

SASAKI

METROPOLITAN COMMUNITY COLLEGE MASTER PLAN FOR CAMPUSES



MARCH, 2003 | prepared by SASAKI ASSOCIATES, INC. with Ehrhart Griffin & Associates

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EXECUTIVE SUMMARY

Metropolitan Community College is entering a new phase of development. As the recently completed 2002 Self-Study for accreditation powerfully illustrates, the College has made major steps over the past ten years in reaching out to the four-county community it serves. MCC has aggressively expanded its role as a major provider of educational opportunities critical to the economic health and social well being of the area.

Today, nearly 50% more credit-hour students enroll at MCC than did at the start of the ten-year period covered by the self-study. The employee headcount has increased correspondingly. This growth is markedly higher than would be predicted from demographic data, and reflects the fact that MCC is meeting a widespread need for a range of educational services.

A range of new programs has been developed to meet the changing demands of a rapidly evolving Nebraska economy. Learning opportunities have been extended up and down the age scale, expanding possibilities for high school

students, giving traditional college-age students a secure start on four-year undergraduate programs, and creating new opportunities for older residents returning to the work force. Teaching methods have responded to the new realities of technology and to the growing understanding that today's and tomorrow's workers and residents must be problem-solvers, not technicians. In short, MCC has moved a long way from its earlier years as Metro Tech in partnering for success with the Omaha metropolitan area. As is true for community colleges across the country in recent years, MCC has demonstrated great nimbleness, responsiveness and fiscal ingenuity.

This decade of rapidly growing contribution to the four-county economy stretched MCC's resources. Serious concern emerged that the College's three campuses were rapidly becoming inadequate to support either the major expansion in enrollment or the diversification of services. No investment in



Aerial photos of Metropolitan Community College's three campuses

new facilities had been made on the three College campuses for over twenty years. Construction of the successful Sarpy Center, in partnership with La Vista, has relieved pressure to a small extent. More significantly, it has illustrated how the College can work with the community to develop attractive and effective new facilities, making a real contribution to the local community while enhancing regional educational opportunities.

In recognition of its expanding role, rapidly growing enrollment and exhausted physical resources, MCC launched a master planning process in the spring of 2002, and hired Sasaki Associates of Watertown, Massachusetts, to develop the plan. Sasaki is a leading planning and design firm working with higher education institutions across the country.

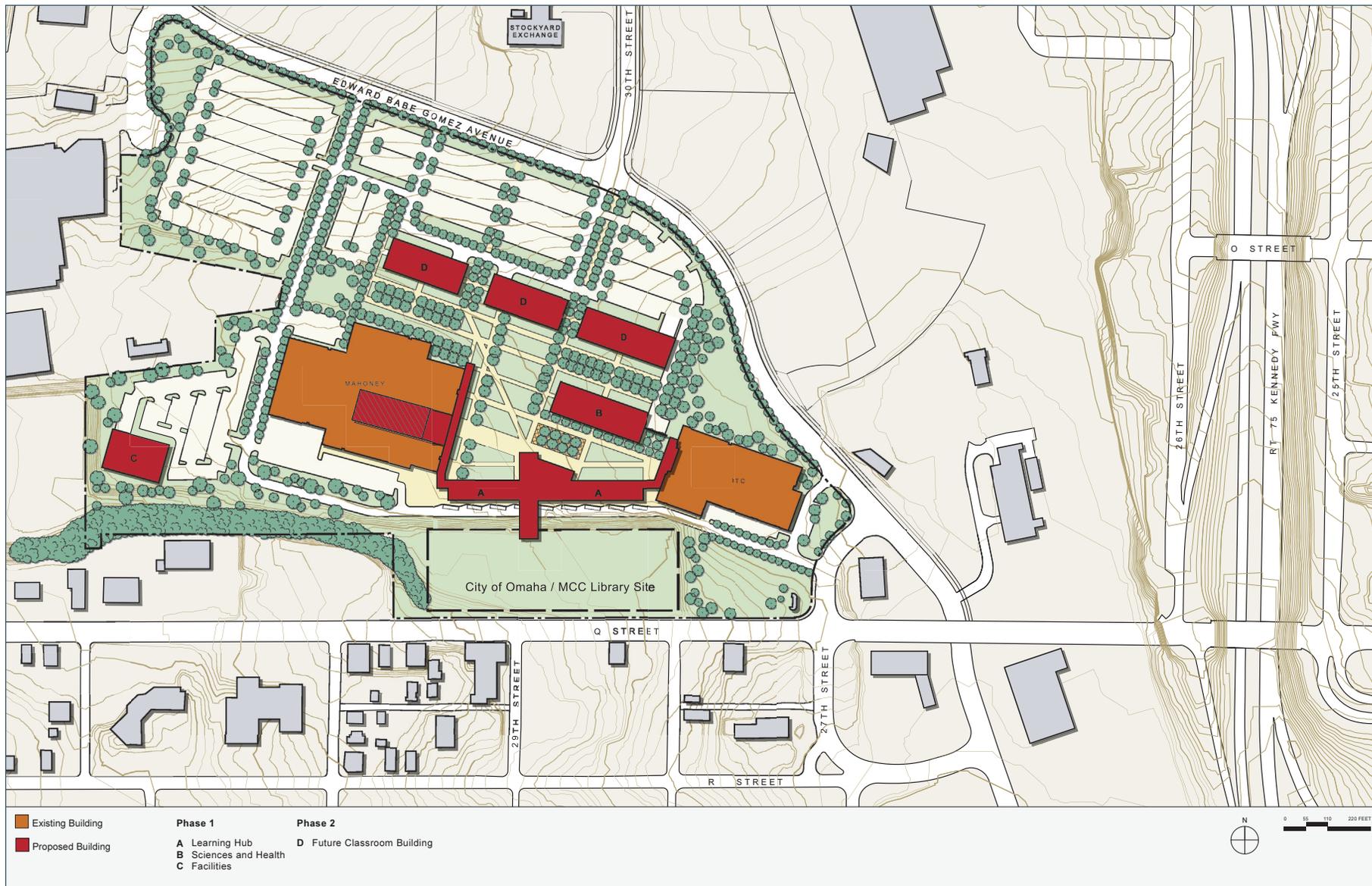
The intent of the plan was:

- To determine the adequacy of existing facilities on each of the College's three campuses.
- To chart a plan for bringing MCC's facilities up to acceptable national standards, based on current enrollment.
- To develop a plan to accommodate anticipated growth on each campus.
- To determine the limits of this growth, and the timeframe for the likely need for an additional campus.
- To develop a clear physical identity for each campus.

The study has concluded that MCC currently has a significant space shortage and does not have facilities appropriate to its programs and the new approaches to learning it is developing. In addition to the current shortfall, the College is undergoing significant enrollment expansion, and can be expected to continue to do so. Without major investment, the College will become increasingly unable to provide the services the four-county community demands.

The first goal of the College must be to reduce the current space shortfall. The plan recommends achieving this with a five-year 165,000 gross square feet (gsf) construction program (Phase I) intended to eliminate approximately 70% of the current shortfall, accompanied by substantial renovation of existing facilities.

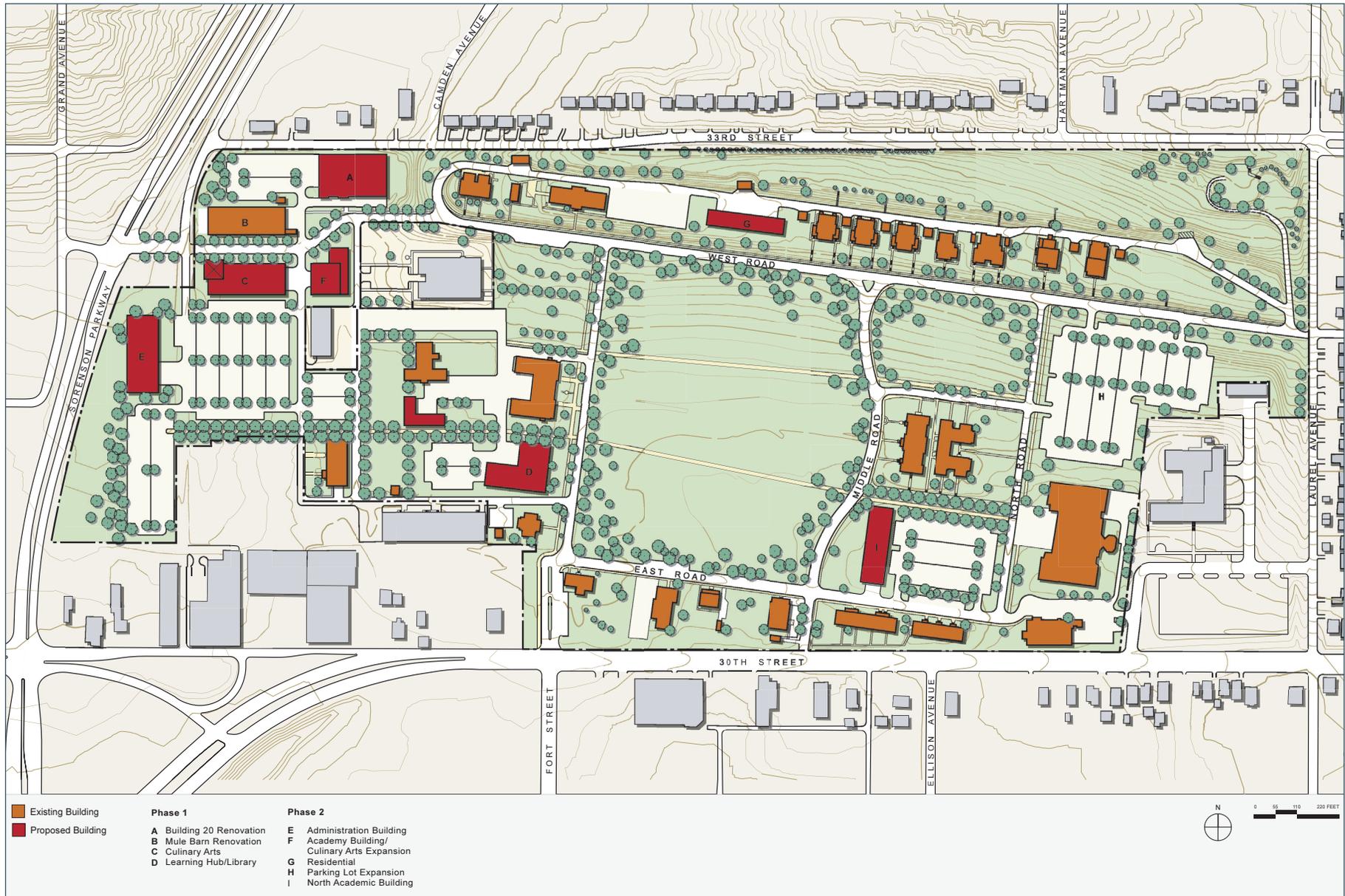
The plan turns meeting the current space shortfall into an opportunity for rationalizing program delivery at the College, improving the overall quality of the student learning experience, and making each campus more a part of the larger community. The success the College has experienced has been strengthened by the various support areas throughout the institution. The sustainability of the support areas is essential to the foundation of continued growth. As the phases of the Master Plan for Campuses are implemented, the need to provide for space and work environment for the support areas will be recognized and considered part of campus planning. Applied Technology programs, which are costly in terms of space use and sometimes have shared needs for space and equipment, will be concentrated at South Omaha, as will many science programs and all programs in the various health fields. New or renovated space will provide improved and more appropriate space for classrooms, science labs and technical trades labs. Renovations and new construction at South Omaha will create an Applied Technology Institute and a Health Careers Institute. The campus will be further invigorated by the skillful incorporation of a Metropolitan Area Transit (MAT) bus hub and the construction of a shared library facility built jointly by the College and the City of Omaha. The campus will become a crossroads for the area, allowing residents to learn about opportunities for education and improvement while going about their daily lives. South Omaha will also include in the new construction program a "learning hub" for current and potential students. Located at the heart of the campus, adjacent to the new bus hub, the learning hub will provide central and visible access to all student services. There will also be visible and accessible com-



South Omaha Campus Plan

puter-supported labs for math, writing and general studies, with clusters of nearby faculty offices to encourage faculty-student interaction outside class. These facilities will be integrated with a circulation spine linking the existing ITC and Mahoney buildings. This spine will include a café serving the entire campus, providing a meeting and informal study area as well as a waiting area for buses and a gathering area for library patrons.

At Fort Omaha, the plan hinges on a strategy to make this historic campus more visible and accessible to students and the public. Currently, the majority of educational programs are concentrated at the extreme north end of the campus, preventing the buildings and spaces of the former fort from becoming an integral part of the campus experience. Phase I of the plan begins to integrate the southern end of the campus by creating a new and highly visible entry off Sorensen Parkway, and siting a proposed new Culinary Arts Institute at the entrance, visible from the highway and able to attract residents and visitors to the campus. The Culinary Arts Institute will be complemented by conference center facilities housed in the adapted adjacent mule barn building, which is on the National Register of Historic Places. Also in Phase I, a learning hub and library are planned at the southern end of the Parade Ground, beginning the transition to a campus that makes optimum use of the entire land area. This learning hub/library building will extend the concept described above at South Omaha to the Fort Omaha campus, reinforcing a sense of campus community and new approaches to learning. Its completion will free up significant space for additional classrooms in Building 10 to accommodate growing enrollments.



Fort Omaha Campus Plan

At Elkhorn Valley, Phase I of the plan will initiate the transition from a single building in a semi-rural site to a campus. As on the other two campuses, a learning hub/classroom building will be important to the early stages of the plan, and significant classroom space will be freed up by this project and by moving Applied Technology programs to South Omaha to allow for rapid enrollment growth in core instructional programs. As subdivisions proliferate in the area, the Elkhorn Valley campus will become more of a destination, visible from the highway and providing amenities for the area, including access to the planned abutting park.

If current trends continue and enrollment grows 40% over the next ten years, the College will face growing space pressures at the end of the five-year period, and will require a larger ongoing construction program of 300,000 gsf over a second five-year period (Phase II). In this second phase of construction, the planning approach on each campus will be further developed, with the basic structure of each campus laid down in Phase I being filled out with additional buildings and associated parking. Careful adherence to the framework and guidelines of the master plan will ensure that each campus maintains a sense of order and meaningful organization, while becoming an increasingly vibrant and attractive environment for learning. On the South Omaha campus, three new classroom buildings will define a green spine within the Old Babe Gomez right-of-way. At Fort Omaha, Phase II will continue the revitalization of the south campus area through a building program that adds additional academic and administrative facilities and replaces underutilized warehouse buildings with open space and parking.



Elkhorn Valley Campus Plan

Phase II will also provide for further infill development at the edges of the Parade Ground. At Elkhorn Valley, additional classroom buildings will create an enclosed pedestrian court as the new center of the campus.

This second phase of development, when combined with the possible development of two additional regional centers at sites in Fremont and Bellevue, will exhaust the build-out potential of the existing campuses, so that after ten years and with 40% more students, the College may well need to develop a fourth campus. If enrollment trends in the next decade only keep pace with projected population growth, a scenario that already seems unlikely given this year's striking 8% enrollment growth, the College could be adequately served by completing one 30,000 gsf building (about the size of the Sarpy Center) every four to five years. This slower pace of construction would allow up to 35 years of expansion rather than five years on the College's existing campuses after the completion of Phase I.

The study combined rigorous data analysis with comprehensive community process. There was full participation by the MCC community. Representatives of a comprehensive range of administrative and academic personnel were interviewed individually or in small groups. A series of three open presentations and workshops was held on each of the three campuses, with significant attendance on each occasion by faculty and staff. There were also briefing sessions with the College's Board of Governors and the Comprehensive Campuses Planning Committee. The consultants met with representatives of Metropolitan Area Transit (MAT), and the Omaha Public Library, and con-

ferred with the State Coordinating Commission for Postsecondary Education. In addition to on-campus workshop sessions with the College, the consultants communicated regularly with the College by phone and e-mail. Concepts were tested and modified as a result of these sessions to ensure that the master plan accurately reflects the priorities of the College.

The College has assembled a strong database of space use on each campus and has developed CAD drawings of all significant campus buildings so that an accurate analysis of space use was feasible. The College also provided a database of course enrollment and class assignment (excluding labs). This allowed for a benchmarking of instructional space use at MCC and extrapolation of lab use. This comprehensive analysis of enrollment trends and classroom use was combined with detailed demographic analysis of class attendees on each campus and at non-campus centers. Facilities on each campus were benchmarked by national standards in the context of these data to determine space shortfall.

The results of this analysis and process were integrated to determine a design for build-out on each campus. The focus on each campus is to develop over time a close-knit, effective learning community that will be a magnet for its own neighborhood as well as a major draw for the surrounding region. The campuses must also be convenient and attractive for MCC's constituency of part-time commuter students. With growing emphasis on remote, computer-based instruction, the campus will increasingly become an essential complement to online learning, providing the social context in which learning

takes on meaning and becomes embedded. This means that the campus must be more than a range of closed-door classrooms opening off a dark corridor. It must provide a social context with opportunities for group and individual study, and for informal exchange of knowledge, experience and ideas. It must feel like a place worth visiting and spending time in. It must be attractive inside and out, and outdoor areas must have a sense of place, and not merely represent space for driving between buildings. Thoughtful and pleasing landscaping is critical. Parking must be adequate and in close proximity; public transportation should be available if possible. The campus should have a sense of entry and arrival, so that students feel welcome and know where to go. Faculty and student services must be located so as to be accessible to students; food service should be readily available and an integral part of the campus experience.

These concerns for an educational and social vision translate into village-like groupings of buildings and functions described in text and illustrative material in this report and placed in landscape settings that develop a real identity for each campus. Design guidelines for campuses, landscape and buildings have been incorporated in the plan, as have a phasing sequence for implementation. In many ways, the master plan is a strategic vision for the next decade at Metropolitan Community College, and should be seen as an essential resource for strategic and operational planning.

INTRODUCTION

The master plan for Metropolitan Community College (MCC) provides a comprehensive vision, strategy for growth, and development framework for MCC's land and buildings to the year 2007 and beyond. The plan addresses the College's three major campuses - Fort Omaha, South Omaha and Elkhorn Valley - as well as its two regional centers.

REGIONAL CONTEXT

Metropolitan Community College moved to the site of the historic Fort Omaha, north of downtown Omaha, in 1975. The College has expanded considerably since that time and now serves the residents of Dodge, Douglas, Sarpy and Washington counties through three campuses and two regional centers, which are located across the metropolitan area as follows:

- The Fort Omaha campus, at 30th Street and Sorenson Parkway.
- The South Omaha campus, south of downtown Omaha at Q Street west of Route 75.

- The Elkhorn Valley campus, at the western edge of the Omaha metropolitan area at West Dodge Road and 240th Street.
- The Sarpy County Center in the town of LaVista, southwest of downtown.
- The Fremont Center next to Route 77.

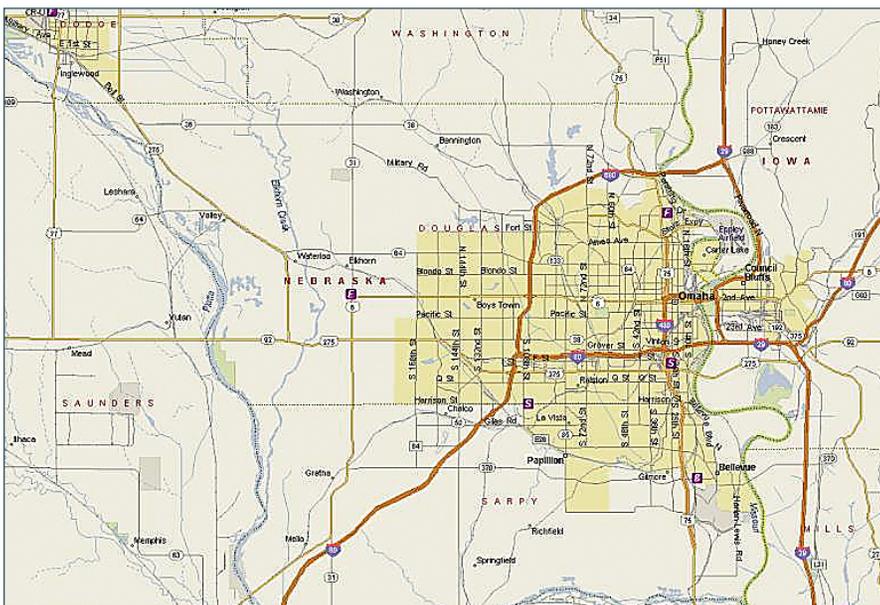
MCC also offers courses at several other area locations including Offutt Air Force Base, correctional centers and other off-campus locations.

- | | |
|--------------------------------|-----------------------------|
| B Bellevue Center | Fr Fremont Center |
| E Elkhorn Valley Campus | Sa Sarpy Center |
| F Fort Omaha Campus | S South Omaha Campus |

PURPOSE, OBJECTIVES AND SCOPE

The master plan establishes a coherent, systematic vision for growth and change at MCC, within the context of a strategic plan that calls for the redistribution of programs between the College's three major campuses, building on the strengths of each campus, population demographics and substantial overall growth in enrollment and program offerings. The master plan accomplishes several overarching goals:

- It is driven by MCC's strategic program objectives, identified in the College's 2001 Strategic Initiatives plan.
- It identifies the College's immediate and long-term space needs based on national standards and provides a strategy for meeting those needs.
- It responds to growth in a variety of academic and student life program needs and outlines an approach for the possible redistribution of program across the College's three campuses to enhance program delivery.



MCC's three campuses and two regional centers are located across the Omaha metropolitan area.

- It determines the long-term build-out capacity of the three campuses and provides a framework for the development of each campus, setting clear priorities and guidelines for program focus and physical improvements.
- It provides a strategy for development and enhancement of the College's existing and potential future regional centers.
- It provides campus, landscape and architectural design guidelines as guidance for implementing the major design concepts of the plan, as well as design review procedures for new projects.
- It identifies the major infrastructure needs to support the development identified in the plan.

PLANNING PROCESS

The master plan was developed through a three-phase planning process:

- Phase One : Inventory Program and Issues Analysis
- Phase Two : Concept Alternatives
- Phase Three : Master Plan Development

The process was guided by a comprehensive consultation program with stakeholders and members of the MCC community, including five work sessions with the College's Comprehensive Campuses Planning Committee, three presentations to the Board of Governors, and three on-campus open forums on each of the three campuses. The process is described below.

PHASE ONE : INVENTORY PROGRAM AND ISSUES ANALYSIS

Data Collection and Interviews

This initial phase of the planning process involved the collection of base data and interviews with College administrative staff and department heads. The principal documents and studies that were reviewed and formed the basis for analysis of the campuses and development of the plan were:

- MCC's strategic initiatives document, Blending Strategy and Creativity, Spring 2001
- Metropolitan Community College Facility Program and Services Needs, March 15, 2002
- 2000-01 Annual Data Notebook, Office of Institutional Research, Nov. 2001
- MCC's existing space inventory
- Council for Education Facilities Planners International (CEFPI) guidelines Metropolitan Community College Culinary Arts Institute Study, July 2001
- Metropolitan Community College Annual Report, 2001

The Sasaki team held interviews in May 2002, with senior College administrators, faculty, staff and members of the Comprehensive Campuses Planning Committee to elicit critical issues and ideas. Several major themes and significant issues emerged from these interviews:

- The College plays an important role in the community, and seeks to further enhance community relationships.
- MCC does not project the image it aspires to. A strong, common identity is needed for the College, but each campus should have its own identity which meets the needs of the community it serves.
- There is a lack of vitality on each of the campuses and a need to improve existing student life spaces on all campuses and to provide soft spaces for student congregation.
- The dispersed arrangement of the Fort Omaha campus is inefficient and is a challenge. The Parade Ground and historic buildings are assets that give the campus a unique sense of place and should be preserved.
- Building architecture and campus aesthetics on the South Omaha campus could be improved and green space is needed. Circulation in the Mahoney building is very confusing.
- The Elkhorn Valley building is utilitarian and needs to become a more user friendly, multi-use educational and community facility. The natural character of the campus is an asset.
- Some program centralization should be considered but programs need to be accessible to all communities.

These themes and issues provided direction in the development of the overall master plan and the plans for each campus.



Historic buildings at Fort Omaha



The South Omaha campus lacks green space.



The landscape at Elkhorn Valley

Physical Analysis

A physical analysis of each campus was undertaken which examined: Existing buildings and spatial arrangements, Vehicular and pedestrian circulation and parking, Topography, Open space elements and character and Surrounding context.

Space Analysis and Program Strategy

An analysis of current and future space and facility needs was performed based on national standards and discussions with faculty and senior administrators regarding potential program growth. The analysis provided the foundation for a strategy addressing immediate and long-term space needs and the redistribution of programs across the College's three campuses.

PHASE TWO : CONCEPT ALTERNATIVES

Alternatives Preparation

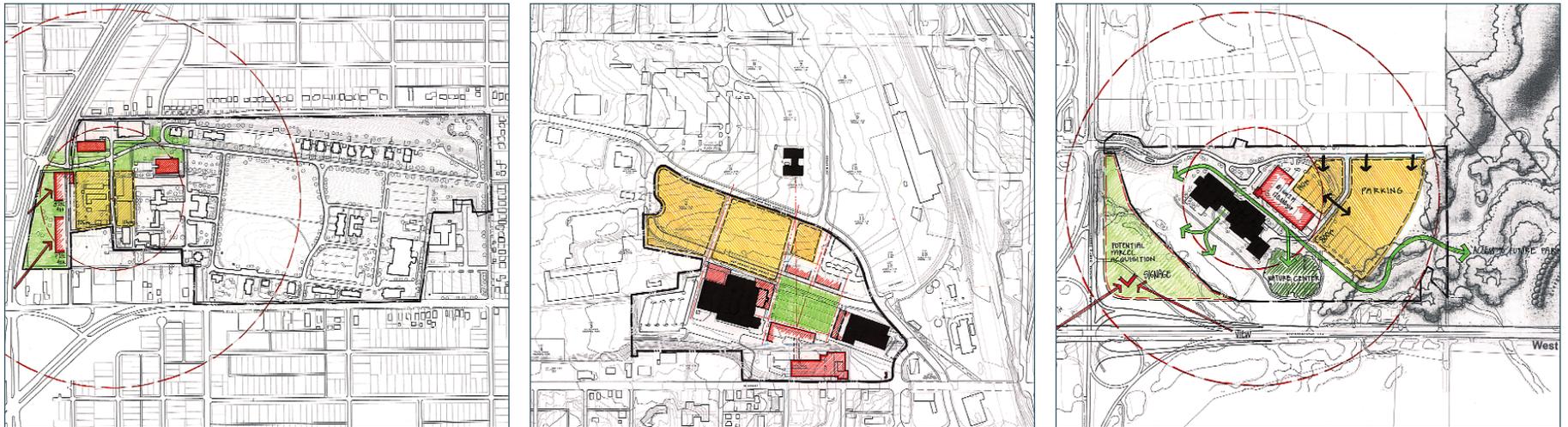
Alternative master plan options for the three campuses were prepared based on the themes and issues identified through the interview process, the analysis of campus conditions and the space analysis and program strategy. The alternatives provided potential planning and design solutions for the campuses that addressed program accommodation, campus capacity, circulation and parking, campus image and creation of campus community. A physical model of each campus was prepared to assist with the evaluation of the alternatives.

Alternatives Refinement and Selection of Preferred Alternative

The alternatives were presented for discussion at work sessions with College faculty and staff, the Comprehensive Campuses Planning Committee and the Board of Governors. Based on the comments provided at these sessions, a preferred alternative for each was selected as the basis for the final master plan.

PHASE THREE : MASTER PLAN DEVELOPMENT

Certain elements of the preferred alternatives were examined in further depth and the alternatives were refined to achieve a final master plan for the three campuses. The final plan is documented in this report.



Preliminary alternative drawing of each campus

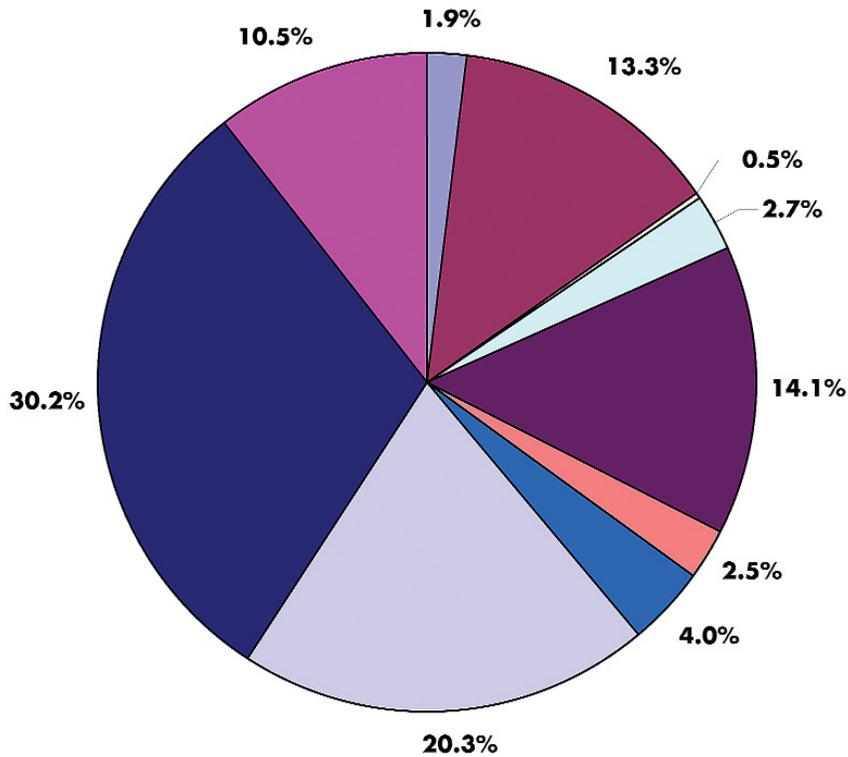
SPACE NEEDS ANALYSIS

CURRENT ENROLLMENT

MCC currently serves more than 26,000 credit students and 20,000 continuing education students annually. The South Omaha campus accounts for the largest share of credit hours with approximately 28%, followed by Fort Omaha (22%) and Elkhorn Valley (21%).

SPACE NEEDS

An analysis of MCC's space needs based on current enrollment and program offerings was performed in the first phase of the master plan study using nationally accepted standards. The analysis revealed that, with a current space inventory of approximately 730,000 gsf, the College does not have sufficient space to adequately support the range of programs it offers at fall 2001 enrollment levels. Across MCC's three campuses, there is a space



MCC existing space distribution by space classification

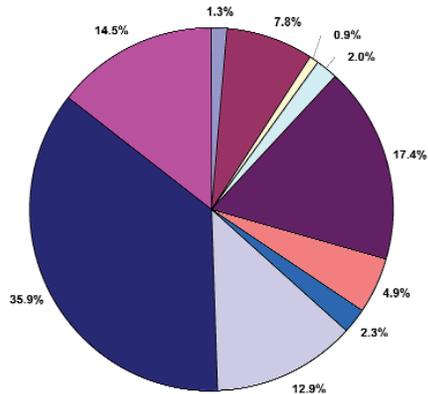
	Area (asf)	Area (gsf)
Total MCC Space Deficit	141,700	202,429

deficit amounting to approximately 140,000 assignable square feet (asf) (200,000 gsf) and occurs in essentially every space category. When the space shortfall is assigned to each campus on the basis of enrollments, South Omaha has the greatest space deficiency, amounting to 85,000 gsf, while both Fort Omaha and Elkhorn Valley each have deficits of approximately 58,000 gsf (see Table 1. MCC Space Deficit, page 28).

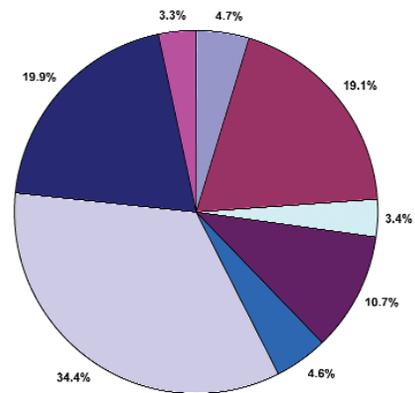
Several important conclusions may be drawn from the analysis:

There is a deficit in instructional space (classrooms and teaching labs), which principally reflects a shortage of teaching lab space for certain programs. While the analysis does not show a significant shortage of classroom space at the Fort Omaha and South Omaha campuses, it may not fully account for heavy scheduling of classrooms for the morning and evening periods and, consequently, may underestimate the need for classrooms on these campuses. Discussions with College staff suggest there is indeed a shortage of classroom space during these peak periods.

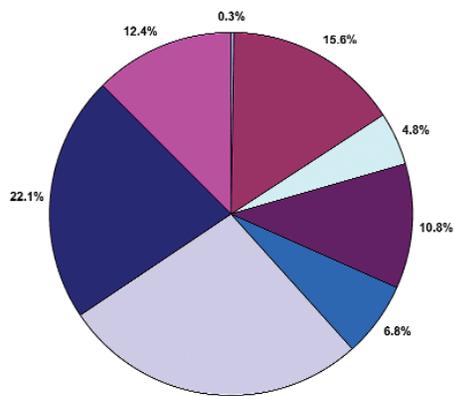
Teaching lab space needs were examined based on departmental assignments and revealed significant deficits in teaching lab space for the Culinary Arts, Interior Design, Nursing, Science, and Health Careers programs. Deficits were also identified for Business, Computer Technology and Global Language programs, which likely reflects a need for additional computer lab space. As the College does not schedule labs, it was not possible to accurately establish specific teaching lab space needs by campus. Consequently, an estimate of the need for teaching lab space by campus was developed based on program concentration and enrollment at each campus.



Fort Omaha existing space distribution



South Omaha existing space distribution



Elkhorn Valley existing space distribution

- Assembly and Exhibition
- Classroom
- Greenhouse
- Library and Study
- Office and Support
- Residential
- Student Service/Lounge
- Teaching Lab
- Unassignable
- Operations and Storage

TABLE 1. MCC SPACE DEFICIT

	Area (asf)	Area (gsf)
FOC Space Deficit		
Assembly and Exhibition	6,000	8,571
Library and Study	7,000	10,000
Student Service / Lounge	11,000	15,714
Estimated Portion of Lab Deficit	16,700	23,857
Total FOC Deficit	40,700	58,143

	Area (asf)	Area (gsf)
SOC Space Deficit		
Assembly and Exhibition	5,000	7,143
Library and Study	12,000	17,143
Student Service/Lounge	17,000	24,286
Office and Support	6,000	8,571
Operations and Storage	10,000	14,286
Estimated Portion of Lab Deficit	10,000	14,286
Total SOC Deficit	60,000	85,714

	Area (asf)	Area (gsf)
EVC Space Deficit		
Assembly and Exhibition	9,000	12,857
Classrooms	4,500	6,429
Library and Study	8,000	11,429
Office and Support	6,000	8,571
Student Service/Lounge	9,000	12,857
Estimated Portion of Lab Deficit	4,500	6,429
Total EVC Deficit	41,000	58,571

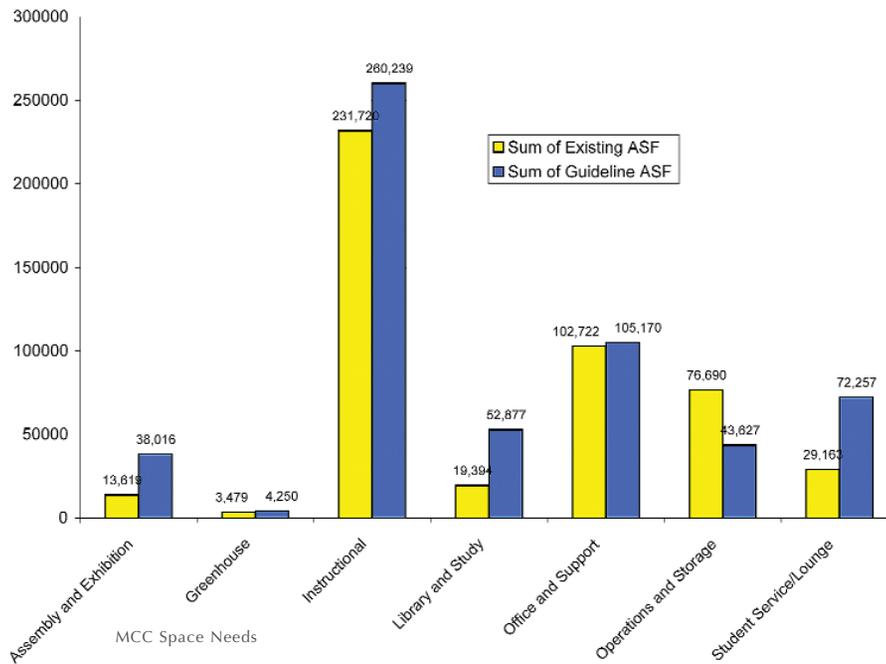
The analysis suggests that, overall, the College has sufficient office space, which is attributable to a surplus of administrative office space in converted buildings on the Fort Omaha campus. However, these buildings are not always well-suited or conveniently located for office use. A more detailed examination of office space needs at the Fort Omaha campus suggests that faculty office space is in short supply and that the average faculty office size is significantly below typical standards for a community college. At the South Omaha and Elkhorn Valley campuses, significant deficits in faculty office space were identified.

There is a large deficit in assembly and exhibition space, which reflects the need for spaces such as auditoriums and public meeting rooms. College staff have also noted the lack of space to accommodate large College or community functions, which are currently held off-campus.

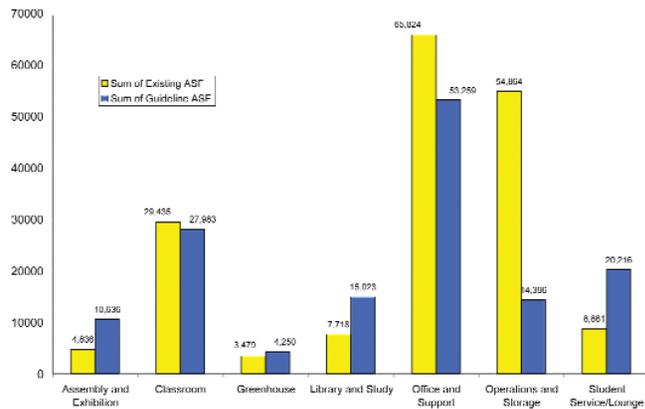
There is a large deficit in library and study space over the three campuses, including general student study areas.

There is a large deficit of student service/lounge space, which includes space types such as cafeterias and dining areas, student union space, lounges and other soft spaces.

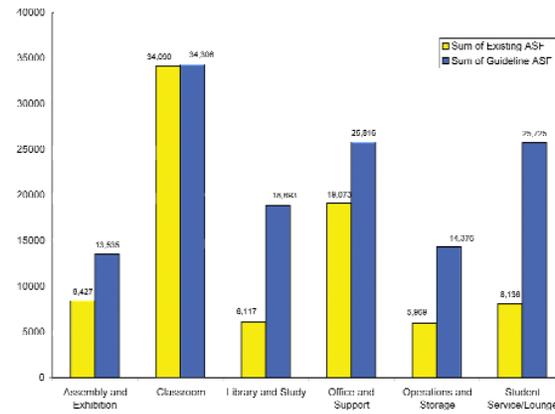
The College has a surplus of operations and storage space, which is attributable to a surplus of space in historic buildings at Fort Omaha that often cannot be used for other purposes, as well as shell space at Elkhorn. There is a deficit of operations and storage space at South Omaha.



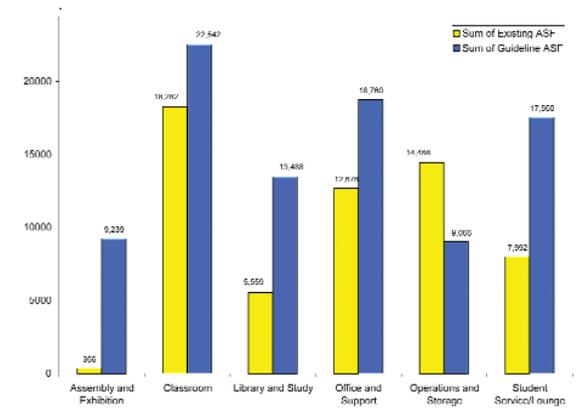
The need for athletic and recreation space was not specifically assessed in the space analysis as the College does not offer athletic programs or provide recreation services. However, College faculty and staff conveyed a strong interest in having on-campus fitness amenities, or at a minimum, support facilities such as showers and change rooms.



Fort Omaha space needs



South Omaha space needs



Elkhorn Valley space needs

TABLE 2. GROWTH-RELATED SPACE NEEDS
BASED ON DEMOGRAPHIC GROWTH

Space Need Beyond Deficit (Demographic Growth)	% Increase	Space Needs (gsf)
Year		
2005	3.1%	22,229
2010	7.6%	54,498
2015	12.4%	88,918
2020	17.2%	123,337
Average Annual Need	0.96%	6,852

TABLE 3. GROWTH-RELATED SPACE NEEDS
BASED ON INCREASED MARKET SHARE

Space Need Beyond Deficit (Increased Market Share)	% Increase	Space Needs (gsf)
Year		
2005	18.2%	130,508
2010	39.0%	279,661
2015	61.6%	441,720
2020	85.5%	613,102
Average Annual Need	4.75%	34,061

FUTURE GROWTH AND SPACE NEEDS

MCC has established two growth scenarios. The first scenario assumes that enrollment will increase at a rate consistent with growth predicted by the 2000 Census for the Omaha area, which is estimated to be 0.96% each year. The second assumes that the College will increase its share of the regional market for higher education and achieve annual enrollment growth of nearly 4.75%.

It is estimated that future enrollment growth will generate a need for space at a ratio of 1:0.75, i.e. that a 1% increase in enrollment will generate a need for a 0.75% increase in space. This is because certain space types, such as administrative offices, facilities buildings and assembly spaces are not proportionately related to enrollment.

The College has a baseline space need of 930,000 gsf for its current enrollment, given its existing space inventory of 730,000 gsf and estimated deficit of 200,000 gsf. To support enrollment growth under the first scenario, the College would need to provide roughly 6,700 gsf of new space annually (75% of 0.96% x 930,000 gsf), or approximately one new building every four years. Under the more aggressive growth scenario, up to 33,000 gsf of new would be needed each year (75% of 4.75% x 930,000), or one new building each year.

MCC's estimated growth-related space needs are summarized in Tables 2 and 3.

Recommendations

The inadequacy of existing facilities has become a critical concern. Continuance of the current patterns of overcrowding will prevent development of the quality programs that will best serve the Omaha community and its workforce. Future growth in enrollment and programmatic offerings will only increase the need for space. Consequently, it is recommended that the current space deficiencies be addressed as a priority action and that new space be constructed using up-to-date standards to meet expanding enrollments. A strategy for addressing MCC's space needs and a proposed development program is outlined in Chapters 4 and 5 of this report.

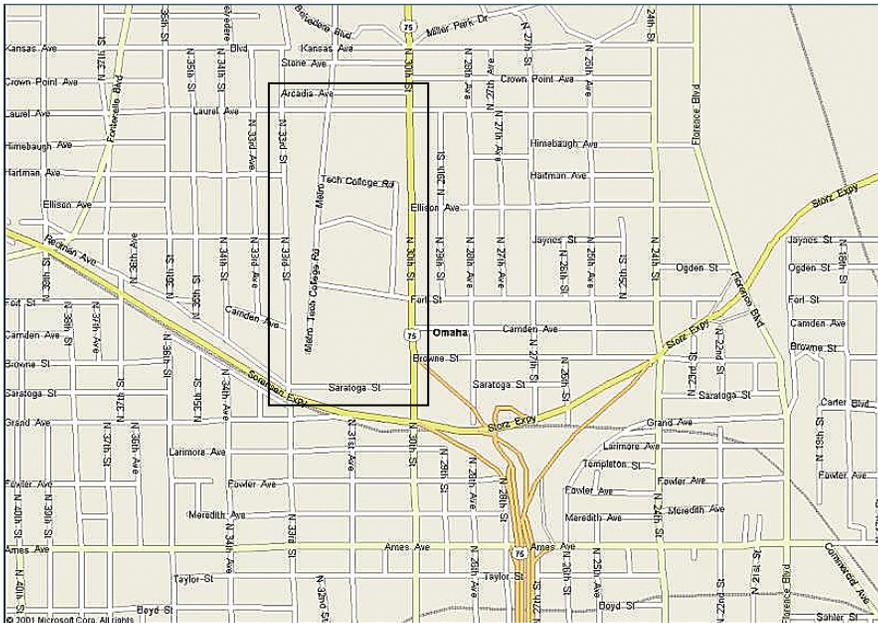
CAMPUS ANALYSIS

FORT OMAHA CAMPUS

Campus Conditions

The 75-acre Fort Omaha campus, located north of downtown Omaha in the area bounded by Laurel Avenue to the north, Sorenson Parkway to the South, 30th Street to the east, and 33rd Street to the west, serves as MCC's main campus. The surrounding area consists of a predominantly residential lower-middle income community. There are several commercial properties immediately adjacent to the campus along 30th Street, which contain a fast food restaurant plus automotive repair uses. Three US Army Reserve parcels are located within the south portion of the campus, and a US Navy parcel encroaches into the northeast corner of the campus.

The historic Parade Ground is the key defining feature and major structuring element of the Fort Omaha campus, and contributes to its unique sense of



The Fort Omaha campus is located north of downtown Omaha



Historic buildings define the Fort campus.



The historic Parade Ground

place. The Parade Ground serves as the symbolic heart of the campus and is a special amenity for the both campus and the community that surrounds it. It also functions as a reminder of the history of the site and the Omaha area.

Today, development on the campus is concentrated in two principal areas separated by the Parade Ground. The north area of campus (north campus) extends from Middle Road at the north edge of the Parade Ground to Laurel Avenue. The north campus is principally defined by the historic fort buildings, many of which are of high architectural quality. These buildings are currently used for general academic, classroom, library, administrative and residential use. Other facilities in this area include a relatively new, 40,000 gsf academic building along North Road, and several parking areas. A parking lot serving the adjacent Navy site is sometimes available for daytime use by the College, but is otherwise fenced off from the campus.

The south portion of the campus (south campus) extends from the south edge of the Parade Ground to Saratoga Street. A newly acquired parcel of land, which is currently undeveloped, extends the south campus from Saratoga Street to Sorenson Parkway. The south campus is different in character from the north campus, and is defined by a mix of building types and styles, many small parking areas, fragmented green space and incomplete land ownership. Buildings in this area include historic fort buildings along the south edge of the Parade Ground and the west side of West Road, a former mule barn near the southwest corner of the campus, and several warehouse-type structures along the south edge of the campus. The historic buildings have been converted for academic, administrative and residential use. The mule

barn and the warehouse buildings are used for some of the College's Applied Technology programs, as well as for Facilities Department functions and storage. The two US Army Reserve parcels along Second Road contain a drill hall and a support building, and the parcel on the east edge of the campus contains an armory. Parking within the south campus is dispersed over several smaller parking lots located between buildings.

The Parade Ground is the major element of the campus open space system. Several smaller green areas about the north and south edges of this space. There is significant tree growth within the green space areas, along the internal road network, and at the campus edges (the campus is an affiliate arboretum of the Nebraska Statewide Arboretum).

The main entrance point for vehicles approaching the campus from the regional roadway system (Route US 75, Sorenson Parkway, Stortz Expressway) is at 30th Street at Fort Street. Secondary entrances, providing direct access to parking lots and to East and West Roads, are located further north on 30th Street and on Laurel Avenue. The main 30th Street entrance is problematic due primarily to the geometry and regulation of the intersection between the entrance drive and East Road.

OPPORTUNITIES AND CONSTRAINTS

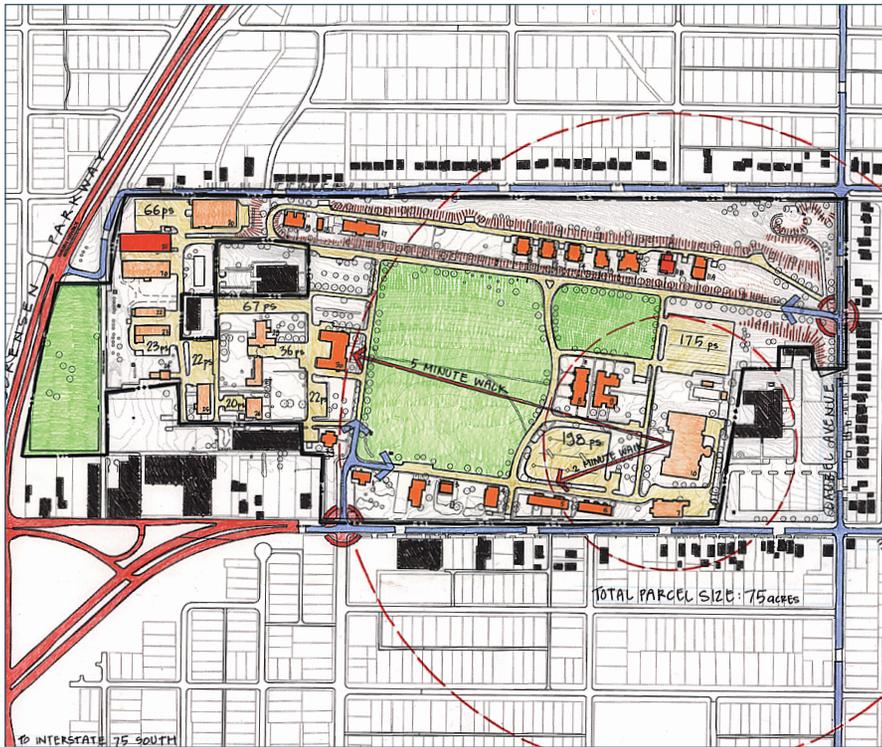
In the first phase of the master planning process, an analysis of conditions within the Fort Omaha campus identified the following "opportunities and constraints" that were considered in the development of the master plan:



Warehouse style buildings in the South campus area



Tree-lined roads contribute to the character of the campus



Fort Omaha campus analysis diagram



The mule barn at Fort Omaha



The South campus area lacks definition

Opportunities

- The existing mature landscape and historic buildings are of high aesthetic quality.
- The Parade Ground serves as a central open space for the campus.
- There is an opportunity to link the campus with the surrounding community through potential shared use of the Parade Ground.
- The recently acquired parcel between Saratoga Street and Sorenson Parkway creates the opportunity to introduce a new entrance to the campus.
- The mule barn could be renovated as a "gateway building" at a new campus entrance.

Constraints

- Many historic buildings are inefficient for current uses.
- The south campus area lacks definition and is not well integrated with the north campus.
- There are existing parking shortages, especially within the north campus.
- There is occasional congestion during the evening at the 30th Street entrance
- The dispersed arrangement of the campus is inefficient.
- The campus is less "walkable" because of greater distances from end to end.

CAMPUS CAPACITY

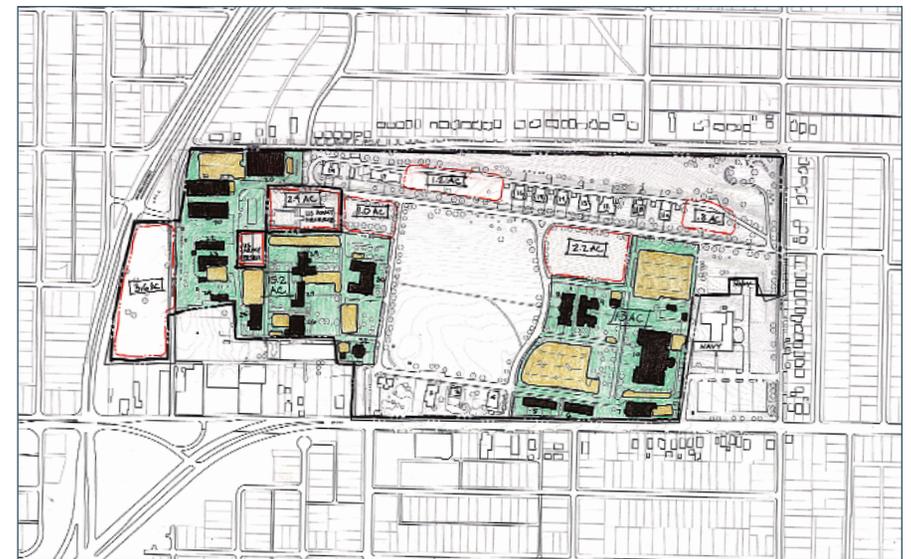
A preliminary analysis of the development capacity of the Fort Omaha campus identified development opportunities within the areas listed in Table 1. A floor area ratio (FAR) of 0.25 was applied to these parcels to determine the development potential of the campus, based on the existing campus density. The analysis assumed that all parking will occur in surface lots at a ratio of four spaces for every 1,000 gsf of building area.

The initial analysis identified a maximum development potential of approximately 165,000 gsf within the parcels listed in Table 1, or 140,000 gsf

excluding the Army Reserve parcels. As the preliminary master plan options were prepared and refined, it was determined that the development of some of these parcels would not support the vision for the campus, while other sites could accommodate new facilities. In addition, it was established that a parking ratio of 3.5 spaces for every 1,000 gsf of building area would be satisfactory as a parking standard for all three campuses. With these adjustments, it was estimated that the total build-out capacity of the campus is approximately 125,000 gsf. Acquisition of the two Army Reserve parcels would further increase the capacity by an estimated 25,000 gsf.

TABLE 1. FORT OMAHA CAMPUS DEVELOPMENT POTENTIAL

Parcel ID	Area (sf)	Area (ac)	FAR	Building Area (gsf)
Lawn West of Building 8	96,770	2.2	0.25	24,193
Upper Lawn South of Bldg 16	53,397	1.2	0.25	13,349
Upper Lawn North of Bldg 11	33,963	0.8	0.25	8,491
Sorenson Parkway Parcel	156,645	3.6	0.25	39,161
Lawn West of Building 30	42,851	1.0	0.25	10,713
Densify South Campus	662,753	15.2	0.25	46,393
Army Reserve Parcels	105,431	2.4	0.25	23,816
Total Future Parcels	383,626	8.8	0.07	166,115
Overall target FAR of 0.25 yields 0.07 FAR net gain				



Potential development sites on the Fort Omaha campus

SOUTH OMAHA CAMPUS

Campus Conditions

The 41.5-acre South Omaha campus is located south of downtown Omaha on a 42-acre site in the area bounded by Q Street, Edward Babe Gomez Avenue and 33rd Street. The surrounding area consists of the historic former Omaha stockyards to the north and east, meat processing plants to the west, and commercial uses to the south along Q Street. The stockyards are currently being redeveloped for light industrial use, with the exception of the land between Old Babe Gomez and new Babe Gomez Avenues, which was acquired by MCC for expansion of the campus. The historic Stockyards Exchange building remains directly north of the campus.

The campus comprises the original 25-acre site and the recently acquired 16.5-acre parcel north of Old Babe Gomez Avenue. The original site is divided into two areas through a significant change in grade. The upper area along Q street consists of a 5.5-acre parcel that currently contains a surface parking lot accessed from Q Street plus a small maintenance building. A stairway and ramp connect the upper area with the lower portion of the site. A joint City of Omaha/MCC library building is planned for this area. The lower portion of the site extends from the north edge of the embankment to Old Babe Gomez Avenue. This area contains two large, single-story, industrial-style academic buildings surrounded by surface parking. The 120,000 gsf Mahoney building is located on the west side of the campus and houses classrooms, labs, administrative and student service functions, including a



South Omaha campus is located next to the former Omaha Stockyards



Maintenance building on Q Street site



Surface parking at South Omaha

student lounge/dining area supported by vending machines. The 60,000 gsf Industrial Training Center (ITC) building is located to the east of Mahoney, and contains classrooms, labs for several applied technology programs, office space, a gym which is used as public assembly space, and another student lounge/dining area. There are several design issues with the two buildings, including utilitarian architecture, limited natural light, confusing circulation, and monotonous interior spaces.

The portion of the campus located within the former stockyards land is undeveloped and contains no significant site features.

With the exception of a landscaped area at the southeast corner of the campus next to Q Street and planters at the entrances of the Mahoney and ITC building, the South Omaha campus contains essentially no green space.

The campus is currently accessed from Q Street via entrances off Old Babe Gomez Avenue. The existing entrance off Q Street is awkward and constrained by the abutment of the bridge over the Kennedy Freeway. As a campus gateway, it gives inadequate orientation and identity. The new alignment of Babe Gomez Avenue provides better access to the campus. A regional transit facility currently in the planning stages will be developed on or adjacent to the campus.



Entrance to ITC building



Former stockyard land acquired for campus expansion



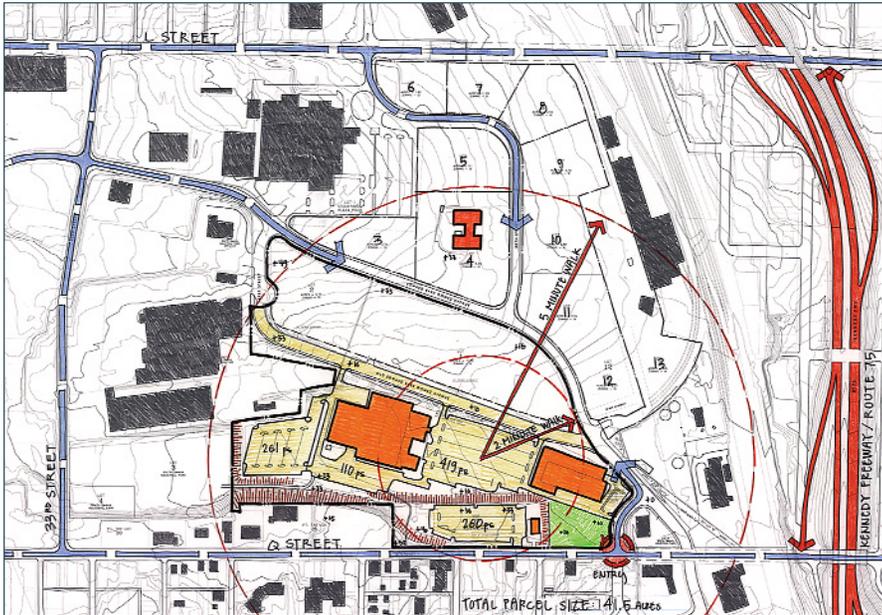
Existing South Omaha entrance feature

OPPORTUNITIES AND CONSTRAINTS

The following issues were considered in the preparation of the plan for the South Omaha campus:

Opportunities

- There is convenient access to the campus from the Kennedy Freeway and local streets, including L, Q and 33rd Streets.
- There is potential to create identity for the College on Q Street with the development of the new City of Omaha/MCC library.
- The library could be a focal point for the rest of the campus and could contain student service functions.
- The transit hub must be integrated into the campus circulation system.
- The hub can enhance connections between the campus and the surrounding community, including with nearby retail/commercial areas.
- There is potential to achieve synergies between the library and transit hub.
- There is potential to create visual connections between the campus and the Stockyard Exchange Building.
- The entire campus is walkable edge to edge within 2 - 4 minutes.
- Old Babe Gomez Road can be used as a private road or on-campus circulation route.



South Omaha campus analysis diagram

Constraints

- The main campus area lacks visibility from Q Street because of the grade change.
- There is a poor sense of arrival to the campus as entrance routes pass by back sides of buildings.
- There is no clear sense of arrival to the Mahoney building - the existing two entrances are confusing.
- One-story buildings make it difficult to define outdoor spaces on the campus.
- The existing heart of the campus consists of a surface parking lot.
- There is poor connectivity and pedestrian flow between buildings.
- There is essentially no green space on the campus.
- The campus currently lacks a sense of place.
- Pedestrian access between the main campus and the future library along Q Street must be addressed.
- Existing student life spaces on the campus are inadequate.
- Underground utilities will preclude development directly within the Old Babe Gomez right-of-way.



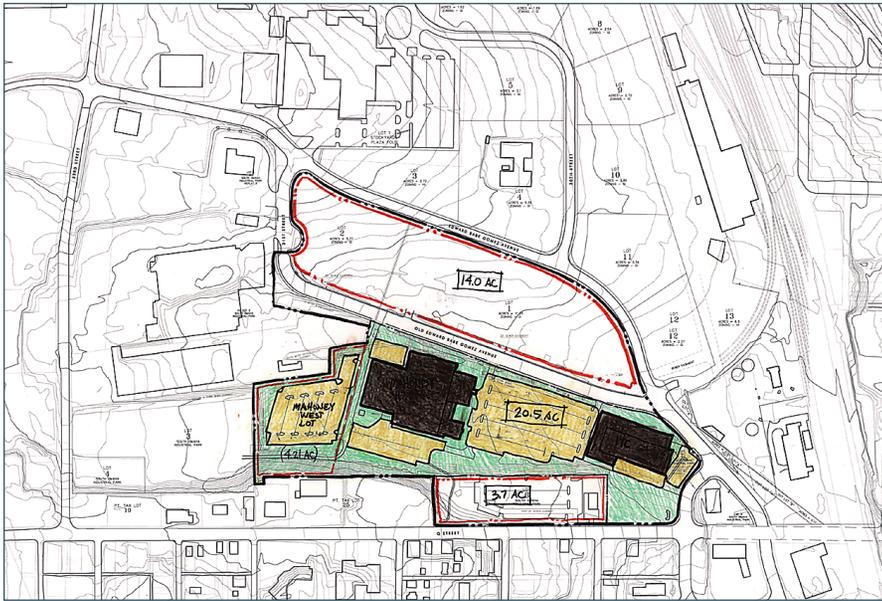
Stockyard Exchange building



Backside of ITC building at the entrance of campus



Existing heart of South Omaha campus



South Omaha Campus capacity diagram

CAMPUS CAPACITY

The initial analysis of the capacity of the South Omaha campus identified development potential within the newly acquired land north of Old Babe Gomez Avenue, the parking area west of the Mahoney building, and on one half of the Q Street site (the balance of this site was assumed to be reserved for the new library building). An FAR of 0.25 was also applied to this campus.

The total development potential of the South Omaha campus was initially estimated to be approximately 220,000 gsf. Subsequently, it was determined that the entire Q Street parcel would be reserved for the library, so it was removed from the inventory of available land. As a result, the estimated development capacity of the South Omaha campus was reduced to approximately 170,000 gsf of new development.

TABLE 2. SOUTH OMAHA CAMPUS DEVELOPMENT POTENTIAL

Parcel ID	Area (sf)	Area (ac)	FAR	Building Area (gsf)
Stockyard Expansion	610,593	14.0	0.25	152,648
Library (1/2 occupied)				22,500
Mahoney West Lot	183,462	4.2	0.25	45,866
Total Future Parcels	794,055	18.2		221,014

ELKHORN VALLEY CAMPUS

Campus Conditions

The 52-acre Elkhorn Valley campus is located at the western edge of the Omaha metropolitan region within the north-east quadrant of the West Dodge Road/204th Street interchange. The surrounding area currently consists predominantly of farmland; however, there are development plans for most of the land next to the campus, including a residential subdivision to the north, a new highway off-ramp to the south and an 80-acre regional park to the east. Two fast-food restaurants have been built recently on parcels immediately to the west of the campus, across 204th Street.

The campus is defined by its rural landscape, which has largely been preserved. The principal features of the landscape include significant topographical variation with a high point in the northwest quadrant, two stream corridors that run southeast and southwest across the site, wooded areas within the southeast and southwest areas, and prairie grass within the northeast. A nature center has been created through the wooded area. There are attractive views into the site from West Dodge Road

MCC facilities on the campus consist of the 120,000 Elkhorn Valley building plus an entrance drive and surface parking areas. The existing building has a somewhat utilitarian character. The building interior is structured around a wide main corridor with clerestory windows, which provide good natural light. Opposite the main entrance to the building, there is a student lounge area, with large windows that provide views into the campus landscape.



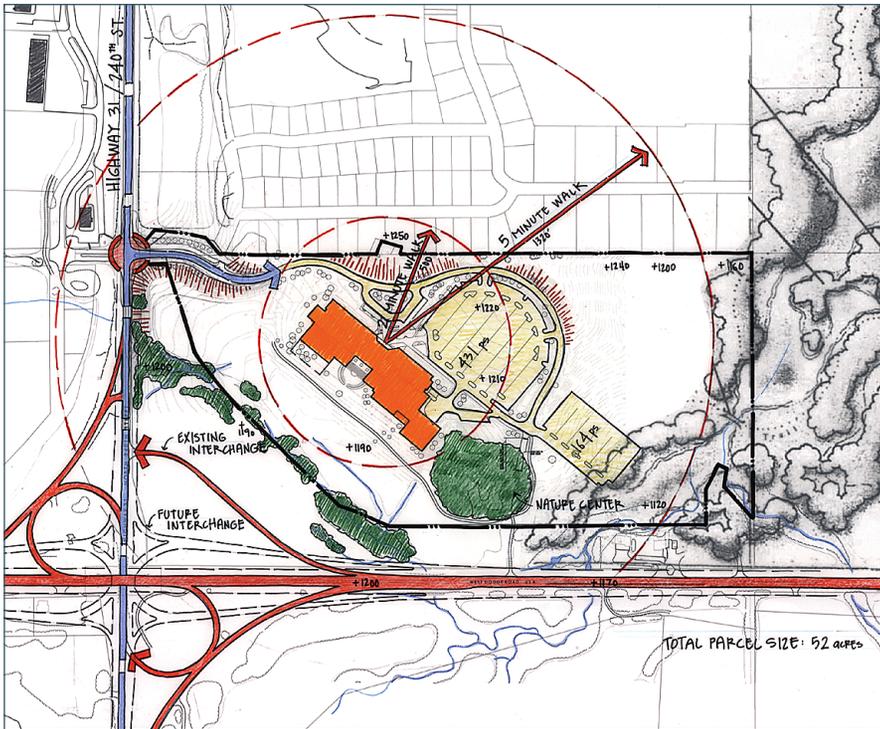
Elkhorn Valley location map



Elkhorn Valley is defined by its rural landscape



Student lounge



Elkhorn Valley campus analysis diagram



Existing entrance drive from 204th Street



View from Elkhorn Valley building

Given the simple organization of the campus, intra-campus circulation is straightforward and works well, although there is only one point of access to and from the public street system: on 204th Street. This intersection is complicated by the presence of the fast-food restaurants on the west side of 204th Street. An emergency access road exists from West Dodge Road, however, this route will be closed to accommodate the planned off-ramp from West Dodge. An alternative emergency access has been accommodated within the plan of subdivision to the north.

OPPORTUNITIES AND CONSTRAINTS

The analysis of campus conditions identified the following opportunities and constraints:

Opportunities

- There is significant potential to build on the high aesthetic quality of natural surroundings, including the stream corridors, nature center and mature woodland.
- The existing building takes advantage of high-quality views to the woodlands and stream.
- There is potential to establish landscape and road connections with the community park planned at the eastern edge of the campus.
- The redevelopment of the West Dodge Road/204th Street interchange may

create additional green space adjacent to campus property.

- Walking distances across the entire campus are manageable.
- There is convenient access to the campus from West Dodge Road and 204th Street

Constraints

- The campus currently lacks visibility and presence on West Dodge Road.
- The single entry point onto campus may present limitations.
- There is no public transportation to the campus.



Elkhorn Valley campus capacity analysis

CAMPUS CAPACITY

Two potential development areas were identified on the Elkhorn Valley campus: the north-east quadrant of the campus and the existing easterly parking lot. The analysis applied an FAR of 0.2 to estimate building area, which is consistent with the existing density of the campus and reflects the higher proportion of open space at Elkhorn Valley compared to Fort Omaha and South Omaha.

The preliminary analysis revealed an estimated development potential of approximately 145,000 gsf on the campus, which was confirmed as the master plan was developed and refined.

Parcel ID	Area (sf)	Area (ac)	FAR	Building Area (gsf)
Eastern Expansion	610,593	14.0	0.20	122,119
Lower Lot	122,927	2.8	0.20	24,585
Total Future Parcels	733,520	16.8		146,704

STRATEGY FOR GROWTH AND LEARNING ENHANCEMENT

BASIS

Two major forces drive the master plan. The first is the inadequacy of existing facilities. MCC has built no new building on any of its three campuses for over twenty years, and has seen enrollment growth of up to 50% during that time in addition to a major revolution in learning delivery systems and a significant redistribution of its student demographic. The growth has been in classroom-based and technology-based programs. Many of the spaces that exist were not designed with such programs in mind, and the spaces that exist - in particular at South Omaha - are not well suited to these uses. The larger campus environment is not supportive of the College's evolution to a more holistic approach to learning, designed to educate students who are flexible and problem-oriented, and ready for the kind of career mobility that today's economy demands. Faculty workspaces are also crowded and inadequate, and public spaces and student support spaces are very limited.

The second force behind the master plan is MCC's experience of continuing growth. Community colleges across the country have seen significant expansion of enrollment beyond what would be predicted by population growth, probably in large part because they have the flexibility to respond rapidly to emerging trends and needs. This flexibility makes community colleges powerful engines for local economic vitality, and argues forcefully for their continuing expansion.

KEY ELEMENTS OF THE STRATEGY

Phase I Campus Revitalization Plan

The underlying strategy behind the master plan is to implement a Phase I campus revitalization plan consisting of 165,000 gsf in new facilities, facility renovations and campus improvements, to address the space deficit and to leverage the effectiveness of MCC in providing targeted educational serv-



Faculty offices at South Omaha



Student lounge in ITC building



Computer lab at Fort Omaha



The campus revitalization plan may lead to increased enrollment in Applied Technology programs

ices to the four-county area. Addressing the space shortfall provides a major opportunity for reorganizing MCC's approach to learning delivery and creating the kind of campuses that reflect the changing role of community colleges in the spectrum of higher education. The Phase I projects (see Section 5) are fully justified by national space standards and critical to the College's continuing effectiveness.

The expectation is that the increased visibility and attractiveness created for each campus by the completion of Phase I will probably accelerate enrollment growth, leading to rapid implementation of Phase II. While the direction of longer-term program growth is impossible to predict, concentration of Applied Technology programs at South Omaha, and the creation of a dynamic, attractive and accessible campus at that location, coupled with public/private partnerships, may well lead to a major resurgence of demand for these important programs.

Accommodation of Growth on Existing Campuses

It is assumed that enrollment growth will be accommodated on the College's three existing campuses until capacity for expansion on those sites is exhausted. Developing a new campus or a series of new regional centers was rejected as an immediate solution in part to prevent diversion of necessary investment in the infrastructure and general quality of the existing cam-

puses, and in part because creation of additional major learning sites was not considered cost-effective with current levels of enrollment.

Concentration of Specialized Programs

Fully developing the existing campuses will allow for concentration of specialized programs on particular campuses, with resulting efficiencies and enhanced reputation of those programs resulting from a critical mass of activity. The quality of programs can be significantly improved when resources are pooled and faculty in related programs have more opportunity to plan collaboratively. It is hoped that each campus will become known for the distinctive programs it offers, in addition to more general programs. For example, the Institute for Culinary Arts will lend distinction to the Fort Omaha campus and make this historic site more of a potential destination. Similarly, concentration of all Applied Technology programs at South Omaha will allow for the centralization of specialized and costly facilities, while drawing attention to a unique concentration of programs on a distinctive and enhanced campus. Science and Health Careers programs will also be concentrated on this campus in a new Institute in a new building, giving more effective publicity and needed space to programs where professional development is sorely needed.

The following programmatic themes are proposed for each campus:

Fort Omaha

In addition to providing core programs for residents within easy commuting distance, Fort Omaha can develop distinctive programs that will enhance its

reputation regionally. The new Culinary Arts Institute defined by an enhanced Culinary Arts program has been suggested and has received strong support within the College community. As the College's flagship campus and the current home of the Culinary Arts program, Fort Omaha is well-positioned to host the Institute. Locating such a distinctive program on the existing campus will also contribute to the enhancement of the image and effectiveness of the campus.

South Omaha

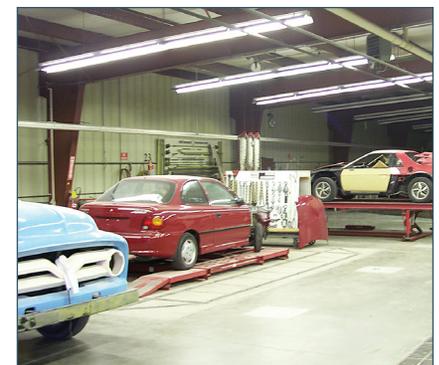
The South Omaha campus abuts a densely populated, low-income neighborhood, currently largely Hispanic, very much in need of cultural resources. The City plans to site a new public library on the campus and the campus will also be a hub in a new public transportation system. Working with these new amenities, the campus should plan to evolve as a community resource center and cultural center, and to act as an economic engine for the area. It should be open and welcoming to the community. To attract interest from a wider circle in addition to serving the educational needs of local residents, it should develop distinctive programs such as a Center for Applied Technologies, a Health Careers Institute and a Language and Culture Institute.

Elkhorn Valley

The Elkhorn Valley campus should continue to deliver core programs for residents in the western Omaha metropolitan area. The campus will also attract a larger regional reputation if it develops distinctive programs such as an Institute for Creative Studies.



Existing culinary arts facilities at Fort Omaha



Applied Technologies will be concentrated at South Omaha



Socially supportive learning environment



Existing library at Elkhorn Valley

IMPROVEMENT OF CAMPUS EXPERIENCE

An additional concern was the need to develop more of a campus experience for students, rather than simply "convenience shopping" for classes. The College hopes to put individual classes in the context of a "learning community" by providing enhanced student support services, improved facilities for new technology-supported approaches to learning, and an environment that encourages socially supportive learning.

IMPLEMENTATION PARAMETERS

Long-term Growth Projections

The College has developed two alternative enrollment growth projections. The first is based on demographic growth predicted by the 2000 Census. These data suggest that when credit and non-credit students are combined, MCC will grow cumulatively by less than 1% per year. This rate of expansion will not exhaust for up to 40 years the capacity of the current campuses to absorb new buildings and related parking while retaining an appropriate level of spatial and environmental quality.

This relatively slow rate of growth has not been MCC's experience. Nationally there has been growing demand for community college education, and MCC has kept pace with national trends. An alternative projection developed by the College suggests potential growth of up to 86% over the

next 20 years at an annual growth rate of approximately 4.75%. This growth rate is consistent with experience over the previous decade. While it is inappropriate to develop a comprehensive plan for the next twenty years, the master plan has examined the consequences of this growth. This growth level will exhaust the capacity of the existing campuses over the next decade, and will require the development of a new 400,000 to 500,000 gsf campus in the following decade, probably with at least two additional regional centers in addition to Sarpy, Fremont and Bellevue.

Campus Capacity and Build-out Timeframe

The total development capacity of MCC's campuses was estimated in the first phases of the master planning study to be approximately 455,000 gsf (excluding the South Omaha campus library site). A portion of this capacity will be absorbed by the Phase I development program, leaving an estimated development capacity of 300,000 gsf on the three campuses. The time it will take to build-out the remaining development capacity on the campuses will depend on the rate of enrollment growth, as discussed above, and the ratio at which space is provided to support enrollment growth.

Given the remaining build-out capacity of the three campuses, it is estimated that none of the campuses will reach capacity for at least 20 years, and perhaps as long as 40 years, if enrollment growth simply keeps pace with regional population growth. However, if the College achieves the more aggressive growth target, as seems likely, the Fort Omaha campus could

TABLE 1. ESTIMATED TIME TO REACH BUILD-OUT (ALL CAMPUSES)

Growth Scenario	Annual Space Need	Years to Capacity
Demographic Growth	6,660	20+
Market Share Increase	33,107	8+

TABLE 2. ESTIMATED TIME TO REACH BUILD-OUT (EACH CAMPUS)

Growth Scenario	FOC	SOC	EVC
Years to Capacity			
Demographic Growth	20+	20+	20+
Market Share Increase	8	11	20

reach capacity within 8 years, the South Omaha campus within 10 years, and the Elkhorn Valley campus within 20 years, based on the existing distribution of enrollment over the three campuses. If, as anticipated, enrollment grows at a faster rate at the Elkhorn Valley campus, that campus could reach capacity much sooner. Since many students show a documented readiness to commute to any one of the three campuses, depending on availability of courses, build-out plans can be flexible.

IMPLEMENTATION RECOMMENDATIONS

Major Campuses

It is recommended that initial investment be concentrated on major campuses, while preserving the option to allocate resources to regional centers as opportunities arise. A critical mass of activity is important in achieving the more comprehensive approach to education that characterizes MCC's evolving approach. Regional centers can be valuable in providing local access to important credentialing programs, and in providing a transition for students to the more comprehensive education that can be offered on the major campuses.

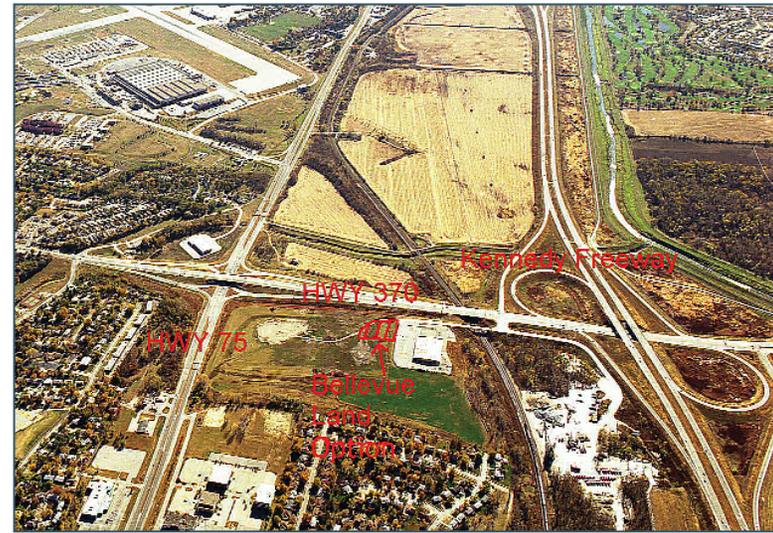
Each of MCC's three current campuses could be built out within ten years. While additional construction would theoretically be possible on the existing campuses, by building higher and introducing structured parking, such an approach seems undesirable both because of major increases in cost and because of the need for community colleges to provide relatively localized service. As Omaha expands, a new campus location further from downtown will be desirable.

A fourth major campus may be necessary in about ten years if current growth patterns continue. The campus should have a capacity of 400,000 to 600,000 square feet and associated parking. Site conditions will determine the acreage required.

Local communities may see acquiring an MCC center as a major coup, and taxpayers in the four county area may be attracted to seeing their tax dollars spent close to home. Sometimes land is made available to the College at low cost or no cost to encourage the creation of a local center. These centers can be effective in providing a range of heavily enrolled, non-specialized core courses. They should not attempt to be full-service operations, or "mini-campuses." Such a strategy would be inefficient and difficult to manage.

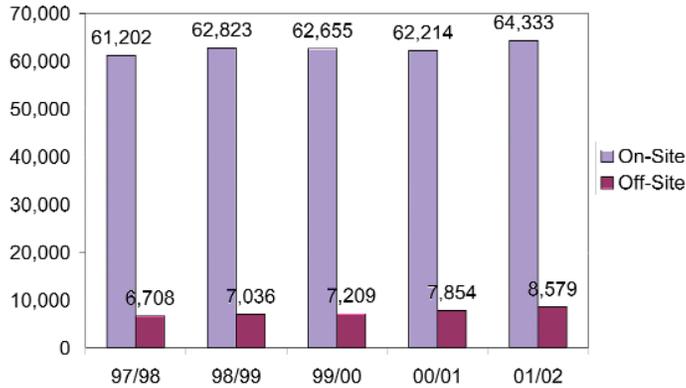
Population growth and program demand suggest that the Fremont and Bellevue center sites are good potential candidates for future regional center development. The option to acquire and develop these sites should be preserved. Investment in new facilities should be considered as opportunities arise, taking into consideration the need to address the space limitations of the existing campuses.

The size of regional centers should be limited to a suite of classrooms and supporting office space with a total area of 10,000 to 15,000 gsf. These facilities can be combined with other public services, such as the public library and public meeting rooms at the Sarpy Center. The preliminary proposal for the Fremont Center is probably too large to fit these criteria. The Bellevue site can only accommodate a small and appropriately sized center.



Aerial Views of Bellevue and Fremont center sites

On-Site and Off-Site Headcount



There has only been a two percent increase in off-site enrollment from 1998 to 2002

Population projections will give the best indication of appropriate locations for additional new centers. Careful consideration of the optimum location for a new full-service campus should be completed before any siting of new regional centers is undertaken. It is possible that if a sufficiently large site were available, a regional center could be developed in Phase II as the first stage of a future major campus.

There has been some optimism that technology-based distance learning will take the place of much classroom-based instruction, reducing the cost of education delivery by eliminating or reducing investment in facilities. If this optimism were justified, space need projections for MCC could be drastically reduced.

For-profit institutions such as the University of Phoenix have been successful and profitable in using this approach, as have some community colleges. In Maricopa Community College, the largest system of its kind in the country, one complete college in the system relies entirely on distance learning, though it remains a relatively minor segment of the college's overall enrollment. At MCC, growth in demand for on-line learning has been relatively slow, and it is unlikely that it will replace the on-campus experience for the majority of MCC students. The continuing popularity of campus-based instruction nationally seems to reinforce John Seely Brown's contention that "all learning is fundamentally social."

There is growing interest in "hybrid" education, where online learning is reinforced by face-to-face on-campus interaction and, conversely, some of the more mechanical tasks of learning that can make classroom learning tedious and inefficient are handled on-line in a self-paced asynchronous environment, either on-campus or off. With such an approach, it should theoretically be possible to have classes meet less frequently, reducing the need for classroom space. To date, the reality has been that informal learning space on campuses has proved extremely effective in encouraging more "learning per square foot;" but these spaces have to be provided, so that any reduction in the need for classroom space is offset by the need to provide alternative areas for study. Learning centers, where students work on computers in clusters in a slightly more formal setting and have ready access to instructors as they work, are also highly effective and popular, and are often more efficient than traditional classrooms. However, most faculty still find classrooms necessary, with the result that the overall demand for space per student on campuses has grown rather than shrunk over the past decade. The space is simply designed and used differently.

This trend is reflected in the master plan, which incorporates provision for learning centers and informal learning areas on each campus. If in reality the demand for traditional classroom space diminishes after the completion of Phase I, and there is a major swing to on-line learning, there may be some additional efficiencies of space use that become possible. At this stage, there is no evidence, either at MCC or elsewhere, to justify such a prediction.

**DEVELOPMENT PROGRAM
AND SPACE MIGRATION
STRATEGY**

PHASE I DEVELOPMENT PROGRAM

Continuance of the current patterns of overcrowding at MCC will prevent development of the quality programs that will best serve the Omaha community and its workforce. Given the College's anticipated growth in programmatic offerings and enrollment, the need for appropriate space is only expected to increase. Consequently, it is recommended that the current space deficit be addressed as a priority action through a comprehensive building program over the next five years.

A comprehensive Phase I development program consisting of several "priority projects" is proposed to address the space deficit. The Phase I program was conceived based on the master plan assessment of space need, MCC's identification of facility needs outlined in the 2002 Facility Program and Services Needs document, the College's strategic program objectives outlined in the 2001 Strategic Initiatives plan, and the proposed programmatic themes outlined in the Strategy for Growth and Learning Enhancement.

TABLE 1. NEW SPACE PROVIDED

	Area (asf)	Area (gsf)
New Space Created		
Culinary Arts Building	10,000	14,286
FOC Learning Hub/Library	20,000	28,571
SOC Library	8,600	12,300
SOC Learning Hub	25,000	35,714
SOC Sciences and Health Building	21,000	30,000
SOC Facilities Building	10,000	14,286
EVC Learning Hub	21,000	30,000
Total New Space	115,626	165,180
Less Non-Storage Space Demolished	18,871	26,959
Net New Space	96,755	138,222

The Phase 1 development program consists of the projects listed in Table 1.

Implementation of the program will need to be calibrated with the College's funding abilities.

The Phase I development program consists of the projects listed in Table 1 and described below. It should be noted that, while College faculty and staff conveyed a strong interest in having on-site fitness facilities at each of the campuses, the list of Phase I projects does not specifically include such facilities. However, as part of the building program for each new project, it is recommended that consideration be given to incorporating either a full fitness center or support amenities, such as showers and change rooms.

FORT OMAHA CAMPUS

Two new buildings and two major building renovations are proposed for the Fort Omaha campus:

Culinary Arts Building (15,000 gsf)

The College has identified the need for a new building to house an expanded culinary arts program, which is anticipated to become one of MCC's flagship programs. The new building will allow the program to grow from its current 6,000 asf in Building 10 to approximately 10,000 asf, and is expected to incorporate a community-oriented restaurant component. The building will contain required instructional space as well as associated dining facilities.

Learning Hub/Library (30,000 gsf)

MCC's Facility Program and Services Needs document outlines the concept for a learning hub at each campus that would create a more visible presence for student services and a welcoming environment for students and the community. The learning hubs would include areas for study, casual interaction, access to information and food and beverages, and space for traditional collegiate activities such as student government, social clubs, etc.

The space analysis identified the need for significantly more library and study space at each campus. Given the compatibility of these functions with the student-oriented focus of the learning hubs, the vision for the learning hub has been expanded to include library or learning center spaces. The combined learning hub/library buildings are envisioned to become dynamic hubs of student activity on each campus.

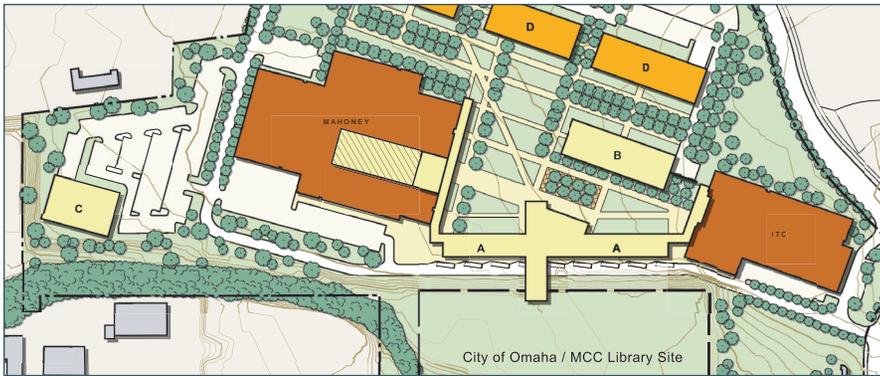
The learning hub/library at the Fort Omaha campus will provide a new home for the Fort Omaha library and student service and learning center functions currently located in Building 10. The relocation of these functions to the new building also creates the opportunity to address the need for other space types, such as classrooms and faculty offices, in vacated space.



Fort Omaha Campus Phase I development program



In Phase I the mule barn will be renovated for a conference center



South Omaha campus phase I development program

Existing Building	
Phase 1	
Phase 1 Renovation	
Phase 2	

Building Renovations

The first Phase I project will be renovations in Building 10 to create an improved and enlarged sciences area to meet the critical need for more science labs. Specifically, the greenhouse and architectural drafting and design spaces will be renovated for science labs. The Phase I program also provides for the renovation of the mule barn for use as a conference center, which will serve the entire College, plus the renovation and possible expansion of Building 20 for use by the Facilities Department. The space moves required to implement the renovation of these buildings are described in the Space Migration and Building Use Strategy below.

SOUTH OMAHA CAMPUS

Four new buildings and a substantial renovation of the Mahoney building are proposed to address the need for space at the South Omaha campus:

Library (41,000 gsf)

A new library at the South Omaha campus is currently in the advanced planning stages. The library will be a joint City of Omaha/MCC facility that will combine the City's new community branch library with the College's research library. It will also contain meeting space and support functions. MCC's share of the library will amount to approximately 12,000 gsf.

Learning Hub Connector Building (35,000 gsf)

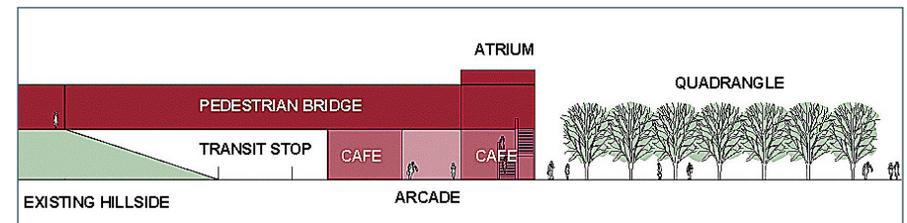
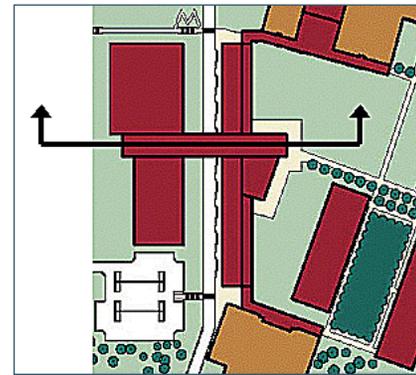
The South Omaha learning hub connector building will contain student service functions currently located in the Mahoney building, a new learning center, classrooms, faculty offices and service uses associated with a planned adjacent transit hub. The building will be designed to link the Mahoney and ITC buildings, and will be connected to the new library via a pedestrian bridge.

Sciences and Health Building (30,000 gsf)

The Sciences and Health Careers building is proposed to accommodate Science programs currently offered at the South Omaha campus, as well as the consolidation of Health Careers programs from the Fort Omaha and Elkhorn Valley campuses. The building will also contain new classrooms, labs and faculty offices.

Facilities Building (15,000 gsf)

A new Facilities Department building is proposed to address the need for operations and storage space at the South Omaha campus. This building could also be used to provide temporary space for the Autobody program, which is currently located on the Fort Omaha campus and which will need to be relocated to facilitate new development at that campus.



Learning hub connector building

Mahoney Building Renovation

The Phase I development program includes a major renovation of the Mahoney building to accommodate Applied Technology programs relocated from other campuses. The space moves involved in the renovation are described in the Space Migration and Building Use Strategy below.



Elkhorn Valley Phase I development program

ELKHORN VALLEY CAMPUS

Learning Hub Building (30,000 gsf)

The Elkhorn Valley learning hub building will help to address a significant portion of the space deficit at the Elkhorn Valley campus. The building will contain student service functions currently located in the main Elkhorn Valley building as well as new student "soft spaces," a learning center and 9,000 asf of new classroom and faculty office space.

REGIONAL EDUCATION CENTERS

The Phase I program does not specifically provide for any facilities investment at the Bellevue and Fremont Regional Center sites. However, the College should preserve the option of developing these sites should appropriate opportunities arise.

IMPACT OF NEW FACILITIES ON SPACE DEFICIT

Together, the Phase I development program will add nearly 165,000 gsf of space to the three campuses. As several existing underutilized buildings on the Fort Omaha campus will need to be demolished to accommodate parking on that campus, the net space gain resulting from the priority projects will be approximately 140,000 gsf (see Table 1). This represents approximately 70% of the College's 200,000 gsf space deficit. The impact of the priority projects on the overall space deficit is illustrated in Table 2.

SPACE MIGRATION AND BUILDING USE STRATEGY

PROGRAM REDISTRIBUTION

The implementation of the Phase I development program creates the opportunity to reorganize programs across MCC's three campuses in accordance with the proposed programmatic themes outlined in the Strategy for Growth and Learning Enhancement, and to achieve a better balance between program need and space. The Space Migration and Building Use Strategy outlines an approach to implement the proposed program reorganization, and to maximize the use of existing and new space at each campus. The program moves described in the strategy are preliminary suggestions that should be evaluated within the context of the College's overall programmatic objectives.

TABLE 2. IMPACT ON SPACE DEFICIT

Space Needed/Provided	Area (asf)	Area (gsf)
Existing Space Deficit	140,000	200,000
Less Net New Space Provided	96,755	138,222
Remaining Deficit	43,245	61,778
Proportion of Deficit Addressed by New Space	69%	69%

PROGRAM MOVES AND SPACE REASSIGNMENT

The Space Migration and Building Use Strategy consists of proposed primary program moves, which are the major program relocations that are suggested to realize the College's program objectives, plus space re-assignments that are proposed to achieve organizational improvements using space vacated by the primary moves. Programs or spaces not specifically referenced in the strategy are assumed to remain in place.

Primary Program Moves

The principal objectives that underlie the primary program moves include:

- Providing a new facility for the Culinary Arts program that will meet the demand for this popular program, enhance its reputation and improve its visibility.
- Implementing the vision for a learning hub at each of the campuses by concentrating library, learning center and student service functions in planned new learning hub facilities at each campus.
- Consolidating Applied Technology programs onto the South Omaha campus by relocating these programs from the Fort Omaha and Elkhorn Valley campuses to South Omaha.
- Consolidating the College's Health Careers programs onto the South Omaha campus and providing up-to-date lab facilities for the College's science programs on all campuses.

- Consolidating Facilities Department operations on the Fort Omaha campus and providing adequate Facilities space at the South Omaha campus.

The suggested primary program moves are summarized in Table 3. Most of these moves will be accommodated within new facilities created in the Phase I development program, with the exception of Applied Technology programs, which will be consolidated in renovated space in the Mahoney and ITC buildings. It is recommended that a detailed programming study be undertaken for these buildings, including an assessment of opportunities to consolidate space, prior to the implementation of the proposed program moves.

TABLE 3. SUMMARY OF PRIMARY PROGRAM MOVES

Program	Current Location	Proposed Location
Culinary Arts Building	FOC 10	FOC Culinary Arts Building
FOC Student Services / Library	FOC 8, 10, and 17	FOC Learning Hub / Library
Office	FOC 1	FOC 30
SOC Student Services / Library	SOC Mahoney	SOC Learning Hub
Applied Technology		
Machining	SOC Mahoney	SOC ITC
Autobody Technology	FOC 20 and 21	SOC Mahoney
Construction Technology	FOC 21	SOC ITC
Welding	FOC 26 / SOC ITC	SOC Mahoney
AHR	EVC	SOC Mahoney
Arch. Drafting / Design	EVC	SOC Mahoney
Mfg. Drafting / Design	FOC 10	SOC ITC
Civil Engineering	EVC	SOC Mahoney
Sciences / Health		
Sciences (South Omaha Campus)	SOC Mahoney	SOC Science / Health Bldg.
Nursing	FOC 10	SOC Science / Health Bldg.
Surgical Technology	FOC 10	SOC Science / Health Bldg.
Dental Assisting	SOC Mahoney	SOC Science / Health Bldg.
Respiratory Care Tech.	SOC Mahoney	SOC Science / Health Bldg.
EVC Student Services / Learning Center	EVC	EVC Learning Hub
Facilities		
FOC	FOC 21, 22, 23, 24,70	FOC 20
SOC	SOC Storage, Mahoney, and ITC	New Facilities Building

Space Re-assignments

Implementation of the recommended primary moves creates the opportunity to re-program vacated space for alternative uses. The main objectives of the proposed space re-assignments are to further rationalize program distribution across the three campuses, and to balance program need with suitable space in appropriate locations. The space re-assignments also include several building demolitions on the Fort Omaha campus that are needed to create building sites or parking for Phase I development program projects.

The recommended space re-assignments and building demolitions are summarized in Table 4.

IMPACT ON CAMPUS SPACE DEFICITS

The following section summarizes the effect of the Phase I development program and space moves on the deficit at each of the campuses (Tables 5, 6 and 7). The detailed accommodation of the deficit and impact of the space moves is described in detail in Appendix A to this report.

TABLE 4. SUMMARY OF SPACE RE-ASSIGNMENTS AND BUILDING DEMOLITIONS

Vacated Space	Proposed Use
FOC 8 Library	<ul style="list-style-type: none"> • Create new Business Technology Training Center with business and computer labs and faculty offices
FOC 10 Culinary Arts Student Services Greenhouse Mfg. Drafting/Design Nursing, Surgical Tech.	<ul style="list-style-type: none"> • Maintain for student cafeteria and lounge • Create new learning center with faculty offices and computer labs; possible use by Criminal Justice, Human Services, Early Childhood Education • Convert to science lab • Convert to science lab • Use for classroom or computer lab
FOC 17 Library	<ul style="list-style-type: none"> • Public Safety expansion or other use
FOC 21 Entire Building	<ul style="list-style-type: none"> • Renovate for use as conference center

TABLE 4. (CONTINUED)

Vacated Space	Proposed Use
FOC 25 Mechanic Shop	<ul style="list-style-type: none"> • Use for storage
SOC Mahoney Student Services Library Allied Health	<ul style="list-style-type: none"> • Convert to faculty offices • Renovate for applied technologies • Renovate for applied technologies
SOC ITC Gym	<ul style="list-style-type: none"> • Renovate for applied technologies
EVC Arch. Drafting/Design AHR Civil Engineering Student Services	<ul style="list-style-type: none"> • Renovate to address space deficits
FOC 22, 23, 24, 26 and 70	<ul style="list-style-type: none"> • Demolish to accommodate new buildings or parking

FORT OMAHA CAMPUS

The current space deficit at the Fort Omaha campus is estimated to be 58,000 gsf. Other space needs identified by College staff create a total space need of approximately 70,000 gsf. The two Phase I development projects proposed for the Fort Omaha campus will add 43,000 gsf to the campus,

while the relocation of programs to South Omaha will make approximately 51,000 gsf available for re-use. With the demolition of 27,000 gsf of space for building sites and parking, the space needs at Fort Omaha will essentially be balanced.

TABLE 5. IMPACT ON SPACE DEFICITS: FORT OMAHA CAMPUS

	Area (asf)	Area (gsf)
Current Space Deficit		
Assembly and Exhibition	6,000	8,571
Library and Study	7,000	10,000
Student Service/Lounge	11,000	15,714
Estimated Portion of Lab Deficit		
Culinary Arts	5,000	7,500
Science	3,700	5,286
Business	3,000	4,286
Computer	5,000	7,143
Total Deficit (including Labs)	40,700	58,143

TABLE 5. (CONTINUED)

Other Identified Space Needs		
Conference Space	6,000	8,571
Faculty Office Space	3,000	4,286
Total Other Space Needs	9,000	12,857
Total Fort Omaha Space Needs	49,700	71,000
New Space Creates		
Culinary Arts Building	10,000	14,286
FOC Learning Hub / Library	20,000	28,571
Space Moved to South Omaha Campus	36,000	51,429
Total New Space Created	66,000	94,286
Subtotal Surplus/(Deficit)		
Total Space Created	66,000	64,286
Less Total Fort Omaha Space Need	49,700	71,000
Less Non-Storage Space Demolished	18,871	26,959
Surplus/(Deficit)	(2,571)	(3,673)

SOUTH OMAHA CAMPUS

The current space deficit at the South Omaha campus is estimated to be 85,000 gsf and the program moves outlined in the Space Migration Strategy will generate a need for another 65,000 gsf on the campus resulting in a total space need of 150,000 gsf. The recommended Phase I development projects will add over 90,000 gsf of new space to the South Omaha campus

reducing the deficit to approximately 57,000 gsf. As a portion of the need for assembly and exhibition space will be addressed in the new conference facility at the Fort Omaha campus, it is estimated that a deficit of 50,000 gsf will remain at South Omaha following the implementation of the program moves outlined in the Space Migration Strategy.

TABLE 6. IMPACT ON SPACE DEFICIT :
SOUTH OMAHA CAMPUS

	Area (asf)	Area (gsf)
Current Space Deficit		
Assembly and Exhibition	5,000	7,143
Library and Study	12,000	17,143
Student Service/Lounge	17,000	24,286
Office and Support	6,000	8,571
Operations and Storage	10,000	14,286
Estimated Portion of Lab Deficit		
Nursing	3,000	4,286
Science	2,000	2,857
Allied Health	1,500	2,143
Business	1,500	2,143
Computer	2,000	2,857
Total Deficit (including Labs)	60,000	85,714

TABLE 6. (CONTINUED)

	Area (asf)	Area (gsf)
Space Moved from Other Campuses		
FOC	36,252	51,789
EVC	9,694	13,849
Total Space Moved to SOC	45,946	65,637
Total South Omaha Space Needs	105,946	151,351
New Space Created		
SOC Learning Hub	33,626	48,037
SOC Sciences and Health Building	21,000	30,000
SOC Facilities Building	10,000	14,286
Total New Space Created	64,626	92,323
Subtotal Surplus/(Deficit)		
Total Space Created	64,626	92,323
Plus Space Need Satisfied at FOC	5,000	7,143
Less Total South Omaha Space Needs	105,946	151,351
Surplus/(Deficit)	(36,320)	(51,885)

ELKHORN VALLEY CAMPUS

Elkhorn Valley has a current space deficit of approximately 58,000 gsf. The development of the new Elkhorn Valley learning hub building, and the subsequent implementation of the recommended program moves will create over 43,000 gsf of new space on the campus. These moves will reduce the current space deficit to approximately 15,000 gsf.

TABLE 7. IMPACT ON SPACE DEFICITS:
ELKHORN VALLEY CAMPUS

	Area (asf)	Area (gsf)
Current Space Deficit		
Assembly and Exhibition	9,000	12,857
Classrooms	45,000	6,429
Library and Study	8,000	11,429
Office and Support	6,000	8,571
Student Service/Lounge	9,000	12,857
Estimated Portion of Lab Deficit		
Business	1,500	2,143
Computer Technology	1,500	2,143
Science	1,500	2,143
Total Elkhorn Valley Space Need	41,000	43,857

TABLE 7. (CONTINUED)

	Area (asf)	Area (gsf)
New Space Created		
Learning Hub Building	21,000	30,000
Space Moved to South Omaha Campus	9,700	13,857
Total New Space Created	30,700	43,857
Surplus/(Deficit)		
Total Space Created	30,700	43,857
Less Total Elkhorn Valley Space Need	41,000	58,571
Surplus/(Deficit)	(10,300)	(14,714)

PHASE II DEVELOPMENT PROGRAM

The following Phase II development program is proposed to support program and enrollment growth. The Phase II program assumes that a maximum of 300,000 gsf of additional development can be accommodated on the three campuses once the Phase I program has been implemented. It is recommended that the College establish a strategy for implementation of the Phase II program that links strategic objectives and enrollment growth with facility needs.

TABLE 8. PHASE II DEVELOPMENT PROGRAM

	Area (asf)	Area (gsf)
FOC		
Academic Building 1/Culinary Arts Expansion	15,000	21,429
Academic Building 2	21,000	30,000
Administration Building	21,000	30,000
Residential (if needed in the Future)	--	--
Total FOC Phase II Development Program	57,000	81,429
SOC		
Academic Building 1	21,000	30,000
Academic Building 2	21,000	30,000
Academic Building 3	21,000	30,000
Total SOC Phase II Development Program	63,000	90,000
EVC		
Academic Building 1	21,000	30,000
Academic Building 2	21,000	30,000
Academic Building 3	21,000	30,000
Facilities Building	10,000	15,000
Total EVC Phase II Development Program	73,000	105,000

CAMPUS PLANS

Vision for MCC

The findings of the master plan campus analysis have been integrated with the Strategy for Growth and Learning Enhancement, development program and Space Migration and Building Use Strategy to determine a design for build-out on each campus. The focus on each campus is to develop over time a close-knit, effective, learning community that will be a magnet for its own neighborhood as well as a major draw for the surrounding region. The campuses must also be convenient and attractive for MCC's constituency of part-time commuter students. With growing emphasis on remote, computer-based instruction, the campus will increasingly become an essential complement to online learning, providing the social context in which learning takes on meaning and becomes embedded. This means that the campus must be more than a range of closed-door classrooms opening off a dark corridor. It must provide a social context, with opportunities for group and individual study,

and for informal exchange of knowledge, experience and ideas. It must feel like a place worth visiting and spending time in. It must be attractive inside and out, and outdoor areas must have a sense of place, and not merely represent space for driving between buildings. Thoughtful and attractive landscaping is critical. Parking must be adequate and close, and public transportation should be available if possible. The campus should have a sense of entry and arrival so that students feel welcome and know where to go. Faculty and student services must be located so as to be accessible to students; food should be part of the campus experience.

These concerns for an educational and social vision translate into village-like groupings of buildings and functions, described in text and illustrative material below, placed in landscape settings that develop a real identity for each campus. A phasing sequence for implementation has been incorporat-



Models illustrate the build-out of the three campuses

ed in the plan, as have the campus, landscape and building design guidelines, conceptual infrastructure plans and estimates of probable costs (Appendices B and C).

CAMPUS PLANNING AND DESIGN PRINCIPLES

The following planning and design principles guide the plans for each of the MCC's three campuses:

CREATE A DISTINCT SENSE OF PLACE

It is important to create a distinct identity and sense of place for each campus. The Fort Omaha campus already has a strong identity, with its historic fort buildings, mature landscape and Parade Ground, while the identity of the Elkhorn Valley is defined by its natural surroundings of streams and woodland. Planned new development at the South Omaha Campus presents the opportunity to create a unique identity for that campus.

ESTABLISH A UNIFIED CAMPUS FRAMEWORK

To ensure that future buildings and open spaces contribute to the vision for each campus, the master plan must establish a unified framework within which future growth can occur. The framework for each campus must coherently link buildings, open spaces, circulation and parking.



The Parade Ground at Fort Omaha



The natural landscape defines Elkhorn Valley



Clear pedestrian routes will strengthen each campus



The plans should build upon the context and history of each campus.

CREATE A PEDESTRIAN FRIENDLY CAMPUS

As each campus grows, future facilities and program should be concentrated in order to reduce walking distances between buildings. Clear connections and landscaped pedestrian routes are encouraged, in addition to enjoyable outdoor gathering spaces.

ENGAGE CAMPUS AND COMMUNITY

The design of each campus should encourage community engagement. This is already happening on the Fort Omaha Campus, where community events are often held on the Parade Ground. The development of a new joint City of Omaha/MCC library on the South Omaha campus will help to strengthen the relationship between the College and the South Omaha community. At Elkhorn Valley, the opportunity exists to draw the community onto the campus through landscape, vehicular and pedestrian connections with a proposed adjacent regional park.

BUILD UPON SITE CONTEXT AND HISTORY

The master plan for each campus should build upon the context and history of each site. Future development should preserve an appropriate balance of existing natural features and historic buildings. The design of each campus should respond to the historic and neighborhood context in which it has evolved.

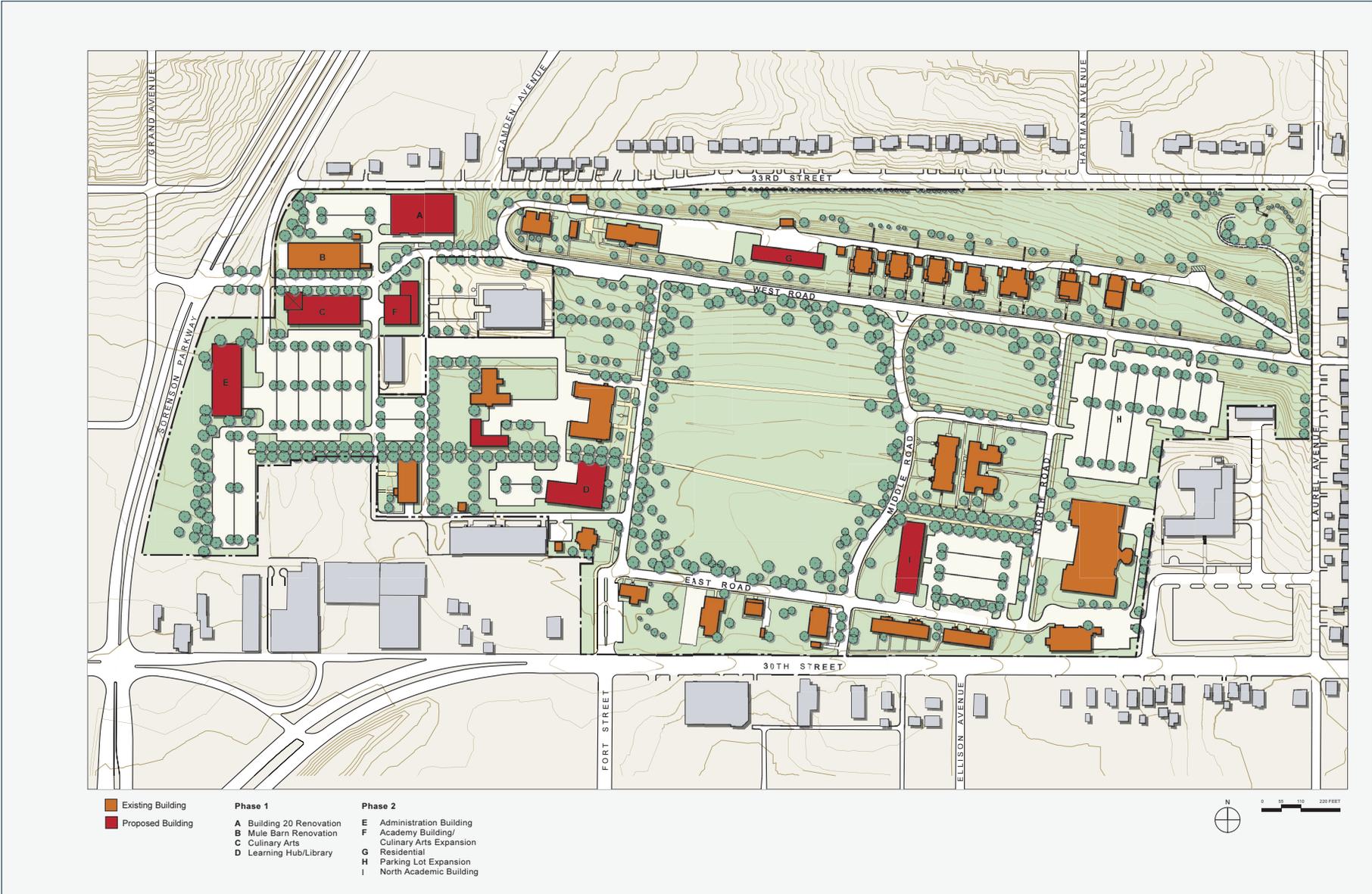


New entrance to Fort Omaha with Culinary Arts building and renovated mule barn.

FORT OMAHA CAMPUS PLAN

Vision

At Fort Omaha, the plan hinges on a strategy to make this historic campus more visible and accessible to students and the public. Currently, the majority of educational programs are concentrated at the extreme north end of the campus, preventing the buildings and spaces of the former fort from becoming an integral part of the campus experience. Phase I of the plan begins to integrate the southern end of the campus by creating a new and highly visible entry off Sorenson Parkway, and siting the proposed new Culinary Arts Institute at the entrance, visible from the highway and able to attract area residents and visitors to the campus. The Culinary Arts Institute will be complemented by conference center facilities housed in the adapted adjacent mule barn building, which is on the National Register of Historic Places. Also in Phase I, a learning hub and library for current and potential students are planned at the southern end of the Parade Ground, providing central and visible access to all student services and beginning the transition to a campus that makes optimum use of the entire land area. This learning hub/library building will reinforce a sense of campus community and new approaches to learning. Its completion will free up significant space for additional classrooms in Building 10 to accommodate growing enrollments.



Fort Omaha campus plan

CAMPUS STRUCTURE AND ORGANIZATION

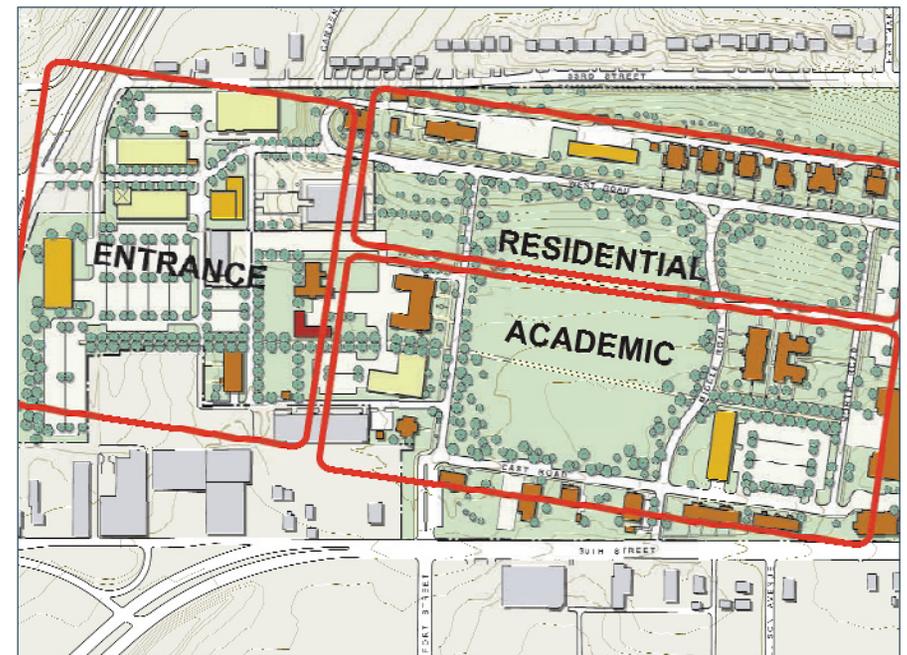
The master plan for the Fort Omaha campus delineates three precinct areas, which are defined by the principal existing or planned future uses and program. Each precinct will be supported by sufficient parking to serve all uses within the precinct, and buildings will be sited within short walking distances of each other. The precincts will be linked by strong open space, pedestrian and vehicular links. The three areas are the Academic Core, the South Campus and the West Road Residential Area:

The Academic Core encompasses the central area of the campus around the Parade Ground where the College's principal academic functions are concentrated. Future development within the Academic Core, including the learning hub/library and a new classroom building, will enhance the academic function of the area and will be sited to frame the Parade Ground. The existing pedestrian connection through the Parade Ground will be enhanced to link academic uses on the north and south edges of the precinct.

The South Campus consists of the area south of the Academic Core extending to Sorenson Parkway. With the relocation of Applied Technology programs to the South Omaha campus and the rationalization of Facilities Department functions into Building 20, this area will evolve over time to become a focus for publicly-oriented programs and functions and the administrative hub of the College. Future development will include a new Culinary Arts building, conversion of the mule barn to a conference center, and a new administration building on Sorenson Parkway. The South Campus area will also contain a new front entrance to the campus from Sorenson Parkway.

The West Road Residential Area contains the existing historic residences along West Road and adjacent green space. This area will continue to be used for residential purposes containing faculty, staff, visitor and possible future student housing. Compatible residential infill development may occur between the existing row of houses on the west side of West Road. The Parade Ground and adjacent green spaces to the north and south will be preserved as an amenity for the residents of this area.

The Parade Ground will continue to serve as the principal defining feature of the Fort Omaha campus and an organizing element that links the three



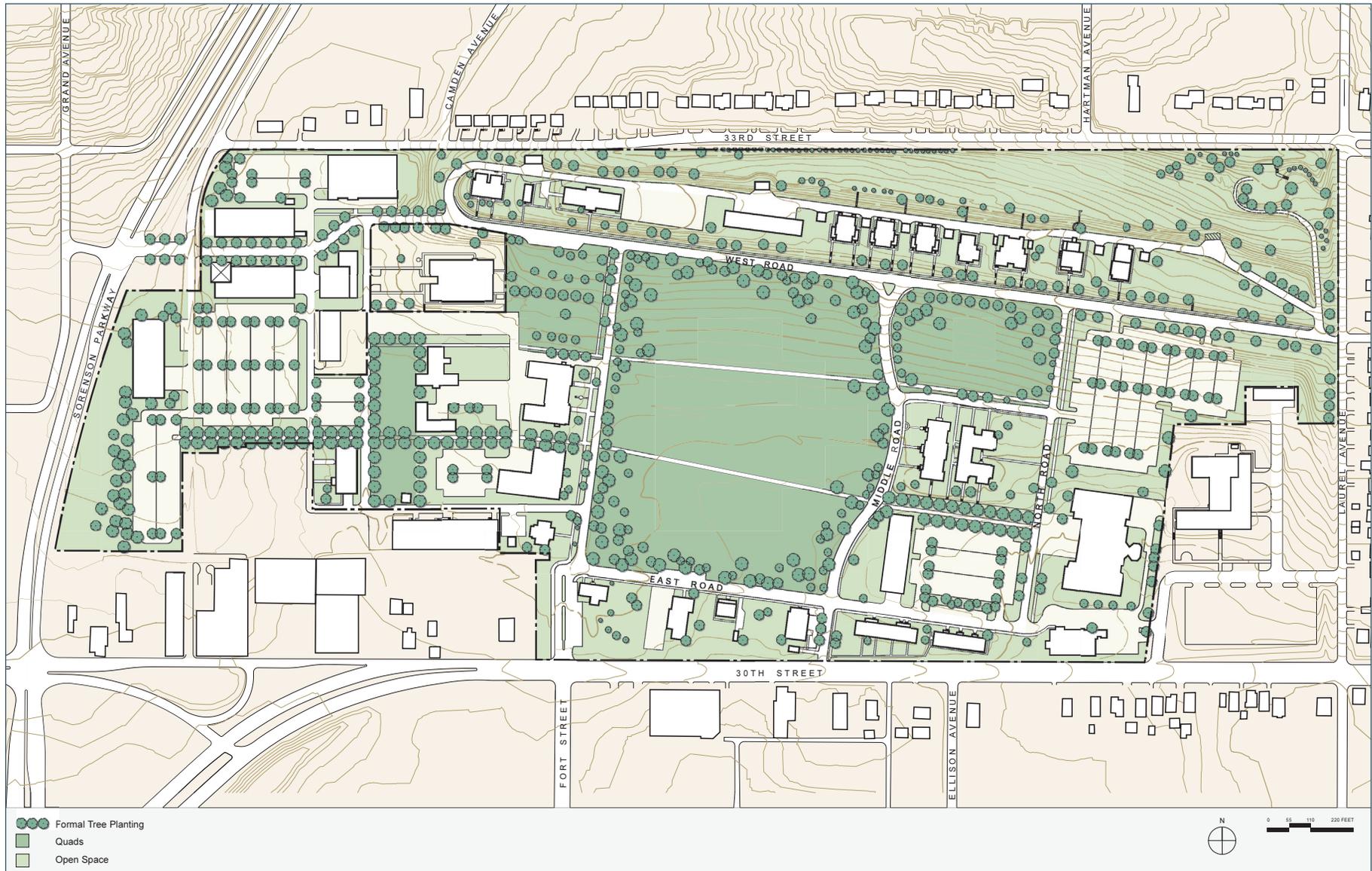
The plan delineates three precinct areas

precinct areas. The existing pedestrian pathway through the Parade Ground will be extended into the South Campus area to create a major pedestrian corridor between Building 10 and Sorenson Parkway.

The new learning hub/library will be sited at the center of the Fort Omaha campus within the Academic Core, and within walking distance of all areas of the campus.

LANDSCAPE AND OPEN SPACE

The open space system on the Fort Omaha campus is defined by the Parade Ground at the center of the campus. A new landscaped pedestrian corridor will connect this open space with the South Campus area. Landscape improvements within the Parade Ground will break down the perceived scale of this space. Open space areas on the north and south edges of the Parade Ground along West Road will be preserved and enhanced as an amenity for the West Road Residential area.



Fort Omaha landscape and open space plan

CIRCULATION

Entrances

The master plan introduces a new entrance to the campus from Sorenson Parkway to enhance the image of the campus and to relieve traffic congestion from the existing 30th Street entrance. The entrance will connect with West Road along the Parade Ground and will be defined by a new flagship Culinary Arts building and the mule barn, which will be renovated for use as a conference center. The new entrance will be lined with trees, extending the landscape character of West Road to the campus edge.

Campus Road Network

The master plan introduces the new entrance from Sorenson Parkway, and eliminates the two north south connector roads on the east and west sides of Building 8. Otherwise, the plan maintains the existing campus road network.

Parking

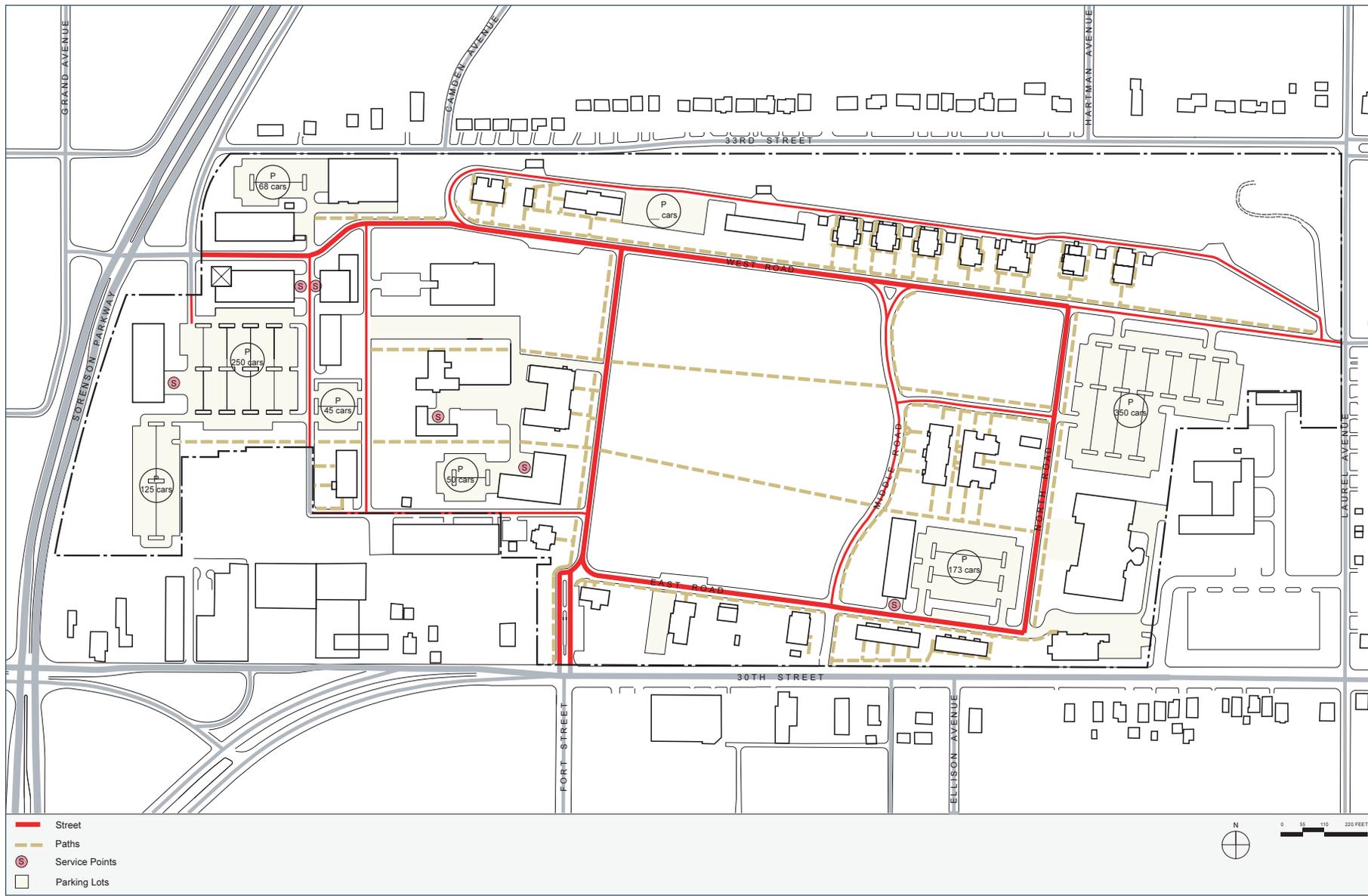
The plan redistributes parking on the campus so that sufficient parking is provided adjacent to the areas it serves. Within the Academic Core, the existing lot to the west of Building 10 will be expanded to support the future academic program in this area of the campus. Parking for the Culinary Arts building and other facilities within the South Campus will be expanded and rationalized by demolishing Buildings 22, 23, 2 and 26.

Pedestrian Routes

A new north-south pedestrian corridor that extends from Building 10 to Sorenson Parkway and connects the major areas of the campus will enhance the existing campus pedestrian network.



The new entrance will extend the tree-lined character of West Road



Fort Omaha circulation and parking plan

PROGRAM DISTRIBUTION AND PHASING

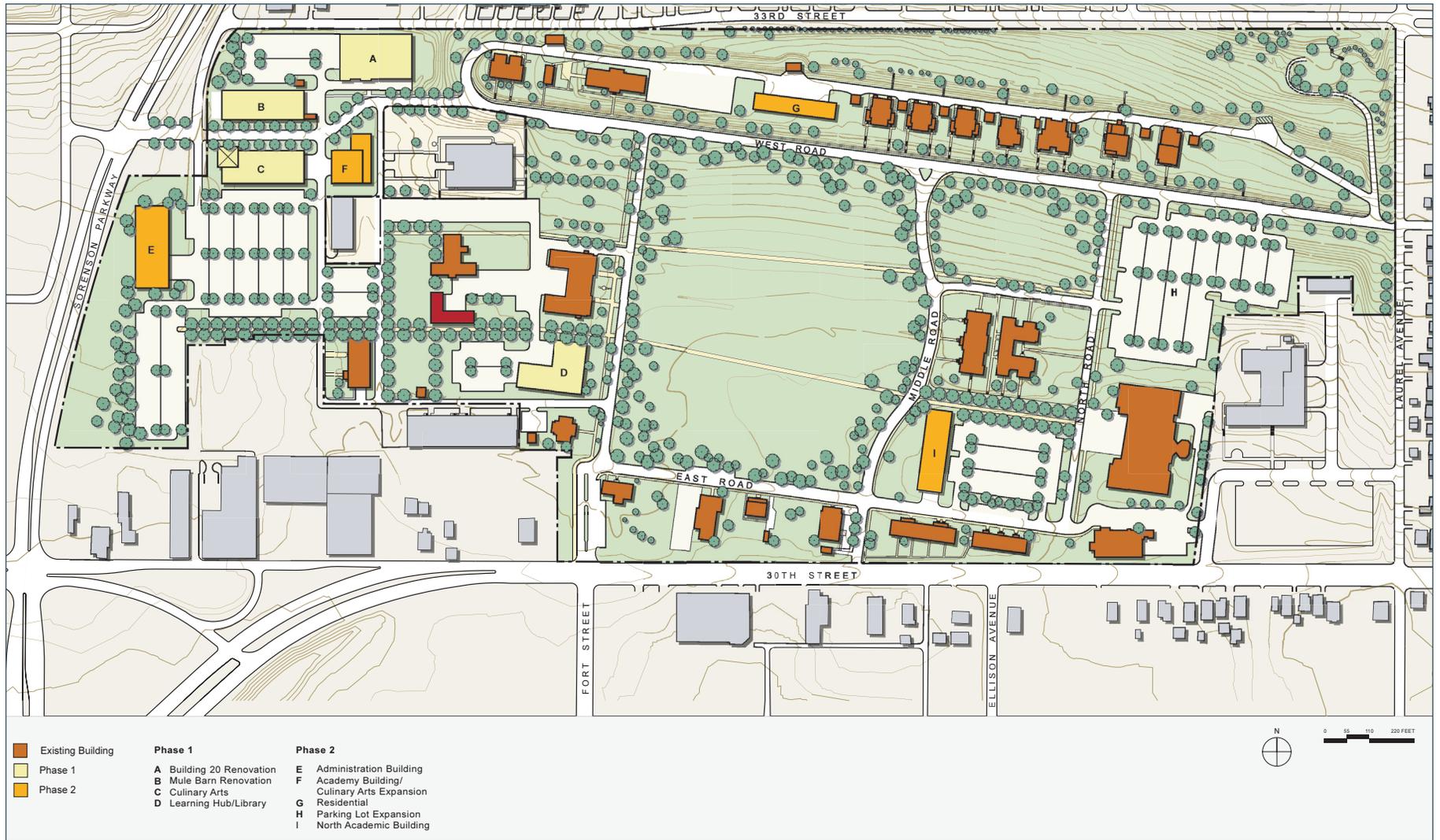
The master plan accommodates new program and redistributes existing program on the campus to support the function of each precinct. The plans provides for the following new facilities and changes of building use in accordance with the established phasing plan:

Phase I

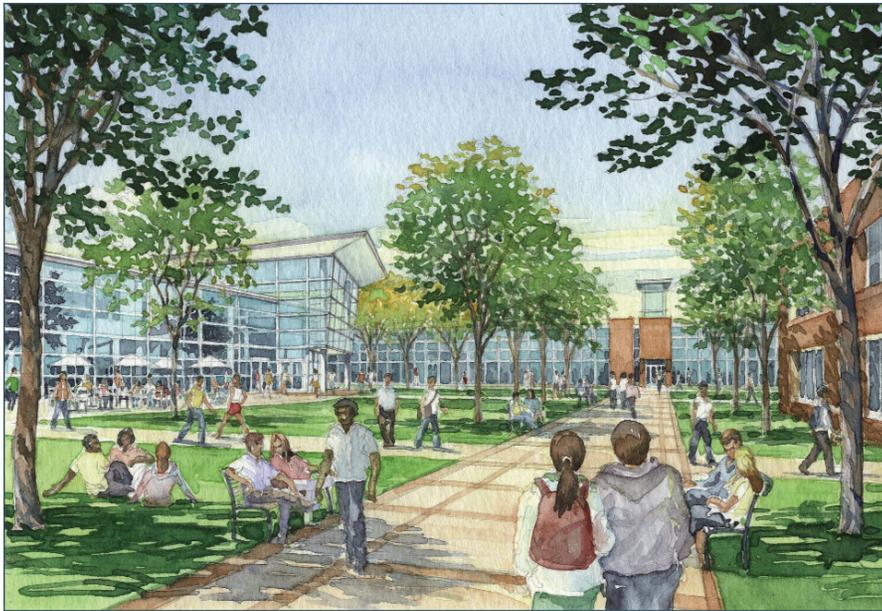
- The new Culinary Arts building at the new Sorenson Parkway entrance.
- The learning hub / library on the south edge of the Parade Ground.
- Conversion of Building 20 for use by the Facilities Department, possibly including an addition and an outdoor vehicle yard and storage area.
- Renovation of the mule barn for use as a conference center.
- Conversion of Building 8 to a Business Technology Training Center
- Expansion of Public Safety into former library space in Building 17, or conversion of this space to residential use.
- Demolition of Buildings 22, 23, 24, 26 and 70 to accommodate parking.

Phase II

- Future Culinary Arts expansion north of the new Culinary Arts building.
- A new academic building on the north edge of Parade Ground.
- A new administration building along Sorenson Parkway and conversion of Building 30 for academic or other use, such as educational support for the learning hub/library.
- Infill residential north of Building 17.



Fort Omaha phasing plan



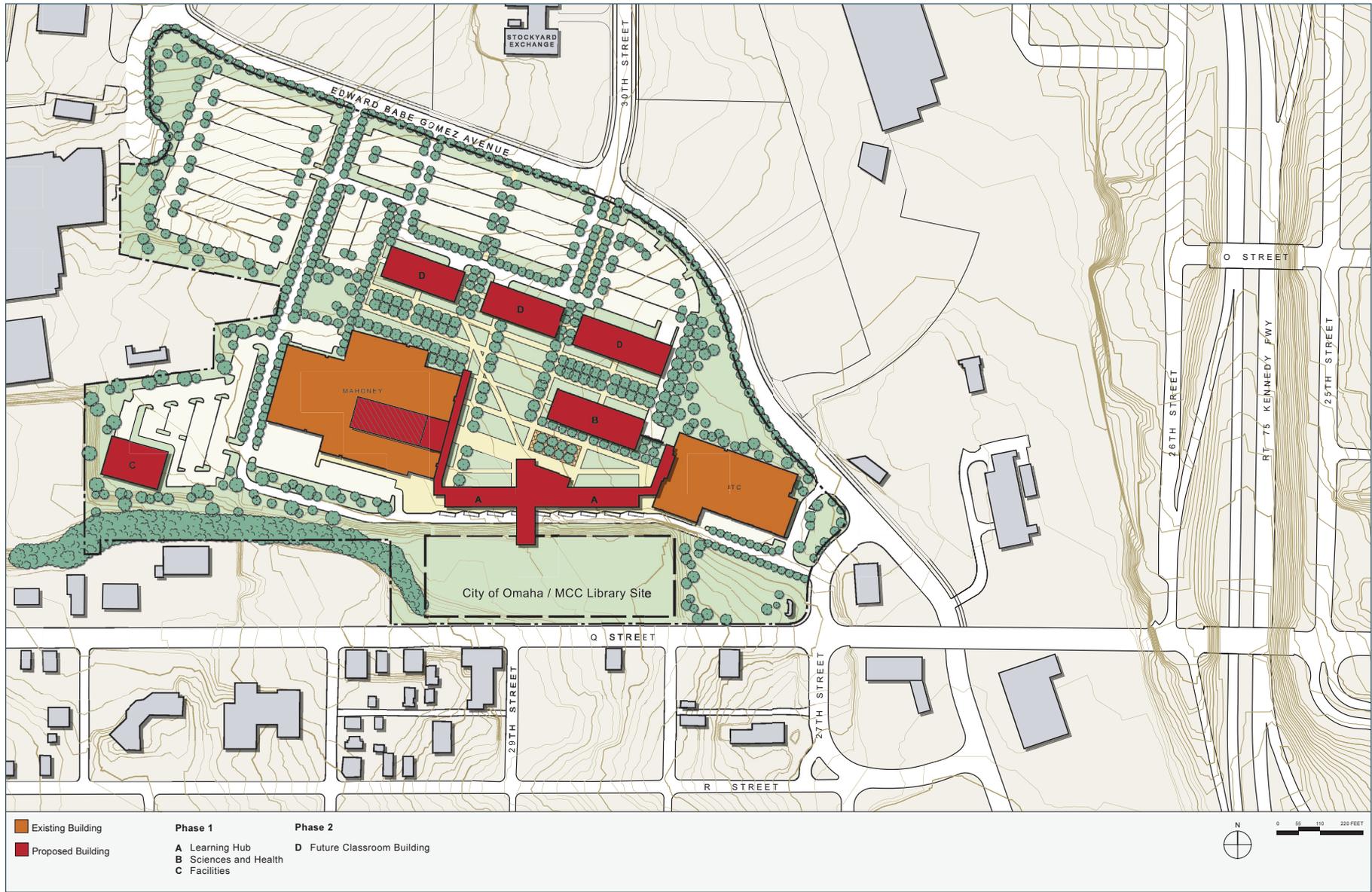
A new quadrangle will define the heart of the South Omaha campuses.

SOUTH OMAHA CAMPUS PLAN

Vision

The South Omaha campus will become a crossroads for the area, allowing residents to learn about opportunities for education and improvement while going about their daily lives. Applied Technology programs, which are costly in terms of space use and sometimes have shared needs for space and equipment, will be concentrated at South Omaha, as will many science and health programs. New or renovated space will provide improved and more appropriate space for classrooms, science labs and technical trades labs. Renovations and new construction at South Omaha will create an Applied Technology Institute and Health Careers Institute.

The South Omaha campus will be further invigorated by the skillful incorporation of a MAT bus hub and the construction of a shared library facility for the College and the community, built jointly by the College and the City of Omaha. These facilities will be integrated with a new learning hub building for current and potential students at the heart of the campus, adjacent to the new bus hub. This facility will contain visible and accessible computer-supported learning centers for math, writing and general studies, with clusters of nearby faculty offices to encourage faculty-student interaction outside class. A circulation spine linking the existing ITC and Mahoney buildings will integrate these elements. The spine will include a café serving the entire campus, providing a meeting and informal study area, as well as



South Omaha campus plan

a waiting area for buses and a gathering area for library patrons. To commemorate the history of the stockyards area in which the campus is located, the plan incorporates a memorial for packing house workers. The memorial will be built from bricks salvaged from former meat packing plants, previously located next to the campus.

CAMPUS STRUCTURE AND ORGANIZATION

The plan for the South Omaha campus introduces an outdoor pedestrian quadrangle as the central defining feature and organizing element of the campus. The quadrangle will be framed by the new learning hub in the form of a student services arcade with an atrium and cafe along the south edge, canopy or arcade additions to the Mahoney and ITC buildings along the east and west edges, and future academic buildings along the north edge. Existing parking areas will be replaced with soft landscaping to create a green focus for the campus. All buildings will be oriented towards the quadrangle to activate this area.

The plan closes Old Edward Babe Gomez Avenue and replaces it with a landscaped pedestrian corridor connecting to the central quadrangle. It also introduces a new campus entrance incorporating a drop-off area from the new Edward Babe Gomez Avenue.

A transit hub forming part of the City of Omaha's planned regional transit network will be accommodated on the campus. The hub will consist of a station behind the welcome/learning center arcade, and a bus loop connecting with Babe Gomez Avenue. The arcade will incorporate services oriented to transit passengers, such as a café and newsstand.

The plan relocates parking on the South Omaha campus to the periphery of the campus to preserve the pedestrian orientation of the campus core. All parking will be within a maximum five-minute walk of the core.

The new joint City of Omaha/MCC library will be developed adjacent to the campus along Q Street. The library will provide a presence for the College on Q Street and will be connected to the campus via a pedestrian bridge over the transit station to the welcome/learning center arcade. The pedestrian bridge will terminate with a view towards the historic Stockyard Exchange building north of the campus.

The plan provides a new facilities building within the southwest quadrant of the campus to accommodate vehicle storage and other facilities equipment.

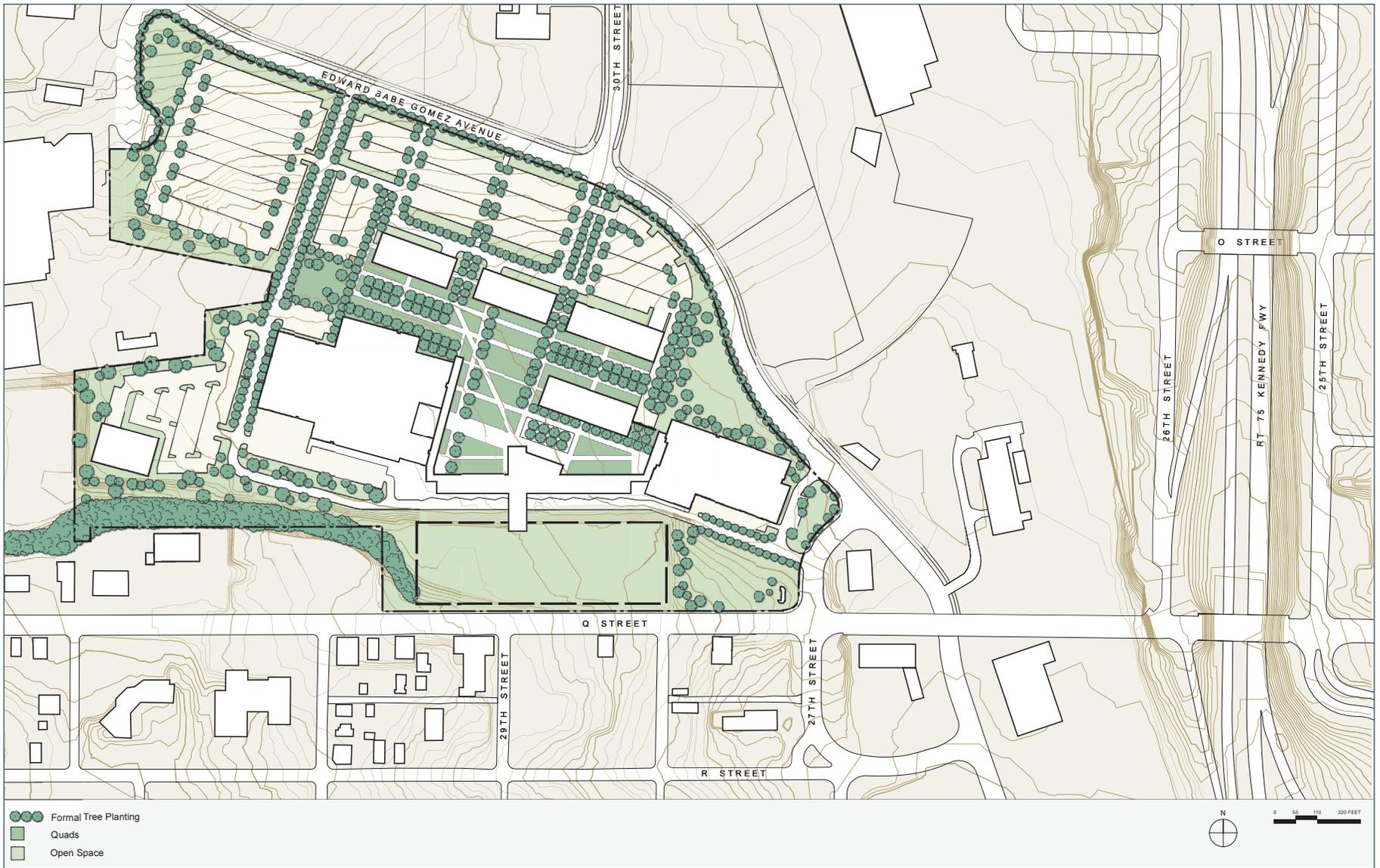
Three potential sites are identified for the packing house working memorial. The sites include the principal entrance to the campus from Q Street, an open space area at the east edge of the campus that has high visibility from Edward Babe Gomez Avenue, and the new main entrance to the campus from Babe Gomez.



Potential memorial sites

LANDSCAPE AND OPEN SPACE

The new pedestrian quadrangle will form the principal green space on the South Omaha campus. A landscaped pedestrian corridor along Old Edward Babe Gomez Avenue will connect along the north edge of the quadrangle and extend the green character of the core to the edges of the campus. Landscaping surrounding the ITC building in the southeast quadrant of the campus will be enhanced to improve the image of this important public edge. Parking lots will incorporate planted islands to break up expanses of asphalt.



South Omaha campus landscape and open space plan

CIRCULATION

Entrances

The master plan introduces a new entrance and driveway to the campus at the intersection of new Edward Babe Gomez Avenue and 30th Street. The entrance driveway will form a loop connecting back to Babe Gomez and will incorporate a boulevard lined with trees and containing a pedestrian pathway. A second loop will lead through the parking lot back to Babe Gomez. The entrance driveway will incorporate a drop-off area for future buildings at the north edge of the campus quadrangle.

The plan provides three secondary entrances from the north parking areas to Babe Gomez Avenue, and preserves the existing service access and temporary parking area on the east side of the ITC building. It also maintains the existing Q Street entrance for the library.

Campus Road Network

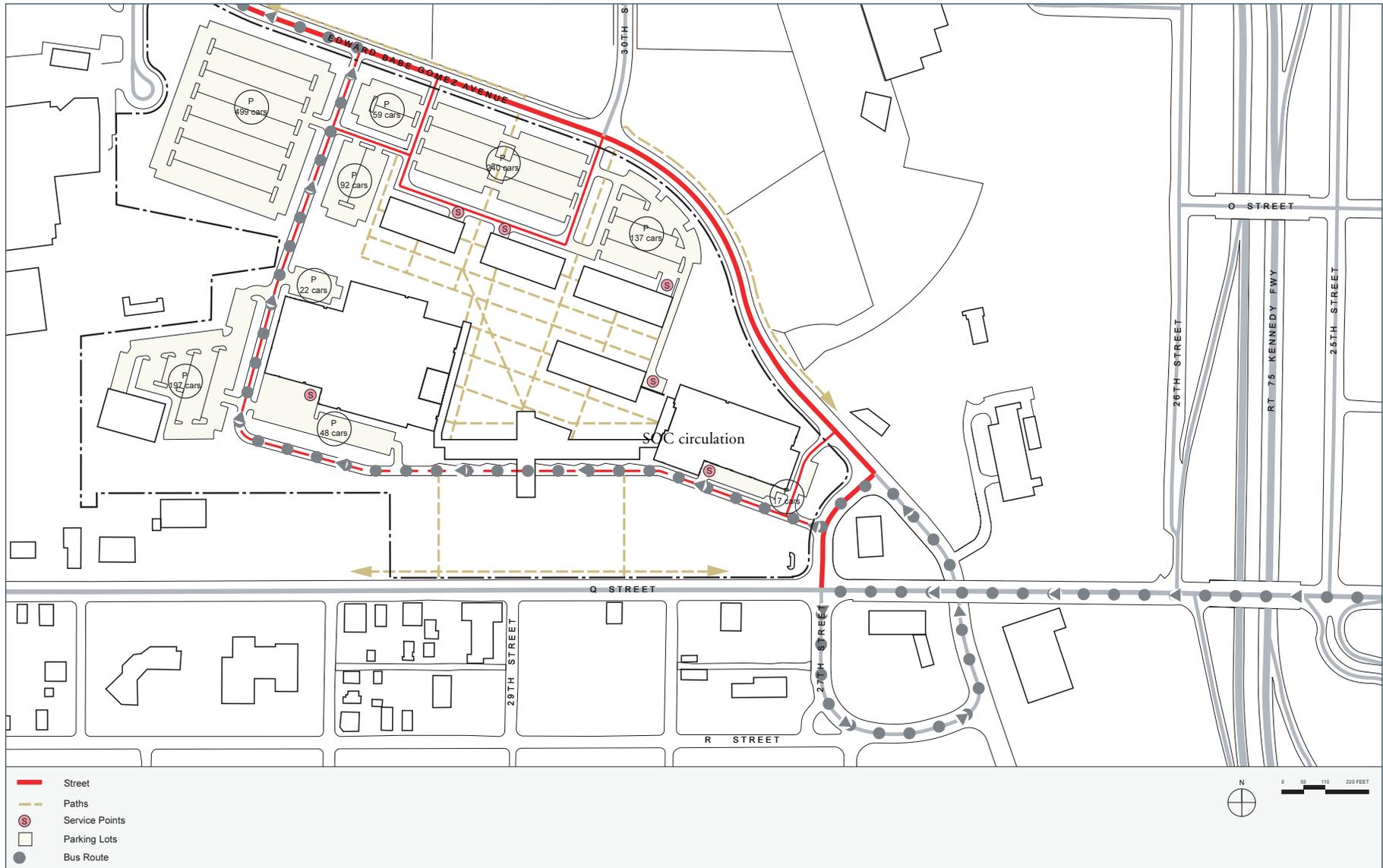
The master plan removes vehicular circulation from the center of the campus to support the pedestrian orientation of the core area. The principal vehicular circulation routes will consist of the new campus entrance driveway and loop roads, plus the transit road which extends from the existing service entrance by the ITC building, behind the new learning hub and Mahoney building, and connects with new Edward Babe Gomez Avenue. The plan closes Old Babe Gomez to vehicular traffic, but preserves the right-of-way, which contains utility infrastructure.

Parking

The plan relocates parking from the center of the South Omaha campus to the newly acquired parcels along the campus edge. Existing parking areas to the west of the Mahoney building and to the east of the ITC building will be preserved. The Q Street parking lot will be reconfigured to accommodate the joint City of Omaha/MCC library building.

Pedestrian Routes

Several well-defined pedestrian routes are introduced in the plan to connect buildings, open space and parking areas. A pedestrian bridge will connect Q Street and the library with the learning hub on the campus quadrangle level. Exterior access from Q Street to the quadrangle will be provided via stairs and ramps down the hillside around both sides of the library. Two pedestrian pathways lead from the north campus edge along Edward Babe Gomez Avenue to the quadrangle. Additional pedestrian routes will extend through the Old Babe Gomez right-of-way between the Mahoney and ITC buildings.



South Omaha campus circulation and parking plan

PROGRAM DISTRIBUTION AND PHASING

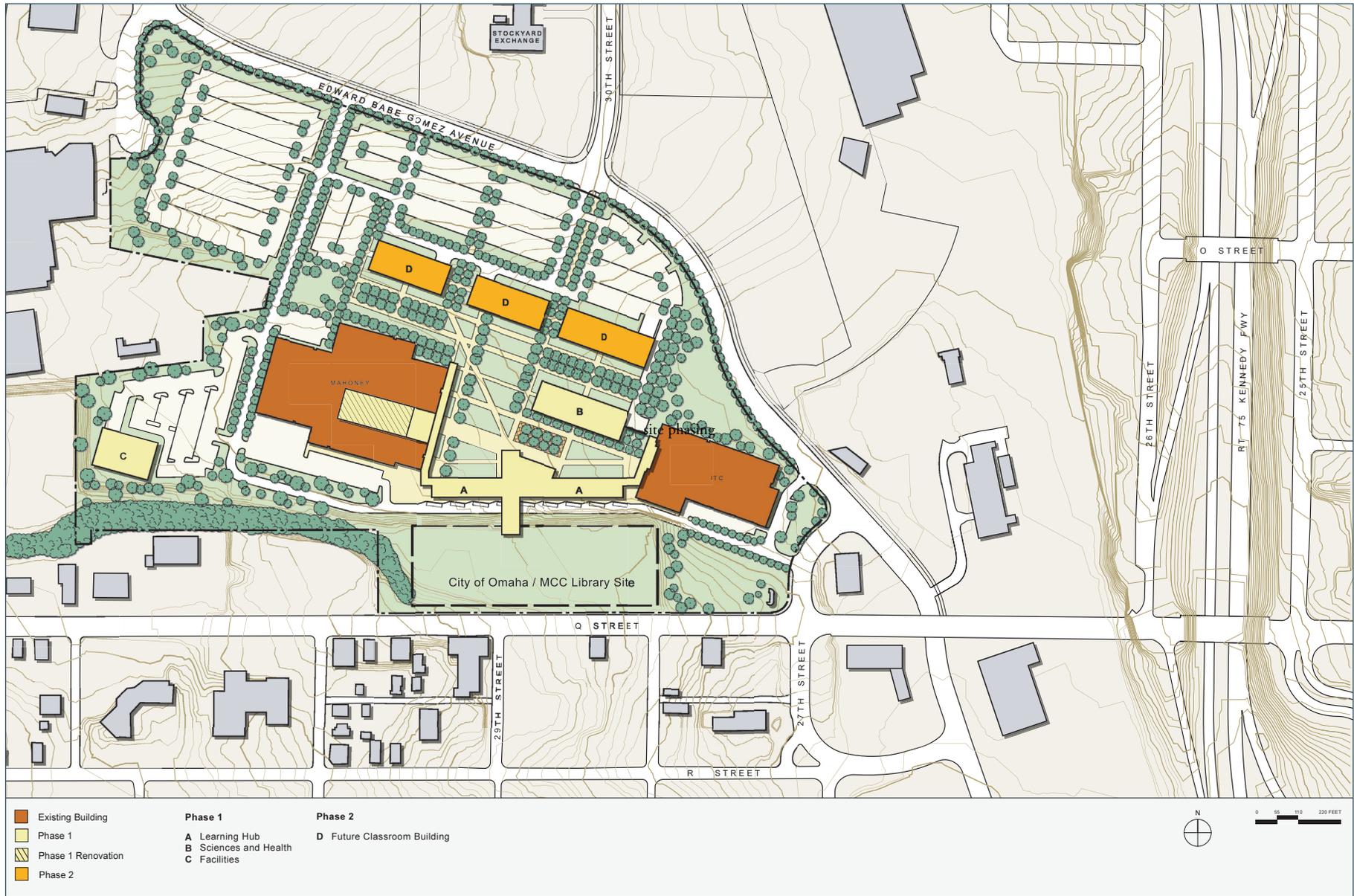
New program elements and phasing for the South Omaha campus are as follows:

Phase I

- The new joint City of Omaha/MCC library that is linked to the campus via a pedestrian bridge.
- The learning hub building along the south edge of the campus quadrangle.
- A Sciences and Health Careers building along the north edge of the quadrangle.
- A new facilities building within the southwest quadrant of the campus.

Phase II

- Three future classroom buildings along the north edge of the Old Edward Babe Gomez right-of-way.



South Omaha campus phasing plan



A new pedestrian court will define the Elkhorn Valley campus

ELKHORN VALLEY CAMPUS DRAFT MASTER PLAN

Vision

The Elkhorn Valley campus is situated in a rapidly developing suburban area. It is adjacent to a park and already boasts a nature trail. In the anonymity of suburbia, Elkhorn Valley will become something of a regional landmark and cultural center.

Phase I of the plan will initiate the transition from a single building in a semi-rural site to a campus. As on the other two campuses, a learning hub building will be important to the early stages of the plan. Significant classroom space will be freed up by this project and by moving Applied Technology programs to South Omaha to allow for rapid enrollment growth in core instructional programs. As subdivisions proliferate in the area, the Elkhorn Valley campus will become more of a destination, visible from the highway and providing amenities for the area, including access to the planned abutting regional park.

CAMPUS STRUCTURE AND ORGANIZATION

The natural character of the Elkhorn Valley site is the principal defining feature of the campus and structuring element of the plan. Future campus development will respond to major natural features, including topography, stream corridors and wooded areas, and will preserve views of the campus landscape from Dodge Road and 204th Street.



Elkhorn Valley campus plan

A second major organizing element of the plan is a new pedestrian courtyard sited on the side of the existing Elkhorn Valley building. The courtyard will be framed by future building program and will incorporate the existing building entry, clearly linking interior and exterior spaces. The new learning hub and future classroom buildings along the north edge of the courtyard will be designed with active ground floor uses oriented towards this space. New doors and windows will be introduced within the existing building to further activate the courtyard. A landmark tower in the form of a clock tower or prominent architectural feature at the east end of the courtyard will serve as an icon for the campus.

The plan generally maintains the configuration of the existing vehicular circulation system, but introduces a new connection with the planned regional park to the east, and an alternative emergency vehicle access. It also maintains the location of parking on the campus, but expands the southeasterly lot to support future parking demand.

The plan introduces the option to introduce a new facilities building away from the center of campus activity within the northeast quadrant of the site to accommodate vehicle storage and other facilities equipment.

LANDSCAPE AND OPEN SPACE

The existing natural landscape of the Elkhorn Valley campus forms the principal open space feature of the campus. The landscape will be preserved as much as possible in its natural state, with the exception of the pedestrian courtyard and parking areas, which will be designed with a more formal landscape treatment. The open space along the east edge of the campus will be preserved to form a seamless connection with the planned adjacent regional park.



Elkhorn Valley landscape and open space plan

CIRCULATION AND PARKING

Entrances

The plan maintains the location of the existing 204th Street entrance to the campus, but accommodates modifications to the intersection to improve traffic flow. It also introduces a new entrance at the east edge of the campus that will connect to a driveway through the future regional park. The plan eliminates the existing secondary entrance from Dodge Street, which will be displaced to accommodate ramps for the 204th Street/Dodge Street interchange, and introduces a new emergency access on the north edge of the campus through the adjacent future subdivision.

Campus Road Network

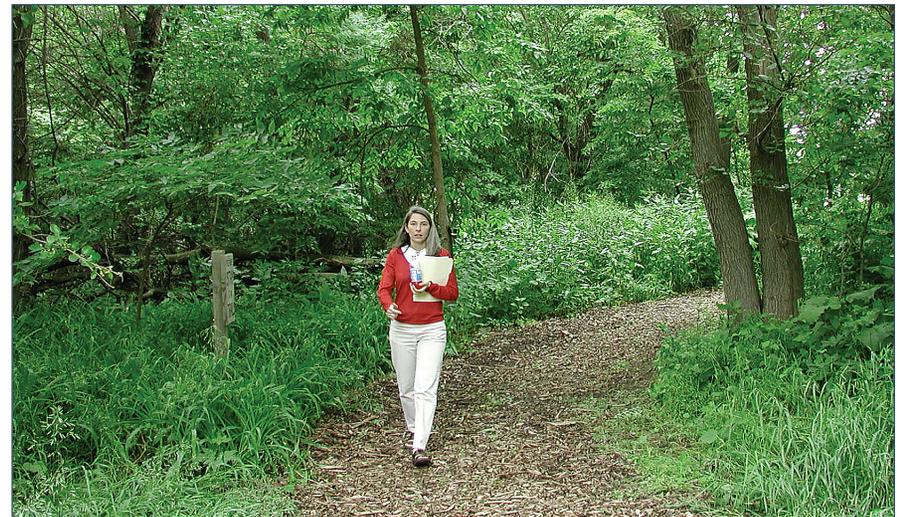
The existing vehicular circulation system is essentially maintained in the plan. The main east-west campus road will be extended to provide access to the southeast parking lot expansion, the future facilities building, and to connect with the regional park to the east.

Parking

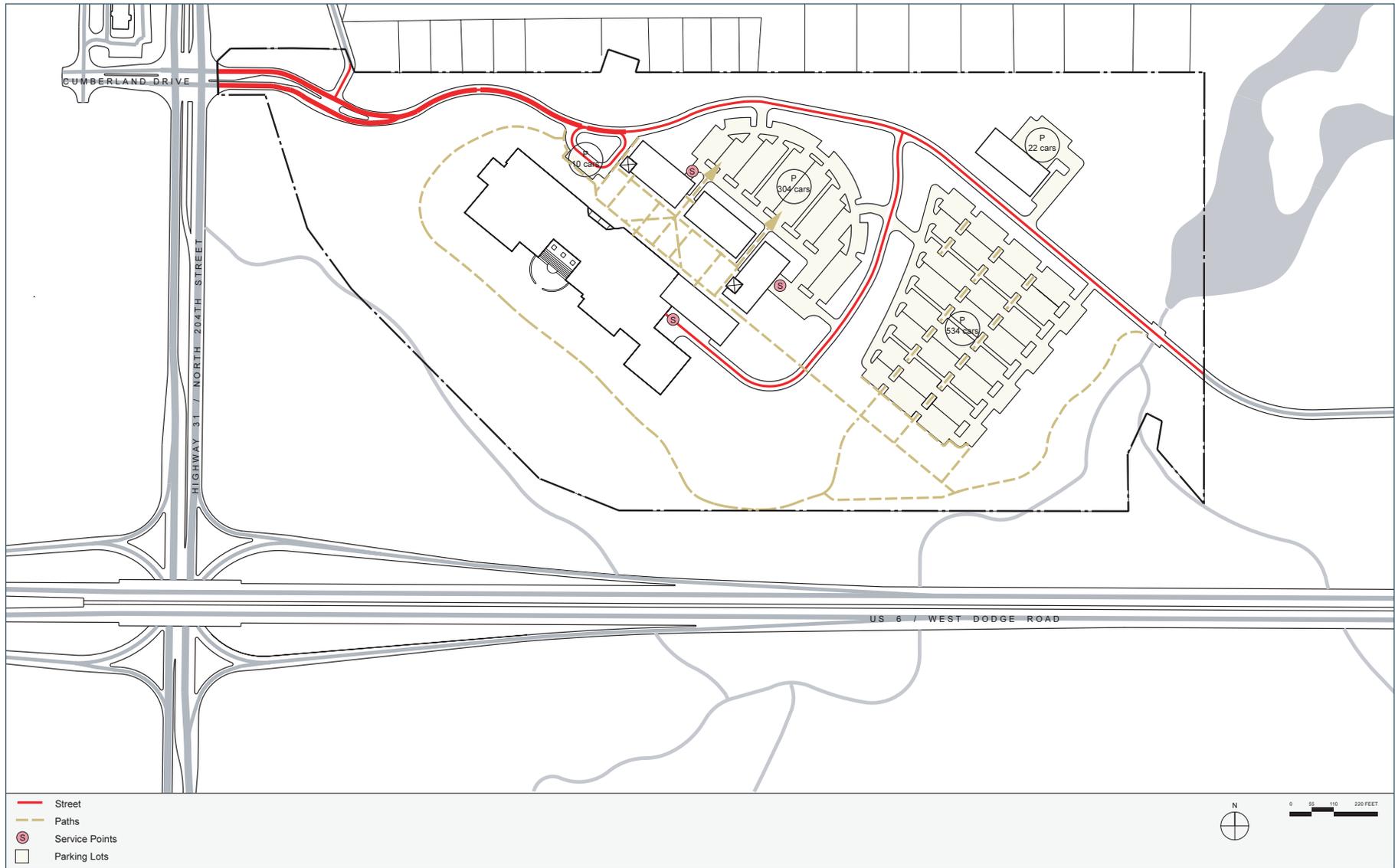
The plan maintains existing parking areas in their current locations. A portion of the west parking lot will be needed for sites for the learning hub and new classroom buildings. The east parking lot will be expanded to accommodate future parking demand. Parking areas will incorporate planted islands to break up expanses of asphalt.

Pedestrian Routes

Well defined pedestrian routes will be provided from perimeter parking lots into the pedestrian courtyard. A major east-west pedestrian corridor will be introduced just north of the existing nature center, extending along the south edge of the future parking lot, and linking the pedestrian courtyard with the future regional park to the east. The existing nature trail south of the main Elkhorn Valley building will be preserved.



Existing nature trail



Elkhorn Valley circulation plan

PROGRAM DISTRIBUTION AND PHASING

The program and phasing for Elkhorn Valley are as follows:

Phase I

- The learning hub building opposite the existing building entrance
- Renovate vacated space in Elkhorn Valley building to address current space deficits.

Phase II

- Future classroom buildings along the north and east edges of the pedestrian courtyard.
- An addition to the east end of the existing Elkhorn Valley building along the south side of the pedestrian courtyard.
- A possible new facilities building in the northeast quadrant of the campus.



Elkhorn Valley campus phasing plan

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The Comprehensive Campus Planning Committee

Faculty, Staff, and Students