METROPOLITAN
Community College

Holland Basham
Architects

METROPOLITAN
Community College

Facilities Long-Range Plan

2023



METROPOLITAN
Community College

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ACKNOWLEDGEMENTS

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We would like to thank all faculty and staff who led tours, attended meetings, and provided insights used to develop this plan. Your suggestions, ideas, and guidance were instrumental in this planning effort.

STATEMENT FROM THE PRESIDENT

After listening and learning with hundreds of internal and external stakeholders, it is my honor to present the 2023 Metropolitan Community College Facilities Long-range Plan.

Like the long-range plans that preceded it during the College's first fifty years, this document charts a multi-year path for facilities, site development, and operational strategies. This plan is more than that, however. It is designed to be a decision-making framework—a living document with an intentional annual review process that will continuously guide our collegewide planning into the next fifty years.

Today we stand at a defining moment in the College's history. Looking in the rearview mirror, we see a community college established in 1974 to make higher education affordable and accessible to all the residents of Dodge, Douglas, Sarpy, and Washington counties. As an open-access institution, MCC quickly grew to be the largest, most diverse, public two-year college in the state. Now, turning our eyes to the future, we see a rapidly changing landscape to navigate; one that demands smart, flexible use of our existing resources and innovative approaches that will likewise stand the test of time.

The principles that guided our early growth are reflected today as themes throughout this long-range plan:

1. Community engagement and connection
2. Learning, program development and delivery
3. Campus identity and sense of place
4. Inclusivity and accessibility
5. Student support
6. Stewardship and sustainability of resources

It is my hope that as you peruse this document, you will be left with a sense of possibility those principles offer. Possibilities for students, who come to MCC to prepare for their careers—and graduate prepared for all that life brings them. Possibilities for business partnerships that educate the workforce for jobs that do not yet exist. Possibilities for delivering education through lively campuses and thriving online networks. And, yes, possibilities for building community in the truest sense of the word.

Truly, this plan, and the future it represents, is bigger than any of us. It is our privilege to be stewards of Metropolitan Community College at this important moment and to set a path for those who come next.

Randy Schmailzl
College President

The purpose of the Metropolitan Community College Facilities Long-Range Plan is two-fold: First, to establish an overarching framework and process for planning, and second, to use the framework and process to create a bold vision for MCC facilities of the future.

Establishing the overarching framework and process is the cornerstone that will provide continuity, not only for the Facilities Long-Range Plan, but for the overall strategic planning process for MCC. Each of the elements of the framework will guide the planning that is yet to unfold to make the vision for the campus recommendations come to life. After three generations of facilities master plans, MCC understands the need for continuous review and renewal to monitor progress and adapt as needed.

Framework for Planning

MCC was created in 1974 when the Nebraska Legislature consolidated eight technical community college areas into six. At the same time, the Legislature assigned role and mission priorities for all community colleges in the state.

In accordance with state statute, MCC must be a student-centered, open access institution primarily devoted to quality instruction and public service providing student services to promote the success of a diverse student population.

Specifically:

- Applied Technology and Occupational Education
- Transfer Education
- Community Education
- Applied Research

MCC's Mission

To provide relevant, student-centered education to a diverse community of learners.

Planning Vision

To continue to advance our mission through flexible, responsive, and exceptional educational services for students and the community today and for the next 50 years.

Strategic Priorities

- **Path Forward (Student Success)**
  Plan and execute on Path Forward and student success initiatives to remove barriers and help all students reach their academic goals.
- **Partnerships and Programs**
  Engage the community, students, faculty, and staff through strong and sustainable partnerships, programs, and growth opportunities.
- **Operational Excellence**
  Focus on internal operations and infrastructure to support the success of students, faculty, and staff.
- **Future Stability and Growth**
  Plan for future stability and growth to ensure the institution fulfills its commitment to students and the community.

Planning Objectives

- **Scalability**
  Ensure that academic programming and modes of delivery are agile enough to be brought to scale quickly as the organization grows.
- **Sustainability**
  Be resilient under any circumstance and a responsible steward of public and natural resources. Plan, build, and renovate facilities to be climate-secure, multi-purpose spaces to be used in the long-term, and ready to shift on a dime to accommodate changing trends.
- **Dependability**
  Instill a sense of confidence that MCC is well-positioned to perform consistently and dependably over time. Ensure that change indicators are in place to determine when adjustments must be made.
- **Relevancy**
  Anticipate and develop new models of engagement with students and the broader community as student and workforce trends evolve.

Planning Themes

- **Community Engagement and Connection**
  Foster and cultivate robust community partnerships that enhance educational opportunities, workforce development, and community engagement ensuring mutual benefit and shared success.
- **Learning, Program Development, and Delivery**
  Focus on learning, educational excellence, and program development to meet the ever-changing needs of students and the community and the way they learn.
- **Campus Identity and Sense of Place**
  Design locations and spaces with distinct, unique identities to create a purposeful connection between students, industry, and the community.
- **Inclusivity and Accessibility**
  Create inclusive learning environments to support diversity and promote equal opportunities for all students.
- **Student Support**
  Provide necessary tools, guidance, and assistance for students to succeed academically, emotionally, and socially.
- **Stewardship and Sustainability of Resources**
  Continuously improve operations and shared use of resources to increase effectiveness and strengthen infrastructures to support sustainable practices.

Area-Wide Recommendations

A. Districts
- Establish distinct districts that create innovative learning environments and services within purposeful communities that promote collaboration and peer-to-peer education.

B. Partnerships
- Ensure partnerships align with MCC's mission and strategic priorities to provide curriculum relevance and quality for both academic and workforce development programming.

C. Density
- Ensure the campus actively engages with the local community and pursue partnerships with external entities that enhance and support the student experience and provide convenient amenities.

D. Online Campus
- Create an independent online college that supports both credit and non-credit programs and is scalable and adaptable to accommodate future needs.

E. High School Programming
- Consider centralized high school academies within existing MCC facilities, such as Elkhorn Valley Campus and Sarpy Corner.

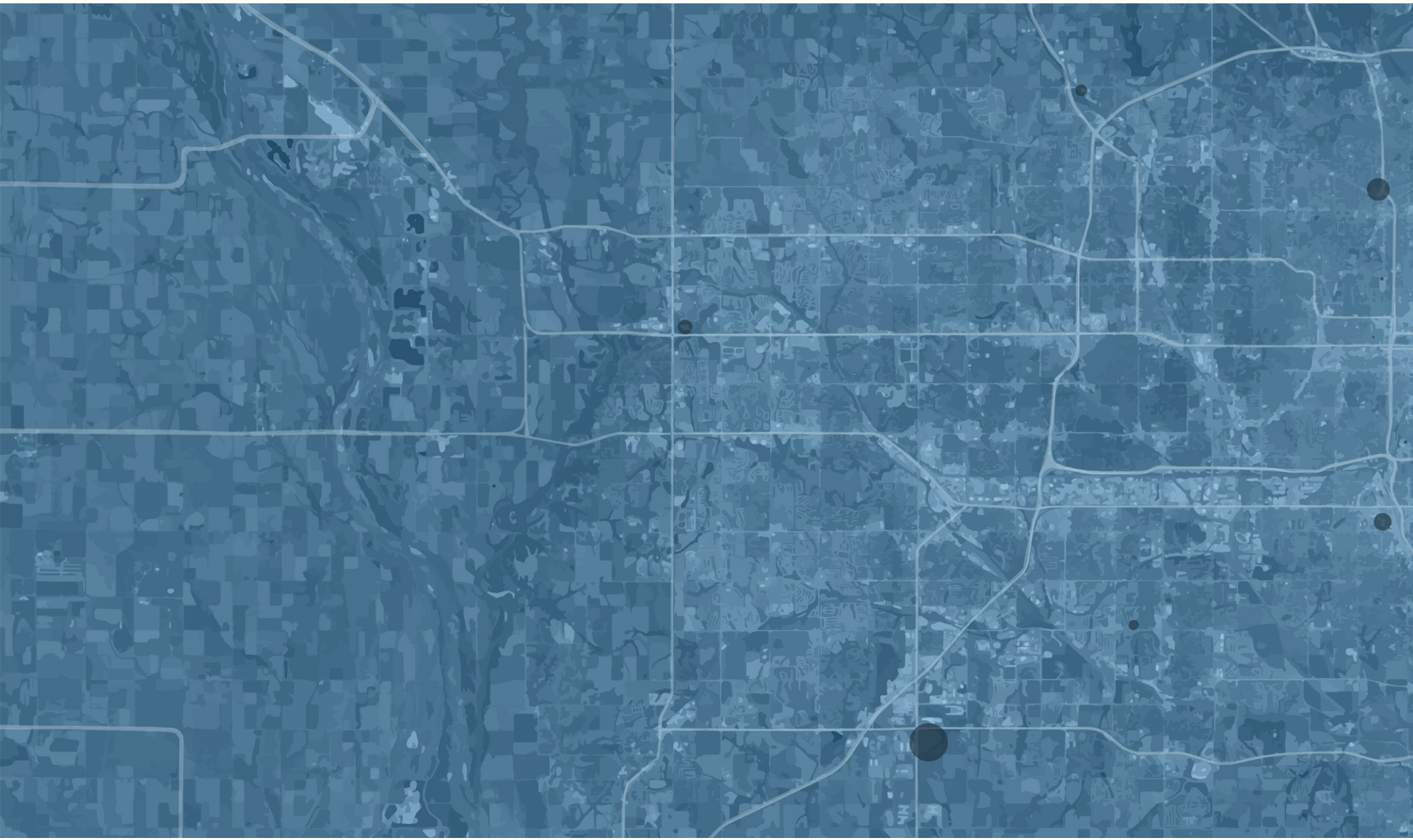
F. Transportation
- Stand up public transportation access for all campuses and MCC locations.

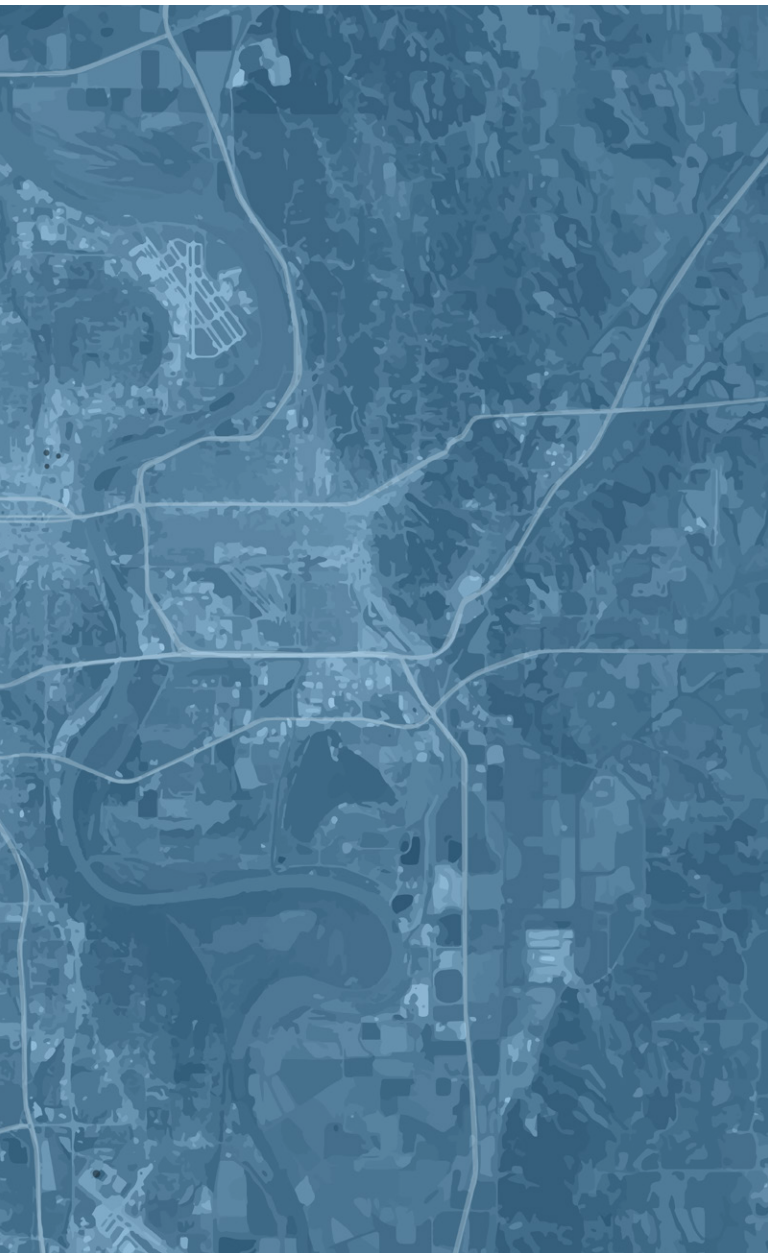
G. Utilization
- Develop a governance structure for collecting utilization data for both instructional and non-instructional space.

Continuous Review and Renewal

A. Quarterly Reporting
- Provide a quarterly progress report to Board of Governors and Cabinet.

B. Annual Review
- Conduct a comprehensive review of the Facilities Long-Range Plan annually, in October or November to ensure accuracy and relevancy of the Plan.
  - Consult with key partners, staff, faculty, and other stakeholders.
  - Revise with up-to-date data and stakeholder feedback
  - Review and update trends to reflect the changing environment.





1 Planning Principles

MCC's Facilities Long-Range Plan was developed to guide institutional decisions to ensure that MCC's mission and planning are operationalized and effectively resourced.

This section of the Facilities Long-Range Plan highlights the planning principles that grounded the planning process to help MCC successfully meet existing and future challenges, leverage strengths to pursue new opportunities, and focus energies on achieving student success.

COLLEGE PURPOSE

MCC was created in 1974 when the Nebraska Legislature consolidated eight technical community college areas into six. At the same time, the Legislature assigned role and mission priorities for all community colleges in the state.

In accordance with state statute, MCC must be a student-centered, open access institution primarily devoted to quality instruction and public service providing student services to promote the success of a diverse student population.

Specifically:

- **Applied Technology and Occupational Education**
- **Transfer Education**
- **Community Education**
- **Applied Research**

Source: Neb. Rev. Stat. § 85-962

MCC'S Mission

To provide relevant, student-centered education to a diverse community of learners.

Planning Vision

To continue to advance our mission through flexible, responsive, and exceptional educational services for students and the community today and for the next 50 years.

Strategic Priorities

PATH FORWARD (STUDENT SUCCESS)

Plan and execute on Path Forward and student success initiatives to **remove barriers** and **help all students reach their academic goals.**

PARTNERSHIPS AND PROGRAMS

Engage the community, students, faculty, and staff through **strong and sustainable partnerships, programs, and growth opportunities.**

OPERATIONAL EXCELLENCE

Focus on **internal operations and infrastructure** to **support the success** of students, faculty, and staff.

FUTURE STABILITY AND GROWTH

Plan for future stability and growth to ensure the institution fulfills its commitment to students and the community.

PLANNING OBJECTIVES







SCALABILITY

Ensure that academic programming and modes of delivery are agile enough to be brought to scale quickly as the organization grows.

DEPENDABILITY

Instill a sense of confidence that MCC is well-positioned to perform consistently and dependably over time. Ensure that change indicators are in place to determine when adjustments must be made.

SUSTAINABILITY

Be resilient under any circumstance and a responsible steward of public and natural resources. Plan, build, and renovate facilities to be climate-secure, multi-purpose spaces to be used in the long-term, and ready to shift on a dime to accommodate changing trends.

RELEVANCY

Anticipate and develop new models of engagement with students and the broader community as student and workforce trends evolve.

As future plans unfold, each of the planning themes below should provide a framework for discussion and decisions. These themes were developed to facilitate MCC's vision of an exceptional community college.

Community Engagement and Connection

Foster and cultivate robust community partnerships that enhance educational opportunities, workforce development, and community engagement ensuring mutual benefit and shared success.

Learning, Program Development, and Delivery

Focus on learning, educational excellence, and program development to meet the ever-changing needs of students and the community and the way they learn.

Campus Identity and Sense of Place

Design locations and spaces with distinct, unique identities to create a purposeful connection between students, industry, and the community.

Inclusivity and Accessibility

Create inclusive learning environments to support diversity and promote equal opportunities for all students.

Student Support

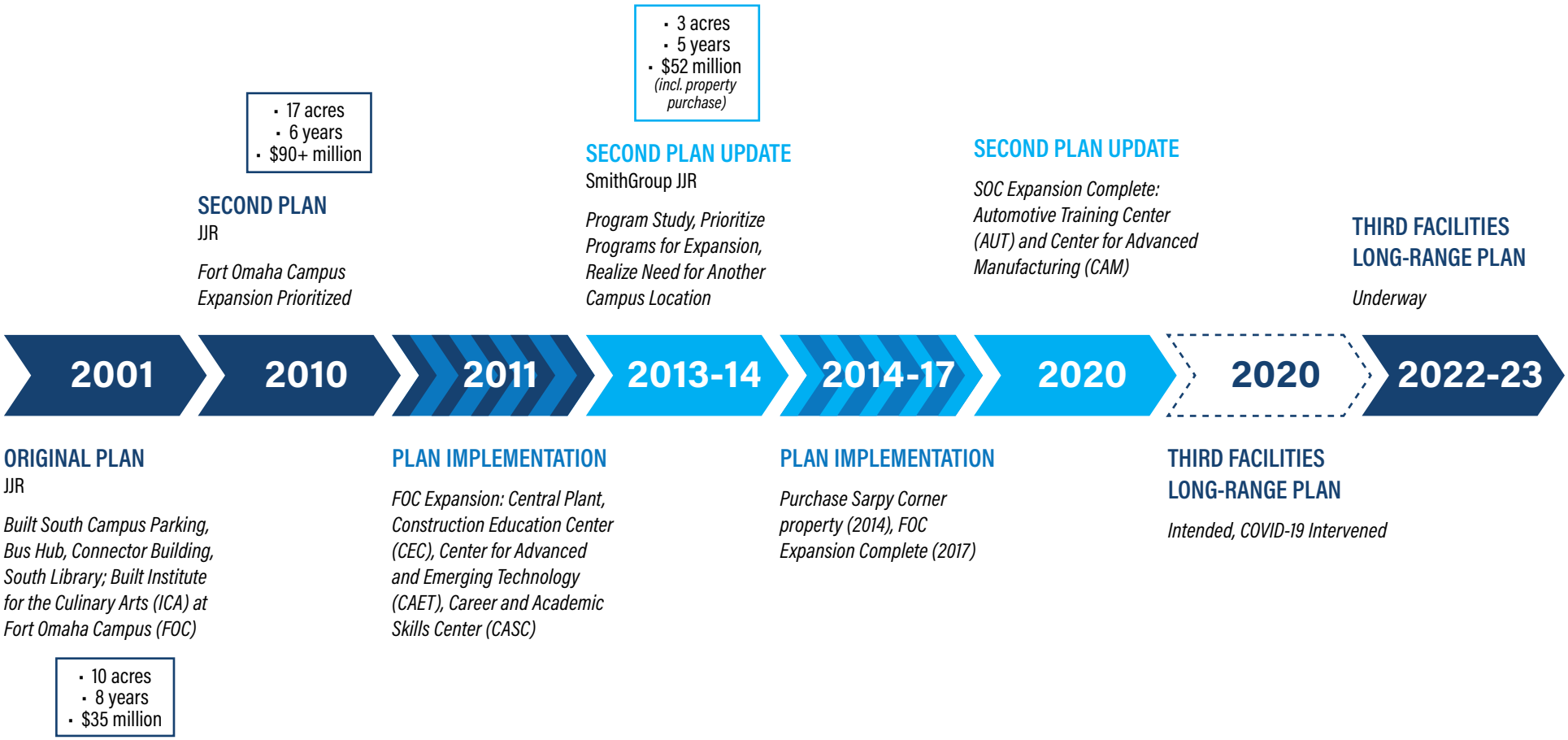
Provide necessary tools, guidance, and assistance for students to succeed academically, emotionally, and socially.

Stewardship and Sustainability of Resources

Continuously improve operations and shared use of resources to increase effectiveness and strengthen infrastructures to support sustainable practices.

Sources: Appendix C, D, G, J, K, L, M

This updated Facilities Long-Range Plan represents a continuation of previous plans and exists in lock-step with MCC's strategic priorities, planning objectives, and planning themes.



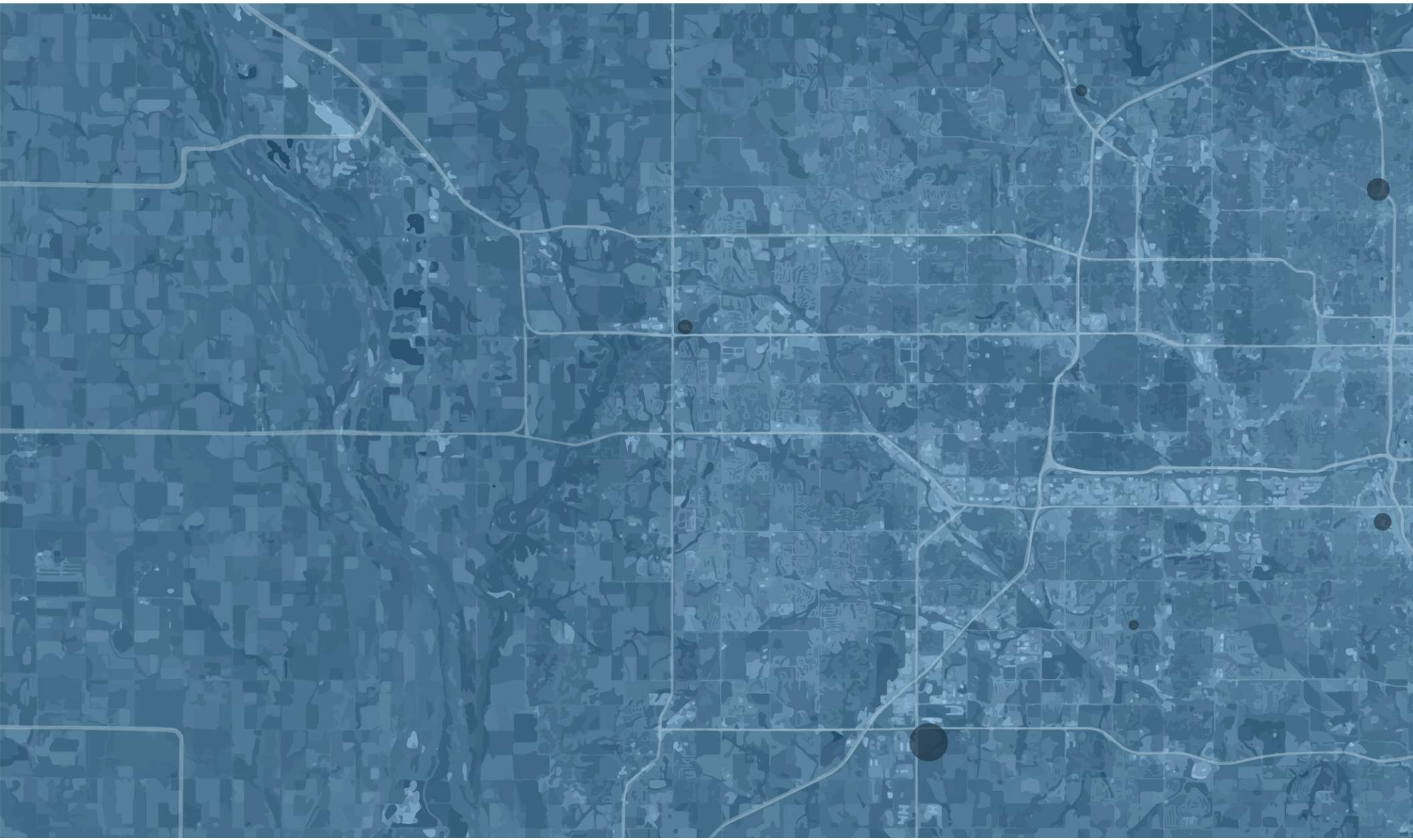






This Facilities Long-Range Plan was informed by many in a series of forums, surveys, and interviews over a two-year time period. Input was gathered in the following ways:

- Conversations with Community Groups
- Student Focus Groups
- Student Surveys
- Campus Tours
- Campus Staff and Faculty Input Sessions
- High School Stakeholder Survey
- Community and Academic Partnership Meetings
- Census and Workforce Data
- Review of Trends



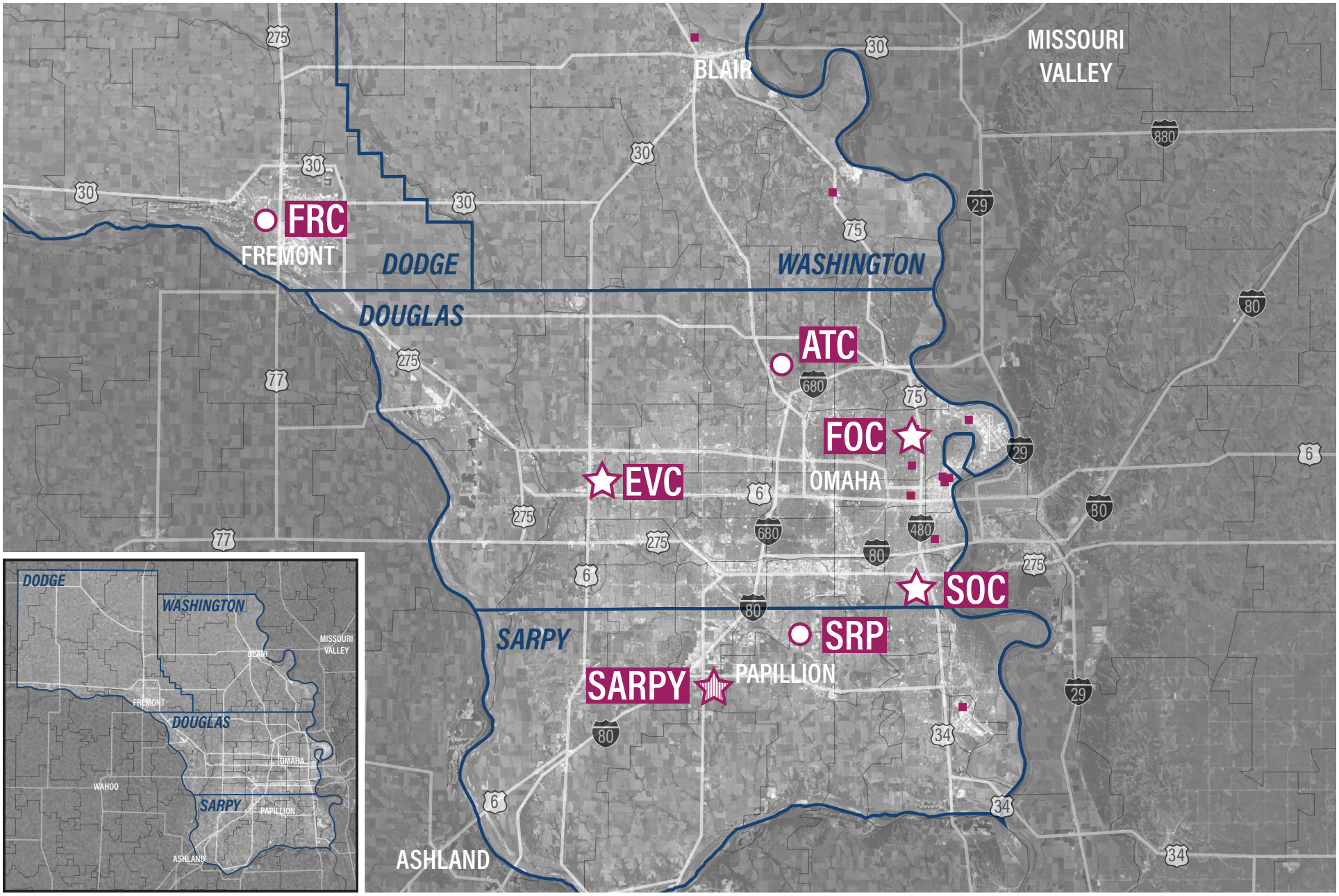


2 About MCC

As part of the planning process, it was important to recognize and understand where MCC is today. The information found in this section provided the framework for understanding the College, the education and services offered, and the people in the communities served.

Understanding the who, how, what, and where of MCC helped inform the recommendations found later in the Facilities Long-Range Plan.

MCC LOCATIONS



☆ CAMPUSES

ELKHORN VALLEY CAMPUS (EVC)
829 N 204th St, Elkhorn, NE 68022

FORT OMAHA CAMPUS (FOC)
5300 N 30th St, Omaha, NE 68111

SOUTH OMAHA CAMPUS (SOC)
2909 Edward Babe Gomez Ave, Omaha, NE 68107

UNDER DEVELOPMENT

SARPY CORNER
Hwy 50 & 370, Papillion, NE 68103

There are four types of locations supported by MCC. Each has an important role to play in the overall mission of the College.

Campuses: encompasses buildings, facilities, and grounds in a self-contained site where various academic, administrative, and social activities take place.

Centers: specialized units or divisions that focus on a specific area of study, typically in a standalone building.

Express Centers: locations that serve highly localized needs of the community.

Sites: small, often one or two classrooms that serve niche markets.

○ CENTERS

APPLIED TECHNOLOGY CENTER (ATC)
10407 State St, Omaha, NE 68122

FREMONT AREA CENTER (FRC)
835 N Broad St, Fremont, NE 68025

SARPY CENTER (SRP)
9110 Giles Rd, La Vista, NE 68128

Continuing Education and Workforce Development offer training and courses in locations throughout the College's four-county service area.

EXPRESS CENTERS

DIGITAL EXPRESS
5300 N 30th St, Bldg 10, Omaha, NE 68111

IT EXPRESS (ASHTON)
1218 Nicholas St, Omaha, NE 68102

NORTH EXPRESS (HIGHLANDER)
2122 N 30th St, Omaha, NE 68111

SOUTH EXPRESS
3002 S 24th St, Omaha, NE 68108

SITES

KIEWIT LUMINARIUM
345 Riverfront Dr, Omaha, NE 68102

MASTERCRAFT
1111 N 13th St, Omaha, NE 68102

MAKERSPACE
1141 N 11th St, Omaha, NE 68102

YATES ILLUMINATES
3260 Davenport St, Omaha, NE 68131

Types of Delivery



Face-to-Face

When the instructor and students are interacting at the same time, in the same physical location.



MCC Live Online (Remote)

Scheduled classes online, where students log in to a program with instructors and peers, on the same day, at the same time.



MCC Anytime (Online)

Classes are unscheduled, where students log in to a program at any time to complete their work.



MCC Blended

Courses that combine face-to-face and an online format (MCC Live Online or MCC Anytime).



MCC Dual Credit

High school students can experience College programs while earning postsecondary credits.

MCC offers a wide array of associate degrees, certificates and credentials through academic and non-credit classes, and workforce training.

Credit-seeking students can choose from two-year degree or certificate programs that cover seven Academic Focus Areas including Business, Creative Arts and Design, Community and Human Services, Health Professions, Information Technology, Skilled Trades and Technical Sciences, and Transfer.

MCC's non-credit programming offers high-quality, accessible, and innovative programs to learners of all ages. Classes are offered at a variety of sites throughout the metropolitan area.

Workforce training programs advance student goals and fuel business growth through accelerated learning opportunities and workforce training. MCC helps employers develop their workforce and advance the skills of career professionals to boost their potential. In addition, MCC also provides community-based programs that provide educational opportunities, resources, and support to local neighborhoods at three MCC Express locations. This includes GED, English-as-a-Second Language and other workforce non-credit courses.

In 2024, MCC will celebrate its 50th anniversary.

For the past 50 years, MCC has continued to expand and adapt to best suit the needs of students and surrounding communities. Through numerous initiatives, MCC has seen rapid growth in the past two decades. State-of-the-art facilities and new credit and non-credit program offerings at the Fort Omaha and South Omaha Campuses have provided students and employers an excellent learning environment and a well-trained workforce.

1974

2,430
STUDENTS

TODAY

40,000+
STUDENTS

2ND
LARGEST HIGHER EDUCATION INSTITUTION IN NEBRASKA





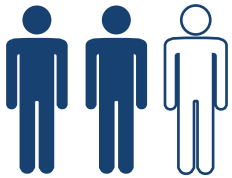
MCC AT A GLANCE
By the Numbers
SNAPSHOT OF ANNUAL DATA FOR THE ACADEMIC YEAR 2021-22



361,536
credit hours attempted

171,062
non-credit contact hours completed

About
2 in 3



Credit students attended part-time; during the summer term, this was 4 in 5

20,980
unique students enrolled for credit

8,595
new students started their studies

14:1
STUDENT-TO-FACULTY RATIO

MCC faculty prepare students for informed and productive lives. When asked what they value most about their experience, many MCC grads credit their relationship with instructors.

1,020
full- and part-time faculty are dedicated to student learning

627
full- and part-time staff support the mission of the College

$68
per credit hour cost for Nebraska residents ($102 for non-residents)

MCC's faculty consistently meet or exceed the educational requirements for an institution whose highest degree programs are at the associate degree level.

Source: Appendix E

MCC AT A GLANCE
By the Numbers

SNAPSHOT OF ANNUAL DATA FOR CREDIT STUDENTS IN THE ACADEMIC YEAR 2021-22

MCC students represent a diverse population of learners with a broad range of backgrounds and educational and career interests.

24.7

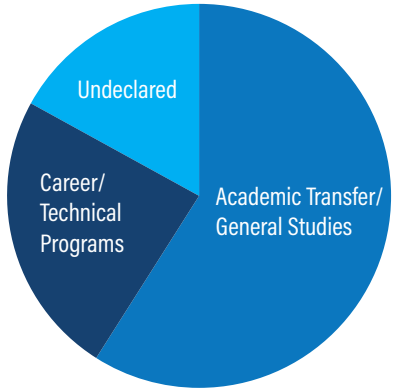
is the average age of an MCC student; most are between 15 and 34

53%

of MCC's students identify as female

38%

of MCC students, whose race or ethnicity is known, identify as members of a minority group

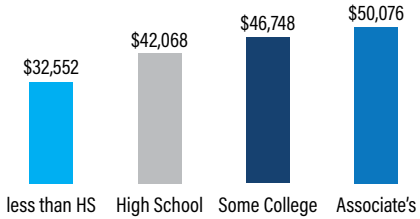


About **3 out of 5** students (59%) were in academic transfer programs; 24% were in career/technical programs; and 17% were undeclared.

The long-term economic effect of completing a degree is unquestionable and includes an impact on the students as well as the community.

1,717

received degrees



MCC graduates can expect an increase in income after earning a degree, as shown by the median full-time annual earnings for those over age 25.

The difference in median income for associates degree holders versus high school graduates translates to more than

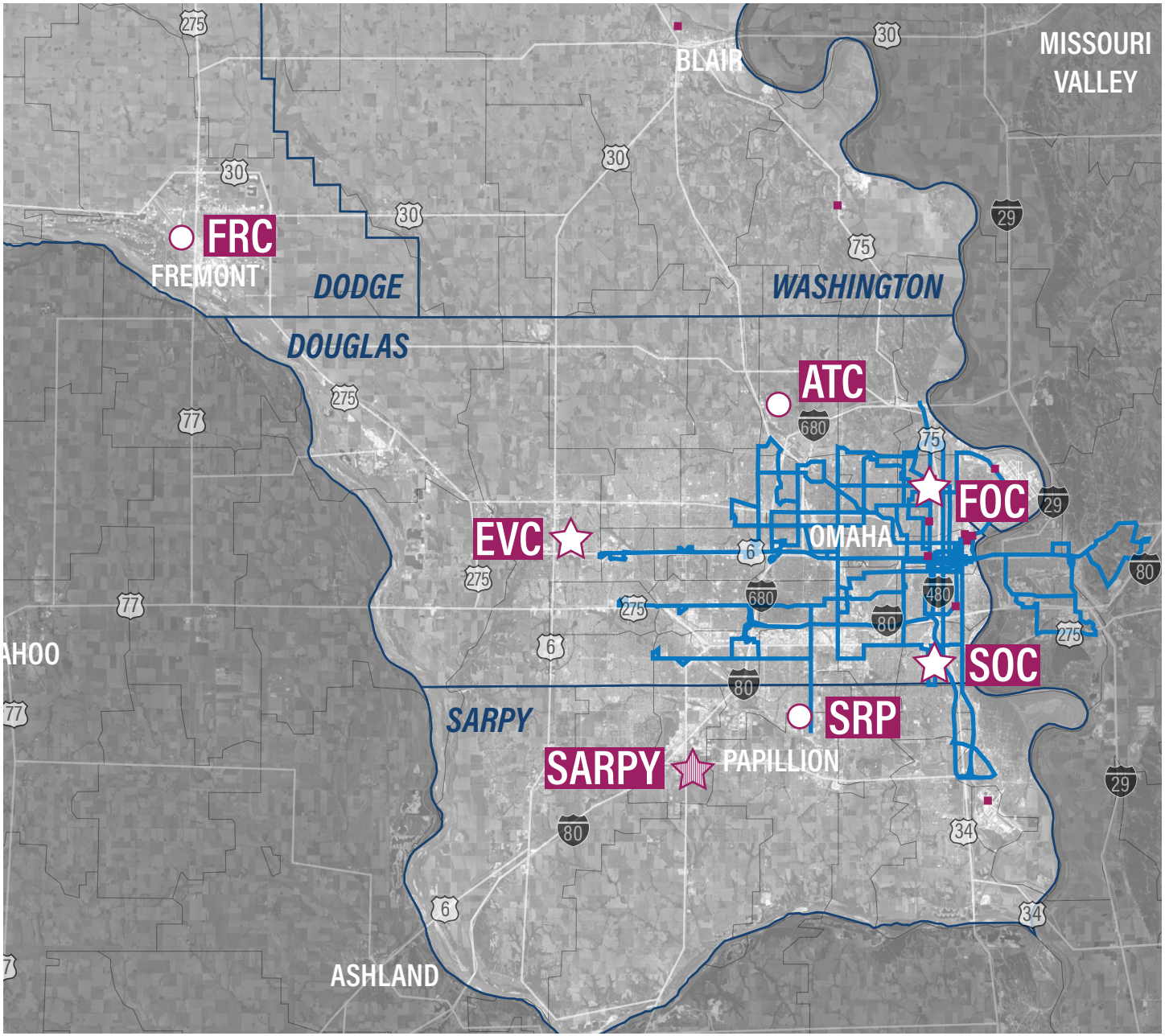
$320,000

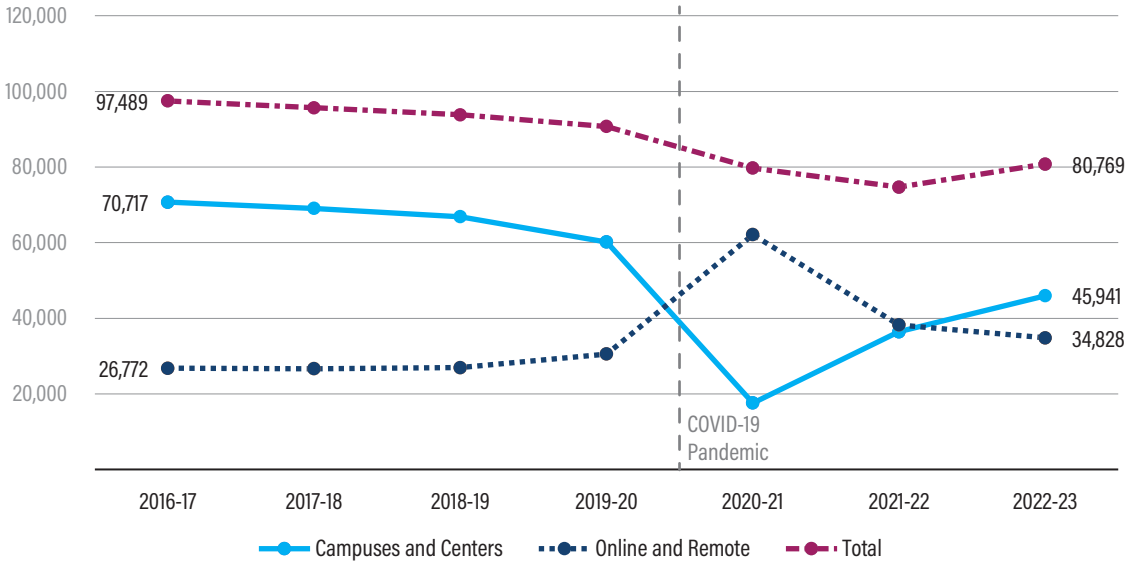
over a career span of 40 years.

Sources: Appendix E, Z

Public Transportation

The map to the right shows current public transportation routes in the four-county area. As of the date of this publication, Metro Area Transit (MAT), which primarily serves eastern Douglas County, is the only provider in this area.





CREDIT AND NON-CREDIT SEATCOUNT BY DELIVERY TYPE

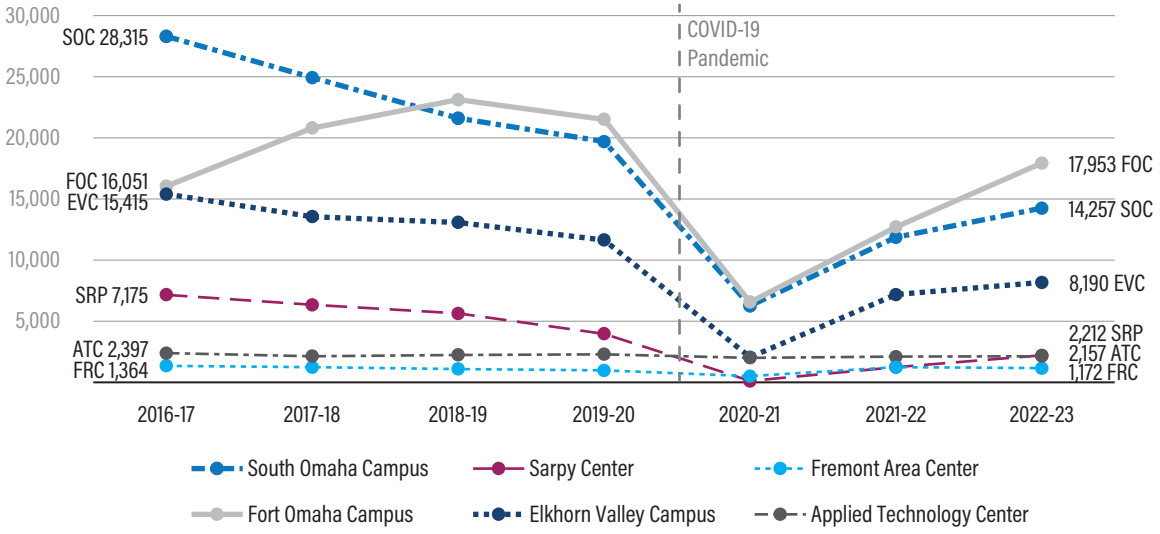
Source: Appendix H

Seatcount

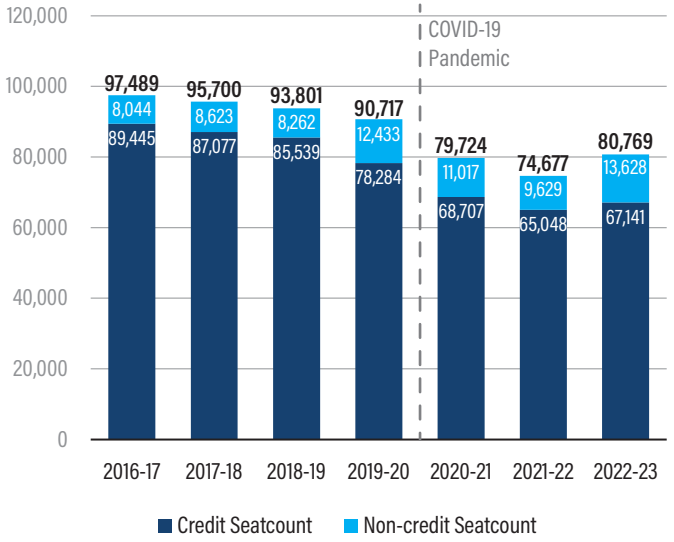
Each student counted once per course

Trends in MCC enrollment data have been impacted in different ways by the Covid-19 pandemic. For example, seatcounts for in-person and remote/online delivery were fairly consistent prior to the pandemic, with in-person delivery a large proportion. However, dramatic shifts occurred as a result of the pandemic, which have since stabilized with a smaller divide between in-person and remote/online delivery.

Although not back to pre-pandemic levels, seatcount has nearly doubled in the year after the pandemic, which may indicate a slow but steady recovery.



CREDIT AND NON-CREDIT SEATCOUNT BY LOCATION



TOTAL SEATCOUNT (CREDIT AND NON-CREDIT)

Source: Appendix H

To understand the College's role in the changing environment, it is helpful to consider a range of environmental factors influencing MCC and its students' daily lives. The following drivers adapt the STEEP analysis framework used by the Society of College and University Planners (SCUP) to provide a snapshot of today's planning context:

Social

- Student expectations for programming and delivery have changed.
- The traditional lock-step rationale for gaining credentials before obtaining a job is no longer accepted by the consumer.
- Community college students seek to improve their lives; confidence in the value proposition of educational attainment needs to be rebuilt.
- The pandemic exacerbated low educational persistence rates particularly for adult learners, low-income students, and minority students.

Technology

- Cybersecurity is increasingly important as cyberattacks are on the rise.
- Legacy systems and aging technology infrastructures pose heightened risks due to cybersecurity and the increased use of technology-enabled instructional modalities.
- Today's students want to conduct college transactions (registration, payment, etc.) 24/7 on their mobile devices, and use classroom time to focus on the substance of learning.
- EDUCAUSE's 2023 *Higher Education Top Trend Watch Report* ranked data security and personal privacy number one. The continued adoption of remote and hybrid work arrangements ranked second along with online and hybrid learning modalities which was ranked fifth.

Environmental

- The statewide environment
  - Nebraska is known for its quality agriculture which is becoming increasingly diversified.
  - Drought and heat are environmental concerns for Nebraska that impact crops and livestock.
  - Urban and suburban farming in the form of community gardens is being prioritized in the Omaha metropolitan area.
  - Nebraska public power districts have set goals to net-zero carbon emissions by 2050. Reaching this goal requires looking at renewable energy such as wind power and other solutions that are not yet known.
- The local workplace
  - The COVID-19 pandemic had residual effects on employees' views toward work and the workplace.
  - Flexible work arrangements with remote and hybrid work schedules are more common.
  - Four generations are present in today's workforce, all with very different expectations about working conditions, recognition, and benefits.

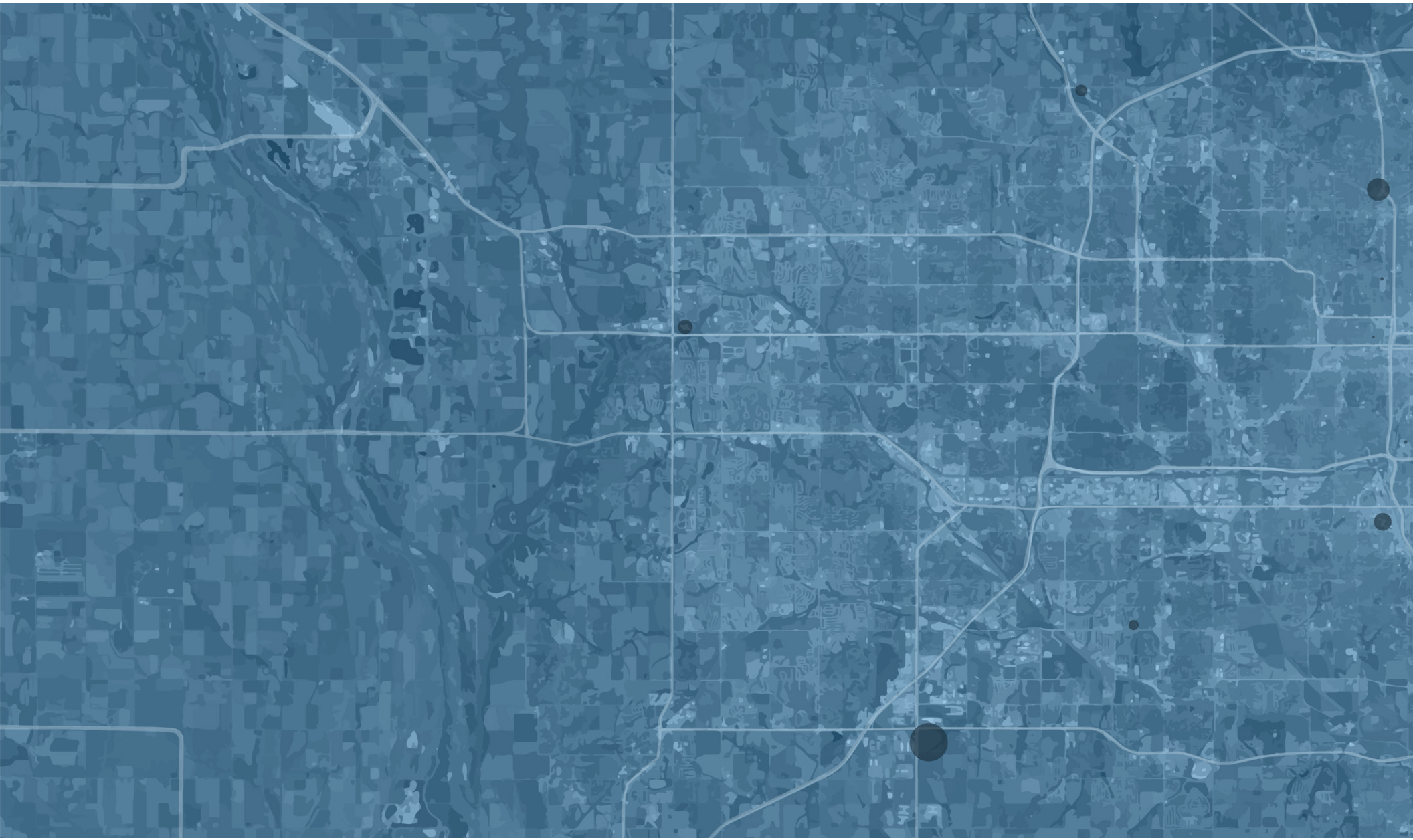
Economic

- Community colleges prepare students for high-demand, high-wage, high-skill (H3) careers, readying the workforce for the careers of today and tomorrow while attracting and retaining business and industry.
- Community colleges contribute to economic prosperity and the workforce pipelines for the communities they serve.
- Community colleges are designed to be adaptable institutions that can adjust delivery and service models based on local needs.
- The funding formula for Nebraska community colleges will change significantly in 2024.

Political

- Colleges continue to adhere to federal and state regulations while navigating the increasing polarization of public opinion related to higher education.
- Federal Pell grants continue to be a priority at the national level. The adaptation of Pell grant funding structure to include short-term credentials is a future trend to watch.
- Nationwide, community colleges are broadening their traditional open-access priority to also prioritize completion rates.

Source: STEEP (Appendix AD)





3 Area-Wide Recommendations

What makes a community college exceptional?

Throughout the planning process, some common themes came to light: Community Engagement and Connection; Learning, Program Development, and Delivery; Campus Identity and Sense of Place; Inclusivity and Accessibility; Student Support; and Stewardship and Sustainability of Resources.

MCC already is an exceptional community college, and using the broad themes as a framework for continued excellence will serve MCC well into the future. Area-wide recommendations are presented to serve as a guide to future planning as MCC continues to achieve its vision of excellence for the next 50 years.

A Districts

1. Background:
   - When complementary programs are strategically co-located and connected, a vibrant educational ecosystem – or district – is created that encourages collaboration, a sense of identity, and connection to a broader community.
   - Specialized districts serve as aligned hubs of knowledge and innovation within credit, non-credit, and workforce programs.
   - A district can be implemented on a small or large scale.
   - A distinct identity creates a keen sense of place for a cohesive and engaging student experience.

2. Recommendations:
   - Establish distinct districts within existing MCC campuses and centers dedicated to fostering holistic learning and nurturing strong community connections around centralized programming.
   - Provide MCC students with access to top-notch programs that include specialized equipment and innovative learning environments and services within purposeful communities that promote collaboration and peer-to-peer education.

3. Next Steps:
   - Define districts already existing within MCC as well as potential future districts.
   - Study the relevancy of existing programs in their current locations and consider relocation or co-location of complementary programs to enhance potential.



B Partnerships

1. Background:
   - Strategic partnerships between MCC and surrounding communities, businesses, industries, and educational institutions provide an integral connection between MCC and the broader community ecosystem.
   - Strong partnerships expand MCC's capacity to provide comprehensive and up-to-date education and address community challenges with innovative solutions.



2. Recommendations:
   - Ensure that partnerships align with the MCC's mission and strategic priorities. Partnerships should enhance educational quality, workforce development, community engagement, and student support services.
   - Develop partnerships that enhance curriculum relevance and quality by incorporating industry insights, real-world examples, and practical experiences into academic and workforce development programming.
   - Ensure effective communication channels and collaborative structures are in place between MCC and partners, facilitating the exchange of information, feedback, and updates to ensure relevancy to programs and learning.
   - Identify partnerships that provide innovative space solutions that are economically smart and maximize education potential.

3. Next Steps:
   - Develop a framework for evaluating and developing potential partnerships to ensure alignment with MCC's mission and strategic priorities.
   - Monitor partnerships through continuous evaluation and improvement to ensure mutually beneficial outcomes.

C Density

1. Background:
   - Density contributes to a more vibrant and convenient campus environment. Integrating density within MCC's campuses holds the potential to significantly elevate overall functionality, relevancy, liveliness, and sense of community.
   - By incorporating a diverse array of functions such as education, office, student housing, healthcare, fitness, and dining, density-focused projects cultivate a dynamic and community-driven campus atmosphere. The presence of a diverse range of activities, businesses, and people contributes to a bustling atmosphere.
   - The integration of businesses and services into campus environments spawns employment and experiential learning opportunities for students.
   - Walkability, convenient parking, and density are all necessary to create a comfortable environment. On-street parking and walkable pedestrian paths promote visible activation and connection of a site.



2. Recommendations:
   - Pursue partnerships with external entitites that enhance and support the student experience and promote collaboration, learning, relaxation, and social interaction.
   - Incorporate amenities and services that encourage students to stay on campus and make students' lives easier. This can include options for housing, healthcare, childcare, fitness, and dining for students.
   - Ensure that the campus actively engages with the local community. Incorporate spaces that encourage community gatherings, events, and cultural activities.
   - Design buildings and grounds that are walkable and easy to use. Emphasize pedestiran paths and provide on-street parking wherever possible.

3. Next Steps:
   - Develop a plan to reimagine MCC locations with density and interpersonal connection at the forefront.
   - Engage with local communities to evaluate area needs that can be leveraged with student-focused amenities.



D Online Campus

1. Background:
   - Online learning allows students to access course materials, lectures, and assignments remotely through learning management systems or other online platforms.
   - Trends show physical and virtual learning both remain prominent means of education delivery.
   - Online enrollment currently represents over approximately 50% of MCC enrollment.
   - Growth in online enrollment is not limited by brick and mortar.



2. Recommendations:
   - Create an independent online college that supports both credit and non-credit programs.
   - Ensure the online college is scalable and adaptable to accommodate future needs.
   - Ensure that the online college is set up to rapidly respond to community/industry needs through continuous content development and delivery.
   - Dedicate on-campus facilities to support online learning, such as:
     - Centralized administrative support
     - Curriculum and content development
   - Online college should operate independent of, but intersect with, on-site delivery programs.
   - Develop innovative online learning labs to support learning that is traditionally hands-on.

3. Next Steps:
   - Develop a long-term online campus plan that builds an online college.
   - Adapt existing underutilized spaces to facilitate curriculum and content development and online student support.

E High School Programming

1. Background:
   - Enrollment of high school students in MCC courses has grown significantly. Potential for enrollment will continue to expand.
   - MCC and high school partners both share the same goals: high school diploma completion and the removal of barriers for all students to pursue a college degree.

2. Recommendations:
   - Consider centralized high school academies within existing MCC facilities, such as EVC and SRP.
   - Increase capacity for online delivery of dual enrollment courses.
   - Increase capacity for non-credit credential training in local high schools.
   - Work closely with high school partners to grow and expand programming.

3. Next Steps:
   - Develop plan for creation of high school academies within existing MCC facilities.
   - Continue to seek innovative partnerships with area high schools to create on-site dual enrollment capabilities.



F Transportation

1. Background:
   - Access to convenient and reliable public transportation is crucial for students.
   - Currently, many MCC campuses and sites do not have access to public transportation.
   - Promoting sustainable transportation options on campus reduces carbon emissions and improves accessibility.
   - Providing accessible bike lanes, pedestrian paths, and public transportation options makes it easier for individuals to navigate to MCC locations and to access various facilities and services.
   - Electric vehicle (EV) infrastructure serves as a visible symbol of the College's commitment to sustainability and prepares the college for increasing demand for electric vehicles.



2. Recommendations:
   - Stand up public transportation access for all campuses and locations.
   - Explore a shuttle or other means of connection between all campuses and centers in order to increase accessibility to MCC programs and services.
   - Encourage shared transportation options such as carpools, ride-sharing, or public transit, to decrease traffic congestion, lower carbon emissions, and promote eco-friendly commuting practices.
   - Continue Pass to Class partnership with local transportation agencies to provide free bus passes to students and staff.
   - Promote cycling as an eco-friendly and healthy mode of transportation by providing bike racks, secure storage, and bike-sharing programs on campus.
   - Expand access to electric charging stations to all MCC locations.

3. Next Steps:
   - Explore legislative and statutory options and/or local partnerships to achieve public transportation access to all MCC sites.
   - Develop a long-term plan to ensure that all MCC campuses and locations are accessible by public transportation.
   - Provide infrastructure needed to accommodate additional public transportation.
   - Add electric charging stations to all MCC campuses and sites.

G Utilization

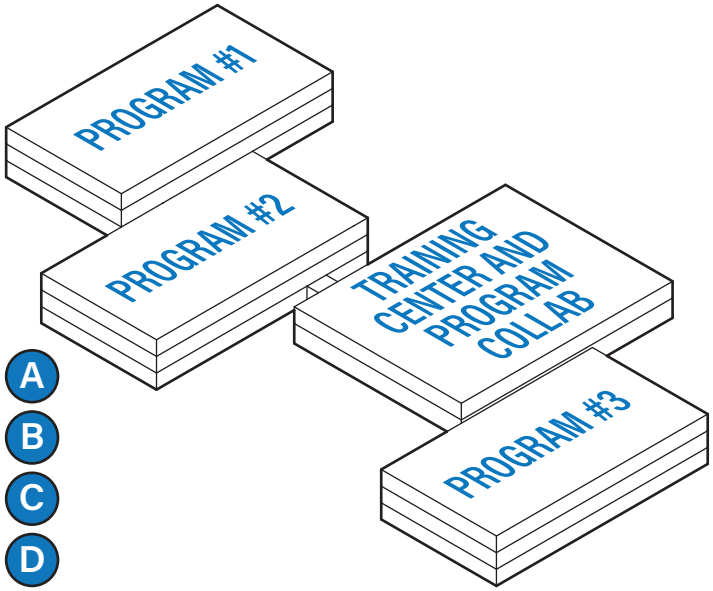
1. Background:
   - Understanding how campus spaces are used is integral to effective management of facilities and resource allocation.
   - Utilization data helps identify areas that are under or over-utilized and provides a solid foundation for making decisions about renovations, repurposing, or expansion.
   - Long-term utilization planning is necessary to anticipate future needs, design flexible spaces that can adapt to changes in enrollment or programs, and contribute to energy savings and sustainability efforts.
   - Currently data indicates that campus spaces are not efficiently used or scheduled.

2. Recommendations:
   - Develop a governance structure for collecting utilization data for both instructional and non-instructional space.
   - Design spaces that can easily adapt to changing needs.
   - Create spaces that encourage collaboration and interaction among users.

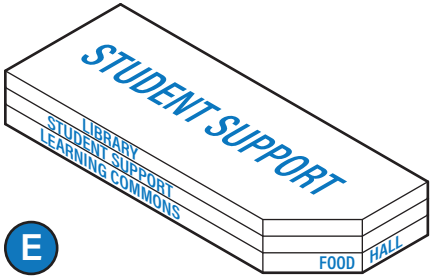
3. Next Steps:
   - Develop a comprehensive system to routinely collect, monitor, analyze, and act on data trends.
   - Collect information on current utilization to identify trends, underutilized spaces, and areas with high demand.
   - Engage with students, faculty, and staff to understand their needs regarding existing facilities.
   - Conduct a thorough assessment of each facility to determine its physical condition, layout, and potential for repurposing, renovation, or demolition.
   - Based on the data analysis and stakeholder input, prioritize modifications to maximize utilization.
   - Continuously monitor the utilization of existing facilities and gather feedback from users.

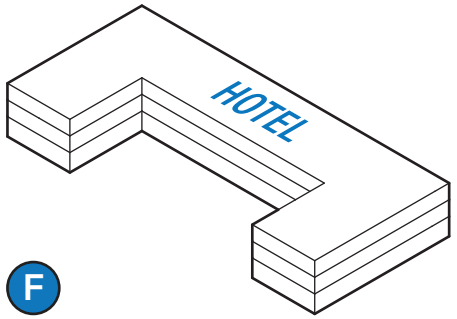


ANY CAMPUS, USA



The following massing and site plan represent a fictional MCC location: Any Campus, USA. This study represents an exceptional college designed with the planning themes and recommendations from this section. Through the use of partnerships with local businesses, organizations, and services, MCC students are equipped with useful tools to make their education stronger and more convenient.





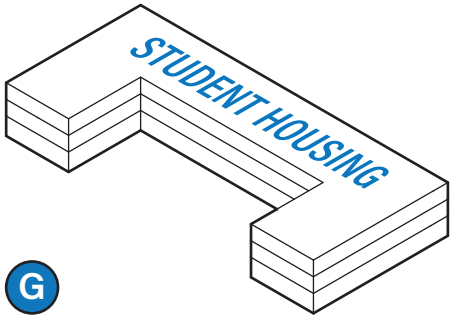


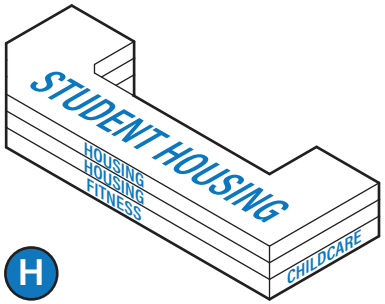


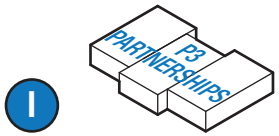


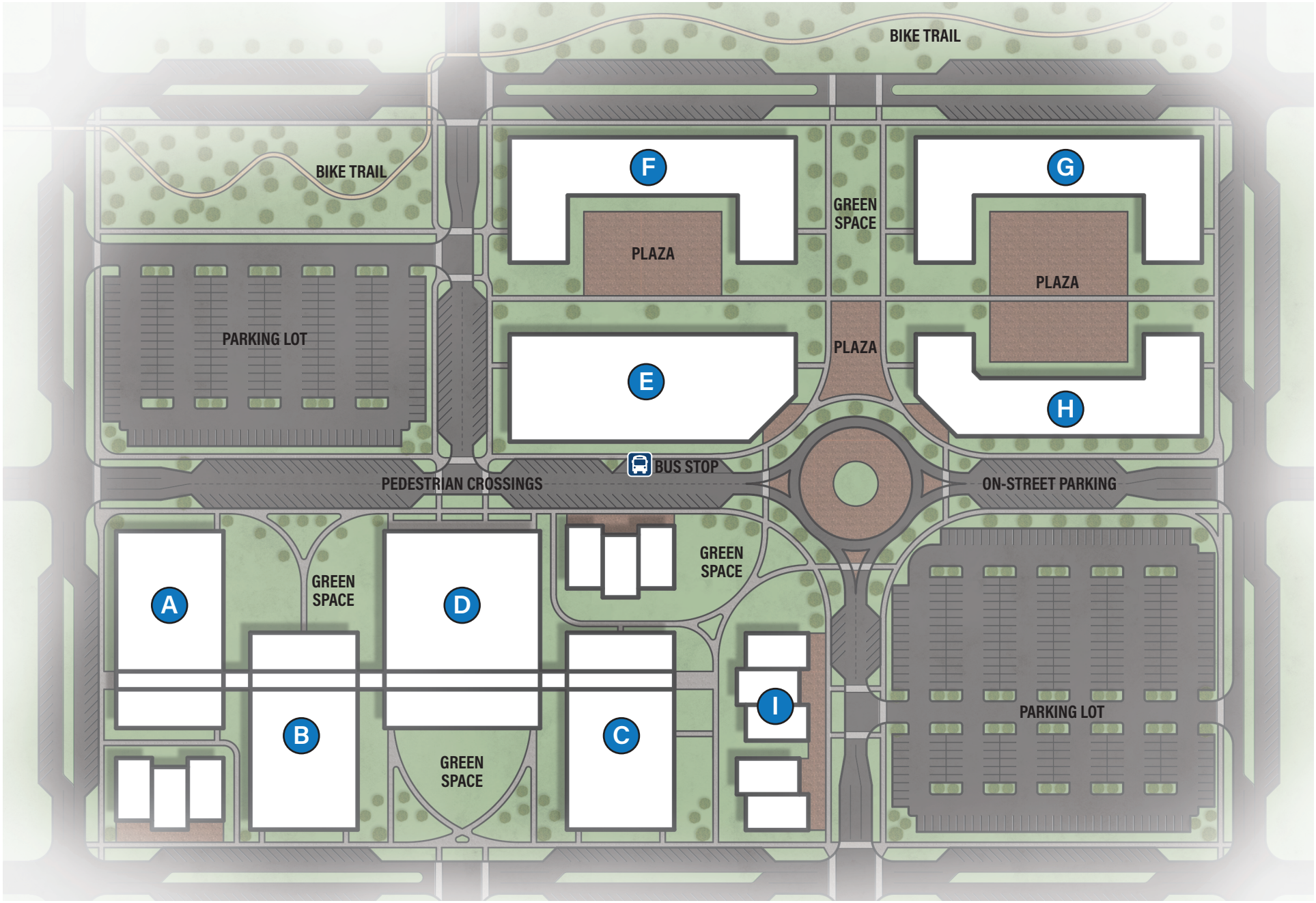


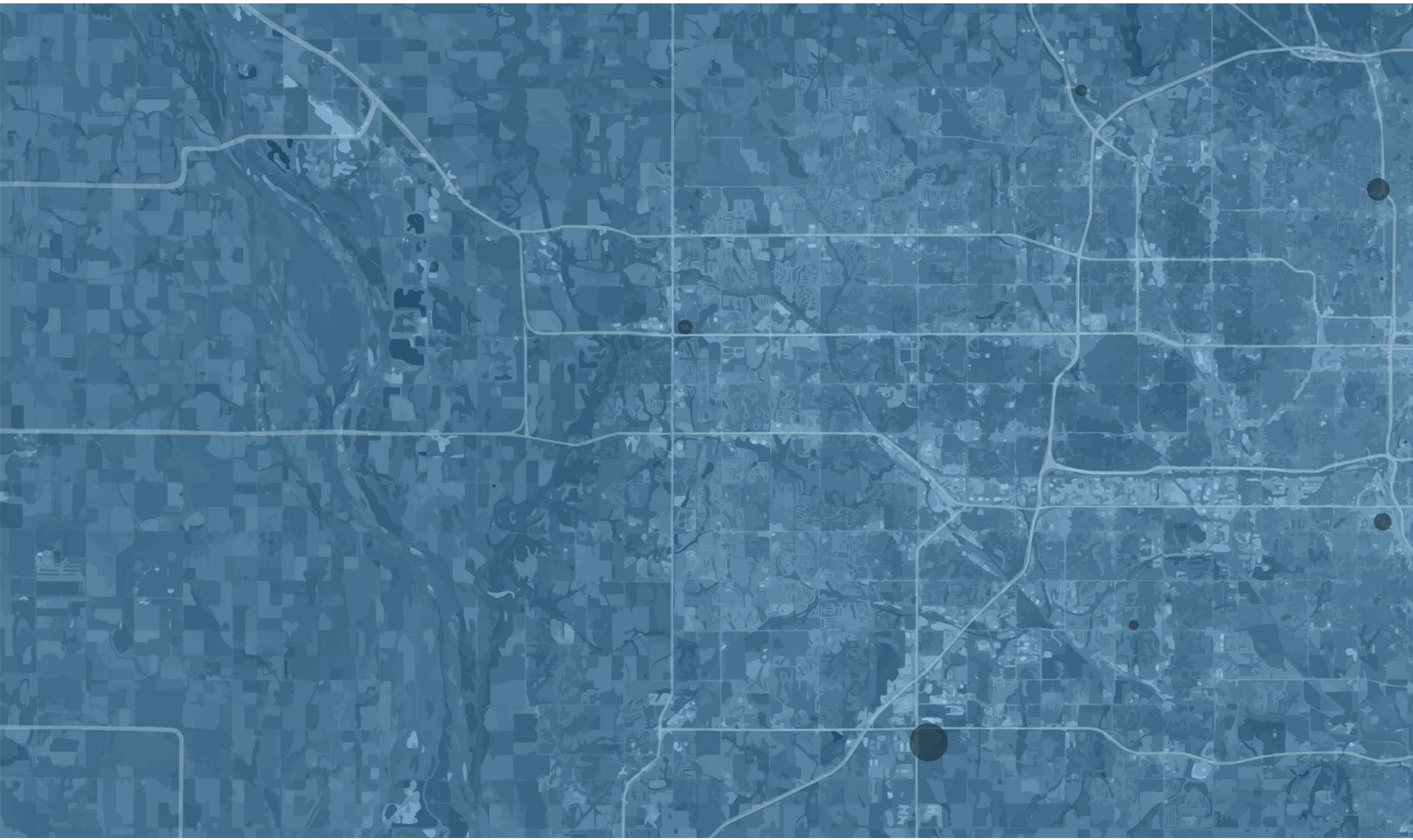


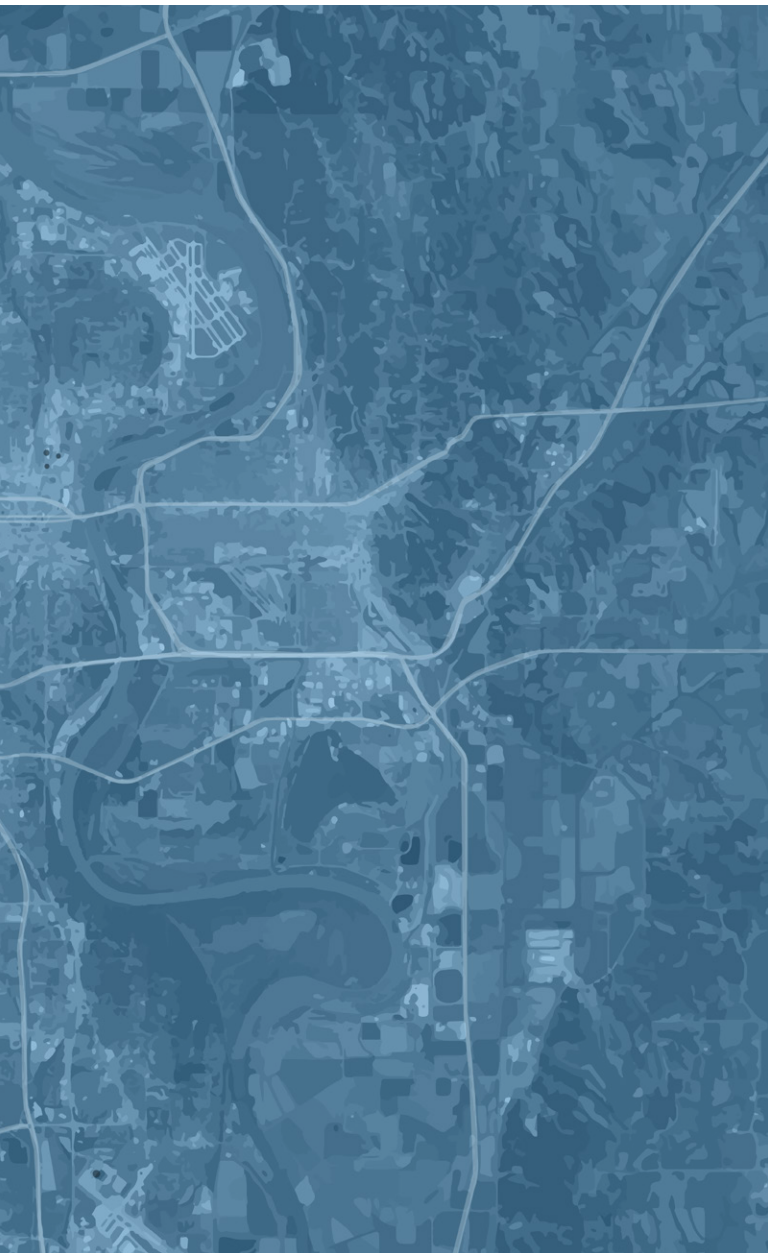







BIKE TRAIL
BIKE TRAIL
F
G
GREEN SPACE
PLAZA
PLAZA
PARKING LOT
PLAZA
E
H
BUS STOP
PEDESTRIAN CROSSINGS
ON-STREET PARKING
GREEN SPACE
GREEN SPACE
A
D
B
C
I
GREEN SPACE
PARKING LOT





4 Campus Analysis and Recommendations

MCC's Facilities Long-Range Plan provides observations for the College to consider well into the future. Campus/site recommendations that follow are based upon observations, review of data, and listening to many. Some recommendations are very specific, and some are broad concepts to allow MCC the freedom to develop over time. The commonness of all of the recommendations is that MCC is positioned for change and responsiveness to the communities served. The recommendations will help provide the framework for the future.



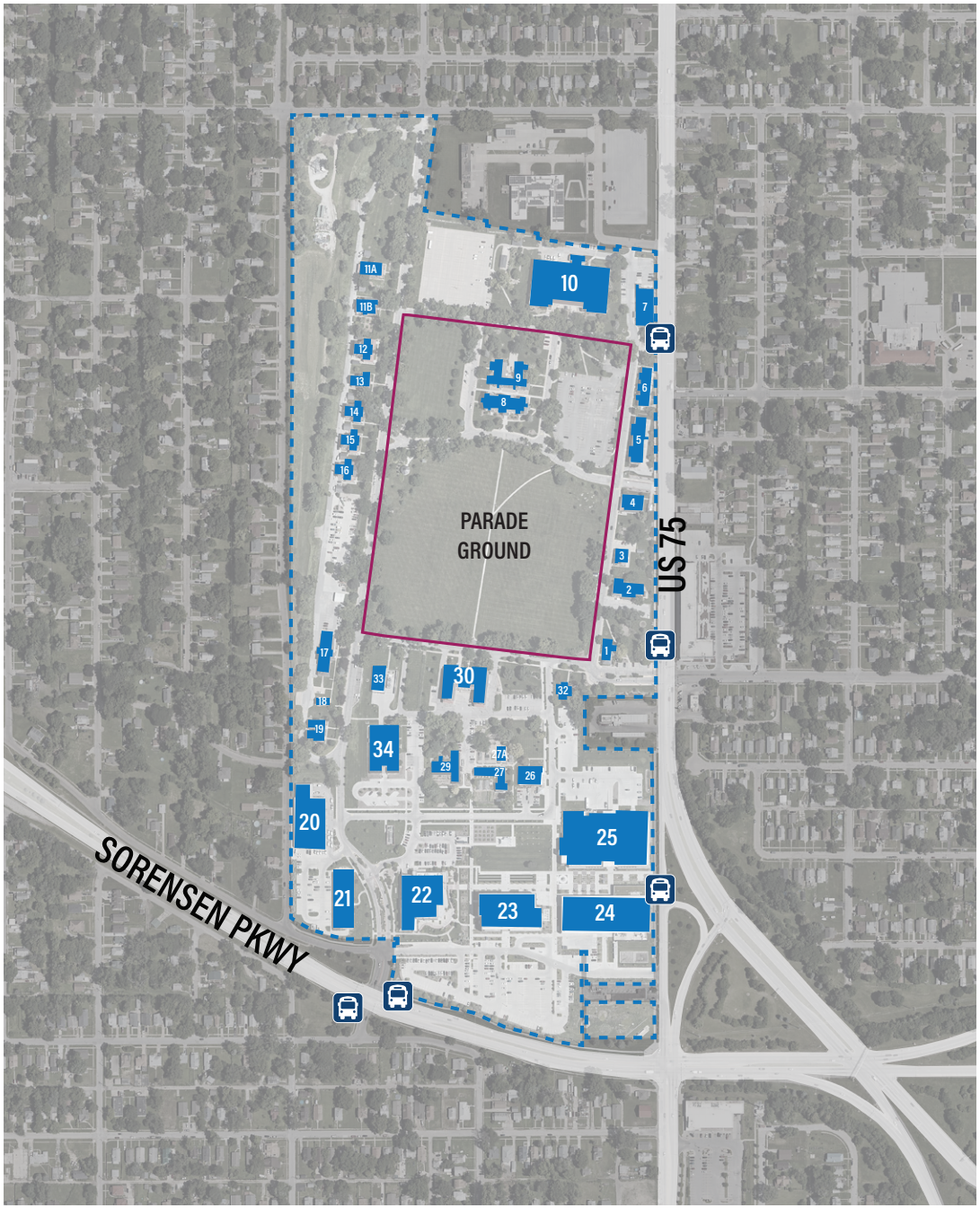


4 Campus Analysis and Recommendations

Fort Omaha Campus

FORT OMAHA CAMPUS

5300 N 30th St, Omaha, NE 68111



LEGEND

1 - STUDENT AFFAIRS, ADMINISTRATION

2 - INFORMATION TECHNOLOGY SERVICES

3 - ADMINISTRATIVE COMPUTING

4 - IT SUPPORT SERVICES, INFORMATION TECHNOLOGY SERVICES

5 - STUDENT RECORDS, FACULTY OFFICES

6 - MARKETING AND PUBLIC AFFAIRS

7 - SECONDARY PARTNERSHIPS, GATEWAY TO COLLEGE

8 - RE-ENTRY PROGRAM

9 - TRIO, INTERNATIONAL/INTERCULTURAL EDUCATION, EQUITY AND INCLUSION

10 - INSTRUCTIONAL FACILITY, FACULTY OFFICES, DIGITAL EXPRESS

11A - DOUGLAS COUNTY HISTORICAL SOCIETY LIBRARY ARCHIVES CENTER

11B - DOUGLAS COUNTY HISTORICAL SOCIETY GENERAL CROOK HOUSE MUSEUM

12 - FOUNDATION OFFICE, ALUMNI CENTER, CURRICULUM AND INSTRUCTION

13 - PRESIDENT'S HOUSE

14 - FACILITIES OPERATIONS, INSTITUTIONAL EFFECTIVENESS

15 - CONTINUING EDUCATION, WEB SERVICES

16 - INFORMATION TECHNOLOGY SERVICES

17 - CENTRALIZED SCHEDULING AND EVENT SERVICES, FACILITIES OPERATIONS, TECHNOLOGY ENABLED LEARNING

18 - PLANNING AND OPERATIONS

19 - GUEST HOUSING

20 - FACILITIES MANAGEMENT

21 - "MULE BARN," INSTRUCTIONAL FACILITY, EMPLOYEE DEVELOPMENT, ADVOCACY AND ACCOUNTABILITY, INTERPRETER SERVICES

22 - INSTITUTE FOR CULINARY ARTS, SWANSON CONFERENCE CENTER, SAGE STUDENT BISTRO

23 - CAREER AND ACADEMIC SKILLS CENTER

24 - CENTER FOR ADVANCED AND EMERGING TECHNOLOGY, PROTOTYPE DESIGN LAB, WORKFORCE INNOVATION DIVISION, CORPORATE TRAINING

25 - CONSTRUCTION EDUCATION CENTER

26 - MASONRY, ART SCULPTURE

27, 27A - GREENHOUSE

29 - HORTICULTURE

30 - COLLEGE ADMINISTRATION

32 - HUMAN RESOURCES

33 - CENTRAL UTILITY PLANT

34 - MCC POLICE, ARCHIVES

- METRO BUS STOP

Overview

Fort Omaha, a historic former military base, was purchased from the federal government and became MCC's first campus. The buildings and grounds of the 73-acre site are currently maintained in the original 19th century architectural theme, while the classrooms and offices have been upgraded to accommodate new technology and educational needs of the 21st century.

Buildings

BUILDING 10

Built in 1984, this building served as the sole instructional facility at the Fort Omaha Campus until 2009. In 2022, the entire building was refreshed, and the Digital Express opened to provide access to technology and technology literacy support for students and community users.

BUILDING 22

In 2009, the development of the south end of the campus began with the addition of the Institute for the Culinary Arts and a new campus entrance off Sorensen Parkway.

BUILDINGS 23, 24, AND 25

In 2018, three additional state-of-the-art buildings were added on the south end of campus, the Career and Academic Skills Center, Center for Advance and Emerging Technologies, and the Construction Education Center.

BUILDING 26

Location of the masonry and art welding programs.

BUILDINGS 27, 27A, 29

A learning lab for MCC's horticulture program.

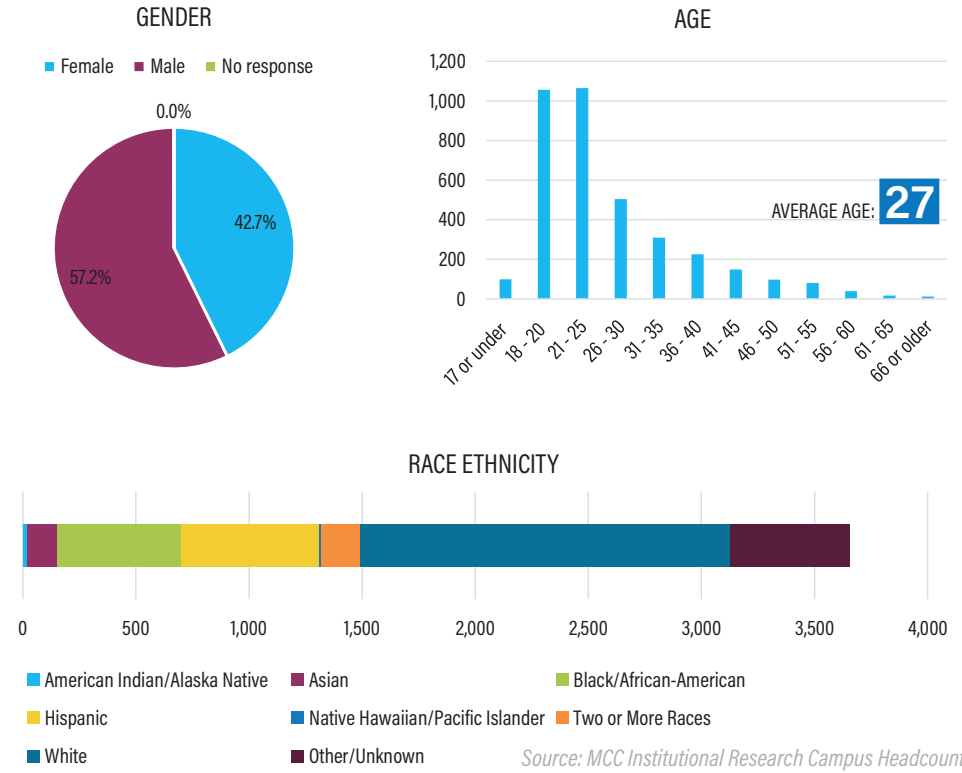
OTHER ADMINISTRATIVE SUPPORT BUILDINGS

Buildings located at the Fort Omaha Campus provide locations for numerous area-wide administrative support functions for the College.

Credit Programs Available

- Accounting
- Architectural Design Technician
- Business
- Civil Engineering Technician
- Computer Technology Transfer
- Construction and Building Science
- Culinary Arts and Management
- Design, Interactivity, and Media Arts
- Electrical Apprenticeship/Technology
- Facilities Operations and Maintenance Technology
- Health Information Management Systems
- Heating, Air Conditioning, and Refrigeration
- Horticulture, Land Systems, and Management
- Hospitality and Restaurant Leadership
- Human Services
- Information Technology
- Liberal Arts/Academic Transfer
- Mechanical Design Technology
- Plumbing Apprenticeship
- Professional Health Studies
- Prototype Design
- Technical Theater

Campus Student Demographics



Source: MCC Institutional Research Campus Headcount

A See Area-Wide Recommendations

B Student Support

1. Observations:
   - MCC student support functions are currently sprinkled throughout FOC, isolated from each other, making them difficult to find.
   - Co-locating similar or complementary functions could promote internal collaboration, communication, and efficiency.

2. Recommendations:
   - Co-locate and coordinate student-facing service functions within Building 23 to include:
     - a one-stop service model
     - activation of high enrollment courses and programs
     - plan for amenities/activities that support life/learning balance

3. References:
   - Building floor plans
   - Field observations
   - FOC Planning Input Session *(Appendix K)*

C Marine Corps Reserve

1. Observations:
   - Building 20 has exceeded both indoor and outdoor capacity for facilities operations. Because it functions as the central location for all of MCC facilities management, the current building hinders efficient operations and growth.
   - Marine Corps Reserve property just north of FOC has ample indoor and outdoor room to be utilized as a facilities operations hub.

2. Recommendation:
   - Secure Marine Corps Reserve property to the north when available over time.
   - Relocate facilities management functions from Building 20.
   - Consider a career academy high school at this location.

3. Reference:
   - Planning discussion with facilities department.
   - Growth in partnerships with area high schools for dual enrollment programming.

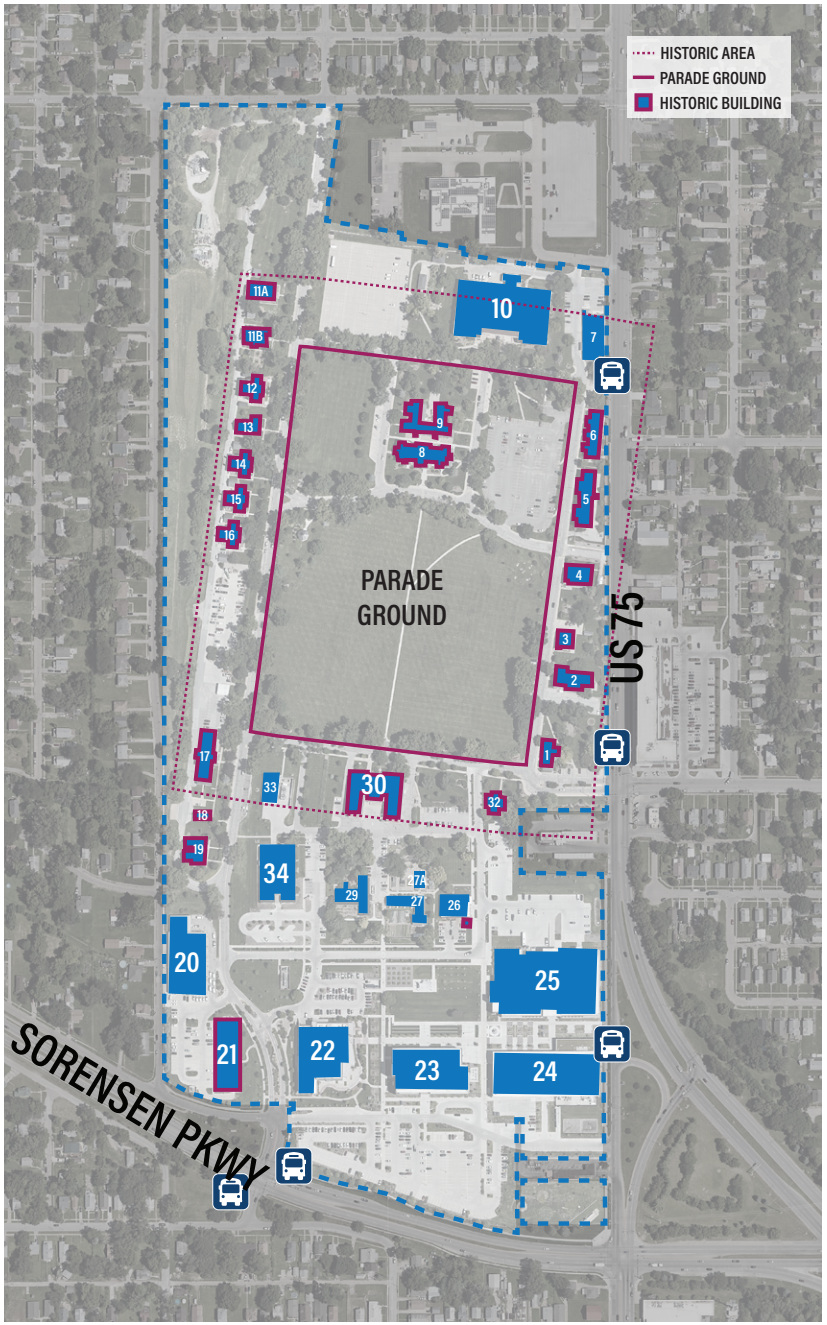
District

1. Observations:
   - Certain programs currently located at FOC could have more success at other locations, and vice versa.
   - Buildings are standalone and are not physically or programmatically connected.
   - Current Prototype Design Lab in Building 25 has capacity for more enrollment.
   - Arts programming is duplicative of EVC programming and designated classrooms at FOC are underutilized.

2. Recommendation:
   - Strengthen FOC's identity as construction technologies, urban agriculture, and cultural arts districts.
   - Move select arts programming from EVC to build broader cultural arts presence on the campus and fully utilize designated art classrooms.
   - Connect Buildings 24 and 25 with a covered walkway to expand construction programming in Building 24 for both credit and non-credit.
   - Maximize access and use of Prototype Design Lab equipment and space. Consider relocating portions to EVC as part of a high-tech high school academic model and/or moving some components to Digital Express.
   - If facilities management functions are vacated from Building 20, consider repurposing the structure for business and industry construction training and relocate masonry program from Building 26 to Building 20.
   - Relocate the horticulture program to EVC; concentrate FOC gardens and freight farm production on community gardening and culinary needs.

3. References:
   - Current connection between horticulture and culinary arts programs
   - District concept *(See Area-Wide Recommendations)*

FORT OMAHA CAMPUS
Recommendations



E Parade Ground and Western Edge

1. Observations:
   - The Parade Ground unintentionally divides the north and south ends of campus. Activation of this space could integrate both ends of campus and provide function in a currently underutilized space.
   - The Parade Ground has a historic status that has prohibited the building of any new permanent structures; utilization of this space would require a creative solution.
   - The land at the western edge of campus is currently unused.

2. Recommendations:
   - Explore potential uses for the Parade Ground and the land at the western edge of campus.

3. References:
   - FOC Quit Claim Deed *(Appendix O, P)*

F Historic Buildings

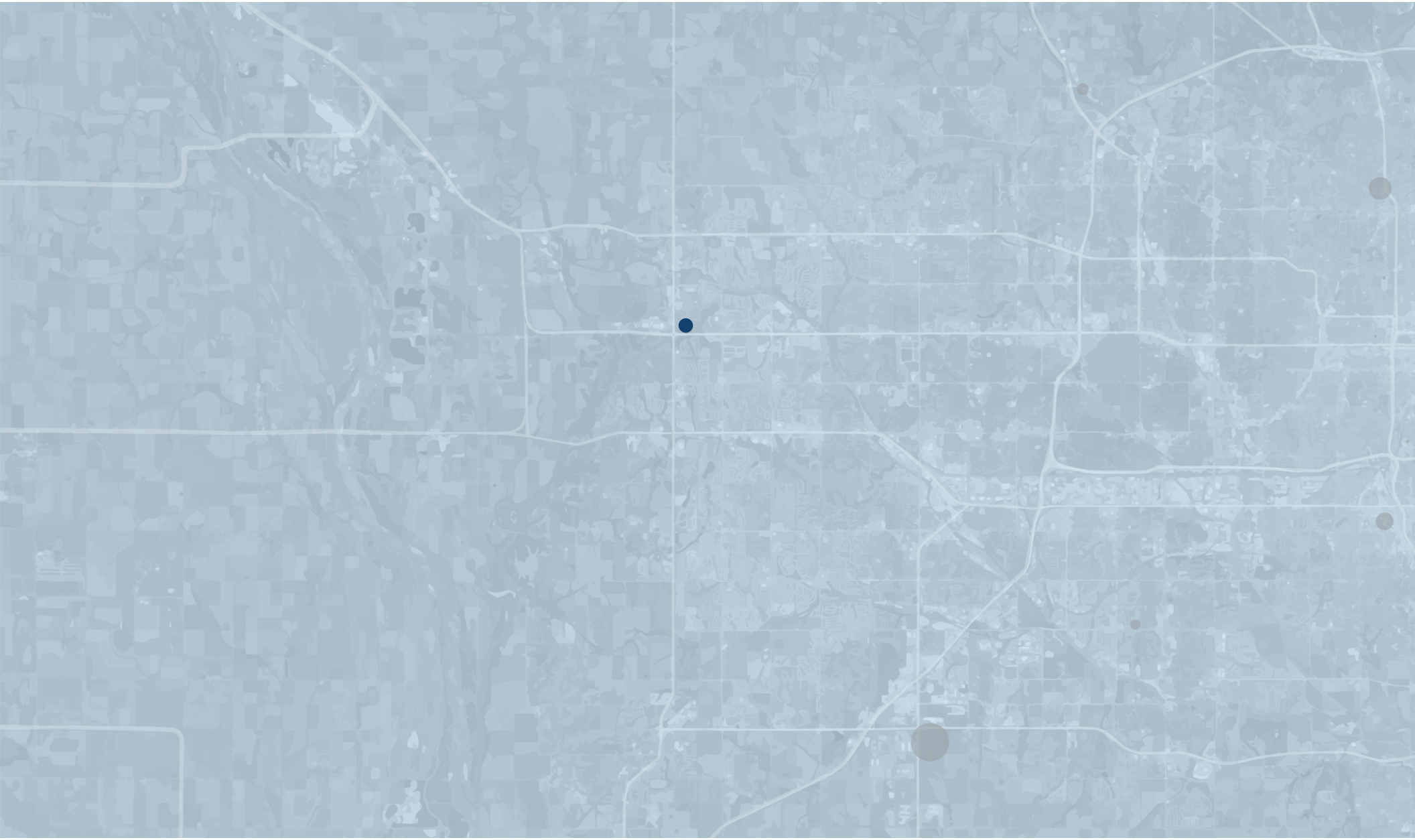
1. Observation:
   - FOC consists of a mix of historic and non-historic buildings.
   - Finding good use of the existing historic buildings can be challenging to ensure access and efficiency.
   - Use and maintenance of historic buildings are constrained by the FOC Quit Claim Deed.

2. Recommendations:
   - Reconsider how historic and high maintenance buildings are used in order to invest energy and resources more effectively.
   - High maintenance FOC buildings that are not designated as historic should be considered for demolition to minimize upkeep and maximize efficiency.

3. References:
   - FOC Quit Claim Deed *(Appendix O, P)*
   - Building floor plans
   - FOC Planning Input Session *(Appendix K)*









4 Campus Analysis and Recommendations

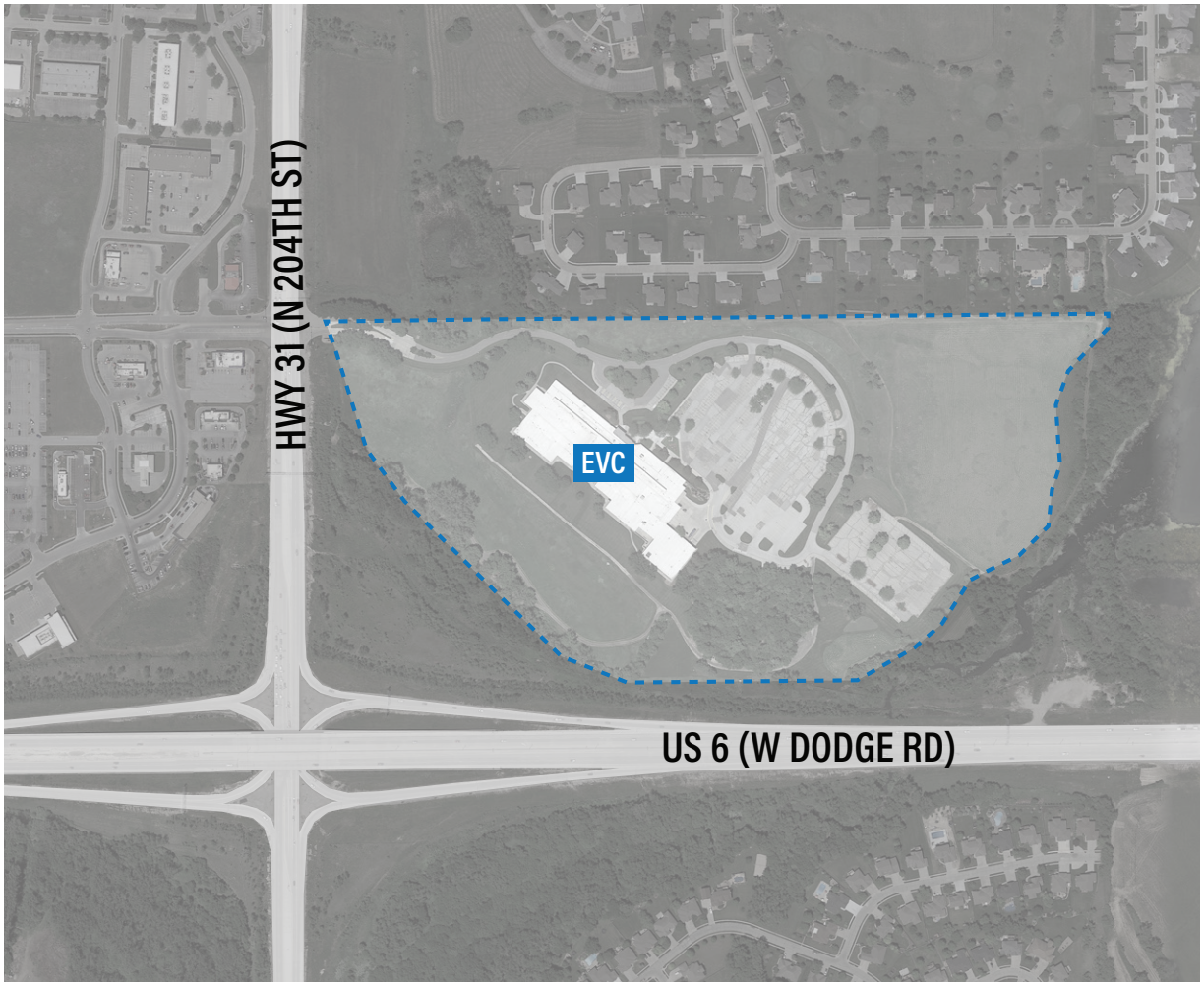
Elkhorn Valley Campus

ELKHORN VALLEY CAMPUS

829 N 204th St, Elkhorn, NE 68022

LEGEND

EVC - ELKHORN VALLEY CAMPUS









Overview

To better serve western Douglas County, the Elkhorn Valley Campus opened in 1980 as a single building on a 51-acre site constructed as a full-service campus. Some interior modernization has occurred within the building but the original building footprint remains as built. Primary programming at the campus focuses on creative and visual arts programs as well as general education.



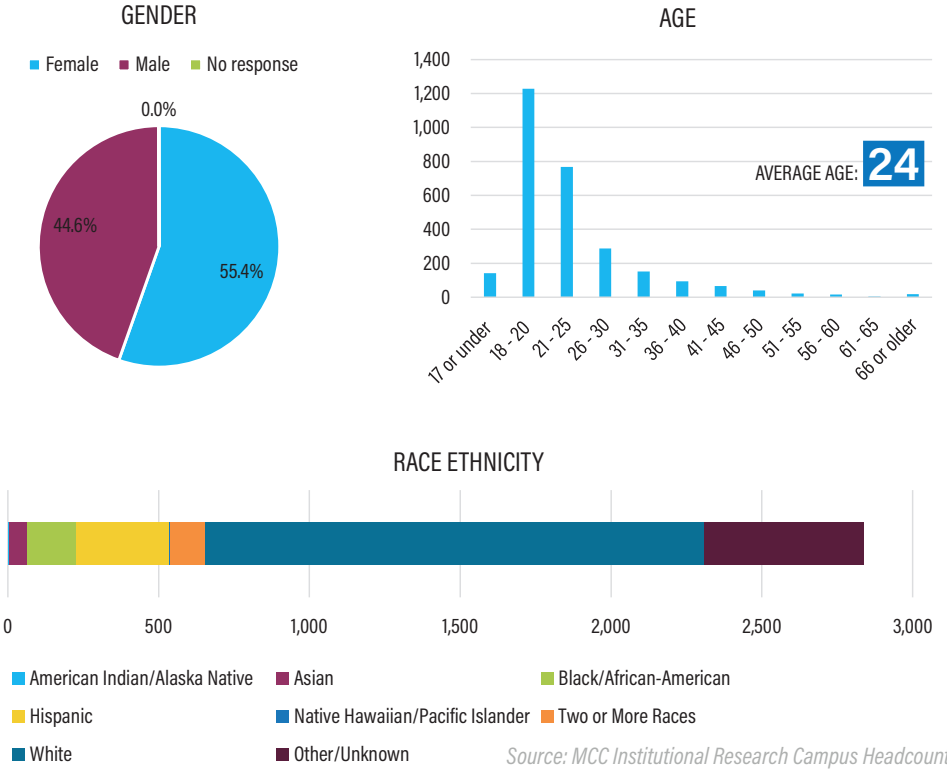




Credit Programs Available

- Accounting
- Art
- Business
- Criminal Justice
- Design, Interactivity, and Media Arts
- Fashion Design
- Health Information Management Systems
- Interior Design
- Liberal Arts/Academic Transfer
- Photography
- Technical Theater
- Video/Audio Communication Arts

Campus Student Demographics



Source: MCC Institutional Research Campus Headcount



A See Area-Wide Recommendations

E Second Site Entrance

1. Observations:
   - There is only one entrance to the site, located off 204th Street.
   - Safety concerns regarding emergencies, construction, and other events could be alleviated with a second way in and out of the site.
2. Recommendations:
   - Build a second site entrance.
3. References:
   - Elkhorn Valley Campus site plan

C Sustainable Future District

1. Observations:
   - EVC spans the boundary between urban, suburban, and rural in MCC's four-county area, creating a unique intersection of communities.
   - Of the 45.3-acre site, roughly 42 acres are undeveloped. There are 11.6 acres of surface parking.
   - EVC is within close driving distance to several school districts (OPS, Gretna, Fremont, Elkhorn, DC West, and Papillion La Vista).
   - Trends suggest sustainability issues and climate change will factor into life and learning for the foreseeable future.
   - EVC has been the site for many visual arts programs; other MCC locations lack robust cultural and arts programming.
   - Online learning continues to grow and is a viable option for flexible and timely delivery of new and emerging education and training for students and the workforce.

2. Recommendations:
   - EVC programming should incorporate new approaches and technologies that support community and environmental sustainability.
   - Build a sustainable future district that includes credit and non-credit programs related to land, water, and animals such as:
     - Environmental sustainability (e.g., freight farming, eco-agriculture)
     - Energy innovation (e.g., solar panel technicians and biofuel technicians)
     - Biotechnology education and applications
     - Recycling and sustainable manufacturing
     - Horticulture program hub
     - Veterinary science
   - Move select visual arts programs to either FOC or SOC to strengthen college-wide cultural programming and provide access to arts for more students.
   - Create a central location for multi-district dual enrollment opportunities such as:
     - Career and transfer high school dual enrollment academy that includes arts and sciences courses not easily available at each high school.
     - Equipment-enabled dual enrollment courses that high schools cannot offer on their own, such as a prototype lab and STEM labs (expand science labs).
   - Create a first-generation administrative hub for online college.
   - Explore partnerships to build student housing.

3. References:
   - Program and enrollment data *(Appendix E, H, Q, Z, AA)*
   - District concept *(See Area-Wide Recommendations)*
   - EVC Planning Input Session *(Appendix J)*
   - High school enrollment data and trends
   - EVC site plan





4 Campus Analysis and Recommendations

South Omaha Campus

SOUTH OMAHA CAMPUS

2909 Edward Babe Gomez Ave, Omaha, NE 68107

LEGEND

AUT - AUTOMOTIVE TRAINING CENTER

CAM - CENTER FOR ADVANCED MANUFACTURING

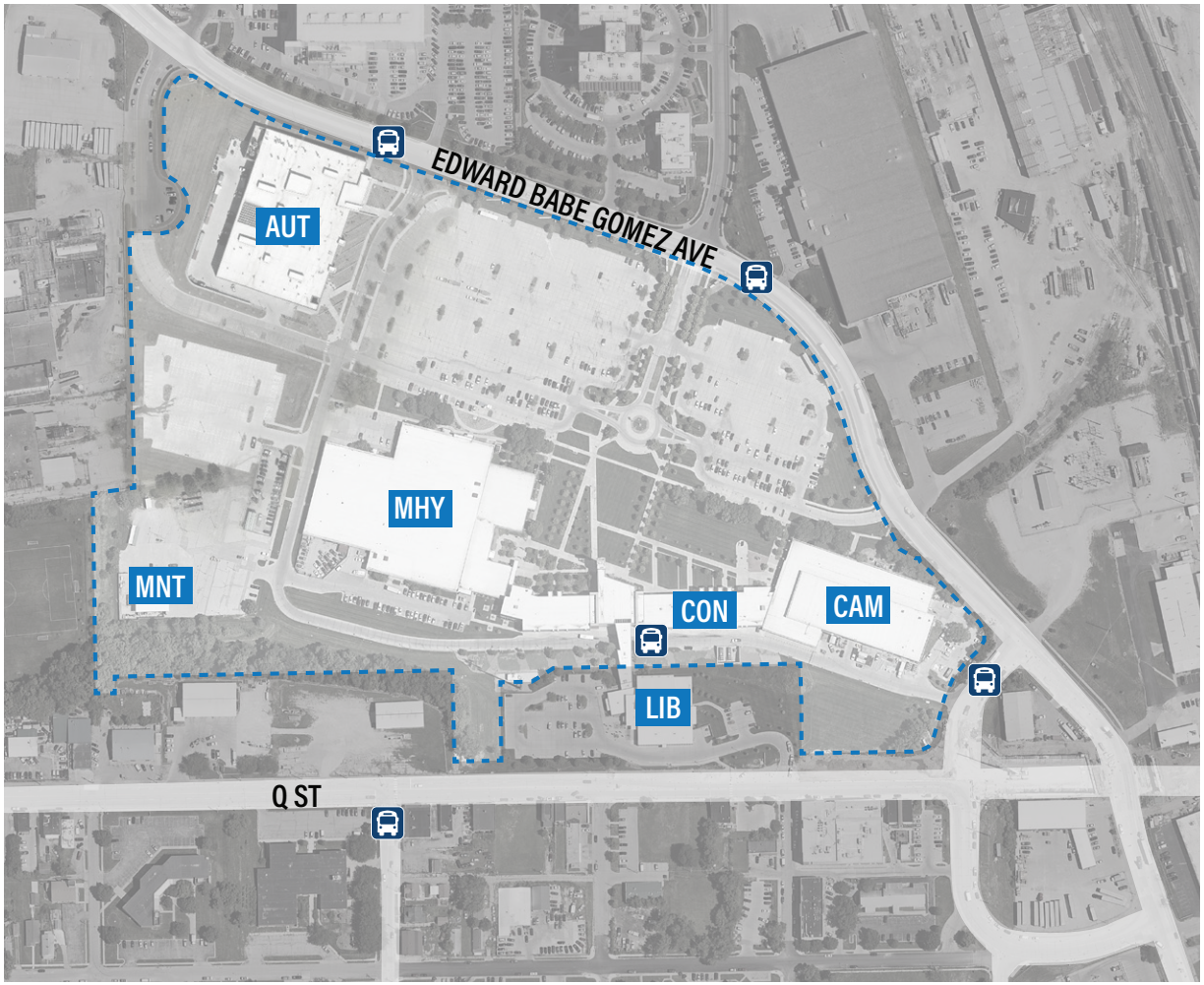
CON - CONNECTOR

LIB - MCC/OMAHA PUBLIC LIBRARY

MHY - MAHONEY

MNT - FACILITIES OPERATIONS

- METRO BUS STOP











Overview

In 1977, the 40-acre South Omaha Campus (SOC) opened at 27th and Q streets in the heart of the South Omaha community. Easy access from the interstate and the Kennedy Freeway as well as integration of a Metro bus hub on the campus contribute to the high enrollment at the South Omaha campus compared to other MCC campuses and sites.

Buildings

AUTOMOTIVE TRAINING CENTER (AUT)

The newest building at the South Omaha Campus opened in 2021. The 100,000 square foot building was designed to train highly skilled workers for a variety of roles within the automotive and auto body industry.

CENTER FOR ADVANCED MANUFACTURING (CAM)

One of the original buildings at the South Omaha Campus was renovated in 2021 and houses state-of-the-art training labs and classrooms for manufacturing and welding.

CONNECTOR (CON)

In 2007, the Connector Building opened, creating a campus core for student services and connecting the Mahoney and the Center for Advanced Manufacturing. The Connector showcases a partnership with the Omaha Public Library featuring the South Omaha branch library, and Metro Area Transit's South Omaha transit hub.

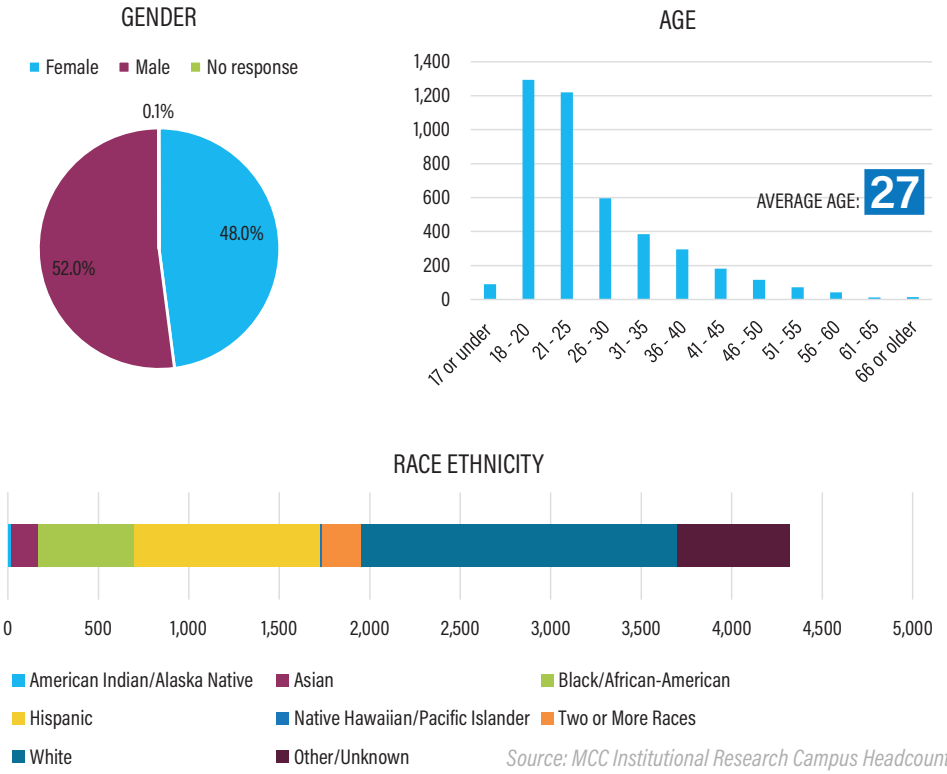
MAHONEY (MHY)

An original building to the campus in 1978, the Mahoney serves as the center for allied health and information technology programs, science labs, and general classrooms.

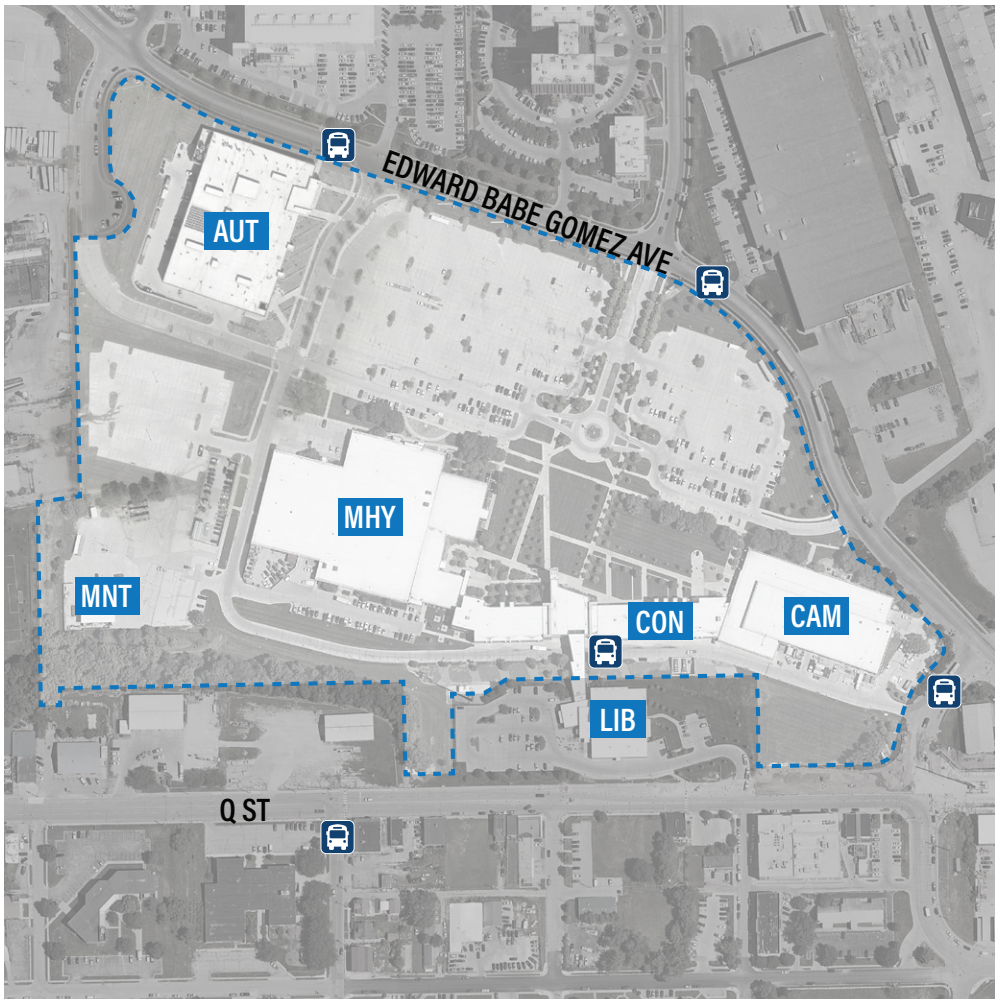
Credit Programs Available

- Accounting
- Auto Collision Technology
- Automotive Technology
- Business
- Computer Technology Transfer
- Criminal Justice
- Cybersecurity
- Electrical/Mechanical Maintenance Technology
- Facilities Operations and Maintenance Technology
- Health Information Management Systems
- Information Technology
- Legal Studies - Paralegal
- Liberal Arts/Academic Transfer
- Manufacturing, Power, and Process Operations Technology
- Medical Assisting - Professional Health Studies
- Nursing
- Paramedicine - Professional Health Studies
- Powersports and Outdoor Power Technology
- Precision Machine Technology
- Professional Health Studies
- Respiratory Therapy
- Technical Theater
- Toyota T-TEN
- Welding Technology

Campus Student Demographics



Source: MCC Institutional Research Campus Headcount



A See Area-Wide Recommendations

B Community

1. Observations:
   - Redevelopment activity is currently planned and in progress for the area. Canopy South, a community development plan, specifically outlines plans for the Q Street commercial corridor, which includes the section of Q Street directly south of SOC.
   - There is a physical disconnect between SOC and the surrounding community along Q Street.
   - South Omaha has strong history with diverse cultures.

2. Recommendation:
   - Explore ways to physically open SOC to the neighborhood to the south at Q Street to improve visibility and reach of MCC.
   - Strengthen ties to the South Omaha community.

3. Reference:
   - Canopy South Transformation Plan *(Appendix Y)*

C Space Utilization

1. Observations:
   - Complex organization of building circulation.
   - Conex boxes, fenced areas, and small storage structures are used to store both classroom and facilities operations supplies and equipment throughout SOC.

2. Recommendations:
   - Explore ways to revitalize underutilized space.
   - Explore ways to reconfigure spaces for new purposes (i.e. student collaboration and lounge zones, cultural and arts displays, and other amenities that attract students and the community to campus).
   - Evaluate storage needs for education programs and facilities operations and explore opportunities available within current structures to provide additional storage.

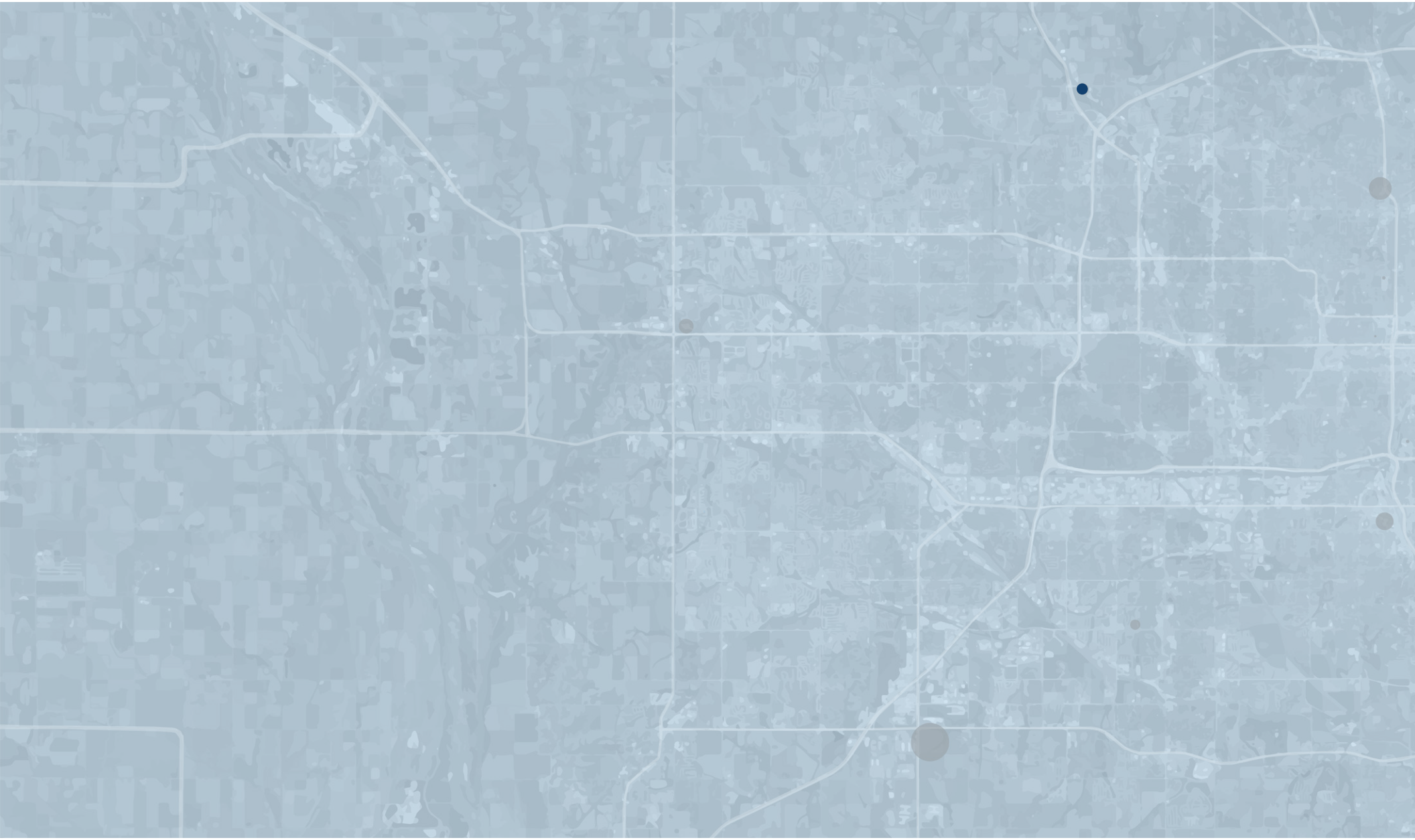
3. References:
   - Campus utilization data *(Appendix H)*
   - Building floor plans
   - Field observations
   - SOC Planning Input Session *(Appendix K)*

D District

1. Observations:
   - Co-locating related programs can create synergy; currently, there are programs at SOC that are unrelated and do not contribute to a district identity.
   - Certain programs currently located at SOC could have more success at other locations, and vice versa.
   - First Responder District is being considered at Sarpy Corner.

2. Recommendations:
   - Strengthen SOC's identity as manufacturing, maintenance, automotive technologies, and culture/arts programming districts.
   - Move criminal justice and healthcare programs to Sarpy Corner to be included in the First Responder District.
   - Strengthen and extend selected art programming within vacated health careers space.

3. References:
   - District concept *(See Area-Wide Recommendations)*
   - Enrollment and program data *(Appendix E, H, Q, Z, AA)*





4 Campus Analysis and Recommendations

Applied Technology Center

APPLIED TECHNOLOGY CENTER

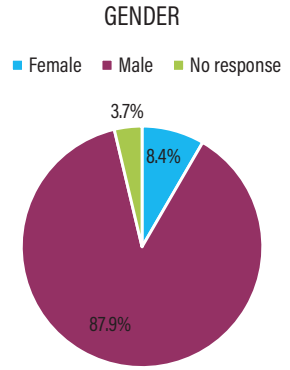
10407 State St, Omaha, NE 68122

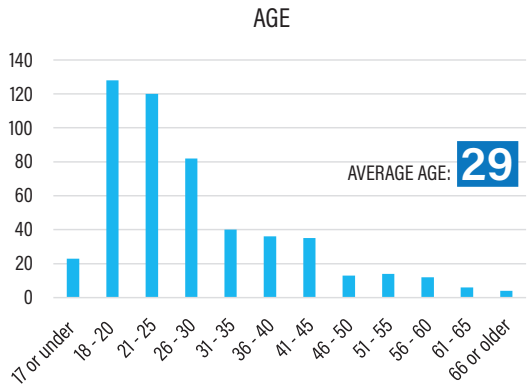


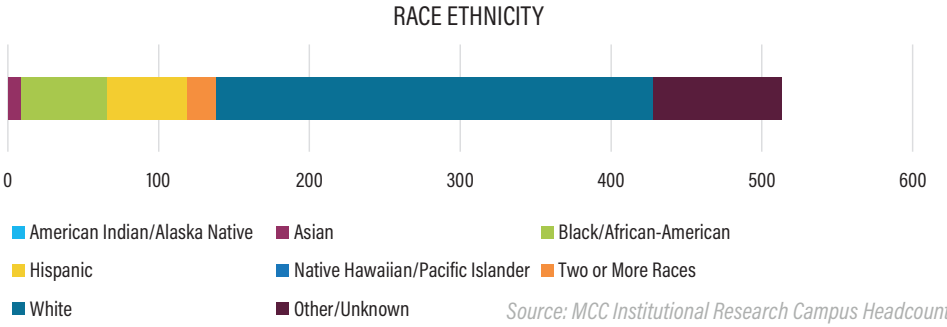
Credit Programs Available

- Diesel Technology
- Fire Science Technology
- Utility Line Technician
- Truck Driving

Campus Student Demographics







Source: MCC Institutional Research Campus Headcount

Overview

In 2006, a former OPPD service site was purchased to develop the Applied Technology Center. The Center opened in 2008, consolidating five of MCC's trades programs and providing ample training and lab space for the programs' unique needs.

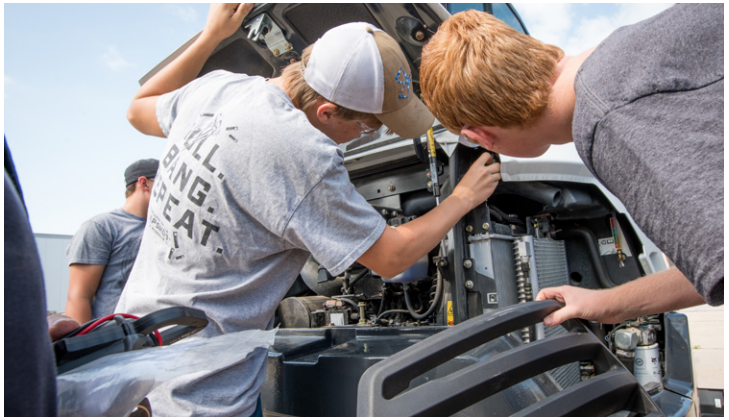
A See Area-Wide Recommendations

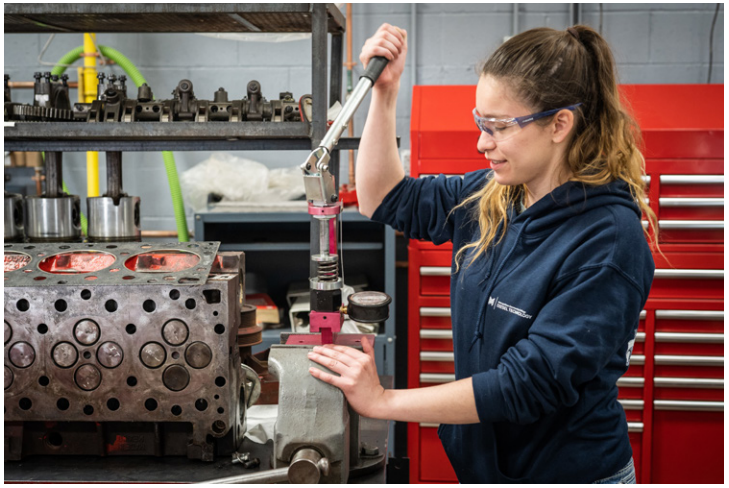
B Transportation and Equipment District

1. Observations:
   - Fire science, utility line, diesel mechanics, and CDL truck driving are successful programs but lack space for growth and expansion in their current location.
   - The auto body program vacated the ATC when the Automotive Training Center opened at SOC. The vacated space has not yet been effectively repurposed.

2. Recommendations:
   - Move fire science, utility line, and diesel mechanics to the new First Responder District at Sarpy Corner over time.
   - Develop the #1 truck driving education center in the USA, housed at the ATC.
   - Create a center for heavy equipment and small equipment certification and training.

3. References:
   - Current connection between fire science, utility line, and diesel mechanics programming *(Appendix M)*
   - Program and enrollment data *(Appendix E, H, Q, Z, AA)*
   - District concept *(See Area-Wide Recommendations)*











4 Campus Analysis and Recommendations

Sarpy Center

SARPY CENTER

9110 Giles Rd, La Vista, NE 68128



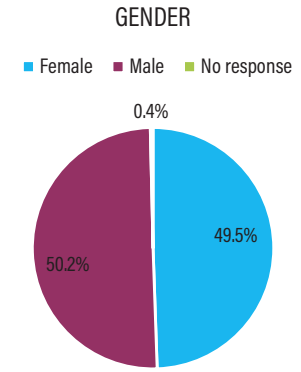
Overview

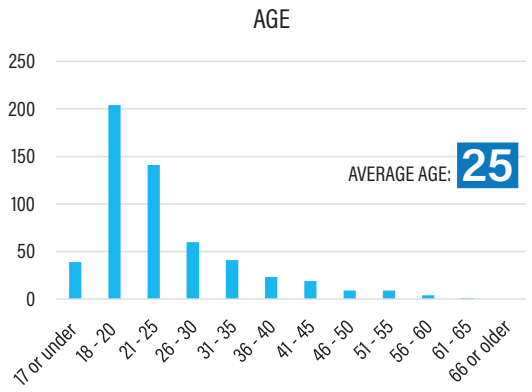
In 1999, MCC and the City of La Vista combined resources to serve students, city library users and the community. The joint MCC Sarpy Center and La Vista Public Library opened at 91st and Giles Road.

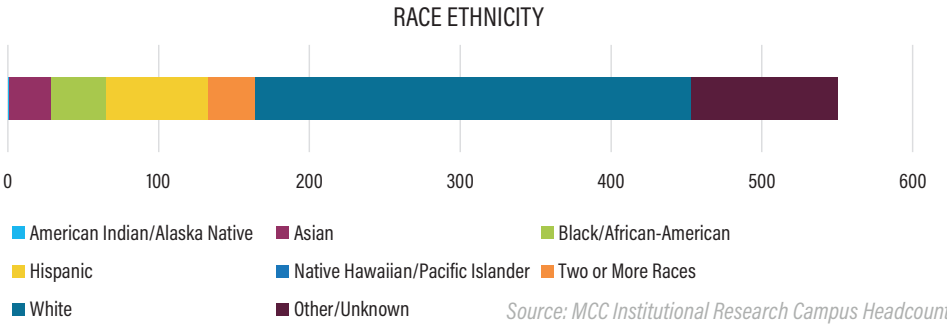
Credit Programs Available

- Accounting
- Information Technology
- Business Administration
- Computer Technology
- Cybersecurity
- Health Information Management Systems
- Liberal Arts/ Academic Transfer

Campus Student Demographics







Source: MCC Institutional Research Campus Headcount

A See Area-Wide Recommendations

B Lifelong Learning District

1. Observations:
   - Credit enrollment at Sarpy Center is low.
   - Sarpy County is a growing community.
   - The residential surroundings include a golf course directly south of SRP and Papillion Landing Community Recreation Center two miles south.
   - There are three 55+ living centers and one senior center within a one-mile radius of SRP.

2. Recommendations:
   - Activate non-credit programming focused on the needs of the 55+ community.

3. References:
   - National trends show an increase in development of 55+ lifelong learning communities.
   - Enrollment and program data, specifically related to non-credit programming growth *(Appendix E, H, Q, Z, AA)*
   - District concept *(See Area-Wide Recommendations)*

C Secondary Partnerships and Administrative Hub

1. Observations:
   - Credit enrollment at Sarpy Center is low.
   - Sarpy Center is within close driving distance to several school districts (Papillion La Vista, Ralston, Bellevue, Gretna, Springfield).

2. Recommendations:
   - Create an administrative district for secondary partnerships.
   - Locate other college functions at the site as warranted.
   - Activate dual enrollment courses within the facility.

3. References:
   - Campus utilization data *(Appendix H)*
   - Enrollment data *(Appendix E, Q, Z, AA)*
   - Planning input session *(Appendix M)*



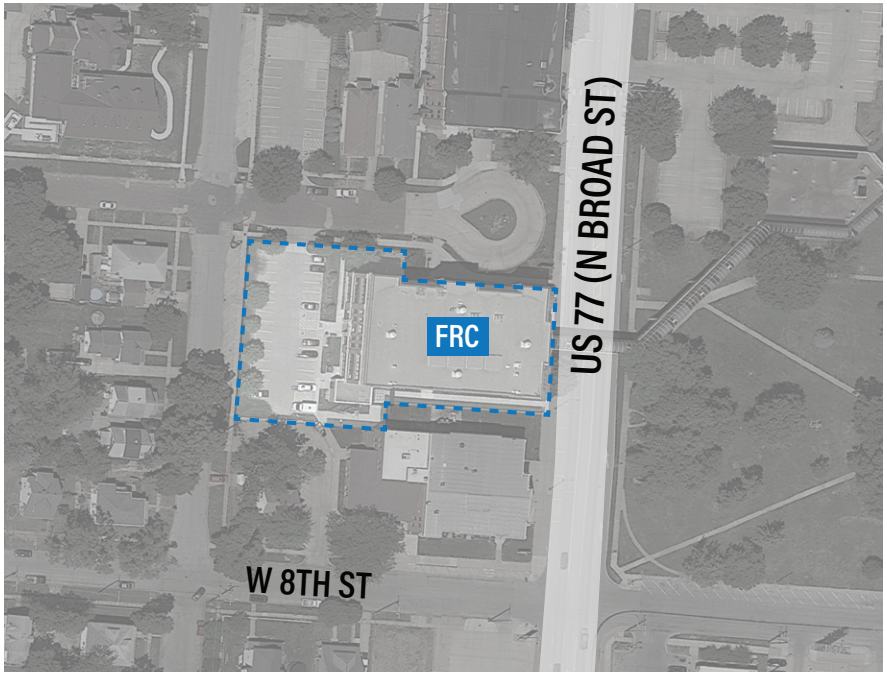


4 Campus Analysis and Recommendations

Fremont Area Center

FREMONT AREA CENTER

835 N Broad St, Fremont, NE 68025



Overview

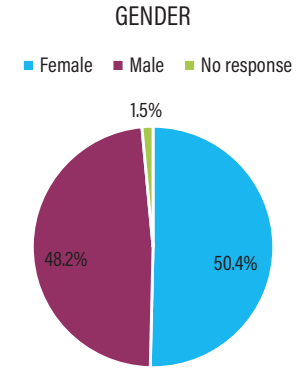
To better serve Dodge County residents, MCC opened a small site in the Eastville Shopping Center in 1986. In 2007, the Fremont Area Center opened a permanent location at 9th and N. Broad streets in the former junior high building.

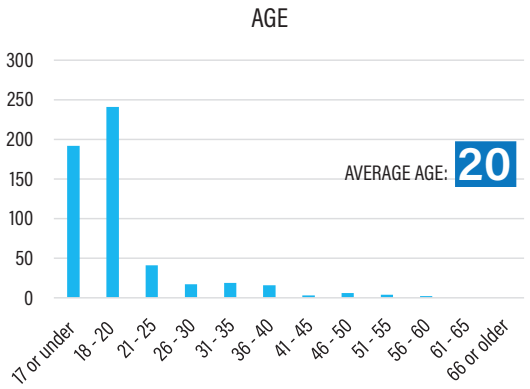
Credit Programs Available

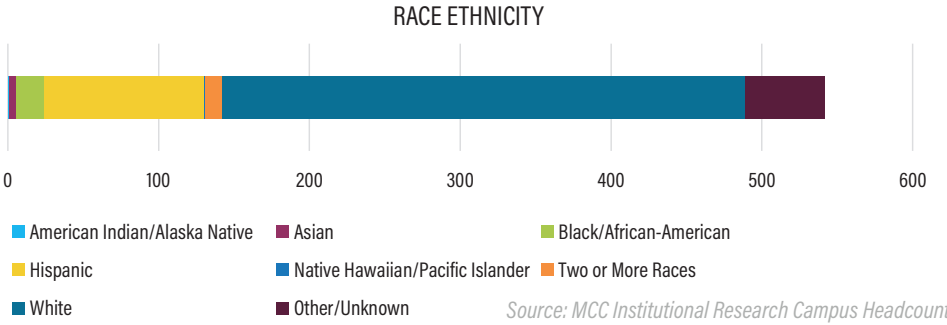
Liberal Arts/Academic Transfer

Paramedicine - Professional Health Studies

Campus Student Demographics







Source: MCC Institutional Research Campus Headcount

A See Area-Wide Recommendations

C Utilization and Community Use

1. Observations:
   - The identity of FRC comes from its community outreach and visibility in a small town within MCC's four-county service area.
   - Currently, student and community utilization of FRC is low.

2. Recommendations:
   - Activate non-credit workforce training as primary use of existing building.
   - Expand capacity for non-credit credential training in high schools.
   - Create an online support hub for local students taking online classes.
   - Explore Fremont community development plans to respond to training needs of the community.
   - Participate with Fremont Public Schools (FPS) to remove the "gerbil run" pedestrian walkway connecting MCC and FPS facilities.

3. References:
   - Campus utilization data *(Appendix H)*
   - Building floor plan

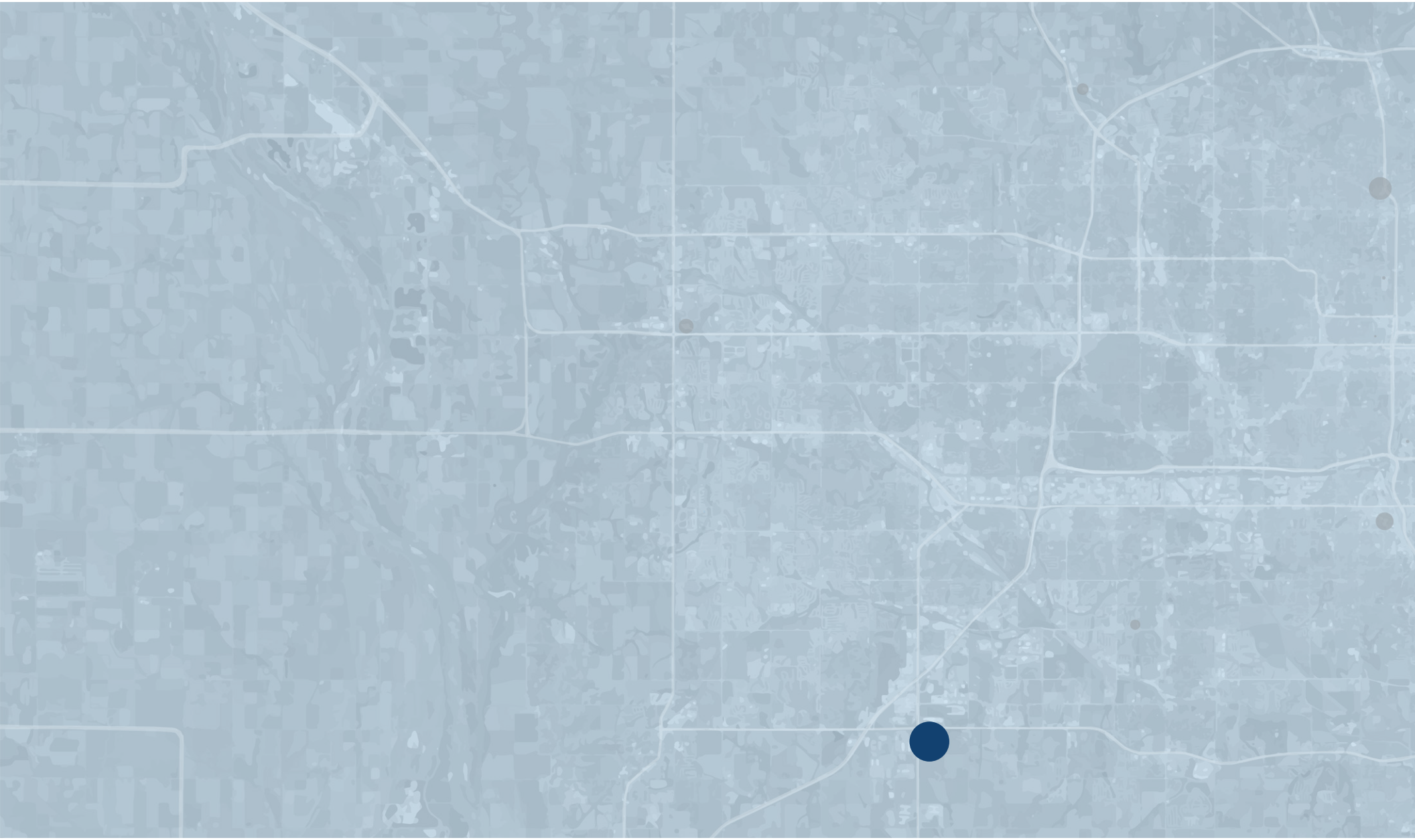
B Rural Community Outreach

1. Observations:
   - Current partnerships within FPS provide stellar examples of creative collaboration and shared instructional space in service to rural communities.

2. Recommendations:
   - Explore new partnerships to co-deliver similar credit and non-credit programs with local education and business partners where density is not possible.

3. References:
   - Enrollment data *(Appendix E, H, Q, Z, AA)*





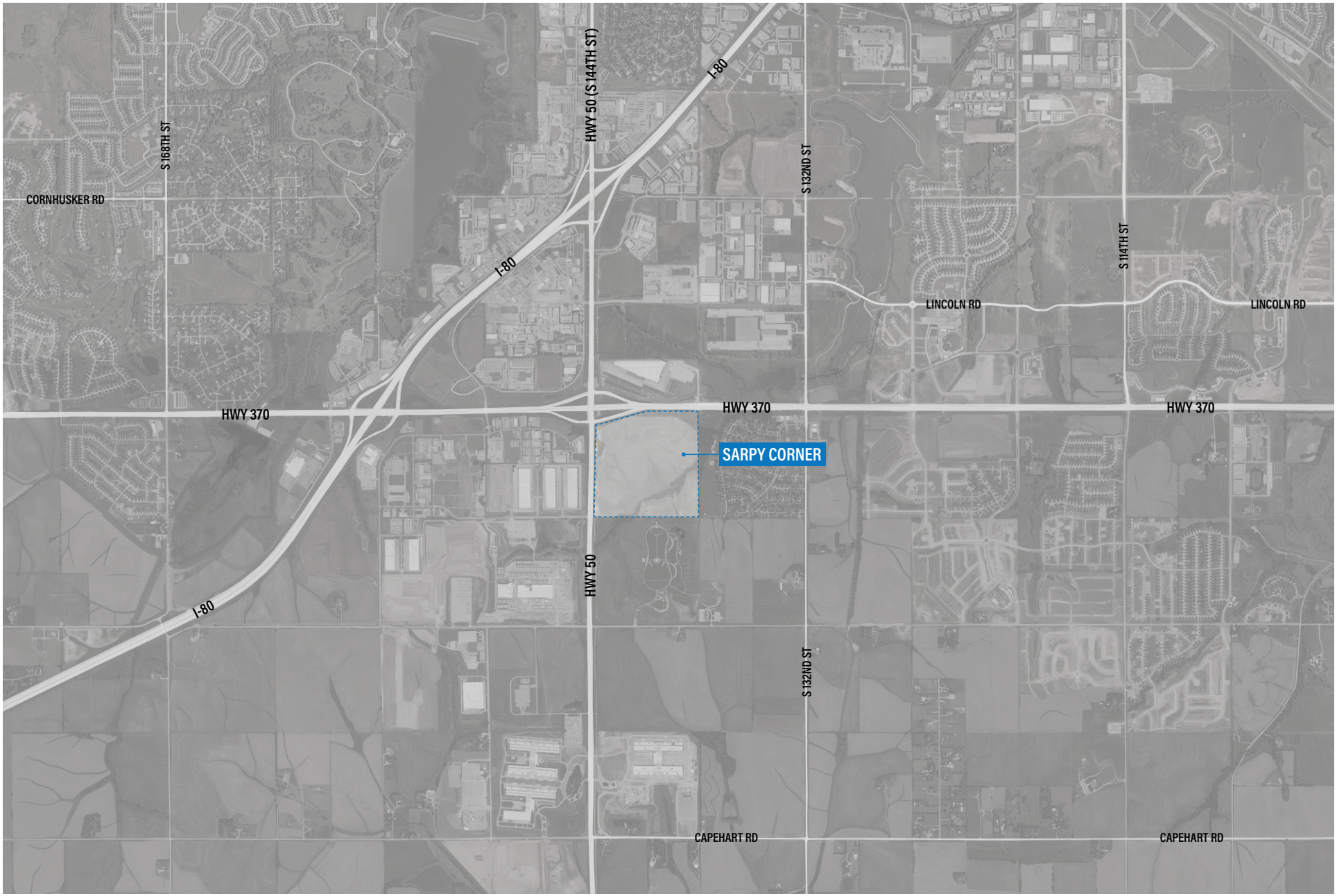


4 Campus Analysis and Recommendations

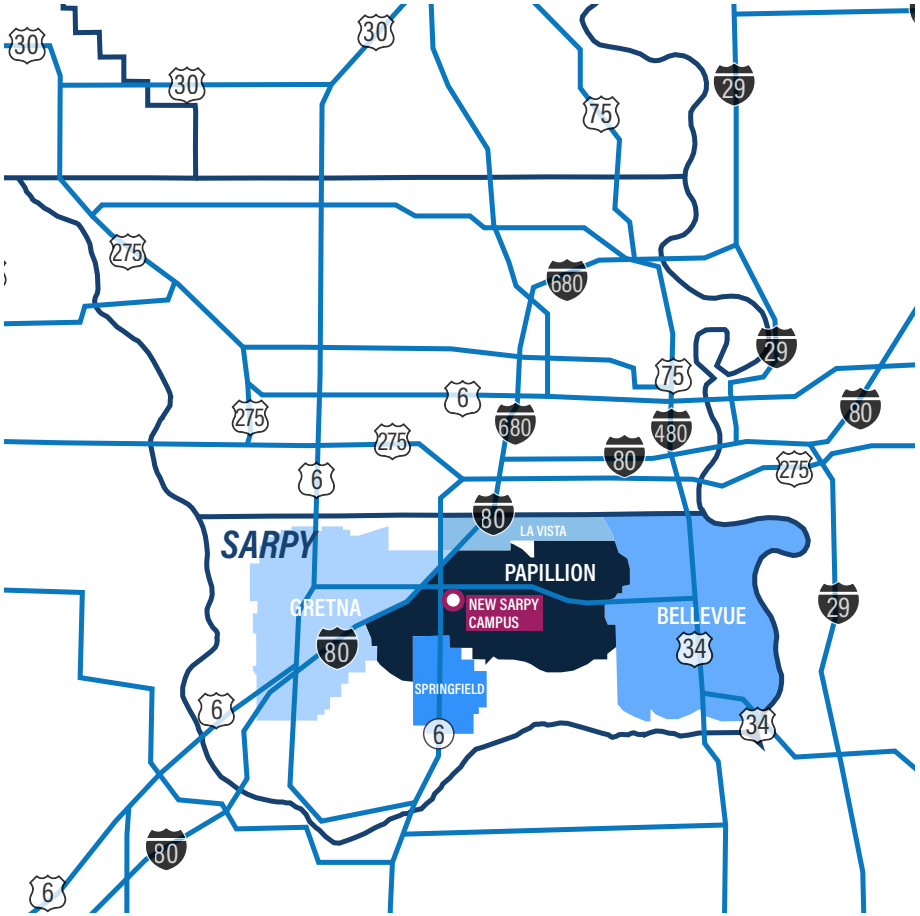
Sarpy Corner

SARPY CORNER

Hwy 50 & 370, Papillion, NE 68103



In 2014, MCC purchased **140.7 acres in Sarpy County** at the intersection of Highway 50 and Highway 370 near the I-80 interchange. The site is characterized by rolling terrain, wetlands along the northern edge, and Westmont Creek running through the site's southern half. **The purchase was made with the intention of creating a new MCC campus** in what has been Nebraska's fastest growing county the last twenty years.



Sarpy County Demographics:

- Population 196,553 [1]
- 60% of population in the 18-65 age range [1]
- 80% White, 11% Hispanic, 4.5% Black/African American, 4.5% American Indian, Asian, Pacific Islander, Mixed Race [1]
- 74,986 Housing units, 70% owner occupied, 69,3388 Households [1]
- 95.5% high school graduate or higher [1]
- 41.1% bachelors degree or higher [1]
- Median household income $88,408

Sarpy County Communities:

- Gretna: population 5,083 [1]
- La Vista: population 16.746 [1]
- Springfield: population 1,501 [1]
- Chalco: population 11,064 [1]
- Papillion: population 24, 519 [1]
- Bellevue: population 64,176 [1]

Primary Business Sectors

- Healthcare and Social Assistance
- Retail/Trade
- Education Services
- Professional, Scientific, and Technical Services
- Finance and Insurance
- Manufacturing and Construction

Major Employers:

- Offut Air Force Base
- PayPal
- Papillion La Vista Public Schools
- Bellevue Public Schools
- Werner Enterprises
- CLAAS
- InfoGroup
- Hillcrest Health Systems

1 United State Census Bureau https://www.census.gov/quickfacts/fact/table/sarpycountynebraska,NE/PST045222

SARPY CORNER
Site Analysis

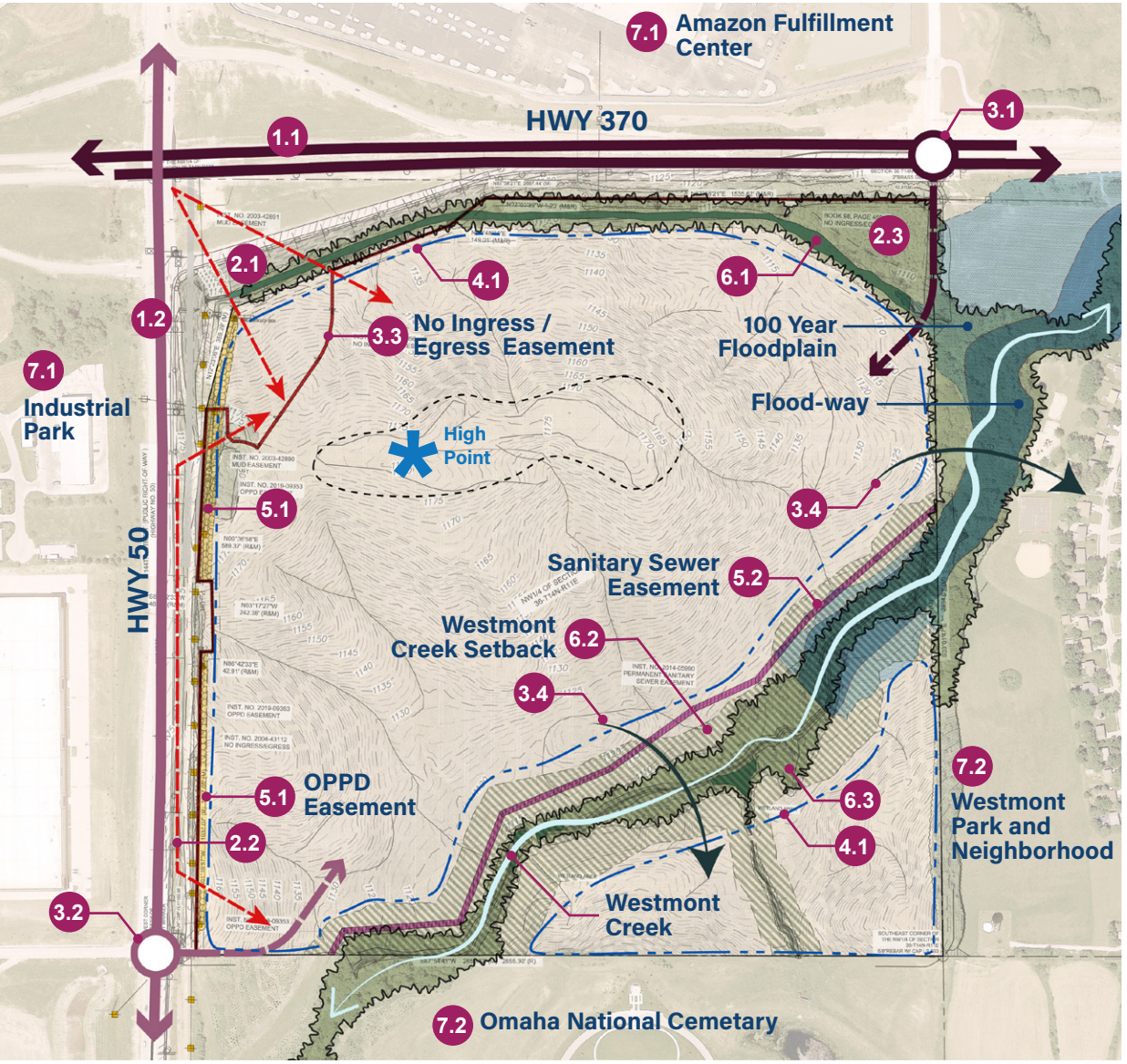


FIGURE 3.1 - SITE OPPORTUNITIES

The Sarpy Corner site offers opportunities for connectivity to the surrounding community with key access points off major roadway corridors and within one mile of the I-80 interchange. Rolling terrain, wooded wetland areas, a natural creek bed, and view corridors to downtown Omaha and adjacent green space offer opportunities for a unique development at a key intersection of Sarpy County.

1 Corridor Development

1. Highway 370 is a developing corridor for office, industrial, mixed use, and residential development.
2. Highway 50 is a developing corridor for office, industrial, and access to Omaha National Cemetery.

2 Site View Corridors

1. The intersection of Highway 370 and Highway 50 provides the most prominent views into the site and it's high point.
2. Views into the site from Highway 50 are inhibited by overhead power lines lending this boundary of the site less desirable for a primary entry.
3. Views into the site from Highway 370 are obstructed by a forested wetland tree line which provides an opportunity to screen uses that require large surface parking.
4. Views from the site into Omaha National Cemetery are partially obstructed by topography, trees within Westmont Creek.

3 Site Access Points

1. Access at Highway 370 (under the jurisdiction of Nebraska Department of Transportation) at NE corner of the site is currently planned as a signalized intersection.
2. Access at Highway 50 (under the jurisdiction of the City of Papillion) is currently at the southwest corner of the site with minimal room to create a primary entry.
3. No ingress/egress easement runs along the western frontage of the property. Existing access points and design will need to be finalized with NDOT and adjacent property owners.
4. Development into the southeast corner of the site or connectivity to Westmont Park will require crossing(s) at Westmont Creek which lends this space to passive recreation, research, academic or other identified uses.

4 Sarpy County Zoning Setbacks

1. Setbacks vary based upon use and will be determined during final platting. While typically 25', required setbacks may further impact developable area.

5 Utility Easements

1. An OPPD easement exists along the western boundary of the property.
2. A sanitary sewer easement cuts through the southern section of the site reducing the developable area. Minimal grading will be allowed along the path of the sanitary sewer easement and structures adjacent to the main will need to include additional engineering to ensure integrity of the line.

6 Wetlands and Flood-Way Limits

1. The site has forested wetlands identified within the property boundary along Highway 370 that will require evaluation and conservation of tree canopy.
2. Westmont Creek has a 100' floodway, measured 50' on either side of creek centerline which will restrict development in this zone.

   US Army Corps of Engineers (USACE) requires an erosion setback along the limits of existing streams/creeks, typically been a 3:1 + 50' setback along a stream/creek, measured from the centerline. These setbacks along with flood way limits will need to be field verified based on USACE requirements and will set limits for grading and disturbance.
3. Wetlands and Westmont Creek zones create opportunities for screening, framing of viewsheds, passive recreation, and academic opportunities within the site.

7 Adjacent Land Uses

1. Adjacent industrial and technology centers provide aligned workforce and academic partners.

   West: Industrial (Multiple/Future Data Center)

   North: Industrial (Amazon Fulfillment Center)
2. Limited dining, hospitality, residential, and entertainment uses within proximity of campus provides an opportunity to create a dynamic mixed-use destination.

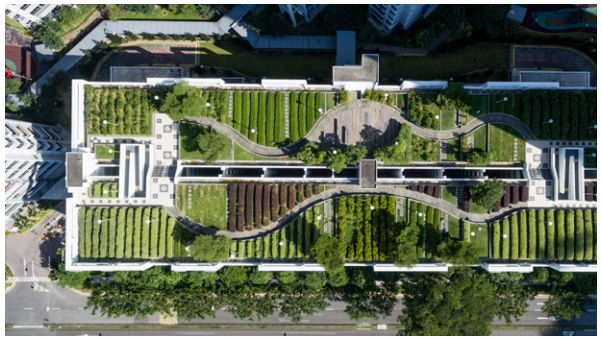
   East: Residential (Westmont Neighborhood)

   South: Omaha National Cemetery

Planning Aspirations







As identified in past planning efforts, Sarpy County and the surrounding communities offer the College an opportunity for growth. The first step of the planning process for Sarpy Corner was to identify key aspirations that would support MCC's mission and provide for a development focused on community and sense of place.

MCC Mission Focused Aspirations

- Training districts in key labor markets and with targeted employer partnerships.
- More than one reason for people to be there as a "campus."
- Campus as a public asset with connectivity to the community.
- Programs selected for this location should meet the planning principles set forth in this plan.
- Development of campus to reflect MCC as a leader for advanced training and a regional draw.
- Site may be an opportunity for a High School Academy.
- Northern section of the site provides immediate opportunities and should be the focus for campus development.
- Leaving the site area south of the wetlands as a future use allows for flexibility for unknown training opportunities that require large tracts of land.
- Green space development is an opportunity to connect with the community. Potential to connect to the existing MoPac trail and create new trails with complementary amenities can support nature preservation as well as educational opportunities for students.
- Student housing is an opportunity of exploration for the College.

Development Character Aspirations

- Take advantage of the site vistas.
- Walkable/pedestrian-friendly.
- Higher density than shown in previous plans.
- Vistas to downtown at high point are key features of the site.

In order to frame the site aspirations into a guiding purpose, a **planning statement** for the site was developed to create the framework for the plan design and development principles:

The purpose of the campus plan is to provide a framework that **guides future growth and development** of the Sarpy County Site to **align with MCC's mission and vision**. The plan will represent an **economically viable and resilient path forward to meet the training demands of the regional workforce by strategically aligning the campus with community, institutional, and private partnerships**.

It will also serve to **establish guiding principles** for developing the site with a **sense of place and purpose for MCC students, faculty, staff, and community as an anchor destination**.

SARPY CORNER
Recommendations

A See Area-Wide Recommendations

B Sense of Place

1. Observations:
   - Creating a campus with blended use provides an opportunity for a walkable, vibrant, and active day/night destination.
   - Parking is an integral part of the community and a positive experience for visitors and students.

2. Recommendations:
   - Position MCC at the heart of the development with strategic partners to interlace the campus and development for a comprehensive lifestyle center offering.
   - Create a central roadbed that acts as an organizing element for future development while remaining nimble.
   - Concentrate development along the central roadway to reinforce centralized density and character.
   - Utilize parking structures to maximize parking, minimize visual impacts, promote a walkable development, and limit required parking footprint.
   - Design entry points and thresholds that provide an opportunity for signage, branding, site enhancement with boulevard entry, and roundabout.

3. References:
   - Regional growth *(Appendix AC)*

C First Responder District

1. Observations:
   - Co-locating related programs can create synergy and boost educational experiences.
   - Certain programs currently located elsewhere, such as criminal justice and healthcare programs at SOC and fire science, utility line, and diesel mechanics at ATC, could benefit from synergies and growth within a coordinated First Responders District.

2. Recommendations:
   - Move fire science, utility line, and diesel mechanics from ATC to the new First Responder District at Sarpy Corner to create a training facility for next generation workers.
   - Move criminal justice and healthcare programs from SOC to the new First Responder District at Sarpy Corner, providing opportunity for partnerships and training with local police and healthcare organizations.

3. References:
   - Regional labor market data *(Appendix AC)*
   - Current connection between fire science, utility line, and diesel mechanics programs *(Appendix M)*
   - Program and enrollment data *(Appendix E, H, Q, Z, AA)*
   - District concept *(See Area-Wide Recommendations)*

D Other Potential Districts

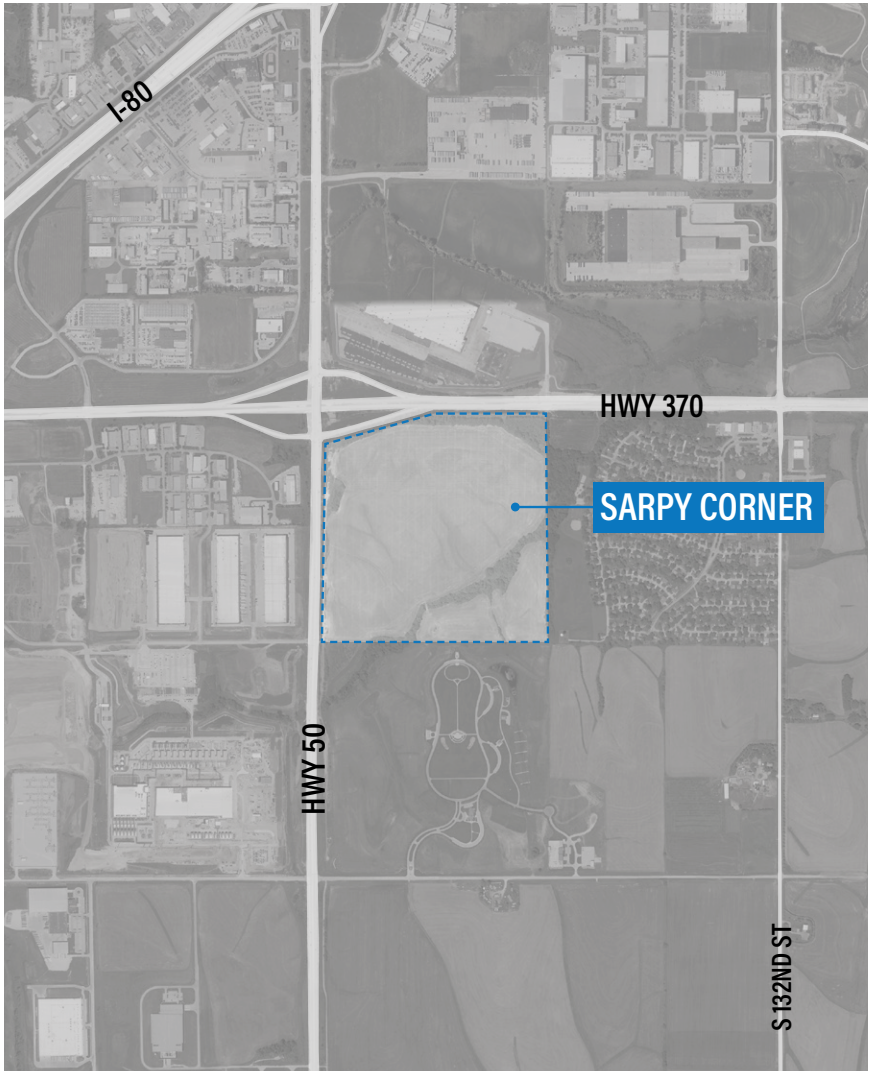
1. Observations:
   - Sarpy Corner has the potential for many partnerships with business and industry to create learning opportunities.
   - Due to the size of the property and proximity to business and industry, relevant learning opportunities may exist.
   - Sarpy Corner has ample space to explore partnerships to develop student support structures.

2. Recommendations:
   - Potential districts could include the following:
     - Hospitality Management
     - Logistics and Trucking Training Center
       - Electric trucks, advanced diesel, biofuels, collision repair for trucks, and logistics/carrier management systems
   - Explore partnerships that enhance the quality of student experience, such as student housing, childcare, healthcare, and other quality commercial amenities of convenience.

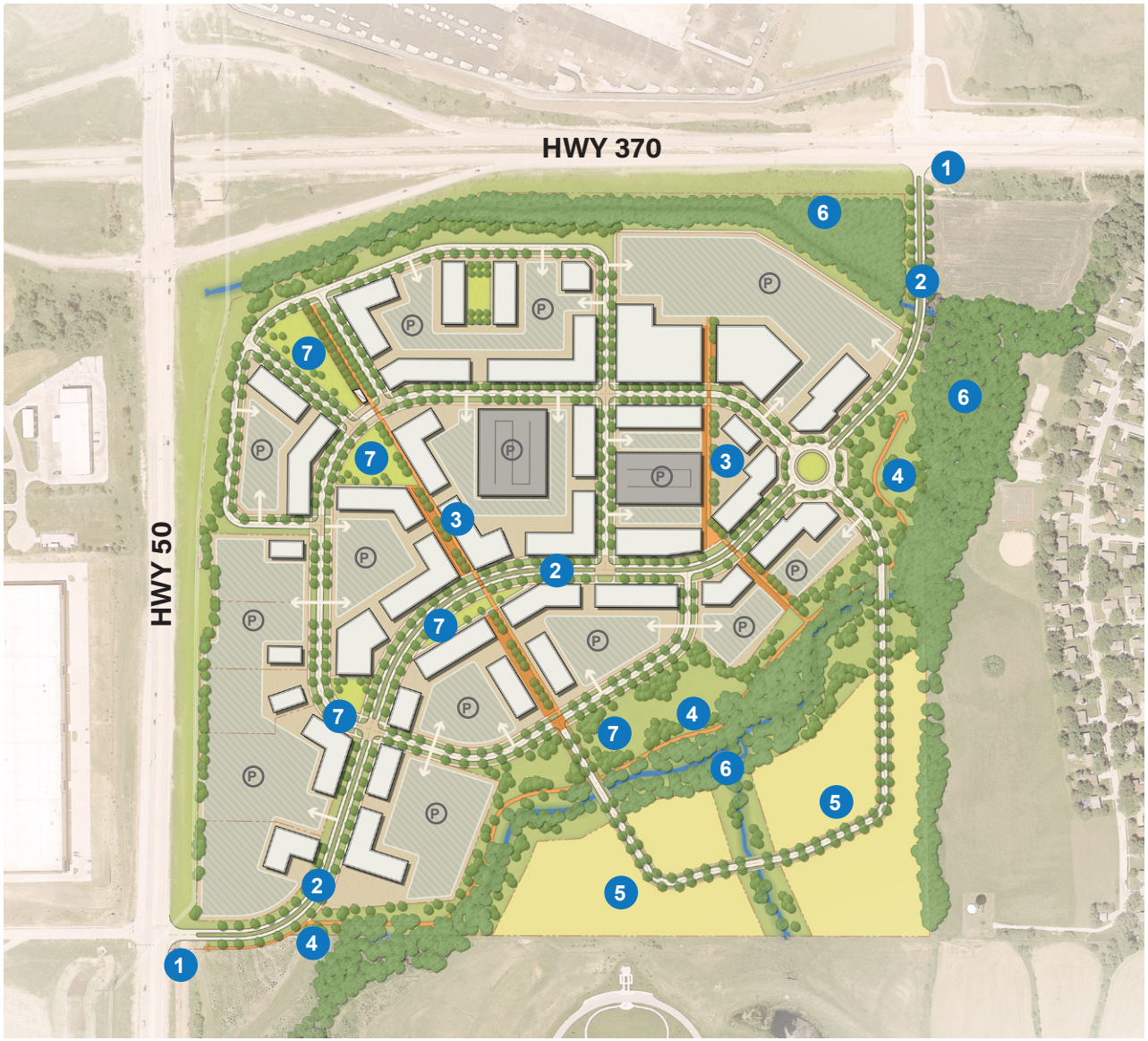
3. References:
   - Regional labor market data *(Appendix AC)*
   - Program and enrollment data *(Appendix E, H, Q, Z, AA)*
   - District concept *(See Area-Wide Recommendations)*

E Online College

- Refer to Area-Wide and Elkhorn Valley Campus Recommendations.
- Expand on first-generation online college recommendations to develop a permanent state-of-the-art online college.



SARPY CORNER
Conceptual Campus Plan



Legend:

- Parking Lots/Garages
- 1 Site Entrances
- 2 Main Boulevard
- 3 Pedestrian Corridors
- 4 Trail Connector
- 5 Future Development
- 6 Creek Easements/Tree Buffers
- 7 Parks/Greenspace

Developed with key campus stakeholders and leadership, the New Sarpy Campus Plan considers the following design and development guiding principles to realize MCC's vision, mission, and future aspirations. The principles summarize key plan features, opportunities, and ideas to serve as the framework for development and implementation.

FIGURE 3.4 - Campus Plan

1" = 600'

0' 300' 600' 1,200'

N

The Sarpy Corner Plan will be realized incrementally over time as strategic partners, campus needs, and funding are identified. To realize the vision set forth in the Sarpy Corner Plan, campus leaders will need to **consider development opportunities for compatibility and conformance in reinforcing the development's guiding principles, mission, and vision**.

Decision Making Criteria for Future Projects

Undertaking the development of a new campus is no small task. **Strategic implementation is imperative** to **hold true to the vision for the campus and its legacy**. Ensuring the realization of the design and development guidelines is critical, especially within the campus core. To assist in the evaluation of future development opportunities and partnerships at Sarpy Corner, the following development criteria should be considered and coordinated throughout implementation.

- Utilize planning themes from this document to study future initiatives.
- Align with campus strategic priorities.
- Align with academic and/or training priorities.
- Align with MCC facility needs or resources.
- Consider sense of place contribution and compatibility.
- Consider contributions to density, scale, and day to night activation of campus and development.
- Elevate or adhere to the guiding design and development principles.

Next Steps

The Sarpy Corner Plan defines the vision for the campus in alignment with MCC's mission and strategic priorities. To implement the plan, the following efforts should be coordinated for the processes, entitlements, and construction of the campus:

- Market study and associated development plan
- Site development governance document
- Final Plat and Rezoning for Mixed Use Development
- Streetscape Design Guidelines
- Architectural Design Guidelines
- Identification of civic, commercial, residential, and business partners





METROPOLITAN
Community College

Holland Basham
Architects