9.

Appendix

APPENDIX

1. Space Scheduling Policy
2. Space Utilization Reports
3. VFA Facility Reports
4. Space Needs Inventory Forms
5. B3 Benchmarking Data
6. Workforce and Demographic Data
7. Other Supporting Materials
    - Meeting Minutes
    - Phase I Environmental Site Assessment
    - Strategic Plans
        a. Strategic Framework
        b. Academic Plan
        c. Enrollment Plan
        d. Inclusive Excellence Plan
        e. Technology Plan
        f. WSU-Rochester Plan
    - Comprehensive Facilities Plan
    - Design Priorities
    - Resilience Assessment Tool
    - Other Massing and Orientation Scenarios

1. SPACE SCHEDULING POLICY

See Section 2.4 for additional information.

CURRENT AND PROPOSED CLASSROOM SCHEDULING POLICY

In conjunction with updating classroom spaces on campus, the process of scheduling rooms to increase classroom utilization is also being revised, as follows.

Current Process for Assigning Learning Spaces

1. Schedule rolls term to term.
2. Term Course Forms (TCF) are submitted to secure priority space for those departments that have priority space. Consideration is given to course enrollment and capacity of classroom.
3. Once the TCF deadline is past, the rest of the campus schedule is placed.
4. All courses without assigned rooms begin to backfill available space.
5. Consideration given to building and Campus, West Campus, and lastly by modifying class times to fit availability. This is done with each department individually.
6. Final changes and TCFs are processed before registration.

Target Process for Assigning Learning Spaces

7. Term Course Forms (TCF) are submitted by semester deadline date.
8. EMS software is used to optimize room/course schedule based total campus learning space portfolio. Consideration is given to match learning activities to room attributes.
9. Optimized room/course schedule is reviewed at College and Department level to resolve conflicts and errors.
10. Room/course schedule is reviewed after student registration deadline. Room assignments may be adjusted to resolve overfilled or underfilled courses.
11. Final changes and TCFs are processed by start of semester classes.

Note: This process is in-progress and will be reviewed adjusted and approved through campus Meet & Confer prior to being finalized.

2. SPACE UTILIZATION REPORTS

See Section 2.4 for additional information.

Both Gildemeister and Watkins Halls have a mismatch between section sizes and room sizes and teaching/learning styles and room capabilities; this results in low seat fills and underutilization as illustrated in Figures 1 and 2. In addition, in the studio and lab spaces standard utilization measures do not fairly represent the space usage. These spaces are used extensively for out-of-class project work and often contain in-progress projects such as sculptures or computer hardware builds that limit shared use of the spaces.

Reporting Period: 8/22/2022 thru 12/8/2022

PRELIMINARY - Academic Course Credit Use

Room		Bookings	Hours Used	Hours Available	% Utilization	Util. Category
WSU_CS_Cathedral School						
106 Classroom		0	0.00	505.60	0.00	Unused
207 Classroom		122	196.17	505.60	38.80	Low
	Total	122	196.17	1,011.20	19.40	
WSU_DHH_Donna Helble Hall						
244 Classroom		223	390.17	505.60	77.17	Low
251 Classroom		151	252.83	505.60	50.01	Low
264 Classroom		163	299.00	505.60	59.14	Low
320 Classroom		180	265.00	505.60	52.41	Low
328 Classroom		84	160.00	505.60	31.65	Low
341 Classroom		97	174.83	505.60	34.58	Low
343 Counselor Ed Classroom/Lab		27	81.00	505.60	16.02	Low
	Total	925	1,622.83	3,539.20	45.85	
WSU_GI_Gildemeister Hall						
155 Classroom		207	220.00	505.60	43.51	Low
156 Classroom		179	182.00	505.60	36.00	Low
161 Classroom		166	184.67	505.60	36.52	Low
201 Study Room		0	0.00	505.60	0.00	Unused
223 Classroom		164	141.33	505.60	27.95	Low
224 Classroom		193	193.67	505.60	38.30	Low
226 Classroom		276	278.67	505.60	55.12	Low
324 Classroom		244	209.17	505.60	41.37	Low
325 Classroom		190	163.00	505.60	32.24	Low
327 Classroom		300	271.67	505.60	53.73	Low
329 Classroom		287	274.33	505.60	54.26	Low
	Total	2,206	2,118.50	5,561.60	38.09	
WSU_IWC_Integrated Wellness Complex						

Reporting Period: 8/22/2022 thru 12/8/2022

PRELIMINARY - Academic Course Credit Use

Room		Bookings	Hours Used	Hours Available	% Utilization	Util. Category
143 HERS Classroom Lab		316	266.83	505.60	52.78	Low
145 HERS Classroom Lab		224	448.17	505.60	88.64	Normal
	Total	540	715.00	1,011.20	70.71	
WSU_MA_Maxwell Hall						
131 Multimedia Lab		0	0.00	505.60	0.00	Unused
257 Classroom		0	0.00	505.60	0.00	Unused
259 Classroom		179	152.67	505.60	30.20	Low
272 Courtroom A		70	111.00	505.60	21.95	Low
281 Pod Chair Classroom		113	151.67	505.60	30.00	Low
283 Classroom		84	133.50	505.60	26.40	Low
287 Classroom		82	97.50	505.60	19.28	Low
355 Kinesiology Lab		70	93.33	505.60	18.46	Low
369 Health Education		237	265.33	505.60	52.48	Low
376 Exercise Physiology Lab		56	74.67	505.60	14.77	Low
378 Classroom		360	378.67	505.60	74.89	Low
379 Classroom		249	269.67	505.60	53.34	Low
	Total	1,500	1,728.00	6,067.20	28.48	
WSU_ME_Memorial Hall						
209 Classroom		139	162.75	505.60	32.19	Low
210 Classroom		191	214.08	505.60	42.34	Low
211 Classroom		83	111.83	505.60	22.12	Low
	Total	413	488.67	1,516.80	32.22	
WSU_MI_Minne' Hall						
102 Classroom		345	339.67	505.60	67.18	Low
103 Classroom		415	476.50	505.60	94.24	Normal
104 Classroom		331	353.83	505.60	69.98	Low
105 Classroom		180	291.83	505.60	57.72	Low
106x Classroom 12.8.2022		56	76.00	505.60	15.03	Low

Reporting Period: 8/22/2022 thru 12/8/2022

PRELIMINARY - Academic Course Credit Use

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category
107 Classroom	138	145.50	505.60	28.78	Low
109 Classroom	125	203.83	505.60	40.32	Low
110 Classroom	372	375.67	505.60	74.30	Low
111 Classroom	223	276.00	505.60	54.59	Low
234 Classroom	249	277.00	505.60	54.79	Low
235 Classroom	235	238.00	505.60	47.07	Low
237 Classroom	288	337.83	505.60	66.82	Low
238 Classroom	319	368.33	505.60	72.85	Low
239 Classroom	249	297.67	505.60	58.87	Low
240 Classroom	153	197.17	505.60	39.00	Low
241 Classroom	0	0.00	505.60	0.00	Unused
242 Classroom	0	0.00	505.60	0.00	Unused
244 Classroom	237	298.67	505.60	59.07	Low
334 Classroom	317	328.67	505.60	65.01	Low
350 Classroom	334	413.00	505.60	81.69	Low
358 Classroom	235	273.67	505.60	54.13	Low
361 Classroom	179	236.00	505.60	46.68	Low
362 Classroom	318	450.33	505.60	89.07	Normal
363 Classroom	374	492.50	505.60	97.41	Normal
364 Classroom	70	129.17	505.60	25.55	Low
Total	5,742	6,876.83	12,640.00	54.41	

WSU_NL_Darrell W. Krueger Library

107 Library Classroom Lab	0	0.00	505.60	0.00	Unused
Total	0	0.00	505.60	0.00	

WSU_PA_Pasteur Hall

109 Water Resources	0	0.00	505.60	0.00	Unused
113 GIS/Computer Lab	0	0.00	505.60	0.00	Unused
121 Astronomy/Meteorology Science Ed Lab	0	0.00	505.60	0.00	Unused
129 General Physics Workshop Lab	100	184.67	505.60	36.52	Low

Reporting Period: 8/22/2022 thru 12/8/2022

PRELIMINARY - Academic Course Credit Use

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category
133 Classroom	275	291.33	505.60	57.62	Low
213 General Biology Lab	0	0.00	505.60	0.00	Unused
225 Environmental Biology Botany Lab	139	285.33	505.60	56.43	Low
229 Laptop Classroom	233	213.50	505.60	42.23	Low
237 Classroom	250	297.50	505.60	58.84	Low
307 Laptop Classroom	123	106.00	505.60	20.97	Low
329 Classroom	275	263.17	505.60	52.05	Low
337 Classroom	262	254.67	505.60	50.37	Low
Total	1,657	1,896.17	6,067.20	31.25	

WSU_PC_Performing Arts Center

112 Classroom - Music Theory	161	148.83	505.60	29.44	Low
113 Classroom - Music Education	95	81.50	505.60	16.12	Low
124 Classroom	303	329.33	505.60	65.14	Low
127 Dance Studio	0	0.00	505.60	0.00	Unused
156 Studio B Rehearsal (Instrumental)	243	271.42	505.60	53.68	Low
159 Studio A Rehearsal (Choral)	300	296.33	505.60	58.61	Low
221 Classroom	443	479.33	505.60	94.80	Normal
224 Classroom	206	218.00	505.60	43.12	Low
230 Design Studio	82	70.67	505.60	13.98	Low
241 Ensemble Rehearsal Room	0	0.00	505.60	0.00	Unused
Total	1,833	1,895.42	5,056.00	37.49	

WSU_PH_Phelps Hall

101 Classroom MCOM Lab	33	52.17	505.60	10.32	Low
109 Computer Lab	198	226.00	505.60	44.70	Low
206 Classroom Lab	151	148.50	505.60	29.37	Low
215 Classroom	330	323.67	505.60	64.02	Low
219B Classroom	345	366.67	505.60	72.52	Low
B18 Pod Chair Classroom	248	265.17	505.60	52.45	Low
B5 Classroom	58	65.33	505.60	12.92	Low

Reporting Period: 8/22/2022 thru 12/8/2022

PRELIMINARY - Academic Course Credit Use

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category
Total	1,363	1,447.50	3,539.20	40.90	
WSU_SL_Science Laboratory Center					
120 Classroom Auditorium	303	283.33	505.60	56.04	Low
132 General Physics	180	185.58	505.60	36.71	Low
134 Modern Physics/Optics Lab	14	25.67	505.60	5.08	Low
137 Hydrogeology/Oceanography/Sedimentology	41	116.17	505.60	22.98	Low
142 Electronics Lab	0	0.00	505.60	0.00	Unused
170 Mineralogy/Petrology/Structural Geology	55	75.00	505.60	14.83	Low
178 Introductory Geoscience Laboratory	55	101.00	505.60	19.98	Low
232 Biology Principles Laboratory II	0	0.00	505.60	0.00	Unused
233 Biology Principles Laboratory I	84	154.00	505.60	30.46	Low
242 Organismal/Natural History	0	0.00	505.60	0.00	Unused
268 Microbiology/Parasitology Laboratory	166	304.33	505.60	60.19	Low
284 Cell/Phys Laboratory	43	121.00	505.60	23.93	Low
288 Molecular/Immunology Laboratory	14	39.67	505.60	7.85	Low
333 Biochem Laboratory	56	214.67	505.60	42.46	Low
335 Spectroscopy/Chromatography	0	0.00	505.60	0.00	Unused
337 Phys Chem Lab/Inorganic Chem Lab	41	157.17	505.60	31.09	Low
364 Analy/Envir Laboratory	14	39.67	505.60	7.85	Low
374 General Chemistry Laboratory	96	245.00	505.60	48.46	Low
375 General Chemistry Laboratory	70	198.33	505.60	39.23	Low
382 Organic Chemistry Laboratory	0	0.00	505.60	0.00	Unused
386 Organic Chemistry Laboratory	42	161.00	505.60	31.84	Low
Total	1,274	2,421.58	10,617.60	22.81	
WSU_SO_Somsen Hall					
108B Financial Markets Lab	29	25.33	505.60	5.01	Low
113 Classroom	0	0.00	505.60	0.00	Unused
301 Classroom w/Monitors	154	189.33	505.60	37.45	Low
304 Classroom	193	193.67	505.60	38.30	Low
306 Classroom	179	182.00	505.60	36.00	Low

Reporting Period: 8/22/2022 thru 12/8/2022

PRELIMINARY - Academic Course Credit Use

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category
312 Classroom	221	271.00	505.60	53.60	Low
313 Classroom	220	188.00	505.60	37.18	Low
315 Classroom	139	161.00	505.60	31.84	Low
316A Classroom	0	0.00	505.60	0.00	Unused
316B Classroom	0	0.00	505.60	0.00	Unused
317 Classroom	307	348.33	505.60	68.90	Low
320 Classroom	139	174.50	505.60	34.51	Low
321 Classroom	112	137.33	505.60	27.16	Low
322 Classroom	0	0.00	505.60	0.00	Unused
326 Classroom	112	179.00	505.60	35.40	Low
327 Classroom	0	0.00	505.60	0.00	Unused
328 Classroom	110	108.67	505.60	21.49	Low
330 Classroom	56	76.00	505.60	15.03	Low
331 Classroom	222	260.67	505.60	51.56	Low
Total	2,193	2,494.83	9,606.40	25.97	

WSU_ST_Stark Hall

103 Auditorium	99	113.50	505.60	22.45	Low
105 Classroom	0	0.00	505.60	0.00	Unused
106 Classroom	196	286.33	505.60	56.63	Low
108 Classroom	177	288.00	505.60	56.96	Low
205 Classroom	85	88.33	505.60	17.47	Low
206 Composite Engineering Graphics Lab	112	137.83	505.60	27.26	Low
217 Anatomy Lab	0	0.00	505.60	0.00	Unused
223 Anteroom	0	0.00	505.60	0.00	Unused
B5 Polymer Chemistry Lab	0	0.00	505.60	0.00	Unused
B6 ITV Classroom	209	178.83	505.60	35.37	Low
B8 Classroom	194	194.50	505.60	38.47	Low
Total	1,072	1,287.33	5,561.60	23.15	

WSU_WA_Watkins Hall

Reporting Period: 8/22/2022 thru 12/8/2022

PRELIMINARY - Academic Course Credit Use

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category
102 CS Visual & Machine Learning Lab	96	159.50	505.60	31.55	Low
103H CS VR Hardware Lab	0	0.00	505.60	0.00	Unused
105 Classroom	169	256.33	505.60	50.70	Low
108 CS Networking Lab	0	0.00	505.60	0.00	Unused
109 Sculpture	0	0.00	505.60	0.00	Unused
114 Classroom Lab	55	155.00	505.60	30.66	Low
201 Art Studio	56	157.00	505.60	31.05	Low
202 Classroom	0	0.00	505.60	0.00	Unused
209A Classroom	140	248.50	505.60	49.15	Low
210 Art Studio	56	157.00	505.60	31.05	Low
211 2D Design Art Education	0	0.00	505.60	0.00	Unused
212 3D Design	56	157.00	505.60	31.05	Low
213 Graphic Design Lab	83	233.50	505.60	46.18	Low
Total	711	1,523.83	6,572.80	23.18	

WSU_WR_Wabasha Recreation Center

214 Classroom	189	270.67	505.60	53.53	Low
Total	189	270.67	505.60	53.53	
Grand Total	21,740	26,983.33	79,379.20	33.99	

Report	Format	Start Date	End Date	Start Time	End Time
Room Utilization	Detail By Building	8/22/2022	12/8/2022		

Buildings

WSU_AF_Maxwell Field
WSU_AH_Alumni House
WSU_CFFC_Cal Fremling Floating Classroom
WSU_CS_Cathedral School
WSU_DHH_Donna Helble Hall
WSU_GI_Gildemeister Hall
WSU_IWC_Integrated Wellness Complex
WSU_KC_Kryzsko Commons
WSU_LN_Laird Norton Building
WSU_LO_Lourdes Hall (6/1/22 declared excess)
WSU_MA_Maxwell Hall
WSU_ME_Memorial Hall
WSU_MI_Minne' Hall
WSU_NCW_Haake Hall
WSU_NL_Darrell W. Krueger Library
WSU_PA_Pasteur Hall
WSU_PB_Press Box - Verizon Wireless Stadium
WSU_PC_Performing Arts Center
WSU_PH_Phelps Hall
WSU_SL_Science Laboratory Center
WSU_SO_Somsen Hall
WSU_ST_Stark Hall
WSU_SU_Sustainability House
WSU_WA_Watkins Hall
WSU_WR_Wabasha Recreation Center

Statuses

Academic Confirmed

Room Types

Class Laboratory - 210
Classroom Facilities - 110

Event Types

Course, Credit
Course, Final Exam

Group Types

Academic

3. VFA FACILITY REPORTS

MINNESOTA STATE

System Detail Report
By System Group

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Electrical System
Currency : USD

System Uniformat:	D50 - Electrical	Name:	f.1. Electrical Equipment
Quantity:	1.00	Lifetime:	30
Unit Cost:	82,582.16	Years Remaining:	1 (Observed)
Replacement Cost:	82,582.16	% Used:	97% (Observed)
Unit of Measure:	LS	Year Installed:	1992
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2022	Renewal Action FY:	2022
% Renew:	100.00	Renewal Action Cost:	82,582.16

Description

New Dry transformer 1992.

COST

Minn State Percent Renewed (2018): 10.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	f.1. Electrical Equipment	1.00	82,582.16		82,582.16
						Subtotal:	**82,582.16**
						Adjustment Factor:	**1.0000**
						Total:	**82,582.16**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
f.1. Electrical Equipment Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2022	82,582.00
				Total	**82,582.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Electrical System
Currency : USD

System Uniformat:	D50 - Electrical	Name:	f.1. Electrical Equipment
Quantity:	1.00	Lifetime:	30
Unit Cost:	82,582.16	Years Remaining:	0 (Observed)
Replacement Cost:	82,582.16	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1987
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	82,582.16

Description

1987 Emergency transfer switch

COST

Minn State Percent Renewed (2018): 10.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	f.1. Electrical Equipment	1.00	82,582.16		82,582.16
						Subtotal:	**82,582.16**
						Adjustment Factor:	**1.0000**
						Total:	**82,582.16**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
f.1. Electrical Equipment Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	82,582.00
				Total	**82,582.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Electrical System
Currency : USD

System Uniformat:	D50 - Electrical	Name:	f.1. Electrical Equipment
Quantity:	1.00	Lifetime:	30
Unit Cost:	660,657.32	Years Remaining:	0 (Observed)
Replacement Cost:	660,657.32	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	660,657.32

Description

COST

Minn State Percent Renewed (2018): 80.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	f.1. Electrical Equipment	1.00	660,657.32		660,657.32
						Subtotal:	**660,657.32**
						Adjustment Factor:	**1.0000**
						Total:	**660,657.32**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
f.1. Electrical Equipment Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	660,657.00
				Total	**660,657.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Electrical System
Currency : USD

System Uniformat:	D5037 - Fire Alarm Systems	Name:	j.1. Fire Detection Systems
Quantity:	1.00	Lifetime:	20
Unit Cost:	192,051.55	Years Remaining:	2 (Observed)
Replacement Cost:	192,051.55	% Used:	90% (Observed)
Unit of Measure:	LS	Year Installed:	2003
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2023	Renewal Action FY:	2023
% Renew:	100.00	Renewal Action Cost:	192,051.55

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	j.1. Fire Detection Systems	1.00	192,051.55		192,051.55
						Subtotal:	**192,051.55**
						Adjustment Factor:	**1.0000**
						Total:	**192,051.55**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
j.1. Fire Detection Systems Renewal	Lifecycle	2- Due within 2 Years of Inspection	System Renewal	May 31, 2023	192,052.00
				Total	**192,052.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Equipment and Furnishings
Currency : USD

System Uniformat:	E - Equipment and Furnishings	Name:	k.1. Built-in Equipment
Quantity:	1.00	Lifetime:	25
Unit Cost:	36,489.78	Years Remaining:	18 (Observed)
Replacement Cost:	36,489.78	% Used:	28% (Observed)
Unit of Measure:	LS	Year Installed:	2014
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	0.00

Renewal

Modeled Renewal FY:	2039	Renewal Action FY:	2039
% Renew:	100.00	Renewal Action Cost:	36,489.78

Description

Continue re-furbishing offices & classrooms.

COST

Minn State Percent Renewed (2018): 10.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	k.1. Built-in Equipment	1.00	36,489.78		36,489.78

Subtotal: **36,489.78**
Adjustment Factor: **1.0000**
Total: **36,489.78**

Linked Requirements

No data available.

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Equipment and Furnishings
Currency : USD

System Uniformat:	E - Equipment and Furnishings	Name:	k.1. Built-in Equipment
Quantity:	1.00	Lifetime:	25
Unit Cost:	328,408.14	Years Remaining:	0 (Observed)
Replacement Cost:	328,408.14	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	328,408.14

Description

COST

Minn State Percent Renewed (2018): 90.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	k.1. Built-in Equipment	1.00	328,408.14		328,408.14

Subtotal: **328,408.14**
Adjustment Factor: **1.0000**
Total: **328,408.14**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
k.1. Built-in Equipment Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	328,408.00

Total **328,408.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Exterior Enclosure
Currency : USD

System Uniformat:	B20 - Exterior Enclosure	Name:	b.1. Building Exteriors (Hard)
Quantity:	1.00	Lifetime:	30
Unit Cost:	46,092.38	Years Remaining:	3 (Observed)
Replacement Cost:	46,092.38	% Used:	90% (Observed)
Unit of Measure:	LS	Year Installed:	1994
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	0.00

Renewal

Modeled Renewal FY:	2024	Renewal Action FY:	2024
% Renew:	100.00	Renewal Action Cost:	46,092.38

Description

new exterior doors and hardware 2001

COST

Minn State Percent Renewed (2018): 10.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	b.1. Building Exteriors (Hard)	1.00	46,092.38		46,092.38
						Subtotal:	**46,092.38**
						Adjustment Factor:	**1.0000**
						Total:	**46,092.38**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
b.1. Building Exteriors (Hard) Renewal	Lifecycle	3- Due within 5 Years of Inspection	System Renewal	May 31, 2024	46,092.00
				Total	**46,092.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Exterior Enclosure
Currency : USD

System Uniformat:	B20 - Exterior Enclosure	Name:	b.1. Building Exteriors (Hard)
Quantity:	1.00	Lifetime:	30
Unit Cost:	414,831.34	Years Remaining:	0 (Observed)
Replacement Cost:	414,831.34	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	414,831.34

Description

COST

Minn State Percent Renewed (2018): 90.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	b.1. Building Exteriors (Hard)	1.00	414,831.34		414,831.34
						Subtotal:	**414,831.34**
						Adjustment Factor:	**1.0000**
						Total:	**414,831.34**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
b.1. Building Exteriors (Hard) Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	414,831.00
				Total	**414,831.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Exterior Enclosure
Currency : USD

System Uniformat:	B30 - Roofing	Name:	a.4. Roofing - MnSCU Standard
Quantity:	1.00	Lifetime:	40
Unit Cost:	191,685.75	Years Remaining:	14 (Observed)
Replacement Cost:	191,685.75	% Used:	65% (Observed)
Unit of Measure:	LS	Year Installed:	1995
System Condition Rating:	Fair	Date Inspected:	May 31, 2021
		SCI:	0.00

Renewal

Modeled Renewal FY:	2035	Renewal Action FY:	2035
% Renew:	100.00	Renewal Action Cost:	191,685.75

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	a.4. Roofing - MnSCU Standard	1.00	191,685.75		191,685.75

Subtotal: **191,685.75**
Adjustment Factor: **1.0000**
Total: **191,685.75**

Linked Requirements

No data available.

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: HVAC System
Currency : USD

System Uniformat:	D30 - HVAC	Name:	d.1. HVAC - Equipment
Quantity:	1.00	Lifetime:	35
Unit Cost:	614,564.99	Years Remaining:	0 (Observed)
Replacement Cost:	614,564.99	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	614,564.99

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	d.1. HVAC - Equipment	1.00	614,564.99		614,564.99

Subtotal: **614,564.99**
Adjustment Factor: **1.0000**
Total: **614,564.99**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
d.1. HVAC - Equipment Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	614,565.00

Total **614,565.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: HVAC System
Currency : USD

System Uniformat:	D3040 - Distribution Systems	Name:	e.1. HVAC - Distribution
Quantity:	1.00	Lifetime:	50
Unit Cost:	1,305,950.54	Years Remaining:	0 (Observed)
Replacement Cost:	1,305,950.54	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	1,305,950.54

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	e.1. HVAC - Distribution	1.00	1,305,950.54		1,305,950.54

Subtotal: **1,305,950.54**
Adjustment Factor: **1.0000**
Total: **1,305,950.54**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
e.1. HVAC - Distribution Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	1,305,951.00

Total **1,305,951.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: HVAC System
Currency : USD

System Uniformat:	D3060 - Controls and Instrumentation	Name:	d.2. HVAC - Controls
Quantity:	1.00	Lifetime:	20
Unit Cost:	182,448.99	Years Remaining:	5 (Observed)
Replacement Cost:	182,448.99	% Used:	75% (Observed)
Unit of Measure:	LS	Year Installed:	2006
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	0.00

Renewal

Modeled Renewal FY:	2026	Renewal Action FY:	2026
% Renew:	100.00	Renewal Action Cost:	182,448.99

Description

COST

Minn State Percent Renewed (2018): 50.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	d.2. HVAC - Controls	1.00	182,448.99		182,448.99
						Subtotal:	**182,448.99**
						Adjustment Factor:	**1.0000**
						Total:	**182,448.99**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
d.2. HVAC - Controls Renewal	Lifecycle	3- Due within 5 Years of Inspection	System Renewal	May 31, 2026	182,449.00
				Total	**182,449.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: HVAC System
Currency : USD

System Uniformat:	D3060 - Controls and Instrumentation	Name:	d.2. HVAC - Controls
Quantity:	1.00	Lifetime:	20
Unit Cost:	182,448.99	Years Remaining:	0 (Observed)
Replacement Cost:	182,448.99	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	182,448.99

Description

COST

Minn State Percent Renewed (2018): 50.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	d.2. HVAC - Controls	1.00	182,448.99		182,448.99
						Subtotal:	**182,448.99**
						Adjustment Factor:	**1.0000**
						Total:	**182,448.99**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
d.2. HVAC - Controls Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	182,449.00
				Total	**182,449.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Interior Construction and Conveyance
Currency : USD

System Uniformat:	C30 - Interior Finishes	Name:	l.2. Interior Finishes
Quantity:	1.00	Lifetime:	15
Unit Cost:	443,558.44	Years Remaining:	0 (Observed)
Replacement Cost:	443,558.44	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	443,558.44

Description

COST

Minn State Percent Renewed (2018): 70.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	l.2. Interior Finishes	1.00	443,558.44		443,558.44

Subtotal: **443,558.44**
Adjustment Factor: **1.0000**
Total: **443,558.44**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
l.2. Interior Finishes Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	443,558.00
				Total	**443,558.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Interior Construction and Conveyance
Currency : USD

System Uniformat:	C30 - Interior Finishes	Name:	l.2. Interior Finishes
Quantity:	1.00	Lifetime:	15
Unit Cost:	63,365.49	Years Remaining:	3 (Observed)
Replacement Cost:	63,365.49	% Used:	80% (Observed)
Unit of Measure:	LS	Year Installed:	2009
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	0.00

Renewal

Modeled Renewal FY:	2024	Renewal Action FY:	2024
% Renew:	100.00	Renewal Action Cost:	63,365.49

Description

Misc Offices Remodel

COST

Minn State Percent Renewed (2018): 10.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	l.2. Interior Finishes	1.00	63,365.49		63,365.49

Subtotal: **63,365.49**
Adjustment Factor: **1.0000**
Total: **63,365.49**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
l.2. Interior Finishes Renewal	Lifecycle	3- Due within 5 Years of Inspection	System Renewal	May 31, 2024	63,365.00
				Total	**63,365.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Interior Construction and Conveyance
Currency : USD

System Uniformat:	C30 - Interior Finishes	Name:	l.2. Interior Finishes
Quantity:	1.00	Lifetime:	15
Unit Cost:	126,730.98	Years Remaining:	7 (Observed)
Replacement Cost:	126,730.98	% Used:	53% (Observed)
Unit of Measure:	LS	Year Installed:	2013
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	0.00

Renewal

Modeled Renewal FY:	2028	Renewal Action FY:	2028
% Renew:	100.00	Renewal Action Cost:	126,730.98

Description

2013,Misc. Flooring & Painting.2014 Continued re-furbishing. 2018 Continued Misc Painting, Carpet Replacement.

COST

Minn State Percent Renewed (2018): 20.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	l.2. Interior Finishes	1.00	126,730.98		126,730.98
						Subtotal:	**126,730.98**
						Adjustment Factor:	**1.0000**
						Total:	**126,730.98**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
l.2. Interior Finishes Renewal	Lifecycle	3- Due within 5 Years of Inspection	System Renewal	May 31, 2028	126,731.00
				Total	**126,731.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Interior Construction and Conveyance
Currency : USD

System Uniformat:	D10 - Conveying	Name:	c.1. Elevators
Quantity:	1.00	Lifetime:	25
Unit Cost:	172,846.38	Years Remaining:	14 (Observed)
Replacement Cost:	172,846.38	% Used:	44% (Observed)
Unit of Measure:	LS	Year Installed:	2010
System Condition Rating:	Fair	Date Inspected:	May 31, 2021
		SCI:	0.00

Renewal

Modeled Renewal FY:	2035	Renewal Action FY:	2035
% Renew:	100.00	Renewal Action Cost:	172,846.38

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	c.1. Elevators	1.00	172,846.38		172,846.38

Subtotal: **172,846.38**
Adjustment Factor: **1.0000**
Total: **172,846.38**

Linked Requirements

No data available.

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Plumbing System
Currency : USD

System Uniformat:	D2010 - Plumbing Fixtures	Name:	g.1. Plumbing Fixtures
Quantity:	1.00	Lifetime:	30
Unit Cost:	211,256.73	Years Remaining:	0 (Observed)
Replacement Cost:	211,256.73	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	211,256.73

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	g.1. Plumbing Fixtures	1.00	211,256.73		211,256.73
						Subtotal:	**211,256.73**
						Adjustment Factor:	**1.0000**
						Total:	**211,256.73**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
g.1. Plumbing Fixtures Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	211,257.00
				Total	**211,257.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Gildemeister Hall
Facilities and Infrastructure Number: E26074S1164

System Group: Plumbing System
Currency : USD

System Uniformat:	D2020 - Domestic Water Distribution	Name:	g.2. Plumbing Rough-in
		Lifetime:	50
Quantity:	1.00	Years Remaining:	0 (Observed)
Unit Cost:	614,564.99	% Used:	100% (Observed)
Replacement Cost:	614,564.99	Year Installed:	1964
Unit of Measure:	LS	Date Inspected:	May 31, 2021
System Condition Rating:	Poor	SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	614,564.99

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	g.2. Plumbing Rough-in	1.00	614,564.99		614,564.99
						Subtotal:	**614,564.99**
						Adjustment Factor:	**1.0000**
						Total:	**614,564.99**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
g.2. Plumbing Rough-in Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	614,565.00
				Total	**614,565.00**

MINNESOTA STATE

System Renewal Report

by Facilities and Infrastructure

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities

Facilities and InfrastructureName: Gildemeister Hall
Facilities and InfrastructureNumber: E26074S1164
Facilities and InfrastructureSize: 37,699SF
Facilities and InfrastructureReplacement Cost: 16,516,433

Currency:USD **Period**: 10years **Inflation**: 0%

System	System Name	Lifetime (Years)	Modeled System Renewal FY	Unit Cost	Quantity	Replacement Cost	% Renew	Renewal Action FY	Renewal Action Cost
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard)	30	2024(Observed)	46,092.38	1	46,092	100.00%	2024	46,092
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard)	30	2021(Observed)	414,831.34	1	414,831	100.00%	2021	414,831
C30 - Interior Finishes	l.2. Interior Finishes	15	2021(Observed)	443,558.44	1	443,558	100.00%	2021	443,558
C30 - Interior Finishes	l.2. Interior Finishes	15	2024(Observed)	63,365.49	1	63,365	100.00%	2024	63,365
C30 - Interior Finishes	l.2. Interior Finishes	15	2028(Observed)	126,730.98	1	126,731	100.00%	2028	126,731
D2010 - Plumbing Fixtures	g.1. Plumbing Fixtures	30	2021(Observed)	211,256.73	1	211,257	100.00%	2021	211,257
D2020 - Domestic Water Distribution	g.2. Plumbing Rough-in	50	2021(Observed)	614,564.99	1	614,565	100.00%	2021	614,565
D30 - HVAC	d.1. HVAC - Equipment	35	2021(Observed)	614,564.99	1	614,565	100.00%	2021	614,565
D3040 - Distribution Systems	e.1. HVAC - Distribution	50	2021(Observed)	1,305,950.54	1	1,305,951	100.00%	2021	1,305,951
D3060 - Controls and Instrumentation	d.2. HVAC - Controls	20	2026(Observed)	182,448.99	1	182,449	100.00%	2026	182,449
D3060 - Controls and Instrumentation	d.2. HVAC - Controls	20	2021(Observed)	182,448.99	1	182,449	100.00%	2021	182,449
D50 - Electrical	f.1. Electrical Equipment	30	2022(Observed)	82,582.16	1	82,582	100.00%	2022	82,582
D50 - Electrical	f.1. Electrical Equipment	30	2021(Observed)	82,582.16	1	82,582	100.00%	2021	82,582
D50 - Electrical	f.1. Electrical Equipment	30	2021(Observed)	660,657.32	1	660,657	100.00%	2021	660,657
D5037 - Fire Alarm Systems	j.1. Fire Detection Systems	20	2023(Observed)	192,051.55	1	192,052	100.00%	2023	192,052
E - Equipment and Furnishings	k.1. Built-in Equipment	25	2021(Observed)	328,408.14	1	328,408	100.00%	2021	328,408
								Gildemeister Hall-E26074S1164 Total Renewal Cost:	**5,552,095**
								Winona State University - Winona - Facilities Total Renewal Cost:	**5,552,095**
								Winona State University Total Renewal Cost:	**5,552,095**
								Summary Total Renewal Cost:	**5,552,095**

MINNESOTA STATE

System Detail Report
By System Group

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: Electrical System
Currency : USD

System Uniformat:	D50 - Electrical	Name:	f.1. Electrical Equipment
Quantity:	1.00	Lifetime:	30
Unit Cost:	784,332.32	Years Remaining:	0 (Observed)
Replacement Cost:	784,332.32	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	784,332.32

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	f.1. Electrical Equipment	1.00	784,332.32		784,332.32
						Subtotal:	**784,332.32**
						Adjustment Factor:	**1.0000**
						Total:	**784,332.32**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
f.1. Electrical Equipment Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	784,332.00
				Total	**784,332.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: Electrical System
Currency : USD

System Uniformat:	D5037 - Fire Alarm Systems	Name:	j.1. Fire Detection Systems
Quantity:	1.00	Lifetime:	20
Unit Cost:	182,402.87	Years Remaining:	0 (Observed)
Replacement Cost:	182,402.87	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1996
System Condition Rating:	Fair	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	182,402.87

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	j.1. Fire Detection Systems	1.00	182,402.87		182,402.87

Subtotal: **182,402.87**
Adjustment Factor: **1.0000**
Total: **182,402.87**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
j.1. Fire Detection Systems Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	182,403.00

Total **182,403.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: Equipment and Furnishings
Currency : USD

System Uniformat:	E - Equipment and Furnishings	Name:	k.1. Built-in Equipment
Quantity:	1.00	Lifetime:	25
Unit Cost:	346,565.43	Years Remaining:	0 (Observed)
Replacement Cost:	346,565.43	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	346,565.43

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	k.1. Built-in Equipment	1.00	346,565.43		346,565.43
						Subtotal:	**346,565.43**
						Adjustment Factor:	**1.0000**
						Total:	**346,565.43**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
k.1. Built-in Equipment Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	346,565.00
				Total	**346,565.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: Exterior Enclosure
Currency : USD

System Uniformat:	B20 - Exterior Enclosure	Name:	b.1. Building Exteriors (Hard)
Quantity:	1.00	Lifetime:	30
Unit Cost:	437,766.88	Years Remaining:	0 (Observed)
Replacement Cost:	437,766.88	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	437,766.88

Description

Exterior doors replaced 2002

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	b.1. Building Exteriors (Hard)	1.00	437,766.88		437,766.88
						Subtotal:	**437,766.88**
						Adjustment Factor:	**1.0000**
						Total:	**437,766.88**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
b.1. Building Exteriors (Hard) Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	437,767.00
				Total	**437,767.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: Exterior Enclosure
Currency : USD

System Uniformat:	B30 - Roofing	Name:	a.5. Roofing - Builit-up, Membrane, Cedar
Quantity:	1.00	Lifetime:	25
Unit Cost:	389,631.97	Years Remaining:	1 (Observed)
Replacement Cost:	389,631.97	% Used:	96% (Observed)
Unit of Measure:	LS	Year Installed:	2001
		Date Inspected:	Jun 30, 2018
		SCI:	1.00

Renewal

Modeled Renewal FY:	2019	Renewal Action FY:	2019
% Renew:	100.00	Renewal Action Cost:	389,631.97

Description

Areas B and C predesign $291k

COST

Minn State Percent Renewed (2018): 31.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	a.5. Roofing - Builit-up, Membrane, Cedar	1.00	389,631.97		389,631.97
						Subtotal:	**389,631.97**
						Adjustment Factor:	**1.0000**
						Total:	**389,631.97**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
a.5. Roofing - Builit-up, Membrane, Cedar Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	Jun 30, 2019	389,632.00
				Total	**389,632.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: Exterior Enclosure
Currency : USD

System Uniformat:	B30 - Roofing	Name:	a.5. Roofing - Builit-up, Membrane, Cedar
Quantity:	1.00	Lifetime:	25
Unit Cost:	867,245.40	Years Remaining:	0 (Observed)
Replacement Cost:	867,245.40	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1988
		Date Inspected:	Jun 30, 2018
		SCI:	1.00

Renewal

Modeled Renewal FY:	2018	Renewal Action FY:	2018
% Renew:	100.00	Renewal Action Cost:	867,245.40

Description

Area A predesign $648k

COST

Minn State Percent Renewed (2018): 69.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	a.5. Roofing - Builit-up, Membrane, Cedar	1.00	867,245.40		867,245.40
						Subtotal:	**867,245.40**
						Adjustment Factor:	**1.0000**
						Total:	**867,245.40**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
a.5. Roofing - Builit-up, Membrane, Cedar Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	Jun 30, 2018	867,245.00
				Total	**867,245.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: HVAC System
Currency : USD

System Uniformat:	D30 - HVAC	Name:	d.1. HVAC - Equipment
Quantity:	1.00	Lifetime:	35
Unit Cost:	29,184.46	Years Remaining:	23 (Observed)
Replacement Cost:	29,184.46	% Used:	34% (Observed)
Unit of Measure:	LS	Year Installed:	2009
System Condition Rating:	Good	Date Inspected:	May 31, 2021
		SCI:	0.00

Renewal

Modeled Renewal FY:	2044	Renewal Action FY:	2044
% Renew:	100.00	Renewal Action Cost:	29,184.46

Description

2009 Replaced Dust Collection In Pottery Rm.

COST

Minn State Percent Renewed (2018): 5.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	d.1. HVAC - Equipment	1.00	29,184.46		29,184.46

Subtotal: **29,184.46**
Adjustment Factor: **1.0000**
Total: **29,184.46**

Linked Requirements

No data available.

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: HVAC System
Currency : USD

System Uniformat:	D30 - HVAC	Name:	d.1. HVAC - Equipment
Quantity:	1.00	Lifetime:	35
Unit Cost:	554,504.75	Years Remaining:	0 (Observed)
Replacement Cost:	554,504.75	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	554,504.75

Description

COST

Minn State Percent Renewed (2018): 95.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	d.1. HVAC - Equipment	1.00	554,504.75		554,504.75
						Subtotal:	**554,504.75**
						Adjustment Factor:	**1.0000**
						Total:	**554,504.75**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
d.1. HVAC - Equipment Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	554,505.00
				Total	**554,505.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: HVAC System
Currency : USD

System Uniformat:	D3040 - Distribution Systems	Name:	e.1. HVAC - Distribution
Quantity:	1.00	Lifetime:	50
Unit Cost:	1,240,339.44	Years Remaining:	0 (Observed)
Replacement Cost:	1,240,339.44	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	1,240,339.44

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	e.1. HVAC - Distribution	1.00	1,240,339.44		1,240,339.44

Subtotal: **1,240,339.44**
Adjustment Factor: **1.0000**
Total: **1,240,339.44**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
e.1. HVAC - Distribution Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	1,240,339.00

Total **1,240,339.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: HVAC System
Currency : USD

System Uniformat:	D3060 - Controls and Instrumentation	Name:	d.2. HVAC - Controls
Quantity:	1.00	Lifetime:	20
Unit Cost:	346,565.43	Years Remaining:	0 (Observed)
Replacement Cost:	346,565.43	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	346,565.43

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	d.2. HVAC - Controls	1.00	346,565.43		346,565.43
						Subtotal:	**346,565.43**
						Adjustment Factor:	**1.0000**
						Total:	**346,565.43**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
d.2. HVAC - Controls Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	346,565.00
				Total	**346,565.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: Interior Construction and Conveyance
Currency : USD

System Uniformat:	C30 - Interior Finishes	Name:	l.2. Interior Finishes
Quantity:	1.00	Lifetime:	15
Unit Cost:	120,364.01	Years Remaining:	7 (Observed)
Replacement Cost:	120,364.01	% Used:	53% (Observed)
Unit of Measure:	LS	Year Installed:	2013
System Condition Rating:	Good	Date Inspected:	May 31, 2021
		SCI:	0.00

Renewal

Modeled Renewal FY:	2028	Renewal Action FY:	2028
% Renew:	100.00	Renewal Action Cost:	120,364.01

Description

2013, 2014, 2016, 2017, 2018 Misc. Remodeling Floors, Walls, Ceilings Updating.

COST

Minn State Percent Renewed (2018): 20.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	l.2. Interior Finishes	1.00	120,364.01		120,364.01
						Subtotal:	**120,364.01**
						Adjustment Factor:	**1.0000**
						Total:	**120,364.01**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
l.2. Interior Finishes Renewal	Lifecycle	3- Due within 5 Years of Inspection	System Renewal	May 31, 2028	120,364.00
				Total	**120,364.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: Interior Construction and Conveyance
Currency : USD

System Uniformat:	C30 - Interior Finishes	Name:	l.2. Interior Finishes
Quantity:	1.00	Lifetime:	15
Unit Cost:	481,456.02	Years Remaining:	0 (Observed)
Replacement Cost:	481,456.02	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	481,456.02

Description

COST

Minn State Percent Renewed (2018): 80.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	l.2. Interior Finishes	1.00	481,456.02		481,456.02

Subtotal: **481,456.02**
Adjustment Factor: **1.0000**
Total: **481,456.02**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
l.2. Interior Finishes Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	481,456.00
				Total	**481,456.00**

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: Interior Construction and Conveyance
Currency : USD

System Uniformat:	D10 - Conveying	Name:	c.1. Elevators
Quantity:	1.00	Lifetime:	25
Unit Cost:	164,162.58	Years Remaining:	15 (Observed)
Replacement Cost:	164,162.58	% Used:	40% (Observed)
Unit of Measure:	LS	Year Installed:	2011
System Condition Rating:	Good	Date Inspected:	May 31, 2021
		SCI:	0.00

Renewal

Modeled Renewal FY:	2036	Renewal Action FY:	2036
% Renew:	100.00	Renewal Action Cost:	164,162.58

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	c.1. Elevators	1.00	164,162.58		164,162.58

Subtotal: **164,162.58**
Adjustment Factor: **1.0000**
Total: **164,162.58**

Linked Requirements

No data available.

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: Plumbing System
Currency : USD

System Uniformat:	D2010 - Plumbing Fixtures	Name:	g.1. Plumbing Fixtures
Quantity:	1.00	Lifetime:	30
Unit Cost:	200,643.18	Years Remaining:	0 (Observed)
Replacement Cost:	200,643.18	% Used:	100% (Observed)
Unit of Measure:	LS	Year Installed:	1964
System Condition Rating:	Poor	Date Inspected:	May 31, 2021
		SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	200,643.18

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	g.1. Plumbing Fixtures	1.00	200,643.18		200,643.18
						Subtotal:	**200,643.18**
						Adjustment Factor:	**1.0000**
						Total:	**200,643.18**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
g.1. Plumbing Fixtures Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	200,643.00
				Total	**200,643.00**

MINNESOTA STATE

System Detail Report
By System Group

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities
Facilities and Infrastructure: Watkins Hall
Facilities and Infrastructure Number: E26074S1064

System Group: Plumbing System
Currency : USD

System Uniformat:	D2020 - Domestic Water Distribution	Name:	g.2. Plumbing Rough-in
		Lifetime:	50
Quantity:	1.00	Years Remaining:	0 (Observed)
Unit Cost:	583,689.25	% Used:	100% (Observed)
Replacement Cost:	583,689.25	Year Installed:	1964
Unit of Measure:	LS	Date Inspected:	May 31, 2021
System Condition Rating:	Fair	SCI:	1.00

Renewal

Modeled Renewal FY:	2021	Renewal Action FY:	2021
% Renew:	100.00	Renewal Action Cost:	583,689.25

Description

COST

Minn State Percent Renewed (2018): 100.0
Percentage of Total System: 100.0

System Costs

Unit Cost Basis: 1.00

Cost Source	Class	Code Label	Description	Quantity	Unit Cost	Unit	Total Cost
CUSTOM	N	N	g.2. Plumbing Rough-in	1.00	583,689.25		583,689.25
						Subtotal:	**583,689.25**
						Adjustment Factor:	**1.0000**
						Total:	**583,689.25**

Linked Requirements

Name	Category	Priority	Inspector	Action Date	Cost
g.2. Plumbing Rough-in Renewal	Lifecycle	1- Due within 1 Year of Inspection	System Renewal	May 31, 2021	583,689.00
				Total	**583,689.00**

MINNESOTA STATE

System Renewal Report

by Facilities and Infrastructure

Colleges or Universities: Winona State University
Campus: Winona State University - Winona - Facilities

Facilities and InfrastructureName: Watkins Hall
Facilities and InfrastructureNumber: E26074S1064
Facilities and InfrastructureSize: 35,805SF
Facilities and InfrastructureReplacement Cost: 15,686,647

Currency:USD **Period**: 10years **Inflation**: 0%

System	System Name	Lifetime (Years)	Modeled System Renewal FY	Unit Cost	Quantity	Replacement Cost	% Renew	Renewal Action FY	Renewal Action Cost
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard)	30	2021(Observed)	437,766.88	1	437,767	100.00%	2021	437,767
B30 - Roofing	a.5. Roofing - Builit-up, Membrane, Cedar	25	2019(Observed)	389,631.97	1	389,632	100.00%	2019	389,632
B30 - Roofing	a.5. Roofing - Builit-up, Membrane, Cedar	25	2018(Observed)	867,245.40	1	867,245	100.00%	2018	867,245
C30 - Interior Finishes	l.2. Interior Finishes	15	2028(Observed)	120,364.01	1	120,364	100.00%	2028	120,364
C30 - Interior Finishes	l.2. Interior Finishes	15	2021(Observed)	481,456.02	1	481,456	100.00%	2021	481,456
D2010 - Plumbing Fixtures	g.1. Plumbing Fixtures	30	2021(Observed)	200,643.18	1	200,643	100.00%	2021	200,643
D2020 - Domestic Water Distribution	g.2. Plumbing Rough-in	50	2021(Observed)	583,689.25	1	583,689	100.00%	2021	583,689
D30 - HVAC	d.1. HVAC - Equipment	35	2021(Observed)	554,504.75	1	554,505	100.00%	2021	554,505
D3040 - Distribution Systems	e.1. HVAC - Distribution	50	2021(Observed)	1,240,339.44	1	1,240,339	100.00%	2021	1,240,339
D3060 - Controls and Instrumentation	d.2. HVAC - Controls	20	2021(Observed)	346,565.43	1	346,565	100.00%	2021	346,565
D50 - Electrical	f.1. Electrical Equipment	30	2021(Observed)	784,332.32	1	784,332	100.00%	2021	784,332
D5037 - Fire Alarm Systems	j.1. Fire Detection Systems	20	2021(Observed)	182,402.87	1	182,403	100.00%	2021	182,403
E - Equipment and Furnishings	k.1. Built-in Equipment	25	2021(Observed)	346,565.43	1	346,565	100.00%	2021	346,565
						Watkins Hall-E26074S1064 Total Renewal Cost:			**6,535,507**
						Winona State University - Winona - Facilities Total Renewal Cost:			**6,535,507**
						Winona State University Total Renewal Cost:			**6,535,507**
						Summary Total Renewal Cost:			**6,535,507**

THIS PAGE INTENTIONALLY LEFT BLANK

4. SPACE NEEDS INVENTORY FORMS

See Section 3.2 for additional information.

Space Needs Program - Math & Statistics, Art & Design, Computer Science, and Interdisciplinary Programs

				ACTIVITIES					
Space Type	SF	Qty	Ttl SF	*Showcase*	*Meet*	*Collaborate*	*Tinker*	*Focus*	*Spark*
Lobby/reception	1,000	1	1,000	x					x
Coat room	100	1	100						
Commons	4,000	1	4,000	x	x	x		x	x
Learning module (classroom) - 3/4 module	750	1	750			x	x		x
Learning module (classroom) - 1 module	1,000	9	9,000			x	x		x
Learning module (classroom) - 1 1/4 module	1,250	1	1,250			x	x		x
High tech learning module (lab)	1,000	7	7,000			x	x		x
VIrtual reality lab	100	4	400	x		x	x	x	x
High touch learning module (studio)	1,600	5	8,000			x	x		x
Furniture storage	800	1	800						
Classroom supply	200	2	400						
Conference room	600	1	600		x	x			
Student lockers	200	1	200						
Office support	200	1	200						
Department home - Art & Design	300	1	300		x	x			x
Department home - Computer Science	300	1	300		x	x			x
Department home - Math & Statistics	300	1	300		x	x			x
Department home - Interdisciplinary Program	300	1	300		x	x			x
Office - Art & Design	100	9	900		x			x	
Office - Computer Science	100	12	1,200		x			x	
Office - Math & Statistics	100	22	2,200		x			x	
Office - Interdisciplinary Program	100	7	700		x			x	
Total Net Assignable Square Feet (NASF)			**39,900**						
Net to Gross Multiplier			1.83						
Total Gross Square Feet (GSF)			**73,017**						
Building Efficiency Ratio (NASF/GSF)			54.64%						

5. B3 BENCHMARKING DATA

BENCHMARKING

Winona State University

Winona State University

117 W Sanborn
Winona, MN 55987

Built 1912
1,634,032 Gross Bldg SF
1 Electric Meter
1 Natural Gas Meter
1 Fuel Oil Meter
25 Water - Mixed Use Meters
1 Water - Irrigation Only Meter
2 Stormwater Fee Meters

✔ Site has proper information for energy analysis

B3 Benchmark

★★☆☆☆

This site is using significantly more energy than the B3 Benchmark.

B3 Peer Rating

6

This site is ranked in the lower 6th percentile amongst 3,442 similar sites.

ENERGY STAR® Score

☆ N/A

Problem: In order to receive a score, more than 50% of the Gross Floor Area must be made up of a single Property Type that is eligible to receive a score (in your country)

Baseline Comparison

-12.42%

This site is using less energy than the baseline period.

B3 Benchmark

B3 Benchmark usage predictions are generated by an engineering model of a site based on entered building data. The engineering model predicts the usage of a site as if it were built to the program's chosen energy code using typical weather conditions. The more accurate the building data is, the more accurate the model will be.

★★☆☆☆

Actual:	98.84 kBtu/SF (July 2021 to June 2022)
Benchmark:	62.76 kBtu/SF (ASHRAE 90.1-2016)
Ratio:	1.57

This site is using significantly more energy than the B3 Benchmark.

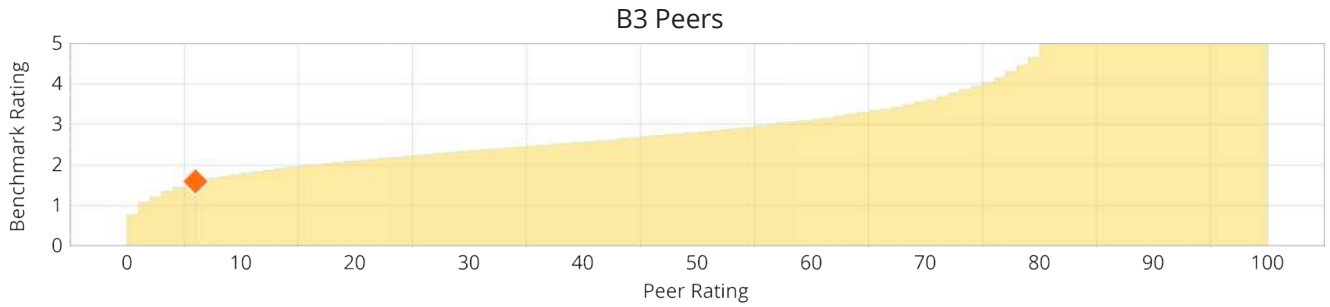
Actual Usage Compared to Benchmark By Month

B3 Peer Rating

6

The B3 Peer Rating is a comparison of how a site is doing compared to similar building types based on the actual to benchmark ratio.

This site is ranked in the lower 6th percentile amongst 3,442 similar sites.



ENERGY STAR

ENERGY STAR Portfolio Manager is an online tool funded by the Department of Energy that allows users to measure and track energy and water consumption, as well as GHG emissions. If eligible, properties entered into ENERGY STAR can receive a 1-100 score, based on statistical data from CBECS.

B3 integrates with ENERGY STAR Portfolio Manager to gather scores automatically.

☆ N/A

Problem: In order to receive a score, more than 50% of the Gross Floor Area must be made up of a single Property Type that is eligible to receive a score (in your country)

Baseline

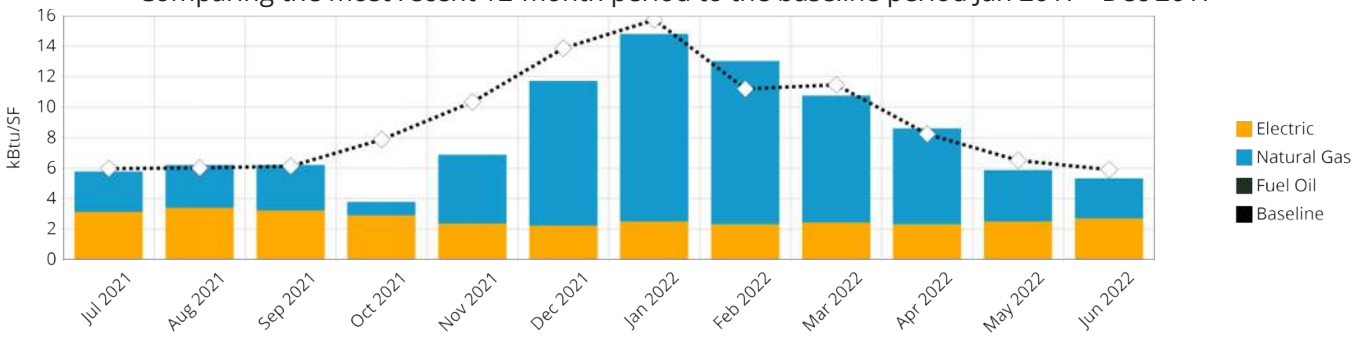
Baseline comparison is a comparison of a site to itself over time.

-12.42%

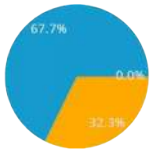
*Actual:	95.96 kBtu/SF (July 2021 to June 2022)
*Baseline:	109.56 kBtu/SF (Jan 2017 - Dec 2017)

*Weather normalized

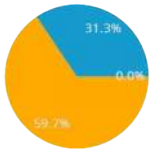
Comparing the most recent 12-month period to the baseline period Jan 2017 - Dec 2017



Energy Usage by Meter Source Type

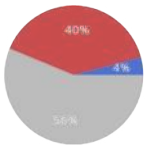


	Total Usage	Total Usage (kBtu)	kBtu/SF	kBtu/Occupant
Electric	15,292,585 kWh	52,178,300	31.93	0.00
Natural Gas	1,093,083 Therms	109,308,281	66.89	0.00
Fuel Oil	102 Gallons	14,095	0.01	0.00
Total		**161,500,677**	**98.84**	**0.00**



	Total Energy Cost ($)	$/SF	$/Occupant	CO2E/Occupant
Electric	$1,448,272	$0.89	$0.00	0.00
Natural Gas	$760,137	$0.47	$0.00	0.00
Fuel Oil	$0	$0.00	$0.00	0.00
Total	**$2,208,409**	**$1.35**	**$0.00**	**0.00**

End Use Breakdown



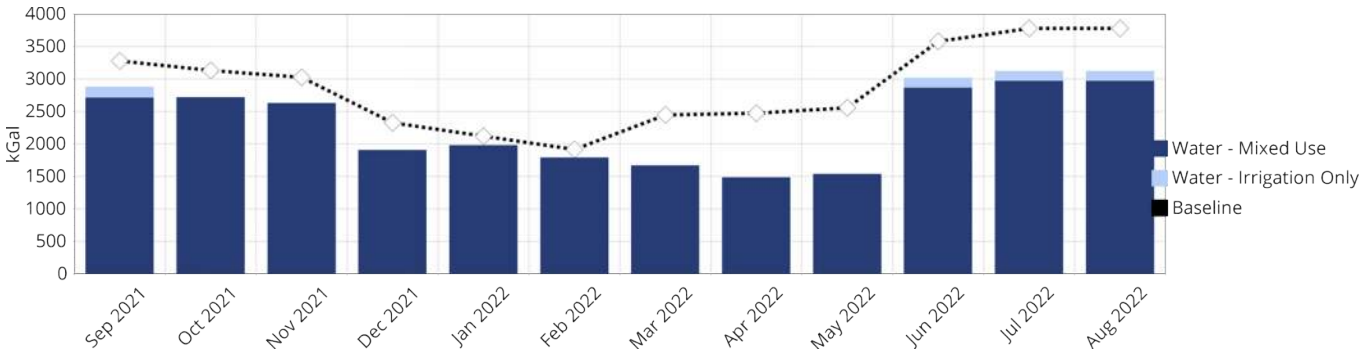
End Use	Usage (kBtu/SF)	Potential Savings $	Potential Savings kBtu	Potential Savings CO2E
56% Baseload	55.56	$186,400	25,142,200	1,381.53
40% Heating	39.24	$250,600	33,790,800	1,856.76
4% Cooling	4.04	$0	0	0.00

Space Asset Areas

SpaceUsage	Hours/Day	Days/Wk	Months/Yr	Conditioning
Gymnasium	14 hrs/day	7 days/wk	12 months/yr	Heated And Cooled
Office	12 hrs/day	6 days/wk	12 months/yr	Heated And Cooled
Treatment	12 hrs/day	5 days/wk	12 months/yr	Heated And Cooled
Fitness	14 hrs/day	7 days/wk	12 months/yr	Heated And Cooled
Locker Rooms	14 hrs/day	7 days/wk	12 months/yr	Heated And Cooled

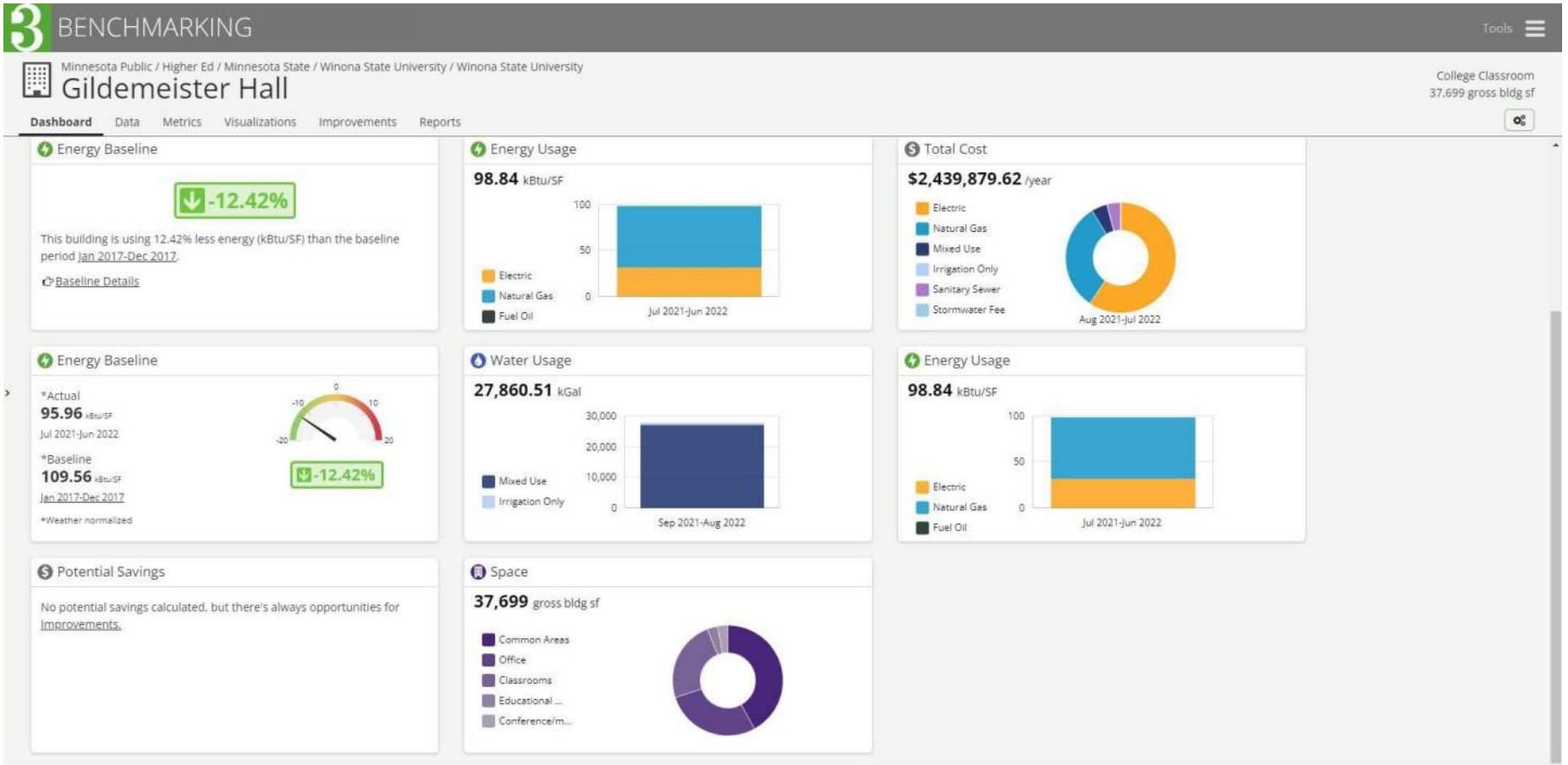
Water

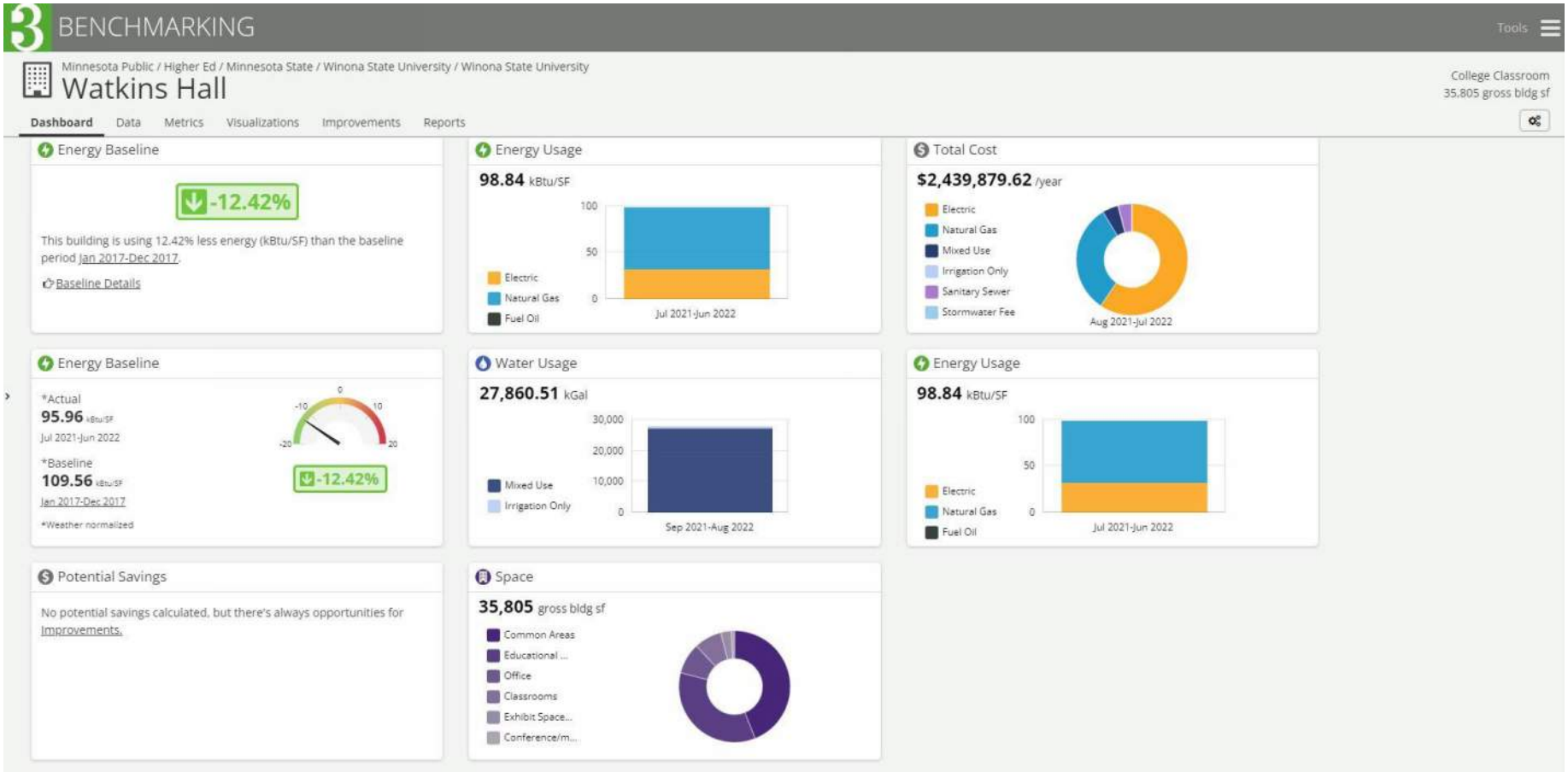
Current Water Consumption:	27,860.51 (kGal/year)
Baseline Water Consumption:	34,413 (kGal/year)
Percent Change:	-19.04%
Current Annual Water Dollars:	$206,091
Baseline Annual Water Dollars:	$226,169
Annual Water Usage Per Occupant:	
Annual Water Usage Per Square Foot:	0.0171



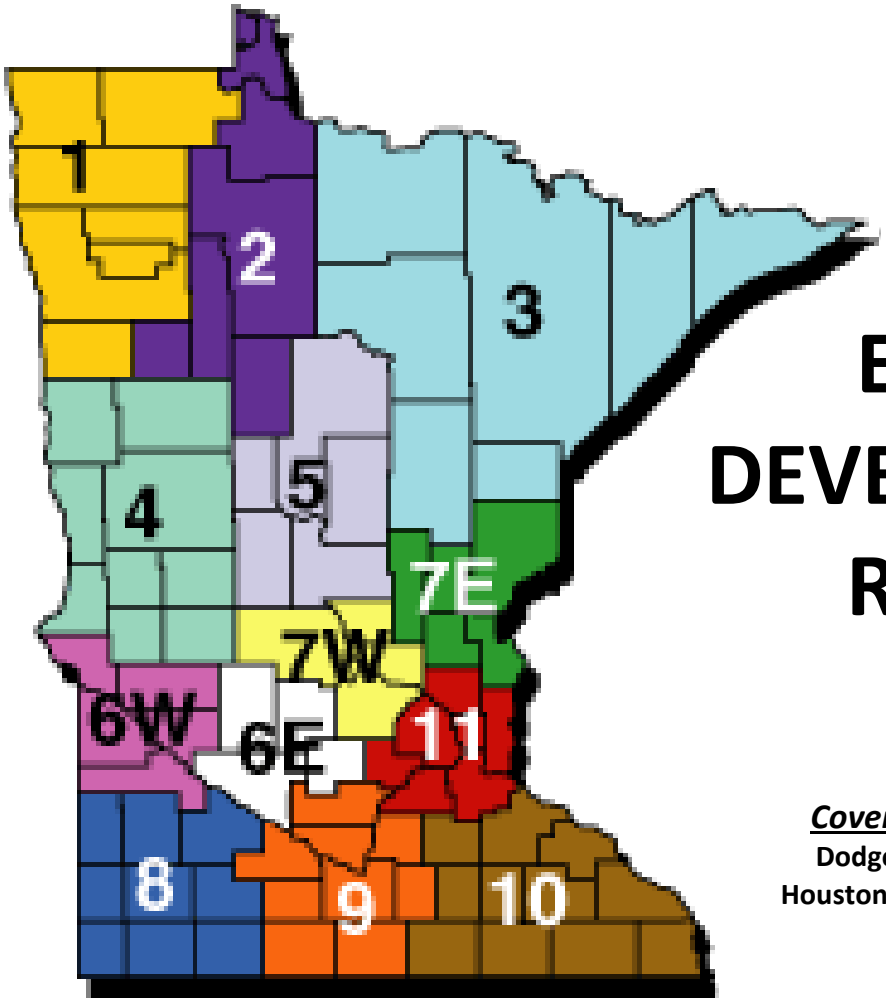
Miscellaneous Properties

Total Sites:	1
Total Buildings:	25
Total Meters:	31
Annual CO2e Metric Tons:	12,590.53 metric tons
Annual CO2e/SF:	0.0077 metric tons/SF
Annual CO2e/Occupant:	0.0000 metric tons/occupant
Annual CO2e Pounds:	27,757,328 pounds
Annual CO2e/SF:	16.99 pounds/SF
Annual CO2e/Occupant:	0.00 pounds/occupant
Annual Cost:	$2,439,880
Annual Cost/SF:	$1.49/SF
Annual Cost/Occupant:	$0.00/occupant
kBtu:	161,500,677 kBtu/year
kBtu/SF (aka EUI):	98.84 kBtu/sf/year
Date Created:	
First Building Name:	*Wellness Center
Energy Usage Period:	July 2021 to June 2022
Water Usage Period:	September 2021 to August 2022
Total Usage Period:	August 2021 to July 2022
Baseline Period:	Jan 2017 - Dec 2017


BENCHMARKING
Tools
Minnesota Public / Higher Ed / Minnesota State / Winona State University / Winona State University
Gildemeister Hall
College Classroom
37,699 gross bldg sf
Dashboard
Data
Metrics
Visualizations
Improvements
Reports
Energy Baseline
-12.42%
This building is using 12.42% less energy (kBtu/SF) than the baseline period Jan 2017-Dec 2017.
Baseline Details
Energy Usage
98.84 kBtu/SF
100
50
0
Electric
Natural Gas
Fuel Oil
Jul 2021-Jun 2022
Total Cost
$2,439,879.62 /year
Electric
Natural Gas
Mixed Use
Irrigation Only
Sanitary Sewer
Stormwater Fee
Aug 2021-Jul 2022
Energy Baseline
*Actual
95.96 kBtu/SF
Jul 2021-Jun 2022
*Baseline
109.56 kBtu/SF
Jan 2017-Dec 2017
*Weather normalized
-12.42%
Water Usage
27,860.51 kGal
30,000
20,000
10,000
0
Mixed Use
Irrigation Only
Sep 2021-Aug 2022
Energy Usage
98.84 kBtu/SF
100
50
0
Electric
Natural Gas
Fuel Oil
Jul 2021-Jun 2022
Potential Savings
No potential savings calculated, but there's always opportunities for Improvements.
Space
37,699 gross bldg sf
Common Areas
Office
Classrooms
Educational ...
Conference/m...


BENCHMARKING
Tools
Minnesota Public / Higher Ed / Minnesota State / Winona State University / Winona State University
Watkins Hall
College Classroom
35,805 gross bldg sf
Dashboard
Data
Metrics
Visualizations
Improvements
Reports
Energy Baseline
-12.42%
This building is using 12.42% less energy (kBtu/SF) than the baseline period Jan 2017-Dec 2017.
Baseline Details
Energy Usage
98.84 kBtu/SF
100
50
0
Electric
Natural Gas
Fuel Oil
Jul 2021-Jun 2022
Total Cost
$2,439,879.62 /year
Electric
Natural Gas
Mixed Use
Irrigation Only
Sanitary Sewer
Stormwater Fee
Aug 2021-Jul 2022
Energy Baseline
*Actual
95.96 kBtu/SF
Jul 2021-Jun 2022
*Baseline
109.56 kBtu/SF
Jan 2017-Dec 2017
*Weather normalized
-12.42%
Water Usage
27,860.51 kGal
30,000
20,000
10,000
0
Mixed Use
Irrigation Only
Sep 2021-Aug 2022
Energy Usage
98.84 kBtu/SF
100
50
0
Electric
Natural Gas
Fuel Oil
Jul 2021-Jun 2022
Potential Savings
No potential savings calculated, but there's always opportunities for Improvements.
Space
35,805 gross bldg sf
Common Areas
Educational ...
Office
Classrooms
Exhibit Space...
Conference/m...

6. WORKFORCE AND DEMOGRAPHIC DATA



ECONOMIC DEVELOPMENT REGION 10: Southeast

Covering the following counties:

Dodge, Fillmore, Freeborn, Goodhue, Houston, Mower, Olmsted, Rice, Steele, Wabasha and Winona Counties

2021 REGIONAL PROFILE

Updated August 2021

Mark Schultz
Regional Analyst, Southeast & South Central Minnesota
Minnesota Department of Employment and Economic Development
Winona WorkForce Center
1250 Homer Road, Suite 200
Winona, MN 55987
Office: (507) 205-6068
E-mail: mark.schultz@state.mn.us
Web: http://mn.gov/deed/data/

DEMOGRAPHICS

POPULATION CHANGE

Economic Development Region 10 (EDR 10-Southeast) is an 11-county region located in Southeast corner of the state, bordering Iowa below and Wisconsin to the East. EDR 10-Southeast population was the second highest of 13 economic development regions (EDRs) in the state, accounting for 9.1% of the state's total population. The regional population increased by 18,007 residents from 2010 to 2020, a 3.6% increase, slower than the 6.7% statewide rise (Table 1).

Table 1. Population Change 2010-2020

	2010 Population	2020 Estimates	2010-2020 Change	
			Number	Percent
Dodge Co.	20,087	20,987	+900	+4.5%
Fillmore Co.	20,866	21,135	+269	+1.3%
Freeborn Co.	31,255	30,364	-891	-2.9%
Goodhue Co.	46,183	46,318	+135	+0.3%
Houston Co.	19,027	18,632	-395	-2.1%
Mower Co.	39,163	40,150	+987	+2.5%
Olmsted Co.	144,248	159,298	+15,050	+10.4%
Rice Co.	64,142	67,084	+2,942	+4.6%
Steele Co.	36,576	36,596	+20	+0.0%
Wabasha Co.	21,676	21,642	-34	-0.2%
Winona Co.	51,461	50,484	-976	-1.9%
Region 10 - Southeast	**494,684**	**512,691**	**+18,007**	**+3.6%**
State of Minnesota	**5,303,925**	**5,657,342**	**+353,417**	**+6.7%**

Source: U.S. Census Bureau, Population Estimates

Seven of the 11 counties in EDR 10 added population, with Freeborn, Houston, Wabasha and Winona being the exceptions. Olmsted was the largest county in the region, accounting for 31.1% of the regional population in 2020, and also saw the largest increase since 2010, making it the 6th fastest growing county (of 87) in the state. Rice and Dodge saw population increases over 4%, making them the 25th and 26th fastest growing counties. In contrast, Winona County saw a loss of 976 residents while Freeborn County saw a population decrease of 891 people.

COMPONENTS OF POPULATION CHANGE

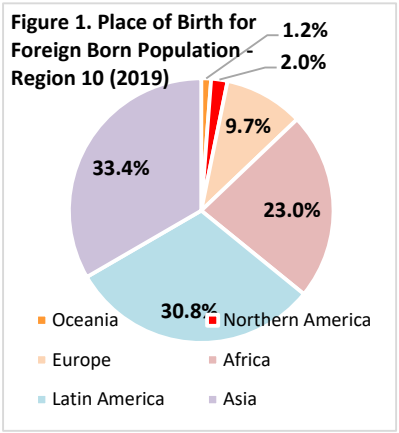
The recent population growth in EDR 10 was fueled primarily by a natural increase – more births than deaths – of 17,749 people from 2010 to 2019. These additions were offset by out-migration during that time, when 962 more people left the region than moved in. However, this would have been a net loss if not for a gain of 9,107 new foreign-born immigrants to the region since 2010 (Table 2).

Table 2. Estimates of the Components of Population Change, 2010-2019

	Total Change	Natural Increase	Vital Events		Net Migration		
			Births	Deaths	Total	International	Domestic
Region 10	+16,611	+17,749	56,358	38,609	-962	+9,107	-10,069
Minnesota	+335,705	+250,488	637,356	386,868	+88,161	+114,414	-26,253

Source: U.S. Census Bureau, Population Estimates Program

With the international in-migration, EDR 10 was now home to 34,789 foreign born residents, or 6.9% of the total population. The largest number of immigrants in the region came from Asia, Latin America, Africa and Europe (Figure 1). However, the fastest increase in immigrants came from Africa, which saw an 108.1% increase since 2010. In sum, the number of immigrants in the region increased by 33.8% from 2010 to 2019, which was higher than the statewide growth rate of 28.9%.

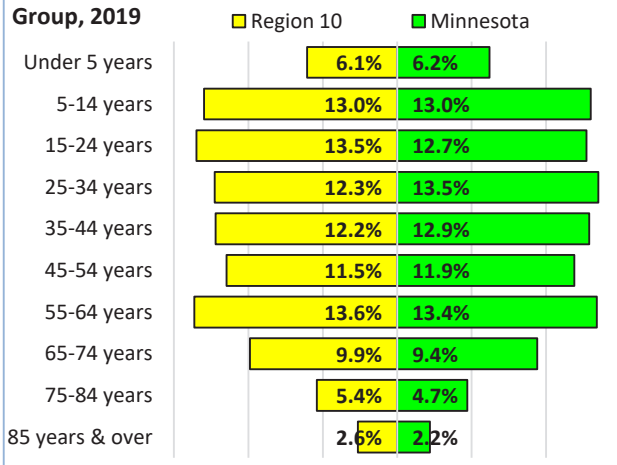


Based on year of entry, EDR 10's foreign born population was "newer" than the rest of the state. 32.4% of the region's immigrants entered the U.S. since 2010 and another 30.4% entered between 2000 and 2009, compared to 27.6% and 30.9% statewide. Foreign-born residents have a younger age profile than the native born population, with 60.7% being between 25 and 54 years of age, compared to 37.2%. While a higher percentage of foreign-born residents had an advanced degree than native born residents, immigrants were also much more likely to have less than a high school diploma.

POPULATION BY AGE GROUP

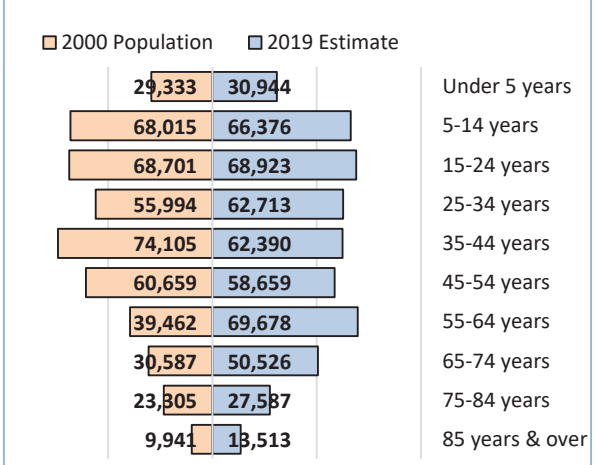
EDR 10 has both a younger *and* older population than the state – nearly one-third (31.5%) of the region's population was 55 or older, compared to 29.7% statewide, and another one-third (32.5%) of the population was also under 25 years, compared to 31.9% in the state. This leaves EDR 10 with a smaller percentage of people in the 25 to 54 year age group - typically considered the "prime working years." A large portion of the area's population is a part of the Baby Boom generation, which is creating a significant shift in regional demographics over time. Between 2000 and 2019, over 58,000 more residents were in the 55 years or older groups (Figures 2 and 3).

Figure 2. Percentage of Population by Age Group, 2019



Source: U.S. Census Bureau, Population Estimates

Figure 3. Population Pyramid, 2000-2019



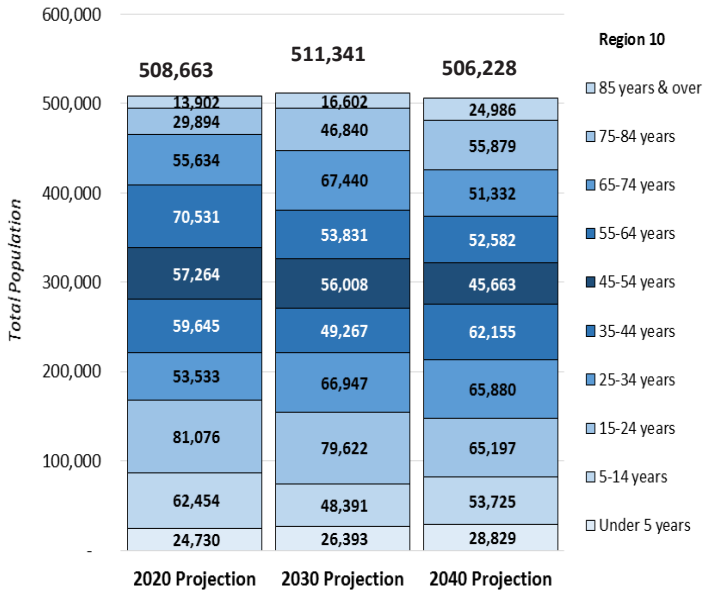
Source: U.S. Census Bureau

POPULATION PROJECTIONS BY AGE GROUP

EDR 10 is projected to continue its population increase over the next decade (2020 to 2030), but experience a decline in the following decade (2030 to 2040). Population projections from the Minnesota State Demographic Center show that the area is expected to see a net loss of 2,435 people from 2020 to 2040 (Figure 4). In comparison, the state of Minnesota is projected to grow 8.8% from 2020 to 2040, closing in on 6.2 million residents.

Like the recent shift, projections for growth vary widely by age. The region is expected to add residents between the ages of 25 and 44 in the next 20 years and see a corresponding increase in the youngest population aged under 5 years. Conversely, the major losses are expected to occur in the age groups from 15 to 24 and 45 to 74, as the Baby Boom generation ages out of those cohorts. However, this will also lead to over 37,000 more residents aged 75 years and over, an 84.6% expansion.

Figure 4. Population Projections by Age Group, 2020-2040



Source: Minnesota State Demographic Center

POPULATION BY RACE

The population in EDR 10 has had some significant changes since the turn of the century, however it remains less racially diverse than the state as a whole. In 2019, just under 90% of the region's residents reported White alone as their race, compared to 82.8% of residents statewide. Every other race increased faster than the white population from 2000 to 2019. In fact, the number of residents who were Black or African American more than tripled, and the number of people of Two or More Races and those of Hispanic or Latino origin more than doubled, and the Asian population also saw a notable increase since 2000 (Table 3).

Table 3. Race and Hispanic Origin, 2019	EDR 10				Minnesota	
	Number	Percent	*Change from 2000-2019*	*Percent Change 2000-2019*	Percent	*Percent Change 2000-2019*
Total	**506,721**	**100.0%**	***+46,619***	***+10.1%***	**100%**	***+13.1%***
White	451,701	89.1%	*+17,648*	*+4.1%*	82.8%	*+4.7%*
Black or African American	18,191	3.6%	*+12,617*	*+226.4%*	6.4%	*+107.6%*
American Indian & Alaska Native	1,905	0.4%	*+500*	*+35.6%*	1.0%	*+5.5%*
Asian & Other Pacific Islander	15,892	3.1%	*+7,160*	*+82.0%*	4.9%	*+87.8%*
Some Other Race	8,474	1.7%	*+2,882*	*+51.5%*	1.9%	*+58.1%*
Two or More Races	10,558	2.1%	*+5,812*	*+122.5%*	3.0%	*+99.9%*
Hispanic or Latino	28,706	5.7%	*+15,382*	*+115.4%*	5.4%	*+108.9%*
Source: U.S. Census Bureau, 2015-2019 American Community Survey						

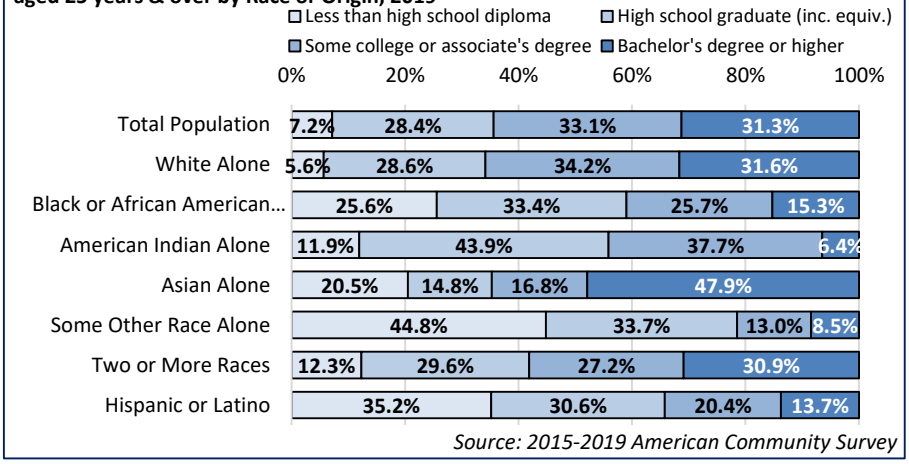
EDUCATIONAL ATTAINMENT

With 40.6% of adults aged 18 years and over holding a college degree, EDR 10 had lower educational attainment than the state in 2019, where 44.4% of adults have an associate, bachelor's, or advanced degree. However, EDR 10 had a higher percentage of people with some college but no degree and a high school diploma or less. Regional educational attainment for post-secondary degree holders only exceeded the state in associate's degrees (Table 4).

Table 4. Educational Attainment for the Population Aged 18 years & Over	Region 10		Minnesota
	Number	Percent	Percent
Total, 18 years & over	**389,502**	**100.0%**	**100.0%**
Less than high school	30,560	7.8%	7.5%
High school graduate (incl. equiv.)	110,411	28.3%	25.0%
Some college, no degree	90,406	23.2%	23.1%
Associate's degree	46,694	12.0%	10.9%
Bachelor's degree	71,291	18.3%	22.5%
Advanced degree	40,140	10.3%	11.0%
Source: 2015-2019 American Community Survey, 5-Year Estimates			

Like the rest of the state, educational attainment varies significantly by race and ethnicity in EDR 10. Fifty-nine percent of Black or African American residents have a high school diploma or less, as does 65.8% of Hispanics or Latinos and 78.5% of those of Some Other Race, compared to 34.2% of whites. At just 6.4%, American Indians had the lowest percent of adults with a bachelor's degree or higher, followed by 8.5% of those of Some Other Race, 13.7% of Hispanics or Latinos, and 15.3% of Blacks or African Americans. Comparatively, 31.6% of Whites had this level of education (Table 5)..

Figure 5. Southeast Minnesota Educational Attainment for the population aged 25 years & over by Race or Origin, 2019



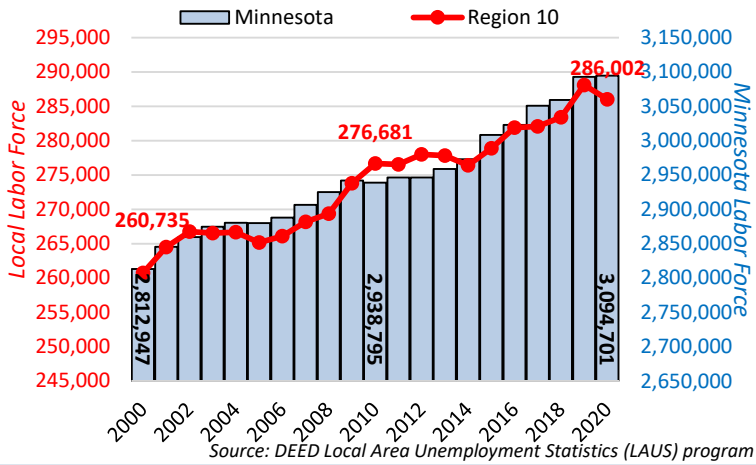
Source: 2015-2019 American Community Survey

LABOR FORCE

LABOR FORCE CHANGE

According to data from DEED's Local Area Unemployment Statistics program, EDR 10 had an annual average labor force count of just over 286,000 in 2020. Despite some ups and downs, the regional labor force has increased since 2000, adding just under 25,270 new workers over the past 20 years. As such, the labor force in EDR 10 actually reached its second highest peak in 2020, below the previous high a year earlier. The decline in the 2020 number was greatly impacted by the spread of COVID-19 (Figure 6).

Figure 6. Annual Labor Force Estimates, 2000-2020

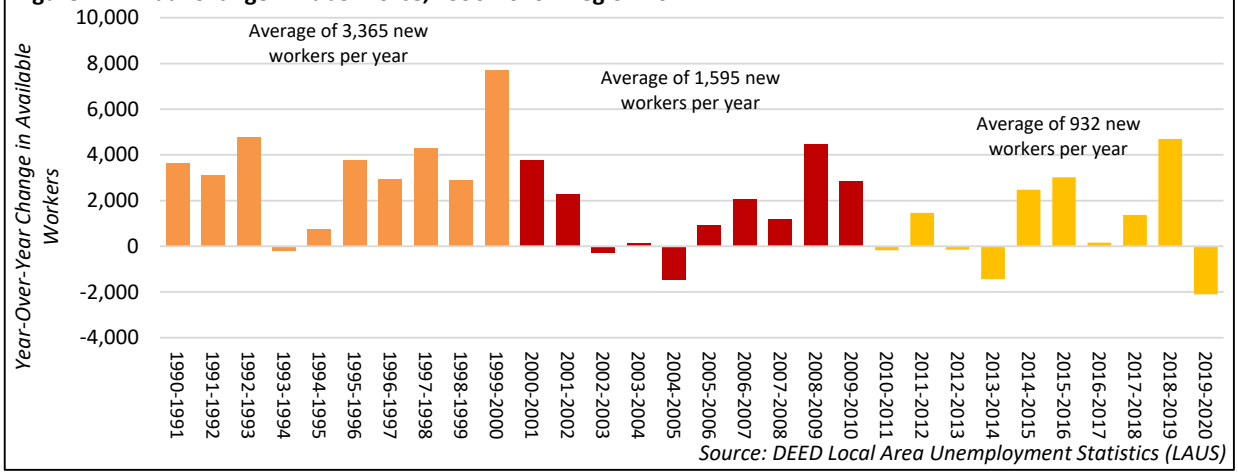


Source: DEED Local Area Unemployment Statistics (LAUS) program

Over time, the size of the region's labor force has fluctuated, with a low of 260,735 in 2000, then adding over 13,000 workers as the recession took hold in 2009. Despite these gains, the labor market in EDR 10 continues to tighten, with fewer unemployed workers available. There were over 14,200 unemployed workers in 2020 (largely due to the pandemic), down from a high of 20,034 in 2009, however up significantly from the 8,677 unemployed individuals in 2019. Labor force constraints will continue to have a substantial impact on the regional economy.

Averaging a net gain of 3,365 additional labor force participants per year between 1990 and 2000, employers in EDR 10 were able to tap into a large and growing pool of talented workers. Although the regional labor force and economy continue to grow, the rate of labor force growth is slowing down considerably, demonstrated by EDR 10 adding an average of only 932 workers per year from 2010 to 2020 (Figure 7). Increasingly tight labor markets and a growing scarcity of workers is now recognized as one of the most significant barriers to future economic growth in EDR 10. In the face of these constraints, it has become evident that a more diverse workforce in terms of age, gender, race, ethnicity, disability status, and immigration has been and will continue to be a vital source of the workers that employers need to succeed. As the white, native-born workforce continues to age, younger workers of different races or from different countries will comprise the fastest growing segment of the labor force.

Figure 7. Annual Change in Labor Force, 1990-2020 - Region 10



Source: DEED Local Area Unemployment Statistics (LAUS)

LABOR FORCE PROJECTIONS

Despite the projected population increase in EDR 10 from 2020 to 2030 (shown in Figure 4), the regional labor force is expected to contract during this time frame. Applying current labor force participation rates to future population projections by age group creates labor force projections for the region, which show a 2.2% drop in workforce numbers, a loss of 6,116 workers, as the Baby Boom generation ages and drops out of the labor force. The projected decline includes a huge loss in the number of workers aged 55 to 64 supplemented by notable losses in those between the ages 16 to 19 and 45 to 54 years by 2030. Most importantly, the number of workers aged 20 to 44 years is expected to swell by 4,650 workers. Still, the anticipated overall contraction may lead employers to adapt their management and hiring practices in order to compete for workers (Table 5).

Table 5. EDR 10 Labor Force Projections

	2020 Labor Force Estimate	2030 Labor Force Projection	2020-2030 Change	
			Numeric	Percent
16 to 19 years	17,287	15,562	-1,725	-10.0%
20 to 24 years	36,462	38,428	1,966	5.4%
25 to 44 years	100,054	102,738	2,684	2.7%
45 to 54 years	50,941	49,823	-1,117	-2.2%
55 to 64 years	52,914	40,385	-12,529	-23.7%
65 to 74 years	15,421	18,693	3,272	21.2%
75 years & over	2,971	4,304	1,333	44.9%
Total Labor Force	**276,050**	**269,934**	**-6,116**	**-2.2%**

Source: calculated from Minnesota State Demographic Center population projections and 2015-2019 American Community Survey 5-Year Estimates

EMPLOYMENT CHARACTERISTICS

With 68.6% of the population over 16 years of age in the labor force, EDR 10 had a lower labor force participation rate than the state. In addition, three age groups (20 to 24, 25-44 and 65-74) had lower labor force participation rates than those statewide (Table 6).

Table 6. EDR 10 Employment Characteristics, 2019

	Region 10			Minnesota	
	In Labor Force	Labor Force Partic. Rate	Unemp. Rate	Labor Force Partic. Rate	Unemp. Rate
Total Labor Force	**276,312**	**68.6%**	**3.6%**	**69.7%**	**3.6%**
16 to 19 years	15,617	57.0%	14.4%	53.2%	11.0%
20 to 24 years	29,159	84.5%	4.9%	84.6%	6.0%
25 to 44 years	108,508	88.4%	3.6%	88.8%	3.2%
45 to 54 years	55,337	89.0%	3.0%	87.6%	2.7%
55 to 64 years	51,929	75.0%	2.5%	73.0%	2.8%
65 to 74 years	13,032	27.7%	3.7%	27.9%	2.2%
75 years & over	2,676	6.8%	6.7%	6.6%	2.4%
Employment Characteristics by Race & Hispanic Origin					
White alone	250,219	68.5%	3.0%	69.3%	3.0%
Black or African American	8,072	66.4%	15.3%	71.3%	8.8%
American Indian & Alaska Native	874	57.6%	18.7%	58.9%	12.6%
Asian or Other Pac. Islanders	8,906	72.1%	5.8%	71.2%	4.3%
Some Other Race	4,409	75.7%	8.1%	77.7%	6.1%
Two or More Races	3,786	71.3%	8.7%	73.6%	7.4%
Hispanic or Latino	13,740	74.4%	8.2%	76.5%	6.1%
Employment Characteristics by Disability					
With Any Disability	13,112	56.3%	7.4%	53.0%	8.6%
Employment Characteristics by Educational Attainment					
Population, 25 to 64 years	215,755	84.9%	2.6%	84.5%	3.0%
Less than H.S. Diploma	10,988	68.2%	3.9%	66.3%	4.2%
H.S. Diploma or Equivalent	51,371	80.3%	2.7%	78.5%	2.6%
Some College or Assoc. Degree	78,487	86.8%	2.3%	85.3%	3.0%
Bachelor's Degree or Higher	74,917	89.5%	1.1%	90.0%	1.7%

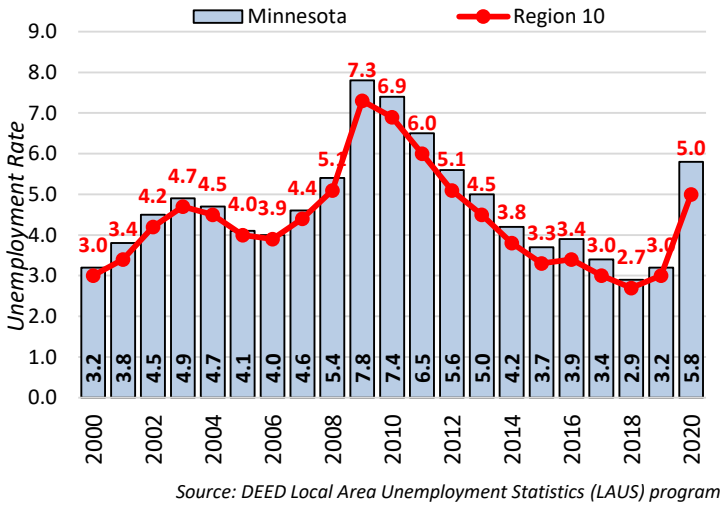
Source: 2015-2019 American Community Survey, 5-Year Estimates

Labor force participation rates varied by race and ethnicity in EDR 10, but also lagged behind state averages. The lowest labor force participation rates by race were seen by American Indian and Alaska Natives and Black or African Americans. In addition, those between the ages of 16 and 19, those with a disability, and those with less than a high school diploma also had low labor force participation rates. Unemployment rates were also higher for all race/ethnic groups compared to the state as a whole. Black or African Americans saw the largest discrepancy in unemployment rate with a regional rate of 15.3% compared to 8.8% statewide. In addition, workers between the ages of 16 to 19 and those with a disability also had much higher unemployment rates.

UNEMPLOYMENT RATES

Regardless of the state of the economy, EDR 10 has consistently reported lower unemployment rates than Minnesota overall since 2000. According to the Local Area Unemployment Statistics program, the unemployment rate in EDR 10 consistently hovered about 0.1 to 0.5 points below the statewide rate, shifting in sync to economic fluctuation. During the recession, it rose as high as 7.3 percent in 2009, but fell back to prerecession rates by 2014. Since then, the regional rate increased slightly in 2016 before dropping to 2.7 percent in 2018. Needless to say, the pandemic of 2020 caused a significant jump in the unemployment rate in 2000 with an annual average of 5.0% (Figure 8).

Figure 8. Unemployment Rates, 2000-2020

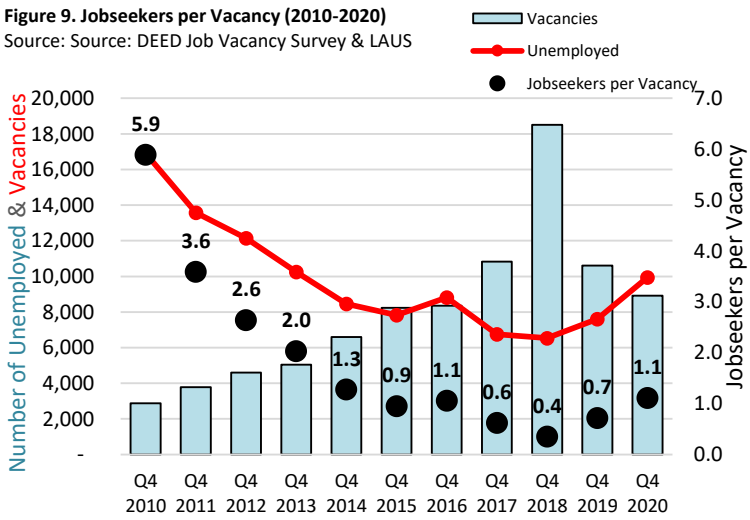


Source: DEED Local Area Unemployment Statistics (LAUS) program

JOBSEEKERS PER VACANCY

As the economy continues to recover and the number of available workers declines, the regional labor market has been tightening. A clear demonstration of this is the ratio of unemployed jobseekers per vacancy, which again stands at 1.1-to-1 in EDR 10. This ratio is higher than seen in years past due to the pandemic and subsequent job losses and layoffs, however is still lower than what was seen in the second quarter of 2020 (2.3-to-1). According to recent Job Vacancy Survey results, there were 8,917 openings reported by employers compared to 9,933 unemployed jobseekers in the region. Due to high unemployment rates, the ratio climbed as high as 5.9 jobseekers per vacancy in the fourth quarter of 2010 (Figure 9).

Figure 9. Jobseekers per Vacancy (2010-2020)
Source: Source: DEED Job Vacancy Survey & LAUS



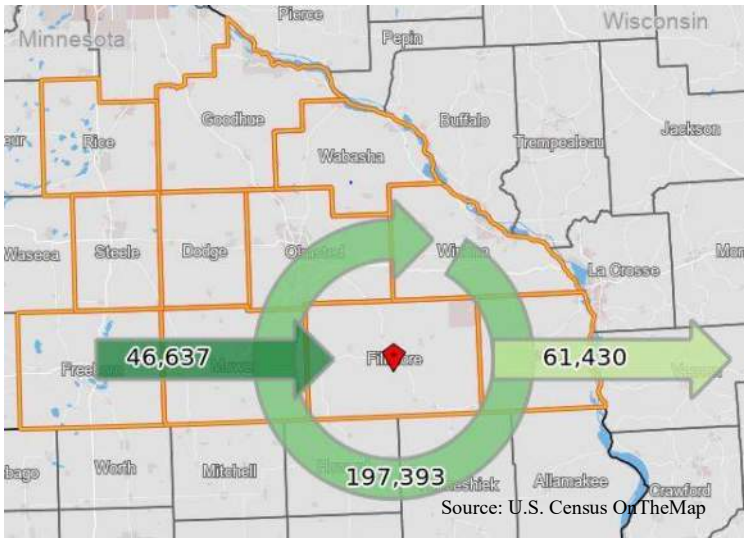
COMMUTE SHED AND LABOR SHED

Over three quarters of residents in EDR 10 also work in the region. However, EDR 10 is a net exporter of labor, having fewer jobs than available workers. In 2018, 197,393 workers both lived and worked in EDR 10, while another 46,637 workers drove into the region for work. This is compared to 61,430 workers who lived in the region but drove to outside areas for work (Table 7 and Figure 10).

Table 7. EDR 10 Inflow/ Outflow Job Counts (All Jobs), 2018	2018	
	Count	Share
Employed in the Selection Area	244,030	100.0%
Employed in the Selection Area but Living Outside	46,637	19.1%
Employed and Living in the Selection Area	197,393	80.9%
Living in the Selection Area	258,823	100.0%
Living in the Selection Area but Employed Outside	61,430	23.7%
Living and Employed in the Selection Area	197,393	76.3%

Source: U.S. Census Bureau, OnTheMap

Figure 10. EDR 10 - Southeast Minnesota Labor and Commute Shed, 2018



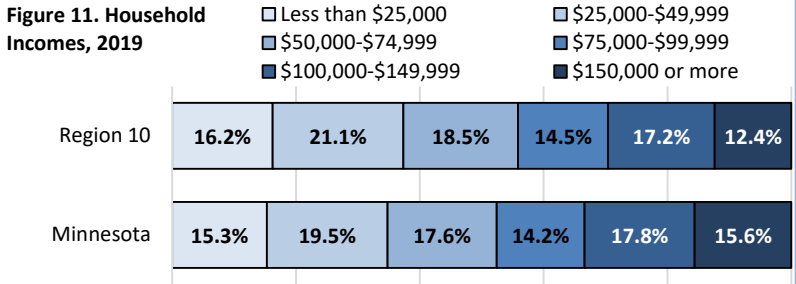
Home to Rochester, Olmsted County is the largest employment center in the region and the biggest draw for workers, followed by Winona and Rice counties. Employers in the region draw workers from surrounding counties like Dakota, Hennepin and Ramsey Counties as well as Wisconsin Counties like Pierce, Buffalo and La Crosse. Workers also travel to these same counties for work, as well as surrounding western counties like Blue Earth and Waseca County (Figure 10). The average commute time for workers in EDR 10 was 21.7 minutes, compared to 23.7 minutes for workers statewide. Just under 60% of workers commuted less than 20 minutes each way, compared to 45.7% statewide. About 6% percent of workers worked at home, and 3.4% were able to walk to work. Just over half (50.5%) of workers left home between 6:00 a.m. and 8:00 a.m.

INCOMES, WAGES AND OCCUPATIONS

HOUSEHOLD INCOMES

Household incomes were lower in EDR 10 than in the state overall. At $67,185 EDR 10 had the fourth highest median household income of the 13 economic development regions in the state. Over one-third (37.3%) of the households in the region had incomes below $50,000 in 2019, compared to just 34.8% statewide. Another one-third of households earned between $50,000 and $100,000 in EDR 10, while 29.6% of households earned over $100,000 per year compared to 33.4% of households statewide (Figure 11).

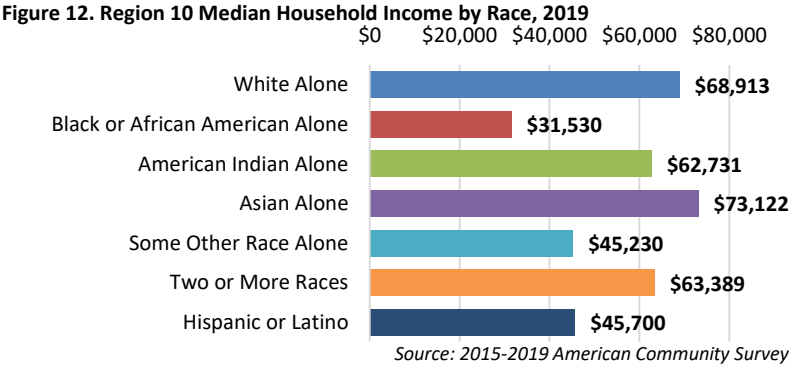
Figure 11. Household Incomes, 2019



Source: 2015-2019 American Community Survey 5-Year Estimates

Incomes varied widely by race in EDR 10, with the highest incomes reported by Asian households followed by those of Whites. The lowest household incomes reported were among Black or African American, Some Other Race, and Hispanic or Latino households. The household income for Whites is over double that of Black or African American households, equaling a $37,382 per year difference in median household incomes, and is also just over $23,200 higher than the median household income among Hispanic or Latino origin households (Figure 12).

Figure 12. Region 10 Median Household Income by Race, 2019



Source: 2015-2019 American Community Survey

COST OF LIVING

According to DEED's Cost of Living tool, the basic needs budget for an average Minnesota family (which consists of 2 adults and 1 child, with 1 full-time and 1 part-time worker) was $58,800 in 2020. The cost of living for a similar family in EDR 10 was $51,540 – which was the fourth highest of the 13 economic development regions in the state. The highest monthly costs were for housing, transportation, and food; though the region's housing, child care, and taxes were significantly lower than the state as a whole. In order to meet the basic needs cost of living for the region, the two workers in the family scenario described would need to earn $16.52 per hour working a combined 60 hours per week (Table 8).

DEED's Cost of Living tool provides different estimates for household compositions including single people, partnered couples, and up to 4 children. For a single person living alone and working full-time, the estimated yearly cost in EDR 10 would be $30,228, which would require an hourly wage of $14.53 to meet the basic needs standard of living. However, if that same single person who is working full-time were to have one child the yearly cost of living would jump to $47,520 or an hourly wage requirement of $22.85.

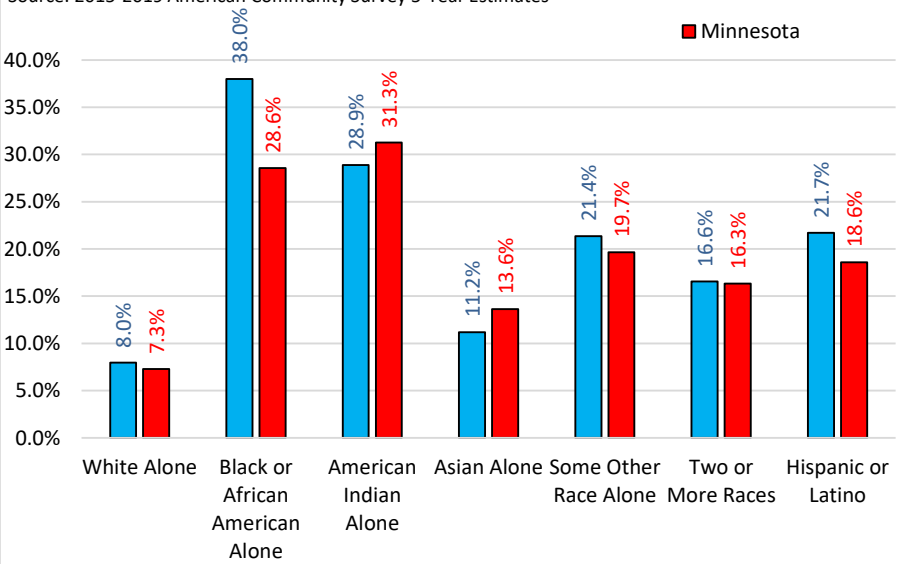
Table 8. Family Yearly Cost, Worker Hourly Wage, and Family Monthly Costs, 2020

Family Composition	Number of Workers	Yearly Cost of Living	Hourly Wage Required	Monthly Costs						
				Child Care	Food	Health Care	Housing	Trans-portation	Other	Taxes
EDR 10-Southeast										
Single, 0 children	1 FT	$30,228	$14.53	$0	$349	$163	$672	$712	$280	$343
Single, 1 child	1 FT	$47,520	$22.85	$712	$516	$385	$892	$717	$386	$352
2 parents, 1 child	**1 FT, 1 PT**	**$51,540**	**$16.52**	**$356**	**$798**	**$519**	**$892**	**$828**	**$463**	**$439**
2 parents, 2 children	2 FT	$74,532	$17.92	$1,192	$1,041	$533	$1,225	$873	$620	$727
Minnesota										
Single, 0 children	1 FT	$32,964	$15.85	$0	$355	$153	$832	$704	$325	$378
2 parents, 1 child	**1 FT, 1 PT**	**$58,800**	**$18.85**	**$546**	**$810**	**$549**	**$1,069**	**$819**	**$515**	**$592**

Source: DEED Cost of Living tool

Overall, EDR 10's poverty rate was 9.5%, which was just below the statewide rate of 9.7%. Like incomes, poverty levels varied widely by race and origin. It was estimated that 38% of the region's Black or African American population was below the poverty level in 2019, compared to just 8% of the white population. Likewise, poverty levels were also higher among every other race/ethnic group when compared to that of Whites. With two exceptions, those being American Indians and Asians, the remaining groups had higher percentages below poverty than the state as a whole (Figure 13).

Figure 13. Percent Below Poverty Level by Race or Origin (2019)
Source: 2015-2019 American Community Survey 5-Year Estimates



WAGES AND OCCUPATIONS

The median hourly wage for all occupations in EDR 10 was $21.13 in the first quarter of 2021 (Table 9). As such, the region has the third highest median wage level of the 13 economic development regions in the state. However, the median wage in EDR 10 was $1.87 less than the statewide median, and $3.80 less than the median wage in the Twin Cities metro area. Compared to the other two economic development regions in Southern Minnesota, the Southeast region's median wage was $1.37 more than the South Central region and $2.34 higher than that in the Southwest region (Table 9).

Table 9. Occupational Employment Statistics by Region, 1st Qtr. 2021	Median Hourly Wage	Estimated Regional Employment
EDR 1 - Northwest	$19.87	35,010
EDR 2 - Headwaters	$19.80	29,720
EDR 3 - Arrowhead	$20.49	132,720
EDR 4 - West Central	$19.61	78,570
EDR 5 - North Central	$18.19	64,670
EDR 6E - Southwest Central	$19.37	49,540
EDR 6W - Upper MN Valley	$19.11	15,520
EDR 7E - East Central	$21.84	48,790
EDR 7W - Central	$20.83	185,220
EDR 8 - Southwest	$18.79	51,340
EDR 9 - South Central	$19.76	99,840
EDR 10 - Southeast	**$21.13**	**231,950**
EDR 11 - 7-County Twin Cities	$24.93	1,697,060
State of Minnesota	**$23.00**	**2,708,760**

Source: DEED Occupational Employment & Wage Statistics

Not surprisingly, the lowest-paying jobs are in food prep, serving, personal care occupations, and sales, which tend to have lower educational and training requirements. For the most part, the pay gap between EDR 10 and the state is much lower in the lower-paying jobs. Regional wages are competitive with the state's in Community and Social Service, Healthcare, Personal Care and Service, Protective Service, Education, Training and Library, Farming, Fishing and Forestry, and Transportation and Material Moving, all of which are only lower than the state-level median wages by less that $0.50 cents. Compared to the state as a whole, EDR 10 has stronger concentrations of employment in Healthcare Practitioners and Technical and Healthcare Support occupations, as well as Production and Building and Grounds Cleaning and Maintenance (Table 10).

Table 10. Occupational Employment & Wage Statistics, 2021

Occupational Group	Region 10				State of Minnesota		
	Median Hourly Wage	Estimated Regional Employment	Share of Total Employment	Location Quotient	Median Hourly Wage	Estimated Statewide Employment	Share of Total Employ-ment
Total, All Occupations	$21.13	231,950	*100.0%*	*1.0*	$23.00	2,708,760	*100.0%*
Healthcare Practitioners & Technical	$36.88	33,220	*14.3%*	*2.1*	$36.90	188,210	*6.9%*
Office & Administrative Support	$19.02	24,450	*10.5%*	*0.8*	$20.93	338,050	*12.5%*
Production	$19.15	23,850	*10.3%*	*1.4*	$19.82	202,240	*7.5%*
Sales & Related	$15.31	20,270	*8.7%*	*0.9*	$16.83	250,430	*9.2%*
Food Preparation & Serving Related	$12.72	17,370	*7.5%*	*1.0*	$13.34	195,120	*7.2%*
Transportation & Material Moving	$18.44	16,980	*7.3%*	*0.9*	$18.83	209,210	*7.7%*
Healthcare Support	$16.22	15,580	*6.7%*	*1.2*	$15.52	157,140	*5.8%*
Education, Training & Library	$24.41	13,240	*5.7%*	*1.0*	$24.64	159,060	*5.9%*
Management	$44.47	10,040	*4.3%*	*0.7*	$54.22	164,530	*6.1%*
Business & Financial Operations	$31.11	9,040	*3.9%*	*0.6*	$35.24	179,670	*6.6%*
Construction & Extraction	$27.22	8,730	*3.8%*	*1.0*	$29.84	102,390	*3.8%*
Installation, Maintenance & Repair	$23.34	8,370	*3.6%*	*1.0*	$25.45	98,840	*3.6%*
Building, Grounds Cleaning & Maint.	$15.11	7,320	*3.2%*	*1.1*	$16.14	74,550	*2.8%*
Personal Care & Service	$14.39	4,440	*1.9%*	*1.0*	$14.57	51,660	*1.9%*
Computer & Mathematical	$42.07	4,370	*1.9%*	*0.5*	$44.89	98,240	*3.6%*
Community & Social Service	$25.05	4,230	*1.8%*	*0.9*	$24.21	55,630	*2.1%*
Protective Service	$23.99	3,250	*1.4%*	*0.9*	$24.18	42,520	*1.6%*
Architecture & Engineering	$35.77	2,590	*1.1%*	*0.6*	$38.90	54,880	*2.0%*
Arts, Design, Entertainment & Media	$21.50	2,060	*0.9%*	*0.7*	$25.72	36,260	*1.3%*
Life, Physical & Social Science	$32.57	1,360	*0.6%*	*0.6*	$35.48	26,120	*1.0%*
Legal	$32.89	840	*0.4%*	*0.5*	$41.02	19,760	*0.7%*
Farming, Fishing & Forestry	$17.88	370	*0.2%*	*1.0*	$18.14	4,230	*0.2%*

Source: DEED Occupational Employment Statistics, Qtr. 1 2021

The highest paying jobs in the region are found in Management, Computer and Mathematical, Healthcare Practitioners and Technical, Architecture and Engineering, Legal, Life Physical and Social Science, and Business and Financial Operations, all of which have median wages over $30 per hour. These occupations generally require higher levels of education and experience, including many that require bachelor's degrees or higher. However, some have significant gaps in pay between the region and the state. For example, the median wage for Legal occupations is $8.13 lower in the region than that in the state while Management occupations see a difference of $9.75 per hour.

JOB VACANCY SURVEY

Employers in EDR 10 reported 8,917 job vacancies in the fourth quarter of 2020, almost 1,700 fewer than was reported in the fourth quarter of last year. Demand for workers was high across many occupational groups, with the largest number of openings occurring in Healthcare Practitioners and Technical (1,428 vacancies), Food Preparation and Serving Related (1,409 vacancies), Healthcare Support (983 vacancies), and Sales and Related (768 vacancies) occupations. Together, these top four occupational groups accounted for 51.5% of the total vacancies in the region (Table 11).

Rising demand has led to rising wages, with the median hourly wage offer from the current survey jumping to $16.49 per hour, which was the highest on record and was $1.49 higher than the median wage offers in the fourth quarter of last year, equaling a jump of 9.9%. Median hourly wage offers ranged from $12.57 in Food Preparation and Serving Related to just over $38.00 per hour in Construction and Extraction occupations.

Table 11. Region 10 Job Vacancy Survey Results, Qtr. 4 2020

Region 10 Occupational Groups	Number of Total Vacancies	Median Hourly Wage Offer	Percent Part-Time	Percent Temporary or Seasonal	Requiring Post-Secondary Education	Requiring 1 or More Years of Work Exp.	Requiring Certificate or License	Job Vacancy Rate
Total, All Occupations	8,917	$16.49	34%	12%	32%	46%	50%	3.6
Healthcare Practitioners & Technical	1,428	$27.86	20%	4%	89%	79%	97%	4.5
Food Preparation & Serving Related	1,409	$12.57	54%	4%	2%	17%	6%	6.7
Healthcare Support	983	$14.71	57%	1%	31%	27%	73%	6.7
Sales & Related	768	$14.42	39%	8%	4%	24%	10%	3.5
Production	580	$16.41	2%	1%	15%	39%	15%	2.4
Educational Instruction & Library	561	$16.43	47%	33%	53%	70%	76%	4.0
Transportation & Material Moving	542	$15.95	58%	38%	1%	15%	66%	3.0
Construction & Extraction	496	$38.02	0%	27%	1%	73%	73%	5.8
Management	391	$25.30	27%	0%	81%	82%	42%	3.6
Office & Administrative Support	279	$16.81	8%	12%	11%	62%	35%	1.0
Architecture & Engineering	238	$14.87	76%	79%	20%	22%	85%	8.1
Installation, Maintenance, & Repair	235	$16.41	17%	0%	21%	56%	66%	2.7
Building & Grounds Cleaning & Maint.	203	$14.51	15%	8%	0%	20%	24%	2.5
Business & Financial Operations	148	$26.40	3%	5%	86%	96%	20%	1.8
Personal Care & Service	116	$13.18	57%	23%	11%	37%	28%	2.0
Community & Social Service	112	$16.18	8%	2%	77%	87%	72%	2.4
Computer & Mathematical	108	$28.84	4%	15%	77%	90%	57%	2.6
Life, Physical, & Social Science	86	$17.06	0%	28%	76%	68%	62%	6.2
Farming, Fishing, & Forestry	74	$12.80	0%	10%	0%	4%	9%	20.0
Protective Service	73	$15.87	34%	11%	17%	26%	48%	2.3
Arts, Design, Entertainment, & Media	27	$20.65	42%	35%	49%	88%	67%	1.2

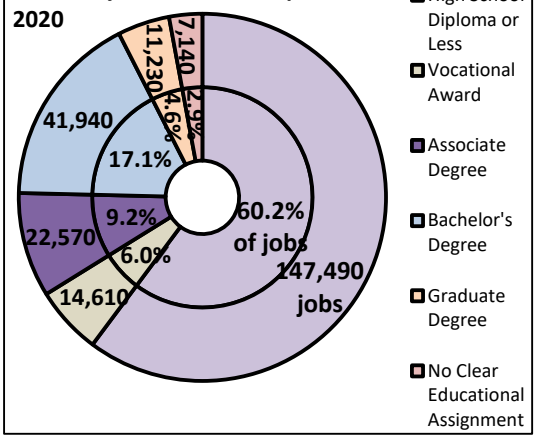
Source: DEED Job Vacancy Survey

Overall, 34% of the openings were part-time. Because of the high concentration of jobs in Food Preparation and Serving Related, Healthcare Support, Sales and Related, and Production, only about one-third of postings required postsecondary education. However, in many cases one or more years of experience was just as, if not more, important. While almost half of the total job openings required one or more years of experience, many of those occupations that required post-secondary education also required at least one year of experience.

EDUCATIONAL REQUIREMENTS

Despite the recent job vacancy data, DEED's Occupational Employment & Wage Statistics program shows that only two-fifths of current jobs held in the region require post-secondary education to enter. The other 60% require no more than a high school diploma, and sometimes less. However, some on-the-job training is often needed (Figure 14).

Figure 14. Southeast Minnesota Share of Jobs by Educational Requirements, 2020



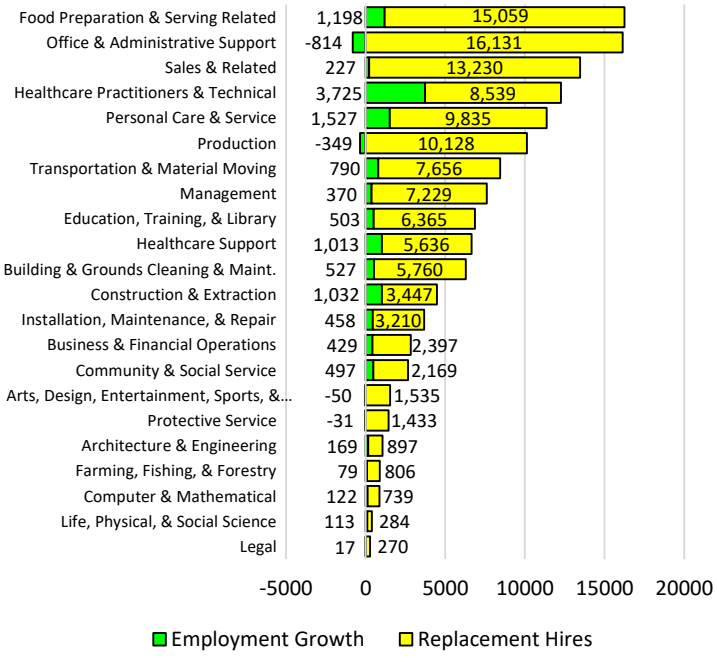
Certain careers – such as dentists, lawyers, and teachers – require a college education, while other jobs – including cost estimators, sales representatives, and correctional officers – do not. College is an excellent way to move up career ladders and open opportunities to fields that would otherwise be closed, such as nursing or engineering. Many of these occupations offer high wages and are in high demand in the marketplace. While education is typically a worthwhile investment, college can be expensive – with average annual expenses ranging between $14,500 and almost $50,000 per year in Minnesota. For those who go to college, choice of major matters – different programs lead to different jobs and different earnings. However, not all great paying jobs require college education, and not all college graduates end up in great paying jobs.

EMPLOYMENT PROJECTIONS

Overall, the Southeast region is projected to grow 4.2% percent from 2018 to 2028, a gain of 11,552 new jobs. In addition, the region is also expected to see 122,755 replacement openings due to jobs left vacant by retirements and other career changers. Healthcare Practitioners and Technical, Personal Care and Service, Food Preparation and Serving Related, Construction and Extraction, and Healthcare Support are expected to see the most new growth, but every occupational group will show some future demand either through new jobs or replacement openings (Figure 15).

Figure 15. Southeast Minnesota Employment Projections (2018-2028)

Source: DEED Employment Outlook



OCCUPATIONS IN DEMAND

DEED's Occupations in Demand tool, shows that there are over 450 occupations in demand (OID) in EDR 10, and almost 275 of those show moderate to high demand. Training and education requirements of these occupations range from short-term on-the-job training to postsecondary education and advanced degrees. Over half (55.4%) of the OID require a high school diploma or less, and 30% require a bachelor's degree or higher. While OID exist in every sector, the region's major industries are well represented. For example, 15 of the top 50 occupations in demand are health care-related (Table 12).

Table 12. Occupations in Demand by Education Level, EDR 10-Southeast (2020)			
High School or Less	**Vocational Training**	**Associate Degree**	**Bachelor's Degree or Higher**
Home Health & Personal Care Aides ($28,180)	Nursing Assistants ($34,626)	Registered Nurses ($76,167)	Pharmacists ($144,197)
Retail Salespersons ($26,360)	Emergency Medical Techs. & Paramedics ($39,334)	Veterinary Technologists & Technicians ($35,768)	Physicians, All Other, and Ophthalmologists ($N/A)
Heavy & Tractor-Trailer Truck Drivers ($45,900)	Licensed Practical & Vocational Nurses ($48,401)	Surgical Technologists ($59,643)	Substitute Teachers, Short-Term ($39,037)
Construction Laborers ($46,802)	Automotive Service Techs. & Mechanics ($42,494)	Computer Network Support Specialists ($62,932)	Nurse Practitioners ($124,871)
Janitors & Cleaners ($30,833)	Hairdressers, Hairstylists & Cosmetologists ($26,439)	Civil Engineering Technologists & Technicians ($65,812)	Market Research Analysts & Marketing Specialists ($52,769)
Secretaries & Admin. Assistants ($36,994)	Medical Assistants ($43,323)	Web Developers & Digital Interface Designers ($57,164)	Software Developers & Software Quality Assurance ($99,331)
Stockers & Order Fillers ($30,903)	Farm Equip. Mechanics and Service Techs. ($46,627)	Agricultural & Food Science Technicians ($40,741)	Clinical, Counseling & School Psychologists ($81,964)
Operating Engineers & Equip. Operators ($59,556)	Electricians ($62,918)	Calibrations Technologists & Technicians ($55,848)	Pediatricians, General ($208,174)
Graders & Sorters, Ag. Productions ($29,190)	Health Info. Techs. & Medical Registrars ($91,349)	Medical Equipment Repairers ($67,813)	Rehabilitation Counselors ($41,342)
Supervisors of Retail Sales Workers ($41,483)	Outdoor Power Equip. & Small Engine Mechanics ($34,413)	Electro-Mechanical and Mechatronics Techs. ($56,901)	Education Administrators ($97,625)
			Source: DEED Occupations in Demand

ECONOMY

INDUSTRY EMPLOYMENT

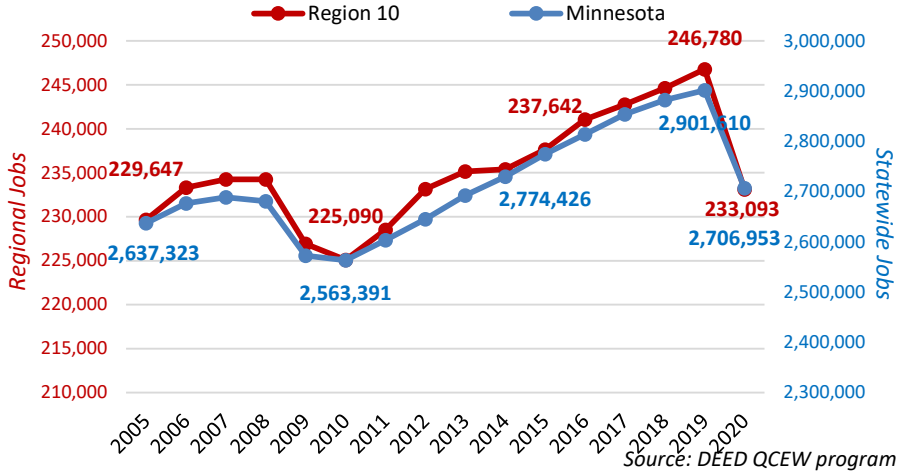
According to DEED's Quarterly Census of Employment & Wages (QCEW) program, EDR 10 was home to 12,906 business establishments providing 233,093 covered jobs through 2020, with a total payroll of almost $13.2 billion. That was about 8.6% of total employment in the state of Minnesota. Average annual wages were $56,615 in the region, which was the 2nd highest in the state, but was $7,548 lower than the average annual wage statewide. However, the recent pandemic brought about by the COVID-19 virus has had a negative impact on jobs in the region and the state as a whole. Over the last five years, the region has lost 4,549 jobs and in just the last year it has lost 13,687 jobs for a loss of 5.5%, making it the second highest numeric loss (Metro was first) of jobs of the 13 regions in the state over the year (Table 13).

Table 13. EDR 10 - Southeast Industry Employment, 2020				Average Annual Wage	*2015-2020*		*2019-2020*	
Geography	Number of Firms	Number of Jobs	Total Payroll		*Change in Jobs*	*Percent Change*	*Change in Jobs*	*Percent Change*
EDR 10 – Southeast	**12,906**	**233,093**	**$13,196,596,841**	**$56,615**	***-4,549***	***-1.9%***	***-13,687***	***-5.5%***
Dodge Co.	458	5,768	$290,819,282	$50,419	*-177*	*-3.0%*	*-278*	*-4.6%*
Fillmore Co.	709	5,927	$222,539,668	$37,547	*-152*	*-2.5%*	*-184*	*-3.0%*
Freeborn Co.	824	11,397	$513,296,297	$45,038	*-672*	*-5.6%*	*-689*	*-5.7%*
Goodhue Co.	1,330	19,613	$1,017,155,626	$51,861	*-1,881*	*-8.8%*	*-2,043*	*-9.4%*
Houston Co.	437	5,002	$189,098,101	$37,804	*+21*	*+0.4%*	*-192*	*-3.7%*
Mower Co.	867	15,788	$824,983,524	$52,254	*-475*	*-2.9%*	*-533*	*-3.3%*
Olmsted Co.	3,823	96,492	$6,588,499,756	$68,280	*+2,606*	*+2.8%*	*-4,221*	*-4.2%*
Rice Co.	1,641	24,169	$1,241,862,531	$51,382	*+504*	*+2.1%*	*-1,401*	*-5.5%*
Steele Co.	1,060	19,826	$983,573,412	$49,610	*-1,600*	*-7.5%*	*-1,953*	*-9.0%*
Wabasha Co.	572	6,435	$267,345,610	$41,546	*-505*	*-7.3%*	*-352*	*-5.2%*
Winona Co.	1,187	22,673	$1,057,423,034	$46,638	*-2,221*	*-8.9%*	*-1,844*	*-7.5%*
State of Minnesota	**182,228**	**2,706,953**	**$173,687,525,221**	**$64,163**	***-67,473***	***-2.4%***	***-194,657***	***-6.7%***
								Source: DEED Quarterly Census of Employment & Wages (QCEW)

In terms of employment, Olmsted County is the largest economic center in EDR 10 with 96,492 jobs at 3,823 firms. Houston County has the smallest economy with 5,002 jobs at 437 firms, but was one of only three counties that saw growth over the last five years. Olmsted and Rice Counties were the only other two to see job growth since 2015, while the remaining counties lost between 2.5% and 8.9% of their jobs. In addition, every county in the region experienced job loss over the last year. Olmsted also had the highest average annual wage, which was 20.6% higher than the southeast region's average.

EDR 10 gained employment over the past 15 years overall, but experienced some ups and downs in employment during the Great Recession and an unprecedented loss from 2019 to 2020 due to the pandemic. Overall, the region's job trends mirrored that of the state, however the losses during the recession were less severe and the recovery after was slower than the state. As a result of the COVID-19 pandemic, the region lost almost 13,700 jobs over the last year, a drop of 5.5% (Figure 16).

Figure 16. Industry Employment Statistics, 2005-2020



Source: DEED QCEW program

With 65,127 jobs at 1,690 establishments, the Health Care and Social Assistance industry employs the most people in EDR 10. This industry added jobs overall over the last five years, however due to the pandemic it lost 1,131 jobs (-1.7%) over the last year, yet still accounted for 27.9% of the total jobs in the region. Ambulatory Health Care Services is the largest subsector, with 32,385 jobs at 492 establishments; followed by Hospitals (14,953 jobs at 20 establishments), Nursing and Residential Care Facilities (11,430 jobs at 278 institutions), and Social Assistance (6,353 jobs at 897 firms).

The next largest industry in EDR 10 is Manufacturing, with 36,477 jobs at 668 establishments. This industry sector lost 1,416 jobs from 2015 to 2020 and 2,256 jobs in just the last year. Food Manufacturing is the most dominant sub-sector, making up 28.3% of the total manufacturing jobs in the region (10,331 jobs in 106 firms), followed by Computer and Electronic Product Manufacturing (4,784 jobs in 30 establishments), Machinery Manufacturing (4,344 jobs in 65 firms), and Fabricated Metal Product Manufacturing (3,907 jobs in 123 institutions). In all, these four manufacturing sub-sectors equal 64.1% of all manufacturing jobs in the region.

Other important industries in EDR 10 include Retail Trade, Educational Services, and Accommodation and Food Services, which all had well over 15,000 jobs each. However, all three of these industries lost jobs over the last five years and also suffered job loss over the last year. The region has a diverse mix of employment by industry, unfortunately, due to the pandemic 13 of the 20 sectors lost jobs from 2015 to 2020 while all but three experienced job loss from 2019 to 2020 (Table 14).

Table 14. Southeast Minnesota Industry Employment Statistics (2020)								
	2020 Annual Data				2015-2020		2019-2020	
NAICS Industry Sector	Number of Firms	Number of Jobs	Total Payroll ($1,000s)	Avg. Annual Wage	Change in Jobs	Percent Change	Change in Jobs	Percent Change
Total, All Industries	12,906	233,093	$13,196,597	$56,615	-4,549	-1.9%	-13,687	-5.5%
Health Care & Social Assistance	1,690	65,127	$4,764,685	$73,160	+4,604	+7.6%	-1,131	-1.7%
Manufacturing	668	36,477	$2,357,347	64,626	-1,416	-3.7	-2,256	-5.8
Retail Trade	1,645	25,241	$775,097	$30,708	-1,543	-5.8%	-896	-3.4%
Educational Services	257	18,595	$937,110	$50,396	-766	-4.0%	-1,101	-5.6%
Accommodation & Food Services	1,107	15,951	$298,705	$18,726	-2,544	-13.8%	-4,117	-20.5%
Public Administration	369	10,731	$637,206	$59,380	+320	+3.1%	-461	-4.1%
Construction	1,475	9,777	$606,899	$62,074	+979	+11.1%	-208	-2.1%%
Admin. Support & Waste Mgmt. Svcs.	507	7,704	$319,808	$41,512	-1,175	-13.2%	-558	-6.8%
Transportation & Warehousing	615	7,517	$369,565	$49,164	+91	+1.2%	-231	-3.0%
Wholesale Trade	505	6,499	$446,112	$68,643	-185	-2.8%	-190	-2.8%
Other Services	1,288	5,762	$175,589	$30,474	-804	-12.2%	-799	-12.2%
Finance & Insurance	664	4,287	$308,023	$71,850	-1,499	-25.9%	-1,514	-26.1%
Management of Companies	53	4,132	$413,765	$100,137	+1,141	+38.1%	+1,216	+41.7%
Professional & Technical Services	771	3,245	$190,100	$58,583	-371	-10.3%	-129	-3.8%
Agriculture, Forestry, Fishing & Hunting	394	3,243	$122,918	$37,902	+99	+3.1%	+60	+1.9%
Arts, Entertainment & Recreation	263	3,132	$82,381	$26,303	-485	-13.4%	-967	-23.6%
Information	194	2,801	$165,786	$59,188	-781	-21.8%	-331	-10.6%
Real Estate & Rental & Leasing	375	1,386	$52,603	$37,953	-69	-4.7%	-69	-4.7%
Utilities	45	1,309	$163,029	$124,544	-181	-12.1%	-16	-1.2%
Mining	22	174	$9,871	$56,731	+37	+27.0%	+13	+8.1%
Source: DEED Quarterly Census of Employment and Wages								

WORKFORCE DEMOGRAPHICS

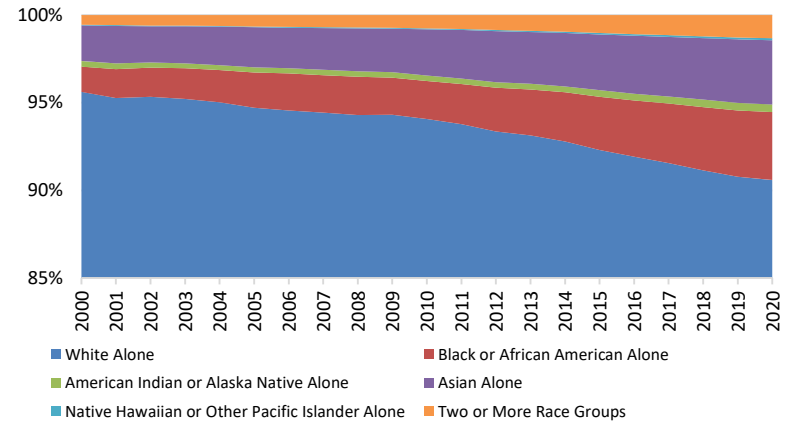
According to DEED's Quarterly Employment Demographics (QED) program, the workforce in the region was aging over the past 10 years. Nearly one-quarter (23.9%) of workers in the region were 55 years or older, compared to 22% percent statewide and just 18.6% in the region one decade earlier. In contrast, the percentage of teenaged workers was falling. However, both wages and the number of hours worked were going up for younger workers (Table 15).

Wages were climbing across the board for all workers due to rising demand and a tight labor market. While wages were still lowest for the youngest and oldest workers who tend to fill lower-skilled, less-than-full-time jobs in industries like retail trade and accommodation and food services, these age groups enjoyed the fastest percentage increase in wages from 2009 to 2019. Wages were highest for workers between 45 and 54 years of age, and males worked more hours and earned more than females, though the gap was narrowing.

Table 15. Workforce Demographics by Age Group and Gender, Total of All Industries, 2009-2019								
Region 10	Percentage of Workers		Percent of Workers, Minnesota		Median Hourly Wage		Median Hours Worked (Per Qtr.)	
	2019	2009	2019	2009	2019	2009	2019	2009
Total, all ages	100.0%	100.0%	100.0%	100.0%	$20.14	$15.63	444	440
19 years & under	6.7%	7.4%	6.0%	6.5%	$11.00	$7.60	112	109
20 to 24 years	9.5%	10.6%	10.1%	11.1%	$14.98	$10.56	281	273
25 to 44 years	41.3%	40.1%	43.2%	42.7%	$22.34	$17.55	480	478
45 to 54 years	18.6%	23.3%	18.7%	23.0%	$25.33	$19.39	480	480
55 to 64 years	18.1%	14.4%	16.9%	13.5%	$24.01	$18.43	480	480
65 years & over	5.8%	4.2%	5.1%	3.3%	$16.73	$11.91	231	195
Male	47.5%	46.8%	49.1%	49.0%	$21.87	$17.30	480	480
Female	52.5%	53.2%	50.9%	51.0%	$19.78	$14.83	411	394
Source: DEED Quarterly Employment Demographics								

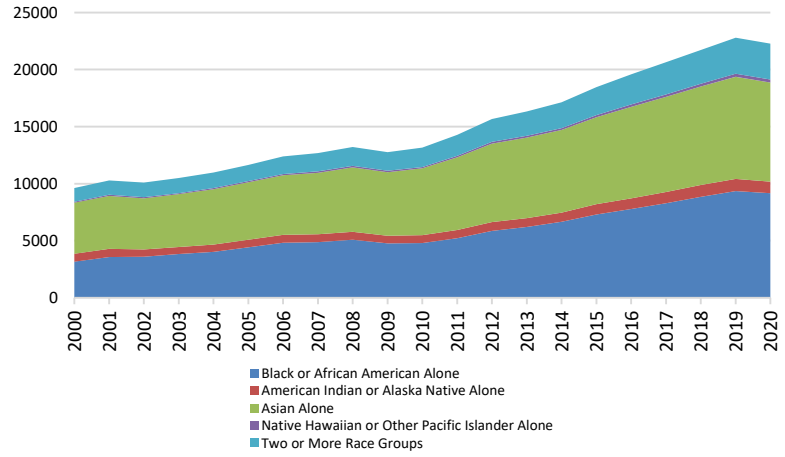
While people of different races make up 10.9% of the overall population in 2020, they held only 9.4% of the total jobs in Southeast Minnesota. Based on annual averages for 2020, that equaled 22,266 jobs held by people of other races compared to 214,406 White workers. While still a small portion, workers of other races held just 4.4% of the total jobs in 2000, meaning their employment presence more than doubled from 2000 to 2020 (Figure 17).

Figure 17. Southeast Minnesota Employment by Race - All Industries
Source: DEED Quarterly Workforce Indicators



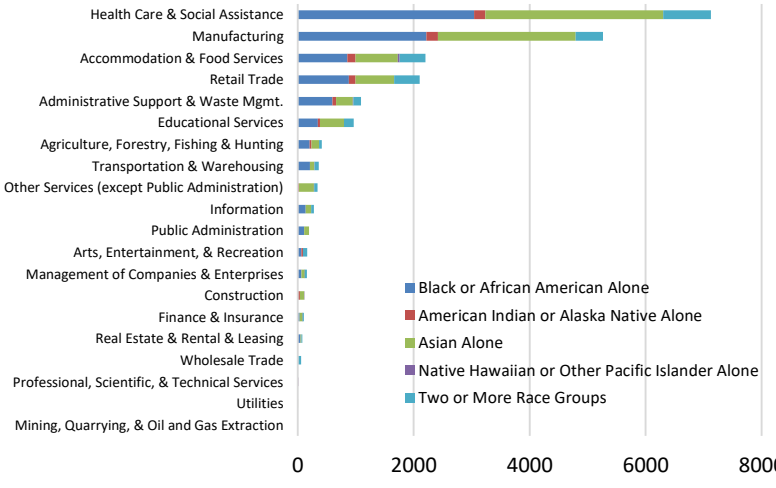
In sum, workers of other races have filled an additional 12,645 jobs in the region since 2000, accounting for 74.8% of the 16,899 new jobs added. With 9,164 jobs, Blacks or African Americans were the largest race group in the regional economy after adding 6,003 jobs since 2000, a 190% increase. The next largest group was Asians, who held 8,671 jobs in 2020 after rising 93.5% from 2000 (Figure 18). Workers of Hispanic or Latino origin filled 12,920 jobs in the region, up by 7,083 (121.3%) jobs since 2000.

Figure 18. Southeast Minnesota Employment by Other Races - All Industries
Source: DEED Quarterly Workforce Indicators



Most industry sectors in Southeast Minnesota are relatively non-diverse, but there are a couple that rely more heavily on workers of other races. The largest number of minority workers were employed in Health Care and Social Assistance, though 88.7% of the jobs in the industry were held by White workers. Workers of other races were also employed in larger numbers in Manufacturing, Accommodation and Food Services, and Retail Trade. The most diverse industry was Administrative Support where 14.5% were non-white (Figure 19).

Figure 19. Southeast Minnesota Employment by Other Races by Industry
Source: DEED Quarterly Workforce Indicators



INDUSTRY PROJECTIONS

Region 10 is projected to grow 4.2% percent from 2018 to 2028, a gain of 11,552 new jobs. The largest growing industry is expected to be Health Care and Social Assistance, which may account for over two-thirds (70.5%) of the total projected growth in the region by 2028. The region is also expected to see significant employment growth in Construction, Accommodation and Food Services, Administrative and Waste Services, and Transportation and Warehousing. In contrast, Manufacturing and Arts, Entertainment and Recreation are each expected to cut over 300 jobs each in the next decade, while three other industries are also expected to lose jobs (Table 16).

Table 16. Southeast Regional Industry Employment Projections, 2018-2028

Source: DEED 2018-2028 Employment Outlook Industry Sector	Estimated Employment 2018	Projected Employment 2028	*Percent Change 2018-2028*	*Numeric Change 2018-2028*
Total, All Industries	**273,458**	**285,010**	***+4.2%***	***+11,552***
Health Care & Social Assistance	64,634	72,782	*+12.6%*	*+8,148*
Manufacturing	38,571	38,221	*-0.9%*	*-350*
Retail Trade	26,683	26,685	*0.0%*	*+2*
Educational Services	20,851	21,190	*+1.6%*	*+339*
Accommodation & Food Services	19,596	20,381	*+4.0%*	*+785*
Public Administration	14,438	14,635	*+1.4%*	*+197*
Other Services, Ex. Public Admin	9,197	9,073	*-1.3%*	*-124*
Construction	9,146	10,359	*+13.3%*	*+1,213*
Administrative & Waste Services	8,526	9,229	*+8.2%*	*+703*
Transportation & Warehousing	7,905	8,578	*+8.5%*	*+673*
Wholesale Trade	7,274	7,451	*+2.4%*	*+177*
Finance & Insurance	6,192	6,197	*+0.1%*	*+5*
Arts, Entertainment, & Recreation	4,062	3,759	*-7.5%*	*-303*
Professional & Technical Services	3,818	3,924	*+2.8%*	*+106*
Information	3,484	3,352	*-3.8%*	*-132*
Agriculture, Forestry, Fish & Hunt	3,108	3,290	*+5.9%*	*+182*
Management of Companies	2,998	3,145	*+4.9%*	*+147*
Real Estate & Rental & Leasing	1,465	1,467	*+0.1%*	*+2*
Utilities	1,204	1,147	*-4.7%*	*-57*
Mining	145	167	*+15.2%*	*+22*

NONEMPLOYER ESTABLISHMENTS

Region 10 was home to 32,598 self-employed businesses or "nonemployers" in 2018, which are defined by the U.S. Census Bureau as "businesses without paid employees that are subject to federal income tax, originating from tax return information of the Internal Revenue Service (IRS)." Like covered employment, Region 10 saw a general increase in nonemployers over the past decade, largely fueled by a gain of 1,268 nonemployers in Olmsted County. In sum, the region gained 84 nonemployers from 2008 to 2018, an increase of 0.3%, despite 8 of the 11 counties in the region seeing losses. These nonemployers generated sales receipts of over $1.5 billion in 2018 (Table 17).

Table 17. Nonemployer Statistics, 2018

	2018		*2008-2018*	
	Number of Firms	Receipts ($1,000s)	*Change in Firms*	*Percent Change*
Region 10	**32,598**	**$1,553,876**	***+84***	***+0.3%***
Dodge Co.	1,381	$70,240	*-20*	*-1.4%*
Fillmore Co.	1,709	$74,883	*-83*	*-4.6%*
Freeborn Co.	1,861	$90,360	*-239*	*-11.4%*
Goodhue Co.	3,097	$154,310	*-175*	*-5.3%*
Houston Co.	1,384	$64,179	*-167*	*-10.8%*
Mower Co.	1,758	$115,693	*-391*	*-18.2%*
Olmsted Co.	10,219	$486,591	*+1,268*	*+14.2%*
Rice Co.	4,272	$191,643	*+43*	*+1.0%*
Steele Co.	2,437	$103,414	*-33*	*-1.3%*
Wabasha Co.	1,550	$77,670	*-183*	*-10.6%*
Winona Co.	2,930	$124,893	*+64*	*+2.2%*
Minnesota	**416,487**	**$19,994,802**	***+29,503***	***+7.6%***

Source: U.S. Census, Nonemployer Statistics program

CENSUS OF AGRICULTURE

There are 11,478 farms producing over $2.8 billion in the market value of products sold in 2017 according to the U.S. Dept. of Agriculture. Most counties lie in the top half of the state, with the exception of Houston and Wabasha Counties, and range from 10th (Mower County) to 57th (Houston County) in regards to market value (Table 18).

Table 18. Census of Agriculture, 2017

	Number of Farms	Market Value of Products Sold	*State Rank*
Region 10	**11,478**	**$2,857,846,000**	***3***
Dodge Co.	611	238,403,000	*36*
Fillmore Co.	1,401	291,747,000	*25*
Freeborn Co.	1,076	363,999,000	*15*
Goodhue Co.	1,461	348,588,000	*17*
Houston Co.	891	116,174,000	*57*
Mower Co.	1,068	413,225,000	*10*
Olmsted Co.	1,139	214,415,000	*40*
Rice Co.	1,242	204,982,000	*43*
Steele Co.	746	251,839,000	*34*
Wabasha Co.	809	186,309,000	*47*
Winona Co.	1,034	228,165,000	*38*
Minnesota	**68,822**	**$18,395,390,000**	

7. OTHER SUPPORTING MATERIALS

This Project was initially submitted for funding for the 2020 Legislative Session and again in the 2022 Legislative Session. This section contains select materials from the Appendices of the previous submissions.

1. Meeting Minutes
2. Phase I Environmental Site Assessment
3. Strategic Plans
    a. Strategic Framework
    b. Academic Plan
    c. Enrollment Plan
    d. Inclusive Excellence Plan
    e. Technology Plan
    f. WSU-Rochester Plan
4. Comprehensive Facilities Plan
5. Design Priorities
6. Resilience Assessment Tool
7. Other Massing and Orientation Scenarios

HGA

MEETING MINUTES

PROJECT: Winona State University
Center for Interdisciplinary Collaboration, Engagement and Learning
HGA Commission Number 1041-237-00

FROM: Ariane Laxo Writer's Direct Dial 612-758-4269

ISSUE DATE: July 9, 2018

MEETING
Purpose: Predesign Workshop #1
Date: Thursday, June 28, 2018 Time: 10:00 AM - 4:30 PM
Location: WSU Kryzsko 203/C

PRESENT:

Name	Company	Role
Hamid Akbari	WSU	SC, Dean, College of Business
Nathan Engstrom	WSU	SC, Director, Sustainability
Emilie Falc	WSU	Chair, Communications Studies
Jim Goblirsch	WSU	SC, AVP Facilities Management
Ken Graetz	WSU	SC, Director, Teaching, Learning & Technology
Scott Kluver	WSU	SC, Director, Physical Plant
Tim Matthees	WSU	SC, Director, Planning & Construction
Peter Miene	WSU	SC, Dean, College of Liberal Arts
Charla Miertschin	WSU	SC, Dean, College of Science and Engineering
Pat Rogers	WSU	SC, Provost and VP for Academic Affairs
Eric Wright	WSU	Systems Admin, Computer Science
Mingrui Zhang	WSU	Chair, Computer Science
Rebecca Celis	HGA	Project Manager
Ariane Laxo	HGA	Programmer
Paul Neuhaus	HGA	Designer
Patrick Thibaudeau	HGA	Sustainability Leader

SC=Steering Committee

Item

Morning: Steering Committee

1. Tour of Gildemeister Hall
    a. No major renovation since it was built
    b. College of Education moving into Ed Village
    c. Some of the Math Dept is here, dream to unite them
    d. Math offices are small, desk facing the wall
    e. Organization is determined by the building, not how people want to be organized
    f. Campus doesn't have enough 40-50 person sized rooms
        1) 30 people and lower – they have enough
        2) Math classes 37-40 people (currently dependent on room size)
    g. Would like multiple section rooms if possible to come together for lecture and break out into smaller lab groups
    h. Large lecture hall with fixed tiered seating, 2 rooms of this type in this building. Would likely only need one in a new building, or could use lecture halls elsewhere on campus
    i. Return air grilles in doors, through corridor
    j. Dedicated student study spaces (Math & Grad Students) requested and used by students
    k. Rooms that are liked and used most:
        1) 302
        2) 225: meeting room, not in the system and reserved through College of Education office
        3) 201: smartboards, semi-makers space used by Ed students
        4) Renovated classrooms:
            - All walls have whiteboards
            - Use for classrooms, department meetings
            - Some have multiple screens/monitors
        5) Courses are grouped in the building by department
        6) Math department teacher ed. program mingles with Ed dept.
            - Teacher spaces will live within their content areas, not necessarily be in Ed Village
            - Math teacher ed. will be in classrooms by the math area
        7) Kitchen with a full-size oven
        8) Many bathrooms, all over the building
        9) CLA classes are held in this building sometimes, this depends on scheduling
        10) Some department of education courses will be in the new building (this project)
        11) Single story annex: all offices
            - Multiple office suites
            - Some are practicum rooms
            - Offices are larger than Math offices
        12) Classroom 226
            - Round tables
            - Writeable on all walls
            - Used for classroom and department meetings
            - Adding technology (currently only one screen)

Item

- South facing – lots of afternoon sun

13) Furniture purchases are currently ad hoc
    - WSU needs to establish a central cost center for furniture and paint. Currently comes out of the department budgets, which results in territorial behavior and strengthened silos

2. Tour of Watkins Hall
    a. Worst condition in Minnesota State system
        1) Have witnessed waterfalls coming down the stairs
    b. Arts
        1) Gallery
        2) Some dirty arts on West Campus, most clean arts
        3) Ceramics and sculpture would potentially stay as part of this project
        4) Teaching ceramics on an adjunct basis
        5) Revitalizing arts through I-Design, Laird Norton project (though that program is not yet fixed)
        6) Still need fundamentals studios (painting & drawing), which won't be at Laird Norton
        7) Laird Norton is currently programmed to be a community space; not a lot of academic space
        8) Computer science
            - Offices
            - Conference room
            - Virtual Reality lab
            - Want to add ceiling tracks and power cables to come from ceiling so students don't trip while wearing their headsets
            - Need for special purpose labs
                - Currently the computer lab is also booked for other functions. Some semesters they have to move all technology into storage and then put it back into the lab the next semester.
            - Both hardware and software testing
    c. Street between the two buildings is owned by WSU
    d. Don't have a front door to campus off the main street entering campus (Huff)

3. Process and schedule
    a. Workshop #1 (today): listen and empathize, to understand and define WSU's needs and dreams
    b. After today, HGA will ideate, and present/test prototypes at workshop #2

4. Goals for Today
    a. Aligned vision – the bigger picture
        1) Carnegie engaged campus: this should be incorporated into the project
    b. Current state understanding & practicalities
    c. Sustainability goals
    d. Aligned direction for program
        1) What departments? Or consider this building a universal space that can be fit out with departments as "tenants" when it is built?
        2) How can the building change as we change?

Item

3) Consider individual departmental needs: what are commonalities amongst these needs?
4) Share information about needs and see how it morphs into a program (next time)

5. Vision Statement
    a. Proposed reduced/condensed version: Living Learning as a Catalyst for Change
        1) What is living learning? Not obvious that it is learning by doing
    b. Missing:
        1) Engagement in community and beyond
        2) Innovation is a key pillar, foundational
            - Global term, connects WSU to this greater global phenomenon
        3) What is living learning? Learning by doing?
            a. Engaged learning
        4) Gateway to learning on campus
            - Like the emerald city gates: glass, both reflecting outside back out, and transparent to what is happening inside
        5) Metaphor for breathability of campus
        6) Creating a front door for campus
        7) Catalyst to change
            - Catalyst for innovation
            - Change for what? Improving the world, not change for change's sake
        8) Community interface with partners is not recognized or celebrated on campus
            - Only a little in the business engagement center
        9) Visibility: showcase
            - Not hiding behind anything
            - New ways of thinking
                - Multi-disciplinary
            - Be transformational
                - Go the way of Stanford and get rid of majors?

6. Defining Success
    a. Project is funded
    b. Becomes a real project
    c. Project has a compelling story/narrative
    d. Point of enthusiasm across 5 campuses
        1) Campus community universally excited when this project is presented to them
    e. Project is a challenge to faculty, inspiring:
        1) Innovation, engagement, for improving the world
            - A new era of teaching/learning
            - Out of box thinking
            - Collaboration
            - Engagement within the community
    f. Project illustrates a pathway for becoming a sustainable community
        1) Flagship

Item

2) Precedent
3) Pride
4) Show (WSU, Minnesota State, the whole state of Minnesota) that building a highly sustainable building is possible
5) Cannot be extreme, exotic, must show stewardship of resources

g. Include alumni and community, opportunities for participation and input (not necessarily in PreDesign, but in the building design process)
   1) Crowd sourcing
   2) Buy-in
   3) Excitement

h. Communal spaces are expected, including coffee, amenities
i. Informal spaces: students will embrace spaces as their own, attractive
   a. Favorite places to study
j. Break through territorial thinking
   1) Will need to discuss alternatives for current departments housed in Gildemeister, Watkins, plus the College of Business, to explore options that may not include this project
   2) Project will not be a solution to every problem on campus
k. Increase enrollment and set an example for SE Minnesota

7. Renovate, Replace, or a Combination?
   a. Measures to evaluate these options against:
      1) Transformational
      2) Enthusiasm
      3) Value
      4) New thinking
      5) Showcase, visibility, gateway
      6) Engagement
      7) Sustainability
   b. Should measure outcomes:
      1) More employment options
      2) New majors
      3) Response to the workforce needs of Minnesota

Afternoon: All

8. Program Visioning: Survey Results
   a. Top 3 learning trends relevant to WSU:
      1) Active learning
      2) STEAM
      3) Cross-discipline learning
   b. How do you define active learning?
      1) Giving speeches, acting out scenarios
      2) Led by students (not just instructor)
      3) Less lecture
      4) Research working in the lab
      5) Project-based
      6) No one mentioned active learning as the classroom prototype of round

Item

tables & technology on all walls

c. How do you define STEAM?
   1) Example: invited a modern dancer into the VR lab to explore the potential of collaboration
   2) Inviting a statistics professor into a speech class to combine public speech course with statistics
   3) One course brought together computer science, graphic design and mass/comm. A classroom was specifically set up for this course. Students and faculty loved it, but it did not happen again – the classroom was taken over by the adjacent department and the effort of cross-discipline course planning was too much to replicate. (Phelps classroom 101)

d. How do you define cross-discipline?
   1) Fab lab would be nice on campus
      - Fab labs were created at MIT and are replicated across the globe at all levels of education. More info: http://fabfoundation.org/index.php/what-is-a-fab-lab/index.html
      - Laser cutters, 3D printing, collaboration space, create things right on the spot
      - High schools in the Twin Cities do this already – students will expect to do it in college
   2) Business start-ups, collaborating across disciplines to co-found a business from college campuses
   3) Friday supplemental learning: food, students get together
   4) Team-taught classes have happened – do more of this
   5) There are road blocks to cross-discipline learning at WSU:
      - Computers are owned by the university and there isn't dedicated space for them
      - Infrastructure missing (proper ventilation)
      - Department territory wars over the nice classroom spaces. Phelps classroom 101 was supposed to be an open room, but was claimed by the adjacent department.
      - Processes are department-oriented
      - Students identify with the department more than the university
      - Laptops are purchased by departments – they own them and don't want to share as it was their budget

9. Program Visioning: Future Learning Trends
   a. Visual benchmarking and trends were shared (see attachment 1)
   b. Active learning prototype classroom:

Item

1) Like all walls having white boards
2) Like multiple screens
3) Like that the instructor can move around the room to work with all students, not just in the middle or one side

c. Currently have benches in the hallway, which results in informal learning (vs sitting on the floor). Instructors will sit with students and have a one-on-one discussion, students wait on the benches.
d. "Generation of computing": students expect to learn more and be educated more. If they don't see support for their personal devices (charging, etc.) they won't come
e. Digital immigrants vs digital natives: we need to build for digital natives – those are the students of the near future. More intuitive, they can hack their environment (i.e. make adjustments like moving furniture to meet their needs)
f. Digital visitor vs digital native: youngest generations live in technology, while older generations (digital immigrants) only visit for a while
g. Winona area schools are all STEM now – these will be the kids at WSU when this building is open and compete
h. Augsburg Center for Business, Science and Religion designed for rooms to shrink or grow over time. This requires walls to be torn down or built, but the building can change relatively easily vs. a major renovation. Demonstration of adaptability.
    1) Vs. Flexibility which is more fluid, day-to-day change, no renovation required
    2) Cross-discipline environment will come at the loss of identity. Identity is strong with departments. Each department had a lounge for their "home".
i. Faculty space trends
    1) More distributed, though offices are still needed for heads-down work
    2) "third workplace" – not home, not the office, but anywhere else can be converted into a space to work, meet with students, etc.

10. Program Visioning: A Day in the Life Exercise
    a. See attachments 1 & 3 for details on the exercise
    b. Needs & wants:
        1) Private meeting spaces
        2) Majors want to find students of their major – identity
        3) Classroom space = collaborative space
        4) Learn differently

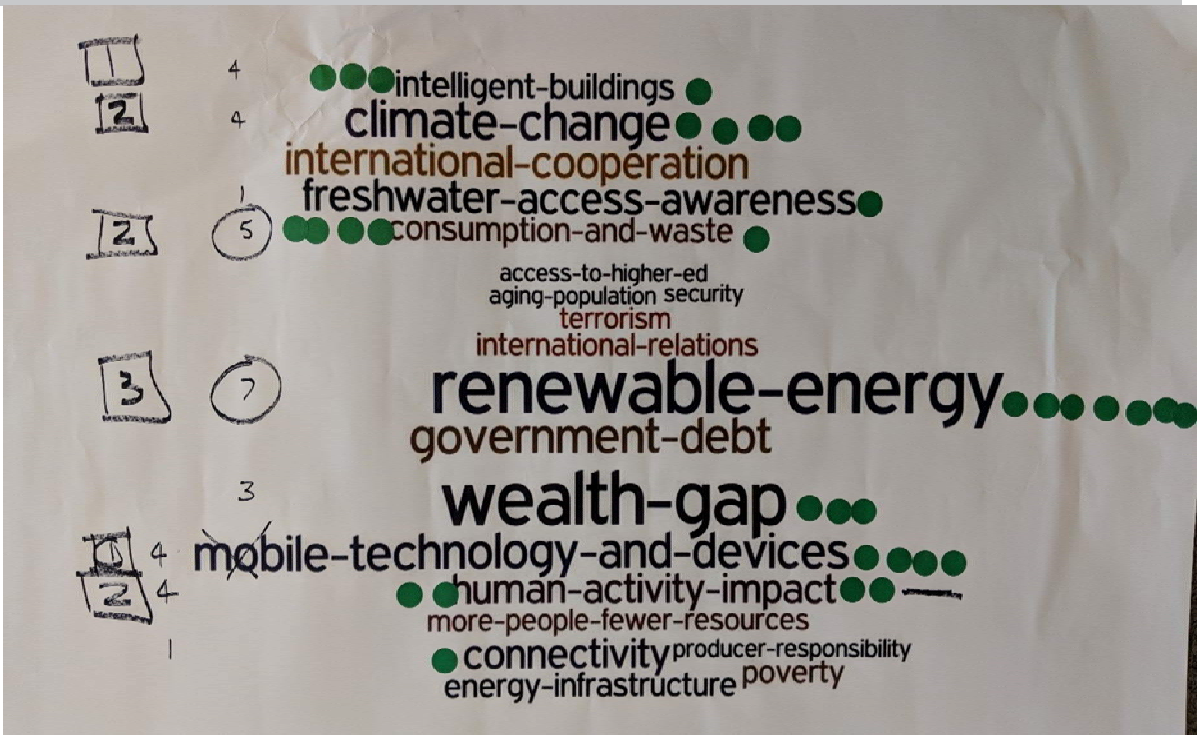
Item

5) Unifying space (sense of the whole vs. sum of parts)
6) Connection to other buildings and campus
7) A piece of the entry that is inspirational, welcoming, a showcase
8) Openness, not closed in, good sightlines
9) Feel at home, relax
10) Glass is good but not a fishbowl

11. Program Visioning: Developing a Program
    a. Which departments will be displaced if both buildings are demolished?
        1) Computer science, Mathematics and Art
            - If not here, need another space on campus that can support their needs
            - Some disciplines (ex: art) have very specific needs and the multi-tenant approach is more challenging or impossible. For example, ceramics has very particular needs.
    b. HGA will work on a draft program based on what was heard today and bring it back for review at Workshop #2.

12. Sustainability Visioning: Survey Results
    a. Wealth Gap:
        1) Students sensitive to the cost of education, text books
        2) Less time to work jobs
        3) Wide range of income levels in this community
        4) Debate about education spending
        5) Sensitive to not being ostentatious
        6) Building needs to be usable, versatile, compelling
            - Driver for students to become more educated
            - Trying to attract more ethnically diverse students
        7) Almost half of students are first generation college students (almost 44%)
    b. Focus on renewables, consumption, humans impacting the environment, relationship to natural resources
    c. Top 3 categories after voting:
        1) Renewable Energy
        2) Consumption and waste (including climate change, human activity impact)
        3) Technology, including intelligent buildings & mobile technology and devices

Item



13. Sustainability Visioning: Trends
    a. See attachment 1 for slides
    b. How costly to achieve net zero?
        1) Renewable energy has a cost. Some things may cost more up front but are not out of reach
    c. Document up front cost vs. life cycle costs
    d. Educating users so building runs properly is critical, otherwise investment in sustainability strategies won't be worth it

14. Sustainability Visioning: Strategies for Top Themes Exercise (*=prioritized strategies)
    a. Consumption and waste
        1) *Plugs that turn off
            a. On/off switch outlets or control strips
        2) *Go paperless or less paper
            a. Make it less convenient to waste paper (ex: printer doesn't automatically print until you key in your code)
            b. More screens/monitors
        3) *Recycling education and presentation (signage, photos, field trips, etc.)
            a. Where does it go?
            b. Recycling station & visible chutes/plastic tubes
        4) Smart thermostats
        5) Infrared faucets & toilets
        6) *Water bottle fill stations
        7) Plastic cup-free-zone
        8) *Compostable cups & dishes
        9) *Composting

Item

10) Reuse, free stuff
11) Blankets
12) Sharing – umbrellas, etc.
13) Dumpster diversion
14) LED light sensors

b. Renewable energy
    1) *Photovoltaic (solar panels)
        a. Situate building for better solar
    2) *Ground source heating/cooling (geothermal)
        a. Water table helps
    3) *Heat energy recovery
    4) Winona not a good location for wind, but could buy from elsewhere

c. Technology
    1) Production in the building (producing energy and content) will need to be balanced with energy saving goals
        a. Renewable energy
        b. Co-generation, reclaim resources
    2) How tech distributes information: optimize efficiency, flows of heat and energy
        a. Occupancy sensors
        b. Less waste, manage outdated tech
        c. Raised floor
        d. Smart layout of system
    3) How do technologies inform and educate?
        a. Low tech vs high tech
        b. Learning and behavior change
        c. Energy budgets displayed
        d. Building room/dashboard
        e. Collect data for research

15. Sustainability Visioning: Goals and Next Steps

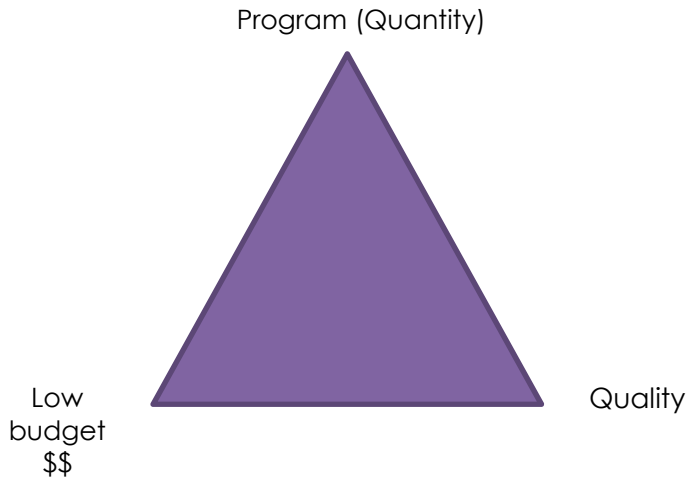
a. Risk tolerance:
    1) WSU is a place of research and education
    2) Need to be bold and experiment
    3) Selective risks
    4) Not against trying anything new
    5) 1.7 million SF relying on the plant – can't have anything threaten that

b. Start at Zero:
    1) EUI target 30-45
    2) Carbon neutral plan: reduce energy use and utilize renewable energy
    3) Water use reduction (most in landscaping)
    4) Life cycle cost analysis: 5-7 year payback is worth the investment

Closing: Steering Committee

16. Cost triangle: you can have two of the three, but not all three

Item



17. Next Steps
    a. WSU to determine whether Ceramics will be a priority for campus, and if so, whether it belongs in this project or Laird Norton
    b. WSU to discuss what art programs and spaces to remain in this project, and whether any can be added to Laird Norton program
    c. WSU to provide current faculty count in Watkins & Gildemeister
    d. HGA to provide several program options at the next workshop for WSU feedback and review

The next meeting is scheduled for 9:30 a.m., Friday, July 13, 2018 at Winona State University.

The foregoing represents HGA's understanding of the discussions and decisions made during this meeting. If anyone has any changes or comments, please notify the author within seven days of the date of this document.

Attachments:

1. PowerPoint Presentation
2. Pre-Survey Results
3. New vs Renovate or a Combination Table
4. A Day in the Life Exercise

HGA

MEETING MINUTES

PROJECT: Winona State University
Center for Interdisciplinary Collaboration, Engagement and Learning
HGA Commission Number 1041-237-00

FROM: Ariane Laxo Writer's Direct Dial 612-758-4269

ISSUE DATE: September 12, 2018

MEETING
Purpose: Predesign Workshop #2
Date: Friday, June 13, 2018 Time: 9:30 AM - 4:30 PM
Location: WSU Kryzsko 203/C

PRESENT:

Name	Company	Role
Jim Goblirsch	WSU	SC, AVP Facilities Management
Nathan Engstrom	WSU	SC, Director, Sustainability
Ken Graetz	WSU	SC, Director, Teaching, Learning & Technology
Tim Matthees	WSU	SC, Director, Planning & Construction
Peter Miene	WSU	SC, Dean, College of Liberal Arts
Charla Miertschin	WSU	SC, Dean, College of Science and Engineering
Julie Anderson	WSU	SC, Dean, College of Nursing & Health Science
John Zimmerman	WSU	Plant Maintenance Engineer
Shannon Merchlewitz	WSU	Master Electrician
Rebecca Celis	HGA	Project Manager
Ariane Laxo	HGA	Programmer
Paul Neuhaus	HGA	Designer
Leighton Deer	HGA	Mechanical Engineer
Joe Wetternach	HGA	Electrical Engineer

SC=Steering Committee

COPIES:

Name	Company	Role
Pat Rogers	WSU	SC, Provost and VP for Academic Affairs
Hamid Akbari	WSU	SC, Dean, College of Business
Scott Kluver	WSU	SC, Director, Physical Plant

Item

1. Goals for today
    a. Complete all information needed for 50%
    b. Clarity around WSU contributions
    c. Engineering alignment
        i. Short-term challenges, long-term goals
        ii. Direction and solutions
    d. Program direction
    e. Objections or deal breakers
2. Vision statement:
    a. "Gateway to Learning" feels generic, likely won't use that terminology
    b. WSU to continue thinking about the building name – what is the project "catchphrase"?
3. Engineering Summary:
    a. Watkins & Gildemeister walk-through:
        i. Systems:
            1. Most are original, up to 60 years old, well maintained
            2. No fire protection systems
            3. Not energy efficient
            4. Asbestos in some insulation
            5. No visible problems today, but would expect to see full replacement needed soon
            6. Large shared zones resulting in humidity and temp problems
            7. Watkins set up for industrial air needs due to arts program
            8. Gildemeister not set up to meet today's code requirements
            9. No structural evaluation, but saw no visible cracks
            10. All hard surface materials – difficult to service systems
        ii. Skin:
            1. 1950's style
            2. Not energy efficient
            3. At the end of its life cycle, needs replacement
            4. Windows are not failing, but they are old and inefficient. Replacement needed.
    b. Demo down to structure recommended for code and life safety
    c. Strategies on this project:
        i. Pursue renewable energy to meet net zero goals:
            1. PV / Solar Panels
            2. Groundsource heat pumps (geo)
        ii. Tie into the central plant for peak/storage/backfill & resiliency
            1. Design building as if it is unconnected to central plant
            2. New building could feed energy back into the system
        iii. Plug load control
        iv. Building as teaching tool

1. Can we do research on the building in conjunction with one of the colleges or programs?
2. Visual representation of sustainability strategies

d. Next steps:
   i. Investigate building height and floor-to-floor heights needed to meet program
   ii. Survey – buried utilities

4. Program discussion:
   a. Activities that will be accommodated in the building, determined from conversations in Workshop 1:
      i. Showcase: highlight innovation, sustainability, partnerships
      ii. Meet: in the simplest meaning of the word, people meeting together
      iii. Collaborate: working together to create something together
      iv. Tinker: making, experimenting, play, creating
      v. Focus: heads down work
      vi. Spark: inspiration, helping building occupants think outside the box, foster curiosity
      vii. Note: high tech is embedded in all activities (not a separate category, but is important in all)
         1. One of three priorities of WSU is technology-enhanced learning
   b. Design characteristics to support activities – activity should drive the program spaces
      i. Showcase:
         1. Entry highlighting what happens within
         2. Visible learning spaces & tinker spaces
         3. Public presentation, pin-up space
      ii. Meet
         1. Could conference room be the same as teaching spaces?
         2. Flexible meeting spaces that can serve other functions as well (active learning environments that are flexible and changeable)
         3. Food/café/coffee may help support this and other activities
      iii. Collaborate:
         1. Flexible labs and classrooms with the tools to accommodate collaboration:
            a. More SF/person
            b. Moveable furniture
            c. Access to equipment/gear/furniture
         2. Technology to support the way people want to collaborate
      iv. Tinker
         1. Studios & labs with the equipment & space needed to support experimenting, building, making
      v. Focus
         1. Different environments for quiet vs. lively study/work
         2. Faculty offices with doors that can close
      vi. Spark

1. In the entire building – foster connections, chance encounters
2. Inspiration in the design

c. Known spatial & program needs:
   i. Inviting
   ii. Community feels welcome. Entrance doesn't go directly into corriors
   iii. Conference room, smaller than classrooms
   iv. Labs: computer science
      1. Flexible
      2. Power/data, high technology space
      3. More individual work than classroom
      4. More SF/person
      5. Not multi-use, single use, specialty (but can change in the future)
      6. VR labs set up in a suite of interconnecting rooms
      7. 25 person sections
      8. 3-4 requested
   v. Studios
      1. 2D painting & drawing, 16 person modules, 3-5 total
      2. 3D studio
      3. Makers space is a wishlist item as Laird Norton already has one
   vi. Classrooms: what will be in this building? Some departments have specific needs, but if those needs are not met in the building they would have to be met elsewhere. Desirable to keep the building department agnostic.
      1. Math alone can keep nine 40-person classrooms full all day
      2. Computer science 25-30 person classes
      3. Art history 180 person, others in the 30's
      4. Speech (not enough dedicated rooms) 25
         a. Specific room needs
      5. Most rooms will have 40-60 people – use a 20 person module
      6. May need a larger classroom – WSU to investigate this
   vii. Focus activity:
      1. Library has lots of study spaces.
      2. Other buildings can have dedicated spaces
      3. Students make all open spaces focus spaces
   viii. Faculty
      1. Ad-hoc collaboration spaces
      2. Group space – conference room
         a. Separate from group space – department home
      3. Maintain the office count of 50
      4. Departments
         a. No business in this building
         b. Four tenants – don't ID the departments
         c. Tenants could be faculty who work interdisciplinary
         d. One option for departments could include math, computer science, art

ix. Commons: gallery-like, display student work where possible, but student gallery should go to Laird Norton

d. Considerations – may need further exploration
    i. Commons
        1. Include some formal space?
        2. Tinkering space here?
        3. Public presentation space?
        4. Food? Coffee?
    ii. Hybrid coursework?
        1. Meet as a class once/week, meeting for a while together and then break out into smaller groups
            a. Meet as small groups other times
        2. Traditional classes still won't go away
    iii. Can the building be more like a modern library with flexible use?
    iv. Math emporium model? Tried this on the West Campus
    v. Outdoor spaces, learning can happen outside
e. Laird Norton
    i. Included in program:
        1. Fab lab
        2. Makers space with laser cutter, graphic design
        3. University gallery
        4. Art & design gallery
        5. Incubator
        6. Critique/prefunction
        7. Gallery reception
        8. Studio lounge
    ii. Should include in program and remove from this project:
        1. Student gallery

5. Resilience Workshop
    a. See completed tool for prioritized risks
6. Next Steps
    a. WSU to determine whether Ceramics will be a priority for campus, and if so, whether it belongs in this project or Laird Norton
    b. WSU to discuss what art programs and spaces to remain in this project, and whether any can be added to Laird Norton program
    c. WSU to provide current faculty count in Watkins & Gildemeister
    d. HGA to provide several program options at the next workshop for WSU feedback and review

The next meeting is scheduled for 10:00 a.m., Wednesday, August 1st, 2018 at Winona State University. 50% document due to Winona by July 20, 2018.

The foregoing represents HGA's understanding of the discussions and decisions made during this meeting. If anyone has any changes or comments, please notify the author within seven days of the date of this document.

Attachments:

1. PowerPoint Presentation
2. Draft Program
3. Resilience Assessment: Completed Tool

HGA

MEETING MINUTES

PROJECT: Winona State University
Center for Interdisciplinary Collaboration, Engagement and Learning
HGA Commission Number 1041-237-00

FROM: Ariane Laxo Writer's Direct Dial 612-758-4269

ISSUE DATE: September 12, 2018

MEETING
Purpose: Predesign Workshop #3
Date: Friday, June 13, 2018 Time: 9:30 AM - 4:30 PM
Location: WSU Kryzsko 203/C

PRESENT:

Name	Company	Role
Jim Goblirsch	WSU	SC, AVP Facilities Management
Nathan Engstrom	WSU	SC, Director, Sustainability
Peter Miene	WSU	SC, Dean, College of Liberal Arts
Charla Miertschin	WSU	SC, Dean, College of Science and Engineering
Tim Matthees	WSU	SC, Director, Planning & Construction
Ken Graetz	WSU	SC, Director, Teaching, Learning & Technology
Rebecca Celis	HGA	Project Manager
Ariane Laxo	HGA	Programmer
Paul Neuhaus	HGA	Designer
Patrick Thibaudeau	HGA	Sustainability Leader

SC=Steering Committee

COPIES:

Name	Company	Role
Pat Rogers	WSU	SC, Provost and VP for Academic Affairs
Hamid Akbari	WSU	SC, Dean, College of Business
Scott Kluver	WSU	SC, Director, Physical Plant
Julie Anderson	WSU	SC, Dean, College of Nursing & Health Science

Item

1. Goals for today
    a. Site concept that can be associated with outcomes
    b. How the modules come together in the building
    c. Force rank: help HGA prioritize and focus efforts
    d. How sustainability strategies shape this project
    e. How much openness is desired for these spaces?
    f. Program refinement
    g. Measurement of success: facilitation of innovation on campus
2. 50% Predesign submission
    a. Classroom utilization appears low. More investigation needed around why:
        i. Are classrooms oversized and therefore not used? Would right-sizing classrooms improve utilization?
        ii. How does lower enrollment factor into current utilization?
    b. 95% to include resilience considerations and language – how does the lens of resilience impact design decisions?
    c. Sustainability targets and resulting cost savings in operating costs is a unique part of this project, also resilience approach
3. Campus, Neighborhood, and Community Forces
    a. Huff is a major entry point – how does this building reach out to Huff?
    b. Main monument signs are located at parking lots, not a particularly welcome view to campus
    c. When you can see the inside of a building from the approach, it feels more welcoming
    d. This project is not competing with other strong entries on campus – opportunity to truly be a gateway to campus
    e. Winona Street: coming off the bridge you are at a higher elevation and facing the intersection where the project will be – opportunity to create presence
    f. Building will not respond to parking, but rather vice versa
    g. Sustainability
        i. Top drivers of change (from workshop 1):
            1. Renewable Energy & Climate
            2. Technology
            3. Human impact, consumption & waste
        ii. Zero Plus Targets
            1. Target column are minimum achievable targets, have been done on comparable projects
            2. WSU interested in reaching for stretch targets – set a new bar
                a. 50-100 year buildings should be at a higher standard
            3. Materials: no current campus material standard, leverage this project to help create a standard
                a. Consider a red-list free project?

b. At minimum, natural and local materials – need a metric around this for measuring success
4. Water: focus on irrigation-free landscape and drive down usage inside building
5. Value: how to quantify savings?
    a. How can this project advance the body of knowledge?

iii. Energy
1. Occupant impacts EUI: manage expectations for light, cooling, heat, plug use
2. Heating months are most important for this project, passive solar direct gain is a big opportunity
3. Stretch goals cannot be met if using the central plant
4. Visible monitoring is important for education and behavior change
5. Water source heat pump most efficient
6. Geothermal can help use less energy
    a. Could be on the quad
7. Solar PV could be on parking lot nearby, not only on building
    a. See design options – canopy could express solar as design element

iv. Water
1. Water data is not available for Watkins (not broken out, is grouped with other buildings)

v. Waste: divert all (95%) waste from landfill during demolition and construction

vi. Resilience considerations
1. Flood threat – what if the levy breaks?
2. Hot climate
3. Passive survivability
4. No critical services in basement

vii. Sustainability as a teaching tool
1. Advance research on the built environment
2. Provide/share data as a building
3. Mechanical spaces visible?
4. Iconic design drawing attention aesthetically to sustainability goals

viii. Consider carbon use

ix. Sustainability goals and operating costs are a big argument against complete renovation of the two buildings

4. Program Module Development
    a. Not sure about classrooms or labs being open or pervious to the commons. Need acoustic separation for focused work.
    b. Lab: 25, but 28-30 would be nice
        i. Lab and classroom modules should relate, use the same structural grid
        ii. Clean tinker spaces – high tech
    c. Studio: current class sizes are average 20 students
    d. Potentially include one larger classroom

e. Need to use innovative text to represent the goals of the project
f. Current furniture in active learning classrooms is a mix of rectangular and round tables

5. Blocking and Stacking – Plan concepts
    a. Visibility of activity in the building from King Street
    b. Community engagement in the commons – possibly include a reception area
    c. Modularize the labs
    d. Activate learning spaces
    e. Offices on the campus side, office wing makes sense
    f. If staircase is feature element, how will the accessible route have equal importance?
        i. Entire project should be completely accessible. Equality is a core tenant.
        ii. All single use restrooms if possible
    g. Department homes should be visible, not buried in the back
    h. Phasing: keep Watkins in operations while new building is built, then demo Watkins
6. Next Steps
    a. Move Workshop 4 to end of August, after feedback has been received from Minnesota State on 50% submission
    b. WSU to host faculty workshop, include exercise around building name
    c. Potential student open house – may be difficult to fit in prior to 95% submission
    d. Sustainability and program should work together to shape the building

The next meeting is scheduled for 10:00 a.m., Thursday, August 30th, 2018 at Winona State University.

The foregoing represents HGA's understanding of the discussions and decisions made during this meeting. If anyone has any changes or comments, please notify the author within seven days of the date of this document.

Attachments:

1. PowerPoint Presentation

HGA

MEETING MINUTES

PROJECT: Winona State University
Center for Interdisciplinary Collaboration, Engagement and Learning
HGA Commission Number 1041-237-00

FROM: Ariane Laxo Writer's Direct Dial 612-758-4269

ISSUE DATE: September 12, 2018

MEETING
Purpose: Predesign Workshop #4
Date: Thursday, August 30, 2018 Time: 10:00 AM - 3:30 PM
Location: WSU Kryzsko 203/C

PRESENT:

Name	Company	Role
Jim Goblirsch	WSU	SC, AVP Facilities Management
Pat Rogers	WSU	SC, Provost and VP for Academic Affairs
Vern Bacher	WSU	Professor, College of Business
Nathan Engstrom	WSU	SC, Director, Sustainability
Hamid Akbari	WSU	SC, Dean, College of Business
Tim Matthees	WSU	SC, Director, Planning & Construction
Peter Miene	WSU	SC, Dean, College of Liberal Arts
Charla Miertschin	WSU	SC, Dean, College of Science and Engineering
Ken Graetz	WSU	SC, Director, Teaching, Learning & Technology
Scott Kluver	WSU	SC, Director, Physical Plant
Rebecca Celis	HGA	Project Manager
Ariane Laxo	HGA	Programmer
Paul Neuhaus	HGA	Designer
Patrick Thibaudeau	HGA	Sustainability Leader

SC=Steering Committee

COPIES:

Name	Company	Role
Julie Anderson	WSU	SC, Dean, College of Nursing & Health Science

Item

1. Goals for today
    a. Firm direction in describing the building occupancy
    b. Utilization and rooms needed
    c. Confirm building size is efficient and needed
    d. Site massing approach
    e. Can sustainability goals be met?
2. Jim G. met with all colleges to share the project direction
    a. No negative feedback
    b. Sustainability goals very well received
3. Program comparison: 50% submittal vs. new tenants
    a. Discrepancy between comprehensive facilities plan SF of the two buildings and actual in the Revit model – use the Revit as long as calculation method of the new project and the existing is the same
    b. Could there be a future expansion if needed, without destroying the parti?
        i. Decided against this direction
    c. Most dominant class size: 25 people
        i. Current utilization of 20 person classes is low
        ii. Gen Ed 30+ people
        iii. Changing baseline module to 40 person rooms, smaller rooms can be accommodated elsewhere
    d. Use Math & Stats, Computer Science, Art & Design as the first test fit of the program
        i. Need one 60 seat classroom (1.5 modules)
    e. No need to accommodate grad students at this time, but program is flexible enough to use one or more space for grad students should that be needed in the future
    f. Like the offices not being connected to a specific department suite – if one department grows and another shrinks, there is fluidity in the plan to accommodate this
    g. Laird Norton test: how might the program change if the Laird Norton program moved into this building?
        i. Lose learning seats (from 752 to 680)
        ii. Need 6 studios
        iii. Would consolidate arts into one building, keep galleries at Laird Norton
        iv. Not much room for other departments after the program moves in here
        v. Not desirable to pursue this
        vi. Laird Norton designed to be interdisciplinary, for community engagement. Good synergies with this project.

h. Could some offices be applied for as temporary spaces for those who have a shorter-term experiment or project, interdisciplinary, innovation focused?
i. May need a kiln for 3D printing ceramics

4. Site, massing, and sustainability options
    a. Need B3 on the goals slide – B3 should be the baseline
    b. Minimize vampire power – plug loads that draw when not in use
    c. Within site, no specimen trees we know of that will need to be avoided or undistributed by construction
    d. Gateway equally important from inside campus (mall side) as from outside campus
    e. Scenario H gets too close to gazebo
    f. Net zero is compelling – preserve this goal
    g. Ground source heat pump estimates are on the conservative end
    h. Critical equipment on the roof, utility connections in the basement
    i. Solar panels: in a few years efficiency may be better
        i. May be able to explore bifacial panels
        ii. Potentially panels on sidewalks?
        iii. Need more SF than can be accommodated only on the roof
    j. Need to explore swing space options
        i. Math & Stats to west campus?
        ii. Use res halls for office spaces
        iii. Like phasing the project so Watkins can stay up while the new building is under construction
            1. New building will connect to central plant for initial heating
                a. When Watkins comes down, ground source heat exchange can be built and building switched to that power source
    k. Could this building become part of a new strategy to support other buildings nearby?
    l. Water: graywater is on campus but don't currently capture it
    m. Could use rainwater to flush toilets
    n. Would the project be LEED equivalent? Additional work would be required for platinum. WSU should consider including rating systems desired in RFP for design work. Same for Living Building Challenge
        i. May need to do a checklist comparison
        ii. Pursue Net Zero certification
    o. Need a better understanding of how people get to the site – parking, access, is there a drop off?
        i. Potential for future parking when dorm buildings go down
    p. Interested in the social side of sustainability: equity petal (LBC), LEED Social Responsibility Pilot Credit, etc.
    q. Landscaping needs to be part of the project
        i. Including usable outdoor space
        ii. Research opportunity? Outdoor classrooms?
    r. Sustainability change management, behavior change, will be critical

i. Need to develop a strategy for this during design

s. Add language around materiality/design intent
   i. Local materials prioritized where possible

5. Program test fit activity
   a. Divided into two groups to test fit the program into the core & shell
   b. Objective: to determine whether the building is flexible and adaptable as intended/desired
   c. Group 1:
      i. Disperse offices across floors, but this may be challenging for collaborating across groups
      ii. Showcase on first floor near entry
      iii. Types of classrooms can be mixed throughout the space
      iv. One 60-person room
      v. Added 3rd floor patio on roof of 2nd floor
   d. Group 2:
      i. Possibly reception at main entry?
      ii. Could house WSU sustainability staff in this building, near commons/entry to help connect to educate users on the building design
      iii. Mix labs and studios, mix offices across departments
      iv. Smaller commons spaces throughout the building rather than one area on first floor only
      v. Explore putting all office spaces together on one floor for cross-department collaboration
         1. Potential for some open office if some faculty are interested
   e. Is department home associated with faculty offices or with classrooms?
      i. Is it a student space or a faculty space?
      ii. Should have the department identity – home base for students
      iii. Will students go to a lounge if it is near offices?
      iv. If department admin is not at the department home, how do students connect to staff when needed?
      v. If department admin is at the department home, but the department home is not near offices, how do admin and faculty stay connected?
   f. Could desire for interdisciplinary work be more of the driver for who comes to this building than simply being displaced by the demolition of Watkins & Gildemeister?
      i. Could have a forum with faculty to define this as an opportunity
   g. Desire for daylight everywhere
      i. Prioritize daylight for faculty, without overly compromising daylight access for rest of building
      ii. Borrowed light and other strategies
6. Test fit reconciliation and discussion
   a. Success of this project will be to demonstrate that there are many ways you can lay out the building - no one right answer
   b. Office wing should have a similar structural bay as classrooms/labs for maximum flexibility

   c. South entrance should be added with a vestibule
   d. Commons can have opportunities for open, green space, spaces that can be used for learning in addition to other activities
7. Synthesis
   a. Program in 95% will include a baseline program and a test fit with Math & Stats, Art & Design, and Comp Sci
   b. Illustrate 3 fit plans inspired by the workshop activity, illustrating the flexibility of the building core & shell – could fit out in a variety of ways
8. Next Steps
   a. 95% draft
   b. After 95%: Gildemeister & Watkins backfill plan
   c. WSU tasks:
      i. What is the name?
      ii. Does the marketing program get included in the test fit with Art & Design, Math & Stats, and Comp Sci?
      iii. Independent funding sources for the center
      iv. Future growth potential?
      v. Does there need to be a kiln for 3D printed ceramics?

The next meeting is scheduled for 1:00 p.m., Monday, September 17th, 2018 (zoom).

The foregoing represents HGA's understanding of the discussions and decisions made during this meeting. If anyone has any changes or comments, please notify the author within seven days of the date of this document.

Attachments:

1. PowerPoint Presentation

Phase I Environmental Site Assessment

Gildemeister & Watkins Halls
222 9th Street West and 265 9th Street West
Winona State, University

Prepared For

Winona State University

Project B1808043
September 10, 2018

Braun Intertec Corporation

BRAUN INTERTEC
The Science You Build On.

Braun Intertec Corporation
11001 Hampshire Avenue S
Minneapolis, MN 55438

Phone: 952.995.2000
Fax: 952.995.2020
Web: braunintertec.com

September 10, 2018 Project B1808043

Mr. James Goblirsch
Facilities Services
Winona State University
175 W. Mark Street
Winona, MN 55987-5838

Re: Phase I Environmental Site Assessment
Gildemeister & Watkins Halls
222 9th Street West and 265 9th Street West
Winona, Minnesota

Dear Mr. Goblirsch:

In accordance with your written authorization, Braun Intertec Corporation conducted a Phase I environmental site assessment (ESA) of the above-referenced site (Site). The objective of the Phase I ESA was to evaluate the Site for indications of recognized environmental conditions and to assist in satisfying All Appropriate Inquiries (AAI) standards and practices. The Phase I ESA was conducted in general conformance with the scope and limitations of American Society for Testing and Materials (ASTM) Practice E1527-13 and 40 Code of Federal Regulations (CFR) Part 312.

The Phase I ESA was prepared on behalf of, and for use by Winona State University. No other party has a right to rely on the contents of the Phase I ESA without written authorization by Braun Intertec. The Phase I ESA was prepared in association with the redevelopment of the Site. Please refer to the attached report for the scope, methods and conclusions of our assessment.

We appreciate the opportunity to provide our professional services for you for this project. If you have any questions regarding this letter or the attached report, please contact John Wyciskalla at 608.781.7277.

Sincerely,

BRAUN INTERTEC CORPORATION

John J. Wyciskalla
Associate Principal / Senior Scientist

Mark L. Gretebeck
Principal

Attachment:
Phase I Environmental Site Assessment Report

Table of Contents

Description **Page**

Table of Contents *(Continued)*

Appendices

Executive Summary

Braun Intertec Corporation conducted a Phase I Environmental Site Assessment (ESA) of the Gildemeister & Watkins Halls located at 222 9th Street West and 265 9th Street West in Winona, Minnesota (Site) in general conformance with the scope and limitations of American Society for Testing and Materials (ASTM) Practice E1527-13 and 40 Code of Federal Regulations (CFR) Part 312.

At the time of the reconnaissance, the Site consisted of portions of two parcels totaling approximately 1.35 acres. The Site was developed with two academic buildings associated with Winona State University; Watkins Hall, located on the northern portion of the Site and Gildemeister Hall, located on the southern portion of the Site.

Watkins Hall consists of approximately 35,805-square-feet of gross building space. Watkins Hall is a two story brick and mortar building with a partial basement. The basement of Watkins Hall is partially excavated and the space is used primarily for storage of materials, equipment and mechanical room. The first floor space is used for classrooms, labs, gallery and offices. The second floor is used for classrooms, labs and offices.

Gildermeister Hall consists of approximately 37,699-square-feet of gross building space. Gildemeister Hall is a three-story brick and mortar building with a partial basement. The basement of Gildemeister Hall is similar to Watkin Hall and only partially finished. The basement consists of mechanical areas, electrical room, elevator rooms and utility tunnel chases. Tunnels were not entered during the reconnaissance. The first floor space is used primarily for offices with a main lobby, classrooms, storage, lounge, and kitchen. The second and third floors are used for classrooms and offices.

The Site was bordered on the north by the Science Laboratory Center with additional Winona State University campus buildings located beyond; on the east by Pasteur Hall with Winona State University campus located beyond; on the south by Kryzsko Commons and campus pedestrian walkway with Winona State University campus buildings and located beyond; and on the west by Winona Street with Prentiss, Morey, Shepard and Conway Halls located beyond. The Site was located within the Winona State University campus.

This assessment identified no recognized environmental conditions in connection with the Site.

This assessment identified no controlled recognized environmental conditions in connection with the Site.

BRAUN INTERTEC

Additional Considerations

An additional consideration is a condition that does not meet the definition of a recognized environmental condition, controlled recognized environmental condition, or historical recognized environmental condition but, in our opinion, should be brought to the attention of the User. The following additional considerations were identified during the Phase I ESA.

Historically, residential dwellings and garages were located on the Site. It is unknown if the demolition debris associated with the buildings was buried on the Site or hauled away for disposal. The potential exists that buried materials are present at the Site that require management as solid or hazardous waste. If fill soils, which could include demolition debris and other wastes, are encountered during redevelopment additional evaluation of the fill soils might be required for management and disposal purposes.

Asbestos-containing building materials (ACBM) were labeled with signage in the basement of Gildemeister Hall. The materials appeared to have been encapsulated pipe wrap associated with previous abatement. Only qualified personnel should access areas with identified asbestos materials and in accordance with applicable safety procedures.

A. Introduction

A.1. Purpose

Braun Intertec Corporation received authorization from James Goblirsch of Winona State University (Client) to conduct a Phase I Environmental Site Assessment (ESA) of the Gildemeister & Watkins Halls located at 222 9th Street West and 265 9th Street West in Winona, Minnesota (Site). The objective of the Phase I ESA was to evaluate the Site for indications of recognized environmental conditions and to assist in satisfying All Appropriate Inquiries (AAI) standards and practices. The Phase I ESA was conducted in general conformance with the scope and limitations of American Society for Testing and Materials (ASTM) Practice E1527-13 and 40 Code of Federal Regulations (CFR) Part 312. No intentional deviations from the ASTM Practice E1527-13 were made in conducting this Phase I ESA for the Site. The Phase I ESA was prepared on behalf of, and for the use by Winona State University (User) in accordance with the contract between Winona State University and Braun Intertec, including the Braun Intertec General Conditions. No other party has a right to rely on the contents of the Phase I ESA without written authorization by Braun Intertec. All authorized parties are entitled to rely on the attached report according to our contract with Client, and under the same terms, conditions and circumstances. Please note that our contract with Client may contain a limitation of our total liability. If so, such limitation also applies to all those receiving this permission.

According to the User, the Phase I ESA was conducted in association with the redevelopment of the Site.

The purpose of this Phase I ESA was to evaluate the Site for indications of "recognized environmental conditions." A recognized environmental condition is defined by ASTM Practice E1527-13 as: "the presence or likely presence of any hazardous substances or petroleum products in, on, or at a property: 1) due to any release to the environment, 2) under conditions indicative of a release to the environment, or 3) under conditions that pose a material threat of a future release to the environment. *De minimis* conditions are not recognized environmental conditions."

In addition, a "controlled recognized environmental condition" is also a recognized environmental condition. A controlled recognized environmental condition is defined by ASTM Practice E1527-13 as "a recognized environmental condition resulting from a past release of hazardous substances or petroleum products that has been addressed to the satisfaction of the applicable regulatory authority, with hazardous substances or petroleum products allowed to remain in place subject to the implementation of required controls."

A.2. Scope of Services

Services provided for this project included:

- Preparing a description of the Site location, current use and improvements, and surrounding area.
- Preparing a general description of the topography, soils, geology, and groundwater flow direction at the Site.
- Reviewing reasonably ascertainable and practically reviewable regulatory information published by state and federal agencies, health, and/or environmental agencies.
- Reviewing the history of the Site, including aerial photographs, fire insurance maps, directories, and other readily available Site development data.
- Conducting a reconnaissance and environmental review of the Site, including observations of the Site for indications of hazardous materials, petroleum products, polychlorinated biphenyls (PCBs), wells, storage tanks, solid waste disposal, pits and sumps, and utilities.
- Conducting an area reconnaissance, including a brief review of adjoining property uses and pertinent environmental information noted in the Site vicinity.
- Interviewing current owners and/or occupants of the Site and accessible past Site owners, operators and/or occupants, as available.
- Interviewing local government officials or agencies having jurisdiction over hazardous waste disposal or other environmental matters in the area of the Site, as available.
- Reviewing previous environmental reports prepared for the Site, if provided.
- Preparing a written report of our methods, results, and conclusions.

The Standard Scope of the ASTM Practice E1527-13 is not intended to provide a universal analysis of potential environmental risks and hazards. This assessment included no analysis of non-standard scope environmental risks and hazards unless otherwise listed above. Analysis of other non-standard scope issues by Braun Intertec would require additional contractual arrangements.

This assessment does not include vapor encroachment screening as defined in ASTM Practice E2600-15, *Standard Guide for Vapor Encroachment Screening on Property Involved in Real Estate Transactions*. ASTM Practice E2600-15 is not a requirement or component of "all appropriate inquiry," but a tool for evaluating vapor migration. Its results are not determinative of whether hazardous substances from a release are or may be present at the property for the sake of "all appropriate inquiry" or ASTM Practice E1527-13. An ASTM Practice E2600-15 vapor encroachment screen is not within the scope of this Phase I ESA and will not be conducted unless specifically requested by the User. However, vapors present or likely present from hazardous substances or petroleum products are considered no differently than hazardous substances or petroleum products present or likely present as a result of a release to the environment. Therefore, while a vapor encroachment screening per the ASTM Practice E2600-15 standard is not part of this assessment, the potential for impacts to the property from vapor migration that is a result of a release of hazardous substances and/or petroleum products to the environment will be considered when assessing for the presence of a recognized environmental condition as defined by ASTM E1527-13.

A.3. User-Provided Information

The purpose of this section is to describe tasks to be performed by the "User." The "User" as defined by ASTM Practice E1527-13, is "the party seeking to use ASTM Practice E1527-13 to complete an environmental site assessment of the property. A User may include, without limitation, a potential purchaser of property, a potential tenant of property, an owner of property, a lender, or a property manager."

As stated in 40 CFR 312 (the rule), the Brownfields Amendments provide important liability protections for Users who qualify as contiguous property owners, bona fide prospective purchasers, or innocent landowners. To meet the statutory requirements for any of these Landowner Liability Protections (LLPs), a User must meet certain threshold requirements and satisfy certain continuing obligations. To qualify as one of the three LLPs, the User must perform "all appropriate inquiries" (AAI) on or before the date on which the User acquired the Site. The rule defines AAI, which includes inquiries and activities performed by the User and an environmental professional (EP).

The rule allows (but does not mandate) the User performing AAI to conduct inquiries or activities that may include searches for environmental liens, assessments of any specialized knowledge on the part of the User, an assessment of commonly known or reasonably ascertainable information about the Site, and an assessment of the relationship of the purchase price to fair market value. However, if the User performing AAI conducts one or more of these inquiries and/or activities, the rule allows (but does not mandate) that the User may communicate information gathered from these inquiries and/or activities to their EP to identify a possible recognized environmental condition.

Braun Intertec provided a User Questionnaire to the Client as a means to communicate information gathered from these inquiries and/or activities to the EP. The User may elect whether to communicate this information to the EP and/or to communicate this information to the EP by other means (e.g., through conversation or submission of documents). As indicated in our contract, if multiple Users are requesting reliance on the Phase I ESA, the Client was responsible for forwarding a copy of the questionnaire to all appropriate entities (collectively the User).

User-supplied information is discussed in applicable sections of this report. Sections A.3.a through A.3.f present any information communicated to us by the User that the EP has determined to indicate the possible presence or likely presence of a recognized environmental condition.

A.3.a. Environmental Liens

An environmental lien is a charge, security, or encumbrance, upon title to the Site to secure the payment of a cost, damage, debt, obligation, or duty arising out of response actions, cleanup, or other remediation of environmental issues at the Site.

The User was not aware of a record or awareness of environmental liens recorded against the Site.

A.3.b. Activity and Use Limitations

Activity and Use Limitations (AULs) are legal or physical restrictions or limitations on the use of, or access to, a Site to reduce or eliminate potential exposure to hazardous substances or petroleum products in the soil, soil vapor, groundwater, and/or surface water on the Site or to prevent activities that could interfere with the effectiveness of a response action, in order to ensure maintenance of a condition of no significant risk to public health or the environment. AULs, which may include institutional and/or engineering controls, are intended to prevent adverse impacts to individuals or populations that may be exposed to hazardous substances and petroleum products in the soil, groundwater, and/or surface water on the Site.

The User was not aware of a record or awareness of AULs recorded against the Site.

A.3.c. Specialized Environmental Knowledge

Specialized environmental knowledge includes any information and/or experience related to the Site or adjoining properties including, but not limited to, any obvious indicators that point to the presence or likely presence of environmental issues at the Site.

The User was not aware of specialized environmental knowledge for the Site.

A.3.d. Valuation Reduction for Environmental Issues

Valuation reduction for environmental issues includes the relationship of the purchase price to the fair market value of the property.

The User was not aware of information indicating any reduction in purchase price or fair market value due to environmental issues.

A.3.e. Commonly Known or Reasonably Ascertainable Information

Commonly known or reasonably ascertainable information includes information about the Site that generally is known to the public within the community where the Site is located and can be easily sought and found from individuals familiar with the Site or from easily attainable public sources of information.

The User was not aware of commonly known or reasonably ascertainable information for the Site.

A.3.f. Degree of Obviousness

The User must consider the degree of obviousness of the presence or likely presence of releases or threatened releases at the Site and the ability to detect releases or threatened releases by appropriate investigation.

The User was not aware of any obvious indications of the presence or likely presence of releases or threatened releases at the Site.

B. Records Review

The purpose of the records review is to obtain and review records that will help identify recognized environmental conditions in connection with the Site. We consulted only those regulatory and historical sources that were readily available, practically reviewable, and likely to be useful to develop a history of previous uses of the Site and surrounding area within the time and cost constraints of this Phase I ESA.

B.1. Site Location

We accessed various documents and online sources to obtain Site location information. The following is a summary of our findings:

Address:	222 9th Street West (Watkins Hall)
City:	Winona
County:	Winona
State:	Minnesota
Property Identification Number:	324550260 (portion of)
Construction Year:	1964
Owner:	Winona State University / State of Minnesota
Legal Description:	Sanborns Addition Block 002 Stark/Watkins
Latitude:	44.0478 North
Longitude:	91.6443 West
Section, Township, Range:	Section 27, Township 107N, Range 7 West
Elevation:	660 feet above mean sea level
Size:	~ 1.0 acre of larger parcel

Address:	222 9th Street West (Gildemeister Hall)
City:	Winona
County:	Winona
State:	Minnesota
Property Identification Number:	324550890 (portion of)
Construction Year:	1964
Owner:	Winona State University / State of Minnesota
Legal Description:	Sanborns Addition lot-011 & Block 12 & Vacated Winona St between said Blocks Prentiss/Lucas/Gildemeister/Kryszko
Latitude:	44.0478 North
Longitude:	91.6443 West
Section, Township, Range:	Section 27, Township 107N, Range 7 West
Elevation:	660 feet above mean sea level
Size:	~ 1.35 acres of larger parcel

A Site location map and Site sketch are attached in Appendices A and B, respectively. Information obtained from the Winona County Property Information web page is attached in Appendix C.

B.1.a. Geology

The unconsolidated sediment in the Site vicinity are Pleistocene age outwash deposits, which consist of sand and gravel (Meyer et al., 1993). The uppermost bedrock unit in the Site vicinity is the Upper Cambrian, Eau Claire Formation (Mossler, 1990). The Eau Claire Formation is described as siltstone, very fine sandstone, and greenish-gray shale. Some sandstone beds are glauconitic.

The approximate depth to bedrock in the Site vicinity could not be ascertained due to the lack of available geological information. However, generally depth to bedrock is greater than 150 feet in the Site vicinity.

B.1.b. Hydrogeology

The depth to groundwater in the vicinity of the Site may be between 5 and 15 feet below the ground surface. Groundwater typically flows towards the Mississippi River, in a northeasterly direction.

The Site-specific groundwater flow direction was not determined through direct measurement during this Phase I ESA. Additional field investigation, beyond the Scope of Services of this Phase I ESA, would be required to determine this information.

B.2. Regulatory Report

We obtained regulatory database information pertaining to the Site and surrounding area from Environmental Data Resources, Inc. (EDR). The EDR report is a compilation of records of facilities that are included on current federal and state environmental regulatory databases. The databases were searched based on the specified minimum search distances from the Site as established by ASTM Practice E1527-13.

The EDR report also includes a description, source reference, date of acquisition, and the specified approximate minimum search distance criteria for each database and list. A copy of the EDR report is attached in Appendix D.

We reviewed the EDR report to identify records that indicate known or potential recognized environmental conditions on the Site and/or surrounding area and to evaluate the likelihood for those recognized environmental conditions to impact the Site based on the information obtained in this Phase I ESA.

B.2.a. Site

The Site is not listed in the EDR report on any of the standard environmental record sources as specified in the ASTM Standard.

B.2.b. Adjoining Properties

No facilities in the EDR report are listed at properties that adjoin the Site and are located within the approximate minimum search distances on the standard environmental records sources as specified in the ASTM Standard.

B.2.c. Surrounding Area

We reviewed the EDR report for facilities located beyond adjoining properties that may indicate a release or likely release of hazardous substances and/or petroleum products that may impact the Site. Based on factors that include regulatory status, distance from the Site, and/or location relative to the regional groundwater flow direction, as referenced in Section B.1., no facilities are identified in the EDR report that warrant further consideration as potential recognized environmental conditions, with the exception of the following:

- House and Shop/Former Whetstone Property, 579 Winona Street located approximately 0.165 miles to the west-southwest of the Site. The EDR report indicated that facility was located on the Solid Waste List (SWL), Underground Storage Tank (UST) and LUST databases. Identification of the facility on the SWL identified the facility as an unpermitted solid waste facility. The LUST database indicates that a release was reported in 2004 and received closure in 2009. A vapor investigation was performed in 2006 with very low detections and MPCA concluded that no risk was associated with vapors at the facility however residual soil contamination may remain. Types of tanks or number of tanks associated with the facility were not identified.

- Kwik Trip #810, 579 Winona Street located approximately 0.239 mile to the southwest of the Site. The EDR report indicated that facility was located on the UST, LUST database. The UST database indicates several tanks are associated with the facility; one 10,000-gallon gasoline (active), one 12,000-gallon gasoline (active), one 12,000-gallon E-85 (active), one 10,000-gallon gasoline (removed), one 12,000-gallon gasoline (removed) and one 8,000-gallon gasoline (removed). The LUST database indicates that a release was reported in 1997 and received closure from MPCA in 2000. No additional releases are identified for the facility and no off-site impacts were identified.

B.2.d. Unmapped Sites

The EDR report identified three unmappable sites, which, because of poor or inadequate address information could not be mapped by EDR. Using online mapping resources, all unmappable sites were identified outside the appropriate minimum search distances for the Site or could not be located based on the information provided. It is our opinion the unmappable sites do not warrant further consideration as potential recognized environmental conditions.

B.3. Additional Federal, State, and Local Environmental Records

To enhance and supplement the regulatory database report, we obtained or reviewed practically reviewable or reasonably ascertainable local city and/or county records and/or additional state records to identify records that indicate known or potential recognized environmental conditions at the Site.

B.3.a. Well Databases

Our review of the Minnesota Well Index database revealed no documentation of water wells located on the Site.

B.3.b. State Regulatory Web Pages

We accessed MPCA's Aboveground/Underground Storage Tank and Leak Site Search web page, Minnesota Department of Agriculture (MDA) "What's In My Neighborhood" Agricultural Interactive Mapping web page and the MPCA's "What's In My Neighborhood" web pages for information regarding the potential for the Site, adjoining properties, or surrounding properties to be of environmental concern that were not identified in the regulatory database report.

We did not identify facilities on the state regulatory web pages we accessed that were not already listed in the GeoSearch report discussed in Section B.2 above.

B.4. Regulatory Agency File and Records Review

The purpose of the regulatory file review is to obtain sufficient information to assist in determining if a recognized environmental condition, historical recognized environmental condition, controlled recognized environmental condition, or a *de minimis* condition exists at the Site in connection with a regulatory report listing.

Based on our review of the regulatory report, it is our opinion that a regulatory agency file and records review is not warranted due to factors that include regulatory status, distance from the Site, and/or location relative to the regional groundwater flow direction, as referenced in Section B.1.

B.5. Historical-Use Information

The objective of the historical-use information review was to develop a history of the previous uses of the Site and surrounding area, and to help evaluate the likelihood of past uses having led to recognized environmental conditions in connection with the Site. The following table summarizes the historical information reviewed. Details regarding the information reviewed are provided in the sections below.

Historical Source	Provided By:	Years Available
Historical Maps	EDR	1894, 1917, 1949 and 1966
Topographic Maps	Historical Information Gatherers, Inc. (HIG)	1929, 1934, 1937, 1972, 1977, 1993, 2013, 2016
Aerial Photographs	HIG	1936, 1940, 1947, 1954, 1962, 1968, 1972, 1979, 1986, 1989, 1992, 1998, 2002, 2008, 2010 and 2015
City Directories	HIG	1898 – 2018, Winona Street & 9th Street

B.5.a. Historical Maps/Fire Insurance Maps

According to EDR, no historic map coverage is available for the Site. A copy of the no coverage letter is attached in Appendix E.

1894

Residential homes and associated garages and sheds are depicted on the Site. A road divides the Site oriented northwest to southeast. Roads are located along the west boundary of the Site and along the east boundary of the southern portion of the Site currently occupied by Gildemeister Hall. Residential properties surround the Site.

1917

The Site appears generally unchanged. Some dwellings west of the Site have been removed and a building identified, as Morey Hall and West Lodge are located to the west of the Site beyond a road. Some dwelling have been removed to the east of the Site beyond a road as well. A building identified as a gymnasium is present. Other adjacent properties appear mostly unchanged.

1949

The Site appears mostly unchanged. The building identified as West Lodge, to the west of the Site has been removed and a larger building listed as Sheppard Hall (girl's dormitory) has been constructed. The gymnasium to the east of the Site is identified as part of Winona State Teachers College. Other properties in the vicinity of the Site appear mostly unchanged.

1966

The Site dwellings have been removed and the current Watkins and Gildemeister Halls are identified at the Site. All dwellings east of the Site have been removed. A building identified as Pasteur Hall is located adjacent to the northeast and east of the Site. A park is listed beyond a road to the east and southeast. No buildings are noted to the south of the Site. A road and a portion of a vacated road are noted to the west of the Site. To the east beyond a road are dormitory buildings and a student union. The Site and vicinity properties are listed as part of the Winona State Teachers College.

B.5.b. Historical Topographic Maps

Copies of the historical topographic maps are attached in Appendix F. The following is a summary of the information reviewed.

1929

No features are depicted at the Site or for the city. The maps depict the Mississippi River and bridges across the river.

1934-1937

Roads and residential properties are located along the properties boundaries and a road is oriented east-west through the Site. Roads generally consistent with the current city grid system are apparent in the vicinity.

1972 - 1993

Buildings generally consistent with the current site buildings are noted. Vicinity properties appear consist of university buildings. Properties in the vicinity are shaded pink indicating developed. Road are present in the vicinity consistent with the current road grid system.

2013 - 2016

No physical features with the exception of right-of-ways, waterbodies and topographic gradients are depicted on the Site or surrounding area.

B.5.c. Aerial Photographs

Copies of the aerial photographs are attached in Appendix G. The following is a summary of the information reviewed.

1936

The Site is used for residential purposes based on Sanborn maps of the corresponding time period. A road borders the Site to the west and east consistent with the current alignments of Winona Street and Washington Street. A road consistent with the current alignment of W. 9th Street divides the Site. Other adjoining properties consist of residential dwellings.

1940 - 1954

No significant changes are noted at the Site or surrounding area.

1962

The northern portion of the Site appears to have been graded. The southern portion of the Site appears unchanged. Campus development is noted to the east of the Site.

1968

Buildings generally consistent with the current Watkins and Gildemeister Halls are present at the Site. Campus development is noted in the vicinity to the north, south, east and west of the Site.

1972 - 2015

No significant changes are noted at the Site or surrounding area.

B.5.d. City Directory Information

The Site is not listed on any of the directories reviewed (Winona Street and 9th Street).

C. Interviews

We contacted the following individuals to obtain knowledge or historical and current land-use information regarding the Site:

James Goblirsch, Assistant Vice President Facility Service Management, Winona State University
Steven Ronkowski, Winona State University

According to the facilities manual for the campus and our interviews, each of the Site buildings were constructed in 1964; Watkins Hall, the northernmost building at the Site, consists of approximately 35,805-square-feet of building space; Gildemeister Hall, the southernmost building at the Site, consists of approximately 37,699-square-feet of building space; each of the buildings have mechanical rooms with boilers, HVAC system, fire suppression systems; the buildings were used for classrooms and office space; no known environmental concerns were known at the Site.

We made inquiry to the following local government offices and/or officials with the city of Winona to obtain knowledge or records of historical and current land-use information regarding the Site and surrounding area:

Carlos Espinosa, City Planner, City of Winona

Crystal Srock, Department Secretary, Winona Fire Department

There have been no responses to our inquiries from local officials. An addendum will be provided if information is received after the issuance of this report that alters the findings of this report. Refer to Section F for a discussion regarding Data Gaps encountered during our inquiry.

D. Site Reconnaissance

The objective of the Site reconnaissance is to obtain information indicating the likelihood of identifying recognized environmental conditions in connection with the Site.

A Braun Intertec environmental professional, John Wyciskalla, conducted a Site reconnaissance on August 16, 2018. We were unaccompanied during the Site reconnaissance.

At the time of the Site reconnaissance, the weather was mostly cloudy and windy with a temperature of about 80 degrees Fahrenheit.

D.1. Methodology

Observations made at the time of the Site reconnaissance were conducted by physically traversing and visually observing the exterior aspects of the Site and its improvements, as well the interior areas, such as common, mechanical, storage, maintenance, repair and manufacturing areas, or other interior areas that were deemed representative of such Site improvements. Adjoining properties were visually observed from the Site boundaries or nearby public right-of-way areas.

D.2. Site Characteristics

At the time of the reconnaissance, the Site consisted of portions of two parcels totaling approximately 1.35 acres. The Site was developed with two academic buildings associated with Winona State University; Watkins Hall, located on the northern portion of the Site and Gildemeister Hall, located on the southern portion of the Site.

Watkins Hall consists of approximately 35,805-square-feet of gross building space. Watkins Hall is a two story brick and mortar building with a partial basement. The basement of Watkins Hall is partially excavated and the space is used primarily for storage of materials, equipment and mechanical room. The first floor space is used for classrooms, labs, gallery and offices. The second floor is used for classrooms, labs and offices.

Gildermeister Hall consists of approximately 37,699-square-feet of gross building space. Gildemeister Hall is a three-story brick and mortar building with a partial basement. The basement of Gildemeister Hall is similar to Watkin Hall and only partially finished, with much of the basement unexcavated. The basement consists of mechanical areas, electrical room, elevator rooms and utility tunnel chases. Tunnels were not entered during the reconnaissance. The first floor space is used primarily for offices with a main lobby, classrooms, storage, lounge, and kitchen. The second and third floors are used for classrooms and offices.

D.3. Adjoining Property Use and Characteristics

The Site was bordered on the north by the Science Laboratory Center with additional Winona State University campus buildings located beyond; on the east by Pasteur Hall with Winona State University campus located beyond; on the south by Kryzsko Commons and campus pedestrian walkway with Winona State University campus buildings and located beyond; and on the west by Winona Street with Prentiss, Morey, Shepard and Conway Halls located beyond. The Site was located within the Winona State University campus.

No observations of environmental concern were noted on adjoining properties to the Site at the time of the reconnaissance.

D.4. Site Improvements and Layout

Watkins Hall consists of approximately 35,805-square-feet of gross building space. Watkins Hall is a two story brick and mortar building with a partial basement. The basement of Watkins Hall is partially excavated and the space is used primarily for storage of materials, equipment and mechanical room. The first floor space is used for classrooms, labs, gallery and offices. The second floor is used for classrooms, labs and offices.

Gildermeister Hall consists of approximately 37,699-square-feet of gross building space. Gildemeister Hall is a three-story brick and mortar building with a partial basement. The basement of Gildemeister Hall is similar to Watkin Hall and only partially excavated as finished space. The basement consists of

mechanical areas, electrical room, elevator rooms and utility tunnel chases. Tunnels were not entered during the reconnaissance. The first floor space is used primarily for offices with a main lobby, classrooms, storage, lounge, and kitchen. The second and third floors are used for classrooms and offices.

The majority of the Site buildings were surrounded by foundation plantings paved parking areas. A Site Sketch and Site Photographs are attached in Appendices B and H, respectively.

D.5. Pits, Ponds, Pools of Liquid, or Lagoons

No indications of pits, ponds, pools of liquid, or lagoons having the potential to contain hazardous substances or petroleum products were observed at the Site or on adjoining properties at the time of our reconnaissance.

A fountain is located to the south of Gildemeister Hall.

D.6. Stained Soil, Pavement, or Corroded Surfaces

No stained soil, pavement, or surfaces such as floors, walls, or ceilings were observed at the Site at the time of our reconnaissance.

D.7. Solid Waste Disposal

At the time of the reconnaissance, no indications of waste disposal areas, observed fill, mounds, depressions, burn pits or graded areas by non-natural causes were observed at the Site that would indicate a potential for the presence of trash, construction debris, demolition debris, or other solid waste disposal.

Solid wastes generated at the Site are disposed in dumpsters throughout the Site and are serviced by a waste disposal contractor.

D.8. Stressed Vegetation

No areas of stressed, discolored, stained or dead vegetation beyond what would be expected due to seasonal conditions were observed at the time of the Site reconnaissance.

D.9. Hazardous Substances

No indications of current and/or historic use, storage, staining, or spills of hazardous substances were observed at the Site at the time of the reconnaissance with the exception of less than 50-gallons of various paints, reducers, epoxy, resins and other paint related liquid compounds found within the building associated with classroom activities within Watkins Hall (used by Art Department) and janitorial cleaning products associated with general building maintenance in Watkins Hall and Gildemeister Hall.

D.10. Petroleum Products

No indications of current and/or historic use, storage, staining, or spills of petroleum products were observed at the Site at the time of the reconnaissance with the exception of oil fluid tanks for elevators and janitorial maintenance products.

D.11. Storage Tanks

No indications of aboveground or underground storage tanks (AST/UST) were noted at the Site at the time of the reconnaissance.

D.12. Unidentified Drums and Containers

No drums containing unidentified substances suspected of being a hazardous substance or petroleum product were observed at the Site at the time of our reconnaissance.

D.13. Odors

No indications of strong, pungent, or noxious odors were observed at the time of the Site reconnaissance.

D.14. Potential PCB-Containing Electrical and Hydraulic Equipment

One passenger elevator was observed in use at each of the Site buildings. The elevator motor was located in the lower level of the building. The units appeared to be well maintenance and in good condition. No indications of leaks or spills were observed beneath the elevator motors at the time of our reconnaissance.

D.15. Wastewater Discharges

No indications of wastewater discharging into a drain, ditch, underground injection system, or stream on or adjacent to the Site were observed at the time of the reconnaissance.

Floor drains were noted in basements of each building.

D.16. Sewage Disposal System

According to Steve Ronkowski, the Site is connected to municipal sewer services.

D.17. Wells

No indications of wells such as monitoring wells, dry wells, irrigation wells, injection wells, abandoned wells, or other non-potable wells were observed at the Site at the time of the reconnaissance.

D.18. Potable Water Supply

According to Steve Ronkowski, the Site is connected to municipal water services.

D.19. Additional On-Site Observations

Encapsulated materials labeled as “asbestos containing” were noted within the basement of Gildemeister Hall.

E. Summary of Land-Use Activities

E.1. Historical Site and Adjoining Property Land Use

Our research has revealed that the Site has been historically used for residential purposes from at least 1894. By 1964, the residential properties were razed and the current buildings, Watkins and Gildemeister Halls were constructed in 1964. Adjacent properties consisted of residential properties until 1917 when a residence hall was completed beyond the road to the west of the Site. By 1966, Pasteur Hall was constructed to the west of the Site.

E.2. Current Site and Adjoining Property Land Use

At the time of this assessment, the Site consisted of approximately 1.35-acres of two larger parcels developed with two Winona State University buildings known as Watkins Hall and Gildemeister Hall. Watkins Hall was located on the northern portion of the Site, separated by W. 9th Street with Gildemeister Hall located on the southern portion of the Site.

F. Limiting Conditions and Data Gaps

The findings and conclusions presented in this report are based on procedures described in ASTM Practice E1527-13, inquiries with public officials, available literature cited in this report, conditions noted at the time of our Phase I ESA, and our interpretation of the information obtained as part of this Phase I ESA. Our findings and conclusions are limited to the specific project and properties described in this report and by the accuracy and completeness of information provided by others.

An environmental site assessment cannot wholly eliminate uncertainty regarding the potential for recognized environmental conditions in connection with a property. Performance of this practice is intended to reduce, but not eliminate, uncertainty regarding the potential for recognized environmental conditions in connection with a property within reasonable limits of time and cost.

In performing its services, Braun Intertec used that degree of care and skill ordinarily exercised under similar circumstances by reputable members of its profession currently practicing in the same locality. No warranty, express or implied, is made.

The identified limiting condition did not affect the environmental professional's ability to render opinions regarding conditions indicative of a release or threatened release.

No data gaps were identified during the Phase I ESA process, with the exception of the following:

- Responses to our inquiries to local government offices and/or officials were not received prior to issuance of the assessment.

- Interviews with the knowledgeable Site representatives or neighbors were not available.

The identified data gaps did not affect the environmental professional's ability to render opinions regarding conditions indicative of a release or threatened release.

G. Findings

The findings include identified known or suspect recognized environmental conditions, controlled recognized environmental conditions, historical recognized conditions, *de minimis* conditions and additional issues in connection with the Site.

The following findings are based on the results of our assessment:

- Information regarding the Site was available back to 1894. The information indicates that the Site was developed at that time with apparent residential homes with garage and shed structures. Based on available information and local experience, it is reasonable to assume that the first developed use of the Site was for residential use.

- The Site is currently developed with Winona State University buildings known as Watkins and Gildemeister Halls.

- House and Shop/Former Whetstone Property, 579 Winona Street located within ¼ mile to the southwest of the Site. The EDR report indicated that facility was located on the Solid Waste List (SWL), Underground Storage Tank (UST) and LUST databases.

- Kwik Trip #810, 579 Winona Street located within ¼ mile to the southwest of the Site. The EDR report indicated that facility was located on the UST, LUST database.

- Less than 50-gallons of various paints, reducers, epoxy, resins and other paint related liquid compounds found within the building associated with classroom activities within Watkins Hall (used by Art Department) and janitorial cleaning products associated with general building maintenance in Watkins Hall and Gildemeister Hall.

- Oil associated with fluid tanks for elevators and janitorial maintenance products were noted within the buildings.

- Compressors units were noted in mechanical areas and elevators were noted in each building.

- Floor drains were observed in the basements of each building.
- Encapsulated piping wrap labeled as “asbestos containing” were noted within the basement of Gildemeister Hall.
- The government database records review identified several regulated facilities within the vicinity of the Site.

H. Opinions

According to the User, the Phase I ESA was conducted in association with the redevelopment of the Site. Opinions expressed herein are influenced by the stated reason for conducting the Phase I ESA. Furthermore, the expressed opinions might not be applicable to alternate reasons for reliance on the content of the Phase I ESA.

H.1. Recognized Environmental Conditions

A recognized environmental condition is defined by ASTM Practice E1527-13 as: “the presence or likely presence of any hazardous substances or petroleum products in, on, or at a property: 1) due to any release to the environment, 2) under conditions indicative of a release to the environment, or 3) under conditions that pose a material threat of a future release to the environment. *De minimis* conditions are not recognized environmental conditions.”

This assessment identified no recognized environmental conditions in connection with the Site.

H.2. Controlled Recognized Environmental Conditions

A controlled recognized environmental condition is defined by ASTM Practice E1527-13 as “a recognized environmental condition resulting from a past release of hazardous substances or petroleum products that has been addressed to the satisfaction of the applicable regulatory authority, with hazardous substances or petroleum products allowed to remain in place subject to the implementation of required controls.”

This assessment identified no controlled recognized environmental conditions in connection with the Site.

H.3. Historical Recognized Environmental Conditions

A historical recognized environmental condition is defined by ASTM Practice E1527-13 as "a past release of any hazardous substances or petroleum products that has occurred in connection with the Site and has been addressed to the satisfaction of the applicable regulatory authority or meeting unrestricted use criteria established by a regulatory authority, without subjecting the Site to any required controls."

This assessment identified no historical recognized environmental conditions in connection with the Site.

H.4. *De Minimis* Conditions

A *de minimis* condition is defined by ASTM Practice E1527-13 as "a condition that generally does not present a threat to human health or the environment and that generally would not be the subject of an enforcement action if brought to the attention of appropriate governmental agencies."

The following findings are considered *de minimis* conditions:

- The Site was used for agricultural and residential purposes since at least 1894. It is our opinion that the use of the Site for residential purposes is considered a *de minimis* condition for the Site.

- The Site is currently developed with university buildings known as Watkins and Gildemeister Halls. It is our opinion that the use of the Site for university classrooms and offices is considered a *de minimis* condition for the Site.

- House and Shop/Former Whetstone Property, 579 Winona Street located within ¼ mile to the southwest of the Site. The EDR report indicated that facility was located on the Solid Waste List (SWL), Underground Storage Tank (UST) and LUST databases. Identification of the facility on the SWL identified the facility as an unpermitted solid waste facility. The LUST database indicates that a release was reported in 2004 and received closure in 2009. No off-site contamination was identified for the facility. A vapor investigation was performed in 2006 with very low detections and MPCA concluded that no risk was associated with vapors at the facility however residual soil contamination may remain. Based on the lack of off-site impacts associated with the release and regulatory closure the facility is considered a *de minimis* condition for the Site.

- Kwik Trip #810, 579 Winona Street located within ¼ mile to the southwest of the Site. The EDR report indicated that facility was located on the UST, LUST database. The UST database

indicates several tanks are associated with the facility; one 10,000-gallon gasoline (active), one 12,000-gallon gasoline (active), one 12,000-gallon E-85 (active), one 10,000-gallon gasoline (removed), one 12,000-gallon gasoline (removed) and one 8,000-gallon gasoline (removed). The LUST database indicates that a release was reported in 1997 and received closure from MPCA in 2000. No additional releases are identified for the facility and no off-site impacts were identified. Based on the lack of off-site impacts associated with the release and regulatory closure the facility is considered a *de minimis* condition for the Site.

- Less than 50-gallons of various paints, reducers, epoxy, resins and other paint related liquid compounds found within the building associated with classroom activities within Watkins Hall (used by Art Department) and janitorial cleaning products associated with general building maintenance in Watkins Hall and Gildemeister Hall. The products appeared to be stored in a manner consistent with their intended use and no observed spills or stains were noted beneath stored areas. Therefore, the presence of various products which may contain hazardous substances are considered *de minimis* conditions for the Site.

- Oil associated with fluid tanks for elevators and janitorial maintenance products were noted within the buildings. The products appeared to be stored in a manner consistent with their intended use and no observed spills or stains were noted beneath stored areas. Therefore, the presence of various products, which may contain petroleum substances, are considered *de minimis* conditions for the Site.

- One passenger elevator was observed in use at each of the Site buildings. The elevator motors were located in the lower level of the buildings. The units appeared to be well maintained and in good condition. No indications of leaks or spills were observed beneath the elevator motors at the time of our reconnaissance. Therefore, the elevators are considered *de minimis* conditions for the Site.

- Compressors observed appeared to be in good condition. No indications of significant leaks or spills were observed. Therefore, the compressors are considered *de minimis* conditions for the Site.

- Floor drains were observed in the basements of each building. No indications of leaks or spills were observed, therefore the drains are considered *de minimis* conditions for the Site.

- The government database records review identified several regulated facilities in the vicinity of the Site. Based on mitigating factors that affect the apparent significance of the identified facilities on the Site, such as regulatory status, distance from the Site, location of the facility

in relation to the groundwater flow direction, and/or the database(s) the identified regulated facilities are listed on, it is our opinion that the identified regulated facilities are considered *de minimis* conditions.

H.5. Additional Considerations

An additional consideration is a condition that does not meet the definition of a recognized environmental condition, controlled recognized environmental condition, or historical recognized environmental condition but, in our opinion, should be brought to the attention of the User. The following additional considerations were identified during the Phase I ESA.

Historically, residential dwellings and garages were located on the Site. It is unknown if the demolition debris associated with the buildings was buried on the Site or hauled away for disposal. The potential exists that buried materials are present at the Site that require management as solid or hazardous waste. If fill soils, which could include demolition debris and other wastes, are encountered during redevelopment additional evaluation of the fill soils might be required for management and disposal purposes.

Asbestos-containing building materials (ACBM) were labeled with signage in the basement of Gildemeister Hall. The materials appeared to have been encapsulated pipe wrap associated with previous abatement. Only qualified personnel should access areas with identified asbestos materials and in accordance with applicable safety procedures.

I. Conclusions

We have conducted this Phase I ESA of the Site in general conformance with the scope and limitations of ASTM Practice E1527-13. Any exceptions to, or deletions from, this practice are described in Section F of this report.

This assessment identified no recognized environmental conditions in connection with the Site.

This assessment identified no controlled recognized environmental conditions in connection with the Site.

J. References

References are listed in Appendix I.

K. Environmental Professional Statement and Qualifications

We have the specific qualifications based on education, training, and experience to assess a property of the nature, history and setting of the subject property. We have developed and performed the all-appropriate inquiries in conformance with the standards and practices set forth in 40 CFR Part 312.

Qualifications of the environmental professional and the qualifications of the personnel conducting the site reconnaissance and interviews, if conducted by someone other than an environmental professional, are attached in Appendix J.

We declare that, to the best of our professional knowledge and belief, we meet the definition of Environmental Professional as defined in §312.10 of 40 CFR 312.

BRAUN INTERTEC CORPORATION

John J. Wyciskalla
Associate Principal / Senior Scientist

Mark L. Gretebeck
Principal

WINONA STATE UNIVERSITY

STRATEGIC FRAMEWORK UPDATE

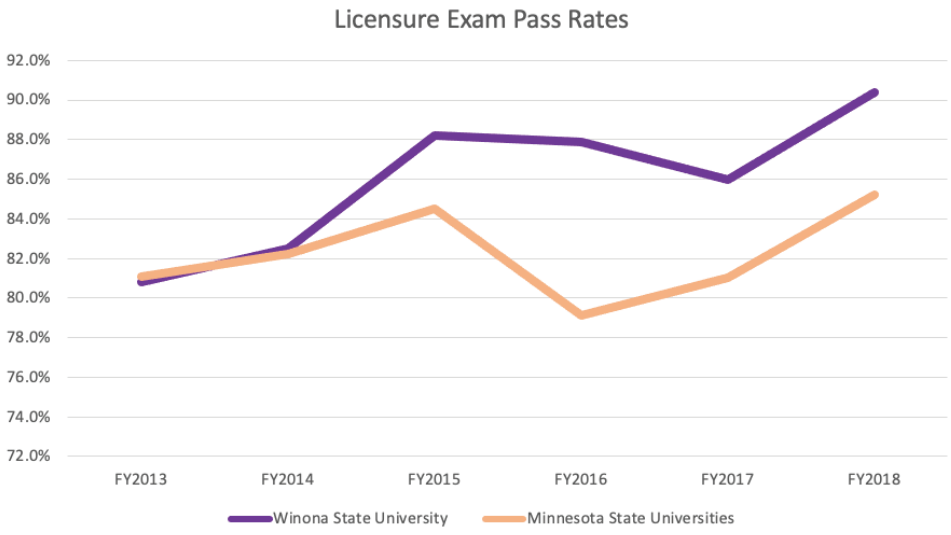
APRIL 2021

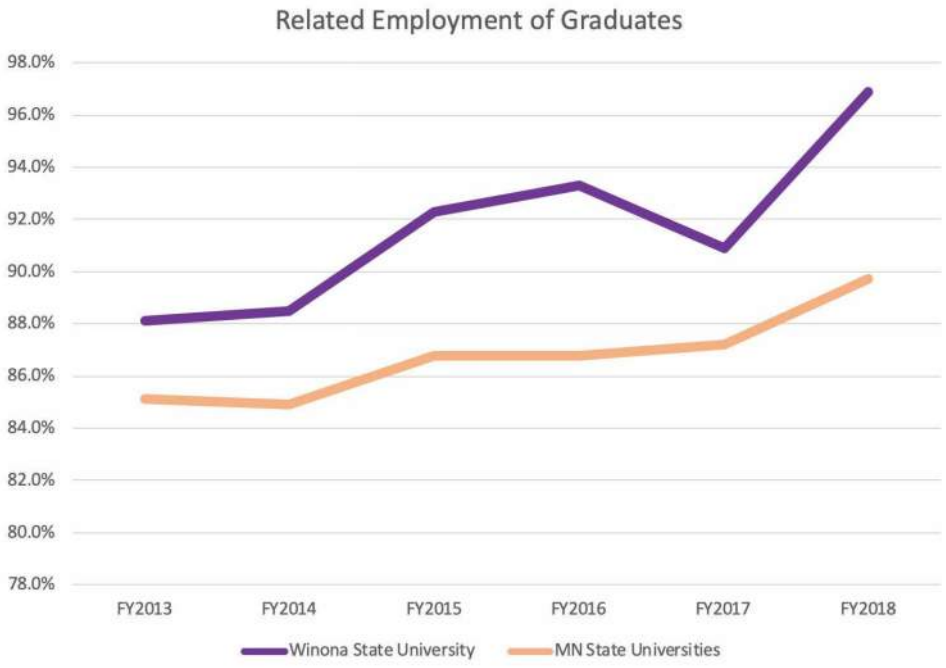
WINONA STATE UNIVERSITY

STUDENT LEARNING

2012-2017 Goals	2012-2017 Achievements	Status
1.a. Reinvent Teacher Education	1.a.i. Build Education Village	COMPLETE
1.b. Clarify Student Pathways	1.b.i. Complete Major Maps Phase I (60% completed)	In Progress
1.c. Coordinate university-wide assessment plans & processes	1.c.i Develop a university-wide assessment plan that includes student learning outcomes, methodology, measurement, measures, and improvement processes to "close the loop"	COMPLETE
1.d. Maintain Public Accountability	1.d.i Strengthen and maintain accreditation and standing for our academic and co-curricular programs (e.g., AACSB, NCAA, CSWE, ABET, NASM, etc.)	Ongoing
	1.d.ii Complete requirements for HLC 2016 follow-up report and choose an HLC Quality Initiative project	COMPLETE
	1.d.iii Maintain relevant memberships in national and international organizations	COMPLETE

2018-2023 Goals	2018-2023 Achievements	Status
1.e. Develop and Implement Academic Plan 2020-2025	1.e.i Develop Plan with wide WSU Community Input	COMPLETE
	1.e.ii Implement Academic Plan	In Progress
1.f.i Leverage Tomorrow's Technology in the Academic Enterprise (Phase 1)	1.f.i.1 Build Next Generation Learning Spaces (TT - Phase 1)	COMPLETE
	1.f.i.2 Launch Digital Citizenship Program (TT - Phase 1)	COMPLETE
	1.f.i.3 Integrate Technology Enriched Student Success Strategies (TT - Phase 1)	In Progress
	1.f.i.4 Enhance Online and Hybrid Learning Opportunities (TT - Phase 1)	COMPLETE
1.f.ii Leverage Tomorrow's Technology in the Academic Enterprise (Phase 2)	1.f.ii.1 Open Educational Resource (OER) Repositories for All General Education Courses (TT - Phase 2)	Launching
	1.f.ii.2 Implement Scaled Applications of Extended Reality (TT - Phase 2)	Launching
	1.f.ii.3 Pilot Personalized Learning Assistants (TT - Phase 2)	Launching
	1.f.ii.4 Implement Actionable Learning Analytics (TT - Phase 2)	Launching
	1.f.ii.5 Increase the Number of Active Learning Classrooms (TT - Phase 2)	Launching
	1.f.ii.6 Develop an Online and Hybrid Course and Program Quality Improvement Process (TT - Phase 2)	Launching
1.g. Clarify Student Pathways II	1.g.i. Complete Major Maps Phase II (71% completed)	In Progress





Source: Minnesota State College and University System Data, Performance Metrics, May 2020

WINONA STATE UNIVERSITY
STUDENT LEARNING

WINONA STATE UNIVERSITY

STUDENT SUCCESS

2012-2017 Goals	2012-2017 Achievements	Status
2.a. Expand Entrepreneurship Opportunities	2.a.i. Establish Warriors Innovate Challenge	Implemented
2.b. Develop and implement a Strategic Enrollment Plan for 2014 – 2019 that addresses recruitment, retention, and graduation of students	2.b.i Monitor enrollment trends and demographics to address the needs of future students	In Progress
* Build upon the Early Intervention Program (EIP) to improve retention interventions	2.b.ii Build on the current first-year experience at WSU by creating a more comprehensive early warning system and investing in a sophomore year experience	In Progress
* Streamline policies, procedures, and practices that create pinch points	2.b.iii Maximize integration of admissions, financial aid, residence life, orientation, and registration systems to create a seamless "point-of-entry"experience for incoming first-year, transfer and graduate students, regardless of location or delivery mode	In Progress
* Strategic Marketing and Recruitment Strategies	2.b.iv Increase available scholarship opportunities for both incoming and continuing students	In Progress
2.c Promote a culture of student success	2.c.i Engage WSU faculty more in retention efforts by creating opportunities for increased student-faculty interaction and providing more and improved advisor training for faculty advisors	In Progress
	2.c.ii Promote and support a culture of high-quality advising that includes academic and career planning	In Progress
2.d Promote lifetime personal well-being of all students through active and engaged participation in the WSU "Seven Dimensions of Wellness" (intellectual, physical, occupational, social, environmental, emotional, and spiritual)	2.d.i Continue and expand partnerships and collaboration within the campus community	In Progress
	2.d.ii Explore the role of wellness in the development of curriculum and programs	In Progress
	2.d.iii Expand and encourage student participation in extracurricular activities that enhance student engagement	Maintain

2018-2023 Goals	2018-2023 Achievements	Status
2.e. Improve The Student Experience	2.e.i. Install Photo Spot on Campus (Gazebo Letters)	Implemented
2.f. Achieve Advising Excellence	2.f.i. Implement the HLC Quality Project	Ongoing
2.g. Focus Academic Investments	2.g.i. Launch Program Prioritization Process	Ongoing
2.h. Enhance Graduation Planning	2.h.i Launch u.Achieve Grad Planner	Ongoing
2.i Co-curricular Transcript/Programming	2.i.i Implement Co-Curricular Transcript Programming that is Linked to Learning Outcomes	COMPLETE
2.j Expand E-services	2.j.i Implement Automated Workflow Solutions	Ongoing

	2020 Graduation Rate (%): Predicted	2020 Graduation Rate (%): Actual	2020 Graduation "Dividend"	2019 Graduation "Dividend"	Change From 2019 to 2020
Winona State U	**56**	**64**	**8.00**	**7.00**	**1.00**
MSU Mankato	52	49	(3.00)	(3.00)	0.00
Bemidji State U	50	46	(4.00)	0.00	(4.00)
St Cloud State U	50	44	(6.00)	(4.00)	(2.00)
Southwest MN State	55	45	(10.00)	(7.00)	(3.00)
MSU Moorhead	54	43	(11.00)	(3.00)	(8.00)
Metro State U	48	33	(15.00)	(11.00)	(4.00)

Source: U.S. News & World Report Best Colleges 2020

One metric we find instructive at WSU is the Value-Added "Dividend" that an institution provides, which is the one true and best measure of what the institution is contributing to a student's education. The "Dividend" is determined by comparing the Predicted Rate of Student Success to the Actual Rate of Student Success. Did students do better or worse than they were predicted to do? U.S. News & World Report provides helpful national data for institutions to assess whether they are meeting expectations, or exceeding them, or falling short. The data reveal that WSU is greatly exceeding expectations and outperforming the other state universities in Minnesota:

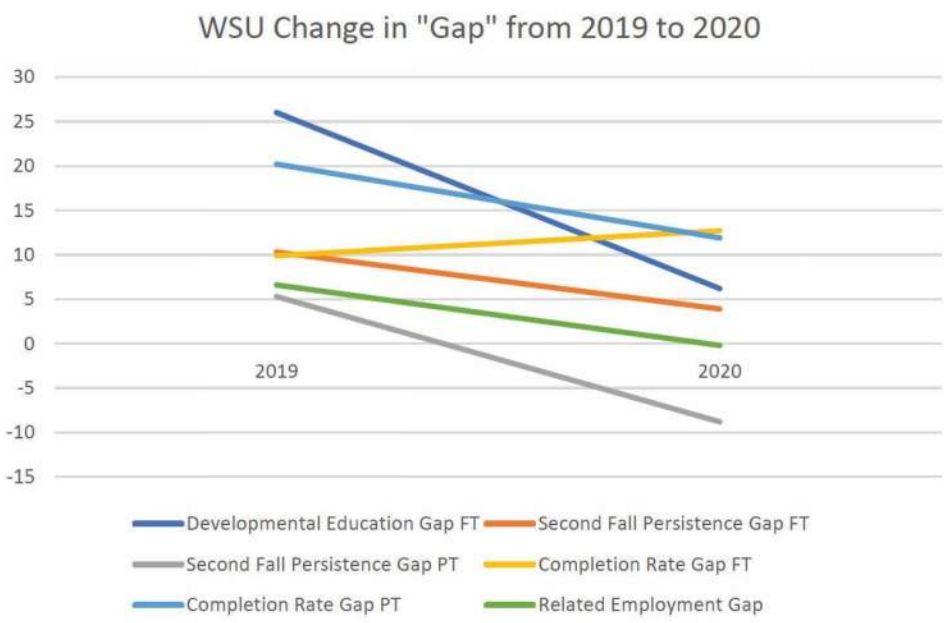
WINONA STATE UNIVERSITY
STUDENT SUCCESS

WINONA STATE UNIVERSITY

INCLUSIVE EXCELLENCE

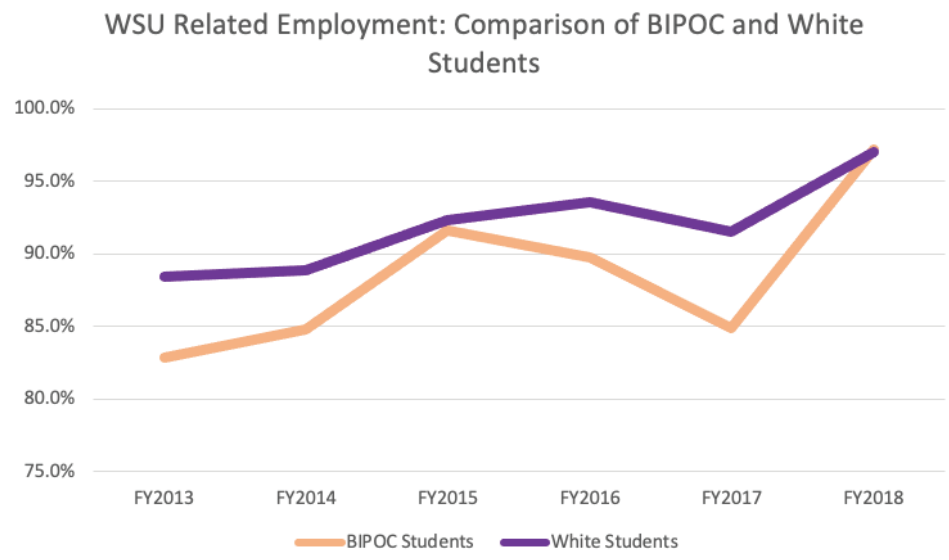
2012-2017 Goals	2012-2017 Achievements	Status
3.a. Increase Campus Diversity, Equity, and Inclusion	3.a.i. Increase Employee/Student Diversity 3.a.ii. Open KEAP Space	Increase COMPLETE
3.c Assess and address the strengths and gaps in the current practices for diversity and inclusivity in the WSU community	3.c.i. Campus Climate Survey, Inclusive Excellence Strategic Plan (2019-2024)	COMPLETE
3.d Create organizational structures and processes that ensure the enhancement of a culturally competent, welcoming, and pluralistic university	3.d.i. Create and fill the AVP Equity & Inclusive Excellence position	COMPLETE

2018-2023 Goals	2018-2023 Achievements	Status
3.e. Close the Achievement Gap	3.e.i. Establish Data Task Force 3.e.ii. Develop a Fundraising Focus on Need-Based Scholarships	Ongoing Ongoing
3.f. Build long-term relationships with under represented alum (BIPOC, LGBTQ+, etc.)	3.f.i. Build Partnership with Alumni Relations and University Advancement	Ongoing
3.g. Create spaces for open/honest dialogue concerning topics of diversity	3.g.i. Organize Race Matters Study Group, Employee/student listening sessions	Ongoing



The Gaps at WSU are mostly narrowing (i.e., improving). This chart compares the Gaps as measured by System data in 2019 to the Gaps in 2020. Five of six Gaps narrowed. The only exception is the Gap in Completion Rate for Full-Time students, which widened slightly (the gold line):

As you can see, five of the six lines slope down, as they should. For example, the Developmental Education Gap for Full-Time Students (the darker blue line) fell from 26.0 in the 2019 data to 6.2 in the 2020 data. Of course, WSU shouldn't celebrate just yet, because (a) one year does not a permanent trend make, and (b) Gaps still exist.



Source: Minnesota State College and University System Data, Performance Metrics, May 2020

WINONA STATE UNIVERSITY
INCLUSIVE EXCELLENCE

WINONA STATE UNIVERSITY

RELATIONSHIPS

2012-2017 Goals	2012-2017 Achievements	Status
4.a. Strengthen Rochester Community Access	4.a.i. Expand to WSUR 4th and Broadway	COMPLETE
4.b. Enhance Shared Community and Campus Services	4.b.i. Enhance MSC SE and RCTC Connections	Ongoing
4.c Develop and enhance programming to strengthen a culture of civility and collegiality on our campuses and in our local communities	4.c.i Promote citizenship and responsibility 4.c.ii Sustain commitment to shared governance 4.c.iii Promote openness and transparency	Ongoing Ongoing Ongoing
4.d Enhance community engagement that supports teaching and learning	4.d.i Expand and enhance academic and co-curricular programs to support regional industry and community needs 4.d.ii Establish ways to track, monitor, and recognize student community engagement. 4.d.iii Strengthen the relationship between academic programs/departments and University Advancement	Ongoing Ongoing Ongoing

2018-2023 Goals	2018-2023 Achievements	Status
4.c. Expand the facilities and programming capacity in Rochester. Specifically expand footprint at the Broadway Campus	4.d.i. Expand WSU-R 4th and Broadway Location to 2nd Floor (Graduate Nursing) 4.d.ii. Expand graduate programming that aligns with regional needs.	COMPLETE COMPLETE
4.f. Implement Warrior Pride Initiative	4.f.i Restart Purple Friday 4.f.ii Enhance Warrior Connections 4.f.iii Develop Community Wide Calendar	Ongoing Ongoing Ongoing

Winona State University expanded its presence in Rochester, Minnesota by renting the top floor of a commercial building in the downtown area. The space proved so successful that WSU-R soon expanded to another floor of the facility. Because of the professional environment it creates, this location has contributed to a dramatic growth of graduate program enrollment in the region.

Implement Warrior Pride Initiative. PURPLE FRIDAY

WINONA STATE UNIVERSITY
RELATIONSHIPS

WINONA STATE UNIVERSITY

STEWARDS OF PLACE & RESOURCES

2012-2017 Goals	2012-2017 Achievements	Status
5.a. Expand Capacity to Support Arts and Cultural Activities	5.a.i Receive Laird Norton Building	In Progress
5.b. Expand Recreation, Athletics, and Wellness Spaces	5.b.i. Complete Stadium Upgrades	In Progress
5.c Enhance the Practice and Teaching of Sustainability	5.c.i. Establish a structure to ensure that WSU continually works to understand and meet the broader scope of its sustainability responsibilities 5.c.ii. Identify and fund a sustainability flagship project around sustainability.	Ongoing Ongoing

2018-2023 Goals	2018-2023 Achievements	Status
5.c. Enhance Capacity to Support Engaged Learning	5.b.i. Establish the COB Endowment	COMPLETE
5.d Implement Sustainable Energy Savings Program	5.e.i Implement guaranteed energy savings program	In Progress
5.e. Enhance Instruction Space for Collaboration in Art, Computer Science and Math	5.f.i Secure funding for CICEL	In Progress
5.g. Enhance Facilities Planning (Winona and Rochester)	5.g.i Develop an updated facilities plan that incorporates both Winona and Rochester	Launching
5.h. Implement WSU Thriving 2035: Re-imaging Residence Life Plan	5.h.i Develop plan to enhance residence life housing opportunities	Launching

WSU is planning a new energy-independent building that for now we are calling the Center for Interdisciplinary Collaboration, Engagement, and Learning (or “CICEL” for short). CICEL will serve as home to the Departments of Art & Design, Computer Science, and Mathematics and Statistics and will encourage collaborative work between these programs and related fields across campus. CICEL will make use of solar and geo-thermal energy and will be an energy-net-zero addition to campus.

WINONA STATE UNIVERSITY

STEWARDS OF PLACE & RESOURCES

Thank You to All Those who serve on WSU's All-University Shared Governance Committees!

Long-Range Planning Committee
Dave Burman
Dawnette Cigrand
Eri Fujieda
Jeanine Gangeness
Ken Janz
Justin Loehr
Denise McDowell
Hannah Nagle
Darrell Newton
Andrea Northam
Sarah Olcott
Sheila Rinn
Heather Schmidtknecht
Tyler Treptow-Bowman
Nicole Williams

Finance and Facilities
Mark Bambanek
Kelsey Breer
Drew Christensen
Scott Ellinghuysen
James Goblirsch
Sandra Herron
Vernon Leighton
Jonathan Locust
Pat Malotka
Stacey Matthees
Tim Matthees
Gretchen Michlitsch
Peter Miene
Paul Omdal
Patrick Paulson
Tracy Rahim
Whitney Rolbiecki
Tania Schmidt
Charles Schreiber
Grace Wagner
Nicole Williams
Kristi Ziegler

Improvement, Accreditation and Assessment (IPAR)
Robert Beal-Lancaster
Edward Callahan
Andrew Ferstl
Eri Fujieda
Beth Halleck
Jing Han
Mary Hudgens Henderson
Barbara Holmes
Dan Kirk
Laura McCauley
Denise McDowell
Paula O'Malley
Aurea Osgood
Rita L. Rahoi-Gilchrest
Ted Reilly
Carrie Travis
Kaileigh Weber
Kendra Weber

WINONA
STATE UNIVERSITY

WINONA STATE UNIVERSITY MASTER ACADEMIC PLAN

2020-2025

WINONA

STATE UNIVERSITY

As WSU looks to the next five years, we strive to achieve the following ***four goals.***

Goal 1: Winona State is unrelenting in its pursuit of excellence in academics.

Winona State's rich history as a residential campus is rooted in the liberal arts and world-class professional education. We serve our mission as a public university by helping students achieve their individualized goals across all academic disciplines. To accomplish this, we will:

1.1 Promote and support the curriculum at all levels through innovative, discipline-based approaches to teaching and learning;

1.2 Integrate digital literacy and appropriate technologies into the educational experience;

1.3 Identify educational needs and respond with innovative programming;

1.4 Develop and promote a variety of curricular offerings for transfer, non-traditional, distance, and adult learners;

1.5 Create relevant and sustainable graduate programming;

1.6 Support outstanding faculty scholarship, creative achievement, and professional development, especially when such work creates unique opportunities for students;

1.7 Facilitate efforts and initiatives to help students attain degrees; and

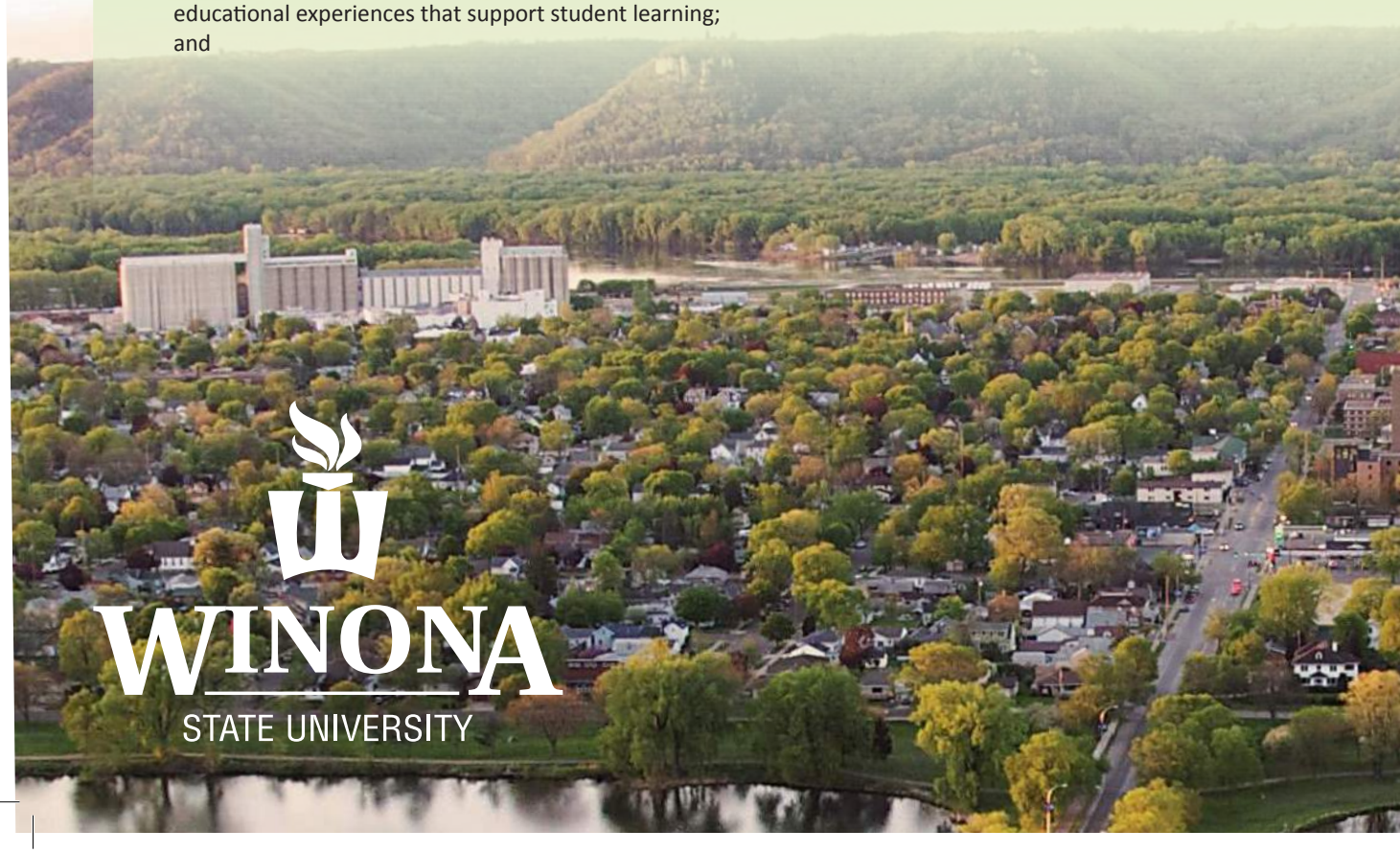
1.8 Maintain appropriate accreditations.

Goal 2: Winona State strives to be a model for community engagement.

The Winona State University community is strengthened by a variety of engaged learning experiences, activities, and community partnerships that are created and sustained by our faculty, staff, and students. In order to continue to support this engagement, we will:

1.1 Partner with organizations, agencies, and individuals in the region and beyond to create innovative, hands-on, educational experiences that support student learning; and

2.2 Expand mutually beneficial relationships with community partners.



Goal 3: Winona State embraces equity and inclusion as core values that enrich teaching, scholarship, and service.

Winona State affirms and celebrates the diverse identities and lived experiences of faculty, staff, and students. We aspire to create and maintain a community with an inclusive atmosphere where everyone is welcome. In order to do so, we will:

3.1 Recognize and represent the rich diversity of experiences through academic and co-curricular opportunities;

3.2 Create welcoming opportunities for students from varied cultural backgrounds and encourage all students on our campus to engage with one another;

3.3 Integrate global perspectives into the curriculum and encourage study-away opportunities; and

3.4 Attract, support, and retain diverse faculty, staff, and students.

Goal 4: Winona State will continue to invest in intellectual capital, labor, and resources.

The pursuit of academic excellence, engagement, and inclusion requires ongoing investment in the people, labor, and resources that make up WSU. In order to support the goals of this Academic Master Plan, we will:

4.1 Invest in human resources by making intentional hiring decisions and providing all employees with opportunities for ongoing professional development and training;

4.2 Monitor and invest in infrastructure, facilities, and equipment; and

4.3 Create, maintain, and make strategic use of collaborative campus learning spaces.

Winona State University (WSU) is a regional public university with a robust history within the Minnesota State System as well as a national and global presence. Founded as the first teacher preparation college west of the Mississippi River, WSU operates as a leader in public higher education for over 150 years. This Academic Master Plan continues in that tradition while exploring innovations that best serve our students and communities.

Mission:
The mission of Winona State University is to enhance the intellectual, social, cultural, and economic vitality of the people and communities we serve.

We offer undergraduate programs based on the traditions and values of the arts and sciences and an array of graduate and professional programs that are especially responsive to the needs of the Upper Midwest.

We prepare our graduates to serve generously, lead responsibly, and respond imaginatively and creatively to the challenges of their work, their lives and their communities.

We are a community of learners improving our world.

Values:
Student engaged learning
Student success
Inclusive excellence
Stewardship of place and resources

WINONA
STATE UNIVERSITY

Winona State University

STRATEGIC ENROLLMENT MANAGEMENT PLAN

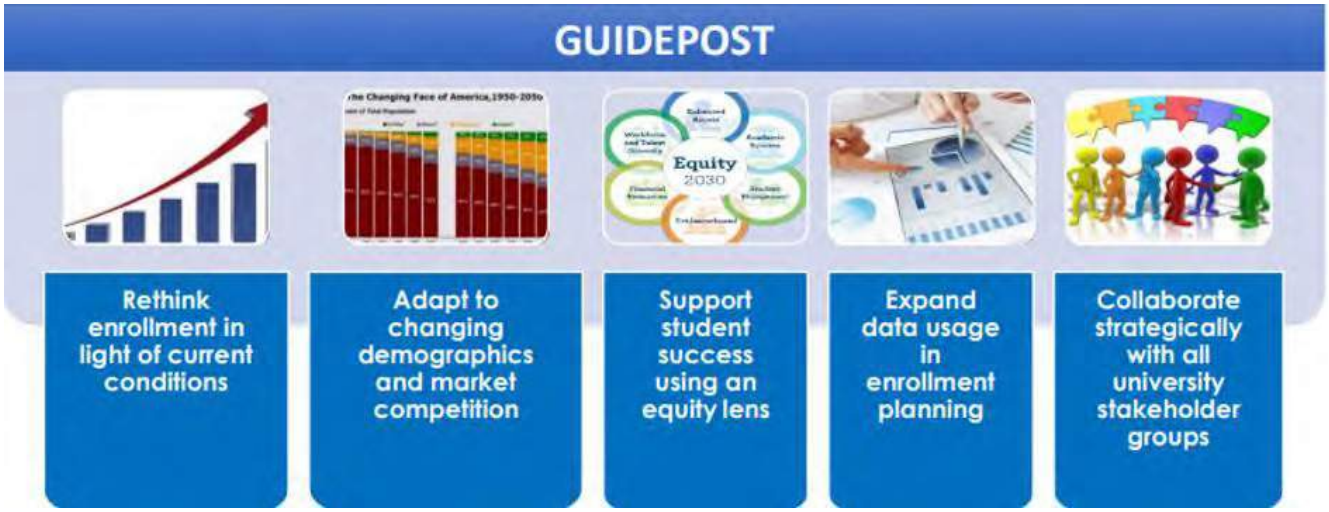
2021-2025

Tagline:

Innovative and impactful actions across the institution

Vision:

*Winona State University becomes remarkably **student-centered** and **equity-focused** with innovative and impactful actions across the institution.*



Winona State University Strategic Enrollment Management (SEM) Plan 2021-2025
Quick Reference
Focus for Spring 2022

Category	Sub-Category	Objective	Primary Responsibility (to work with strategic collaborators)
I. ENROLLMENT PLANNING &MONITORING ***Strategic Framework: Relationships, Inclusive Excellence, Stewards of Place & Resources*** **KPI and Target:** • **Fall 30th Day headcount [Target:6,500 by Fall 2023]** • **Full Year Equivalence (FYE) for the full fiscal year [Target: 6,000 by FY2024]**	A. Enrollment Target Setting and Progress Monitoring	A1. Set the overall enrollment target based on data and annually monitorprogress to adjust the plan	VP Enrollment Management and Student Life
	B. Analysis and Communication of Enrollment Plan	B1. Expand analysis and improve reporting of information pertinent to enrollment history, projection, and forecasting for first-year, transfer,graduate, post-bac degree, international, adult, transfer, online, military, etc.	Director of IPAR
	C. Assessment of Impact of Student Success Strategies/Actions	C1. Expand and communicate research and analysis of the impact ofstrategies and actions that support student success	Director of IPAR
II. OUTREACH, RECRUITMENT &MARKETING (PROSPECTIVE STUDENTS) ***Strategic Framework: Relationships, Inclusive Excellence, Student Learning*** **KPI:** • **Applications (Annual)New First-Time UG New Transfers New Previous Degree Students NewGraduate Students** • **Admits New First-Time UG NewTransfers New Previous Degree Students New Graduate Students**	A. Branding and Marketing	A1. Leverage our value proposition to become better engaged with prospective students in the state of Minnesota, in Western Wisconsin, and beyond	VP Advancement *or* Director of Marketing
	B. Traditional Undergraduate Students (first-time college students, residential)	B1. Increase the number of applications from traditional students (first- time college students, residential), particularly but not exclusively focusing on talented low-to-moderate-income students in Minnesotaand contiguous states, and stabilize the traditional student base	Director of Admissions
	C. Non-Traditional Undergraduate Students (e.g., Transfer, PSEO, Previous Degree Students, Online Program Students, Adult Learners, Military Veterans)	C1. Identify and implement best practices to recruit non-traditional students C2. Increase the number of applications for transfer, second bachelor's degree, and online programs	Director of Admissions
	D. Graduate Students	D1. Increase number of enrolled students in graduate programs through the use of recruitment best practices	Dean of the School of Graduate Studies
III. ACCESS & OPPORTUNITY (NEW STUDENTS) ***Strategic Framework: Inclusive Excellence, Student Learning, Student Success*** **KPI:** • **Enrollment**	A. Equity	A1. Decrease equity gaps by race/ethnicity, socio-economic status, and gender in applications completed, students admitted, and enrollment rates	Director of Admissions *or* AVP Equity & Inclusive Excellence
	B. Academic Programs	B1. Support faculty to optimize academic programs' responsiveness to demographic changes, employer expectations, and high need careers	Provost / VP Academic Affairs
		B2. Support faculty and adjust program/course delivery methods to serve students with flexible options	Provost / VP Academic Affairs
	C. Advising	C1. Identify student's educational goals and facilitate students' ability to use resources and tools for timely completion of a degree	Director of Warrior Success Center
	D. Enrollment Services and Processes	D1. Update business practices for timely and seamless enrollment of undergraduate and graduate students	VP Enrollment Management and Student Life
	E. Cost and Affordability	E1. Improve affordability for students with financial needs	VP Finance and Administration
IV. RETENTION, PERSISTENCE & COMPLETION (CURRENT STUDENTS) ***Strategic Framework: Student Learning, Student Success, Stewards of Place & Resources*** **KPI:** • **Persistence** • **Retention** • **Completion** • **Post-Graduate Placement**	A. Student Success	A1. Achieve equitable student success (i.e., re-registration, retention, course success, timely degree completion, post-graduate success)	Provost / VP Academic Affairs
	B. Learning Experiences	B1. Support faculty and increase and/or optimize innovative, hands-on, educational experiences for more engaged and deeper learning	Provost / VP Academic Affairs
		B2. integrating diversity, multiculturalism, and inclusion into learning experiences	AVP Equity & Inclusive Excellence
	C. Financial Aid and Financial Literacy	C1. Reduce loan indebtedness, particularly for moderate-income students	Associate Director of Financial Aid
	D. Student Support	D1. Identify and remove barriers and reduce gaps in intervention services and usage of available resources for traditional students	Director of Warrior Success Center
		D2. Identify and address barriers specifically for non-traditional students to receive appropriate support	Director of Warrior Success Center
	E. Student Engagement and Wellness	E1. Envision and implement a holistic approach that contributes to student wellness and sense of belonging, focusing on both traditional and non-traditional students	Dean of Students
		E2. Help students understand and articulate the value of their engagement in co-curricular programs, student activities, and community engagement	Associate Director of Career Services
	F. Campus Facilities, Technology, and Housing	F1. Improve the campus and housing facilities to maximize student learning and experience	AVP Facilities Management
		F2. Leverage technology to optimize learning experience and services	AVPAA-CIO / Dean of Library

Created: 10/27/21
Revised by: NW 01/22

Winona State University Strategic Enrollment Management (SEM) 2021-2025

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	Primary Responsibility
I. ENROLLMENT PLANNING & MONITORING				
A. Enrollment Target Setting and Progress Monitoring	Set the overall enrollment target based on data and annually monitor progress to adjust the plan	• Re-envision the student enrollment portfolio (admit type, new/continuing, full-time/part-time) informed by data and re-orient our campus culture and practices of the academic program and student support planning • Recalibrate annual enrollment targets by including Spring and Summer new student enrollment • Monitor the progress in KPIs and the implementation of the SEM Plan and make recommendations for adjustments	• Change in total enrollment in each term and by fiscal year (FTE/FYE) • Change in the composition of students by enrollment status and admission type	VP Enrollment Management and Student Life *Strategic collaborators will be identified.*
B. Analysis and Communication of Enrollment Plan	Expand analysis and improve reporting of information pertinent to enrollment history, projection, and forecasting for first-year, transfer, graduate, post-bac degree, international, adult, transfer, online, military, etc.	• Develop a strategic enrollment trend data reporting calendar by stakeholder groups • Conduct and share with campus stakeholders annually an environmental scan, including shifts in perspective and current students' preferences and behaviors • Survey data stakeholders for data availability, usability, and timeliness	• Stakeholder feedback on data availability, usability, and timeliness	Director of IPAR *Strategic collaborators will be identified.*
C. Assessment of Impact of Student Success Strategies/Actions	Expand and communicate research and analysis of the impact of strategies and actions that support student success	• Track student success outcomes by their admissions record (e.g., ACT scores) • Explore the use of existing data for assessment of intervention impact • Strengthen and expand co-curricular program assessment (e.g., post-co-curricular program survey) • Explore and adopt creative and innovative ways of gathering feedback data • Provide data to show a clear picture of transfer student performance	• Stakeholder feedback on data availability, usability, and timeliness	Director of IPAR *Strategic collaborators will be identified.*

Winona State University Strategic Enrollment Management (SEM) 2021-2025

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	Primary Responsibility
II. OUTREACH, RECRUITMENT & MARKETING				
A. Branding and Marketing	Leverage our value proposition to become better engaged with prospective students in the state of Minnesota, in Western Wisconsin, and beyond. <Values> • Fair cost • Engaging programming for intellectual and personal growth • Relevant programming for career development and global citizenship • Diverse co-curricular opportunities • Personable faculty and support staff • Above-average career placement	• Review and reaffirm or revise the current brand "Community of Learners to Improve the World," develop branding strategies (i.e., solo, or multiple brands; university brand vs. college/program brand), and share the renewed/revised brand and branding strategies broadly with the campus to coordinate marketing and recruitment for more consistent branding of our multi-campus institution • Experiment with a rotation-based academic program marketing utilizing Gray Associates' Program Evaluation System (PES), faculty's scholarly and creative achievements, and other program strengths • Make website improvements to direct the navigation of visitors to build on the value proposition naturally • Feature more student/alumni/employer testimonial videos on the website speaking to the value they have experienced at WSU • Ensure that program-level websites reinforce the overarching key messaging • Deploy a content marketing strategy across the WSU blog, social media, and other outlets to tell our story of value • Create print collateral for traditional-age students and for non-traditional aged students focused on all that makes WSU a top value to each population • Collaborate with the ISSS to enhance international student recruitment • Explore and offer "free" items to prospects (e.g., application fee, promotional swags, etc.)	• Increased average number of pages visited on the website • Increased average time on web pages • Increased inquiries at the program level • More diversified applicant pool from previous year coming from MN and Western WI (students of color, non-traditional students, Pell-eligible students, students receiving displaced worker funds) • Decreased average time from prospect to applicant • Growth of clicks on our website as a metric for successful actions (e.g., paid media campaigns, social platforms, etc.)	VP Advancement *or* Director of Marketing *Strategic collaborators will be identified.*
B. Traditional Undergraduate Students (first-time college students, residential)	Increase the number of applications from traditional students (first-time college students, residential), particularly but not exclusively focusing on talented low-to-moderate-income students in Minnesota and contiguous states, and stabilize the traditional student base	• Increase recruitment outreach events • Increase marketing messages to prospective students and their parents and territory high schools and guidance counselors in MN target areas and contiguous states • Develop collaborative relationships with K-12 districts that involve faculty and/or non-admissions staff focused on strengthening the pipeline into WSU after HS graduation • Increase the awareness of 3+2 or 3+1 programs available at WSU (with implications for financial aid for athletes) • Assess the viability of test-optional and/or multiple measure" admissions practice and adjust it as appropriate • Employ positive and energetic student tour guides representing WSU's student demographics • Use enrollment data analysis to build targets for prospects, applications, and admits (rather than managing the funnel from the top-down) • Develop marketing strategies that relay our value proposition to members of this demographic that we have been less successful in attracting over the last 10 years (students of color, low-income students, students from certain regions of the state, etc.) • Measure effectiveness of CRM use to engage prospects and develop varying strategies for different student populations to encourage better engagement if necessary • Identify existing external and internal resources for college prep and financing and be better about getting that information to first-generation prospects and low-income households • Explore the viability of becoming a more significant player in offering PSEO and Concurrent Enrollment to encourage heavier consideration of Winona State, having experienced us during high school • Work with the MN Office of Higher Education on Automatic Admission program and help students know if they qualify for PSEO admissions at WSU • Leverage messaging and collateral from IA to strengthen results in IB	• Growth in inquiries and applications, disaggregated by student characteristics • Improvement in conversion rates (i.e., applied to admits), disaggregated by student characteristics	Director of Admissions *Strategic collaborators will be identified.*

Winona State University Strategic Enrollment Management (SEM) 2021-2025

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	Primary Responsibility
II. OUTREACH, RECRUITMENT & MARKETING (Cont'd)				
C. Non-Traditional Undergraduate Students (e.g., Transfer, PSEO, Previous Degree Students, Online Program Students, Adult Learners, Military Veterans)	C1. Identify and implement best practices to recruit non-traditional students C2. Increase the number of applications for transfer, second bachelor's degree, andonline programs	• Develop and enhance relationships with community college advisors and optimize the collaboration with 2-year colleges to facilitate transfers • Design and implement customized and personalized recruitment events/opportunities that appeal to different categories of non-traditional students (including PSEO students) • Identify and communicate various methods of transfer opportunities, particularly but not exclusively to students of color in urban areas • Increase the awareness of 3+2 or 3+1 programs available at WSU (with implications for financial aid for athletes) • Engage WSU-Rochester to promote, organize, and staff "transfer" takeover events at RCTC, Riverland CC, and other colleges as appropriate • Target prospective 2-year to 4-year pathway students with messaging about WSU value to differentiate among other transfer options • Open lines of communication with the MN Office of Higher Education, Workforce Centers, and the Department of Employment and Economic Development (DEED) to better understand our regional workforce needs and climate • Use tools like Real Time Talent	• Growth in inquiries and applications, disaggregated by student characteristics • Improvement in conversion rates (i.e., applied to admits), disaggregated by student characteristics • # of on-site admissions and enrollment rate (yield)	Director of Admissions *Strategic collaborators will be identified.*
D. Graduate Students	Increase number of enrolled students in graduate programs through the use of recruitment best practices	• Increase awareness of the distinct value of WSU graduate programs among key community stakeholders, including WSU employees • Promote the transition from WSU undergraduate programs to WSU graduate programs • Design and implement customized and personalized recruitment events/opportunities that appeal to different types of graduate students • Strategically engage the Graduate Council • Evaluate how accessibility/delivery is impacting current grad program enrollment	• Growth in graduate enrollment [0.5 % to 3.0 % annually]	Dean of the School of Graduate Studies *Strategic collaborators will be identified.*

Winona State University Strategic Enrollment Management (SEM) 2021-2025

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	Primary Responsibility
III. ACCESS & OPPORTUNITY (NEW STUDENTS)				
A. Equity	Decrease equity gaps by race/ethnicity, socio-economic status, and gender in applications completed, students admitted, and enrollment rates	• Assess ongoing practices for closing opportunity and achievement gaps (by race/ethnicity, socio-economic status, and gender) with focus groups or other methods and explore opportunities for improvement • Monitor and close gaps in scholarship awards by race/ethnicity, socio-economic status, and gender • Identify partner organizations in Rochester that serve and engage with race/equity populations • Allow application processing with a missing application fee and, if necessary, waive the fee or collect it with the first semester's tuition	• Growth in inquiries and applications, disaggregated by student characteristics • Improvement in conversion rates (i.e., applied to admits), disaggregated by student characteristics • Enrolled students' demographics vs. service area demographics • Dollar amount of scholarship awarded by student demographics	Director of Admissions *or* AVP Equity & Inclusive Excellence *Strategic collaborators will be identified.*
B. Academic Programs	B1. Support faculty to optimize academic programs' responsiveness to demographic changes, employer expectations, and high demand careers	• Encourage curricular and co-curricular opportunities for civic engagement in a diverse, multicultural society and globally connected world and prepare students for informed citizenship and workplace success (aligned with HLC Criterion 1.C.; also see AAC&U report at https://www.aacu.org/sites/default/files/files/research/AACUEmployerReport2021.pdf) • Develop resources to support data-informed program development. • Increase the support for BIPOC students' program completion in STEM, teacher education, and health sciences • Expand specialized programs in high demand careers • Expand graduate programs with high demand potential • Strategically engage WSU-Rochester and WSU-Rochester Advisory Group	• # of programs newly developed or adjusted to become more responsive to workforce needs, employer expectations, and demographic changes • Student enrollment and degree completion by programs, disaggregated by student demographics • NSSE data about students' learning and engagement	Provost / VP Academic Affairs *Strategic collaborators will be identified.*
	B2. Support faculty and adjust program/course delivery methods to serve students with multiple responsibilities	• Support faculty to explore the development of more online / hybrid/evening/weekend/ accelerated programs (UG and GRAD) targeting students with multiple responsibilities • Assess and improve the existing quality assurance practices and measures for online and hybrid delivery • Develop processes and resources (data, operational expertise, etc.) to support data-informed and cost-effective program development • Explore and adjust the curriculum and pedagogy in consideration of a broader range of students beyond traditional students • Study academic program practices and policies to determine the impacts on student enrollments, student retention and graduate rates, academic program enrollment, and student support services	• Growth in the number of courses/programs with flexible delivery options • Increase in inquiries, applications, and enrollment in programs/courses by delivery methods, disaggregated by student characteristics	Provost / VP Academic Affairs *Strategic collaborators will be identified.*

Winona State University Strategic Enrollment Management (SEM) 2021-2025

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	Primary Responsibility
III. ACCESS & OPPORTUNITY (NEW STUDENTS) (Cont'd)				
C. Advising	Identify student's educational goals and facilitate students' ability to use resources and tools for timely completion of a degree	• Work with the faculty to align goals of advising envisioned by the Warrior Success Center • Increase the use of the advising toolkit • Provide ongoing communications and professional development for advisors • Utilize strength-based advising • Continue reaching out to near degree completers	• # of Early Intervention Program (EIP) reports initiated by faculty • # of emails/advising workshops for faculty • # of faculty using the Advising Calendar program • Student feedback on advising collected through Advising Survey	Director of Warrior Success Center *Strategic collaborators will be identified.*
D. Enrollment Services and Processes	Update business practices for timely and seamless enrollment of undergraduate and graduate students	• Review and improve transfer admission/enrollment and credit transfer processes particularly for General Education programs (GEP) • Create a student advocate role to respond to grievances in credit evaluation decisions • Support faculty and expand the use of the credit for prior learning • Streamline graduate application processes	• # of credit hours transferred to WSU courses • # of credit hours awarded for prior learning • Performance indicators for student enrollment workflow improvement	VP Enrollment Management and Student Life *Strategic collaborators will be identified.*
E. Cost and Affordability	Improve affordability for students with financial needs	• Launch WSU Promise of full tuition and fees for PELL eligible families who earn less than $50,000 per year • Create additional scholarships for recruiting first-year students with financial needs • Expand scholarships for transfer students • Explore and adopt ways to reduce the cost of attendance (tuition, fees, room and board, personal expenses) • Increase transparency and communication of work-study eligibility and hiring procedures	• Increase in the total and per-student average dollar amount awarded as scholarships to incoming and continuing students, disaggregated by student demographics and admit type • Focus group or survey on the communications on work-study eligibility and hiring procedures	VP Finance and Administration *Strategic collaborators will be identified.*

Winona State University Strategic Enrollment Management (SEM) 2021-2025

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	Primary Responsibility
IV. RETENTION, PERSISTENCE & COMPLETION				
A. Student Success	Achieve equitable student success (i.e., re-registration, retention, course success, timely degree completion, post-graduate success)	• Identify gaps and enhance efforts on students' first-to-second-year and second-to-third-year retention strategies • Investigate barriers for students' timely program completion and address as needed • Develop a process to identify and address access pinch points to courses required for degree completion • Support faculty and advance the adoption of equity-minded culturally responsive pedagogy (e.g., use of equity language) • Support faculty and assess and improve the quality of online instruction • Collaborate with Athletics in supporting student success	• Re-registration rate, retention rate (first-time UG; 1st and 2nd year), 4th/5th/6th-year graduate rate (first-time UG), transfer graduation rate, time to degree, post-graduate success, disaggregated by student characteristics • # and impact of equity-minded culturally responsible pedagogy support programs/communications	Provost / VP Academic Affairs *Strategic collaborators will be identified.*
B. Learning Experiences	B1. Support faculty and increase and/or optimize innovative, hands-on, educational experiences for more engaged and deeper learning	• Improve students' access to outside classroom learning opportunities (such as internships, practicums) through collaboration and partnership with organizations, agencies, and individuals in the region and beyond • Support faculty and explore the innovative use of technology to provide virtual experiential learning opportunities	• # of students who participated in outside classroom learning opportunities, disaggregated by student demographics and enrollment status • # of students who participated in virtual experiential learning opportunities, disaggregated by student demographics and enrollment status	Provost / VP Academic Affairs *Strategic collaborators will be identified.*
	B2. Integrate diversity, multiculturalism, and inclusion into learning experiences	• Integrate equity and inclusion into the curriculum across disciplines • Provide the faculty and staff opportunities to enhance their ability to engage in and facilitate conversations on racism, sexism, and other biases causing inequitable experiences on campus and beyond • Develop opportunities for the faculty to talk with each other on teaching students with special needs • Promote study abroad as an opportunity for diversity education and support the faculty development and market study away opportunities	• # of students who participated in study abroad, disaggregated by student demographics and enrollment status • # of faculty and staff participated in events and workshops on equity and inclusive excellence	AVP Equity & Inclusive Excellence *Strategic collaborators will be identified.*
C. Financial Aid and Financial Literacy	Reduce loan indebtedness, particularly for moderate-income students	• Assess the previous Financial Literacy program and use the data to develop and implement a new Financial Literacy program • Support faculty and explore a possibility to make FIN100 (3 credit course) as a General Education course • Identify and implement strategies to help students receive sustainable amounts of financial aid • Develop scholarships for current students with financial needs • Increase transparency and communication of work-study eligibility and hiring procedures	• # of students who participated in the financial literacy program, disaggregated by student demographic and enrollment status • Change in the percentage of moderate-income students with unmet needs • Average debt at the time of graduation	Associate Director of Financial Aid *Strategic collaborators will be identified.*
D. Student Support	D1. Identify and remove barriers and reduce gaps in intervention services and usage of available resources for traditional students	• Identify students who need additional support for their college success and provide proven support programs (e.g., a summer bridge program, first-year seminars, learning communities, ESL courses, etc.) • Develop an inventory of intervention services and tools, identify key performance indicators for each of them, and use the data to improve the effectiveness of intervention services for different types of students • Monitor and track usage of and assess the efficacy of uAchieve Grad Planner (Major Maps) as a guide for undergraduate and graduate student's degree completion • Design and implement re-orientation programs appropriate for returning undergraduate students	• # of policies, processes, and practices changed to remove identified barriers for students' equitable access to intervention programs and academic planning tools • Patterns of student use of intervention programs and academic planning resources, disaggregated by student demographics and enrollment status • Web clicks on Major Maps	Director of Warrior Success Center *Strategic collaborators will be identified.*

Winona State University Strategic Enrollment Management (SEM) 2021-2025

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	Primary Responsibility
IV. RETENTION, PERSISTENCE, AND COMPLETION (Cont'd)				
D. Student Support (cont'd)	D2. Identify and address barriers specifically for non-traditional students to receive appropriate support	• Develop and implement one or more student support models and practices that remove barriers for the successful progression of students with varying needs (e.g., off-hour services, virtual services, etc.) • Identify and deliver appropriate intervention services to students with varying needs promptly • Improve the communication to the faculty and staff what support services are available specifically to non-traditional students	• # of policies, processes, and practices developed to address barriers for transfer and non-traditional students • Patterns of transfer and non-traditional students' use of intervention programs and academic planning resources, disaggregated by student demographics and enrollment status	Director of Warrior Success Center *Strategic collaborators will be identified.*
E. Student Engagement and Wellness	E1. Envision and implement a holistic approach that contributes to student wellness and sense of belonging, focusing on both traditional and non-traditional students	• Integrate the seven dimensions of wellness across the campus • Focus OR100 on relationship building • Expand peer mentoring programs • Promote opportunities for students to engage with community events and opportunities • Build partnerships with community stakeholders to make off-campus services and activities more culturally responsive and more inviting to students • Review and revise policies/procedures in the student handbook and catalog from the equity lens and develop a process to make policies/procedures more accessible. • Invest in students' mental health support and develop strategies to understand and address stigma attached to mental illness (e.g., "Day of Listening" focus groups)	• Assessment of student wellness and sense of belonging via surveys and focus groups, disaggregated by student types (residential vs. non-residential students, traditional vs. non-traditional) and demographics • # of policies, processes, practices, and events developed or modified to address equity in student wellness and sense of belonging	Dean of Students *Strategic collaborators will be identified.*
	E2. Help students understand and articulate the value of their engagement in co-curricular programs, student activities, and community engagement	• Promote the importance of using the co-curricular transcript to students and advisors • Develop and implement an additional approach to strengthen students' self-recognition of soft skills developed through on-campus employment and other activities • Explore and remove barriers for students to initiate help-seeking behavior	• # of students who used co-curricular transcript • Students' self-assessment of soft skills developed through campus activities, disaggregated by student demographics and enrollment status	Associate Director of Career Services *Strategic collaborators will be identified.*
F. Campus Facilities, Technology, and Housing	F1. Improve the campus and housing facilities to maximize student learning and experience	• Monitor incremental progress on the implementation of the Student Housing Plan ("Reimagine 2035") • Update classrooms and other learning spaces to enhance learning experiences • Increase utilization and efficiency of campus facilities while maintaining environmental sustainability and energy efficiency • Explore the ways to create spaces that support students' and alumni's sense of belonging (e.g., "Graduate Commemoration Marker") • Explore student housing options in Rochester	• Survey of students' perception of campus facilities • Progress in the Student Housing Plan • # of changes made to classrooms and other spaces for student learning and activities	AVP Facilities Management *Strategic collaborators will be identified.*
	F2. Leverage technology to optimize learning experience and services	• Improve the use of technology to meet the expectations of students who are embracing a mobile lifestyle • Assess and meet technological needs of non-traditional and/or graduate students	• Assessment of student access to technologies, disaggregated by demographics, course/program delivery, and enrollment status	AVPAA-CIO / Dean of Library *Strategic collaborators will be identified.*

Winona State University

STRATEGIC ENROLLMENT MANAGEMENT PLAN

2021-2025

Input Sought from:

Acknowledgment

- Enrollment Management Committee
- Strategic Enrollment Management Planning Workgroup
- Student Life and Development Core Team
- World Café Participants (Employees and Students)
- KEAP Council
- Rochester/Graduate Student
- MN State Colleges and University SEM Summit Team
- Academic Deans Council
- President's Cabinet
- Council of Administrators Retreat
- Council of Administrators Plus Retreat
- Bargaining Unions

Input Analyzed and Research Incorporated by:

- Denise McDowell (Vice President for Enrollment Management and Student Life)
- Eri Fujieda (Director of Institutional Planning, Assessment & Research)

Version 15: 09/27/21
Edited: 10/27/21
Implemented: 01/05/22

WINONA STATE UNIVERSITY

Inclusive Excellence Strategic Plan 2019-2024


EXIT

WINONA STATE UNIVERSITY

Inclusive Excellence Strategic Plan 2019-2024

WINONA
STATE UNIVERSITY

CONTENTS

Dear Colleagues,

When Winona State was founded over 160 years ago, it was to ensure the promise of the American dream to those who lived here and those who settled here, regardless of their station in life.

Today we continue to deliver the finest public education experience in the State of Minnesota. In fact, our students succeed at a rate that is unparalleled across the Minnesota State system, including the highest success rate for students of color.

Yet despite our successes, there is still much work to do. There remains a gap in opportunity and achievement at WSU, and we must endeavor to close it. We must provide support structures so that race, gender, sexuality, ethnicity, social class, age, and physical ability do not stand in the way being successful at WSU.

The Winona State Inclusive Excellence Strategic Plan (2019) serves to reinforce our mission to improve our world, starting right here with a commitment to being supportive, welcoming and respectful to all.

Our plan reflects a multiyear effort and the contributions of countless individuals from throughout our community. It encompasses the 2014 Campus Diversity Plan, our work on Diversity Mapping, the results of our Campus Climate Survey, our Campus PRIDE Index, and systemwide equity and diversity goals. It outlines our hopes and dreams for the future, and creates a framework to focus our investments and initiatives.

It is my hope that Winona State University will be the epitome of a welcoming, diverse, collegial, invigorating, fun, inclusive, transparent, and civil university, developing meaningful relationships within our communities and celebrating the achievements of its members. We must open our arms and adapt our systems so that we give everyone who is capable of succeeding here the opportunity to succeed here.

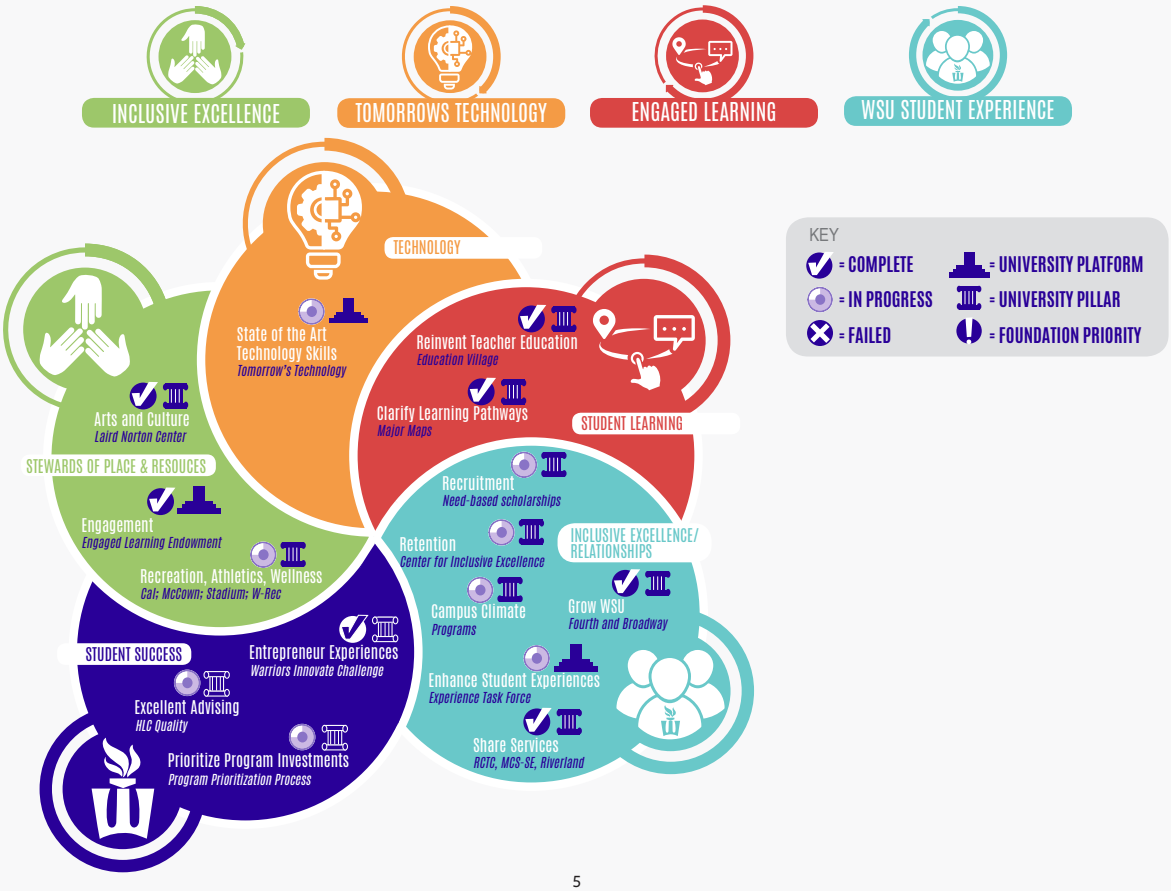
Our university mission—a community of learners improving our world—has never been more important. We are embarking on a journey to uncover transformational ideas that will truly change our university.

Thank you all for your commitment, and for all that you do for Winona State University.

Sincerely yours,

Scott R. Olson
President
Winona State University

WINONA STATE UNIVERSITY STRATEGIC FRAMEWORK



It is with great pleasure that I share with you our Inclusive Excellence Strategic Plan. This plan represents the hard work, time, and dedicated efforts of the Inclusive Excellence Committee. This committee is made up of faculty and staff representing multiple bargaining units and associations, as well as students. The outcome of our work will guide us through institutional changes that support, celebrate, and infuse diversity into the University's core.

The Inclusive Excellence Strategic Plan provides a comprehensive action plan that will position Winona State University to continue its leadership through further developing an environment where diversity, inclusion, and cultural competence are strategically positioned among our highest priorities. This is critical to our mission.

We are committed to inclusive excellence and understand we must be a model for what we want our students and community to become. By bringing together people from many different backgrounds, we equip the next generation of Warriors to engage present and future challenges and opportunities. We envision ourselves as an institution where all members of the community, including historically underrepresented groups, enjoy campuses that are professionally and academically supportive, safe, respectful, and welcoming.

We will continue to strengthen our commitment to diversity, as we aspire to be an institution where educational quality is enhanced and enriched by a diverse campus community.

Thank you,

Jonathan Locust, Jr., Ph.D.
Associate Vice President, Inclusion & Diversity
Winona State University

INCLUSIVE EXCELLENCE COMMITTEE MEMBERS

Inter Faculty Organization (IFO)

Kubilay Gok (Sp19)

Elissa Alzate (Sp19)

Kate Jenkins (Sp19)

Samuel Tsegai (Sp20)

Administrative and Service Faculty (ASF)

Rebecca Sims

American Federation of State, County and Municipal Employees (AFSCME)

Beth Halleck

Minnesota Association of Professional Employees (MAPE)

Vacant

Middle Managment Association (MMA)

Tom Hill

WSU Students

Lizzie Casey

BriShaun Kearns

Mack Carter

Jalen Crum

ex officio members

AAO: Lori Mikl

Dean of Students: Karen Johnson

Associate Vice President of Inclusion & Diversity and Chief Diversity Officer: Jonathan Locust, Jr.

Director of Warrior Success Center: Ron Strege

IPAR Director: Eri Fujieda

Vice-President for Student Life and Enrollment Management: Denise McDowell

Community Liaison from

INCLUSIVE EXCELLENCE STRATEGIC PLANNING (2019-2024)

TIMELINE

2018

- November/December: Data Analysis Group - ✔

2019

- January/February: Diversity plan is drafted - ✔
- March: Plan is finalized - ✔
- April: Present to campus - ✔

TOOLKIT PLANNING PHASES

1. Convening the planning team - ✔
2. Conducting an institutional needs assessment and research - ✔
3. **Data Analysis Group: Analyzing data** - ✔
   a. 2018 - Needs Assessment: Diversity Mapping Report - ✔
   b. 2018-19 - Campus Climate Survey - ✔
   c. 2018 - Campus PRIDE Index: assesses LGBTQ+ friendliness - ✔
   d. 2014 - Campus Diversity Plan - ✔
   e. 2016-19: Diversity Mapping Report - ✔
   f. Systemwide equity and diversity goals - ✔
4. Drafting the plan: Setting goals, strategies and outcomes - ✔
5. Communicate plan to campus – multiple opportunities for feedback - ✔
6. Sustaining the process

NEEDS ASSESSMENT CATEGORIES – QUESTIONNAIRE

1. Mission Statement, Goals and Values
2. History
3. Physical Environment
4. Policies & Procedures
5. Climate & Culture – Campus Climate Results
6. Leadership
7. Supervision
8. Professional Development
9. Human Resources
10. Budget
11. Committees & Taskforces
12. Managing Conflict
13. Events
14. Programs & Services
15. Marketing & Communications
16. Assessment – Eri
17. New Projects & Initiatives
18. New Student Orientation
19. Student Advising
20. Curriculum

The Inclusive Excellence Strategic Plan 2019-2024

Items bolded under Accountability Partners will take the lead on that action.

REPORT SUMMARY Description or introductory text

COMPONENT 1: *Develop visible institutional statements, initiatives, and symbols of our priorities, and policies that produce equitable outcomes.*

	Action	Accountability Partners	Measure of Success	Timeframe	Financial Costs
Action 1	Investigate the first-year experience to better understand how diversity can be incorporated in the planning and assessment process.	**Orientation,** IPAR, **I&D Office** and KEAP Council	Data will be presented and discussed to understand collaboration opportunities.	Year 1	No cost
Action 2	Articulate the definition of diversity and inclusive excellence, share with campus areas (bargaining units, departments, divisions, leadership, etc.) to encourage incorporation of language.	All university committees, **IE Committee,** and the **AVP I&D**	Definition articulated and shared with the campus community.	Year 1	No cost
Action 3	Establish roles and responsibilities to facilitate inclusive excellence at WSU with measures of accountability.	COA, **IPAR, IE Committee** and the **AVP I&D**	Roles and responsibilities shared, articulated and implemented.	Year 2	No cost
Action 4	Develop and implement a strategy/ plan to ensure equity, inclusivity, and diversity in all committees, taskforces, and workgroups.	Long Range Planning Committee, **AVP I&D,** and the **IE Committee**	Plan created, vetted, shared, and implemented.	Year 3	No cost
Action 5	Create (or adopt) a rubric to assess policies/procedures/practices from an equity lens and facilitate changes toward inclusive excellence.	University Policy Committee, **IPAR** and the **AVP I&D,** and the **IE Committee**	Rubric shared, utilized for the purposes of institutional adoption.	Year 4	No cost

COMPONENT 2: *Create and sustain a welcoming, equitable and inclusive campus environment.*

	Action	Accountability Partners	Measure of Success	Timeframe	Financial Costs
Action 1	Assess the cultural representation in WSU public spaces and recommend actions to address gaps found in the assessment.	Finance & Facilities Committee, **AVP I&D**, Student Senate, and KEAP Council	Assessment conducted with implementation plan to fulfill the gaps.	Year 1	No Cost
Action 2	Increase the web presence of I&D and Inclusive Excellence initiatives.	**Web Marketing**, IE Committee, and the **I&D Office**	I&D and Inclusive Excellence initiatives are easily located and accessible through the homepage.	Year 1	No Cost
Action 3	Share the processes for adding closed captions to videos, and streaming/ recording events for live access.	MarComm, AVP I&D and **TLT**	1. Information about these tools are shared with the campus. 2. Remote access and closed captioning on all University videos.	Year 1	No cost
Action 4	Translate commonly used WSU materials and explore the costs and technologies available for website translation.	MarComm, **SLD, AVP I&D, IE Committee**	1. Commonly used WSU materials are translated. 2. Best practices are discussed along with a process to implement.	Year 1	N/A
Action 5	Collaborate with Chartwell's to investigate best practices for cultural sensitivity and inclusivity in food/dining options.	**Chartwell's, IE Committee, KEAP Council,** and I&D Office	Best practices are discussed along with a process to implement.	Year 1	No Cost
Action 6	Each department/unit has a conversation on the results of Campus Climate Study and identifies one change that can be implemented immediately to address civility and respect within the department/unit.	IE Committee (Campus Climate Study Follow Action Work Group) and the **AVP I&D**	1. Departments report on their ideas and implemented changes. 2. Changes shared with campus community.	Year 1	No Cost

COMPONENT 2 (continued)

COMPONENT 2: *Create and sustain a welcoming, equitable and inclusive campus environment.*

	Action	Accountability Partners	Measure of Success	Timeframe	Financial Costs
Action 7	Create a virtual space where students and faculty/staff can submit acts of kindness and other positive activities/interactions. The submitted cases/stories can be used to promote a positive campus climate.	**MarComm, AVP I&D, All university departments**	Increase in campus climate survey results.	Year 1	No Cost
Action 8	*RE Initiative works with Warrior Success Center and Orientation Committee to make one high-impact change to educate incoming freshmen about gender-based violence prevention and resources on campus.*	**RE Initiative, Warrior Success Center and Orientation Committee**	High impact change implemented fall of 2019.	Year 1	No cost
Action 9	Organize, stream and record deliberative forums on issues of interest to the campus community involving faculty, staff, students.	**I&D Office, IPAR,** Faculty Development Committee, and the **IE Committee**	Forums are developed, hosted, and assessed.	Year 2	No Cost
Action 10	Create opportunities for students/ employees to shadow other staff/ employees in various areas of service and activities to better know them and their role.	**IE Committee**, Bargaining Units, I&D Office, and KEAP Council, and the **AVP I&D**	Increase in institutional collaborations and partnerships.	Year 3	No Cost

COMPONENT 3: *Improve retention and graduation rates by increasing access, opportunity, and success for all students.*

	Action	Accountability Partners	Measure of Success	Timeframe	Financial Costs
Action 1	Create new and/or assess current programs and services designed to increase the enrollment and success of students from underrepresented groups.	SLD, **AVP I&D**, and KEAP Council	Increase in student enrollment and completion numbers.	Year 1	No cost
Action 2	Investigate and pilot different student advising strategies that lead to higher persistence/completion rates.	**I&D Office, IPAR**, and University Advising Committee, KEAP Council, the **Warrior Success Center**	1. Share data with institutional stakeholders. 2. Discuss ways and opportunities to incorporate researched strategies into advising practices.	Year 1	No cost
Action 3	Create and sustain an inclusive environment to support the success of underrepresented and diverse students including first generation, veterans, posttraditional students, LBTQ and students with differing abilities.	I&D Office, KEAP Council, **AVP I&D, All university departments**	1. Analyze best practices such as early warning systems, intrusive advising, prescriptive and developmental advising, civic engagement and service learning have been expanded. 2. Best practices are implemented. 3.Increase in student enrollment and completion numbers.	Year 1	No cost
Action 4	Develop services and programs that seek to maintain an affordable cost of attendance for underrepresented students through increased scholarships, graduate assistantships, internships, and employment opportunities.	**I&D Office**, Admissions, Career Services, and **Financial Aid Office.**	Increase in student enrollment and completion numbers.	Year 2	No cost
Action 5	Create an online signup form for departments to request trainings related to inclusion and equity.	**I&D Office**	1. Signup process is created and promoted. 2. Increase in training requests.	Year 2	No Cost

COMPONENT 4: *Recruit, retain and develop a diverse community.*

	Action	Accountability Partners	Measure of Success	Timeframe	Financial Costs
Action 1	Develop and share a campus-wide list of publications and sites which target diverse job applicants and advertise in publications and websites in order to target diverse employees.	**IE Committee, AVP I&D,** and Legal Affairs	Recruitment and retention of diverse and underrepresented employees has increased.	Year 1	No cost
Action 2	Investigate and implement different ways to welcome, connect and support new employees (orientation, mentorship, etc.).	**HR, IE Committee,** and the I&D Office	1. An on-boarding and off-boarding policy, activities, and programs for diverse employees at multiple levels will be established. 2. Recruitment and retention of diverse and underrepresented employees has increased.	Year 2	No cost
Action 3	Focus to increase diversity in temporary, part-time, and adjunct faculty by contacting communities in recruiting diverse temporary, part-time, and adjunct hires.	Academic Affairs, **IE Committee,** HR, **AVP I&D,** and Legal Affairs	1. Diverse temporary, part-time, and adjunct faculty has increased. 2. Recruitment and retention of diverse and underrepresented employees has increased.	Year 2	No cost
Action 4	Explore trainings for hiring managers and supervisors.	**IE Committee,** HR, **AVP I&D,** and Legal Affairs	1. Examine the feasibility of the training. 2. If feasible, share benefits and implementation plan with institutional stakeholders.	Year 3	N/A

Winona State University Information Technology Strategic Plan

Continuing to Pioneer the Intersection of Teaching, Learning, Technology, and Engagement

Fall 2021 – Summer 2024

"A Community of Learners Improving Our World"

(This page intentionally left blank)

Table of Contents

Information Technology Services – Winona State University

Mission Statement

Information Technology Services (ITS) provides the technology-based foundation to support and empower the Winona State University (WSU) community to meet and exceed their educational and business needs.

Vision

Information Technology Services endeavors to position the University as a national leader in the innovative and effective use of technology to support the academic enterprise.

Values

People, Performance, and Innovation

Pillars

• **Teaching and Learning.** Information Technology Services will empower technology-enriched teaching, learning, and student success.

• **Digital Transformation (Dx).** Information Technology Services must continue to prepare and support Winona State for shifts in culture, workforce, and technology that will transform our institution's operations.[1]

• **Customer Partnerships and Experience.** Information Technology Services will enhance customer relationships to realize the promise of, "the trusted partner for your digital life."

• **Information Technology Core.** Information Technology Services will provide a resilient, flexible, agile, and secure core information technology infrastructure. A foundation for the other three pillars.

Our Customers

WSU students (current and prospective), faculty, staff, alumni, and retiree

[1] "Dx: Digital Transformation of Higher Education." EDUCAUSE. https://www.educause.edu/focus-areas-and-initiatives/digital-transformation

Planning Assumptions

There were several planning assumptions used by the All-University Technology Committee (AUTC) and Information Technology Services (ITS) leadership team as the information technology strategic plan for Winona State University (WSU) was being developed. A few of those assumptions are as follows:

- Information technology is critical to the realization of institutional goals and must be aligned with the mission and vision of the University.

- The University is likely to experience budgetary constraints during the effective years in which this information technology strategic plan is implemented.

- The Winona campus is committed to providing a multi-platform, one-to-one, mobile computing strategy to students and faculty through its *e-Warrior: Digital Life and Learning Program* which provides the stage to deliver technology access anytime and anywhere.

- Some Winona State University - Rochester students are not currently involved in the *e-Warrior: Digital Life and Learning Program*, which results in some distinct technology issues for these students and their faculty.

- The University is dedicated to supporting an information technology infrastructure that is secure, robust, reliable, and transparent to the end user.

- Individual faculty members are ultimately responsible for setting the technology expectations of students in their courses. The departments and colleges are responsible for integrating technology into their academic programs as appropriate and assessing these efforts.

- The Minnesota State system office provides and supports the core administrative, productivity, and academic software applications used by the institution.

- Information Technology Services will continue to support alternative modes of information technology access and technology-enabled instruction as necessitated by COVID-19.

- Emphasis must be placed on training and professional development to assist students, faculty, and staff with the use and application of information technology.

Introduction and Background

As COVID-19 began sweeping the globe and approaching the United States, the critical role of information technology became clear quickly as University leadership directed its divisions to begin preparing for remote teleworking. Fortunately, Information Technology Services (ITS) in 2017 included in its strategic plan the need to develop a disaster recovery and business continuity plan. In 2018, this plan was developed and spoke to the possibility of a pandemic. The plan called for and had preparations in place for ITS to provide robust, secure, and reliable information systems and support to enable employees and students to work and learn from home. With a lot of hard work and many hours put in by dedicated staff, this was accomplished in less than 48 hours, well before the University went into full telework mode. This was made possible by a strategic plan that asked the question, "What if?"

Because of this planning, the eWarrior Digital Life and Learning program already had technology at the fingertips of every student and faculty member in the WSU community. We were successful in pivoting to entirely online learning when others struggled. This can be seen in the usage data of services used such as Zoom and D2L. The success of information technology services can be demonstrated by many data points collected and reported in the Information Technology Service (ITS) FY20 Year End Report.

This new Information Technology Strategic Plan also is the first to be developed post-pandemic, which saw rapid digital transformation in the academic enterprise. The plan continues to provide a framework for integrating and prioritizing technology related issues at WSU. It was developed to articulate a common vision for technology and provide a guide for future technology implementations. Assessments (both quantitative and qualitative) of the activities in the plan are critical to moving initiatives forward. Doing this will provide a guide to enhance and improve services to meet the needs of students, faculty, and staff now and in the future. This Information Technology Strategic Plan represents the University's effort to continue to pioneer the intersection of teaching, learning, technology, and engagement.

Governance - All University Technology Committee (AUTC)

The All-University Technology Committee reviews technology initiatives, assesses technology use and recommends policy and resource utilization. The committee reviewed and assisted in the implementation of the Information Technology Strategic Plan development process and reviewed information collected from the focus group sessions held from September 2019 to February 2020.

All University Technology Committee (AUTC) Membership (2020 - 2021)

Ex-Officio
Kenneth Janz, Associate Vice President for Academic Affairs, Dean of the Library, and Chief Information Officer
Ken Graetz, Director for Teaching, Learning, and Technology Services

Inter Faculty Organization (IFO) Representation
Gregory Richard, Associate Professor, College of Liberal Arts, AUTC Chair 2020-2021
Pat Paulson, Professor, College of Business
Lawrence Schrenk, Assistant Professor, College of Business
Joseph West, Associate Professor, College of Science and Engineering
Vernon Leighton, Professor, Library and Information Services

Minnesota Association of Professional Employees (MAPE) Representation
Lori Mjoen, Project Management, Information Technology Services
Travis Norman, Digital Transformation and User Experience, Information Technology Services

Administrative and Service Faculty (ASF) Representation
Doug Westerman, KQAL – General Manager, Mass Communications Department

American Federation of State, County, and Municipal Employees (AFSCME) Representation
Dustin Tollefsrud, Technology Specialist, Adult and Continuing Education (ACE)

Students
Vacant
Vacant

Middle Managers Association (MMA) Representation
Robin Honken, Director - Digital Transformation and User Experience, Information Technology Services

Deans' Council Representation
Charla Miertschin, Dean, College of Science and Engineering

Information Technology Strategic Planning Development Process

This document represents the culmination of work started in September of 2019. In the fall of 2019, the All-University Technology Committee (AUTC) developed and endorsed the planning concept of a foundation (Information Technology Core) and the three pillars (Teaching and Learning, Digital Transformation and Customer Partnerships and Experience). This foundation and three pillars were used to collect feedback from the campus.

Robin Honken, Lori Mjoen, and Kenneth Janz conducted several technology planning and listening sessions across the campus during the fall 2019 and spring 2020 semesters. During these 12 planning and listening sessions, general feedback and ideas from various stakeholder groups were collected.

The feedback and ideas were developed into facilitating activities. It is important to note that listening sessions were held prior to the COVID pandemic. Because of the intense nature of support related to COVID, work on the strategic plan was put on hold for 6 months. Work restarted on the plan in September of 2020. Specific modifications were made to the strategic plan by the ITS Leadership Team and AUTC in response to service and support that have been changed/altered by the pandemic. The product of this process is contained in this plan.

Next Steps

Once the information technology strategic planning is complete, the Information Technology Services (ITS) leadership team will create a **tactical plan** to operationalize the Information Technology Strategic Plan. ITS will **perform and execute** the tactical plan. ITS will **assess and evaluate** the outcomes and report the results back to AUTC and Cabinet. The Information Technology Strategic Plan will guide all future technology implementations at Winona State University.

Responsible Positions – Office Holder

Abbreviation	Full Title	Responsible Position	Fall 2021 Office Holder
ITS	Information Technology Services	Chief Information Officer	Kenneth Janz
TLT	Teaching and Learning Technology Services	Director	Ken Graetz
IDS	Infrastructure and Data Services	Director	Dave Gresham
DTUE	Digital Transformation and User Experience	Director	Robin Honken
SEC	Security Office	Data Security Officer	Tobias Schmidt

Strategic Framework

Winona State University has a strategic framework which guides the University. The University strategic framework themes are broadly written to include the whole University community and to help the campus community identify and support the underlying goals of each theme. The five themes help organize planning and initiatives of the University.

An icon has been created for each strategic framework theme. To show alignment between the information technology strategic plan and the overall strategic framework the icons that most closely align with each theme have been placed next to the corresponding pillar. The themes are as follows:

Theme 1 – Student Learning

Goal: Create and sustain a coordinated and rigorous set of learning experiences inside and outside the classroom to prepare students for their post-graduate life.

Theme 2 – Student Success

Goal: Enhance the student experience while evolving to meet the needs of future students by providing comprehensive support programs and services so that students can successfully meet their goals.

Theme 3 – Stewards of Place and Recourses

Goal: Enhance a culture of learning and stewardship of resources at Winona State University to prepare students to become responsible citizens and community members.

Theme 4 – Inclusive Excellence

Goal: Increase diversity in the University community and embrace a culture of inclusive excellence.

Theme 5 – Relationships

Goal: Strengthen internal and external relationships by promoting an environment that enriches WSU, Winona, and Rochester community constituents.

1. Teaching and Learning

Information Technology Services will empower technology-enriched teaching, learning, and student success.

1.1 Support high-quality learning experiences

Activity	Responsible	Time (yrs.)
1.1.1 Improve the use of instructional technology through standards, guidelines, templates, and actionable analytics. *Assessment:* Work with System Office, leverage D2L data, survey data, and count the number of developed templates which have been added to the repository.	TLT	1-3
1.1.2 Support Universal Design for Learning standards across the curriculum. *Assessment:* Review the number of courses that implement Universal Design for Learning standards.	TLT	1-3
1.1.3 Develop and connect with repositories of open course materials. *Assessment:* Review the number of faculty who are integrating Open Learning Materials into their courses.	TLT	1-2
1.1.4 Enhance the ability of faculty to be agile in delivery of course activities and content. *Assessment:* Review the number of faculty who participate in training, as well as the number of online, HyFlex, and hybrid courses.	TLT	1-3
1.1.5 Work with stakeholders to develop a course delivery strategy that includes a quality improvement process. *Assessment:* Review the number of academic programs that include alternative delivery options as well as the rate of adoption of quality assurance practices.	TLT	1
1.1.6 Leverage the power of adaptive and personalized learning technologies to improve student learning. *Assessment:* Review the number of courses that include adaptive learning activities.	TLT	1-3

1.2 Enhance professional development support

Activity	Responsible	Time (yrs.)
1.2.1 Develop asynchronous online learning opportunities for faculty. *Assessment:* Count the number Wiki articles, support videos, self-guided D2L courses, and LinkedIn Learning offerings.	TLT	1-3
1.2.2 Enhance instructional design and learning engineering practices. *Assessment:* Count the number of faculty who are participating in Instructional Design Professional Development Opportunities as well as the number of courses which are integrating Instructional Design Standards.	TLT	1-3

1.2.3 Promote and deliver digital citizenship learning opportunities to the entire campus community. *Assessment:* Count the number of participants in the Digital Citizenship program.	TLT	1
1.2.4 Support the development of micro-credentialing programs. *Assessment:* Count the number of new badge programs and how many badges have been distributed.	TLT	1-3

1.3 Enrich learning spaces

Activity	Responsible	Time (yrs.)
1.3.1 Leverage and improve learning space assessment process (e.g., Classroom Report Card). *Assessment:* Review the process that has been developed and level of user satisfaction of that process.	TLT	1
1.3.2 Enhance methods and strategies to deliver on-premise courses remotely. *Assessment:* Count the number of faculty who are interested in delivering in-person experience remotely and the number of classrooms which are equipped to deliver remote instruction (HyFlex Classrooms).	TLT	1-3
1.3.3 Enhance our ability to support events using large venues (e.g., streaming) and multi-room events (e.g., Frozen River). *Assessment:* Count the number of large venues that have been remodeled.	TLT	1-2
1.3.4 Enhance support for the use of technology in active learning classrooms. *Assessment:* Count the number of technology-enabled active learning classrooms as well as the number of hours that these rooms are booked.	TLT	1-3

1.4 Sustain innovation

Activity	Responsible	Time (yrs.)
1.4.1 Establish scalable application of extended reality in specific disciplines. *Assessment:* Count the number of integrations.	TLT	1-3
1.4.2 Support interested faculty to identify and make accessible open educational resources for instruction. *Assessment:* Calculate and document the cost savings produced for students.	TLT	1-3
1.4.3 Explore Competency-based learning applications. *Assessment:* Count the number of courses utilizing competency-based learning.	TLT	1-3

1.4.4 Evaluate adaptive and next generation learning environments and trends (e.g., gamification, personalized learning). *Assessment:* Develop and review recommendations for evaluating trends.	TLT	1-3
1.4.5 Assess the effectiveness of new educational technology tools and methods being applied at WSU. *Assessment:* Count the number of processes developed and adopted at WSU.	TLT	1-3

2. Digital Transformation (Dx)

Information Technology Services must prepare Winona State now for shifts in culture, workforce, and technology that will transform our institutions operations.

2.1 Improve data handling and associated business processes

Activity	Responsible	Time (yrs.)
2.1.1 Enhance strategies to ensure system interoperability, scalability, and extensibility as well as data integrity in taking on new projects. *Assessment:* Add a "Done/Not Done" option/goal to the project Intake process.	DTUE	1-3
2.1.2 Continue to create a seamless experience for students from prospects to graduates. (Specific examples below) • Winona and Rochester Admissions and Warrior Hub basic functionality with Salesforce (Year 1) • Implement Salesforce communication module in ACE and IT workflows (Year 1) • Implement Salesforce for housing and international students (Years 1-2) • Implement AskWSU as an Salesforce module (Year 2) • Implement Salesforce for student progress reporting (Year 2) • Implement application to academic programs in Salesforce (Year 2-3) • Implement Salesforce for advising (Years 2-3) *Assessment:* Count the number of new offerings within Salesforce and survey customer satisfaction.	DTUE	1-3
2.1.3 Continue to automate business processes for enhanced efficiencies. *Assessment:* Count the number of business processes that have been transformed.	DTUE	1-3
2.1.4 Support process improvement, and system reengineering to reduce redundant or unnecessary efforts and improve end-user experiences. (Using tools we currently have) *Assessment:* Count the number of forms developed, develop a process to review customer services experiences (done/not done), and survey customer satisfaction.	DTUE	1-3
2.1.5 Enhance data visualization and access to data. *Assessment:* Count the number of PowerBI reports	DTUE	1-3
2.1.6 Implement an enhanced document imaging process. *Assessment:* Determine whether implementation has been completed (done/not done).	DTUE	1

2.2 Develop and enhance academic support processes

Activity	Responsible	Time (yrs.)
2.2.1 Develop strategies that leverage technology to enhance student retention and completion. (e.g. APRS) (Analytics) *Assessment:* Review strategies and determine if those strategies have enhanced student retention and completion.	DTUE	1-3
2.2.2 Develop strategies to unify student experiences into a unified portal. *Assessment*: Determine whether portal creation has been completed (done/not done).	DTUE	1
2.2.3 Develop a mobile friendly strategy for students to access systems and services. *Assessment:* Count the number of systems and services that provide mobile access.	DTUE	1-3
2.2.4 Utilize metrics and analytics to evaluate effectiveness of IT services in supporting teaching and learning. *Assessment:* Build additional metrics into the Information Technology Assessment Plan.	DTUE/TLT	1-3

2.3 Enhance telework

Activity	Responsible	Time (yrs.)
2.3.1 Enhance remote service accessibility and return on investment in teleworking. *Assessment:* Count the number of systems which are remotely accessible, develop accountability measures, and review/record the amount of money saved on facilities.	DTUE/IDS/SEC	1
2.3.2 Provide training, support, and professional development to enhance staff teleworking skill and productivity. *Assessment:* Count the number of training and professional development sessions.	TLT/SEC	1
2.3.3 Examine business processes to support teleworking operations. *Assessment:* Review and record all processes which support teleworking operations.	DTUE	1-2

3. Customer Partnerships and Experience

Information Technology Services will enhance customer relationships to realize the promise of "the trusted partner for your digital life."

3.1 Enhance support services

Activity	Responsible	Time (yrs.)
3.1.1 Create and holistically review service catalog and services for efficiency and effectiveness. *Assessment:* Review the completed services catalog and all services offered.	DTUE	1
3.1.2 Implement a review process for centrally supported campus software. *Assessment:* Determine whether a software review process has been implemented (Done/Not Done).	DTUE	1

3.2 Strengthen benchmarks and metrics

Activity	Responsible	Time (yrs.)
3.2.1 Gather more information on what students want around technology to enhance the customer experience so users become more self-sufficient. *Assessment:* Count the number of feedback opportunities offered for students: focus groups, surveys, etc.	DTUE/TLT	1-3
3.2.2 Leverage the higher education analytics available through EDUCAUSE to continue to improve services. *Assessment:* Count the number of services aligned with the Educause analytics.	DTUE/TLT	1-3

3.3 Augment community communication tools and relationships

Activity	Responsible	Time (yrs.)
3.3.1 Support the efforts of Marketing and Communications to redesign the Winona State University Website and Content Management System (CMS) tools. *Assessment:* Document all website enhancements and which CMS tools are in utilized.	DTUE	1-3
3.3.2 Continue to build and enhance IT Communication Plan. *Assessment:* Allocate resources for IT communication and measure end user satisfaction.	DTUE	1-2

3.3.3 Marketing the strengths, dynamic nature, depth of services, & technology foundation of the e-Warrior program to current and new students. (Partner with Admissions and Marketing and Communications) *Assessment:* Determine whether a communication plan has been developed (done/not done) and review partnership successes related to the marketing of the e-Warrior program.	DTUE/TLT	1-3
3.3.4 Continue to build IT relationships with other Minnesota State institutions to create better support for WSU students learning and transferring from those campus locations. *Assessment:* Review the engagements with other institutions and review the impact and/or improved service opportunities for WSU students.	DTUE	1-3

4. Information Technology Core.

Information Technology Services will provide a resilient, flexible, agile, and secure core information technology infrastructure. A foundation for the other three pillars.

4.1 Enhance and expand the core network operations

Activity	Responsible	Time (yrs.)
4.1.1 Enhance the network infrastructure for maximum robustness while maintaining a secure environment: • Enhance/Upgrade WiFi System University wide for more coverage, including more density in residence hall BYOD network • Ensure bandwidth remains sufficient to meet demand • Implement 802.1x – smart switching where network equipment knows who the user is and attaches appropriate security posture to that person • Replace aging internal datacenter firewall hardware. *Assessment:* Create and work the 3-year network plan (Done/Not Done).	IDS	1-3
4.1.2 Design and implement new telecommunications system utilizing the cloud system to take advantage of leading-edge unified communications concepts for maximum flexibility (including emerged need to work remote) and long-term cost savings. *Assessment:* Determine whether the system and plan has been designed (Done/Not Done).	IDS	1-2

4.2 Improve and augment infrastructure systems

Activity	Responsible	Time (yrs.)

4.2.1 Leverage cloud services for flexibility, growth and continuity.
• When services are extremely complex.
  • Example Document Imaging
• For Business Continuity/ Disaster Recovery purposes
  • Example- when geo-redundancy is a requirement
• Application environment for both development and production
  • Example – Engage Portal
• Move authentication services to Office 365 for maximum flexibility and efficiency within Minnesota State System
 	
Assessments: Complete an annual evaluation of increased flexibility, added redundancy, and cost savings.
	IDS	1-3

4.2.2 Evaluate academic and business storage needs based on performance and capacity requirements. *Assessment:* Complete an annual evaluation by seeking client feedback related to speed, capacity, and whether security needs are being met.	IDS	1-2

4.2.3 Continue building out a Hyper Converged Infrastructure (HCI). Allows for the easy standing up of servers and services in a high-capacity virtual environment as needs come and go. This results in less data center energy consumption, reduces the labor-intensive work of installation and maintenance of stand-alone server hardware, and slows down the obsolescence of solutions. *Assessment:* Determine whether the virtual environments are meeting expectations of reduced cost and increased flexibility (yes/no).	IDS	1
4.2.4 Utilize mobile device management tools (MDM) to create a more efficient process to distribute and manage all mobile devices (laptops, tablets, phones). *Assessment:* Determine whether the number of automated scripts has been reduced, and if there has been a decrease in time needed to support devices.	IDS/DTUE	1-3
4.2.5 Focus on application data integration needs as tools and services emerge from NextGen. *Assessment:* Determine whether we are meeting the needs of the community in terms of getting data to them securely and in the format desired.	IDS	1-3

4.3 Enhance IT Security

Activity	Responsible	Time (yrs.)
4.3.1 Update the internal IT policy site: • Refresh documents to reflect new Minnesota state nomenclature • Update internal responsible parties for data ownership *Assessment:* Determine whether the templates have been refreshed, the content is more easily viewable, changes are self-tracking, and content is more easily publishable.	SEC	1-3
4.3.2 Assess and address top MinnState security initiatives. This is a partnership effort with SCSU, MNSU, NORM and the SO. • Finalize the internal security assessment tool and make it available to the entire system. • Take the assessment and review findings. • Establish a common reporting architecture for the system. *Assessment:* Determine whether all campuses within the Minnesota State system have been provided with a standardized framework to build a 2-3 year tactical roadmap for addressing security shortcomings.	SEC	1-3

4.3.3 Implement the Umbrella Domain Name Services (UDNS) filtering solution. • UDNS forwarders need to be deployed for the residence halls • The Mobile protection services built into the AnyConnect VPN client can help protect our users wherever they are in the world and not only when on campus. *Assessment*: Determine whether appliances and client have been deployed. Quantify the measurable amount of malware protected/detected before users come back to campus.	SEC	1
4.3.4 Align data governance practices with the system office processes to reduce overlap and increase efficiency of approvals. *Assessment:* Measure the number of places we store and enter data for the purposes of data and software governance. (Today, we duplicate all aspects of what gets submitted to the system office. Our goal is to start the process locally for ease of our users, but to automate the upload and approval at the system level.)	SEC	1-2

4.4 Improve budgeting and related processes

Activity	Responsible	Time (yrs.)
4.4.1 Develop sustainable funding model for information technology. *Assessment:* Determine whether a new budget model has been developed (Done/Not done).	ITS	1-3
4.4.2 Develop a process for updating the Business Continuity Plan. *Assessment:* Determine whether the process has been developed (Done /Not Done).	IDS	1

Winona State University-Rochester Strategic Plan

1. Cabinet, Leadership, Inclusive Excellence Plan (IEP) and Strategic Framework


Goal 1.1: Winona State University Cabinet to work closely with Rochester leadership, faculty, and staff to enhance intentional communication to identify and honor Rochester connections and contributions.

OUTCOME	TIMELINE
1.1.1 [Outcome] ***Tactic:*** *Expand language to "campuses" and "environments" to reflect more than one location.*	2021-Future
1.1.2 Ongoing emphases. ***Tactic:*** *Develop intentional communication venues where voices from all communities and populations are encouraged to share and problem solve.* Update 09/2022: Plan to conduct a Climate Survey, Spring 2023	2021-Future

2. Alignment to Facilities Plan (improvement and expansion) and Strategic Framework

Goal 2.1: Create a world-class learning environment in Rochester.

OUTCOME	TIMELINE
2.1.1 Winona State University Facilities VP and AVP to **expand accessible, safe/dry, and dedicated classrooms, labs, and offices** that reflect the needs of the current and future programs.	2022-2025
2.1.2 Winona State University Cabinet to engage in substantive discussions with nursing program leadership and dean for CONHS to **address skills and simulation laboratory needs** in Rochester.	2021-2023
2.1.3 Winona State University AVP for facilities to engage with Rochester faculty, staff, and students to **ensure the Winona State University Master Facilities Plan (MFP) addresses current and future needs based on growth proposals**. Update 09/2022: Facilities Services Commprehensive Master Plan (update in progress)	2022-2025

3. Alignment to Technology Plan (improvement and expansion)

Goal 3.1: Create a world class learning experience for students.

OUTCOME	TIMELINE
3.1.1 Cabinet and CIO to engage in negotiations with RCTC to **upgrade network** during 2021 contract negotiations. Update 2/18/2022: On the IT side, RCTC network upgrade is roughly a 1/3 complete. With substantial work to completion to be made over the summer. At the Broadway location ITS has installed new Mist Wireless APs which is part of WSU wide wireless upgrade taking place over the spring semester.	2024
3.1.2 In collaboration with the MFP (Master Facilities Plan), engage in substantive discussions with nursing program leadership and dean for CONHS to **address laboratory needs in Rochester, including simulation**.	2021-2023

Goal 3.2: In collaboration with the Inclusive Excellence Plan (IEP), create an accessible and appealing website to welcome and engage prospective student populations. Updates by Sept 1.

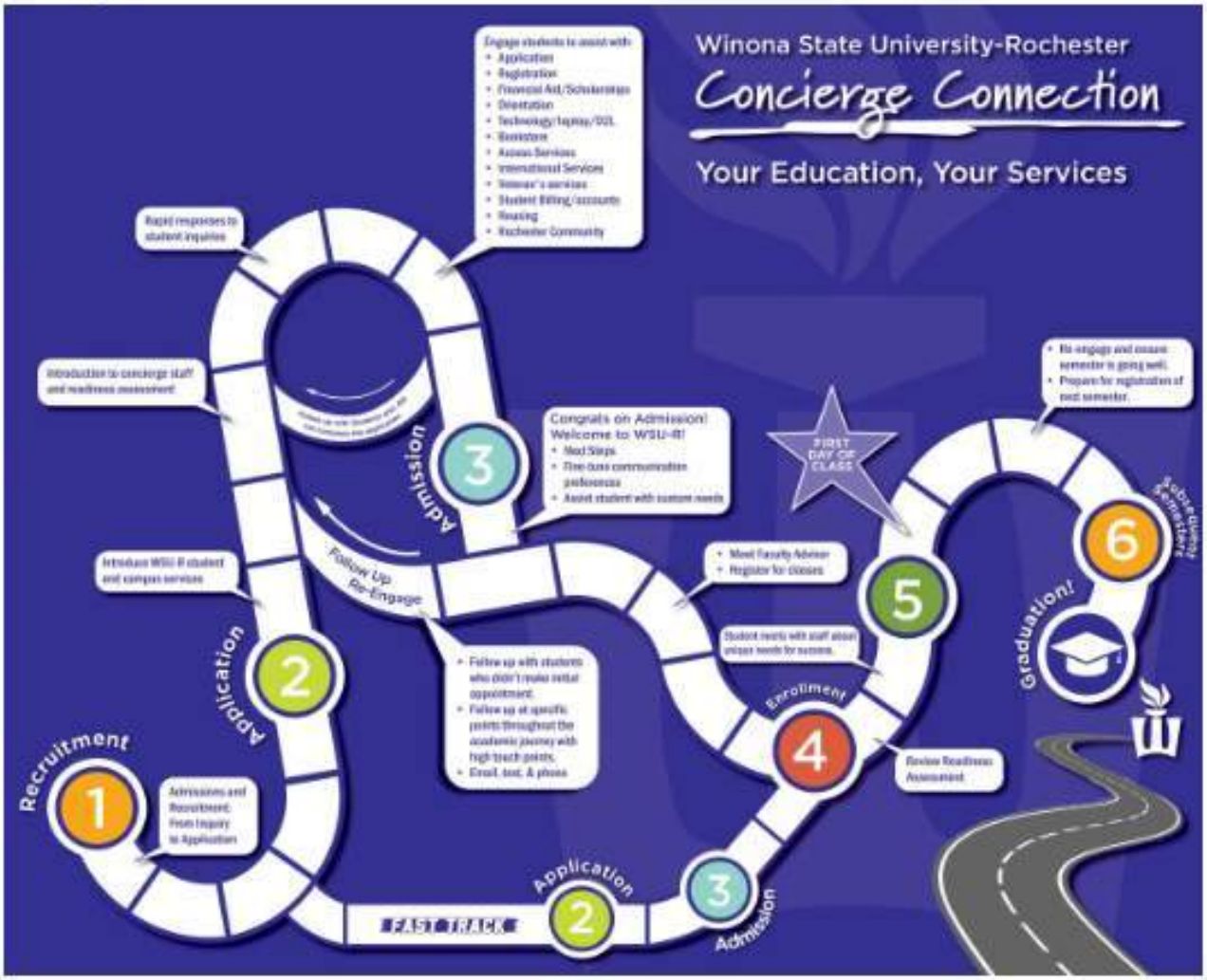
OUTCOME	TIMELINE
3.2.1 **Website contracts (scope of work).** Inclusive recruitment process working on how to present Winona/Rochester and populations. Update 05/2022: 1. Recruitment website was launched in the spring 2022. Global updates are in process. 2. WSU-Rochester is updating photography to reflect adult and Rochester locations for website, social media, and promotion materials. Update 06/2022: 1. Scholarship Event presentations available on Open River. 2. WSU Rochester Advisory Group meeting for community feedback every month.	2021-2025

4. Alignment to Academic Plan and Enrollment Plan (Experience and Expertise) and Strategic Framework

Goal 4.1: Diversify enrollment and create accessible and flexible programming at WSU-Rochester.

OUTCOME	TIMELINE
4.1.1 In alignment with the Academic Plan, the Provost and Deans to expand and centralize adult programming in Rochester. **Establish a measurable goal** with provost and deans.	2021-2023
4.1.2 In collaboration with Technology Plan, Academic Plan, and Enrollment Plan leadership, intentionally **adopt flexible delivery of student support services and academic programming** tested during pandemic and desired by Winona State University – Rochester students. Update 05/2022: 1. Data for fall, spring, and summer courses that address online delivery for all GEP goals has been identified and presented to the Deans Council and Long Range Planning Committee (April 2022). 2. Launch of the Concierge Connection planned for fall 2022. (Diagram below)	
4.1.3 In collaboration with the Enrollment Plan leadership, the AVP-Rochester and Deans will engage with local businesses and economic development organizations to gain insight on workforce market needs to **expand online and hybrid programming.** Update 09/2022: COA Goal adopted, Develop a list of strategies to leverage data by May 2023, to diversify as needed face-to-face, hybrid, and online course offerings to meet student needs for timely program completion and graduation (Provost Newton).	2021-2023
4.1.4 In collaboration with the Enrollment Plan leadership, intentionally engage with greater Rochester community partners to **create and expand state of the art, innovative, new programming.**	2021-2026
4.1.5 In collaboration with the Enrollment Plan and Inclusive Excellence Plan leadership, **develop an intentional plan to expand student, faculty, and staff diversity** through inclusion tactics and activities.	

4.1.2 Diagram



Goal 4.2: To align with the Academic Plan, develop and promote research and creative project opportunities between community partners and faculty and students. *Timeline 2021-2023*

5. Alignment with Alumni and Development Leadership and Strategic Framework

Goal 5.1: VP Advancement to support Director of alumni Relations to develop intentional programming for alumni in the Rochester region with outcomes related to networking, program expansion, mentoring, and options to become involved.

OUTCOME	TIMELINE
5.1.1 **Add or increase Rochester representation on Alumni Board/Foundation Board** Update 3/14/2022: Alumni Events	2022-2025

Goal 5.2: VP Advancement to develop 8-10 new scholarships to support transfer students at the $1,000 – $5,000 annual level (each).

Update 2/17/2022: An ADDITIONAL $10,000 in scholarships (10/ $1,000 scholarships for transfer/part-time or full-time students that will be managed at WSU-R for undergraduates.

Update 09/2022: Scholarships awarded!

OUTCOME	TIMELINE
5.2.1 WINONA STATE – ROCHESTER **student representative on committee** to define and distribute the scholarships.	2022-2025

Goal 5.3: VP Advancement to develop 8-10 new scholarships and emergency funding to support diverse (undergrad/grad) students at the $1,000-5,000 annual level (each).

Update 2/17/2022: Foundation is establishing a fund for emergency funding for WSU-R students

OUTCOME	TIMELINE
5.3.1 WINONA STATE – ROCHESTER **diverse student representative on committee** to define and distribute the scholarships.	2022-2025

4. COMPREHENSIVE FACILITIES PLAN

To navigate to the CFP, please click here.

5. DESIGN PRIORITIES

OVERVIEW

These design priorities* are a part of WSU's commitment to sustainability and resiliency, advancing a campus culture that promotes DEAI, and using data to create actionable plans for WSU's future. They will be used by WSU for a holistic approach to design on projects of all sizes, from small system upgrades and renovations to major renovations and new construction projects.

WSU will routinely review and update these priorities as they track progress toward carbon neutrality and other goals and as social, economic, technological, and environmental factors evolve.

*WSU Design Priorities are based on the American Institute of Architect (AIA) Framework for Design Excellence, and align with Minnesota State Design Standards, Board Policy 5.17 Commitment to Environmental Sustainability, and Minnesota B3.

APPLICABILITY

The applicable sections are based on the project's scope of work and budget. WSU will determine which priorities are relevant to each project, informing the project scope and consultant RFPs.

Each applicable strategy will be documented and tracked by WSU and their consultants.

DESIGN FOR INTEGRATION

Good design elevates any project, no matter how small, with a thoughtful process that delivers both beauty and function in balance. It is the element that binds all the measures together with a big idea.

On all projects except equipment replacement and small renovations <5,000 SF:

- Project kickoff to include discussion of WSU Design Priorities, integrating all categories into the project vision, guiding principles, goals, and/or measures of success.
- Hold an integrative design charrette or workshop no later than Schematic Design including all design disciplines and key WSU stakeholders to discuss project opportunities, challenges, sustainability goals, and the applicable categories of these design priorities.
- A short narrative (est. 200 words per measure) demonstrating how these priorities will be incorporated into the project, including goals, objectives, and potential challenges or conflicts.

DESIGN FOR EQUITABLE COMMUNITIES

Good design positively impacts future occupants and the larger community. Current needs are met without compromising the needs of future generations, or their ability to thrive.

On new construction and major renovation projects (review and discuss for all other projects to determine applicability):

- Discuss and plan stakeholder engagement strategy using Arnestein's Ladder of Citizen Participation.
- Engage WSU marketing and communications team early to establish a communications plan for the project.
- Request equity demographic data and workforce development program information from contractors and suppliers.
- Use universal design as a guiding principle for all projects.
- Design simple, intuitive points of access, path of travel, and circulation that avoids barriers and provides universal access. When providing at-grade street crossings, provide enhanced signage, lighting, and other best practices as outlined in the National Association of City Transportation Officials (NACTO) Design Guidelines.
- Every building (excluding residence halls) must have at least one lactation room.
- Discuss gender neutral restroom approach during programming. At minimum, every building floor must have (1) gender neutral restroom.

- Follow WSU bike infrastructure plan (to be developed).
- If project is within 1 mile of existing or planned bike and walking paths, water and birding trail, or transit stops, consult with local gov't official in creation of connection.
- Provide site lighting for safety. Limit dead ends and/or visually isolated spaces that may pose security concerns. Employ measures of crime prevention through environmental design (CPTED).
- Provide opportunities for the public to engage with the outdoor environment, including but not limited to plantings, site furniture, seat walls, patios, and public art.

DESIGN FOR ECOLOGY

Good design mutually benefits human and nonhuman inhabitants.

On projects involving sitework:

- All outdoor lighting systems must be compliant with the latest International Dark-Sky Association's standards. When specifying exterior luminaries, systems shall utilize full cutoff type luminaries and designate distribution type and foot candle footprint of the luminaire. Motion-activated, zoned, and scheduled lighting should be used to minimize footprint and adapt lighting to actual user needs.
- Survey tree data (location, species, and health of trees greater than 2" or greater in caliper) for every new development project. A tree protection plan must be provided during construction and be supervised throughout the project by a licensed landscape architect or certified arborist. Protection may include but is not limited to protection fencing, applying wood sheeting where necessary to avoid compaction of root zone, limiting changes of grade within the root zone to 0'-4"; and avoiding washing salts or construction chemicals into the root zone. A list of proposed trees for removal must be submitted to the Arboretum Committee for evaluation with campus arboretum goals and priorities.
- Provide shading to reduce the urban heat island effect with passive environmental strategies to reduce heat absorption of hardscape and building exteriors.
- A minimum of 30% of project site areas (excluding building footprint) must be conserved or planted with native, pollinator-friendly vegetation to create habitat in accordance with the American Nature Campaign.

On new parking lot projects:

- Provide shading to reduce the urban heat island effect with tree islands and/or structures that provide shade. Shade structures must have a vegetated roof, solar PV, or have a min SRI of 29.

On projects involving building envelopes:

- For building elevations with 20% glazing or greater, incorporate bird-deterrent strategies at the lowest two stories or tree canopy height, whichever is greater.

DESIGN FOR WATER

Good design conserves and improves the quality of water as a precious resource. For all measures, the project shall follow federal, state, and local requirements; and Minnesota Building, Benchmarks & Beyond (B3) requirements.

New building or major renovation projects with site work greater than 3,000 SF or projects that disturb more than 2,000 SF of impervious area

- Manage stormwater to meet required percentage of site infiltration, evapotranspiration, and runoff according to soil type. Reduce post-development total suspended solids (TSS) by 80%, regardless of particle size, and 60% of post-development total phosphorus (TP).
- Propose a rainwater strategy that documents overland flows; and includes strategies to slow, cool, and clean rainwater through green infrastructure BMPs; and maximizes capture of rainwater for gray-water usage.
- Reduce chloride-requiring impervious area to 80% of existing.

On all new construction, major renovation, and projects impacting plumbing fixtures:

- Reduce indoor municipal potable water or harvested groundwater use by 50% compared to baseline established with the 1992 Energy Policy Act requirements and including water-consuming appliances for all uses associated with fixture types referenced by those requirements. Criteria may be met by any combination of low or no flow fixtures, recycled rainwater, or other strategies.
- Install SMART water monitoring devices on supply lines for high-usage fixtures n high-usage buildings (such as pools, site chillers, and kitchens).

DESIGN FOR ECONOMY

Good design supports human, community, and environmental health, regardless of project size and budget. Design choices must add value for owners, occupants, community, and planet.

On projects except equipment replacement and small renovations <5,000 SF:

- Leverage existing campus resources prior to suggesting a major project. For example, evaluate whether the program need can be met through scheduling.
- Identify and register for applicable utility energy incentive programs.
- Prioritize existing building re-use.
- Right-size the program early and keep the square footage as efficient as possible while managing design for change.
- Perform Life Cycle Cost Assessments for major system selection options.

DESIGN FOR ENERGY

Good design reduces energy use and eliminates dependence on fossil fuels while improving building performance, function, comfort, and enjoyment.

To promote the design and operation of energy-efficient buildings to support carbon neutrality goals and minimize negative impacts of refrigerant selection, priorities for new construction and major renovations are as follows:

- Meet or exceed compliance the latest energy code as published by the International Energy Conservation Code (IECC). WSU expects energy performance beyond the state requirements when feasible.
- Design for low temperature hydronic heating systems that utilize water temperatures of 130°F or below, and 30°F temperature drop or greater.
- Evaluate feasibility for increased heat recovery engagement above and beyond code-minimum energy requirements in support of increased electrification of campus heating utility, strategies may include exhaust air heat recovery and other sources of heat such as interior IT equipment spaces.
- Perform energy modeling.
- Utilize low global warming, low ozone depleting refrigerants for new or replacement refrigerant-based equipment: 20 tons cooling and below shall be HFC refrigerants or approved equivalent, above 20 tons cooling shall be HFO refrigerants or approved equivalent.
- Install energy utility sub-metering, utility meters may be acceptable
- Employ commissioning in accordance with the most current Leadership in Energy and Environmental Design (LEED) new construction or commercial interiors requirements, including minimum one-year post-construction energy evaluation.
- Design for solar-readiness, including identified roof/site area, roof construction/warranty, electrical infrastructure chase-way, identified interior location(s) for system components (e.g. controls, inverters), and sufficient electrical panel/ breaker space.
- Evaluate solar PV feasibility during existing building renovation projects including, but not limited to, a structural feasibility analysis, proposed system layouts, annual energy performance, main

electrical system readiness, and electrical utility coordination.

- Determine if blower-door testing is required for project or project mock-ups.
- Evaluate feasibility for on-site battery storage as supplement or full replacement of fossil-fuel based.

WSU Energy Use Intensity (EUI) Targets for Buildings

* Planned for short-term demolition

	BUILDING	TARGET EUI
CENTRAL CAMPUS	Central Campus Utility Meter	53
	CICEL (Future)	27
	Conway Hall	50
	Facilities Services	50
	Field House (Future)	45
	Gildemeister Hall*	45
	Haake Hall	50
	Heating & Chiller Plant	45
	Integrated Wellness Complex	54
	Kirkland Hall / New Center West	50
	Krueger Library	36
	Kryzsco Commons	50
	Lucas Hall*	45
	Maxwell / Student Health Services	45
	Memorial Hall	59
	Minne Hall	50
	Morey Hall	50
	Pasteur Hall	117
	Performing Arts Center	55
	Phelps Hall	50
	Prentiss Hall*	45
	Richards Hall	50
	Science Laboratory Center	122
	Sheehan Hall	50
	Shepard Hall	50
	Somsen Hall	54
	Stark Hall	113
	Watkins Hall*	45

DESIGN FOR WELL-BEING

Good design supports health and well-being for all people, considering physical, mental, and emotional effects on building occupants and the surrounding community.

On all projects, where applicable:

- Identify and incorporate biophilic design strategies.
- Provide access to daylight and quality views in all regularly occupied spaces, while balancing the impact of glazing on energy use.
- Identify acoustic comfort goals, especially in gathering spaces, classrooms, and offices.
- Design indoor and outdoor opportunities for positive informal social interactions.

DESIGN FOR RESOURCES

Superior design depends on informed material selection, balancing priorities to achieve durable, safe, and healthy projects with an equitable, sustainable supply chain to minimize possible negative impacts to the planet.

On all projects, as applicable:

- Create a construction waste management plan demonstrating waste stream separation management and at least 75% diversion from landfills.
- Survey products and materials on-site and identify those that could be repurposed.
- Establish embodied carbon reduction target for the project. Perform a whole building Life Cycle Assessment (LCA).
- Require Environmental Product Declarations (EPDs) for all construction materials.
- Prioritize materials with low embodied carbon.
- Require material inventory for all interior finishes and furniture, third party (Health Product Declarations, Declare Label Red list Free) preferred. Expiration date must be provided.

- Prioritize products that have eliminated chemicals of concern from ingredients (Declare Red list free, Cradle to Cradle Material Health Certificate).
- Prioritize Forest Stewardship Council (FSC) certified lumber in Divisions 06, 07, 08, 09, 12, 32.
- Prioritize materials and products that are extracted and manufactured within a 500-mile radius of the project site.

DESIGN FOR CHANGE

Adaptability, resilience, and reuse are essential to good design, which seeks to enhance usability, functionality, and value over time.

On all projects except equipment replacement and small renovations <5,000 SF:

- Discuss building and system life-span expectations.
- Discuss anticipated and possible programmatic changes that the building may need to accommodate, including changes in work styles, academic pedagogy, demographics, etc. Design to meet present day needs while anticipating future needs by incorporating strategies to improve long-term adaptability.
- Working with the WSU Emergency Management Team and using an all-hazards approach, conduct a project-based risk assessment. List the likely hazards the project may face (environmental, climate, health, safety, etc.). Discuss the existing responses to the identified hazards and prioritize those that must be mitigated through a design response.
- Climate change projections must be considered in design, including environmental analysis, net zero analysis, engineering stormwater management systems, and energy modeling.
- Determine the role of the project in acute extreme events, including time-to-recovery if power loss or major damage occurs, passive survivability expectations/design criteria, and whether the building will serve a role in the community response (ex: emergency shelter).
- Design for deconstruction and reuse where possible, considering the end-of-life plan for building materials, furniture, and systems.

DESIGN FOR DISCOVERY

Every project presents a unique opportunity to apply lessons learned from previous projects and gather information to refine the design and construction process.

On all projects except equipment replacement and small renovations <5,000 SF:

- A meeting to discuss lessons learned shall be conducted and include (at minimum) WSU project manager, contractor, A/E of record, and system office. This meeting shall occur within 14 days of substantial completion and cover all phases of the project from design through construction, including but not limited to WSU Design Priorities, project successes, project challenges, certification management process (if applicable). The purpose is to gain feedback and enhance a continuous improvement process.
- Give tours to building managers and occupants on their roles and responsibilities for maintaining building performance as defined in construction documents and specifications. Define feedback mechanisms so lessons learned can be integrated into future projects on campus.
- Track and record building energy and water data.
- Conduct a pre-occupancy survey in pre-design and/or programming of all anticipated building users (students, faculty, staff) to understand how the current facility is performing, programmatic needs, and opportunities in the new facility.
- Issue a post-occupancy evaluation 9-12 months after completion of new construction and major renovation projects. Evaluation should include occupant satisfaction with the building, productivity, learning outcomes, thermal comfort, and topics specific to the goals of the project.
- Provide annotated floor/site plan(s) with bulleted talking points for building tours to be used by WSU.

6. RESILIENCE ASSESSMENT TOOL

RESILIENCE ASSESSMENT TOOL
WINONA STATE UNIVERSITY

RISK		LEVEL OF CONCERN	SEVERITY = (MAGNITUDE - MITIGATION)						RISK	COMMENTS/NOTES
			HUMAN IMPACT	ASSETS IMPACT	BUSINESS IMPACT	MITIGATION	STAFF RESPONSE	SERVICES RESPONSE		
		Likelihood & owner concern	*Possibility of injury or death*	*Physical losses and damages*	*Interuption of services*	*Bricks & Mortar - Design Mitigation*	*Staff emergency planning/response*	*Other agencies/ external response*	Relative threat*	
		1 = Low 2 = Moderate 3 = High	*1 = Low 2 = Moderate 3 = High*	*1 = Low 2 = Moderate 3 = High*	*1 = Low 2 = Moderate 3 = High*	*3 = Low 2 = Moderate 1 = High*	*3 = Low 2 = Moderate 1 = High*	*3 = Low 2 = Moderate 1 = High*	0 - 100%	
	Extreme/Intense Precipitation Events	Moderate	Low	Moderate	Moderate	Low	High	Low	44%	
	Temperature Extremes	High	Low	Low	Low	Moderate	High	High	39%	
	Extreme Wind (straight line, tornado)	Low	High	High	High	High	Moderate	Moderate	26%	
	Excessive Snow	Low	Low	Low	Low	High	High	High	11%	
	Excessive Ice	Moderate	Moderate	Moderate	Low	Moderate	Moderate	Low	44%	
	Fire	Low	High	High	High	High	High	High	22%	
	Hail	Low	Low	Low	Low	High	High	High	11%	
	Lightning	Low	Low	Low	Low	High	High	High	11%	
	Seismic	Low	Low	Low	Low	High	High	High	11%	
	Flash flooding	Moderate	Moderate	Low	Low	Low	Moderate	Low	44%	
	Power Failure	High	Moderate	Low	High	High	High	High	50%	
	Communications Failure	Low	Moderate	Low	High	Moderate	Moderate	Moderate	22%	
	Water System Failure	Moderate	Low	Low	High	Low	Moderate	Moderate	44%	
	Sewer/Storm System Failure	Moderate	Low	Moderate	High	Low	Moderate	Moderate	48%	
	Damage to Utilities	High	Low	Moderate	Moderate	Low	Moderate	Moderate	67%	
	Burst Pipe/Leaks	Moderate	Low	Moderate	Moderate	Low	Moderate	Moderate	44%	
	Active threat	High	High	High	High	Moderate	Moderate	Moderate	83%	
	Cyber attack	High	Low	High	High	High	Moderate	High	61%	
	Personal safety & security - general	Low	High	Low	Moderate	High	High	High	17%	
	Radon	Low	Moderate	Low	Low	High	High	High	13%	
	Pests	Low	Low	Low	Low	High	High	High	11%	
	Hazardous Materials	Low	High	High	High	Moderate	High	High	24%	
	Outdoor Air Quality	Low	Moderate	Low	Low	Moderate	Moderate	High	17%	
	Moisture Control/ Mold	Low	Moderate	Moderate	Low	High	High	High	15%	
	Contaminated water supply	Low	High	Low	High	Moderate	Moderate	Low	26%	

7. OTHER MASSING AND ORIENTATION SCENARIOS

MASSING AND ORIENTATION: SCENARIOS C, H, L, Z

The following scenarios study massing and orientation on the site, with the following goals:

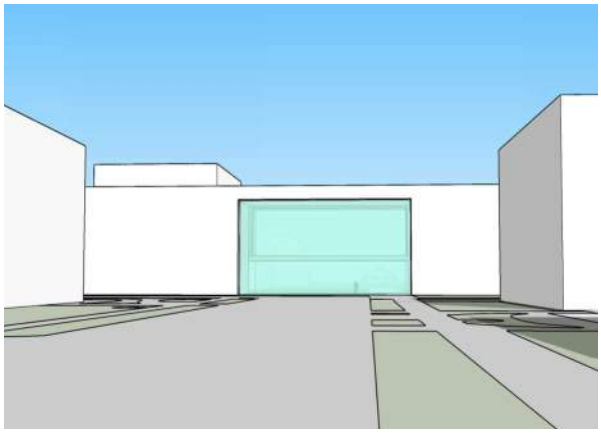
- Create a sense of arrival and entry to campus, and new facility welcoming the public with a literal or figural gateway.
- Minimize moving underground utilities
- Phasing so the art program can remain in Watkins while the building is under construction, minimizing cost of fitting out swing space for studios
- Maximize daylight and minimize glare to optimize solar strategies.
- Minimize E/W exposure and maximize N/S exposure

Each scenario is named for the building shape, C, H, L, Z, and includes an assessment of positive/negative attributes.

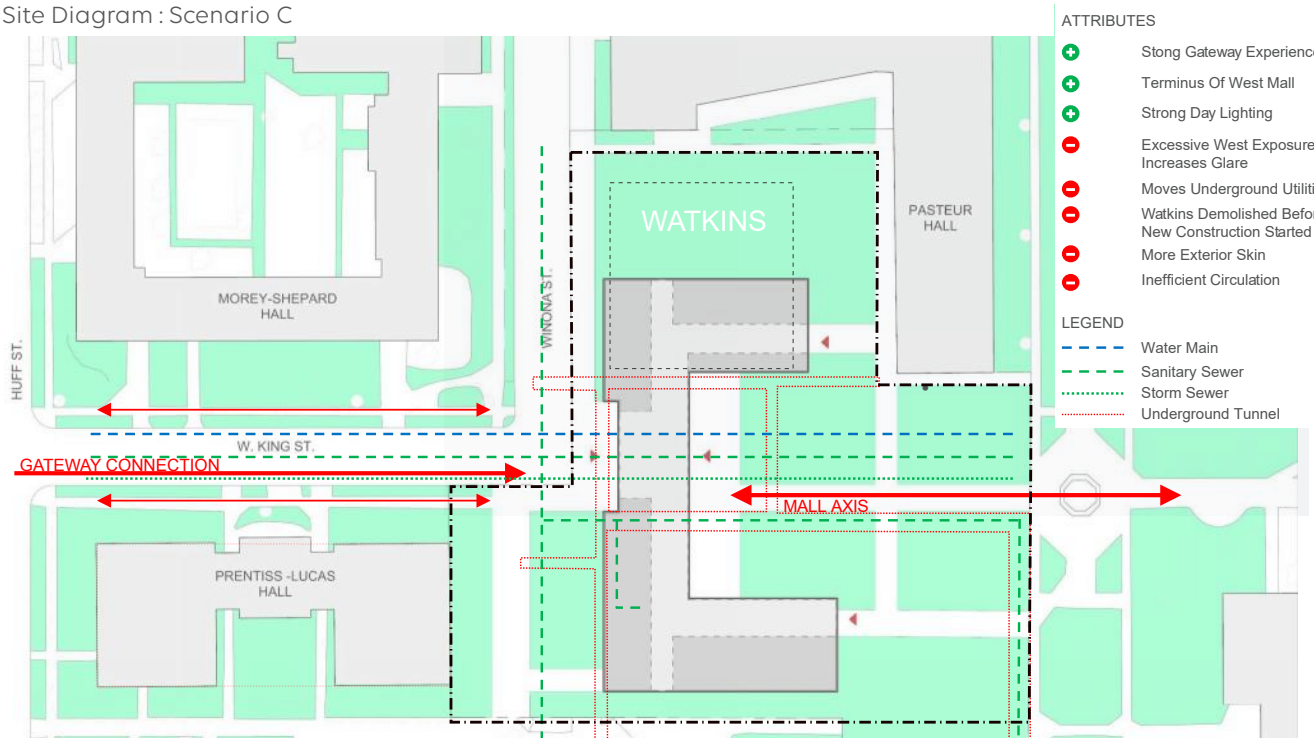
SCENARIO C

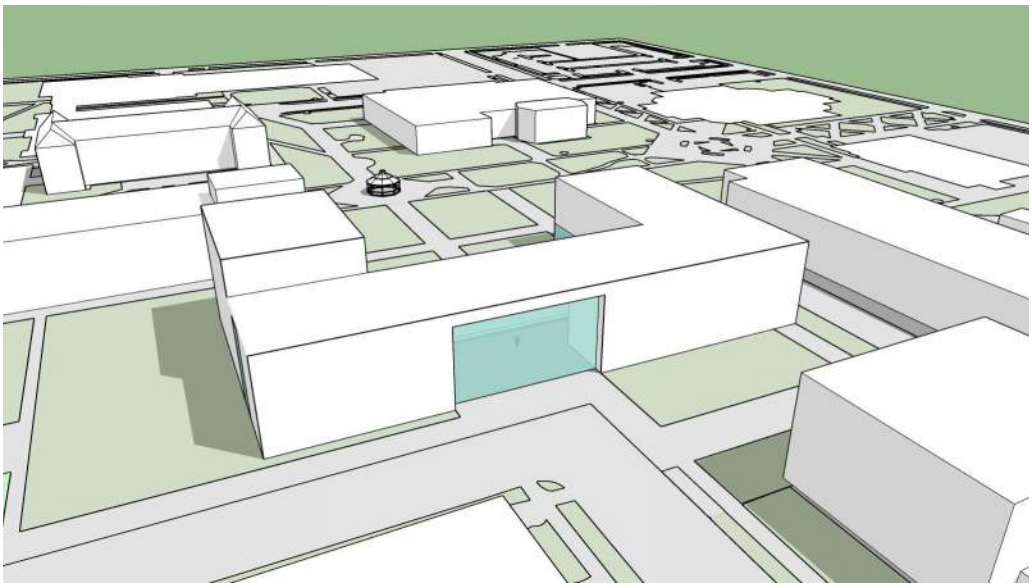
Scenario C positions the entry lobby to the building and passage to the campus centered at the end of King St. The building is narrow and therefore transparent and ushers visitors through it to the campus beyond. It results in a dramatic and monumental gateway experience and immediate access to program spaces. Another strength is strong day lighting for most occupied spaces. However, this concept requires relatively more exterior building skin and would have cost implications. Excessive west exposure increases glare, and the southern exposure is limited. The interior and exterior circulation is less efficient than other scenarios. In addition, Watkins Hall would not be functional while new construction is underway, and underground utility lines would require relocation.

Gateway View :Approach from King St

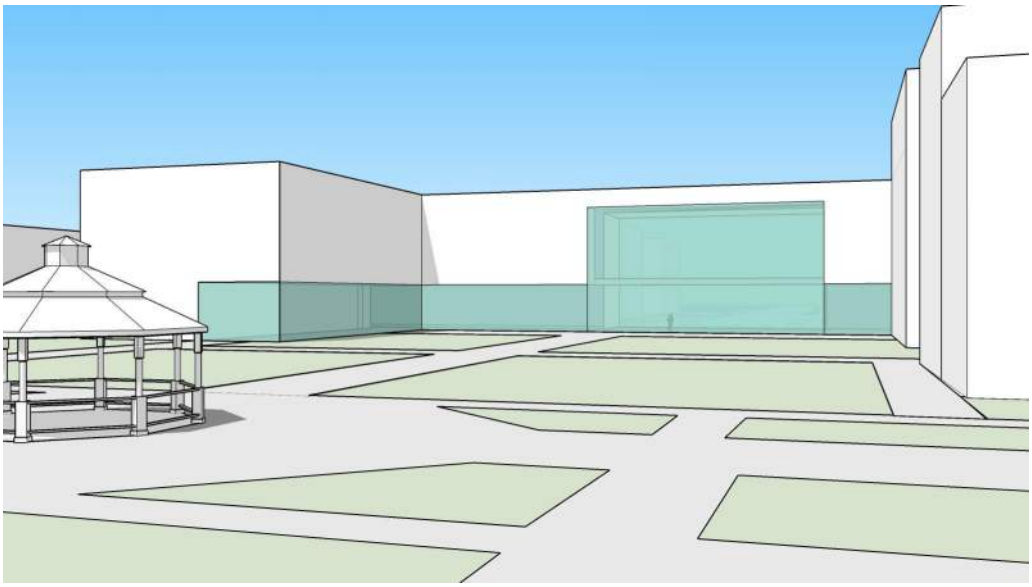


Site Diagram : Scenario C

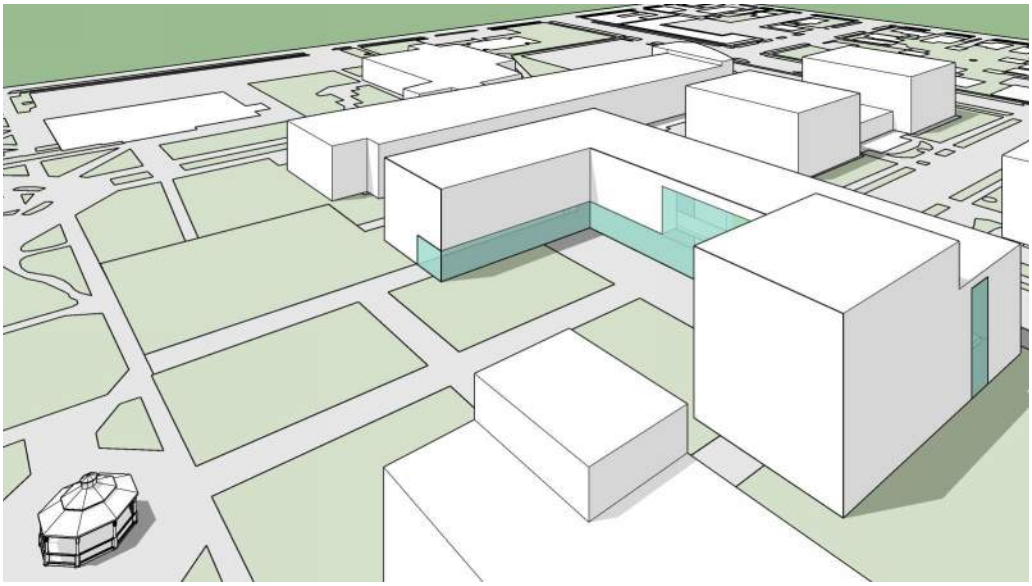




Gateway View



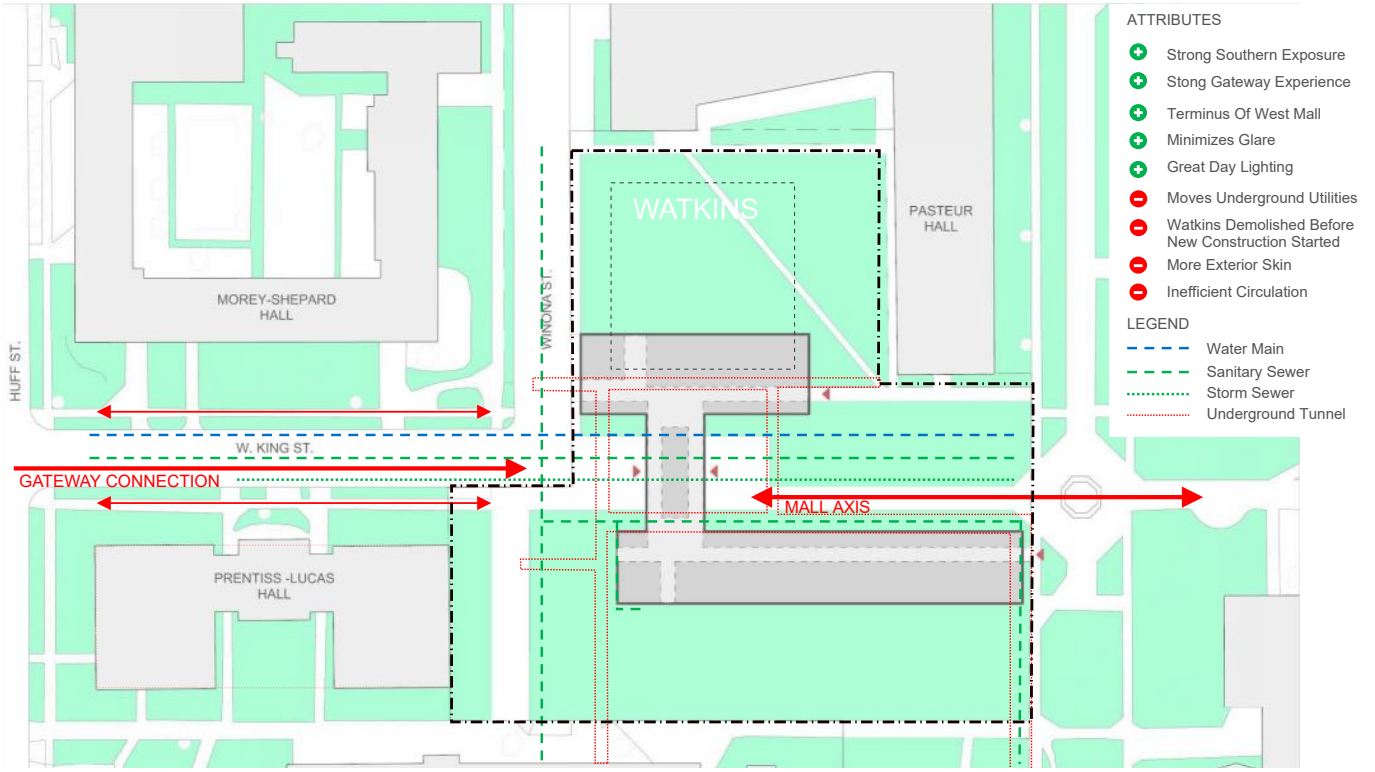
Mall View:
Approach from Quad



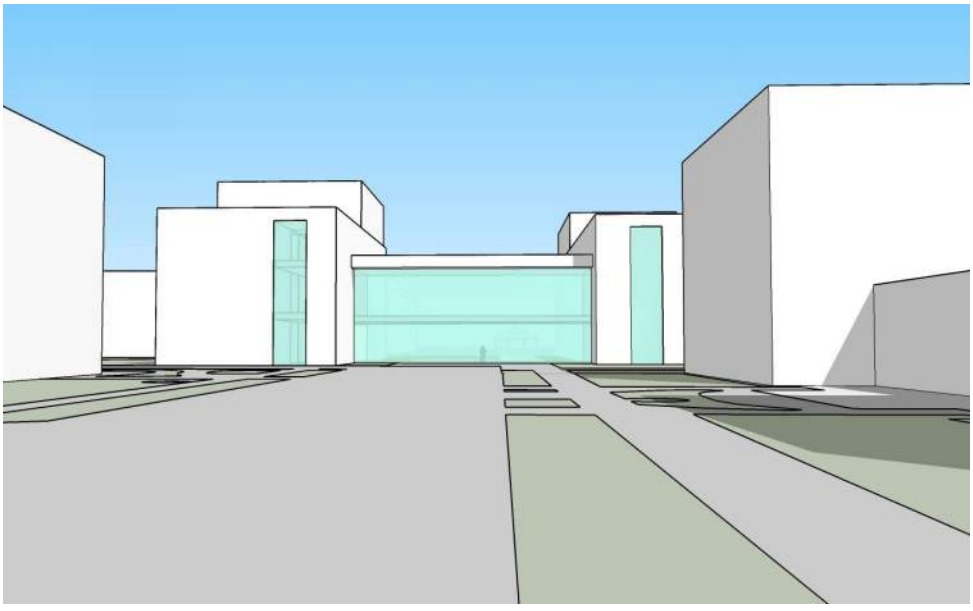
Mall View

SCENARIO H

Like Scenario C, Scenario H creates a central lobby on axis with King St for a grand and dramatic gateway experience upon arriving to the campus. However this time, the plan is positioned to provide more southern exposure on the E/W wings straddling the central lobby and commons space. Strong day lighting also characterizes this layout. But it suffers by sprawling and creating inefficient circulation. Additional stairs and a second elevator would likely be required. Further, Watkins Hall would need to be demolished, and so not be functional while new construction is underway. Finally, underground utility lines would require relocation at a significant expense to the project.

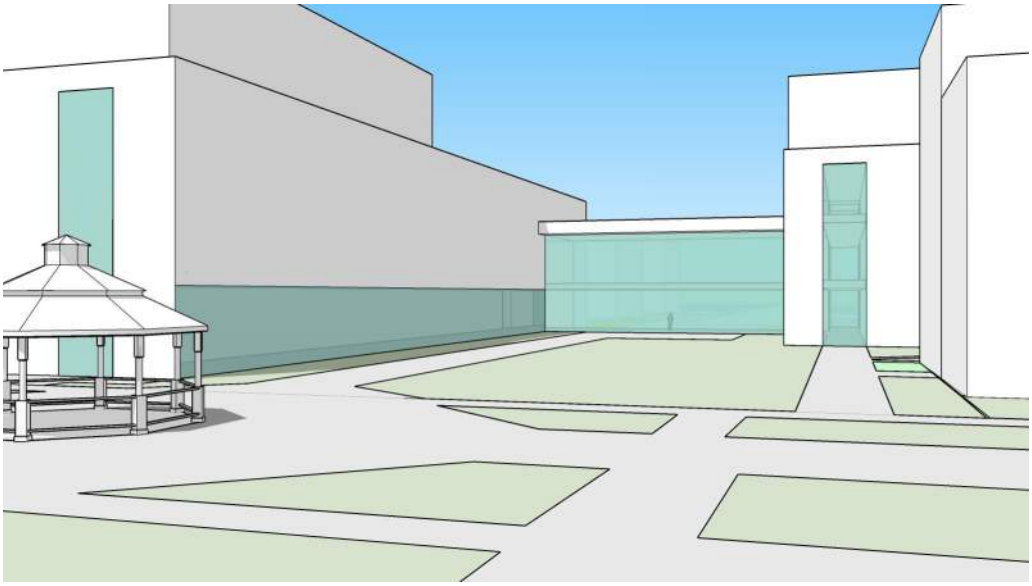


Site Diagram: Scenario H



Gateway View: Approach from King St.

Gateway View

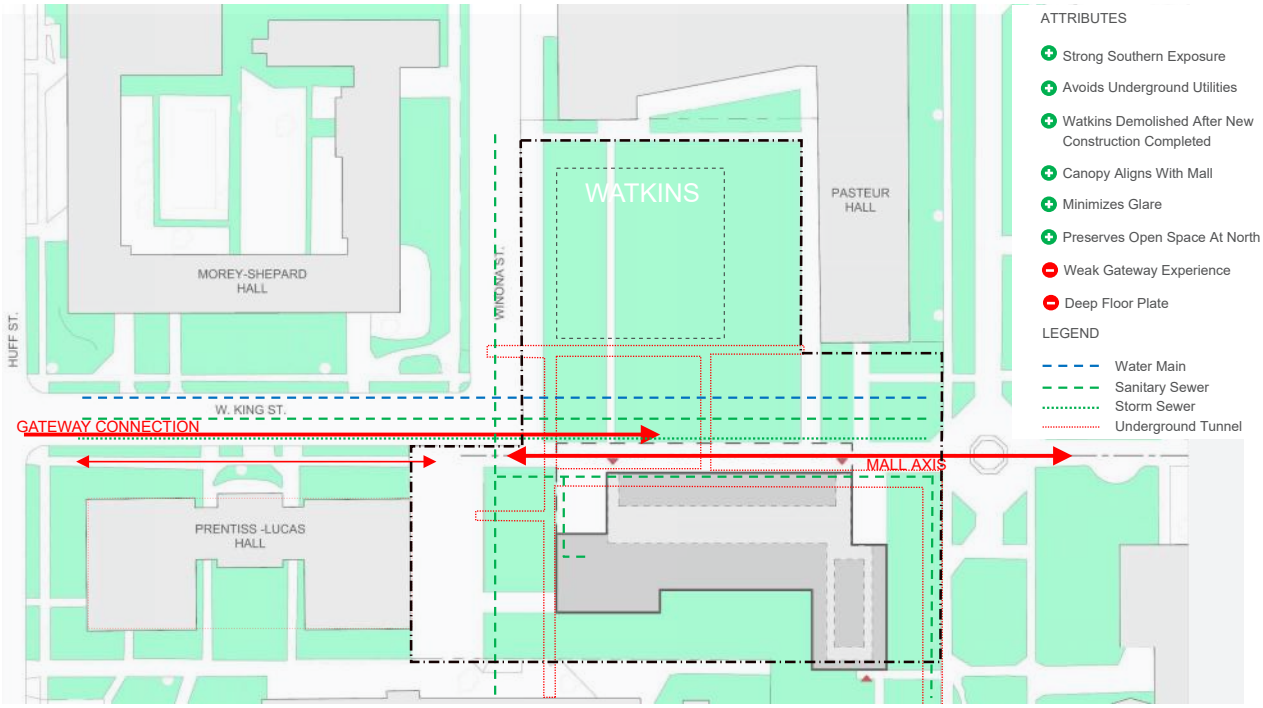


Mall View:
Approach from Quad

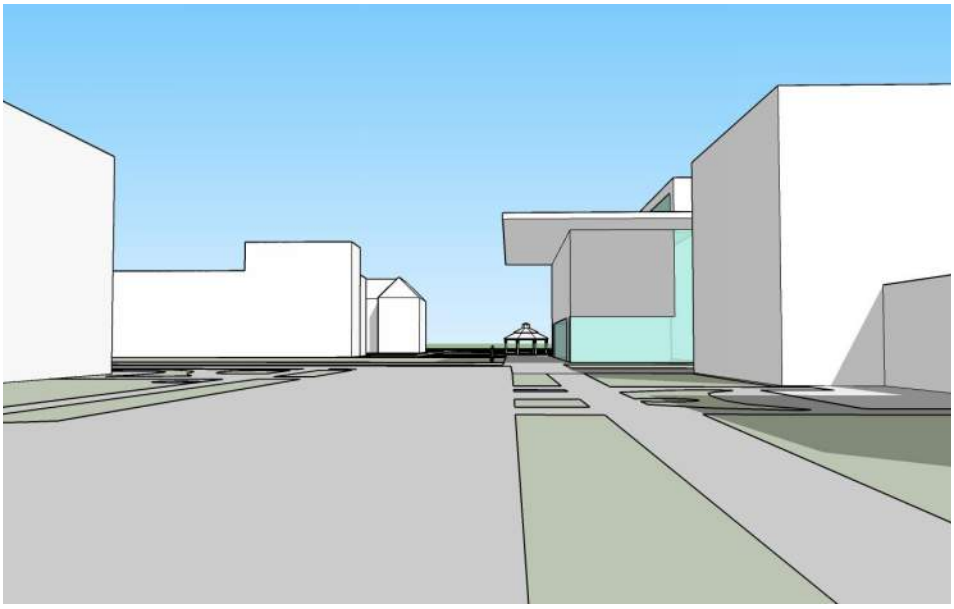
Mall View

SCENARIO L

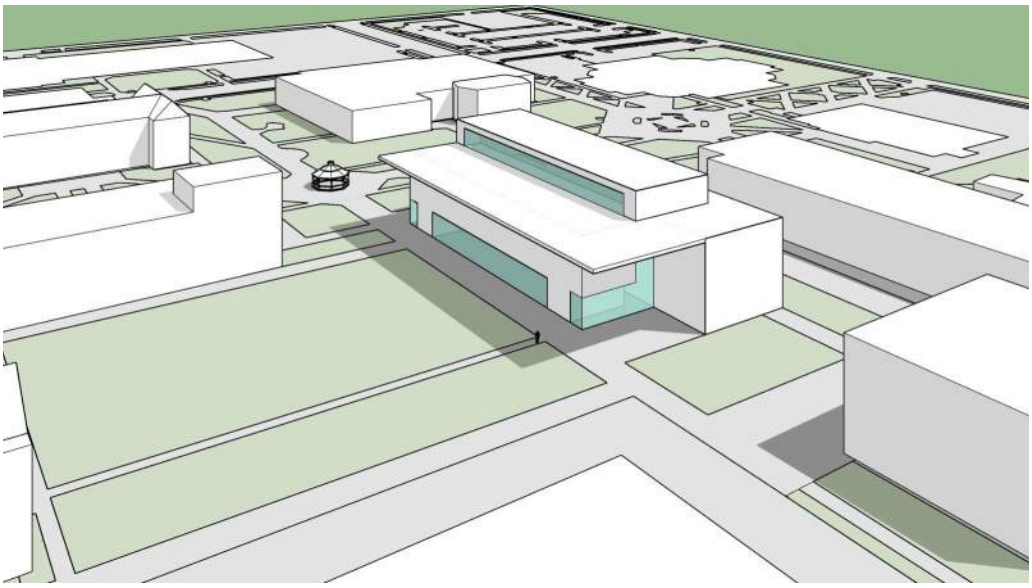
Scenario L is positioned maximize southern exposure and places the commons in the center of the building between the classroom areas for a stronger sense of connection and to promote collaboration. To make up for the deeper space and improve day lighting, a light monitor is placed on the roof, and the central circulation space opens up to let the light in down to the ground floor. For a gateway, the roof extends north from the building, and shelters the main walkway on the Campus Green. While it provides additional roof surface area for PV panels, the roof extension struggles to be an effective gateway since it is not very visible and welcoming as seen from King St. However, Scenario L maintains green open space to the north creating ample room for stormwater management, in addition to a new campus amenity, the central green. This scenario also allows for Watkins Hall to remain functional until new construction is complete, and avoids relocating the existing utility lines.



Site Diagram: Scenario L

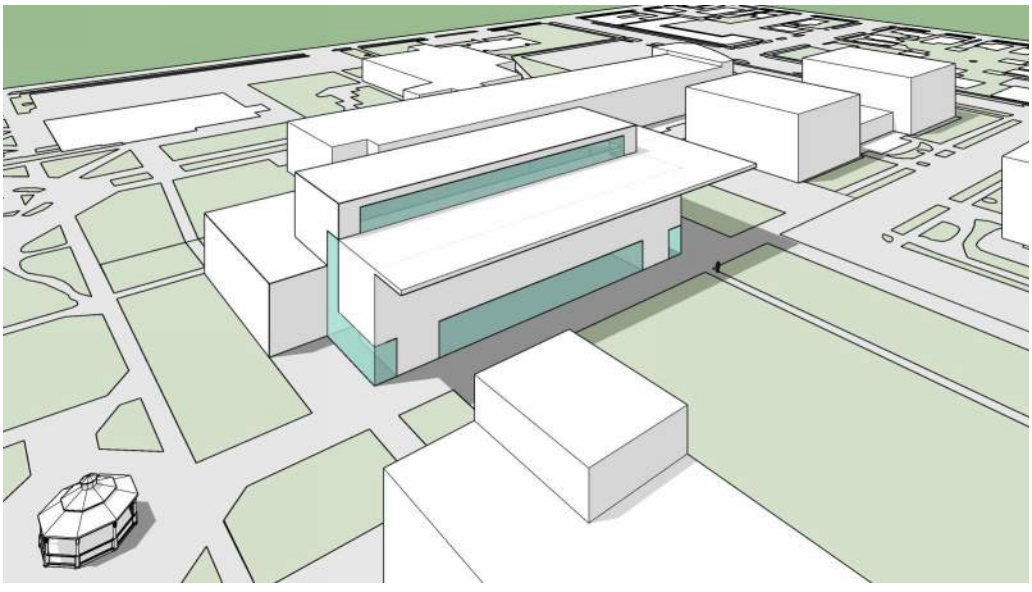


Gateway View: Approach from King St.



Gateway View

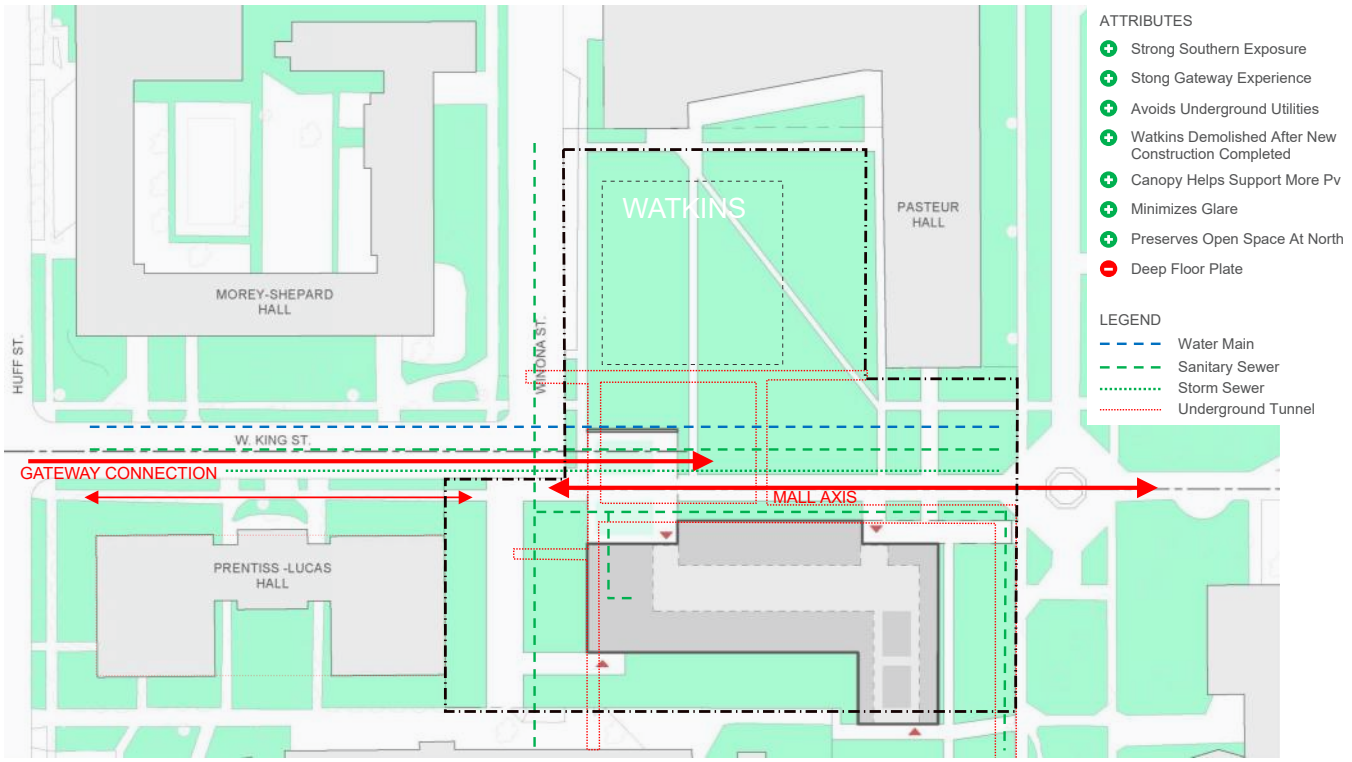
Mall View:
Approach from Quad



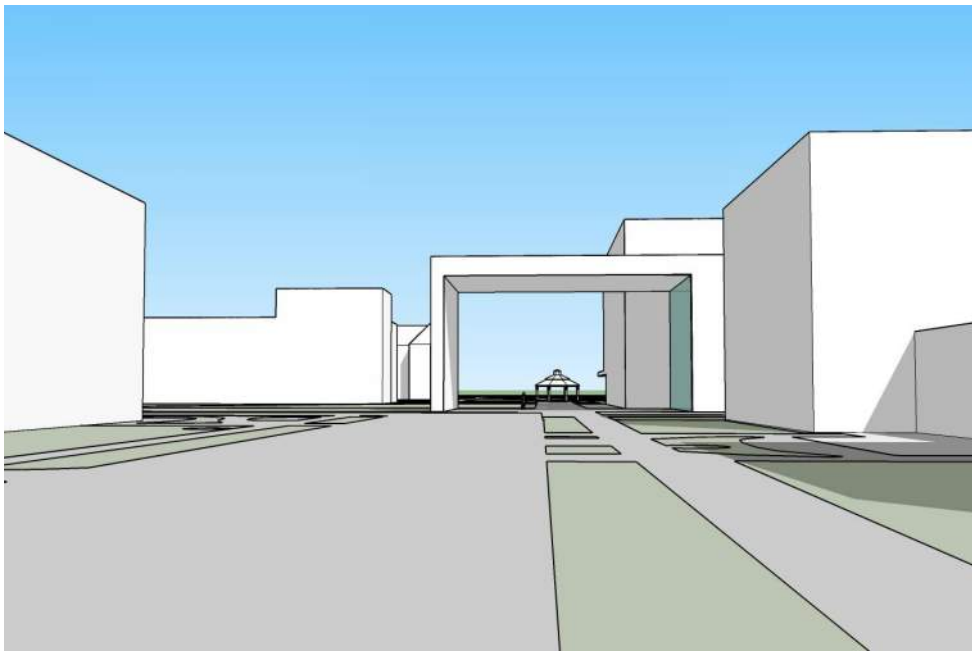
Mall View

SCENARIO Z

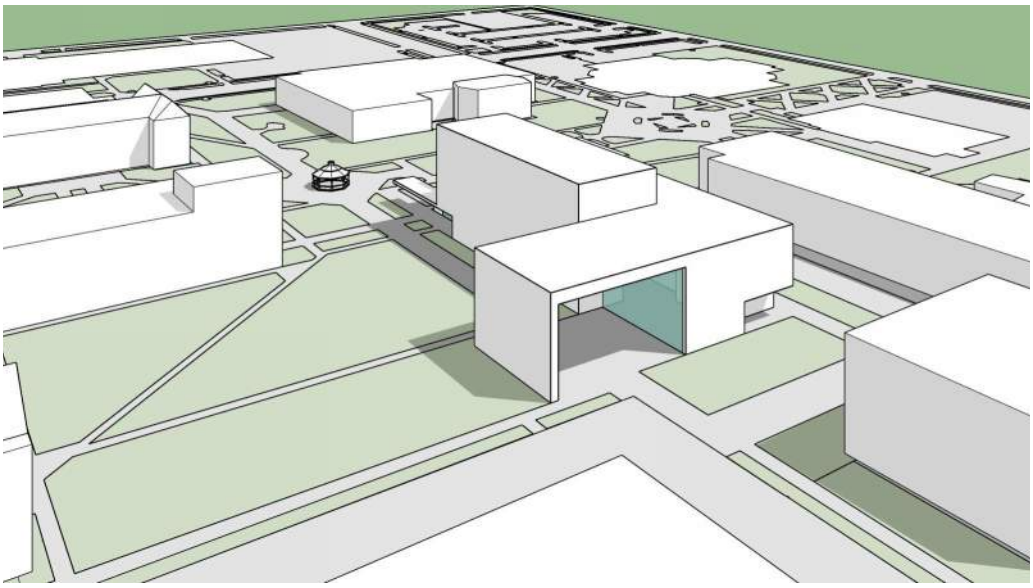
Scenario Z is positioned like Scenario L and shares all of the same positive characteristics. Furthermore, it provides an effective gateway with a roof extension that dramatically welcomes students and visitors to campus and to the facility. The roof extension also contributes to the surface area need for PV panels. Other positives include southern solar exposure, yet minimizes glare on the interior. This scenario maintains green open space to the north creating ample room for stormwater management, in addition to a new campus amenity, the Central Green. Utility lines under West King Street remain untouched. This scenario also allows for Watkins Hall to remain functional until new construction is complete. This scenario addresses all the stainability, site, circulation, building performance, staging, and gateway goals of the project and is the recommended scenario.



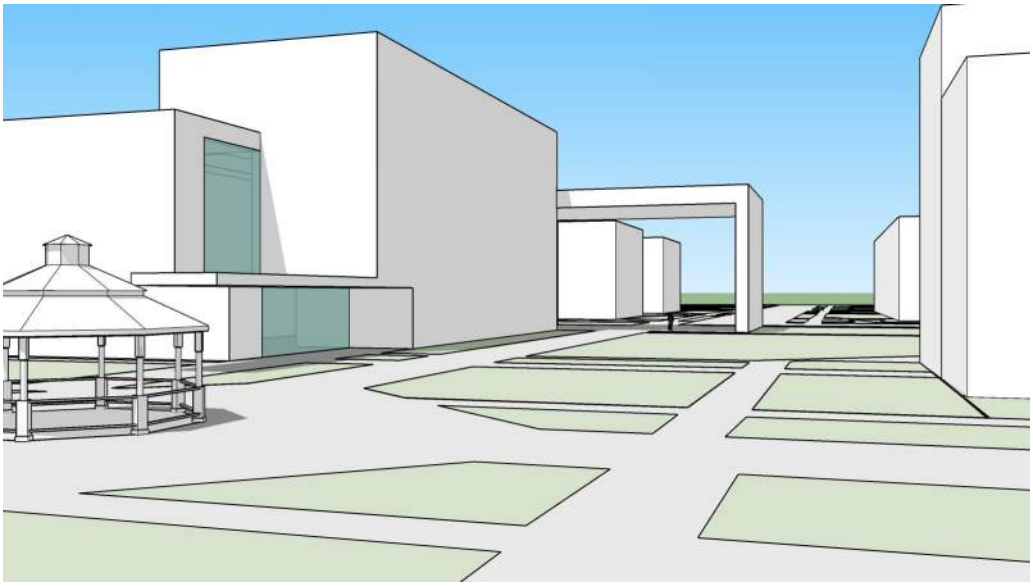
Site Diagram: Scenario Z



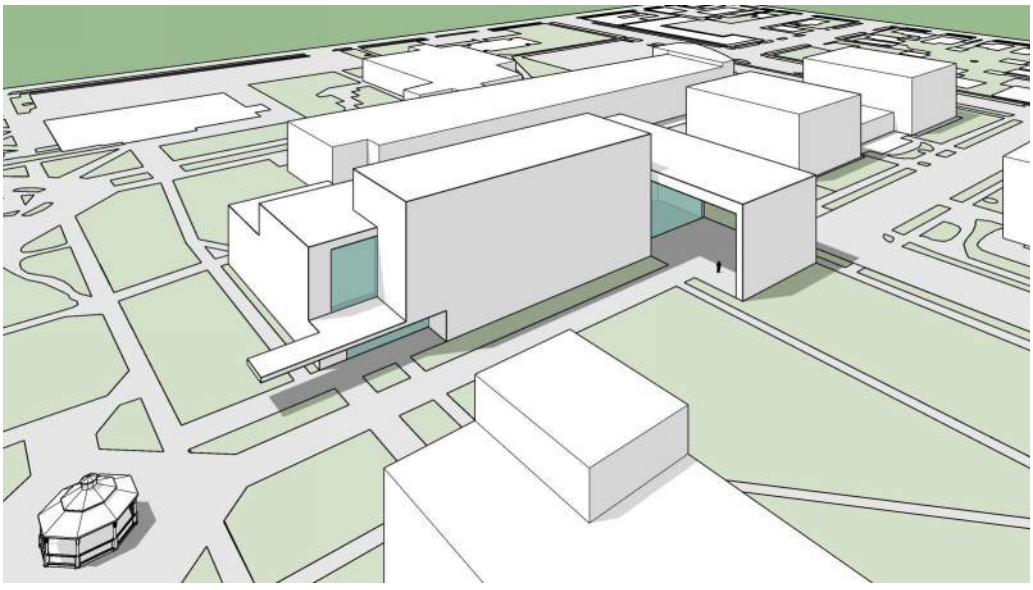
Gateway View: Approach from King St.



Gateway View



Mall View:
Approach from Quad



Mall View