

SC4

St. Clair County Community College



Five-Year Capital Outlay Report 2027-2031 October 2025

Table of Contents

I. Mission Statement	1
II. Instructional Programming	1
III. Staffing and Enrollment	8
IV. Facility Assessment	9
V. Implementation Plan	13

I. Mission Statement

<https://sc4.edu/office-of-the-president/strategic-vision/>

Mission: Provide innovative pathways for personal and professional advancement.

Vision: Create an inclusive academic and cultural environment that empowers students to succeed in the community and beyond.

Value Statements:

- **Student Success:** We nurture and provide compassionate academic support and services to our students.
- **Diversity:** We foster a sense of belonging and celebrate the differences in others by having dignity and mutual respect for all.
- **Transparency:** We enhance campus culture by being open and honest.
- **Community Engagement:** We collaborate and develop talent for vital growth of our community.
- **Innovation:** We provide relevant educational experiences by anticipating the needs of our community and adapting to the changing of programs and times.

In support of the mission, the following goals have been identified:

- Enrollment
- Retention
- Completion
- Campus Culture

The mission, vision, values, and goals of St. Clair County Community College guide the college when selecting specific objectives and when evaluating recommendations through planning processes.

II. Instructional Programming

St. Clair County Community College has been helping students succeed for over 100 years. SC4 is committed to maximizing the success of our students and is focused on helping students achieve their educational goals. Student success is measured by more than just a graduation rate. The College's purpose is an educational experience that leads to success at SC4 and beyond. Providing students with the necessary tools to succeed on their journey to an educational career achievement is a core function of SC4.

St. Clair County Community College offers approximately 46 associate degree and certificate programs and 28 transfer options. Programs are reviewed by faculty on a scheduled, annual basis to ascertain applicability and appropriateness for the local economy. Advisory committees, comprised of local community leaders, meet regularly to guide and fine-tune occupational programming to ensure relation to employer needs. Monitoring and assessment of transfer success gives feedback to academic programs as to the university requirements for student preparation. Assessment of student learning in courses is a key component of maintaining high-quality education programs.

Staff and training for online courses are included in the budget to accommodate the need for online courses. The College offers 15 fully online degree and certificate programs. Courses, certificate programs, and degree programs are continually reviewed for additional online opportunities. Technology is reviewed on an ongoing basis to ensure that hardware and software are appropriate to meet the needs of the online learning environment. SC4 has staff dedicated to instructional support for online courses. A resource room is available to support faculty development in the use of technology in teaching.

Classes are offered weekdays, evenings, and online. Having appropriate laboratory, multimedia, and flexible classrooms is an objective to move the College toward mission fulfillment. Space allocation for programs is an ongoing assessment.

To meet facility needs in the region, SC4 completed a renovation of a building dedicated to supporting Health Science programs by creating a simulated medical facility with active learning spaces that replicate real-life medical scenarios and environments. By expanding on this change to create additional health science practice and teaching labs, diagnostic equipment training labs, simulation labs, and state-of-the-art classrooms, SC4 continues the renaissance of campus spaces to match current and relevant community needs.

a. Describe existing academic programs and projected programming changes during the next five years, in so far as academic programs are affected by specific structural considerations (i.e. laboratories, classrooms, current and future distance learning initiative, etc.).

Upgrading and maintaining skills labs will continue to be a need and priority for academic infrastructure. For example, SC4's Skilled Trades programs currently include Electronics, Engineering, Graphics/CAD, Mechatronics, Precision Machining, and Welding and Fabricating. These programs produce skilled workers in occupations such as CNC machinists, welders, engineering technicians, industrial machinery mechanics, mechanical drafters, and millwrights, which are included on the State of Michigan's list of high-demand, high-wage occupations through 2026. Reviewing program needs against maintenance needs in an aging facility allows the college to maximize resources available for improvements.

Updated labs closely replicating real-world work environments provide learning environments that increase student engagement and foster collaboration. The ongoing

advancements in technology and redesign of learning spaces will address changes in the industry.

Simulation or active learning is based on creating scenarios that are most like real-world experiences. By forming spaces that range from relative replication to complete facsimile, St. Clair County Community College is able to appropriately tailor learning to the experience level and aptitude of the learner.

Overall, incorporating a simulation instructional component and advanced technology into learning spaces has a direct influence on the reduction of errors, increases competency, and boosts engagement while in the classroom.

b. Identify the other unique characteristics of each institution's academic mission. For Community Colleges: Two-year degree and certificated technical/vocational training; workforce development activities, adult education focus, continuing or lifelong educational programming, partnerships with intermediate school district(s), community activities; geographic service delivery area(s); articulation agreements or partnerships with four-year institutions, etc.

Michigan New Jobs Training Program (MNJTP)

The Michigan New Jobs Training Program, which allows community colleges to provide training for employers that are creating new jobs and/or expanding in Michigan, is providing opportunities for area employers to provide training through SC4. The training is paid for by capturing the state income tax associated with the employee's wages.

Student Success

SC4 provides students with academic assistance to help them succeed. Support includes academic advising, disability services, library services and resources, veterans support, and tutoring. Additionally, the Academic Achievement Center helps students with free tutoring (drop-in, scheduled, and online), career information, Internet research, and computer-aided tutorials. The College operates a Writing Center and Math Center with the express purpose of providing support for students in critical basic academic skills.

Veterans Support

SC4 provides dedicated staff to provide U.S. active-duty personnel, military veterans, select reservists, and their dependents with assistance and information about available education benefits, including local, state, and federal veteran resources and programs.

Tutoring

Students and faculty offer free tutoring on every SC4 subject. The Math Center offers specialized tutoring for all math classes. The Writing Center offers tutoring and assistance with every step of the writing process.

Partnerships with Intermediate School Districts and K-12s

The Blue Water Middle College Academy and the Career and Technical Middle College programs are initiatives to help high school students transition successfully into college. Providing affordable college access is an outcome of the programs.

The Blue Water Middle College Academy (BWMC) is a program with the local intermediate school district to help students earn an associate degree while still in high school. BWMC is a partnership with St. Clair County Regional Educational Service Agency, SC4, and five county school districts: Algonac, Capac, Memphis, Port Huron, and Yale. The BWMC partnership with the local school districts allows middle college students to play sports and participate in extracurricular activities at the local high school while participating in the program.

The Career & Technical Middle College (CTMC) is a program with the local intermediate school district to help students pursue an associate's degree while still in high school. The CTMC started in Fall 2018 and makes the following programs available to area high school students: Computer Programming, Digital Media Technology, Engineering & Robotics, Metal Machining, and Welding. CTMC is a partnership with St. Clair County Regional Educational Service Agency, SC4, and five county school districts: Algonac, Capac, Memphis, Port Huron, and Yale. The CTMC partnership with the local school districts allows middle college students to play sports and participate in extracurricular activities at the local high school while participating in the program. Goals of the program include increasing post-secondary training in technical careers, increasing the attainment of college credit by high school students, increasing the number of first-generation college graduates, and positively impacting at-risk and economically disadvantaged students.

SC4's Direct Admit program creates a seamless pathway for high school students to transition directly into college. Through agreements with local school districts, students are admitted to SC4 at the time of high school graduation, ensuring early access to advising, orientation, and support services. This proactive approach reduces barriers to enrollment, builds stronger connections with high schools, and helps students feel prepared and supported as they begin their college journey. The initiative has grown rapidly, from nine partner high schools in 2024 to fourteen in 2025.

Community Activities

In meeting the needs of the area, the College offers numerous community events. Concerts, plays, and art exhibits are offered to both students and the community.

The College sponsors a wide range of other excellent programs and activities for the community, including Martin Luther King Jr. Day celebration, global awareness lectures, concerts, plays, and athletic activities.

The College has expanded the Experience Center, a hands-on learning center located on the lower level and first floor of the Clara E. Mackenzie Building (CEM). The area features

natural science exhibits and spaces that incorporate STEM experiential learning activities. The newest space, The Challenger Learning Center at St. Clair County Community College, opened in Spring 2022. This area showcases a fully immersive space-themed simulation center, expanding the understanding of STEM concepts and career paths. The Experience Center offers educational programming opportunities for learners of all ages, utilizing displays, programs, and activities to enhance their understanding of STEM knowledge and skills. This promotes STEM education activities and programs, preparing students to enter or advance in high-demand STEM-related careers

Public Service Training

The college has collaborated with local law enforcement to provide space for advanced technical and career training for law enforcement officers utilizing the MILO system, a simulator focused on enhancing critical decision-making skills among law enforcement officers. This space can also be scheduled by the College's criminal justice program to provide advanced simulated skills training opportunities to students.

Transfer & Articulation

Many SC4 students transfer to four-year colleges and universities to complete a bachelor's degree. We work closely with the four-year schools to ensure the smooth transfer of courses, and our advisors meet with students to help them plan their transfer program, so they earn the maximum transfer credits.

SC4 has formal agreements with Chamberlain College, Eastern Michigan University, Ferris State University, Kettering University, Michigan State University, Northwestern Michigan College's Great Lakes Maritime Academy, Northwood University, Oakland University, Rochester University, Saginaw Valley State University, University of Michigan – Flint, University of Phoenix, and Walsh College to provide convenient online bachelor's and master's degree completion programs. SC4 has also acquired a strategic partner in Wayne State University to offer several Engineering degree programs.

c. Identify other initiatives which may impact facilities usage.

Recruitment

The College has launched a focus on student recruitment, which is a multifaceted approach that includes a focus on providing competitive educational facilities, technology, and a deliberate approach to encourage students to enroll. Facility renovations were recently completed to meet health sciences program needs and expand on simulation opportunities to meet student interest and engagement in health sciences.

Housing

Access to college is a key purpose of SC4. College housing on community college campuses is an opportunity being pursued by many community colleges. The addition of housing to our program offerings is a benefit to SC4 by providing an option to students when choosing

a college. Housing enhances the ability to provide access to students desiring a quality college education and in need of housing to attend. The housing program started in 2018 with the acquisition and renovation of the Huron Street building. SC4 purchased and renovated a second facility that was first used in the fall 2023 semester. These facilities are exclusively for SC4 students and provide an essential barrier-reducing service. Student housing has grown from 102 residents in 2023 to 165 in 2025, a 61.8% increase, reflecting rising demand for on-campus living. Much of this growth is tied to the sharp increase in international enrollment and athletic programs.

To address this, the college has expanded student housing downtown through a lease agreement for Water Street Housing. Under a two-year lease, a new housing option offers private and shared rooms with modern amenities and is just a short walk from campus. The expansion addresses growing demand for residential spaces and supports student success by providing safe and convenient housing.

Research indicates that student success and retention strategies include engaging students on the college campus. Student housing is one approach to improving engagement, a connection to campus, and boosting overall student satisfaction, retention, and persistence toward their degree. SC4 believes that housing will also provide an opportunity to expand the geographic reach beyond the immediate Blue Water area.

d. Demonstrate economic development impact of current/future programs (i.e. technical training centers, life science corridor initiatives, etc.).

The College enables the area to maximize economic potential through providing workforce training to meet the requirements of local employers. The region attracts and retains jobs by having a responsive higher education asset in SC4, according to a May 2022 socioeconomic study completed by Economic Modeling Specialists, Intl. “The value of SC4 influences both the lives of students and the county economy. The college serves a range of industries in St. Clair County, supports local businesses, and benefits society as a whole in Michigan from an expanded economy and improved quality of life.” SC4 contributes to the local economy, with the college and its students adding up to \$137.7 million in income, which is approximately 2.3% of the county’s Gross Regional Product.

Other impacts highlighted in the report:

- Every \$1 spent by a taxpayer yields a return of \$2.00 in benefits, which is an annual return on investment of 4.3%
- Every \$1 invested by students in their education will produce a cumulative \$3.80 in higher future income, which is an annual return on investment of 14.5%
- Every dollar society as a whole in Michigan spent on SC4 education will yield a value of \$8.80

New programs are added based on job growth projections for the State. Matching programs to job needs maximizes public investment in higher education by addressing the job skills required by employers.

III. Staffing and Enrollment

Staffing and enrollment at St. Clair County Community College are dynamic processes that are tracked to facilitate planning and coordinate resources. An increased emphasis by the institution on measurement and analysis is creating a synergy that will result in responsive programs to maintain enrollment.

Colleges and universities must include staffing and enrollment trends in the annual Five-Year Capital Outlay Plan. This component should:

a. Describe current full -and part-time student enrollment levels by academic program and define how the programs are accessed by the student (i.e., main or satellite campus instruction, collaboration efforts with other institutions, internet or distance learning, etc.).

In 2024–2025, 79.8% of students took at least one course in general education areas; 33.5% of students enrolled in at least one Business/Human Services course; 6.7% took at least one course in Technical/Industrial Occupations; and 27.1% enrolled in at least one Health Occupations course. For student demographics, 64.2% of students were female and 35.8% were male. Students ranged in age from 12 to 67 years old. In the 2024–2025 academic year, the largest group of students was under 20 (55.1%). Students from 20–24 (21.7%); 25–29 (7.6%); 30–39 (9.1%); 40–49 (4.5%); 50–59 (1.7%); and 60 and older (0.3%) made up the balance of the student population.

In Fall 2024, approximately 35.7% of enrolled students attended full-time. In that same semester, 26.6% of students attended exclusively on-campus, 48.1% of students were exclusively online, and 25.3% of students attended both online and on-campus courses.

b. Evaluate enrollment patterns over the last five years.

Enrollment increased in Fall 2019 over Fall 2018 as a result of campus and program improvements. Fall 2020 and 2021 enrollment was impacted by the COVID-19 pandemic. However, recent enrollment data show strong and sustained growth between 2023 and 2025. Overall headcount increased from 3,153 students in 2023 to 3,778 students in 2025, a 19.8% increase, while credit hours grew from 27,641 to 35,532 during the same period (28.6% increase).

c. Project enrollment patterns over the next five years (including distance learning initiative).

The College is engaged in a deliberate growth mindset. Enrollment growth at SC4 can be credited to expanded high school partnerships including direct admission, increased student housing, and the growth of athletics, all of which make the college a more attractive collegiate option. Targeted outreach, including international recruitment, veteran supports, and the Detroit Promise, has broadened access, while strengthened advising and transition supports have reduced barriers. Together, these efforts have expanded SC4's reach and created a more supportive environment, driving the positive enrollment trend. Together, these efforts not only explain the significant growth from 2023 to 2025 but also provide a solid foundation for continued upward trends. With ongoing facility master planning and student-focused program development, SC4 is well-positioned to sustain and even accelerate enrollment growth in the years ahead.

d. Provide instructional staff/student and administrative staff/student ratios for major academic programs or colleges.

In 2024–2025, SC4 had 72 full-time and 112 part-time faculty teaching credit courses. The faculty-to-student ratio was 1:17. SC4 had 30 administrators, 79 other full-time staff, and 55 part-time staff.

e. Project future staffing needs based on five-year enrollment estimates and future programming changes.

Moderate increases in state appropriations and property tax revenue streams have required careful staffing management, but faculty hiring remains a top priority to ensure classroom quality. Enrollment increases have allowed the Board's recent appointments in Nursing, Mathematics, English, Engineering Tech, and Business which strengthen capacity in key areas, supporting student success and positioning the college to meet future enrollment growth and program needs.

f. Identify current average class size and projected average class size based on the institution's mission and planned programming changes.

The average class size is approximately 14. Class size is dependent on several variables, including, but not limited to: Type of class, industry-based standards for health science and skilled trades instructional settings. Class sizes are developed to fit the specific requirements of each course.

IV. Facility Assessment

The College uses data to support recommendations and decisions regarding facility repairs, renovations, and construction. College staff maintains a deferred maintenance report, which lists requirements and assists in determining physical plant needs. The College has developed a critical list for maintenance requirements, which identifies immediate campus-wide problems. Secondly, a comprehensive campus-wide facility audit was performed by a professional firm specializing in higher education deferred maintenance in the fall of 2023. A report was developed, including a summary of the assessment of the campus

buildings and infrastructure, that will assist the College in the further development of the long-term facility plan. Additional professional assessments for key infrastructure elements will be used to validate and supplement reports. Since College staff are an integral part of the process, additional commitment to projects and planning will be realized. The plan has been to utilize staff to identify obvious needs, catalog components, and gather information; but hire professionals, as required, for review on a component basis. A summary for each building is maintained, which identifies immediate and future concerns.

Professional appraisals are completed each year to determine the replacement value of all buildings. Appraisal summaries are included in this report.

A professionally developed comprehensive facility assessment is required. The assessment must identify and evaluate the overall condition of capital facilities under college or university control. The description must include facility age, use patterns, and an assessment of general physical conditions. The assessment must specifically identify:

a. Summary description of each facility (administrative, classroom, biology, hospital, etc.) according to categories outlined in “net -to-gross” ratio guidelines for various building types”, DTMB -Office of Design and Construction Capital Outlay Design Manual, appendix 8. If facility is of more than one “type”, please identify the percentage of each type within a given facility.

Assignable square footage is not in line with the actual need. Inefficiency is due to the older existing buildings’ configurations. To support programs, spaces need to be redesigned or added to the campus to meet needs. Total space on campus is adequate for current and foreseeable enrollment, but the location, organization, and size of individual spaces are not always ideal.

Square footage data from French Asseo takeoffs														
Building	Level	Classroom 100	Lab 200	Computer Lab 205	Office 300	Library 400	Physical/Et 500-520	General Use 600	Child Care	Support 700	Total ASF	Unassigned	Gross SF	Net SF
AJT	1	3,167	-	4,447	1,055	-	-	-	-	11,151	19,620	8,277	28,097	
	2	1,602	-	6,697	1,528	-	-	-	-	200	10,027	2,912	12,939	41,036
ATC	1	2,847	39,754	-	8,542	-	-	-	-	549	47,692	15,158	62,850	62,850
CC	1	-	5,044	-	4,431	19,194	-	11,042	-	535	40,246	5,818	45,864	45,864
CEM	0	-	-	-	-	-	-	-	-	1,584	1,584	17,580	19,264	
	1	1,887	-	-	2,984	-	-	3,932	-	142	8,945	6,525	15,470	
	2	-	7,918	-	815	-	-	3,489	-	215	12,438	4,220	16,658	
	3	6,842	2,270	-	522	-	-	280	-	-	9,914	4,012	13,926	
	4	3,416	5,713	-	836	-	-	-	-	87	10,052	3,957	13,809	78,927
FAB	1	2,105	8,692	-	2,889	-	-	9,205	-	227	23,108	8,442	31,550	31,550
MB	1	2,557	3,103	-	3,857	-	-	1,485	-	1,618	12,620	10,157	22,777	
	2	1,518	-	-	13,006	-	-	-	-	-	14,524	6,576	21,100	
	3	8,605	-	-	5,182	-	-	590	-	174	14,561	6,123	20,674	
	4	4,103	-	-	426	-	-	-	-	-	4,619	2,806	7,225	71,776
MAINT.	1	-	-	-	-	-	-	-	-	9,600	9,600	-	9,600	9,600
NB	0	-	-	-	-	-	9,016	-	-	1,389	10,405	5,728	16,133	
	1	2,813	2,922	951	3,656	-	10,085	-	-	-	20,427	7,630	28,057	
	2	6,646	-	905	2,973	-	-	-	-	-	10,524	4,018	14,542	58,732
Subtotal		48,198	71,406	13,000	52,703	19,194	19,101	30,023	-	27,571	281,196	119,139	400,335	400,335
											70.2%	29.8%		
MTEC	1	-	2,930	-	5,474	-	-	2,801	4,332	516	16,053	6,707	22,760	
	2	3,202	-	5,053	143	-	-	-	-	-	8,398	9,744	18,142	40,902

b. Building and/or classroom utilization rates (percentage of rooms used, and percent capacity). Identify building/classroom usage rates for peak (M - F, 10- 3), off-peak (M - F, 8-10 am, 3- 5 pm), evening, and weekend periods.

Building and classroom usage are monitored on an ongoing basis. Occupancy planning to create efficiencies and save energy is implemented when possible. Utilization is at capacity in classrooms and teaching spaces, such as laboratories and computer labs, where the spaces are designed appropriately. Under-utilized spaces are those that require renovation or upgrades to make them suitable for effective teaching and learning.

c. Mandated facility standards for specific programs, where applicable (i.e. federal/industry standards for laboratory, animal, or agricultural research facilities, hospitals, use of industrial machinery, etc.)

At SC4, all programs and departments comply with all applicable laws and standards. Facilities are inspected and monitored on a regular basis to ensure compliance and identify any areas that will require future action to maintain compliance.

d. Functionality of existing structures and space allocation to program areas served.

The functionality of teaching spaces is continually reviewed with the goal of optimizing the learning atmosphere for students. Outdated spaces should be improved and are considered

individually through facility review and requests brought forward by faculty through the Project and Equipment Request Form.

e. Replacement value of existing facilities (insured value of structure to the extent available)

f. Utility system condition (i.e. heating, ventilation, and air conditioning (HVAC), water and sewage, electrical, etc.)

The current utility system is adequate for providing the HVAC, water, sewage, and electrical services needed. Improvements to HVAC systems have been completed in multiple buildings over the last few years and the College has updated automated HVAC controls campus-wide. Aging facilities continue to be a challenge in maintaining sufficient/efficient utility systems and are addressed through the deferred maintenance plan.

g. Facility infrastructure condition (i.e. roads, bridges, parking structures, lots, etc.).

Sidewalks and plazas are repaired on an as-needed basis to maintain safe conditions, but extensive work is required in several areas.

By working with the City of Port Huron, SC4 has completed the closure of Stone Street, a aging road, between Glenwood Avenue and the south edge of campus, transforming the area into a pedestrian-friendly corridor that unifies the main campus. This project, completed in 2025, removes vehicle traffic from the campus core and creates a safer environment for students. The newly reclaimed space enhances campus connectivity and provides opportunities for green space and outdoor learning, aligning with SC4's master planning goals to deliver a more student-centered campus experience.

h. Adequacy of existing utilities and infrastructure systems to current and 5-year projected programmatic needs.

Existing utilities and infrastructure systems support the five-year projected plan. An update to the electrical infrastructure was completed in 2025.

i. Does the institution have an enterprise-wide energy plan? What are its goals? Have energy audits been completed on all facilities? If not, what is the plan/timetable for completing such audits?

Part of the SC4 commitment to energy efficiency can be seen in the installation of green roofs on campus. SC4 was the first community college in the state to use the technology. Four buildings currently have green roofs installed, which reduce water runoff, add natural vegetation to campus, soak up carbon dioxide, and reduce energy use. According to the United States Environmental Protection Agency (EPA), green roofs absorb heat and act as insulators, reducing the energy required to provide heating and cooling. A live retaining wall that combines bricks and live materials was installed, replacing a failing brick retaining wall. The live wall reduces water runoff, provides natural insulation, filters pollutants from the water and air, and adds natural vegetation to the campus. This equipment also provides

power for a computer lab on campus. A geothermal heating/cooling system was installed in the North Building, allowing energy conservation and replacing a failing heating/cooling system. The installation of LED lighting in various locations and new, efficient HVAC equipment supplemented by improved equipment scheduling has reduced overall energy consumption. A new HVAC control system was installed campus-wide to help improve the scheduling of HVAC units, which is expected to result in further energy savings. The College is committed to green initiatives to improve the campus and educate the community. The current focus is on campus energy conservation. Source:
<http://www.epa.gov/heatland/mitigation/greenroofs.htm>

j. Land owned by the institution, including a determination of whether capacity exists for future development, additional acquisitions are needed to meet future demands, or surplus land can be conveyed for a different purpose.

The College has adequate buildable spaces for the near-term anticipated requirements.

k. What portions of existing building, if any, are currently obligated to the State Building Authority and when these State Building Authority leases are set to expire.

The General Campus Renovation project was completed in 2006 for the major renovation and upgrade of the Clara E. Mackenzie Building and a new addition to the College Center Building in the original State Building Authority's Cost of Facility amount of \$4,499,800. The lease expires in 2046.

The Health Sciences – AJT Renovation project was completed in 2019 for the major renovation of the Health Sciences Building in the original State Building Authority's (SBA) Cost of Facility amount of \$9,800,000. The lease expires in 2055.

V. Implementation Plan

The College uses a methodical approach to address facility requirements. The use of data and an emphasis on integration in planning continue to maximize resource use on campus.

Planning is a dynamic process at SC4. Cross-functional discussion and analysis create documents integrated with goals and objectives. Planning activities are a continuous improvement strategy for master planning. The College solicits staff input during the budget process, which garners renovation requirements for current and future departmental programming needs. SC4 developed a new Facilities Master Plan in 2025 through collaboration with the board of trustees, faculty, staff, students, and an architectural firm. Facilities reports, staff input, the Strategic Plan, and the Facilities Master Plan are the basis for facilities planning at St. Clair County Community College. Plans focus on continuous improvement, considering growth, with an emphasis on reconfiguration and repurposing existing spaces to cost-effectively meet the needs of a 21st-century education.

Long-range planning of the College continues to match strategic plans with facility requirements. Emerging goals, including student success, education level completion in the

county, economic development, developmental education strategies, quality community partnerships, and curriculum alignment, are primary as the college assists with the region's renaissance.

The Facilities Master Plan proposes multiple projects to be completed in a phased manner to accommodate change and growth on campus, including those to be funded through a combination of college funds and grants.

A copy of the Master Facility Plan can be viewed on the college's website.

The Five-Year Capital Outlay Plan should identify the schedule by which the institution proposes to address major capital deficiencies, and

a. Prioritize major capital projects requested from the State, including a brief project description and estimated cost, in the format provided. (Adjust previously developed or prior years' figures utilizing industry standard CPI indexes where appropriate) .

The College is not submitting a major capital project for consideration.

b. If applicable, provide an estimate relative to the institution's current deferred maintenance backlog. Define the impact of addressing deferred maintenance and structural repairs, including programmatic impact, immediately versus over the next five years.

The estimate of deferred maintenance backlog for the current year is just over \$6,000,000.

St. Clair County Community College is transitioning to stewardship of facilities with a funding-centered philosophy that supports long-term vision, prepares for future funding, and is a more stable and sustainable approach to facilities.

A funding-centered approach to facility planning will incorporate a facility assessment to determine the "catch-up" maintenance required and an estimate for the continued renewal and adaptation of facilities that will be necessary to match facilities to programs. This approach focuses on the need to continually provide dollars for facility upkeep rather than periodic maintenance.

St. Clair County Community College, through the maintenance and replacement fund, designates dollars in a budget each year to address facility requirements. However, using formulas from national data, the funding of facilities is below that which is required to maintain stewardship of the buildings and grounds.

The institution is borrowing from the future needs of the College by deferring facility requirements today. It is difficult to transform the funding required for facilities in a time of budget constraints. However, it is also always difficult to fund facilities when competing against more publicly attractive programs and services. Under a funding-centered approach to facilities, buildings, and grounds will be considered a vital part of the programs and

services. In addition, the institution will move from a reactionary funding mode to a planning funding mode.

The image of the College is impacted by the appearance, comfort, and equipment standards maintained by the budget process. Programs and services are made more relevant and vital with proper facilities and equipment.

c. Include the status of ongoing projects financed with State Building Authority resources and explain how completion coincides with the overall Five-Year Capital Outlay Plan.

The College completed a renovation project for the Health Sciences – AJT Renovation. The construction phase was initiated, and the project was completed on schedule. The newly renovated Health Sciences Building opened for classes as scheduled for fall 2019. The project was completed on time and on budget.

No new projects are pending.

d. Identify to the extent possible, a rate of return on planned expenditures. This could be expressed as operational “savings” that a planned capital expenditure would yield in future years.

Addressing deferred maintenance will reduce operating costs by conserving energy for HVAC items and on maintenance service calls for non-HVAC items. Focusing on renovating spaces to meet programming needs will provide revenue growth. Previous projects have reduced energy by 20% through energy efficiencies such as LED lighting and updated HVAC units.

e. Where applicable, consider alternatives to new infrastructure, such as distance learning.

Although distance learning is embraced at SC4 where possible, the skilled trades and health sciences programs require on-campus instruction. Instruction for some of these courses and programs require specialized classrooms, equipment, technology, and teaching environments where students can carry out procedures under supervision and experience the training in a controlled environment.

f. Identify a maintenance schedule for major maintenance items in excess of \$1,000,000 for fiscal year 2022 through fiscal year 2026.

Project, Update, and Maintenance Plan Summary

Six-Year Grand Total **40,925,000.00**

2025-2026

Greenhouse - ATC	500,000
Various HVAC room units	400,000
Roof repair/replacement	500,000
Various exhaust systems	200,000
College center atrium finishes	200,000
Roofing repairs/maintenance	100,000
North Building elevator and doors	500,000
Sidewalk repairs	500,000
Parking lot improvements	100,000
Classroom/lab upgrades	150,000
Equipment	200,000
Contingency reserves	1,000,000
Engineering	500,000
Technology	500,000
Electrical infrastructure and upgrades	400,000
Safety and security upgrades	200,000
Housing repairs/improvements	100,000
Total	6,050,000

2026-2027

Lighting controls/sensors/LED	100,000
Welcome Center finishes	100,000
Side walks	200,000
Electrical infrastructure and upgrades	400,000
FAB Window/Exterior	800,000
Classroom/lab upgrades	150,000
Equipment	225,000
Contingency reserves	1,000,000
Engineering	500,000
Technology	500,000
Welcome Center HVAC	1,500,000
Engineering	500,000
Housing repairs/improvements	100,000
Total	6,075,000

2027-2028

Roof replacements	800,000
Safety and security upgrades	200,000
HVAC equipment replacements	2,000,000
Interior finishes	750,000
Asphalt/concrete replacement	225,000
Lighting replacement	1,000,000
Technology	500,000
Engineering	500,000
Housing repairs/improvements	200,000
Contingency reserves	1,000,000
Total	7,175,000

2028-2029

Roof replacements	900,000
Classroom/lab upgrades	200,000
Safety and security upgrades	200,000
HVAC equipment replacements	2,000,000
Interior finishes	750,000
Asphalt/concrete replacement	225,000
Lighting replacement	1,000,000
Technology	500,000
Engineering	500,000
Housing repairs/improvements	200,000
Contingency reserves	1,000,000
Total	7,475,000

2029-2030

Roof repair/replacement	500,000
Electrical upgrades	1,000,000
Building finishes	1,500,000
Classroom/lab upgrades	250,000
Campus signage	250,000
Sidewalks	250,000
Equipment	300,000
Technology	500,000
Housing upgrades	100,000
Contingency reserve	1,000,000
Various HVAC units	1,000,000

Engineering	500,000
Total	7,150,000

2031-2032

Building improvements	500,000
Elevators	650,000
Sidewalks	250,000
Parking lot repairs	100,000
Fire safety	650,000
Electrical infrastructure and upgrades	800,000
Engineering	400,000
Classroom/lab upgrades	300,000
Equipment	150,000
Technology	500,000
HVAC improvements	1,000,000
Housing repairs and improvements	300,000
Furniture upgrades	400,000
Contingency reserve	1,000,000
Total	7,000,000

g. Identify the amount of non-routine maintenance the institution has budgeted for in its current fiscal year and relevant sources of funding.

The College has approximately one-third of the funding needed to address non-routine maintenance on campus. Consequently, priorities for projects are life/safety and extending the life of facilities.