



CAMPUS & FACILITIES MASTER PLAN

February 2026



We thank you for the opportunity to design the future together.



DR. BRENT BATES

President
State Fair Community College

SETTING THE COURSE FOR STATE FAIR COMMUNITY COLLEGE

In the 1960s, a group of community boosters acted on a dream: to create a junior college that would prepare local students for transfer to universities while training a skilled workforce to grow the local economy and support regional industry. Their vision gave rise to what we now know as State Fair Community College.

From its humble beginnings on a campus affectionately nicknamed “Plywood U,” that dream has grown into a comprehensive community college serving 14 mid-Missouri counties. Today, SFCC is anchored by a beautiful 357-acre Sedalia campus featuring state-of-the-art learning spaces, technical centers, residence halls, athletic facilities, and vibrant campus amenities.

This evolution did not happen by chance. From the earliest days under the inspired leadership of President Fred Davis to the present, State Fair Community College’s journey has been shaped by continuous, purposeful, and visionary planning.

The 2026 Campus and Facilities Master Plan builds on this proud legacy with a bold and exciting path forward. It aligns with our strategic plan, Connecting College and Community, and is firmly grounded in the College’s mission to provide “relevant and responsive learning experiences that empower our students and communities to prosper.”

Adapting for Tomorrow’s Learners

This plan reimagines existing learning spaces to better support student success. It creates dynamic environments for experiential learning and provides welcoming indoor and outdoor spaces where students, faculty, staff, and community members can gather, collaborate, and thrive.

Maximizing Campus Assets

Our communities have made a tremendous investment in our campus. The Master Plan ensures those assets are used to their fullest potential for generations to come. It focuses on modernizing facilities, reinvigorating underutilized spaces, and strategically investing in the maintenance and care of our campus and its buildings.

Serving as a Community Hub

“Community Hub” is a transformational concept in our strategic plan. It envisions a campus that is open, welcoming, and reflective of community needs, and brings that vision to life through outdoor walking paths that connect the campus to the community, an outdoor classroom, and a redesigned academic quad featuring performance space and public art.

Moving Forward Together

Just as those early community boosters once dreamed, this plan carries the SFCC journey forward. It is the result of thousands of voices across the SFCC campus and the community who have shared their hopes for the future of the College.

Putting the Master Plan into action will allow us to meet the ever-changing educational and workforce needs of our students and community partners. Together, we are building a vibrant, growing campus that supports an even stronger future for State Fair Community College and the communities we serve.

Go Roadrunners!

Dr. Brent Bates
President, State Fair Community College

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EXECUTIVE SUMMARY

INTRODUCTION

THE EXECUTIVE SUMMARY

In late 2024, State Fair Community College launched an important initiative to shape its future through the development of a new Campus and Facilities Master Plan, undertaken in parallel with the College's Strategic Plan. Over the following year, State Fair Community College, supported by planners, architects, and engineers led by Hollis + Miller Architects, completed a comprehensive assessment of campus facilities and infrastructure; engaged students, faculty, administrators, partners, and community members; and established a clear, actionable framework for how the Sedalia Campus can evolve over the next decade.

Recognizing the importance of alignment, SFCC intentionally paused the Campus and Facilities Master Plan while the Strategic Plan was finalized. This decision ensured that long-term physical investments would directly support the College's academic priorities, enrollment goals, and community mission. A defining outcome of this process is a shared vision of SFCC not only as a leading regional college, but as a fully integrated educational ecosystem, one that strengthens pathways from early education through career readiness, deepens community partnerships, and responds directly to regional workforce needs.

Today, SFCC is advancing a comprehensive strategy to serve students and the broader region more effectively. This includes strengthening partnerships with K-12 districts to create earlier, clearer, and more accessible pathways into college and careers; reinforcing the campus's role as a community hub through shared spaces, programs, and services; and expanding workforce-focused education through work-based learning, short-term credentials, and essential skills training aligned with employer demand. Together, these priorities define the types of spaces, facilities, and infrastructure the campus must support.

Framework For Thoughtful Growth

A central principle of the Campus and Facilities Master Plan is stewardship, maximizing the value of existing campus assets while preparing thoughtfully for the future.

Rather than focusing exclusively on new construction, the plan prioritizes reinvestment in current buildings, open spaces, and infrastructure. This approach includes modernizing aging facilities, reactivating underutilized space, and creating flexible learning and gathering environments that can adapt as programs and technologies evolve. By building on what already exists, SFCC can pursue cost-effective, sustainable improvements while laying a strong foundation for growth.

The Master Plan translates this vision into a clear, actionable framework. It identifies priorities for renovation and selective new development, organizes the campus into defined planning zones, establishes preliminary capital cost ranges with projected inflation, and provides guidance for phased implementation. This framework supports informed decision-making and responsible investment.

Stewardship Through Reinvestment

As of January 2026, SFCC owns and maintains approximately 693,000 square feet of facilities across 350 acres on the Sedalia Campus. Current enrollment trends indicate the College does not require significant additional square footage to meet near-term instructional needs. Instead, the most immediate opportunity and responsibility is reinvestment: modernizing facilities, improving building performance, and reshaping spaces to meet current expectations for student success, accessibility, and technology-enabled learning.

Looking ahead, targeted new construction and strategic additions may be warranted to support specific priorities. In select cases, new facilities may provide greater long-term value than retrofitting older buildings. Each of these opportunities is outlined in the pages that follow, offering clear avenues for future investment and partnership.

Roadmap For The Next Decade

As SFCC looks to the next decade, the Campus and Facilities Master Plan provides a confident roadmap for purposeful growth. Grounded in the Strategic Plan and shaped by extensive community engagement, the plan prioritizes reinvestment, modernization, and flexibility, ensuring that physical spaces actively support student success, workforce development, and community connection. By aligning facilities with its vision as an educational ecosystem, SFCC is positioning itself to serve students and the region with excellence, accountability, and long-term sustainability. This is intended to create meaningful opportunities for donors and partners to invest in the future of the College and the community it serves.



William C. Hopkins Student Services Center | Photograph by SFCC

MASTER PLAN ENGAGEMENT

The Master Planning process was supported by multiple individuals from State Fair Community College. We appreciate the time and contributions each person listed made to the development and strategies developed as part of the final Master Plan document.

Leadership Group

Dr. Brent Bates – President
Keith Acuff – Vice President, Finance & Administration
Dr. Michael Murders – Vice President, Academic & Student Success

Executive Committee

Dr. Brent Bates
Keith Acuff
Dr. Michael Murders
Patty Wood – SFCC Board of Trustees
Jeff Page – SFCC Board of Trustees
Mary Treuner – Executive Director, Foundation

SFCC Contributors

Misty Burnett – Dean, Technical Education
Allison Brosch - Dean, Health Sciences
Danielle Beumer - Director, Radiologic Technology
Kristen Henning - Theatre Instructor and Program Coordinator
Natalie Hague – Coordinator, Admissions & Outreach
Angel Mefford – Director, Financial Aid
Jennifer Hubbs – Assistant Director, Financial Aid
Dr. Autumn Whitehead – Dean, Student Services
Victoria Stemberger – Navigator
Dondi Ramirez – Navigator
Debby Gerhart – Navigator

SFCC Contributors - continued

Christine Brown – Operations Manager, Facilities
Brandon Mahlovich – Maintenance Tech II
Mark Haverly – Chief Information Officer
Deputy Curtis Hammonds – Campus Resource Officer
Daniel Hamilton – Manager, Infrastructure Services
Garry Holstein – Director, Daum Museum
Marcie Teter – Collections Manager, Daum Museum
Vickie Weaver – Curator of Education, Daum Museum
Darren Pannier – Athletics Director
Jud Kindle – Head Coach, Baseball
Michelle Rupard – Head Coach, Softball
Brad Hagedorn – Head Coach, Track + Field
Amy Schroeder – Director, Student Life
Lisa Fiorino – Coordinator, Campus Housing
Lara Edwards – Coordinator, Disability Resources
Amy Jackson – Executive Director, The Learning Force
Eric Rehmer – Executive Director, CTC
Kim Tagtmeyer – Executive Assistant, CTC
Dr. Kim Miller – Associate Dean
Michelle Franklin – Director, Library
Sophia Stoermer – Coordinator, Library
Polly Grapes – Director, Campus Store
Charlotte Strathman – Assistant Director, Campus Store

Land Visioning Workshop Attendee

Misty Burnett – Dean, Technical Education
Karla Riggs – Business Instructor, Agriculture
Taylor Riley – Instructor, Agriculture
Matthew Karbinas – Program Coordinator, Tech
Tye Jones – Farm Manager



Visioning Workshop 2 - March 11, 2025

STRATEGIC PLAN ALIGNMENT

GOALS OF THE MASTER PLAN

Strategic Plan Alignment

To begin this effort, the Planning Team and the Executive Committee established three guiding principles to shape both the development and the implementation of the Master Plan: Align with the Strategic Plan, Generate Excitement & Momentum, and Celebrate the Journey.

To honor these principles, the planning team paused the master planning process to allow the College's strategic planning work to finish. This ensured that the physical plan directly reflects the institutional vision. The Strategic Plan ultimately identified four core principles for the next stage of State Fair Community College:

- **Community Hub**
- **K-12 Relationships**
- **Work • Learn • Thrive**
- **Comprehensive Support for Student Success**

In response, the Master Plan is structured around three planning goals: Stewardship of What Exists, Renewal & Vitality, and Mindfulness of History. The following sections describe how each of these planning goals directly supports and advances the College's four strategic priorities.

Stewardship of What Exists

Stewardship of What Exists reflects the College's commitment to caring for the physical assets already in place and ensuring they remain strong, functional, and capable of supporting long-term institutional success. This goal emphasizes prioritizing maintenance while allowing for targeted upgrades and thoughtful improvement so that existing facilities can continue to serve the campus community well. By elevating what is already here, the College strengthens its position as a reliable and welcoming presence for students, partners, and the broader region that it serves.

Through this lens, the Master Plan reinforces the College's role as a Community Hub by enhancing and preserving facilities that are already serving community-facing functions. These improvements help SFCC remain an accessible and visible regional anchor, capable of hosting public events as well as workforce partnerships. Similarly, the plan supports K-12 Relationships by refreshing instructional and support spaces so they better accommodate these students and collaborative programming with school district partners.

Stewardship also upholds the Work • Learn • Thrive principle by maintaining and upgrading technical and workforce facilities so they meet current industry standards and reflect evolving needs. Targeted improvements to shop spaces and applied learning environments make it possible for students to access relevant experiences without requiring entirely new construction.

Finally, the plan leans hard to advance Comprehensive Support for Student Success by strengthening existing environments that contribute directly to student well-being. Spaces such as advising offices as well as areas for tutoring and wellness (including informal areas to gather or be alone) supports a more supportive student experience.

Renewal & Vitality

Renewal & Vitality centers on infusing the campus with new energy by transforming spaces into environments that are engaging and aligned with the future of higher education. While stewardship preserves essential assets, renewal ensures the campus continues to evolve in ways that inspire students, faculty, admin, and the community. The focus is not simply on modernizing facilities, but on reimagining them as places that spark curiosity and embody the College's strategic goals.

In advancing SFCC's role as a Community Hub, the Master Plan introduces renovated and newly envisioned spaces that welcome public engagement and strengthen the campus as a vibrant civic resource. These improvements invite the community into the daily life of the College, fostering deeper partnerships and more frequent interaction. Renewal also supports K-12 Relationships by providing modern learning environments that accommodate shared programs and early college experiences. These spaces make the campus more accessible to younger learners and blurring the lines between secondary and postsecondary education.

Aligned with Work • Learn • Thrive, Renewal & Vitality reimagines aging facilities to better support hands-on, interdisciplinary learning and the integration of emerging departmental growth like advancements in the Agriculture

Department to support the 200 acre farm. This same commitment to revitalization enhances Comprehensive Support for Student Success by reshaping student environments to provide guidance to simplify wayfinding while strengthening belonging and a more cohesive campus experience. The result is a campus that feels intuitive, supportive, and energized.

Mindfulness of History

Mindfulness of History reflects an understanding that SFCC's physical campus is more than a collection of buildings. It is a landscape shaped by decades of community investment. This goal ensures that as the College grows and changes, it remains grounded in the values that have long defined its role in the region. New development is not conceived as replacement, but as continuation: honoring what has come before while creating space for what the future demands.

As a Community Hub, this mindful approach reinforces the trust and familiarity the College has built over time. Design decisions intentionally respect SFCC's legacy, strengthening the sense of continuity that community members feel when they visit campus. Similarly, the Master Plan supports K-12 Relationships by acknowledging the College's historic impact on education across its service region. The campus environment becomes a visible expression of this legacy, incorporating cues, stories, and spaces that celebrate longstanding partnerships and signal a commitment to future collaboration.

For Work • Learn • Thrive, Mindfulness of History recognizes the decades of workforce development that have shaped the College's identity. Facilities planning balances innovation with the preservation of signature programs, traditions, and physical elements that anchor SFCC's reputation in the region. This thoughtful continuity assures students, employers, and community members that while the College is evolving, it remains rooted in the values and mission that have guided its work for generations.



STRATEGIC PLAN + CAMPUS FACILITIES MASTER PLAN

Guiding Principles

The 2026 Facilities and Campus Master Plan aims to support the SFCC community, including the broadest range of community, faculty, staff, students, alumni and visitors possible, culminating in an environment that is wholly unique to SFCC and the opportunities that has been fostered. The college, as any other higher education institution, is continuously learning and adapting to a number of factors, thus creating a need to create and maintain appropriate physical spaces and facilities.

This Master Plan is based on a set of Guiding Principles and align with Strategic Goals that provide a foundation for decision-making and help ensure that future investments strengthen both the daily experience of campus life and the long-term vision of the college:

Align with the Strategic Plan:
The plan should reinforce the goals of the strategic plan, supporting students, allowing for community partnerships and build the capacity of the college to respond to meet regional needs by strengthening the education-to-career pipeline, expanding community engagement, and supporting student success across its service area.

Excitement & Momentum:
The desire expressed by the Leadership when starting this process is one of excitement and anticipation when thinking about the next 10 years of campus development and supporting students. The intent of the Master Plan is that this is fostered and that momentum is maintained throughout.

Celebrate the Journey:
As with any plan, the implementation is a journey. The Master Plan is no different and recognition of "the plan" as a journey to be celebrated fosters ownership and agency by those at State Fair Community College whether they are Admin, Faculty, Students, or visiting community members.



Stewardship of What Exists
Reinvest in and adapt the spaces, systems, and buildings that are already there, valuing the energy and character of the campus as a foundation for its future.

Renewal and Vitality
Create opportunities for the campus to feel alive and connected through spaces that invite activity, interaction, and a renewed sense of community.

Mindfulness of History
Honor the stories, materials, and patterns that define the campus, allowing its history to guide thoughtful evolution rather than erasure.

Visioning Workshop 2 - March 11, 2025

SCOPE OF THE MASTER PLAN

PROCESS & METHODOLOGY

The planning team guided State Fair Community College through a structured, collaborative process designed to translate the College's institutional vision into a clear, actionable framework for the next decade. The work balanced analytical rigor with design exploration—bridging existing campus conditions with long-term opportunities shaped by stakeholder input. From the outset, the goal was to develop a Master Plan that is technically sound, fiscally responsible, and deeply reflective of SFCC's culture, mission, and strategic priorities.

The process began by establishing a clear framework and methodology to guide decision-making throughout the effort. During the Game Planning phase, the planning team worked closely with campus leadership and the group that would become the Master Plan Executive Committee to define guiding principles, confirm project goals, and establish the cadence of meetings and overall schedule. This phase also identified key stakeholder groups and outlined tailored engagement strategies, creating a shared roadmap for the work ahead.

The Data Collection phase focused on developing a comprehensive understanding of existing campus conditions. The planning team conducted light facility

assessments to evaluate building condition, envelope performance, and the adaptability of existing spaces. Classroom utilization was analyzed to understand current capacity and inform discussions with faculty and department leaders. This quantitative analysis was paired with qualitative input gathered through interviews, workshops, and surveys with faculty and staff. Together, these efforts provided leadership with a clear picture of the campus's strengths, challenges, and opportunities—forming a solid foundation for exploring future scenarios.

With this information in hand, the process moved into Planning Priorities. Through a series of iterative workshops with the Executive Committee and Leadership Group, the planning team helped SFCC clarify critical needs, long-term aspirations, and spatial priorities. This phase balanced programmatic requirements with the desired campus experience, identifying opportunities to strengthen academic, workforce, and community connections. These discussions resulted in a defined set of priorities and a conceptual framework that guided the development of design options.

During the Design Options phase, the planning team developed multiple alternative strategies for campus development. These options were illustrated through

diagrams and visual studies that explored site organization, phased implementation, and flexible program placement. Stakeholder feedback and surveys were used to evaluate each option, leading to refinement and the identification of a preferred direction while maintaining flexibility for future decisions. Each alternative was assessed for feasibility, cost considerations, and alignment with SFCC's strategic goals to ensure realistic and implementable outcomes.

The final phase, Plan Adoption, focused on supporting leadership review and formalization of the Master Plan. The planning team prepared clear documentation, presentations, and recommendations to assist with decision-making and alignment with long-term capital planning. This phase also included guidance on phasing and prioritization to support implementation alongside ongoing campus initiatives.

Overall, the Master Plan provides strategic guidance for the approximately 350 acres of the Sedalia Campus. Through technical assessment, broad engagement, and iterative design, SFCC has developed a campus framework that is both aspirational and actionable—positioning the College to responsibly steward its resources while strengthening its role as a regional educational and community hub for years to come.



CAMPUS PLAN BOUNDARY



KEY

- | | | | | | |
|--------------------------|---|---|---|--|---|
| 1 ATHLETICS FIELD | 4 RESIDENCE HALLS | 7 BARNs | 10 STAUFFACHER CENTER & DAUM MUSEUM | 13 HECKART SCIENCE & ALLIED HEALTH CENTER | 16 CLINICAL SCIENCES BUILDING |
| 2 ATHLETICS FIELD | 5 ELLEBRACHT AGRICULTURE & MECHANICS | 8 POTTER-EWING AGRICULTURAL BUILDING | 11 YEATER LEARNING CENTER | 14 FIELDING TECHNICAL CENTER | 17 OLEN HOWARD WORKFORCE INNOVATION CENTER |
| 3 ATHLETICS FIELD | 6 PHYSICAL PLANT & MAINTENANCE BUILDING & STORAGE BUILDING | 9 DAVIS MULTIPURPOSE BUILDING | 12 HOPKINS STUDENT SERVICES BUILDING | 15 FORMER AUTOTECH BUILDING | 18 200-ACRE FARM |

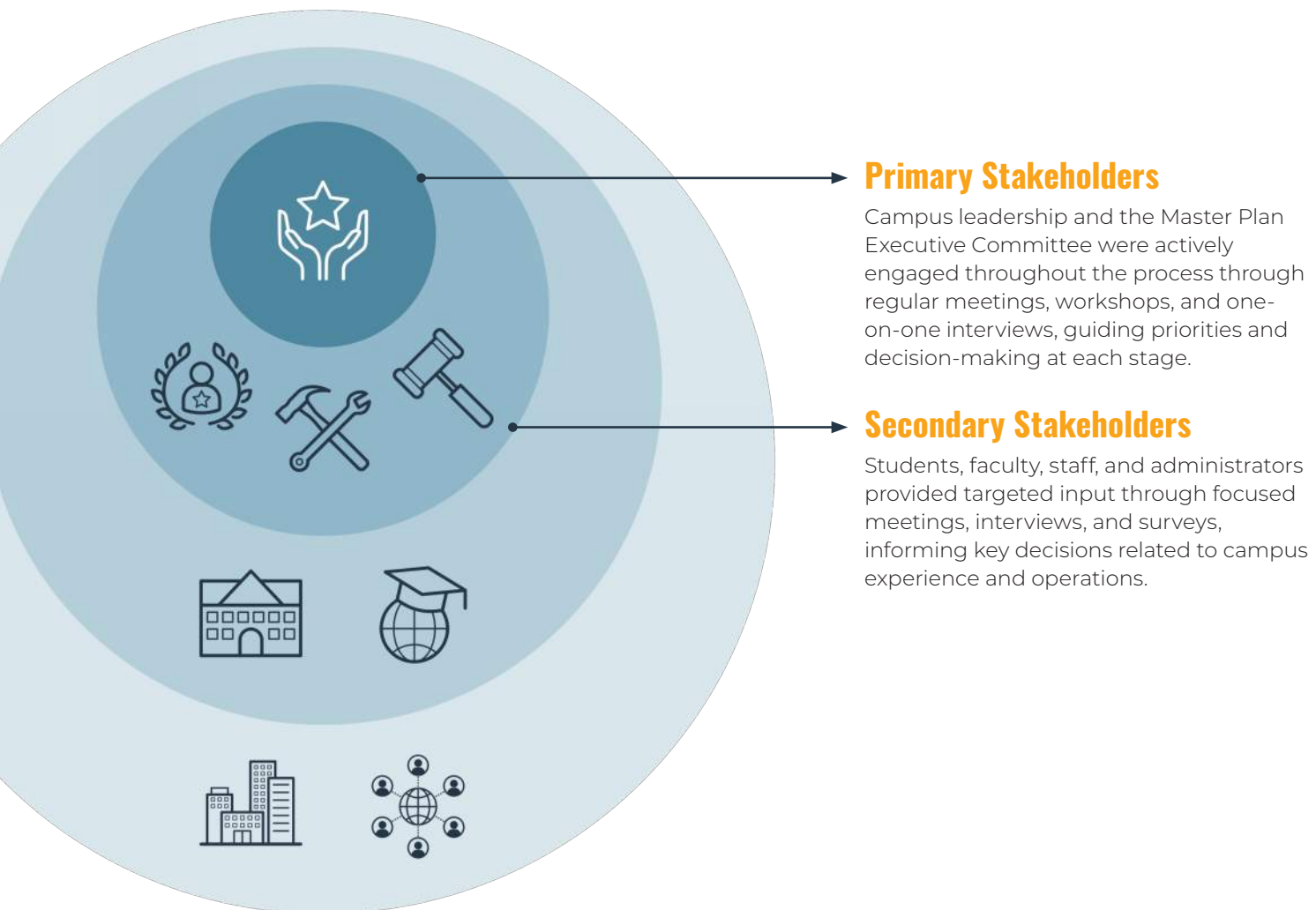
ENGAGING STAKEHOLDERS

MASTER PLAN ENGAGEMENT

The stakeholder engagement process for the Campus and Facilities Master Plan was intentionally designed to gather broad perspectives while building a shared understanding of State Fair Community College's future. Throughout the planning effort, the team created multiple, accessible opportunities for participation—allowing individuals and groups to contribute in ways that reflected their roles, interests, and connection to the campus. Engagement took many forms, including structured meetings, interactive workshops, targeted interviews, and campus-wide surveys, each calibrated to encourage thoughtful input and meaningful dialogue.

This layered approach ensured the planning team heard from campus leadership, faculty, staff, and students, as well as from community partners, neighbors, and regional stakeholders. The process captured insights ranging from day-to-day experiences and operational needs to long-term aspirations for the College's role in the region. By intentionally creating space for these conversations, the engagement process reinforced transparency and grounded the Master Plan in the diverse perspectives that are essential to a comprehensive collegiate environment.

STAKEHOLDER ENGAGEMENT MODEL



Gathering Other Perspectives

As part of the planning process, it was important to gather perspectives and ideal desires from staff, students, and community members about the campus. Faculty, Staff, and Administrators were the only group to respond collectively with their thoughts and recommendations. Below is a summary of the key takeaways from the 32 respondents. Though these ideas are not recommendations, they help to uncover current positives that can be leveraged, as well as opportunities for growth.

Favorite place to connect with peers or students outside of class.

"The library is a good place to connect casually with others because it is more relaxed than a classroom and is a hub where people gather. Also having a variety of furniture makes it a very comfortable environment to be in."



Enclosed booth seating



Open seating niches



Comfortable chairs in the corridor

Favorite place or building to individually focus or mentally reset.

"The pavilion by the pond is my favorite place. The pond is beautiful, and outside seating options are limited so the pavilion is a good place to go when needing a space to mentally reset. Being surrounded by the trees also help give it a relaxing atmosphere."



Minimal seating outside



Lounge like area in the



Acoustically quiet in the

Ideal outdoor spaces on campus.

"We have a lot of green space that is not utilized. Having casual deck chairs that are movable would be great for the students to relax in and even take a short nap in. Everyone could use more Vitamin D in their life :) Benches would be great as well for students to sit on and have casual conversations. This way they wouldn't be interrupting classes if they were hanging out in the hallways instead."



Lounging near a fire pit



Hanging out on the green



Studying on the plaza

"Benches along the pathways allow anyone to take a quick break, or spend outside time without walking around. A study space outside shows the community our students studying hard and building relationships with each other."



Benches along the pathways

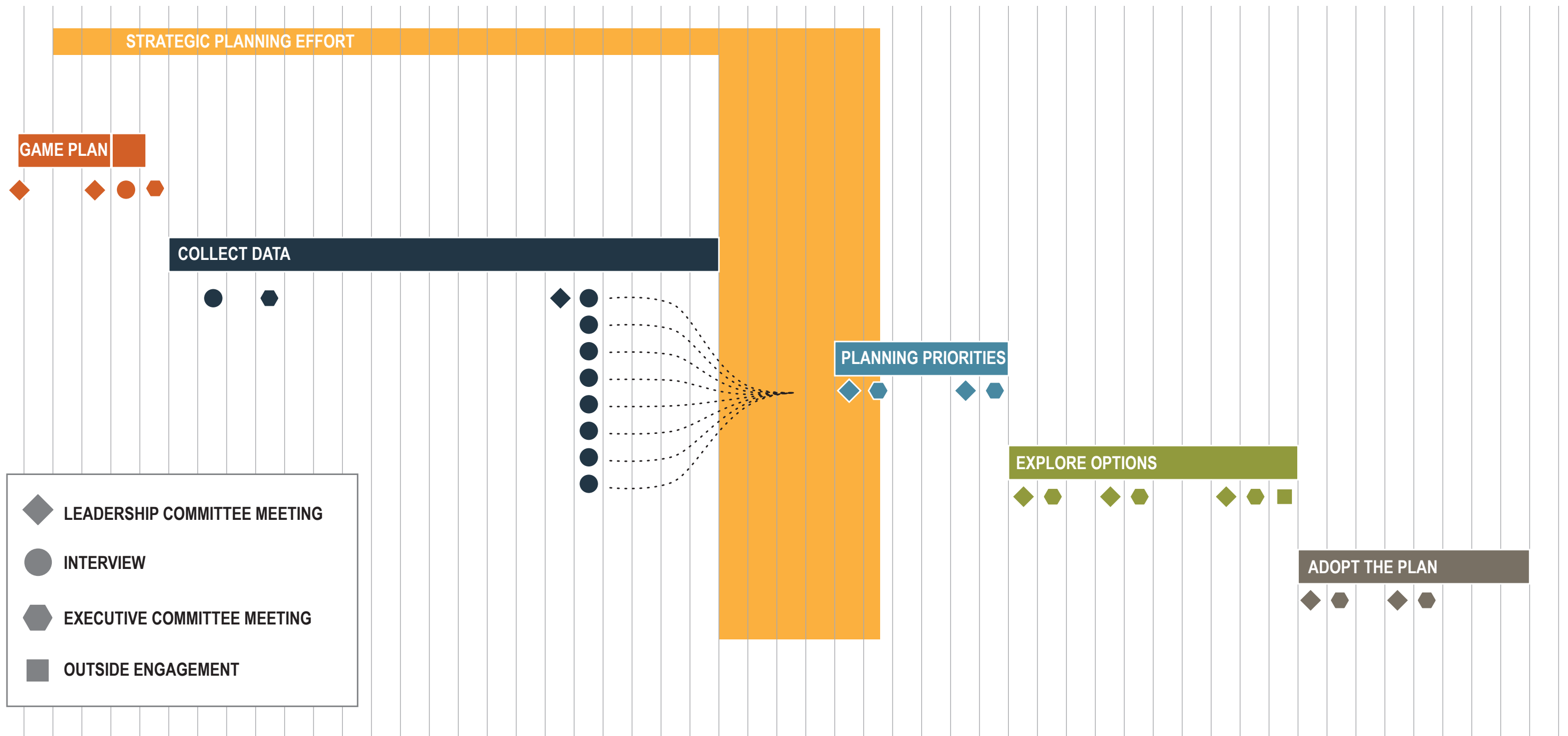


Outside dining at picnic tables



Space for pick up games

PROCESS SCHEDULE



CAMPUS CONTEXT

PLANNING CONTEXT



Geographic & Site Conditions

State Fair Community College's Sedalia Campus is located in central west Missouri in the city of Sedalia, near the intersection of U.S. Highways 50 and 65. This location provides strong regional access and connects the college to communities throughout west-central Missouri and key population centers across the state. The main campus at 3201 W. 16th Street features a broad east-west frontage that establishes a visible presence along this corridor, with additional access from Clarendon Road along the campus's north-south edge.

Organized in a traditional collegiate pattern, the campus is anchored by a central quad surrounded by academic, administrative, and student support buildings, fostering walkability and a cohesive campus environment at its core. SFCC opened in Fall 1968 with fewer than 450 students, holding classes in a single modular building—a result of strong local advocacy for accessible higher education. Today, the campus encompasses approximately 350 acres, including a recently acquired 200-acre farm west of campus that supports hands-on, experiential learning.

The Missouri State Fairgrounds lie directly east of campus. While largely inactive outside of major events, the fairgrounds become highly activated during the annual Missouri State Fair and other gatherings, increasing campus visibility and strengthening community connections.

Campus Characteristics

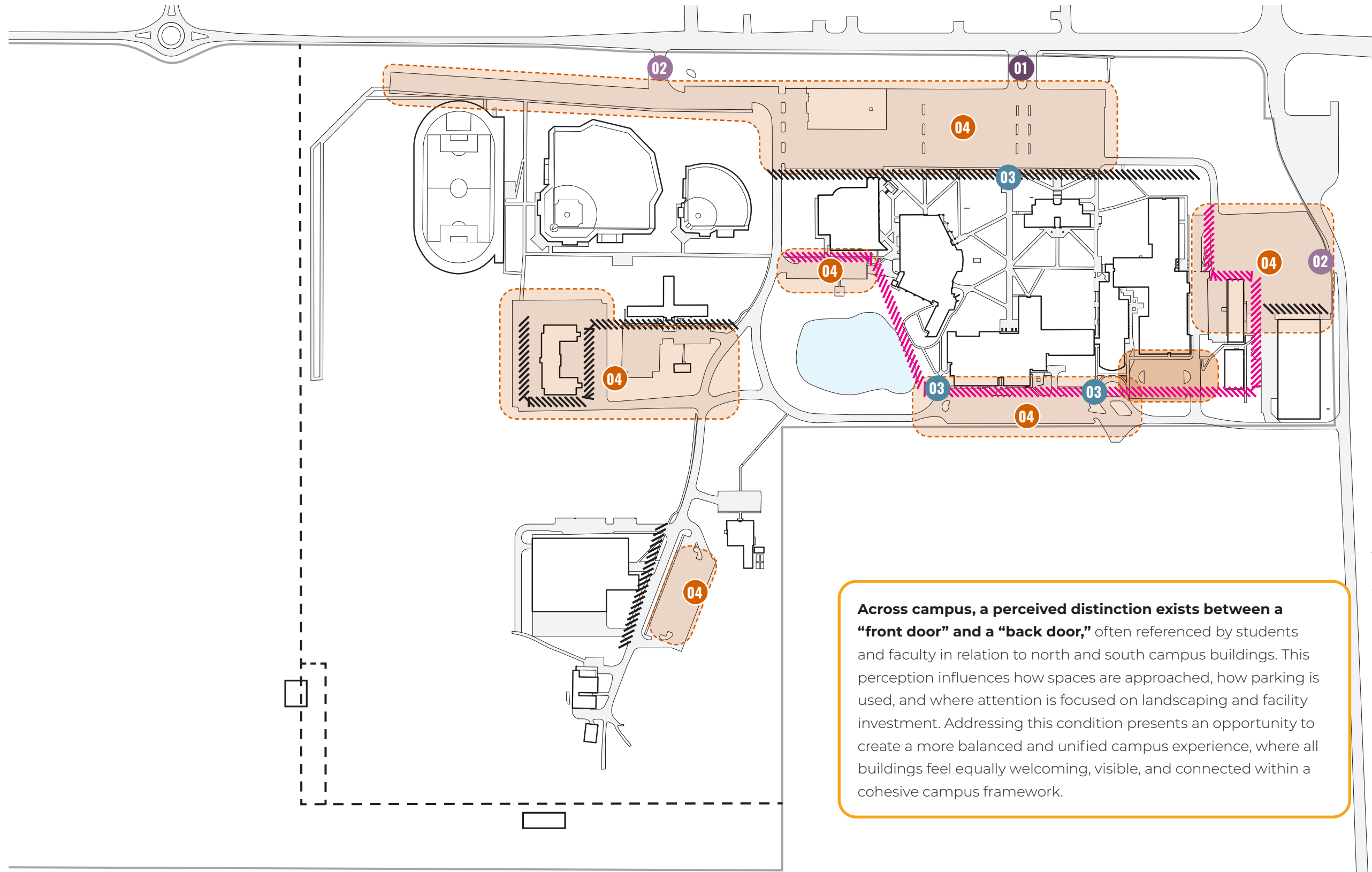
The Sedalia Campus is defined by a strong landscape presence that reflects the rural character of SFCC's service area while maintaining the identity of a traditional college campus. A mature tree canopy and expansive green spaces create a calm, welcoming environment. Because a significant portion of the student population commutes, parking areas ring much of the campus and provide convenient vehicular access. Once parked, the campus is generally pedestrian-friendly, supported by walkways and open spaces that encourage movement on foot.

Despite multiple access points, the campus functions with a distinct "front door" and "back door," creating areas that feel less connected and less accessible by foot (see the Campus Access diagram on page 19). Over time, the campus has also evolved into five distinct zones separated by physical and perceptual gaps. These conditions can make destinations feel farther apart than they are, reinforcing reliance on vehicles for short trips.

The recent westward expansion to include the 200-acre farm has further extended the campus footprint. While this growth presents significant academic and experiential opportunities, it also underscores the need to thoughtfully address connectivity, circulation, and the evolving definition of the campus core to support a more cohesive and walkable campus experience.

After additional analysis of the existing building characteristics and uses, identified campus nodes when diagrammed suggest a centralized campus hub. By shifting the campus center, travel distances become shorter, encouraging walking as a viable and desirable way to move across campus.

FRONT DOOR & BACK DOOR ACCESS



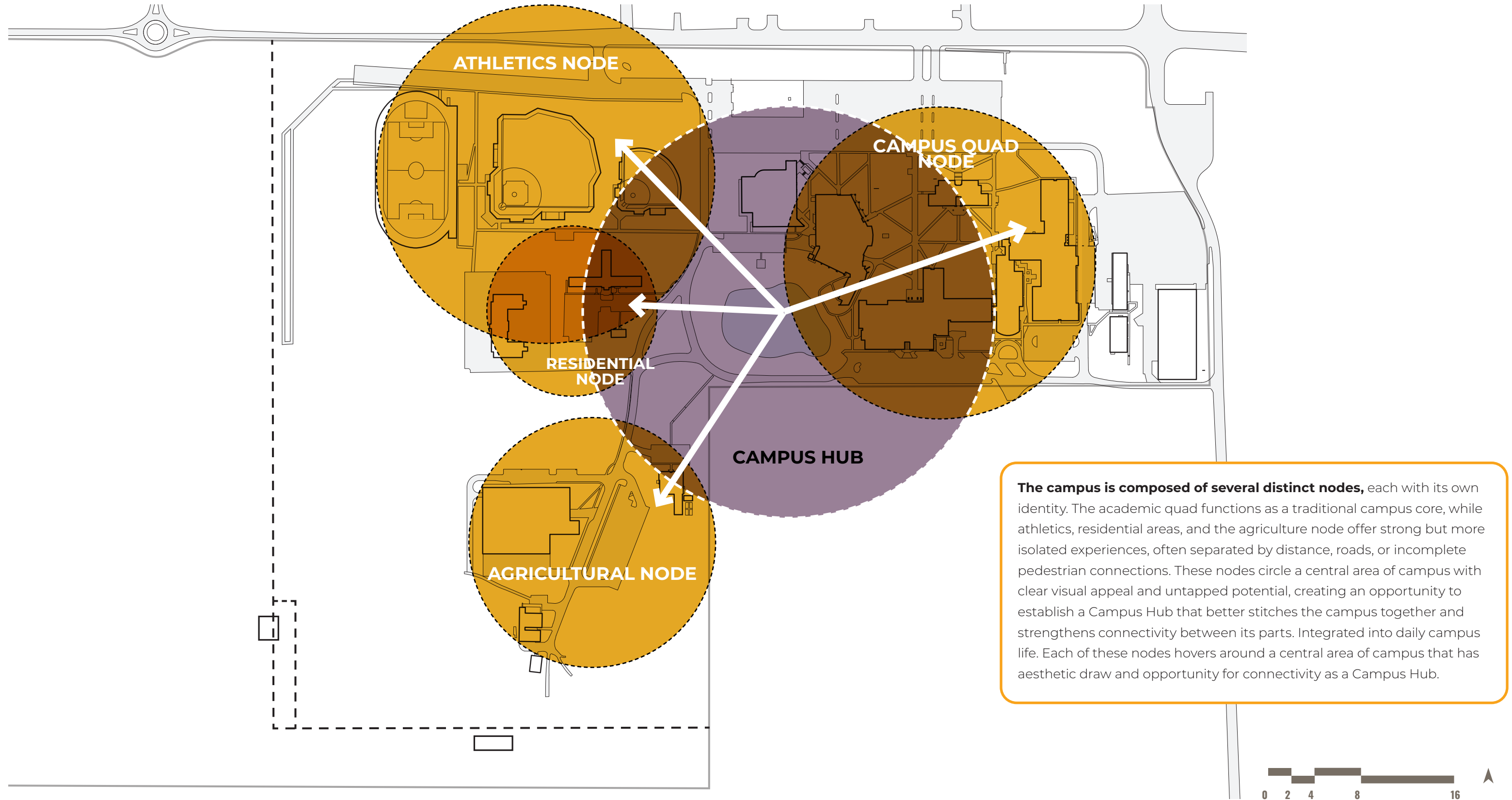
KEY

- 01** MAIN ACCESS FROM ROAD
Vehicle Access
- 02** SECONDARY ACCESS FROM ROAD
Vehicle Access
- 03** ENTRY TO CAMPUS
Pedestrian
- 04** PARKING LOT
Student Parking
- CAMPUS FRONT DOOR
- CAMPUS BACK DOOR

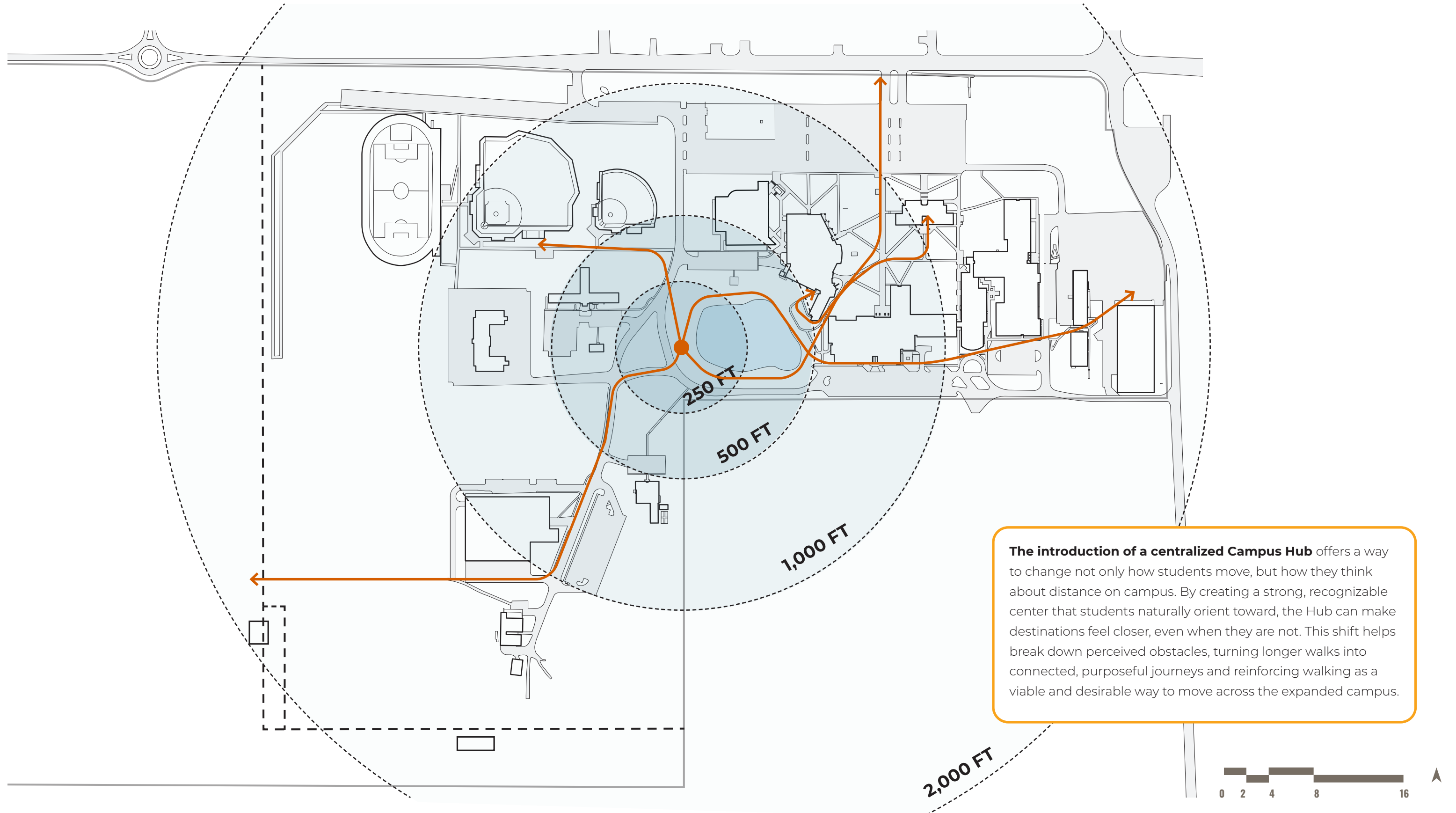
Across campus, a perceived distinction exists between a “front door” and a “back door,” often referenced by students and faculty in relation to north and south campus buildings. This perception influences how spaces are approached, how parking is used, and where attention is focused on landscaping and facility investment. Addressing this condition presents an opportunity to create a more balanced and unified campus experience, where all buildings feel equally welcoming, visible, and connected within a cohesive campus framework.



NODES & THE CAMPUS HUB



THE CAMPUS HUB & CONNECTIVITY



The introduction of a centralized Campus Hub offers a way to change not only how students move, but how they think about distance on campus. By creating a strong, recognizable center that students naturally orient toward, the Hub can make destinations feel closer, even when they are not. This shift helps break down perceived obstacles, turning longer walks into connected, purposeful journeys and reinforcing walking as a viable and desirable way to move across the expanded campus.

DATA COLLECTION FINDINGS

SUMMARY

As a college deeply proud of its place in Sedalia and its role in serving a broad rural region, State Fair Community College carries a strong sense of purpose in how it supports learning, workforce development, and community connection. To understand how well the physical campus can continue to support that mission into the future, a comprehensive assessment was completed, combining campus walks and light facilities reviews, an analysis of classroom utilization, surveys of students and community members, and dozens of in-depth interviews with faculty, staff, and administrators. **Together, these efforts create a clear and balanced picture of SFCC today: a campus with meaningful strengths, needs, and opportunities.**



Buildings on Campus

SFCC's facilities represent decades of service to students, the region, and the institution's academic mission. Across the twelve facilities reviewed, which were constructed between 1969 and 2026, the assessment highlights systems and components simply reaching the end of their functional life. Mechanical systems, roofing, and exterior enclosures show predictable signs of aging, creating a clear and manageable

roadmap for improvements. These findings do not signal crisis conditions but instead provide a structured understanding of where targeted investment will deliver the greatest gains in reliability, efficiency, and long-term stewardship.

The review of mechanical systems illustrates one of the most promising opportunities for the campus. Many HVAC units, controls, and air distribution systems have served well beyond their expected lifespan. This presents the chance to replace outdated equipment with modern, efficient systems that improve comfort, reduce operational costs, and support healthier indoor environments. Replacing older components as part of a coordinated strategy allows the college to create greater consistency from building to building, which in turn simplifies maintenance and enhances performance. The same is true for roofs across several facilities, where repairs or replacement can strengthen weather protection and support future enhancements such as solar opportunities or improved insulation.

Interior conditions also reveal a valuable opportunity for renewal. Buildings like Fielding, Stauffacher, Potter Ewing, Heckart, and Yeater contain finishes, lighting, or spatial configurations that no longer reflect contemporary standards for learning environments. While these conditions show their age, they also create a pathway for strategic interior refreshes that can dramatically elevate the quality of classrooms, labs, offices, and student-facing spaces. In many cases, these buildings have strong structural bones and adaptable layouts that can support modernization without requiring full reconstruction. Thoughtful upgrades to lighting, acoustics, technology, and furniture can unlock significant improvements in how spaces feel and function.

At the campus scale, the assessment points to opportunities for SFCC to strengthen cohesion and long-term resilience. Standardizing systems, finishes, and maintenance approaches would ease the burden on physical plant staff and build a sense of continuity across the student experience. Buildings with persistent issues, such as settlement or moisture intrusion, present clear decision points for reinvestment or repurposing as campus needs evolve. Program relocations, including Auto Tech's move to Ellebracht, open the door for adaptive reuse strategies giving older buildings new life in ways supporting the Strategic Plan. Rather than a list of issues, the building analysis offers a positive and structured roadmap aligning capital improvements with the college's future trajectory.



The People

Across academic departments, student services, and campus life, the interviews reveal a deeply invested State Fair Community College, thoughtful about how the physical environment supports that future. Faculty, staff, and administrators consistently expressed pride in the institution and its role in serving Sedalia and the surrounding rural region. At the same time, they articulated a readiness

for spaces that better reflect how teaching, learning, advising, and collaboration happen today. Rather than focusing on deficiencies, participants often framed their comments around what could be unlocked through improved environments, including stronger connections between students and faculty, clearer campus identity, and spaces that encourage people to remain on campus longer and engage more fully with one another.

Particular emphasis was placed on the need for welcoming, comfortable places supporting both academic and personal needs throughout the day. In a largely commuter campus context, the absence of informal gathering areas, study nooks, and spaces to pause between classes has a direct impact on students' sense of belonging and connection to campus life. Interviewees described students using hallways, classrooms, or makeshift areas simply because there are few intentional places designed for informal use. Requests for seating opportunities, access to food, charging stations, sensory or quiet spaces, and clearer wayfinding reflect a desire for more supportive environments rather than transactional. These insights highlight an opportunity to create spaces supporting classes happening on campus at any given moment, and also acknowledge the full range of student experiences, including connection and the realities of balancing various responsibilities.

Faculty and staff echoed these themes through the lens of their daily work. Instructional staff spoke about growing programs, increasingly hands-on curricula, and the need for labs and classrooms that can accommodate modern equipment, collaborative learning, and emerging technologies. Student services staff emphasized the importance of privacy, visibility, and flexibility in advising and support spaces, particularly for walk-in interactions and sensitive conversations. Operational teams highlighted opportunities to improve reliability, safety, and efficiency through updated lighting, access control, storage, and building systems.

Taken together, these perspectives point to a shared understanding that facility improvements are not just about infrastructure, but about enabling people to do their best work. The interviews reveal a campus community that sees renewal as a way to strengthen relationships, reinforce SFCC's identity, and create an environment where students, faculty, and staff feel supported, connected, and proud to be part of State Fair Community College.



Effects on Classrooms

The classroom utilization analysis offers a high-level view into how academic spaces are currently supporting teaching and learning across State Fair Community College's campus. The data highlights variation in how different room types perform and how students and instructors naturally gravitate toward spaces that feel functional, comfortable, and well-equipped. Rooms that offer reliable technology, flexible layouts, and

supportive environmental conditions tend to operate near capacity, while others with outdated configurations or limited adaptability see far less use. This pattern underscores an important opportunity for SFCC to better align the physical characteristics of classrooms with the ways instruction is delivered today.

As part of this effort, the college requested a light classroom utilization analysis, informed by available scheduling data and on-the-ground observations, and limited to a instructional spaces across campus where this information was available. The intent was not to conduct a comprehensive utilization study, but rather to gain a high-level understanding of how select classrooms are being used today. The information that follows summarizes average utilization by building and highlights notable patterns and outliers, offering directional insights that help frame opportunities for future space planning and reinvestment.

Across buildings such as Fielding, Heckart, Stauffacher, and Yeater, utilization trends reveal where space can be thoughtfully reshaped to support evolving pedagogies. Underutilized classrooms often reflect layouts designed for past teaching models, limited access to power or technology, or environmental conditions that discourage extended use. These spaces present an opening to be reimaged as active learning classrooms, specialized labs, shared instructional resources, or informal study and collaboration zones that serve students beyond scheduled class time. In parallel, high-performing rooms provide valuable insight into what is working well and can serve as models for future upgrades across campus.

Taken together, the utilization findings reinforce a broader planning opportunity that complements both the facilities assessment and the human-centered insights from interviews. By strategically reinvesting in classrooms that show strong demand, modernizing or consolidating lower-performing spaces, and ensuring flexibility for program growth, SFCC can make more intentional use of its existing footprint. This approach supports stewardship, adaptability, and student success, all of which are central to the Strategic Plan. When viewed through this lens, classroom utilization becomes not just a measure of efficiency, but a tool for shaping an academic environment that is responsive, resilient, and aligned with the college's long-term educational mission.

KEY



HIGH URGENCY

Buildings in this category present immediate risks related to life safety, asset protection, or daily operations. Common issues include moisture intrusion, failing HVAC systems, compromised egress, or threats to high-value assets. These facilities require near-term stabilization and should be prioritized in the earliest capital phases to reduce risk and prevent further deterioration.



MEDIUM-HIGH URGENCY

These buildings have significant system deficiencies or code-related concerns that materially affect performance, safety, or user experience but may not pose an immediate threat if addressed in the short term. Conditions often include aging mechanical systems, inconsistent environmental control, or deferred interior and life-safety upgrades. Strategic reinvestment is needed soon to avoid escalation into high-risk conditions.



MEDIUM URGENCY

Facilities in this tier are generally functional but operationally inefficient or poorly aligned with current needs. Issues relate to space adequacy, outdated layouts, insufficient storage, or aging systems that still operate but limit effectiveness. Improvements can be planned methodically and coordinated with broader campus initiatives. Note: Residence Halls building was not reviewed as requested but is likely a Medium Urgency Rating.



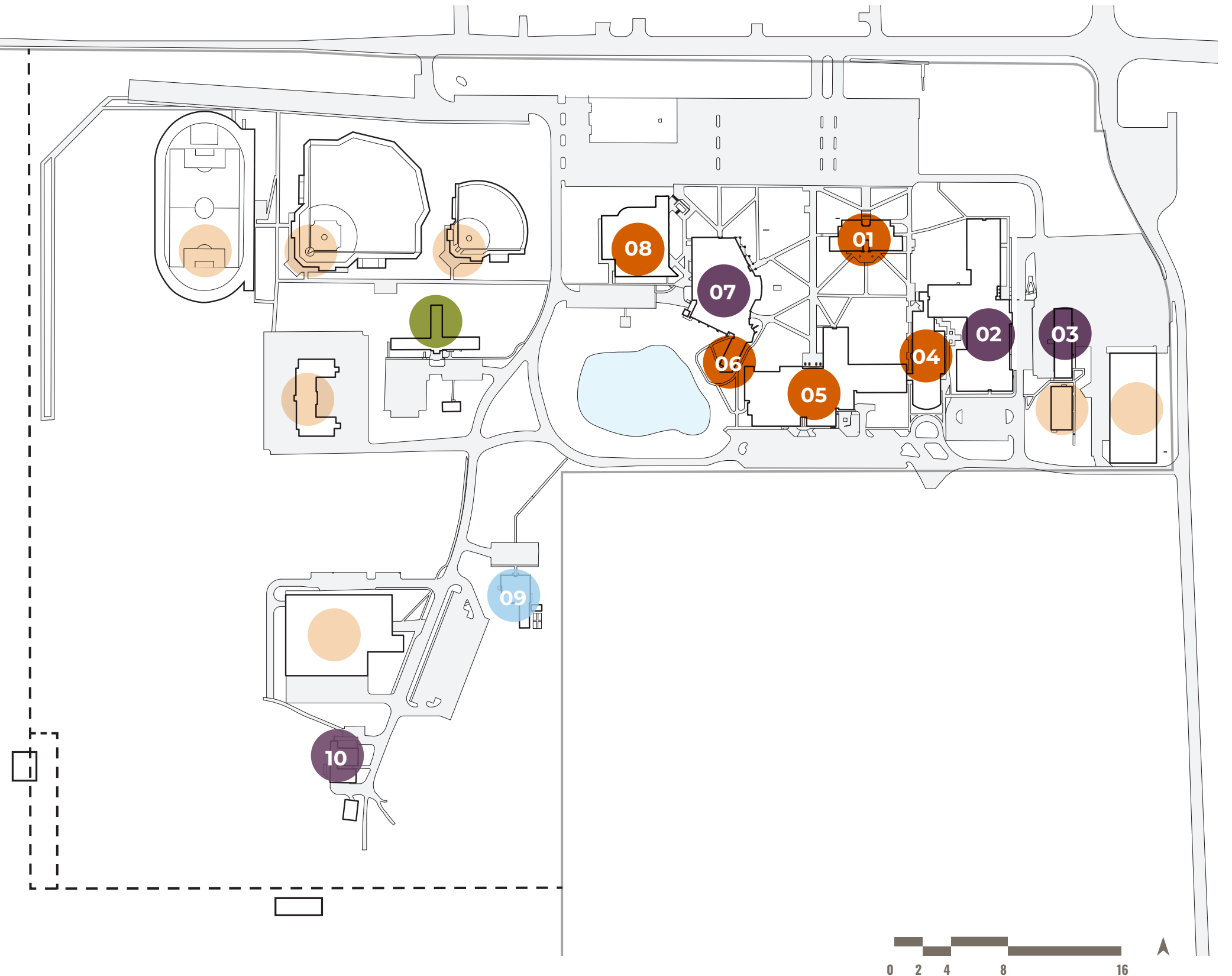
LOW URGENCY

Buildings with low urgency show manageable wear or end-of-life conditions that do not warrant reinvestment due to planned program relocation or replacement. In some cases, limited maintenance may be appropriate, but long-term strategies such as demolition, consolidation, or future redevelopment are more effective than significant capital investment.



NO URGENCY

Buildings with no urgency are either under construction or have been recently completed and did not receive a review under the light building assessment associated with this Master Plan.



FRAMEWORK FOR SUCCESS

PLANNING PRIORITIES

Turning Insight to Action

Informed by the current condition of facilities, the lived experiences of the campus community, and patterns of space use, the Framework for Success reflects a collaborative effort to identify priorities that are practical, responsive, and forward-looking. The planning process revealed how related themes are. Investments in modern learning environments are inseparable from addressing deferred maintenance, just as efforts to improve accessibility, comfort, and inclusion are tied to how buildings connect, circulate, and function. This understanding shifts the conversation away from naming needs toward sequencing efforts reinforce interconnected progress.

Throughout this process, a consistent focus on students helped ground decision-making in daily reality. Conversations around reinvestment in classrooms and labs highlighted the need for adaptable, technology-rich spaces that support hands-on learning while making better use of underutilized areas already on campus. At the same time, feedback around comfort, safety, and belonging reinforced the importance of accessible and inclusive environments, from classrooms and advising spaces to informal areas where students gather or spend time between classes.

Circulation and connectivity also emerged as critical components of the overall campus experience, with attention given to how pathways, lighting, and amenities shape movement across campus and influence reliance on vehicles or beset to operating hours that do not match the needs of the student. These discussions made clear that improving the student experience is not about a single project, but about aligning learning spaces, support spaces, and the spaces in between.

Practical considerations remained central as priorities took shape. Proactive deferred maintenance emerged as a sustained focus, recognizing that reliable infrastructure is foundational to any academic or student-centered improvement and particularly important as the College looks ahead to near-term funding opportunities. At a broader scale, conversations about campus expansion and connection emphasized the need to think holistically, approaching growth through a 360-degree campus mindset that strengthens continuity rather than fragmenting it. Ideas such as connecting the whole campus and establishing a welcoming front door were understood not as standalone projects, but as strategies that reinforce identity, improve navigation, and create a clearer sense of arrival for students, staff, and visitors alike. Together, these observations form the foundation for a framework that translates understanding into direction.

The Framework for Success provides a flexible structure for decision-making aligning planning and investment with the College's mission and long-term goals, while remaining adaptable to future conditions and opportunities.

Ultimately, this work coalesces into a clear and shared path forward that State Fair Community College is comfortable rallying around. The direction that emerges is grounded in lived experience, shaped by realistic priorities, and centered on supporting students as the heart of the institution, offering a credible and collective vision for how SFCC can grow, adapt, and thrive in the years ahead.



General Themes

The development of priorities reflects a recognition that many planning themes are deeply interconnected, making it less about narrowing focus and more about sequencing efforts outlined in earlier steps. Proactive attention to deferred maintenance emerged as a sustained priority. Underpinning all discussions was a “Student First” perspective, an approach that links directly to the Strategic Plan and the mission to serve the full campus community.

As priorities evolve, attention has turned toward how the physical campus experience supports that mission. Circulation remains a critical factor, with student travel patterns highlighting both reliance on vehicles and the need for safer, more connected pedestrian routes. The campus landscape also presents opportunities for broader student engagement, such as expanding access to the working farm along the east edge. At a larger scale, the idea of a shifting campus center continues to shape long-term visioning, with emphasis on how a Welcome Center or Student Center could embody both hospitality for visitors and vibrancy for daily users. These conversations point toward hybrid solutions that balance tradition and innovation while reinforcing the State Fair Community College’s identity and accessibility.

The emerging priorities coalesce around creating a student-centered campus that is both modern in its learning environments and resilient in its infrastructure.

Active learning spaces were consistently identified as a catalyst for advancing the college’s mission, closely tied to the parallel priority of proactive deferred maintenance. Together, these ensure the physical foundation of the campus can support new forms of teaching and engagement. Accessibility and inclusivity also weave through this vision, with comfort and belonging recognized as essential qualities of any environment, whether academic, social, or residential.

Guiding Mindset

Broader concepts such as the 360-degree campus and future expansion are understood less as immediate projects and more as guiding mindsets that shape decisions so growth strengthens the campus fabric rather than diluting it. Similarly, ideas like the welcoming front door and connecting the whole campus function as strategies to support larger goals rather than standalone ends.

These concepts will not be implemented all at once, but rather will serve as a framework for decision-making, ensuring that individual projects contribute to a coherent whole. As planning continues in the coming years, these guiding mindsets will remain present, influencing both near-term improvements and long-term visioning at State Fair Community College.

PLANNING PRIORITIES

Taken together, these priorities point to a campus vision that is at once innovative and enduring, designed to support student success while strengthening identity and connection across the whole institution.

MODERN & ACTIVE LEARNING ENVIRONMENTS

Invest in adaptable, technology-rich spaces that foster collaboration, innovation, and hands-on learning.

PROACTIVE DEFERRED MAINTENANCE

Address building and infrastructure needs in a forward-looking way that sustains campus functionality and supports new growth.

ACCESSIBLE, INCLUSIVE, & COMFORTABLE SPACES

Create environments that ensure all students feel welcomed, supported, and able to participate fully in campus life.

MAKING UNDERUTILIZED SPACES WORK HARDER

Reimagine existing areas to maximize their impact, transforming them into hubs for learning, wellness, and student engagement.

OVERALL CAMPUS EXPERIENCE

Enhance the sense of place through improved circulation, safety, and amenities that shape how students, staff, and visitors experience the campus.

360-DEGREE CAMPUS

Approach development with a holistic mindset that integrates all edges of campus into a unified and accessible whole.

CAMPUS EXPANSION & CONNECTION

Plan growth strategically so new facilities and landscapes strengthen continuity and reinforce the college’s identity.

CONNECTING THE WHOLE CAMPUS

Improve pathways and linkages that knit together academic, residential, and social zones into a seamless student experience.

WELCOMING FRONT DOOR

Establish a clear, inviting point of arrival that reflects the college’s mission and creates a strong first impression for visitors.

CAMPUS OPPORTUNITIES

FRAMEWORK FOR SUCCESS



PRESENCE & IDENTITY

Setting the tone at the street



INTENTIONAL CAMPUS

Bringing it into campus

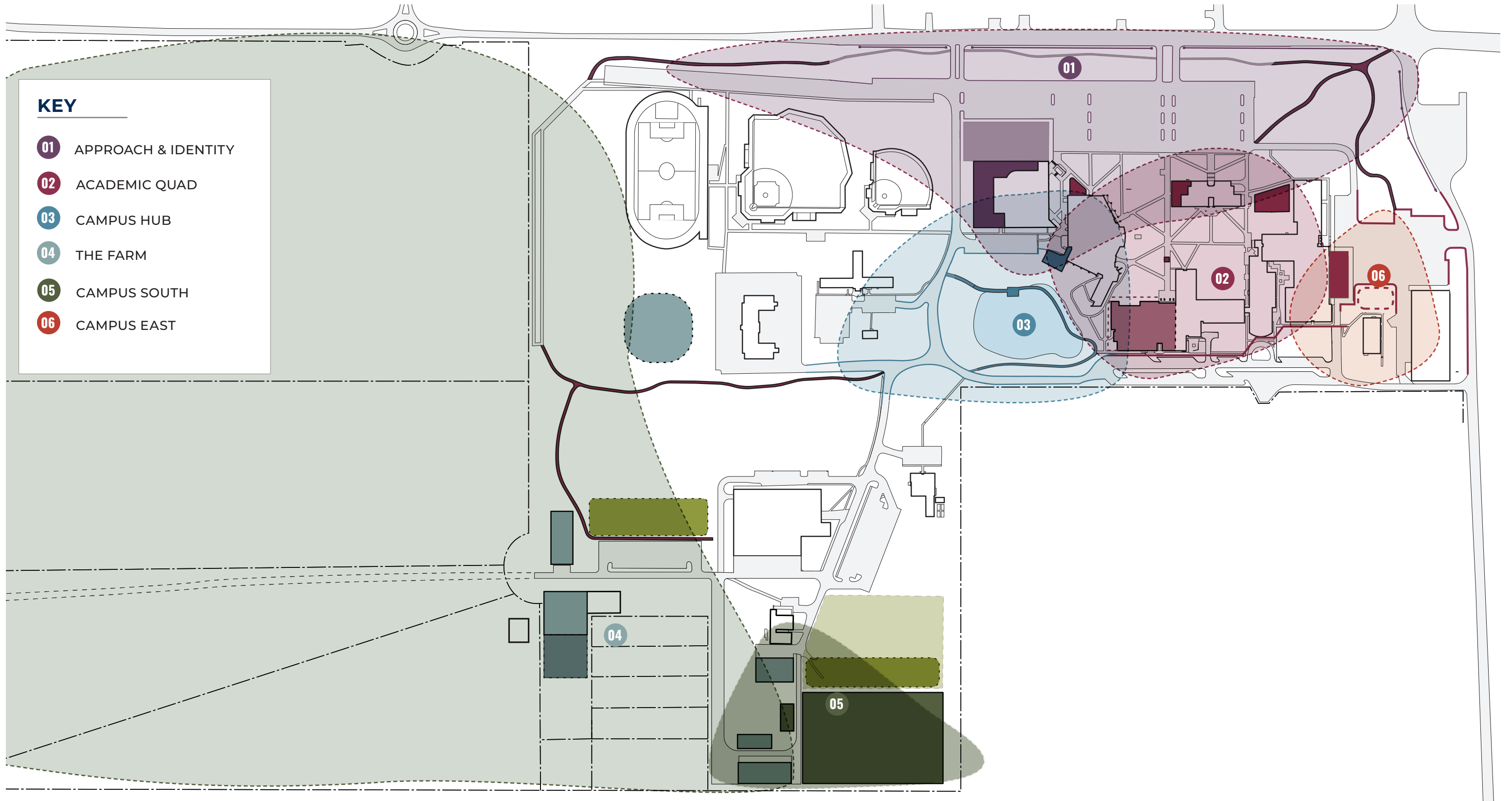


THOUGHTFUL PLACEMAKING

Using what you have to pull it together

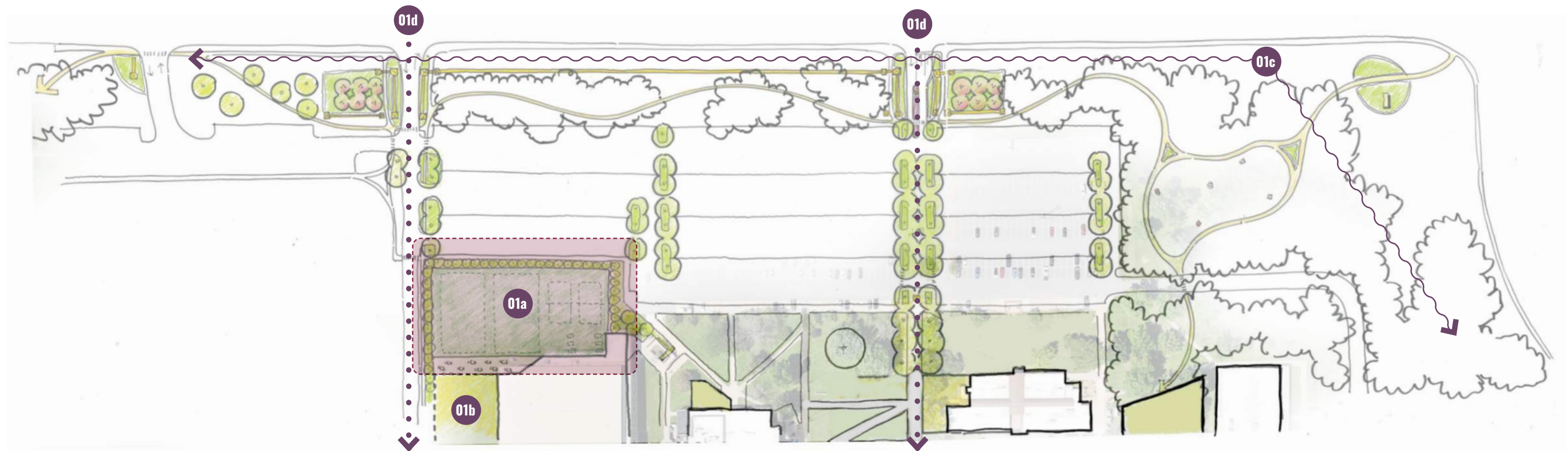
KEY

- 01 APPROACH & IDENTITY
- 02 ACADEMIC QUAD
- 03 CAMPUS HUB
- 04 THE FARM
- 05 CAMPUS SOUTH
- 06 CAMPUS EAST



APPROACH & IDENTITY

FRAMEWORK FOR SUCCESS



Summary of Catalytic Projects

The approach to campus is both the primary point of arrival and a critical opportunity to express the identity of State Fair Community College. By clarifying entrances, strengthening the campus edge, and bringing visible student activity closer to the perimeter, this area can become a welcoming threshold that guides people into campus while extending an open invitation to the community. Coordinated improvements to recreation spaces, street frontage, and circulation allow this portion of campus to function as a unified framework to align arrival with the pedestrian experience.

01a Intramural Sports Yard – Exterior Upgrades

The proposed recreation field builds on existing assets by shifting parking and utilizing the former Lamb Family House land to bring recreation closer to the Multipurpose Center and campus edge. This move places intramural and recreational activity within the arrival sequence, signaling energy and student life along 16th St. and north-south connection road.

A mix of pickle ball and tennis courts, outdoor exercise areas, picnic spaces, and informal viewing zones would create an active and visible campus edge. Landscaped open space would extend internal pathways outward, establishing the recreation field as both a student destination and a clear expression of campus identity without the need for new buildings.

01b Multipurpose Center Addition

The planned Multipurpose Center westward expansion builds on a successful and heavily used facility by adding needed athletic training space within the existing footprint. This expansion reinforces the MPC as a hub for student wellness and activity while aligning naturally with adjacent recreation fields.

Together, the MPC expansion and outdoor recreation areas create a unified athletic zone that bridges to the west athletics fields and activates the western edge of campus throughout the day and across seasons. This concentration of use supports student wellness and strengthens campus identity outward.

01c Street Frontage Landscaping & Walking Trails

Strengthening the street frontage presents an opportunity to create a more intentional and welcoming interface between campus and community. New pedestrian paths and trails would improve access from surrounding neighborhoods, helping integrate the campus into the community fabric.

Monument signage at primary entries, along with walls and landscape elements, would extend the architectural character of the campus to the street edge. Together, these improvements establish a cohesive and legible frontage that communicates pride, clarity, and accessibility.

01d Street Frontage Hardscape & Parking Entry

Realigning vehicular entrances creates a clearer relationship between arriving by car and moving through campus on foot. By rethinking entrance locations and sequencing, the transition from roadway to pedestrian space becomes safer, more intuitive, and better aligned with campus pathways.

Clear sightlines, improved crossings, and stronger pedestrian connections help create a unified arrival experience regardless of mode of travel. In combination with other improvements in this area, re-aligned entrances support a welcoming and intentional first impression that reflects the character of State Fair Community College.

KEY

01 APPROACH & IDENTITY

- a. Intramural Sports Yard– Exterior Upgrades
- b. Multipurpose Center Addition
- c. Street frontage Landscaping & Walking Trails
- d. Street Frontage Hardscape & Parking Entry

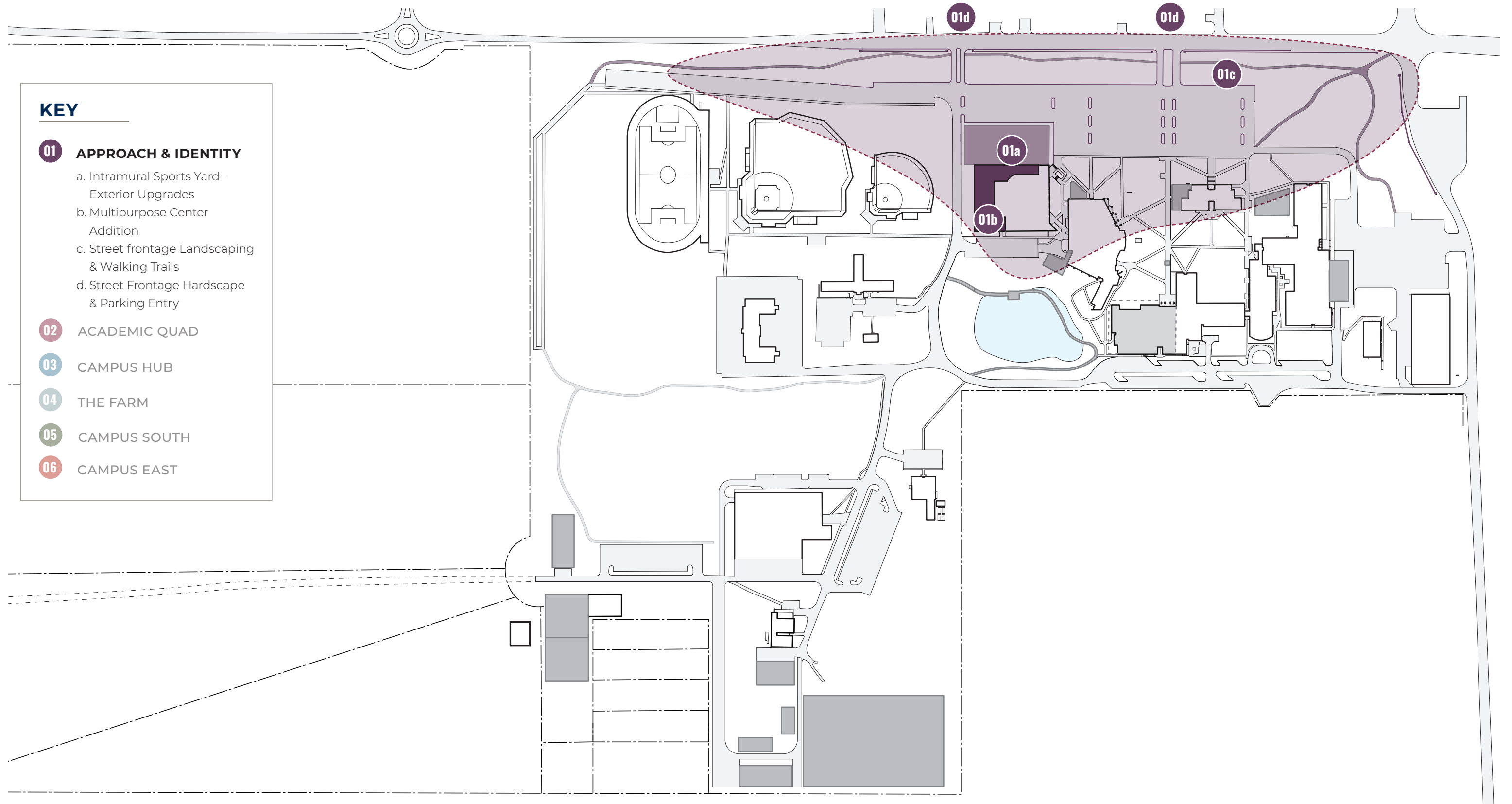
02 ACADEMIC QUAD

03 CAMPUS HUB

04 THE FARM

05 CAMPUS SOUTH

06 CAMPUS EAST



Summary of Catalytic Projects

The Academic Quad represents the heart of campus life and the place where State Fair Community College's academic identity is most clearly expressed. This area is defined by mature trees, generous open space, and a collection of long-standing academic buildings that together reflect the rural character and history of the College. Strengthening the Academic Quad is about celebrating these qualities while transforming the space into a more active, welcoming, and legible center of campus. It serves both as a primary way into campus and as a visible gesture outward, signaling openness, community, and the importance of learning at SFCC.

As a priority area, the Academic Quad is envisioned as a cohesive landscape where buildings, pathways, and gathering spaces work together to support daily campus life. Enhancements focus on improving access, reinforcing connections between major academic buildings, and creating places where students naturally gather, study, and move through campus. By pairing strategic building investments with thoughtful landscape and circulation improvements, the quad becomes a shared front yard for the institution, grounded in its rural setting while supporting contemporary academic and student needs.

02a Hopkins Expansion

Student Welcome Center | The expansion of the Hopkins Student Services Building strengthens the Academic Quad by establishing a clear gateway along the main north-south campus promenade. Reorienting the primary entry toward the heart of campus reinforces Hopkins as a welcoming front door and creates a strong connection between student services and the daily flow of campus life. Positioned between the existing building and the mature trees that define the quad, the addition highlights both the architectural presence of the building and the natural character of the campus.

The project includes a 6,500 square foot addition with full-height glazing that connects directly to the existing brick structure and integrates seamlessly with internal circulation. Interior renovations support a reimagined student services experience, including new administrative offices, a large open welcome center, a campus store, and renovated meeting spaces. All new mechanical, electrical, and plumbing systems, high-quality interior finishes, and a complete FF&E package ensure the addition and renovated areas reflect the importance of this highly visible campus destination.

02b Academic Quad Upgrades

The quad redesign focuses on enhancing the landscape as an active and accessible campus environment while preserving the features that make it distinctive. Existing trees are protected and salvaged wherever possible, reinforcing the rural character and shade canopy that define the space. New pedestrian pathways, primarily concrete with select paver areas, improve circulation and create clear, accessible routes between Hopkins, Yeater, Heckart, Fielding, and the Allied Health building.

Spanning approximately 285,000 square feet, the project introduces new landscaping, select tree additions, site furnishings, and accessibility-compliant routes throughout the quad. Infrastructure is also included to support future art installations in coordination with the Daum Museum and Campus Curator, with foundations and lighting provided at ten designated locations. Together, these improvements transform the quad into a flexible, welcoming landscape that supports daily movement, informal gathering, and cultural expression. wellness and strengthens campus identity outward.

02c Yeater Campus Center Renovation

The Library Campus Center project reimagines the existing library, bookstore, and campus store as a more dynamic and student-centered hub within the Academic Quad. The 30,000 square foot renovation creates a smaller, more focused library paired with expanded student support functions, including integrated IT assistance, small-group meeting rooms, and one-on-one spaces for students to meet with faculty or administrators. This shift reflects how students use the space today and strengthens the library's role as a center for both learning and connection.

The project includes full interior demolition, abatement, comprehensive MEP and IT upgrades, high-quality interior finishes, and a complete FF&E package. Exterior improvements enhance the building's presence within the quad through façade upgrades, new building signage, and improved wayfinding. With the building fully closed during construction, the renovation can proceed efficiently while delivering a transformed campus destination that supports academic success and student engagement.

02d New Conference Center

In conjunction with the quad upgrades, a sit at the north-east corner has shown opportunity to allow for a new public-facing, approximately 9,000sf conference center. This space will be accessible by community members from the 16th Street parking lot, adjacent to the Hopkins Building. The space should accommodate larger and more advanced conferences as well as support the current conferencing needs.

02e Large Art / Sculpture Opportunity

At the center of the Academic Quad, a large-scale art or sculpture installation presents an opportunity to create a powerful focal point for campus identity. Developed in collaboration with an independent artist, this piece would serve as a shared landmark and gathering point within the quad, reinforcing the connection between art, landscape, and learning.

02f Campus C-Stop Addition

The SFCC C-Store will offer convenience food options to students who are seeking options outside of the operating hours of the campus food service or who just need something quick between classes. The store is an approximately 800sf convenience store offering healthy and fast options for purchase as well as an opportunity for students to remain on campus between classes.

02g Past Presidents Monument

The Past Presidents Monument presents an opportunity to recognize and celebrate the leadership that has shaped State Fair Community College over time. Located near the Academic Quad, the monument would be both student-facing and community-facing, serving as a visible reminder of the College's history, continuity, and long-term commitment to education and public service.

KEY

01 APPROACH & IDENTITY

02 ACADEMIC QUAD

- a. Hopkins Expansion Student Welcome Center
- b. Academic Quad Upgrades
- c. Yeater Campus Center Renovation
- d. New Conference Center
- e. Large Art / Sculpture Opportunity
- f. Campus C-Stop Addition
- g. Past Presidents Monument

03 CAMPUS HUB

04 THE FARM

05 CAMPUS SOUTH

06 CAMPUS EAST



ACADEMIC QUAD



hollis + miller
architects



hollis + miller
architects



hollis + miller
architects



hollis + miller
architects

CAMPUS HUB

FRAMEWORK FOR SUCCESS



Summary of Catalytic Projects

The Campus Hub represents an opportunity to transform an area of campus that has long been experienced as a gap into a place of connection, activity, and identity. Defined by existing natural features, including water, mature landscape, and open space, this area offers a setting that reflects the rural character of State Fair Community College while supporting a more active and intentional campus life. Strengthening the Campus Hub is about elevating what is already present and shaping it into a shared destination that draws students, faculty, and visitors together.

As a priority area, the Campus Hub is envisioned as a place where landscape, movement, and program come together to create a new center of gravity on campus. By reinforcing pedestrian connections and introducing visible activity, this area helps bridge previously disconnected parts of campus and provides a meaningful alternative to purely building-based gathering spaces. The Hub supports informal learning, social interaction, and reflection, while also serving as a connector between academic, cultural, and community-facing functions.



03a Daum Art Storage Building

The Daum Storage project establishes a purpose-built art storage facility supporting long-term stewardship of the College's art collection while contributing to the identity of the Campus Hub. At approximately 10,000 square feet, the facility is designed as a permanent and integrated campus element, rather than a back-of-house structure, with a steel structural system and high-quality exterior finishes that align with surrounding buildings and landscape.

The facility includes a loading dock, advanced climate and humidity control, integrated security and access systems, and full IT connectivity to support museum operations. Interior spaces are designed to a high standard, including specialized storage areas, an art lift, and a viewing and rehabilitation space that allows art handling to become a visible and educational process. Supporting site work, fire protection, and specialized lighting ensure the facility meets professional museum standards while reinforcing the Campus Hub as a place where art, learning, and stewardship intersect.

03b Campus Hub Boardwalk

Improvements to the pond edge and surrounding landscape form the connective tissue of the Campus Hub, transforming the natural setting into an accessible and active campus destination. The project includes enhancements along approximately 100,000 square feet of pond frontage, combining new landscaping with a 500 linear foot wood boardwalk that brings students and visitors closer to the water. Shoreline stabilization and stormwater improvements support long-term environmental health while addressing water quality needs.

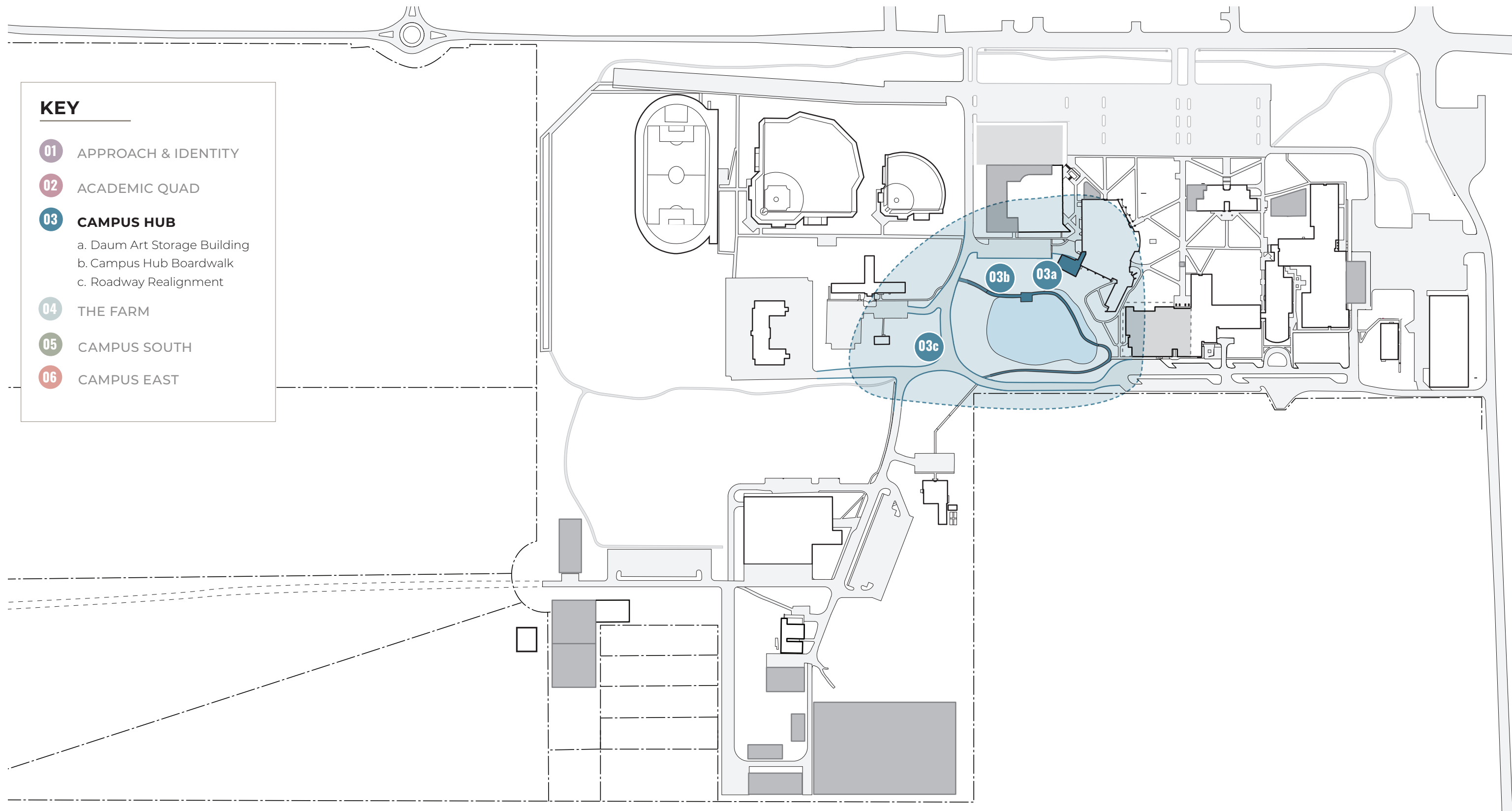
03c Roadway Realignment

The road realignment project supports the Campus Hub by clarifying how vehicles move through the area while prioritizing safety and pedestrian experience. By reducing the roadway and removing the western portion of the existing traffic triangle, the project slows traffic and creates a clearer, more legible environment for both drivers and pedestrians. This adjustment reinforces the Hub as a place for people rather than a pass-through for vehicles.

The scope includes new pavement, striping, traffic signage, and pedestrian walkways aligned with the broader network of paths and boardwalks throughout the Hub. Updated signage and crossings strengthen connections between academic buildings, landscape features, and gathering spaces, helping unify the area into a cohesive whole. Together with the boardwalk and landscape improvements, the road realignment ensures that movement through the Campus Hub feels intentional, safe, and aligned with the College's goal of creating a connected and welcoming campus experience.

KEY

- 01** APPROACH & IDENTITY
- 02** ACADEMIC QUAD
- 03** **CAMPUS HUB**
 - a. Daum Art Storage Building
 - b. Campus Hub Boardwalk
 - c. Roadway Realignment
- 04** THE FARM
- 05** CAMPUS SOUTH
- 06** CAMPUS EAST



CAMPUS HUB

FRAMEWORK FOR SUCCESS





hollis + miller
architects

THE FARM

FRAMEWORK FOR SUCCESS

Summary Of Catalytic Projects

The Farm represents a defining opportunity for westward growth at State Fair Community College, more than doubling the acreage of the Sedalia campus and reinforcing the College's deep connection to agriculture, land stewardship, and applied learning. This area extends the campus beyond its traditional academic core and into a working landscape that reflects the rural context of the region and the lived experience of many students. Development at the Farm is not about separation from campus life, but about expansion with purpose, creating a setting where education, research, and operations are visibly integrated.

As a priority area, the Farm is envisioned as both an instructional environment and a functional landscape, designed to support teaching, workforce development, and daily agricultural operations. Facilities, fields, and infrastructure are organized to prioritize safety, efficiency, and flexibility while allowing the land itself to remain the primary teaching tool. Together, these investments establish a long-term framework that supports program growth, strengthens regional partnerships, and anchors SFCC's identity as a leader in agricultural education.

04a Agricultural Innovation Center

The Ag Innovation Center serves as the academic and operational heart of the Farm, providing a purpose-built facility that supports teaching, research, and clinical practice. At approximately 45,000 square feet, the building includes new classrooms, common spaces, and departmental offices, creating a centralized home for agricultural programs. Interior lab spaces are designed to accommodate large animals, with direct access to exterior pens that support safe and efficient movement between indoor and outdoor learning environments.

The facility also includes a large animal veterinary clinic, reinforcing the applied and professional nature of instruction while expanding opportunities for hands-on learning and research. Building systems, layouts, and finishes are designed to meet high standards for safety, durability, and instructional quality. Positioned within the Farm, the Ag Innovation Center functions as both a gateway and an anchor, clearly signaling the importance of agriculture within the broader campus.

04b Agricultural Showcase Facility

The Ag Showcase extends the learning environment beyond the building by creating a dedicated exterior area for animal display and demonstration adjacent to the Ag Innovation Center. Approximately 20,000 square feet in size, this space allows agricultural activity to be visible, accessible, and integrated into campus life. The showcase supports experiential learning while also serving as an outreach tool for prospective students, community members, and industry partners.

As a highly visible element of the Farm, the Ag Showcase reinforces transparency and pride in agricultural education. It provides a flexible platform for demonstrations, events, and informal learning, strengthening the connection between the College's mission and its working landscape.

04c Outdoor Classroom

The Outdoor Classroom establishes a dedicated space for learning that is rooted in the landscape and reflective of State Fair Community College's rural setting. At approximately 3,000 square feet, the space is designed as an open-air classroom surrounded by native plantings, reinforcing a direct connection between instruction, environment, and place. Seating arranged in the round supports discussion-based learning and creates a flexible setting that can adapt to a variety of teaching styles and group sizes.

Designed for both academic and community-facing use, the Outdoor Classroom supports agricultural instruction while also providing a venue for demonstrations, workshops, and public programming. Its proximity to farm operations allows learning to extend naturally beyond traditional classrooms, strengthening hands-on education and interdisciplinary collaboration. As a shared resource, the Outdoor Classroom enhances the campus experience by offering a setting that is informal, inclusive, and deeply connected to the land that defines the College.

04d Maintenance Storage Building

The Maintenance Storage facility supports the operational needs of the expanded campus and Farm by providing dedicated, climate-controlled space for building materials. The 10,000 square foot pre-engineered metal building is designed for efficient storage and handling while protecting materials from temperature and humidity fluctuations.

Though utilitarian in nature, the building is planned with attention to durability and campus context, ensuring it functions effectively without detracting from surrounding uses. By consolidating storage in a purpose-built facility, the project improves operational efficiency and supports long-term stewardship of campus resources.

04e Farm Fencing & Animal Pens

The establishment of paddocks and animal pens creates the foundational infrastructure needed for a fully functioning teaching farm. Approximately 16,000 linear feet of high-tensile or woven wire fencing will define four paddocks and three large animal pens, providing secure and durable containment for long-term use. Standardized fencing height, post spacing, and materials ensure safety, reliability, and ease of maintenance.

Ten steel swinging gates allow for vehicle and equipment access, supporting efficient daily operations and instructional use. Site preparation and integration with grading and access paths ensure the Farm functions as a cohesive system. These improvements prioritize animal welfare, student safety, and operational clarity while allowing flexibility for evolving program needs.

04f Farm Hay Barn

The Hay Barn provides essential storage for hay bales and related farm materials, supporting daily agricultural operations. At approximately 4,000 square feet, the pre-engineered metal building offers a straightforward and durable solution that protects feed from weather exposure.

Additional outbuilding support allows for the storage of farm equipment as needed, ensuring that resources are readily accessible and properly maintained. The Hay Barn plays a quiet but critical role in sustaining the Farm's functionality.

04g Farm Equipment Shed

The Farm Equipment building supports efficient movement and storage of agricultural machinery. This 2,500 square foot pre-engineered metal building includes large overhead doors at both ends, allowing equipment to pass through the structure and access fields from multiple directions.

Designed for durability and ease of use, the facility helps streamline operations while reducing wear on equipment. Its placement within the Farm supports clear circulation patterns and minimizes conflicts between instructional and operational activity.

04h Tree Farms

The establishment of tree farms introduces a long-term landscape strategy that serves both functional and educational purposes. The tree farms act as a buffer between the Farm and adjacent uses, including the CDL training facility, while also providing tree stock for future campus planting.

Over time, these tree farms reinforce stewardship, sustainability, and hands-on learning tied to land management. As living infrastructure, they contribute to the Farm's identity as a place where growth, patience, and long-term thinking are central to both education and campus development.

KEY

01 APPROACH & IDENTITY

02 ACADEMIC QUAD

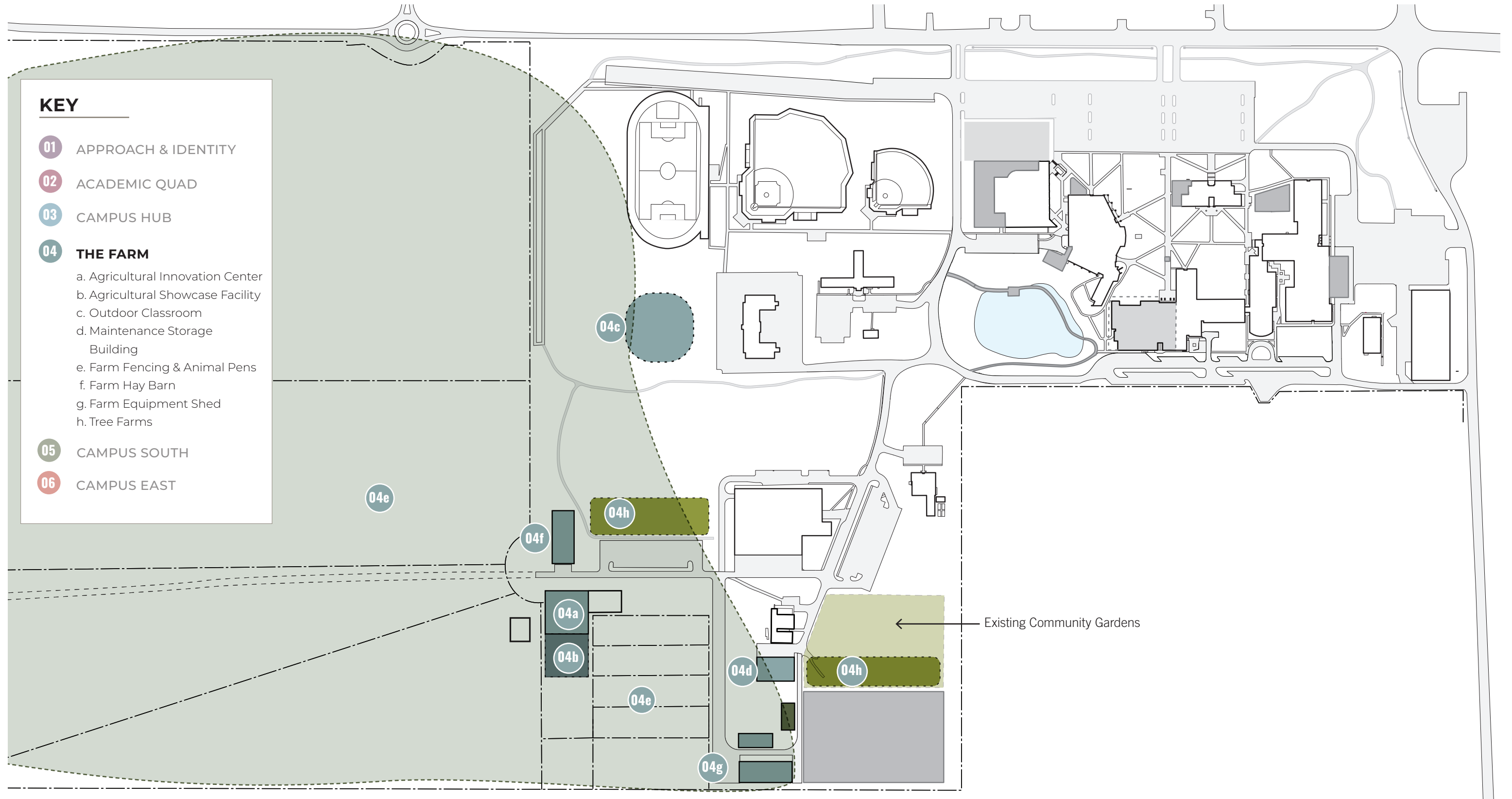
03 CAMPUS HUB

04 **THE FARM**

- a. Agricultural Innovation Center
- b. Agricultural Showcase Facility
- c. Outdoor Classroom
- d. Maintenance Storage Building
- e. Farm Fencing & Animal Pens
- f. Farm Hay Barn
- g. Farm Equipment Shed
- h. Tree Farms

05 CAMPUS SOUTH

06 CAMPUS EAST



Summary Of Catalytic Projects

Campus South represents an opportunity to establish a clear southern anchor for State Fair Community College, reinforcing the campus's role in workforce education while balancing growth across the full site. Anchored by a dedicated CDL Training Facility, this area supports programs that are operational in nature yet central to the College's mission of serving regional industry and employment needs. Locating these uses at the southern edge of campus allows them to function efficiently.

By establishing a defined edge and identity for CDL training, Campus South contributes to a more legible and balanced campus organization, where specialized programs are supported by infrastructure designed for their needs.

05a **CDL Pad**

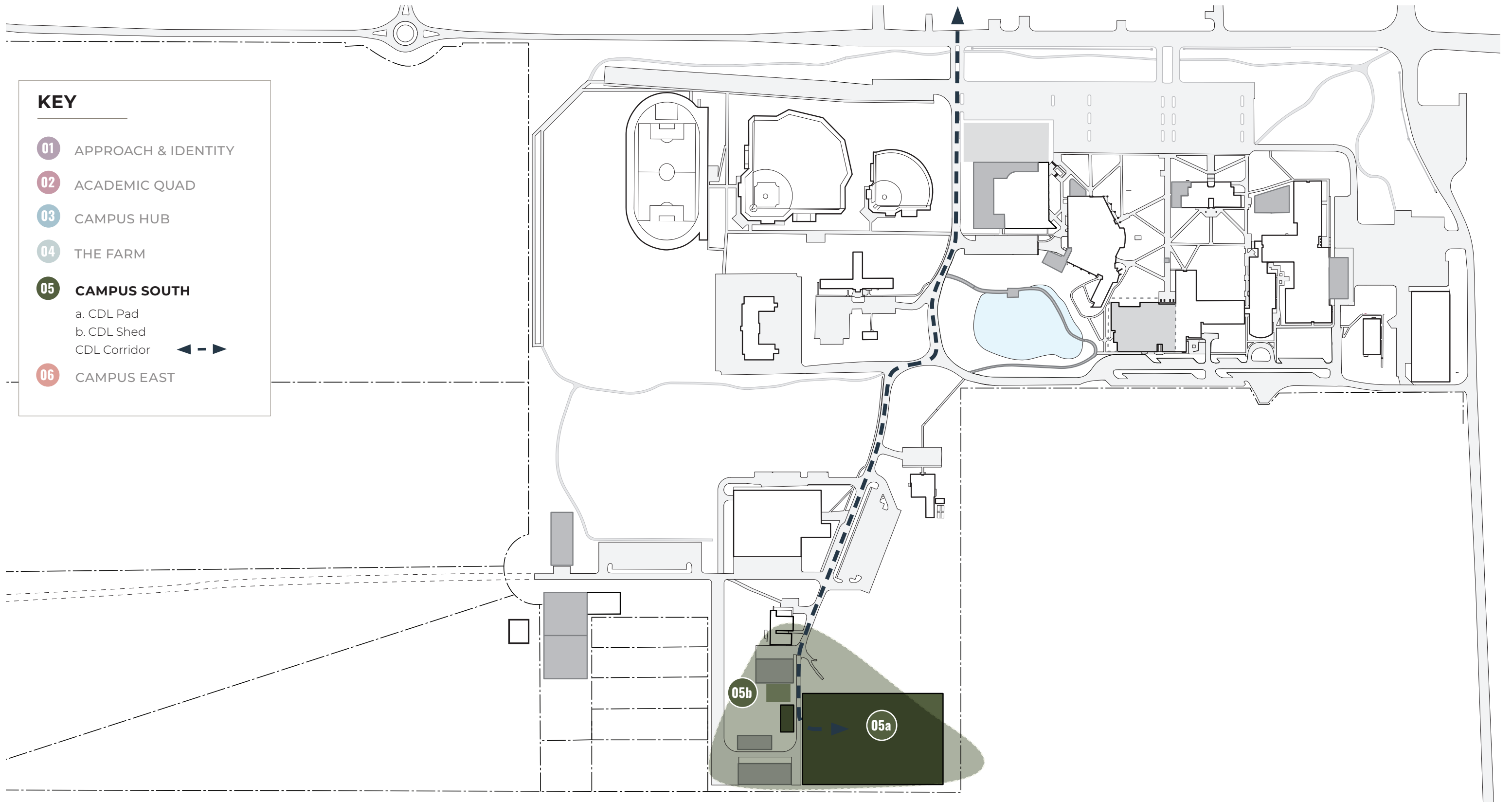
The CDL Pad Area provides the core instructional infrastructure for commercial driver training, designed to accommodate heavy vehicles and repetitive use. The pad is engineered to support multiple semi-trucks simultaneously, with full site preparation, subgrade stabilization, and pavement design appropriate for long-term durability. Integrated stormwater management, including a detention area north of the site, ensures responsible handling of runoff while supporting overall site performance.

To support training during early morning and evening hours, the pad includes large-scale site lighting with full electrical infrastructure. Security fencing encloses the training area, providing controlled access and protecting both equipment and users. Utility connections, circulation tie-ins, and coordinated grading allow the pad to function as a seamless part of the campus while maintaining the operational separation needed for safe and effective CDL instruction.

05b **CDL Shed**

The CDL Shed supports daily operations by providing a covered, open-air facility for vehicle maintenance and servicing. The 60-foot by 100-foot pre-engineered metal building offers protected workspace while remaining unenclosed, allowing for flexibility and ventilation during maintenance activities. Integrated lighting enables use during low-light conditions, extending the functional hours of the training program.

The structure includes floor drains and associated plumbing infrastructure to manage water and fluids generated during servicing, along with foundations and slab construction designed for heavy vehicle loads. Grading, utility routing, and site preparation ensure the shed integrates smoothly into the larger CDL training complex. Together with the pad area, the CDL Shed reinforces Campus South as a functional, durable, and purpose-driven environment that supports workforce training at a high standard.



KEY

- 01 APPROACH & IDENTITY
- 02 ACADEMIC QUAD
- 03 CAMPUS HUB
- 04 THE FARM
- 05 **CAMPUS SOUTH**
 - a. CDL Pad
 - b. CDL Shed
 - CDL Corridor
- 06 CAMPUS EAST



05b

05a

Summary Of Catalytic Projects

Campus East represents an opportunity to re-knit an area of campus that has long felt disconnected and to transform it into a place defined by movement, landscape, and student presence. Stretching along the south side of Yeater and linking the Campus Hub to the eastern edge near Olen Howard, this area focuses on restoring continuity across campus while introducing new outdoor spaces for reflection and informal use. By replacing barriers with open greenspace and clear paths, Campus East becomes a connective spine that supports both daily movement and moments of pause between classes.

As a priority area, Campus East emphasizes the importance of outdoor experience as part of campus life. New greenspace, improved pathways, and visible activity create an environment that invites students to spend time outside while strengthening connections between academic buildings and the broader campus framework. These improvements support a campus experience that feels more open, legible, and cohesive, reinforcing the idea that learning happens both inside and outside the classroom.

06a Former Autotech Building Demolition & Site Remediation

The demolition of the existing former Autotech Building creates a critical opening for campus connectivity. Long identified as a physical and visual barrier, the building's removal allows for a direct and intuitive link between the Campus Hub, Fielding Technical Center, and areas east toward Olen Howard.

This intervention is less about loss and more about opportunity. By clearing the site, the campus gains flexibility for new paths, open space, and future uses that better support movement, visibility, and student life.

06b Landscaping at East Campus Open Space

Following the demolition of the former Autotech Building, new landscaping and connective greenspace establish a continuous outdoor environment along the southern edge of campus. This area is envisioned as a series of linked open spaces that support walking, informal gathering, and reflection, providing students with places to pause and recharge between classes.

Paths through this landscape connect Fielding, Yeater, the Campus Hub, and Campus East, reinforcing intuitive movement and strengthening the overall pedestrian network. The landscape design emphasizes simplicity, durability, and comfort, ensuring these spaces function well across seasons while enhancing the daily campus experience.

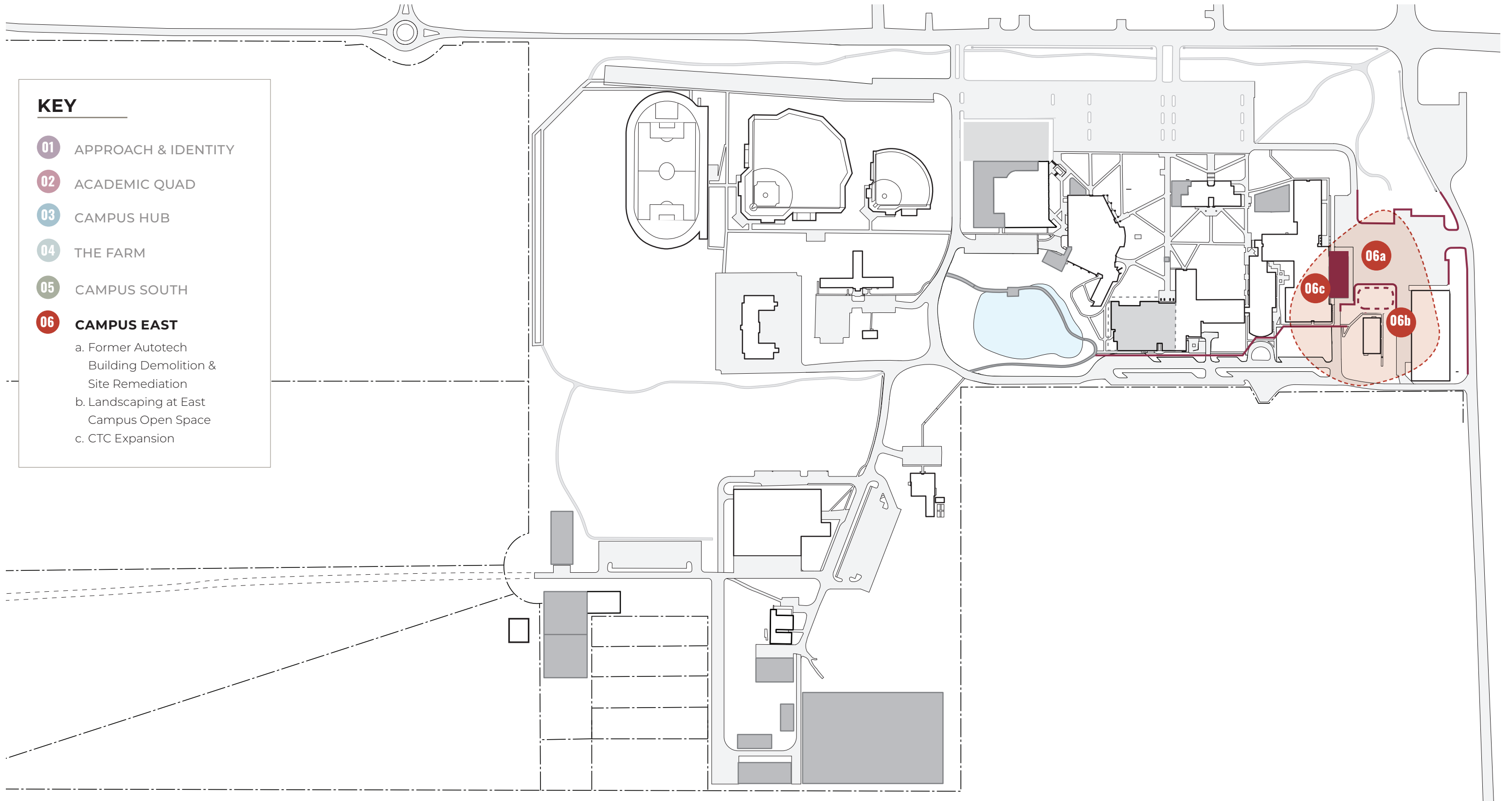
06c CTC Expansion

The CTC Expansion is a new approximately 13,000 square foot addition to the Marvin R. Fielding Technical Center that supports hands-on building science and technical instruction. Designed as a hybrid indoor and partially covered outdoor facility, the pavilion expands instructional capacity while reinforcing the connection between learning and making. The building's metal skin and perforated panel screening provide shading and durability while creating a distinctive architectural presence along the campus edge.

The project includes partial demolition of existing landscape and a small building, along with new campus paths and grading to integrate the pavilion into the surrounding site. Interior and covered outdoor spaces are designed for flexibility, resilience, and active learning, allowing programs to adapt over time. Positioned within Campus East, the CTC Expansion strengthens the technical education mission while contributing to the broader goal of reconnecting the campus through landscape and movement.

KEY

- 01** APPROACH & IDENTITY
- 02** ACADEMIC QUAD
- 03** CAMPUS HUB
- 04** THE FARM
- 05** CAMPUS SOUTH
- 06** **CAMPUS EAST**
 - a. Former Autotech Building Demolition & Site Remediation
 - b. Landscaping at East Campus Open Space
 - c. CTC Expansion





PROJECT PRINCIPLES

FRAMEWORK FOR SUCCESS

Summary Of Catalytic Projects

The Project Principles establish a campus-wide framework for how future projects are conceived, designed, and delivered at State Fair Community College. Rather than focusing on individual buildings or sites, these principles emphasize consistency, inclusivity, and experience across the entire campus. They recognize that each project, regardless of size, contributes to a larger whole and offers an opportunity to reinforce identity, improve accessibility, and support student life.

At their core, the Project Principles ensure investments made over time feel intentional and connected. Updated building signage, universal design strategies, seating and open-space opportunities, trail systems, food access, and wayfinding are treated as shared priorities rather than project-specific add-ons. By embedding these considerations into every project, the campus evolves cohesively, creating an environment that is easier to navigate, more welcoming, and better aligned with how students, faculty, and visitors use campus each day.

A1 Trail System

New walking trails shown throughout the Master Plan present an opportunity to strengthen both campus identity and community connection. Establishing clear standards for trail design ensures that these paths feel consistent, recognizable, and distinctly SFCC, reinforcing a sense of place as students and visitors move across campus.

Beyond circulation, the trail system supports wellness, informal interaction, and connection to the surrounding community. By treating trails as a unifying campus element rather than isolated segments, SFCC can create a network that encourages walking, links key destinations, and extends the campus experience beyond building entrances.

A2 Grab & Go Stations

Grab & Go stations address a growing need for accessible food options throughout the day. Developing a standard approach allows these stations to be seamlessly incorporated into larger renovation and new construction projects as the campus evolves.

By embedding food access into academic and student-focused spaces, the College supports student well-being and encourages longer stays on campus. Over time, consistent Grab & Go stations help normalize food access as part of everyday campus life rather than a centralized or limited service.

A3 Seating Opportunities

Seating Opportunity spaces respond directly to feedback from students and faculty who want more opportunities to remain on campus between classes, meetings, and activities. Establishing standards for a range of seating types both indoors and outdoors ensures these spaces are comfortable, durable, and adaptable.

These areas support informal study, collaboration, and rest, reinforcing the idea that learning happens beyond traditional classrooms. When applied consistently, these seating opportunities become a defining feature of the campus experience, encouraging connection and presence throughout the day.

A4 Wayfinding & Monument Signage

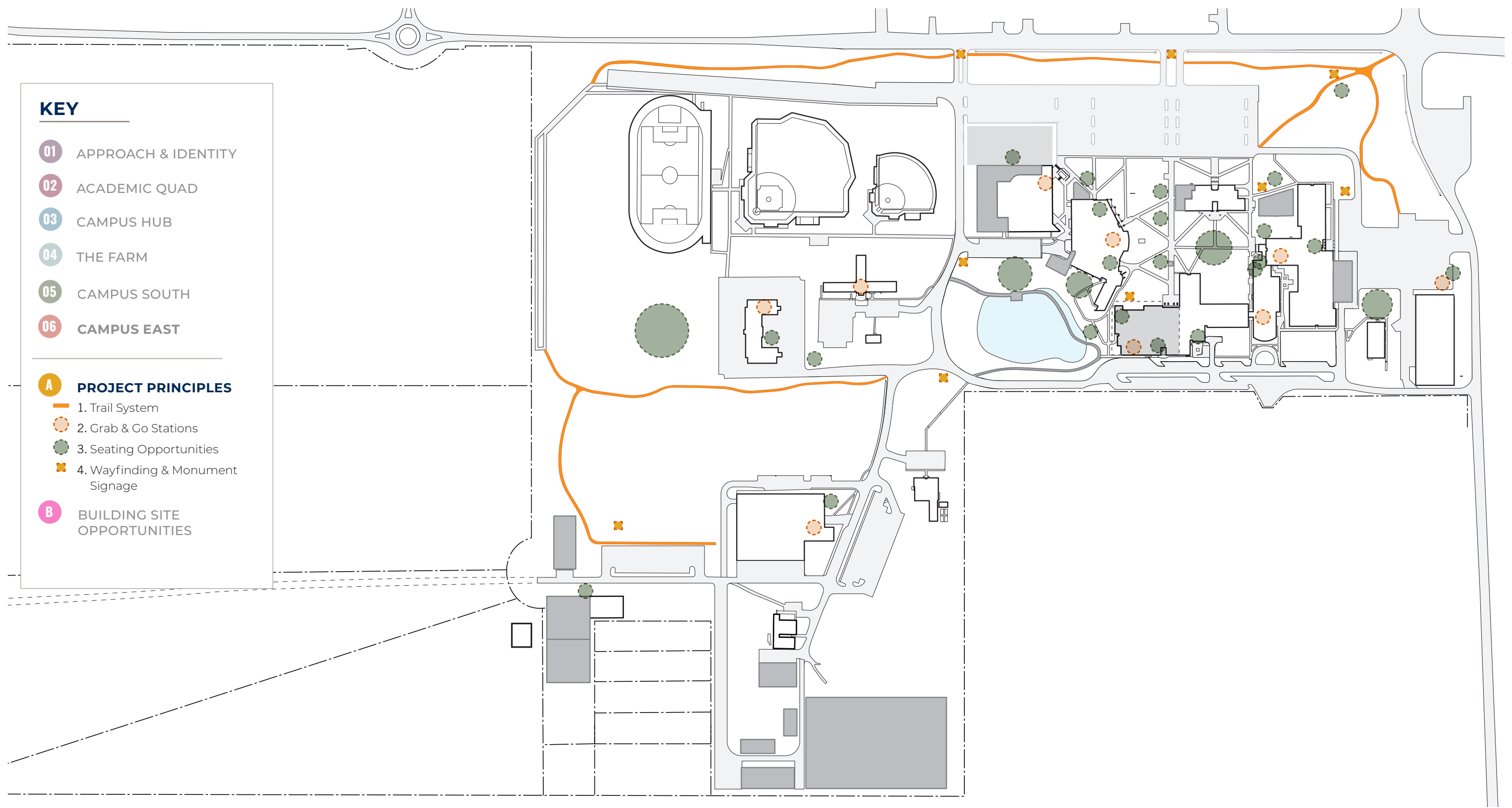
A consistent wayfinding and monument signage strategy strengthens clarity and identity across campus. Establishing standards for future signage ensures alignment with current brand guidelines while allowing flexibility for new projects and campus growth.

Clear, intuitive wayfinding supports accessibility and reduces confusion for first-time visitors and daily users alike. Monument signage at key entries and building identifiers reinforces a cohesive campus image, helping SFCC present itself confidently and consistently to the community it serves.

KEY

- 01 APPROACH & IDENTITY
- 02 ACADEMIC QUAD
- 03 CAMPUS HUB
- 04 THE FARM
- 05 CAMPUS SOUTH
- 06 CAMPUS EAST

- A **PROJECT PRINCIPLES**
 - 1. Trail System
 - 2. Grab & Go Stations
 - 3. Seating Opportunities
 - 4. Wayfinding & Monument Signage
- B BUILDING SITE OPPORTUNITIES





UNDESIGNATED BUILDING SITE OPPORTUNITIES

FRAMEWORK FOR SUCCESS

Summary Of Catalytic Projects

The Building Site Opportunities acknowledge that while the Master Plan responds to current needs, it must also remain flexible enough to accommodate future conditions that are not yet fully defined. This section identifies areas of campus that could support additional development over time, providing the College with options rather than obligations. By documenting these sites now, SFCC preserves the ability to respond thoughtfully to enrollment shifts, program growth, partnerships, or funding opportunities as they arise.

These opportunities are not intended as immediate projects, but as placeholders within the campus framework that ensure future buildings strengthen, rather than disrupt, campus continuity. Each potential site has been considered in relation to access, adjacency, infrastructure, and campus character, allowing future development to align with the broader goals of connectivity, identity, and student experience. In this way, Building Site Opportunities function as a long-range planning tool that supports adaptability while maintaining coherence across campus.

B1 Health Sciences Addition

A potential Health Sciences Addition provides an opportunity to expand science-based instruction in response to future academic or workforce needs. Envisioned as a new two-story, approximately 30,000 square foot building, the facility could accommodate laboratories, offices, and shared spaces that support evolving health-related programs. While specific classroom and lab requirements are not yet defined, identifying this site now allows future planning to proceed efficiently when program needs become clearer.

The building's proposed structural and material approach aligns with the established campus vocabulary, reinforcing continuity with surrounding academic facilities. Its location supports proximity to related programs while allowing flexibility in internal organization and systems as curricular needs evolve.

B2 Residence Halls

The opportunity for additional residence halls reflects the College's interest in strengthening on-campus living as part of a holistic student experience. A future residential building of approximately 105,000 square feet could provide around 250 units, along with shared amenities and interior recreation spaces that support student life beyond the classroom.

By identifying a site for future residential development, the Master Plan allows SFCC to respond to housing demand when timing, enrollment, and resources align. The placement of residence halls would reinforce campus vibrancy, support student retention, and strengthen connections between academic, social, and residential zones.

B3 General Classrooms & Community Programming

Opportunities for additional general classroom space are identified to the south and west of campus, allowing academic presence to expand alongside other campus growth areas. These sites offer flexibility for classrooms, community education, or shared-use spaces that support both credit and non-credit programming.

Locating future instructional space in these areas helps balance campus development while reinforcing accessibility and connection to adjacent facilities. These opportunities ensure that academic growth can occur without over concentrating new construction in the campus core.

B4 Additional Farm Structures

Additional Farm Structures are identified as flexible opportunities to support the evolving needs of the Agriculture Department and related programs. These sites allow for future barns, storage facilities, instructional spaces, or research-related structures as programs grow or diversify.

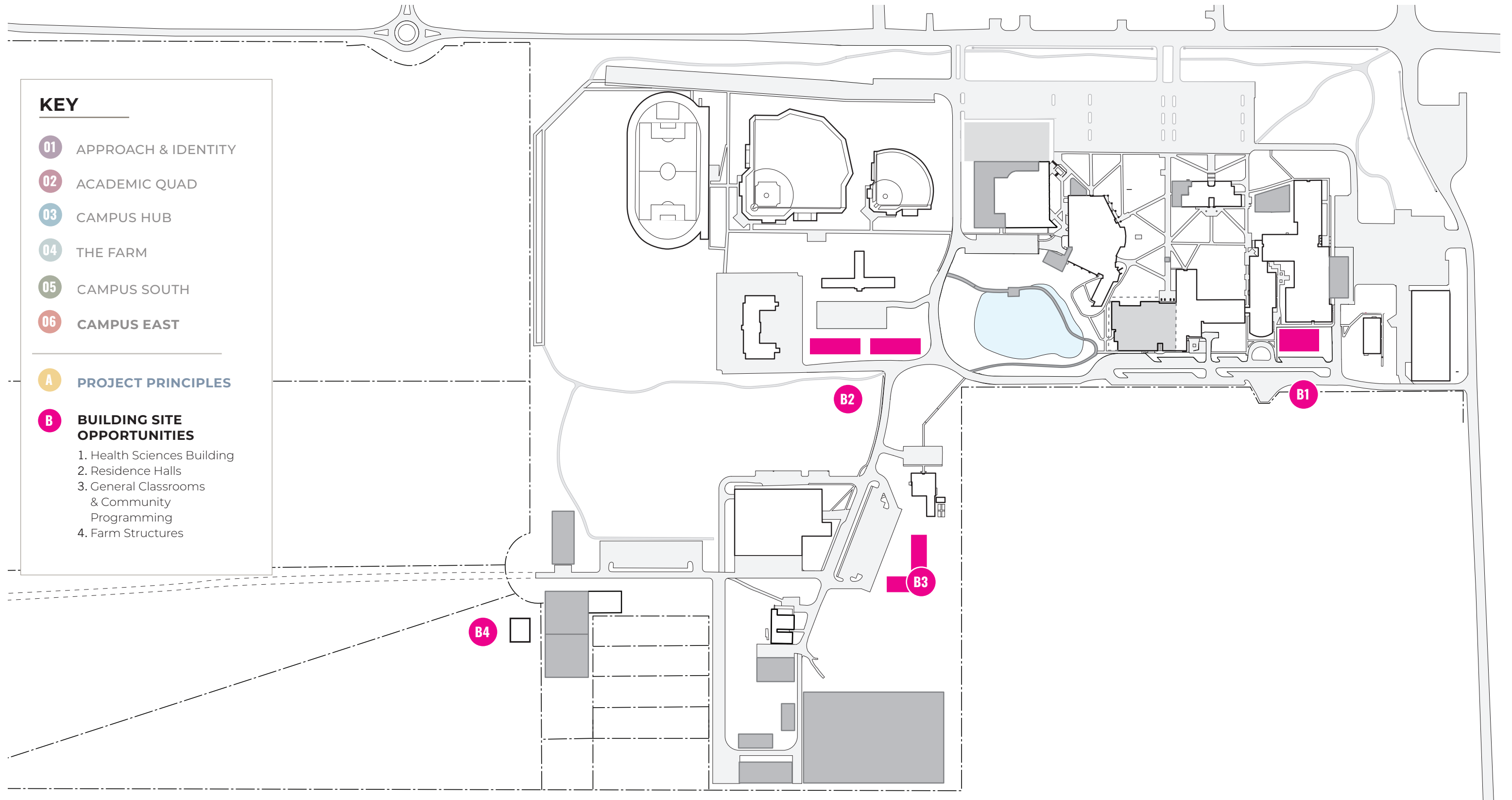
By planning for these structures now, the College ensures that future agricultural development remains organized, efficient, and aligned with the Farm's long-term framework. This approach supports SFCC's agricultural mission while preserving adaptability as instructional and operational needs change over time.

KEY

- 01 APPROACH & IDENTITY
- 02 ACADEMIC QUAD
- 03 CAMPUS HUB
- 04 THE FARM
- 05 CAMPUS SOUTH
- 06 CAMPUS EAST

A PROJECT PRINCIPLES

- B BUILDING SITE OPPORTUNITIES**
- 1. Health Sciences Building
 - 2. Residence Halls
 - 3. General Classrooms & Community Programming
 - 4. Farm Structures



COST ESTIMATE SUMMARY

RECOMMENDATIONS

Recommended Phasing Strategy

The recommended phasing strategy for State Fair Community College is intended to balance momentum with stewardship, allowing the campus to advance meaningful improvements while remaining responsive to funding, enrollment, and program evolution. Rather than viewing projects as isolated investments, the phases organize work in a way that builds upon itself over time. Early phases focus on foundational needs and highly visible improvements, while later phases allow for expansion, adaptation, and refinement as the College's future comes into clearer focus.

Phase 1 (2026–2028) prioritizes projects that address immediate needs and improve daily student experience across campus. This phase focuses on campus-wide standards, wayfinding, street frontage, early site and landscape improvements, demolition that unlocks connectivity, and critical workforce training infrastructure. These efforts set the tone for future investment by strengthening identity, improving safety and clarity, and addressing deferred maintenance and operational needs that support everything that follows. Phase 1 is intentionally visible and student-facing, reinforcing trust and demonstrating progress.

Phase 2 (2028–2032) represents the most transformative period of investment, aligning major academic and student services as well as agricultural initiatives with the College's long-term mission. This phase advances the Academic Quad, Campus Hub, and Farm as defining campus elements, pairing building projects with significant landscape and circulation improvements. Renovations and additions during this period modernize learning environments, expand student services, and strengthen applied learning and research capacity. *Phase 2 builds on the groundwork laid earlier, translating planning priorities into cohesive, high-impact environments that shape the core identity of the campus.*

Phase 3 (2032–2036) focuses on strategic growth and refinement. Projects in this phase extend successful program areas, respond to demonstrated demand, and allow the campus to evolve based on lessons learned in earlier phases. Targeted additions and renovations support continued academic growth while maintaining balance across campus. Phase 3 emphasizes adaptability, ensuring that expansion strengthens connectivity, reinforces standards, and remains aligned with student experience and operational capacity.

Phase 4 (2026–2041) serves as a flexible horizon for unforeseen opportunities and future needs. This phase acknowledges that change is inevitable and that the Master Plan must remain adaptable. Potential initiatives such as additional academic facilities, residential growth, or new partnerships can be evaluated against the framework established in earlier phases. By reserving capacity for the unknown, Phase 4 ensures that SFCC can respond thoughtfully to future conditions while remaining grounded in the values, priorities, and identity established through the Master Plan.

Deferred Maintenance (2026–2036) represents the ongoing body of work required to maintain and preserve State Fair Community College's existing facilities. Based on the light building and facilities assessment, this includes repairs and replacements to building systems and components that have reached or are nearing the end of their useful life, such as roofs, mechanical systems, building envelopes, life-safety features, and interior finishes. These needs reflect the age and long-term use of campus facilities rather than isolated deficiencies.

Together, this phased approach creates a clear and realistic path forward that State Fair Community College can confidently rally around. It balances ambition with responsibility, aligns investment with mission, and supports students at every stage of the College's evolution. Most importantly, it allows the campus to grow intentionally, ensuring that each phase contributes to a coherent, resilient, and student-centered future.

PHASE 1 | 2026 - 2028

0-2 years

Estimated Cost of all Phase 1 Projects

\$30,785,395

PROJECT LIST

1. Multipurpose Center Addition
2. Maintenance Storage Building
3. CDL Training Pad
4. Street Frontage Hardscape & Parking Entry
5. Campus Project Principles Standards
6. Campus Wayfinding Standards
7. Former Autotech Building Demolition, Site Remediation, & Landscaping
8. Farm Animal Pens & Paddocks
9. Farm Hay Barn

PHASE 2 | 2028 - 2032

2-6 years

Estimated Cost of all Phase 2 Projects

\$65,347,963

PROJECT LIST

1. Hopkins Expansion - Student Welcome Center Addition & Renovation
2. Yeater Campus Center Renovation
3. Intramural Sports Yard - Exterior Upgrades
4. Daum Art Storage Building & Stauffacher Center Corridor Improvements
5. Campus C-Store Addition
6. Agricultural Innovation Center & Showcase
7. Farm Equipment Shed
8. Farm Equipment Barn Renovation
9. Outdoor Classroom
10. Street frontage Landscaping & Walking Trails

PHASE 3 | 2032 - 2036

7-10 years

Estimated Cost of all Phase 3 Projects

\$34,737,834

PROJECT LIST

1. CTC Expansion
2. Academic Quad Upgrades
3. Campus Hub Boardwalk
4. New Conference Center
5. Residence Halls Renovation

PHASE 4 | LONG TERM VISION

0-15+ years

Est. Cost of all Phase 4 Projects

\$110,812,500

PROJECT LIST

1. Health Sciences Building
2. Residential Buildings
3. New General Classroom & Community Building
4. Additional Farm Structures

COST ESTIMATE SUMMARY

RECOMMENDATIONS

PHASE 1 | 2026 - 2028

0-2 years

Estimated Cost of all Phase 1 Projects

\$30,785,395

PROJECT LIST

1. Multipurpose Center Addition
2. Maintenance Storage Building
3. CDL Training Pad
4. Street Frontage Hardscape & Parking Entry
5. Campus Project Principles Standards
6. Campus Wayfinding Standards
7. Former Autotech Building Demolition, Site Remediation, & Landscaping
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PHASE 2 | 2028 - 2032

2-6 years

Estimated Cost of all Phase 2 Projects

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PROJECT LIST

1. Hopkins Expansion - Student Welcome Center Addition & Renovation
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PHASE 3 | 2032 - 2036

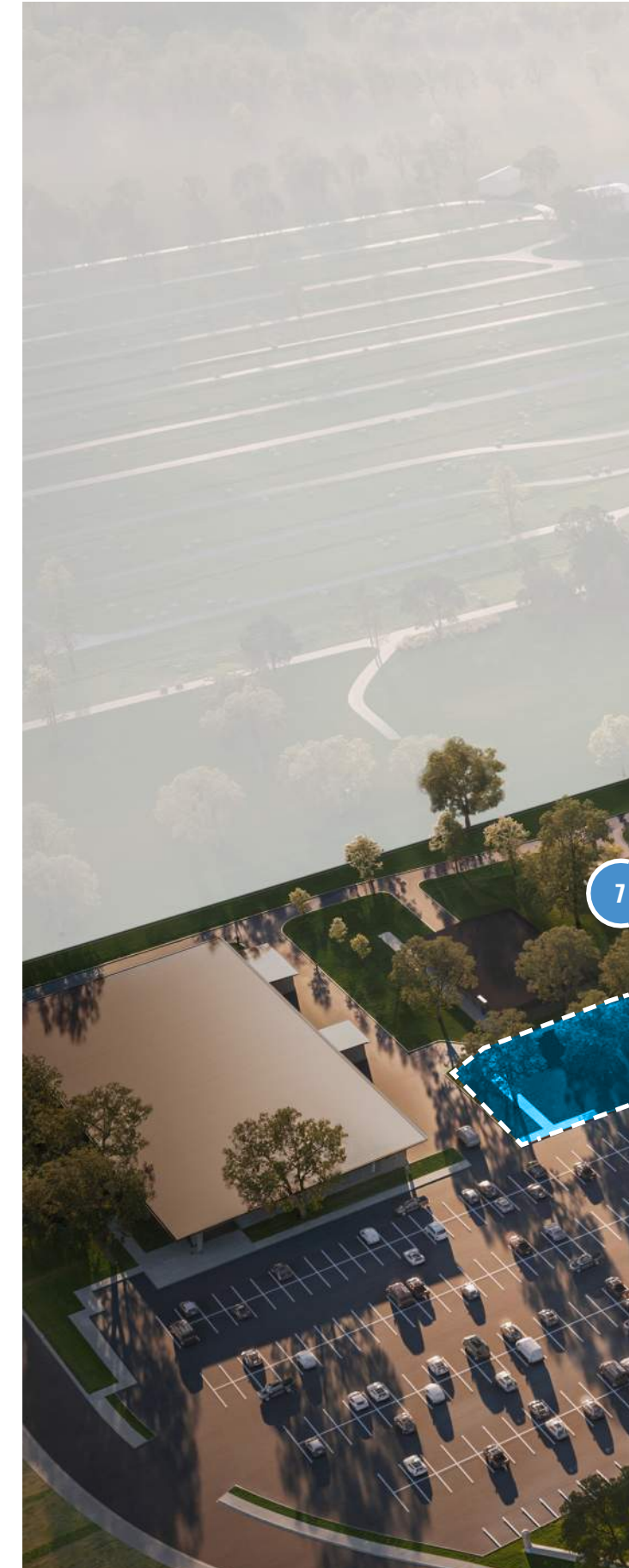
7-10 years

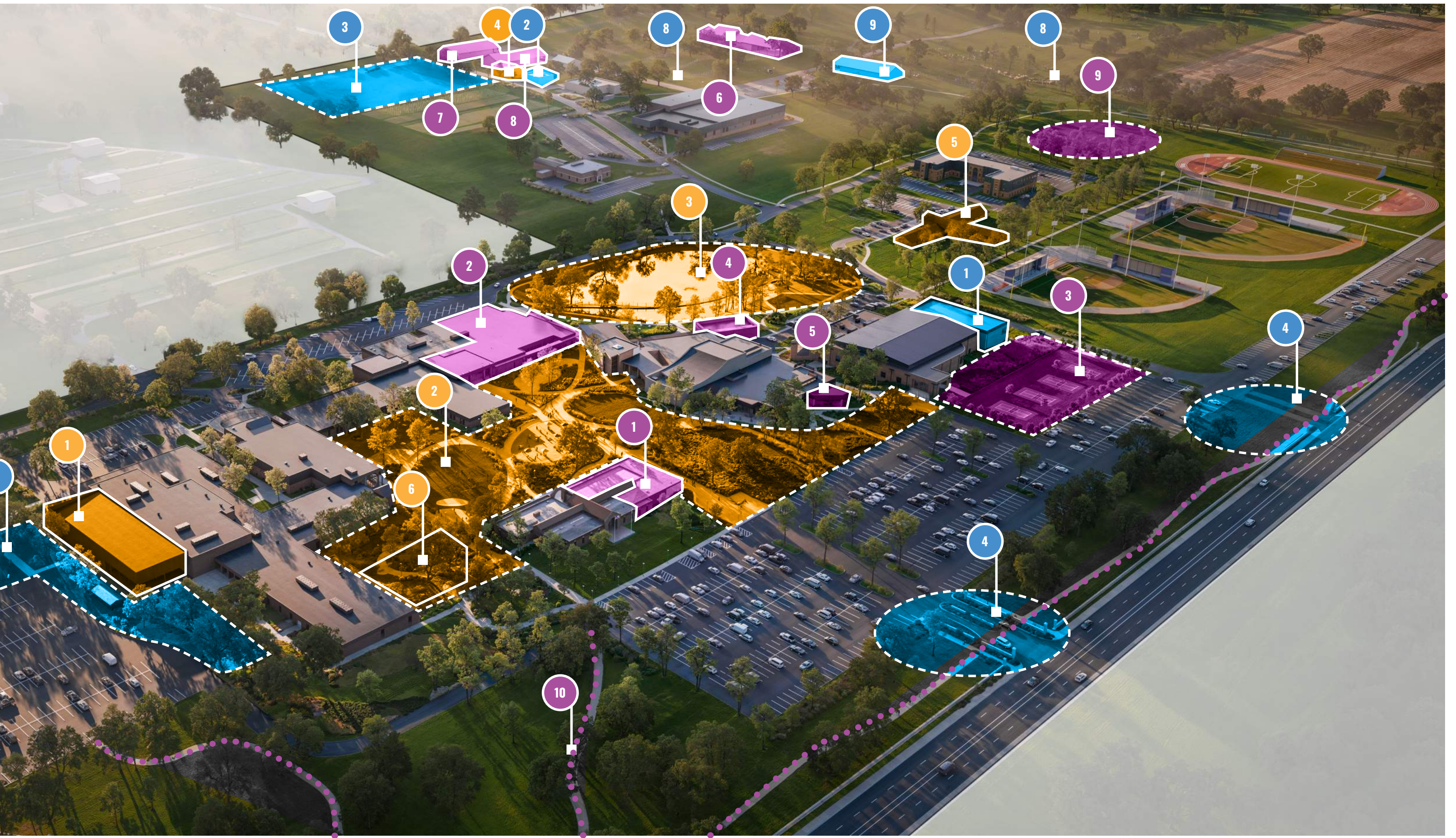
Estimated Cost of all Phase 3 Projects

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PROJECT LIST

1. CTC Expansion
2. Academic Quad Upgrades
3. Campus Hub Boardwalk
4. CDL Equipment Shed
5. Residence Halls Renovation
6. New Conference Center





MASTER PLAN

Data Collection & Findings

Framework for Success

Recommendations

DATA COLLECTION & FINDINGS



SUMMARY

DATA COLLECTION & FINDINGS

As a college deeply proud of its place in Sedalia and its role in serving a broad rural region, State Fair Community College carries a strong sense of purpose in how it supports learning, workforce development, and community connection. To understand how well the physical campus can continue to support that mission into the future, a comprehensive assessment was completed, combining campus walks and light facilities reviews, an analysis of classroom utilization, surveys of students and community members, and dozens of in-depth interviews with faculty, staff, and administrators. **Together, these efforts create a clear and balanced picture of SFCC today: a campus with meaningful strengths, meaningful needs, and meaningful opportunities.**

This chapter synthesizes three dimensions of that picture, including the condition and performance of SFCC's buildings, the lived experiences and aspirations of the people who use them every day, and how current classroom utilization patterns can guide smarter and more intentional planning. Each dimension reinforces the others, offering an encouraging foundation for campus evolution in the decade ahead.



Buildings on Campus

Across more than 350,000 square feet of facilities built between 1969 and 2026 several consistent patterns emerge. Many systems are naturally reaching the end of their useful life, presenting an opportunity for coordinated modernization. Roofing, mechanical systems, and building envelopes, while showing signs of wear, offer clear targets for upgrades that can significantly improve comfort, sustainability, and reliability. A number of academic buildings also reveal conditions typical of their age, including dated finishes, isolated settlement areas, or life-safety elements ready for renewal.

These findings provide a roadmap for reinvestment and give SFCC the ability to prioritize improvements that will have the greatest impact on the student experience. At a campus scale, the assessment points to opportunities to unify lighting, finishes, and mechanical standards, refresh interiors where instructional expectations have evolved, and rethink how certain buildings might be repurposed as programs relocate or grow.



The People

Across departments and roles, a consistent human-centered theme surfaces: the SFCC community sees great potential in its campus and is ready for spaces that better reflect the ways people teach, learn, and connect today. Interviews highlight a shared desire for more welcoming environments, including places that make it easier for students to gather, study, or reset between classes, and spaces where faculty and staff can collaborate more effectively. Many programs are experiencing growth or shifting pedagogies, and with that growth comes an appetite for modern labs, updated classrooms, and technology-rich environments. Staff and operational teams echo this momentum, noting that upgrades to lighting, access control, and storage would not only solve current challenges but would also support a campus that feels safer, more intuitive, and more cohesive.

These insights illustrate a community that is aligned in its aspirations and sees facility renewal not as a burden but as an exciting opportunity to strengthen the student experience and overall sense of belonging.



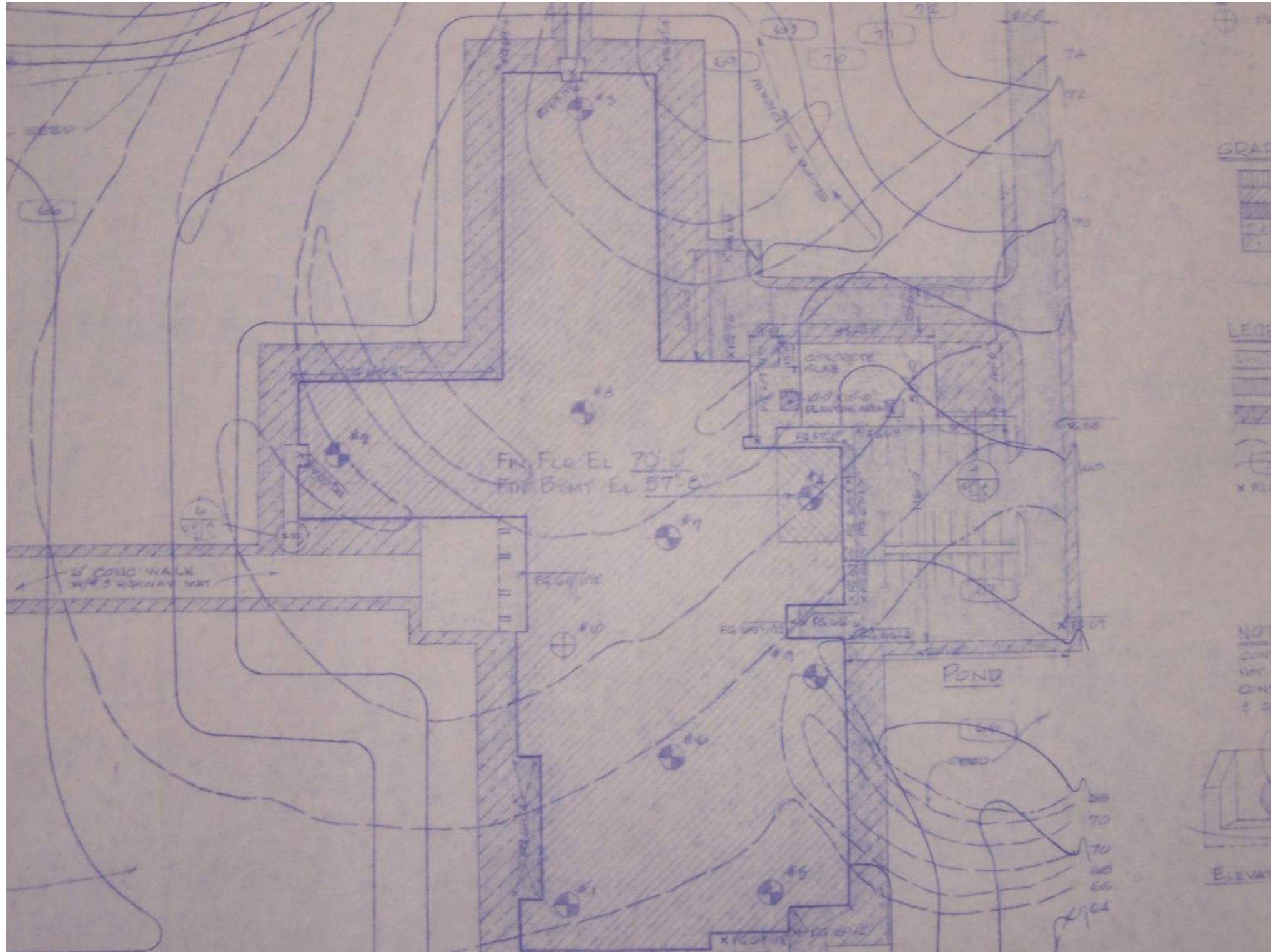
Effects on Classrooms

The classroom utilization analysis similarly points toward positive opportunities for reinvestment and strategic reshaping of academic spaces. While some rooms are heavily used and in high demand, others show low utilization, suggesting that SFCC has space it can reclaim, reconfigure, or modernize to better support teaching and learning. Patterns across Fielding, Heckart, Stauffacher, and other buildings indicate that students and instructors gravitate toward rooms with the right mix of technology, comfort, and flexibility. Underutilized spaces, in turn, represent an opening to rethink room layouts, update instructional technology, introduce new study or collaboration zones, or consolidate programs where it makes sense.

Taken together, these findings reinforce the same opportunity seen across the assessment: with thoughtful planning and targeted improvements, SFCC can align its facilities with the evolving needs of students, faculty, and staff, maximizing its existing assets while strengthening the academic ecosystem envisioned in the Strategic Plan.

FACILITIES CONDITION ASSESSMENT

DATA COLLECTION & FINDINGS



Buildings on Campus

SFCC's facilities represent decades of service to students, the region, and the institution's academic mission. Across the twelve facilities reviewed, constructed between 1969 and 2026, the assessment highlights systems and components that are simply reaching the end of their functional life. Mechanical systems, roofing, and exterior enclosures show predictable signs of aging, creating a clear and manageable roadmap

for improvements. These findings do not signal crisis conditions but instead provide a structured understanding of where targeted investment will deliver the greatest gains in reliability, efficiency, and long-term stewardship.

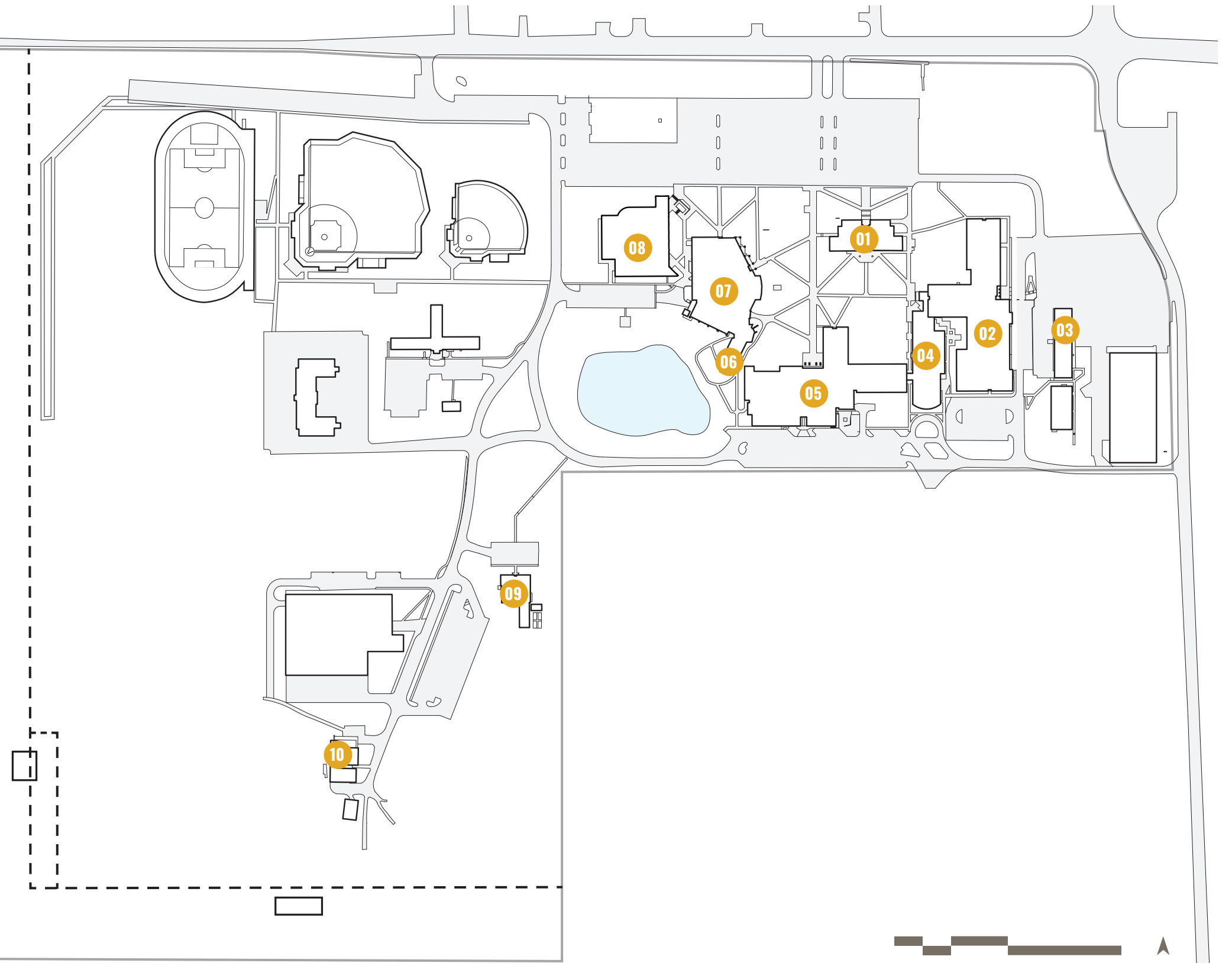
The review of mechanical systems illustrates one of the most promising opportunities for the campus. Many HVAC units, controls, and air distribution systems have served well beyond their expected lifespan. This presents the chance to replace outdated equipment with modern, efficient systems that improve comfort, reduce operational costs, and support healthier indoor environments. Replacing older components as part of a coordinated strategy allows the college to create greater consistency from building to building, which in turn simplifies maintenance and enhances performance. The same is true for roofs across several facilities, where repairs or replacement can strengthen weather protection and support future enhancements such as solar opportunities or improved insulation.

Interior conditions also reveal a valuable opportunity for renewal. Buildings like Fielding, Stauffacher, Potter Ewing, Heckart, and Yeater contain finishes, lighting, or spatial configurations that no longer reflect contemporary standards for learning environments. While these conditions show their age, they also create a pathway for strategic interior refreshes that can dramatically elevate the quality of classrooms, labs, offices, and student-facing spaces. In many cases, these buildings have strong structural bones and adaptable layouts that can support modernization without requiring full reconstruction. Thoughtful upgrades to lighting, acoustics, technology, and furniture can unlock significant improvements in how spaces feel and function.

At the campus scale, the assessment points to opportunities for SFCC to strengthen cohesion and long-term resilience. Standardizing systems, finishes, and maintenance approaches would ease the burden on physical plant staff and build a sense of continuity across the student experience. Buildings with persistent issues, such as settlement or moisture intrusion, present clear decision points for reinvestment or repurposing as campus needs evolve. Program relocations, including Auto Tech's move to Ellebracht, open the door for adaptive reuse strategies that give older buildings new life in ways that support the Strategic Plan. Rather than a list of problems, the building analysis offers a positive and structured roadmap that aligns capital improvements with the college's mission and future trajectory.

KEY

- 01** William C. Hopkins Student Services Building
- 02** Marvin R. Fielding Technical Center
- 03** Former Automotive Technology Building
- 04** Heckart Science & Allied Health Center
- 05** Charles E. Yeater Learning Center
- 06** Daum Museum of Contemporary Art
- 07** Stauffacher Center for the Fine Arts
- 08** Fred E. Davis Multipurpose Center
- 09** Potter-Ewing Agriculture Building
- 10** Maintenance (Physical Plant)



FACILITIES CONDITION ASSESSMENT

DATA COLLECTION & FINDINGS



01 William C. Hopkins Student Services Building

The Hopkins Building serves as a key student-facing facility but shows signs of aging infrastructure, particularly within its HVAC system, building envelope, and roof assemblies. Moisture intrusion, settling conditions, and outdated lighting affect both performance and user comfort, while misaligned doors and blocked egress paths present life-safety considerations. Targeted system upgrades and interior improvements offer an opportunity to modernize the building and strengthen its role as a welcoming campus hub.

02 Marvin R. Fielding Technical Center

Fielding is a highly utilized instructional building that reflects years of incremental renovations and program adaptation. Aging HVAC systems, limited temperature control, and outdated interior finishes constrain functionality, while undocumented alterations have created circulation and life-safety challenges. A comprehensive renovation could realign the building with current technical education needs and support continued growth.

03 Former Automotive Technology Building

The former Automotive Technology Building is one of the oldest facilities on campus and is planned for program relocation in the near term. The building requires significant updates, including roof replacement and hazardous materials assessment, should it remain in use. Its anticipated vacancy presents a strategic opportunity for removal or adaptive reuse aligned with long-term campus goals.



04 Heckart Science & Allied Health Center

Heckart supports critical health and allied health programs but faces challenges related to roof condition, moisture intrusion, and aging mechanical systems. Temperature inconsistency and high chiller maintenance costs affect both comfort and operational efficiency. Interior refreshes and system upgrades would enhance learning environments and support continued program demand.

05 Charles E. Yeater Learning Center

Yeater houses general classrooms, the library, and student services, making it a central academic campus building. The building exhibits settlement issues, aging HVAC systems, and window seal failures. Strategic reinvestment could improve reliability, energy efficiency, and the quality of student learning and support spaces.

06 Daum Museum of Contemporary Art

The Daum Museum is a significant cultural asset for the college and region but faces challenges related to roof performance, water infiltration, and building envelope integrity. These conditions affect environmental control critical to art preservation and limit the museum's ability to host traveling exhibits and secure grant funding. Addressing these issues would strengthen the museum's role as an academic, cultural, and community anchor.



07 Stauffacher Center for the Fine Arts

Stauffacher supports performance and visual arts programs but is constrained by aging HVAC systems, inconsistent flooring, and outdated life-safety features. Inoperable egress doors and inconsistent window treatments impact safety and usability. Interior upgrades and mechanical improvements would better support instructional needs and public performances.

08 Fred E. Davis Multipurpose Center

The Davis Center is a heavily used athletic and community facility with aging rooftop units and ongoing moisture concerns. Exterior wall deterioration and roof issues affect long-term durability, while outdated mechanical systems limit efficiency. Targeted repairs and system replacements would support continued use and enhance the facility's reliability for campus and community events.

09 Potter-Ewing Agriculture Building

Potter-Ewing supports hands-on agricultural instruction and is generally functional but shows signs of aging finishes and HVAC maintenance needs. Interior conditions limit flexibility and comfort for expanding programs. Focused upgrades would enhance instructional spaces while preserving the building's strong connection to outdoor learning environments.

10 Maintenance (Physical Plant) Building

The Maintenance Building serves as the operational backbone of campus but is undersized and inadequately configured for current needs. Limited storage, cramped work areas, and insufficient vehicle accommodations reduce efficiency and staff support. A comprehensive renovation or replacement would significantly strengthen campus operations and long-term maintenance capacity.

KEY



HIGH URGENCY

Buildings in this category present immediate risks related to life safety, asset protection, or daily operations. Common issues include active moisture intrusion, failing HVAC systems, compromised egress, or threats to high-value assets. These facilities require near-term stabilization and should be prioritized in the earliest capital phases to reduce risk and prevent further deterioration.



MEDIUM-HIGH URGENCY

These buildings have significant system deficiencies or code-related concerns that materially affect performance, safety, or user experience but may not pose an immediate threat if addressed in the short term. Conditions often include aging mechanical systems, inconsistent environmental control, or deferred interior and life-safety upgrades. Strategic reinvestment is needed soon to avoid escalation into high-risk conditions.



MEDIUM URGENCY

Facilities in this tier are generally functional but operationally inefficient or poorly aligned with current needs. Issues relate to space adequacy, outdated layouts, insufficient storage, or aging systems that still operate but limit effectiveness. Improvements can be planned methodically and coordinated with broader campus initiatives. Note: Residence Halls building was not reviewed as requested but is likely a Medium Urgency Rating.



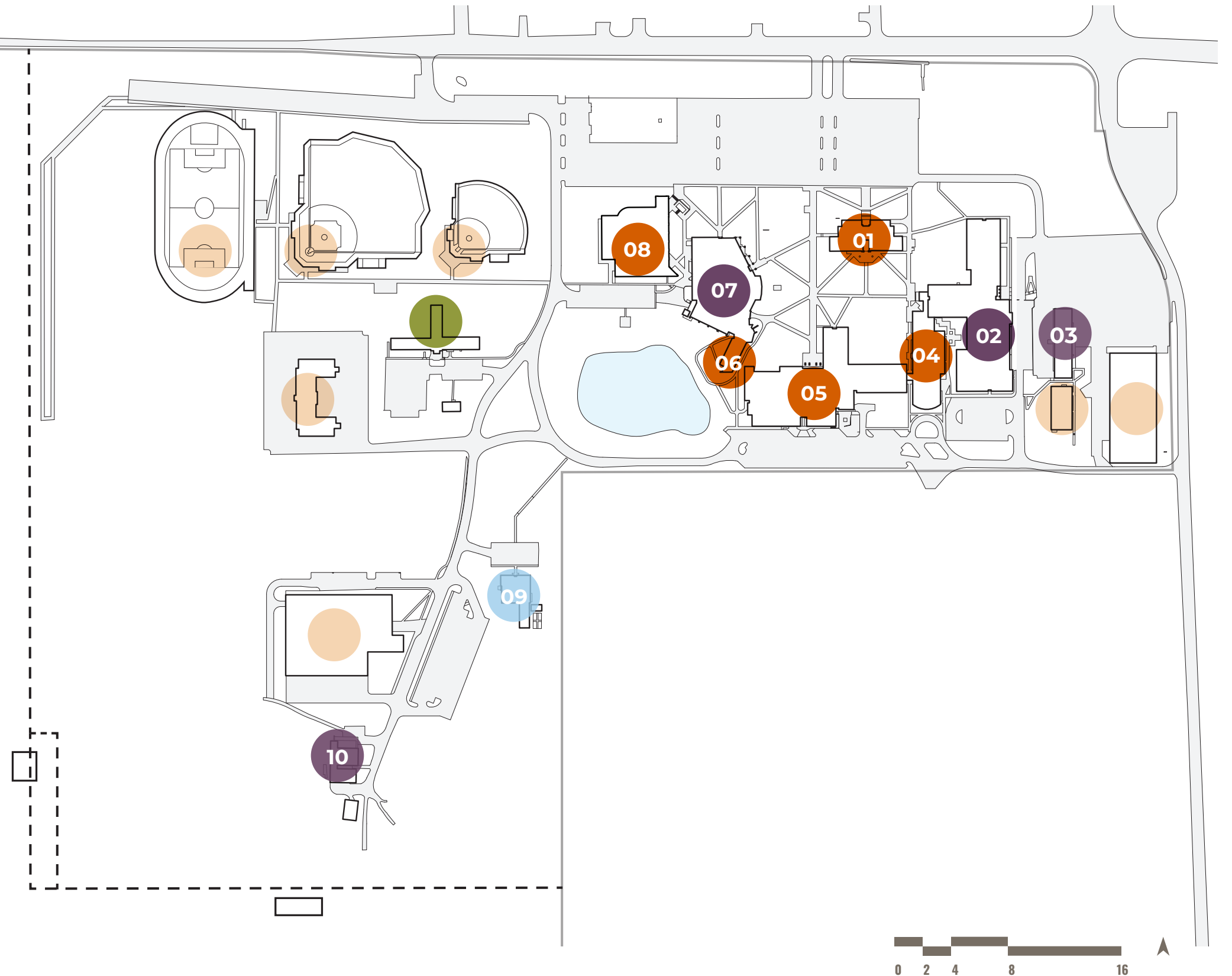
LOW URGENCY

Buildings with low urgency show manageable wear or end-of-life conditions that do not warrant reinvestment due to planned program relocation or replacement. In some cases, limited maintenance may be appropriate, but long-term strategies such as demolition, consolidation, or future redevelopment are more effective than significant capital investment.



NO URGENCY

Buildings with no urgency are either under construction or have been recently completed and did not receive a review under the light building assessment associated with this Master Plan.



SURVEYS & INTERVIEWS

DATA COLLECTION & FINDINGS



The People

Across academic departments, student services, and campus life, the interviews reveal a deeply invested State Fair Community College, thoughtful about how the physical environment supports that future. Faculty, staff, and administrators consistently expressed pride in the institution and its role in serving Sedalia and the surrounding rural region. At the same time, they articulated a readiness for spaces that better reflect how teaching, learning, advising, and collaboration happen today. Rather than focusing on deficiencies, participants often framed their comments around what could be unlocked through improved environments, including stronger connections between students and faculty, clearer campus identity, and spaces that encourage people to remain on campus longer and engage more fully with one another.

There was particular emphasis on the need for welcoming, comfortable places that support both academic and personal needs throughout the day. In a largely commuter campus context, the absence of informal gathering areas, study nooks, and spaces to pause between classes has a direct impact on students' sense of belonging and connection to campus life. Interviewees described students using hallways, classrooms, or makeshift areas simply because there are few intentional places designed for informal use. Requests for seating opportunities, access to food, charging stations, sensory or quiet spaces, and clearer wayfinding reflect a desire for environments that feel supportive rather than transactional. These insights highlight an opportunity to create spaces that not only support the classes happening on campus at any given moment, but also acknowledge the full range of student experiences, including connection and the realities of balancing various responsibilities.

Faculty and staff echoed these themes through the lens of their daily work. Instructional staff spoke about growing programs, increasingly hands-on curricula, and the need for labs and classrooms that can accommodate modern equipment, collaborative learning, and emerging technologies. Student services staff emphasized the importance of privacy, visibility, and flexibility in advising and support spaces, particularly for walk-in interactions and sensitive conversations. Operational teams highlighted opportunities to improve reliability, safety, and efficiency through updated lighting, access control, storage, and building systems.

Taken together, these perspectives point to a shared understanding that facility improvements are not just about infrastructure, but about enabling people to do their best work. The interviews reveal a campus community that sees renewal as a way to strengthen relationships, reinforce SFCC's identity, and create an environment where students, faculty, and staff feel supported, connected, and proud to be part of State Fair Community College.



AGRICULTURE

The Agriculture department is grounded in hands-on instruction, strong community connections, and close alignment with industry partners. A majority of teaching occurs in labs, greenhouses, and outdoor environments, reinforcing experiential learning as a core program strength.

Growth in enrollment and expanded offerings have begun to outpace available classroom, lab, and support space. Opportunities exist to expand instructional environments, create informal student gathering areas, and provide dedicated adjunct office space, strengthening student engagement and supporting continued program growth.

CRITICAL TAKEAWAYS

- Instruction is predominantly hands-on, with most learning occurring in labs, greenhouses, and outdoor environments.
- Classroom and lab space is limited, creating scheduling conflicts and constraining program growth.
- Students lack informal gathering and social spaces that support connection in a commuter environment.
- Adjunct faculty have limited or overcrowded office space, affecting advising and student support.
- Strong industry partnerships drive workforce training and non-credit programs.

"...60–75% of time (is) spent in labs or greenhouses."

- Faculty Member



ADVANCED MANUFACTURING

Advanced Manufacturing programs are highly industry-responsive and emphasize applied learning through welding, HVAC, machining, and construction-related instruction. Faculty highlighted strong employer partnerships and a desire to further integrate cross-program collaboration.

Facility limitations currently constrain safety, flexibility, and student engagement. Purpose-built fabrication labs, testing areas, and spaces to showcase student work would better support workforce readiness, program growth, and interdisciplinary learning.

CRITICAL TAKEAWAYS

- Programs are tightly aligned with industry needs and emphasize applied, workforce-ready skills.
- Welding, HVAC, and Construction Management lack dedicated fabrication and testing labs.
- Safety and space constraints limit enrollment growth and instructional flexibility.
- Faculty expressed interest in shared spaces that encourage cross-program collaboration.

"There's no place to showcase what students are building."

- Faculty Member



HEALTH SCIENCES

Health Sciences programs play a critical role in regional workforce preparation and maintain high standards tied to accreditation and clinical partnerships. Instruction relies heavily on simulation, testing, and hands-on practice.

Space constraints limit the expansion of simulation labs, debriefing areas, study spaces, and faculty offices. Strategic facility investments would support program growth, reduce student stress, and improve outcomes in high-demand healthcare fields.

CRITICAL TAKEAWAYS

- Programs are in high demand and must meet strict accreditation and clinical requirements.
- Simulation, debriefing, and testing spaces are insufficient for current enrollment levels.
- Faculty and staff office space is overcrowded, reducing privacy and efficiency.
- Students experience high stress and need reset, study, and wellness spaces.
- Access to food and break areas is limited, particularly for students with long clinical schedules.

"Simulation and debriefing spaces are critical barriers right now."

- Faculty Member

SURVEYS & INTERVIEWS

DATA COLLECTION & FINDINGS



BUSINESS & IT

Business and IT programs emphasize real-world application, collaboration, and emerging technologies. Faculty expressed interest in environments that mirror professional settings and support applied learning.

Current classrooms and labs lack the flexibility, technology, and visibility needed to support growth. Modernized labs, co-located collaboration spaces, and a more visible campus presence would strengthen recruitment and interdisciplinary engagement.

CRITICAL TAKEAWAYS

- Business classrooms are at capacity, and partitioned spaces limit instructional effectiveness.
- IT programs need modernized labs to support programming, networking, and cybersecurity.
- There is no dedicated computer lab for Business students.
- Faculty want stronger connections to real-world application and community partnerships.
- Informal collaboration and gathering spaces are limited.

“We need spaces that feel more like how people actually work.”

- Faculty Member



ARTS & COMMUNICATIONS

Arts and Communications programs foster creativity, collaboration, and public engagement through performance, production, and exhibition. Faculty described strong student interest and program momentum.

Facilities are stretched thin and lack dedicated rehearsal, recording, studio, and storage space. Expanded and modernized creative environments would elevate student work, support interdisciplinary projects, and strengthen community partnerships.

CRITICAL TAKEAWAYS

- Music, Theatre, and Communications lack dedicated rehearsal, recording, and studio spaces.
- Storage for art and production materials is insufficient.
- Students lack access to modern digital media tools.
- Events and performances often rely on off-campus venues due to space limitations.
- Faculty envision a centralized Fine Arts and Digital Media presence.

“We’re stretched thin across too many spaces that weren’t designed for this work.”

- Faculty Member



ADMISSIONS

Admissions staff emphasized the importance of first impressions, access, and belonging in supporting recruitment and enrollment. Current spaces feel compressed and institutional, limiting privacy and walk-in engagement.

A student-centered Welcome Center, improved wayfinding, and informal gathering areas would better align facilities with SFCC’s commitment to access and student success.

CRITICAL TAKEAWAYS

- First impressions of campus are critical to recruitment and enrollment.
- Current spaces feel institutional and compressed, limiting comfort and privacy.
- There is no clear or welcoming “front door” to campus.
- Wayfinding and signage are confusing and inflexible.
- Staff need walk-in friendly spaces for spontaneous student interactions.

“We need a Welcome Center.”

- Administrator



STUDENT SUCCESS

Student Success staff focus on relationship-based support and meeting students where they are, often outside traditional office settings. Visibility and approachability are central to their work.

Limited private meeting spaces, informal gathering areas, and amenities such as food and charging stations reduce effectiveness. Enhanced flexible support spaces would strengthen persistence, connection, and student well-being.

CRITICAL TAKEAWAYS

- Navigators prioritize visibility and relationship-building with students.
- Many student interactions happen outside offices due to lack of informal spaces.
- Private rooms for confidential conversations are limited.
- Students need places to gather, sit, charge devices, and access food.
- Office furniture and common areas feel uninviting.

“If we don’t keep classrooms open, there is nowhere to congregate.”

- Administrator



FACILITIES, IT, & SECURITY

Facilities, IT, and Security teams support daily campus operations and long-term stewardship. Aging systems, limited storage, and outdated access control present ongoing challenges.

Opportunities exist to standardize systems, modernize access strategies, expand IT space, and improve lighting and security. These investments would improve efficiency, morale, and campus safety.

CRITICAL TAKEAWAYS

- Deferred maintenance places strain on staff and systems.
- Building access relies heavily on physical keys, limiting flexibility.
- Storage is inadequate and scattered, including off-campus rented space.
- IT spaces are cramped and lack privacy for sensitive work.
- Campus lighting and security systems need modernization and consistency.



DAUM MUSEUM OF CONTEMPORARY ART

The Daum Museum serves as an academic, cultural, and community asset, supporting exhibitions, education, and student engagement. Staff expressed a desire to expand programming and partnerships.

Facility challenges related to HVAC, storage, loading, and envelope performance limit grant eligibility and exhibit opportunities. Addressing these needs would strengthen preservation, visibility, and integration with the campus.

CRITICAL TAKEAWAYS

- Environmental control issues limit eligibility for grants and traveling exhibits.
- Storage and loading facilities are inadequate for professional museum standards.
- Inconsistent temperature and humidity threaten collections.
- The museum seeks stronger integration with academic programs.
- Staff envision expanded gathering, exhibition, and outdoor spaces.

“Current building conditioning is not acceptable by other galleries for traveling exhibits.”

- Daum Administrator

SURVEYS & INTERVIEWS

DATA COLLECTION & FINDINGS



ATHLETICS

Athletics contributes to campus identity, student wellness, and community engagement. Programs are exploring growth opportunities and new sports offerings.

Facility limitations include a lack of indoor training space, storage, and modern access control. Targeted upgrades would enhance the student-athlete experience and support extended training hours.

CRITICAL TAKEAWAYS

- Facilities play a key role in student-athlete wellness and campus identity.
- There is no dedicated indoor training facility.
- Storage, locker rooms, and practice space are undersized.
- Keyless access is needed to support training after hours.
- First impressions of athletic spaces matter for recruitment.



RESIDENCE LIFE

Residence Life staff prioritize student safety, wellness, and community building within campus housing. Recent improvements have strengthened connection and oversight.

Students seek greater privacy, sensory-friendly spaces, improved food access, and modern amenities. Long-term housing planning would support retention and student satisfaction.

CRITICAL TAKEAWAYS

- Controlled access and on-campus housing improve safety and connection.
- Students want privacy while still feeling connected to others.
- Sensory-friendly spaces and calmer aesthetics are needed.
- Food access and dining hours do not meet student schedules.
- Staff lack dedicated work and break spaces.



THE LEARNING FORCE

The Learning Force operates as a workforce development and continuing education hub serving regional employers. Visibility and accessibility are key to its mission.

Current facilities limit flexibility and community engagement. Relocating to a more visible, storefront-style space with dedicated classrooms and storage would strengthen partnerships and program delivery.

CRITICAL TAKEAWAYS

- Programs emphasize applied learning and strong industry alignment.
- Building Trades need covered outdoor instructional space.
- Commercial Driving requires a dedicated skills range.
- Faculty lack a dedicated lunch or break space.
- Showcase areas for programs are missing.

“Students want to be near but private.”

- Housing Administrator

“We’re tucked in the corner and hard to find.”

- The Learning Force Team Member



CAREER & TECHNICAL CENTER (CTC)

CTC programs emphasize applied instruction and close industry alignment, particularly in building trades and commercial driving. Collaboration with high schools and employers is a strength.

CRITICAL TAKEAWAYS

- Facility needs include outdoor instructional areas, skills training space, and faculty amenities.
- Strategic investments would enhance hands-on learning and workforce readiness.



LIBRARY

The Library functions as a central academic hub supporting study, tutoring, and informal learning. Demand for quiet and group study spaces is consistently high.

Expanding study rooms, updating furniture, and integrating student support services would strengthen the library's role in student success.

CRITICAL TAKEAWAYS

- The library is heavily used as a study and learning hub.
- Quiet study rooms are in extremely high demand.
- Smaller soundproof study booths are needed.
- Furniture and technology upgrades are desired.
- There is interest in integrating student services into the library.



CAMPUS STORE

The Campus Store is evolving toward a more student-centered destination that supports convenience and engagement. Staff expressed interest in expanding technology services and amenities.

Improved visibility, soft seating, charging stations, and distributed convenience retail would enhance the store's role in campus life and student support.

CRITICAL TAKEAWAYS

- The store is shifting toward a student-centered destination model.
- Technology sales and lending are growing needs.
- Soft seating would make the space more welcoming.
- Students want convenience retail closer to classrooms.
- Visibility, branding, and location affect usage.

"Students are here all day. Some even sleep on the couches."

- Faculty Member

CLASSROOM UTILIZATION ANALYSIS

DATA COLLECTION & FINDINGS



Effects on Classrooms

The classroom utilization analysis offers a high-level view into how academic spaces are currently supporting teaching and learning across State Fair Community College's campus. The data highlights variation in how different room types perform and how students and instructors naturally gravitate toward spaces that feel functional, comfortable, and well-equipped. Rooms that offer reliable technology, flexible layouts, and supportive environmental conditions tend to operate near capacity, while others with outdated configurations or limited adaptability see far less use. This pattern underscores an important opportunity for State Fair Community College to better align the physical characteristics of classrooms with the ways instruction is delivered today.

As part of this effort, the college requested a light classroom utilization analysis, informed by available scheduling data and on-the-ground observations, and limited to a instructional spaces across campus where this information was available. The intent was not to conduct a comprehensive utilization study, but rather to gain a high-level understanding of how select classrooms are being used today. The information that follows summarizes average utilization by building and highlights notable patterns and outliers, offering directional insights that help frame opportunities for future space planning and reinvestment.

Across buildings such as Fielding, Heckart, Stauffacher, and Yeater, utilization trends reveal where space can be thoughtfully reshaped to support evolving pedagogies. Underutilized classrooms often reflect layouts designed for past teaching models, limited access to power or technology, or environmental conditions that discourage extended use. These spaces present an opening to be reimagined as active learning classrooms, specialized labs, shared instructional resources, or informal study and collaboration zones that serve students beyond scheduled class time. In parallel, high-performing rooms provide valuable insight into what is working well and can serve as models for future upgrades across campus.

Taken together, the utilization findings reinforce a broader planning opportunity that complements both the facilities assessment and the human-centered insights from interviews. By strategically reinvesting in classrooms that show strong demand, modernizing or consolidating lower-performing spaces, and ensuring flexibility for program growth, SFCC can make more intentional use of its existing footprint. This approach supports stewardship, adaptability, and student success, all of which are central to the Strategic Plan. When viewed through this lens, classroom utilization becomes not just a measure of efficiency, but a tool for shaping an academic environment that is responsive, resilient, and aligned with the college's long-term educational mission.

KEY CONSIDERATIONS & TAKEAWAYS

1. Balance High-Demand and Underutilized Spaces

The utilization data reveals a recurring pattern across campus: localized pressure within otherwise under performing buildings. Facilities such as Yeater Learning Center, Olen Howard, and select spaces within the Fielding Technical Center show sustained or peak utilization, while other rooms—sometimes within the same building—remain lightly used or unused. From a master planning perspective, this suggests that future capacity needs may be addressed less through wholesale expansion and more through redistribution, reconfiguration, and improved alignment of space types with instructional demand.

2. Prioritize Flexibility Over Specialized Growth

Buildings with the widest utilization swings, particularly the Fielding Technical Center and parts of Heckart Science Center, indicate that program sequencing and semester-based demand drive space use more than steady enrollment growth. Highly specialized rooms tend to experience extremes—either underutilization or overuse—depending on the term. The master plan should emphasize flexible, adaptable environments that can support multiple instructional modes or programs, reducing reliance on single-purpose spaces that struggle to maintain consistent use.

3. Relieve Pressure in Core Instructional Hubs

Yeater Learning Center functions as a clear instructional anchor, with consistently high utilization and limited slack across semesters. Several rooms exceed standard utilization targets, indicating constrained capacity rather than inefficiency. Planning strategies should focus on:

- Enhancing flexibility within Yeater where feasible
- Identifying nearby facilities that could absorb some general classroom demand
- Repurposing underutilized classroom space in other buildings to strategically relieve pressure rather than duplicate space types.



ITEMIZED ROOM UTILIZATION BY BUILDING

STATE FAIR COMMUNITY COLLEGE				
ITEMIZED ROOM UTILIZATION				
BUILDING	ROOM No.	SP HRS/WK	FALL HRS/WK	Utilization Ratio
Potter-Ewing		30 HR	30 HR	
	AGRI 400	13	18.75	53%
	AGRI 402	25	15.5	68%
	AGRI 404	2.5	0	4%
UR Average		40.5	34.25	45%
FIELD TECH CENTER		30 HR	30 HR	
	FIELD 209	12.38	11.5	40%
	FIELD 217	2.5	10.5	22%
	FIELD 218	3	0	5%
	FIELD 219	2	0	3%
	FIELD 221	13	10.5	39%
	FIELD 226	12	0	20%
	FIELD 226A	9	0	15%
	FIELD 227	11	0	18%
	FIELD 229	6	8	23%
	FIELD 233	5.5	4.5	17%
	FIELD 240	28.5	37.5	110%
	FIELD 241	4.5	26	51%
	FIELD 242	17	0	28%
	FIELD 243	0	13	22%
	FIELD 277	0	7	12%
	FIELD 282	0	12	20%
	FIELD 287	0	18	30%
	FIELD 288	0	6	10%
UR Average		126.38	164.5	32%
DAVIS MULTIPURPOSE CENTER		30 HR	30 HR	
	MPC 163	3	8.75	20%
	MPC 206	0	62	103%
	MPC 219	13.75	26	66%
UR Average		16.75	96.75	19%
AUTOTECH		30 HR	30 HR	
	Auto 609	20	22	70%
UR Average		20	20	67%
OLEN HOWARD WORKFROCE INNOVATION CENTE		30 HR	30 HR	
	OHWIC 1102	30	5	58%
	OHWIC 1107	14.88	27.55	71%
	OHWIC 1112	11.88	26	63%
	OHWIC 1118	30	29	98%
	OHWIC 1124	3	23	43%
	OHWIC 1125	31.5	28.5	100%
UR Average		121.26	139.05	67%
DC		30 HR	30 HR	
	DC 502	0	0	0%
	DC 507	22.5	20	71%
UR Average		22.5	20	75%

HECKART SCIENCE AND ALLIED HEALTH CENTER				
	30 HR	30 HR		
SAH 801	20	19	65%	
SAH 802	19	18.5	63%	
SAH 803	24	26.5	84%	
SAH 808	12.5	14.25	45%	
SAH 810	16	24	67%	
SAH 825	26	23.75	83%	
SAH 828	9	9.25	30%	
SAH 829	15	11	43%	
SAH 831	11.25	13.63	41%	
UR Average		152.75	159.88	57%
STAUFFACHER CENTER FOR THE FINE ARTS				
	30 HR	30 HR		
STAUFF 36	12	12	40%	
STAUFF 37	19.5	18.75	64%	
STAUFF 38	24	18	70%	
STAUFF 40	12	12	40%	
STAUFF 45	12	12	40%	
STAUFF 60	17	19	60%	
STAUFF 62	6	0	10%	
STAUFF 63	0	4	7%	
STAUFF 67	69	64	148%	
STAUFF 90	2.5	0	4%	
STAUFF 94	2.5	2.5	8%	
UR Average		174	159.75	53%
YEATER LEARNING CENTER				
	30 HR	30 HR		
YEATER 103	27.38	42.5	116%	
YEATER 111	18.5	24.5	72%	
YEATER 119	25.06	20	75%	
YEATER 120	0	9.5	16%	
YEATER 121	16.25	26.25	71%	
YEATER 122	19.5	23.06	71%	
YEATER 123	28.5	16.75	75%	
YEATER 126	11.5	5.5	28%	
YEATER 128	13	19	53%	
YEATER 129	14	25.5	66%	
YEATER 133	24	23	78%	
YEATER 134	21.5	17.5	65%	
YEATER 135	31	14.75	76%	
YEATER 136	24.5	23.5	80%	
YEATER 139	11.5	16	46%	
YEATER 140	22	30.38	87%	
YEATER 147	13.75	7.5	35%	
YEATER 148	23.5	13	61%	
YEATER 149	22	18	67%	
UR Average		367.44	376.19	64%

CLASSROOM UTILIZATION ANALYSIS

DATA COLLECTION & FINDINGS



Building Utilization Summaries

Building on the classroom-focused utilization findings, the following summaries examine utilization trends at the individual building level. This lens provides additional context for understanding how different facilities function within the broader campus ecosystem—recognizing that not all buildings are intended to perform in the same way. In some cases, lower utilization reflects a deliberate programmatic role or non-traditional scheduling model rather than inefficiency, while higher utilization signals sustained demand and limited flexibility. Viewed together, these building-level insights help clarify where targeted reinvestment, adaptation, or role refinement can best support SFCC's academic mission and long-term planning goals.

“Rooms that offer reliable technology, flexible layouts, and supportive environmental conditions tend to operate near capacity, while others with outdated configurations or limited adaptability see far less use.”

01 William C. Hopkins Student Services Building

Average Utilization: Low but skewed by limited instructional space

Extremes: Not applicable

Analysis: Hopkins is not intended to function as an instructional building, and utilization data reinforces its primary role as a student services and administrative hub. From a planning perspective, this clarity supports keeping classroom investment focused elsewhere while strengthening Hopkins as a front-door and support environment.

02 Marvin R. Fielding Technical Center

Average Utilization: 32%

Extremes: Several rooms in the low single digits, including rooms around 3 to 5% utilization

Analysis: The building exhibits the widest utilization range on campus. Several rooms see limited or no use in one or both semesters, while others exceed standard utilization thresholds—particularly in the Spring. Fall usage is generally lower and more dispersed, while Spring demand concentrates in a small number of high-use labs. This internal imbalance highlights both localized capacity pressure and excess capacity within the same facility, driven largely by program sequencing and highly specialized space types.

03 Former Automotive Technology Building

Not reviewed as the department has moved and the building is being considered for demolition.

04 Olen Howard Workforce Innovation Center

Average Utilization: 67%

Extremes: Majority of learning spaces are utilized across the building with minimal differences between the various labs and lecture spaces.

Analysis: OHWIC shows consistently high utilization across most rooms, with several operating near or at capacity in both semesters. While overall performance is strong, individual spaces fluctuate modestly between Fall and Spring, reflecting cohort-based scheduling patterns. A small number of rooms experience sustained pressure, while others provide limited relief capacity. The building performs well overall but exhibits internal variation that points to optimization opportunities.

05 Heckart Science & Allied Health Center

Average Utilization: 57%

Extremes: Specialized labs with low scheduled use balanced against high-demand instructional periods

Analysis: Utilization in the Heckart Science and Allied Health Center is steady overall, with variation driven primarily by room specialization. Teaching labs tend to carry higher and more consistent use, while specialized or support spaces are scheduled more intermittently. Fall and Spring utilization patterns are generally comparable, though individual rooms may peak in one semester depending on course sequencing. The data suggests stable demand with internal variation tied to flexibility rather than overall capacity.

06 Charles E. Yeater Learning Center

Average Utilization: 64%

Extremes: High-performing rooms YEATER 103 (61%) and YEATER 140 (43%)

Analysis: The Yeater Learning Center is one of the most heavily utilized instructional buildings on campus, with strong use across nearly all rooms and both semesters. While total utilization remains high, individual rooms fluctuate based on course sequencing and enrollment shifts. Several spaces exceed standard utilization targets, indicating sustained demand and limited flexibility. Compared to other academic buildings, Yeater shows both high performance and consistent pressure.

07 Stauffacher Center for the Fine Arts

Average Utilization: 53%

Extremes: Studio & performance spaces with irregular or extended use patterns

Analysis: Lower average utilization reflects the specialized and non-traditional scheduling of performance, rehearsal, and studio spaces. While standard metrics show lower percentages, these spaces often support long-duration use that is not captured in weekly scheduling models, suggesting the need for flexibility rather than consolidation. This imbalance suggests scheduling and room-size mismatches rather than a lack of overall demand. Semester-to-semester stability indicates persistent patterns rather than short-term fluctuations.

08 Fred E. Davis Multipurpose Center

Average Utilization: 19%

Extremes: Rooms ranging from 4% to 89% utilization, including MPC 206 at 89%

Analysis: The Davis Center demonstrates strong overall utilization driven by athletics, instruction, and community use. Wide variation between spaces highlights which room types are most effective and where targeted improvements could further support high-demand activities.


09 Potter-Ewing Agriculture Building

Average Utilization: Variable, generally below campus average

Extremes: Lower utilization in traditional classrooms balanced by high lab and outdoor instruction

Analysis: Utilization patterns reflect the department's applied, seasonal, and outdoor-focused teaching model. Standard classroom metrics under represent actual instructional activity, indicating an opportunity to rethink indoor space roles and better align them with hands-on learning and student support needs.

KEY: AVERAGE SEMESTER HOURS/WEEK

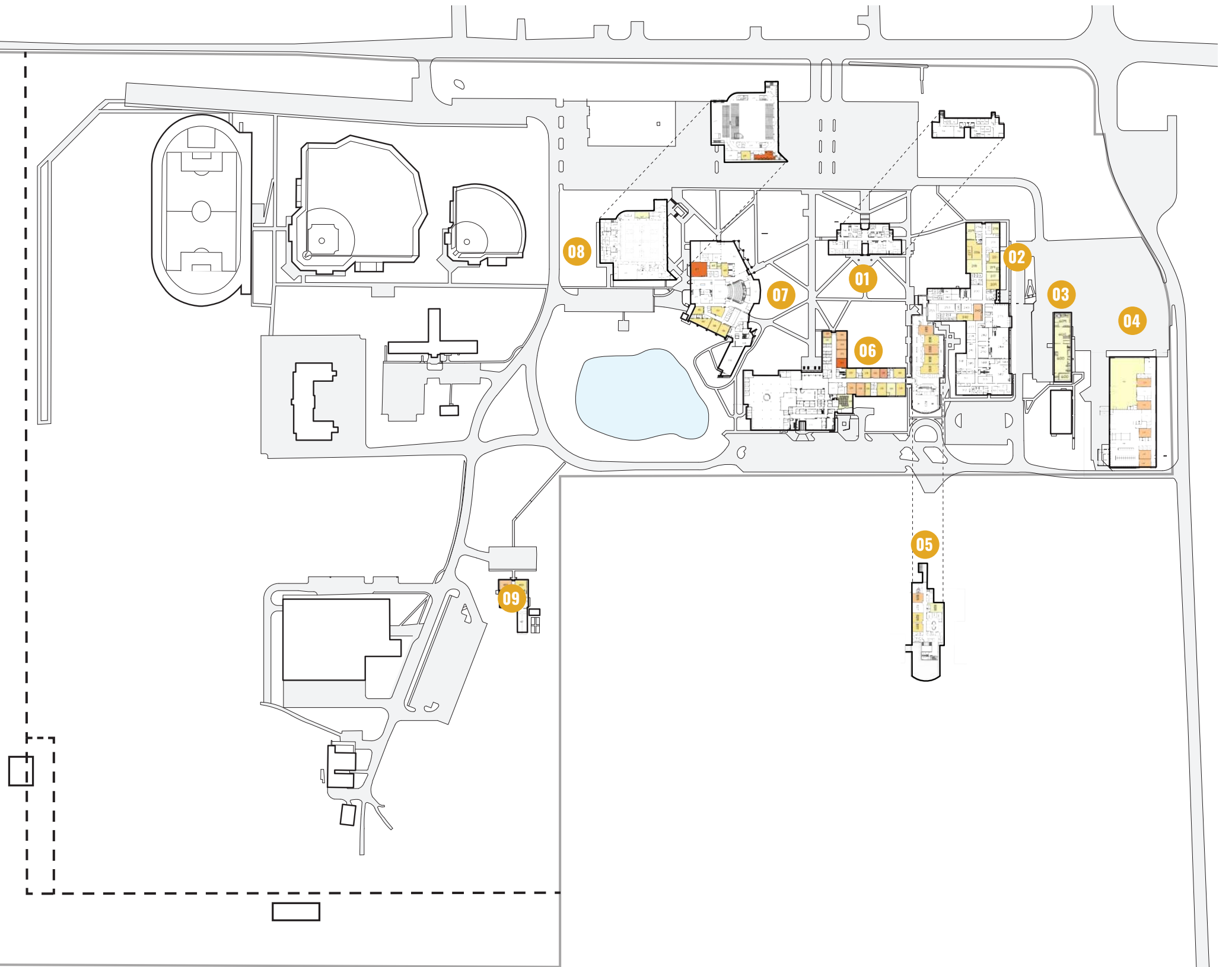
 **NONE to LOW USAGE**
0-9 Hrs

 **LOW USAGE**
10-19 Hrs

 **MEDIUM USAGE**
20-29 Hrs

 **GOOD USAGE**
30-39 Hrs

 **HIGH USAGE**
40+ Hrs



FRAMEWORK FOR SUCCESS

FRAMEWORK FOR SUCCESS

PLANNING PRIORITIES

Turning Insight to Action

Informed by the current condition of facilities, the lived experiences of the campus community, and patterns of space use, the Framework for Success reflects a collaborative effort to identify priorities that are practical, responsive, and forward-looking. The planning process revealed how related themes are. Investments in modern learning environments are inseparable from addressing deferred maintenance, just as efforts to improve accessibility, comfort, and inclusion are tied to how buildings connect, circulate, and function. This understanding shifts the conversation away from naming needs toward sequencing efforts reinforce interconnected progress.

Throughout this process, a consistent focus on students helped ground decision-making in daily reality. Conversations around reinvestment in classrooms and labs highlighted the need for adaptable, technology-rich spaces that support hands-on learning while making better use of underutilized areas already on campus. At the same time, feedback around comfort, safety, and belonging reinforced the importance of accessible and inclusive environments, from classrooms and advising spaces to informal areas where students gather or spend time between classes.

Circulation and connectivity also emerged as critical components of the overall campus experience, with attention given to how pathways, lighting, and amenities shape movement across campus and influence reliance on vehicles or beset to operating hours that do not match the needs of the student. These discussions made clear that improving the student experience is not about a single project, but about aligning learning spaces, support spaces, and the spaces in between.

Practical considerations remained central as priorities took shape. Proactive deferred maintenance emerged as a sustained focus, recognizing that reliable infrastructure is foundational to any academic or student-centered improvement and particularly important as the College looks ahead to near-term funding opportunities. At a broader scale, conversations about campus expansion and connection emphasized the need to think holistically, approaching growth through a 360-degree campus mindset that strengthens continuity rather than fragmenting it. Ideas such as connecting the whole campus and establishing a welcoming front door were understood not as standalone projects, but as strategies that reinforce identity, improve navigation, and create a clearer sense of arrival for students, staff, and visitors alike. Together, these observations form the foundation for a framework that translates understanding into direction.

Ultimately, this work coalesces into a clear and shared path forward that State Fair Community College is comfortable rallying around. The direction that emerges is grounded in lived experience, shaped by realistic priorities, and centered on supporting students as the heart of the institution, offering a credible and collective vision for how SFCC can grow, adapt, and thrive in the years ahead.

The Framework for Success provides a flexible structure for decision-making aligning planning and investment with the College's mission and long-term goals, while remaining adaptable to future conditions and opportunities.



General Themes

The development of priorities reflects a recognition that many planning themes are deeply interconnected, making it less about narrowing focus and more about sequencing efforts outlined in earlier steps. Proactive attention to deferred maintenance emerged as a sustained priority. Underpinning all discussions was a “Student First” perspective, an approach that links directly to the Strategic Plan and the mission to serve the full campus community.

As priorities evolve, attention has turned toward how the physical campus experience supports that mission. Circulation remains a critical factor, with student travel patterns highlighting both reliance on vehicles and the need for safer, more connected pedestrian routes. The campus landscape also presents opportunities for broader student engagement, such as expanding access to the working farm along the east edge. At a larger scale, the idea of a shifting campus center continues to shape long-term visioning, with emphasis on how a Welcome Center or Student Center could embody both hospitality for visitors and vibrancy for daily users. These conversations point toward hybrid solutions that balance tradition and innovation while reinforcing the State Fair Community College’s identity and accessibility.

The emerging priorities coalesce around creating a student-centered campus that is both modern in its learning environments and resilient in its infrastructure.

Active learning spaces were consistently identified as a catalyst for advancing the college’s mission, closely tied to the parallel priority of proactive deferred maintenance. Together, these ensure the physical foundation of the campus can support new forms of teaching and engagement. Accessibility and inclusivity also weave through this vision, with comfort and belonging recognized as essential qualities of any environment, whether academic, social, or residential.

Guiding Mindset

Broader concepts such as the 360-degree campus and future expansion are understood less as immediate projects and more as guiding mindsets that shape decisions so growth strengthens the campus fabric rather than diluting it. Similarly, ideas like the welcoming front door and connecting the whole campus function as strategies to support larger goals rather than standalone ends.

These concepts will not be implemented all at once, but rather will serve as a framework for decision-making, ensuring that individual projects contribute to a coherent whole. As planning continues in the coming years, these guiding mindsets will remain present, influencing both near-term improvements and long-term visioning at State Fair Community College.

PLANNING PRIORITIES

Taken together, these priorities point to a campus vision that is at once innovative and enduring, designed to support student success while strengthening identity and connection across the whole institution.

MODERN & ACTIVE LEARNING ENVIRONMENTS

Invest in adaptable, technology-rich spaces that foster collaboration, innovation, and hands-on learning.

PROACTIVE DEFERRED MAINTENANCE

Address building and infrastructure needs in a forward-looking way that sustains campus functionality and supports new growth.

ACCESSIBLE, INCLUSIVE, & COMFORTABLE SPACES

Create environments that ensure all students feel welcomed, supported, and able to participate fully in campus life.

MAKING UNDERUTILIZED SPACES WORK HARDER

Reimagine existing areas to maximize their impact, transforming them into hubs for learning, wellness, and student engagement.

OVERALL CAMPUS EXPERIENCE

Enhance the sense of place through improved circulation, safety, and amenities that shape how students, staff, and visitors experience the campus.

360-DEGREE CAMPUS

Approach development with a holistic mindset that integrates all edges of campus into a unified and accessible whole.

CAMPUS EXPANSION & CONNECTION

Plan growth strategically so new facilities and landscapes strengthen continuity and reinforce the college’s identity.

CONNECTING THE WHOLE CAMPUS

Improve pathways and linkages that knit together academic, residential, and social zones into a seamless student experience.

WELCOMING FRONT DOOR

Establish a clear, inviting point of arrival that reflects the college’s mission and creates a strong first impression for visitors.

CAMPUS OPPORTUNITIES

FRAMEWORK FOR SUCCESS



PRESENCE & IDENTITY

Setting the tone at the street



INTENTIONAL CAMPUS

Bringing it into campus

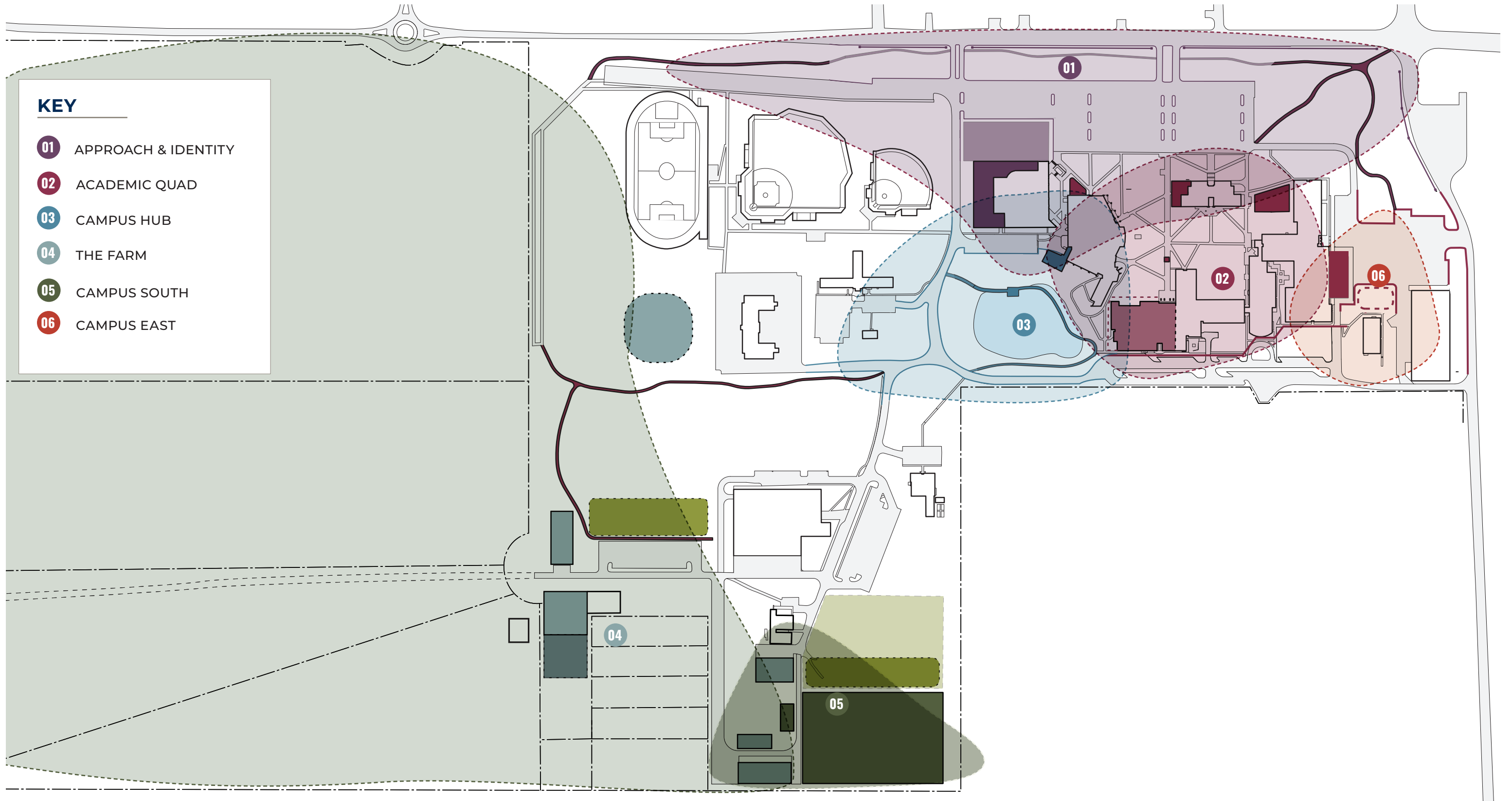


THOUGHTFUL PLACEMAKING

Using what you have to pull it together

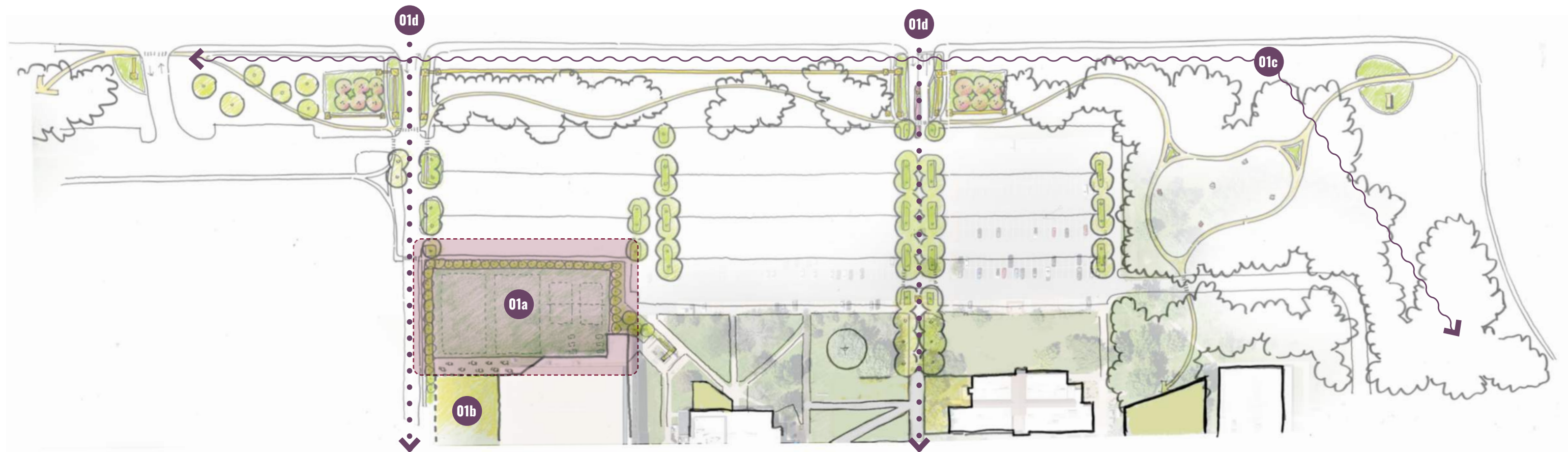
KEY

- 01 APPROACH & IDENTITY
- 02 ACADEMIC QUAD
- 03 CAMPUS HUB
- 04 THE FARM
- 05 CAMPUS SOUTH
- 06 CAMPUS EAST



APPROACH & IDENTITY

FRAMEWORK FOR SUCCESS



Summary of Catalytic Projects

The approach to campus is both the primary point of arrival and a critical opportunity to express the identity of State Fair Community College. By clarifying entrances, strengthening the campus edge, and bringing visible student activity closer to the perimeter, this area can become a welcoming threshold that guides people into campus while extending an open invitation to the community. Coordinated improvements to recreation spaces, street frontage, and circulation allow this portion of campus to function as a unified framework to align arrival with the pedestrian experience.

01a Intramural Sports Yard – Exterior Upgrades

The proposed recreation field builds on existing assets by shifting parking and utilizing the former Lamb Family House land to bring recreation closer to the Multipurpose Center and campus edge. This move places intramural and recreational activity within the arrival sequence, signaling energy and student life along 16th St. and north-south connection road.

A mix of pickle ball and tennis courts, outdoor exercise areas, picnic spaces, and informal viewing zones would create an active and visible campus edge. Landscaped open space would extend internal pathways outward, establishing the recreation field as both a student destination and a clear expression of campus identity without the need for new buildings.

01b Multipurpose Center Addition

The planned Multipurpose Center westward expansion builds on a successful and heavily used facility by adding needed athletic training space within the existing footprint. This expansion reinforces the MPC as a hub for student wellness and activity while aligning naturally with adjacent recreation fields.

Together, the MPC expansion and outdoor recreation areas create a unified athletic zone that bridges to the west athletics fields and activates the western edge of campus throughout the day and across seasons. This concentration of use supports student wellness and strengthens campus identity outward.

01c Street Frontage Landscaping & Walking Trails

Strengthening the street frontage presents an opportunity to create a more intentional and welcoming interface between campus and community. New pedestrian paths and trails would improve access from surrounding neighborhoods, helping integrate the campus into the community fabric.

Monument signage at primary entries, along with walls and landscape elements, would extend the architectural character of the campus to the street edge. Together, these improvements establish a cohesive and legible frontage that communicates pride, clarity, and accessibility.

01d Street Frontage Hardscape & Parking Entry

Realigning vehicular entrances creates a clearer relationship between arriving by car and moving through campus on foot. By rethinking entrance locations and sequencing, the transition from roadway to pedestrian space becomes safer, more intuitive, and better aligned with campus pathways.

Clear sightlines, improved crossings, and stronger pedestrian connections help create a unified arrival experience regardless of mode of travel. In combination with other improvements in this area, re-aligned entrances support a welcoming and intentional first impression that reflects the character of State Fair Community College.

KEY

01 APPROACH & IDENTITY

- a. Intramural Sports Yard– Exterior Upgrades
- b. Multipurpose Center Addition
- c. Street frontage Landscaping & Walking Trails
- d. Street Frontage Hardscape & Parking Entry

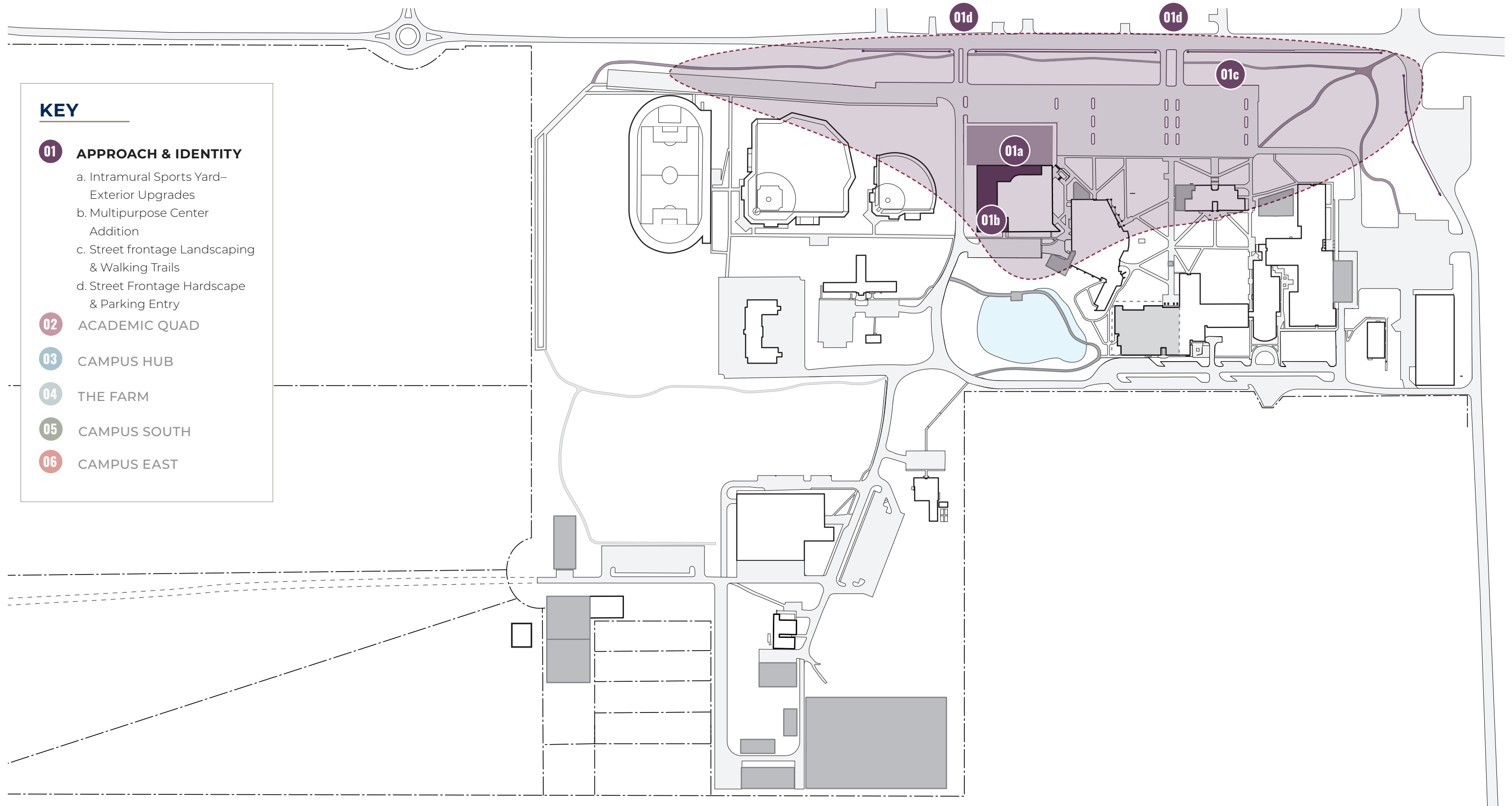
02 ACADEMIC QUAD

03 CAMPUS HUB

04 THE FARM

05 CAMPUS SOUTH

06 CAMPUS EAST



Summary of Catalytic Projects

The Academic Quad represents the heart of campus life and the place where State Fair Community College's academic identity is most clearly expressed. This area is defined by mature trees, generous open space, and a collection of long-standing academic buildings that together reflect the rural character and history of the College. Strengthening the Academic Quad is about celebrating these qualities while transforming the space into a more active, welcoming, and legible center of campus. It serves both as a primary way into campus and as a visible gesture outward, signaling openness, community, and the importance of learning at SFCC.

As a priority area, the Academic Quad is envisioned as a cohesive landscape where buildings, pathways, and gathering spaces work together to support daily campus life. Enhancements focus on improving access, reinforcing connections between major academic buildings, and creating places where students naturally gather, study, and move through campus. By pairing strategic building investments with thoughtful landscape and circulation improvements, the quad becomes a shared front yard for the institution, grounded in its rural setting while supporting contemporary academic and student needs.

02a Hopkins Expansion

Student Welcome Center | The expansion of the Hopkins Student Services Building strengthens the Academic Quad by establishing a clear gateway along the main north-south campus promenade. Reorienting the primary entry toward the heart of campus reinforces Hopkins as a welcoming front door and creates a strong connection between student services and the daily flow of campus life. Positioned between the existing building and the mature trees that define the quad, the addition highlights both the architectural presence of the building and the natural character of the campus.

The project includes a 6,500 square foot addition with full-height glazing that connects directly to the existing brick structure and integrates seamlessly with internal circulation. Interior renovations support a reimagined student services experience, including new administrative offices, a large open welcome center, a campus store, and renovated meeting spaces. All new mechanical, electrical, and plumbing systems, high-quality interior finishes, and a complete FF&E package ensure the addition and renovated areas reflect the importance of this highly visible campus destination.

02b Academic Quad Upgrades

The quad redesign focuses on enhancing the landscape as an active and accessible campus environment while preserving the features that make it distinctive. Existing trees are protected and salvaged wherever possible, reinforcing the rural character and shade canopy that define the space. New pedestrian pathways, primarily concrete with select paver areas, improve circulation and create clear, accessible routes between Hopkins, Yeater, Heckart, Fielding, and the Allied Health building.

Spanning approximately 285,000 square feet, the project introduces new landscaping, select tree additions, site furnishings, and accessibility-compliant routes throughout the quad. Infrastructure is also included to support future art installations in coordination with the Daum Museum and Campus Curator, with foundations and lighting provided at ten designated locations. Together, these improvements transform the quad into a flexible, welcoming landscape that supports daily movement, informal gathering, and cultural expression. wellness and strengthens campus identity outward.

02c Yeater Campus Center Renovation

The Library Campus Center project reimagines the existing library, bookstore, and campus store as a more dynamic and student-centered hub within the Academic Quad. The 30,000 square foot renovation creates a smaller, more focused library paired with expanded student support functions, including integrated IT assistance, small-group meeting rooms, and one-on-one spaces for students to meet with faculty or administrators. This shift reflects how students use the space today and strengthens the library's role as a center for both learning and connection.

The project includes full interior demolition, abatement, comprehensive MEP and IT upgrades, high-quality interior finishes, and a complete FF&E package. Exterior improvements enhance the building's presence within the quad through façade upgrades, new building signage, and improved wayfinding. With the building fully closed during construction, the renovation can proceed efficiently while delivering a transformed campus destination that supports academic success and student engagement.

02d New Conference Center

In conjunction with the quad upgrades, a sit at the north-east corner has shown opportunity to allow for a new public-facing, approximately 9,000sf conference center. This space will be accessible by community members from the 16th Street parking lot, adjacent to the Hopkins Building. The space should accommodate larger and more advanced conferences as well as support the current conferencing needs.

02e Large Art / Sculpture Opportunity

At the center of the Academic Quad, a large-scale art or sculpture installation presents an opportunity to create a powerful focal point for campus identity. Developed in collaboration with an independent artist, this piece would serve as a shared landmark and gathering point within the quad, reinforcing the connection between art, landscape, and learning.

02f Campus C-Stop Addition

The SFCC C-Store will offer convenience food options to students who are seeking options outside of the operating hours of the campus food service or who just need something quick between classes. The store is an approximately 800sf convenience store offering healthy and fast options for purchase as well as an opportunity for students to remain on campus between classes.

02g Past Presidents Monument

The Past Presidents Monument presents an opportunity to recognize and celebrate the leadership that has shaped State Fair Community College over time. Located near the Academic Quad, the monument would be both student-facing and community-facing, serving as a visible reminder of the College's history, continuity, and long-term commitment to education and public service.

KEY

01 APPROACH & IDENTITY

02 **ACADEMIC QUAD**

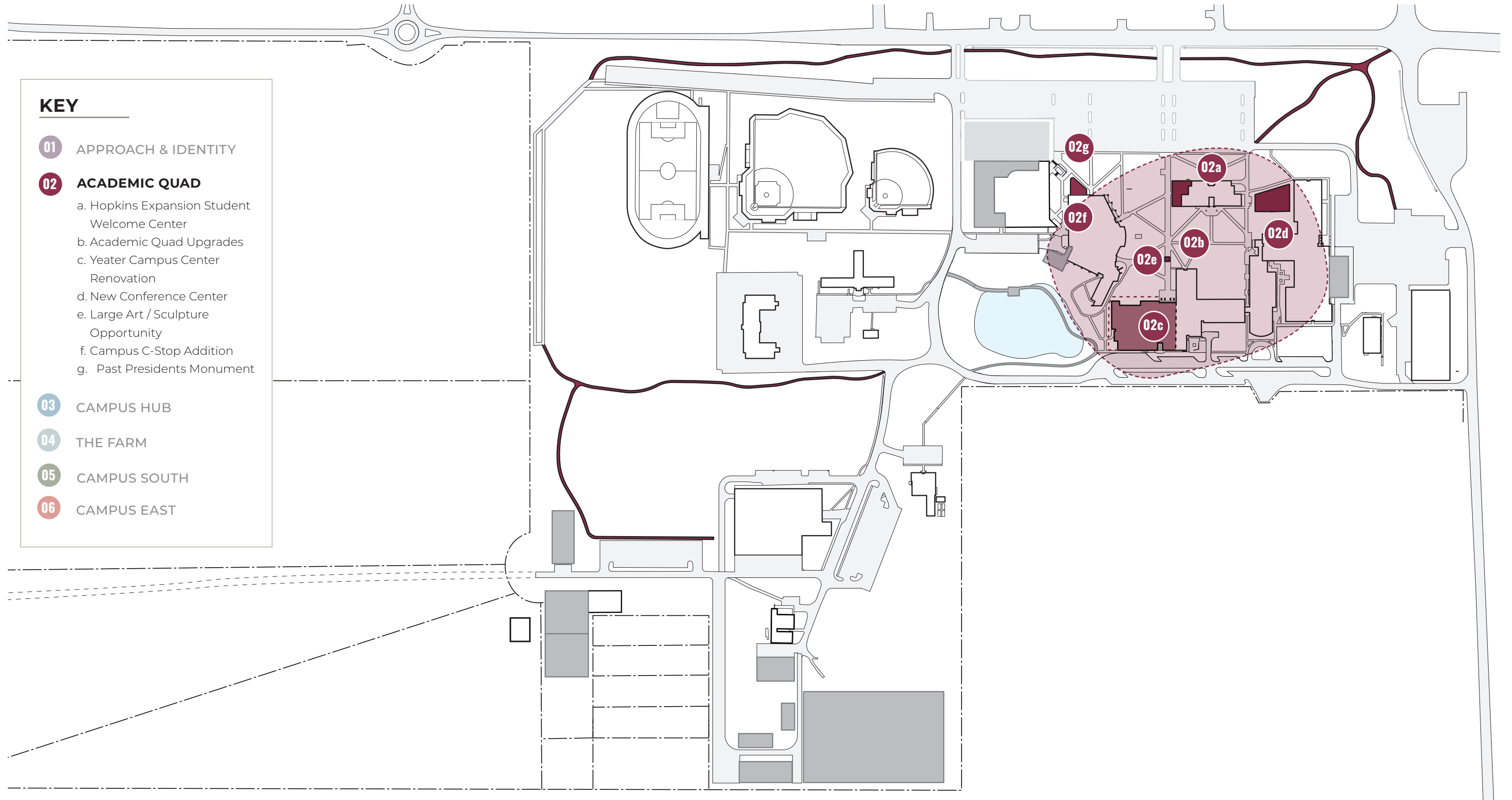
- a. Hopkins Expansion Student Welcome Center
- b. Academic Quad Upgrades
- c. Yeater Campus Center Renovation
- d. New Conference Center
- e. Large Art / Sculpture Opportunity
- f. Campus C-Stop Addition
- g. Past Presidents Monument

03 CAMPUS HUB

04 THE FARM

05 CAMPUS SOUTH

06 CAMPUS EAST



ACADEMIC QUAD



hollis + miller
architects



hollis + miller
architects



hollis + miller
architects



hollis + miller
architects

CAMPUS HUB

FRAMEWORK FOR SUCCESS



Summary of Catalytic Projects

The Campus Hub represents an opportunity to transform an area of campus that has long been experienced as a gap into a place of connection, activity, and identity. Defined by existing natural features, including water, mature landscape, and open space, this area offers a setting that reflects the rural character of State Fair Community College while supporting a more active and intentional campus life. Strengthening the Campus Hub is about elevating what is already present and shaping it into a shared destination that draws students, faculty, and visitors together.

As a priority area, the Campus Hub is envisioned as a place where landscape, movement, and program come together to create a new center of gravity on campus. By reinforcing pedestrian connections and introducing visible activity, this area helps bridge previously disconnected parts of campus and provides a meaningful alternative to purely building-based gathering spaces. The Hub supports informal learning, social interaction, and reflection, while also serving as a connector between academic, cultural, and community-facing functions.



03a Daum Art Storage Building

The Daum Storage project establishes a purpose-built art storage facility supporting long-term stewardship of the College's art collection while contributing to the identity of the Campus Hub. At approximately 10,000 square feet, the facility is designed as a permanent and integrated campus element, rather than a back-of-house structure, with a steel structural system and high-quality exterior finishes that align with surrounding buildings and landscape.

The facility includes a loading dock, advanced climate and humidity control, integrated security and access systems, and full IT connectivity to support museum operations. Interior spaces are designed to a high standard, including specialized storage areas, an art lift, and a viewing and rehabilitation space that allows art handling to become a visible and educational process. Supporting site work, fire protection, and specialized lighting ensure the facility meets professional museum standards while reinforcing the Campus Hub as a place where art, learning, and stewardship intersect.

03b Campus Hub Boardwalk

Improvements to the pond edge and surrounding landscape form the connective tissue of the Campus Hub, transforming the natural setting into an accessible and active campus destination. The project includes enhancements along approximately 100,000 square feet of pond frontage, combining new landscaping with a 500 linear foot wood boardwalk that brings students and visitors closer to the water. Shoreline stabilization and stormwater improvements support long-term environmental health while addressing water quality needs.

03c Roadway Realignment

The road realignment project supports the Campus Hub by clarifying how vehicles move through the area while prioritizing safety and pedestrian experience. By reducing the roadway and removing the western portion of the existing traffic triangle, the project slows traffic and creates a clearer, more legible environment for both drivers and pedestrians. This adjustment reinforces the Hub as a place for people rather than a pass-through for vehicles.

The scope includes new pavement, striping, traffic signage, and pedestrian walkways aligned with the broader network of paths and boardwalks throughout the Hub. Updated signage and crossings strengthen connections between academic buildings, landscape features, and gathering spaces, helping unify the area into a cohesive whole. Together with the boardwalk and landscape improvements, the road realignment ensures that movement through the Campus Hub feels intentional, safe, and aligned with the College's goal of creating a connected and welcoming campus experience.

KEY

01 APPROACH & IDENTITY

02 ACADEMIC QUAD

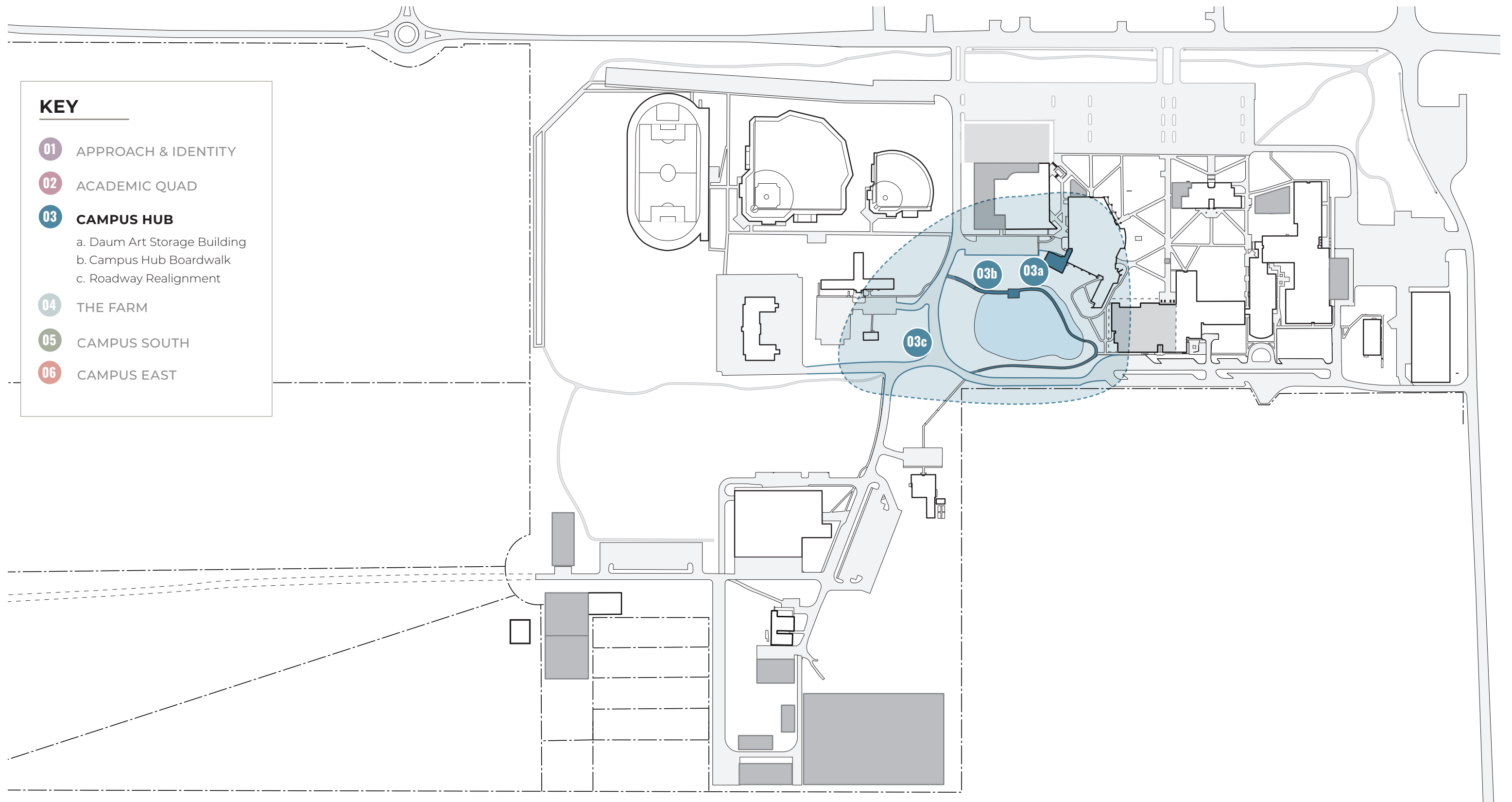
03 **CAMPUS HUB**

- a. Daum Art Storage Building
- b. Campus Hub Boardwalk
- c. Roadway Realignment

04 THE FARM

05 CAMPUS SOUTH

06 CAMPUS EAST



CAMPUS HUB

FRAMEWORK FOR SUCCESS





hollis + miller
architects

THE FARM

FRAMEWORK FOR SUCCESS

Summary Of Catalytic Projects

The Farm represents a defining opportunity for westward growth at State Fair Community College, more than doubling the acreage of the Sedalia campus and reinforcing the College's deep connection to agriculture, land stewardship, and applied learning. This area extends the campus beyond its traditional academic core and into a working landscape that reflects the rural context of the region and the lived experience of many students. Development at the Farm is not about separation from campus life, but about expansion with purpose, creating a setting where education, research, and operations are visibly integrated.

As a priority area, the Farm is envisioned as both an instructional environment and a functional landscape, designed to support teaching, workforce development, and daily agricultural operations. Facilities, fields, and infrastructure are organized to prioritize safety, efficiency, and flexibility while allowing the land itself to remain the primary teaching tool. Together, these investments establish a long-term framework that supports program growth, strengthens regional partnerships, and anchors SFCC's identity as a leader in agricultural education.

04a Agricultural Innovation Center

The Ag Innovation Center serves as the academic and operational heart of the Farm, providing a purpose-built facility that supports teaching, research, and clinical practice. At approximately 45,000 square feet, the building includes new classrooms, common spaces, and departmental offices, creating a centralized home for agricultural programs. Interior lab spaces are designed to accommodate large animals, with direct access to exterior pens that support safe and efficient movement between indoor and outdoor learning environments.

The facility also includes a large animal veterinary clinic, reinforcing the applied and professional nature of instruction while expanding opportunities for hands-on learning and research. Building systems, layouts, and finishes are designed to meet high standards for safety, durability, and instructional quality. Positioned within the Farm, the Ag Innovation Center functions as both a gateway and an anchor, clearly signaling the importance of agriculture within the broader campus.

04b Agricultural Showcase Facility

The Ag Showcase extends the learning environment beyond the building by creating a dedicated exterior area for animal display and demonstration adjacent to the Ag Innovation Center. Approximately 20,000 square feet in size, this space allows agricultural activity to be visible, accessible, and integrated into campus life. The showcase supports experiential learning while also serving as an outreach tool for prospective students, community members, and industry partners.

As a highly visible element of the Farm, the Ag Showcase reinforces transparency and pride in agricultural education. It provides a flexible platform for demonstrations, events, and informal learning, strengthening the connection between the College's mission and its working landscape.

04c Outdoor Classroom

The Outdoor Classroom establishes a dedicated space for learning that is rooted in the landscape and reflective of State Fair Community College's rural setting. At approximately 3,000 square feet, the space is designed as an open-air classroom surrounded by native plantings, reinforcing a direct connection between instruction, environment, and place. Seating arranged in the round supports discussion-based learning and creates a flexible setting that can adapt to a variety of teaching styles and group sizes.

Designed for both academic and community-facing use, the Outdoor Classroom supports agricultural instruction while also providing a venue for demonstrations, workshops, and public programming. Its proximity to farm operations allows learning to extend naturally beyond traditional classrooms, strengthening hands-on education and interdisciplinary collaboration. As a shared resource, the Outdoor Classroom enhances the campus experience by offering a setting that is informal, inclusive, and deeply connected to the land that defines the College.

04d Maintenance Storage Building

The Maintenance Storage facility supports the operational needs of the expanded campus and Farm by providing dedicated, climate-controlled space for building materials. The 10,000 square foot pre-engineered metal building is designed for efficient storage and handling while protecting materials from temperature and humidity fluctuations.

Though utilitarian in nature, the building is planned with attention to durability and campus context, ensuring it functions effectively without detracting from surrounding uses. By consolidating storage in a purpose-built facility, the project improves operational efficiency and supports long-term stewardship of campus resources.

04e Farm Fencing & Animal Pens

The establishment of paddocks and animal pens creates the foundational infrastructure needed for a fully functioning teaching farm. Approximately 16,000 linear feet of high-tensile or woven wire fencing will define four paddocks and three large animal pens, providing secure and durable containment for long-term use. Standardized fencing height, post spacing, and materials ensure safety, reliability, and ease of maintenance.

Ten steel swinging gates allow for vehicle and equipment access, supporting efficient daily operations and instructional use. Site preparation and integration with grading and access paths ensure the Farm functions as a cohesive system. These improvements prioritize animal welfare, student safety, and operational clarity while allowing flexibility for evolving program needs.

04f Farm Hay Barn

The Hay Barn provides essential storage for hay bales and related farm materials, supporting daily agricultural operations. At approximately 4,000 square feet, the pre-engineered metal building offers a straightforward and durable solution that protects feed from weather exposure.

Additional outbuilding support allows for the storage of farm equipment as needed, ensuring that resources are readily accessible and properly maintained. The Hay Barn plays a quiet but critical role in sustaining the Farm's functionality.

04g Farm Equipment Shed

The Farm Equipment building supports efficient movement and storage of agricultural machinery. This 2,500 square foot pre-engineered metal building includes large overhead doors at both ends, allowing equipment to pass through the structure and access fields from multiple directions.

Designed for durability and ease of use, the facility helps streamline operations while reducing wear on equipment. Its placement within the Farm supports clear circulation patterns and minimizes conflicts between instructional and operational activity.

04h Tree Farms

The establishment of tree farms introduces a long-term landscape strategy that serves both functional and educational purposes. The tree farms act as a buffer between the Farm and adjacent uses, including the CDL training facility, while also providing tree stock for future campus planting.

Over time, these tree farms reinforce stewardship, sustainability, and hands-on learning tied to land management. As living infrastructure, they contribute to the Farm's identity as a place where growth, patience, and long-term thinking are central to both education and campus development.

KEY

01 APPROACH & IDENTITY

02 ACADEMIC QUAD

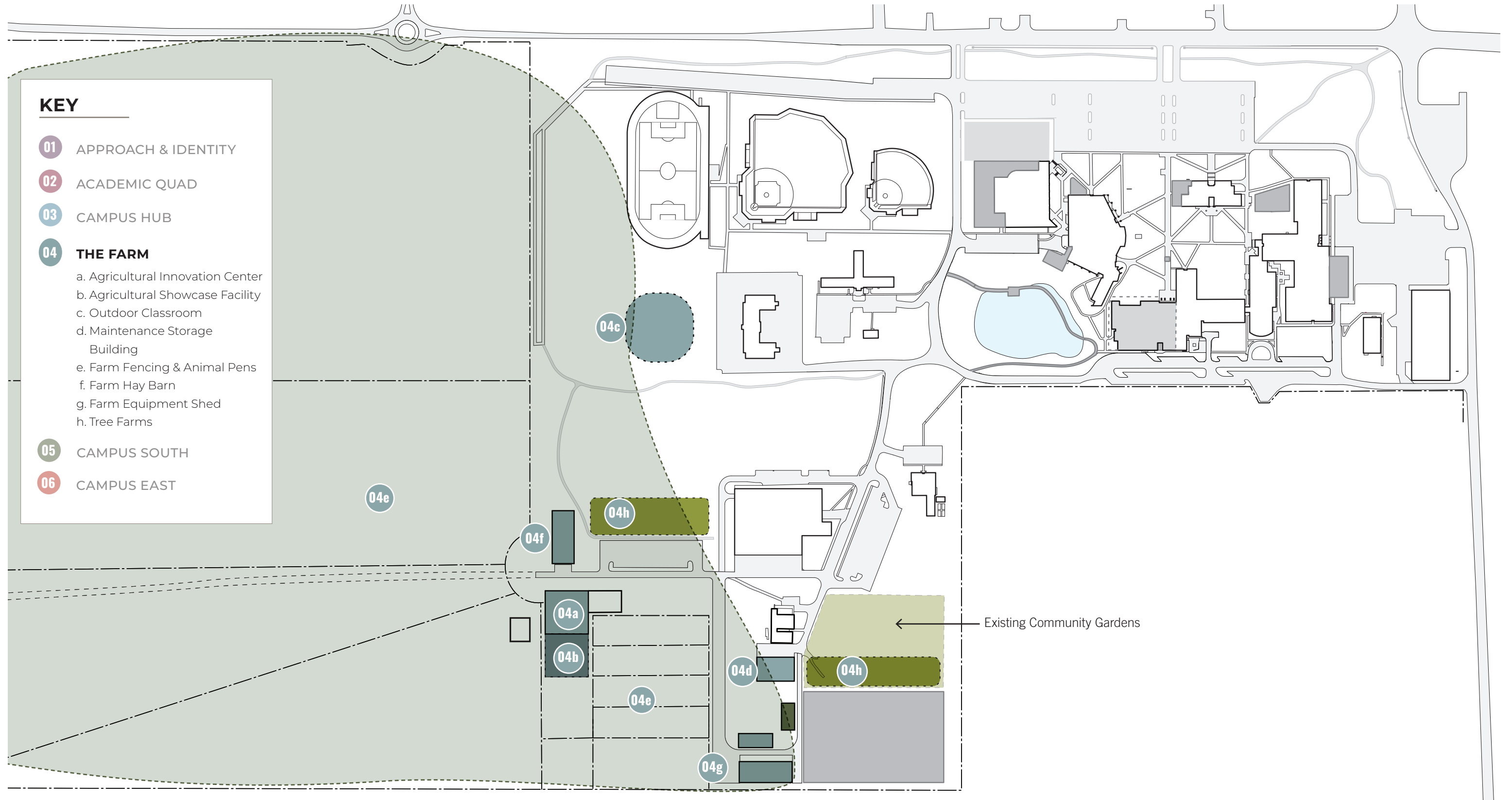
03 CAMPUS HUB

04 THE FARM

- a. Agricultural Innovation Center
- b. Agricultural Showcase Facility
- c. Outdoor Classroom
- d. Maintenance Storage Building
- e. Farm Fencing & Animal Pens
- f. Farm Hay Barn
- g. Farm Equipment Shed
- h. Tree Farms

05 CAMPUS SOUTH

06 CAMPUS EAST



Summary Of Catalytic Projects

Campus South represents an opportunity to establish a clear southern anchor for State Fair Community College, reinforcing the campus's role in workforce education while balancing growth across the full site. Anchored by a dedicated CDL Training Facility, this area supports programs that are operational in nature yet central to the College's mission of serving regional industry and employment needs. Locating these uses at the southern edge of campus allows them to function efficiently.

By establishing a defined edge and identity for CDL training, Campus South contributes to a more legible and balanced campus organization, where specialized programs are supported by infrastructure designed for their needs.

05a **CDL Pad**

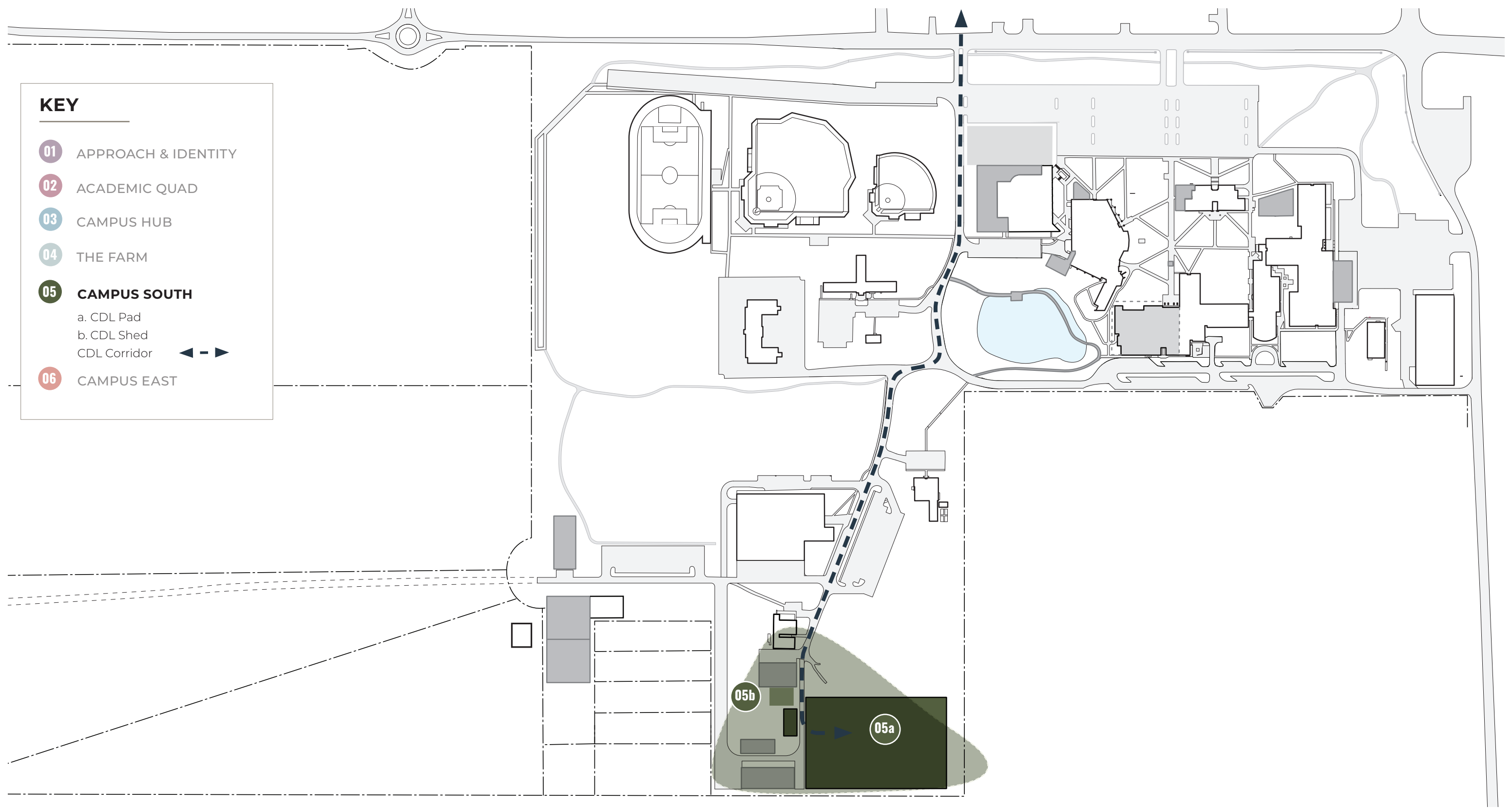
The CDL Pad Area provides the core instructional infrastructure for commercial driver training, designed to accommodate heavy vehicles and repetitive use. The pad is engineered to support multiple semi-trucks simultaneously, with full site preparation, subgrade stabilization, and pavement design appropriate for long-term durability. Integrated stormwater management, including a detention area north of the site, ensures responsible handling of runoff while supporting overall site performance.

To support training during early morning and evening hours, the pad includes large-scale site lighting with full electrical infrastructure. Security fencing encloses the training area, providing controlled access and protecting both equipment and users. Utility connections, circulation tie-ins, and coordinated grading allow the pad to function as a seamless part of the campus while maintaining the operational separation needed for safe and effective CDL instruction.

05b **CDL Shed**

The CDL Shed supports daily operations by providing a covered, open-air facility for vehicle maintenance and servicing. The 60-foot by 100-foot pre-engineered metal building offers protected workspace while remaining unenclosed, allowing for flexibility and ventilation during maintenance activities. Integrated lighting enables use during low-light conditions, extending the functional hours of the training program.

The structure includes floor drains and associated plumbing infrastructure to manage water and fluids generated during servicing, along with foundations and slab construction designed for heavy vehicle loads. Grading, utility routing, and site preparation ensure the shed integrates smoothly into the larger CDL training complex. Together with the pad area, the CDL Shed reinforces Campus South as a functional, durable, and purpose-driven environment that supports workforce training at a high standard.



KEY

- 01 APPROACH & IDENTITY
- 02 ACADEMIC QUAD
- 03 CAMPUS HUB
- 04 THE FARM
- 05 **CAMPUS SOUTH**
 - a. CDL Pad
 - b. CDL Shed
 - CDL Corridor ← - - →
- 06 CAMPUS EAST

Summary Of Catalytic Projects

Campus East represents an opportunity to re-knit an area of campus that has long felt disconnected and to transform it into a place defined by movement, landscape, and student presence. Stretching along the south side of Yeater and linking the Campus Hub to the eastern edge near Olen Howard, this area focuses on restoring continuity across campus while introducing new outdoor spaces for reflection and informal use. By replacing barriers with open greenspace and clear paths, Campus East becomes a connective spine that supports both daily movement and moments of pause between classes.

As a priority area, Campus East emphasizes the importance of outdoor experience as part of campus life. New greenspace, improved pathways, and visible activity create an environment that invites students to spend time outside while strengthening connections between academic buildings and the broader campus framework. These improvements support a campus experience that feels more open, legible, and cohesive, reinforcing the idea that learning happens both inside and outside the classroom.

06a Former Autotech Building Demolition & Site Remediation

The demolition of the existing former Autotech Building creates a critical opening for campus connectivity. Long identified as a physical and visual barrier, the building's removal allows for a direct and intuitive link between the Campus Hub, Fielding Technical Center, and areas east toward Olen Howard.

This intervention is less about loss and more about opportunity. By clearing the site, the campus gains flexibility for new paths, open space, and future uses that better support movement, visibility, and student life.

06b Landscaping at East Campus Open Space

Following the demolition of the former Autotech Building, new landscaping and connective greenspace establish a continuous outdoor environment along the southern edge of campus. This area is envisioned as a series of linked open spaces that support walking, informal gathering, and reflection, providing students with places to pause and recharge between classes.

Paths through this landscape connect Fielding, Yeater, the Campus Hub, and Campus East, reinforcing intuitive movement and strengthening the overall pedestrian network. The landscape design emphasizes simplicity, durability, and comfort, ensuring these spaces function well across seasons while enhancing the daily campus experience.

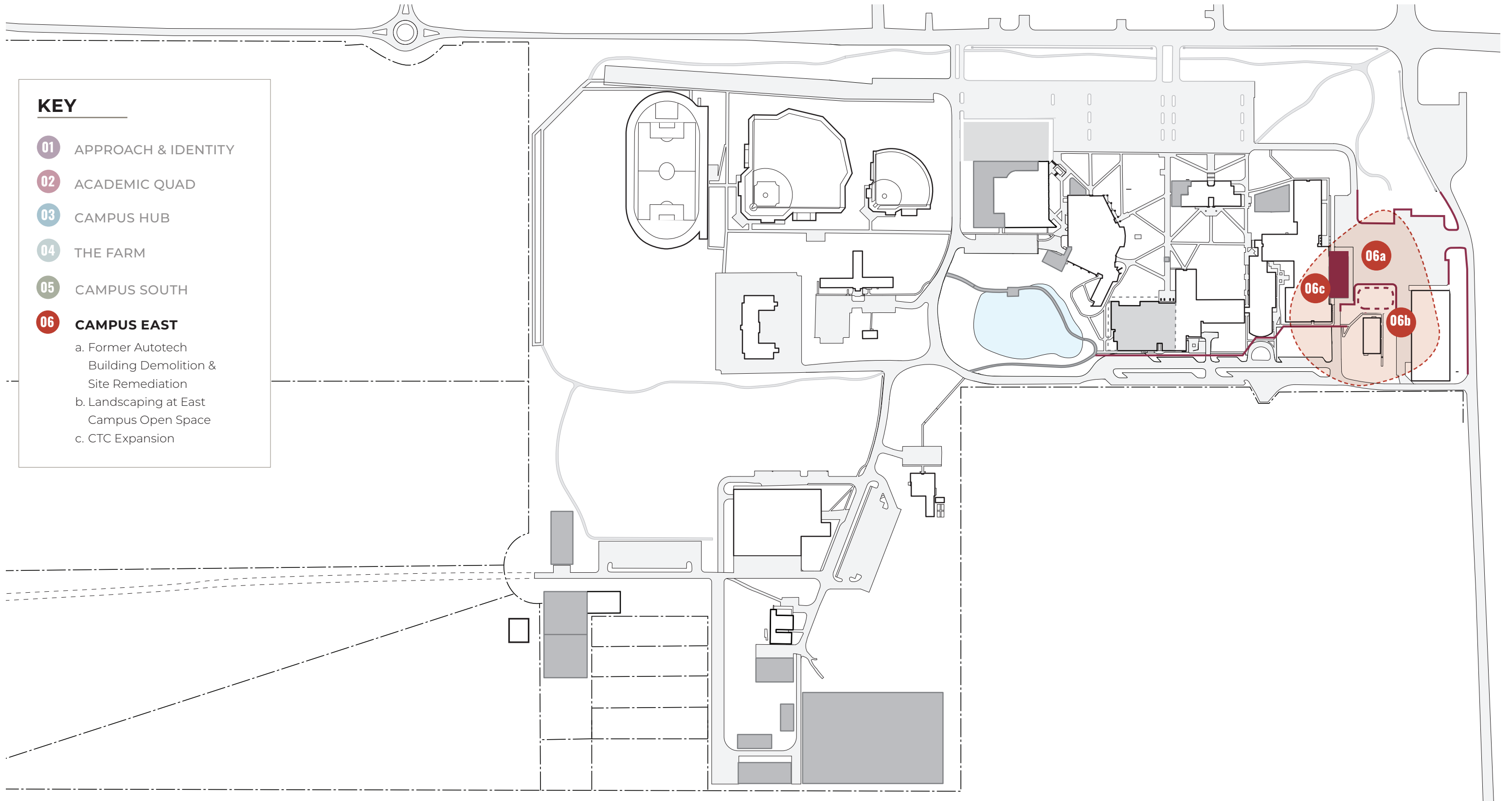
06c CTC Expansion

The CTC Expansion is a new approximately 13,000 square foot addition to the Marvin R. Fielding Technical Center that supports hands-on building science and technical instruction. Designed as a hybrid indoor and partially covered outdoor facility, the pavilion expands instructional capacity while reinforcing the connection between learning and making. The building's metal skin and perforated panel screening provide shading and durability while creating a distinctive architectural presence along the campus edge.

The project includes partial demolition of existing landscape and a small building, along with new campus paths and grading to integrate the pavilion into the surrounding site. Interior and covered outdoor spaces are designed for flexibility, resilience, and active learning, allowing programs to adapt over time. Positioned within Campus East, the CTC Expansion strengthens the technical education mission while contributing to the broader goal of reconnecting the campus through landscape and movement.

KEY

- 01** APPROACH & IDENTITY
- 02** ACADEMIC QUAD
- 03** CAMPUS HUB
- 04** THE FARM
- 05** CAMPUS SOUTH
- 06** **CAMPUS EAST**
 - a. Former Autotech Building Demolition & Site Remediation
 - b. Landscaping at East Campus Open Space
 - c. CTC Expansion





PROJECT PRINCIPLES

FRAMEWORK FOR SUCCESS

Summary Of Catalytic Projects

The Project Principles establish a campus-wide framework for how future projects are conceived, designed, and delivered at State Fair Community College. Rather than focusing on individual buildings or sites, these principles emphasize consistency, inclusivity, and experience across the entire campus. They recognize that each project, regardless of size, contributes to a larger whole and offers an opportunity to reinforce identity, improve accessibility, and support student life.

At their core, the Project Principles ensure investments made over time feel intentional and connected. Updated building signage, universal design strategies, seating and open-space opportunities, trail systems, food access, and wayfinding are treated as shared priorities rather than project-specific add-ons. By embedding these considerations into every project, the campus evolves cohesively, creating an environment that is easier to navigate, more welcoming, and better aligned with how students, faculty, and visitors use campus each day.

A1 Trail System

New walking trails shown throughout the Master Plan present an opportunity to strengthen both campus identity and community connection. Establishing clear standards for trail design ensures that these paths feel consistent, recognizable, and distinctly SFCC, reinforcing a sense of place as students and visitors move across campus.

Beyond circulation, the trail system supports wellness, informal interaction, and connection to the surrounding community. By treating trails as a unifying campus element rather than isolated segments, SFCC can create a network that encourages walking, links key destinations, and extends the campus experience beyond building entrances.

A2 Grab & Go Stations

Grab & Go stations address a growing need for accessible food options throughout the day. Developing a standard approach allows these stations to be seamlessly incorporated into larger renovation and new construction projects as the campus evolves.

By embedding food access into academic and student-focused spaces, the College supports student well-being and encourages longer stays on campus. Over time, consistent Grab & Go stations help normalize food access as part of everyday campus life rather than a centralized or limited service.

A3 Seating Opportunities

Seating Opportunity spaces respond directly to feedback from students and faculty who want more opportunities to remain on campus between classes, meetings, and activities. Establishing standards for a range of seating types both indoors and outdoors ensures these spaces are comfortable, durable, and adaptable.

These areas support informal study, collaboration, and rest, reinforcing the idea that learning happens beyond traditional classrooms. When applied consistently, these seating opportunities become a defining feature of the campus experience, encouraging connection and presence throughout the day.

A4 Wayfinding & Monument Signage

A consistent wayfinding and monument signage strategy strengthens clarity and identity across campus. Establishing standards for future signage ensures alignment with current brand guidelines while allowing flexibility for new projects and campus growth.

Clear, intuitive wayfinding supports accessibility and reduces confusion for first-time visitors and daily users alike. Monument signage at key entries and building identifiers reinforces a cohesive campus image, helping SFCC present itself confidently and consistently to the community it serves.

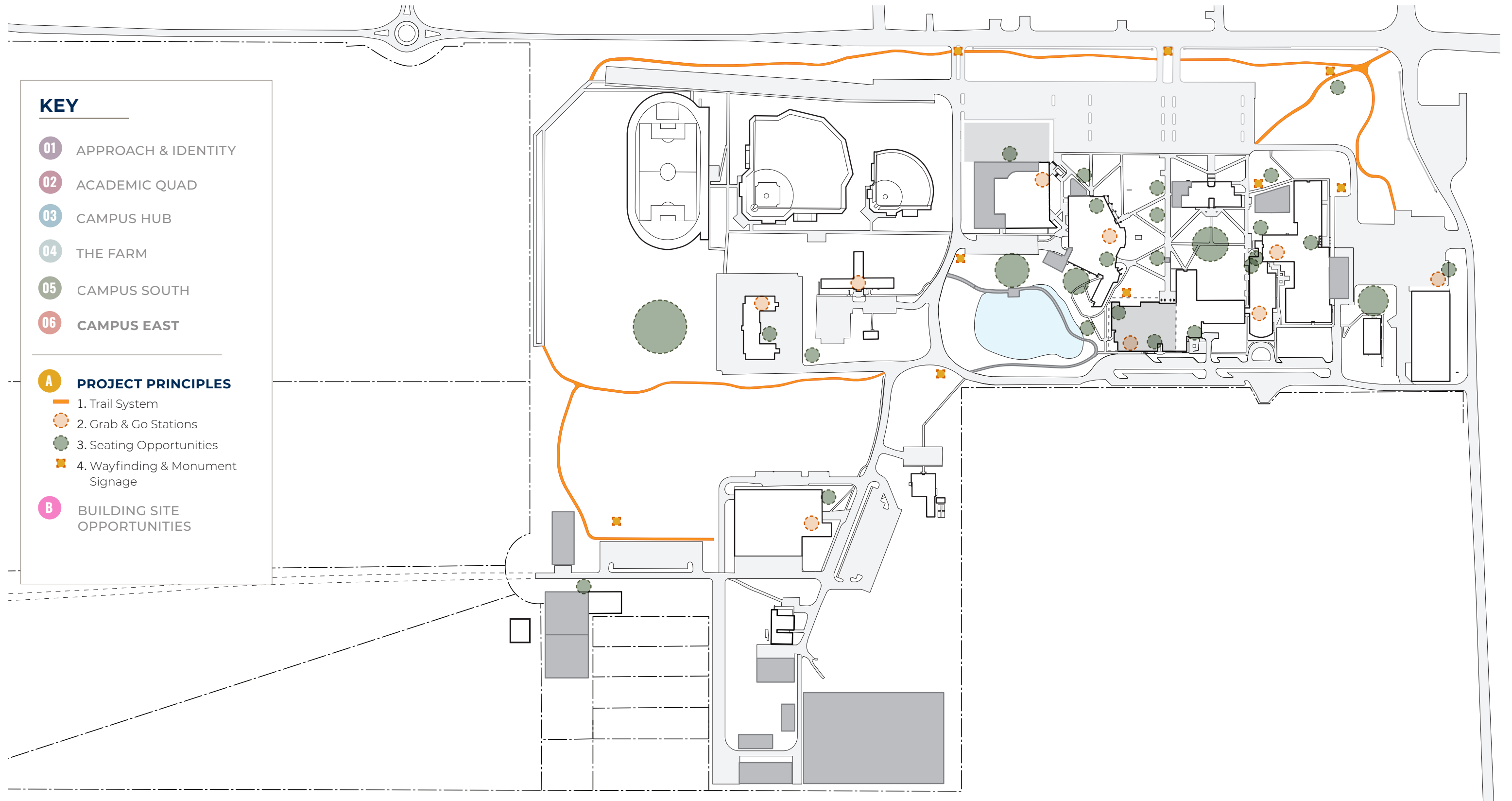
KEY

- 01 APPROACH & IDENTITY
- 02 ACADEMIC QUAD
- 03 CAMPUS HUB
- 04 THE FARM
- 05 CAMPUS SOUTH
- 06 CAMPUS EAST

A PROJECT PRINCIPLES

- 1. Trail System
- 2. Grab & Go Stations
- 3. Seating Opportunities
- 4. Wayfinding & Monument Signage

B BUILDING SITE OPPORTUNITIES





UNDESIGNATED BUILDING SITE OPPORTUNITIES

FRAMEWORK FOR SUCCESS

Summary Of Catalytic Projects

The Building Site Opportunities acknowledge that while the Master Plan responds to current needs, it must also remain flexible enough to accommodate future conditions that are not yet fully defined. This section identifies areas of campus that could support additional development over time, providing the College with options rather than obligations. By documenting these sites now, SFCC preserves the ability to respond thoughtfully to enrollment shifts, program growth, partnerships, or funding opportunities as they arise.

These opportunities are not intended as immediate projects, but as placeholders within the campus framework that ensure future buildings strengthen, rather than disrupt, campus continuity. Each potential site has been considered in relation to access, adjacency, infrastructure, and campus character, allowing future development to align with the broader goals of connectivity, identity, and student experience. In this way, Building Site Opportunities function as a long-range planning tool that supports adaptability while maintaining coherence across campus.

B1 Health Sciences Addition

A potential Health Sciences Addition provides an opportunity to expand science-based instruction in response to future academic or workforce needs. Envisioned as a new two-story, approximately 30,000 square foot building, the facility could accommodate laboratories, offices, and shared spaces that support evolving health-related programs. While specific classroom and lab requirements are not yet defined, identifying this site now allows future planning to proceed efficiently when program needs become clearer.

The building's proposed structural and material approach aligns with the established campus vocabulary, reinforcing continuity with surrounding academic facilities. Its location supports proximity to related programs while allowing flexibility in internal organization and systems as curricular needs evolve.

B2 Residence Halls

The opportunity for additional residence halls reflects the College's interest in strengthening on-campus living as part of a holistic student experience. A future residential building of approximately 105,000 square feet could provide around 250 units, along with shared amenities and interior recreation spaces that support student life beyond the classroom.

By identifying a site for future residential development, the Master Plan allows SFCC to respond to housing demand when timing, enrollment, and resources align. The placement of residence halls would reinforce campus vibrancy, support student retention, and strengthen connections between academic, social, and residential zones.

B3 General Classrooms & Community Programming

Opportunities for additional general classroom space are identified to the south and west of campus, allowing academic presence to expand alongside other campus growth areas. These sites offer flexibility for classrooms, community education, or shared-use spaces that support both credit and non-credit programming.

Locating future instructional space in these areas helps balance campus development while reinforcing accessibility and connection to adjacent facilities. These opportunities ensure that academic growth can occur without over concentrating new construction in the campus core.

B4 Additional Farm Structures

Additional Farm Structures are identified as flexible opportunities to support the evolving needs of the Agriculture Department and related programs. These sites allow for future barns, storage facilities, instructional spaces, or research-related structures as programs grow or diversify.

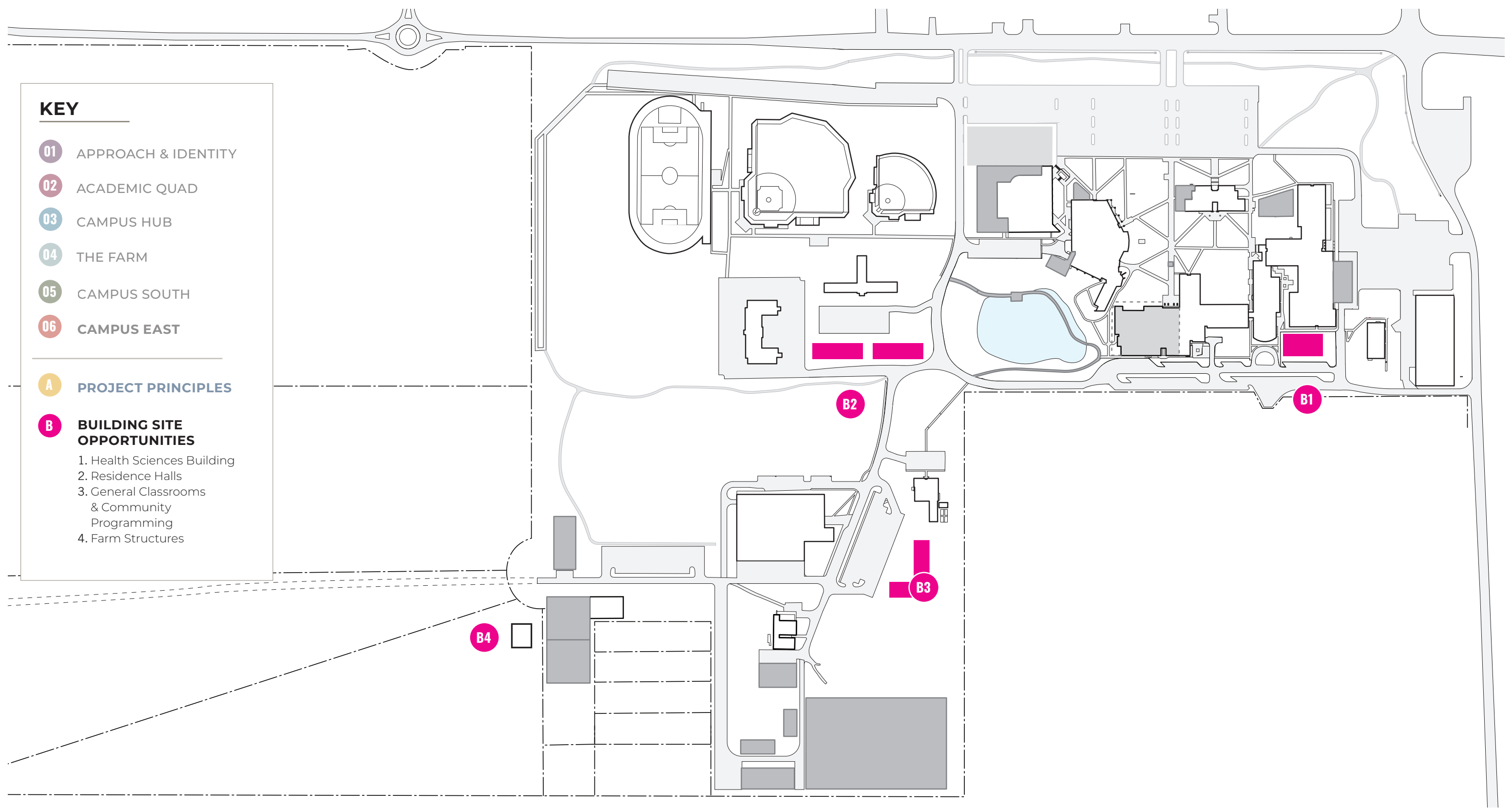
By planning for these structures now, the College ensures that future agricultural development remains organized, efficient, and aligned with the Farm's long-term framework. This approach supports SFCC's agricultural mission while preserving adaptability as instructional and operational needs change over time.

KEY

- 01 APPROACH & IDENTITY
- 02 ACADEMIC QUAD
- 03 CAMPUS HUB
- 04 THE FARM
- 05 CAMPUS SOUTH
- 06 CAMPUS EAST

A PROJECT PRINCIPLES

- B BUILDING SITE OPPORTUNITIES**
- 1. Health Sciences Building
 - 2. Residence Halls
 - 3. General Classrooms & Community Programming
 - 4. Farm Structures



RECOMMENDATIONS

COST ESTIMATE SUMMARY

RECOMMENDATIONS



Recommended Phasing Strategy

The recommended phasing strategy for State Fair Community College is intended to balance momentum with stewardship, allowing the campus to advance meaningful improvements while remaining responsive to funding, enrollment, and program evolution. Rather than viewing projects as isolated investments, the phases organize work in a way that builds upon itself over time. Early phases focus on foundational needs and highly visible improvements, while later phases allow for expansion, adaptation, and refinement as the College's future comes into clearer focus.

Phase 1 (2026–2028) prioritizes projects that address immediate needs and improve daily student experience across campus. This phase focuses on campus-wide standards, wayfinding, street frontage, early site and landscape improvements, demolition that unlocks connectivity, and critical workforce training infrastructure. These efforts set the tone for future investment by strengthening identity, improving safety and clarity, and addressing deferred maintenance and operational needs that support everything that follows. Phase 1 is intentionally visible and student-facing, reinforcing trust and demonstrating progress.

Phase 2 (2028–2032) represents the most transformative period of investment, aligning major academic and student services as well as agricultural initiatives with the College's long-term mission. This phase advances the Academic Quad, Campus Hub, and Farm as defining campus elements, pairing building projects with significant landscape and circulation improvements. Renovations and additions during this period modernize learning environments, expand student services, and strengthen applied learning and research capacity. *Phase 2 builds on the groundwork laid earlier, translating planning priorities into cohesive, high-impact environments that shape the core identity of the campus.*

Phase 3 (2032–2036) focuses on strategic growth and refinement. Projects in this phase extend successful program areas, respond to demonstrated demand, and allow the campus to evolve based on lessons learned in earlier phases. Targeted additions and renovations support continued academic growth while maintaining balance across campus. Phase 3 emphasizes adaptability, ensuring that expansion strengthens connectivity, reinforces standards, and remains aligned with student experience and operational capacity.

Phase 4 (2026–2041) serves as a flexible horizon for unforeseen opportunities and future needs. This phase acknowledges that change is inevitable and that the Master Plan must remain adaptable. Potential initiatives such as additional academic facilities, residential growth, or new partnerships can be evaluated against the framework established in earlier phases. By reserving capacity for the unknown, Phase 4 ensures that SFCC can respond thoughtfully to future conditions while remaining grounded in the values, priorities, and identity established through the Master Plan.

Deferred Maintenance (2026–2036) represents the ongoing body of work required to maintain and preserve State Fair Community College's existing facilities. Based on the light building and facilities assessment, this includes repairs and replacements to building systems and components that have reached or are nearing the end of their useful life, such as roofs, mechanical systems, building envelopes, life-safety features, and interior finishes. These needs reflect the age and long-term use of campus facilities rather than isolated deficiencies.

Together, this phased approach creates a clear and realistic path forward that State Fair Community College can confidently rally around. It balances ambition with responsibility, aligns investment with mission, and supports students at every stage of the College's evolution. Most importantly, it allows the campus to grow intentionally, ensuring that each phase contributes to a coherent, resilient, and student-centered future.

COST ESTIMATE OVERVIEW BY CATALYTIC PROJECT

Phase 1 Projects (2026 - 2028)				
1 Multipurpose Center Addition	20,000 sf	\$975 /sf	\$19,500,000	\$20,475,000
2 Maintenance Storage Building	10,000 sf	\$128 /sf	\$1,275,000	\$1,338,750
3 CDL Training Pad	2,000 sf	\$759 /sf	\$1,518,000	\$1,593,900
4 Street Frontage Hardscape & Parking Entry	n/a	n/a	\$2,513,250	\$2,638,913
5 Campus Project Principles Standards	n/a	n/a		
6 Campus Wayfinding Standards	n/a	n/a		
7 Former Autotech Building Demolition & Site Remediation	10,000 sf	\$405 /sf	\$4,051,645	\$3,937,500
8 Farm Fencing & Animal Pens	16,000 sf	\$41 /sf	\$652,500	\$685,125
9 Hay Barn	10,000 sf	\$128 /sf	\$1,275,000	\$1,338,750
Total Phase 1	68,000 sf	\$453 avg /sf	\$30,785,395	\$32,007,938

Phase 2 Projects (2028 - 2032)				
1 Hopkins Expansion - Student Welcome Center Addition & Renovation	6,500 sf	\$750 /sf	\$4,875,000	\$5,820,750
Office Renovation	1,000 sf	\$255 /sf	\$255,000	\$304,470
Open Welcome Center	3,000 sf	\$150 /sf	\$450,000	\$537,300
2 Yeater Campus Center Renovation	30,000 sf	\$498 /sf	\$14,931,750	\$17,828,510
Meeting Spaces	1,500 sf	\$255 /sf	\$382,500	\$456,705
3 Intramural Sports Yard - Exterior Upgrades	50,000 sf	\$72 /sf	\$3,584,413	\$4,279,789
4 Daum Art Storage Building	10,000 sf	\$975 /sf	\$9,750,000	\$11,641,500
Corridor Renovation	2,000 sf	\$83 /sf	\$165,000	\$197,010
Exterior Plaza	10,000 sf	\$95 /sf	\$945,000	\$1,128,330
5 Campus C-Store Addition	1,500 sf	\$788 /sf	\$1,181,250	\$1,410,413
Campus Store (assume merchandise only)	1,000 sf	\$150 /sf	\$150,000	\$179,100
6 Agricultural Innovation Center & Showcase	45,000 sf	\$563 /sf	\$25,312,500	\$30,223,125
7 Farm Equipment Shed	2,500 sf	\$128 /sf	\$318,750	\$380,588
8 Farm Equipment Barn Renovation	8,000 sf	\$142 /sf	\$1,137,000	\$1,357,578
9 Outdoor Classroom	n/a	n/a		
10 Street Frontage Landscaping & Walking Trails	360,000 sf	\$5 /sf	\$1,909,800	\$2,280,301
Total Phase 2	532,000 sf	\$123 avg /sf	\$65,347,963	\$78,025,467

Phase 3 Projects (2032 - 2036)				
1 CT Extension	12,300 sf	\$969 /sf	\$11,917,500	\$16,657,090
2 Academic Quad Upgrades	285,000 sf	\$12 /sf	\$3,439,800	\$4,807,808
3 Campus Hub Boardwalk	100,000 sf	\$19 /sf	\$1,893,750	\$2,646,894
Mid-Campus Roadway Realignment	11,200 sf	\$14 /sf	\$161,784	\$226,125
5 Residence Halls Renovation	22,000 sf	\$450 /sf	\$9,900,000	\$13,837,230
New Conference Center	9,000 sf	\$750 /sf	\$6,750,000	\$9,434,475
Total Phase 3	445,500 sf	\$78 avg /sf	\$34,737,834	\$48,553,071

Unphased Projects (Phases 1-3)				
Exterior Campus Wayfinding Implementation	n/a	n/a	\$3,000,000	\$3,150,000
Interior Campus Wayfinding Implementation	n/a	n/a	\$3,000,000	\$3,150,000
Exterior Campus Monument Signage Implementation	n/a	n/a	\$75,000	\$78,750
Total Unphased Projects	n/a	n/a	\$6,075,000	\$6,378,750

Phase 4 Projects (0 - 15+ Years)				
1 Health Sciences Building		\$1,200.00	\$36,000,000	\$55,414,800
2 Residence Hall		\$712.50	\$74,812,500	\$115,158,881
3 New General Classroom & Community Building		unknown	unknown	unknown
4 Additional Farm Structures		unknown	unknown	unknown
Total Phase 4			\$110,812,500	\$170,573,681

Total All Planned Projects			\$136,946,192	\$165,281,953
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COST ESTIMATE OVERVIEW FOR DEFERRED MAINTENANCE

Deferred Maintenance Projects (Phases 1-3)				
1 William C. Hopkins Student Services Center		\$ 292	\$ 6,863,776	\$ 7,423,173
2 Marvin R. Fielding Technical Center		\$ 172	\$ 12,501,302	\$ 13,520,158
3 Olen Howard Workforce Innovation Center				
4 Heckart Science and Allied Health Center		\$ 393	\$ 15,326,605	\$ 16,575,723
5 Charles E. Yeater Learning Center		\$ 167	\$ 11,800,611	\$ 12,762,361
6 Daum Museum of Contemporary Arts		\$ 125	\$ 2,121,586	\$ 2,294,496
7 Stauffacher Center for the Fine Arts		\$ 56	\$ 2,321,455	\$ 2,510,653
8 Fred E. Davis Multipurpose Center		\$ 43	\$ 2,448,000	\$ 2,647,512
9 Residence Hall				
10 Campus Housing Building				
11 Potter-Ewing Agriculture Building		\$ 111	\$ 961,350	\$ 1,039,700
12 Ellebracht Agriculture and Mechanics				
13 Maintenance Building (Physical Plant)		\$ 82	\$ 625,260	\$ 676,219
Total Deferred Maintenance			\$54,969,945	\$59,449,995

It is recommended that the college establish a schedule of deferred maintenance to manage the total estimated construction cost and spread this over the term of the Master Plan implementation.

COST ESTIMATE SUMMARY

RECOMMENDATIONS

PHASE 1 | 2026 - 2028

0-2 years



Estimated Cost of all Phase 1 Projects

\$30,785,395

PROJECT LIST

1. Multipurpose Center Addition
2. Maintenance Storage Building
3. CDL Training Pad
4. Street Frontage Hardscape & Parking Entry
5. Campus Project Principles Standards
6. Campus Wayfinding Standards
7. Former Autotech Building Demolition, Site Remediation, & Landscaping
8. Farm Animal Pens & Paddocks
9. Farm Hay Barn

PHASE 2 | 2028 - 2032

2-6 years

Estimated Cost of all Phase 2 Projects

\$65,347,963

PROJECT LIST

1. Hopkins Expansion - Student Welcome Center Addition & Renovation
2. Yeater Campus Center Renovation
3. Intramural Sports Yard - Exterior Upgrades
4. Daum Art Storage Building & Stauffacher Center Corridor Improvements
5. Campus C-Store Addition
6. Agricultural Innovation Center & Showcase
7. Farm Equipment Shed
8. Farm Equipment Barn Renovation
9. Outdoor Classroom
10. Street frontage Landscaping & Walking Trails

PHASE 3 | 2032 - 2036

7-10 years

Estimated Cost of all Phase 3 Projects

\$34,737,834

PROJECT LIST

1. CTC Expansion
2. Academic Quad Upgrades
3. Campus Hub Boardwalk
4. CDL Equipment Shed
5. Residence Halls Renovation
6. New Conference Center

PHASE 4 | LONG TERM VISION

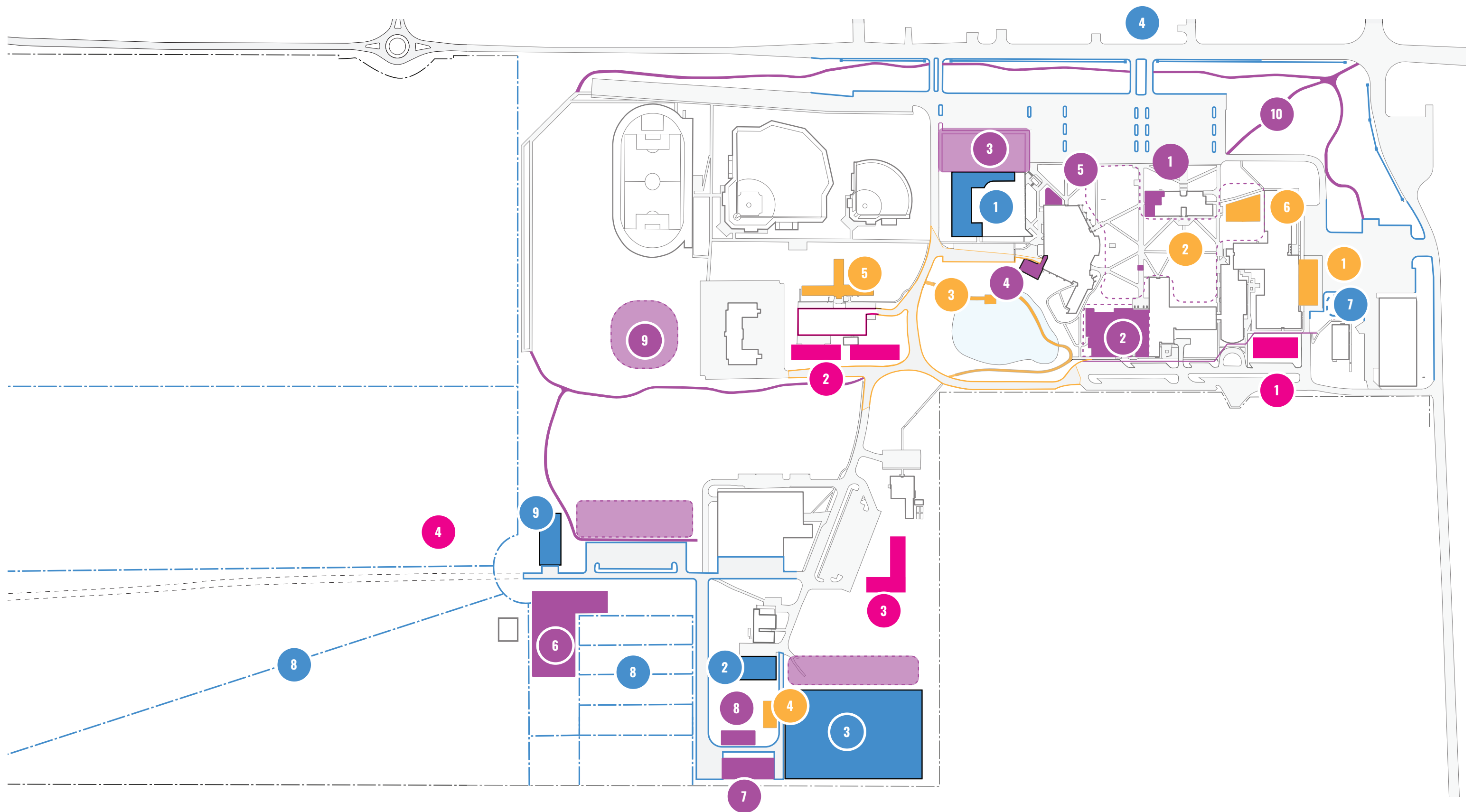
0-15+ years

Est. Cost of all Phase 4 Projects

\$110,812,500

PROJECT LIST

1. Health Sciences Building
2. Residential Buildings
3. New General Classroom & Community Building
4. Additional Farm Structures



COST ESTIMATE SUMMARY

RECOMMENDATIONS

PHASE 1 | 2026 - 2028

0-2 years

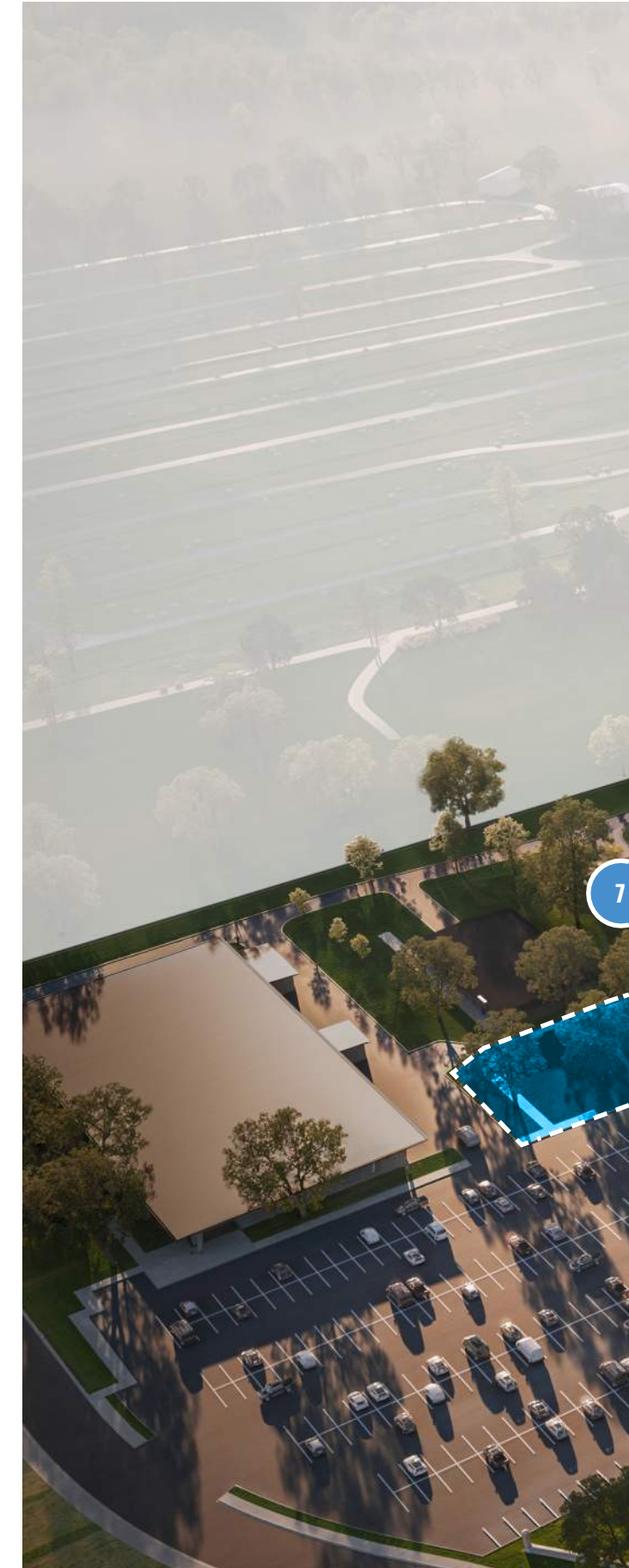
Estimated Cost of all Phase 1 Projects

PROJECT LIST

1. Multipurpose Center Addition
2. Maintenance Storage Building
3. CDL Training Pad
4. Street Frontage Hardscape & Parking Entry
5. Campus Project Principles Standards
6. Campus Wayfinding Standards
7. Former Autotech Building Demolition, Site Remediation, & Landscaping
8. Farm Animal Pens & Paddocks
9. Farm Hay Barn

Phase 1 (2026–2028) prioritizes projects that address immediate needs and improve daily student experience across campus. This phase focuses on campus-wide standards, wayfinding, street frontage, early site and landscape improvements, demolition that unlocks connectivity, and critical workforce training infrastructure. These efforts set the tone for future investment by strengthening identity, improving safety and clarity, and addressing deferred maintenance and operational needs that support everything that follows. Phase 1 is intentionally visible and student-facing, reinforcing trust and demonstrating progress.

Phase 1 Projects (2026 - 2028)				
1 Multipurpose Center Addition	20,000 sf	\$975 /sf	\$19,500,000	\$20,475,000
2 Maintenance Storage Building	10,000 sf	\$128 /sf	\$1,275,000	\$1,338,750
3 CDL Training Pad	2,000 sf	\$759 /sf	\$1,518,000	\$1,593,900
4 Street Frontage Hardscape & Parking Entry	n/a	n/a	\$2,513,250	\$2,638,913
5 Campus Project Principles Standards	n/a	n/a		
6 Campus Wayfinding Standards	n/a	n/a		
7 Former Autotech Building Demolition & Site Remediation	10,000 sf	\$405 /sf	\$4,051,645	\$3,937,500
8 Farm Fencing & Animal Pens	16,000 sf	\$41 /sf	\$652,500	\$685,125
9 Hay Barn	10,000 sf	\$128 /sf	\$1,275,000	\$1,338,750
Total Phase 1	68,000 sf	\$453 avg /sf	\$30,785,395	\$32,007,938





COST ESTIMATE SUMMARY

RECOMMENDATIONS

PHASE 2 | 2028 - 2032

2-6 years

Estimated Cost of all Phase 2 Projects

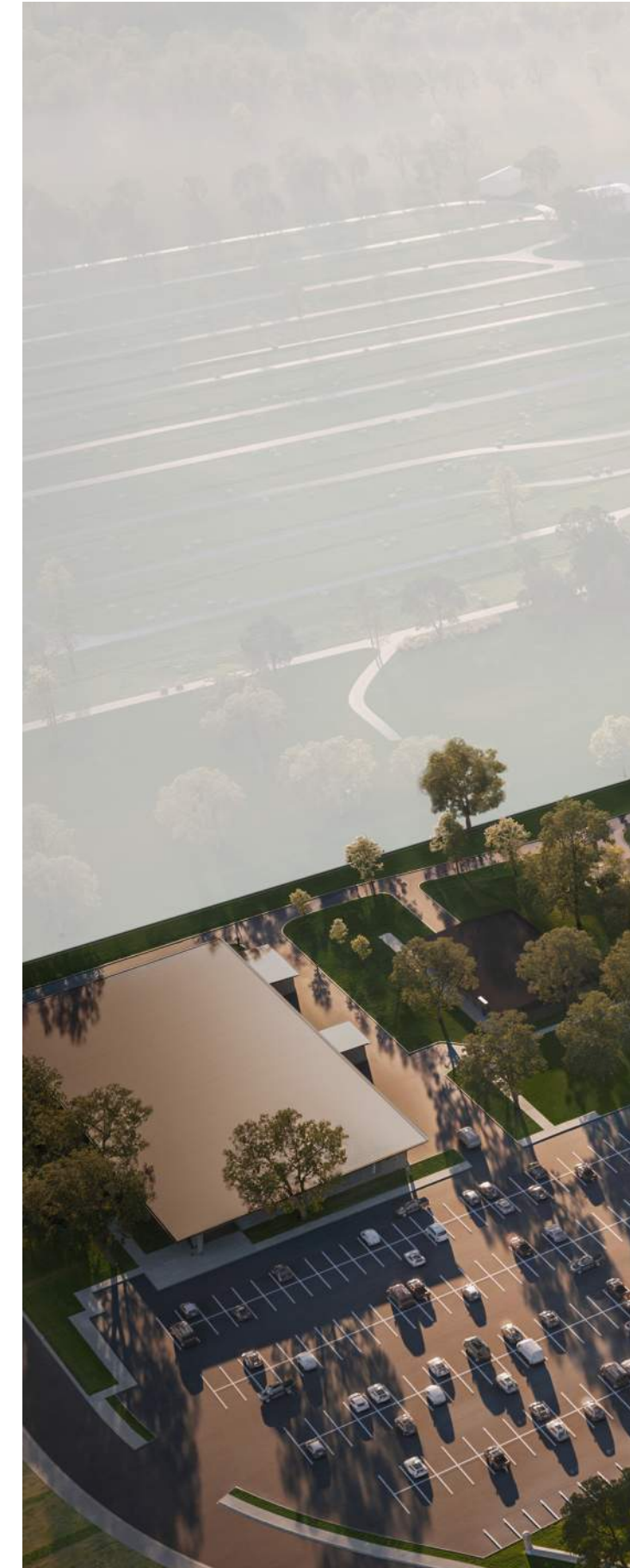
\$65,347,963

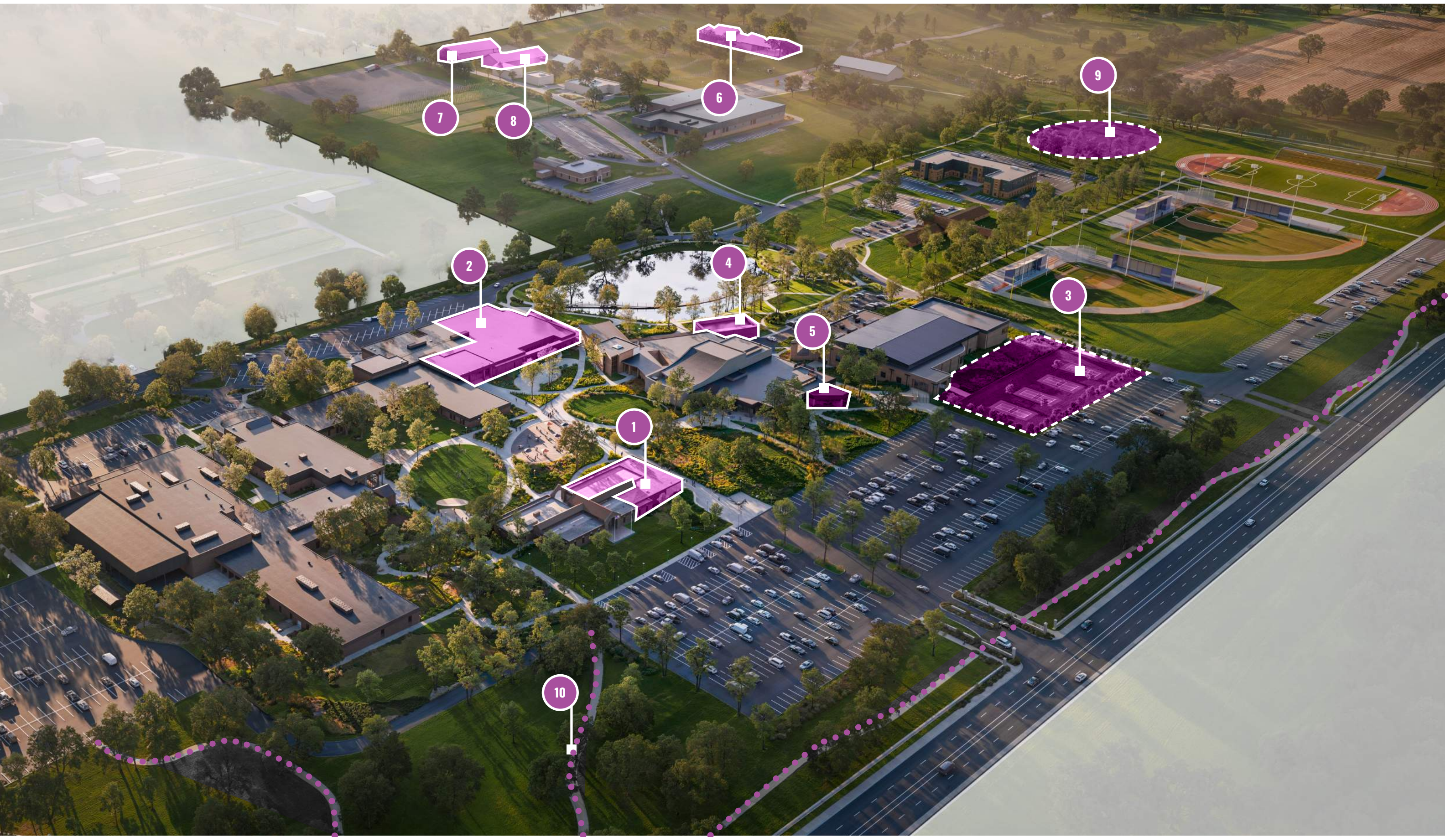
PROJECT LIST

1. Hopkins Expansion - Student Welcome Center Addition & Renovation
2. Yeater Campus Center Renovation
3. Intramural Sports Yard - Exterior Upgrades
4. Daum Art Storage Building & Stauffacher Center Corridor Improvements
5. Campus C-Store Addition
6. Agricultural Innovation Center & Showcase
7. Farm Equipment Shed
8. Farm Equipment Barn Renovation
9. Outdoor Classroom
10. Street frontage Landscaping & Walking Trails

Phase 2 (2028–2032) represents the most transformative period of investment, aligning major academic and student services as well as agricultural initiatives with the College’s long-term mission. This phase advances the Academic Quad, Campus Hub, and Farm as defining campus elements, pairing building projects with significant landscape and circulation improvements. Renovations and additions during this period modernize learning environments, expand student services, and strengthen applied learning and research capacity. *Phase 2 builds on the groundwork laid earlier, translating planning priorities into cohesive, high-impact environments that shape the core identity of the campus.*

Phase 2 Projects (2028 - 2032)				
1 Hopkins Expansion - Student Welcome Center Addition & Renovation	6,500 sf	\$750 /sf	\$4,875,000	\$5,820,750
Office Renovation	1,000 sf	\$255 /sf	\$255,000	\$304,470
Open Welcome Center	3,000 sf	\$150 /sf	\$450,000	\$537,300
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9 Outdoor Classroom	n/a	n/a		
10 Street Frontage Landscaping & Walking Trails	360,000 sf	\$5 /sf	\$1,909,800	\$2,280,301
Total Phase 2	532,000 sf	\$123 avg /sf	\$65,347,963	\$78,025,467





COST ESTIMATE SUMMARY

RECOMMENDATIONS

PHASE 3 | 2032 - 2036

7-10 years

Estimated Cost of all Phase 3 Projects

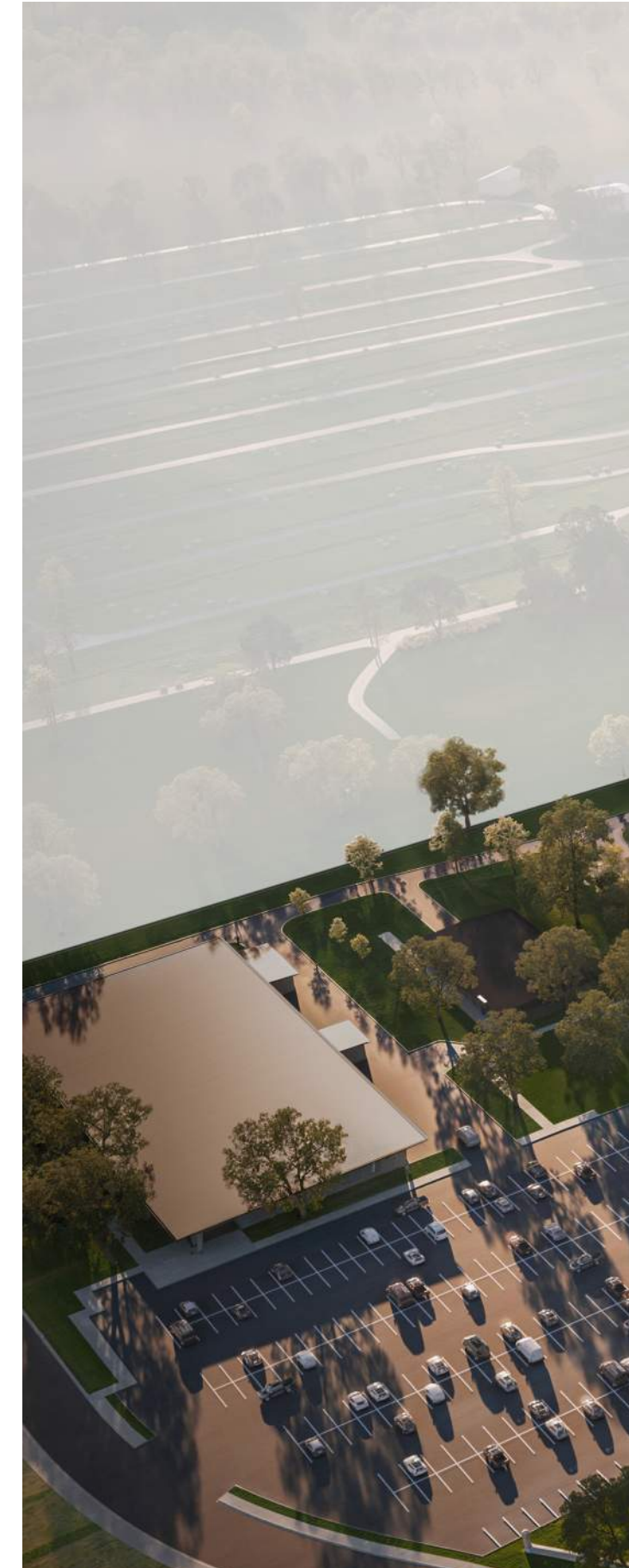
\$34,737,834

PROJECT LIST

1. CTC Expansion
2. Academic Quad Upgrades
3. Campus Hub Boardwalk
4. CDL Equipment Shed
5. Residence Halls Renovation
6. New Conference Center

Phase 3 (2032–2036) focuses on strategic growth and refinement. Projects in this phase extend successful program areas, respond to demonstrated demand, and allow the campus to evolve based on lessons learned in earlier phases. Targeted additions and renovations support continued academic growth while maintaining balance across campus. Phase 3 emphasizes adaptability, ensuring that expansion strengthens connectivity, reinforces standards, and remains aligned with student experience and operational capacity.

Phase 3 Projects (2032 - 2036)				
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2 Academic Quad Upgrades	285,000 sf	\$12 /sf	\$3,439,800	\$4,807,808
3 Campus Hub Boardwalk	100,000 sf	\$19 /sf	\$1,893,750	\$2,646,894
Mid-Campus Roadway Realignment	11,200 sf	\$14 /sf	\$161,784	\$226,125
4 CDL Equipment Shed	6,000 sf	\$113 /sf	\$675,000	\$943,448
5 Residence Halls Renovation	22,000 sf	\$450 /sf	\$9,900,000	\$13,837,230
6 New Conference Center	9,000 sf	\$750 /sf	\$6,750,000	\$9,434,475
Total Phase 3	445,500 sf	\$78 avg /sf	\$34,737,834	\$48,553,071





COST ESTIMATE SUMMARY

RECOMMENDATIONS

PHASE 1 | 2026 - 2028

0-2 years

Estimated Cost of all Phase 1 Projects

\$30,785,395

PROJECT LIST

1. Multipurpose Center Addition
2. Maintenance Storage Building
3. CDL Training Pad
4. Street Frontage Hardscape & Parking Entry
5. Campus Project Principles Standards
6. Campus Wayfinding Standards
7. Former Autotech Building Demolition, Site Remediation, & Landscaping
8. Farm Animal Pens & Paddocks
9. Farm Hay Barn

PHASE 2 | 2028 - 2032

2-6 years

Estimated Cost of all Phase 2 Projects

\$65,347,963

PROJECT LIST

1. Hopkins Expansion - Student Welcome Center Addition & Renovation
2. Yeater Campus Center Renovation
3. Intramural Sports Yard - Exterior Upgrades
4. Daum Art Storage Building & Stauffacher Center Corridor Improvements
5. Campus C-Store Addition
6. Agricultural Innovation Center & Showcase
7. Farm Equipment Shed
8. Farm Equipment Barn Renovation
9. Outdoor Classroom
10. Street frontage Landscaping & Walking Trails

PHASE 3 | 2032 - 2036

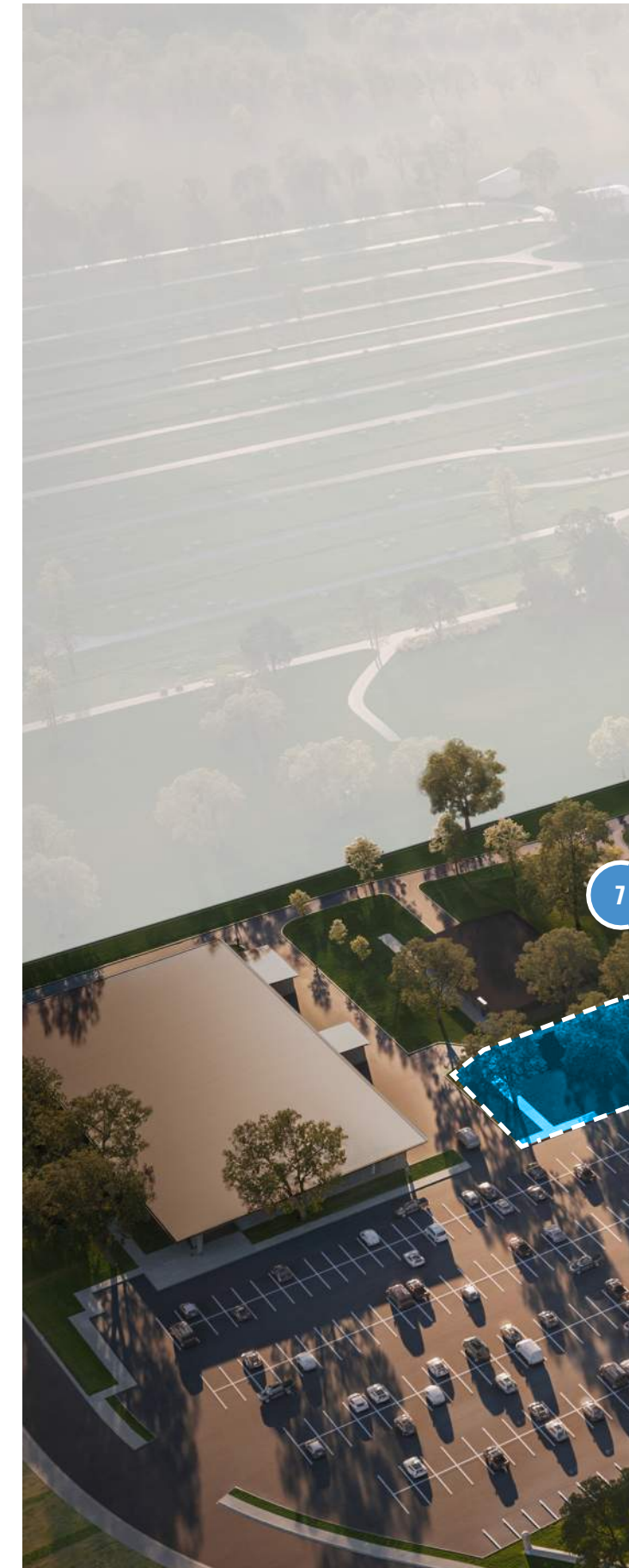
7-10 years

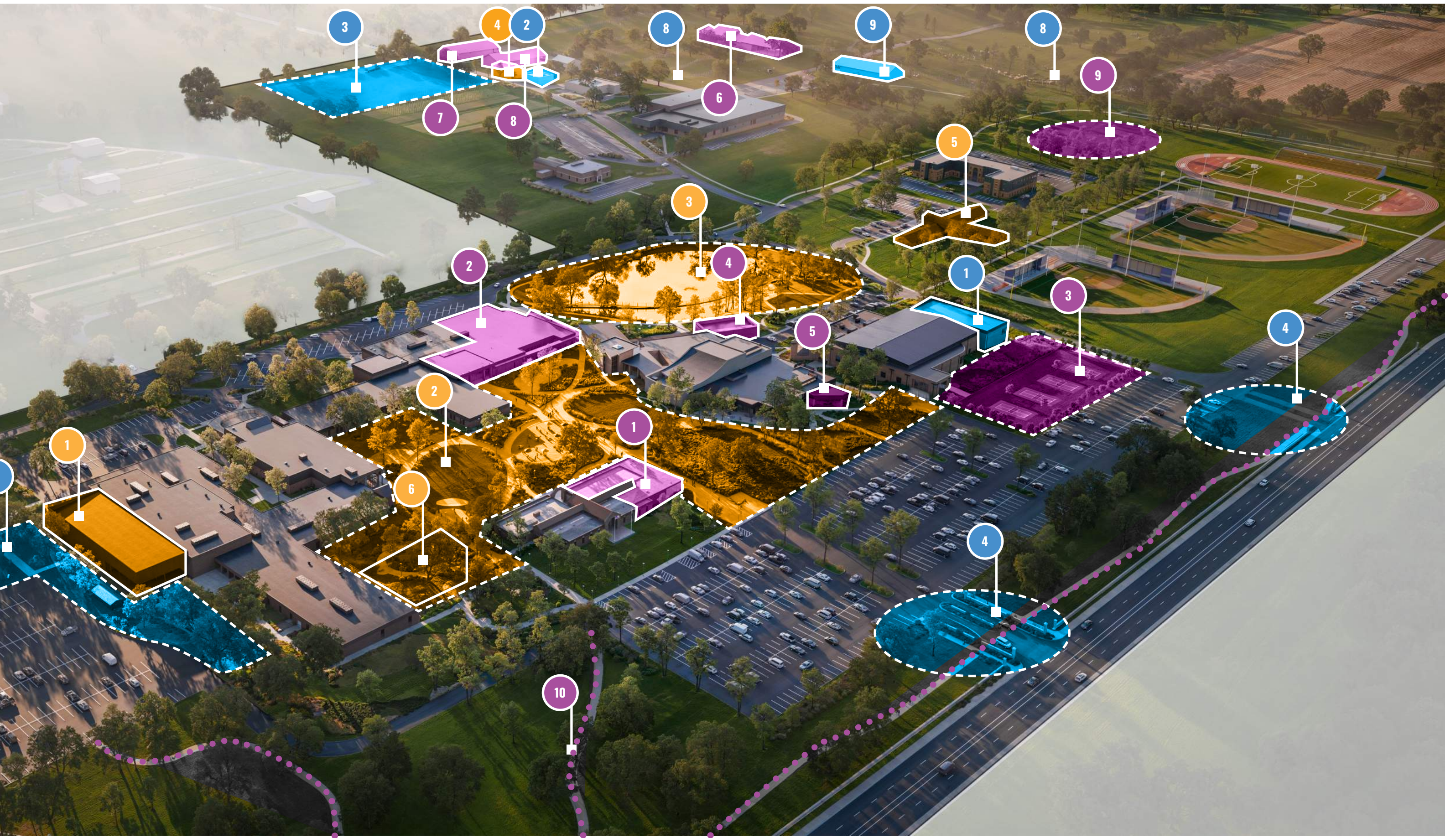
Estimated Cost of all Phase 3 Projects

\$34,737,834

PROJECT LIST

1. CTC Expansion
2. Academic Quad Upgrades
3. Campus Hub Boardwalk
4. CDL Equipment Shed
5. Residence Halls Renovation
6. New Conference Center





APPENDIX

- A Facilities Condition Assessment
- B Stakeholder Engagement
- C Classroom Utilization Assessment
- D. Visualizations
- E Cost Estimate

APPENDIX A

Facilities Condition Assessment

01 WILLIAM C. HOPKINS STUDENT SERVICES BUILDING

FACILITIES CONDITION ASSESSMENT | HIGH URGENCY

Area Summary

Year Built	1987
Gross Area	23,544 gsf
Rating	Not Assessed
Construction	Semi FR
Sprinklered	Y

Building Description

The Hopkins Student Services Building is a single-story, Group B occupancy facility with a partially finished basement, constructed in 1987, consisting of a cast-in-place concrete foundation with slab-on-grade and basement conditions, structural steel framing with reinforced concrete floor decks, and a low-slope TPO roof system on steel bar joists over a metal deck, with roof replacements in 2006 and 2018. The building envelope includes brick masonry walls with metal-framed storefront glazing and doors. Interior construction consists of metal stud and gypsum board partitions, terrazzo, carpet, and VCT flooring, and suspended acoustical tile ceilings. Mechanical systems include a hydronic boiler system serving fan-powered terminal units and VAV boxes, with underground electrical service, on-site emergency generator, partial fire sprinkler coverage, and a zoned fire alarm system.

Summary of Recommendations

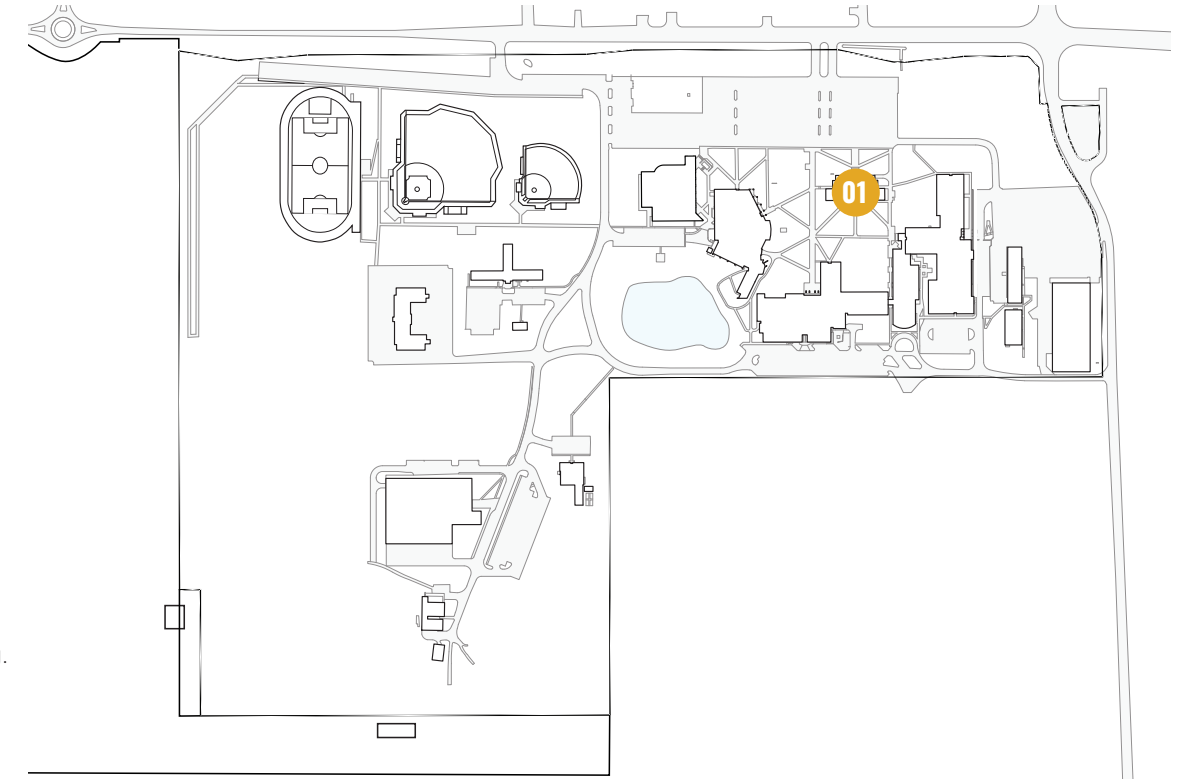
The Hopkins Building serves as a highly visible, student-facing facility but exhibits multiple indicators of aging infrastructure, particularly within its mechanical systems, building envelope, and roof assemblies. HVAC performance issues, moisture intrusion at windows and utility penetrations, and settlement-related masonry cracking affect both building performance and occupant comfort. In addition, outdated lighting systems and misaligned doors detract from usability, energy efficiency, and security.

Targeted reinvestment in the building presents an opportunity to extend its service life while improving safety, comfort, and functionality. Recommended actions include a comprehensive HVAC system update, including repair or replacement of VAV boxes and associated controls. The 2006 roof section should be fully assessed, with full tear-off and replacement likely. Window and door glazing seals should be replaced, door hardware and alignment corrected, and all building and utility penetrations properly resealed. Interior lighting should be upgraded to modern, energy-efficient fixtures for improved consistency and performance. Cracked masonry should be repaired and tuckpointed to address water intrusion and structural movement.

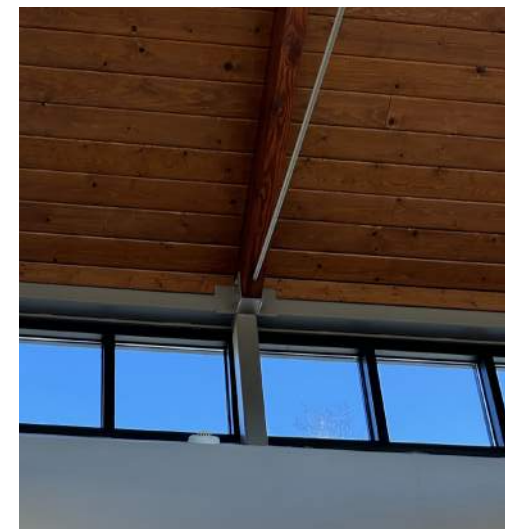
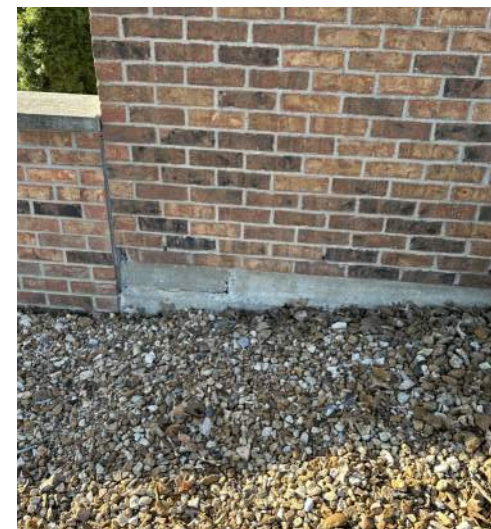
From a life-safety perspective, all blocked egress paths must be immediately cleared, and areas with unresolved egress deficiencies should remain unoccupied until corrected. Collectively, these improvements would support the Hopkins Building's continued role as a welcoming, functional hub for student services on campus while addressing critical performance and safety concerns.

OBSERVATION HIGHLIGHTS

- HVAC performance is poor due to non-functional VAV boxes and limited zone control.
- Hydronic heating distribution is inconsistent despite functioning boilers.
- According to FICAS report, plumbing lines contain sludge, and basement penetrations remain unsealed.
- Interior lighting is outdated, inconsistent, and energy-inefficient
- Settlement at the north slab-on-grade caused exterior brick cracking.
- Window glazing seals have failed, resulting in moisture intrusion and ice formation.
- Multiple doors are misaligned and do not close properly.
- The 2006 roof system are nearing end of service life.
- Utility penetrations, including the fiber entry, are leaking
- Required egress paths are obstructed, creating life-safety risks.



SITE PLAN ▲



OBSERVATIONS

02 MARVIN R. FIELDING TECHNICAL CENTER

FACILITIES CONDITION ASSESSMENT | MEDIUM-HIGH URGENCY

Area Summary

Year Built	1978
Gross Area	72,756 gsf
Rating	Not Assessed
Construction	Mass Non-Combustable
Sprinklered	N

Building Description

The Fielding Technical Center is a Group B occupancy academic building housing classrooms, laboratories, and administrative offices, constructed of block and brick masonry with a cast-in-place concrete foundation on piers and slab-on-grade floors. The structure consists of reinforced masonry walls and concrete floor decks supporting a low-slope TPO roof on steel bar joists over a metal deck. Interior construction includes painted block and gypsum board partitions, terrazzo corridor flooring, carpet or VCT in classrooms and offices, sealed concrete in lab areas, and a mix of suspended acoustical ceilings and exposed structure. Mechanical systems include a dual-duct HVAC system with rooftop units and high-efficiency condensing boilers serving fan terminal and fan coil units, with underground electrical service, battery-backed emergency lighting, and fire alarm and extinguisher coverage. Vertical circulation is provided by multiple open stair configurations serving the lab areas.

Summary of Recommendations

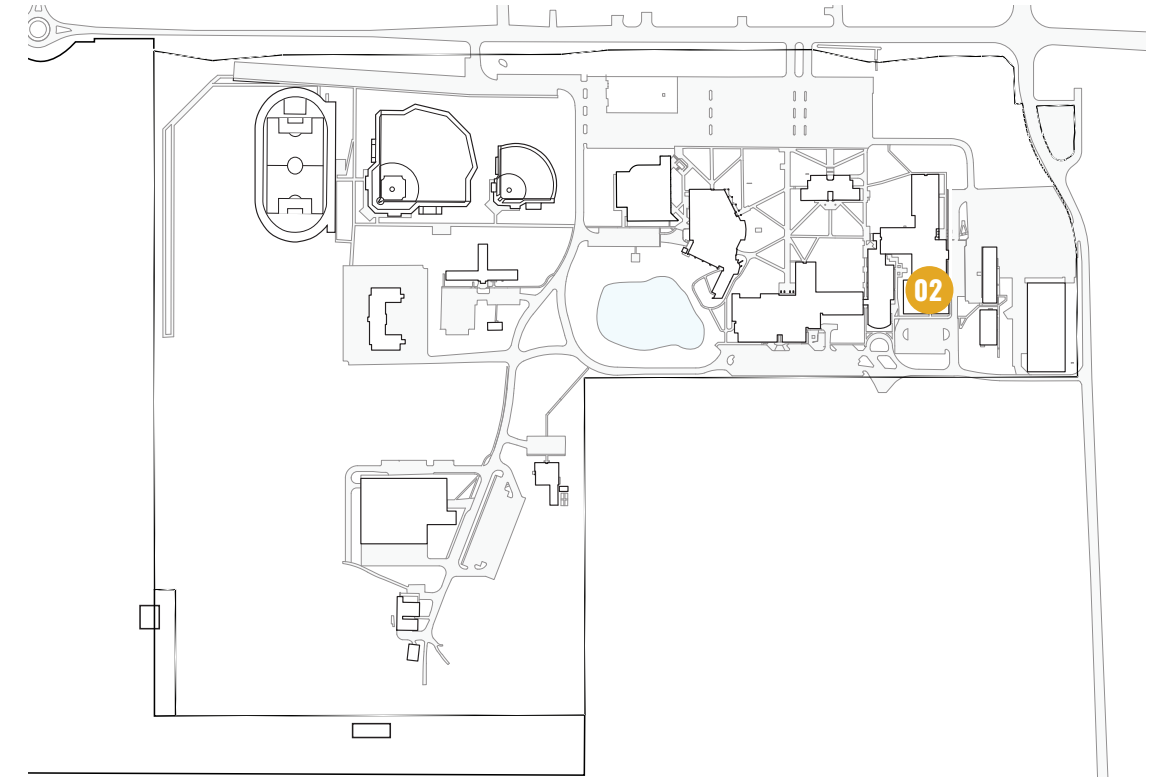
The Fielding Technical Center remains a critical instructional facility but is supported by aging and increasingly complex building systems, particularly within its HVAC infrastructure. The dual-duct system, combined with multiple rooftop units and hydronic components, presents long-term operational inefficiencies and limits flexibility for future program changes. Variability in interior finishes and circulation patterns further reflects incremental adaptation rather than cohesive modernization.

Targeted reinvestment should focus on simplifying and modernizing mechanical systems to improve reliability, energy efficiency, and thermal comfort. A comprehensive HVAC assessment is recommended to evaluate replacement or consolidation strategies. The roof system should be fully evaluated to confirm remaining service life and identify areas requiring near-term repair or replacement. Electrical and emergency lighting systems should be upgraded to improve efficiency, consistency, and maintainability.

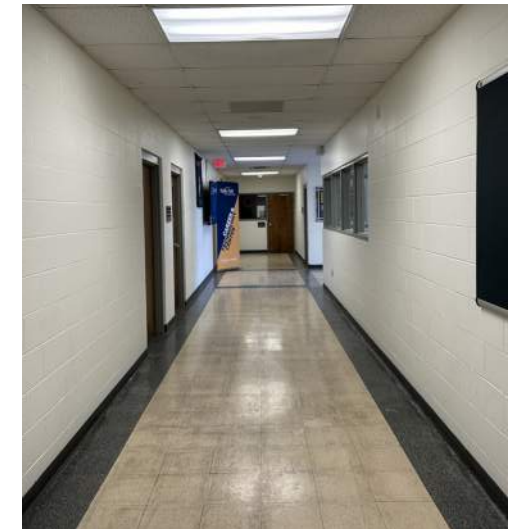
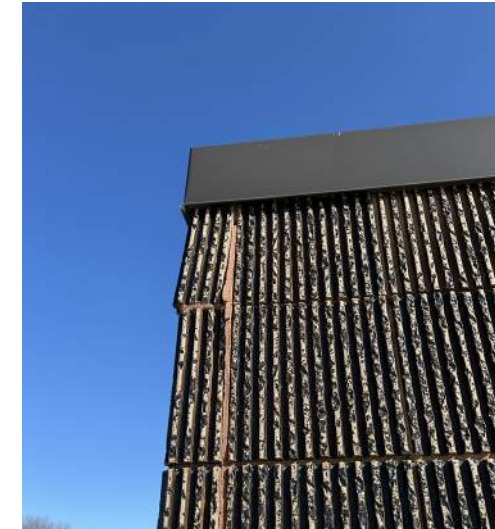
From a life-safety and operational standpoint, circulation and stair configurations within lab areas should be reviewed for compliance and clarity. Over time, coordinated system upgrades and selective interior improvements would support the Fielding Technical Center's continued role as a flexible, high-performing academic and laboratory environment while reducing maintenance burden and improving user experience.

OBSERVATION HIGHLIGHTS

- Renovations: Building has many occurrences of undocumented renovations resulting in dead-end corridors and life-safety issues.
- HVAC/Boilers: Boilers and HVAC are needing addressing and are major concern. RTU Replaced 10-12 years ago, but some are over 30 years old and need full replacement. Temperature Control is a major issue throughout the building. Heaters above ceilings in portions of the building need removal and replacement with new modern systems.
- Flooring: Aging throughout the building in unrenovated areas.
- Office Spaces: Some closet spaces are being used as offices and are improperly equipped with mechanical systems.
- Door Hardware: Building has door knobs throughout and needs levers for universal design; no panic hardware was found in any of these spaces.
- Roof: From 2013 and appears largely in OK shape; however, is leaking over the XRAY machine and needs immediate addressing.



SITE PLAN ▲



OBSERVATIONS

03 FORMER AUTOMOTIVE BUILDING

FACILITIES CONDITION ASSESSMENT | LOW URGENCY

Area Summary

Year Built	1969
Gross Area	10,000 gsf
Rating	Not Assessed
Construction	PEMB
Sprinklered	N

Building Description

The former Automotive Building is a single-story, pre-engineered metal structure constructed as one of the earliest facilities on campus, historically used for automotive maintenance instruction. The building consists of a clear-span steel frame with concrete slab-on-grade construction, corrugated metal exterior wall panels, and a sloped corrugated metal roof. Interior spaces include classrooms, offices, storage areas, and open automotive repair bays with multiple overhead doors, with interior finishes primarily consisting of sealed concrete floors and painted masonry or block partitions. Mechanical systems include gas-fired, ceiling-mounted unit heaters and limited mechanical cooling serving classroom areas, with basic plumbing, electrical distribution, fire extinguisher coverage, and data infrastructure consistent with light industrial instructional use. The Auto-Tech program has relocated to the new Ellebracht Agriculture and Mechanics Building.

Summary of Recommendations

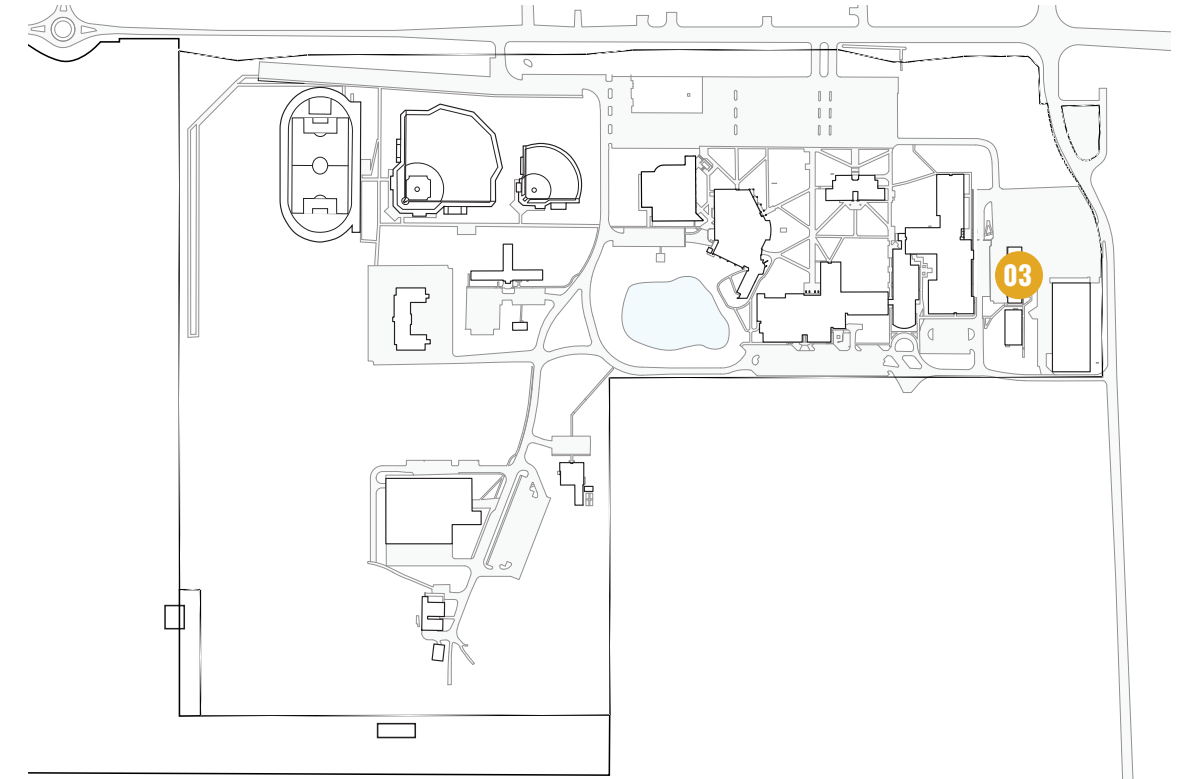
With the relocation of the Auto-Tech program to the Ellebracht Agriculture and Mechanics Building, the former Automotive Building no longer supports an academic function. The age of the structure, combined with the need for a full roof replacement, system upgrades, and likely hazardous material mitigation, results in a reinvestment cost that would exceed the long-term value of the facility.

Demolition of the former Automotive Building is recommended following program relocation, accompanied by a comprehensive hazardous materials assessment and environmental remediation of the site as required. Historic automotive use suggests the potential for subsurface contamination, and appropriate mitigation measures should be implemented prior to redevelopment.

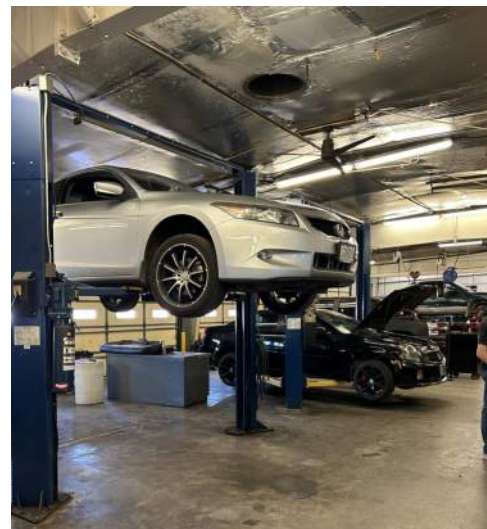
Removal of the building would eliminate ongoing maintenance liabilities and allow the site to be repurposed to better support future campus needs, whether for open space, parking, landscape enhancements, or future development aligned with the campus master plan.

OBSERVATION HIGHLIGHTS

- The building is at the end of its functional life and would require a full roof replacement to remain operational.
- Exterior envelope systems consist of aging metal panels with limited thermal and weather performance.
- Mechanical systems are minimal and do not meet contemporary instructional or energy standards.
- Interior spaces are purpose-built for automotive instruction and offer limited adaptability for reuse.
- No automatic fire sprinkler system is present.
- Hazardous materials have not been assessed and are likely present due to the building's age and historic use.
- The building's location presents an opportunity for future site reuse following program relocation.



SITE PLAN ▲



OBSERVATIONS

04 HECKART SCIENCE & ALLIED HEALTH BUILDING

FACILITIES CONDITION ASSESSMENT | HIGH URGENCY

Area Summary

Year Built	2006
Gross Area	39,000 gsf
Rating	Not Assessed
Construction	Mass Non-Combustable
Sprinklered	Y

Building Description

The Heckart Science & Allied Health Building is a multi-level, Group B academic facility with an Assembly A3 conference component, constructed of block and brick masonry with a cast-in-place concrete foundation on piers and slab-on-grade construction. The superstructure consists of reinforced masonry walls and reinforced concrete floor decks supporting a low-slope TPO roof system on steel bar joists over a metal deck. The building houses classrooms, science and allied health laboratories, administrative offices, and a large conference center supporting both academic and community functions. Interior construction includes painted block and gypsum board partitions, terrazzo flooring in corridors, carpet or VCT in classrooms and offices, sealed concrete in laboratory areas, and suspended acoustical tile ceilings throughout. Mechanical systems consist of a centralized boiler-chiller plant serving rooftop units and fan terminal units, with chilled and hot water produced via multiple chillers, cooling towers, and high-efficiency condensing boilers, supported by redundant pumps and an on-site generator providing full-building emergency power.

Summary of Recommendations

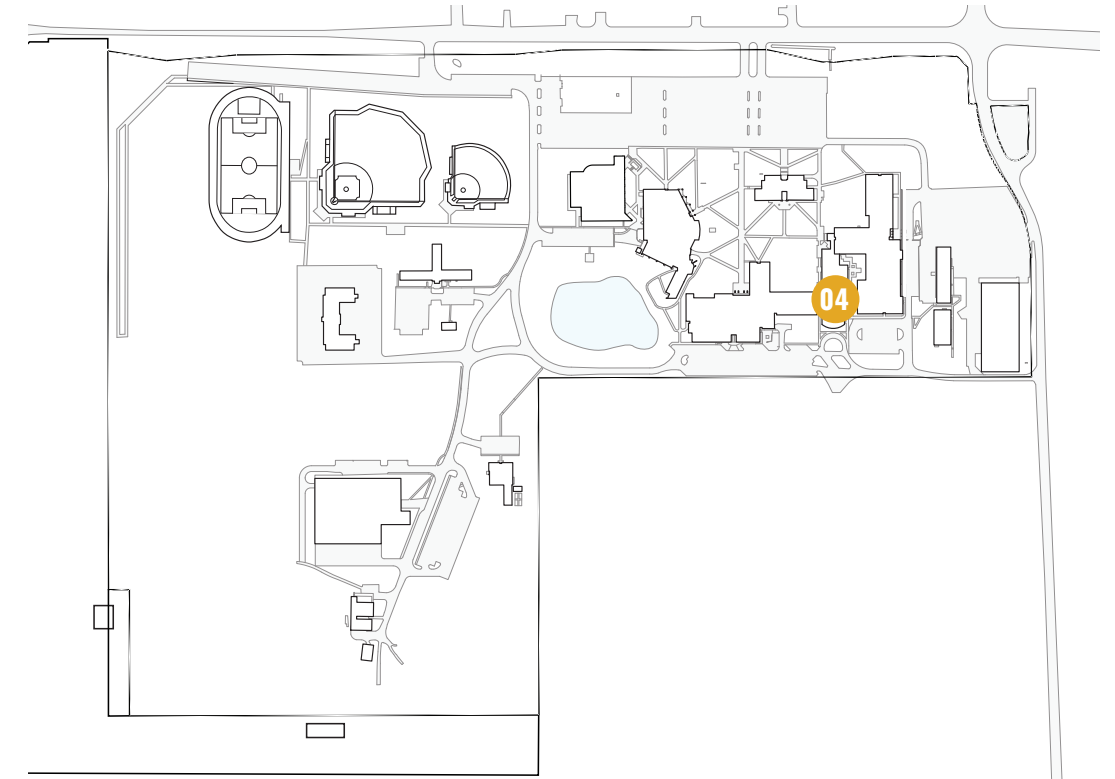
The Heckart Science & Allied Health Building remains a critical instructional and community-facing facility but exhibits several system-level deficiencies that impact reliability, comfort, and long-term operational cost. The roof system has exceeded its expected service life and should be fully replaced to address ongoing moisture concerns and protect interior spaces. A comprehensive HVAC assessment is recommended to evaluate system performance, resolve temperature control issues, and address the underlying contributors to these conditions.

Lighting should be standardized throughout the building to improve consistency, energy efficiency, and learning environments. Given the shared nature and high operating cost of the building chillers, continued evaluation of lifecycle costs and potential long-term alternatives is warranted.

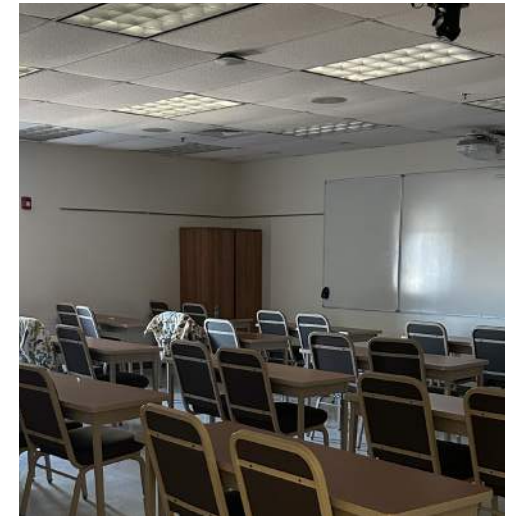
Interior classroom finishes and FF&E should be refreshed as part of a phased improvement strategy to support modern instructional needs and reinforce the building's role as a welcoming hub for allied health education and community engagement.

OBSERVATION HIGHLIGHTS

- The low-slope TPO roof system, installed in 2006, has reached the end of its expected service life and requires replacement.
- Interior lighting is outdated and inconsistent, impacting energy efficiency and visual quality.
- Moisture intrusion has been observed at window systems, with failed glazing seals along the south façade.
- HVAC systems struggle to maintain consistent temperature control across occupied spaces.
- Centralized chillers serve both the Heckart and Yeater buildings, creating operational interdependence.
- Chiller maintenance and operating costs have been a recurring budget concern.
- Mechanical complexity increases long-term maintenance risk and limits system flexibility.
- Laboratory and instructional spaces show wear consistent with high utilization.
- Building systems are approaching a point where coordinated renewal is required to maintain performance.



SITE PLAN ▲



OBSERVATIONS

05 CHARLES E. YEATER LEARNING CENTER

FACILITIES CONDITION ASSESSMENT | HIGH URGENCY

Area Summary

Year Built	1977
Gross Area	70,832 gsf
Rating	Not Assessed
Construction	Mass Non-Combustable
Sprinklered	Y

Building Description

The Charles E. Yeater Learning Center is a single-story, Group B occupancy academic building constructed in 1977, located on the south side of the main campus and physically connected to the Heckart Science & Allied Health Building. The building is of block and brick construction with a cast-in-place concrete foundation on piers and slab-on-grade floor system. The superstructure consists of reinforced masonry walls supporting reinforced concrete floor decks and a low-slope TPO roof system on steel bar joists over a metal deck. The facility houses general-purpose classrooms, the campus library, bookstore, testing center, and administrative offices. Interior construction includes painted block and gypsum board partitions, terrazzo flooring in corridors, carpet or VCT in classrooms and offices, sealed brick flooring in the main lobby, and suspended acoustical tile ceilings. Mechanical systems consist of a centralized boiler-chiller system shared with the Heckart Building, providing hot and chilled water to rooftop units and fan terminal units, with building systems partially supported by an emergency generator connection from Heckart.

Summary of Recommendations

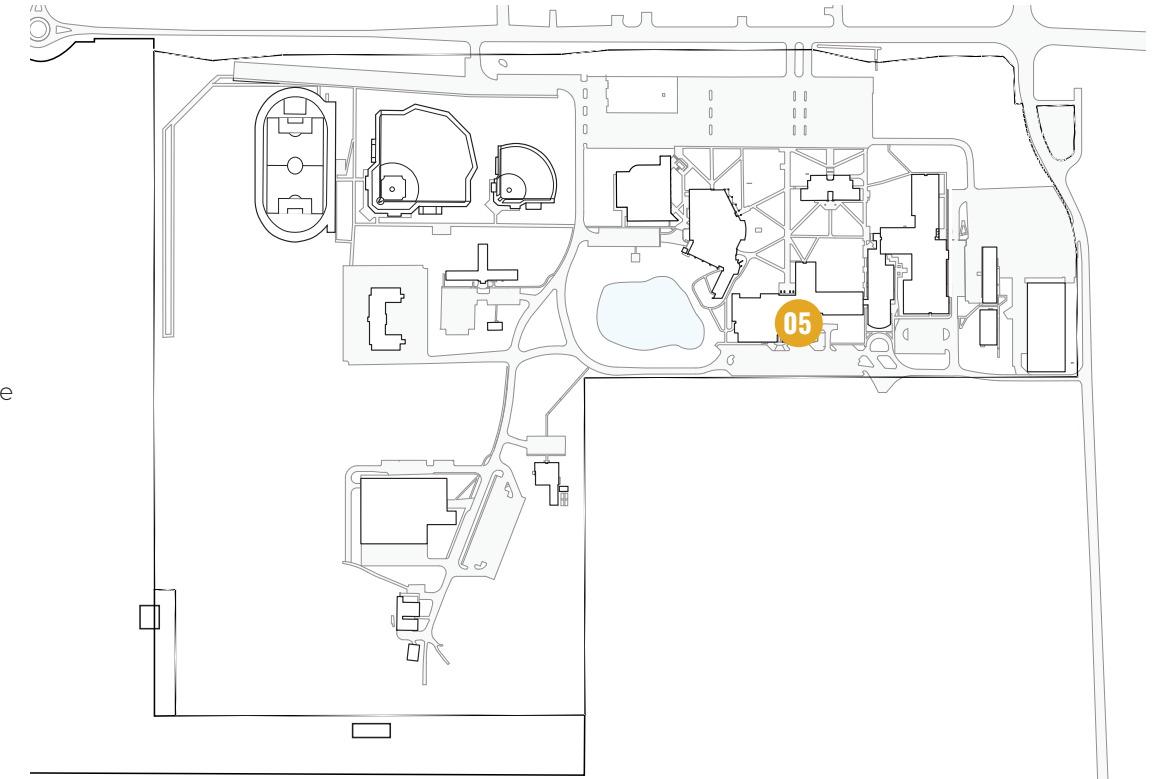
The Yeater Learning Center remains a heavily utilized academic facility but is supported by aging building systems that present increasing operational, maintenance, and indoor air quality challenges. A comprehensive HVAC assessment is recommended, with full system replacement likely required to address performance deficiencies, and aging air handling equipment. Improvements should be coordinated with envelope upgrades to reduce moisture intrusion and stabilize interior environmental conditions.

Given the shared chiller infrastructure with the Heckart Building and the continued cost burden of maintenance, lifecycle performance and long-term alternatives for centralized cooling should continue to be evaluated. Window glazing seals throughout the building should be replaced to improve energy efficiency, occupant comfort, and moisture control, with priority given to the library. Settlement conditions at the west end of the building warrant continued monitoring and further investigation to determine long-term structural implications.

If future academic programming and space utilization align with this level of investment, the building could benefit from a larger, more comprehensive renovation to holistically address mechanical, envelope, and interior deficiencies. A coordinated renovation approach would provide an opportunity to modernize learning environments, improve building performance, and extend the long-term viability of the Yeater Learning Center as a core campus facility.

OBSERVATION HIGHLIGHTS

- The roof system was not accessible during the site visit and could not be fully evaluated.
- Central chillers serving both Yeater and Heckart are aging and were undergoing repairs at the time of assessment.
- Chiller maintenance represents an ongoing and significant operational cost concern.
- Original air handling units remain in service and are near the end of life.
- The building slab shows signs of settlement near the west end.
- Settlement conditions are visible both internally and externally.
- Window glazing seals failed in multiple locations, with issues in the library.
- Thermal comfort is inconsistent across classrooms and common spaces.
- Mechanical system interdependence with Heckart increases operational risk.



SITE PLAN ▲



OBSERVATIONS

06 THE DAUM MUSEUM

FACILITIES CONDITION ASSESSMENT | HIGH URGENCY

Area Summary

Year Built	2001
Gross Area	16,950 gsf
Rating	Not Assessed
Construction	Mass Non-Combustable
Sprinklered	Y

Building Description

The Daum Museum is a one-story building with a basement housing a contemporary art museum with nine exhibition galleries distributed across the main level and lower level, totaling approximately 9,300 square feet of gallery space organized around a 33-foot enclosed atrium. The building is constructed of brick and EIFS exterior walls with a cast-in-place concrete foundation on piers and slab-on-grade construction with a basement level. The superstructure consists of structural steel columns with reinforced concrete floor decks supporting a roof system composed of flat membrane roofing and a butterfly roof configuration over steel bar joists and a metal deck. Interior construction includes sealed concrete floors, gypsum board partitions, painted wall finishes, and gypsum board ceilings. Mechanical systems include an air handling unit and rooftop unit with VAV distribution and humidification to support environmental control requirements for exhibition spaces, with electrical service provided via underground utility feed and limited emergency power serving select building systems.

Summary of Recommendations

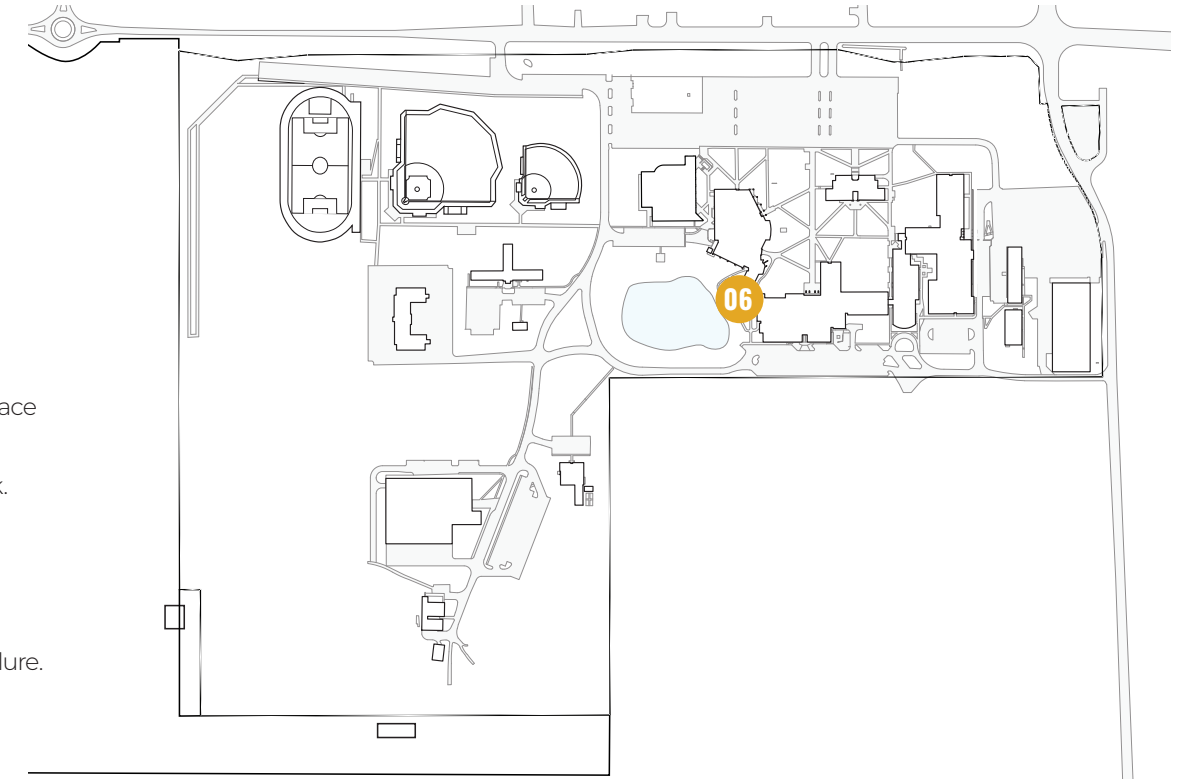
The primary recommendation for the Daum Museum is the development of a new, purpose-built art storage facility designed to provide dry, secure, and tightly controlled temperature and humidity conditions appropriate for fine art collections. Relocating art storage from the museum building would reduce risk to the collection, improve environmental control, and allow mechanical systems within the museum to focus more effectively on gallery spaces.

Targeted roof replacement is required for portions of the building where the original membrane roofing remains in service, while the butterfly roof section replaced in 2023 does not require near-term replacement. Active roof leaks remain a high priority due to their proximity to gallery and storage areas, and repairs should be coordinated with flashing and drainage improvements to fully address water intrusion.

In addition, the building exterior should undergo comprehensive tuckpointing and masonry repair to mitigate moisture migration through the envelope and protect both the structure and interior spaces. Collectively, these improvements will strengthen environmental performance, reduce risk to valuable artwork, and support the long-term viability of the Daum Museum as a campus and community cultural asset.

OBSERVATION HIGHLIGHTS

- Portions of the original black EPDM roof system dating to 2001 remain in place and require replacement.
- The butterfly roof section replaced in 2023 does not require near-term work.
- The roof was not fully accessible during the site visit, limiting verification of overall condition.
- Active water leaks observed in multiple locations within the building.
- Leaks are migrating to the basement level, indicating ongoing envelope failure.
- Water intrusion poses an elevated risk to upper-level gallery spaces and collections.
- Mechanical rooms are co-located with art storage areas.
- Shared mechanical and storage spaces may complicate temperature and humidity control.
- Brick exterior shows signs of deterioration contributing to moisture intrusion.
- Exterior masonry conditions suggest water is being driven into the building envelope



SITE PLAN ▲



OBSERVATIONS

07 STAUFFACHER CENTER FOR THE FINE ARTS

FACILITIES CONDITION ASSESSMENT | MEDIUM-HIGH URGENCY

Area Summary

Year Built	1995
Gross Area	41,427 gsf
Rating	Not Assessed
Construction	Fire Resistive
Sprinklered	Y

Building Description

The Stauffacher Center for the Fine Arts is a Group B academic facility with Assembly A3 components, constructed of block and brick masonry with a cast-in-place concrete foundation on piers and slab-on-grade construction. The superstructure consists of structural steel columns and reinforced concrete floor decks supporting a low-slope TPO roof system on steel bar joists over a metal deck. The building houses the Stauffacher Theatre, a 239-seat proscenium theatre with full stage, scene shop, dressing rooms, and costume shop, as well as a smaller flexible performance space, art classrooms, music classrooms, student commons, bookstore, commercial kitchen, and the Goddard Gallery. Interior construction includes painted block and gypsum board partitions, terrazzo flooring in corridors, carpet in offices, VCT or sealed concrete in classrooms, and suspended acoustical tile ceilings. Mechanical systems consist of a hydronic boiler system serving fan terminal units and VAV boxes, supplemented by rooftop units providing mechanical cooling and air distribution, with full automatic fire sprinkler coverage, underground electrical service, and a zoned fire alarm system.

Summary of Recommendations

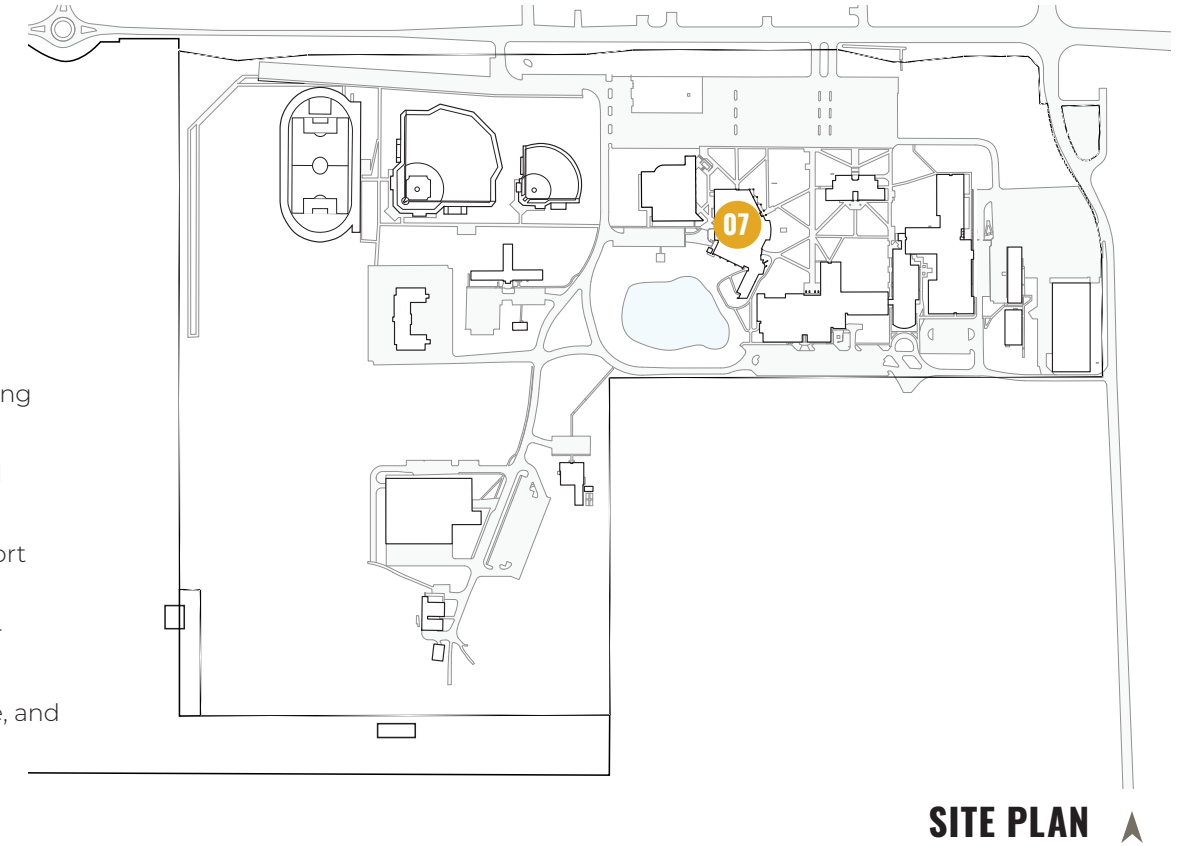
The Stauffacher Center for the Fine Arts continues to serve as a primary venue for performance, instruction, and community engagement, but exhibits deficiencies in interior finishes, mechanical systems, and life-safety compliance. Flooring should be replaced in multiple areas, with epoxy flooring recommended for new installations to align with durable materials already used successfully elsewhere in the building and across campus.

Major HVAC issues should be addressed through repair or replacement of aging VAV boxes and associated controls to improve comfort, reliability, and system performance. As part of any HVAC upgrades, allowances should be made to accommodate the safe and controlled movement of fine art through the building. Existing hallway paths from the loading area do not currently support proper art transport, and coordination with the contiguous Daum Museum is necessary to ensure appropriate clearances, environmental control, and operational functionality during future improvements.

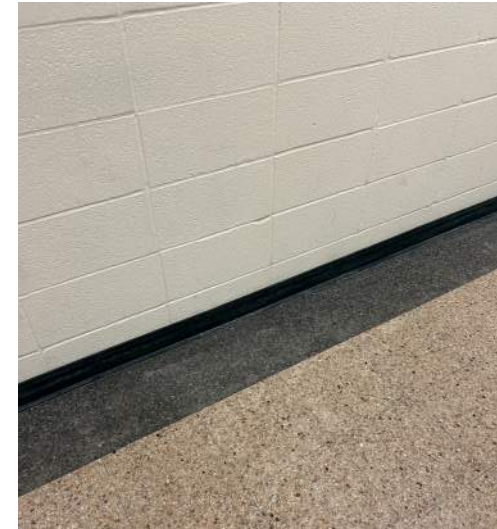
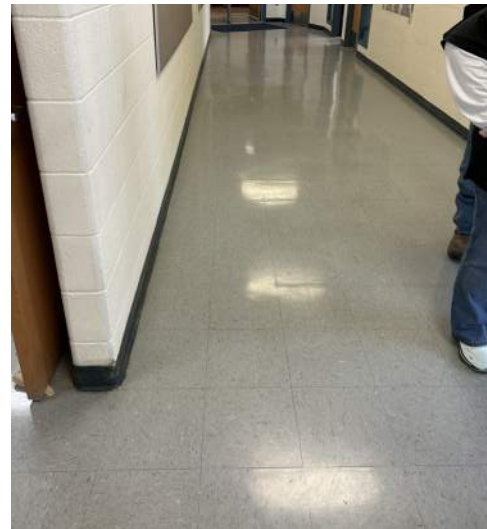
Window treatments should be standardized to improve consistency, functionality, and visibility, with careful coordination to ensure egress paths remain unobstructed. From a life-safety perspective, all required egress doors must remain unlocked during occupancy, and panic hardware should be installed where necessary to provide compliant secondary exits from classrooms and assembly spaces. Collectively, these improvements will enhance safety, support both performance and exhibition needs, and strengthen the operational relationship between the Stauffacher Center for the Fine Arts and the Daum Museum.

OBSERVATION HIGHLIGHTS

- Epoxy flooring has been installed in select areas and is failing or nearing replacement in multiple locations.
- Flooring conditions vary widely across the building, reflecting phased upgrades rather than a consistent standard.
- HVAC systems exhibit significant performance issues affecting comfort and reliability.
- VAV boxes are original to the building and are likely at or beyond their expected service life.
- Temperature control is inconsistent across instructional, performance, and support spaces.
- Window treatments are inconsistent throughout the building.
- Window coverings frequently obstruct required egress paths.
- Several egress doors are kept locked or are otherwise inoperable.
- Lack of compliant hardware limits secondary means of egress from some classrooms.
- Life-safety concerns are present related to egress operation and visibility.



SITE PLAN ▲



OBSERVATIONS

FRED E. DAVIS MULTIPURPOSE CENTER

FACILITIES CONDITION ASSESSMENT | HIGH URGENCY

Area Summary

Year Built	2001
Gross Area	57,000 gsf
Rating	Not Assessed
Construction	Mass Non-Combustable
Sprinklered	Y

Building Description

The Fred E. Davis Multipurpose Center is a large-scale athletic and community facility opened in 2001, classified primarily as an Assembly Group A4 occupancy with supporting Group B instructional spaces. The building is of block and brick construction with a cast-in-place concrete foundation on piers and slab-on-grade floors. The superstructure consists of structural steel framing and reinforced concrete floor decks supporting a roof system comprised of a low-slope TPO membrane roof over steel bar joists, with a sloped metal roof over the gymnasium. The facility includes a 180-yard indoor walking and jogging track, two full-size basketball and volleyball courts, a weight and fitness center, locker rooms, seminar rooms, and a large multi-use room, along with arena seating for approximately 1,817 spectators. Interior finishes vary by use and include VCT, carpet, finished hardwood gym flooring, membrane flooring at the track, and sealed or painted concrete, with mechanical systems served by multiple rooftop units providing heating and cooling throughout the building.

Summary of Recommendations

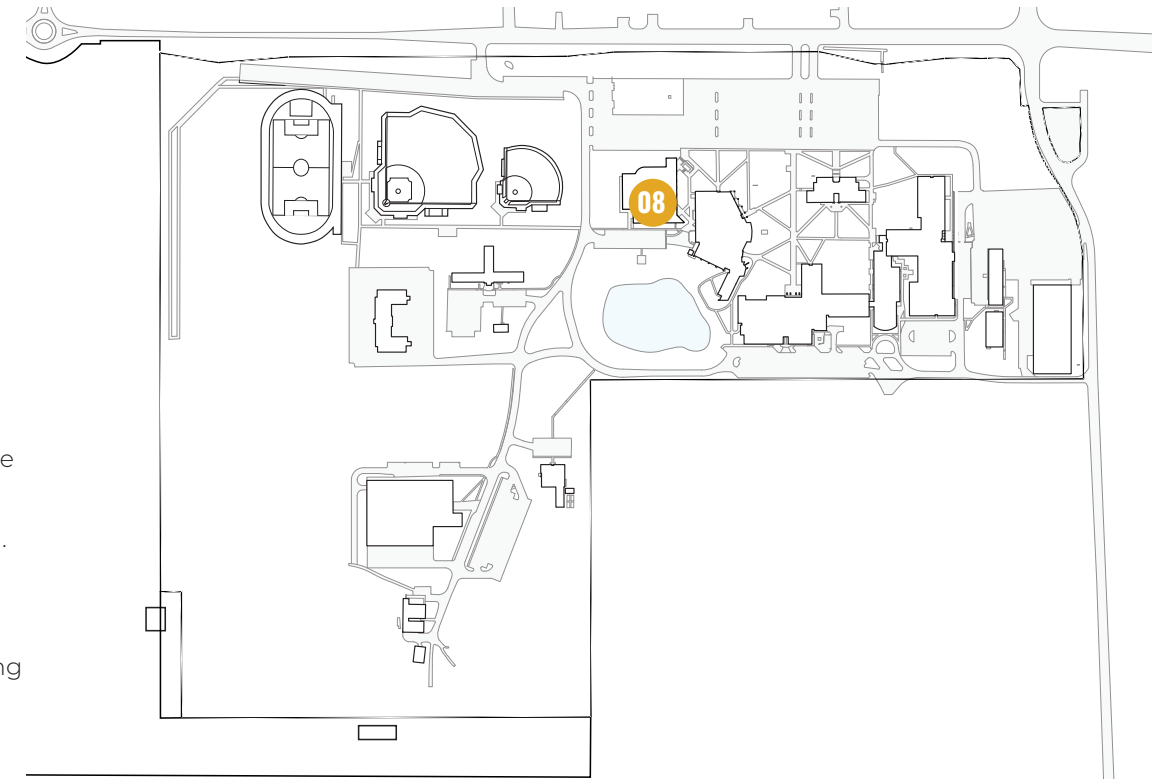
The MPC continues to play a critical role for both the college and broader community but is experiencing multiple envelope, mechanical, and site-related deficiencies that affect performance and durability. The deteriorating exterior site wall and patio retaining wall should be repaired, with further investigation into underlying causes of this long-standing issue, including potential site movement, drainage, and structural conditions.

Major interior moisture problems must be identified and resolved through a coordinated assessment of the roof, exterior walls, drainage systems, and mechanical performance. Although the primary roof membrane is relatively recent, flaking conditions and active leakage at the metal ridge require prompt investigation and repair to prevent further damage. All rooftop units should be replaced to restore HVAC reliability, efficiency, and occupant comfort.

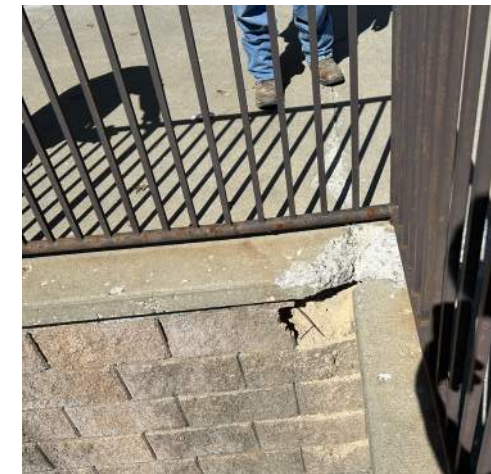
In addition, all exterior piping insulation at the roof level should be fully replaced to protect mechanical systems and prevent ongoing deterioration. Addressing these issues through coordinated envelope, mechanical, and site improvements will be necessary to extend the service life of the Multipurpose Center and support its continued use for athletic, academic, and community events.

OBSERVATION HIGHLIGHTS

- The exterior site wall at the main entry is crumbling, reflecting a long-standing issue related to differential movement and site conditions.
- The adjacent patio retaining wall shows significant freeze-thaw damage and material deterioration.
- Widespread interior moisture issues observed throughout the building.
- The primary roof membrane was replaced in 2019 but is exhibiting surface flaking and deterioration.
- Active leakage was observed at the metal roof ridge, with water entering the gymnasium below.
- The source of roof leakage has not been fully diagnosed and requires further investigation.
- All rooftop HVAC units have reached end of their expected service life.
- HVAC performance and reliability compromised due to aged equipment.
- Exterior piping insulation at the roof level is deteriorated and requires full replacement.
- Ongoing moisture conditions pose risks to finishes, structure, and indoor air quality.



SITE PLAN ▲



OBSERVATIONS

09 POTTER-EWING AGRICULTURE BUILDING

FACILITIES CONDITION ASSESSMENT | LOW URGENCY

Area Summary

Year Built	1995
Gross Area	8,700 gsf
Rating	Not Assessed
Construction	Mass Non-Combustable
Sprinklered	Y

Building Description

The Potter-Ewing Agriculture Building is a Group B occupancy academic facility supporting agriculture and horticulture programs, consisting of classrooms, laboratories, offices, and greenhouse spaces. The building is of block and brick construction with a cast-in-place concrete foundation on piers and slab-on-grade floors. The superstructure consists of reinforced masonry walls supporting steel bar joists and a metal roof deck with a low-slope TPO roof system replaced in 2016. Interior construction includes painted block and gypsum board partitions, terrazzo flooring in corridors, VCT in classrooms, carpeted offices, and sealed concrete in lab and shop areas, with a combination of suspended acoustical tile ceilings and exposed structure in select spaces. Mechanical systems are served by rooftop units providing heating and cooling, with domestic water and sanitary systems connected to a lift station serving the building. Adjacent exterior areas support test plots and community gardens that extend instructional use beyond the building footprint.

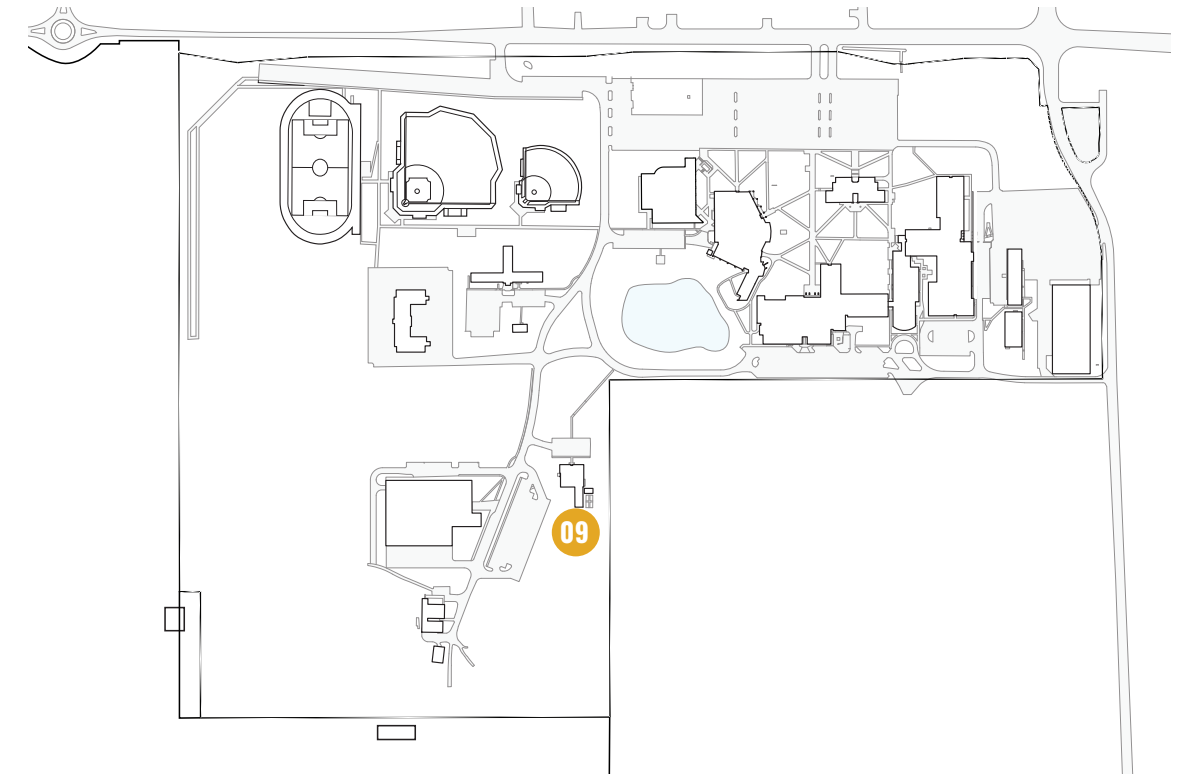
Summary of Recommendations

Potter-Ewing continues to function effectively as a hands-on instructional facility but would benefit from targeted reinvestment focused on maintenance and system performance. Interior building finishes should be repaired and refreshed to restore overall condition, durability, and appearance, particularly in high-use instructional spaces.

HVAC systems should be thoroughly evaluated and serviced to address performance inconsistencies and support occupant comfort, with consideration given to the specific demands of laboratory and greenhouse-related spaces. Continued routine maintenance of the building envelope and relatively new roof system will be important to preserve the building's good exterior condition and extend its service life in support of agricultural education and community engagement.

OBSERVATION HIGHLIGHTS

- Interior building finishes show general wear and are in need of maintenance throughout.
- Finish deterioration is consistent across classrooms, offices, and support spaces.
- Exterior masonry and envelope systems appear to be in good overall condition.
- Roof system is relatively new and not accessed during the site walk.
- No active roof issues were observed during the assessment.
- HVAC systems require maintenance to ensure reliable operation.
- Mechanical performance varies by space type.
- Greenhouse operations place additional demands on building systems.
- Building systems are functional but aging.



SITE PLAN ▲



OBSERVATION

10 THE MAINTENANCE (PHYSICAL PLANT) BUILDING

FACILITIES CONDITION ASSESSMENT | MEDIUM URGENCY

Area Summary

Year Built	1989
Gross Area	7,640 gsf
Rating	Not Assessed
Construction	Metal Building
Sprinklered	N

Building Description

The Maintenance (Physical Plant) Building is a Group B and S-1 occupancy facility that serves as the operational hub for campus facilities management, supporting custodial services, groundskeeping, building maintenance, utilities, and equipment operations. The building is a pre-engineered metal structure with a concrete slab-on-grade foundation, corrugated metal exterior wall panels, and a sloped metal roof system supported by steel framing. Interior spaces include administrative offices, maintenance shops, storage areas, and warehousing functions, with interior construction consisting of sealed concrete floors, wood-framed or gypsum board partitions in office areas, and exposed structure in shop and storage spaces. Mechanical systems are limited and utilitarian in nature, consistent with an industrial support facility, and the building relies on basic plumbing, electrical distribution, fire extinguisher coverage, and data infrastructure to support daily operations.

Summary of Recommendations

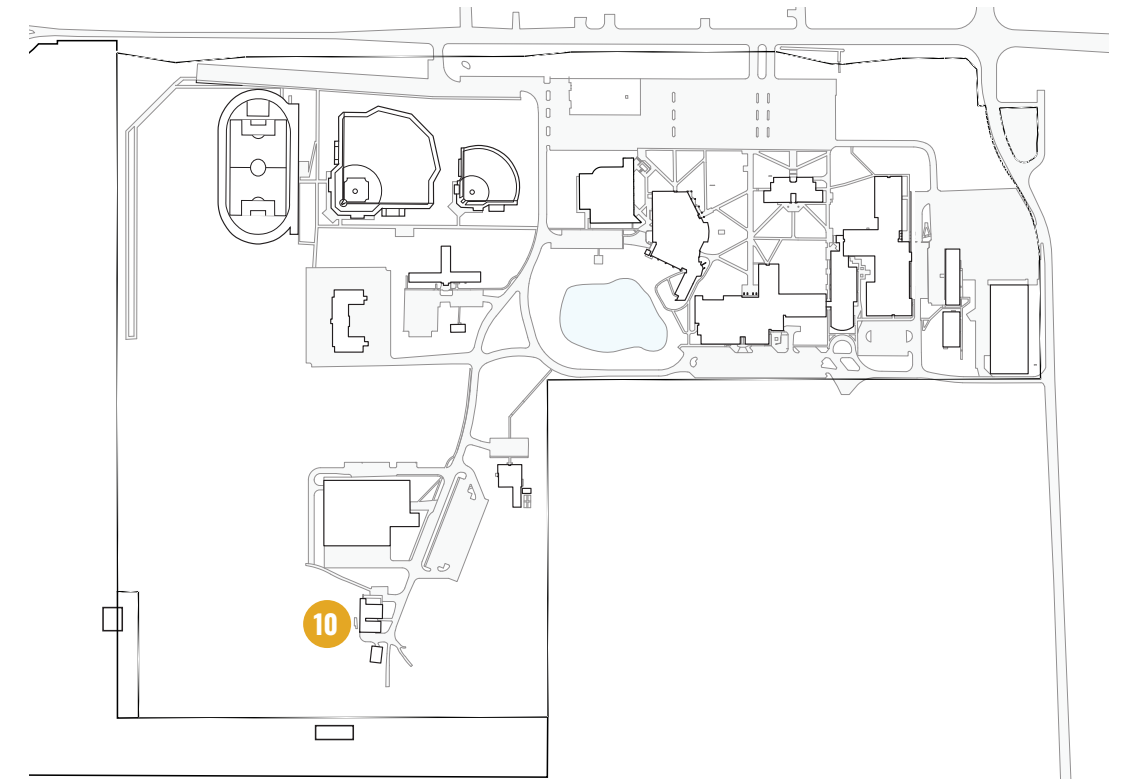
Development of new, purpose-built storage facilities is recommended as the first priority to support campus facilities operations. Adequate enclosed storage is needed for construction materials, equipment, and supplies to protect assets, improve organization, and eliminate unsafe and inefficient outdoor storage practices currently occurring around the building.

Following the construction of new storage facilities, a renovation of the existing Maintenance (Physical Plant) Building should be undertaken to create a functional, safe, and efficient environment for facilities staff. This renovation should include re-evaluating and right-sizing office spaces, expanding and reconfiguring maintenance shop areas, and improving interior layouts to better support daily operations.

Vehicle storage should be expanded to accommodate the size and quantity of the current fleet and modern vehicles, either through building modifications or complementary new structures. Existing outbuildings should be assessed for continued use, upgraded where feasible, or replaced as part of a coordinated facilities strategy. Removal of dumped asphalt and materials and improvements to surrounding site conditions should accompany these efforts to enhance safety, efficiency, and overall campus appearance.

OBSERVATION HIGHLIGHTS

- The building is functionally obsolete and in need of comprehensive renovation to support staff operations.
- Office spaces are undersized and inadequately configured for current occupancy and administrative needs.
- Interior storage capacity is insufficient to support campus-wide facilities operations.
- The maintenance shop is undersized and does not meet the operational demands of the college.
- Vehicle storage areas are inadequate for the size and quantity of the current fleet and modern vehicles.
- Outbuildings are actively used but do not adequately support operational needs.
- Construction materials are stored outdoors without protection.
- Material storage practices contribute to clutter and inefficiency.
- Dumped asphalt and materials are present on surrounding grounds and need removal.
- Site conditions detract from safety, organization, and campus appearance.



SITE PLAN ▲



OBSERVATIONS

APPENDIX B

Stakeholder Engagement

STAKEHOLDER ENGAGEMENT

DATA COLLECTION & FINDINGS

Digital Survey Results

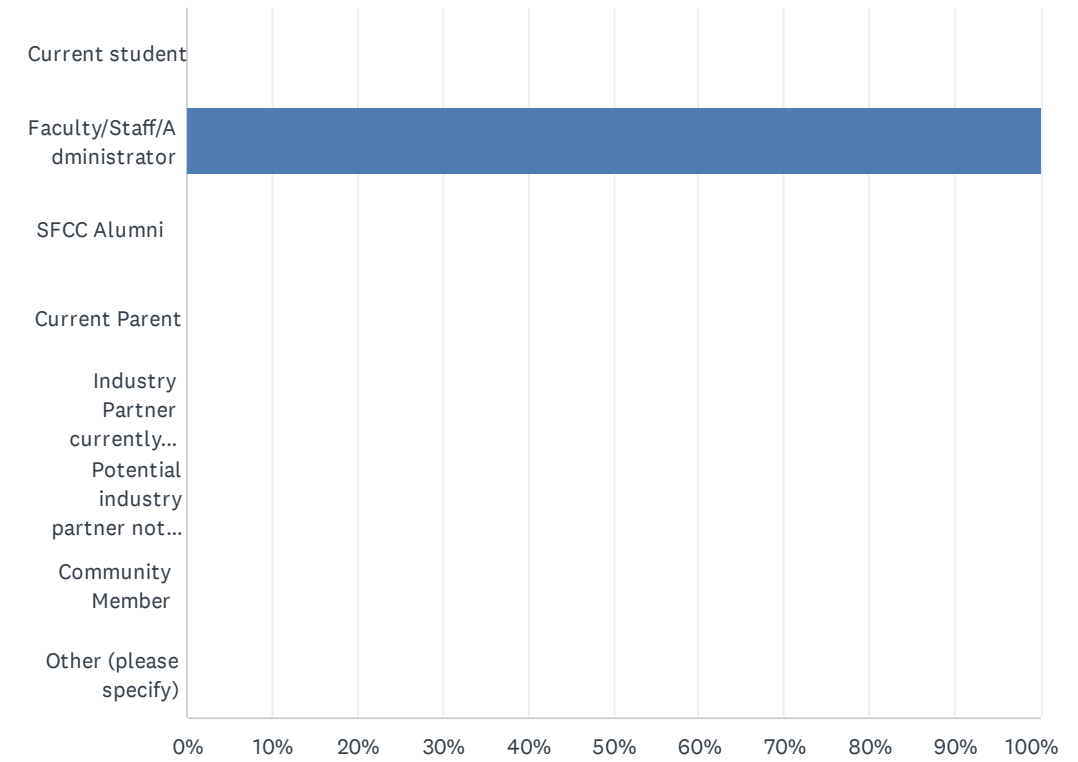
A digital survey was distributed on December 3 to students, faculty, staff, alumni, and community members to gather perspectives on topics informing the campus master plan. While the overall response rate was limited, the survey provided targeted insight from the following respondents:

- 32 faculty and staff members
- 1 SFCC alumnus

The survey closed on December 19, and responses were reviewed and analyzed. The pages that follow present the raw survey data, organized by respondent group. Although the sample size was small, the feedback offered useful perspective and was reviewed with the Executive Team. These insights helped inform discussion and support the identification and prioritization of key projects within the master planning process.

Q1 Tell us about your affiliation with State Fair Community College (SFCC).

Answered: 32 Skipped: 0

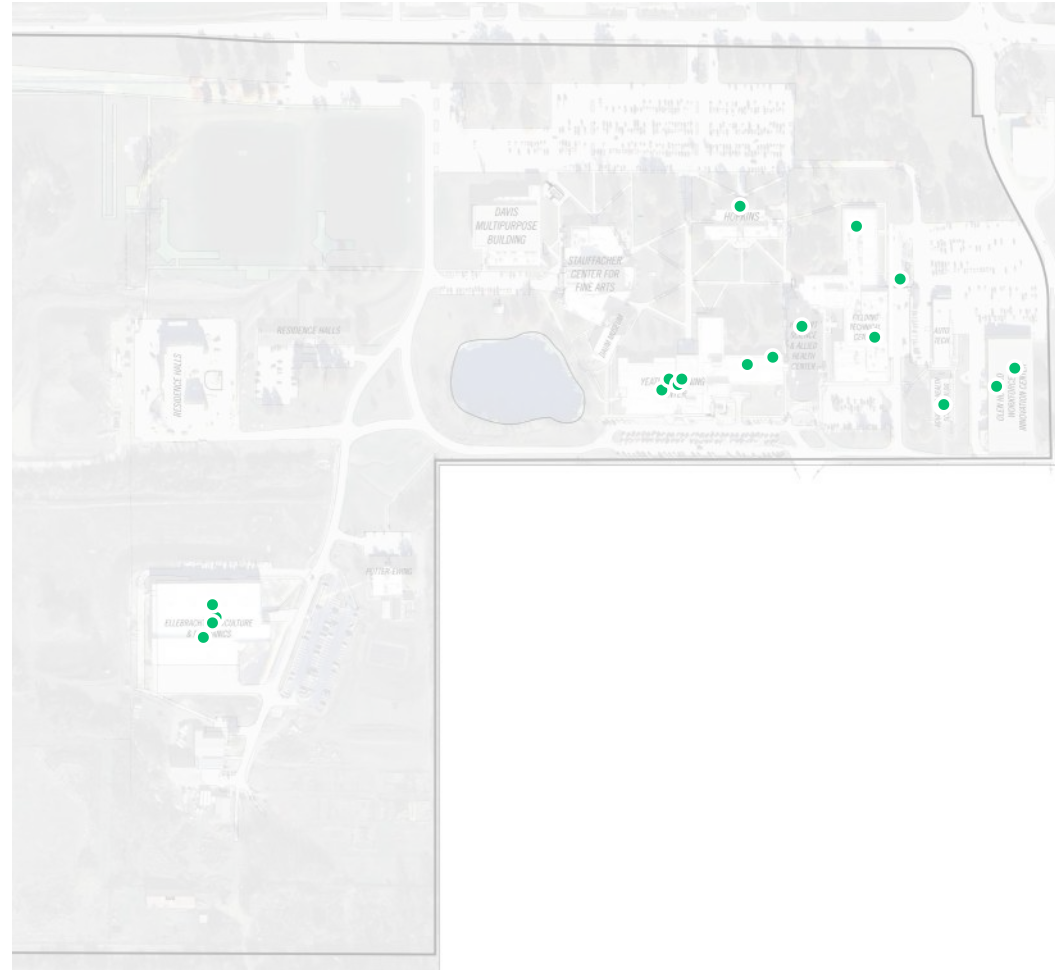


ANSWER CHOICES	RESPONSES
Current student	0.00% 0
Faculty/Staff/Administrator	100.00% 32
SFCC Alumni	0.00% 0
Current Parent	0.00% 0
Industry Partner currently working with SFCC	0.00% 0
Potential industry partner not currently working with SFCC	0.00% 0
Community Member	0.00% 0
Other (please specify)	0.00% 0
TOTAL	32

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q18 One of the primary reasons for being on campus is teaching and learning. As part of that, we want to understand which spaces are ideal to teach in. Click on the building that has your favorite or ideal teaching space.

Answered: 20 Skipped: 12



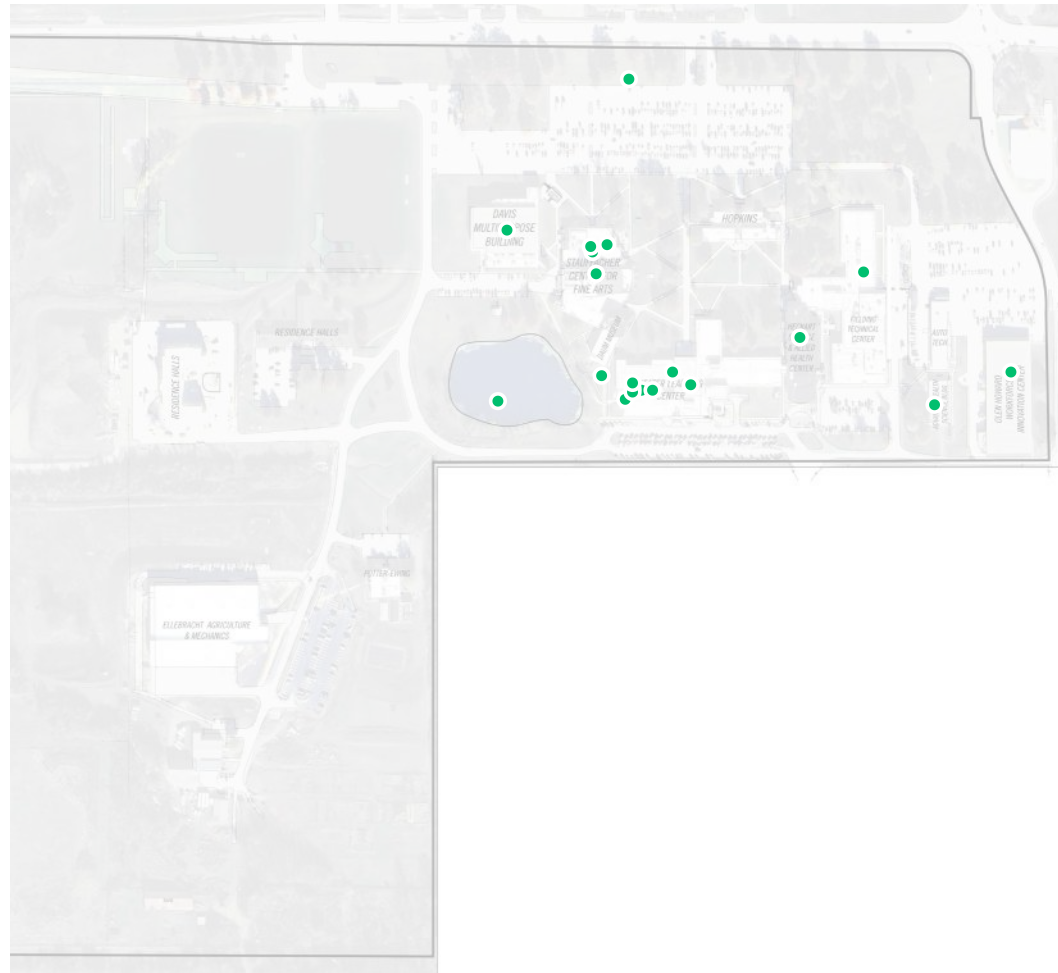
Q19 What makes this the ideal learning environment and what you like best about it. For instance, give us the room number to your favorite classroom and briefly describe what makes this your favorite room to teach in.

Answered: 16 Skipped: 16

#	RESPONSES	DATE
1	All rooms are equipped with new technology and designed to accommodate manageable class sizes. Mobile desks and flexible layouts encourage collaboration.	12/17/2025 4:16 PM
2	Yeater 148 It is spacious and the dry erase boards are in abundance and they are usually easy to clean. I also appreciate the large projection screen. Students in the back are able to see the presentation.	12/12/2025 10:52 AM
3	Well lit with windows, access to shops out of each classroom allows for students to be in both spaces with instructor supervision if needed, good set up of technology.	12/11/2025 9:50 AM
4	I love the set up of our new OTA offices and new OTA lab. I like the fact they are together and not across campus from each other. More efficient for faculty and more accessible for students to access both right next to each other when needed.	12/11/2025 9:22 AM
5	OHVIC 1107 is my favorite classroom. It is very open and has a good atmosphere.	12/11/2025 8:35 AM
6	This building has several resources within it making it ideal for students to be successful. It is home to the SFCC campus store, library - equipped with new furnishing, and TRIO. There are also classrooms of various sizes to accommodate small groups and classes that need a little more room.	12/10/2025 6:25 PM
7	I am not faculty, but the classrooms in Yeater are wonderful. They have big windows with natural light. They are spacious.	12/10/2025 2:14 PM
8	F221, updated tables/chairs, windows. We also utilize F226A for smaller groups.	12/10/2025 2:08 PM
9	modern and updated technology as compared to buildings like Yeater	12/10/2025 1:51 PM
10	Good sized classrooms in Yeater.	12/10/2025 1:50 PM
11	The classrooms in Yeater are close to the library and many of the faculty offices.	12/10/2025 1:42 PM
12	I teach a class that requires computer usage and this room has the computers in it that we need.	12/10/2025 1:40 PM
13	I love the connectivity of the classrooms to the hands on of the lab/clinical/hands on portion of the course	12/10/2025 1:37 PM
14	The offices of people that I need to see are nearby. [Even Hopkins is not that far.] Most of the rooms have several whiteboards. My favorite classroom is any with a document camera. I'm old fashioned, but like using the document camera for math and graphing notes. Last of all the bathrooms are conveniently placed.	12/10/2025 1:33 PM
15	The Medical Assisting program does not have an ideal classroom on the Sedalia campus as MEA is utilizing space from other programs.	12/10/2025 1:31 PM
16	It is more like a traditional learning environment. While it does need some updates, it feels safer than the other buildings that have so much glass.	12/10/2025 1:31 PM

Q20 Consider the part of campus that is your favorite place to connect with peers or even students out side of class. Click on your favorite space or building in which to make those connections

Answered: 20 Skipped: 12



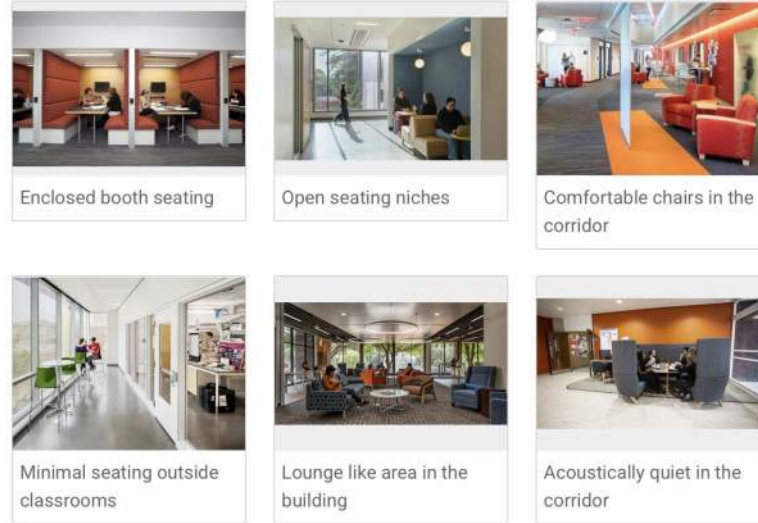
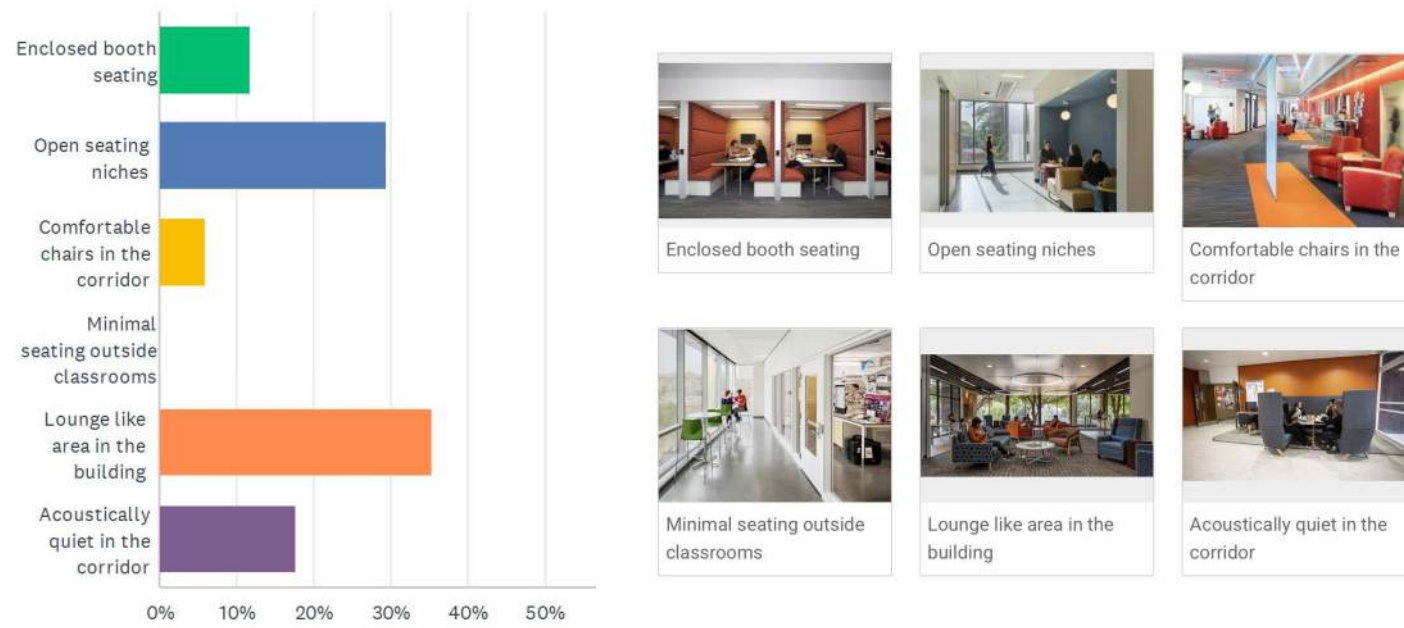
Q21 Tell us a little bit about this space and what makes this your go to place to connect casually with others.

Answered: 16 Skipped: 16

#	RESPONSES	DATE
1	The pond provides an inviting setting for walking conversations, with scenic views and a welcome change of pace from indoor environments.	12/17/2025 4:18 PM
2	The library area is inviting and comfortable. It will be even better once the coffee shop is in place.	12/12/2025 10:54 AM
3	The lobby of this building is where a lot of my advising students hang out between classes and it is a great spot to catch up with them and check in on how things are going. It would be better with more and better seating. An outdoor space for students by this building would also help because most are the outdoor type.	12/11/2025 9:52 AM
4	The new OTA lab is students can meet with OTA staff in their office and then go right next door to lab to practice working on skills and comps. Students can meet in the lab for classes or meet there to practice skills, but they can walk next door and ask an instructor for help with those skills.	12/11/2025 9:25 AM
5	The Collab Lab in Fielding is my favorite space to connect with peers and students outside of class. It is very inviting and it is enjoyable to see people in there creating things in an open college space.	12/11/2025 8:36 AM
6	The library sitting area is a great place to go and unwind	12/11/2025 7:22 AM
7	By going to watch SFCC basketball you get to know the student athletes and they truly appreciate all that come and cheer them on. Other students are also there to cheer them on and you have the opportunity to visit with them as well. Being outside the classroom make it easier to connect to students.	12/10/2025 6:29 PM
8	The library is a clean, quiet space. There is plenty of seating, natural light, and resources available. Not only that, they have card games, board games, puzzles, etc. to fill the time.	12/10/2025 2:15 PM
9	The library is a great space, particularly with the new furniture to connect with people. The Cyber Cafe area in Yeater is also a great place for meetings with students.	12/10/2025 1:51 PM
10	peaceful space outside library near pond	12/10/2025 1:51 PM
11	The library is a good place to connect casually with others because it is more relaxed than a classroom and is a hub wear people gather. Also having a variety of furniture makes it a very comfortable environment to be in.	12/10/2025 1:46 PM
12	The library has nice rooms in it where conferences can be held with students. If it is nice out, then the outdoor patio area could also be used.	12/10/2025 1:41 PM
13	Open, colorful, welcoming, inclusive, not tied to classrooms or where I teach	12/10/2025 1:38 PM
14	The library!!	12/10/2025 1:33 PM
15	The library, it is very cozy. the updates are nice	12/10/2025 1:32 PM
16	The Atrium is bright, offers seating and privacy.	12/10/2025 1:31 PM

Q24 We've heard from several of you that seating options within academic buildings would be a great addition to campus. Consider the different types of seating options below and select the one that you would utilize the most.

Answered: 17 Skipped: 15



ANSWER CHOICES	RESPONSES	
Enclosed booth seating	11.76%	2
Open seating niches	29.41%	5
Comfortable chairs in the corridor	5.88%	1
Minimal seating outside classrooms	0.00%	0
Lounge like area in the building	35.29%	6
Acoustically quiet in the corridor	17.65%	3
TOTAL		17

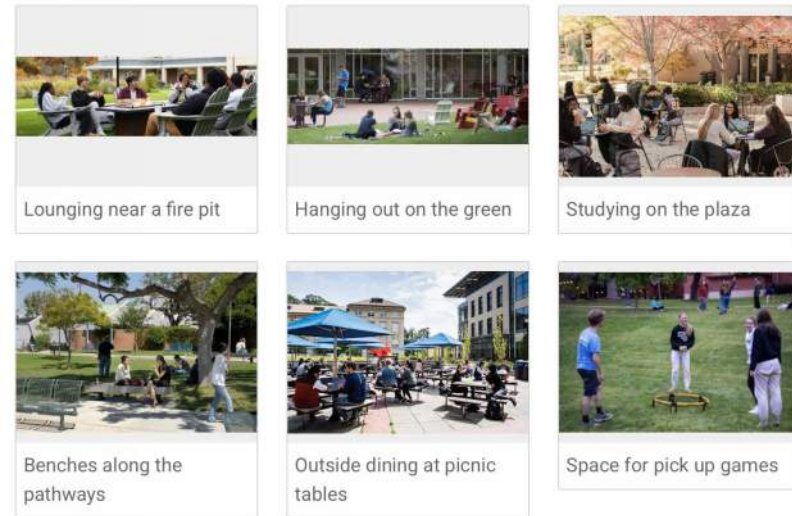
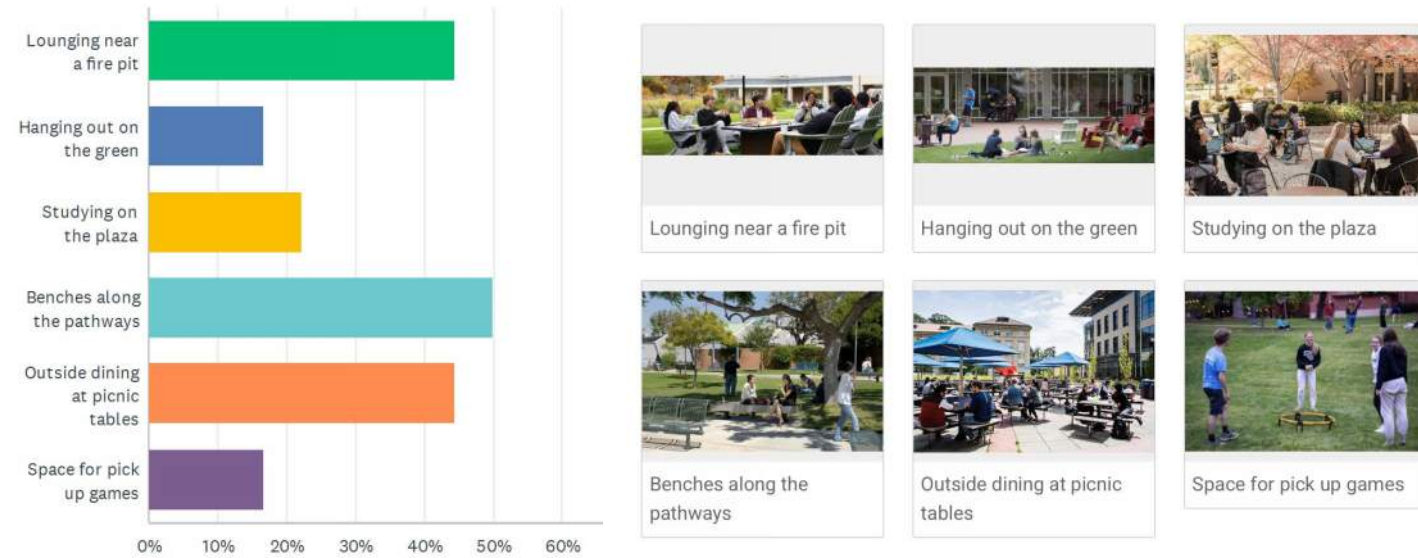
Q25 Tell us a little bit more about why you selected the image above.

Answered: 13 Skipped: 19

#	RESPONSES	DATE
1	This provides the opportunity for casual conversations and on-the-fly meetings. It encourages collaboration and is open enough to be welcoming rather than closed in.	12/17/2025 4:22 PM
2	This area is open and inviting and seems to be away from classroom doors. Quite often, groups of students congregate outside of classroom doors and they can be quite loud and disruptive, especially on days when giving exams.	12/12/2025 10:57 AM
3	Students tend to crowd together in their cars and this would let them hang out together in the buildings	12/11/2025 10:11 AM
4	The Lobby area in Olen Howard could benefit from some additional seating. We have the desk area that is basically unused other than the copier. Students are always sitting in the lobby on the little seating we do have. But I think that the space could be used better. Maybe even an outdoor covered patio area for when weather is nice.	12/11/2025 8:40 AM
5	A setting where you can study and not be the center of attention to those walking by or sitting around you	12/11/2025 7:23 AM
6	I feel this area would allow students to gather in groups. Seems to be inviting. One drawback might be the amount of noise that might come from a large group if the lounge area were to be near a classroom or office.	12/10/2025 6:35 PM
7	The lounge feels more like a living area space. People can be more comfortable here. It makes it easy to meet with students or relax in between classes. I like the open concept and that it is relatively set apart from the hallway/corridor. This could minimize hallway traffic and noise when classes are in session.	12/10/2025 2:20 PM
8	The acoustic pod is a nice middle option between the open and enclosed choices. It would be great for informal study groups and the panels give a little privacy without being more closed in like the booth option.	12/10/2025 1:54 PM
9	It allows for conversation but also a place to work.	12/10/2025 1:53 PM
10	I like the semi-enclosed feeling of them. I'm not claustrophobic, but I do like being aware of what is happening around me. This is just enclosed enough to make it "private", but still open to see people coming.	12/10/2025 1:44 PM
11	Allows for engagement but private enough to work, study, or visit in	12/10/2025 1:40 PM
12	I wanted to check two: top left and bottom right. I like quiet when I'm thinking.	12/10/2025 1:36 PM
13	None of these are appealing.	12/10/2025 1:35 PM

Q26 As we think about utilize the beautiful outdoor spaces on campus, we've heard some of the options below as possible options to include. Choose the TOP TWO options that you would utilize most if incorporated into campus.

Answered: 18 Skipped: 14



ANSWER CHOICES	RESPONSES	
Lounging near a fire pit	44.44%	8
Hanging out on the green	16.67%	3
Studying on the plaza	22.22%	4
Benches along the pathways	50.00%	9
Outside dining at picnic tables	44.44%	8
Space for pick up games	16.67%	3
Total Respondents: 18		

Q27 Tell us a little bit more about why you selected the images above.

Answered: 11 Skipped: 21

#	RESPONSES	DATE
1	If we provide the games, I think the pick up games would be a great engagement tool for our students. We don't have very many outside seating options that provide for collaboration. The "studying on teh plaza" would be a great hangout location and give students a space outside and away from classes to connect and enjoy each others' company.	12/17/2025 4:25 PM
2	We have a lot of green space that is not utilized. Having casual deck chairs that are moveable would be great for the students to relax in and even take a short nap in. Everyone could use more Vitamin D in their life :) Benches would be great as well for students to sit on and have casual conversations. This way they wouldn't be interrupting classes if they were hanging out in the hallways instead.	12/12/2025 11:01 AM
3	We have students that love the outdoors, and enjoy games like cornhole and washers. A covered outdoor space, especially around Olen Howard would get a lot of year round use for these students	12/11/2025 10:12 AM
4	Outside picnic tables at a patio area outside of Olen Howard would be heavily used by students. Especially if their was space for games as well. Many students don't have anywhere to go near our building when they are between classes. This would give them a common space to hang out and socialize. Many of them are sitting in their cars between classes now.	12/11/2025 8:42 AM
5	It was hard to pick just two. On nice days the outdoor eating area is generally full during meal times and other times of the day. You see student sitting there talking or studying and SFCC employees sitting and having a team meeting. For the ones that I could have also picked I think having a space for games would be great for students, especially now that we have more students living on campus. Gives them a way to connect with other students and maybe SFCC employees that they might not have ever met. The benches along the pathways would be great for community members to use when they are on campus taking their evening stroll.	12/10/2025 6:41 PM
6	Benches on the pathways allow anyone to take a quick break, or spend outside time without walking around. A study space outside shows the community our students studying hard and building relationships with each other. That's a great marketing incentive, in itself.	12/10/2025 2:22 PM
7	Benches along pathways would be great spread across whole campus. That way the outdoor seating is spread out and not tied to one location. The fire pit also would be good because it gives a reason for more people to gather together and spend time outside.	12/10/2025 1:57 PM
8	Seems the most open to anyone who wants to use it.	12/10/2025 1:54 PM
9	I like the idea of a firepit, but not so sure how well students would take care of it. The main reason why I like it is to have something that will take a bit of the chill out of the air. This could also be accomplished by other means (fencing, shrubbery, etc.) to just help block some of the wind. The outside dining area has a bonus of having table space for studying. I like that it is depicted with umbrellas to help with the sun. Ideally, each would also have an outlet available for students' devices to recharge.	12/10/2025 1:49 PM
10	This could allow for casual conversation, relaxation, enjoying meals outdoors, or outdoor class	12/10/2025 1:42 PM
11	Benches and picnic tables on the beautiful quad we have would be outstanding. Students and staff would love to be able to be outside and have places to sit other than outside the cafeteria.	12/10/2025 1:36 PM

Q28 As SFCC leadership plans for the next decade, what is the most important improvement or addition to campus that would enhance the overall Sedalia campus experience for students, faculty, and the community?

Answered: 15 Skipped: 17

#	RESPONSES	DATE
1	Locations for students/faculty/community members to meet and spend time together with the ability to charge electronics and collaborate.	12/17/2025 4:27 PM
2	There have been lots improvements and made around campus and building projects completed. I understand that many of these have been funded by other sources, thus making them possible. However, I strongly feel that Yeater needs an overhaul. The classrooms have white walls that need a splash of color; carpets that are dingy and dirty; dry erase boards that don't erase (perhaps they are cleaned with the wrong solution); bathrooms that emit sewer gasses and that aren't cleaned frequently enough. I know that good custodial help is perhaps hard to come by, but I have never worked in a place where carpets were never vacuumed or cleaned, including in classrooms and offices (at least in Yeater - I can't speak for the rest of campus). It is also likely that with the addition of the new buildings on campus, that the custodial staff has been spread even thinner. I'll end my comments by stating that perhaps an improvement could be in hiring competent and more custodial and maintenance staff that are able to give Yeater the facelift that it needs. I'm sure other buildings on campus would benefit as well from their services if more custodial and maintenance help were available.	12/12/2025 11:11 AM
3	Space for large meetings and spaces for students to socialize and come together outside the classrooms	12/11/2025 10:13 AM
4	Continue improving technology and give students enjoyable things to do outside of classroom time. Todays college students struggle to socialize and I see that everyday in class. If we give them space to make that happen, it would be very beneficial to their experience. Students that don't feel alone in college are much easier to retain.	12/11/2025 8:45 AM
5	Having areas for the students and staff to eat lunch outside or even a area for studying that is more like a lounge/eating area other than the cafeteria	12/11/2025 7:26 AM
6	I think we have done a great job of growing our campus lately, we have opened the OHWIC building, Ellebracht A & M building, new residence hall, and soon to be new outdoor sport complex. We need to make sure we are maintaining what we have. Also, having an online calendar that has ALL campus events/activities. This would allow community, students, and employees to quickly know what events are happening and make more people aware of what all we offer.	12/10/2025 7:24 PM
7	One of the most important things to me is creating more clear definitive waiting room spaces for faculty and staff offices. A space that is very much separated from the offices, while still being in close proximity. Some of our staff/faculty handle sensitive issues that don't need to be on display or within earshot of other students.	12/10/2025 2:24 PM
8	More seating spaces across campus to be able to gather at. (Like the acoustic pods or booths). People will stay on the campus longer because they will have more comfortable spaces available and when they are on campus longer they will hopefully also get involved more with the other activities that go on.	12/10/2025 2:03 PM
9	Sidewalks between the new ag buildings and the rest of campus. Making Yeater Hall as inviting as Fielding's remodel.	12/10/2025 1:55 PM
10	renovate older buildings so classrooms are vibrant and not looking like a prison, new technology regardless of program, we re more than just Tech Ed	12/10/2025 1:53 PM
11	I would like improvements to be made around the pond. A walkway all the way around it,	12/10/2025 1:51 PM

	deeper for more wildlife?).	
12	More parking on the south side of campus or faculty/staff designated parking near buildings, fix the HVAC in SAH	12/10/2025 1:43 PM
13	Spend some money on updating the appearance of some of the older buildings. Make sure everything works properly in the buildings.	12/10/2025 1:39 PM
14	Some students want a quiet floor in the dorm.	12/10/2025 1:38 PM
15	Showcase *all* of health sciences and not just the programs with big student numbers.	12/10/2025 1:34 PM

Q29 Thanks for your help! If you would like to stay involved in the process, please provide your name and email below!

Answered: 6 Skipped: 26

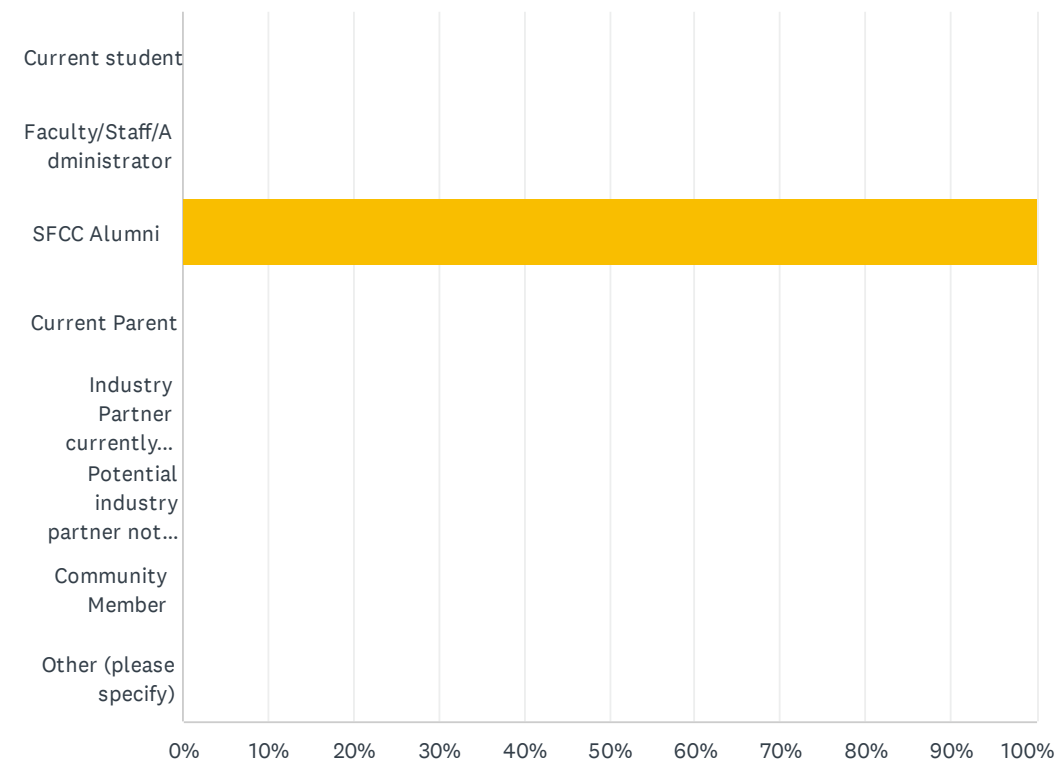
ANSWER CHOICES	RESPONSES	
Name	100.00%	6
Email	100.00%	6

#	NAME	DATE
1	Misty Burnett	12/17/2025 4:27 PM
2	Jennifer Crane	12/12/2025 11:11 AM
3	Victoria Stemberger	12/11/2025 10:13 AM
4	William Ivie	12/11/2025 8:45 AM
5	Shelly Williams	12/10/2025 7:25 PM
6	Bryon Freeman	12/10/2025 1:51 PM

#	EMAIL	DATE
1	mburnett@sfccmo.edu	12/17/2025 4:27 PM
2	jcrane@sfccmo.edu	12/12/2025 11:11 AM
3	vstemberger@sfccmo.edu	12/11/2025 10:13 AM
4	wivie@sfccmo.edu	12/11/2025 8:45 AM
5	swilliams9@sfccmo.edu	12/10/2025 7:25 PM
6	bfreeman@sfccmo.edu	12/10/2025 1:51 PM

Q1 Tell us about your affiliation with State Fair Community College (SFCC).

Answered: 1 Skipped: 0

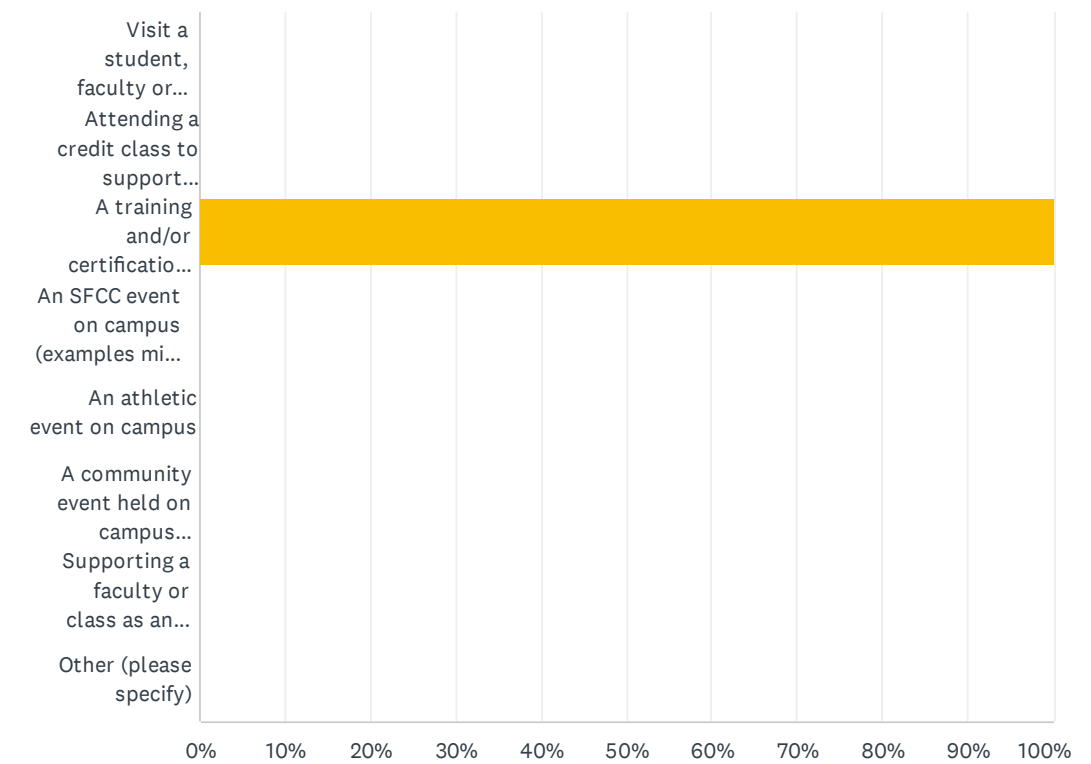


ANSWER CHOICES	RESPONSES
Current student	0.00% 0
Faculty/Staff/Administrator	0.00% 0
SFCC Alumni	100.00% 1
Current Parent	0.00% 0
Industry Partner currently working with SFCC	0.00% 0
Potential industry partner not currently working with SFCC	0.00% 0
Community Member	0.00% 0
Other (please specify)	0.00% 0
TOTAL	1

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q2 When you visit SFCC, what brings you to campus? If you frequent campus often, select the main reasons for your visit.

Answered: 1 Skipped: 0

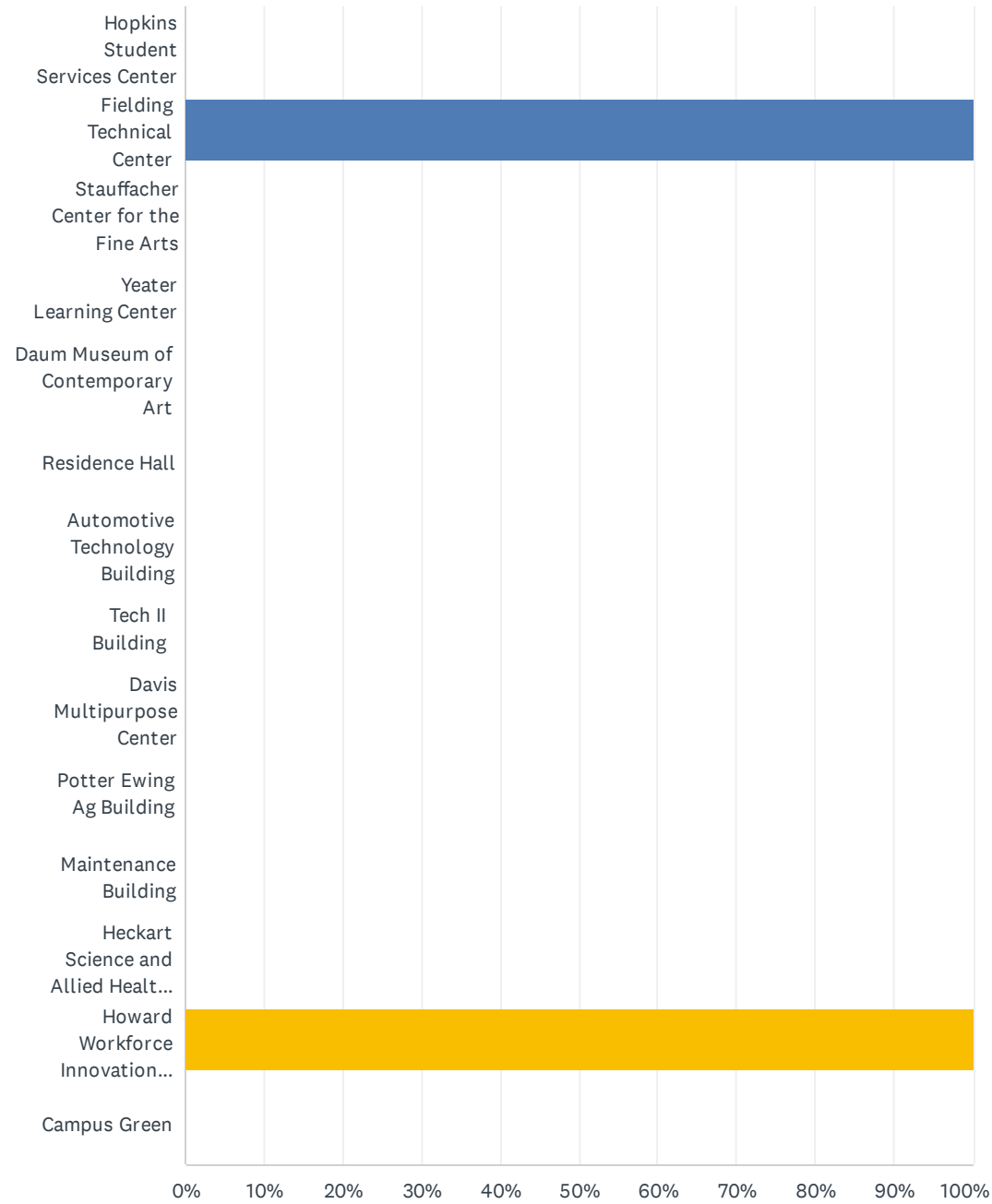


ANSWER CHOICES	RESPONSES
Visit a student, faculty or staff member studying or working on campus	0.00% 0
Attending a credit class to support professional goals/development	0.00% 0
A training and/or certification taken on campus	100.00% 1
An SFCC event on campus (examples might include Theatrical performance, graduation, Annual gala)	0.00% 0
An athletic event on campus	0.00% 0
A community event held on campus (sponsored by a group outside SFCC)	0.00% 0
Supporting a faculty or class as an industry professional	0.00% 0
Other (please specify)	0.00% 0
Total Respondents: 1	

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q3 As we explore the existing facilities as part of the Campus Master Plan, select the top two buildings or spaces that you visit the SFCC Sedalia campus.

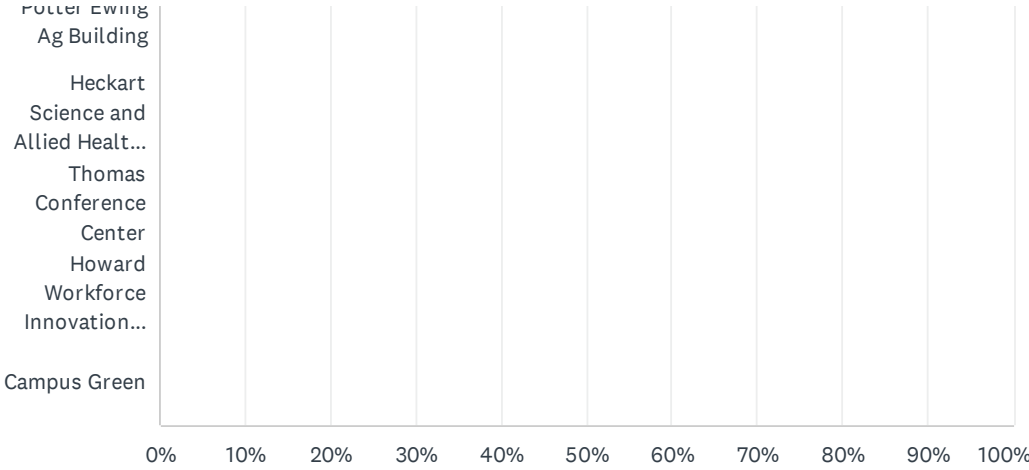
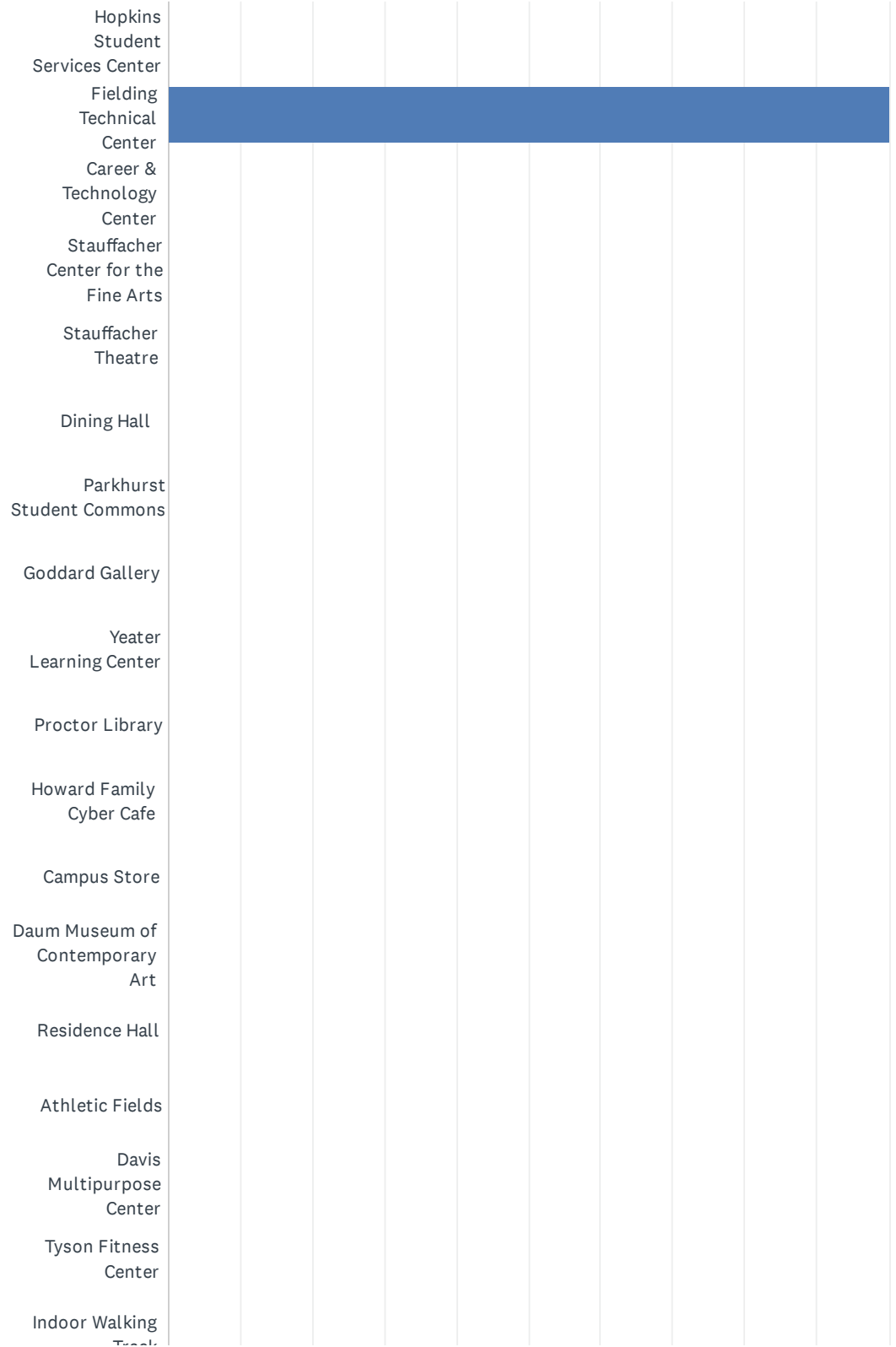
Answered: 1 Skipped: 0



Hopkins Student Services Center	0.00%	0
Fielding Technical Center	100.00%	1
Stauffacher Center for the Fine Arts	0.00%	0
Yeater Learning Center	0.00%	0
Daum Museum of Contemporary Art	0.00%	0
Residence Hall	0.00%	0
Automotive Technology Building	0.00%	0
Tech II Building	0.00%	0
Davis Multipurpose Center	0.00%	0
Potter Ewing Ag Building	0.00%	0
Maintenance Building	0.00%	0
Heckart Science and Allied Health Center	0.00%	0
Howard Workforce Innovation Center	100.00%	1
Campus Green	0.00%	0
Total Respondents: 1		

Q4 Select the top three facilities/designated spaces that best showcase the academic experience and spirit of SFCC?

Answered: 1 Skipped: 0

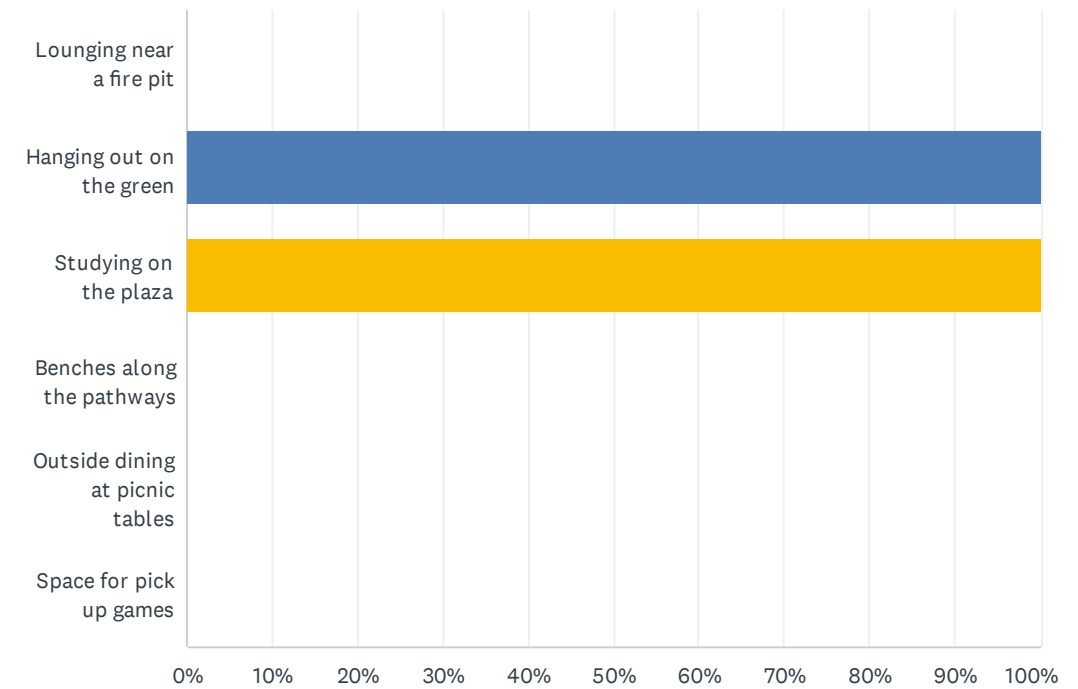


Hopkins Student Services Center	0.00%	0
Fielding Technical Center	100.00%	1
Career & Technology Center	0.00%	0
Stauffacher Center for the Fine Arts	0.00%	0
Stauffacher Theatre	0.00%	0
Dining Hall	0.00%	0
Parkhurst Student Commons	0.00%	0
Goddard Gallery	0.00%	0
Yeater Learning Center	0.00%	0
Proctor Library	0.00%	0
Howard Family Cyber Cafe	0.00%	0
Campus Store	0.00%	0
Daum Museum of Contemporary Art	0.00%	0
Residence Hall	0.00%	0
Athletic Fields	0.00%	0
Davis Multipurpose Center	0.00%	0
Tyson Fitness Center	0.00%	0
Indoor Walking Track	0.00%	0
Potter Ewing Ag Building	0.00%	0
Heckart Science and Allied Health Center	0.00%	0
Thomas Conference Center	0.00%	0
Howard Workforce Innovation Center	0.00%	0
Campus Green	0.00%	0
Total Respondents: 1		

#	IF THERE IS A FACILITY OR SPACE ON CAMPUS NOT LISTED ABOVE, PLEASE FEEL FREE TO LIST IT HERE!	DATE
1	Ellebracht A&M	12/10/2025 1:56 PM

Q26 As we think about utilize the beautiful outdoor spaces on campus, we've heard some of the options below as possible options to include. Choose the TOP TWO options that you would utilize most if incorporated into campus.

Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES
Lounging near a fire pit	0.00% 0
Hanging out on the green	100.00% 1
Studying on the plaza	100.00% 1
Benches along the pathways	0.00% 0
Outside dining at picnic tables	0.00% 0
Space for pick up games	0.00% 0
Total Respondents: 1	



Q27 Tell us a little bit more about why you selected the images above.

Answered: 0 Skipped: 1

#	RESPONSES	DATE
	There are no responses.	

Q28 As SFCC leadership plans for the next decade, what is the most important improvement or addition to campus that would enhance the overall Sedalia campus experience for students, faculty, and the community?

Answered: 1 Skipped: 0

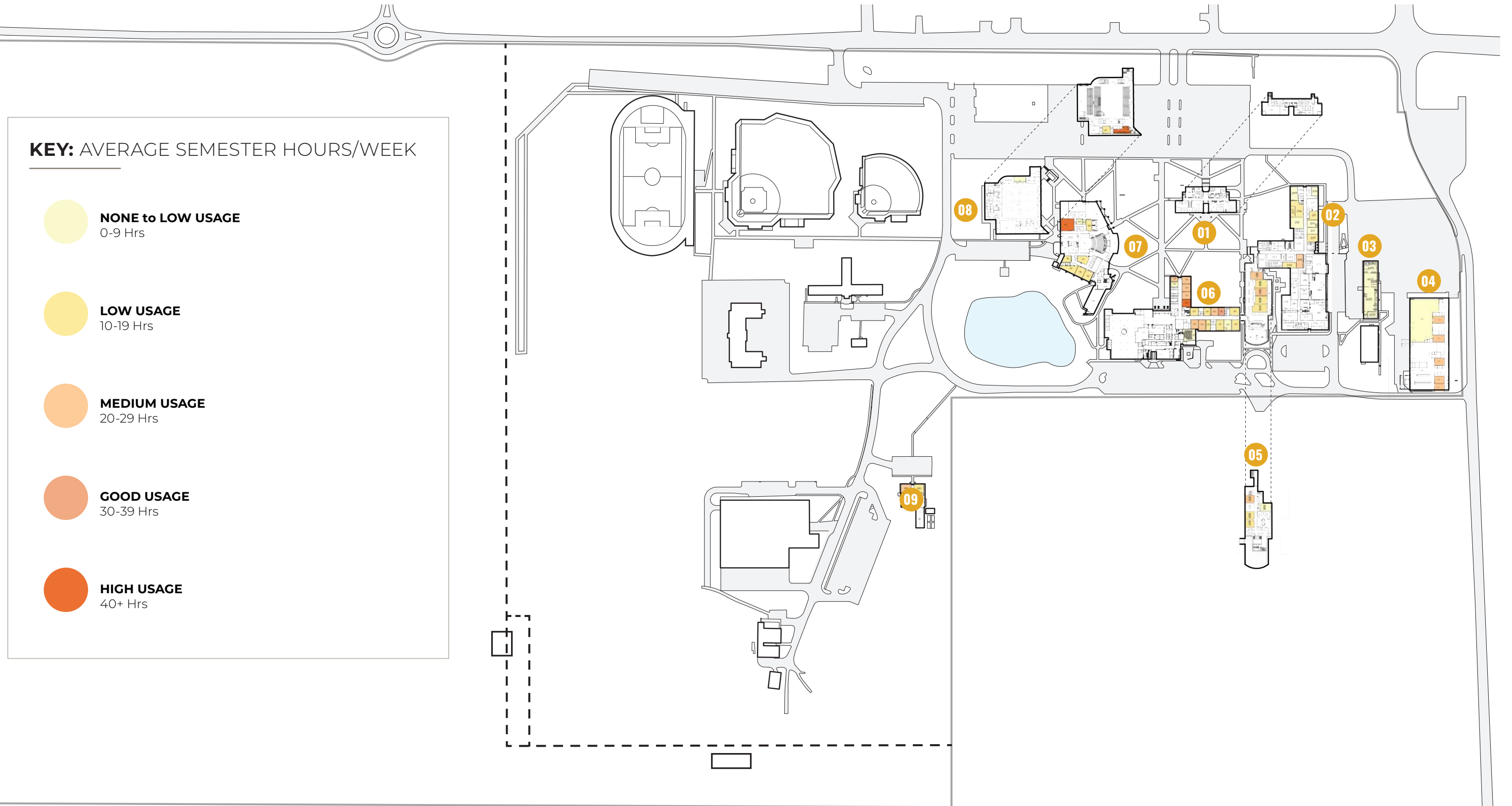
#	RESPONSES	DATE
1	Easy access to training rooms and parking. Help is available close when needed.	12/10/2025 1:57 PM

APPENDIX C

Classroom Utilization

CLASSROOM UTILIZATION ANALYSIS

DATA COLLECTION & FINDINGS



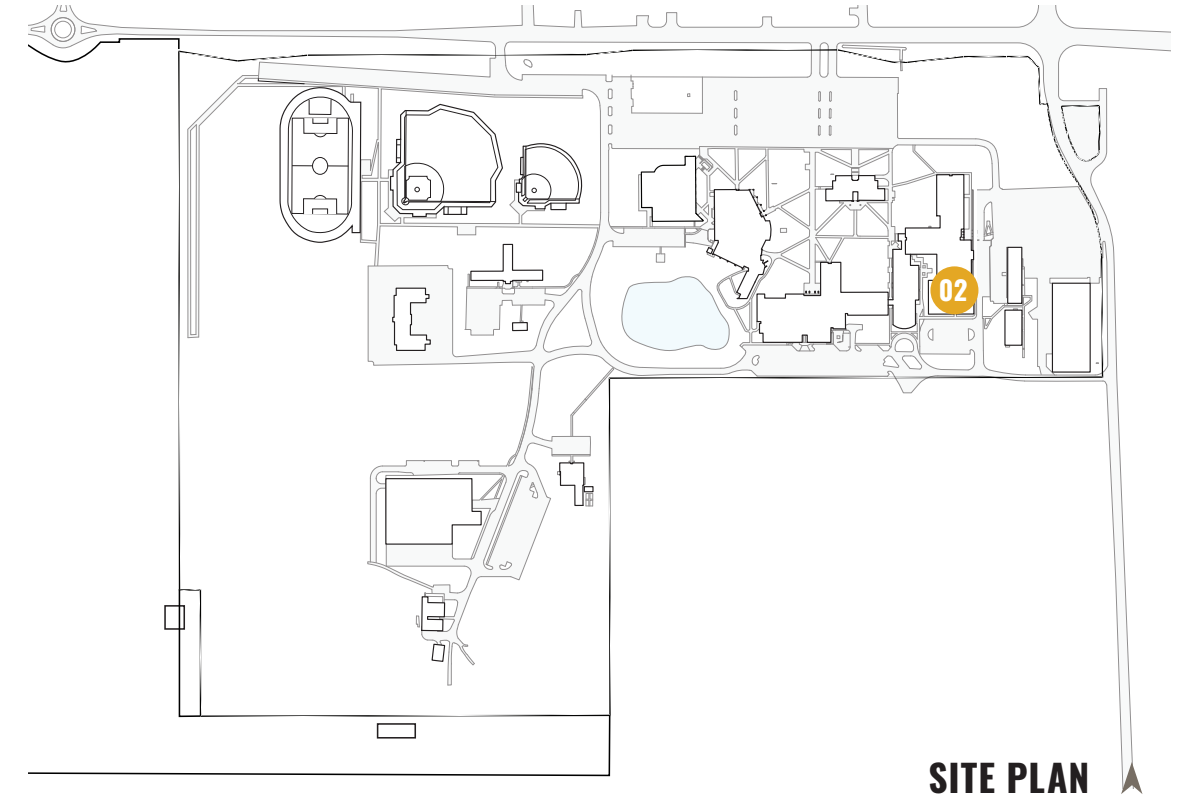
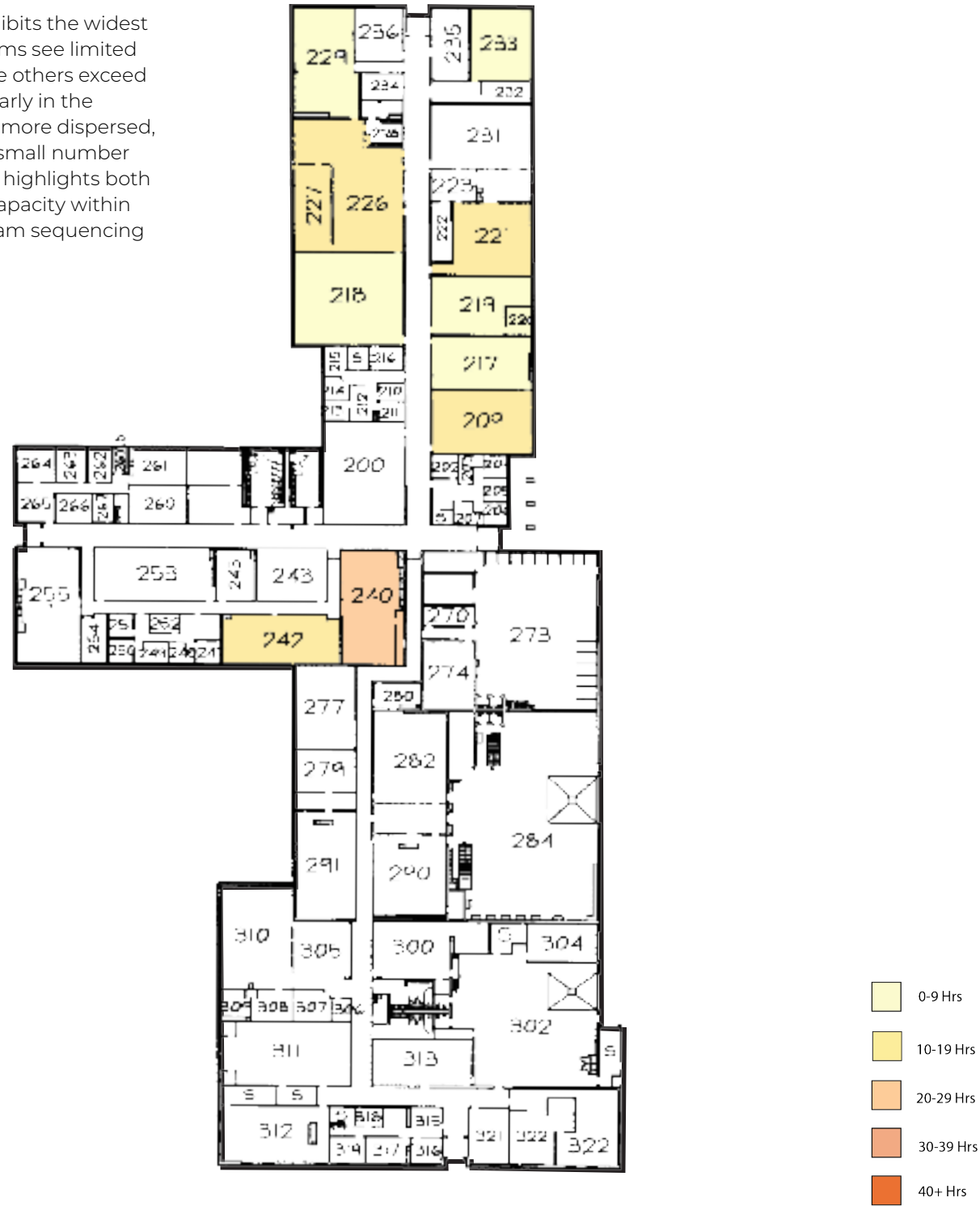
01 MARVIN R. FIELDING TECHNICAL CENTER

CLASSROOM UTILIZATION

Average Utilization: 32%

Extremes: Several rooms in the low single digits, including rooms around 3 to 5% utilization

Analysis: The Field Technical Center exhibits the widest utilization range on campus. Several rooms see limited or no use in one or both semesters, while others exceed standard utilization thresholds—particularly in the Spring. Fall usage is generally lower and more dispersed, while Spring demand concentrates in a small number of high-use labs. This internal imbalance highlights both localized capacity pressure and excess capacity within the same facility, driven largely by program sequencing and highly specialized space types.



SITE PLAN

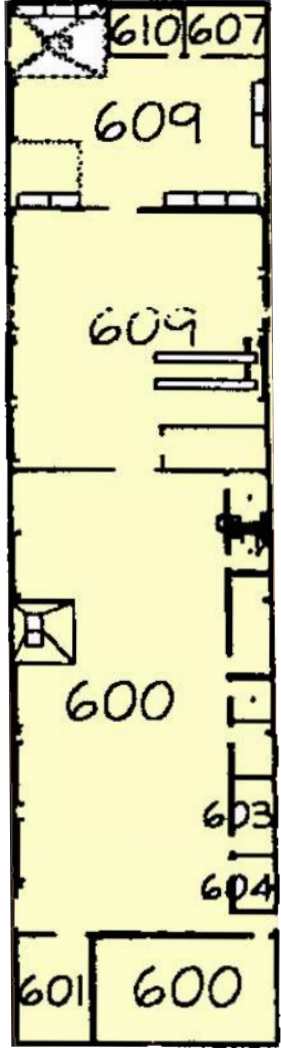
STATE FAIR COMMUNITY COLLEGE				
ITEMIZED ROOM UTILIZATION				
BUILDING	ROOM No.	SP HRS/WK	FALL HRS/WK	Utilization Ratio
FIELDING TECH CENTER		30 HR	30 HR	
	FIELD 209	12.38	11.5	40%
	FIELD 217	2.5	10.5	22%
	FIELD 218	3	0	5%
	FIELD 219	2	0	3%
	FIELD 221	13	10.5	39%
	FIELD 226	12	0	20%
	FIELD 226A	9	0	15%
	FIELD 227	11	0	18%
	FIELD 229	6	8	23%
	FIELD 233	5.5	4.5	17%
	FIELD 240	28.5	37.5	110%
	FIELD 241	4.5	26	51%
	FIELD 242	17	0	28%
	FIELD 243	0	13	22%
	FIELD 277	0	7	12%
	FIELD 282	0	12	20%
	FIELD 287	0	18	30%
	FIELD 288	0	6	10%
UR Average		126.38	164.5	32%

02

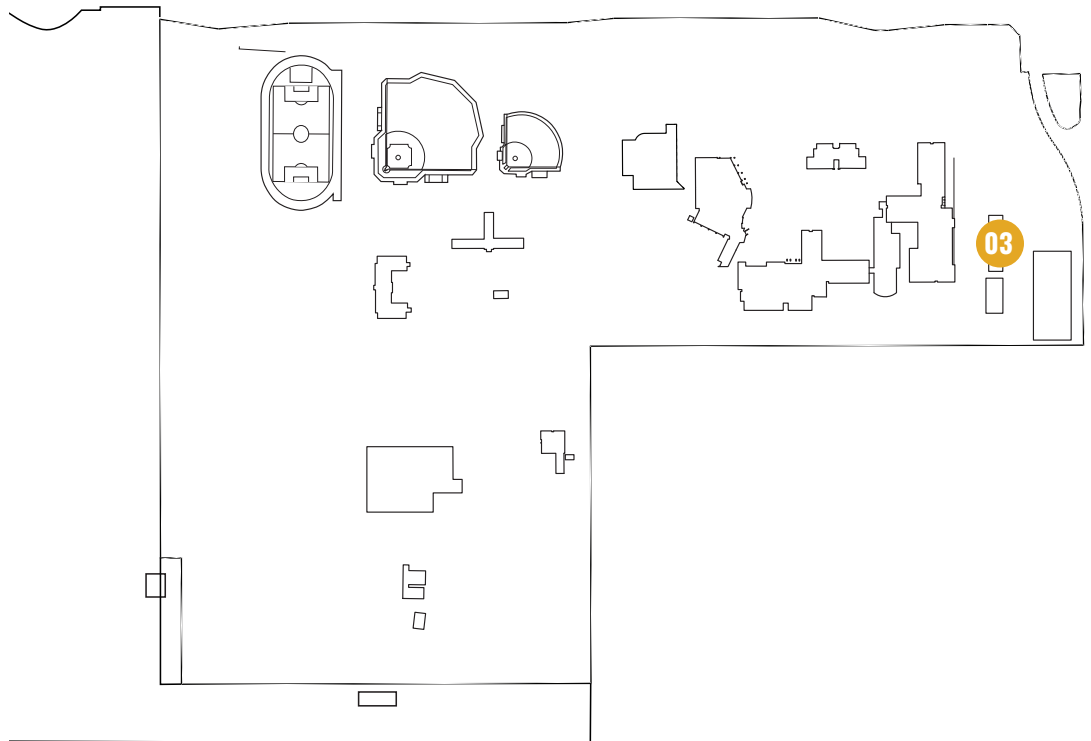
FORMER AUTOMOTIVE BUILDING

FACILITIES CONDITION ASSESSMENT | LOW URGENCY

As the department has moved and the building is being considered for demolition, an analysis of this building was not completed.



- 0-9 Hrs
- 10-19 Hrs
- 20-29 Hrs
- 30-39 Hrs
- 40+ Hrs



SITE PLAN ▲

STATE FAIR COMMUNITY COLLEGE				
ITEMIZED ROOM UTILIZATION				
BUILDING	ROOM No.	SP HRS/WK	FALL HRS/WK	Utilization Ratio
AUTOTECH		30 HR	30 HR	
	Auto 609	20	22	70%
UR Average		20	20	67%

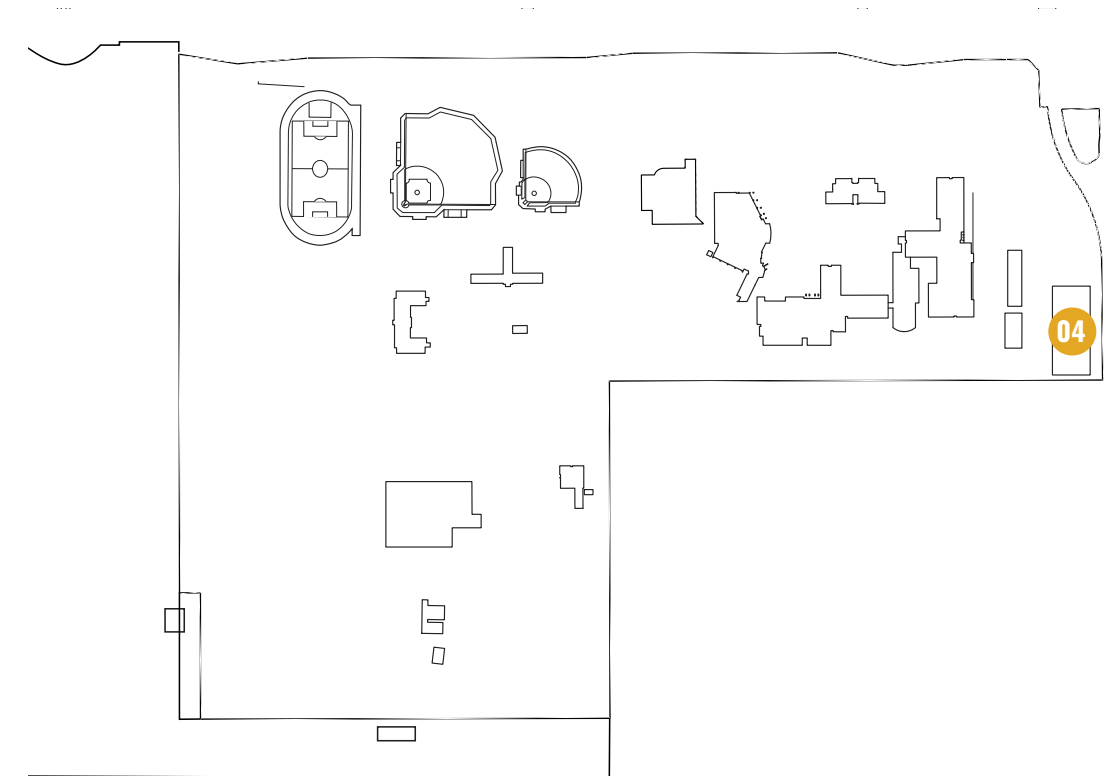
03 OLEN HOWARD WORKFORCE INNOVATION CENTER

FACILITIES CONDITION ASSESSMENT | LOW URGENCY

Average Utilization: 67%

Extremes: Majority of learning spaces are utilized across the building with minimal differences between the various labs and lecture spaces.

Analysis: OHWIC shows consistently high utilization across most rooms, with several operating near or at capacity in both semesters. While overall performance is strong, individual spaces fluctuate modestly between Fall and Spring, reflecting cohort-based scheduling patterns. A small number of rooms experience sustained pressure, while others provide limited relief capacity. The building performs well overall but exhibits internal variation that points to optimization opportunities.



SITE PLAN ▲

STATE FAIR COMMUNITY COLLEGE				
ITEMIZED ROOM UTILIZATION				
BUILDING	ROOM No.	SP HRS/WK	FALL HRS/WK	Utilization Ratio
OLEN HOWARD WORKFORCE INNOVATION CENTE		30 HR	30 HR	
	OHWIC 1102	30	5	58%
	OHWIC 1107	14.88	27.55	71%
	OHWIC 1112	11.88	26	63%
	OHWIC 1118	30	29	98%
	OHWIC 1124	3	23	43%
	OHWIC 1125	31.5	28.5	100%
UR Average		121.26	139.05	67%

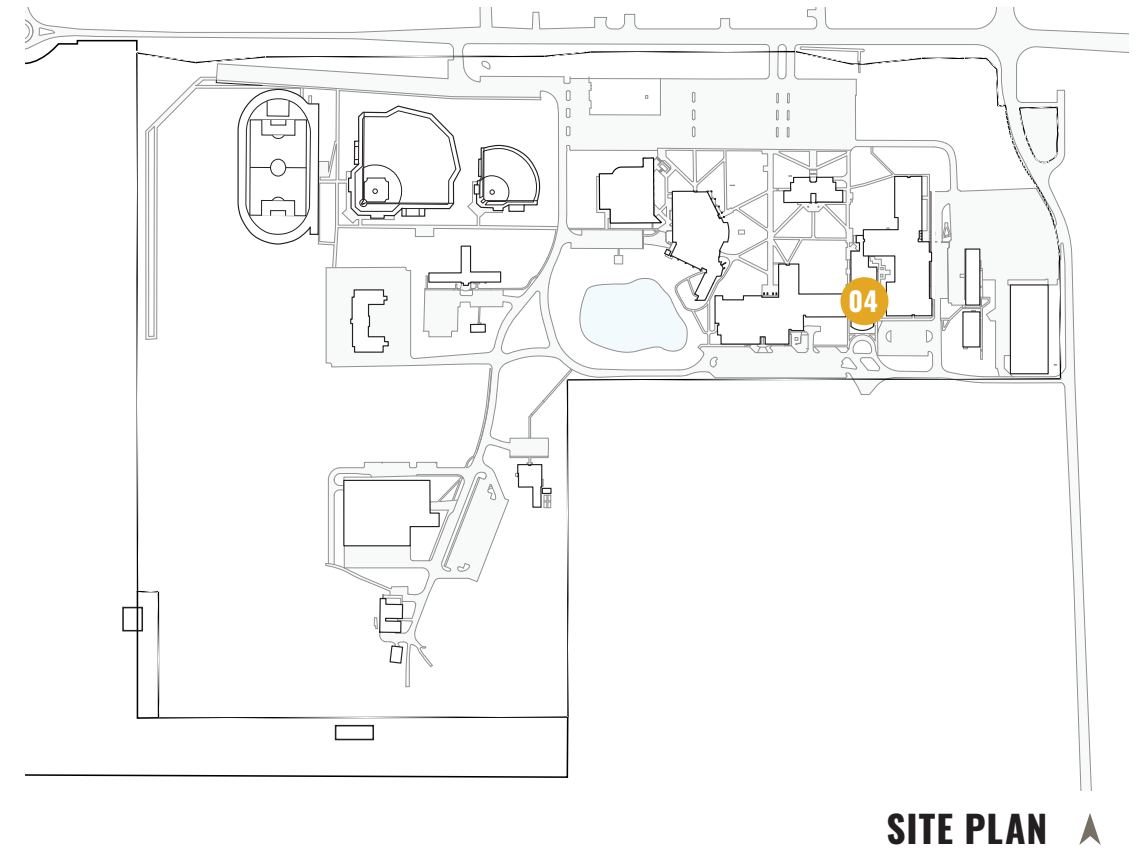
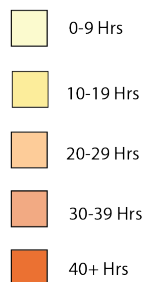
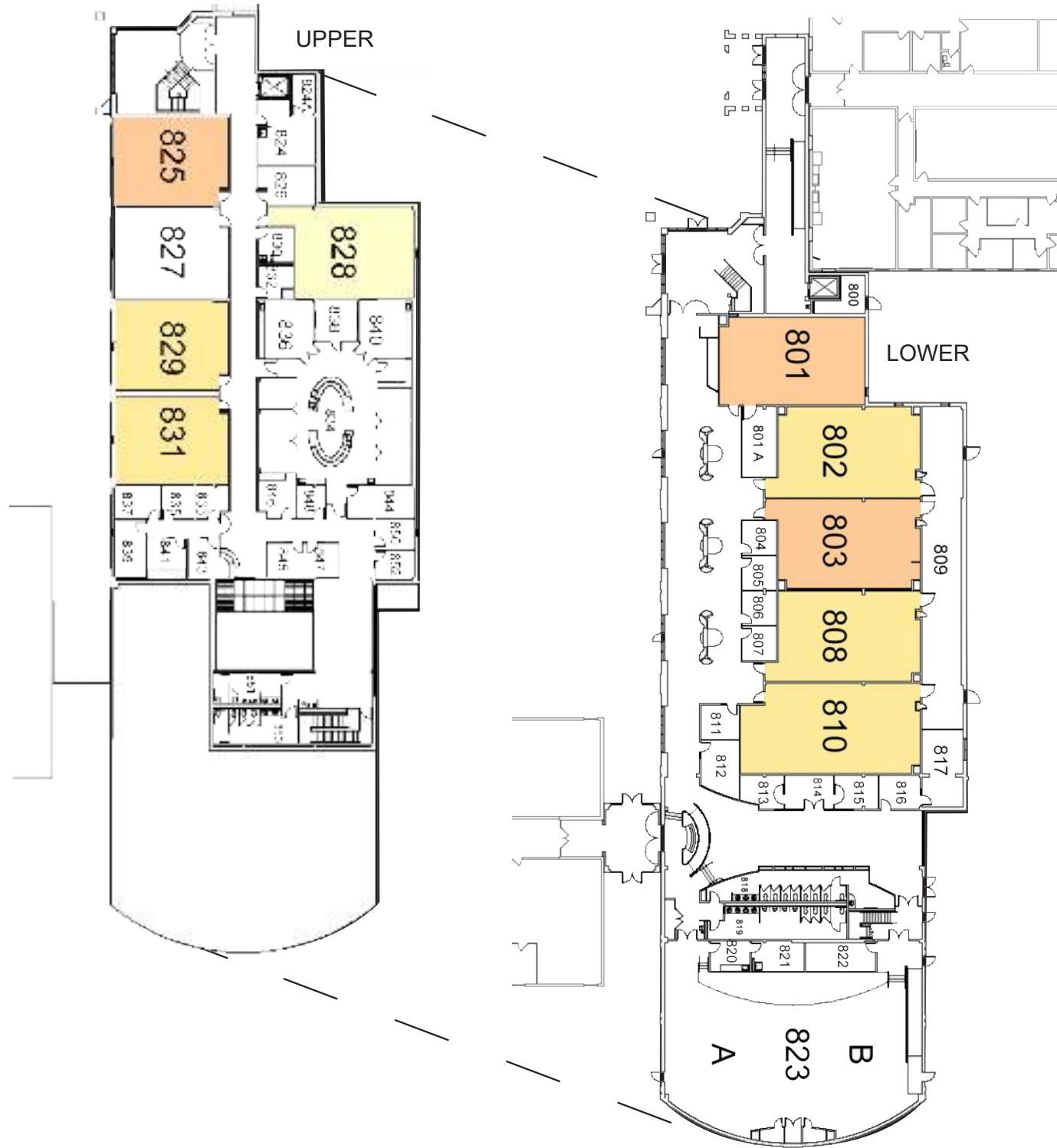
04 HECKART SCIENCE & ALLIED HEALTH BUILDING

FACILITIES CONDITION ASSESSMENT | HIGH URGENCY

Average Utilization: 57%

Extremes: Specialized labs with low scheduled use balanced against high-demand instructional periods

Analysis: Utilization in the Heckart Science and Allied Health Center is steady overall, with variation driven primarily by room specialization. Teaching labs tend to carry higher and more consistent use, while specialized or support spaces are scheduled more intermittently. Fall and Spring utilization patterns are generally comparable, though individual rooms may peak in one semester depending on course sequencing. The data suggests stable demand with internal variation tied to flexibility rather than overall capacity.



STATE FAIR COMMUNITY COLLEGE				
ITEMIZED ROOM UTILIZATION				
BUILDING	ROOM No.	SP HRS/WK	FALL HRS/WK	Utilization Ratio
HECKART SCIENCE AND ALLIED HEALTH CENTER		30 HR	30 HR	
	SAH 801	20	19	65%
	SAH 802	19	18.5	63%
	SAH 803	24	26.5	84%
	SAH 808	12.5	14.25	45%
	SAH 810	16	24	67%
	SAH 825	26	23.75	83%
	SAH 828	9	9.25	30%
	SAH 829	15	11	43%
	SAH 831	11.25	13.63	41%
UR Average		152.75	159.88	57%

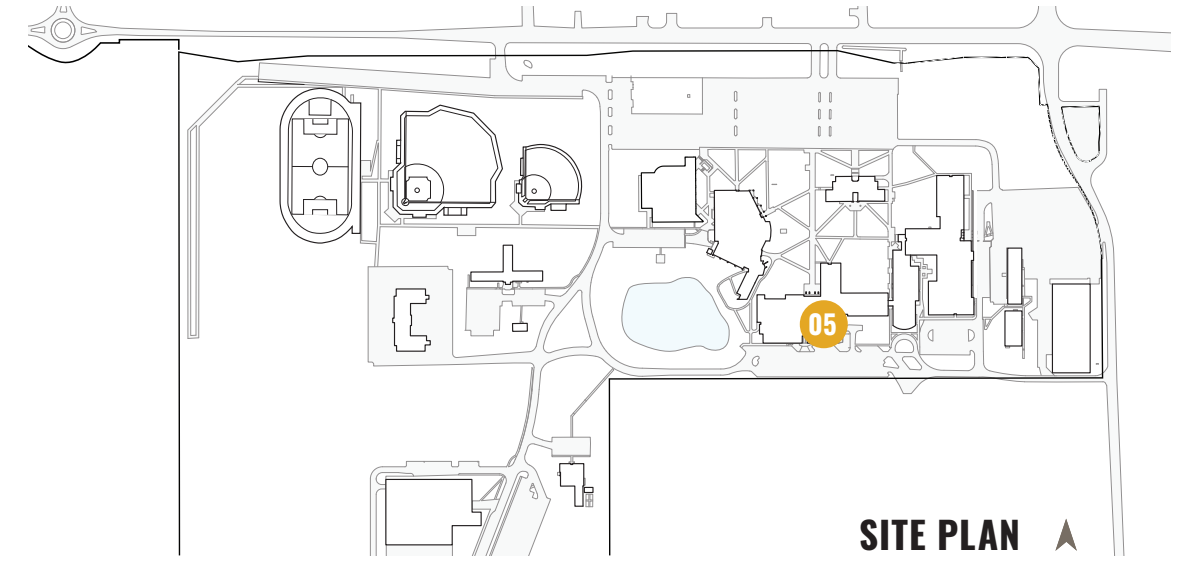
05 CHARLES E. YEATER LEARNING CENTER

FACILITIES CONDITION ASSESSMENT | HIGH URGENCY

Average Utilization: 64%

Extremes: High-performing rooms YEATER 103 (61%) and YEATER 140 (43%)

Analysis: The Yeater Learning Center is one of the most heavily utilized instructional buildings on campus, with strong use across nearly all rooms and both semesters. While total utilization remains high, individual rooms fluctuate based on course sequencing and enrollment shifts. Several spaces exceed standard utilization targets, indicating sustained demand and limited flexibility. Compared to other academic buildings, Yeater shows both high performance and consistent pressure.



STATE FAIR COMMUNITY COLLEGE				
ITEMIZED ROOM UTILIZATION				
BUILDING	ROOM No.	SP HRS/WK	FALL HRS/WK	Utilization Ratio
YEATER LEARNING CENTER		30 HR	30 HR	
	YEATER 103	27.38	42.5	116%
	YEATER 111	18.5	24.5	72%
	YEATER 119	25.06	20	75%
	YEATER 120	0	9.5	16%
	YEATER 121	16.25	26.25	71%
	YEATER 122	19.5	23.06	71%
	YEATER 123	28.5	16.75	75%
	YEATER 126	11.5	5.5	28%
	YEATER 128	13	19	53%
	YEATER 129	14	25.5	66%
	YEATER 133	24	23	78%
	YEATER 134	21.5	17.5	65%
	YEATER 135	31	14.75	76%
	YEATER 136	24.5	23.5	80%
	YEATER 139	11.5	16	46%
	YEATER 140	22	30.38	87%
	YEATER 147	13.75	7.5	35%
	YEATER 148	23.5	13	61%
	YEATER 149	22	18	67%
UR Average		367.44	376.19	64%

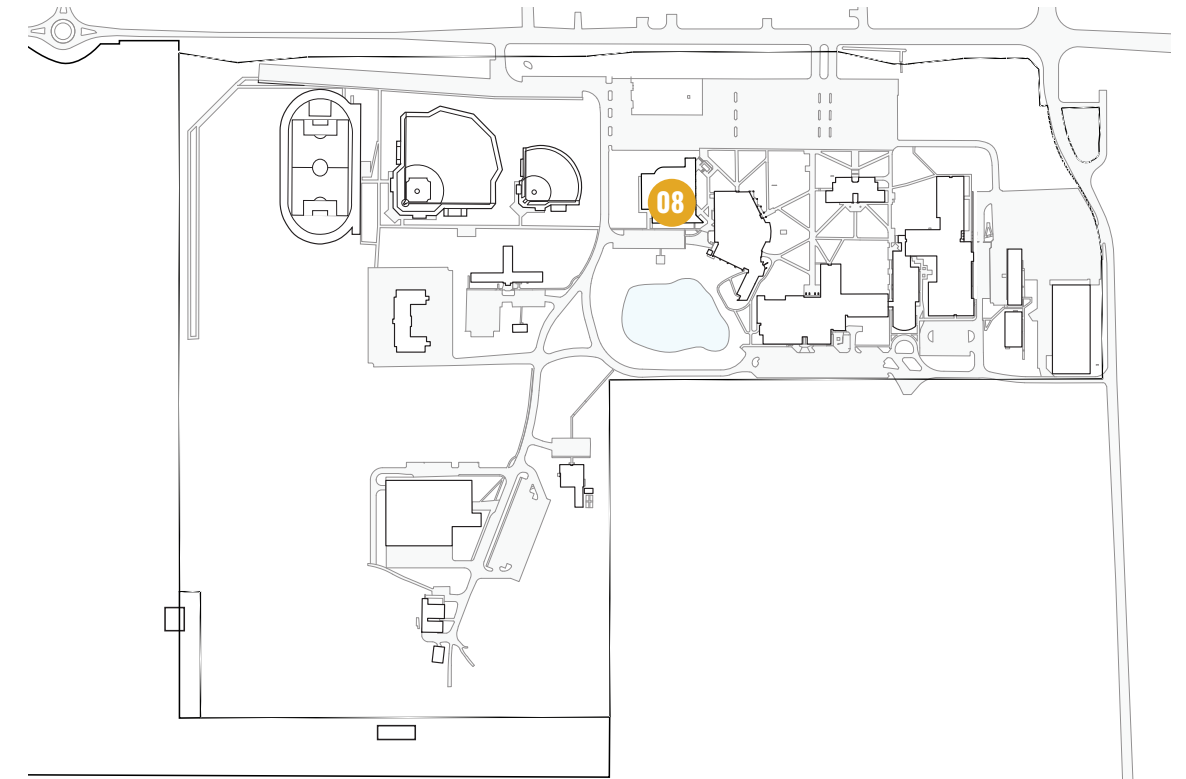
FRED E. DAVIS MULTIPURPOSE CENTER

FACILITIES CONDITION ASSESSMENT | HIGH URGENCY

Average Utilization: 19%

Extremes: Rooms ranging from 4% to 89% utilization, including MPC 206 at 89%

Analysis: The Davis Center demonstrates strong overall utilization driven by athletics, instruction, and community use. Wide variation between spaces highlights which room types are most effective and where targeted improvements could further support high-demand activities.



SITE PLAN ▲

STATE FAIR COMMUNITY COLLEGE				
ITEMIZED ROOM UTILIZATION				
BUILDING	ROOM No.	SP HRS/WK	FALL HRS/WK	Utilization Ratio
DAVIS MULTIPURPOSE CENTER		30 HR	30 HR	
	MPC 163	3	8.75	20%
	MPC 206	0	62	103%
	MPC 219	13.75	26	66%
UR Average		16.75	96.75	19%

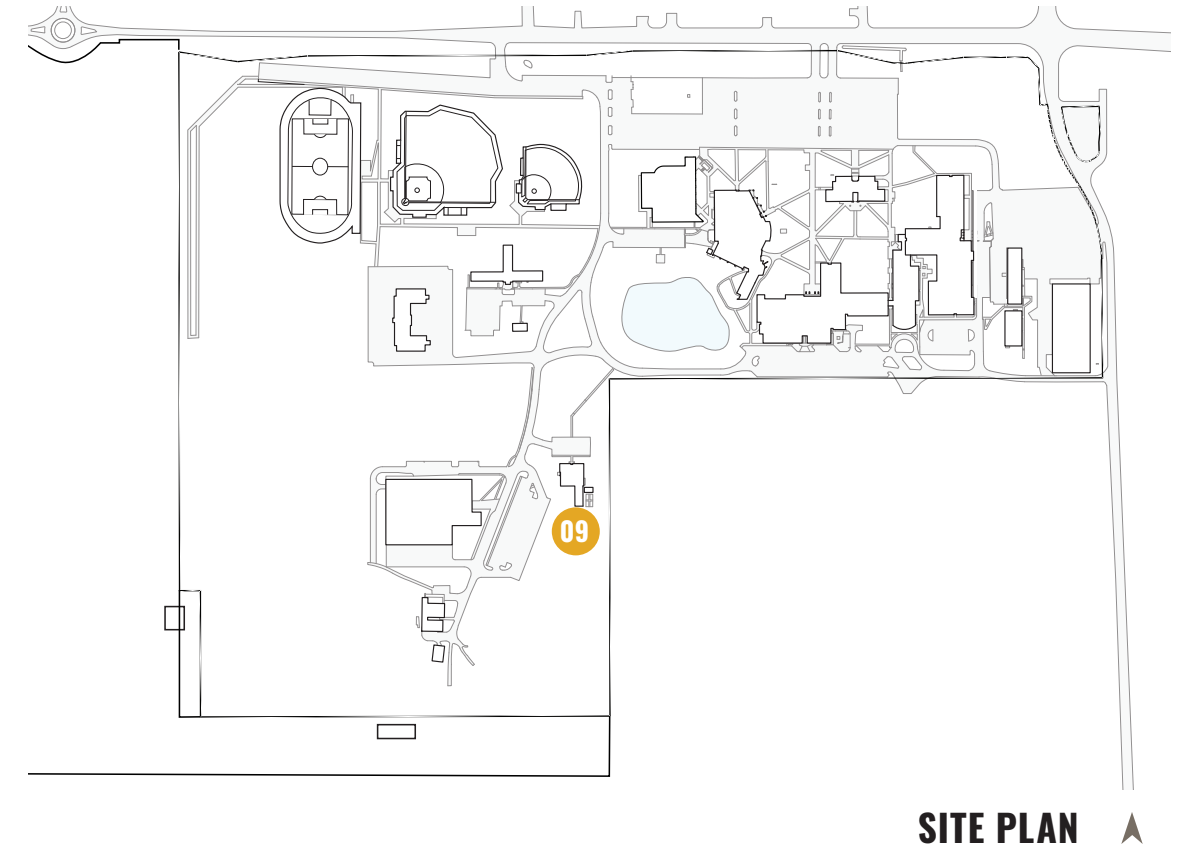
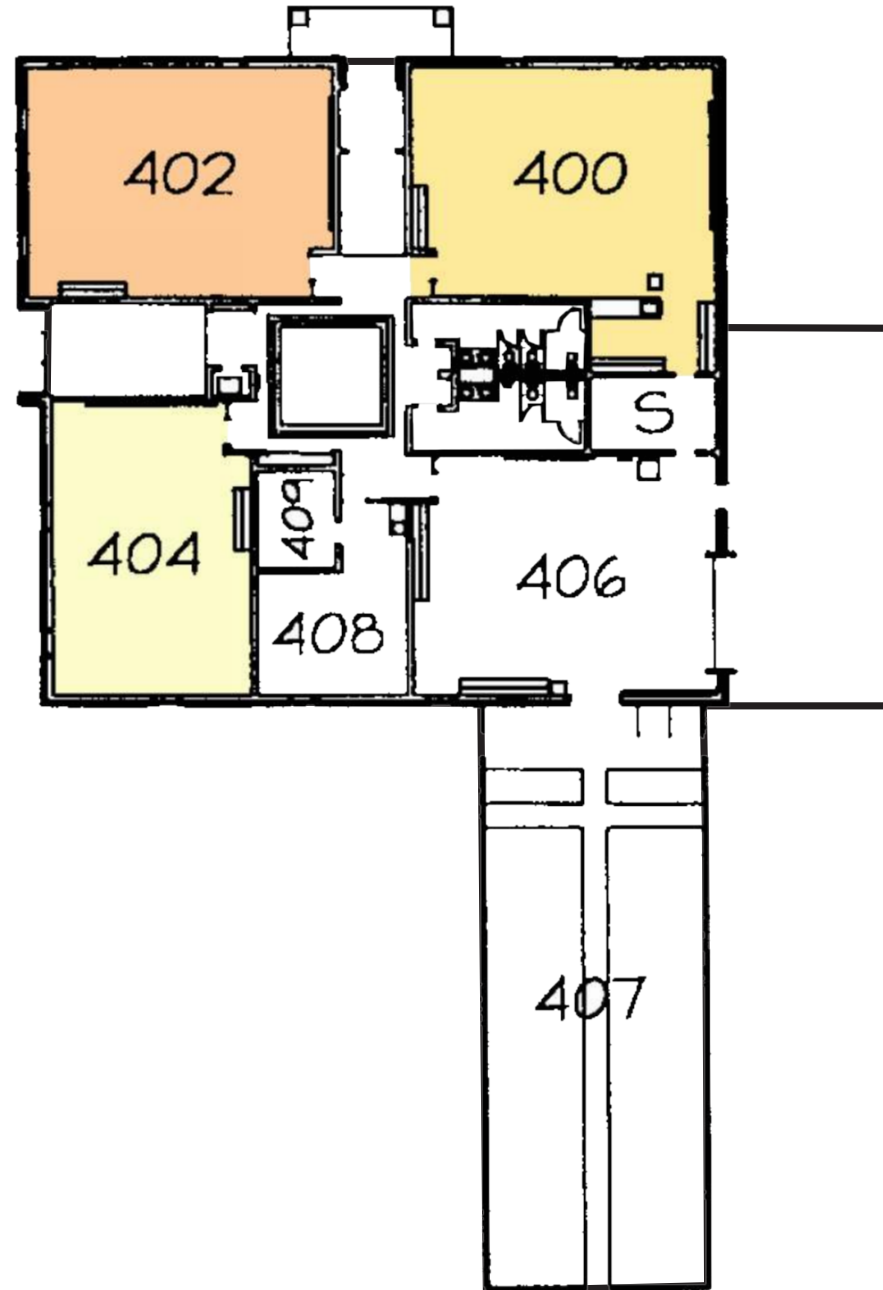
09 POTTER-EWING AGRICULTURE BUILDING

FACILITIES CONDITION ASSESSMENT | LOW URGENCY

Average Utilization: Variable, generally below campus average

Extremes: Lower utilization in traditional classrooms balanced by high lab and outdoor instruction

Analysis: Utilization patterns reflect the department's applied, seasonal, and outdoor-focused teaching model. Standard classroom metrics underrepresent actual instructional activity, indicating an opportunity to rethink indoor space roles and better align them with hands-on learning and student support needs.



STATE FAIR COMMUNITY COLLEGE				
ITEMIZED ROOM UTILIZATION				
BUILDING	ROOM No.	SP HRS/WK	FALL HRS/WK	Utilization Ratio
POTTER-EWING	AGRI 400	13	18.75	53%
	AGRI 402	25	15.5	68%
	AGRI 404	2.5	0	4%
UR Average		40.5	34.25	45%

APPENDIX D

Visualizations



hollis + miller
architects



hollis + miller
architects



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APPENDIX E

Cost Estimate

State Fair Community College Rev 1
Rough Order Of Magnitude
January 22, 2026

**CUMMING
GROUP**

CUMMING GROUP | Aliso Viejo
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State Fair Community College Rev 1
Sedalia, MO
Rough Order Of Magnitude

Project # 25-02996.00
01/22/26

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EXECUTIVE SUMMARY

1.1 Introduction

This estimate has been prepared, pursuant to an agreement between Hollis + Miller and Cumming, for the purpose of establishing a probable cost of construction at the rough order of magnitude stage.
The project scope encompasses the masterplan for State Fair Community College including renovation work, new build construction, landscaping, and deferred maintenance.

1.2 Project Schedule

	Start	Finish	Duration
Construction	<i>Varies Per Project</i>	<i>Varies Per Project</i>	<i>Varies Per Project</i>

1.3 Key Assumptions & Exclusions

Key assumptions built into the above cost breakdown include:

Key Assumptions

- CM@Risk
- Multi Phase Construction
- Campus Wayfinding Exterior - Allow \$3M
- Campus Wayfinding Interior - Allow \$3M
- Phase 4 Start Date TBD - Carry 50% Escalation
- Deferred Maintenance Costs Are ROM's and Can Range Beyond What We Included For Cost. Design Evolution Should Track Detail Provided

Key Exclusions

- Project Soft Costs
- Department Relocation
- Seismic Upgrades
- FF&E - Assume By Owner

SUMMARY

Element	Construction Type	Phase	Area	Cost / SF	Total Construction	Total Escalated	Low	High
Multipurpose Center Addition	Addition	Phase 1 (2025-27)	20,000	\$975.00	\$19,500,000	\$20,475,000	\$17,403,750	\$25,593,750
Maintenance Storage Building	New Construction	Phase 1 (2025-27)	10,000	\$127.50	\$1,275,000	\$1,338,750	\$1,137,938	\$1,673,438
CDL Training Pad	New CDL Pad	Phase 1 (2025-27)	2,000	\$759.00	\$1,518,000	\$1,593,900	\$1,354,815	\$1,992,375
Street Frontage Hardscape & Parking Entry	Landscape Only	Phase 1 (2025-27)	1	\$2,513,250.00	\$2,513,250	\$2,638,913	\$2,243,076	\$3,298,641
Exterior Campus Wayfinding Implementation (Full scope) - Allow \$3M	Signage	All Phases (Escalation To Phase 1)	1	\$3,000,000.00	\$3,000,000	\$3,150,000	\$2,677,500	\$3,937,500
Interior Campus Wayfinding Implementation (Full scope) - Allow \$3M	Signage	All Phases (Escalation To Phase 1)	1	\$3,000,000.00	\$3,000,000	\$3,150,000	\$2,677,500	\$3,937,500
Campus Standards Development	Signage	Phase 1 (2025-27)	1				No Cost Impact - By Others	
Exterior Campus Monument Signage Implementation (Full scope)	Signage	All Phases (Escalation To Phase 1)	1	\$75,000.00	\$75,000	\$78,750	\$66,938	\$98,438
Autotech Building Demolition & Site Remediation	Demolition	Phase 1 (2025-27)	10,000	\$375.00	\$3,750,000	\$3,937,500	\$3,346,875	\$4,921,875
Landscaping at East Campus Open Space	Landscape Only	Phase 1 (2025-27)	15,000	\$20.11	\$301,645	\$316,727	\$269,218	\$395,909
Farm Fencing & Animal Pens	Landscape Only	Phase 1 (2025-27)	16,000	\$40.78	\$652,500	\$685,125	\$582,356	\$856,406
Hay Barn	New Construction	Phase 1 (2025-27)	10,000	\$127.50	\$1,275,000	\$1,338,750	\$1,137,938	\$1,673,438
Hopkins Expansion - Student Welcome Center Addition & Renovation								
New Build	Addition	Phase 2 (2028-32)	6,500	\$750.00	\$4,875,000	\$5,820,750	\$4,947,638	\$7,275,938
Office Renovation	Renovation	Phase 2 (2028-32)	1,000	\$255.00	\$255,000	\$304,470	\$258,800	\$380,588
Open Welcome Center	Renovation	Phase 2 (2028-32)	3,000	\$150.00	\$450,000	\$537,300	\$456,705	\$671,625
Campus Store (assume merchandise only)	Renovation	Phase 2 (2028-32)	1,000	\$150.00	\$150,000	\$179,100	\$152,235	\$223,875
Meeting Spaces	Renovation	Phase 2 (2028-32)	1,500	\$255.00	\$382,500	\$456,705	\$388,199	\$570,881
Yeater Campus Center Renovation	Renovation	Phase 2 (2028-32)	30,000	\$497.73	\$14,931,750	\$17,828,510	\$15,154,233	\$22,285,637
Intramural Sports Yard - Exterior Upgrades	Site Development	Phase 2 (2028-32)	50,000	\$71.69	\$3,584,413	\$4,279,789	\$3,637,820	\$5,349,736
Daum Art Storage Building								
Building	New Construction	Phase 2 (2028-32)	10,000	\$975.00	\$9,750,000	\$11,641,500	\$9,895,275	\$14,551,875
Corridor Renovation	Renovation	Phase 2 (2028-32)	2,000	\$82.50	\$165,000	\$197,010	\$167,459	\$246,263
Plaza	New Construction	Phase 2 (2028-32)	10,000	\$94.50	\$945,000	\$1,128,330	\$959,081	\$1,410,413
Agricultural Innovation Center & Showcase	New Construction	Phase 2 (2028-32)	45,000	\$62.50	\$2,812,500	\$3,023,125	\$2,568,656	\$3,778,906
Farm Equipment Shed	New Construction	Phase 2 (2028-32)	2,500	\$127.50	\$318,750	\$380,588	\$323,499	\$475,734
Farm Equipment Barn Renovation	Renovation	Phase 2 (2028-32)	8,000	\$142.13	\$1,137,000	\$1,357,578	\$1,153,941	\$1,696,973
Street Frontage Landscaping & Walking Trails	Landscape Only	Phase 2 (2028-32)	360,000	\$5.31	\$1,909,800	\$2,280,301	\$1,938,256	\$2,850,377
Campus C-Store Addition	Addition	Phase 2 (2028-32)	1,500	\$787.50	\$1,181,250	\$1,410,413	\$1,198,851	\$1,763,016
CT Extension	Addition	Phase 3 (2032-36)	12,300	\$968.90	\$11,917,500	\$16,657,090	\$14,158,526	\$20,821,362
Academic Quad Upgrades	Landscape Only	Phase 3 (2032-36)	285,000	\$12.07	\$3,439,800	\$4,807,808	\$4,086,637	\$6,009,761
Campus Hub Boardwalk	Landscape Only	Phase 3 (2032-36)	100,000	\$18.94	\$1,893,750	\$2,646,894	\$2,249,860	\$3,308,618
CDL Equipment Shed	New Construction	Phase 3 (2032-36)	6,000	\$112.50	\$675,000	\$943,448	\$801,930	\$1,179,309
Residence Halls	Renovation	Phase 3 (2032-36)	22,000	\$450.00	\$9,900,000	\$13,837,230	\$11,761,646	\$17,296,538
New Conference Center	New Construction	Phase 3 (2032-36)	9,000	\$750.00	\$6,750,000	\$9,434,475	\$8,019,304	\$11,793,094
Mid-Campus Roadway Realignment	Civil Roadway	Phase 3 (2032-36)	11,200	\$14.45	\$161,784	\$226,125	\$192,207	\$282,657
Health Sciences Building	New Construction	Phase 4 (TBD)	30,000	\$1,200.00	\$36,000,000	\$55,414,800	\$47,102,580	\$69,268,500
Residence Hall	New Construction	Phase 4 (TBD)	105,000	\$712.50	\$74,812,500	\$115,158,881	\$97,885,049	\$143,948,602
Total Estimated Construction Cost - Building Reno / Addition					\$247,758,692	\$335,855,634	\$285,477,289	\$419,819,543
William C. Hopkins Student Services Center	Renovation		23,544	\$291.53	\$6,863,776	\$7,423,173	\$6,309,697	\$10,392,442
Marvin R. Fielding Technical Center	Renovation		72,756	\$171.83	\$12,501,302	\$13,520,158	\$11,492,134	\$18,928,221
Olen Howard Workforce Innovation Center							<i>No Work Anticipated</i>	
Heckart Science and Allied Health Center	Renovation		39,000	\$392.99	\$15,326,605	\$16,575,723	\$14,089,365	\$23,206,013
Charles E. Yeater Learning Center	Renovation		70,832	\$166.60	\$11,800,611	\$12,762,361	\$10,848,007	\$17,867,305
Daum Museum of Contemporary Arts	Renovation		16,950	\$125.17	\$2,121,586	\$2,294,496	\$1,950,321	\$3,212,294
Stauffer Center for the Fine Arts	Renovation		41,427	\$56.04	\$2,321,455	\$2,510,653	\$2,134,055	\$3,514,914
Fred E. Davis Multipurpose Center	Renovation		57,000	\$42.95	\$2,448,000	\$2,647,512	\$2,250,385	\$3,706,517
Residence Hall							<i>No Work Anticipated</i>	
Campus Housing Building							<i>No Work Anticipated</i>	
Potter-Ewing Agriculture Building	Renovation		8,700	\$110.50	\$961,350	\$1,039,700	\$883,745	\$1,455,580
Ellebracht Agriculture and Mechanics							<i>No Work Anticipated</i>	
Maintenance Building (Physical Plant)	Renovation		7,640	\$81.84	\$625,260	\$676,219	\$574,786	\$946,706
Total Estimated Construction Cost - Deferred Maintenance					\$54,969,945	\$59,449,995	\$50,532,496	\$83,229,993
Total Estimated Construction Cost					\$302,728,636	\$395,305,629	\$336,009,785	\$503,049,536
Alternates								
Small Catering Kitchen, Daum Art Storage TBD								

SCHEDULE OF AREAS AND CONTROL QUANTITIES

Schedule of Areas	Control Areas	UOM
Multipurpose Center Addition	20,000	sf
Maintenance Storage Building	10,000	sf
CDL Training Pad	2,000	sf
Street Frontage Hardscape & Parking Entry	1	ls
Exterior Campus Wayfinding Implementation (Full scope) - Allow \$3M	1	ls
Interior Campus Wayfinding Implementation (Full scope) - Allow \$3M	1	ls
Campus Standards Development	1	ls
Exterior Campus Monument Signage Implementation (Full scope)	1	ea
Autotech Building Demolition & Site Remediation	10,000	sf
Landscaping at East Campus Open Space	15,000	sf
Farm Fencing & Animal Pens	16,000	lf
Hopkins Expansion - Student Welcome Center Addition & Renovation		
New Build	6,500	sf
Office Renovation	1,000	sf
Open Welcome Center	3,000	sf
Campus Store	1,000	sf
Meeting Spaces	1,500	sf
Yeater Campus Center Renovation	30,000	sf
Intramural Sports Yard - Exterior Upgrades	50,000	sf
Daum Art Storage Building		
Building	10,000	sf
Corridor	2,000	sf
Plaza	10,000	sf
Agricultural Innovation Center & Showcase	45,000	sf
Farm Equipment Shed	2,500	sf
Farm Equipment Barn Renovation	8,000	sf
Street Frontage Landscaping & Walking Trails	360,000	sf
CT Extension	12,300	sf
Academic Quad Upgrades	285,000	sf
Campus Hub Boardwalk	100,000	sf
CDL Equipment Shed	6,000	sf
Residence Halls	22,000	sf
Health Sciences Building	30,000	sf
Residence Hall	105,000	sf
Hay Barn	10,000	sf
Campus C-Store Addition	1,500	sf
New Conference Center	9,000	sf
Mid-Campus Roadway Realignment	11,200	sf
Deferred Maintenance at All Bldgs		
William C. Hopkins Student Services Center	23,544	gsf
Marvin R. Fielding Technical Center	72,756	gsf
Olen Howard Workforce Innovation Center	No Work Anticipated	
Heckart Science and Allied Health Center	39,000	gsf
Charles E. Yeater Learning Center	70,832	gsf
Daum Museum of Contemporary Arts	16,950	gsf
Stauffacher Center for the Fine Arts	41,427	gsf
Fred E. Davis Multipurpose Center	57,000	gsf
Residence Hall	No Work Anticipated	
Campus Housing Building	No Work Anticipated	
Potter-Ewing Agriculture Building	8,700	gsf
Ellebracht Agriculture and Mechanics	No Work Anticipated	
Maintenance Building (Physical Plant)	7,640	gsf

Estimate Backup

DETAIL ELEMENTS - ESTIMATE BACKUP

Element	Quantity	Unit	Unit Cost	Total
Yeater Campus Center Renovation				
Interior Demolition / Abatement	30,000	sf	\$12.00	\$360,000
MEP Upgrades	30,000	sf	\$150.00	\$4,500,000
Low Voltage Upgrades	30,000	sf	\$10.00	\$300,000
Interior Construction	30,000	sf	\$68.00	\$2,040,000
FF&E				By Owner
Interior Wayfinding Signage	30,000	sf	\$0.15	\$4,500
Façade Upgrades - Allow 25,000 SF	25,000	sf	\$110.00	\$2,750,000
Total - Yeater Campus Center Renovation				\$9,954,500

Intramural Sports Yard - Exterior Upgrades

Site Demo	50,000	sf	\$2.50	\$125,000
Earthwork	50,000	sf	\$5.00	\$250,000
Landscape				
Trees	30	ea	\$750.00	\$22,500
Planting areas (sod, shrubs, etc. throughout), allow 37,500 sf	37,500	sf	\$7.00	\$262,500
Irrigation, allow 37,500 sf	37,500	sf	\$2.70	\$101,250
Hardscape, allow 7,500 sf	7,500	sf	\$11.00	\$82,500
Site Structures	50,000	sf	\$5.00	\$250,000
Pickleball Courts, 5,000 sf assumed for 3 courts				
Bottom HMA binder course, 3"	5,000	sf	\$3.70	\$18,500
Top HMA surface course, 2"	5,000	sf	\$3.20	\$16,000
Aggregate base, 10"	5,000	sf	\$2.65	\$13,250
Asphalt court paint / treatment				
Surface prep	5,000	sf	\$0.10	\$500
Surfacing	5,000	sf	\$8.00	\$40,000
White boundary lines	525	lf	\$1.00	\$525
Court nets including supports	3	ea	\$2,194.45	\$6,583
Court net footings	3	ea	\$2,500.00	\$7,500
Sports lighting	6	ea	\$8,000.00	\$48,000
Power	1	ls	\$70,000.00	\$70,000
Fencing	300	lf	\$400.00	\$120,000
Storm Drainage	50,000	sf	\$2.50	\$125,000
Site Electrical	50,000	sf	\$15.00	\$750,000
Site Furnishings, Allowance	1	ls	\$50,000.00	\$50,000
Miscellaneous, Allowance	1	ls	\$30,000.00	\$30,000
Total - Intramural Sports Yard - Exterior Upgrades				\$2,389,608

Farm Equipment Barn Renovation

Selective Demolition Where Necessary	8,000	sf	\$5.00	\$40,000
New Gravel Floor	8,000	sf	\$3.00	\$24,000
Shoring and Stabilization of Historic Wood	1	ls	\$150,000.00	\$150,000

DETAIL ELEMENTS - ESTIMATE BACKUP

Element	Quantity	Unit	Unit Cost	Total
Roof Replacement				
Demo existing	8,000	sf	\$3.00	\$24,000
New roof, metal roof assumed	8,000	sf	\$36.00	\$288,000
Architectural Repairs	8,000	sf	\$15.00	\$120,000
Updated Lighting and Electrical Switching	8,000	sf	\$14.00	\$112,000
Total - Farm Equipment Barn Renovation				\$758,000

CT Extension

Demolition				
Partial site demo	1	ls	\$15,000.00	\$15,000
Building demo	1	ls	\$50,000.00	\$50,000
New Building Addition	12,300	sf	\$600.00	\$7,380,000
Earthwork	1	ls	\$100,000.00	\$100,000
Landscape	1	ls	\$50,000.00	\$50,000
Hardscape	1	ls	\$50,000.00	\$50,000
Miscellaneous Sitework	1	ls	\$150,000.00	\$150,000
Site Utilities	1	ls	\$150,000.00	\$150,000
Total - CT Extension				\$7,945,000

Academic Quad Upgrades

Demolition As Needed	285,000	sf	\$3.00	\$855,000
Earthwork	1	ls	\$500,000.00	\$500,000
Protect and Salvage Existing Trees, Allow \$20,000	1	ls	\$20,000.00	\$20,000
New Pedestrian Pathways				
Concrete, allow 20,000 sf	20,000	sf	\$12.00	\$240,000
Pavers, allow 1,500 sf	1,500	sf	\$28.00	\$42,000
Landscaping				
Planting areas, allow 30,000 sf	30,000	sf	\$3.00	\$90,000
Irrigation, allow 30,000 sf	30,000	sf	\$2.70	\$81,000
Lawn, allow 233,500 sf	233,500	sf	\$1.20	\$280,200
Trees, allow 30	30	ea	\$750.00	\$22,500
Art Pad + Lighting - Art By Owner	10	loc	\$6,250.00	\$62,500
Site Furnishings, allow \$100k	1	ls	\$100,000.00	\$100,000
Total - Academic Quad Upgrades				\$2,293,200

Campus Hub Boardwalk

Landscaping				
Planting areas, allow 90,000 sf	90,000	sf	\$1.50	\$135,000
Shoreline stabilization / Storm Mitigation	1	ls	\$500,000.00	\$500,000
Boardwalk	500	lf	\$420.00	\$210,000
Steel Pavilion	400	sf	\$150.00	\$60,000

DETAIL ELEMENTS - ESTIMATE BACKUP

Element	Quantity	Unit	Unit Cost	Total
Pedestrian Pathways / Other Hardscape				
Concrete, allow 10,000 sf	10,000	sf	\$12.00	\$120,000
Lighted Bollards	30	ea	\$7,500.00	\$225,000
Misc. Signage	1	ls	\$12,500.00	\$12,500
Total - Campus Hub Boardwalk				\$1,262,500
CDL Training Pad				
Misc. Demo	1	ls	\$10,000.00	\$10,000
Concrete Pad	2,000	sf	\$25.00	\$50,000
Stormwater	1	ls	\$20,000.00	\$20,000
Detention Area, allow \$150k	1	ls	\$150,000.00	\$150,000
Site Lighting	1	ls	\$400,000.00	\$400,000
Security Fence	600	lf	\$600.00	\$360,000
Access Connections To Surround Circulation	1	ls	\$12,000.00	\$12,000
Utility Tie-ins	1	ls	\$10,000.00	\$10,000
Total - CDL Training Pad				\$1,012,000
Street Frontage Landscaping & Walking Trails				
Miscellaneous Grading	360,000	sf	\$1.37	\$493,200
Crushed Limestone Walkways	10,000	sf	\$5.00	\$50,000
Landscape				
Landscape areas	360,000	sf	\$2.00	\$720,000
Misc.	1	ls	\$10,000.00	\$10,000
Total - Street Frontage Landscaping & Walking Trails				\$1,273,200
Street Frontage Hardscape & Parking Entry				
Miscellaneous Grading	1	ls	\$50,000.00	\$50,000
Brick Wall, 3-Foot High	1,500	lf	\$532.00	\$798,000
Monument Signs With Integrated Lighting	2	ea	\$50,000.00	\$100,000
Vehicle Entry Drives	2	ea	\$20,000.00	\$40,000
Demolish Existing Curb Cut	1	ea	\$5,000.00	\$5,000
Hardscape	1	ls	\$450,000.00	\$450,000
Landscape				
Trees	10	ea	\$750.00	\$7,500
Site Furnishings	1	ls	\$150,000.00	\$150,000
Misc. Landscaping	1	ls	\$75,000.00	\$75,000
Total - Street Frontage Hardscape & Parking Entry				\$1,675,500

DETAIL ELEMENTS - ESTIMATE BACKUP

Element	Quantity	Unit	Unit Cost	Total
Landscaping at East Campus Open Space				
Grading	28,000	sf	\$0.40	\$11,200
Parking Lot				
Asphalt	13,000	sf	\$4.28	\$55,640
Striping, stalls	40	ea	\$26.42	\$1,057
Curb & gutter	600	lf	\$32.00	\$19,200
Signage	1	ls	\$3,000.00	\$3,000
Stormwater	13,000	sf	\$3.00	\$39,000
Landscaping				
Trees	8	ea	\$750.00	\$6,000
Lawn	15,000	sf	\$1.20	\$18,000
Misc. plantings	1	ls	\$7,500.00	\$7,500
Irrigation	15,000	sf	\$2.70	\$40,500
Total - Landscaping at East Campus Open Space				\$201,097
Mid-Campus Roadway Realignment				
Demolition				
Demo roadway	11,200	sf	\$0.43	\$4,816
New Landscaping / Paving				
Turf	11,200	sf	\$1.20	\$13,440
Sidewalk	6,400	sf	\$10.00	\$64,000
Curb	800	lf	\$32.00	\$25,600
Total - Mid-Campus Roadway Realignment				\$107,856
William C. Hopkins Student Services Building, Deferred Maintenance				
Architectural Upgrades	23,544	gsf	\$10.00	\$235,440
HVAC				
Full system update incl. VAV repairs	23,544	gsf	\$90.00	\$2,118,960
Lighting				
Demo existing lighting	23,544	gsf	\$5.00	\$117,720
Upgrade for consistency and energy efficiency	23,544	gsf	\$30.00	\$706,320
Roof Replacement				
Demolish roof	16,000	sf	\$3.00	\$48,000
New roof, membrane	16,000	sf	\$32.00	\$512,000
Façade				
Replace window seals	34	ea	\$300.00	\$10,200
Masonry				
Tuckpoint cracked masonry	9,075	sf	\$25.00	\$226,875
Doors, Frames, Hardware				
Replace door seals at exterior doors, allow 10 doors	1	ls	\$2,000.00	\$2,000
Repair misaligned doors at interior and exterior where needed, allowance	1	ls	\$20,000.00	\$20,000

DETAIL ELEMENTS - ESTIMATE BACKUP

Element	Quantity	Unit	Unit Cost	Total
Egress				
Repair blocked egress exit paths	1	ls	\$20,000.00	\$20,000
Utilities				
Reseal utility penetrations	1	ls	\$20,000.00	\$20,000
Total - William C. Hopkins Student Services Building, Deferred Maintenance				\$4,037,515

Marvin R. Fielding Technical Center, Deferred Maintenance

HVAC / Boilers	72,755	gsf	\$70.00	\$5,092,850
Modernize outdated HVAC system	72,756	gsf		<i>Included Above</i>
Replace RTUs as necessary	1	ls		<i>Included Above</i>
Architectural upgrades	72,756	gsf	\$10.00	\$727,560
DFH				
Replace door hardware with universal levers, allow 110 doors	110	ea	\$750.00	\$82,500
Panic bars, where necessary, allow 30 panic bars	30	ea	\$1,200.00	\$36,000
Closet Offices				
Renovate existing closet offices for intended use	1	ls	\$50,000.00	\$50,000
Finishes				
Flooring				
Replace worn flooring with durable epoxy, allow 25% of gsf	18,189	gsf	\$25.00	\$454,725
Upgrade other finishes as needed	72,756	gsf	\$12.00	\$873,072
Roof				
Repair leaking roof above X-RAY machine, allow 1,000 sf	1,000	sf	\$37.00	\$37,000
Total - Marvin R. Fielding Technical Center, Deferred Maintenance				\$7,353,707

Heckart Science & Allied Health Center, Deferred Maintenance

HVAC				
Full system assessment to ensure long-term reliability	39,000	gsf	\$120.00	\$4,680,000
Architectural Upgrades	39,000	gsf	\$10.00	\$390,000
Lighting				
Demo existing lighting	39,000	gsf	\$5.00	\$195,000
Upgrade for consistency and energy efficiency	39,000	gsf	\$30.00	\$1,170,000
Roof Replacement				
Demolish roof	23,590	sf	\$3.00	\$70,770
New roof, membrane	23,590	sf	\$32.00	\$754,880
Mold Remediation	39,000	gsf	\$15.00	\$585,000
Refresh classroom finishes	39,000	gsf	\$30.00	\$1,170,000
Refresh classroom FF&E	39,000	gsf		<i>By Owner</i>
Total - Heckart Science & Allied Health Center, Deferred Maintenance				\$9,015,650

DETAIL ELEMENTS - ESTIMATE BACKUP

Element	Quantity	Unit	Unit Cost	Total
Charles E. Yeater Learning Center, Deferred Maintenance				
HVAC				
Replace system throughout	70,832	gsf	\$80.00	\$5,666,560
Architectural Upgrades	70,832	gsf	\$10.00	\$708,320
Mold Remediation	70,832	gsf	\$7.00	\$495,824
Replace Window Seals Throughout The Building	70,832	gsf	\$1.00	\$70,832
Total - Charles E. Yeater Learning Center, Deferred Maintenance				\$6,941,536

Daum Museum of Contemporary Art, Deferred Maintenance

Repair Active Leaks Throughout Building	16,950	gsf	\$6.00	\$101,700
Façade				
Roof Replacement				
Demolish roof	15,087	sf	\$3.00	\$45,262
New roof in places where it was not already replaced in 2013, assumed 80% of roof needs replacement	15,087	sf	\$32.00	\$482,790
Tuckpointing				
Full tuckpointing of exterior mortar / general repair	19,320	sf	\$32.00	\$618,240
Total - Daum Museum of Contemporary Art, Deferred Maintenance				\$1,247,992

Stauffacher Center for the Fine Arts, Deferred Maintenance

HVAC				
Replace VAVs	1	ls	\$120,000.00	\$120,000
Repair of other major HVAC issues not mentioned	1	ls	\$200,000.00	\$200,000
Architectural Upgrades	41,427	gsf	\$10.00	\$414,270
Doors, Frames, Hardware				
Panic hardware where necessary, allow 20 locations	20	ea	\$1,500.00	\$30,600
Finishes				
Flooring replacement where necessary, epoxy flooring, allow 50% of gsf	20,714	sf	\$25.00	\$517,838
Window Treatments				
Replace window treatments	41,427	gsf	\$2.00	\$82,854
Total - Stauffacher Center for the Fine Arts, Deferred Maintenance				\$1,365,562

Fred E. Davis Multipurpose Center, Deferred Maintenance

Mechanical				
Replace aged RTUs	1	ls	\$250,000.00	\$250,000
Replace all exterior roof piping insulation	1	ls	\$50,000.00	\$50,000
Site Walls				
Repair site wall and patio retaining wall	1	ls	\$100,000.00	\$100,000

DETAIL ELEMENTS - ESTIMATE BACKUP

Element	Quantity	Unit	Unit Cost	Total
Resolve Major Interior Moisture Issues - Allow \$1M	1	ls	\$1,000,000.00	\$1,000,000
Roof Repair - Allow \$40k				
Repairs at flaking areas	1	ls	\$20,000.00	\$20,000
Leak repair at metal ridge	1	ls	\$20,000.00	\$20,000
Total - Fred E . Davis Multipurpose Center, Deferred Maintenance				\$1,440,000

Potter-Ewing Agriculture Building, Deferred Maintenance

HVAC				
Maintenance throughout	8,700	gsf	\$50.00	\$435,000
Finishes				
Repair / replace finishes throughout interior	8,700	gsf	\$15.00	\$130,500
Total - Potter-Ewing Agriculture Building, Deferred Maintenance				\$565,500

Maintenance (Physical Plant), Deferred Maintenance

Full Building Renovation				
Heavy renovation of interior	7,640	gsf	\$20.00	\$152,800
Expand & Reconfigure Maintenance Shop	1	ls	\$150,000.00	\$150,000
Improve Outbuildings	1	ls	\$50,000.00	\$50,000
Remove Dumped Asphalt On Grounds	1	ls	\$15,000.00	\$15,000
Total - Maintenance (Physical Plant), Deferred Maintenance				\$367,800



State Fair
Community College