WORCESTER STATE UNIVERSITY

BOARD OF TRUSTEES
PLANNING AND DEVELOPMENT COMMITTEE MEETING
Thursday, October 22, 2026
2:00 P.M.
Wellness Center, Room 204

Meeting Called By: Darnell Dunn (Chair) **Minutes**: Nikki Kapurch

Board Members: Darnell Dunn (Chair), Jacob Sanders (Vice Chair), Kelly Brissette, Mary Foley, Dr. Lawrence Sasso

WSU Staff: Barry Maloney; Ashlynn Allain; Kathy Eichelroth; Carl Herrin; Nikki Kapurch; Josh Katz

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All documents are considered to be **drafts** until discussed and/or approved by the Board

AGENDA

ITEM	RESPONSIBLE	ACTION
1. *Administrative Business* A. Call to Order B. Approval of the Minutes: 1. Planning and Development Committee - June 4, 2026*	Darnell Dunn	**1. vote required**
2. *Planning And Development Committee Report* A. Master Plan Update Presentation* a. : Master Plan Mass State Project No. WOR2501. *	Kathy Eichelroth	**A. informational** **a. vote required**
3. *Administrative Updates* A. Other Business	Darnell Dunn	
4. *Adjournment*	Darnell Dunn	4. **vote required**

*Attachments

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
Planning and Development Committee Meeting
Meeting Minutes

CHAIR:	Dr. Lawrence Sasso (Chair)	DATE:	June 4, 2026
LOCATION:	President's Conference Room with remote option	MINUTES BY:	Barry Maloney
TIME:	10:00 AM		
COMMITTEE MEMBERS PRESENT:	Lawrence Sasso (remotely); Kelly Brissette; Darnell Dunn; Jake Sanders		
BOARD MEMBERS PRESENT:	Dr. Lisa Colombo (remotely)		
WSU STAFF:	Ashlynn Allain; Kathy Eichelroth; Carl Herrin; Kathy Eichelroth; Barry Maloney; Jesilka Cortez		

The provisions of General Laws, Chapter 30A, having been complied with and a quorum present, a meeting of the Planning and Development Committee was held on Thursday, June 4, 2026, in room 250 of the Administration Building, with a remote option. Chair Sasso called the meeting to order at 10:00 a.m.

Planning and Development Committee Report: Kathy Eichelroth

- Trustee Sasso asked VP Eichelroth to walk the trustees through the Master Plan PowerPoint included in the meeting packet.
- The Master Plan Update is transitioning from current-state discovery and stakeholder engagement into the validation and refinement phase. Led by VP Eichelroth and her team, the process aims to deliver a finalized recommendation to the Board of Trustees on October 22, 2026, with phased implementation beginning in 2027.
- VP Eichelroth then called on Jesilka Cortez, Planning Liaison and Strategic Portfolio Officer, Office of the VP for Administration & Finance, to present the slideshow as shown in the posted materials.
    - Reviewing the next iteration of scenarios next week, and will move into the final stage.
- The master plan work is tethered to the BRIGHT Act. All campuses must have an updated master plan to draw down those dollars.
    - If the BRIGHT Act is passed, it would direct $2.4B to public higher education, funded through the Fair Share Amendment.
    - Timeline: $125M is earmarked for annual debt service, but campus-level dollars are not anticipated to arrive until approximately FY29.
- From now through October 2026, the Campus Advisory Group (CAG) and Executive Leadership will stress-test the emerging design across four strategic domains. The process aims to deliver a final recommendation to the Board of Trustees on October 22, 2026, with phased implementation beginning in 2027.
- The Administration is focusing on Option #2 as the preferred direction, focusing on greening the campus core, redeveloping the Student Center and LRC, addressing a ~700-space parking deficit, and coordinating with MassDOT's Chandler Street reconstruction, with a final board vote expected in October.

With there being no further business, the WSU Board of Trustees Planning and Development Committee meeting was adjourned at 10:43 am

Upon a motion made by Trustee Dunn and seconded by Trustee Sanders, it was unanimously

VOTED: **to adjourn the meeting at 10:43 a.m.**

ROLL CALL VOTE: **4 approved.** Kelly Brissette; Darnell Dunn; Jake Sanders; Dr. Lawrence Sasso (Vice Chair)

Respectfully submitted,

Barry M. Maloney
Secretary, Board of Trustees

October 22 2026

Worcester State University

Campus Master Plan

Presentation to the Board of Trustees



Agenda

01 Introduction

02 Project Goals

03 Campus Needs

04 Preferred Alternate

05 Implementation Plan

Introduction

01 02 03 04 05

A. **Project Team**

B. **Process & Timeline**

PROJECT TEAM

Summary

Jones Architecture



Rick Jones
Director



Zara Silva-Landry
Project Designer

POINT OF CONTACT



Sarah Tarbet
Associate Principal

Rickes Associates (Space Optimization)



Monica Meyerhoff
Principal



Josh Barrett
Data Analyst

Crowley Cottrell (Landscape



Naomi Cottrell
Principal



JP Charboneau
Associate Principal



Echo Chen
Project Designer

DCAMM

WORCESTER STATE UNIVERSITY
1874

SCHEDULE

Overall Process

- Research
- Data Collection
- Engagement Sessions
- Program Recommendations
- Proposed Scenarios
- Scenario Refinement
- Implementation Planning
- Final Recommendation ⟵ WE ARE HERE



Project Goals

01 02 03 04 05

A. **Review 7 Goals**

PROJECT GOALS

Summary

1. Strengthen community and belonging by creating a **modern campus hub** that supports connection, engagement, and student experience.

2. Advance student success by creating a **Learning Commons** aligned with modern teaching and learning models.

3. Enhance **experiential learning** through modern academic, clinical, research, and creative environments.

4. Create a student-focused, **green campus landscape** that supports well-being, purpose, and safe connectivity.

5. Resolve circulation barriers across upper and lower campus to support safer, more **accessible movement**.

6. Address campus space needs through **optimizing existing space** and strategic investment in facilities where it provides the greatest value.

7. Deepen the University's **connection to community**, city, and state partners.

Campus Needs

01 02 03 04 05

A. Site Circulation & Accessibility
B. Space Utilization
C. Redistribution & Strategic Reuse
D. Critical Facilities
E. Space Recommendations

CAMPUS NEEDS

Space Utilization on Campus

- Overall, there is sufficient space, but it must be reconfigured and realigned to meet today's needs.
- Classrooms present the greatest opportunity for reuse.
- Course scheduling reform is foundational.
- Specialized instructional space requires targeted investment
- Office and Administrative Space requires optimization and reconfiguration.

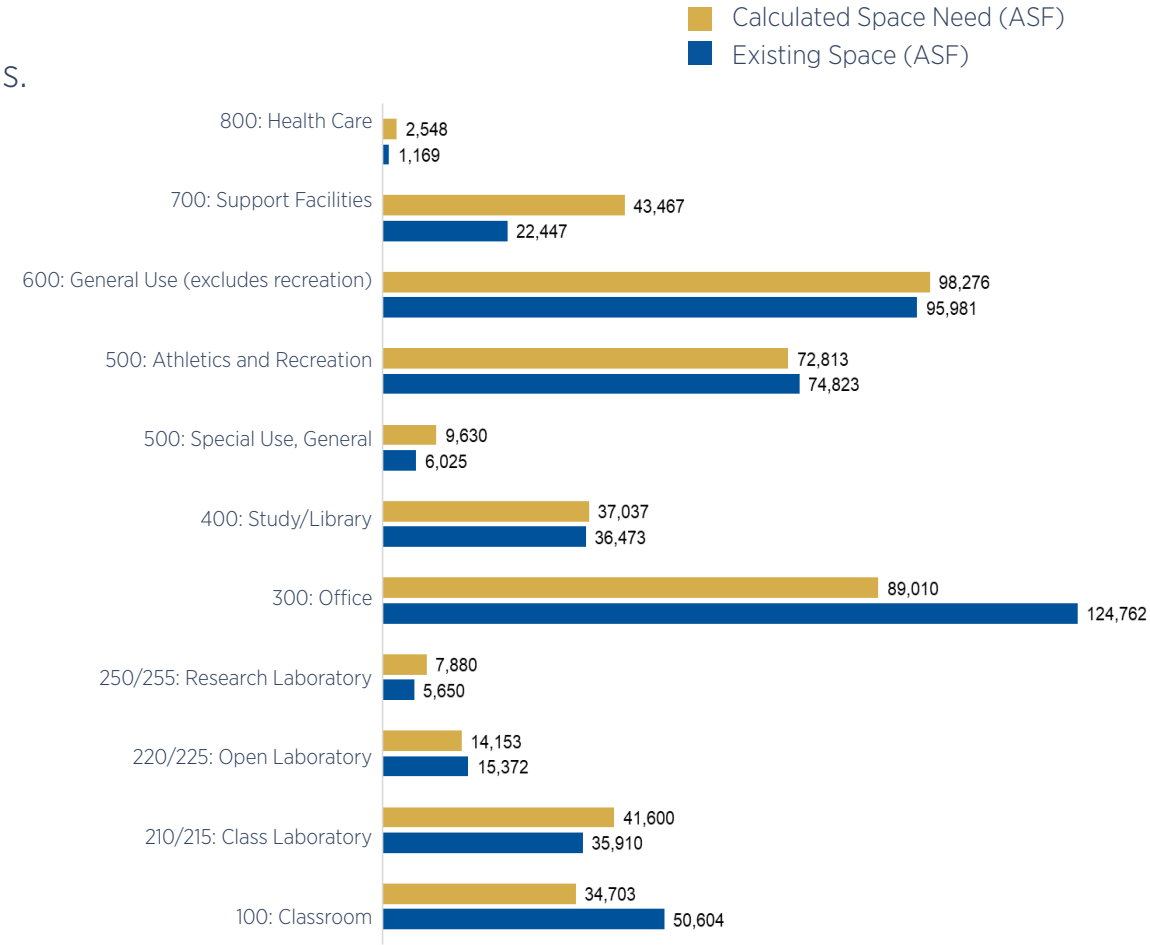
Total Existing Campus Square Footage*

469,216 ASF

Total Calculated Need

451,000 ASF

*Non-residential assignable square footage



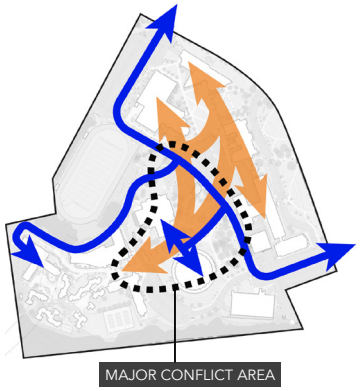
CAMPUS NEEDS

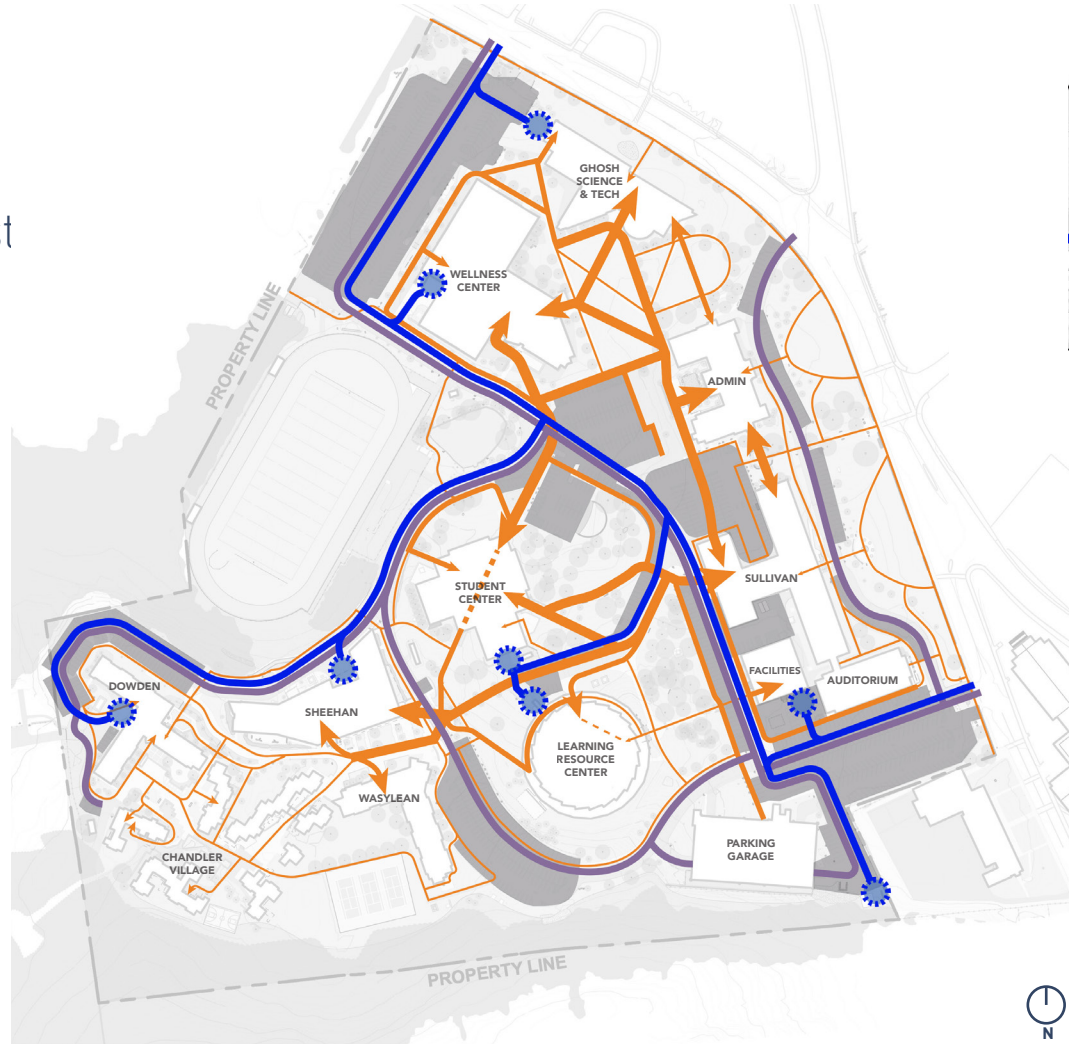
Site Circulation and Accessibility

- The Campus is divided by vehicular circulation, grade changes, and parking lots.
- They physical center of campus is the most congested.
- The "Knot" of circulation overlapping at the loading dock needs to be unraveled.

LEGEND

- EXISTING BUILDING
- HIGH-INTENSITY ROUTES
- MODERATE-INTENSITY ROUTES
- LOW-INTENSITY ROUTES
- ELEVATOR ACCESS
- CAR CIRCULATION
- SERVICE TRUCK CIRCULATION
- PARKING LOT
- LOADING / SERVICE DOCK





CAMPUS NEEDS

Critical Facilities

- Critical support facilities need renewal.
- Student Center, LRC, Chandler Village, May Street, and Facilities Operations face challenges.

Student Center: Accessibility, circulation, and systems.

LRC: Accessibility, building configuration, natural light, wayfinding, systems, and accessibility.

Facilities and Operations: Temporary modular building and space deficit.

Chandler Village: Accessibility, systems, building levels.

May Street: Accessibility, structure, current condition, space types.

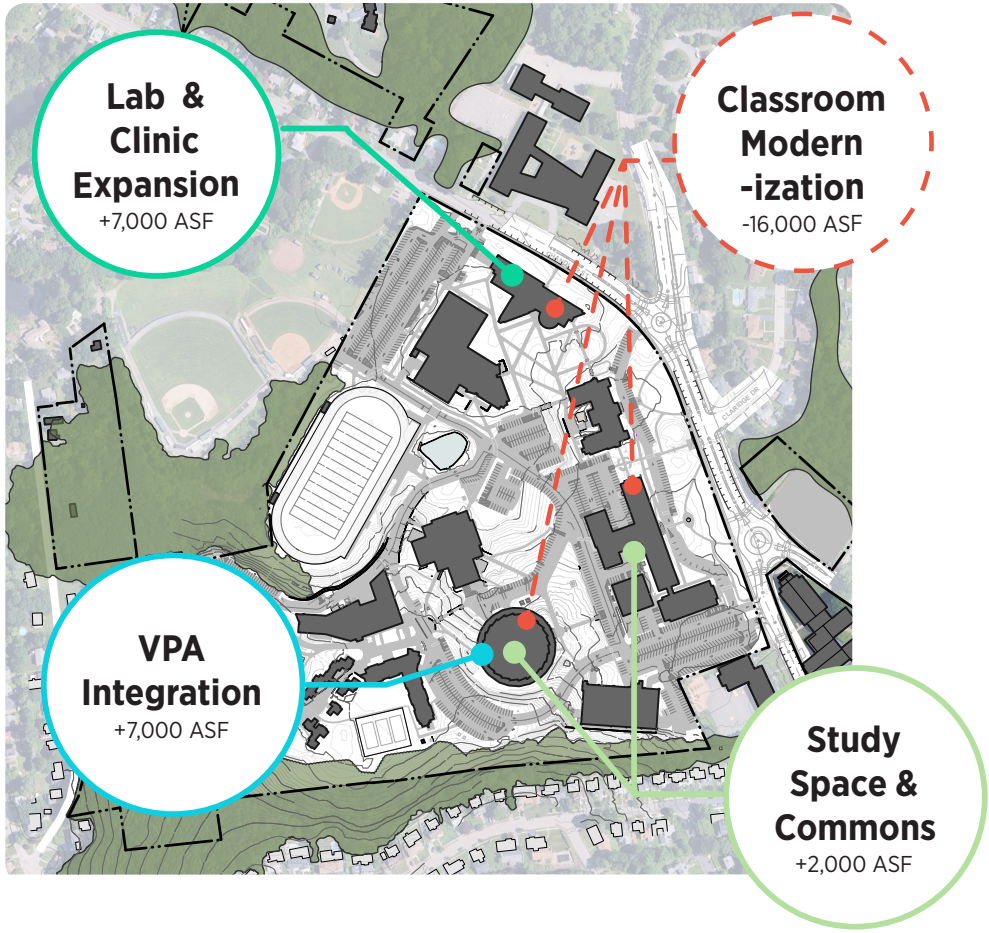




CAMPUS NEEDS

Redistribution & Strategic Reuse

- Existing space can be optimized, but there is still a deficit in some categories.
- Redistribution addresses a portion of the campus's need.
- New construction or major renovation required for modernizing specialized or evolving programs.



CAMPUS NEEDS

Space Recommendations

- After presenting the space needs, this should be prioritized:

  A Modernized Campus Core

  Facilities and Operations

  Experiential Learning and lastly,

  Community Facing Activities

- Connect projects to the project goals.

	Goal	Intervention
Student Success	Create library learning commons.	Library Learning Commons
	Modernize student hub.	Student Center
Support	Address Support Space deficit.	Facilities & Operations
Community	Deepen connection to community.	May Street
Academic	Expand experiential learning.	Health Building
	Right-size research and prep space.	S&T Renovation
	Right-size classroom space.	Sullivan Classroom Renovation
Student Life	Plan for future flexibility in bed types & quantities.	Residential Core.

CAMPUS NEEDS

Space Recommendations

- Parking and greening the campus center are interconnected.
- Garages and reorganized parking lots create opportunity to move to the perimeter
- Center of campus is dedicated to accessible connections & campus identity.

	Goal	Intervention
Landscape	Resolving circulation barriers, supporting accessible movement.	Sullivan Entry
	Strengthen community & create a vibrant, modern campus hub.	Amphitheater
	Student-focused, green campus landscape.	Expand Campus Green
	Resolve circulation barriers, strengthen connection between Upper and Lower Campus.	Central Pathway
Parking	Create a student-focused, green campus, resolving circulation barriers, and supporting more accessible movement by removing parking in the campus core.	North Parking Garage
		Parking behind Residential Core
		Re-organizing Surface Lots

Preferred Alternate

01 02 03 04 05

A. Site Plan

B. Site Diagrams

PREFERRED ALTERNATE

Site Plan

LEGEND

- EXISTING BUILDING
- MODERATE RENOVATION
- HEAVY RENOVATION
- NEW BUILDING
- EXISTING SURFACE PARKING
- NEW SURFACE PARKING
- PEDESTRIAN PATHWAY
- NEW ROADWAY
- EXISTING ROADWAY
- NEW PLAZA
- NEW GARAGE
- PROPERTY LINE

NEW BUILDINGS

1. LIBRARY LEARNING COMMONS
2. HEALTH BUILDING
3. MAY STREET COMMUNITY HUB
4. OPERATIONS & FACILITIES IN NORTH GARAGE
5. RESIDENTIAL CORE

MAJOR RENOVATIONS

6. STUDENT CENTER

SUPPORTING RENOVATIONS

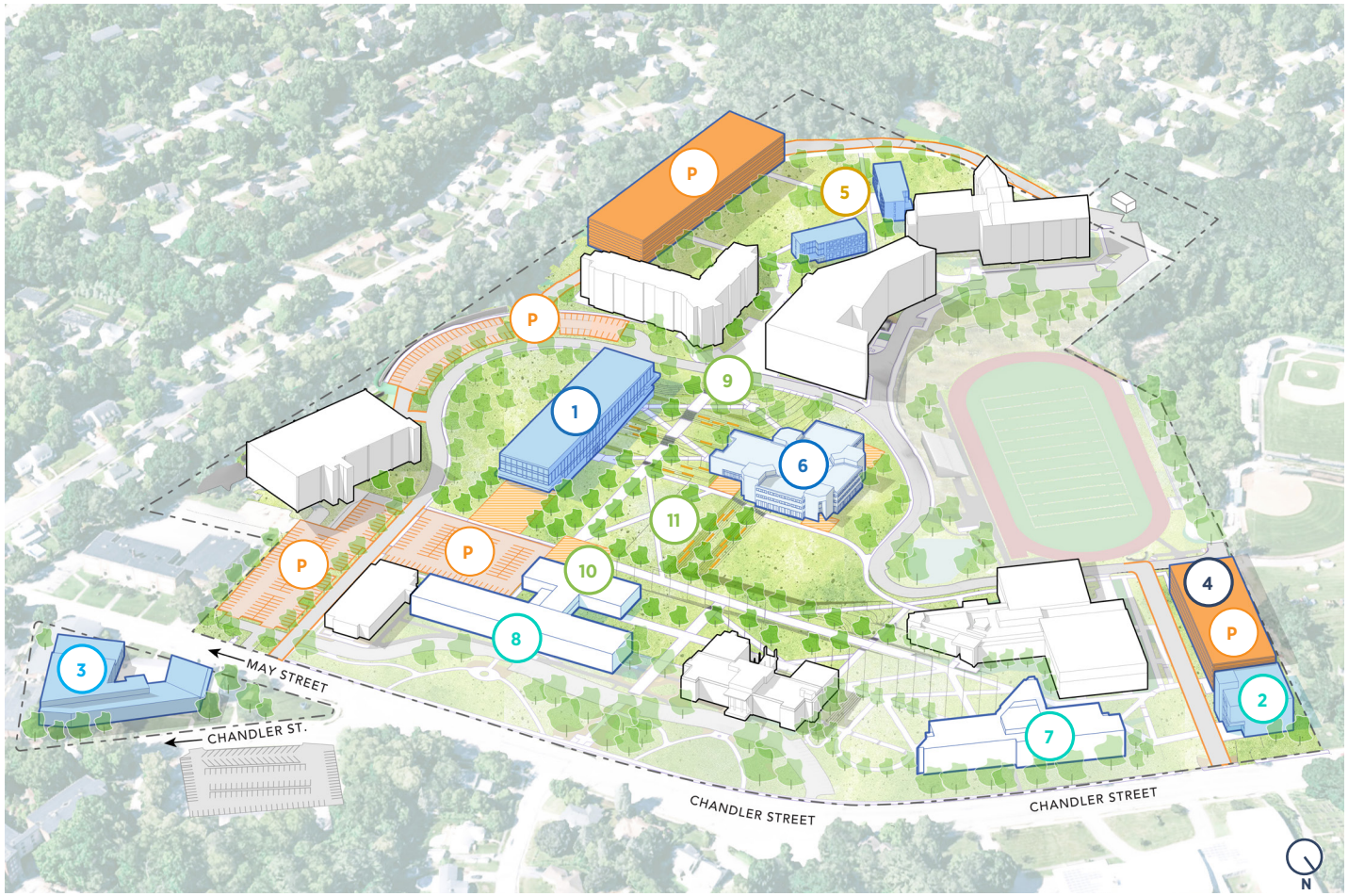
7. S&T RENOVATION
8. SULLIVAN RENOVATION

SITE AND LANDSCAPE

9. CENTRAL PATHWAY & AMPHITHEATER
10. SULLIVAN ENTRYWAY
11. EXPAND BINIENDA GREEN

PARKING

P. NEW PARKING



PREFERRED ALTERNATE

Parking

- To replace parking in the center of campus, lots and garages are located at the perimeter.
- Additional study will need to be done to assess need.

EXISTING PARKING
1,768

Existing Parking Remaining	Surface Parking Added	Garage Parking Added
992	+165	+1,192

TOTAL PROPOSED PARKING
2,349



JONES ARCH

PREFERRED ALTERNATE

Site Circulation

- Extending Binienda Green orients campus N/S
- Creating an accessible path from upper to lower campus anchors the E/W connection
- Occupiable and multi-purpose space outside the Student Center for additional programming.



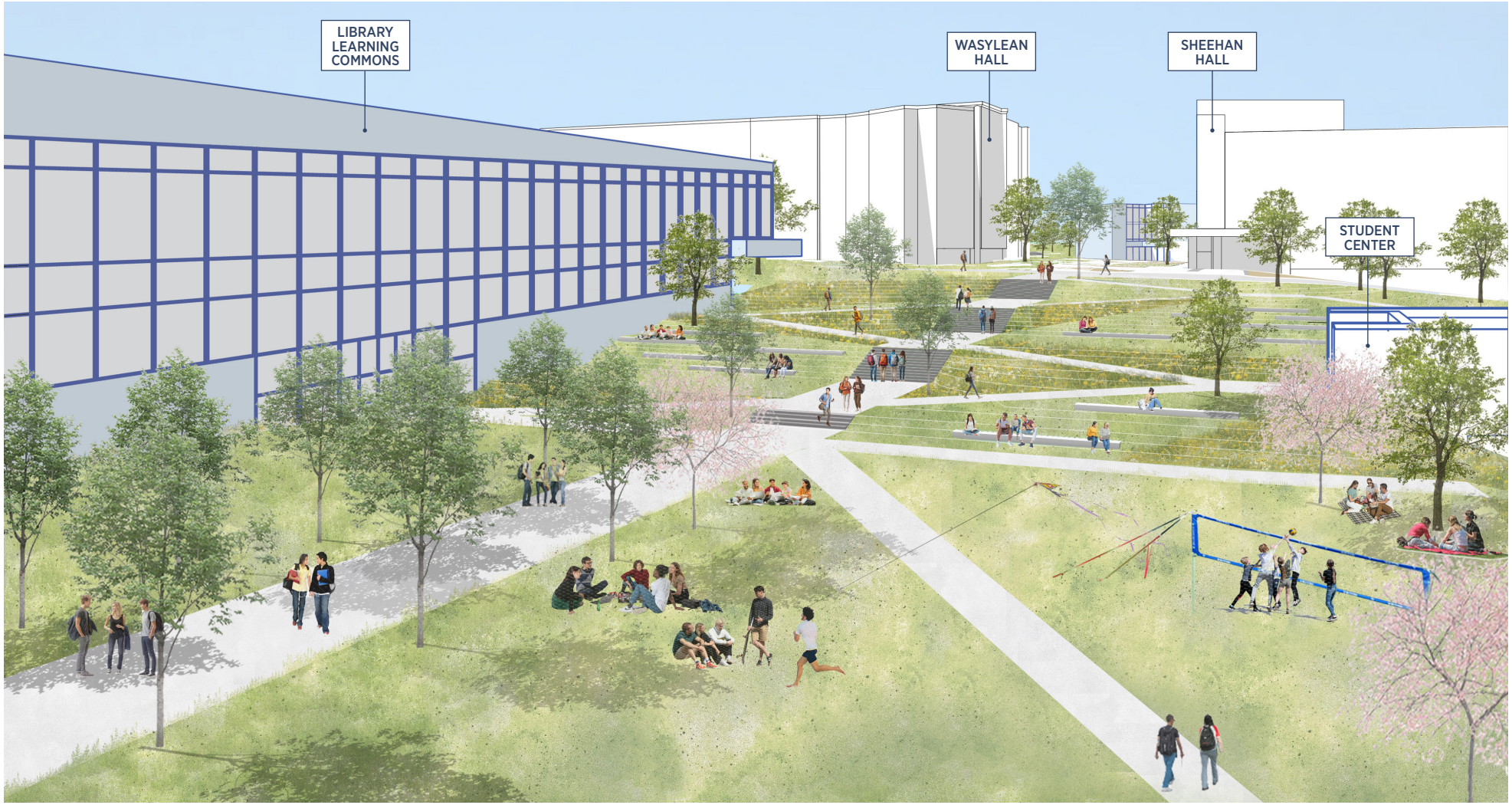
PREFERRED ALTERNATE

Campus Entry



PREFERRED ALTERNATE

Central Pathway



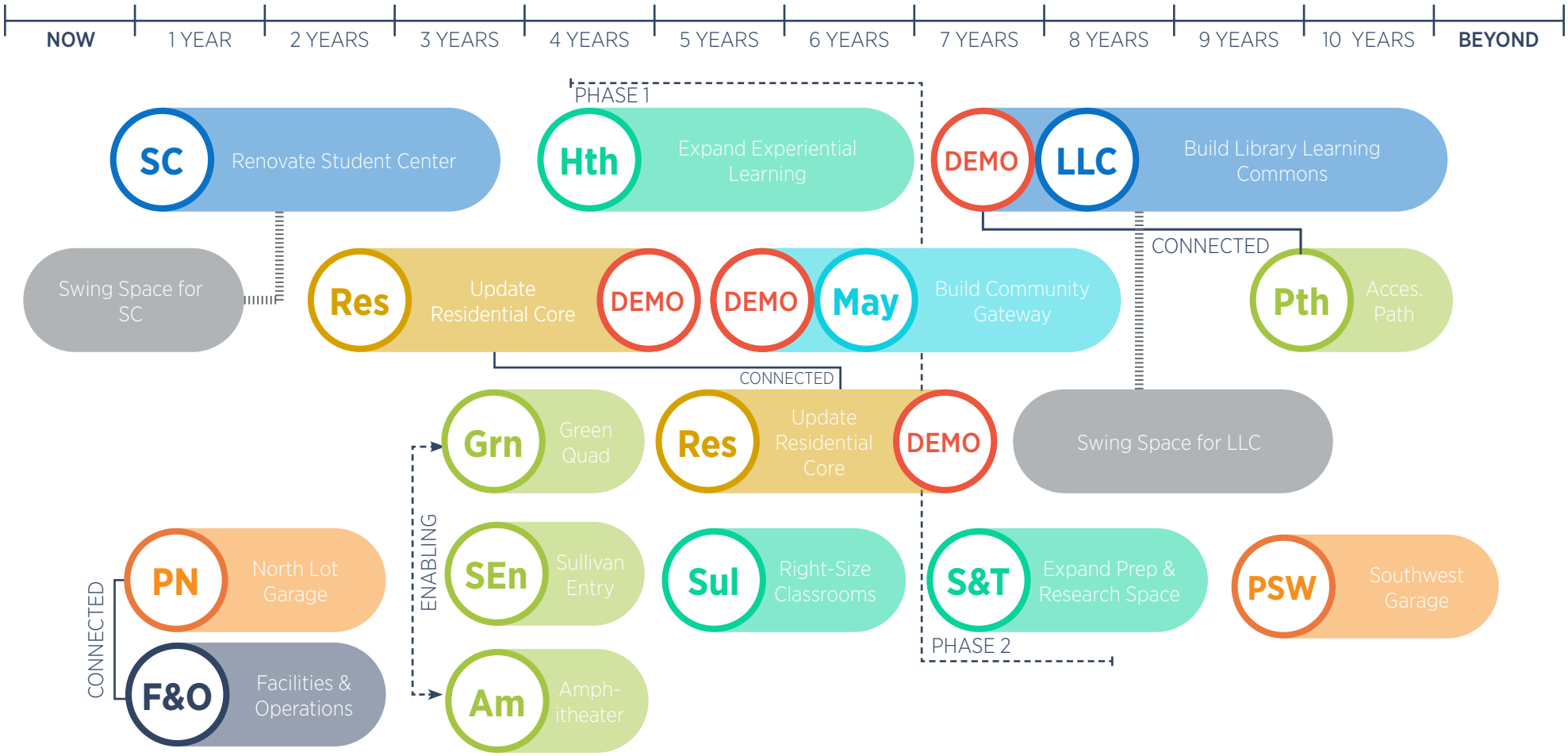
Implementation Plan

01 02 03 04 05

A. Preferred Option

PREFERRED IMPLEMENTATION PLAN

Option A: Prioritizing Student Space And University Operations Needs



PROPOSED TIMELINE

High-Level Summary

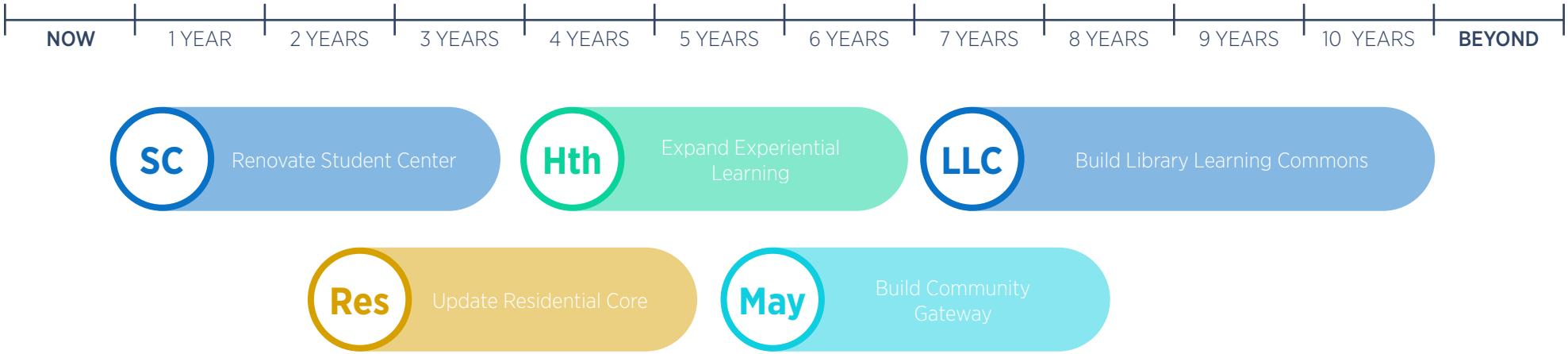
Build framework around **High-Impact and Major Investments**.



PROPOSED TIMELINE

High-Level Summary

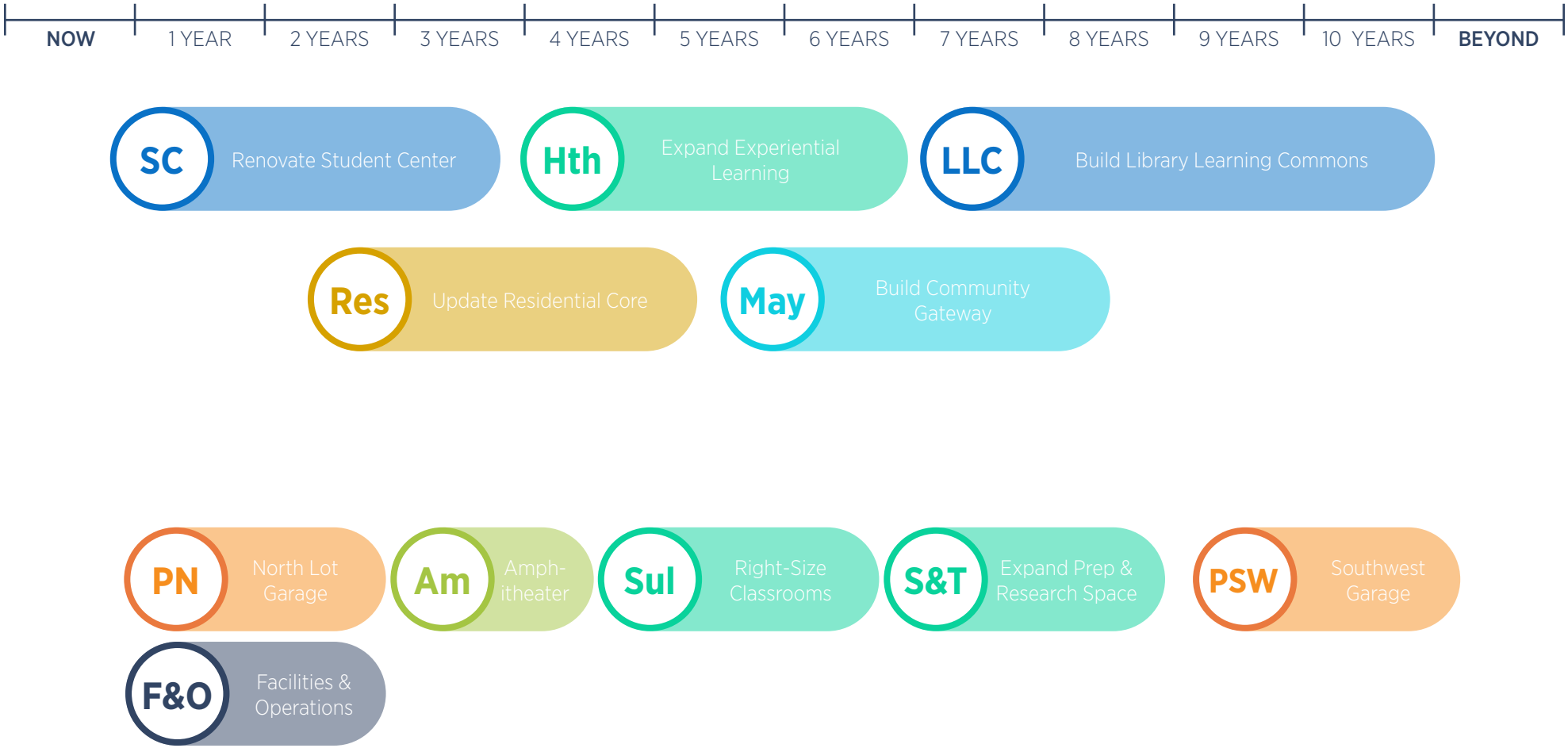
Strategically time **Long Term Priorities** offset from major investments.



PROPOSED TIMELINE

High-Level Summary

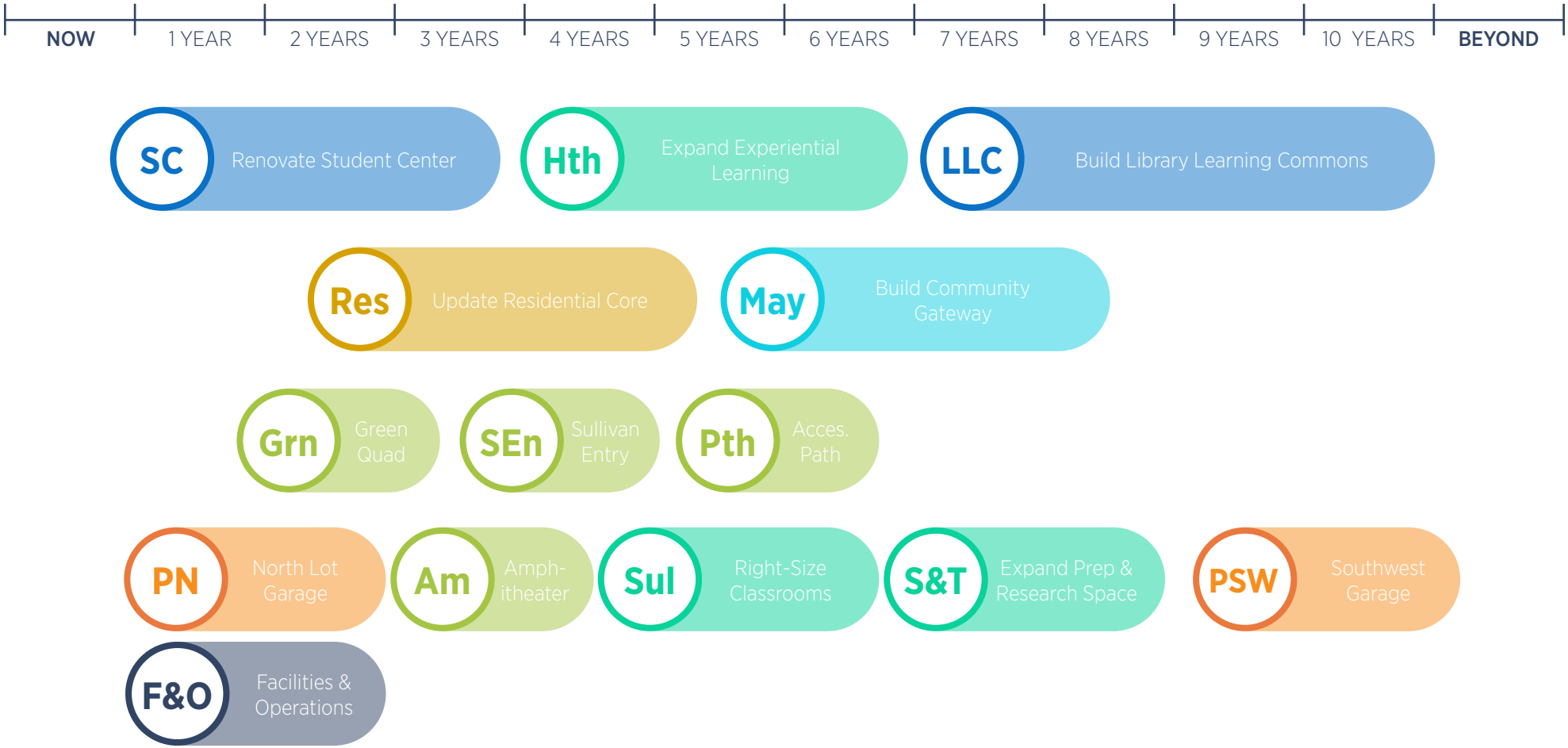
Add **supporting investments** where needed to facilitate growth.



PROPOSED TIMELINE

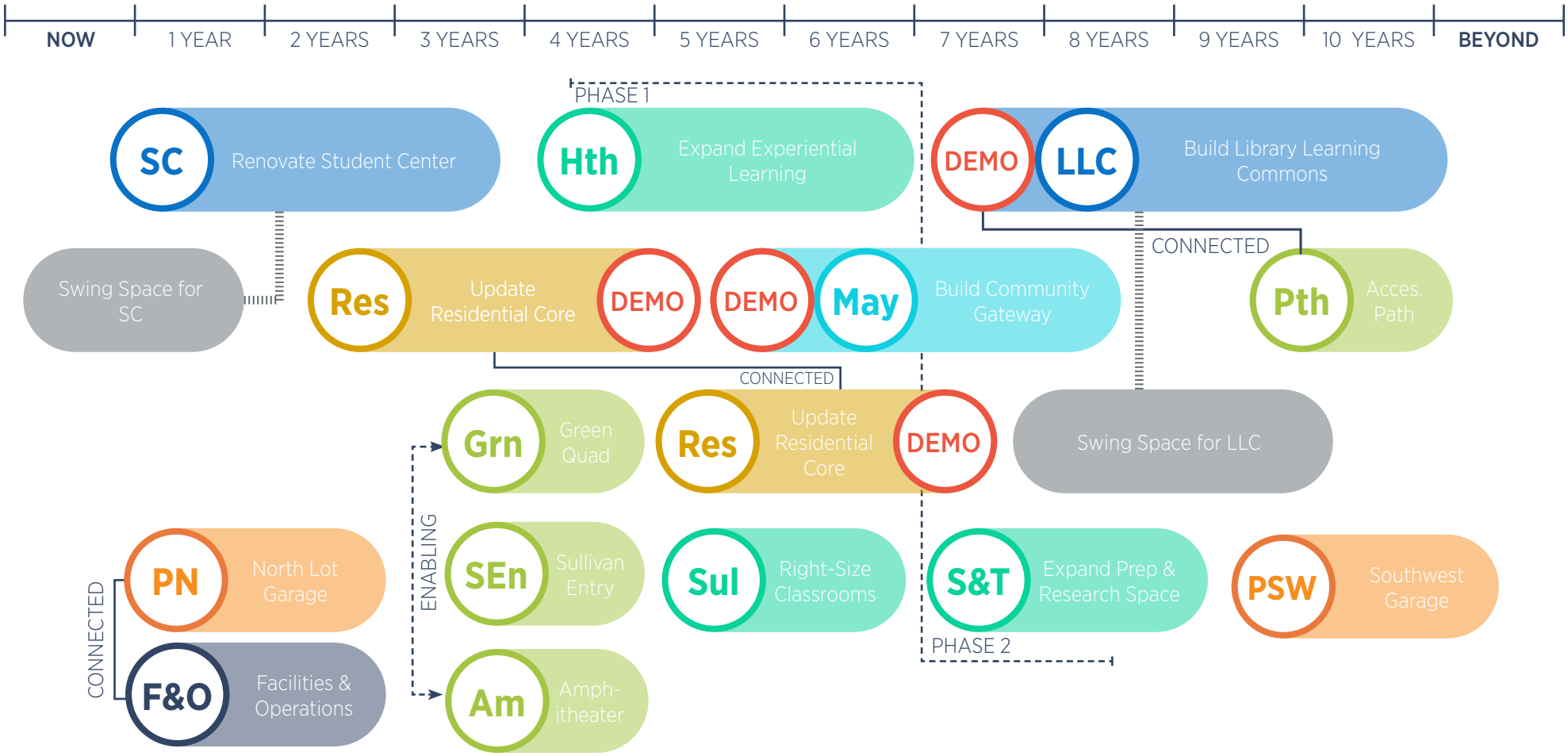
High-Level Summary

Consider **low-cost, high-impact** projects to target low-hanging fruit.



PREFERRED IMPLEMENTATION PLAN

Option A: Prioritizing Student Space And University Operations Needs



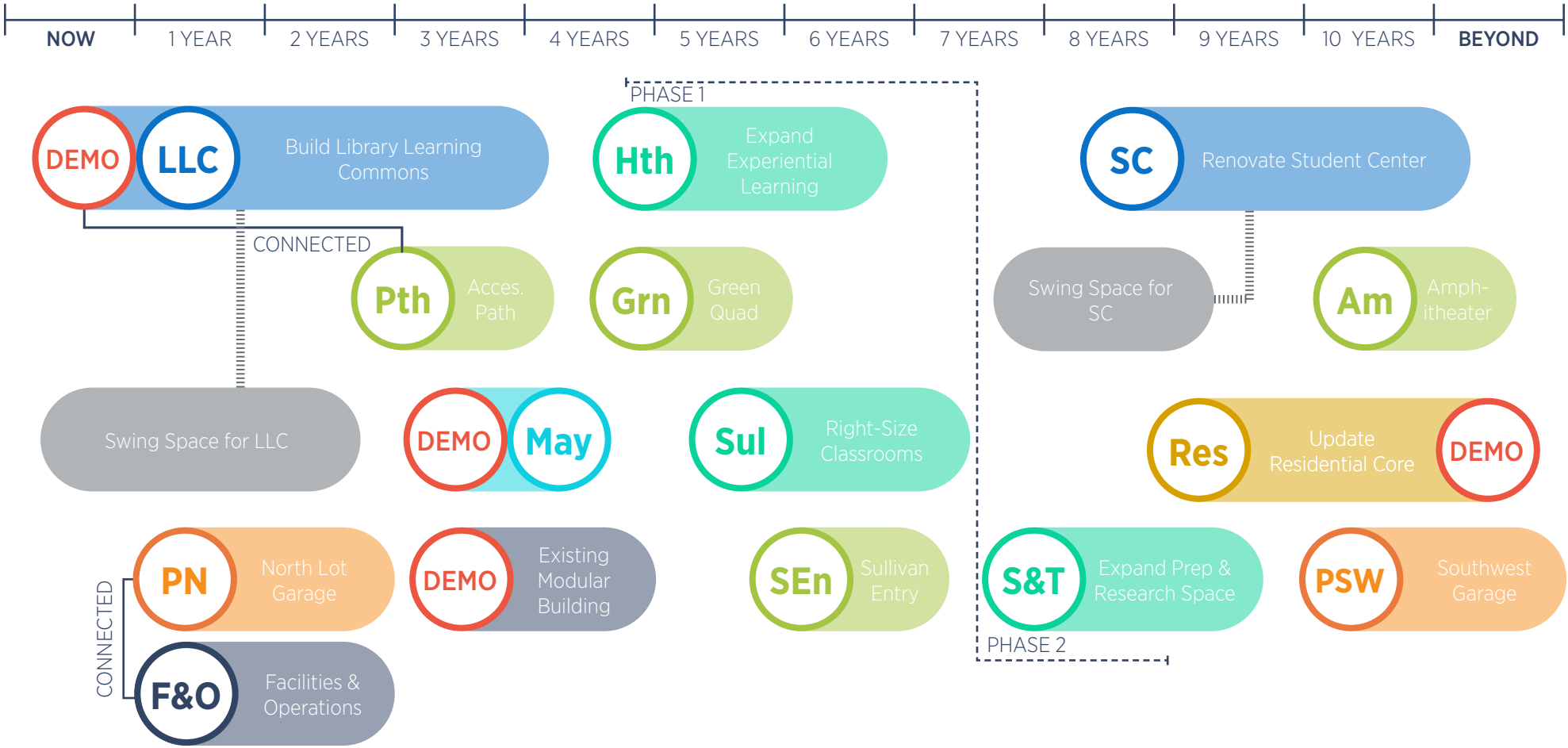
Implementation Plan

01 02 03 04 05

A. Other Options

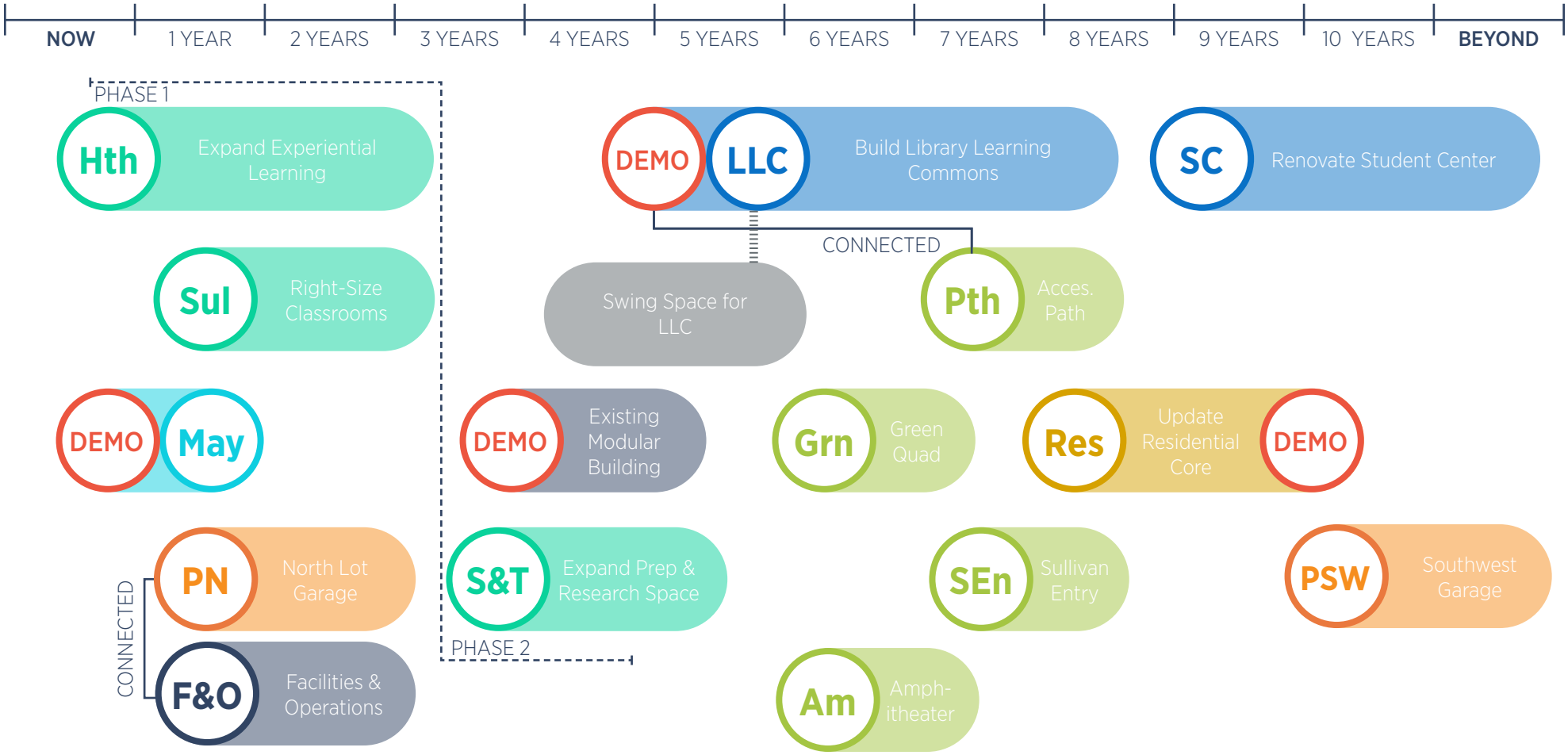
IMPLEMENTATION PLAN

Option B: Using The Library Learning Commons To Bridge The Need Between Experiential Learning And Student Spaces



IMPLEMENTATION PLAN

Option C: Prioritizing Health Science And Experiential Learning Space



PREFERRED ALTERNATE

Site Plan

LEGEND

- EXISTING BUILDING
- MODERATE RENOVATION
- HEAVY RENOVATION
- NEW BUILDING
- EXISTING SURFACE PARKING
- NEW SURFACE PARKING
- PEDESTRIAN PATHWAY
- NEW ROADWAY
- EXISTING ROADWAY
- NEW PLAZA
- NEW GARAGE
- PROPERTY LINE

NEW BUILDINGS

1. LIBRARY LEARNING COMMONS
2. HEALTH BUILDING
3. MAY STREET COMMUNITY HUB
4. OPERATIONS & FACILITIES IN NORTH GARAGE
5. RESIDENTIAL CORE

MAJOR RENOVATIONS

6. STUDENT CENTER

SUPPORTING RENOVATIONS

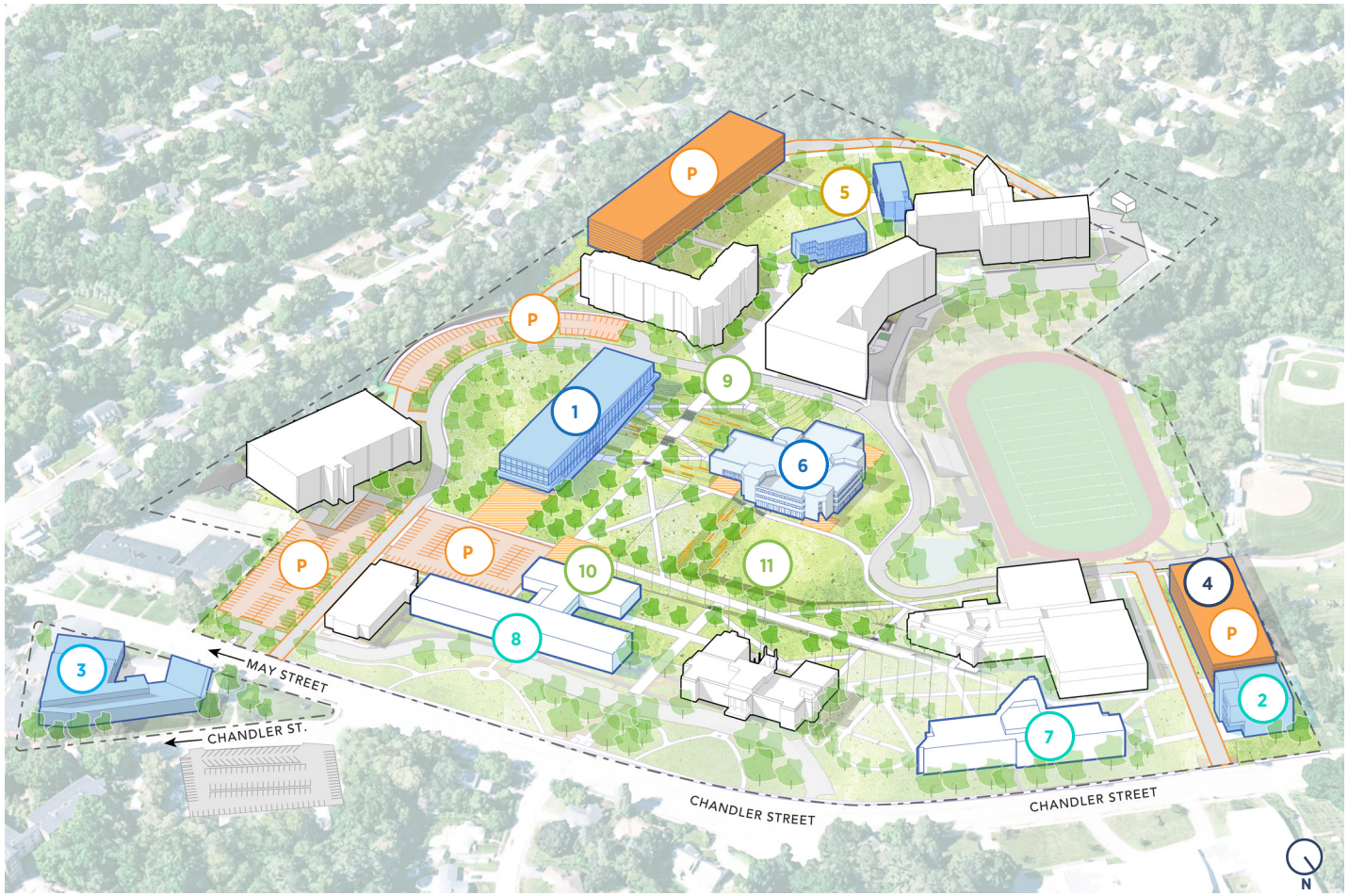
7. S&T RENOVATION
8. SULLIVAN RENOVATION

SITE AND LANDSCAPE

9. CENTRAL PATHWAY & AMPHITHEATER
10. SULLIVAN ENTRYWAY
11. EXPAND BINIENDA GREEN

PARKING

P. NEW PARKING



Appendix

01 02 03 04 05

A. **Ranking System**

B. **Impact Analysis**

RANKING SYSTEM

Points Earned

PROJECT GOALS *(1 Point Each, if applicable)*

Modernize the Student Center

Create a Learning Commons

Prioritize greening the Center of Campus

Create an accessible connection between Upper and Lower Campus

Optimize existing space and address space deficits

Deepen connections to the community

SWING SPACE OPPORTUNITY

Swing Space Needed *(-1 Point)*

Swing Space Offered *(+1 Point)*

FACILITIES CONDITIONS ASSESSMENT *(0-1, based on report)*

Building Condition Index - 10 Yr FCI

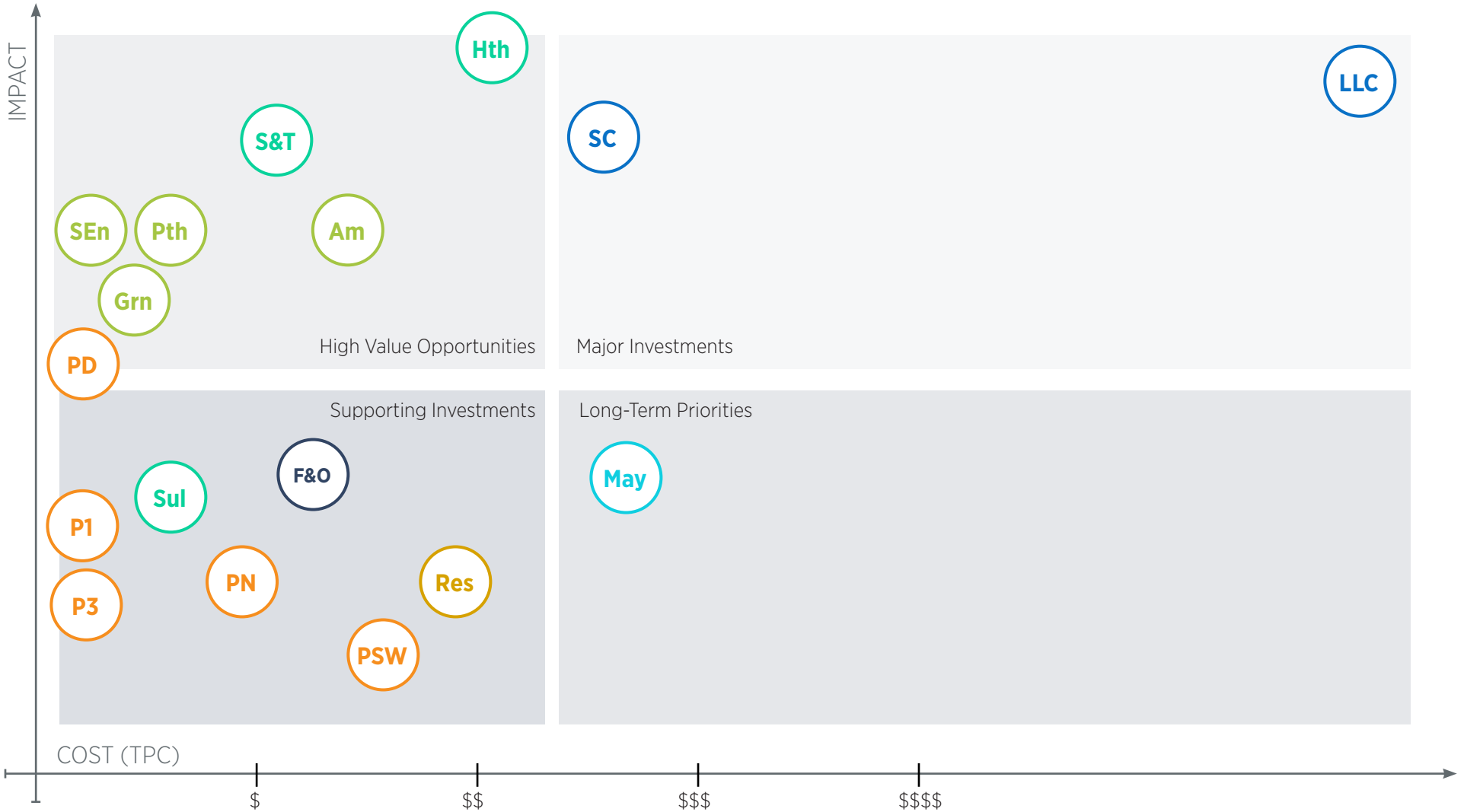
RANKING SYSTEM

Points Earned



IMPACT ANALYSIS

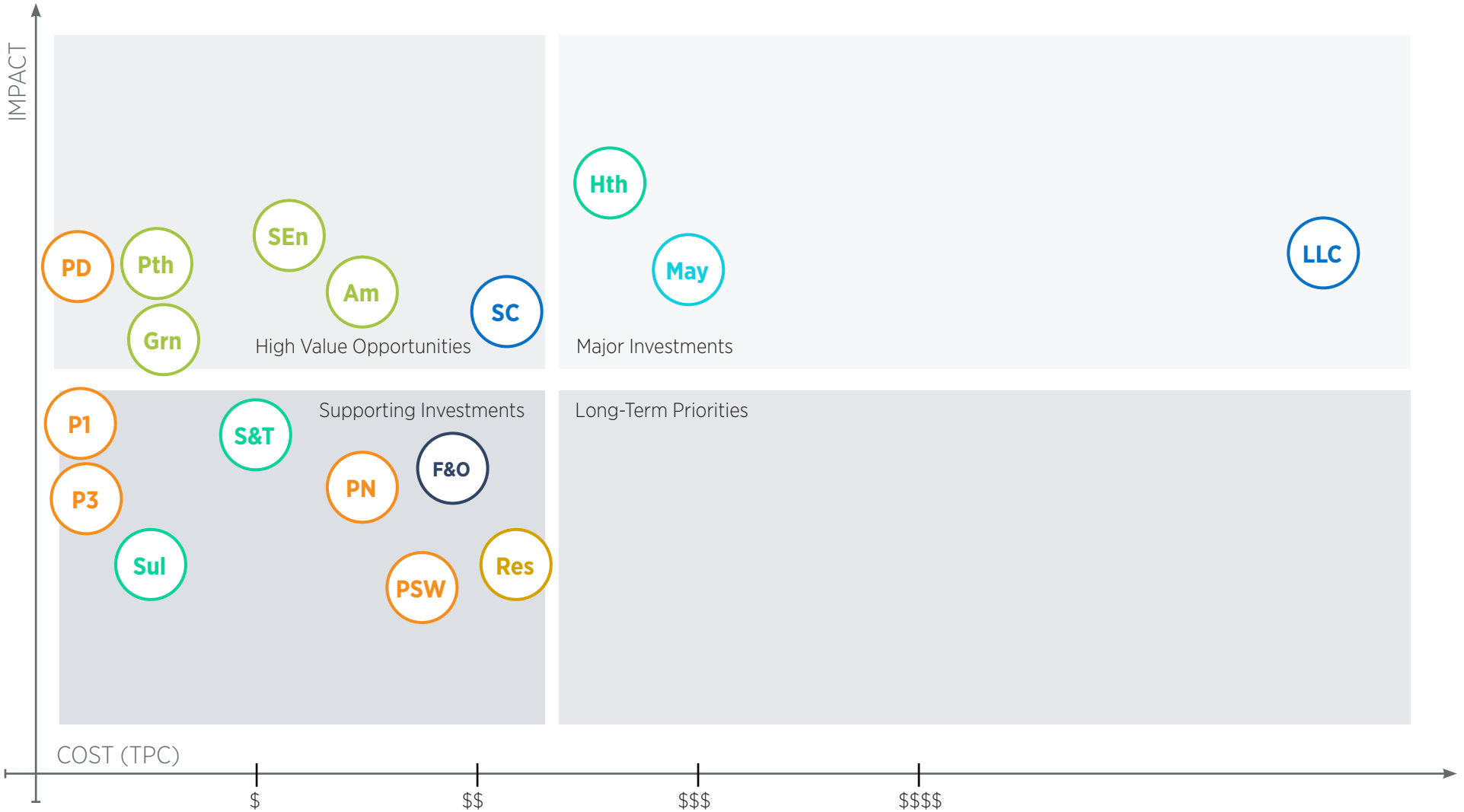
Relative Quadrants (Project Goals Only)



JONES ARCH

IMPACT ANALYSIS

Relative Quadrants (Swing Space & FCA Considered)



JONES ARCH

Worcester State University
Campus Master Plan



Mass. State Project No. WOR2501

Prepared For:
The Commonwealth of Massachusetts
The Division of Capital Asset Management
and Maintenance
One Ashburton Place
Boston, MA 02108

Worcester State University
486 Chandler Street
Worcester, MA 01602

Prepared By:
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Salem, MA 01970



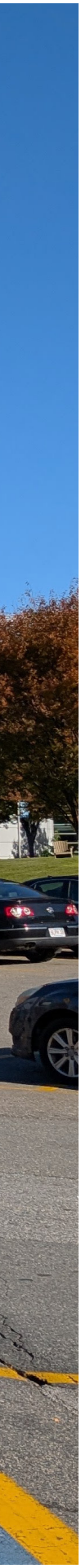


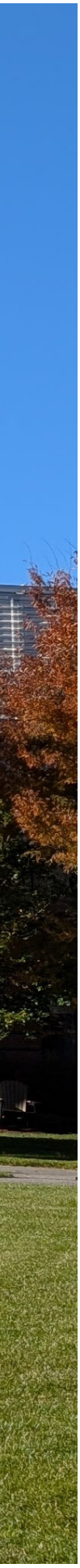
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Appendices

Task 1 Report
Task 2 Report
Task 3 Report
Presentations
Meeting Minutes





Acknowledgments

The preparation of this Master Plan has benefited from the involvement of many individuals and groups in the initial analysis, the discussion of issues, the development of plan recommendations and the drafting and review of the final recommendation.

Special thanks are extended to the Worcester State University faculty, staff, and students who participated in engagement sessions throughout the planning process. Their willingness to share their experiences, perspectives, and ideas provided valuable insight into the campus's existing conditions, challenges, and opportunities, helping to shape a Master Plan that reflects the needs and priorities of the University community.

Below are listed the key individuals and organizations that participated in the planning process. Any omission or errors are unintentional.

Division of Capital Asset Management

Sarah Felton, *Deputy Director for Planning*
Jennifer Burton, *Senior Project Manager*

Jones Architecture
Richard Jones, *President*
Sarah Tarbet, *Associate Principal and Project Manager*
Zara Silva-Landry, *Project Designer*

Crowley Cottrell Landscape Architecture
Naomi Cottrell, *Principal*
JP Charboneau, *Associate Principal*
Echo Chen, *Designer*

Rickes Associates
Monica Meyerhoff, *Principal*
Josh Barrett, *Data Analysis*

Worcester State University Campus Advisory Group
Barry Maloney, *President*
Kathleen Eichelroth, *VP of Administration & Finance, Executive Sponsor*
Jesilka Cortez, *Strategic Portfolio Officer, Planning Liason*

Dr. Ryan Forsythe, *VP of Enrollment Management*
Julie Kazarian, *VP of Student Affairs & Dean of Students*
Dr. Lois Wims, *Provost and VP of Academic Affairs*
Thomas McNamara, *VP of University Advancement*

Dr. Charlotte Haller, *Faculty member & MSCA Faculty Union Representative*
Deborah O'Neil, *AVP for Communications & Marketing*
Anisa Hoxha, *Director of Budget/Planning & Policy Development*

Worcester State University Facilities Team
Sandra Olson, *AVP for Facilities Operations & Planning*
Peter Fenuncio, *Director, Facilities Operations & Planning*

Worcester State University Foundation
Kevin Campbell, *Chair of Worcester State University Foundation Board*

Worcester State University Board of Trustees
Trustee David Tuttle
Trustee Darnell Dunn





Executive Summary


SULLIVAN ACADEMIC CENTER



1.1 Introduction

Worcester State University is a comprehensive public institution serving more than 5,200 undergraduate and graduate students from its 58-acre campus on the west side of Worcester. With approximately two-thirds of degree-seeking undergraduates commuting and many students and alumni living in Worcester County, the University is an important educational, cultural, and workforce resource for Central Massachusetts.

The compact campus contains strong academic programs, valued gathering spaces, and recognizable buildings, but its physical organization presents challenges. Significant grade changes divide the residential upper campus from the academic lower campus, while parking, service drives, and vehicular routes interrupt pedestrian movement. The Student Center and Learning Resource Center occupy a critical but constrained position at the campus center, while aging facilities, accessibility barriers, mismatched space inventories, and evolving teaching and student-support needs reinforce the need for long-term investment.

Developed through technical analysis, facilities assessment, campus engagement, and evaluation of planning alternatives, this Master Plan establishes a coordinated ten-year vision for addressing these conditions.

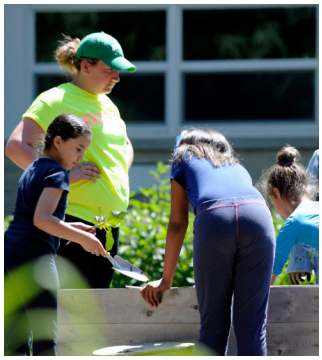
1.2 Master Plan Intent

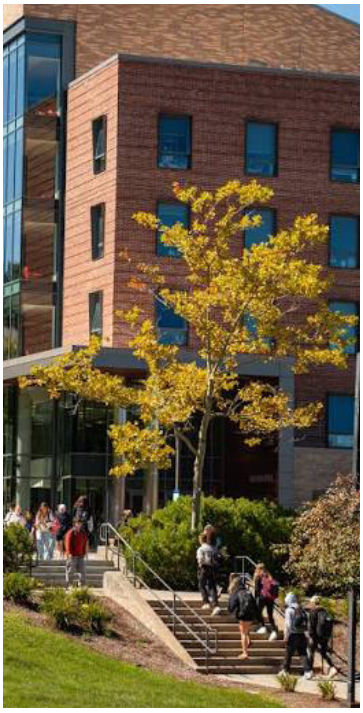
The Master Plan aligns Worcester State's physical campus with its academic mission, strategic priorities, and commitment to student success. It provides a framework for improving existing space, modernizing facilities, and directing new construction toward needs that cannot be met through renovation or reallocation. Rather than broad expansion, the plan emphasizes responsible stewardship through better scheduling, classroom right-sizing, strategic reuse, targeted investment, and coordination with accessibility, deferred maintenance, and decarbonization initiatives.

The plan provides a flexible framework that allows the University to respond to funding, enrollment, partnerships, program needs, and facility conditions while advancing a consistent long-term vision for buildings, landscape, circulation, parking, and operations.













Existing General Purpose Classrooms **66 Rooms**	Existing Classroom Square Footage **49,700 ASF**
Calculated Need at Current Enrollment **45 Rooms****	Calculated Square Footage Need **35,000 ASF**
Total Existing Campus Square Footage **469,216 ASF**	
Total Calculated Need* **451,000 ASF**	

*Non-residential assignable square footage

**Calculations are based on 70% occupancy, 70% hours of a 40-hour week, and current class enrollment numbers.

PHOTOS COURTESY OF WORCESTER STATE UNIVERSITY ARCHIVES FLICKR AND WORCESTER STATE UNIVERSITY FACEBOOK PAGES

1.3 Goals and Design Drivers

Seven project goals guided the development and evaluation of the Master Plan:

1. Strengthen community and belonging by creating a modern campus hub that supports connection, engagement, and student experience.
2. Advance student success by creating a Library Learning Commons aligned with contemporary teaching and learning models.
3. Enhance experiential learning through modern academic, clinical, research, and creative environments.
4. Create a student-focused green campus landscape that supports well-being, purposeful use, and safe connectivity.
5. Resolve circulation barriers between upper and lower campus to support safer and more accessible movement.
6. Address campus space needs by optimizing existing space and investing strategically where improvements provide the greatest value.
7. Deepen the University's connection to community, city, and state partners.

These goals reflect findings from the planning process and Worcester State's broader strategic direction. They also provided a consistent basis for comparing projects of different scales and types. Accessibility and pedestrian circulation emerged as especially significant design drivers. The campus's grade changes cannot be resolved through isolated ramps or small-scale improvements. Meaningful change requires coordinated landscape interventions, accessible pathways, and building entrances positioned at strategic elevations.

Campus engagement reinforced the importance of parking, food options, study and social space, accessible circulation, commuter support, and informal gathering. The process considered both widely shared priorities and less common responses affecting specific student groups, ensuring that the Preferred Alternate reflects the range of experiences present on campus.

1.4 Space Utilization

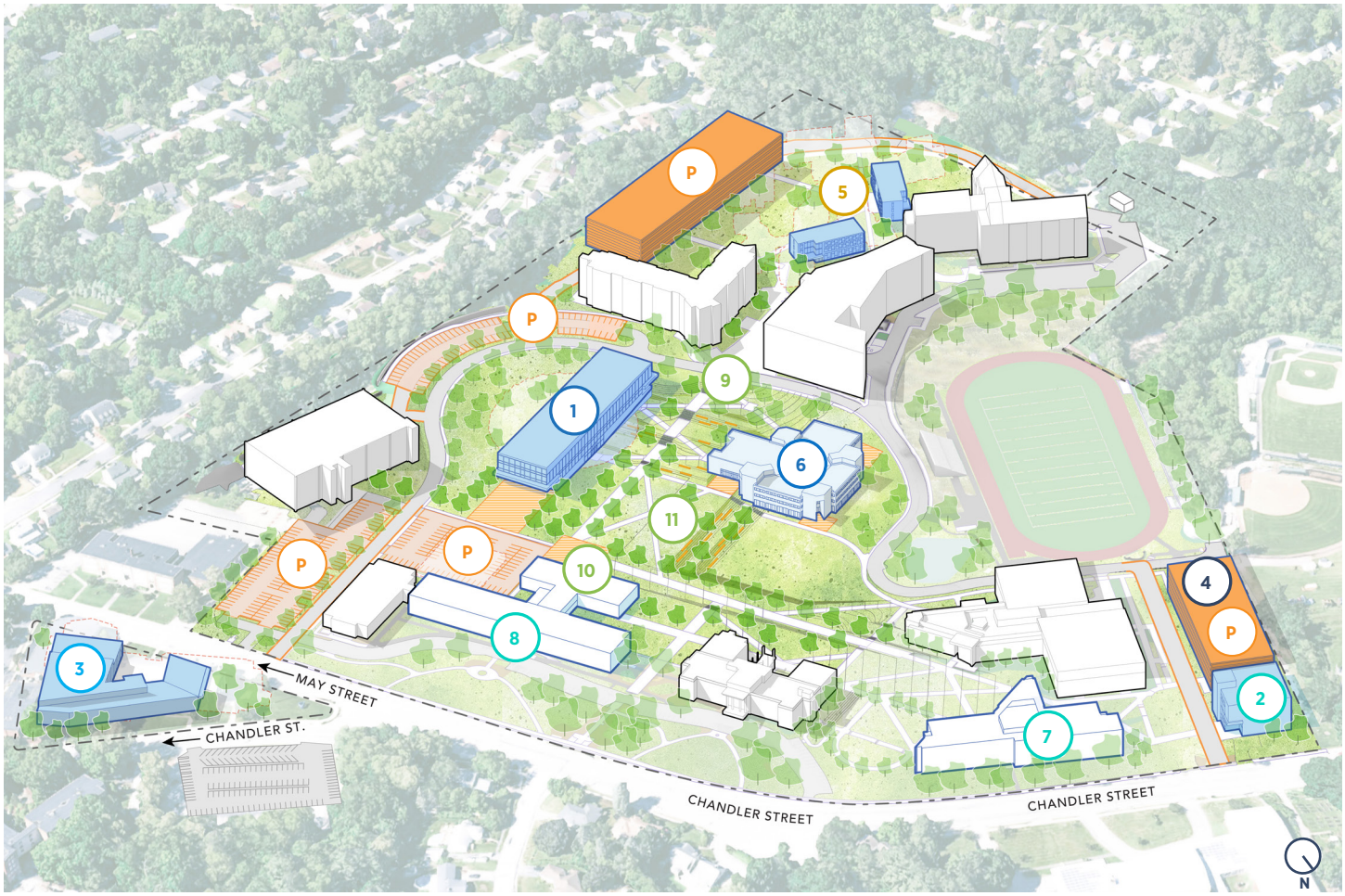
Overall, there is sufficient space on campus, but it must be reconfigured to meet current needs. At approximately 3,825 FTE, the University has about 469,000 assignable square feet of non-residential space, compared with a calculated need of 451,000. This close campus-wide alignment masks significant surpluses and deficits among individual space types.

General-purpose classrooms provide the clearest opportunity for realignment. The University has 66 classrooms totaling approximately 49,700 ASF, compared with a calculated need for 45 classrooms and 35,000 ASF. Seat occupancy and weekly utilization are below planning benchmarks. Distributing classes across a standard 40-hour instructional week, rather than the current compressed 24-hour window, would improve utilization, reduce peak congestion, and allow surplus classrooms to support higher-priority needs.

Office and administrative space presents another significant opportunity for realignment. The University currently has approximately 124,762 ASF compared with a calculated need of 89,010 ASF, a difference of nearly 35,750 ASF and the largest quantitative opportunity for optimization among the space categories analyzed. A detailed programming study is recommended to validate this opportunity, particularly within the Administration Building, and determine how space could be reconfigured to improve departmental adjacencies, expand shared meeting and hybrid-work environments, and advance the continued realignment of student-serving functions within the first-floor Academic Mall. The goal should be to use administrative space more efficiently while creating capacity to address needs elsewhere on campus.

Specialized instructional and campus support spaces present a different condition. Laboratories and supporting preparation, equipment, storage, and research areas are undersized, while facilities operations and storage are fragmented across temporary or inadequate locations. The Student Center and Learning Resource Center also require investment due to their physical conditions, configuration, and critical roles in student life and campus circulation. Collectively, these findings support redistribution and targeted investment rather than broad campus expansion.

PREFERRED ALTERNATE SITE AXONOMETRIC



LEGEND

- EXISTING BUILDING
- MODERATE RENOVATION
- HEAVY RENOVATION
- NEW BUILDING
- NEW GARAGE
- EXISTING SURFACE PARKING
- NEW SURFACE PARKING
- NEW PLAZA
- PEDESTRIAN PATHWAY
- NEW ROADWAY
- EXISTING ROADWAY
- PROPERTY LINE
- DEMOLISHED BUILDINGS

NEW BUILDINGS

1. LIBRARY LEARNING COMMONS
2. HEALTH BUILDING
3. MAY STREET COMMUNITY HUB
4. OPERATIONS & FACILITIES IN NORTH GARAGE
5. RESIDENTIAL CORE

MAJOR RENOVATIONS

6. STUDENT CENTER

SUPPORTING RENOVATIONS

7. S&T RENOVATION
8. SULLIVAN RENOVATION

SITE AND LANDSCAPE

9. CENTRAL PATHWAY & AMPHITHEATER
10. SULLIVAN ENTRYWAY
11. EXPAND BINIENDA GREEN

PARKING

P. NEW PARKING

1.5 Preferred Alternate

The Preferred Alternate is organized around two complementary strategies: fortifying the center of campus and using that redefined center to connect the upper and lower campus. Investment is concentrated where it can improve student experience, accessibility, circulation, academic support, and campus identity simultaneously.

A fully renovated Student Center and new Library Learning Commons anchor the renewed campus core. The Student Center retains its established dining, event, student organization, and student-life functions while addressing accessibility and building-system deficiencies.

	Goal	Intervention
Student Success	Create library learning commons.	Library Learning Commons
	Modernize student hub.	Student Center
Support	Address Support Space deficit.	Facilities & Operations
Community	Deepen connection to community.	May Street
Academic	Expand experiential learning.	Health Building
	Right-size research and prep space.	S&T Renovation
	Right-size classroom space.	Sullivan Classroom Renovation
Student Life	Plan for future flexibility in bed types & quantities.	Residential Core.
Landscape	Resolving circulation barriers, supporting accessible movement.	Sullivan Entry
	Strengthen community & create a vibrant, modern campus hub.	Amphitheater
	Student-focused, green campus landscape.	Expand Campus Green
	Resolve circulation barriers, strengthen connection between Upper and Lower Campus.	Central Pathway
Parking	Create a student-focused, green campus, resolving circulation barriers, and supporting more accessible movement by removing parking in the campus core.	North Parking Garage
		Parking behind Residential Core
		Re-organizing Surface Lots

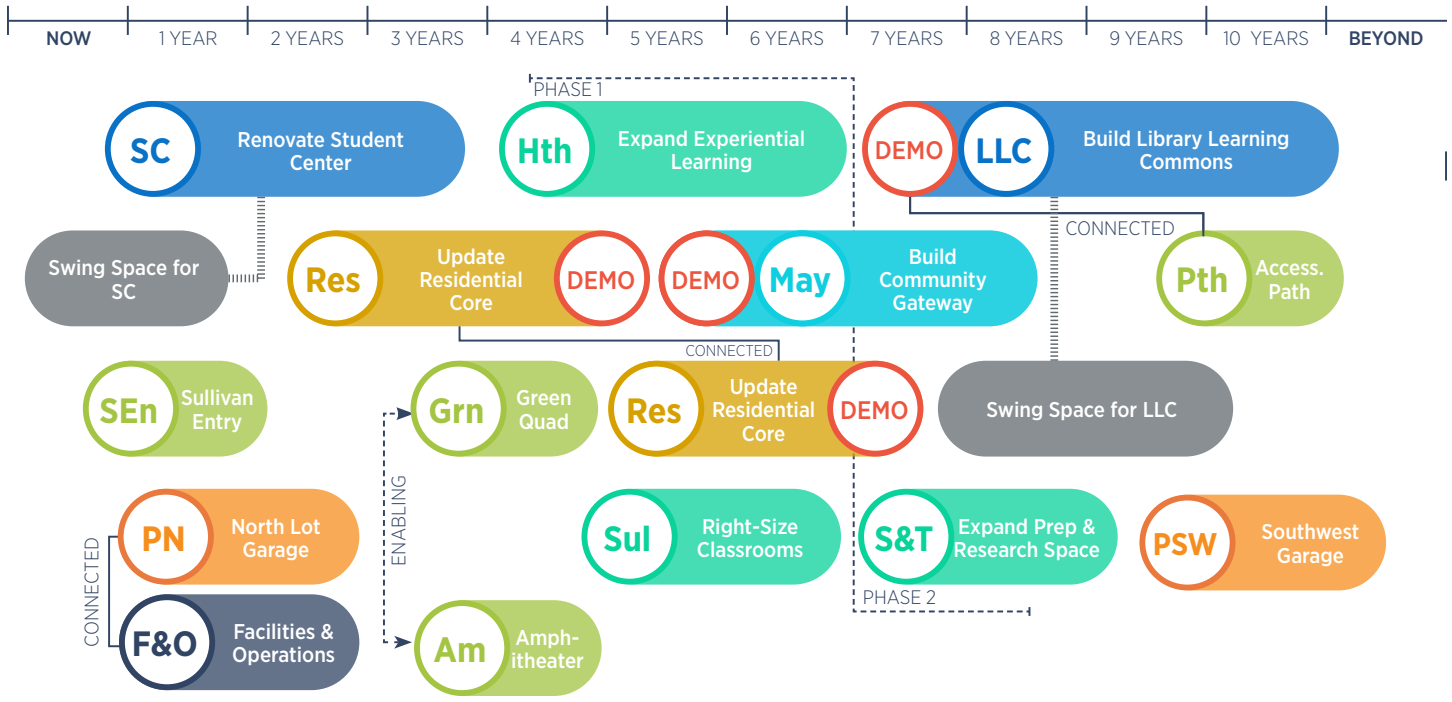
The Library Learning Commons replaces the existing Learning Resource Center with a flexible, linear building that accommodates contemporary library and study environments, academic and technology support, Communication and Media, Criminal Justice, and Visual and Performing Arts programs currently located at the remote Craft Center.

The buildings work together with an expanded campus green, central pathway, outdoor events space, and strategically located entrances to create an accessible connection across the campus's changing grades. These improvements replace vehicle-dominated areas with a clearer pedestrian network and establish a shared center for residential and commuter students.

Academic investment is focused on a new Health and Experiential Learning Building and a coordinated renovation of the Science and Technology Building. Together, these projects right-size health-science teaching and clinical spaces, expand research and laboratory support, and strengthen hands-on learning. Classroom right-sizing within Sullivan creates student and faculty collaboration space and capacity for offices displaced by future projects.

Supporting projects include a new Facilities and Operations Center integrated into the North Parking Garage, a community-facing hub at May Street, phased replacement of Chandler Village, and parking improvements that move vehicles away from the campus center. Final parking capacity should be confirm ed through a comprehensive demand study after academic scheduling changes are implemented.

IMPLEMENTATION PLAN A



1.6 Implementation Strategy

The implementation plan establishes a flexible ten-year framework informed by project cost benchmarks, the seven Master Plan goals, swing-space needs, and the 10-year Facility Condition Index. This analysis identifies High Value Opportunities, Major Investments, Supporting Investments, and Long-Term Priorities. Landscape and accessibility projects provide significant value at comparatively modest cost, while the Student Center, Library Learning Commons, and experiential-learning investments form the plan's major anchors. May Street also serves as an important enabling project because of its potential to provide swing space.

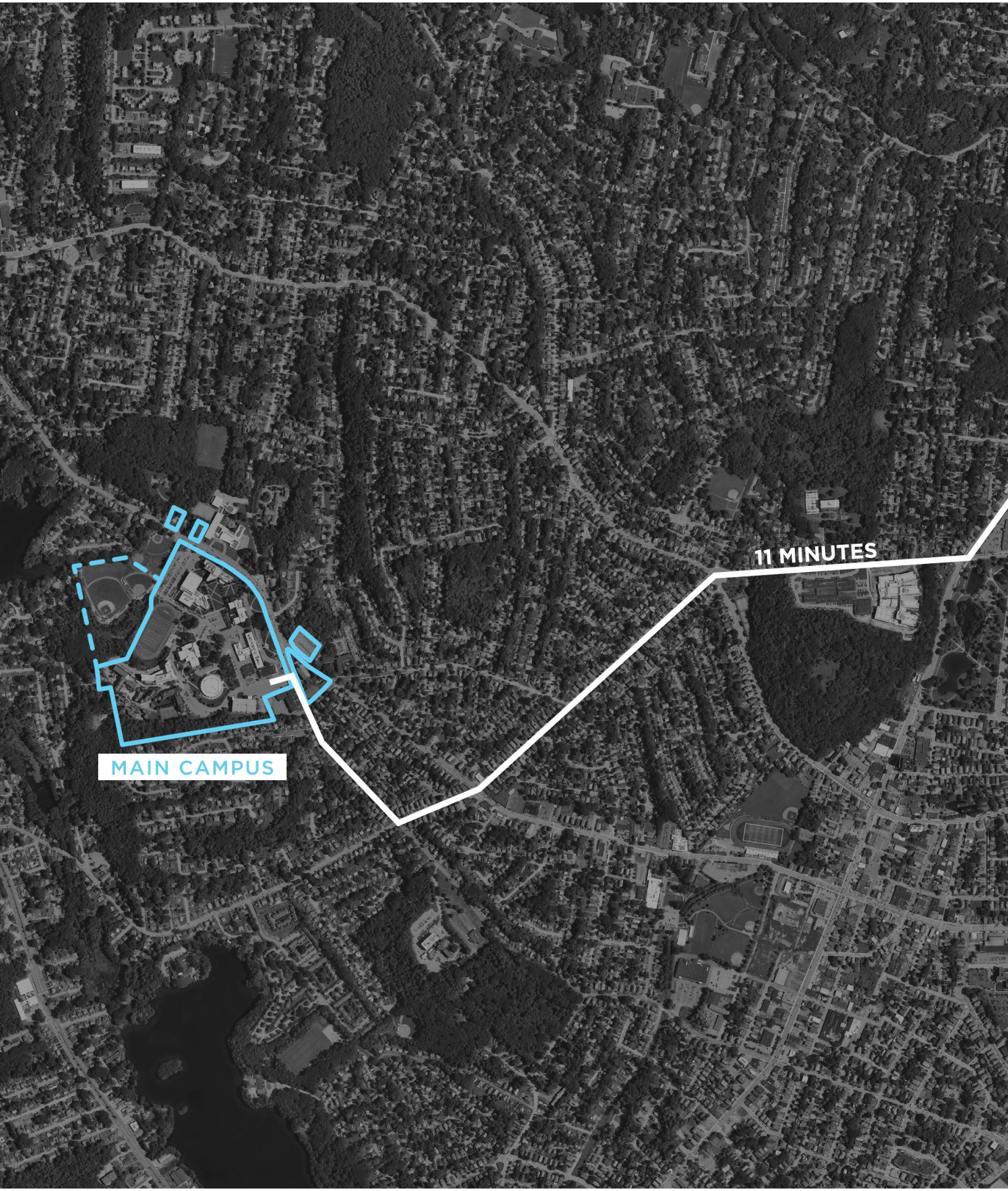
Three potential sequences demonstrate how implementation can begin with different priorities: Beginning at the Heart starts with the Student Center, Lead with Learning begins with the Health and Experiential Learning Building, and From Circle to Whole advances the Library Learning Commons first. Each carries different phasing, parking, and swing-space requirements but supports the same long-term vision.

Together, these conditions shaped a Master Plan focused on connecting the campus, aligning its physical resources with current needs, and establishing a flexible framework for future investment.





Project Context


11 MINUTES
MAIN CAMPUS



2.1 Campus Location

Worcester State University's 58-acre main campus is located on the residential west side of Worcester, west of downtown and northeast of Patch Reservoir. The compact campus is integrated into its surrounding neighborhood and is located near several municipal schools and recreational facilities, including Worcester Dual Language Magnet School, May Street School, Rockwood Field, and the Burkett Little League fields. The University also maintains access to a research property on Patch Reservoir through a long-term arrangement with the Greater Worcester Land Trust, supporting fieldwork in environmental science, biology, geography, and chemistry.

Chandler Street forms the northeastern edge of the main campus and serves as its primary public-facing corridor. Campus entrances are located along Chandler Street and near its intersections with May Street, which approaches the campus from the southeast. On-street parking is currently available along portions of both sides of Chandler Street.

The core campus is primarily owned by the Commonwealth of Massachusetts. The Worcester State Foundation owns or holds several strategic properties near the campus, including the former Temple Emanuel property at 280 May Street, the President's Residence, the Worcester State Teaching Garden at 531 Chandler Street, the Chandler Street house occupied by the Latino Education Institute, and the parking lot at 485 Chandler Street (Q-Lot). These properties extend the University's presence beyond the core campus and provide opportunities for community engagement, parking, future development, and institutional flexibility.

Worcester State also maintains an affiliation with the independently operated Worcester Center for Crafts at 25 Sagamore Road. Through this partnership, the Center provides studio space for Visual and Performing Arts courses, senior art students, and other University activities. The Sagamore Studios are approximately eleven minutes from the main campus, and Worcester State operates a dedicated student shuttle between the two locations.






LEARNING RESOURCE
CENTER








WELCOME


Learning
Resources
Center
Auditorium
MAY STREET

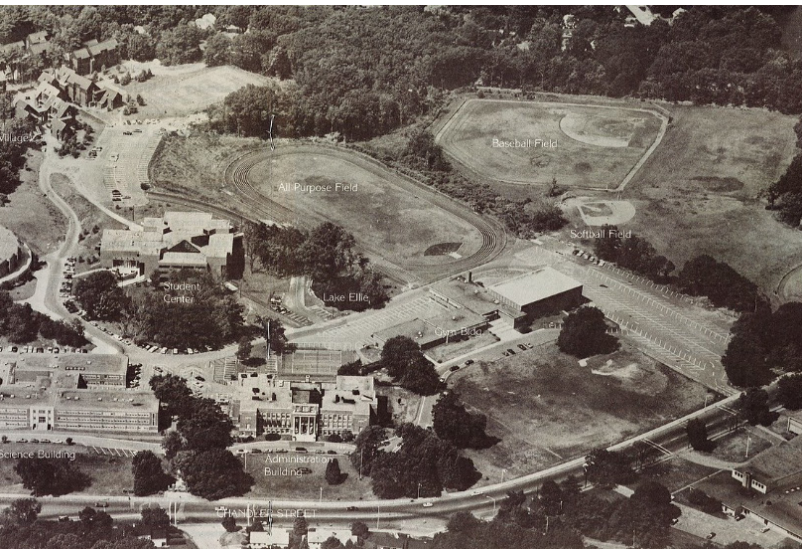












2.2 Institutional Background

Founded in 1874 as the Worcester Normal School, Worcester State University began as the fifth state-funded teacher-training school in Massachusetts. The institution moved to its present Chandler Street campus in 1932 and gradually expanded beyond teacher education, becoming a liberal arts and sciences college in 1963 and Worcester State University in 2010. Throughout this evolution, its public mission has remained centered on providing an accessible, high-quality education that prepares students to contribute to their professions and communities.

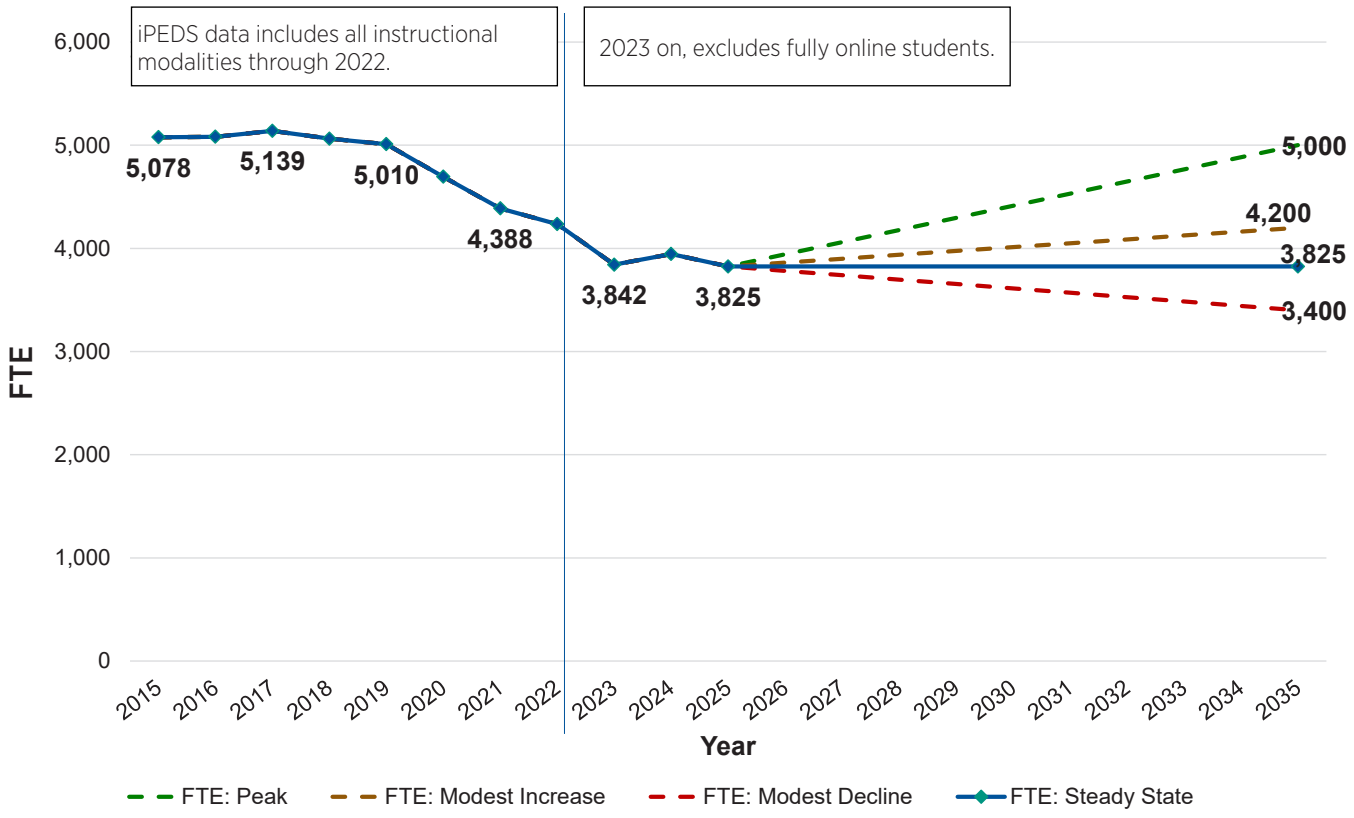
Today, Worcester State is a comprehensive public university serving 5,273 students, including 4,485 undergraduate and 788 graduate students. Its regional role is especially significant: 94 percent of degree-seeking undergraduates are Massachusetts residents, more than 3,600 students come from Worcester County, and nearly 23,000 alumni continue to live within the county. This deep regional presence positions the University as an important educational, cultural, and workforce resource for Worcester and Central Massachusetts.

Worcester State serves both residential and commuter populations, with approximately two-thirds of degree-seeking undergraduates commuting to campus. This pattern shapes the daily campus experience and reinforces the importance of convenient parking, accessible circulation, flexible study and gathering spaces, food options, and student services that support students throughout the day.

The University offers a broad academic portfolio rooted in the liberal arts and sciences and closely connected to regional workforce needs. Business Administration is its largest undergraduate major, followed by Psychology, Nursing, Criminal Justice, Biology, and Computer Science. Worcester State also maintains particular strength in the health professions through Nursing, Occupational Therapy, Public Health, and Speech-Language-Hearing Sciences, while Education remains an important part of its identity and historic mission. Together, these programs reinforce the University's role in preparing graduates for careers in health care, education, business, technology, human services, and public service throughout the region.

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ENROLLMENT TRENDS AND PROJECTIONS

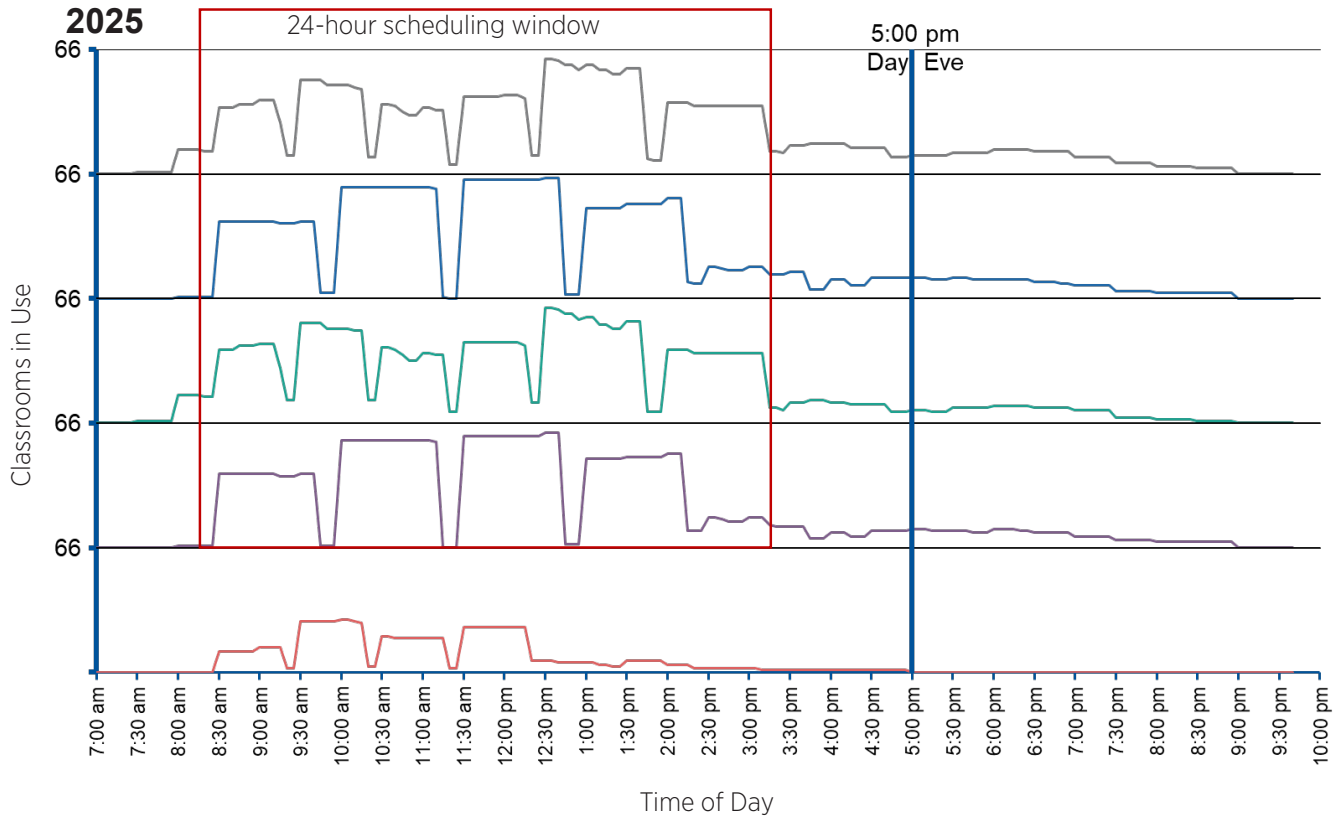


2.3 Enrollment Targets and Projections

On Campus enrollment peaked in 2016 at 6,100 headcount and 5,000 FTE and has steadily declined to 3,825 FTE in 2025. For purposes of the master plan, we studied space needs based on today's enrollment remaining steady. We did consider a few scenarios in concept, to make sure we are remaining flexible and not restricting growth if that were the scenario presented.

Another opportunity on campus with space implications is the formalization of hybrid administrative work practices that have been in place since the COVID-19 pandemic. At the time of this Master Plan, the University was developing formal workplace and space management policies to establish an institutional framework that balances existing hybrid practices with operational needs and the efficient use of space. These policies should be implemented in coordination so that work arrangements, onsite staffing needs, space utilization, workspace configuration, and shared meeting and collaboration space are considered together. Existing administrative office spaces lack sufficient shared meeting and collaboration areas to support successful hybrid work and should be studied prior to the rollout of the University's formal workplace framework.

NUMBER OF CLASSROOMS IN USE WEEKLY



2.4 Schedule Analysis

Classes are currently concentrated within a 24-hour weekly scheduling window, approximately six hours per day over four days, rather than distributed across a broader five-day instructional scheduling window (40-hour week). This compressed schedule creates intense peaks in classroom use, campus arrivals, and parking demand, even while classrooms and parking spaces may be available at other times. The result is an operational imbalance that makes both classroom and parking needs appear greater than they would under a more evenly distributed schedule.

The University should treat expansion to a fuller five-day instructional scheduling window (40-hour week) as a foundational recommendation of the master plan. Distributing classes more evenly across the day and week would provide the following benefits:

Student and Campus Access

- Support student retention and persistence efforts by reducing predictable parking and circulation barriers that may delay students in reaching class during peak periods.
- Improve campus access for employees by reducing peak-period competition for parking and congestion associated with concentrated class schedules.

Operational and Space Efficiency

- Reduce peak parking and circulation congestion during class changes.
- Improve weekly classroom utilization and seat occupancy.
- Allow underutilized classrooms to be consolidated or repurposed for other priorities.

Future Capacity

- Provide greater flexibility to accommodate future enrollment and program growth.

The master plan's classroom analysis and space recommendations are based on industry-standard utilization targets measured across a 40-hour week. The recommendations therefore assume that the University will actively pursue a broader and more balanced scheduling model. If the current 24-hour pattern continues, peak-time pressure will remain, and the University may not realize the space efficiencies identified in this plan. This assumption is critical when evaluating the plan's conclusions regarding classroom need, surplus space, and opportunities for reallocation.

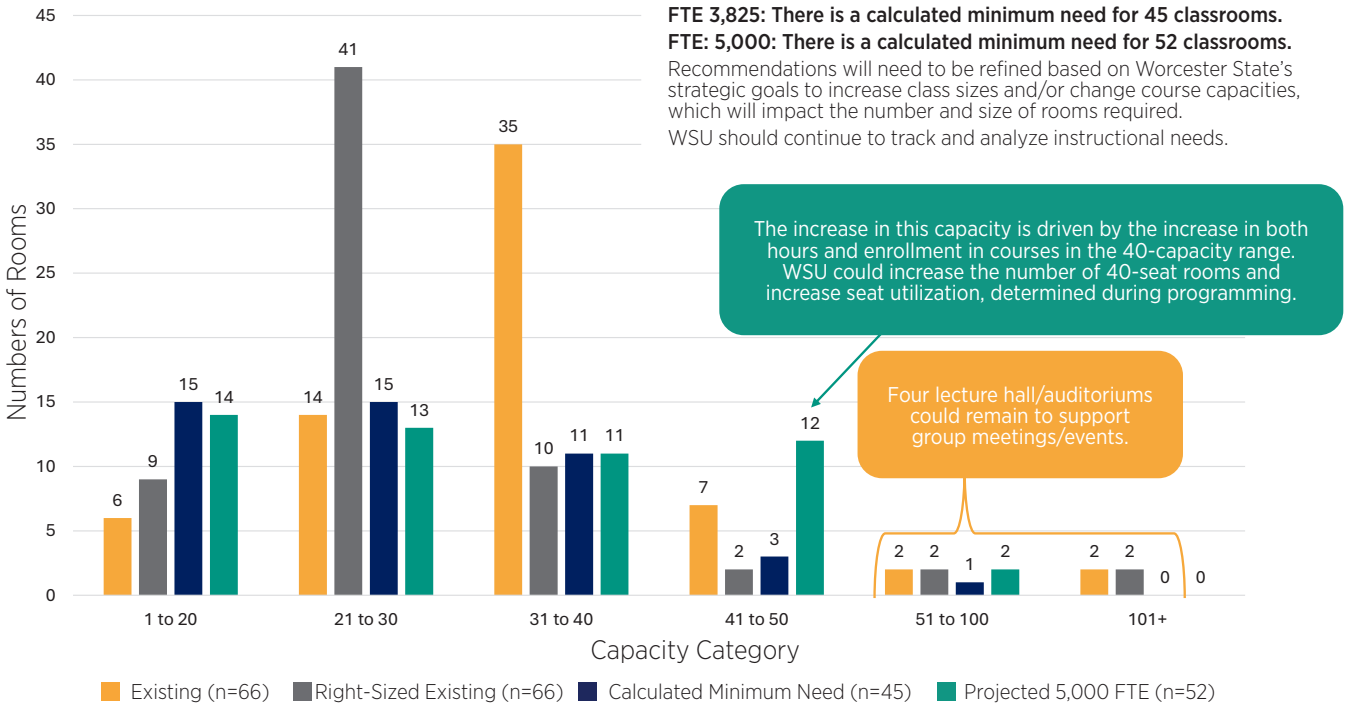
Parking constraints remain a significant concern, particularly around the Tuesday and Thursday 11:30 a.m. class change. While a comprehensive parking demand study was not included in the scope of this Master Plan, the University should address parking through a phased approach, beginning with implementing scheduling changes, monitoring their effect on peak parking occupancy, and then undertaking a holistic parking study to determine the appropriate long-term supply.

NUMBER OF STUDENTS ON CAMPUS PER WEEKLY SCHEDULE

Time	M	U	W	R	F
9:00 AM	1199	1132	1242	1029	424
9:15 AM	932	1154	951	1051	424
9:30 AM	1694	1204	1688	1101	895
9:45 AM	1694	287	1688	199	895
10:00 AM	1617	1706	1611	1603	910
10:15 AM	1570	1739	1566	1625	866
10:30 AM	1335	1719	1327	1625	639
10:45 AM	1232	1719	1224	1601	623
11:00 AM	1242	1693	1222	1567	609
11:15 AM	1191	172	1199	96	595
11:30 AM	1169	1735	1180	1676	664
11:45 AM	1139	1735	1150	1676	664
12:00 PM	1122	1735	1118	1676	664
12:15 PM	1078	1735	1074	1676	664
12:30 PM	1518	1757	1534	1684	186
12:45 PM	1431	78	1481	62	163
1:00 PM	1428	1292	1439	1226	197
1:15 PM	1367	1278	1356	1226	154
1:30 PM	1524	1358	1590	1360	309
1:45 PM	425	1373	423	1374	309
2:00 PM	1077	1399	1164	1377	264
2:15 PM	1077	262	1164	290	253
2:30 PM	1027	442	1096	482	219
2:45 PM	1027	416	1096	456	219
3:00 PM	1014	430	1096	470	219
3:15 PM	1014	430	1096	470	199
3:30 PM	533	343	543	383	168
3:45 PM	526	160	536	226	142
4:00 PM	506	160	536	221	142
4:15 PM	397	121	417	125	103
4:30 PM	244	164	229	163	27
4:45 PM	244	164	229	163	27
5:00 PM	165	140	144	151	0

The scheduling pattern demonstrates a significant concentration of classroom activity during mid-day periods, particularly on Tuesdays and Thursdays, with substantially lighter utilization during later afternoon and Friday periods. The 11:30 a.m. class change on Tuesdays and Thursdays creates the greatest pressure on general-use classrooms and parking. Redistributing some courses to lighter scheduling periods, including earlier morning periods, later afternoon periods, and Fridays, could reduce these peak demands and improve use of existing campus capacity.

CLASSROOM NEED - EXISTING, CALCULATED, RIGHT SIZED, AND PROJECTED



FTE 3,825: There is a calculated minimum need for 45 classrooms.
FTE: 5,000: There is a calculated minimum need for 52 classrooms.
Recommendations will need to be refined based on Worcester State's strategic goals to increase class sizes and/or change course capacities, which will impact the number and size of rooms required.
WSU should continue to track and analyze instructional needs.











2.5 Space Needs

The primary space challenge at Worcester State University is not the overall quantity of space, but how that space is configured, located, and performing. At the current enrollment of approximately 3,825 FTE, the University has approximately 469,000 assignable square feet of non-residential space, compared with a calculated need of approximately 451,000 assignable square feet. This relatively close alignment at the campus-wide level masks significant surpluses and deficits among individual space types. In many cases, existing space is not the right size, quality, configuration, or location to effectively support current programs, contemporary teaching practices, student needs, and campus operations.

General-purpose classrooms represent the clearest opportunity for realignment. The University currently has 66 classrooms totaling approximately 49,700 assignable square feet, compared with a calculated need of approximately 45 classrooms and 35,000 assignable square feet at current enrollment. Average seat occupancy is approximately 55 percent and weekly room utilization is approximately 47 percent, both below the 70 percent planning benchmark. Course enrollment patterns do not fully utilize existing classroom capacity, with nearly half of courses enrolling fewer than 20 students despite many classrooms accommodating 31 to 40 students. Increasing class sizes and adjusting course capacities would improve utilization and help determine future classroom needs.

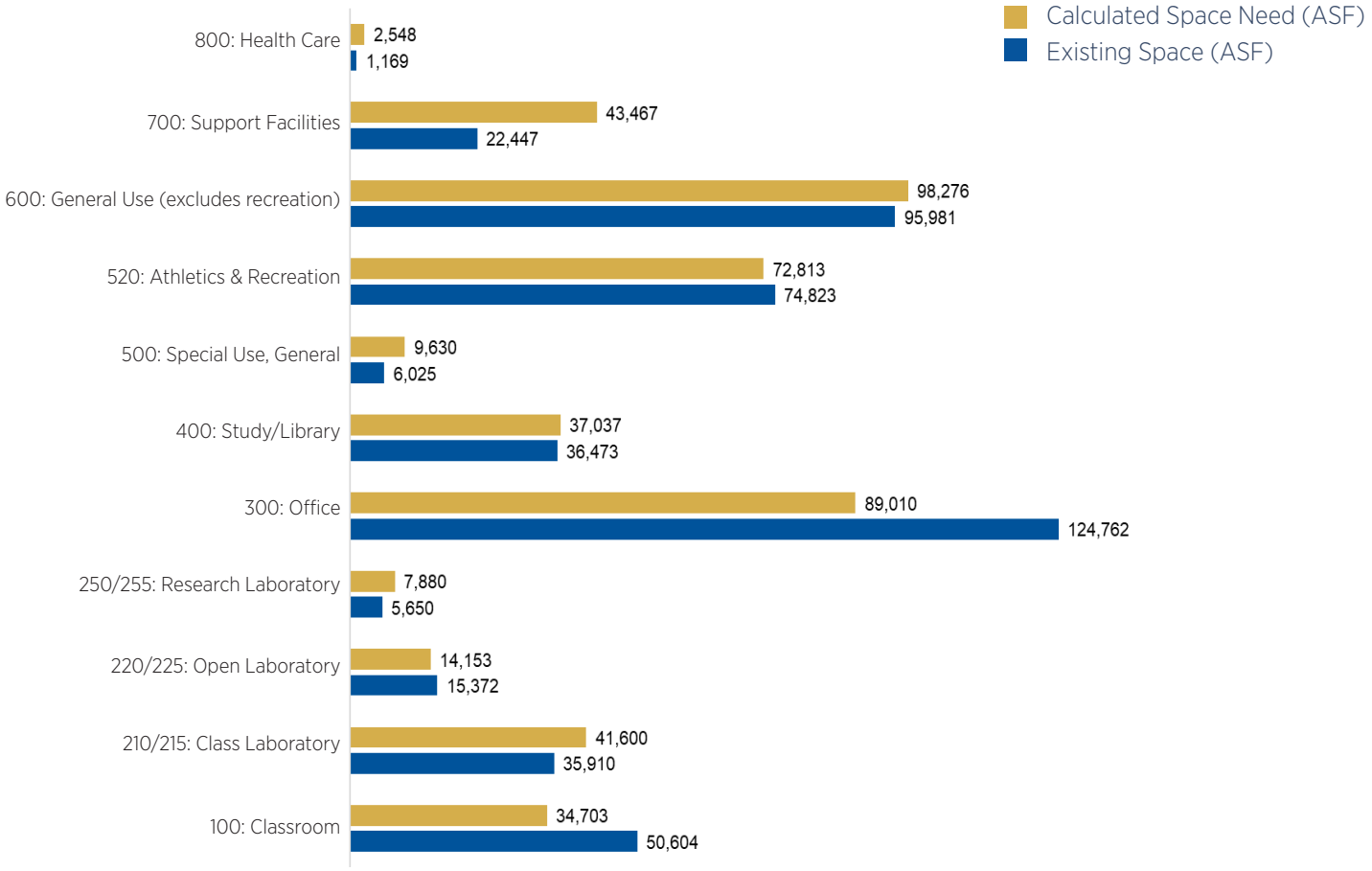
The ability to realize this classroom surplus depends in part on distributing courses more evenly across a 40-hour instructional week. With improved scheduling and a better alignment between room size and course enrollment, instructional activity can be consolidated into fewer, better-configured classrooms. This would allow under-performing rooms to be repurposed for student support, collaboration, specialized instruction, and other priority needs. Even at a future enrollment of approximately 5,000 FTE, the calculated need increases to only about 52 classrooms, which remains below the University's existing inventory.

Specialized instructional space presents a different condition. Although the University has 31 teaching laboratories compared with a calculated current need of 27, the existing labs and their support areas are undersized. Approximately 35,900 assignable square feet is currently available, compared with a calculated need of approximately 41,600 assignable square feet. Labs are generally well occupied when scheduled, but their functionality is constrained by inadequate layouts, equipment space, preparation areas, refrigeration, storage, and other specialized support functions. Targeted expansion and reconfiguration are particularly important for Nursing, Occupational Therapy, Speech-Language-Hearing, Microbiology, Earth, Environment and Physics, and research within Biology and Chemistry.

The Learning Resource Center and Student Center are especially critical to understanding the University's space needs. Located together at the heart of campus, these buildings are the workhorses of student support and student life. They also form the physical center of the University, connecting the upper and lower campus and shaping how students move between academic, residential, and recreational areas. Their future is therefore central not only to the distribution of program space, but also to accessibility, circulation, campus identity, and the overall student experience.

The limitations of these buildings are not fully reflected through space utilization data alone. The University's decarbonization analysis and facilities condition assessments identify building systems and physical conditions that are increasingly limiting their ability to support the modern student. Addressing these facilities requires consideration of adaptability, accessibility, and long-term building performance in addition to the amount of space they contain.

ORDER OF MAGNITUDE SPACE NEED - EXISTING AND CALCULATED













The Learning Resource Center is constrained by its circular footprint and central core, which limit efficient planning, wayfinding, renovation, and reuse. These characteristics make it difficult to introduce the group study rooms, collaboration areas, technology-enabled spaces, instructional support services, and other functions expected of a contemporary learning commons. Its future will require a careful assessment of whether comprehensive renovation can overcome these inherent limitations or whether replacement would provide greater long-term value.

The Student Center is less constrained by its geometry, but faces more significant mechanical, accessibility, and deferred maintenance challenges. These underlying conditions must be addressed as part of any future redevelopment rather than treating the project solely as an interior reprogramming effort. Renovation or replacement should create a modern and accessible center for student life with flexible meeting, lounge, dining, collaboration, and large-event spaces.

Office and administrative space presents the largest quantitative opportunity for optimization and reconfiguration. The University currently has approximately 124,762 assignable square feet of office space compared with a calculated need of approximately 89,010 assignable square feet, a difference of nearly 35,750 assignable square feet. This figure does not represent a single block of surplus space that is immediately available for reassignment. Rather, it reflects the cumulative effect of smaller inefficiencies across the campus, including office size and configuration, fragmented departmental locations, limited shared resources, and important storage, meeting, and support functions accommodated inefficiently.

Determining how much space could reasonably be recovered requires a detailed programming and occupancy study, which was beyond the scope of this Master Plan. A future study should focus particularly on the Administration Building and evaluate staffing, anticipated growth, hybrid-work practices, peak occupancy, departmental adjacencies, privacy, student-facing access, storage, and shared support needs. It should also test opportunities to consolidate departments, right-size offices, expand shared meeting and collaboration space, and create touchdown workspaces for hybrid and adjunct faculty. Reprogramming could improve the organization of administrative and student-facing services while creating capacity for departments displaced by future projects, and other priority functions. The objective is not simply to reduce office area, but to convert cumulative inefficiencies into better-functioning workplaces and flexible institutional capacity.

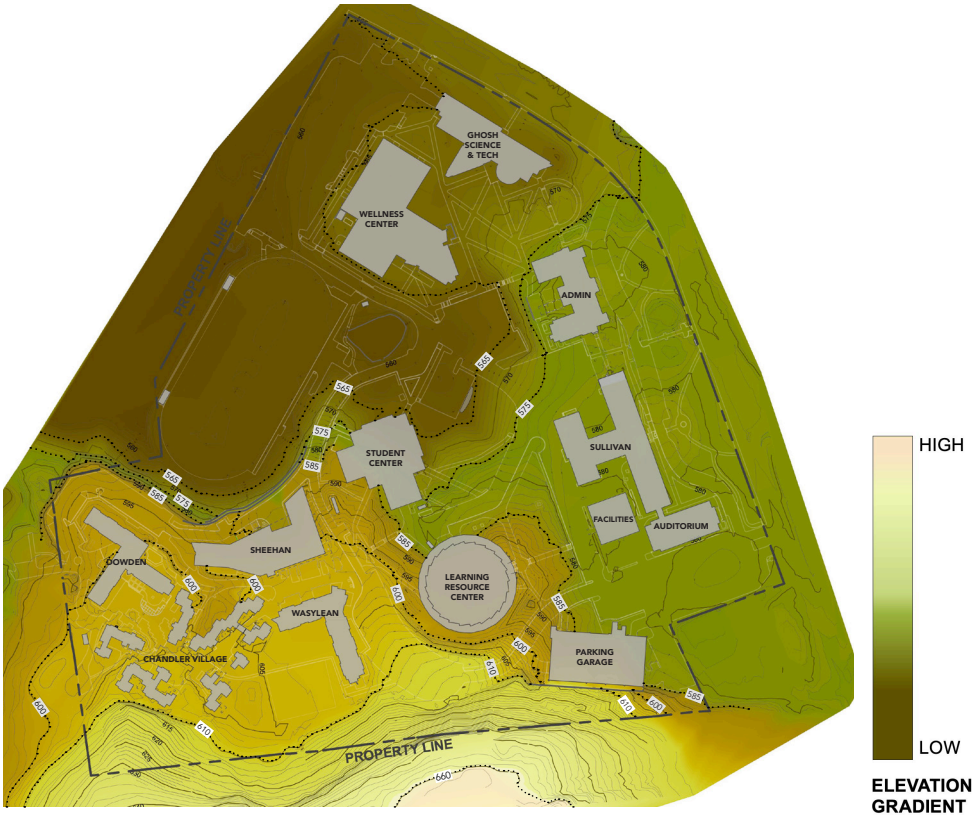
Campus operations and support functions present a different condition. Facilities, storage, mail, printing, non-student-facing Information Technology, University Police, and related services are fragmented across undersized, temporary, or poorly located spaces. Consolidating appropriate functions within a centralized Facilities and Operations building would address this deficit while releasing space in academic and student-facing facilities for higher-priority uses. This operational realignment should be coordinated with the Administration Building programming study and the broader implementation sequence.

Collectively, these findings support a strategy of redistribution and targeted investment rather than broad campus expansion. Surplus classrooms and inefficient office areas should be consolidated and repurposed, while investment is directed toward specialized academic environments, student support, learning commons functions, student life, and campus operations. New construction should focus on needs that cannot be effectively accommodated through renovation or reallocation.





Existing Conditions



Existing Site Elevation

The campus is organized across three primary elevations, with residential buildings at the upper level, academic buildings at the mid-campus level, and athletics and wellness functions at the lower level. The Student Center and Learning Resource Center span multiple grades and help connect these areas. Approximately 15 to 20 feet of elevation change between the upper and mid-campus levels significantly influences circulation, building access, and the accessibility of routes through the campus center.

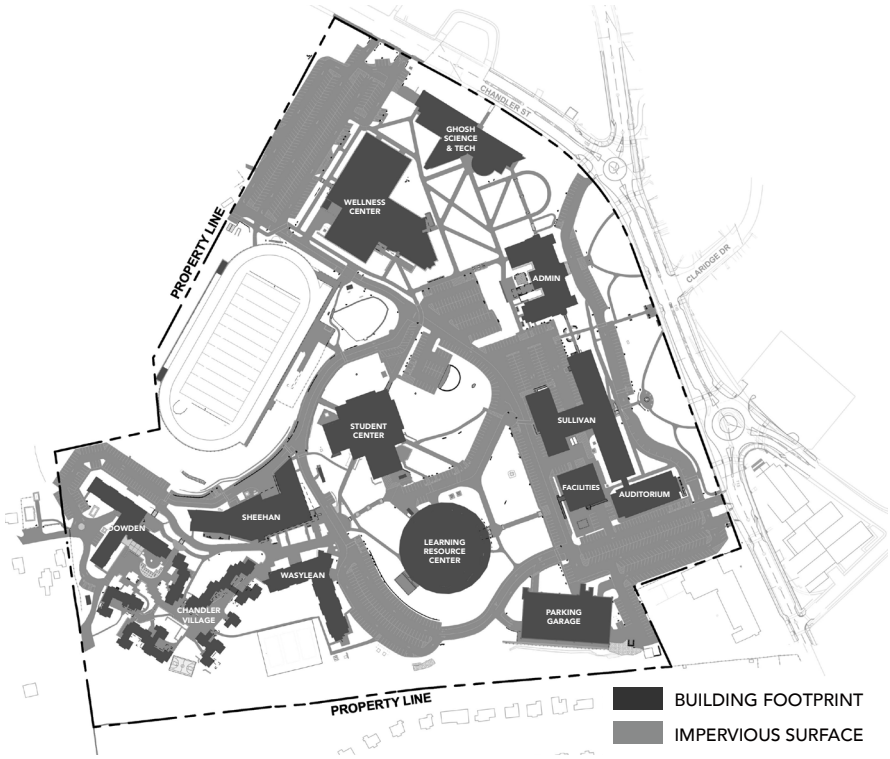


Existing Building Types

Campus uses are generally organized in clear programmatic bands. Academic and administrative buildings define the Chandler Street edge and establish the University's most visible public face. Student life and support functions occupy the central portion of campus, with residential uses clustered at the upper level and athletics and wellness uses located toward the lower campus. This organization gives each area a recognizable identity, while placing added importance on the central student-life zone as the primary connection among them.

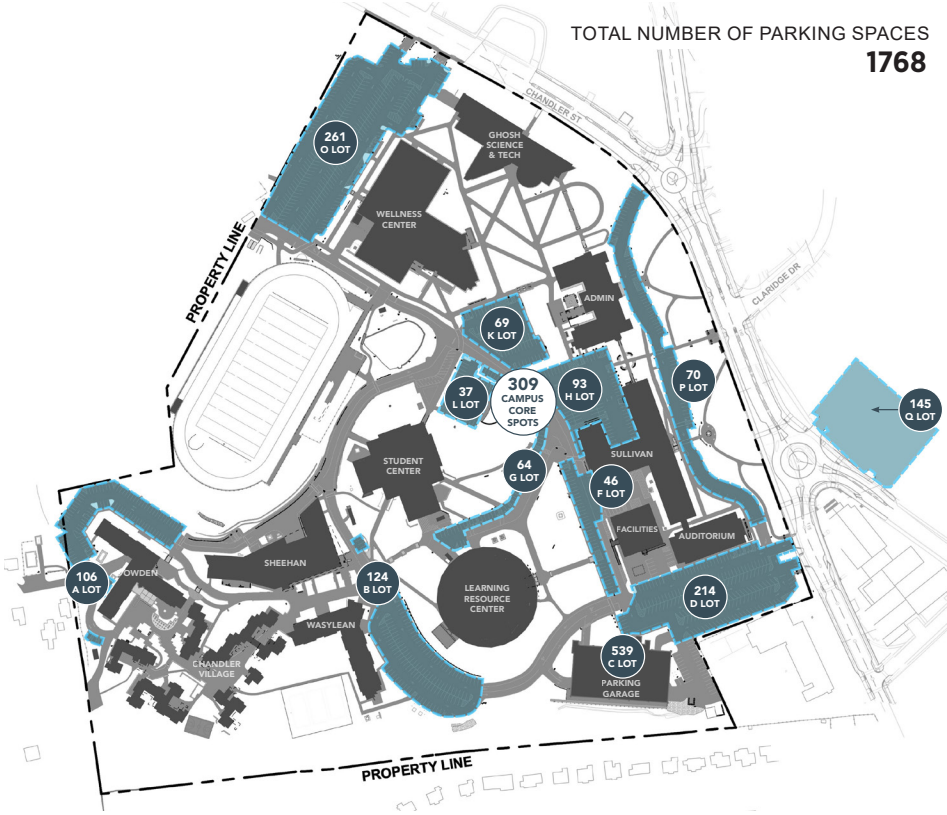
3.1 Campus Characteristics

Worcester State is a compact, layered campus shaped by its topography, program organization, and transportation infrastructure. The Learning Resource Center and Student Center sit at the seam between distinct campus zones, forming the functional and physical center of campus.



Existing Impervious Surfaces

Parking lots, roadways, service drives, and building footprints account for a substantial portion of the campus ground plane. Large parking areas surround many buildings and are particularly dominant on the lower campus. Roadways and paved areas frequently separate destinations, reinforcing a vehicle-oriented environment and limiting the continuity, comfort, and visual quality of the pedestrian experience.



Existing Parking

The campus contains approximately 1,770 parking spaces distributed among surface lots and the existing parking garage. Approximately 309 spaces are located within the campus core, where they are closely integrated with buildings, pedestrian routes, and service access. This distribution provides an important baseline for evaluating future projects, particularly improvements within the central campus that may displace parking or alter how vehicles move through the site.

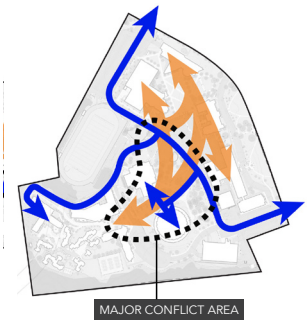


PEDESTRIAN

- HIGH-INTENSITY ROUTES
- MODERATE-INTENSITY ROUTES
- LOW-INTENSITY ROUTES
- ELEVATOR ACCESS

VEHICULAR

- CAR CIRCULATION
- SERVICE TRUCK CIRCULATION
- PARKING LOT
- LOADING / SERVICE DOCK





- ADA ROUTES
  (PEDESTRIAN PAVED PATH OR STRIPED CROSSINGS)
- ELEVATOR ACCESS
- BUILDING ADA ENTRANCE
- ACCESSIBLE PARKING SPACE CONNECTED TO ADA ROUTES
- ACCESSIBLE PARKING SPACE DISCONNECTED FROM ADA ROUTES

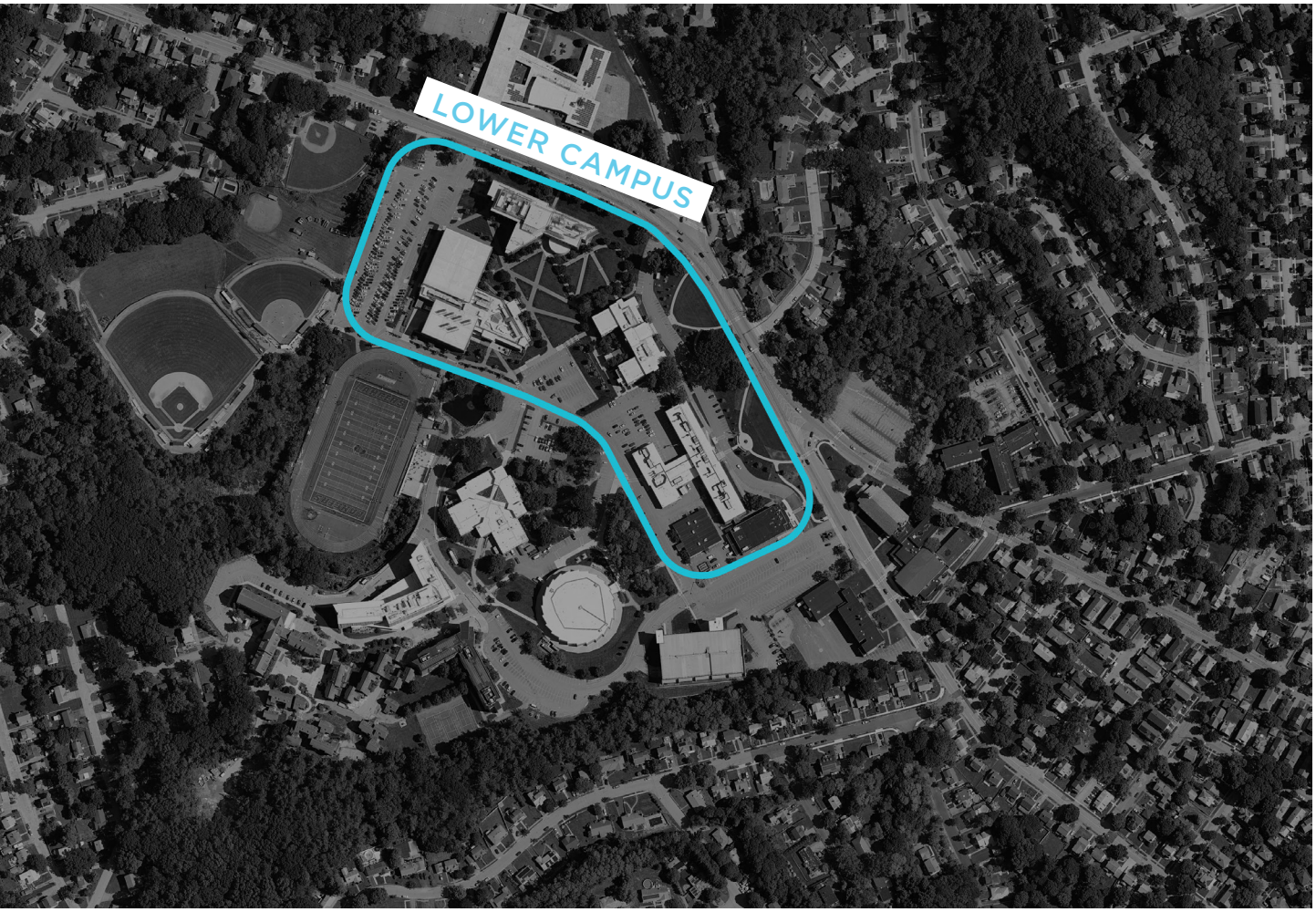
3.6 Accessibility and Pedestrian Circulation

Existing Circulation

Pedestrian, vehicular, and service routes converge within the area between the Learning Resource Center and Student Center, where loading areas, service drives, parking access, and high-volume pedestrian routes overlap. Student engagement revealed that the circulation challenge extends beyond simply moving from one destination to another. Students described having to walk through parking lots or in front of vehicles to reach classes, and some destinations were perceived as being farther away than their actual geographic distance would suggest. The discomfort and indirectness associated with these routes may contribute to this perception. Circulation also reinforces a broader division within the campus experience, with residential life concentrated on the upper campus and commuter arrivals and daily activity focused more heavily on the lower campus. Improving circulation therefore became a major driver of the master plan, with an emphasis on separating pedestrians from vehicles, relocating service and parking activity toward the campus perimeter, and creating clearer connections that bring residential and commuter students into a shared campus core.

Existing Accessibility

Changes in elevation of approximately 10 to 20 feet create fundamental accessibility barriers between the upper and lower campus. As the planning process advanced, the team determined that these conditions could not be resolved through isolated ramps, pathways, or other small-scale improvements. Any meaningful solution would require coordinated changes to the landscape, circulation network, and adjacent buildings. Major landscape enhancements must work together with strategically located building entrances, elevators, and internal circulation routes that meet the campus at different elevations. This realization became a defining driver of the master plan alternatives, each of which incorporated ways for existing or new buildings could help bridge the grade change or how a new landscaped route could establish an accessible exterior connection. Accessibility was therefore treated not as an individual compliance project, but as an organizing principle for reconnecting the campus and creating a more equitable experience for all users.





Helen G. Shaughnessy Administration Building

The Administration Building serves as the University's formal front door for prospective and new students. Its first-floor Academic Mall consolidates student-facing services, such as Financial Aid and the Registrar's Office. It also houses Graduate and Continuing Education, the President's Office, Communications and Marketing, Institutional Advancement, and other administrative departments. While the building plays an important institutional and welcoming role, its entrances and approaches are less directly connected to the campus's primary pedestrian routes.

3.2 Lower Campus

Lower campus forms Worcester State's most public-facing edge along Chandler Street, with a concentration of academic, administrative, athletic, and operational functions. Several major buildings frame Binienda Green, creating one of the campus's strongest relationships between buildings and open space. The area also receives many prospective students, visitors, and commuters, but parking, roadways, and dispersed entrances limit pedestrian continuity and weaken the sense of a unified campus gateway.



Sullivan Academic Center

Sullivan is the University's primary instructional center and most heavily used classroom building. It contains a large share of general-purpose classrooms, faculty and department offices, a small student commons, and two auditoriums supporting lectures, performances, ceremonies, conferences, and community events. Surrounded by parking on three sides, the building has a vehicle-dominated setting that limits pedestrian connections to the rest of campus. As a major academic anchor, Sullivan is central to daily campus life, but its classrooms, student spaces, and building systems require modernization to support contemporary teaching and learning.



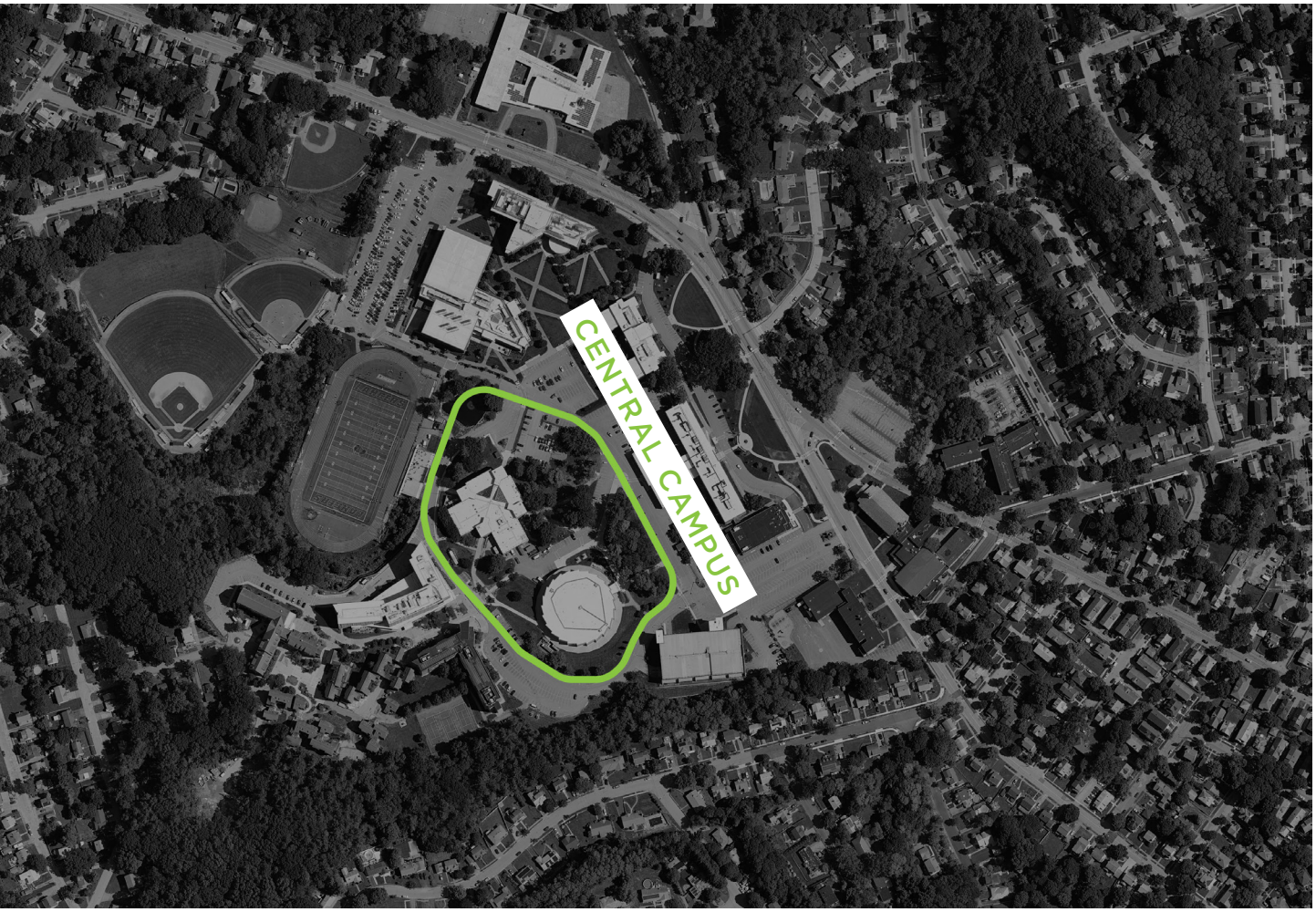
Ghosh Science and Technology Center

Opened in 2000, the Ghosh Science and Technology Center is the University's primary hub for science, health, technology, and experiential learning. It includes laboratories, faculty offices, seminar and discussion spaces, a multimedia classroom, the Aisiku STEM Center, and the Mary Cosgrove Dolphin Art Gallery. The concentration of related programs and informal student spaces creates a strong sense of identity, with engagement findings showing a particular "gravity" around Ghosh. Located at the northern academic edge near Chandler Street, the building also serves as an important campus gateway and helps frame Binienda Green.



Wellness Center

Opened in 2016, the Wellness Center is the newest major purpose-built facility on campus and serves as a hub for recreation, athletics, fitness, special events, and student-athlete activity. A café provides limited food service, while the outdoor terrace overlooking Binienda Green is heavily used in favorable weather. Located near the athletic fields, the building defines the northern edge of the green and connects indoor recreation with the campus landscape. Students consistently identified it as a valued destination for its natural light, amenities, and sense of community.





Student Center

Opened in 1978, the Student Center is the hub of student life for both resident and commuter students. It includes event and meeting spaces, lounges, student organization offices, Student Involvement and Leadership Development, Student Affairs and event-services offices, and two dining areas. Entrances at both upper and lower campus levels also make it an important connection through the campus core, serving as both a destination and circulation route.

The building's central role is increasingly challenged by its physical condition. The loading dock and service area conflict with a heavily traveled pedestrian route, while deferred maintenance, aging HVAC and building systems, and accessibility deficiencies create ongoing challenges. Any major renovation or redevelopment must therefore address building systems, universal accessibility, service access, pedestrian circulation, and the Student Center's role in connecting the upper and lower campus.

3.3 Central Campus

Central campus is anchored by the Student Center and Learning Resource Center, which form the physical and programmatic link between the lower academic and upper residential campus. Their entrances and internal circulation help navigate the grade change, but service areas, vehicular routes, and incomplete accessible connections create major circulation challenges. Despite containing only two buildings, this area has an out-sized impact on campus identity, accessibility, student life, and connections between resident and commuter students.

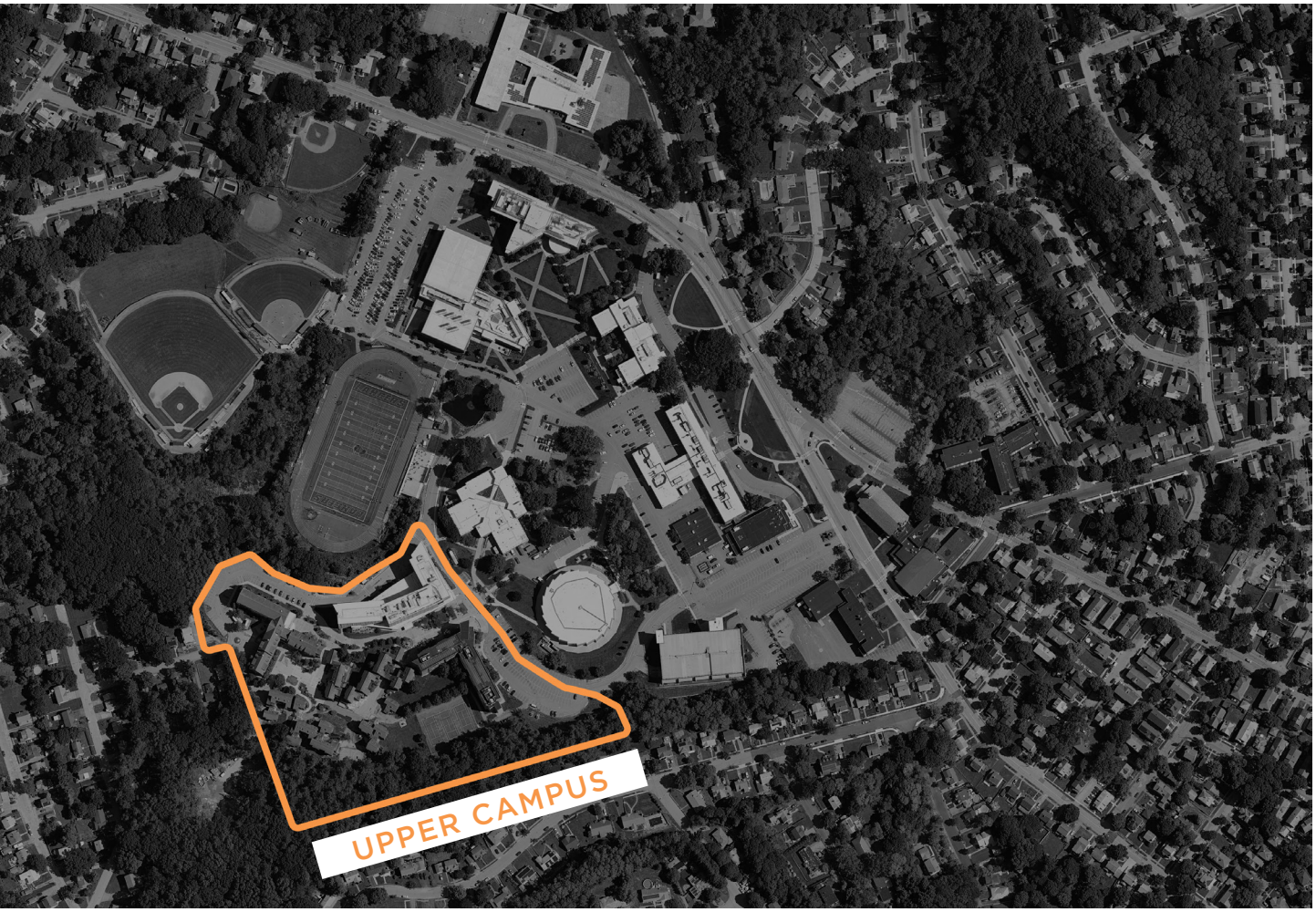


Learning Resource Center

Opened in 1971, the Learning Resource Center is one of the most recognizable and polarizing buildings on campus. Some students view its circular form as an iconic expression of Worcester State's identity, while others question how well it can support contemporary library and learning needs. This tension reflects both the building's importance and the limitations of its distinctive geometry.

The library consists primarily of quiet-study areas, individual carrels, collections, and limited collaborative seating. The LRC also contains more than twenty classrooms and music-practice rooms, including several with tiered floors and fixed seating that limit flexibility and accessibility. Beyond the library, the building houses Criminal Justice, Communication, Visual and Performing Arts, the Honors Program, the Office of Multicultural Affairs, Information Technology and Help Desk, television and multimedia production facilities, and the Binienda Center for Civic Engagement. Mail, central receiving, printing, storage, and other support functions occupy portions of the lower level.

The LRC's broad mix of uses has made it more of a campus catch-all than a clearly organized learning commons. Its circular footprint creates inefficient rooms, limited natural light, and wayfinding challenges, yet it remains a heavily used study destination and an important part of Worcester State's identity. Its future must balance that character with the need for greater accessibility, clearer circulation, improved technology, group study, and more flexible learning environments.





Chandler Village

Opened in 1973, Chandler Village is the oldest residential complex on campus and accommodates approximately 420 upper-class students. Its interconnected townhouse-style buildings contain apartments for groups ranging from four to eleven students. Apartments include kitchens and shared living areas, with a mix of single-, double-, and triple-occupancy bedrooms.

Chandler Village remains popular because its apartment-style units provide greater independence and more shared living space than a traditional residence hall.

At more than 50 years old, however, the complex is approaching the end of its useful life. Aging HVAC and building systems present maintenance, energy, and comfort challenges. Many units also contain internal stairs or changes in level that limit accessibility within the apartments.

3.4 Upper Campus

Upper campus is Worcester State's primary residential area. Four residence halls accommodate approximately 1,600 students and provide traditional, suite-style, and apartment-style housing. Sheehan Hall contains the main campus dining hall, while the plaza between Sheehan and Wasylean halls provides space for outdoor gathering and campus programming.



Sheehan Hall

Opened in 2014, Sheehan Hall accommodates approximately 400 first-year and upper-class students. Suites consist of either two double rooms or four single rooms organized around a shared bathroom. The building also contains the main campus dining hall, Student Health Services, the Office of Residence Life and Housing, a multifunctional room, a game room, a small fitness center, student lounges, and a communal kitchen.

The shared study rooms in Sheehan are among the most heavily used group-study spaces on campus. However, because access to the residential floors is restricted, these rooms are available only to residents and do not serve the broader campus population. The building's ground-floor uses open onto the adjacent plaza, which is used for informal gathering, outdoor dining, and campus events.



Wasylean Hall

Opened in 2004, Wasylean Hall accommodates approximately 348 upper-class students in apartment-style units for two, four, or six residents. Apartments include kitchens and shared living areas. The building also contains common and study rooms, and University Police is located on the first floor.

As in Sheehan, the shared study rooms in Wasylean are among the campus's most utilized spaces for group work. Access is limited to residents.



Dowden Hall

Opened in 1990, Dowden Hall is a traditional corridor-style residence hall serving primarily first-year students. Most bedrooms accommodate two residents, with a limited number of single and triple rooms. Residential wings are organized around shared bathrooms and common areas.





May Street Building

Although located across Chandler Street from the main campus, the May Street Building occupies a similar elevation and has a functional relationship to lower campus. The approximately 44,000-square-foot former temple contains learning, multipurpose, auditorium, and assembly spaces, but it is not currently available for occupancy. Significant building-system and accessibility improvements would be required before the facility could support University programs. While the property represents a valuable pressure-relief asset and an opportunity for a future community-facing hub, any use must be preceded by comprehensive renovation or replacement. The preferred alternative therefore treats redevelopment of the site as an enabling project rather than assuming the existing building can immediately provide usable or swing space.

3.6 Auxiliary and Foundation Owned Buildings



Latino Education Institute House

Located across Chandler Street from the main campus, the LEI House is a former residence converted to office, meeting, and educational space for the Latino Education Institute. It supports programs from elementary through college, including high school and Early College programming, college access, adult education, and family engagement.

The building's residential scale and converted layout limit capacity, flexibility, and future growth. Its separation from the main campus also reduces access to academic and student-support resources, particularly for high school and Early College students who must cross Chandler Street for classes and activities, complicating circulation, supervision, and coordination.



Worcester Center for Crafts

Worcester State leases space at the Worcester Center for Crafts' Sagamore Road Studios, about an 11-minute drive from the main campus. Used by Visual and Performing Arts, the facility includes computer labs and specialized studios for drawing, painting, printmaking, sculpture, design, and music composition.

These spaces provide resources not readily available on the main campus, but their distance separates students and faculty from other academic facilities, services, and campus life. Reliance on the University shuttle or personal transportation can complicate scheduling and reduce the visibility of the arts on campus.



Facilities Modular Building

The Facilities Modular Building is a temporary structure containing offices and meeting space for the Facilities Department. The building is undersized for existing operational needs and contributes to the fragmentation of facilities, storage, and campus support functions. The preferred alternative anticipates replacing it with a centralized, purpose-built Facilities and Operations facility and removing the modular structure. In the near term, however, the existing building may provide limited swing space to support project sequencing before its demolition.





Campus Engagement

2026

JAN 28TH
CAMPUS
ENGAGEMENT #1

FEB 10TH
TOWN HALL #1

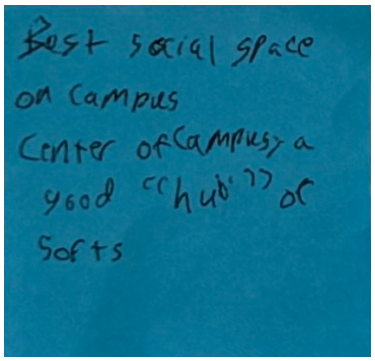
FEB 12TH
CAMPUS ENGAGEMENT #1
TOWN HALL #2

MAR 31ST
CAMPUS ENGAGEMENT #2
TOWN HALL #3

NOW

Student Engagement Round 1







Student Engagement Round 2

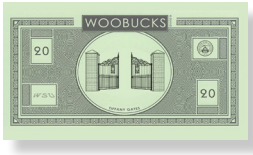












Town Hall #3



4. Campus Engagement

The student engagement process combined focused small-group discussions, broad campus outreach, Town Halls, and an online survey to capture both detailed firsthand insight and campus-wide trends.

During Round 1, the team met with six student groups representing campus leadership, residents, commuters, ambassadors, athletes, and student government. Two adaptable activities asked students to map their favorite and least favorite campus spaces and imagine ideal conditions for circulation, social space, and study. More than 750 comments were catalogued by activity, group, and location, revealing strong priorities around quiet study spaces, vibrant social areas, and improved accessibility.

Round 2 invited a broader cross-section of students to review preliminary planning concepts through open engagement events at Sullivan, the Student Center, and Sheehan Hall. Feedback reinforced concerns around parking and both vehicular and pedestrian circulation, while also expressing interest in organizing campus programs and buildings more efficiently and effectively. Combined with the online survey, these conversations provided qualitative and quantitative insight that helped the team evaluate options and refine priorities.

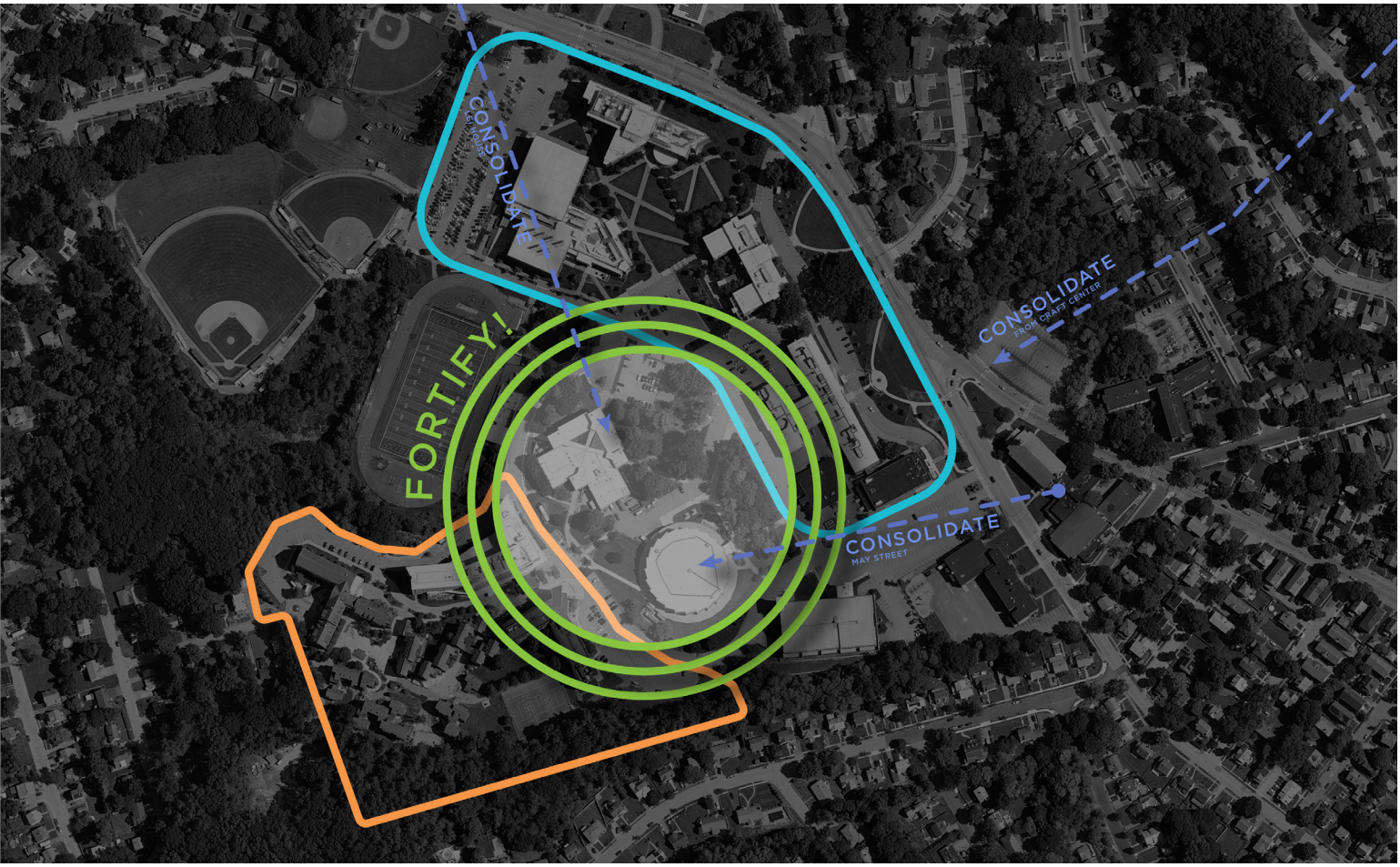
Town Hall discussions expanded these themes. Early sessions reflected strong interest in next steps, future space needs, and better use of underutilized assets such as May Street, alongside questions about enrollment, evolving teaching modalities, and the future Learning Commons. Later discussions focused on circulation, accessibility, student-centered spaces, the feasibility of renovating aging facilities, program distribution, and project phasing.

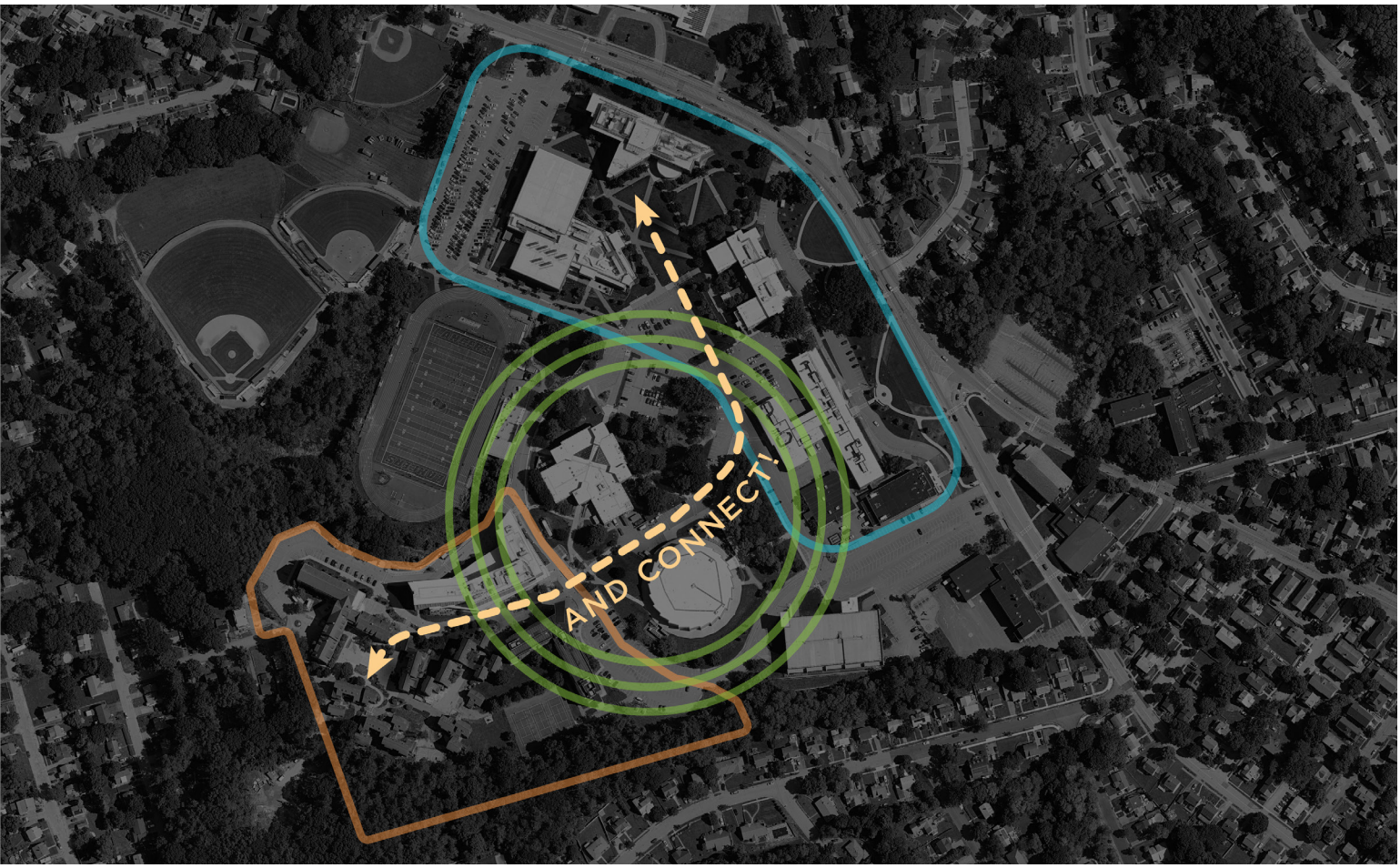
Across the process, the most consistent priorities included parking, food and beverage options, study and social spaces, accessible campus connections, and improved circulation. Less frequent but important responses addressed food access and basic needs, commuter support, informal social interaction, diverse learning environments, and recreation. Considering both common themes and outliers ensured the master plan reflected a broad range of student experiences rather than majority preferences alone. Combined with the technical analysis, this input shaped the preferred alternative and strengthened the case for moving it forward.





Preferred Alternate


CONSOLIDATE
CONSOLIDATE
FRONT CRAFT CENTER
FORTIFY!
CONSOLIDATE
MAY STREET


AND CONNECT!

5.1 Master Plan Vision

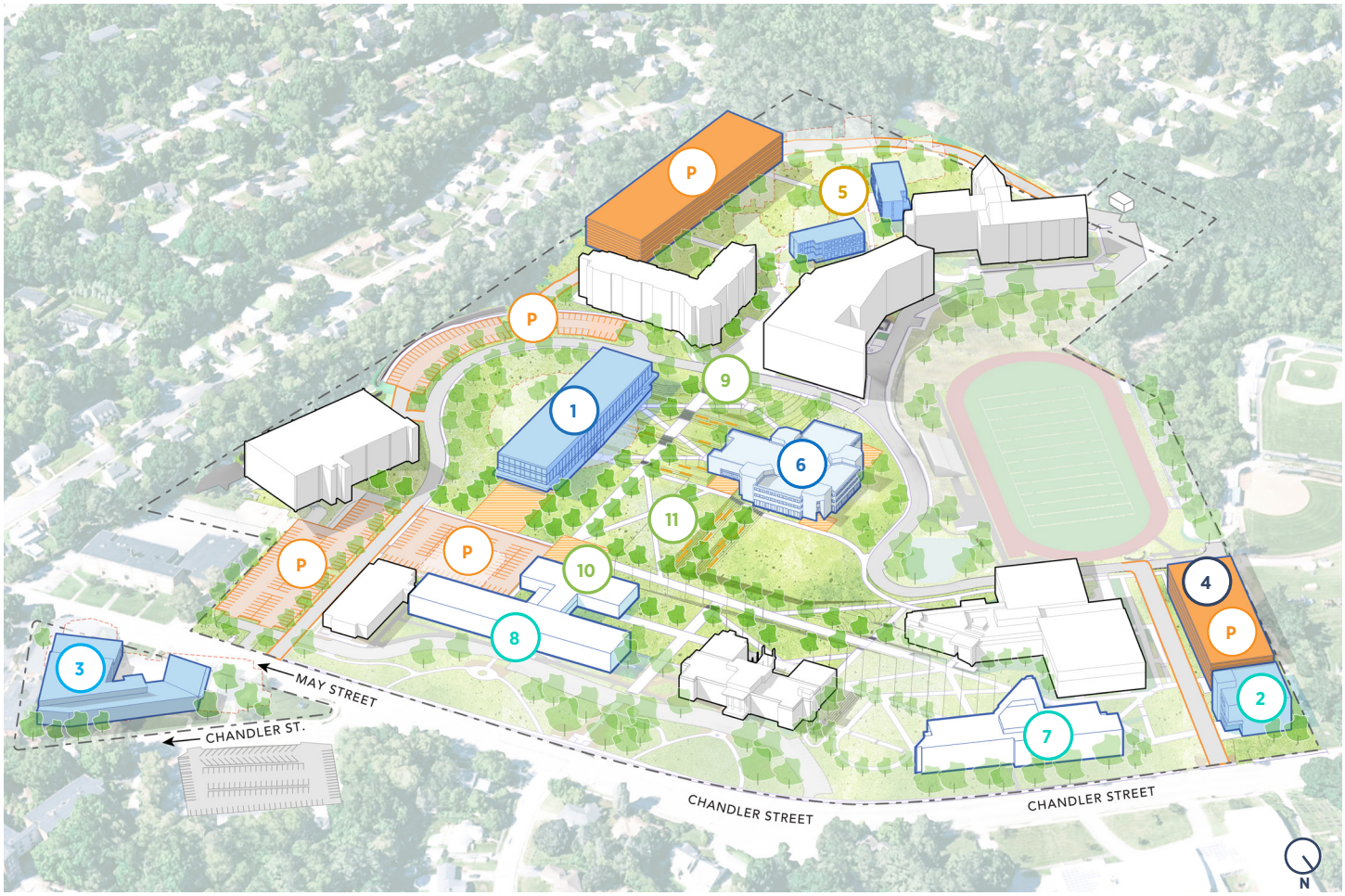
The Worcester State University Master Plan envisions a connected, inclusive, and student-centered campus that advances academic excellence, belonging, and long-term institutional resilience. Building on the University's Strategic Plan and the findings of the planning, analysis, and engagement process, the plan positions the physical campus as an active partner in student success. A renewed campus core will bring together student life, academic support, collaborative learning, and shared community spaces, creating a more welcoming and cohesive experience for commuter and residential students alike.

The vision prioritizes a modern campus hub and Learning Commons, safer and more accessible connections between upper and lower campus, and a greener network of useful outdoor spaces. It pairs these improvements with responsible stewardship of University resources by optimizing existing space, improving how facilities are scheduled and used, and directing investment toward the academic, student-facing, and operational needs that provide the greatest long-term value.

Expanded experiential learning environments will connect classroom instruction with research, creative practice, clinical education, community engagement, and career preparation. Bringing these activities into visible, flexible, and interdisciplinary settings will strengthen collaboration, support evolving academic programs, and make hands-on learning more accessible across disciplines.

Through improved gateways, community-facing spaces, and stronger connections to regional partners, the campus will reinforce Worcester State's role as an accessible public institution and a resource for the city and Commonwealth. Together, these investments will create a more connected, adaptable, and sustainable campus that prepares students for the future.

PREFERRED ALTERNATE SITE AXONOMETRIC



LEGEND

- EXISTING BUILDING
- MODERATE RENOVATION
- HEAVY RENOVATION
- NEW BUILDING
- NEW GARAGE
- EXISTING SURFACE PARKING
- NEW SURFACE PARKING
- NEW PLAZA
- PEDESTRIAN PATHWAY
- NEW ROADWAY
- EXISTING ROADWAY
- PROPERTY LINE
- DEMOLISHED BUILDINGS

NEW BUILDINGS

1. LIBRARY LEARNING COMMONS
2. HEALTH BUILDING
3. MAY STREET COMMUNITY HUB
4. OPERATIONS & FACILITIES IN NORTH GARAGE
5. RESIDENTIAL CORE

MAJOR RENOVATIONS

6. STUDENT CENTER

SUPPORTING RENOVATIONS

7. S&T RENOVATION
8. SULLIVAN RENOVATION

SITE AND LANDSCAPE

9. CENTRAL PATHWAY & AMPHITHEATER
10. SULLIVAN ENTRYWAY
11. EXPAND BINIENDA GREEN

PARKING

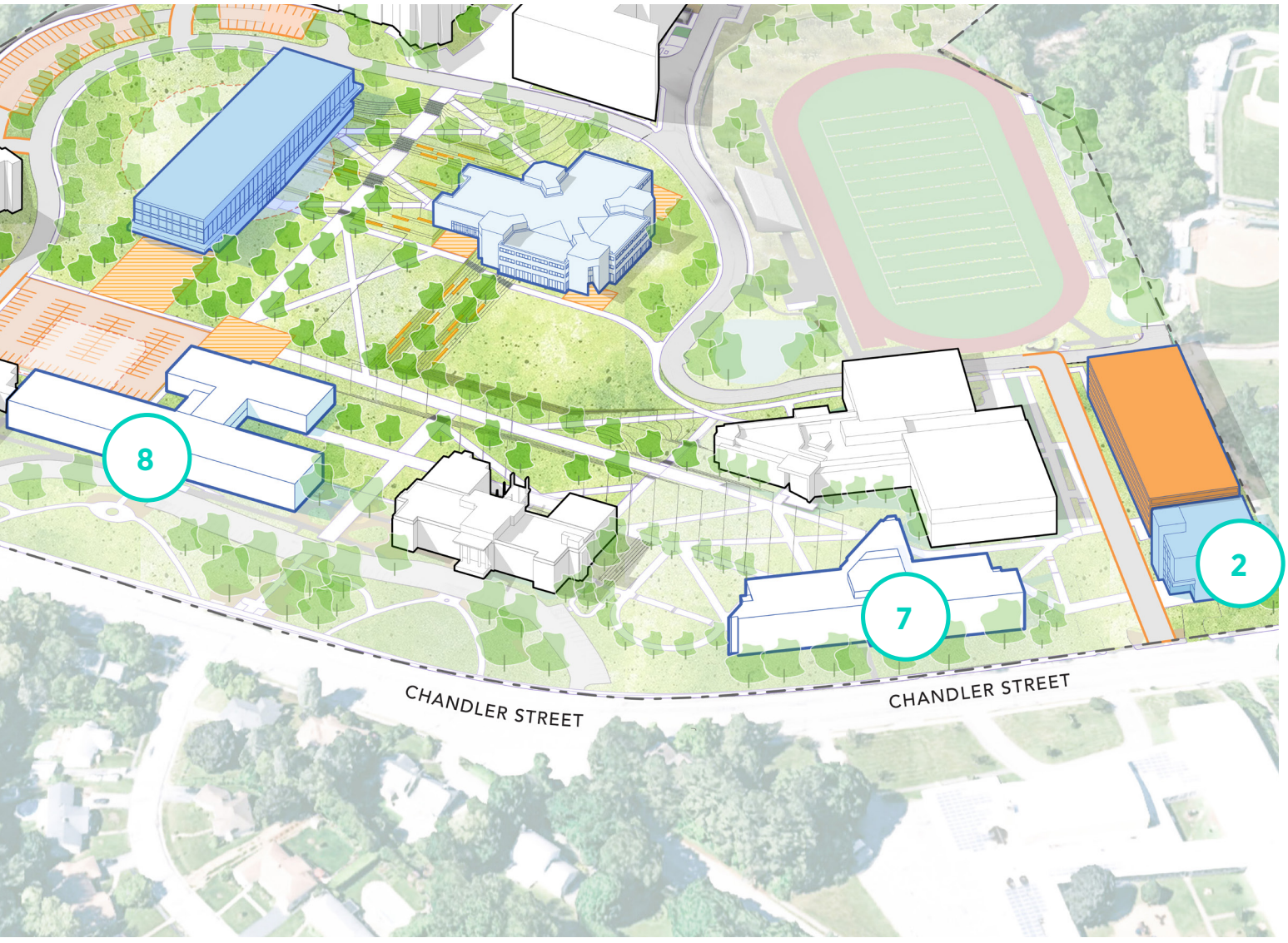
P. NEW PARKING

5.2 Preferred Alternate

The Preferred Alternate is organized around two complementary strategies: fortifying the center of campus and using that redefined center to connect the upper and lower campus. By coordinating building, landscape, circulation, and parking improvements, the plan concentrates investment where it can have the greatest campus-wide impact.

A modern Student Center and Library Learning Commons, together with an expanded campus green and improvements to surrounding academic buildings, establish a stronger campus heart. A central pathway, strategically located building entrances, and coordinated accessible routes bridge the grade change between the residential upper campus and the academic and commuter-focused lower campus. These improvements make movement safer, clearer, and more direct while reducing the perceived distance between destinations. The Preferred Option is implemented through a coordinated series of academic, support, community, student life, landscape, and parking projects. The accompanying project list identifies each intervention and its primary goal, with more detailed descriptions provided on the following pages.

ACADEMIC



LEGEND

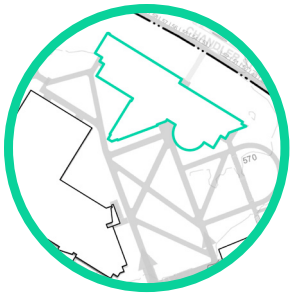
- EXISTING BUILDING
- MODERATE RENOVATION
- HEAVY RENOVATION
- NEW BUILDING
- NEW GARAGE
- EXISTING SURFACE PARKING
- NEW SURFACE PARKING
- NEW PLAZA
- PEDESTRIAN PATHWAY
- NEW ROADWAY
- EXISTING ROADWAY
- PROPERTY LINE
- DEMOLISHED BUILDINGS

NEW BUILDINGS

- 2 HEALTH BUILDING

SUPPORTING RENOVATIONS

- 7 S&T RENOVATION
- 8 SULLIVAN RENOVATION



S&T

S&T Renovation

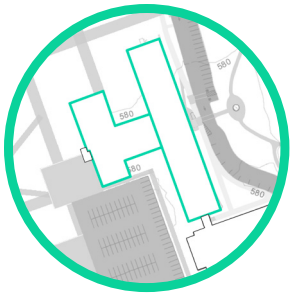
Relative Cost: **$**
Approx. SF: **26,000**

The Science and Technology renovation will reprogram space vacated when health-related programs move into the new Health and Experiential Learning Building. The Health Building is therefore an enabling project, with this renovation serving as the second phase of the campus's laboratory and experiential-learning investment.

Coordinating the projects closely will prevent vacated space from remaining underused.

S&T Renovation Proposed Program:

- Approximate Project Area: 15,545 ASF / 26,000 GSF
- Reprogram vacated areas for science programs.
- Create shared research laboratories serving multiple disciplines.
- Expand laboratory preparation, equipment, storage, and support space.
- Reconfigure adjacent teaching laboratories as needed.
- Upgrade laboratory infrastructure and building systems to support new uses.



Sul

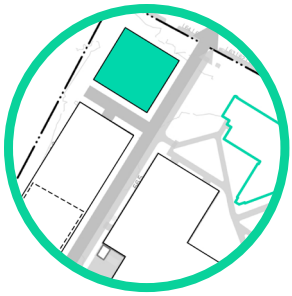
Sullivan Renovation

Relative Cost: **$**
Approx. SF: **12,000**

The Sullivan renovation will right-size the classroom inventory based on the utilization analysis and repurpose surplus instructional space for student and faculty use. The project could create capacity for offices displaced by future renovations or buildings coming offline, making Sullivan an important enabling project within the implementation plan. It also expands student lounge space, providing additional study and socializing space for students between classes, and moves faculty space to a more visible location near student space to allow for more organic collaboration.

Sullivan Proposed Program:

- Approximate Project Area: 8,405 ASF / 12,600 GSF
- Consolidate and right-size general-purpose classrooms.
- Convert surplus classroom space into faculty offices, meeting rooms, and collaborative workspace
- Add lounge and informal study space for faculty and students.



Hth

Health Building

Relative Cost: **$$**
Approx. SF: **52,500**

The new building will consolidate health-related academic, clinical, and student-service programs at the north campus gateway. It will right-size Nursing and Occupational Therapy labs, expand the Speech-Language-Hearing Clinic and graduate lab capacity, add Nursing research space, and address the identified FICM deficit for lab space. Its prominent location supports public access while strengthening experiential learning and connections to the Science and Technology Building.

Health Building Proposed Program:

- Approximate Project Area: 32,945 ASF / 52,500 GSF
- SLHS: Offices, expanded clinic, instructional labs, and dedicated graduate labs.
- Occupational Therapy: Offices and right-sized teaching and experiential labs.
- Nursing: Offices, simulation, skills, teaching, and research labs.
- Health Services: Offices, reception, and examination and treatment rooms.
- Shared/Site: Collaboration and support space, accessible campus connections, public-facing entry, and parking coordination.



May

May Street

Relative Cost: **$$$**

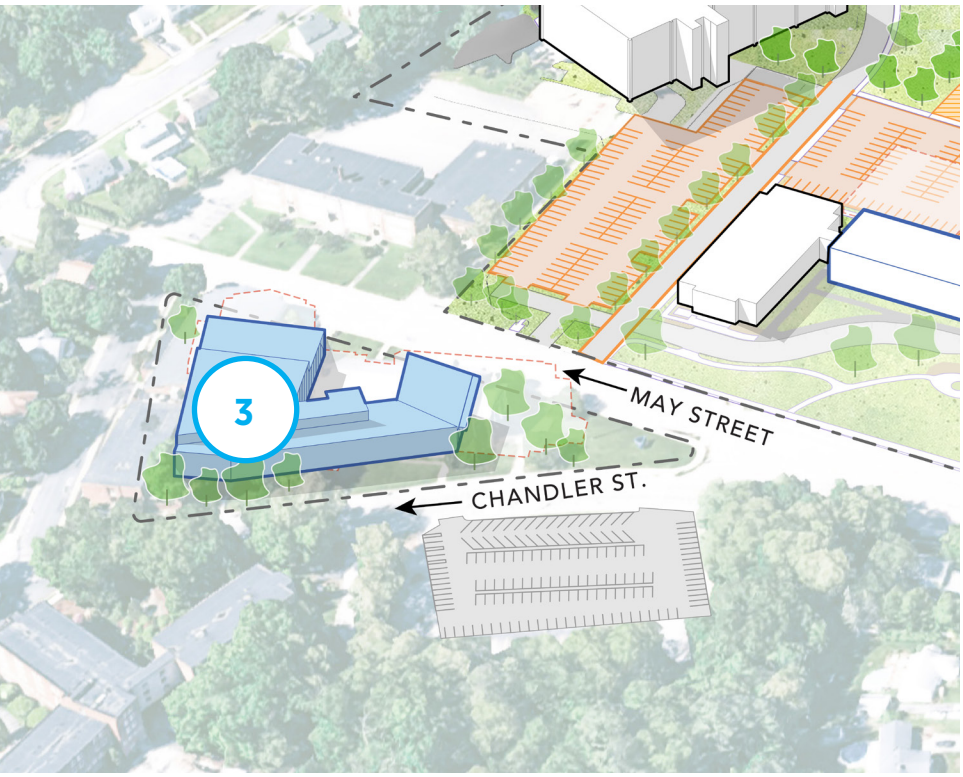
Approx. SF: **75,000**

The **May Street Community Hub** will replace the existing uninhabitable building with a new community-facing gateway at the prominent junction of May Street and Chandler Street. It will serve as a starting point for visitors and prospective students while supporting events, community programs, career and employer engagement, and industry partnerships. Flexible program space will also provide potential swing capacity for future campus projects.

May Street Proposed Program:

- Approximate Project Area: 44,000 ASF / 75,000 GSF
- Demolition of the existing building.
- Public lobby, reception, visitor information, and prospective student welcome space.
- Flexible multipurpose and assembly spaces for University and community events.
- Meeting rooms and offices for community-serving programs.
- Career and employer engagement offices, interview rooms, and meeting space.
- Industry partnership, workforce development, and training space.
- Flexible classrooms, offices, and multipurpose rooms capable of serving as swing space.
- Shared storage, event support, and building support areas.

COMMUNITY



LEGEND

- EXISTING BUILDING
- MODERATE RENOVATION
- HEAVY RENOVATION
- NEW BUILDING
- NEW GARAGE
- EXISTING SURFACE PARKING
- NEW SURFACE PARKING
- NEW PLAZA
- PEDESTRIAN PATHWAY
- NEW ROADWAY
- EXISTING ROADWAY
- PROPERTY LINE
- DEMOLISHED BUILDINGS

NEW BUILDINGS

3 MAY STREET COMMUNITY HUB



Res

Residential Core

Relative Cost: **$$**
Approx. SF: **57,000**

The Master Plan proposes replacing Chandler Village through a series of phased residential projects while leaving the University's other three residence halls unchanged. Chandler Village currently provides approximately 420 beds in apartment-style units. Although this housing remains desirable for the independence it offers, the complex is approaching the end of its useful life and presents mechanical and accessibility limitations.

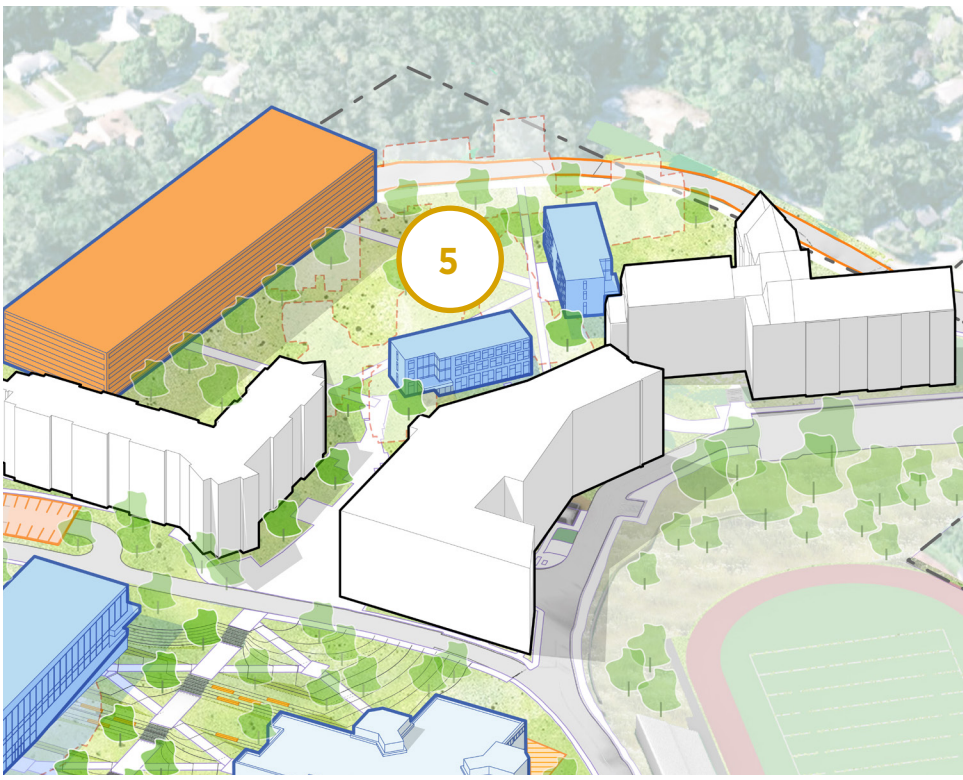
The first new residence could be constructed while Chandler Village remains operational, minimizing the temporary loss of beds. As replacement capacity becomes available, portions of the existing complex could be taken offline and removed. This phased approach would allow the University to adjust later projects in response to enrollment, housing demand, and affordability rather than replacing Chandler Village in kind.

Both the 2019 housing study and the current engagement process found that students value suite- and apartment-style living. Affordability is also an important consideration. Future residences should therefore provide a range of configurations and price points, balancing student independence with opportunities for greater density and lower-cost options.

The remainder of the residential inventory would remain unchanged under the Master Plan. Sheehan Hall provides 400 beds in suite-style configurations and contains the University's primary dining hall. Wasylean Hall provides 348 beds in apartment-style configurations for upper-class students. Dowden Hall provides approximately 400 beds in a traditional corridor-style setting serving primarily first-year students. Together, these buildings would continue to provide the foundation of campus housing while redevelopment is focused on Chandler Village.

The configuration of the new residential buildings creates an inward-facing residential landscape distinct from the central campus walkway. This more intimate green space would strengthen the residential community and provide opportunities for gathering, socializing, and informal recreation.

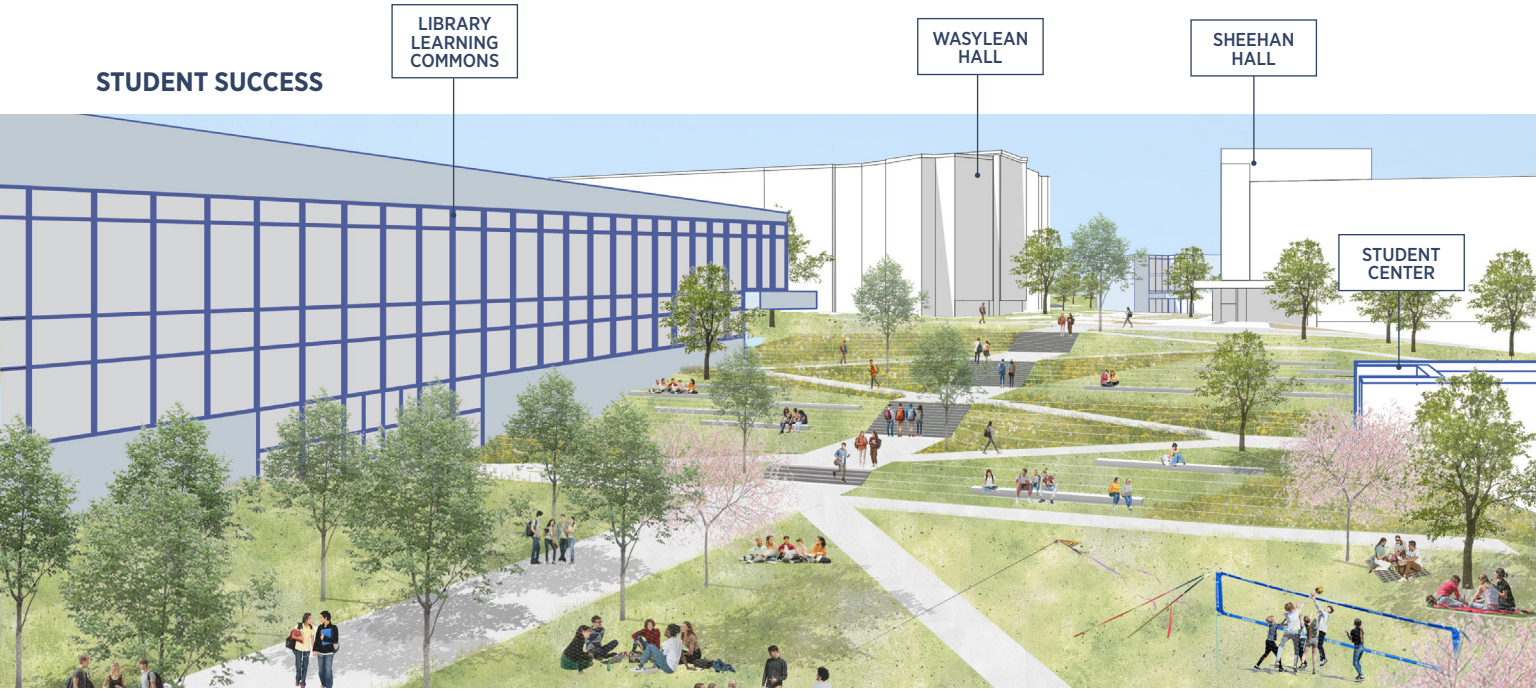
RESIDENTIAL

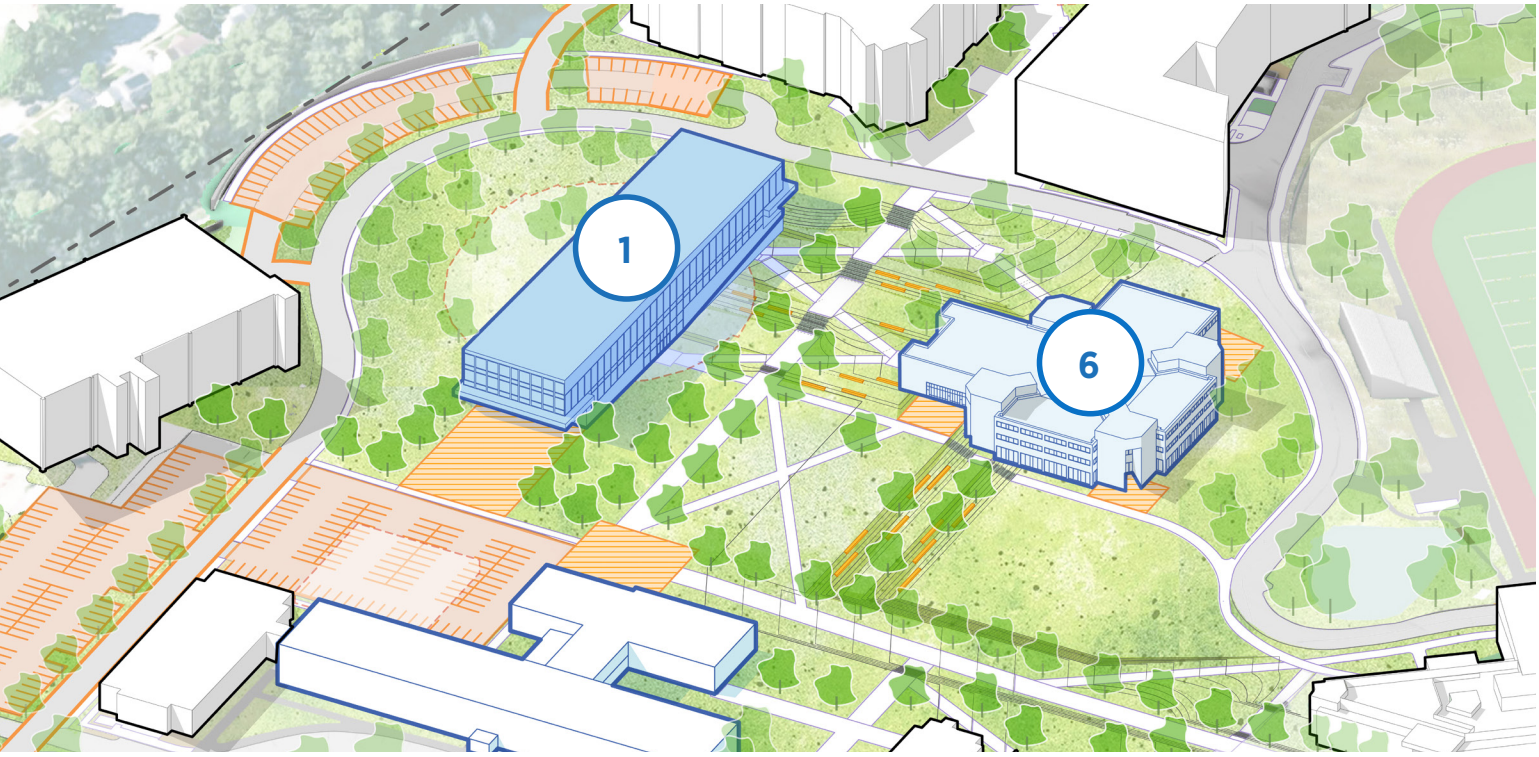


NEW BUILDINGS

5 RESIDENTIAL CORE

STUDENT SUCCESS





LEGEND

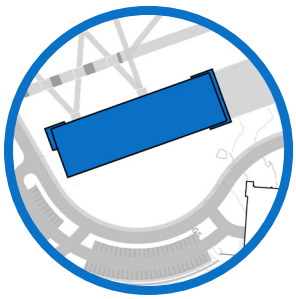
- EXISTING BUILDING
- MODERATE RENOVATION
- HEAVY RENOVATION
- NEW BUILDING
- NEW GARAGE
- EXISTING SURFACE PARKING
- NEW SURFACE PARKING
- NEW PLAZA
- PEDESTRIAN PATHWAY
- NEW ROADWAY
- EXISTING ROADWAY
- PROPERTY LINE
- DEMOLISHED BUILDINGS

NEW BUILDINGS

(1) LIBRARY LEARNING COMMONS

MAJOR RENOVATIONS

(6) STUDENT CENTER



LLC

Library Learning Commons

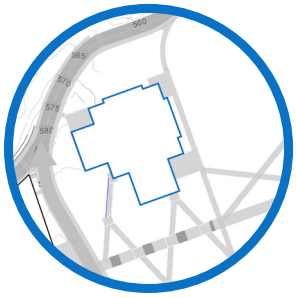
Relative Cost: **$$$$**

Approx. SF: **140,000**

The Library Learning Commons is the largest new building proposed in the Master Plan. Replacing the existing LRC, it will define the southern edge of the expanded campus green and connect lower, central, and upper campus through entrances at multiple grades. Its transparent, linear form will activate the central pathway and create visible academic and student activity. The building is positioned to avoid the major utility corridor beneath the roadway connecting the campus loop to the Student Center loading dock. It will consolidate library, academic, technology, student-support, and arts programs, including Visual and Performing Arts functions currently located at the Craft Center.

LLC Proposed Scope:

- Demolition of the existing LRC.
- Learning Commons: Library services and collections; quiet, individual, and flexible study; group study rooms; collaboration and project space; innovation and digital scholarship spaces; Center for Teaching Excellence; research consultation, training, and Zoom rooms; library administration and support.
- Communication and Media: Offices, computer labs, media suite, and media production and editing spaces.
- Visual and Performing Arts: Offices, visual arts studios, computer labs, music classrooms, and practice rooms.
- Academic Space: General-purpose classrooms
- Criminal Justice: Offices. (Consideration to move to Sullivan if office space was built-out).
- Student and Community Support: Office of Multicultural Affairs and Latino Education Institute. Testing center and Student Accessibility Services.
- Technology: IT Help Desk, computer labs, and associated support space.



SC

Student Center

Relative Cost: **$$**

Approx. SF: **73,500**

The Master Plan proposes a comprehensive renovation of the Student Center, preserving its role as the established heart of campus while improving how it supports residential and commuter students. Building upon the 2023 CambridgeSeven study, the proposed renovation would retain dining, events, student organizations, and student-life functions while regularizing floor levels to improve accessibility and navigation. Common spaces would be concentrated in the south wing along the central pathway, creating stronger indoor-outdoor connections, including direct second-floor access to a new plaza.

SC Proposed Program:

- Reconfigure interior floor to provide accessible circulation.
- Create commons, lounge, and gathering space visible to the exterior central pathway.
- Provide event spaces and flexible meeting rooms for students and clubs.
- Include OSILD offices and workspace for student organizations.
- Renovate food-service, dining, food-pantry, and bookstore spaces.
- Provide a dedicated e-sports space.
- Address major building-system deficiencies.

LANDSCAPE



SITE AND LANDSCAPE

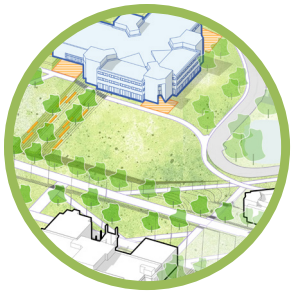
9 CENTRAL PATHWAY & AMPHITHEATER

10 SULLIVAN ENTRYWAY

11 EXPAND BINIENDA GREEN

Landscape

The proposed landscape projects are relatively low-cost, high-impact investments that form the connective framework of the Master Plan. Together, they improve accessibility, strengthen pedestrian circulation, and transform previously fragmented or vehicle-dominated areas into a more cohesive campus environment.



Grn

Expand Campus Green

Relative Cost: **$**
Approx. SF: **115,000**

The **Expanded Campus Green** replaces existing parking within the campus center and extends the character of the widely favored Binienda Green from the Wellness Center at the north to the new Library Learning Commons at the south. Visible from both the north and south entries to campus, this continuous green corridor would create an orienting view and a recognizable campus vista. Most importantly, it would provide accessible pedestrian routes through the center of campus without requiring students to cross vehicular paths.

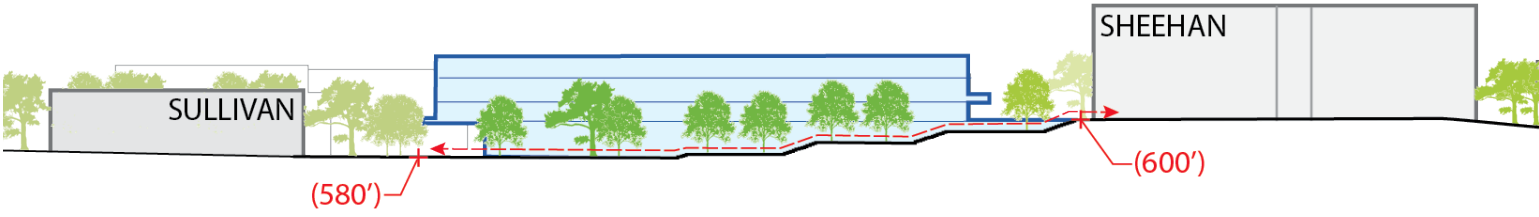


SEn

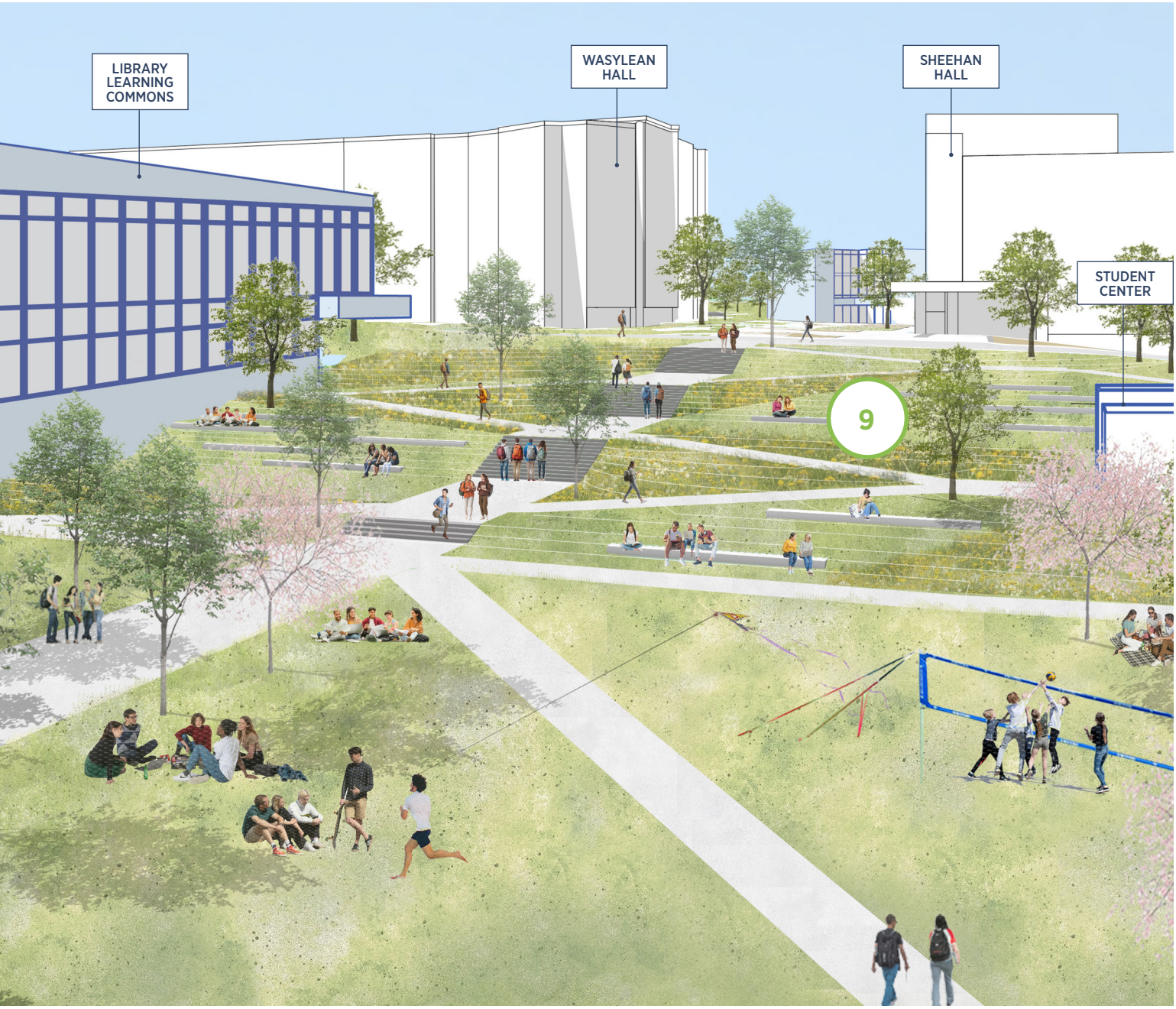
Sullivan Entry

Relative Cost: **$**
Approx. SF: **1,400**

The **Sullivan Entry** introduces a modest vestibule extension facing the central campus green. Students already use this location as the primary route into Sullivan, creating an informal “cow path,” but the existing entrance is not fully accessible. The project would formalize this circulation pattern, establish a more visible front door to Sullivan, and formally integrate the building into the hierarchy of campus pathways and open spaces.



LANDSCAPE

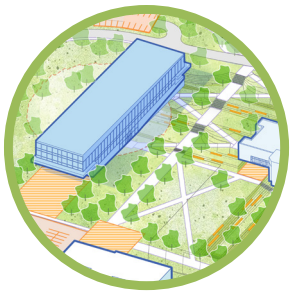


SITE AND LANDSCAPE

9 CENTRAL PATHWAY & AMPHITHEATER

10 SULLIVAN ENTRYWAY

11 EXPAND BINIENDA GREEN



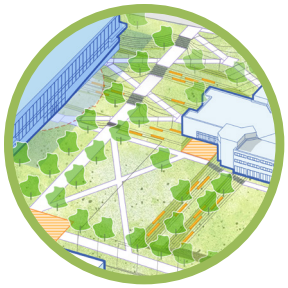
Pth

Central Pathway

Relative Cost: **$**

Approx. SF: **110,000**

The **Central Pathway** provides the essential accessible connection from upper campus, through the central campus, and down to the lower campus. By meeting building entrances at strategic elevations, the pathway stitches together destinations that are currently separated by grade changes and vehicular routes. It would also create an active pedestrian space where students can gather, socialize, and spend time between classes.



Am

Amphitheater

Relative Cost: **$**

Approx. SF: **75,000**

The **Outdoor Events Green and Amphitheater** transforms the level area outside the Student Center into flexible space for gatherings, programs, and informal recreation. Seating walls incorporated into the surrounding landscape would support everyday use while also providing seating for larger gatherings and campus events.

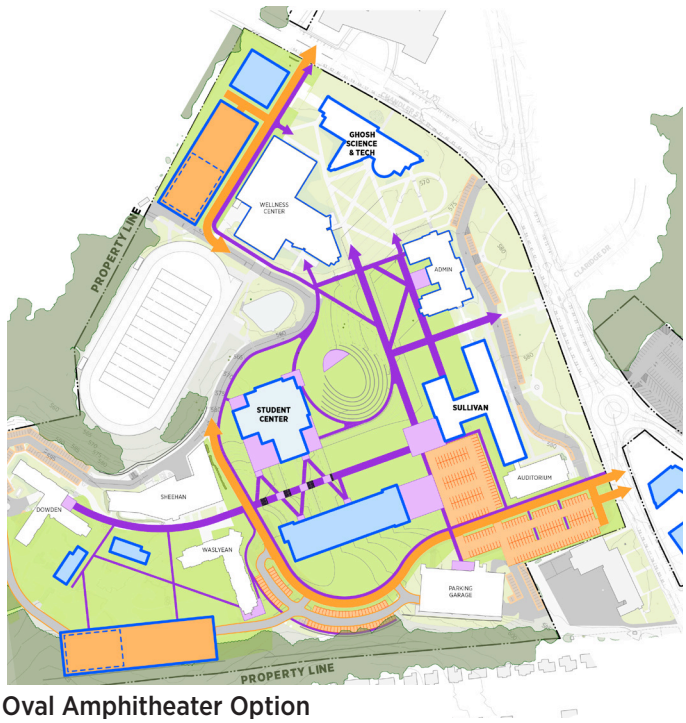
Two amphitheater concepts were evaluated. The preferred stepped option integrates orthogonal seating into the grade while preserving a large, level green for recreation and events. The oval concept is included for comparison but was found to use the landscape less efficiently and limit flexibility.

LEGEND

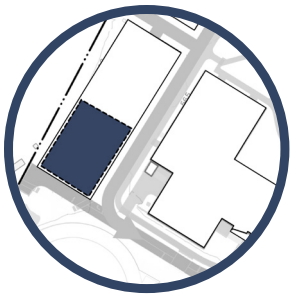
- VEHICULAR CIRCULATION
- NEW ROADWAY
- EXISTING ROADWAY
- NEW GARAGE
- EXISTING SURFACE PARKING
- NEW SURFACE PARKING
- PEDESTRIAN CIRCULATION
- NEW PLAZA
- NEW BUILDING
- EXISTING BUILDING
- MODERATE RENOVATION
- HEAVY RENOVATION



Outdoor Events Green with Stepped Amphitheater



Oval Amphitheater Option



F&O

Facilities & Operations

Relative Cost: **$**

Approx. SF: **40,000**

Facilities support space represents the largest deficit identified in the utilization study, while the department currently operates from a temporary modular building beside Sullivan. A right-sized Facilities and Operations Center within the proposed North Lot parking garage would relocate these functions outside the campus core while maintaining convenient campus-wide access.

F&O Proposed Program:

- Approximate Project Area: 29,560 ASF / 40,000 GSF
- Facilities management offices, meeting rooms, and administrative support.
- Centralized campus storage and operational support space.
- Campus Printing and Mail services.
- Non-student-facing Information Technology functions.
- Service access and integration with the North Lot parking garage.

SUPPORT

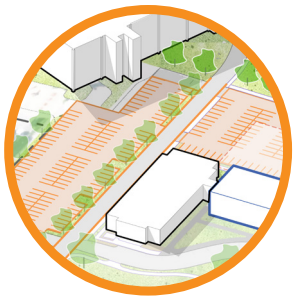


LEGEND

- EXISTING BUILDING
- MODERATE RENOVATION
- HEAVY RENOVATION
- NEW BUILDING
- NEW GARAGE
- EXISTING SURFACE PARKING
- NEW SURFACE PARKING
- NEW PLAZA
- PEDESTRIAN PATHWAY
- NEW ROADWAY
- EXISTING ROADWAY
- PROPERTY LINE
- DEMOLISHED BUILDINGS

NEW BUILDINGS

4 OPERATIONS & FACILITIES IN NORTH GARAGE



P

Parking Projects

Cost Range: **$-$$**

Total SF Impacted: **485,000**

The proposed parking improvements regularize existing surface lots and relocate parking away from areas prioritized for accessible campus green space. Parking remains important to Worcester State because of its primarily commuter population. At the same time, new parking should respond to demonstrated demand rather than existing congestion created in part by the compressed academic schedule. The final capacity of each garage should therefore be confirmed through a comprehensive parking-demand study after classes are distributed more evenly across a 40-hour instructional week.

The **North Parking Garage** is envisioned as a four-level structure accommodating approximately 372 vehicles, with the new Facilities and Operations space integrated into the building. This location replaces surface parking displaced by the proposed Health Building and provides additional capacity at the northern campus entrance.

The **Southwest Parking Garage** is envisioned as a five-level structure accommodating approximately 820 vehicles. Located along the southern edge of campus, the garage would be set into the existing grade to reduce its visibility from both the campus and the surrounding residential neighborhood. Its location near Sheehan Hall and the central pathway would allow it to serve both residential and commuter populations.

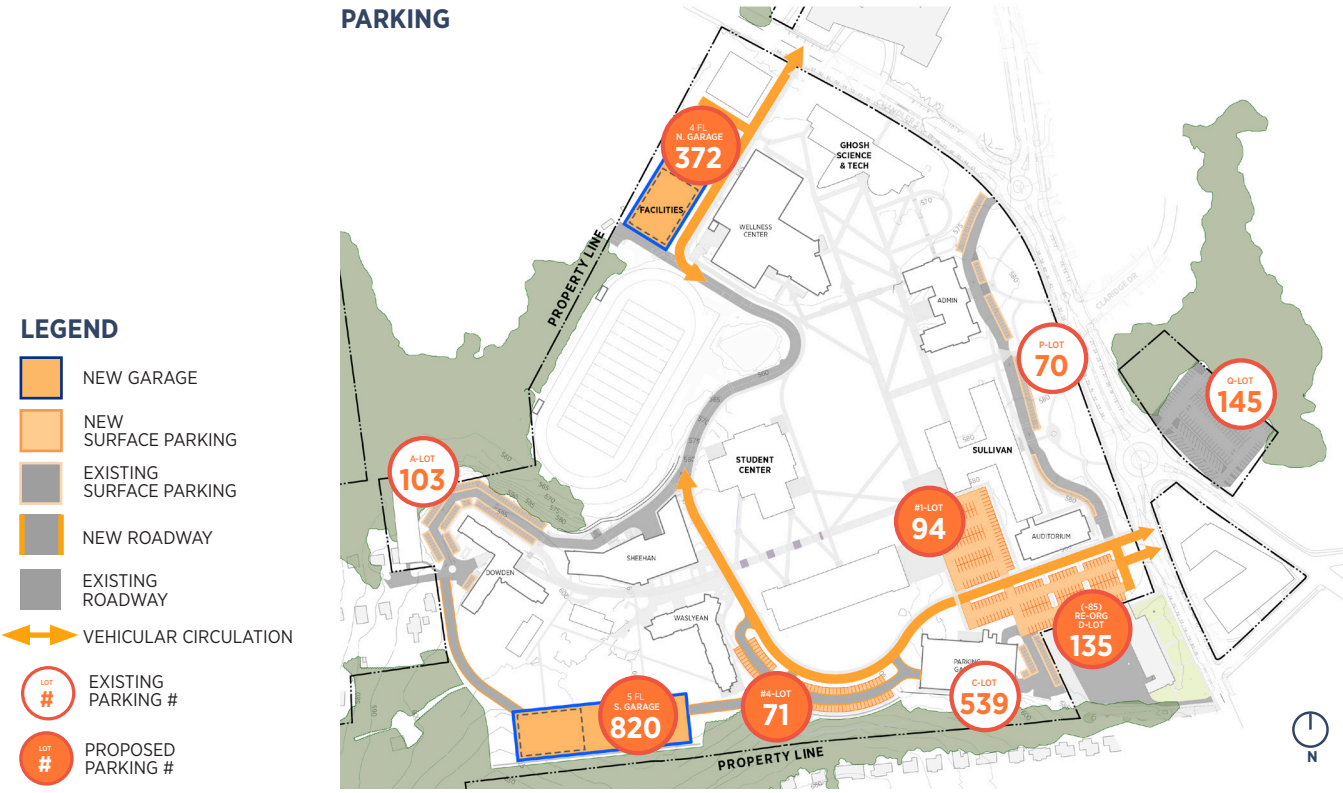
Lot P1 replaces the existing Facilities modular building and reorganizes the site to provide approximately 94 parking spaces.

Lot D is reconfigured to establish a clearer campus entrance and separate the primary circulation drive from parking aisles.

Lot P4 is similarly regularized to provide a clear drive aisle and approximately 71 parking spaces.

Worcester State currently has approximately 1,768 parking spaces. The proposed concept retains 992 existing spaces, provides 165 spaces within new or reconfigured surface lots, and adds 1,192 structured parking spaces. This results in a conceptual total of approximately 2,349 parking spaces, representing a net increase of 581 spaces. Final quantities should be refined through future parking-demand, transportation, and scheduling analyses.

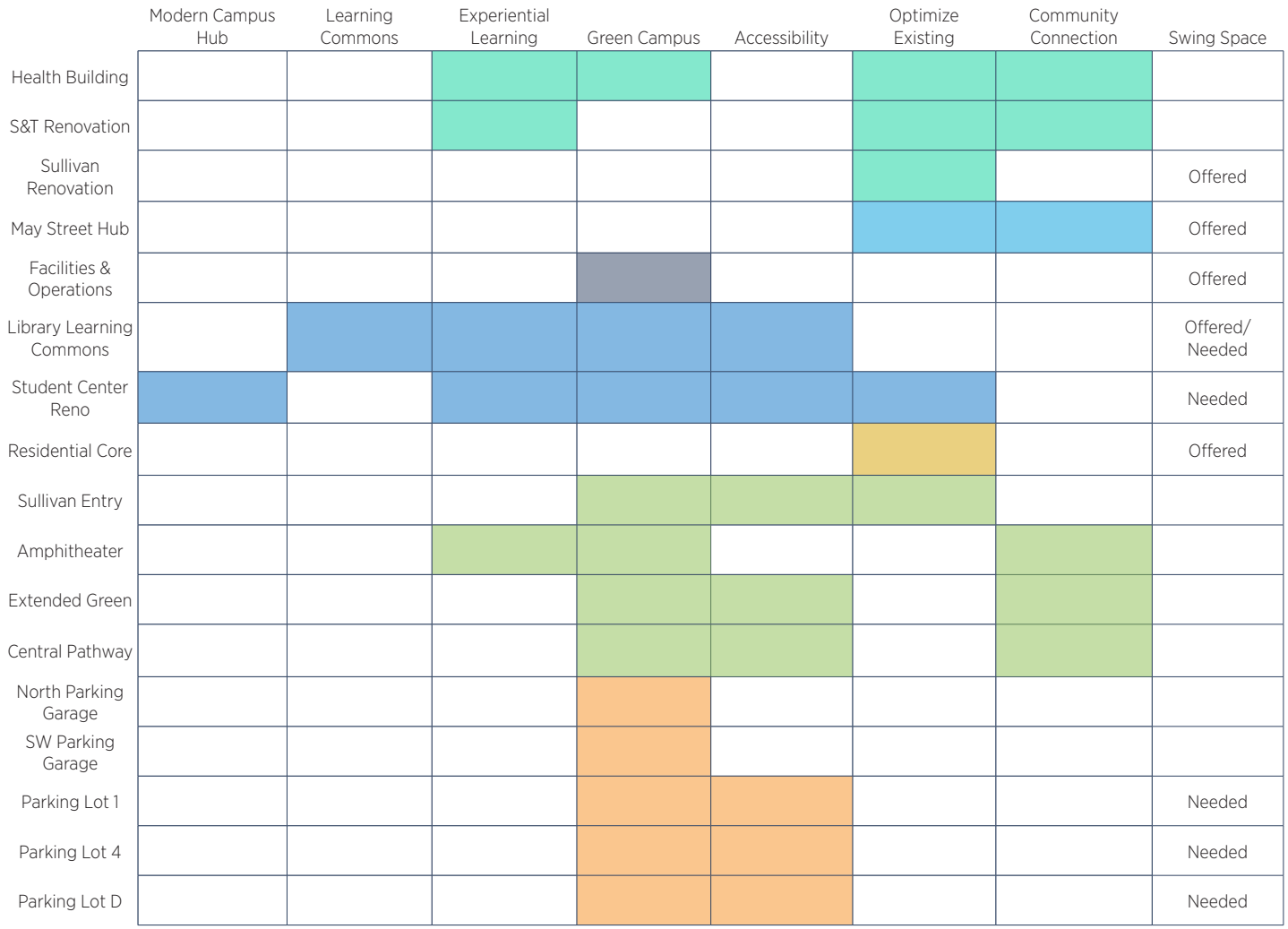
PARKING







Impact Analysis



LEGEND

ACADEMIC | COMMUNITY | SUPPORT | STUDENT SUCCESS | RESIDENTIAL | LANDSCAPE | PARKING

SCORING RUBRIC

PROJECT GOALS (1 PT EACH, IF APPLICABLE)

Modernize the Student Center
Create a Learning Commons
Prioritize greening the Center of Campus
Create an accessible connection between Upper and Lower Campus
Optimize existing space and address space deficits
Deepen connections to the community

SWING SPACE OPPORTUNITY

Swing Space NEEDED (-1 PT)
Swing Space OFFERED (+1 PT)

FACILITIES CONDITIONS ASSESSMENT (FCA) RANKED 0-1, BASED ON REPORTS

Building Condition Index - 10 YR FCI

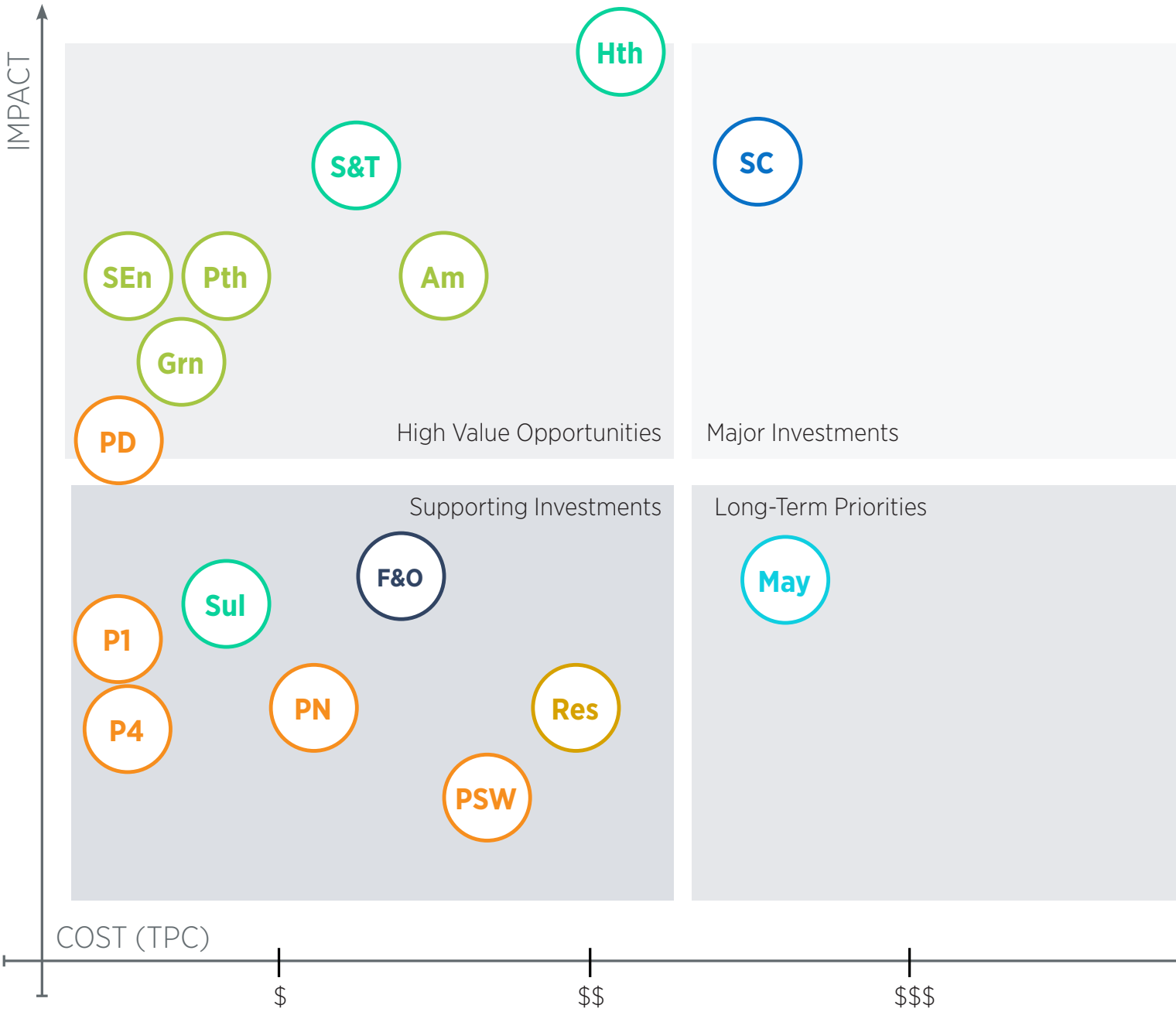
6.1 Methodology

To establish project priorities, each recommendation was evaluated using a consistent impact-scoring methodology and plotted against its anticipated cost. This allowed projects of different scales and types to be compared relative to one another and helped identify where investment could provide the greatest value.

The impact score began with the seven Master Plan goals. A project received one point for each goal it meaningfully advanced, allowing projects that addressed multiple campus needs to score more highly. Swing space was included as an additional measure because of its importance to project feasibility and sequencing. Projects that created usable swing space received one additional point, while projects requiring swing space lost one point.

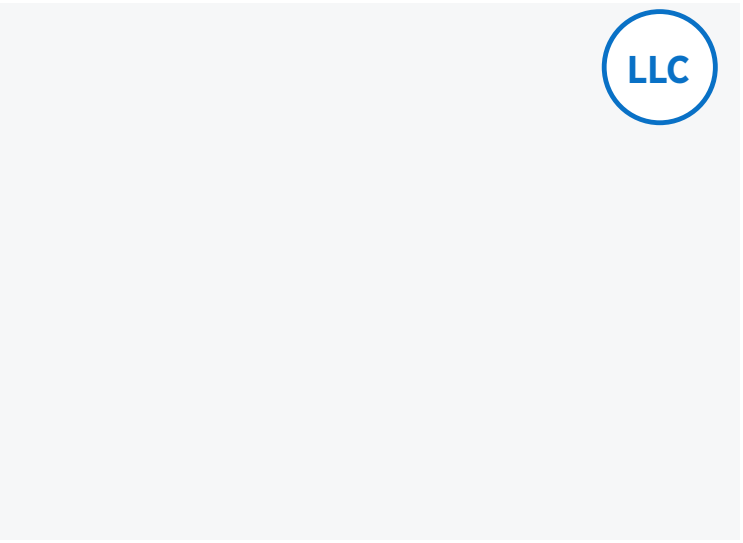
Building condition was also incorporated using the 10-year Facility Condition Index identified in the facilities condition assessments. Projects associated with buildings having greater projected renewal needs received a higher condition score, increasing their overall impact. This recognized that investment in aging or declining facilities may address both programmatic priorities and critical deferred maintenance.

The resulting impact scores were plotted against order-of-magnitude project costs. Projects were then grouped as **High Value Opportunities, Major Investments, Supporting Investments,** or **Long-Term Priorities.** High Value Opportunities combine strong impact with comparatively modest cost, while Major Investments offer substantial campus-wide benefits but require greater funding and coordination. Supporting Investments provide focused benefits and may advance independently or alongside larger projects. Long-Term Priorities remain important but may require additional planning, funding, or enabling work before implementation. The analysis provides a framework for prioritization and sequencing while allowing the University to respond to funding opportunities, project dependencies, and changing institutional needs.


IMPACT
Hth
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Pth
Am
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PD
High Value Opportunities
Major Investments
Supporting Investments
Long-Term Priorities
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May
Sul
P1
PN
Res
P4
PSW
COST (TPC)
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$$
$$$

6.2 Relative Impact (Project Goals Only)

The initial impact analysis considers only how many of the seven Master Plan goals each project advances, without adjustments for swing space or building condition. This establishes a baseline for understanding each project's direct contribution to the Master Plan vision.



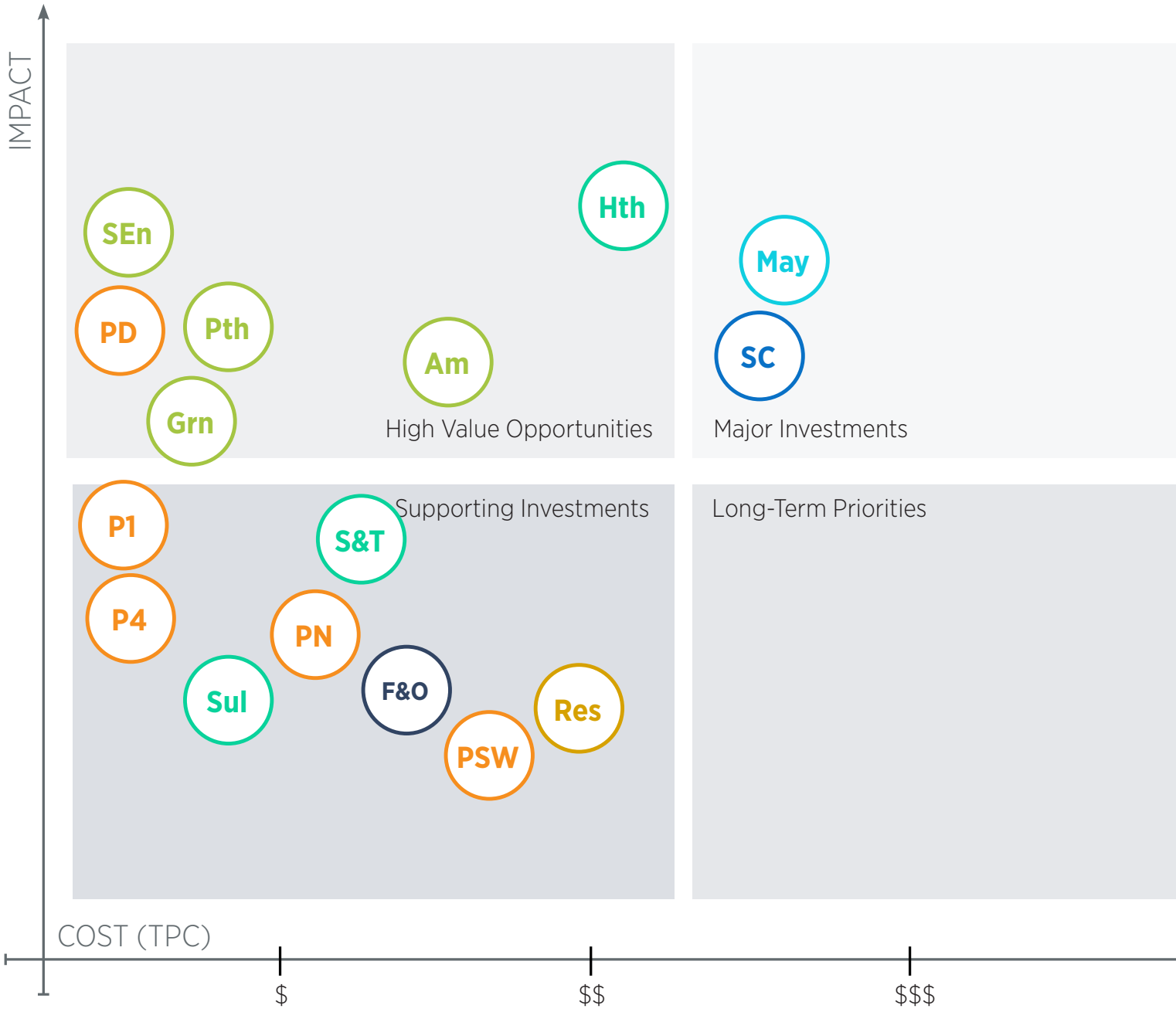


Many of the proposed landscape projects emerge as High Value Opportunities because they provide significant campus-wide benefits at comparatively low cost. This finding reflects the importance of accessibility, pedestrian circulation, and conflicts between people and vehicles as central campus issues. The Science and Technology renovation and proposed Health and Experiential Learning Building also fall within this category. Their relative value reflects the use of existing space for the renovation, the smaller footprint of the proposed building, and their shared role in expanding experiential learning.

The Student Center and Library Learning Commons are identified as Major Investments. Both carry substantial costs but advance multiple project goals, reinforcing the campus center as the primary focus of future investment.

May Street also represents a significant investment because its condition requires comprehensive renovation or replacement. When evaluated only against the project goals, however, it shows comparatively limited direct impact. Engagement and institutional priorities revealed a broader value not fully captured by the scoring: its potential to strengthen Worcester State's identity as a regional anchor and community resource. For this reason, the project was elevated within the Master Plan.

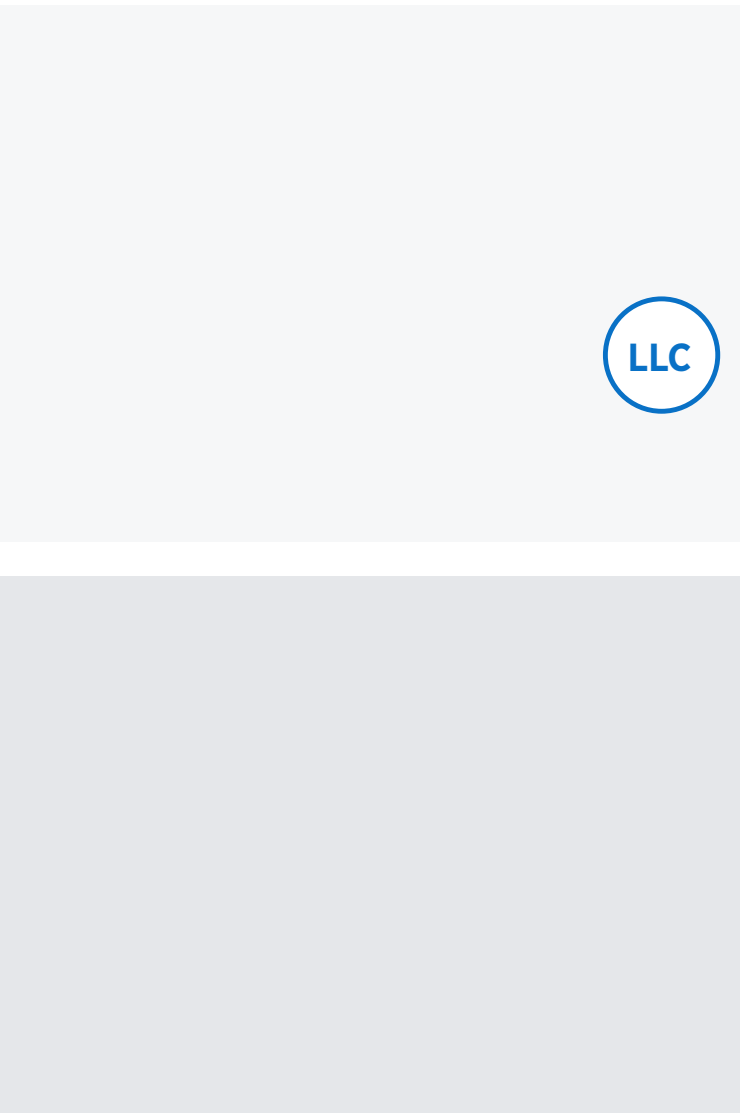
The Facilities and Operations Building and Sullivan classroom right-sizing are critical to establishing more effective campus operations and space allocation. Although their impacts may be less visible, they provide the foundation for a well-functioning campus. Parking and residential projects similarly serve as Supporting Investments by enabling other improvements and supporting the University's daily operations. These findings demonstrate why the goal-based score is an important starting point, but not the sole measure of project priority.


IMPACT
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High Value Opportunities
Major Investments
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P4
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S&T
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F&O
PSW
Res
Supporting Investments
Long-Term Priorities
COST (TPC)
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$$
$$$

6.2 Relative Impact (With Swing and FCI)

When swing space and the 10-year Facility Condition Index are incorporated, the relative impact of the May Street project and the Library Learning Commons moves closer together. May Street gains impact because it can provide swing space that supports the implementation of other campus projects. In contrast, the Library Learning Commons requires swing space because the existing Learning Resource Center must be demolished before construction of the new building can begin.

The two projects would align even more closely if swing space were the only additional consideration. However, the significant deferred maintenance needs of the existing Learning Resource Center increase the relative impact of the Library Learning Commons project. The adjusted analysis therefore identifies May Street as an important enabling project while reinforcing the Library Learning Commons as a high-impact investment addressing both programmatic and building-condition needs.

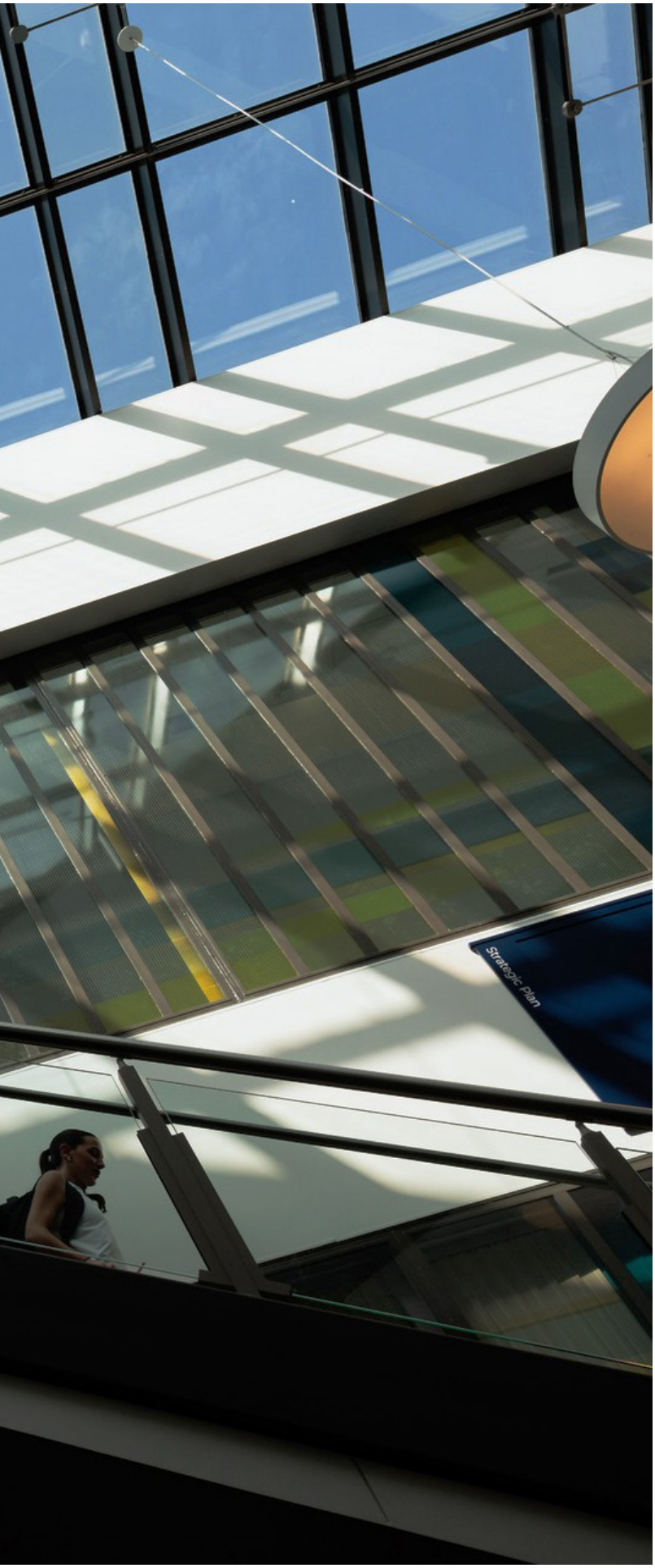






Implementation Plan





7.1 Approach

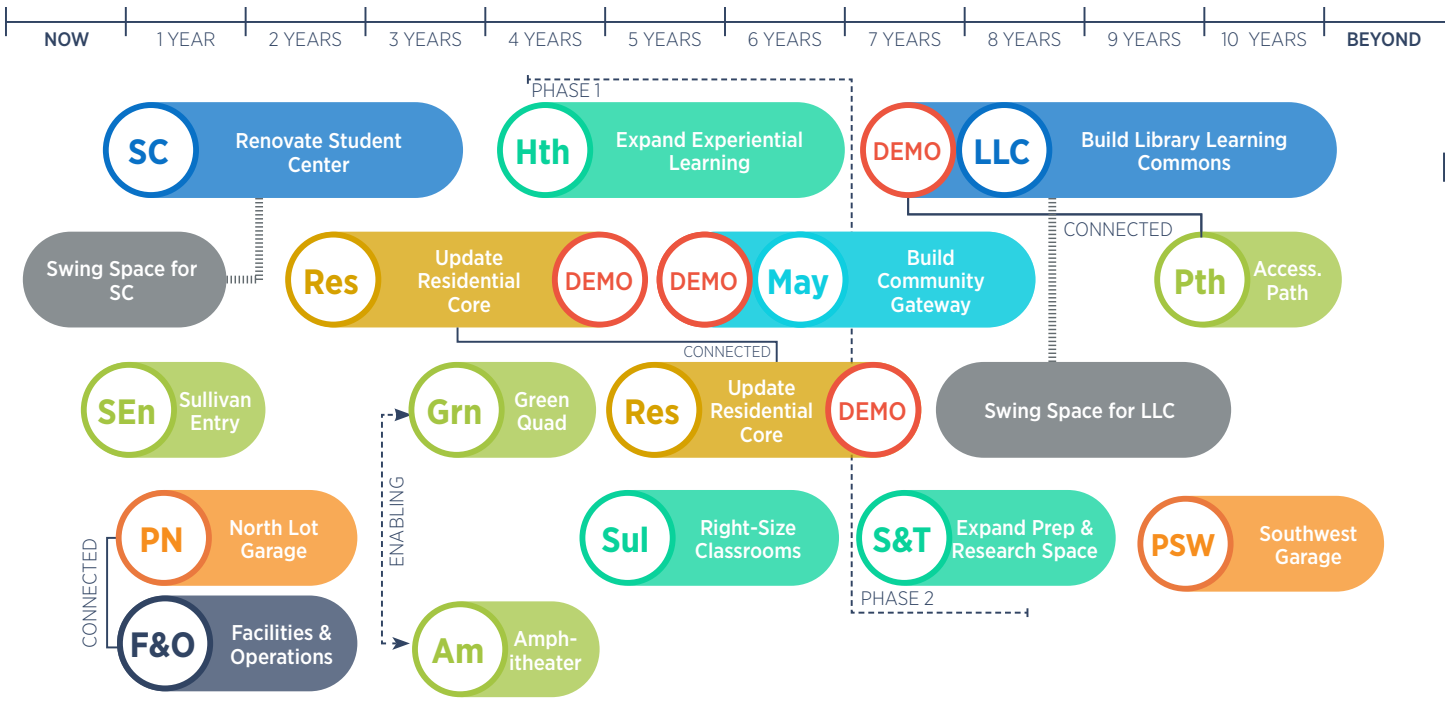
The implementation plan translates the Preferred Option into a flexible ten-year framework for completing the recommended projects. Rather than establishing a single fixed schedule, it illustrates potential sequencing strategies based on project impact, cost, dependencies, funding, and the University's ability to maintain operations throughout construction.

High-impact Major Investments form the framework of the plan, including the Student Center, Health and Experiential Learning Building, and Library Learning Commons. These projects are positioned as the primary anchors of campus transformation. Long-Term Priorities are staggered around these major investments to distribute capital needs and avoid placing excessive demands on University resources at any one time.

Supporting Investments are introduced where they enable subsequent work, improve campus operations, or accommodate program growth. These include the parking garage with integrated Facilities and Operations space, Sullivan classroom right-sizing, and the Science and Technology Building renovation. Lower-cost, high-impact projects are advanced earlier where possible, allowing the University to address accessibility, circulation, and landscape priorities while making visible progress toward the broader vision.

Phasing and swing-space requirements are incorporated throughout the timeline. These considerations help identify which projects must precede others and where temporary or permanent relocation space is necessary, creating an implementation strategy that is ambitious but operationally achievable.

IMPLEMENTATION PLAN A



Beginning at the Heart: This implementation sequence begins with the Student Center, a project identified as a priority in the previous campus master plan and studied through subsequent planning efforts. Its needs are well understood, and engagement throughout this process confirmed broad campus support for renovation. Advancing the Student Center first would provide a visible early investment in student life while beginning the larger transformation of the campus center.

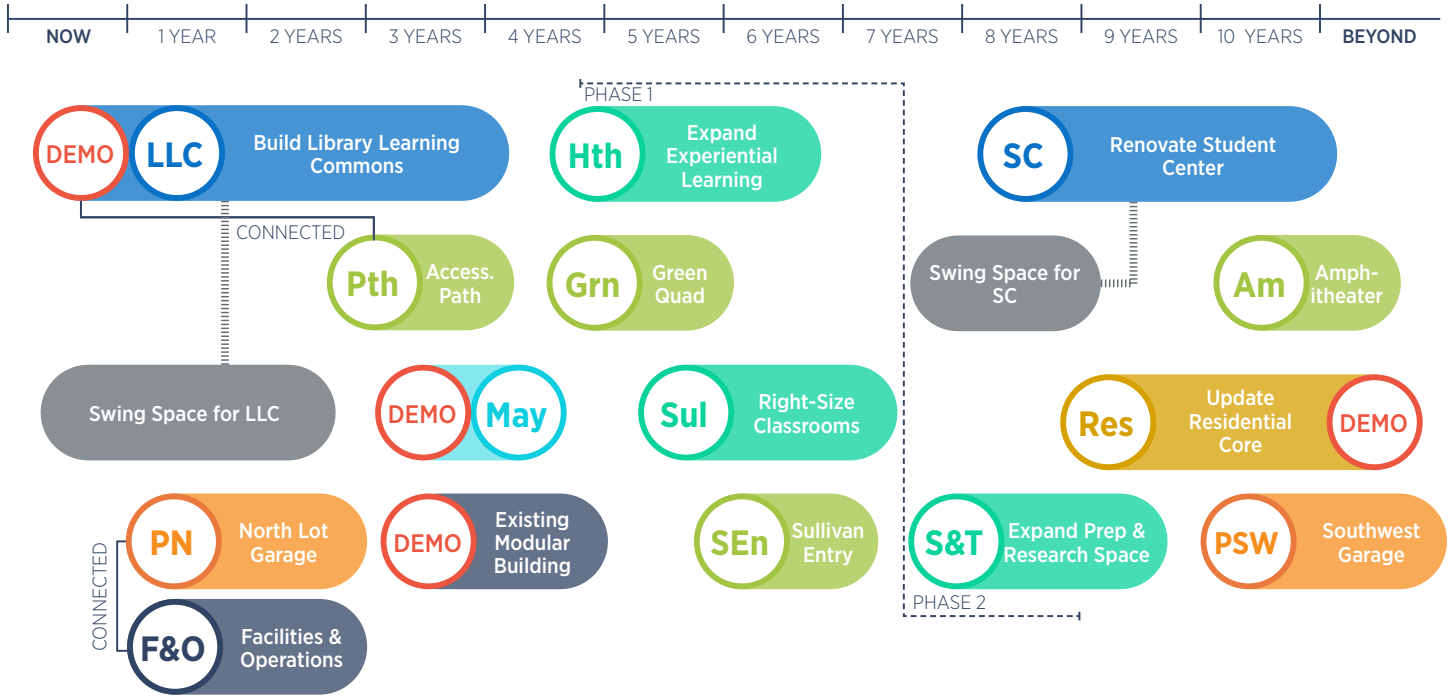
Because the building's entrances and circulation are closely connected to the surrounding grades, the project would accelerate related landscape and accessibility improvements. The expanded campus green, central pathway, and connections between upper and lower campus would need to be coordinated with the renovation rather than treated as separate future projects. These changes would also affect existing surface parking in the campus core, requiring additional parking capacity to be provided before or alongside the work through a new garage or another replacement-parking strategy.

7.2 Timeline Options

Option A represents the preferred implementation sequence based on current priorities, project dependencies, and campus needs. However, implementation may be influenced by funding availability, operational requirements, partnership opportunities, and other conditions that cannot be fully anticipated within the Master Plan.

To test the plan's flexibility, the team developed alternative sequences B&C by changing the order of the major high-impact projects while maintaining the same Preferred Alternate and long-term vision. The following pages illustrate these possibilities and their effects on enabling projects, swing space, parking, landscape improvements, and the overall project timeline.

IMPLEMENTATION PLAN B

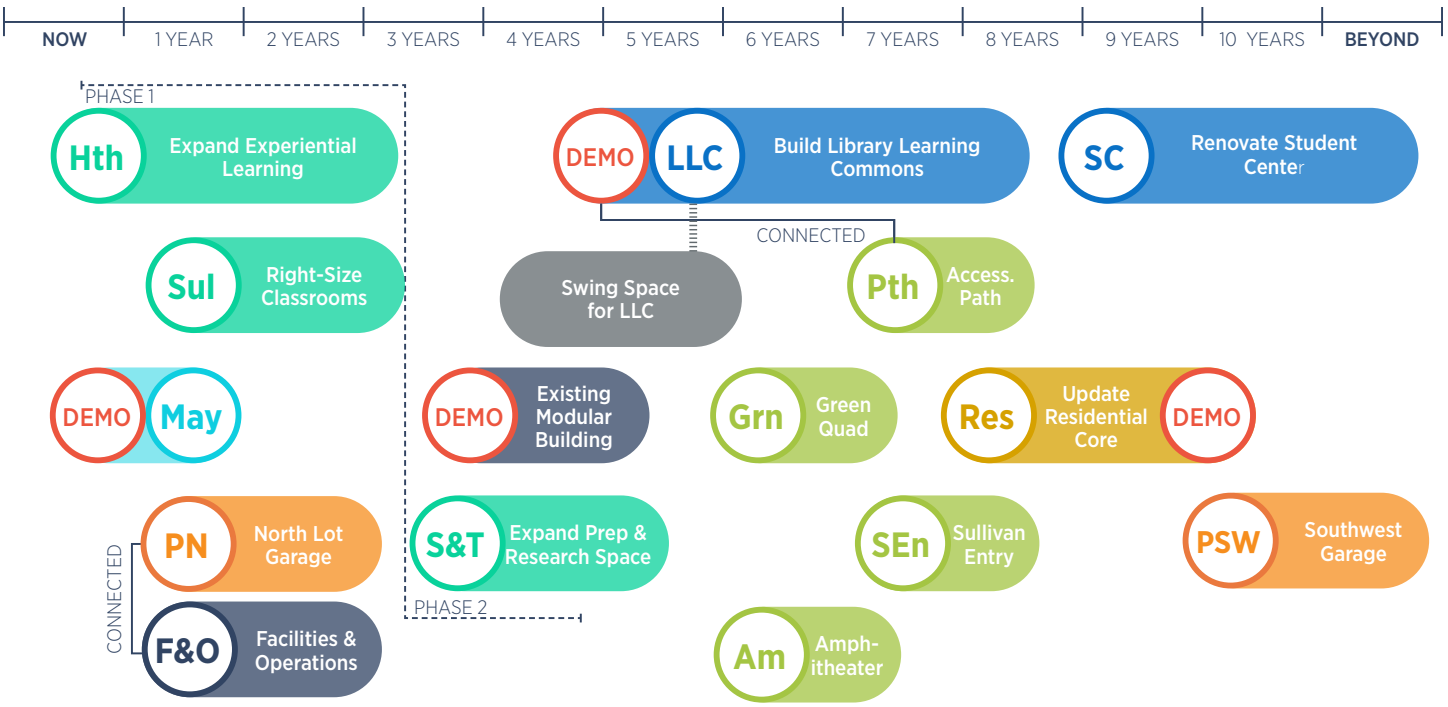


From Circle to Whole: This implementation sequence begins with the most complex major investment: replacing the existing Learning Resource Center with a new Library Learning Commons. Advancing the most difficult project first addresses the limitations of the LRC's circular form, its deferred maintenance needs, and its central role in campus circulation. Because the existing building must be demolished before construction can begin, swing space for the library, classrooms, offices, and other programs would be required almost immediately.

The new building would also provide a permanent campus home for Visual and Performing Arts functions currently located at the Craft Center. Bringing these programs back to the main campus would increase their visibility, strengthen connections to other academic programs, and allow the University to discontinue its reliance on a remote facility.

The building's entrances, accessible routes, and relationship to surrounding grades would accelerate the central campus landscape projects. Coordinating the Learning Commons with the expanded green and central pathway would replace the constrained circular building with a more open and connected campus center, helping make the campus whole.

IMPLEMENTATION PLAN C



Lead with Learning: This implementation sequence begins with the new Health and Experiential Learning Building, advancing one of the Master Plan's primary academic priorities. Because the proposed building occupies a portion of the North Lot, its construction would require additional parking capacity to be provided before or alongside the project through a new garage or another replacement-parking strategy.

The new building and Science and Technology Building renovation would be treated as a connected, phased effort. As programs relocate into the new facility, the spaces they vacate within Science and Technology can be renovated and reassigned to address research, laboratory support, and other academic needs. Advancing these projects in close succession avoids leaving space underutilized and allows the University to realize the full benefit of its investment in experiential learning.

8 Conclusion

The Worcester State University Master Plan establishes a practical, adaptable framework for shaping the campus over the next ten years. Grounded in space-utilization data, facilities assessments, campus analysis, and community engagement, the plan responds to both shared priorities and the needs of individual campus populations. Its central finding is that the University's challenge is not an overall shortage of space, but the configuration, condition, location, and performance of that space. Existing facilities must be used and scheduled more effectively, while targeted investment addresses needs that cannot be met through reallocation or renovation alone.

The Preferred Alternate focuses investment at the campus center, strengthening the Student Center and Library Learning Commons while creating an accessible connection between the residential upper campus and academic lower campus. The expanded campus green and central pathway establish a more cohesive pedestrian environment, while academic, operational, community, residential, and parking projects support the University's broader mission. Together, these recommendations enhance experiential learning, modernize student support, improve operations, and reinforce Worcester State's role as a regional educational and community resource.

Implementation will require coordination among capital investment, scheduling reform, swing space, parking, building renewal, accessibility, and decarbonization initiatives. Proposed sequencing options allow the plan to advance from different starting points while maintaining a consistent long-term direction. Lower-cost, high-impact improvements can provide early progress, while enabling projects prepare the campus for larger investments. The impact analysis provides a basis for evaluating future decisions as funding, partnerships, enrollment, and institutional priorities evolve.

This Master Plan is not a fixed set of projects or prescribed timeline, but a decision-making framework that allows Worcester State to respond to opportunity while advancing a shared vision. By aligning its physical resources with its academic mission and student needs, the University can transform a compact but divided campus into a connected, inclusive, and resilient whole.