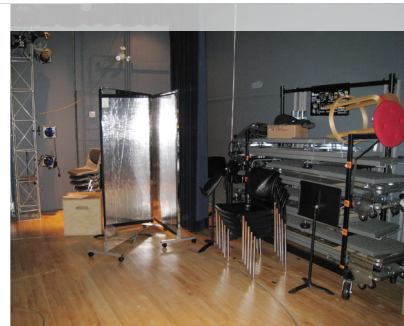


SAINT PAUL COLLEGE  
**2024 ACADEMIC EXCELLENCE  
 RENOVATION AND RENEWAL PREDESIGN**

*100% PREDESIGN 11/10/22*



**CONTACT:**  
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# SAINT PAUL COLLEGE

A Community & Technical College

235 Marshall Avenue  
Saint Paul, MN 55102

*Fit in. Stand out.*

November 9, 2022

Mr. Brian Yolitz  
Associate Vice Chancellor for Facilities  
Minnesota State Colleges and Universities  
30 East Seventh Street, Suite 350  
Saint Paul, MN 55101

Dear Brian,

When the global pandemic occurred in Spring of 2020, everything changed in higher education and forced colleges and universities to move learning into a remote environment. While this was a minor impact for some classes, for others, where students are encouraged to apply what they are learning with hands-on activities, this change limited effective learning. As we look to the future of higher education, we know that some changes we have made will be permanent. For example, we are committed to continuing virtual support for our students because it expands our ability to provide support where and when our students need it. We are also committed however to continuing to offer classes that utilize hands-on experiences on campus because that creates the best opportunity for student learning. Because of this knowledge, we have worked with BTR Architects to revise the 2021 capital request - entitled "Academic Excellence Renovation and Renewal."

We are very excited to present this report and our project request because it has the potential to yield dramatic improvements that will positively impact every student or guest served on campus.

Our request is consistent with the Saint Paul College Master Facility plan and it meets board policy guidelines. For example, it prioritizes resource stewardship by maintaining and modernizing our facilities while supporting current and emerging regional needs. The project enables better use of existing space by right sizing spaces that support 21st century learning (we currently offer 43 associate degree programs and 70 career and certificate programs). The project also enables student success by updating support services, academic advising and tutoring spaces through reorganization of key functions into a single "one stop" model that will enhance student satisfaction. Finally, the project supports reinvestment in campus infrastructure that will potentially improve transferability (through shared use of space with our Minnesota State partners) along with achieving ADA enhancements, Life Safety upgrades and energy saving improvements.

Saint Paul College has taken the additional debt service burden for this project into consideration and has planned for the debt burden in future budget projections.

Thank you for the guidance and support you and your staff have provided to us in developing this document and our request. We look forward to continuing to work with you to make it a great success!

Sincerely,

Deidra Peaslee  
President

BENTZ  
THOMPSON  
RIETOW

November, 10 2022

President Dierdra Peaslee, Ed.D.  
Saint Paul College  
235 Marshall Avenue  
Saint Paul, MN 55102

Re: Saint Paul College Academic  
Excellence Renovation

Dear President Peaslee,

We are pleased to submit to you the 2024 Pre-design Update for the Academic Excellence Renovation/Renewal project. The attached document has been prepared in accordance with the State of Minnesota and Minnesota State Colleges and Universities Predesign Guidelines for Capital Bond projects, and in collaboration with you and your staff.

Since the last update of this project plan, much has changed both in the specific concerns at Saint Paul College and in those of higher education as a whole. The sudden disruption of the pandemic and subsequent adjustment to a remote delivery model forced a positive change to the future of learning. The results of our work with you to reset this predesign supports and facilitates that positive change.

In collaboration with your staff, we provided a fresh analysis required to confirm the project scope and rationale, estimate related costs, and plan the phasing. The plan responds to the update to the Comprehensive Facility Plan, the Saint Paul College Strategic Goals, and the Minnesota State Colleges and Universities Strategic Framework in service to and support of students, the Twin Cities community, and the State of Minnesota.

We want to thank you and your team for the hard work and commitment to this predesign in a timely yet accurate manner. We are available to receive any comments or answer any questions you may have.

Sincerely,



Ann Voda AIA CID LEED AP BD+C

Cc: Randy Moe



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## A. Summary Statement



**Saint Paul College**  
 235 Marshall Avenue  
 Saint Paul, MN 55102

### Project Summary

**New Construction:**  
 0 SF  
**Demolition:**  
 13,000 GSF  
 (CLC Demolition alone  
 removes \$1.2M backlog)  
**Renovation & Renewal:**  
 116,500 SF  
**2024 Appropriation:**  
 \$4.23M  
**2026 Appropriation:**  
 \$32.07M  
**Construction Start:**  
 Summer 2026  
**Midpoint Construction:**  
 April 2027  
**Occupancy:**  
 January 2028

Saint Paul College seeks \$4.53M for design in 2024 and \$31.74M for construction in 2026, to reorganize, repurpose, and renew 116,500 GSF of existing classroom and laboratory in the East Tower, West Tower, and first floor of the campus to improve access to student services and academic resources which in turn broadly support student persistence and success.

This project seeks to modernize outdated and functionally obsolete classrooms for new and growing programs and support the array of pedagogic strategies delivered in-person, on-line and through a hybrid of these. It is expected that post-pandemic teaching and learning will rely permanently on a flexible hybrid delivery model.

The project re-envision the one-stop service area to create an integrated student services and student life hub centrally located at the heart of the main level to provide streamlined access to student services combining on-line and in-person entry points for. By transforming the unused, outdated theater into a natural light infused court where students know to get help, the project opens up the center of the first floor grid of confusing hallways. This new vaulted space will create a clear connection from the west to east on the first floor, and allow intuitive and easy access to student supports spaces like tutoring, mental health and disability services.

In addition, removal of the College Learning Center (CLC), as well as repurposing the outdated theater combine with other improvements to eliminate over \$7.2M in deferred maintenance backlog.

## A. Summary Statement

The SPC Academic Excellence Project reorganizes, repurpose, and renews existing underutilized classrooms and computer labs into new, flexible learning environments which are easy to navigate, break down barriers to access and support the Saint Paul College programs and people engaged most in student success. These are:

- Renovate and reconfigure academic program areas to create adjacencies that facilitate effective and efficient delivery of programs and are flexible in pedagogical approach and program delivery.
- Develop spaces for Learning Communities on levels 2, 3, and 4 which co-locate faculty offices and support space with study spaces, peer to peer tutoring, and a community room, displacing unused, too-large and old-fashioned computer labs on each floor
- Create an integrated student services and student life hub centrally located at the heart of the main level to provide streamlined access to student services combining on-line and in-person interface for all students.
- Repurpose the underutilized and deficient theater space into a centralized student services area, co-locating functions such as financial aid, tuition, and the registrar for natural wayfinding. This will increase access to all student supports including mental health and counseling services and increase the efficient utilization of space on both the first and lower levels..
- Develop an active, student-centered area with a variety of collaboration spaces for gathering, working on projects and informal programs adjacent to the existing library and learning commons.
- Demolish the 13,000 SF CLC Building to fulfill comprehensive facility plan for green space in the “front yard” of the campus.
- The Academic Excellence Renovation and Renewal Project will reduce the backlog/renewal by \$7.2M by with renovation of hallways, restrooms, stairs, and the food service kitchen for life safety, accessibility and gender neutrality, and resource efficiency.
- Saint Paul College continues to address deferred maintenance through operating funds to address fire code issues, ceiling, lighting, flooring replacement and other finish and technology enhancements. This has allowed the college to reduce the scope of the previous capital request for the Academic Excellence project. The revised and updated capital request targets the use of GO Bond funding to address those areas that are more complex and challenging renovations which are beyond the college’s ability to fund entirely from operating allocation.
- The needs addressed by the Academic Excellence Renovation and Renewal Project were anticipated well before the current conditions. The project schedule has been delayed over nine years due to lack of funding.

The pandemic has exacerbated inequities and exposed existing barriers for some students. Enrollment is down but expected to return to previously projected levels with the right programs and new technology in place. Lessons were learned in the pandemic to deliver virtual courses which will influence future content delivery models permanently. SPC student surveys suggest that a flexible approach which offers choices for virtual and on-site learning will allow students and teachers to judge the best delivery method for the content and for their individual success.

## A. Summary Statement

Early indications suggest that the pandemic may also amplify interests in careers and programs that were trending before the virus, such as health-related fields, cyber-security and IT. These are already strong offerings at Saint Paul College and are expected to cultivate the re-growth of student enrollment especially delivered with on-site and new hybrid models. As demographics shift away from traditional high school graduates and the Minnesota Department of Employment and Economic Development develops its projections for future worker needs, flexible academic program space for a variety of pedagogical approaches will accommodate new training requirements.

**FYE Enrollment Projections**

Preliminary	Projections				
FY2021	FY2022	FY2023	FY2024	FY2023	FY2024
3693	3854	4016	4177	4339	4500

\*High FYE projections aligned to Strategic Plan Key Performance Indicators

The Academic Excellence Renovation Project is part of the strategic goal to expand and improve support for all students in all ways to succeed in their education and their lives. Saint Paul College has exhibited a long and successful commitment to principles of equity, inclusion and social justice in relation to race, age, color, religion, national origin, sexual orientation, socio-economic class, ethnicity, gender identity and expression and other identities represented among our students, faculty and staff. By fostering a culture and atmosphere of belonging, collaboration and mutual respect over time, and continuing to expand and improve services and student support programs into the future, the Academic Excellence Renovation Project will be the key facility component to provide a unique, accessible and responsive mix of support services to each student. Saint Paul College is the most racially diverse college in the Minnesota State system with an enrollment comprised of majority people of color. Most of Saint Paul College students are non-traditional in their age, and life experiences as well. If projections come true and headcount does not drop with FTE, more students will be taking fewer courses, but requiring more support from student services ranging from tutoring to mental health to access to disability services. The Academic Excellence Renovation provides the framework for the programs that support all students to succeed.





**B. Qualitative Score Card**

**2024 CAPITAL BUDGET  
SCORING GROUP PROJECT ANALYSIS - LARGE PROJECT**

<b>Group #:</b>	
<b>Campus Name:</b>	<b>Saint Paul College</b>
<b>Project Name:</b>	<b>Academic Excellence Renovation and Renewal Predesign</b>

**Section 1 Integrated Planning**  
*The project aligns campus facilities, technology, and academic planning, and shows coordinated campus priorities.*

Question #	Question	Score Range	Score:	Scoring Comments:
<b>1.1</b>	<i>Academic priorities: Targets institutional, regional, and state academic and facilities planning priorities.</i>	Score range: 0-7		Section IIA-IID The Academic Excellence Project is aligned with Saint Paul College’s Strategic Plan, Mission and Vision as well as the current SPC Comprehensive Facilities Plan and, Minnesota State Collages and universities 2024 Capital Guidelines. The project reaches beyond this vision by providing right-sized and technology rich academic spaces, improved student services, increased space utilization, and enhanced students’ experiences and success. It provides needed space for faculty-student and student-student collaboration and learning activities.
	<p><b>Low:</b> Minimal evidence provided that project aligns with institutional, regional, or state- wide academic, strategic, or facilities planning</p> <p><b>Mid:</b> Project identified in the institution’s Comprehensive Facilities Plan, but little to no indication of coordination with academic or technology plans; project meets some academic and/or regional priorities.</p> <p><b>High:</b> Description of project makes clear that significant effort has been made to coordinate project with facilities, academic and technology plans; campus provides examples of process and how this project was determined to be a priority; project strongly addresses academic and/or regional priorities.</p>			
<b>1.2</b>	<i>Meets long-term space requirements for programs on a regional and multi- regional basis (including multiple campuses of a single institution).</i>	Score range: 0-5		Section IA and II Strategic Directions The College has developed a process for Academic Program Optimization. This process includes a review of all programs that informs and identifies possible investments into academic programs. These investments would potentially be facility related improvements. This project reorganizes, repurpose, and renews existing underutilized classrooms and computer labs into new, flexible learning environments.
	<p><b>Low:</b> Minimal evidence provided that project meets regional space needs for programs.</p> <p><b>Mid:</b> Project meets some academic and/or regional priorities.</p> <p><b>High:</b> Project strongly addresses academic and/or regional space needs for programs.</p>			
<b>1.3</b>	<i>Supports the institution’s Technology Plan.</i>	Score range: 0-3		Section VIII The SPC Technology Plan is currently being updated. This updated plan will include a strategic path to update classrooms, labs, and learning spaces with tools to facilitate learning, including the technology needed to support HyFlex classes as well as programs for helping faculty work with and leverage the changing technology to maximum effectiveness.
	<p><b>Low:</b> Campus does not have a Technology Plan, or Tech. Plan was updated more than 5 years ago; or project’s technology improvements do not align with current Tech. Plan. <b>Mid:</b> Tech. Plan has been updated within past 5 years and project includes new technology that aligns with Tech. Plan goals or guidelines.</p> <p><b>High:</b> Same features as Mid, but includes further description on how the project builds on or exceeds goals from the Tech. Plan.</p>			
<b>1.4</b>	<i>Addresses specific community or campus cultural needs.</i>	Score range: 0-7		Section IA and II Strategic Directions Saint Paul College is the most racially diverse college in the Minnesota State system with an enrollment comprised of majority people of color. Most of Saint Paul College students are non-traditional in their age, and life experiences as well. If projections come true and headcount does not drop with FTE, more students will be taking fewer courses, but requiring more support from student services. The Academic Excellence Renovation provides the framework for the programs that support all students to succeed.
	<p><b>Low:</b> Project has minimal documentation of a connection to programs that address continuing or emerging community or campus cultural needs.</p> <p><b>Mid:</b> Project describes specific community or campus cultural needs; identifies how the project meets those needs, such as space for classrooms that support workplace solutions, cultural spaces, clinics and other spaces that have a community benefit, direct training, or other cultural/community component.</p> <p><b>High:</b> Project has many of the attributes of Mid. project, but includes additional statistics in support of program delivery and how the project will address community or campus cultural needs.</p>			

**B. Qualitative Score Card**

1.5	<i>Includes space(s) to deliver programs that address continuing or emerging high demand fields.</i>	Score range: 0-7	Section 1A & Section II Students on any associate degree or baccalaureate pathway at Saint Paul College, lie at the heart of this project. The SPC Academic Excellence Project reorganizes, repurpose, and renews existing underutilized classrooms and computer labs into new, flexible learning environments which are easy to navigate, break down barriers to access and support the Saint Paul College programs and people engaged most in student success. Embodied in this is greater access to in-demand academic programs, Financial & Business Services, Health & Life Sciences, and Computer Technology & Information Science. The project further meets this vision by providing right-sized and technology rich academic spaces, improved student services, increased space utilization, and enhanced students' experiences and success.
	<p><b>Low:</b> Project demonstrates minimal direct connection to programs that address continuing or emerging high-demand fields</p> <p><b>Mid:</b> Project describes connections between space and programs that address a high- demand field; identifies how the project meets those needs, such as space for classrooms that support workplace solutions, applied learning space, clinics and other space that have a direct training or learning component</p> <p><b>High:</b> Includes additional statistics in support of program delivery and how they will address workforce needs or has matching funds or other contributions (equipment) from non-state sources.</p>		
1.6	<i>Promotes or increases retention and completion within the Minnesota State system</i>	Score range: 0-7	Section IA This project creates an integrated student services and student life hub centrally located at the heart of the main level to provide streamlined access to student services combining on-line and in-person interface for all students. A new and active centralized student services area, will co-locate functions such as financial aid, tuition, and the registrar for natural wayfinding and a student friendly environment. This will increase access to all student supports including mental health and counseling services. In addition this project will develop spaces for Learning Communities on levels 2, 3, and 4 which co-locate faculty offices and support space with study spaces, peer to peer tutoring, and a community room, displacing unused, too-large and old-fashioned computer labs on each floor
	<p><b>Low:</b> Minimal documentation to support targeting retention or completion</p> <p><b>Mid:</b> Project adds student support space that is specifically targeted toward programs that enhance retention and completion (computer labs, student service areas for intrusive advising, etc.)</p> <p><b>High:</b> Same attributes as Mid., but more comprehensive explanation and part of overall strategy for increasing retention rates; campus provides goals and data in support of retention, completion and success.</p>		
1.7	<i>Improves baccalaureate opportunities.</i>	Score range: 0-5	Section II In addition to a steady growth of St. Paul College students seeking degrees since the pandemic, new academic program initiatives, including community partner programs and students pursuing degrees from other institutions, are straining the ability for scheduling large classroom to meet the demand. Numerous courses in Science, Math, and Humanities have limited sections due to lack of availability of right-sized facilities. Integral to this project is rightsizing classrooms, creating focused learning communities and making faculty and academic services more accessible to students, all contribute to supporting student achievement whether entering the workforce or moving on to baccalaureate programs.
	<p><b>Low:</b> Provides minimal documentation indicating project supports these opportunities <b>Mid:</b> Project adds academic space or student support space that is specifically targeted toward baccalaureate programs</p> <p><b>High:</b> Same attributes as Mid. project, but more comprehensive explanation and part of overall strategy for increasing transferability; campus provides goals and data in support of baccalaureate program success</p>		
<b>Subtotal, Section 1:</b>			<b>0</b>

**B. Qualitative Score Card**

**Section 2 Enrollment, demographics, and academic program considerations**  
*The project includes spaces that take into account student demographics around diversity, age, life experience, and exposure to higher education, or includes spaces that respond to programs serving workforce needs.*

Question #	Question	Score Range	Score:	Scoring Comments:
2.1a	<p><b>Only for projects impacting Student Services programs:</b>  <i>documents at least one (1) of the following and uses the data to document how the Student Services- related program has been successful and needs a facilities project to continue/grow that success:</i></p> <ol style="list-style-type: none"> <li><i>The college/university's Student Services model has recently been rethought or reorganized, and the proposed changes have been implemented in practice</i></li> <li><i>The Student Services departments impacted by this project have recently increased the number of staff who directly interact in-person with students and cannot be housed within existing space</i></li> <li><i>The college/university has demonstrated, taking into account student feedback, the student service modality that best meets the needs of their student population.</i></li> </ol>	Score range: 0-15		<p>Section I, II &amp; III                      Several years ago Saint Paul College reorganized student services and implemented a one-stop student services model within existing student services spaces. The one-stop model has proven successful and popular but struggles to operate from undersized, inadequate spaces resulting in the need to maintain a mixed one-stop hybrid modality. This project repurposes the underutilized and deficient existing theater space into a centralized student services area, co-locating functions such as financial aid, tuition, and the registrar for natural wayfinding. This will increase access to all student supports including mental health and counseling services and increase the efficient utilization of space on both the first and lower levels. Embedded is the creation of an integrated student services and student life hub centrally located at the heart of the main level to provide streamlined access to student services combining on-line and in-person interface for all students. In addition, by transforming the unused, outdated theater into a natural light infused court where students know to get help, the project opens up the center of the first floor grid of confusing hallways improving wayfinding and student access.</p>
	<p><b>Low:</b> Little to no documentation of student services program reorganization, new space needs, or program success; project proposes a traditional approach to providing these services (for example: private enclosed offices, traditional waiting area with reception desk)  <b>Mid:</b> Project documentation demonstrates good student services program reorganization, new space needs, or program success and demonstrates how the proposed project would contribute to program growth and success.  <b>High:</b> Project documentation demonstrates strong student services program reorganization, new space needs, or program success, and demonstrates strong need for renovation/ expansion of facilities and an innovative approach to the design of the spaces.</p>			
2.1b	<p><b>Only for projects impacting specific academic programs:</b>  <i>Project Documentation provides the following, at a minimum, and uses the data and narrative to demonstrate academic program strength and success, as well as facilities needs, for those programs directly impacted by this project:</i></p> <ol style="list-style-type: none"> <li><i>Five-year trend data for program enrollment and completion (growth data) -- percent change</i></li> <li><i>Program-level student success outcomes disaggregated by race/ethnicity, first generation, and Pell Grant eligibility, with a narrative to demonstrate what actions have been and will be taken to address (reasonable and feasible)</i></li> <li><i>Workforce need: Data on the job market related to the programs, including the rate of past and future growth in job demands and a metric on the saturation level</i></li> </ol>	Score range: 0-15		<p>Section II, Appendix                      The Academic Excellence project will impact every program and student at Saint Paul College. DEED statistics for the 7 county metro area shows strong projected growth in many high demand programs offered by SPC specifically impacted by this project. Cosmetology and Nail Technology pathways for instance are projected to continue to grow ranging from 20 to as much as 40% for some specialties within the field. Demand for a range of health care professions are projected to increase 7% for LPNs to as high as 26.5% for Home Health workers. Through the focused learning communities established with this project, many high demand programs as well as general requirements courses for many training areas including liberal arts, sciences, computer and IT network security, and the numerous high-demand technical trades are all critical needs and on the rise.</p>
	<p><b>Low:</b> Little to no documentation of academic program strength, success, or workforce need  <b>Mid:</b> Project documentation demonstrates good academic program strength and workforce need, and demonstrates how the proposed project would contribute to program growth and success.  <b>High:</b> Project documentation demonstrates strong academic program growth, success, and workforce need, with significant growth potential, and demonstrates strong need for renovation/expansion of facilities.</p>			



**B. Qualitative Score Card**

<p><b>2.2</b></p>	<p><i>Demonstrates need for <b>in-person</b> campus facilities (rooms for private consultation/counseling, labs, access to specialized equipment or technology, etc.)</i></p>	<p>Score range: 0-10</p>	<p>Section I &amp; II At the very heart of this project lies its ability to bring students, staff and faculty together in a way that suits different preferences from fully in-person, hybrid, and technology enhanced way to facilitate learning across programs, live labs as well as all remote sessions. Saint Paul College is seeing a significant number of students participating fully online. The new one-stop will provide tech-ready conference rooms which will allow staff to meet with students remotely as well as creating spaces that are conducive to hybrid meetings, or where the staff can meet with a student in person and easily zoom in their parent, or a colleague as appropriate. Similarly, the new learning communities on floors 2, 3 and 4 will bring together faculty and students with a variety of private and collaborative study and consultation spaces for faculty-student consultation, peer tutoring and a common community room.</p>
	<p><b>Low:</b> Little evidence in support of the need for in-person facilities. <b>Mid:</b> Describes the need for in-person facilities; for academic programs, identifies the percentage of classes that are currently online-only for the affected program(s). For student services: Documents some need for in-person facilities based on student visits or other analyses. <b>High:</b> For academic programs: Identifies the current percentage of classes in program that are in-person, or shows plan and timeline for returning most program classes to in-person; demonstrates many classes that involve in-person collaboration/team work; demonstrates significant academic need for specialized equipment or technology for lab work that cannot be completed via remote/online instruction. For student services: Quantifies or analyzes in-person visits by students (or potential students) to document strong need for in-person facilities; documents staffing plan for student services to provide in-person services</p>		
<p><b>2.3</b></p>	<p><i>Provides evidence of <b>specialized</b> program or student needs that support the need for renovation.</i></p>	<p>Score range: 0-10</p>	<p>Section I &amp; II A fundamental goal of this project is about generating excitement, teaching, learning and improving the student experience. Each of the program areas in the project will have a direct impact on student enrollment, retention and removing barriers by creating a user friendly student services experience, new student learning communities where none existed before, both focused on making students feel like they belong and want to attend Saint Paul College, whatever their background or orientation. In the same way, creating fresh, new and up to date and right-sized classroom learning spaces for the will serve to help regenerate excitement and enthusiasm that will in turn help attract more students.</p>
	<p><b>Low:</b> No unique characteristics or needs that require renovated space <b>Mid:</b> Building and infrastructure obsolescence make renovation more cost effective than using existing space; demonstrates specialized energy, space, or infrastructure needs <b>High:</b> Similar to Mid but includes special program conditions (e.g. filtering, noise, hazardous waste, etc.) that would benefit from renovated space and cannot be accommodated in existing un-renovated space.</p>		
<p><b>2.4</b></p>	<p><i>Project responds to ongoing changes in student demographics (gender identity, race, age, etc.) and strives to eliminate opportunity gaps.</i></p>	<p>Score range: 0-7</p>	<p>Section II, Appendix (It all Starts Here and Anti-Racist, Trauma-Informed Institution Plan) As one of the most diverse campuses in the Minnesota State system, Saint Paul College is committed to Equity 2030, as detailed in their Anti-Racist, Trauma-Informed Institution Plan. Overall, this project includes programming for students from all backgrounds, but especially to support those who are from historically underserved and marginalized populations. 65% of the student population are students of color, and 60% are first generation students, 44% are over 25 years of age and many more are other non-traditional, BIPOC or LGBTQ communities. Through all aspects of the programming, this project will enhance a welcoming, inclusive and diverse campus and eliminate opportunity gaps.</p>
	<p><b>Low:</b> Minimal mention made of how project will address changing demographics and the elimination of opportunity gaps <b>Mid:</b> Evidence provided (such as institutional research, student surveys, etc.) on how this project addresses changing demographics and the elimination of opportunity gaps <b>High:</b> Many of the same features as Mid, but project highlights features that address changing demographics and the elimination of opportunity gaps; or, includes features that are necessary to support programs that will enhance support of traditionally underserved students; project focuses on features to improve access and reduce barriers to student learning or interaction with the campus</p>		

**B. Qualitative Score Card**

2.5	<i>Project demonstrates potential to improve enrollment and eliminates opportunity gaps.</i>	Score range: 0-5		Section IIIa & B, Appendix Introduction of new learning communities, improvements to the classrooms, labs, student services and student life spaces are all important goals directed at recruiting and retaining students. Integral to helping to attract and retain students is to create a campus wide safe space and programming for students from all backgrounds focused on making students feel like they belong and want to attend Saint Paul College whatever their age, background or orientation.
	<p><b>Low:</b> Project documents minimal evidence of how it will improve enrollment and eliminate opportunity gaps</p> <p><b>Mid:</b> Provides documentation that project is part of campus enrollment strategy or will have positive effects on enrollment and eliminate opportunity gaps</p> <p><b>High:</b> Same as Mid, plus the project strongly supports enrollment strategy and eliminates opportunity gaps</p>			

<b>Subtotal, Section 2:</b>	<b>0</b>
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**Section 3 Flexibility, adaptability, and accessibility**  
*The project scope describes features that promote adaptability of spaces to future program needs.*

Question #	Question	Score Range	Score:	Scoring Comments:
3.1	<i>Includes features that yield active learning spaces and help the campus transition from traditional classroom learning to collaborative, group learning methods.</i>	Score range: 0-7		Summary, Section IIIB This project seeks to modernize outdated and functionally obsolete classrooms for new and growing programs and support the array of pedagogic strategies delivered in-person, on-line and through a hybrid of these. It is expected that post-pandemic teaching and learning will rely permanently on a flexible hybrid delivery model. As such, classrooms, labs and student/collaboration spaces will be updated with enhanced technology and mobile flexible furniture needed for this new learning environment.
	<p><b>Low:</b> Project includes a minimal number of active learning spaces or features that support active learning</p> <p><b>Mid:</b> Incorporates features that support active learning; incorporates flexible furniture</p> <p><b>High:</b> Same features as Mid, but project strongly supports changing teaching methodologies by providing active learning and/or technology rich classrooms; includes modular, flexible furnishings; provides detailed plans for how faculty/users will be trained on using features of the new spaces; may be a blended project (classroom or labs) that adds drop in space or group study space.</p>			

3.2	<i>Project includes flexible and adaptable features, including room types and furnishings, that allow for cost effective adaptability for future programs.</i>	Score range: 0-7		Section IIIB By rightsizing existing classrooms, spaces of different sizes will be created increasing flexibility in scheduling and better serving the needs of large and large class sizes alike. Furniture is critical to creating flexible, multi-use classrooms that can function both as in person or hybrid. Furniture should be mobile and easily reconfigurable by students and faculty to serve the needs of a particular class or style of teaching.
	<p><b>Low:</b> Creates special purpose spaces or tiered classrooms, limiting the ability of the space to be used for other purposes; creates spaces with fixed (not movable) furniture</p> <p><b>Mid:</b> Allows for adaptable furnishings and provides some description of how the furnishings will benefit users</p> <p><b>High:</b> Describes in detail how flexible furnishings will be used to provide adaptable spaces and reduce future costs</p>			

3.3	<i>Includes spaces or features that promote inclusion (gathering in groups, seeing others using the space as a way to feel safe and welcomed); includes spaces that can be used for large group gatherings (not just study space) to address a sense of belonging.</i>	Score range: 0-3		Section IIIB Many different styles and types of learning spaces will be created with this project. The new one-stop is geared toward benefiting those who are have the greatest need for a safe and welcoming student services experience starting from their first day on campus. Reinforcing those are the learning communities programmed to be centrally located on the 2nd 3rd and 4th floors providing student-centered environments which address multiple learning styles, provide learning environments which maximize potential for academic and personal growth for both students and faculty and which prepares students to work effectively in collaborative work environments.
	<p><b>Low:</b> Project includes minimal plans for establishing inclusive spaces</p> <p><b>Mid:</b> Establishes multiple formal or informal group gathering spaces</p> <p><b>High:</b> Many of the same features as Mid., but project makes these spaces highly visible on campus and has carefully considered a diverse range of needs in establishing what the features of these spaces will be.</p>			

**B. Qualitative Score Card**

<p><b>3.4</b></p>	<p><i>Establishes the space as a shared campus asset, not owned by any one department.</i></p>	<p>Score range: 0-5</p>		<p>Section I, II &amp; III There are three aspects of this project which together are intended to embed shared spaces into the daily activities of students and faculty. Starting with the new integrated student services and student life hub centrally located at the heart of the main level which is intended to provide streamlined access to student services while greatly enhancing wayfinding right at the busy west entry to campus. Along side that will be an active, student-centered area with a variety of collaboration spaces for gathering, working on projects and informal programs adjacent to the existing library and learning commons. Third is the three learning communities or learning commons located on each of the three upper floors. This triumvirate of shared spaces are meant function together to bring student, staff and faculty together.</p>
<p><b>Low:</b> Project has minimal plans for establishing shared spaces <b>Mid:</b> Establishes most project spaces as shared; provides some documentation of how users will be trained to use the space <b>High:</b> Many of the same features as Mid, but project highlights how the spaces will be shared by multiple departments or user groups; detailed plans for how faculty/users will be trained on using features of the new spaces.</p>				
<p><b>3.5</b></p>	<p><i>Project uses alternative approaches to providing traditional, enclosed offices for faculty or staff.</i></p>	<p>Score range: 0-7</p>		<p>Section III Faculty and staff offices that are modified or relocated will be replaced with a combination of enclosed offices in conjunction with shared collaboration and meeting spaces along with open office areas organized so that there is flexibility between departments. The SPC goal is to move toward more shared and collaborative office areas for faculty with touchdown spaces for adjuncts and faculty who mainly teach courses remotely.</p>
<p><b>Low:</b> Project creates new enclosed offices for staff or faculty in a traditional arrangement. <b>Mid:</b> Creates some enclosed offices but offices are smaller than typical size; or, the project includes multiple shared, enclosed rooms for private conversations or phone calls; <b>or, project does not affect any existing private offices or create new offices</b> <b>High:</b> Substantial plans for non-traditional office arrangements with a high degree of flexibility and shared, reservable enclosed spaces like small conference rooms, phone rooms, or hoteling spaces</p>				
<p><b>3.6</b></p>	<p><i>Campus follows a written academic scheduling policy and uses it to maximize current space utilization and ease of class scheduling for students.</i></p>	<p>Score range: 0-7</p>		<p>Section III By optimizing classrooms, labs and student services areas, multiple underutilized classrooms and obsolete computer labs will be eliminated and converted into the new student learning communities on 2nd, 3rd and 4th floors. Utilization across the campus will be increased in rightsized and other classrooms which remain. The campus will update scheduling policies to maximize the space use of in-person classes as well as equipping classrooms with technology to provide flexibility for hybrid and active learning options. Classrooms are intended to be shared not department specific.</p>
<p><b>Low:</b> Campus's scheduling policy has minimal demonstrated effect on space utilization <b>Mid:</b> Campus has a written scheduling policy and uses it to maximize space utilization; or, campus documents how it is currently creating a scheduling policy <b>High:</b> Same as Mid., but also describes in detail how campus has reviewed and used scheduling policy to optimize space use; documents how space scheduling improvements will impact student success</p>				
<p><b>3.7</b></p>	<p><i>Project plans go beyond "code minimum" of ADA accessibility to provide Universal Design features that accommodate a wider range of abilities.</i></p>	<p>Score range: 0-3</p>		<p>Section III, Appendix Equity &amp; Inclusion Plan) This project will be updating/upgrading existing restrooms on all floors in the East Tower. These upgrades are envisioned to not only accommodate ADA requirements but embrace diversity through accommodations for persons of all physical abilities or personal choice.</p>
<p><b>Low:</b> Project documents minimal efforts to exceed the minimum accessibility levels required by ADA and building code. <b>Mid:</b> Documents some efforts to include Universal Design features or to exceed code minimum for accessibility <b>High:</b> Substantial portions of the project will include Universal Design features or other features that enable spaces to be accessed and used by people with a wide range of abilities, both physical and developmental.</p>				



**B. Qualitative Score Card**

<b>3.8</b>	<i>Evidence that technology, flexible space use, and scheduling options have been fully maximized before proposing the need for new/renovated space.</i>	Score range: 0-7		Section I The renovations that lie at the heart of the project are each intended to optimize the use of existing campus facilities in order to enhance the college experience for the students, staff and faculty. Not to be overlooked is the old, greatly underused College Learning Center Building (CLC) which will be demolished removing 13,000 square feet of space from the campus inventory.
	<b>Low:</b> Minimal evidence or documentation of flexible spaces or scheduling options incorporated in program prior to requesting renovation. <b>Mid:</b> High space utilization in program rooms; no viable space on campus for programs. <b>High:</b> Similar to Mid., but campus also utilized some non-traditional meeting times (nights, weekends) and teaching methodologies to maximize space and seat utilization.			

<b>Subtotal, Section 3:</b>	<b>0</b>
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**Section 4 Infrastructure, sustainability, and energy efficiency**  
*Project reduces energy consumption, reuses or revamps existing infrastructure, and promotes sustainability on campus.*

Question #	Question	Score Range	Score:	Scoring Comments:
<b>4.1</b>	<i>Project documents analysis of space needs that could be satisfied through short- or long-term methods, such as leasing off-campus space, or sharing space with other colleges and universities within the system.</i>	Score range: 0-7		Section I & II Rather than needing additional space, this project will be revitalizing and repurposing existing spaces on the main campus to increase efficiency, re-envision student services and transform outdated, obsolete classrooms for new and growing programs and support the array of pedagogic strategies delivered in-person, on-line and through a hybrid of the two. In addition, the existing free-standing College Learning Center (CLC) building will be demolished removing 13,000 s.f. of underutilized, energy inefficient space from the campus space inventory.
	<b>Low:</b> Minimal discussion of alternative space solutions; no evidence of long-term solution to space problems. <b>Mid:</b> Discussion of alternatives to solving space issues by renovation of on-campus space; evidence that campus leased space for this purpose and have enrollment data to back up need for space on campus. <b>High:</b> Campus has proof of concept that program is successful in off-campus or other location; evaluated space sharing with other Minnesota State institution or operated with other Minnesota State institution previously; long term enrollment trends and enrollment needs support space on campus.			

<b>4.2</b>	<i>Project addresses “adjacent needs” in, or near to, the project area, such as HEAPR- like work (roofs, HVAC, ADA accessibility improvements, etc.) or COPE issues, and demonstrates how the campus will use these improvements to reduce overall operating expenses.</i>	Score range: 0-5		Section I & IIC Removal of the 13,000 s.f. College Learning Center (CLC) which has the highest FCI on campus, as well as repurposing the outdated, little-used theater combine with other improvements to eliminate over \$7.2M in deferred maintenance backlog. Within the main campus building restrooms will be upgraded, worn and frayed carpets, ceilings and lighting in hallways will be replaced with new energy efficient led fixtures.
	<b>Low:</b> Minimal scope addressing needs for HEAPR, COPE, or ADA issues <b>Mid:</b> Project includes some HEAPR-like work or addresses minor COPE or ADA issues, but does not anticipate significant reduction in related operating costs <b>High:</b> Project includes significant work addressing HEAPR needs or COPE issues and reducing operating costs			

<b>Subtotal, Section 4:</b>	<b>0</b>
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**B. Qualitative Score Card**

**Section 5 Financial impact**  
*Project uses outside funding to minimize the financial impact on campus; project is financially viable for the campus; project accounts for and anticipates all project costs.*

Question #	Question	Score Range	Score:	Scoring Comments:
5.1	<i>Advances cooperation among campuses to reduce costs and enables the sharing of administrative operations, academic programs, and academic support.</i>	Score range: 0-7		As noted in 1.2 above, Saint Paul College has developed a process for Academic Program Optimization. This important process includes a review of all programs that informs and identifies possible investments into academic programs. These investments would potentially be facility related improvements which also could include partnerships with other institutions, similar to a recent space sharing partnership with MSU Mankato currently just getting underway.
	<p><b>Low:</b> Recreates same or similar space within 10 miles of existing campus; space could be better accommodated using a technology solution or leased location</p> <p><b>Mid:</b> Leverages campus proximities and technology to consolidate space needs among 2 or more campuses in administrative, academic or academic support programs; project includes components that share space (student support or other) with other institutions, resulting in direct student benefit and lower overall cost to the system as a whole</p> <p><b>High:</b> Similar to Mid. project, but with additional detail to explain the facilities and operational savings to be gained and how the project will directly improve students' interaction with the campuses.</p>			
5.2	<i>Identifies and reduces total operating costs required (including new staff, anticipated utility costs, and any additional costs required as a result of the project).</i>	Score range: 0-5		Section VI It is estimated that demolition of the CLC building will result in savings to the College in operating and personnel costs of approximately \$100,000 per year. Overall, Saint Paul College has programmed this project in a way that will not have a negative impact on the operating budget. There is no additional new construction being added and no additional staff will be needed on the campus.
	<p><b>Low:</b> Additional energy costs or ongoing operational costs required for project.</p> <p><b>Mid:</b> Describes and outlines projected operating costs; energy consumption expectation and reductions are detailed</p> <p><b>High:</b> Significant reduced operating costs expected over the long term. The means of achieving these reductions are spelled out in the project documentation.</p>			
5.3	<i>Project accounts for special expenses relating to operations of new equipment or technology.</i>	Score range: 0-5		Section III New equipment and technology for updated and rightsized classrooms and active learning spaces will be provided with this project.
	<p><b>Low:</b> Minimal analysis of special operating expenses</p> <p><b>Mid:</b> Thoroughly describes and outlines projected new special operating costs</p> <p><b>High:</b> New equipment not expected to cause new special operating costs, or new equipment will lead to reduced operating costs over the long term</p>			
<b>Subtotal, Section 5:</b>			<b>0</b>	

## B. Qualitative Score Card

Section 6 Overall impressions of the proposed project				
Question #	Question	Score Range	Score:	Scoring Comments:
6.1	<i>This project has been well thought out and well documented, fits within the Board's Capital Guidelines, and is worthy of inclusion on the Board's final Capital Budget Request list.</i>	Score range: 1-7		
	<b>Low:</b> Strongly disagree <b>Mid:</b> Somewhat agree <b>High:</b> Strongly agree			
6.2	<i>The documentation clearly identifies the problem to be solved by the project and lays out a clear path to find the solution.</i>	Score range: 1-7		
	<b>Low:</b> Strongly disagree <b>Mid:</b> Somewhat agree <b>High:</b> Strongly agree			
6.3	<i>The documentation clearly demonstrates why this particular project is an <b>urgent priority</b> for the college/university: facilities need, academic program need, student success need, workforce impact, etc.</i>	Score range: 1-7		
	<b>Low:</b> Strongly disagree <b>Mid:</b> Somewhat agree <b>High:</b> Strongly agree			
6.4	<i>Please provide additional comments, feedback, concerns, or praise about this project that could help the campus strengthen its project documentation. (Use the Alt+Enter keys to add paragraph breaks in the text, if needed.)</i>			

Points Summary (auto-calculated)	
<b>Section 1:</b>	0
<b>Section 2:</b>	0
<b>Section 3:</b>	0
<b>Section 4:</b>	0
<b>Section 5:</b>	0
<b>Section 6:</b>	0
<b>Total:</b>	0

## A. RELATIONSHIP TO MISSION AND STRATEGIC PLANS

The Academic Excellence Project is aligned with Saint Paul College’s Strategic Plan Mission and Vision. The Mission of “Education for Employment...Education for Life” is embodied in greater access to in-demand academic programs, Financial & Business Services, Health & Life Sciences, and Computer Technology & Information Science. The project further meets this vision by providing right-sized and technology rich academic spaces, improved student services, increased space utilization, and enhanced students’ experiences and success. It provides needed space for faculty-student and student-student collaboration and learning activities. The project invests in the heaviest used “heart” of the Saint Paul College Campus – a comprehensive community and technical college.

Saint Paul College has updated its mission, vision, and value statements to boldly reflect the College’s commitment to racial equity, community vibrancy, and economic vitality and to create a clear and intentional guide for its future. The Minnesota State Board of Trustees voted unanimously to approve the revisions in May 2022.

### MISSION

Grounded in equity and inclusion, Saint Paul College educates and empowers students to lead purposeful lives and discover rewarding careers.

### VISION

Saint Paul College advances racial equity; enriches community vibrancy; and inspires students to reach their full potential.

### VALUES

We believe students are the heart of our work.

*With compassion and dedication, we collaborate to create an inclusive and supportive learning environment to meet student needs, interests, and goals. When all students have access to resources and support, they are empowered to achieve success.*

#### **We are excellence-minded, equity-driven.**

*Diversity enriches our intellectual and professional community. Saint Paul College cultivates an environment of safety and transparency where all members are heard, valued, and respected. We apply anti-racism, trauma-informed practices that work to eliminate racism and increase access and opportunity for all.*

#### **We are guided by evidence-based decision-making.**

*As a learning organization, we continually strive for improvement through purposeful and transparent decision-making with intentional consideration to identify what will best serve our students and the community.*

#### **We strive to bring value to our community.**

*We value collaborating and establishing partnerships that foster and enhance community connections. We are dedicated to meeting the needs of the changing labor market, supporting economic vitality and preparing students to contribute to a more socially just world.*



## Saint Paul College Strategic Plan: Creating a Stronger Future 2025

### **STRATEGIC DIRECTION 1 - DEVELOP AS AN ANTI-RACIST, TRAUMA- INFORMED COLLEGE.**

1. Demonstrate the public institutional commitment of Saint Paul college to becoming an anti-racist, trauma informed institution and internally embed this commitment through vertical and horizontal institutional structures
2. Review the policy manual through an anti-racism, trauma informed lens and change policies that provide barriers to equity
3. Attract, hire, and retain BIPOC faculty and staff while supporting and expanding the goals outlined in the college's affirmative action plan
4. Develop and sustain an employee base of anti-racist trauma informed professionals through initiatives that increase the knowledge, skills, and abilities of all college employees.
5. Provide resources for enacting equity priorities
6. Embed the colleges commitment throughout the academic experience and improved teaching and learning through culturally responsive anti racist trauma informed curriculum and pedagogy
7. Provide support for understanding where efforts should be focused as well as benchmarking progress and all priority areas

### **STRATEGIC DIRECTION 2 - CULTIVATE A STUDENT-CENTERED LEARNING ENVIRONMENT PROMOTING AND SUPPORTING ACADEMIC EXCELLENCE AND PERSONAL DEVELOPMENT.**

1. Maximize the academic portfolio through strengthening academic programs and promoting innovative instruction and programming
2. Create and sustain a clear, coherent and inspiring academic environment for all students, supporting their journey from orientation to commencement and on to employment.
  - o Build and enhance holistic support that contributes to educational success.
  - o Revise and implement strategic enrollment practices to enhance our commitment to increase educational opportunities for underrepresented students and serving students with diverse academic needs
  - o Increase efforts to retain, facilitate transfer, and graduate students

### **STRATEGIC DIRECTION 3 - STRENGTHEN THE ORGANIZATIONAL CULTURE BY ENCOURAGING COLLABORATION, TRANSPARENT COMMUNICATION, AND OPTIMIZING OPERATIONS.**

1. Strengthen organizational culture to prioritize a positive and engaging environment that nurtures innovation and creativity; encourages contributions; and develops compassion and respect towards other's ideas and views.
2. Provide development opportunities that strengthen employee roles as leaders, mentors, educators, and enhance the quality of teaching and learning.
3. Optimize operations that improve space utilization, employ innovative technologies, and increase data-fluency that prioritize student success.
4. Enhance communication across campus departments, divisions, and teams through intentional, respectful sharing of ideas

### **STRATEGIC DIRECTION 4 - BUILD, ENHANCE, AND SUSTAIN RELATIONSHIPS WITH COMMUNITY PARTNERS THAT RESPOND TO THE CHANGING ECONOMIC AND WORKFORCE NEEDS OF OUR COMMUNITY AND CONTRIBUTE TO A MORE SOCIALLY JUST WORLD.**

1. Enhance and grow strategic partnerships
2. Increase market share of surrounding high school districts by developing positive and sustained relationships with K- 12 allies
3. Utilize a comprehensive and focused strategy to develop, support, and promote community engagement and philanthropy
4. Advance public awareness of Saint Paul College through innovative, comprehensive, and dynamic branding, marketing, and promotion strategies.

**B. RELATIONSHIP TO COMPREHENSIVE FACILITY PLAN AND ACADEMIC PLAN**

Each of the areas impacted by the Academic Excellence Renovation and Renewal project are consistent with the college’s Comprehensive Facility Plan. This project fulfills the short-term building development framework and aligns with the Overall Goals and Strategies 1-8 which are to:

1. Address and improve equity and inclusion on campus
2. Improve utilization through defining space optimization strategies
3. Tailor facilities to meet the programmatic needs in support of the Master Academic Plan.
4. Create clear entries and circulation patterns to support wayfinding
5. Improve campus aesthetics
6. Strategic placement of faculty offices and classrooms to support student success by creating Learning Communities
7. Right-sizing or creation of student support areas
8. Develop facilities to accommodate strategic partnerships with Minnesota State system institutions.

**C. ALIGNMENT WITH MINNESOTA STATE COLLEGES AND UNIVERSITIES’ 2024 CAPITAL GUIDELINES**

- Adapting and modernizing academic and support spaces critical to student success. Acknowledge the importance of physical campus spaces for our students by modernizing and adapting existing space that directly contributes to student and faculty recruitment, retention, and success. Create flexible spaces that support changing teaching and learning strategies and demographic needs.

*The SPC Academic Excellence project makes visible and opens access to support spaces critical to student success Existing spaces will be adapted to be more efficient and flexible to reach out to students with help services and staff.*

- Facilitate fulfilling the vision of Equity 2030 Commitment: By 2030, Minnesota State together with its partners will eliminate the educational equity gaps at every Minnesota State college and university. Prioritize facility improvements that directly support student success at Minnesota State colleges and universities by supporting inclusive educational opportunities, growing programs, and improving campus climate and culture.

*The SPC Academic Excellence project supports student success by presenting essential services to all students and staff, creates a home for the Diversity Center and improving community spaces that support all students.*

- Advancing resilience and environmental sustainability. Strive to reduce campus facility impacts on the natural environment by updating infrastructure and facility spaces to reduce energy and resource use, prioritizing sustainable and efficient construction, utilization, and operating practices. Actively pursue and create renewable energy infrastructure and encourage institutions to incorporate environmental, climatic, and other risks in their institutional plans and projects.

*HVAC and electrical equipment affected by the SPC Academic Excellence project, and at the end of its useful life, will be updated or replaced with higher efficiency units and better ventilation and healthy indoor air quality.*

- No increase in academic footprint. Invest in maximizing the potential of existing academic space through renovation, retrofit, or replacement with smart, flexible, and wherever possible, a smaller footprint.

*The SPC Academic Excellence project does not add to the building footprint.*

**D. ACCREDITATION**

The College is on the Higher Learning Commission’s Standard Pathway with its next comprehensive evaluation for reaffirmation of accreditation in 2024-25. In the Assurance Filing as part of that evaluation, the College will be required to submit an embedded report regarding Core Component 4.A focused on Program Review. As we move into the next phase of our accreditation cycle, our focus will shift to sustaining and refining the many improvements made over the past few years. Completing this project will enhance the strength of programs with individual accreditations.

**E. ACADEMIC & OPERATIONAL PROGRAMS**

In addition to a steady growth of St. Paul College students seeking degrees since the pandemic, new academic program initiatives are straining the ability for scheduling large classroom to meet the demand. Numerous courses in Science, Math, and Humanities have limited sections due to facilities availability. These include community partner programs and students pursuing degrees from other institutions at Saint Paul College.

**F. PAST APPROPRIATIONS & SCHEDULING**

There have been no past appropriations to fund this project. The fees for several predesign updates as well as the costs to update and refresh some select areas of the campus, have been borne by college operations.

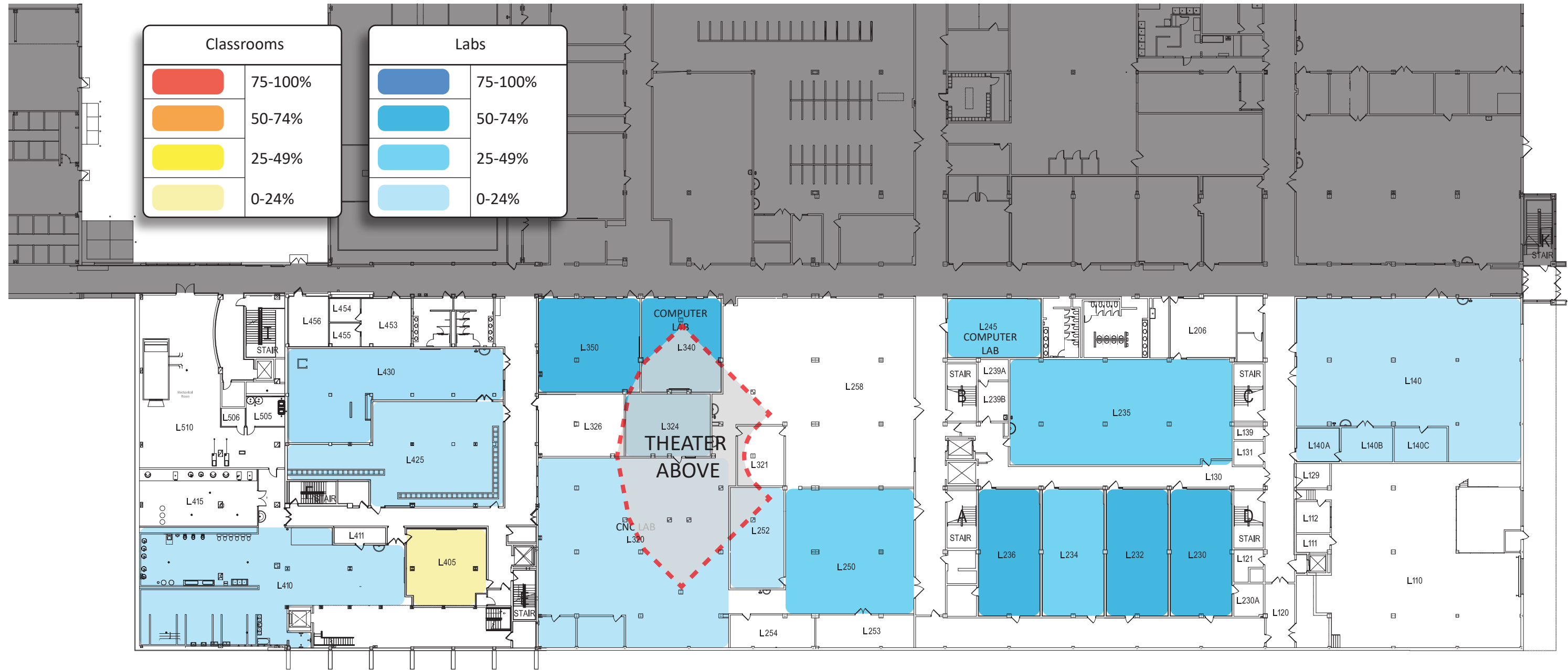
The campus has a centralized scheduling system (EMS) which is used to schedule and monitor all events on campus. Priority is first given to instructional and laboratory resource needs of the college and/or its educational partners. Student support and student life events are also considered high priority for use. External use of facilities is arranged for the appropriate department and scheduled using the EMS system.

**G. SPACE UTILIZATION**

The current average utilization of academic classrooms, labs, and shops is 54.9%, which may still be influenced by reduced enrollment and study from home conditions caused by the pandemic. This project will increase the average utilization to 59.5%.



G. SPACE UTILIZATION - LOWER LEVEL

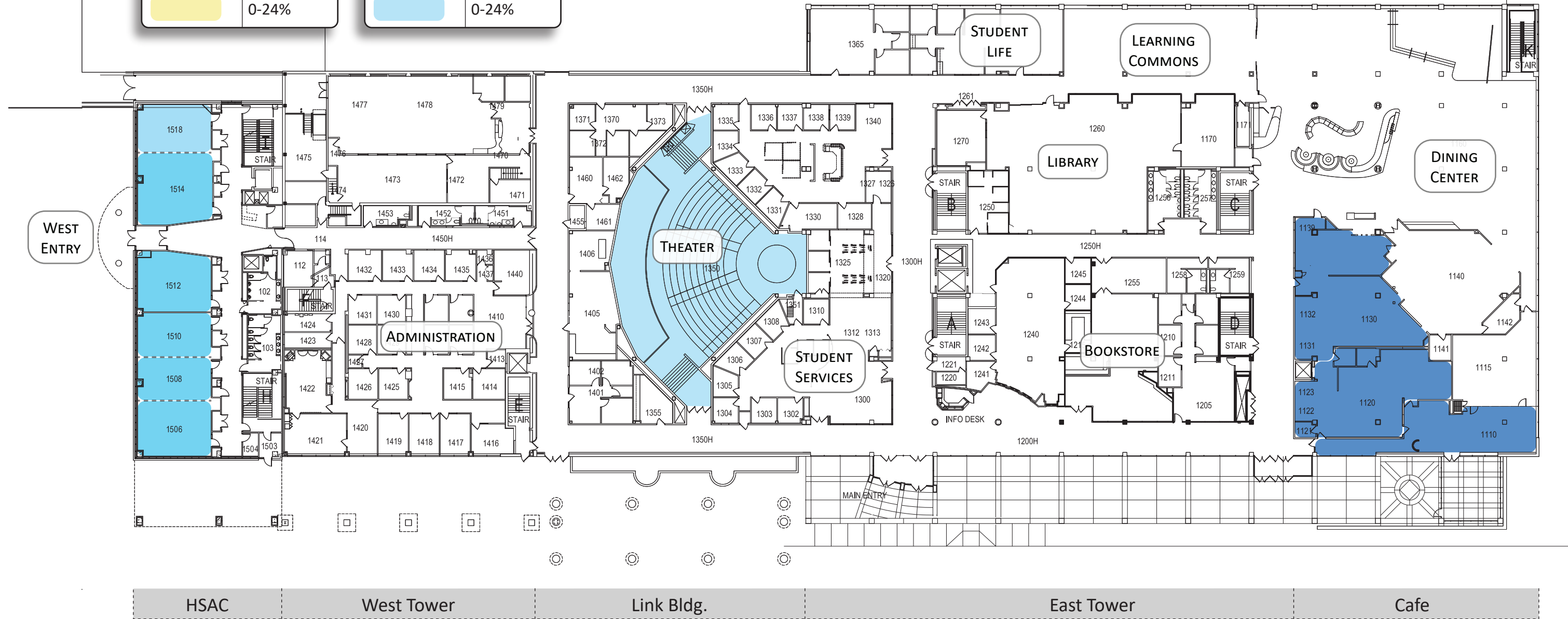


LOWER FLOOR 0






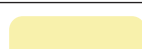
G. SPACE UTILIZATION - FIRST LEVEL




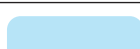
Classrooms		Labs	
	75-100%		
	50-74%		50-74%
	25-49%		25-49%
	0-24%		0-24%



FIRST FLOOR **1**

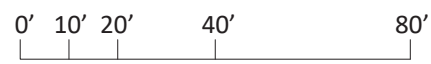
G. SPACE UTILIZATION - SECOND LEVEL

Classrooms	
	75-100%
	50-74%
	25-49%
	0-24%

Labs	
	75-100%
	50-74%
	25-49%
	0-24%



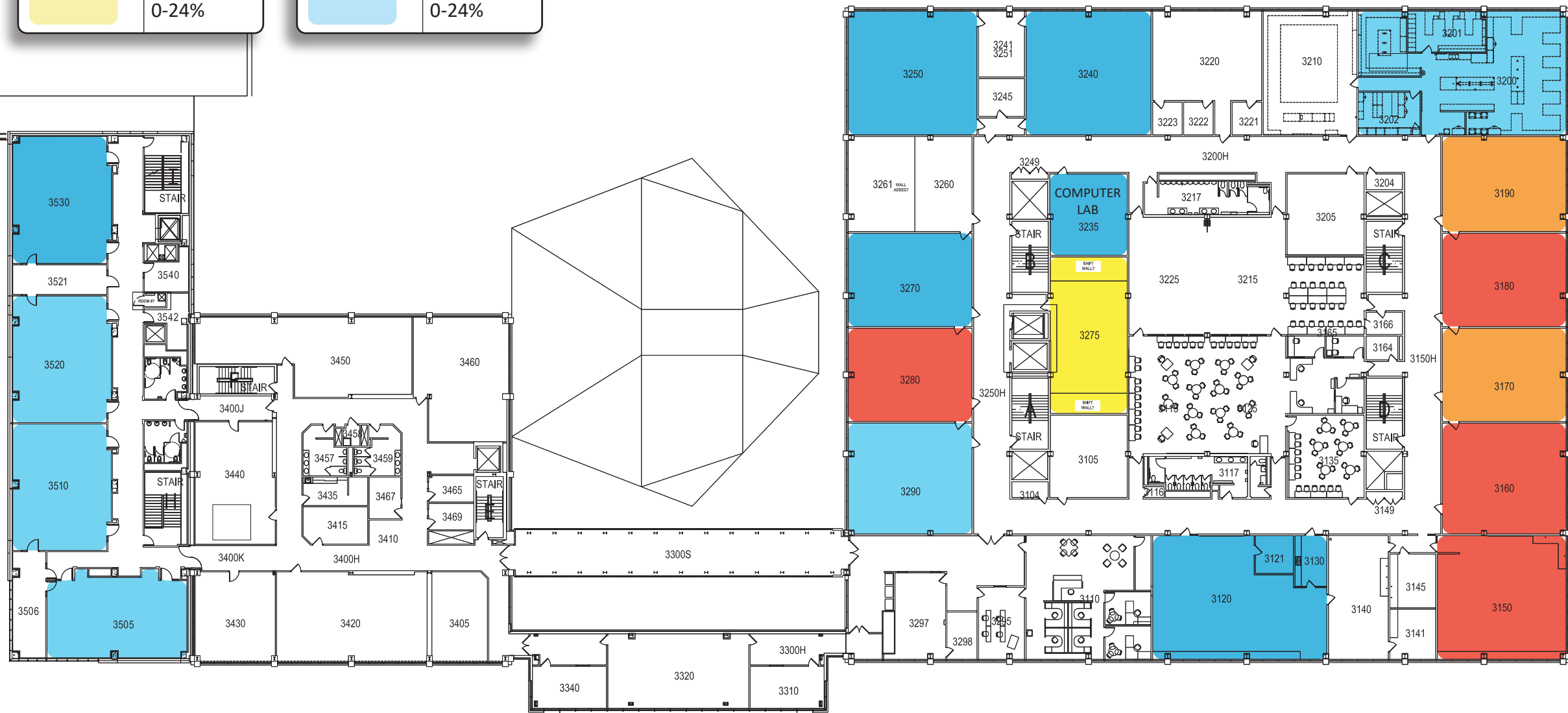
HSAC      West Tower      Link Bldg.      East Tower



SECOND FLOOR **2**




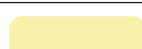
G. SPACE UTILIZATION - THIRD LEVEL




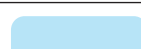
Classrooms		Labs	
<span style="display:inline-block; width:15px; height:10px; background-color:red;"></span>	75-100%	<span style="display:inline-block; width:15px; height:10px; background-color:blue;"></span>	75-100%
<span style="display:inline-block; width:15px; height:10px; background-color:orange;"></span>	50-74%	<span style="display:inline-block; width:15px; height:10px; background-color:lightblue;"></span>	50-74%
<span style="display:inline-block; width:15px; height:10px; background-color:yellow;"></span>	25-49%	<span style="display:inline-block; width:15px; height:10px; background-color:lightblue;"></span>	25-49%
<span style="display:inline-block; width:15px; height:10px; background-color:lightyellow;"></span>	0-24%	<span style="display:inline-block; width:15px; height:10px; background-color:lightblue;"></span>	0-24%

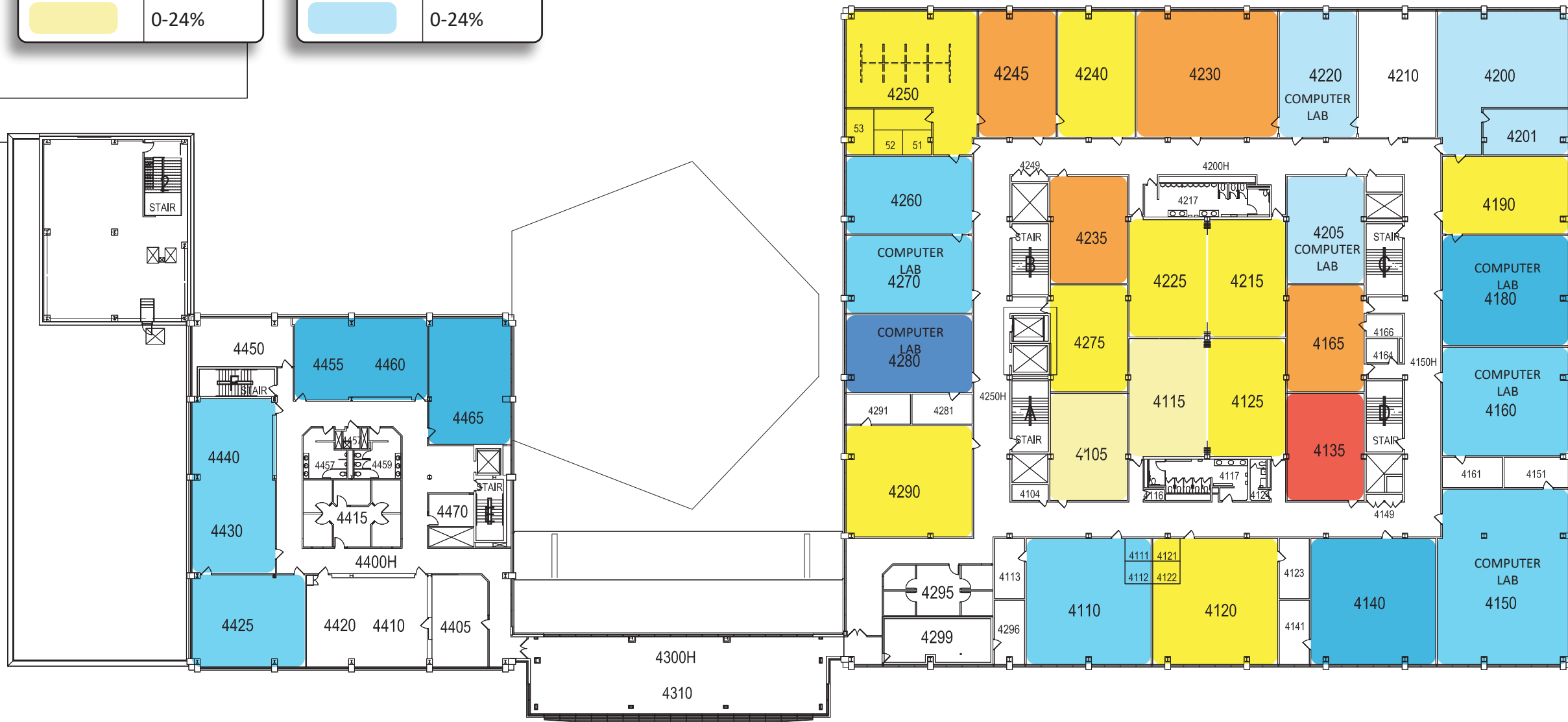


THIRD FLOOR **3**

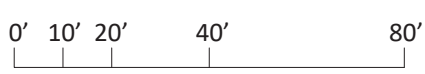
G. SPACE UTILIZATION: FOURTH LEVEL

Classrooms	
	75-100%
	50-74%
	25-49%
	0-24%

Labs	
	75-100%
	50-74%
	25-49%
	0-24%



HSAC      West Tower      Link Bldg.      East Tower



FOURTH FLOOR **4**



H. Existing Building Data Form



MINNESOTA STATE

Predesign Building Summary Form -- Existing Building Data

**Instructions: Fill out one copy of this form for each existing building directly affected by the proposed project. Include the completed form(s) within the project’s predesign.**

Code Information				
Occupancy group(s) (existing):	B			
Occupancy group(s) (proposed):	B			
Primary space types (office, classroom, etc.):	Student Services, Classrooms, Labs, Offices, Consulting and Transaction area			
Type of construction (per current MN Building Code):	Type IA Fully Sprinklered			
Building Size (GSF):	Allowable height:	Unlimited	Actual height:	55'; 4 Stories + Basement
	Allowable area/floor:	Unlimited	Actual area/floor:	Varies
	Total building area:	546,640	Space efficiency (%) (Usable vs. Total Building Area):	

Existing Building Systems (describe type of system and current condition)	
Roofing type(s):	BUR
Structural system type(s):	Steel Frame and concrete
Mechanical system type(s):	Central boiler and chiller with air handling units
Electrical system type(s):	Adequate
Fire protection type(s):	Building is fully sprinkled
Exterior wall type(s):	Brick and masonry cavity walls
Interior wall type(s):	Mix of concrete block and gypsum board on steel studs
Conveying system(s):	Multiple Stairs and Elevators
Technology systems:	Typical campus-wide ethernet and WiFi
Sustainability/alternative energy systems:	None at this time. This project will investigate Photo Voltaic to offset a portion of the campus electrical needs.
Notes on existing FF&E:	The campus has a large range of furniture types and age. Classrooms generally have mobile tables and chairs. Scattered throughout the various levels are soft seating for individuals or pairs.

Metrics			
Current backlog (\$):	\$11,339,471	Current 10-year renewal (\$):	51,226,199
Current FCI:	.034	Proposed FCI:	.016
Current CRV:	338,400,460		

**I. EXISTING CONDITIONS**



**ROOM 1340: Advising, Counseling/Mental Health Services**

Built-in monumental service counter is imposing creating a physical and visual barrier to students resulting in an intimidating experience for those seeking help and assistance. The new One-Stop will remove barriers to support accessibility and student success including important services for tutoring, mental health and access disability services.



**THEATER**

With over \$400,000 in deferred maintenance, the significantly under utilized theater space will be re purposed and remodeled as the central hub of the new one-stop student services center. The one stop will become the major node along a new way-finding path through the heart of campus linking west to east and removing barriers to student access along the way.



**ROOM 1351**

Existing theatre including the backstage areas gets little use, has sloped seating making it inflexible and difficult to for use as a classroom or lecture space. The theater also lacks compliance with ADA accessibility.

**I. EXISTING CONDITIONS****ROOM 1300**

Several years ago, Saint Paul College reorganized student services and implemented a one-stop student services model within existing student services spaces. Although the existing spaces are too small and cramped to function well, the one-stop model itself has proven successful and a popular improvement to service delivery for students.

**ROOM 1325**

Existing One Stop staff work stations are open and work well for easy and quick access to service desks but offer little privacy for consultation with students. Additional small consultation rooms nearby are needed to help students with private questions and concerns.



**I. EXISTING CONDITIONS****STAIRWAY and 2ND-4TH FLOOR HALLWAYS & PUBLIC AREAS**

Many areas of campus show deteriorating, discolored and damaged ceiling tile and diffusers. Stained ceiling tile appears to reflect past or recent moisture leaks. Existing lighting is old, inefficient fluorescent lighting with discolored lenses. Many locations especially in the east tower show areas of threadbare carpet long past its normal lifespan. Singly and together these aesthetic issues do not present an inviting and welcoming image for prospective students, their families or visitors.





**I. EXISTING CONDITIONS****TYPICAL EAST TOWER BATHROOM**

Restrooms in the east tower all are still equipped with old original, outdated steel partitions that are rusting and badly deteriorating creating a visual as well as a potentially dangerous condition.

**TYPICAL EAST TOWER BATHROOM**

Original 1960's vintage plastic laminate sink/lavatory counters are damaged, deteriorating and discolored with age. Overall east tower restrooms have accessibility deficiencies, damaged and discolored tile finishes, resulting in challenges to cleaning and sanitizing the different surfaces and poor lighting.

**4TH FLOOR MEN'S RESTROOM**

Typical condition of restrooms in East Tower. Discolored, deteriorating and rusting toilet partitions, poor lighting, damaged plastic laminate counters and stained and deteriorating ceiling tiles.

**I. EXISTING CONDITIONS****ROOM 3260**

Underutilized, poorly equipped computer classrooms/labs will be repurposed to become focused teaching and learning communities on 2nd, 3rd and 4th floors of the east tower.

**ROOM 4140: EXISTING COMPUTER CLASSROOM**

Underutilized computer, poorly configured computer classroom with building column in middle of the room obstructing view and limiting flexibility.

**ROOM 4250**

Existing classroom with divider wall from previous function, obstructs classroom use and limits flexibility and efficient use of the classroom.



**I. EXISTING CONDITIONS****ROOMS 3150, 3145, & 3140**

East tower currently has numerous oversized, oddly configured and inefficient classrooms making them difficult to program and schedule as general classrooms. Rightsizing classrooms and equipping them with updated technology to increase usability and resilience for hybrid learning is one of the core parts of this project.

**ROOM 4150**

Typical of many poorly equipped, inefficient and oversized existing classroom.

**ROOM 4200**

Typical of many poorly equipped, inefficient and oversized existing classroom with leftover from some past renovation intruding into the classroom space interfering with sight-lines and flexibility.

**I. EXISTING CONDITIONS****TYPICAL OLD DOORS AND HARDWARE IN MANY PARTS OF CAMPUS**

Original doors and door hardware from the 1963 construction but still in use are now showing wear and tear and in many cases significant damage from over 50 years of use. New battery powered door locks and powered card reader are the new campus standard on classrooms and lab spaces and are gradually being installed over time to increase overall campus security and provide convenient access for students using their Saint Paul College ID cards.

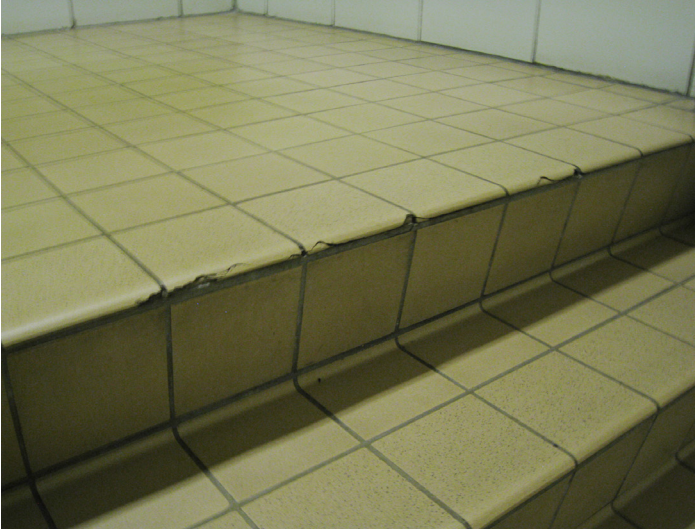
**TYPICAL OLD DOORS AND HARDWARE IN MANY PARTS OF CAMPUS**

Door hardware from the 1963 construction but still in use are damaged and deteriorating from age and hard use.

**TYPICAL OLD DOORS AND HARDWARE IN MANY PARTS OF CAMPUS**

Oldest doors on campus are being replaced over time with new doors equipped with battery powered card reader access locks. Student ID card allow and simplified access to classrooms and increase overall campus security.



**I. EXISTING CONDITIONS****EAST TOWER STAIRWAY**

Original floor tile in typical damaged and deteriorate condition at stairways. Nearly 60 year old floor tile and handrails in the east tower stairwells are damaged and deteriorating from years of use creating a hazardous condition. Handrails do not conform to current building codes or ADA accessibility requirements.

**EAST TOWER STAIRWAY**

Typical stair railings lack guardrail protections and are not compliant with current building codes or ADA accessibility requirements.

**EAST TOWER HALLWAYS**

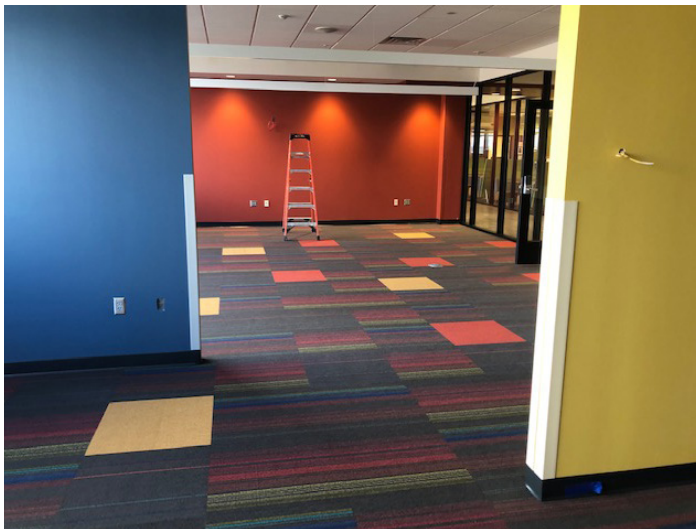
Typical hallway in the east tower with old, sagging and mismatched ceiling tile, worn carpet and old inefficient lighting.

**I. EXISTING CONDITIONS**



**PUBLIC SAFETY / MAIN ENTRY WELCOME DESK**

With the public safety staff nearly hidden behind the old monumental welcome desk, first time visitors entering campus through the front door are not left with a good first impression of Saint Paul College.



**STUDENT LIFE AND DIVERSITY**

The recently completed renovation of the Student Life and Diversity spaces begins to set the campus standard for creating a friendly, welcoming and accessible student experience, setting the stage for equity, inclusiveness and student success.



**EXISTING IT HELP DESK**

The existing IT help desk is a high demand “storefront” space for students and faculty to obtain help with computer software and hardware questions. As part of the One-Stop, the IT help desk will be improved to better serve the needs of students. With increased on-line and hybrid course offerings, efficient and timely IT help is more critical than ever.



**I. EXISTING CONDITIONS**



**EXISTING BOOKSTORE**

The Comprehensive Facilities Plan anticipates the relocation of the bookstore to become more closely associated with the new One-Stop, easily accessible to students and visitors using the primary day-to-day west entry. The learning resource center will expand into the former bookstore location increasing casual student study and collaboration space on the main level.



**EXISTING BOOKSTORE**

The bookstore will be relocated and integrated with convenience store functions to provide students a convenient and readily accessible spot for a variety of daily needs.



**EXISTING TUITION OFFICE**

The Tuition office will become an integral part of the new One-Stop simplifying student access for making tuition and fee payments as they register for classes, obtain financial aid and seek help with any other concerns or issues.

## I. EXISTING CONDITIONS



*The following facility images represent the general condition of the building to be demolished.*

### COLLEGE LEARNING CENTER (CLC) BUILDING

This property was part of land acquired in the early 90's from a neighboring church that used it for offices, classrooms and meeting rooms. SPC made a number of minor improvements to the interior spaces allowing the college to use it for a small number of classrooms and faculty offices. The building remained in use for over 25 years until the college moved out of the building prior to the pandemic. The building is in need of a new roof, the windows leak and are in poor condition, HVAC infrastructure needs replacement and interior lighting and finishes are old, worn and tattered. (estimated by FRRM at about \$2.4M).

The total floor area of the building is 13,000 GSF. The current FCI for CLC is 0.22 with about \$1.896M in deferred maintenance. This is greater than the market value of the property of which based on 2018 appraisal is approximately \$800,000.





**A. PROGRAM DESCRIPTION**

The Academic Excellence Renovation of Saint Paul College seeks to increase utilization by providing rooms that are a better fit for enrollment demands, renew existing rooms that are heavily utilized, and address deferred maintenance

The Academic Excellence Renovation’s primary academic goal is to right-size and modernize labs and classrooms to accommodate more students in high demand programs with high employment prospects.

The primary student life goal is to streamline student services functions and provide a ‘one-stop service area’ for student support functions on the first floor, rebalance bathroom counts, and update corridors and signage. Renovations in this category include:

- Improve wayfinding, especially on the first floor which students complain is confusing.
- Renovate and rebalance bathrooms on first through fourth floors to provide an adequate number of fixtures and gender neutral facilities
- Create Learning Communities.
- Consolidate Instructional Technology into a center to reduce required staffing.
- Relocate student services to a ‘one-stop shop’ convenient to entry.

The current physical layout of Saint Paul College’s Student Services offices presents a decentralized service model that results in students moving from office to office to piece together services needed to support their admission, enrollment, or student success at the college. As students find their way from one location to another, they often must repeat their needs, requiring staff questions and clarifications, which can lead to misinterpretations of the issues at hand. This can cause an unsatisfactory student experience with some student’s needs simply unmet as frustration levels increase. The renovation of student services will allow the college to provide a centralized service model, meeting a broad range of student needs and questions in a single ‘one-stop’ model and grouping similar services together not based on space but rather on student needs. This significant renovation would remove barriers to improve the student experience and satisfaction level, student persistence and success.

Another goal of the project is to address a number of deferred maintenance concerns and upgrade lighting and building systems including the building fireproofing. Several classrooms are properly sized to meet enrollment needs but lighting controls are not sophisticated enough to allow instructors to use projected content and to allow students to take notes. Upgrades to classrooms in this condition include:

- New renovation design will improve efficiency of existing academic space. This will offset old instructional spaces lost in demolition of the CLC. This demolition will reduce backlog of \$1.7M.



**B. Program Diagrams**



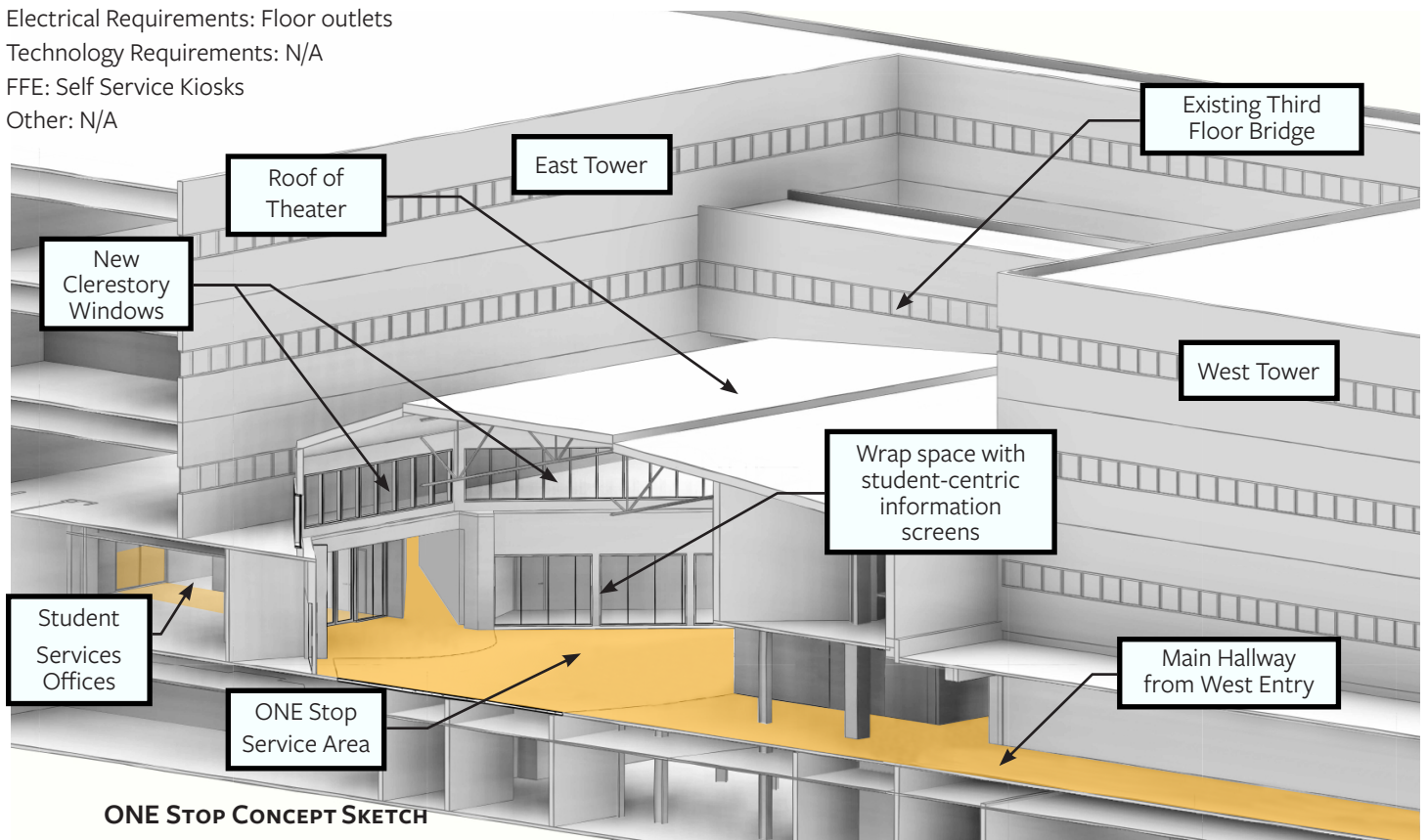
**ONE STOP ADJACENCY DIAGRAM**

One of the primary goals of this project is to consolidate all of the basic student service functions into a single, student friendly One-Stop destination for enrollment and admissions services, as well as access to academic and social services to support student success. The new One-Stop will be located in the repurposed theater on the main student path into the campus from the West Entry establishing a central location to welcome new students and their families as well as to attract and advertise services to current students in their day-to-day college activities in a new convenient location.

Integral to the one-stop experience will be front line helpers to greet incoming students, answer questions, and bring help as needed to the student (rather than directing the student to go find help). The goal is to lift barriers and eliminate what can be a confusing and intimidating experience for new students. For questions that they are not able to answer on the spot, the front line staff person will guide the student to small, private meeting spaces where staff with the appropriate expertise will come. Surrounding the One-Stop will be staff able to help students with admissions, registration, financial aid, tuition and fees, advising, IT help and photo IDs. Easily accessible registration kiosks will be conveniently located for students to perform on-line registration and pay fees. The bookstore will be relocated from its current location in the east tower to be a convenient and integral part of the experience for students, their families, and other visitors. Students will be able to register for class, deal with financial aid issues, pay fees and buy books all in a single central and easy to navigate location.

**Systems & Finishes**

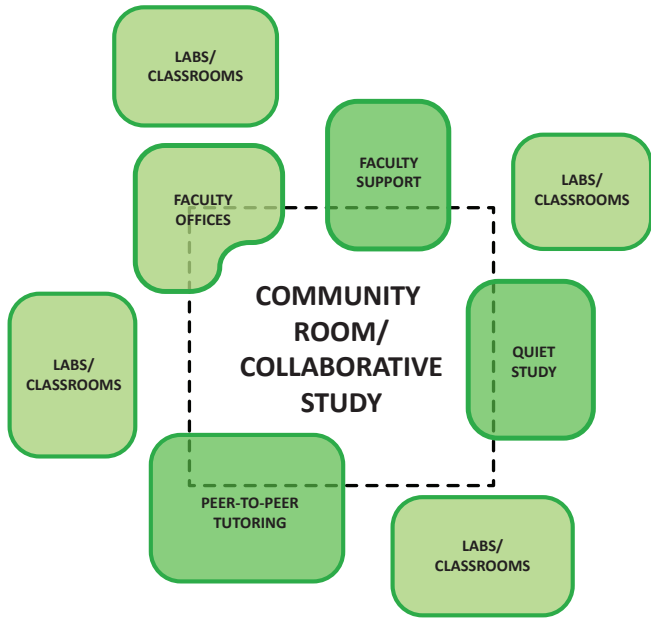
- Typical Finishes: Painted Gyp Board Walls
- Typical Lighting: LED fixtures
- Typical HVAC & Plumbing: N/A
- Electrical Requirements: Floor outlets
- Technology Requirements: N/A
- FFE: Self Service Kiosks
- Other: N/A



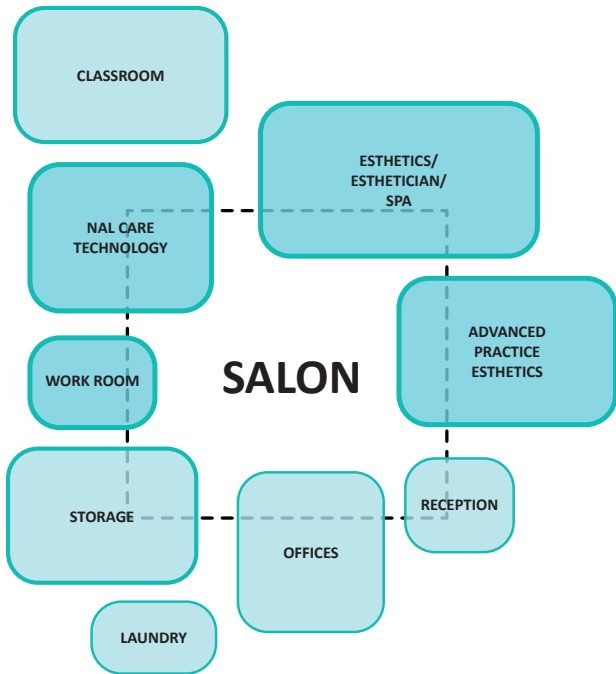
**ONE STOP CONCEPT SKETCH**



B. Program Diagrams



LEARNING COMMUNITIES ADJACENCY DIAGRAM



COSMETOLOGY ADJACENCY DIAGRAM

Teaching-Learning Communities Providing student-centered environments which address multiple learning styles provide learning environments which maximize potential for academic and personal growth for both students and faculty and which prepare students to work effectively in collaborative work environments. At community colleges, the emphasis in learning communities is frequently on major/career choice, curricular integration, and support for at risk populations of students. Regardless of institution type, however, successful learning communities are usually defined by adherence to commonly accepted best practices.

Community, Diversity, Integration, Active Learning, Reflection and Assessment.

Learning Communities provide supportive and engaging environment that enables stronger relationships among students, faculty, and staff. Students participating in Learning Communities benefit from interdisciplinary learning experiences, teacher to student mentoring, peer mentoring, and integrated support services, including peer mentors and success coach advisors.

Systems & Finishes

Typical Finishes: Painted Gyp Board Walls

Typical Lighting: LED fixtures

Typical HVAC & Plumbing: New AHU

Electrical Requirements: Floor outlets

Technology Requirements: TV screens

FFE: Lounge Furniture

Other: N/A

Cosmetology has long been a high-demand signature program offering at Saint Paul College. The programs offered through cosmetology include a range of specialties from hair care and styling, nail care and nail technology as well as skin care/esthetics and advanced esthology. The existing cosmetology and esthetics labs are cramped and outdated making it challenging to accommodate growth to meet the demands of this popular high demand program area.

Cosmetology is in need of refreshing and rightsizing of its lab spaces to better provide the learning environments its students need to meet the demands for becoming licensed for entering the workforce. This project is seeking to renovate and redesign the entirety of the Cosmetology suite to improve program layout, resolve ventilation problems and make more efficient use of space.

Systems & Finishes

Typical Finishes: Painted Gyp Board Walls

Typical Lighting: LED fixtures

Typical HVAC & Plumbing: New AHU. New plumbing.

Electrical Requirements: Floor outlets

Technology Requirements: N/A

FFE: Various cosmetology equipment

Other: N/A



C. Programming Workbook

<b>Saint Paul College Academic Excellence Predesign</b>					
BTR Number 22067 September 29, 2022					
		Area (SF)			
		Current	Proposed		
Rm No		One Stop Central (1st floor inside Theatre Block)		Notes	
1405	x	ADR Access and Disability Resources	884	900	
		Assesment Testing for access disability	0	300	add 6 quiet space to access and disability
1326	x	Advising	3058	3400	
1326	x	Career Services			
1326	x	Counseling Personal/ Mental health			will need add. space
L587	x	Financial Aid	856	900	
1401	x	Student Rights & Responsibilities	613	615	
1355	x		229	500	Public safety officer (public facing, needs privacy as well
1300	x	Registration / Records	3982	4500	
1300	x	Admissions/recruitment			
1350		Existing Theater (5000 sf) Entire central block is 16,306 sf			Theater will be gutted and new floor installed at first floor level to become central to the new One Stop
1401	x	Rights and Responsibilities (old mail room)	613	700	student conduct and sexual violence
1240	x	Tuition and fees	862	900	
	x	One-Stop Service Hub Central		1500	common area to access one stop services
	x	Counter Stations and Staff		300	Service counters for one stop
	x	Touch down			
		Student One-Stop Reception Hall			
		Kiosk			
3140	x	Testing Center	889	1000	move from 3rd floor - current size is ok
SUBTOTAL One-Stop Central Inside the Theater Block			11986	15515	





**C. Programming Workbook**

Existing Admin Space 6809 sf			Area (SF)		Notes
			Current	Proposed	
Rm No.		One Stop First Tier (1st floor outside Theatre Block)			
3340	o	Veterans Services (Student Life)	961		Remain where they are on 3rd?
1470	x	IT Services and Help Desk	698	698	
1205	x	Power of You / Make it Count	1257		No Work. Existing to remain
1265	o	Student Life	1551		No Work, existing to remain
		Food, Housing, Healthcare, Parenting, Mental Health, Safety, Financial Assistance, Employment, Voting, Technology, Immigration, Transportation			Are these functions in SL office? Reconsider for 2022? First Tier but should be alltogether. Student life services (resources provided by student life) Don't require space
3140		Assessment Testing	1283	1300	
1370	o	Marketing	745	800	don't deal with students could be located anywhere
1365	x	TRIO Student Support	1010		No Work - Remian in current space
1460		IT Webmaster & Programmer	605	605	Could move anywhere - move to IT suite
1240		Business Office	1065	1100	Can be located anywhere
L225	o	Student Records	796		No work - Remain in current space
1210		Bookstore	2131		Remodel - Remain in current space
SUBTOTAL One-Stop First Tier Outside the Theater Block-1st FL			12102	4503	



**C. Programming Workbook**

Second Floor		Current	Proposed	
	Learning Community - 2115, 2125, 2215, 2225	4517	4517	
	Cometology - 2270,2280	3477	3477	Verify ventilation needs
	Classroom - 2200	2316	2316	
	East Tower Bathrooms	1130	1130	
	East Tower Hallways	9400	9400	
	West Tower Hallways	3669	3669	
Second Floor Sub Total			24509	

Third Floor		Current	Proposed	
	Learning Community - 3125, 3135, 3165,3225	1848	1848	
	Classroom - 3297, 3298	665	665	
	Classroom - 3120	2155	2155	
	Classroom - 3150	1589	1589	
	Classroom - 3160	1373	1373	
	Classroom - 3220	1340	1340	
	East Tower Bathrooms	1130	1130	
	East Tower Hallways	6161	6161	
	West Tower hallways	4160	4160	
	Convert to Classroom - 3140-3145	1283	1283	Former Testing moves to 1st Floor One-Stop
Third Floor Sub Total			21704	

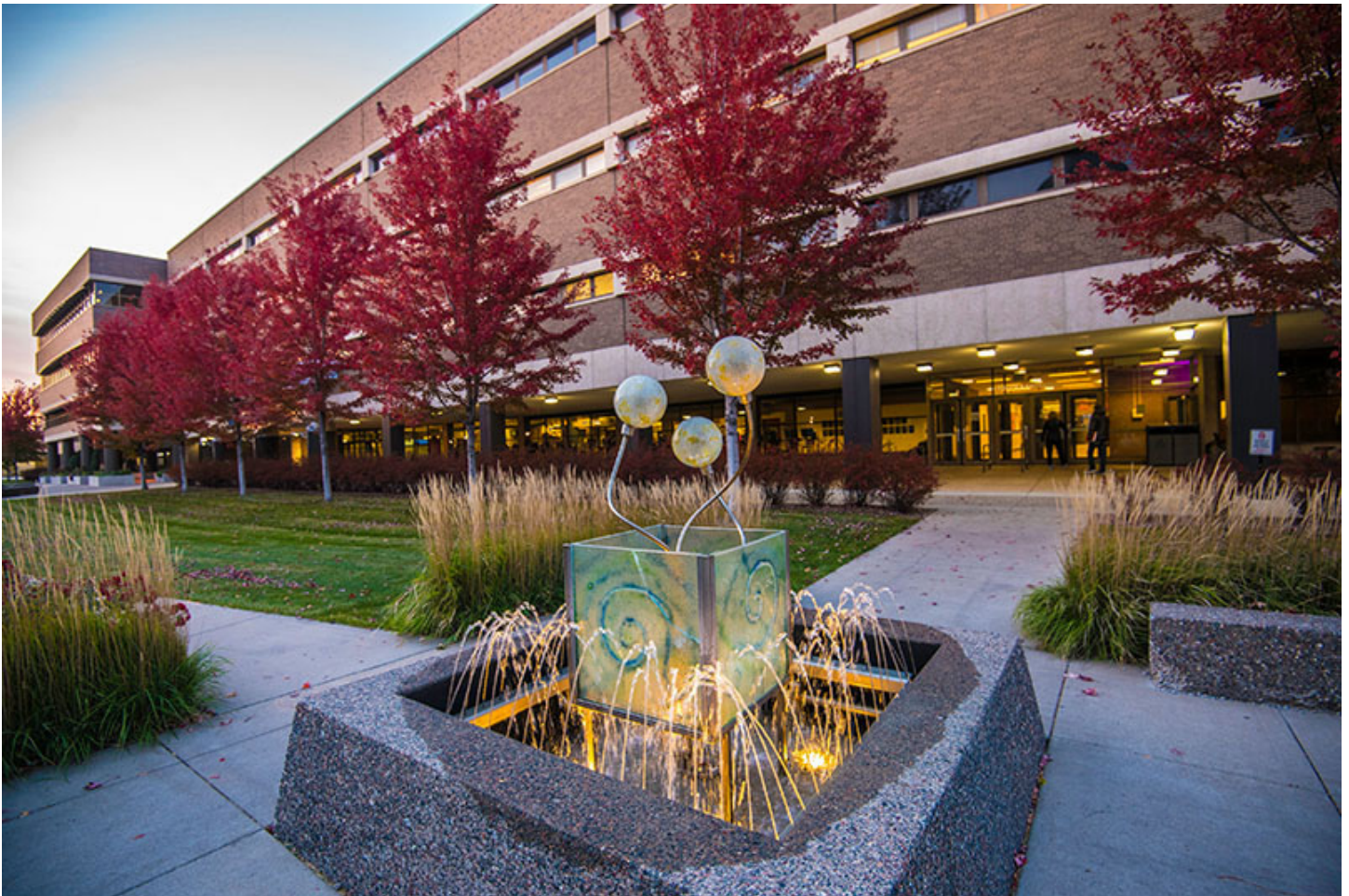
Fourth Floor		Current	Proposed	
	Learning Community - 4115, 4125, 4215, 4225	4590	4590	
	West Tower Admin offices Renovation	9300	9300	Extensive renovation of entire area
	East Tower Admin. Offices - 4110-4299	1852	1852	
	East Tower Faculty Offices - 4240, 4245, 4250	3958	3958	Relocated from East Tower for Admin. Renov.
	Childcare Program - 4201 & 4210	2143	2856	Relocate from West Tower for Admin Renov.
	Classrooms - 4105	828	828	
	Classrooms - 4140	1582	1582	
	Classrooms - 4150	1643	1643	
	Classrooms - 4160	2390	2390	
	Classrooms - 4280	1368	1368	
	East Tower Bathrooms	1130	1130	
	West tower Hallways	6772	6772	
Fourth Floor Sub Total			38269	

	First Floor One Stop Theater Block		15515	
	First Floor Other Areas		4503	
	Second Floor		24509	
	Third Floor		21704	
	Fourth Floor Administration		38269	
	Support Spaces		12000	
<b>Total</b>			<b>116500</b>	



### D. Architectural Plans

The floor plans which follow indicate the areas and the nature of the improvements to be included with the Academic Excellence Renovation and Renewal.

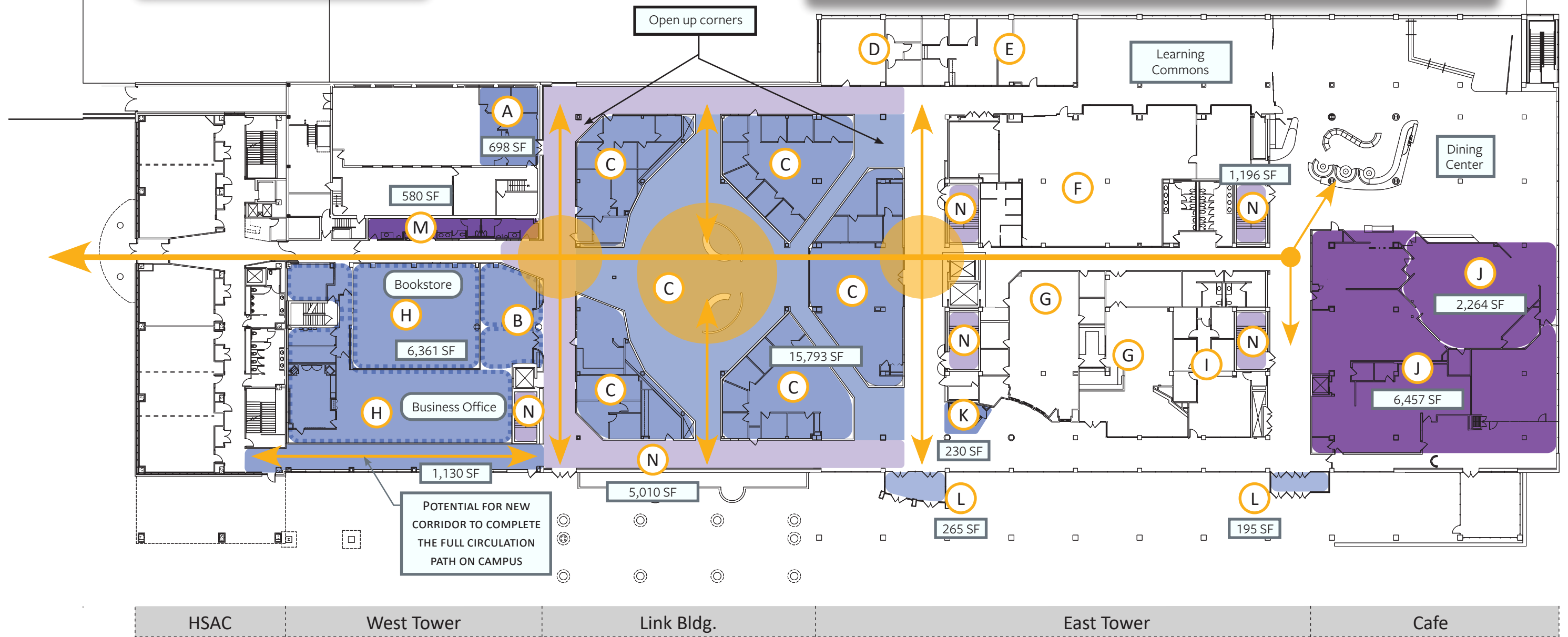




D. PLAN DIAGRAM: FIRST LEVEL

	Restrooms & Kitchen
	Corridors & Stairwells
	Renovation
	Optional Program Area

A	IT Help Counter	H	Bookstore   Business Office
B	C-Store   Coffee Shop   Storage	I	Power of You (recently renovated)
C	One Stop   Student Services	J	Servery   Food Service Kitchen
D	TRIO	K	New Public Safety   Welcome Desk
E	Student Life and Diversity Office (recently renovated)	L	Entry (remodel)
F	Library	M	Restrooms
G	Existing Bookstore & Business Office	N	Stairwells   Corridors



# FIRST FLOOR 1

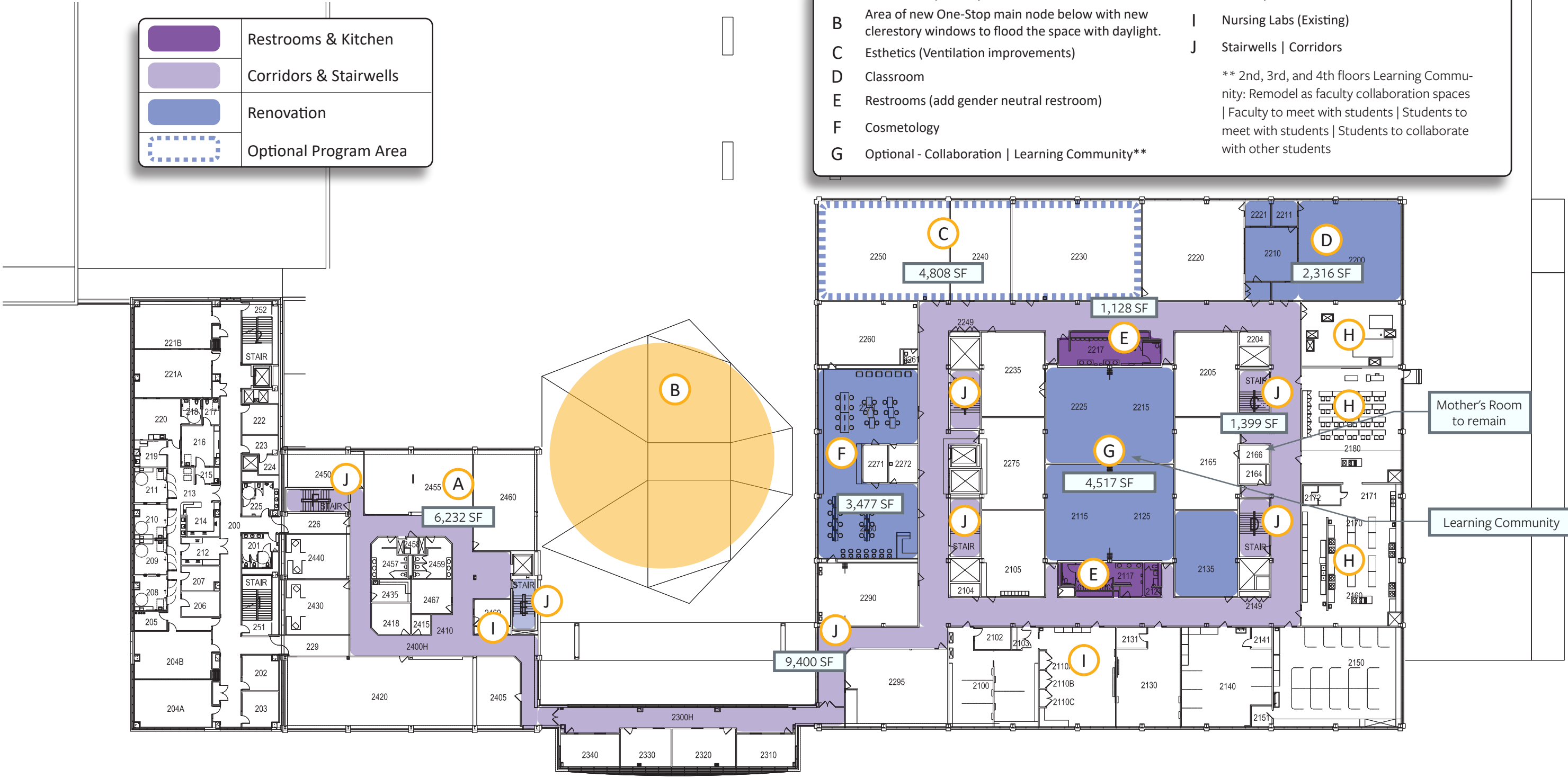




D. PLAN DIAGRAM: SECOND LEVEL

	Restrooms & Kitchen
	Corridors & Stairwells
	Renovation
	Optional Program Area

A	Classrooms   Faculty Offices	H	Culinary
B	Area of new One-Stop main node below with new clerestory windows to flood the space with daylight.	I	Nursing Labs (Existing)
C	Esthetics (Ventilation improvements)	J	Stairwells   Corridors
D	Classroom		** 2nd, 3rd, and 4th floors Learning Community: Remodel as faculty collaboration spaces   Faculty to meet with students   Students to meet with students   Students to collaborate with other students
E	Restrooms (add gender neutral restroom)		
F	Cosmetology		
G	Optional - Collaboration   Learning Community**		



HSAC      West Tower      Link Bldg.      East Tower



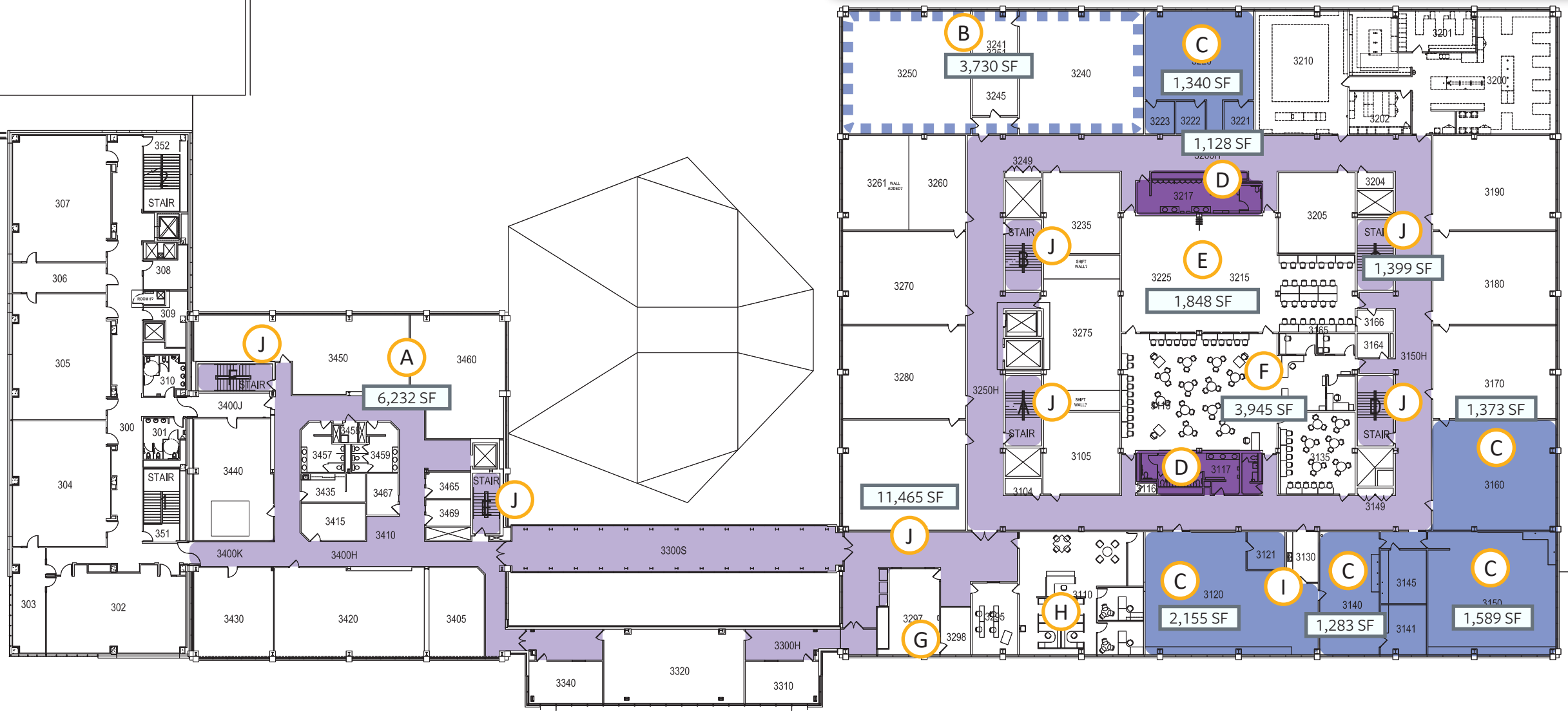
SECOND FLOOR **2**



D. PLAN DIAGRAM: THIRD LEVEL

	Restrooms & Kitchen
	Corridors & Stairwells
	Renovation
	Optional Program Area

A	Classrooms   Faculty Offices	H	Academic Effectiveness & Coordination
B	Science Labs	I	Existing Testing to move to 1st floor One-Stop
C	Classroom		** 2nd, 3rd, and 4th floors Learning Community: Remodel as faculty collaboration spaces   Faculty to meet with students   Students to meet with students   Students to collaborate with other students
D	Restrooms (add gender neutral restroom)		
E	Optional - Collaboration   Learning Community **		
F	Tutoring (Existing)**		
G	Student Life   Gateway?		



HSAC      West Tower      Link Bldg.      East Tower



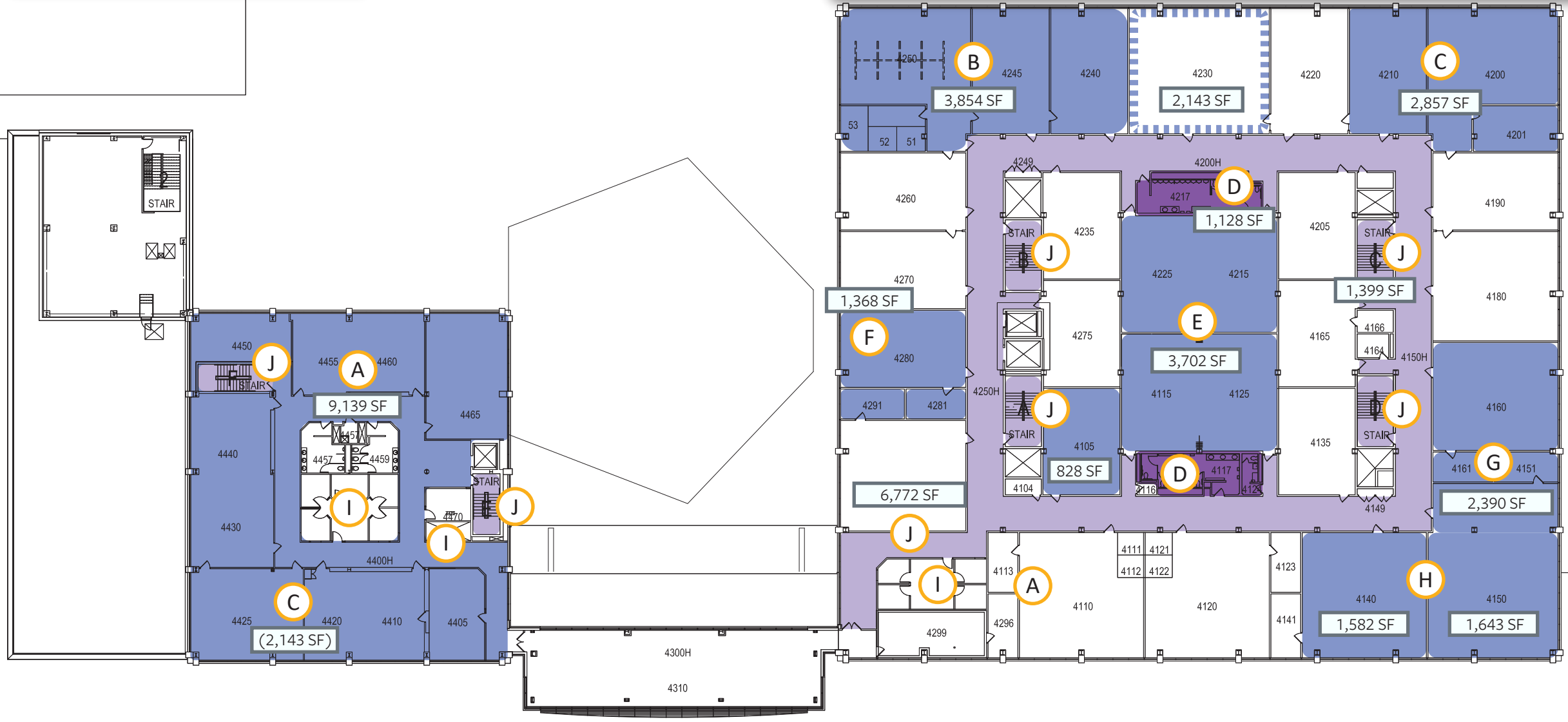
THIRD FLOOR **3**



D. PLAN DIAGRAM: FOURTH LEVEL

	Restrooms & Kitchen
	Corridors & Stairwells
	Renovation
	Optional Program Area

A	Administration	H	Classroom
B	4th floor Faculty Office to move here to allow Admin. in West Tower	I	Remodeld in 2020
C	Existing Music Room moves to Lower Level   Childcare Program moves here from West Tower	** 2nd, 3rd, and 4th floors Learning Community: Remodel as faculty collaboration spaces   Faculty to meet with students   Students to meet with students   Studentes to collaborate with other students	
D	Restrooms (add gender neutral restroom)		
E	Optional - Collaboration   Learning Community **		
F	Classroom		
G	Classroom		



HSAC      West Tower      Link Bldg.      East Tower



FOURTH FLOOR **4**



### E. SECURITY / SAFETY ISSUES

In addition, when the Saint Paul campus building was constructed, the building did not have fire protection insulation applied to the underside of floors – which is currently a code requirement. Therefore, the Saint Paul Fire Marshall has required the college to develop a plan to spray fire proofing materials above ceilings throughout the building and, when the funding for this project is received, the completed project will address this requirement – as well as assuring that proper fire exiting hardware is installed on all stairwell doors.

This remodeling and renovation project will allow the college to install electronic door controls that will enable lock down protocols and secure areas within the heaviest used instructional and student service areas – if an armed intruder or active shooter incident were to occur. If so, it could be an enhancement that would save lives. At the minimum, it will assist the college in having better control of access to rooms.

### F. HVAC SYSTEMS DESCRIPTION

Finally, the remodeling and renovation project will enable the college to have the opportunity to integrate emergency messaging capability through integrated strobes and horns that are mounted throughout the campus

#### **General:**

Refer to the floor plan drawings and Section I Summary in this report, describing changes and showing the areas of the Campus affected by the project and the proposed new arrangement of rooms and their function.

#### **Fire Suppression Systems:**

The Academic Excellence areas will be protected with a fire sprinkler system consisting of fire mains, branch pipes and sprinkler heads. The existing fire sprinkler system branch pipes and sprinkler heads in areas of the Campus affected by this project will be reconfigured to accommodate the rearrangement of rooms and changes to the ceilings. All egress stairs are equipped with Class III wet standpipes with hose connection valves, and these will remain.

#### **Plumbing Systems:**

New plumbing fixtures will be installed in remodeled spaces, including restrooms, labs, kitchen, and other rooms with sinks. Existing water, waste and vent pipes will be extended to serve the new fixtures. The plumbing vents will be routed through the building, terminating above the larger fixture groups. In general, fixtures will be water-efficient and ADA compliant.

#### **HVAC:**

Spaces requiring exhaust ventilation, such as labs and Kitchen, will have new exhaust fans and exhaust ductwork. Existing central air handling units serving the Academic Excellence areas will remain, and the air ducts will be reconfigured to accommodate changes to room plans. An exception is the underutilized and deficient theater space, which will be repurposed into a centralized student services area. This multi-story space will be served by a new air handling system. The new system will be comprised of a central air handling unit with new distribution ductwork and VAV boxes with hot water booster heating coils for zone temperature control. The minimum amount of outdoor air intake will be increased to meet revised Code requirements, provide enough make-up air for building exhaust, and to allow for further increased ventilation and indoor air quality in times of a potential future epidemic, such as the current COVID-19 pandemic. Consequently, the modifications will be made to upgrade the capacity of heating and cooling the added outdoor air. In general, VAV boxes and reheat coils will be reused, and the downstream ductwork will be reconfigured to accommodate changes in room partitions and room functions. A few VAV boxes will need to be added for optimal zone temperature control.





**Automatic Controls and Building Automation System:**

The existing building automation system is Honeywell, with a Tridium front end. It is a fully integrated, web-based system. It presently monitors and controls building HVAC systems, including those that serve the Academic Excellence spaces. This will be retained, and the BAS will be extended to monitor and control new fans and zone terminals. It is likely that some new BAS hardware will be added. Other field devices and programming will be added as required, to meet the 2020 State Energy Code.

**Lighting and Lighting Controls:**

In remodeled areas, existing fluorescent light fixtures will be replaced with new LED light fixtures. New lighting control, compliant with the current MN Energy Code will also be provided. Manufacturers will be coordinated with facility standards.

**Electrical Power:**

In remodeled areas, existing panelboards affected by the remodeling will be relocated as needed. Any panelboards that are in poor condition will be replaced. Remodeled rooms will have new power receptacles installed at locations that meet users needs. New mechanical equipment will be connected to the existing electrical distribution system.

**Low Voltage Communications:**

Telephone and data outlets will be provided in remodeled areas as required to meet the users needs. New category 6 cabling will be run to existing telephone/data closets. New jacks and faceplates complying with facility standards will be provided.

**Fire Alarm System:**

Existing fire alarm system will be modified in remodeled areas. New detection and notification devices will be provided and connected to the existing system in compliance with current MN Fire Code.

**G. SELF-FUNDED PAST ACTIONS**

The college has invested in making significant improvements in areas immediately adjacent to but not included in this project. For example, in 2014, the college’s Library and Learning Commons Remodeling Project invested over \$1 million of college operating funds to upgrade space in these key instructional resource areas. Each year, especially during the summer, the college has made additional investment to upgrade classroom areas located on the floors touched by this project.

The Academic Excellence Renovation project on the current bonding bill request would not result in a significant increase in debt service to the College. The College will realize a larger decrease in debt service due to expiring debt than the amount of debt service added due to the Academic Excellence Design project. Therefore, the impact to the College’s finances would be very minimal.

**A. B3 + SB2030****SUSTAINABILITY HIGHLIGHTS/IMPACT ON THE PROJECT**

Repurposing of existing space to increase space utilization.

Renovation & Renewals within the proposed project will add lighting controls and replace older, inefficient light fixtures with high-efficiency fluorescent or LED fixtures.

Restroom upgrades and automatic faucets will reduce water heating and pump energy requirements and reduce water usage.

Saint Paul College is served by District Energy, which utilizes Bio-mass as its primary fuel source.

This project includes cost analysis for on-site power generation via solar-photovoltaic or solar-thermal panels to be roof-mounted.

The B3 Guidelines say that “version 3.2 is applicable for projects beginning predesign or enrolled in the B3 Guidelines Tracking Tool on or after January 1, 2020. Projects beginning their Schematic Design Phase prior to this date may use the previous Version 3.1 but are encouraged to use Version 3.2”.

In the current version 3.2, under renewable energy, it says, “Provide at least two percent of the project’s energy needs with on site solar or wind renewable sources”. But later in the guideline, it says, “Meeting the two-percent renewable energy requirement mandated by this guideline is only necessary if it is found to be cost effective. The cost effectiveness must be determined using the B3 LCOE Calculator”, which is an online energy calculation tool.

Link:[https://www.b3mn.org/guidelines/3-2/e\\_2/](https://www.b3mn.org/guidelines/3-2/e_2/)

**B. SUMMARY OF AN ANALYSIS OF ALTERNATIVE ENERGY SOURCES****General Information**

Predesign reports for projects for State agencies are required to undergo an analysis for including alternative energy sources, to provide at least 2 percent of the building’s annual energy consumption. Sources to be considered are solar thermal (generating hot water), solar electric (using photovoltaic), and wind.

The Renovation at Saint Paul College will involve major remodeling of about 104,500 square feet of space within the main building. This is about 21% of the total area of the main building, which is 497,000 square feet. The State of Minnesota Department of Administration B3 Benchmarking Website stores energy data for State buildings, including Saint Paul College. In the following analysis, the energy consumption data is taken from these records. According to the B3 Database, the main building consumes about 8,667,000 kilo-watts of energy in a normal year. This includes energy for all purposes – heating, cooling, power, lighting, domestic water heating, etc.

In order to establish the energy demands for the portion of the College affected by this project, the overall campus numbers have been prorated according to the area. It is assumed that the present energy density in these spaces to be remodeled is representative of the overall building energy density. Therefore, the normal annual energy consumption for the area to be remodeled is approximately 21% of 8,667,000 KWH, or 1,820,070 KWH. The renovated systems are expected to incorporate sustainable design measures which will reduce the energy consumption. It is not expected that the boilers and chillers will change, so the energy improvements will be limited to measures which can be taken in the affected areas of the Campus. Still, it is reasonable to assume that a savings of at least 10 percent is achievable. On this basis, the normal annual energy load for the renovated project area is expected to be 90% of 1,820,070 KWH, or 1,638,063 KWH per year. The alternative energy systems should be sized to produce an amount of energy equal to at least 2% of this figure, or about 33,000 KWH per year. Converted to BTUs, this equals about 113 million BTUs per year.

**B. SUMMARY OF AN ANALYSIS OF ALTERNATIVE ENERGY SOURCES**

B3 provides a Pre-Design calculator called “Levelized Cost of Energy Calculator” (LCOE) for determining the viability of renewable energy in projects. It has pre-programmed costs for 3 types of renewable energy. Photovoltaic (PV), Solar Hot Water (SHW) and Wind Turbines. It requires inputs of system life, required yearly energy production, financing costs and utility energy rates for electricity and natural gas. It then determines if renewable energy is likely cost effective for the project. It does not give a number of years of payback, but any project with less than 15 years is required to be a part of the B3 project.

For each type of alternative energy system, a present-value cost analysis has been performed, using the LCOE software. Cost figures are present-day values and include design, materials, labor, general conditions, overhead & profit, and a contingency amount. Incentives and grants may be available to partially offset some of the capital cost. Use of these incentives and grants are generally conditioned on ownership by taxable entities. Analysis of eligible ownership structures and applicable incentives is beyond the scope of this general screening of renewable energy systems. Savings are the present value of amount of energy cost avoided by using the alternative system. The energy required to operate the alternative systems is a small number compared with savings, and so this has been discounted. Operation and maintenance costs are included.

**A Solar Photovoltaic System**

An array of solar panels with photovoltaic cells could be installed on the building roof or possibly on grade near the building. Other equipment would be required to transfer the electrical energy to the main building system. In order to generate 33,000 KWH of electricity per year, the array would need an area of about 2,250 square feet of land or roof. This could produce as much as 33 KW. According to the LCOE calculator, the total installed cost is \$115,314. The computer model indicates an annual energy cost savings of \$0.124 per Kilowatt-hour, or \$4.092 per year. The simple payback is  $\$115,314/\$4,092 = 28$  years.

**A Solar Thermal System**

An array of solar collectors could be used to heat or preheat domestic water. These could be installed on the building roof or possibly on grade near the building. The panels could be the flat-plate type with water tubing inside. In addition to the solar panels and supporting structure, the solar thermal system would include an indoor storage tank, circulating pump, heat exchange, controls, and wiring. In order to generate 113 million BTUs of heat per year, the array would consist of 31 panels, and would require an area of about 1,590 square feet of land or roof. The heat collected could be as much as 308,800 BTUs per hour. According to the LCOE calculator, the total of the first costs is \$76,840. The computer model indicates an annual energy cost savings of \$0.0029 per thousand BTUs, or \$3,277 per year. The simple payback is  $\$76,840/\$3,277 = 23$  years.

**A Wind Energy System**

An array of wind-powered electric generating turbines could be installed on the building roof or possibly on grade near the building. Other equipment would be required to transfer the electrical energy to the main building system. In order to generate 33,000 KWH of electricity per year, the array would consist of 1 wind turbine, and it would require an area of about 700 square feet of land. This could produce as much as 9 KW. According to the LCOE calculator, the total of the first costs is \$115,317. The computer model indicates an annual energy savings cost of \$0.124 per kilowatt-hour, or \$4,092 per year. The simple payback is  $\$115,317/\$4,092 = 28$  years.

## B. SUMMARY OF AN ANALYSIS OF ALTERNATIVE ENERGY SOURCES

**Table 1: Results of Calculations**

Type of System	Solar PV	Solar Thermal	Wind
Capacity	33 KW	113,000 MBTU	9 KW
Annual Avoided Energy	33,000 KWH	33,000 KWH	33,000 KWH
% Annual Load*	2%	2%	2%
Annual Avoided Expense	\$4,092/Year	\$3,277/Year	\$4,092/Year
Capital Cost	\$115,314	\$76,840	\$115,317
Payback in Years	28	23	23

\* Percentage of the load for spaces affected by this project

In each instance, the payback period is longer than 15 years, and for each renewable energy source, the LCOE calculator indicates that the requirement to install renewable energy is not cost-effective. However, a final decision won't be made until at least the schematic design phase of the project. It is recommended that the predesign cost estimate include \$115,000 (plus escalation) for a renewable energy system.

In the schematic design phase of the project, a determination will be made if the project will be required to meet the Minnesota B3/SB2020 Sustainable Design requirements. It is possible that the amount of remodeling or changes to the HVAC systems could activate this requirement. Generally, if an area of expansion or major remodeling is less than 10,000 square feet, it is not subject to the B3 requirements. A consequence would be that certain areas of the Campus would need to meet an energy-efficiency target. At the time of this predesign report, the SB2030 requirement is 80% reduction of annual energy usage from a 2009 baseline of similar buildings. In 2025, this will change to a 90% reduction. In either case, it is possible that some amount of renewable energy installation, greater than 2%, will be needed to compensate for missing the target. It is recommended that a contingency cost be included in the budget to address this. It is also recommended that a solar photo-voltaic panel array be selected as the renewable energy source. Because of the present uncertainty, it is difficult to forecast the extent of the possible addition of a more extensive solar PV array. A very preliminary estimate is that an array might be large enough to generate 10% of the annual energy consumed by affected areas of the Campus. Extrapolating the cost presented in the above paragraphs, this could cost \$577,000, plus escalation. If the project SD phase takes place after 2025, then it might be double this amount.



**C. RESILIENCE**

A project goal is to build longevity into the improvements and increase the adaptive capacity of the campus to maintain or quickly resume operations after a catastrophic event.

Catastrophic events rarely happen in isolation. Saint Paul College has partnered with the City of St. Paul to assess the risk of local and regional threats and vulnerabilities. The B3 Resilience Tool was used to develop the highest priority hazards and the most likely disrupted services.

**Highest Priority Hazards:**

- Winter Storm (Ice, snow, hail)
- Civil Unrest
- Cyber Attack

**Services Most likely Disrupted:**

- Electricity
- Transportation
- Potable Water





**A. PROJECT COST SUMMARY**

Program	Rooms	Type of Work	Scope
<b>Level 1</b>			
Restrooms 1451-1453	First Floor	Renovation	Make ADA compliant
Corridor	First Floor	Flooring	Floor Tile only
SW Corridor	First Floor	Renovation	
Vestibules (SE and south main)	1 Floor	Renewal	Replace curtain walls and doors
Cafeteria/Kitchen SERVERY	1140	Renewal	Demonstration Kitchen
Cafeteria/Kitchen	1110-1130	Renovation	
C-Store		Renovation	
Bookstore		Renovation	Resize bookstore
Business office		Renovation	Admin/Bus Office
Storage			
Student Resource/Collab	1210	Renewal	
Student Resource/Collab	1240	Renewal	
Student Services SE	1300	Renovation	Enrollment Services moves
Student Services E	1320	Renovation	Transfer Center moves
Student Services NE	1340	Renovation	Financial Aid moves
Student Services NW	1370	Renovation	
Student Services SW	1400	Renovation	
One stop -Theater	1350	Renovation	demo, new floor, reno
<b>Level 2</b>			
Stairs	Second	Stair	
Restrooms West	2457/2467	Renovation	Make ADA compliant
Restrooms East	2117/2217	Renovation	Make ADA compliant
Corridors West		Renewal	
Corridors East		Renewal	TKDA Study
New Department Learning Community	2225/15 2115/25		
Renovated Classrooms	2450/55/60	completed	
Renovated Classrooms	2420/05	completed	
Renovated Classrooms	2418/30/35/40	completed	
Health	2135	Flooring/Light	
Liberal Arts	2200/2210	Renewal	Right size
Esthetics	2230/40/50		
Cosmetology	2270/2280	Renovation	Floor, cabinets, interior doors
Service Programs	2275	completed	



Program	Rooms	Type of Work	Scope
<b>Level 3</b>			
Stairs	Third Floor	Stair	
Restrooms West	3457/3467	Renovation	Make ADA compliant
Restrooms East	3117/3217	Renovation	Make ADA compliant
Corridors West		Flooring/Light	
Corridors East		Renewal	TKDA Study
Corridors Link		Flooring/Light	
Classrooms	3440/15	Light Renewal	
Liberal Arts	3110	completed	Add ceramics/dark room
Liberal Arts	3120	Light Renewal	Add ceramics/dark room
Assessment	3140	Renewal	
Business/Accounting	3150	Renewal	
Business/Accounting	3160	Renewal	
	3141/45	Renewal	
Science Lab	3220	Renewal	Right size
Science Lab	3221/3223	Renovation	Right size
Office	3295/3297	Renovation	Lights and Carpet
<b>Level 4</b>			
Stairs	Fourth	Stair	
Restrooms East	4117/4217	Renovation	
Corridors East		Renewal	
Liberal Arts	4105	Renewal	
	4110/13/4296/99		
	4115/25/4215/25		
Math	4140	Renewal	
Computer Graphics	4150	Renovation	Right Size
Storage	4151/4161	Renovation	Right Size
Math	4160	Renewal	
Liberal Arts	4200	Renewal	Right Size
Liberal Arts	4201	Renovation	Right Size
	4240/45/50	Renovation	
Liberal Arts	4280	Renewal	
Office	4281/4291	Renewal	
Administration	4405-4465	Renovation	



<b>FIRST FLOOR AREA SUBTOTAL</b>	34,804 SF
FIRST FLOOR COST SUBTOTAL	<b>\$7,939,090 First Floor Total</b>
<b>SECOND FLOOR AREA SUBTOTAL</b>	25,057 SF
SECOND FLOOR COST SUBTOTAL	<b>\$2,597,775 Second Floor Total</b>
<b>THIRD FLOOR AREA SUBTOTAL</b>	22,273 SF
THIRD FLOOR COST SUBTOTAL	<b>\$2,035,482 Third Floor Total</b>
<b>FOURTH FLOOR AREA SUBTOTAL</b>	34,382 SF
FOURTH FLOOR COST SUBTOTAL	<b>\$3,900,905 Fourth Floor Total</b>
<b>ALL FOUR FLOORS</b>	
<b>AREA TOTAL</b>	116,516 SF
2022 CONSTRUCTION COST TOTAL	<b>\$16,473,252 TOTAL ALL FLOORS</b>
Allowance for Renewable Energy	<b>\$600,000</b>
Demolition of the CLC	<b>\$195,000</b>
<b>GRAND TOTAL ALL 4 FLOORS AND DEMO CLC</b>	<b>\$17,268,252</b>
<b>\$18,995,077 with design contingency</b>	

**Project Cost Summary**

**Cost Type**

**Costs (\$)**

Design	\$2,050,000
Project Management	\$233,800
Demolition (CLC Building)	\$200,000
Construction	\$21,005,000 *
Percent for Art	\$188,000
Occupancy	\$1,620,000
<b>Total Project Cost</b>	<b>\$27,083,000**</b>

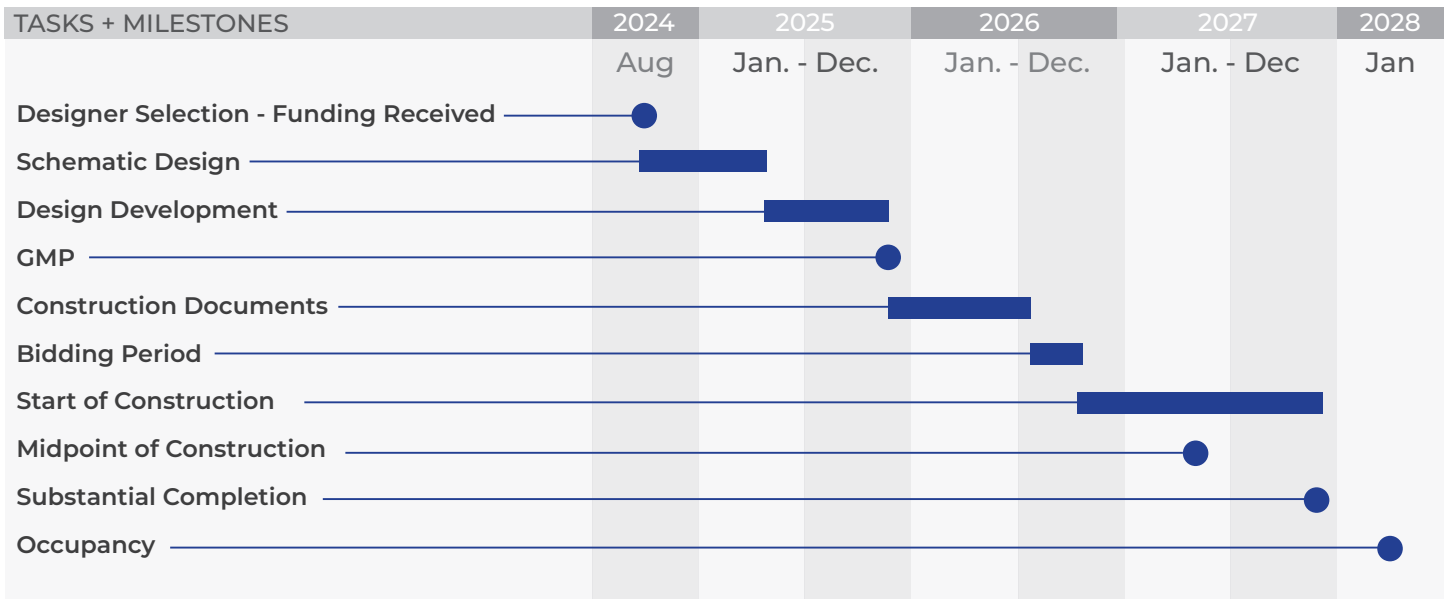
\* Note: See Appendix for detailed explanation of construction cost estimate.

\$118,000 Prior year funding by Saint Paul College not included above.

\*\* Note: Total Project does not include escalation to midpoint of construction



## A. PROJECT SCHEDULE



### ACADEMIC SCHEDULE & CONSTRUCTION SEQUENCING

To make the project less disruptive for students, faculty and staff while operations are underway, swing space will be available in the CLC. When construction is completed, the CLC will be demolished. The college has and will continue to remodel classrooms, in advance of this project, to help assure that sufficient instructional space is available to continue to operate during the remodeling and renovation project. Working with a contractor using the CM at Risk delivery method, the college and contractor will identify the most cost-effective approach while assuring minimal disruption as the project is executed. It's expected that the most disruptive work will occur during the summer breaks when classroom use is at an low ebb.

## A. OCCUPANCY AND PHASING PLAN

With assistance from the SPC Technology Committee, an updated Technology Plan is currently underway and expected to be completed soon. It includes a strategic path for updating classrooms, labs, and learning spaces with tools to facilitate learning, including the technology needed to support HyFlex classes as well as active learning classrooms.

This project will be integrated into the college's computer network system consisting of a combination of wired data ports throughout the campus along with robust WiFi. The project maintains the existing technology network infrastructure which includes multiple data closets on each floor for expansion of the network and reliable distribution. All are sized and provided with ventilation and temperature control for longevity and proper maintenance of equipment.

Existing established network pathways will be maintained to the greatest extent possible. Addressing issues in cramped data closets will be an additional positive outcome that supports the college's technology operating infrastructure. Classroom space that will be redesigned and right-sized to support Hy-Flex and active learning strategies, currently hindered by physical barriers and awkwardly designed rooms, will be able to make full use technology that supports a variety of teaching styles.

With the increased technology needed to support new teaching and learning styles and the multiple devices such as laptops, phones and tablets, carried by students, conveniently located power outlets for keeping the many devices charged throughout the day will be incorporated throughout areas of renovation.



# APPENDIX

ATTACHED IN SEPARATE DOCUMENT



