

Nassau Community College

Campus Master Plan



Table of Contents

Executive Summary

Master Plan Context	8
Institutional Background	10
Facilities Conditions Assessment	12
Campus Space Utilization	14
Engagement Summary	16
Master Plan Drivers	17
Recommendations	18

Existing Conditions Analysis

Campus Context	22
Engagement and Needs Summary	24
Existing Building Adequacy	31
Engagement and Needs Summary	32
Building Conditions Summary	34
Academic Profile	38
Transportation	50
Open Space and Landscape	58
Sustainability	67

Recommendations

Campus Space Plan	78
Facilities Master Plan Projects and Upgrades	82
Cluster Modernization Project	92
Future Development Site Impacts	94
Library and North Entrance Upgrades	96
Sports Fields and Physical Education	100
Community Amenity and Meeting Center	106
Other Ongoing Work	110
Building Summary Recommendations	112
Ongoing and Future Projects	123
Phasing Strategy	124
Current Project Budget Status	125

Appendix

Preliminary Cost Estimates	128
Tabular Program	132
Energy and Infrastructure	136

Key Illustrations

Executive Summary

- Fig. 1.1** Master Plan Process
- Fig. 1.2** Existing Site Plan
- Fig. 1.3** Integration of NCC Strategic Goals with Facilities Master Plan Guiding Principles
- Fig. 1.4** Image from the NCC 2023-2028 Strategic Plan Document
- Fig. 1.5** Campus buildings mapped by 10-Year FCI and 10 Year replacement value identifying most distressed buildings
- Fig. 1.6** Campus map with Building 10-years needs and value of most distressed buildings
- Fig. 1.7** Existing Campus plan identifying space type distribution by building
- Fig. 1.8** Anticipated changes to campus entry and experience
- Fig. 1.9** Site plan identifying ongoing and proposed projects

Existing Conditions Analysis

- Fig. 2.1** Existing Nassau Community College Property and major adjacent uses/owners
- Fig. 2.2** Existing site plan identifying the future development site impacts
- Fig. 2.3a** In-person Student Intercept Session at the CCB - April 16, 2024
- Fig. 2.3b** In-person Student Intercept Session at the Library - April 24, 2024
- Fig. 2.4** Key responses synthesized from intercept sessions, focus groups and survey engagement
- Fig. 2.5** Compiled responses from student intercept session at the CCB - April 16th, 2024
- Fig. 2.6** Compiled responses from student intercept session at the Library - April 24th, 2024
- Fig. 2.7** Primary use by building
- Fig. 2.8** Total Campus Space - by Typology
- Fig. 2.9** Existing Campus plan identifying space type distribution by building
- Fig. 2.10** FCI Grading System
- Fig. 2.11** 10 year capital maintenance needs
- Fig. 2.12** Campus plan reflecting FCI score
- Fig. 2.13** FCI funding needs and priority by year and percent
- Fig. 2.14** FCI distressed building by 10 year need and FCI grade
- Fig. 2.15** Enrollment table from the Nassau Community College 2023-2028 Strategic Plan
- Fig. 2.16** Weekly Scheduled Contact Hours by Day
- Fig. 2.17** Quantity of Instruction Spaces by Type and Scheduling
- Fig. 2.18** Pre-2023 Departmental Consolidation weekly Scheduled Contact Hours
- Fig. 2.19** Post-2023 Departmental Consolidation weekly Scheduled Contact Hours
- Fig. 2.20** Weekly Scheduled contact hours by building and campus location
- Fig. 2.21** Majority of weekly scheduled contact hours (WSCH) per Department
- Fig. 2.22** Classroom demand analysis (HEGIS 100s)
- Fig. 2.23** Lecture hall demand analysis (HEGIS 100s)
- Fig. 2.24** Surplus or deficit of class labs by type
- Fig. 2.25** Classrooms weekday room quantity - 2023 vs 2024
- Fig. 2.26** Total room hours per week compared to target utilization for classrooms
- Fig. 2.27** Class lab weekday room quantity - 2023 vs 2024
- Fig. 2.28** Total room hours per week compared to target utilization for class labs
- Fig. 2.29** Online vs offsite credits
- Fig. 2.30** NCC on-site parking locations
- Fig. 2.31** Parking utilization heat map
- Fig. 2.32** Existing on-site parking utilization table
- Fig. 2.33** Parking affected by Future Development site
- Fig. 2.34** Inbound and outbound student circulation
- Fig. 2.35** NICE N16 Bus circulation
- Fig. 2.36** NICE N43 Bus circulation
- Fig. 2.37** Potential safety improvement locations
- Fig. 2.38** Critical hydrology and topography
- Fig. 2.39** Campus circulation, routes and entrances
- Fig. 2.40** Landscape opportunities
- Fig. 2.41** Parking Opportunities
- Fig. 2.42** Proposed spatial typologies diagrams
- Fig. 2.43** Nassau County average daily temp minimums - projecting out to the year 2080
- Fig. 2.44** Sea level rise along the coast of Long Island
- Fig. 2.45** Developed vs paved land (red) and turf lawns (pink)

Recommendations

- Fig. 3.1** Master Plan Integration with Strategic Plan
- Fig. 3.2** Proposed site plan identifying ongoing and recommended projects
- Fig. 3.3** Proposed Open Space Master plan
- Fig. 3.4** Landscape performance diagram
- Fig. 3.5** Cluster modernization project
- Fig. 3.6** Axon identifying key steps for the Cluster modernization project
- Fig. 3.7** Existing conditions axonmetric
- Fig. 3.8** Proposed axonometric
- Fig. 3.9** Site plan identifying the future development site impact
- Fig. 3.10** Axon identifying key steps for the future development site impact
- Fig. 3.11** Site plan identifying the library renovation and north entrance upgrades
- Fig. 3.12** Axon identifying key steps for the library renovation and north entrance upgrades
- Fig. 3.13** Existing conditions axonmetric
- Fig. 3.14** Proposed axonometric
- Fig. 3.15** Library - Event Space and Courtyard Infill Section and Plan
- Fig. 3.16** Library - Courtyard Infill
- Fig. 3.17** Library - Program Infill
- Fig. 3.18** Library Basement Floor Plan
- Fig. 3.19** Library First Floor Plan
- Fig. 3.20** Library Second Floor Plan
- Fig. 3.21** Library Third Floor Plan
- Fig. 3.22** Site plan identifying the new physical education project and sports fields
- Fig. 3.23** Axon identifying key steps for the new physical education project and sports fields
- Fig. 3.24** Existing Conditions Axonometric
- Fig. 3.25** Proposed Axonometric
- Fig. 3.26** Option B - Level 01 Test Fit
- Fig. 3.27** Option B - Level 02 Test Fit
- Fig. 3.28** Decanted and Available Spaces at West Campus
- Fig. 3.29** M Building Level 01 Test Fit
- Fig. 3.30** V Building Level 01 Test Fit
- Fig. 3.31** Site plan identifying the new community amenity & meeting center at Union Building
- Fig. 3.32** Axon identifying key steps for the community amenity & meeting center
- Fig. 3.33** Existing Conditions Axonometric
- Fig. 3.34** Proposed Axonometric
- Fig. 3.35** Decanted Public Safety Building into U Building
- Fig. 3.36** U Building First Floor Plan
- Fig. 3.37** U Building Second Floor Plan
- Fig. 3.38** Site plan identifying all other ongoing work
- Fig. 3.39** Axon identifying key steps for ongoing work
- Fig. 3.40** Axonometric identifying locations of ongoing and future projects
- Fig. 3.41** Phasing strategy plan of ongoing and future projects

Glossary

Term	Definition
AA	Associate in Arts
AS	Associate in Science
AAS	Associate in Applied Science
AASHE	Association for Advancement of Sustainability in Higher Education
AOS	Associate in Occupational Studies
ASHRAE	American Society of Heating, Refrigeration and Air Conditioning Engineers
CEI	Center for Educational Innovation
COIL	Collaborative Online International Learning
CRV	Current Replacement Value
DCI	Discipline Condition Index
DMD	Deferred Maintenance Deficiencies
EQUITABLE EXPERIENCES	Creating a culture, supported by architectural interventions, where diverse groups can all thrive and accomodate needs.
FCI	Facility Condition Index
FEMA	Federal Emergency Management Agency
FICM	Facilities Inventory and Classification Manual
FMP	Facility Master Plan
HEGIS	Higher Education General Information Survey
IECC	International Energy Conservation Code
LEED	Leadership in Energy and Environmental Design
MWBE	Minority and Women-owned Business Enterprise
NASF	Net Assignable Square Feet
NCPD	Nassau Community Police Department
NCSARA	National Council for State Authorization Reciprocity Agreements
NICE	Nassau Inter-County Express
STARS	Sustainability Tracking, Assessment and Rating System
SUCF	State University Construction Fund
SUNY	State University of New York
THIRD SPACES	Social environments separate from home and work, where people gather to share ideas and build community. Examples are cafes, parks, and community centers.
WATER INTERCEPTORS	Landscape strategies to promote natural infiltration to minimize stormwater infrastructure loads. These include a network of green infrastructure systems such as bioswales, rain gardens, porous pavements, etc.
WSCH	Weekly Scheduled Contact Hours

01

Executive Summary

Master Plan Context

Institutional Background

Facilities Conditions Assessment

Campus Space Utilization

Engagement Summary

Master Plan Drivers

Recommendations

Master Plan Context

The master plan began in Spring 2024 and ended in Winter 2024. It kicked off alongside the launch of the 2023-2028 NCC Strategic Plan, “Building Connections to our Students, Community and Future”. This Strategic Plan guided the assessment of the current state of campus infrastructure, informed critical needs for the Facilities Master Plan and prioritization of capital projects.

Several projects from the previous master plan have either been completed or are currently underway, either in design or in construction. Due to funding constraints and changing institutional priorities, not all projects laid out in the previous master plan were completed. This master plan incorporates projects from the previous plan which remain relevant, acknowledges the work that is already underway, and has presented a limited set of new projects which are considered strategic and in support of Nassau Community College’s long-term success.

The scope of work for the master plan was defined by four tasks. Task #1 is the Facility Master Plan which included campus engagement, the existing conditions analysis summarized in Chapter II of this report, concept development, and development of the master plan. Task #2 is the Infrastructure Assessment which includes a detailed building conditions assessment for all 47 buildings on campus and cost associated with deferred maintenance over the next 10-year period. These reports are provided under separate cover to the College and a summary is included in Chapter II Existing Building Adequacy. Task #3 is the development of campus-wide Design Guidelines for interiors finishes and exterior landscape and site furniture/equipment. Guidelines are currently under development for MEP and AV/IT standards. These will be attached as an amendment to the report upon completion. Task #4 is the AIM Space Inventory Update which reviewed the space inventory and updated changes to room use observed via a visual/walking survey of all spaces on campus.

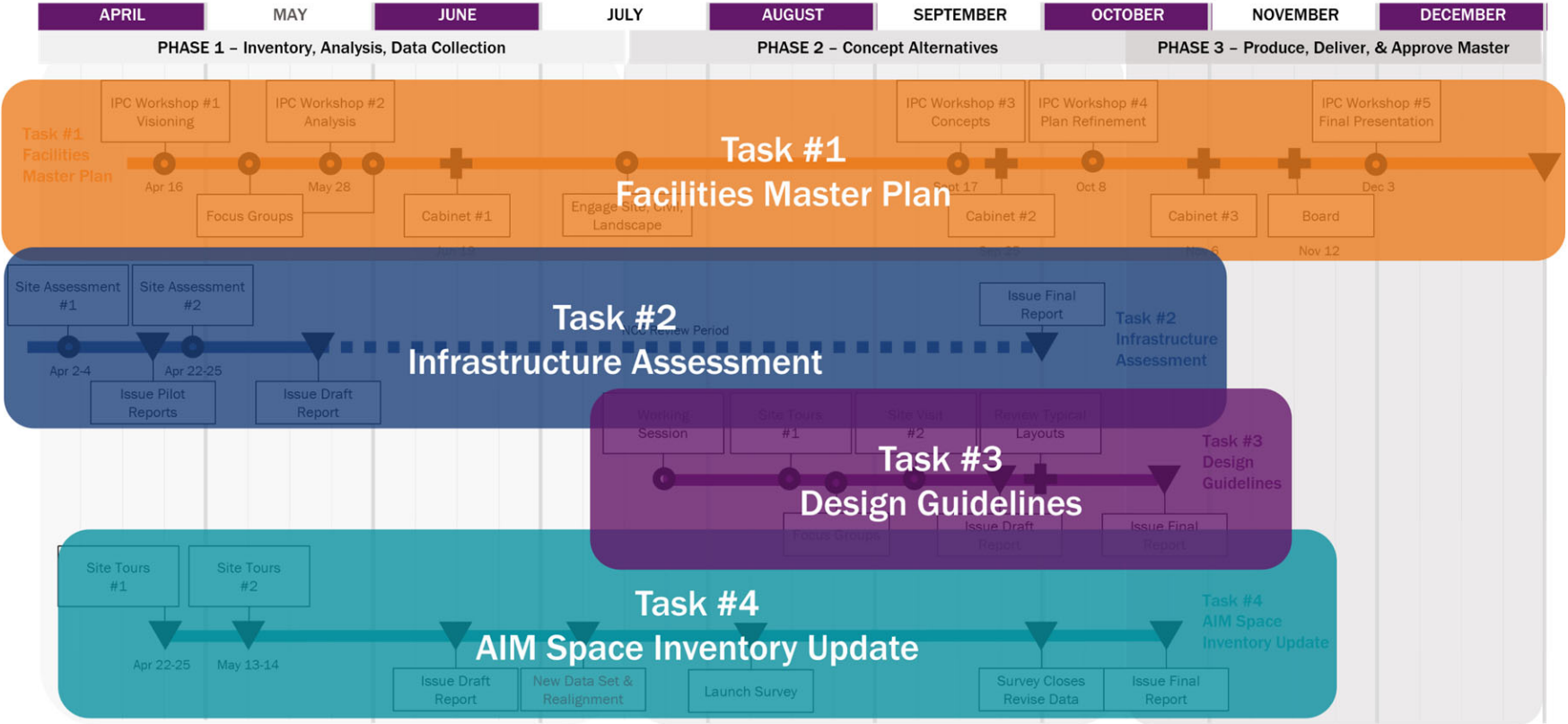


Fig. 1.1 - Master Plan Process

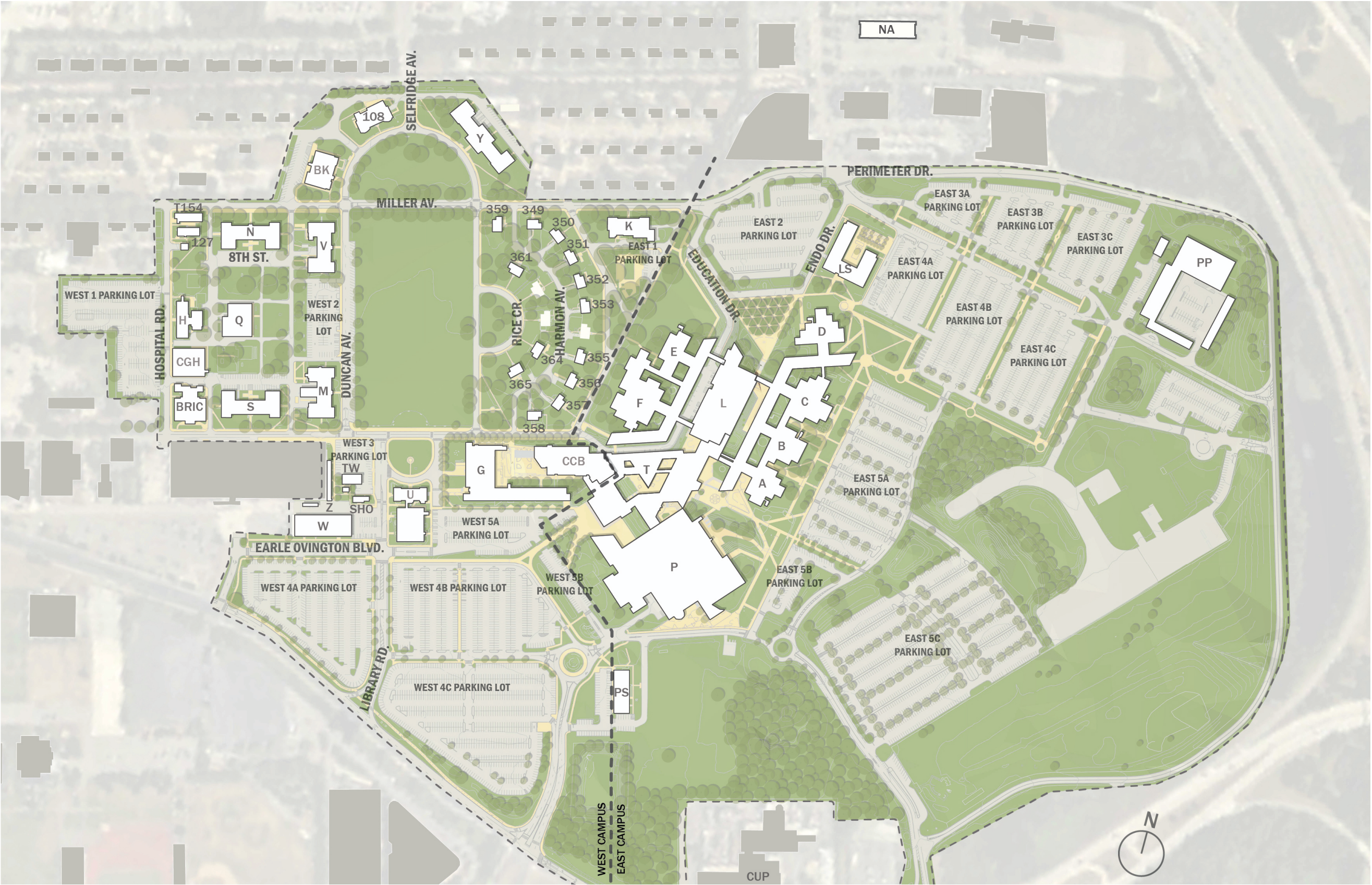


Fig. 1.2 - Existing Site Plan

Institutional Background

This master plan comes at an important time for the College which is in a state of evolution and change. The following existing conditions informed analysis of campus data, structure of engagement, and development of the master plan.

Master Plan Critical Drivers

Enrollment change impacting space utilization and campus experience - in the last ten years, enrollment dropped significantly and has not yet recovered. NCC has outlined a Student Services Plan as part of the 2023-2028 Strategic Plan. This master plan supports those initiatives defined in the plan through analysis of space utilization impacts and specific capital projects to address an improved campus experience and broadening the base from which NCC recruits.

Significant deferred maintenance requiring budget prioritization - funding has been limited and inconsistent in the last ten year period. There is a significant amount of deferred maintenance requiring immediate attention and limited resources to address it. This presents a difficult challenge to prioritize this work while also investing in quality academic spaces to improve student recruitment, retention, and success.

Organization renewal and change management to be supported by new space needs - the College is actively responding to its challenges and already at work on items identified within the strategic plan. One major change that occurred during this master planning cycle was the consolidation of academic departments from twenty-three down to six. This was an administrative consolidation and has not yet impacted degree offerings, though that is anticipated as a next step. How students navigate this new academic structure has space implications and more are anticipated over this next ten year cycle.

Campus site negotiations impacting entry, arrival, and future site development - the College is in negotiation with NYU Langone in regards to a 40-acre parcel at the current main entry to campus. Should this proceed, there will be significant changes to how the NCC community enters and navigates campus. This plan addresses how to shift investments around a new main entry point over the ten-year time period.

Finally the 2023-2028 Strategic Plan set the tone for this master plan and provides direction on navigating today’s student body and campus need and planning prudently for changes in the future. The following are key excerpts from the Strategic Plan which informed the current state of campus analysis:

Enrollment

Established in 1959, Nassau Community College (NCC) in Garden City, New York is a public college within the 64-campus State University of New York (SUNY) system. NCC educates and supports more than 17,000 students annually. In Fall of 2022, NCC awarded more than 130,000 credits to full-time and part-time students and more than 3,000 continuing education credits. Like many colleges and universities across the nation, NCC has experienced a 10-year decline in enrollment (23,318 in the Fall of 2013 to 11,996 in the Fall of 2022), which was exacerbated by the COVID-19 pandemic.

Demographics

The majority of NCC’s students come from New York State, 84% of which reside in Nassau County. Notable demographic information includes: 52% of NCC students are women, 55% are between 18 – 21 years of age, 34% are Hispanic/Latino, 30% are white, and 20% are black. More than 42% of the students at NCC are first-generation college students and approximately 34% of NCC students receive TAP, Pell, or a combination of both New York State Tuition Assistance Program (TAP) and Pell.



Fig. 1.3 - Integration of NCC Strategic Goals with Facilities Master Plan Guiding Principles

Programs Offered

During the 2022-23 academic year, NCC awarded more than 2,000 degrees or certificates. Of those, 911 were A.A., 341 were A.A.S., 681 were A.S., 12 were A.O.S., and 87 were for certificate programs.

The majority of degree-seeking students enroll in Liberal Arts degrees with approximately 39% in Humanities and Social Science (A.A.) degree and an additional 4% in the Mathematics and Science (A.S.) degree. Liberal Arts degrees offer students the greatest flexibility in exploring different fields of study and ultimately determine career and/or transfer paths.

Faculty and Staff

NCC employs approximately 1,619 full- and part-time staff, including more than 902 faculty, 314 of whom are full-time. They lead and support 84 associate degrees (A.A., A.S., A.A.S., and A.O.S.) and certificate programs.

Workforce Development

NCC’s Office of Workforce Development and Lifelong Learning Department serves the needs of the local community by enrolling more than 4,500 students annually in non-credit classes, including vocational classes.

Co-curricular Activities

The co-curricular activities at NCC provide students with an abundance of opportunities to explore their interests and develop their skills. The College has a theater, where professional-level shows are produced and performed by students and alumni, an award-winning radio station (WHPC 90.3), and the Plaza Art Gallery.

Athletics and Clubs

NCC Athletics aims to provide a broad program of intercollegiate athletic opportunities to enhance the student-athlete educational experience and is home to twenty-eight (28) sports teams. Since 2019, NCC has earned four (4) NJCAA National Championships in men’s lacrosse (2021, 2022), men’s wrestling (2023) and individual event champion (track and field).

There are more than 80 clubs and organizations for students to join; students can pursue interests, develop interpersonal relationships, learn more about majors, celebrate cultures and religions, and attend or plan social and educational programs.

SUNY Guided Pathways Project

The SUNY Guided Pathways project is a statewide strategy aimed at building capacity amongst community colleges to design and implement structured and deliberate academic and career pathways for all students. In pursuit of this vision, the College is reviewing its academic and non-degree program offerings and collaborating with the community to incorporate skill-based training programs according to local employer needs. By strengthening programmatic offerings (Guided Pathways) and aligning them with the local economy (Community Inclusion and Engagement), NCC ensures its fiscal health and longevity (Financial Stewardship).



Fig. 1.4 - Image from NCC 2023-2028 Strategic Plan Document

Facilities Conditions Assessment

A detailed facility conditions assessment (FCA) was completed in 2024 that highlighted the current physical conditions of all the facilities owned by Nassau Community College. The FCA identified necessary deferred maintenance deficiencies and system replacement information. The analysis was informed through field assessments, interviews with facility staff, assessor’s professional opinions and benchmarked against an expansive facility assessment database.

Of the forty-seven buildings assessed, eight are classified as in critical condition and thirty are in poor condition. With the exception of the recently renovated Cluster C, the 1970’s vintage cluster buildings carry a significant deferred maintenance cost liability over the next 10-year time period. These dollar values represent capital cost of a replacement in kind only and are not reflective of a renovation to provide 21st century learning and working environments, which these buildings also need. Particularly noteworthy are the deferred maintenance needs of the ten most distressed buildings, which house the majority of instructional and athletic/recreation programs on campus.

\$179M

Total dollar value for 10 year need for entire campus

\$135M

Total dollar value for 10 year need for top 10 most distressed buildings

*Dollar values represent capital cost of one-to-one replacement only.

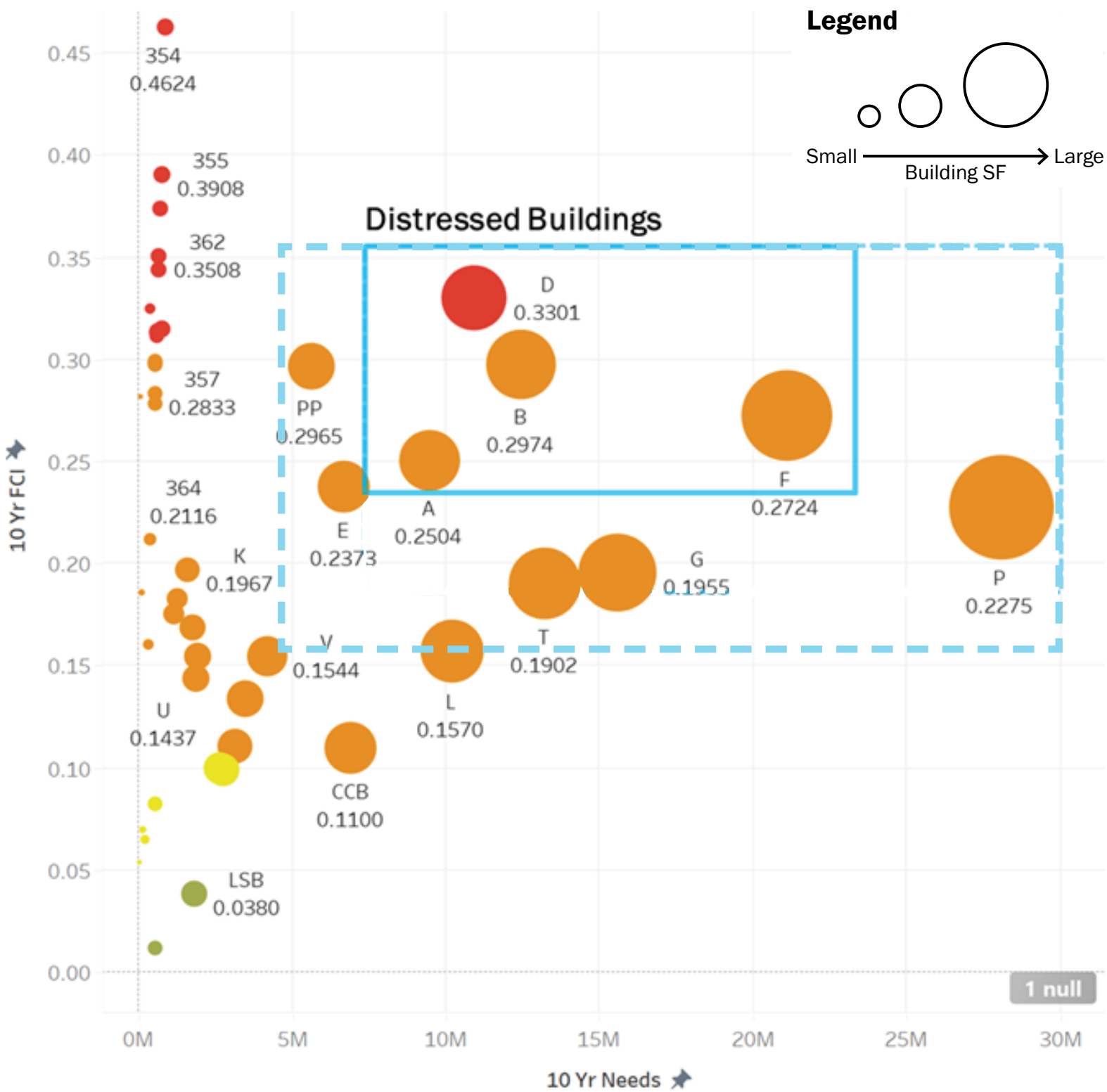


Fig. 1.5 - Campus Buildings Mapped by 10-Year FCI and 10-Year Replacement Value Identifying Most Distressed Buildings

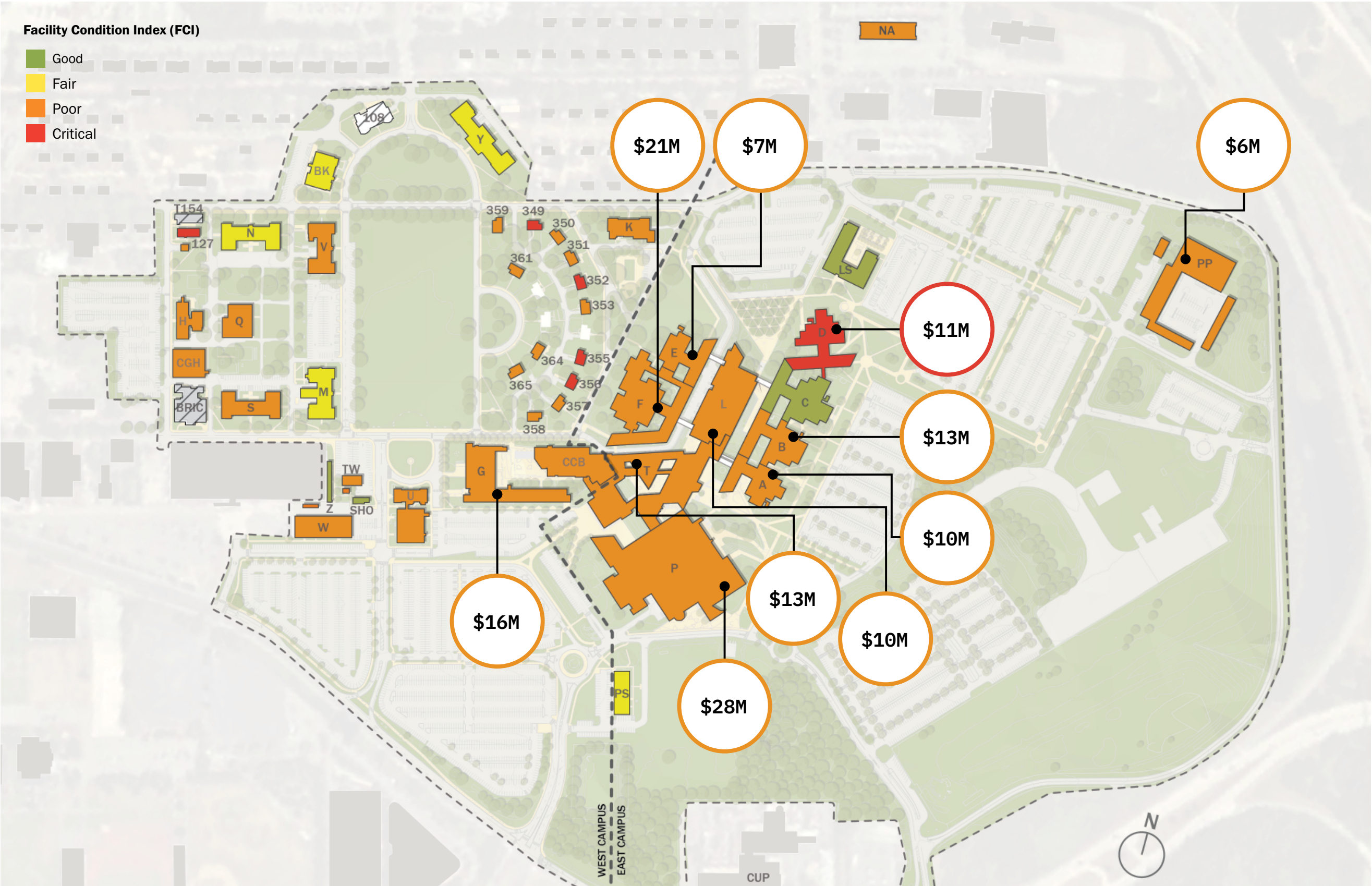


Fig. 1.6 - Campus Map with Building 10-Years Needs and Value of Most Distressed Buildings

*Dollar values represent capital cost of one-to-one replacement only.

Campus Space Utilization

Nassau Community College has approximately 927,000 square feet of assignable space on campus. This scope of work included a walking tour of campus to confirm room use/ownership. In many cases, a visual inspection could not determine the exact status of a space. Further study is recommended as the department and degree consolidations take effect to determine ownership and space needs at the departmental level. The departmental consolidation has not yet impacted instructional space scheduling but that change is anticipated in the near future. Instructional scheduling analysis should be revisited at that time.

Classroom and Labs

Classrooms represent 15% of overall campus assignable square footage and labs represent 18%. The total weekly scheduled contact hours (WSCH) remain stable at approximately 135,000, for the Fall of 2024. There is a notable decline of scheduling on Fridays and weekends. One in three classrooms are underutilized and nearly half of all labs are unscheduled, indicating that the campus is not operating at its full capacity. Classroom scheduling overall remains below target, although class labs maintain higher utilization. Cluster B and G building supports the highest number of contact hours, with G Building hosting courses from most departments.

Offices

Offices represent 26% of overall campus assignable square footage. Utilization of office spaces across campus could not be accurately identified via a visual survey as a significant number of offices were noted as unoccupied or unused. A survey was issued to confirm office tenants, but all not all staff or faculty participated.

Library and Study Spaces

Library represents 8% of the overall campus assignable square footage. There is sufficient space in the library but it is lacking diversity of study spaces including open collaborative, making/creation spaces and group study rooms. Outside of the library, campus academic buildings are lacking informal study and student owned spaces.

Athletics and Special Use

While there is ample square footage available in the existing P Building, it is not serving the needs of either Athletics or Recreation programs, particular given the strength of the Varsity sports programs and their contributions to student recruitment and success. Dedicated fitness spaces, additional locker room facilities, and practice areas are needed.

General Use and Support

Additional food service options would enrich campus life, consider a West campus location or in the library. Throughout the engagement process, the need for large scale gathering spaces (accommodating for 100-300 individuals) for events was cited by many groups at all levels.

Residences/Houses

A unique aspect of the NCC campus, the residences are planned for continued use as discrete office suites or as residences.

For a complete listing of each building, its utilization, and deferred maintenance rating, see the Building Profiles Report under separate cover.



Fig. 1.7 - Existing Campus plan identifying space type distribution by building

Engagement Summary

Engagement Approach

The planning team engaged stakeholders at multiple levels of the Nassau Community College community and organization. Engagement was organized into Workshops, Focus Groups, and Surveys. Workshops were conducted with a sub-committee of the NCC IPC committee with the expectation that information was vetted and shared back to the broader IPC and those that report to them. Focus groups were identified to discuss specific campus needs in detail and included the following:

- Academic Affairs
- Athletics and Recreation
- Children’s Greenhouse
- Environment Health and Safety
- Equity, Inclusion, and Affirmative Action
- Institutional Effectiveness and Strategic Planning
- Library
- Lifelong Learning
- NEST
- Student Academic Services (Public Safety, Registrar, Student Affairs)

Online and in-person surveys were conducted to capture a wide range of student, faculty, and staff perspectives. In-person student intercept interviews took place at the CCB and Library, where interactive boards were displayed for informal discussions. Additionally, a student poll garnered 116 responses, while a separate faculty and staff poll—intended to identify campus office and departmental locations—collected 275 responses.

Overall students called for the following improvements to be considered in the master plan:

- Need for food and food variety on campus
- Improve wayfinding, signage and identify main entry into campus
- Provide better access to student support services
- Connect students and faculty outside the classroom
- Increase online courses and improve flexibility between hybrid and in-person courses
- Provide areas for student relaxation and respite on campus
- Need a balance of social and quiet space for students
- Provide adequate DSS and Academic Support spaces throughout campus
- Need for flexible furniture in classrooms and overall upgrade of instructional stock
- Provide third spaces for students across campus

These diverse perspectives and space requirements can be distilled into the following key themes, which are aligned with NCC’s strategic plan.

- Access and First Impressions - Improve entry experience from car to class and provide consideration for non-traditional students. Traffic, parking, wayfinding and placemaking to be addressed.
- Equitable Experiences - Current instructional stock is not reflective of quality of education delivery. Need for central academic support, additional hyflex classrooms, and clarity of location and distribution of office spaces.
- Upgrades to academic space should benefit all departments to provide equitable experiences for all students.
- Building Community - Limited gathering spaces on campus. Provide new opportunities to invite community onto campus, enhance industry partnerships, and quality spaces for students to gather in large and small groups.
- Transformation and Change - The College is in a state of evolution. Opportunity to renew existing infrastructure to address immediate needs and invest in select new projects to catalyze transformation of campus over

Engagement Quick Statistics:



SURVEY RESPONSES

391

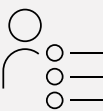
Faculty and Student
Survey Responses



MEETINGS

40+

Focus groups, Workshops,
IPC Meetings



STUDENTS ENGAGED

166

Response collected through
Survey and Intercept Engagement



FOCUS GROUPS

2-4

Campus representatives
per group

Master Plan Drivers

With guidance from the 2028 NCC Strategic Plan and insight gained through stakeholder engagement and data assessment during the discovery phase of the master plan, the following Master Plan Drivers were developed:

1. Strategic Plan

Provides direction for the future, developed as an “inclusive and data-informed approach to planning” led by the Institutional Planning Committee (IPC), which is comprised of representatives from all campus constituents. Additionally, college policy is to make its facilities usable by outside entities, including leasing space.

2. Enrollment Change

Declining change is impacting space utilization and campus experience – there are underutilized spaces across the campus. Campus is in need of new anchors of activity to bring vibrancy to the campus experience.

3. Deferred Maintenance

There is a significant backlog of deferred maintenance requiring budget prioritization – buildings are visible in need of upgrades and renewal. In addition, building systems upgrades (the “unseen”) requires attention in the next 5-10 years.

4. Organization Renewal and Change Management

While the department consolidation has not yet impacted scheduling or physical locations of units, this plan seeks to identify opportunities to support optimization and change management into the future.

5. Future Site Development

Should the land transfer deal be realized, this plan addresses the long-term vision to integrate the future development site into the context of campus while prioritizing student experience.

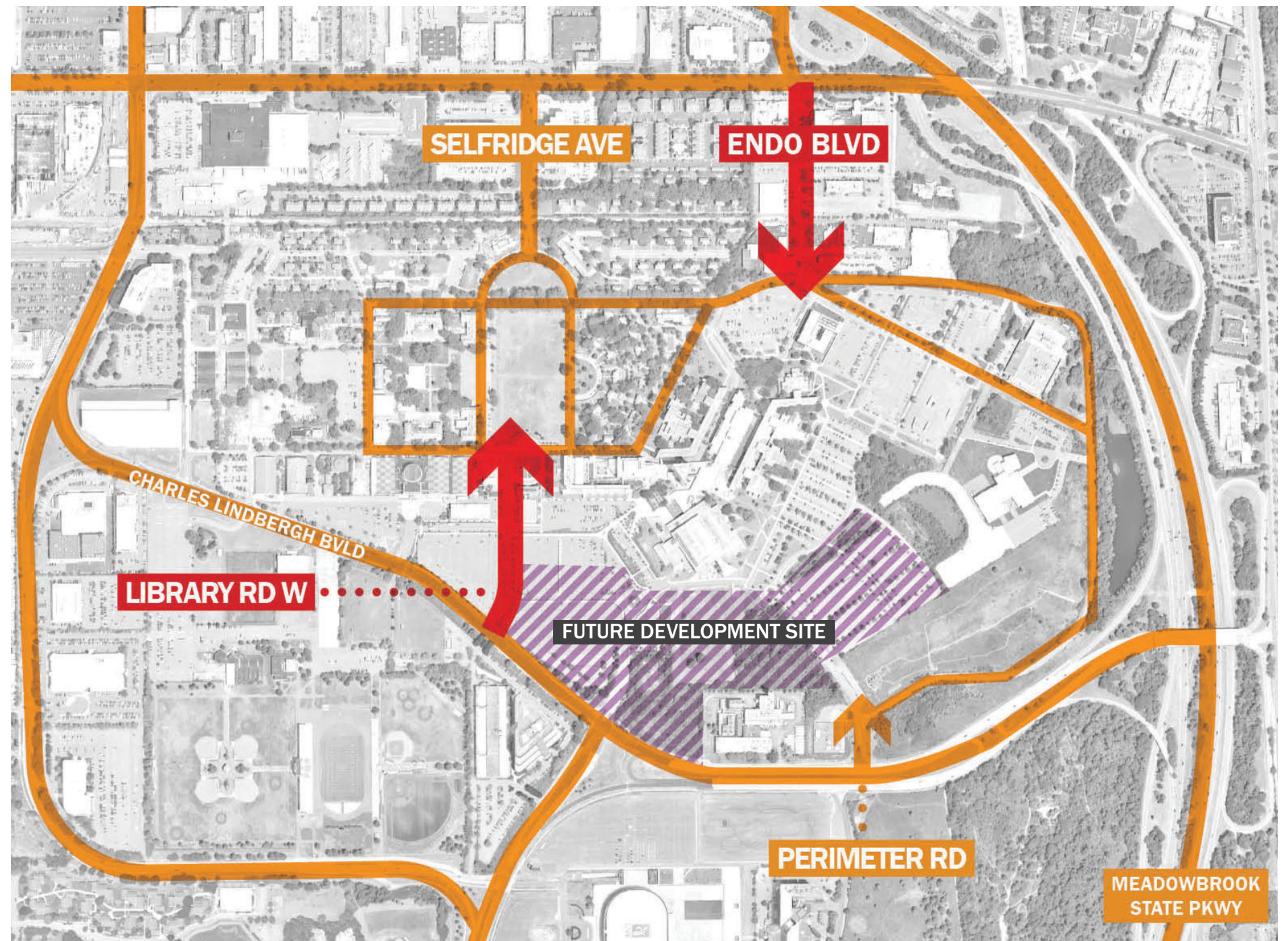


Fig. 1.8 - Anticipated Changes to Campus Entry and Experience

Recommendations

Access and First Impressions

A major focus over the course of this plan will be to improve the entry experience for vehicular and pedestrian traffic. The work proposed at the Library and NICE Bus Mini Hub strategically shift the prominence of a main entry point to the Endo Drive entry. This is a response to the potential future development site as well as the identified focus of academic activity within the Cluster Buildings.

Equitable Experiences

The Cluster Modernization Project will likely span the entire duration of the plan and into the next. The Cluster Buildings are currently not reflective of the quality of academic delivery occurring within and do not match the expectations of the student body today or into the future. These projects will provide equitable learning experiences across disciplines, levels, and degree pathways.

Building Community

Beyond upgrades to facilities, there are multiple projects which address new spaces to engage more broadly with the community in which NCC’s serves. Investment in either renovated or new Athletics, Recreation, Arts and Events facilities provides much needed amenities to students, faculty, and staff as well as the Nassau County community.

Transformation and Change

The college has experienced a significant amount of change in the last ten years. Due to budget gaps and shifts in priorities, there are projects which were developed during the previous planning period that have not been completed. These projects remain relevant and are in support of the themes above. They are small steps towards long-term transformation and should be reviewed annually to determine if prioritization should change over the course of the plan.

Proposed Projects

The projects presented in Figure 1.9 build on NCC’s existing initiatives and incorporate relevant landscape and wayfinding strategies. These master plan recommendations should be reviewed alongside the Design Guidelines and the Campus-wide Wayfinding Package as well as the complete set of supporting documentation for the Master Plan.

As the educational landscape evolves and new opportunities emerge, the following recommended projects are intended to allow Nassau Community College to remain responsive and flexible.

Cluster Modernization Projects

Will create new central locations for academic departments and optimize the instructional footprint on campus while addressing deferred maintenance.

Future Development Site Impacts

Will address site changes through strategic repositioning and alignment of the campus entries, wayfinding and parking to ensure that the physical environment is reflective of its legacy as a county asset.

Library and North Entrance Renovation

Will solidify the North entrance to the campus and simultaneously reprogram the library to establish a new Welcome Center, Commuter Lounge, Flexible Event Space, Academic Resource Center, and 21st century study and collaborative spaces.

Sports Field and Physical Education Project

Will redefine the recreation and athletics experience on campus while prioritizing flexibility and the creation of new revenue generating spaces. Steps include creating new athletics fields at the existing Parade Field and new or renovated Athletics and Recreation Faciltiy.

Community Amenity and Meeting Center

will occur following the completion of the Physical Education Project to provide additional meeting, events, and conferencing spaces for both campus and community. This project, carried over in a revised form from the previous plan connects the historic campus back to its academic core at the Cluster Buildings.

Implementation

Full detail on each project and an implementation schedule is included in Chapter III of the Master Plan Report. It is recommended that this master plan be revisited annually to confirm relevancy of each project. The annual update should also include a review of the space inventory, progress on deferred maintenance, review of schedule and instructional space utilization, as well as any new space requests received by the Office of Design and Construction. This abbreviated analysis on a reoccurring basis will provide a more realistic view of progress and allow for re-prioritization of projects if needed.

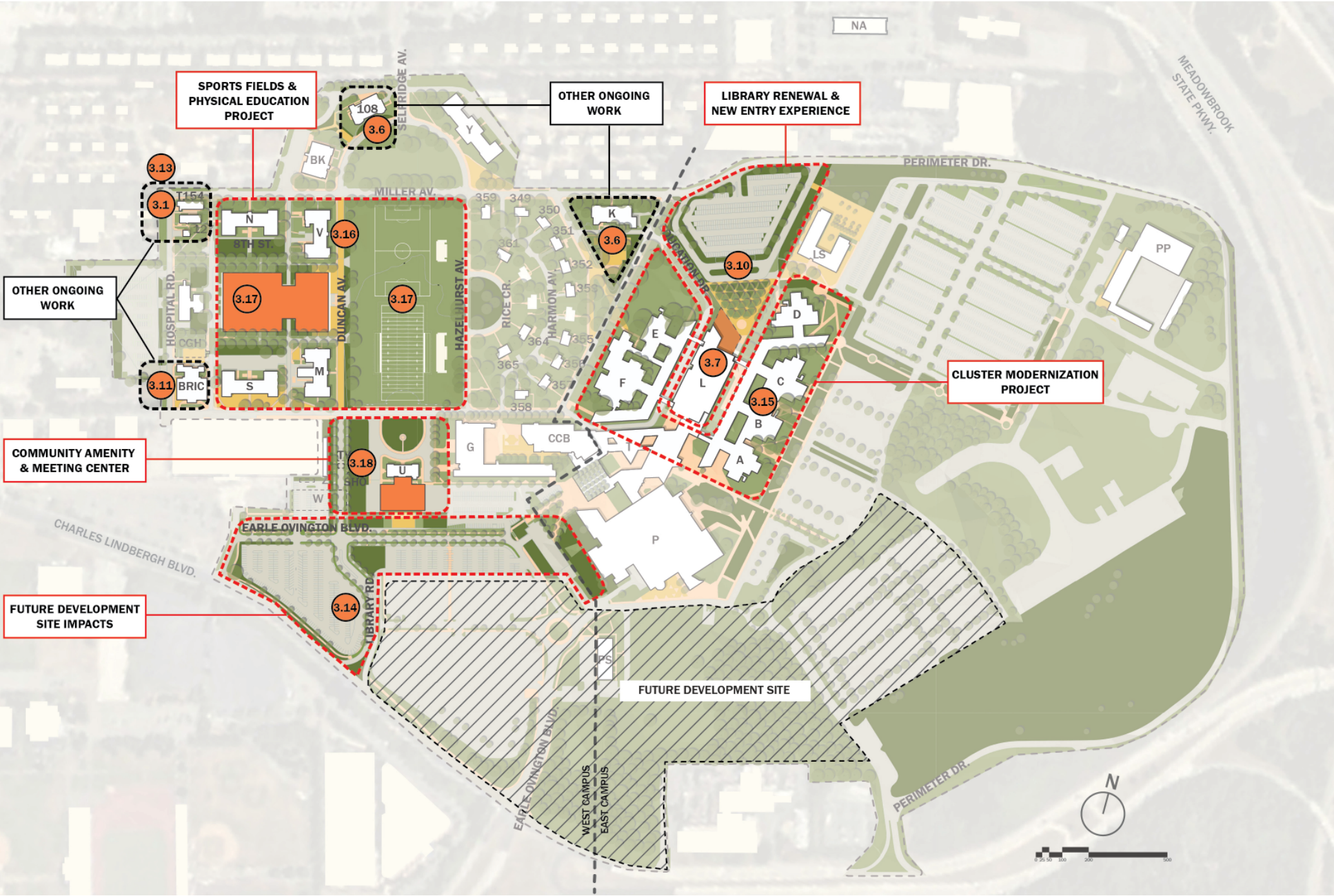


Fig. 1.9 - Site plan identifying ongoing and proposed projects.

Proposed Master Plan Projects and Upgrades

3.1	TV STUDIO RENOVATION
3.2	BRIDGE TUNNEL REPLACEMENT
3.3	HIGH TEMP AND CHILLED WATER PIPE SYSTEM REPLACEMENT
3.4	CAMPUS WIDE WAYFINDING PROJECT
3.5	TOWER BUILDING RENOVATION
3.6	CULINARY ARTS BUILDING RENOVATIONS
3.7	LIBRARY DESIGN AND RENOVATION
3.8	ROOF REPLACEMENT PROGRAM
3.9	UNION BUILDING RENOVATION
3.10	NICE BUS MINI HUB
3.11	BRICK CAFE DESIGN AND RENOVATION
3.12	ELECTRIC FEEDER SYSTEM UPGRADES
3.13	ARMY THEATER REHABILITATION
3.14	FUTURE DEVELOPMENT SITE IMPACTS
3.15	CLUSTER MODERNIZATION PROEJCTS
3.16	V BUILDING REFRESH (DECANT Q BUILDING)
3.17	SPORTS FIELDS AND PHYSICAL EDUCATION PROJECT
3.18	COMMUNITY AMENITY AND MEETING CENTER
3.19	ACADEMIC ENVIRONMENT ONGOING UPGRADES
3.20	CAPITAL MAINTENANCE AND UPGRADES
3.21	RESIDENCE UPGRADE PROJECT

02

Existing Conditions Analysis

	Campus Context
	Engagement and Needs Summary
	Existing Building Adequacy
	Building Conditions Summary
	Academic Profile
	Transportation
	Open Space and Landscape
	Sustainability

Campus Context

Established in 1959, Nassau Community College (NCC) in Garden City, New York is a public college within the 64-campus State University of New York (SUNY) system. NCC is accredited by the Middle States Commission on Higher Education and is authorized by the Board of Regents to award two-year associate degrees in arts (AA), science (AS), and applied science (AAS).

The 225-acre campus in the heart of Long Island is the largest single-campus community college in the state. The site is the former Mitchel Air Force Base which provides a rich architectural history and formal beauty to the West side of campus. When the base was decommissioned, NCC acquired a portion of the site, including the existing base buildings and parade field. Other constituents received land for development. These neighbors include housing and recreational facilities for Hofstra University, Nassau Veterans Memorial Coliseum, Mitchel Athletic Complex, Cradle of Aviation Museum, and the Hempstead Plains. Today these constituents continue to be neighbors, offering partnerships and the use of recreational facilities. They provide opportunities for NCC’s own growth in the coming decade and beyond, a few examples include:

- Mitchell Athletic Complex – is a highly sought-after facility. There is potential to supplement capacity for sports rental facilities on NCC’s campus.
- Future Hotel and Entertainment Complex – is under review to be located adjacent to NCC’s campus. The recent investment in the Culinary Program at NCC has potential to partner and expand experiential learning opportunities.
- Small County Sites on West Campus – have been identified for NCC’s use. The sites may offset uses as the current PE Building or provide overflow parking in the near term as campus uses shift.

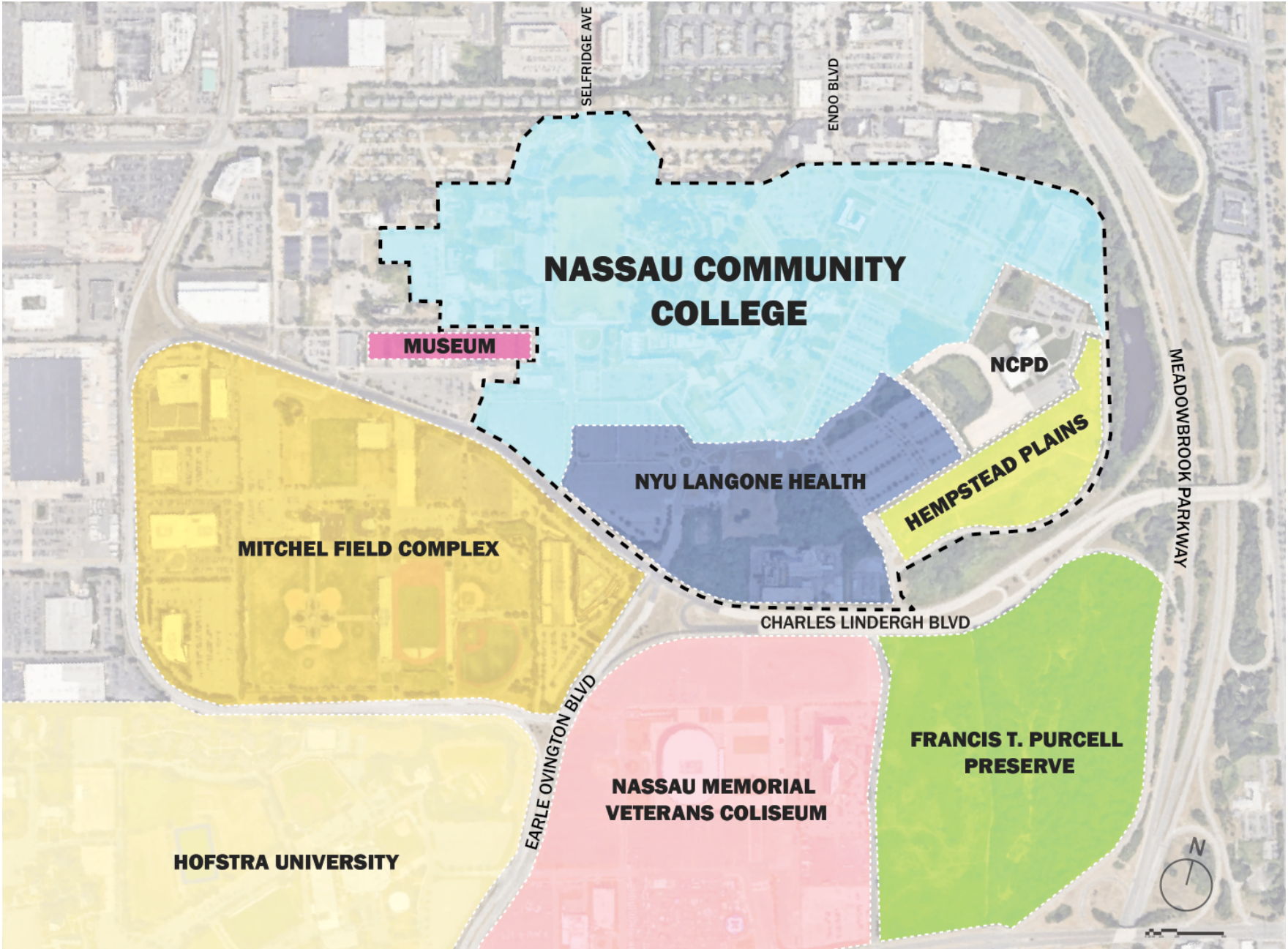


Fig. 2.1 -Existing Nassau Community College Property and major adjacent uses/owners.

Future Development and Site Boundary Changes

NYU Langone is currently in the master planning stages of development for a potential hospital on 40 acres of NCC’s current property. Long-term build out includes the doubling of hospital beds, corporate offices, an academic/research building, and staff/student housing.

The site includes NCC’s current primary entry point to campus at Earle Ovington Boulevard as well as approximately 1,995 heavily utilized parking spots. In addition, the site extents include the existing Central Utility Plant (CUP) which serves NCC as well as other adjacent sites. NYU Langone has committed to replacing the CUP with a new facility as part of their scope of work.

At the time of writing, the land transfer has not been finalized at the county level and further study is needed as the schedule and scope of work are defined by NYU Langone. Given the timing and availability of information, this master plan has responded in the following ways: NYU Langone Coordination Study (#276) – is planned to kickoff in early 2025. This scope of work is for master planning services including parking, site/civil, landscape, and planning to address the imminent impacts to campus. This work will identify interim solutions to address functionality and student experience as well as facilitate the long-term master plan vision. At the completion of this study, an appendix will be added to the master plan to include further detail and any amendments needed to the master plan.

Master Plan Vision – included within this document addresses the vision for a 10-year horizon including the assumed future development. It seeks to establish new primary entry points, shift parking loads, and prioritize focused areas of investment.

Athletics and Recreation – are studied in detail within this master plan given the direct adjacency of the existing PE Building to the future development site and the loss of practice fields within the site. NCC uses a portion of the site area for athletics and recreation fields and has long planned to expand this functionality. Multiple options are provided for paths forward to provide flexibility as negotiations with the county proceed.

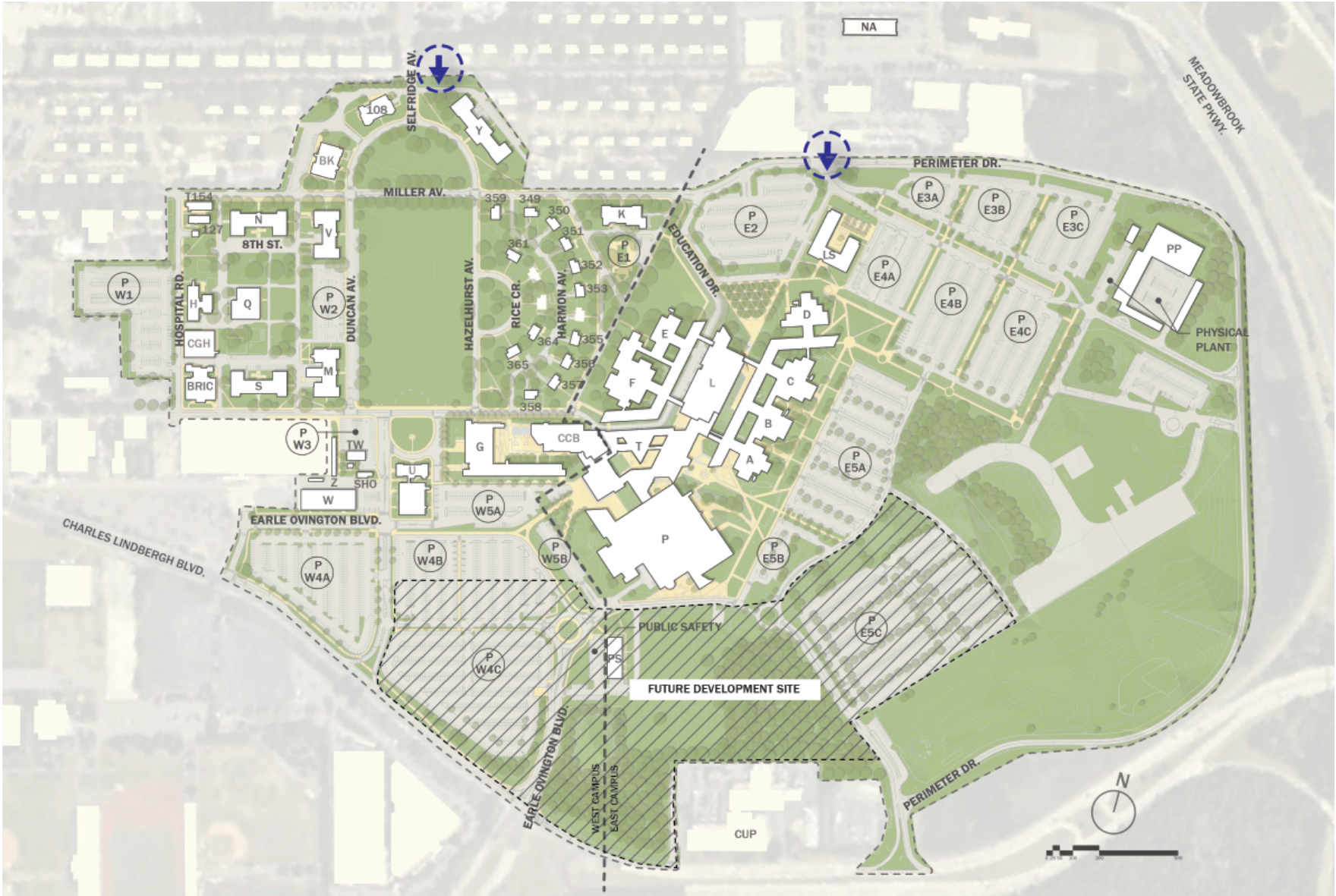


Fig. 2.2 - Existing site plan identifying the future development site impact

Engagement and Needs Summary

Observations and Takeaways

The Facilities Master Plan process engaged stakeholders at across Nassau Community College, including students, staff and NCC leadership and organizations.

Engagement was organized into Workshops, Focus Groups, and Surveys. Workshops were conducted with a sub-committee of the NCC IPC committee with the expectation that information was vetted and shared back to the broader IPC committee and those that report to them.

Focus Groups were identified to discuss specific campus needs in detail and included the following:

- Academic Affairs
- Athletics
- Children’s Greenhouse
- Environment Health and Safety
- Equity, Inclusion, and Affirmative Action
- Institutional Research
- Library
- Lifelong Learning
- Nest
- Student Academic Services (Public Safety, Registrar, Student Affairs)

Surveys both online and in-person were also conducted to gather broader student and faculty/staff information. In-person student intercept interviews were conducted at the CCB and Library. Interactive boards were displayed while the planning team conducted informal interviews.

In addition, a student poll was distributed with a total of 116 responses. A faculty and staff poll was also distributed to assist in the identification of office and departmental locations on campus. This poll gathered 275 responses.

Overall students called for the following improvements to be considered in the master plan:

- Need for food and food variety on campus
- Improve wayfinding, signage and identify main entry into campus
- Provide better access to student support services
- Connect students and faculty outside the classroom
- Increase online courses and improve flexibility between hybrid and in-person courses
- Provide areas for student relaxation and respite on campus
- Need a balance of social and quiet space for students
- Provide adequate Disability Support Service (DSS) and Academic Support spaces
- Need for flexible furniture in classrooms and overall upgrade of instructional stock
- Provide third spaces for students across campus

These diverse perspectives and space requirements can be distilled into the following key themes, which are aligned with NCC’s strategic plan:

- Access and First Impressions
- Equitable Experiences
- Building Community
- Transformation and Change



Fig 2.3a - In-person Student Intercept Session at the CCB - April 16, 2024



Fig 2.3b - In-person Student Intercept Session at the Library - April 24, 2024

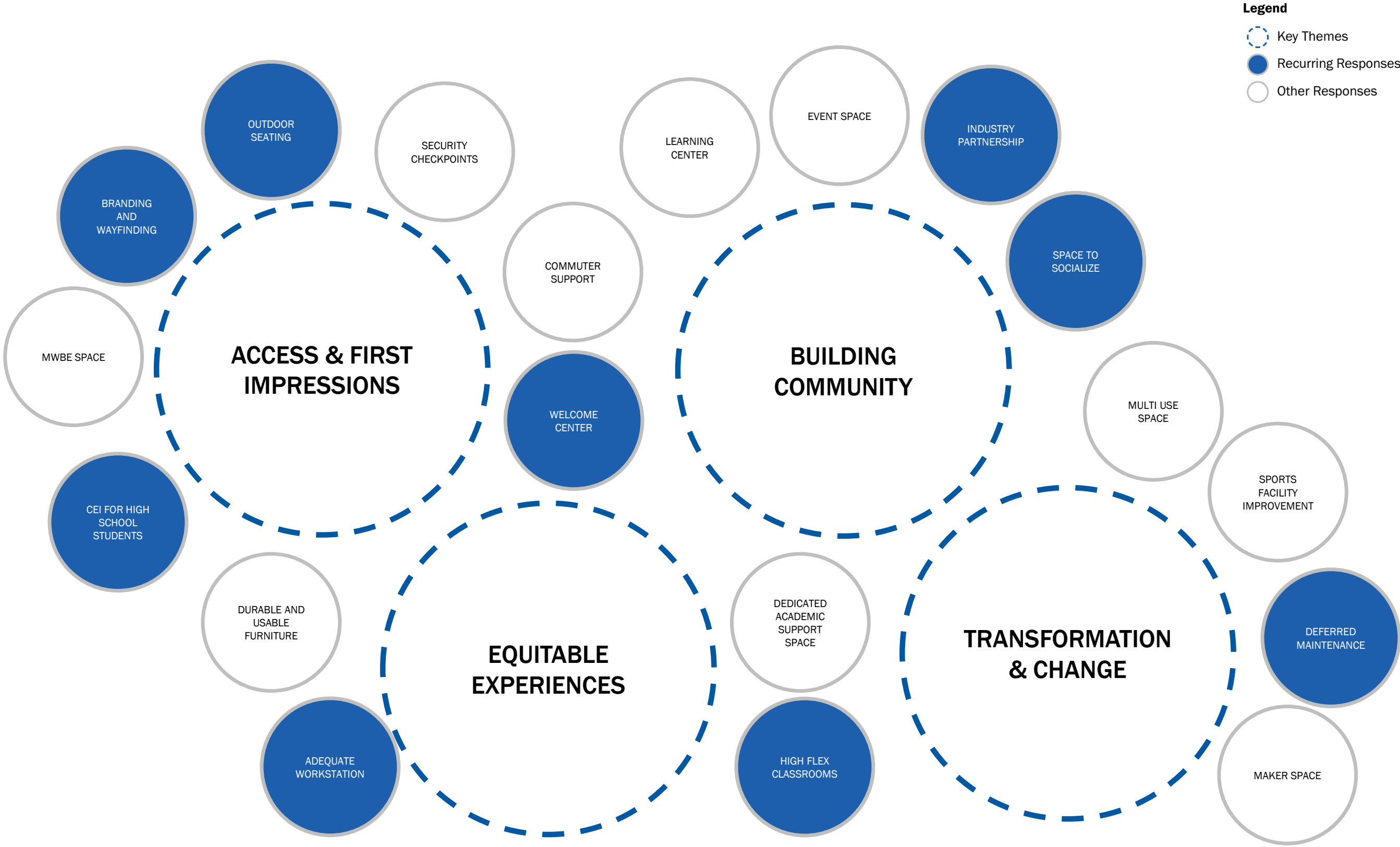


Fig. 2.4 - Key responses synthesized from intercept sessions, focus groups and survey engagement

Focus Groups

The following summary of needs were identified through various focus group discussions:

Academic Affairs

- Need for a student hub (social and quiet spaces)
- Need for large multipurpose space for student and community use
- Consider non-traditional student (any students outside the typical college age of 18-22) entry experience (ex. highschool student drop off)
- Shared performance space for music and theater programs (for better utilization)

Athletics and Recreation

- Immediate need for bleacher improvement
- Need for an E-sports space
- Opportunity to expand rentals/community engagement
- Address need for practice and competition fields for multiple sports

Children’s Greenhouse

- Consider pick and drop off related to campus vehicular circulation
- Continue to provide services to student parents with purpose built space

Environment Health and Safety

- Access improvements needed throughout campus
- Identifying sustainability goals for the College
- Develop guidelines to prioritize and streamline implementation

Equity, Inclusion and Affirmative Action

- Student need more 3rd spaces
- Need for accessible furniture, improved wayfinding, lighting controls, acoustic control for rooms requiring privacy

Institutional Assets and Communications

- Improve consistency and access to modernized instructional spaces for all students
- Improve branding and wayfinding for specific academic departments
- Identify central location for academic support center

Library

- Expand outdoor seating and overall student experience in/around library
- Address deferred maintenance needs
- Consider new/contemporary library space types which do not exist today (ex collaborative workspace)

Lifelong Learning

- Cluster D improvements to house specialized equipment, more simulation spaces
- Consider vehicular to pedestrian experience for students

The Nest

- Current success of program points to additional visibility and support
- Space needs and future location may need to be studied at a granular level through further discussions

Public Safety

- Manage vehicular circulation via gates/checkpoints
- Consider alternate locations for public safety

Registrar

- Centralize scheduling and consistent data regarding instructional stock
- Provide additional high flex classrooms (in coordination with ITS group) and ensure they meet the desired design standards
- Right sizing classrooms
- Student and faculty need dedicated space to support remote learning

Student Services

- Consider dedicated space for high school students
- Location of psychological counseling space should be considered

The engagement process included student intercepts held on two separate days at the CCB and Library buildings on campus. These sessions provided insight into student perspectives about the campus experience, connectivity, and function. The major prompt asked students to identify where the “front door” of campus is today, where the “heart of campus” is to them, where their “go-to spot” is to hang out, and what areas of campus feel “disconnected” or needing attention.

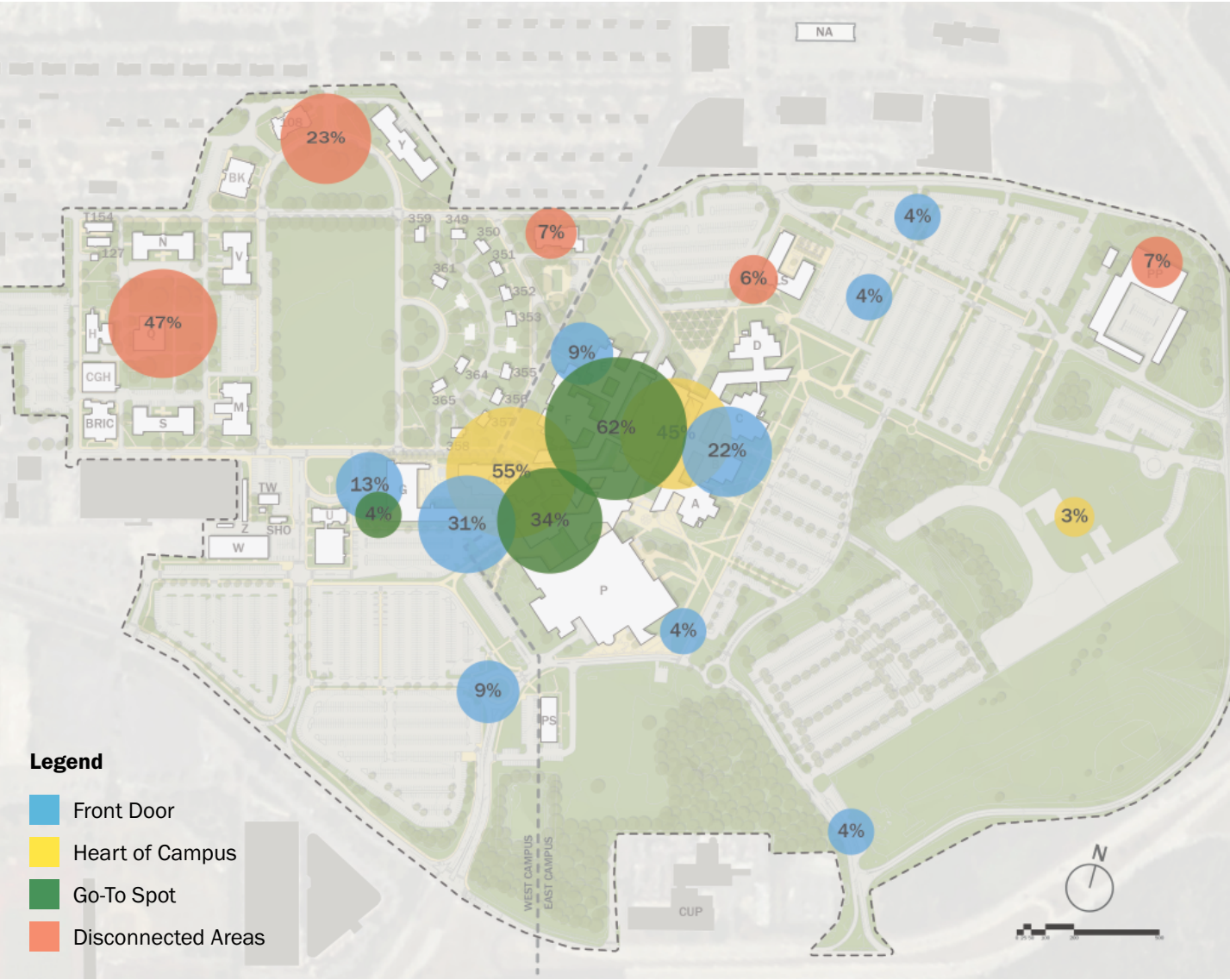


Fig. 2.5 - Compiled responses from student intercept session at the CCB - April 16th, 2024

Interactive boards were displayed and students provided feedback either through informal interviews or by placing feedback directly on the boards. The following images reflect the findings illustrating the cluster buildings as the major hub of student academic and social activity.



Figure 2.6 - Compiled responses from student intercept session at the Library - April 24th, 2024

Student Survey Summary

The engagement process included an online survey which was distributed to students and resulted in 116 responses. Excerpts and illustrations of findings are included in the following pages. The survey provided a more complete understanding of the student experience and needs, confirming many of the points that were stated during focus group sessions.

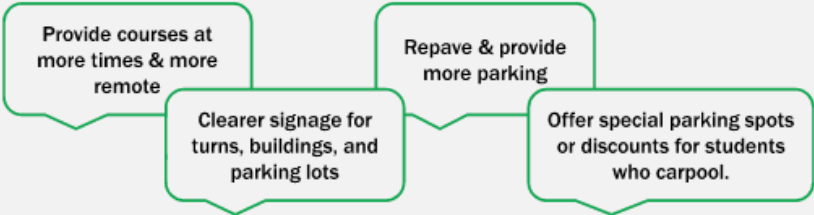
The following is a summary of the most significant survey findings:

- More than 50% students have less than 20 min commute to campus
- Parking and infrastructure contribute significantly to commuter experience
- Spaces that support student’s personal and financial wellbeing are desired on campus.
- Student centric spaces including food and beverage and social spaces are generally preferred by students.

What would improve your commute and entry experience?

Thematic Summary of Responses

Traffic & Parking	28	36%
Road & Landscape Improvements	17	22%
Bus & Shuttle Access	14	18%
Safety & Wayfinding	9	12%
Schedule Adjustments	5	6%
Food Service	3	4%
Access to Housing	1	1%
Communication	1	1%
	78	



What types of support resources can enhance your experience?

Thematic Summary of Responses

Access to Support Services	17	23%
Communication	12	16%
Food Service	9	12%
Technology Access	7	9%
Cost & Access	6	8%
Safety & Wayfinding	6	8%
Tutoring Support	6	8%
Things are great!	4	5%
Social Networks	3	4%
Building & Resources	2	3%
Sports/Recreation	2	3%
Smaller Class Sizes	1	1%
	75	



Which of the following spaces would you like to see more of on campus?

Select Your Top Choice

Food and drink options	31	28%
Enclosed study rooms	17	15%
Relaxation and respite rooms	17	15%
Outdoor spaces	16	15%
Athletic/recreation spaces	12	11%
Spaces for taking an online class	12	11%
Bustling social spaces	2	2%
Technology-rich spaces	2	2%
Student-faculty spaces	1	1%
	110	

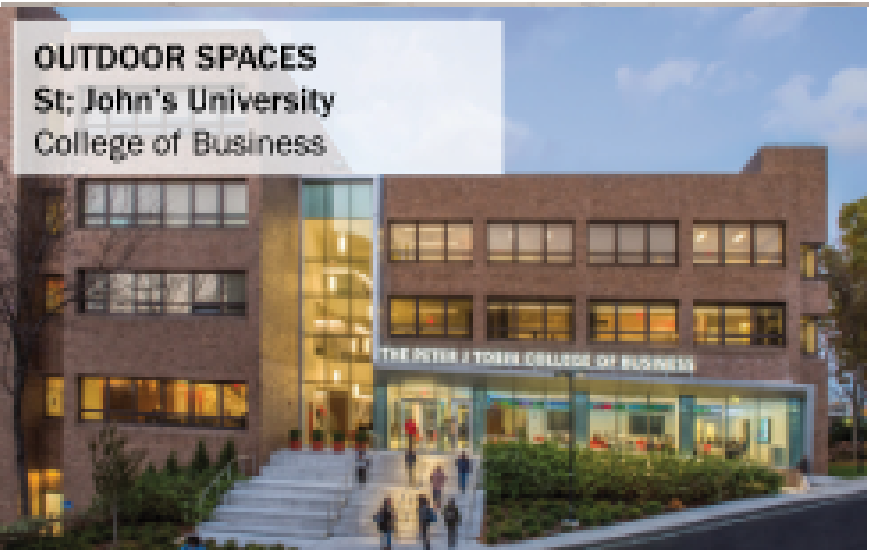
ATHLETICS/RECREATION
Western Michigan University
Student Center & Dining



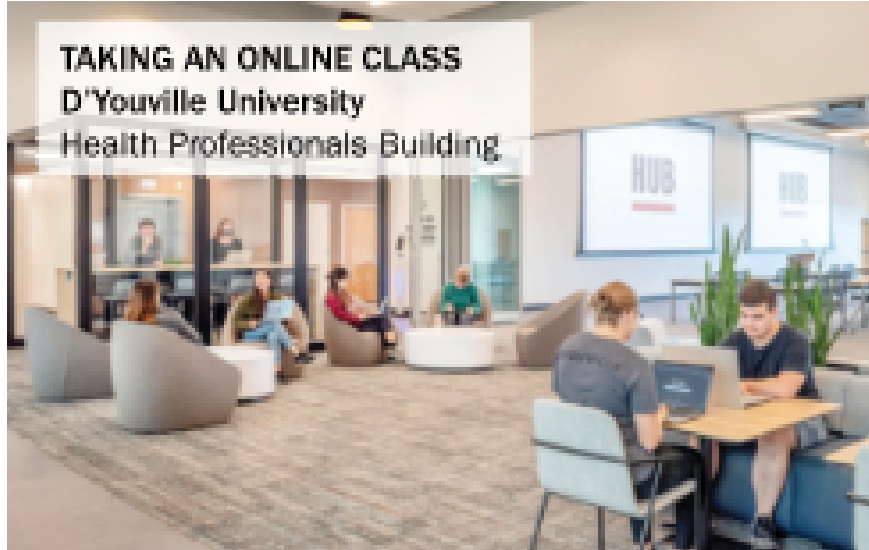
TECHNOLOGY-RICH
University of Rochester
Studio X



OUTDOOR SPACES
St. John's University
College of Business



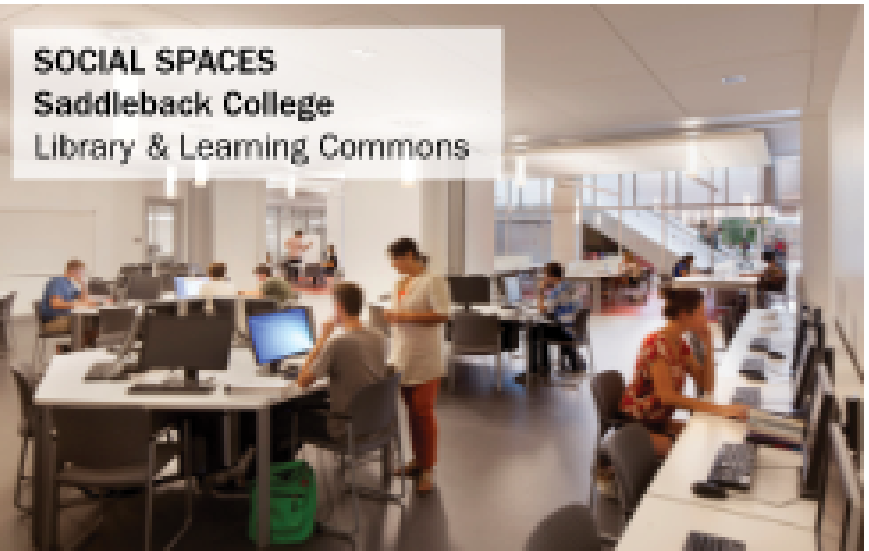
TAKING AN ONLINE CLASS
D'Youville University
Health Professionals Building



How long is your commute to campus?

		Minutes from Campus				
		60+	30-45	10-20	5-10	
Days of Week on Campus	1-2	1	7	9	4	21
	2-3	1	11	11	3	26
	4-5	15	18	19	8	60
	5-7	1		2		3
		18	36	41	15	

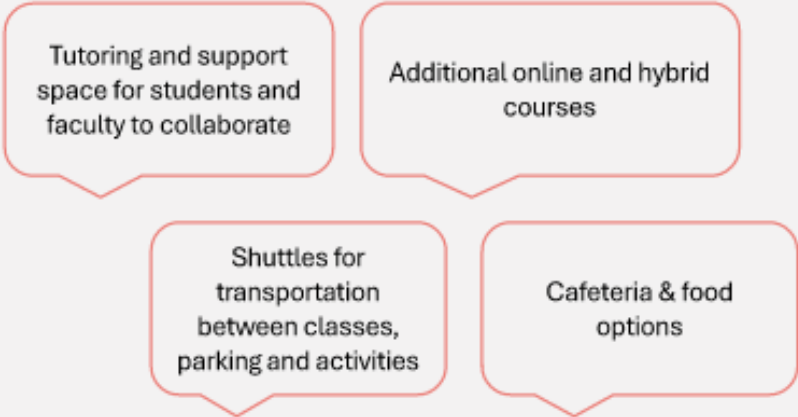
SOCIAL SPACES
Saddleback College
Library & Learning Commons



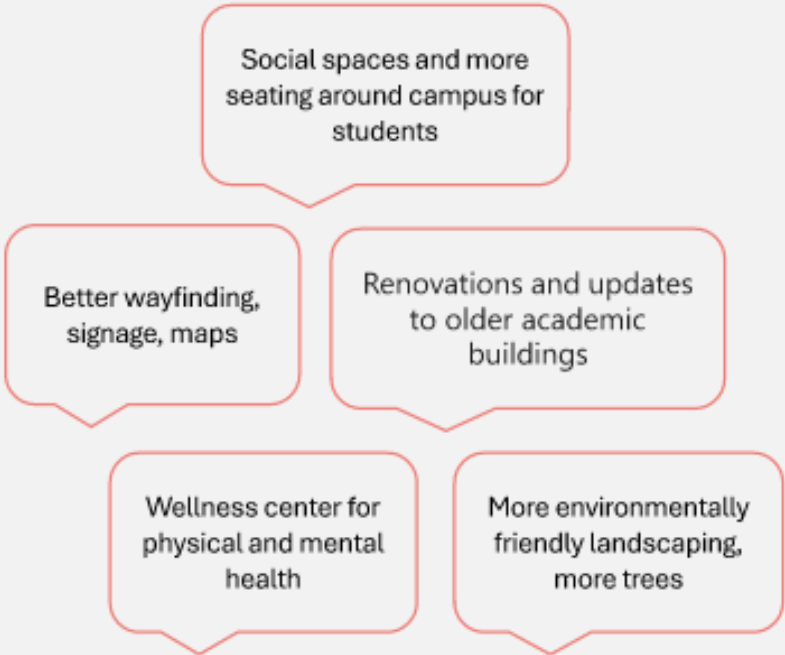
STUDENT-FACULTY SPACES
Bucknell University
College of Management



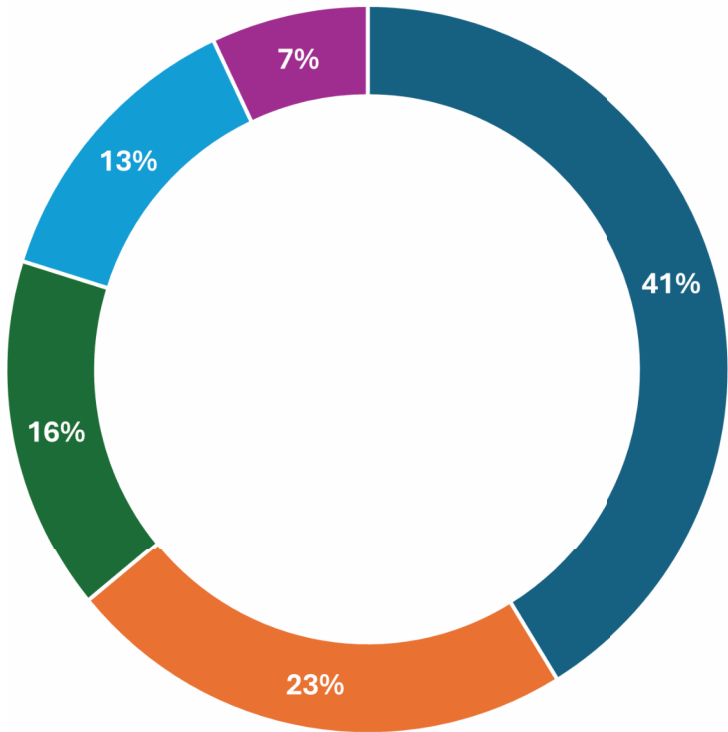
What types of support or resources can enhance your experience?



Describe one physical change to campus that can help NCC Strengthen its identity.

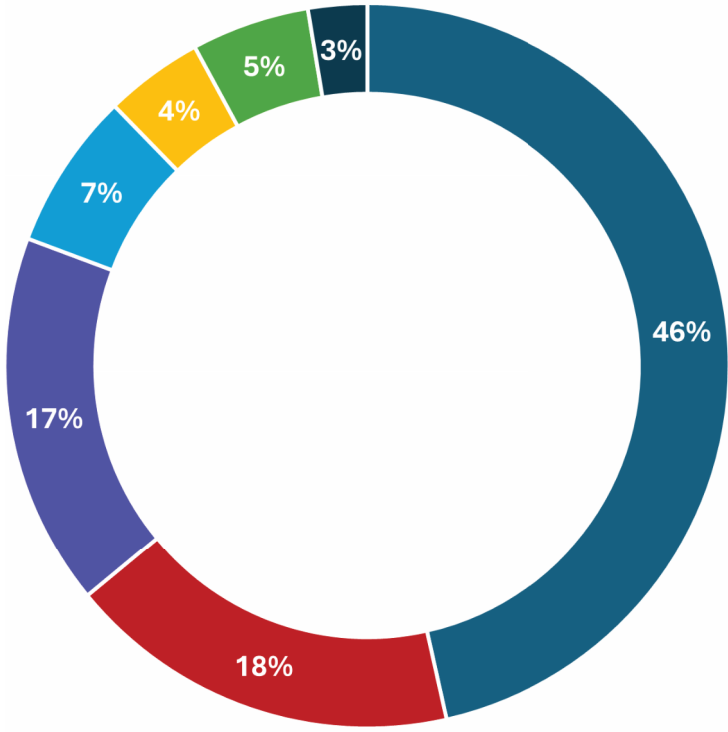


Academic buildings are well connected to spaces that foster community and student faculty interaction, such as open spaces, gathering areas, and spaces for meetings.



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Neutral

How can your classroom experience improve whether in person or hybrid?



- Flexible Classroom Layout
- Better Technology, Interactive Tools
- Individual Work Spaces
- Longer Hours of Operation
- Group Work Spaces
- None of the Above
- All of the Above

Existing Building Adequacy

Building Inventory and Use

The academic, support and leased spaces for NCC are located within 47 campus buildings. With the exception of the 2012 Life Science Building, most facilities are part of the original, 1930s Mitchel Air Field Base or post-1970s campus additions. While most buildings have been maintained, many contain systems which have exceeded their useful lives or are not appropriate for a 21st century learning environment.

Building Profiles

Please see appendix for complete building profiles for each building on campus.

Space Utilization

Nassau Community College has approximately 927,000 square feet of assignable space on campus. This scope of work included a walking tour of campus to confirm room use/ownership. In many cases, a visual inspection could not determine the exact status of a space. Further study is recommended as the department and degree consolidations take effect to determine ownership and space needs at the departmental level. The departmental consolidation has not yet impacted instructional space scheduling but that change is anticipated in the near future. Instructional scheduling analysis should be revisited at that time.

Classroom and Labs

Classrooms represent 15% of overall campus assignable square footage and labs represent 18%. The total weekly scheduled contact hours (WSCH) remain stable at approximately 135,000, for the Fall of 2024. There is a notable decline of scheduling on Fridays and weekends.

One in three classrooms are underutilized and nearly half of all labs are unscheduled, indicating that the campus is not operating at its full capacity. Classroom scheduling overall remains below target, although class labs maintain higher utilization. Cluster B and G building supports the highest number of contact hours, with G Building hosting courses from most departments.

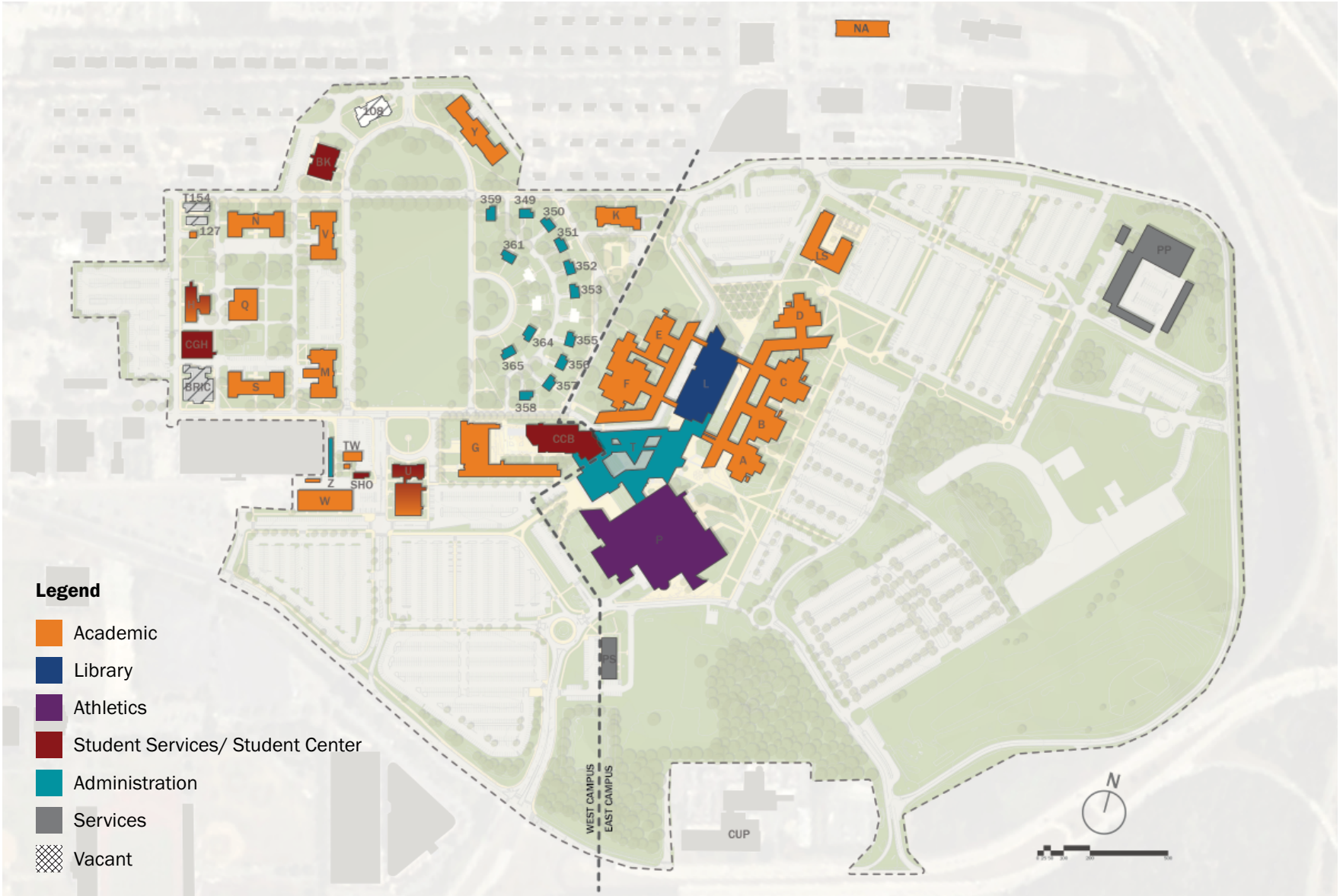


Fig. 2.7 - Primary use by building

Offices

Offices represent 26% of overall campus assignable square footage. Utilization of office spaces across campus could not be accurately identified via a visual survey a significant number of offices were noted as unoccupied or unused. A survey was issued to confirm office teants, but not all staff and faculty participated.

Library and Study Spaces

Library represents 8% of the overall campus assignable square footage. There is sufficient space in the library but it is lacking diversity of study spaces including open collaborative, making/creation spaces and group study rooms. Outside of the library, campus academix buildings are lacking informal study and student owned spaces.

Athletics and Special Use

While there is ample square footage available in the existing P Building, it is not serving the needs of either Athletics or Recreation programs, particularly given the strength of the Varsity sports programs and their contributions to student recruitment and success. Dedicated fitness spaces, additional locker room facilities, and practice areas are needed.

General Use and Support

Additional food service options would enrich campus life, consider a West campus location or in the library. Throughout the engagement process, the need for large scale gathering spaces for events was cited by many gorups at all levels.

Houses

A unique aspect of the NCC campus, the houses are planned for continued use as discrete office suites or as residences. For a complete listing of each building, its utilization, and deferred maintenance rating, see the Building Profiles Report under separate cover.

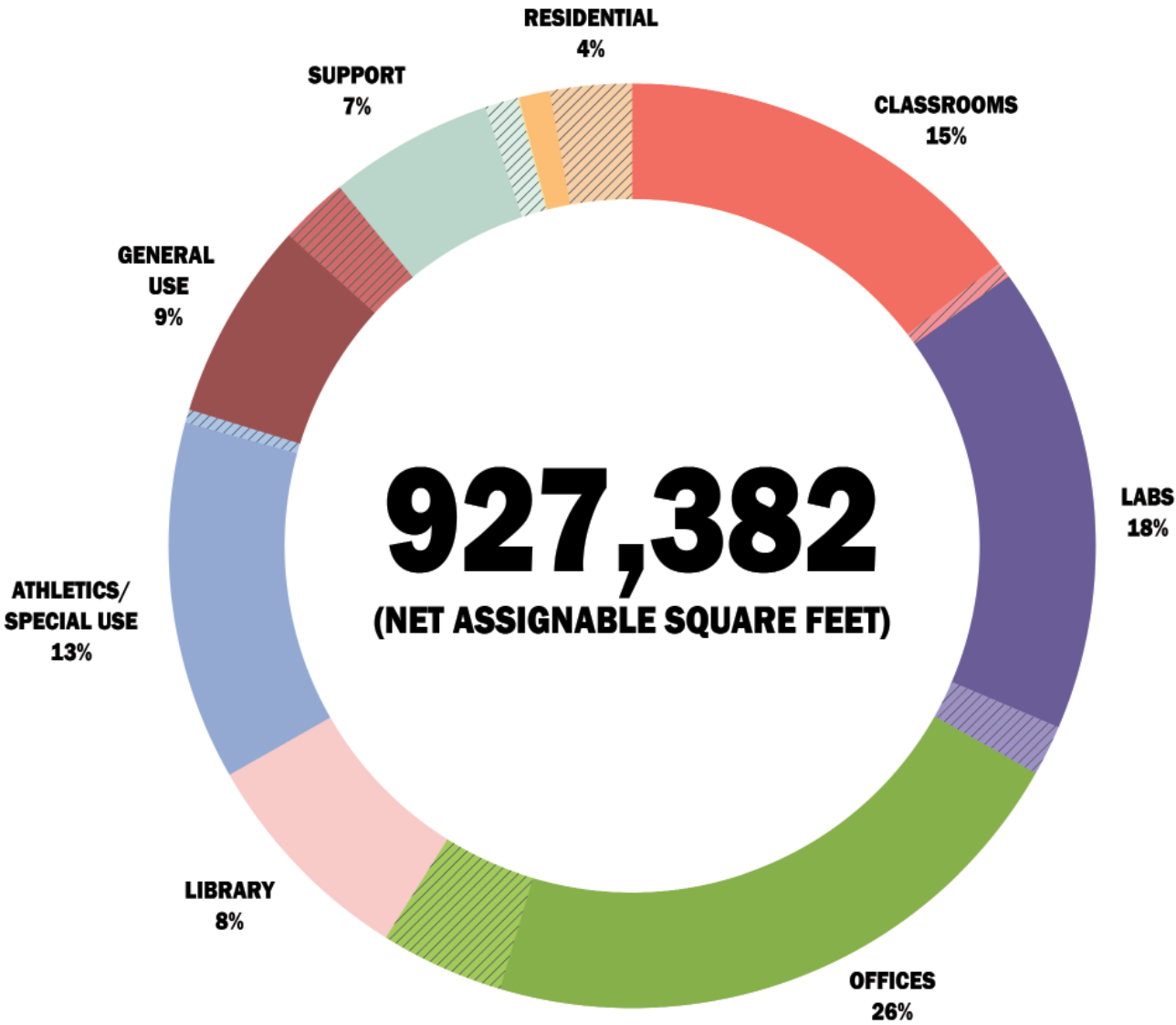


Fig. 2.8 - Total Campus Space - by Typology



Fig. 2.9 - Existing Campus plan identifying space type distribution by building

Building Conditions Summary

Facility condition assessment scope performed by the consultant team includes an overview-level assessment to understand a portfolio of physical assets current condition and long-term needs to support a master planning framework. Assessment to understand and benchmark the current state and forecast long-term cost and liabilities using the following metrics:

- Current replacement value (CRV)
- Year one needs
- Five-year combined needs
- Ten-year combined needs
- Facility condition index (FCI)
- Discipline condition index (DCI) for each asset (ie Building)
- Cost estimates for asset deficiencies
- Renewal/replacement needs at the major systems level, discipline level, and system levels
- Note that all cost estimates are based on building gross square footage, building typology and age

System analysis included the following:

- Structural and exterior architecture
- Interior architecture
- Mechanical systems
- Air conditioning and ventilation systems
- Electrical systems
- Plumbing systems
- Life safety/fire protection systems

Analysis resulted in the following measures:

- Deferred Maintenance Deficiencies (DMD) – The cost of building systems requiring or recommended for repair or replacement in the next ten years.
- Current Replacement Value (CRV) – The cost to replace a building in kind calculated based on the aggregate value of its systems.
- Facility Condition Index (FCI) – A national metric for rating the condition of buildings and facilitating benchmarking.

The Facility Condition Index (FCI) is a national scale used to assess building conditions. A score of 0.00 represents a brand-new building, while 1.00 indicates full replacement. According to FEMA, a score of 0.51 suggests it is time to consider divestment.

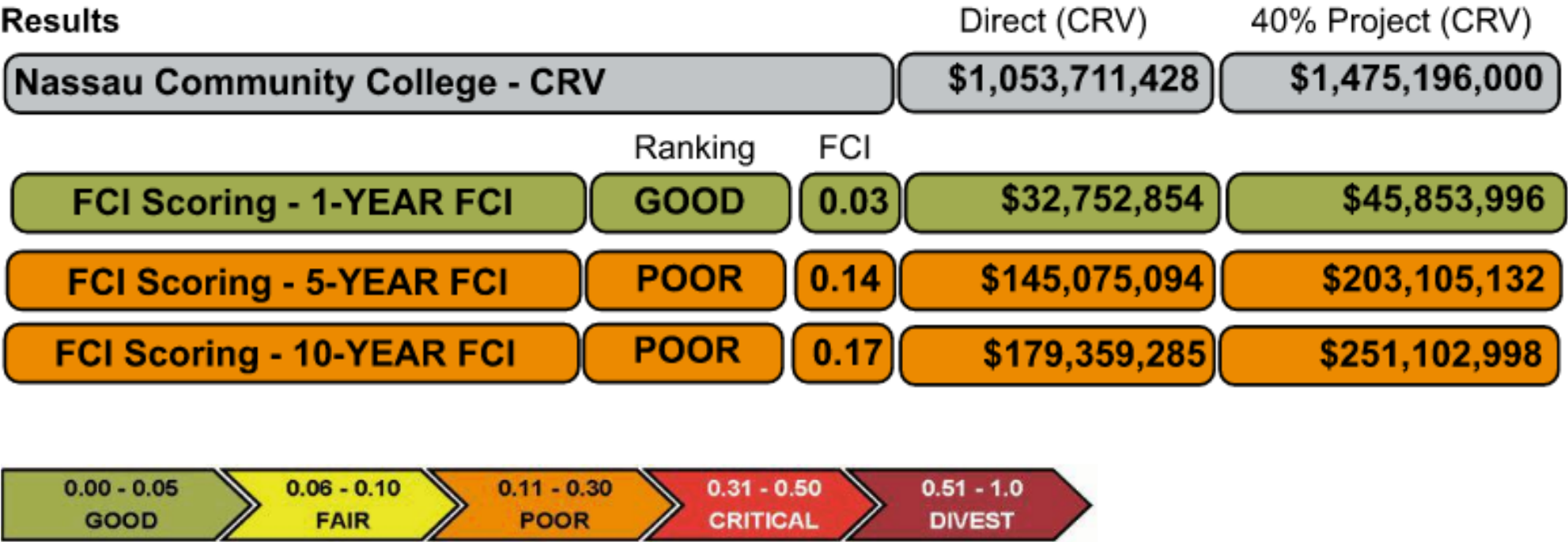


Fig. 2.10 - FCI Grading System

FCI Index	Building Name		
Good	Building Z		\$136,231
	Cluster C		\$549,707
	Life Sciences Building (LSB)		\$1,795,538
	Student Health Office (Bldg 28)		\$27,869
Fair	Bookstore		\$547,971
	Nassau Hall (M)		\$2,747,007
	North Hall (N)		\$2,656,294
	Public Safety HQ		\$219,278
	Y Bradley Hall		\$3,118,047
Poor	Building 111		\$63,621
	Cluster A		\$9,476,415
	Cluster B		\$12,449,605
	Cluster E		\$6,705,260
	Cluster F		\$21,101,755
	College Center Building (CCB)		\$6,918,199
	G Building		\$15,587,368
	Greenhouse (Daycare)		\$1,237,355
	H Building		\$1,906,001
	K Building		\$1,568,961
	Library		\$10,209,359
	Physical Education Building		\$28,086,405
	Physical Plant		\$5,613,566
	Q Building		\$1,137,014
	Residence 350		\$596,252
	Residence 351		\$601,148
	Residence 353		\$557,414
	Residence 357		\$527,995
	Residence 358		\$519,363
	Residence 359		\$549,574
	Residence 361		\$584,346
	Residence 363		\$296,870
	Residence 364		\$402,490
	Residence 365		\$562,522
	South Hall (S)		\$3,478,185
	Theater Building (W)		\$1,762,392
	Theater Workshop		\$105,646
	Tower Building and Student Services Center		\$13,219,610
	U Building		\$1,895,330
	V Building		\$4,163,852
Critical	Cluster D		\$10,918,558
	Media Building		\$352,138
	Residence 349		\$726,851
	Residence 352		\$641,452
	Residence 354		\$881,864
	Residence 355		\$746,783
	Residence 356		\$755,699
	Residence 362		\$654,125
Grand Total			\$179,359,285

Fig. 2.11 - 10 year capital maintenance needs

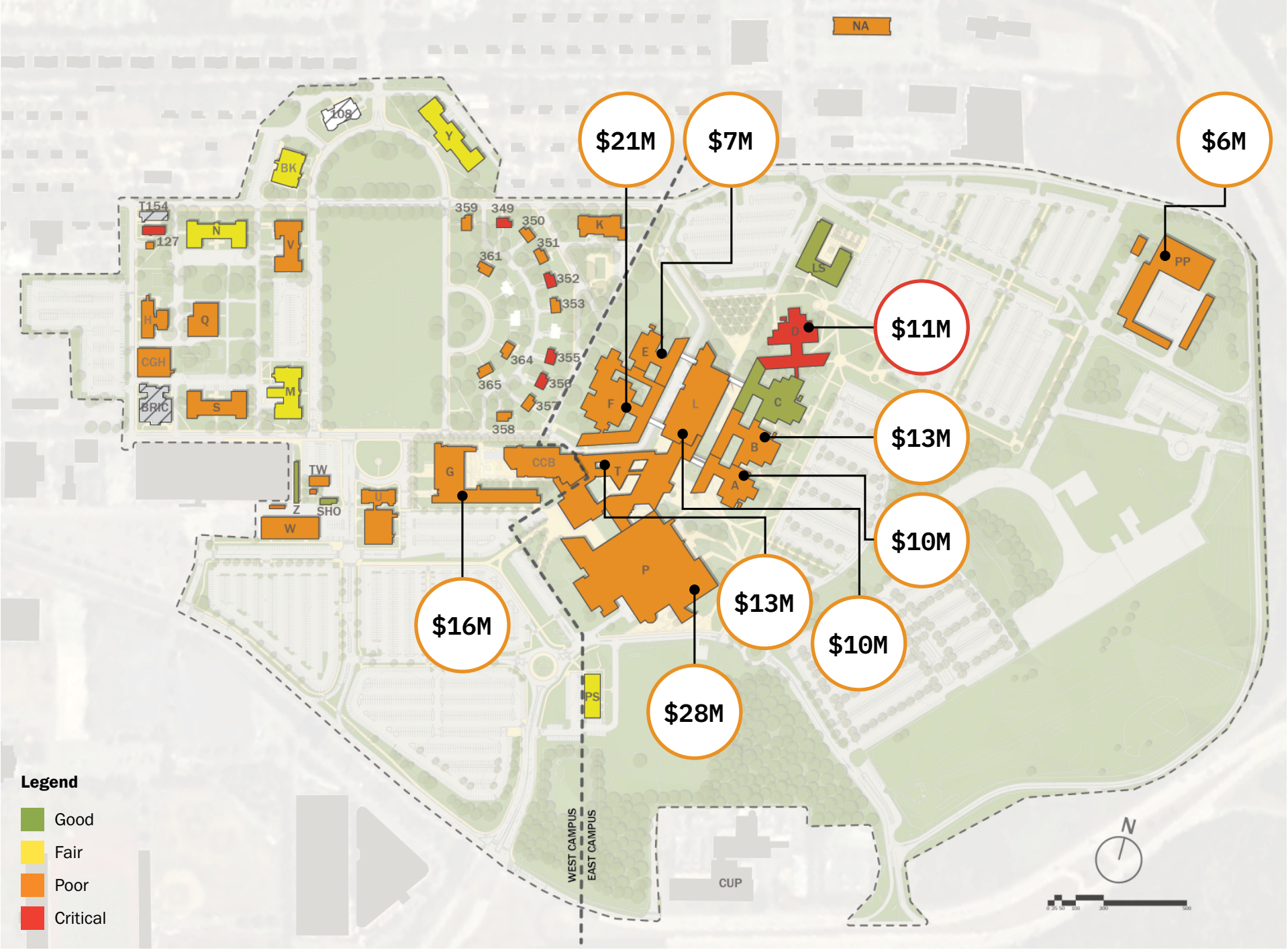


Fig 2.12 - Campus Plan reflecting FCI score

FUNDING NEEDS ALLOCATION				
PRIORITY 1 Year 1	PRIORITY 2 Year 2	PRIORITY 3 Years 3 - 5	PRIORITY 4 Years 6 -10	TOTAL
\$32,752,854	\$26,074,668	\$86,247,572	\$34,284,190	\$179,359,285

TOTAL FUNDING NEEDS BY PRIORITY AND PERCENT

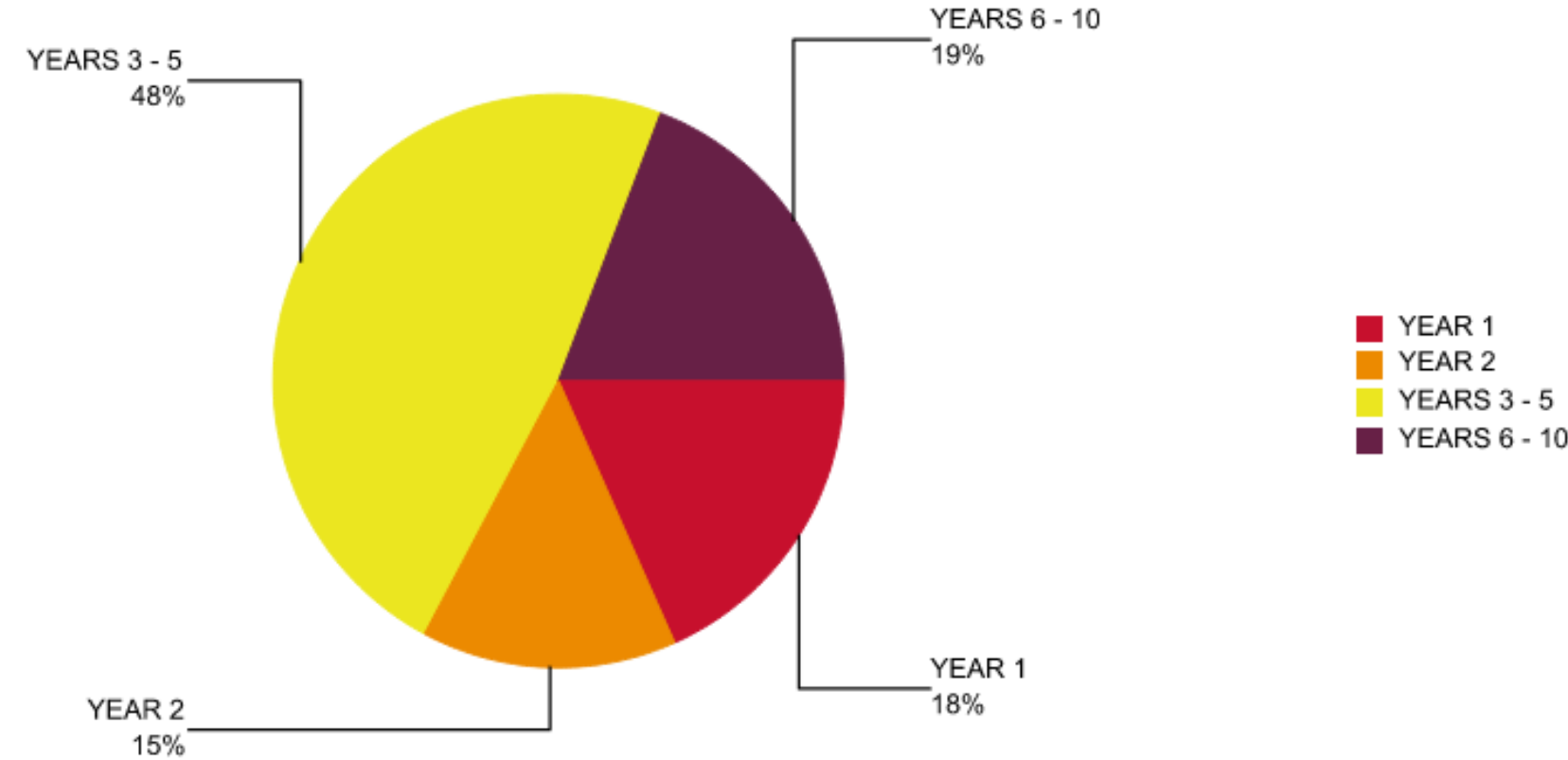


Fig. 2.13 - FCI funding needs and priority by year and percent

Overall, the NCC campus is in fair condition for year one and quickly trends to poor condition in years 5-10. The majority (over 50%) of needs are identified as priority one or critical items. This is unsurprising given the vintage of buildings on campus and the lack of consistent funding to support deferred maintenance in the last decade.

Overall, the campus has 8 buildings that are in critical condition and 30 buildings in poor condition. The cluster buildings are in particular need of attention. Apart from the recently renovated C Cluster, they are in poor or critical condition and have a significant 10-year projected deferred maintenance cost.

Distressed Buildings are ranked top of the list for both the highest FCI and highest needs. Cluster A, B, D, F and G account for 80% of Priority 1 and 2 costs. The distressed buildings list can be slightly expanded to include Cluster E, the Library, Tower, and the Physical Education Building. These buildings have significant needs while also continuing to serve as the core of academic activity on campus.

The total dollar value for 10-yr need for the entire campus is \$179 million. The total dollar value for top 10 most distressed buildings noted above is \$135 million, indicating there there is a significant amount of deferred maintenance upgrades in just 10 of the 47 buildings.

The total dollar value for 10-yr need for the entire campus is \$179 million. The total dollar value for top 10 most distressed buildings noted above is \$135 million, indicating there there is a significant amount of deferred maintenance upgrades in just 10 of the 47 buildings.

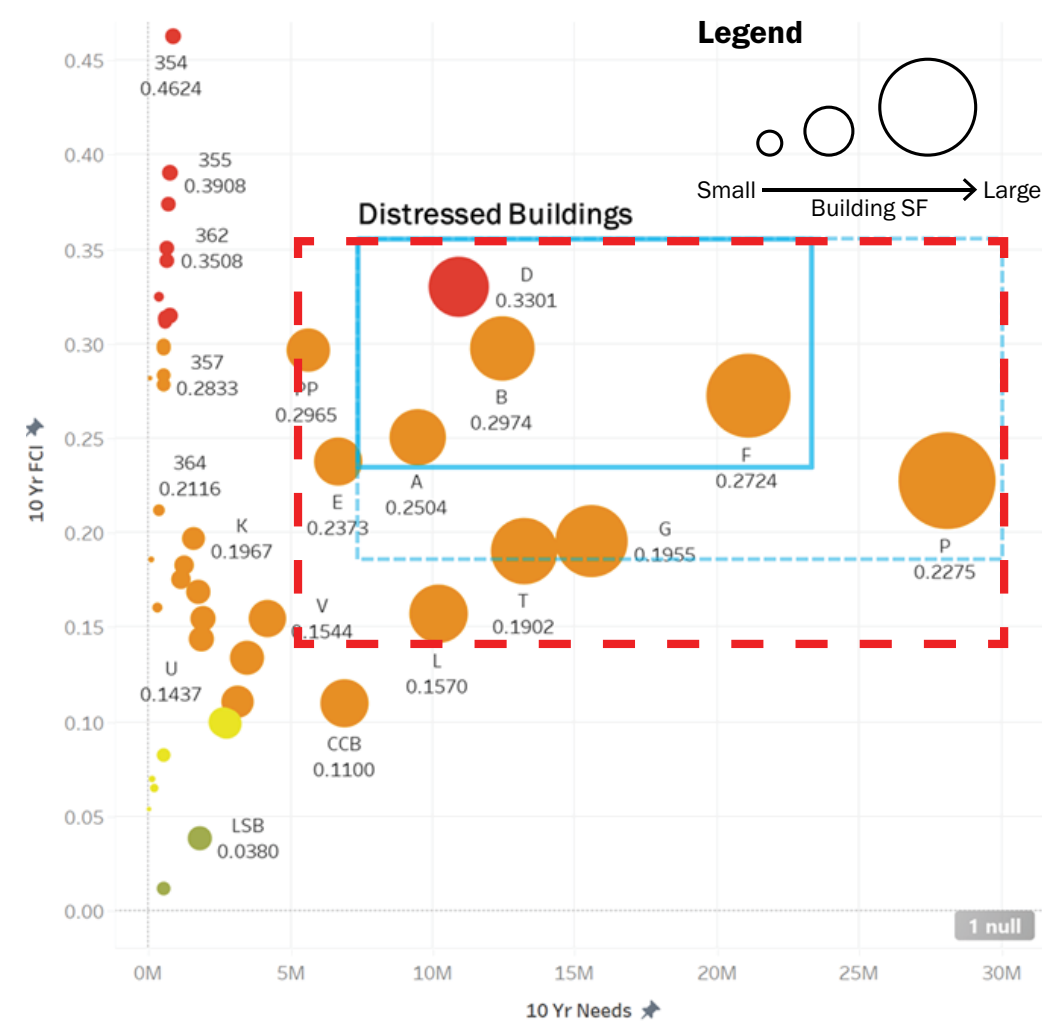


Fig. 2.14 - FCI distressed building by 10 year need and FCI grade

Distressed & Potentially Distressed Assets				
Building Name (Assessment Items - Full Export 1)	Priority 1 Currently Critical (1 Year)	Priority 2 Potentially Critical (2 Years)	Priority 3 Necessary/Not Yet Critical (3-5 Years)	Priority 4 Recommended (6-10 Years)
Building 111	• 340		• 38,242	• 25,039
Cluster A	• 28,032	■ 2,123,805	■ 6,765,750	■ 558,828
Cluster B	■ 5,162,001	■ 1,630,240	■ 5,025,072	■ 632,292
Cluster C	• 51,938	• 153,048	• 16,872	• 327,849
Cluster D	• 216,867	■ 4,228,869	■ 6,151,805	■ 321,016
Cluster E	■ 451,607	■ 829,911	■ 4,509,550	■ 914,191
Cluster F	11,494,869	787,927	6,605,740	2,213,219
G Building	5,336,150	66,836	6,322,898	3,861,484
H Building	• 225,208	• 183,286	■ 687,323	■ 810,184
K Building	• 7,195	• 264,437	■ 1,169,485	• 127,844
Life Sciences Building (LSB)		• 194,004		■ 1,516,612
Media Building	• 61,703	• 57,049	• 100,351	• 133,036
Nassau Hall (M)	• 152,241	• 256,856	■ 816,969	■ 1,520,941
North Hall (N)	• 99,878	• 358,841	■ 1,510,107	■ 687,467
Q Building	• 43,017	■ 451,477	• 268,184	■ 374,336
South Hall (S)	■ 622,465	• 165,597	■ 1,134,808	■ 1,555,315
Theater Building (W)	• 83,365	• 10,821	■ 1,190,569	■ 477,637
V Building	■ 943,824	■ 829,732	■ 1,218,680	■ 1,171,616
Y Bradley Hall	• 252,656	• 64,293	■ 1,442,072	■ 1,359,026
	OK 50K 100K	OK 50K 100K	OK 50K 100K	OK 50K 100K
	\$ 32.7 M	\$ 26 M	\$ 86 M	\$ 34 M

Academic Profile

Academic Program and Enrollment Trends

Nassau Community College offers a wide range of programs of study to cater to the diverse needs of its community. The college provides various degree and certificate programs, including:

- Associate in Arts (A.A.)
- Associate in Science (A.S.)
- Associate in Applied Science (A.A.S.)
- Associate in Occupational Studies (A.O.S.)
- Certificate Programs in various disciplines

Most degree-seeking students enroll in Liberal Arts degrees, with approximately 39% in the Humanities and Social Science (A.A.) degree and an additional 4% in the Mathematics and Science (A.S.) degree. These programs are designed to provide a strong foundation in general education, preparing students for transfer to four-year institutions or for immediate entry into the workforce.

At the time of this master plan, the College has not yet formalized degree consolidation or changes based on the recent departmental consolidation. Changes to degree programs are anticipated in the next 1-2 years and would have impacts on space use and utilization across campus. The consultant team was provided current enrollment trends only. Projections indicating any future growth or change on campus were not available and therefore not used to inform the space needs analysis.

This plan recommends that when changes to degree offerings do change, instructional space utilization and office space location is re-assessed to determine best and highest use of academic space on campus.



Programs of Study

Degrees offered and Fall Enrollment with Percentage Change from 2022. Degrees with over 100 students enrolled in bold to indicate most popular degree offerings.

<div>Liberal Arts and Sciences</div> <div><ul style="list-style-type: none">Humanities and Social Science (A.A.)Math and Science (A.S.), 460 (3.8%)Adolescence Education (Teacher Education Transfer) (A.A.), 73 (0.6%)Adolescence Education (Teacher Education Transfer) (A.S.), 19 (0.2%)Childhood Education (Teacher Education Transfer) (A.A.), 111 (0.9%)Childhood Education (Teacher Education Transfer) (A.S.), 16 (0.1%)Early Childhood Education (Teacher Education Transfer) (A.A.), 118 (1.0%)Early Childhood Education (Teacher Education Transfer) (A.S.), 9 (0.08%)Teaching Assistant (Cert.), 16 (0.1%)</div>	<div>Accounting and Business Administration</div> <div><ul style="list-style-type: none">Criminal Justice (A.S.), 512 (4.3%)Culinary Arts (A.O.S.), 64 (0.5%)Dietary Management (Cert.), 5 (0.04%)Emergency Management (A.S.), 20 (0.2%)Entrepreneurship (A.O.S.)Entrepreneurship (Cert.)E-Sports Marketing (A.A.S.)Fashion Design (A.A.S.), 84 (0.7%)Fire Science (A.S.), 31 (0.3%)Food and Nutrition (A.S.), 51 (0.4%)Food Service Administration, Restaurant Management (A.A.S.), 26 (0.2%)Food Service Technology (Cert.), 0 (0%)Hotel Technology Administration (A.A.S.), 18 (0.2%)Healthcare Administration (A.S.), 42 (0.4%)Health Information Technology (A.A.S.), 65 (0.5%)Healthcare Data Analytics (Cert.), 4 (0.03%)Interior Design (A.A.S.), 56 (0.5%)Interior Design (Cert.), 3 (0.03%)Medical Assistant (A.A.S.), 83 (0.7%)Medical Assistant (Cert), 23 (0.2%)Medical Coding and Reimbursement (Cert.)Marketing (A.S.), 127 (1.1%)Paralegal (A.A.S.), 66 (0.6%)Paralegal Studies (Cert.), 30 (0.3%)Sport Marketing (A.A.S.)Sport Marketing (A.S.), 95 (0.8%)</div>	<div>Allied Health Sciences</div> <div><ul style="list-style-type: none">Biology (A.S.), 201 (1.7%)Chemical Technology (A.A.S.), 2 (0.02%)Medical Laboratory Technician (A.A.S.), 24 (0.2%)Mortuary Science (A.A.S.), 69 (0.6%)Nursing (A.S.) Day, 301 (2.5%)Nursing (A.S.) Evening, 121 (1.0%)PT Assistant (A.A.S.), 55 (0.5%)Radiologic Technology (A.A.S.), 63 (0.5%)Radiologic Tech: Radiation Therapy Tech. (A.A.S.), 21 (0.2%)Respiratory Care (A.A.S.), 42 (0.4%)Surgical Technology (A.A.S.), 57 (0.5%)</div>	<div>Social and Behavioral Sciences</div> <div><ul style="list-style-type: none">Case Management (Cert.), 8 (0.07%)Disability Studies (A.A.), 74 (0.6%)Disability Studies (Cert.), 5 (0.04%)Community Service and Social Welfare (A.A.), 73 (0.6%)Health Studies (A.S.), 147 (1.2%)Physical Ed. Studies (A.S.), 122 (1.0%)</div>
<div>Accounting and Business Administration</div> <div><ul style="list-style-type: none">Admin Support (A.A.S.), 6 (0.05%)Admin Support (Cert.), 0 (0%)Legal (A.A.S.), 7 (0.06%)Legal (Cert.), 1 (0.1%)Medical (A.A.S.), 28 (0.2%)Medical (Cert.), 3 (0.03%)Accounting (A.S.), 295 (2.5%)Business Admin (Cert.), 34 (0.3%)Business Admin (A.S.), 811 (6.8%)Fashion Buying and Merchandise (A.A.S.), 56 (0.5%)Marketing (A.A.S.), 107 (0.9%)Retail Business Mgmt (A.A.S.), 34 (0.3%)</div>	<div>Art</div> <div><ul style="list-style-type: none">Acting (A.A.), 42 (0.4%)American Sign Language (A.A.), 22 (0.2%)Art (A.S.), 136 (1.1%)Art Studies (A.A.), 2 (0.02%)Communication Arts (A.A.), 72 (0.6%)Dance (A.A.), 5 (0.04%)Graphic Design (Cert.), 18 (0.2%)Graphic Design (A.A.S.), 142 (1.2%)Afro-American Studies (A.A.), 0 (0%)Media (A.A.), 71 (0.6%)Music (A.A.S.), 52 (0.4%)Photography (A.S.), 38 (0.3%)Photography (Cert.), 5 (0.04%)Studio Recording Tech (Cert.), 69 (0.6%)Technical Theatre (A.A.), 11 (0.1%)Website Design (Cert.), 5 (0.04%)</div>	<div>English</div> <div><ul style="list-style-type: none">Creative Writing (A.A.), 53 (0.4%)English (A.A.), 34 (0.3%)</div>	<div>Math/Computer Science/IT</div> <div><ul style="list-style-type: none">Cisco Certified Network Associate (Cert), 0 (0%)Civil Engineering Tech (A.A.S.), 71 (0.6%)Computer Repair Tech (A.A.S.), 37 (0.3%)Computer Science (A.S.), 160 (1.3%)Construction Mgmt (Cert.), 42 (0.4%)Cybersecurity (A.S.), 61 (0.5%)Cybersecurity (Cert.), 17 (0.1%)Electrical Engineering Tech (A.A.S.), 58 (0.5%)Engineering Science (A.S.), 75 (0.6%)Information Tech (A.A.S.), 131 (1.1%)Information Tech (Cert.), 4 (0.03%)Mathematics (A.S.), 6 (0.05%)Sustainable Design and Renewable Energy (Cert.), 1 (0.01%)</div>

Current Enrollment Trends

Excerpts from the NCC 2023-2028 Strategic Plan and College Fact Book

The Enrollment Plan included in the 2023-2028 Strategic plan “addresses the changing student enrollment patterns and the current and future employment and educational needs of NCC’s catchment region (i.e., Nassau County, Suffolk County and Queens County).” The report cites that “between Fall 2019 and 2023, Nassau Community College has seen a decline in enrollment.”

Term	Total Enrollment	Percent Change
Fall 2019	16,650	--
Fall 2020	13,864	–17%
Fall 2021	12,629	–9%
Fall 2022	11,996	–5%
Fall 2023	11,984	–.1%
5-year Percentage Change		–28%

Source: College Fact Book

Fig 2.15 - *Enrollment Table From the Nassau Community College 2023 - 2028 Strategic Plan

NCC remains almost evenly split between male and female students as well as full-time and part-time students. The student population continues to be diverse with 9% Asian, 20% Black of African American, 35% Hispanic/Latino, and 28% White students.

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Full-time, female	4,472 (26.9%)	3,710 (26.8%)	3,370 (26.7%)	3,216 (26.8%)	3,132 (26.1%)
Full-time, male	5,014 (30.1%)	3,884 (28.0%)	3,560 (28.2%)	3,495 (29.1%)	3,623 (30.2%)
Total	9,486 (57.0%)	7,594 (54.8%)	6,930 (54.9%)	6,711 (55.9%)	6,755 (56.3%)
Part-time, female	4,101 (24.6%)	3,682 (26.5%)	3,283 (26.0%)	3,051 (25.4%)	2,964 (24.7%)
Part-time, male	3,063 (18.4%)	2,588 (18.7%)	2,416 (19.1%)	2,234 (18.6%)	2,265 (19.0%)
Total	7,164 (43.0%)	6,270 (45.2%)	5,699 (45.1%)	5,285 (44.0%)	5,229 (43.7%)

Fig 2.15 - *Enrollment Trends by Gender and Time Status from NCC 2023-2028 Strategic Plan

In 2023, total enrollment for associate degrees was 10,516 students. This is 87.8% of the total enrollment. There were 303 students seeking certificates and 1,165 non-degree seeking students.

“Between academic year 2018-2019 and academic year 2022–2023, 26,081 students transferred to a four-year SUNY college with Farmingdale and Old Westbury being the top recipients of NCC transfer students.” Farmingdale and Old Westbury both encourage students who they do not accept information on attending NCC and utilizing a transfer pathway. These partnerships are important for the overall success of students in Nassau County.

Long Island high school students received widespread exemptions from coursework, testing, and regents exams following the COVID-19 pandemic. Even though high school graduation rates remained high, students enrolled at NCC are expected to need additional support in Reading, English, and Math to ensure preparedness for the rigors of college-level work.

NCC is directly addressing their current enrollment declines with the following areas of focus. This Facilities Master Plan has the opportunity to support all of these initiatives with the overarching goal of improvement of the built environment in support of student recruitment, retention, and success as well as optimization and flexibility of space use.

Enrollment Management Goals:

- Recruitment
 - **Honors Program¹**
 - **Expanding High School Partnerships¹**
 - **Expanding Collaborations with Four-Year Colleges¹**
 - Increasing International Student Enrollment
- Technology
- **County Business Relationships¹**
- Educational Opportunity Program
- Academic Advisement
- **Athletics¹**
- Financial Literacy
- Distance Education
- **Expanding Degree Offerings¹**
- **Micro-credentials¹**
- Marketing and Communications

1 Items that are bolded are directly addressed in specific proposed projects

Instructional Space Utilization

Instructional space utilization was assessed for two semesters (Fall 2023 and Fall 2024) in order to identify academic space needs, improve scheduling efficiency, and identify underutilized resources for classrooms and class labs.

Concurrent with this study, in the Fall of 2023, NCC announced the consolidation of their current 23 academic departments into 6 total. The registrar does not anticipate that this would have an impact on scheduling unless degrees were also consolidated or eliminated. When comparing 2023 and 2024 registrar data, little change was noted between the two data sets despite significant organizational change.

The registrar schedules between 8am and 5pm Monday through Thursday for daytime courses and 5pm and 9:30pm for evening courses. Fridays are scheduled between 8am and 3pm. Courses scheduled on Fridays between 5pm and 9:30pm are considered weekend courses. There is a club period from 11:30am-1pm on Tuesday and Thursday.

Weekly scheduled contact hours (WSCH) are the number of hours each week the institution is educating individual students. $WSCH = (\text{course duration} \times \text{total weekly sessions} \times \text{enrollment})$ In other words, a course that meets twice per week for an hour each session and has an enrollment of 24 students would have a WSCH of 48. There is a significant drop-off of contact hours occurring on Fridays and into the weekend. This is common for most institutions though community colleges generally see less of a drop off into the weekend. There are approximately 135,000 total weekly scheduled contact hours (WSCH) in the Fall of 2023 and Fall of 2024. Of the total 3,330 credits offered online or at an offsite location, more than half were synchronous courses versus asynchronous.

B Cluster and G Building have the most contact hours meaning they are the most utilized for instructional activity.. Departments largely schedule within a single building or two. G Building is the exception which has courses from all departments except Math and Allied Health Sciences.

Notably, there were a significant number of unscheduled classrooms and labs identified. 1 of every 3 classrooms are unscheduled. Nearly half of all class labs are unscheduled. This is a symptom of overall enrollment decline and an opportunity to address upgrades to the teaching environment in targeted spaces and then increase the utilization of those rooms to make them more widely available to multiple departments.

When room hour utilization was studied, the majority of classrooms were scheduled below target, indicating low utilization. Class labs performed better. Overall, there is sufficient classroom and lab space on campus. In fact, there is enough classroom capacity to deliver the entire course load within East campus alone. With renovations of academic buildings on East campus in the future, there is ability to swing academic space to adjacent buildings while buildings are taken offline for renovation. Renovation and upgrade efforts should focus on academic and student-centered spaces. Optimization of instructional space will improve efficiency and create a dynamic learning environment. By aligning best practices and flexible design solutions, classrooms, labs, and athletic spaces are not only fully utilized but also adaptable to evolving academic and community needs.

The assessment of new classrooms should employ a supply and demand model to determine their appropriate size and suitability for specific teaching methodologies.

Overall space utilization recommendations are the following:

General

- Conduct an annual comprehensive utilization study
- Conduct a space and scheduling optimization analysis
- Schedule rooms according to energy efficiency goals
- Use unscheduled classrooms as renovation swing space
- Implement a centralized scheduling system
- Encourage faculty to utilize flipped classroom models
- Add online courses to accomodate peak demand
- Consolidate evening and weekend courses for security

Classrooms

- Increase scheduling flexibility with furniture and technology
- Standardize classrooms to ensure a consistent experience
- Expand hybrid course offerings
- Right-size classroom spaces
- Increase variety of classroom sizes

Labs

- Adapt labs as flexible, multi-discipline spaces
- Establish lab-specific utilization metrics
- Incorporate virtual lab experiences

The following pages are excerpts from a more detailed Instructional Space Utilization Report. Findings from this report, including the classroom supply/demand analysis should be considered as either rooms are refreshed or renovation projects identified in this plan are undertaken. Flexibility, size, and ability to support discipline specific pedagogy are all critical components of evaluate future instructional spaces. Further, changes anticipated in degree offerings will also impact the supply/demand model. The Instructional Space Utilization analysis should be updated at that time with registrar data from that Fall.

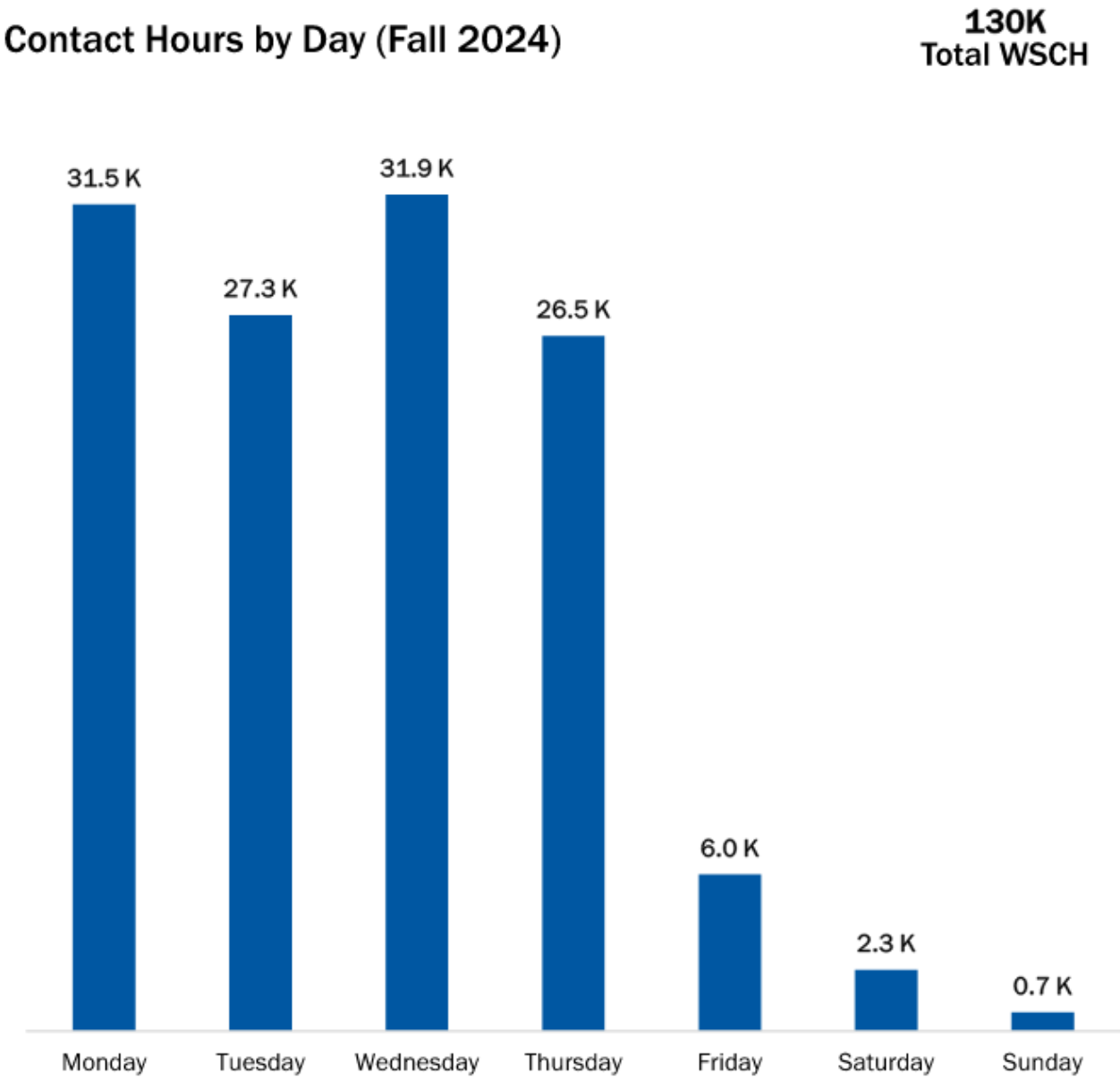


Fig. 2.16 - Weekly Scheduled Contact Hours by Day

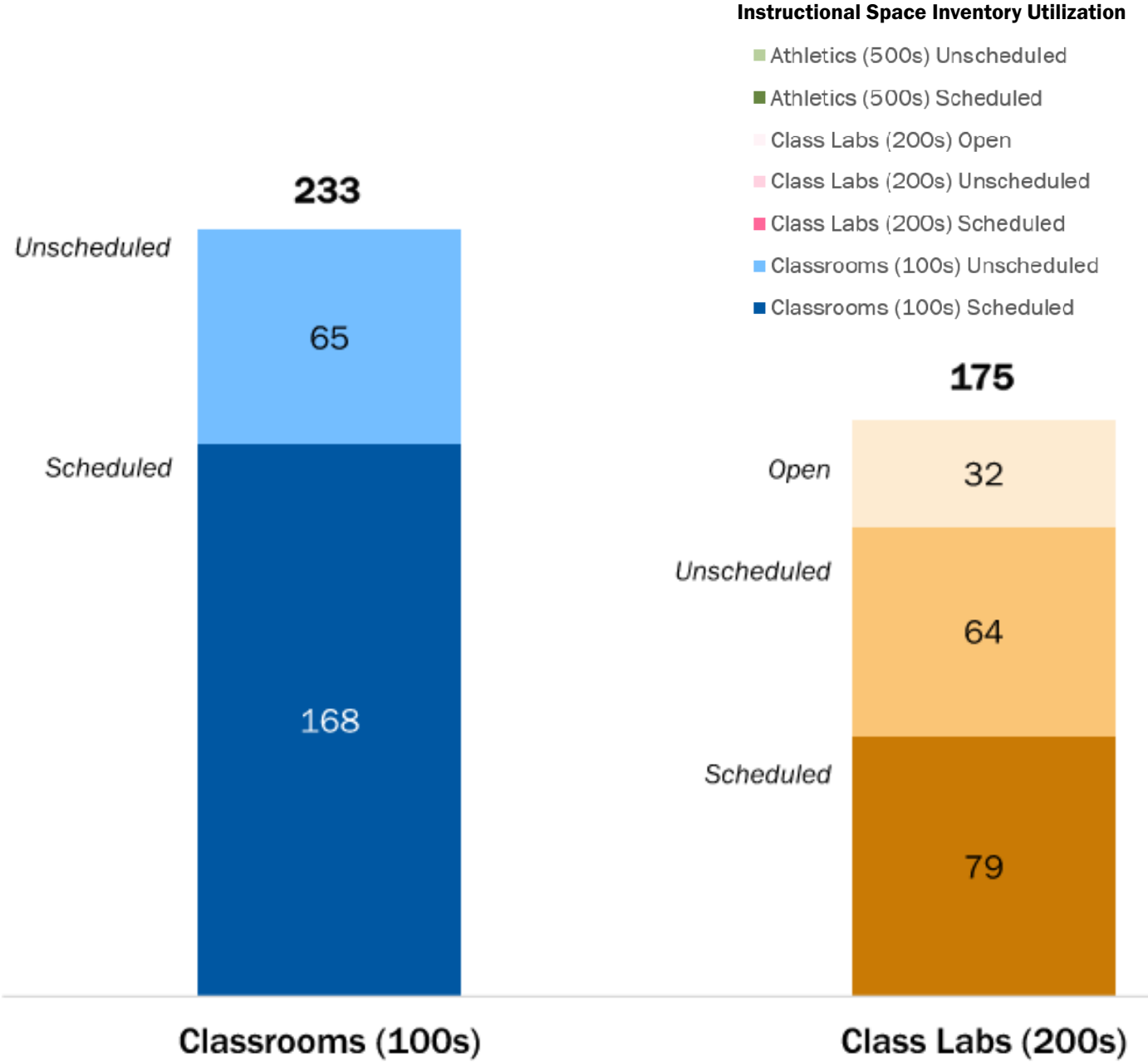


Fig. 2.17 - Quantity of Instruction Spaces by Type and Scheduling

WSCH by Previous Department

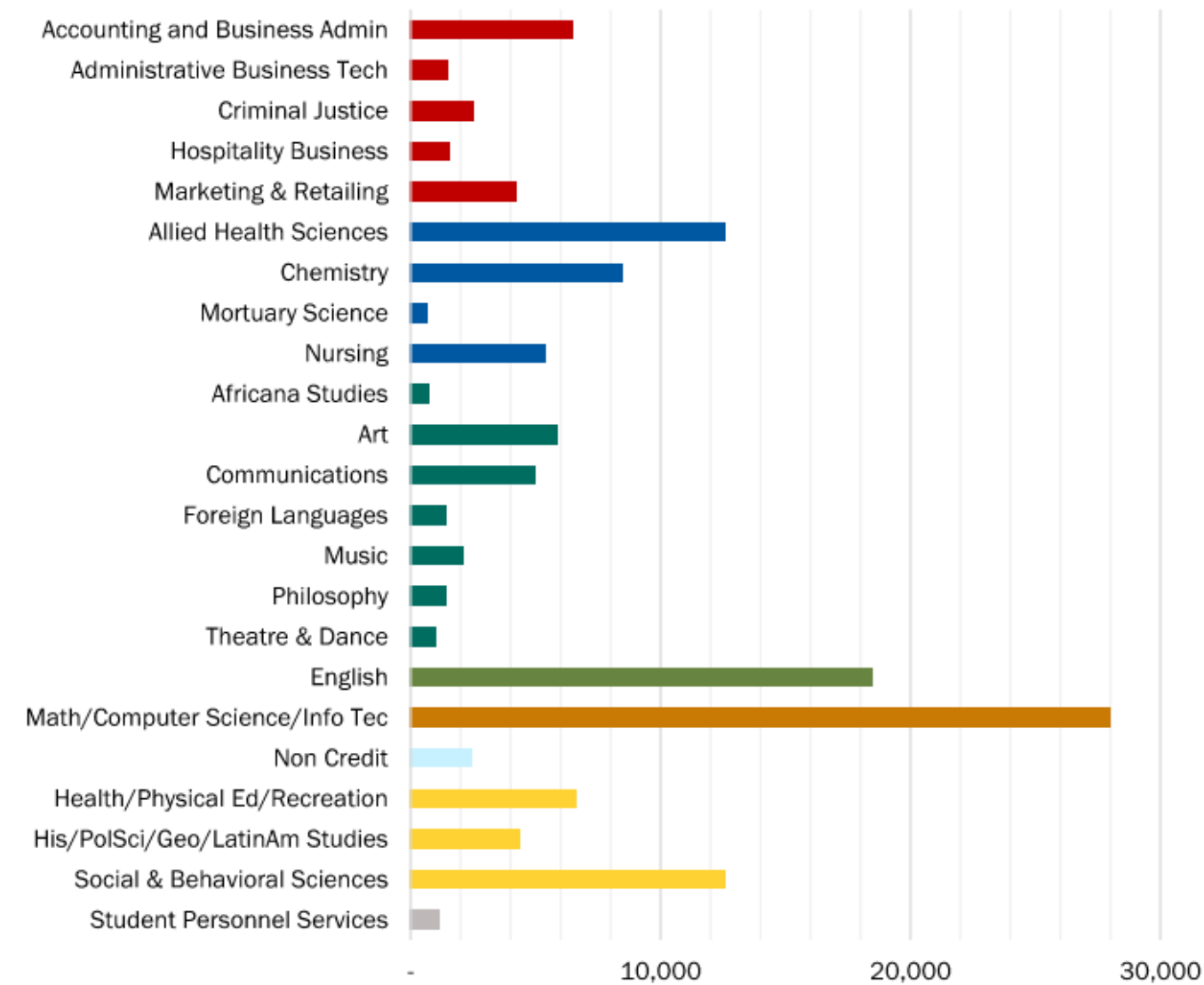


Fig. 2.18 - Pre-2023 Departmental Consolidation Weekly Scheduled Contact Hours

WSCH by New Department

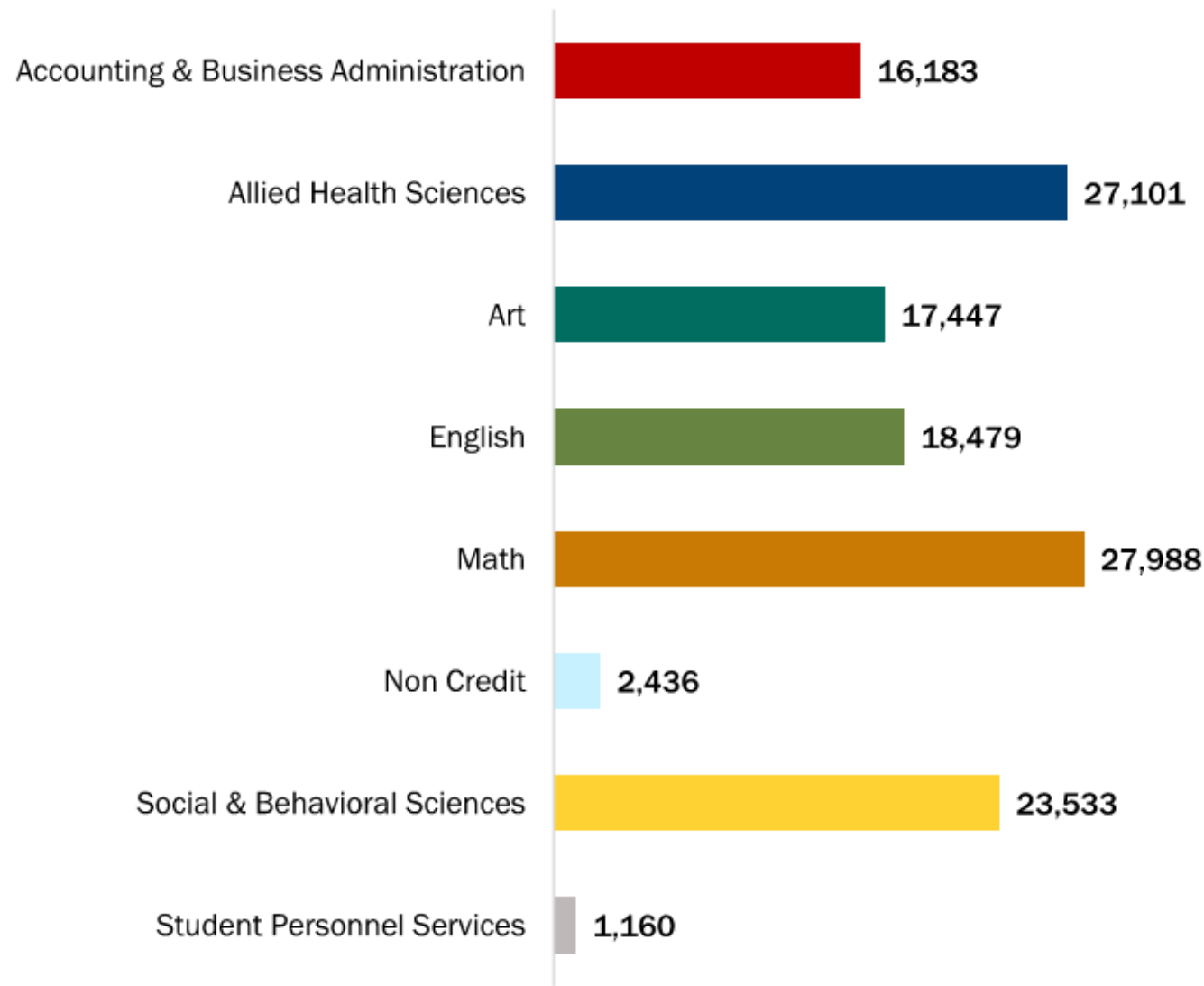


Fig. 2.19 - Post-2023 Departmental Consolidation Weekly Scheduled Contact Hours

WSCH by building and '24/'25 Department

~130k Total
WSCH

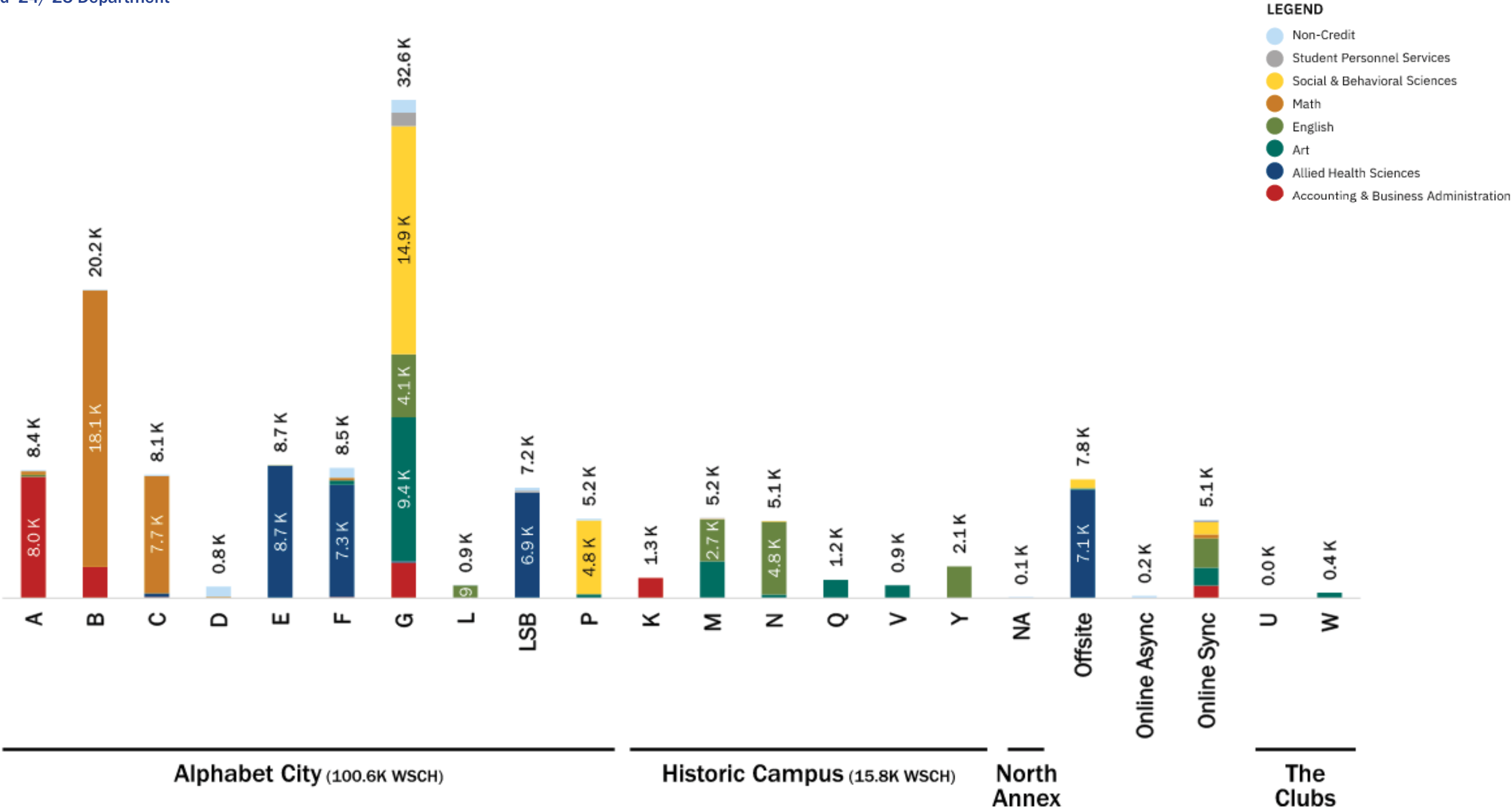


Fig. 2.20 - Weekly Scheduled Contact Hours by Building and Campus Location Ex: "A" is Cluster A, Located in Alphabet City which has 8.4k of the total WSCH

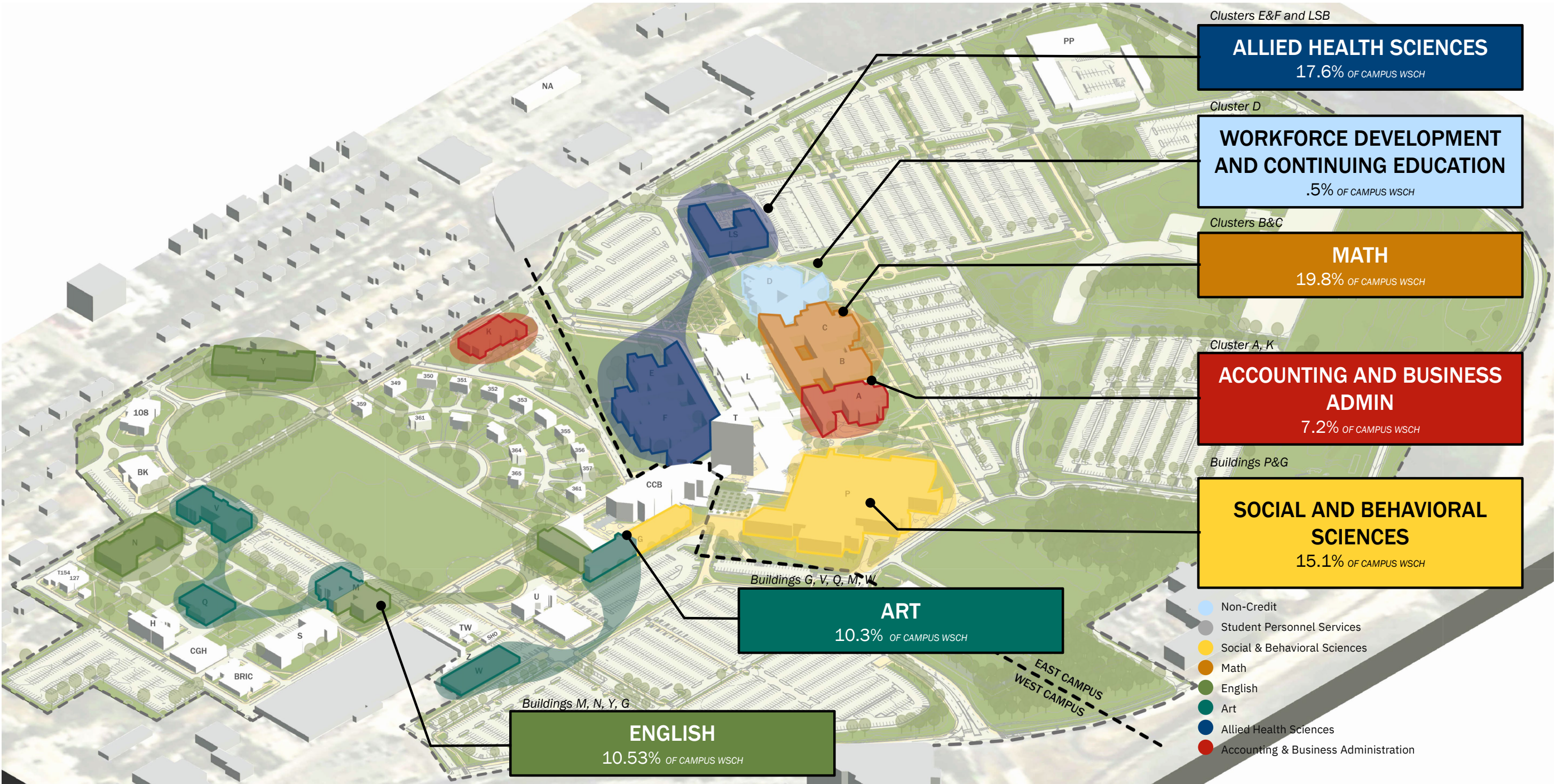


Fig. 2.21 - Majority of Weekly Scheduled Contact Hours (WSCH) per Department

Current Classroom Supply and Demand

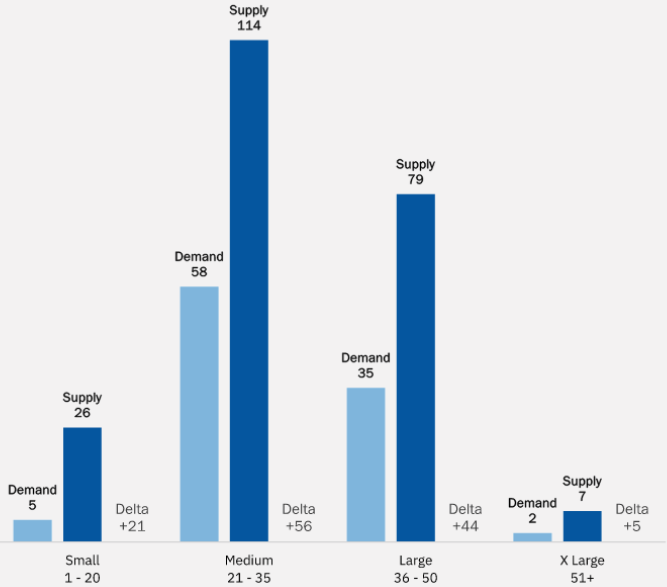


Fig. 2.22 - Classroom demand analysis (HEGIS 100's)

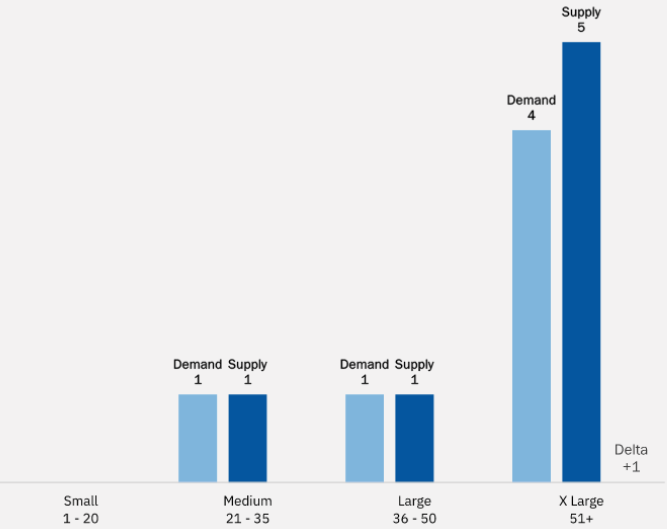


Fig. 2.23 - Lecture hall demand analysis (HEGIS 100's)

Current Class Lab Supply and Demand

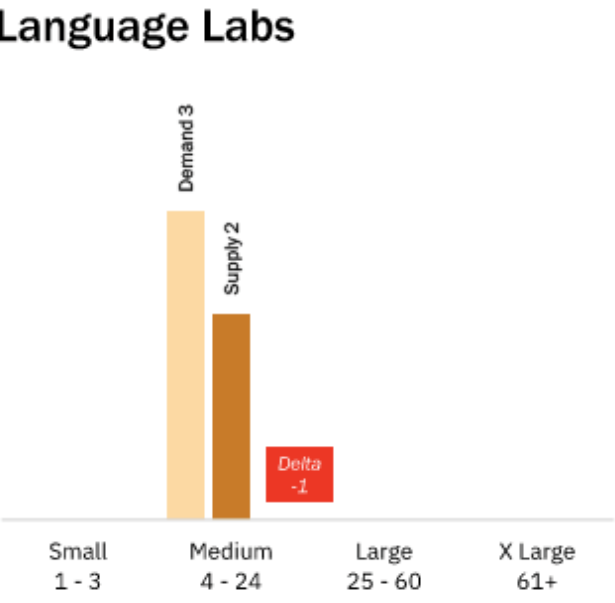
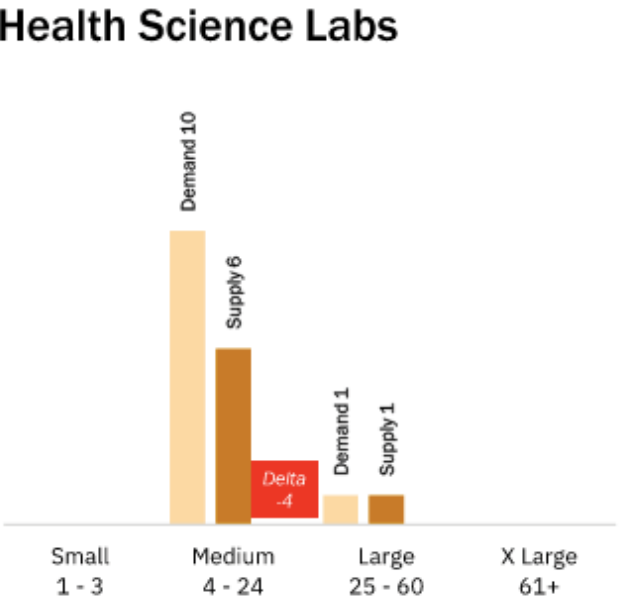
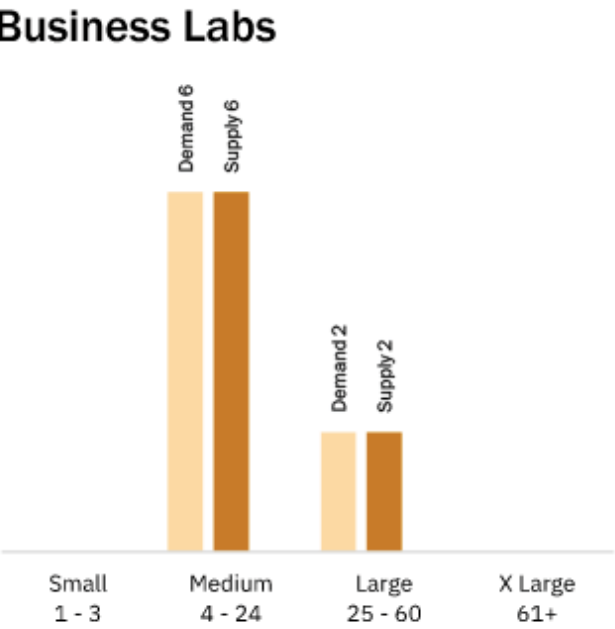
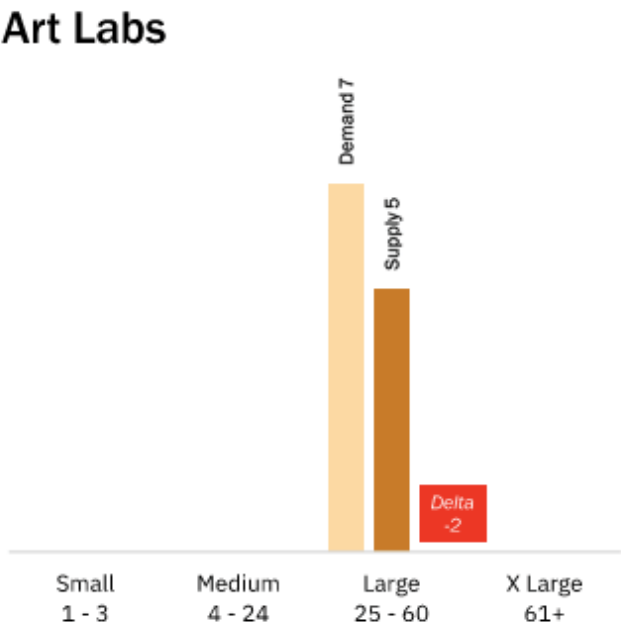
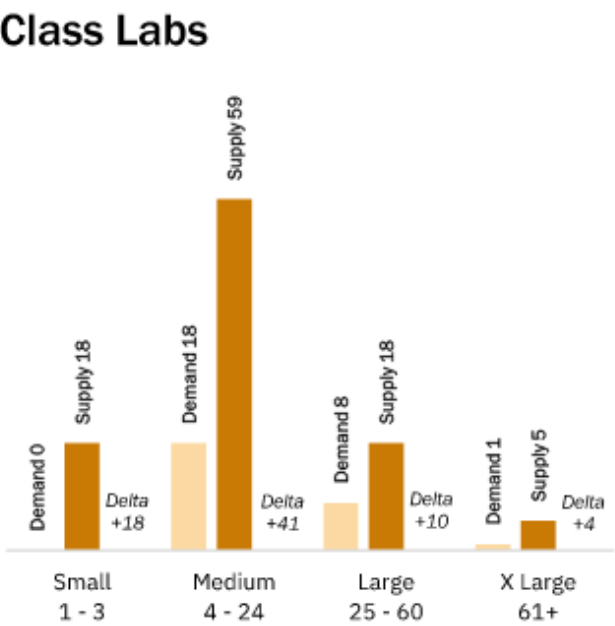
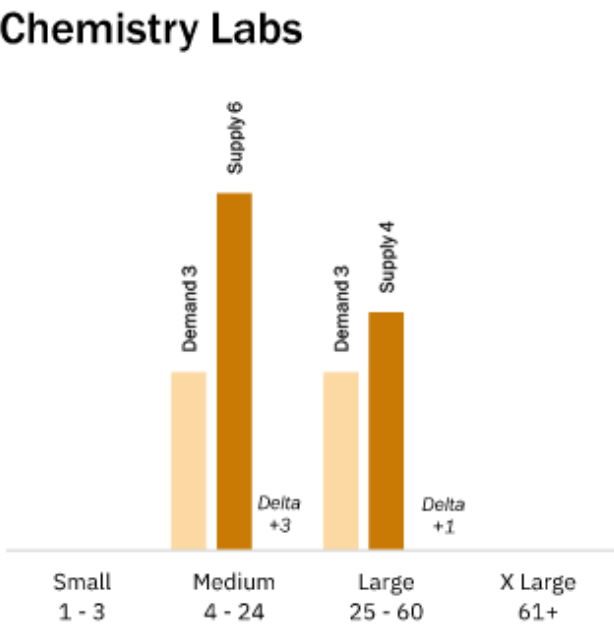
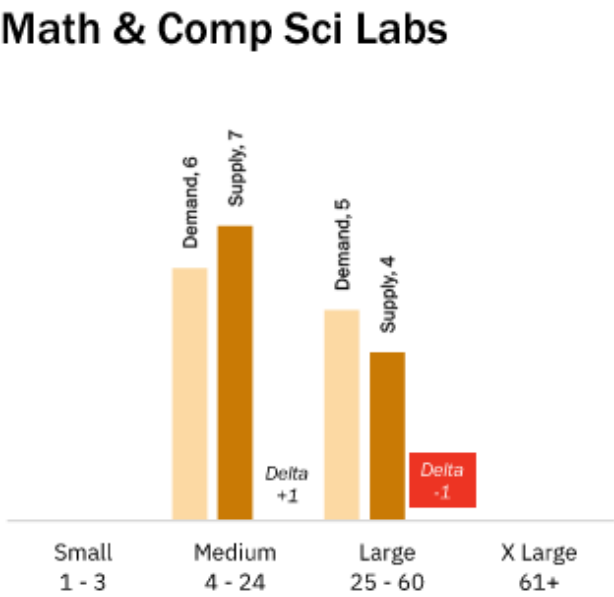


Fig. 2.24 - Surplus or deficit of class labs by type

Classroom and Class Lab Examples



NCC Cluster C Classroom 104



NCC Cluster C Classroom C310

Classroom Utilization Summary

Classrooms

2023 - 148 Rooms in Use



Classrooms

2024 - 165 Rooms in Use



Fig. 2.25 - Classrooms weekday room quantity - 2023 vs 2024

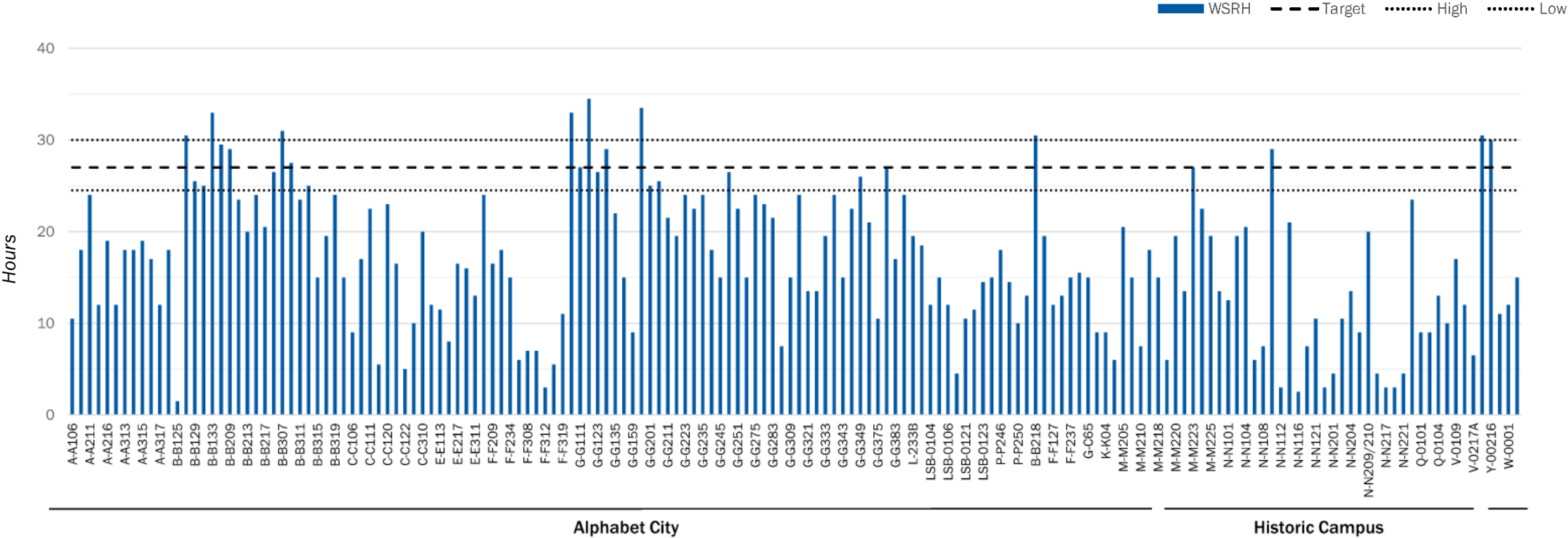
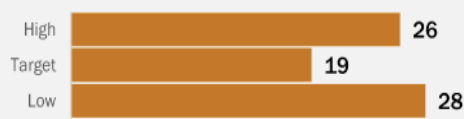


Fig. 2.26 - Total Room Hours per Week Compared to Target Utilization for Classrooms

Class Lab Utilization Summary

Class Labs

2023 - 73 Rooms in Use



Class Labs

2024 - 74 Rooms in Use

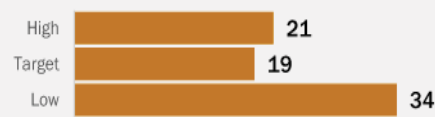
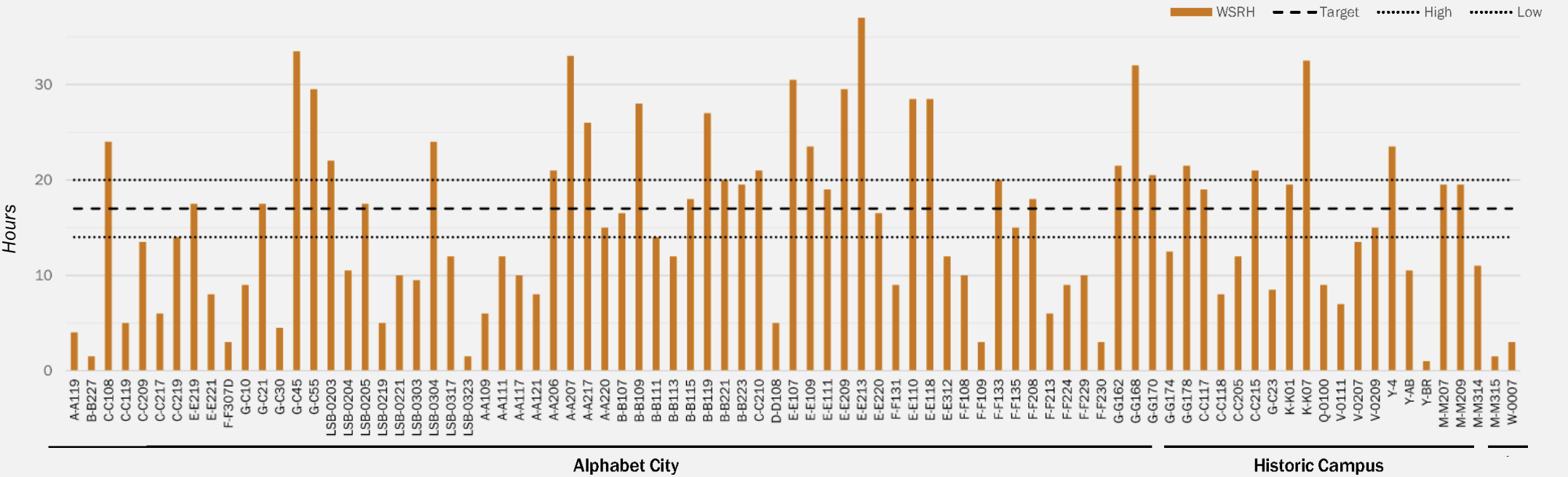


Fig. 2.27 - Class Labs weekday room quantity - 2023 vs 2024



Note: Unscheduled rooms omitted for clarity.

Fig. 2.28 - Total Room Hours per Week Compared to Target Utilization for Class Labs

Courses

In addition to traditional degree programs, Nassau Community College also offers non-traditional courses, including online courses, to accommodate the diverse needs of its student population.

The college currently offers multiple instructional modalities apart from traditional face-to-face to ensure students have options that best suit their needs and schedules. They are as follows:

- Asynchronous
- Synchronous
- Hybrid
- Blended
- Combined

Of the total 3,330 credits offered online or at an offsite location, more than half were synchronous courses versus asynchronous.

Online Courses (Excerpts from the NCC Strategic Plan)

The pandemic highlighted the importance of online learning, and NCC has responded by providing various instructional modes to meet student scheduling needs. This flexibility benefits students juggling multiple responsibilities, those facing geographical or physical barriers, and those seeking job growth or retraining. NCC’s participation in the National Council for State Authorization Reciprocity Agreements (NC-SARA) allows it to offer distance education across the U.S., expanding access and aligning with its mission to provide high-quality, flexible, and equitable educational opportunities. This approach also has the potential to increase enrollment through targeted outreach and communications.

In addition, Nassau Community College participates in the Open SUNY Initiative to enhance the availability of online courses internationally. Through the SUNY Collaborative Online International Learning (COIL) program, the International Education Committee supports faculty in establishing classroom collaborations with foreign universities and offers workshops on technology and distance education. This also facilitates the active recruitment of international students for on-campus enrollment.

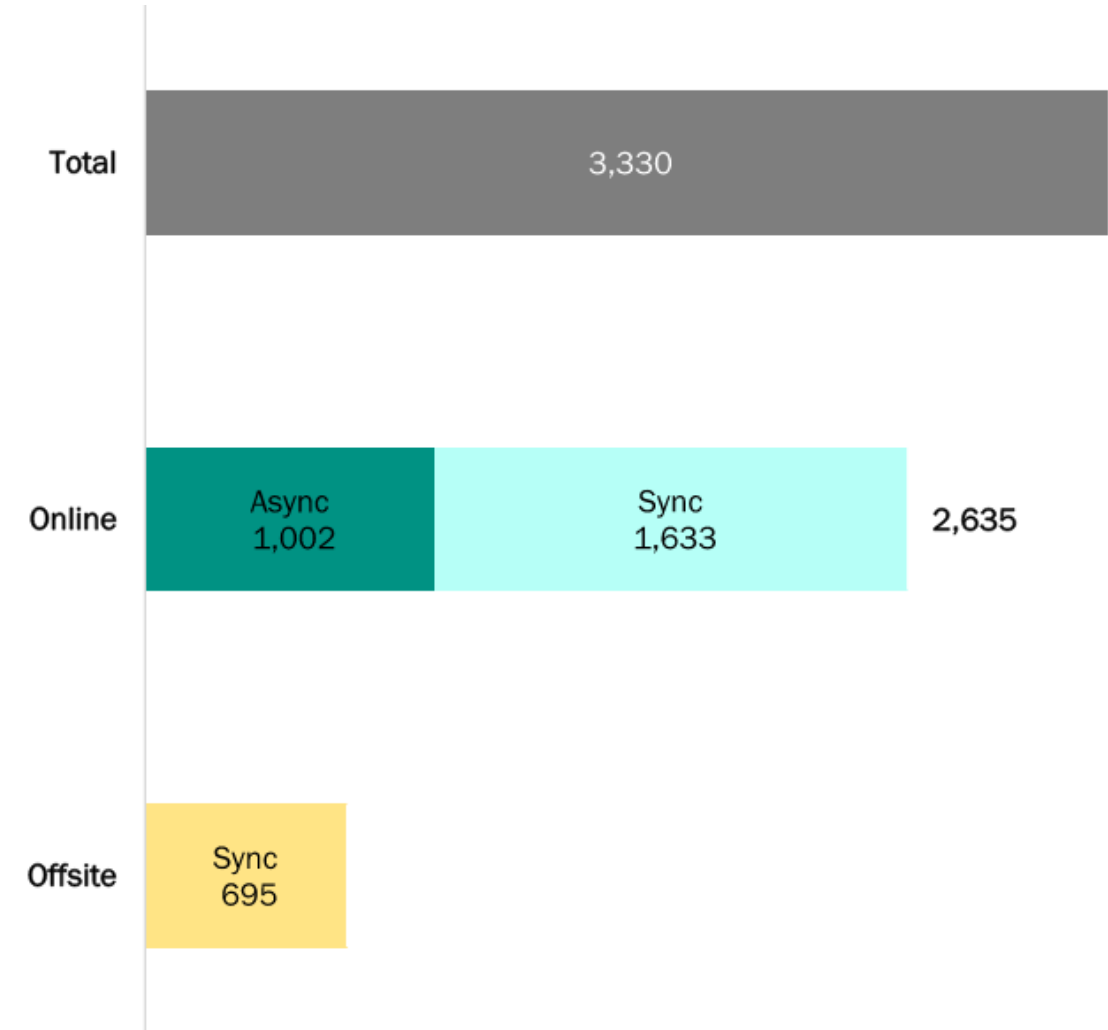


Fig. 2.29 - Online vs Offsite Credits

Transportation

Nassau Community College (NCC) is located in the Town of Hempstead in Nassau County, NY, bounded generally by Charles Lindbergh Blvd. to the South and West, Wheeler Avenue to the North, and the Meadowbrook Parkway to the East. Students and staff typically travel to/from the campus by either auto or public bus. The campus provides approximately 6,578 parking spaces on-site, including 4,845 parking spaces for students and visitors and 1,733 parking spaces for staff. The campus is served by four Nassau Inter-County Express (NICE) bus routes: the N16, N16x, N35, and N43. The N16, N16x and N43 routes have stops within the campus while the N35 route has off-campus stops within walking distance.

A site visit was conducted on December 9, 2024, to observe traffic and pedestrian conditions, general vehicle and pedestrian circulation patterns, and the overall parking utilization of the campus. This technical memorandum summarizes the findings of the existing conditions evaluation and site observations of the NCC campus and preliminary recommendations for the future NCC development.

Parking Assessment

NCC provides designated on-site parking for various user groups. Lot designations are generally: students and visitors, visitors only, or staff. There are additional on-site parking lots that are not designated for NCC operations and have been excluded from this memorandum. Parking lot locations and user group designation were obtained from the NCC Campus Map – Revised 6/15/2023 and verified via field observations.

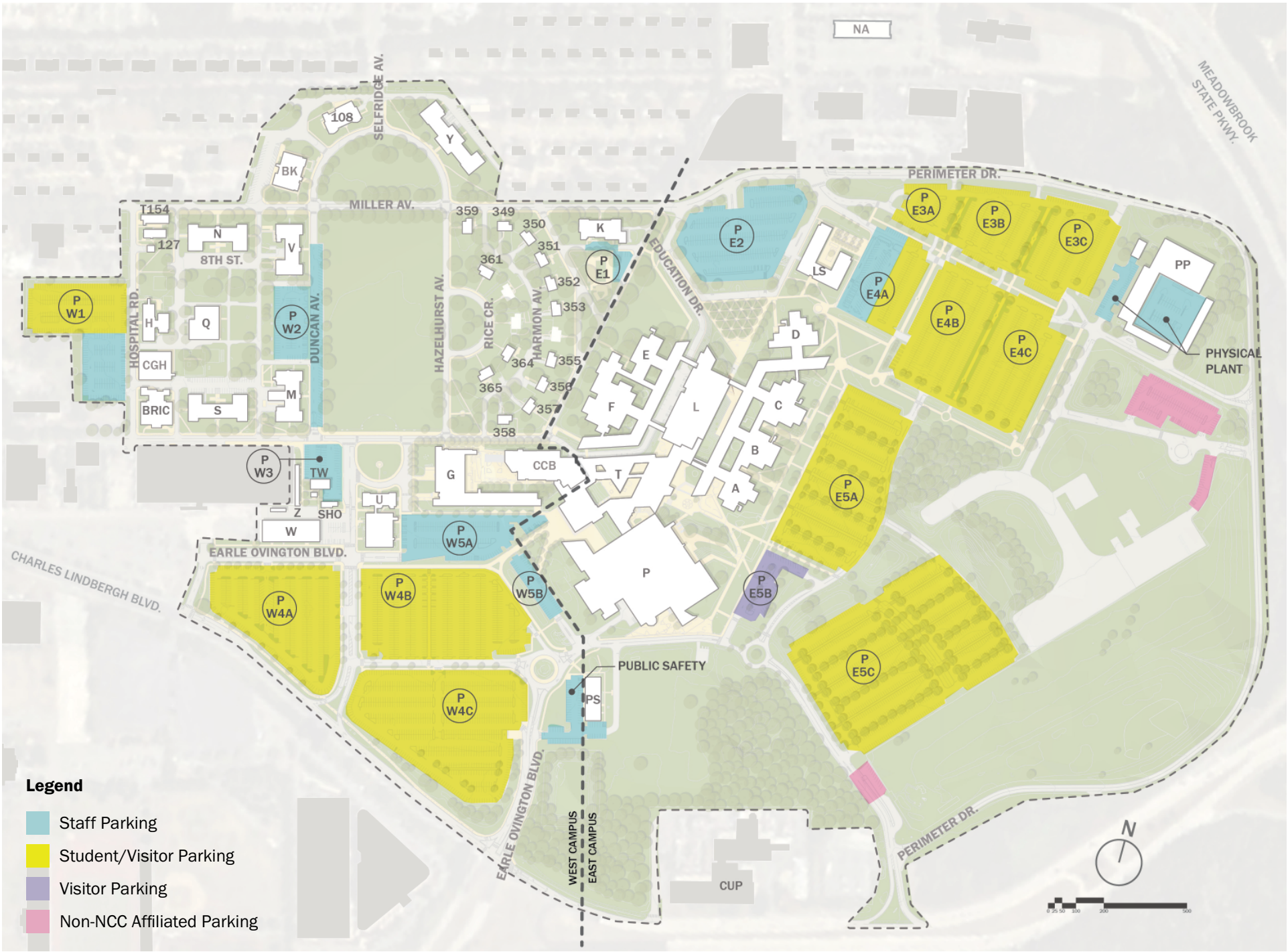


Fig. 2.30 - NCC On-Site Parking Locations

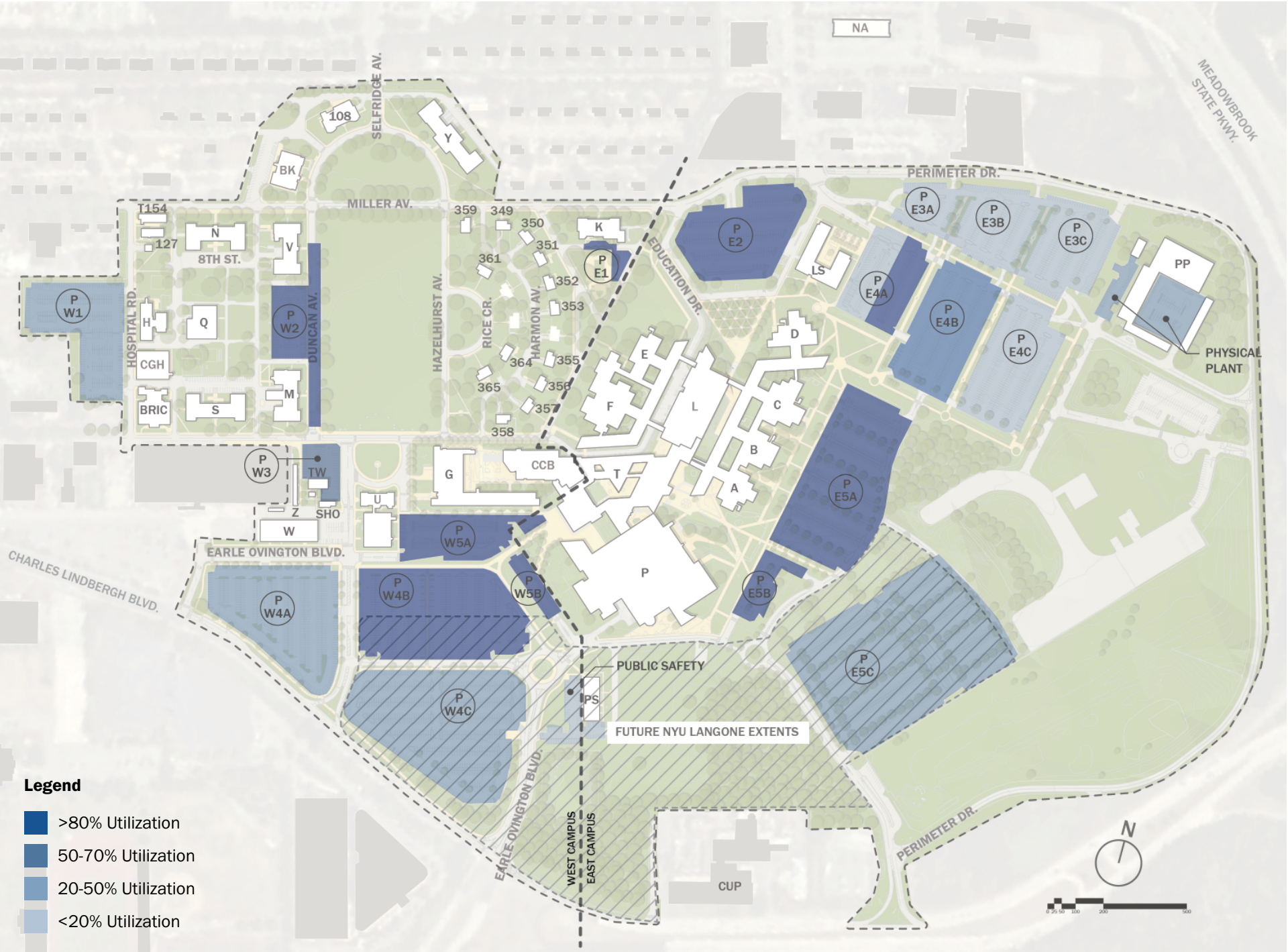


Fig. 2.31 - Parking Utilization Heat Map

Current Parking Utilization

Parking utilization of the campus was estimated using existing site plans (provided by the project team), satellite imagery, and on-site observations. The existing parking capacity was counted to total approximately 6,578 parking spaces, with an observed utilization rate of about 40% during a typical weekday morning.

Current Parking Utilization

Based on the observations, the following parking lots were the most heavily used, with over 80% occupancy: West 2, West 4B, West 5A, West 5B, East 1, East 2, East 4A (student and visitor lot), East 5A, and East 5B. These lots are also the closest to the academic buildings near the center of campus, which aligns with the location of the most active academic classrooms.

Other lots were less utilized, and parked vehicles were concentrated in areas closest to academic buildings and pedestrian walkways. It was also noted that parking lot East 3B was closed off, and parking lot East 4C was only open to tractor-trailers.

A formal, detailed parking survey is recommended to obtain additional parking information.

- Notes:
- 1. Parking lots and assigned user groups obtained from Nassau Community College Campus Map (dated: 6/15/23).
 - 2. Capacity was estimated via review of satellite imagery.
 - 3. Utilization percentages estimated from site observations conducted on 12/09/2024.
 - 4. Calculated from the capacity and utilization estimates.
 - 5. Parking lot was closed during site observations conducted on 12/09/2024.
 - 6. Parking lot was only utilized by tractor trailer trucks during site observations conducted on 12/09/2024

Parking Lot ¹	User Group ¹	Estimated Capacity ²	Estimated Utilization ³	Estimated Occupied Spaces ⁴
West 1	Student and Visitor	224	20%	45
West 1	Staff	117	20%	23
West 2	Staff	158	75%	119
West 3	Staff	56	50%	28
West 4A	Student and Visitor	543	10%	54
West 4B	Student and Visitor	581	95%	552
West 4C	Student and Visitor	720	20%	144
West 5A	Staff	168	100%	168
West 5B	Staff	56	100%	56
East 1	Staff	12	100%	12
East 2	Staff	299	80%	239
East 3A	Student and Visitor	87	10%	9
East 3B ⁵	Student and Visitor	212	0%	0
East 3C	Student and Visitor	273	5%	14
East 4A	Student and Visitor	85	100%	85
East 4A	Staff	106	20%	21
East 4B	Student and Visitor	375	50%	188
East 4C ⁶	Student and Visitor	365	0%	0
East 5A	Student and Visitor	478	100%	478
East 5B	Visitor	39	100%	39
East 5C	Student and Visitor	863	30%	259
Public Safety	Staff	68	10%	7
Physical Plant	Staff	83	50%	42
Total		5,968	43%	2,580
Student and Visitor Parking Total		4,845	39%	1,866
Staff Total		1,123	64%	715

Fig. 2.32 - Existing On-Site Parking Utilization Table

Parking Affected by the Future Development Site

According to information from the project team, NCC plans to lease a portion of the campus, including several parking lots. As a result, NCC would no longer have access to this portion of the campus. Based on the extents of the future development site, NCC would be relinquishing student and visitor lots West 4C and East 5C, about half of student and visitor lot West 4B, and the Public Safety lot. This would result in an estimated total loss of approximately 1,955 parking spaces.

It is assumed that vehicles currently parked in these lots would be relocated to other nearby lots with available spaces. Consequently, the estimated future campus parking utilization would increase to approximately 57%.

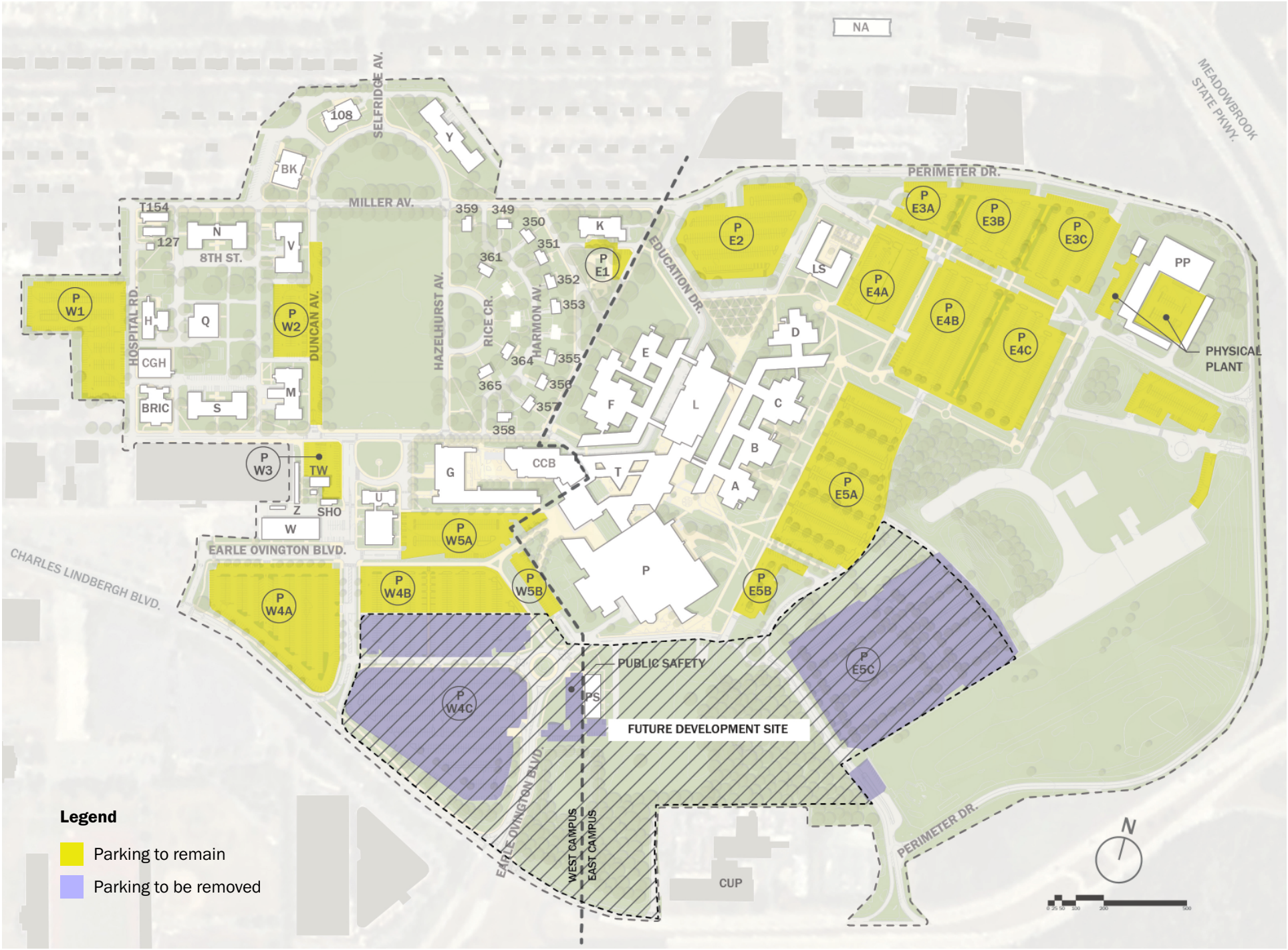


Fig. 2.33 - Parking affected by the future development site

Campus Access, Mobility, and Circulation

Per the Master Plan Update 2013-2023, the most popular campus access points by share of entering traffic are: Earle Ovington Boulevard (42%), Endo Boulevard (25%), Charles Lindbergh Boulevard-Perimeter Road (20%), Selfridge Avenue (7%), and Davis Avenue (6%). Site observations for this plan generally align with these estimates, noting a higher density of vehicles arriving on campus from the primary southern access points (Earle Ovington Boulevard, Charles Lindbergh Boulevard-Perimeter Road, and Library Drive) compared to the primary northern access point (Endo Boulevard). However, the Davis Avenue access point on the west appeared to be more utilized than the Selfridge Avenue access point on the northwest.

The popularity of these access points is logical as they provide the most direct routes to the designated student parking lots and drop-off/pick-up (layby) areas.

With the anticipated opening of the future development site on the south side of campus, it is expected that the Earle Ovington Boulevard access point and the segment of Perimeter Road heading northwest into the center of campus will be closed to NCC users, necessitating a shift to other access points. Whether the Charles Lindbergh Boulevard-Perimeter Road access point can remain open to NCC users and accommodate rerouted traffic will depend on whether the current restriction on general traffic traveling counter-clockwise around the east side of the campus along Perimeter Road can be lifted.

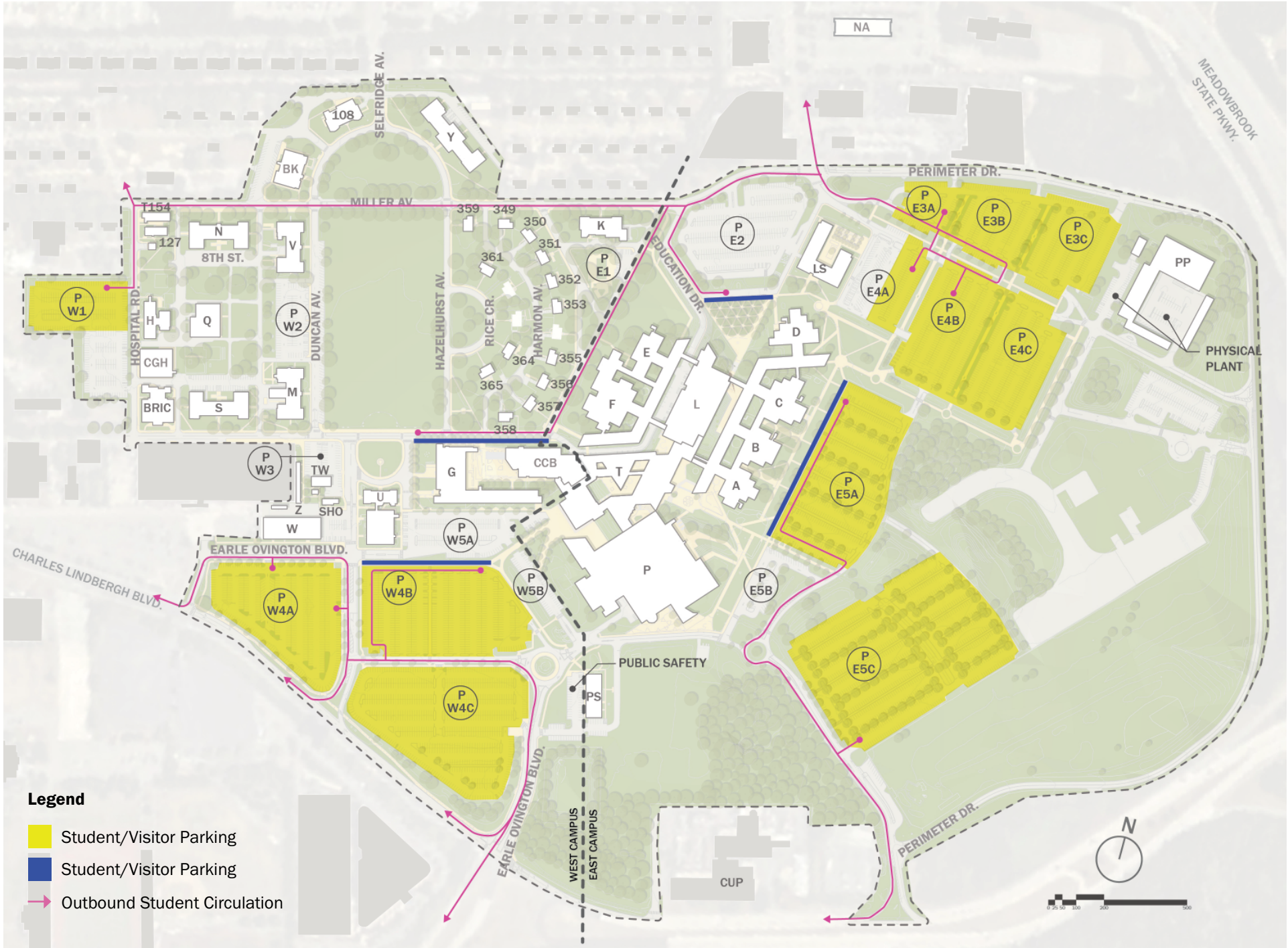


Fig. 2.34 - Inbound and outbound student circulation

Buses

Nassau Inter-County Express (NICE) operates two services with stops on campus: NICE Bus and NICE Able-Ride. NICE Bus is a traditional fixed route bus service while NICE Able-Ride is an on- demand, shared-ride, door-to-door or curb-to-curb paratransit bus service with designated stopping points around campus.

NICE Bus has three routes with stops on campus: the N16, N16x, and N43. The N16 bus route operates between NCC and Rockville Centre with approximately 30-minute headways. The N16x bus route runs between NCC and the Hempstead Transit Center at limited times only, with approximately 45-minute headways.

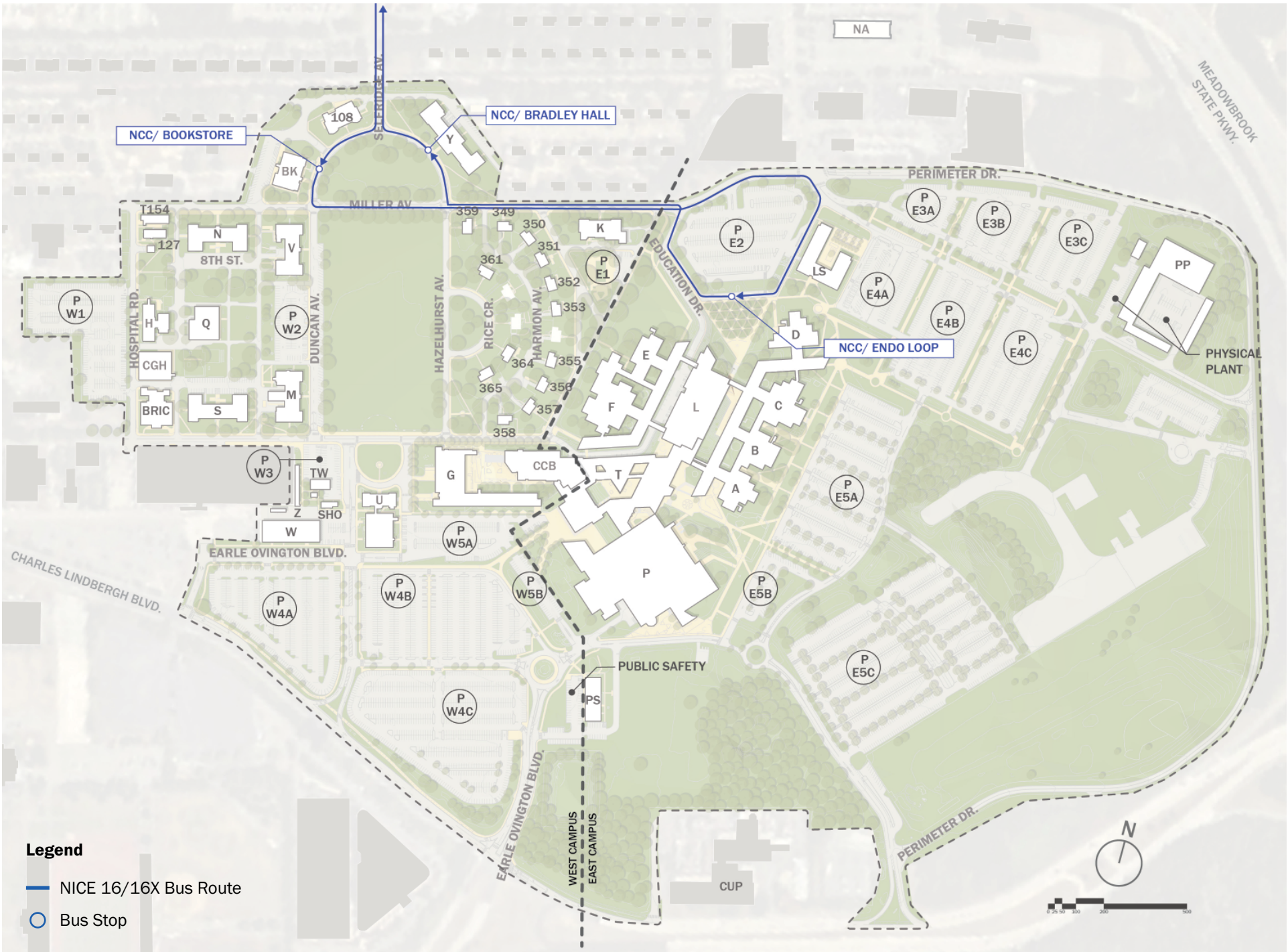


Fig. 2.35 - NICE N16 Bus Circulation

Buses

The N43 bus route operates between Roosevelt Field and Freeport with approximately 30-minute headways. Nice Bus route N16x generally follows the N43 routing through the western part of campus.

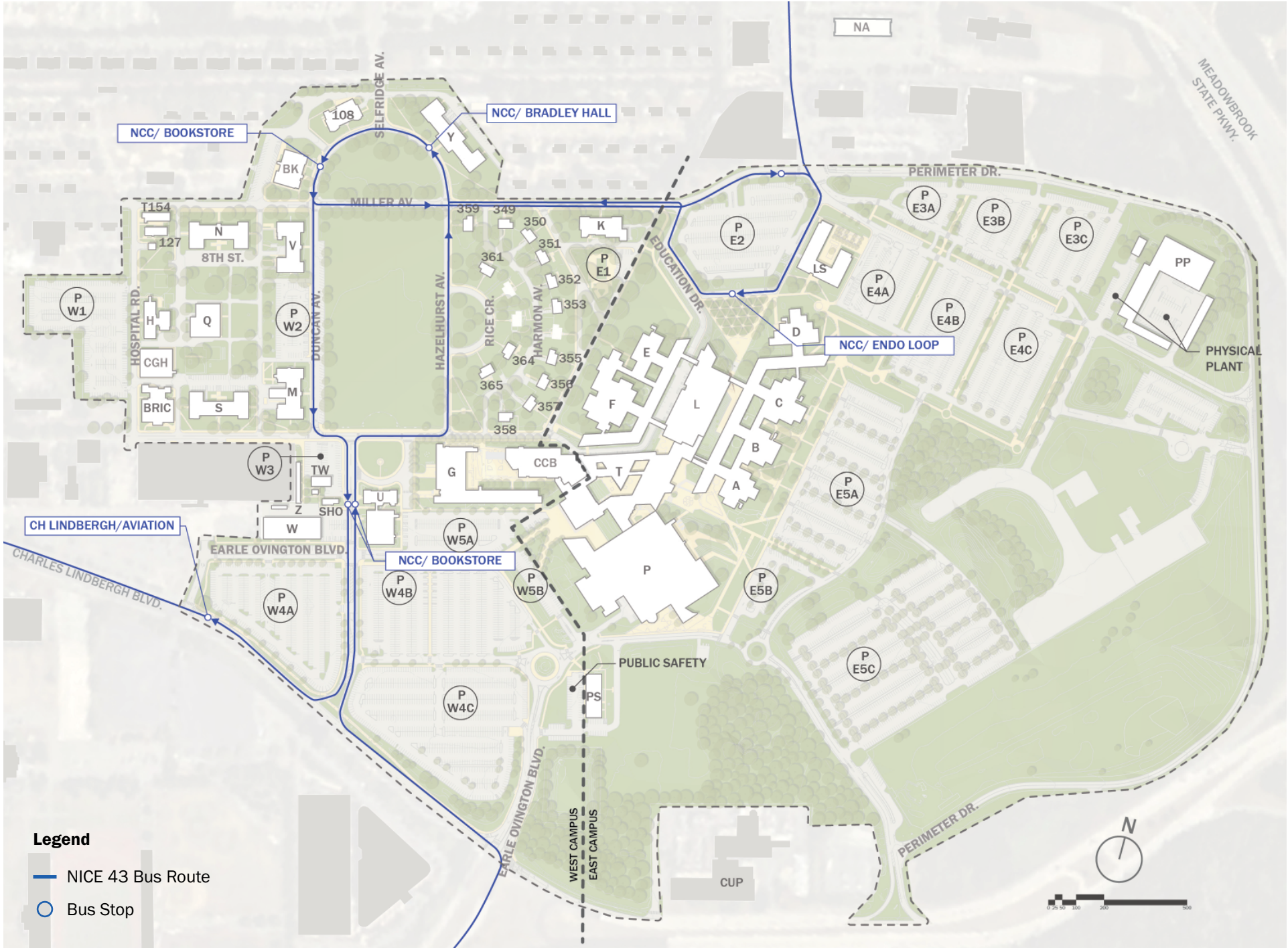


Fig. 2.36 - NICE N43 Bus Circulation

Pedestrian Safety

To reduce traffic and minimize pedestrian/car conflict zones, traffic improvement projects and bus route reconfigurations were proposed in the previous Master Plan. These proposals included the pedestrianization of Duncan Avenue by removing on-street parking, rerouting buses, and installing special pavers. Additionally, new drop-off/pick-up locations for students were proposed, along with shifting bus routes near West Lots 4 and 5. However, these plans have not yet been implemented.

During our site observations, we identified key locations where significant vehicle and pedestrian circulation routes intersect, potentially causing conflicts. The six locations listed below and shown should be considered in future master plan designs for implementing pedestrian safety and traffic calming measures:

- 1. Library Drive and Davis Avenue
- 2. Library Drive and Earle Ovington Boulevard
- 3. Pedestrian crossing between parking lots West 4B/4C
- 4. Pedestrian crossing between parking lots West 5A/5B
- 5. Lay-by Area at parking lot 5A
- 6. Pedestrian crossing between parking lots East 4A/4B

NCC has an existing key card access program with swing arm gates designed to limit access to the center of campus and specific parking lots. This system aims to reduce traffic and provide a safer environment for pedestrians, cyclists, and other road users. However, based on our site observations, the majority of the swing arms remain up constantly, allowing unauthorized users to travel within the center of campus and other restricted areas.

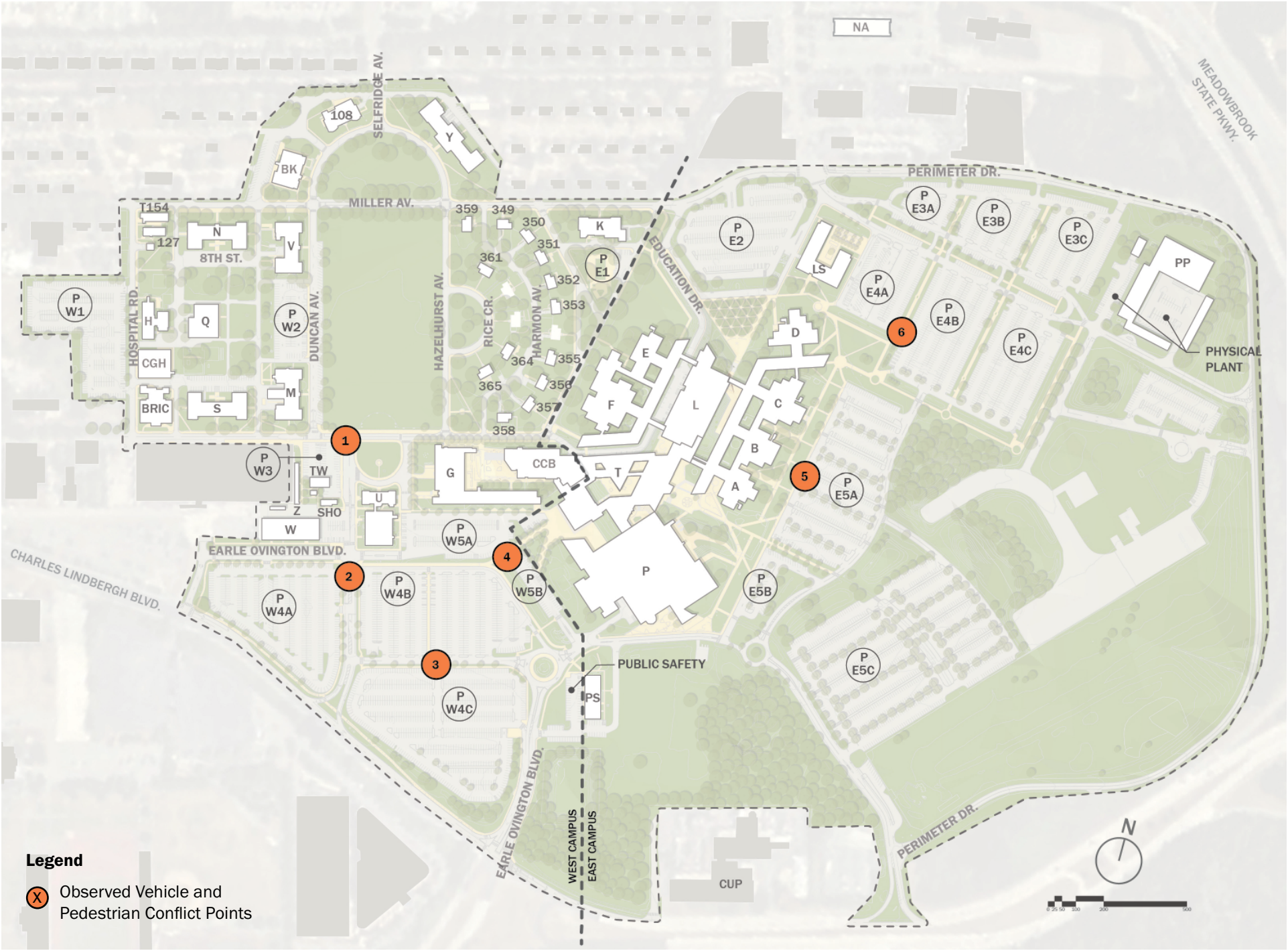


Fig. 2.37 - Potential safety improvement locations

Open Space and Landscape

Regional Context

Critical to any landscape intervention is a holistic understanding of the site’s relationship to its regional context. Nassau Community College is located in the inflection point of the higher ground of Old Westbury (EL: 200’) and the lower elevations of the Hempstead and Merrick neighborhoods (EL: 20’). Approximately two thirds of the campus falls into a eastern watershed which funnels water into the sunken Meadowbrook State Parkway, while the western portion of the campus serves as the origin of another watershed.

Topography and Hydrology

At the campus scale, NCC is relatively flat with elevations ranging from 76’ to 90’. While this flatness facilitates campus planning and minimizes the need for large earthworks, it also amplifies the need to comprehend how subtle shifts in topography manipulate hydrological flows. This map reveals areas to introduce blue-green infrastructure in lieu of traditional stormwater infrastructure and opportunities to introduce porous pavements to infiltrate water.

To best serve current and future students while amplifying the landscape performance, three goals were established to guide exterior landscape development:

- 1. Inviting Campus - Enhance the campus arrival experience and ‘first impression’ transforming campus entries into gateways and enhancing parking lots with vegetation.
- 2. Cohesive Campus - Build campus identity through unified hardscape and softscape materials.
- 3. Resilient Campus - Amplify the ecological benefits of the existing landscape and integrate the novel ecosystem of the Hempstead Plains Grassland throughout the campus.

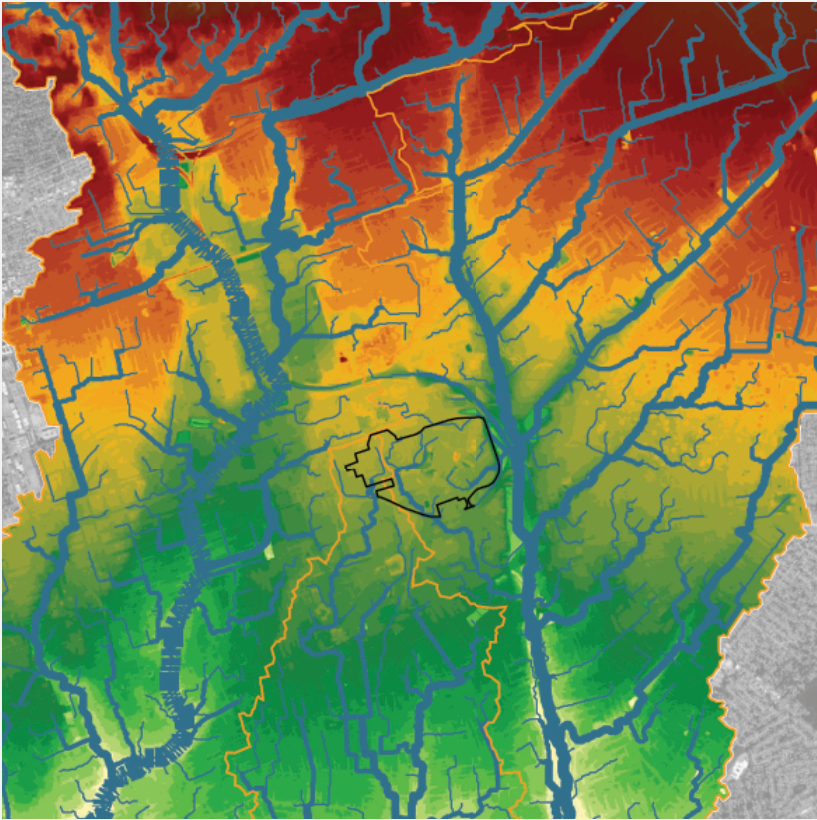


Fig. 2.38 - Critical hydrology and topography

Site Opportunities

As a commuter campus, vehicular circulation is one of the most critical components of campus experience and planning. Today, NCC features five principal entries; two on the northern end (Selfridge Avenue and Endo Boulevard) and three along the southern end (Library Road, Earle Ovington Boulevard and Perimeter Road).

Along the southern edge, the ongoing development of the future development site will radically transform NCC circulation as Earle Ovington Boulevard and Perimeter Road transition into NYU’s primary points of access. Library Road will serve as the singular southern access for NCC presenting the need to enhance it as a distinguished gateway with wayfinding and an iconic landscape experience. Realigning Library Road to Duncan Road would also streamline circulation and reduce the number of intersections at E Road.

Along the northern edge, NCC has identified the importance of Endo Boulevard as the northern gateway given its proximity to on and off ramps to Meadowbrook State Parkway and eastern staff and student parking lots.

Although Selfridge Avenue is viewed as a secondary entrance, ongoing work around the NCC’s 108 Duncan project features a new median with flanking trees of seasonal interest. Tree

Species were selected to complement the existing stand of mature canopy trees along Hazelnut Avenue and extend the campus botanical approach of marking entrances with a curated palette.



Selfridge Avenue Approach



Future Impact to Entry Conditions

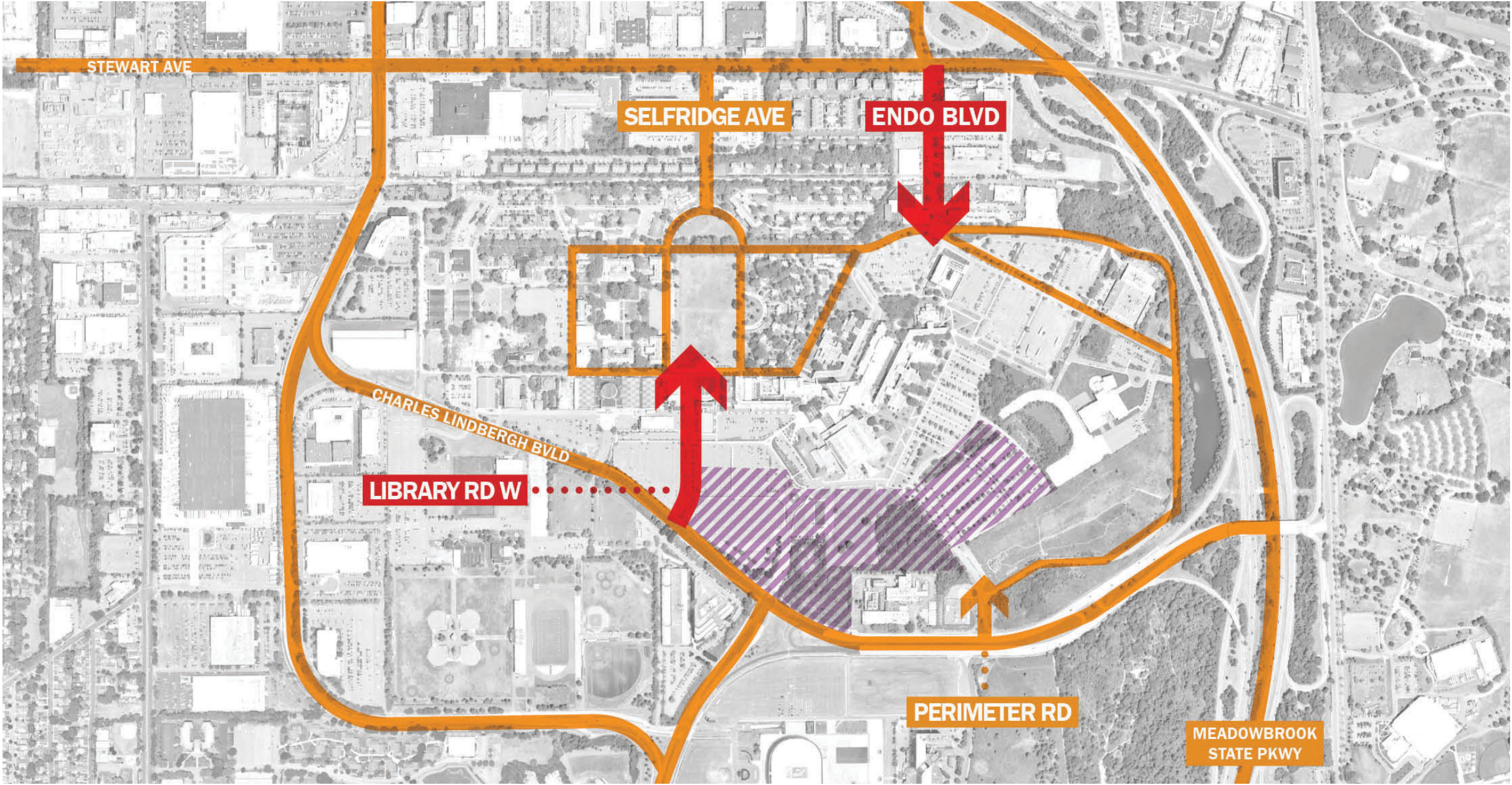


Fig. 2.39 - Campus circulation, routes and entrances

Hempstead Plains Grassland

The campus features one of two remaining patches of the Hempstead Plains, a rare East Coast prairie ecosystem that once covered 40,000 acres of central Long Island. Created by an out-wash of glacial sediment that resulted in a vast, flat open land more than ten thousand years ago, the ecosystem was a rare natural prairies east of the Allegheny Mountains. The unique ecosystem provides key habitat for birds, insects and numerous rare and threatened plant species including:

- Agalinis decemloba (Sandplain Agalinis)
- Aletris farinosa (White Colicroot)
- Ammondramus henslowii (Henslow’s Sparrow)
- Andropogon gerardii (Big Bluestem)
- Asclepias purpurascens (Common Milkweed)
- Asclepias syriaca (Purple Milkweed)
- Asclepias tuberosa (Butterfly Milkweed)
- Asclepias virdiflora (green Milkweed)
- Bartramia longicauda (Upland Sandpiper)
- Baptisia australis (Blue Indigo)
- Callophrys irus (Frosted Elfin)
- Carex mesochorea (Midland Sedge)
- Circus hudsonius (Northern Harrier)
- Crocanthemum dumosum (Bushy Rock Rose)
- Datana ranaeceph (A Hand-maid Moth)
- Desmodium ciliare (Hairy Small-leaved Tick Trefoil)
- Gentiana saponaria (Soapwort Gentian)
- Polygala nuttallii (Nuttall’s Milkwort)
- Pycnanthemum muticum (Blunt Mountain Mint)
- Sericocarpus linifolius (arrow-leaved White-topped Aster)
- Schizachyrium scoparium (Little Bluestem)
- Symphyotrichum concolor var. concolor (Eastern Silvery Asterer)
- Tridens flavus (Purpletop Tridens)
- Tripsacum dactyloides (Northern Gama Grass)
- Viola brittoniana (Britton’s Coast Violet)
- Viola pedata (Birdfoot Violet)

Its flat nature made it an easy home to three historic airfields and a handful of flying schools including the departure point for Charles Lindbergh’s historic 1927 transatlantic flight to Paris. Unfortunately, decades of development across Long Island has reduced the prairie by 99.9% of historic cover to the brink of extinction.

Landscape Opportunities

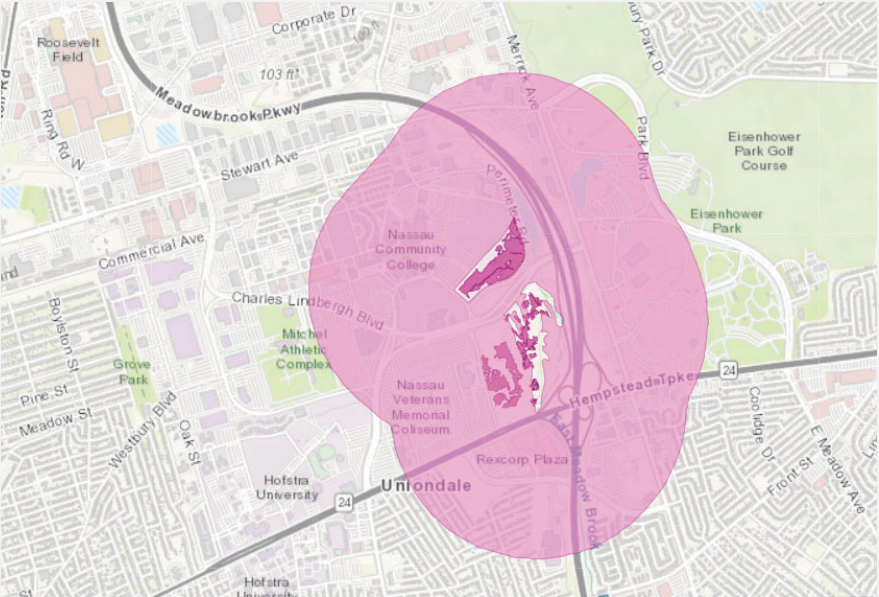
Approximately 45% of Nassau Community College consists of landscape including lawns, forested areas and pedestrian courtyards. While the flat nature of the campus lends itself

to lawns, these landscapes are costly to maintain and provide minimal ecosystem benefits. Opportunities to expand the novel ecosystem of the Hempstead Plains Grassland should be explored in collaboration with the College’s department of Biology which currently uses these areas for field study and The Friends of Hempstead Plains, a not-for-profit organization devoted to the perpetual preservation of this unique prairie habitat.

In addition to its vast area of lawn, the Campus boasts a rich urban canopy with over 930 trees across a rich diversity of 43 species. Featured species include:

- 140| Quercus spp. (Oak spp.)
- 123| Acer platanoides (Norway Maple)
- 79| Gleditsia triacanthos (Honey Locust)
- 71| Tilia spp. (Linden spp.)
- 69| Zelkova serrata (Japanese Zelkova)
- 63| Platanus x hispanica (London Plane)
- 47| Acer rubrum (Red Maple)
- 43| Juniperus virginiana (Eastern Red Cedar)
- 35| Koelreuteria paniculata (Golden Raintree)
- 32| Prunus spp. (Cherry spp.)

While routine maintenance should be conducted to preserve the existing canopy, its expansion should be prioritized to help reduce Urban Heat Island (UHI) and provide students and faculty with year round shade and seasonal interest. This includes prioritizing existing parking lots and pedestrian courtyards with minimal cover and identifying opportunities to replicate the iconic tree allee along Miller Avenue to enrich the pedestrian experience and circulation.



New York State Department of Environmental Conservation Mapping (NYS DEC)



Hempstead Plains Grassland



Fig. 2.40 - Landscape opportunities

Parking Opportunities - Porous Asphalt and Solar Canopies

Given the high demand for parking spaces and its resultant land mass, its materiality should be evaluated for functionality. A phased introduction of porous pavement in areas with elevated levels of sheet flow would promote infiltration and minimize infrastructural loads.

New planting areas to reduce these vastly paved areas and minimize Urban Heat Island (UHI) effect creating inviting landscapes for students and faculty. Implementation should be prioritized based on vegetation cover and can seek opportunities to implement the Hempstead Plains mix as a unifying campus ecosystem.

Future developments should evaluate the benefits of implementing solar parking lots. While ladder trucks and other truck clearances would need to be accommodated, these canopies would reduce energy costs, snow maintenance budgets, provide shade and facilitate a future transition into a net-zero institution.



Herman Miller Factory Rain Gardens



Princeton University Solar Parking

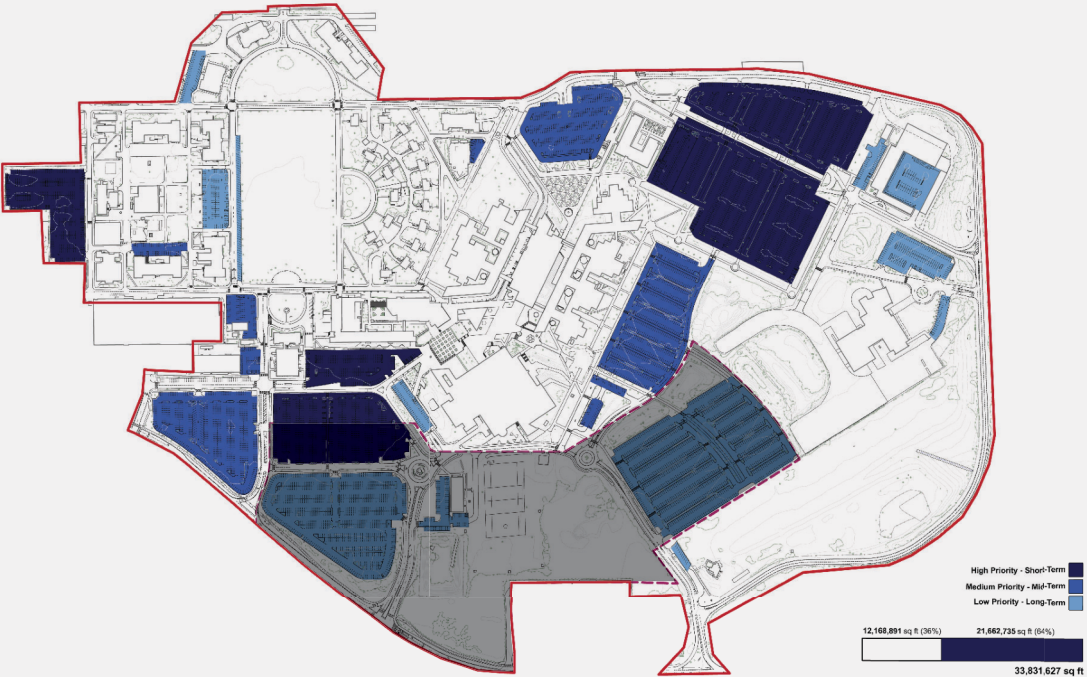


Fig. 2.41 - Parking Opportunities for Porous pavement (top) and Solar Fields (below)

Spatial Typologies

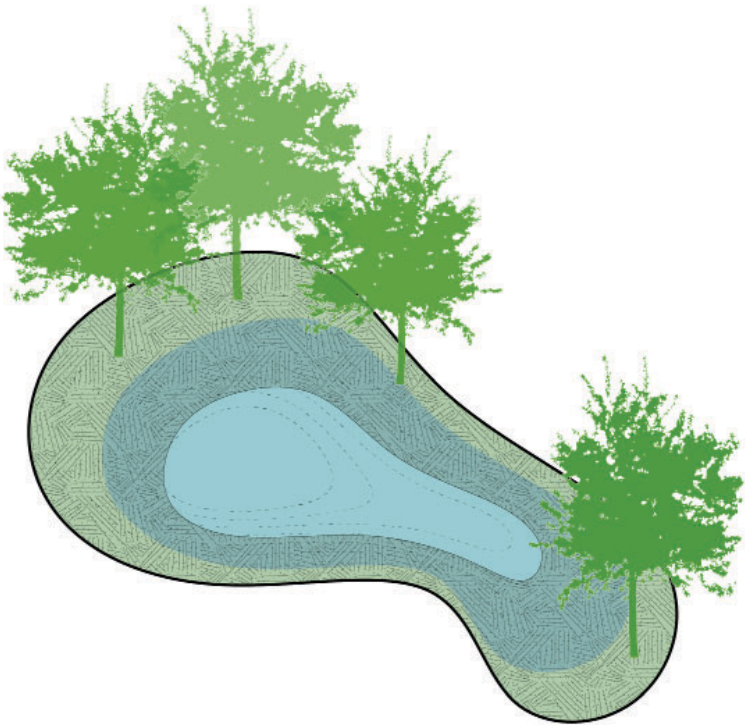
Nassau Community College features a diversity of spatial typologies that compose its 225 acres. Each typology has its associated curated planting palette outlined in the following pages. Spatial typologies include:

- 1. Vehicular Streets
- 2. Pedestrian Walkways
- 3. Plazas
- 4. Building Entrances
- 5. Parking Lots

Refer to Design Guidelines for more detailed information on campus identity and curated selection of materials and application of a consistent vocabulary throughout campus.

Planting: Rain Gardens

Opportunities to implement rain gardens throughout campus should be explored to promote infiltration and minimize stormwater loads. These should be prioritized in low topographic points and areas that experience substantial sheet flow. A palette of water-loving species should be curated and tailored to meet the solar conditions of respective areas. Its addition as a landscape typology across campus will expand biodiversity of both flora and fauna and enhance the public realm.



Parking Lots

As a commuter campus, parking lots serve as a critical point in the entry and exit experience for students and faculty. Given their value as the ‘front matt’ of campus, they should be redesigned to be inviting landscapes with vegetation and shade consisting of a mix of canopy structures and tree planting. Given their significant land mass throughout campus, introduction of porous asphalt should be considered to improve landscape performance.

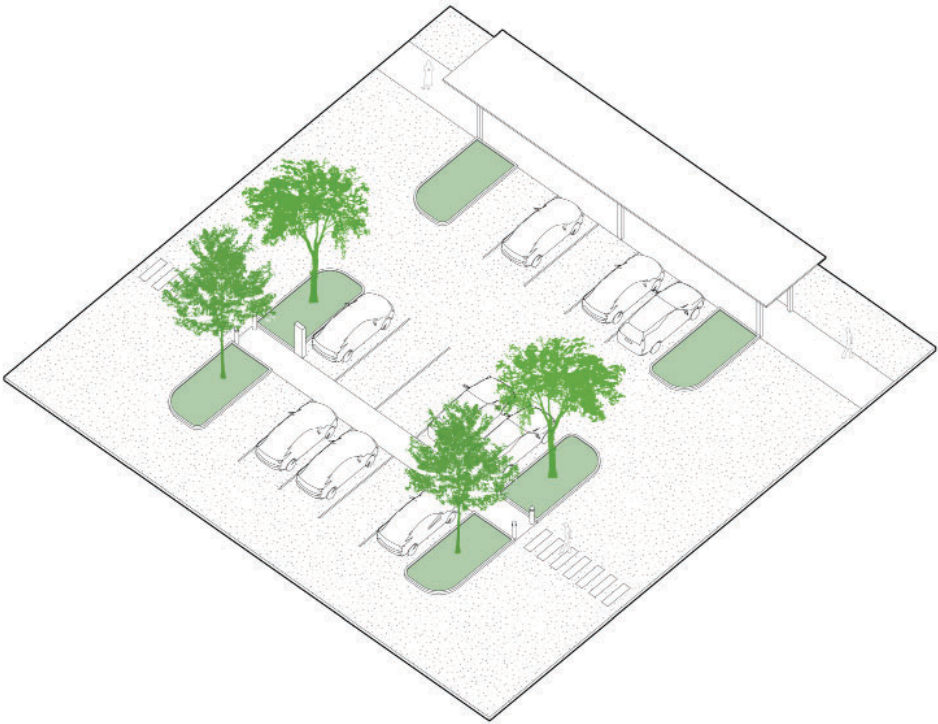
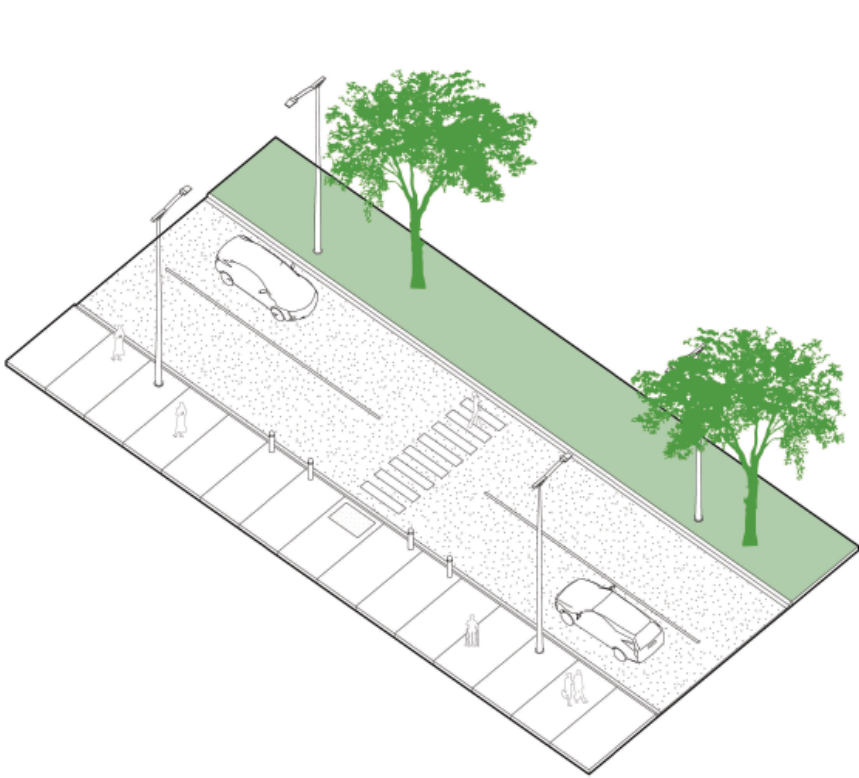


Fig. 2.42 - Proposed spatial typologies diagrams

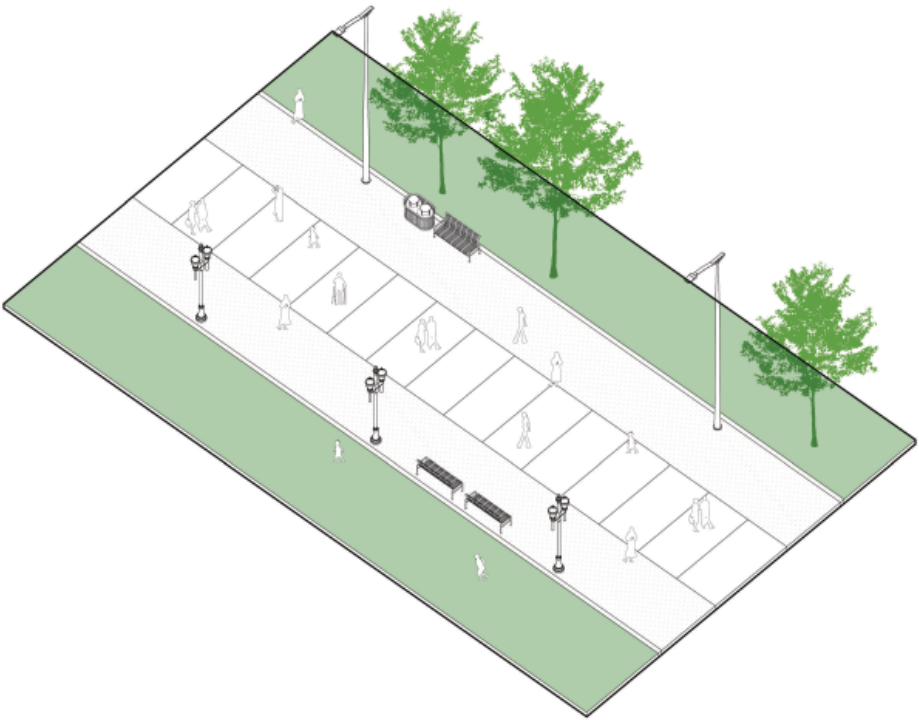
Vehicular Streets

Standardization of vehicular streets should be incorporated given their primary means of circulation throughout the campus. A reduced palette of light fixtures should be implemented to unify campus aesthetic in addition to a curated planting palette with trees limbed to 12' to maintain unobstructed visual clearance. Opportunities to implement a bike-network should facilitate clear north-south and east-west connections promoting sustainable pedestrian circulation across campus.



Pedestrian Walkways

The transition from the vehicle to academic learning is crucial to constructing a unified campus identity. This includes standardization of fixtures and materiality to create a singular aesthetic. Furnishings should be interspersed equitably throughout the campus to promote outdoor use and year-round programming. Smaller flowering trees and shrubs should be selected to provide seasonal interest and foment visual connections across campus.



Plazas

The value of plazas across the campus shouldn't be underestimated given their potential to promote spontaneous social interactions. Plazas with elevated percentages of paving should introduce trees within grates and a connected network of structural soils to maintain aesthetic and extend year-round use. A diversity of seating arrangements will facilitate gatherings of variable size and offer opportunities to extend learning outdoors. Impervious surfaces should be replaced with porous pavers to promote infiltration and increase landscape performance.

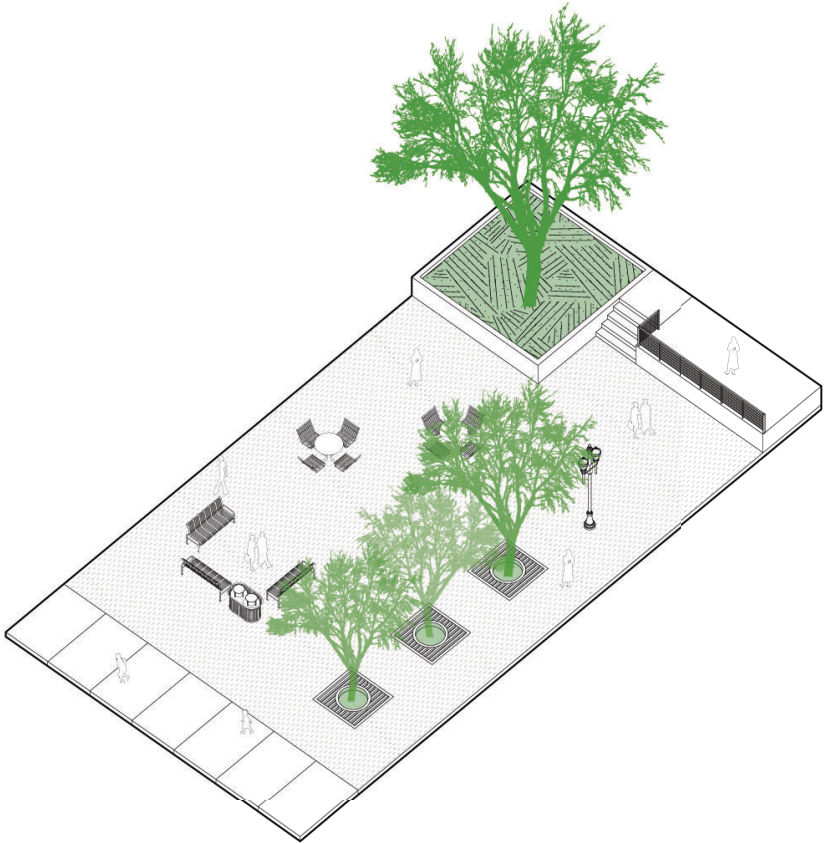
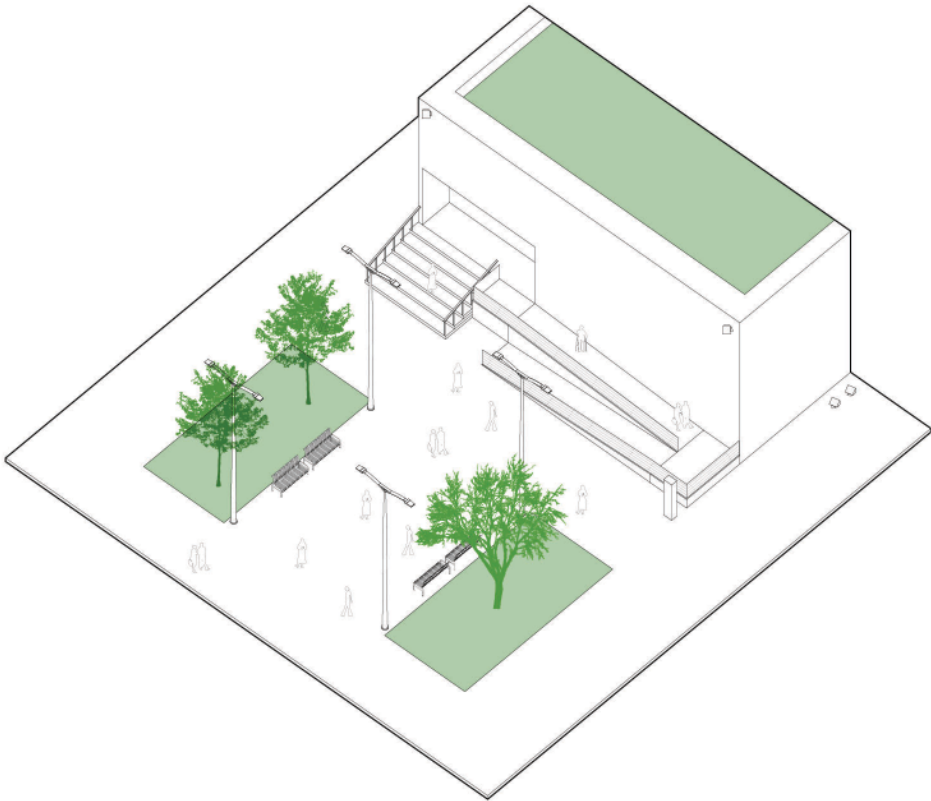


Fig. 2.42 - Proposed spatial typologies diagrams

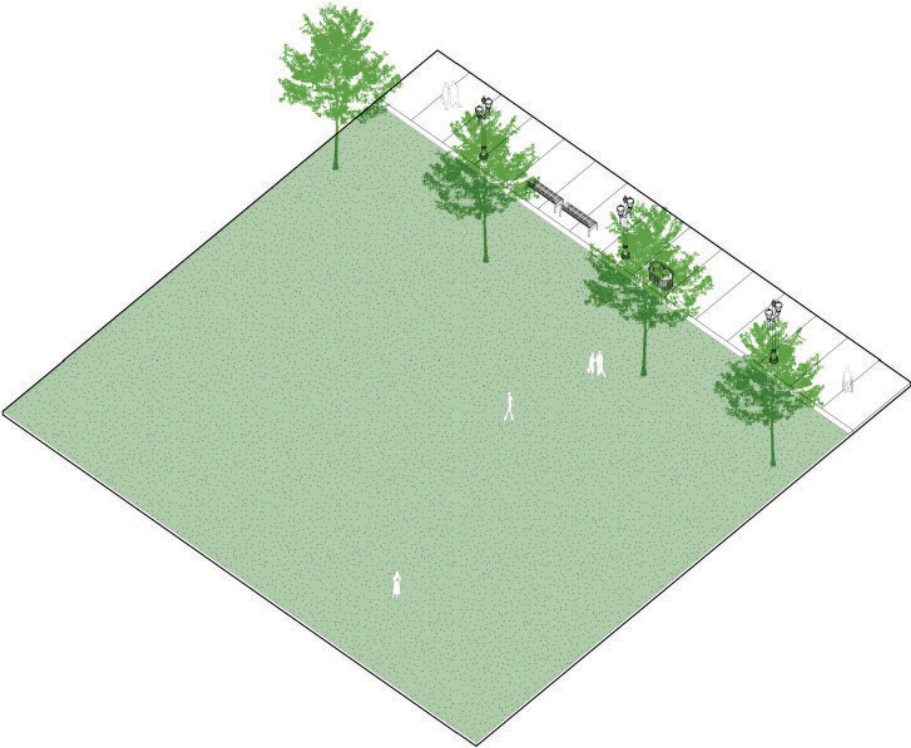
Building Entrances

As the interface between the exterior circulation and indoor learning experience, building entrances are critical thresholds. Buildings should be set back to integrate accessible entries and offer gathering nooks for students and faculty to linger between classes. Smaller flowering trees and shrubs should be selected to provide seasonal interest and create more intimate gathering spaces.



Planting: Lawn

There are two typologies of lawns at NCC: green spaces that act as forecourts to buildings and designed not to receive pedestrian cross traffic, and open spaces that are intended to promote gathering such as the Parade Field. Where possible, building forecourts should be replaced with Hempstead Plains Grassland to extend this novel ecosystem into the campus as a unifying landscape element. Meanwhile, the Parade Field should be redesigned to serve as a more formal collegiate quad in the heart of campus with year-round programming. It's edges can feature the novel grasslands with paths and seating opportunities to overlook student activities.



Planting: Hempstead Plains Grassland

Today, the Hempstead Plains Grasslands exists as an isolated patch in the south east corner of the site. While it's preservation requires diligent care and maintenance, opportunities to implement it throughout the campus should be considered in areas such as lawn which are consume annual maintenance budgets. Expansion of its limits can also serve to unify the campus and celebrate its unique ecosystem. The Hempstead Plains Grassland is a native ecosystem presently adjacent to the campus grounds. The existing patch is not irrigated yet thriving. Maintenance recommendation is to conduct annual trimming similar to other groundcover areas to facilitate new growth and establishment. NCC to explore potential partnership with NGO Friends of Hempstead Plains at Nassau Community College to capitalize on expertise and ensure stewardship.

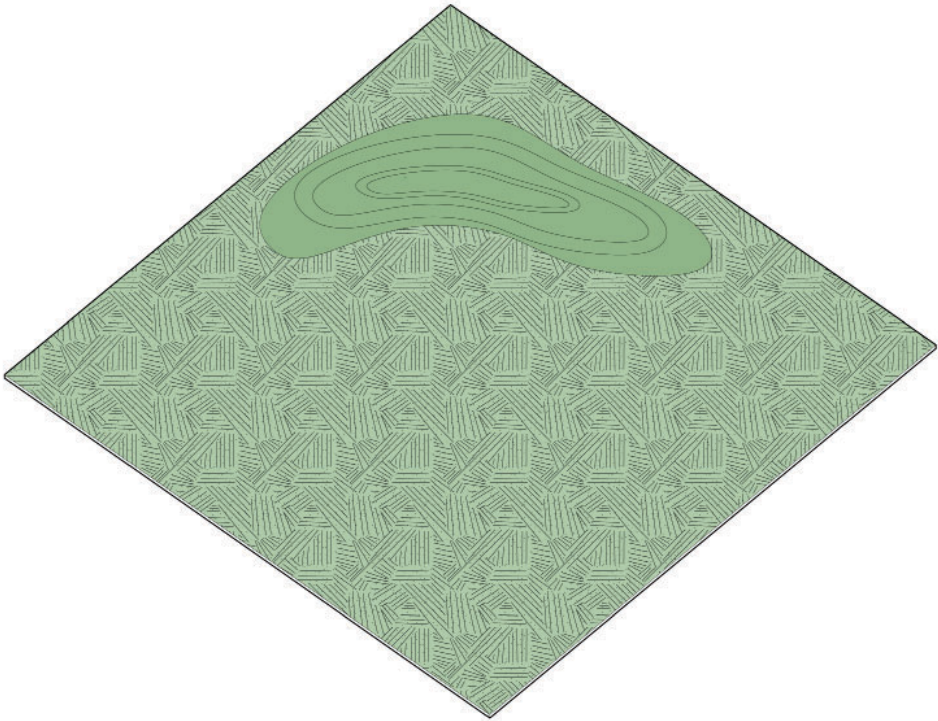


Fig. 2.42 - Proposed spatial typologies diagrams

Sustainability



NCC understands its responsibility to lead the way for sustainability in its students' academic and professional lives, and in turn to take impactful, visible action via campus development and operations and is well positioned to engage in sustainability initiatives despite competing priorities and constrained resources.

Campus Strengths

- **Local Community:** A growing climate workforce and student interest in green jobs. A strong transit network and neighborhood assets allow for car-free mobility.
- **State Climate Action:** New York's policies and programs are highly supportive of climate progress. Baseline laws like building codes are driving energy savings, and state funding is committed for workforce development and equitable green jobs programs.
- **Energy Progress:** Major investment by Long Island's energy utilities toward wind and solar installations and a growing share of renewable, emissions-free energy.
- **Planned Improvements:** Even minor renovation projects come with opportunities, and those opportunities in turn pave the way for the next project to be a bit greener. For example, requesting low-carbon concrete on a sidewalk improvement project will identify local suppliers who can then drive big savings on a future building.

Sustainability Context: Changing Climate

Heat: The average daily high temperature is expected to rise 2.0-2.9°F by 2030 and 4.1-5.7°F in the 2050s. Days with high temperatures over 90°F are projected to increase from about 30 per year in the 2020s to 40-50 per year into the 2050s. As a result of this hotter weather, short-term summertime droughts are anticipated to occur more frequently, as well as heavier rainfall events.

Coastal Flooding: Sea level rise of up to 21” by 2050 will contribute to flooding in low-lying areas of the county along the north and south shores of Long Island. While these events will not affect NCC directly, they are likely to impact transportation infrastructure, utilities, and the homes of students and staff. Increasingly intense hurricanes and tropical storms are expected to bring coastal flooding further inland than in previous years.

The high percentage of developed and paved land in Nassau County means the area is particularly vulnerable to high heat and flooding, as impervious surfaces retain heat and stormwater. Open space consisting of turf lawns (shown in light pink on this map) can provide relief from these hazards but does not perform as well as native vegetation.

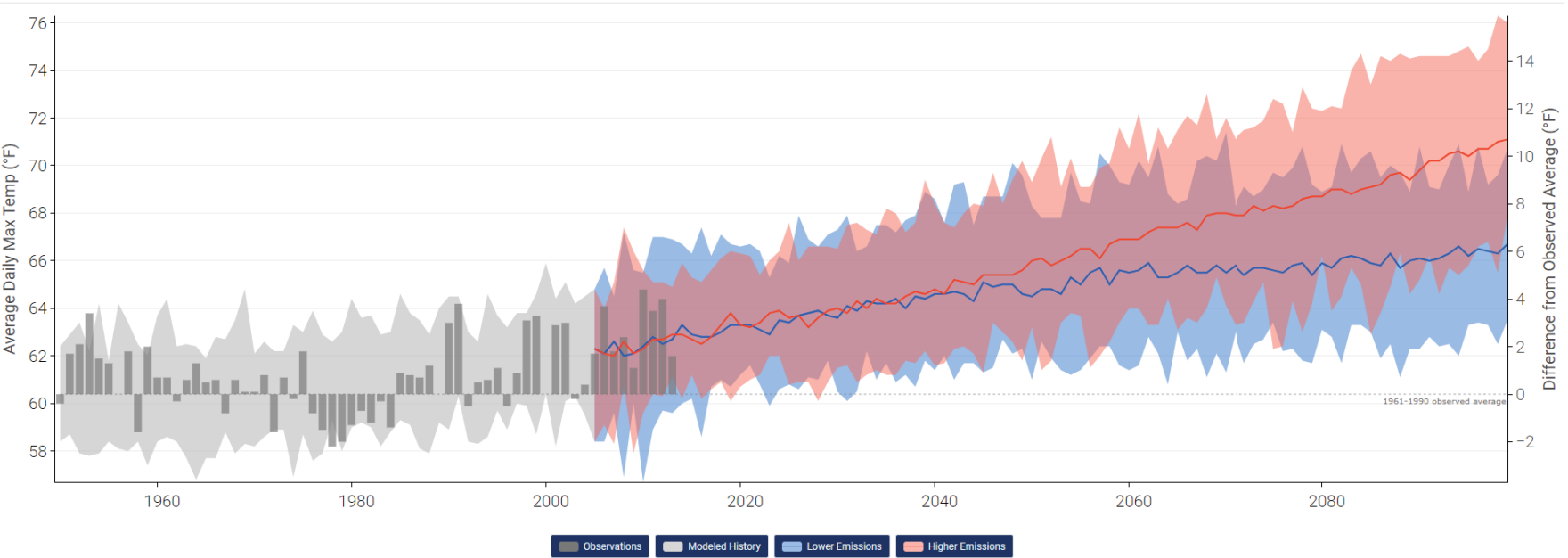


Fig. 2.43 - Nassau County average daily temperature minima - projecting out to the year 2080

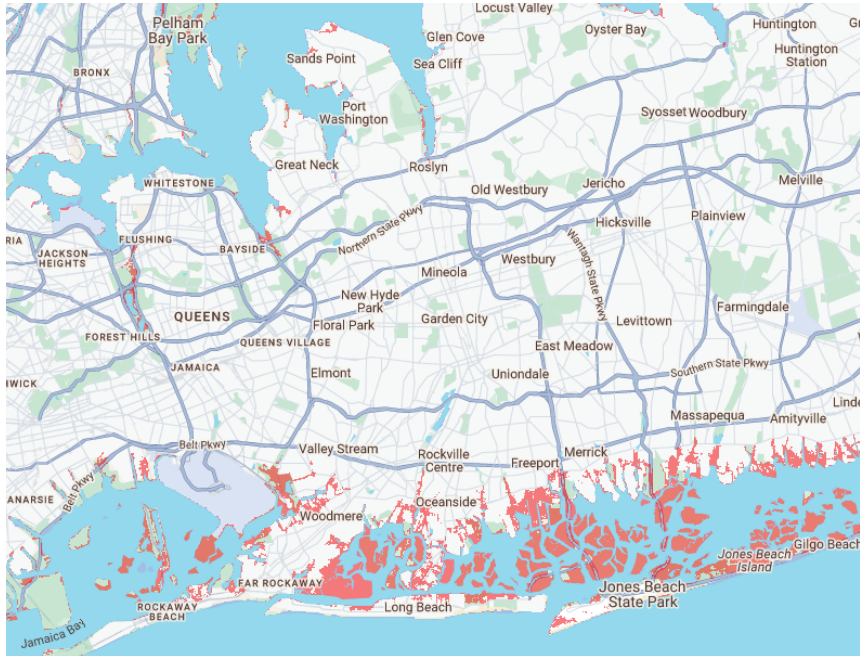


Fig. 2.44 - Sea level rise along the coast of Long Island

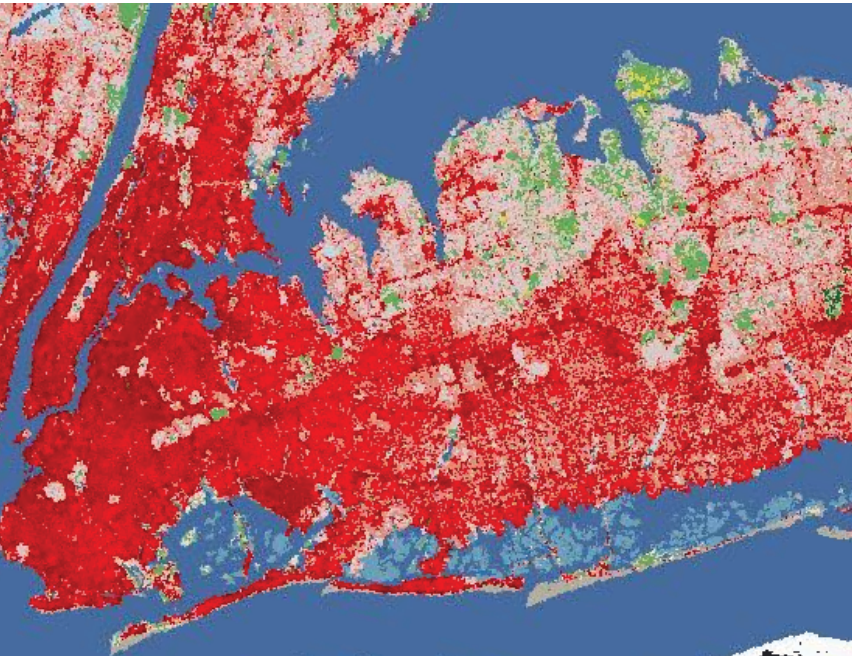


Fig. 2.45 - Developed vs paved land (red) and turf lawns (pink)

Sustainability Context: Policy and Regulatory

Statewide Climate Goals: New York’s Climate Act of 2019 formalized targets for reducing the state’s greenhouse gas emissions. The law calls for achieving a 40% reduction in emissions (compared to 1990 levels) by 2035 and an 80% reduction by 2050.

Highlights of the plan include adding energy storage, solar, and wind power (including offshore wind) to the electric grid, transitioning to electric vehicles, and upgrading buildings’ efficiency and fuel sources.

The law targets a 100% zero-emissions electric grid by 2040, such that any all-electric building can be considered to operate emissions-free. PSEG states that it will achieve 70% renewable power by 2030 and zero carbon by 2040.

Alongside these clean energy goals, the law requires investment in the local workforce and preparation for hazards and extreme conditions associated with climate change.

State Energy Code: The 2020 Energy Conservation Construction Code of New York State (Energy Code), based on the 2018 International Energy Conservation Code (IECC), is the current construction standard.

A stretch code overlay, NYStretch, is available for municipalities to adopt. The stretch code adds requirements for thermal breaks, airtightness, and energy recovery ventilation and is predicted to achieve an energy savings of 10% over the base state code. It has not been adopted locally as of 2024, but is currently required for SUNY construction projects.

A statewide update to the 2020 Energy Code is in progress. The update will reference the 2024 IECC and its effective date is unknown but anticipated for 2025. The code updates include changes from the 2018 to 2024 IECC as well as New York State amendments. Notable changes include:

- Phased restrictions on the use of fossil fuel burning equipment, ultimately prohibiting new installation of fossil fuel equipment for space and water heating, cooking, and clothes drying. Limited exceptions are made for uses like commercial kitchens, laboratory, and emergency generators. If fossil fuel equipment is installed during the phaseout period, electrical infrastructure must be provided to facilitate the transition to electric equipment.
- Whole building air leakage testing requirements.
- Envelope design requirements to mitigate thermal bridging in balconies, parapets, fenestration and similar thermal envelope penetrations.
- More stringent lighting power density limits and enhanced daylight sensing controls standards.
- Restriction on use of electric resistance systems for space heating.
- Demand response controls for heating and cooling systems.
- Demand-controlled ventilation systems for applicable spaces.
- Automatic receptacle controls to shut off power receptacles when space is unoccupied.
- Renewable energy systems to be installed except where shading or rooftop equipment are a barrier.
- Additional renewable energy, energy storage, and load management measures. For projects following the prescriptive code compliance path, additional efficiency measures across envelope, mechanical, lighting, and equipment.

Framework for Action



The 2025-2030 SUNY Climate and Sustainability Action Plan focuses on decarbonization and offers a wide range of strategies and ideas for increased climate action, especially around education, community engagement, and collaboration with other SUNY system institutions. SUNY comprises 40 percent of state owned buildings and The Sustainability Action Plan will impact 1.3 million SUNY students, and create a culture of sustainability.



The Sustainability Tracking, Assessment and Rating System (STARS) administered by the Association for Advancement of Sustainability in Higher Education (AASHE) is a framework for tracking sustainable operations and educational measures, with rating tiers for higher levels of reporting and achievement. It is tailored to higher education users.

Multiple SUNY and community colleges are registered with the program and use it to benchmark and update progress on sustainability efforts. AASHE offers a multitude of resources for incorporating sustainability into curricula, supporting student efforts, and finding the right starting points for improving operations.



Energy Star Portfolio Manager is a free program administered by the U.S. Department of Energy. It offers benchmarking tools and national data for similar buildings to compare performance against.



Leadership in Energy and Environmental Design (LEED) is the predominant certification program for new construction, major renovations, and existing building operations and maintenance. Currently, new construction on the NCC campus is required to achieve LEED Silver certification at a minimum. Regardless of certification level, LEED can be a useful reference and framework for sustainable design, construction, and operations. LEED credits are referenced in the section below to provide guidance and performance criteria for realizing campus goals.

Version 4 of LEED is current as of December 2024. It is anticipated that v5 will be released in 2025 and future version updates will take place on a five-year cycle. At this time, v5 is only in draft form and a date has not been set for sunseting of v4. The LEED credits below refer to the v5 draft and the exact wording and content may change in the final published version.

Sustainability Commitment

Nassau County Building Standard - Title 66, Green Building Standards Law, requires LEED certification at the Silver level or higher for new construction and major renovation projects supported by county funding.

Programs and Funding

- Renewable Energy: Renewable electricity and thermal energy systems (including geothermal) are eligible for incentives through utility programs and new Inflation Reduction Act (IRA) tax incentives. Public and nonprofit entities receive a direct payment in lieu of IRA tax credit.
- The NYSun program offers incentives to solar installation contractors and low interest loans to support solar development.
- HVAC Upgrades: Utility incentives are available.
- New Construction: Utility incentives are available.
- Electric Vehicle Charging Infrastructure: ChargeReady NY offers incentives for installing vehicle chargers. Based on the project location, the project is considered a disadvantaged location for the ChargeReady NY program but is not qualified for IRA tax incentives.
- The Federal Highway Administration has dedicated funding for a Charging and Fueling Infrastructure grant aimed at local government entities installing publicly accessible chargers
- Site Improvements: The New York State Environmental Facilities Corporation and Department of Environmental Conservation offer multiple grants targeted at resilient site design and stormwater management.

SUNY Sustainability Directives

Energy and Emissions: SUNY requires that all new construction and major renovations be consistent with the state’s goal of net zero carbon operating emissions. In other words, SUNY buildings must be designed for operating efficiency and avoid the use of fossil fuels or be adaptable to all-electric operation in the future where fossil fuel use cannot be avoided.

State University Construction Fund (SUCF) Directive 1B-2 establishes EUI targets for buildings by program type that are considered net zero ready, i.e. low enough to be offset with on-site or local renewable energy generation. In addition, it calls for disclosure of upfront (embodied) carbon for the most impactful construction materials.

LEED: SUCF Directive 1B-7 requires LEED certification for applicable projects. Determination of applicability and specific LEED level is project-specific. Construction waste diversion and indoor air quality management measures must be implemented.

Operations: SUNY Policy 5201 and associated Procedure 5200 calls for elimination of single use plastics, with exceptions for uses that do not have viable alternatives. The Procedure outlines the exceptions and alternatives to disposable plastic products. GreenNY Purchasing provides a listing of approved specifications and products for improved procurement.

SUNY Climate Action Plan

The draft plan outlines strategies and actions to be taken throughout the SUNY system to drive environmental action and align with state climate targets.

- *Institutional Commitment:* Achieve state climate target of 40% emissions reduction by 2030 and 85% by 2050. Invest in clean energy and energy efficiency for buildings and transportation to enable this reduction. Reduce scope 3 (e.g. purchasing, travel, construction materials) emissions wherever possible.
- *Education:* Integrate climate and sustainability into curriculum.
- *Research:* Expand research into climate change and climate solutions.
- *Workforce Development:* Grow the green workforce via trades and professional education and industry partnerships.
- *Clean Energy:* Decarbonize facilities through fossil fuel system replacement. Address water use and scope 3 emissions as well.
- *Operations:* Phase out gas powered vehicles. Follow GreenNY and plastics elimination process. Compost organic waste and purchase more sustainable food (local, plant based). Use green pest and landscape management methods.
- *Inclusive Engagement and Climate Justice:* Involve DEI efforts, labor partnerships, local community with above measures.

Campus Sustainability Priorities

Through discussion with NCC facilities and campus sustainability leaders, the following priority drivers of sustainable practice in campus design, construction, and operations were identified.

Workforce development, academic mission, community engagement and DEI efforts go hand in hand with campus sustainability. NCC is actively working in those areas; this report focuses on physical campus assets.

Each of these goals includes:

- New Construction Design Standards: Recommended targets and best practices for new building and major renovation projects.
- Retrofit Design Standards: Opportunities for incorporating sustainable practices into more minor renovation projects.
- Related LEED Credits: LEED prerequisites and recommended credits to target in order to realize these goals. The LEED credits are a good source for specific performance standards and strategies.

1

Building Energy Efficiency

CONSTRUCTION DESIGN STANDARDS

Meet provisions of (current) New York State Stretch Code or (upcoming) New York State Energy Conservation Code.

Benchmark against SUNY New Construction EUI targets.

RETFIT DESIGN STANDARDS

Benchmark against SUNY or Energy Star EUI targets for renovations and assess cost effectiveness of measures to meet or improve on those targets.

RELATED LEED CREDITS

- IP Carbon Assessment
- EA Minimum / Optimize Energy Performance
- EA Reduce Peak Thermal Loads
- (Existing Buildings) EA Peak Load Management)

2

Building Energy Decarbonization

CONSTRUCTION DESIGN STANDARDS

No new fossil fuel infrastructure in new construction.

If rooftop solar is not within project scope, ensure adequate roof structure, dedicated panel space, and space for future conduit to accommodate future solar installation.

RETFIT DESIGN STANDARDS

Assess roof structure and electrical infrastructure for feasibility and cost effectiveness of rooftop solar power.

In major renovation projects include electrical upgrades and removal of gas or oil-fired equipment to enable all-electric operations.

RELATED LEED CREDITS

- IP Carbon Assessment
- EA Electrification
- EA Renewable Energy

3

Building Material Impacts

CONSTRUCTION DESIGN STANDARDS

The upfront emissions from raw material extraction and manufacturing, known as “embodied carbon,” is a significant climate impact from buildings even before they are in operation. As awareness and technological innovations grow within the industry, it is becoming easier to address this source of emissions.

Specify carbon transparency (Environmental Product Declarations) and carbon limits for high impact materials (asphalt, concrete, masonry, structural steel, insulation, aluminum extrusions, structural wood and composites, cladding, and glass). BuildingTransparency.org offers template specifications and through its EC3 database tool, a directory of New York suppliers who offer products with carbon disclosure and reduction.

Follow GreenNY guidance for interior finishes and furnishings.

RELATED LEED CREDITS

- IP Carbon Assessment
- MR Assess and Quantify Embodied Carbon
- MR Building Product Disclosure and Optimization

4

Energy Metering and Monitoring

CONSTRUCTION DESIGN STANDARDS

At minimum, include whole-building electricity meters. Advanced metering (capable of recording at one-hour intervals) is preferred.

Include submetering for high-energy end uses such as laboratories and commercial kitchens.

Coordinate with utilities in early design phase to understand opportunities and requirements for load management.

REFTROFIT DESIGN STANDARDS

Add whole-building electricity meters (and gas meters where gas equipment remains) within scope of project.

RELATED LEED CREDITS

- EA Energy Metering and Reporting
- EA Peak Load Management

5

Climate Resilience Planning

CONSTRUCTION DESIGN STANDARDS

Building energy and thermal comfort modeling to be performed using climate-shifted weather files or similar data that takes near-future climate projections into account.

Review basis of design assumptions for system sizing and backup energy generation needs against projected peak loads and frequency / length of power loss events.

REFTROFIT DESIGN STANDARDS

Reduce nonpermeable paving when retrofitting building sites and/or parking areas.

Expand resilient landscapes (restored prairie, shade trees, and rain gardens, as detailed in Landscape section).

RELATED LEED CREDITS

- IP Climate Resilience Assessment
- SS Enhanced Resilient Site Design
- EQ Resilient Spaces

6 Operations and Purchasing

CONSTRUCTION DESIGN STANDARDS

Ensure recycling collection and storage facilities (e.g. millwork for collection bins, trash rooms with adequate space for recyclables).

Design for green operations, as appropriate to project program and scope: e.g. dish washing facilities to support reusable items at events.

RETFIT DESIGN STANDARDS

Follow GreenNY guidance for interior finishes / furnishings and cleaning / pest management products.

Include structural pest management controls (e.g. exterior building sealing, removal of invasive vegetations) in scope of work.

RELATED LEED CREDITS

- (Existing Buildings) IP
- Operations Assessment and Policy: Site Operations, Materials Purchasing, Construction and Renovations, Occupant Needs, and Green Cleaning
- (Existing Buildings) MR Waste Reduction Performance / Waste Reduction Strategies
- (Existing Buildings) EQ Green Cleaning / Integrated Pest Management

7 Mobility

CONSTRUCTION DESIGN STANDARDS

Add bicycle parking at all new construction.

RETFIT DESIGN STANDARDS

Add shelters / canopies, lighting, attractive landscaping, and/ or other features to current bicycle parking and transit stops in conjunction with maintenance and construction work.

Consolidate and improve parking areas as detailed in Landscape section.

RELATED LEED CREDITS

- LT Electric Vehicles
- LT Transportation Demand Management
- SS Accessible Outdoor Space

8 Landscaping and Site Improvements

CONSTRUCTION DESIGN STANDARDS

Reduce turf grass and restore Hempstead Prairie ecosystem as recommended to manage stormwater and soil conservation.

Include shade trees where beneficial for pedestrian routes and buildings.

Phase out gas-powered equipment in conjunction with adding electrical charging infrastructure.

RETFIT DESIGN STANDARDS

- SS Accessible Outdoor Space
- SS Biodiverse Habitat
- SS Enhanced Resilient Site Design
- SS Heat Island Reduction
- SS Light Pollution Reduction
- SS Rainwater Management
- WE Water Efficiency
- (Existing Buildings) EQ Green Cleaning / Integrated Pest Management

03

Recommendations

Campus Master plan	Building Summary Recommendations
Facilities Master Plan Projects and Upgrades	Ongoing and Future Projects
Cluster Modernization Project	Phasing Strategy
Future Development Site Impacts	Current Project Budget Status
Library and North Entrance Upgrades	
Sports Fields and Physical Education Project	
Community Amenity and Meeting Center	
Other Ongoing Work	

Campus Master Plan

The Campus Master plan is a response to the Key Drivers anticipated to impact campus over the next ten-year time frame. The Campus Master Plan responds directly to the Key Drivers expected to shape the campus over the next decade. It outlines a long-term vision, with each proposed project including clear steps toward achieving that future state. The plan emphasizes reinvestment in existing facilities, addresses significant deferred maintenance, and takes a conservative approach to new construction.

A substantial portion of the proposed work involves deferred maintenance, making the plan’s success dependent on ongoing county support and close coordination between operating and capital budgets.

All proposed projects align with the key themes identified during the engagement process.

- **Access and First Impressions** – a major focus over the course of this plan will be to improve the overall experience for vehicular and pedestrian traffic. The work proposed at the Library and NICE Bus Mini Hub strategically shift the main entry point to campus from Earl Ovington to the Endo Drive entry. This is a response to the planned build out of the future development site as well as the identified focus of academic activity within the Cluster buildings.
- **Equitable Experiences** – The Cluster Modernization Project will likely span the entire duration of the plan. The cluster buildings are currently not reflective of the quality of academic delivery occurring within them and do not match the expectations of the student body today or into the future. This project will provide equitable learning experiences across disciplines, levels, and degree pathways.
- **Building Community** – Beyond upgrades to facilities, there are multiple projects which address new spaces to engage more broadly with the community in which NCC’s serves. Investment in either renovated or new athletics, recreation, arts and events facilities provides much needed amenities to students in addition to the community.
- **Transformation and Change** – The College has experienced a significant amount of change in the last ten years. Due to budget gaps and shifts in priorities, there are projects which were developed during the previous planning period that have not been completed and projects remain relevant. Each project within this master plan is a small step towards long-term transformation. Projects should be reviewed annually to determine if



Fig. 3.1 - Master Plan Integration with Strategic Plan

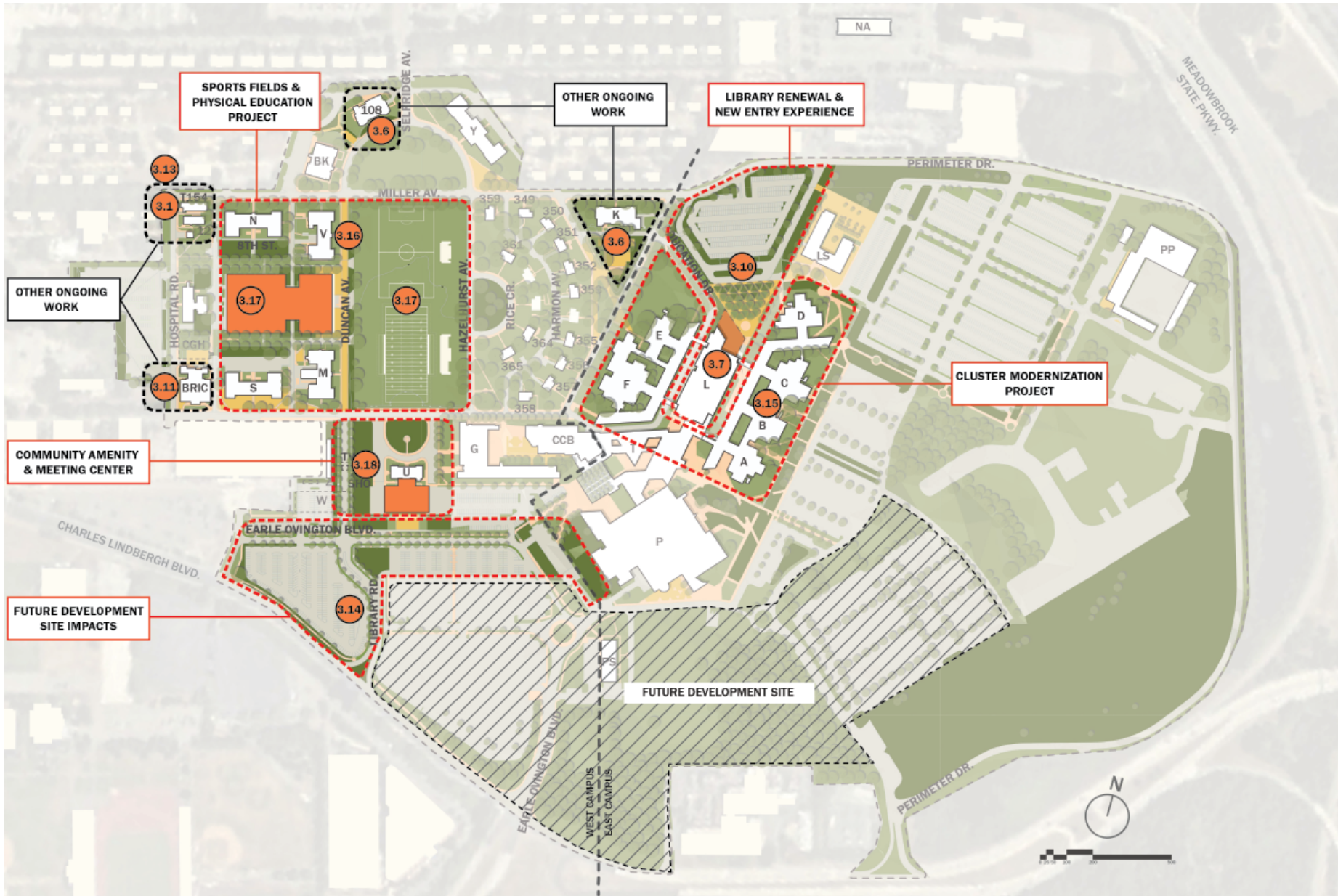


Fig. 3.2 - Proposed site plan identifying ongoing and recommended projects

Projects defined on the following pages represent master plan level concept develop. In many cases, further study is required (feasibility study or pre-design phase) to refine program and cost data before a project can move into design. It is important to balance the individually proposed solutions with the campus framework outlined in this report. No project should be studied in isolation. Future design decisions should reflect the broad visions outlined in this document. Understanding the campus wide proposals allows future projects to develop in a manner that strengthens the brand, identity, and experience at Nassau Community College.

Proposed Master Plan Projects and Upgrades

3.1	TV STUDIO RENOVATION
3.2	BRIDGE TUNNEL REPLACEMENT
3.3	HIGH TEMP AND CHILLED WATER PIPE SYSTEM REPLACEMENT
3.4	CAMPUS WIDE WAYFINDING PROJECT
3.5	TOWER BUILDING RENOVATION
3.6	CULINARY ARTS BUILDING RENOVATIONS
3.7	LIBRARY DESIGN AND RENOVATION
3.8	ROOF REPLACEMENT PROGRAM
3.9	UNION BUILDING RENOVATION
3.10	NICE BUS MINI HUB
3.11	BRICK CAFE DESIGN AND RENOVATION
3.12	ELECTRIC FEEDER SYSTEM UPGRADES
3.13	ARMY THEATER REHABILITATION
3.14	FUTURE DEVELOPMENT SITE IMPACTS
3.15	CLUSTER MODERNIZATION PROEJCTS
3.16	V BUILDING REFRESH (DECANT Q BUILDING)
3.17	SPORTS FIELDS AND PHYSICAL EDUCATION PROJECT
3.18	COMMUNITY AMENITY AND MEETING CENTER AT UNION BUILDING
3.19	ACADEMIC ENVIRONMENT ONGOING UPGRADES
3.20	CAPITAL MAINTENANCE AND UPGRADES
3.21	RESIDENCE UPGRADE PROJECT

Open Space Recommendations

In addition to building and space recommendations, the plan also includes strategies to enhance the campus’s open spaces. These recommendations leverage landscape elements to unify disparate areas of campus, strengthen visual and physical connections, and establish a cohesive sense of place. From improving traffic circulation to re-imagining the pedestrian experience, the open space strategies are designed to enrich daily campus life and elevate the overall user experience for students, faculty, staff, and visitors alike.

- LEGEND**
- Buildings
 - Future Development Site
 - Lawn
 - Shrub Areas
 - Forested Areas
 - Rain Gardens
 - Plazas / Courtyards
 - Hempstead Plains



Fig. 3.3 - Proposed Open Space Master plan

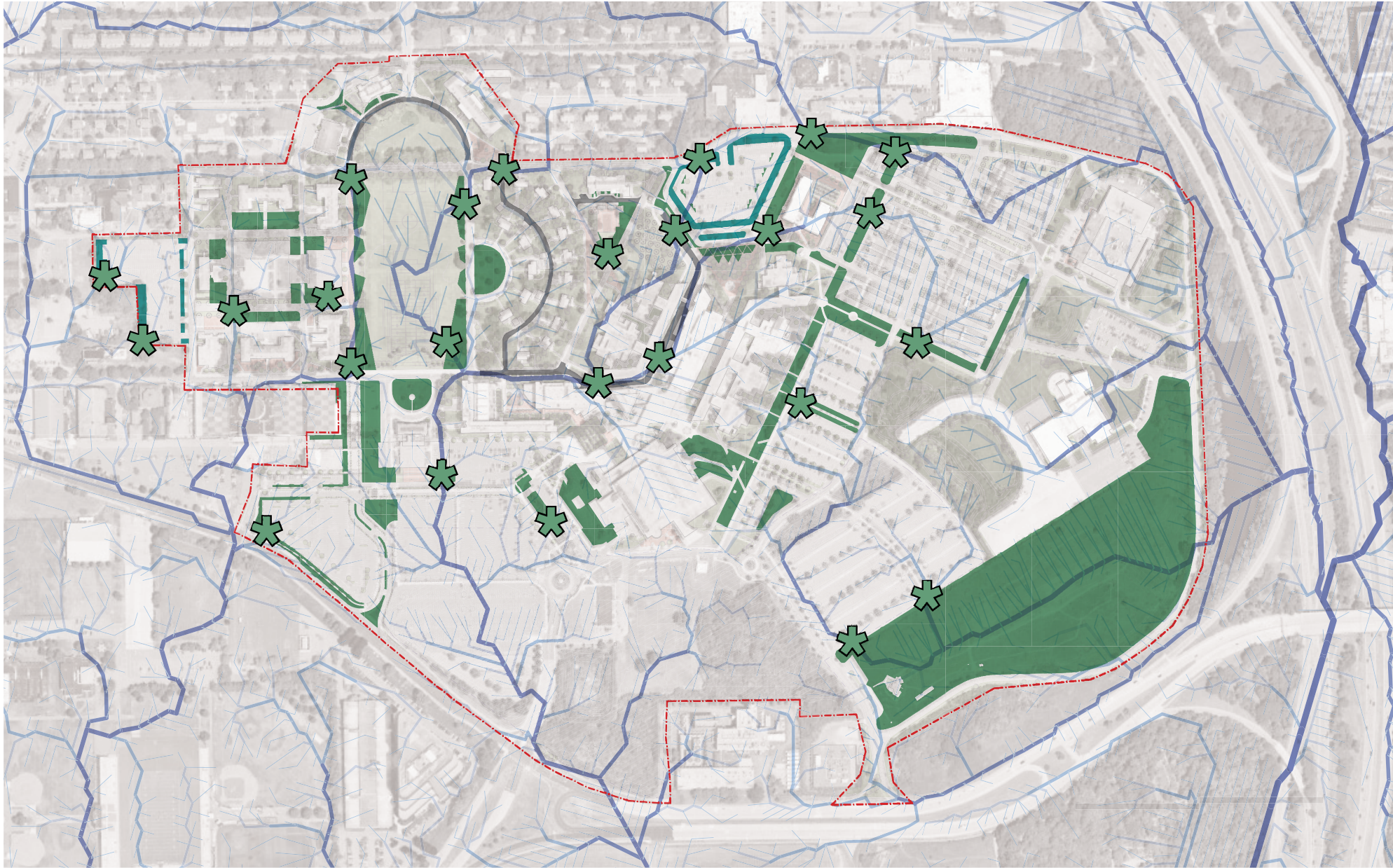


Fig. 3.4 - Landscape Performance Diagram






Landscape Performance

The proposed ecological framework strategically deploys rain gardens, porous asphalt and the endangered Hempstead Plains in lieu of large swaths of lawn. The shift in approach raises ecological value and minimizes annual maintenance budget.

The holistic approach of ‘Water Interceptors’ promotes natural infiltration and elevates the overall landscape performance.

These include a network of green infrastructure systems such as bioswales, rain gardens, and porous pavements.

LEGEND

-  Porous Asphalt
-  Rain Gardens
-  Hempstead Plains
-  Water Flow
-  Water Interceptor

Facilities Master Plan Projects and Upgrades

Goal 3.1	TV Studio Renovation
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	High
Short Description	Renovations and upgrades to reconfigure space to create an improved, user-friedly media center consistent with peer programs.
Strategic Goal	Academic Excellence and Student Support
Institutional Priority	Guided Pathways
Strategy	Provide state-of-the-art teaching spaces that support the academic programs' mission and facilitate a culture of scholarship and creativity.
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical PlantAssociate Vice President, ITSAcademic Departments: Communications and English
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	<ul style="list-style-type: none">Design started, complete by Spring 2025Request capital funding from County for the project by academic year 2024-2025Begin contract solicitation process within 6 months of funding being approved by CountyBegin renovations within 9 months of completing contract solicitation processComplete renovation within 24 months

Goal 3.2	Bridge Tunnel Replacement
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	High
Short Description	Bridge Tunnel Replacement of the existing concrete ramp structures connecting the Clusters to the library building is anticipated instead of extensive structural concrete repairs.
Strategic Goal	Academic Excellence and Student Support
Institutional Priority	Financial Stewardship
Strategy	Strategically maintain the campus buildings and systems of over 225 acres and over 1.5 million square feet of space.
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical Plant
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	<ul style="list-style-type: none">Design started, complete by Spring 2025Request capital funding from County for the project by academic year 2023-2024Begin contract solicitation process within 6 months of funding being approved by CountyBegin renovations within 9 months of completing contract solicitation processComplete renovation within 24 months

Goal 3.3	High Temperature Hot Water and Chilled Water Pipe Systems Replacement
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	High
Short Description	High temperature hot water and chilled water pipe systems will be assessed and replaced as needed due to many multiple emergency repairs.
Strategic Goal	Academic Excellence and Student Support
Institutional Priority	Financial Stewardship
Strategy	Strategically maintain the campus buildings and systems of over 225 acres and over 1.5 million square feet of space.
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical Plant
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	<ul style="list-style-type: none">Begin construction by Spring 2025Request capital funding from County for the project by academic year 2023-2024Begin contract solicitation process within 6 months of funding being approved by CountyBegin renovations within 9 months of completing contract solicitation processComplete renovation within 24 months

Goal 3.4	Campus-wide Wayfinding Project
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	High
Short Description	Campus-wide wayfinding will redesign all wayfinding types, including campus navigation, campus identification, building navigation, building identification, vehicle navigation, and parking lot identification. This will ensure that students and staff can quickly identify where they are on campus and where they need to go while feeling a “sense of place.”
Strategic Goal	Academic Excellence and Student Support
Institutional Priority	Community Inclusion and Engagement
Strategy	Ensure facilities support a robust student and community life.
Responsibility	<ul style="list-style-type: none">Vice President, Institutional AdvancementAssociate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical PlantAssociate Vice President, ITS
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	<ul style="list-style-type: none">Design started, complete by Spring 2025Request capital funding from County for the project by academic year 2024-2025Begin contract solicitation process within 6 months of funding being approved by CountyBegin renovations within 9 months of completing contract solicitation processComplete renovation within 24 months

Goal 3.5	Tower Building Renovation
Departments	<ul style="list-style-type: none">• Design and Construction• Steering Committees
Priority	High
Short Description	Tower building renovation of restrooms, mechanical systems, and perimeter fan coil unit will improve energy use. With the completion of the Student Services Center (SSC), several student services groups moved from the Tower to the SSC and left vacant space on floors 2, 3, and 5 of the Tower. This vacancy provides an opportunity to renovate and restack remaining administrative departments who are currently dispersed across campus and would benefit from an open office culture.
Strategic Goal	Academic Excellence and Student Support
Institutional Priority	Financial Stewardship
Strategy	Strategically maintain the campus buildings and systems of over 225 acres and over 1.5 million square feet of space.
Responsibility	<ul style="list-style-type: none">• Associate Vice President, Facilities Management• Director, Design and Construction• Director, Physical Plant• Associate Vice President, ITS
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	<ul style="list-style-type: none">• Design started, complete by Fall 2025• Request capital funding from County for the project by academic year 2024-2025• Begin contract solicitation process within 6 months of funding being approved by County• Begin renovations within 9 months of completing contract solicitation process• Complete renovation within 24 months

Goal 3.6	Culinary Arts Building Renovation
Departments	<ul style="list-style-type: none">• Design and Construction• Steering Committees
Priority	High
Short Description	Complete gut renovation to a previously vacant structure (108 Duncan) and Building K. This new educational facility will house classrooms, culinary, dining, and food storage to support the growing culinary program.
Strategic Goal	Student Persistence and Post-Graduation Success
Institutional Priority	Guided Pathways and Community Inclusion and Engagement
Strategy	<ul style="list-style-type: none">• Provide state-of-the-art teaching spaces that support academic programs' mission and facilitate a culture of scholarship and creativity.• Create facilities to be flexible to respond to a variety of activities, including shifts in community needs.
Responsibility	<ul style="list-style-type: none">• Associate Vice President, Facilities Management• Director, Design and Construction• Director, Physical Plant• Associate Vice President, ITS• Academic Department: Hospitality Business
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	<ul style="list-style-type: none">• Design started, complete by Fall 2025• Request capital funding from County for the project by academic year 2023-2024• Begin contract solicitation process within 6 months of funding being approved by County• Begin renovations within 9 months of completing contract solicitation process• Complete renovation within 24 months

Goal 3.7	Library Design and Renovation
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	Medium
Short Description	The library is currently underutilized and does not provide 21st century library study and learning environments. A phased renovation will re-envision study space, support learning, and provide additional academic support services. The library is an integral component in supporting student success on campus.
Strategic Goal	Academic Excellence and Student Support
Institutional Priority	Guided Pathways and Community Inclusion and Engagement
Strategy	<ul style="list-style-type: none">Provide facilities that serve traditional and non-traditional students, including teaching spaces supporting developmental programs and tutorial and study spaces.Create facilities to be flexible to respond to a variety of activities, including shifts in community needs.
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical PlantAssociate Vice President, ITS
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	<ul style="list-style-type: none">Implement project planning by Spring 2025Solicit firms for design by Fall 2025Request capital funding from County for the project by academic year 2025-2026Begin contract solicitation process within 6 months of funding being approved by CountyBegin renovations within 9 months of completing contract solicitation processComplete renovation within 24 months

Goal 3.8	Roof Replacement Program
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	Medium
Short Description	Roof replacement and maintenance of roofing systems campus-wide will ensure sustainable infrastructure that enhances functional facilities.
Strategic Goal	Academic Excellence and Student Support
Institutional Priority	Community Inclusion and Engagement
Strategy	Create facilities to be flexible to respond to a variety of activities, including shifts in community needs.
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical Plant
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	<ul style="list-style-type: none">Design started, start construction Summer 2025Request capital funding from County for the project by academic year 2024-2025Begin contract solicitation process within 6 months of funding being approved by CountyBegin renovations within 9 months of completing contract solicitation processComplete renovation within 24 months

Goal 3.10	NICE Bus Mini Hub
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	Low
Short Description	NICE Bus Mini Hub on campus will correspond with the current reduction efforts for bus routing through the center of campus. In addition, this will facilitate enhancements to bus and commuter traffic on campus.
Strategic Goal	Academic Excellence and Student Support
Institutional Priority	Community Inclusion and Engagement
Strategy	Create facilities to be flexible to respond to a variety of activities, including shifts in community needs.
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical PlantAssociate Vice President, ITS
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	<ul style="list-style-type: none">Implement project planning by Spring 2025Solicit firms for design by Fall 2026Request capital funding from County for the project by academic year 2025-2026Begin contract solicitation process within 6 months of funding being approved by CountyBegin renovations within 9 months of completing contract solicitation processComplete renovation within 24 months

Goal 3.11	Brick Café Design and Renovation
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	Low
Short Description	Brick Cafe design and renovation of a currently vacant one-story masonry building would be a viable replacement for the temporary Children’s Greenhouse building.
Strategic Goal	Academic Excellence and Student Support
Institutional Priority	Community Inclusion and Engagement
Strategy	Create facilities to be flexible to respond to a variety of activities, including shifts in community needs.
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical PlantAssociate Vice President, ITS
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	<ul style="list-style-type: none">Design firm selected, complete design by Spring 2026Request capital funding from County for the project by academic year 2025-2026Begin contract solicitation process within 6 months of funding being approved by CountyBegin renovations within 9 months of completing contract solicitation processComplete renovation within 24 months

Goal 3.12	Electric Feeder System Upgrades
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	Low
Short Description	Electric Feeder assessment of supply, transformers, switchgear, and other electrical gear on West Campus will be done to implement much-needed upgrades to the electrical feeder system.
Strategic Goal	Academic Excellence and Student Support
Institutional Priority	Financial Stewardship
Strategy	Strategically maintain the campus buildings and systems of over 225 acres and over 1.5 million square feet of space.
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical Plant
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	<ul style="list-style-type: none">Design firm selected, complete design by Fall 2025Request capital funding from County for the project by academic year 2025-2026Begin contract solicitation process within 6 months of funding being approved by CountyBegin renovations within 9 months of completing contract solicitation processComplete renovation within 24 months

Goal 3.13	Army Theater Renovation
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	Low
Short Description	The building will be rehabilitated, creating a Multimedia Center and preserving the theater function of this historic structure. A movie theater supports the Film and Media programs which fall under the Communications and English departments. The theater will serve the community as small event venue. An agreement from county is needed to proceed.
Strategic Goal	Academic Excellence and Student Support
Institutional Priority	Guided Pathways and Community Inclusion and Engagement
Strategy	<ul style="list-style-type: none">Provide state-of-the-art teaching spaces that support academic programs' mission and facilitate a culture of scholarship and creativity.Create facilities to be flexible to respond to a variety of activities, including shifts in community needs.
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical PlantAssociate Vice President, ITSAcademic Departments: Theater and Dance, Communications, English
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	<ul style="list-style-type: none">Implement project planning by Spring 2025Solicit firms for design by Fall 2026Request capital funding from County for the project by academic year 2025-2026Begin contract solicitation process within 6 months of funding being approved by CountyBegin renovations within 9 months of completing contract solicitation processComplete renovation within 24 months

Goal 3.14	Future Development Site Impacts
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	High
Short Description	Negotiations are underway for a land transfer. NYU Langone will construct a new hospital impacting the southern border of NCC. This project will serve to identify immediate and near term effects for NCC's adjacent parking lots and buildings.
Strategic Goal	Student Persistence and Post-Completion Success
Institutional Priority	Financial Stewardship and Campus Culture
Strategy	<ul style="list-style-type: none">Temporary signage and wayfinding at entry pointsTemporary protective barriers at pedestrian/car crossingsIdentify overflow parking zonesRelocate Public Safety Building to new site (TBD, short-term)Establish revised drop-off route at plaza entry
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical Plant
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	Implement project planning by 2025

Goal 3.15	Cluster Modernization Project
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	High
Short Description	The remaining Cluster buildings will be rehabilitated and renovated consistently with Cluster C. Anticipated Project Completion: Cluster A: 2034 Cluster B: 2031 Cluster C: Completed Cluster D: Mid 2027 Cluster E: 2037 Cluster F: 2040
Strategic Goal	Academic Excellence and Student Support
Institutional Priority	Community Inclusion and Engagement
Strategy	Create facilities to be flexible to respond to a variety of activities, including shifts in community needs.
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical PlantAssociate Vice President, ITS
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	Complete Cluster D by Summer 2027, Solicit design firm for Cluster B by Fall 2027

Goal 3.16	V Building Refresh (Decant Q building)
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	Medium
Short Description	Removal of Q building will require decanting of spaces into V Building.
Strategic Goal	Academic Excellence and Student Support
Institutional Priority	Guided Pathways and Community Inclusion and Engagement
Strategy	<ul style="list-style-type: none">Identify underutilized spaces in V BuildingDecant Q building spaces into V Building and renovateRemoval of Q building
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical PlantAssociate Vice President, ITSAcademic Departments: Arts
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	Implement project planning by 2026

Goal 3.17	Sports Fields and Physical Education project
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	High
Short Description	Renovate or build new PE Building to include Wellness, Recreation, and Community use functions
Strategic Goal	Student Persistence and Post-Completion Success
Institutional Priority	Financial Stewardship and Campus Culture
Strategy	<ul style="list-style-type: none">Create new fields at existing Parade FieldRenovate V Building to include varsity locker rooms and music practice spaces currently at Q BuildingRenovate M Building to include varsity locker roomsOption 1 - renovate existing PE BuildingOption 2 - build new Recreation, Community, and Wellness Building at West Campus siteOption 3 - renovate existing PE Building for recreation and wellness uses, build new Athletics Building at West Campus siteMove Counseling, Health Services, NEST, and Theater into new/renovated facilitiesDemo W Building, Theater Storage Facility, and Health Services Building
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical PlantAssociate Vice President, ITSAcademic Departments: Communications and English
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	<ul style="list-style-type: none">Implement project planning by Spring 2024Solicit firms for design by Spring 2027Request capital funding from County for the project by academic year 2024-2025Begin contract solicitation process within 6 months of funding being approved by CountyBegin renovations within 9 months of completing contract solicitation processComplete renovation within 24 months

Goal 3.18	Community Amenity and Meeting Center at Union Building
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	Low
Short Description	Due to the future development site impacts, Library road will need to be rerouted. U Building will be renovated and a new addition will provide new meeting and conference spaces for campus and broader community
Strategic Goal	Student Persistence and Post-Completion Success
Institutional Priority	Financial Stewardship and Campus Culture
Strategy	<ul style="list-style-type: none">Renovate CCB to accommodate all student Clubs and OrgsBuilding new Union additionRenovate/refresh UnionDemo remaining temporary structures at siteAlign Library Road with Duncan Avenue
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical PlantAssociate Vice President, ITS
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	Implement project planning by 2032-2034

Goal 3.19	Academic Environment Ongoing Upgrades
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	Medium
Short Description	Ongoing maintenance and upgrades including: IT/AV improvements, furniture upgrades, etc.
Strategic Goal	Equitable Student Opportunities
Institutional Priority	Campus Culture and Community Inclusion and Engagement
Strategy	Selective upgrades to academic centered spaces
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical PlantAssociate Vice President, ITS
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	Implement project planning by 2024-2034

Goal 3.20	Campus-wide Facility Ongoing Upgrades
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	High
Short Description	Ongoing maintenance and upgrades including: roofing replacement, boiler replacements, solar PV systems, and window replacements.
Strategic Goal	Student Persistence and Post-Completion Success
Institutional Priority	Guided Pathways and Community Inclusion and Engagement
Strategy	Identified critical buildings will be prioritized for rehabilitation
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical PlantAssociate Vice President, ITS
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	Implement project planning by 2024-2034

Goal 3.21	Residence Upgrade Project
Departments	<ul style="list-style-type: none">Design and ConstructionSteering Committees
Priority	Low
Short Description	Ongoing maintenance and upgrades including: roofing replacement, boiler replacements, solar PV systems, window replacements, Residence renovations, etc.
Strategic Goal	Student Persistence and Post-Completion Success
Institutional Priority	Guided Pathways and Community Inclusion and Engagement
Strategy	Identified critical buildings will be prioritized for rehabilitation
Responsibility	<ul style="list-style-type: none">Associate Vice President, Facilities ManagementDirector, Design and ConstructionDirector, Physical PlantAssociate Vice President, ITS
Data/ Analysis to Support Request Funding and Breakdown by Year	Pegasus and Cabinet requests
Funding and Breakdown by Year	Capital
Assessment Method	On time and on budget completion
Key Performance Indicators	Implement project planning by 2024-2034

Cluster Modernization Project

The renovation of Cluster C was the first project in a series of renovation projects initiated during the last master plan cycle. Cluster C sets the model for cluster renovations moving forward. The projects are major renovations which include exterior window replacement, roof replacement, and façade upgrades, however depending on funding, some projects may not include a full interior gut renovation.

Projects address deferred maintenance needs as well as provide enhanced instructional and lab spaces, and academic offices. Currently the Clusters house some but not all of the academic six departments.

Based upon scheduling and locations of current departmental offices, the Cluster are currently organized around the following academic departments:

- A = Accounting & Business Administration and Healthcare
- B = Math, Marketing Retail and Interior Design and Fashion
- C = Engineering and Physical Sciences
- D = Workforce Development & Continuing Education
- E = Allied Health Science
- F = Biology

English & Art are primarily located in G Building and on West Campus. Social & Behavioral Sciences is primarily located in G Building today.

** English to remain in Bradley Hall for the near future. As detailed programs are developed as part of the cluster modernization. Further study will be needed to identify programs that might be consolidated. English department could be consolidated but if not will remain in place in Bradley hall as part of the duration of this master plan.*

In the Fall of 2024, a new academic structure went into place. The former 23 departments were administratively reorganized into 6 total departments. Degree offerings were not impacted, it is anticipated that there may be changes to course offerings in the future to reflect the overall movement towards consolidation and optimization. As the master plan progresses, academic organization and instructional utilization should be studied to determine the specific department needs which need to be addressed in each cluster renovation project.

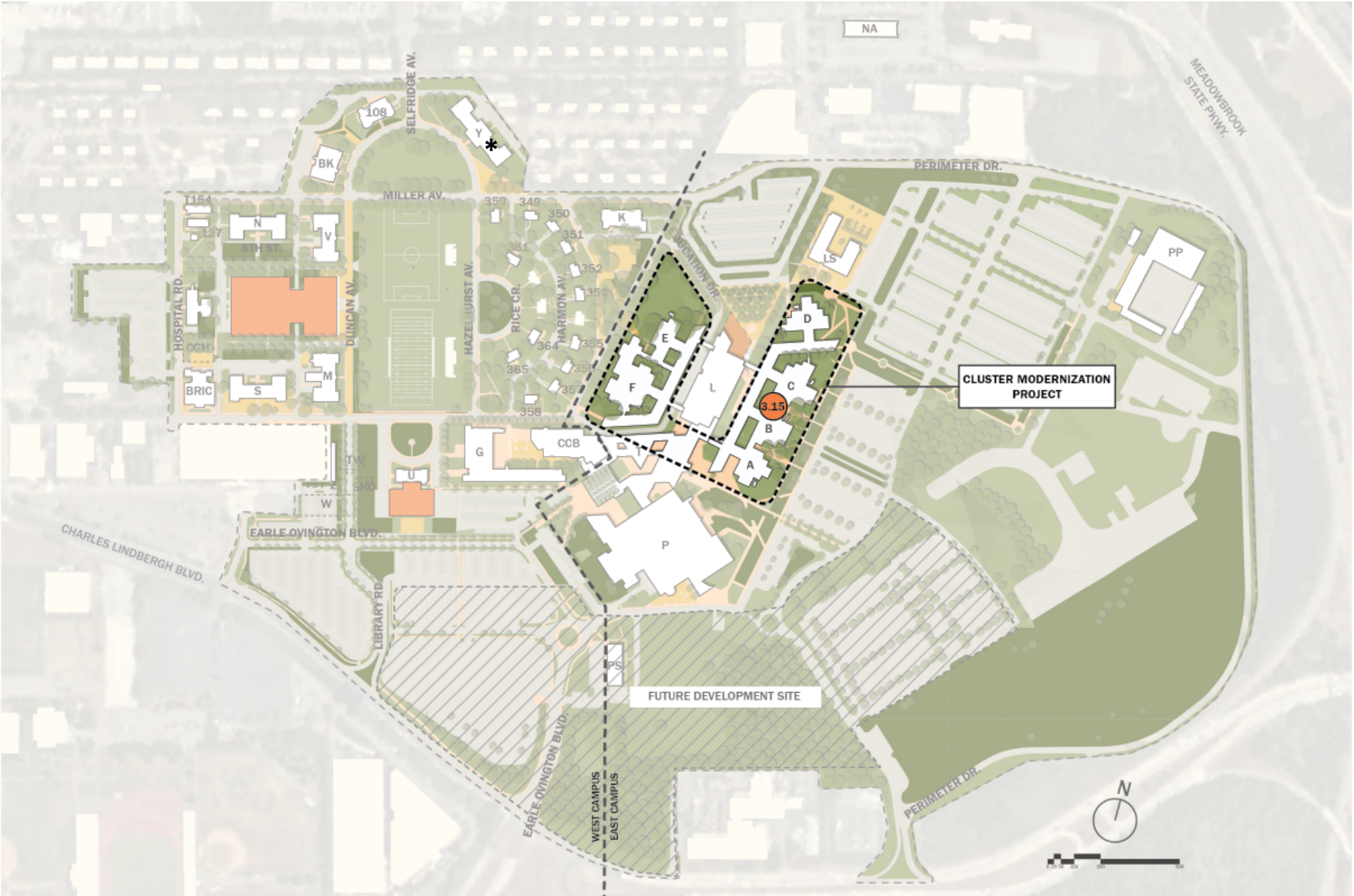


Fig. 3.5 - Cluster Modernization project

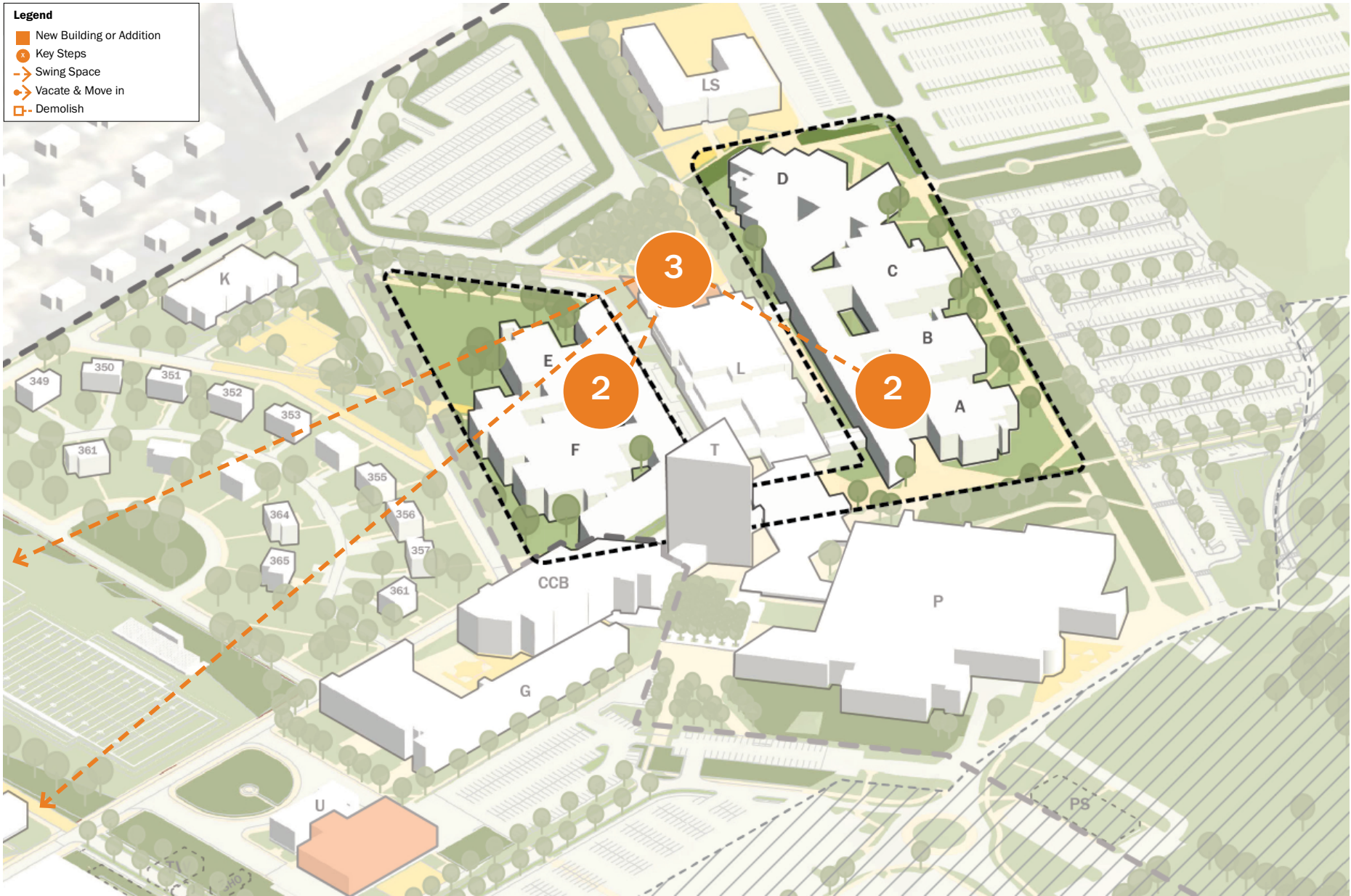


Fig. 3.6 - Axon identifying key steps for the Cluster Modernization project

Key Steps

- 1 Review space utilization when new course offerings are rolled out to determine new classroom demand per department. Align office need with consolidated departments and determine academic focus for subsequent cluster renovations.
- 2 This plan suggests that Clusters A & B and Cluster E & F could be designed under one project and then executed in phases. Design to be coordinated with previous cluster renovation projects, NCC Design Guidelines, and the Graphics & Wayfinding Master Plan.
- 3 To facilitate renovations, swing offices a temporary location (West Campus N or S Building or adjacent cluster). Registrar to shift scheduling of classrooms and labs as needed to adjacent clusters.

Square Footage & Cost Summary

	Cluster A ¹	Cluster B ²	Cluster D ³
Teaching & Learning	23,000	22,000	19,000
Office & Support	5,500	8,000	8,500
Building Service & Circ	12,000	15,000	9,000
NSF	40,500	45,000	36,500
GSF	51,600	58,050	45,150
Cost	\$51M	\$51M	\$35M

Note: Rough order of magnitude cost estimates are construction costs and do not include soft costs. An additional 30-40% should be considered for project costs.

- | | |
|---|-----------------------------|
| 1 | Construction Midpoint: 2032 |
| 2 | Construction Midpoint: 2029 |
| 3 | Construction Midpoint: 2026 |

Cluster Modernization - Open Space Recommendations

- 1 N-S vehicular continuity does not exist at the transition of East 5A and East 4 Lots.
- 2 Limited landscape areas at East 4 create an uninviting vehicular to pedestrian transition and elevate Urban Heat Island (UHI) due to the over reliance of asphalt.
- 3 The pedestrian experience of transitioning from Parking Lots to Academic Campus navigates through a bland band of lawn.



Fig. 3.7 - Existing Conditions Axonometric



Fig. 3.8 - Proposed Axonometric

Cluster Modernization - Circulation Recommendations

- 1 N-S continuity between East 5A and 4 Lots is introduced to facilitate vehicular circulation. The central road is reinforced with an iconic allée of native tree species.
- 2 Landscape strips minimize the scale of Parking and enclose humanized 'parking rooms' with dedicated paths for safe pedestrian circulation.
- 3 The transition lawn band is replaced with Hempstead Plains to extend the limited SE patch and infiltrate runoff. Student and faculty are intentionally designed to navigate through this novel ecosystem, fomenting contextual awareness and campus identity.
- 4 The existing Staff Parking Area is extended North and separated by a robust landscape buffer.
- 5 The future development site should seek to complete the upland N-S corridor of the Hempstead Plains

Future Development Site Impacts

NYU Langone is currently in the master planning stages of development for a potential hospital on 40 acres of NCC's current property. Long-term build out includes the doubling of hospital beds, corporate offices, an academic/research building, and staff/student housing.

The site includes NCC's current primary entry point to campus at Earle Ovington Boulevard as well as approximately 1,995 heavily utilized parking spots. In addition, the site extents include the existing Central Utility Plant (CUP) which serves NCC as well as other adjacent sites. NYU Langone has committed to replacing the CUP with a new facility as part of their scope of work.

At the time of writing, the land transfer has not been finalized at the county level and further study is needed as the schedule and scope of work are defined by NYU Langone. Given the timing and availability of information, this master plan has responded in the following ways: NYU Langone Coordination Study (#276) – is planned to kickoff in Summer of 2025 as more details become available. This scope of work is for master planning services including parking, site/civil, landscape, and planning to address the imminent impacts to campus. This work will identify interim solutions to address functionality and student experience as well as facilitate the long-term master plan vision. At the completion of this study, an appendix will be added to the master plan to include further detail and any amendments needed to the master plan.

Master Plan Vision – included within this document addresses the vision for a 10-year horizon including the assumed future development site. It seeks to establish new primary entry points, shift parking loads, and prioritize focused areas of investment.

Athletics & Recreation – are studied in detail within this master plan given the direct adjacency of the existing PE Building to the future development site and the loss of practice fields within the site. NCC uses a portion of the site area for athletics and recreation fields and has long planned to expand this functionality. Multiple options are provided for paths forward to provide flexibility as negotiations with the county proceed.

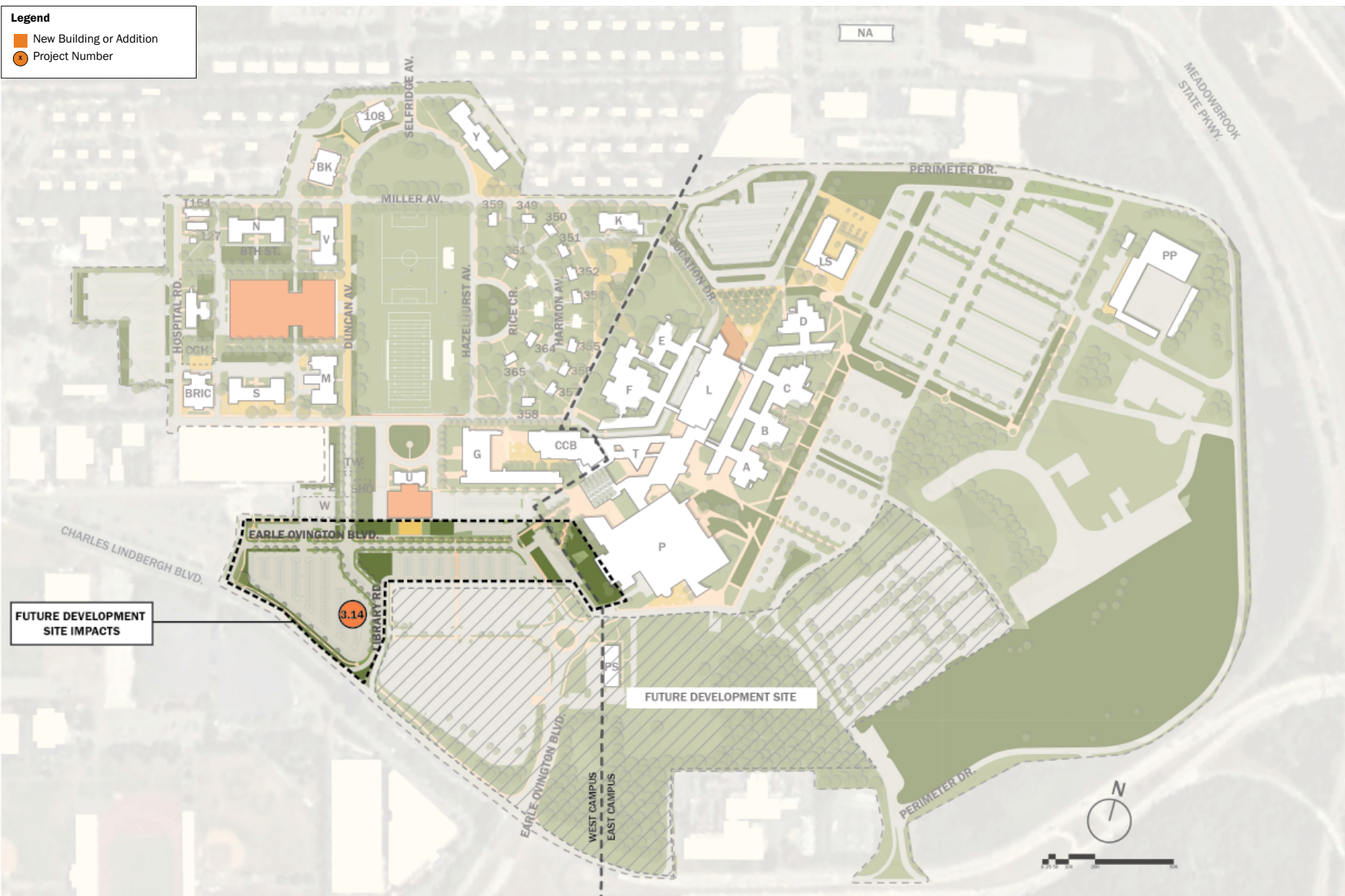


Fig. 3.9 - Site plan identifying the future development site impact

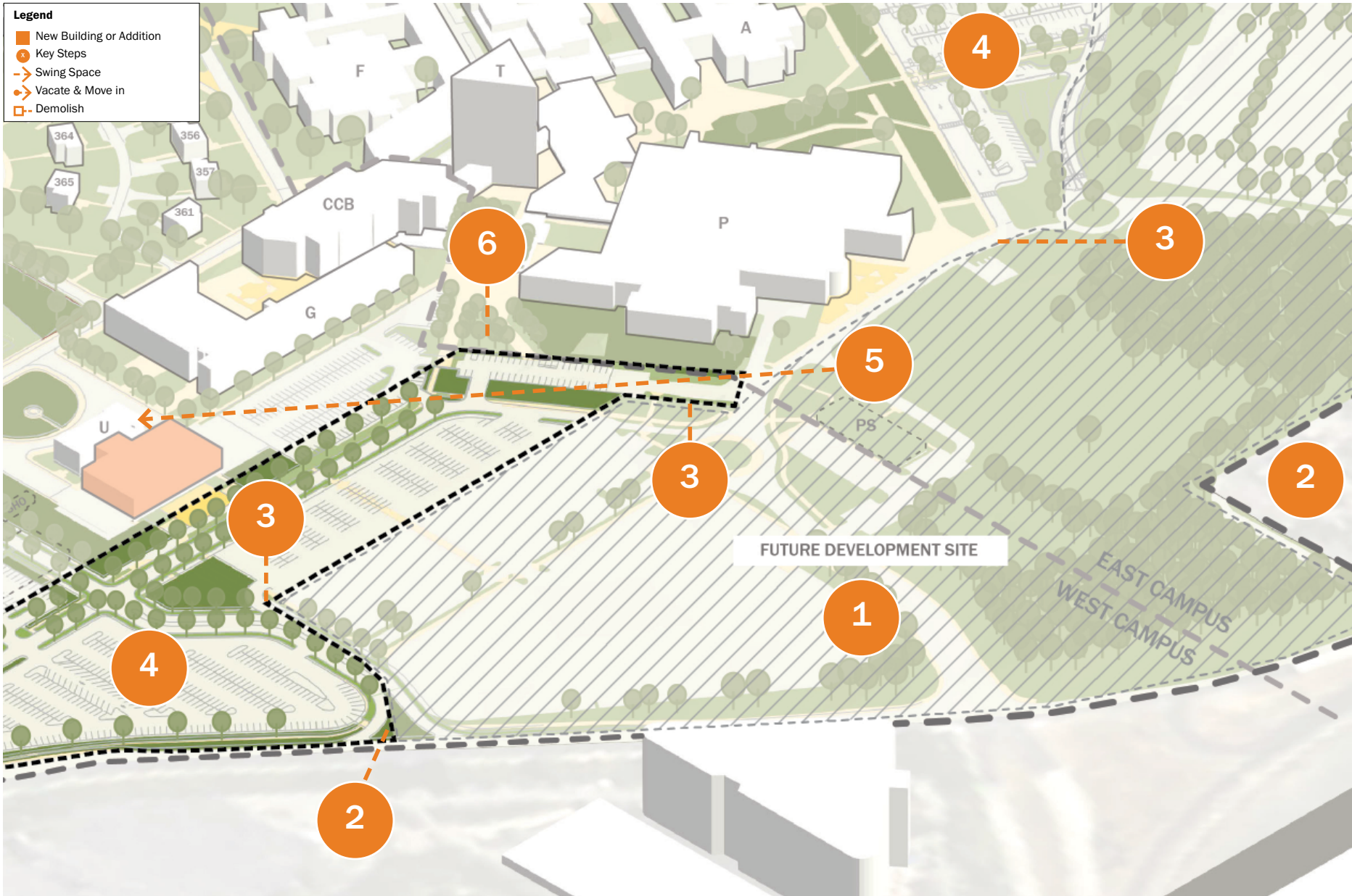


Fig. 3.10 - Axon identifying key steps for the future development site impact

Key Steps

- 1 Extents of project to be further defined via the “NYU Langone Coordination Study (#276)
- 2 Provide temporary signage and wayfinding at Library Road and Perimeter Road
- 3 Provide protective barriers at major pedestrian and car crossings.
- 4 Identify overflow parking zones and directional signage to these locations.
- 5 Relocate Public Safety to first floor of Union Building.
- 6 Rework drop-off route at entry plaza and facilitate loop road connection to East campus.

Square Footage & Cost Summary

	GSF	Cost
Allowance for Temporary Signage, Fencing, Landscape ¹	-	\$2M
Storm Water Management System Replacement ¹	63,600	\$4.8M
Renovate or Build New Public Safety Building ¹	8,000	\$2.5-5.5M
Re-Configure Access & Parking ¹	1,000,000	\$31M

Note: Rough order of magnitude cost estimates are construction costs and do not include soft costs. An additional 30-40% should be considered for project costs.

¹ Construction Midpoint: 2029

Library & North Entrance Upgrades

The previous master plan recommended renovations to the library to address underutilized spaces and the need for additional collaboration, study, and academic resources for students. A library planning study was conducted in 2019 which proposed a program to address these needs and provided a plan for a phased renovation. This master plan has confirmed that these needs remain relevant and in support of the College’s Strategic Plan. While the previous plans primarily identified the need to rework the current secondary entry point, this plan identifies further action to make this a primary entry point. By collocating a welcome center, commuter lounge, and flexible programming space at this entry location, the building reorients itself towards the anticipated future primary entry to campus at Endo Boulevard.

This plan also recommends collocating tutoring and academic support spaces currently distributed across departments into a new Academic Resource Center. In addition, a location for the Center for Students with Disabilities was explored and remains an option if a location cannot be established within an adjacent cluster building.

An update to the previous planning study is recommended to define the extent of renovation overall. It is anticipated that the library renewal can be achieved through a series of phased renovations with some more intensive than others.

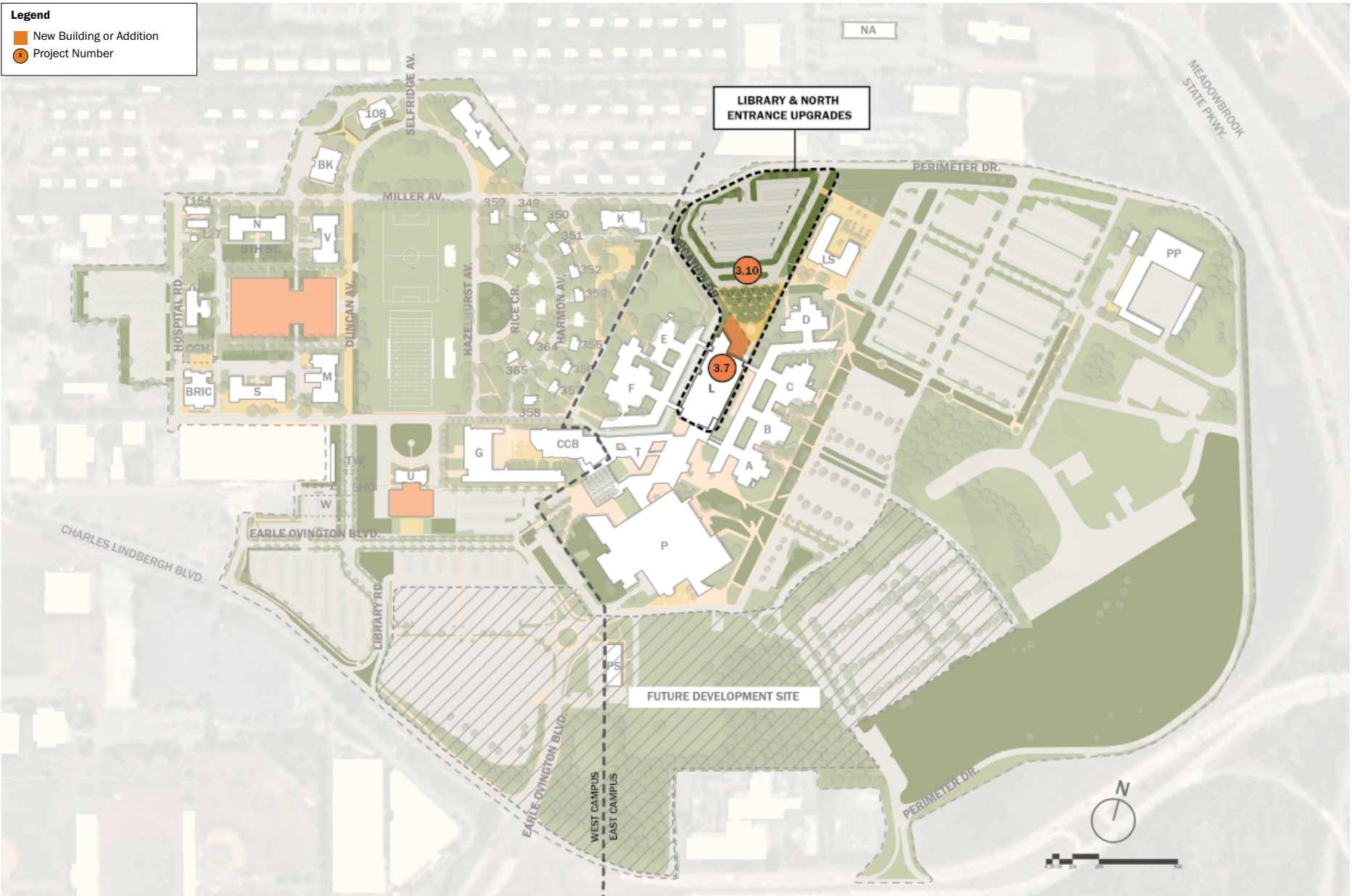


Fig. 3.11 - Site plan identifying the Library Renovation and North Entrance Upgrades

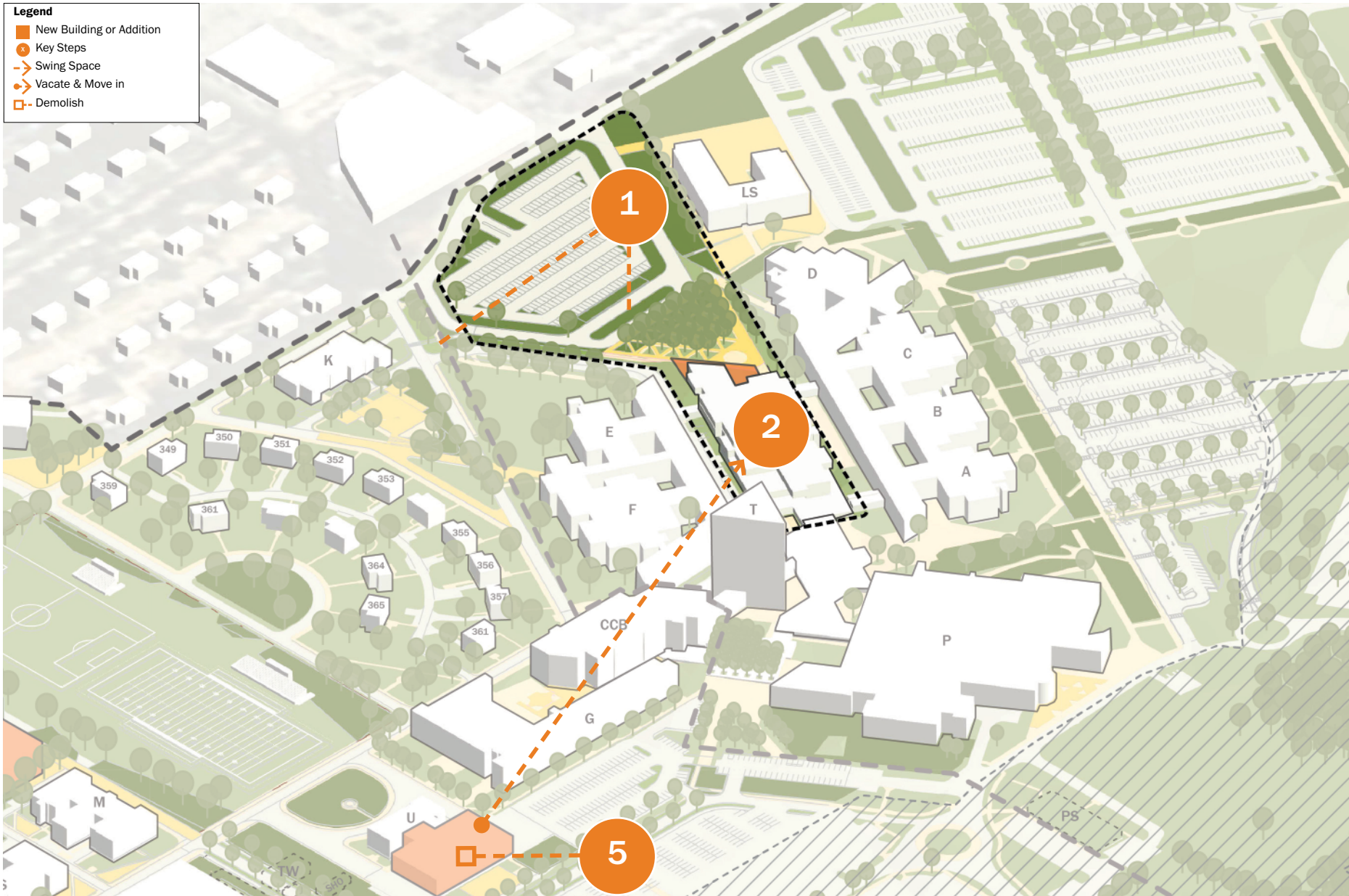


Fig. 3.12 - Axon identifying key steps for the Library Renovation and North Entrance Upgrades

Key Steps

- 1 New NICE bus mini-hub
 - Re-align road and provide separated bus and car drop off
 - Add pedestrian crosswalk
 - Add single-use bathroom
- 2 Phased renovation of library to accommodate continuous operation
 - Phase 1: Roof and envelope renovation
 - Phase 2: Mechanical upgrades and first floor renovation
 - Phase 3: Upper floors renovation
- 3 Identify new location for Public Safety (long-term)
- 4 Move CSD and Academic Resources to Library
- 5 Demo CSD Building

Square Footage & Cost Summary

	GSF	Cost
NICE Bus Mini Hub & Site Work ¹	225,000	\$6.9M
Phase 1 Library Renovation ¹	88,880	\$78M
Phase 2 Library Renovation ¹	40,100	\$35M
Phase 3 Library Renovation ¹	70,250	\$62M
Demo CSD temporary structure ¹	12,600	\$300K

Note: Rough order of magnitude cost estimates are construction costs and do not include soft costs. An additional 30-40% should be considered for project costs.

¹ Construction Midpoint: 2029

Library and North Entrance Upgrades - Open Space Recommendations

- 1 The misalignment of New Campus Cir and the Endo Blvd and Miller Ave intersection complicates vehicular circulation due to the congestion of Faculty and Students accessing their respective Parking Areas and Nassau Inter-County Express (NICE) Transit.
- 2 Nassau County Fire Marshall (NCFM) requires a 26' Fire Lane Access to Cluster D.
- 3 Vehicular circulation along Education Drive converges with New Campus Cir.

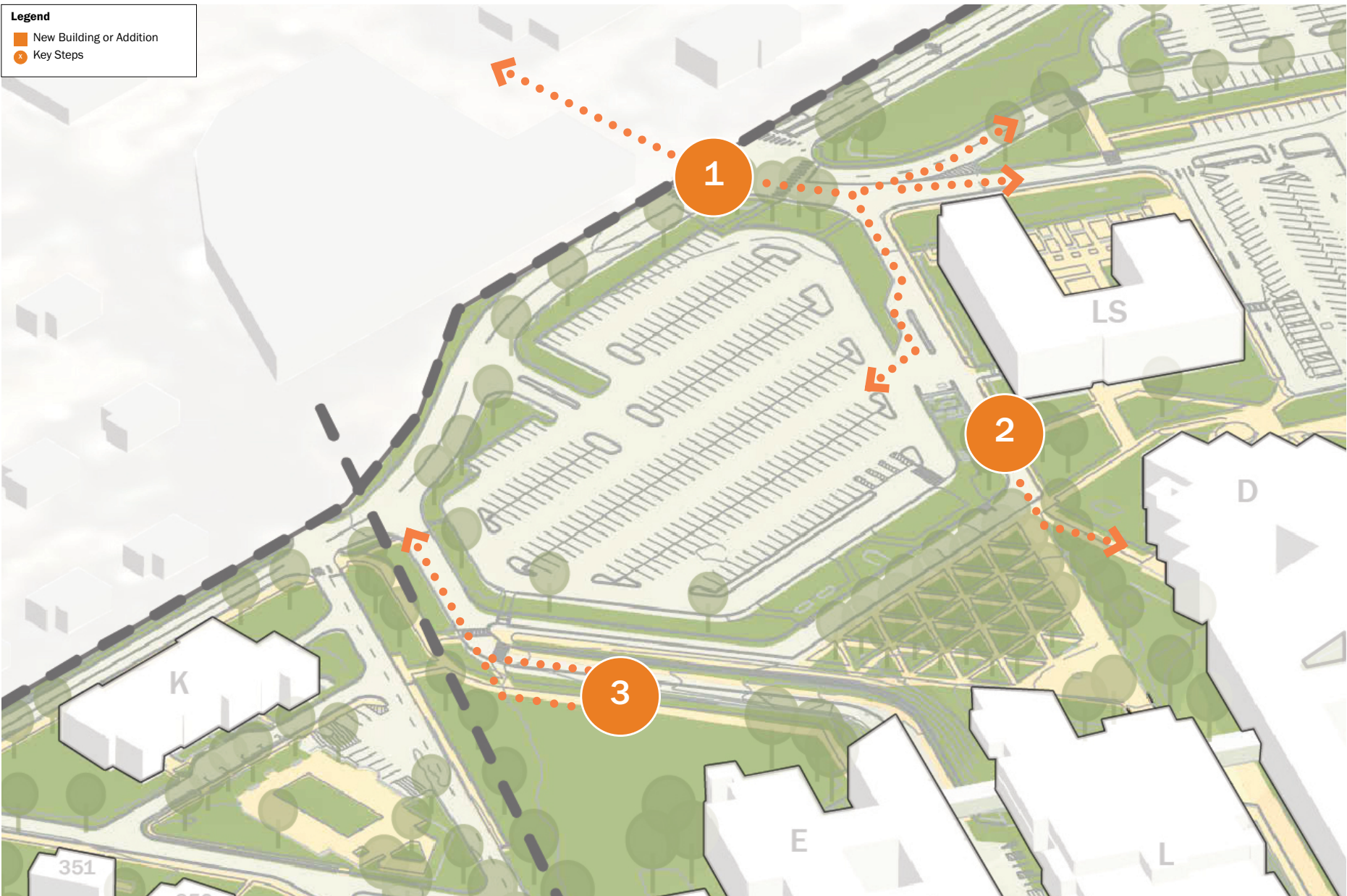


Fig. 3.13 - Existing Conditions Axonometric



Fig. 3.14 - Proposed Axonometric

Library and North Entrance Upgrades - Open Space Recommendations

- 1A New Campus Cir is shifted westward, simplifying the Endo intersection and creating a widened buffer of the Life Science building featuring the Hempstead Plains as a gateway landscape.
- 1B Student and Faculty circulation to their respective East Lots is redirected to Miller Ave, limiting traffic along New Campus Cir to designated NICE Transit and Drop-off lanes.
- 2 New Campus Cir is widened to 26' to facilitate NCFM Access.
- 3 Vehicular circulation along Education Drive is redirected to E Rd. with a 90° intersection.
- 4 The existing Staff East 2 Lot is engulfed in a Rain Garden, featuring native species to infiltrate hydrological flow across the site.
- 5 A proposed grove of trees complements the adjacent Plaza bosque and outlines the footprint for a potential future building.

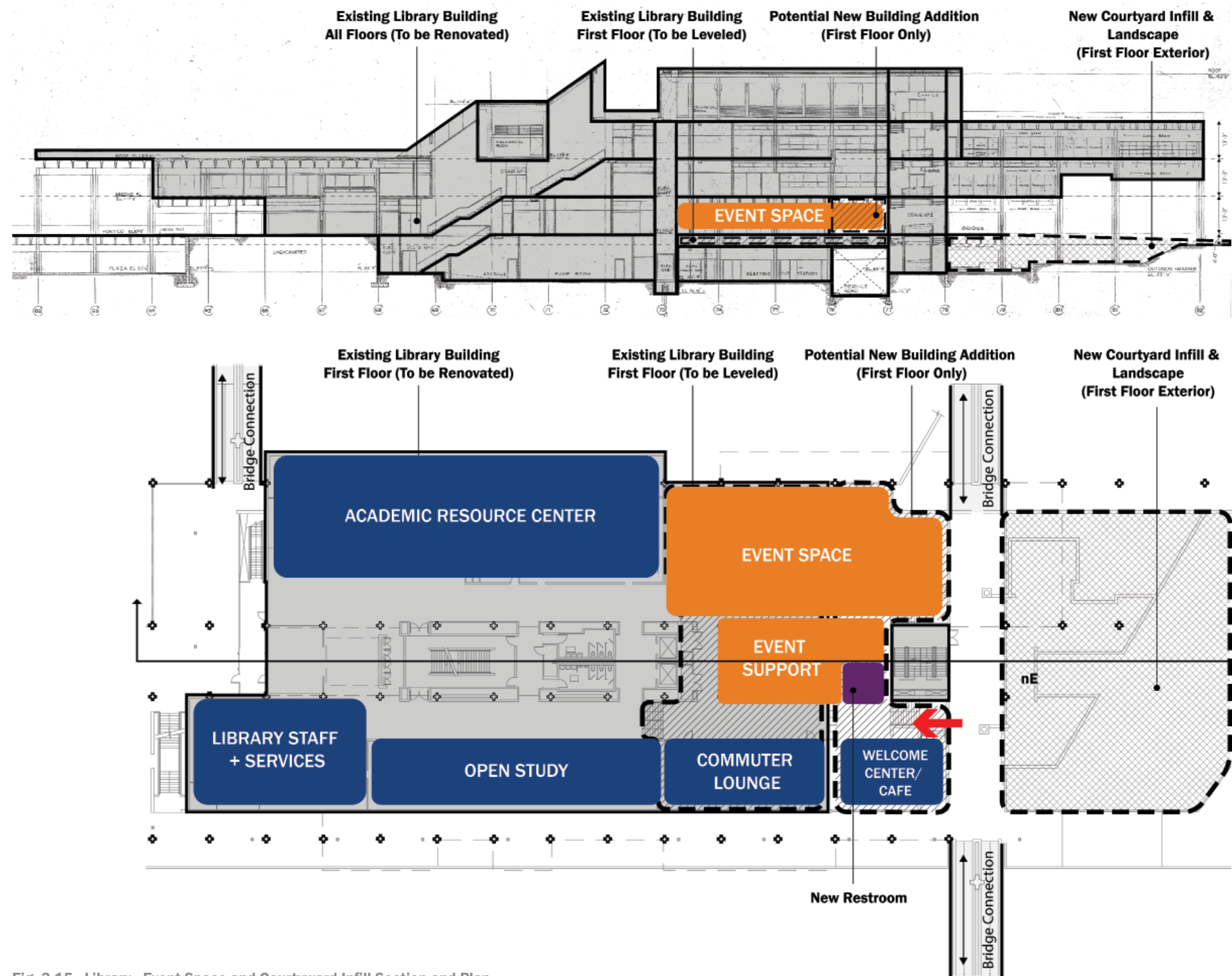


Fig. 3.15 - Library - Event Space and Courtyard Infill Section and Plan

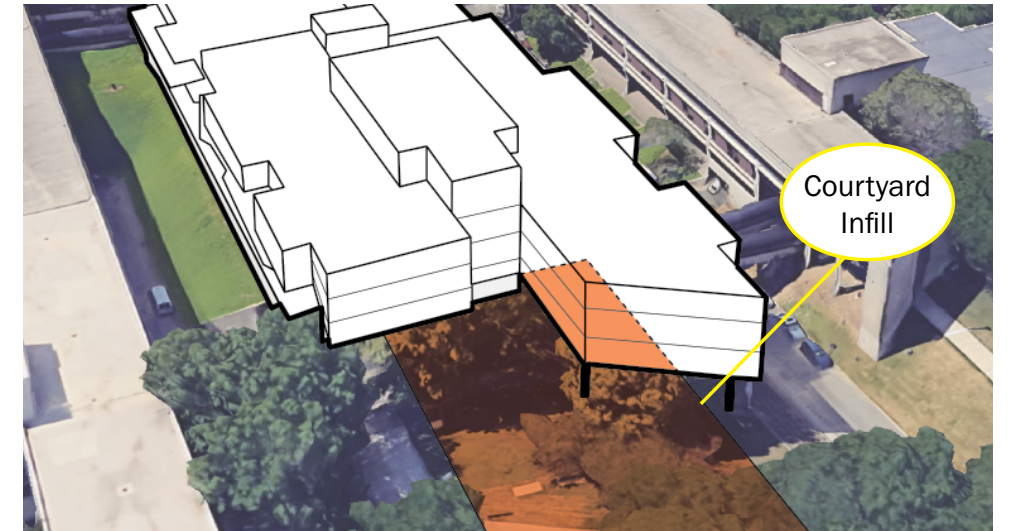


Fig. 3.16 - Library - Courtyard Infill



Fig. 3.17 - Library - Program Infill

Legend

- Student Spaces
- Decanted Spaces
- Rentable Spaces
- New Restroom
- Renovation
- Building Addition
- New Courtyard Infill
- New Entrance

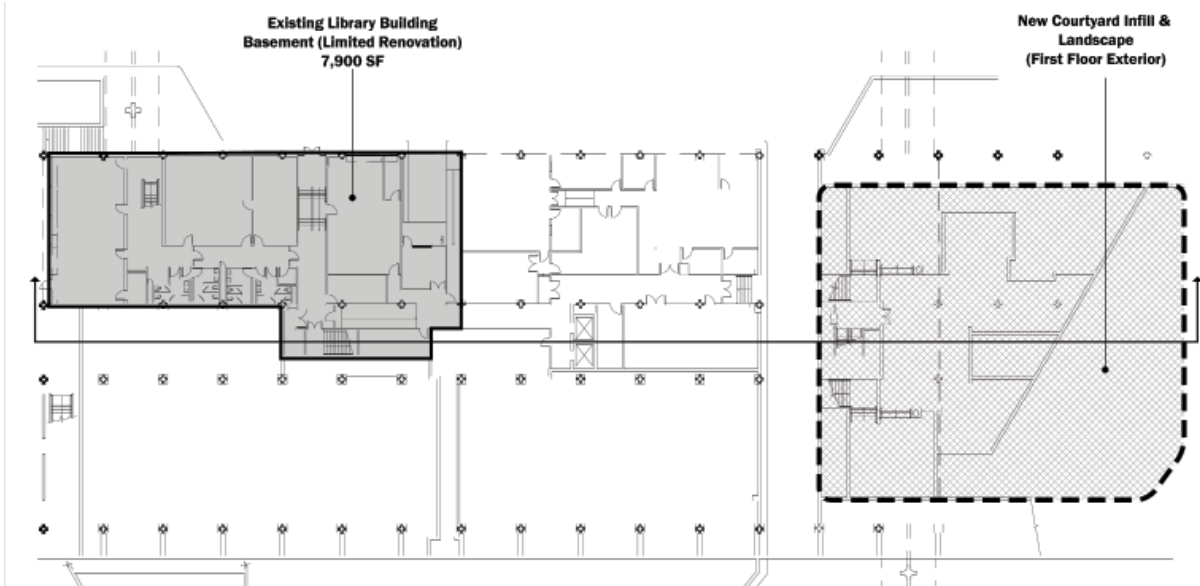


Fig. 3.18 - Library Basement Floor Plan

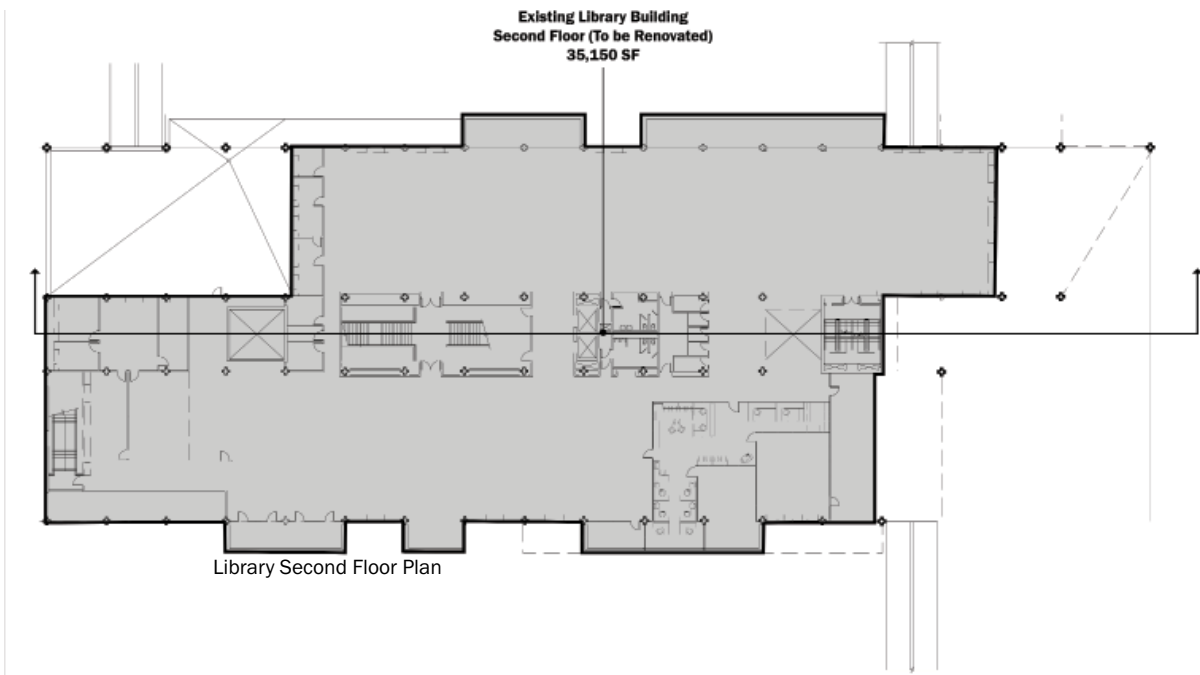


Fig. 3.20 - Library Second Floor Plan

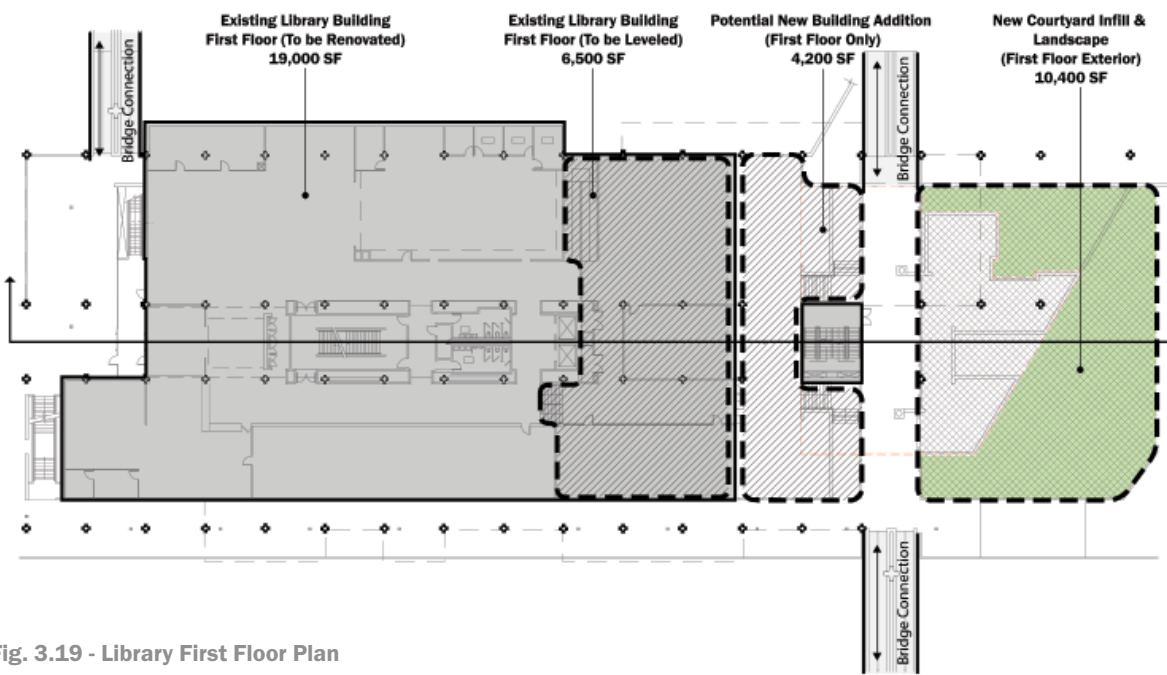


Fig. 3.19 - Library First Floor Plan

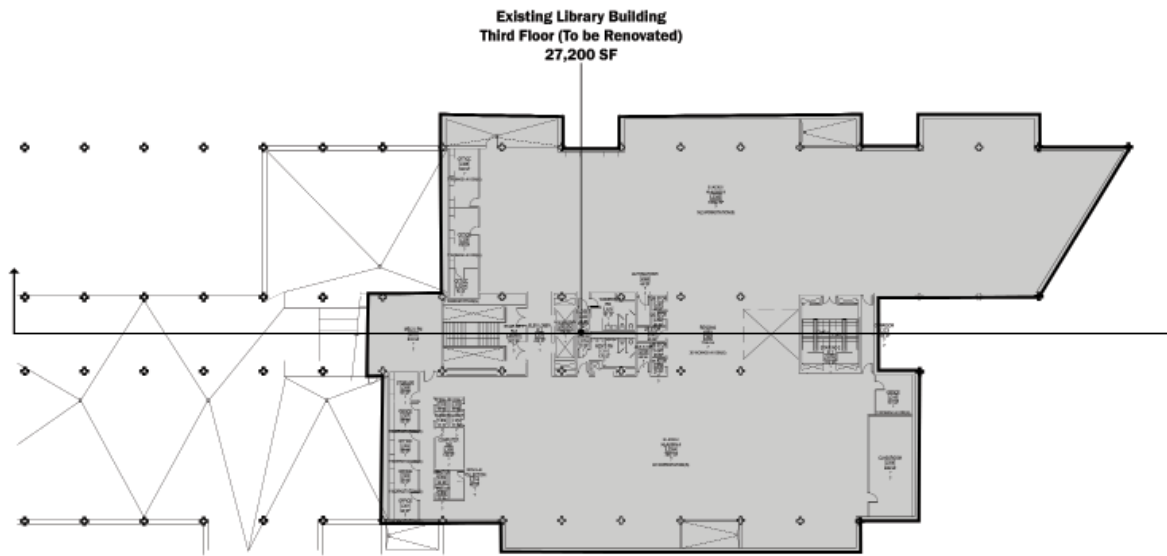


Fig. 3.21 - Library Third Floor Plan

Sports Fields and Physical Education Project

In preparation for NYU Langone's presence at NCC's southern entrance, the impacts on the current PE Building were analyzed to generate multiple options for NCC's consideration. As discussed in key stakeholder meetings, the project will prioritize rentability, flexibility, and student-centered spaces. Using these guiding principles and depending on which option NCC selects, this project aims to enhance the West Campus while consolidating athletics, recreation, and wellness programs into an efficient footprint. Initial steps include creating new athletics fields (soccer and football) at the existing Parade Field and reducing car traffic directly adjacent to the fields. The creation of new fields has been identified as a near-term project with a target completion date by the end of 2028.

There are currently three options being considered for the Physical Education Building. Option A involves addressing deferred maintenance and renovating the existing P Building. A study was completed in 2018 that assessed the existing facility, developed a proposed program, and defined a phased plan for renovation. this plan would need to be revisited to add additional student spaces and specific student groups. Option 4B proposes constructing a new facility at a designated West Campus site, leading to the decommissioning of the existing PE Building. The existing PE Building site could be considered as a long-term development site for structured parking, facilitating a seamless car to plaza experience for visitors, students, and staff. Option C suggests renovating the existing PE Building for recreation and wellness uses, including the addition of a black box theater space while also constructing a new facility at the West Campus site for a dedicated Athletics facility.

Options B and C will require the demolition of the Q Building and Children Greenhouse. Temporary locations have been coordinated in projects which precede this one and are described in subsequent pages. Option B and C would also relieve the need for the W Building, Theater Storage, and Health Services Building, as both contain a new black box theater with support spaces. This allows for further reduction of deferred maintenance, unsightly buildings on campus, and the alignment of Library Road with Duncan Avenue.

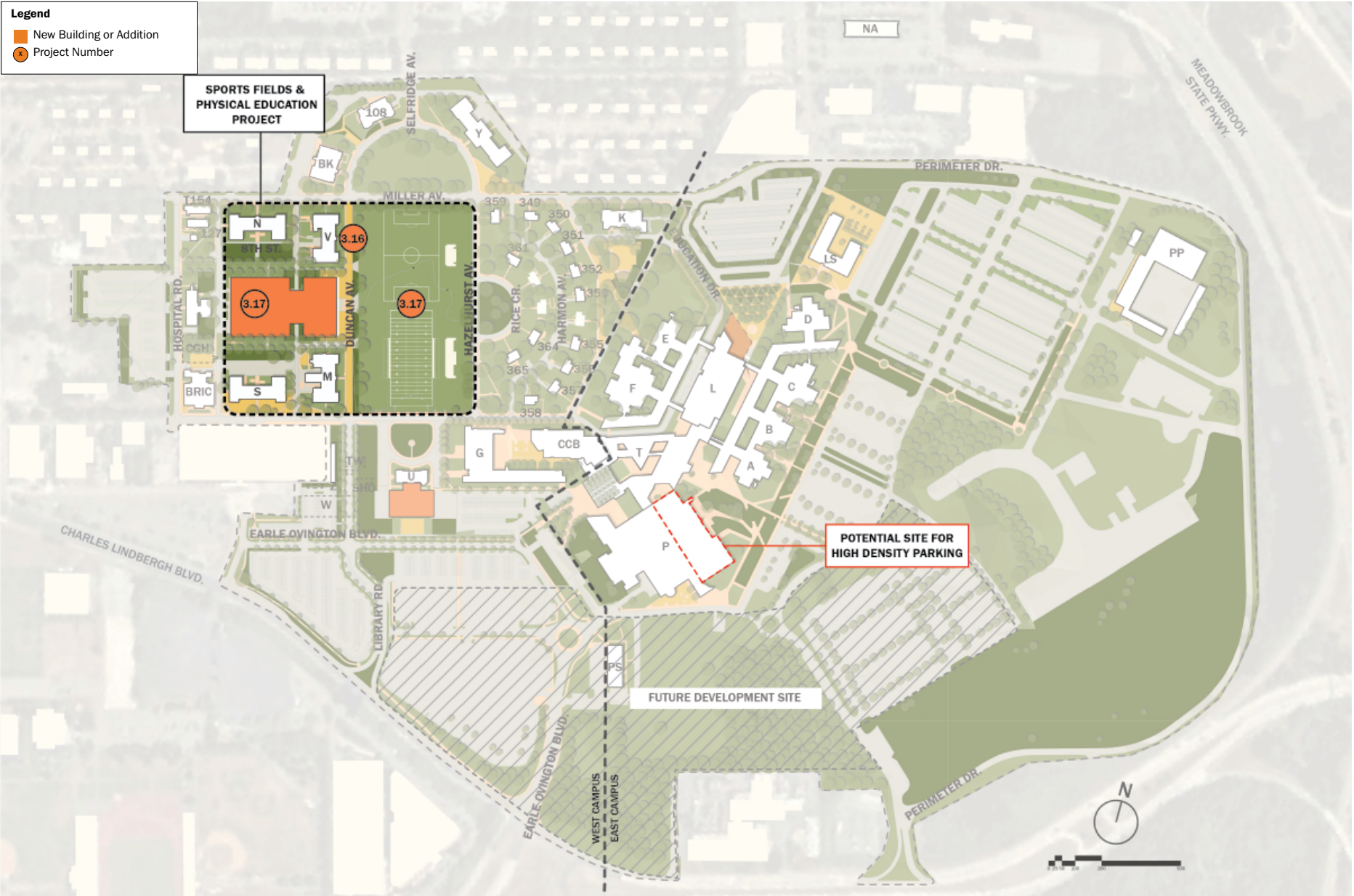


Fig. 3.22 - Site plan identifying the new physical education project and sports fields

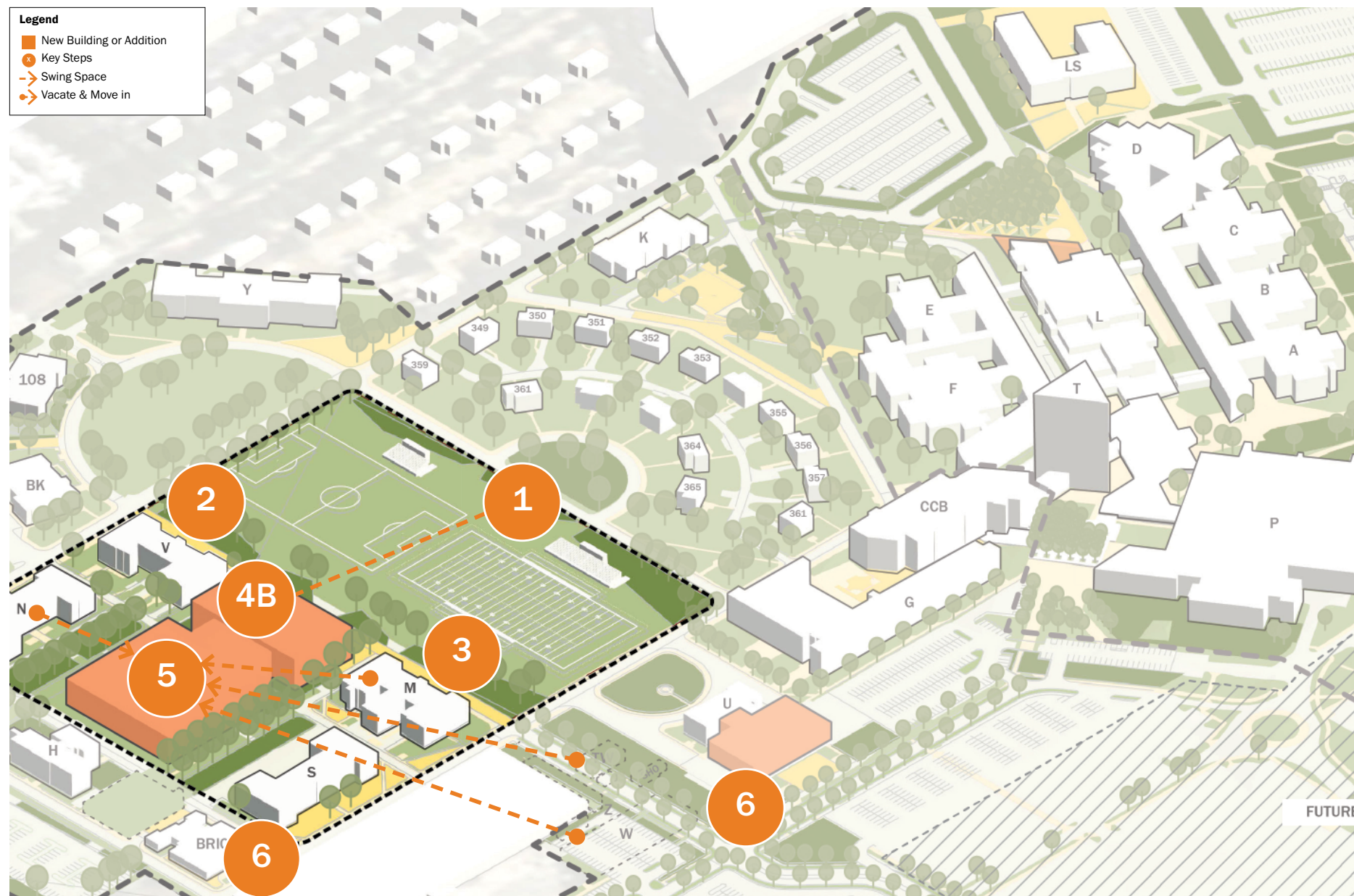


Fig. 3.23 - Axon identifying key steps for the new physical education project and sports fields

Key Steps

- 1 Create new fields at existing Parade Field
- 2 Renovate V Building to include varsity locker rooms and music practice spaces currently at Q Building
- 3 Renovate M Building to include varsity locker rooms
- 4A Option A - Renovate existing PE Building
- 4B Option B - Build new recreation, community & wellness building at West Campus site
- 4C Option C - Renovate existing PE Building for recreation and wellness, build new Athletics Building at West Campus Site
- 5 Move Counseling, Health Services, NEST, & Theater into new/renovated facilities. Renovate North & South Halls.
- 6 Demo W Building, Theater Storage Facility, and Health Services Building

Square Footage & Cost Summary

	GSF	Cost
Build Fields & Stands at Parade Field ¹	353,000	\$8M
Renovate existing PE Building (Option 4A) ²	194,814	\$215M
Build New Athletics & Recreation Facility at West Campus Site (Option 4B) ²	199,500	\$220M
Build New Athletics Facility at West Campus Site (Option 4C) ²	78,500	\$86M
Demo P Building ²	194,814	\$4.8M

Note: Rough order of magnitude cost estimates are construction costs and do not include soft costs. An additional 30-40% should be considered for project costs.

1	Construction Midpoint: 2028
2	Construction Midpoint: 2030

Sports Field and Physical Education Project - Open Space Recommendations

- 1 West 1 Parking Lot is limited to perimeter landscape creating a bleak first impression.
- 2 Lawn areas around Building Q have minimal ecological function and programmatic use.
- 3 West 2 Parking Lot abutting the Parade Grounds prevents completion of an architectural frame along Duncan Ave
- 4 The Parade Grounds is entirely lawn requiring costly maintenance. Its minimal programming limits year round usage.

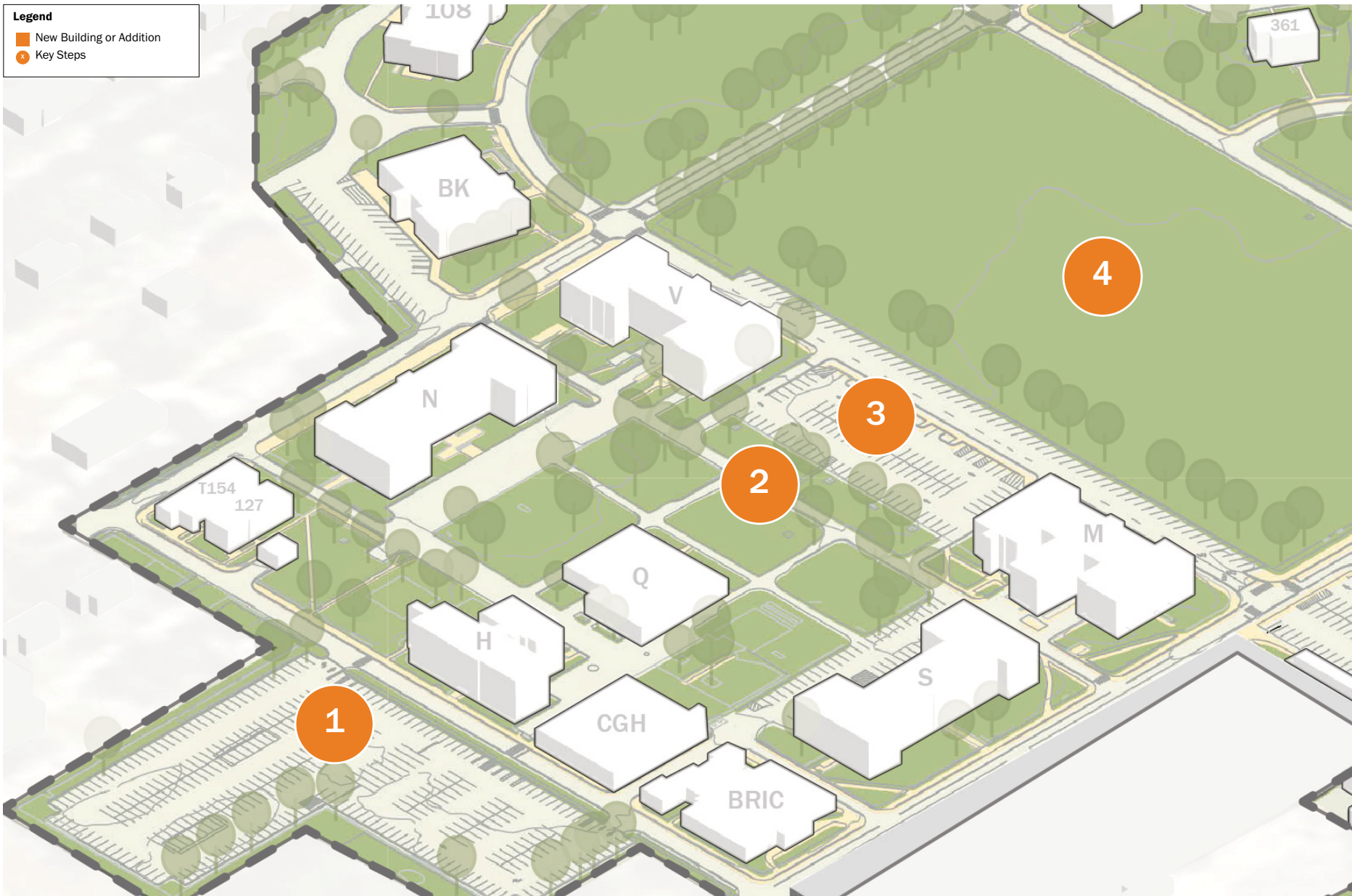


Fig. 3.24 - Existing Conditions Axonometric

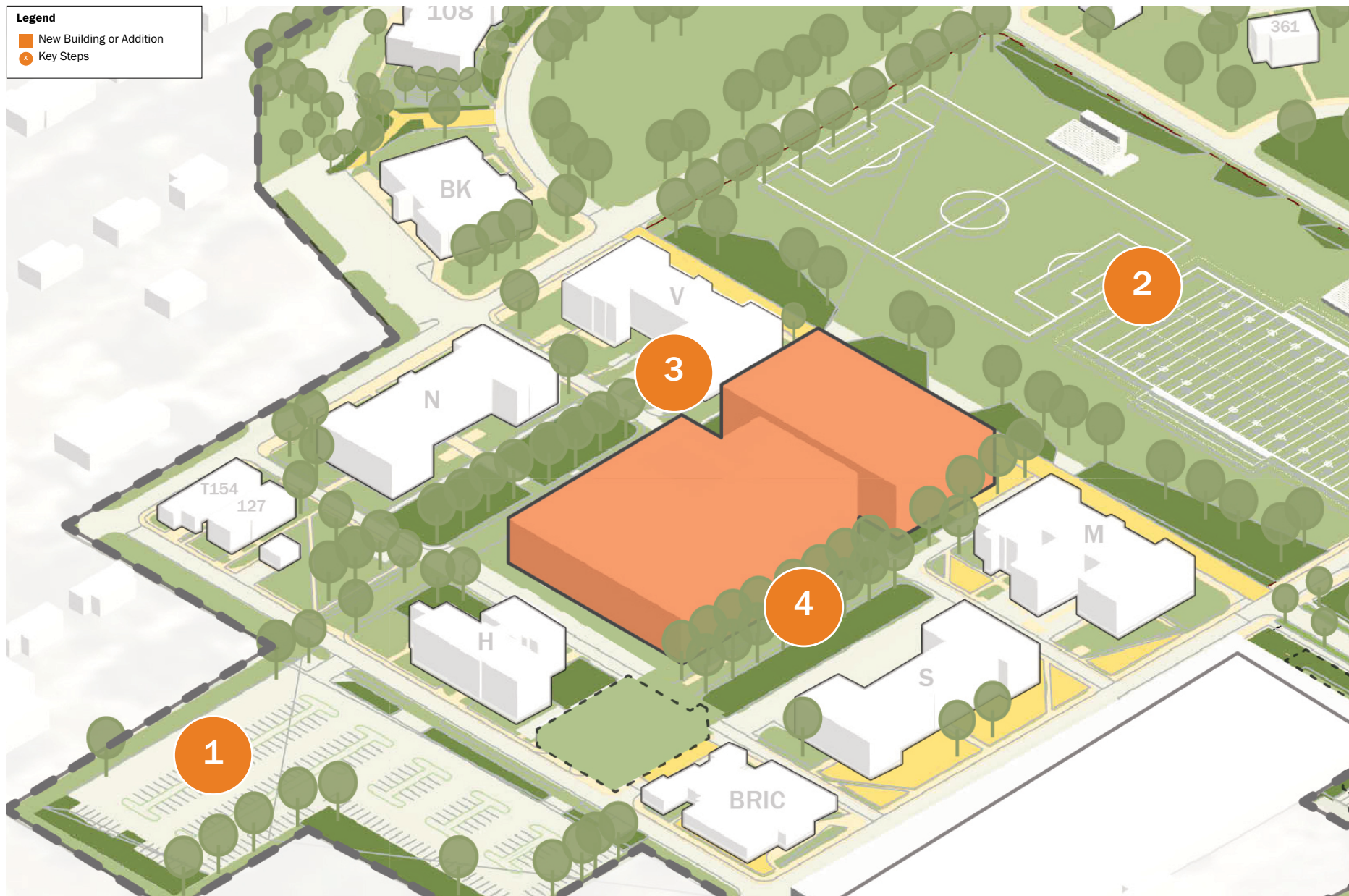


Fig. 3.25 - Proposed Axonometric

Sports Field and Physical Education Project - Open Space Recommendations

- 1 West Lot 1 is reconfigured to introduce internal landscape strips and shade. The perimeter landscape is converted to Rain Gardens to capture existing sheet flow and promote infiltration.
- 2 The Parade Grounds is redesigned to provide year-round usage and promote rentals and athletic programming. The novel Hempstead Plains ecosystem engulfs the Quad and minimizes lawn area.
- 3 A new Physical Education building replaces Building Q and the adjacent areas while creating an architectural frame along the pedestrianized Duncan Ave and the Parade Ground.
- 4 Flanking allees mimic the iconic landscape of Miller Ave and create both physical and visual E-W connections.

Option B: Build new Athletics & Recreation Facility at West Campus Site	
Space Type	NSF
Public Spaces	3,690
Administrative Offices	7,865
Wellness	1,850
Gymnasiums	48,949
Academics	1,000
Activity Space	25,588
Athletics	15,380
Recreation	3,760
Natatorium	24,640
Spectator Support	2,270
Equipment/Laundry	3,310
Outdoor Recreation	2,270
Theater	5,000
Total NSF	145,600
Total GSF	199,500

Option C: Build new Athletics Facility at West Campus Site	
Space Type	NSF
Public Spaces	2,220
Administrative Offices	4,170
Gymnasiums	17,060
Activity Space	6,860
Spectator Support	2,220
Equipment/Laundry	2,560
Total NSF	57,300
Total GSF	78,500



Fig. 3.26 - Option B - Level 01 Test Fit

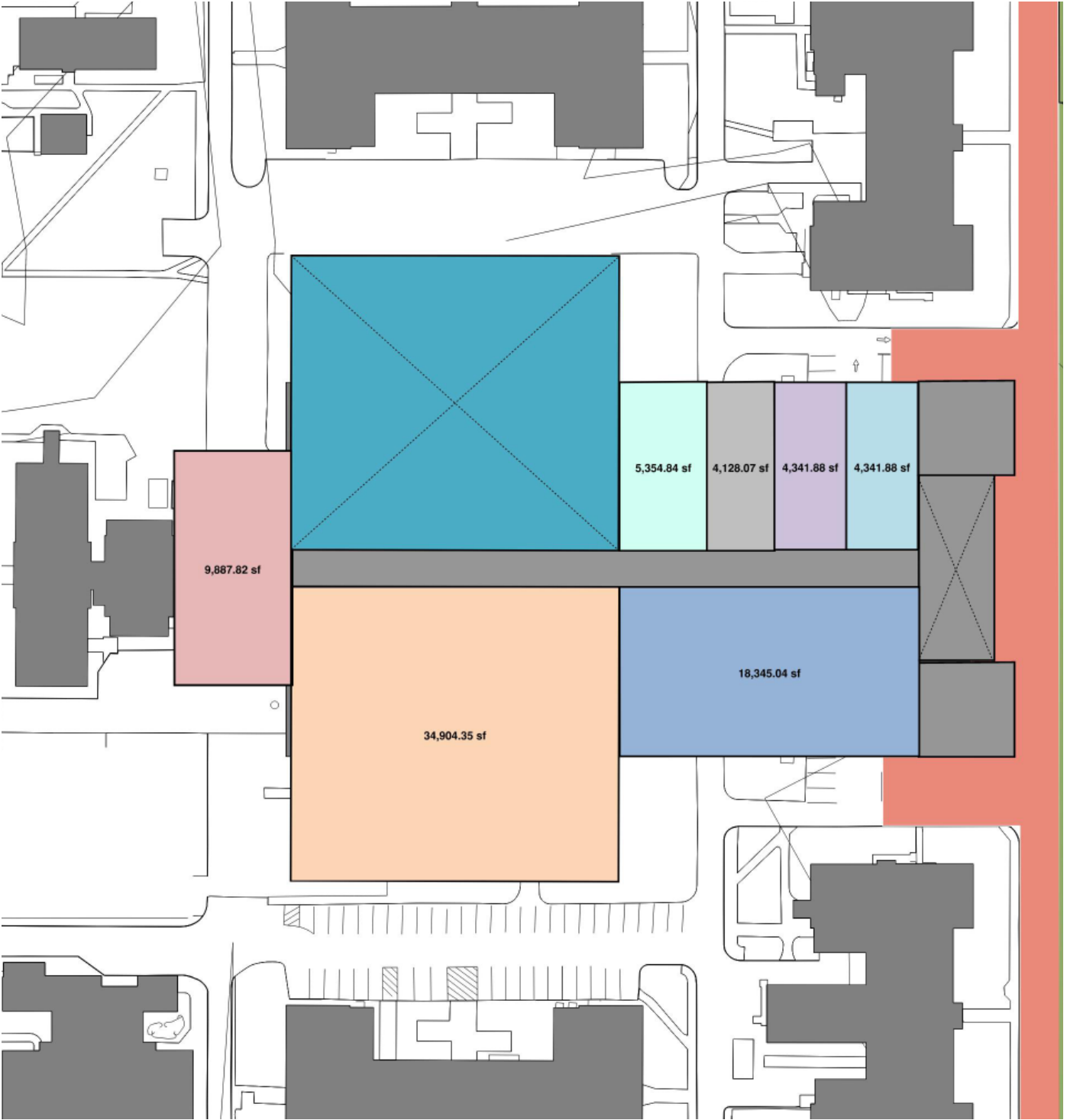


Fig. 3.27 - Option B - Level 02 Test Fit

The College would like to utilize the V and M Buildings to provide locker rooms for home and away teams and spectator restrooms on the ground levels to support the new Parade Field Facilities.

The V Building currently contains music spaces on the upper levels and do appear to have a percentage of underutilized space in which music spaces from the Q Building could be consolidated. Further study is recommended to right-size this future program and provide appropriate quality of spaces for this program.

The M, N, and S Buildings also contain inactive or underutilized spaces. These buildings are historic structures and contribute to the collegiate campus experience. It is recommended that these buildings be maintained and updated as needed over the course of this plan to facilitate swing spaces for offices and growth in the College’s ability to provide rentable offices to community partners.

It is also recommended that any renovations study the addition of a passenger elevator to provide accessibility to these buildings. The H Building was recently refreshed and also has historic value. Its location and future use should be studied as any new building on the adjacent site is developed.

Square Footage & Cost Summary

	GSF	Cost
Renovate V&M Buildings ¹	97,888	\$83M
Renovate North & South Hall ¹	91,512	\$78M
Demo Building Q & Children’s Greenhouse ¹	22,270	\$500K
Demo W Building, Theater Storage, & Health Services ¹	21,286	\$480K

Note: Cost estimate only reflect construction cost and not include soft costs. Additional 30-40% should be considered for total project cost.

¹ Construction Midpoint: 2028

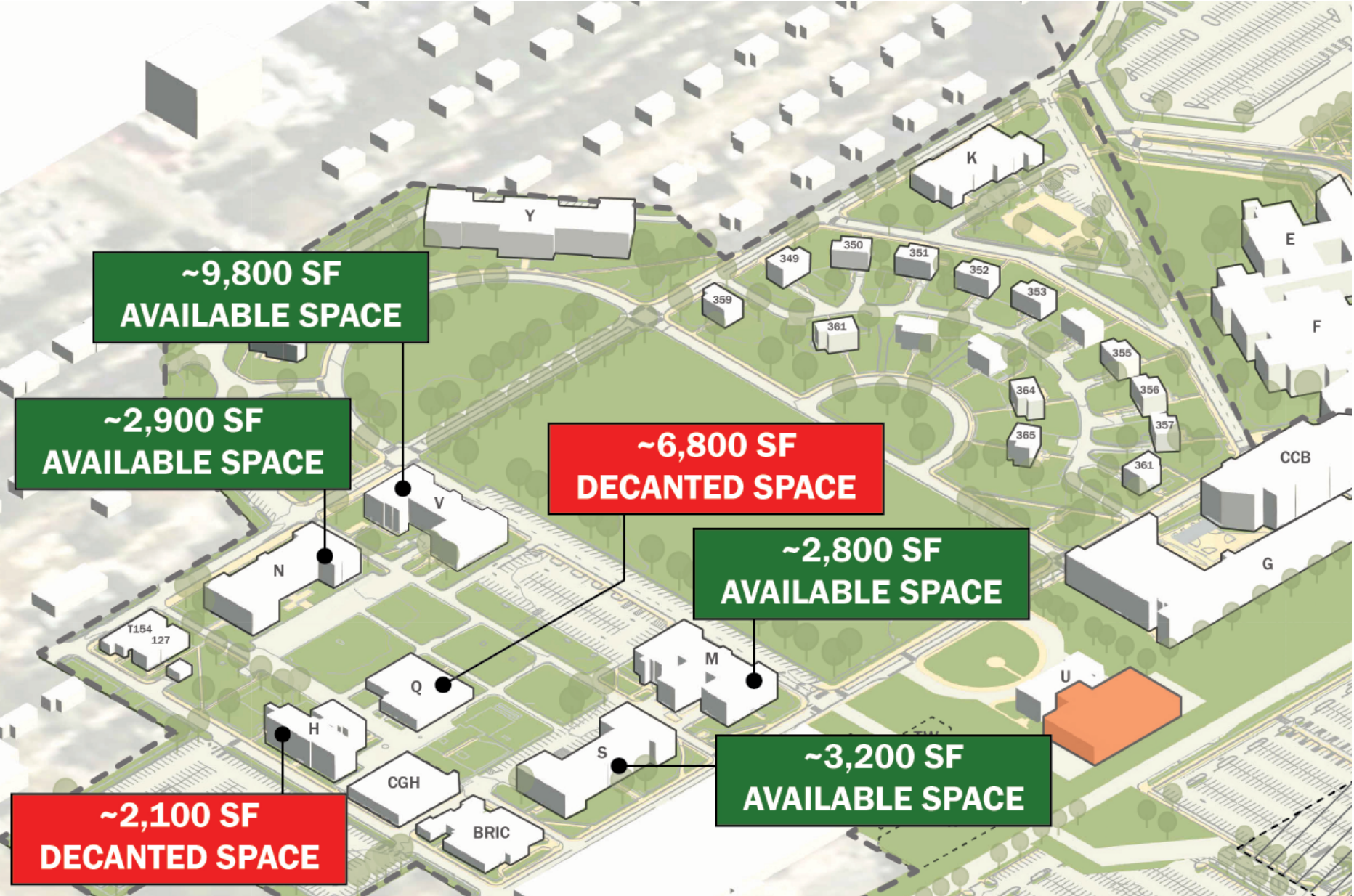


Fig. 3.28 - Decanted and Available Spaces at West Campus

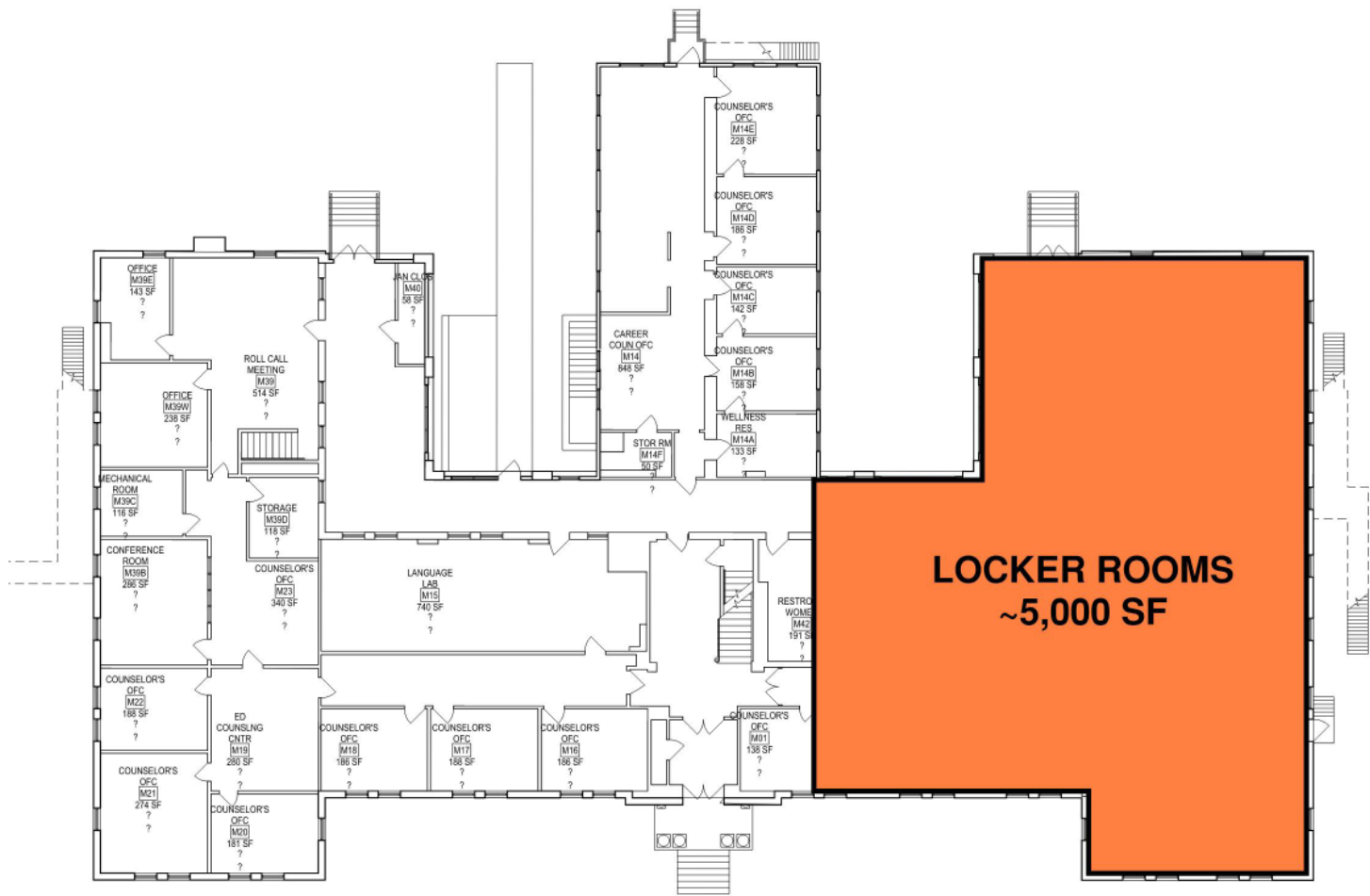


Fig. 3.29 - M Building Level 01 Test Fit

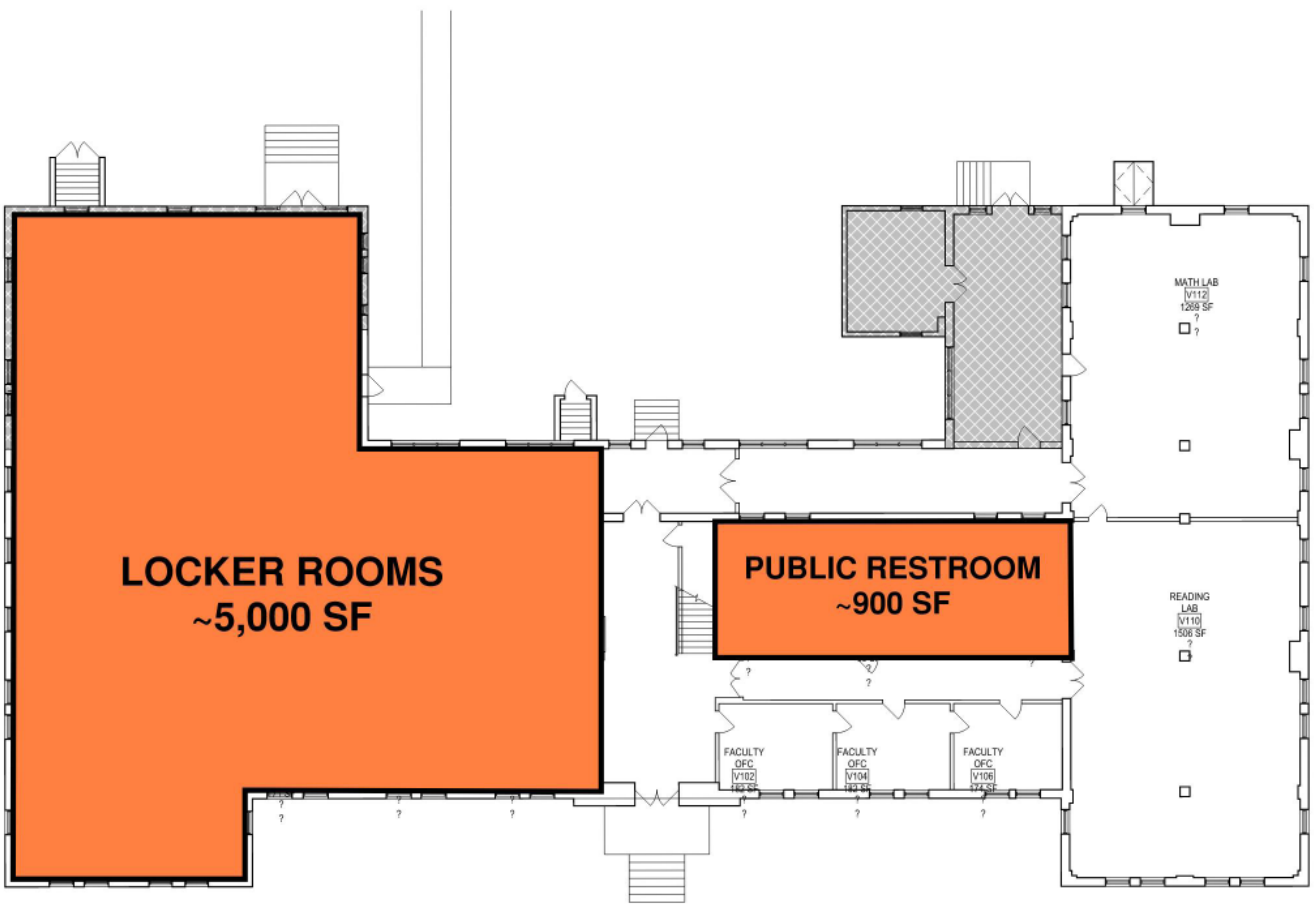


Fig. 3.30 - V Building Level 01 Test Fit

Legend

 Home & Away Locker Rooms

Community Amenity & Meeting Center

During the engagement process, the need for large scale meeting and programming spaces was cited frequently. In addition, the College identified an opportunity to provide rental and revenue generating spaces. An addition to the Union Building was previously imagined in the last master plan as a beacon and welcome point upon entering campus. This master plan expands on that idea and offers a new meeting and conferencing function available to students, the College, and the broader community.

Conference centers support multiple pathways: the ability to host larger-scale collaborative, special, or recurring events for the campus community, and the ability to serve as a revenue-generating component of the college’s operations. A new conference center will be a physical asset bridging academic, social and community needs. It will provide large scale event spaces, meeting and breakout areas, and sufficient support spaces such as catering ensuring a robust event experience. The facility can provide an elevated meeting experience, with integrated audio-visual systems, room acoustics, and adaptable furnishings that support a range of setups.

Within this master plan, programming reflects a conference center of sufficient size for 300-person events, with preliminary planning that could also support 100+ person events simultaneously. The program includes two options for building size which should be assessed as the plan progresses in mid and long-term phases. To compliment this addition, the Union Building can be renovated to provide an Alumni Center and additional student spaces. The degree of renovation should be determined as the entire project is further studied.

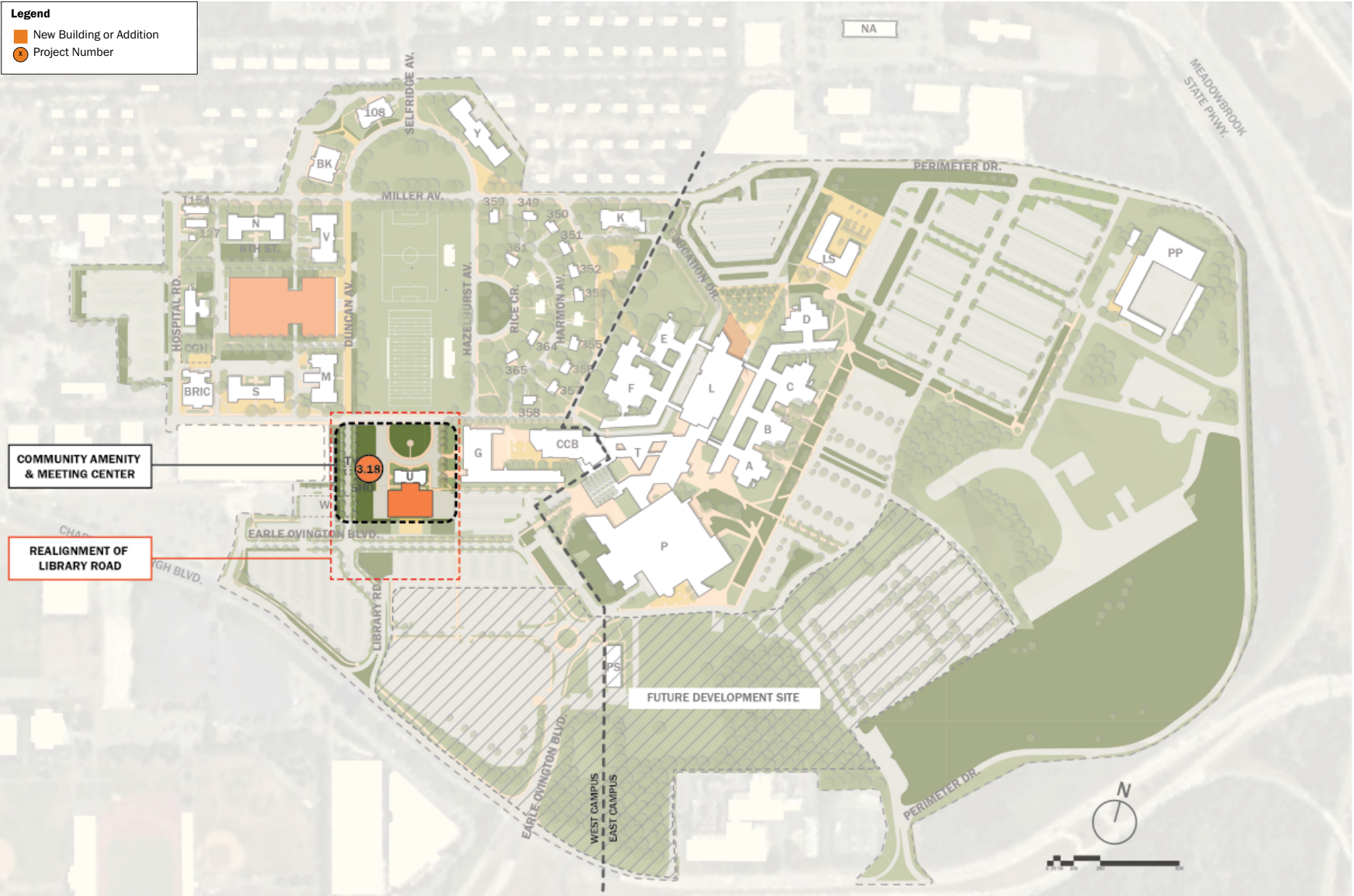


Fig. 3.31 - Site plan identifying the new community amenity & meeting center at Union Building

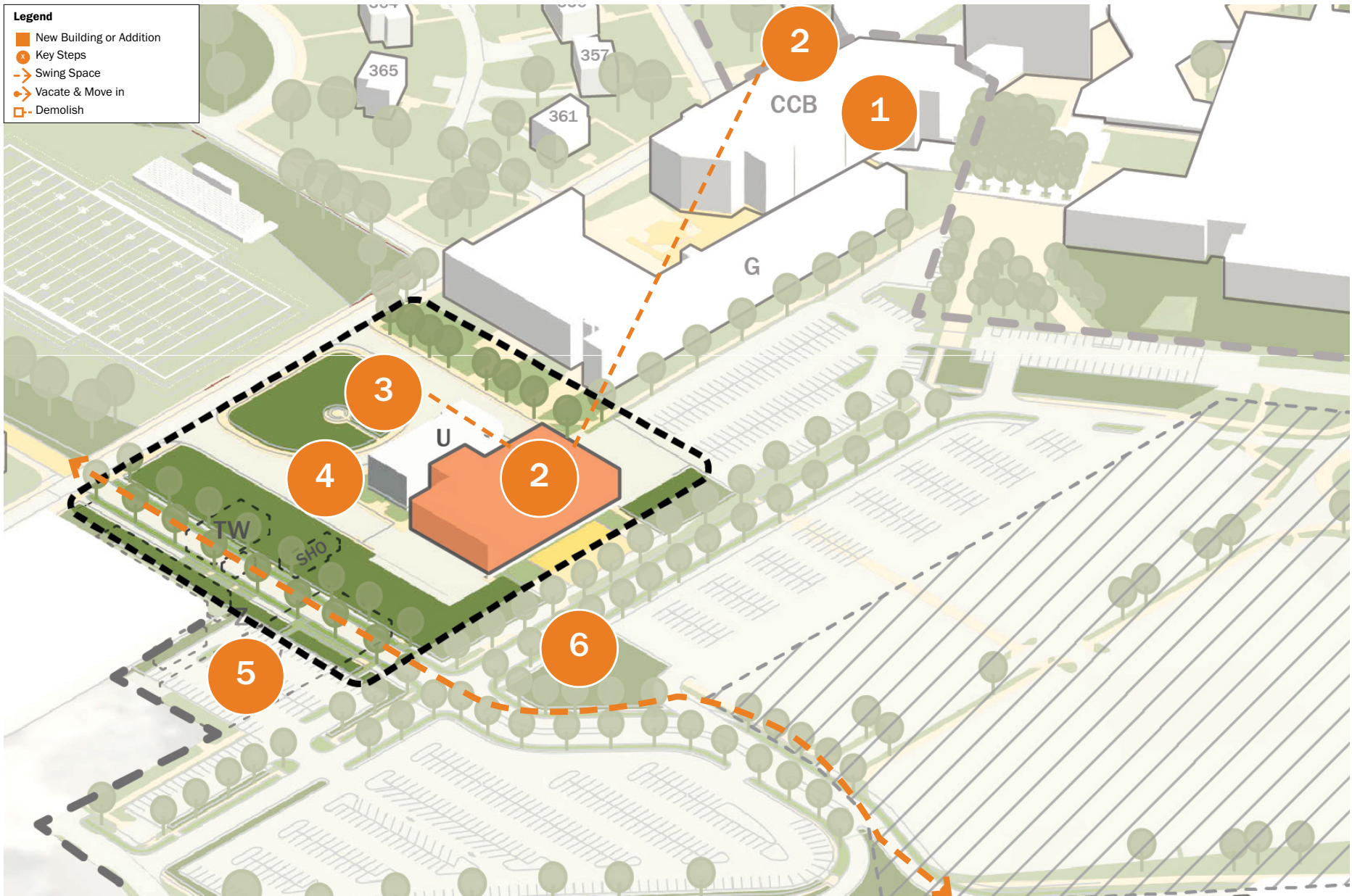


Fig. 3.32- Axon identifying key steps for the community amenity & meeting center

Key Steps

- 1 Renovate CCB to accommodate all student Clubs & Orgs
- 2 Renovate Library to accommodate Center for Students with Disabilities
- 3 Demolish existing CSD structure and build new Union Building addition (approx. 20,000 GSF)
- 4 Renovate/refresh Union for Alumni Center and event support space
- 5 Demo remaining temporary structures at site
- 6 Align Library Road with Duncan Avenue

Square Footage & Cost Summary

	GSF	Cost
Renovate CCB (partial) ¹	5,000	\$5M
Demo Existing CSD Structure ¹	12,600	\$350K
Build New Meeting Center ¹	20,038	\$20M
Refresh Union Building ¹	28,161	\$28M
Align Library Road with Duncan Avenue ¹	284,940	\$950K

Note: Rough order of magnitude cost estimates are construction costs and do not include soft costs. An additional 30-40% should be considered for project costs.

¹ Construction Midpoint: 2032

Community Amenity and Meeting Center - Open Space Recommendations

- 1 The introduction of the NYU Langone Campus and resultant omission of Earle Ovington Blvd as an NCC campus entry amplifies the importance of Library Road as a primary entrance to NCC. The existing entry sequence lacks a sense of arrival and landscape identity.
- 2 Library Road W and Duncan Ave are misaligned, preventing axial sight lines.

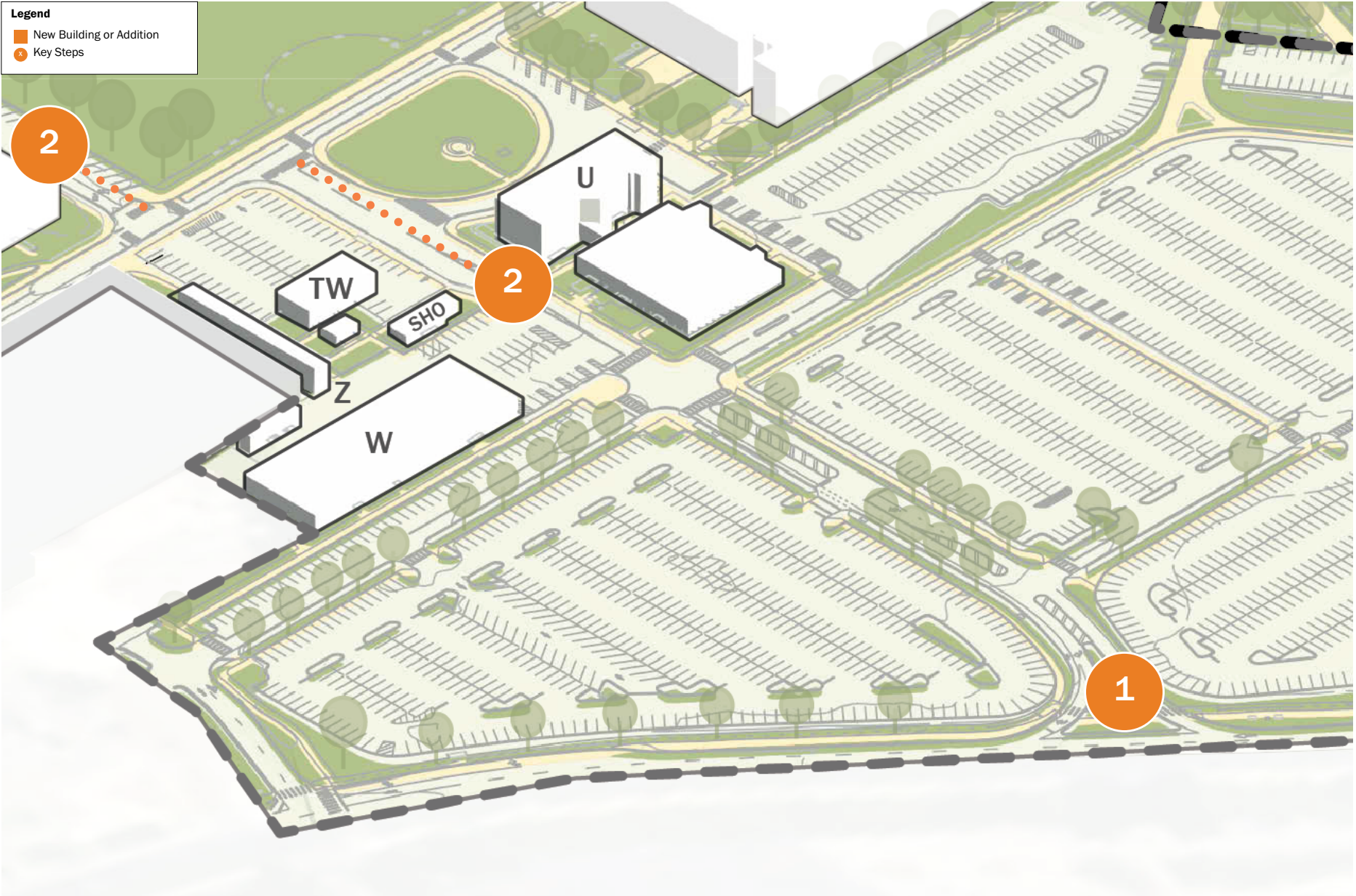


Fig. 3.33 - Existing Conditions Axonometric



Fig. 3.34 - Proposed Axonometric

Community Amenity and Meeting Center - Open Space Recommendations

- 1 The existing triangular entry at Library Road W is infilled with Hempstead Plains species extending the novel ecosystem to the Campus Southern 'Front Door.' Paired with enhanced wayfinding and signage, the shift in groundcover creates a distinguished landscape along Charles Lindbergh Blvd establishes a sense of arrival and campus identity.
- 2 Library Rd W is realigned to Duncan Ave to consolidate campus axes. Although the pedestrianization of Duncan Ave prevents N-S vehicular circulation, visual continuity is obtained and traffic is directed E-W along Davis Ave.
- 3 The proposed allee sequence at Library Road is extended to the Student Services Center (SSC)

Following the completion of the library or cluster renovation with a new location for the Center for Students with Disabilities. The existing temporary structure housing the CSD can be demolished. Following this step, the entire precinct around the Union Building can be reimaged.

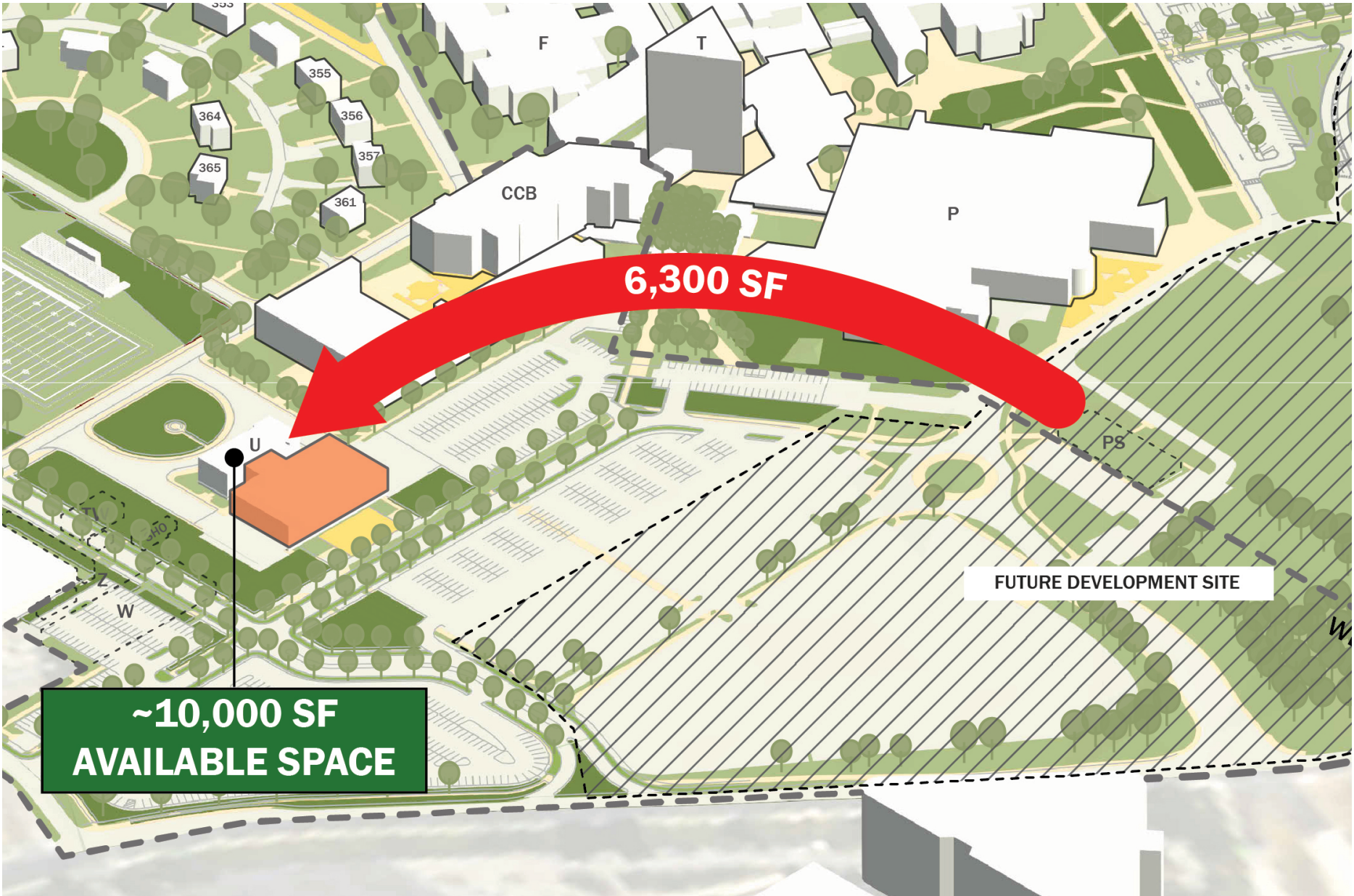


Fig. 3.35- Decanted Public Safety Building into U Building

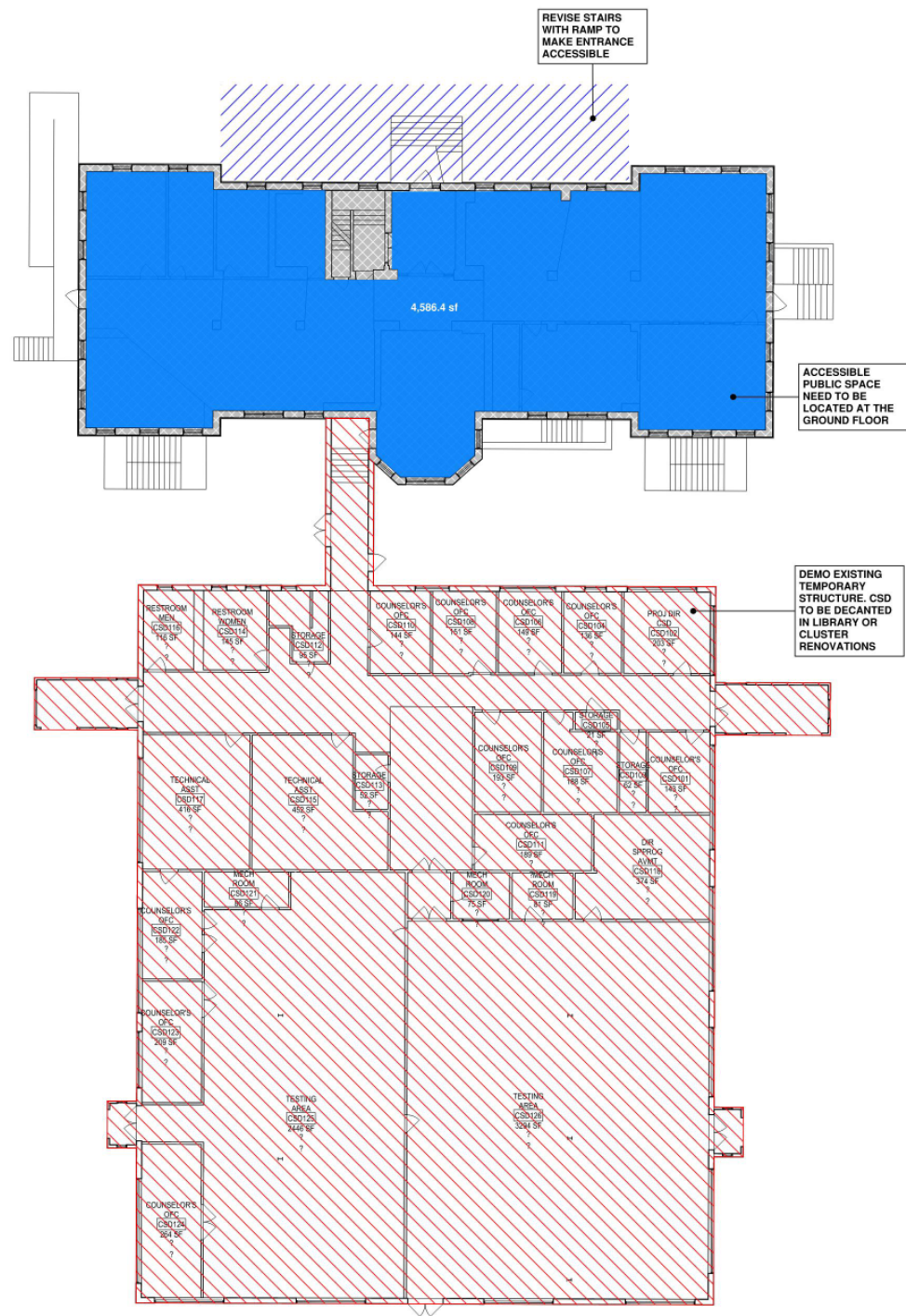


Fig. 3.36- U Building First Floor Plan

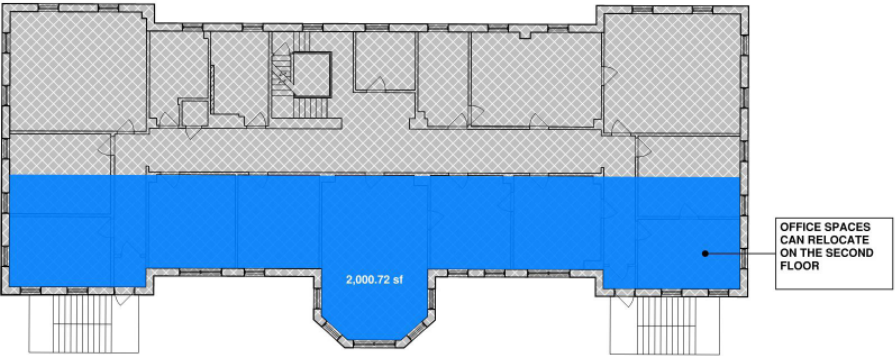


Fig. 3.37- U Building Second Floor Plan

- Legend**
- Student Spaces
 - Exterior Upgrades
 - Demo

Other Ongoing Work

Beyond the five key areas of focus and associated projects, NCC's 2023-2028 strategic plan includes ongoing and future projects:

3.1 - The TV studio will be renovated and upgraded to create a user-friendly media center similar to those in peer programs. It will offer state-of-the-art teaching spaces that support academic missions and foster scholarship and creativity.

3.2 - The Bridge Tunnel Replacement project will replace the concrete ramps connecting the Clusters to the library, instead of repairing them. This strategic choice aims to maintain campus buildings and systems.

3.4 - An integrated wayfinding program will be designed and implemented in phases over the near-term of this plan.

3.6 - The Culinary Arts Renovations (Buildings 108 & K) include flexible classrooms, culinary facilities, and community dining areas. These projects support the arts & specialty programs on West Campus which will be reinforced by Music at V Building, the Army Theater Renovation, and a new Black Box Theater as part of the new West Campus Building.

3.11 - The Cafe can be renovated to hold the Children's Greenhouse. The design should be adaptable for various activities, community needs and an adjacent outdoor play yard.

3.13 - The Army Theater will be restored as a Multimedia Center and continue its historical role. It will feature a movie theater for Film and Media programs and serve as a small event venue for the community.

3.21 - The Residence Upgrade Project addresses deferred maintenance and intends to restore spaces back to their highest and best use. Any office suite which has a student-facing presence should be considered as a candidate to move to a more prominent location on campus.

Beyond these projects, there are additional projects which are dedicated to ongoing and continuous upgrades to campus such as the roof replacement program and the high-temp/chilled water pipe system replacement. These programs have been established and funded to facilitate upgrades across the campus on an annual basis. NCC may consider mothballing a selection of west campus buildings which are currently underutilized should funding for upgrades not be realized in the next 1-3 years.

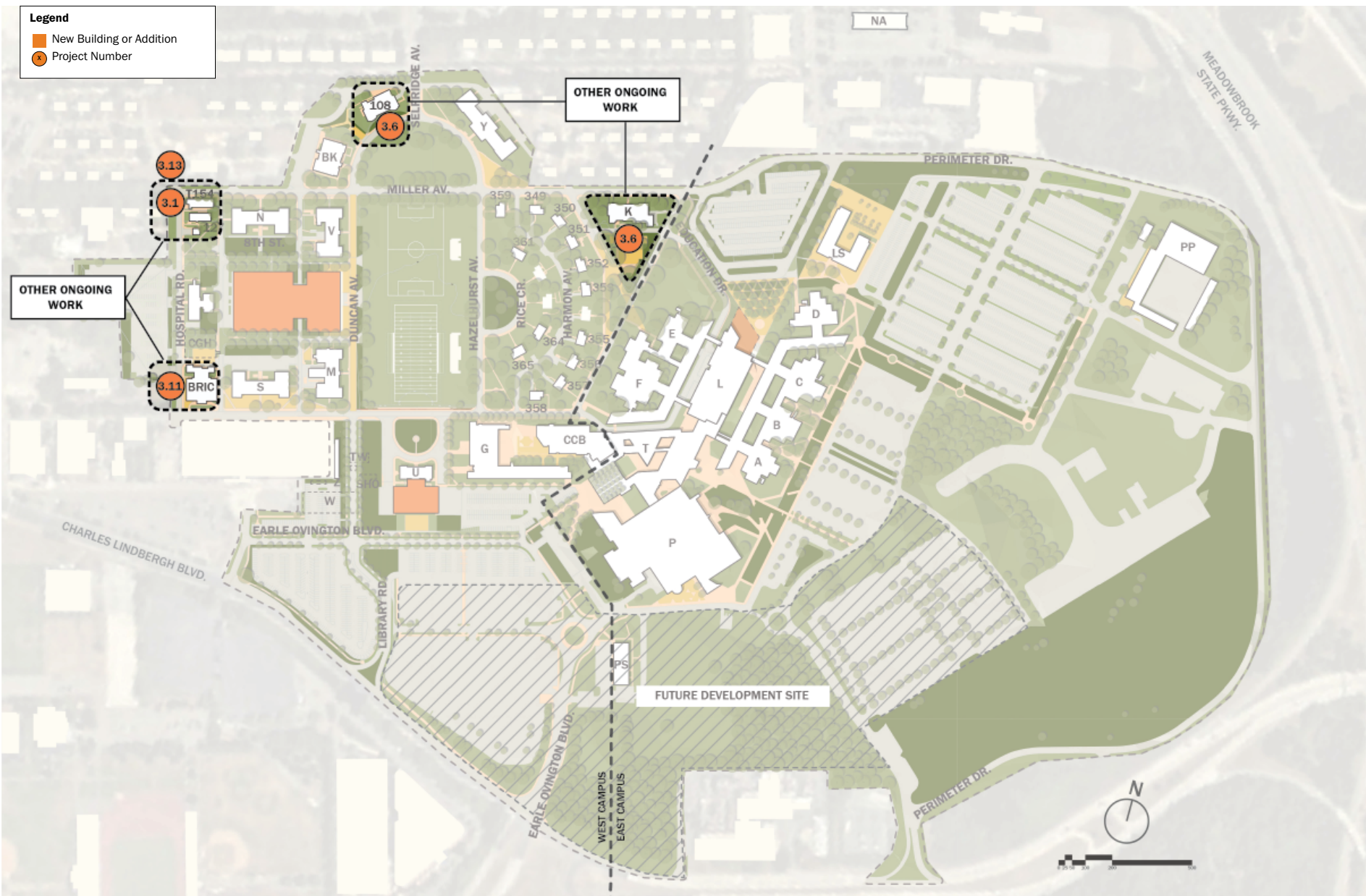


Fig. 3.38 - Site plan identifying all other ongoing work

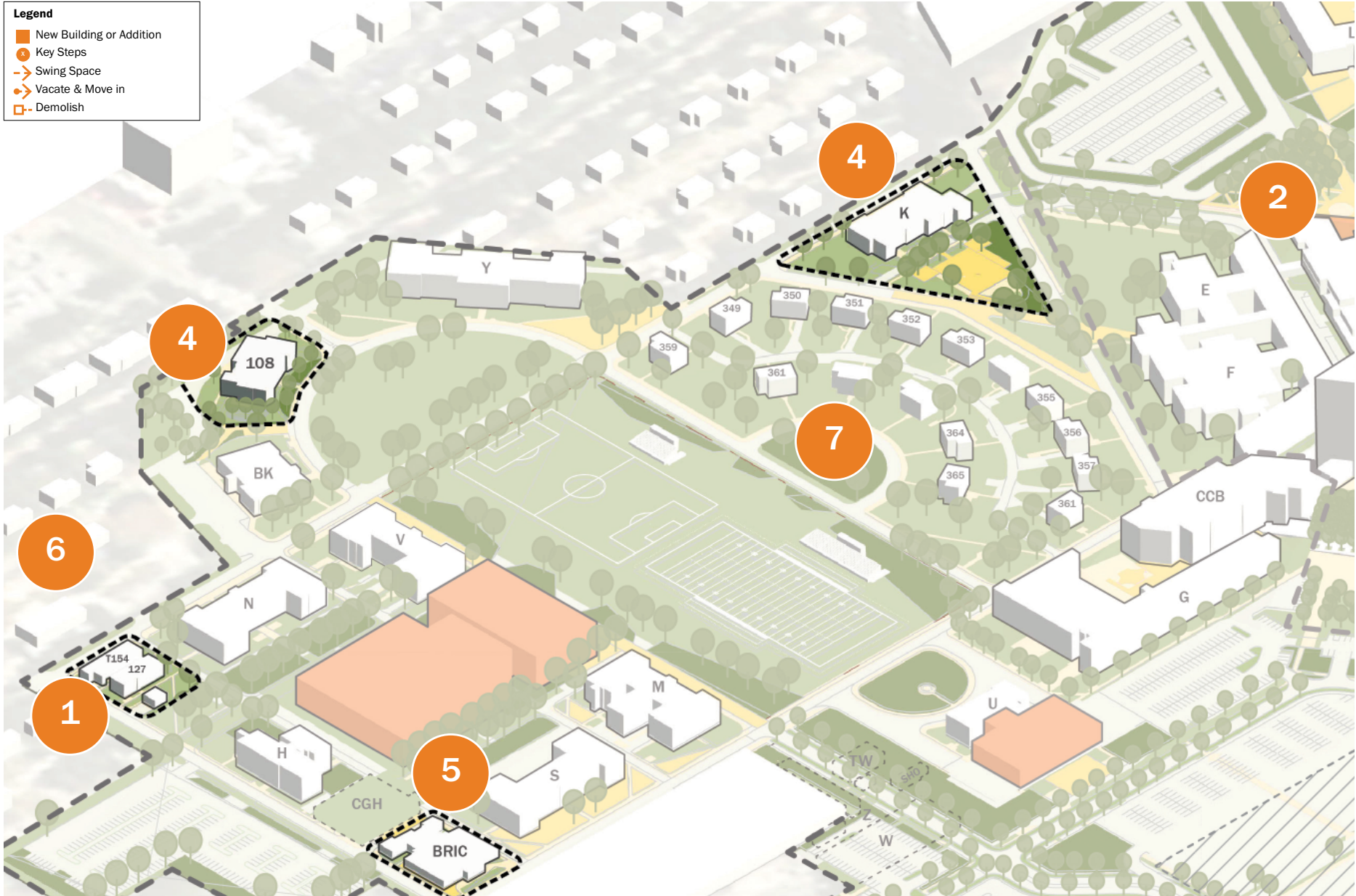


Fig. 3.39 - Axon identifying key steps for ongoing work

Ongoing Project List

- 1 TV Studio Renovation
- 2 Bridge Tunnel Replacement
- 3 Campus Wide Wayfinding Project
- 4 Culinary Arts Building Renovations
- 5 Brick Cafe Renovation
- 6 Theater Rehab
- 7 Residence Upgrade Project

Building Summary Recommendations

CLUSTER A	<ul style="list-style-type: none">• Renovate in place to accomodate classroom and lab deficit for Accounting and Business Admin• Immediate Strategies:<ul style="list-style-type: none">• Current Conditions: majority of WSCH are for Accounting and Business Admin• Analysis pointed to a deficit of 2 business labs• There are 2 surplus classrooms of which can be repurposed into labs to accomodate growth• Long-term Strategies:<ul style="list-style-type: none">• Surplus classrooms can continue to be used as swing space until the Cluster is fully renovated
CLUSTER B	<ul style="list-style-type: none">• Renovate in place to accomodate classroom and lab deficit for Accounting and Business Admin and Math• Immediate Strategies:<ul style="list-style-type: none">• Current Conditions: majority of WSCH are for Accounting and Business Admin and Math• Analysis pointed to a deficit of 1 math lab• There is 1 surplus classroom of which can be repurposed into labs to accomodate growth• Long-term Strategies:<ul style="list-style-type: none">• Evaluate if Clusters A and C are sufficient for Accounting and Business Admin and Math. If so, identify if another department can be accommodated, such as English.
CLUSTER C	<ul style="list-style-type: none">• Cluster C was recently renovated. It should be used as a model for future renovations to provide consistency across the Clusters. In the near-term, the College should make best effort to schedule a range of courses in these classrooms to provide all disciplines with exposure to the most updated classroom spaces.
CLUSTER D	<ul style="list-style-type: none">• Renovations are underway to provide new spaces for Continuing Education and Workforce Development. As these programs expand and change, additional spaces can be provided within this Cluster.

CLUSTER E AND F	<ul style="list-style-type: none">• Programming of E and F should evaluate the flexibility of labs needed for the future. LSB can remain as specialty labs spaces in support of Health Sciences.• Renovations of these Clusters fall outside of this 10-year plan. Their future use should be re-evaluated over the course of this plan to ensure it is addressing changes in course offerings and curriculum delivery.
P BUILDING	<ul style="list-style-type: none">• Pending NCC’s direction, P Building could be renovated to upgrade current facilities. The P Building has current needs such as a roof replacement that may proceed any major renovation. Investment needs to be heavily considered as part of the overall plan.• In the event of decommissioning the current P building portions of the building could be retained to wrap a possible new parking structure.
LIBRARY	<ul style="list-style-type: none">• Library is currently out of date and underutilized.• Previous study to be re-visited to evaluate new entry/addition and suggested new program elements.
LSB	<ul style="list-style-type: none">• LSB is a newer building and in good condition. Some labs are underutilized or not scheduled. There appears to be capacity to accomodate additional instructional load when E or F are taken offline for renovation.
TOWER	<ul style="list-style-type: none">• Renovation currently underway in phases. See project (3.5)
G BUILDING	<ul style="list-style-type: none">• While a newer building on campus there are deferred maintenance needs, there is a significant amount of instruction occurring inthe G Building.• Future planning should evaluate if additional Arts or Social and Behavioral Sciences can be consolidated within this building.
CCB	<ul style="list-style-type: none">• Space needs to be evaluated upon completion of this effort. The associated spaces should also be evaluated to assess utilization and future space needs.• It would be ideal to colocate all student clubs, organizations in CCB.• Underutilized spaces (campus admin suites) should be evaluated and decanted to other locations to accommodate additional student spaces.

U BUILDING	<ul style="list-style-type: none">Portions of U building are currently inactive and could potentially hold Public SafetyCSD which is connected to U building will need to be removed in preparation for the Library Road alignment and future development site impacts<ul style="list-style-type: none">Decanted spaces from CSD can potentially shift into the new Library renovations, Cluster A, or B
W BUILDING	<ul style="list-style-type: none">In poor condition and it is recommended to relocate all theater program spaces as part of the the new PE building study.
THEATER	<ul style="list-style-type: none">In poor condition and it is recommended to relocate all theater program spaces as part of the the new PE building study.
STUDENT HEALTH OFFICE	<ul style="list-style-type: none">Consolidation of Student Health, Wellness, and Counseling is desired as part of PE Building Study. Should this program be accommodated in either a P Build Renovation or a new facility, this building can be decommissioned.
Z BUILDING	<ul style="list-style-type: none">Keep as is and consider long-term use
H BUILDING	<ul style="list-style-type: none">Decant any applicable Music spaces into V BuildingH Building was recently refreshed and can be used as admin office swing space.Its long-term use should be evaluated if a new Athletics building is placed adjacent to it.
K BUILDING	<ul style="list-style-type: none">To be renovated as planned. See project (3.6)
M BUILDING	<ul style="list-style-type: none">Portions of M building to be used as locker spaces to support West Campus athletics fieldsRenovate/refresh as needed to facilitate office spaces and expansion of rentable spaces.
N BUILDING	<ul style="list-style-type: none">Renovate/refresh as needed to facilitate office spaces and expansion of rentable spaces.
Q BUILDING	<ul style="list-style-type: none">Decant spaces into V Building once renovation is completeDemolish Q building

S BUILDING	<ul style="list-style-type: none">Renovate/refresh as needed to facilitate office spaces and expansion of rentable spaces.
V BUILDING	<ul style="list-style-type: none">Portions of V building to be used as locker spaces to support West Campus athletics fieldsDecant any applicable Music spaces in Q and H building in V building
Y BUILDING	<ul style="list-style-type: none">Evaluate long-term if English should be consolidated in the Clusters
BOOK STORE	<ul style="list-style-type: none">Keep as is
BULIDING 127	<ul style="list-style-type: none">Refer to project 3.1
T154	<ul style="list-style-type: none">Recently renovated for Faculty Development Center
CGH	<ul style="list-style-type: none">Decant spaces into Brick Cafe once renovation is completeDemolish CGH building in preparation for Athletics facility on west campus
BRICK CAFE	<ul style="list-style-type: none">Renovate to support the new Children's Greenhouse space
RESIDENCES	<ul style="list-style-type: none">Refer to project 3.21
PHYSICAL PLANT	<ul style="list-style-type: none">Keep as is and address deferred maintenance needs
PUBLIC SAFETY	<ul style="list-style-type: none">New location to be further studiedLong-term plan to include an outpost for Public Safety at the Library Welcome Center.
NORTH ANNEX	<ul style="list-style-type: none">Current sublet to outside tenants (BOCES) consider divesting/ discontinuation of lease
108 DUNCAN	<ul style="list-style-type: none">To be renovated as planned. See project (3.6)
THEATER BUILDING	<ul style="list-style-type: none">Decant spaces into new athletics building or renovated P BuildingDemolish theater building in preparation for Library Road realignment

Ongoing and Future Projects

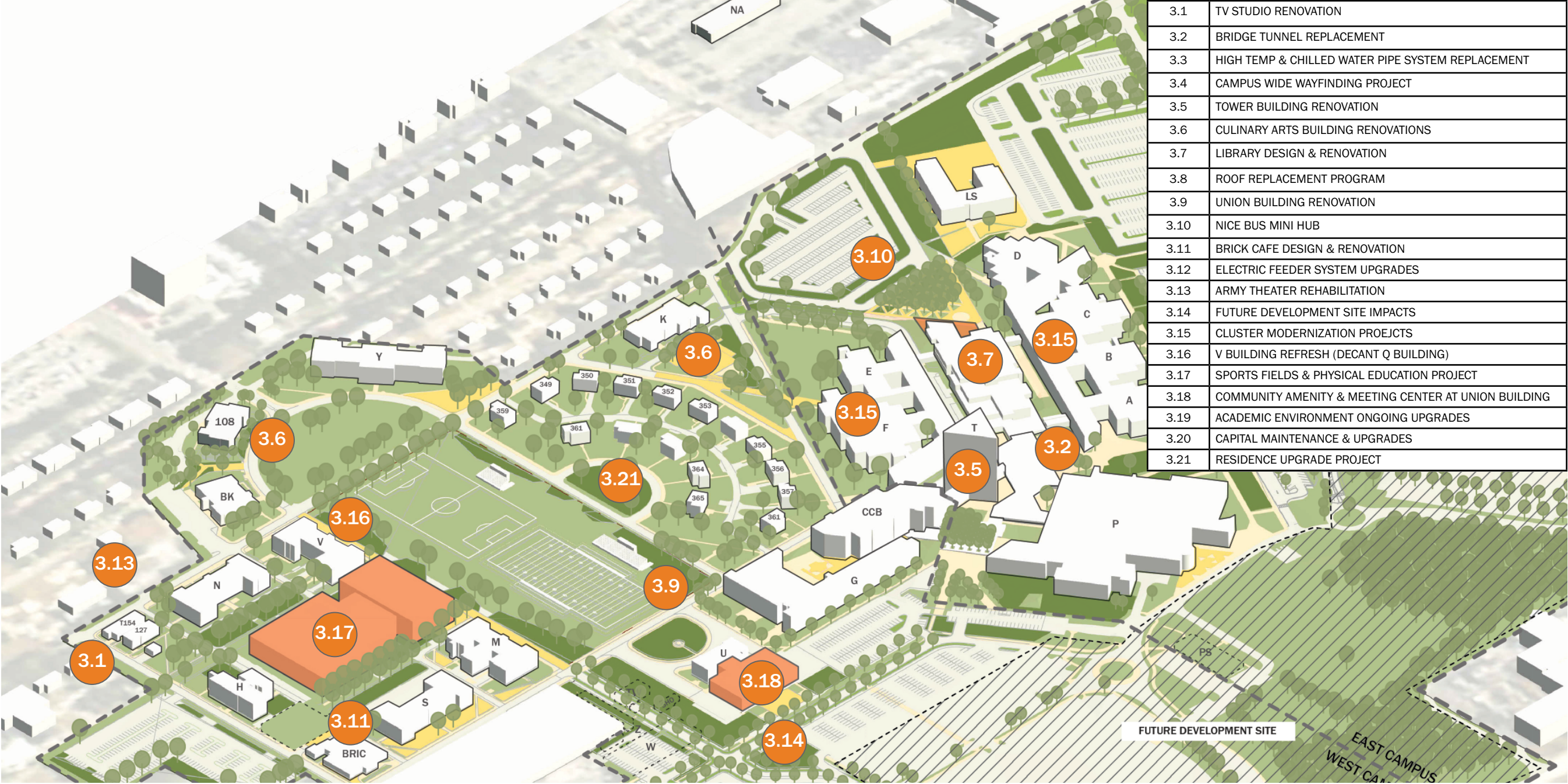


Fig. 3.40 - Axonometric identifying locations of ongoing and future projects

Phasing Strategy

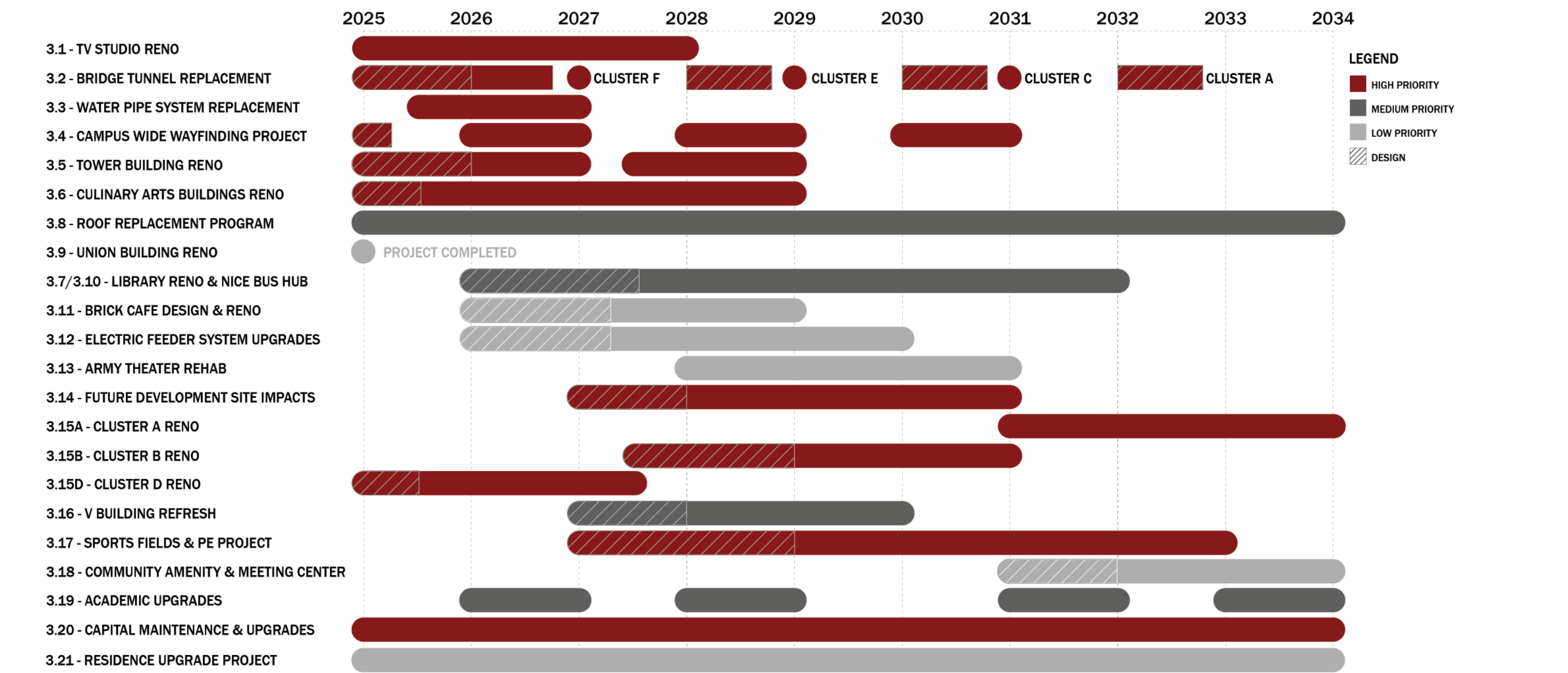


Fig. 3.41 - Phasing strategy plan of ongoing and future projects

Current Project Budget Status

PROJECT NUMBER				REMAINING			
FMP #	D&C #	PROJECT	CURRENT STATUS	DESIGN FEE	CONSTRUCTION COST	CM FEE	NOTES
	234	VENTILATION IMPROVEMENTS	CD	\$ 350,000	\$ 10,300,000		
3.1	219	TV STUDIO	CD	\$ 379,000	\$ 5,131,212	\$ 460,000	
3.2	103	BRIDGE TUNNEL	CD	\$ 105,175	\$ 18,961,000		
3.3	228	HTHW PIPE REPLACEMENT	AE ENCUMBRANCE	\$ 24,000	\$ 8,775,000	\$ 687,000	
3.4	242	CAMPUS WIDE WAYFINDING	CD	\$ 823,058	\$ 8,842,000	TBD	
3.5	158	TOWER BUILDING RENO	SD	\$ 120,000	TBD	TBD	
	158	BUILDING H	CONSTRUCTION	\$ 10,000	\$ 1,500,000	\$ 88,000	
3.6	135B	CULINARY ARTS 108 DUNCAN	CONSTRUCTION	\$ 76,000	\$ 9,173,000	\$ 300,000	
	135A	CULINARY ARTS K	CD	\$ 1,498,030	\$ 17,230,761	TBD	
3.7		LIBRARY RENO	PLANNING	TBD	TBD	TBD	
3.8	233	ROOF REPLACEMENT	ONGOING	\$ 400,000	\$ 50,000,000	\$ 170,000	ASSUMED \$5M PER YEAR CONSTRUCTION COST
3.9	212	UNION BUILDING	CLOSEOUT	\$ 2,700	\$ 26,000	NA	
3.10	245	NICE BUS HUB	PLANNING	TBD	TBD	TBD	
3.11	143	BRICK CAFÉ	AE RFP	\$ 587,000	TBD	TBD	
3.12	243	ELECTRIC FEEDER UPGRADE	AE ENCUMBRANCE	\$ 300,000	\$ 20,000,000	TBD	
3.13	159	ARMY THEATER	PLANNING	TBD	TBD	TBD	
3.14	276	NYU LANGONE	PLANNING	\$ 273,085	TBD	TBD	
3.15		CLUSTER A	PLANNING	\$ 400,000	\$ 40,000,000	\$ 950,000	
		CLUSTER B	PLANNING	\$ 350,000	\$ 35,000,000	\$ 900,000	
	108	CLUSTER D	CD	\$ 300,394	\$ 32,701,200	\$ 894,586	
3.16	261	BUILDING V	SD	\$ 345,000	TBD	TBD	
3.17		SPORTS / PE	PLANNING	TBD	TBD	TBD	
3.18		COMMUNITY MEETING CENTER	PLANNING	TBD	TBD	TBD	
3.19		ACADEMIC UPGRADES	ONGOING	NONE	\$ 10,000,000	NA	ASSUMED \$1M PER YEAR
3.20		CAPITAL MAINTENANCE	ONGOING	NONE	\$ 10,000,000	NA	ASSUMED \$1M PER YEAR
3.21	229	RESIDENCE UPGRADES	DD	\$ 111,000	\$ 6,000,000	TBD	
				\$ 6,104,442	\$ 273,340,173	\$ 4,449,586	

Grand Total: \$ 283,894,201
Updated: 2/28/2025

