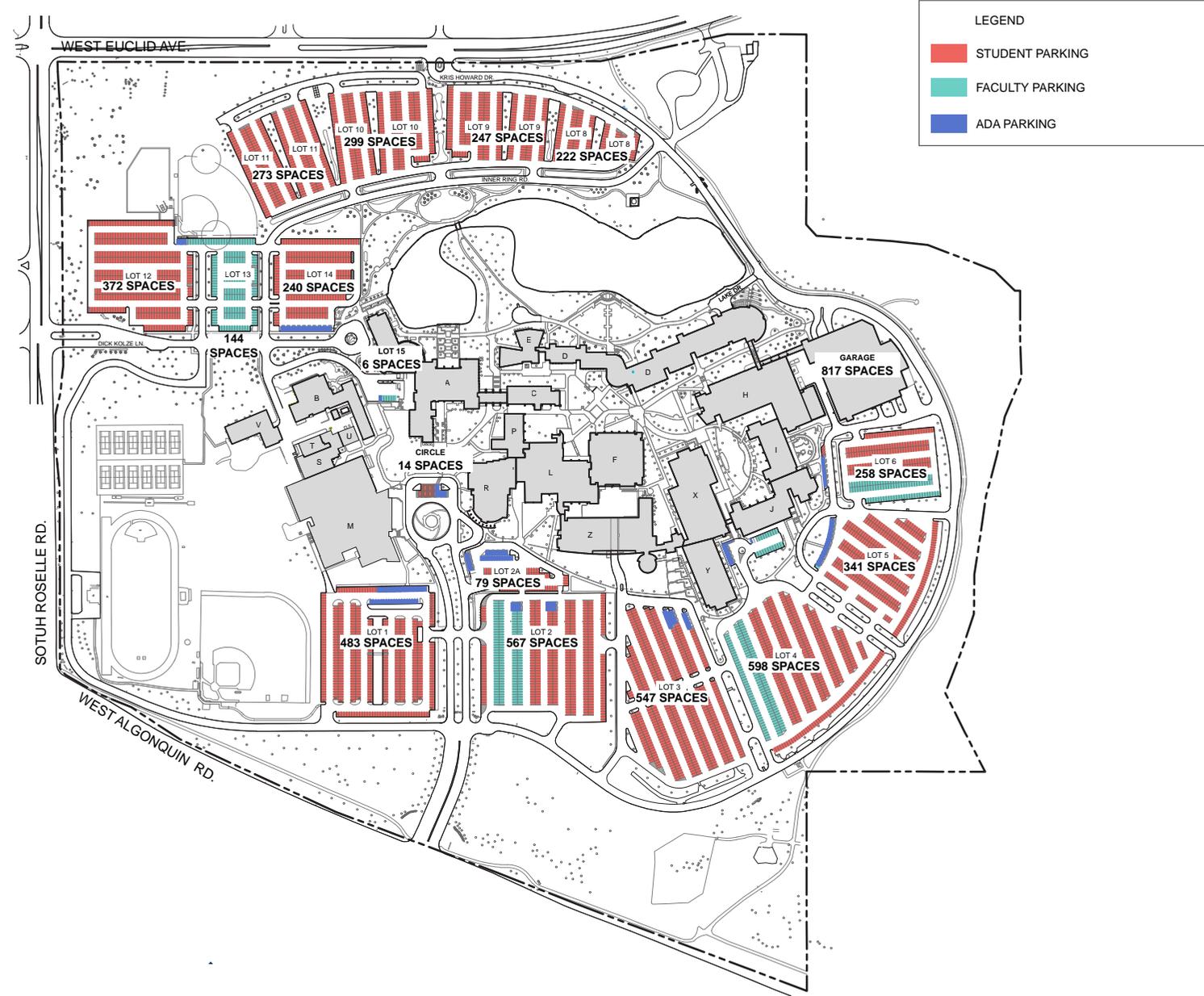
The Facilities Conditions Assessment (FCA) completed in conjunction with this master plan describes additional near-term and long-term building engineered systems needs, for the main campus and remote campuses (Harper Professional Center and Learning and Careers Center). See Chapter 05: CAMPUS DEVELOPMENT for additional information.



BUILDING V



PARKING COUNTS



SUMMARY OF PERCENTAGE OF CAPACITY FOR TWO WEEK PERIOD (MON-THURS AUG 2019)

Time	TOTAL	8 a.m.	9 a.m.	10 a.m.	11 a.m.	Noon	1 p.m.	2 p.m.						
Lot 1 - Student	432	6%	405	23%	335	45%	238	81%	81	84%	70	82%	78	78%
Lot 2 - Student	401	41%	236	80%	80	91%	35	96%	15	96%	15	91%	35	83%
Lot 2a - Student	63	71%	18	100%	0	100%	0	100%	0	100%	0	100%	0	100%
Lot 3 - Student	535	31%	368	63%	201	94%	33	100%	0	100%	0	95%	27	79%
Lot 4 - Student	377	18%	311	45%	207	85%	57	100%	0	100%	0	95%	19	79%
Lot 5 - Student	330	12%	291	31%	227	75%	83	99%	4	100%	0	95%	16	80%
Lot 6 - Student	139	19%	112	48%	73	96%	5	100%	0	100%	0	95%	7	89%
Lot 8 - Student	123	8%	114	13%	108	48%	64	83%	21	86%	18	69%	38	61%
Lot 9 - Student	247	7%	230	19%	201	53%	117	91%	22	95%	12	75%	62	66%
Lot 10 - Student	268	4%	256	11%	240	26%	198	48%	141	51%	131	44%	151	34%
Lot 11 - Student	273	1%	271	2%	268	4%	263	8%	253	8%	251	8%	251	8%
Lot 12 - Student	370	1%	368	1%	367	6%	348	9%	338	9%	335	12%	326	11%
Lot 14 - Student	222	36%	142	76%	53	100%	0	98%	6	99%	3	86%	31	83%
Parallel - Student	29	0%	29	0%	29	0%	29	0%	29	0%	29	0%	29	0%
SUBTOTAL-STUDENT	3809	17%	3150	37%	2387	61%	1469	76%	908	77%	864	72%	1070	63%
Lot 2 - Staff	160	8%	147	16%	134	36%	102	63%	60	83%	28	69%	50	69%
Lot 4 - Staff	136	11%	121	27%	99	40%	82	60%	54	71%	39	70%	41	63%
Lot 6 - Staff	93	8%	86	18%	77	36%	60	61%	36	64%	34	60%	37	54%
Lot 13 - Staff	144	19%	117	38%	90	44%	81	54%	67	58%	61	54%	67	51%
SUBTOTAL-STAFF	533	12%	471	25%	400	39%	324	59%	217	70%	162	63%	195	60%



PARKING

SUMMARY OF PERCENTAGE OF CAPACITY FOR TWO WEEK PERIOD (MON-THURS AUG 2019)														
Time	3 p.m.		4 p.m.		5 p.m.		6 p.m.		7 p.m.		8 p.m.		9 p.m.	
Lot 1 - Student	75%	108	71%	127	59%	176	49%	219	38%	267	24%	329	15%	367
Lot 2 - Student	80%	80	66%	138	51%	195	51%	198	54%	185	46%	218	27%	293
Lot 2a - Student	95%	3	94%	4	92%	5	94%	4	99%	1	88%	7	51%	31
Lot 3 - Student	77%	124	67%	177	54%	244	52%	257	58%	224	51%	264	28%	388
Lot 4 - Student	74%	99	55%	170	44%	212	43%	217	43%	217	34%	250	19%	306
Lot 5 - Student	65%	116	41%	194	32%	225	35%	215	44%	184	39%	202	20%	264
Lot 6 - Student	72%	39	53%	66	47%	74	63%	52	71%	40	63%	52	31%	96
Lot 8 - Student	45%	68	24%	94	15%	105	14%	105	14%	105	13%	107	4%	118
Lot 9 - Student	50%	124	33%	167	24%	188	24%	188	29%	176	26%	182	13%	215
Lot 10 - Student	28%	193	22%	209	14%	231	11%	238	9%	243	8%	248	4%	256
Lot 11 - Student	12%	241	6%	256	6%	256	6%	258	2%	268	1%	270	1%	271
Lot 12 - Student	9%	335	8%	340	9%	338	12%	326	13%	321	8%	342	2%	363
Lot 14 - Student	81%	42	70%	67	53%	105	42%	129	29%	157	24%	169	11%	198
Parallel - Student	0%	29	0%	29	0%	29	0%	29	0%	29	0%	29	0%	29
SUBTOTAL-STUDENT	58%	1599	47%	2037	37%	2383	36%	2435	37%	2417	30%	2670	16%	3196
Lot 2 - Staff	73%	44	62%	61	52%	77	45%	88	37%	101	23%	123	12%	141
Lot 4 - Staff	64%	49	56%	60	46%	73	43%	77	33%	91	24%	104	11%	116
Lot 6 - Staff	50%	47	35%	60	24%	71	22%	73	18%	76	13%	81	6%	87
Lot 13 - Staff	55%	65	44%	81	30%	101	23%	111	13%	125	9%	131	6%	136
SUBTOTAL-STAFF	62%	205	51%	263	40%	322	35%	349	26%	393	18%	439	10%	480



ROUNDBABOUT IN FRONT OF BUILDING M



UNDERPASS OF AVANTE TO SERVICE ENTRY



PARKING AND ENTRY TO AVANTE BUILDING

SUSTAINABILITY

Harper College seeks to combat global warming and contribute to a sustainable future for its facilities by reaching net-zero emissions by 2053. In 2010, the College became a signatory to the American College and University Presidents' Climate Commitment, now known as the Climate Leadership Network, a carbon-reduction-based organization. Harper reports carbon emissions and tracks progress of the College's Climate Action Plan annually through the Second Nature reporting platform.

Harper's base culture of sustainability continues to improve through the leadership of their Office of Sustainability, which strives to maintain existing green programs, initiate new ones, and develop methods for measuring performance through data collection. Harper College is currently in Phase 2 of its Climate Action Plan (2022 – 2032) which aims to continue to improve campus energy efficiency and lay the initial groundwork for continued implementation of moderate and high complexity emissions reduction initiatives in Phase 3 (2033 – 2042) and Phase 4 (2043 – 2053). Building standards and sustainability strategies will regularly be reviewed as technology changes and new resources become available.



NATIVE LANDSCAPES ON CAMPUS

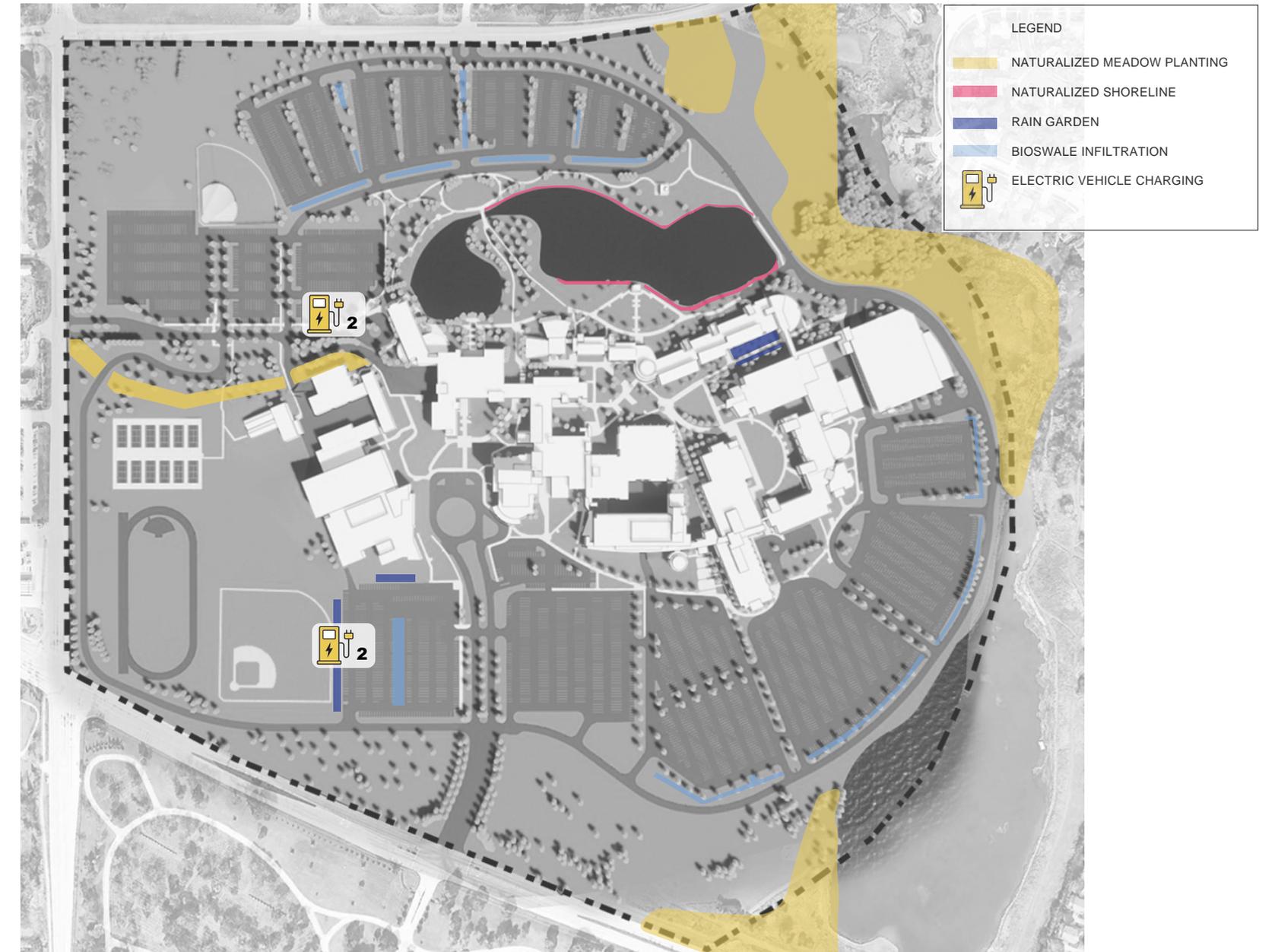


LEED CERTIFICATION OF BUILDING F

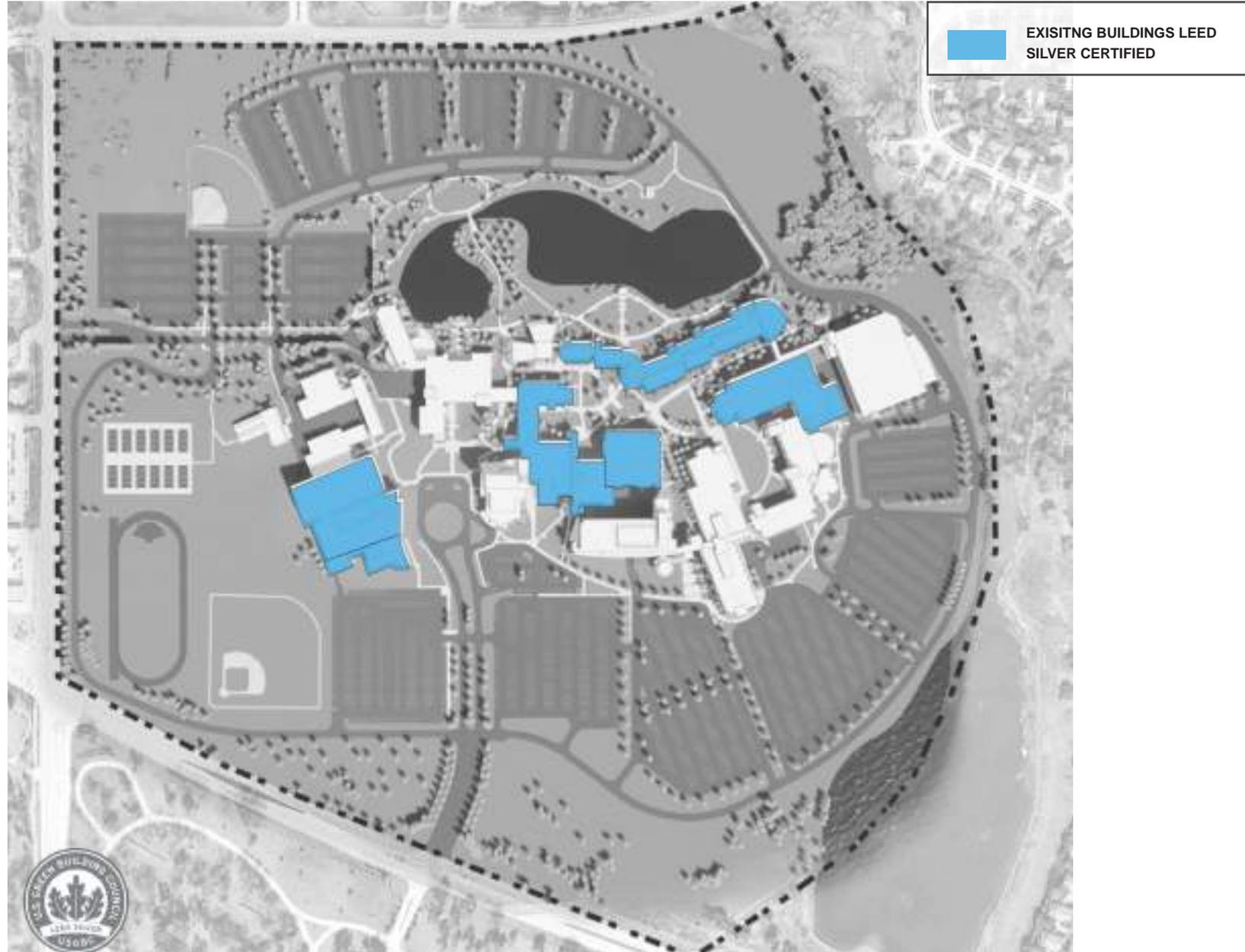
Harper College has committed to sustainability through three primary areas. Key action items are included here; see the Campus Facility Design Guidelines in the Appendix for additional sustainable initiatives and related information.

- 1. Green Campus:** Require minimum LEED Silver Certification for all future new buildings and significant renovations; installation of vegetated swales and other eco-friendly site installations; encourage use of bicycles, electric vehicles, carpools and public transportation; replace campus vehicles with high-efficiency models
- 2. Green Buildings:** Emphasis on higher-efficiency heating and cooling systems; daylight harvesting and other sustainable building design strategies; for new and renovated buildings; improve central system efficiency
- 3. Waste Reduction:** Expand campus composting and recycling facilities and programs; install water-saving plumbing fixtures and more efficient electrical fixtures; minimize printing; improve acoustics, lighting and furnishings to improve human comfort

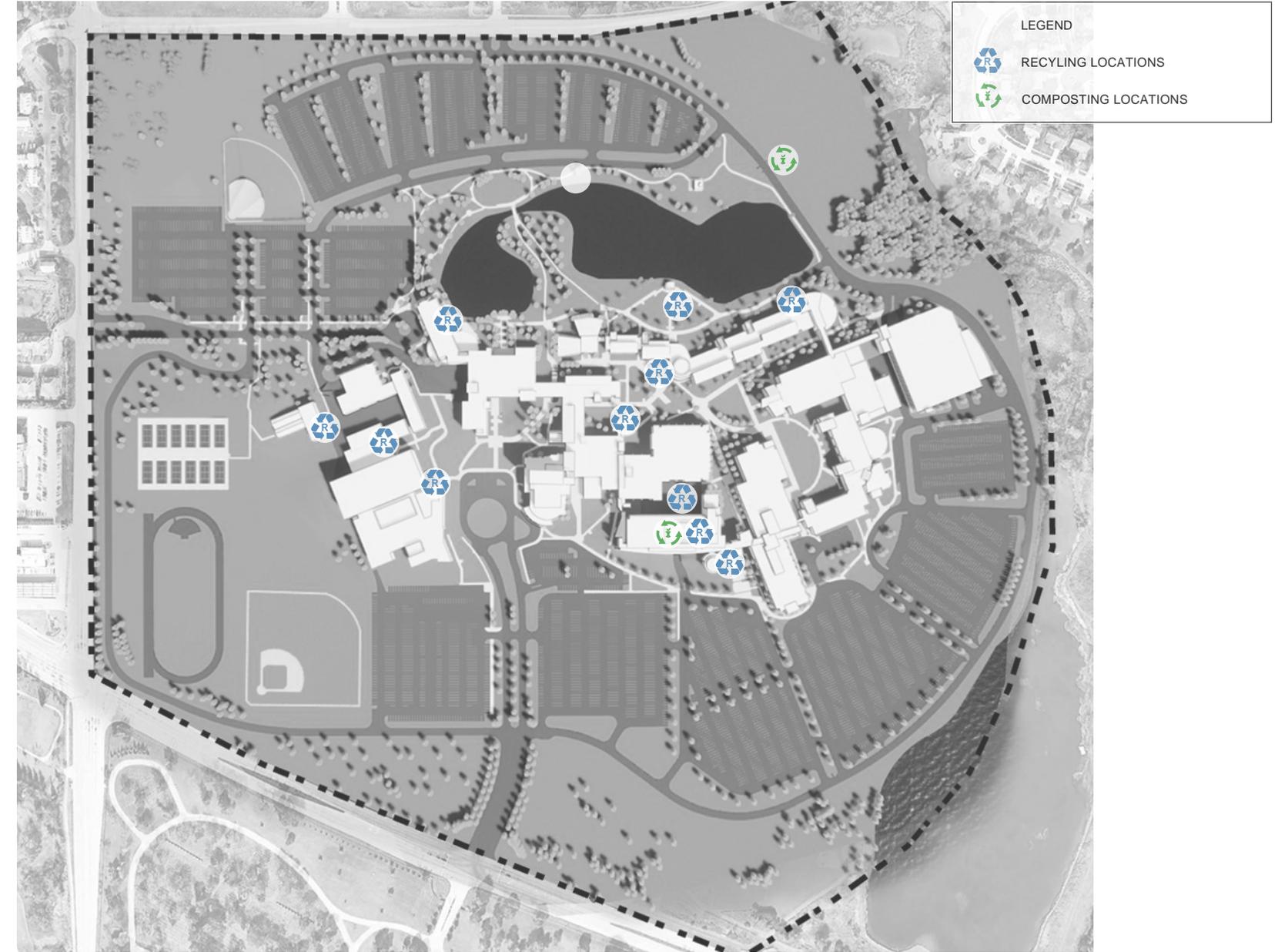
The status of Harper's program for these three areas today is further illustrated on the campus maps that follow.



EXISTING GREEN CAMPUS INITIATIVES



EXISTING LEED GREEN BUILDINGS INITIATIVES



EXISTING WASTE REDUCTION INITIATIVES

