Transportation Center Construction & Campus Center Repositioning

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SECTION 9.1 ACADEMIC MASTER PLAN

Full Academic Master Plan can be found on ATCC website at URL below.

https://www.alextech.edu/about-atcc/publications/strategic-framework/academic-master-plan
SECTION 9.2 ATCC STRATEGIC FRAMEWORK
A MESSAGE FROM THE PRESIDENT

Friends,

We are pleased to share “Our Continued Journey Toward Excellence,” Alexandria Technical & Community College’s 2020-2024 Strategic Framework. This framework reflects ATCC’s legacy of high expectations for students, faculty, and staff, while strengthening our vision to be the premier institution of career preparation and comprehensive lifelong learning.

Incorporating the collective input of faculty, staff, students, and community, this work is both inspirational and aspirational. It validates our mission, re-establishes our vision, and restates our values. We look forward to sharing our story in powerful, impactful ways and fully embracing our role in the community. ATCC remains committed to excellence while fostering a culture of innovation and curiosity. As a learning community, we will place increased emphasis on trust, respect, and appreciation of diversity in all its forms.

ATCC remains committed to excellence while fostering a culture of innovation and curiosity.

Minnesota State Colleges & Universities’s Chancellor Devinder Malhotra has directed us to close the educational equity gaps by 2030. We will meet this challenge by understanding the needs of traditionally underserved populations and providing an experience that challenges and supports them in reaching their highest potential. As Dr. Malhotra reminds us, “We will achieve greater student success by becoming more creative, innovative, and entrepreneurial.” Knowing our community has similar aspirations, Alexandria Technical & Community College accepts this charge with confidence.

In this era of reduced funding, achieving systemic and institutional goals will require us to clearly focus on what sets us apart, identifying and promoting the distinctive educational and cultural opportunities that make ATCC the first choice for students who seek both a comprehensive education and unique student life experience.

Alexandria Technical & Community College anticipates a strong and vital future as we continue our journey of excellence.

Michael Seymour
President, Alexandria Technical & Community College

MISSION

Alexandria Technical & Community College creates opportunity for individuals and businesses through education, innovation, and leadership. The college’s high-quality technical and transfer programs and services meet their needs, interests, and abilities and strengthen the economic, social, and cultural life of Minnesota’s communities.

VISION

To be the premier institution of career preparation and comprehensive lifelong learning.

We are...

...passionate about creating a culture of excellence, innovation, and learning that challenges and empowers students and employees to achieve their highest potential.

...a learning community built on a proud legacy of career and technical education.

...committed to the social, intellectual, cultural, professional, and personal growth of all members of our community.

...partners with business, economic, governmental, and educational entities.

...providers of relevant career preparation, transfer pathways, and lifelong learning.

...proud of our stewardship.

We are Alexandria Technical & Community College!
As a member of the Minnesota State Colleges and Universities, everything we do is focused on three critical priorities:

- The Success of our Students
- Our Commitment to Diversity, Equity, and Inclusion
- The Programmatic and Financial Sustainability of our campus

As Alexandria Technical & Community College we are committed to working innovatively on behalf of our students, our college, and our community.

OUR STUDENTS

- Our students are the reason for our existence and we encourage and recognize their achievement.
- Our culture of excellence creates a supportive and challenging academic environment.
- We serve our students by providing relevant knowledge and impactful student life experiences that empower them to reach their goals.

OUR COLLEGE

- As leaders and mentors, we honor the importance of diversity in ideas, perspectives, and people.
- We aspire to foster curiosity and creativity, to promote open dialogue, and to facilitate a culture of action.
- We aim to exceed expectations through ongoing assessment and improvement of our programs and services.
- We continuously respond to the evolving needs of industry as we position the future workforce for success.

OUR COMMUNITY

- We are committed to continuing our tradition of innovative and extraordinary education that fills a vital role in the communities we serve.
- We partner with local industry, educational institutions, and organizations to strengthen the community culturally, economically, and civically.
- Our longstanding reputation as an academic institution of excellence is an asset that draws people and resources to the area.

"Find 'em, Teach 'em, Place 'em"
- Vernon Maack, Founder/Director 1961-1984
The Alexandria Technical and Community College (ATCC) Information Technology Strategic Plan provides a framework for future investments and articulates a common vision for technology that is aligned with the college Academic Master Plan and Strategic Framework, “Our Continued Journey Toward Excellence” including three critical priorities:

- The Success of our Students
- Our Commitment to Diversity, Equity, and Inclusion
- The Programmatic and Financial Sustainability of our campus

ATCC’s Mission, Vision, and Values

Mission

Alexandria Technical & Community College creates opportunity for individuals and businesses through education, innovation, and leadership. The college’s high-quality technical and transfer programs and services meet their needs, interests, and abilities and strengthen the economic, social, and cultural life of Minnesota’s communities.

Vision

To be the premier institution of career preparation and comprehensive lifelong learning.

We are...

...passionate about creating a culture of excellence, innovation, and learning that challenges and empowers students and employees to achieve their highest potential.

...a learning community built on a proud legacy of career and technical education.

...committed to the social, intellectual, cultural, professional, and personal growth of all members of our community.

...partners with business, economic, governmental, and educational entities.

...providers of relevant career preparation, transfer pathways, and lifelong learning.

...proud of our stewardship.
Digital Transformation (Dx)

Digital Transformation is defined by Educause as “A series of deep and coordinated culture, workforce, and technology shifts that enable new educational and operating models and transform an institution’s operations, strategic directions, and value proposition.”

Anticipated culture shifts include a move from risk aversion to risk management, a focus on institutional differentiation, college leaders willing to adopt new strategic directions, reliance on data and analytics along with other forms of evidence to guide institutional priorities, and the emergence of new levels of cross-organizational alignment and collaboration.

Preparing for workforce shifts, IT expects to see greater accountability for continuous improvement and career growth. An increase in importance of skills such as teamwork, collaboration, and effective communication. IT staff has a significant understanding of the business of higher education.

Preparing for the continued shift in technology will be imperative. Leveraging emerging technologies result in institutional differences. IT services and initiatives are directly tied to institutional outcomes. IT supports a growing sophistication of strategies related to data, analytics, and cybersecurity.

Priorities

- Aligning resources to effectively support college priorities and objectives.
- Leverage emerging technologies to support program growth and improve student outcomes.
- Investing in the development of transparent and collaborative relationships with faculty, students, staff, and other community members.
- Fostering a culture of innovation and curiosity.
- Collaborating with our Minnesota State system and educational institutions to efficiently leverage resources that contribute to the sustainable institutional financial health of ATCC and Minnesota State.

Outcomes - Reimagined Teaching and Learning

As the world expands, we need to enhance and redefine services that bring faculty and students together. Offering expanded access to industry-relevant, modern technologies will enhance learning, both in the classroom and through industry partnerships, and allow ATCC to provide exemplary education to both our students and community. We are committed to a reimagined teaching and learning environment that offers:
• Improved video conferencing, virtual training spaces, simulation, and AI technology that will increase classroom collaboration and provide real-time or near real-time experiences regardless of the participant’s physical location.
• A shifting focus towards software and cloud-based solutions, versus hardware, to provide increased engagement and flexibility in the learning environment.
• An evolution of learning spaces on campus by installing the appropriate level of technology into each space to provide accessible and equitable learning experiences. Solutions will have consistent ease of operation and be easily supported and operated. Learning spaces must be flexible, streamlined, allow for self-operation, and provide modern audio and video connections.
• Where aligned with pedagogy, expanded community partnerships to explore the development and use of virtual, simulation, and augmented reality environments to bring the classroom experience to life. These partnerships reduce the campus investment in pilot projects and save valuable square footage of campus space.

Outcomes – Modern Infrastructure and Security

The College’s data and other online resources should be available, easy to use, and appropriately secured with risk mitigation mechanisms in place. Fortified data security across campus is a top campus and Minnesota State priority. In response to an increasing threat landscape, the ATCC’s security infrastructure, security policies, education, and engagement are critical for success. We will ensure the access and security of our data and infrastructure through:

• A continued focus on risk mitigation. Specific areas of focus include a reducing risk associated with local administrative privileges, an expanding multi-factor authentication for IT systems, maintaining a real-time inventory of campus data and its classification, and increasing user security awareness training opportunities.
• A concerted effort to acquire or implement cloud-based services and migration from local services to the cloud, as appropriate.
• Deployment and maintenance of a modern wireless and wired network infrastructure capable of supporting the increased reliance on video, cloud-based services, IoT, and personal devices.
• Readiness to recover from a critical loss of infrastructure and making appropriate plans to restore crucial systems in the event of an emergency.

Outcomes – Enhanced Support and Service

We will continue to enhance the support and service of campus academic and business technologies through:

• Documenting and repeatable processes to increase service reliability at the IT support desk and in the classroom, resulting in improved customer satisfaction.
• Leveraging existing technologies that provide a self-service support environment, through IT automation, instructional videos and other relevant technology support information offered via an easily accessible, centralized system.
Providing technology standards and recommendations for end-point devices to ensure faculty and staff can consistently and reliably access services provided by the institution.

Implementing virtual applications, desktops, and systems to provide access to College technical resources from anywhere or any machine.

Investigating, implementing, and integrating emerging technology that supports college recruiting and admissions and advances digital transformation of the campus.

Development of a technically curious community across all departments, by supporting and encouraging innovative and creative technology solutions across campus.

Leveraging technology to create new communication pathways that enhance understanding and promote effectiveness of both academic and business processes.

Expanding the use of technology to promote modern workflows, data access, and data retention.

**Conclusion**

The ambitious priorities outlined in this plan are consistent with ATCC’s reputation of being student centered and align with best practices within the industry. The digital transformation in higher education has already begun. To maintain relevance in our industry, ATCC must board the vessel and embark on the journey to Dx. This plan will be reviewed annually and adjusted as needed to remain relevant.
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Campus Address:
1601 Jefferson Street
Alexandria, MN 56308

Document Prepared by:
Hay Dobbs, P.A.
Minneapolis, Minnesota

Acknowledgments to:

Minnesota State Colleges and Universities
Alexandria Technical & Community College Planning Committee
December 21, 2016

Mr. Brian Yolitz, Associate Vice Chancellor for Facilities
Minnesota State
Wells Fargo Place
30 7th Street East, Suite 350
St. Paul, MN 55101-7804

Dear Brian:

The Campus Master Plan being submitted to you from Alexandria Technical & Community College is the result of an in-depth five-phase planning process conducted by Hay Dobbs in partnership with college administration, faculty, staff, and community representatives. The Campus Master Plan supports the college’s current Strategic Plan and Master Academic Plan.

As referenced in the Executive Summary (see below) and Master Plan Update that was prepared by Hay Dobbs, Alexandria Technical & Community College has developed a long-term campus plan that will meet the needs of future students, employers, and the community of Alexandria and surrounding region.

The Facilities Master Plan update articulates the necessary facility needs and improvements at the Alexandria Technical & Community College campus. This update plan is created in pursuit of a long-term campus vision through the implementation of short- and mid-term projects. The following list of principles were developed by the college to guide projects that will strengthen top-tier programs, enhance visibility and wayfinding, improve overall student success, and strengthen the college brand.

- Create more places for collaborative learning
- Create a more contemporary and inviting entry
- Connect key places on campus
- Express the College Brand
- Reconfigure selected existing classrooms/labs

In order to effectively prepare graduates for a rapidly changing workforce and remain competitive with peer institutions, Alexandria Technical & Community College must update its current facilities. Many of the academic and administrative elements on campus are scattered and disconnected. Consolidation and reorganization of critical spaces will help the college optimize resource allocation, improve wayfinding, and strengthen top-tier programs. The creation of additional collaborative learning spaces by repurposing underutilized areas will enhance student success and help Alexandria Technical & Community College remain competitive among peer institutions. In addition to internally-driven developments, the college must update current facilities to respond to changing external forces. The City of Alexandria has proposed extending 18th Avenue further west to intersect with Broadway. Alexandria Technical & Community College has embraced the future extension of 18th Avenue as an asset to the
campus. Projects that alleviate challenges, promote pedestrian safety, and maximize the benefits of the future street extension are also of primary importance to the college. Future construction projects will reduce critical deferred maintenance, strengthen key programs, and help Alexandria Technical & Community College recruit and retain students.

The Campus Master Plan will guide Alexandria Technical & Community College into a future that will support students, staff, and our communities. Please let me know if you need any additional information.

Sincerely,

Laura L. Urban, Ph.D.
President
12/22/2016

President Laura L. Urban,
President
Alexandria Technical & Community College
1601 Jefferson Street
Alexandria, MN 56308

Re: Alexandria Technical & Community College Facilities Master Plan Update

Dear President Urban,

We are pleased to submit to you the Alexandria Technical & Community College Facilities Master Plan Update. This document meets the requirements of the Minnesota State Colleges & Universities guide for master plan updates.

The Alexandria Technical & Community College Comprehensive Facilities Plan has been developed in pursuit of aligning the campus physical infrastructure with college Strategic and Academic plans. Hay Dobbs worked closely with the college to align projects with long-term campus vision, principles, and initiatives. Meetings, workshops, surveys, facility condition and utilization data were used to define projects that, once implemented, will support long-term campus goals.

The development of a realizable Master Plan for the college was made possible through the engagement, enthusiasm, and constructive feedback of college administration, faculty, staff, and community representatives. Please grant us this opportunity to thank all involved for their support and contribution throughout the master plan update process. We look forward to seeing Alexandria Technical & Community College pursue long-term campus goals through the projects outlined in this document.

Best Regards,

Thomas Dobbs
MN Registration: 21605
R.A., C.I.D., NCARB, LEED-AP

Principal - Hay Dobbs P.A.
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NOTE: This Comprehensive Facilities Master Plan merges Framework for Campus and Building Development into one section and is therefore comprised of five sections instead of six.
SECTION 1: FACILITY MASTER PLAN SUMMARY
Executive Summary

Alexandria Technical & Community College, was founded in 1961 and serves west central Minnesota. The college reaches approximately 4,000 full and part time students and an additional 4,500 learners through customized training programs. The college maintains a number of exceptionally strong programs and is committed to remaining a leader among peer institutions. Significant programs at Alexandria Technical & Community College include Law Enforcement, Law Enforcement Skills, Diesel Mechanics, Practical Nursing, Welding, and Liberal Arts.

The planning process used to develop the Alexandria Technical & Community College Master Plan Update was based on a five-phase planning process unique to Hay Dobbs. The college was directly involved in every stage of the process, which began with extensive research, data collection, polling and listening to concerns of faculty, staff, and students. A number of meetings, workshops, and presentations were scheduled throughout the process to maintain communication with all involved. Hay Dobbs worked directly with Alexandria Technical & Community College to develop principles and initiatives that align with the college’s core values and short and long-term goals. The resulting set of principles and initiatives were used to guide the process and develop capital projects. A complete set of meeting minutes, workshop information, and other supporting materials can be found in the Appendix.

The Alexandria Technical & Community College campus is located within Douglas County, which is the primary feeder county and provides over 25% of the students enrolled. Douglas County and the City of Alexandria are showing slow, but steady growth, a trend that is expected to continue. Student enrollment trends at Alexandria Technical & Community College are expected to remain stable for the next five years. The continuation of these trends informs the current Master Plan Update. The college recognizes the need to improve facilities to attract and retain students in an increasingly competitive environment.

This Facilities Master Plan Update articulates the necessary facility needs and improvements across the Alexandria Technical & Community College campus. This update plan is created in pursuit of a long-term campus vision through the implementation of short and mid-term projects. The following list of principles were developed by the college to guide projects that will strengthen top-tier programs, enhance visibility and wayfinding, improve overall student success, and strengthen the college brand.

» Create more places for collaborative learning
» Create a more contemporary and inviting entry
» Connect key places on campus
» Express the College Brand
» Reconfigure selected existing classrooms/labs
Executive Summary (continued)

In order to effectively prepare graduates for a rapidly changing workforce and remain competitive with peer institutions, Alexandria Technical & Community College must update its current facilities. Many of the academic and administrative elements on campus are scattered and disconnected. Consolidation and reorganization of critical spaces will help the college optimize resource allocation, improve wayfinding, and strengthen top-tier programs. The creation of additional collaborative learning spaces by repurposing underutilized areas will enhance student success and help Alexandria Technical & Community College remain competitive among peer institutions.

The Diesel Mechanic program at Alexandria Technical & Community College is a premiere program with great potential for growth. Current Diesel Shop facilities, located in the 500 Building, are crowded and do not provide the flexibility needed to provide training required by current trends in a rapidly changing industry. The Powersports Technician program has shop spaces located in several areas on campus, creating redundant and underutilized space. The college recognizes the importance of updating Powersports and Diesel program shop spaces, supporting future program growth, and reducing redundant spaces. The college has proposed the creation of a new Transportation Hub, uniting like program elements on campus, and providing the spaces necessary to support program growth.

Alexandria Technical & Community College has proposed selling two properties. One of the properties identified to sell is a 3.67 acre parking lot located along the south side of 17th Avenue (west of Foundation Hall), west of Jefferson Street. Another of the properties the college has expressed interest in selling is a 41 acre site located along Pioneer Road, approximately 1/2 mile east of campus. The college would like to take advantage of an opportunity to purchase approximately 20 acres of vacant land immediately adjacent to, and to the east of the main campus.

In addition to internally driven developments, the college must update current facilities to respond to changing external forces. The City of Alexandria has proposed extending 18th Avenue further west to intersect with Broadway. Alexandria Technical & Community College has embraced the future extension of 18th Avenue as an asset to the campus. Projects that alleviate challenges, promote pedestrian safety, and maximize the benefits of the future street extension are also of primary importance to the college. Future construction projects will reduce critical deferred maintenance, strengthen key programs, and help Alexandria Technical & Community College recruit and retain students.

Long-Term GSF Impact

<table>
<thead>
<tr>
<th>Description</th>
<th>GSF (sq ft)</th>
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<tr>
<td>Current GSF</td>
<td>491,000</td>
</tr>
<tr>
<td>Demolition (approx.)</td>
<td>-29,000</td>
</tr>
<tr>
<td>Construction (approx.)</td>
<td>+62,000</td>
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<tr>
<td>Future GSF Total</td>
<td>524,000</td>
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</table>
This Facilities Master Plan Update contains short and mid-term projects that address identified campus needs. Implementation of facility improvements are necessary to ensure the Alexandria Technical & Community College campus can respond to external and internal change drivers while supporting long-term college goals.

Alexandria Technical & Community College has a strong vision of how it can remain a leader among peer institutions. Through the Master Plan Update process, the college identified a number of short and mid-term projects that address current and future needs, and support the college’s long-term vision. Alexandria Technical & Community College developed the following principles to guide the master planning process:

- Create more places for collaborative learning
- Create a more contemporary and inviting entry
- Connect key places on campus
- Express the college brand
- Reconfigure selected existing classrooms/labs

Through the master planning process, these guiding principles were used to create a framework for discussion and develop a more specific set of initiatives:

- Respond to future 18th Avenue connection that will bisect campus
- Make campus more legible and inviting to visitors
- Consolidate student services and primary social and support spaces
- Consolidate and concentrate selected departments and programs
- Enhance collaborative learning opportunities
- Create more flexible and adaptable space
- Address needed deferred maintenance
- Repurpose underutilized space
- Demolish unused and unusable space
- Improve classroom and lab performance characteristics (size, configuration, furnishings and technology)

Alexandria Technical & Community College developed specific projects within the framework of guiding principles and initiatives that address immediate and future needs on campus. Participation of the campus community was critical to the development, refinement, and prioritization of projects. An implementation schedule was developed for the college that identifies overall project phasing and funding sources.
Improvement Opportunities

The Alexandria Technical & Community College campus is bound to the west by Jefferson Street and is bisected by 18th Avenue. The City of Alexandria plans to extend 18th Avenue to connect Nokomis Street to Broadway Street, increasing traffic flow on 18th Avenue significantly. The college has acknowledged that although there are many challenges resulting from the street extension and increased traffic on 18th Avenue, the change could have a positive impact on the campus community. Alexandria Technical & Community College has identified key projects that align with long-term college goals, address deferred maintenance needs, and ensure that the future extension of 18th Avenue becomes an asset to the campus:

- Reduce deferred maintenance
- Reorganize Tactical Training Site to minimize visual impact
- Sell unneeded properties, acquire land directly adjacent to campus
- Improve wayfinding throughout campus
- Update existing primary entry to aid in prospective student recruitment, improve access and wayfinding, and promote faculty and staff collaboration
- Construct new Transportation Center
- Demolish excess space in 500 building
- Renovate remaining 500 Building to become new primary campus entry
- Create Student Services One-Stop in renovated 500 Building
- Relocate Cafeteria, Library, Bookstore and Campus Store into renovated 500 Building
- Develop new pedestrian infrastructure and outdoor collaborative/dining space along 18th Avenue
- Create Health Sciences Wing and consolidate academic core
- Demolish eastern portion of 200 Building
- Continue site improvements and expansion of green space in former eastern 200 Building site

An expanded discussion of improvement opportunities is available in Section IV.
### 1.3 Campus Proximity

<table>
<thead>
<tr>
<th>College</th>
<th>Campus Location</th>
<th>Distance</th>
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</thead>
<tbody>
<tr>
<td>Minnesota State Community &amp; Technical College</td>
<td>Wadena</td>
<td>47.2 mi</td>
</tr>
<tr>
<td>Minnesota State Community &amp; Technical College</td>
<td>Fergus Falls</td>
<td>49.7 mi</td>
</tr>
<tr>
<td>Central Lakes College</td>
<td>Staples</td>
<td>62.5 mi</td>
</tr>
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<td>Ridgewater College</td>
<td>Willmar</td>
<td>63.9 mi</td>
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<td>Saint Cloud State Technical &amp; Community College</td>
<td>Saint Cloud</td>
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<td>Saint Cloud State University</td>
<td>Saint Cloud</td>
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<td>Minnesota State Community &amp; Technical College</td>
<td>Detroit Lakes</td>
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<td>Minnesota West Community &amp; Technical College</td>
<td>Granite Falls</td>
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<tr>
<td>Central Lakes College</td>
<td>Brainerd</td>
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</table>
Alexandria Technical & Community College (ATCC), located in Alexandria, Minnesota, is one of 31 institutions in the Minnesota State system. Alexandria Technical College is a two-year comprehensive college offering associate degrees, diplomas, and certificates on campus and online. The college has established articulation agreements with four year universities and provides technical and transfer award options.

Founded in 1961, at the request of the local School District 206, Alexandria Area Vocational Technical School was established through community support and state funding. The school opened with 3 programs and 21 students. Focused on technical education, the school offered Carpentry, Farm Equipment Mechanics, and Machine Shop programs.

In 1962 the school moved into the newly constructed building at its present location. This building was later named “H Wing”. The school’s growth was accommodated by major constructions in the past five decades.

In 1980, Alexandria Area Vocational Technical Institute was granted initial accreditation by the Higher Learning Commission. Full accreditation was granted to the college in 1993. In 1995, Alexandria Technical & Community College was merged into the newly formed Minnesota State system.

General College Overview:

- The campus supports approximately 490,000 square feet, including numerous storage garages and portable classrooms.
- The college contacts approximately 4,000 students in continuous academic programs, and 6,500 students and 140 businesses through the college’s Customized Training Center.
- The student to faculty ratio is approximately 21 to 1
- Job placement for 2014 graduates is 97.2%
- 46% of the student population are full-time students
- 61% of students enrolled are under 22 years of age

Construction History
1961: Original Building (i.e. North-portion of 100 wing & 200 wing)
1966: Center of 100 wing, 300 wing, 400 wing, and center of 600 wing
1971: Info Commons (Library) Addition
1974: South-portion of 500 wing
1975: North-portion of 500 wing, and south-end of 100 wing
1979: Café-Game Room addition
1983: Carpentry Shop Addition
1985: Fluids/Power Sports Shop addition (i.e. south-end of 600 wing)
1989: Gym remodeling
1990: Student Services Expansion and Remodeling (north-portion of of 700 building)
1992: Truck Driving Building
2002: 1100 Building
2004: South Addition to 700 building
2012: Law Enforcement Addition
2014: Remodeling of 1100 building into Motorcycle Shop
1.4 College Profile

College Construction History Plan

1979

1985
1.4 College Profile

College Construction History Plan

1.5 Regional Demographics & Statistics

Alexandria Technical & Community College enrolls over 95% of its students from within the state of Minnesota. The top 20 feeder counties are listed in the table above. The map to the right shows the proximity of ATCC to the top 7 counties. A complete listing is available in the Appendix.

<table>
<thead>
<tr>
<th>Counties</th>
<th>FY2016 Percent</th>
<th>FY2015 Percent</th>
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<tbody>
<tr>
<td>Douglas</td>
<td>27.8%</td>
<td>25.9%</td>
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<tr>
<td>Stearns</td>
<td>7.1%</td>
<td>7.4%</td>
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<tr>
<td>Pope</td>
<td>5.9%</td>
<td>5.7%</td>
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<td>Otter Tail</td>
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<td>Todd</td>
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<tr>
<td>Hennepin</td>
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<td>Stevens</td>
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<td>Grant</td>
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<td>1.4%</td>
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<td>Roseau</td>
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<td>Hubbard</td>
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</tr>
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<td>Kandiyohi</td>
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<td>Sherburne</td>
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<td>Big Stone</td>
<td>1.1%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Morrison</td>
<td>1.1%</td>
<td>0.8%</td>
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</tbody>
</table>

Alexandria High School, the primary Feeder School for Alexandria Technical & Community College, consistently exceeds the state averages for senior class graduation rates.

<table>
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<tr>
<td>Headcount</td>
<td>% of Senior Class</td>
<td>Headcount</td>
<td>% of Senior Class</td>
<td>Headcount</td>
</tr>
<tr>
<td>State of MN</td>
<td>54255</td>
<td>81.9%</td>
<td>53524</td>
<td>81.2%</td>
</tr>
<tr>
<td>Alexandria</td>
<td>261</td>
<td>95.3%</td>
<td>271</td>
<td>95.1%</td>
</tr>
</tbody>
</table>

Source: Alexandria Technical & Community College
The charts below provide state, regional, and county demographic context. College demographic and enrollment information is provided on page 27.

Region 4: West Central Ethnicity Projections from 2015-2025 show an increase in diversity that exceeds statewide projections.

Douglas County Age Projections from 2015-2025 align with the overall state projections. At the state and county level, there is a slow but steady increase in overall population, with little change in overall age group distribution.

Source: Minnesota State Demographic Center
1.5 Regional Demographics & Statistics

The City of 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**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Douglas County</strong></td>
<td>21,313</td>
<td>22,892</td>
<td>27,839</td>
<td>28,839</td>
<td>32,821</td>
<td>36,009</td>
</tr>
<tr>
<td><strong>City of Alexandria</strong></td>
<td>6,713</td>
<td>6,973</td>
<td>7,608</td>
<td>7,838</td>
<td>8,820</td>
<td>11,070</td>
</tr>
</tbody>
</table>

**Regional Population Statistics**

<table>
<thead>
<tr>
<th>County</th>
<th>1990</th>
<th>2000</th>
<th>2010</th>
<th>2015(est)</th>
<th>2020(est)</th>
<th>% change 1990-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Douglas County</td>
<td>28,839</td>
<td>32,821</td>
<td>36,009</td>
<td>37,960</td>
<td>38,913</td>
<td>+ 25.9%</td>
</tr>
<tr>
<td>Stearns County</td>
<td>118,791</td>
<td>133,166</td>
<td>150,642</td>
<td>153,206</td>
<td>156,932</td>
<td>+ 25.3%</td>
</tr>
<tr>
<td>Pope County</td>
<td>10,745</td>
<td>11,236</td>
<td>10,995</td>
<td>11,504</td>
<td>11,691</td>
<td>+ 8.1%</td>
</tr>
<tr>
<td>Todd County</td>
<td>23,363</td>
<td>24,426</td>
<td>24,895</td>
<td>25,857</td>
<td>26,556</td>
<td>+ 12.0%</td>
</tr>
<tr>
<td>Otter Tail County</td>
<td>50,714</td>
<td>57,159</td>
<td>57,303</td>
<td>60,256</td>
<td>61,609</td>
<td>+ 17.7%</td>
</tr>
<tr>
<td>Grant County</td>
<td>6,246</td>
<td>6,289</td>
<td>6,018</td>
<td>6,262</td>
<td>6,362</td>
<td>+ 1.8%</td>
</tr>
<tr>
<td>Stevens County</td>
<td>10,634</td>
<td>10,053</td>
<td>9,726</td>
<td>9,648</td>
<td>9,782</td>
<td>- 8.7%</td>
</tr>
</tbody>
</table>

**Demographic Overview: Douglas County** *(Source: US Census Bureau)*

**POPULATION AND HOUSING**

Total Resident Population, 2010 ........................................................................36,009
Percent 65 and older, 2013 ..................................................................................21.2%
Housing units, 2013 ............................................................................................20,280
Households, 2008-2012 ......................................................................................15,919
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+, 2008-2012 2.7%

**BUSINESS FACTS**

Private nonfarm establishments, 2012 ..................................................................1,340
Private nonfarm employment, 2012 .....................................................................17,091

*Source: Alexandria Technical & Community College*
1.5 Regional Demographics & Statistics

Community Employment Profile

RESIDENT INCOME
Median household income, 2008-2012..............................................$50,365
Persons below poverty level, percent, 2008-2012.........................10.3%

Community Profile: Alexandria, MN (Source: AAEDC)

<table>
<thead>
<tr>
<th>#</th>
<th>Employer</th>
<th>Industry Sector</th>
<th>No. of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Douglas County Hospital</td>
<td>Health Care</td>
<td>865</td>
</tr>
<tr>
<td>2</td>
<td>Douglas Machine, Inc.</td>
<td>Manufacturing</td>
<td>701</td>
</tr>
<tr>
<td>3</td>
<td>Alexandria Public Schools (District 206)</td>
<td>Education</td>
<td>632</td>
</tr>
<tr>
<td>4</td>
<td>Alexandria Industries</td>
<td>Aluminum Extrusion</td>
<td>550</td>
</tr>
<tr>
<td>5</td>
<td>Knute Nelson</td>
<td>Senior Care</td>
<td>450</td>
</tr>
<tr>
<td>6</td>
<td>Douglas County</td>
<td>Government</td>
<td>355</td>
</tr>
<tr>
<td>7</td>
<td>3M - Alexandria</td>
<td>Abrasives Division</td>
<td>303</td>
</tr>
<tr>
<td>8</td>
<td>Tastefully Simple</td>
<td>Direct Selling</td>
<td>294</td>
</tr>
<tr>
<td>9</td>
<td>Central Specialties</td>
<td>Road Construction</td>
<td>285</td>
</tr>
<tr>
<td>10</td>
<td>Arrowwood Resort</td>
<td>Leisure &amp; Hospitality</td>
<td>280</td>
</tr>
<tr>
<td>11</td>
<td>Donnelly Custom</td>
<td>Plastic Mold Manufacturing</td>
<td>225</td>
</tr>
<tr>
<td>12</td>
<td>Brenton Engineering Company</td>
<td>Manufacturing</td>
<td>220</td>
</tr>
<tr>
<td>13</td>
<td>Alexandria Pro-Fab Company, Inc.</td>
<td>Manufacturing</td>
<td>220</td>
</tr>
<tr>
<td>14</td>
<td>SunOpta Inc-Companies of Alexandria</td>
<td>Dairy Product Manufacturing</td>
<td>210</td>
</tr>
<tr>
<td>15</td>
<td>Alexandria Technical &amp; Community College</td>
<td>Education</td>
<td>190</td>
</tr>
<tr>
<td>16</td>
<td>Henry’s Foods Inc.</td>
<td>Grocery Product Wholesalers</td>
<td>190</td>
</tr>
<tr>
<td>17</td>
<td>Ecumen Bethany Community</td>
<td>Senior Care</td>
<td>140</td>
</tr>
<tr>
<td>18</td>
<td>Sanford Health Broadway Clinic</td>
<td>Health Care</td>
<td>140</td>
</tr>
<tr>
<td>19</td>
<td>PrimeWest Health</td>
<td>Health Insurance Provider</td>
<td>132</td>
</tr>
<tr>
<td>20</td>
<td>Aagard Group, LLC</td>
<td>Manufacturing</td>
<td>105</td>
</tr>
</tbody>
</table>

All of Alexandria Technical and Community College’s neighbors are included in the top 20 employers, including: Knute Nelson Memorial Home, Douglas County Hospital, 3M Alexandria, Sanford Health Broadway Clinic, and the Pope Douglas County Incinerator (operated by Douglas County). This density of economic activity makes both Broadway Street and Jefferson Street high volume traffic thoroughfares.
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For the 2016 Fall semester, Alexandria Technical & Community College enrolled nearly 4,000 students (headcount enrollment). Through Customized Training programs, the college reached an additional 4,500 individuals, and sold nearly 7,900 seats in 2016. Based on recent enrollment history and current trends, Alexandria Technical & Community College is projecting headcount enrollment to remain stable over the next five years.

Alexandria Technical & Community College has identified six top-tier programs. These programs have a great potential for growth, and attract students. The college must improve facilities to maintain competitive among peer institutions, and continue to attract additional prospective students.
MISSION
Alexandria Technical & Community College creates opportunity for individuals and businesses through education, innovation, and leadership. The college’s high-quality technical and transfer programs and services meet their needs, interests, and abilities and strengthen the economic, social, and cultural life of Minnesota’s communities.

VISION
To be the premier institution of career preparation and comprehensive lifelong learning.

VALUES
Alexandria Technical & Community College values:

- **Legacy** of dedication and pride in its long standing traditions and rich history of being the college that cares.
- **Relationships** with students, faculty, and staff working together to build a supportive and encouraging environment that is built on integrity, respect, and trust.
- **Partnerships** with industry, P-16 education, the community, and the ATCC Foundation.
- **Development** of its students, faculty, and staff to empower each person to make a difference by investing in lives.
- **Excellence** in student success outcomes, which reflect its high expectations for hard work, passion, and never settling for mediocrity.
- **Learning** supported by applied and active curricula designed to mentor students in their individual learning and success through encouraging relationships.
- **Diversity** as the foundation to appreciating differences and including people and ideas in a supportive environment.
- **Leadership** in the community, the system, and the marketplace that is sustained through stewardship of resources and commitment to empower each member of the team.
- **Innovative** culture that promotes curiosity, creativity, passion, intuition, vision, and persistence.
1.7 Academic & Workforce Profile

Current Programs

Administrative and Office Management
- Administrative Assistant
- Administrative Office Management
- Business Administration AS
- Legal Administrative Assistant
- Medical Administrative Specialist
- Medical Coding Specialist
- Paralegal

Business Management and Finance Professionals
- Accounting
- Accounting AS
- Business Administration AS
- Business Management
- Farm Business Management
- Fashion Management
- Marketing AS
- Marketing & Sales Management

Computer Sciences
- Computer & Voice Networking
- Computer Information Systems AS

Health and Professional Services
- Child Development
- Child Development AS
- Health & Fitness Specialist
- Human Services Practitioner
- Medical Administrative Specialist
- Medical Coding Specialist
- Medical Laboratory Technician
- Medical Transcriptionist/Editor
- Nursing
- Phlebotomy Technician
- Practical Nursing
- Speech-Language Pathology Assistant

Sales and Marketing
- Fashion Management
- Marketing AS
- Marketing & Sales Management
- Professional Sales

Art, Design, and Media
- Communication Art & Design
- Interior Design

General Education
- Associate in Arts (AA)
- Individualized Studies AS
- Liberal Arts & Sciences
- Pre-Engineering Technology

Law Enforcement
- Law Enforcement AAS
- Law Enforcement AS
- Law Enforcement Career Transition
- Law Enforcement Skills

Manufacturing, Construction, and Industrial Technology
- Carpentry
- Machine Tool Technology
- Mechanical Drafting, Design & Engineering Technology
- Mechatronics
- Pre-Engineering Technology
- Welding Technology
- Transportation and Mechanics
- Diesel Mechanics
- Marine & Small Engine Mechanic
- Motorcycle Mechanics
- Truck Driving

Online Programs
- Associate in Arts (AA)
- Business Administration
- Computer Information Systems
- Human Services Practitioner
- Individualized Studies
- Law Enforcement Career Transition
- Legal Administrative Assistant
- Liberal Arts & Sciences
- Medical Administrative Specialist
- Medical Coding Specialist
- Paralegal
- Speech-Language Pathology Assistant
### Alexandria Technical & Community College Program History

<table>
<thead>
<tr>
<th>Program</th>
<th>Year Start.</th>
<th>Year Susp.</th>
<th>Previous Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td>1961</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farm Equipment Service Technician</td>
<td>1961</td>
<td>1992</td>
<td>Farm Equipment Mechanics</td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td>1961</td>
<td></td>
<td>Machine Shop</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>1962</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>1964</td>
<td></td>
<td>Junior Accounting</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>1964</td>
<td></td>
<td>General Secretarial Training</td>
</tr>
<tr>
<td>Mechanical Drafting, Design &amp; Engineering Technology</td>
<td>1964</td>
<td></td>
<td>Industrial Drafting Technology</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>1964</td>
<td></td>
<td>Medical Laboratory Assistant</td>
</tr>
<tr>
<td>Word Processing Secretary</td>
<td>1964</td>
<td>1995</td>
<td>Clerical Training &amp; Key Punch</td>
</tr>
<tr>
<td>Legal Administrative Assistant</td>
<td>1965</td>
<td></td>
<td>Legal Secretary</td>
</tr>
<tr>
<td>Parts Sales</td>
<td>1965</td>
<td>1988</td>
<td>Partsman</td>
</tr>
<tr>
<td>Agricultural Sales Technician</td>
<td>1966</td>
<td>1970</td>
<td></td>
</tr>
<tr>
<td>Diesel Mechanics</td>
<td>1966</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing and Sales Management</td>
<td>1966</td>
<td></td>
<td>Sales and Marketing</td>
</tr>
<tr>
<td>Medical Administrative Specialist</td>
<td>1966</td>
<td></td>
<td>Medical Secretary</td>
</tr>
<tr>
<td>Welding</td>
<td>1966</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietary Manager</td>
<td>1967</td>
<td>2006</td>
<td>Food Service Supervisor</td>
</tr>
<tr>
<td>Farm Business Management</td>
<td>1967</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farm Operations and Management</td>
<td>1967</td>
<td>1987</td>
<td>Production Ag</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>1967</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tool, Die and Mold Making</td>
<td>1967</td>
<td>2003</td>
<td></td>
</tr>
<tr>
<td>Unit Records Technology/Data Processing Tab Technician</td>
<td>1967</td>
<td>1969</td>
<td></td>
</tr>
<tr>
<td>Appliance and Refrigeration Service</td>
<td>1968</td>
<td>1989</td>
<td></td>
</tr>
<tr>
<td>Aviation Electronics</td>
<td>1968</td>
<td>2002</td>
<td>Avionics</td>
</tr>
<tr>
<td>Communication Art and Design</td>
<td>1968</td>
<td></td>
<td>Commercial Art</td>
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<tr>
<td>Fashion Management</td>
<td>1968</td>
<td></td>
<td>Fashion Merchandising</td>
</tr>
<tr>
<td>Fluid Power Technology</td>
<td>1968</td>
<td>2011</td>
<td>Combined with Mechatronics</td>
</tr>
<tr>
<td>Interior Design</td>
<td>1968</td>
<td></td>
<td>Interior Design and Sales Assistant</td>
</tr>
<tr>
<td>Professional Sales</td>
<td>1968</td>
<td></td>
<td>Sales Associate</td>
</tr>
<tr>
<td>Marine, Motorcycle, and Powersports Technician</td>
<td>1970</td>
<td></td>
<td>Marine &amp; Small Engine Mechanics</td>
</tr>
<tr>
<td>Automotive Diagnostic Technician</td>
<td>1971</td>
<td>2001</td>
<td>Automotive Service Specialist</td>
</tr>
<tr>
<td>Truck Driving</td>
<td>1973</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance and Credit Management</td>
<td>1974</td>
<td>2013</td>
<td>Hotel-Motel-Restaurant Management</td>
</tr>
<tr>
<td>Hotel-Restaurant Management</td>
<td>1977</td>
<td>2013</td>
<td>Hotel-Motel-Restaurant Management</td>
</tr>
<tr>
<td>Small Business Management</td>
<td>1979</td>
<td>2005</td>
<td>Offered through Customized Training</td>
</tr>
<tr>
<td>Office Management</td>
<td>1980</td>
<td></td>
<td>Practical Office Management</td>
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<tr>
<td>Interior Environmental Specialist</td>
<td>1981</td>
<td>1993</td>
<td>SCSU Site addition 2008</td>
</tr>
<tr>
<td>Law Enforcement Skills</td>
<td>1982</td>
<td></td>
<td>Integrated Information Systems Specialist</td>
</tr>
<tr>
<td>Computer Information Systems Specialist</td>
<td>1984</td>
<td>2005</td>
<td></td>
</tr>
</tbody>
</table>
## Alexandria Technical & Community College Program History

<table>
<thead>
<tr>
<th>Program</th>
<th>Year Start.</th>
<th>Year Susp.</th>
<th>Previous Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women in Ag</td>
<td>1986</td>
<td>1991</td>
<td></td>
</tr>
<tr>
<td>Computer and Voice Networking</td>
<td>1987</td>
<td></td>
<td>Adv Business Communications Technology</td>
</tr>
<tr>
<td>Women's Business Development</td>
<td>1988</td>
<td>1990</td>
<td></td>
</tr>
<tr>
<td>Aquaculture</td>
<td>1990</td>
<td>2002</td>
<td></td>
</tr>
<tr>
<td>Geographic Information Systems Specialist</td>
<td>1990</td>
<td>2002</td>
<td></td>
</tr>
<tr>
<td>Supervisory Management</td>
<td>1990</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Mechatronics</td>
<td>1991</td>
<td></td>
<td>Manufacturing Engineering Technician (changed 2008)</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>1995</td>
<td>2011</td>
<td>Child Care and Education</td>
</tr>
<tr>
<td>Machine Assembly Specialist</td>
<td>1995</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Internet Programming</td>
<td>1997</td>
<td>2004</td>
<td>Combined with Computer Programming</td>
</tr>
<tr>
<td>Wireless Communications &amp; Networking Specialist</td>
<td>1998</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Human Services Practitioner (online 2005)</td>
<td>1999</td>
<td></td>
<td>Community Supports for People with Disabilities</td>
</tr>
<tr>
<td>Business Web Strategist</td>
<td>2000</td>
<td>2012</td>
<td>E-Commerce Web Developer</td>
</tr>
<tr>
<td>Computer Technology</td>
<td>2000</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Medical Coding</td>
<td>2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Communications</td>
<td>2000</td>
<td>2002</td>
<td></td>
</tr>
<tr>
<td>Distributed Electrical Generation Technician</td>
<td>2001</td>
<td></td>
<td>Suspended 2006, Reinstated 2009</td>
</tr>
<tr>
<td>Accounting (AS)</td>
<td>2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration (AS)</td>
<td>2002</td>
<td></td>
<td>online 2005</td>
</tr>
<tr>
<td>Computer Information Systems (AS)</td>
<td>2002</td>
<td></td>
<td>online 2006</td>
</tr>
<tr>
<td>Concrete Mason</td>
<td>2002</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Marketing (AS)</td>
<td>2002</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Health and Fitness Specialist</td>
<td>2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Technology (AS)</td>
<td>2004</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Paralegal</td>
<td>2004</td>
<td></td>
<td>online 2006</td>
</tr>
<tr>
<td>Business Management</td>
<td>2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Site Supervisor</td>
<td>2005</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education (AS)</td>
<td>2006</td>
<td></td>
<td>Child Development</td>
</tr>
<tr>
<td>Correctional Officer</td>
<td>2006</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Individualized Studies (AS)</td>
<td>2006</td>
<td></td>
<td>online 2006</td>
</tr>
<tr>
<td>Law Enforcement (AS)</td>
<td>2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing (AS)</td>
<td>2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy Technical Specialist</td>
<td>2009</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts and Sciences (AA)</td>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Engineering Technology (AS)</td>
<td>2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech-Language Pathology Assistant</td>
<td>2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
During the past 50+ years of Alexandria Technical & Community College’s development, a number of distinctive drivers have emerged as fundamental objectives in the College’s vision of success:

» **RECOGNITION** of the fact that there is a “marketplace” of learning - a marketplace that is dynamic and highly competitive

» **FOCUSED** effort on the part of all employees to retain the College’s position as one of the “Premier Technical Colleges” in the United States

» **RESPONSIBILITY** to retain the College’s position and recognition as the “preferred choice” for learning in the region

» **UNDERSTANDING** of the role the College plays as a key component of economic development in the region, state, and country

» **IMPROVEMENT** in academic excellence though the design, implementation, and measurement of systems and processes of learning and teaching

» **COMMITMENT** to the foundational and operational concepts of being learner-centered, market-leading, and knowledge-driven

» **RESPONSIBILITY** for convening and leading conversations that integrate all levels of education, industry, and government to establish economic vitality initiatives that lead to positioning the community as a preferred place to live, work, and play

» **COMMITMENT** to hire professional educators and support staff, and allow them to manage and lead their programs and initiatives within a framework of extremely high college standards

» **RESPONSIBILITY** to the Minnesota State system as a respected and trusted partner and leader as the system moves to realize the ambitious goals of its Strategic Plan

» **PRIDE** in ourselves and our college and in our ability to invest in and maintain state-of-the-art equipment and technologies in our programs of learning

» **UNDERSTANDING** of the importance of establishing a broad, sustainable, and value-added mix of program offerings to position the College as both a market-responsive and market-leading institution
1. Increase the success of all learners, especially those in diverse populations traditionally underserved by higher education.
   a. Increase student success by operationalizing the Academic Master plan and the Strategic Enrollment plan.
   b. Create an environment that supports traditionally underrepresented and diverse students on campus and in the community.
   c. Identify customer service expectations and develop standards to implement across the college.
   d. Utilize data driven decisions to invest in technical programs that drive economic vitality.

2. Develop a collaborative and coordinated academic planning process that advances affordability, transferability, and access to our programs and services across the state.
   a. Implement Transfer Pathways and position ATCC as the preferred choice for lower division coursework.
   b. Collaborate with other post-secondary institutions to increase student access.
   c. Create additional articulation agreements that enhance seamless transfer to universities.
   d. Create and maintain relevant curriculum through collaboration with academic and industry partners.

3. Certify student competencies and capabilities, expand pathways to accelerate degree completion through credit for prior learning, and foster the award of competency-based credit and degrees.
   a. Expand use of nationally recognized assessments to certify student competencies and improve learner outcomes.
   b. Award credit for prior learning.
   c. Launch a competency-based learning pilot.

4. Expand the innovative use of technology to deliver high quality online courses, strengthen classroom instruction and student services, and provide more individualized learning and advising.
   a. Integrate next generation teaching to enhance learning.
   b. Enhance student interaction through the use of technology.
   c. Develop and implement supplemental instruction and peer tutoring.

5. Work together under new models to be the preferred provider of comprehensive workplace solutions through programs and services that build employee skills and solve real-world problems for communities and businesses across the state.
   a. Redefine customized training to meet the evolving workforce, community, and college needs.
   b. Work with communities and industry to identify workforce needs to enhance current and future technical programs.

6. Redesign our financial and administrative models to reward collaboration, drive efficiencies, and strengthen our ability to provide access to our extraordinary education for all Minnesotans.
   a. Redesign internal administrative and operational structure to increase efficiencies.
   b. Invest in professional development for staff and faculty to position the college for continued excellence.
   c. Create a structure that promotes grant development, implementation, and management.
   d. Redesign the Foundation’s function to include a larger role in resource development.
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SECTION 2: EXISTING SITE CONDITIONS
2.1 Land Use & Zoning Context

Description of Land Use and Zoning Context

Alexandria Technical & Community College is located within an R-2, Single and Two Family Residential District with one section at the corner of Eighteenth Avenue and Nokomis Street zoned as a B-1, General Business District.

Adjacent lots are zoned as B-1 General Business, I-1 Light Industrial, I-B Industrial Business, R-2 Single & Two Family Residential, or R-B Residential Business.

Property to the west of the campus owned by Douglas County Hospital is zoned as R-B Residential Business.

Property to the west of the campus owned by 3M Alexandria is zoned as I-1 Light Industrial.

Property to the west of the campus between Douglas County Hospital and 3M Alexandria is a Planned Unit Developments (PUD) zoned as I-B Industrial Business.

Property to the south of the campus along 22nd Avenue are PUDs zoned as I-1 Light Industrial and I-B Industrial Business.
R-2, Single and Two Family Residential District Site Restrictions

Alexandria Technical & Community College has several site and building design limitations imposed on it by the City of Alexandria’s zoning code. The following requirements are imposed by the R-2 classification:

<table>
<thead>
<tr>
<th>Landscape Requirements</th>
<th>10% of Net Area Must Be Landscaped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min. Front Yard Setback</td>
<td>30 feet</td>
</tr>
<tr>
<td>Min. Side Yard Setback</td>
<td>10 feet</td>
</tr>
<tr>
<td>Min. Rear Yard Setback</td>
<td>30 feet</td>
</tr>
<tr>
<td>Min. Lot Area</td>
<td>9,000 square feet</td>
</tr>
<tr>
<td>Min. Lot Width</td>
<td>60 feet</td>
</tr>
<tr>
<td>Max. Building Height</td>
<td>2 ½ stories</td>
</tr>
</tbody>
</table>

Accessory Uses: Private garages, parking spaces and car ports for licensed and operable passenger cars and trucks not to exceed a gross capacity of nine thousand (9,000) pounds.

Boarding and renting of rooms to not more than one (1) person.

Two-Family Homes and Townhouses: All two-family dwellings and townhouses shall have a minimum building width of at least twenty-four (24) feet, have a minimum floor area of at least one thousand one hundred fifty-two (1,152) square feet.
2.2 Facilities Context

Leased Areas (descriptions and terms):

1. The 900 building is owned by ATCC and sits on land leased from the Alexandria Municipal airport for 60 years.

2. ATCC owns land south of the Law Enforcement Center which is occupied by a County incinerator and leased to Pope/Douglas Counties.

Legal Property Description:

Main Campus: Sect-30-TWP-128 RANG-37: irreg 13.28 ac tract of NE4NE4 being 945.69’ on Jefferson St & 513.96’ on 18th Ave. (13.28 acres)


Leased to Solid Waste: Sect-30-TWP-128 RANG-37: 370’ X 440’ tract in SW corner of 33.42 AC tract of NE4 (3.74 acres)

East of Nokomis St.: Sect-29 TWP-128 RANG-37: ‘Evenstad’ Lot C & .45 AC of Vac’d CSAH#123 & Lot D (41.17 acres)
2.3 Traffic and Parking Analysis

Map showing major and minor parking lots, primary and secondary site access.
2.4 Pedestrian Experience Analysis
2.5 Environmental Factors Analysis
2.6 Existing Utility Analysis
2.7 Site Conditions Photography

01 Welcome sign at main building

02 Private student housing

03 Main building entrance pathway

04 Path to main building entrance from north parking
2.7 Site Conditions Photography

05 View of north parking from pathway

06 View of northern main building entrance

07 Landscaping at 100 wing, north entrance

08 Entrance - 200 wing, main building

09 View of 200 wing entrance, landscaping & parking

10 North parking pavement, striping, and signage
2.7 Site Conditions Photography

11 View at east end of 200 wing facing 300 wing

12 View of shed between 200 wing and 300 wing

13 View of area north of 600 wing

14 View of TH12/13 northeast of 600 wing
2.7 Site Conditions Photography

15 View of storage buildings east of 600 wing

16 Loading area east of 600 wing

17 Mechatronics entrance east side of 600 wing

18 Wide view of east side of 600 wing

19 Area between 600, 500, 400 and 100 wings

20 600 wing south entrance
2.7 Site Conditions Photography

- 21 Parking and loading area north of 500 wing
- 22 Parking and west entrance of 600 wing
- 23 East side of 500 building and parking lot
- 24 Southeast corner of 500 wing
2.7 Site Conditions Photography

25 Crosswalk to north entrance of 700 wing

26 Looking west on Eighteenth Ave

27 Northeast corner of south 700 building

28 View of TH8 east of south 700 building

29 Parking east of Truck Driving Building 800

30 East entrance of Truck Driving Building 800
2.7 Site Conditions Photography

31 Looking north at school district bus shelters
32 Looking northwest at school district bus shelters
33 Northeast view of 1100 Building
34 Truck Driving Training Course and 1100 Building
2.7 Site Conditions Photography

35 Looking south at Truck Driving Training Course
36 Looking east at Truck Driving Training Course
37 View of Storage
38 East side of Truck Driving Building 800
39 Deteriorated pavement west of 1100 Building
40 Vehicle entrance east side of 800 wing
2.7 Site Conditions Photography

- **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
2.7 Site Conditions Photography

45 Landscaping adjacent to private housing
46 Looking north on Jefferson Street
47 Looking east out of LSE outdoor common space
48 Looking east out of 700 wing outdoor common space
49 Landscape architecture west side of 100 wing
50 Common outdoor space between 300 and 400 wings
3.2 Building Plans - Space Use Type

Main Building

Room Notation Key

110 Classroom
210 Classroom Lab
215 Classroom Lab - Services
220 Open Laboratory
250 Research Lab
310 Office
315 Office - Services
350 Conference Room
410 Study Room
630 Food Facilities
650 Lounge
660 Merchandise
730 Central Storage
750 Central Services
835 Nurse Services
919 Toilet/Bath
U02 Data
X01 Custodial Supply Closet
X02 Janitor Room
X03 Public Restroom
Y04 Utility/Mechanical
3.2 Building Plans - Space Use Type

700 wing, Law Enforcement Center, Power Sports, Truck Driving

Room Notation Key

110 Classroom
210 Classroom Lab
215 Classroom Lab - Services
220 Open Laboratory
250 Research Lab
310 Office
315 Office - Services
220 Open Laboratory
350 Conference Room
410 Study Room
630 Food Facilities
650 Lounge
660 Merchandise
730 Central Storage
750 Central Services
835 Nurse Services
919 Toilet/Bath
U02 Data
X01 Custodial Supply Closet
X02 Janitor Room
X03 Public Restroom
Y04 Utility/Mechanical
3.2 Building Plans - Space Use Type

100 wing - upper, 300 wing - upper

Room Notation Key

110  Classroom
210  Classroom Lab
215  Classroom Lab - Services
220  Open Laboratory
250  Research Lab
310  Office
315  Office - Services
350  Conference Room
410  Study Room
630  Food Facilities
650  Lounge
660  Merchandise
730  Central Storage
750  Central Services
835  Nurse Services
919  Toilet/Bath
U02  Data
X01  Custodial Supply Closet
X02  Janitor Room
X03  Public Restroom
Y04  Utility/Mechanical
Leased Space

*900 Building is located off-campus and is leased to the school district
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3.3 Space Utilization

Main Building

Fall 2015
Existing Space Utilization
Classrooms and Labs

Utilization Key

0 - 20%
21 - 40%
41 - 60%
61 - 80%
81% +
3.3 Space Utilization

700 wing, Law Enforcement Center, Power Sports, Truck Driving

Fall 2015
Existing Space Utilization
Classrooms and Labs

Utilization Key

- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
3.3 Space Utilization

100, 300, 700 wings - upper

Fall 2015
Existing Space Utilization
Classrooms and Labs

Utilization Key

- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
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3.4 Building Conditions Photography

Main Building

51 Main Building hallway 100 wing

52 Main Building gym classroom 120

53 Main Building classroom 501A

54 Main Building classroom lab 501B
3.4 Building Conditions Photography

Main Building

55 Main Building diesel mechanic shop 502

56 Main Building hallway 500 wing

57 Main Building diesel mechanic shop 504

58 Main Building Powersports room 503

59 Main Building Powersports room 505

60 Main Building hallway 100 wing
3.4 Building Conditions Photography

Main Building

61 Main Building front desk main entrance

62 Main Building hallway at 100/300 wing

63 Library Entry

64 Library Suite
3.4 Building Conditions Photography

Main Building

65 Main Building Library 305A

66 Main Building campus cafe 304

67 Cafe Game Room student lounge 304A

68 Main Building ATCC Foundation Bookstore

69 Employee lounge 309

70 Interactive TV classroom 311
3.4 Building Conditions Photography

Main Building

71 Main Building hallway 600 wing

72 Welding shop classroom lab 607

73 Main Building classroom 606

74 Mechatronics classroom lab 604
3.4 Building Conditions Photography

Main Building

75Main Building classroom lab 602

76Main Building student lounge 603A

77Main Building carpentry classroom/lab 601

78Main Building mechatronics classroom 610

79Main Building Mechatronics open laboratory 614

80Machine Tool Shop classroom lab 617
3.4 Building Conditions Photography

Main Building

81 Machine Tool Shop classroom lab 619

82 Machine Tool Shop classroom lab 621

83 Main Building hallway south side of 600 wing

84 CHEM/BIO classroom lab 407
3.4 Building Conditions Photography

Main Building

85 CHEM/BIO classroom lab 407

86 Biology classroom lab 412

87 Biology classroom lab 412

88 General Lecture classroom 410

89 SIM open laboratory 402

90 Main Building hallway 300 wing
3.4 Building Conditions Photography

Main Building

91 Communications Art & Design class lab 326

92 Communications Art & Design class lab 326

93 Communications Art & Design class lab 326

94 Medical Laboratory Technician class lab 105
3.4 Building Conditions Photography

Main Building

95 Medical Laboratory Technician class lab 105

96 Medical Laboratory Technician class lab 103

97 Medical Laboratory Technician class lab 103

98 Nursing classroom 208

99 Main Building hallway 200 wing

100 Main Building hallway 100 wing
3.4 Building Conditions Photography

700 wing and south 700 wing

101 Hallway looking west 700 wing
102 Classroom 755
103 Classroom 755
104 Classroom 752
3.4 Building Conditions Photography

700 wing and south 700 wing

111 SO700 Office Suite office services 741

112 Auditorium classroom 743B

113 Auditorium classroom 743A

114 Quiet Area/Lounge lounge 756Q
3.4 Building Conditions Photography

700 wing and south 700 wing

115 Quiet Area/Lounge lounge 757Q

116 Reflection Room 756

117 Computer Lab classroom lab 759

118 CVNP Cisco Lab classroom lab 764

119 Smart Board Studio research lab 766

120 Classroom lab 765
3.4 Building Conditions Photography

700 wing, south 700 wing and law enforcement center

121 Student life lounge 702

122 Computer lounge 700D

123 Public corridor 700 wing looking east

124 Game room 702
3.4 Building Conditions Photography

700 wing, south 700 wing and law enforcement center

125 General Lecture classroom 708

126 General Lecture classroom 708

127 Link: south 700 wing to Law Enforcement Center

128 Physical Skills Lab 796

129 Physical Skills Lab classroom lab 796

130 Public corridor Law Enforcement Center
3.4 Building Conditions Photography

Law Enforcement Center

131 Weight Room classroom lab 776
132 Entrance area
133 Radio Dispatch classroom lab 792
134 Radio Dispatch classroom lab 792
3.4 Building Conditions Photography

Law Enforcement Center

135 CSI Lab classroom lab 794

136 CSI Lab classroom lab 794

137 Tactical Warehouse research lab 795

138 Tactical Warehouse research lab 795

139 Tactical Warehouse research lab 795

140 Tactical Warehouse research lab 795
3.4 Building Conditions Photography

Truck Driving Building

141 Looking east down public corridor 800

142 TRDR classroom 802

143 TRDR classroom 802

144 Simulator Lab open laboratory 803
3.4 Building Conditions Photography

Truck Driving Building

145 Simulator Lab open laboratory 803
146 Lounge 804
147 Lounge 804
148 Shop classroom lab 807
149 Shop classroom lab 807
150 Shop classroom lab 807
3.5 Building Condition Summary

- **Repair & Replacement**
- **Energy: kBTU/SF** (Goal: 2% Annual Reduction)
- **Gross Square Footage**
- **Enrollment**
- **Blended Room Utilization**
- **Blended Seat Fill**
Alexandria Technical & Community College’s Full Year Equivalent Enrollment (FYE) increased from 2009-2013 but has since declined to near 2,100, aligning with historic (2006-2008) numbers.

Roughly 10,000 square feet (or 2% of total square feet) has been mothballed or demolished between its peak in 2012 and today.

Total space utilization for S15 is roughly 58%, the campus has seen a steady decline that mirrors the system averages.

Total dollars spent on Repair & Replacement (R&R) has varied significantly from year to year. Increased spending on R&R in 2013 allowed the college to return its FRRM Backlog to 2010 numbers.

Energy consumption per square foot (kBTU/SF) has been decreasing in recent years.

Spending on energy per square foot (Energy: $/SF) has decreased since 2010, trending away from the system average, representing a savings of $40-50,000 per year.

Facility Condition Index (FCI) has declined since its peak in 2007, but has remained relatively uniform, near .17 since 2010.

The FRRM Backlog has not significantly changed since 2010.

Alexandria Technical and Community College’s campus value has increased steadily and is currently (2015) valued at $166,347,000.

ATCC’s current ten year renewal is estimated at $13,479,000.

Total Project Funding, including capital and HEAPR projects, has totalled $33,579,733 since 1998 FY.

Significant Capital Projects include a New Office Technology Building funded in 2002 and a Law Enforcement Center funded in 2008.
## Building Condition Summary

<table>
<thead>
<tr>
<th>BUILDING/WING</th>
<th>GSF</th>
<th>CRV</th>
<th>BACKLOG</th>
<th>FCI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(GROSS SQ. FT.)</td>
<td>(CURRENT REPLACEMENT VALUE)</td>
<td>(MAINT. BACKLOG $)</td>
<td>(FACILITY CONDITION INDEX)</td>
</tr>
<tr>
<td>100, 300, 400 WINGS</td>
<td>145,894</td>
<td>45,862,000</td>
<td>11,370,000</td>
<td>0.25</td>
</tr>
<tr>
<td>1100 BUILDING (MSNRY)</td>
<td>8,100</td>
<td>2,669,000</td>
<td>155,000</td>
<td>0.06</td>
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<tr>
<td>200 WING ADDITION</td>
<td>20,000</td>
<td>6,589,000</td>
<td>1,404,000</td>
<td>0.21</td>
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<tr>
<td>500 WING ADDITION</td>
<td>44,507</td>
<td>14,664,000</td>
<td>4,230,000</td>
<td>0.29</td>
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<tr>
<td>600 WING - INCLUDES CARPENTRY SHOP 601</td>
<td>72,173</td>
<td>23,233,000</td>
<td>4,860,000</td>
<td>0.21</td>
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<tr>
<td>700 BLDG. (OFFICE EDUC / NORTH 700)</td>
<td>18,588</td>
<td>6,124,000</td>
<td>679,000</td>
<td>0.11</td>
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<tr>
<td>COMPUTER SCIENCE (SOUTH 700)</td>
<td>54,000</td>
<td>24,825,000</td>
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<td>DIESEL PARTS STORAGE</td>
<td>120</td>
<td>NO DATA</td>
<td></td>
<td></td>
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<tr>
<td>FACILITIES STORAGE (MSNSTG)</td>
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<td>175,000</td>
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<td>0.00</td>
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<tr>
<td>FIRING RANGE/Cover</td>
<td>5,200</td>
<td>1,635,000</td>
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<td>GARAGE 1 (ALEXANDRIA TC)</td>
<td>3,000</td>
<td>351,000</td>
<td>37,000</td>
<td>0.11</td>
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<tr>
<td>GARAGE 2 (ALEXANDRIA TC)</td>
<td>3,000</td>
<td>351,000</td>
<td>37,000</td>
<td>0.11</td>
</tr>
<tr>
<td>GARAGE 3</td>
<td>572</td>
<td>105,000</td>
<td>0</td>
<td>0.00</td>
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<td>GARAGE 4</td>
<td>576</td>
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<td>GARAGE 5</td>
<td>624</td>
<td>114,000</td>
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<td>GARAGE 6</td>
<td>624</td>
<td>114,000</td>
<td>0</td>
<td>0.00</td>
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<tr>
<td>GARAGE 7</td>
<td>352</td>
<td>64,000</td>
<td>0</td>
<td>0.00</td>
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<tr>
<td>GROUNDS EQUIP. STORAGE</td>
<td>256</td>
<td>50,000</td>
<td>0</td>
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<tr>
<td>INTERIOR DESIGN CENTER (900)</td>
<td>11,322</td>
<td>3,645,000</td>
<td>445,000</td>
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<tr>
<td>LAW ENFORCEMENT (SMALL) STORAGE</td>
<td>453</td>
<td>83,000</td>
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</tr>
<tr>
<td>LAW ENFORCEMENT BAR ROOM TRAINING</td>
<td>685</td>
<td>133,000</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>LAW ENFORCEMENT CENTER</td>
<td>59,264</td>
<td>25,995,000</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>LAW ENFORCEMENT CRIME HOUSE</td>
<td>952</td>
<td>306,000</td>
<td>20,000</td>
<td>0.07</td>
</tr>
<tr>
<td>LAW ENFORCEMENT GAS HOUSE</td>
<td>371</td>
<td>68,000</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>LAW ENFORCEMENT MAZE</td>
<td>1,598</td>
<td>502,000</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>LAW ENFORCEMENT VEHICLE STORAGE</td>
<td>5,689</td>
<td>665,000</td>
<td>4,000</td>
<td>0.01</td>
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<tr>
<td>LE FEMA HOUSE (TACTICAL TRAINING)</td>
<td>840</td>
<td>NO DATA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RECEIVING / STORAGE</td>
<td>12,000</td>
<td>1,572,000</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>TBD 800 (TRUCK DRIVING)</td>
<td>15,190</td>
<td>5,005,000</td>
<td>2,033,000</td>
<td>0.41</td>
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<tr>
<td>TH 10 (LE CRIME SCENE PRACTICAL)</td>
<td>1,170</td>
<td>377,000</td>
<td>14,000</td>
<td>0.04</td>
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<tr>
<td>TH 12,13</td>
<td>3,000</td>
<td>966,000</td>
<td>193,000</td>
<td>0.20</td>
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<tr>
<td><strong>CAMPUS TOTAL:</strong></td>
<td><strong>491,620</strong></td>
<td><strong>166,347,000</strong></td>
<td><strong>25,481,000</strong></td>
<td><strong>0.15</strong></td>
</tr>
</tbody>
</table>
4.1 Development Overview

Several online surveys were used to get input from students, faculty and staff.

Below is a summary of one of the key questions. These findings show that users are least satisfied with Collegiate/Collaborative spaces on campus. The master plan directives that follow seek to remedy this.

How satisfied are you with each of the following on-campus spaces?

<table>
<thead>
<tr>
<th>Space</th>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Somewhat satisfied</th>
<th>Very satisfied</th>
<th>Not Sure/Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Classrooms</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>13.3%</td>
<td>6.7%</td>
<td>46.7%</td>
<td>33.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>General Labs (Bio, Chem, etc.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>46.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Specialized Labs/Shops (Diesel, Mechatronics, Nursing, Auto Repair, Carpentry, etc.)</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>13.3%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>26.7%</td>
<td>20.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>General Student Support Spaces (Tutoring, Registrar, Finance, etc.)</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>6.7%</td>
<td>13.3%</td>
<td>13.3%</td>
<td>46.7%</td>
<td>13.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Library/Learning Resource Center</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>6.7%</td>
<td>6.7%</td>
<td>26.7%</td>
<td>40.0%</td>
<td>20.0%</td>
<td>0.0%</td>
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PRINCIPLES AND INITIATIVES

Principles

- Create more places for collaborative learning
- Create a more contemporary and inviting entry
- Connect key places on campus
- Express the College Brand
- Reconfigure selected existing classrooms/labs

Initiatives

- Respond to future 18th Avenue connection that will bisect campus
- Make campus more legible and inviting to visitors
- Consolidate student services and primary social and support spaces
- Consolidate and concentrate selected departments and programs
- Enhance collaborative learning opportunities
- Create more flexible and adaptable space
- Address needed deferred maintenance,
- Repurpose underutilized space
- Demolish unused and unusable space
- Improve classroom and lab performance characteristics (size, configuration, furnishings, technology)
Through the master plan update process, Alexandria Technical & Community College identified a number of projects that will address changes driven by both internal and external forces. In addition to facility updates needed to support programs that will prepare students to meet rapidly changing workforce demands, the college must respond to major infrastructure developments proposed by the City of Alexandria.

The college has proposed selling two properties. One of the properties identified to sell is a 3.67 acre parking lot located along the south side of 17th Avenue (West of Foundation Hall), west of Jefferson Street. Additionally the college has expressed interest in selling a 41 acre site located along Pioneer Road, approximately 1/2 mile east of campus. The college would like to take advantage of an opportunity to purchase approximately 20 acres of vacant land immediately adjacent to, and to the east of the main campus.

The City of Alexandria plans to extend 18th Avenue to connect Nokomis Street and Broadway. Once the extension is completed, 18th Avenue will become a major thoroughfare, and will have significantly increased traffic. The increase in traffic presents several safety concerns. Current pedestrian infrastructure near 18th Avenue is inadequate and unstructured.

Despite safety concerns and increasing the separation between north and south campus elements, Alexandria Technical & Community College recognizes that an increase in traffic flow provides an opportunity to improve college visibility. In order to capitalize on the opportunity presented by increased traffic flow, the college is proposing to relocate the campus entry to 18th Avenue. The new entry will replace an aging and understated primary campus entry that fronts Jefferson Street, and will incorporate a large structured plaza. The plaza will strengthen the connection between north and south campus elements, while providing additional pedestrian infrastructure and promoting safe crossing behavior. The relocation of the primary entry provides the college with an opportunity to improve wayfinding and update Student Services, Admissions, Financial Aid, and Registration facilities which are currently fragmented and difficult to locate.

The existing Diesel and Power Sports facilities, located in the 500 Building, provide inadequate space to realize program growth potential. With the expected increase in traffic flow, maneuvering trucks and diesel equipment into the current Diesel shop will become difficult. The current shop spaces are cramped, and do not provide adequate space to meet the demands of a rapidly changing industry. As a result of the 18th Avenue extension, the existing Diesel shop facility will occupy the most prominent corner of campus. The college has recognized the need to relocate the Diesel and Power Sports shop spaces to the south of 18th avenue. Additionally the college has expressed a need to provide expanded and updated shop facilities in order to meet changing industry demands and remain competitive with peer institutions.
Alexandria Technical and Community College is proposing the creation of a new Transportation Center near the current Truck Driving Building. This facility will provide modern shop space needed to strengthen and expand the successful Diesel and Power Sports Programs. The proposed site for a future Transportation Center relocates the Diesel and Power Sports Programs closer to the current Truck Driving and Motorcycle Shop facilities, uniting similar programs on campus. Through the relocation process, classroom, shop, and storage areas can be rightsized to take advantage of the potential to share space between transportation oriented programs. The proposed location also relocates the primary diesel equipment circulation space away from the street and onto the campus grounds where adequate space will be available to maneuver vehicles and equipment without impeding traffic on 18th Avenue.

Once the Diesel and Power Sports facilities have been relocated, the 500 Building will be available for other uses. The available space in the 500 Building presents the college with a tremendous opportunity to support other uses. The college is planning to repurpose the current Diesel and Power Sports shop space into a new primary campus entry. By reorienting the main campus entry to front 18th Avenue, Alexandria Technical & Community College will increase campus visibility, wayfinding, and access, while generating new energy at its core and uniting the north and south campus elements. The new primary entry, as proposed, would support a new Student Services One-Stop, Administrative Offices, Cafeteria, Library, Bookstore, and Campus Store. By creating a Student Services One-Stop the college will dramatically improve wayfinding and visibility of services and amenities used by students and visitors. The relocation of the Cafeteria, Library, Bookstore and Campus Store, will help create active and inviting multi-use space.

The repurposing of the 500 Building also presents an opportunity for combining and rightsizing relocated program elements. Additional space within the 500 Building could be demolished to provide additional parking spaces for visitors, staff and current students. The current outdoor storage area and parking for the Diesel Program could be repurposed into a plaza along 18th Avenue, providing improved pedestrian infrastructure and an outdoor dining and collaborative area for students.

Through the process of relocating elements housed in the primary campus entry, a number of spaces throughout campus will become available for other uses. The college is proposing that these spaces are repurposed to create a Health Sciences Wing and consolidate other academic programs that are housed in the current 200 Building and fragmented throughout campus. Rightsizing initiatives can be implemented during the relocation and consolidation process. The eastern portion of the 200 Building is slated for demolition once vacated.
4.2 Analysis and Change Drivers

FUTURE EXTENSION OF 18TH AVENUE

EXISTING CONDITION - Currently 18th Ave terminates at Jefferson

ANTICIPATED FUTURE CONDITION - City plans to extend 18th Ave to Broadway, becoming a major thoroughfare
RELOCATION OF ENTRY

EXISTING CONDITION - Original primary building entry is focused only toward Jefferson is set back, understated, and outdated

RECOMMENDED FUTURE CONDITION - Main campus entry responds to increased traffic on 18th Ave, maintains its presence on Jefferson St, and becomes open, active and inviting
4.2 Analysis and Change Drivers

CONSOLIDATION OF TECHNICAL PROGRAMS AND STUDENT SERVICES

EXISTING CONDITION - Programs and student services are scattered and not showcased.

RECOMMENDED FUTURE CONDITION - Consolidate technical programs and establish new entry with Student Services, Cafeteria, Admissions, Financial aid, and Registration.
POTENTIAL REPURPOSING

EXISTING CONDITION - Underutilized spaces, and dated 200 Building east wing.

RECOMMENDED FUTURE CONDITION - Rightsize, repurpose, raze/demolish underutilized spaces. Repurpose old gym area, relocate strong programs to optimal locations and improve green space.
4.2 Analysis and Change Drivers

PEDESTRIAN SAFETY

EXISTING CONDITION - The increase in traffic on 18th Avenue will bisect the campus and create a need for improved sidewalks and crosswalks.

RECOMMENDED FUTURE CONDITION - The development of a structured plaza space at the new primary entry unifies campus elements and creates defined pedestrian crossing areas.
4.2 Analysis and Change Drivers

EXISTING CONDITION - The outdoor storage for the Diesel program is bound by 18th Avenue. An increase in traffic will create a difficult and potentially unsafe condition when vehicles are being moved.

RECOMMENDED FUTURE CONDITION - Relocate outdoor storage for Diesel program to the southern half of campus, eliminating the need to use 18th Avenue when moving vehicles and equipment.
### Existing Condition
The current main campus entry is oriented toward Jefferson St and does not have a strong public presence. Student services, admissions, financial aid and registration are fragmented and difficult to locate. Commonly used classroom and lab spaces are not consolidated within the top programs. As 18th Street becomes a major artery, the current Diesel Facility will be positioned at the most prominent corner of campus.

### Phase I
1. Undertake a predesign study for new Transportation Center to include the relocation of existing Diesel shops and backfill with one-stop student services, registration, financial aid, and entry.
4.3 Project Phasing

Phase II

1. Construct new Transportation Center
2. Relocate Diesel program into new Diesel Building
3. Remodel existing Diesel shop space to become new public face of campus,
4. Relocate Powersports shop to Transportation Center
5. Initiate pre-design phase for re-model of existing Student Services, Cafeteria, Admission, Financial Aid, etc

Phase III

1. Relocate Student Services, Cafeteria, Admissions, Registration, Financial Aid, etc. into newly remodeled space
2. Remodel existing Student Services, Cafeteria, Admissions/Financial Aid/Registration to create a consolidated Health Sciences Wing
4.3 Project Phasing

Phase IV

1. Relocate Health Sciences labs and classrooms into newly consolidated Health Sciences Wing, relocate general office and classroom space into former student services spaces

2. Relocate Customized Training classroom to 100 Wing

3. Demolish eastern portion of 200 Building

4. Continue to develop additional green space upon completion of building demolition

Final Condition

The final condition represents a campus plan that takes advantage of the extension of 18th Ave, through an open, active and inviting presence. Student Services, Admissions, Registration, Financial Aid become an accessible one-stop for prospective and current students. Programs benefit from optimized classroom space usage and consolidation.
4.3 Project Phasing

Long Term Plan
### 4.4 Prioritization of Future Projects

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<th>Description</th>
<th>PHASE I: 0 - 2</th>
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<td>Provide rated doors at Café</td>
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<td>Replace HM door systems</td>
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<td>Re-organize Tactical Training Site to minimize visual impact</td>
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<td>Remodel former Diesel shop space to accommodate Student</td>
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<td>Develop more pedestrian focused green space adjacent to 18th</td>
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<td>Relocate Student Services/Cafeteria, Admissions/Financial Aid/</td>
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<td>Registration, into newly remodeled facility</td>
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4.5 Future Project Highlights

NEW TRANSPORTATION HUB
NEW TRANSPORTATION HUB

The Diesel Mechanic program at Alexandria Technical & Community College is a premiere program with great potential for growth. Current Diesel Shop facilities, located in the 500 Building, are crowded and do not provide the flexibility needed to provide training required by current trends in a rapidly changing industry. The current location of the Diesel Shop space will create difficult and potentially dangerous conditions once 18th Avenue is expanded and the traffic flow increases.

Storage facilities for the Diesel program include an outdoor parking lot on the corner of 18th Avenue and Jefferson Street. The process of moving equipment from the storage area, into and around the current shop space will obstruct the traffic flow on 18th Avenue. Once the 18th Avenue extension is completed, the Diesel shop and associated outdoor storage area will occupy a busy, and highly visible corner of campus.

The Powersports Technician program at Alexandria Technical College has the potential to benefit from renewed and consolidated facilities. Current shop space needs can be re-evaluated and storage space could potentially be shared with other transportation related programs. Currently there are shops located in several areas on campus, including the 500, 600, and 1100 Buildings. As a result of having multiple shop locations within a single program, there are redundant spaces. The creation of a new Transportation Hub will provide spaces necessary to support program growth, and help the Alexandria Technical & Community College Powersports Program remain a leader among peer institutions. A new Transportation Hub could unify similar program elements, reduce redundant and unneeded space, while creating a more cohesive, collaborative learning environment.

The creation of a new Transportation Center near the current Truck Driving Building will provide the space needed to relocate and consolidate the Diesel and Power Sports programs. The new Transportation Center addresses current space deficiencies experienced by the Diesel and Power Sports programs. Program consolidation and constructing new space allows the college to initiate rightsizing initiatives. Rightsizing initiatives can help the college reduce unnecessary space through repurposing or demolition.
4.5 Future Project Highlights

RENOVATE 500 BUILDING
4.5 Future Project Highlights

RENOVATE 500 BUILDING

Once the extension of 18th Avenue is completed, the 500 Building will occupy the most prominent and highly trafficked corner on campus. Alexandria Technical & Community College recognizes that the increase in traffic flow presents opportunities and challenges. The college has identified a need to improve the primary entry and improve wayfinding. The creation of a student services one-stop would greatly improve wayfinding, enhance the college brand, and would benefit current and potential students.

Through the creation of a new Transportation Center that house the Diesel and Powersports shop spaces, and by abandoning an underutilized gymnasium, the 500 Building will become available to repurpose. By reorienting the primary campus entry to front on 18th Avenue, the increased traffic flow will become a campus asset, and the north and south campus elements will have greater unity.

A student services one-stop could be created within the renovated 500 Building. In order to create an active, multi use space, the college is proposing to relocate and rightsize the existing library, food service, Bookstore & Campus Store spaces to the 500 Building. The combination of the one-stop and active programming will create a vibrant node at the center of campus. This will unite the north and south campus elements, and promote the college brand.

To further express the college brand and create an inviting contemporary entry, an outdoor collaborative plaza space will be created in the current outdoor diesel storage area. This plaza creates a buffer between the traffic on 18th Avenue and provides an opportunity to integrate additional pedestrian infrastructure elements, ensuring students can move between the north and south campus elements easily and safely. This space also provides the college with an opportunity to provide outdoor collaborative areas for students, something that is currently lacking on campus.

Through rightsizing initiatives, unneeded square footage within the existing 500 Building can be identified and demolished as part of the renovation process. The existing eastern parking lot could be extended over the demolition area to provide additional parking. This parking will offset the small number of spaces lost through the creation of the outdoor plaza space along 18th Avenue.
4.5 Future Project Highlights

HEALTH SCIENCES WING

Health Sciences Wing (Above):
Alexandria Technical & Community College has identified a need to develop a Health Sciences Wing that will consolidate and strengthen premiere programs. Currently the programs that would be relocated to the Health Sciences Wing occupy aging facilities. To ensure the college can continue to keep pace with peer institutions, current facilities must be improved.

Remodeling space becoming available as a result of the 500 Building renovation will allow the development of the Health Science Wing without the need to construct additional space on campus. By updating outdated facilities and providing additional student collaboration spaces, the college can keep pace with industry developments and peer institutions.

Through the creation of the Health Sciences Wing, and additional tactical renovation efforts on campus, spaces with high maintenance needs can be improved or made available for demolition or repurposing.

Site Improvements (Right):
Site improvement projects throughout the campus will make use of under-used outdoor areas to develop spaces for students to study, collaborate, and socialize with peers and faculty. This initiative provides an opportunity to beautify the campus landscape, and promote the college brand. Improvements in pedestrian infrastructure will aid wayfinding and ensure safe circulation throughout the campus.
SITE IMPROVEMENTS AROUND CAMPUS
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### 5.1 Project Costs, Schedule, and Funding

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5.2 Energy Efficiency Plan and Sustainability Efforts

HVAC SYSTEM REPLACEMENT STUDY

For

Minnesota State Colleges & Universities

ALEXANDRIA Technical & Community College

April 3, 2012

PREPARED BY:

MARTIN PEVZNER ENGINEERING P.A.
8030 Old Cedar Ave South - Suite 100
Bloomington, MN 55425
1.6 Energy Efficiency

HVAC System Replacement Study

EXECUTIVE SUMMARY

The Minnesota State Colleges and Universities (MnSCU) on behalf of Alexandria Technical & Community College (ATCC) retained Martin Pevzner Engineering, PA to evaluate the existing HVAC systems at the Alexandria Technical & Community College campus located at 1601 Jefferson St, Alexandria, MN, determine available options for their replacement, identify the best solution, and document everything in a comprehensive report. This document represents the requested report.

The study covers the following buildings:
- Main Building (Wings 100-600)
- 700 North Building
- 700 South Building
- Law Enforcement Training Center
- Truck Driving Building
- Concrete Mason Building

The mechanical systems addressed in this study include the central plant heating and cooling equipment, hydronic piping distribution, terminal heating equipment, air-handling systems and controls.

The building ages range from 3 to 50 years old. Some of the buildings use the original HVAC equipment that has exceeded its life expectancy and no longer meets code requirements. The newer buildings include state-of-the-art mechanical systems that require only minor improvements. The college is faced with an important decision to replace and/or upgrade the mechanical systems. We have analyzed various equipment and system options. Below is a summary of our recommendations.

Heating Water Systems

The following upgrades are recommended for the central plant heating equipment:

1. **Main Building**: The original steam boilers will be replaced with (3) Fulton Vantage-4000DF high-efficiency condensing boilers. The dual-temperature tunnel distribution system will be replaced with new overhead piping. The initial phase of the project will connect the new boiler piping to the existing tunnel dual-temperature piping system. The subsequent phases will extend the piping to the new air-handling equipment. When all of the original air-handling equipment is replaced all tunnel piping will be eliminated (either left in place or removed depending on funding availability).

2. **700 North Building**: The existing boiler plant consisting of three atmospheric boilers and pumps will be eliminated. The building’s hot water system will be re-connected to the 700 South boiler plant.

3. **700 South Building**: The existing boiler plant consisting of two Fulton pulse high-efficiency condensing boilers and one LES dual-fuel non-condensing boiler will be expanded to
accommodate the extra load of the 700 North Building. The two Fulton pulse boilers will be replaced with (2) Fulton-3000DF high efficiency condensing dual fuel boilers. The LES boiler will remain. The pumping capacity will be increased to match the capacity of the new boilers. Most of the existing piping between the 700 South and 700 North buildings installed during a recent Phase 2 Steam Project will be reused.

4. Law Enforcement Training Center (LEC): The existing boiler plant will remain but receive minor valving/control changes.

5. Truck Driving Building: The old atmospheric boilers and pumps will be replaced with two new high-efficiency condensing boilers and pumps.

6. Concrete Mason Building: The existing boiler and infloor heating system will remain.

The use of high-pressure steam from the neighboring PDSWM plant as an alternate source of heat has been evaluated for campus heating. High-pressure steam was brought into the LEC building in 2010-2011 where it is converted to hot water. The hot water piping has been extended from the LEC Building to the 700 South and 700 North Buildings.

The proposed steam purchase rate in the PDSWM contract is tied to the total open market price of natural gas from CenterPoint Energy including transportations costs, various charges and taxes. The formula used in the calculations also includes an average boiler efficiency that penalizes the college relative to the actual College’s boiler efficiency. As a minimum, this efficiency should be negotiated at a higher fixed value or perhaps using a variable value tied to the water temperature reset schedule; if this energy source is used.

Also, since the amount of steam produced at the PDSWM plant is limited by the amount of waste heat available the proposed contract prioritizes delivery of steam to a 3M plant and Douglas County Hospital. So the steam delivery to the college is not guaranteed and could be interrupted at any time. This requires the college to have a full capacity boiler plant. One suggestion might be to negotiate a fixed amount of steam to be used each year perhaps in the spring and fall at a favorable price – if possible. Operation of the College boilers will be less expensive than buying steam based strictly on economics. The College may consider using steam at its own discretion, during emergency conditions, or when the boilers are serviced.

Central Cooling Systems

The following upgrades are recommended for the central cooling systems:

1. Main Building: The 46-year old centrifugal chiller including the cooling tower and pumps will be replaced with two 200-ton air-cooled chillers on grade, on the east side of the 600 Wing. A completely new chilled water distribution system including overhead piping and pumps will be provided. The initial phase of the project will connect the new chillers to the existing tunnel
1.6 Energy Efficiency

HVAC System Replacement Study

dual-temperature piping system. The consequent phases will extend the overhead piping to the new and some existing systems.

2. **700 North Building:** The old air-cooled reciprocating chiller will be replaced with a new air-cooled screw or scroll chiller on the same roof platform.

3. **700 South Building:** The existing roof-mounted air-cooled chiller and chilled water distribution system will remain. Some control functions will be added.

4. **Law Enforcement Training Center (LEC):** The existing air-cooled chiller on grade and chilled water distribution system will remain as is. Some control programming may be changed.

The use of PDSWM steam for main building cooling has been evaluated. Hypothetically steam is used to produce chilled water in so-called steam absorption chillers. High-efficiency dual phase steam absorption chillers require medium pressure (at least 30 psig) steam. The PDSWM steam is currently converted to hot water in the LEC Building with provisions to extend the hot water piping to the main building in the future. But we believe that the hot water was intended for heating use only and not for cooling as expressed by facilities staff based on their discussion with the steam system designer. Hot water from the steam converters cannot be used for main building cooling. It is our understanding that there was no plan to extend the steam service to the main building. In order to use steam absorption chillers a new high-pressure steam line would have to be brought into the main building, which would be extremely expensive. The use of steam absorption chillers for main building cooling would require building a new high-ceiling equipment room to accommodate the larger absorption chillers. This option and other non-conventional cooling equipment options including gas-fired absorption chillers and engine-driven chillers have been considered and were not found economically feasible.

**Air-Handling Systems**

Replacement of the air-handling systems is the most difficult part of the project as it will require running new ductwork distribution in the occupied spaces and may involve some disruption to the college’s operations. Below are proposed recommendations for the buildings’ air-handling systems:

1. **Main Building:** The main building has the most urgent need for upgrading its mechanical systems. The building was designed for using wall unit ventilators and does not have much vertical clearance for significant overhead ductwork. It is quite frankly impossible to do so. We have evaluated various options for new central air-handling equipment and recommend installing custom roof-mounted penthouse units with enclosed duct houses across the roof for main ductwork distribution. This is the best option to provide central air-handling equipment consistent with current industry practices and efficiency standards. We have used this solution on several similar buildings recently.

Four custom penthouse units will be installed to serve most of the classroom and office spaces in the main building (Wings 100-600). Three of them (100,300,400 Wings) will require the duct
houses. The fourth unit (600 Wing) will use overhead ductwork below the roof as there is plenty of vertical space. The penthouse units will use sensible and latent energy recovery wheel technology to utilize the considerable amounts of exhaust air (as required by code) waste heat for both heating and cooling. New ductwork and variable volume reheat boxes (VAV Reheat) terminal equipment will be provided.

The shop area air-handling systems will be modified as needed. The work will vary from full equipment replacement to minor control changes depending on the room specific needs. The outdoor air quantities will be revised for all of the areas in accordance with current code.

2. **700 North Building:** Three existing air-handling units in the boiler room will be replaced with a single VAV air-handling unit. The terminal equipment including the VAV boxes and reheat coils will be replaced with new boxes and coils. New DDC controls will be provided for the air-handling unit and terminal equipment.

3. **700 South Building and LEC:** The VAV reheat air-handling system will remain as is. The existing controls may need to be selectively modified and re-commissioned.

4. **Truck Driving Building:** This building will include replacement of the terminal VAV boxes and coils and air-handling unit controls. The 10-ton condensing unit will also be replaced.

5. **Concrete Masonry Building:** The masonry shop is currently lacking a ventilation system. A new indirect-fired makeup air unit and an exhaust fan will be provided. The 7.5-ton packaged gas/DX unit serving the classrooms will remain.

New Direct Digital Controls (DDC) will be provided for all new and existing HVAC equipment. Some of the systems (mainly in the 700 South Building and LEC) have Siemens DDC controls. We recommend multiple controls manufacturers should be allowed to bid on this project. If the project is awarded to another controls manufacturer the college will have two DDC control systems in place. This will allow for more favorable pricing on future expansion projects.

**Installation Phasing and Budgetary Costs**

As the buildings have different needs with respect to the HVAC system upgrades, implementation of the recommended changes will be prioritized based on the funds available.

MnSCU has requested $2,500,000 from the Minnesota State Legislature for the initial phase of the project. The initial phase will include replacement of the central heating and cooling equipment as follows:

- Install new boiler plant for the main building (100-600 Wings)
- Install new chillers for the main building (100-600 Wings)
- Eliminate boiler plant in 700 North Building
- Provide boiler expansion in 700 South Building
- Replace chiller for 700 North Building
1.6 Energy Efficiency

HVAC System Replacement Study

Our conceptual cost estimate for this Phase I is $2,195,000 for the construction and a total project cost of $2,669,000.

The subsequent phases will include replacing the air-handling equipment and the expansion of the chilled and heating water systems. We estimate the Phase II construction cost consisting of multiple sub-phases over 5 years to be $6,481,000 and a total project cost of $8,382,000. Thus the total combined project cost would be roughly $11,000,000. The estimated costs include a 3% escalation rate over 5 years. These estimates are not detailed construction cost estimates but rather conceptual estimates to establish budgets that include non-construction related costs (engineering, construction testing, printing, moving/relocation, etc.) as well as a 15% contingency. This study made no attempt to evaluate the existence of asbestos; costs for removing asbestos were not included in the estimates. Phase II construction documents should be prepared to include the base bid and multiple add alternates to allow for phased construction based on the actual funds available.
SECTION 9.5.1 EMS SPACE UTILIZATION 2019
### Reporting Period: 7/1/2018 thru 6/30/2019

**MnSCU - MN State Colleges and Universities**

#### System Office Standard - Academic Credit Use, classrooms & class labs (m-f,32)

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10/26/2020 10:39 AM JD
# System Office Standard - Academic Credit Use, classrooms & class labs (m-f,32)

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10/26/2020 10:39 AM JD
### MnSCU - MN State Colleges and Universities

**Reporting Period: 7/1/2018 thru 6/30/2019**

**System Office Standard - Academic Credit Use, classrooms & class labs (m-f,32)**

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**ATCC_Truck Driving Building 800(TDB800)**

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**Grand Tc** 22,182  ********  ********  24.88

10/26/2020 10:39 AM JD
MnSCU - MN State Colleges and Universities  
Reporting Period: 7/1/2018 thru 6/30/2019

System Office Standard - Academic Credit Use, classrooms & class labs (m-f,32)

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10/26/2020 10:39 AM JD
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#### Buildings
- ATCC_1100 Building (1100)
- ATCC_700(700)
- ATCC_Computer Science (South 700)(SO700)
- ATCC_Law Enforcement Center(LE700)
- ATCC_LE Bar Room Training(LEBRRM)
- ATCC_LE Crime House(LECRHS)
- ATCC_LE FEMA House (Tactical Training)(LECHRS)
- ATCC_LE Gas House(LEGSHS)
- ATCC_LE Maze(LEMZ)
- ATCC_Main Building(MAINAX)
- ATCC_Truck Driving Building 800(TDB800)

#### Statuses
- Academic Confirmed

#### Room Types
- Class Laboratory - 210
- Classroom Facilities - 110

#### Event Types
- *Course, Hybrid Credit* (5/2019)
- *Course, Online* (5/2019)
- Course, Credit
- Course, Final Exam

#### Group Types
- Academic
- MinnState College/University
SECTION 9.5.2 EMS SPACE UTILIZATION
2020
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10/26/2020 10:46 AM JD
### System Office Standard - Academic Credit Use, classrooms & class labs (m-f,32)

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10/26/2020 10:46 AM JD
### Reporting Period: 7/1/2019 thru 6/30/2020

#### System Office Standard - Academic Credit Use, classrooms & class labs (m-f,32)

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10/26/2020 10:46 AM JD
## MnSCU - MN State Colleges and Universities

**Reporting Period:** 7/1/2019 thru 6/30/2020

**System Office Standard - Academic Credit Use, classrooms & class labs (m-f,32)**

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**ATCC_Truck Driving Building 800(TDB800)**

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**Grand Tc** | 20,860 | **23.38** |
System Office Standard - Academic Credit Use, classrooms & class labs (m,f,32)

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SECTION 9.6 VFA FACILITIES REPORT
Facilities and Infrastructure List Report

By Name

Colleges or Universities Name: Alexandria Technical and Community College
Campus Name: Alexandria Technical and Community College - Facilities

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<th>Use</th>
<th>Size</th>
<th>Replacement Value</th>
<th>Cost/Unit</th>
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<th>FCI</th>
<th>RI Cost</th>
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## Facilities and Infrastructure List Report

### By Name

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## Facilities and Infrastructure List Report

### By Name

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TRANSPORTATION CENTER
CONSTRUCTION AND STUDENT SERVICES
RENOVATION – PRE-DESIGN – MEP
PORTIONS

ALEXANDRIA TECHNICAL & COMMUNITY COLLEGE
Project Number: 20-869.00

January 14, 2021
Building Information
Alexandria Technical and Community College
Transportation Center Construction and Student Services Renovation

KFI Project Manager
Mark Trogstad, PE
KFI Engineers
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St. Paul, MN 55113-4527

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Executive Summary

KFI Engineers has described in this document the Mechanical, Electrical and Plumbing (MEP) design and construction intent for the Transportation Center and Student Services Renovation at Alexandria Technical and Community College (AT&CC) located in Alexandria, Minnesota. It shall be used to convey to the design team and owner what may be expected in terms of design standards, level of quality, and overall scope of work.

It is the expectation of the MEP design team, that the Mechanical and Electrical design parameters be continually reviewed and refined through the schematic design, design development, and construction document phases of the project. Comments from the design team and owner are expected, and will be incorporated throughout the project as necessary.

For the proposed project construction the scope includes:
- Relocation of the current transportation related technical programs currently within the 500 wing of the main campus building to a new standalone building on the Campus.
- Renovation of the 500 wing of the main campus building to relocate all student services including the Library, Campus Store, HR & President Offices.
- Site adjustments as needed for new building construction and renovation of existing building

This project will follow B3 (SB2030) due to potential funding source(s) and 2018 International Code Council documents with state and local amendments (IECC, IMC, IFGC, IBC, IFC) as well as Minnesota Electrical Code (NFPA 70 – 2020 version).
1 – Existing Systems and Issues

Briefly summarize existing mechanical, electrical, plumbing, infrastructure, and fire suppression systems and issues; identify how existing infrastructure/utilities will accommodate the project.

Existing Mechanical

1. Cooling Systems:
   a. A central chilled water plant serves the main campus building and consists of two (2) 200 ton, air-cooled chillers. These chillers are located at grade on the East side of the 600 wing. The plant is in good condition and has extra capacity since it was installed and sized with the plan to convert additional portions of the building to chilled water in the future.

\[\text{Air-Cooled Chillers}\]

i. As part of this chilled water installation/expansion, chilled water piping distribution has been extended to several areas of the building already, but not the 500 wing to date.

b. There are also numerous DX based rooftop units and other standalone DX cooling systems throughout the main campus building.

c. The 500 wing has minimal mechanical cooling systems.

2. Heating Systems:
   a. The primary heating source for the main campus building is a high-efficiency, dual fuel (natural gas/fuel oil) hot water boiler plant that was installed in 2014. The plant and distribution systems have extra capacity.
      i. The campus is in the process of converting some older portions of the main building from a 2-pipe change over distribution system to a 4-pipe system.
b. There is also a variety of auxiliary heating systems throughout the main campus building including gas-fired rooftop units, gas-fired make-up air units, gas-fired unit heaters and electric cabinet unit heaters.

3. Utilities:
   a. **Main Campus Building:**
      i. **Natural Gas Service:** Natural gas is the primary heating source for the campus.
      ii. **Fuel Oil:** The campus utilizes fuel oil as a back-up heating source.
      iii. **Storm:** The main campus building has several storm drain outlets to serve the large flat roof areas. The storm drain systems for the 500 wing may need to be modified for the renovation of that wing.
      iv. **Sanitary:** The existing sanitary systems in the 500 wing will need significant modifications to facilitate the renovation floorplan.
      v. **Domestic Water:** The municipal domestic water distribution and heating systems will need to be modified for the renovation.
   b. **New Transportation Hub Building:**
      i. New water, storm, gas, sanitary and fire protection utilities will need to be extended to this building from nearby mains.

**Existing Heating, Ventilation and Air Conditioning (HVAC)**

1. **500 Building:**
   a. The building currently contains primarily high bay shop spaces and thus the HVAC systems are designed to facilitate the activities in those areas. This includes a variety of general and tailpipe exhaust systems and the associated 100% outside air, heating only make-up units. Some of these units are hot water based and some are gas-fired.
b. There is one small DX cooling rooftop unit that serves the single classroom.

c. An air-handling unit serves the gymnasium space. Even though the layout of this space is not anticipated to be revised significantly during the renovation, it is recommended that this unit be replaced since it is past its expected useful life and to increase the efficiency of the overall space.

d. These existing HVAC systems and associated duct distribution systems in all areas of renovation will require replacement to accommodate the new floorplans and meet current energy efficiency requirements.

Existing Plumbing

1. All plumbing fixtures in the 500 wing of the building will need to be replaced as part of the renovation to accommodate the new floorplan and space usage.

2. New domestic water heaters will also need to be provided as part of this.

Existing Fire Suppression

1. There are three independent fire protection water services/riser that serve a majority of the main campus building. However, there does not appear to be any coverage in the 500 wing. Fire protection systems will need to be added to this area of the building as part of the renovation.

Existing Building Automation System

1. The existing building automation system is mostly a combination of pneumatic, and out of date Direct Digital Control (DDC) systems from various manufacturers. However, portions of the building have started to be upgraded to new Automated Logic based DDC system.
2. It is anticipated that this existing Automated Logic system will be utilized and extended to serve any new mechanical equipment in the renovated 500 wing and also the new Transportation Hub building.

Existing Electrical
Existing Power Normal and Emergency Distribution System:

The Main Campus Building electrical power is supplied by 3 main electrical services. Service #1 is a 2000 Amp, 120/208 Volt, 3 phase system. Service #2 is a 2000 Amp, 277/480 Volt, 3 Phase system and Service #3 is a 1200 Amp, 120/208 Volt, 3 phase system. Services #1 and #2 are centrally located in the 600 Wing and provide electrical distribution for the 100, 200, 300, 400 and 600 wings of the Main Building. Service #3 provides electrical distribution to the 500 Wing we are remodeling. Service #3 is distributed via a Eaton Cutler Hammer model ‘POW-R-LINE C’ switchgear. This was installed in 1999 making the equipment 21 years old at the time of this report and places the equipment in the middle of its life expectancy range, which industry standard for switchgear is approximated 15-30 years. One thing to note is most switchgear is not rated in years for life expectancy, instead it’s in cycles of operation for circuit breakers and fusible switches. Such as 10,000 mechanical operations or 50 maximum short circuit operations. This of course can be approximated into years but to actually know end of life without records of these events would be difficult. The good news is this line of gear is still being manufactured and most parts and accessories are still available, along with a full line of over current devices, which should be replaced within the existing switchgear for all new equipment and branch circuits loads. An Eaton field service inspection of the main switchgear should be included in the project, this would include testing of the 1200 amp fusible switch and components. This is good practice as the equipment components per manufacturers recommendations require cleaning and lubrications due to the environment they are subject to. This inspection ensures safety and that the switch operations, performs as expected. With minimal testing and components Service #3 is appropriately sized and the equipment is viable for use within the new space. Multiple 2nd level distribution panels will need to be modified for the remodel as the current locations are changing and the space is no longer suitable for electrical panels.
There is a new MTU, 125kW, 120/208 Volt, 3 phase backup generator for 911 Dispatch and IT Server back-up power on site. The unit was initially installed in 2005 and does not include a life safety distribution branch. The generator could be utilized for a life safety branch, but due to its location and cost of equipment to establish a life safety branch it would be cost prohibitive compared to other means of meeting the life safety and emergency system back-up power requirements for the remodel and addition. Emergency systems are currently battery back-up devices within the building.
The solar panel located on the 600 wing was described to us as being for demonstration and research purposes for the college. While it could be calculated and utilized as renewable energy source it is not maintained for that kind of use and information on usage and type was limited at the time of this report.

Lighting:
Much of the campus lighting is fluorescent and HID lighting so all lighting should be replaced with LED for efficiency, B3 requirements, and light quality (CRI). There are a mixture of luminaires in different conditions but most are original to the building and should be updated. There are LED high-bay fixtures in the shop spaces being renovated that appear to be 4-5 years in age. These are still in great shape but will need to be replaced to meet current energy codes and B3 requirements. It is my recommendation that these either be repurposed on campus or donated, for example to a community center or church that could use them to update there facility but do not need to meet the high efficiency requirements of this project.

Lighting appears to be controlled mainly with light switches in each space, via relays or by turning on/off breakers in panels with some occupancy sensors being used (mostly line voltage occupancy sensors).
Fire Alarm:
There is a Honeywell Control Panel Model 6820 for the Main Campus Building that should be monitored by a voice grade fire alarm system equal to Honeywell NFS2-3030(DVC) or Simplex 4100ES that can meet the current fire alarm code. Fire alarm notification devices are horn/strobe or strobes. Some devices appear to be newer devices and replaced due to failing equipment. There are pull stations and smoke detection that should be removed where not required.

The Fire Alarm system in the 500 Wing will be updated to a voice evacuation system and will be separated from other building systems. This system will be required by code in all renovated spaces. The existing fire alarm system is grandfathered in as long as it has been tested, inspected and is fully operational. The intention of going with a new main fire alarm panel is to select a large enough panel for incorporation of other areas within the building as they are remodeled.
2 – Existing Building Summary Forms

Existing Building Summary Form (see Form Templates) for each building affected by the project
3 – Project Impacts on Infrastructure

Describe project impact on infrastructure (including utilities), parking, landscape, wayfinding (internal and external), other signage or site issues

Existing Mechanical and Electrical

Main Campus Building
1. Cooling System: N/A
2. Heating System: N/A
3. Storm System: N/A
4. Sanitary Sewer: N/A
5. Water Main: N/A
6. Fire Protection:
   a. A new fire protection water service may need to be brought into the 500 wing to provide added coverage.
7. Electrical Power:
   a. There is an existing electrical service for the buildings that will be removed for the new Transportation Building. This should be removed during demolition of the building.
   b. The remodeled space will have minimal impact on the other areas of the building as the 500 Wing has its own electrical service with minimal cross over if any.
8. Telecom:
   a. The main IT Room is located in the 400 wing and has a fiber trunk feeding the 500 Wing. This should be removed, updated and relocated to new telecommunications room for the remodeled area. There should be no impact on other space within the building.
9. Generator Power:
   a. The existing dispatch center/IT generator was initially installed in 2005 and the Generator was replaced in 2020. Currently there is no life safety branch on this back-up generator. No general back-up power is required for the project so this will not be utilized.
4 – Repair/Replacement Scope

For GO bonding projects: If the project scope includes “HEAPR-like” work (repair or replacement of building infrastructure or major systems like HVAC, roofs, etc.), summarize the scope of this work and explain why it is being included within the GO project.

Existing Mechanical Scope

1. HVAC System:
   e. All existing HVAC systems and associated duct distribution systems in all areas of the 500 wing renovation will require replacement to accommodate the new floorplans and meet current energy efficiency requirements.

2. Plumbing:
   a. All plumbing fixtures in the 500 wing of the building will need to be replaced as part of the renovation to accommodate the new floorplan and space usage.
   b. New domestic water heaters will also need to be provided as part of this.
   c. The existing shop spaces have multiple large trench drain systems that will need to be removed in the proposed student service areas. Some of the existing drains may be able to be utilized for the remaining shop spaces.

3. Fire Protection
   a. Typically, adding fire protection is a HEAPR or similar major project but because the areas of the building are not currently sprinklered. There are significant benefits to building construction and safety, adding fire protection to the 500 wing will be included in this project.

Trench Drain
4. Electrical Power Distribution
   a. The replacement of all power distribution in the 500 Wing to be renovated is required due to the remodel of the space where electrical panels are currently located and also most of the panelboards are reaching end of life. Pictures below show panelboards mounted in space that will be renovated and removed.
5 – Proposed Major Systems Requirements

Summarize the major systems requirements: architectural, civil, structural, MEP, and specialties. Briefly describe the required performance characteristics for these systems.

Mechanical Systems for New Spaces

1. Cooling System:
   a. **500 Building;**
      i. Connecting to the existing campus chilled water system. This would entail adding pumps, with piping systems to pump chilled water to each AHU cooling coil and tempered water to chilled beams. Chilled water mains will need to be routed from the 400 building.
   b. **Transportation Hub;**
      i. Chillers with piping systems to pump chilled water to each AHU cooling coil and tempered water to chilled beams.
      ii. Alternate; water-to-water heat pumps, with piping systems to pump chilled water to each AHU cooling coil and tempered water to chilled beams.

2. Heating System:
   a. **500 Building;**
      i. Connecting to the existing campus hot water system. This system would include pumps and piping to provide hot water to the AHU heating coils and radiant heaters
   b. **Transportation Hub;**
      i. Install gas condensing boilers, hydronic pumps and piping system. water-to-water heat pump will be the primary source of heat and the condensing boilers will supplement when needed. Hot water will be pumped to AHUs and terminal heating units.
      ii. Alternate; water-to-water heat pumps, with piping systems to pump hot water to each AHU cooling coil and chilled beams.

3. HVAC Systems:
   a. **500 Building;**
      i. Power sports, Marine Power Sports and Fitness will have an AHU with variable speed supply and exhaust air fan, heating and cooling coils, air filters and a plate heat exchanger. When heating or cooling is not required, the speed of the supply fan can be reduced to conserve energy. The system will have CO² sensors to monitor the CO² levels in the space, and when levels are low, ventilation air can be reduced to save energy. There will be new supply and return grilles, relief and ductwork. General exhaust will be through the AHU heat exchanger.
      ii. Power sports, and Marine Power Sports will have additional exhaust systems. Increased exhaust will be activated with a CO/NO2 sensor. At the engine run stations there will be exhaust to capture fumes from running engines. Exhaust will be provided at welding stations.
      iii. Library, Commons, Campus Store and office spaces will have a dedicated outside air system with chilled beams. AHU will have supply and return fans with energy recovery wheels. Ventilation will be supplied to these spaces through new
ductwork and chilled beams. The chilled beam will have heating and cooling coils to supplement the heating and cooling provided by the AHU.

iv. Support spaces such as restrooms, locker areas and storage rooms will be provided with exhaust systems and supplemental heat.

v. Gymnasium will have an AHU with variable speed supply air fan, heating and cooling coils, and air filters. When heating or cooling is not required, the speed of the supply fan can be reduced to conserve energy. The system will have CO² sensors to monitor the CO² levels in the space, and when levels are low, ventilation air can be reduced to save energy. There will be new supply and return grilles, relief and ductwork.

b. **Transportation Hub**

   i. Diesel Shop will have an AHU with variable speed supply and exhaust air fan, heating and cooling coils, air filters and a plate heat exchanger. When heating or cooling is not required, the speed of the supply fan can be reduced to conserve energy. The system will have CO² sensors to monitor the CO² levels in the space, and when levels are low, ventilation air can be reduced to save energy. There will be new supply and return grilles, relief and ductwork. General exhaust will be through the AHU heat exchanger. Supplemental heat will be provided with infrared heating system and unit heaters.

   ii. Diesel Shop will have additional exhaust systems. Increased or decreased exhaust will be activated depending on CO/NO2 levels. Tail pipe exhaust system will capture fumes from running engines. Exhaust will be provided at welding stations.

   iii. Truck storage, oil storage and general storage will be provided with general exhaust and supplemental heat.

   iv. Support spaces such as restrooms, locker areas and Janitor rooms will be provided with exhaust systems and supplemental heat.

   v. Diesel Dyno space will have ventilation as directed by the dyno manufacture.

   vi. Classroom and office spaces will have a dedicated outside air system with chilled beams. AHU will have supply and return fans with energy recovery wheels. Ventilation will be supplied to these spaces through new ductwork and chilled beams. The chilled beam will have heating and cooling coils to supplement the heating and cooling provided by the AHU.

4. **Building Automation System**:

   a. **500 Building**;
      
      i. In remodeled areas a complete BAS system will be provided.

   b. **Transportation Hub**;
      
      i. A complete BAS system will be provided.

5. **Plumbing systems**:

   a. **500 Building**;
      
      i. Plumbing fixtures will be low flow.

      ii. Water heaters will consist of storage tanks and heat exchangers with heat coming from the campus heating system. Store water will be stored at 140° degrees F.

      iii. It is anticipated that all of the domestic water piping, waste, and vent piping, and storm piping in the area of remodel will be replaced.

   b. **Transportation Hub**;
      
      i. Plumbing fixtures will be low flow.
ii. Water heaters will consist of storage tanks and heat exchangers with heat coming from the heat pumps or condensing boilers.

iii. Hot water from the heat recovery chiller will be used to pre-temper the domestic hot water that is used for laundry and showering.

iv. New domestic water piping, waste, and vent piping, and storm piping will be provided.

v. Trench drains and floor drains in the maintenance and parking bays will be routed through a flammable trap.

vi. Trench drains and floor drains in the maintenance and parking bays will be routed through a sediment/oil trap.

vii. Softener will be provided for the domestic water.

viii. Compressed air system will be provided.

6. Fire Protection:
   a. 500 Building
      i. The remodeled areas will incorporate a new fire protection system.
   b. Transportation Hub
      i. Sprinkler system should be provided for this building.

Electrical Systems for New Spaces

500 Building - Renovation

1. Power Normal Distribution System:
   a. Main switchgear located in the second floor can be utilized with minimal inspections and testing. This will feed the renovated areas of this project.
      i. Provide Eaton Field Service Testing and Maintenance on existing 1200 amp switchboard and components.
   b. Replace all other electrical equipment within areas of renovation including panelboards, switchgear, distribution boards, disconnects, starters, VFDs, contactors and transformers.
   c. Power shall be distributed throughout the buildings at 208/120V.

2. Emergency Power Distribution System:
   a. None existing, Emergency egress systems will be battery back.

3. Lighting:
   a. All lighting should be replaced with the latest LED for maximum efficiency to meet B3 requirements, and light quality (CRI). Provide 2x2 high-bay LEDs in shop high ceiling areas and 2x4 Led architectural grade commercial light fixtures in office and classroom areas.
   b. Provide digital lighting control system to provide daylight dimming, high level trim dimming and user dimming capabilities in most areas. Addressable network lighting control system should be utilized to meet the current MN Energy Code requirements.

4. Fire Alarm:
a. New Honeywell NFS2-3030(DVC), Simplex 4100ES or another voice grade fire alarm system that can meet the mass notification requirements for the educational facility as well as the initiation and signaling requirements of NFPA.

b. The intention of going with a new main fire alarm panel is to select a large enough panel for incorporation of other areas within the building as they are remodeled in the future.

c. Fire alarm strobes shall say ALERT and not FIRE and shall be integrated with a risk assessment during design to incorporate features into combination mass notification fire alarm system.

d. The Fire Alarm system will be updated to a voice evacuation system and will be separated from any other system. This system shall be integrated into the existing college fire alarm system. Suppliers should be required to provide proof that new fire alarm system can monitor and integrate into existing system for prior bidding approval.

5. Telecommunications:
   a. There are some existing fiber and multi-pair copper lines that need to be re-routed and replaced due to the location of the proposed addition. Provide 36-strand OS2 minimum as replacement to existing MDF Room in the 400 Wing.
   b. Provide Category 6A cabling for telecommunications cabling within the building. Provide single mode (OS2) backbone cabling between telecom rooms. It is anticipated that a minimum of (3) new telecom spaces/rooms will be required for this building renovation and addition.
   c. Provide (2) data at every workstation location with (2) alternate locations in office spaces.
   d. Provide all ladder rack, basket cable tray, j-hooks, and racks/cabinets hardware as required in telecom spaces/rooms and distribution throughout space.

6. Security:
   a. CCTV Cameras:
      i. Provide 8MP min cameras for exterior areas that are affected by the addition/renovation.
      ii. Provide 5MP min cameras for interior corridors where required (typically cross corridor coverage).
      iii. Provide 8 TB storage capacity and firmware upgrades as required for upgrade.
   b. Access Control System:
      i. Provide multi-frequency card readers to match system on campus. Provide access control controllers as required based on access. It is anticipated that this will be accessed by both students and staff and outside users of the wellness center with adequate security associated with this level of control.

7. Audio/Video:
   a. Provide classroom audio/video with HDMI 4K/60 4:4:4 capable video distribution or campus standard system if different.
   b. Provide voice-lift system in all classroom spaces with microphone and fire alarm override.
   c. Provide audio distribution system in gymnasium spaces.
d. Provide TV distribution where required for fitness center and other similar spaces.
Remodeled.

**Transportation Hub – New Construction**

1. **Power Normal Distribution System:**
   a. Develop and coordinate a new 480Y/277 volt, 3 phase electrical service with ALP Utilities. Providing new transformer and CT metering cabinet.
   b. A new 480/277 volt, 800 amp, 3 phase switchboard will require a dedicated electrical room approximately 20’ x 12’ in dimension. This switchboard will distribute power to lab/shop equipment, mechanical systems and a step-down transformer for 208/120 volt distribution.
   c. 208/120 volt power will be distributed via a 600 amp switchboard located within the electrical room and fed by the 225 kVA step down transformer. This will provide power to distribution panelboards that will serve all spaces as well as any 208 volt mechanical equipment.
   d. Each shop space will require a 480/277 volt, 200 amp, 3 phase panelboard and a 208/120 volt, 200 amp, 3 phase panelboard. These panels will be located within the shop space taking care with the NEC hazardous area requirements.
   e. Classrooms, offices and other support spaces will be served by a 480/277 volt, 225 amp, 3 phase panelboard for lighting and other lab equipment loads. There will be (3) 208/120 volt, 225 amp, 3 phase distribution panelboards for power distribution to general use receptacles, classroom/lab equipment and other electrical branch circuits.

2. **Emergency Power Distribution system:**
   a. None planned at this time.

3. **Lighting:**
   a. All lighting will be LED for efficiency, B3 requirements, and light quality (CRI). Provide architectural 2x2 and 2x4 lighting in many areas with a different type of architectural 2x2 and 2x4 lighting in office and classroom areas.
   b. Provide digital lighting control system to provide daylight dimming, high level trim dimming and user dimming capabilities in most areas.
   c. Provide LED pole mounted fixtures for parking lot and associated site areas.

4. **Fire Alarm:**
   a. New Simplex 4100ES or another voice grade fire alarm system that can meet the mass notification requirements for the educational facility as well as the initiation and signaling requirements of NFPA.
   b. Fire alarm strobes shall say ALERT and not FIRE and shall be integrated with a risk assessment during design to incorporate features into combination mass notification fire alarm system.

5. **Telecommunications:**
   a. Develop and coordinate fiber optic connection to utility service. Coordinate headend demarcation equipment with service provider as well as head-end user equipment with college IT department.
b. Provide head-end data rack in IT Room for telecommunication equipment and punch-down. As well as (2) small administration racks located within administration and classroom areas.

c. Provide Category 6A cabling for telecommunications cabling within the building. Provide single mode (OS3) backbone cabling between telecom rooms. It is anticipated that a minimum of (3) new telecom spaces/rooms will be required for this building.

d. Provide (2) data at every workstation location with (2) alternate locations in office spaces.

e. Provide all ladder rack, basket cable tray, j-hooks, and racks/cabinets hardware as required in telecom spaces/rooms and distribution throughout space.

6. Security:

a. CCTV Cameras:
   i. Provide 8MP min cameras for exterior areas including drive ups, main and overhead doors.
   ii. Provide 5MP min cameras for interior corridors where required (typically cross corridor coverage).
   iii. Provide new 8TB CCTV NVR system for camera system. Provide additional storage capacity and firmware upgrades as required for upgrades.

b. Access Control System:
   i. Provide multi-frequency card readers system to match campus system. Provide access control controllers as required based on access. It is anticipated that this will be accessed by both students and staff and outside users of the transportation center with adequate security associated with this level of control.

7. Audio/Video:

a. Provide classroom audio/video with HDMI 4K/60 4:4:4 capable video distribution or campus standard system if different.

b. Provide teleconferencing A/V equipment within conference room spaces and provide HDMI 4K, LAN and video conferencing connections to monitor from table.

c. Provide voice-lift system in all classroom spaces with microphone and fire alarm override.

d. Provide audio distribution system in shop spaces.

e. Provide TV distribution in Lab and other similar spaces.
6 – Quality Control Measures

Summarize quality control measures that will be incorporated into the project delivery process for the project. Funding for these measures should be included in the project budget. For example: Building Envelope Commissioning and HVAC and electrical systems commissioning (design review commissioning; commissioning and inspections during construction) Building Envelope Analysis, performed during the design phase Mock-ups of envelope component systems and pre-installation conferences, Submittal of a quality control plan by the Contractor and subcontractors, Building Information Modeling (BIM) for clash detection, etc.

The building systems will undergo a commissioning process. This process will start during design with design reviews and will continue through construction. The commissioning agent will review shop drawings and comment on each item submitted. During construction the commissioning agent will review installations and witness startup of components. An in-depth review of the Energy Management System (EMS) will also be conducted.

A Test and Balance contractor will balance the mechanical systems and verify that flows through the air and hydronic systems are in accordance with the design drawings.

The commissioning agent should include commissioning of the lighting controls system (every point not sampling) as required by the energy code. Also, the medium voltage power distribution should be commissioned for the switchgear and feeders that will be replaced.

Contractor will be required to submit a quality control plan and this plan will be reviewed during construction meeting to verify compliance.

The design should include Building Information Modeling of new and existing structure and large systems to provide better system spatial coordination among the renovated and new areas. BIM clash detection should be performed to capitalize on this modeling for a better quality design.
7 – Renewable Energy Use

MN §16B.32, Subd 1a: Energy Use—2% renewable energy for new buildings or renovation of 50% of building/energy systems (not required by statute, but as part of B3).

In order to estimate the capacity of the system to deliver 2% of the building energy via solar power, an estimate of the total building energy usage is required. This project includes a combination of renovation and new construction totaling approximately 87,500 square feet. The planned building areas are shown in the table below:

<table>
<thead>
<tr>
<th>Construction Type</th>
<th>Area (sf)</th>
<th>Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Construction - Transportation Center</td>
<td>43,000 sf</td>
<td>32,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High Bay Shop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom, Office, Support</td>
</tr>
<tr>
<td>Renovation Area – 500 Building</td>
<td>44,500 sf</td>
<td>7,930</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gymnasium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4,550</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16,010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library/Campus Store/Commons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12,630</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High Bay Shop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,690</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fitness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,690</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lockers</td>
</tr>
</tbody>
</table>

Total: 87,500

In order to predict the energy usage of the completed renovation project, the demonstration version 3.0 of the Minnesota B3 SB20301. This is very close to the tool that will be used to identify energy goals for design through the Minnesota B3 process.

The target energy use for the Transportation Center building is 29 kBtu/sf. This yields a predicted energy use of 1,247,000 kBtu/year or 365,370 kWh/year. The renovated 500 Building as detailed above has a target of 35 kBtu/sf/year. For 44,500 sf, this means a predicted energy use of 1,557,500 kBtu/year or 456,340 kWh/year. As the overall campus energy use is 50.6 kBtu/sf/year, both of these energy targets represent a significant reduction in building energy consumption compared to the existing facilities.

Two percent of the target energy use for the Transportation Center is 24,940 kBtu/year or 7,310 kWh/year. Two percent of this energy use is 31,150 kBtu/year or 9,130 kWh/year.

1 https://sb2030_v3_0_100.twgi.com/#/intro
<table>
<thead>
<tr>
<th>Building</th>
<th>EUI Target [kBtu/sf/year]</th>
<th>Target Energy [kBtu/year]</th>
<th>Target Energy [kWh/year]</th>
<th>2% Renewable Target [kBtu/year]</th>
<th>2% Renewable Target [kWh/year]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation Center</td>
<td>29</td>
<td>1,247,000</td>
<td>365,370</td>
<td>24,940</td>
<td>7,310</td>
</tr>
<tr>
<td>500 Building</td>
<td>35</td>
<td>1,557,500</td>
<td>456,340</td>
<td>31,150</td>
<td>9,130</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>2,804,500</td>
<td>821,710</td>
<td>56,090</td>
<td>16,440</td>
</tr>
</tbody>
</table>

According to total campus utility data provided by the University, the two year average electricity combined rate was $0.094/kWh for the 500 Building. This is the total invoice charge divided by the monthly usage in kWh. The average natural gas cost for 2020 for the main campus boiler plant was $0.390/therm.

The renewable energy system cost of energy calculator developed for use with the B3 Design Guidelines was used to evaluate the cost effectiveness of renewable systems.
8 – Solar and Wind Energy Cost Benefit Analysis

MN §16B.323: Provide cost/benefit analysis of solar energy system (solar photovoltaic modules installed in conjunction with a solar thermal system) for new buildings or major renovations, cost of up to 5% of the appropriation.

Solar Photovoltaics (PV)
Production of 16,440 kWh (2% of the estimated total building consumption for the 500 Building and the Transportation Building) would require a system close to 14kW in total capacity. For a system this size, the B3 estimated construction is $49,320. At the electric utility rate of $0.094/kWh and the first cost of $49,320, a solar photovoltaic system would not cost effective.

Solar PV
14 kW PV array capacity
16,440 kWh annual production
$49,320 construction cost
$0.094 kWh utility provided electricity cost
Summary: With these parameters, the cost of electricity would need to be greater than $0.107/kWh in order for the solar PV system to be cost effective

The calculation parameters are shown below.

Solar Photovoltaic Cost Effectiveness

<table>
<thead>
<tr>
<th>Service Life of Equipment (Years)</th>
<th>25</th>
<th>Default 25 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Yearly Energy Production (kWh)</td>
<td>16,440</td>
<td>(should be &gt;/= 2% of total building energy use)</td>
</tr>
<tr>
<td>Lifetime Production (MWh)</td>
<td>411</td>
<td>Calculated</td>
</tr>
<tr>
<td>Total Installation Cost</td>
<td>$49,320</td>
<td>Calculated</td>
</tr>
<tr>
<td>Installation Cost per MWh (over lifetime)</td>
<td>$120</td>
<td>Default value = $120</td>
</tr>
<tr>
<td>Financing Costs per MWh (over lifetime)</td>
<td>$0</td>
<td>Usually $0 for state bonded projects</td>
</tr>
<tr>
<td>Fuel Costs per MWh (over lifetime)</td>
<td>$0</td>
<td>Usually $0 for renewable project</td>
</tr>
<tr>
<td>Maintenance Costs per MWh (over lifetime)</td>
<td>$11.40</td>
<td>Default value $11.40 from EIA Annual Energy Outlook 2015</td>
</tr>
<tr>
<td>Total Cost/kWh</td>
<td>$0.131</td>
<td></td>
</tr>
</tbody>
</table>

Utility-delivered Energy Cost

| Cost of kWh | $0.094 | Yearly average price from the utility |
| Fees, Demand Charges and Surcharges/kWh | $0.000 |
| Cost of Carbon/kWh | $0.024 | Based on carbon pricing of $37/metric ton of carbon |
| Total Cost/kWh | $0.118 |

Results

Technology is likely cost effective (yes or no) | No | B3 requirement is to install renewable energy, if cost effective |

It is possible that a larger solar array than 14 kW will need to be investigated throughout the design process if the project cannot meet energy targets using other cost effective strategies. With larger arrays the cost per kW is often lower than for smaller arrays. Photovoltaics should continue to be investigated as a potential carbon reduction and renewable energy strategy throughout the design process.
Solar Thermal
The campus uses natural gas for domestic hot water heating so a solar thermal system would replace a natural gas water heating system. Production of 56,090 kBTU/year would require a system with close to 21 m² of collector area.

Solar Thermal
- 21 m² collector size
- 56,090 kBTU/year annual production
- $38,950 construction cost (B3 estimate)
- $0.390 provided utility natural gas cost

Summary: With these parameters, the cost of natural gas would need to be greater than $5/therm in order for the solar thermal system to be cost effective.

### Solar Thermal Cost Effectiveness

<table>
<thead>
<tr>
<th>Backup/Auxiliary System Energy Cost</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter energy cost for auxiliary water heating system (costs should be the yearly average price from utility)</td>
<td>$0.39 natural gas ($/therm)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Renewable Energy Cost</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Life of Equipment (Years)</td>
<td>20 Default 20 years</td>
</tr>
<tr>
<td>Required Yearly Heat (MMBtu)</td>
<td>56.1 (should be &gt;/= 2% of total building energy use)</td>
</tr>
<tr>
<td>Lifetime Heat Requirement (MMBtu)</td>
<td>1,122 MMBtu (calculated)</td>
</tr>
<tr>
<td>Total Installation Cost</td>
<td>$38,949 (include design, equipment and installation cost)</td>
</tr>
<tr>
<td>Installation Cost per MMBtu (over lifetime)</td>
<td>$34.72 Calculated</td>
</tr>
<tr>
<td>Financing Costs per MMBtu (over lifetime)</td>
<td>$0 Usually 50 for state bonded projects</td>
</tr>
<tr>
<td>Fuel Costs per MMBtu (over lifetime)</td>
<td>$3.08 Calculated assuming pump energy use equal to 7% of collected energy</td>
</tr>
<tr>
<td>Maintenance Costs per MMBtu (over lifetime)</td>
<td>$12.30 Default value $12.30 from EIA Annual Energy Outlook 2015</td>
</tr>
<tr>
<td>Total Cost/kBTU</td>
<td>$0.050</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utility-delivered Energy Cost</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Water heater combustion efficiency</td>
<td>100% 80% = standard efficiency, 90% = high efficiency (condensing), 100% = electric resistance</td>
</tr>
<tr>
<td>Cost per MMBtu of Heat Produced</td>
<td>$3.90 Calculated from C8, C9, or C10</td>
</tr>
<tr>
<td>Cost of Carbon per MMBtu of Heat Produced</td>
<td>$1.98 Based on carbon pricing of $37/metric ton of carbon</td>
</tr>
<tr>
<td>Total Cost/kBTU</td>
<td>$0.0059</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology is likely cost effective (yes or no)</td>
<td>No B3 requirement is to install renewable energy, if cost effective</td>
</tr>
</tbody>
</table>
**Wind Power**

For the wind power calculations, the wind resource map shown below indicates an average wind speed of between 5 m/s and 5.5 m/s in the Alexandria, MN area.

At an average wind speed of 5.5 m/s at a height of 30m, the required wind turbine size would be close to 8.6kW. For an installation cost of approximately $62,040 and the electric rate of $0.094/kWh, a wind turbine is not expected to be cost effective.
Wind Power
6.4 kW wind turbine capacity
16,440 kWh annual production
$62,040 construction cost
$0.094 kWh utility provided electricity cost

Summary: With these parameters, the cost of electricity would need to be greater than $0.174/kWh in order for a wind power system to be cost effective

Wind Turbine Cost Effectiveness

<table>
<thead>
<tr>
<th>Service Life of Equipment (Years)</th>
<th>20</th>
<th>Default 20 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Yearly Energy Production (kWh)</td>
<td>16,440</td>
<td>(should be &gt;/= 2% of total building energy use)</td>
</tr>
<tr>
<td>Lifetime Production (MWh)</td>
<td>329</td>
<td>Calculated</td>
</tr>
<tr>
<td>Average wind speed (m/s)</td>
<td>5.5 m/s</td>
<td>Use MN wind speed map (30m) and site guidelines</td>
</tr>
<tr>
<td>Number of turbines (default at 1)</td>
<td>1</td>
<td>(1 turbine will yield lowest costs)</td>
</tr>
<tr>
<td>Required Turbine Peak Power per Turbine (kW)</td>
<td>8.6</td>
<td>Calculated</td>
</tr>
<tr>
<td>Total Installation Cost</td>
<td>$62,039</td>
<td>Calculated</td>
</tr>
<tr>
<td>Installation Cost per MWh (over lifetime)</td>
<td>$189</td>
<td>Calculated</td>
</tr>
<tr>
<td>Financing Costs per MWh (over lifetime)</td>
<td>$0</td>
<td>Usually $0 for state bonded projects</td>
</tr>
<tr>
<td>Fuel Costs per MWh (over lifetime)</td>
<td>$0</td>
<td>$0 for wind energy project</td>
</tr>
<tr>
<td>Maintenance Costs per MWh (over lifetime)</td>
<td>$9.13</td>
<td>Calculated result based on 8/2014 Market Report, PNNL</td>
</tr>
<tr>
<td>Total Cost/kWh</td>
<td>$0.198</td>
<td></td>
</tr>
</tbody>
</table>

Utility-delivered Energy Cost

| Cost of kWh | $0.094 | Yearly average price from the utility |
| Fees, Demand Charges and Surcharges/kWh | $0.000 |
| Cost of Carbon/kWh | $0.024 | Based on carbon pricing of $37/metric ton of carbon |
| Total Cost/kWh | $0.118 |

Results

Technology is likely cost effective (yes or no) No B3 requirement is to install renewable energy, if cost effective
9 – Geothermal and Solar Thermal Analysis

MN §16B.326: For new buildings, new HVAC systems, or when replacing an HVAC system: Provide analysis of geothermal and solar thermal (not solar PV) heating & cooling systems.

*(Cost effectiveness of solar thermal is included in section 8 above)*

The facility is currently paying an average of $0.094/kWh for electricity (including demand and energy charges) and an average of $0.390/therm for natural gas. This is a relatively high electric cost for a commercial building and a relatively low gas cost.

Preliminary calculations indicate that the utility cost for the proposed buildings indicate that while a geothermal system may save between 40% and 50% of site energy use compared to a traditional boiler/chiller system, the utility costs will be very similar. The difference between site energy use and utility costs is due to the change from gas (low cost) to electricity (high cost) for heating.

The utility cost findings are based on the assumption that the buildings will use a similar proportion of gas to electricity as the rest of the campus has historically used. If these buildings are more heating dominated, the energy savings looks better, but the geothermal system will result in higher utility costs.

The boiler and chiller plant located in the existing building has capacity to support the renovated 500 Building. This will be the most cost effective strategy for the 500 Building and no geothermal system is planned there.

The peak cooling load for the Transportation Building is expected to be close to 166 tons, with a peak heating load of close to 2,870 MBH. If a geothermal system is designed for this building, the wellfield costs would be close to $222,000. The wellfield would require close to 40,000 sf of space. While the space could potentially be allocated on the campus, the additional wellfield costs are not expected to pay back.

The cost effectiveness of a geothermal system should be re-evaluated during the Schematic Design phase of the project using a full energy model to confirm the building heating and cooling balance.
10 – Energy Efficiency and Sustainability Measures

Describe energy efficiency and sustainability measures to be included in the project

**Mechanical, Electrical and Plumbing**

1. Mechanical systems will incorporate the following energy efficiency and sustainability measures:
   a. Geothermal HVAC system
   b. DOAS air handlers and chilled beam
   c. Energy recovery wheels
   d. Air-to-Air plate heat recovery exhaust systems
   e. Condensing gas boiler
   f. Building automation system
   g. Commissioning and verification of systems

2. Plumbing Systems will incorporate the following energy efficiency and sustainability measures:
   a. Pre-tempering of domestic water using rejected heat from heat recovery chiller
   b. Low flow domestic fixtures
   c. Condensing gas water heater

3. Electrical will incorporate the following energy efficiency and sustainability measures:
   a. Variable frequency drives
   b. EC Motors
   c. LED lighting
   d. Occupancy sensors
   e. Digital Lighting control system with high-level trim, dimming, and daylighting
   f. Energy efficient transformers
   g. Metering and submetering (currently no submetering for this wing of campus campus)
   h. Medium voltage power distribution as close to the load as possible
11 – Proposed Campus Energy Consumption

Estimate and quantify any changes in campus energy consumption as a result of the project (for example, “energy costs will decrease by 30%”, or “the new systems will save $300,000 per year”)

Since this project only consists of relocating existing programs on the campus, it is not expected that this project will result in a large change in overall energy consumption. The current campus energy use is 25,124,006 kBtu/year for 496,620 square ft for an average of 50.59 kBtu/sf currently. The energy use target average for this project is 31 kBtu/sf for the 87,500 sf.

Therefore, the new proposed energy use for the campus would be:

\[
50.59 \text{ kBtu/sf} \times (496,620 \text{ sf} - 87,500 \text{ sf}) + 31 \text{ kBtu/sf} \times 87,500 = 23,409,881 \text{ kBtu/year}
\]

This results in a savings of 1,714,125 kBtu/yr; about 7%.
12 – Life Expectancy of Project Components

Life Expectancy of Project Components. Briefly summarize the expected lifespan of the project’s major new components or systems: sitework/utilities; building envelope; structural system; HVAC, mechanical, electrical, and fire protection systems; major FF&E elements; etc.

Equipment life expectancy.

a. ASHRAE, NFPA, TIA and Building Operators and Managers Association (BOMA) list systems and average useful life based on regular preventive maintenance. Below is a listing of systems and average useful life:

i. Air handling units 25-30 yrs.
v. Sprinkler system 40 yrs.
vi. Electric transformers 30 yrs.
vii. Power panelboards 30 yrs.
viii. Switchboards 30 yrs.
ix. Switchgear 40 yrs.
x. Fire alarm system 10 yrs.
xi. Lighting 15 yrs.
\( \text{xii. Data Cabling} \) 25 yrs.
\( \text{xiii. CCTV Cameras} \) 10 yrs.
\( \text{xiv. Access Control System} \) 15 yrs.
\( \text{xv. Generators} \) 20 yrs.
\( \text{xvi. Lighting Battery Inverter} \) 20 yrs.
\( \text{xvii. Lighting Battery Packs} \) 8 yrs.
\( \text{xviii. Arc-Flash Study} \) 5 yrs.
13 – Short Life Expectancy Equipment Plan

If any project components (major equipment, for example) have a relatively short life expectancy, describe the campus’s plans to fund refurbishment or replacement of the components

1. Lighting battery packs (the primary emergency system for egress and exit lighting on campus) typically require battery replacement every 8 years which is a maintenance and operational cost consideration. We recommend option of utilizing longer lifespan battery inverters or generator for emergency lighting.
End of Report
SECTION 9.8 ATCC EDI WORK PLAN
ATCC Equity Diversity Inclusion Team

Equity Diversity Inclusion Work Plan 2020-2024

Introduction

Alexandria Technical & Community College (ATCC) is an established campus known for equity, diversity and inclusive excellence.

Mission

To inform and guide the campus community in developing, nurturing, and implementing strategies that support equity, diversity, and inclusion within our campus; to partner with our local stakeholders by promoting involvement in activities designed to cultivate a welcoming and inclusive surrounding community that supports a diverse college environment.

Vision

ATCC will establish itself as a campus known for equity, diversity, and inclusive excellence.

The Alexandria Technical & Community College (ATCC) Equity, Diversity, and Inclusion Plan is an extension of the college’s Strategic Planning Process, and is a dynamic and living document that reflects the mission and values of the college.

The scope of ATCC's Equity, Diversity, and Inclusion Plan includes all areas of the college and all activities of the college from recruitment to graduation from hiring to retirement, and community outreach. The plan outlines the importance of diversity to ATCCs' mission, clarifies targeted outcomes, provide accountability and stresses the need for inclusiveness as a trait practiced by everyone at the college.

The plan was developed with guidance from the Office of Equity and Inclusion at Minnesota State, and reflects the commitment to the concept and practice of Inclusive Excellence (IE), the organizational philosophy that inclusiveness and excellence are one in the same and that inclusiveness should be imbedded throughout every aspect of daily operations in all institutions.

The Equity 2030 initiative is in the pursuit of “ensuring inclusive excellence is embedded in our colleges and universities and across all our practices.” It is the Office of Equity and Inclusion’s vision that diversity, equity, and inclusion become woven into the fabric of the operations of Minnesota State and integrated into the work of faculty and staff, as well as in the experiences of all students across system colleges and universities.
Equity Diversity Inclusion Work Plan 2020-2024

Diversity Plan Core Themes

- Expand and support the diversity of the college’s student population
- Close the achievement gap
- Expand and support the diversity of the college's workforce
- Prepare students and staff for worldwide business engagement

Diversity Plan Highlights

- Increase recruitment of students from underrepresented populations.
- Improve recruitment and retention of college employees from underrepresented populations.
- Build diversity and inclusion competencies for employees and students.
- Establish and strengthen partnerships with organizations that provide services to underrepresented populations in the community.
- Offer educational experiences that enhance and increase student understanding of principles of diversity and inclusion.
- Prepare students, faculty and staff to adapt and succeed in a diverse global business and social community.
### Equity Diversity Inclusion Work Plan 2020-2024

#### 1. Increase Access, Opportunity, and Success for All Students

<table>
<thead>
<tr>
<th>Objective</th>
<th>Tactics</th>
<th>Plan</th>
<th>Timeline</th>
<th>Resources Needed</th>
<th>Measure of Success</th>
<th>Responsible Department or Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide and support an equity lens approach to policies and processes</strong></td>
<td>A. Review Student Satisfaction surveys</td>
<td>EDI Survey</td>
<td>Fall 2020</td>
<td>Survey and time to analyze</td>
<td>Survey results and actions taken and evaluation</td>
<td>EDI Team</td>
</tr>
<tr>
<td><strong>Create an accessible, inclusive and safe environment for all</strong></td>
<td>B. Student participation on EDI Team</td>
<td>Students will begin to participate in EDI meetings</td>
<td>Spring 2021</td>
<td>N/A</td>
<td>Student attendance and feedback</td>
<td>EDI Team</td>
</tr>
<tr>
<td><strong>Increase Access, Opportunity, and Success for All Students</strong></td>
<td>C. Ensure compliance with civil rights and compliance policies</td>
<td>Continue to follow the federal guidelines and policies</td>
<td>Ongoing</td>
<td>N/A</td>
<td>Continued compliance</td>
<td>EDI Team Compliance Officer</td>
</tr>
<tr>
<td><strong>Create an accessible, inclusive and safe environment for all</strong></td>
<td>A. Implement Academic Equity by Design</td>
<td>Follow the system office training and implementation</td>
<td>Spring 2021</td>
<td>Ongoing training for faculty and staff</td>
<td>System compliance assessments</td>
<td>Director of EDI EDI Team</td>
</tr>
<tr>
<td><strong>Build diversity infrastructure</strong></td>
<td>B. Build diversity infrastructure</td>
<td>Moving location of the IC center to a highly visible area of the college.</td>
<td>2022-2024</td>
<td>Capital funding</td>
<td>Completion of the center</td>
<td>Administration</td>
</tr>
<tr>
<td><strong>Expand student support</strong></td>
<td>B. Expand student support</td>
<td>Analyze EDI survey results over two years</td>
<td>2020-2022</td>
<td>Survey and time to analyze</td>
<td>Initially, data gathered</td>
<td>EDI Team Director of RIE</td>
</tr>
<tr>
<td><strong>Provide Accessible Resources (OER)</strong></td>
<td>C. Provide Accessible Resources (OER)</td>
<td>Faculty to choose for their course</td>
<td>Ongoing</td>
<td>OER</td>
<td>Student satisfaction data</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>Review admissions criteria</strong></td>
<td>D. Review admissions criteria</td>
<td>Review admissions policies</td>
<td>2021</td>
<td>Time</td>
<td>Completion of review</td>
<td>Director of EDI Director of Admissions EDI Team</td>
</tr>
</tbody>
</table>
### Equity Diversity Inclusion Work Plan 2020-2024

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
<th>2020</th>
<th>Time &amp; Training</th>
<th>Initial Training</th>
<th>Action Steps Taken</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E. Review and change necessary language that may hinder inclusive environments and equity</strong></td>
<td>Create awareness of gaps Initial training</td>
<td>2020</td>
<td>Ongoing</td>
<td>Training then action steps taken</td>
<td>Director of EDI VP of AA</td>
<td></td>
</tr>
<tr>
<td><strong>F. Increase student scholarships for students who are underrepresented at ATCC</strong></td>
<td>Working with foundation</td>
<td>2020</td>
<td>Ongoing</td>
<td>Time for meeting and planning</td>
<td>Scholarships available</td>
<td>Director of EDI Foundation</td>
</tr>
<tr>
<td><strong>G. Assure access to necessary technology, transportation, housing, and finances</strong></td>
<td>Campus community</td>
<td>Ongoing</td>
<td></td>
<td>The resources themselves</td>
<td>Students satisfaction and completion</td>
<td>Campus Community</td>
</tr>
<tr>
<td><strong>Offer regular educational opportunities for students and employees</strong></td>
<td>A. Increase diversity awareness around campus and online</td>
<td>2020</td>
<td>Resources</td>
<td>Student satisfaction</td>
<td>Director of EDI EDI Team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduce need for increased awareness</td>
<td></td>
<td></td>
<td></td>
<td>Director of EDI EDI Team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offer learning opportunities</td>
<td></td>
<td></td>
<td></td>
<td>Director of EDI EDI Team</td>
<td></td>
</tr>
<tr>
<td>B. Increase bias awareness in programming</td>
<td>Workshop presentations to faculty and staff</td>
<td>2020</td>
<td>Time</td>
<td>Workshop feedback data</td>
<td>Director of EDI EDI Team</td>
<td></td>
</tr>
<tr>
<td>D. Lending Library Project</td>
<td>Obtain books to lend or free books for students and staff</td>
<td>Summer 2020</td>
<td>Books</td>
<td>Feedback from students and staff Utilization data</td>
<td>Director of EDI EDI Team</td>
<td></td>
</tr>
<tr>
<td><strong>Promote campus-wide collaboration</strong></td>
<td>A. Integrate leadership team with EDI projects</td>
<td>2020</td>
<td>Time</td>
<td>Meeting Minute documentation of discussion</td>
<td>Director of EDI EDI Team Leadership Team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion between EDI and leadership team</td>
<td></td>
<td></td>
<td>Completion of projects</td>
<td>Director of EDI EDI Team Leadership Team</td>
<td></td>
</tr>
</tbody>
</table>
# Equity Diversity Inclusion Work Plan 2020-2024

<table>
<thead>
<tr>
<th>B. Collaborate with IC Center and Student Activities</th>
<th>Ongoing events and projects planning. Recognizing MLK Day as a service day</th>
<th>2021 Time and activities</th>
<th>Campus feedback</th>
<th>Director of EDI Director of Student Services EDI Team</th>
</tr>
</thead>
</table>

Spring 2021
### Equity Diversity Inclusion Work Plan 2020-2024

#### 2. Increase Student Cultural Competence to Effectively Participate in a Global Business and Social Communities

<table>
<thead>
<tr>
<th>Integrate cultural education in curriculum</th>
<th>A. Build competencies in general education and technical programs</th>
<th>Identify competencies.</th>
<th>2021-2024</th>
<th>Trainer Funding</th>
<th>Implementation of competencies</th>
<th>Director of EDI EDI Team</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Work with Goal Area 5.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty identify program specific competencies</td>
<td>EX - Implement learning for nursing students to see how disease impacts different racial and ethnic groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Highlight diverse influences in individual programs</td>
<td>Educational campaign</td>
<td>2021-2024</td>
<td>A&amp;O Funds Grant funding</td>
<td>Displays and projects visible on campus and online</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Display at main entry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Add displays in classrooms &amp; program areas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Expand multicultural and equity-minded course offerings</td>
<td>Explore developing a cultural competency course of 1-3 credits</td>
<td>2021-2024</td>
<td>Time and resources for courses</td>
<td>Course utilization and completion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inequality &amp; Social Change Course Social inequality course-fall 2021</td>
<td></td>
<td></td>
<td>Student feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Explore short-term opportunities for study abroad and global learning</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>D. Explore possibility of offering an EDI certificate for faculty, staff and students</td>
<td></td>
<td>2022-2024</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Equity Diversity Inclusion Work Plan 2020-2024

<table>
<thead>
<tr>
<th>Regularly address EDI topics of interest to students</th>
<th>A. Offer safe space for discussion of current events and issues</th>
<th>Initial offering fall 2020</th>
<th>Fall 2020</th>
<th>Time for discussion</th>
<th>Students participation and satisfaction</th>
<th>Cindy Hager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Offer speakers and performers from diverse backgrounds</td>
<td></td>
<td>Fall 2021</td>
<td></td>
<td></td>
<td>Director of Student Life EDI Director</td>
</tr>
<tr>
<td></td>
<td>C. Trainings on campus for students in racial issues, LGBTQIA+, etc.</td>
<td>1. Micro aggressions 2. White privilege 3. Safe space training 4. Gender expression and identity 5. Other topics as identified</td>
<td>Fall 2021</td>
<td></td>
<td></td>
<td>Director of Student Life Director of EDI</td>
</tr>
<tr>
<td></td>
<td>E. Introductory video for students to introduce them to ideas in inclusivity and diversity</td>
<td>Identify video to use</td>
<td>Fall 2021 Courses</td>
<td></td>
<td></td>
<td>EDI Director</td>
</tr>
</tbody>
</table>

### Increase opportunities for students to interact with diverse populations

| A. Increase visible displays of culture across campus | Displays throughout campus: Main Building 700 Building LE Building Quotes on website Stories of students on website and physical displays on campus Feature well-known people in fields Action steps | | | | EDI Director EDI Team Cindy Hager (Inequalities Course) Programs Conversation with food service |
### Equity Diversity Inclusion Work Plan 2020-2024

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Artwork</strong></td>
<td><strong>2. Quotes</strong></td>
<td><strong>3. Diverse people in jobs that students are training for</strong></td>
<td><strong>4. Food served in Cafe</strong></td>
</tr>
</tbody>
</table>

**B. Leverage Intercultural Center opportunities.**

- IC partner with faculty for education
- Relocate IC to a more visible spot on campus
- Faculty utilize Intercultural Center for learning sessions

**EDI Director**

**Administration**
# Equity Diversity Inclusion Work Plan 2020-2024

## 3. Build and Strengthen Relationships with Community Agencies and Businesses who Serve our Diverse Students

<table>
<thead>
<tr>
<th>Objective</th>
<th>Tactics</th>
<th>Plan</th>
<th>Timeline</th>
<th>Resources Needed</th>
<th>Measure of Success</th>
<th>Responsible Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultivate relationships with diverse alumni and community members</td>
<td>A. Invite alumni as guest speakers</td>
<td>Reach out to alumni association</td>
<td>2021-2024</td>
<td>Time and contact list</td>
<td>Speakers presentation</td>
<td>EDI Director EDI Team Programs</td>
</tr>
<tr>
<td></td>
<td>B. Recruit and enroll underrepresented students</td>
<td>Admissions plans Twin City-based recruiter</td>
<td>Ongoing</td>
<td>Recruiting opportunities</td>
<td>Increased numbers of students enrolled</td>
<td>EDI Director Director of Admissions</td>
</tr>
<tr>
<td>Expand collaborations for more community involvement for our students/staff</td>
<td>A. Strengthen relationships with community organization that support students, faculty and staff.</td>
<td>Collaborate with community organizations. (Ensure ATCC is represented at local events Host cultural events sponsored by local businesses)</td>
<td>2021</td>
<td>Opportunities and event schedule</td>
<td>Visibility at events</td>
<td>EDI Director EDI Team Programs</td>
</tr>
<tr>
<td></td>
<td>C. Collaboration with community groups to increase awareness of their products and services. Share information on resources available in the community</td>
<td></td>
<td>2022-2024</td>
<td></td>
<td></td>
<td>EDI Director EDI Team Programs</td>
</tr>
<tr>
<td></td>
<td>D. Leverage current relationships with local social agencies to provide support to students</td>
<td>Offer for employees who serve on community committees/organizations to help strengthen those relationships between campus and community</td>
<td>2022-2024</td>
<td></td>
<td></td>
<td>EDI Director EDI Team Programs</td>
</tr>
<tr>
<td>Enhance community civic and business partner connections</td>
<td>A. Work with community Groups to promote diverse opportunities</td>
<td></td>
<td>EDI Director EDI Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
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<td></td>
</tr>
</tbody>
</table>

Spring 2021
## 4. Recruit and Retain Employees of Diverse Backgrounds

<table>
<thead>
<tr>
<th>Objective</th>
<th>Tactics</th>
<th>Plan</th>
<th>Timeline</th>
<th>Resources Needed</th>
<th>Measure of Success</th>
<th>Responsible Department</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase the number of categorically diverse employees in all positions</strong></td>
<td>Utilize data-driven model for decisions related to diversity and retention</td>
<td>TBD</td>
<td>2-4 years</td>
<td>Collaboration of HR and IR for data review and action steps</td>
<td>Increase the number of diverse employees by 5% per year</td>
<td>Administration HR EDI Director/Team</td>
</tr>
<tr>
<td></td>
<td>Monitor hiring goals by job category and protected groups</td>
<td>Utilize college Affirmative Action Plan</td>
<td>Current practice</td>
<td>Time to review data</td>
<td>Take corrective action per AA Plan when category falls below percentages</td>
<td>HR EDI Director</td>
</tr>
<tr>
<td></td>
<td>Review and expand current recruiting tools to reach candidates</td>
<td>Utilize college Affirmative Action Plan</td>
<td>Current practice</td>
<td>Review current and available tools Collaboration between responsible departments</td>
<td>Increase number of diverse candidates apply for positions by 5% per year</td>
<td>HR EDI Director/Team</td>
</tr>
<tr>
<td></td>
<td>Reach out to people who already live in the area with new opportunities</td>
<td>Share postings within community</td>
<td>Current practice</td>
<td>Continued and expand community connections to share opportunities</td>
<td>Increase the number of local diverse candidates hired by 5% per year</td>
<td>HR All</td>
</tr>
<tr>
<td></td>
<td>Send openings to diverse networks/groups</td>
<td>Share postings within community</td>
<td>Current practice</td>
<td>Continued community connections</td>
<td>Increase the number of local diverse candidates hired by 5% per year</td>
<td>HR All</td>
</tr>
<tr>
<td></td>
<td>Recruit our diverse alumni as they already have a connection to ATCC</td>
<td>TBD</td>
<td>2-4 years</td>
<td>Active network connecting with alumni</td>
<td>Increase the number of diverse alumni employees by 5% per year</td>
<td>HR EDI Director/Team</td>
</tr>
</tbody>
</table>
## Equity Diversity Inclusion Work Plan 2020-2024

<table>
<thead>
<tr>
<th>Ensure an inclusive work environment</th>
<th>Utilize data-driven model for decisions related to diversity and retention</th>
<th>TBD</th>
<th>2-4 years</th>
<th>Collaboration of HR and IR for data review and action steps</th>
<th>Increase the number of diverse employees by 5% per year</th>
<th>Administration HR EDI Director/Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase campus-wide awareness of being an actively inclusive environment</td>
<td>EDI Plan</td>
<td>Begin now ongoing</td>
<td>Time and materials to implement plan and initiatives</td>
<td>Employee participation in EDI Team events increases 5%-10% per year</td>
<td>Administration HR EDI Director/Team All</td>
<td></td>
</tr>
<tr>
<td>Create and maintain campus culture of acceptance and appreciation for differences</td>
<td>EDI Plan</td>
<td>Begin now ongoing</td>
<td>Time and materials to implement plan and initiatives, gather feedback, evaluate, continue/revise plan. Ongoing process</td>
<td>Employee participation in EDI Team events increases 5%-10% per year</td>
<td>EDI Director/Team All</td>
<td></td>
</tr>
<tr>
<td>Provide cultural competency training for all employees with specific training for supervisors and managers</td>
<td>EDI Plan EBD Plan System Office initiatives</td>
<td>1-3 years ongoing</td>
<td>Time, resources and funding for training</td>
<td>Employee participation in EDI Team events increases 5%-10% per year</td>
<td>Administration HR EDI Team</td>
<td></td>
</tr>
</tbody>
</table>

## Retention Goals

- Ensure an inclusive work environment
- Utilize data-driven model for decisions related to diversity and retention
- Increase campus-wide awareness of being an actively inclusive environment
- Create and maintain campus culture of acceptance and appreciation for differences
- Provide cultural competency training for all employees with specific training for supervisors and managers

### Expand search for Temporary/Part-time and adjunct faculty positions
- Utilize college Affirmative Action Plan
- Current practice
- Continued and expand community connections to share opportunities
- Increase the number of diverse employees by 5% per year

### Promote current employees and increase their responsibilities on campus through cross training
- TBD
- Begin now and ongoing
- Supervisor training and opportunity for advancement
- Increase the number of diverse employees by 5% per year

### Ensure an inclusive work environment
- Increasing the number of diverse employees by 5% per year
- HR ALL

### HR Department managers
- Promotion and increased responsibilities through cross training
- TBD
- Begin now and ongoing
- Supervisor training and opportunity for advancement
- Increase the number of diverse employees by 5% per year

### Promotion and increased responsibilities through cross training
- TBD
- Begin now and ongoing
- Supervisor training and opportunity for advancement
- Increase the number of diverse employees by 5% per year
## Equity Diversity Inclusion Work Plan 2020-2024

<table>
<thead>
<tr>
<th>Task</th>
<th>Plan</th>
<th>Ongoing</th>
<th>IR and LC</th>
<th>Place policy review and revisions on a schedule. Complete _____% per year.</th>
<th>HR and EDI Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate current and new policies with an equity lens approach</td>
<td>EDI Plan</td>
<td>Ongoing</td>
<td>IR and LC</td>
<td>Place policy review and revisions on a schedule. Complete _____% per year.</td>
<td>HR EDI Team</td>
</tr>
<tr>
<td>Implement active mentoring program</td>
<td>HR Plan</td>
<td>Begin fall 2021</td>
<td>Administration &amp; HR collaboration</td>
<td>Retention rates increase by ____% New employee satisfaction increases by ____%</td>
<td>Administration HR EDI Director</td>
</tr>
<tr>
<td>Develop personalized retention plans</td>
<td>Incorporate regular stay meetings with supervisors to support reasons employees want to continue to work for the college</td>
<td>Establish a plan</td>
<td>1-3 years ongoing</td>
<td>HR and EDI Director collaboration</td>
<td>Retention rates increase by ____% each year</td>
</tr>
<tr>
<td>Build community relationships to strengthen support for diverse candidates and their families new to the area</td>
<td>Establish a plan</td>
<td>1-3 years ongoing</td>
<td>HR and EDI Director/Team collaboration</td>
<td>Retention rates increase by ____% each year</td>
<td>EDI Director HR EDI Team HR All</td>
</tr>
<tr>
<td>Create/support diversity affinity groups and connect with community partners</td>
<td>Establish groups as indicated</td>
<td>1-3 years ongoing</td>
<td>HR and EDI Director collaboration</td>
<td>Retention rates increase by ____% each year</td>
<td>Administration HR EDI Director EDI Team All</td>
</tr>
</tbody>
</table>
## 5. Build Cultural Competencies for College Employees

<table>
<thead>
<tr>
<th>Objective</th>
<th>Tactics</th>
<th>Action Steps</th>
<th>Timeline</th>
<th>Resources Needed</th>
<th>Measure of Success</th>
<th>Responsible Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote attendance at cultural events each year</td>
<td>A. Offer discussion forums</td>
<td>Engaging Workshop</td>
<td>March 2021</td>
<td></td>
<td></td>
<td>Director of EDI EDI Team</td>
</tr>
<tr>
<td></td>
<td>B. Provide timely training for hot topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Director of EDI EDI Team</td>
</tr>
<tr>
<td></td>
<td>Topical Trainings/Workshops</td>
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<td>Director of EDI EDI Team</td>
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<tr>
<td></td>
<td>1. Hot topics</td>
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<td>Director of EDI EDI Team</td>
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<td></td>
<td>2. Privilege</td>
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<td>Director of EDI EDI Team</td>
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<td></td>
<td>3. Bias</td>
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<td>Director of EDI EDI Team</td>
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<td>4. Equity</td>
<td></td>
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<td>Director of EDI EDI Team</td>
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<td></td>
<td>5. Do not have to be an expert of every cultural, but awareness of possible differences</td>
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<td>Director of EDI EDI Team</td>
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<tr>
<td></td>
<td>C. Develop and implement regular education offerings at college workshops</td>
<td>Collette Campbell Workshop Session</td>
<td>January 2021</td>
<td>Approval by Workshop Committee</td>
<td>Attendance in-person and via Zoom</td>
<td>Annette Pavek &amp; Workshop Committee</td>
</tr>
<tr>
<td></td>
<td>D. Have a book club to read diverse literature each semester and meet to discuss</td>
<td>All-campus Read and Discussion</td>
<td>Academic Year 2021-2022 or 2022-2023</td>
<td>Money for Books (Indigenous Authors)</td>
<td>X number of faculty X number of staff (based on number of books available)</td>
<td>Director of EDI EDI Team</td>
</tr>
<tr>
<td></td>
<td>E. Panel discussions by our own faculty/staff/students about their experiences at ATC and in Alexandria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Director of EDI EDI Team</td>
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</tbody>
</table>
## Equity Diversity Inclusion Work Plan 2020-2024

<table>
<thead>
<tr>
<th>Provide opportunities for faculty/staff to attend professional development opportunities off-campus in areas of equity, diversity, and inclusion</th>
<th>A. offer engaging workshops and interactive groups</th>
<th>Inclusive Classroom/Department</th>
<th>Director of EDI EDI Team</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Training for the EDI Team</td>
<td>Safe Space Training</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>Provide faculty and staff with resources and opportunities for feedback</td>
<td>A. Campus climate assessment data</td>
<td>PACE Survey</td>
<td>September 2020</td>
</tr>
<tr>
<td></td>
<td>B. Library of EDI materials</td>
<td>Book project</td>
<td>Fall 2020</td>
</tr>
<tr>
<td></td>
<td>C. EDI Team to serve as resource for employees and students.</td>
<td></td>
<td>2021-ongoing</td>
</tr>
<tr>
<td></td>
<td>D. New Employee Orientation to include sessions on cultural competency, equity, inclusion, and diversity</td>
<td></td>
<td>2022 and ongoing</td>
</tr>
</tbody>
</table>
**Equity Diversity Inclusion Work Plan 2020-2024**

<table>
<thead>
<tr>
<th>Ensure campus-wide messaging is inclusive</th>
<th>A. Request and receive feedback from relevant groups prior to launching initiatives</th>
<th>2021 ongoing</th>
<th>Director of EDI Leadership Team EDI Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Review relevant policies and procedures and documents</td>
<td>2021 and ongoing</td>
<td>Director of EDI EDI Team Director of RIE</td>
<td></td>
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</tbody>
</table>

**Guiding Principles**

- Ensure a safe and welcoming community
- Plan for equitable opportunities and outcomes
- Close equity gaps
- Strengthen strategic partnerships
- Maximize organizational equity resources
- Create collaborative leadership and shared accountability
- Increase diversity and cultural competency in our student body, faculty and staff
STRATEGIC ENROLLMENT MANAGEMENT (SEM) PLAN

2020-2024
FAST FACTS:

- **80%** RETENTION
  First Year - Fall to Spring

- **31** TECHNICAL
  Programs

- **44** TOTAL
  Programs

- **19** ONLINE
  Programs

- **13** TRANSFER
  Programs

- **20** MEDIAN AGE

- **54% FEMALE**

- **46% MALE**

- **98%** PLACEMENT RATE

**RACE/ETHNICITY**

- **LATINX (3%)**
- **AMERICAN INDIAN OR ALASKAN NATIVE (1%)**
- **BLACK OR AFRICAN AMERICAN (2%)**
- **ASIAN (1%)**
- **WHITE (93%)**

**DESTINATION PROGRAMS**

- Students from 50+ mile radius
- Diesel Mechanics
- Interior Design
- Law Enforcement
- Fashion Management

**P R O S P E C T S**

- **54% FEMALE**
- **46% MALE**

- **~60%** INQUIRIES
- **~80%** APPLICANTS
- **98%** ADMITS
- **80%** ENROLLED
OVERVIEW & DEFINITION

WHAT IS SEM?

The ATCC SEM Taskforce defines Strategic Enrollment Management as an institution-wide approach to supporting our students, college, and community by integrating every aspect of our college functions and culture to achieve and maintain optimal recruitment, retention, and graduation rates.

Strategic Enrollment Management (SEM) is a campus-wide responsibility, requiring consistent leadership and focus on quality. “As a planning process, SEM focuses on the outward- and forward-looking activities that guide the institution’s pursuit of its preferred future in a constantly changing and competitive environment.”

(Wilkinson, 2007)

2019-2020 ACTUALS:

- 3,681 unduplicated student head count
- 1,729 FYE
- Average 8.98 credits per student

2024 TARGETS:

- 4,000 unduplicated student head count
- 2,000 FYE
- Average 12 credits per student
A central tenet of the college’s student-centered approach is to align academic and personal support at all stages of the student lifecycle. This means that all areas of the college are responsible for the quality of the student experience and the value of the brand.

We are committed to attracting, empowering, and advancing the lives of our students and graduates.
SEM TASKFORCE & TIMELINE

PHASE I TIMELINE:

March 2020
Initiated; Taskforce Identified

April 2020
Taskforce Convened
Previous Strategic Enrollment Plans Reviewed
Brainstorming on Plan Development

May 2020
Leadership Council Strategic & Operational Goals Incorporated into SEM Planning

June 2020
Community & Employee SEM Presentations/Feedback
SEM Taskforce Participates in System SEM Conference

July 2020
Phase I (Recruitment) Planning Complete

December 2020
Phase II (Retention) Planning Complete

The SEM Planning Taskforce was created in Spring 2020 and consisted of faculty, staff, and administration from across the college. At the conclusion of Phase I, the taskforce recommended the creation of a SEM Steering Committee. See pg. 15 for ongoing committee structure.

PLANNING TASKFORCE:

» Kris Goracke, Faculty
» Karen Meuwissen, Faculty
» Lynn Arnquist, Staff
» Heather Rondeau, Staff
» Joan Johnson, Staff
» Stephanie LaCourse, Student
» Jeff Wild, Administration

SEM STEERING COMMITTEE:

RECRUITMENT
» Jeff Wild, Administration
» Scott Stumpf, Faculty
» Lynn Arnquist, Staff
» Char Disrud, Staff
» Neda Khi, Staff
» Lauren Herrmann, Student
» James Feist, Community

RETENTION
» Gregg Raisanen, Administration
» Cindy Hager, Faculty
» Heather Rondeau, Staff
» Eric Karlstad, Staff
» Tyler Dreher, Staff
» Jes Baggett, Student
» Darcy Josephson, Community
As a member of Minnesota State, everything we do is focused on three critical priorities as outlined in the College 2020-2024 Strategic Framework. The SEM Taskforce created six guiding principles to inform the Plan, which aligns with these priorities.

1. **THE SUCCESS OF OUR STUDENTS**
   - Recruiting is everybody’s responsibility. *Campus collaboration and infrastructure* engage employees in enrollment efforts.
   - *Students are supported* through clear educational opportunities, programs, course offerings, and appropriate delivery methods.

2. **OUR COMMITMENT TO DIVERSITY, EQUITY, & INCLUSION**
   - We *honor the importance of diversity* in ideas, perspectives, and people.
   - Enrollment goals and strategies drive our vibrant, authentic *college and program communications* with a renewed focus on inclusivity.

3. **THE PROGRAMMATIC AND FINANCIAL SUSTAINABILITY OF OUR CAMPUS**
   - A *data-rich environment* is used to inform decisions, evaluate strategies and provide appropriate tools and services.
   - Strategic operational plans are *optimally integrated* with one another.
GOALS SUMMARY

With the guiding principles laid out, the Taskforce created actionable goals and indicators (metrics) that will be used to track progress.

1. Create collaboration with employees across campus that contributes toward a welcoming environment for all
2. Create an infrastructure for deans, faculty, and staff to engage in enrollment efforts
3. Focus on inclusivity through increased access, opportunity, and affordability
4. Compile and utilize data to guide decisions and forecasting
5. Develop new and enhanced academic programs, aligned with industry needs, to increase interest and leverage capacity
6. Develop and execute college Brand Promise to tell the ATCC story
7. Develop and implement activities and offerings that create a sense of belonging for students
8. Review and update communication strategies and content to ensure enrolled students are aware of no-cost resources available to them
Recruiting is everybody’s responsibility. Campus collaboration and infrastructure engage employees in enrollment efforts.

Create collaboration with employees across campus that contributes toward a welcoming environment for all

**STRATEGIES:**

» Integrate and align Strategic Enrollment Management Plan with all other college initiatives (Academic Master Plan, Equity, Diversity, & Inclusion Plan, Facilities Master Plan, Leadership Council Strategic & Operational Goals, etc.)

» Enhance the student experience by streamlining Student Service interactions

» Create new opportunities for employee teamwork across campus and Foundation

**INDICATORS:**

» Improved Community College Survey of Student Engagement (CCSSE) scores & Noel Levitz scores

» Positive Student Senate feedback through feedback mechanisms

» Improved employee satisfaction (PACE) survey results

» Increase the percentage of applicants to accepts by 5%

» Increase the percentage of accepts to enrollment by 2%
THE SUCCESS OF OUR STUDENTS

SUPPORTS GUIDING PRINCIPLE:
Recruiting is everybody’s responsibility. Campus collaboration and infrastructure engage employees in enrollment efforts.

Create an infrastructure for deans, faculty, and staff to engage in enrollment efforts

STRATEGIES:

» Review, identify, and implement CRM functionality that creates desired student interactions and enrollment results

» Create Strategic Enrollment Management committee to monitor and support enrollment process

» Identify divisions with capacity opportunities and develop individual division recruitment plans that will be executed from within each division

» Create efficiencies in workflow between office areas (college events, general campus tours, use of Perceptive Content in admissions process, student communications flow, etc.)

» Provide continuous feedback to deans and program leaders

INDICATORS:

» Documented improvements in student communications and process workflow

» Every identified division has a recruiting plan and target enrollment metrics

» Job placement maintains 98%

» Survey: 100% of staff feel engaged in enrollment efforts

» SEM updates provided at Leadership Council meetings

SUB-COMMITTEE:

CRM
» Lynn Arnquist
» Steve Richards
» Adam Hammer
» Jeff Wild
» Joan Johnson
» Chris Meier
Focus on inclusivity through increased access, opportunity, and affordability

**GOAL 3**

**OUR COMMITMENT TO DIVERSITY, EQUITY, & INCLUSION**

**SUB-COMMITTEES:**

- **Adult Learners**
  - Heather Rondeau
  - Char Disrud

- **Registration & Advising**
  - Patrick Running
  - Eric Karlstad
  - Lynn Arnquist
  - Sherri Randt
  - Julie Trosvig
  - Kaye Madigan
  - Keith Turner
  - Kathy Kloehn

- **Athletics & Student Organizations**
  - Gregg Raisanen
  - Jeff Wild
  - Jon Erickson
  - Cindy Haarstad
  - Tony VanAcker
  - Karen Meuwissen
  - Sherri Randt
  - Keith Turner

**STRATEGIES:**

- Identify and resolve current barriers to enhance student satisfaction and engagement
- Embrace Equity 2030 dimensions and the work being done through the Equity, Diversity, & Inclusion Plan
- Expand and drive scholarship opportunities to align with student target markets and enrollment initiatives
- Execute new initiatives designed to target adult learners, students of color, and under-represented students (ex: opportunities for Z degrees, market-driven tuition rates, credit for prior learning)
- Continue to consider and evaluate athletic opportunities, clubs, and student organizations
- Provide registration/advising sessions and materials according to student preference

**INDICATORS:**

- Increase scholarship recipients from 350 to 400
- Increase percentage of adult learners over 25 years of age from 428 to 457, an 8% increase (see Academic Master Plan)
- Increase % of students of color from 9% to 12% (see Equity, Diversity, & Inclusion Plan)
- Positive feedback from students via student survey
- Increase fall to spring enrollment by 2% annually

**SUPPORTS GUIDING PRINCIPLE:**

We honor the importance of diversity in ideas, perspectives, and people.
GOAL 4

THE PROGRAMMATIC AND FINANCIAL SUSTAINABILITY OF OUR CAMPUS

A data-rich environment is used to inform decisions, evaluate strategies and provide appropriate tools and services.

Compile and utilize data to guide decisions and forecasting

STRATEGIES:

» Identify key student target markets for focused recruiting (metro students, diverse students, adult learners, etc.)

» Create data by Division and Program and make available to those engaged in enrollment & new program development

» Create transparency with data and timelines through a collaborative forecasting process

» Create benchmarking with key enrollment data

» Review program retention data and develop targeted strategies to enhance retention based on student demographics.

INDICATORS:

» Data is accessible and used by staff

» Improved employee satisfaction as a result of data sharing

» More prevalent data used in decision-making

» Enrollment forecasting and current status is shared with all employees monthly
GOAL 5

THE SUCCESS OF OUR STUDENTS

Students are supported through clear educational opportunities, programs, course offerings, and appropriate delivery methods.

Develop new and enhanced academic programs, aligned with industry needs, to increase interest and leverage capacity

**STRATEGIES:**

» Revise methods used for program assessment to ensure continuous improvement of student outcomes and ongoing program quality

» Partner with business and industry to identify opportunities

» Identify programs with opportunities to modify delivery and add sections, benefiting adult learners and commuter students

» Strengthen relationships with workforce centers, higher education, and secondary education institutions

» Update advisor manual and provide training to student advisors

**INDICATORS:**

» 50% of programs assessed in 2021, 50% assessed in 2022

» Two (2) new programs by 2024

» Four (4) programs have modified (polysynchronous) delivery methods by 2024

» 80% capacity of existing programs

» Academic Master Plan alignment

» Increased enrollment from within 50 miles
GOAL 6

OUR COMMITMENT TO DIVERSITY, EQUITY, & INCLUSION

SUPPORTS GUIDING PRINCIPLE:
Enrollment goals and strategies drive our vibrant, authentic college and program communications with a renewed focus on inclusivity.

Develop and execute college Brand Promise to tell the ATCC story

STRATEGIES:

» Create core college messaging and brand standards
» Complete audit of all communication/messaging students receive from prospect through enrollment, and implement changes
» Create and execute process for sharing student, alumni, and faculty stories
» Create annual marketing plan with identified budget

INDICATORS:

» Brand strategy executed
» Implement communications audit by Fall 2021
» Increase unduplicated headcount by 9% by 2024
» Increase alumni participation
» Increase college visibility (social media engagement, website traffic, campaign ROI)

SUB-COMMITTEE:
Communications Audit
» Lynn Arnquist
» Vicki Sward
» Angie Pederson
» Adam Hammer
» Nichole Aber
» Joan Johnson
» Chris Harris
Develop and implement activities and offerings that create a sense of belonging for students

**STRATEGIES:**

- Provide training to help students transition to college and balance additional responsibilities.

- Provide financial guidance between days 5-10 to ensure students understand financial disbursement.

- Create a mentorship program to connect students with one additional college employee beyond their academic advisor.

- Enhance the connection between students to ensure every student has a peer student with similar interests.

**INDICATORS:**

- Increase fall to spring enrollment by 2% annually

- Increase fall to fall enrollment by 2% annually
GOAL 8

OUR COMMITMENT TO DIVERSITY, EQUITY, & INCLUSION

SUPPORTS GUIDING PRINCIPLE:

Enrollment goals and strategies drive our vibrant, authentic college and program communications with a renewed focus on inclusivity.

Review and update communication strategies and content to ensure enrolled students are aware of no-cost resources available to them

STRATEGIES:

» Review and update current warning status and suspension letters to be supportive.
» Create videos to prepare students for college
» Create a process to make personal calls to all enrolled students each semester.
» Classroom visits by student services personnel to highlight services available to them during orientation week.

INDICATORS:

» Increase fall to spring enrollment by 2% annually
» Increase fall to fall enrollment by 2% annually
98% RELATED JOBS PLACEMENT

GRADUATION RATE AMONG HIGHEST IN MN

RANKED MN's BEST COMMUNITY COLLEGE

*WalletHub 2020
SEM ORGANIZATIONAL FRAMEWORK

LEADERSHIP COUNCIL
Institutional strategic plan, approval and champions of strategic enrollment goals and initiatives

SEM STEERING COMMITTEE
Long-term enrollment goals, securing the approval of strategies through appropriate institutional channels, communication with Leadership Council

RECRUITMENT COUNCIL
Develop tactics and indicators for student recruitment goals, review and approve sub-committee action plans, recommend to SEM Steering Committee

SUB-COMMITTEES
Action plans, timelines, and metrics for each strategic goal (3-4 committees)

RETENTION COUNCIL
Develop tactics and indicators for student retention goals, review and approve sub-committee action plans, recommend to SEM Steering Committee

SUB-COMMITTEES
Action plans, timelines, and metrics for each strategic goal (3-4 committees)

DATA TEAM
Environment scanning, student behavior research, enrollment models/forecasting, provide data to councils as needed
Alexandria Technical and Community College is a small campus with instructors, counselors and overall staff with genuine and sincere interest in their students. My teachers and mentors are wonderful, providing good communication and input. I enjoy the values and goals of ATCC.

Dominique, Nursing Student
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End of Predesign Document