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Comprehensive Facilities Plan Update Guidelines

MINNESOTA STATE

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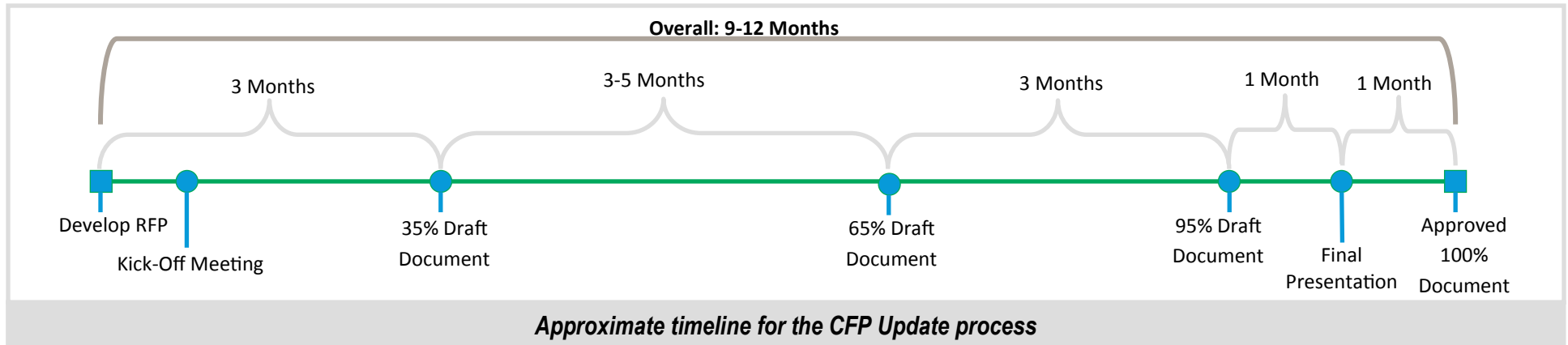
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The CFP Update Process

The Comprehensive Facilities Plan (CFP) Update documents are tools to aid Minnesota State campuses in planning, creating, and communicating their Plans.

As you proceed through the CFP Update process, please feel free to contact us if you have questions.

Information and forms for the Comprehensive Facilities Plan update process can be found on our website:

www.minnstate.edu/system/finance/facilities/planning-programming/masterplanning/index.html

Getting Started

Before beginning the update process, the campus must establish the funding necessary to hire a consultant. Next, assemble a Comprehensive Facilities Plan Task Force composed of campus administrative staff, faculty, students, and community members. This Task Force will participate fully in the planning process to assist the consultant and campus leadership in developing the plan.

A smaller leadership team, selected from the campus's facilities and academic leadership, will revisit relevant sections of the campus master plan on an annual basis to determine which sections of the document require modification or additional information. An important component of the CFP Update is the prioritization of projects by funding source and by year. This part of the CFP document will change yearly as work is completed and priorities are realigned.

After selecting the Task Force, the campus develops the RFP (Request for Proposals) to solicit proposals from consultants. All campuses must use the RFP process to select a consultant, regardless of the anticipated consultant fee amount. Please contact Michelle Gerner (651.201.1531, michelle.gerner@minnstate.edu) to obtain the most current RFP template. The RFP template contains a recommended timeline for the CFP update process, similar to the one shown above. The RFP should describe the full scope of the campus's expectations for the consultant, including thorough descriptions of any special studies or reports the campus requires as part of the CFP Update.

The system office will review the RFP prior to its official release and, if desired, provide a list of potential consultant firms for the campus to contact. We recommend that the campus solicit proposals from at least four or five consultants to ensure a range of responses.

Selecting a Consultant

The campus (including the Task Force) and the system office review the consultants' proposals; the campus may opt to conduct on-site interviews with select consultants.

When selecting a consultant, cost remains an important consideration, but campuses are not obligated to select the lowest-cost proposal. We encourage campuses to focus instead on consultants' qualifications; it's important to select a consultant whose proposal demonstrates a willingness to adhere to the schedule established by the campus and whose areas of expertise align with the campus's unique needs or issues.

After the campus has selected a consultant, the system office can aid in finalizing the contract (or purchase order) as necessary.

Kick-Off

When a contract or purchase order is in place with the consultant, the campus should contact Capital Development staff to set up a Kick-Off meeting, which will include Capital Development, the campus’s core team, and the consultant. At the Kick-Off meeting, we’ll discuss expectations (especially if it’s the first time this particular consultant is working on a Minnesota State Comprehensive Facilities Plan); discuss how to access the eBuilder and Sharepoint sites; and review forms, lines of communication, and the timeline for the CFP document.

After the Kick-Off, the consultant works with the campus to obtain reference documents (see the *Reference Materials* list in the *Comprehensive Facilities Plan Update Guidelines*), conduct site visits and surveys, and facilitate meetings with the CFP task force and other user or community groups. Information gathered from these meetings will shape the final Plan.

Developing the CFP Document

At the 35% and 65% draft stages, the system office reviews the draft CFP document and provide feedback to the campus. The guidelines later in this document provide a detailed list of what must be included in the CFP document at each draft stage.

Final Steps

The 95% draft document provides the campus and system office the opportunity to review the nearly-complete document and make adjustments prior to the presentation of the Plan at the system office.

Approximately 10 working days before the scheduled final presentation, the consultant and a campus representative review a draft of the presentation with the system office. The campus President, CFO, or other campus representatives (and the consultant, if desired) then present the final CFP to the Vice Chancellor–Chief Financial Officer. After the presentation, the Vice Chancellor-CFO, on behalf of the Chancellor, will issue a letter either approving the plan or requesting that revisions be made prior to final approval. A CFP is not considered “approved” until presented to system staff and approved by the system’s Vice Chancellor-CFO.

The campus and consultant then finalize the CFP document and submit the 100% final version to the system office.

Details of what should be included in the final presentation can be found in the [Guide to the Final CFP Presentation](#).

Responsibilities

Task	Campus	Consult.	System Office
Getting Started/Selecting a Consultant			
Gather participants/stakeholders; form task force	X		
Create draft RFP	X		
Review RFP	X		X
Send RFP to consultants or release publicly	X		
Review consultant proposals	X		X
Consultant interviews (optional)	X	X	X
Select consultant and sign contract	X		
Developing the Plan			
Participate in kick-off meeting (conf. call/Webex)	X	X	X
Provide reference materials	X		X
Site visits, review existing conditions		X	
Meetings w/ committee, stakeholders, community groups	X	X	
Develop document drafts (35%, 65%, 95%)		X	
Review 35% draft	X		X
Review 65% draft	X		X
Final Steps			
Review 95% draft	X		X
Review draft presentation (conference call/Webex)	X	X	X
Revise presentation, prepare for final presentation	X	X	
Final presentation to Vice Chancellor-CFO at system office	X	X	X
Update/revise document as required, following presentation		X	
Submit final 100% Comprehensive Facilities Plan	X	X	
Upload final document to system office SharePoint			X
Upload final document to campus website	X		

Introduction to the Guidelines

This guidebook is required reading for any college or university campus and its vendors that seek to update the campus Comprehensive Facilities Plan (CFP), as it will offer college and university staff, architects, engineers, and other vendors the necessary data, processes and deliverables needed to prepare a successful Plan.

Integrated Planning

The Minnesota State Colleges and Universities system subscribes to an integrated planning model for its Comprehensive Facilities Planning processes. Borrowing from the Society of College and University Planning, integrated planning is meant “to engage the right people in the right conversations at the right time in the right way” to produce plans that are actionable and realistic.

Board Policy

The Board of Trustees’ Policy 6.9, *Capital Planning*, obligates campuses to maintain an approved Comprehensive Facilities Plan for purposes of fulfilling the college’s or university’s missions of teaching, research, and public services and to identify the system’s emerging capital improvement priorities.

Approved Comprehensive Facilities Plans

A five-year updating cycle has been established to maintain and create a short-term and long-term vision for campuses. Campuses are encouraged to complete Comprehensive Facilities Plan updates as often as they like within the five year timeframe, although a CFP is not considered “approved” until presented to system staff

and approved by the system’s Vice Chancellor–Chief Financial Officer.

An approved Comprehensive Facilities Plan should balance the need to:

- Respond to changing academic programming and mission
- Take care of what we have
- Leverage and upgrade existing space
- Invest in strategic opportunities
- Integrate sustainability principles into overall campus development
- Leverage and integrate technology in a strategic manner.

Such a Plan, including periodic updates, is designed to create a short-, medium-, and long-range vision for the campus that outlines enrollment projections, accommodates evolving academic missions and accreditations, accounts for more sustainable campuses, and offers a clear incremental approach for facilities development over a short (2-5 years) and medium term horizon (6-10 years), and a longer time horizon (20 years). Given the speed of change within higher education, campuses are now encouraged to focus their planning on a 5-10 year window.

Strategic Initiatives

The CFP should integrate the Board of Trustees principles identified in the system’s current Strategic Framework, namely:

1. Ensure access to an extraordinary education for all Minnesotans
2. Be the partner of choice to meet Minnesota’s workforce and community needs

3. Deliver to students, employers, communities and taxpayers the highest value/most affordable option.

One of the benefits of the integrated planning approach is the flexibility and durability it offers in producing plans that can respond to opportunities that may arise through evolving needs and objectives.

Campus Comprehensive Facilities Plan Updates

Although the recognized update schedule is on a five year term, Comprehensive Facilities Plans may be updated earlier based on major events that might trigger an update, including for example:

- A significant change in institutional leadership (e.g. a new president)
- A significant change in the institution’s mission or direction
- A major change that is inconsistent with the currently approved comprehensive facilities plan
- A significant change in institution mission/direction
- A major physical addition to the campus or a new satellite campus

Deferring a Comprehensive Planning Update

Planning is more critical than ever, and deferring a CFP update beyond the five year cycle is discouraged. Under some circumstances, however, it may be necessary to defer the CFP update process, where there is:

- An unexpected change in leadership
- Change in accreditation, mission or other status of the college or university
- Major damage or destruction of campus facilities.

Sustainable Campuses

Sustainability can be ill defined, but for purposes of the Comprehensive Facilities Planning process, sustainable campuses are ones that seek to deliver their academic mission while maximizing use of space and minimizing energy use and waste generation.

Section Requirements

Section Requirements

The chart below outlines briefly which sections must be included in the document at each document stage. Each section’s requirements are explained in greater detail in later chapters of this document.

Document Section	Document Stage			
	35%	65%	95%	100%
Front Matter and Executive Summary				R
1: Campus Profile	O	O	R	R
2: Existing Site Conditions	R	R	R	R
3: Existing Building Conditions	R	R	R	R
4: Proposed Framework for Site Development		R	R	R
5: Proposed Framework for Building Development		R	R	R
6: Capital Budget Incremental Improvement Program		O	R	R
7: Appendices		O	R	R

R = Required

O = Optional (section may be incomplete at this stage)

Previous Comprehensive Facilities Plans are available for review by appointment at the System Office, Facilities Office – contact Michelle Gerner at 651.201.1531 for an appointment.

CFP Document Formatting Requirements

35%, 65% and 95% submittals:

- Submittals of plans at the 35% and 65% review stage shall be in electronic (.pdf) form, unless otherwise specified
- At the 95% review stage, submit one binder hard copy and one copy in electronic form
- Electronic form means a high quality publishable .pdf file that includes all page numbers and relevant exhibits and attachments; photos and illustrations in a high quality, reproducible format are required.

For final (100%) submittals:

- 3-ring binder in 8 1/2” x 11” format AND a publishable quality .pdf
- All pages numbered by section (except Front Matter, Tabs/Dividers)
- Sections to be separated by labeled tabs
- Binder to be labeled on **front and spine** with institution name; comprehensive facilities plan title; consultant firm name, name of primary contact, address, phone, and email; date of submittal.
- Font size no less than 10 points
- Entire document to be capable of clear black and white reproduction
- Site maps/plans to include campus identification, north arrow, graphic scale, and street names
- Floor plans/building maps to include campus or building identification, north arrow, and graphic scale
- Printing on both sides of the page is encouraged.
- **Provide the system office with electronic copies of all photos from the CFP (in uncompressed .tif or .bmp format, 6-12 MB file size) on a separate CD or thumb drive.**

Typical Reference Materials

These materials, provided by the campus or the system office, assist the campus and the consultant in developing the Comprehensive Facilities Plan.

For instructions on working with the EMS Campus system, B3 Benchmarking, or Capital Renewal (FRRM), please consult the [Supplemental Instructions](#) provided within Section 3 of this document.

	Provided by Campus	Provided by System Office
Checklist: Reference Materials		
Instructions for producing Space Utilization Reports (EMS Campus)		X
Space Utilization Reports	X**	
Capital Renewal (formerly FRRM) Reports	X	
Energy/B3 Benchmarking Reports	X	
Academic Plan	X	
Technology Plan	X	
Higher Learning Commission Self Study, AQIP Systems Portfolio	X	
List of past Capital projects	X	
List of past HEAPR projects	X	
List of past R&R projects	X	
List of other relevant regional/city documents	X	
Campus existing building plans, site plans, etc.	X	
Aerial photos of campus*		X

*Photos located at: <http://www.minnstate.edu/system/finance/facilities/realestate/mapping/index.html>

**Before incorporating data from the Space Utilization Reports into the CFP, please send a copy of the reports to the system office for review to ensure the reports have run correctly.

Comprehensive Facilities Plan Document Section Descriptions

What follows are detailed descriptions of all sections that must be included in the CFP document. For each section, you'll find a summary of the section goals and intent followed by a checklist of items to include in your Plan document. The checklist also indicates which draft document(s) each item should be included with. Example graphics for each section are included after the section summary page.

Note: Example graphics from colleges and universities are shown here only to illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

Front Matter: Cover Letters

Cover Letter #1 - Campus to the Associate Vice Chancellor

Addressed to the Associate Vice Chancellor for Facilities, from the Campus President. This letter outlines the major points and highlights of the Comprehensive Facilities Plan.

Cover Letter #2 - Consultant to Campus

Addressed to the Campus President from the consultant, this letter verifies that the CFP document meets Minnesota State Colleges and Universities CFP Update Guidelines, and briefly describes the consultant's scope of work. This letter must be signed by a Minnesota-registered architect/engineer with accompanying registration number.

Executive Summary

The executive summary is a clear and concise summary of the document capturing the highlights from each section. **This section should be written last** and provide a very concise overview of the current state of the campus facilities and proposed capital investment. The goal is to summarize the overall plan. Consider this an abbreviated action plan.

Checklist for Front Matter	Required/Optional			
	35%	65%	95%	100%
Title/Cover Page	R	R	R	R
Cover letter from campus				R
Cover letter from consultant				R
Table of Contents			R	R

Checklist for Executive Summary	Required/Optional			
	35%	65%	95%	100%
Campus space use snapshot: Summary of campus size and space allocation based on classroom, lab, office, student support (including libraries), athletic facilities, theater or auditorium space, food service and residential facilities (if relevant).			R	R
Summary of major vision for the campus.			R	R
Projected capital investment totals for individual capital projects, Higher Education Asset Preservation and Replacement (HEAPR), residential and student life facilities (revenue fund) and other projects (such as capital campaigns or other alternatively financed facilities)			R	R
Summary of major demographic and enrollment issues, and strategic directions impacting the current and proposed development			R	R
Current and proposed space utilization rates			R	R
Targets for reduction of energy and water consumption			R	R
Summary of key elements of how the plan will integrate academic plan/goals, integrate technology plan, and maintain financial sustainability			R	R

Section 1: Summary & Campus Profile

Executive Summary

Planning Process

The process for updating the previous Facility Master Plan began in February of 2011. Three distinct methodologies were used to compile information used in the revised document. This includes gathering stakeholder input, analyzing current and past data, and conducting a series of site visits. At various stages the resulting analysis was brought to, and discussed with, the Master Facility Plan Advisory Committee and the Executive Committee for feedback and direction. Additional strategies employed include:

- The use of urban design principles - i.e., researching the transportation system, demographic trends, etc.
- Examination of state of the art initiatives of peer institutions.
- Coordination with the City of St. Cloud and regional agencies on planning work that may impact the local and regional context surrounding SCTCC.

Master Facility Plan Rationale

Note: Based in part on the report entitled Making Place Matter to Student Success in the National Survey of Student Engagement by Kathleen Manning and George D. Kuh

Optimize the natural setting for student learning and success: Successful institutions build upon the strengths of their natural and built surroundings to differentiate themselves and support a unique identity.

Adapt and align the physical environment with institutional values, priorities and goals for student success: Successful institutions incorporate strategies that promote student engagement including interactive space and are supported by centrally located, accessible and easy to find student services.

Create a human scale learning environment: Successful institutions offer amenities that support feeling of belonging rather than anonymity and that make students feel valued as individuals.

Form partnerships with the local community: Successful institutions encourage partnerships in a way that benefits students, the institution and the community.

Create meaningful traditions and ceremonies that bond students to one another and to the institution: Successful institutions invite the participation of all students, challenge students to achieve, feature

students as role models who demonstrate noteworthy achievements and establish high expectations and reinforce the expectations through action.

Summary of Opportunities and Challenges

Site

- High-quality landscaping and access to outdoor amenities and learning areas has not been implemented consistently across campus.
- Clear and safe pedestrian circulation has not been implemented consistently across campus.
- While access to the site is plentiful, internal vehicle circulation and parking are not organized clearly and efficiently.
- Opportunities for bus transit are available. Infrastructure for other transit options, including car pooling and biking, is lacking.
- The campus perimeter is well landscaped and much of the site signage has been upgraded. As noted in this plan, the campus would benefit from the definition of a clear "front door."

Facilities

- Many building entries have been improved and updated but not consistently across campus.
- Building circulation is marked by mostly long internal corridors with little to no connection to the outdoors. In addition, there are few opportunities for informal gathering along the circulation.
- Many areas of the campus have incorporated updated and pleasing interior finishes. Some areas remain with an outdated and inconsistent finishes palette.
- Space utilization can be improved through the ongoing renovation of outdated and under utilized spaces.
- Energy efficiency for the campus is relatively high as compared to other MnSCU campuses. It is assumed, based on this, that most low cost opportunities have been taken advantage of already. Significant improvements would likely need to come from the replacement of inefficient equipment and buildings at the end of their useful life.

See Sections 2 and 3 for more information.

Summary of Master Facility Plan Goals

Site

- Improve campus walk-ability.
- Improve campus landscaping and site design.
- Incorporate sustainable design strategies.
- Improve parking options and vehicular circulation.
- Expand and integrate brand.
- Identify potential property for purchase.

Facilities

- Increase opportunities for informal gathering.
- Enhance student support spaces.
- Improve circulation.
- Provide applied technology labs.
- Improve faculty offices.
- Establish a campus front.
- Provide a large gathering space.
- Unify building systems palette.
- Support the Academic Master Plan.

See Sections 4 and 5 for more information.

Summary of Recommendations

Capital Bonding Project:

- Project 1: Trade & Technology Center - Phase I
- Project 2: College Center
- Project 3: Trade & Technology Center - Phase II

MnSCU Initiative Projects:

- Classroom renovation (area vacated by Dentistry)
- Applied technology labs renovation (area vacated by Nursing)

Campus Initiative Projects:

- Bookstore renovation (area to be vacated by Library relocation)
- Renovate toilet rooms to meet ADA standards
- Provide electronic informational signage across campus
- Develop a demonstration rain garden
- Continuing renovation of outdated and under utilized space

Repair & Betterment Projects:

- HVAC upgrades in Wing 400
- Interior finishes upgrades in multiple wings
- Trades shop upgrades in multiple wings
- Rooftop unit replacement in multiple wings
- Public address system upgrade
- Door locking system upgrade

See Section 6 for more information.

Master Facility Plan Advisory Committee

- Lori Kloos, VP Administration
- Jason Theisen, Director of Facilities
- Don Kremers, Maintenance Supervisor
- Barb Henkemeyer, Dental Hygiene
- Laurie Green-Quayle, Surgical Technology
- Jim Hixon, Computer Operations/Microcomputer Support
- Dave Johnson, Mechanical Drafting Faculty

- Mary Stangler, Math Faculty
- Terry Clodfelter, Environmental Science Faculty
- Sue Schlicht, Psychology Faculty
- Wesley Schoenherr, Student
- Alfredo Oliveria, Administrative Representative
- Christine Blommer, Administrative Assistant, VP of Administration
- Jason Rausch, Information Technology Specialist

Master Facility Plan Design Team

- Bruce Cornwall, AIA - LHB
- Nick Vreeland, AIA - LHB
- Andrea Major, ASLA - LHB

City of St. Cloud & St. Cloud State University

St. Cloud Technical & Community College and the City of St. Cloud have enjoyed a long history of collaboration. This has included agreements for the college to utilize space at the Whitney Senior Center for athletic programs both inside and outside of the facility, use of parking areas at Whitney for student overflow parking, and the use of a city lot for motorcycle training. The City of St. Cloud has also worked with the college on improving safety and security through added crosswalks, the addition of sidewalks near campus, and the evaluation of future traffic control points around campus. College administration have been involved in informal lunch meetings with City of St. Cloud administration and St. Cloud State University administration and have discussed Master Plan updates for all three entities and the impact of those plans on each entity. In addition, the Vice President of Administration for both SCTCC and SCSU are serving on the City of St. Cloud's steering committee for their comprehensive master plan and students from both institutions are serving on focus groups for the City's master plan.

In addition to collaboration with the City of St. Cloud, SCTCC and SCSU have many collaborative partnerships and meet on a monthly basis to discuss opportunities for the expansion and/or enhancement of facility and safety partnerships. This includes discussions regarding the current housing arrangements where SCTCC students live in the residential halls of SCSU, the health services agreement, the use of athletic facilities between the two colleges, safety and security service agreements, and other discussions where efficiencies can be gained through the potential sharing of space or other resources to better serve students.

Example executive summary

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

EXECUTIVE SUMMARY

Planning Process

The process began with kickoff meetings with the Executive Cabinet in August 2012, and the Master Plan Advisory Committee in September 2012. The Facilities Advisory Committee (a College-wide Committee made up of faculty, staff, students, and administrators) served as the Master Plan Advisory Committee and was actively involved providing initial guidance, reviewing plans, and commenting on early drafts. Several meetings were also held with the Executive Cabinet.

After tours of the grounds and buildings with facilities staff, stakeholder meetings were held in October 2012. Over 30 sessions involved over 70 College participants, including students. President Anderson, Pat Opatz, and LHB met with planners from both Mahtomedi and White Bear Lake to present plans and receive feedback. Plans were developed and presented to the Century College community, the 50% plans in January 2013 and the 90% in October 2013.

Findings & Challenges

Meetings with staff, faculty, and students, along with site and building observations, uncovered the following needs and challenges for the existing campus.

Site

- Opportunity to Enhance Natural Lands
- Disconnect between Site & Building
- Entrance & Weak Sense of Arrival
- Develop Pedestrian Pathways & Trail Connection
- Full Parking and Poor Configuration on East
- Pedestrian Safety
- Accommodate Expansion of Facilities

Buildings

- Weak Program Presence
- Student Gathering & Study Space Shortage
- Deficient Internal Circulation & Wayfinding
- Classroom Shortage & Suitability
- Outdated & Poorly Located Restrooms
- Building Envelope & Energy Efficiency Challenge
- Feeble Building Entry Experience
- Foreboding Entrance—Brutalism of West Campus

Summary of Master Plan Goals

- Align Departments in Program Clusters
- Develop Learning Commons
- Accommodate Wider Range of Pedagogy
- Support Student Success with Student Space
- Establish Advanced Technology & Design Center
- Unify Departments in Applied Technology Center
- Renovate Aging Buildings & Infrastructure
- Improve Aesthetics at Entries
- Demolish Outdated & Underutilized Facilities
- Provide for Potential Expansion

- Create Outdoor Campus Quads
- Enhance Parking & Pedestrian Safety
- Improve Environmental Quality

Initial Strategies & Recommendations for Implementation (0-5 years: see sections 5 & 6)

In order to address Century's current campus challenges, accommodate future growth, and support the Master Plan goals, this plan recommends the following priority projects:

Campus Bonding Projects

- Classroom Addition (West)
- Applied Technology Center Renovation (East)
- Learning Commons Spatial Program Alignment (West)

Revenue Bonded Projects

- Student Center (West)
- Parking Ramp(s)

Campus Initiative Projects

- FAB Lab (East)
- Solar Lab (East)
- Classroom Renovation (East)

Repair & Betterment Projects

- Counseling Center Renovation (West)
- EMS Renovation (East)
- Functional Update (East & West)

Master Plan Advisory Committee Members

- Jason Cardinal, Dean of Student Services
- Lynda Bernisch, EMS Faculty
- Robert Hathaway, English Faculty
- Mark Hrolper, Director of Campus Safety
- Mike Houfer, Director of Facilities
- Chris Johnson, Student
- Neil Johnston, Art Faculty
- Kim Loomis, Science Faculty
- Dak Madson, Facilities
- Andrew Nessel, Dean, Academic Affairs
- Pat Opatz, Vice President of Finance and Administration
- John Rohleder, Associate VP/CIO
- Suresh Tiwari, Vice President of Academic Affairs

Campus Space Use Snapshot

Use Type	SF	%
1. Classroom	396,161	53.2%
2. Labs	71,369	9.6%
3. Office	58,508	7.9%
4. Study	53,410	7.2%
5. Special Use	16,496	2.2%
6. General use	16,660	2.2%
7. Support	131,879	17.7%
8. Residential	n/a	0.0%
TOTAL	744,493	

- 144 Classrooms
- 471 Offices
- 64 Bathrooms
- Space Use at left includes 41,300 SF of space leased by District 916

Example executive summary

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

Section 1: Campus Profile

Provide an overview of the campus: Its location, history, academics, demographics, enrollment, and other information that will shape and inform the Comprehensive Facilities Plan.

Subsection Highlights:

1.3: The goal is to establish demographic conditions that drive enrollment and what population the campus serves.

*Data can be found at the MN State Demographic Center website: <http://mn.gov/admin/demography/>

Checklist: Section 1: Campus Profile

Required/Optional

35% 65% 95% 100%

1.1: Campus History and Characteristics

	35%	65%	95%	100%
Summarize relevant history of campus leading up to current focus/configuration of campus		R	R	R
Summarize prior Comprehensive Facilities Plans		R	R	R
Describe role of campus within Minnesota State system		R	R	R
Describe important campus physical characteristics		R	R	R
Explain employment or demographic trends driving academic programs		R	R	R

1.2: Demographics: Regional

	35%	65%	95%	100%
Map showing campus location within the state		R	R	R
Map showing campus location within its town/city and proximity to nearest higher education institutions (both Minnesota State and others)		R	R	R
Matrix showing distances to other nearby Minnesota State campuses or metro areas in miles or driving time		R	R	R
5- to 7-county regional population analysis showing existing and projected population by age group: ages 1-17, 18-24, 25-45, and 46-65*		R	R	R
Describe important economic indicators regionally or in the community		R	R	R
Graph or chart showing occupational employment trends in the region or state as they affect the campus		R	R	R

1.3: Demographics: Campus

	35%	65%	95%	100%
Graph/chart showing actual and projected (next 5 years) FYE enrollment		R	R	R
Graph/ chart showing enrollment trends in FYE vs. total head count		R	R	R
Graph/chart showing actual and projected (next 5 years) online FYE; explain the expected effects, if any, of projected online enrollment on on-campus enrollment		R	R	R
Graph/chart showing percentage of male and female students		R	R	R
Graphs/charts showing average age and race/ethnicity of students		R	R	R
Graphs/charts showing faculty and staff data (numbers, age, etc.)		R	R	R
Graphs/charts showing current academic program areas by enrollment		R	R	R

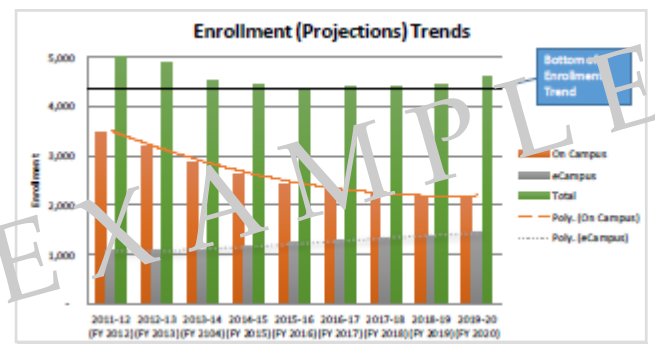
Subsection Highlights:

1.4: It's crucial to understand academic drivers. Academic planning drives space requirements.

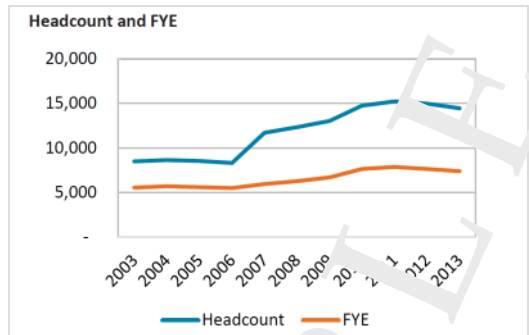
Checklist: Section 1: Campus Profile (continued)	Required/Optional			
	35%	65%	95%	100%
1.4: Academic Goals				
Summarize campus mission statement		R	R	R
Narrative explaining academic strategic goals and Academic Plan		R	R	R
List of current academic programs by degree or division; list of top programs by enrollment and their current enrollment numbers (FYE)		R	R	R
List of current customized training, continuing education, and workforce development programs		R	R	R
Summarize curriculum and instructional goals		R	R	R
Summarize recruiting strategies regionally and nationally		R	R	R
Describe specialty programs or programs that are unique to the region or system		R	R	R
Describe significant changes or problems with course delivery techniques and how they relate to physical space needs		R	R	R
Summarize significant academic, community, or industry partnerships		R	R	R
1.5: Technology Planning				
What specialized instruction technology needs are currently on campus? Do they need to be upgraded?		R	R	R
Summarize current infrastructure status on campus – server rooms, hubs, computers, mobile devices, etc. Is there any major outside technology infrastructure that could impact facilities improvements in the future?		R	R	R
Describe how technology is integrated into current facilities planning on campus		R	R	R
How has technology improved the student support experience and how have facilities been modified to support technology?		R	R	R
What is the college or university's plan to address power usage from technology on campus?		R	R	R

ROOM TYPE	Sq. Ft.	%
Classroom	82,714	22
Classroom Lab	194,558	51
Classroom Lab Storage	25,823	6
Open Computer Lab	3,922	1
Server Room	274	<1
Academic Support	3,897	1
Offices	38,157	10
Conference Room	6,285	1.5
Library	1,840	<1
Food Service	11,257	3
Lounge	1,550	<1
Bookstore	1,468	<1
Central Storage	1,834	<1
Reprographics/Mail room	428	<1
Unused (penthouse)	1,500	<1
Total	375,437	100

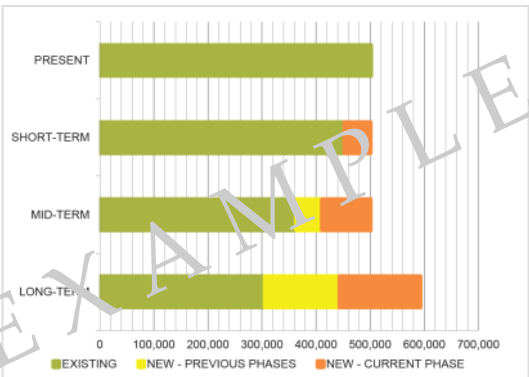
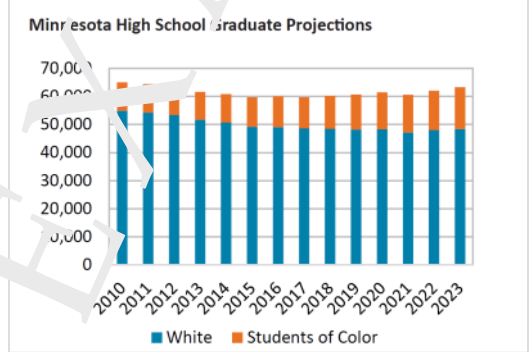
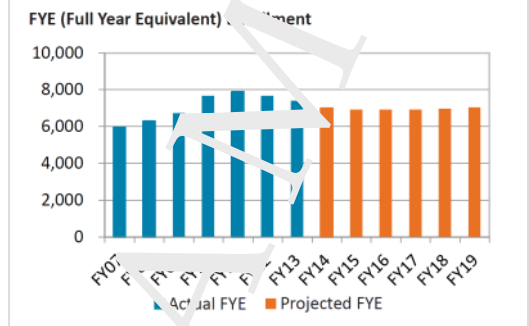
Example space use snapshot



Example enrollment trends graph



	2007	2008	2009	2010	2011	2012	2013
Headcount	11,709	12,329	13,000	13,766	15,219	14,968	14,462
FYE	5,957	6,287	6,714	7,650	7,779	7,662	7,393



Graph - Potential campus square footage over time

Example campus square footage graph

	Wadena	Becker	Center	Taylor	Clay	Overall State MN
Population, 2010	13,841	32,517	17,713	57,303	48,609	5,303,925
Population percent change, 2000-2010	0.9%	8.3%	0.3%	0.3%	15.2%	7.8%
Persons under 5 years old, percent, 2010	6.4%	6.3%	5.50%	6.2%	6.2%	6.70%
Persons 65 years old and over, percent, 2010	19.9%	15.4%	19.0%	12.9%	12.20%	

Example regional demographics table

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

Alexandria is located in Douglas County, in West-Central Minnesota, midway between Moorhead and Minneapolis.

Douglas County Population 2010 Census

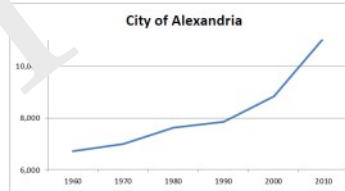
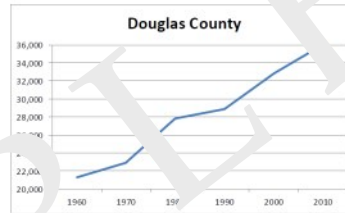
Total:.....36,009
 Median Age:40

Alexandria Population 2010 Census

Total:.....11,070
 Median Age:38.8

Population Change Since 1960

	1960	1970	1980	1990	2000	2010
Douglas County	21,313	22,892	27,839	28,839	32,821	36,009
City of Alexandria	6,713	6,973	7,608	7,838	8,820	11,070



Regional Population Statistics

County	1990	2000	2010	% change
Douglas County	28,839	32,821	36,009	+ 24.9%
Stearns County	118,791	133,166	150,642	+ 26.8%
Pope County	10,745	11,236	10,995	- 2.3%
Todd County	23,363	24,426	24,895	+ 6.0%
Otter Tail County	50,714	57,159	57,303	+ 13.1%
Grant County	6,246	6,289	6,018	- 4.6%
Stevens County	10,634	10,053	9,721	- 8.1%

Demographic Overview:

Douglas County (Source: US Census Bureau)

POPULATION AND HOUSING

Total Resident Population, 201036,009
 Percent 65 and older, 201321.2%
 Housing units, 2013.....20,280
 Households, 2008-201215,919
 Homeownership rate, 2008-2012.....75.2%

EDUCATION

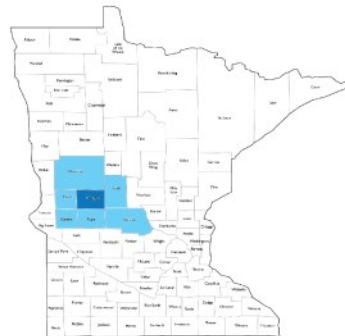
High school graduate or higher, percent of persons age 25+, 2008-2012.....92.4%
 Bachelor's degree or higher, percent of persons age 25+, 2008-2012.....23.6%
 Language other than English spoken at home, pct age 5+, 2008-20122.7%

BUSINESS FACTS:

Private nonfarm establishments, 2012.....1,340
 Private nonfarm employment, 201217,091

RESIDENT INCOME

Median household income, 2008-2012\$50,365
 Persons below poverty level, percent, 2008-201210.3%



Example demographics sheet



Opening day, 1962



By 1967



By 1968



By 1983

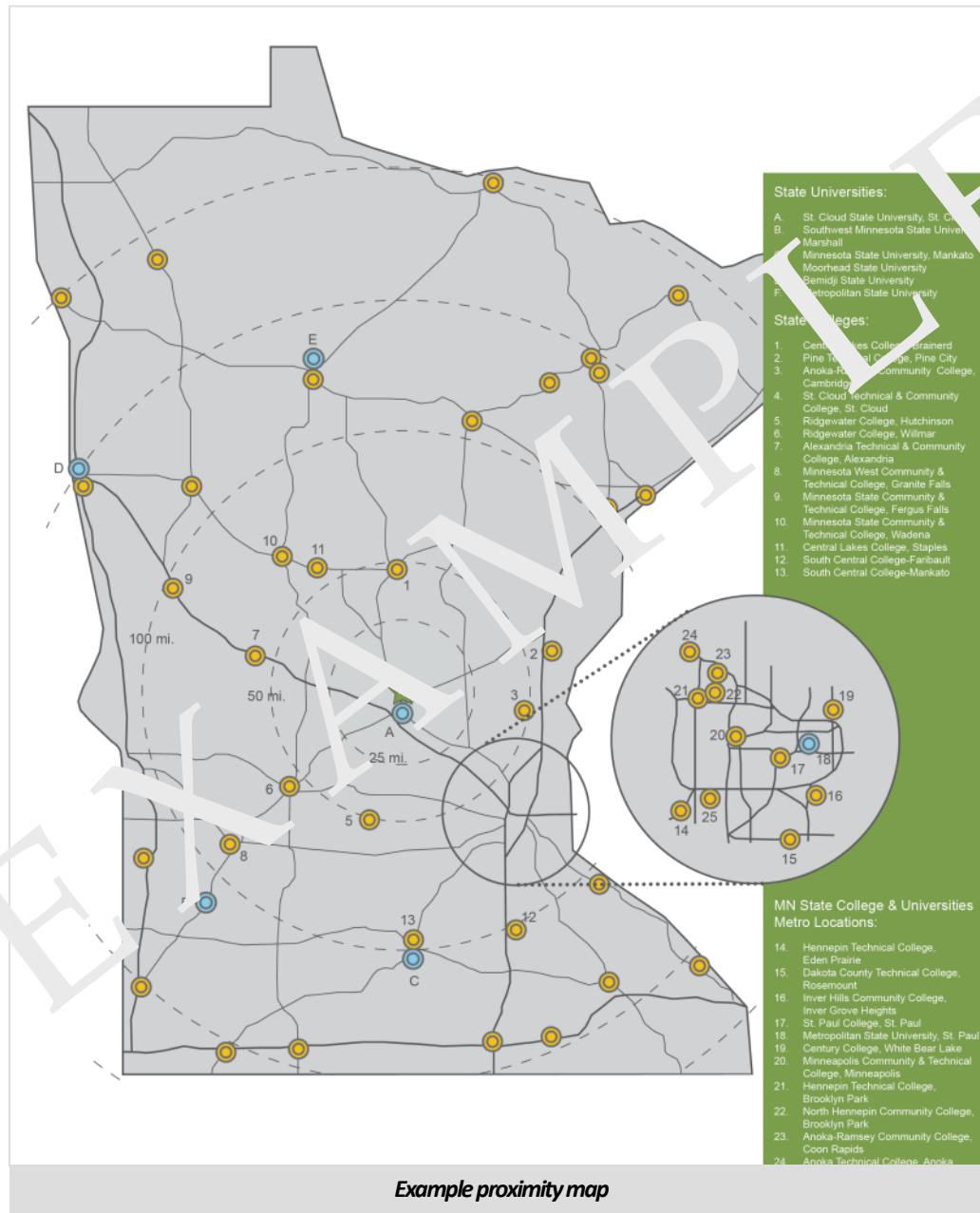


Today, 2014



Example campus history plans

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Example proximity map

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

Section 2: Existing Site Conditions

Provide an overview of the campus’s physical site conditions and surroundings and its relationship to its neighbors. Explain how local zoning or other regulations affect the campus site. Analyze existing and potential land use and/or acquisition. This section informs Sections 4 and 5.

Subsection highlights:

2.1: Lays out the aerial/spatial context of campus and the hardscape and landscape elements that must be addressed.

Checklist: Section 2: Existing Site Conditions

2.1: Land Management

	Required/Optional			
	35%	65%	95%	100%
Maps/aerial photos showing campus context in relation to city and region	R	R	R	R
Maps/aerial photos showing adjacent property zoning and land uses	R	R	R	R
Describe how zoning or other regulatory requirements affect campus planning and land uses; identify the local zoning authority	R	R	R	R
Maps of land held in leases; describe the terms of the leases	R	R	R	R
Maps of proposed property acquisitions showing boundaries and proposed timeline of acquisitions		R	R	R

2.2: Landscape/Civil

Site plan showing property lines and significant physical issues of the campus	R	R	R	R
Site plans/maps showing existing natural resources and landscape features including vegetation, ponds/lakes, prairies, flood plains, wetlands, etc.; show prevailing winter and summer winds, summer/winter sun angles	R	R	R	R
Campus landscape plan showing existing athletic fields, fencing, irrigation, trees above 6" caliper, planted areas, etc.	R	R	R	R
Site plan or narrative explaining condition of existing site features such as sidewalks, parking lots, curbs, fields, site furnishings, etc.; identify any site improvements (curb ramps, sidewalks/sidewalk ramps, guardrails/handrails, etc.) that do not comply with current accessibility codes or regulations	R	R	R	R
If available, site plan w/ contours shown at 2-foot intervals; otherwise, note significant slopes and storm water drainage issues/features	R	R	R	R
Map, site plan, or narrative identifying any hazardous environmental conditions on or adjacent to campus (including underground tanks or ground contamination), or any nearby sources of significant pollutants. Explain how these hazardous conditions are managed and how they affect the campus site and facilities.	R	R	R	R
Site plan showing existing utility infrastructure: domestic and chilled water, steam, natural gas, electric, alternative fuels, sanitary and storm sewer, technology (fiber optic, broadband/cable, telephone), underground fuel tanks (the campus may choose to maintain the plans separately from the CFP). Show where major utilities enter the campus site.	R	R	R	R

Checklist: Section 2: Existing Site Conditions	Required/Optional			
	35%	65%	95%	100%
2.3: Campus Use				
Site plan delineating and identifying all campus buildings and amenities. Show major building entrances and major circulation patterns for pedestrian, bicycle, transit, and other vehicular traffic including service routes and fire lanes. Identify all major accessible pedestrian routes (designated and undesignated) that comply with current accessibility codes or regulations.	R	R	R	R
Parking analysis with site plan showing existing surface and structured parking (including accessible spaces, access aisles, and curb ramps). Provide narrative with a count of existing parking spaces and explanation of existing parking use patterns and trends. Describe other existing transportation issues.	R	R	R	R
Narrative or graphics explaining current wayfinding signage and strategy. Describe when wayfinding systems were last replaced or updated.	R	R	R	R
Graphic or narrative explaining potential demolition, mothballing, renovation, or leasing in/out of existing space	R	R	R	R
Graphic or narrative explaining existing security services, call boxes, or other site security features	R	R	R	R
Graphic or narrative explaining campus walkability and pedestrian features/ infrastructure	R	R	R	R
Graphics or narrative showing campus entrance points and campus monuments or "first impressions"	R	R	R	R
For campuses where public transit is available, describe existing and proposed transit routes, their frequency and capacity, and any campus or city policies/programs that encourage or affect transit use by students, staff, faculty, and visitors. Provide maps showing the locations of bus stops and transit routes on and adjacent to campus.		O	O	O
For campuses where traffic and parking supply or distribution is an issue, analyze alternative parking/traffic management policies (existing or potential) to mitigate traffic and/or parking demand (e.g. off peak scheduling, parking fees, policies for on-campus residential students, transit incentives, etc.). Describe parking demand during special events—sports, conferences, community events, etc.		O	O	O

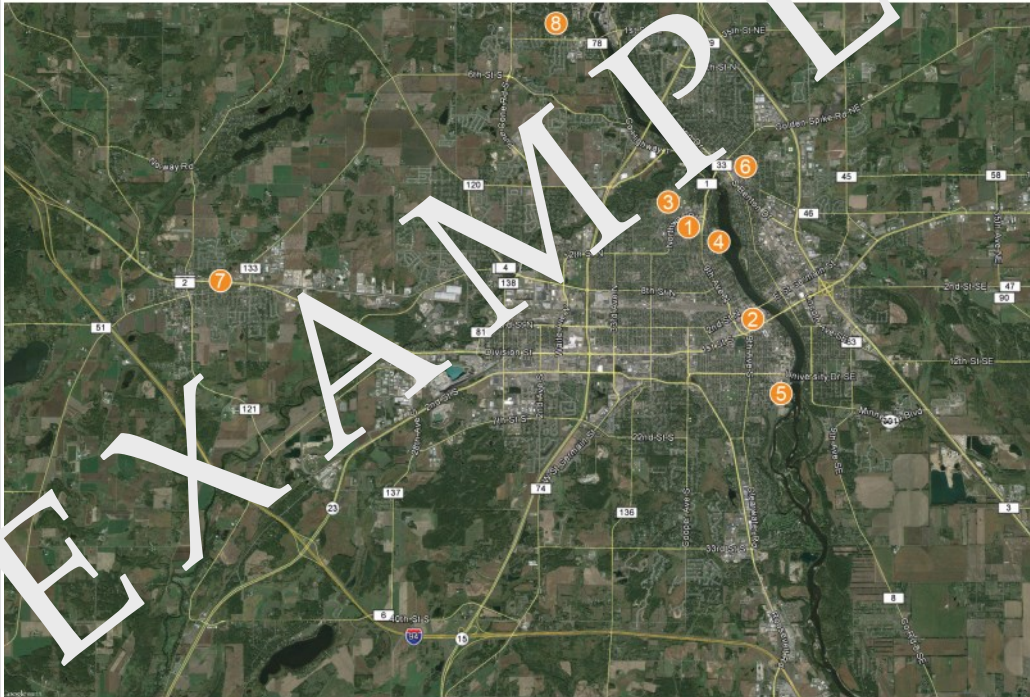
Regional Context

St. Cloud Technical and Community College
1540 Northway Drive
St. Cloud, MN 56303

St. Cloud Technical and Community College is located at the north end of St. Cloud, Minnesota, near the confluence of the Sauk and Mississippi Rivers. It is bounded by Northway Drive on the north, 9th Avenue on the east, 15th Street on the south, and offices and apartment buildings on the west. Single-family residential neighborhoods surround its south and east sides and Whitney Park and recreation facility is located to its north.

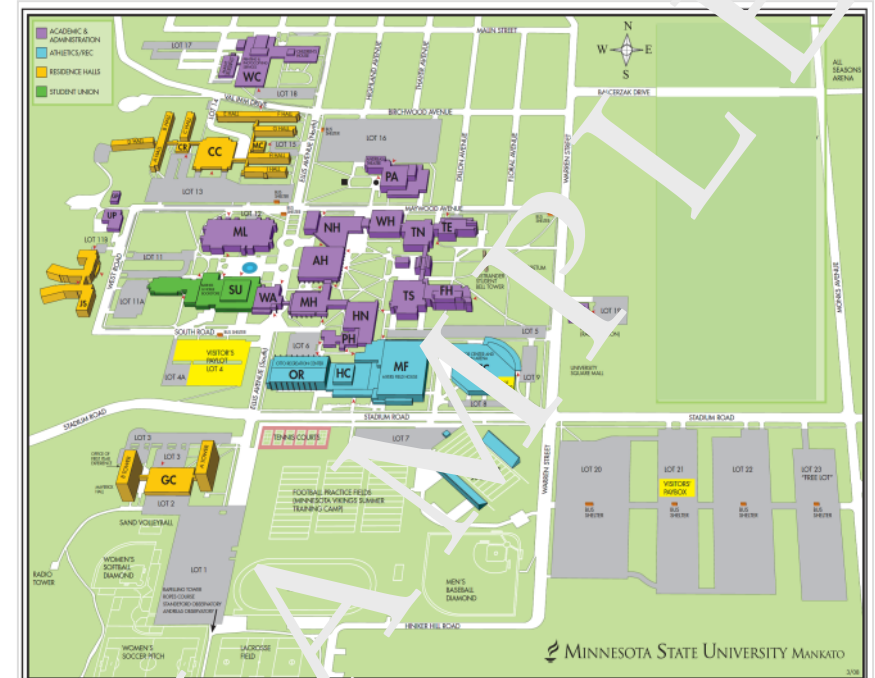
Key

- 1 St. Cloud Technical and Community College
- 2 Downtown St. Cloud
- 3 Whitney Park
- 4 St. Cloud Hospital
- 5 St. Cloud State University
- 6 Sauk Rapids
- 7 St. Joseph
- 8 Sartell



Example Regional Context Map

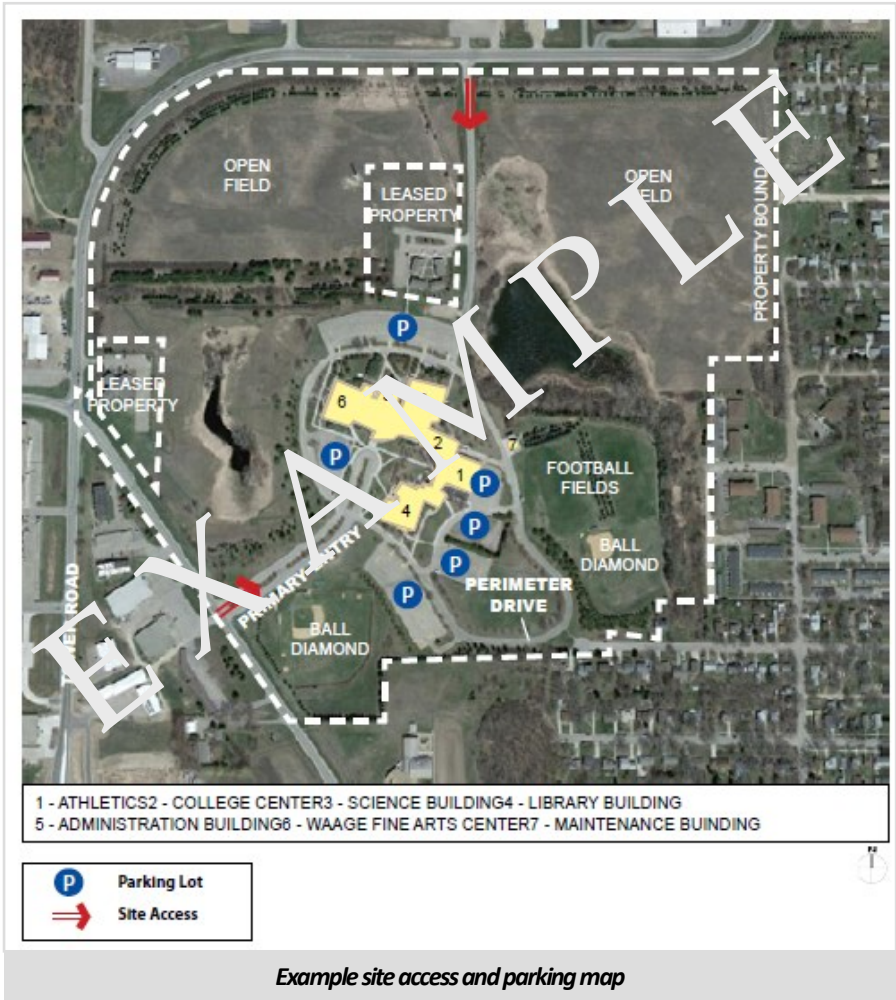
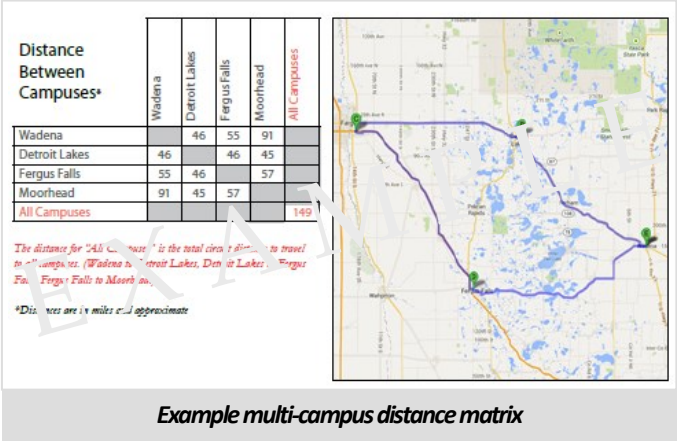
Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.



BUILDING KEY

- | | |
|---|---------------------------------|
| AC Academic & Administration Center | NH Nelson Hall |
| AH Armstrong Hall | OR Otto Recreation Center |
| CC Coski Commons | PA Performing Arts Center |
| FH Foy Hall | PH Pennington Hall |
| GC Gallagher Residence Community | SU Centennial Student Union |
| GP Generator Plant | TC Taylor Center |
| HC Highland Center | TE Trafton Science Center E |
| HN Highland Center N | TN Trafton Science Center N |
| J Julia A. Sears Residence Hall Community | TS Trafton Science Center S |
| MC McElroy Residence Community | UP Utility Plant |
| MF Myers Field House | WA Wigley Administration Center |
| ML Memorial Library | WC Wiecking Center |
| MH Morris Hall | WH Wissink Hall |

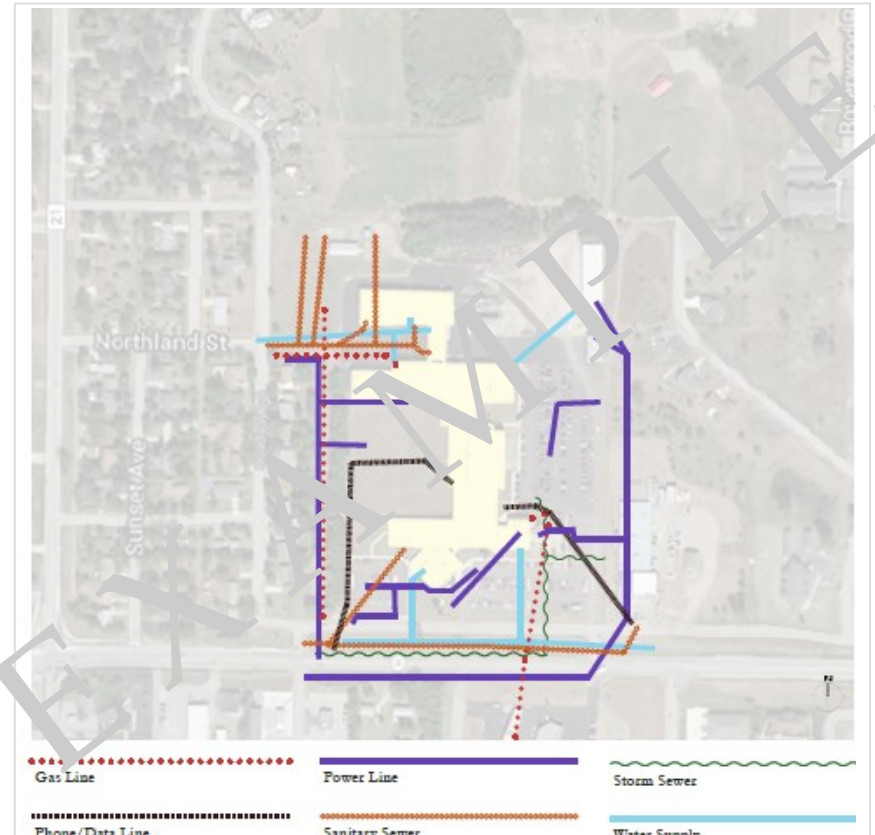
Example site map



Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

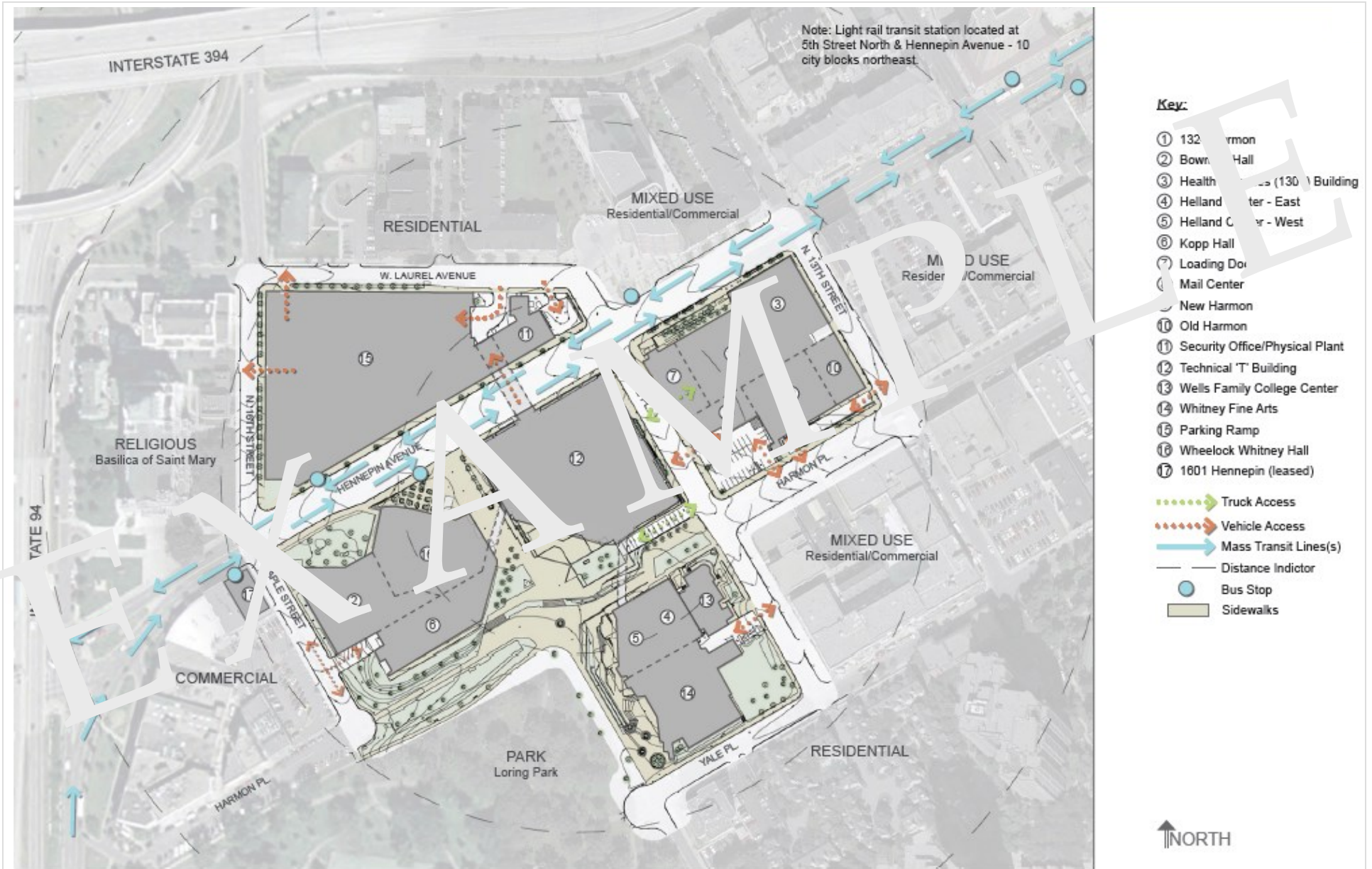


Example environmental factors map



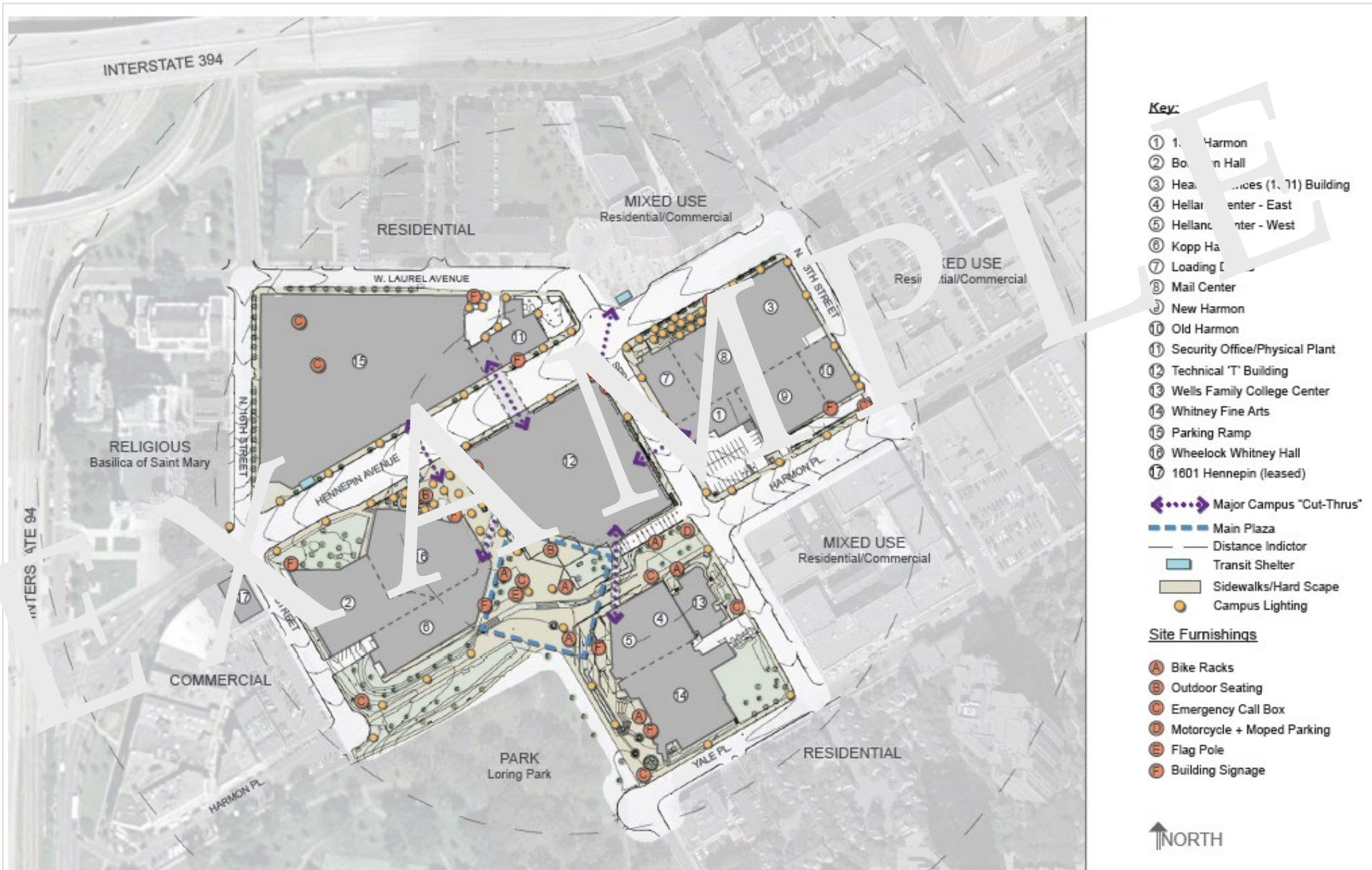
Example utilities map

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.



Example landscaping/transit map

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.



Example pedestrian experience map

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

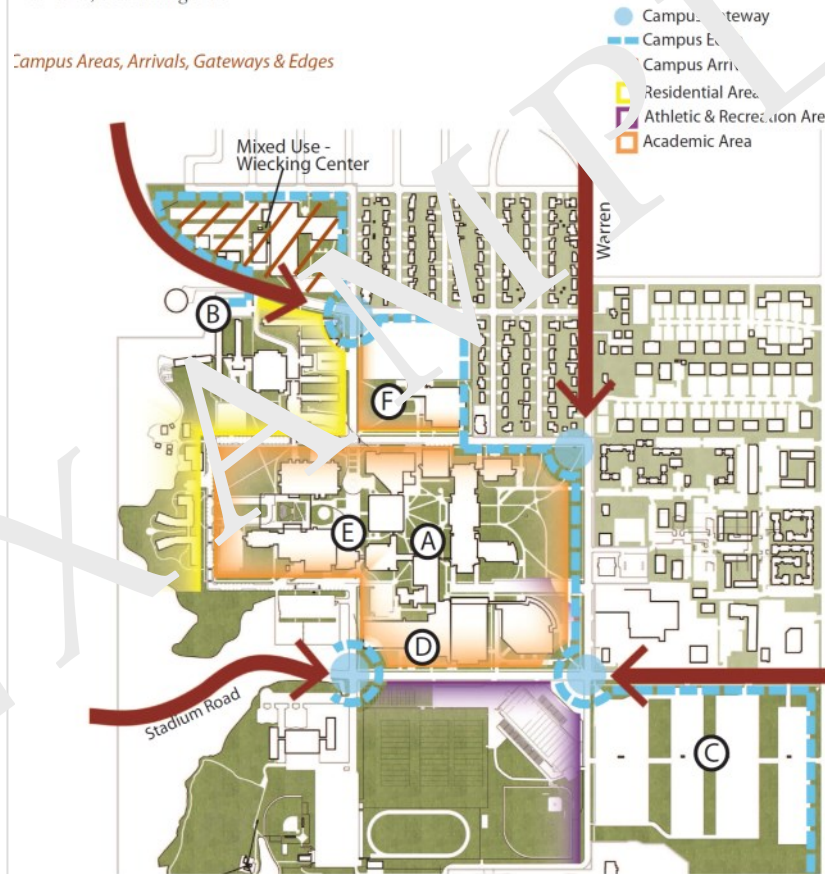
2.3 Campus Uses

The campus is been organized into six major zone categories, shown on diagram below. Several fall within the Pedestrian Core, which is largely Academic:

- A. The Academic Core
- B. Residential Life
- C. Parking, Athletics
- D. Recreational, Campus Activities
- E. Administration, Academic Support
- F. Arts, Performing Arts

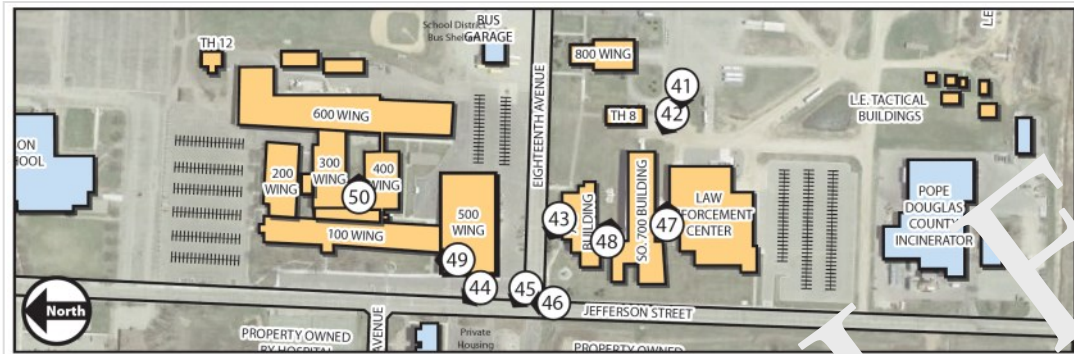
A general building use inventory was undertaken to identify where major campus uses are located and the functional relationships that exist between building uses. Five Building categories were used to describe the major function of existing buildings. These are Academic, Support, Residential, Athletic, and Service. In addition to these five categories, several buildings have multiple uses that are both academic and support, and academic and athletic.

Campus Areas, Arrivals, Gateways & Edges



Example Campus Use site plan

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.



41 East side of Law Enforcement Center



42 East entrance of south 700 wing



43 18th Ave/Jefferson Street intersection



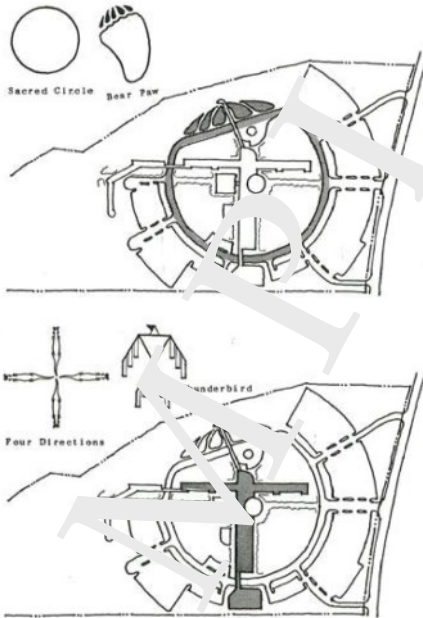
44 Southeast corner of private housing

Example site photos with key plan

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

ORIGINAL CAMPUS DESIGN SYMBOLISM

From original 1990 campus plan



Symbolic Elements

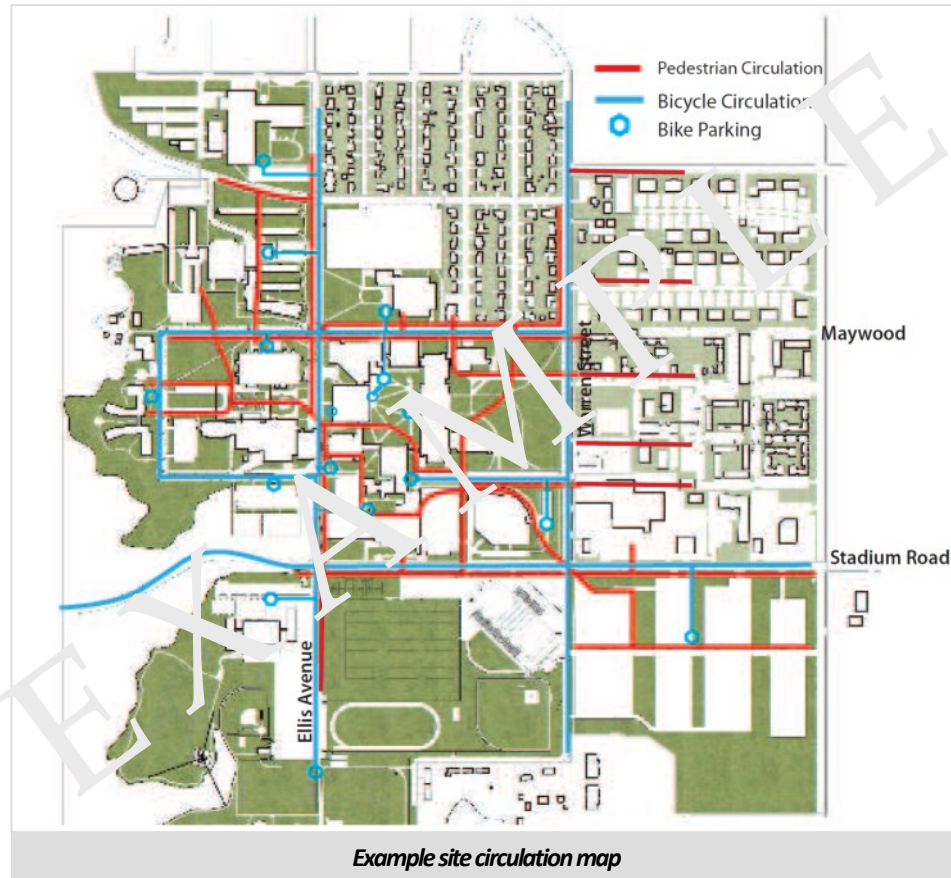
- Sacred Circle: In much of Native art and culture, symbolizing balance, continuity, oneness and a time frame of infinite duration.
- Bear Paw: A very powerful spiritual symbol of strength. The bear paw is the symbol of the bear clan, protectors of the village - the watch-keepers.
- Four Directions: Ojibway oral history tells of the "otter that swims in the true directions to impart this knowledge to the people so that they may better live in harmony".
- Thunderbird: Traditional Native symbol of many tribes. Believed to cause lightning and thunder, representative of energy and power.

From the bear paw, which overlays the nonnative tree rows and organizes the site, to the bright native colors of the four directions applied to the nonnative corrugated metal walls (recalling local farm structures), the pervasive symbolism of the project provides a celebration of both nature and community." - Thomas Hodne Jr.

Principles for Expansion

- Honor and maintain the original building design concept, the primary symbol of the Thunderbird, the many other multi cultural symbols, and the special meaning these expressions hold within.
- Strive to preserve the trees and natural environment that is so much a part of the college.

Example campus symbolism diagram



Example site circulation map

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

Section 3: Existing Building Conditions

The goal of this section is to obtain a deep understanding of the current condition and sustainability of existing buildings and to understand their patterns of space use by academic unit or program use. This understanding is obtained by conducting an inventory of the campus's current academic and auxiliary assets—its classrooms, labs, and related support spaces. This analysis informs Sections 4 and 5.

Space Utilization/Needs Assessment

Space utilization is a critical information metric to examine in your Comprehensive Facilities Plan, and serves as the core foundation for campus planning and development strategies. The primary goal in this section is to report on trends on the baseline utilization of campus academic space, but also to determine what other space is being used and might be candidates for improvements to accomplish the campus mission. As a preliminary exercise, each campus should answer the following fundamental questions about its space use practices:

- Does the campus have a classroom and lab scheduling policy?
- How is the policy used and updated?
- Who schedules and controls space on campus—central control or is it decentralized and controlled by the departments or individual divisions?
- How are space decisions communicated on campus? By whom?

- Have all the campus spaces been properly categorized and accounted for? (i.e. a classroom is identified properly)

New Space Utilization Tool

Starting with Spring term 2014, all system colleges and universities were on a single system to track all scheduled room utilization using a common set of defined elements (Group Type, Event Type, Room Type and Status). Because of the abundant amount of data entered by the institution, it is now possible to measure and report on space use for the entire campus using a variety of metrics.

Academic Space Utilization

Our primary goal during the CFP process is to measure academic, credit producing events in core academic spaces (classrooms – 110, and class laboratories – 210). This specific metric is included as part of the Accountability Framework and is required in the Comprehensive Facilities Plan, but is also critical in determining the need for improved space. It is important to understand how the academic, credit producing events in core academic spaces relate to scheduled room use for the entire campus. A breakout of all room use for the entire campus is also required as part of the Comprehensive Facilities Plan.

Student Support Space or other types of space use

Although the emphasis is on tracking and maximizing the use of academic space on campus, there is growing evidence that support space on a campus is a crucial

success factor in a student entering, persisting and completing higher education. Campuses may choose to supplement the above information by overlaying room use directly attributable to: learning in other academic spaces (non-110, non-210 spaces), non-credit courses, supplemental learning, as well as use from other Minnesota State institutions and Independent School Districts.

For more information, please see the *EMS Reports for the CFP* supplemental instructions within this document, or consult the Minnesota State EMS Campus Sharepoint site.

Facilities Condition

This section is intended to produce a baseline condition report of campus facilities, summarizing the current status of facilities, such as campus building size and ages, status of building backlog and renewal forecasts, a Facilities Condition Index, current number and size of classrooms and labs in the buildings, programming currently residing within the buildings, and projects that have been completed since the last Comprehensive Facilities Plan. Current condition details will be incorporated in the Building Data Sheets (see Checklist 3.2).

In addition to the traditional reporting details noted above, a campus should also consider and identify:

- Architecturally significant buildings, materials or conditions unique to campus.
 - ◊ Such as specific quarry limestone for façades or building embellishments/building materials
- Historically significant or historic-registered buildings on campus

- Hazardous material considerations, such as asbestos abatement or other environmental or building conditions that may impact future development
- Temporary buildings and their statuses (temporary buildings are buildings that will be on site 3 years or less)
- Academic furniture and equipment conditions
- Building and security technology

The Facilities Condition Index (FCI) is a ratio describing the amount of backlog in campus building systems and infrastructure. This ratio takes into account an estimate of the amount of backlog—building systems that have operated beyond their useful life—and compares it with the building’s estimated replacement value. Put another way, FCI is calculated by dividing backlog by current replacement value (CRV) of all campus facilities. FCI is one of the critical key performance measurements and is one of the factors used in determining priority of reinvestment. The system used to calculate FCI is known as Capital Renewal (formerly FRRM).

Capital Renewal tracks the backlog and renewal of building systems. The main purpose of FRRM is to understand the condition of a campus’s buildings and forecast need into the future. The overall building condition established in Capital Renewal from building characteristics and campus estimates is used in HEAPR and capital project requests to show your current and future facilities needs.

For more information, please see the *Capital Renewal (formerly FRRM) Analysis of Backlog and Renewal for the CFP* supplemental instructions within this document.

Sustainability or Energy Efficiency

Campuses should include a review of the sustainability measures they track on a regular basis, identifying progress and identifying what goals they’d like to continue to incorporate and prioritize in their campus development plans. At a minimum, each campus should complete an analysis of energy and water consumption trends. For more information, please see the *Energy Efficiency and B3 Benchmarking* supplemental instructions within this document.

Comparing Energy Consumption Patterns with Past Investments

The primary goal of analyzing sustainability measures in this section is to identify how past investments made since the last version of the campus Comprehensive Facilities Plan have impacted the campus’s sustainability profile. The expectation is that these details will also assist the campus in isolating and identifying future projects that will meet sustainability objectives.

Targets for Energy Reduction

The system’s collective energy reduction goal is to achieve at least a 20% reduction in energy consumption by 2020 when compared with the baseline year 2009. Long term, the system maintains expectations of long term energy consumption reductions by projects that would increase energy efficiency or adopt renewable energy.

During this planning process, the campus should identify buildings or areas of buildings that are considered high energy consumers. The campus should rely on the B3 Energy Benchmarking website to run energy and water reports: <https://mn.b3benchmarking.com/default>.

Energy Analysis of Future Buildings

All Minnesota State bonded projects—both new and substantially renovated—that have not begun their Schematic Design Phase prior to January 1, 2015 are required to meet the Minnesota Sustainable Building 2030 (SB 2030) 2015-2019 Energy Standard. Minnesota Sustainable Buildings 2030 (SB 2030) is a progressive energy conservation program initiated by the Minnesota Legislature in the spring of 2008. Based on the national *Architecture 2030* program, SB 2030 has been tailored to the needs of Minnesota buildings. Like *Architecture 2030*, SB 2030 sets specific performance targets (Energy Standards) for energy use in buildings compared to representative buildings in existence in 2003. Every five years, the total carbon emissions target from buildings is reduced so that in 2030 a 100% reduction (net zero carbon) is achieved.

For new buildings compared to representative buildings in existence in 2003, the reduction in carbon producing fuel used for building energy is:

- 2010 - 60% reduction
- 2015 - 70% reduction
- 2020 - 80% reduction
- 2025 - 90% reduction
- 2030 - 100% reduction

The information for SB2030 can be found here: <http://www.b3mn.org/2030energystandard/index.html>

Baseline Energy Analysis

For purposes of the CFP, the campus should:

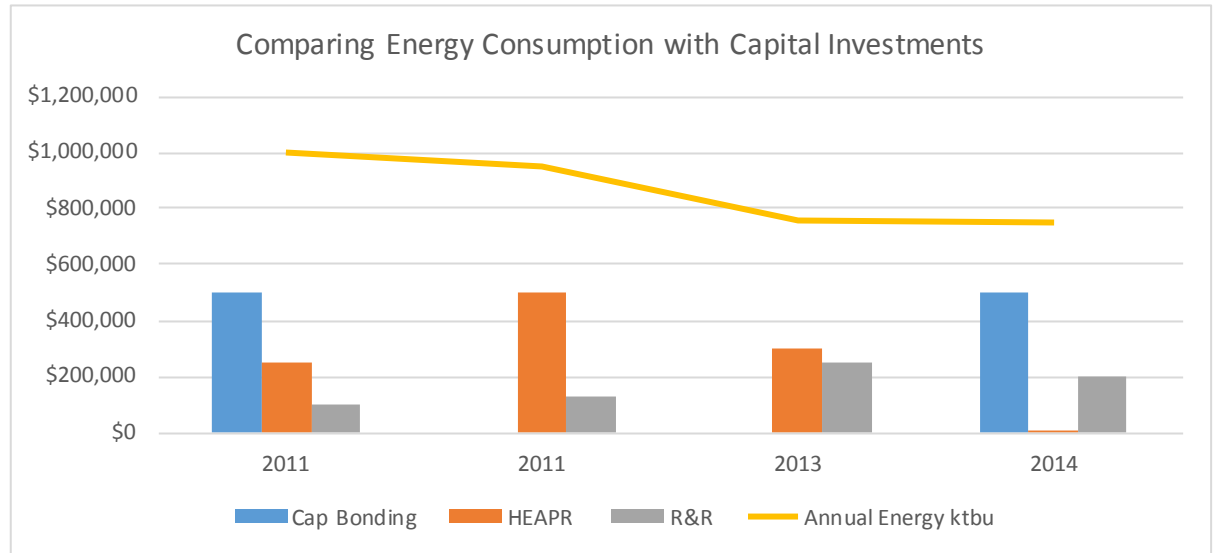
- Run an annual trendline energy consumption report from 2009 (the system’s established baseline reporting year in B3) to most current complete calendar year.
- Run an annual trendline energy consumption report from 2010 to most current complete calendar year

(2010 represents the Better Building Challenge Baseline year, a federal energy consumption reduction program)

- Run an annual trendline energy consumption report from the date of the last Comprehensive Facilities Plan update to the most current complete calendar year
- Compare annual energy consumption trends since the last comprehensive facilities plan update with the completion of past capital investments, such as capital bonding projects, HEAPR, or campus repair and replacement investments (see example).

To see where your campus compares with other campuses in the system, visit:

<http://mnsu.b3benchmarking.com/>



Example Energy Consumption Graph

Checklist for Section 3: Existing Building Conditions	<u>Required/Optional</u>			
	35%	65%	95%	100%
3.1: Building Analysis and Summary				
Describe overall condition of campus buildings and their sustainability, energy efficiency, and program fit issues/concerns	R	R	R	R
“Heat map” site plan of all campus buildings showing their relative energy use intensity	R	R	R	R
Describe campus FCI and outline specific deferred maintenance issues	R	R	R	R
Describe campus space utilization themes and issues	R	R	R	R
Analyze existing student housing condition and utilization	O	O	O	O
Summary of other pertinent studies or plans: emergency preparedness plan, waste compliance, system hazardous waste, etc.	O	O	O	O

(See next page for *Checklist, Section 3.2*)

3.3: Auxiliary and Revenue Supported Programs				
Describe (if applicable) student housing, student union/student center buildings, parking structures, recreation/wellness structures, or other non-academic Revenue Fund projects. List GSF of each facility.	O	O	O	O
Identify current occupancy of residence halls and count of current beds	O	O	O	O

Space utilization “heat maps”

For the heat maps, please use only the following utilization categories:

- **0-60%:** Extra Low
- **60-85%:** Low
- **85-100%:** Normal
- **>100%:** High

Use two different color ranges for labs and classrooms; for example, lab utilization might be shown in shades of green, and classroom utilization shown in shades of blue. (See examples on page 28.)

Campuses are strongly encouraged to include, when possible, a chart showing **Classroom Utilization by Capacity** (see example graphic on page 29). Please contact the system office for assistance if you have trouble accessing the needed data for this analysis.

Facility Condition Index (FCI)

Minnesota State has adopted the State of Minnesota’s scale for evaluating FCI as follows:

- Less than 0.05 = Excellent
- 0.05-0.15 = Good
- 0.15-0.30 = Average
- 0.30-0.50 = Poor
- Greater than 0.50 = Crisis

Checklist for Section 3: Existing Building Conditions

Required/Optional

35% 65% 95% 100%

3.2: Building Data Sheets -- *Include the following for each building:*

	35%	65%	95%	100%
Summarize current building condition	R	R	R	R
Interior and exterior photos with captions documenting building conditions, deficiencies, or great spaces	R	R	R	R
Map/key plan showing the building in relation to the whole campus	R	R	R	R
Building floor plans showing room numbers, room sizes (NSF), square footages by level/floor, and room use by program/department	R	R	R	R
<i>Building Summary matrix/graphic, including:</i>	R	R	R	R
Building GSF	R	R	R	R
Original building construction year and years of additions or significant remodels	R	R	R	R
Current Replacement Value (CRV)	R	R	R	R
Backlog	R	R	R	R
Facility Condition Index (FCI)	R	R	R	R
5-year renewal forecast	R	R	R	R
5-year FCI	R	R	R	R
Percent of building currently mothballed (if applicable)	O	O	O	O
Roof Type	R	R	R	R
Building exterior type	R	R	R	R
<i>Space Utilization Summary matrix/graphic with current EMS data, including:</i>	R	R	R	R
Total number of classrooms and labs (start w/ minimum 2 year review)	R	R	R	R
Weekly room hours available	R	R	R	R
Hours used per week and hours used percentage	R	R	R	R
Seat use percentage	R	R	R	R
Describe building conditions (backlog) that affect FCI; description of other issues related to rightsizing, space utilization, FRRM, repurposing, etc.	R	R	R	R
Summarize building deficiencies (code, structural, systems, ADA/accessibility)	R	R	R	R
"Heat map" floor plans by floor/level, showing color-coded space utilization data; indicate source of utilization data on each page (e.g. EMS, Fall 2014)	R	R	R	R
Summary chart of classroom utilization by capacity (see example graphic, page 29)		R	R	R
HEAPR information and recommendations, including a list of all HEAPR projects completed since the campus’s last CFP update		R	R	R
Describe potential future uses of the building (if different from current use)	O	O	O	O
Describe technology and equipment issues/ recommendations	O	R	R	R
B3 data analysis for the building (analysis to meter or sub meter level), if available	R	R	R	R

Section 3: Existing Building Conditions

SUMMARY OF ISSUES

Building Entry Experience

Campus entry “vocabulary” is very understated, and it is difficult to identify the main entrance to a building. The materials, forms and landscaping should be enhanced to establish clear hierarchy of entrances. This will help to reinforce wayfinding, as well as strengthen the College’s identity. The building entry experience on West Campus is particularly foreboding with the Brutalist large expanses of concrete on the facade.

Student Study and Gathering Space

While “The Nest” renovation at the First Floor of West Campus provided space for student organizations and informal gathering, demand quickly outgrew the new spaces. Additionally, more spaces for students to study are needed. The Student Technology Committee voted to appropriate funds to provide more study areas with seating, outlets, and wireless or wired network connectivity.

Internal Signage, Circulation, and Wayfinding

A recent exterior and interior signage project has greatly improved wayfinding and branding on campus. However, it is still difficult to navigate the interior of the buildings. The narrow hallways with few distinguishing characteristics and through multiple additions to the sprawling buildings. The layout of many places where the hallways open to a larger gathering area is disorienting, though recent renovations have helped. Additionally, few academic departments are consolidated in one area, leading to a lack of identity for several portions of the campus.

Weak Program Presence

One of the issues that makes wayfinding difficult is that many programs are scattered throughout campus and lack a “home” or clearly defined space. Faculty offices may be on the opposite side of the building from the classrooms where they teach, and not consistently grouped with colleagues.

Classroom Shortage & Suitability

Century College’s space utilization is among the highest in the MnSCU system. While a six-classroom addition will help to ease classroom demand, there are many classes taught online because there are simply no available rooms. Additionally, rooms that classes are taught in are not ideally suited to the type of class being taught. This is especially true of the three tiered lecture halls on West Campus. While they are significantly utilized, they are not well-suited to the courses being taught in them which require more interaction between students and instructors. Faculty and students have requested one-level classrooms with a more square space aspect ratio that can flexibly accommodate a variety of room layouts to serve active learning.

Finishes and Furniture

The general appearance of finishes and furniture at Century College fits into two categories: dated and worn, or recently updated. Renovations within the past few years contrast with worn finishes and furniture that is often original.

Toilet Facilities

Restrooms on campus are generally undersized and inconveniently located with dated finishes. There is need for additional bathrooms, especially near the theatre on West Campus and the Student Mall on East Campus. There are only a few single-gender neutral restrooms on campus, and the ATD Equity/Advancement Team requests that such restrooms be developed to serve LGBTQ students and employees and people with trans-gender children or caregivers, among other needs. Security facilities are deficient in fully meeting ADA standards in regard to proper mounting heights of toilet paper dispensers, the presence of protective covers on sink faucets, and proper mounting height of accessible grab bars. The college is currently developing a master plan for updating the approximately 40 restrooms on campus to current code, to be completed by January 2014.

Loading Docks

The loading dock is on the back side of West Campus, with a long, curved entrance road and little room for maneuvering large trucks, requiring many drivers to back in. Additionally, the loading dock has little storage space. Books and supplies must be delivered to the Bookstore by driving a forklift through the building.

Information Technology

The Information Technology Master Plan will be revised during 2013-2014.

Student Housing

There is no Student Housing on the Century campus.

Building Envelope Shortcomings

The building envelope on the older campus buildings is reported to be single-wythe masonry with limited or no insulation. This causes not only increased heating and cooling costs, but increased deterioration of the building envelope due to temperature differentials.

General Comments on Facility Condition Index

- Current Replacement Value (CRV): \$ 208,661,000
- Current Facilities Condition Index (FCI): .23
- 5-year Facility Condition Index (FCI): .25

Century’s FCI is high despite above-average spending on Repair & Renewal (see 3.5).




COLOR	KEY	NAME	BLDG #	GSF	CONST.	SIGNIFICANT REMODEL
	1	A & B WING	208T0165	64,172	1965	1999 & 2002
	2	C & D WING	208T0270	31,072	1970	1998 & 2005
	3	E & F WING	208T0371	28,470	1971	2005
	4	G WING - WORKFORCE CENTER	208T0472	32,936	1972	2006
	5	H WING	208T0574	44,734	1974	1985
	6	A-D WING ADDITION	208T0678	7,962	1978	2002
	7	I WING	208T0783	45,496	1983	2005
*	8	AUTOMOTIVE & G-E WING ADDITION	208T0986	62,365	1986	2006
	9	I WING ADDITION	208T1095	3,200	1995	2012
	10	A WING ADDITION	208T1199	1,362	1999	2005
*	11	A WING ADDITION	208T1202	12,533	2002	-
	12	FLAMMABLE STORAGE	208T1304	672	2004	-
	13	STUDENT SERVICES ADDITION	208T0506	46,486	2006	-
	14	MEDIUM/HEAVY TRUCK ADDITION	208T1613	18,650	2013	-
	15	CHILD CARE CENTER	208T1404	7,673	N.P.	2002
	16	PRESIDENT'S OFFICE & TRAINING CENTER	208T1690	6,248	1985	2007
	17	HEALTH SCIENCES BUILDING	208T1691	1,677	1990	2007
			208T1585	26,724	1985	2011
			208T1586	27,662	1991	2011
	18	LIBRARY COMMONS (UNDER RENOVATION)	208T1713	32,600	1991	2015 (PENDING)

* Buildings 8 and 11 both consist of two separate additions located in different building wings. Building data has not been separated by addition.


Example existing buildings site plan and matrix

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

Example summary of building issues



Exterior View



Key Plan

1324 Harmon

Fast Facts:

Building Number	166C1204
Year Built	1920
Building Size	8,822 GSF
Number of Floors	1, partial 2
Current Replacement Value	\$361,000
Backlog of Repairs Value	\$243,000
Current Facility Condition Index (FCI)	0.67
5 Year Renewal Forecast	\$769,000
5 Year Facility Condition Index (FCI)	2.80

Space Utilization Summary:

- The two story and smaller garage area is mostly unprogrammed.
- A Carpentry Lab exists in the large garage area. A two-level steel-framed mock-up has been created within the space for training purposes.
- While a preliminary plan has been drawn for locating facilities staff in the building, the available space would not accommodate all department needs.

Condition Summary:

- The second floor portion of the building has insufficient exits as determined by a preliminary code review. There is only one exit discharge and this leads to the loading docks, which is not allowed by current codes.
- The building is not sprinklered.
- Rusting lintels at exterior overhead door locations
- Visible wear and rusting on exterior metal fascia

Structural Summary:

- Two story portion: Load bearing masonry walls with wood joists and floor (Construction Type V-B)
- Maintenance (small) garage: Load-bearing CMU walls with heavy timber columns and wood joists (Construction Type V-B)
- Carpentry shop (large garage): load-bearing CMU with open-web steel joist (Construction Type II-B)

Technology Considerations:

- Minimal technology. With the exception of the Carpentry Lab, the building has gone largely unused/unupdated since acquisition in 2004.

Current HEAPR Requests:

- See Section 5

Additional Comments:

- Building was originally a former service garage/gas station and was acquired in 2004.
- The building is within the Harmon Place Historic District as designated by the City of Minneapolis, but is not officially listed as a contributing structure. As the district preserves and commemorates the automotive industry, both showrooms and service stations, the City may try to discourage demolition. However, the Citizens for Loring Park neighborhood group has agreed to support development by the college on this site.
- Only stop-gap funding for emergency repairs is scheduled for this facility. The building is highly unsuitable for college programming.

Example building data sheet

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

MAIN BUILDING - 200 WING

Space Utilization Summary:

- See Diagrams
- The 200 wing contains academic space uses including Medium/Heavy Truck, Auto Body and general 110 classrooms.
- The 200 wing contains student support space uses including the student center, student life, student senate, technology services and TRIO.

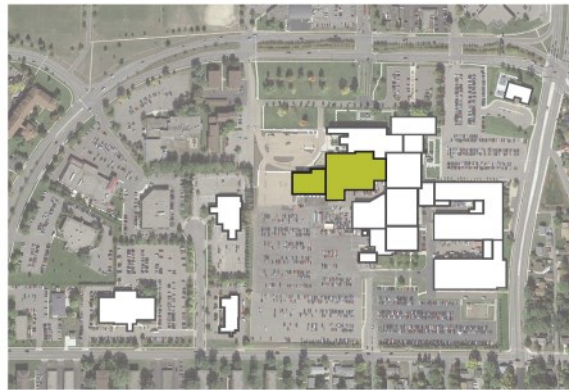
Condition Summary:

Below is a summary of outstanding issues that should be addressed in future building improvements/updates:

- Many brick lintels over window openings are rusting.
- There appears to be water damage resulting from insufficient grading and water ponding outside of door 17.
- There is wall deterioration caused by water running down the ramp at door 16 and along the wall.
- There are multiple exterior outlets with missing protective covers.
- Various overhead doors in and around the Transportation Technology programs have worn or damaged seals.
- Drinking fountains in the building at several locations have only either a standard or accessible height type. Code requires both at all locations.
- There are areas of water damage to ceilings in various entry vestibules.
- The corridor lockers do not have sloping tops and are very dirty.
- Snow melt products appear to have damaged door thresholds, vestibule floors and wall off mats in and near various entry vestibules.
- There are multiple locations with openings in ceilings where doors were relocated and infill. These infill areas are sometimes obvious and poorly finished.

Construction

- The bearing masonry walls with brick veneer cavewalls at exterior. The exterior walls at the Medium/Heavy truck addition are precast concrete.
- The structure varies by location and includes both precast concrete and steel trusses.
- Slab on grade floors. Flooring finish varies by location and includes VCT, carpet, ceramic tile and exposed concrete.
- Ceilings consist of acoustic ceiling tile and grid system or painted exposed structure.
- Built-up roofing assembly.



Keyplan



Exterior

Building Summary - Main Building - 200 wing		
Number on Keyplan	5	14
Building Number	008T0574	208T1613
Building Name	200 Wing	Medium/Heavy Truck Addition
Year Built	2014	2013
Building Size (GSF)	44,734	18,650
Number of Floors	1	1 + Mezzanine
Current Replacement Value (000's)	\$12,117	\$5,310
Backlog for Repair Value (000's)	\$0	\$0
FY2013 Facility Condition Index (FCI)	0.00	0.00
5 Year Renewal Forecast	\$392	\$0
5 Year FCI	0.03	0.00

Example building data sheet

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

100 WING - SPACE USE

Transportation Technology

21. Automotive Service Tech. (AUTO)

Business

29. Culinary Arts (CULN)

AA Degree

30. Chemistry (CHEM)

31. Biology (BLGY)

51. Art

Student Support Services

36. Commons & Food Service

38. Center for Academic Success (CAS)

40. Library

41. Bookstore

Other

48. Maintenance & Receiving

49. Servers

52. Vacant

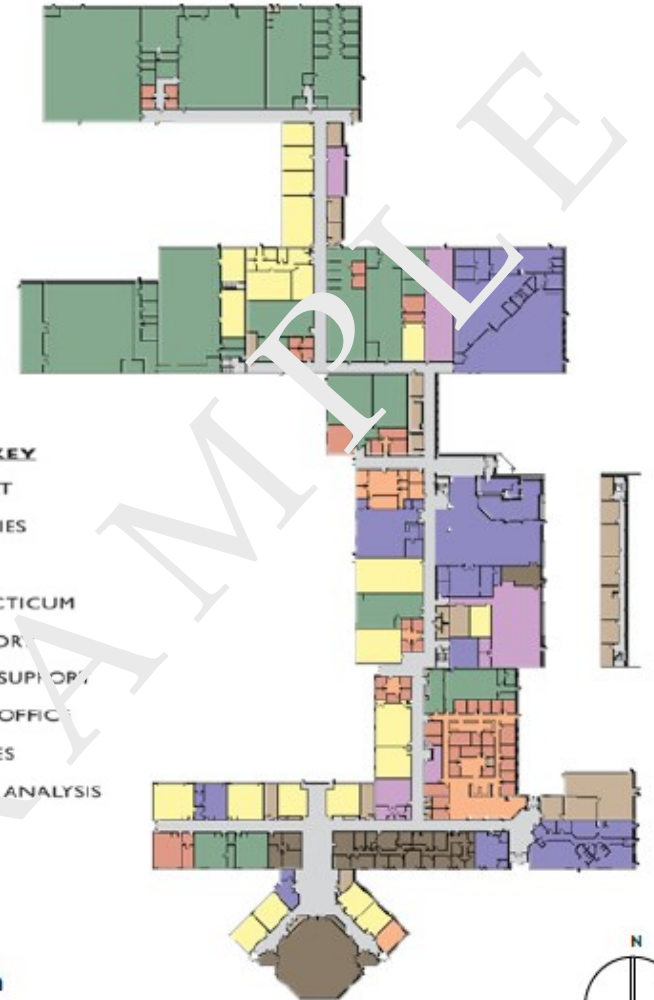
KEY	
	Construction Technology
	Manufacturing Technology
	Health & Human Services
	Transportation Technology
	Business
	AA Degree
	Student Support Services
	Office
	110 Classrooms
	Labs
	MN Workforce Center
	Conference Room
	Circulation & Restrooms
	Facilities



Example space use plan

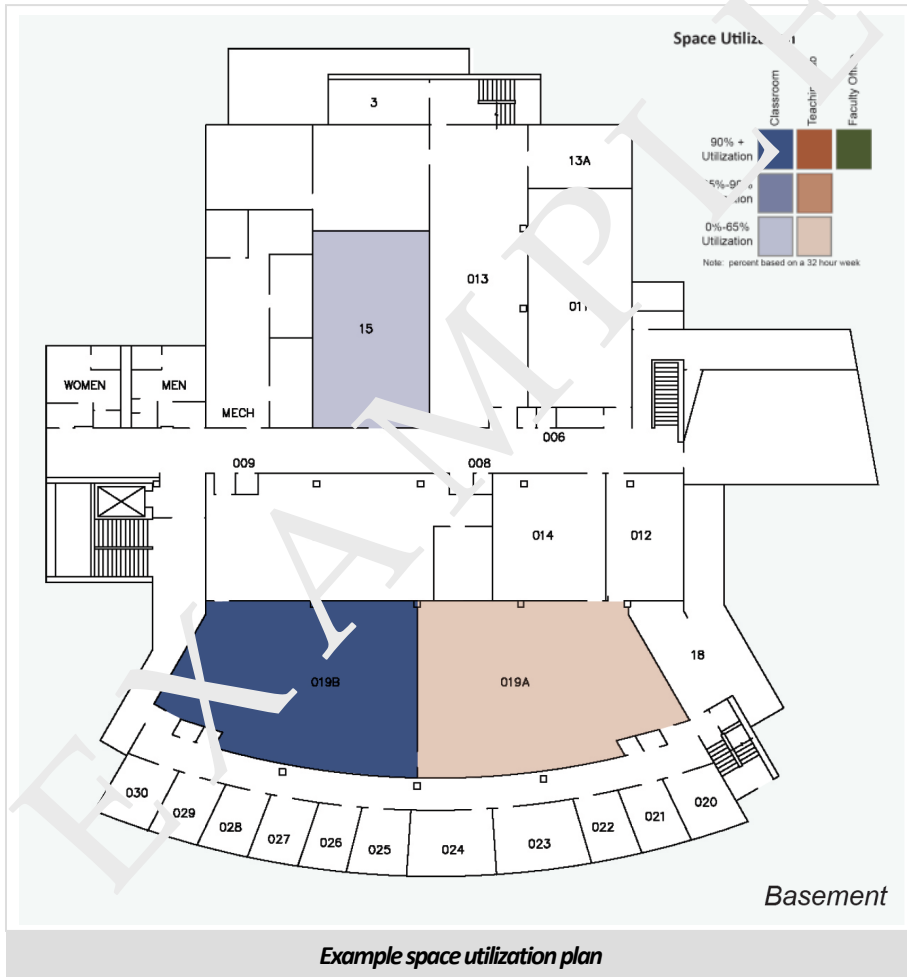
Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

EXISTING FACILITY USES



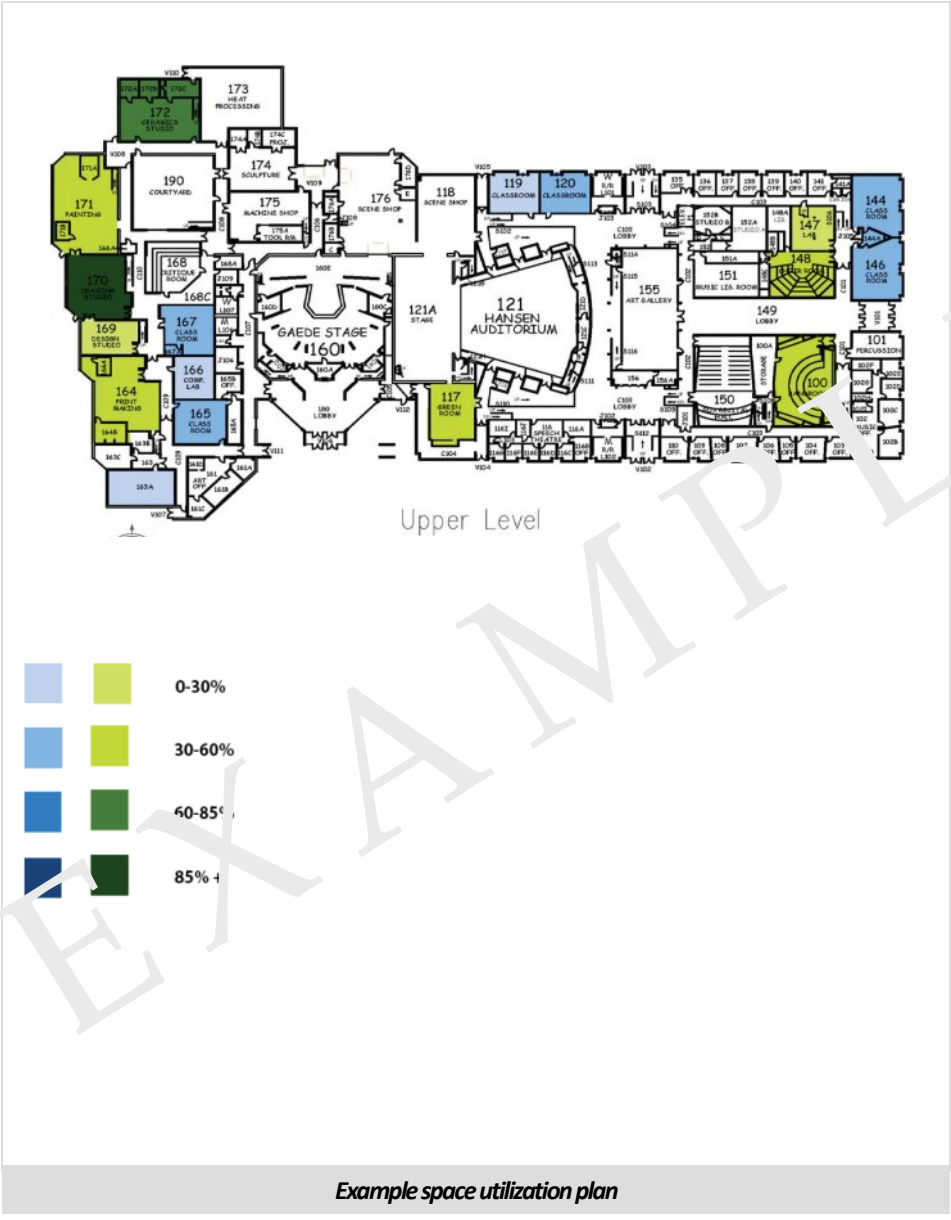
Main Building Floor Plan

Example space use plan



Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.





Example space utilization plan

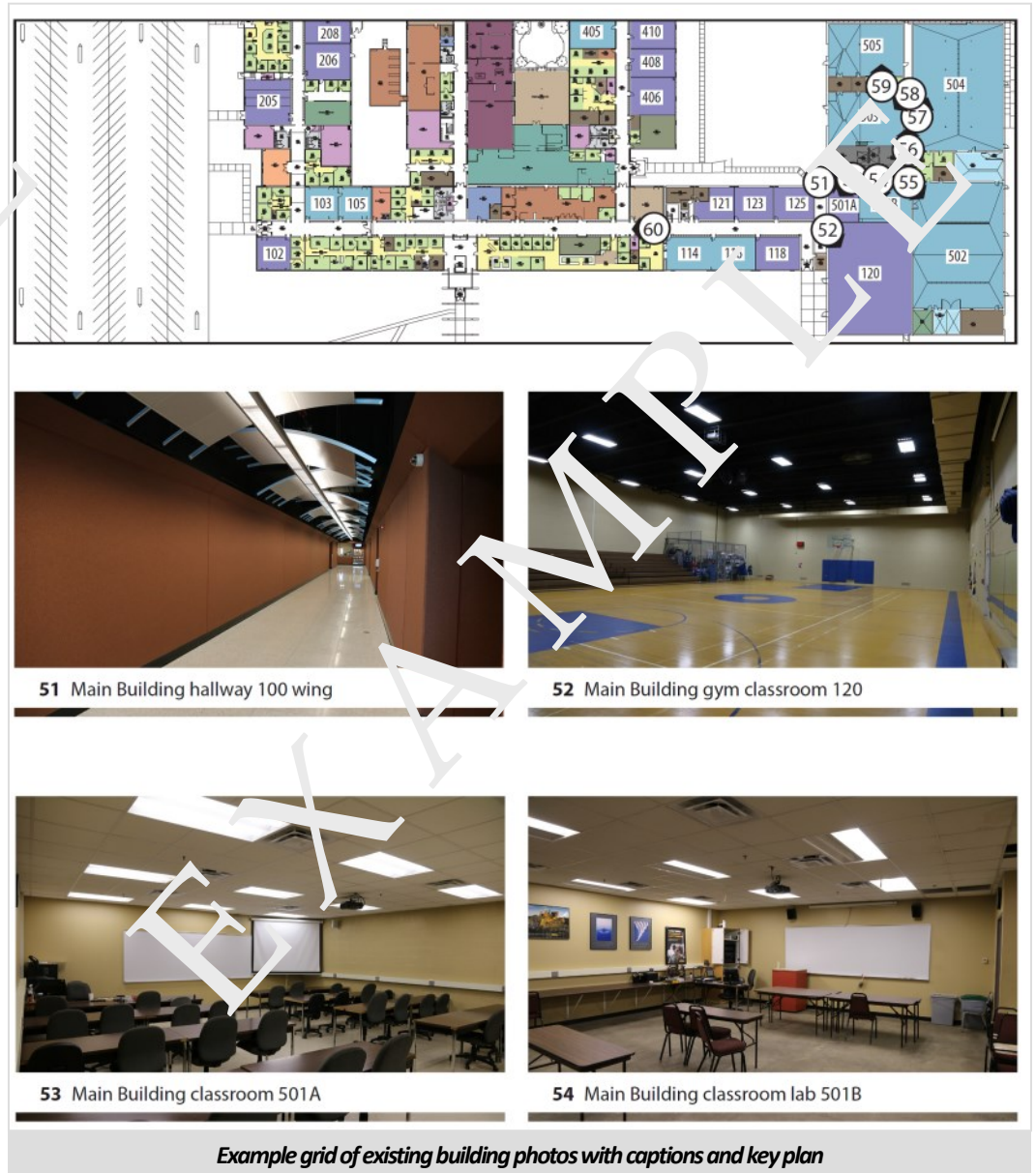
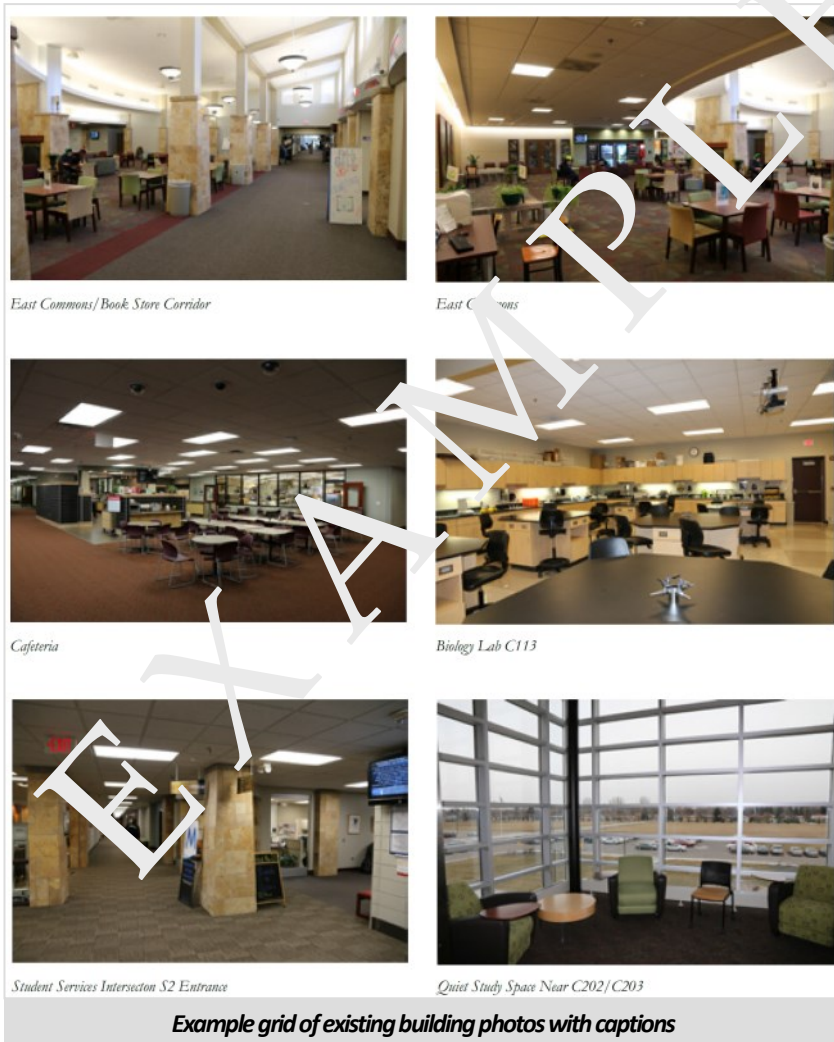
Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

Classroom Utilization Analysis by Capacity Summary

Classroom Capacity Grouping	No. of Rooms	No. of Seats	Average Room Size	Average ASF per Station	Average Section Size	Weekly Seat Hours	Average Weekly Room Hours	Hours In Use Student Station Occupancy %
21 - 25	1	25	452	18	11	5.3	11	48%
26 - 30	3	86	609	21	22	1.7	22	78%
31 - 35	5	174	709	20	20	9.	16	60%
36 - 40	10	301	906	23	21	11.5	21	54%
41 - 45	7	294	851	20	23	10.7	19	57%
46 - 50	8	303	783	20	14	10.9	22	49%
51 - 60	2	114	9.	7	27	14.0	29	47%
61 - 75	2	138	1,498	19	27	10.4	28	38%
101 - 150	1	50	1,925	13	51	6.1	18	34%
151 - 250	2	40	2,433	12	57	4.1	16	27%
<i>Total No. of Rooms = 41</i>	AVERAGE		977	20	25	9.6	21	53%

Target Goals:	19.2	32	60%
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Example Classroom Utilization Analysis by Capacity



Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.



Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

Student Housing 1st Floor Existing Conditions



Example analysis of existing on-campus housing

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

3.5 Sustainability / Energy Efficient Issues

Information was reported for MnSCU's Sustainability 2010 report prepared by the Center for Sustainable Building Research at the University of Minnesota. The campus summary is listed as follows:



Trees harvested from the construction site used for structure and roof.

1. BUILDINGS

Under the Buildings category, Fond du Lac Tribal & Community College has achieved the following:

Indoor Air Quality

- makes an effort to improve indoor air quality.

Buildings Operation & Maintenance

- has an active preventative maintenance plan.

Building Materials

- purchases green or environmentally preferable materials.
- recycles construction material.

Assessment System

- updates the B3 system.

2. CAMPUS ENERGY

Under the Campus Energy category, Fond du Lac Tribal & Community College has achieved the following:

Conservation Plan

- uses CO sensors.
- has a building energy management plan to insure that the least amount of energy is used in every building.
- meters energy use in individual/connected buildings.
- meters high energy users in individual/connected buildings.

Energy Management

- uses the energy management system to control the HVAC running time according to class schedules or events.

Lighting Sensors

- uses motion, infrared, and/or light sensors to reduce energy use for lighting in buildings.

Lighting Controls

- uses a computer light control system on the interior of the buildings.
- uses a computer light control system on the exterior of the buildings.
- has a set time for interior building lights to turn on and off.
- has a set time for exterior building lights to turn on and off.

Timers for Temperature Control

- uses energy management systems to regulate temperatures based on occupancy hours in buildings.

LED Lighting

- uses Light Emitting Diode (LED) technology in lighting applications.

Vending Machine Sensors

- has installed motion sensors for vending machines.

Tracking

- uses a centralized energy management system that allows it to track energy consumption and performance in multiple buildings from a central location.

Energy Savings Contracts

- has Guaranteed Energy Savings (GES) contract.
- the savings realized are 485,500 MBtus

3. WATER

Under the Water category, Fond du Lac Tribal & Community College has achieved the following:

Water Consumption

- has taken measures to reduce water consumption.
- uses water reducing faucets.
- uses water reducing shower heads.

Low Flow Urinals/Toilets

- uses ultra low flow toilets.

Stormwater Management

- has implemented policies and programs to reduce stormwater runoff and prevent water pollution.
- uses bio-swales for stormwater retention and cleaning.

Building Water Metering

- has building-level water consumption meters for buildings.

Xeriscaping

- uses xeriscape landscaping techniques, including the selection of drought tolerant plants.
- uses native plant material on campus.

4. FOOD

Under the Food category, Fond du Lac Tribal & Community College has achieved the following:

Trayless Dining

- employs trayless dining.

5. WASTE

Under the Waste category, Fond du Lac Tribal & Community College has achieved the following:

Waste Diversion

- has a recycling policy.

Waste Disposal

- knows where waste is disposed.

Construction and Demolition Waste Diversion

- has diverted construction and demolition wastes.

Electronic Waste Recycling Program

- has an e-waste recycling and/or reuse program.

Hazardous Waste Management

- seeks to minimize and safely dispose of all hazardous, universal, and non-regulated chemical waste.

6. TRANSPORTATION

Under the Transportation category, Fond du Lac Tribal & Community College has achieved the following:

Public Transportation

- has a campus bus service.
- is on a public transit route.

Condensed Work Week

- offers a condensed work week option for employees.

Example sustainability analysis

Supplemental Instructions: Before you run EMS Campus reports for your Comprehensive Facilities Plan

1. Event Types – do all your event types match the Minnesota State standard definitions?

a. Configuration ⇨ Other ⇨ Event Types

2. Group Types – do all your group types match the Minnesota State standard definitions?

a. Configuration ⇨ Other ⇨ Group Types

3. Groups

a. Validate all the groups within each group type are correct

i. Reports ⇨ Statistics ⇨ Group Statistics

1. Date Range Tab – set starting/ending dates to a 1-year time period or greater

2. Date Range Tab – set format to Detail

3. Buildings = all

4. Statuses = all

5. Event types = all

6. Group types = all

7. Options = include criteria

a. Do you have any groups showing in a group type of (none)?

b. Do all your group types match the Minnesota State standard definitions?

c. Review the Academic group type, are all groups listed your academic departments that provide course instruction?

d. Review Academic Support group type, are all groups listed here employees of the college/university?

e. Review Government group type, are all groups listed here state, local or federal government groups as defined in the Minnesota State standard definitions?

f. Other Minnesota State, are all groups listed here other Minnesota State colleges or universities?

g. Other College or University, are all groups listed here colleges or universities that are outside of the Minnesota State system?

h. Private, For-Profit, are all these groups as such?

i. Private, Non-Profit, do all of the groups listed meet the criteria on the State of Minnesota Secretary of State website?

<http://mbportal.sos.state.mn.us/>

j. Individual – are the groups listed here individual (non- college/university) related people?

k. Student Life – are the groups listed here either individual students or student groups?

4. Terms

a. Make sure all terms that have completed or are in progress have the Enrollment based on flag set to Actual rather than Estimated

i. Manage Terms ⇨ (select term) ⇨ (select Edit) ⇨ last drop down box is Enrollment Based On

b. Make sure that the term has been synched a final time – this is especially important if courses are being added after the regular term has completed its last automatic Synchronization (e.g. CE/CT items)

5. Room Types – do all your room types match the Minnesota State standard definitions?

a. Configuration ⇨ Facilities ⇨ Room Types

6. Rooms

a. Configuration ⇨ Facilities ⇨ Rooms

i. Buildings = (all)

ii. Classification = (all)

iii. Room Type = (110), repeat for (210), (220), (250), (520), (610), etc.

1. Review – are all of the rooms listed, the type of room you requested?

2. Review – is the 'yes' Academic flag set for all academic type rooms?

3. Review – do you have tiered classrooms typed as 610 instead of 110? Should be 110.

4. Review – do you have conference/meeting rooms typed as 110 instead of 350?

5. Review – do you have outdoor spaces labeled as indoor space?

Supplemental Instructions: Before you run EMS Campus reports for your Comprehensive Facilities Plan

6. Review – do you have TBD or online ‘created’ rooms typed as indoor space (e.g. 110 or 210)?

iv. IF YOU HAVE TO MAKE CHANGES TO ROOM TYPE – CONTACT TOM WARREN

7. Seats

a. For Academic Rooms – you need to have the number of seats correctly populated

i. First - Determine what types of rooms courses are taught (this report takes a LONG time to run – be patient)

1. Reports ⇒ Academic ⇒ Classroom Utilization

a. Date Range Tab - Term = run for most current fall and most current spring

b. Date Range Tab - Format = Chart by Room Type

c. Academic Departments Tab = all

d. Course Types = all

e. Buildings = all

f. Room types = all

g. Options = check all boxes (hours per day can be anything other than 0)

h. PRINT

ii. Now review each room type from the printout to your database

1. Configuration ⇒ Facilities ⇒ Rooms

a. Buildings = (all)

b. Classifications = (all)

c. Room Type = (enter each type – from the Print out above)

d. Filter = blank

e. Print ⇒ Setups

i. Review every room to be sure that it has an Academic Setup populated.

iii. Reports ⇒ Academic ⇒ Classroom Utilization

a. Date Range Tab - Term = run for most current fall and most

current spring

b. Date Range Tab - Format = Chart by Room Type

c. Academic Departments Tab = all

d. Course Types = all

e. Buildings = all

f. Room types = all

g. Options = check all boxes (hours per day can be anything other than 0)

h. Review – If you have any rooms with seat utilization greater than 100% -- physically validate your data. Make changes as necessary.

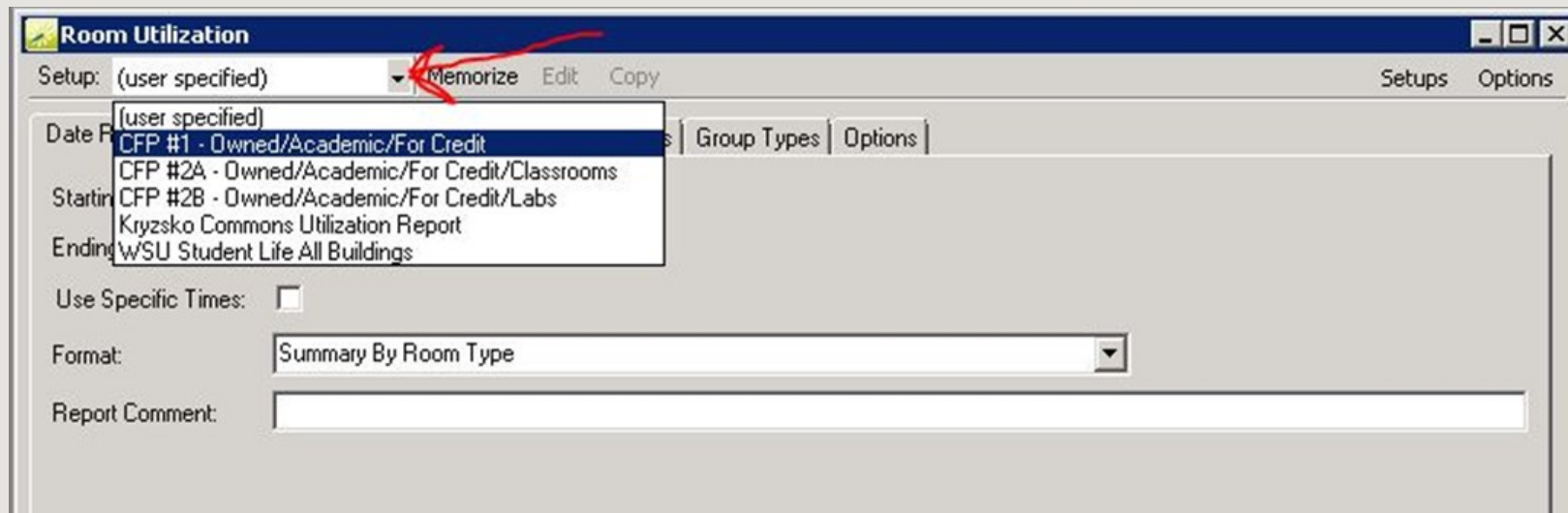
iv. IF YOU HAVE TO MAKE CHANGES TO SEATS – Make change in ISRS & Synch

Supplemental Instructions: EMS Campus Reports for the CFP

In order to make the reporting process as streamlined and efficient as possible, system office staff have created templates for each institution to use when running reports for the CFP. Institutions are strongly encouraged to review the *Before you Run Reports for Your Comprehensive Facilities Plan* document prior to running reports.

Key points:

- Run all reports (except Benchmark Metrics) for a single week. Select a week during the term that does not have holidays/duty days/etc.
- Use the same week for all reports.
- Do not run reports for the full term/year – it will lower your utilization percentages.
- Use these templates as your base. Do not alter reports to include additional information (e.g. non-credit use); instead, run the template reports and add supplemental reports. Consult the System Office Facilities staff if you need assistance.
- Discuss with your selected A/E firm what format they will need for the reports. The Appendix section of your CFP will likely need the pdf version, but if your A/E firm needs information in Microsoft Excel, you will need to run each report twice.
- Templates can be accessed by selecting report path, indicated below each report name, and using the drop down box in the upper left corner of the report to select the CFP template(s).



Supplemental Instructions: EMS Campus Reports for the CFP

Benchmark Metrics Report

(Reports>Statistics>Benchmark Metrics ~ run for full term)

Key Concepts

The Benchmark Metrics Report provides an overview of all campus resources tracked in the EMS-Campus space scheduling software package. It includes a breakout of space types, group types that utilize space, as well as the types of events that are being scheduled on campus.

Areas of Focus

This report is helpful to gather an overall perspective of the scope of scheduled items on the campus. The expectation is that in addition to addressing academic, credit generating events occurring in classrooms and class labs, items brought to light in the CFP would include other mission related uses of space. Also, if there is a large amount of bookings that are non-mission related, these groups and events would also be highlighted.

Best Practices

The campus should have all scheduled/reserved space measured in EMS-Campus. This would include all academic related spaces (classrooms, class labs, faculty offices) all event related spaces (auditoriums, athletic spaces, conference/meeting rooms, etc.) and any common or casual use spaces that occasionally get scheduled (recreational spaces, open labs, research labs).

Inefficiencies

The Utilization numbers on this report should not be used in the Comprehensive Facilities Plan; they are averaged across non-class days which will result in a lower utilization percentage.

MnSCU - MN State Colleges and Universities		Benchmark Metrics Report				
Reporting Period: 1/1/2015 thru 12/31/2015 (open 5 days per week, 6 hours per day)						
Facilities						
Item	Quantity					
Number of Buildings (Buildings)	34					
Number of Rooms (Rooms)	591					
Total Room Size	8,816					
Average Room Size	14					
Rooms by Type (Including Booking Statistics for "Book Space" Status Types)						
Item	Quantity	%	Total Bookings	Bookings Per Day	Bookings Day/Room	Utilization
(none)	18	3.04%	3016	11.6	0.64	43.73%
Animal Facilities - 570	4	0.67%	4	0.02	0	0.38%
Assembly - 610	11	1.86%	2217	8.53	0.78	101.2%
Athletic or Physical Education - 520	18	3.04%	6335	24.37	1.35	87.71%
Athletic or Physical Education Service - 525	1	0.16%	1	0	0	0.38%
Central Computer or Telecommunications - 710	1	0.16%	30	0.12	0.12	3.79%
Class Laboratory - 210	121	20.47%	14038	53.99	0.45	42.12%
Class Laboratory Service - 215	10	1.69%	82	0.32	0.03	1.29%

Supplemental Instructions: EMS Campus Reports for the CFP

Room Utilization Report (Summary)

CFP #1 (Reports>Statistics>Room Utilization ~ run for a single week)

Key Concepts

The Room Utilization Report (Summary) provides an overview of the types of spaces where credit courses are taught. This report is filtered to provide academic department, credit producing events taught in all room types. It is run for a single week, as running for a full term includes non-class days thus yielding a lower than actual representation of use.

Areas of Focus

By highlighting utilization in room types other than classrooms and class labs, a campus can determine if they have an operational or a facility opportunity.

Inefficiencies/Best Practices

Campuses scheduling courses specifically in classrooms and class labs, are able to capture a great majority of the hours of use, than those campuses that allow courses to be taught in assembly spaces, conference/meeting rooms, open labs, research labs. Campuses allowing courses to be taught in conference rooms, reduce the number of conference rooms available for meetings, as well as remove the course 'hours of use' to be eliminated from the overall campus academic 'hours of use' calculation. Efficiencies can be gained by establishing a classroom or class lab to be configured more like a conference room so that the faculty/student needs can be met, and not negatively impacting classroom use or the number of conference/meeting rooms.

MnSCU - MN State Colleges and Universities							Room Utilization			
Reporting Period: 10/5/2015 thru 10/9/2015										
WSU Owned Buildings/Academic Credit Production/all space types										
Room Type	Rooms	Bookings	Hours Used	Hours Available	% Utilization	Util. Category	Util. Cost	Hours Vacant	Vacancy Cost	
Atrium (AT)										
Classroom Facilities-110	1	0	0.00	32.00	0.00	Unused	\$0.00	32.00	\$0.00	
Total	1	0	0.00	32.00	0.00		\$0.00	32.00	\$0.00	
Darrell W. Krueger Library(NL)										
Class Laboratory - 210	2	1	0.83	64.00	1.30	Low	\$0.00	63.17	\$0.00	
Conference Room - 350	2	0	0.00	64.00	0.00	Unused	\$0.00	64.00	\$0.00	
Office - 310	1	0	0.00	32.00	0.00	Unused	\$0.00	32.00	\$0.00	
Study Room - 410	23	0	0.00	736.00	0.00	Unused	\$0.00	736.00	\$0.00	
Total	28	1	0.83	896.00	0.09		\$0.00	895.17	\$0.00	

Supplemental Instructions: EMS Campus Reports for the CFP

Room Utilization Report (Detail)

CFP #2A & CFP #2B (Reports>Statistics>Room Utilization ~ run for a single week)

Key Concepts

The Room Utilization Report (Detail) provides a detailed breakout of each classroom and lab by building and its corresponding use for academic credit production. It is run for a single week, as running for a full term ignores non-class days thus yielding a lower than actual representation of use.

Focus should be placed on those rooms with high utilization (greater than 100%), rooms with low utilization (below 85%), and rooms that were not scheduled (unused) during the reporting time period. Evaluation to determine if the mix of room types and sizes currently meets the institution’s needs. Low or unused space should be considered for re-purposing. Areas of high utilization should be reviewed for possible expansion.

Best Practices/Inefficiencies

Campuses maximizing the use of ‘general’ classrooms are able to gain greater efficiencies that those campuses that allot a number of classrooms to each or specific departments. Centralizing unused rooms during specific days/hours allows facility staff the opportunity to reduce energy consumption in those areas. Buildings or portions of buildings that are unused or rarely should be considered for re-purposing, mothballing or demolition.

MnSCU - MN State Colleges and Universities						Room Utilization			
Reporting Period: 10/5/2015 thru 10/9/2015									
WSU Owned Buildings/Academic Credit Production/classrooms only									
Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category	Util. Cost	Hours Vacant	Vacancy Cost	
Atrium (AT)									
102 Atrium	0	0.00	32.00	0.00	Unused	\$0.00	32.00	\$0.00	
Total	0	0.00	32.00	0.00		\$0.00	32.00	\$0.00	
East Hall (EA)									
103	0	0.00	32.00	0.00	Unused	\$0.00	32.00	\$0.00	
111	0	0.00	32.00	0.00	Unused	\$0.00	32.00	\$0.00	
234	0	0.00	32.00	0.00	Unused	\$0.00	32.00	\$0.00	
237	0	0.00	32.00	0.00	Unused	\$0.00	32.00	\$0.00	
262	0	0.00	32.00	0.00	Unused	\$0.00	32.00	\$0.00	
265	0	0.00	32.00	0.00	Unused	\$0.00	32.00	\$0.00	
Total	0	0.00	192.00	0.00		\$0.00	192.00	\$0.00	

Supplemental Instructions: EMS Campus Reports for the CFP

Hourly Room Utilization Report

CFP #4A & CFP #4B (run individually for each day of the week)

(Reports>Statistics>Room Utilization ~ run for a single week)

Key Concepts

The Hourly Room Utilization Report provides an overview of days and times that credit courses are taught. This report is filtered to provide academic department, credit producing events taught in classrooms and class labs. It is run for a single day during the week, as running for a full week or full term camouflages the actual usage pattern. This report is broken out by hour of the day and each block contains the percentage of that hour the room was in use on that day.

Areas of Focus

By reviewing unscheduled blocks of time, a campus can determine if they have an operational or a facility opportunity. Additionally, focusing on subjects/courses scheduling two (or more) rooms during the same meeting time (day/hour) may be a good area to review operational practices or create an initiative and re-purpose underutilized space into a space that would better meet those pedagogical needs.

Best Practices/Inefficiencies

Campuses with standardized meeting patterns (days/start times/durations) are able to better fit courses into rooms. Like in the Room Utilization Report, those institutions who have created a culture where resources are shared, rather than 'owned' by a specific instructor or department, are able to gain greater utilization efficiencies. This also makes scheduling for the student much easier, as the time blocks nest nicely together. Likewise, campuses that balance the number of teaching hours across the day/week are able to operate with a lower number of rooms and are able to focus their dollars on better space rather than more space.

MnSCU - MN State Colleges and Universities														Hourly Room Utilization		
Reporting Period: W, 10/5/2015 thru 10/9/2015 (1 days)																
All figures are percentages																
Darrell W. Krueger Library(NL)																
Location	6a	7a	8a	9a	10a	11a	12p	1p	2p	3p	4p	5p	6p	7p	8p	Average
102 Library Classroom																0.0
108 Group Study Room																0.0
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Supplemental Instructions: EMS Campus Reports for the CFP

Classroom Utilization Report (Seat Fill)

CFP #3A & CFP #3B (Reports>Academics>Classroom Utilization ~ run for a single week)

Key Concepts

The Classroom Utilization Report provides a detailed breakout of each classroom and lab by building and its corresponding use for academic credit production, and average seat fill. It is run for a single week, as running for a full term includes non-class days thus yielding a lower than actual representation of use. This report is populated with classrooms and class labs that the institution has flagged as academic in nature. The utilization rates on this report are NOT to be used to report room utilization.

Focus should be placed on any differences between the Room Utilization Report (Detail) and the Classroom Utilization Report. Additionally any rooms having seat fill rates greater than 100%. Institutions with overall low seat fill rates should review

equally their operational procedures for setting estimated/actual attendance numbers, selecting rooms to place the course, and the sizes of rooms in their inventory.

Best Practices/Inefficiencies

Campuses optimizing the course size to the proper room size are able to obtain better room fill rates.

MnSCU - MN State Colleges and Universities						Classroom Utilization			
Reporting Period: 10/5/2015 thru 10/9/2015 (Based on 32 hours per week)									
Seat Fill/Classrooms - DO NOT USE FOR ROOM UTILIZATION									
Building	Room	Class Meetings	Class Hours	Utilization	Avg. Est. Enroll	Avg. Act. Enroll	Max Capacity	Seat Fill	
Gildemeister Hall(GI)									
	155 Classroom	25	25.83	80.73%	37	38	70	52.86%	
	156 Classroom	26	25.67	80.21%	37	35	62	59.68%	
	161 Classroom	11	13.50	42.19%	29	22	35	82.86%	
	201 Study Room	0	0.00	0%	0	0	24	0%	

Supplemental Instructions: Capital Renewal (formerly FRRM) Analysis of Backlog and Renewal for the CFP

Background

Capital Renewal, formerly known as the Facilities Reinvestment and Renewal Model (FRRM), is a standalone module that contains a database of building characteristics, campus information, and building condition that is reviewed and updated annually by campuses and the system office. The database contains campus and building information such as gross square feet, year built, and building type. The purpose of the module is to record these building attributes and track the condition of your campus and future needs. Sightlines' model estimates the cost of backlog and renewal needs using a formula that takes into account building age, size, complexity, and useful life.

Building Systems in the FRRM module: Roofing, Building Exterior, Elevators, HVAC (Equipment, Controls, and Distribution), Plumbing (Rough in and Fixtures), Built in Equipment, and Interiors.

Building attributes: Building Number, Name, Type, Floors, GSF, Location, and Year Built. Special considerations are also accounted for buildings that have unique needs. The building information also distinguishes if the building is general fund, leased, mothballed, "Other" (two-year college student housing), or revenue; and the level of complexity of the building systems.

Comprehensive Facilities Plan requirements

Campuses should run the most current reports available to evaluate backlog and renewal needs and forecast a strategy to reduce their backlog and improve energy efficiencies of their buildings.

The Sightlines website contains the reports that are required. To access the website you must use Google Chrome as your browser.

- The web address and login are located at <http://capitalrenewal.sightlines.com/>.
- Reports can be found at "Benchmarks & Analytics" under "Capital Renewal



The screenshot shows the Sightlines member portal. At the top, there is a navigation bar with a home icon and tabs for Dashboards, Benchmarks & Analytics, Campus Story, Campus Profile, and Data Updates. Below the navigation bar, the main content area is titled "List of Capital Renewal Available Reports". It lists several reports with blue arrow icons pointing to the right:

- 2.1.2 All Buildings
- 2.7 Buildings with Renewal Date Problems
- 3.1 Premature Backlog
- 5.1.1 Backlog & 5 Year Renewal by Subsystem
- 5.5.1 Backlog & 10 Year Forecast By Sub-System
- 5.5.11 Backlog & 11 Year Forecast By Sub-System
- 5.5.50 Backlog & 50 Year Forecast By Sub-System
- 7.3.2 Infrastructure Summary by Category
- 10.4 Overall Summary by Campus

Key Reports to run for the Comprehensive Facilities Plan

Reports".

Campus Condition Reports

The Comprehensive Facilities Plan requires an evaluation of current building conditions and recommendations for how to improve conditions on campuses. Campuses should run three (3) types of capital renewal reports to understand current campus conditions and develop a reinvestment recommendation in the plan. The reports include:

1. All Buildings (Report 2.1.2)
2. Backlog and 10 Year Forecast by Sub-System (Report 5.5.1)
3. Overall Summary by Campus (Report 10.4)

There are three different scenarios to run and consider:

1. All Sub-Usage Types: General Fund (GF), Leased, Mothballed, Other, and Revenue. This captures all square footage on a campus.
2. General Fund/Academic only: GF, Leased, Mothballed, and Other. This captures square footage that is eligible for HEAPR and capital bonding dollars.
3. Revenue Fund only: For campuses with revenue fund facilities.

Supplemental Instructions: Capital Renewal (formerly FRRM) Analysis of Backlog and Renewal for the CFP

Key Points

- Run all reports for the most current year available
- For trend analysis, include a minimum of 3 years, but no more than 5 years
- Use the standard reports as your base data
- Discuss the preferred formatting with your architect —Excel, pdf, or other. Excel is typically preferred for ease of analysis.

2.1.2 All Buildings Report

Page 1 of 1

Campus	Building Name	Bldg No.	Type	Location	Year	GSF	Floor	GF	Mthbll	Rev
St. Cloud State	4th Avenue Parking Ramp	07355709	SIMPLE	Main	2008	158,798	3			100 %
University	51 B	07351868	BASIC	Main	1968	45,935	4	100 %		
	51-B Wing	51	BASIC	Main	1993	6,150	2	100 %		
	525 Building	073510089	BASIC	Main	1935	3,008	1	100 %		
	Administration Service Bldg	07352475	BASIC	Main	1975	59,545	2	100 %		
	American Indian Center	07350425	BASIC	Main	1925	2,563	2	100 %		
	Atwood Student Center	07358066	RSDNTL	Main	1966	181,465	3			100 %
	Benton North	1504	RSDNTL	Main	1968	25,617	3	100 %		
	Benton South	07356067	RSDNTL	Main	1967	35,375	3			100 %
	Brown Hall	07351358	BASIC	Main	1958	78,821	3	100 %		
	Case Hall	07355663	RSDNTL	Main	1964	37,275	3			100 %
	Case/Hill Lounge	07251572	SIMPLE	Main	1972	12,967	1			100 %
	Centennial Hall	07352071	BASIC	Main	1971	165,758	5	100 %		
	Chilled Water Plant	07359999	BASIC	Main	1999	7,609	1	100 %		
	Dome Storage	E267353105	SMALL	Main	2005	2,000	1	100 %		
	Eastman Hall	07350729	BASIC	Main	1929	45,997	4		100 %	
	Education Bldg	07351971	BASIC	Main	1971	101,006	2	100 %		
	Engineering & Computing Center	07351258	BASIC	Main	1958	91,840	2	100 %		
	Ervin House	07355126	RSDNTL	Main	1936	13,512	4			100 %
	Facilities Management	07352680	BASIC	Main	1980	15,392	1	100 %		
	Garvey Commons	07355562	RSDNTL	Main	1962	50,984	2			100 %
	Green House 1	073510692	BASIC	Main	1992	4,515	1	100 %		
	Green Houses 2	073510693	BASIC	Main	2004	600	1	100 %		
	Halenbeck Hall North	07351665	BASIC	Main	1965	132,274	5	100 %		
	Halenbeck Hall South	07351660	BASIC	Main	1980	100,000	5	100 %		
	Headley Hall	07351462	BASIC	Main	1962	52,898	2	100 %		
	Heating plant	07351050	BASIC	Main	1950	18,892	2	100 %		
	Herb Brooks National Hockey Center	07352809	BASIC	Main	1989	152,055	3	100 %		
	Hill Hall	07355461	RSDNTL	Main	1961	36,940	4			100 %
	Holes Hall	07355764	RSDNTL	Main	1965	80,213	10			100 %
	Husky Hub	073510700	RSDNTL	Main	2000	1,198	1	100 %		
	Husky Stadium	073510204	BASIC	Main	2004	30,040	1	100 %		
	Integrated Science and Engineering Laboratory	07358013	BASIC	Main	2013	100,037	3	100 %		
	James W. Miller LRC	07359600	BASIC	Main	2000	235,000	1	100 %		
	Kiehle Visual Arts Center	07351152	BASIC	Main	1952	59,984	3	100 %		

Purpose

This report should be used to construct building data sheets and to differentiate academic, mothballed, other and revenue fund space. The report should be used for both current and future campus needs analysis. Campuses should update their gross square footage profile in Capital Renewal, and should have all building details in their current state.

Key Analysis

- Run five years' worth of data to compare square footage trends.
- Sort the report by age of building and compare age and total square footage.
- Calculate the percentage of square footage with original construction dates more than 40 years ago.

Supplemental Instructions: Capital Renewal (formerly FRRM) Analysis of Backlog and Renewal for the CFP

5.5.1 Backlog & 10 Year Forecast By Sub-System

BACKLOG & 10 YR RENEWAL BY SUBSYSTEM Page 1 of 1

Campus	Building Name	Blg No	CRV(000's)	GSF	Year Built	FCI	Subsystem Name	Backlog	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Total
St. Cloud State University	4th Avenue Parking Ramp	07355709	\$6,820	158,790	2008	0.00	TOTAL BY BUILDING	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$116	\$0	\$0	\$116
St. Cloud State University	4th Avenue Parking Ramp	07355709	\$6,820	158,790	2008	0.00	TOTAL BY BUILDING	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$116	\$0	\$0	\$116
St. Cloud State University	51 B	07351868	\$14,440	45,935	1968	0.15	a 4. Roofing - MinSCU Standard	\$910	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$910
St. Cloud State University	51 B	07351868	\$14,440	45,935	1968	0.15	b 1. Building Exteriors (Hard)	\$0	\$0	\$0	\$0	\$0	\$101	\$0	\$0	\$0	\$0	\$0	\$101
St. Cloud State University	51 B	07351868	\$14,440	45,935	1968	0.15	g 1. Plumbing Fixtures	\$139	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$139
St. Cloud State University	51 B	07351868	\$14,440	45,935	1968	0.15	g 2. Plumbing Rough-in	\$537	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$537
St. Cloud State University	51 B	07351868	\$14,440	45,935	1968	0.15	i 2. Interior Finishes	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$554	\$0	\$0	\$554
St. Cloud State University	51 B	07351868	\$14,440	45,935	1968	0.15	TOTAL BY BUILDING	\$1,585	\$0	\$0	\$0	\$0	\$101	\$0	\$0	\$554	\$0	\$0	\$2,240
St. Cloud State University	51-B Wing	51	\$1,933	6,150	1993	0.02	a 5. Roofing - Bull-Head Membrane, Cedar	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$250	\$0	\$0	\$0	\$250
St. Cloud State University	51-B Wing	51	\$1,933	6,150	1993	0.02	b 1. Building Exteriors (Hard)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$54	\$0	\$0	\$54
St. Cloud State University	51-B Wing	51	\$1,933	6,150	1993	0.02	f 1. Electrical Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$97	\$0	\$0	\$97
St. Cloud State University	51-B Wing	51	\$1,933	6,150	1993	0.02	g 1. Plumbing Fixtures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25	\$0	\$0	\$25
St. Cloud State University	51-B Wing	51	\$1,933	6,150	1993	0.02	h 1. Fire Protection Systems	\$25	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25
St. Cloud State University	51-B Wing	51	\$1,933	6,150	1993	0.02	j 1. Fire Detection Systems	\$22	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$22
St. Cloud State University	51-B Wing	51	\$1,933	6,150	1993	0.02	k 1. Built-in Equipment	\$0	\$0	\$0	\$43	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$43
St. Cloud State University	51-B Wing	51	\$1,933	6,150	1993	0.02	l 2. Interior Finishes	\$0	\$0	\$0	\$0	\$0	\$74	\$0	\$0	\$0	\$0	\$0	\$74
St. Cloud State University	51-B Wing	51	\$1,933	6,150	1993	0.02	TOTAL BY BUILDING	\$47	\$0	\$0	\$43	\$0	\$74	\$0	\$250	\$175	\$0	\$0	\$569

Purpose

This report should be used to construct building data sheets and to identify buildings and campuses with the highest backlog and long term need for renewal or reinvestment. An indicator called the Facilities Condition Index (FCI) is a ratio of backlog divided by Current Replacement Value (CRV). Generally, buildings with FCI above 0.15 are candidates for reinvestment or consideration of decommissioning.

Key Analysis

- Campuses should use the data in the report to prioritize buildings in need of capital or revenue bonding, HEAPR or Energy Savings Performance Contracting. The campus should consider downloading at least 3 years of data and comparing trends
- Include a graph that shows current campus backlog and projected renewal needs by campus
- Include FCI by building compared to GSF of buildings
- Include a graph that compares building FCI by building age
- Compare the backlog and renewal list with what has been completed on the campus since the last Comprehensive Facilities Plan update.
- Compare the FCI by building to seat utilization by building to aid in consideration of decommissioning.
- For campuses with an FCI exceeding the current system average of 0.10, consider a targeted strategy to reduce FCI at or below the system average and estimate how much funding that reduction in FCI would require.

10.4 Overall Summary By Campus

OVERALL SUMMARY BY CAMPUS Page 1 of 1

University	Campus	GSF	Calculated CRV (000's)	Backlog (000's)	Average Annual Renewal (000's)	Average Annual Infra (000's)	FCI	Renewal/CRV (%)
JMN	St. Cloud State University	3,245,782	\$988,149	\$105,726	\$14,578	\$899	0.11	1.48 %
JMN	UNIVERSITY TOTAL	3,245,782	\$988,149	\$105,726	\$14,578	\$899	0.11	1.48 %
	GRAND TOTAL	3,245,782	\$988,149	\$105,726	\$14,578	\$899	0.11	1.48 %

Purpose

This report should be used to summarize the key metrics of facilities condition, and also includes the percent of average annual renewal compared to current replacement value.

Key Characteristics

- In their final plan, campuses should plan for between 1.5% - 3% of reinvestment per year through a blend of funding mechanisms.

Supplemental Instructions: Energy Efficiency and B3 Benchmarking

The energy and water used on campus is tracked in the Buildings, Benchmarks, & Beyond (B3) website. The B3 website stores campuses' building and utility data. **The energy currently used and anticipated for use in the future should be discussed in the CFP**, including known energy use changes, changes in programs, or changes in GSF. Copies of the reports generated through the B3 Benchmarking website must be included in your CFP Appendix.

The public B3 portal, located at <http://mnscu.b3benchmarking.com/>, is used to analyze and compare campuses. There are four ways to view and compare your energy data. One of the main metrics for comparison is Energy Usage Intensity (EUI), which is the usage expressed in kBtu divided by square footage. **Find your EUI (kBtu/GSF) in the ranking and comment on it within the CFP in comparison to your college and other colleges' EUI.**

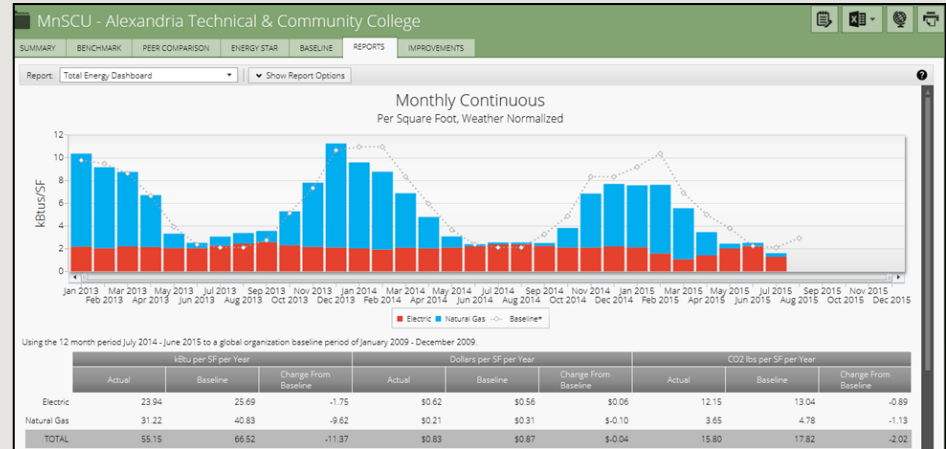
You should also sign into the main B3 website and view your college. If you are a new user you can gain access by request at <https://mn.b3benchmarking.com/Request-Access>.

The Main B3 website is located at <https://mn.b3benchmarking.com>. To enter the website, sign in and then click on this button:



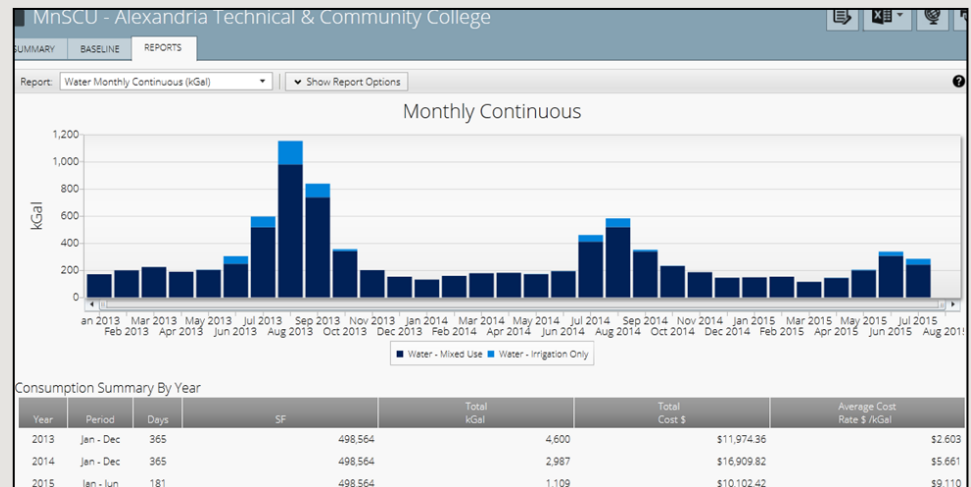
Here you will find the campus history for energy, water, meter information, and building characteristics. Clicking on the REPORTS tab will provide you access to several established reports and an option for custom reports where you can modify reports for your needs.

Print out a graph that shows your EUI over time compared to Baseline. The EUI graph can be produced by clicking on Energy Mode then Total Energy Dashboard option under reports. **Within the CFP, comment on the changes that affected the energy consumption.** For example, this could be installing new, efficient equipment, behavioral changes, or addition of renewables.



Example EUI graph.

Comment on the use of water. A graph can be produced by clicking on Water Mode then Water Monthly Continuous compared to Baseline. **Include the graph in the CFP.**



Example water use graph.

Supplemental Instructions: Energy Efficiency and B3 Benchmarking

Minnesota State has recognized the benefit of energy efficiency and conservation at our colleges and universities.

The following are targets and goals that Minnesota State has committed to achieve or adopt as encouraged or required by the Governor's Executive Orders and by state statute.

Targets for Energy Reduction

SB2030 Requirement

Minnesota Sustainable Building 2030 (SB 2030) is a progressive energy conservation program initiated by the Minnesota Legislature in the spring of 2008. Based on the national *Architecture 2030* program, SB 2030 has been tailored to the needs of Minnesota buildings. Like *Architecture 2030*, SB 2030 sets specific performance targets (Energy Standards) for energy use in buildings compared to representative buildings in existence in 2003. Every five years, the total carbon emissions target from buildings is reduced so that in 2030 a 100% reduction (net zero carbon) is achieved. For new buildings compared to representative buildings in existence in 2003, the reduction in carbon producing fuel used for building energy is:

- 2010 - 60% reduction
- 2015 - 70% reduction
- 2020 - 80% reduction
- 2025 - 90% reduction
- 2030 - 100% reduction

All Minnesota State bonded projects above a certain size—both new and substantially renovated—will be required to meet the Minnesota Sustainable Building 2030 (SB 2030) Energy Standard.

The information for SB2030 can be found here:

<http://www.b3mn.org/2030energystandard/index.html>

Office of Enterprise Sustainability

The system office represents Minnesota State institutions at meetings of the State of MN Office of Enterprise Sustainability. At these meetings, state agencies report current energy usage and compare it to state goals.

The goal established in Executive Order 11-12 states a requirement to reduce energy usage by 20%. The system office recognizes this requirement and has chosen 2009 as the baseline to compare to the current year.

Strategies for Reducing Energy Use

The CFP should include a plan that shows where the campus is now in terms of energy use and how the campus plans to reduce consumption in the future.

Here are some examples of what a plan could include:

- Identify major equipment or space that uses the most energy. To do this, use B3 to identify highest EUI buildings.
- Reduce hours of operation.
- Recommission your buildings for energy efficiency.
- Consolidate space and decommission areas of low use.
- Concentrate on HEAPR and/or GO bond funding for replacing energy-consuming equipment and installing controls.
- Take advantage of the Guaranteed Energy Savings Program (GESp) administered by the Department of Commerce.
- Institute behavior-based programs for energy conservation.

Section 4: Proposed Framework for Site Development

Provide graphics and a narrative explaining proposed campus site development. Explain how those improvements relate to existing conditions on campus. Coordinate with Section 2: Existing Site Conditions.

Proposed site development projects should:






- Be financially sustainable
- Be supported by current or projected enrollment or by specific program needs
- Follow sustainability guidelines
- Integrate principles outlined in the Strategic Framework
- Only propose new square footage after analysis has eliminated other possibilities for remodeling/refurbishing existing buildings.

Checklist: Section 4: Proposed Framework for Site Development	Required/Optional			
	35%	65%	95%	100%
* Coordinate with Section 2 (Existing Site Conditions)				
Describe campus goals and overall strategy for site development		R	R	R
<i>Site plans for short-, medium-, and long-term timeframes, to include:</i>		R	R	R
Proposed and existing site boundaries		R	R	R
Landscaping		R	R	R
Vehicular and pedestrian circulation and wayfinding, including service routes and fire lanes		R	R	R
Parking reduction or expansion		R	R	R
Mass transit circulation/infrastructure		R	R	R
Proposed infrastructure changes/improvements; sustainability improvements		R	R	R
Safety issues or solutions		R	R	R
Building demolition, renovations, or additions		R	R	R
Property acquisitions or decommissioning		R	R	R
New or existing site artwork		R	R	R
Potential real estate partnerships		R	R	R
Landscape preservation plan		O	O	O
Watershed analysis		O	O	O
Where applicable, explain the effects of proposed site or building development projects on the capacities of existing utilities.		O	O	O



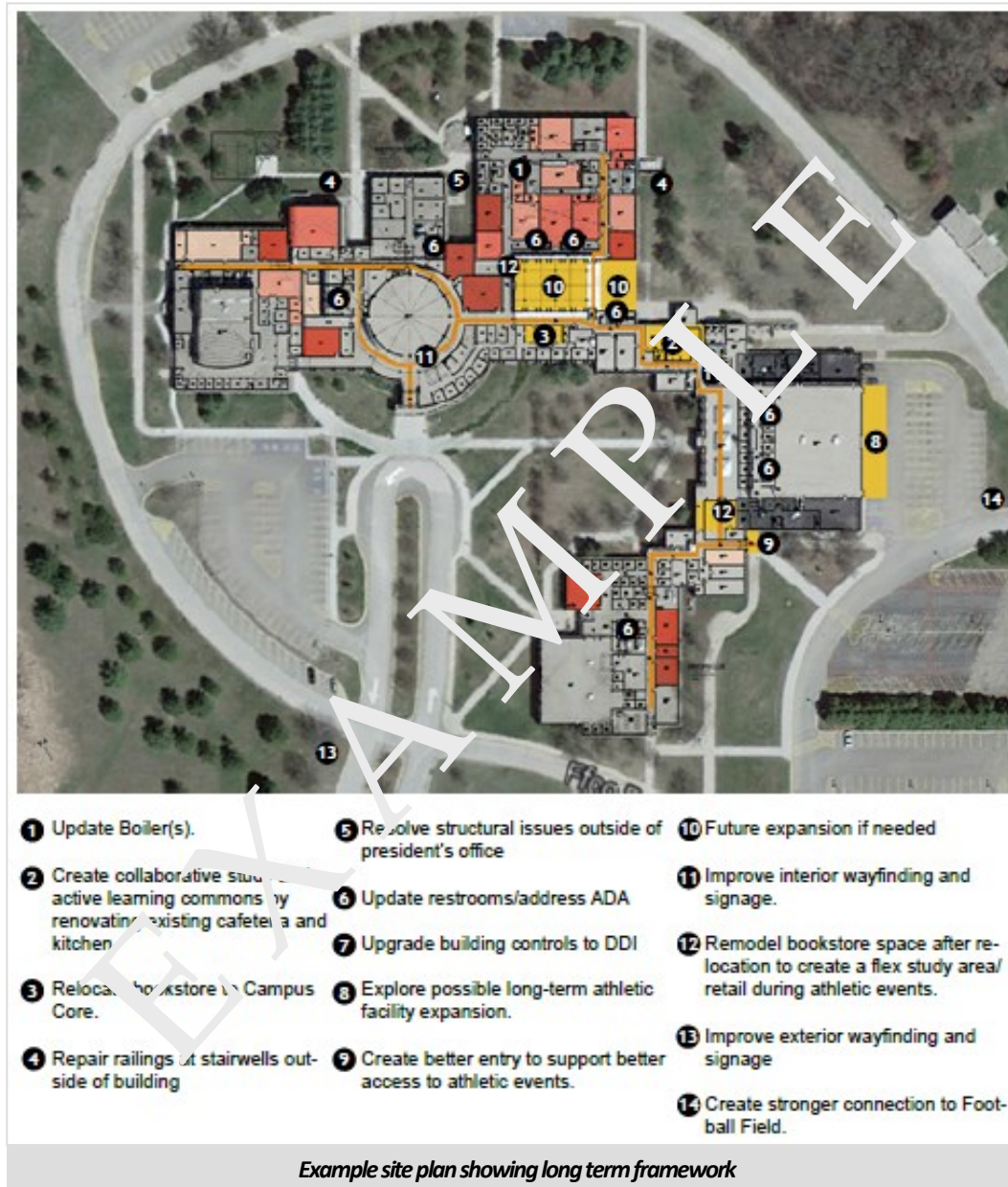
-  CAMPUS BOUNDARY
-  PROPERTY ACQUISITION
-  EXISTING BUILDING
-  NEW BUILDING
-  STORM WATER POND
-  PEDESTRIAN CIRCULATION

Key:

-  CLASSROOMS, APPLIED TECHNOLOGY LABS AND BOOKSTORE RENOVATIONS. SEE SECTION 5 FOR MORE INFORMATION.
-  TRADE & TECHNOLOGY CENTER - PHASE I
-  REVISE SITE CIRCULATION
-  EXPAND PARKING
-  DEMOLISH I WING (208T0783) & I WING ADDITION (208T1095)

Example site plan showing short term framework

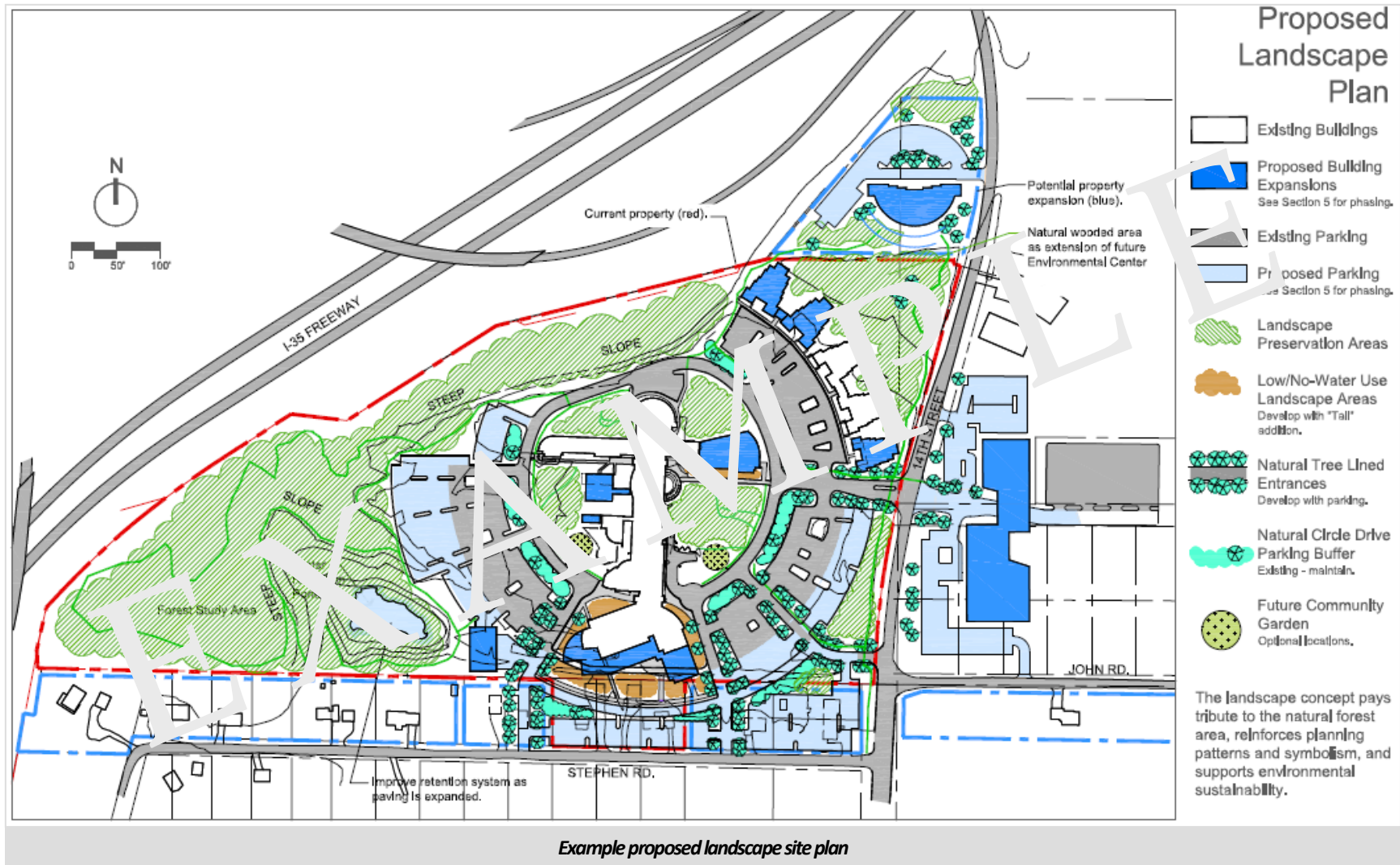
Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.



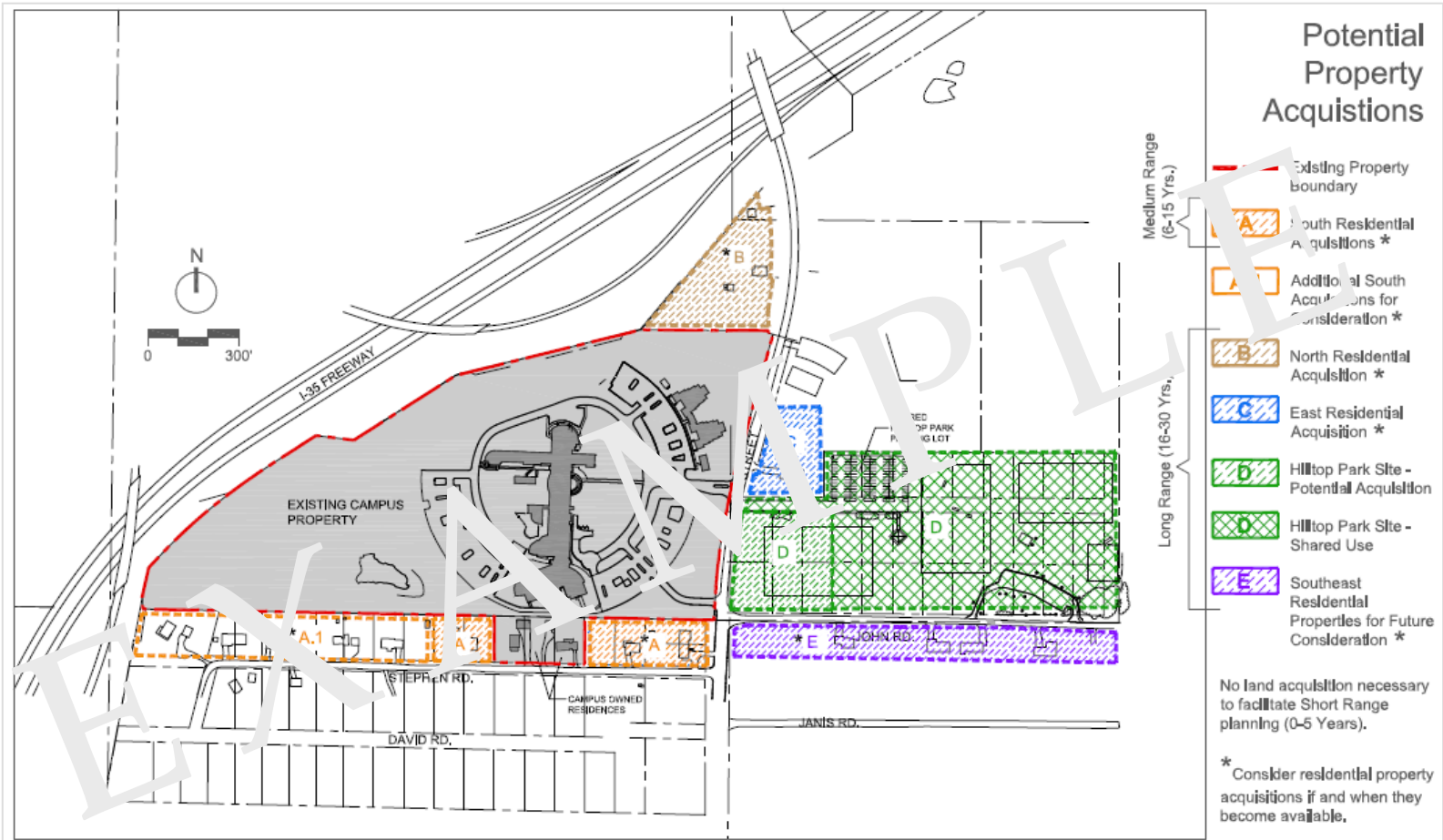
Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.



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Example site plan showing potential acquisitions

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Section 5: Proposed Framework for Building Development

Provide graphics and a narrative explaining proposed campus building development. Explain how those improvements relate to existing conditions on campus. The goals for this section include:

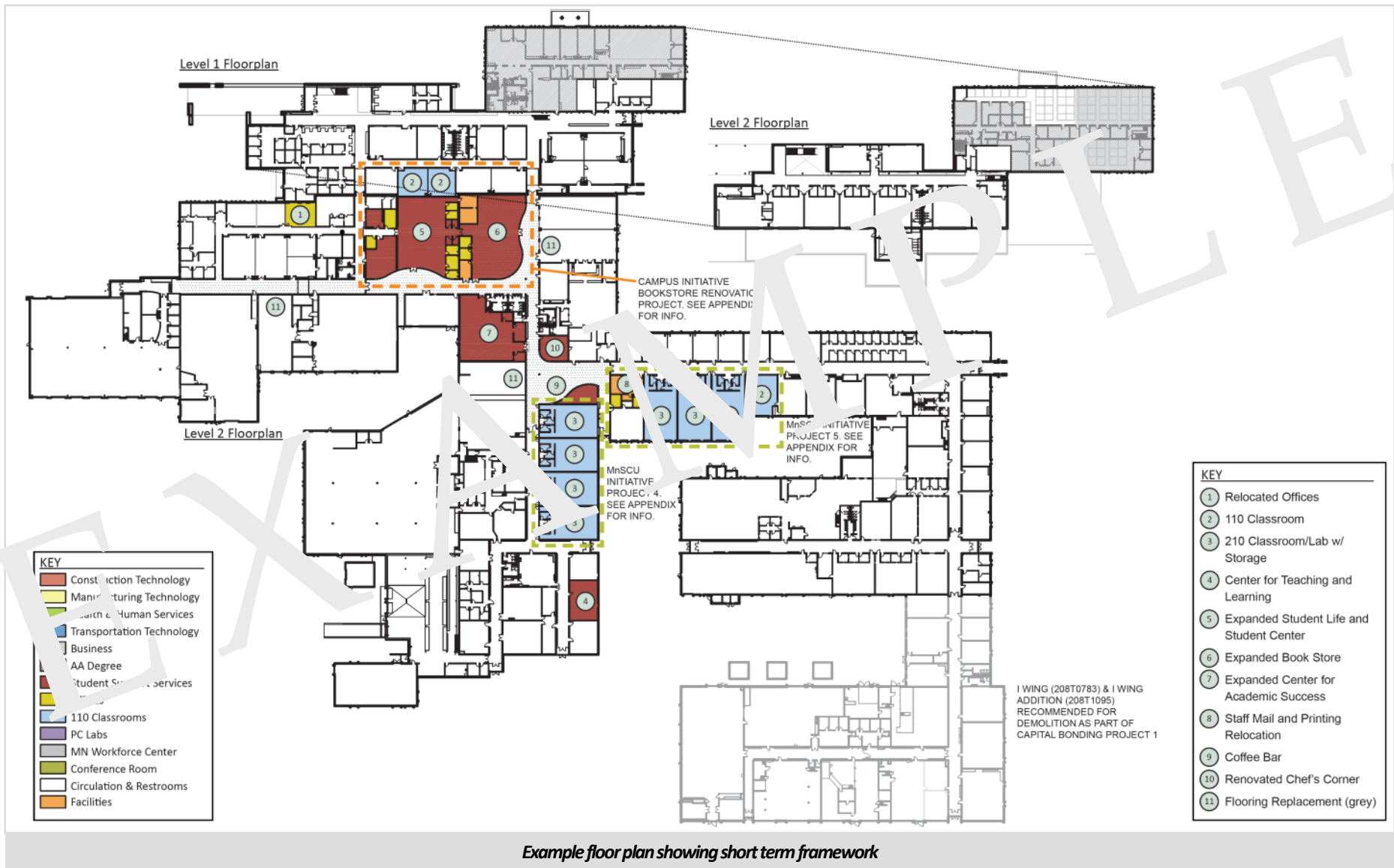
- Provide an overview of campus capital investment
- Provide a list/explanation of capital campaign sites or alternative funding
- Provide details of any GESP projects

Proposed building development projects should:

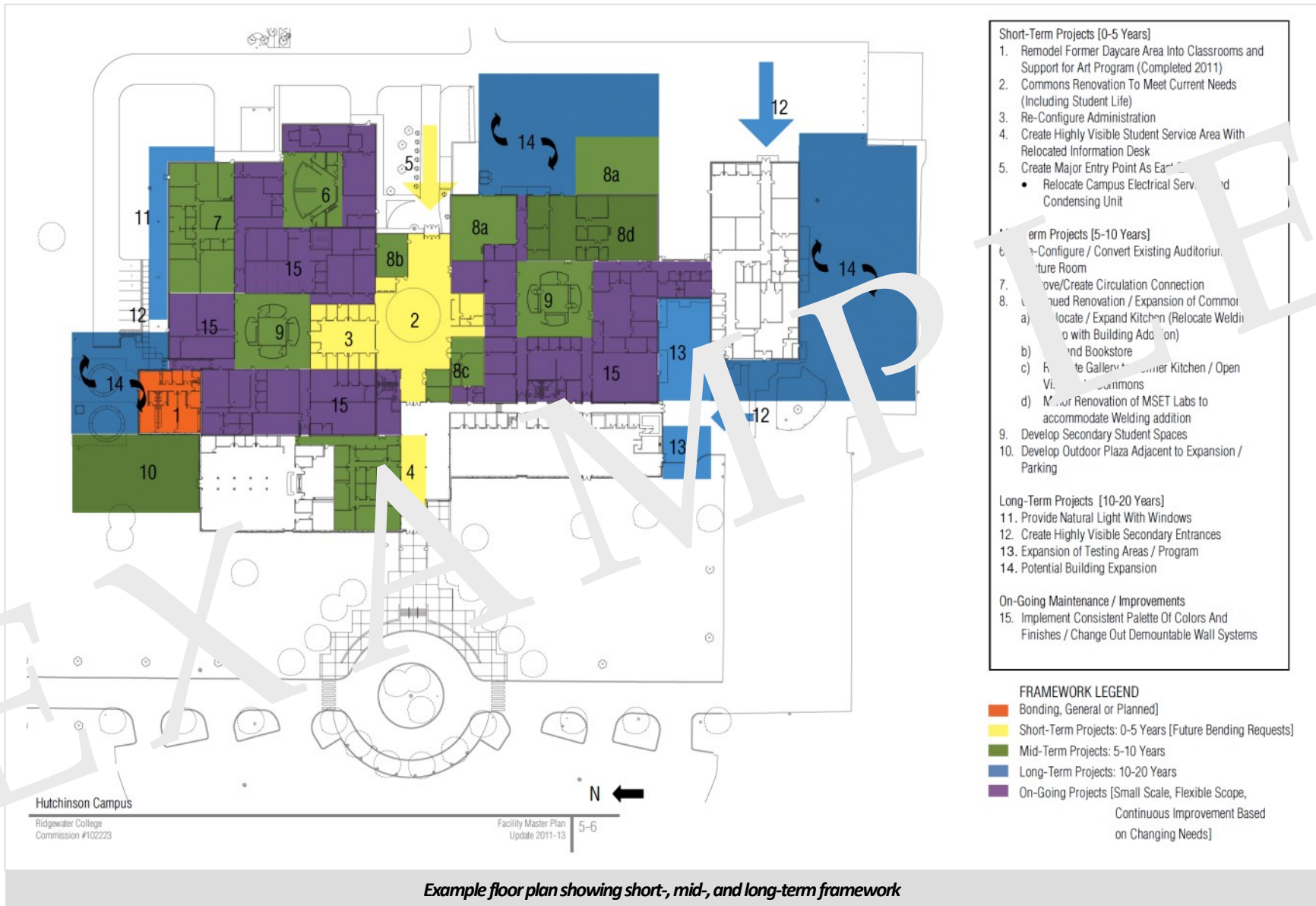
- Be financially sustainable
- Be supported by current or projected enrollment or by specific program needs
- Follow sustainability guidelines
- Integrate principles outlined in the Strategic Framework
- Only propose new square footage after analysis has eliminated other possibilities for remodeling/refurbishing existing buildings.

Coordinate with Section 3: Existing Building Conditions.

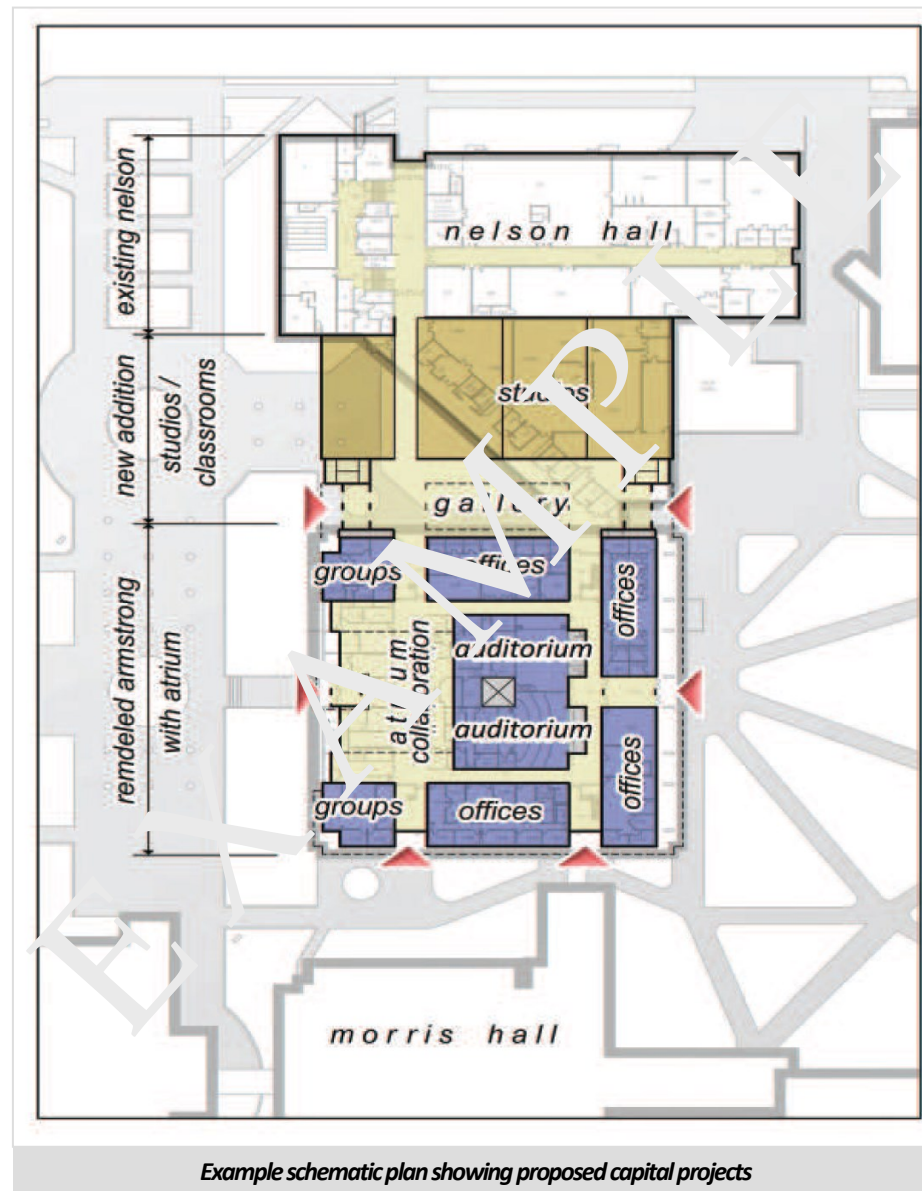
Checklist: Section 5: Proposed Framework for Building Development	Required/Optional			
	35%	65%	95%	100%
* Coordinate with Section 3 (Existing Building Conditions)				
Describe campus goals and overall strategy for building development		R	R	R
<i>Building floor plans for short-, medium-, and long-term timeframes; identify proposed projects, including (as applicable):</i>		R	R	R
Building demolitions, additions, renovations, renewal, and remodeling		R	R	R
Sustainability improvements		R	R	R
HEAPR projects		R	R	R
Historic asset preservation		R	R	R
Infrastructure/ R&R		R	R	R
Mothballing/decommissioning of rooms or spaces		R	R	R
Other alterations of existing conditions		R	R	R
Analysis or description of future sustainability/energy projects: Compliance w/ B3 guidelines and Sustainable Building 2030 goals, energy benchmarking, geothermal or solar heating/cooling, roofing studies, President's Climate Commitment (if applicable)		O	O	O



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Section 6: Capital Budget Improvement Program

This is the most critical section of the document; it must have a complete listing of projects that improve conditions and space utilization reflecting demographics and partnerships. The prioritized list should include each project’s dollar amount, square feet affected, timeframe, and sources of funding. Coordinate with Sections 4 and 5.

The list should be prioritized by funding source:

- A. Capital Budget
- B. HEAPR
- C. Revenue Fund
- D. Campus funded
- E. Alternative Finance:
 - i. GESP
 - ii. Donations

Checklist: Section 6: Capital Budget Incremental Improvement Program	<u>Required/Optional</u>			
	35%	65%	95%	100%
* Coordinate with Sections 4 and 5 (Site and Building Development)				
<i>Table or matrix listing and prioritizing all proposed projects. Include:</i>		R	R	R
Project description		R	R	R
Estimated project cost		O	R	R
Estimated area affected (square feet)		O	R	R
Timeframe (short-, mid-, or long-term)		R	R	R
Funding source (Capital Budget, campus R&R, HEAPR, Revenue Fund, Re-commissioning, other)		O	R	R
Narrative explaining rationale behind major projects and their campus impact		O	O	O

Project Options Summary																
Rank	Building / Site	Project Name	Estimated Area (GSF)			Project Budget Allowance in \$1,000s	Schedule			Funding						
			Demolished	Remodeled	New		2016	2018	2020	Long Range	G.O. Bonds	HEAPR	Revenue Bond	College		
Primary Campus Bonding Projects																
1	M	Trade & Technology Center - Phase I	49,000	2,500	50,000	12,779										
2	M	College Center	47,000	35,000	50,000	21,226										
3	M	Trade & Technology Center - Phase II	42,500	5,000	45,000	12,992										
Primary Campus Revenue Projects																
		N/A														
Higher Education Asset Preservation and Renewal (HEAPR) Projects																
1	HS	Roof replacement				743										
2	M	HVAC upgrades at A and B wings				1,000										
3	M	Restroom upgrades at I wing				300										
4	M	Interior finishes upgrades at H, C and D wings				345										
5	All	Fire detection system upgrade				1,500										
MnSCU Initiative Projects																
1	M	Classroom renovation (area vacated by Dentistry)			9,570	587										
2	M	Applied technology labs renovation (area vacated by nursing)			7,500	635										
Campus Initiative Projects (not in ranked order)																
	M	Bookstore renovation (area vacated by library)			9,430	800										
	All	Renovate toilet rooms to meet ADA standards				250										
	All	Provide electronic informational signage				50/each										
	ST	Develop a demonstration rain garden				100										
	All	Renovation of outdated & underutilized space				\$65-\$125/sf										
	ST	Develop a contemplative healing garden				100										
	ST	Develop a landscaped quadrangle				1,000										
	ST	Custom public bus shelters				150/each										
	ST	Property acquisition				2,000										
Repair and Betterment Projects (not in ranked order)																
	M	HVAC upgrades in 400 wing				500										
	M	Interior finishes upgrades in multiple wings				250										
	M	Trades shop upgrades in multiple wings				250										
	M	Rooftop unit replacement in multiple wings				500										
	NI	Public address system upgrade				50										
	NI	Door locking system upgrade				100										
Key																
M	Main building															
HS	Health-sciences building															
All	All buildings															
ST	Site															
NI	No information provided by SCTCC															

Example project matrix

Example graphics only illustrate general concepts, and should not be adhered to stylistically verbatim or taken as current factual data.

Description	IMPLEMENTATION STRATEGY			TIMEFRAME				FUNDING					COST Prob. Cost (1,000s)
	College Priority	Campus Priority	Campus	0 - 2	2 - 6	7 - 15	16 - 50	HEAPR	Bonding	College	City	Other	
Wadena Electrical Upgrade	1	1	WAD	X				X					250
Design & Construct Transportation Addition	2	1	MHD	X					X				5,630
Create uniquely designed and signed parking areas for High School and Conference Center Users.	3	1	DL	X						X			30
Detroit Lakes Boiler	4	2	DL		X			X					900
Boiler Replacement & Upgrade the building controls to DDC	5	2	WAD		X			X					850
Upgrade Fire Alarm/Notification system	6	3	DL		X			X					500
Boiler Replacement	7	1	FF		X			X					850
Relocate proposed Health Services Expansion. Design and Construct Project when funded.	8	2	MHD		X				X			X	5,382
Relocate Library and Renovate Space to Create new Student Services Space	9	3	WAD		X				X				625
Phase I - Move Cosmetology/Massage, HVAC programs and Boiler; Mothball north end of campus and renovate existing space to accommodate	10	4	WAD		X				X				3,700
Create collaborative study and active learning commons by renovating existing cafeteria and kitchen	11	2	FF		X				X				850
Improve exterior and interior wayfinding and signage.	12	3	MHD		X					X			100
Rightsize or Repurpose underutilized space.	13	4	DL		X				X				TBD
Relocate bookstore to Campus Core.	14	3	FF		X				X				390
Phase II -Raze north end of campus and create new Cosmetology/Massage Entry	15	5	WAD		X				X				702
Create Learning Commons by Relocating Resource Center.	16	5	DL		X				X				605
Create Small Collaborative Learning/Study Area.	17	6	WAD		X					X			40
Renovate Cafeteria to create recreation area and group study space and to add more	18	7	WAD		X					X			150
Predesign for New North Entry, Classroom, Support Building	19	4	MHD		X					X			60
Nursing Lab Remodeling	20	6	DL		X							X	250
Nursing Lab Remodeling	21	8	WAD		X							X	250
Create new urban driveway/entry into east side of campus.	22	7	DL		X				X				150
Create new primary building entry.	23	8	DL		X				X				175
Create new primary building/campus entry.	24	5	MHD			X			X				1,500

Example multi-campus project matrix

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Section 6: Capital Budget Incremental Improvement Program

The following section outlines St. Cloud Technical and Community College's top priority capital improvement projects generated through General Obligation Bonds and Revenue Bonds, Higher Education Asset Preservation and Replacement (HEAPR) projects, MnSCU initiative projects and campus initiative projects.

Primary Campus Bonding Projects

The following summarizes the college's top capital improvement projects that would be funded through General Obligation Bonds. They are listed according to institutional rank as determined by the Executive Committee and President Joyce Helens.

Priority One: Trade & Technology Center - Phase I

- **Statement of Purpose:** To develop a state of the art and innovative center for the advancement of the trades and trades education.
- **Demolition area & budget allowance:** 49,000 SF @ \$7.50/sf = \$367,500
- **Demolition scope:** I Wing and I Wing Addition areas the main building
- **New construction area & budget allowance:** 50,000 SF @ \$175/sf = \$8,750,000
- **New construction scope:** Trades & Technology building
- **Renovation area & budget allowance:** 2,500 SF @ \$85/sf = \$212,500
- **Renovation scope:** Miscellaneous work associated with the renovation of the areas of the main building adjacent to the wing demolition and the entrances and corridors in the main building that will be used to access the new building
- **Sitework scope:** Landscaping, stormwater, parking
- **Sitework budget allowance:** \$500,000
- **Project budget allowance (total x 1.3):** \$12,779,000
- **Status:** 2017 pre-design & 2018 funding

Priority Two: College Center

- **Statement of Purpose:** To create a cutting-edge learning environment consisting of classrooms, multi-purpose labs, student support services and community space utilizing the latest in technology, sustainability, flexibility, and advanced learning models to facilitate and enhance the learner's progress toward achieving a high quality education, as well as providing facilities that can be accessed and utilized by the entire St. Cloud community.
- **Demolition area & budget allowance:** 47,000 SF @ \$7.50/sf = \$352,500
- **Demolition scope:** Child Care Center, President's Office and Training Center and G wing (Workforce Center)
- **New construction area & budget allowance:** 50,000 SF @ \$250/sf = \$12,500,000
- **New construction scope:** Auditorium, community

lounge, applied technology labs, classrooms and food amenities

- **Renovation area & budget allowance:** 35,000 SF @ \$85/sf = \$2,975,000
- **Renovation scope:** Reorganization and consolidation of spaces including the library, campus store, student life, student center, cafeteria and ancillary arts
- **Sitework scope:** Landscaping, stormwater & parking
- **Sitework budget allowance:** \$500,000
- **Project budget allowance (total x 1.3):** \$27,750,000
- **Status:** 2023 pre-design & 2024 funding

Priority Three: Trade & Technology Center - Phase II

- **Scope and Purpose:** To develop a state of the art and innovative center for the advancement of the trades and trades education.
- **Demolition area & budget allowance:** 47,000 SF @ \$7.50/sf = \$318,750
- **Demolition scope:** A portion of the A-B wing and the A-B Wing Addition
- **New construction area & budget allowance:** 50,000 SF @ \$175/sf = \$8,750,000
- **New construction scope:** Trades & Technology building and new entrances at the A-B Wing.
- **Renovation area & budget allowance:** 5,000 SF @ \$85/sf = \$425,000
- **Renovation scope:** Miscellaneous work associated with the renovation of the areas of the main building adjacent to the wing demolition including areas to access the proposed new entrances at the remaining A-B Wing
- **Sitework scope:** Landscaping, stormwater & parking
- **Sitework budget allowance:** \$500,000
- **Project budget allowance (total x 1.3):** \$12,991,875
- **Status:** 2027 pre-design & 2028 funding

Primary Campus Revenue Projects

There are no revenue projects identified in the Master Facility Plan.

HEAPR - Higher Education Asset Preservation and Renewal (HEAPR) Projects:

The following list of projects has been identified as the top HEAPR projects for St. Cloud Technical and Community College. These projects meet the standards set forth by the legislature as either preserving or protecting existing campus facilities and are one of the following types: code compliance, including health and safety; meeting the requirements of the Americans with Disabilities Act (ADA); abatement of hazardous materials; access improvement; air-quality improvement; building repairs necessary to

preserve the interior and exterior of existing buildings; or renewal to support existing programmatic missions of the campus.

Priority One: Roof replacement at Health Sciences building.

- **Budget allowance:** \$743,196
- **Year:** 2016

Priority Two: HVAC Upgrades at A and B Wings

- **Budget allowance:** \$1,000,000
- **Year:** 2016

Priority Three: Restrooms upgrade at I Wing

- **Budget allowance:** \$300,000
- **Year:** 2016

Priority Four: Finishes upgrades at H, C & D Wings

- **Budget allowance:** \$345,000
- **Year:** 2016

Priority Five: Fire detection system at all buildings

- **Budget allowance:** \$1,500,000
- **Year:** 2016

MnSCU Initiative Projects:

Priority One: Classroom renovation

- **Scope:** Remodel area of main building that was vacated by the move of the Dentistry program to the Health Sciences building. The Pre-design Study, which is included in the Appendix, proposes the renovation of existing rooms 1-155A, 1-157, 1-158, 1-159, 1-179 and 1-177 into four approximately 2,000 sf classrooms and 1,000 sf of storage. The Pre-design study also includes the remodel of the faculty mail room and existing offices in room 1-312 into upgraded office space.
- **Budget allowance:** \$5,700,000
- **Year:** 2016

Priority Two: Applied technology labs renovation

- **Scope:** Remodel area of main building that was vacated by the Nursing program to the Health Sciences building. The renovation would create a series of non-dedicated and multi-purpose labs that can accommodate 3CTCC large class requirements. Each lab would have dedicated storage to allow for the flexibility provided with a multi-purpose space.
- **Budget allowance:** \$635,000
- **Year:** 2018

Campus Initiative Projects:

The following non-ranked projects are intended to respond to aging infrastructure, new teaching methodology, evolving instructional technologies, and changing market trends faster than public financing (General Obligation and Revenue Bonds) can accommodate. Creative financing using college operating funds, private partnerships, and other public resources must be used to provide basic support and upgrading for the facilities and academic programs.

Renovate space vacated by the library into an expanded campus store, coffee shop, faculty and staff print center and study space. See the appendix for project schemes.

- **Budget allowance:** \$800,000
- **Year:** 2016

Renovate restrooms to provide ADA access and achieve code compliance

- **Budget allowance:** \$250,000
- **Year:** 2016

Provide electronic signage at key locations on campus for important announcements and campus events

- **Budget allowance:** \$50,000 for each sign
- **Year:** 2016

Introduce a contemplative Healing Garden on campus to accommodate spiritual and meditative needs by staff, students and the community

- **Budget allowance:** \$100,000
- **Year:** Long range

Inclusion of a rain garden would demonstrate sustainable landscape design principles as an educational component.

- **Budget allowance:** \$100,000
- **Year:** 2016, 2018

Design and construct a landscaped quadrangle for celebrations and large scale events

- **Budget allowance:** \$1,000,000
- **Year:** Long range

Reinforce the college brand through the design and construction of unique bus shelters along Northway Drive and 15th Street.

- **Budget allowance:** \$150,000 for each shelter
- **Year:** Long range

Continue to renovate outdated and underutilized space to accommodate additional classrooms and office space for staff and faculty.

- **Budget allowance:** \$65 to \$125 per square foot
- **Year:** 2016, 2018 and 2020

Example capital project descriptions

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Section 7: Appendix

The Appendix houses documents that contribute to the overall Comprehensive Facilities Plan, including the Academic Master Plan and Technology Master Plan. They help make the CFP a comprehensive “living document.”

The Appendix must include all EMS Campus space utilization reports that are generated by the campus, as well as a copy of the current campus room scheduling policy. For more information, please see the *EMS Reports for the CFP* supplemental instructions starting on page 33 of this document, or consult the Minnesota State EMS Campus SharePoint site.

Checklist: Section 7: Appendix

* Verify with campus which documents to include.

	Required/Optional			
	35%	65%	95%	100%
History: Campus history, brief history of prior master/comprehensive plans, legislative mandates		O	O	O
Glossary/definitions that are specific to this CFP		O	O	O
Complete copies of all EMS Campus space utilization reports for the campus	O	R	R	R
Campus Room Scheduling Policy	O	R	R	R
Assessments/data for mechanical or electrical systems, roof surveys, utility information, infrastructure information, etc.; include copies of all FRRM reports and B3 reports	O	R	R	R
Technology master plan		O	R	R
Academic master plan		O	R	R
Comprehensive security plan		O	O	O
Landscape master plan		O	O	O
Residential life plan		O	O	O
Status of sustainability efforts or other campus-specific issues that impact the need for space		O	O	O
Meeting notes		O	O	O
List of other academic partners or affiliations			R	R
List of public and private partnerships			R	R
AQIP Systems Portfolio			R	R
Higher Learning Commission Self Study			R	R
Other studies: Historic asset preservation, technology management, emergency preparedness, waste compliance, system hazardous waste		O	O	O

Definitions

Accessible/accessibility: Will be used in this document to refer to elements in the built environment that comply with the requirements of the Minnesota Accessibility Code (Minnesota Rules Chapter 1341) that is applicable at the time the CFP document is finalized. Minnesota code is based on the federal ADA Accessibility Guidelines (ADAAG). Comprehensive Facilities Plans shall not make use of any form of the words “disability” or “handicap” when referring to accessible features or elements.

Backlog: Backlog is the amount of deferred maintenance of building systems that are past their normal useful life, and are used in calculating a campus or building’s Facilities Condition Index. Backlog is reported in dollars, and is a component tracked in the Facilities Reinvestment & Renewal Model (FRRM).

Campus: Throughout this document, *campus* will refer to the institution (college or university). *Physical campus* or *campus site* will be used to refer to an institution’s individual campus locations, where applicable.

Capital Renewal (formerly FRRM): This is a tool that the system colleges and universities use to forecast their backlog, renewal, current replacement values and facilities condition indexes. Renewal is another component of deferred maintenance forecasting and means an expected dollar cost replacement for those building systems that are expected to reach their useful life within 5 or 10 years from the present day.

Community Solar Gardens: Solar is the source of producing electricity. The garden is an array of solar

panels owned by a developer who shares the saving with customer credit issued by a utility company. The gardens are also sustainable and can be looked at in your goals in energy production.

Current Replacement Value (CRV): CRV is specific to the Facilities Reinvestment & Renewal Model (FRRM) tool and represents a total building replacement value derived by multiplying the building or campus square footage by the building type multiplier (simple, complex, etc.). The CRV is updated annually based on inflation.

Deferred Maintenance: Deferred maintenance is tracked by the system in two primary parts: backlog and renewal. Backlog is the amount of deferred maintenance of building systems that are past their normal useful life. Renewal is a forecast of those building systems that are expected to reach their useful life within 5 or 10 years. This data is developed by each campus and entered into the Capital Renewal (formerly FRRM) system on an annual basis.

EMS: The EMS Campus system, brought online for all Minnesota State campuses in spring term of 2014, tracks space utilization data.

Facilities Condition Index (FCI): The Facilities Condition Index is a nationally recognized asset management standard. “FCI” is a ratio of Deferred Maintenance Backlog (Backlog) divided by the Current Replacement Value (CRV). A college or university FCI is contained within a tool known as the Facilities Reinvestment & Renewal Model (FRRM). Another way of describing FCI is as the percentage of campus building in backlog status (for example, an FCI of 0.10 represents 10% of a campus in backlog).

President’s Climate Commitment: Presidents signing the Commitment are pledging their institution to eliminate its contribution to global warming over time. This includes establishing an institutional structure to oversee the development and implementation of the school’s program; completing an emissions inventory within a year and annually thereafter; establishing a climate neutrality action plan; taking some immediate steps to reduce greenhouse gas emissions; integrating sustainability into the curriculum; and making their climate action plan, inventory, and progress reports publicly available.

Renewable energy systems: Typically systems that produce electricity from solar, windmills, or geothermal. Renewables can enhance your plan for sustainability and lower your dependence on utilities.

Repair and Replacement (R&R): Repair and Replacement is a specialized definition for campus funded repair and in-kind replacement of physical elements of facilities and fixed equipment, such as boilers, pumps, and other building systems. Under current system procedures, campuses are required to invest at least \$1.00 per square foot annually for repair and replacement.

Useful Life: Useful life presents the expected longevity of key building system components, and is a key characteristic when calculating backlog and renewal forecasts and in reviewing a building’s condition in that many building systems are original to the building’s initial construction date. The useful life of a building system (such as roofs, boilers and air handlers) may have lapsed and the system may be in need of a replacement.