



GRAND ISLAND CAMPUS BOOK ONE - MASTER PLAN



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MASTER PLAN PROCESS



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The master planning team began work in September 2005 and completed the study by July 2006. The team consisted of the following members:

Dr. Lynn Black – Campus President

Dr. Eric Jones – Dean of Educational Services

Ken Rezac – Dean of Students

Bob Stroup – Physical Plant Director

Pat Karsk – Associate Dean of Nursing (Pat has resigned and will be leaving July 1)

Bob Niemann – Associate Dean of Instruction – Industrial

Jim Kosmicki – English Instructor

Wayne Vian – Science Instructor

Liz Luna – Student Records Coordinator

Steve Millnitz – Financial Aid Director

Jill Choyeski – Administrative Assistant – Educational Services

Mark McCaffery – Building Maintenance Technician

Jack Wilkins - Architect/Wilkins Hinrichs Stober

Scott Stober - Architect, Wilkins Hinrichs Stober Architects

Jeff Hinrichs - Architect, Wilkins Hinrichs Stober Architects

Leonard Skov - Educational Consultant

Phil Schreier - Farris Engineering

Hank Kleemann - Electrical Engineer, Farris Engineering

Joe Hazel - Mechanical Engineer, Farris Engineering

This team evaluated the current and future campus educational needs, utility infrastructure, building conditions, and student needs. The master plan considered all these issues in formulating the recommendations on the following pages.



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MASTER PLAN SUMMARY



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Programmatic and Image

The following is a summary of the major programmatic issues on the Grand Island Campus:

- The campuses most pressing issue that needs addressing is the location and condition of the Science/Health Occupation programs. The current location in College Park compromises the greatest strength of the campus, which is its “one-stop” mall-like concept. Future nursing training accreditation is also in jeopardy. This master plan proposes a new Science/Medical Occupations wing be added to the Campus Center. The space in College Park would be renovated and expanded to accommodate the ELS/Training program, which is more in line with the scheduling and use of College Park. ELS/Training has consistent scheduling conflicts with other Campus Center academic programs, which would be alleviated with this relocation.
- There has been a growing need for a student/faculty/staff wellness center. In regard to the master plan this is a critical project. To maximize the strength of the “one-stop” mall-like concept this element becomes the link between the Campus Center and the CIT Building. This one step will bring the entire campus together into one building and meet the educational and recreational needs of students, faculty, and staff.
- The 400 Wing is in need of renovation. Its current state is hindering the ability of faculty to teach and students to learn. It is proposed that this renovation take place along with the relocation of Childcare and the Resource Center. The Resource Center needs to be moved to the main campus and located centrally in the heart of the building.
- The campus desperately needs a front door for visitors and new students. The current entries into deep recessed niches that place people into the large main corridor is confusing and intimidating. The master plan proposes making the south half of the 300 wing the front door and lobby to the campus. Student Services would be clustered around this “lobby” space. Additional classrooms would be added in the in-filled courtyards to the east and west of the north 300 wing creating a centralized classroom cluster. These changes would require food service, bookstore, and printing/receiving to be moved to a more central location.
- In the CIT Building, other programs have over time surrounded the welding program. Because of its heavy industrial nature and in the consideration of safety it is proposed that the welding program be moved to the east end of the CIT building and separated from the main building. The vacated space would be renovated for use by the Electrical and HVAC program.
- The last part of the master plan would be the relocation of the Physical Plant building. This will allow for future technology expansion on the west end of the CIT Building and alleviated delivery traffic issues created by trucks entering the public parking lot.



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The justification for the expansion of existing programs or the addition of new programs is located in the *Educational Master Plan* produced by the campus in 2006.

Facilities and Infrastructure

The Grand Island Campus has some infrastructure issues which need to be addressed. The campus has been well maintained. The age of the structures are beginning to show up on the exterior skin of the building and the mechanical systems. Building and infrastructure issues include but are not limited to:

- Parking lot repair and replacement
- Exterior campus lighting replacement
- HVAC equipment replacement
- Connect all HVAC equipment to the Energy Management System (EMS)
- Masonry tuckpointing and sealant removal and replacement
- Precast Concrete coating replacement

Wilkins Hinrichs Stober Architects and Farris Engineering observed the evidence for the need of this work through a detailed building-by-building evaluation. These evaluations have been included in Book 2 of this report.

Each of these projects is described in more detail in the latter sections of this study.



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DEMOGRAPHIC DATA



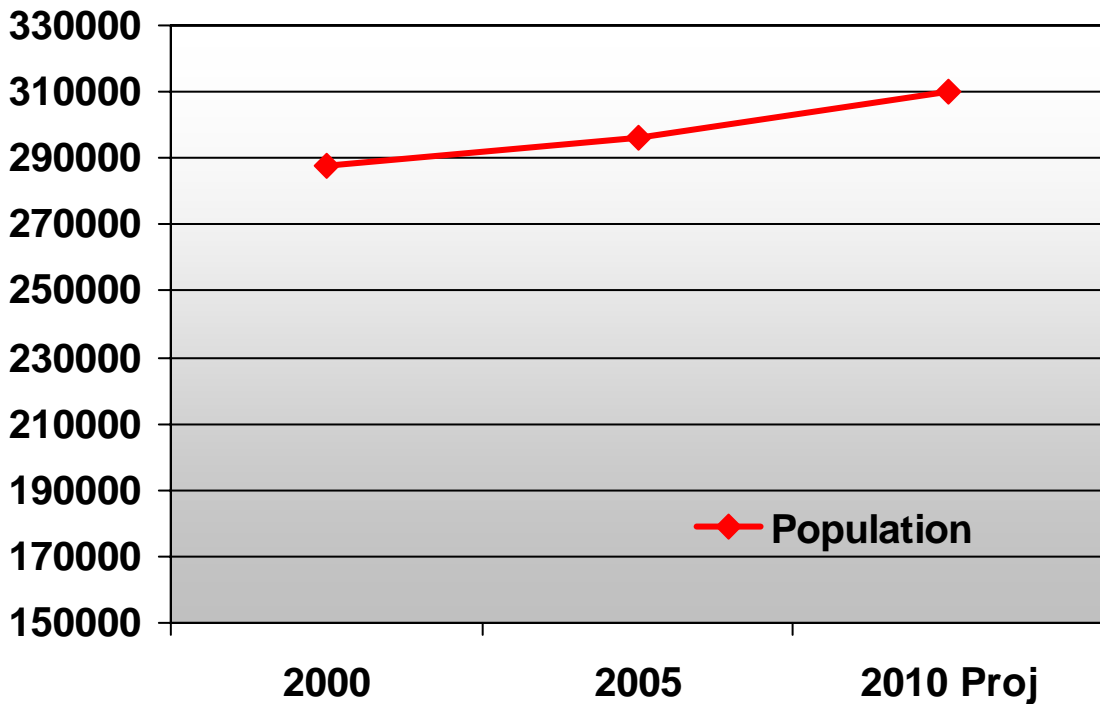
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Population Changes

As can be seen in the graph below there is a gradual increasing population growth trend in the 25 counties that Central Community College services. This increase is partly due to a large number of immigrants moving into the service area.

Projected Population Growth in the CCC 25 County Area

Data Source: CCbenefits Online Data files- ccbenefits.com, 2006 2000 Population data was collected via the U.S. Census Bureau



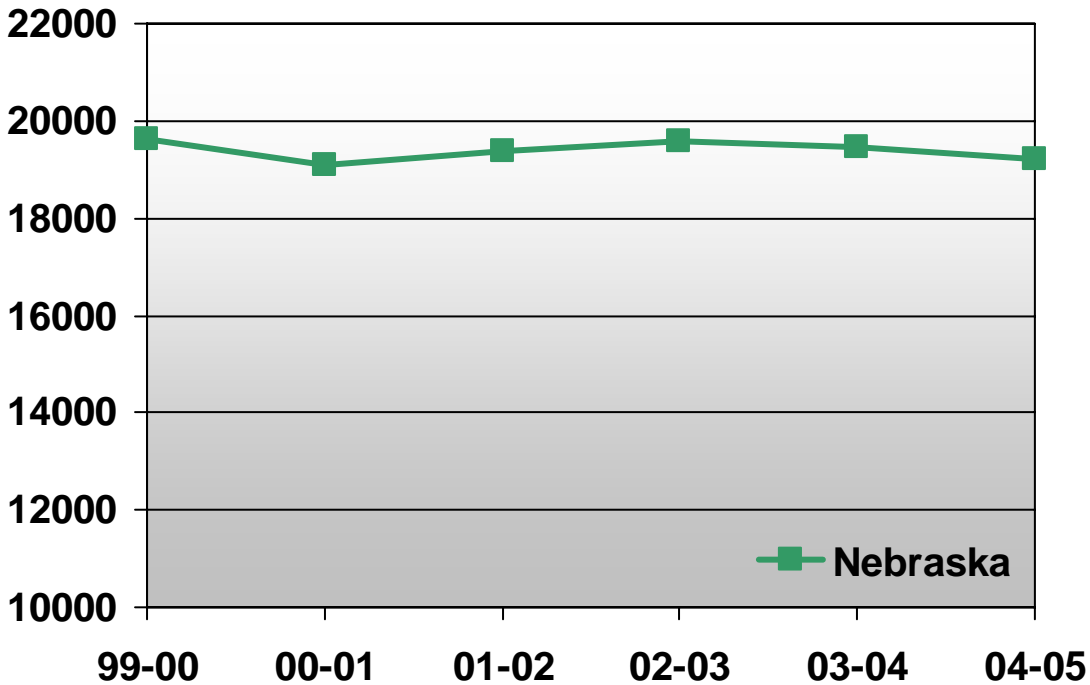
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Statewide Graduation Headcounts

Graduation rates in the state have been relatively flat over the last five years. Even though the graph below shows variations, these are relatively small. In contrast to the state graduation rates, the Central Community College service area rate has continued to climb over the last five years. This shows that the pool of high school graduates continues to grow and that there is a potential to serve this increasing group of graduates.

Nebraska High School Graduation Headcount

Data Source: Nebraska Department of Education-Web source. June 2006

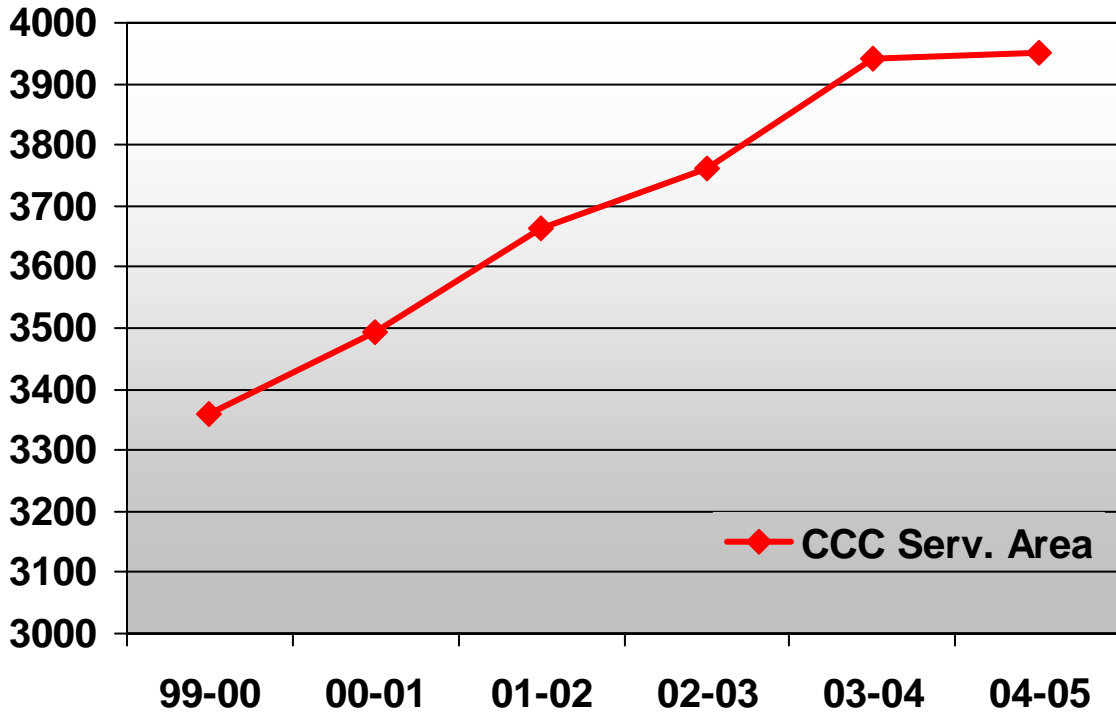


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CCC Service Area High School Graduation Headcount

Data Source: Nebraska Department of Education-Web source. June 2006



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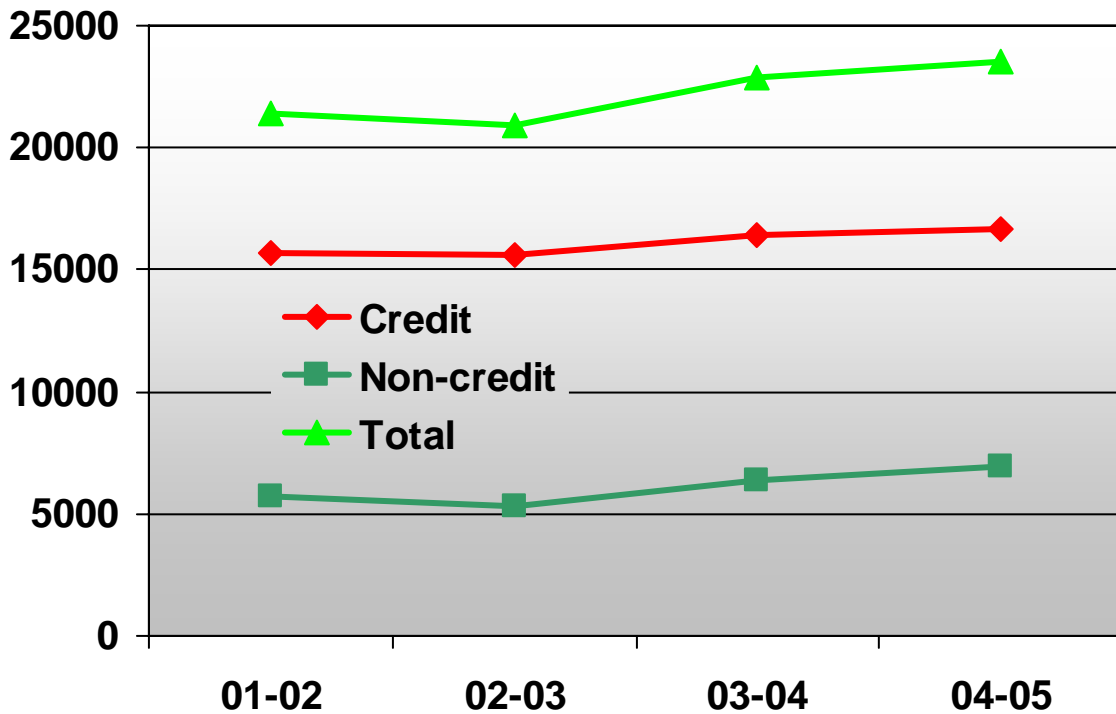
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CCC Enrollment

Total enrollment numbers for Central Community College have increased slightly in the last four years. The Grand Island campus numbers have also been relatively steady but have dipped slightly in the last few years. Grand Island FTE count has remained relatively stable.

College-Wide Enrollment

Data Source: Central Community College 5 year Headcount Report, 2005

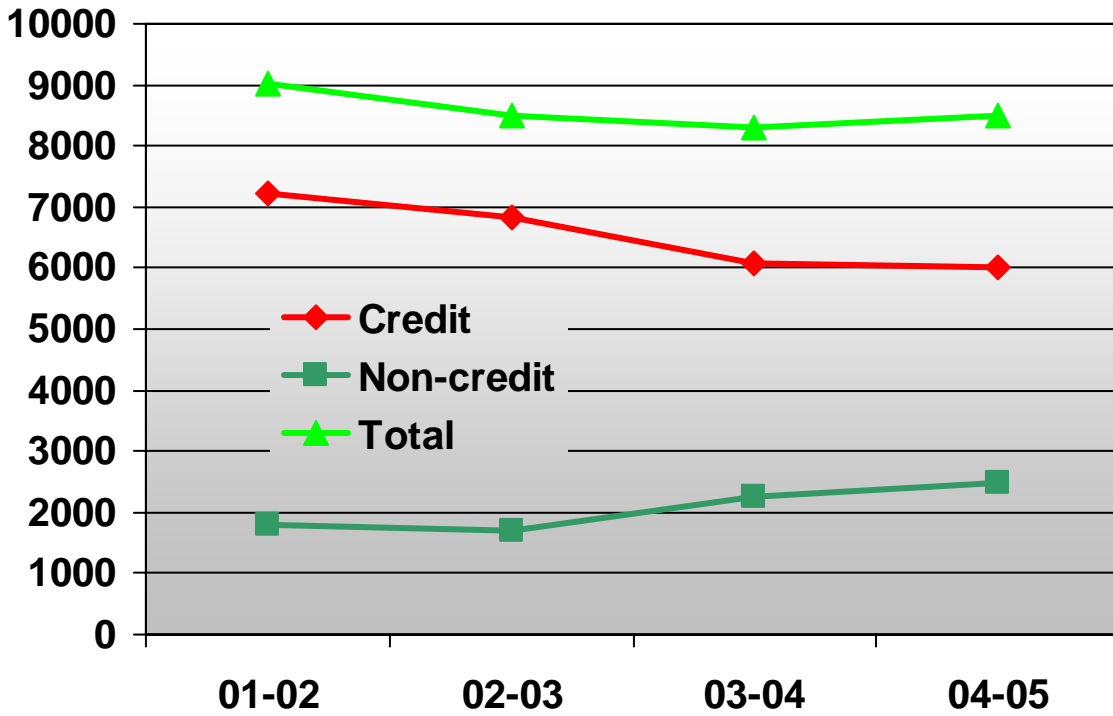


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Grand Island Campus Enrollment

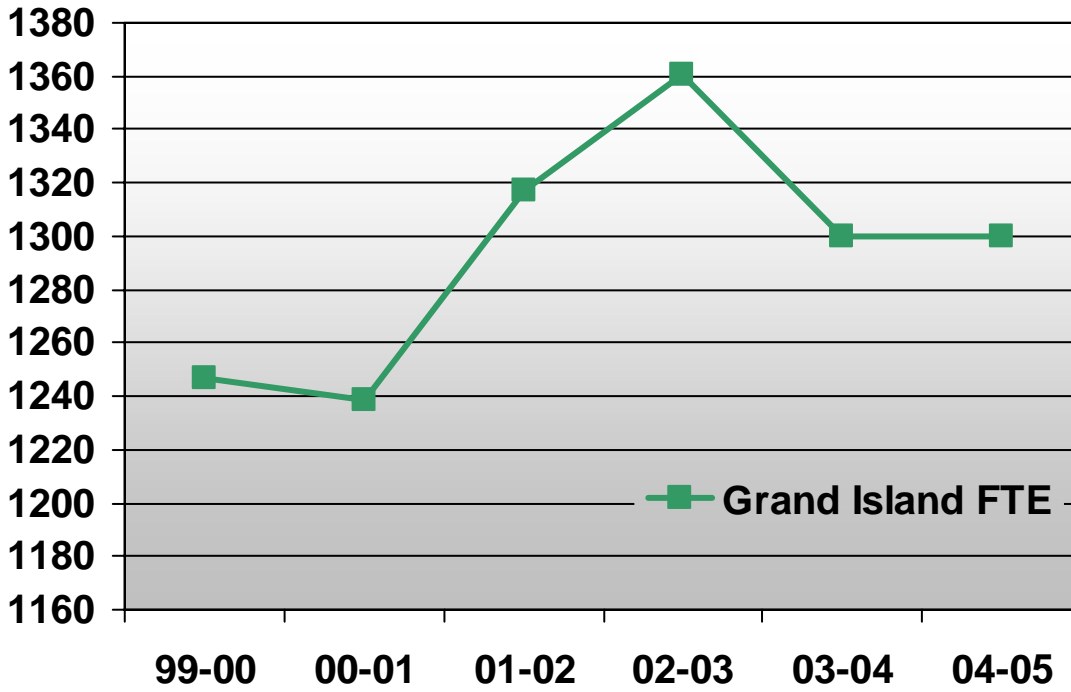
Data Source: Central Community College 5 year Headcount Report, 2005, and the College Key Performance Indicator Report 2006.



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Grand Island Campus FTE



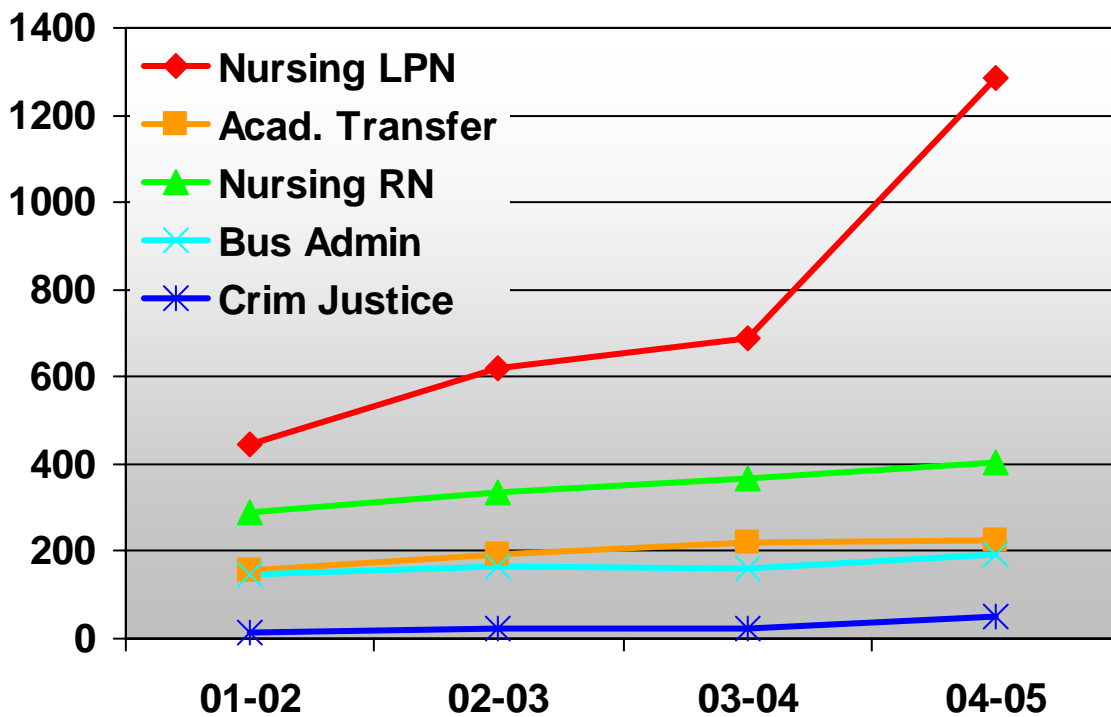
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Top Five Growth Programs

While total enrollment has been relatively consistent, there has been a shifting of enrollment within the college. College-wide key growth programs are shown on the first graph and the Grand Island Campus key growth programs are shown on the second graph. These programs will need to receive specific attention to their individual facilities.

Top 5 Growing Programs College-wide

Data Source: Central Community College 5 year Headcount Report, 2005, and the College Key Performance Indicator Report 2006.

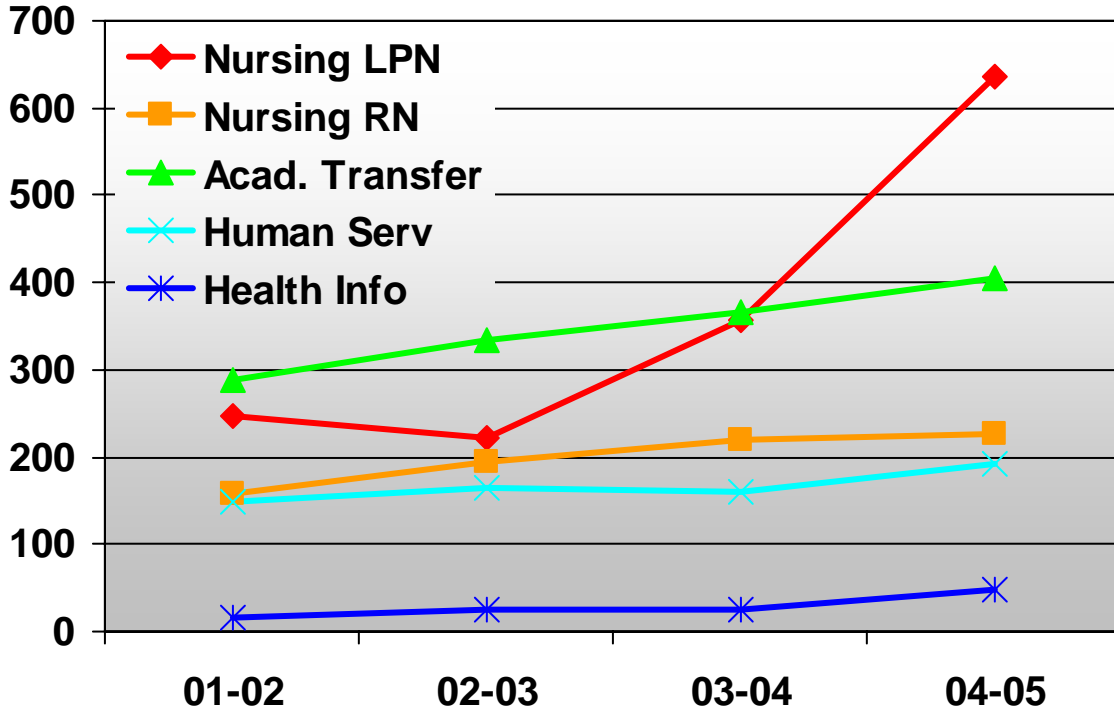


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Top 5 Growing Programs Grand Island Campus

Data Source: Central Community College 5 year Headcount Report, 2005, and the College Key Performance Indicator Report 2006.



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EXISTING CAMPUS PLAN



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The existing campus plan has been included to show the current arrangement of the buildings and programs on campus.

The Grand Island campus has been able to maintain a consistent organization of departmental areas. Most departmental spaces are located near their own department. The main strength of the campus is its mall like arrangement. Most students enter the Campus Center and do not need to leave until they are done with their classed for the day. The exception to this would be the CIT Building and College Park. Students from those two buildings need to traverse the parking lots for food service, books, student services, etc. Ease of use is increasingly an expectation that students are coming to campus with. This predominate strength of a main building should be expanded and built upon to attract students. It is definitely a unique strength, which differentiates Grand Island from other college campuses.

In the parking lot between the CIT Building and the Campus Center, there is a serious pedestrian/traffic conflict. The vehicular traffic comes from student/faculty/staff vehicles, delivery trucks, and training forklifts. This combined with a large number of pedestrians traversing between the two buildings creates a potential for some serious problems. This conflict needs to be resolved.

College Park is a pleasant facility but locating Science and Health Occupations in this building limits the visibility of a key CCC program. Nursing students often never enter the Campus Center. This deprives other student of the potential to network and socialize with the Nursing students. In addition, the Nursing students do not feel that they are a part of the Campus. In addition, locating the resource center in College Park leads to less usage by students in the Campus Center and the CIT Building.

In the current arrangement, there is an on going conflict between ELS/Training and the academic classes. ELS/Training programs do not follow the semester schedule. Classrooms are scheduled for the semester by the academic functions, but then are often moved to alternate locations to make room for shorter duration ELS/Training courses. This could lead to higher student drop rates.

Problems do exist in the current 200 wing classrooms. The movable walls do not provide adequate sound control. These are highly undesirable teaching spaces. This is in contrast to the 100 Wing classrooms, which are some of the most desirable teaching spaces on campus.

SWOT Analysis

As part of this master plan process the team took time to evaluate the strengths, weaknesses, opportunities and threats which the campuses is currently dealing with. This is also known as a SWOT Analysis. While some of the items do not directly affect the master plan, they are helpful in evaluating any solution to make sure it is solving the problems and expanding the strengths.



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Campus Strengths

There are many strengths of the Grand Island Campus that must be emphasized and exploited in any master plan solution. The following are the top strengths, which were identified:

- Education at CCC is value priced and affordable
- There are a variety of instructional methods available to the students.
- The buildings are well maintained, neat, and clean.
- CCC has a good reputation among peer institutions.
- Grand Island is a growing community which continues to attract new and grow existing businesses.

Campus Weaknesses

There are a few weaknesses on the Grand Island Campus that should be demphasized or eliminated in any master plan solution. The following are the most visible weaknesses, which were identified:

- The lack of a health and wellness center is seen as a weakness
- All departments are in need of storage space.
- The lack of on-campus housing was noted as a weakness.

Campus Opportunities

There are opportunities on the Grand Island Campus that should be taken advantage of in the master plan solution. The following are highlights of the identified opportunities:

- There are opportunities to work with major business, industry, agency, and institutional partners
- The campus needs to focus marketing efforts on the needs of baby boomers, traditional/nontraditional, minority, out of state, Omaha, and Lincoln students.
- Pursue advances in technology for all departments
- There is ample area for the Grand Island campus to expand.



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Campus Threats

There are threats that must be considered in the master plan solution for the Grand Island Campus. The following list highlights those identified threats:

- Declining budgets and increased costs were an identified threat.
- The aging staff and future retirements will result in a loss of experience and knowledge.
- Competition from other colleges and universities will be a problem.



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Remove this page and insert Existing Campus Plan – Grand Island Campus here.



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PROGRAMMATIC AND IMAGE SUMMARY



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The following is a prioritized list of projects to accomplish the master planning goals of the campus.

1 – New Science/Health Occupations Wing on Campus Center

The number one priority project on the campus would be a new Science and Health Occupation wing on the east end of the Campus Center. This would move the nursing program to a new facility and give it the prominence that the program brings to the campus. The quality of the spaces and equipment in College Park were a major deficiency noted by the accreditation team for the nursing program. The move of the science programs to the Campus Center would allow all the academic education and academic transfer programs to be located in the same area.

The other component of this phase would be the relocation of ELS/Training to College Park. This department, more than any other, functions somewhat autonomously from the rest of the college. Also their scheduling lines up better with the way College Park operates than the Campus Center room scheduling. This relocation to College Park would require renovation and expansion of the facility.

Once ELS is relocated and temporary space is found for the 200 wing classrooms, the north end of the 200 wing can be renovated for the Business program incubator space. This would be a good location directly adjacent to the balance of the Business space and would create a synergy between start up businesses and the Business program.

2 – New Wellness Center

The new Wellness Center is the key to implementing this master plan. This project more than any other allows the campus to be joined together as one building. This will allow the “one stop” mall concept to be realized and build on one of the major strengths of the campus.

This project will allow for education and recreation space. It will also allow the campus to have large meetings on campus. It would include lockers, weight rooms, gymnasium, and training space. It would meet the needs of students asking for more recreational opportunities.

3 – New Resource Center & Childcare and Renovation of Academic Education

The Resource Center relocation would be the final component to create a one building campus. Its new location will be in the heart of the campus directly adjacent to the Wellness Center and linking the CIT Building and Campus Center. When this is constructed, it requires the relocation of the Childcare Center and Receiving. The new location of the Childcare Center and Receiving will also enhance the link between the two buildings.

Once the Childcare program is relocated then the 400 wing can be renovated for Academic Education. The 400 wing is one of the oldest unrenovated portions of the existing building. This wing needs to be renovated to create a desirable working and learning environment for



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faculty, staff, and students. The long narrow classrooms are not conducive to current lecture delivery methods. The faculty office area is an atmosphere with little or no privacy for faculty to faculty or student to faculty interaction.

4 – New Food Service, Bookstore, and 300 Wing Renovation

In order to create a “front door” for the campus and “one-stop” student services area, it is first necessary to relocate food service, bookstore, and printing/receiving. These three functions will be located directly adjacent to the wellness center. Their common service functions lend well to a centralized location. This is the final element for the link between the CIT Building and the Campus Center.

The additional space created by the above move allows for the creation of a front door to the campus into the student services area. This is necessary since these functions are key to the students first impression of the campus. This space must be welcoming and inviting and allow students to easily find the necessary services.

The two existing courtyards on either side of the current north 300 wing will be infilled to create additional classroom space while still maintaining the north most 300 classrooms. This will create a general classroom cluster in the heart of the campus. This centralized location will service all the departments with general purpose smart classrooms.

5 – CIT Welding Addition and Expansion of Electrical/HVAC Program Space

Over the years the Welding program has ended up in the middle of the CIT Building with the Drafting program on one side and the HVAC/Electrical lab and classroom on the other. This is not a safe location for a high fire hazard use. This master plan proposes moving the Welding Program and any future heavy industry programs to the east end of the CIT Building. This would require the construction of a new addition with a fire separation to the existing building.

When Welding moves it will allow the expansion of the Electrical/HVAC program. This program is growing and is compressed into too small of a space. Since it is adjacent to the vacated space, the current program space will be maintained and openings created into the renovated adjacent space.

6 – New Physical Plant Building

The current Physical Plant Building creates a pedestrian and vehicle conflict. With the new master plan, drive through delivery circulation will not be possible for the large semi-trailer traffic. Also the current location of the building will be in a prominent location. This will not be desirable for service vehicle traffic and parking. It is proposed that the Physical Plant Building be relocated to an area directly off Wortman Drive and that a new service road be constructed behind the CIT Building to serve both the CIT Building and the Physical Plant. This will also alleviate the safety issue of mixing vehicle and pedestrian traffic.



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Each of these projects has been prioritized and been given a budget on the list below.

	PRIORITY	PROJECT COST (2006 Dollars)	SQUARE FOOTAGE
New Science/Health Occupations Wing	1		
A. Construct New Science/Health Wing		\$5,850,000	32,500
B. Add to College Park for ELS/Training		\$825,000	5,500
C. Renovate College Park for ELS/Training		\$552,000	4,600
D. Renovated north 200 Wing area for Business Incubator space		\$660,000	6,000
New Wellness Center	2		
A. Construct New Wellness Center		\$5,325,000	35,500
New Resource Center & Childcare and Academic Educ. Renovation	3		
A. Construct Resource Center, Childcare and Receiving		\$3,780,000	21,000
B. Renovate 400 Wing Academic Education		\$2,760,000	23,000
New Food Service, Bookstore, and 300 Wing Renovation	4		
A. Construct New Food Service and Bookstore		\$3,600,000	20,000
B. Renovate South 300 Wing for Student Services		\$1,080,000	9,000
C. Renovate North 300 Wing for Classrooms		\$1,176,000	9,800
D. Renovate North Infill courtyards for Classrooms		\$1,822,500	13,500
CIT Welding Addition and Electrical/HVAC Program expansion	5		
A. Construct New Welding Addition to the CIT Building		\$585,000	4,500
B. Renovate Old Welding Area for Electrical/HVAC		\$224,000	2,800
Construct New Physical Plant Building	6		
A. Construct New Physical Plant Building		\$1,440,000	12,000
B. Construct New Service Road		\$480,000	60,000
TOTAL		\$30,159,500	



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Remove this page and insert Programmatic and Image Plan – Grand Island Campus here



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FACILITIES AND INFRASTRUCTURE SUMMARY



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The Facilities and Infrastructure Plan highlights the key issues graphically next to each building. Some of the main issues have to do with aging mechanical equipment and exterior wall waterproofing. In addition, all the sealant systems on most of the buildings need to be removed and replaced.

Each of these projects has been prioritized and been given a budget on the list below.

	PRIORITY	COST (2006 Dollars)
<u>Campus Center – Section 100</u>		
A – Clean masonry	2	\$8,250
A – Repair exterior sealant	2	\$4,950
<u>Campus Center – Section 200</u>		
A – Replace pre-cast panel coating	1	\$86,400
A – Replace all exterior sealant joints	1	\$21,600
A – Replace some floor finishes	18	\$23,800
A – Replace removable walls	19	\$80,000
M – Schedule HVAC unit replacement	27	\$141,750
M – Create HVAC zones	12	\$177,200
M - Connect to EMS	3	\$35,450
<u>Campus Center – Section 300</u>		
A – Replace pre-cast panel coating	16	\$47,200
A – Replace all exterior sealant joints	16	\$21,000
A – Replace roof with EPDM Direct Adhere	7	\$17,000
M – Schedule HVAC unit replacement	5	\$173,250
M – Create HVAC zones	13	\$216,550
M - Connect to EMS	3	\$43,300



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	PRIORITY	COST (2006 Dollars)
<u>Campus Center – Section 400</u>		
A – Replace pre-cast panel coating	17	\$96,000
A – Replace all exterior sealant joints	17	\$24,000
A – Remodel interior layout and finishes	6	\$575,000
A – Replace roof with EPDM Direct Adhere	9	\$46,000
M – Schedule HVAC unit replacement	8	\$141,750
M – Create HVAC zones	14	\$177,200
M - Connect to EMS	2	\$35,450
<u>College Park</u>		
A – Install floor finish in Nursing	CP	
<u>CIT Building – Section 900</u>		
A – Partial exterior painting	11	\$4,000
A – Partial ceiling replacement	22	\$15,000
A – Cover with drywall in shop areas	21	\$45,000
A – Roof Repair	15	\$10,000
M – Replace radiant heating in shop	10	\$43,650
M – Connect to EMS	3	\$61,050
<u>Physical Plant</u>		
A – Paint exterior	11	\$1,250
A – Cover drywall in shop areas	25	\$5,000
A – Replace all windows	24	\$5,000
M – Replace gas heater w/ radiant heating	23	\$8,800
M – Connect to EMS	26	\$6,300
<u>Infrastructure</u>		
A – Create pavement repair and replacement plan	4	
A – Create campus lighting plan	20	
TOTAL		\$2,398,150



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Remove this page and insert Facilities and Infrastructure Plan – Grand Island Campus here.

