


SOUTHEAST COMMUNITY COLLEGE

The Clark Enersen Partners

FACILITIES MASTER PLAN | 2015-2025

BEATRICE, MILFORD, & LINCOLN CAMPUSES

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COLLEGE OVERVIEW

Southeast Community College (SCC) is a two-year community college governed by an elected eleven-member Board of Governors serving a fifteen-county area of southeast Nebraska. SCC has full-service campus operations in Beatrice, Milford, and Lincoln (a main campus plus two satellite centers) serving more than 13,000 credit students yearly. SCC also serves more than 19,000 non-credit students annually. It has received ongoing accreditation since 1975 by The Higher Learning Commission of the North Central Association of Colleges and Schools.

Students attending one of SCC's five locations are preparing for entry into a growing career field or are seeking transfer to a baccalaureate institution for further study. In response to student and community needs, SCC offers more than 50 degree and certificate programs for academic transfer and terminal certificates and degrees in career and technical fields. Classes are held days, evenings, weekends, and online, as SCC provides flexibility for working students and those with families. SCC has more than 20 student clubs and organizations and currently operates on the quarter system. SCC also offers online learning for more than 300 courses class sections each term.

Southeast Community College shares its resources and addresses community needs through numerous non-credit courses and workforce development programs. The Continuing Education Division provides special classes and seminars in personal development and Customized Training for business and industry. The Entrepreneurship Center is a place where incubator businesses thrive as SCC staff assists in guiding students and the business community toward practical education needed to start or maintain an entrepreneurial venture.

Final Review

SCC's main campuses are located in three Nebraska communities -- Beatrice, Milford and Lincoln. The Beatrice Campus, located in Gage County in southeast Nebraska enrolls over 900 students on a beautiful semi-rural campus. Beatrice is home to SCC's Intercollegiate Athletics program and the Agricultural Business and Management program.

The Milford Campus, with a current enrollment of approximately 750 students, focuses on nationally recognized industry-partnership programs, including Ford ASSET, General Motors ASEP, MOPAR-Chrysler/Dodge/RAM/ Jeep, as well as a program with John Deere. SCC's Precision Machining and Automation Technology program provides advanced training in equipment, in addition to exposure to the latest innovations in the industry. The campus also has Construction and Electronics programs, each offering certificate and degree options.

Lincoln is home to the institution's flagship and main campus at 8800 O Street, with an enrollment of approximately 4,600 students as well as a smaller location at 1111 O Street called Education Square with an enrollment of 1,100 students. Education Square is located three blocks from the main campus of the University of Nebraska, Lincoln. The Jack J. Huck Continuing Education Center at 68th Street Place and the Entrepreneurship Center, both located at South 68th Street Place, are intended mainly for the community, business professionals, and entrepreneurs, and primarily features avocational classes, workshops and seminars. Area administration is also housed at the Continuing Education Center.

COLLEGE HISTORY & BACKGROUND

In 1971, the Legislature passed a bill which combined Nebraska junior colleges, state vocational/technical colleges, and the technical schools into one system of two-year institutions. The consolidation originally established eight technical community college areas but the number was reduced to six in 1973 when the Legislature established a statewide community college system, including Southeast Community College.

The first campus was at Milford, incorporating the Nebraska Technical College (est. 1971), formerly known as the Nebraska Vocational Technical School (est. 1959) and originally called the Nebraska Trade School (est. 1941). Operated by the Nebraska Department of Education, the school served the entire state. The SCC Milford campus is on the former site of the Nebraska Soldiers and Sailors Home, a 22-acre branch site of the Grand Island Soldier and Sailors Home. The facility operated from 1895 to 1939 and was described in a commemorative publication, *Celebrating 50 Years: Milford Campus, 1941-1991,* as being "situated on the crown of a beautiful little hill, furnishing perfect drainage, overlooking a vast stretch of the Blue River Valley with its long line of timber forming graceful semi-circles up and down the broad valley, with green fields and meadows unsurpassed for loveliness." Facilities included dormitories, an administration building, and a hospital (1923), which is still in use as a residence hall on the campus, called Nebraska Hall.

In 1975, Southeast Community College added a second location in Beatrice, taking over the campus of John J. Pershing College, a private liberal arts college that operated from 1966 to 1971. Pershing was one of several Midwestern colleges established as satellite campuses of Parsons College in Fairfield, Iowa. These colleges followed an academic model that involved innovative teaching methods, a diverse student body and attractive colleges for draft-eligible men from all over the country. By 1973, Parsons College was bankrupt and many of these satellites were either closed or taken over by other colleges.

In 1986, Fairbury Junior College in Fairbury, Nebraska, was closed in a merger with the Beatrice campus of Southeast Community College.

In Lincoln, Southeast Community College operated in several temporary locations from 1973 to 1979 when the Lincoln Campus at 8800 O St. was established. In 1995, a campus annex was purchased in downtown Lincoln on the first floor of 1111 O Street, formerly known as Energy Square and originally known as the Centrum. The second floor of the building was purchased in 2011 and renamed Education Square. In 2004, Southeast Community College purchased a portion of the former Gallup complex at 301 So. 68th Street Place as a new Continuing Education Center. In 2006, an adjoining building at 285 So. 68th Street Place was purchased as a new Entrepreneurship Center.

MASTER PLANNING PROCESS

Master Plan Guiding Principles

The guiding principles of the Master Plan are determined by the core values, mission, and strategic goals of the institution. The Core Values and Mission Statement were developed by SCC in advance of the space needs analysis and in July 2015, SCC began implementing its 2015-19 Strategic Plan, “Creating Futures through Inquiry, Knowledge, and Application.” This plan provides SCC with a road map to ensure a focus on meeting student and employer demand for higher education. The plan emphasizes SCC’s student-centered focus through positive and engaging learning environments and comprehensive support services. These broad strategic goals were integrated into decision-making components of the campus planning process and are evident in the outcomes. This included development and selection of new programs and enrollment projections. The current planning statements are listed in the remainder of this section.

CORE VALUES:

1. EXCELLENCE

Commitment to the highest level of performance in all facets of the College's programs, services, and operations through effective investment and support of all assets.

2. INTEGRITY

Continuous pursuit of fulfillment of mission and goals through transparency and ethical practices in all College operations.

3. INNOVATION

Commitment to inquiry and the respectful challenging of assumptions to promote creativity, alternative points of view, and opportunities for ongoing discovery.

4. INCLUSION

Promotion of opportunities and advancement for a diverse and dynamic student, faculty/staff, and community population through the creation of a positive, compassionate, and reflective culture.

5. STEWARDSHIP & ACCOUNTABILITY

Commitment to investment in appropriate resources in fulfillment of College's mission and goals and reliance on responsible management of human, physical, and financial resources.

SCC 2015-2019 | STRATEGIC PLAN

MISSION

The mission of Nebraska community colleges, in accordance with Nebraska Statute 85-962, is to be student-centered, open-access institutions primarily devoted to quality instruction and public service, providing counseling and other student services intended to promote the success of a diverse student population, particularly those who have been traditionally underserved in other educational settings. SCC is addressing its mission by providing accessible, dynamic, and responsive pathways to career and technical, academic transfer, and continuing education programs. Student success and completion is maximized through collegiate excellence, exemplary instruction, comprehensive student support services, enrichment programs, and student-centered processes. SCC is committed to a proactive and evidence-based approach that continually assesses and responds to student, community, and employer demand for higher education.

STRATEGIC GOALS

GOAL 1: ENROLLMENT & GROWTH

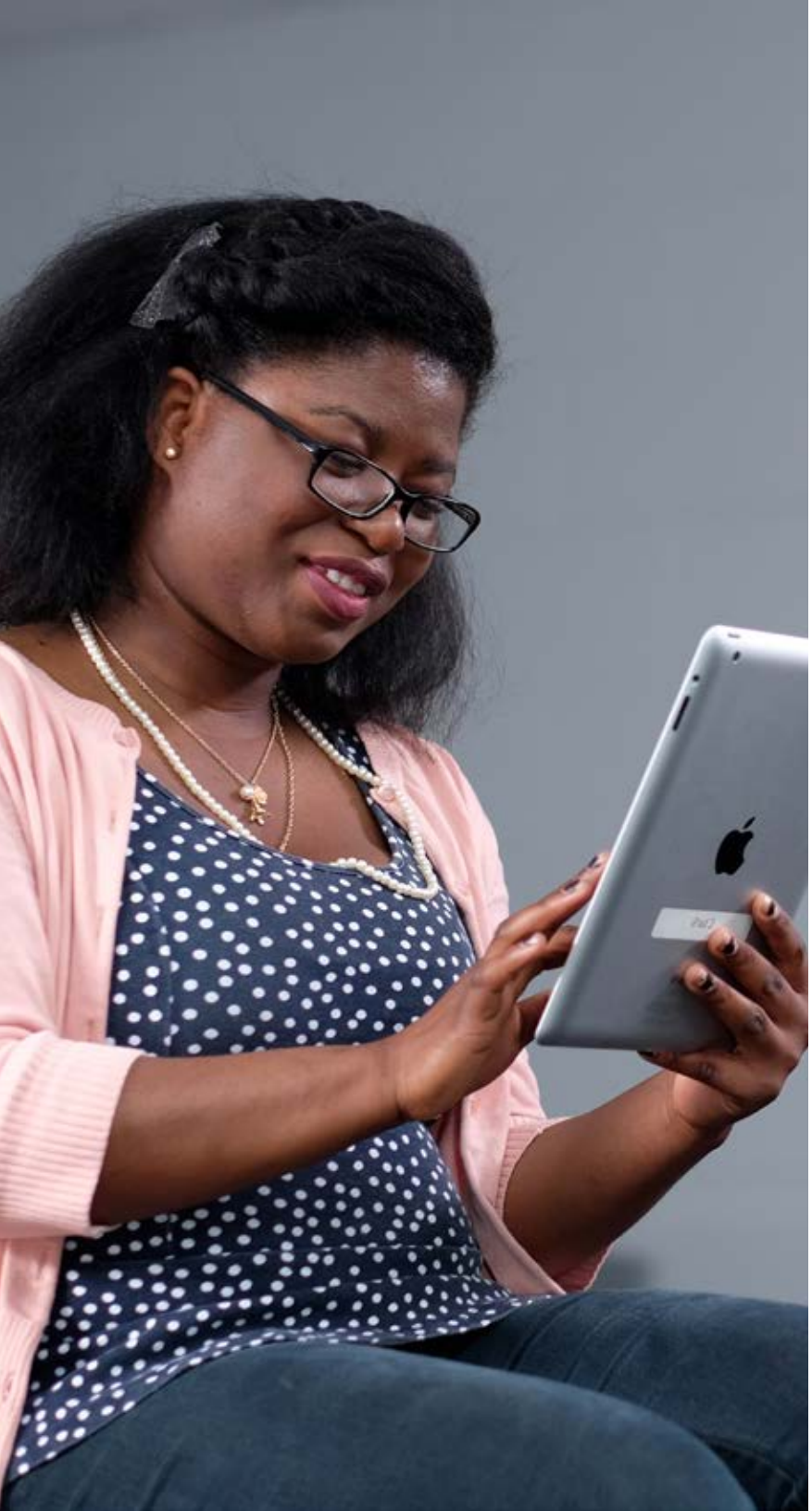
Promote access to career and technical, academic transfer, and continuing education programs through proactive enrollment, student support and program growth based on student, employer, and community demand.

GOAL 2: STUDENT SUCCESS

Improve student success, retention, completion, and academic excellence through high-quality academic and career programs and responsive, innovative student services.

GOAL 3: STUDENT ENRICHMENT

Promote student lifelong learning and continuous personal growth through comprehensive student development programming.



GOAL 4: PROGRAM DEVELOPMENT

Promote the development of career, academic transfer, and continuing education programs to meet current and future needs.

GOAL 5: FACULTY & STAFF EXCELLENCE

Promote excellence, innovation, and creativity among faculty and staff to support a positive and dynamic learning environment.

GOAL 6: PARTNERSHIPS

Develop and maintain community partnerships to promote collaboration and innovation among school districts, institutions of higher education, industry, community organizations, and governing entities.

GOAL 7: EDUCATIONAL ENVIRONMENT

Enhance and maintain educational environments that promote learning, engagement, innovation, creativity, and safety.

GOAL 8: FINANCIAL STABILITY

Maximize the College's ability to fulfill its mission and accomplish its strategic goals and objectives while maintaining financial stability.

GOAL 9: ORGANIZATIONAL DEVELOPMENT

Maximize operational efficiency by enhancing policies and procedures, staffing, and communication processes and practices.

Master Planning Process & Participants

The Southeast Community College Facilities Master Plan was developed over a twelve month period from January 2015 to February 2016. The master planning process, led by consultants from The Clark Enersen Partners of Lincoln and Paulien & Associates of Denver, included several workshops, planning charrettes, Board of Governors retreats, and open campus forums. These workshops marked key milestones in the process of gathering data, analyzing space needs, assessing existing facilities, developing concepts, and selecting the preferred master plan concept for each campus. Feedback and guidance from SCC was provided by a Master Plan Steering Committee and SCC President Paul Illich.

CURRENT TRENDS: Early workshops explored institutional and campus trends that have an impact on space needs or influence master planning in some way. Relevant trends include anticipated changes in pedagogy, academic support and student services. Stakeholders discussed the potential impact of alternative delivery methods (e.g. interactive classrooms, online coursework) and emerging instructional technologies. Potential new or expanding programs, program integration (e.g. "STEM" -- Science/Technology/Engineering/Math), new collaborations, and the potential migration of programs between campuses were identified. Trends in workforce education, jobs growth and continuing education were also explored in the context of the fifteen-county service area. Finally, workshops explored the implications of meeting the needs of today's students, such as collaborative learning spaces, access to academic support, learning resource centers (library), recreation, housing, and student life.

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Bob Morgan *(Dean Virtual Learning/Beatrice Campus Director)*
Ed Koster *(VP Info Tech/Milford Campus Director)*
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Robin Moore *(A.D. Institutional Effect. & Research)*
Stu Osterthun *(Admin Director of Public Info & Marketing)*
Jose J. Soto *(VP Access/Equity/Diversity)*

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Kathy Boellstorff *(Chair)*
Dale Kruse *(Vice Chair)*
Nancy A. Seim
Helen E. Griffin
James J. Garver
Ruth M. Johnson
Terrence L. Kubicek
Steve Ottmann
Rev. Edward C. Price
Donald Reiman
Lynn Schluckebier
Pat Galitz *(Faculty Rep)*

Consultants at The Clark Enersen Partners.

JoAnne Kissel
Greg Newport
Tim Rogers
Evan Gunn
Jon Hauck

Deans, Directors and Program Chairs

Amy Chesley
Kathy Eitzmann
Charlotte Pasco
Glenn Pasho
Carolee Ritter
Denise Schlake-Ideus
Glen Williams
Connie Collin
Chris Cummins
Nancy Holman
Rhonda Taft
Diane Vesely-Robb
Jeanette Walsh
Mike Aalberg
Janice Arnold
Amanda Baron
Steven Bassett
Ryan Batenhorst
William Beltz
Linda Bettinger
Jeff Boaz
Lester Breidenstine
Paul Buell
Bridget Clark
RoxAnn Coudeyras
Kelly Cummins
Danny DeLong
Rita Dondlinger
Robert Eddy
Annie Erichsen
Kelly Findley
Brandon Harpster
Linda Hartman
Fran Hartwell
Mark Hawkins
Karen Hermsen
Crystal Higgins
Sandeep Holay
Ken Hoppmann
Kenneth Jefferson
Jeanine Jewell
Daniel Johnson
Scott Kahler
Cinda Konken
Michael Kuebler
Julie Miller
April Minster
Rick Morphew
Dale Mueller
Lynnett Paneitz
Ron Petsch
John Pierce
Elina Pierce
Travis Pralle
Sam Rapien
Sharon Rehn
Ken Reinsch
Dawn Renshaw
Phip Ross
Todd Roth
Jill Sand
Jo Schuster
Terry Spoor
Crystal Stuhr
Rose Suggett
Jo Taylor
Terri Tiedeman
Elaine Vavra
Bill Vocasek
Randy Walbridge
Kenni Woerner
Kathy Zabel
Dan Zabel

Metropolitan Community College Culinary Institute

Northeast Community College, College of Nursing

PEER INSTITUTIONS: The master planning process included an assessment of existing SCC facilities on the three main campuses in Beatrice, Milford and Lincoln and the two Lincoln satellite locations at 11th and O Street and 68th & O Street. The assessments were conducted by the architects, engineers, landscape architects and interior designers from The Clark Enersen Partners. The assessment criteria (described in detail in Chapter 2 of this document) included physical condition, suitability as a 21st Century college, adaptability, and comparability with peer institutions. In order to ascertain how SCC facilities compare to its peer institutions, the master planning team toured and photographed several similar campuses in Nebraska, Iowa and Texas. This allowed the team to establish a working base line for facility quality and suitability that could be applied to SCC facilities for assessment and future recommendations for future improvements. The tours of peer institutions confirmed what the physical assessment had indicated: Most of SCC facilities were out-of-date, below quality for the purpose of 21st Century higher education, and have failed to keep up with current educational trends, market demand, and student needs.

Peer institutions visited by the Master Planning team during the planning process included Central Community College (Hastings), Northeast Community College (Norfolk), Metropolitan Community College (Omaha), DesMoines Area Community College (DesMoines, IA), Johnson County Community College (Overland Park, KS), and McClennan Community College (Waco, TX).

CHAPTER TWO
NEEDS ANALYSIS

NEEDS ANALYSIS

The analysis of campus needs involved three primary components – enrollment analysis, space needs analysis and facilities assessments. Enrollment projections for the target planning year of 2025 (ten years out) provides the foundation for determining the amount of space required to meet existing and future space needs on campus. The results of facilities assessments determines the amount of existing space that is suitable to meet future space needs and what additional space is required. This chapter explains the methodology used for these three analysis components.

ENROLLMENT PROJECTIONS

Southeast Community College administrative staff conducted extensive data analysis to provide enrollment projections for the target planning year of 2025. These projections were then used to analyze the 2025 space needs for each campus.

The projections were developed by analyzing trends in course demand, high school dual credit enrollment, new academic programs, new student life amenities (e.g. housing, athletics), regional demographics and jobs growth. The following is a summary of findings that influenced the enrollment projections analysis.

METHODOLOGY

Course Demand Analysis. In 2014, SCC implemented a new proactive enrollment management model, which allows the College to identify high demand course areas. The model defines course utilization as the number of course enrollments for a particular course area divided by the number of course enrollment possible. For example, assuming 15 students enroll in each section of English 1010 demonstrating a course demand statistic of 95% for the 10 sections offered, it means that 143 students are enrolled in English 1010. Course areas with 80% or higher utilization over a three year period represent growth opportunities. For the Fall 2014 Quarter, over 300 additional sections could have been added based on the model.

As illustrated in Figure 1 (at right), the majority of course sections at SCC are in high demand. Each red bar represents a course section that was offered and delivered in Fall 2014 in an area of high demand during Summer of 2014, but the College could not add sections in Fall 2014 (due to the lack of instructors and/or classroom space). The height of each bar represents the utilization rate for that course section. The majority of sections had utilization rates above 80% (shown in red) with a number of sections at 100% utilization. For all courses offered in the fall of 2014, the majority have at least 70% utilization and as high as 100%. This indicates that many sections were not offered due to lack of instructors and/or classroom space. This enrollment model was used to determine a portion of the 2025 projections by determining the number of students associated with existing course demand. For these calculations, online course enrollments were excluded. For each campus, the number of additional sections that could be added based on the model was multiplied by the average class size associated with the course areas. This course enrollment statistic was then converted to a headcount statistic based on course load. The course demand calculations were based on existing demand statistics only.

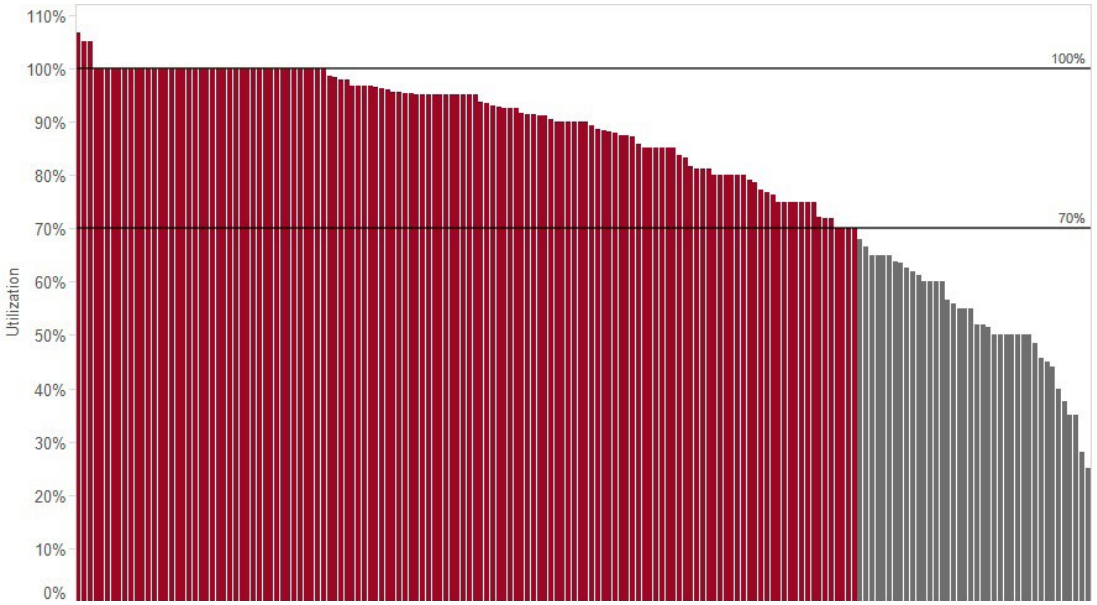


Figure 1. SCC Course Sections in High Demand

CAREER & TECHNICAL ACADEMIES: The Milford and Beatrice campuses will include new facilities for high school dual credit career and technical academies. SCC currently offers career/technical dual credit courses to juniors and seniors enrolled in high schools outside of Lancaster County through its Southeast Nebraska Career Academy Program (SENCAP). Currently, there are 37 participating schools with over 500 students enrolled in these dual credit courses. There are over 11,000 juniors and seniors within SCC's Service Area with approximately 54% enrolling in schools outside of Lancaster County, the site of SCC's largest campus.

The Master Plan proposes new Career and Technical Academies on the Beatrice and Milford campuses, similar to the one recently opened on the Lincoln campus in partnership with Lincoln Public Schools. The two new Career Tech Academies will draw from students in eight nearby counties, including York, Seward, Fillmore, Saline, Jefferson, Gage, Johnson and Pawnee. During the 2015-2016 Fall semester there were 2,214 juniors and seniors located in these eight counties.

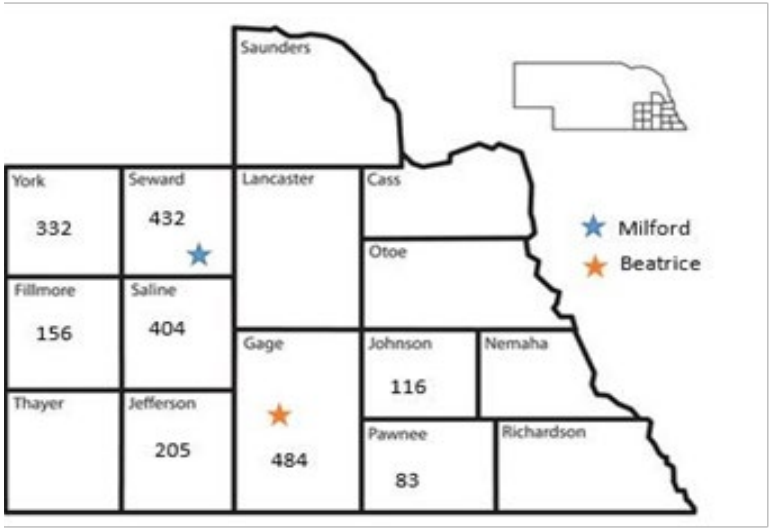


Figure 2. Eight Counties Served by proposed Career & Technical Academies at Milford & Beatrice

Table 1. Dual Credit Enrollment in Eight Counties served by proposed Career & Technical Academies.

COUNTY	HIGH SCHOOL NAME	TOTAL COURSE ENROLL.	UN-DUPLICATED STUDENTS	HS JUNIORS & SENIORS	% OF JR/SR ENROLLED SCC
FILLMORE	Exeter Milligan Public Schools	7	6	44	13.6%
	Fillmore Central High School	35	10	95	10.5%
	Shickley Public School	7	5	16	31.3%
	Youth Rehabilitation & Treatment Ctr	0	0	27	0.0%
GAGE	Beatrice Public Schools	165	107	313	34.2%
	Diller-Odell High School	16	10	32	31.3%
	Freeman Public Schools	26	15	61	24.6%
	Southern High School	36	18	64	28.1%
JEFFERSON	Fairbury Junior Senior Hs	58	40	112	35.7%
	Meridian High School	17	12	38	31.6%
	Tri-County High School	0	0	61	0.0%
JOHNSON	Johnson Co. Central Public Schools	0	0	77	0.0%
	Sterling High School	0	0	37	0.0%
PAWNEE	Lewiston Consolidated Hs	0	0	29	0.0%
	Pawnee City Public School	2	1	39	2.6%
SALINE	Crete High School	20	17	253	6.7%
	Dorchester Public Schools	23	13	19	68.4%
	Friend Public School	31	19	49	38.8%
	Wilber-Clatonia Public Schools	131	35	82	42.7%
SEWARD	Centennial Public School	2	2	81	2.5%
	Milford High School	86	45	111	40.5%
	Seward High School	83	66	246	26.8%
YORK	Heartland Community School	37	14	51	27.5%
	Nebraska Ev Lutheran Schools	0	0	42	0.0%
	McCool Junction High School	10	6	48	12.5%
	York High School	79	51	232	22.0%
TOTAL		871	492	2,259	21.8%

Based on a review of dual credit participation at other institutions across the State, a participation rate of about 25% can be expected to enroll in the Career Tech Academies, which results in a projected headcount of 250 juniors and seniors at both campus locations. The existing dual credit enrollment for the eight counties reflects a participation rate is 21.8% (See figure 4)

NEW PROGRAMS: Projections also took into consideration new academic programs, athletic programs, housing and scheduling options. On the Beatrice campus, the Facilities Master Plan reflects the addition of six new sports -- men's and women's soccer, cross country, and track which expand recruitment opportunities. Housing will be expanded on the Milford and Beatrice campus and added to the Lincoln Technical Campus based on the results of a recent student survey and existing waiting lists for the Beatrice Campus.

Projections were made for additional programs such as Arts and Sciences on the Milford Campus and additional Health Science programs on the Beatrice Campus as well as the addition of part-time enrollment/attendance options and evening classes on the Milford campus.

The enrollment projection methodology did not account for the impact on program and course demand that could be associated with new and renovated facilities because it is more difficult to quantify. However, the high quality, inviting facilities envisioned in this Facilities Master Plan can reasonably be expected to have a significant impact on student recruitment and retention by creating a vibrant institutional identity.

DEMOGRAPHIC & EMPLOYMENT TRENDS: Enrollment projections also took into consideration projected changes in the number of high school graduates and changes in population. As Table 2 indicates, the overall population in SCC's 15-county service area is expected to increase by 8.5% by 2025 with steady growth in counties with SCC campuses: Gage (15.3%), Seward (6.9%), Lancaster (6.8%).

All projections were evaluated in the context of projected changes in the number of high school graduates and changes in population. As shown in Figure 3, the Coordinating Commission for Postsecondary Education (CCPE) estimates that the number of high school graduates in Nebraska will grow by 16 percent from 20,622 to 23,898 between 2013-14 and 2024-25. (See Figure 5)

Finally, employment trends in areas that align with SCC's major divisions point toward an increase in the number of jobs in all sectors to the year 2025. Highest projected job growth areas include Computer & Math (23.3% growth), Healthcare Support (21% growth), Construction & Extraction (17.9% growth), Transportation & Material Moving (17.6% growth), and Business & Finance (14% growth). Other areas include Ag Food & Natural Sciences (9.4% growth), Arts & Sciences (8.5% growth), and Community & Social Services (5.8% growth)

Table 2. SCC Primary Service Area Population Trends

COUNTY	2010 Census Population	2013 Census	% Change 2010-2013	Fall 2013 Headcount	Participated on Rate	2025 Estimate	% Change 2010-2025
Gage	22,311	21,864	-2.0%	471	2.2%	25,208	15.3%
Lancaster	285,407	297,036	4.1%	5,582	1.9%	317,361	6.8%
Saline	14,200	14,416	1.5%	256	1.8%	16,380	13.6%
Seward	16,750	17,089	2.0%	286	1.7%	18,271	6.9%
Jefferson	7,547	7,560	0.2%	126	1.7%	6,824	-9.7%
Saunders	20,780	20,929	0.7%	301	1.4%	26,500	26.6%
Fillmore	5,890	5,698	-3.3%	74	1.3%	5,723	0.4%
York	13,665	13,883	1.6%	170	1.2%	14,901	7.3%
Johnson	5,217	5,144	-1.4%	58	1.1%	4,371	-15.0%
Otoe	15,740	15,752	0.1%	175	1.1%	16,868	7.1%
Richardson	8,363	8,125	-2.8%	84	1.0%	7,648	-5.9%
Pawnee	2,773	2,709	-2.3%	26	1.0%	2,447	-9.7%
Thayer	5,228	5,189	-0.7%	47	0.9%	3,635	-29.9%
Cass	25,241	25,357	0.5%	216	0.9%	35,285	39.2%
Nemaha	7,284	7,157	-1.3%	47	0.7%	6,260	-12.5%
TOTAL	456,360	467,908	2.5%			507,682	8.5%

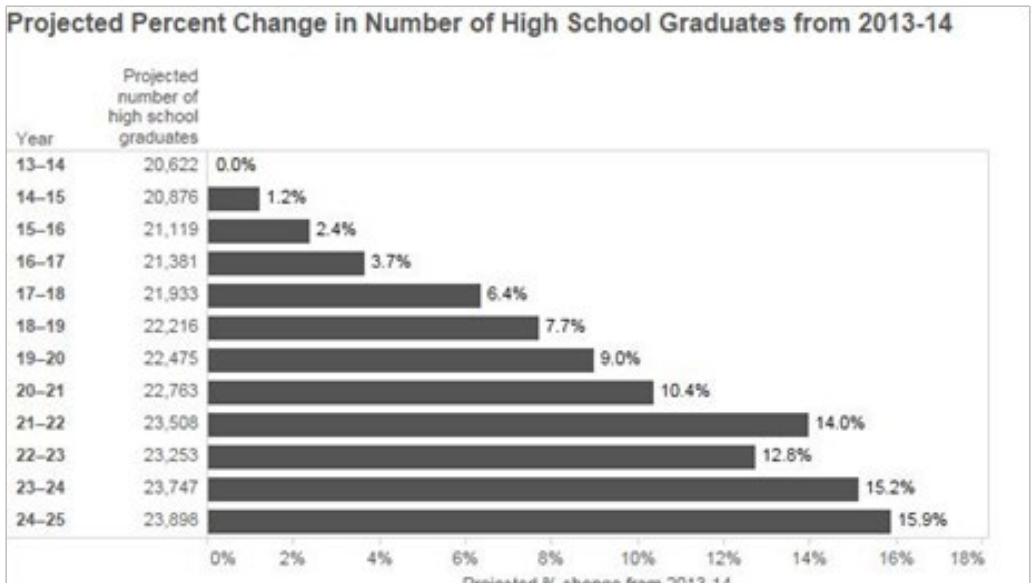


Figure 3. Projected Percent change in Number of High Score graduates from 2013-14 to 2024-2025.

ENROLLMENT FINDINGS: Table 3 on the right summarizes existing and projected enrollment headcounts (number of students or employees physically on campus) for the fall quarter of 2014 and projected headcounts for 2025. Enrollment assumptions are based on the number of students that would physically be present on the campus and did not include online education and off-site delivery. This is due, in part, to the fact that as additional student housing is built on all the campuses, resident students typically enroll in a greater number of credit hours per term than commuter students. Therefore the ratio of FTE to HC will likely remain about the same regardless of changes in online course offerings. Campus administration also provided current and projected full-time faculty and staff over the planning period. One of the goals of SCC is to maintain the current ratio of student FTE to full-time faculty.

Table 3. Projected Student Enrollment on Campus or Center

ENROLLMENT	FALL QTR 2014	PROJECTED 2025 ENROLL	
CAMPUS	DUPLICATED HEADCOUNT	DUPLICATED HEADCOUNT	% CHANGE 2014
BEATRICE	674	1974	193%
MILFORD	683	1486	118%
LINCOLN			
88TH & O	4575	3147	-31%
ESQ/Telegraph District*	1078	6055	462%
SUBTOTAL (Lincoln only)	5653	9202	
Total All Campuses	7,010	12,662	

FACULTY/STAFF (CREDIT ONLY)	FALL QTR 2014	PROJECTED 2025 ENROLL	
CAMPUS	DUPLICATED HEADCOUNT	DUPLICATED HEADCOUNT	% CHANGE 2014
BEATRICE	89	260	192%
MILFORD	156	290	86%
LINCOLN			
88th & O	311	239	-23%
ESQ/Telegraph District*	28	387	1282%
SUBTOTAL (Lincoln only)	339	626	
Total All Campuses	584	1,176	

**Education Square (ESQ) enrollment is shown for Fall Quarter 2014. Lincoln Telegraph District Campus enrollment (the proposed replacement for Education Square) is shown for 2025 Projected.*

SPACE NEEDS ANALYSIS

METHODOLOGY

To determine the space needs for the Southeast Community College campuses over the next ten years, the master planning team utilized the expertise of the nationally recognized space planning firm, Paulien & Associates, Inc. The firm conducted a Utilization and Campus-wide Space Needs Analysis for the designated planning period ending in 2025. The results of this study provide support for the direction outlined in the recommendations in this document.

The purpose of the space needs analysis was to:

- Document the existing physical assets on the campus
- Establish an understanding of how classrooms and laboratories are being used currently
- Conduct analysis for both current and future target enrollment and staffing levels
- Determine the quantitative gap between existing space and future space needs in order to determine additional spaces required to meet needs

The Utilization and Space Needs Analysis integrates key components of SCC's mission and strategic goals outlined in Chapter 1 of this document. The space need analysis was developed through a college-wide collaborative process that engaged stakeholders in a discussion about SCC's future over a 12-week period spanning from January 2015 through March 2015.

The space need analysis was developed with diverse representation of faculty, staff, and administrators from SCC. The process was informed by the President and his executive staff, comprised of the executive leadership of each campus and the decision–making body for the planning process. Multiple meetings were conducted with faculty and staff, including deans, directors, and other professional staff during the course of the study. In an effort to disseminate the results of the analyses, two open forums were conducted for all faculty and staff.

Table 4. Potential New Programs

PROGRAM	BEATRICE	MILFORD	LINCOLN TELEGRAPH DISTRICT	LINCOLN TECH. CAMPUS
Fine Arts & Performing Arts			X	
Veterinary Technology (AVMA Accredited)	X			
High School Dual Credit & Career Academic Courses	X	X		X
New Health Science Programs	X			
Mortuary Science	X			
Athletic - Men's Cross Country	X			
Athletic - Women's Cross Country	X			
Athletic - Men's Soccer	X			
Athletic - Women's Soccer	X			
Athletic - Men's Track	X			
Arts & Sciences		X	X	
Academic Transfer		X	X	
Biomedical Equipment Technology		X		
Dealer Training (e.g. Toyota)		X		
Heavy Construction		X		
Welding		X		
Diesel Technology (free-standing program)		X		

PROGRAM ASSUMPTIONS: The SCC president and the campus deans were interviewed for the space needs analysis. Gathered information included enrollment trends, issues related to current space needs, and a list of programs under consideration. Many of these programs are expected to generate increased enrollments. Some programs have special teaching laboratory requirements or other special space needs that were taken into consideration in the space needs analysis. Table 4 provides a list of potential programs that were noted early in the planning process.

In addition, several SCC programs were identified that could migrate to another campus location. Table 5 lists nine programs that could be relocated as part of the Facilities Master Plan analysis. For planning purposes, program enrollments and any special space requirements were moved to the proposed location in the space needs analysis.

Table 5. Program Migrations

PROGRAM	CURRENT LOCATION	PROPOSED LOCATION	POTENTIAL ALTERNATE LOCATION
Criminal Justice	ESQ	Lincoln Technical Campus	off-site Emergency Services Center (TBD)
Pharmacy Technology	ESQ	Lincoln Technical Campus	
Fire Protection Tech	Lincoln Campus	Lincoln Technical Campus	off-site Emergency Services Center
Professional Truck Driving	Lincoln Campus	Lincoln Technical Campus	off-site Diesel Tech & Truck Driving Facility (TBD)
Electronic Systems Tech	Milford Campus	Lincoln Technical Campus	
Computer Programming	Milford Campus	Lincoln Technical Campus	Minimal Culinary program space at Lincoln Telegraph District campus
Culinary Arts	J. Huck Center	Lincoln Technical Campus	
Academic Transfer	ESQ	Lincoln Telegraph Campus	
Arts & Sciences	Lincoln Campus	Lincoln Telegraph Campus	

DATA ANALYSIS: The utilization and space needs analysis were completed using three primary data sets supplied by SCC: facilities, course, and staffing data. Portions of the facilities inventory were site-verified by the master planning team.

These quantitative data sets were analyzed with a proprietary relational software program developed by the consultant over 25 years. Several reports were generated to review the variances between the data sets. After an acceptable level of accuracy was established, these data sets were analyzed and converted into information that was used by the master plan team to make informed decisions and create viable planning scenarios for the future. The data provided a snapshot of activities for the Fall Quarter 2014, which was used as the master planning Base Year and the Fall Quarter 2025, which was the Plan Horizon. Data sets collected included the following:

COURSE DATA: Course number and description, student enrollments, course type, start and stop times, start and end dates, and meeting locations for both credit and non-credit courses for each campus location.

STAFFING DATA: Database of each employee by head count and FTE, including job title and major employee category for each campus and center location.

FACILITIES INVENTORY: Database compiled by the master planning team documenting building name, room number, square footage, and space use classification on a room-by-room basis.

FLOOR PLANS OF EXISTING BUILDINGS: Plans compiled by master planning team used during the space inventory validation process.

LIBRARY DATA. Data summary of collection volumes, number of study stations, gate counts, and hours of instructional activity by librarians.

STUDENT ENROLLMENTS: Historical and projected student head count and FTE enrollments.

PROGRAMS: List of potential new academic and technical programs that were under consideration

WORKSHOPS & INTERVIEWS: To conduct the Utilization and Space Needs Analysis, several workshops and on-campus visits were held with campus stakeholders to gain an understanding of relevant issues from the user perspective. This began with the master planning team becoming familiar with published sources, including mission and vision statements, strategic and academic plans, program offerings, organizational structure, campus locations, and history. On-site tours to various buildings, grounds, and spaces on each campus and center were completed to gain familiarity with the facilities and assess the overall reliability of the base data. After gathering and analyzing initial data sets and gaining a general understanding of campus issues, the master planning team held several work sessions over several days with key SCC representatives. Enrollment growth, institutional vision, academic program goals, changing pedagogues, current space needs, and SCC's planning goals were the focus of these sessions.

SPACE GUIDELINES: The quantity and distribution of space across each campus and center were then analyzed based on established space categories published by the National Center of Education Statistics (NCES) Postsecondary Educational Facilities Inventory and Classification Manual (FICM), dated 2006. The consultant analyzed the current utilization of classrooms and teaching laboratories and compared outcomes to recognized guidelines as a point of comparison. Based on work sessions and observations, the consultant then applied recognized space guidelines for thirteen different space categories to existing data sets and generated an order-of-magnitude space needs analysis for all academic, academic support, and auxiliary space categories for each campus. The different guideline methods included state and national association recommendations, as well as Paulien & Associates own empirical research in working with more than 175 community college campuses over a 35-year period. The initial analysis and key findings were presented during two open forum presentations to key college officials and staff in March 2015, and draft reports were developed and disseminated to the Master Plan Steering Committee for review and comment.

Table 6. Assignable Square Feet by Building and Campus/Center

LOCATION	ASF*
BEATRICE CAMPUS	
Adams	21,917
Ag Center	41,948
Animal Health Unit	3,979
Cold Storage	8,990
Feeds Complex	3,508
Ford	6,702
Greenhouses	1,628
Hoover	5,670
Jackson	23,670
Kennedy Center	29,270
Physical Plant	4,087
Truman Center	19,348
SUBTOTAL	**170,717**

LOCATION	ASF*
LINCOLN CAMPUS (88TH & O)	
Main Buidling	258,116
Fire Protection Building	4,484
Fire Training Storage Shed	150
Physical Plant	7,340
Storage Garage	550
SUBTOTAL	**270,640**

**ASF= Assignable Square Feet*

LOCATION	ASF*
MILFORD CAMPUS	
Placement & Assessment Center	2,006
Clubhouse	497
Cold Storage Facility	12,744
Dunlap Center	9,979
Eicher Technical Center	169,171
HVAC Buidling	6,815
HVAC Storage	1,236
Industry Training Center	4,888
John Deere AG Buidling	8,350
John Deere Storage	900
Physical Plant	7,392
S. Classroom Buidling	1,590
Welsh Center	15,724
SUBTOTAL	**241,292**

LOCATION	ASF*
EDUCATION SQUARE (11th & O)	
SUBTOTAL	**43,889**

LOCATION	ASF*
68TH & O STREET	
Jack E. Huck Continuing Ed Ctr	21,440
Area Administration (5th flr CEC)	3,230
Entrepreneurship Center	32,589
SUBTOTAL	**57,259**

SPACE INVENTORY: A list of buildings and the estimated assignable square feet (ASF) contained in the facilities inventory is noted in Table 6 for each campus. In summary, the more than 35 academic and administrative buildings at all locations totaled 783,797 ASF. This total does not include the Career Technical Academy on the 88th & O Street campus which was completed near the end of this master planning process. A detailed room-by-room inventory was created for each campus.

SCC Classroom Utilization Assumptions

Weekly Room Hours (WRH)

For the main campus (88th & O Street) and Education Square (11th & O Street) locations, the classroom utilization targets selected state that each classroom should be scheduled **32 hours per week with a student station occupancy (student station fill) of 67% when the room is in use.**

Student Station Occupancy (SSO)

For the Beatrice and Milford locations, the classroom utilization targets selected state that each classroom **should be scheduled 28 hours per week with a student station occupancy of 67% when the** room is in use.

ASF per Station

For master planning purposes, the consultant used **25 ASF per student station for the Lincoln locations and 28 ASF for the Beatrice and Milford locations,** as many classrooms are also used for demonstration for technical courses. These ASF/station targets will provide SCC with enough space for a variety of seating arrangements across their campuses

SPACE CATEGORIES

To perform the space needs analysis, NCES space use codes were organized into multiple space categories. Based on numerous college metrics (i.e., FTE, academic programs, staff), guidelines were applied and resulted in assignable square feet quantities for each space category. Utilization guidelines for classrooms and teaching laboratories are also outlined in this section. These categories, described below include Classroom & Service, Teaching Laboratories & Service, Open Laboratories & Service, Office Space, Physical Education / Student Recreation / Athletics, Other Departmental Space, Library Space, Assembly & Exhibit Space, Physical Plant, Collaborative Learning / Group Study Space, and Student Center and Campus Dining.

CLASSROOM & SERVICE: Any room generally used for scheduled instruction requiring no special equipment and referred to as a “general purpose” classroom, seminar room, or lecture hall. There are three variables for classrooms in the guideline equation: weekly room hours (WRH) student station occupancy (SSO) and assignable square feet (ASF) per station. Since SCC, nor the State of Nebraska, has a standardized set of classroom utilization expectations, the consultants developed a set of classroom utilization targets based on benchmarks with comparable community colleges campuses. These are shown in the box on the left.

TEACHING LABORATORIES & SERVICE: Rooms used primarily by regularly scheduled classes that require special purpose equipment to serve the needs of particular disciplines for group instruction, participation, observation, experimentation, or practice. Examples include Computer, Biology, Art, Chemistry, Welding, and Automotive laboratories.

The scheduled weekly room hour (WRH) average for teaching laboratories is generally found to be less than scheduled use of classrooms due to the need for preparation time of specialized equipment prior to class. Conversely, the student station occupancy is normally higher as the number enrolled in a laboratory exercise is more closely monitored, safety being a key issue as well as the limitations of faculty observation.

Student Station Occupancy (SSO) guidelines vary by type of program. Technical laboratories (e.g. Welding, Electronics, Automotive and those used for Art (Drawing, Painting, Ceramics) have expectations of 20 weekly room hours and 72% student station occupancy. Laboratories dedicated to the Physical Sciences (Biology, Chemistry, Physics) and Health Sciences (e.g. Nursing, Physical Therapist Assistant, Paramedic) have expectations of 24 weekly room hours and 80% student station occupancy. Computer laboratory expectations were established at 30 weekly room hours and 72% student station occupancy.

Station sizes in teaching laboratories vary by discipline. Space requirements are calculated with a formula that is similar to those used to determine classroom space requirements, except that the ASF per student station and weekly room hour expectation varied by program or discipline. For this analysis, the consultants employed a space per student station guideline based on approximately 15 different subject areas.

OPEN LABORATORIES AND SERVICE: Rooms that are open for student use and that are not used on a regularly scheduled basis and may be used informally or for irregularly scheduled classes. The size of these laboratories is based on equipment size, the station size, and student count desired and, therefore, should be determined on an individual basis. The ASF per station guideline applied in this analysis was based on benchmarks with similar community colleges.

OFFICE SPACE (ACADEMIC AND ADMINISTRATIVE): The guideline application for office space needs is based upon major categories of staff types and ASF quantities for various employee categories.

PHYSICAL EDUCATION/STUDENT RECREATION/ATHLETICS: This space category includes gymnasia, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, indoor swimming pools, indoor ice rinks, indoor tracks, indoor stadium fields, and field houses that are used for intramural sports or general student use. Recreation space includes exercise and general fitness rooms, billiards rooms, games and arcade rooms, bowling alleys, table tennis rooms, dance or ballrooms, and TV rooms, as well as any other rooms that are used primarily for recreation and amusement and not for instructional purposes. At SCC, these three space types are intertwined, making it difficult to attribute the space to one category over another. At the current time, Beatrice is the only campus with intercollegiate athletics. The multi-use of these facilities does not allow for separate analysis.

Due to the varied space requirements of indoor athletics program space, there is no one guideline that addresses this space category. Athletic space needs were based on the number and competitive level of the intercollegiate athletic activities. Space for this category was based on benchmarks with existing community colleges with considerations for the specific needs of recreation at each campus location.

OTHER DEPARTMENT SPACE: This space category includes all other space assigned to an academic or administrative department or unit that has not been included in the other classifications of classrooms, teaching laboratories, open laboratories, or office. Examples include study rooms, vending areas, meeting rooms, locker rooms, media production, demonstration rooms, greenhouses, server rooms, and lounges. An ASF per FTE guideline was applied based on space benchmarks with similar community colleges.

LIBRARY SPACE. This space category includes study rooms, stack, open-stack areas, processing rooms, and service spaces. Guidelines for library space utilize one set of factors for collections, another for study stations, and a third for service space. As most community college libraries are moving toward a learning commons model, the consultant used a modified guideline focusing less on stack space for print volumes and more on greater amounts of space for student study and collaboration.

ASSEMBLY & EXHIBIT SPACE: This category includes any room designed and equipped for the assembly of large numbers of people. This includes theaters, auditoriums, concert halls, museums, and arenas. Exhibit spaces are used for exhibition of materials, works of art, or artifacts intended for general use by students and the public. Guidelines for this space category have a core allowance based on student enrollment with an additional allowance for active music and theatre programs.

PHYSICAL PLANT: This category includes carpentry, plumbing, HVAC, electrical, painting shops, and centralized warehouses for general and vehicle storage, as well as cold storage facilities for technical programs. Other physical plant facilities include tool storage rooms, materials storage rooms, and areas related to shops like lockers, showers, and similar non-public areas are included in this space category. The guideline is calculated using the projected guideline ASF.

COLLABORATIVE LEARNING/GROUP STUDY SPACE: This category includes collaborative learning and group study space where students can meet before/after class to study in groups or individually. These collaborative areas are best located near classrooms and laboratories where students can gather before class or an instructor can easily continue a discussion with a student(s) after a class in an active setting. The guideline is based on the number of students attending classes at peak time minus the number of existing stations in the library. A space factor is applied per student headcount.

STUDENT CENTER AND CAMPUS DINING: This category includes facilities built and maintained by student (auxiliary) funds. Spaces may include food preparation and dining facilities, bookstores and other merchandising facilities, open galleries, media viewing rooms, television and other lounge areas, game rooms and meeting spaces for student government, clubs, and organizations. Space guidelines for this category are based on both the total on-campus student population and the number of students in residential housing. The campus setting may also dictate space requirements, as campuses located near city centers may provide students with a greater range of dining and recreation options off campus. Recognized research in this category uses an ASF per student headcount to generate space requirements, with consideration for the current and planned number.

SPACE NEEDS ANALYSIS FINDINGS: After applying the guidelines to each of the space categories on each campus, the results were classified into three areas: 1) Academic Space, including classrooms, laboratories, offices, other department space, and collaborative learning space; 2) Academic Support Space , including library, recreation and athletics, assembly and exhibit, and physical plant space; and 3) Auxiliary Space, including the student center. Space occupied by outside entities is noted as outside organization space in the analysis. The following tables summarize the results of the space needs analysis for each campus and center. See Appendix A for a detailed explanation of each table.

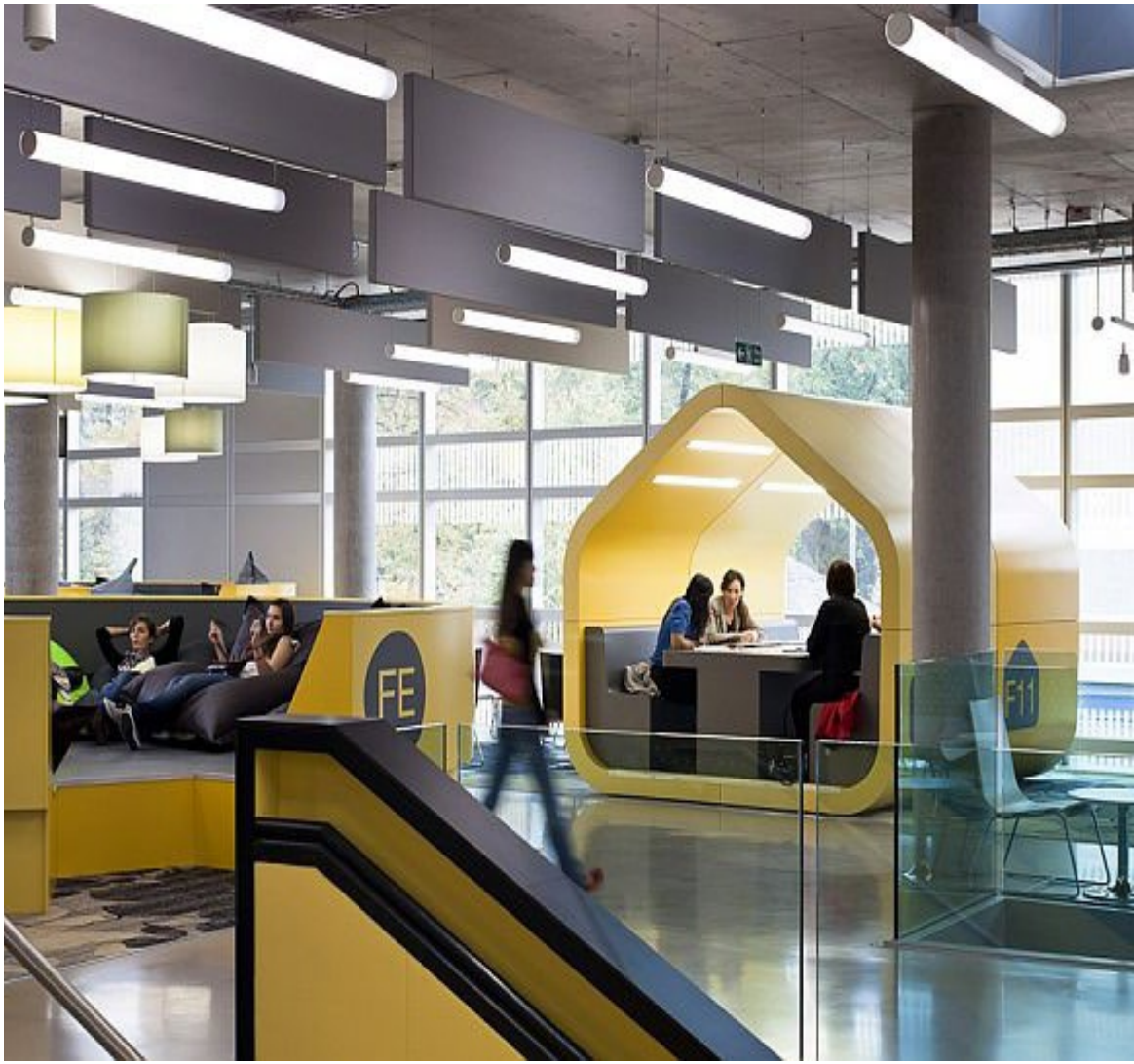


Table 7. Beatrice Space Needs

BUILDING NAME	Extg ASF	Guidline ASF*	Surplus/ (Deficit)	%Surplus/ (Deficit)
ACADEMIC SPACE				
Classroom & Service	22,513	37,124	(14,611)	-65%
Teaching Laboratories & Service	12,972	21,904	(8,932)	-69%
Open Labs & Service	4,282	5,535	(1,253)	-29%
Offices & Service	28,093	38,916	(10,823)	-39%
Other Department Space	2,777	5,535	(2,758)	-99%
Collaborative / Study Space	0	1,494	(1,494)	n/a
Academic Space Subtotal	**70,637**	**110,508**	**(39,871)**	**-56%**
ACADEMIC SUPPORT SPACE				
Library/learning Commons	2,745	6,510	(3,765)	-137%
Rec/PE/Athletics	13,525	23,964	(10,439)	-77%
Assembly & Exhibit	1,775	5,600	(3,825)	-215%
AG Field/Animal Complex	46,663	69,500	(22,837)	-49%
Physical Plant	14,070	19,374	(5,304)	-38%
Academic Support Space Subtotal	**70,637**	**110,508**	**(39,871)**	**-56%**
AUXILIARY SPACE				
Student Center	5,100	11,844	(6,744)	-132%
Auxiliary Space Subtotal	**5,100**	**11,,844**	**(6,744)**	**-132%**
CAMPUS TOTAL	**154,515**	**247,300**	**(92,785)**	**-60%**
MISCELLANEOUS OTHER				
Inactive/Conversion space	974			
Outside Organizations	15,588			

BEATRICE CAMPUS SPACE NEEDS

The Beatrice Campus anticipates student growth of 193% over the master planning period. Target Year space needs analysis generated an overall need for 247,300 ASF of space, a 92,785 ASF deficit when compared with existing space. Each of the space categories generated deficits (see Table 7)

Table 8. Milford Space Needs

BUILDING NAME	Extg ASF	Guidline ASF*	Surplus/ (Deficit)	%Surplus/ (Deficit)
ACADEMIC SPACE				
Classroom & Service	18,843	21,474	(2,631)	-14%
Teaching Laboratories & Service	140,240	186,658	(46,418)	-33%
Open Labs & Service	1,802	4,932	(3,130)	-174%
Offices & Service	13,279	34,440	(21,161)	-159%
Other Department Space	16,064	18,632	(2,568)	-16%
Collaborative / Study Space	0	1,096	(1,096)	n/a
Academic Space Subtotal	**190,228**	**267,232**	**(77,004)**	**-40%**
ACADEMIC SUPPORT SPACE				
Library/learning Commons	4,120	7,432	(3,312)	-80%
Rec/PE/Athletics	14,271	22,340	(8,069)	-57%
Assembly & Exhibit	3,400	5,600	(2,200)	-65%
Physical Plant	19,816	25,618	(5,802)	-29%
Academic Support Space Subtotal	**41,607**	**60,990**	**(19,383)**	**-47%**
AUXILIARY SPACE				
Student Center	9,979	17,616	(7,637)	-77%
Auxiliary Space Subtotal	**9,979**	**17,616**	**(7,637)**	**-77%**
CAMPUS TOTAL	**241,814**	**345,838**	**(104,024)**	**-43%**
MISCELLANEOUS OTHER				
Inactive/Conversion space	1,590			
Outside Organizations	4,888			

MILFORD CAMPUS SPACE NEEDS

The Milford Campus is projected to increase enrollment by 86% with the addition of 134 faculty and staff over the master planning period. Target Year space needs analysis generated an overall need for 345,838 ASF of space, a 104,024 ASF deficit when compared with existing space. All 11 space categories generated deficits. At the time of the analysis, there were no programs migrating to the campus. The Electronic Systems Technology and the Computer Programming programs were in the process of being migrated to the Lincoln Campus. The analysis includes a new John Deere training facility that was under construction during the development of this study. (See Table 8)

Table 9. Lincoln Space Needs

Alternative with all programs at 88th & O

BUILDING NAME	Extg ASF	Guidline ASF*	Surplus/ (Deficit)	%Surplus/ (Deficit)
ACADEMIC SPACE				
Classroom & Service	63,130	75,047	(11,917)	-19%
Teaching Laboratories & Service	83,453	138,485	(55,032)	-66%
Open Labs & Service	6,911	16,848	(9,937)	-144%
Offices & Service	48,212	93,282	(45,070)	-93%
Other Department Space	10,194	16,848	(6,654)	-65%
Collaborative / Study Space	0	2,000	(2,000)	n/a
Academic Space Subtotal	**211,900**	**342,510**	**(130,610)**	**-62%**
ACADEMIC SUPPORT SPACE				
Library/learning Commons	9,038	20,485	(11,447)	-127%
Rec/PE/Athletics	12,113	33,720	(21,607)	-178%
Assembly & Exhibit	0	5,600	(5,600)	n/a
Physical Plant	10,010	19,282	(9,272)	-93%
Academic Support Space Subtotal	**31,161**	**79,087**	**(47,926)**	**-154%**
AUXILIARY SPACE				
Student Center	14,352	26,178	(11,826)	-82%
Auxiliary Space Subtotal	**14,352**	**26,178**	**(11,826)**	**-82%**
CAMPUS TOTAL	**257,413**	**447,775**	**(190,362)**	**-74%**
MISCELLANEOUS OTHER				
Childcare Center	6,700			
Inactive/Conversion space	5,934			
Outside Organizations	593			

LINCOLN CAMPUS NEEDS ANALYSIS

The initial space needs analysis for the Lincoln campus as currently operating indicated an overall need for 447,775 ASF of space, which reflects a 190,362 ASF deficit when compared with actual space (see Table 9.) A revised space needs analysis was conducted to reflect distribution of the space needs across two campuses. This is explained in Chapter Five of this document.

EDUCATION SQUARE SPACE NEEDS

The initial space needs analysis for Education Square as currently operating indicated the need for 44,279 ASF of space; which is a 4,940 ASF deficit when compared with actual space. With the exception of the Classrooms & Service category, each of the space categories generated deficits. Space increases due to growth are offset by the planned migration of Criminal Justice and Pharmacy Technician to the 8800 O Street campus location.

Table 10. Education Square Space Needs

BUILDING NAME	Extg ASF	Guidline ASF*	Surplus/ (Deficit)	%Surplus/ (Deficit)
ACADEMIC SPACE				
Classroom & Service	19,780	11,903	7,877	40%
Teaching Laboratories & Service	12,494	18,900	(6,406)	-51%
Open Labs & Service	1,240	2,835	(1,595)	-129%
Offices & Service	4,782	6,861	(2,079)	-43%
Other Department Space	443	1,260	(817)	-184%
Collaborative / Study Space	0	630	(630)	n/a
Academic Space Subtotal	38,739	42,389	(3,650)	-9%
AUXILIARY SPACE				
Student Center	600	1,890	(1,290)	-215%
Auxiliary Space Subtotal	600	1,890	(1,290)	-215%
CAMPUS TOTAL	39,339	44,279	(4,940)	-13%
MISCELLANEOUS OTHER				
Outside Organizations	4,550			

Table 11. Jack J. Huck Continuing Education Space needs

Target Year	StudentFTE: 95	Staff HC: 77		
BUILDING NAME	**Extg ASF**	**Guidline ASF***	**Surplus/ (Deficit)**	**%Surplus/ (Deficit)**
ACADEMIC SPACE				
Classroom & Service	11,844	11,844	-	0%
Teaching Laboratories & Service	1,970	5,588	(3,618)	-184%
Offices & Service	6,517	12,301	(5,784)	-89%
Other Department Space	989	428	561	57%
Academic Space Subtotal	**190,228**	**267,232**	**(77,004)**	**-40%**
ACADEMIC SUPPORT SPACE				
Physical Plant	1,650	1,492	158	10%
Academic Support Space Subtotal	**1,650**	**1,492**	**158**	**17%**
AUXILIARY SPACE				
Student Center	1,700	3,000	(1,300)	-76%
Auxiliary Space Subtotal	**1,700**	**3,000**	**(1,300)**	**-76%**
CAMPUS TOTAL	**24,670**	**34,653**	**(9,983)**	**-40%**

JACK J. HUCK CONTINUING EDUCATION CENTER SPACE NEEDS

The Jack J. Huck Continuing Education Center provides meetings rooms for non-credit courses, continuing educational staff offices, and limited areas for storage and a small student gathering area (Lobby) for snacking and relaxing for a building total of 24,670 ASF. SCC Area Administration offices are located on the fifth floor of the facility totaling 3,140 ASF. The building also has a dedicated classroom and laboratory space (kitchen) for the culinary program. The culinary program is expected to migrate to the 8800 O Street campus after renovation/expansion of program space is completed.

As this facility is predominately used for non-credit instruction, there are no recognized academic space guidelines or standards for the various space categories. As staffing data were available for both continuing education and SCC Area Administration, a space needs analysis was completed for this category. There is currently 6,517 ASF of office and service space at the CEC. Given student growth assumptions in the 15-county SCC service area, the target year space needs analysis generated the need for an additional 5,784 ASF in this category. This includes space for additional administrative and continuing education staff and the right-sizing of existing offices to reflect current standards.

In reality, the CEC is not ideal space for the types of courses and activities offered in the division. As part of work sessions with continuing education staff, a new conference center was envisioned. Table 11 illustrates a high level overview of the type and quantity of spaces that would be ideal for Continuing Education. At 21,627 ASF, this space would be slightly larger than space currently dedicated to the division.

ENTREPRENEURSHIP CENTER SPACE NEEDS

The Entrepreneurship Center is a unique aspect of SCC. The SCC Entrepreneurship Center is a full-service resource hub for entrepreneurs in all stages of business development from idea to growth and expansion. The program offers business coaching, business planning assistance, funding preparation assistance, business incubation, and entrepreneurial educational opportunities. The Center is home to the Nebraska Business Development Center (NBDC) Lincoln Office and Procurement Technical Assistance Center, and resource organizations. The facility contains 3,532 ASF of classrooms, and 1,834 ASF of teaching labs. These rooms are used for SCC programs, including nursing. A total of 25,127 ASF is leased to start-up businesses and agencies.

Given the unique mission of the Entrepreneurship Center, there are no recognized guidelines for which to develop a space needs analysis. Work sessions with center administration noted additional space would be needed in the future to expand the program.

Table 12. Entrepeneurship Center Space Needs

Target Year	StudentFTE: 95	Staff HC: 77		
BUILDING NAME	**Extg ASF**	**Guidline ASF***	**Surplus/ (Deficit)**	**%Surplus/ (Deficit)**
ACADEMIC SPACE				
Classroom & Service	3,532	2,504	1,028	29%
Teaching Laboratories & Service	1,834	1,834	-	0%
Offices & Service	1,946	1,710	236	12%
Other Department Space	150	234	(84)	-56%
Academic Space Subtotal	**7,462**	**6,282**	**1,180**	**-16%**
CAMPUS TOTAL	**7,462**	**6,282**	**1,180**	**29%**

ADDITIONAL FACTORS: The outcomes of the Paulien Space Needs Study must be adjusted for four additional factors not addressed in the study. These include: 1) Student housing; 2) Community-use space; 3) conversion of assignable square feet (ASF) to gross square feet (GSF); and 4) demolition recommendations that increase the square footage deficit.

STUDENT HOUSING: The amount of student housing "needed" on campus is both a philosophical and market-driven question rather than guidelines-driven. In the case of SCC, the College has decided to double the amount of housing at Beatrice and Milford, taking both from 300 beds currently to 600 beds by 2025. Lincoln, which currently has none, will add 500 beds.

COMMUNITY-USE SPACE: The amount of community-use or shared space on campus is also not driven by guidelines, but rather a commitment by the College to provide space that can be shared or meet an unmet community need. Examples include conference space, career tech academies, arenas, continuing education classrooms, and business and industry training space. A typical college Conference Center includes a flat floor, sub-dividable event area to provide optimum flexibility. It also includes pre-function space (i.e. lobby), catering area, break-out rooms, seminar rooms, storage and office space for Continuing Education staff.

ASF TO GSF CONVERSION: ASF is defined as the "usable" space that can be assigned to people or programs. It is the area measured within the interior walls of a room that can be assigned to an organizational unit. It does not include circulation, mechanical, or building service spaces. Gross Square Footage (GSF) is inclusive of all assignable and non-assignable space in the building measured from the outside faces of exterior walls. Non-assignable space includes circulation, mechanical rooms, public restrooms, janitorial closets, and other building service areas. For the purpose of this Facilities Master Plan, a grossing factor of 1.33 has been used to convert ASF to GSF.

DEMOLITION: Tables 7 through 12 on previous pages of this document compare the amount of existing space with the projected future need to the year 2025, calculating the resulting surplus or deficit. However, some of the existing space on the campuses is in poor condition or unsuitable for continued use as a College facility. The following section describes the process the master planning team followed in assessing existing facilities to determine which facilities should be retained and renovated and which should be demolished and replaced.

The results of the space needs analysis described above do not address the conditions or suitability of existing spaces. This analysis was conducted through a facilities assessment process conducted by the architects, engineers and landscape architects from the master planning team. The results of this assessment generated a list of conditions for each building and a determination of which buildings should be renovated or replaced.

FACILITIES ASSESSMENT & FACILITIES NEEDS ANALYSIS

In order to conduct the assessment, the master planning team established a set of criteria and a scoring system as a method to assure the process was thorough and objective. The criteria included regulatory metrics such as fire/life safety code compliance, ADA accessibility, and current building and energy codes. In addition, the criteria drew from best practices for construction methods, materials, performance, maintainability, and design. Criteria also drew from best practices in current standards in campus values such as functionality, aesthetics, place-making, sustainability, and stewardship of natural resources.

A team of building specialists including architects, landscape architects, mechanical engineers, electrical engineers, and structural engineers, conducted an 'eye's only' walk-through and review of every building on the three main campuses including Beatrice's Ag Center. From those observations, an objective assessment was developed of their conditions. A scoring system was used to record the existing condition of the major building elements pertaining to architectural, mechanical, electrical and structural systems. It also evaluated each building's compliance with current major building codes, ADA accessibility compliance, conditions of exterior systems (building envelope, roof, windows, doors), and interior finishes (floors, walls, ceilings). Also, an overall suitability value was applied to each building comparative to the assessment criteria established at the outset of the master planning process. (See Chapter 2, Facilities Evaluation Criteria.) The scoring sheet was then used to calculate an overall score for each individual building.

After the existing conditions analysis was completed, the list of buildings was separated into 3 main condition categories – Poor, Moderate, or Good, as described in Table 13. Buildings in Poor condition are considered having reached or nearly reached the end of their useful life and are not considered to be viable for future utilization through renovation. Buildings in Moderate condition require major upgrades, more frequent ongoing maintenance or significant renovation to address deficiencies. Buildings in Good condition require moderate to minor upgrades to maintain adequate functionality and suitability.

Once the building's physical condition score was tallied, a suitability rating factor that judged the building's ability to support or enhance the goals of the Facilities Master Plan was applied. The suitability factor takes into account whether the building's location on the site conflicts with the concept for the campus' revitalization and brand, whether its ability to be modified or expanded in a cost efficient way was disproportionate to its historical-significance value or whether the building's aesthetic (scale and materials) would support the goal for a positive image of the campus. (See appendices for individual ratings on each building by campus.)

Table 13. Building Assessment Scoring Criteria

	POOR (1 - 3)	MODERATE (4 - 7)	GOOD (8 - 10)
CONDITIONS	Not Safe for Occupancy	Safe but not Ideal for Occupancy	Safe for Occupancy
	High On-Going Maintenance Costs	Moderate to High On-Going Maintenance Costs	Low to Moderate Maintenance Costs
	High Cost for Adaptation for Other Uses	Could be Adapted but not Ideal	Adaptable to New Uses
	Out Lived Useful Life Expectancy	Nearing End of Useful Life	New to Midpoint of Life Expectancy
	Not up to Codes & Standards	Code Compliant but needs updating	Code Compliant
	High Energy Costs	Moderate to High Energy Costs	Low to Moderate Energy Costs
	Out Dated Technology	Some upgrading of Technology Needed	Minimal Needs for Technology Upgrades
SUITABILITY	Offers No to Minimal Ability to Meet Future Needs for SCC's projected growth + Location Conflicts on Site	Offers Moderate Ability to Meet Future Needs for SCC's projected growth + Location not Ideal	Will be able to Meet Future Needs for SCC's projected growth + Location works with MP Goals

CHAPTER THREE
BEATRICE

BEATRICE CAMPUS AT A GLANCE	
CAMPUS OVERVIEW	
CAMPUS	69.00 ACRES
AG CENTER	14.29 ACRES
SWINE FINISHING	3.00 ACRES
SCC FOUNDATION FARM	513.36 ACRES
JOINT OWNERSHIP	13.94 ACRES
FACILITIES OVERVIEW	
CAMPUS BUILDINGS	281,785 GSF
AG CENTER	54,557 GSF
TOTAL	336,342 GSF
PARKING & HOUSING	
PARKING (CAMPUS)	840 STALLS
PARKING (AG CTR)	65 STALLS
HOUSING 2014	306 BEDS
HOUSING (FUTURE)	600 BEDS
2014 CAMPUS POPULATION	
STUDENTS 2014	674
STAFF 2014	89
2025 PROJECTED CAMPUS POPULATION	
STUDENTS (FUTURE)	1,974
STAFF (FUTURE)	260
= 193% GROWTH PROJECTION	

BEATRICE

EXISTING CONDITION ANALYSIS

CAMPUS OVERVIEW

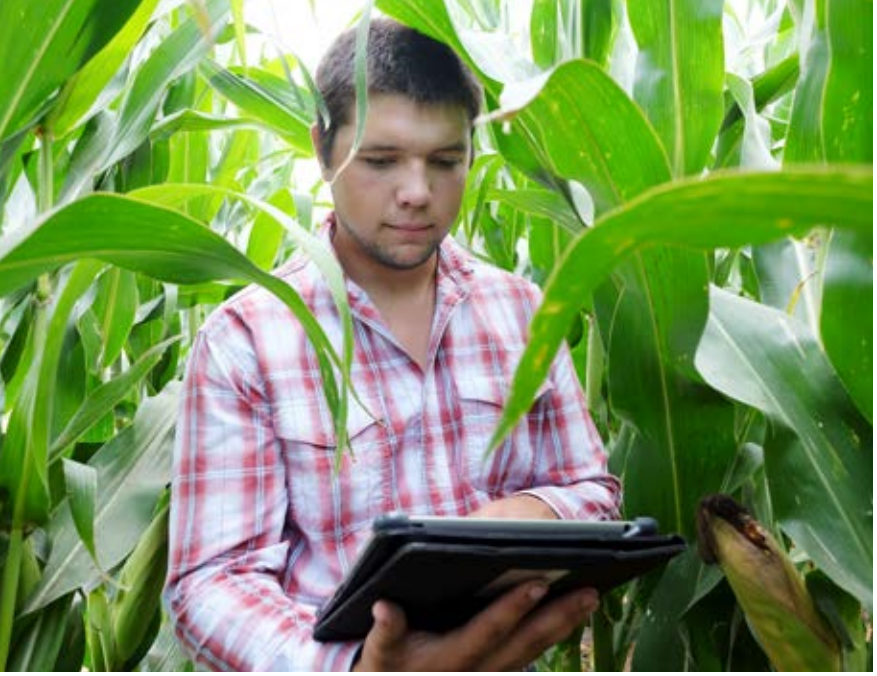
The Beatrice campus is located on the high crest of rolling hills at the southwest corner of Scott Road and U.S. Highway 136 in Beatrice, Nebraska. Beatrice, with a population 12,500, is the county seat of Gage County and is located approximately 45 miles south of Lincoln on U.S. Highway 77.

The Beatrice main campus consists of thirteen buildings and approximately 281,785 GSF. Three of the buildings, Adams (1965), Hoover (1965), Jackson (1965), were previously dormitories on the John J. Pershing campus but converted by SCC to primarily classroom use. Most recent construction on campus included three new residence halls built of wood-frame, residential type construction – Roosevelt (2002), Eisenhower (2012), and Washington Hall (2004). The most recent non-residential construction on campus includes Ford Hall (1981) and two adjacent greenhouses (1998) and Truman Hall (1999).

Table 14 on the following page summarizes the existing buildings on the Beatrice campus.

Table 14. Beatrice Main Campus Existing Buildings

BUILDING NAME	ID	PRIMARY FUNCTION	YEAR	GSF
Adams Hall	ADA	Classrooms/Non Profit Rentals	1965	31,715
Ford Hall	FOR	Instructional Classrooms/Office	1981	16,884
Hoover Hall	HOO	Classroom space/Housing	1965	32,160
Jackson Hall - classrooms	JAC	Instructional Classrooms/Office	1965	32,055
Truman Center	TRU	Gym/Classrooms/offices/stage	1999	26,080
Kennedy Center	KEN	Classrooms/Services/LRC/Adm	1965	46,946
Roosevelt Hall	BEA	Housing	2002	25,605
Eisenhower Hall	BEA	Housing	2012	24,937
Washington Hall	BEA	Housing	2004	25,605
Physical Plant	BP	Maintenance	1994	9,180
Cold storage building		Storage	1984	8,990
Greenhouse - Class lab		Classroom Lab	1998	814
Greenhouse - Class lab		Classroom Lab	1998	814
TOTAL BEATRICE MAIN CAMPUS				281,785



The existing Ag Center is approximately 1 mile south of the Beatrice Main Campus. The Ag Campus consists of 24 buildings and 54,557 GSF of class lab, animal holding, and ag support facilities. Of these, all but four, Pump House (2008), Swine Building (2006), West Farm Sheep Barn (1994), and Hog Isolation (2004) date before 1990 and are in poor and/or crowded conditions.

Table 15. Existing Beatrice Ag Center Buildings

BUILDING NAME	ID	PRIMARY FUNCTION	YEAR	GSF
Cold storage building	ANI	Instructional Lab	1981	4,428
Feed Building	FB	Instructional Classroom/Lab/ofl	1981	3,520
Beef barn		Animal Instructional Lab	1981	1,860
Beef Feed Shed		Animal Instructional Lab	1981	900
Electrical shed		Storage/Power Plant	1968	120
Feed Plant		Instructional Lab	1981	2,000
Feed Quonset		Grain Storage	1981	2,800
Hog Isolation/Sheep Shed		Animal/Lab	2004	400
Metal Grain Bin		Grain Storage	1986	1,193
Metal Grain Bin		Grain Storage	1981	1,932
Metal Grain Dry		Grain Storage	1981	986
Pump house		Instructional Lab	2008	144
Sheep barn		Animal Instructional Lab	1981	2,100
Swine building		Animal Instructional Lab	2006	4,961
Swine Complex		Animal Instructional Lab	1981	8,479
Swine Finishing		Animal Instructional Lab	1981	2,080
Swine finishing # 2		Animal Instructional Lab	2006	5,074
Swine quonset		Animal Instructional Lab	1998	2,800
West Farm Bull Barn		Animal Instructional Lab	1981	680
West Farm Cow Shed		Animal Instructional Lab	1981	960
West farm main barn		Animal Instructional Lab	1983	2,640
West farm sheep barn		Animal Instructional Lab	1994	4,500
TOTAL AG COMPLEX				54,557

EXISTING SITE ANALYSIS

The Beatrice campus is located on the edge of the City of Beatrice, high on a rolling hill that overlooks expansive views of Nebraska farmland to the south and west. It is adjacent to approximately 500 acres of agricultural land owned by the SCC Foundation which assures that these views can be preserved into the future. This lovely agricultural setting is one of the key assets of the campus which should be emphasized. By taking advantage of interesting variations in topography, land features, shelterbelts, natural drainage ways, and long vistas, the campus has great potential to be developed around a pastoral/rural aesthetic. This also reinforces some of its key programs such as agriculture, horticulture, and turf management.

NATURAL SYSTEMS: The placement of the Ag Center a mile south of the main campus is unfortunate for several reasons. First, it is land-locked in a triangular parcel defined by an existing creek and drainage-way running along the northwest side of Ag Center. Growth of the program and the Ag Center is severely limited in this location, even if costly bridges and culverts are added to cross the drainage-way.

Second, animal holding areas are close to this drainage-way creating difficult challenges in meeting the water quality requirements set by the Nebraska Department of Environmental Quality. Agricultural best practices suggest that livestock should be relocated far away from drainage areas to assure animal waste does not contaminate groundwater.

Third, the Ag Center is physically and psychologically disconnected from the rest of campus. Students must drive from one campus to the other, which is wasteful and inefficient, and creates undesirable separation among the student body.

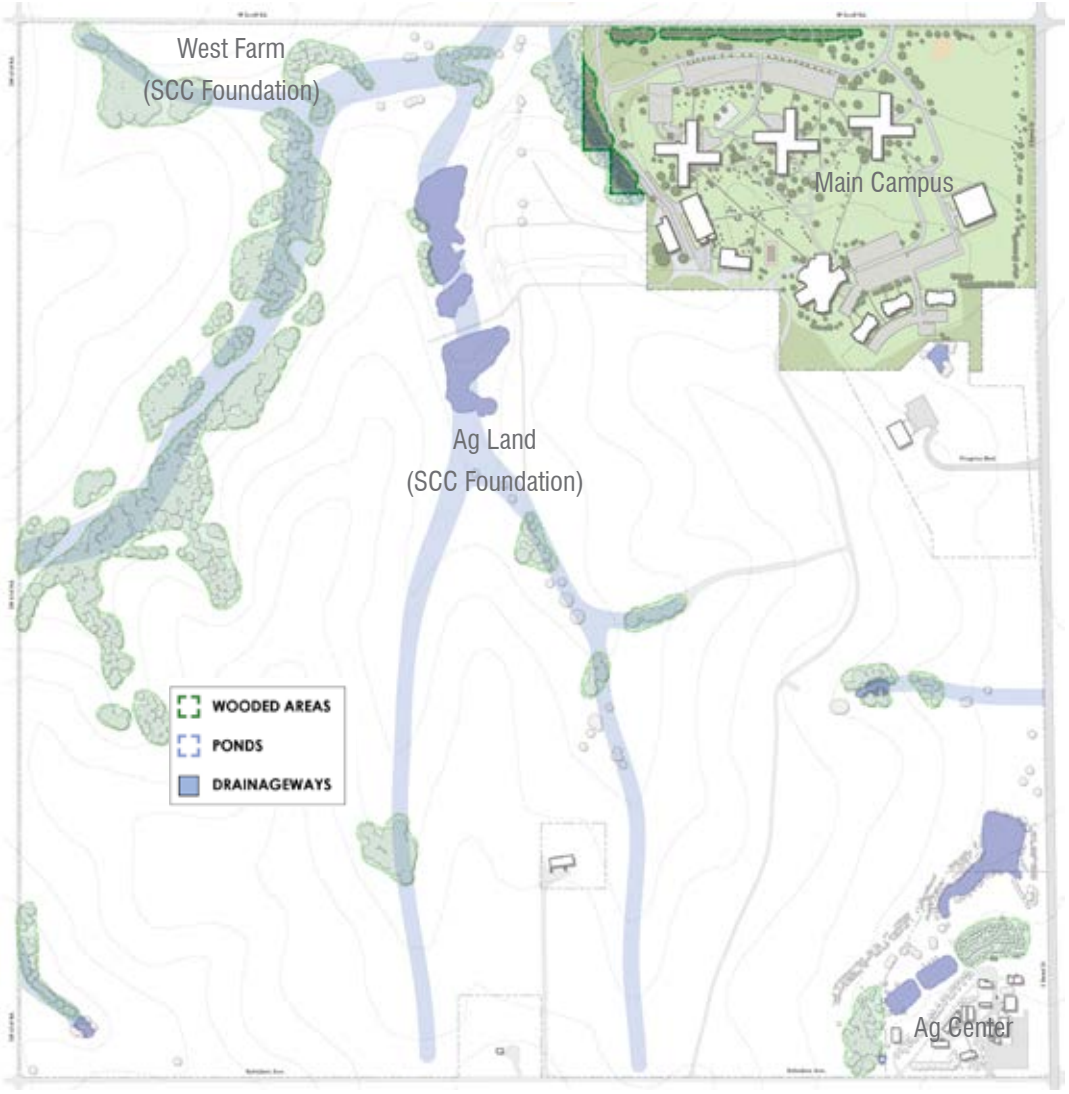


Figure 5. Beatrice Campus Natural Systems Analysis

LANDSCAPE & OPEN SPACE: The existing Beatrice campus is characterized by large, loosely defined, expanses of open space at the entrance and center of campus adding to the feeling of openness and exposure and making the walk between buildings appear extreme. Without a consistent organizing structure of buildings, trees and shrubs, there is no clear definition of open spaces. Recreation areas are also disjointed and in some cases poorly connected to the rest of campus. Combined with a circulation system developed primarily on a method of paving "cow paths" the structure and organization of open spaces on campus is nonexistent. It is important to note the effect that topography and existing vegetation on campus play on creating or limiting views. Tree stands on the north along West Scott Road act as a visual screen hiding campus from the road and partially concealing the campus entries. However, the view from the intersection of W Scott Rd and Hwy 136 allows someone driving south along S Reed St to see all the way up the hill to the Kennedy Center and once past the ridgeline to the south west of the Kennedy Center views remain open to the broad rolling hills, agricultural fields, and turf management greens that are key programs.

Figure 6. Beatrice Campus Landscape Analysis Map

VEHICULAR CIRCULATION: The existing vehicular circulation system (entries, roadways, parking and service) has adequate capacity for the current level of use, however, it lacks efficiency and cohesive functionality. Roadways end in parking lots rather than acting as a system linking them together, creating confusion for first-time visitors. This also promotes the sense that each parking lot is a separate destination thereby encouraging people to drive from one side of campus to the other, rather than storing their car in one location and walking to their destination.

The main entry to campus is not clearly identified or prominently located on campus, resulting in a weak sense of arrival. This points to the need for better way-finding as well as the need for an enhanced entry feature that clearly marks the entry and start of a streetscape that leads directly to key destinations on campus such as a Welcome Center for first-time visitors. A secondary entrance to campus exists, with the same characteristics as the first campus entry, leading to the Physical Plant and storage areas on the west side of campus.

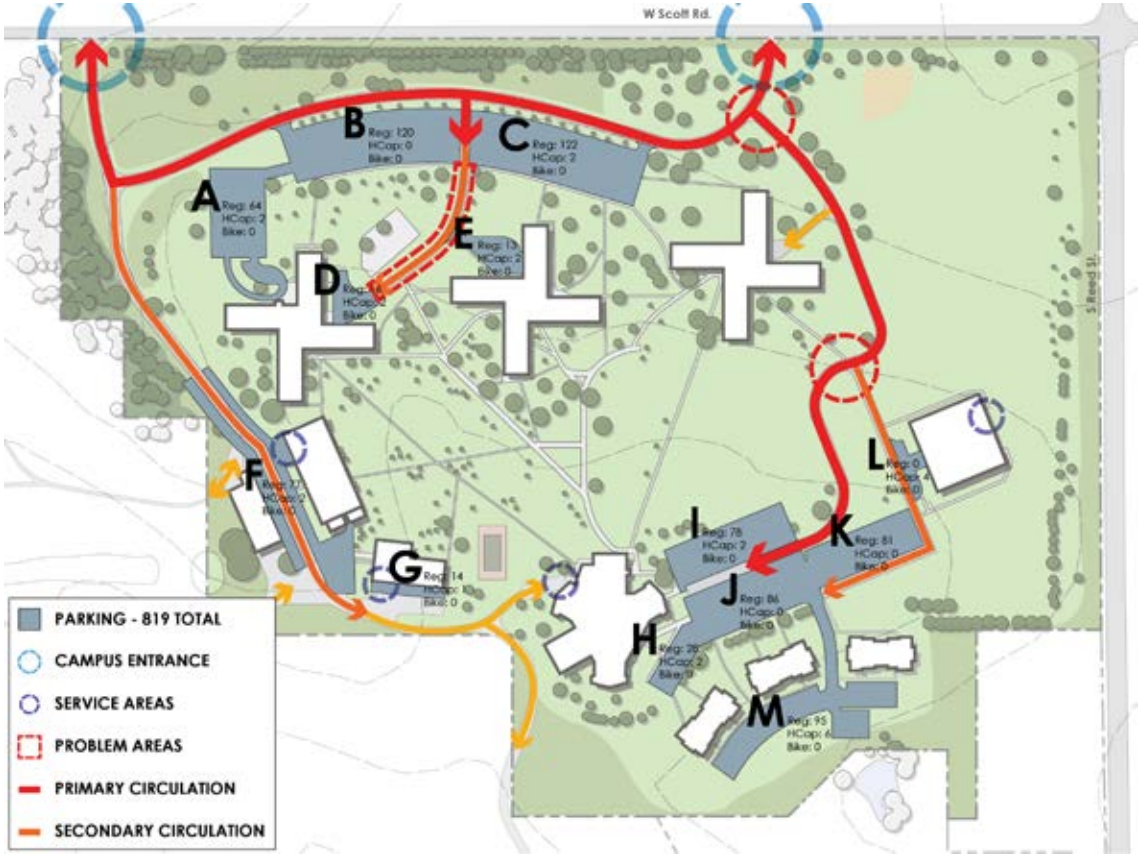


Figure 7. Beatrice Campus Vehicular Circulation Analysis

PEDESTRIAN CIRCULATION: The campus is fortunate to have considerable land available for growth and future development. However, one disadvantage of the generous campus size is that buildings have been placed at great distance from each other and with wide open, undefined space between them. As a result, walking around campus is not as comfortable as it could be. By increasing the building density on campus (closer buildings), enhancing the pedestrian pathways between them, and providing distinct open space (quads and gathering areas), and moving parking and vehicular circulation away from the core, the campus can become a more walkable, pedestrian-friendly and inviting place.

Figure 8. Beatrice Campus Pedestrian Circulation Analysis

EXISTING BUILDING ANALYSIS

A team of architects, landscape architects and engineers conducted facilities assessments of all buildings on the Main Campus and Ag Center to determine the existing and long term condition of each structure. Those assessments served as the basis for the recommendations made for upgrading and/or renovation of a building or its demolition and replacement.

Also, as part of the assessment process, each building was analyzed for its long term value to the vision set forward in the Facilities Master Plan. Where possible, existing buildings were seen as assets rather than liabilities in meeting the overall vision. However, the team determined that none the original buildings, nor any of the existing buildings that were added between 1965 and 2004, would fit with the long term projections and vision of growth for the campus.

The following summary provides an overview of the current condition of each building type on campus along with a description of how the buildings were analyzed against the goals of the Facilities Master Plan.

STUDENT HOUSING

ROOSEVELT HALL, WASHINGTON HALL, EISENHOWER HALL

These structures were constructed between 2002 and 2012. They were constructed to replace the aging housing stock (Adams, Hoover and Jackson Halls) and have served the college well during their 12 to 14 year life spans. Due to their lightweight wood frame construction, these structures will have reached their life expectancy within the implementation time span of the Facilities Master Plan. After 20 years, structures of this construction type begin to require major upgrades and repair. Aside from their age, the structures are located on the part of the campus that could be better utilized for a new AG Conference Center and the Agriculture/Horticulture Building due to the location's proximity to the farm ground to the south of the campus. Also, the new campus entrance and parking areas to support the AG Conference Center and AG/Horticulture buildings are planned in the location where these facilities sit as part of the overall campus reorganization. Both issues lead us to determine that these structures are not suitable for retaining as long term benefits to the campus.

ACADEMIC BUILDINGS

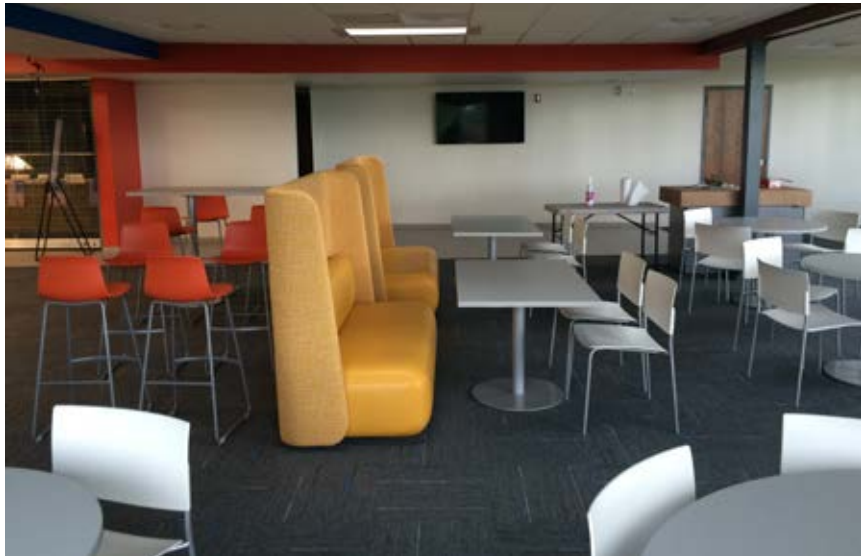
ADAMS HALL (PARTIAL), JACKSON HALL (PARTIAL), HOOVER HALL (PARTIAL), FORD HALL, KENNEDY CENTER (PARTIAL), GREENHOUSES (EAST AND WEST)

All academic structures are original to the 1965 campus with the exception of Ford Hall which was constructed in 1981. The construction type for Adams Hall, Jackson Hall, Hoover Hall and Kennedy Center are a combination of wood and concrete block framing with systems that have served their useful life and are characteristic of the time of construction. Ford Hall is a pre-engineered metal frame structure with a mixture of concrete block and wood frame walls. Adams, Jackson and Hoover Halls were originally constructed as dormitory housing and later converted to academic uses after the construction of Roosevelt Hall, Washington Hall and Eisenhower Hall which are apartment style residences. These structures are classified in the 'Poor' category as scored by the assessment process. The classrooms and office spaces housed in these buildings are of a lower grade as compared to the high quality and flexible learning spaces needed in today's community college market. Classrooms sizes are small. Corridors and other utility spaces are undersized for the occupancy levels of the buildings. And in all cases, the HVAC, plumbing and electrical services are at the end of their serviceable lives. Total replacement of the HVAC systems and major upgrades to the electrical and plumbing systems would be necessary in the near future to extend the lives of these structures if not replaced. The greenhouses are small glass and frame structures and should be replaced as part of the larger horticulture facility included in the Facilities Master Plan's projected needs.

RECREATION

TRUMAN CENTER

Truman Center is a multipurpose building that houses a gymnasium and dressing rooms along with classrooms currently used for art, theater and music instruction. Also, the building is used for a variety of public events such as graduation and other special events. The building was constructed in 1999 and is a pre-engineered frame structure. Truman is classified in the 'Low Moderate' category as scored by the assessment process. The facility is generally in moderate physical condition but is not of sufficient size to handle current and future recreational needs. The building is positioned on the site in such a way that adding onto the structure is not cost-effective. It would require extensive reconfiguration of the exterior walls, additional structural fill and new HVAC, plumbing and electrical modifications to the building. A new facility in the proper location on the site was determined to be the best option for the college.



STUDENT SERVICES

KENNEDY CENTER, HOOVER HALL (PARTIAL), JACKSON HALL (PARTIAL), ADAMS HALL (PARTIAL)

The Kennedy Center, Hoover Hall, Jackson Hall and Adams Hall are original structures built in 1965. Kennedy Center is classified in the 'Moderate' category as scored by the assessment process due to recent improvements. Kennedy Center is currently undergoing remodeling to create updated space needed for the Library Resource Center, Welcome Center and Student Center. These improvements will enable the structure to serve the needs of students for several years while the master plan is being implemented and also serve as a recruitment tool for potential students. The long range recommendation is to replace Kennedy with a larger facility that would house administration and other vital student service functions, a larger food service facility and student lounge. Kennedy would serve as swing space during the implementation phase until a time when it would no longer serve a useful purpose and be removed.

Hoover Hall, Jackson Hall and Adams Hall are all at the end of their useful lives and without substantial cost would not be suitable structures for academic or administrative usage.

CAMPUS SERVICES

COLD STORAGE, PHYSICAL PLANT

Both Cold Storage (1984) and the Physical Plant (1994) are pre-engineered steel framed structures. Both structures are in relatively 'Poor to Moderate' condition as they currently exist. Both buildings are recommended for relocation due to the land they occupy having a higher importance for a new housing quad as described in the master plan. Also, as the campus expands, these facilities will be better located at the perimeter of the campus--such as they are now--in a location that will not conflict with other new facilities as they come on line.

AG CENTER

The Ag Center is a collection of metal buildings that are typically constructed for agricultural uses. The buildings were constructed over a period between 1981 and 2008. The Ag structures are classified in the 'Poor' category as scored by the assessment process. The Ag Center campus has been over-built with the amount and size of structures and the size of pens for animals. Site runoff-drainage has reached its capacity which has been noted by state governing agencies. As the facility increases its student and animal populations, the runoff issue will require a larger investment in a treatment facility. Learning spaces are utilitarian and are not adequately sized to handle future growth. Overall, the facilities are in need of replacement and relocation to accommodate the anticipated growth of the program as shown in the enrollment projections within the master plan. The Ag Center property should be repurposed for other agricultural related programs in the future.

Table 16. Beatrice Main Campus Building Assessment Summary

BUILDING NAME	RATING	YEAR	GSF	DEMOLISH	RETAIN
POOR ASSET					
AG Center	3.00	1981-2008	54,557	54,557	
Hoover Hall	1.67	1965	32,160	32,160	
Adams	1.67	1965	31,715	31,715	
Jackson	1.67	1965	32,055	32,055	
Roosevelt Hall	3.33	2002	25,605	25,605	
Washington Hall	3.33	2004	25,605	25,605	
Eisenhower Hall	3.00	2002	24,937	24,937	
SUBTOTAL			**226,634**	**226,634**	
MODERATE ASSET					
FORD HALL	3.00	1981	16,884	16,884	
GREENHOUSE (WEST)	3.00	1998	814	814	
GREENHOUSE (EAST)	3.00	1998	814	814	
COLD STORAGE BLDG	2.67	1984	8990	8990	
KENNEDY CENTER	3.33	1965	46,946	46,946	
TRUMAN CENTER	3.67	1999	26,080	26,080	
PHYSICAL PLANT	4.00	1994	9,180	9,180	
SUBTOTAL			**109,708**	**109,708**	
GOOD ASSET					
SUBTOTAL			**0**	**0**	**0**
TOTAL			**336,342**	**336,342**	**0**

In Summary the Master Planning Team recommends all buildings on the Beatrice Main Campus and Ag Campus be removed and replaced.

MASTER PLAN RECOMMENDATIONS

MASTER PLAN PROPOSED PROJECTS

Based on the Space Needs Analysis and Facilities Needs Assessment conducted by the master planning consultants and the goals of the College, a list of proposed projects for the Beatrice Campus Master Plan was developed (see Table 17). This list of projects will allow the Lincoln campus space to accommodate projected enrollments, meet academic program needs, address site and building deficiencies, and enhance community use of the campus by the target year 2025.

Table 17. Beatrice Campus Proposed Projects

NEW CONSTRUCTION	POTENTIAL OCCUPANTS	GSF
New Student Center	Dining, Student Services, Admin	39,000
New Health Sciences Building	Sciences, Health classrooms, labs	68,000
New Fine Arts Building	LRC, Fine & Performing Arts, Theatre	68,000
New Classroom Building	General Purpose classrooms, labs	68,000
New Recreation Center & Fieldhouse	Gym, fitness ctr, lockers, practice	58,000
New Multipurpose Center	Career Tech, Continuing Ed	40,000
New Ag Equipment	Storage, repair	24,000
New Ag/Horticulture Complex	Classrooms, labs, shop, greenhouse	24,000
New Physical Plant	Shops, offices, cold storage	24,000
New Arena/Conference Ctr	Expo hall, animal arena	67,000
New Student Housing	600 beds	144,000
NEW CONSTRUCTION SUBTOTAL		633,000
OTHER	**POTENTIAL OCCUPANTS**	**GSF**
New SBU facilities (Strategic Business Units)	Ag production centers, animal holding areas	40,000
OTHER SUBTOTAL		40,000
TOTAL BEATRICE CAMPUS PROJECTS		673,000

**Plus temporary use of Kennedy as swing space during construction*

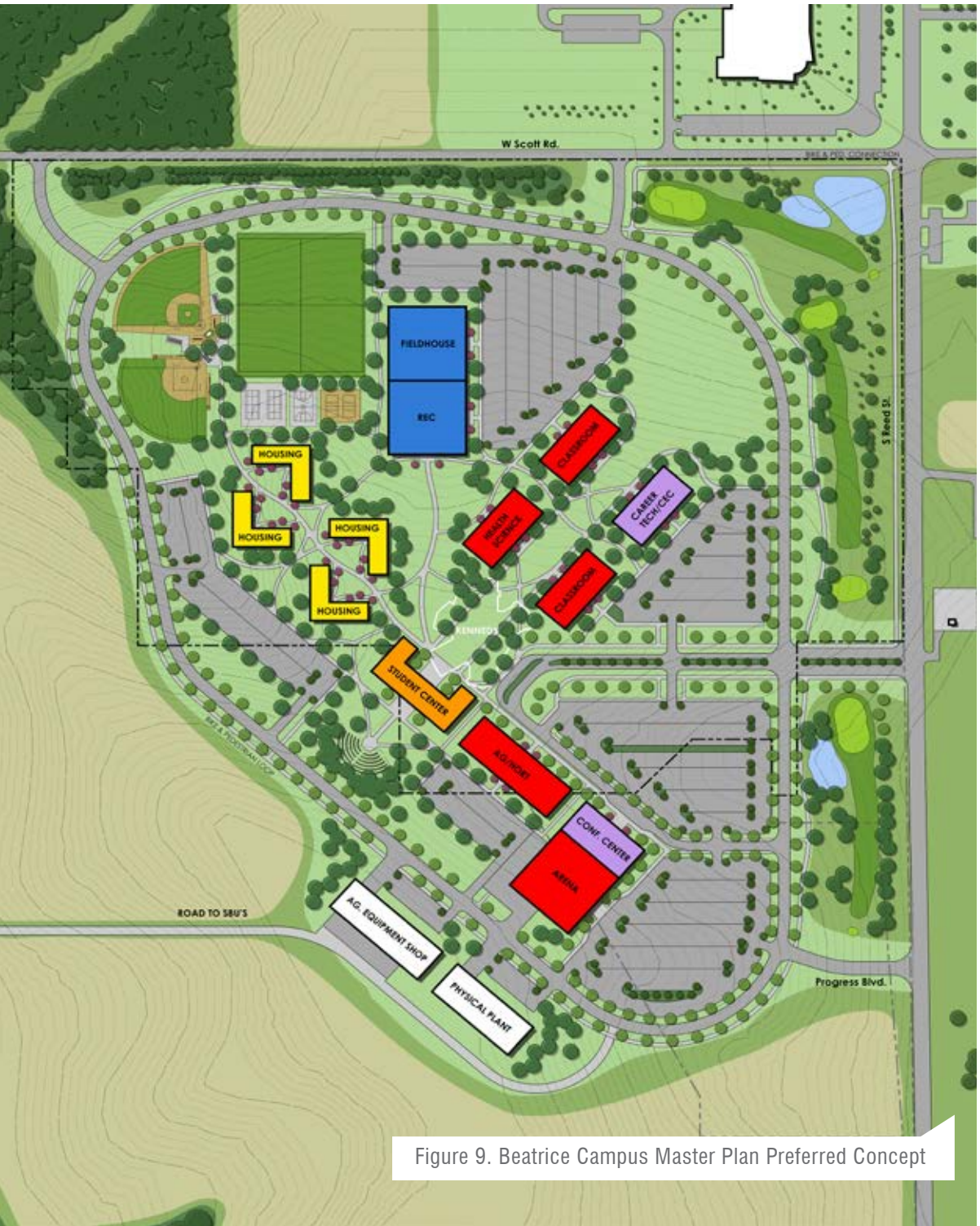


Figure 9. Beatrice Campus Master Plan Preferred Concept

Preferred Master Plan Concept

The master planning team met with the Steering Committee, the Board of Governors' Finance and Facilities Committe and staff from the campus several times to explore and review alternatives to meet the facility needs identified above. Three concept alternatives were developed and meeting participants were asked to provide feedback and submit a scoring worksheet to indicate which elements of each concept they particularly liked or did not like. This exercise helped the planning team develop the preferred concept which incorporated the most successful elements of the three concept alternatives.

LAND USE ORGANIZATION: The plan calls for distinct functional land use zones – The student center is located at the heart of campus with housing to the north, located near the campus recreation fields and courts; academic buildings at the center of campus designate the core as the primary learning center; community facilities (Conference Center, Career and Technical Center and Arena) on the east and south sides of the campus serve as a link between the campus and the community and allow for simultaneous use of the campus by students and guests.

ACADEMIC BUILDINGS: The primary classroom buildings on campus are arranged to create a strong central quad at the heart of campus. Their placement in a diagonal line from the northeast corner of campus toward the Student Center creates a prominent view and embraces the natural topography of campus. The open space between the buildings provides an inviting area that is pedestrian in scale which will encourage interaction and promote a feeling of comfort.

STUDENT CENTER: The Student Center is purposely and symbolically located at the heart of campus. Its prominence in the hierarchy of buildings on campus is an effective way-finding strategy because it will make it easy for first-time visitors arriving from Highway 136 to locate. The Student Center will act as a terminus at the "top" end of the quad that begins at the corner of Scott Road and Highway 136, providing a commanding view into the heart of campus as one arrives from Beatrice. It's importance on campus is further reinforced by the inclusion of an amphitheater on the west side of the building. This public gathering area suitable for performances, graduation, and special events will have the Student Center as a backdrop and, in the opposite direction, expansive views of Nebraska farmland.

The Kennedy Center (and the existing Student Center) can be left in place as long as possible for use as swing space during construction over the next decade.

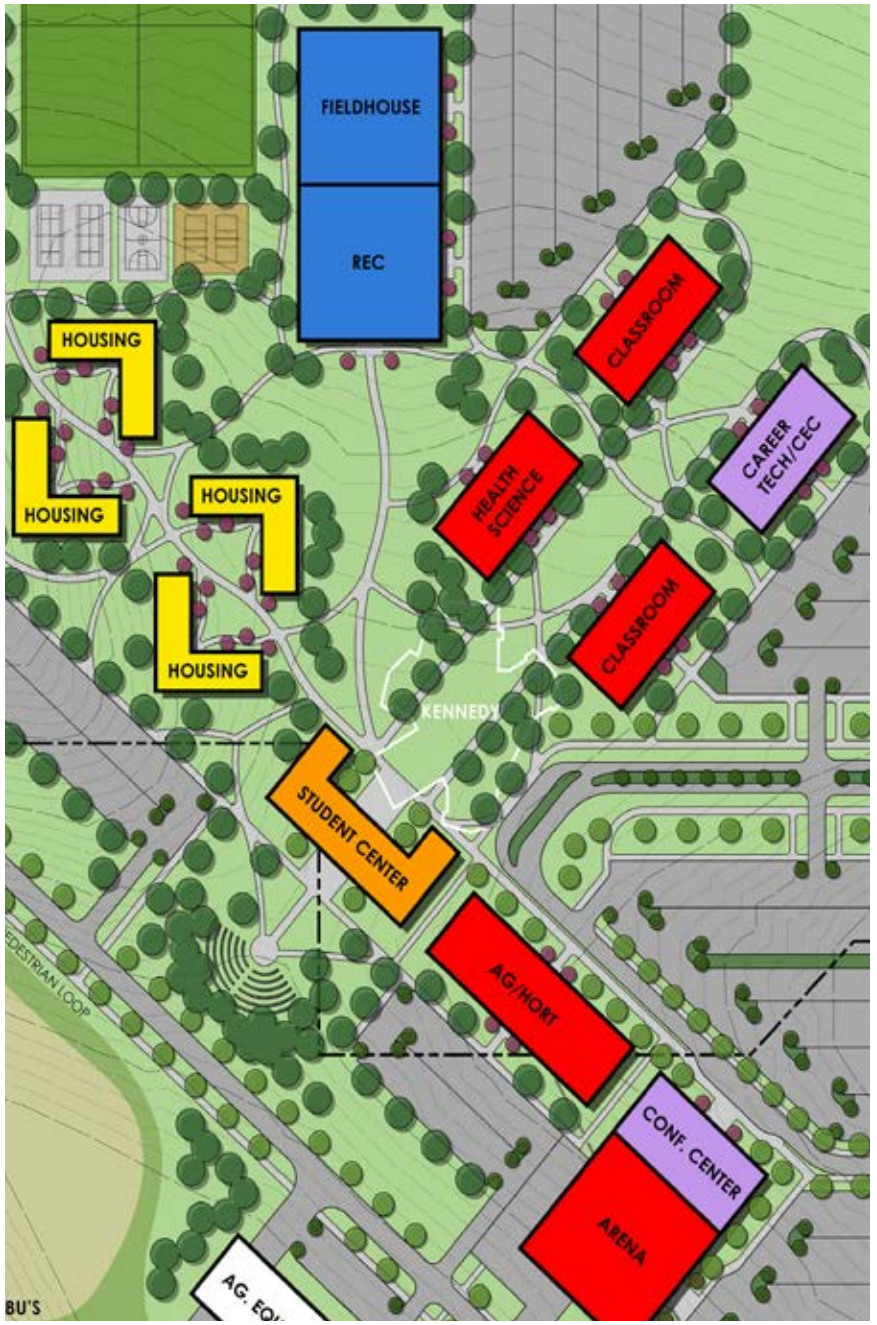


Figure 9A DETAIL: Beatrice Campus Master Plan Academic Quad

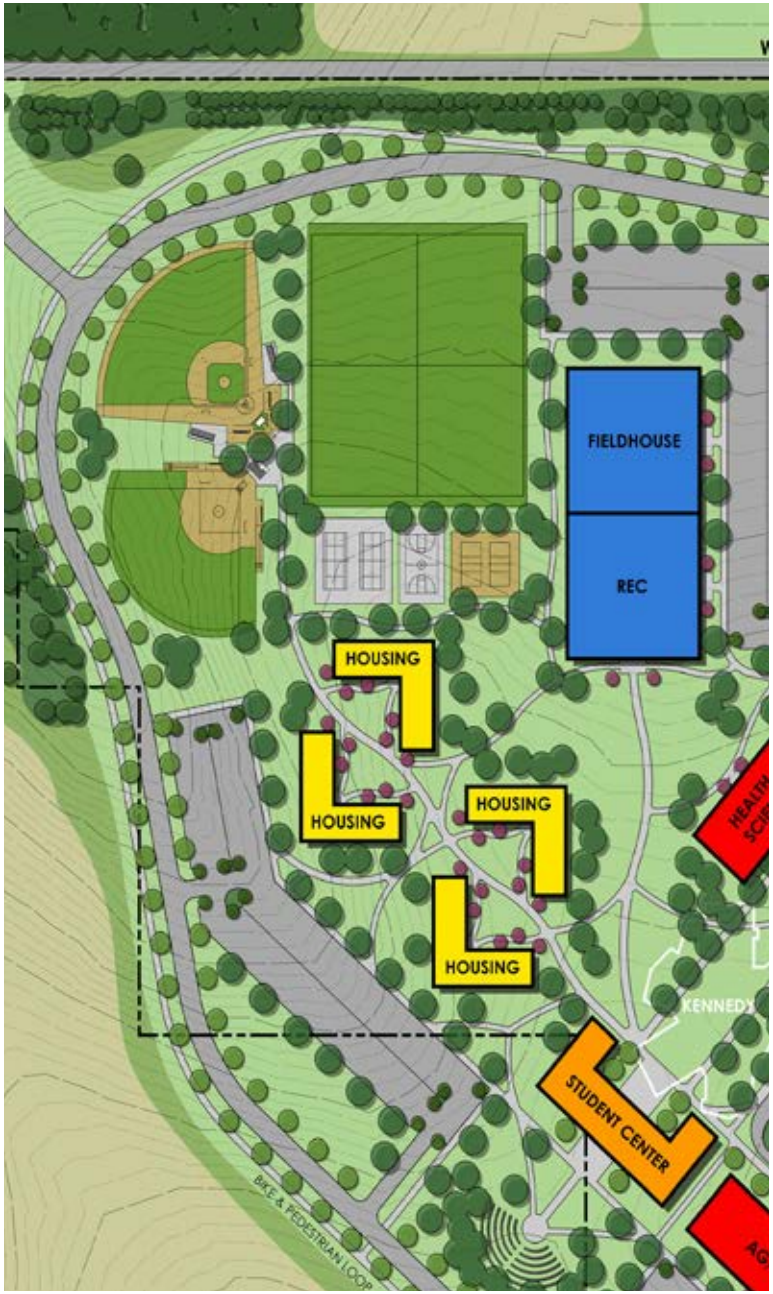


Figure 9B DETAIL: Beatrice Campus Master Plan Housing & Recreation

STUDENT HOUSING: A new housing zone is proposed on the west side of campus with a capacity of 600 beds plus a storm shelter. For the purpose of this plan, the assumption is that housing would require approximately 240 SF per student bed which can accommodate housing style ranges from traditional to suite-style. This convenient location between the Student Center and the recreation facilities will help promote campus engagement and a quality student life experience for students.

RECREATION/ATHLETICS: SCC Beatrice is a Division II member of the National Junior College Athletic Association. It offers six athletic sports: Men's baseball, basketball, and golf and women's basketball, softball, and volleyball. In the future, four additional sports will be offered: Men's and women's soccer and cross country. In addition to the Truman Center Gymnasium on campus, the athletic program currently utilizes various community facilities including Christenson Field (baseball), Hannibal Park (softball), and Beatrice Country Club (golf). The Beatrice Campus Master Plan calls for replacement of Truman with a new, adequately sized Recreation Center and an adjacent Fieldhouse for team practice. It will be a covered, open-air structure. The Beatrice Campus Master Plan calls for new fields for baseball, softball and soccer on the northwest corner of the campus. Outdoor courts for tennis, volleyball and basketball are located between the athletic fields and the new student housing.

COMMUNITY SPACES: On the east side of campus near the main entry, the new Multipurpose Career Tech/Continuing Ed Center will provide classrooms and labs for campus and community use. The facility will offer high school career and technical classes for districts in the service area as well as continuing education classes for all ages.

South of the Career Tech/Continuing Education Center will be an Arena with an adjacent Multipurpose Conference Center available for use by the community for activities such as horse shows, livestock judging, trade show expositions, meetings, and conferences. This complex of buildings will improve proximity between and interaction among students and faculty of all programs on campus.

AG & FACILITIES: Proposed facilities serving the Agriculture and Horticulture programs on the main campus include the Ag/Horticulture Building, directly south of the Student Center, a multipurpose Arena, and an Ag Equipment storage facility.

Figure 9C DETAIL: Beatrice Campus Master Plan Community Spaces

STRATEGIC BUSINESS UNITS (SBU): In addition to the academic facilities on the core campus, the master plan calls for the creation of separate Strategic Business Units (SBU) for field programs which will be distributed throughout the 500-acre farm currently owned by the Southeast Community College Foundation. SBU's will be connected to the main campus by an access road, leading from the Ag Equipment Shop. Figure 10 illustrates potential locations for the various SBU's that have been identified by faculty to date. These include:

- Garden production SBU's: vegetable, viticulture
- Equine and livestock SBU's: equine, cow calf, beef feedlot
- Swine SBU's: swine gilt, breeding and gestation; swine finishing; swine nursery
- Turf SBU's: golf course and turf grass management
- Small animal SBU's: sheep and goat
- Grain handling SBU

A specific master plan should be developed in the future, identifying SBU locations, areas for tillage and pasture, animal holding facilities, and natural protection areas such as drainageways and tree stands. The SBU Master Plan should be based on carefully considered guiding principles which may include the following:

- Demonstrates best practices in agriculture (e.g. animal holding, waste management, bio-security, water quality, stormwater management, natural resource management)
- Encourages centralization of ag/horticulture academic instruction on the main campus
- Utilizes the arena as a lab/teaching facility for animals and equipment
- Minimizes human occupancy build-out of facilities at the SBU's (e.g. restrooms, labs, classrooms, etc.)
- Provides flexibility to add, expand or shrink as programs change over time

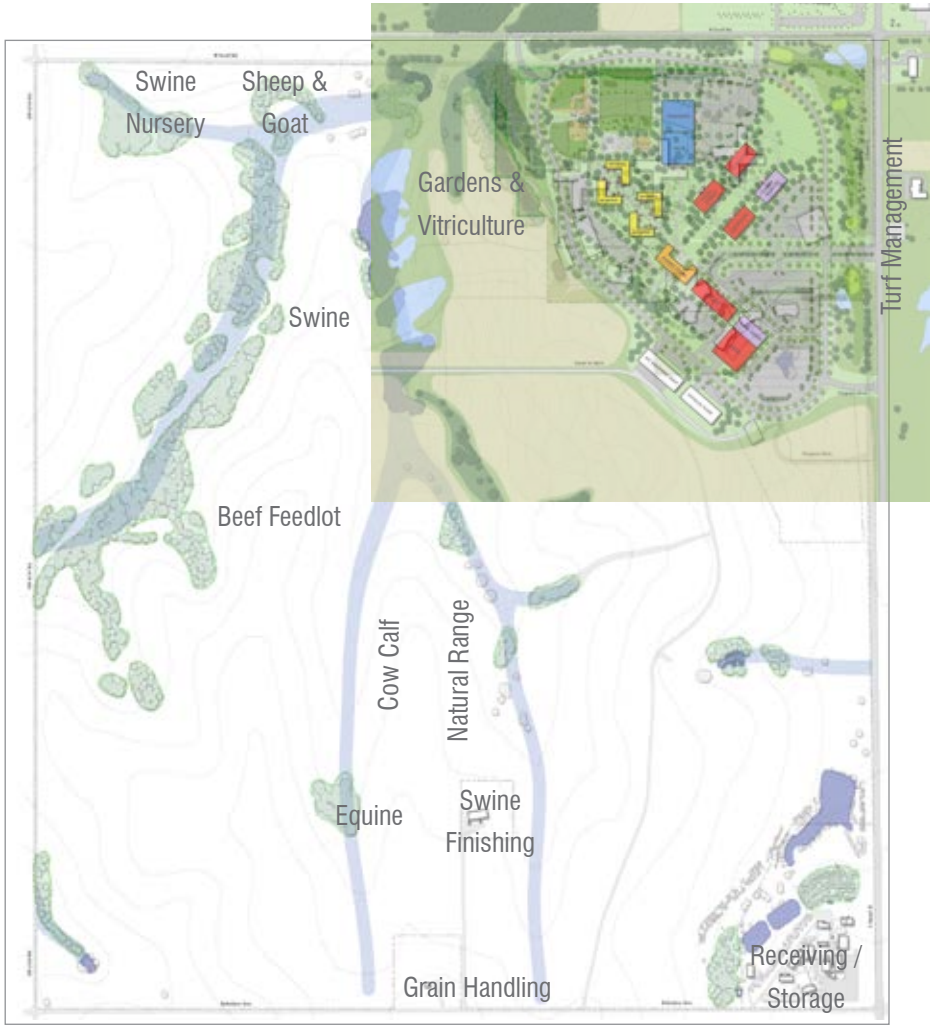


Figure 10: Potential locations for Ag Center SBU's.

OPEN SPACE & LANDSCAPE: The Beatrice Campus Master plan proposes the creation of important open spaces. First, is the main academic quad which visually connects the Student Center to the corner of W Scott Road and Highway 136. It will create a linear greenspace, or quad, at the core of campus, providing a symbolic heart of campus and a crossroads that will bring people in contact with each other and promote social interaction.

Second, it will create a special gathering area in the form of an amphitheatre that will have the Student Center as a backdrop on the east and an expansive view of the Nebraska countryside to the west.

Third, the Beatrice Campus Master plan calls for ringing the campus with aesthetically pleasing greenspace in the form of recreation fields and golf greens to showcase some of the campus's signature horticulture programs. This greenspace should be composed of outdoor learning labs that also can serve as a visual asset to the campus. Therefore showcasing the programs and activities happening on campus while also creating a welcoming landscape aesthetic. For example, turf managements golf greens are great candidates as they are visually appealing.

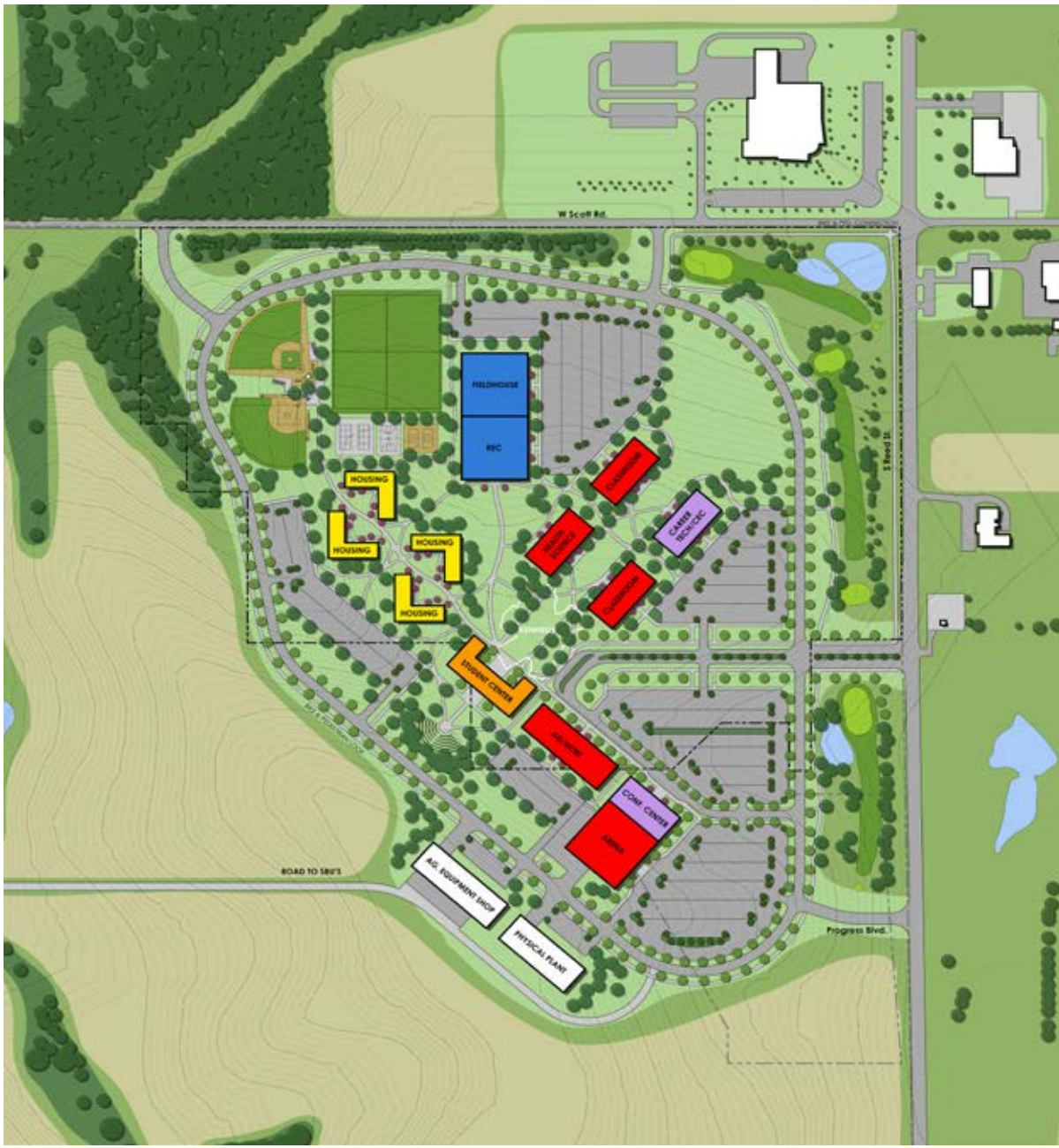


Figure 9D. DETAIL: Beatrice Campus Master Plan Open Space & Landscape

Figure 11. Beatrice Campus Proposed Parking

TOTAL SHOWN
2,168 STALLS

EXISTING RATIO
1.10 STALLS/PERSON

PROJECTED POPULATION
2,234 PEOPLE

RATIO SHOWN
0.97 STALLS/PERSON

CAMPUS ENTRY & CIRCULATION: A key feature of the plan is a main campus entry off Highway 136 into campus leading directly to the Student Center at the highest point on campus. The entry drive is proposed as a landscaped boulevard connecting with a loop road that is enhanced with a streetscape of trees, banners and lighting (bike path) that denote it as the main circulation system through campus. The loop road will serve several perimeter parking lots which will promote a pedestrian-friendly campus at the core. Sidewalks connecting parking lots to the center of campus are envisioned as well-landscaped with shade trees and clearly marked cross walks to promote safety and comfort.

PARKING: The master plan provides parking for approximately 2,168 stalls. This represents a ratio of 0.97stalls per person based on the projected campus population of 2,234 in the target year 2025. This compares with an existing parking ratio of 1.1 stalls per person today based on 840 stalls serving a campus population of 763. Parking lots are located along the exterior of the center of the core in order to create a pedestrian friendly campus. This is meant as the first step in a strategy of future growth beyond that of this master plan. New buildings will replace parking and in turn parking will replace recreation fields but the basic concept of a pedestrian core with vehicular traffic located on the exterior of the campus should be maintained.

Estimated Project Costs

The estimated potential cost of Master Plan implementation on the Beatrice campus is approximately $163,921,738. Cost estimates are based on unit costs for similar project types and are divided into three budget categories – construction, wayfinding, and fees. Funding for the identified projects are planned to be from several sources -- General Obligation Bonds, Revenue Bonds, Capital Improvement Funds, General fund, and Other/Private Funding.

General Obligation (G.O.) Bonds are funds derived from state property tax payers after approved by a vote of residents in the 15-county service area. Once approved, the bonds will be sold and paid back from those property taxes. G.O. Bonds are used primarily to fund academic and academic support facilities.

Revenue Bonds are bonds sold to the public and repaid from monies collected from revenue collected by users of the eligible facilities. Facilities such as student housing and parking are typically financed by this revenue source.

Capital Improvement Funds are funds collected under the taxing authority of Southeast Community College within the levy limits set by the Nebraska Legislature.

Other/Private Funding would include monies collected through donation or other sources not from tax or revenue bond sources. These funds could typically be used for construction or non-construction items such as furnishings and equipment.

Table 18. Beatrice Campus Master Plan Estimated Costs

BUDGET CATEGORY	G.O. BONDS	REVENUE BONDS/ CAPITAL IMP FUND	OTHER/ PRIVATE FUNDING	TOTAL
Construction	$117,179,689	$24,120,735	$ 10,016,000	$ 151,316,424
Wayfinding	$500,000	$ 0	$0	$500,000
Fees	$9,374,375	$1,929,659	$801,280	$12,105,314
Subtotals	$127,054,064	$26,050,394	$10,817,280	$163,921,738

**excludes land acquisition or sale*

Forging a New Campus Identity & Brand

The Beatrice Campus Master Plan provides SCC with the opportunity to re-brand the campus as a vibrant, growing student-centered and forward-looking institution in a beautiful and inviting setting. Ideally, the process of re-branding will integrate physical planning with campus efforts in marketing, PR, signage, logos and graphic design. The following are some concepts from the Beatrice Campus Master Plan that may help forge a new campus brand.

The Beatrice Master Plan reflects an entirely new vision for the campus. The new vision celebrates the campus within the context of its natural setting. It takes full advantage of its location adjacent to the City of Beatrice on one side and productive Nebraska farmland on the other. It emphasizes existing natural features like tree stands, stream beds, rolling topography, and long beautiful vistas.

Figure 12. Beatrice Campus Master Plan Identity Image looking west

Figure 13. Beatrice Campus Master Plan Identity Image looking northwest toward Student Center

Figure 14. Beatrice Campus Master Plan Identity Image looking southwest through Academic Quad

Landscaping and site improvements will showcase the mission and quality of nature-based programs on campus, such as horticulture and agriculture. For example, turf management program areas (golf greens) are brought to the front door of campus and the Student Center is envisioned to frame views toward agricultural program areas.

The campus presents itself with open arms to the community with a strong diagonal orientation toward the city at the southeast corner and a new main entry on Highway 136. New buildings draw from local resources, materials, and design elements in order to draw visual connections to the local aesthetic and economic context. For instance, this may include the use of stone similar to that used in many of Beatrice's churches and civic buildings.

Unlike the existing, out-of-date and poorly constructed facilities, new buildings on campus will convey a sense of permanence and long term value. They will demonstrate best practices in sustainability, design, quality construction and educational excellence. The new buildings will help build a strong institutional identity that will inspire pride and encourage ongoing connections that will foster ongoing involvement, support and loyalty to the College. But the campus will also be comfortable, inviting and scaled to the individual experience. It will nurture a student-centered culture with diverse and abundant places to engage, gather, learn, thrive and grow. The campus will offer memory-making places for students and their families, faculty and members of the Beatrice-area community.

Figure 15. Beatrice Campus Master Plan Identity Image: Student Center with Ag and Arena on the right

CHAPTER FOUR
MILFORD

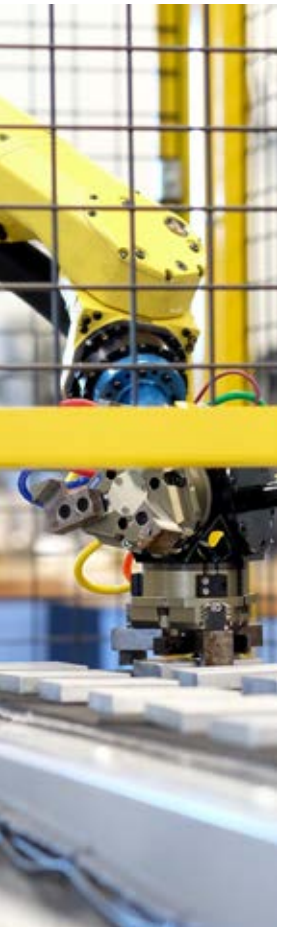
MILFORD

EXISTING CONDITION ANALYSIS

CAMPUS OVERVIEW

The Southeast Community College Milford Campus is located on the southeast edge of Milford on State Street and Highway 6. With a population of approximately 2000, Milford is located in Seward County, approximately 26 miles west of Lincoln south of Interstate 80.

The Milford campus consists of twenty-two buildings and approximately 421,870 GSF (see Table 19). The oldest building on campus, Nebraska Hall (1922) pre-dates the College and was originally built to house patients on the grounds of the Nebraska Soldiers and Sailors Home (1888-1939). It was later converted to an Administration Building for the former Nebraska Technical College. An initial wave of campus buildings began in the 1950's and 1960's with Eicher Hall (1958), Cornhusker Hall (1964) HVAC Building (1961), and Welsh Center (1966). In the 1973, the Milford Campus became part of Southeast Community College which initiated expansion of campus housing with Pioneer Complex North (1979) and South (1981), the Physical Plant (1979), and Cold Storage (1985). In the 1990's, the Industrial Training Center (1991), the Dunlap Student Center (1997) and the first of two John Deere Buildings were built (1997).



MILFORD CAMPUS AT A GLANCE	
CAMPUS OVERVIEW	
CAMPUS	63.54 ACRES
STATE OF NE	4.93 ACRES
TOTAL	68.47 ACRES
FACILITIES OVERVIEW	
CAMPUS BUILDINGS	421,870 GSF
PARKING & HOUSING	
PARKING	745 STALLS
HOUSING (2014)	308 BEDS
HOUSING (FUTURE)	600 BEDS
2014 CAMPUS POPULATION	
STUDENTS 2014	683
STAFF 2014	156
2025 PROJECTED CAMPUS POPULATION	
STUDENTS (FUTURE)	1,486
STAFF (FUTURE)	290
= 118% GROWTH PROJECTION	

Table 19. Milford Campus Existing Buildings

BUILDING NAME	ID	PRIMARY FUNCTION	YEAR	GSF
Eicher Tech Center	ETC	Classrooms/Labs/Serv./LRC/Ad	1958	227,233
John Deere Building	JDA	Instructional Classrooms/Labs	1997	16,160
John Deere Building Addition	JDA	Instructional Classrooms/Labs	2015	16,160
Industrial Training Center	JDIT	Instructional Classrooms/Labs	1991	5,110
South Classroom Building	SOC	Instructional Classrooms/Lab		1,440
HVAC Building	AIR	Instructional Classroom/Lab	1968	7,872
HVAC East storage		Storage	1968	660
HVAC West storage		Storage	1968	576
Welsh Center	WEL	Gym/Classrooms/Wellness	1966	28,596
Assessment/placement center		Student Supportive Services	1961	3,428
Dunlap Building	DN	Student Supportive Services	1997	18,155
Nebraska Hall	NEB	Housing	1922	23,708
Cornhusker Hall	CRN	Housing	1964	33,180
Pioneer complex North	PIO	Housing	1979	6,624
Pioneer complex South	PIO	Housing	1981	7,488
Dorm Manager Garage		Storage	1992	576
John Deere Storage		Storage	2001	1,000
Baseball storage		Storage	2009	192
Clubhouse		Student Service	1990	360
Cold storage warehouse		Storage	1985	14,160
Maintenance Storage		Storage	1992	192
Physical Plant		Maintenance	1979	9,000
TOTAL MILFORD CAMPUS				421,870

EXISTING SITE ANALYSIS

The Milford Campus is a beautiful, heavily treed campus with several substantial buildings and historic attributes. Of the three campuses, it has the most traditional college campus character with its strong front door on State Street, the historic Nebraska Hall, and the Nebraska Statewide Arboretum designation are valuable assets from which to develop an even stronger campus ambience.

NATURAL SYSTEMS: In 1895, when this site was selected to build the Nebraska Soldiers and Sailors Home, it was described in *Celebrating 50 Years: Milford Campus, 1941-1991* as "the crown of a beautiful little hill, furnishing perfect drainage, overlooking a vast stretch of the Blue River Valley with its long line of timber forming graceful semi-circles up and down the broad valley, with green fields and meadows unsurpassed for loveliness." A century later, this lovely natural setting is still largely visible. The tree-lined Blue River defines the edge of campus on the east and Coon Creek defines its south edge. As one travels through campus on State Street, Nebraska Hall continues to anchor the hill on the west side of the street, along with the Dunlap Building and Cornhusker Hall.

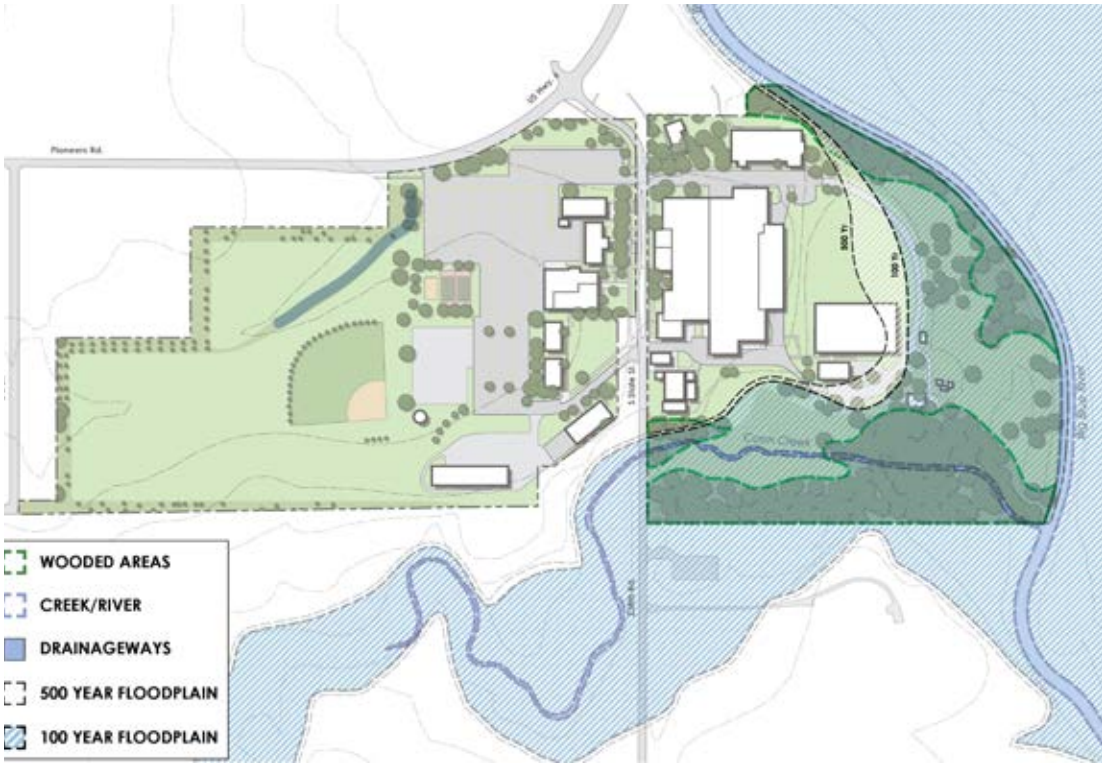


Figure 16. Milford Campus Natural Systems Analysis

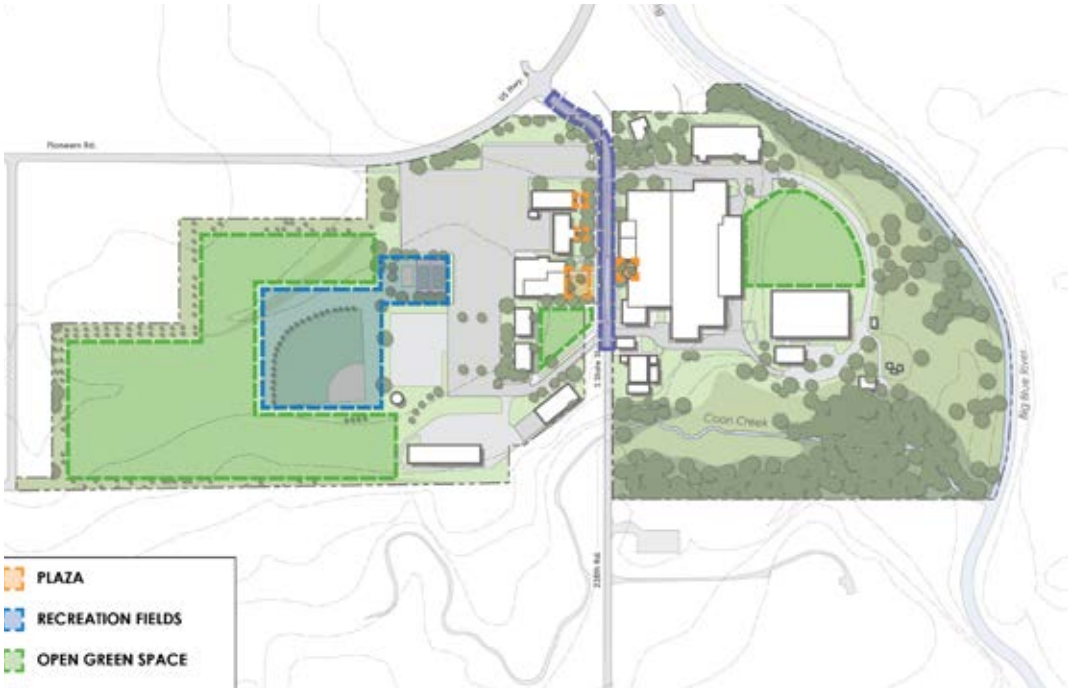


Figure 17. Milford Campus Landscape & Open Space Analysis

LANDSCAPE & OPEN SPACE: Many of the original arboretum trees are located at the north entry corner of campus which creates a sense of arrival and establishes a campus-like quality.

However over the years, the Arboretum has not been expanded, enhanced or integrated into the campus development. Interesting views of and access to the Blue River and Coon Creek have not been capitalized on. Open spaces such as plazas, courtyards, and quads that encourage gathering and human interaction have generally not been adequately developed on campus.

VEHICULAR CIRCULATION: The existing vehicular circulation system on campus lacks cohesion. The campus is divided in half by State Street, a county road that connects the City of Milford to the city landfill. The heaviest thru traffic on State Street is from garbage trucks, creating an unsafe condition on campus. Ideally, an alternative route should be identified for garbage trucks in the future. At a minimum, the street should be redesigned with traffic-calming strategies to enhance pedestrian safety and to clarify that drivers have entered campus and must yield to pedestrians.

On the west side of campus, roadways end in parking lots, creating a confusing experience for first-time visitors. Parking lots have no pedestrian designated pathways to create a safe, protected and pleasant route to campus buidlings. A partial loop road exists around the east side of campus, but it turns into more of a service road as it nears the Blue River, passing by unsightly service areas and the City's sewer plant.

The arrival experience to campus is very weak due to a convenience store located on the northeast corner of campus and a parking lot on the northwest corner. The former President's house, now used as the Assessment and Placement Building, seems out of place and ambiguous in purpose. The campus lacks adequate way-finding systems throughout to assist first-time visitors to campus and to establish a strong campus identity.

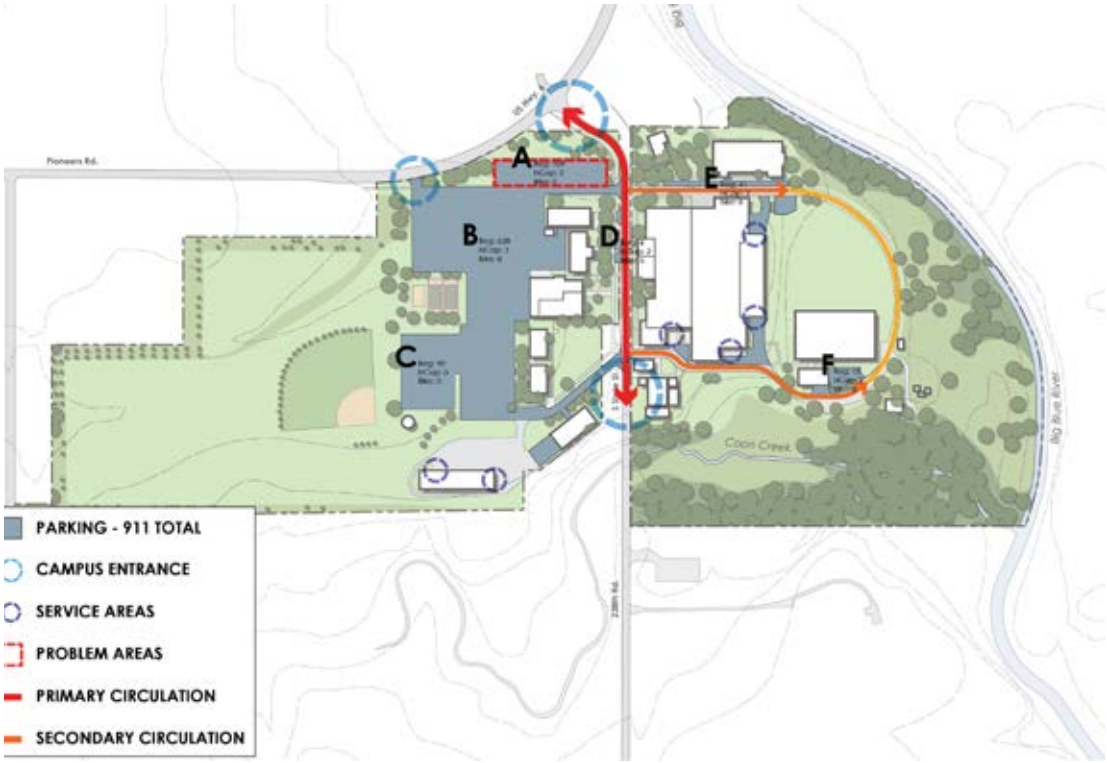


Figure 18. Milford Campus Vehicular Circulation Analysis

PEDESTRIAN CIRCULATION: Pedestrian circulation is largely east-west, crossing State Street and moving through or past buildings. Pathways are simply narrow sidewalks with none wide enough to funnel pedestrian flow to primary gathering or crossing areas. Walking from parking to class involves walking through parked cars as no designated or enhanced pedestrian routes exist from lots to primary entrances to provide shade or visual relief.

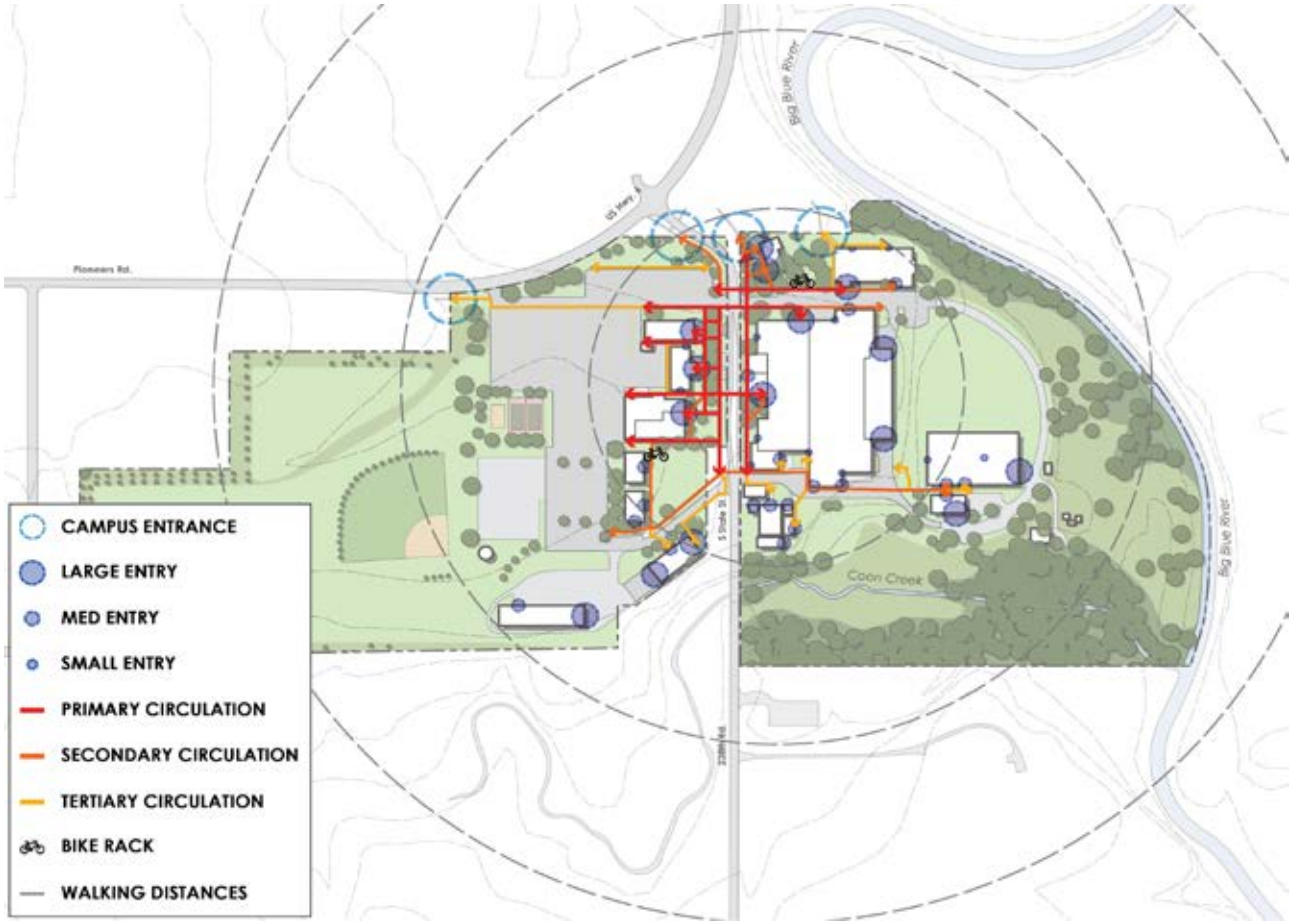


Figure 19. Milford Campus Pedestrian Circulation Analysis

EXISTING BUILDING ANALYSIS

A team of architects, landscape architects and engineers conducted facilities assessments of all buildings on the Milford campus to determine the existing and long term condition of each structure. Those assessments served as the basis for the recommendations made for upgrading and/or renovation of a building or its demolition and replacement. Also, as part of the assessment process, each building was analyzed for its long term value to the vision set forward in the Facilities Master Plan. Where possible, existing buildings were seen as assets rather than liabilities toward meeting the overall vision. As the vision for the Milford campus developed, the team determined that the conditions of all residence halls, the recreation center, placement/assessment center and several other academic buildings and campus services buildings were either in a poor category due to condition or were not suitable to meet the demands of an expanded projected enrollment.

Table 20 at the end of this section summarizes the results of the building assessment and the team's recommendations for renovation and removal.

The following summary will provide an overview of the current condition of each building type on campus along with a description of how the buildings were analyzed against the goals of the Facilities Master Plan. For a detailed look at each building's rating score, refer to the appendices.

STUDENT HOUSING

CORNHUSKER HALL, PIONEER NORTH, PIONEER SOUTH, NEBRASKA HALL

These structures were all constructed between 1922 and 1981 and scored in the “Poor” category. The master plan’s recommendation is to replace all four residence halls due to their physical condition as well as the cramped living conditions of each residence hall. Both conditions have proven to be detrimental to recruitment of students looking for on-campus housing. Current trends in student housing include semi-private bathrooms (two or four students per bathroom), small kitchenettes and private living room spaces, which Milford housing does not provide.

ACADEMIC BUILDINGS

HVAC, HVAC STORAGE (EAST), HVAC STORAGE (WEST), SOUTH CLASSROOM, EICHER, JOHN DEERE, JOHN DEERE ADDITION, INDUSTRIAL TECH (FORD), JOHN DEERE STORAGE

The HVAC, HVAC Storage (east and west) and South Classroom buildings scored in the 'Poor' category due to the age and condition of each structure. Constructed between 1968 and 1979, aside from their physical conditions, these structures have been downgraded for their suitability to meet the needs of the HVAC program in the future. The HVAC program would be better served as part of a larger Design and Building Trades facility that would incorporate all construction related programs into a single facility.

Eicher, John Deere, John Deere Addition, Industrial Training Center (Ford) and John Deere Storage buildings scored in the 'Moderate' to 'Good' categories. Eicher was originally constructed in 1958 with multiple additions occurring to the facility over the years. Parts of the facility are in 'Good' condition but a large part of the facility is in the 'Poor' to 'Moderate' category. Overall, the recommendation is to retain the building but make major improvements to its interior and exterior systems. John Deere, John Deere Addition, Industrial Training Center (Ford) and John Deere Storage were all constructed between 1991 and 2015. These buildings are in the 'Good' condition category and are recommended to be retained with minimal improvements needed.

STUDENT SERVICES

PLACEMENT/ASSESSMENT, DUNLAP CENTER

The Placement/Assessment building was constructed in 1961 as a residential structure for campus administration. Over time, the need for it as a residence was eliminated and it was converted into offices for Placement/Assessment. The structure received a 'Low-Moderate' rating due to the relatively good condition of the interior from recent remodeling. However, as the campus population expands, the size of the structure would not be able to meet the long term needs for the numbers of students using the Placement/Assessment services. Expanding the structure was not viable in its restricted location. The Dunlap Center is in "Good" condition and can be expanded in the future to address the needs associated with increased enrollment.

CAMPUS SERVICES

PHYSICAL PLANT, MAINTENANCE STORAGE, COLD STORAGE WAREHOUSE

These structures were built between 1985 and 1992 and are generally pre-engineered metal buildings. In the case of Cold Storage, the structure is open to the elements and houses a variety of cars, parts and other materials used by automotive repair courses in Eicher on the opposite side of campus. The assessment rating of these structures fall into the 'Poor' to 'Moderate' levels. As the campus expands, these structures are recommended to be removed and replaced in a more suitable location near Eicher.

RECREATION

WELSH CENTER

The Welsh Center was constructed in 1966 on the north side of campus. It was assessed to be in the 'Low-Moderate' category due to its physical condition as well as its inability to be expanded. The site it sits on is restricted by the Big Blue River on the north and east and a vehicular access road on the south. Aside from its recreational uses, the facility serves for campus and public functions such as graduation ceremonies. As the campus needs expand in the area of recreational activities, a larger facility will be needed and is planned for the west side of campus which will be more accessible to students from new residence halls.

Table 20. Milford Campus Building Assessment Summary

BUILDING NAME	RATING	YEAR	GSF	DEMOLISH	RETAIN
POOR ASSET					
Cornhusker Hall	2.33	1964	33,180	33,180	
Welsh Center	3.67	1966	28,596	28,596	
HVAC	3.00	1968	7,872	7,872	
HVAC Storage (east)	3.33	1968	660	660	
HVAC Storage (west)	3.33	1968	576	576	
South Classroom	3.67	1979	1,440	1,440	
Pioneer North	2.67	1979	6,624	6,624	
Pioneer South	2.67	1981	7,488	7,488	
Maintenance Storage	3.00	1992	192	192	
Place/Assessment	3.67	1961	3,428	3,428	
Cold Storage Ware.	2.67	1985	14,160	14,160	
Club House	3.00	1990	360	360	
Baseball Storage	3.00	2009	192	192	
Dorm Mgr Garage	3.00	1992	576	576	
SUBTOTAL			105,344	105,344	
MODERATE ASSET					
Nebraska Hall	5.00	1922	23,708		23,708
Physical Plant	4.00	1979	9,000		9,000
SUBTOTAL			32,708	0	32,708
GOOD ASSET					
Dunlap Center	8.00	1997	18,155		18,155
Eicher Hall	7.00	1958+	227,233		227,233
John Deere	7.00	1997	16,160		16,160
John Deere (Add'n)	10.00	2015	16,160		16,160
Industrial Tech (Ford)	8.00	1991	5,110		5,110
John Deere Storage	8.00	2001	1,000		1,000
SUBTOTAL			283,818	0	283,818
TOTAL			421,870	105,344	316,526

Table 21. Milford Campus Proposed Projects

NEW CONSTRUCTION	POTENTIAL OCCUPANTS	GSF
New Health Science Building	Health Sciences, Energy Generation, Biosciences	40,000
New Classroom Building	Gen. Purpose classrms	40,000
New Recreation Center	Gym, Fitness, locker rms	37,200
New Multipurpose Career Tech / Continuing Ed	Classrooms, Labs	30,000
New Student Housing	600 beds	140,000
New Physical Plant	includes Cold Storage	40,000
New Building Trades Building	Class labs, 3 building sites	50,000
NEW CONSTRUCTION SUBTOTAL		377,200

RENOVATION	POTENTIAL OCCUPANTS	GSF
Renovate Eicher: New Tech Center	Technical programs	227,200
Renovate Nebraska Hall	Student Services, Admin, LRC	23,800
Upgrades & addition to Dunlap	Dining, Student activities	5,000
RENOVATION SUBTOTAL		256,000

OTHER	POTENTIAL OCCUPANTS	GSF
New Climbing Tower & Confined Space Training	Outdoor Facilities, Poles, Towers	
New Diesel Technology Facility	Diesel Ag, Diesel Truck, Truck Driving	40,000
OTHER SUBTOTAL		40,000
TOTAL MILFORD CAMPUS PROJECTS		633,200

MASTER PLAN RECOMMENDATIONS

MASTER PLAN PROPOSED PROJECTS

Based on the Space Needs Analysis and Facilities Needs Assessment conducted by the master planning consultants and the goals of the College, a list of proposed projects for the Milford Campus Master Plan was developed (see Table 21). This list of projects will allow the Milford campus to accommodate projected enrollments, meet academic program needs, address site and buidling deficiencies, and enhance community use of the campus by the target year 2025.

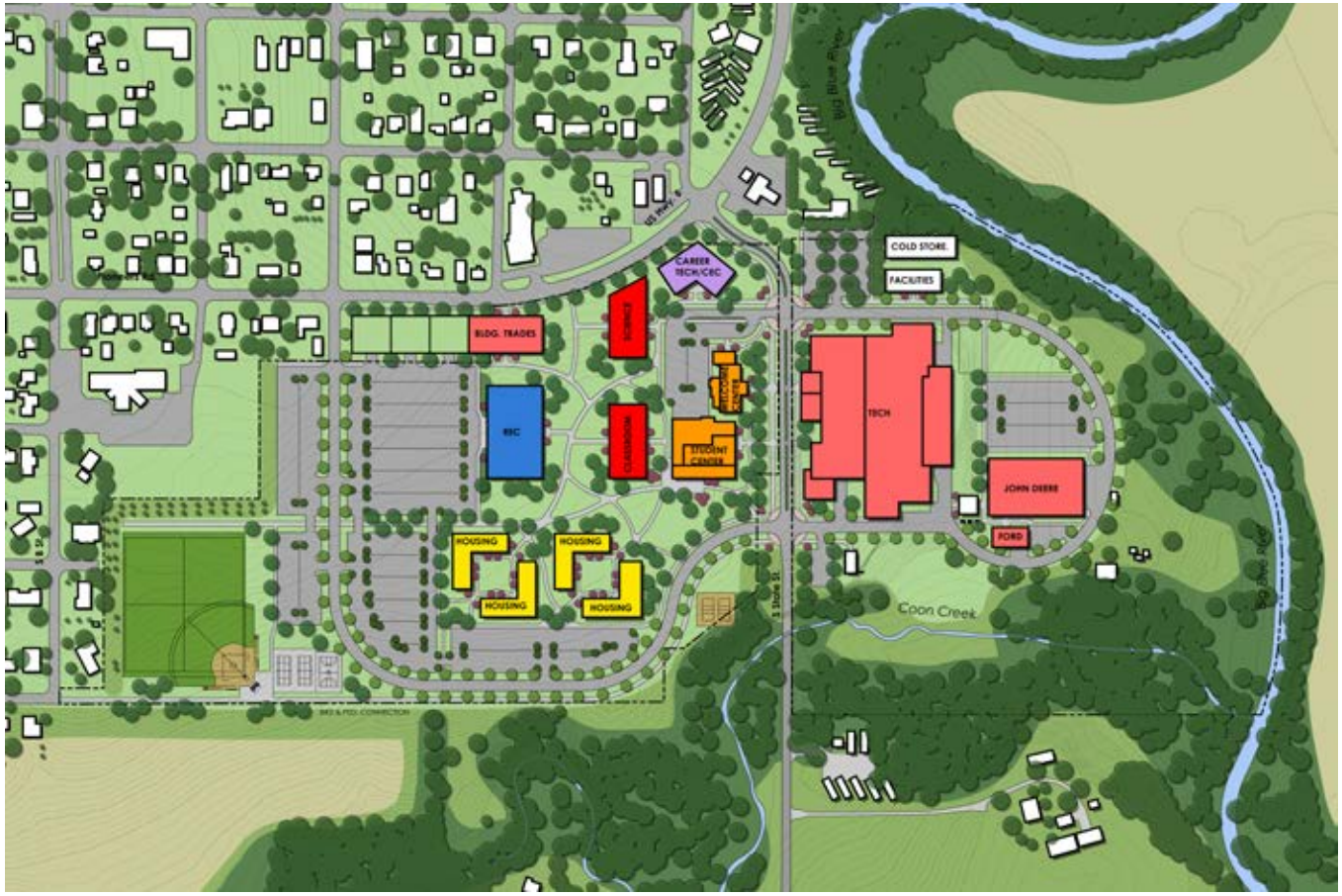


Figure 20. Milford Campus Master Plan Preferred Concept

Preferred Master Plan Concept

The master planning team met with the Steering Committee, the Board of Governors' Finance and Facilities Committe and staff from the campus several times to explore and review alternatives to meet the facility needs identified above. Three concept alternatives were developed and meeting participants were asked to provide feedback and submit a scoring worksheet to indicate which elements of each concept they particularly liked or did not like. This exercise helped the planning team develop the preferred concept which incorporated the most successful elements of the three concept alternatives.

LAND USE ORGANIZATION: The Milford campus plan creates a housing zone south of the Recreation Center and the Dunlap Student Center. Two academic zones are created on campus – the existing one showcasing technical programs on the east side of campus and a new quad for primarily non technical programs such as Health Sciences, Business, and others. The original historical core of campus – Nebraska Hall – is preserved and enhanced with a Welcome Center addition on the north to provide ADA accessibility and to provide an easy-to-find, welcoming point of contact for first-time visitors

ACADEMIC QUAD: In this plan, the academic programs on the Milford campus are generally clustered in two groupings. Technology-rich programs, such as Transportation & Manufacturing, are located east of State Street. Non-technology programs such as Health Sciences, Business and others are located west of State Street, with the exception of a new Building Trades building located on the north edge of campus. This is recommended because there is no room for a Building Trades facility on the east side of campus and its location on Highway 6 creates a strong new edge to the campus with high visiblity from the community.

The new academic buildings on the west side of campus are arranged around a new inviting campus quad (open space) that will mark a key intersection on campus -- classrooms, recreation, housing, and student center. This will become the new heart of campus, providing multiple places for learning, socializing, gathering, and dining.

STUDENT SERVICES: The Master Plan recommends the renovation of Nebraska Hall as the new home for Student Services, Assessment and Placement, Admissions, Administration and Library Resource Center (LRC). Nebraska Hall will become the first point of contact for many first-time visitors to campus. The restored historic building will be a fitting symbol of the campus' legacy in providing a high quality technical education. Many of these functions are currently located in Eicher Hall. By moving them out of the building, technology programs have room to expand to alleviate crowding and meet the needs of increased enrollments.

STUDENT CENTER: As the campus enrollment grows, the Dunlap Center will likely need to expand to meet the needs of dining, student organizations, bookstore, and meeting spaces. A small addition is shown on the south side of the building to meet future needs.

Figure 20A. DETAIL: Milford Campus Master Plan-- Academic Quad

OFF-CAMPUS DIESEL PROGRAMS. The Master Plan recommends that the Diesel Ag and Diesel Tech programs currently on the Milford campus be moved off campus to a suitable site nearby. The plan recommends purchasing enough property to construct a Truck-Driving track. This will allow the College to relocate the program from Lincoln if necessary or duplicate programs if desired. This new facility will not fit on the Milford Campus without negatively impacting the future growth of the program and the campus. A new location will allow it to construct state-of-the-art facilities and meet the demand of the industry.

SCC is evaluating potential sites for a new Diesel Ag program location.

STUDENT HOUSING: In this plan, a new housing zone is created on the south edge of campus, near the Student Center and a new Recreation Center. The plan calls for 600 beds of housing at approximately 240 SF per bed. This will accommodate either traditional style or suite-style student housing. The plan suggests four units of 150 beds each organized around two quads connected to the main new academic quad by pedestrian pathways.

RECREATION: A new Recreation Center is proposed to replace the Welsh Center. This is necessary in part to accommodate the growing enrollment and need for additional multi-purpose space for large events such as equipment expos, graduation ceremonies and community gatherings. The Recreation Center will provide active recreation space such as gym, fitness rooms, and locker rooms.

New multi-purpose recreation fields suitable for soccer, baseball, softball or football practice are proposed. Also proposed are outdoor facilities for tennis, basketball and sand volleyball.

COMMUNITY SPACES: The Master Plan recommends a new building at the front door of campus primarily for community use. The new facility will house a new SCC Career & Technical Center, similar to the one recently completed on the SCC Lincoln campus. It will also provide classrooms and labs for Continuing Education classes.

Figure 20B. DETAIL: Milford Campus Master Plan -- Housing & Recreation

Figure 20C. DETAIL: Milford Campus Master Plan -- Community Space

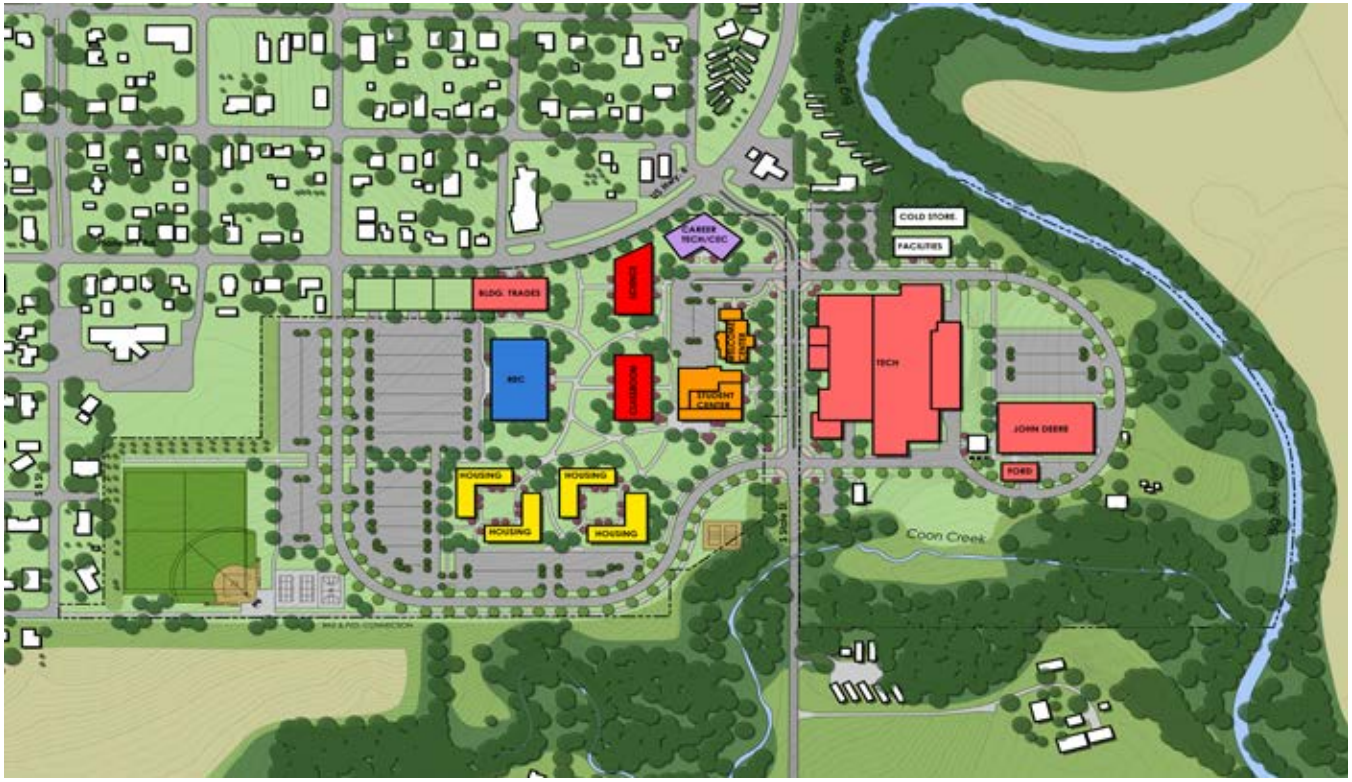


Figure 2DD. DETAIL: Milford Campus Master Plan Landscape & Open Space

OPEN SPACE & LANDSCAPE: The Milford campus has an opportunity to strengthen its reputation as a lushly landscaped arboretum campus. The campus should extend its tree-planting efforts throughout campus but particularly on the west side of State Street where new academic and residential quads are recommended. These new open spaces should be thoughtfully designed to promote active and passive use by students and to invite the community on to campus. The placement of buildings and amenities should take care to frame views and provide visual interest. This will be especially important in developing pedestrian paths leading from parking on the west side of campus to academic buildings. The distance from a parking stall on the far west side to a class in John Deere will feel much more comfortable if the path is interesting, shade is provided and there are places to interact with others along the way.

CAMPUS ENTRY & CIRCULATION: The proposed plan creates a strong campus edge and entry on the north side of campus. As one arrives to campus from Highway 6, they will see a row of new buildings – a community multipurpose building, a new Health Sciences Building and a new Building Trades facility. These three new buildings will create a strong campus edge and heightened visibility in contrast to the weak entry that now exists. The entry will lead directly to visitor parking and the proposed new Welcome Center addition to Nebraska Hall.

A new loop road will encircle the campus, linking several perimeter parking lots and preserving a pedestrian-friendly campus core. The loop road will be enhanced with a campus streetscape, including lighting, banners and trees, to reinforce its importance as the organizing circulation element on campus. A hierarchy of sidewalks will be established in which 12 foot wide pedestrian pathways connect key destinations and carry emergency vehicles. Minor pathways should provide 8 foot sidewalks. A new community trail is proposed along the south edge of campus that will connect a trailhead on the campus north of the Blue River and south of Eicher Hall to the city park, pool and golf course on the west side of campus. The trail, like the Community facility on the north side of campus, will help convey the campus is open and welcoming for the community to use.

PARKING: The master plan provides parking for approximately 1,285 stalls. This represents a ratio of 0.72 stalls per person based on the projected campus population of 1,776 in the target year 2025. This compares with an existing parking ratio of 0.89 stalls per person today based on 745 stalls serving a campus population of 839.

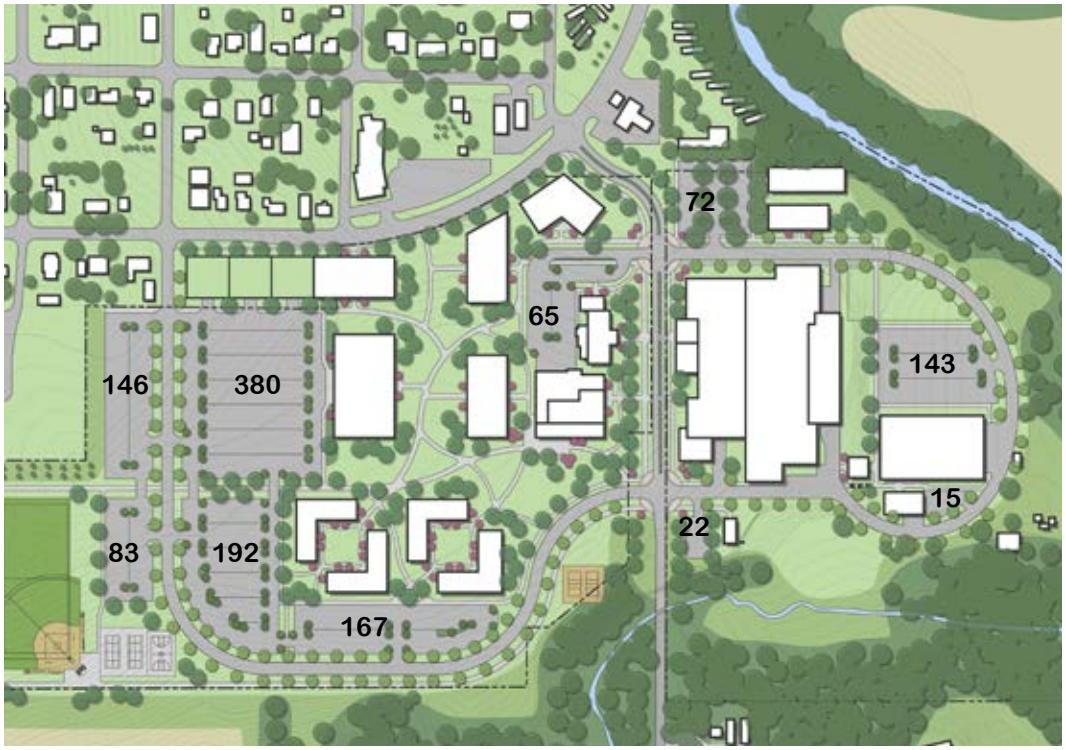


Figure 21. Milford Campus Proposed Parking

TOTAL SHOWN
1,285 STALLS

EXISTING RATIO
0.89 STALLS/PERSON

PROJECTED POPULATION
1,776 PEOPLE

RATIO SHOWN
0.72 STALLS/PERSON

Estimated Project Costs

The estimated potential cost of Master Plan implementation on the Milford campus is approximately $120,314,853. Cost estimates are based on unit costs for similar project types and are broken into three budget categories – construction, wayfinding, and fees. Funding for the identified projects are planned to be from several sources -- General Obligation Bonds, Revenue Bonds, Capital Improvement Funds, General fund, and Other/Private Funding.

General Obligation (G.O.) Bonds are funds derived from state property tax payers after approved by a vote of residents in the 15 county service area. Once approved, the bonds will be sold and paid back from those property taxes. G.O. Bonds are used primarily to fund academic and academic support facilities.

Revenue Bonds are bonds sold to the public and repaid from monies collected from revenue collected by users of the eligible facilities. Facilities such as student housing and parking are typically financed by this revenue source.

Capital Improvement Funds are funds collected under the taxing authority of Southeast Community College within the levy limits set by the Nebraska Legislature.

Other/Private Funding includes monies collected through donation or other sources not from tax or revenue bond sources. These funds could typically be used for construction or non-construction items such as furnishings and equipment.

Table 22. Milford Campus Master Plan Estimated Costs

BUDGET CATEGORY	G.O. BONDS	REVENUE BONDS/ CAPITAL IMP FUND	OTHER/ PRIVATE FUNDING	TOTAL
Construction	$81,578,479	$23,740,000	$ 5,621,200	$ 110,939,679
Wayfinding	$500,000	$0	$0	$ 500,000
Fees	$6,526,278	$1,899,200	$449,696	$ 8,875,174
	$88,604,757	$25,639,200	$6,070,896	$120,314,853

**excludes land acquisition or sale*

Forging a New Campus Brand

The Milford Campus Master Plan provides SCC with the opportunity to re-brand the campus as a vibrant, growing, student-centered and forward-looking institution in a beautiful and inviting setting. Ideally, the process of re-branding will integrate physical planning with campus efforts in marketing, PR, signage, logos and graphic design. The following are some concepts from the Milford Campus Master Plan that may help forge a new campus brand.

Figure 22. Milford Campus Master Plan Identity Image looking north

Figure 23. Milford Campus Master Plan Identity Image looking east (Eicher in distance)

Figure 24. Milford Campus Master Plan Identity Image looking south (Nebraska Hall and Dunlap Center on left)

The Milford Campus represents a highly respected, 75-year legacy in Nebraska technical education. Originally, the Nebraska Soldiers and Sailors Home (1895-1939), it became the state's premier vocational training facility as Nebraska Trade School in 1941, renamed Nebraska Vocational Technical School in 1959. In 1971, it became Nebraska Technical College and ultimately a campus of Southeast Community College in 1973. This cherished legacy is a very important building block of the Milford Campus Master Plan. The intent is to celebrate the history of the campus at its main front door with the renovation of Nebraska Hall (built 1923) and the enhancement of Eicher Hall as the campus' Technology Center. The intersection of these two ideas – historical legacy and technological innovation – are physically represented at the heart of campus and should be emphasized.

The Milford Campus Master Plan also celebrates the campus' natural setting by expanding the campus' commitment to tree-planting, begun when it was established as part of a Nebraska Statewide Arboretum system. The campus can build on this legacy by developing a tree-planting plan and tree identification aids (e.g. brochure, website, species labels) that are educational tools for students, visitors, and community members.

The Master Plan also celebrates its context within the area's natural drainage system – the Blue River and Coon Creek. It proposes that views to the river and creek be enhanced where possible, a community trail be added along the south side of campus connecting City recreation areas (golf course, swimming pool) with a new trail head and shelter on campus that overlooks the creek. This new campus amenity will capture a lovely natural view, create a new and unique gathering place for students and provide an inviting open door to the community.

Figure 25. Milford Campus Master Plan Identity Image looking south (Career Tech/Continuing Ed Center in foreground)

CHAPTER FIVE
LINCOLN

LINCOLN

EXISTING CONDITION ANALYSIS: THREE LINCOLN LOCATIONS

1. MAIN CAMPUS (88TH & O)

CAMPUS OVERVIEW

The Lincoln Campus of Southeast Community College is located on the east edge of Lincoln at 8800 O Street. Lincoln, population 260,000 is the county seat of Lancaster County and the capital of the State of Nebraska. In addition to the main campus at 8800 O Street, an Academic Transfer Center called Education Square is located at 1100 O Street and the Jack Huck Continuing Education Center is located at 301 So. 68th Street Place. The College also operates the Entrepreneurship Center at 285 So. 68th Street Place.

With the exception of the recently completed Career Technical Academy (2015), the Lincoln campus was largely established during the first decade of its existence starting with the Physical Plant (1980) and the Main Building (1979) which has been expanded several times over subsequent years. The Fire Protection program resulted in new facilities from 1988 to 2002.

LINCOLN MAIN CAMPUS AT A GLANCE	
CAMPUS OVERVIEW	
CAMPUS	118.17 ACRES
FACILITIES OVERVIEW	
CAMPUS BUILDINGS	515,509 GSF
CAREER ACADEMY	123,001 GSF
TOTAL	638,510 GSF
PARKING & HOUSING	
PARKING (CAMPUS)	2,180 STALLS
2014 CAMPUS POPULATION	
STUDENTS	4,575
STAFF	311
2025 PROJECTED CAMPUS POPULATION	
STUDENTS (FUTURE)	7,726
STAFF (FUTURE)	593

Table 23. Lincoln Campus Existing Buildings

BUILDING NAME	PRIMARY FUNCTION	YEAR	GSF
Main Building	All Services/Classrooms/Labs	1979	371,322
Career Academy	LPS High School CTA	2015	123,001
Fire Protection Tech. Center	Instructional classrooms/Labs	1997	7,144
Fire Tower	Instructional Lab	1988	3,892
Fire Training	Instructional Lab	2002	400
Fire Training Shed	Storage	2000	150
Physical Plant	Maintenance	1980	9,000
Storage Garage	Maintenance	1985	600
TOTAL LINCOLN MAIN CAMPUS			515,509

EXISTING SITE ANALYSIS

NATURAL SYSTEMS: The existing landscape on campus is very modestly developed, characterized by rolling topography, swaths of grass and tree stands on the south and east sides of campus. The open space on the east side of campus allows for expansive views over parking lots that capture the seam between city edge and Nebraska countryside which is very pleasant. However, the property to the east of campus is currently under development for single family housing and commercial construction so the campus will shortly be engulfed by the city.

CAMPUS LOCATION: Unlike the Beatrice and Milford campus, the Lincoln campus at 88th and O Street has some intrinsic size and location limitations for the future. While it appears to have unlimited open space and underutilized land for expanding programs, rising enrollments, enhancing student life by adding housing and recreation, and increasing the parking demand, this is not the case. In order to meet SCC's goals in all these areas, the existing campus will soon be "maxed out", land-locked, and uncomfortably over-populated. Although the area surrounding the campus is becoming more developed, the campus will always be far from the center of the City, which limits its visibility.

Figure 26. Lincoln Campus Natural Systems Analysis

LANDSCAPE & OPEN SPACE: On the west side of the campus, the main building and several service bays are located in close proximity to an adjacent neighborhood. Modest attempts have been made to mitigate the negative aspects of this by planting some trees. This should be continued with denser plantings, focusing on strategic locations that can improve views into campus and lessen sounds and lights coming from campus. On the north, a large open space, framed by a heavy tree stand marking the back boundary of campus, is used for programs such as truck driving and fire protection program, as well as some storage in semi-trailers. The landscape in this area is undeveloped and gives one the sense that it is a forgotten part of the campus.

Overall, the campus lacks a cohesive landscape plan that unifies the site, takes advantage of assets, and mitigates negative impacts. The campus has the additional challenge of being a single building campus, essentially. Therefore, it lacks organizing open spaces, quads, and gathering spaces that would help identify it as a college campus.

Figure 27. Lincoln Campus Landscape & Open Space Analysis

VEHICULAR CIRCULATION: Existing vehicular circulation on the Lincoln campus consists of two entries (on 88th Street and on "O" Street) and seven primary parking lots. Campus roadways connect parking lots, but do not provide adequately marked pedestrian routes. As a result, students walking to and from parking areas cross roads in non-specific locations and often without benefit of a sidewalk. This creates potential pedestrian-vehicular conflicts, particularly during peak periods when the bulk of classes are beginning and ending for the day.

Because the campus has only two entries, traffic can become bottle-necked during peak periods, creating potentially hazardous traffic conditions on 84th Street and on "O" Street. If an emergency occurred that required the campus to be evacuated, it could be difficult to move vehicles off campus in a timely manner at peak times. Monument signage is currently located at each entrance. However, they are not highly visible or effective in promoting a strong image for SCC. Future improvements to signage should consider adding digital messaging for campus events.

Figure 28. Lincoln Campus Vehicular Circulation Analysis

PEDESTRIAN CIRCULATION: As mentioned, the campus is lacking adequate sidewalks leading from parking to buildings. As a result, pedestrians walk through parking lots and on roadways rather than on pedestrian designated pathways which can be unsafe. The lots offer little shade, lighting, or visual relief, which can make it feel like a long, unpleasant walk from parking to class. In the future, parking lots should be designed to move pedestrians quickly out of parking areas to pedestrian paths that are landscaped, lit and separated from vehicular traffic. Pedestrian entrances to the building are more clearly identified on the east side of the building than the south and west. Way-finding strategies are needed to help first-time visitors understand which door to enter for their primary purpose. It is not clear which of the two east entries is the main entrance for visitors.

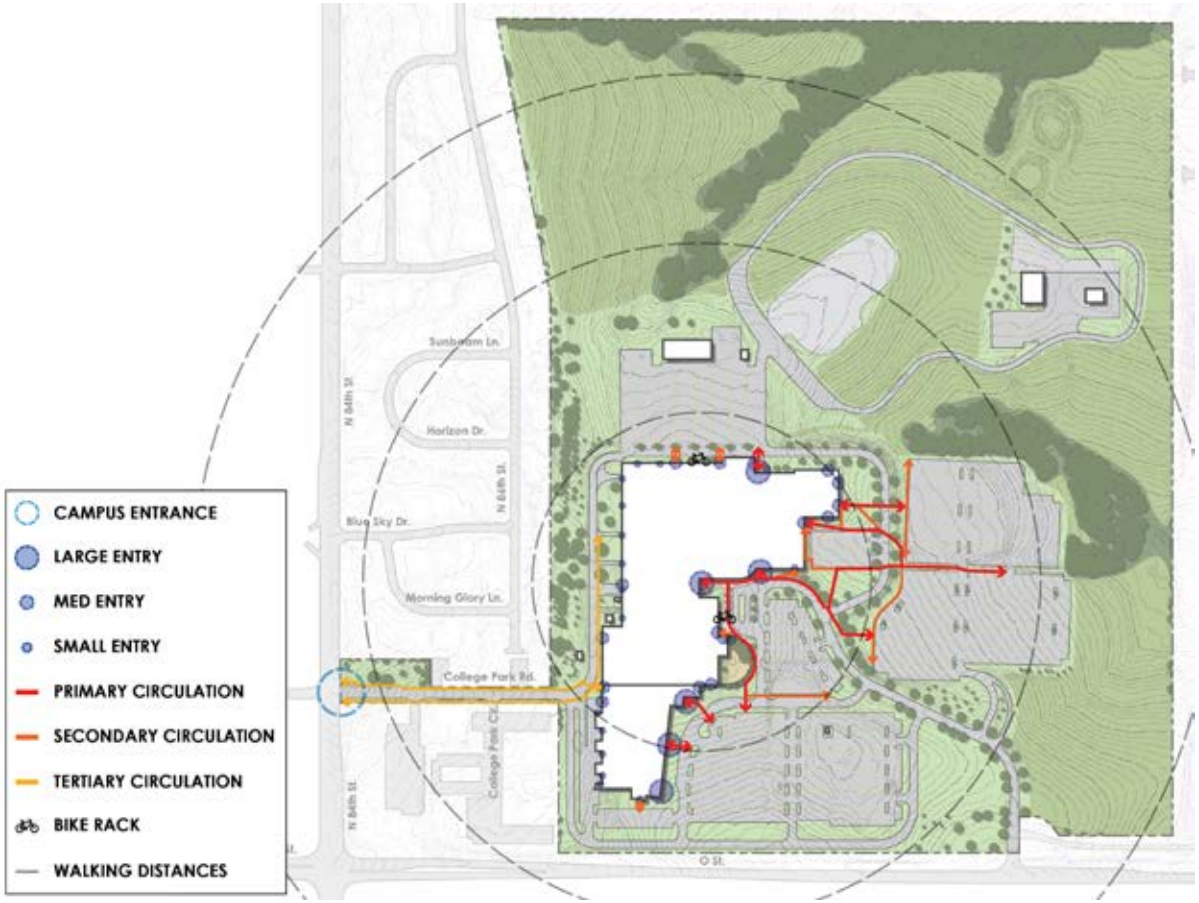


Figure 29. Lincoln Campus Pedestrian Circulation Analysis

EXISTING BUILDING ANALYSIS

A team of architects, landscape architects and engineers conducted facilities assessments of all buildings on the Lincoln campus to determine the existing and long term condition of each structure. Those assessments served as the basis for the recommendations made for upgrading and/or renovation of a building or its demolition and replacement. Also, as part of the assessment process, each building was analyzed for its long term value to the vision set forward in the master plan. Where possible, existing buildings were seen as assets rather than liabilities toward meeting the overall vision.

Table 24. Lincoln Campus Building Assessment Summary

BUILDING NAME	RATING	YEAR	GSF*	DEMOLISH	RETAIN
POOR ASSET					
Storage Garage	4.00	1985	600	600	
Fire Protection Tech	7.00	1997	7,144	7,144	
Fire Training Tower	2.00	1988	3,892	3,892	
F.T. Picnic Canopy	5.00	2002	400	400	
F.T. Shed	5.00	2000	150	150	
SUBTOTAL			12,186	12,186	0
MODERATE ASSET					
Main Building	7.00	1979+	23,708		371,322
Physical Plant	7.00	1980	9,000		9,000
SUBTOTAL			380,322	0	380,322
TOTAL			392,508	12,186	380,322

* GSF = gross square footage

ACADEMIC BUILDINGS

MAIN BUILDING, FIRE PROTECTION TECH CENTER, FIRE TOWER, FIRE TRAINING SHED

The Main Academic Building was constructed in 1979 and has seen many additions and reconfigurations over the years. The assessment team determined that the campus' main building was in 'Moderate' to 'Good' condition. Parts of the facility are in need of major maintenance and upgrades while newer constructed and remodeled parts of the facility need less. The facility is undergoing improvements to the Student Commons and Cafeteria space which will be completed in early 2016. Other improvements are in the planning stage including space for a new Hospitality and Culinary Institute, relocation of the bookstore, administrative offices and other spaces impacted by the Hospitality and Culinary space remodel. The new Career Academy addition (completed in 2015) was not evaluated as part of the assessment process.

The Fire Prevention Technology Building and the Fire Tower were all constructed between 1988 and 1997 . The F.P. Technology structure was categorized as in 'Moderate' condition by the assessment team and the Fire Tower was categorized as in 'Poor' condition. These structures are recommended to be removed in either option for the 88th and O Street campus.

The truck driving training track was also assessed and is in 'Moderate' condition. The recommendation is to replace the truck driving track at the 88th and O Street site or at a different location. (The location of a site has not been determined at this time if it is determined that the 88th and O Street location is not suitable.)

CAMPUS SERVICES

PHYSICAL PLANT, COLD STORAGE

The physical plant and cold storage buildings were constructed in 1980. Both structures are pre-engineered metal frame buildings and are in moderate physical condition as assessed by the team of architects and engineers. The master plan recommends moving both facilities to more suitable locations to enable the expansion of on surface parking plus installation of a circulation road to enable smoother traffic flow around the campus.

2. JACK J. HUCK CONTINUING EDUCATION CENTER / ENTREPRENEURSHIP CENTER (68TH STREET PLACE)

FACILITY OVERVIEW & ASSESSMENT

Southeast Community College owns two adjoining properties at 301 So. 68th Street Place which house the Jack J. Huck Continuing Education Center, the Entrepreneurship Center, and SCC Area Administrative Offices. Totaling 102,843 GSF, these former Gallup properties were purchased in 2004 and 2005.

The buildings are located approximately two blocks south of O Street behind a large retail store (Shopko) on one side and a bank and hotel on the other. This location is not visible from any major street which limits SCC's visibility in the community. The primary advantage of the facilities is they are centrally located and generally have adequate parking, although SCC does not own any of it.

JACK J. HUCK CEC/ENT CENTER AT A GLANCE	
SITE OVERVIEW	
BUILDING FOOTPRINT ONLY	0.43 ACRES
FACILITIES OVERVIEW	
CONTINUING ED CTR	54,733 GSF
ENTREPRENEURSHIP CTR	48,110 GSF
TOTAL	102,843 GSF
PARKING & HOUSING	
COLLEGE-OWNED	0 STALLS
2014 POPULATION (NON-CREDIT)	
STUDENTS	46
STAFF	56
2025 PROJECTED POPULATION (NON-CREDIT)	
STUDENTS (FUTURE)	95
STAFF (FUTURE)	77

The team of architects and engineers who conducted a facilities assessment of the Jack J. Huck Continuing Education Center assessed existing conditions in order to make recommendations for upgrades and renovation or demolition and replacement.

The assessment team determined that because of the history of ongoing mechanical and electrical repairs and continued expectation that major upgrades in the building would be required to operate the building over the next 20 years, SCC's interests would best be served in a new facility that would give better public exposure to SCC, add efficiency to operations and reduce the long term exposure to continually repairing these facilities. Also a major detriment to this facility is the lack of control of its on-site parking.

The assessment team gave Jack J Huck Continuing Education Center, a condition rating of 'Moderate' but when considering its adaptability for expansion or its suitability as classroom or modern office space, its assessment drops into the 'Poor' asset category. The cost of renovating this facility to address code deficiencies and building conditions, coupled with its poor visibility in the community led the master planning team to recommend that SCC divest of the property and relocate the Continuing Education, Entrepreneurship Center, and SCC Area Administration to other Lincoln locations.

3. EDUCATION SQUARE (11TH & O)

FACILITY OVERVIEW & ASSESSMENT

Education Square is a small satellite facility for the Lincoln campus primarily serving academic transfer students who attend or intend to attend UNL. The site also houses criminal justice, pharmacy technicians and graphic design/media art programs. The College's continuing education division also offers Adult Basic Education at this location. In 1996 and 2011, SCC purchased two condominium units in Energy Square at 1111 O Street for a total of 74,050 GSF. The property is integrated with a City parking garage (1081 stalls) and the City's skywalk system.

Education Square has been an operational challenge for SCC because of the public nature of the building. Public traffic from the parking garage moves freely through the main corridors of the building from south to north and through the skywalk system from east to west. Convenience food shops are located on the skywalk and the public is welcome to use tables and chairs in the atrium that are also used by SCC students. This diminishes their value as student commons space and increases the possibility of conflicts that can occur in public spaces that are open to all. SCC has not developed a strong brand in the building and one could easily conclude they are leasing space rather than operating as a campus facility.

EDUCATION SQUARE AT A GLANCE	
SITE OVERVIEW	
BUILDING FOOTPRINT ONLY	1 ACRE
FACILITIES OVERVIEW	
CAMPUS BUILDINGS	74,050 GSF
PARKING & HOUSING	
CAMPUS-OWNED	0 STALLS
CITY OWNED GARAGE	1,081 STALLS
HOUSING	0 BEDS
2014 CAMPUS POPULATION	
STUDENTS	1,078
STAFF	28
2025 PROJECTED POPULATION (NON-CREDIT)	
STUDENTS (FUTURE)	1,476
STAFF (FUTURE)	51

One significant drawback to Education Square is that it is not easily expandable to meet the potential growing demand for academic transfer. While the building was designed to support a partial third floor expansion, this would not create a significant amount of new space and would be costly to construct. On the other hand, Education Square's chief asset is its location near UNL and in the heart of downtown.

The team of architects and engineers who conducted a facilities assessment of Education Square assessed existing conditions in order to make recommendations for upgrades and renovation or demolition and replacement.

The assessment team gave Education Square, the physical condition rating in the 'Good' category but the fact that the facility cannot be adequately expanded, coupled with the inability to fully control the space places the facility in the 'Poor' category.

Based on the master planning eam's findings, it is recommended that SCC divest of the property and relocate Academic Transfer programs to a new location where it can meet growing enrollment demand.

LINCOLN

MASTER PLAN RECOMMENDATIONS: TWO LINCOLN LOCATIONS

In the course of our analysis, several things became clear to the master planning team. First of all, Southeast Community College has clearly adopted a forward-thinking and visionary Strategic Plan designed to aggressively meet the educational and workforce development demands of Southeast Nebraska. The Strategic Plan is transformational in purpose and execution and will have a visible impact on all College locations. The ambitiousness of the Strategic Plan requires equally transformative Campus Master Plans for each of the campuses.

Second, and most relevant to the Lincoln campus, SCC has identified high growth potential in the expansion of the Academic Transfer programs. SCC is able to provide families with a seamless and affordable path to college, starting with a two-year program at SCC that leads to a four-year degree at another institution in southeast Nebraska. This popular educational delivery model is increasingly available in other parts of the country and benefits institutions attempting to appeal to a wider pool of students and their families who are looking for a more accessible and affordable alternative to the traditional four-year college experience.

Third, SCC is poised for significant enrollment growth in many of its core competencies that directly support workforce development in Southeast Nebraska – Career and Technical Education. Many of these technology-rich programs carry a long waiting list of students who cannot enroll in their program of choice for lack of adequate facilities. Inadequate facilities and lack of specialized spaces make it difficult for SCC to respond quickly to the constantly changing demands of technology innovation and job training which is so vital to employers and businesses in southeast Nebraska.

A recent study conducted for the Lincoln Partnership for Economic Development by Angelou Economics stressed the importance of expanding and enhancing the area's trained workforce in order for Lincoln and surrounding communities to grow and thrive in the future. SCC intends to be a leader in meeting the needs for technical education and workforce training throughout this area.

Fourth, SCC Administration has conducted a detailed analysis to determine the potential enrollment growth that could be realized if SCC had adequate campus facilities with good visibility, designed to accommodate rapid growth, and capable of meeting the emerging needs of specialized programs, workforce development, community enrichment, technological innovation and student access. This analysis showed that even under the most conservative assumptions, SCC Lincoln enrollment could expect to grow from a total headcount in 2014 of 5600 students to over 9200 within ten years – a 64% enrollment increase.

For these reasons, and in light of the limitations of the three existing Lincoln campus locations, the master planning team recommends the following:

1. SCC should reduce its Lincoln locations from three locations to two;

2. SCC should divest itself of the properties at 68th Street Place (Jack J Huck Continuing Education Center and Entrepreneurship Center) and at 11th & O (Education Square);

3. SCC should develop two distinct campuses – one specializing in Technical programs (e.g. Industry, Manufacturing, Construction, Hospitality and Culinary, Health Sciences, Energy, Emergency Services, etc.) and one specializing in Academic Transfer programs (e.g. Arts & Sciences, Business, etc.)

4. The main campus at 88th & O should be designated the Lincoln Technical Campus* which, in addition to housing specialized career and technical programs, will provide space for the activities and programming currently conducted in Jack J. Huck Continuing Education Center and the Entrepreneurship Center.

5. A new campus, to be located at 21st & M Street in a new redevelopment area called the Telegraph District, should be designated the Lincoln Telegraph District Campus* which, in addition to housing Academic Transfer programs and performing arts facilities, will provide space for SCC Area Administration.

*The campus titles used in this document are working names only, intended to help the reader distinguish between the two proposed campuses.

On the following pages are the Master Plan Recommendations for each of the two proposed Lincoln campuses.

1. LINCOLN TECHNICAL CAMPUS (88TH & O)

PROPOSED MASTER PLAN PROJECTS

Based on the Space Needs Analysis and Facilities Needs Assessment conducted by the master planning consultants and the goals of the College, a list of proposed projects for the Lincoln Technical Campus Master Plan was developed (see Table 25). This list of projects will allow the Lincoln campus space to accommodate projected enrollments, meet academic program needs, address site and buidling deficiencies, and enhance community use of the campus by the target year 2025.

LINCOLN TECHNICAL CAMPUS AT A GLANCE	
CAMPUS OVERVIEW	
CAMPUS	118.17 ACRES
EXISTING FACILITIES OVERVIEW	
CAMPUS BUILDINGS	515,509 GSF
CAREER ACADEMY	123,001 GSF
TOTAL	638,510 GSF
PARKING & HOUSING	
PARKING	2,180 STALLS
EXISTING HOUSING	0 BEDS
FUTURE HOUSING	500 BEDS
2014 CAMPUS POPULATION	
STUDENTS	4,575
STAFF	311
2025 PROJECTED CAMPUS POPULATION	
STUDENTS (FUTURE)	3,147
STAFF (FUTURE)	239

Table 25. Lincoln Technical Campus Proposed Projects

NEW CONSTRUCTION	POTENTIAL OCCUPANTS	
New Student Housing	500 Beds, Storm Shelter	136,000
New Physical Plant New Health Sciences Building	Shops, Offices, Cold Storage	27,000
	Classrooms, Lab, Simulation Labs	61,000
New Emergency Services Center	Fire, Criminal Justice, Truck Driving + city	40,000
NEW CONSTRUCTION SUBTOTAL		264,000
RENOVATION		
Renovate Main Building: New Technology Center	Technology Programs, Culinary, Student Center/Rec, Student Services, Entrepreneurship Center, Continuing Ed	371,322
RENOVATION SUBTOTAL		371,322
TOTAL LINCOLN TECHNICAL CAMPUS PROJECTS		635,322

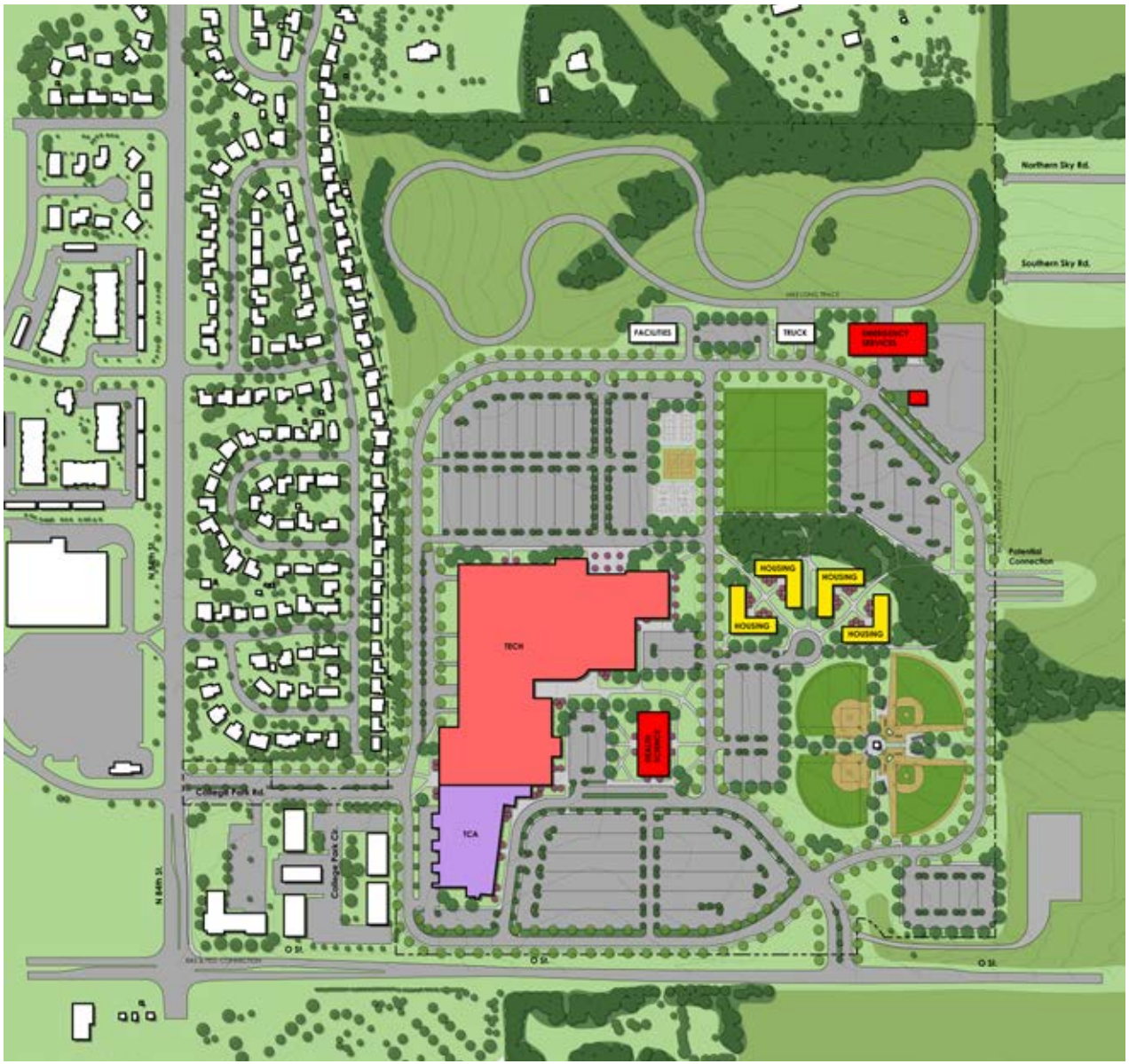


Figure 30. Lincoln Technical Campus Master Plan Preferred Concept

PREFERRED MASTER PLAN CONCEPT

The master planning team met with the Steering Committee, the Board of Governors' Finance and Facilities Committe and staff from the campus several times to explore and review alternatives to meet the facility needs identified above. Three concept alternatives were developed and meeting participants were asked to provide feedback and submit a scoring worksheet to indicate which elements of each concept they particularly liked or did not like. The Preferred Master Plan concept for the Lincoln Technical Campus is intended to highlight career and technical programs available at SCC, convey SCC's leadership in technological innovation, demonstrate SCC's commitment to workforce development, and provide community access to continuing education opportunities for Lincoln and the surrounding community.

LAND USE ORGANIZATION: The Technical Campus is organized around three primary zones. On the west side of campus is the academic zone which includes the Technology Center (Main Building), the Technical Career Academy, and a new Health Sciences Building. The east side of campus will include the housing zone and will be flanked by baseball/softball fields on the south and multipurpose fields on the north. The residential/ recreational zone abuts the adjoining commercial/ residential development on the east side of campus.

Both of these zones are within a proposed new loop road. Outside the loop road on the north is a proposed new Emergency Services Center, Truck Driving track, and Physical Plant. This location will allow large service vehicles, fire trucks, and semi trailers to be separated from automobile traffic and pedestrians.

ACADEMIC BUILDINGS: The Main Building on the 88th & O Campus will become the Technology Center. It will house programs such as Welding, Transportation, Electronics, Culinary Arts, Architectural Engineering, and Automotive. The building will also include the Cafeteria, Indoor Recreation and Student Services.

CONTINUING EDUCATION CENTER: Locating the Continuing Education Center on the Technical Campus in the Technology Center will dramatically increase SCC program visibility in the community-at-large. It will expose the public to SCC's program offerings which in turn helps fuel recruitment. It could help expose the public to the existence of SCC's unique, cutting-edge facilities such as state-of-the art culinary kitchens, high tech "maker spaces", and Simulation Labs for medical technologies, Emergency Response, Truck Driving and Fire Protection.

ENTREPRENEURSHIP CENTER: Start-up businesses leasing space in the Entrepreneurship Center in the Technology Center will have access to SCC resources and opportunities for interaction with students and faculty. Visitors and business associates coming to the Entrepreneurship Center will see SCC programs and facilities in action which will enhance their appreciation and increase SCC's visibility in the community.

Figure 30A. DETAIL: Lincoln Technical Campus Master Plan -- Academic Quad

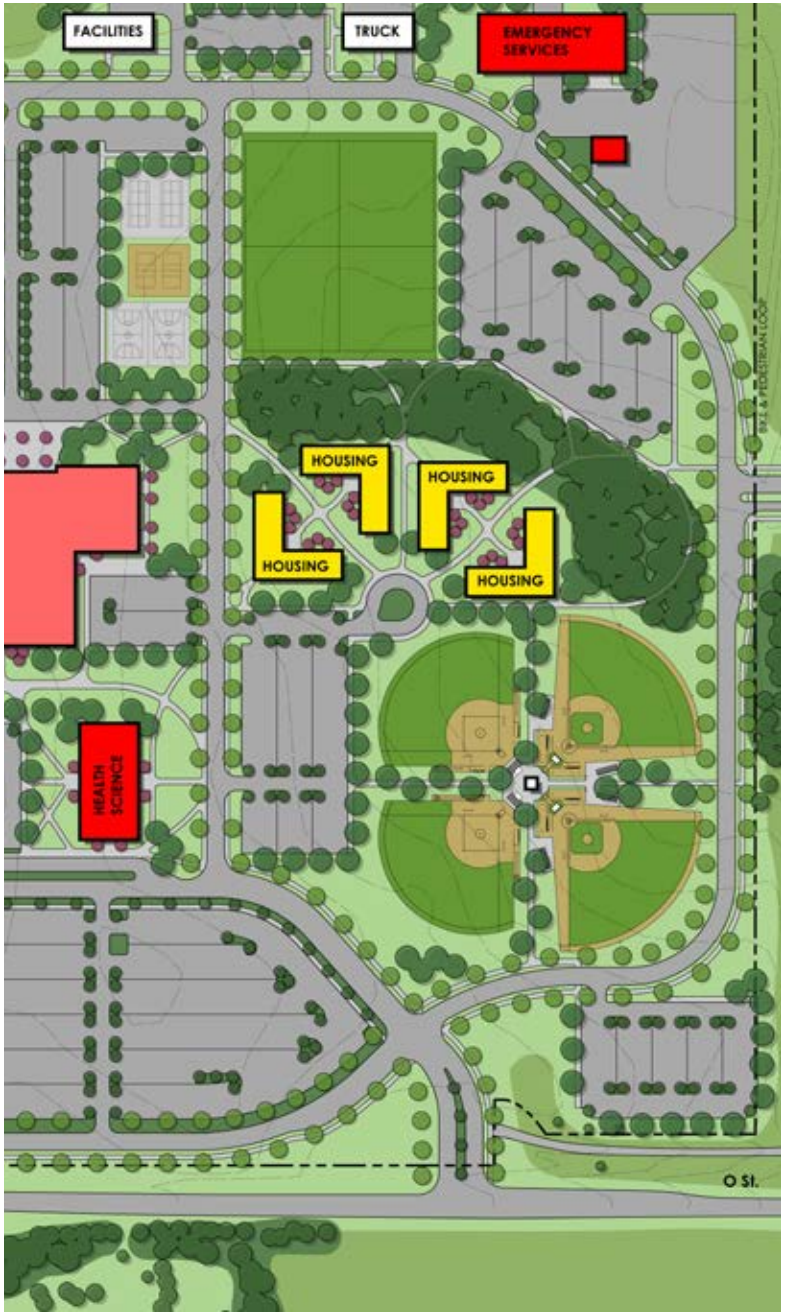


Figure 30B. DETAIL: Lincoln Technical Campus Master Plan -- Housing & Recreation

HEALTH SCIENCES BUILDING: This proposed building will house classrooms and labs for programs in the Natural Sciences, Health Sciences, and Early Childhood Education. It will include hospital simulation labs and will house the campus Daycare Center.

STUDENT HOUSING. The Master Plan calls for new student housing on campus (500 beds). This will be the first on-campus housing provided on the Lincoln campus and was included as a result of a student survey which indicated a demand for housing. The new housing will be located on the east side of campus, nestled into an area with an existing tree-stand that offers protection from the wind and privacy from the neighboring development.

RECREATION FIELDS: Outdoor recreation fields will be constructed on the south side of campus and will be available for student and community use, in partnership with the City of Lincoln Parks and Recreation Department. The four ballfields are suitable for tournament use for either softball or baseball. Multi-purpose fields are provided north of Student Housing and are suitable for soccer, football or other active recreational uses.

Figure 30C. DETAIL: Lincoln Technical Campus Master Plan - Career & Technical Academy

COMMUNITY PARTNERSHIPS

CAREER TECHNICAL ACADEMY: This recently completed facility was developed in a partnership between SCC and Lincoln Public Schools (LPS). The Academy offers career and technical programs to Lincoln high school students during the LPS school year. When it is not in use by LPS, the facility is available for SCC programs and Continuing Education classes.

EMERGENCY SERVICES CENTER: On the north side of campus, the Master Plan proposes that a new Emergency Services Center be built in partnership with the City of Lincoln Public Safety Department. The new center will house SCC programs such as Fire Protection, Emergency Medical Technician, Criminal Justice, Forensics, Truck Driving, and Motorcycle Safety. City and County agencies such as the Lincoln Fire & Rescue Department, Lincoln Police Department, Lancaster County Sheriff, and Emergency Services could potentially use the facility for training firefighters, law enforcement officers, and emergency response personnel. The proposed facility will include a 40,000 SF building, a one mile track, and a rescue simulation tower.

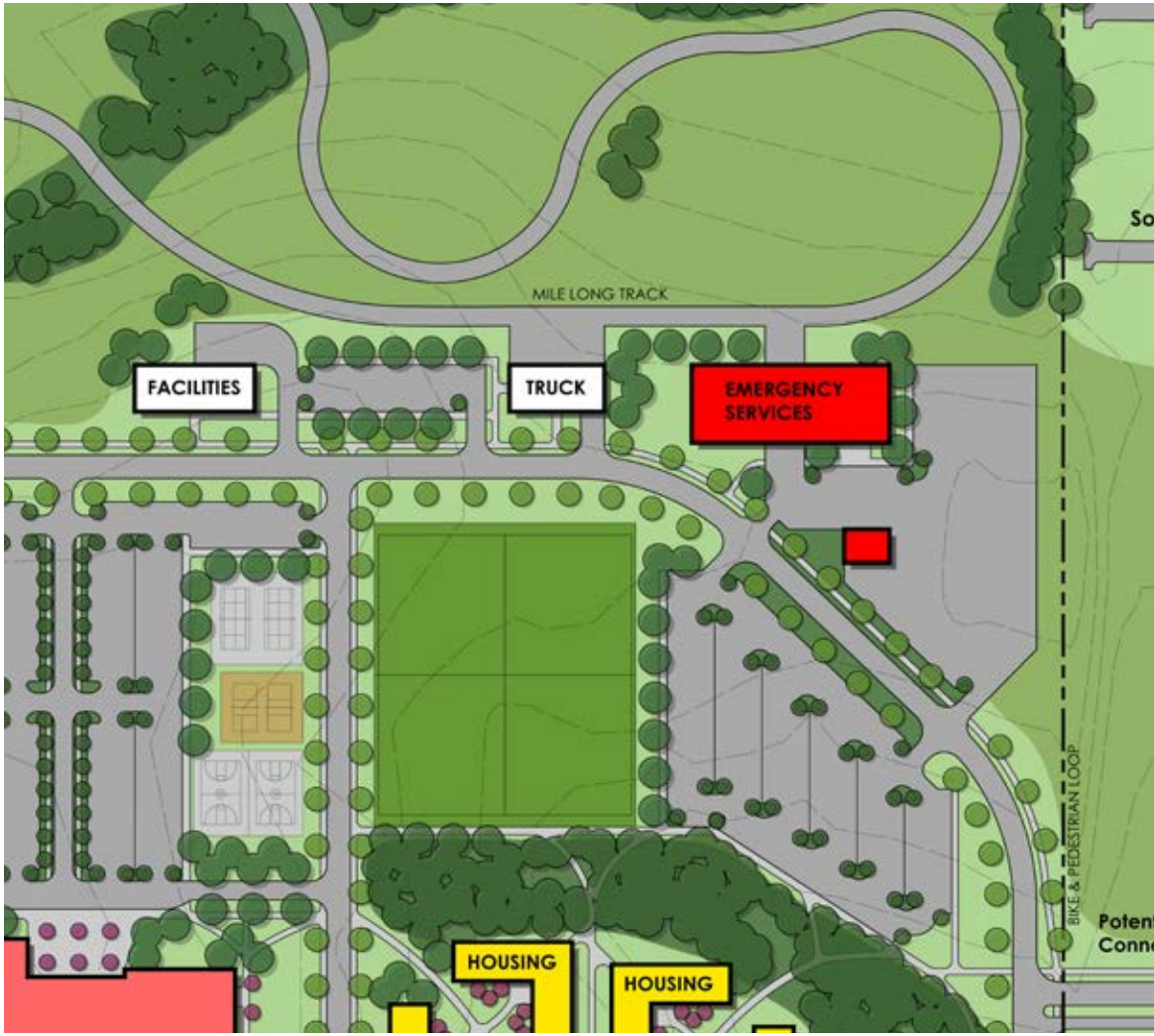


Figure 30D. DETAIL: Lincoln Technical Campus Master Plan -- Emergency Services Center

PEDESTRIAN CIRCULATION: The College wants to enhance pedestrian entries on campus in key locations in order to encourage community interaction with the campus. The Waterford Neighborhood Development on the east side of campus provides new oportunities for pedestrian connection and possibly a minor vehicular route through the yet-to-be-developed commercial property directly east of campus. On the west side of campus, the Master Plan proposes to enhance the pedestrian route from 84th Street to a new proposed east-west corridor through the south end of the Main Building. This will allow pedestrians to walk westward from the core of campus, through the building, to the crosswalk at 84th Street. The Master Plan proposes eventual acquisition and removal of the privately owned apartments that line the 84th Street entrance to campus.

VEHICULAR CIRCULATION: In this concept, a new loop road is created to improve circulation and minimize conflicts between pedestrians and vehicles. The loop road will be lined by a campus streetscape with street trees, lighting and banners to reinforce the campus identity. Service docks on the west side of the Technical Building will have a separated pathway to keep large semis and delivery vehicles separate from automobile traffic. Enhancements to parking lots will include separate shaded pedestrian paths to mitigate the effects of walking from parking to class.

PARKING: The Master Plan calls for 2,521 proposed parking stalls on campus which represents a ratio of 0.70 stalls per person. The existing ratio on campus is 0.45. This improved ratio will help accommodate the additional parking demand generated by Continuing Education classes, clients and visitors to the Entrepreneurship Center, and the Career & Technical Academy.

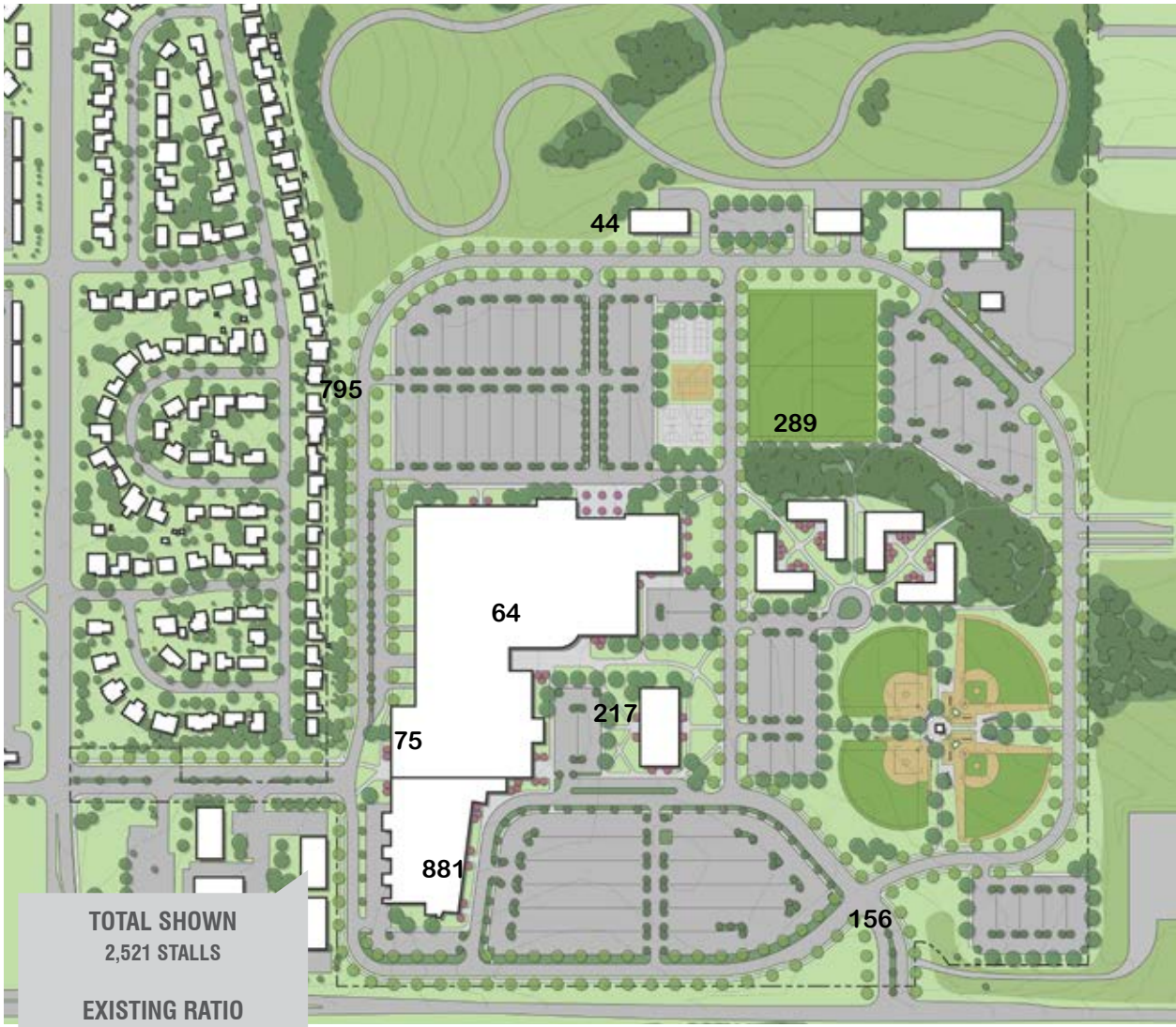


Figure 31. Lincoln Technical Campus Proposed Parking

ESTIMATED PROJECT COSTS

The estimated potential cost of Master Plan implementation on the Lincoln 88th and O Street campus is approximately $91,661,177.Cost estimates are based on unit costs for similar project types and are divided into three budget categories – construction, wayfinding, and fees. Funding for the identified projects are planned to be from several sources -- General Obligation Bonds, Revenue Bonds, Capital Improvement Funds, General fund, and Other/Private Funding.

General Obligation (G.O.) Bonds are funds derived from state property tax payers after approved by a vote of residents in the 15 county service area. Once approved, the bonds will be sold and paid back from those property taxes. G.O. Bonds are used primarily to fund academic and academic support facilities.

Revenue Bonds are bonds sold to the public and repaid from monies collected from revenue collected by users of the eligible facilities. Facilities such as student housing and parking are typically financed by this revenue source.

Capital Improvement Funds are funds collected under the taxing authority of Southeast Community College within the levy limits set by the Nebraska Legislature.

Other/Private Funding would include monies collected through donation or other sources not from tax or revenue bond sources. These funds could typically be used for construction or non-construction items such as furnishings and equipment.

Table 26. Lincoln Technical Campus Estimated Costs

BUDGET CATEGORY	G.O. BONDS	REVENUE BONDS/ CAPITAL IMP FUND	OTHER/ PRIVATE FUNDING	TOTAL
Construction	$ 57,561,850	$ 20,800,000	$ 6,009,610	$ 84,371,460
Wayfinding	$ 500,000	$ 0	$ 0	$ 500,000
Fees	$ 4,644,948	$ 1,664,000	$ 480,769	$ 6,789,717
Subtotals	$62,706,798	$22,464,000	$5,457,240	$91,661,177

*excludes land acquisition or sale

FORGING A NEW CAMPUS IDENTITY & BRAND

The Lincoln Technical Campus offers the opportunity to reinforce the SCC's commitment to excellence in meeting the workforce development needs of the greater Lincoln area. Re-branding the campus should be focused on the message that this is the singular place to receive specialized technical education, training, certification or continuing education for today's jobs.

The Lincoln Technical Campus has the opportunity to be a "showcase campus." The renovation of the Main Building should incorporate design strategies that will allow for glimpses into high tech areas such as welding, machining, manufacturing, construction, etc. By using portions of these "maker spaces" as demonstration or display areas, students from other programs and Continuing Education programs can experience the full range of SCC expertise. Showing "clean" technology programs such as Health Sciences and Hospitality / Culinary Arts is equally important to convey that SCC is aligned with cutting edge technologies and specialized industries.

Figure 32. Lincoln Technical Campus Master Plan Identity Image looking north

Figure 33. Lincoln Technical Campus Master Plan Identity Image looking SW (Housing in foreground)

Figure 34. Lincoln Technical Campus Master Plan Identity Image looking north (Main Building on the left)

The Lincoln Technical Campus offers an opportunity to emphasize SCC's commitment to community partnerships. The new Technical Career Academy, which was a partnership with LPS is the most obvious example. But the Master Plan for the Lincoln Technical Campus also provides space for a new Emergency Services Center, a partnership with the City of Lincoln and Lancaster County to provide programs, training and certification in the areas of Fire Protection, Emergency Medical Training, Forensics, Criminal Justice and others. Finally, the campus offers space for shared recreational facilities in partnership with the City of Lincoln Parks and Recreation Department, including ballfields, multi-purposes fields, concessions, restrooms and parking. These facilities will be used for student recreation purposes and as parkland for the growing residential development in the area.

The Lincoln Technical Campus is conceived as an inviting, easy-to-understand campus. The new loop road that encircles campus provides better separation between pedestrian pathways and automobiles. Most importantly, it separates automobiles from large service vehicles and semi trailer trucks used by the Truck Driving program. A separate lane with service docks will be added on the west side of the Main Building. The campus will have a lower population as a Technical Campus than it does today, which will decrease the traffic volume at the 84th Street and O Street entries.

Figure 35. Lincoln Technical Campus Master Plan Identity Image looking southeast (Health Sciences Building on the left, Housing on the right)

LINCOLN TELEGRAPH DISTRICT CAMPUS AT A GLANCE	
AREA OVERVIEW	
PROPOSED TELEGRAPH DISTRICT CAMPUS CAMPUS	14 ACRES
FACILITIES OVERVIEW	
PROPOSED SCC BUILDINGS	329,000 GSF
PARKING & HOUSING	
PROPOSED SCC SURFACE PARKING	190 STALLS
PROPOSED STRUCTURED PARKING	1,500+ STALLS
SCC STUDENT HOUSING	0 BEDS
2014 CAMPUS POPULATION	
ESQ STUDENT ENROLLMENT	1078
ESQ FACULTY/STAFF	28
2025 PROJECTED CAMPUS POPULATION	
LTDC STUDENTS ENROLLMENT (FUTURE)	6,055
LTDC STAFF (FUTURE)	387

2. LINCOLN TELEGRAPH DISTRICT CAMPUS

TELEGRAPH DISTRICT OVERVIEW

The Telegraph District is a redevelopment area generally bounded by 18th Street on the west, K Street on the South, Antelope Creek on the east, and O Street on the north (see Figure 34 on the following page). The Telegraph District is undergoing redevelopment by EaDo (“East Downtown”), a partnership between Speedway Properties and Nelnet, Inc. The Telegraph District involves the renovation of three buildings at the corner of 21st & L Street originally constructed by the Lincoln Telephone and Telegraph Company, later owned by Windstream. These include the “401” Building, the Warehouse, and the Parking Garage. The district also involves renovation and adaptive reuse of several industrial buildings which will be converted to housing.

Figure 36. Telegraph District Boundary Map

Figure 37. Telegraph District Rendering looking south from 21st & N Street

Table 27. Proposed Lincoln Telegraph District Campus Projects

NEW CONSTRUCTION	POTENTIAL OCCUPANTS	GSF
New Student Center/LRC	Cafeteria, bookstore, LRC, rec/fitness	60,000
New Science Building	Classrooms, Labs	70,000
New Classroom Building	Classrooms, Labs, Daycare (option)	70,000
New Fine & Performing Arts Building	Art, Music, Theatre programs & perf	59,000
New Business Building	Classrooms, Area Administration	70,000
NEW CONSTRUCTION SUBTOTAL		329,000
RENOVATION	**POTENTIAL OCCUPANTS**	**GSF**
Renovate Warehouse Bldg (by others)	Culinary special event space, mtg rms	10,000
Renovate Muni Building/Welcome Cntr	Student Services, Display	5,200
RENOVATION SUBTOTAL		15,200
OTHER	**POTENTIAL OCCUPANTS**	**GSF**
Parking Structure	15,000 stalls	
TOTAL LINCOLN TELEGRAPH DISTRICT CAMPUS PROJECTS		

SCC approached EaDo about the possibility of utilizing part of the Telegraph District to establish a new campus to replace Education Square (ESQ). SCC recognized that this location would allow it to grow the College's Academic Transfer enrollment far beyond the capacity of ESQ. Clearly the Telegraph District location would provide much higher visibility than SCC's current locations and would offer easy access for students moving between SCC and UNL.

The area also can offer more opportunities for multi-modal transportation – StarTran, shuttles, bike trails; walkable distance to key locations where students live, work, attend other schools. The influx of students and faculty to the District creates retail and restaurant customers, demand for housing, and immediate vibrancy to the area. Most importantly, this location offers the opportunity to assemble enough parcels of land to build a new, distinct and cohesive campus in the center of the city. The feasibility of creating a campus elsewhere near downtown Lincoln and UNL would be much less likely.

PROPOSED MASTER PLAN PROJECTS

Based on the Space Needs Analysis and the Facilities Needs Analysis, and the desire of the College to expand the housing capacity and add shared community, a list of proposed projects for the Lincoln Telegraph District Campus was developed. This list, summarized in Table 27, will help the campus accommodate projected enrollments and meet academic space needs by the target year 2025.

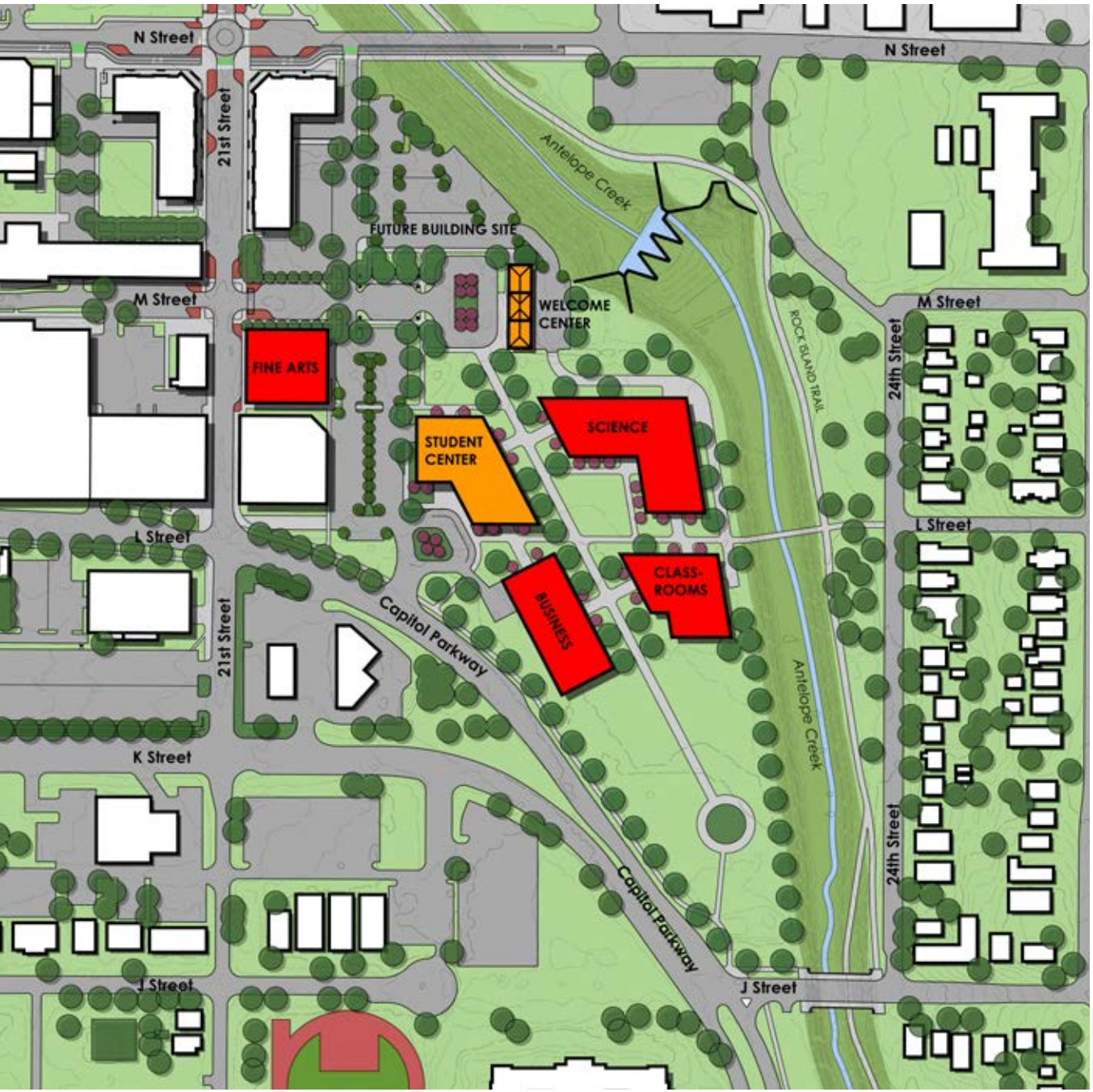


Figure 38. Lincoln Telegraph District Campus Master Plan Preferred Concept

PREFERRED MASTER PLAN CONCEPT

The Telegraph District Campus is intended as a new downtown campus focusing on Academic Transfer courses for students pursuing an education that combines a two-year program with a four-year degree. The campus will replace Education Square, expanding its enrollment capacity by 600%. The location of the campus is ideal for vehicular, bicycle, and mass transit access with high visibility adjacent to Capital Parkway. It is just a few blocks away from University of Nebraska - Lincoln and is directly on two major bike routes -- the Rock Island Trail which runs north-south, and the new protected N Street Bike Lane which runs east-west from Antelope Valley to West Haymarket. The campus is also located within a block of Lincoln High School which offers dual-credit opportunities with SCC.

LAND USE ORGANIZATION: The proposed campus site is on the east edge of the newly designated Telegraph District. The area is bounded by N Street on the north, L Street on the South, Antelope Creek on the east and 21st Street on the west. The Telegraph District is a redevelopment project by EaDo, a partnership of Speedway Properites and Nelnet, Inc.

ACADEMIC QUAD: The campus will have three academic buildings initially. (A future academic building can be built in the future on the parking area north of the Welcome Center.) These three buildings will house programs in greatest demand by academic transfer students. These include the arts and sciences.

WELCOME CENTER (MUNY BUILDING): The Master Plan calls for renovation and adaptive reuse of the Muny Building, which has been deemed eligible for listing on the National Register of Historic Places and has been designated a local Landmark. SCC plans to convert the building into a Welcome Center for new students and possibly providing displays on the history of the building, its role in early race relations in the City, and the development of the telephone industry which took place in the area.

STUDENT CENTER. The Student Center is located at the heart of the Telegraph District Campus with close proximity to the Warehouse Building. Both buildings will attract significant pedestrian traffic from residents, visitors, and workers in the District by providing food, services, gathering space, and places to relax and study. The Student Center will house the Learning Resource Center (LRC), providing access to information, print and non-print materials. It will provide meeting rooms, space for student organizations, and recreational areas. It will provide food service options for students, possibly including a convenience store. A fitness center and active recreational space will be provided on campus in either the Student Center or leased space in the Warehouse. A large conference/dining facility will also be provided with catering facilities that can be operated by SCC Culinary program (located on the 88th & O campus).

FINE & PERFORMING ARTS: Southeast Community College currently does not have a Fine and Performing Arts program on its Lincoln campus. The new building will provide classrooms and class labs for art, music, and theatre. Performance, rehearsal, and display spaces will also be provided.

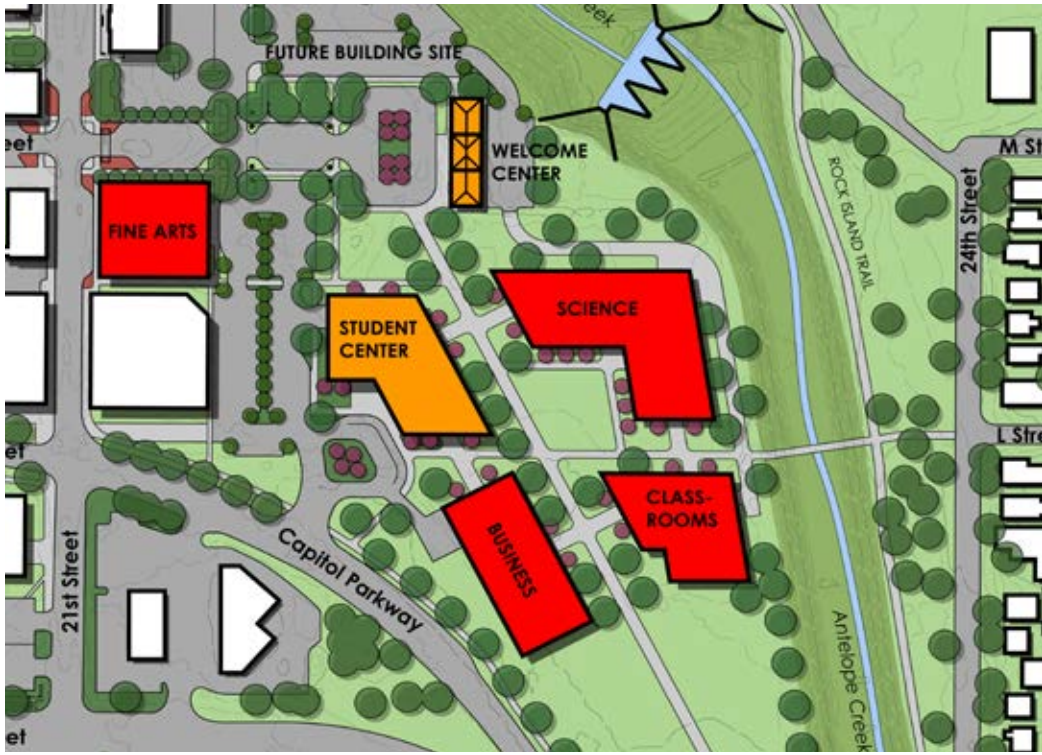


Figure 38A. DETAIL: Lincoln Telegraph District Campus Master Plan -- Academic Quad

OPEN SPACE & LANDSCAPE: Landscape development will include enhanced open space for both community and campus use. Existing parkland on the south side of the campus will remain in City of Lincoln Park ownership and will encourage community use and enjoyment. Campus open space will be created by the new academic quad and a pedestrian plaza west of the new Welcome Center.

TRAILS & SITE CIRCULATION: The primary vehicular entry to campus will be at 21st & M Street, leading directly to the Welcome Center. This area will include visitor parking stalls and a drop-off area that doubles as a pedestrian plaza during special events. Secondary vehicular entrances on N Street and L Street lead into campus for service, delivery, and limited surface parking.

PARKING: A parking study is needed to determine parking demand and strategies for the Telegraph District including SCC parking needs. For purposes of this plan, it is assumed that a parking structure of at least 1500 stalls will be needed to serve SCC parking needs. The preferred location for the garage and operational issues such as joint use, cost-sharing and ownership have not yet been finalized.

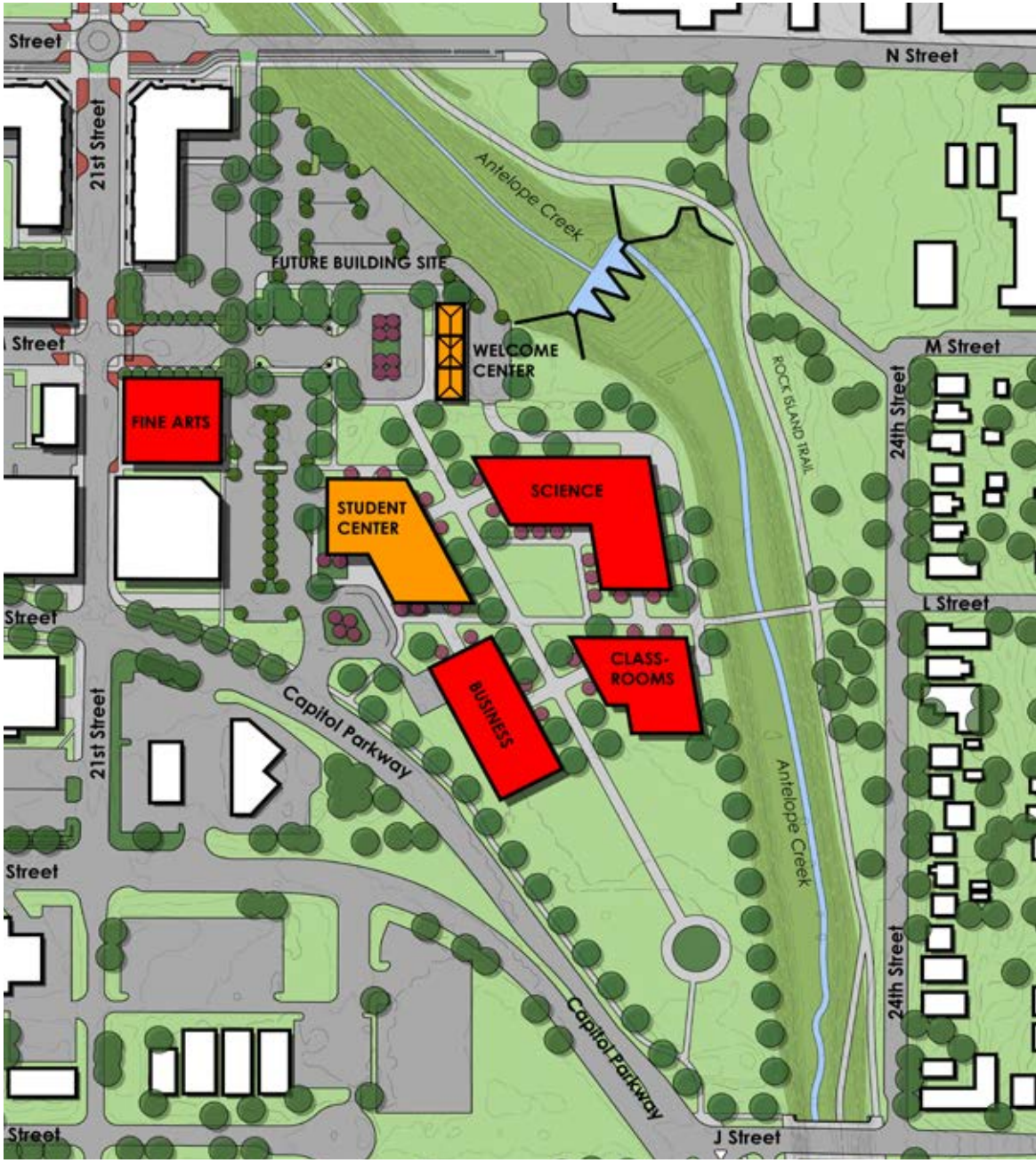


Figure 38B. DETAIL: Lincoln Telegraph District Campus Master Plan Landscape & Open Space

Figure 39. Parkland parcels. Green area will remain parkland and remainder will require park conversion.

PARKLAND ALIENATION AND CONVERSION

The proposed Telegraph District Campus will require parkland alienation and conversion of six designated parcels from park to educational use and their replacement elsewhere in the City. Figure 39 illustrates the existing affected parcels, labeled as A, B, C, D, E1 and #2 which total approximately 14 acres. Of these 14 acres, approximately 7 acres will require parkland conversion, including four city-owned softball/baseball fields (Lewis Ballfields). Park offices currently located in the historic Muny Building will likely be relocated to City Parks and Recreation facilities at 2740 A Street and the former Child Advocacy Center in Antelope Park near Auld Pavilion.

Existing parkland on the south side of campus (parcels A and most of B) will function as both campus and park open space. Substitute ballfield sites of equivalent market value and recreational value will be required and SCC is working with the City of Lincoln to develop a list of potential sites. Currently, the ballfields are scheduled for Youth Sports baseball, Lincoln High School softball and baseball practice, and youth church softball. In the spring and fall, the infield is used by Lincoln Parks and Recreation for flag football and kickball.

Parkland conversion involves extensive stakeholder engagement, identification and evaluation of substitute properties, government agency submittals, and approvals by elected officials, including the City Council, Nebraska Game and Parks Commission, and the National Park Service. Parkland conversion is required because federal funding through programs such as the Land and Water Conservation Act were used in acquisition or improvements to some of the parcels.

The parkland alienation process will require legislative action by the Nebraska State Legislature. Parkland alienation is required because some of the park parcels were funded with bond funds voted for by the public. SCC intends to request an Legislative Interim Study after the 2016 legislative session with the intent of introducing a bill in the 2017 session to accomplish parkland alienation.

The conversion process will require a year or more and the outcome will not be assured until approvals have been granted at the local, state and federal level. While SCC is hopeful this will occur, SCC wants to be prepared with an Alternative Master Plan proposal that does not require parkland conversion.

One alternative the master planning team evaluated was to develop the west side of the Telegraph District or another site near the downtown area. The difficulty inherent in this alternative is assembling enough contiguous parcels in order to create a cohesive campus. In this alternative a campus would most likely develop in opportunistic fashion with new buildings sprinkled within the existing urban context rather than organized in a distinct campus setting. This is much less desirable and less impactful than the opportunity to create a new campus within the Telegraph District redevelopment currently underway.

The master planning team ultimately settled on the alternative of consolidating nearly all programs at the 88th & O Street campus and develop a comprehensive Lincoln campus at that location and continue the use of Education Square as a small Academic Transfer Center. The Lincoln Master Plan Alternative is described in Chapter Six of this document.

Figure 43. Lincoln Master Plan Alternative. (See Chapter Six.)

ESTIMATED PROJECT COSTS

The estimated potential cost of Master Plan implementation on the Lincoln Telegraph District campus is approximately $120,386,655. Cost estimates are based on unit costs for similar project types and are divided into three budget categories – construction, wayfinding, and fees. Funding for the identified projects are planned to be from several sources -- General Obligation Bonds, Revenue Bonds, Capital Improvement Funds, General fund, and Other/ Private Funding.

General Obligation (G.O.) Bonds are funds derived from state property tax payers after approved by a vote of residents in the 15 county service area. Once approved, the bonds will be sold and paid back from those property taxes. G.O. Bonds are used primarily to fund academic and academic support facilities.

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Capital Improvement Funds are funds collected under the taxing authority of Southeast Community College within the levy limits set by the Nebraska Legislature.

Other/Private Funding would include monies collected through donation or other sources not from tax or revenue bond sources. These funds could typically be used for construction or non-construction items such as furnishings and equipment.

Table 28. Lincoln Telegraph District Campus Master Plan Estimated Costs

BUDGET CATEGORY	G.O. BONDS	REVENUE BONDS/ CAPITAL IMP FUND	OTHER/ PRIVATE FUNDING	TOTAL
Construction	$ 73,092,125	$ 27,000,000	$ 10,877,000	$ 110,969,125
Wayfinding	$ 500,000	$ 0	$ 0	$ 500,000
Fees	$ 5,887,370	$ 2,160,000	$ 870,160	$ 8,917,530
Subtotals	$79,479,495	$ 29,160,000	$11,747,160	$ 120,386,655

**excludes land acquisition or sale*

FORGING A NEW CAMPUS IDENTITY & BRAND

The Lincoln Telegraph District Campus offers SCC a unique opportunity to create an entirely new brand for the College in Lincoln in a very visible location. The brand, which should be reflected in all aspects of campus identity such as graphics, messaging, signage and logo, should be especially strong and evocative. The development of the brand should consider the following key aspects of the plan.

The Lincoln Telegraph District Campus is a student-centered campus. It is located in a new vibrant redevelopment district that will attract youthful customers, workers, and residents. It provides easy access for students who are also taking classes at UNL or Lincoln High School or who want to live and/or work in the downtown area. A student will find the campus not only affordable, but approachable – a tangible gateway into one's future.

Figure 40. Lincoln Telegraph District Campus looking north

Figure 41. Lincoln Telegraph District Campus I looking northwest -- Academic Quad in foreground

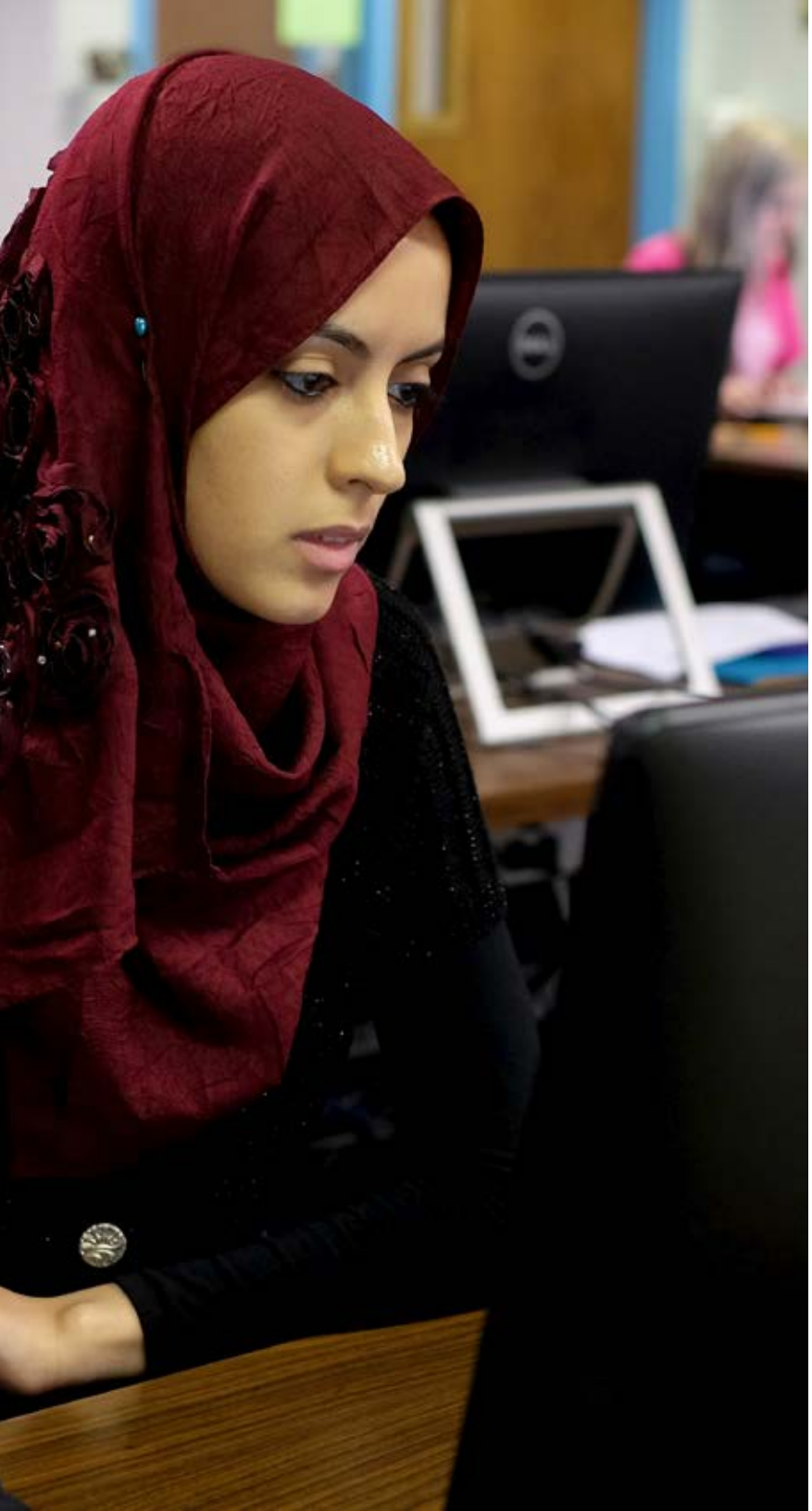
The Telegraph District Campus is also community-centered. It offers community open space (south end) and campus open space (academic quad and Welcome Center plaza) in a seamless connection. It offers pedestrian/bicycle connections via the pedestrian bridge to the east and is connected to the broader community through the Billy Wolff trail and the N Street Bikeway. The diagonal axis leading from the community on the south through campus to the Welcome Center and the entrance to the Telegraph District will reinforce the campus' open-door, welcoming philosophy to the public. This philosophy will be further strengthened inside the Welcome Center where interpretive displays and artifacts will tell the story of Muny Building in the history of race relations in Lincoln and the history of the Lincoln telephone industry from which the district takes its name.

The Telegraph District campus offers a particularly exciting opportunity to coordinate branding strategies with EaDo, the private developer of the area. The development of the area creates intrigue and excitement as it evolves over time. The steady unveiling of new establishment for retail, restaurant, housing, and offices will benefit SCC's visibility.

Likewise, the influx of SCC students will create customers, workers and potential residents in the district. Special events at the Student Center of performances at the Fine & Performing Arts Center will attract even larger audiences, benefiting both entities. The district can become a "billboard" for things that are most relevant to today's young adults –social interaction, jobs, good housing, access to transportation, entertainment and an affordable education.

Figure 42. Lincoln Telegraph District Campus I looking east (Academic Quad)

CHAPTER SEVEN
LEARNING CENTERS



LEARNING CENTERS

LEARNING CENTER SITES

Southeast Community College is partially funded (37%) by property tax levies from throughout the 15-county service area in southeast Nebraska. It is SCC's mission to serve the entire service area. However, this is difficult to accomplish with the three existing campuses in Beatrice, Milford, and Lincoln. Those residents in the service area who live far from these three communities who want to take advantage of SCC offerings must travel considerable distances at significant cost and inconvenience.

To address this problem, SCC held a series of discussions with communities throughout the service area, particularly in counties not served by an existing SCC campus. SCC conducted a survey and completed a comprehensive needs assessment in 2014 which led to the adoption of new objectives as part of the 2015-2019 Strategic Plan. Objective 4.4 from the Strategic Plan reads: "Expand accessibility of programs and services for all 15 counties of the College's service area based on student, employer and community demand." To support that goal and objective, the 2015-16 budget approved by the Board of Governors included funds to establish Learning Centers throughout the 15-county service area. The purpose of the Learning Centers is to expand program and continuing education opportunities based on community and employer needs across the 15-county service area in counties not currently served by an SCC campus.

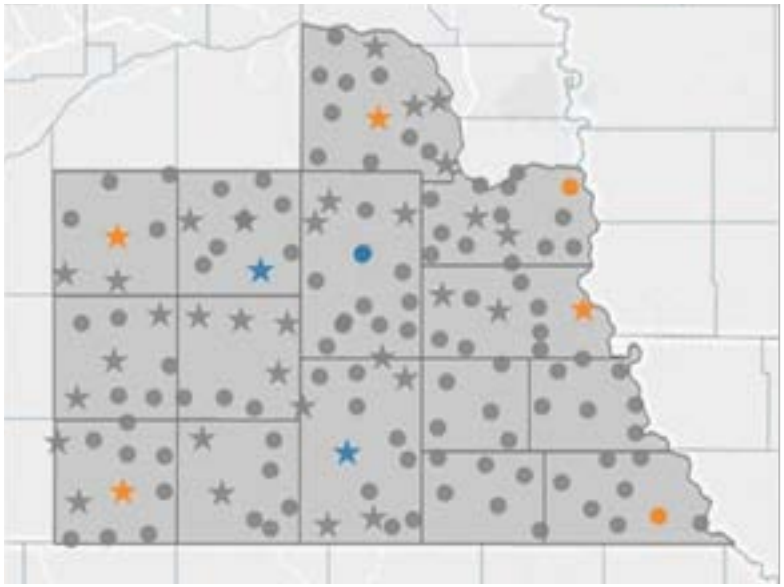


Figure 48. SCC Existing & Proposed Sites

Primary City	County	Estimated Tot.
York	York	7,739
Nebraska City	Otoe	7,267
Crete	Saline	7,033
Plattsmouth	Cass	6,579
Falls City	Richardson	4,246
Wahoo	Saunders	4,080
Fairbury	Jefferson	3,941
Auburn	Nemaha	3,343
Ashland	Saunders	2,356
Geneva	Fillmore	2,234
Wilber	Saline	1,905
Syracuse	Otoe	1,878
Tecumseh	Johnson	1,665
Hebron	Thayer	1,549
Eagle	Cass	1,223
Louisville	Cass	1,194
Yutan	Saunders	1,173
Weeping Water	Cass	1,031

Figure 49. Population of Cities in SCC Service Area

SITE SELECTION PROCESS: In selecting sites for the new Learning Centers, SCC conducted a detailed analysis of community needs in the service area, population demographics and trends, industry trends, and infrastructure and geographical spacing. SCC Board of Governors subsequently voted to establish six SCC on-site Learning Centers in Falls City, Hebron, Nebraska City, Plattsmouth, Wahoo and York.

As Figure 48 illustrates, the coverage provided by these six Learning Center sites (orange dots), the 31 existing Southeast Nebraska Career Academy Partnerships, or SENCAP (gray stars), and the three full campuses (blue stars/dot) among the cities and towns of Nebraska (gray dots) is well-distributed throughout the service area.

In order to select locations for the six Learning Centers, SCC established tiered criteria that would help ensure that everyone within SCC's service area would be within 35 miles of either a Learning Center or an existing campus (Milford, Beatrice or Lincoln). This would allow SCC to meet the needs of as many individuals as possible within its 15-county service area.

CRITERIA #1: Learning Centers should be within or near the largest cities in the service area, excluding the cities where SCC already has a campus. As figure 48 illustrates, the most populated cities in the service area without an SCC presence are York, Nebraska City, Crete, Plattsmouth, Falls City, Wahoo, and Fairbury.

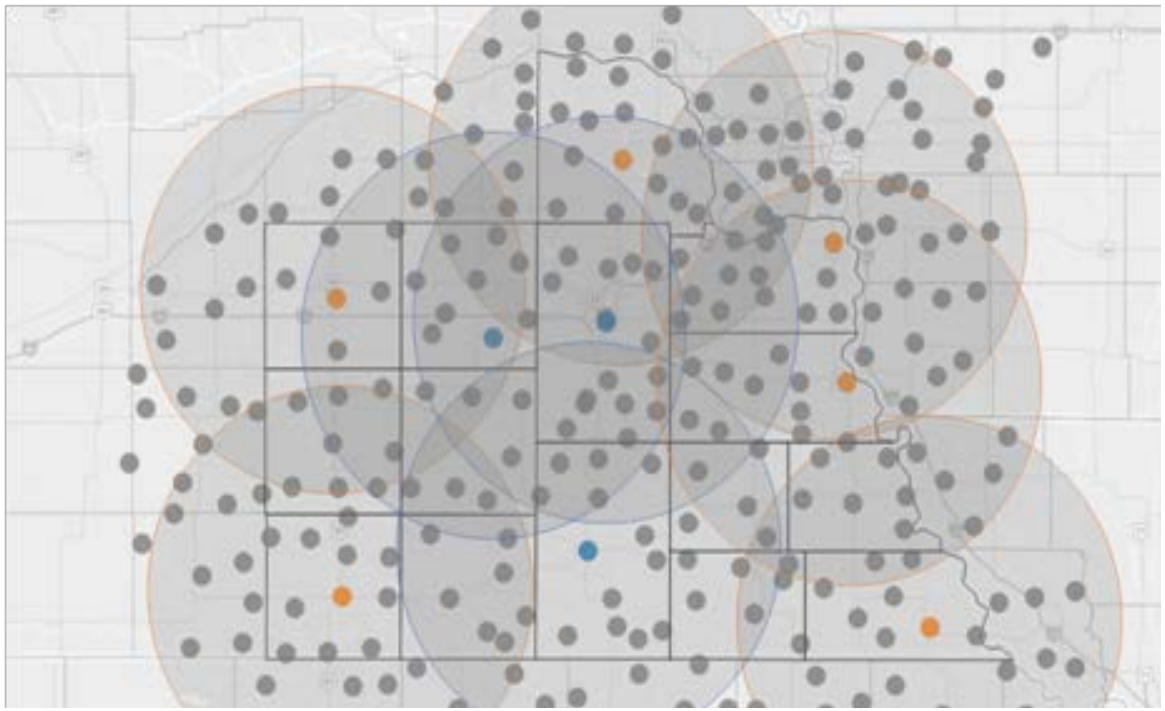


Figure 50. Proposed Learning Centers Site

CRITERIA #2: Learning Centers should be geographically distributed across the service area to maximize the number of individuals living within a 30 mile radius from the center. On this basis, Crete was removed from consideration because it is near the current SCC campus in Milford and it is home to Doane College. The other cities being considered as possible locations for learning centers are distributed across the service area and at least 20 miles away from a current SCC campus. Similarly, although Fairbury has more population on its own, Hebron would be more easily accessible to other locations via the Highway 81 corridor.

By applying this criteria in the selection of locations, SCC will be able to efficiently serve the 15-county area. The Falls City Learning Center will be able to serve a population of 53,000 people living within 35 miles. The Nebraska City Learning Center will be able to serve a population of 180,000 people living within 35 miles. The Hebron Learning Center will be able to serve a population of 34,000 living within 35 miles. The Plattsmouth Learning Center will be able to serve a population of 830,000 living within 35 miles. The Wahoo Learning Center will be able to serve a population of 950,000 living within 35 miles. And, the York Learning Center will be able to serve a population of 66,000 living within 35 miles.

IMPLEMENTATION & ESTIMATED COSTS

Initially, the centers will occupy leased space modified as needed to provide classrooms and open computer labs to support contract training, continuing education courses, credit courses, and possibly dual-credit and SENCAP courses. As demand grows, larger and more permanent facilities will undoubtedly be needed for each Learning Center site within the ten year span (year 2025) this plan addresses. Based on comparable Learning Centers in Nebraska operated by other Nebraska community colleges, SCC has established the prototypical new Learning Center facility as a 10,000 square foot facility with approximately four general classrooms, an open computer lab, spaces for specialized academic programming, and administrative offices. Programming offered at each Learning Center will depend on industry and community educational/training need and will be determined in consultation with local communities and employers.

The Master Plan cost summary shown in Table 31 includes $ 12,317,400 as the estimated cost for constructing six Learning Centers in the selected locations.

Table 31. Learning Centers Estimated Costs

BUDGET CATEGORY	G.O. BONDS	REVENUE BONDS/ CAPITAL IMP FUND	OTHER/ PRIVATE FUNDING	
Construction	$ 10,500,000	$ 0	$ 900,000	$ 11,400,000
Wayfinding	$ 5,000	$ 0	$ 0	$ 5,000
Fees	$ 840,400	$ 0	$ 72,000	$912,400
Subtotals	$11,345,400	$ 0		$12,317,400

**excludes land acquisition or sale*

General Obligation (G.O.) Bonds are funds derived from state property tax payers after approved by a vote of residents in the 15 county service area. Once approved, the bonds will be sold and paid back from those property taxes. G.O. Bonds are used primarily to fund academic and academic support facilities.

Revenue Bonds are bonds sold to the public and repaid from monies collected from revenue collected by users of the eligible facilities. Facilities such as student housing and parking are typically financed by this revenue source.

Capital Improvement Funds are funds collected under the taxing authority of Southeast Community College within the levy limits set by the Nebraska Legislature.

Other/Private Funding would include monies collected through donation or other sources not from tax or revenue bond sources. These funds could be typically be used for construction or non-construction items such as furnishings and equipment.

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Other/Private Funding would include monies collected through donation or other sources not from tax or revenue bond sources. These funds could be typically be used for construction or non-construction items such as furnishings and equipment.

CHAPTER EIGHT
DESIGN GUIDELINES

DESIGN GUIDELINES

INTRODUCTION

The intent of these Design Guidelines is to promote high-quality architecture and contextual design that enhances and reinforces the image and identity of Southeast Community College. These Design Guidelines establish the overarching principles and recommendations for the ongoing physical development and improvement of the College on all campuses.

The guidelines are intended to establish essential cohesive design relationships between buildings, foster innovation in construction technology, promote flexibility for future change, and set the tone for creative, unique, and distinguishing designs.

These guidelines should serve as a basis for any future campus design standards. As a rule, the College should not approve projects in conflict with these guidelines, except where the design solution is of truly exceptional quality and is generally in keeping with the spirit of these guidelines. Should a design solution improve upon these guidelines, it is strongly encouraged to edit these guidelines to reflect this new baseline.

These design guidelines are organized by guiding principles listed and described on the following pages.

GUIDING PRINCIPLES FOR DESIGN

1. CREATE A LOCAL SENSE OF PLACE AS WELL AS RESPOND TO SCC'S VISION AND VALUES.
2. RESPOND TO THE LOCAL CLIMATE, COMMUNITY, AND LANDSCAPE.
3. CREATE PURPOSEFUL, ENRICHED PUBLIC SPACES.
4. MAINTAIN A POSITIVE HUMAN SCALE ON CAMPUS.
5. DURABILITY AND LONG TERM PERFORMANCE SHOULD DRIVE THE QUALITY AND CHARACTER OF ALL CAMPUS PROJECTS.
6. CURRENT AESTHETIC AND AUTHENTIC DESIGN SHOULD BE EMPLOYED.

CREATE A LOCAL SENSE OF PLACE AS WELL AS RESPOND TO SCC'S VISION AND VALUES.

All projects should build upon a visual continuity throughout each campus in order to present a unified campus image. Continuity forms the college's brand as the campuses are formed by each project. Wayfinding can serve as one facet of influencing brand continuity. Opportunities also exist for reinforcing brand continuity on campus from the way spaces are organized in a project to the use of vegetation throughout campus.

Another way that projects can respond to SCC's vision and values is to maintain similar qualities of some building or landscape materials across campuses at key locations around campus. This may be found in similar tones, textures, or massing of buildings, congruent features of key landscape elements such as columns, fence posts, or signage, or similar colors of perennial plants, shrubs or details.

The plants selected for use on each campus should generally be native, drought tolerant, and easy to maintain. This will help control the cost of maintenance and reinforce a local sense of place. Use of planting beds of annuals should be used as accents around campus.

Projects should reinforce or create a strong sense of entry into campus for pedestrian and vehicular traffic. Strengthening existing campus entry points as well as edges can help to create a clear sense of place. Distinct identification of edges and thresholds into campus, including linkages to the community such as bike trails, walking paths, or vehicular routes can help transition and further solidify a local sense of place. Identification through the use of consistent signs at the edge of campus entrances should be considered as well as use of landscaping to further enhance entrances and edges of campus. Each campus should also express its uniqueness as well as its connection to SCC's overarching vision and values.

Below are each campus' unique qualities and values that can be capitalized upon for each project's individual expression:

The Beatrice Campus' agricultural and athletics programs should be a large focal point for the Beatrice Campus. The pastoral setting around the campus provides views to and from the farmland to the south and west of the main academic campus while maintaining a connection to the community of Beatrice and the farming region.

The Milford Campus quality should reinforce its historical roots as a technical school. The campus in Milford is also the setting for the Stan Matzke Arboretum with 70+ different species of trees and plants on campus. This arboretum should be enhanced and expanded. Any development on campus should consider and improve upon the riparian region and arboretum in which the campus sits.

The Lincoln Campus at 88th and O should reflect the rich and vibrant nature of the career technical focus of the campus.

The new **Telegraph District Campus** should reflect the scale and contextual qualities of redevelopment area yet retain its own identity as a higher education campus.

Building materials can help reflect or enhance a local sense of place as well as emphasize a college-wide aesthetic. Various types of masonry and/or metals should be employed to craft a unique expression at each campus and also create a sense of continuity from campus to campus. A few suggestions for each campus are:

Availability of local limestone as a landscaping material is readily accessible and makes up a larger portion of local building materials in and around Beatrice. Facades with regionally sourced limestone than that of other campuses should be encouraged on this campus. With a larger agriculture and athletic base, materials and design concepts reflecting these core campus values should be considered. Use of metals in a raw, agrarian sense with a careful, creative, and thoughtful scrutiny can reflect an impact of agricultural architecture on a collegiate campus.

With a rich history as a technology trade facility, materials at Milford should begin to reflect these features. The baseline for existing buildings on campus is a field of brick. Earthy, regional masonry materials, such as brick, should be generally used as exterior materials. The use of metals as a façade material carry the thread of metal on campus projects, but the use of them in more of a technical sense should help set Milford's campus apart from the whole.

The current material specific palette of brick and copper on the 88th and O Street Lincoln campus should be respected, but not maintained repetitiously from the past. The use of subtle variations on these materials, i.e. showcasing copper through new, unique paneling methods, different proportions of materials on building façades, or variations on brick patterning and use on the façade should be explored.

Materials used for the downtown campus should reflect the materials used within the Telegraph District as a whole such as brick masonry, metal, architectural concrete and natural stone.

RESPOND TO THE LOCAL CLIMATE, COMMUNITY AND LANDSCAPE.

Each campus of Southeast Community College has a unique connection to the land upon which it sits. New buildings and major additions should promote a strong relationship with the landscape around them.

Southeast Community College's identity is tied to the community and regions supporting each campus. Each campus should provide visual and physical connections to the nearby landscape and region. Each campus should integrate new development with the existing campus and community through the use of contextually complementary materials, colors, structures, and landscape elements. For instance, on Milford's campus, connections beyond to local parks via bike or walking trail begin to extend the campus beyond the physical property lines and begin to better integrate the campus into the town. Amenities on campus that the surrounding community can use should also be considered to tie the campus into the community.

Projects should mitigate the surrounding climate in several ways. For instance, tree canopies should be employed, especially in parking areas, to minimize heat island effect (rise in local temperatures due to local surface materials like asphalt) and decrease storm water runoff. The use of bio-retention structures in parking areas or alongside major roadways to reduce stormwater runoff as well as water quality. Buildings should be oriented and sited to reduce energy consumption and maximize daylighting use within the building. The use of deep facades and overhangs to mitigate direct heat gain in the summer are encouraged.

The landscape should respond to and reflect the surrounding environment. As much as possible, tree and shrub plantings should consist of species suited to the specific habitat conditions found on each campus. However, campus plantings should be sufficiently diverse in species and age of plants in order to maintain resilience in the event of unforeseen changes in the environment, such as severe climatic stress or disease that may target plants of a specific type.

Native, non-invasive plants that are reliable, climate adapted, attractive, and have reasonable maintenance demands should make up the majority of plant materials on each campus. At the same time visual unity should be maintained. Variety within unity can be achieved by planting in groups of similar species or different species with similar characteristics.

CREATE PURPOSEFUL, ENRICHED PUBLIC SPACES:

All projects should encourage interaction among a diverse community including faculty, staff, students, and community with the types of spaces provided in projects. This should include considerations for exterior and interior spaces for learning as well as spaces within buildings that create opportunities for collaboration. Encourage on-campus student experiences by creating spaces for academic, social, recreational, and cultural activities. Compliance with all local, state, and federal standards for accessible and inclusive design. Create opportunities for community engagement and support opportunities for community, leader, and donor recognition.

Each campus of Southeast Community College has a unique connection to the community surrounding it, but also the opportunity to create a strong sense of place on campus. Through the use of axial relationships on campus, future landscape and architectural components on campus should help establish the campus essence.

Buildings and landscape are the two major three dimensional forms that determine spatial organization on a campus. The landscape consists primarily of components such as trees and shrubs and utilizes their arrangement to frame views and create space. Paths, roads, landmarks, benches, and lights are also landscape components but retain a subordinate role in defining campus sense of place to those components with three dimensional characteristics.

Trees and shrubs should not be misunderstood as decorative objects to be randomly placed around the campus, but rather as space forming and order defining elements. Trees and shrubs should be used purposefully, and in conjunction with architecture, to achieve a specific function such as screening or directing views, framing space to create a sense of enclosure, defining edges, and defining pathways of circulation.

It is important to recognize that although buildings and plants may possess attractive characteristics of their own, spatial order and quality, consistently and successfully achieved throughout an entire campus, will imbue buildings and landscape with broader meanings.

Vary the types of open space found on campus for a diverse campus experience that reflects the diversity of Southeast Community College. Spaces for large gathering areas should be provided, as well as contemplative, quiet areas for individual use.

On college campuses, designers should consider that all four facades of each building tend to be a prominent façade. Delivery or service entrances should not be placed within active pedestrian zones. Service ends of buildings should utilize discreet methods for masking each service entrance or loading dock. Care should be taken in the placement of mechanical equipment with strategic placement or screening to mitigate unsightly views. Use of a screen wall or landscape features that draw the user's eye towards better views or other building facades should be employed.

Develop artistic expressions within the facades of buildings or within the landscape to further express and connect public spaces on campus.

Building vertically rather than horizontally will increase the amount of open green space on campus. Increased open space on campus allows for a better variety of various types of open space that help to establish a campus sense of place.

Buildings should be arranged and located to create appropriate transitions between various pedestrian zones and public spaces identified in each campus master plan. Multiple pedestrian corridors should be developed through the heart of each campus. The arrangement and location of buildings can provide enclosure or edges to streets, pedestrian walkways, parking, as well as active and passive open spaces. Special focus should be placed on exterior public areas such as quads, malls, plazas, and streetscapes.

Quads are open space formed between buildings (generally in the shape of a rectangle or square) with termini at each end to anchor the space. A large space for active outdoor activities and events for larger groups of people ringed with smaller outdoor and indoor spaces for more private smaller groups. A quad should take on the character of the surrounding buildings and programs within them in order to foster interaction between the people that frequent those buildings as well as those that pass through the space.

Pedestrian spines are defined as a physical and/or visual primary pedestrian corridor having a separate character than less used pathways. Pedestrian spines are defined by the arrangement of buildings along its edges, vegetation, and types of spaces they connect as well as the materials used. In general malls link together the most commonly used buildings and outdoor spaces and can serve as more than just pathway through the campus. Pedestrian spines can take on a character of their own by creating spaces for interaction, small and large gatherings, and by linking each campus together through signage and branding.

Plazas are hardscaped spaces generally located near the main entrances of prominent buildings. They serve as a transition into and out of campus buildings, act as a gathering space, and in some cases extend the building's program into the exterior space. Plazas located within quads or along malls will further link these spaces together physically, visually, and programmatically.

Streetscapes provide opportunities for multiple forms of transportation and minimize pedestrian, bike, and vehiclar conflicts. Roadways should maintain a uniform appearance. Framing the corridor of the roadway with trees and establishing consistent signage, lighting, and pedestrian and bicycle pathways along the corridor will serve to define not only the the character and quality of the streetscape but the campus itself.

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Building entrances help orient students and visitors to campus. Entrances should be clearly defined, well lit, and articulated differently than secondary entrances and service/loading dock entrances. Primary entrances should have a prominent building name displayed near or on all doors. Paths towards main entrances should be identified, not only through signage, but through other landscaping cues such as lighting, clearings in tree canopies, contrasting landscaping material, or changes in pattern, rhythm, or hierarchy.

MAINTAIN A POSITIVE HUMAN SCALE ON CAMPUS:

The scale of new buildings and vegetation on campus should respect the established scale of buildings and spaces present on campus and the surrounding environments. Building height has a large impact on the pedestrian scale of a campus and the sense of place that is created. Campus buildings should range in height from two to four stories maintaining a better human scale and pedestrian experience around campus. The physical characteristics of campus vegetation is also important to maintain the continuity of a humanly scaled campus. The mature size of trees, shrubs, and even the size of planting beds should be proportional to campus buildings. Plantings should be simple and should read as a part of a holistic system, appropriately scaled to campus.

If a building must exceed the recommended height, building setbacks should be employed to maintain a proper human scale. For instance, setting back the upper floor or mechanical penthouse of a four story building can help maintain a comfortable pedestrian scale through campus. As most buildings on each campus are predominantly removed from major streetscape frontages, building setbacks and façade height should relate to the internal campus open space and street frontages. Building faces along a campus street frontage or campus open space should generally maintain a respectful ratio of three-to-one open space to vertical façade of building. This ratio has been found to create a comfortable sense of place and enclosure.

The massing of buildings should be influenced by their location and context on campus. Some buildings help define an edge while others identify a specific function or create the wall of an outdoor room in a quadrangle. Some buildings should have a heightened role, such as creating a focal point at the end of an axial open space on campus.

While floor to floor heights of buildings may vary depending on interior use, the first story should be more pedestrian friendly in character and height. Building materials at pedestrian level should also promote a sense of friendliness in conjunction with openness and scale of the building façade. Textures, colors, durability should factor in to a pedestrian friendly feel.

Pedestrian safety should be enhanced through traffic calming techniques. The use of varied tones and textures, form and shape of roadways, and other built or natural areas can inform a driver to slow their approach through or near campus. Vegetation size and placement should take care not to block views at crossings and intersections.

Appropriate legibility of wayfinding graphics or signage should be employed on each project. Each project should consider overall wayfinding branding as well as the speed at which users experience these graphics. Signage should take cues from the pace of the user, consistency of signage iconography, font heirarchy from one sign to the next, the appropriate color associations or division of information, viewing angles or field of attention, and reverse wayfinding (backside of signs). Often, a heirarchy of signage accomplishes these cues via directional, informational, arrival, and building signage.

DURABILITY AND LONG TERM PERFORMANCE SHOULD DRIVE THE QUALITY AND CHARACTER OF ALL CAMPUS PROJECTS:

Green Design is an inclusive term that refers to a broad range of sustainable opportunities at all scales of design and should be considered in the design of all new projects. All new projects should set individual project goals regarding project sustainability. Special emphasis should be placed on the use of local goods and services in the design and construction of these facilities, as well as natural lighting in classrooms and public spaces. All new projects should set goals for efficiency, durability, and impact on the people who will use them as well as the surroundings that they may affect.

For most buildings, strategies should be utilized to harness daylighting for use in classrooms and other public spaces. Reliance on electric lighting should be minimized and natural lighting should be controlled to use diffuse light and minimize harsh glare, such as maximizing north glass or utilizing sunshades or natural plants to help screen harsh direct light. Where appropriate and feasible, it is desirable to have natural lighting within corridors as well. Narrower floor plates and taller floor to floor heights should be evaluated to maximize the admittance of daylight in the winter months. Screening, such as shades, louvers, exterior sunshades, and light shelves, should be evaluated to control the sun during the harsh summer months.

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Campus buildings should generally be designed as long and narrow and sited to frame campus outdoor space. The narrow floor plate is desirable because it allows for the creation of purposeful spaces, the reduction of land use by buildings, increased daylighting for interior occupant use, and reduction of impervious building footprints. Multiple floors allow buildings to have a smaller footprint and help to define outdoor space more appropriately than a single story facility. Reduced roof surface and smaller building footprints allow for natural storm water quantity control on site, as more rainwater can find its way beneath the surface than lost through runoff.

Buildings should be designed with materials that evoke a sense of permanence and stability. For instance, boldly articulated facades create a sense of substance and mass, as does the predominant use of masonry materials such as brick, limestone, or terracotta. Materials that do not help articulate these features, such as thin set materials or brightly colored materials, should be used sparingly.

CURRENT AESTHETIC AND AUTHENTIC CONSTRUCTION PRACTICES SHOULD BE EMPLOYED:

Stylistically, any architectural expression on campus should reflect the time and the purpose for which it was built. The architectural character of buildings on campus should reflect current construction methodology and create an original piece of architecture. Buildings should not mimic previously created projects or past styes.

Buildings should be massed in accordance with their spatial functions on campus. This guideline helps with wayfinding upon entering and navigating throughout campus. For instance, a laboratory or science facility should be visually understood as a science building, with deeper classrooms and larger structural bays. In addition, parking structures should be screened in a way to place less visual emphasis on the vehicle and more visual emphasis on the pedestrian, but should still look like a parking garage to empower visitor recognition of appropriate places to park. Signage should not be the only visual cue for visitors.

Building Materials play a pivotal part of identity on a college campus. Aspects of building materials ranging from the use color, form, texture and pattern all create a meaningful palette. Use them to reinforce continuity, but avoid monotony.

DESIGN GUIDELINES IMPLEMENTATION

In order to maintain and ensure the development of the college's built environment at the highest standard, it is recommended that the college adopt these design guidelines as a part of a formal review process. The establishment of a design review process underneath the watch of a Design Review Board should be considered. This Review Board should review projects on behalf of the college for the interpretation of the campus master plan policies, values, and guidelines. This will help ensure the quality of the design guidelines be met for a vital and healthy built environment on each campus.

A campus-wide landscape plan should be developed for each campus to instill and articulate these design guidelines in a broader fashion while leaving room for design interpretation of individual building projects.