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A BROAD REACH ACROSS THE ST. LOUIS REGION
Executive Summary

St. Louis Community College is looking to the future with the goal of becoming one of the top 25 community colleges in the nation. To remain competitive and strengthen the College's positioning as a top learning institution, two key planning components have been identified for study:

- Examine existing programming and aligning with area workforce needs.
- Develop existing campuses into state-of-the-art learning facilities that will better attract and retain students.

This report details a six-month long study exploring the College's educational and programmatic priorities in the context of existing and new facilities with the goal of identifying recommendations for district-wide capital projects that are impactful and transformational in the pursuit of creating transcendent learning environments.

The reach of this analysis is district-wide, inclusive of its four campuses, two training centers and administrative headquarters: Florissant Valley (including the Center for Workforce Integration), Forest Park, Meramec, Wildwood, Harrison Education Center, South County, and Corporate College.

The foundational efforts of this study are rooted in data collection, research, and stakeholder engagement. Information gathering included campus visits, photographic documentation of existing conditions, campus site analyses, review of previous published Plans (Master, Strategic, Facilities and similar) and benchmarking of trends. Stakeholder engagement included interviews and group discussions of varying degree with Faculty, Staff, Students, Campus Leadership Teams, the College Leadership Team, and the Board of Trustees.

Recent investments at Forest Park in Allied Health and the establishment of The Center for Nursing and Health Sciences Center has attracted attention to the College’s commitment of being an important contributor to the region’s strong healthcare community: readying the future workforce to provide critical health services to the community. These and similar investments must continue, while new investments are necessary to achieve the promise of a great college.

When considering the future evolution of the campuses and facilities, several guiding principles have emerged:

- **One size does not fit all.** The College is many parts contributing to a greater whole, thus each campus is not, and shall not strive to be, a replication of one another. With a far-reaching district diverse in geography and demographics, future development must be dichotomous in nature such that it can reinforce the St. Louis Community College culture as a whole, but also contribute to the unique character and identity of each specific location.

- **Flexibility and Adaptability is a must.** With funding constantly in flux and enrollment trends declining, there is ever-increasing pressure on budgets. Generally, real estate investments are one of the more costly endeavors an organization is encumbered with; whether that be new facilities, renovated building stock, site improvements, or infrastructure. Additionally, the emergence of previously non-existent jobs due to rapidly evolving technology, forces facilities built today to be nimbly transformed to support education and training activities we cannot yet predict. These realities create a paramount demand for space to be highly efficient, flexible, and reasonably adaptable.
Right-sizing. Right fit. Creating state-of-the-art facilities for the College is not synonymous with ‘expansion’. Most appropriate for the school is striking a balance between creating replacement space for antiquated facilities, repurposing existing building stock to better service today’s needs, and systematically purging obsolescent facilities.

Herein, multiple options are presented as variable pathways to the future. While the options reflect detailed thinking, they are ideas that need deeper study. As the College defines and refines its priorities, these recommendations can be integrated in part or whole.

This study is a jumping-off point to realize a district-wide vision that will manifest itself over decades. The intent of this document is to provide a ‘living document’ to guide the future evaluation and implementation of planned capital development and improvements in the coming years. New opportunities and needs may emerge over time. Each future project will provide an occasion to reflect on this report and its findings, but also to level set goals with the latest educational, cultural, societal, and community needs at the time of execution.
Background

History – St. Louis Community College, established in 1962 by City and County vote, is a public institution servicing 718 square miles of eastern Missouri. The institution has served more than 1.2 million students: at least one person in more than one-half of the households in the St. Louis metro area has attended the College. It is the largest higher educational institution in the region and the second largest in Missouri, behind the University of Missouri-Columbia.

In 1964, the College built three campuses (Florissant Valley, Forest Park and Meramec). The new campuses opened in 1967, and as was reported by William Moore in Against the Odds, by 1970 more than 300 other community colleges had sent representatives to the Forest Park campus to observe and learn from the then-leading practices being established. The representative architecture of the three campuses is categorized as ‘Brutalism’. Brutalism is characterized by minimalism that favors expression of structural elements and primarily monochromatic building materials (in the case of STLCC the prevailing singular material is brick) over decorative design and ornamentation. It became a representative style for many institutional and civic buildings of the era. At STLCC, and particularly at Forest Park, the architects favored long, linear buildings with restrained use of windows in an attempt to organize campus wayfinding and building circulation.

These original design drivers have not aged well when compared to contemporary educational environments: proverbially, form has not followed function. Many of the hallmarks of state-of-the-art academic settings, such as abundant daylight, access to outdoors, transparency and flexibility are lacking in the College’s existing buildings.

In 2007, the College opened the Wildwood campus. This expansion positioned the College with a foothold in far West St. Louis County to be able to offer programming in a new geographic area, offering shorter commute times for nearby residents. When constructed, the new single-building campus was built as a sustainably-minded facility, achieving LEED Gold Certification and being touted as a serene setting for learning nestled in 132 acres of untouched prairie.

Over time, program opportunities expanded, and priorities developed for specific knowledge and workforce skill development. In support of that demand, training centers were added to the campus portfolio. The South County Campus, an extension of the Meramec campus, was a single new construction building completed by the college in 2003 and was intended to stay ahead of the technological curve. In 2007, the College acquired 4 acres at 3140 Cass Ave. in the JeffVanderLou neighborhood to build the William J. Harrison Education Center, one of its newest and more contemporary buildings for today’s educational environments. It is a satellite of the Forest Park campus.

In 2010, the college purchased two additional buildings: the former Circuit City building and site adjacent to the Florissant Valley Campus was acquired to create The Center for Workforce Innovation. As the name implies, the renovated facility focuses on the development of workforce skills and providing direct linkages between students and employers. Additionally, the large STLCC logo creates an immediate brand recognition for those traveling through the Highway 270 corridor in Florissant and North County. The second purchase located on McKelvey Road in Bridgeton was the former Marcusco Building, built in 1985 for commercial office, and typical of the 1980’s building typology of ribbon banding of glass and exterior cladding. Renamed as the Corporate College, its purpose is serve as the Administrative Headquarters for the College.
Economic and Community Impact – Facilities are a critical aspect to enabling the College to maximize its regional impact. The College supports nearly 80,000 students system-wide and employs over 4,000 faculty and staff in the area. Annually, STLCC’s impact on St. Louis is $2 Billion, which is approximately 2% of the total St. Louis area economy. STLCC contributes $178 million in taxable income to the Missouri economy each year.

Now is the time to invest in the future of the St. Louis Community College. A number of systemic challenges exist: increasing competition for students; decline in enrollment across all age segments; government funding is exponentially shrinking; Shadow Education (defined as educational activities occurring outside formal educational systems) sector is growing. In real time, the COVID-19 global pandemic has strained the economy and become an additive detractor for enrollment, particularly for first-generation students.

Community College enrollments are now failing to clear the pre-2008 mark. Enrollment declines have not slowed since 2008 therefore tuition revenue has dropped proportionally. Over a ten year period since the 2008 recession, Missouri has seen a drop of funding per student by 21%.

Public Higher Education Support per Capita by State, FY 2018

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1. Increased competition for students
2. Enrollment Decline in all Age Segments
3. Shrinking Government Funding
Taxes paid by County residents accounts for 42% of the College’s budget. Despite funding pressure, STLCC is committed to providing the community with education at a great value and has not increased tuition.

**Declines No Longer a “Post-Recession” Story**

*Community College Enrollments Now Falling to Clear Pre-2008 Mark*

With particular focus on economic stimulation as a reaction to the pandemic impact, the need remains for better workforce preparedness particularly in those strong sectors in the St. Louis region: health care, financial technology, manufacturing engineering and agriculture sciences. From a taxpayer perspective, every $1 of state or local tax investment yields a $2.40 return in benefits. As noted in the State of St. Louis Workforce Report 2020, “having some college or an associate degree, versus just a high school diploma, reduces the average unemployment rate by 1.6 percent and provides $7,825 annually in average extra earnings.”

1. **OF TAX INVESTMENT** = 2.40 **RETURN OF BENEFITS**

The College is uniquely positioned to respond to the workforce needs with its current and planned programmatic offerings and workforce training programs, including approach to stackable credentials. A shortage of workers with knowledge or skills remains the primary barrier to expanding employment, particularly with those employers looking to hire in skilled trade function areas, according to the 2020 responses collected in the State of the St. Louis Workforce survey. According to the 2019 STLCC State of St. Louis Workforce report, 56% of Healthcare employers, 28% of Information Technology employers and 17% of Accounting and Finance employers indicated a skills shortage in finding employees. Additionally, 57% of companies reported shortage of skilled trade employees.

**Hard-to-Find Skills**

- Problem-Solving
- Adaptability
- Leadership
- Creativity + Innovation

With an unprecedented increase in the regional unemployment rate due to the pandemic, there is a crisis like never before to retrain displaced workers for jobs in high need areas such as IT, Manufacturing, Business Administration, and Biotechnology. The College is offering short-term credentials, such as Certificates of Specialization and Certificates of Proficiency, that will prepare workers for these jobs and align competencies with longer term programs, including associate degrees and beyond. 

**Table:**

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<tr>
<td>STEM Skills</td>
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**Graph:**

- Decline in tuition and fees since 2010
- Increased revenue
- Decline of $166M
- Decline in tuition-based revenue since 2010
- 32% Increase in tuition and fees since 2010
- 6% lower than 2006

- Bar chart showing public 2-year college enrollments.
Furthermore, the College is demonstrably furthering its mission and service to empower students as evidenced through the favorable progress with several of its metrics in the past 5 years including a 60% increase in the Integrated Post-secondary Education Data System (IPEDS) graduation rate between 2015 and 2020. IPEDS is the primary, nationally recognized data collection system for tracking graduation rates and institutional productivity in compliance with the Right-to-Know Act (1990) and the Higher Education Act, amended (2008).

**Influential Trends and Disrupters**

As we reflect on drivers influencing St. Louis Community College, and community colleges nationwide, there are trending education concepts that are, and will continue to be, influential on space design, albeit indirectly.

**Student-Centered Focus**

The commitment of success for each individual student should be rooted in the organization’s mission. Community Colleges are uniquely positioned to be more inclusive of many types of students: high school students seeking advanced credit; students pursuing 2-year Associates degrees; those amassing transfer credits; workforce students seeking continuing education; those choosing to re-enter the workforce or change careers.

- Lorain County Community College has been recognized by the American Association of Community Colleges for Visionary Work in the category of Student Success. The foundation of their vision is the belief that all students can and will achieve success. The college has strategically infused the student success agenda into all facets of the institution. Confidence in students lays the groundwork for interventions and lasting change.

- The Tennessee Board of Regents, the largest public institution of higher education in the state, has achieved this shift to student-centeredness through an ambitious combination of “goal-setting, use of research, data analytics, planning, collaboration, execution, evaluation and continuous quality improvement, all centered on student success. With over 40 colleges and a combined annual enrollment exceeding 118,000, their student-focused agenda is far-reaching.

To achieve the highest level of student engagement, institutions are creating pathways to success for all through innovations, not only through academic advising and career counseling, but also with offerings focused on wellness and basic needs insecurities such as homelessness and food insecurity, as well as mental health support.

- Maryville University in St. Louis provides a Life Coach Program. Life coaches are trained to help students navigate academic support strategies to guide them to their academic best. Students are encouraged to meet one-on-one with their personal life coach to learn about note taking, test taking strategies, time management skills and more. (from www.maryville.edu)

The theory [reality] is that successes are the catalyst for word of mouth recommendations, which become one of the most important factors in future enrollments.

**Microcredentials**

The growth of Microcredentials can be attributed to the emergence of a skills gap in today’s 21st century workforce. Training is often focused on soft skills such as oral communication, initiative or even empathy. Additionally, other focus areas include developing written communication skills, problem-solving skills, technical skill, and leadership development. It is not only students, but also employers that are seeking avenues to developing these critical thinking skills. Because these certifications are built-upon independently tested competencies, these credentials carry more weight with employers. There is some evidence that recruiters are placing more value on soft skills when assessing job candidates and may even think of these skills as just as important as hard skills or job-related technical skills.

**Early adopters of Microcredentialing include:**

- Colorado State University offers an array of soft-skill badges, which include subjects such as teamwork, conflict resolution, and stress management.
- George Mason University established a resilience badge, which demonstrates a student’s ability to positively deal with stress, change, uncertainty, and adversity.
Students now are encouraged to use their device, and sometimes multiple, to create learning that is experiential. Equity in virtually and physically-present education will be a must. Campus environments will require learning and administrative spaces to support both in person and virtual presence at the same time. Advanced technological tools are necessary to allow for visual interaction for those remote and physically present, the display of information equally, and collaboration opportunities for all participants.

**Strategic Plan**

The College developed its Strategic Plan, and provides updates to it with a regular cadence, to guide all of the school’s activities within a three-year time period. The 2020-2023 Strategic Plan was developed with input from internal and external College Community members. Its focus, while inclusive of several multi-year initiatives from prior plans, is on continuous improvement of the student experience. As part of the strategic planning efforts, the College’s mission, vision, and core values statements were refreshed to ensure they continue to remain reflective of the aspirations of the institution:


**Vision**—St. Louis Community College will be a national leader and model institution for inclusive and transformative education that strengthens the communities we serve through the success of our students.

**Values**—
- Students First. Everything we do supports student success and removes barriers.
- Respect for All. We promote equitable treatment and respectful discourse in all interactions with students, each other, and the community.
- Integrity. We act with honesty, trustworthiness, and ethical behavior.
- Collaboration. Working collectively, we achieve more than working individually or within separate groups.
- Data Informed. We make decisions in the best interests of students and the institution based on reliable data.

• California Community Colleges (CCC) now offer “21st Century Skills badges” throughout their campuses, covering skills such as collaboration, digital fluency, entrepreneurial mindset and social / diversity awareness

(from Collegis Education “What Are Micro-Credentials? How Colleges Are Adapting to the Modern Workforce” by Kristina Erickson)

**Artificial Intelligence and Automation**

Artificial intelligence and the advent of machine learning could replace up to 47% of human-powered jobs with automation. Automation will take place everywhere, but its inroads will be felt differently across places, varying with local industry, task, and skill mix. Overall, smaller, more rural communities seem significantly more exposed to the automation of current-task contents than larger ones. This relationship holds when comparing metropolitan to rural areas as well as among cities of different sizes. Among the country’s 100 largest metro areas, workers’ education attainment will prove to be decisive in their employment path and earnings potential.

**Digital Transformation**

We are amidst a technological revolution, *The Fourth Industrial Revolution*, that will fundamentally alter the humankind experience like no other. The speed of current breakthroughs has no historical precedent and when compared to industrial revolutions of the past, the Fourth is evolving at an exponential pace. This is translating into a high demand for more strategic online learning capacity, the need for digital credentialing, work-integrated learning, and the establishment of Hybrid Campuses that not only have hybrid instruction, but also focus on blended, immersive, and digital experience that fuses the online and physical worlds across campus.
St. Louis Community College will be a national leader and model institution for inclusive and transformative education that strengthens the communities we serve through the success of our students.

**Students First**
Everything we do supports student success and removes barriers.

**Respect for All**
We promote equitable treatment and respectful discourse in all interactions with students, each other, and the community.

**Integrity**
We act with honesty, trustworthiness, and ethical behavior.

**Collaboration**
Working collectively, we achieve more than working individually or within separate groups.

**Data Informed**
We make decisions in the best interests of students and the institution based on reliable data.
Vision for the Future

In the Fall of 2020, we began a series of ‘big thinking’ discussions, looking out 10–20 years, to ask important questions about the aspirations for the College:

- What kind of facilities will be needed to move the college forward?
- What are the priorities?
- How will STLCC stand apart as a leader - in the region? in the nation?
- What are the biggest risks facing the college over the next decade?

The concept of decentralization versus destination was discussed at length: should the college further diversify its geographical locations to expand outreach to students? Should the college focus efforts on creating attractive campus environments with ‘sticky spaces’ that entice students to linger longer? Early on, it became clear that the debate of decentralization versus destination was not an either / or question, but that the College must do both to remain nimble, resilient, and competitive into the future.

Embracing the social responsibility an institution carries, the College has put its weight into establishing or furthering their commitment to strengthening the community in countless ways and across a myriad of culturally and societally important topics including: Equity, Diversity and Inclusivity; Environmental Stewardship; Technology Integration; and Workforce Integration.

The newly completed Nursing and Health Sciences Center at Forest Park sets a new bar for the College. It is important to build on the momentum of this facility, using it as a springboard for future development and renewing the brand and perception of the College.
Learning is happening everywhere now:

- Libraries
- Cafes
- Makerspaces
- Virtual Reality Labs
- In-between spaces
- Outdoors

Changes in student demographics, technology and economics continue to influence decision making for the higher education environment. Space— and specifically well-designed space—must be used to enable student success.

With the goal of maximizing space utility and heightening student outcomes, campuses are realizing that student needs vary more greatly than ever before.

Separations that once were common in higher education are now shifting to models that are integrated and more fluid to better serve the unique and diverse needs of student and those of the faculty, staff, administration, and beyond.

The format of classroom learning has shifted from the traditional lecturer driven scenario, to course work that is much more engaging where students are collaborating and interacting together to achieve the experience and learn the materials. This format not only fuels engagement, but is also driven by the inclusion of technology to the classroom.

Shifts toward well supported Active Learning environments support the notion that an aesthetically pleasing, and highly functional environment, will increase engagement and the feeling of recognition of students.

Increases in enrollment are thought to be driven by many factors, but one strong indicator is that of ‘word of mouth’ endorsements. Knoll, a commercial furniture manufacturer, found that students’ satisfaction with the learning environment is strongly linked to their perceptions of the facility aesthetics and spatial organization.

Active Learning is not a new concept for these environments, but thoughtful needs about the creation of these types of spaces is key to increasing utilization. An active learning space allows instructors to both lecture and guide activities of students who can work through problems in teams at tables.

**Active Learning Framework**

A holistic approach to a learning master plan

Flexible space allows for greater ability to fully utilize a facility between day and night classes, weekend, and in-person and on-line learning. It is suggested that an increase in space utilization is needed district-wide. Classroom spaces are to be operable beyond the core hours of class, perhaps for night classes, or as reservable spaces for collaboration. This optimizes the utility of real-estate.

The efforts outlined on the following pages are in pursuit of strategically positioning the St. Louis Community College to have a competitive advantage and demonstrable value for decades to come.
Existing Site Conditions
Forest Park

**Campus Overview**

Located on the site of the former amusement park known as Forest Park Highlands destroyed by fire in 1963, the Forest Park campus is centrally located in the City of St. Louis and adjacent to one of the nation’s greatest urban parks, Forest Park, the Zoo and Museum District, and a national top ranked medical campus Barnes Jewish Hospital and Washington University School of Medicine. The campus encompasses 36 acres with 912,255 maintainable campus square footage; and key programs include the allied health care, culinary arts and funeral services. Located within the campus is a Center of Excellence – The Center for Emerging and Advanced Information Technology which provides individuals and organizations intensive training in the IT field.
Campus Map

- Administration & Classroom Facilities
- Student Center
- Library & Art Gallery
- Arts & Theatre
- Nursing & Health Sciences
- Physical Education
- Water Feature

Building Key

1. Theatre
2. Library
3. Art Gallery
4. C Tower
5. D Tower
6. E Tower
7. F Tower
8. G Tower
9. Student Center
10. Hospitality Studies Center
11. Center for Nursing & Health Sciences
12. Physical Education
13. Parking Garage
14. Art Annex
15. Highland Park Building - Facilities
TOTAL CAMPUS: 36 Acres

DEVELOPED AREA (Buildings, Parking, Roads): 30.5 Acres

OPEN SPACE (Active & Passive, Landscape): 5.5 Acres

BUILDING AREA: 20 Acres
Circulation Analysis

KEY

- Existing Buildings
- Vehicular Circulation
- Pedestrian Circulation
- Vehicular Entry
- Pedestrian Entry
- Primary Pedestrian Entry
- Secondary Pedestrian Entry
- Bus Stop
- Campus Core
FOREST PARK CAMPUS
5 MILE RADIUS

CORPORATE PARTNERSHIP OPPORTUNITIES

AllianceSTL, an initiative of Greater St Louis, has identified leading companies across a diversified economy that make up the following list within a 5 mile radius of this campus.

Allied Healthcare Products  Nestle Purina  Federal Reserve Bank  World Wide Technology
DowDuPont  Post Holdings  First Bank  Barry Wehmiller
GlaxoSmithKline  Ameren  Stifel Financial  Bi-State Dev Agency
MiliporeSigma  Apex Oil  US Bank  Burlington Northern SF
Stereotaxis  Peabody Energy  Wells Fargo Advisors  Federal Express
AB In-Bev  Spire  BJC Healthcare  Graybar
Build-A-Bear Workshop  Anthem Blue Cross/Shield  Lutheran Senior Services  Union Pacific
Caleres  Centene  SSM Health  XTRA Lease
Imo’s Pizza  Commerce Bank  NGI Agency

FOREST PARK CAMPUS ZONING

- Institution
- Commercial
- Industrial
- Unrestricted
Florissant Valley

Campus Overview

The Florissant Valley (FV) Campus is located on 108 acres in Ferguson, Missouri and includes 631,765 maintainable campus square footage. FV is known for two primary focuses: fine arts and engineering. The Arts programs offered are broad and include available degrees in Graphic Communications, Fine Arts, Art Education and Photography. A Center of Excellence, the Emerson Center for Engineering and Manufacturing is located here to serve those pursuing an engineering degree, or a career in manufacturing or continuing education with customized industry training. The 31,000-square-foot facility includes laboratory space dedicated to metal fabrication, robotics, electronics, computer aided design (CAD) and more. Located at the far northeast corner of the campus, the Center for Workforce Innovation (CWI) focuses on developing workforce skills for the aerospace industry, Industrial Maintenance, Green Technologies and Sustainable Construction and Programmable Logic Controllers. The 32,000 square foot building which opened in 2011 has six aerospace labs, a large equipment lab and three technical training labs.
1. Child Development Center
2. Service Building
3. Social Sciences
4. Communications
5. Theatre
6. Humanities
7. Student Center
8. Administration
9. Instructional Resources Library
10. Physical Education
11. Business & Training Center
12. Engineering & Emerson Center for Engineering & Manufacturing
14. Center for Workforce Innovation
**TOTAL CAMPUS:** 111 Acres

**DEVELOPED AREA (Buildings, Parking, Roads):** 67 Acres

**BUILDING AREA:** 14.5 Acres

**OPEN SPACE (Active & Passive, Landscape):** 44 Acres
FLORISSANT VALLEY CAMPUS
5 MILE RADIUS

ALLIANCESTL, an initiative of Greater St Louis, has identified leading companies across a diversified economy that make up the following list within a 5 mile radius of this campus.

AllianceSTL
BioMerieux
Boeing
Proctor & Gamble
Leonardo DRS
Prairie Farms Dairy
Emerson
Spire
GKN Aerospace
Ascension
Federal Express
Express Scripts
Graybar

FLORISSANT VALLEY CAMPUS ZONING

- Institution
- Commercial
- Single Family Residential
- Recreation
- Vacant/Agriculture
- Park

CORPORATE PARTNERSHIP OPPORTUNITIES

Institution
Commercial
Single Family Residential
Recreation
Vacant/Agriculture
Park
Meramec

Campus Overview

As one of the first three campuses to be built in the late 1960s, the 78 acres of Meramec includes 10 acres of an extensive tree collection and native, woodland and ornamental gardens for its horticulture program. The campus includes 23 buildings and 582,094 maintainable square footage housing other top programs such as physical therapy and a nationally recognized arts program. A Center of Excellence is also located here, the Digital Arts and Technology Alliance which provides cutting-edge digital technology courses and workshops through an interdisciplinary partnership of career and digital media programs. The South County Education Center is considered a satellite location.
**TOTAL CAMPUS:** 78 Acres

**DEVELOPED AREA (Buildings, Parking, Roads):** 47 Acres

**BUILDING AREA:** 13.5 Acres

**OPEN SPACE (Active & Passive, Landscape):** 31 Acres
Circulation Analysis

KEY

- Existing Buildings
- Vehicular Circulation
- Pedestrian Circulation
- Vehicular Entry
- Pedestrian Entry
- Primary Pedestrian Entry
- Secondary Pedestrian Entry
- Bus Stop
- Campus Core
### CORPORATE PARTNERSHIP OPPORTUNITIES

AllianceSTL, an initiative of Greater St Louis, has identified leading companies across a diversified economy that make up the following list within a 5 mile radius of this campus.

- Bausch & Lomb
- Drury Hotels
- Edwards Jones
- Mercy
- Amdocs
- Cass Information Systems
- Charter Communications
- IBM
- Esco Technologies
- Federal Express
- UniGroup
- United Parcel Service
- IBM
- Esco Technologies
- Federal Express
- UniGroup
- United Parcel Service
Campus Overview

Serving the western most area of the region, the Wildwood campus is the newest campus, launched in 2007, with a modern 76,000 square foot facility which attained Gold LEED status (a rigorous certification for sustainability achievement and leadership) situated on 132 acres of natural terrain. Initially serving students with programs for general transfer studies; it has expanded programs for allied and behavioral health, teaching, and business administration.
Campus Map

- Wildwood Campus Building

**NOTE:** STLCC owned property extends beyond what is shown in the image.

See following pages for the boundary extents of the STLCC-owned property.
DEVELOPED AREA (Buildings, Parking, Roads): 8 Acres

OPEN SPACE (Active & Passive, Landscape): 124 Acres

TOTAL CAMPUS: 132 Acres

BUILDING AREA: 1.75 Acres

Landscape
Hardscape
Building

Hardscape
Building

Forest
Active
Passive
Circulation Analysis

KEY
- Existing Buildings
- Vehicular Circulation
- Pedestrian Circulation
- Vehicular Entry
- Pedestrian Entry
- Primary Pedestrian Entry
- Secondary Pedestrian Entry
- Bus Stop
- Campus Core
WILDWOOD CAMPUS
5 MILE RADIUS

CORPORATE PARTNERSHIP OPPORTUNITIES

Due to the rural nature of the Wildwood campus, there are no major corporations within a 5 mile radius, however the listing below includes those major corporations within nearest proximity.

ADDITIONAL CORPORATE PARTNERSHIP OPPORTUNITIES OUTSIDE OF 5 MILE RADIUS

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<thead>
<tr>
<th>Bayer</th>
<th>Energizer</th>
<th>CitiMorgage</th>
<th>Reinsurance Group of America</th>
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WILDWOOD CAMPUS ZONING

- Institution
- Commercial
- Single Family Residential
- Recreation
- Vacant/Agriculture
- Park
Harrison Education Center

Campus Overview

Considered a satellite location to the Forest Park campus, the William J. Harrison Education Center provides a direct link to higher education in the historic JeffVanderLou neighborhood. Named after the former Associate Dean of Academic Support and Continuing Education at the Forest Park campus who played an instrumental role in establishing this off-site education center, Harrison was an educator, historian and civil rights activist. The 29,701 square foot facility built in 2011 sits on 3.3 acres and provides general studies programs. It is also one of St. Louis City’s success stories for a Brownfield clean up and was designed to achieve LEED Gold Certification.
Campus Map

- Harrison Education Center
- Adjacent Buildings (Not STLCC Property)
South County

Campus Overview

The South County Campus offers programs in Emergency Medical Technology (EMT), Information Technology and general transfer studies. Its location serves the southern population of the metro region and is located on 18 acres and includes approximately 57,200 square feet.
Campus Map

- South County Campus Building
- Adjacent Buildings
  (Not STLCC Property)
Corporate College

Campus Overview

The Corporate College located in the north west area of St. Louis County, is 109,083 square feet on 5 acres and provides dedicated space for corporate education, professional development and a training center for the Workforce Solutions Group, the College’s entrepreneurial workforce development division. The College’s administrative offices are located at this site, and it is available to the community for business events, conferences, and training.
Campus Map

- Corporate College Building: Administrative Offices
Observations

Through a series of engaging stakeholder discussions, campus tours, and analysis, a consistent set of observations emerged about the existing district-wide facilities. It is uncommon, particularly with the number of stakeholders engaged in the discovery process, to find the level of unanimity and cohesion in feedback about obstacles and opportunities. The summation of feedback and firsthand observations are captured here and set the foundation for the Project Recommendations in the next chapter.

In general, there is contagious excitement about the possibilities and momentum of the College. The primary, and most obvious, challenge for STLCC is dealing with the aged building stock of its three original, and largest, campuses (Forest Park, Meramec, Florissant Valley). The 60-year old buildings have limited access to daylight, compartmentalized rooms, generally antiquated building systems, and infrastructure. Many areas are out of sync with contemporary compliance and best practices. The structures are sited such that an ‘inward’ facing campus is created; they are insular from the neighborhoods in which they reside offering visitors an entry experience of vast paving. At Meramec and Florissant Valley, in particular, there is no apparent main entry point, sense of arrival, nor clear navigability for pedestrians once entering the campus. This can be an intimidating experience.

While there does not appear overall to be a lack of space– when considering square footage, there is an apparent lack of the ‘right’ space. The existing structures offer disjointed, small rooms that lack the infrastructure to support the needs of the current educational programming and priorities. There is insufficient inventory of laboratory and multipurpose flexible spaces, but an overstock of large, underutilized, low-demand inflexible spaces such as gymnasiums, pools, and cafeterias. Each year, the College spends approximately $4.3 million on repairs and maintenance of its buildings.

At Florissant Valley, The Center for Workforce Innovation is an adaptively reused building that originated with a use other than for the College.
It appears well kept and has excellent visibility from the highway, an indirect opportunity for marketing the College. Architecturally, the building itself is not significant nor of the institutional standard found elsewhere in the District. Its location is adjacent to the Florissant Valley campus and begs the question of co-location versus the benefit of separation.

All four campuses have the advantage of the outdoor setting. In all cases, the campuses are not land-locked, there is prolific open space, and with the exception of Forest Park, have established green space that provides character and differentiation to the individual locations. This presents great potential for each of the campuses with regards to future evolution.

Wildwood, being the newest of the campuses, does not face the same challenges. Its primary hurdle is lack of built space and the need for increased inventory of teaching spaces, particularly for its Nursing and Behavioral Health programs. A primary asset here is the site: the vast acreage of prairie is an asset and should be carefully considered when planning for future expansion.

When studying the locations ancillary to the main campuses, each satellite has unique advantages and disadvantages.

Harrison Education Center (HEC)
Harrison Education Center is a newer facility and appears to have limited deferred maintenance needs. Its geographic location is well-positioned in relation to the planned National Geospatial Agency campus and in close proximity to Vashon High School, Hadley Technical High School and Cardinal Ritter College Preparatory High School. It provides a higher education presence in an otherwise unserved area. While the facility itself is in satisfactory shape, it was frequently shared that HEC is underutilized and presents an opportunity for future repositioning to maximize its impact on and value to the immediately surrounding community.

South County
South County is an attractive newer facility with apparent limited deferred maintenance. The discussion and study, regarding this location, consistently gravitated towards creating the highest and best use for the facility in the context of operations and programming. Minimal needs have emerged via discussion or analysis regarding wholesale capital improvement needs.

A worthwhile consideration may be that of future geographic diversification, in a manner that follows a traditional retail ‘branch’ model of smaller outposts of school locations in those areas where the College may have the least coverage from its existing campuses and satellite locations. The decentralization of services will require careful operational planning to staff with meaningful resources; however, these operational complexities may be outweighed by the prospect of low-cost leases - as brick-and-mortar retail hubs are often economically distressed – and the prospect of diverted capital expense as compared to the financial and time investment required for traditional building development or renovation. Decentralization raises an important question of how culture is fostered in the absence of a campus experience, thus further study is encouraged such that the College can find their appropriate balance between decentralized and destination learning.

There are many instances where capital improvements can help further the mission of the College, though these will be a combination of removing obsolescent space, repositioning outdated facilities, introducing new structures, and layering the overall STLCC brand throughout for cohesion, and reinforced identity.
Recommendations

The following pages outline the most impactful facilities improvements the College can invest in to bring the most value to not only the STLCC community, but to the broader community of St. Louis through the creation of state-of-the-art facilities that foster rich experiences. STLCC has a tremendous opportunity to cultivate campus life by providing immersive experiences rich with amenities, activating outdoor spaces, and continuing on a rigorous process of prioritizing and completing deferred maintenance efforts for those aging facilities.

In general terms, it is recommended that baseline standards are identified for all future facilities work and included when applicable to the scope of individual projects. These include the following:

**Inclusive Design**
The quality of buildings and space strongly influence one’s quality of life. Decisions about the design, planning and management of places can enhance a sense of belonging and identity. The College is committed to equitable student support by fostering an atmosphere of appreciation for all people. Building standard programmatic requirements should require:

- Gender Inclusive Restrooms
- Lactation Rooms
- Wellness Rooms (to step away from over-stimulating environments)

**Environmental Sustainability**
Buildings are widely known to be a depleting source of critical resources like energy, water, land, and raw materials. The College is committed to green building practices, as evident with the achievement of green certifications at some of their newer buildings. The Center for Nursing and Health Sciences at Forest Park was awarded LEED Silver, the primary Wildwood facility is LEED Gold Certified, and the Harrison Education Center is LEED Silver Certified. It is recommended that best practices be adopted as standards for all new or renovated facilities to reduce consumption of resources.

**Technology Enabled**
Robust technology infrastructure, though hidden from the eye,
A guiding theme for the already-established strategic vision specific to College’s technology needs over the next 10 years is “Technology for Any Student, Anytime, Anywhere”.

- **Any Student**—This is not only any student enrolled at STLCC but implies all faculty and staff who provide in the education of our students. “Any student” includes prospective students, as well as Alumni to address the student life cycle. STLCC embraces the significance of equity, diversity, and inclusion in offering our technology services for all students.

- **Anytime**—Today’s students have grown up in, and now expect, a secure and technology-enabled, technology-driven educational environment where learning effectively takes place at all times. Likewise, teaching, learning, innovation, scholarly pursuits, and even administration are occurring anytime.

- **Anywhere**—People expect to be able to work, learn, and study whenever and wherever they want. Life in an increasingly busy technology-enabled world where learners must balance demands from home, work, school, and family poses a host of logistical challenges with which today’s ever-increasing mobile students must cope.

STLCC must address these three dimensions. Rapid advance in technology, and factors like the region’s workforce transformational needs of higher education and students’ increased expectations are drivers of significant, even seismic, technology change for St. Louis Community College. Students require technology-enabled digital collaborations that are rich in engagement: more learning by doing, synchronous and asynchronous teaching and learning experiences, on campus and online. These cultivate new practices that reflect today’s technology-enabled and technology-driven world.

Keeping pace requires planned regular strategic investments in technology and security solutions such as software, Wi-Fi and networks, computing, and storage. Specifically, to meet the current and future higher educational needs of the College community, the STLCC requires technology advances in analytics, artificial intelligence, cloud computing, mobile, consumerization, and social networks combined to help enable an era of transformation. These revolutionizing forces create an imperative for significant change requiring investment. They offer extraordinary opportunities for STLCC to improve practices, student service, student outcomes, and the academic environment, thus providing a solid return to the community. By capitalizing on such opportunities STLCC will position itself, the St. Louis Region, and the students for a much stronger future.

**Key projects required to ensure the College has the right technology infrastructure to maintain a competitive educational opportunity advantage for students include:**

- Investment in modern technology and software systems for effective ways to scale learning (personalized, people-augmented learning)
- Modernization of classroom and digital collaboration technologies to embrace important student engagement objectives (connecting students with the content, with the instructor, with one another, within and across groups)
• Remove the digital divide barriers many community members face by ensuring every student has the necessary technology for college level courses, opportunities to connect with others, opportunities to engage with their peers and with their instructors (reliable Internet access and technology support and resources, modern classrooms and labs)

• Address solutions for equity, diversity, and inclusion in offering technology services by constantly seeking more effective student and community engagement technology for software, mobile, and social solutions (student-facing, consumable self-service options, personalized and impactful student support)

• Leverage data-informed decision making with data analytics software and storage systems (data-centric, efficient administration culture)

• Optimize AI-driven operations: business processes powered through automation and intelligence

• Invest in new technology tools, especially ones that resonate with the youngest generations. Today’s students spend considerable amounts of their discretionary time with consumer electronics and technologies beyond laptops such as iPads, Smart Phones, high definition video, gaming technology, virtual reality and 3D systems, social networks, etc. (Effectively mixing these technologies with meaningful instruction and outcomes, address solutions for digital divide)

Student-focused technology spends will ensure the College can develop new and significantly more effective ways to enrich and expand STLCC’s education mission. Issues of the digital divide will be addressed while emphasizing the significance of equity, diversity, and inclusion in offering technology services. These technology investments clearly have the potential to facilitate creative new teaching and learning strategies and reach a larger, more diverse circle of learners, including many seeking new kinds of skills and credentials demanded now and in the future for the St. Louis workforce.

Incremental change will not provide the transformational impact needed: those that are most imperiled today, often have the greatest need for exponential advancement in learning and access to technology. Rather, these timely technology investments will help STLCC nurture an institutional culture focused on Any Student, Anytime, Anywhere and to move with agility and flexibility to meet the fast-evolving challenges that characterize higher education students today.
Placemaking

The campuses of STLCC are a community asset and are more than a collection of buildings and grounds. Creating a sense of identity, belonging, and pride is important. There are many ways to achieve this in a scalable, systematic, and equitable manner. The suggestions on the following pages may be treated like a menu of options that can be integrated incrementally or wholesale.
Site Lighting

Site lighting is a critical component to ensuring campus safety. Upgrading the quality and quantity of site lighting allows campuses to remain active, welcoming, and safe outside of daylight hours. Landscape and accent lighting can be used to create visual interest and ambiance, inviting students, faculty, and community members to remain on campus after dark. Developing a comprehensive district-wide lighting plan should be prioritized.

Parking Lot & Garage Lighting
• Install fixtures and controls with sensors that dim down to lower levels when not occupied
• Color temperature should be tuned with aesthetics of campus elements and considerate of the impact on nature
• Analyze existing light coverage and add fixtures as needed for consistent and safe lighting

Pathway & Bollard Lighting
• Install low glare durable fixtures
• Defines edge to help with wayfinding and safety
• Use as vehicle barrier at pedestrian drop off and loading areas

Building Accent Lighting
• Well-lit buildings create a sense of space and safety
• Evaluate existing building accent and security focused fixtures and strategize replacement or re-lamping for consistency in color temperature, accenting of building, and increased safety/security
• Adding new/additional fixtures where needed
Recommended: Install fixtures and controls with occupancy sensors throughout parking areas

Recommended: Use bollard lighting to define pathway edges and at loading areas

Recommended: Install low-glare LED pathway lighting to improve wayfinding and safety

Recommended: Use building integrated lighting to accentuate building features like entries
Parking

The campuses of STLCC are dominated by impervious asphalt parking lots - a legacy of the commuter campus and 20th century auto centric urban planning. For many students and faculty, the parking lot is the first experience on the STLCC campuses and is unwelcoming. A majority of the existing surface parking lots are in substandard condition, are poorly marked, underlit, and privilege vehicular circulation and efficiency over pedestrian safety. With acres of parking on the STLCC main campuses none lack capacity. As responsible stewards of the environment steps can be taken to reduce impervious parking areas that will improve campus stormwater management, water quality, and user experience. Adopting a plan for stormwater BMPs (Best Management Practices) including the introduction of rain gardens, planted bioswales, and pervious parking surfaces will improve the campus experience and reduce the environmental footprint of the campuses. Planting tree wells and planted swales throughout the parking areas help reduce radiant heat gain in summer making a more pleasant parking experience and reducing contributions to the urban heat island. Offering well lit, shaded, and designated pedestrian pathways from and through the parking lots will improve the arrival sequence for auto commuters and help shift the focus from commuter campuses to destination college.
Integrate new signage and lighting into parking lots to improve safety and wayfinding.

Recommended

Add parking islands at the end of each parking bay:
- Landscape heavy
- Trees for shade
- Grasses and perennials

Strategic replacement of parking bay for landscape space including pedestrian circulation.
Public Transportation

For many students, public transit means access to campus. The bus stop is often the first and last experience a student has when arriving at or departing from campus, and it should be a pleasant one. Transit stops should be fully accessible, well lit, and clearly delineate vehicular and pedestrian zones. They should offer ample seating, shelter from the natural elements, and display clear transit and campus information. STLCC branded station stops will help create a sense of campus arrival and pride.
Remove circulation conflicts; Add sidewalks for direct access to and from bus stop

Provide clear campus and transit signage at shelters

New bus shelter to provide protection and visibility

Introduce deciduous trees to provide additional shade in summer months.

Landscaping to break up the hardscape

Bollard lighting protects passengers from vehicles, while defining the edge

Clearly marked vehicular zones

Recommended
New bus shelter to provide protection and visibility and comfort.

Bollard lighting protects passengers from vehicles, while defining the edge.

College branded transit shelters offer a clear sense of arrival.

Technology should extend to the campus edge and allow commuters to stay connected and productive.
Wayfinding Signage

The current wayfinding and signage system across the campuses is inconsistent in design style and often missing where it is needed most - especially in the campus arrival experience. A unique brand color, and occasionally a unique sign style, is used at each campus. Simplifying the overall signage and wayfinding system across the district through a uniform use of color, font, and sizes that aligns with the College’s brand identity, will improve familiarity, and help to break down campus silos as students and faculty move between properties.

For students, faculty, and visitors, an increased presence of wayfinding and signage will provide a sense of comfort and navigability to all parts of the campus. Providing an easy to identify set of visual cues will help user experience. Additionally, increasing signage around campus will reinforce the overall brand presence. Integrating elements of the STLCC brand identity throughout the sign package will add a visually impactful layer of school pride to the grounds.
Recommended: Sign family for monument / pillar signage

Recommended: Wayfinding signage family for pedestrian and automobiles

Recommended: Easy to identify campus building wayfinding signage

Recommended: Cohesive sign families for building types and names
Campus Entry / Arrival

Improvements should be made to clearly define campus entry points—both vehicular and pedestrian. The design of these entries are opportunities for individual campus character and identity to be expressed while reinforcing the College brand.
Recommended

Visual transparency and connection between interior and exterior spaces encourages curiosity and connectivity.

Native plantings are drought tolerant, sustain native habitats, and offer seasonal beauty.

Work cafes with indoor and outdoor seating near campus arrival points welcome and encourage students, faculty, and the community to stay on campus.

Branding opportunities help reinforce a sense of place and arrival.

Transparent and sheltered entries offer clear, visual cues to enhance arrival sequence and campus navigation.

Bollard lighting protects passengers from vehicles, while defining the edge.

Campus entries should be fully accessible and well-lit to welcome students and faculty at all times of day and ensure a sense of arrival and safety.

Clearly marked pedestrian crossings provide safety and wayfinding for campus users.

Introduce permanent signage throughout grounds to improve campus navigation and wayfinding.
Outdoor Furnishings

Many of the existing campuses have outdated, uncomfortable, well-worn, and limited outdoor furniture. Seating options tend to be fixed benches that are not conducive to gathering. Existing outdoor site furniture should be upgraded and varied in type and configuration. With concern about durability and theft many institutions favored permanent fixed seating. Seat walls remain a valuable device for creating outdoor rooms and spaces for gathering and learning, but an emphasis should be placed on introducing lightweight movable furniture that is configurable to the users desires and needs. Outdoor furniture that is flexible allows for impromptu gatherings, chance encounters, and invites students and guests to work, socialize, relax, eat, and rest on campus. Seats can be moved to sun or shade based on the time of year, day, or occupant preference. Flexible furnishings allow for spontaneous interactivity to occur among students, faculty, and staff; the constantly changing positions, a dynamic measure of the activity and life of the campus.
Recommended

Strategically Locating Seating Nodes on Campus;
- Create a Moment with a Change of Hard scape
- Provide Bench with Plug and Work Opportunities

Provide Light Bollards to Help Define the Pavement Edge

Flexible Seating Allows Users to Create Their Own Environment
Connectivity & Pedestrian Safety

To engage and welcome the surrounding community to the STLCC Campuses, focus should be placed on pedestrian and bicycle connectivity and safety. Campuses should embrace the Complete Streets policy initiative of the APA (American Planning Association). Recommendations include providing clearly marked and fully accessible, well lit pedestrian and bicycle lanes. Investment in this infrastructure will ensure the safety and health of the STLCC community.
Recommended

Provide pedestrian crossing signage.

Provide pedestrian crosswalk markings.

Add bioswales to parking lots for stormwater management.

Provide accessible curb ramps.

The campus experience starts at the edges. Welcome the community to campus with safe, accessible, well-lit, clear pathways to the campus core.

Add visual aesthetics with college branding.

Add deciduous trees to parking islands to provide shade and reduce heat island effect.

Provide paths to pedestrian spine from parking stalls.

Add bioswales to parking lots for stormwater management.

Introduce permanent signage throughout grounds to improve campus navigation and wayfinding.
Recommended

Improve campus curb appeal by investing in the campus edges. Welcome the community to campus with safe, accessible, well-lit pathways and sidewalks.

Native and ornamental plantings improve campus curb appeal and welcome visitors to campus.

Clearly marked lanes aid motorists and improve pedestrian safety.

Uniform monument and wayfinding signage help clearly mark campus entries and improve navigation.

Widened sidewalks, with new pathway lighting, improve the pedestrian walking experience and safety.

Infrastructural upgrades are necessary to welcome everyone to campus.

New, well-lit, tree-lined, accessible pathways welcome the community to the campus interior.

Clearly marked pedestrian crosswalks improve the safety of students and the community.
Curating the Student Experience

The Community College has the advantage of attracting a much wider audience of students than a traditional 4-year university. Not only does the school have the opportunity to engage students from high school through retirement, it also can attract lifelong students who return at various phases of life to enrich their knowledge and expertise. The quality of education is important to a student’s success and overall academic experience; what can be a lesser focus, but oftentimes a larger obstacle to achieve success, is the needed support for the overall well-being of the student.

It is recommended that STLCC consider the implementation of student-centric facilities focused on providing easy access to support and informational services through the establishment of a Student Success Center (SSC) or series of smaller Student Success Hubs at each of the main campuses. (In the following references to the SSC, in any case they are interchangeable references to the notion of the smaller Hubs). The SSC is an attractive campus destination where students want to be, where they choose to stay, and where they feel prioritized and valued. It can activate campus life, encourage students and faculty to linger longer, and provide students with needed- and in some cases, missing– services. The first of the two-part focus of the SSC is a Student Business Center, or a ‘one-stop-shop’, for attending to enrollment-related responsibilities.

There is a three-prong set of offerings that make up the Business Center: Advising, Social Justice and Destination Learning. The advising area should be inclusive in its offering and become a centralized location for a student to seek needed information regarding enrollment, financial aid, coursework and more. The co-location of an office of Social Justice at the SSC, it provides visibility to the College’s commitment to equity, diversity, and inclusion. The idea of destination learning in this context is to offer students, faculty, and staff reservable, technology-rich space for participation in online courses, an environment comparable to a coffee shop for individual and group study, and flexible, multipurpose rooms to house a myriad of uses. Currently, STLCC offers six programs that are fully online and 21 programs of which 50% of the course can be completed online.
Enhanced ability to support online learning can provide students with access to course offerings at all STLCC locations without requiring physical relocation.

**SSC: Business Center**
- Advising
- Academic
- Registrar
- Financial Aid
- Tuition + Grants
- Financial Advising + Tax Support
- Immigration / Visa
- Career Counseling + Job Placement

**Social Justice Center**
- Office of Accessibility / Compliance / Title IX
- Cultural + Race Relations
- LGBTQIA Office
- Equity + Equality

**Destination Learning**
- Individualized Learning Spaces
- Online learning focus rooms: ergonomics, acoustics, lighting
- Virtual Teaching focus rooms: recording capabilities, acoustics, lighting
- Tutoring spaces / Independent learning
- Collaborative Learning Spaces
- Multipurpose Rooms (internal + external users)
- Co-working / workforce integration / workforce simulation

The second focus of the SSC is a Resource Center to offer non-academic support services that may help remove barriers that otherwise interfere with student well-being. For example, in the state of Missouri over 32,000 students are homeless, 12% are unaccompanied by adults, 98% only have nighttime residence (shelters, hotels and motels), and 2% are unsheltered. Day care and hunger are serious concerns for students. There are constantly changing rules for Federal Aid requirements. These are all high-risk hurdles and sometimes insurmountable obstacles to success.

**SSC: Resource Center**
- Support + Aid
- Emergency Aid
- Food Pantry
- Childcare
- Social Worker
- Legal Support
- Housing Assistance
- Child support
- Provide community resources

**Health + Wellness**
- Pharmacy
- Fitness Center
- Café
- Community Garden
- Wellness Rooms: Meditation, Prayer, Sick

The suggested SSC is a scalable concept that should be integrated into each campus in a customized manner with consideration to whether the facility is a new, ground-up building, an adaptive reuse of a renovated building and whether or not the SSC services are housed in one centralized facility or are clustered together a series of smaller synergistic spaces / buildings. Additionally, should the campus already have well-functioning, high-quality space (existing or under way), the programmatic elements of the SCC should be adjusted such as not to create redundancy. For example, with the recent and planned investments at Forest Park for landscape updates, the creating of outdoor destinations, and a childcare center– it will be most appropriate not to duplicate programmatic offerings in the SSC, but determine those which are complementary to existing functions.
How should this get integrated into each campus?

Ultimately, targeted study will need to be done upon the adoption of this idea and once available funding is identified. Preliminary study suggests that a ground-up building would be appropriate for Forest Park to help reinforce the emerging campus center near the newly created entry drive and steam wall art installation.

Both Meramec and Florissant Valley have a fair amount of existing building stock that could be repositioned for more efficient space utilization. However, there are cost, logistical, and functional challenges to renovating these aging facilities. It is unlikely a renovation (only) would achieve the level of excellence desired to create truly state-of-the-art facilities when considering the goals of the SSC concept. To that end, it would be recommended that new, ground-up replacement facilities are planned. At Meramec, consideration should be given to demolishing Clark Hall and using that site for the new SSC. Ideally the net add of square footage to the campus could be less than what exists today.

Florissant Valley presents more options than definitive answers. It will require further focused analysis to determine which pathway to pursue, however the two emergent options are to either follow in the footsteps of the Meramec campus recommendations for a full replacement facility OR to plan for an addition to an existing building / partially demolished building.

At Wildwood, the highest priority is expansion of classroom and lab space (see following pages for additional detail). That would suggest a series of SSC Hubs would be most fitting for the campus. These hubs could be embedded as part of the amenities programmed for a new classroom building, for example on the ground floor, or as a new classroom building is completed, space at the existing campus building could be renovated to house the SSC program elements.
Deciduous trees provide shading for outdoor seating in summer months.

Well defined outdoor gathering spaces with direct access to interior lounges promote interactivity and invite students and faculty to stay on campus.

Highly visible and well-lit signage on central pedestrian arteries mark entries and orient visitors.

High performance glass facades with solar shading maximize natural light and interior light penetration while managing solar heat gain and reducing building energy use.

Exterior downlighting helps mark building entries and high transparency facades allow interiors to glow from the inside out - inviting activity after dark.

Transparent facades create a welcome atmosphere and wash interiors with natural light.

Locating dedicated bicycle plazas with racks and repair and service stands near the building entry promotes student and faculty ridership, alternative transportation, and healthy, active lifestyles.
Deciduous trees provide shading for outdoor spaces in summer months while allowing the sun’s rays to warm outdoor spaces in winter months.

Seat walls provide casual informal seating while clearly defining outdoor rooms.

Well defined outdoor gathering spaces with direct access to interior lounges promote interactivity and invite students and faculty to stay on campus.

Whimsical and varied outdoor seating options invite students and visitors to stay and enjoy campus life.

Wifi enabled outdoor spaces provide students and faculty the ability to work on campus while enjoying the beauty of the outdoors and remain productive.
Affordable, convenient, safe, and reliable childcare helps support the busy student and local community. This important resource can be conveniently integrated on campus and collocated with the Student Success Center.

Deciduous trees provide shading for the play area in summer months.

Stimulating and secured outdoor play areas are immediately adjacent to childcare classrooms strengthening connections between interior and exterior environments.

Native and ornamental gardens provide natural beauty and sensory stimulus for children.

Controlled access to the play area ensures child safety.

High transparency classroom walls allow caregivers to oversee outdoor play areas ensuring child safety.
Highly transparent informal gathering spaces, with direct connection to outdoor plazas welcome students to stay on campus in a productive, relaxing, light-filled atmosphere.

Reservable, technology enabled focus rooms offer students and faculty temporary space for concentrated private work or individual online teaching and learning.

Prominently positioned centrally located stairs invite movement and use promoting exercise and health.

Collocated student resource offices provide students welcoming, easy to navigate, “one-stop” convenience.

Increased natural light and visual connections to the outdoors provides warm and welcoming spaces to support student success.

Skylights allow natural light to penetrate the interior atrium creating a warm and inviting central gathering area while reducing the need for electrical lighting during the day.

Open volumes and mezzanines promote visual communication and shared community.

Flexible breakout spaces allow students, faculty, and staff to work and meet in an informal setting.

A branded café offers students, staff, and visitors the option to grab-and-go on the run, or stay, work, and socialize on campus.
Science-Focused Teaching and Learning Facilities
Best-in-class Classroom Space

Expanded offerings are needed to meet 21st century workforce demands in the health sciences. Building off the success of the recently constructed Center for Nursing and Health Sciences at Forest Park, there is demonstrated need for new and renovated spaces dedicated to nursing, behavioral health, biochemistry, and similarly-related labs at other campuses. New spaces should continue to focus on simulation-based learning environments that aid students in the seamless transfer to the workplace. These environments should offer students and faculty a best-in-class experience, prioritizing natural light, technology integration, and flexibility.

Each campus has slightly different academic program needs under the umbrella of ‘science-focused learning’. At Wildwood there is high demand for STEM classroom space with particular focus on are currently behavioral health, biology and chemistry labs, and nursing classrooms. For example, Wildwood currently has 24 enrolled nursing students, but this program plans to double the number of students and increase the offering of its programs from one time per year to twice a year – thus quadrupling the capacity. District-wide, STLCC has its sights set on increasing nursing seats by 75% (768 seats total). This initiative is in response to the high-demand, low-supply of nursing jobs across the State of Missouri, which has a vacancy rate in excess of 5,000 positions.

By prioritizing the addition of state-of-the-art classrooms, the College will be positioned to accelerate academic readiness through education innovation and expanding infrastructure that best supports online modality and best practices for teaching and learning in dual-presence teaching and learning environments.
Work cafes with indoor and outdoor seating near campus arrival points welcome and encourage students, faculty, and the community to stay on campus.

Enhanced campus lighting improves student and faculty safety when arriving or departing campus in the evening.

Transparent and sheltered entries offer clear visual cues to enhance arrival sequence and campus navigation.

Brandign opportunities help reinforce a sense of place and arrival.

Increased planting of native species improves biodiversity, campus sustainability, and visual appeal improving student experience.
Solar shading of new lab, classroom, and office spaces reduces building energy consumption while offering ample daylight to interior environments.

Visual transparency and connection between interior and exterior spaces encourages curiosity and connectivity.

Electric charging stations will be increasingly in demand by students and staff and make campus more sustainable in the 21st century.

Native plantings are drought tolerant, sustain native habitats, and offer seasonal beauty.

Branding opportunities help reinforce a sense of place and arrival.

Transparent and sheltered entries offer clear, visual cues to enhance arrival sequence and campus navigation.

Work cafes with indoor and outdoor seating near campus arrival points welcome and encourage students, faculty, and the community to stay on campus.

Campus entries should be fully accessible and well-lit to welcome students and faculty at all times of day and ensure a sense of arrival and safety.

Clearly marked pedestrian crossings provide safety and wayfinding for campus users.

Introduce permanent signage throughout grounds to improve campus navigation and wayfinding.
Ample electrical outlets let you stay charged or recharged while on campus. “If I remain connected, I remain productive.”

Branded national and local food service franchises are familiar and appealing to students. Replacing cafeterias with technology enabled work cafes will invite students and faculty to remain productive while being sustained.

“It’s so cool that my lettuce was grown on campus!”

Wifi enabled work cafes allow students, faculty, and staff remain connected and productive on campus.
Repositioning of Existing Facilities

The efficient reuse, renovation and or removal of facilities is not something that can be approached in a general nature. Every campus and building have layered complexities and interrelationships that cannot be broadly solved with a singular solution or recommendation.

Agnostic to any one campus is a series of low-complexity, high-impact projects that can be undertaken to best enhance the STLCC experience. These are initiatives that do not necessarily demand new space, but rather could be wonderful reimagnations of existing space. Mindful design creates environments that enable and enhance learning, foster a feeling of security, and promote community and equality.

Deferred Maintenance and Facilities Upgrades
In 2016, the College published a Facilities Assessment Report as prepared by Hastings+Chivetta Architecture, Planning, and Engineering. This report provides a thorough listing of manageable improvements that can be made across the Florissant Valley, Forest Park, and Meramec campuses. Many of these suggestions are still relevant today, irrespective of the report publication date. Some of the improvements may no longer be relevant and some have already been implemented. That report should be referenced in complement to the suggestions contained herein and even be considered more near-term interim improvements to be made while planning and design is undertaken for longer-term, larger-scale project implementation.

Consideration should be given to demolishing or repurposing the gymnasiums and pool facilities district-wide. These are largely obsolescent facilities that are costly to maintain. Though they are not unused, they are underutilized, and ultimately are not of the condition to be considered state-of-the-art. If the College deems value to retaining a gym and/or pool based on benefits that were not apparent at the time of this study, it would be recommended the facilities are consolidated at one location to increase utilization and concentrate maintenance costs to a single location.
College and Campus Brand Identity

It may be valuable to investigate crafting individual brands for each of the STLCC locations as a ‘sub-brand’ to the College that helps differentiate each campus and promote its focus areas. For example, each campus currently uses a different brand color to provide differentiation between the campuses, however a brand strategy that may provide more cohesive College identity is to use the brand-standard blue for all signage at all locations, with a unique accent color for each campus to achieve simultaneous unity and distinction. Is there an opportunity to create a tag line for each campus that underscores its most widely recognized educational focus areas?

With the advent of online learning and technologically advanced dual-presece environments, this is an opportunity to promote specialization of each location, rather than replication of all services at all places. The prospect that students can be drawn to any STLCC location, to participate in coursework from a location other than where they physically are may offer operational and financial efficiencies.

Renewal and Refresh of Libraries

Libraries no longer serve as simple repositories for books. They are places where experience reigns over content. Libraries have long provided equality to all; equitable access to knowledge, to whimsy, to history, to empowerment. The relevancy of libraries is not gone; rather the role of the library – in both community and educational settings – is to enable learning through contemporary means such as technology-rich amenities, makerspaces, promotion of social [media] interaction, synergistic learning opportunities and Venture Café-like knowledge forums. There are many incremental strategies to employ to best position the existing libraries:
• Maximize access to daylight where feasible, especially in those areas that house people moreso than books

• Offer varied seating types that facilitate various types of meetings and encourage long stays: soft seating lounge groupings, collaborative worktables, focus nooks and similar

• Encourage collaboration; encourage active, noise-tolerant zones

• Curate new outdoor reading gardens with a sensory landscape, such as aromatic and visually varied texture and color, to aid in the creating of special place-making moments

• Integrate cafes to entice library users to dwell longer or even seek out the cafes as destinations in and of themselves. These may be a conduit to creating connections with the public if visibility and effective communication brings awareness to these offerings, and attracts those outside of the STLCC community. Partnering with a local coffee establishment may help catalyze this effort by piggybacking on their intrinsic brand awareness. The cafes present a second opportunity (previously identified as a component of the Student Success Centers) for the introduction of community gardens.

Reference www.urbanharveststl.org for a local resource that could lead the design, implementation and maintenance of the gardens.

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**Forest Park**

One of the first identifiable opportunities for the Forest Park campus is to consider the sale of the two easternmost parcels of land (the Highland Park Building and the Art Annex). These are small, older buildings that are fractured from the rest of the campus. The central city location of these properties may have redevelopment appeal to outside users.

As a recipient of many recently completed (Center for Nursing and Health Sciences) and on-the-boards improvements (Landscape Master Plan / Plaza Redesign + Childcare Center), the campus has already undergone a significant transformation in recent years. Further repositioning can focus around the incorporation of the placemaking elements identified earlier in this report as well as a methodical plan for ongoing maintenance upgrades.
Florissant Valley
The biotechnology program conducted at BRDG Park was frequently cited as a successful program and wonderful example of integrating students with the workforce. It was equally highlighted as a costly lease space with questionable sustainability because of that cost. Lease costs at BRDG Park tends to be one of the highest in the St. Louis region due to its aggregate of biotech amenities (greenhouses, labs, etc) and high concentration of synergistic AgTech companies. While undoubtedly being part of that synergistic environment has great benefit, consideration should be given to returning that program to the core FV campus and developing programming that would attract employers, like those at BRDG Park, to the college campus.

The ‘return to work’ post-Covid 19 pandemic is anticipated to have long-lasting affect on the workplace. Specifically, corporations are considering staggered office hours and/or days of in-office versus at-home work. This may diminish the benefit of the current workplace integration of the STLCC biotech program at BRDG, but may also present new opportunities to partner with resident companies to utilize ‘empty’ desks for students– thus achieving the desired integration free of the high cost.

The Center for Workforce Innovation (CWI) is a low-quality building that was repurposed for the College’s use after purchase. While it has excellent visibility, acting almost as a billboard for the College, it does not architecturally present itself as an institution of higher learning. It is recommended consideration be given to consolidating the CWI onto the core FV campus and selling the CWI facility (which sits on a separate, though adjacent) land parcel. By introducing the CWI function into the core FV campus, it presents the opportunity to renovate an existing space into a high-quality, technology-rich co-working / co-learning environment that attracts employers as well as students (See image on page 190 for an example).

When evaluating the ideas of workforce integration, it was suggested that a Corporate Advisory Board may be of value to help provide employer perspective on both the operational and physical needs of the space. This is an ideal way to promote further engagement with the region’s corporate community.
Meramec
At Meramec, the primary need for renewal is addressing the antiquated Clark Hall. Ultimately, it is a dated building that will be challenging to effectively convert into a contemporary facility without extensive investment. It seems to be more feasible to assign the building as candidate for demolition and replacement.

The existing student center presents a great chance to reposition the outdated cafeteria into a dynamic food hall that could provide a variety of healthy food choices from local and nationally-branded vendors. A façade renovation would afford the ability to large-scale windows, and thus daylight and visibility, into what would surely be an active campus node. The open space immediately surrounding the existing student center would be beneficial to reimagine as an outdoor dining area, with supreme wi-fi connectivity and varied seating types, and even possibly a nearby community garden than can positioned as a hands-on learning lab to supplement the robust Horticulture program at the College.

By incorporating outdoor elements in all improvements, it leverages the grounds of the campus, which are repeatedly celebrated as the most attractive element at Meramec.
Wildwood
Wildwood facilities are heavily used, and well-kept. With only one building on the campus, the primary need for repositioning is directly related to the demand for additional space. An Allied Health Sciences building is in need to support the current and projected academic programming (see pages 164 for conceptual imagery). With the anticipated relocation of some existing spaces from the current WW building to a new facility, opportunity will be presented to backfill the vacated areas with missing services or improve the flow and adjacencies of related services to create an ease of navigability and room for growth into the future.

The pastoral character of the campus is distinctive and any modifications into the foreseeable future should make every attempt to preserve the surrounding prairies. The concept of preservation is important for ecological reasons as well as to maintain sensitivity to the surrounding properties which are largely single-family residential. Any new building(s) should be sited in close proximity to the original facility in efforts to promote ease of pedestrian mobility between structures as well as minimize large-scale site disturbance.

Due to its vast open space and natural setting, WW seems it could easily be packaged as the ‘green’ campus with open space to showcase renewable energy technologies, such as solar fields and wind turbines, for both usable energy production at the campus but also as hands-on learning opportunities to enhance the existing Solar Training courses (currently taught at Florissant Valley) or even expanded renewable energy technician programs.

Harrison Education Center
As one of the newest facilities in the STLCC building portfolio, there is no essential investment needed to improve the quality of space. Through discovery and discussion, the greatest repositioning opportunities point towards a shift in educational programming. HEC is located within a mile of the massive $1.75 Billion National Geospatial Agency (NGA) campus development that is expected to employ a workforce of more than 3,000. This, coupled with the close proximity to Vashon and Cardinal Ritter High Schools, provides the potential for a self-sustaining continuum of a prospective student pipeline to feed into the inevitable workforce needs of the NGA and tangentially related companies that are anticipated to emerge from the establishment of the federal campus. These businesses provide a direct line of sight to the type of programming that may be highly successful at this location.

Additionally, the idea of fostering a co-working environment with ‘drop-in’ meeting and desk space could take a foothold – providing not only an immersive learning environment that integrates the workforce and students but also a revenue source for the school. Anecdotally, many start-up organizations are looking to locate themselves near the NGA. While there are established incubator spaces in the region, none have the advantage of HEC’s location, including its advantageous access to public transportation. With much of the immediately surrounding area being blighted, there are not many existing buildings that can be readily occupied, thus HEC offers a rather unparalleled benefit of readily available space. Analysis will be required to test various scenarios and determine feasibility in conjunction with the regulations around unrelated business income, as this could be a potentially insurmountable obstacle to using the facility in a dual-purpose manner.

South County
Similar to HEC, South County is a newer facility free of critically-needed updates. Being embedded in a location with accessibility to nearby communities otherwise unserved by other STLCC campuses, South County serves a prospective body of students that might otherwise not have the opportunity or ability to engage with the STLCC system. There are limited higher education options in the vicinity. The nearby Jefferson College Imperial is solely focused on EMT and Law Enforcement training programs. Missouri Baptist University Arnold Learning Center, a private university, is far more expensive than STLCC, charging more than 3x the cost per credit hour for general enrollment and more than 5x the cost per credit hour for dual-enrollment tuition.

To emphasize the value of South County— having the best access, best versatility, and best value in the area— it may be beneficial to emphasize South County as an early college center that can act as a feeder to the primary campuses of Florissant Valley, Forest Park, or Meramec. The nature of a single-building location may be less intimidating step into higher education than a larger scale campus.
When reflecting on the genesis of South County as a technology-forward focused school, it may also be salient to earmark it as the AI-centered training hub – inclusive of programs to develop preparedness for automation and machine learning careers. A model similar to this was recently instituted at the Maricopa County Community College District in Tempe, Arizona. An associate degree designed by tech-giant, Intel, is aimed at democratizing AI in higher education and diversifying the demographic of the worker base in AI. According to an IBM survey in 2020, ethical AI, is a trending topic in technology; diversity of thought is critical to AI so that the technology avoids bias.

**Corporate College**

As an almost exclusively administrative office and meeting space, the repositioning of this facility seems to fall to a lower priority. As part of the STLCC family of campuses, it would be recommended that a few of the recommendations outlined in the Placemaking chapter be considered at this location: updated exterior signage, parking lot lighting, and parking resurfacing where needed. It does seem relevant to plan for the ongoing improvement of technology infrastructure to support the meeting and office spaces. Other interior building renovations are not critical.

CC is located in a region that may make sense to consider as a future core campus. Should the adjacent buildings, 3101 and 3165 McKelvey Road, ever be listed for sale, it may be advantageous to purchase the parcels as a long-term growth strategy for the College. The buildings could continue to be leased to tenants as a revenue stream until such time the space was required for use by the College.
Unassigned booth seating for concentrated individual work or small group meetings.

Technology enabled reservable meeting spaces allow small groups to meet, ideate, innovate, and interact in a semi-private setting.

Sound absorbing materials like carpeted floors improve acoustic performance allowing multiple groups to converse simultaneously without distraction.

“I’m really impressed with the presentation the students just gave. They’ve got a strong pool of talent here.”

Soft seating groups offer interactive spaces for informal group meetings.

Expansive views and plentiful natural light inspire learning.

Interactive technology for real time ideation and idea sharing.
The chart on the following pages provides a summary of the recommended district-wide facilities improvements by location.

The ultimate prioritization and implementation sequence will be the responsibility of the College. Evaluation criteria for priority ranking shall take into account: available funding, cost to value ratio, alignment of project to strategic plan, impact to the college community and student experience, time and resource utilization, amongst others.

The framework matrix subjectively ranks the recommendations outlined herein by impact. It is essential to acknowledge that impact is not akin to importance and not akin to need:

**High Impact**: improvement(s) would provide the maximum experiential transformation to the most amount of people, perhaps both within and beyond the STLCC Community.

**Medium Impact**: improvement(s) would provide a moderate transformational experience, may reach select subsets of the college community only.

**Low Impact**: improvement(s) in this category may minimally affect experience and perception of the College; may or may not be visibly obvious investment.
### High Impact
- Exterior Signage + Wayfinding
- Site Lighting
- Student Success Center
- Technology Infrastructure
- Classroom / Labs (Renovation)

### Medium Impact
- Brand Identity
- Campus Entry / Arrival
- Co-working Hub
- Library Improvements
- Outdoor Furnishings
- Parking Resurfacing / BMPs
- Exterior Signage
- Library Improvements
- Parking

### Low Impact
- Deferred Maintenance
- Interior Signage
- Public Transportation Nodes

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Reference glossary on the following page for definition of terminology
Glossary

**Brand Identity**: Update current branding with a district-wide approach that provides both a collective STLCC identity for the College as well as a unique brand mark for the individual locations. This will be utilized in all interior and exterior signage as well as digital and print collateral.

**Cafe**: Renovate and modernize existing cafeteria, shifting to a progressive “food hall” concept inclusive of direct access to outdoor dining.

**Campus Entry / Arrival**: Design and implement new ‘front door’ to campus, signifying an obvious threshold onto campus. This is most relevant for the older, multi-building campuses. May be most feasible to embed this within a larger project rather than treat as a stand-alone investment.

**Classrooms / Labs**: Modernization or new construction of state-of-the art classrooms tailored for academic programming individualized per campus focus / need.

**Coworking Hub**: Creation of contemporary multipurpose space that fosters workforce integration with students.

**Deferred Maintenance**: Ongoing needs for general maintenance, code compliance, and repair.

**Exterior Signage & Wayfinding**: Following newly established brand identity guidelines, design and implement a district-wide signage plan. For those smaller, single-building College locations, wayfinding signage will be of lesser criticality.

**Interior Signage**: Room signage and interior wayfinding markers. This is recommended to be done in incremental updates as part of any new project. It is not recommended this be done as a wholesale district-wide update.

**Library Improvements**: Modernization of existing libraries to incorporate contemporary elements to maximize usability and flexibility.

**Outdoor Furnishings**: Selection and installation of consistent outdoor furnishing deemed as district-wide standards. These include such items as trash cans, recycling bins, composting stations, benches, tables, bollards, and similar.

**Parking Resurfacing & BMPs**: Repaving and re-striping of existing parking surfaces. Improved definition and visibility of crosswalks. Incorporation of stormwater Best Management Practices (BMPs) for sustainable treatment of runoff.

**Public Transportation Nodes**: Replacement or improvement of bus shelters to provide consistency for College and improved lighting/ security at waiting locations. Coordination will be required with Metro and municipalities; limitations may apply.

**Site Lighting**: Develop district-wide lighting standards and implement. Standards to include fixture selection, lamp type, lamp color temperature, fixture types (parking pole, sidewalk, building, and similar).

**Student Success Center**: New or renovated building(s) to house the enrollment and resource support as identified in preceding pages.

**Technology Infrastructure**: Investment in modern technology infrastructure to provide platform for maximized usability.
Conclusion

Over the coming years, significant investments will be necessary to upgrade STLCC’s aging facilities, demolish obsolescent ones and bring new spaces into existence. It is essential that these investments reach far beyond maintaining the status quo, but rather enabling excellence in order for the College to remain a leader amongst its peer learning institutions.

By embracing the mantras that one size does not fit all; flexibility and adaptability is a must; right-sizing and right-fit are key—STLCC is well-positioned to establish state-of-the-art facilities that will evolve with the academic metamorphosis through the next decade and beyond.

Many of the ideas outlined in the preceding pages are mutations of initiatives already put in motion by the College with recent investments. First impressions, and the intrinsic communication that well-designed, well-cared for space communicates commitment, care and the expectation of achievement is critical. Based on the data gathered in the February 2020 Patron Insight survey, there is much work to do to intensify the community’s awareness of current and planned efforts to ensure student success, starting from the early stages of enrollment support. Students, faculty, and staff should be proud of their affiliation with the St. Louis Community College.

This is the start of a planning process that is likely to be a perpetual, and rewarding, effort with identifiable impact for years to come. As one faculty member eloquently summarized:

“Before us is an opportunity to change how we teach, how we foster learning, and how we impact our community for decades to come.”
Appendix
Acknowledgments

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Changing Lives.