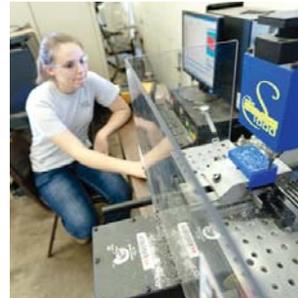


State Fair Community College



CAMPUS MASTER PLAN

2015 - 2025

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CHAPTER 1: INTRODUCTION



1.1 MASTER PLAN BACKGROUND

In fall 2014, State Fair Community College embarked on a seven-month plan to develop a new campus Master Plan. The College had just gone through a decade of tremendous growth in its programs and facilities. The year before, Dr. Joanna Anderson had become the fifth President to serve the College, and the Board of Trustees was in the process of developing a new strategic plan. State Fair Community College was in a period of exciting change and eager to develop a Master Plan that would integrate its strategic goals, develop its future vision, determine its facility needs, and provide a sound road map for implementation. This document is the culmination of those efforts.

MASTER PLAN GUIDING PRINCIPLES

The fundamental guiding principles at the core of the Master Plan are to:

1. Support and reinforce the strategic plan and ensure integrated planning between all relevant aspects of the campus, the city, and the region.
2. Support the academic mission by providing adequate space for collaboration and academic success, and adaptable environments for teaching and learning.
3. Reflect the College's importance to the region and its ability to welcome and respond to the needs of people in its service area.
4. Respect and manage the land and natural resources that make up and surround the campus and promote ongoing good stewardship and best practices.
5. Enhance the campus and community's experience by providing safe and enjoyable spaces for human interaction, recreation, athletics, cultural exchange, and individual enjoyment.
6. Enhance student life and development by providing appealing places to reside, eat, play, learn, develop, be inspired, and lead healthy lives.



1.2 STRATEGIC PLAN

This Master Plan was guided by the vision, mission and strategic goals outlined in the College's 2020 Vision strategic plan. Below are highlights of the plan:

VISION

State Fair Community College will be an exceptional student-centered college that empowers individuals to grow, thrive, and prosper within a changing world.

MISSION

State Fair Community College provides relevant and innovative learning experiences that successfully prepare students for college transfer, career development, and lifelong learning. SFCC is committed to being accessible and affordable; values collaborative partnerships; and strengthens and enriches the intellectual, economic, and cultural vitality of the communities it serves.

STRATEGIC GOALS

1. Improve student learning and success.
2. Be recognized as a “great place to work.”
3. Help students with financial responsibility.
4. Increase net revenue.
5. Increase the proportion of credit hours taught by full-time faculty.
6. Efficiently deliver high-quality programs and services.



1.3 CAMPUS OVERVIEW



State Fair Community College (SFCC) was established on April 5, 1966 and opened in 1968 as the Junior College District of Sedalia. The taxing district, designed in 1966, includes most of Benton and Pettis counties. The city of Otterville was added to the district by annexation in 1985. In 1995, state legislation expanded the college's service area to include Carroll, Cooper, Moniteau, Cole, Morgan, Miller, Johnson, Henry, Saline, St. Clair, Hickory, and Camden counties.

The 130-acre campus in Sedalia consists of 13 buildings. The full-time equivalent (FTE) student population at the Sedalia campus in fall 2014 was 1,367 (2,140 unduplicated headcount) and the overall faculty/staff population was 76 FTE. SFCC's six extended campus locations – Boonville, Clinton, Eldon, Lake of the Ozarks, Warsaw, and Whiteman Air Force Base – are not included in this Master Plan because facilities are leased rather than owned by the College.

SFCC offers programs and courses in academic transfer, technical programs, business and industry training, health sciences, and continuing education. It also is home to the State Fair Career and Technology Center, which provides nine technical programs to high school juniors and seniors from 10 sending schools in the area.

SFCC has a vibrant fine and performing arts program. A jewel for the College is the Daum Museum of Contemporary Art, which has a world-renowned permanent collection of more than 1,200 works of art. A partnership with Central Methodist University provides bachelor's and master's degree completion programs at the Sedalia, Clinton, and Lake campuses.

The buildings on the Sedalia campus total 379,376 gross square feet (GSF). The following pages feature descriptions of the existing buildings.



Automotive Technology Building, 1971

This 10,000-square-foot Automotive Technology building is located on the east side of campus and bordered by Clarendon Road. There are two classrooms and one lab/classroom combination used for hands-on instruction and demonstrations. At each of the 14 bays, stationary and mobile equipment items are available for student use.



Daum Museum of Contemporary Art, 2002

The Daum Museum of Contemporary Art is a 16,950-square-foot building with a three-story atrium and a floating, cantilevered stairway that enables visitors to view galleries from five levels. It also includes the Goddard Gallery in the Stauffacher Center for the Fine Arts. The Daum opened in January 2002 as the result of the generosity of local physician Dr. Harold F. Daum who donated most of the funds to build the museum as well as his personal collection of contemporary art. The collection is comprised the paintings, drawings, prints, and sculptures of many celebrated artists.



Fred E. Davis Multipurpose Center, 2001

The Multipurpose Center's opening in 2001 marked the completion of the first campus facilities master plan conceived in 1968. In 2004, the building was renamed the Fred E. Davis Multipurpose Center in honor of SFCC's founding president. The first floor of the 57,000-square-foot Davis Center, located west of the Stauffacher Center for the Fine Arts, includes

a gymnasium with two college-size basketball/volleyball courts with seating for more than 1,800. Also included in the Davis Center is the Tyson Fitness Center, a large weight and fitness room, and the Andrew S. Carroll Administrative Offices. The second floor houses the Damon Hieronymus Walking Track; the Kempton Room, a multi-use room; and the Gardner Denver and National Guard Interactive Television (ITV) classrooms. The building also houses classrooms for the James Mathewson Complex for the Dental Hygiene program.



Marvin R. Fielding Technical Center, 1978

The 73,409-square-foot Fielding Technical Center, named in honor of former SFCC President Marvin R. Fielding, opened in 1978, replacing the original "Plywood U" facilities. The center is home to business, computer, electronics, industrial technology, drafting, and construction management classes. In 1989, a 15,000-square-foot wing was constructed on the south end of the Fielding Technical Center to house the State Fair Career and

Technology Center, offering technical education in nine different programs for high school juniors and seniors from 11 area high schools. It is one of four area schools in Missouri affiliated with a community college. In 1995 this wing was named in honor of the late John W. Ragland, who was a charter member of the SFCC Board of Trustees and served as president of the board from 1986 to 1990.



Heckart Science and Allied Health Center, 2008

The 38,500-square-foot Heckart Science and Allied Health Center opened in fall 2008. The center includes the Thompson Conference Center, a 200-seat space incorporating multimedia technology for classroom and community use. A nursing skills simulation lab and multimedia classrooms are located in the building. The center connects SFCC's two main instructional buildings, the Yeater Learning Center and the Fielding Technical Center. The center was

named in honor of Dr. E.T. Heckart and Del and Stella Heckart, the grandfather and parents of Sue Heckart, following a generous donation from the Heckart Family Foundation.



William C. Hopkins Student Services Center, 1987

The 23,544-square-foot Hopkins Student Services Center opened in 1987 and was named for William C. Hopkins, a founding member of the SFCC Board of Trustees. Located on the first floor are the offices of the President, Human Resources, Admissions, Registrar, Student Success Center, Financial Aid, Scholarships, Cashier and Business office, and Information Technology Services. Planning and Research, Human Resources and Marketing and Communications are located on the lower level.



Lamm House, 1996

The Lamm House, purchased in 1996, was the home of Henry and Berna Dean Lamm, previous owners of the SFCC campus property. The house is located on West 16th Street, north of the Fred E. Davis Multipurpose Center. The 3,670-square-foot house includes six bedrooms, three bathrooms, a kitchen, a living room, and a full basement with laundry and recreational facilities, and serves as an honors house for SFCC students.



Physical Plant and Maintenance Buildings, 1980, 1989

This 10,140-square-foot building is located south of the Potter-Ewing Agriculture building. It houses the offices of the Physical Plant Director and maintenance staff and serves as a warehouse and shop space.



Melita Day Child Development Center, 1972

In 1996, SFCC received a grant to renovate the building that had previously served as the student union into a 7,500-square-foot daycare facility. At that same time, SFCC entered into a partnership with the Melita Day Child Development Center to provide daycare services to SFCC students and the community. This non-profit center offers daycare and preschool programs for 60 children ages birth to 10.



Potter-Ewing Agriculture Building, 1995

Agriculture and horticulture classes meet in Potter-Ewing, which is located southwest of the Davis Center. The 8,700-square-foot building includes greenhouses along with a lab and four classrooms. The Potter-Ewing Agriculture Building was made possible by bequests from the estates of Duane and Beulah Ewing and J. Higdon Potter.



Residence Halls, 1999, 2000, 2002

SFCC first offered on-campus housing to students in fall 2000. Nearly 110 students reside in the 16,280-square-foot dorms each semester. Student rooms are double-occupancy, and the facility includes a one-bedroom apartment for residential life staff.



Stauffacher Center for the Fine Arts, 1995

The Stauffacher Center for the Fine Arts is a 41,427-square-foot building built in 1994 with a \$3 million bequest from Dr. and Mrs. C. Gordon Stauffacher. The center boasts a state-of-the-art 240-seat theater in which plays, concerts, and lectures are held throughout the year. Also found in this beautiful building are drama and art wings, the Schrader Music Wing, Goddard Gallery, Café and Catering Services, Campus Store, and Parkhurst Student Commons.



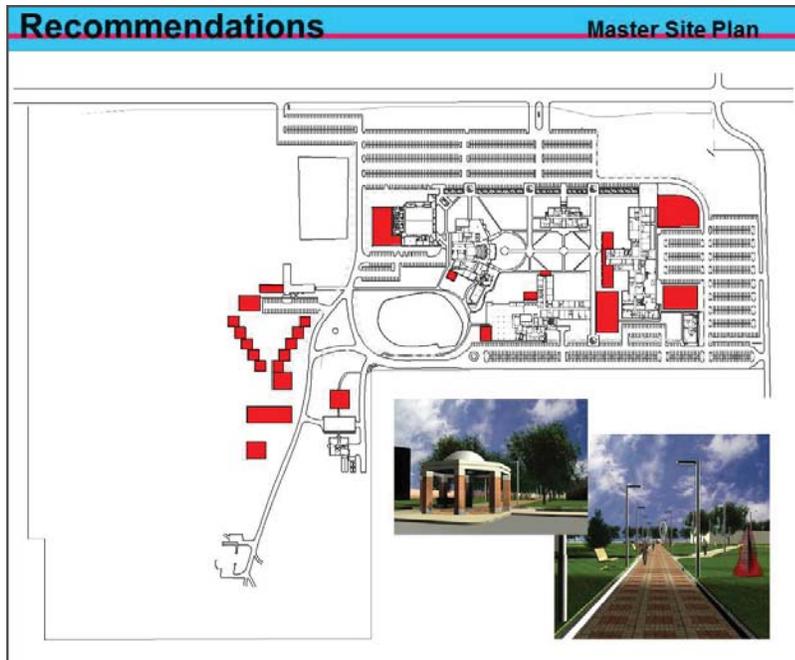
Charles E. Yeater Learning Center, 1976

SFCC's first permanent building, the 70,835-square-foot Charles E. Yeater Learning Center, opened in 1976. The building was a result of a \$2.5 million dollar gift from the estate of Charles and Elizabeth Yeater. The Yeater Learning Center is home to English, literature, history, math, and social sciences classrooms, as well as the Testing and Career Center, the Donald C. Proctor Library, and the Adult Education and Literacy program, which offers free tutoring, study skills training, High School Equivalency training, and English-as-a-Second-Language classes. The Yeater Center also houses the Thompson O'Sullivan Studio Theatre, a "black box" theater which was a gift from Barbara Lamy Cooney and Sylvia L. Thompson. The Center also holds the Olen Howard Family Cyber Café off the main Yeater lobby that provides comfortable space for students, faculty, and staff to gather for studying or socializing.

1.4 MASTER PLANNING PROCESS & PARTICIPANTS

The Campus Master Planning process began in November 2014 and was completed in May 2015. The master planning team included Frank Markley of Paulien & Associates, a Denver-based consultant on academic space planning, who documented existing space utilization on campus. The process included workshops on campus for the purpose of gathering data and stakeholder input, analyzing needs, developing concept alternatives, developing the preferred master plan concept alternative, and developing an implementation plan. Workshops were promoted by email and posters, and public open forums were held to engage the campus and the Sedalia community as much as possible.

The planning target for this Master Plan is 10 years, and the target year for enrollment projections and space needs is 2025. A previous Master Plan was prepared by the firm of Kromm Rikimaru & Johansen Inc. of St. Louis in 2002. Many of the ideas presented in this Master Plan are consistent with those in the 2002 plan and many are different. The primary goals were very similar – to provide the campus with a vision and a road map to meet the challenges of today and the foreseeable future.



2002 Master Plan

Workshop #1
Data Gathering
November 12-14, 2014

Workshop #2
Needs Analysis
December 11-12, 2014

Workshop #3
Concept Alternatives
February 5-6, 2015

Workshop #3.5
Concept Alternatives Additional Discussion
February 24, 2015

Workshop #4
Preferred Master Plan Concept
April 6-7, 2015

Workshop #5
Final Master Plan Presentation
May 5, 2015

Change is in the air and we need your help!

We desperately want to know what you think would make SFCC an even better campus!

Come visit with the campus masterplanners on **Friday, Dec. 12th from 12:00 to 1:30** in the Cyber Cafe (outside the Library).

Everyone is welcome and all ideas are good!

Campus Master Plan Poster

1.5 ACKNOWLEDGEMENTS

This Master Plan would not be possible with the guidance, feedback and insight of the following people who served on the Master Plan Steering Committee:

Dr. Joanna Anderson, President
Dr. Brent Bates, Vice President for Educational and Student Support Services
Kevin Haulotte, Program Coordinator and Instructor for Computer Aided Drafting
Dr. Joe Gilgour, Dean of Student and Academic Support Services
Rusty Kahrs, President of Economic Development for Sedalia-Pettis County
Dana Kelchner, Executive Director of Marketing and Communications
Mark Kelchner, Dean of Technical Education and Workforce Innovation
Steve Kucynda, Director of Maintenance
Gary Noland, President of the Board of Trustees
Darren Pannier, Director of Athletics and Physical Education Instructor
Judy Parkhurst, Vice President of the Board of Trustees
Steve Scheiner, Dean of Academic Affairs
Amy Schroeder, Director of Career Planning and Assessment
John Simmons, Director of Community Development for the City of Sedalia
Garry Sorrell, Vice President for Finance and Administration
Nancy Theisen, Accounts Receivable Specialist

Additional thank you to the State Fair Community College Board of Trustees:

Gary Noland, President
Judy Parkhurst, Vice President
Randall D. Eaton
Jerry Greer
Ron Wineinger
Patricia Wood

And the SFCC Foundation Board of Directors:

David Albrecht, President
Rob Russell, Vice President
Darlene Bradbury, '71, Secretary
Paula Spring, Treasurer

Members:

<i>Marcia Azan, '78</i>	<i>Barry Guier, '77</i>	<i>Sue Barr Parrish</i>
<i>Bob Berlin</i>	<i>Kyle Herrick</i>	<i>Lori Swearingen</i>
<i>Ron Ditzfeld</i>	<i>Cam Jennings, '74</i>	<i>Laurie Ward</i>
<i>Lynn Farrell</i>	<i>David Lowe</i>	<i>Alan Wilson</i>
<i>Joe Fischer</i>	<i>Matthew Lowe</i>	
<i>David Furnell, '81</i>	<i>La Sondra Marsch, '94</i>	

The State Fair Community College Master Plan, 2015-2025, was prepared by The Clark Enersen Partners of Kansas City, Missouri, and Paulien & Associates of Denver, Colorado.

CHAPTER 2: SPACE NEEDS ANALYSIS

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CHAPTER 2: SPACE NEEDS ANALYSIS



2.1 PLANNING ASSUMPTIONS

This section describes the analysis of student enrollment and staffing, and addresses the underlying assumptions that were used to project these factors into the future. Accurate student enrollment and staffing projections are critical in the space planning process and are used to determine if there is sufficient space for current operations and how much space will be needed in the future to support students, faculty and other users of the College.

Enrollment Projections

SFCC provided the consultant with fall 2014 student full-time equivalent (FTE) and headcount enrollment data. Enrollment assumptions are based on the number of students that would physically be present on the campus. Hence, online education and off-site delivery were excluded from the analysis.

In the table, Student Headcount represents unduplicated headcount at that site. Students may enroll at more than one site and, thus, the sum of headcounts at all sites does not equal the overall unduplicated headcount. Online campus enrollments comprise 2,020 students and generated 819 FTE for fall

2014, as noted in *Figure 1*.

Figure 1
State Fair Community College
Fall 2014 Student Enrollments

Site	Student Headcount	FTE
Boonville (BNK)	171	97.5
Boonslick Technical Education Center (BTC)	8	8.2
Clinton (CL)	305	136.1
Dual Credit (D)	678	197.4
Eldon (EL)	30	14.1
Lake of the Ozarks (LOZ)	453	279.9
Sedalia/Main (M)	2,140	1,366.5
Online Campus (OC)	2,020	818.9
Whiteman Air Force Base (W)	256	86.9
Warsaw (WR)	17	4.2
Unduplicated Headcount Across all Sites	4,954	3,009.6

Service Area Population Data

SFCC serves a 14-county area in west central Missouri. As noted in *Figure 2*, many counties in the college's service area will experience population increases between 2010 and 2030. Camden, Cooper, Morgan, and Johnson counties are expected to increase population by no less than 16%. Several counties are also expected to decrease in population by 2030. On average, population growth for the 14-county area is 10.9%.

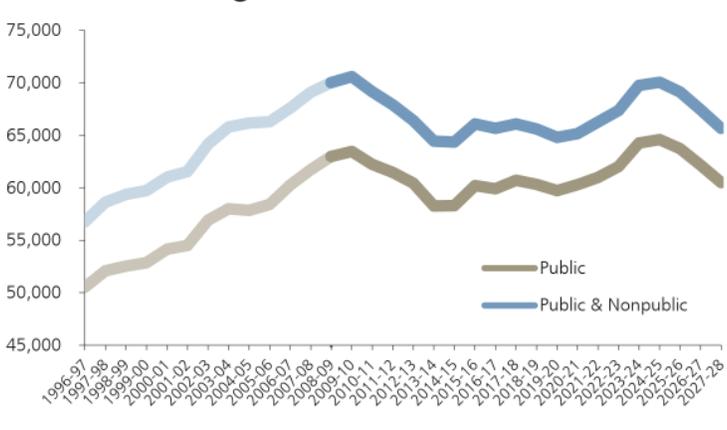
High school graduation data was also secured for the state of Missouri to better understand trends, as illustrated in *Figure 3*. As noted in *Figure 3*, the number of public and non-public high school graduates is at a low point for 2014-15. The number of graduates is expected to increase gradually through 2025-26 academic year.

Figure 2
State Fair Community College
Population Trends for 14-County Service Area

County Total	2000 Census	2010 Census	2030 Esitmate	% Change (2010-30)
Camden	37,051	41,600	49,124	18%
Cooper	16,670	17,933	20,979	17%
Morgan	19,309	21,386	24,827	16%
Johnson	48,258	53,390	61,668	16%
Pettis	39,403	41,309	47,349	15%
Cole	71,397	74,620	83,583	12%
Miller	23,564	25,550	28,404	11%
Moniteau	14,827	15,217	16,638	9%
Benton	17,180	18,935	20,228	7%
Henry	21,997	22,748	24,176	6%
Hickory	8,940	9,177	9,292	1%
St. Clair	9,652	9,477	9,184	-3%
Saline	23,756	22,486	21,140	-6%
Carroll	10,285	9,777	8,816	-10%
Total	362,289	383,605	425,408	10.9%

Source: MO Office of Administration, Budget and Planning

Figure 3
State Fair Community College
Production of High School Graduates



Service Area Population Data, Continued

Population data, in conjunction with high school graduates and occupational demand projections, were used to better understand student enrollment projections. After review, it was decided that the Sedalia campus would increase student enrollments by one percentage point per year, or 15% over the 15-year planning period. This equated to a student headcount enrollment of 2,461 students attending the Sedalia campus, as noted in *Figure 4*.

As additional student housing is expected, the FTE to headcount ratio was increased to 0.65, as students who live on campus are traditionally enrolled in a greater number of credit hours per semester. At the 15-year plan horizon FTE was projected at 1,600.

Staff Projections

The consultants reviewed current student to full-time faculty ratios to project teaching faculty needs for the planning horizon, as noted in *Figure 4*. One of the strategic goals of the College is to increase the ratio of student FTE to full-time faculty. For planning purposes, full-time faculty was increased to a ratio of 16.5 student FTE to full-time faculty, generating a net increase of 21 faculty or a 28% increase from current levels.

Staff was assumed to grow at half the FTE enrollment growth rate, or 7.5%, for the Sedalia campus.

Academic Programs

Each division dean was interviewed for the space needs analysis. Information varied, but generally included enrollment trends, issues related to current space needs, and a list of programs under consideration. Many of these programs will generate increased enrollments as noted in the Enrollment Projections section above. Some programs have special teaching laboratory requirements or other special space needs that were taken into consideration in the space needs analysis. *Figure 5* provides a list of potential programs as noted early in the planning process.

Figure 16 in the Space Needs Analysis (Page 28), provides the final list of programs with the greatest potential for implementation over the master planning period: Diesel Mechanics, Agriculture Mechanics, and Mortuary Science.

Building Assumptions

During the duration of the study, there were no facilities in the design phase or under construction that impacted the space needs analysis. The McLaughlin building in downtown Sedalia was not included in the current analysis. It was assumed that space in this facility could become available after renovation of the building.

Figure 4
State Fair Community College - Sedalia Campus
Master Plan Enrollment & Staffing Projections

Unit	Fall 2014	Plan	
		Horizon	% Change
Unduplicated Headcount	2,140	2,461	15%
FTE	1,367	1,600	17%
FTE/HC Ratio	0.64	0.65	
Full time Faculty			
SFCC & CTC	76	97	28%
Student FTE/Faculty FTE Ratio	18.0	16.5	

Source: SFCC Institutional Data for Fall 2014

Figure 5
State Fair Community College
Potential New Technical Programs

Program
Entrepreneurship w/ Incubator
Diesel Mechanics
Auto body (Collision Technician)
Agriculture Mechanics (Highbay space)
Agriculture/Animal Science Lab
Agriculture Soils Lab
Environmental Systems Technician (Service end of HVAC)
Medical Assisting
Surgical Technician
OSHA/Safety Training (Bench Laboratory)
Logistics/Supply Management
Culinary & Hospitality (Theory and Production Kitchens)
Social Work Technician

2.2 PROCESS AND METHODOLOGY

Process

The utilization and space needs analysis was completed using four data sets. Three data sets were supplied by the College, while the fourth was generated as part of the master planning process.

These quantitative data sets were analyzed with a proprietary relational software program developed by the consultant over 25 years. Several reports were generated to review the variances between the data sets. After an acceptable level of accuracy was established, the data was analyzed and converted into information that was used by the master planning team to make informed decisions and create viable options for the future.

The goal of this chapter is to provide an overview of the methodology used to develop the outcomes noted in this report.

Data Sets

A Data Request Memorandum was submitted to the College outlining the information needed to develop the analyses in this report. Paulien & Associates was provided with enrollment, course, staffing, and program data from the fall 2014 semester. Items requested included:

Course Data – The course number and description, student enrollments, course type, start and stop times, beginning and end times, and meeting locations for both credit and non-credit courses.

Staffing Data – A unit record database of each employee by headcount and FTE, including job title and major employee category for the Sedalia campus.

Facilities Inventory – Developed by the master planning team and verified by the consultant. This data set provided building name, room number, square footage, and space-use classification on a room-by-room basis.

Floor Plans of Existing Buildings – Used during the space inventory validation process.

Library Data – Collection volumes, number of study stations, gate counts, and hours of instruction activity by librarians.

Student Enrollments – Included both historical and projected student enrollments.

Programs – List of potential new academic programs that were under consideration over the master plan period. The data provided a snapshot of activities for the fall 2014 semester, which was used as the master planning base year.



Methodology

The outcomes of the Utilization and Space Needs Analysis were developed based upon empirical observation during on-campus visits and the application of associated space guidelines. Discussions with campus representatives further highlighted the consultants' understanding of the issues. A brief description of the methodology is as follows:

- Developed familiarity with the campus via published sources, including mission and vision statements, strategic plans, program offerings, organizational structure, and history.
- Reviewed fall 2014 data sets as noted in the previous section.
- Completed campus tours to various buildings, grounds, and spaces on the campus to gain familiarity and assess the overall reliability of the base data.
- Conducted numerous work sessions with key College officials, the Board of Trustees, students, and the local community. Enrollment growth, institutional vision, academic program goals, changing pedagogies, current space needs, and SFCC's strategic planning goals were the focus of most on-site sessions.
- Analyzed the quantity and distribution of space across the campus based on the space categories as established by the National Center of Education Statistics (NCES) Postsecondary Educational Facilities Inventory and Classification Manual, dated 2006.
- Analyzed current utilization of classrooms and teaching laboratories and compared outcomes to established guidelines.
- Developed space guidelines and applied to existing data to generate an order-of-magnitude space needs analysis for all academic, academic support, and auxiliary space categories. The different guideline methods included national and state recommendations, benchmarking, review of design and/or program plans completed for prior projects and SFCC empirical data to project space needs.
- Presented initial analysis and findings during on-campus meetings to key College officials, the Board of Trustees, students, and the local community.
- Incorporated comments into final analysis and developed written report.

The remaining sections in this report present findings for the institution as a whole for the classrooms and teaching laboratories utilization and the space needs analysis, both of which were developed specifically for State Fair Community College.



2.3 EXISTING SPACE OVERVIEW

Inventory of Existing Space and Definitions

As part of the overall planning services provided by the master planning team, a facilities inventory was created. All academic space on campus was reviewed and coded on a room-by-room basis using electronic drawings. It must be noted that no departmental data was collected during the facilities update process.

Facility space is calculated according to major space classifications as outlined in the National Center for Education Statistics (NCES), Postsecondary Education Facilities Inventory and Classification Manual, 2006 Edition.

There are three major parts to building measurements:

Assignable Square Footage (ASF) is defined as the “usable” space that can be assigned to people or programs. It is the area measured within the interior walls of a room that can be assigned to an organizational unit. It does not include circulation, mechanical or building service spaces.

Nonassignable Area is the amount of space in a building not directly assigned to people or programs. These spaces include circulation, mechanical rooms, public restrooms, janitorial closets, and other building service areas.

Gross Square Footage (GSF) is inclusive of all space in the building and is measured from the outside faces of exterior walls.

The overview of existing space and the space needs analysis uses assignable square footage as the basic of analysis.

Existing Space Distribution

A list of buildings and the estimated ASF contained in the facilities inventory is noted in *Figure 6* for the Sedalia campus. In summary, the 11 academic and administrative buildings on the campus totaled 257,736 ASF. Residential facilities and the Energy Innovation Center are also listed for clarity. There were no projects under construction or in the architectural design phase that influenced the outcomes of the space needs analysis.

Figure 6

**State Fair Community College
Academic Campus Facilities - Sedalia Campus**

Building Name	Estimated Assignable Square Feet (ASF)
Potter-Ewing Agriculture Building	6,706
Automotive Technology Building	7,485
Daum Museum of Contemporary Art	10,179
Fielding Technical Center	54,795
William C. Hopkins Student Services Center	14,990
Maintenance Building w/ Storage Building	9,665
Melita Day Child Care Building	6,402
Fred E. Davis Multipurpose Center	37,379
Heckart Science and Allied Health Center	24,868
Stauffacher Center for the Fine Arts	27,902
Charles E. Yeater Learning Center	57,365
Academic Square Feet Subtotal	257,736
Residential Facilities	21,371
Energy Innovation Center (off-campus)	6,049
Total ASF	285,156

Existing Space Allocations by Campus

Figures 7 and 8 illustrate SFCC's Sedalia campus ASF by NCES space type. SFCC had 285,156 ASF of space. While classroom and teaching laboratory space is often considered the most significant allocation of space on higher education campuses, it is only 34% of the total ASF included in the study.

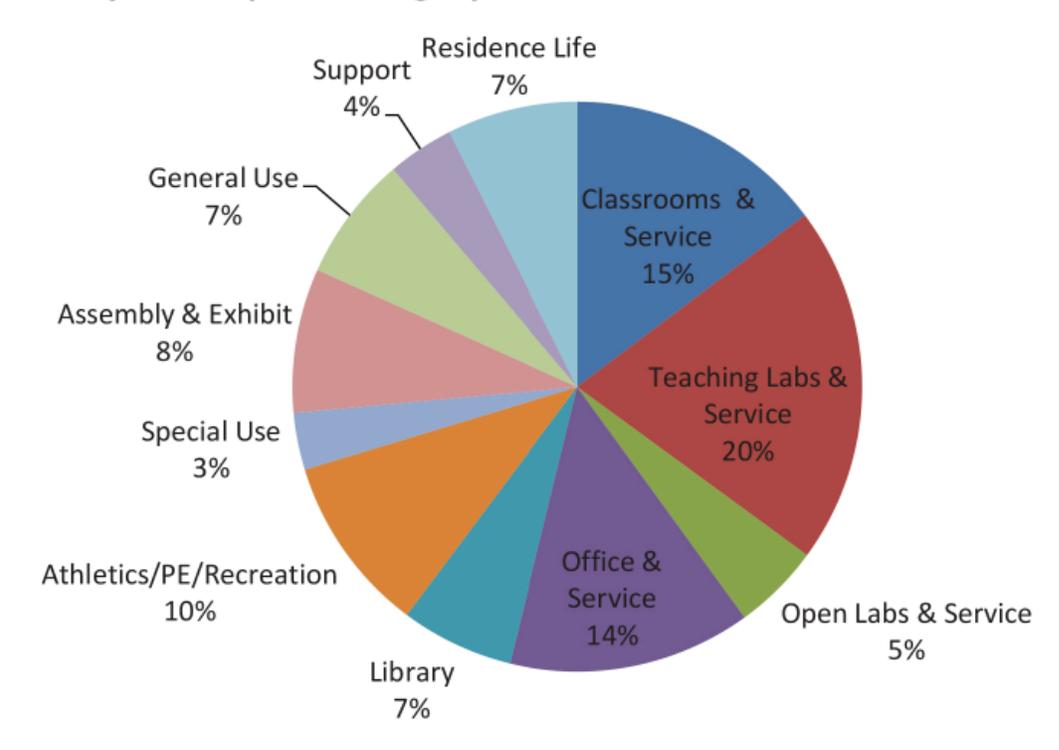
- At 20%, teaching Laboratories & Service comprises the largest category of space. This includes labs for SFCC and SFCTC.
- Classroom space is the second largest category at 15% of the total ASF on campus.
- Office & Service space represents 14% of the ASF on the campus, This category includes offices for both academic and administrative staff as well as office support spaces such as copy rooms, conference rooms, and file rooms.

Figure 7
State Fair Community College
ASF by Space Category

FICM Classification	ASF	%
Classrooms & Service (100s)	42,020	15%
Teaching Labs & Service (210,215)	57,955	20%
Open Labs & Service (220,225)	14,138	5%
Office & Service (300s)	39,298	14%
Library (400s)	18,348	6%
Athletics/PE/Recreation (520,525, 670-675)	28,727	10%
Special Use (500s)	9,222	3%
Assembly & Exhibit (610-625)	23,373	8%
General Use (600s)	20,187	7%
Support (700s)	10,722	4%
Residence Life (900s)	21,166	7%
Total	285,156	100%

- The Assembly & Exhibit space category includes theaters, auditoriums and art galleries, including the Daum Museum.

Figure 8
State Fair Community College
ASF by NCES Space Category



2.4 UTILIZATION ANALYSES

This chapter provides utilization results for 43 classrooms and 36 teaching laboratories. The utilization of these rooms was examined using the fall term 2014 course file and facility inventory data. Understanding how classrooms and teaching laboratories are scheduled and utilized provides the foundation for and assists in the understanding of space guidelines.

Classroom Utilization Overview

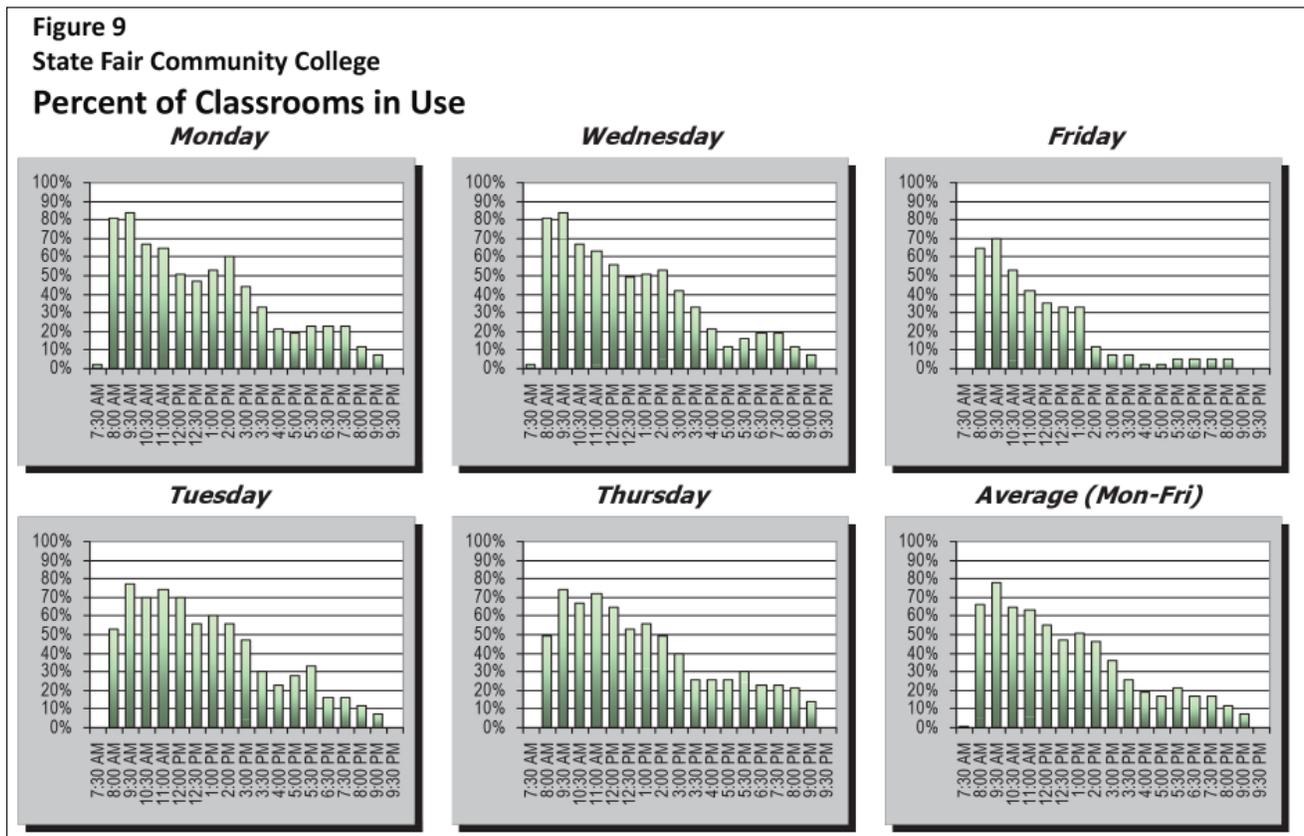
The utilization analysis included scheduled classroom use for credit and non-credit courses. There are always exceptions or caveats to the raw data in the utilization analysis. Issues such as cross-registration, zero enrollment courses, online and offsite courses, and missing information were clarified as needed prior to the analysis.

Scheduled Classroom Use by Day/Hour

Figure 9 illustrates classroom use for credit and non-credit instruction for the fall 2014 semester. Each graph represents a different day of the week, with the outcomes averaged over the entire semester. The horizontal axis notes time of day while the vertical axis indicates the percent of 43 classrooms in use at a given hour. The average percent of classrooms in use is based on Monday through Friday. If Friday were excluded, the average would be distorted because many courses are scheduled Monday/Wednesday and Tuesday/Thursday blocks.

The outcomes of the analysis reveal that the heaviest use occurs at 9:30 AM on Monday and Wednesday where 84% of the classrooms were in use. On Monday and Wednesday use peaks again at 2:00 PM before declining until 5:00 PM. On Tuesday and Thursday, the decline begins at 11:00 AM.

Evening classroom use is minimal with 14 classrooms in use on Tuesday at 5:30 PM. Overall, ample classrooms are available late mornings, afternoons and evenings, especially on Monday and Wednesday. With the exception of Friday morning, Friday afternoon use is minimal. While not shown, two classrooms were used on Saturday morning. Sunday showed no scheduled use.





Classroom Utilization by Building Summary

A classroom utilization analysis was developed for the Sedalia campus. The analysis was completed at the room level (see Appendix B) with averages for each building and for the campus as a whole.

Classrooms were noted in seven buildings on the campus. Interpreting the table in *Figure 10*, 16 classrooms were located in the Yeater Learning Center and 14 in the Fielding Technical Center. It should be noted that SFCTC also uses classrooms in the Fielding Technology Center.

The 16 classrooms in the Yeater Learning Center contained an average of 940 assignable square feet (ASF) each. The rooms averaged 28 ASF per station, with an average section or course size of 18 students. The 31 Average Weekly Room Hours is the number of hours (averaged over the semester) that the 16 classrooms were scheduled for credit and non-credit instruction each week.

The Hours in Use Student Station Occupancy of 55% is the average number of seats filled during scheduled use. The Weekly Seat Hours is the average room hours multiplied by the student station occupancy and is a measure of utilization efficiency.

Campuswide, classrooms at the Sedalia Campus were utilized 23 weekly room hours at 55% student station occupancy with an average of 33 ASF per station.

Figure 10
State Fair Community College
Classroom Utilization Analysis by Building Summary

Building Name and Id	No. of Rooms	Average Room Size	Average ASF per Station	Average Section Size	Weekly Seat Hours	Average Weekly Room Hours	Hours in Use Student Station Occupancy %	
Charles E. Yeater Learning Center	<i>YEATER</i>	16	940	28	18	16.9	31	55%
Fielding Technical Center	<i>FIELD</i>	14	991	37	11	9.4	19	51%
Fred E. Davis Multipurpose Center	<i>MPC</i>	4	743	35	15	8.6	11	75%
Heckart Science and Allied Health Center	<i>SAH</i>	5	1,016	25	20	9.3	19	48%
Melita Day Child Care Building	<i>MELITA</i>	1	939	47	12	14.4	25	58%
Potter-Ewing Agriculture Building	<i>AGRI</i>	2	1,117	47	13	12.7	22	57%
Stauffer Center for the Fine Arts	<i>STAUFF</i>	1	782	30	14	9.7	18	54%
<i>Total No. of Rooms = 43</i>	AVERAGE	951	33	15	12.6	23	55%	

Classroom Utilization by Room Capacity Analysis

A Classroom Utilization by Room Capacity Analysis was completed for the campus. The capacity analysis grouped classrooms by size in an effort to determine if classrooms are appropriately sized based on section enrollments.

The outcomes are presented in *Figure 11*.

The 43 classrooms were placed into six size groupings. The 13 classrooms in the 36-40 station groupings contained the largest number of classrooms. The nine classrooms in the 26-30 capacity grouping had the greatest utilization at 27 average weekly room hours. The one classroom in the 41-45 grouping had a student station occupancy of less than 40%, indicating that more students can be placed into existing course sections to accommodate growth.

Looking at Weekly Seat Hours, classrooms in the 26-30 category are being used most efficiently at 15 weekly seat hours.

Figure 11
State Fair Community College
Classroom Utilization Analysis by Capacity Summary

Classroom Capacity Grouping	No. of Rooms	No. of Seats	Average Room Size	Average ASF per Station	Average Section Size	Weekly Seat Hours	Average Weekly Room Hours	Hours in Use Student Station Occupancy %
20 and Under	4	73	732	40	10	11.9	19	63%
21 - 25	11	264	903	38	13	11.0	17	63%
26 - 30	9	258	876	30	15	15.0	27	56%
31 - 35	5	162	1,044	32	15	11.2	23	49%
36 - 40	13	492	1,054	28	18	13.0	26	51%
41 - 45	1	42	1,245	30	15	11.5	32	36%
<i>Total No. of Rooms = 43</i>	AVERAGE		951	33	15	12.6	23	55%

Classroom Comparative Analysis

National Perspective on Classroom Utilization

More than half the 50 states either have a statewide utilization expectation, or there are specific expectations in one or more of their public higher education systems. The lowest classroom utilization guideline currently in use is approximately 30 hours per week. This figure used to be a widely accepted standard and remains the most commonly used figure today. In many jurisdictions, it was based on day usage only with evening and weekend usage being excluded from the expectation. More recently, common practice has been using this guideline as a full-day expectation.

A few states have much higher utilization targets. The average of those systems which have classroom utilization guidelines is now 38 weekly room hours as states monitor the efficiency of physical resources.

The consultant has performed utilization studies for more than 180 campuses. The most common findings are between 30 and 36 average weekly room hours for rooms specifically scheduled for instruction. The state of Missouri has no classroom utilization guidelines. The consultant used 30 hours per week for the space need analysis.

National Perspective on Classroom Utilization, Continued

The second utilization factor, which is normally part of the utilization expectation in jurisdictions that have adopted guidelines, is the percentage of seats occupied when rooms are in use. The most widely used guideline remains at 60%.

Recently, there has been a strong push in many states to increase the utilization factor to 67%. One jurisdiction has gone to 75% for a particular subset of classrooms, while the Colorado Community College System has recently adopted a guideline of 68% student station occupancy.

In the many studies the consultant has conducted, the actual seat utilization tends to be lower. Because institutions do not ultimately control the final enrollment in a specific course, there will always be a degree of disparity between estimated course size and the actual size of the course. For this analysis, the student station occupancy was set at 65%.

Pedagogy and the Learning Environments

Technological advancements and recent changes in pedagogy all place demands on physical space, especially classrooms. These demands can best be described based on the assignable square feet per student station (ASF/Station). While there is still a need for lecture-type rooms where seat count can be maximized, there is also an increasing need for rooms that can accommodate a variety of teaching methods and pedagogies.

Based on programming studies provided by the consultant, the following ASF/Station is noted for several classroom types:

Traditional Classroom - Loose Seating: 20 to 22 ASF/Station with table-and-chair or tablet-arm chair configurations.

Traditional Classroom for Collaborative (Group) Methods: 25 to 32 ASF/Station accommodates flexibility in furniture arrangements and group presentation systems.

Seminar Classroom: 25 to 30 ASF/Station where students typically face each other in a conference style or U-shaped arrangement.

For SFCC, the guideline was set at 28 ASF per station across all classroom types.



Classroom Utilization Analysis Summary

Compared to other community colleges, the utilization of classrooms for State Fair Community College demonstrates there are ample opportunities to schedule additional courses with existing physical resources. In other words, existing classrooms have capacity for additional use and a greater number of students. The findings show that there is additional capacity in the afternoons and early evening hours. However, some of these are difficult time slots to fill due to student work hours and family commitments.

The classroom utilization by room capacity analysis suggests that some rooms are being scheduled below their intended capacity. Overall, the College may not have the correct mix of classrooms to serve its needs, and therefore has to use the classrooms that are not the appropriate size for some course sections.

The average 33 ASF per station is well beyond a large majority of established guidelines. Many classrooms have wide tables with some rooms having one chair per table. With more flexible and space-appropriate furniture, the ASF per station could be reduced to allow for a greater number of stations in selected rooms. This should be done on a case-by-case basis.

There are a variety of reasons why some classrooms are used heavily and others are not. Classroom utilization needs to be considered within the context of the existing classrooms' educational adequacy and functionality, available technology, and overall qualitative assessment, which were not components of this analytical utilization study.

Teaching Laboratory Utilization

During fall 2014 there were 36 rooms classified as teaching laboratories within the facilities inventory. Teaching laboratories typically have specialized equipment and include spaces used for biology, chemistry, physics, art, music, or technical programs like culinary, welding, and automotive technician. As *Figure 12* indicates, teaching laboratories are located mainly in three buildings.

Teaching laboratories were noted in eight buildings on the campus. Interpreting the table, five labs were located in the Heckart Science and Allied Health Center. These labs contained an average of 1,341 assignable square feet (ASF) each. The rooms averaged 49 ASF per station, with an average section or course size of 17 students. The 21 average weekly room hours is the number of hours (averaged over the semester) that the five labs were scheduled for instruction. The Hours in Use – Student Station Occupancy of 58% is the average number of lab seats filled during scheduled use. The Weekly Seat Hours is the average room hours multiplied by the student station occupancy and is a measure of lab utilization efficiency. On average, all teaching laboratories at the campus were utilized 18 weekly room hours at 58% student station occupancy as noted in *Figure 12*.

Figure 12
State Fair Community College
Teaching Laboratory Utilization Analysis by Building Summary

Building Name and Id	No. of Rooms	Average Room Size	Average ASF per Station	Average Section Size	Weekly Seat Hours	Average Weekly Room Hours	Hours in Use Student Station Occupancy %
Automotive Technology Building <i>AUTO</i>	2	3,333	208	11	21.8	34	65%
Charles E. Yeater Learning Center <i>YEATER</i>	2	1,095	46	17	16.4	23	73%
Fielding Technical Center <i>FIELD</i>	17	1,423	71	9	9.3	18	53%
Fred E. Davis Multipurpose Center <i>MPC</i>	1	1,454	73	15	6.4	8	84%
Heckart Science and Allied Health Center <i>SAH</i>	5	1,341	49	17	12.2	21	58%
Potter-Ewing Agriculture Building <i>AGRI</i>	1	851	34	17	4.0	6	66%
Stauffacher Center for the Fine Arts <i>STAUFF</i>	7	887	45	13	10.1	15	59%
William C. Hopkins Student Services Center <i>HOPKNS</i>	1	2,319	93	10	3.6	8	45%
<i>Total No. of Rooms = 36</i>	AVERAGE	1,405	69	12	10.5	18	58%

National Perspective on Teaching Laboratory Utilization

As with classroom utilization, laboratory guideline targets are usually implemented by states, systems, or institutions within the public higher education sector. These targets tend to oversimplify the use of teaching laboratories. Some guideline targets are based on discipline while others are based on the intensity in which a discipline relies on laboratories for instructional delivery.

The most used guideline targets have expectations of 20 hours per week at an 80% student station occupancy rate. In an effort to increase the use of its laboratories, one state has raised its utilization goals to an extreme of 40 hours per week at 85% student station occupancy. One set of published guidelines recommends 11 weekly room hours for certain heavily equipped labs such as engineering, agriculture, and the health professions but maintains the 80% student station occupancy rate.

While 80% student station occupancy is the most used rate in guideline targets, most colleges rarely achieve it. In reality, occupancy averages that the consultants have studied typically range between 68% and 76%.

Teaching laboratory usage has as much to do with course level, instructional methods, and student research activities and capstone experiences, as it does discipline or discipline type. It is not unusual to find lower scheduled use (10 hours and under) in upper division laboratories. On the other hand, entry-level science laboratories and computer labs can have much higher levels of scheduled use – 30 hours or more.

When more than one laboratory is required and is equipped in the same fashion as another, serious consideration should be given to making sure that a higher level of usage is being achieved. Laboratories tend to be subject specific and do not lend well to sharing among disciplines. However, more laboratories are being used for interdisciplinary activities which can assist in achieving higher weekly room hour usage. Conversely, if customized labs are required for interdisciplinary activities, scheduled use may be lower.

Teaching Laboratory Summary

Laboratories have additional time demands that classrooms typically do not have. For example, there is setup and preparation time required, sometimes for a class, sometimes for the day. Other laboratories require an experiment to stay set up for multiple lab sessions or the entire semester, which excludes the room from other scheduled activity. As a result, expectations are typically lower than classrooms.

The consultant used 20 weekly room hours at 70% student station occupancy as a target for SFCC. The student station occupancy for many SFCC laboratories appeared to be lower than established guidelines of 70%, indicating additional enrollment capacity in existing lab course sections. The 21 weekly room hours in the sciences suggest that additional labs will be needed as the campus increases enrollments. On the reverse side, the 15 weekly room hours in the fine and performing arts (Stauffacher) suggest that these labs have capacity for additional course sections without major increases in space.



2.5 GUIDELINE APPLICATION FOR SPACE NEEDS ANALYSIS

This chapter reviews space category definitions and guidelines specifically developed for State Fair Community College. The application and outcomes of the selected guidelines is typically called a *Space Needs Analysis*, which comprises the next chapter of this report.

Space planning guidelines can span from “micro” to the “macro” level. Micro-level guidelines include detail normally developed during room-by-room program planning of specific facilities. Macro-level guidelines are usually at the space category level (i.e., classrooms, offices, library) as part of a campus-wide study or long-range facility master plan. For SFCC, the guidelines and the space needs analysis are at the macro level.

The outcomes are divided onto two planning periods: Base Year (Fall 2014) and a 15-year Plan Horizon. The operating assumption in applying space guidelines was to provide SFCC with the correct amount of space to conduct its current and future activities. In order to apply the various guidelines and conduct the space needs analysis, several assumptions were made in this study. Planning assumptions were noted in Chapter 2.

To perform the space needs analysis, NSEC space use codes were organized into multiple space categories. Utilization guidelines for classrooms and teaching laboratories are also outlined. These categories are defined as follows:

Classroom & Service

Classrooms are defined as any room generally used for scheduled instruction requiring no special equipment and referred to as a “general purpose” classroom, seminar room, or lecture hall. Classroom service space directly supports one or more classrooms as an extension of the classroom activities, providing media space, preparation areas, or storage. The classroom station size is considered as including the classroom service area space.

There are three variables for classrooms in the guideline equation: weekly room hours, student station occupancy, and square feet per station. As SFCC does not have a standardized set of classroom utilization expectations nor does it have a set of space standards to which it is required to adhere, the consultant developed a set of classroom utilization targets, as noted in *Figure 13*.

Figure 13
State Fair Community College
Classroom Utilization Guideline Recommendations

Target Measure	Fall 2014 Utilization	Plan Horizon
Weekly Room Hours	23	30
Student Station Occupancy	53%	65%
ASF per student Station	32	28

ASF = Assignable Square Feet



The selected classroom utilization targets state that each classroom should be scheduled 30 hours per week with a student station occupancy (student station fill) of 65% when the room is in use.

Prior to 2000, many guidelines for classroom space were developed at a time when classrooms with tablet-arm chairs were the predominant seating preference. These guidelines called for approximately 16 ASF per student station, which is significantly lower than what today's active classrooms require.

Classrooms that have good sight lines, which are required by technology and flexible seating arrangements, usually average between 20 and 25 ASF per student station. For master planning purposes the consultant used 28 ASF per student station, as some classrooms are used for demonstration in technical programs. The 28 ASF/ station will provide SFCC with enough space for a variety of seating arrangements across the campuses.

Teaching Laboratories & Service

Teaching laboratories are defined as rooms used primarily by regularly scheduled classes that require special purpose equipment to serve the needs of particular disciplines for group instruction, participation, observation, experimentation, or practice.

The scheduled weekly room hour average for teaching laboratories is generally found to be less than scheduled use of classrooms due to the need for preparation time of specialized equipment prior to class. Conversely, the student station occupancy is normally higher as the number enrolled in a laboratory exercise is more closely monitored, safety being a key issue, as well as the limitations of faculty observation.

The utilization goals of 20 weekly room hours and 70% student station occupancy were used for all disciplines at SFCC, as noted in *Figure 14*.

Figure 14
State Fair Community College
Teaching Laboratory Utilization Guideline Recommendations

Target Measure	Fall 2014 Utilization	Plan Horizon
Weekly Room Hours	18	20
Student Station Occupancy	58%	70%
ASF per student Station	69	Varies

ASF = Assignable Square Feet



Station sizes in teaching laboratories vary by discipline. Space requirements are calculated with a formula that is similar to those used to determine classroom space requirements, except that the ASF per student station and weekly room hour expectation often varies by discipline. For this analysis, the consultant employed a space-per-student-station guideline based on approximately 15 different subject areas.

Open Laboratories and Service

The space classified as Open Laboratories includes rooms that are open for student use and that are not used on a regularly scheduled basis. These rooms may provide equipment to serve the needs of particular disciplines for group instruction in informally or irregularly scheduled classes. Alternatively, these rooms are used for individual student experimentation, observation, or practice in a particular field of study.

The size of these laboratories is based on equipment size, the station size, and student count desired and, therefore, should be determined on an individual basis. Types of rooms included in this category include computer laboratories, language laboratories, music practice rooms, and tutorial and testing facilities. For purposes of this analysis, senior capstone space is also considered open laboratory space. An ASF per FTE guideline was applied based on benchmarks with similar community colleges.

Office Space (Academic and Administrative)

The guideline application for office space needs is based upon major categories of staff types and the additional application of space amounts for office service and conference space needs. Office service space includes file rooms, break rooms, copy rooms, vaults, private rest rooms, office supply rooms and kitchenettes serving office areas. Some units have a need for additional conference or service space, which was applied on an as-needed basis.

Physical Education / Student Recreation / Athletics

Physical Education space includes gymnasiums, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, indoor swimming pools, indoor ice rinks, indoor tracks, indoor stadium fields, and field houses that are used for intramural sports or general student use.

Recreation space includes exercise and general fitness rooms, billiards rooms, games and arcade rooms, bowling alleys, table tennis rooms, dance or ballrooms, and TV rooms, as well as any other rooms that are used primarily for recreation and amusement and not for instructional purposes.



Space for athletics typically includes space for concessions, training facilities, locker/shower rooms, and meeting/viewing/conference facilities required to support intercollegiate athletics. Space needs calculated in this report are for indoor space only and do not include the needs for outdoor athletic facilities.

At SFCC, these space types are intertwined, making it difficult to attribute the space to one category over another. The multi-use of these facilities does not allow for separate analysis.

Space guidelines were selected for physical education and student recreation. Due to the varied space requirements of indoor athletics program space, there is no one guideline that addresses this space category. Athletic space needs are usually based on the number and competitive level of the intercollegiate athletic activities. Space for this category was based on benchmarks with existing community colleges.

Other Department Space

The space classified as Other Department Space includes all other space assigned to an academic or administrative department or unit that has not been included in the other classifications of classrooms, teaching laboratories, open laboratories, or office. An ASF per FTE guideline was applied based on space benchmarks with similar community colleges. These areas consist of a variety of spaces including:

- Study Rooms
- Locker Rooms
- Demonstration Rooms
- Server Rooms
- Vending Areas
- Media Production
- Animal Quarters
- Lounges
- Meeting Rooms
- Clinic Space
- Greenhouses
- Computer Rooms

Library Space

Library space comprises a range of NCES space use codes with the majority from the 400 (Study Facilities) category. Library space at SFCC included study rooms, stack, open-stack areas, processing rooms, and service spaces. To better understand Library space needs, offices for librarians and staff were also included in this category.

Guidelines for library space utilize one set of factors for collections, another for study stations, and a third for service space. As most community college libraries are moving toward a learning commons model, the consultant used a modified guideline focusing on less stack space for print volumes and greater space for student study and collaboration.



Assembly & Exhibit Space

Assembly and exhibit space is defined as any room designed and equipped for the assembly of large numbers of people. This includes theaters, auditoriums, concert halls, museums, and arenas. Exhibit spaces are used for exhibition of materials, works of art, or artifacts intended for general use by students and the public. At SFCC, the following spaces were placed into this category:

- Stauffacher Theatre
- Thompson O'Sullivan Studio Theatre
- Goddard Gallery



The Daum Museum of Contemporary Art was listed separately in an effort to clearly differentiate academic space needs. Guidelines for this space category have a core allowance based on student enrollment with an additional allowance for active music and theater programs.

Physical Plant

Physical Plant space includes carpentry, plumbing, HVAC, electrical, and painting shops, as well as any centralized warehouses for general and vehicle storage. Additionally, facilities such as tool storage rooms, materials storage rooms, and areas related to shops like lockers, showers, and similar nonpublic areas are included. Any hazardous material storage areas are also classified in this space category. Typical guidelines suggest that a percentage of all existing square footage on campus, minus existing physical plant space, be used to drive master plan Base Year space need in this category. At the Plan Horizon, the guideline is calculated using the plan horizon guideline ASF.

Collaborative Learning/Group Study Space

Collaborative Learning and Group Study space can be defined as spaces where students can meet before/after class to study in groups or individually. These collaborative areas are best located near classrooms and laboratories where students can gather before class or with an instructor and can easily continue discussions with students. The guideline is based on an ASF-per-headcount parameter.

Student Center and Campus Dining

Student Center space typically includes facilities built and maintained by student (auxiliary) funds. Spaces may include meeting rooms, food service and dining facilities, bookstores and other merchandising facilities, open galleries, film viewing rooms, television and other lounge areas, and game rooms.

Space guidelines for this category are based on both the total on-campus student population and the number of students in residential housing. The campus setting may also dictate space requirements as campuses located near city centers may provide students with a greater range of dining and recreation options off campus.

2.6 SPACE NEEDS ANALYSIS

Space Needs Analysis by Space Category

This section summarizes the space needs analysis by functional space category. The space needs analysis was performed by classifying existing space categories on campus into three areas: Academic Space included classrooms, laboratories, offices, other department space, and collaborative learning space. Academic Support Space included library, recreation and athletics, assembly and exhibit, and physical plant space, and Auxiliary Space included the student center and the Daum Museum of Contemporary Art. Space occupied by Central Methodist University (CMU), and outside high schools is noted as outside organization space in the analysis.

Target year space needs were generated in relation to existing space using Fall semester 2014 as the baseline. The guidelines were applied to the key space determinants using the target enrollment, and future faculty and staffing assumptions to develop an order of magnitude space needs analysis. The interpretation of the space needs tables will be reviewed to give the reader a better understanding of the base year and plan horizon findings

Interpretation of Space Needs Analysis Outcomes

The space needs analysis reviews fall 2014 (Base Year) and a 15-year Plan Horizon period for each space category. Four columns illustrate the findings for each time period. The Existing ASF includes all current facilities. As an illustration, the Sedalia campus contained 41,060 ASF of existing Classrooms & Service space in Fall 2014 per the College's space inventory, as noted in *Figure 15* on the next page.

Reviewing the second column, the Guideline ASF is a calculation of how much space is ideally needed in each space category at the Base Year and Plan Horizon, given enrollment, program, and staffing assumptions. Referring again to the *Figure 15*, the guideline calculation generated a need for 33,687 ASF of Classroom & Service space for Fall 2014, using these selected guidelines.

The Surplus/(Deficit) column is the difference between the Existing ASF and Guideline ASF totals, while the Percent Surplus/(Deficit) column is the magnitude of the difference expressed as a percent. For each column, deficits are in parentheses and indicate a space need in that category. Referring to *Figure 15*, (on the following page) the Sedalia Campus had a 7,373 ASF or 18% surplus of Classroom & Service space at the Base Year. The space needs analysis is quantitative only and does not take into account the quality of space to serve the campus mission. The space needs analyses for each major space category will be reviewed.

The space needs analysis at the base year (Fall 2014) generated an overall need for 257,985 ASF of space; a 7,267 ASF deficit when compared with actual space. The largest space deficit on the campus is in the Student Center and Dining Category. At 15-year enrollment and staffing levels, the application of the same guidelines generated a need for 284,669 ASF of space; a deficit of 33,951 ASF over the master plan horizon. As the Fall 2014 semester is complete, the focus will be on the 15-year plan horizon analysis.



Figure 15
State Fair Community College
Institutionwide Space Needs Analysis

SPACE CATEGORY	Fall 2014 Student FTE = 1,367 Staff Headcount =				Plan Horizon Student FTE = 1,600 Staff Headcount =			
	Existing ASF	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)	Existing ASF	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
Academic Space								
Classroom & Service	41,060	33,687	7,373	18%	41,060	38,370	2,690	7%
Teaching Laboratories & Service	57,955	58,505	(550)	(1%)	55,636	65,261	(9,625)	(17%)
Open Laboratories & Service	14,138	15,037	(899)	(6%)	14,138	16,000	(1,862)	(13%)
Offices & Service	37,182	39,597	(2,415)	(6%)	37,182	45,287	(8,105)	(22%)
Other Department Space	8,335	8,886	(551)	(7%)	10,654	10,560	94	1%
Collaborative Learning/Group Study	0	1,367	(1,367)	n/a	0	1,600	(1,600)	n/a
<i>Academic Space Subtotal</i>	<i>158,670</i>	<i>157,079</i>	<i>1,591</i>	<i>1%</i>	<i>158,670</i>	<i>177,078</i>	<i>(18,408)</i>	<i>(12%)</i>
Academic Support Space								
Library	18,489	15,745	2,744	15%	18,489	18,152	337	2%
Recreation/ PE / Athletics	30,020	31,335	(1,315)	(4%)	30,020	32,500	(2,480)	(8%)
Assembly & Exhibit	14,186	16,000	(1,814)	(13%)	14,186	16,000	(1,814)	(13%)
Physical Plant	10,257	11,409	(1,152)	(11%)	10,257	11,866	(1,609)	(16%)
<i>Academic Support Space Subtotal</i>	<i>72,952</i>	<i>74,489</i>	<i>(1,537)</i>	<i>(2%)</i>	<i>72,952</i>	<i>78,518</i>	<i>(5,566)</i>	<i>(8%)</i>
Auxiliary Space								
Student Center/Dining	8,917	15,270	(6,353)	(71%)	8,917	17,535	(8,618)	(97%)
Daum Museum	10,179	11,147	(968)	(10%)	10,179	11,538	(1,359)	(13%)
<i>Auxiliary Space Subtotal</i>	<i>19,096</i>	<i>26,417</i>	<i>(7,321)</i>	<i>(38%)</i>	<i>19,096</i>	<i>29,073</i>	<i>(9,977)</i>	<i>(52%)</i>
INSTITUTION TOTAL	250,718	257,985	(7,267)	(3%)	250,718	284,669	(33,951)	(14%)
<i>Residence Life</i>	<i>21,371</i>				<i>21,371</i>			
<i>Melita Day Care Center</i>	<i>5,463</i>				<i>5,463</i>			
<i>Energy Innovation Center</i>	<i>6,049</i>				<i>6,049</i>			
<i>Outside Organizations (CMU)</i>	<i>1,555</i>				<i>1,555</i>			

ASF = Assignable Square Feet



Academic Space

In the Academic Space category, the largest deficit was generated within the Teaching Laboratories & Service (9,625 ASF) category. The academic space category includes space for expansion of existing programs. In some cases, laboratories in metals technology (welding, machining), automotive, and industrial technology are undersized based on student enrollments in the program.

The deficit of space was generated in the Offices & Service category as some additional offices are needed for full-time faculty and expanded student services programs (i.e., career center, veteran's center). Some offices on the campus are smaller than the applied guideline, increasing the deficit in this area. For the academic space category, the space needs analysis guidelines generated a deficit of 18,408 ASF at the Plan Horizon, despite the 2,690 ASF surplus of Classroom & Service space.



Academic Support Space

In the Academic Support Space category, the largest deficit (2,480 ASF) was generated in the Recreation/PE/Athletics category. The Library is in relative balance and will not need to expand as enrollments increase. The 1,814 ASF deficit in the Assembly & Exhibit category includes additional support and storage space for the theater. A physical plant deficit of 1,609 ASF includes space for additional central storage and expanded shops. Deficits total 5,566 ASF at the Plan Horizon.

Auxiliary Space

The Auxiliary Space category generated a total need for 19,096 ASF, a 9,977 ASF or 52% deficit when compared to existing space. The 8,618 ASF deficit in the Student Center/Dining category includes space for expanded dining and food service to accommodate a greater number of students living on campus, a student lounge, game room, and areas for student government and clubs/organizations. The 1,359 ASF of additional space for the Daum Museum is collection storage and can be located off campus.

Categories below the campus total were not used in the space needs analysis. These included residence life, the Melita Day Child Development Center, the Energy Innovation Center (off-campus) and space dedicated to CMU. The Melita Day Child Development Center and space occupied by CMU were assumed to be long-term partnerships with occupied space not available for use by the College over the planning period.

The surpluses and deficits in the three functional space categories must be taken in context with the particular space for which these surpluses or deficits occur. For instance, all space deficits could not be made up by renovating one building due to types of spaces and adjacencies of programs. It would not be desirable to have the additional teaching laboratories in the same building as the student center and academic offices. Therefore, the facility solution will need to encompass combinations of renovation projects for existing space and program relocation options to satisfy the needs for programmatic adjacencies on the SFCC campus.



New Program Space Needs

During the master planning process, academic leaders from SFCC identified three potential programs that have a high probability of being implemented during the master plan time horizon. The programs and space quantities in ASF are noted in *Figure 16*.

Overall, the development of these programs will require an additional 18,760 ASF above and beyond the space needs identified earlier in this section. It should be noted that the space quantities were developed based on designated student enrollments and benchmarks from similar programs at other community colleges.

Diesel and Agricultural Mechanic programs require generous amounts of space to work on semi-trucks, tractors and combines. It is not uncommon to have these two programs located in the same building and sharing equipment and tools. Open laboratory space was provided for several computers where students can research part specifications and user manuals via computer.

For Mortuary Science, about 80% to 85% of the program will be online. Local funeral homes typically provide students with space to learn skills for embalming and restorative arts, so no lab is needed on campus. Spaces needed on campus include a classroom with attached merchandise display area (coffins, urns, ceremony symbols). For 20 students, the benchmark is a 950 ASF area with a partition to secure the merchandise displays. While there may be one or two full-sized coffins, the merchandise displays are usually self-contained units and display wood types, colors, fabrics, and adornments for client selection. Some programs include a mock counseling room and small front of chapel so students can practice bereavement counseling skills and ceremony officiating. This is usually less than 400 ASF and located in space near the program.

Figure 16

State Fair Community College

New Technical Programs

Program	Number of Students per Section	Demonstration Classroom & Service ASF (110-115)	Teaching Laboratories & Service ASF (210-215)	Open Laboratories & Service (220-225)	Total ASF
Diesel Mechanics	12	540	6900	250	7690
Agriculture Mechanics	16	640	8800	280	9720
Mortuary Science	20	600	350	400	1350

CHAPTER 3: EXISTING CONDITIONS ANALYSIS

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CHAPTER 3: EXISTING CONDITIONS ANALYSIS



3.1 CAMPUS CONTEXT

State Fair Community College is in a rather unique context. It is bordered by a major city street on the north, by the fairgrounds of the Missouri State Fair on the east and associated campgrounds on the south, and agricultural land (outside the city limits) is on the west. Suburban development is planned in the future on the property east of campus. This unique context creates some distinct challenges for the physical development of the campus and the development of a dynamic master plan.

Missouri State Fair. Directly south of the campus is a large campground serving the fairgrounds. The primary access into the campground for campers is a roadway running east-west through campus, adjacent to a large campus parking area. This creates pedestrian and vehicular conflicts during periods when the campground is in use and creates difficulty in operating the controlled entrance to the fair property.

Off-Campus Housing. Many students live north of the campus in apartment complexes that are easily within walking distance. Unfortunately, there is not a safe pedestrian crosswalk on 16th Street to encourage walking to campus. The campus should work with the City to develop a safe solution to this problem.

Farm Access. The campus is bordered by two private farm operations on its west and south borders. Access to these farms is currently available through the campus via unpaved roads. As the campus grows and the south part of campus becomes more developed, these points of access should be eliminated to maintain control and security, and to avoid conflict of uses.

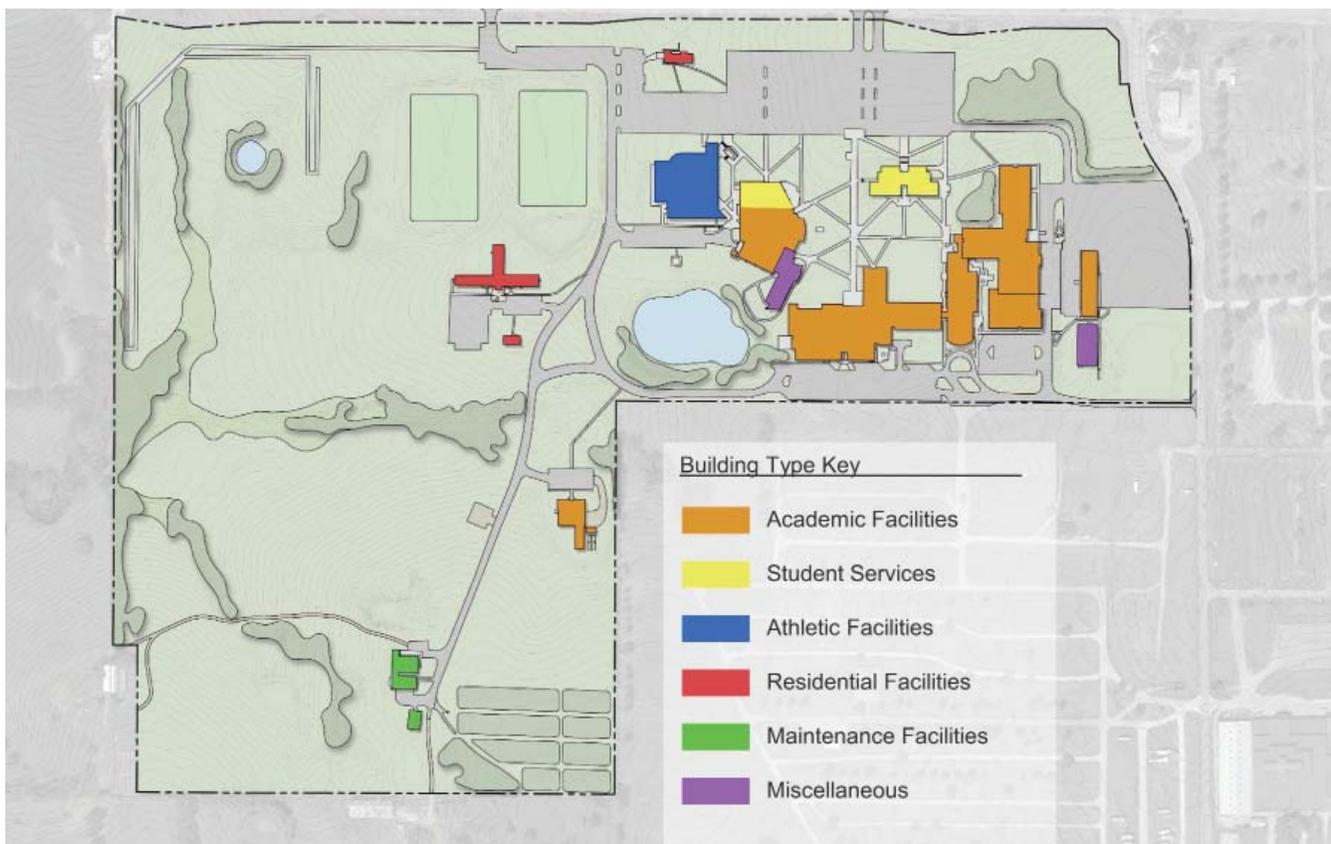
Community Connections. The campus provides many amenities and activities that provide public use and enjoyment. Examples include the walking trail, athletic events, theater productions, meetings and conferences, art exhibitions, music concerts, and continuing education opportunities. As the campus and the community grow, efforts should be made to provide more pedestrian connections to the campus to encourage a more seamless connection to the community. For instance, when development occurs on the west side of campus, trail connections should be provided so that neighbors can walk in and through the campus and take advantage of its beauty and its programs. Creating connections with the Missouri State Fair property may be more problematic but alternatives should be explored between the campus and the Missouri State Fair board to break down the stark contrast of a secure detention-looking facility next to a college campus.

Downtown Sedalia. The City of Sedalia and the College have been exploring possibilities for creating an off-campus, downtown presence in Sedalia. The College's goal is to expand recruitment of credit and non-credit students and to serve business and industry workforce needs. A property in downtown Sedalia has been donated to the College (the McLaughlin Building) and partial funding for renovation has been identified. A decision regarding the suitability of the property for College use is currently underway.

3.2 LAND USE & FUNCTIONAL ZONES

State Fair Community College facilities are functionally organized around five land use zones: Academic, Student Services/Administrative, Athletic/Recreational, Residential, Maintenance, and Other.

The framework for these zones was envisioned in the early years as permanent buildings began to be constructed in the 1970s. The first buildings were constructed of plywood (hence the college had the nickname “Plywood U” in the early years) and were considered temporary until the necessary political and financial support could be raised. Over time, a row of buildings facing 16th Street began to form – a student center (now Melita Day Child Development Center), and classroom buildings (Fielding and Yeater). Then, in the 1980s, a front door and the beginning of a core open space or “quad” began to take shape with the building of a Student Services/Administration Building (Hopkins). In the 1990s, the quad was defined on the west side with the building of an Arts Building (Stauffacher) and the first building outside the quad was built south of campus (Potter-Ewing). The next decade (2001-2010) saw more expansion outside the quad with the building of a Recreation/Multipurpose Center (Davis) and Student Housing. More academic buildings were built between existing buildings on the quad at this time, including Heckart and Daum.



Existing Campus Building Uses

Land Use Analysis Conclusions:

The Master Plan should maintain the original quad as the primary organization of campus but also improve connections to growth areas outside the quad. Due to property lines and natural constraints on the north, east, west and southeast, growth is only feasible to the southwest of the original quad, in an area of campus occupied generally by Recreation and Housing zones and by natural features such as the pond and a natural system of drainage swales. One academic building is located in this area, Potter-Ewing, which is, regrettably, too isolated from the rest of campus.

3.3 EXISTING BUILDING CONDITIONS

The master planning team conducted facility assessments of all the major buildings on the State Fair Community College campus in order to determine the extent of improvements needed on campus. Building assessment criteria focused on ADA accessibility, exterior condition (exterior walls, roof, window, doors), interior condition (interior walls, ceilings, floors, finishes), structural condition, and building systems conditions (mechanical, electrical, plumbing).

The overall assessment involved the review of all 16 buildings and the 463,970 gross square feet of space currently occupied and owned by SFCC. The team analyzed each of the buildings noted below to determine overall condition.

Existing Building Condition Analysis							
Bldg	Facility Name	Condition	Year Built	Yr Renv'd/ Add	GSF	Plans	
Academic Facilities							
ATB	Automotive Technology Building	Poor	1972		9,629	No	
FTC	Fielding Technical Center	Moderate	1978	1989	99,757	Yes	
HSC	Heckart Science & Allied Health Center	Good	2008		45,207	Yes	
YLC	Yeater Learning Center	Moderate	1976	2008	82,144	Yes	
SCFA	Stauffer Center for the Fine Arts	Moderate	1994		42,002	Yes	
PEAB	Potter-Ewing Agriculture Building	Good	1995		8,686	Yes	
					Subtotal	287,425	
Athletic Facilities							
DMC	Davis Multipurpose Center	Good	2001		58,535	Yes	
					Subtotal	58,535	
Student Services							
HSS	Hopkins Student Services	Good	1987		31,725	Yes	
					Subtotal	31,725	
Residence Halls							
LHH	Lamm Honors House	Poor	1960		4,410	Yes	
RH	Residence Hall	Moderate	2000		16,280	Yes	
					Subtotal	20,690	
Miscellaneous							
MDCDC	Melita Day Child Development Center	Moderate	1972		7,519	Yes	
DMCA	Daum Museum of Contemporary Art	Good	2002		20,788	Yes	
MSR	Maintenance Shop & Receiving	Moderate	1989		7,665	No	
MS	Maintenance Storage	Good			2,400	No	
					Subtotal	38,372	
Off Campus							
MB	McLaughlin Building	Poor	1889		19,488	Yes	
EIC	Energy Innovation Center	Good	2013		7,735	Yes	
					Subtotal	27,223	
					Total	463,970	

Buildings were categorized into three condition types: separated into three main condition types:

Poor Condition Facilities: Buildings that have reached the end of their useful life and are not considered to be viable for renovation (e.g. Automotive Technology and the Lamm Honors House), or buildings that currently do not meet code and do not have a designated purpose for future use (e.g. McLaughlin Building).

Moderate Condition Facilities: Buildings that are in fair condition that require some maintenance to address current deferred maintenance issues.

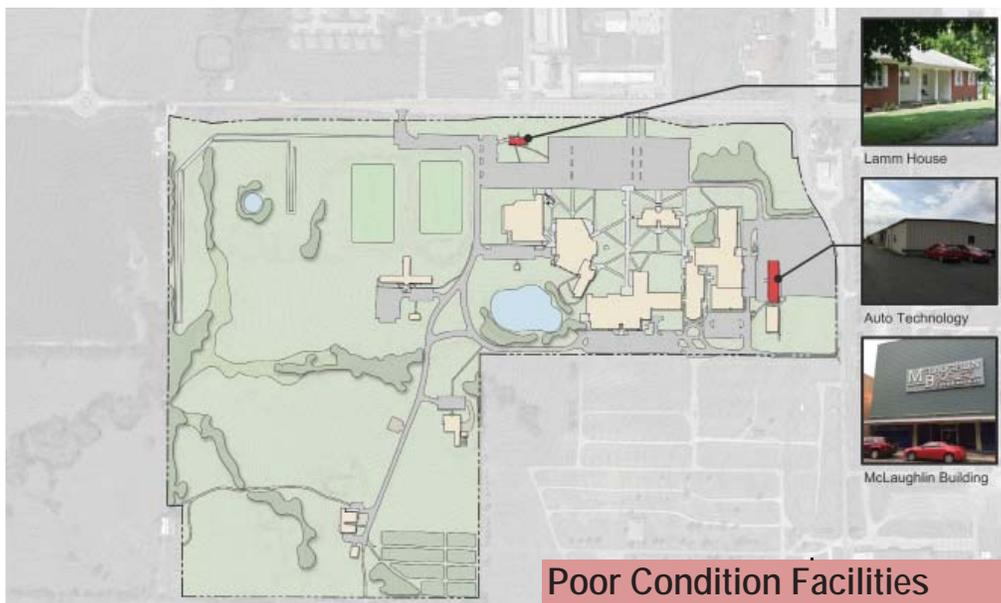
Good Condition Facilities: Buildings that are in generally good condition and require minor or no maintenance to keep functional and operational.

Existing Building Condition Analysis						
Bldg	Facility Name	Condition	Year Built	Yr Renv'd/ Add	GSF	Plans
Poor Condition Facilities						
ATB	Automotive Technology Building	Poor	1972		9,629	No
LHH	Lamm Honors House	Poor	1960		4,410	Yes
MB	McLaughlin Building	Poor	1889		19,488	Yes
					Subtotal	33,527
Moderate Condition Facilities						
YLC	Yeater Learning Center	Moderate	1976	2008	82,144	Yes
MDCDC	Melita Day Child Development Center	Moderate	1972		7,519	Yes
MSR	Maintenance Shop & Receiving	Moderate	1989		7,665	No
SCFA	Stauffacher Center for the Fine Arts	Moderate	1994		42,002	Yes
FTC	Fielding Technical Center	Moderate	1978	1989	99,757	Yes
RH	Residence Hall	Moderate	2000		16,280	Yes
					Subtotal	255,367
Good Condition Facilities						
DMC	Davis Multipurpose Center	Good	2001		58,535	Yes
HSC	Heckart Science & Allied Health Center	Good	2008		45,207	Yes
HSS	Hopkins Student Services	Good	1987		31,725	Yes
DMCA	Daum Museum of Contemporary Art	Good	2002		20,788	Yes
PEAB	Potter-Ewing Agriculture Building	Good	1995		8,686	Yes
MS	Maintenance Storage	Good			2,400	No
EIC	Energy Innovation Center	Good	2013		7,735	Yes
					Subtotal	175,076
					Total	463,970

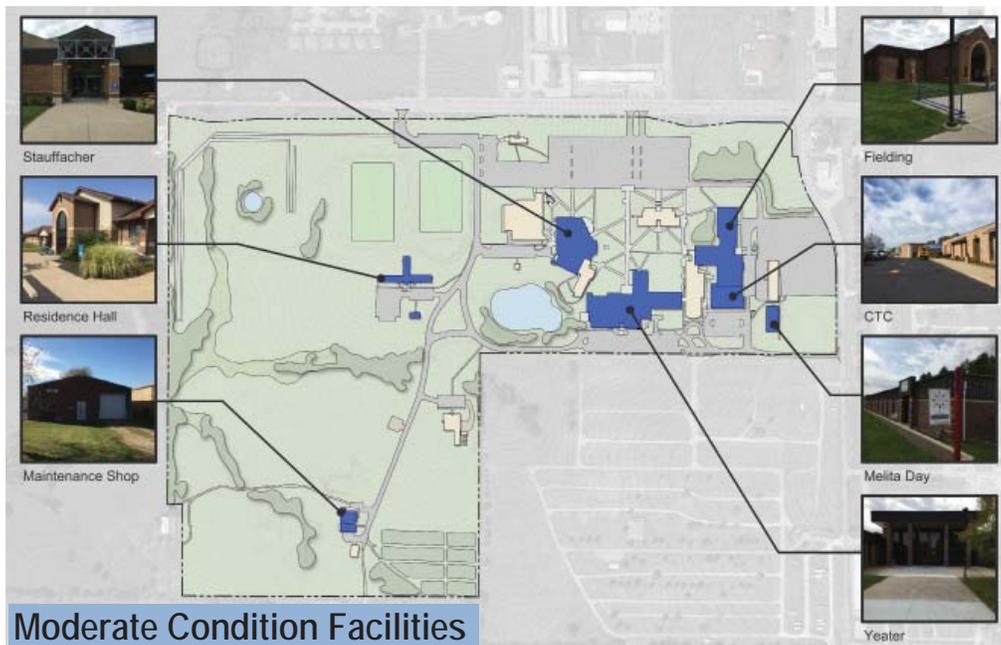
Building Conditions Analysis Conclusions:

The assessment concluded (as noted in the table) that approximately 175,076 gross square feet, or 40% of the existing square footage on campus, is in good condition, 228,366 gross square feet (52%) is in moderate condition, and 33,527 gross square feet (8%) is in poor condition. In total, the overall conditions of the campus buildings are in relatively good shape. We believe this is due to the fact that they were originally well built and have been well maintained.

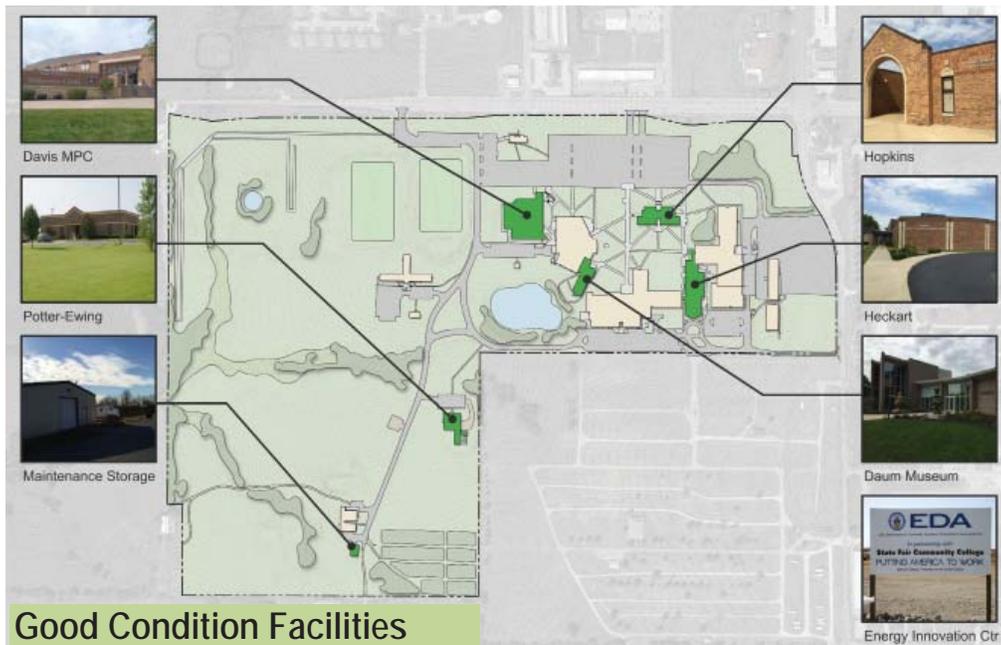
Note: A complete analysis of each building is included in Appendix D to this document.



Poor Condition Facilities



Moderate Condition Facilities



Good Condition Facilities

3.4 VEHICULAR AND PEDESTRIAN CIRCULATION

Vehicular Circulation

State Fair Community College has done an excellent job placing the majority of parking and vehicular circulation on the periphery of campus. This arrangement helps create a more walkable, pedestrian-friendly environment on campus and preserves valuable open space at the core of campus. As the campus grows and parking needs increase, it will be important to reaffirm this commitment to maintaining a healthy balance between the needs and values of pedestrians, vehicles, aesthetics, and sustainability in order to maintain a beautiful, walkable campus.

Less successful is the partial loop road that circles the campus and connects parking areas. It is incomplete in areas, melting into parking lots on the east side of campus. In this area, visitors can easily find themselves in a “no man’s land” of parking with no clear route to enter, leave or continue through campus. Overlapping peak traffic by school buses, daycare parents, service and delivery vehicles, and student parking compounds the problem.



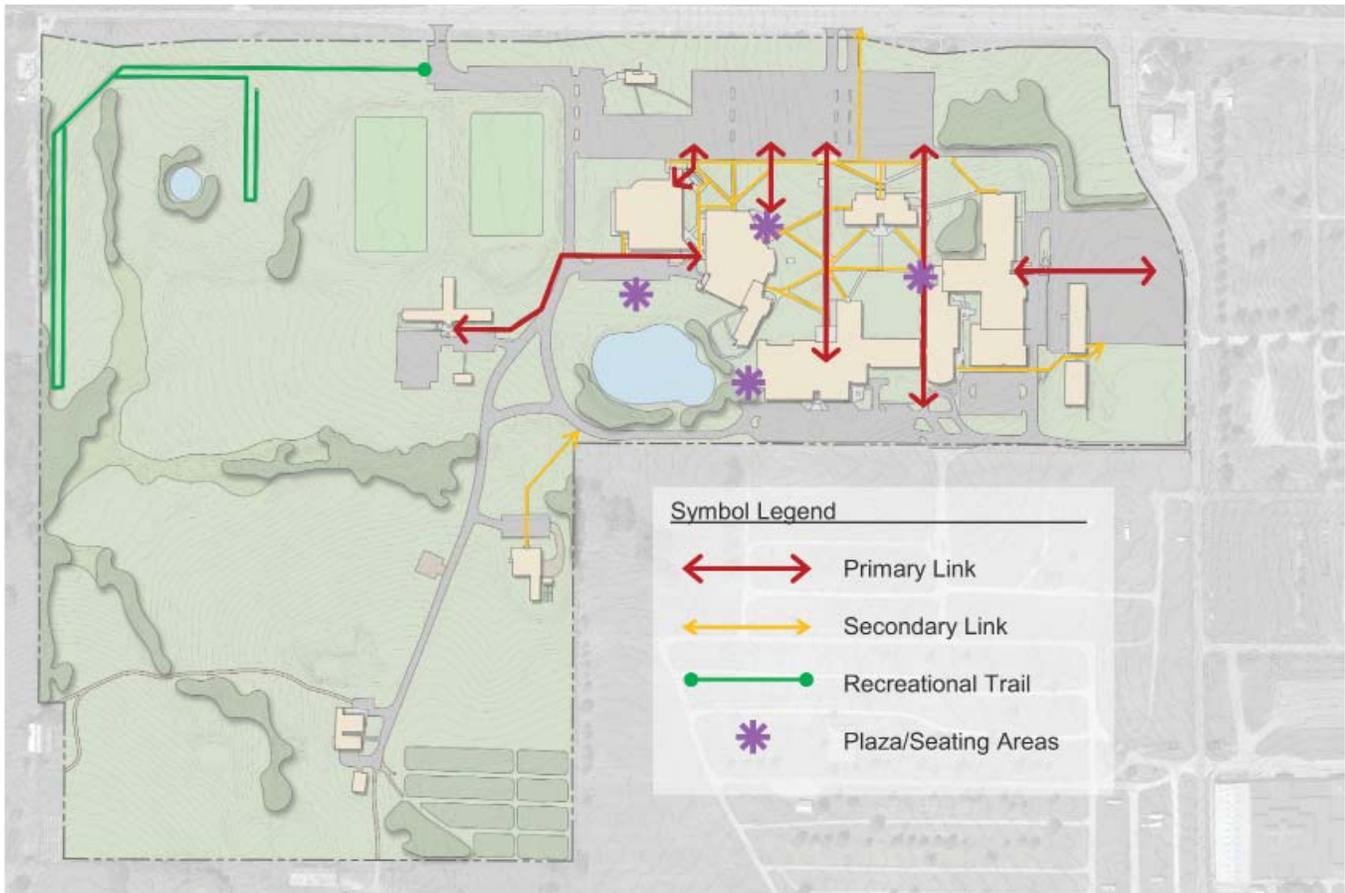
Existing Vehicular Circulation

Furthermore, the absence of a clear campus entry on the east side and the ambiguity of a through-route encourages short cuts and fast speeds — a dangerous recipe for accidents and injury.

At roughly 1,400 parking stalls, State Fair Community College maintains a fairly generous parking ratio of one stall for every 1.5 persons in the campus population including faculty, staff and students. Designated parking for visitors and special users (e.g., ADA, student recruits) in key areas near visitor destinations should be expanded to improve the impression that parking is easy to find for visitors. Daily campus users could be encouraged to park farther away from the core to leave adequate visitor parking. This can be done through education, incentives and enforcement.

Vehicular Analysis Conclusions:

With the increase in enrollment and associated parking demand, the campus has an opportunity to re-evaluate circulation as a whole to make it function more cohesively as a transportation system. Streets should be developed as either primary routes with appropriate signage, campus identity, streetscape, and major connections, or secondary routes with limited connections and differentiating signage. Parking should be planned to maximize sharing to meet peak needs but avoid over-building for daily needs. Parking solutions should be integrated with parking policies and practices to provide the appropriate level of parking but avoid over-building and unnecessary loss of greenspace. Way-finding signage and streetscaping should be developed for the entire campus to designate transportation systems, provide directions, identify parking areas, and brand the campus identity.



Existing Pedestrian Circulation

Pedestrian Circulation

State Fair Community College is a compact, highly walkable campus. However, the pedestrian pathway system on campus is not complete and is mostly confined to the original quad. Walking from residence halls or Potter-Ewing feels like a long, uninviting walk and there is no bicycle or pedestrian-friendly route. Parking, while generous, can result in what feels like a longer trek than it actually is because the path is unattractive and unclear. It should be noted that the average time it would take for a person to walk from a parking stall on the edge of campus to class in the quad is less than four minutes. This is a reasonable expectation on any campus.

As the pedestrian circulation system on campus is improved, the opportunity exists to better connect campus amenities so they can play a larger part in place-making and story-telling. The pedestrian circulation system, like the vehicular circulation system described earlier, should make it clear which paths are primary for making one's way across campus. The width and landscaping should indicate which path to choose if you want to get quickly from point to point and let you know where you can park or store your bike along the way. A path should make it equally clear if it is inviting you to get off the fast track, slow down, become contemplative, or pause to gather with others. These subtle differences in the system, combined with enhancements in the landscaping and the seizing of opportunities to frame lovely views, will make any walk on campus comfortable no matter the distance.

Pedestrian Circulation Analysis Conclusions:

The development of a strong pedestrian system and outdoor amenities play a critical role in defining a campus' identity. Pedestrian paths are the neighborhood streets of a campus where the residents come together to see and be seen. A detailed pedestrian circulation system should be developed, perhaps in conjunction with a landscape master plan, to assure an integrated, thoughtful approach.

3.5 LANDSCAPE & OPEN SPACE

One of the most distinctive features of the State Fair Community College campus is its organizing open space and the incorporation of sculpture, reinforcing the presence of the Daum Museum collection. This commitment to celebrating art and open space should be expanded throughout campus in an effort to brand the campus as a special place that appreciates beauty, learning and enrichment.

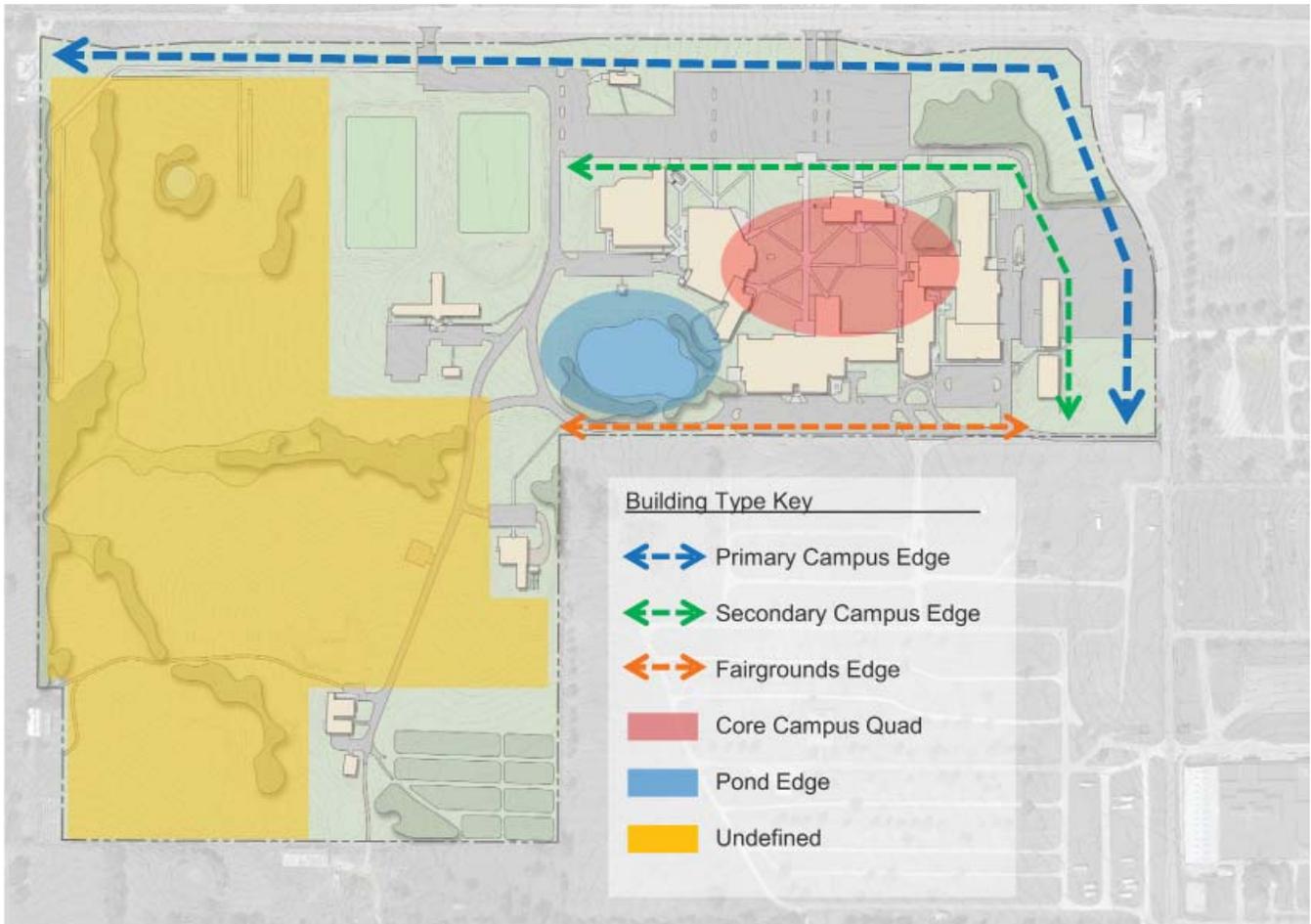
The campus also conveys an appreciation for nature in areas but without consistency. The northeast campus loop road is lined with trees and the area has been nicely established with street trees. However, this approach has not been consistently implemented elsewhere and the effect is limited. Attractive planting beds are present around campus, but there is not a consistent design concept or landscape aesthetic connecting them visually. Residential landscape materials (rather than higher quality commercial/institutional grade) detract from the desired effect.

One opportunity for landscape enhancement is along the campus edges and entries. A strong perimeter landscape treatment would define the campus edge so that it doesn't "bleed" into the surrounding areas. Currently the campus has several gaps along its edges, particularly on the east side, which lacks a defined entrance. An expansive parking lot, hidden building doorways, and uninviting building facades in this area add to these unfavorable edge conditions. The south edge is problematic because it is very close to the Missouri State Fairgrounds and is bordered by an unsightly, dilapidated fence topped with razor wire in places. These unattractive edges and corners represent potential opportunities, at relatively little expense, to bolster the image of the campus through landscaping, streetscape development, and appropriate signage.

Another enhancement opportunity is the development of additional open spaces between buildings on campus. These traditional campus open spaces function as the outdoor living rooms of campus and draw occupants from adjacent buildings out into shared community spaces. These spaces are generally defined by the edges of buildings on three or four sides. A potential future open space on campus is the area around the pond west of the library.

Areas of natural vegetation and stormwater drainage on campus are underutilized assets. Some of these areas can be cleaned up and enhanced as natural amenities, and could possibly outdoor classrooms or demonstration areas for sustainable best practices. These relatively modest improvements would create a unique and enjoyable campus environment.





Landscape & Open Space Analysis Conclusions:

The natural beauty of the campus is an asset that should be enhanced through landscape design and the development of a campuswide landscape master plan. Consideration could be given to replacing large expanses of mowed areas and individual planting beds with more naturalized, drought-tolerant plantings that require little maintenance, enhance water quality by collecting and filtering stormwater run-off, and utilize native plant materials. Landscape development and the siting of new buildings should respond to the existing site drainage conditions on the south side of campus, including the pond and natural drainage swales.

The west side of campus continues to be the most suitable area for athletic and recreation fields due to its flatness and good drainage. However, relatively flat sites also are highly suitable for potential building sites. Therefore, it is wise to consider designating some recreation fields as long-term future building sites.



CHAPTER 4: MASTER PLAN VISION

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CHAPTER 4: MASTER PLAN VISION



4.1 CONCEPT ALTERNATIVES

Based on the analysis of existing conditions and space needs identified during Master Plan Workshop #2, the master planning team developed four concept alternatives to present to the Master Plan Steering Committee and to stakeholders attending Workshop #3 and Workshop #3.5. These four concepts (A, B, C, and D) provided the same amount of program space on campus but each proposed a slightly different approach in land use organization.

One similarity between the four concepts included the creation of a new loop road to separate vehicular circulation and parking from the core of campus, thereby preserving open space and minimizing conflicts. Another major similarity is the creation of a recreation/athletic zone on the west side of campus.

The primary differences between the four schemes centered on the location of three proposed new facilities – a new Student Center, a new Technology Center, and new Student Housing to replace outdated housing facilities. In Concepts A and C, the Student Center is at the front door of campus and includes all of Student Services, relocated from Hopkins. In Concepts B and D, the Student Center is at the crossroads of campus in order to provide a direct connection between the original academic quad and the new academic “quad” forming on the south of campus. In Concept B, the Student Center is adjacent or connected to Student Housing, and in Concept D, the Student Center is an addition to Yeater. The proposed new Student Housing is located in the center of campus in all concepts. However, it shifts slightly depending on the location of the Student Center in each alternative.

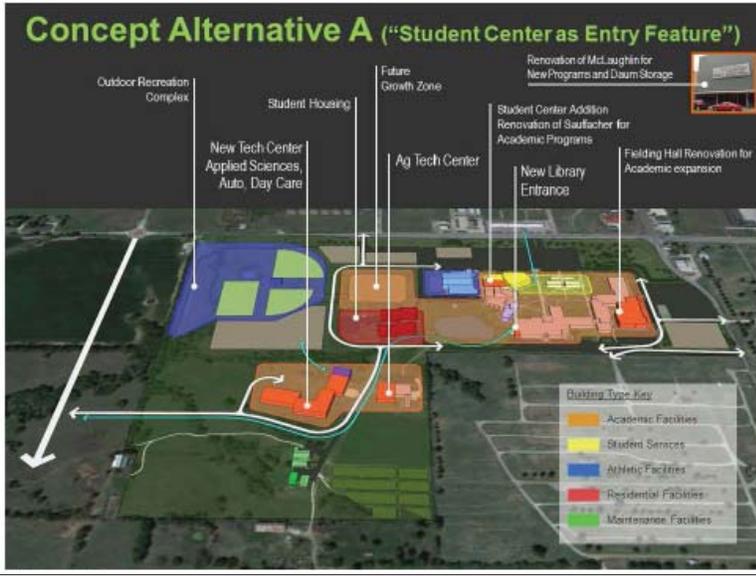
In Concepts A and B, the new Technology Center is located at the south side of campus in this new quad. In Concept C, it remains in Fielding, and in Concept D it moves to the front of campus. The challenge these alternatives attempted to address was how to provide adequate, flexible space for technology programs to grow, yet provide enough visibility to showcase the uniqueness of these programs. An additional challenge was to mitigate potential negative impact on the Career and Technology Center programs as much as possible.

A, B, C and D

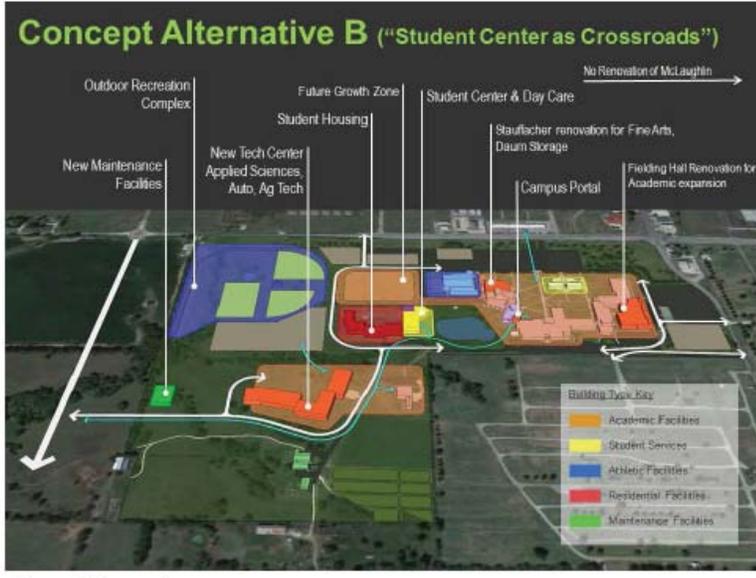
A response questionnaire was developed to gather stakeholder input regarding the pros and cons of alternatives A, B, and C. These comments helped the master planning team and the Master Plan Steering Committee evaluate the benefits of each alternative and the level of consensus for various options and priorities. Concept D was then developed followed by a refinement, which we called the Preferred Option.



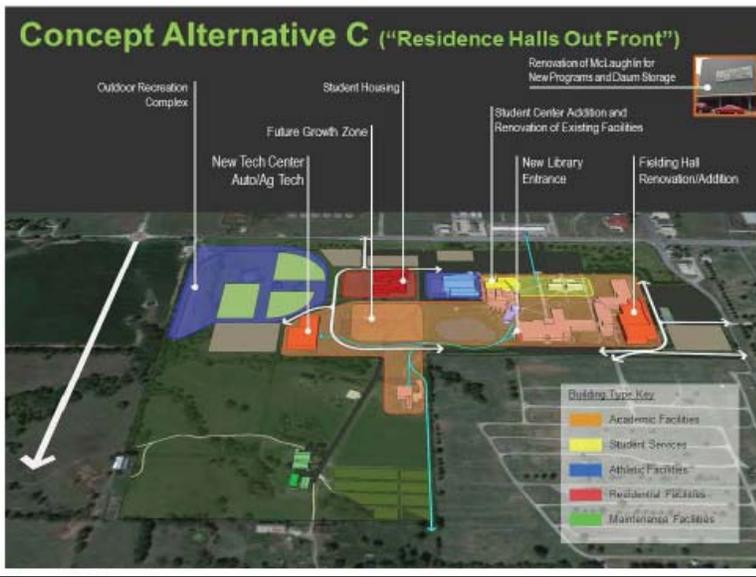
Concept Alternatives A,B, C and D



- Concept A: "Student Center as Entry Feature"**
- New Student Center (35,000 GSF)
 - Addition to Stauffacher
 - Includes Student Services
 - New Residence Halls (57,600 GSF)
 - West of Pond
 - 240 beds
 - New Tech Center (66,000 to 92,000 GSF)
 - West of Potter-Ewing
 - Applied Science, Auto
 - Ag Tech Addition (18,000 GSF)
 - Potter-Ewing Addition
 - 18,000 GSF
 - Day Care
 - Included in Tech Center
 - Fielding Renovation (35,000 GSF)
 - Facade Enhancements
 - McLaughlin Renov (19,500 GSF)
 - New programs, Daum storage
 - Library Entry Modification
 - New entry at SW corner
 - Katy Trail connection to the west
 - Along Winchester Rd



- Concept B: "Student Center as Crossroads"**
- New Student Center (45,000 GSF)
 - West of Pond
 - Includes Student Services & Day Care
 - Residence Halls (57,600 GSF)
 - Connected to Student Center
 - 240 beds
 - New Tech Ctr (56,200 to 100,400 GSF)
 - West of Potter-Ewing
 - Applied Science, Auto, Ag Tech
 - Day Care
 - Included in Student Ctr
 - Fielding Hall Renovation (35,000 GSF)
 - Facade Renovation
 - McLaughlin Building
 - Not Included
 - Library
 - New Portal between Daum and Library at NW corner
 - Katy Trail Connection to the west
 - Along Winchester Rd



- Concept C: "Residence Halls Out Front"**
- New Student Center (23,000 GSF)
 - Addition to Existing
 - No Student Services
 - No Day Care
 - Residence Halls (57,600 GSF)
 - West of Davis MPC
 - New Tech Center (49,500 GSF)
 - West of Loop Road
 - Auto, Ag Tech
 - Day Care
 - Not on campus
 - Fielding Expansion / Renovation
 - 35,000 GSF Renovation
 - 20,000 GSF Addition
 - Applied Science, CTC
 - McLaughlin Renov (19,500 GSF)
 - For new programs, Daum storage
 - Library Entry Modification
 - New entry at SW corner
 - Katy Trail connection to the South
 - Adj to State Fair property



4.2 PREFERRED MASTER PLAN CONCEPT

The Preferred Master Plan Concept is a refinement of elements found in the previous four concept alternatives. It most closely resembles Concept D in which the Student Center is located in an addition to Yeater with a renovation/reconfiguration of the library. It creates a portal between the original quad and the new south academic zone. In the location of the Technology Center, the Preferred Concept is most similar to Concepts A and B where the new building is located on the south side of campus.



Campus Master Plan, 2015-2025

4.3 HIGHLIGHTS OF THE MASTER PLAN

Campus Land Use

Academic Zone. The most significant land use change called for in the Master Plan is the expansion of the academic zone south of the original quad through a new gateway or portal between the Library and Daum Museum. With projected campus growth from enrollment, new programs, and enhancements to improve teaching and learning environments, the existing academic zone is being outgrown. This new academic area will provide a home for a large Technology Center as well as the existing agricultural programs in Potter-Ewing. The result will be two connected academic zones, one dedicated to the College's technology programs and the other to the College's arts and sciences, health professions, math, science and other non-technical programs.

Student Center. Another significant land use change is the relocation of student dining, bookstore, activities, and student organization space into a new Student Center at the intersection of the two academic zones. In addition to those functions, the Student Center also will include tutoring, testing, advising, and study space, as well as the Library Resource Center (LRC). The new center is intended as a lively, inviting building that supports the gamut of students' academic, social and recreational needs.

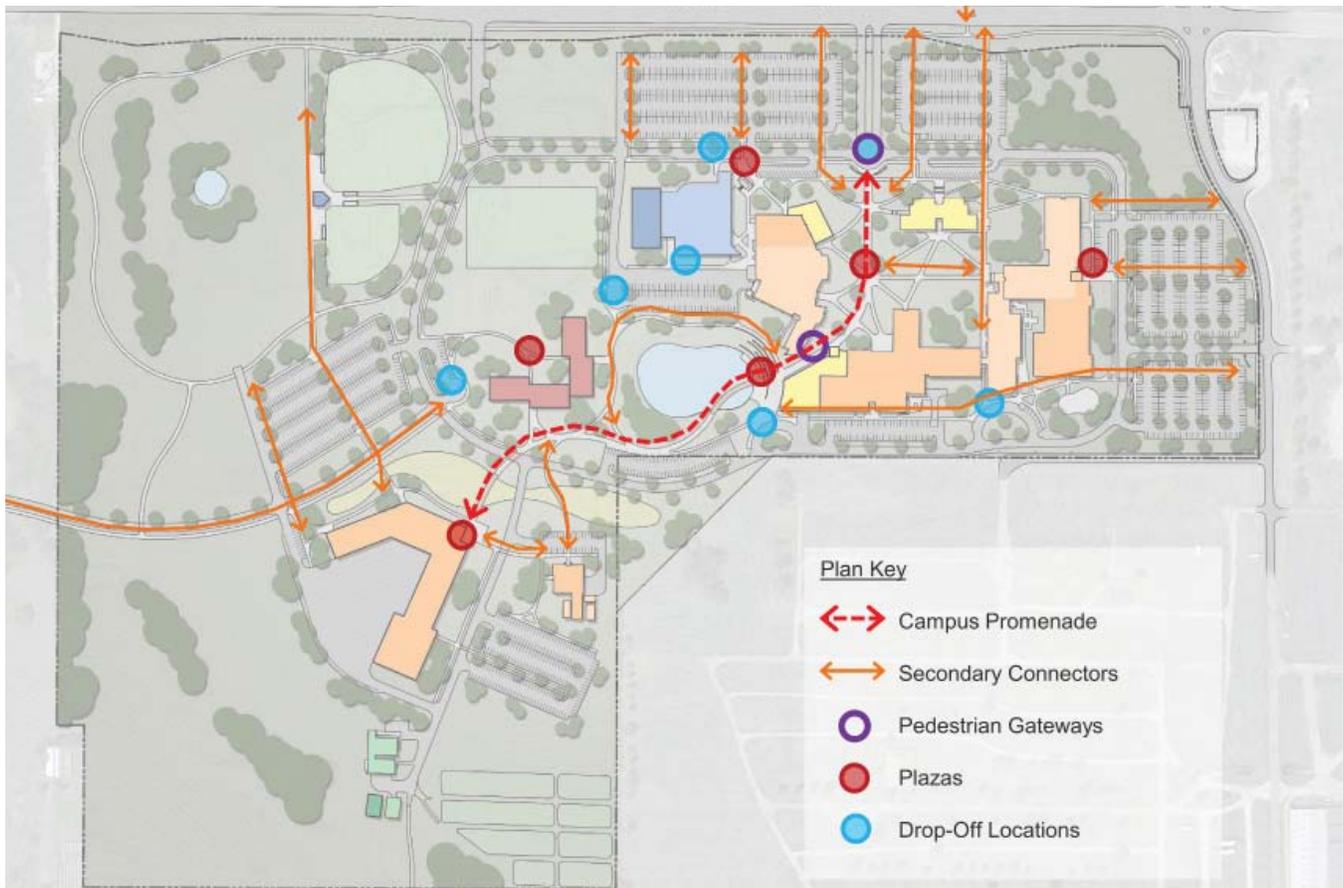
Student Services. The Master Plan calls for relocation of Student Services now located in Hopkins (Admissions, Financial Aid, Business Office/Student Records and Welcome Center) into a new Student Services addition to the Stauffacher Center at the "front door" of campus. This recommendation is intended to support recruitment and retention strategies by creating a welcoming experience for potential new students and an easy "one-stop" customer service center for current students. Both the proposed location (at the entry to the campus quad) and the building design (transparent, innovative) are intended to convey a strong message to students: They are welcome. The College is committed to helping them find their way and succeed. They are entering a place that is special and recognizes their value.

Recreation / Athletics. The existing recreation/athletics zone is well-placed for future land use purposes. The area devoted to fields can be enlarged as additional sports and programs are added (e.g. soccer, baseball, softball) and space is reserved for an addition to the existing Davis Multipurpose Center. However, the Master Plan calls for relocating the road west of Davis, which will create space for a recreation field directly next to Davis and new student housing. This "bonus" recreation field site functions as a placeholder for a future academic building when needed.

Student Housing. The student housing zone will be located within the existing housing zone, but will be reoriented to embrace the pond to the east. The pond, which will be dredged and enhanced with edging, walkways, a new amphitheatre and landscaping, will be at the center of a new residential "quad" created by the new Student Housing, the new Student Center, Davis Multipurpose Center, and Daum Museum. This zone will be characterized by active and passive uses – pleasant views, programs in the amphitheatre, outdoor seating at the Student Center, and pedestrians on the "promenade" moving between the two academic zones.

Pedestrian Circulation

Pedestrian Network. Sidewalk networks support the natural flow of people – wide paths to funnel the highest traffic flow through campus to major destinations with a clear starting point and terminus, and narrower paths to connect individual destinations with the main path. Outdoor pathways should connect to indoor pathways so travelers can walk through buildings as easily as they walk around them. Building entries should be emphasized and clearly marked on the “back” sides of buildings to make it clear where you are welcome to enter the campus quad through a building instead of having to walk around to an opening. This is especially true on the east and south edges of campus where a formidable, continuous wall created by the backs-of-buildings inhibits entry and orientation. A limited number of major entries should be created to clearly designate where one should enter and be able to move easily through the building and the campus from that point.

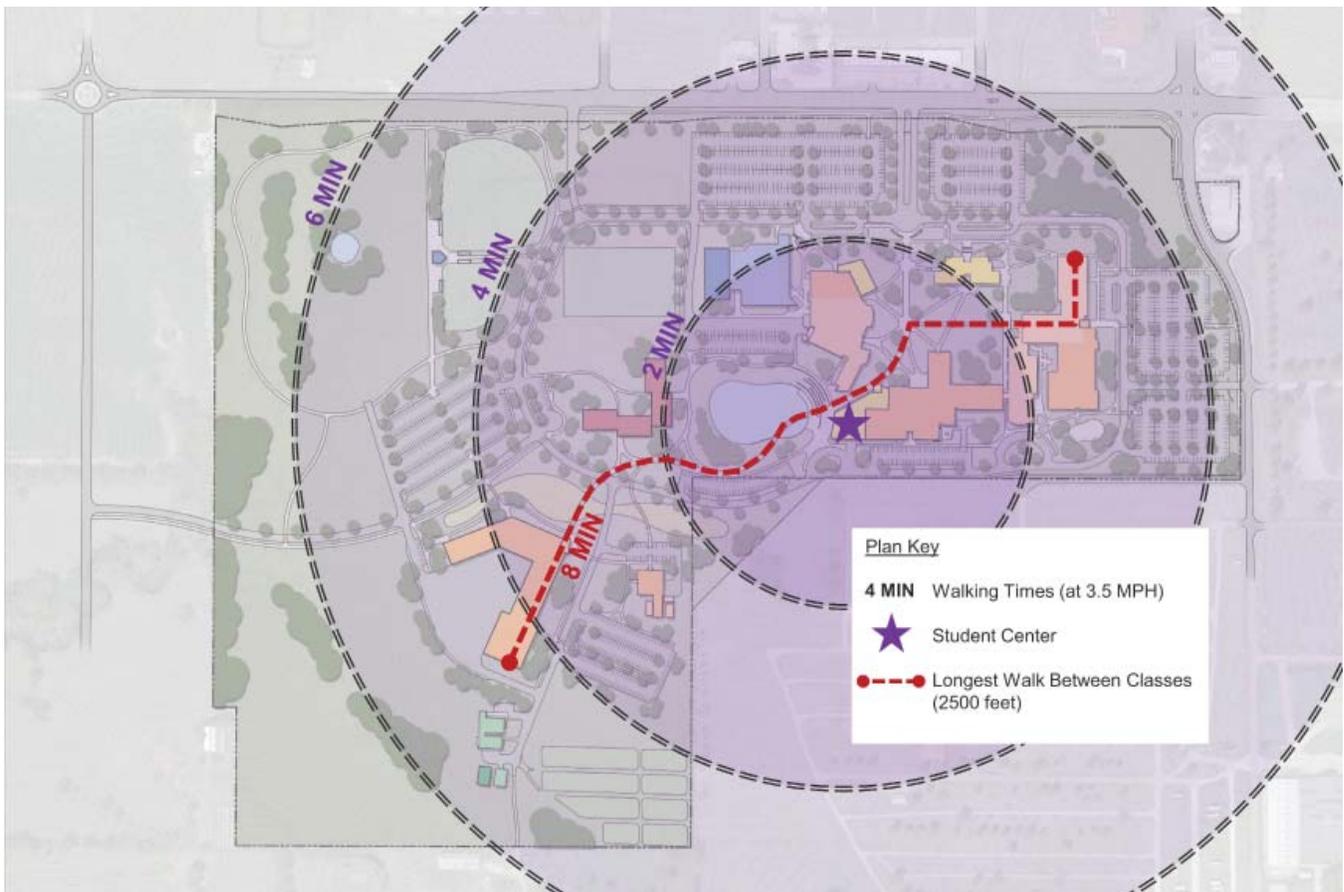


Pedestrian Circulation

Walkability. A pedestrian-oriented campus is characterized by its high level of walkability. It feels comfortable, safe, and easy to walk wherever one needs to go. A walkable campus encourages a healthy culture by affirming the experience of walking or biking and discouraging the use of a vehicle. State Fair Community College is a relatively small campus. After the Master Plan is fully implemented, the greatest distance between classes will be a mere eight minutes. However, this can feel much longer or much shorter depending on the quality of the pedestrian experience. By creating interesting views and providing occasional protection from the weather through landscape design and building placement, the perception of convenience can be improved. Furthermore, by providing bicycle-sharing options, adequate bike storage and wide paths, more students and staff may choose to bike on campus.

Trail Connections. The completion of Winchester Road and the new service road connector into campus will create an opportunity to construct a trail connection from the Katy Trail into campus to the new pedestrian promenade. This will place the SFCC campus directly on an attractive trail connection that will bring the community into campus on a regular basis and will help integrate the campus more into the greater community context.

In conjunction with the connection to the Katy Trail, the College should seize every opportunity to become a bicycle-friendly campus and seek ways to make bicycle transportation an easy and viable alternative to automobile transportation. Ample bike storage (racks and storage units) should be provided and consideration could be given to providing a bicycle sharing program. If desired, the campus could take the lead in promoting the use of bikes for commuting to school and work, and for recreation.



Walking Distances

Lighting. Pedestrian lighting along the main path will be important to promote a sense of security at all hours. Additional pedestrian lighting will be needed where people gather, such as near the pond, amphitheatre, plazas, and parking lots. The campus should consider installing high-efficiency lighting such as LED-type fixtures in order to minimize overall energy consumption resulting from additional lighting on campus.

Vehicular Circulation

Road Network. An expanded loop road will create a cohesive transportation system on campus and will eliminate dead-ends and mitigate conflicts. It will also help reinforce a unifying campus character by establishing a dynamic and rhythmic thread of lights, landscape, sidewalk, banners, and signage. The articulated road establishes a shared experience, whether you are driving, walking to class, or biking through campus. Well-marked pedestrian crossings should be designated at key locations such as building entrances and intersections with the pedestrian promenade.

Large perimeter parking lots outside the loop road should be designed and managed to encourage use by daily users (staff, faculty, and student) who will be storing their vehicle for several hours a day. Short-stay users (prospective students and families, visitors, guests, alumni, event attendees), and ADA permit holders visiting specific buildings should be encouraged to use smaller parking lots located within the campus loop. Examples include visitors to the new Student Center and Student Services as well as to the Administration building, Melita Day Child Development Center, and the Heckart Conference Center. Short-stay parking should be provided near Student Housing for move-in/move-out and residents' guests.



Vehicular Circulation

Streetscape. The loop road will be developed with an enhanced streetscape, including a parallel pedestrian pathway, pedestrian-scale lighting with banners, street lights, and vehicular wayfinding signage. Landscaping within the streetscape will typically be large street trees and mowed turf. Pockets of enhanced planting beds should be located at major vehicular intersections and pedestrian nodes along the loop road. This streetscape will define the loop road as the primary vehicular circulation feature on campus. The elements featured along the loop road will help connect the vehicular parking zones along the campus edge with the more pedestrian-oriented zones adjacent to the campus buildings.



Parking. The practice of providing parking largely at the perimeter of campus (outside of the loop road) should be continued in order to maintain a compact, walkable campus at the core. It should be recognized, however, that perimeter parking on the north side of campus has the potential of creating poor views of campus from the street. For this reason, parking should utilize effective design strategies to create visual interest, ample shade, and pedestrian-friendly paths from parking to campus entry, and directed views that help mitigate potential negative effects of perimeter parking.

As the campus grows, additional parking will be needed to support desired parking ratios. If the campus wants to maintain its current ratio of one stall per 1.5 people (based on a current campus population of 1,422 stalls and a population of 2,140), the future parking stall goal is 1,640 stalls to serve a projected campus population of 2,461. This plan shows a capacity of approximately 1,900 stalls.

Service & Deliveries. Service areas suitable for deliveries and trash collection should be carefully selected and designed to minimize visual and physical conflicts with pedestrians and other vehicles. They should be shared between buildings as much as possible and should incorporate strategies to screen unsightly equipment and utilities. Delivery access and parking for oversized vehicles (trucks, semi tractor trailers, ag equipment, etc.) will be needed near the new Technology Center. Initially, all vehicles will need to arrive from the north or east sides of campus, including these oversized vehicles. In the future, when Winchester Road is constructed on the west side of campus, a new service road should be built to provide a new connection to campus suitable for large vehicles. This will diminish conflicts and unsafe conditions on campus and will enhance the access and visibility of the Technology Center to its business and industry partners in the community.

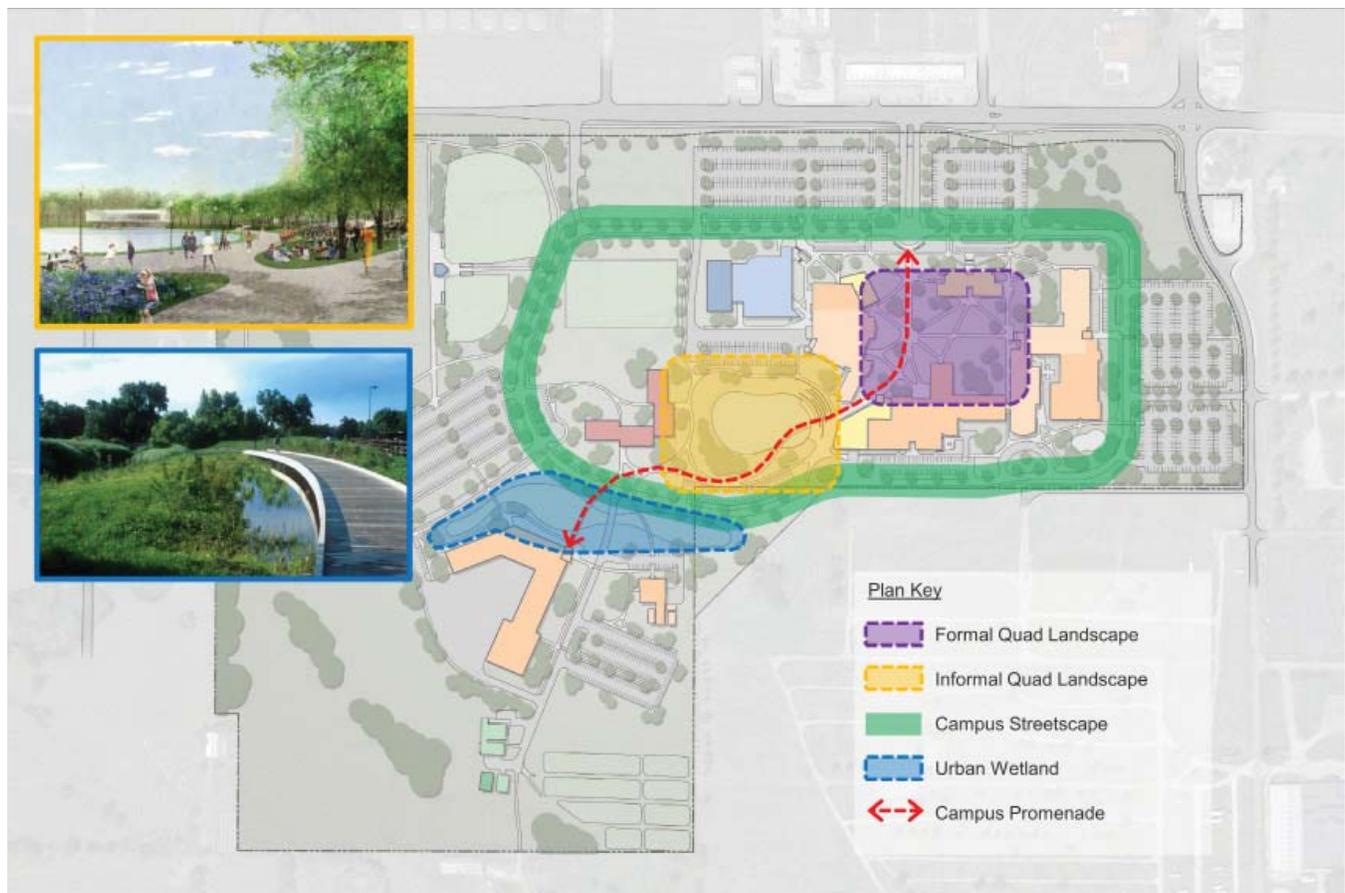
Landscape and Open Space

Open Space. A beautiful campus is often described in terms of its network of open spaces, the connecting fabric of its natural features, and the beauty of its plantings. These green spaces help define the campus character, offer breathtaking views, and inspire higher aspirations. They are the “place-makers” on campus. Without them, a campus can seem ordinary, uninspired, and without soul. Open space also serves a purpose – recreation, athletics, community enjoyment, natural habitat, outdoor classrooms, art studios, wellness laboratories, and more.

How a campus values green space speaks to its relationship with the region’s natural resources. It conveys what is valued — what is worth preserving and what is consumable. What we build (or don’t build), plant (or don’t plant) demonstrates the level of environmental sustainability we strive to meet. Using innovative alternatives for stormwater management instead of highly engineered solutions can demonstrate sustainable best practices that educate students and inspire emulation by others.

The expansion of the core campus southward creates an opportunity to define two unique new open spaces. While the character of the existing quad is more traditional and formal, the two new open spaces by the pond and the new Technology Center can take advantage of the natural topography and water/drainage features to create a different kind of space. The “pond quad” will be a more informal, naturalized open space in order to invite casual use that can spill out of the Student Center and Student Housing. It can offer various forms of recreation throughout the year, such as concerts at the amphitheatre and events on the plaza.

The Technology Center will be a beacon building that draws attention and arouses curiosity. It will be located adjacent to a natural drainage swale that can be cleared of scrub growth and enhanced as a wetlands. This planting area can be planted to achieve a strong textural contrast with the sleek, high-tech building behind it.



Trees. In the 1970s, former State Fair Community College faculty member Don Lamm had a personal mission to plant trees on the campus, for which he received a national award. The College should consider renewing this commitment to developing a lush, sustainable landscape on campus. Areas of highest importance include developing a tree-lined loop road around the campus, similar to the plantings on the northeast corner of the campus. The plan calls for the development of a drought-tolerant landscape utilizing native plant materials that are low maintenance and low cost. These areas can be used in combination with open lawn areas in the original quad and can be used more extensively in naturalized landscape schemes around the pond and near the new Technology Center.

Outdoor Art. The campus has many excellent sculpture installations and they should be extended throughout campus. An outdoor sculpture program should be established to coordinate and support the College in the selection, acquisition, maintenance and interpretation of public art and to establish criteria for its incorporation into open space on campus. A well-conceived public art program that is integrated with a landscape/open space master plan will forge proactive strategies that assure quality for the campus and help entice donors and artists to participate in the program.

Wayfinding. Additional wayfinding methods are recommended to improve the user experience when navigating campus by car and on foot. New campus entry signs at the vehicular entrances along West 16th Street and Clarendon Road will help identify the edge of campus and provide gateways as visitors drive into the campus. Directional vehicular signage is recommended to be placed along the loop road, directing drivers to visitor parking, along with major campus buildings such as the Student Center, the Student Services addition to Stauffacher, Hopkins, the Technology Center, Daum Museum, and the Amphitheatre. Signage within the parking lots should define areas reserved for visitors, staff, and students.



Directional pedestrian signage is recommended to be placed inside the loop road at each of the major sidewalk entrances into campus. These signs should feature a campus map, along with guides pointing to the major campus buildings most regularly used by visitors. Additional signage should be featured intermittently along the pedestrian promenade leading from the main entrance at 16th Street to the Technology Center. Banners on the pedestrian-scale lighting may also be used to provide guidance to users on foot; however, it is recommended that the banners instead be used to highlight campus events.



4.4 IN SUMMARY: THE ESSENTIAL QUALITIES OF THE MASTER PLAN

Five phrases best capture the essential qualities of the future campus:

Engaging

Pedestrian-friendly

Academically cohesive

Place-making

Community-responsive

Engaging

A successful campus promotes engagement across all users on campus. The campus envisioned in this Master Plan includes ample space throughout campus – indoors and outdoors – for students to gather, study, collaborate, recreate, and interact. The new Student Center will provide a much-needed place for student organizations and activities to occur. It will provide attractive space for students to dine, shop, play, hold meetings, and feel like a part of the greater campus population. Its location will help knit together populations from all programs and locations on campus. By bringing Student Center functions in close proximity to Student Success functions, arbitrary boundaries between work, play, sustenance, and community will be broken down, encouraging more diversity of activities and participants.

The new Student Services Center at the entrance to campus will engage potential students and their parents in the first moments they are on campus. It is envisioned as a “beacon” building on campus that will draw visitors’ gaze, create excitement, and provide a glimpse into the institution. It will be a transparent, welcoming facility in which all the services necessary for students to start their path at State Fair Community College are present and easy to access.

Faculty and staff will experience a greater sense of engagement on campus. Adequate office space will be provided throughout the campus and, where possible, faculty office suites will be created to promote faculty interaction and sharing of resources. These suites are envisioned as easy-to-find, flexible enough to adapt to future change, and conducive to collaborative engagement among students and other faculty.

In addition to offering recreational activities in the Student Center, an addition to the Davis Multipurpose Center will enhance the College’s ability to offer more competitive athletic programs, as desired, as well as intramural and recreational sports.



Pedestrian-Centered

The original campus layout demonstrates sound principles in pedestrian and vehicular circulation patterns. Parking is on the perimeter of campus and the academic quad at the center is open, green, and connected by pedestrian sidewalks leading to the front doors of campus academic buildings. Unfortunately, as the campus has grown, many of the newer pedestrian and vehicular routes have been less successful, resulting in unsafe conflicts, dead-ends, unsightly service areas, and awkward connections between the campus core and outlying areas.

The master plan involves a primary pedestrian spine (a broad walk or promenade). It will lead directly from the campus entry through the original quad, through a “portal” between the Daum Museum and the new Student Center, into a new open space centered around the pond, and further on to the new campus area anchored by the Technology Center.

The campus will be served by a new loop road that will allow drivers to completely circumnavigate the campus and help avoid confusion, dead-ends, and conflicts. Adequate parking will be available on the periphery for daily users (students, staff and faculty) and pockets of smaller parking areas will be provided near key buildings for visitors, ADA, drop-off, and permit parking if desired.

Pedestrians and drivers will find a campus that is easy to “read.” Finding one’s way around campus will be rooted in logical zoning of functions, an efficient system of circulation for cars, people, and bicycles, and appropriate signage. Monumental entry signage, directional signage, building signs, and special signage (e.g. banners) will orient first-time visitors and reflect the College’s brand and character.



Connected & Cohesive

The original campus was designed as a tight, u-shaped arrangement of closely spaced buildings around a central quad. With the growth of the campus in recent decades, as well as the projected future growth anticipated by this Master Plan, the academic zone of campus is breaking its historic boundaries. This plan envisions a new academic “quad” or zone focused on specialized programs – agriculture and technology. In order to prevent the new zone from being isolated from the rest of campus, this plan creates a crossroads between the original and the new academic zones, an area which is occupied by the Student Center and enlivened by the development of natural areas between the two academic zones. The new “portal” or gateway between the original and new campuses creates both a symbolic connection and a curiosity-creating element to draw people from one side of the academic zone to the other. By taking advantage of and enhancing natural features in the area, such as the pond, the topography, tree stands, drainage swales, and wetlands vegetation, the new campus development will be distinct and visually interesting.



Place-making

During the course of master planning, the idea of an emerging campus brand or image was explored. A germ of an idea began to form around the word RELEVANCE. State Fair Community College fully embraces the importance of being relevant to students, to the community, and to businesses and industries in its region. This is a powerful statement to students who face the obstacles of rising tuition and future debt that can make higher education unreachable for many. It is powerful statement to employers who have constantly changing requirements for skilled employees and trained workers.

The campus will convey the College's RELEVANCE in a variety of ways. New buildings like the Student Center, and the Student Services addition, will reflect a student-centered focus on campus. They will be highly visible, welcoming, and transparent. New housing and enhanced recreational amenities will reflect the College's commitment to serving both traditional and non-traditional students and to offering the full College experience. New academic buildings such as the Technology Center will reflect the College's commitment to occupational RELEVANCE by showcasing the College's excellent technical programs that historically were hidden from public view. They will incorporate principles of flexibility and adaptability in order to maintain their relevance well into the future in the face of constant change.



Community-Relevant

The campus will be open and responsive to the greater community. It will be agile and relevant as evidenced by its ability to provide programs that serve the educational, workforce, and training needs of the 14 counties served by State Fair Community College. It will be relevant, as evidenced by the availability of space for community-wide events, meetings, camps, and cultural opportunities. And it will be relevant as a resource for supporting the health, wellness and recreation needs of the community.



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CHAPTER 5: MASTER PLAN IMPLEMENTATION



5.1 PROJECT COSTS

Building Projects

The Master Plan proposes 191,600 GSF of new construction, 357,176 GSF of renovation or upgrades, and 37,098 GSF of demolition. A budget for this work cannot be accurately developed until the programming and design process have been completed for each specific project. However, very general “order of magnitude” estimates can be used for early fiscal planning purposes. The following is a list of proposed projects and the estimated cost of each project in today’s dollars:

SFCC MASTER PLAN BUILDING PROJECT COSTS (estimates)		New Construction			Addition/Renovation/Demolition			Total
Project ID	Building	GSF	\$/SF	Est. Cost	GSF	\$/SF	Est. Cost	
1.0 NEW CONSTRUCTION								
1.1	New Technology Center	81,600	\$ 230	\$ 18,768,000				\$ 18,768,000
1.2	New Maintenance/Storage Building	2,100	\$ 115	\$ 241,500	10,000	\$ 60.00	\$ 600,000	\$ 841,500
1.3	New Residence Hall #1 (120 beds)	28,800	\$ 220	\$ 6,336,000				\$ 6,336,000
1.4	New Residence Hall #2 (120 beds)	28,800	\$ 220	\$ 6,336,000				\$ 6,336,000
2.0 ADDITION								
2.1	Student Center Addition/Renovation to Yeater	23,300	\$ 240	\$ 5,592,000	36,500	\$ 140.00	\$ 5,110,000	\$ 10,702,000
2.2	Student Services Addition to Stauffacher	14,000	\$ 240	\$ 3,360,000				\$ 3,360,000
2.3	Davis Multipurpose Center Addition	13,000	\$ 230	\$ 2,990,000	2,500	\$ 125.00	\$ 312,500	\$ 3,302,500
3.0 RENOVATION								
3.1	Renovate Hopkins for Administration				23,544	\$ 74.00	\$ 1,742,256	\$ 1,742,256
3.2	Renovate Fielding for General Purpose Classrooms				99,757	\$ 82.00	\$ 8,180,074	\$ 8,180,074
3.3	Renovate Yeater				70,835	\$ 115.00	\$ 8,146,025	\$ 8,146,025
3.4	Upgrades to Heckart Science & Allied Health				45,207	\$ 4.10	\$ 185,349	\$ 185,349
3.5	Renovate Stauffacher for Music / Theatre				41,427	\$ 90.00	\$ 3,728,430	\$ 3,728,430
3.6	Renovate Potter-Ewing				8,686	\$ 52.00	\$ 451,672	\$ 451,672
4.0 DEMOLITION								
4.1	Demolish Auto Tech Building				9,629	\$ 5.00	\$ 48,145	\$ 48,145
4.2	Demolish Lamm Honors House				3,670	\$ 5.00	\$ 18,350	\$ 18,350
4.3	Demolish Melita Day Care Center Building				7,519	\$ 5.00	\$ 37,595	\$ 37,595
4.4	Demolish Residence Hall				16,280	\$ 5.00	\$ 81,400	\$ 81,400
TOTALS		New Construction			Addition/Renovation			\$
				\$ 43,623,500			\$ 28,641,796	\$ 72,265,296

Notes:

- ¹ Costs listed for Hopkins Student Center include \$800,000 already budgeted by SFCC to repair preexisting issues
- ² Costs listed for Fielding Technical Center include \$150,000 already budgeted by SFCC to repair preexisting issues
- ³ Costs listed for Yeater Learning Center include \$275,000 already budgeted by SFCC to repair preexisting issues
- ⁴ Costs listed for Stauffacher Center for Fine Arts include \$300,000 already budgeted by SFCC to repair preexisting issues
- ⁵ Costs listed for Potter-Ewing Ag Building include \$450,000 already budgeted by SFCC to repair preexisting issues

Major Site Projects.

Several major site projects are proposed as part of the Master Plan. The following is a list of estimated costs for those projects:

SFCC SITE CONSTRUCTION ESTIMATES (major projects)							
ID	Location	Project	Qty	Unit	Unit Cost	Subtotal	Est. Cost
5.0	SITE FEATURES						
5.1	ENTRY SIGNAGE	At three entrances	1	LS	\$170,000	\$170,000	\$ 183,600
5.2	FAIRGROUNDS EDGE/DRIVE	Fence, Landscaping, Road	1	LS	\$270,000	\$270,000	\$ 291,600
5.3	POND IMPROVEMENTS	Plaza, Dredging, Landscaping	1	LS	\$320,000	\$320,000	\$ 345,600
5.4	CAMPUS PROMENADE	Walkway, Lighting, Landscape	1,800	LF	\$140	\$252,000	\$ 272,160
5.5	PEDESTRIAN LIGHTING	Replace/Expand Existing	80	EA	\$5,000	\$400,000	\$ 432,000
6.0	OUTDOOR REC/ATHLETICS						
6.1	MULTIPURPOSE FIELD	Earthwork, stormwater	1	LS	\$120,000	\$120,000	\$ 129,600
6.2	SPORTS COMPLEX	Baseball, Softball, Amenities	1	LS	\$900,000	\$900,000	\$ 972,000
6.3	RECREATION TRAILS	Northwest trail loop, west link	5,000	LF	\$45	\$225,000	\$ 243,000
7.0	VEHICULAR CIRCULATION						
7.1	MAIN ENTRY / DROP-OFF	Entrance from 16th Street	400	LF	\$350	\$140,000	\$ 151,200
7.2	WEST LOOP / STREETSCAPE	Roadway, streetscape	2,100	LF	\$350	\$735,000	\$ 793,800
7.3	EAST LOOP / STREETSCAPE	Roadway, streetscape	3,100	LF	\$275	\$852,500	\$ 920,700
7.4	NEW SERVICE DRIVE	Connection to west	1,500	LF	\$300	\$450,000	\$ 486,000
8.0	PARKING IMPROVEMENTS						
8.1	EAST LOT	Overlay existing, some new	436	STALL	\$1,400	\$610,400	\$ 659,232
8.2	NORTHEAST LOT	Overlay existing, some new	198	STALL	\$1,400	\$277,200	\$ 299,376
8.3	NORTHWEST LOT	Overlay existing, some new	704	STALL	\$1,400	\$985,600	\$ 1,064,448
8.4	SOUTHWEST LOT	All new parking lot	515	STALL	\$2,000	\$1,030,000	\$ 1,112,400
	TOTAL						\$ 8,356,716

5.2 PROJECT PRIORITIES

A prioritization exercise was conducted with the Steering Committee to help assess the order in which projects should be implemented. Each member of the Master Plan Steering Committee was asked to score each project to determine which phase and in which order projects should be undertaken. The results, as shown below, were used to develop the phasing plan.

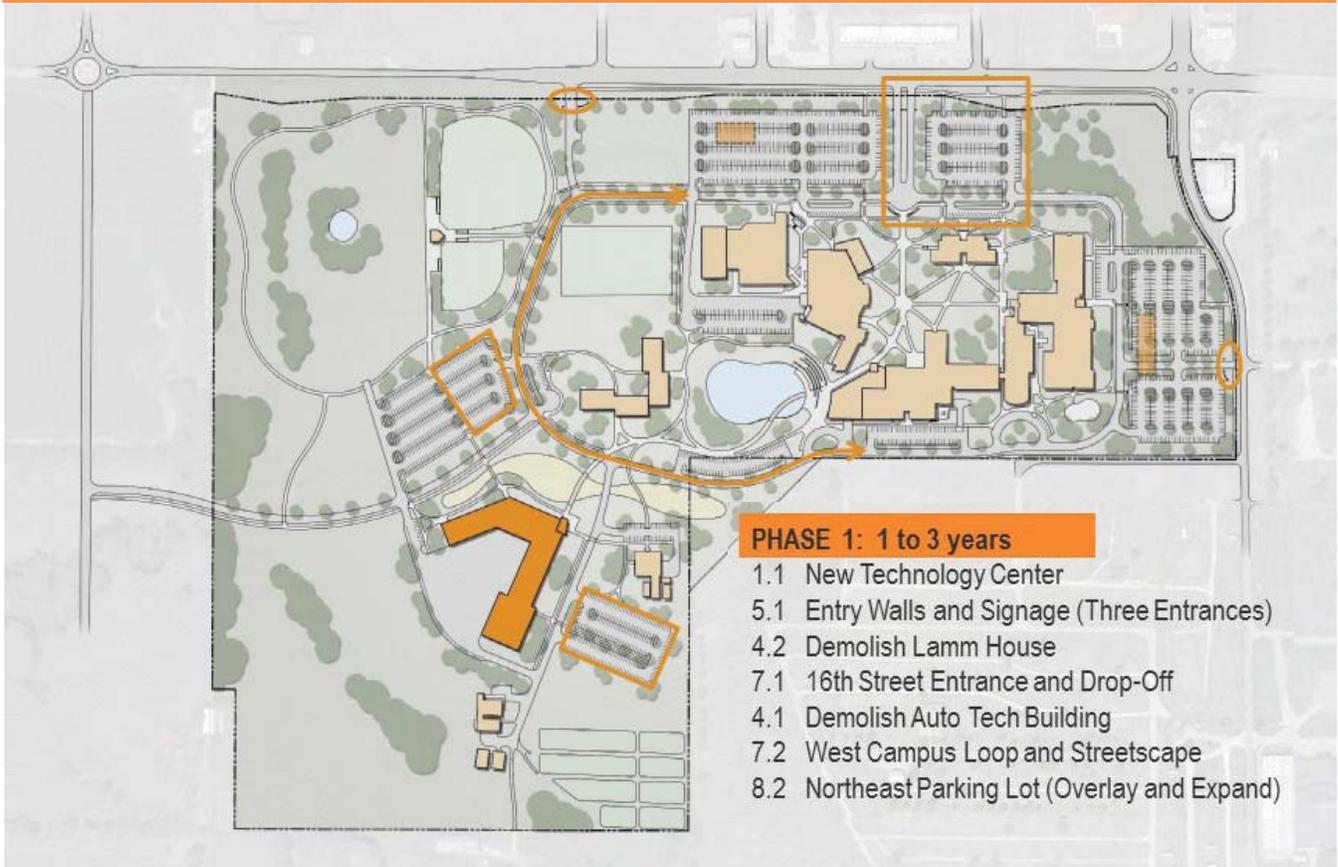
STATE FAIR COMMUNITY COLLEGE MASTER PLAN PR		Phase				Weighted Score	Majority Vote
Project ID	Building	A's	B's	C's	D's		
A PHASE 1: 1 to 3 years							
1.1	New Technology Center	12	2	0	0	540	A
4.2	Demolish Lamm House	12	1	1	0	530	A
4.1	Demolish Auto Tech Building	9	3	2	0	490	A
B PHASE 2: 4 to 6 years							
3.2	Renovate Fielding	5	7	2	0	450	B
2.1	Student Center Addition/Renovation to Yeater	3	10	1	0	440	B
2.2	Student Services Addition to Stauffacher	5	6	3	0	440	B
1.3	New Residence Hall #1 (120 beds)	4	4	4	2	380	A/B/C
3.4	Upgrades to Heckart Science & Allied Health	5	2	5	2	380	A/C
3.1	Renovate Hopkins	2	7	4	1	380	B
4.3	Demolish Melita Day Child Care Building	2	6	3	3	350	B
C PHASE 3: 7 to 9 years							
3.3	Renovate Yeater	2	4	6	2	340	C
3.5	Renovate Stauffacher (vacated Dining/Bookstore)	0	6	8	0	340	C
1.2	New Maintenance/Storage Building	2	3	5	4	310	C
D PHASE 4: 10+ years							
3.6	Renovate Potter-Ewing	2	3	4	5	300	D
1.4	New Residence Hall #2 (120 beds)	3	1	3	7	280	D
2.3	Davis Multipurpose Center Addition	1	1	6	6	250	C/D
4.4	Demolish Residence Hall	1	2	4	7	250	D

5.3 PHASING PLAN

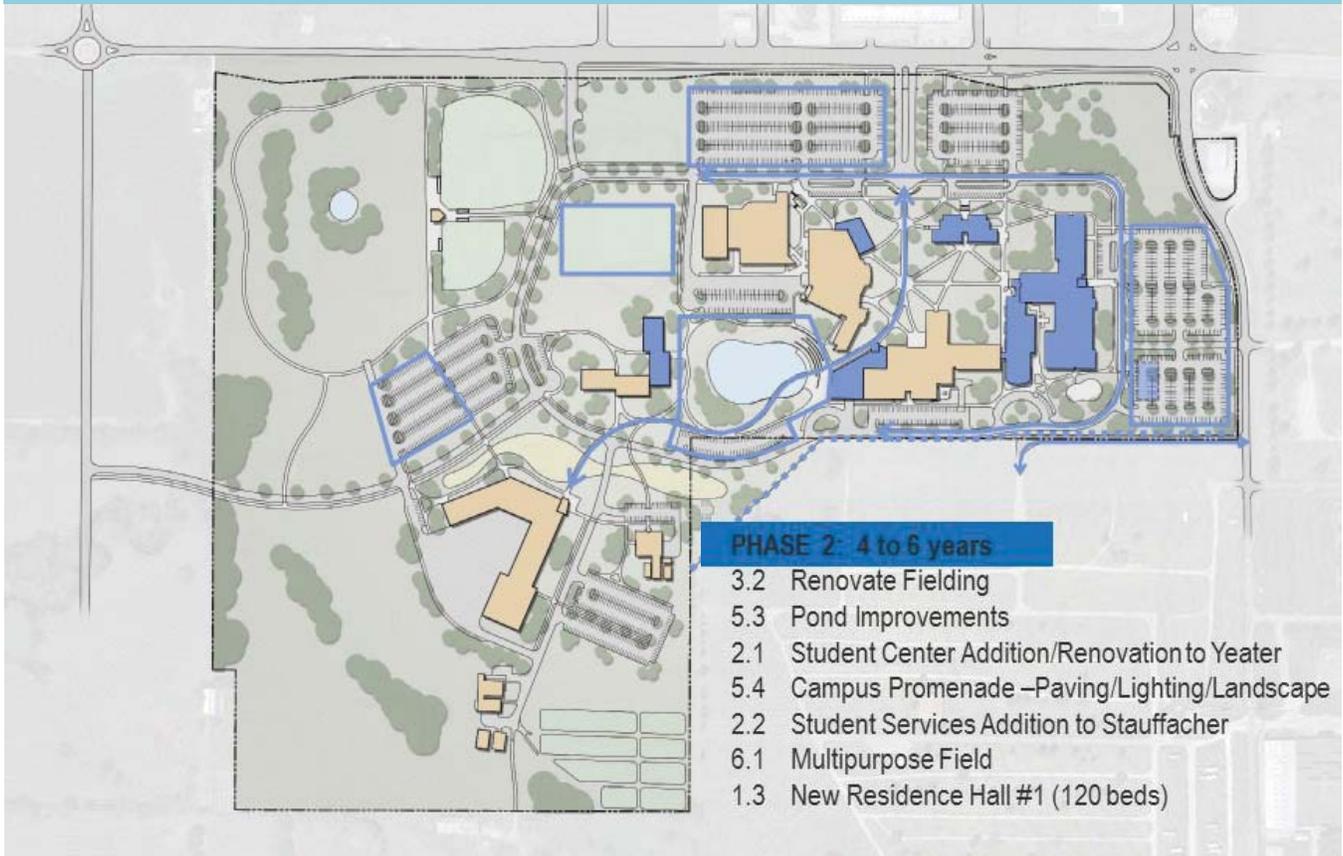
The phasing plan below combines the building and site cost estimates with the project priorities as summarized on the previous page. Each phase is illustrated in the maps that follow.

ESTIMATED PROJECT PHASING COSTS (Construction costs only)		ESTIMATED MAJOR SITE PHASING COSTS (Construction costs only)		TOTAL
Building	Est. Cost	Project ID	Building	Est. Cost
A PHASE 1: 1 to 3 years	\$ 18,834,495	A PHASE 1: 1 to 3 years	\$ 1,427,976	\$ 20,262,471
1.1 New Technology Center	\$ 18,768,000	5.1 Entry Walls and Signage (Three Entrances)	\$ 183,600	
4.2 Demolish Lamm House	\$ 18,350	7.1 16th Street Entrance and Drop-Off	\$ 151,200	
4.1 Demolish Auto Tech Building	\$ 48,145	7.2 West Campus Loop and Streetscape	\$ 793,800	
		8.2 Northeast Parking Lot (Overlay and Expand)	\$ 299,376	
B PHASE 2: 4 to 6 years	\$ 30,543,274	B PHASE 2: 4 to 6 years	\$ 4,795,740	\$ 35,339,014
3.2 Renovate Fielding	\$ 8,180,074	5.3 Pond Improvements	\$ 345,600	
2.1 Student Center Addition/Renovation to Yeater	\$ 10,702,000	5.4 Campus Promenade (Paving, Lighting, Landscape)	\$ 272,160	
2.2 Student Services Addition to Stauffacher	\$ 3,360,000	6.1 Multipurpose Field	\$ 129,600	
1.3 New Residence Hall #1 (120 beds)	\$ 6,336,000	7.5 Fairground Entrance/Edge (Fence/Landscape)	\$ 291,600	
3.4 Upgrades to Heckart Science & Allied Health	\$ 185,349	8.1 East Parking Lot (Overlay and Expand)	\$ 659,232	
3.1 Renovate Hopkins	\$ 1,742,256	8.3 Northwest Parking Lot (Overlay and Expand)	\$ 1,064,448	
4.3 Demolish Melita Day Child Care Building	\$ 37,595	8.4 Southwest Parking Lot (Grading, Storm, Paving, Lighting)	\$ 1,112,400	
		7.3 East Campus Loop and Streetscape	\$ 920,700	
C PHASE 3: 7 to 9 years	\$ 12,715,955	C PHASE 3: 7 to 9 years	\$ 972,000	\$ 13,687,955
3.3 Renovate Yeater	\$ 8,146,025	6.2 Sports Complex (Baseball, Softball, Amenities)	\$ 972,000	
3.5 Renovate Stauffacher (vacated Dining/Bookstore)	\$ 3,728,430			
1.2 New Maintenance/Storage Building	\$ 841,500			
D PHASE 4: 10+ years	\$ 10,171,572	D PHASE 4: 10+ years	\$ 1,161,000	\$ 11,332,572
3.6 Renovate Potter-Ewing	\$ 451,672	6.3 West Campus Recreation Trails	\$ 243,000	
1.4 New Residence Hall #2 (120 beds)	\$ 6,336,000	7.4 New Service Drive (Connection to Winchester)	\$ 486,000	
2.3 Davis Multipurpose Center Addition	\$ 3,302,500	5.5 Pedestrian Lighting Replacement (Campus-Wide)	\$ 432,000	
4.4 Demolish Residence Hall	\$ 81,400			
TOTAL EST. BUILDING PROJECT COSTS	\$ 72,265,296	TOTAL EST. MAJOR SITE COSTS	\$ 8,356,716	\$ 80,622,012

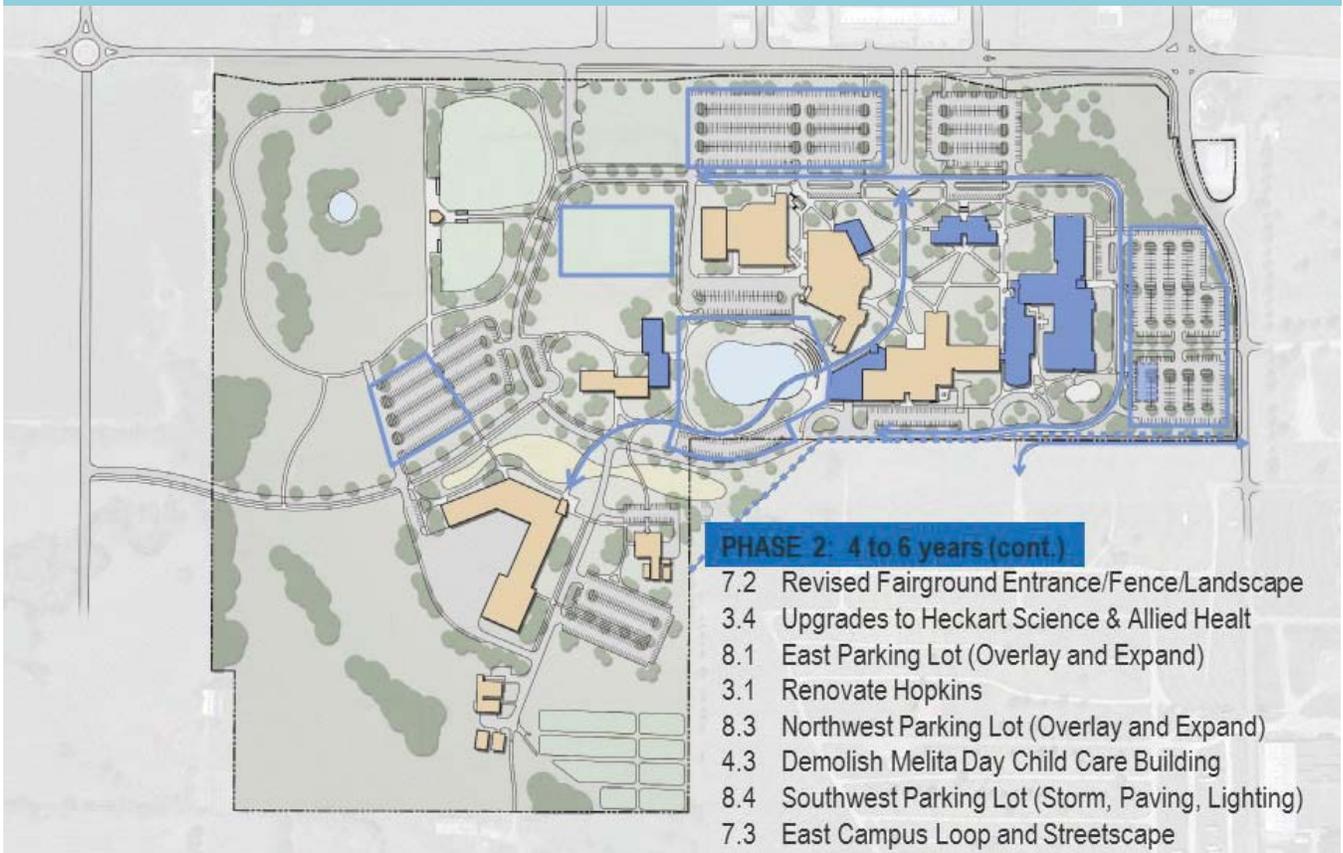
Phase I



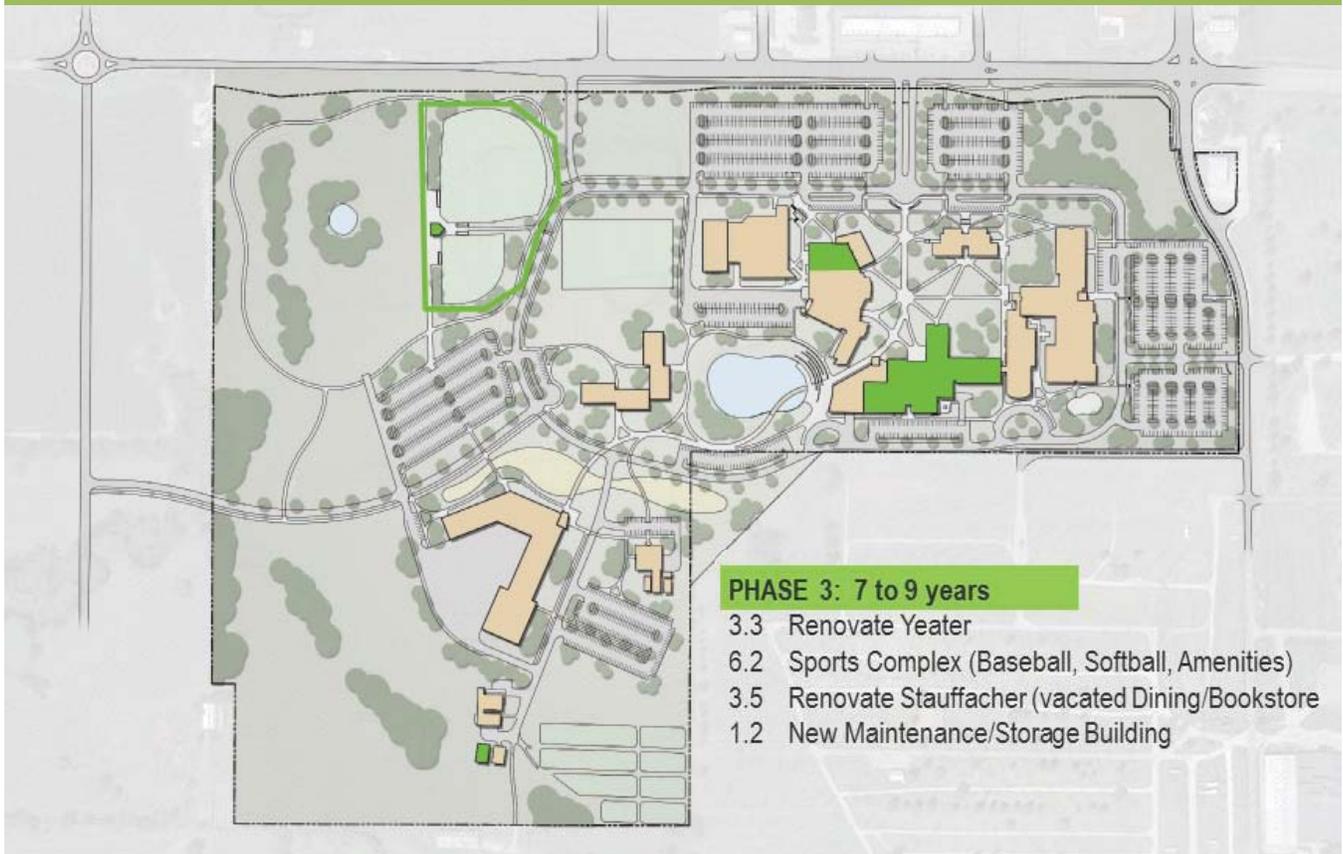
Phase 2



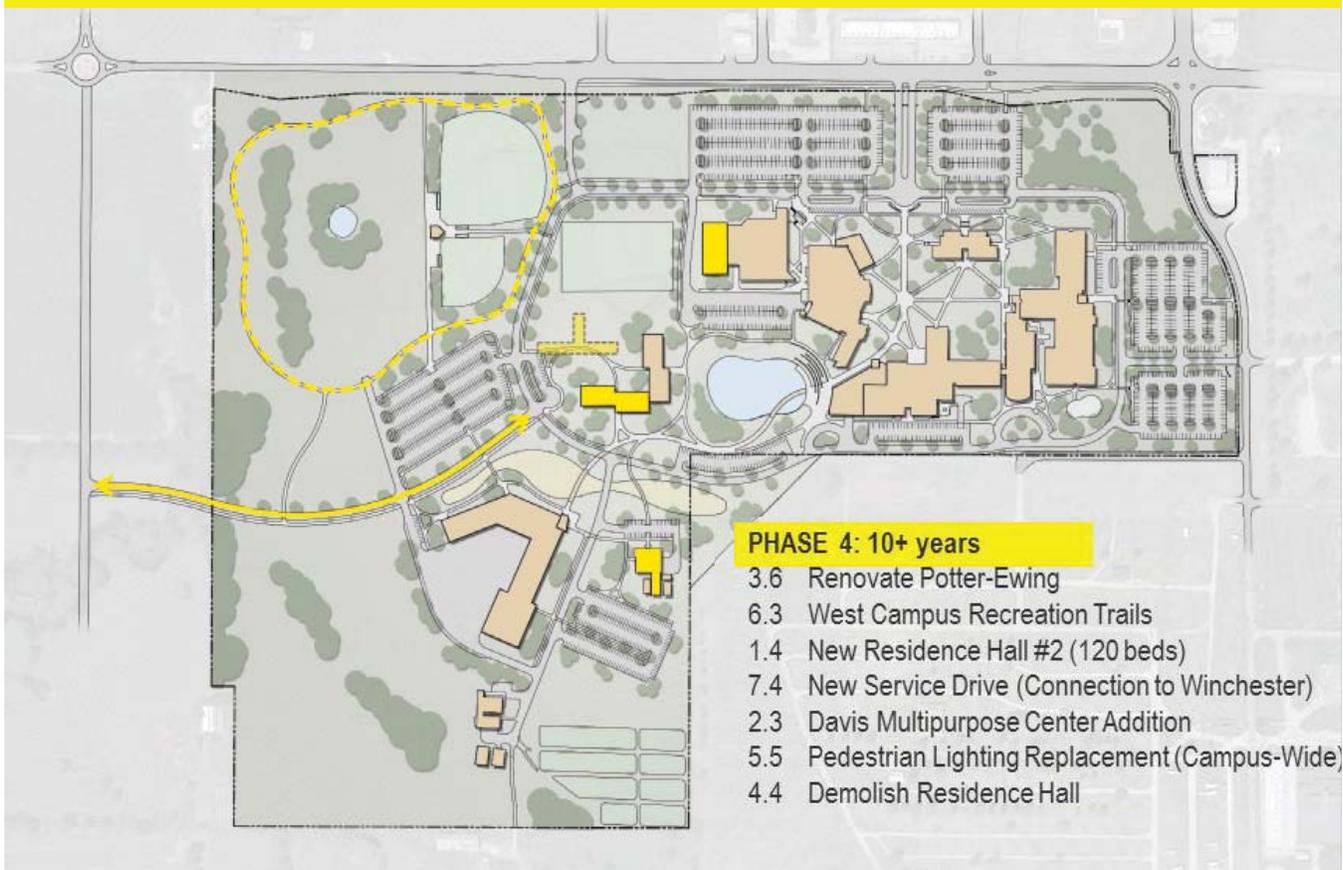
Phase 2 cont.



Phase 3



Phase 4



5.4 POST-MASTER PLAN RECOMMENDATIONS

During the period of time between the adoption of this Master Plan and the implementation of the first projects, it would be wise for State Fair Community College to consider and establish a structure, process, and Design Guidelines to support the vision of the plan and assure its successful implementation.

Structure & Process

State Fair Community College should consider establishing a committee to oversee the development of design guidelines, project design review, and additional master planning efforts and updates. This could be an ongoing role of the existing Master Plan Steering Committee, or a group of people selected for their specialized expertise in design, construction, landscape, or other related fields.

Design Guidelines

The purpose of Design Guidelines is to establish criteria for how future campus improvements such as new buildings, building additions, circulation, landscape, and site amenities should be developed. Design Guidelines help advance the overall vision articulated in the Master Plan and assure that campus development achieves a level of consistency in quality and execution.

Design Guidelines can be as descriptive (general) or prescriptive (specific) as the College desires. Some campuses adopt very specific Design Guidelines that identify a range of acceptable materials to be used in projects such as brick types, plant species, or furniture colors. Others are very general and provide just enough guidance to establish a statement of quality and basic design criteria for consideration by future designers. After adoption, Design Guidelines should be consulted in the design, review and approval of all new projects on campus.

The following are some general design principles for State Fair Community College's consideration in developing future Design Guidelines:

Architectural Design Principles

- The design of new buildings and additions should reference the scale, rhythm, and articulation of the existing campus.
- The selection of exterior materials should complement existing construction materials and should create a warm, inviting environment.
- The design of new buildings should avoid forcing a theme or style that attempts to recreate or capture a specific period of time or aesthetic trend.
- Key architectural features, detail articulation, building massing, building openness and transparency, materials, and color should receive elevated attention in design.
- Materials selection should consider durability and maintenance performance.
- New construction should respond respectfully to the various architectural styles present on campus.

Landscape Design Principles

- The campus landscape should convey clues that locate a campus ecologically
- The campus landscape should exhibit art-like qualities (e.g. color, texture, form, etc.)
- Green space/open space should receive priority consideration when making design decisions regarding preservation or development
- Tree plantings that disregard how a tree would naturally grow over time should be avoided (e.g. overly small tree grates, parking lot islands, over-pruning)
- The use of grassy lawns (versus natural, drought-tolerant plant materials) should be thoughtfully considered to maximize the effect where needed in select areas rather than throughout campus
- The campus landscape should connect adjoining outdoor “rooms” to create a sequence of experiences (e.g. community activities, exercise, ceremony, contemplation, pleasure, utility, etc.)
- Design landscapes that can be supported by available staff and budgets
- Advocate for the hiring and training of staff with skills in horticulture
- Create landscapes that work WITH nature rather than against it
- Utilize nature-based stormwater management strategies that collect and filter stormwater in areas planted with appropriate native species

APPENDICES

- A Assignable Square Feet by Building
- B Classroom Utilization Analysis by Building
- C Teaching Laboratory Analysis by Building
- D Building Conditions by Building

STATE FAIR COMMUNITY COLLEGE • SEDALIA

Assignable Square Feet by Building

for Fall 2014

Class-rooms	Teaching Labs	Open Labs	Research Labs	Acad Offices	Admn Offices	Library	Phys Ed/ Rec	Athletics	Assembly /Exhibit	Student Center	Daum	Physical Plant	Other Dept Space	Residence Life	Daycare Care	Energy Buildings	Inactive	Uncoded Agencies	Outside	TOTAL ASF
Automotive Technology Building																				
	7,205																			7,485
Charles E. Yeater Learning Center																				
15,033	2,190	8,096		8,841		18,489			2,892	1,024		800								57,365
Daum Museum of Contemporary Art																				
											10,179									10,179
Energy Innovation Center																				
																6,049				6,049
Fielding Technical Center																				
13,872	28,481	2,598		8,784									465						595	54,795
Fred E. Davis Multipurpose Center																				
3,122	1,657			2,012			30,020					392	176							37,379
Heckart Science and Allied Health Center																				
5,078	8,384	3,314		3,395									4,697							24,868
Lamm House																				
														16,947						16,947
Maintenance Building																				
												9,065								9,665
Melita Day Child Care Building																				
939																5,463				6,402
Potter-Ewing Agriculture Building																				
2,234	1,031			444									2,997							6,706
Residence Halls																				
																			4,424	4,424
Stauffer Center for the Fine Arts																				
782	6,688	130		1,115					11,294	7,893										27,902
William C. Hopkins Student Services Center																				
	2,319			11,711															960	14,990
GRAND TOTAL																				
41,060	57,955	14,138		37,182		18,489	30,020		14,186	8,917	10,179	10,257	8,335	21,371	5,463	6,049			1,555	285,156

STATE FAIR COMMUNITY COLLEGE • SEDALIA

Classroom Utilization Analysis by Building

Room Id	Room Use Code	Assignable Sq. Ft.	No. of Stations	Assignable Sq. Ft. Per Station	Average Enrollment	Weekly Student Contact Hours	Weekly Seat Hours	Weekly Room Hours	Hours in Use Student Station Occupancy %
Charles E. Yeater Learning Center									No. of Rooms = 16
YEATER 103	110	934	36	26	16	441	12.3	27	45%
YEATER 111	110	1,004	36	28	18	684	19.0	39	49%
YEATER 120	110	538	24	22	19	709	29.5	37	81%
YEATER 121	110	1,004	34	30	12	227	6.7	18	37%
YEATER 122	110	597	26	23	17	570	21.9	33	66%
YEATER 123	110	992	30	33	14	442	14.7	31	48%
YEATER 128	110	1,037	38	27	22	773	20.3	35	58%
YEATER 129	110	980	36	27	15	575	16.0	35	46%
YEATER 133	110	1,106	38	29	23	690	18.2	30	61%
YEATER 134	110	841	30	28	14	263	8.8	19	46%
YEATER 135	110	708	32	22	16	323	10.1	20	50%
YEATER 136	110	883	30	29	21	888	29.6	43	69%
YEATER 139	110	1,181	36	33	25	819	22.8	33	69%
YEATER 140	110	752	32	24	20	777	24.3	39	62%
YEATER 148	110	1,245	42	30	15	482	11.5	32	36%
YEATER 149	110	1,231	36	34	13	387	10.8	30	36%
<i>Average</i>		940	34	28	18		16.9	31	55%
<i>Total</i>		15,033	536			9,049		500	
Fielding Technical Center									No. of Rooms = 14
FIELD 209	110	1,084	30	36	14	509	17.0	34	50%
FIELD 217	110	891	30	30	14	423	14.1	29	49%
FIELD 231	110	1,103	30	37	15	276	9.2	18	51%
FIELD 240	110	631	18	35	15	458	25.5	31	83%
FIELD 253	110	666	20	33	4	43	2.1	12	18%
FIELD 255	110	1,150	36	32	9	150	4.2	10	40%
FIELD 274	110	582	24	24	12	282	11.8	24	49%
FIELD 287	110	1,788	32	56	11	126	3.9	12	33%
FIELD 288	110	986	22	45	11	220	10.0	22	46%
FIELD 290	110	969	32	30	15	364	11.4	27	42%
FIELD 291	110	714	26	27	13	257	9.9	18	55%
FIELD 300	110	925	24	39	15	375	15.6	25	63%
FIELD 312	110	964	24	40	9	21	0.9	3	32%
FIELD 322	110	1,419	24	59	1	1	0.0	1	4%
<i>Average</i>		991	27	37	11		9.4	19	51%
<i>Total</i>		13,872	372			3,504		264	
Fred E. Davis Multipurpose Center									No. of Rooms = 4
MPC 118	110	701	25	28	21	369	14.7	16	93%
MPC 119	110	668	25	27	16	181	7.2	11	66%
MPC 219	110	691	15	46	10	80	5.3	8	67%
MPC 220	110	913	24	38	15	132	5.5	9	61%
<i>Average</i>		743	22	35	15		8.6	11	75%
<i>Total</i>		2,973	89			762		44	

Appendix B - Classroom Utilization Analysis by Building (continued)

STATE FAIR COMMUNITY COLLEGE • SEDALIA

Classroom Utilization Analysis by Building

Room Id	Room Use Code	Assignable Sq. Ft.	No. of Stations	Assignable Sq. Ft. Per Station	Average Enrollment	Weekly Student Contact Hours	Weekly Seat Hours	Weekly Room Hours	Hours in Use Student Station Occupancy %
Heckart Science and Allied Health Center									<i>No. of Rooms = 5</i>
SAH 825	110	1,000	40	25	27	618	15.4	24	65%
SAH 827	110	1,017	40	25	16	358	9.0	25	35%
SAH 828	110	1,079	40	27	12	156	3.9	13	30%
SAH 829	110	1,001	40	25	25	263	6.6	12	54%
SAH 831	110	981	40	25	20	461	11.5	21	54%
<i>Average</i>		1,016	40	25	20		9.3	19	48%
<i>Total</i>		5,078	200			1,855		96	
Melita Day Child Care Building									<i>No. of Rooms = 1</i>
MELITA 500	110	939	20	47	12	288	14.4	25	58%
<i>Average</i>		939	20	47	12		14.4	25	58%
<i>Total</i>		939	20			288		25	
Potter-Ewing Agriculture Building									<i>No. of Rooms = 2</i>
AGRI 400	110	1,211	24	50	11	200	8.3	18	48%
AGRI 402	110	1,023	24	43	15	410	17.1	27	63%
<i>Average</i>		1,117	24	47	13		12.7	22	57%
<i>Total</i>		2,234	48			610		45	
Stauffer Center for the Fine Arts									<i>No. of Rooms = 1</i>
STAUFF 60	110	782	26	30	14	252	9.7	18	54%
<i>Average</i>		782	26	30	14		9.7	18	54%
<i>Total</i>		782	26			252		18	
AVERAGE		951	30	33	15		12.6	23	55%
TOTAL		40,911	1,291			16,319		991	
NO. OF ROOMS		43							

STATE FAIR COMMUNITY COLLEGE • SEDALIA

Teaching Laboratory Utilization Analysis by Building

Room Id	Room Use Code	Assignable Sq. Ft.	No. of Stations	Assignable Sq. Ft. Per Station	Average Enrollment	Weekly Student Contact Hours	Weekly Seat Hours	Weekly Room Hours	Hours in Use Student Station Occupancy %
Automotive Technology Building <i>No. of Rooms = 2</i>									
AUTO 600	210	3,425	16	214	7	324	20.2	43	48%
AUTO 609	210	3,240	16	203	15	375	23.4	25	94%
<i>Average</i>		3,333	16	208	11		21.8	34	65%
<i>Total</i>		6,665	32			699		68	
Charles E. Yeater Learning Center <i>No. of Rooms = 2</i>									
YEATER 119	210	998	24	42	17	590	24.6	34	72%
YEATER 147	210	1,192	24	50	17	195	8.1	11	74%
<i>Average</i>		1,095	24	46	17		16.4	23	73%
<i>Total</i>		2,190	48			785		45	
Fielding Technical Center <i>No. of Rooms = 17</i>									
FIELD 200	210	1,379	23	60	13	431	18.8	31	60%
FIELD 218	210	1,689	24	70	15	256	10.7	17	64%
FIELD 219	210	883	24	37	7	60	2.5	9	28%
FIELD 221	210	990	24	41	11	152	6.3	15	42%
FIELD 227	210	535	20	27	9	138	6.9	16	42%
FIELD 229	210	1,134	23	49	13	193	8.4	13	63%
FIELD 233	210	741	16	46	9	165	10.3	18	57%
FIELD 242	210	527	22	24	8	188	8.5	24	36%
FIELD 273	210	3,442	30	115	7	175	5.8	25	23%
FIELD 275	210	1,570	14	112	10	311	22.2	31	71%
FIELD 277	210	770	16	48	11	225	14.0	20	71%
FIELD 282	210	1,106	20	55	9	197	9.8	23	43%
FIELD 284	210	4,201	20	210	13	313	15.6	25	63%
FIELD 302	210	2,542	18	141	0	0	0.0	0	0%
FIELD 305	210	592	16	37	12	288	18.0	25	72%
FIELD 311	210	1,349	16	84	5	63	3.9	13	31%
FIELD 313	210	740	16	46	4	20	1.3	5	26%
<i>Average</i>		1,423	20	71	9		9.3	18	53%
<i>Total</i>		24,190	342			3,173		309	
Fred E. Davis Multipurpose Center <i>No. of Rooms = 1</i>									
MPC 208	210	1,454	20	73	15	128	6.4	8	84%
<i>Average</i>		1,454	20	73	15		6.4	8	84%
<i>Total</i>		1,454	20			128		8	
Heckart Science and Allied Health Center <i>No. of Rooms = 5</i>									
SAH 801	210	1,248	28	45	19	496	17.7	26	68%
SAH 802	210	1,322	26	51	18	341	13.1	18	72%
SAH 803	210	1,291	26	50	12	386	14.9	33	45%
SAH 808	210	1,284	36	36	16	290	8.1	18	45%
SAH 810	210	1,562	25	62	18	212	8.5	12	71%

Appendix C - Teaching Laboratory Analysis by Building (continued)

STATE FAIR COMMUNITY COLLEGE • SEDALIA

Teaching Laboratory Utilization Analysis by Building

Room Id	Room Use Code	Assignable Sq. Ft.	No. of Stations	Assignable Sq. Ft. Per Station	Average Enrollment	Weekly Student Contact Hours	Weekly Seat Hours	Weekly Room Hours	Hours in Use Student Station Occupancy %
<i>Average</i>		1,341	28	49	17		12.2	21	58%
<i>Total</i>		6,707	141			1,725		107	
Potter-Ewing Agriculture Building									No. of Rooms = 1
AGRI 404	210	851	25	34	17	99	4.0	6	66%
<i>Average</i>		851	25	34	17		4.0	6	66%
<i>Total</i>		851	25			99		6	
Stauffer Center for the Fine Arts									No. of Rooms = 7
STAUFF 36	210	939	18	52	17	102	5.7	6	94%
STAUFF 37	210	950	30	32	18	604	20.1	37	54%
STAUFF 38	210	949	18	53	11	201	11.2	18	63%
STAUFF 40	210	1,083	16	68	15	90	5.6	6	94%
STAUFF 45	210	680	15	45	12	72	4.8	6	80%
STAUFF 63	210	358	12	30	5	40	3.3	8	42%
STAUFF 67	210	1,248	32	39	14	318	9.9	22	45%
<i>Average</i>		887	20	45	13		10.1	15	59%
<i>Total</i>		6,207	141			1,427		103	
William C. Hopkins Student Services Center									No. of Rooms = 1
HOPKNS 714	210	2,319	25	93	10	90	3.6	8	45%
<i>Average</i>		2,319	25	93	10		3.6	8	45%
<i>Total</i>		2,319	25			90		8	
AVERAGE		1,405	22	69	12		10.5	18	58%
TOTAL		50,583	774			8,126		653	
NO. OF ROOMS		36							

Appendix D - Building Conditions By Building

Existing Building Condition Analysis

Bldg	Facility Name	Condition	Year Built	Yr Renv'd/ Add	GSF	Plans	Primary Building Deficiencies/Issues
Academic Facilities							
ATB	Automotive Technology Building	Poor	1972		9,629	No	
FTC	Fielding Technical Center	Moderate	1978	1989	99,757	Yes	
HSC	Heckart Science & Allied Health Center	Good	2008		45,207	Yes	
YLC	Yeater Learning Center	Moderate	1976	2008	82,144	Yes	
SCFA	Stauffacher Center for the Fine Arts	Moderate	1994		42,002	Yes	
PEAB	Potter-Ewing Agriculture Building	Good	1995		8,686	Yes	
					Subtotal	287,425	
Athletic Facilities							
DMC	Davis Multipurpose Center	Good	2001		58,535	Yes	
					Subtotal	58,535	
Student Services							
HSS	Hopkins Student Services	Good	1987		31,725	Yes	
					Subtotal	31,725	
Residence Halls							
LHH	Lamm Honors House	Poor	1960		4,410	Yes	
RH	Residence Hall	Moderate	2000		16,280	Yes	
					Subtotal	20,690	
Miscellaneous							
MDCDC	Melita Day Child Development Center	Moderate	1972		7,519	Yes	
DMICA	Daum Museum of Contemporary Art	Good	2002		20,788	Yes	
MSR	Maintenance Shop & Receiving	Moderate	1989		7,665	No	
MS	Maintenance Storage	Good			2,400	No	
					Subtotal	38,372	
Off Campus							
MB	McLaughlin Building	Poor	1889		19,488	Yes	
EIC	Energy Innovation Center	Good	2013		7,735	Yes	
					Subtotal	27,223	
					Total	463,970	

Existing Building Condition Analysis

Bldg	Facility Name	Condition	Year Built	Yr Renv'd/ Add	GSF	Plans	Primary Building Deficiencies/Issues
Poor Condition Facilities							
ATB	Automotive Technology Building	Poor	1972		9,629	No	
LHH	Lamm Honors House	Poor	1960		4,410	Yes	
MB	McLaughlin Building	Poor	1889		19,488	Yes	
				Subtotal	33,527		

Moderate Condition Facilities

YLC	Yeater Learning Center	Moderate	1976	2008	82,144	Yes	
MDCDC	Melita Day Child Development Center	Moderate	1972		7,519	Yes	
MSR	Maintenance Shop & Receiving	Moderate	1989		7,665	No	
SCFA	Stauffer Center for the Fine Arts	Moderate	1994		42,002	Yes	
FTC	Fielding Technical Center	Moderate	1978	1989	99,757	Yes	
RH	Residence Hall	Moderate	2000		16,280	Yes	
				Subtotal	255,367		

Good Condition Facilities

DMC	Davis Multipurpose Center	Good	2001		58,535	Yes	
HSC	Heckart Science & Allied Health Center	Good	2008		45,207	Yes	
HSS	Hopkins Student Services	Good	1987		31,725	Yes	
DMCA	Daum Museum of Contemporary Art	Good	2002		20,788	Yes	
PEAB	Potter-Ewing Agriculture Building	Good	1995		8,686	Yes	
MS	Maintenance Storage	Good			2,400	No	
EIC	Energy Innovation Center	Good	2013		7,735	Yes	
				Subtotal	175,076		
				Total	463,970		



Existing Building Condition Analysis	Year Built:	1972
	Year Renovated/Addition:	N/A
	Gross Floor Area:	9,629

Automotive Technology Building		Condition:	Poor
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General Comments and Owner-Identified Concerns/Issues:

The Automotive Technology Building is the second oldest building on campus behind the Lamm Honors House. Built in 1972, the building is a pre-engineered metal structure with a sloped metal roof. The building is in generally poor condition due to overall age and quality of condition. While there have been some updates on the interior for the classroom spaces, the restrooms, janitorial spaces, storage areas and other support spaces fail to meet current code or ADA requirements. The building also does not meet the current expansion needs for the growing automotive technology programs.

The College has noted concerns with the roof on the building and feels the general need to replace this building.

Structural Concerns/Issues:

The structure appears to be intact with no visible evidence of cracking, deflection or structural failure. There are numerous dents in the exterior metal where the building appears to have been hit by a vehicle, but they shouldn't be considered a structural issue.

Mechanical/Electrical Concerns/Issues:

We noted the following areas of concern regarding mechanical and plumbing systems:

- ◆ Domestic hot water heater are beyond their life expectancy.
- ◆ Lack of building fire suppression system.
- ◆ Gas fired unit heaters and furnaces are beyond their life expectancy.

We noted the following areas of concern regarding electrical systems:

- ◆ Poor light quality.

Building Shell Concerns/Issues:

At the exterior of the building we noticed several items of concern including:

- ◆ The exterior of the building is a standard metal wall panel. We did observe some damage to the metal wall panels.
- ◆ Without exploratory efforts we could not determine the type and amount of building insulation, however we assume the wall R-value is less than currently required by code.

Accessibility Concerns/Issues:

Attempts have been made to update the building to meet ADA requirements including presence of door knobs instead of lever handles in some areas. There also appears to only be one unisex accessible restroom in the building to be used by all faculty and students. This is most likely inadequate for the number of individuals in the building.

Code Compliance/Life Safety Concerns/Issues:

In addition to the ADA issues mentioned above, we did observe several electrical rooms that were congested and didn't have proper clearances in front of the panels.

Interior Finish Concerns/Issues:

With the general age of the building, the lack of space and overall congestion we noted that the finishes were very dated and in general poor condition. While the type of finishes within the building (e.g. sealed concrete floors and masonry walls) are appropriate for the building use, the condition of the finishes seemed poor.



Existing Building Condition Analysis

Year Built: 1972
Year Renovated/Addition: N/A
Gross Floor Area: 9,629

Automotive Technology Building

Condition: Poor

Images

Comments:



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of southeast corner of the building. The pathway in the center of the image leads to the adjacent daycare.

Picture 2:
Image of garage doors for the service bays.

Picture 3:
Image of northeast corner of the building. Note grade change along north side of the building and adjacent parking.

Picture 4:
Image of railroad tie pavement edging along the east side of the building. Note general disrepair.

Existing Building Condition Analysis

Year Built: 1972

Year Renovated/Addition: N/A

Gross Floor Area: 9,629

Automotive Technology Building

Condition: Poor

Images

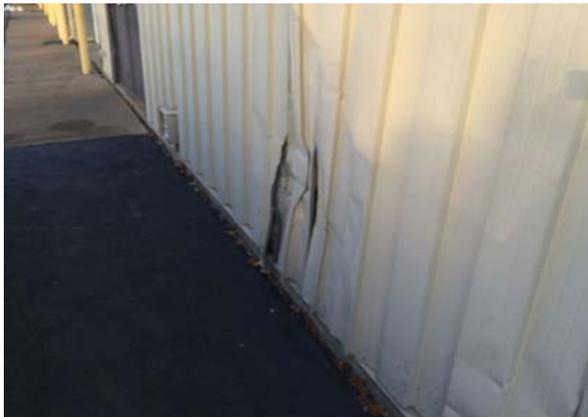
Comments:



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of combination electrical/mechanical/custodial space. Note that proper clearances are not provided around electrical panels.

Picture 2:
Image of accessible restroom. Note mechanical unit above toilet fixture. Could be a problem with placement.

Picture 3:
Image damage to metal wall panel near one of the garage doors. Note the need for wall protection around the building since no wheel stops exist.

Picture 4:
Image of one of the vehicle bays. Note that the space is very congested and has a relatively low head room clearance.

Existing Building Condition Analysis

Year Built:	1960
Year Renovated/Addition:	N/A
Gross Floor Area:	4,410
Condition:	Poor

Lamm Honors House

General Comments and Owner-Identified Concerns/Issues:

The Lamm Honors House is the oldest building on campus and original to the property when the land was acquired for State Fair Community College. The house currently serves as student housing for honors students. While the structure has been renovated to accommodate residential needs, the structure is poorly located on campus and does not project the image of a contemporary community college. The buildings current condition make it a challenge to maintain for residential needs. Without an elevator, proper stairways and egress windows, continued use for residential needs is cost prohibitive.

Structural Concerns/Issues:

The only evident structural issues noticed during review including some minor foundation wall cracking at some of the building corners and some cracking in the structural stoop on the north side of the structure. Due to the age of the structure, both areas of cracking would be considered normal, but they could be a future source of water infiltration.

Mechanical/Electrical Concerns/Issues:

Building Shell Concerns/Issues:

The exterior of the building is made up of a combination of brick, vinyl siding and poured concrete foundation walls. The brick appears to be in good condition, but there is some evidence of damage to the vinyl siding. We also observed that all of the fascia and soffit materials are constructed of wood materials. The general condition of these materials are fair to poor and will require ongoing maintenance.

Accessibility Concerns/Issues:

The structure, like most homes, has a first floor that is raised above the adjacent finished grade. There is approximately a 12" to 14" difference between first floor and the approaching sidewalks. As such, the structure is not currently accessible on the first floor. The basement is also not accessible without the presence of a lift or an elevator.

Code Compliance/Life Safety Concerns/Issues:

In addition to accessibility issues, the structure also has a basement area that provides for limited use. Without additional stairs and egress capability for the basement cannot be used for student bedrooms.

Interior Finish Concerns/Issues:

We did not review the interior of the structure during our tour. We assume that the condition of the interior is similar to that of the exterior.



Existing Building Condition Analysis

Year Built: 1960
Year Renovated/Addition: N/A
Gross Floor Area: 4,410

Lamm Honors House

Condition: Poor

Images

Comments:



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of Lamm House from southeast. Note well developed trees surrounding original home.

Picture 2:
Image of house from southeast. Note exterior is comprised of both brick masonry and vinyl lap siding.

Picture 3:
Image of north side of the home. The original porch is in fair to poor condition.

Picture 4:
Image of exit door at east side of home. Note that there isn't a landing directly outside of the door or handrails.

Existing Building Condition Analysis

Year Built: 1960

Year Renovated/Addition: N/A

Gross Floor Area: 4,410

Lamm Honors House

Condition: Poor

Images

Comments:



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of cracking at foundation wall. Needs repair to prevent further damage or water infiltration into the basement areas.

Picture 2:
Image of cracking in the front porch slab. Note also poor condition of the base material around the wood column.

Picture 3:
Image of vinyl siding on east side of the building. Note damage to siding left of the downspout.

Picture 4:
Image of exterior lighting fixture and wood soffit material.

Existing Building Condition Analysis

Year Built:	1889
Year Renovated/Addition:	N/A
Gross Floor Area:	19,488

McLaughlin Building Condition: **Poor**

General Comments and Owner-Identified Concerns/Issues:

The McLaughlin Building is located in downtown Sedalia. Originally constructed in the late 1900's, this structure was originally a furniture store. The building was donated to State Fair Community College by the McLaughlin Building in 2000 and as of the date of this Master Plan, no permanent use has been determined for the building.

The building itself has seen a cosmetic face lift that took place in the late 1970's. At that time a shingled metal skin was added to the street side exterior. This skin covered up all of the existing masonry for the 2nd and 3rd floors and eliminated all of the original street facing windows. Within the structure an original first floor mezzanine exists, however, the low headroom clearance at the Mezzanine make its use problematic.

Structural Concerns/Issues:

During our review we noticed that the original structure is still intact. We did not notice any apparent structural issues, but further study of the structure should be completed if a use is determined that goes beyond standard office/classroom functions. We also noticed that the current column placement and frequency should be taken into account with proposed functions. Column density may dictate building use.

Mechanical/Electrical Concerns/Issues:

We believe a complete overhaul of the buildings mechanical, plumbing and electrical systems is necessary to make the building viable for reuse. Some equipment has been replaced over the years, but most equipment would need to be replaced/updated if a full building renovation were to take place.

Building Shell Concerns/Issues:

As noted above the exterior skin facing the street has had a metal panel cladding added. This cladding is not historic in nature and should be removed if the structure is to be renovated. This would allow the reintroduction of exterior windows to the 2nd and 3rd Floors.

Accessibility Concerns/Issues:

The McLaughlin Building is currently not accessible. There is a single restroom on first floor that has been updated to add grab bars for the toilet, however, the restroom is up several stairs near the east end of first floor. In addition, we observed other accessibility concerns including; need for additional compliant restrooms on every floor, an ADA elevator for the building and potential updates to the buildings front entry which is higher than street level.

Code Compliance/Life Safety Concerns/Issues:

The McLaughlin Building is does not meet current code requirements. In addition to the accessibility issues discussed, we would recommend that the mezzanine be removed to provide adequate headroom clearance for occupiable spaces. In addition we believe that the existing stairs require replacement to make the building flow better and this will require two new egress stairs.

Other code and life safety issues include; lack of plumbing fixtures, rating separations for all shafts.

Interior Finish Concerns/Issues:

The interior of the building is mostly original to when it served as a furniture store. We would recommend that the entire interior be updated once a function was



Existing Building Condition Analysis

Year Built: 1889
Year Renovated/Addition: N/A
Gross Floor Area: 19,488

McLaughlin Building

Condition: Poor
Comments:

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of front of McLaughlin building from the northwest. Note addition of metal panel system over the original building façade.

Picture 2:
Image of storefront entry system and metal canopy. Note front entry doors and storefront are all framed with uninsulated single pane glass.

Picture 3:
Image of accessible restroom on first floor. Note that to get to the restroom that you will need to go up a small flight of stairs.

Picture 4:
Image of basement area. Note low headroom clearance below structural beams.

Existing Building Condition Analysis

Year Built:	1889
Year Renovated/Addition:	N/A
Gross Floor Area:	19,488

McLaughlin Building Condition: **Poor**

Images

Comments:



Picture 1:



Picture 2:

Picture 1:
Image of first level mezzanine and ceiling hung mechanical unit. Note low headroom clearance under mezzanine structure.

Picture 2:
Image of first level mezzanine. Note mezzanine is recommended to be removed due to height issues and to eliminate columns.



Picture 3:

Picture 3:
Image of second level mechanical unit.



Picture 4:

Picture 4:
Image of original elevator hoistway and car. Note that elevator does not meet current codes.

Existing Building Condition Analysis	Year Built:	1976
	Year Renovated/Addition:	2008
	Gross Floor Area:	70,835
	Condition:	Moderate

General Comments and Owner-Identified Concerns/Issues:

The Yeater Learning Center was originally constructed in 1976. The building is rather large and includes numerous campus classrooms and teaching laboratories. The building is connected to the Heckart Science Building to the east and includes the campus Library, testing center, tutoring area and the Trio offices. The building also includes a Black Box theater (Thompson O'Sullivan Studio Theatre)

- The College has noted the following concerns/issues:
- ◆ Need to replace failing windows and other miscellaneous interior improvements.
 - ◆ The desire to switch from current chilled water system and convert to DX systems.

Structural Concerns/Issues:

We did not observe any structural issues of significance during our review.

Mechanical/Electrical Concerns/Issues:

- We noted the following areas of concern regarding mechanical and plumbing systems:
- ◆ The control system differs from the rest of the campus. Controls should be replaced with Trane Tracer controls if consistency is desired.
 - ◆ Chilled water and heating hot water pumps are beyond their life expectancy.
 - ◆ Lack of building fire suppression system.

Building Shell Concerns/Issues:

- At the exterior of the building we noticed several items of concern including:
- ◆ At the south wall of the Library we observed significant efflorescence on the interior brick.
 - ◆ At the north wall of the Library we observed several windows that have lost their seal and need to be replaced.
 - ◆ West of the building we noted that the patio area walls are disrepair and in need of removal or replacement.

Accessibility Concerns/Issues:

As this building was built prior to enactment of ADA requirements, there are several accessibility issues with the building including: need to replace traditional door knobs with lever handles and lack of ADA compliant restrooms.

Code Compliance/Life Safety Concerns/Issues:

- Based on our review we did note several code and life safety issues. They include:
- ◆ Egress issues with numerous classrooms that exceed 1,000 gsf. Some classrooms should have two exits and all doors should swing out.
 - ◆ Current code for the building would require a fire suppression system. Adding fire suppression would greatly enhance the safety of the building and will be required with any substantial renovations.

Interior Finish Concerns/Issues:

Most of the buildings general finishes are in good repair, however, need to be updated to improve aesthetics.



Existing Building Condition Analysis

Year Built:	1976
Year Renovated/Addition:	2008
Gross Floor Area:	70,835

Yeater Learning Center

Condition:	Moderate
Comments:	

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of south entry to the Yeater Learning Center.

Picture 2:
Image of caulk joint in masonry wall adjacent to the southeast entry.

Picture 3:
Image of cracks in site wall around west patio area outside library. Note that most of the walls in this area are in poor condition.

Picture 4:
Image of paving outside north entry to the Yeater Learning Center. Note staining of concrete due to poor drainage issues.

Existing Building Condition Analysis

Year Built:	1976
Year Renovated/Addition:	2008
Gross Floor Area:	70,835

Yeater Learning Center

Condition:	Moderate
Comments:	

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of south wall of the library. Note significant efflorescence in masonry. Need to verify cause of water infiltration and clean brick.

Picture 2:
Image of portable staging in black box theater.

Picture 3:
Image of windows on north wall of the library. Note that window has lost its seal and needs to be replaced.

Picture 4:
Image of stairs to control room for black box theater. Note that stairs only have one handrail and there isn't a landing before the door.

Existing Building Condition Analysis

Year Built:	1972
Year Renovated/Addition:	N/A
Gross Floor Area:	7,500
Condition:	Moderate

Melita Day Child Develop. Center

General Comments and Owner-Identified Concerns/Issues:

The Melita Day Child Development Center is located along the east side of campus, south of the Auto Tech Building. The facility serves as a daycare and is operated by a outside group serving the community of Sedalia. The building is in poor to moderate condition, however, its current placement on campus make it a candidate for removal to improve the campuses eastern exposure.

The campus is planning to reroof the building in the near future.

Structural Concerns/Issues:

While walking the building we did observe significant cracking in the exterior wall adjacent to window openings. The presence of these cracks could indicate structural concerns with the exterior wall, but we did not observe any significant cracking at the exterior of the building.

Mechanical/Electrical Concerns/Issues:

We noted the following areas of concern regarding mechanical and plumbing systems:

- ◆ Furnaces and condensing units are close to reaching their life expectancy.
- ◆ Only small portion of building is sprinkled.

We noted the following areas of concern regarding electrical systems:

- ◆ Some of the electrical equipment is nearing the end of it's usable life.

Building Shell Concerns/Issues:

The exterior of the building is constructed with a brick veneer. The overall condition of the brick seems to be in good condition. We did observe some potential grading issues along the east side of the building. This include areas of silted areas above some of the sidewalks.

Accessibility Concerns/Issues:

We did not observe any accessibility issues.

Code Compliance/Life Safety Concerns/Issues:

We did not observe any life safety issues during our review, however, we would recommend that egress and exiting be explored further to make sure that the facility meets current code requirements.

Interior Finish Concerns/Issues:

The interior of the building is dated and consists of drywall, acoustical ceilings and vinyl tile. As noted above we did observe cracking in some of the buildings drywall and additional areas where there was tile separation in the flooring.



Existing Building Condition Analysis

Year Built:	1972
Year Renovated/Addition:	N/A
Gross Floor Area:	7,500

Melita Day Child Develop. Center

Condition:	Moderate
Comments:	

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of west entry to the Melita Day Daycare Center.

Picture 2:
Image of south façade of building and adjacent playground.

Picture 3:
Image of walkway along the east side of the building. Note change in elevation between adjacent grade.

Picture 4:
Image of east building entry. Note drainage issues adjacent to the doorway.

Existing Building Condition Analysis

Year Built:	1972
Year Renovated/Addition:	N/A
Gross Floor Area:	7,500

Melita Day Child Develop. Center

Condition:	Moderate
Comments:	

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of classroom at north end of the building.

Picture 2:
Image of daycare entry lobby. Note lobby is secure from daycare.

Picture 3:
Image of cracking in exterior walls above windows.

Picture 4:
Image of significant cracking along both sides of window head.

Existing Building Condition Analysis

Year Built:	1989
Year Renovated/Addition:	N/A
Gross Floor Area:	10,150
Condition:	Moderate

Maintenance Shop & Receiving

General Comments and Owner-Identified Concerns/Issues:

The Maintenance Shop and Receiving structures include a series of 3 buildings. The northern pair of buildings are interconnected and rand in age and very in condition. While maintained appropriately by facilities staff, the middle building with a red metal panel skin is in very poor condition. This structure is used as a motor pool and is showing evidence of its age with foundation issues and several holes in the metal skin. The south building in the complex is the newest structure and is in good condition. It however is untempered and only serves storage needs.

Structural Concerns/Issues:

The primary structural issue observed is with the motor pool building. The building currently sits on wood timbers that form the slab edge. The timbers are showing evidence of decay and need to be replaced with a more permanent/stable solution.

Mechanical/Electrical Concerns/Issues:

We noted the following areas of concern regarding mechanical and plumbing systems:

- ◆ No centralized heating or cooling systems.
- ◆ Lack of building fire suppression system.

We noted the following areas of concern regarding electrical systems:

- ◆ Some of the electrical equipment is nearing the end of it's usable life.

Building Shell Concerns/Issues:

The primary structural issue observed is with the motor pool building. The building currently sits on wood timbers that form the slab edge. The timbers are showing evidence of decay and need to be replaced. The remaining buildings are typical pre-engineered metal buildings and are constructed as such.

Accessibility Concerns/Issues:

We did not observe any accessibility issues with the building.

Code Compliance/Life Safety Concerns/Issues:

While we did not observe any code issues, we recommend that quantities of flammable chemicals be monitored to make sure that the building does not need to be meet hazardous occupancy requirements. Chemical inventories should be managed to fit within the quantities allowed for a B Occupancy. (this includes paint, cleaning supplies, etc.)

Interior Finish Concerns/Issues:

The interior of the structures are very modest and typical for a maintenance building.

Existing Building Condition Analysis

Year Built:	1989
Year Renovated/Addition:	N/A
Gross Floor Area:	10,150

Maintenance Shop & Receiving

Condition:	Moderate
Comments:	

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of maintenance buildings. Note red building in the center of the picture is in the worst condition. The building to the left is the newest structure.

Picture 2:
Image showing the connection between the two buildings.

Picture 3:
Image of the dock area along the north side of the building.

Picture 4:
Image of foundation for the red building is on wood timbers.

Existing Building Condition Analysis

Year Built:	1989
Year Renovated/Addition:	N/A
Gross Floor Area:	10,150

Maintenance Shop & Receiving

Condition: **Moderate**

Images

Comments:



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of holes in the south wall of the maintenance building. Openings need to be filled.

Picture 2:
Image of west side of the maintenance building.

Picture 3:
Image of south maintenance storage building. Note that this building has no heating and cooling in it.

Picture 4:
Image of college storage buildings.

Existing Building Condition Analysis

Year Built:	1989
Year Renovated/Addition:	N/A
Gross Floor Area:	10,150

Maintenance Shop & Receiving

Condition:	Moderate
Comments:	

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of shop and storage areas.

Picture 2:
Image of custodial supply area for campus buildings.

Picture 3:
Image of office area breakroom.

Picture 4:
Image of receiving area.

Existing Building Condition Analysis	Year Built:	1994
	Year Renovated/Addition:	N/A
	Gross Floor Area:	41,427
	Condition:	Moderate

General Comments and Owner-Identified Concerns/Issues:

The Stauffacher Center for the Fine Arts was originally constructed in 1994. The building is located north of the Daum Museum of Contemporary Art and is the home of the theater, art and music programs as well as the campus dining area and bookstore.

The College has noted the following concerns/issues:

- ◆ Need to address settling slab issues in the dining area.
- ◆ Need to update the public restrooms to meet ADA as well as to provide general aesthetic improvements.
- ◆ Miscellaneous mechanical improvements noted below.

Structural Concerns/Issues:

We did not observe any structural issues of significance during our review.

Mechanical/Electrical Concerns/Issues:

We noted the following areas of concern regarding mechanical and plumbing systems:

- ◆ Domestic hot water heaters are beyond their life expectancy.
- ◆ Domestic hot water recirculation pump is beyond its life expectancy.
- ◆ The makeup air unit serving the cafeteria space is beyond its life expectancy
- ◆ Lack of building fire suppression system.

Building Shell Concerns/Issues:

At the exterior of the building we noticed one item of concern:

- ◆ the east exterior entrance doors are only single pane (non-insulated) glass and should be replaced.

Accessibility Concerns/Issues:

As this building was built prior to enactment of ADA requirements, there are several accessibility issues with the building including: need to replace traditional door knobs with lever handles and lack of ADA compliant restrooms.

Code Compliance/Life Safety Concerns/Issues:

Based on our review we did note several code and life safety issues. They include:

- ◆ Egress issues with numerous classrooms that exceed 1,000 gsf. Some classrooms should have two exits and all doors should swing out.
- ◆ Current code for the building would require a fire suppression system. Adding fire suppression would greatly enhance the safety of the building and will be required with any substantial renovations.

Interior Finish Concerns/Issues:

Most of the buildings general finishes are in good repair, however, need to be updated to improve aesthetics.



Existing Building Condition Analysis

Year Built:	1994
Year Renovated/Addition:	N/A
Gross Floor Area:	41,427

Stauffacher Center for the Fine Arts

Condition:	Moderate
Comments:	

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of east main entry to the building.

Picture 2:
Image of curtain wall adjacent to the student dining area.

Picture 3:
Image of the main dock area for the building. This area is used for both art and theater deliveries.

Picture 4:
Image of west wall of the Stauffacher Center. Note efflorescence on brick.

Existing Building Condition Analysis

Year Built:	1994
Year Renovated/Addition:	N/A
Gross Floor Area:	41,427

Stauffacher Center for the Fine Arts

Condition: **Moderate**

Images

Comments:



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of kitchen area for campus food service. Note congestion within the space.

Picture 2:
Image of back preparation area for kitchen.

Picture 3:
Image of window sill beneath exterior windows. Note mildew growth on brick rowlock.

Picture 4:
Image of electrical panels in the back of the kitchen area. Note placement of kitchen equipment in front of/below the electrical panels.

Existing Building Condition Analysis	Year Built:	1978
	Year Renovated/Addition:	1989
	Gross Floor Area:	99,757
	Condition:	Moderate

General Comments and Owner-Identified Concerns/Issues:

The Fielding Technical Center was originally constructed in 1978 and expanded in 1989 with the CTC addition. The building is rather large and includes numerous campus classrooms and teaching laboratories. In addition, the building also includes space for the CTC offices and CTC teaching laboratories along the south side of the building. (35,390 sf is currently dedicated to CTC specific and joint CTC/SFCC functions)

- The College has noted the following concerns/issues:
- ◆ Need to update the public restrooms to meet ADA as well as general aesthetic improvements
 - ◆ Need to address several HVAC issues

Structural Concerns/Issues:

We did not observe any structural issues of significance during our review.

Mechanical/Electrical Concerns/Issues:

- We noted the following areas of concern regarding mechanical and plumbing systems:
- ◆ Lack of ventilation in welding spaces.
 - ◆ Lack of building fire suppression system.
 - ◆ Heating hot water pump is beyond its life expectancy.
 - ◆ Exhaust fans on roof are beyond their life expectancy.
- We noted the following areas of concern regarding electrical systems:
- ◆ The majority of the electrical distribution equipment is beyond its life expectancy. Making parts difficult to find.
 - ◆ There is no spare electrical capacity.
 - ◆ More efficient lighting systems should be installed.

Building Shell Concerns/Issues:

At the exterior of the building we did not notice any major issues. However, we did note general issues with construction of the buildings window sills. Currently constructed with a brick rowlock, we did notice potential long term issues as mortar joints deteriorate which could introduce water infiltration issues to the exterior wall. This should be monitored. In addition, we did note at the east entry there are some masonry screen walls that are in poor condition and should be repaired.

Accessibility Concerns/Issues:

As this building was built prior to enactment of ADA requirements, there are several accessibility issues with the building including; need to replace traditional door knobs with lever handles, lack of ADA compliant restrooms, issues with design of handrails for the two egress stairs for the second level classrooms and welding areas. In addition, we believe that the current welding and classroom areas on the second level should be accessible via an elevator. As the square footage of these spaces exceeds 3,000 gsf (5,079 gsf actual) an elevator is required.

Code Compliance/Life Safety Concerns/Issues:

- Based on our review we did note several code and life safety issues. They include:
- ◆ Egress issues with numerous classrooms that exceed 1,000 gsf. Some classrooms should have two exits and all doors should swing out.
 - ◆ Current code for the building would require a fire suppression system. Adding fire suppression would greatly enhance the safety of the building and will be required with any substantial renovations.

Interior Finish Concerns/Issues:

Most of the buildings general finishes are in good repair, however, need to be updated to improve aesthetics. In addition, noted that the ceilings in the corridor leading to the CTC areas were sagging and should be replaced.



Existing Building Condition Analysis

Year Built:	1978
Year Renovated/Addition:	1989
Gross Floor Area:	99,757

Fielding Technical Center

Condition: **Moderate**

Images

Comments:



Picture 1:



Picture 2:

Picture 1:
Image of south side of Fielding Technical Center. Note use of solar panels as part of the exterior window awnings.

Picture 2:
Image of south entry to the Career and Technology Center (CTC).



Picture 3:

Picture 3:
Image of masonry screen walls on the east side of the building. Note efflorescence in masonry screen wall.



Picture 4:

Picture 4:
Image of exterior water hydrant. Note staining of brick from water leakage.

Existing Building Condition Analysis

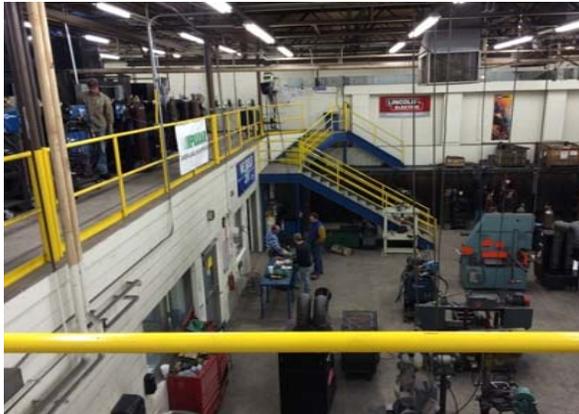
Year Built:	1978
Year Renovated/Addition:	1989
Gross Floor Area:	99,757

Fielding Technical Center

Condition: **Moderate**

Comments:

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of second level of CTC/Fielding Technical Center welding and machining lab. Note that while this area has two stairs, it is over 3,000 sf but does not have an elevator to comply with ADA.

Picture 2:
Image of railing and guardrail for mezzanine. Note that railing has openings that are larger than allowed by code. Handrail design also does not meet ADA requirements.

Picture 3:
Image of egress door in welding area. Note placement of equipment does not allow for safe egress from the space.

Picture 4:
Image of rated doors that separate Fielding from CTC buildings. Note that door opening is narrower than 6' and does not meet current code.

Existing Building Condition Analysis

Year Built:	2000
Year Renovated/Addition:	N/A
Gross Floor Area:	16,280
Condition:	Moderate

Residence Hall

General Comments and Owner-Identified Concerns/Issues:

The residence hall which is located along the west side of campus is two story structure clad with brick and vinyl lap siding. The building is in moderate condition, however, the interior design of student spaces fits more of a traditional model for housing with small shared rooms off a main circulation corridor.

Speaking with College maintenance staff, we understand that this building is very difficult to maintain due to its construction type and time available to address ongoing maintenance. The building is occupied through most of the year.

Structural Concerns/Issues:

We only observed minor cracking at the perimeter wall of the building.

Mechanical/Electrical Concerns/Issues:

We noted the following areas of concern regarding mechanical and plumbing systems:

- ◆ Some of the existing through-wall heat pump units have been replaced. Recommend replacing remaining units.
- ◆ Domestic hot water heaters are beyond their life expectancy.

Building Shell Concerns/Issues:

The most notable issue we observed during our review was the lack of any type of sealant or backer rod and building control joints and around through wall mechanical units. While not a structural issue, it does compromise the integrity of the exterior wall seal and is a source for potential water infiltration.

Accessibility Concerns/Issues:

We did not observe any accessibility issues during our tour.

Code Compliance/Life Safety Concerns/Issues:

The primary area of concern was the general congestion of areas in front of electrical panels. Adequate clearances in front of panels seemed to be a problem.

Interior Finish Concerns/Issues:

The interior of the building was in generally acceptable shape, however the spaces seemed dated.



Existing Building Condition Analysis

Year Built:	2000
Year Renovated/Addition:	N/A
Gross Floor Area:	16,280

Residence Hall

Condition: **Moderate**

Images

Comments:



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of residence halls from the east.

Picture 2:
Image of wood exterior sills and through-wall mechanical equipment. Note generally poor condition of sill material and lack of sealant around mechanical equipment.

Picture 3:
Image of building control joint. Note lack of sealant and backer rod at all control joints. Potential water infiltration area.

Picture 4:
Image of exterior wall hydrant. Note use of rigid insulation to fill void in opening.

Existing Building Condition Analysis

Year Built:	2000
Year Renovated/Addition:	N/A
Gross Floor Area:	16,280

Residence Hall

Condition: **Moderate**

Images

Comments:



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of lobby area within residence hall main entry.

Picture 2:
Image of main corridor within residence hall.

Picture 3:
Image of cracking in exterior window jambs within building vestibule.

Picture 4:
Image of combination mechanical/electrical/ custodial closet. Note general congestion.

Existing Building Condition Analysis

Year Built:	2001
Year Renovated/Addition:	N/A
Gross Floor Area:	57,000
Condition:	Good

Davis Multipurpose Center

General Comments and Owner-Identified Concerns/Issues:

The Davis Multi-Purpose Center is one of the newer buildings on campus. It is constructed with masonry walls on the interior and houses locker rooms, offices, classrooms and a large basketball court and bleachers. The second level includes space for additional classrooms, the dental hygiene program and a walking track.

It has been noted by the campus that space is set aside west of the building for a future addition.

Structural Concerns/Issues:

The only area of concern is at the main entry plaza and stairs . We discovered significant decay in the masonry units that are beneath the plaza and some issues with the concrete around the guardrails. It appears that there are water infiltration issues with the paving in this area that will require attention.

Mechanical/Electrical Concerns/Issues:

We noted the following areas of concern regarding mechanical and plumbing systems:

- ◆ HVAC rooftop equipment is approaching its life expectancy.
- ◆ Domestic hot water boilers are approaching their life expectancy.

Building Shell Concerns/Issues:

As noted above, the only issue of concern is the masonry units that support the entry plaza. They are showing evidence of significant decay and deterioration.

Accessibility Concerns/Issues:

We did not encounter any accessibility issues.

Code Compliance/Life Safety Concerns/Issues:

We did not encounter any life safety or code compliance issues.

Interior Finish Concerns/Issues:

The interior of the building is good condition although we did observe a few stained ceiling tiles and a few cracks in the VCT flooring.



Existing Building Condition Analysis

Year Built:	2001
Year Renovated/Addition:	N/A
Gross Floor Area:	57,000

Davis Multipurpose Center

Condition:	Good
Comments:	

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of east façade of Davis Multipurpose Center.

Picture 2:
Image of main building entry stairs and landing. Note significant staining of split face block base.

Picture 3:
Image of significant cracking of masonry wall below stairs. Area needs to be completely replaced.

Picture 4:
Image of efflorescence in masonry wall. Evidence of significant water infiltration.

Existing Building Condition Analysis

Year Built:	2001
Year Renovated/Addition:	N/A
Gross Floor Area:	57,000

Davis Multipurpose Center

Condition:	Good
Comments:	

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of potential roof leak. Note staining on ceiling tile.

Picture 2:
Image of cracking in floor tile in front entry vestibule.

Picture 3:
Image of bleachers and main gymnasium flooring.

Picture 4:
Image of entry to Athletic offices.

Existing Building Condition Analysis	Year Built:	1987
	Year Renovated/Addition:	N/A
	Gross Floor Area:	23,544
	Condition:	Good

General Comments and Owner-Identified Concerns/Issues:

The Hopkins Student Services building was constructed in 1987 and is home to the many student service functions including Financial Aid, and Educational Technical Services. It also includes space for Institutional Planning and Effectiveness, the Business Office, Payroll Services, Marketing and Communication and the Office of the President.

The College has noted the following concerns/issues:

- ◆ Problems with the north entry stairs and retaining walls
- ◆ Need to replace windows
- ◆ Need for interior renovation to update the space
- ◆ Need for a new passenger elevator to provide access to the basement
- ◆ Issues with a sinking floor slab on the north side of the building

Structural Concerns/Issues:

As noted above, there have been issues with the existing floor slab on the north side of the building where it has been sinking. SFCC is planning to repair this issue with separate funding from the State. In addition, we did observe some minor cracking to the north masonry foundation wall of the basement, across from the restrooms that needs to be repaired.

Mechanical/Electrical Concerns/Issues:

The primary issue noted with the building is the lack of a complete fire suppression system for the building. There was fire suppression in the basement and at the first floor clearstory glass.

Building Shell Concerns/Issues:

At the exterior of the building we did note the lack of weep holes or control joints in the exterior masonry. While this hasn't presented any major issues with the exterior walls, this may develop into an issue in the future. In addition, we did note significant issue with north entry stairs and adjacent retaining walls. SFCC is planning to address this issue with separate funding from the State.

Accessibility Concerns/Issues:

As this building was built prior to enactment of ADA requirements, there are several accessibility issues with the building including: need to replace traditional door knobs with lever handles, lack of ADA compliant restrooms, issues with design of handrails for the two egress stairs and the need to replace the current lift with a compliant elevator.

Code Compliance/Life Safety Concerns/Issues:

- Based on our review we did note several code and life safety issues. They include:
- ◆ Egress issues with Meeting Room 714. The room requires 2 exits that are separated by 1/2 the diagonal room length.
 - ◆ Current stair design doesn't meet code (height and opening size)

Interior Finish Concerns/Issues:

The interior of the building is generally in good condition, however a little dated. We did note, however, some minor cracking in the terrazzo floors on first floor. We also noted that once the floors are leveled (due to sinking) there will be a need for flooring and floor base replacement.



Existing Building Condition Analysis

Year Built:	1987
Year Renovated/Addition:	N/A
Gross Floor Area:	23,544

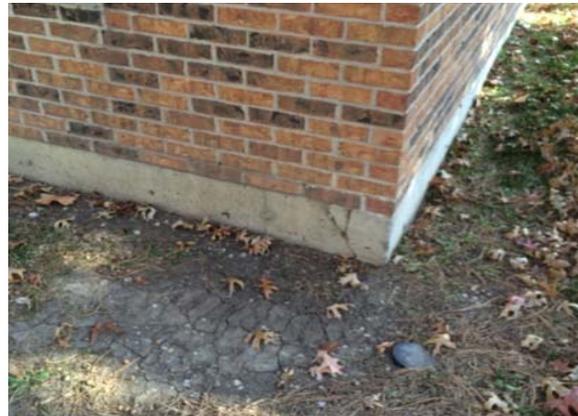
Hopkins Student Services

Condition:	Good
Comments:	

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of north entry stairs and handrail. Note cracking, spalling concrete.

Picture 2:
Image of cracking at exterior foundation wall. Note that cracking does not appear to translate into the brick veneer above.

Picture 3:
Image of west stairs. Note lack of handrail on wall.

Picture 4:
Image of east exit from the building. Note change in elevation at edge of structural stoop.

Existing Building Condition Analysis

Year Built:	1987
Year Renovated/Addition:	N/A
Gross Floor Area:	23,544

Hopkins Student Services

Condition: **Good**

Images

Comments:



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of main circulation spine running east west through the building.

Picture 2:
Image showing settling concrete slab along north side of the building. This issue is scheduled for repair by SFCC.

Picture 3:
Image of elevator cab and gate. Note that elevator does not meet current code requirements and is scheduled for replacement by SFCC.

Picture 4:
Image of minor cracking in terrazzo within the lobby area.

Existing Building Condition Analysis	Year Built:	2008
	Year Renovated/Addition:	N/A
	Gross Floor Area:	45,207
	Condition:	Good

General Comments and Owner-Identified Concerns/Issues:

The Heckart Science & Allied Health Center was constructed in 2008. This building is the newest on campus and houses science laboratories for physics, biology, chemistry, physiology and anatomy on first floor and the nursing program on second floor. The building also includes the campus' main conference area on the south side of the building.

The College provided no concerns/issues regarding this building.

Structural Concerns/Issues:

We did not observe any structural issues of significance during our review.

Mechanical/Electrical Concerns/Issues:

- We noted the following areas of concern regarding mechanical and plumbing systems:
- ◆ There is no consistent exhaust from laboratories which creates odor problems due to the recirculation of lab air. Exhaust system is controlled by a switch. Instructors stated exhaust system is only turned on when they use the fume hoods but other activities taking place warrant continuous exhaust air.
 - ◆ The control system differs from the rest of the campus. Controls should be replaced with Trane Tracer controls if consistency is desired.
 - ◆ Occupants stated noise is an issue within the labs. Currently there is no ceiling in the laboratory spaces. Consider installing ceilings, additional sound baffles and duct silencers.
- We noted the following areas of concern regarding electrical systems:
- ◆ There is a lack of spare circuit breakers throughout the electrical distribution equipment.

Building Shell Concerns/Issues:

The primary concern we experienced at the exterior of the building were the placement of steps along the buildings west elevation. While code compliant, they do present a tripping hazard in their current location.

Accessibility Concerns/Issues:

We did not observe any accessibility issues with this building.

Code Compliance/Life Safety Concerns/Issues:

We did not observe any code compliance and life safety issues with this building.

Interior Finish Concerns/Issues:

Most of the buildings general finishes are in good repair, however, need to be updated to improve aesthetics.



Existing Building Condition Analysis

Year Built:	2008
Year Renovated/Addition:	N/A
Gross Floor Area:	45,207

Heckart Science & Allied Health

Condition: **Good**

Images

Comments:



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of the east entry to the Heckart Science Center.

Picture 2:
Image of building expansion joint. Note staining on masonry from iron spots in units.

Picture 3:
Image of west building entry. Note the presence of steps that protrude into the sidewalk. While the edges are painted yellow to alert people of change in height, this could be a tripping hazard.

Picture 4:
Image of buildings west façade and combination of materials on the exterior including brick, burnished block and dark anodized aluminum frames.

Existing Building Condition Analysis

Year Built:	2008
Year Renovated/Addition:	N/A
Gross Floor Area:	45,207

Heckart Science & Allied Health

Condition:	Good
Comments:	

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of water staining of ceiling tiles in storage area adjacent to the Meeting space.

Picture 2:
Image of lobby/2 story space and Foundation offices.

Picture 3:
Image of science laboratory. Note exposed structure and problems with acoustics in space.

Picture 4:
Image of science laboratory with addition of sound baffles to address acoustic issues.

Existing Building Condition Analysis	Year Built:	2002
	Year Renovated/Addition:	N/A
	Gross Floor Area:	16,950
	Condition:	Good

General Comments and Owner-Identified Concerns/Issues:

The Daum Museum of Contemporary Art is a newer structure that houses an extensive 2d and 3d art collection for State Fair Community College. The building is in good condition with only minor maintenance issues.

The staff of the Museum have indicated the major shortfall for the building is the lack of art storage. The main storage area is in the basement of the building and shares space with mechanical and electrical equipment. Dedicated storage would be preferred. We were also told that there has been water infiltration in the elevator hoistway in the past. This issue was traced back to drainage issues around the building and has been resolved.

Structural Concerns/Issues:

We did not observe any structural issues of significance during our review.

Mechanical/Electrical Concerns/Issues:

We noted the following areas of concern regarding mechanical and plumbing systems:

- ♦ Facilities group stated that the existing rooftop unit has been problematic. Investigate replacement in the near future.

Building Shell Concerns/Issues:

The primary concern with the exterior is the condition of the exit stair from the basement. The foundation walls surrounding the stair are parged with concrete and this material is starting to spall.

Accessibility Concerns/Issues:

We did not observe any accessibility issues with this building.

Code Compliance/Life Safety Concerns/Issues:

We did not observe any code compliance and life safety issues with this building.

Interior Finish Concerns/Issues:

The only issue we encountered was some minor cracking of the exposed concrete slabs within the building. These cracks do not appear to be structural in nature, but should be caulked and monitored.



Existing Building Condition Analysis

Year Built:	2002
Year Renovated/Addition:	N/A
Gross Floor Area:	16,950

Daum Museum of Contemporary

Condition: **Good**

Images

Comments:



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of main entry to the Daum Museum of Contemporary Art.

Picture 2:
Image of egress stair from the basement level of the building. Note lack of a stoop or walk after last step and grading issues.

Picture 3:
Image of spalling concrete that has been parged onto masonry foundation wall. Note cracking that is developing where concrete is delaminating.

Picture 4:
Image of stairs leading to basement of the building.

Existing Building Condition Analysis

Year Built:	2002
Year Renovated/Addition:	N/A
Gross Floor Area:	16,950

Daum Museum of Contemporary

Condition:	Good
Comments:	

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of first floor gallery area.

Picture 2:
Image of minor cracking of concrete near first floor east façade window.

Picture 3:
Image of cracking in basement level slab adjacent to elevator.

Picture 4:
Image of elevator cab. Note water stain on top of hoistway car.

Existing Building Condition Analysis

Year Built:	1995
Year Renovated/Addition:	N/A
Gross Floor Area:	8,686

Potter-Ewing Agriculture Building Condition: **Good**

General Comments and Owner-Identified Concerns/Issues:

The Potter-Ewing building was constructed in 1995 and is home to the campus' agricultural programs. The building includes a computer lab, teaching classrooms and laboratories and general office space. Along the south side of the building is a 1,900 sf greenhouse.

The College has noted the following concerns/issues:

- ◆ Need to replace the roof membrane
- ◆ Need to update the buildings HVAC equipment
- ◆ Need to update the restrooms

Structural Concerns/Issues:

We did not observe any structural issues of significance during our review.

Mechanical/Electrical Concerns/Issues:

We noted the following areas of concern regarding mechanical and plumbing systems:

- ◆ Lack of building fire suppression system.

We noted the following areas of concern regarding electrical systems:

- ◆ Lack of building fire alarm system.

Building Shell Concerns/Issues:

We only observed minor issues associated with the buildings exterior. We noted minor cracking in the west and south walls of the building and a some evidence of water damage at the ceiling of the main lobby.

Accessibility Concerns/Issues:

We did not observe any accessibility issues during our review.

Code Compliance/Life Safety Concerns/Issues:

We did not observe any code compliance or life safety issues during our review.

Interior Finish Concerns/Issues:

The interior of the building is generally in good condition, however a little dated.



Existing Building Condition Analysis

Year Built:	1995
Year Renovated/Addition:	N/A
Gross Floor Area:	8,686

Potter-Ewing Agriculture Building

Condition: **Good**

Images

Comments:



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of Potter-Ewing Agriculture Building from the northwest.

Picture 2:
Image of main building entry.

Picture 3:
Image of greenhouse along south side of the building. Note that headhouse functions are located inside the main building.

Picture 4:
Image of drainage area at exterior downspouts.

Existing Building Condition Analysis

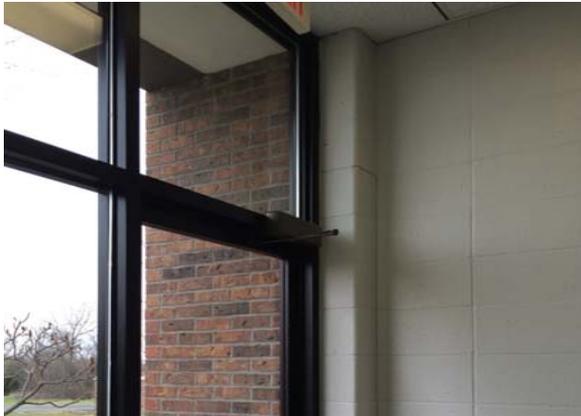
Year Built:	1995
Year Renovated/Addition:	N/A
Gross Floor Area:	8,686

Potter-Ewing Agriculture Building

Condition: Good

Images

Comments:



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of cracking in masonry wall jamb adjacent to west exit door.

Picture 2:
Image of entry lobby and vestibule.

Picture 3:
Image of inside of the building's greenhouse.

Picture 4:
Image of restroom countertops. Note delaminating plastic laminate.

Existing Building Condition Analysis

Year Built:	2013
Year Renovated/Addition:	N/A
Gross Floor Area:	7,550
Condition:	Good

Energy Innovation Center

General Comments and Owner-Identified Concerns/Issues:

The Energy Innovation Center is the newest building for State Fair Community College, and is located northwest of campus. The building is located adjacent to the City landfill and uses methane gas from the landfill to generate electricity.

Building staff indicated that they have had problems with the equipment working at all times, but that isn't a function of building maintenance.

Structural Concerns/Issues:

We did not observe any structural issues of significance during our review.

Mechanical/Electrical Concerns/Issues:

No issues were indicated.

Building Shell Concerns/Issues:

We did not observe any building shell issues during our review.

Accessibility Concerns/Issues:

We did not observe any accessibility issues during our review.

Code Compliance/Life Safety Concerns/Issues:

We did not observe any code or life safety issues during our review.

Interior Finish Concerns/Issues:

We did not observe any interior finish issues during our review.

Existing Building Condition Analysis

Year Built:	2013
Year Renovated/Addition:	N/A
Gross Floor Area:	7,550

Energy Innovation Center

Condition:	Good
Comments:	

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of entry drive for Energy Innovation Center.

Picture 2:
Image of west side of building and fenced secure area.

Picture 3:
Image of dented metal wall panel along north side of the building.

Picture 4:
Image of parking area along east side of building and main building entry.

Existing Building Condition Analysis

Year Built:	2013
Year Renovated/Addition:	N/A
Gross Floor Area:	7,550

Energy Innovation Center

Condition: **Good**

Comments:

Images



Picture 1:



Picture 2:



Picture 3:



Picture 4:

Picture 1:
Image of main classroom in the building. View to control room beyond.

Picture 2:
Image from control room into the main generator area.

Picture 3:
Image of large open bay shop area along the northside of the building.

Picture 4:
Image of conference room in southeast corner of the building.