

# ***CC Southeast community college***

January 19, 2016

## Program Statement for Southeast Community College, Lincoln Campus 8800 O Street



## Food Service/Hospitality Program

## a. Background and history

Southeast Community College (SCC) is a public two-year institution created in 1973 as one of six technical community college areas by the Nebraska Legislature. The College offers its educational services at campuses and locations in Beatrice, Lincoln, and Milford and in a variety of locations throughout the 15 counties served by the College.

The College's major educational offerings include applied technology programs, college transfer program, and continuing education in a variety of fields including customized training for business and industry. Since its inception, SCC has met the growing demands of its 15-county service area with expanding educational environments.

### *History of Lincoln Campus Construction/Expansion*

1979	8800 "O" Street Lincoln campus facility was built to centralize and provide major educational offerings. In the period between 1979 and 1989 the campus added space for a Student Center/Gymnasium, Truck Driver Training, Microcomputer Training, Business Occupations, additional Learning Resource Center space, and Fire Tower Training facility.
1994	Opened the Lincoln Campus Energy Square (now Education Square) location in downtown Lincoln to provide academic transfer, GED, Continuing Education classes and to house administrative offices.
1996	Completed the Fire Science Building at 8800 "O" Street location to meet the classroom and support/office facilities needs of the Fire Protection Technology program.
2002-2003	Constructed additional classrooms and support/office facilities at the Lincoln 8800 "O" Street facility to meet increasing student enrollment demands for SCC educational offerings.
2003	Purchased the Gallup International Research and Education Center at 301 South 68 <sup>th</sup> Street Place and developed a Continuing Education Center, expanded the Food Service Program, and developed space for the SCC Area Office staff and support services.
2005	Purchased the Gallup Condominium West Building at 285 South 68 <sup>th</sup> Street for the Post-Secondary Education Entrepreneurship Center Program, SCC Incubator, Non-Credit Continuing Education Entrepreneurship Program, Secondary Entrepreneur Education Program, and Community Outreach and Support.
2010	Construction of a Health Sciences addition with additional classrooms and support/offices facilities at 8800 "O" Street Lincoln campus due to the increasing student enrollment demands for SCC health education offerings.
2012	Constructed additional classrooms, support/office facilities, a Student Services/Welcome Center and additional parking to meet increasing enrollment demands for SCC's educational offerings.
2014	Due to staff and student growth, the College received Board approval to remodel the cafeteria servery and seating area to meet needs. Anticipated completion Spring 2016.

In January 2014, SCC hired a new president to replace the outgoing president who retired in June 2014. One of the key goals agreed upon by the incoming president and the Board was development of a new strategic plan. The Institutional Strategic Planning Committee leveraged the earlier work of the Strategic Enrollment Planning Team to identify external and internal trends. The Office of Institutional Research also provided survey data and a variety of institutional reports to assist in the identification of priorities and challenges. SCC’s [2015-2019 Strategic Plan](#) was completed and approved by the Board in April 2015 and officially implemented in July 2015. The Strategic Plan establishes a new transformational direction to meet the current and future higher education needs of southeast Nebraska. Among its nine goals that focus on Enrollment & Growth, Student Success, Student Enrichment, Program Development, Faculty & Staff Excellence, Partnerships, Financial Stability and Organizational Environment, the College is also focused on its Educational Environment through enhancing and maintaining learning spaces that promote learning, engagement, innovation, creativity, and safety.

Figure 1. 2014-15 Faculty/Staff Survey – Number of Respondents Citing Item as Top SCC



Figure 1 shows that among the 600 faculty/staff who responded to the 2014-15 Faculty/Staff Survey, facilities was the frequently cited priority for SCC. This finding, along with results from the 2014 Student Satisfaction Inventory, led the Institutional Strategic Planning Committee to a strategic goal specifically targeting SCC’s educational environment. The first objective reads as follows, “Improve College facilities, learning environments, student housing, landscapes through the development and implementation of a comprehensive and renewable facilities master plan and proactive maintenance plan.” The College has not gone through a facilities master planning process since 1981 with many of the buildings already beyond their life expectancies. In October 2014, the College began to address this objective before the strategic plan was completed by hiring The Clark Enersen Partners to develop a comprehensive Facilities Master Plan. Clark Enersen has been working on the planning process for over a year and expects to complete the plan in January 2016. One of the first phases of the facilities master planning process involved a comprehensive assessment all the College’s existing facilities based on an evaluation of structural, exterior, mechanical, and electrical systems. The majority of the College’s facilities associated with all of its campuses were determined be in poor condition and in need of replacement or renovation.

Figure 2. 2015 Facilities Master Plan, Lincoln Campus Assessment

Lincoln Campus (8800 O)						
Building No	Facility Name	Condition Rating (1 to 10)	Yr. Built	GSF	Demolish / Divest	Retain / Renovate
<b>Poor Asset</b>						
003	Storage Garage	4	1985	600	600	
004	Fire Protection Tech	7	1997	7,144	7,144	
006	Fire Training Tower	5	1988	3,892	3,892	
007	F.T. Picnic Canopy	5	2002	400	400	
008	F.T. Shed	5	2000	150	150	
			Subtotal	12,186	12,186	0
<b>Moderate Asset</b>						
001	Main Building	7	1979+	371,322		371,322
002	Physical Plant	7	1980	9,000		9,000
			Subtotal	380,322	0	380,322
			Total 8800	392,508	12,186	380,322

Figure 2 depicts the results from the Lincoln Campus assessment. The average rating along with an assessment of the suitability of the space for the type of academic programming being provided in the space led to a recommendation for renovation of 380,322 square feet of the Lincoln Campus. The facilities master planning process also included an extensive space needs analysis conducted by Paulien and Associates to determine the amount of Assignable Square Footage needed for each academic program. The results from this analysis was used by Clark Enersen to support the proposed Food Service/Hospitality Program. Overall, Clark Enersen recommended over 1.1 million square footage of new construction and the renovation of more than 900,000 square feet of existing facilities for all three campuses. The College views the results of the facilities master planning process as a key first step in modernizing its facilities to ensure they are competitive and consistent with national standards and that SCC's environments maximize creative and purposeful learning.

**Food Service/Hospitality Program**

A member of the Academy of Nutrition and Dietetics and recipient of the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) Exemplary Program Award, the Food Service/Hospitality Program at Southeast Community College has educated individuals in the food service industry since the college's inception. Initially, the program consisted of Food Service Technology and Dietetic Technology. Instead of dedicated teaching space for the program, it shared the campus kitchen space with students assisting in cooking and production for



the campus food service offerings. This was not ideal in that academic programming had to be adjusted to the campus cafeteria scheduling and customer demands.

In 1988, the Food Service/Hospitality program expanded its offerings to include culinary arts. With ACFEF accreditation, the educational focus required the program to add restaurant catering services and dining experiences. The program addressed this additional focus by converting a portion of their classroom into a restaurant space. However, no changes were made to create an actual restaurant and students are asked to visualize and imagine appropriate restaurant experiences. Not only is this a poor learning environment, this practice is not consistent with other nearby programs that have constructed actual restaurants. The classroom space currently being used as a restaurant is located several hundred feet from the campus kitchen. Consequently, students are required to use hallway space for staging and preparation purposes. Faculty, staff, and students not enrolled in the program also use the same hallway to access campus programs and services. The image below shows students exiting the “restaurant” and staging in the hall.



SCC purchased the Gallup building in 2003 and moved its Continuing Education programs and administration to this location (now the Jack J. Huck Continuing Education/Entrepreneurship Center). When Gallup owned the building, they operated a small kitchen in the basement to feed staff. This kitchen space was not designed as a restaurant nor meant to reflect a commercial operation. However, due to space needs, the Food Service/Hospitality program teaches its Food Prep Fundamental course in this location.

Figure 3. 2015 Facilities Master Plan, CEC/ENT Center Assessment Summary

CEC / ENT (68th & O)						
Building No	Facility Name	Condition Rating	Yr. Built	GSF	Demolish / Divest	Retain / Renovate
Poor Asset						
009	CEC	6	1996	57,831	57,831	
010	ENT Bldg	8	1980	48,110	48,110	
Total				105,941	105,941	0

As seen in Figure 3, Clark Enersen evaluated the Continuing Education/Entrepreneurship Center (CEC/ENT Building) and rated it as a poor asset based on a number of deficiencies including a poor suitability rating. Clark Enersen is recommending divestment of the building, which will require relocation of the College's continuing education programs, administrative offices, and the Food Service/Hospitality instructional space.

In the past ten years, the program has continued to expand to meet local and regional demand and now has five focus areas in SCC's Food Service/Hospitality program to provide students with a variety of options within the industry:

- Food Service Management
- Dietetic Technician
- Culinary Arts
- Lodging
- Baking/Pastry
- Event-Venue Operations Management Certificate
- Food Industry Manager Certificate

Graduates of the Culinary Arts focus are certified Culinarians with the American Culinary Federation upon graduation from SCC and graduates in the Dietetic Technician focus are eligible to take the Dietetic Technician Registered Examination. Due to local demand, the Program would like to expand to focuses in butchery and healthcare/institutional food services, but cannot due to the space restrictions and learning environment conditions previously described. The growing Food Service industry both locally and nationally places a high demand on quality programs producing graduates who can directly transfer highly technical skills to the workforce.

In order to provide students with an educational environment that is conducive to a real-life learning experience, along with modern industry skill levels and competencies required by employers, the program requires new teaching and learning spaces to not only meet current needs but future industry demands.

## b. Project description

The Food Service/Hospitality Program project will involve the renovation of 10,902 gross square feet of the existing SCC Lincoln Campus, 8800 O Street building as shown in Figures 4 and 5.

Figure 4. Existing Floor Plan of Impacted Spaces

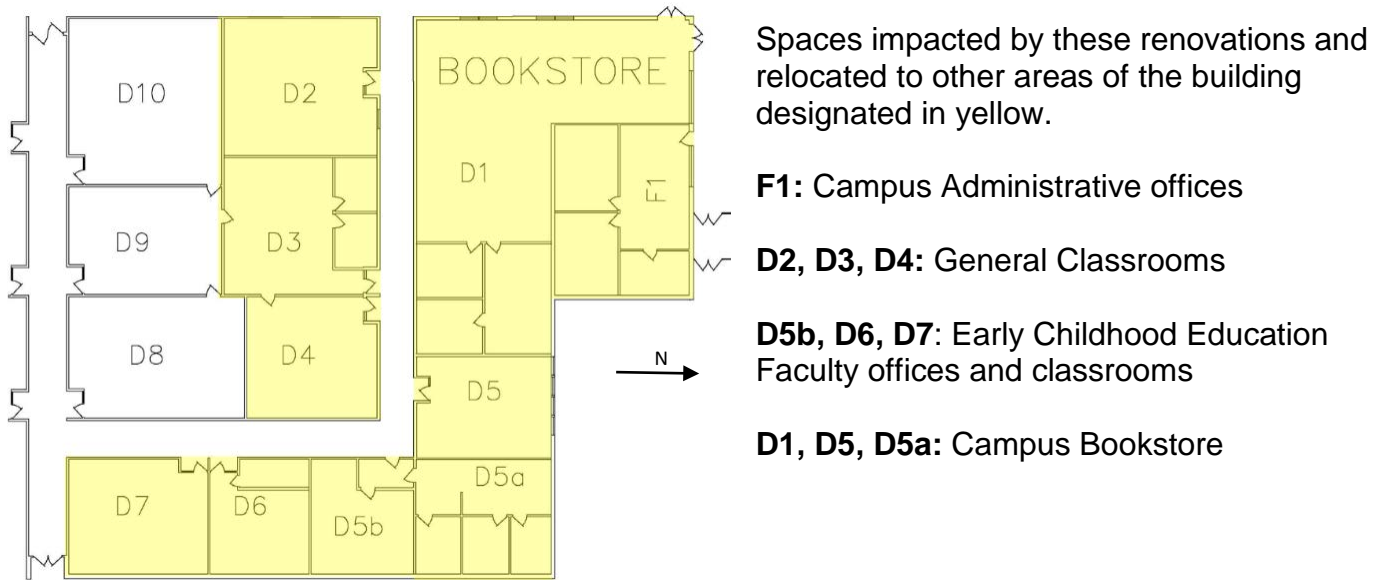
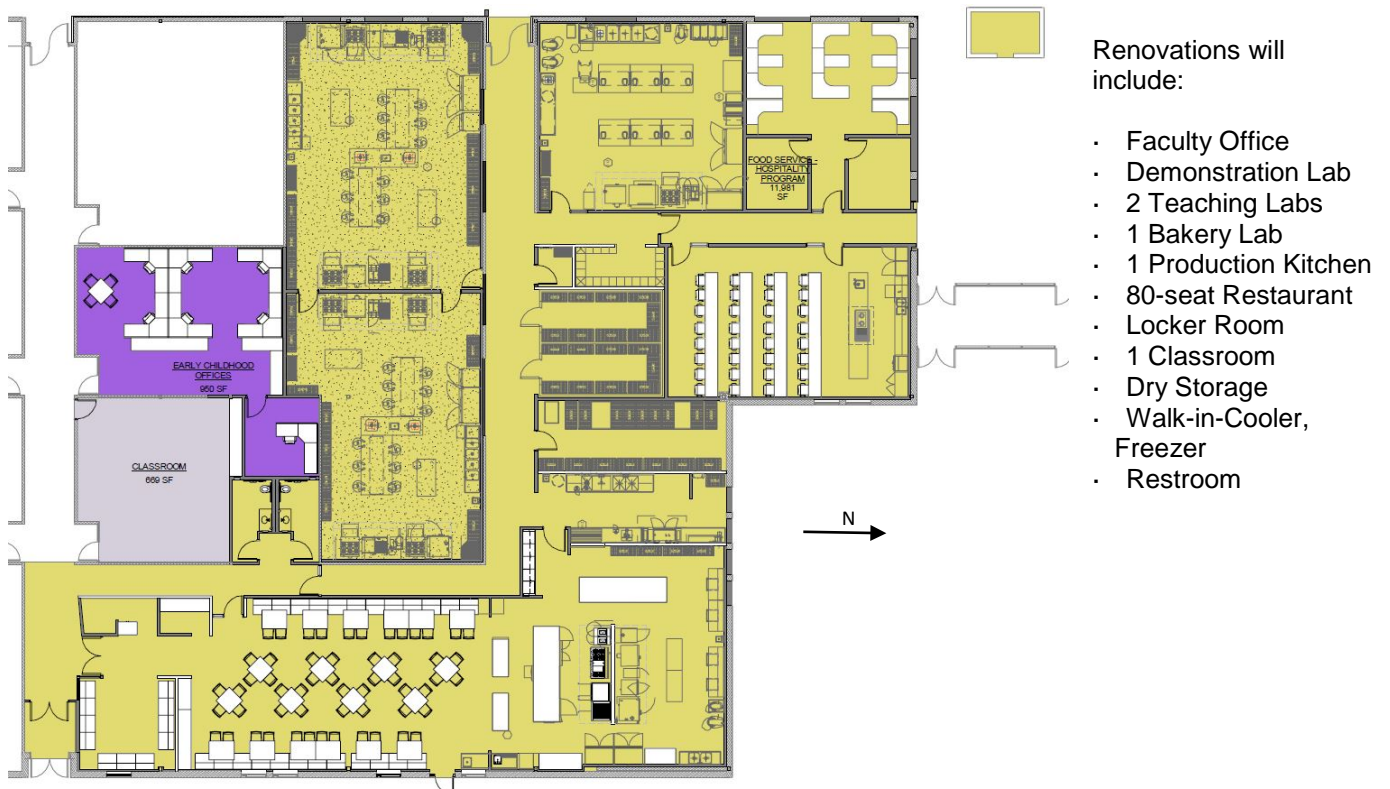


Figure 5. Floor Plan of Proposed Spaces



### c. Purpose and objectives

The purpose and objectives to be accomplished by this project:

- Create effective teaching and learning spaces for the Food Service/Hospitality Program with its educational focuses.
- Provide a teaching/commercial kitchen environment that is on par with what students will encounter in the industry relative to both cooking and technical equipment.
- Provide a functioning restaurant experience to enhance the application of skills learned in the classroom/lab environments.
- Provide a space for faculty to interact with students.
- Provide a safe and healthy teaching environment for students, staff, and faculty.
- Create space capacity to grow educational offerings to meet industry demand.



## 2. PROJECT JUSTIFICATION

### a. Supporting Data

There are two primary bases to justify the need for renovated space to serve and be used by the Food Service/Hospitality Program: (1) the **current education environment is inadequate** for serving our current/future students and (2) **student and industry demand** in the area of food services and culinary arts is high and growing.

#### (1) Educational Environment

The need for additional and improved space for the Food Service/Hospitality program has been long-standing. The Program continues to share space with campus cafeteria services and currently resides in the following spaces:

Space description	Program SF
Restaurant/Classroom	1,120
Classroom/Storage Area	960
Production Kitchen*	2100
Dry Storage	30
Faculty Offices	624
Culinary Kitchen**	612
Dish Room **	254
Storeroom **	170
Classroom **	672
Locker rooms	207
<b>Total</b>	<b>6,749</b>

\*Denotes space shared with Cafeteria production staff.

\*\*Denotes space used by Continuing Education at an off-site location, evenings/weekends.

The result is distributed, shared space that is crowded and not conducive to a quality learning environment. The image below depicts learning spaces with students attending class in a store room (image on left) and performing lab assignments in the kitchen (middle and right images) as cafeteria staff (dressed in red/black) prepare lunch for the campus.



In developing the facilities master plan, the consultant who conducted the review wrote:

In the Academic Space category, the largest deficit was generated within the Teaching laboratories & Service category (55,032 ASF). This space category includes space for expansion of existing programs, as well as new laboratories for fine and performing arts. Expansion of the culinary program will also require additional laboratory space for culinary theory and food quantity production kitchens on the campus.<sup>a</sup>

Because adequate space has not been available, the College began using off-site space at the Continuing Education Center for classrooms and laboratory space for this program in 2004. As the college grew, so did the campus cafeteria services. As a result, the shared educational space within the cafeteria kitchen greatly decreased the instructional quality and learning experiences of the students.

In 2009, the culinary arts program at Metropolitan Community College (MCC) expanded and invested in their facilities. The following description and images of their transformation is taken from the MCC website.

With the creation of "Institute for the Culinary Arts" (ICA) the program moved on November 23, 2009 into their new state of the art building on the south side of the Fort Campus. The new building includes separate classrooms for meat fabrication, a chocolate lab, bake shop, production kitchen, ala carte kitchen, banquet server kitchen, theory labs, and a demonstration lab. The new Bistro location seats 60 and also provides a dining room for smaller private parties.

The second floor of the ICA building features the Swanson Conference Center, which will allow students the opportunity for hands-on experience with hospitality, food service/catering for large and small groups.<sup>b</sup>



The stand-alone Leed-certified facility is six times larger than Metro Community College's prior instructional space.

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<sup>a</sup> Clark Enersen Associates, Facilities Master Plan, 2015

<sup>b</sup><http://www.mccneb.edu/chrm/culinaryartsprogramhistory.asp>. Retrieved on November 12, 2015.





The Culinary institute houses two theory labs for demonstrating and applying cooking techniques. The production kitchen, attached to the Bistro, provides everything a high-end restaurant kitchen needs.



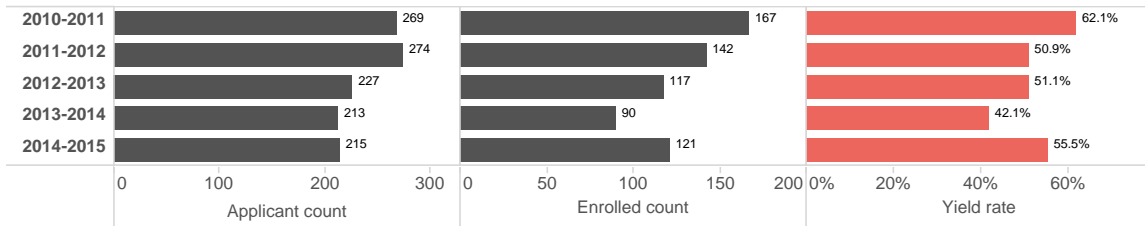
The restaurant for MCC's Culinary Institute, Sage Student Bistro, "operates as a customer focused classroom providing students an opportunity to refine their culinary, baker, service, and supervisory skills in a setting where the element of time is as important as the food and service." <http://resource.mccneb.edu/Bistro/about.htm> Retrieved on December 10, 2015.

### ***Applications and Yield Rate***

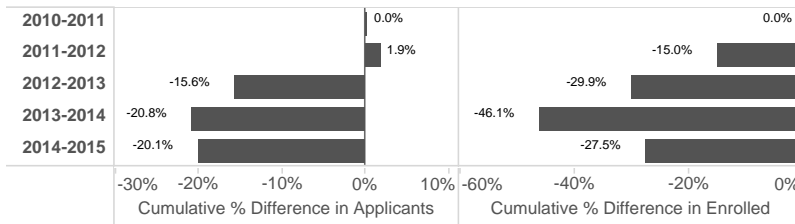
Coinciding with the educational environment investment of nearby colleges in their culinary programs (Metro Community College in 2009, Central Community College in 2012), there was a marked decrease in the number of applications to the Food Service/Hospitality program at SCC. As shown in Figure 6, the number of applicants to the program decreased from around 270 in 2010-11 and 2011-12 to around 215 since then; this reflects a decrease of 20 percent. Similarly, there has been a steady decrease in the number of students who enrolled after being accepted.

Between 2010-11 and 2013-14, the number of new students who enrolled dropped 46% from 167 to 90 and the yield rate dropped 20 percentage points from 62 percent to 42 percent.

Figure 6. Number of Applicants, New Enrolled Students, Yield Rate by Academic Year



Cumulative Percent Change in Applicants and New Enrolled Students

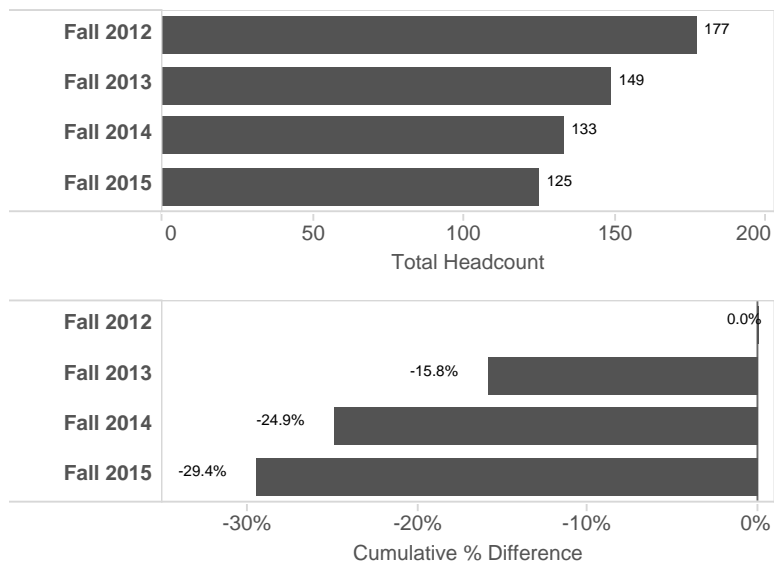


### Enrollment (Headcount and FTE)

In addition to the decrease in numbers of applicants and new enrolled students to the Food Service/Hospitality program, the overall number of students enrolled in the program has dropped in recent years. Figure 7 shows the headcount and cumulative percent change in total enrollment for all fall terms in which we have official data. In Fall 2015, the program enrolled 125 students, which is nearly 30% lower than the Fall 2012 enrollment of 177.

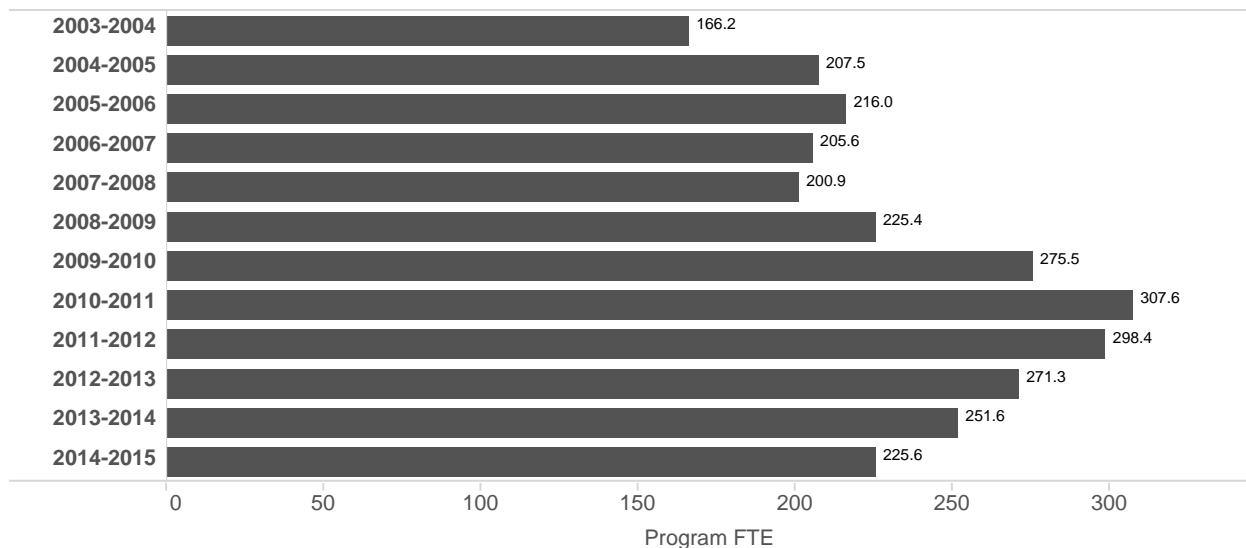
Figure 7. Total Headcount & Percent Change in Food Service/Hospitality

Fall Terms



As shown in Figure 8, a longer trend is available for annual FTE in the program. As shown, the program FTE in Food Service/Hospitality showed a large increase between 2003-04 and 2010-11 from 166.2 to 307.6 and a steady decrease after that to 225.6 in 2014-15.

Figure 8. Annual FTE in Food Service/Hospitality



The Program's current educational environment results in the following problematic conditions that are not conducive to student learning:

***Shared learning space with production kitchen:***

- Shared equipment results in instances during peak hours when students have to wait to use a piece of equipment in use by cafeteria production staff.
- The location of the dish room within the teaching kitchen produces an average 70-90 decibels (range of power tools) and can peak around 100 db (range of a snowmobile) during class.

***Safety issues:***

- Overcrowding of both Food Service/Hospitality students and Cafeteria Services staff raises safety concerns.
- The refrigerator/freezer is on the dock and students/faculty must exit the building to access refrigerated/frozen food supplies, posing safety concerns in the winter/freezing months. This situation alone produced a citation by the Program's accrediting body after the 2010 site visit.
- Dry storage consists of 2 shelves in the cafeteria storage area. These are overstocked spaces leading to additional safety concerns.
- Lack of adequate locker room facilities for male and female students to store personal lab supplies (i.e. knives) in a secure location.
- The consistently high decibels of the dish room next to the teaching lab can lead to hearing damage after prolonged exposure.

***Learning environments that are not conducive to learning:***

- Students and faculty leaving the learning environment to obtain a refrigerated/frozen item from the dock disrupts the classroom.



- Due to a lack of current culinary and baking teaching spaces, students are asked to “pretend” a learning experience until they have an opportunity to see it in “real life.”
- When students compare the learning environment at SCC to Metro Community College or Central Community College or even the attached Career Academy, they are influenced to complete their training elsewhere, which in turn impacts the number of eligible graduates to meet local need in the SCC Service area.
- Approximately 15 courses are held at an off-site location in the Continuing Education Center kitchen which is also limited in size and capacity to meet teaching demands. This space is shared with Continuing Education/Personal Enrichment courses.
- The current restaurant/dining room is in a very small converted classroom space that is a distance from the production kitchen. This does not provide students with the experience of an actual restaurant kitchen to table experience.
- The current classroom is also used as a storeroom, resulting in numerous interruptions to the teaching environment as students and faculty consistently enter/leave with supplies.

### **Faculty/Staff Satisfaction**

Though the results are not specific to the Food Service program, the results from the 2014 survey of faculty and staff identified facilities as the top priority for SCC over the next five years. Similarly, the need to improve infrastructure, including staffing, facilities and technology, emerged as a recurring theme.<sup>c</sup> In addition, faculty and staff members were asked about their level of satisfaction with many components of their employment and working environment. Figure 9 shows that roughly 30% of employees were dissatisfied with the condition and appearance of the buildings.

Figure 9. % Faculty/Staff reported being *dissatisfied* with buildings at their primary work location



In addition to the above concerns, Clark Enersen identified a number of deficiencies in the spaces associated with the existing Lincoln campus. The structural system evaluation revealed significant deficiencies in the roof structure including the section of the roof that would be directly above the proposed renovation as seen in Images A & B. As a result, the College experienced frequent ceiling tile damage and associated flooding. The College did replace one section of the roof this past year and is currently replacing the section that is over the proposed space. Under the 2015-2019 Strategic Plan, the College is implementing a new proactive approach to facilities management and planning. The 2015-2016 General Fund Budget includes a Chief of Facilities position to implement the new approach and to coordinate the implementation of the College’s Facilities Master Plan.

<sup>c</sup> 2014 Faculty/Staff Survey



Image A

Image A. Partially collapsed section of the roof.



Image B

Image B. A section of the roof that had worn to the point that the interior was exposed to the outside elements.

## ***(2) Student and Employer Demand***

### ***Student Demand***

As described earlier in the section on *Applications and Yield*, the College has seen a decrease in the yield rate for the Food Service/Hospitality program. A higher percentage of students who apply to the program choose not to enroll. This trend has coincided with overcrowding in the shared production/demonstration kitchen, decreased quality of the program's learning environments, and the opening of the 39,000 square foot Culinary Arts facilities at Metropolitan Community College.

One of the potential sources for future students in this program are current high school students enrolled in The Career Academy (TCA). Culinary Arts is one of the 19 pathways available through TCA. It has been a popular choice, ranking sixth in initial enrollment. Because the TCA and its building were opened in Fall 2015, the culinary facilities available to TCA students are state of the art. Students graduating from TCA can seamlessly transition into any one of the Food Service/Hospitality focuses with the two entities working synergistically to create a pathway for employment. Students interested in this transition would be migrating to lower quality classrooms and laboratory space that is currently available for the SCC Food Service/Hospitality program.

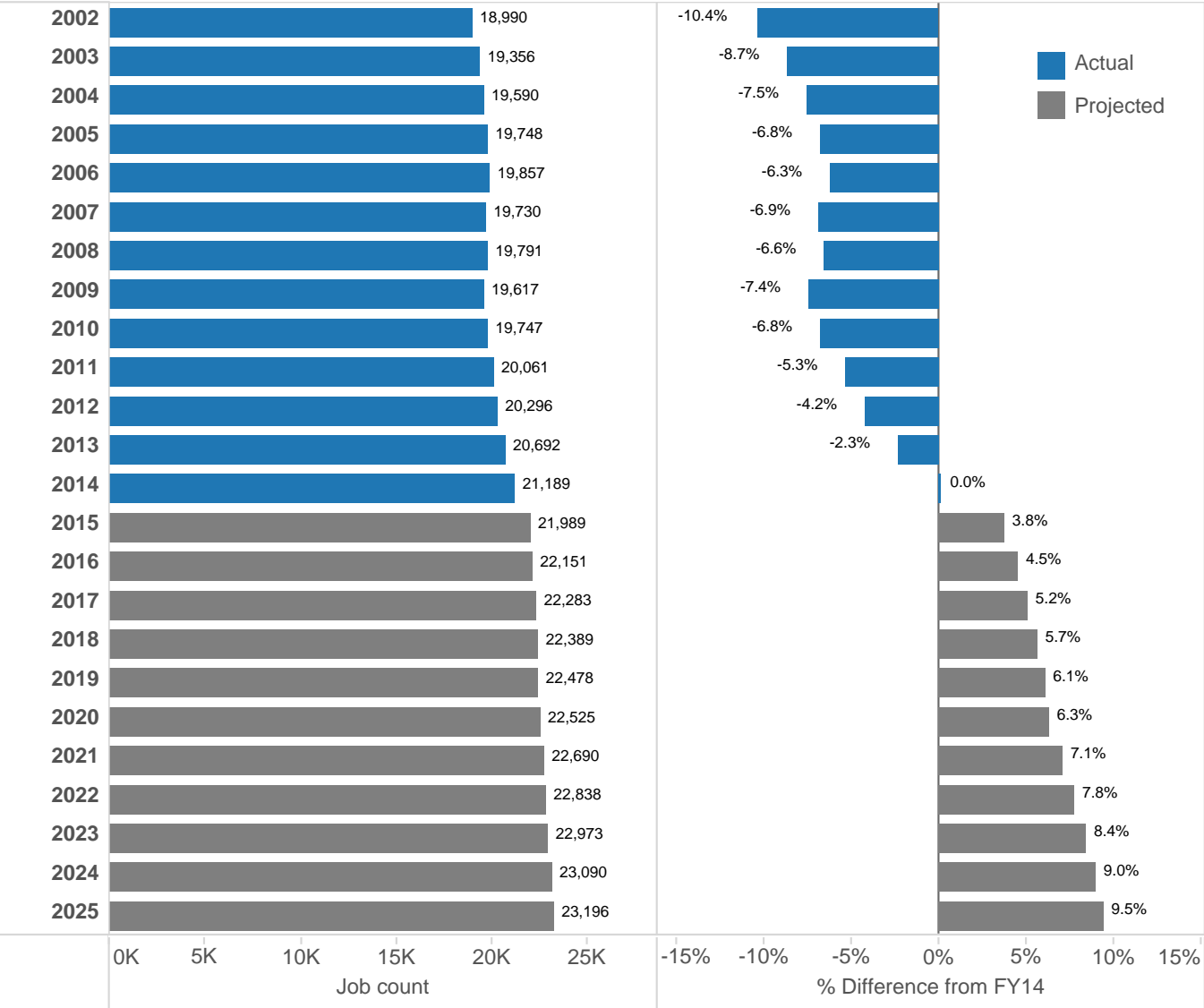
### ***Industry Demand***

The food service and hospitality industry is a rapidly growing field both nationally and locally. As shown in Figure 10<sup>d</sup>, the projections for southeastern Nebraska indicate that the number of jobs in this industry has grown more than 10% since 2002 and will grow another 9.5% by 2025.

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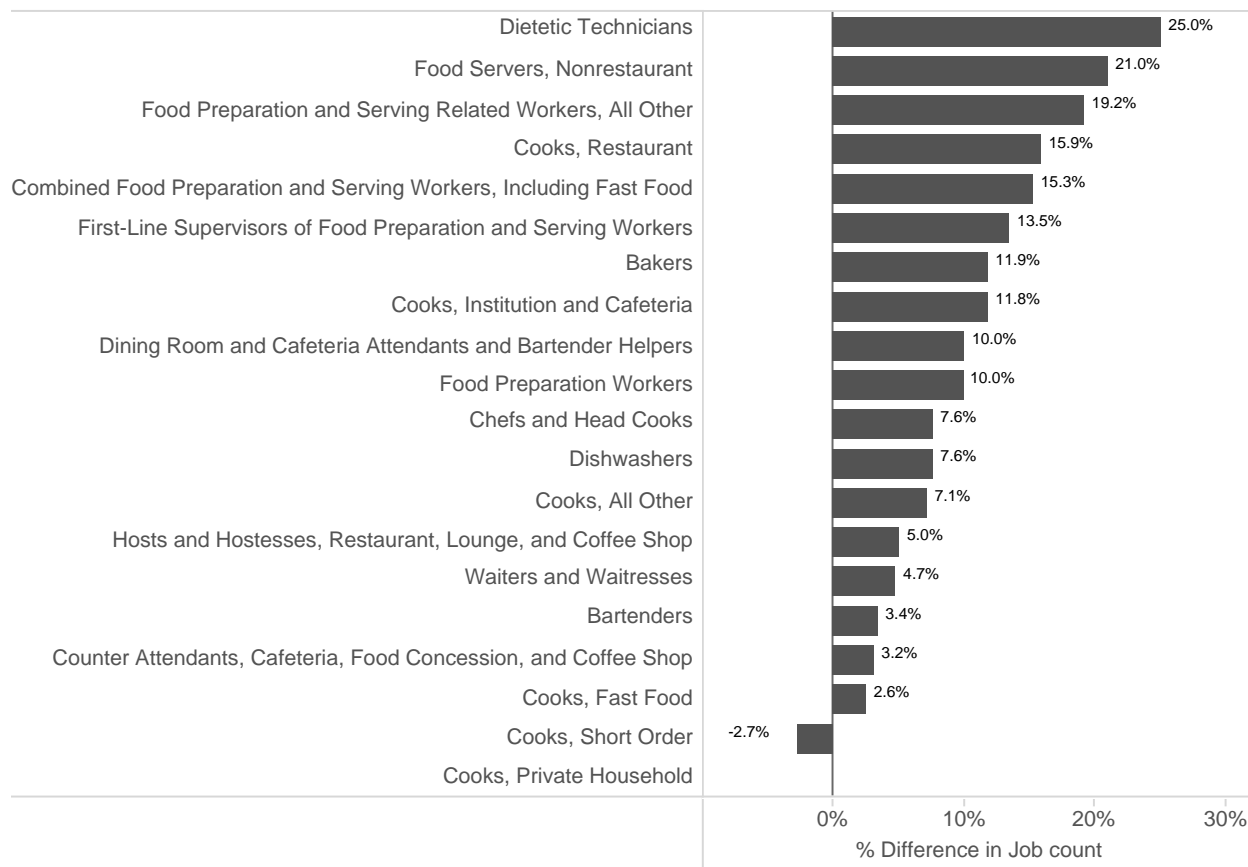
<sup>d</sup> Source: Economic Modeling Specialists International (EMSI)

Figure 10. Actual & Projected Number of Jobs in Hospitality & Food Service Industry for 15-County Service Area



At the level of position type, the projected 9.5% increase between 2014 and 2025 in the number of jobs in food service and hospitality, only the category of *Cooks, Short Order* shows a projected decrease. As shown in Figure 11, the remainder of the positions are projected to increase by as much as 25%.

Figure 11. Projected Percent Change in Number of Jobs in Hospitality and Food Service Industry in 15-County Service Area between 2014 and 2015 by Type of Position



This trend is not isolated to SCC’s 15-county service area. According to the Nebraska Department of Economic Development as seen in Figure 12, the projected change in the number of jobs in the state in Food Services and Drinking places is 10.82%.

Figure 12.State Employment Projections

Industry Code	Industry Title	2008 Annual Employment	2018 Projected Employment	Change in Employment 2008-2018	Percent Change 2008-2018	Compound Annual Growth Rate
	<b>All industries total</b>	<b>1,092,451</b>	<b>1,203,295</b>	<b>110,844</b>	<b>10.15%</b>	<b>0.97%</b>
720000	Accommodation and Food Services	69,978	77,118	7,140	10.20%	0.98%
721000	Accommodation	7,954	8,381	427	5.37%	0.52%
722000	Food Services and Drinking Places	62,024	68,737	6,713	10.82%	1.03%

The growth of the city of Lincoln as well as that of Lancaster County continue to underscore the demand for quality graduates in the food service and hospitality industry. According to the Summary Report for Lincoln/Lancaster County Planning Department, the total population of Lancaster County is projected at 311,915 for 2020 and 384,781 for 2040 (Figure 13).

Figure 13. Summary of Lancaster County Projections to 2040 Utilizing “Low Series” Level of Migration

Category	Census 2000	2005 Proj	2010 Proj	2015 Proj	2020 Proj	2025 Proj	2030 Proj	2035 Proj	2040 Proj
Total Population	250,291	268,604	282,434	297,229	311,915	327,881	344,864	364,809	384,781
Change in Population	n/a	18,313	13,830	14,795	14,686	15,966	16,983	19,945	19,972
Natural Change	n/a	10,924	11,860	11,794	12,128	12,109	11,968	11,964	12,088
Births	n/a	19,257	20,997	21,591	22,504	23,209	24,166	25,747	27,709
Deaths	n/a	8,333	9,137	9,797	10,376	11,100	12,198	13,783	15,621
Net Migration	n/a	7,389	1,970	3,001	2,558	3,857	5,015	7,981	7,884
Domestic	n/a	3,470	-2,310	-1,884	-2,680	-1,747	-976	1,568	1,023
International	n/a	3,919	4,280	4,885	5,238	5,604	5,991	6,413	6,861

Experts from around the area have weighed in on the need for excellent training facilities at SCC for students to learn the art and science of the food industry.

“The importance of having properly trained staff in the food service industry is, in my world, literally a matter of life and death. I work in the world of retirement living. Retirement living, similar to preschools and daycares, has a population with weaker immune systems. Mishandling the responsibility of proper food production can result in serious illness and death. The preparation of food goes far beyond the education of basics like temperatures and shelf levels. There needs to be hands on experience in an adequate space to ensure individuals can gain the skills to execute properly. The work environment in a kitchen needs to be clean, well lit, and spacious and have dedicated areas to prevent cross contamination and injury.”

*Jared Beckmann, VP Culinary and Dining Services, Resort Lifestyle Communities*

The growth of student enrollment has so far outpaced the updating and expansion of this program that it has become a near catastrophe. There are students waiting during class time to hopefully get the opportunity to use a piece of equipment. Sometimes that chance never comes around or if it does, it’s so fleeting as to be useless. These students are spending real money and dedicating real time and energy and in return they are missing out on basic training techniques and knowledge that make all the difference in a real commercial kitchen. Without serious updating, students coming out of this program will continue to be ill-prepared for the real world and no matter how positive and passionate your instructors continue to be, they cannot hide this reality from the students.

*Patrick Durkin, Chef/AP, GUP Restaurants*

“It’s not surprising to me that Southeast Community College wants (and needs) to upgrade and expand its culinary program and facilities. Since becoming the dining critic in 1998, I’ve seen the food craze, thanks to cable and broadcast television network shows, explode, driving an increased interest toward interest in culinary careers. Fox even has a show featuring elementary-aged “chefs.” I’ve also witnessed how SCC’s program has affected Lincoln’s restaurant industry, with many of its former and current students working in area restaurants. SCC gives them the tools to become successful immediately in the kitchen or on the floor. My wife and I have attended several of SCC’s training lunches and dinners, which give the students feedback from diners about their work. SCC could grow this area and more, but not until its program and facilities grow.”

*Jeff Korbelik, Features editor, Lincoln Journal Star*



“I have worked for many years in a community college culinary school setting which has 5 spacious lab classrooms for students. In addition, I have visited and participated in culinary workshops in a variety of college settings around the country. When I began my employment with SCC and observed the classes of my colleagues in session, I was both shocked and amazed. Shocked that classes were held under such restrictive and below standard lab conditions and amazed that the instructors were able to facilitate positive learning experiences regardless. When attending luncheons presented by SCC students, even though efforts are made to give the dining space a restaurant feel, in my view the space falls short of projecting an authentic industry experience and doesn’t come close to equaling the quality of the food being served. Students today are influenced by facility design and appearance in addition to educational quality. I currently have a talented TCA student who is planning to continue her education at CCC partially due to the recent renovation of their kitchen lab facility. Another of my skilled students plans to attend MCC in Omaha, deciding after a tour of the culinary school facility. SCC will have increased enrollment potential with a modern and updated facility.”

*Maybell Galusha CCE CSCE CWPC, The Career Academy*

“A separate teaching kitchen would allow staff to use their time and students’ time to gain the knowledge needed to work in the food services industry. A teaching kitchen would allow students real world experience working in a kitchen that much more closely resembles what they will find when they enter employment in the food industry. Students also need adequate room to learn. Being part of the cafeteria kitchen causes much commotion and this environment is not conducive to learning.”

*Edith Zumwalt, MS, RDN, SNS, Director of Nutrition Services, Lincoln Public Schools*

“To meet the needs of the Food Service Industry of today and into the future SCC needs to enhance their education area and prepare for the influx of more students. Teaching in crowded areas does not enhance the learning process. SCC needs to grow in this arena by doing a remodel that will enlarge their education area, not later, but now. There is new equipment always being developed and we expect employees to know how to use them when hired.”

*Kathryn Retzlaff, MS, RD, LMNT, Nursing Home Administrator*

In order to meet the demand of the region and state, Southeast Community College must provide adequate facilities to attract, retain, and train workers to fill these positions.

## **b. Considered Alternatives**

Originally, planned as a part of combined, internal project with a remodel of the cafeteria spaces, additional information ascertained about program needs determined the continued combination of a teaching kitchen with a production kitchen was problematic and an untenable teaching and learning environment.

Once the determination was made to separate the projects, alternatives were considered, such as building a Culinary Arts building. This alternative was rejected due to cost. Leasing space was briefly considered, but is not feasible compared to costs of ownership of space already held by the college. A third option was to decrease the program size by limiting enrollments, but with the high demand for professionals in the food service/hospitality arena and culinary arts industry, this alternative was also rejected.

## 3. LOCATION AND SITE CONSIDERATIONS

### a. County

The Southeast Community College campus where the proposed Food Service/Hospitality Program renovation will take place is in the northern portion of Lancaster County of Nebraska in the city of Lincoln. Lincoln is the capital of Nebraska and the county seat for Lancaster County.

### b. Town or campus

The proposed project would take place on the 117 acres of owned property at the 8800 O Street Campus in Lincoln Nebraska. The Lincoln campus is one of 3 main campuses for Southeast Community College, with Milford and Beatrice providing service to the 15-counties of the Southeast Community College service area of southeast Nebraska.

### c. Proposed site

As seen in the Figure 14 site map, the proposed capital construction project would occur in a portion of the 8800 O Street Building.

Figure 14. 8800 O Street Site Map



#### d. Influence of project on existing site conditions

- (1) Figure 15 shows the location within the 8800 O Street Campus building is in the original, 1979 section of the building (D and F sections) as highlighted below.

Figure 15. 8800 O Street Campus Map



- (2) Utilities: Power, water and sewer lines are currently serving the existing building and will be utilized to the new construction.
- (3) Parking and circulation: Currently there is adequate parking on the Lincoln Campus to meet the needs and no additional parking will be required for this project. The placement of the Restaurant takes advantage of the drop-off circle drive as it allows for valet parking.



## 4. COMPREHENSIVE PLAN COMPLIANCE

### a. Year of the agency's comprehensive plan and updates or revisions

#### **Facilities Master Plan**

In November 1981, Leo A. Daly Planning/Architecture/Engineering firm developed and presented a "Facilities Development Plan" for the Lincoln Campus of Southeast Community College, to the SCC Board of Governors. The College has been operating under this initial plan until Winter, 2015 when SCC hired The Clark Enersen Partners to complete a Facilities Master Plan. As seen in Figure 16, preliminary plans have been completed for the Beatrice and Milford campuses. The plan recommends renovating 132,273 square feet and 139,139 square foot of new construction on the Beatrice campus. For the Milford campus, the plan recommends renovating 317,078 square feet and 138,352 square feet of new construction. Due to the anticipated growth of the Lincoln Campus, the planners are still in progress to determine how best to manage future needs with current assets. However, Clark Enersen is recommending renovation of 380,322 square foot of the 8800 O Street Lincoln campus to ensure the facility complies with recognized space standards. The plan recommends divestment of the Continuing Education Center, which currently houses the culinary space that is used daily by students enrolled in the Food Services program. The proposed renovation specifications were designed to be consistent with the facilities master plan, which is expected to be completed by January 2016.

Figure 16. Facilities Master Plan Combined Assessment & Needs Summary

#### **Existing Facilities Assessment**

Campus	Extg GSF	Demolish / Divest	Retain / Renovate	% retain
Total Beatrice Campus	336,342	(204,069)	132,273	39%
Total Milford Campus	421,870	(104,792)	317,078	75%
Total Lincoln Main Campus	392,508	(12,186)	380,322	97%
Total Lincoln 68th Street Campus	105,941	(105,941)	-	0%
Total Lincoln Education Square	74,050	0	74,050	100%
<b>total SECC Campus Facilities</b>	<b>1,330,711</b>	<b>(426,988)</b>	<b>903,723</b>	<b>68%</b>

+

#### **Space Needs Analysis**

Campus	Additional Space Needs GSF	Add'l Housing Needs *	Total GSF Needs
Total Beatrice Campus	139,139	141,293	616,774
Total Milford Campus	138,352	141,293	701,515
Total Lincoln Main Campus	247,583	120,000	760,091
Total Lincoln 68th Street Campus	13,277	-	119,218
Total Lincoln Education Square	6,570	-	80,620
<b>total SECC Campus Facilities</b>	<b>544,922</b>	<b>402,586</b>	<b>2,278,219</b>

=

#### **Net Result**

Net New Construction	adj. for outside uses	Adjusted New Construction
484,501	(17,000)	467,501
279,645	(6,500)	273,145
367,583	(2,600)	364,983
13,277		13,277
6,570	(6,570)	0
<b>1,151,577</b>	<b>(32,670)</b>	<b>1,118,907</b>

*\* Preliminary Housing Assumptions:*

*Beatrice - 100% increase (300 to 600 beds) Milford 100% increase (300-600 beds); Lincoln 500 beds*

## **Strategic Plan**

The Southeast Community College Board of Governors approved the 2015-2019 Strategic Plan. One area the Board recognized was a need to improve aging facilities and enhance the learning environments which is specifically addressed in Goal 7: Educational Environment:

7.1 Improve College facilities, learning environments, student housing, and landscapes through the development and implementation of a comprehensive and renewable facilities master plan and proactive maintenance plan.

7.5 Improve space utilization through continual analysis and assessment of current and future facility needs.

The College's 2015-2019 Strategic Plan includes the following mission statement:

*The mission of Southeast Community College (SCC) is to empower and transform its students and the diverse communities it serves. The College provides accessible, dynamic, and responsive pathways to career and technical, academic transfer, and continuing education programs. Student success and completion is maximized through collegiate excellence, exemplary instruction, comprehensive student support services, enrichment programs, and student-centered processes. SCC is committed to a proactive and evidence-based approach that continually assesses and response to student, community, and employer demand for higher education.*

SCC adheres to a set of core values that drive the decisions and actions of the institution. Excellence, one of the College's core values, requires a commitment to providing the highest quality learning spaces for our students.

The proposed remodel of the Food Service/Hospitality space aligns with SCC's strategic direction by:

- Enhancing the educational environment
- Improving college facilities
- Improving space utilization
- Commitment to excellence
- Effective investment in college assets
- Improving student success and student learning outcomes
- Expanding classroom technologies

SCC's planning and development process is based on a fully informed, data driven methodology as outlined in Goal 9: Organizational Environment:

9.8 Promote effective use of valid and reliable data in decision making, planning, and communication.

All aspects of the proposed project are grounded in valid and reliable data supported by the college's [Institutional Research Department](#).



**b. Consistency with the agency comprehensive capital facilities plan**

The need for an improved educational environment for the Food Service/Hospitality program has been ongoing for a number of years. This project is consistent with the preliminary Facilities Master Plan which calls for modernization and updating of the current facility at the 8800 O Street Campus.

**c. Consistency with the current version of the CCPE Project Review Criteria**

We believe the proposal conforms to the review criteria in the most recent CCPE Project Review Criteria/Statewide Plan.

## 5. ANALYSIS OF EXISTING FACILITIES

### a. Functions/purpose of existing programs

Graduates of the Food Service/Hospitality program are highly sought after by industry employers for careers in the fields of culinary arts, restaurant management, dietetics, and hotel management. Food Service/Hospitality Associates of Applied Science (AAS) specializations include: Bakery/Pastry, Culinary Arts, Dietetic Technician, Food Service Management and Lodging Industries. Certificate options are available in Event-Venue Operations Management and Food Industry Manager.

The program is offered at the Lincoln Campus, with many classes offered at the Jack J. Huck Continuing Education building. The learning plan for a full-time student includes 12 to 18 credits per term and part-time program completion is a viable option for many students. Additionally, students elect to take certain courses to improve their skills for their current employment. The program includes theory and extensive hands-on training, which requires many hours in a state of the art teaching/commercial kitchen to gain the skills necessary for the hospitality and culinary industries. The Program also works closely with the University of Nebraska students to provide advanced culinary classes for the Culinary Major and entry-level production classes for the Family and Consumer Science majors, both at UNL. Continued collaboration with UNL and other four-year institutions will continue to grow this demand.

The program has extensive industry support through a strong advisory committee. Representatives of local tourism and economic development, hospitality, food service supplies, professional chefs, food service management, and assisted living facilities participate.

Food Service/Hospitality program graduates are prepared to:

- apply concepts of food safety and sanitation.
- know and use the basic concepts and techniques of food preparation, cooking and baking procedures.
- apply basic managerial functions - i.e. cost control, purchasing, inventory, meat and produce yield loss, recipe standardization, scheduling and supervisory skills.
- apply the fundamentals of menu planning for meeting nutritional needs and aesthetic qualities of the individuals and groups.
- have the knowledge of the fundamentals of nutrition in health and disease and various stages of the life cycle.
- have the basic lodging concepts, including event planning, front desk and tourism.

## b. Square footage of existing areas

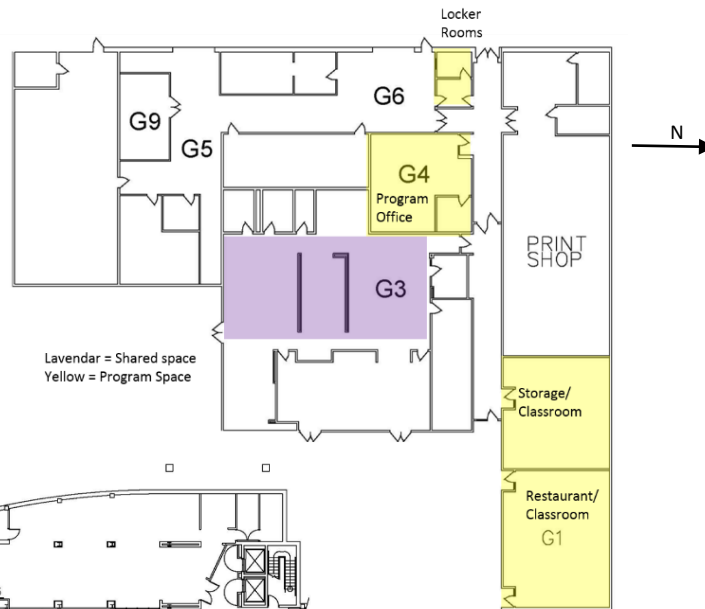
The square footage and footprint of the existing Food Service/Hospitality spaces are demonstrated in the chart and space maps below.

	Space	Room Use Cat #	SF Each
1.0	Teaching Spaces		
	Restaurant/Classroom		1,120
	Culinary Classroom		672
	Classroom/Storage Area		960
2.0	Learning Areas		
	Production Kitchen		2,100
	Culinary Kitchen		612
	Dish Room*		254
	Store Room/Dry Storage		200
3.0	Offices		
	1 Faculty Office		624
5.0/6.0	Other Spaces		
	Locker Rooms		207

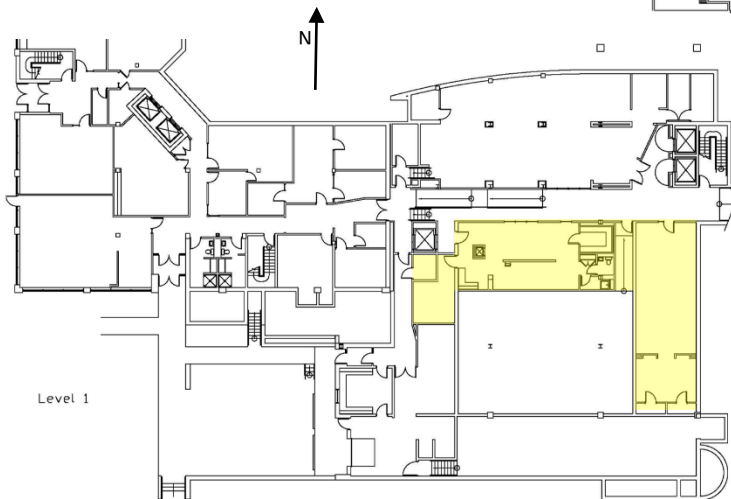
**Total Net SF of Existing Food Service/Hospitality Program 6,749**

\* Items highlighted in red denote shared space with either Cafeteria or Continuing Education. This shared space totals 3,384 or 50% of the net square footage used by the program.

8800 O Street Space Map



CEC 1<sup>st</sup> Floor Space Map



### c. Utilization of existing space by facility, room and/or function

#### **CURRENT classroom/lab/restaurant utilization**

<b>TERM 1</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>G1 (Restaurant/Banquet Room/Buffer/Classroom)</b>					
0800	Artisan Breads (6-12 students)	Buffet Decorating and Catering (8-12 students)	Advanced Cake Design (8-12 students)	Restaurant Fundamentals: Section 1 (10-14 students) (25-48 guests ~ limited by space)	Advanced Culinary Fundamentals I: Section 1 (8-15 students)
0900					
1000					
1100					
1200					
1300	Garde Manger (6-12 students)	Artistry for the Baker (6-14 students)	Baking/Pastry Fundamentals II (8-14 students)	Restaurant Fundamentals: Section 2 (10-14 students) (25-48 guests ~ limited by space)	
1400					
1500					
1600					
1700					
1800-1900					
2100					
<b>G2 (Classroom/Storeroom)</b>					
0730	Food		Food	Restaurant Fundamentals class uses for student space (10-14 students)	
0900	Operations & Mgt. Lab:		Operations & Mgt. Lab:		
1000	Section 1 (6-12 students)	Beverage Selection & Mgt. (12-23 students)	Section 1 (6-12 students)		
1100	Food		Food		
1200	Operations & Mgt. (10-30 students)		Operations & Mgt. (10-30 students)		
1300	Food	Advanced Culinary Fundamentals I: Section 2 (8-10 students)	Food		Industry Proficiency Testing (2-3 Fridays per quarter) (2-6 students)
1400	Operations & Mgt. Lab:		Operations & Mgt. Lab:		
1500	Section 2 (6-12 students)		Section 2 (6-12 students)		
1600					
1700					
<b>CEC</b>					
0800	Food Prep Fundamentals II: Section 1 (8-12 students)	Food Prep Fundamentals II: Section 2 (8-12 students)	Food Prep Fundamentals II: Section 1 (8-12 students)	Food Prep Fundamentals II: Section 2 (8-12 students)	Advanced Pastry Fundamentals (8-12 students)
0900					
1000					
1100					
1200					
1300	Food Prep Fundamentals II: Section 3 (8-12 students)	Food Prep Fundamentals II: Section 4 (8-12 students)	Food Prep Fundamentals II: Section 3 (8- 12 students)	Food Prep Fundamentals II: Section 4 (8-12 students)	Industry Proficiency Testing (2-3 Fridays per quarter) (2-6 students)
1400					
1500					
1600					
1700					

TERM 2	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>G1 (Restaurant/Banquet Room/Bufet/Classroom)</b>						
0800	International Cuisine (10-20 students)	Banquet Operations & Mgt. Prep: Section 1	Advanced Culinary Fund. II Lecture: Section 1 (8-15 students)	Banquet Operations & Mgt.: Section 1 (8-14 students) (25-48 guests ~ limited by space)	Advanced Culinary Fund. II Lab: Section 1 (8-15 students)	
0900						
1000						
1100						
1200						
1300	Advanced Culinary Fundamentals II Lecture and Lab: Section 2 (8-10 students)	Banquet Operations & Mgt. Prep: Section 2		Banquet Operations & Mgt.: Section 2 (8-14 students) (25-48 guests ~ limited by space)	Culinary Nutrition (8-20 students)	
1400						
1500						
1600						
1700						
1800-1900						
<b>G2 (Classroom/Storeroom)</b>						
0800	Purchasing Practices (15-30 students)			Banquet Operations & Management class uses for student space (8-14 students per section)		
0900						
1000	Purchasing (15-30 students)		Purchasing (15-30 students)			
1100						
1200						
1300	Baking/Pastry Fund: Section 1 (10-14 students)	Meal Service (8-30 students)	Baking/Pastry Fund: Section 1 (10-14 students)		Industry Proficiency Testing (2-3 Fridays per quarter) (2-6 students)	
1400						
1500	Equipment & Layout (15-30 students)	Artistry for the Baker (6-14 students)	Equipment & Layout (15-30 students)			
1600						
1700						
<b>CEC</b>						
0800	Food Prep Fundamentals I: Section 1 (8-12 students)	Food Prep Fundamentals I: Section 2 (8-12 students)	Food Prep Fundamentals I: Section 1 (8-12 students)	Food Prep Fundamentals I: Section 2 (8-12 students)	Advanced Baking Fundamentals (8-12 students)	
0900						
1000						
1100						
1200						
1300	Baking/Pastry Fund. I: Section 2 (8-12 students)	Food Prep Fundamentals I: Section 4 (8-12 students)	Baking/Pastry Fund. I: Section 2 (8-12 students)	Food Prep Fundamentals I: Section 4 (8-12 students)	Industry Proficiency Testing (2-3 Fridays per quarter) (2-6 students)	
1400						
1500	Food Prep Fundamentals I: Section 3 (8-12 students)		Food Prep Fundamentals I: Section 3 (8-12 students)			
1600						
1700						
1800						



**PROJECTED classroom/lab/restaurant utilization in proposed space**

<b>TERM 1</b>	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Teaching Kitchen 1</b>					
0800	Food Prep Fundamentals II Lab: Section 1 (8-12 students)	Food Prep Fundamentals II Lab: Section 2 (8-12 students)	Food Prep Fundamentals II Lab: Section 1 (8-12 students)	Food Prep Fundamentals II Lab: Section 2 (8-12 students)	Advanced Culinary Fundamentals: Section 1 (6-12 students)
0900					
1000					
1100					
1300	Food Prep fundamentals II Lab: Section 3 (8-12 students)	Food Prep Fundamentals II Lab: Section 4 (8-12 students)	Food Prep Fundamentals II Lab: Section 3 (8-12 students)	Food Prep Fundamentals II Lab: Section 4 (8-12 students)	Industry Proficiency Testing (2-6 students)
1400					
1500					
1600					
<b>Teaching Kitchen 2</b>					
0730	Food Operations & Mgt. Lab: Section 1 (6-14 students)		Food Operations & Mgt. Lab: Section 1 (6-12 students)		Advanced Culinary Fundamentals (6-14 students)
0900					
1000					
1100					
1200	Food Operations & Mgt. Lab: Section 2 (6-14 students)	Advanced Culinary Fundamentals I (6-14 students)	Baking & Pastry Fundamentals I: Section 1 (6-14 students)		
1300					
1400					
1500					
1600					
1700					
<b>Baking Pastry Kitchen</b>					
0800	Breads (6-10 students)	Bake Shop (2-4 students)	Cake Design (6-10 students)	Bake Shop (2-4 students)	Advanced Baking (6-10 students)
0900					
1000					
1100					
1300	Bake Shop (2-4 students)	Bake Shop (2-4 students)	Baking & Pastry Fundamentals Section:2 (6-10 students)	Bake Shop (2-4 students)	Industry Proficiency Testing (2-6 students)
1400					
1500					
1600					
1700					
<b>Restaurant Kitchen</b>					
0800	Restaurant (6-12 students) (50-80 guests)	Buffet (6-20 students) (50-80 guests)	Restaurant (6-10 students) (50-80 guests)	Restaurant (6-10 students) (50-80 guests)	
0900					
1000					
1100					
1200	Garde Manger (6-12 students)			Restaurant (6-10 students) (50-80 guests)	
1300					
1400					
1500					
1600-2100					

TERM 2	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>Teaching Kitchen 1</b>						
0800	Food Prep Fundamentals I Lab: Section 1 (8-12 students)	Food Prep Fundamentals I Lab: Section 2 (8-12 students)	Food Prep Fundamentals I Lab: Section 1 (8-12 students)	Food Prep Fundamentals I Lab: Section 2 (8-12 students)		
0900						
1000						
1100						
1300		Food Prep Fundamentals I Lab: Section 4 (8-12 students)		Food Prep Fundamentals I Lab: Section 4 (8-12 students)	Industry Proficiency Testing (2-6 students)	
1400						
1500	Food Prep Fundamentals I Lab: Section 3 (8-12 students)		Food Prep Fundamentals I Lab: Section 3 (8-12 students)			
1600						
1700-1900						
<b>Teaching Kitchen 2</b>						
0800	International (6-16 students)				Advanced Culinary Fundamentals (6-12 students)	
0900						
1000						
1100						
1300	Baking & Pastry Fundamentals II (8-12 students)		Baking & Pastry Fundamentals II (8-12 students)		Culinary Nutrition (6-20 students)	
1400						
1500						
1600						
<b>Baking &amp; Pastry Kitchen</b>						
0800	Bake Shop (2-4 students)	Bake Shop (2-4 students)	Pastry Design (6-10 students)	Bake Shop (2-4 students)	Advanced Baking Fundamentals (6-10 students)	
0900						
1000						
1100						
1200					Industry Proficiency Testing (2-3 Fridays per quarter) (2-6 students)	
1300	Baking & Pastry Fundamentals II (6-10 students)	Artistry For The Baker (6-14 students)	Baking & Pastry Fundamental II (6-10 students)	Bake Shop (2-4 students)		
1400						
1500						
1600						
<b>Restaurant Kitchen</b>						
0800	Restaurant (6-12 students) (50-80 guests)	Banquet Operations & Mgt: Section 1 (6-14 students)	Restaurant (6-12 students) (50-80 guests)	Banquet Operations & Mgt: Section 1 (6-14 students)		
0900						
1000						
1100						
1200						
1300		Banquet Operations & Mgt: Section 2 (6-14 students)		Banquet Operations & Mgt: Section 2 (6-14 students)	Banquet Operations & Mgt: Section 2 (6-14 students)	
1500						
1600						
1700						
1800-2100						

#### **d. Physical deficiencies**

The physical deficiencies of the current space is described in section 2a – Project Justification.

#### **e. Programmatic deficiencies**

The physical deficiencies described previously lead to numerous programmatic deficiencies in terms of instructional and administrative functions in order to meet industry demand. These needs are immediate for quality educational environments, the growing food service industry and the college's strategic plan. The crowding in the production kitchen creates a lack of adequate and safe working space for students and teaching/learning space for the instructors. These deficiencies as previously explained, all interfere with the teaching/learning process.

#### **f. Replacement cost of existing building**

This project is proposing to renovate 10,902 gross square feet (gsf) of the Lincoln Campus Main Building's 456,148 gsf with an estimated replacement value of \$79,360,000 for the building plus \$27,325,000 for equipment/furnishings.

## 6. FACILITY REQUIREMENTS AND IMPACT OF PROPOSED PROJECT

### a. Functions/purpose of the proposed program

#### ***Activity identification and analysis***

The proposed program will continue the functions and purpose of the existing program as previously described. The new space will allow us to respond to industry demand in our service area and facilitate quality learning environments with adequate space for the function and purpose of the program:

- Quality, safe, effective teaching/learning environment
- Industry equipment and technology comparable to what students will use in the workplace
- Increase in student work stations
- Increase in student numbers
- Increase in student graduates/retention
- Additional focuses in butchery and healthcare institution and other as needed with growing industry demand

#### ***Projected occupancy/use level***

The existing faculty for the Food Service/Hospitality program will continue in the project space and consist of:

- 1 Program Chair
- 6 current faculty with space to grow additional as needed
- 1 Buyer
- 200+ students quarterly



## b. Space requirements

### 1. Square Footage by Individual Areas and/or Functions

					NSF each	Subtotal	Grossing Factor	Total
1	Food Service Spaces							
	1.1	Restaurant - Front of House						
	1.1.1	Waiting Area		20	8	160	1.2	192
	1.1.2	Dining Area		80	15	1200	1.1	1,320
	1.1.3	Wait Support						
		1.1.3.1	Host Station	1	40	40	1	40
		1.1.3.2	Coat Closet	1	40	40	1	40
		1.1.3.3	Point of Sale	1	40	40	1	40
	1.1.4	Restroom		2	70	140	1	140
		Restaurant - Front of House		total		1,620		1,,772
	1.2	Restaurant - Back of House						
	1.2.1	Production Kitchen						
		1.2.1.1	Chefs Line	1	175	175	1	175
		1.2.1.2	Cook Line	1	200	200	1	200
		1.2.1.3	Prep Area	1	500	500	1	500
		1.2.1.4	Beverage Line/Point of Sale	1	100	100	1	100
	1.2.2	Storage		1	200	200	1	200
		Restaurant - Back of House		total		1,175		1,175
	1.3	Educational Spaces						
	1.3.1	Demonstration Classroom		1	1000	1000	1	1,000
	1.3.2	Teaching Labs		2	1250	2500	1	2,500
	1.3.3	Bakery Lab		1	1000	1000	1	1,000
		Educational Spaces		total		4,500		4,500
	1.4	Support Spaces						
	1.4.1	Kitchen Support						
		1.4.1.1	Dry Storage	1	350	350	1	350
		1.4.1.2	Walk in Cooler	1	160	160	1.1	176
		1.4.1.3	Walk in Freezer	1	160	160	1.1	176
		1.4.1.4	Ware Wash	1	300	300	1	300
	1.4.2	Locker Area		20	6	120	1	120
	1.4.3	Custodial		2	40	80	1	80
	1.4.4	Linen Storage		1	80	80	1	80
		Support Spaces		total		1,250		1,282
	1.5	Administrative Spaces						
	1.5.1	Office		2	120	240	1	240
	1.5.2	Open Office		8	48	384	1.33	511
		Administrative Spaces		total		624		751
		Project Total						9,480
		Plus Overall Grossing Factor			15%			<b>10,902</b>

## 2. Basis for Square Footage/Planning Parameters

Square footage projections are based on the Space Needs Analysis summary from the Facilities Master Plan along with input from the program chair and faculty, academic dean, campus director, and physical plant superintendent. In addition to an internal needs analysis, room types and square footages were calculated based on national data trends designed in conjunction with The Clark Enersen Partners, Paulien & Associates, and FoodLines.

## 3. Square Footage Difference Between Existing and Proposed Areas (net and gross)

Spaces	Existing	Programmed	Difference
Food Service	3,832*	2,795	-1,037
Educational	1,632*	4,500	+2,868
Support	661*	1,250	+796
Administrative	624	624	0
<b>Net Square Feet</b>	<b>6,749</b>	<b>9,169</b>	<b>+2,627</b>
<b>Gross Square Feet</b>	<b>7,196</b>	<b>10,902</b>	<b>+3,706</b>

\*Denotes shared spaces

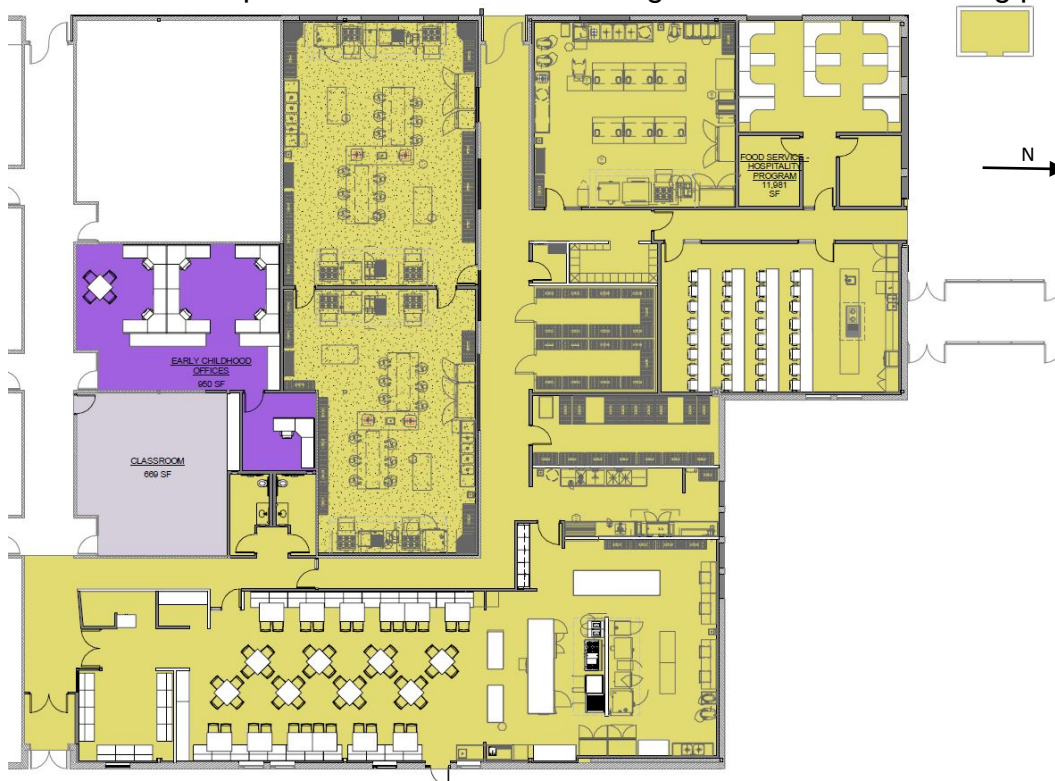
## c. Impact of the proposed project on existing space

### i. Reutilization and function(s)

At the completion of the construction project, the Food Service/Hospitality Program will move into the new facilities. A portion of the vacated space will be remodeled (not part of this project) to house the Campus Bookstore along with the campus Print Shop.

### ii. Demolition & Renovation

The renovation will require demolition of the existing interior non-loadbearing portions.



## 7. EQUIPMENT REQUIREMENTS

### a. List of available equipment for reuse

Because much of the current equipment is shared equipment and needed for the production side and due to the age of the equipment, the equipment that will be reused is a smoker, two sealers and 5 commercial mixers.

### b. Additional equipment/furnishings

<b>Restaurant Kitchen</b>	<b>Teaching Labs A &amp; B</b>	<b>Bakery</b>
Beverage table	Combi Oven (2)	Prep tables (9)
Prep Tables (Qty: 10)	Charbroiler (4)	Reach-in Refrigerator
Pot and Pan Rack	Griddle (2)	Reach-in Freezer
Reach-in Refrigerator	Range (8)	Mixer (3)
Reach-in Freezer	Exhaust Hoods (4)	Tabletop Mixer (12)
2 Compartment Sink	Smoker (1)	Wall Shelves (5)
Mixer (Qty: 2)	Convection Oven (2)	Ingredient Bins (4)
Wall Shelves (Qty: 8)	Fryer (2)	Convection Oven
Smoker	Steam Jacketed Kettle (2)	Deck Oven
Convection Oven	Wire Storage Shelving (2)	Range
Hot Holding Cabinet	Reach-in Refrigerator (2)	Fryer/Dumpstation
Combi Oven	Reach-in Freezer (2)	Proofer
Salamander	Prep Tables (4)	Exhaust Hood
Charbroiler	Student Worktables (2)	Sheeter
Griddle	Spice Rack (2)	Dry Storage Shelving
Range	4 compartment Sink (2)	Hand Sinks
Fryer/Dumpstation	Undercounter Dishmachine	Miscellaneous Fixtures
Exhaust Hoods (2)	Hand sink (2)	Disposers (2)
Chef's Counter	Wall shelves (2)	Spice Rack
Drawer Warmer	Miscellaneous Fixtures	4 Compartment Sink
Sandwich Prep	<b>Demonstration Classroom</b>	Undercounter Dishmachine
Plating Tables	Reach-in Refrigerator	<b>Warewash</b>
5 Well Steam Table	Reach-in Freezer	4 Compartment Sink
Linen Storage	Undercounter Dishmachine	Hand Sink
Dry Storage Shelving	Wall oven	Disposer (2)
Miscellaneous Fixtures	Induction Tops (2)	Dishmachine
Disposers (2)	Range	Dishtables (2)
Vacuum Breakers	Hand Sink	Hose Reel
<b>Refrigeration</b>	Prep Sink	Dishrack Shelves (3)
Walk-in Cooler	Disposer	Dish rack dollies (4)
Walk-in Freezer	Miscellaneous Fixtures	Dish Drying Rack
Cooler/Freezer Shelving	Charbroiler	Miscellaneous Fixtures
<b>Storage</b>	<b>Miscellaneous</b>	<b>Janitorial</b>
High Density Shelving	Utility Carts (4)	Mop Sink (2)
Can Rack	Trash Cans	Wire Shelving (2)
Wire Shelving	Cornerguards	<b>Conference Room</b>
<b>Dining Room/Waiting Area</b>	Wall Cladding	Conference Chair (8)
Bench Seat (17)	Ice Machine	Conference Table (1)
Café Chair (56)	<b>Demonstration Classroom</b>	<b>Faculty Office</b>
Dining Tables (22)	Classroom Chair (32)	Chairs (25)
Table Lamp	Classroom Tables (16)	Office Workstation (17)

*Special or technical equipment:*

<b>Audiovisual</b>	
<b>Audio System</b>	<b>Imaging System</b>
Wireless microphones	Cameras
Power amplifier	A/V Cables
Speaker system	A/V Adaptors
<b>Recording System</b>	Flat Panel Displays
Video capture devices	Switchers & Scalers
Cabling	Presentation/Control System
<b>Other</b>	Input/Output Devices
Wireless Access Points	Mounting Systems
Power Supplies	Computers & tablets
Equipment Racks & Accessories	<b>Installation</b>
Light fixtures	Supplies & Materials

## 8. SPECIAL DESIGN CONSIDERATIONS

### a. Construction Type

The construction type of this renovated area will consist primarily of gypsum board on metal stud walls due to infrastructure needs regarding heating, ventilation, air conditioning, electrical, and plumbing. Durability and cleanability will be addressed through finishes, with the use of tile on floors and walls as well as any specialty coatings. Ceilings will be a mixture of perforated acoustic lay-in ceiling tiles and non-acoustic washable lay-in ceiling tiles where health codes require them. Some drywall ceilings will be utilized in the restaurant area to help with the ambiance of the space. 98% of exterior walls will remain as existing, with some minor window replacement/wall infill as well as a few new windows. Any exterior modifications will complement the existing building but bring a touch of identity to the culinary program.

### b. Heating and cooling systems

The design and installation of all heating, cooling, plumbing, and fire protection systems and devices will be in accordance with relative portions of the following codes and publications:

- American Society of Heating, Refrigeration, and Air Conditioning Engineers Standard (ASHRAE) 90.1-2007
- National Fire Protection Association (NFPA) Codes
- International Building Code (IBC)
- American National Standards Institute (ANSI) Standards
- Underwriters Laboratories, Inc. (UL)
- International Energy Conservation Code (IECC)
- All governing Local Codes and Standards

#### ***Mechanical Design Considerations:***

- Outdoor Winter Dry Bulb: Minus 10°F
- Outdoor Summer Coincident Dry Bulb/Wet Bulb: 95°F/78°F
- Indoor Design Temperatures: Winter 70°F
- Indoor Design Temperatures: Summer 75°F
- Mechanical systems will be designed to comply with current State and National Codes and Standards.
- A water service main to support an automatic fire sprinkler system for the renovated area will be installed. Backflow prevention devices will be installed per local requirements.
- The existing water service main for potable domestic water will be reused.
- A sanitary service for draining liquid waste from the facility will be installed and connected to the sanitary sewer system. An in-ground grease interceptor will be installed per code for all grease laden waste.
- The natural gas main and branch piping will be modified. A new meter will be installed if necessary to handle any additional demand.
- Restrooms will be installed with fixtures of type and quantity to meet International Building Code and ADA Requirements. Water and sewer piping will connect the fixtures to the sanitary sewer and domestic cold and hot water serving the facility.



- Heated domestic water will be provided for hand washing and miscellaneous cleaning requirements within the facility via a new gas-fired hot water heater.
- Plumbing utilities (water, sanitary, storm, and natural gas) will be installed to serve all Food Service/Hospitality Program plumbing, kitchen and HVAC equipment/components.
- An automatic fire sprinkler system will be installed for the renovated areas.
- Kitchen areas will be heated, cooled and ventilated by a gas-fired/DX-cooled rooftop unit. The unit will be provided with an integral return air/outside air damper system. When the kitchen exhaust hoods are enabled, the rooftop heating and cooling unit will operate at 100% outside air to provide make-up for the exhaust hoods. When the hoods are not operating, the rooftop unit will operate in a conventional return air mode.
- Remaining areas not heated and cooled by the new systems will be supported from the facilities main air handler. Reheat coils will be installed to supplement comfort.
- The Control system will be of direct digital control (DDC) type for ease of querying and controlling the system.
- Restrooms will be ventilated per code by roof-mounted exhaust fans.
- The kitchen areas will have eight Type I grease hoods exhausted with roof mounted exhaust fans.
- Warewash will have one Type II condensation hood exhausted with roof mounted exhaust fans.
- Ansul fire protection systems will be installed for each Type I grease hood.
- The Electrical/Data room will have a dedicated DX-cooled unit to provide year round cooling.
- The existing roof drainage system will be maintained.

#### ***Electrical Design Considerations:***

The design and installation of all electrical and information technology systems and devices will be in accordance with relative portions of the following Codes and Publications and others as applicable:

- National Electrical Code: NFPA No. 70-2011 Edition
- National Fire Protection Association (NFPA) Codes
- National Fire Alarm Code, NFPA No. 72-2005 Edition
- International Building Code (IBC)
- Uniform Fire Code (UFC)
- American National Standards Institute (ANSI) Standards
- Underwriters Laboratories, Inc. (UL)
- International Energy Conservation Code (IECC)
- Illuminating Engineering Society (IES) Handbook
- All governing Local Codes and Standards

The renovation will require the addition of two to four panelboards. Two 277/480v panels will provide power for large mechanical/ kitchen loads & lighting. Two 120/208 panels will provide power for the remainder of the kitchen loads and general power. The distribution equipment power will be supplied from an existing distribution panel. New LED lighting and power will be provided throughout the renovation as necessary.

### **c. Life Safety/ADA**

Life safety and ADA issues will be addressed in the renovated areas of the building. The space will be designed to current accessibility guidelines and life safety codes for facilities of this type. Fire sprinkler and detection systems will be installed in the renovated areas.

### **d. Historic or architectural significance**

The facility has not been acknowledged as having any historic or architectural significance by any historic preservation organizations.

### **e. Artwork (for applicable projects)**

No artwork is anticipated as a part of this budget.

### **f. Phasing**

The existing building will remain in operation while the renovated area is under construction. Temporary or permanent locations will need to be addressed for spaces currently located within the remodeled area (outside scope of this project).

### **g. Future expansion**

There is potential for expansion of the Food Service/Hospitality program in the current master plan should the program's success merit the need for expansion. Any future growth is planned as renovation of the existing building to the south or a new addition to the east.

### **h. Other**

Not applicable.

## 9. PROJECT BUDGET & FISCAL IMPACT

### a. Cost estimates criteria

1. The cost estimates were derived from square footage cost estimates.
2. The cost estimate was completed December, 2015.
3. The gross square footage used to calculate the cost of construction was based on 10,902. This number was determined based on design plans for remodel of existing spaces.
4. Total project cost per gross square foot is \$306.
5. Construction cost per gross square foot is \$177.

### b. Total project cost

#### Opinion of Probable Construction Cost

Classification of Work	Total Cost
Substructure and Demolition	\$70,143
Exterior Closure	\$25,100
Roofing	\$3,810
Interior Construction	\$342,763
Mechanical Systems	\$1,065,000
Electrical Systems	\$256,080
General Conditions	\$143,179
Architectural Specialties	\$26,836
Miscellaneous: Kitchen Equipment	\$1,250,000
<b>Total Direct Costs</b>	<b>\$3,182,910</b>
General Contractor's Overhead (7%)	\$130,328
General Contractor's Markup Mech/Elec (2.5%)	\$33,027
General Contractor's Profit (4%)	\$133,851
Contingency Allowance (2.5%)	\$87,003
<b>Total Opinion of Probable Construction Costs</b>	<b>\$3,567,118</b>

### c. Fiscal Impact based upon first full year of operation

*Estimated additional operational and maintenance costs per year:*

Since there is no addition of new square footage, it is anticipated that there will be little impact on operational costs.

*Estimated additional programmatic costs per year:* None – no new programs added

*Applicable building renewal assessment charges:* None

a. Total funds required

Item	Cost
Professional Fees	\$382,000
Construction	\$2,317,118
Equipment	\$1,250,000
Furniture & Fixtures	\$100,000
Audiovisual	\$250,000
IT/Data Infrastructure	\$150,000
Project Contingency	\$125,000

**Final Food Service/Hospitality Probable Project Cost: \$4,574,118**

b. Project funding sources

Capital Improvement Property Tax Levy will fund 100% of the construction project costs.

<b>Southeast Community College CIF Balance Summary, 1-8-16</b>		
<b>Balance at June 30, 2015</b>		<b>\$15,344,176</b>
Receipts		
July 1, 2015 to Nov 30, 2015		\$1,817,468
Receipts 2015 Taxes		<u>\$4,780,000</u>
Total Receipts		\$6,597,468
Expenditures		
July 1, 2015 to Nov 30, 2015		\$10,160,596
Estimated Dec 1, 2015 to June 30, 2016		<u>\$8,604,000</u>
Total Expenditures		\$18,764,596
<b>Balance at June 30, 2016 Estimated</b>		<b>\$3,177,048</b>
Receipts		
Receipts 2016 Taxes		<u>\$8,220,000</u>
Total Receipts		\$8,220,000
Expenditures		
Estimated Projects		\$5,000,000
Estimated Culinary/Impacted Spaces 50%		<u>\$2,250,000</u>
Total Expenditures		\$7,250,000
<b>Balance at June 30, 2017 Estimated</b>		<b>\$4,147,048</b>
Receipts		
Receipts 2017 Taxes		<u>\$10,710,000</u>
Total Receipts		\$10,710,000
Expenditures		
Estimated Projects		\$5,000,000
Estimated Culinary 50%/Impacted Spaces		<u>\$2,250,000</u>
Total Expenditures		\$7,250,000
<b>Balance at June 30, 2018 Estimated</b>		<b>\$7,607,048</b>

Estimated additional operational and maintenance costs per year will be funded 100% from the SCC College General Fund (Unrestricted)

**c. Fiscal year expenditures for project duration**

Because the areas impacted by the proposed project need to be moved first, we don't anticipate beginning the project until the next fiscal year.

FY 2015-2016	\$ 324,700
FY 2016-2017	\$2,124,709
FY 2017-2018	<u>\$2,124,709</u>
<b>Total</b>	<b>\$4,574,118</b>



### a. Need Statement (if applicable)

Not Applicable.

### b. Program Statement

As contained in this proposal and approved by the Southeast Community College Governors on January 19, 2016.

### c. Funding

Cash currently available in SCC Capital Improvement Fund to fund the construction project 100%. We estimate additional operational and maintenance costs per year will be budgeted beginning with the 2016-2017 budget year from the SCC College General Fund (Unrestricted).

### d. Professional consultants selection

The Clark Enersen Partners will provide all architectural/engineering services for this project.

### e. Design Development documents

Anticipated April, 2016

### f. Receive bids for construction

Since the project impacts other offices and services of the college, internal work to move these services to other areas of the campus will commence after approval of the project. We anticipate completion of these internal projects to coincide with bids for construction on or around December 1, 2016

### g. Award of contract and start of construction

Award contract immediately after Board of Governors meeting on January 17, 2017.

### h. Completion of construction

Anticipated completion of construction is January, 2018.

## 12. HIGHER EDUCATION SUPPLEMENT

### a. CCPE Review

Review by the Coordinating Commission for Post-Secondary Education is required for this project.

### b. Method of contracting

The proposed method of contracting will be design/bid/build by a general contractor with a lump sum bid. This method was selected due to the scope and budget of the project as well as the desire for competitive bidding.