



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

100% PREDESIGN - APPENDIX 11/10/22

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BTR

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APPENDIX: A

FACILITY SPACE ALLOCATION PROCEDURE

Saint Paul College Procedure

Chapter 6 – Facilities Management

06.04.01.01 Facility Space Allocation Procedure

A. Purpose:

The intent of this procedure is to define a systematic process that will assist in specifying conditions under which Saint Paul College will provide space, allocate or reallocate space for academic programs, student services and administrative functions. The process identified below is developed to enable wise space allocation and assignment to assure good stewardship of state resources and to plan for future enrollment needs. Important criterion to be considered in allocating space are:

1. The College's Mission, Strategic Plan, and Master Facility Plan.
2. Suitability and appropriateness of the space as well as potential required construction, renovation, and with consideration of planned future space use and/or space reallocations.
3. Appropriate and efficient utilization of existing and planned instructional space as verified by MnSCU EMS scheduling data and information gathered on actual usage of existing functional areas.
4. Costs incurred by granting the space allocation and how they will be funded and supported.
5. Effects on students, visitors, and staff who must be relocated if the space request is granted.

B. Planning and Provision of Campus Space

Planning for campus operational needs formally occurs through updating of the Saint Paul College Master Facility Plan. The formal updating of that plan occurs every five years. During the interim between updates, annual planning and space modifications and/or allocations may be necessary in order to respond to changing needs. Given the need to adapt to a dynamic environment, active participation in planning is encouraged at the respective departmental or program level. Doing so will better help to make planning decisions that best meet program and/or service needs.

Departments or programs with previously assigned space, must first look within their existing space assignments and study the feasibility of internally reallocating space to meet existing or changing needs. If the department or program believes they cannot reallocate space internally (or if the type of space needed does not reflect the type of space available), the department or program will look within space assigned to its division to identify usable space needed by the department or program.

Should adequate space not be identifiable, the department, program and/or division will work with the Facilities Management office to identify campus space that could potentially be

reconfigured and/or made available to meet the space needs of the division, department and/or program.

However, new, reconfigured or remodeled space for a department, program and/or division requires completion of a “Space Request Form,” (attached to this procedure). The form must be completed with required authorizations before space allocation (reallocation) will be approved. Costs associated with obtaining and/or renovating space must be included in the total budget to reflect true operational program costs.

Note: If an employee change has occurred within a department, program or division, no space request is needed. However, in the event that that a functional change in the assigned space is to occur, Sections I and II of Space Request form should be completed.

Vacated Space

When a department or program is relocated to newly acquired or constructed facilities or if the department or program is reorganized, downsized or discontinued resulting in vacated space, the vacated space will temporarily revert to the control of the Facilities Management Office until reassignment. When this occurs, the Vice President for Academic Student Services as well as the Vice President for Administration and the Facilities Office, after appropriate consultation, will confer and make recommendations for space re-assignment.

C. Requesting Space: Various Roles of Constituents and Use of Space Request Form

1. Department or Program Role

Any persons assigned to a department or program may prepare and initiate a request for space. The details of the request must be documented using the “Space Request Form” attached.’ When completed, the form is forwarded to the appropriate supervisor (e.g., Department Dean or Program Director) for approval to proceed.

2. Dean/Director/Vice Presidential Role

Upon receipt of the Space Request Form, the Dean, Director, or Vice President will review the request, act to approve or deny or they may suggest an alternative solution. If approved, the Dean, Director, or Vice President, the Space Request Form is sent to the Facilities Management Office located at Room L195. In the event that a department, program or division is submitting multiple Space Request Forms, department, program or division head is requested to prioritize the importance of the requests.

3. Campus Facilities Management Role

Upon receipt of the completed Space Request Forms, the Facilities Management Office will review the Space Request form for completeness and provide any additional

information needed to clarify and/or support the request. This may include gathering information related to space utilization and/or simple consultation with the requestor to help Facilities Management to better understand the needs (and potentially identify options that may not be initially apparent to the requestor/s). When the role of the Facilities Management Office is completed and the request is approved, the information will be sent to the Vice Presidents for further review.

4. Final Review by Vice Presidents and President

When the Space request form is submitted to the Vice Presidents, they will analyze the requests in terms of important criterion, previously identified in this procedure, and other relevant factors that may be necessary for decision making. The Vice Presidents will seek consultation from the college's Facilities Committee as part of their review. If, after analysis is complete, the Space Request form is approved and recommend to the President for implementation. If the request is denied, the requestor will be notified accordingly. If denied, the Space Request form can be resubmitted. However, it is recommended that this not occur any earlier than six months from the date of the initial request.

Before approving the recommendation by the Vice Presidents, the President may seek further consultation with MnSCU and/or members of the campus community. Under no circumstances is any staff or officer of the College permitted to allocate space on a permanent basis to any departments, programs or persons before this process is complete or without authorization by the President. When a final decision is made, the Dean, Directors, and Vice Presidents will be notified of the decision.

5. Appeals

If the request for space has been denied, the Dean, Director, or Vice President of the respective area may submit an appeal in writing to the Office of the President within six (6) months of the date of the denial notice. The original request plus any additional information must be resubmitted with the written appeal to the Vice Presidents for final review before re-submitting to the Office of the President for a final decision.

APPENDIX: B

EMS CAMPUS SPACE UTILIZATION

Reporting Period: 8/22/2022 thru 12/16/2022

All Buildings/Academic Credit/Classrooms & Class Labs

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category
SPC_Saint Paul College					
1110 CV Grille	134	767.67	620.80	123.66	High
1120 Culinary Lab	154	895.17	620.80	144.20	High
1130 CULINARY LAB	144	996.00	620.80	160.44	High
1506 University Center	30	161.78	620.80	26.06	Normal
1508 University Center	34	172.28	620.80	27.75	Normal
1510 University Center	43	225.28	620.80	36.29	Normal
1512 Business / Industry Center	67	198.75	620.80	32.02	Normal
1514 Business / Industry Center	66	276.78	620.80	44.58	Normal
1518 Business / Industry Center	26	154.78	620.80	24.93	Low
2100 Lab - Surgical Tech Skills	105	883.75	620.80	142.36	High
2115 Classroom	135	410.17	620.80	66.07	High
2120 Classroom	162	377.50	620.80	60.81	High
2130 Lab - Respiratory	63	121.33	620.80	19.54	Low
2135 Classroom	180	547.00	620.80	88.11	High
2140 Lab - Nursing Assistant	201	563.17	620.80	90.72	High
2150 Lab - Nursing	79	377.50	620.80	60.81	High
2160 Lab - Culinary Arts	95	582.42	620.80	93.82	High
2165 Classroom	206	1,145.42	620.80	184.51	High
2180 Classroom - Culinary	113	587.08	620.80	94.57	High
2200 Classroom	60	503.67	620.80	81.13	High
2205 Classroom	90	214.67	620.80	34.58	Normal
2215 Classroom	132	273.67	620.80	44.08	Normal
2220 Classroom - Esthetics	80	482.92	620.80	77.79	High
2225 Classroom	20	153.75	620.80	24.77	Low
2230 Lab - Esthetics	27	227.25	620.80	36.61	Normal
2240 Lab - Esthetics	136	955.67	620.80	153.94	High
2250 Lab - Esthetics	74	433.83	620.80	69.88	High
2260 Lab - Cosmetology	7	58.92	620.80	9.49	Low
2270 Lab - Costmetology	2	13.00	620.80	2.09	Low
2275 Lab - Massage	41	96.67	620.80	15.57	Low
2280 Lab - Cosmetology	107	895.75	620.80	144.29	High

Reporting Period: 8/22/2022 thru 12/16/2022

All Buildings/Academic Credit/Classrooms & Class Labs

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category
2290 Lab - Cosmetology	26	218.83	620.80	35.25	Normal
2295 Lab - Pharmacy Tech	47	104.08	620.80	16.77	Low
2506 Classroom	101	324.83	620.80	52.32	Normal
2508 Classroom	68	278.67	620.80	44.89	Normal
2511 Lab - NICU Bed 1	8	24.00	620.80	3.87	Low
2512 Lab - Pharmacy Tech Clinic	9	108.00	620.80	17.40	Low
2513 Lab - ICU Bed 2	44	346.00	620.80	55.73	Normal
2516 Lab - ICU Bed 3	52	347.50	620.80	55.98	Normal
2517 Lab - HUC Station	9	108.00	620.80	17.40	Low
2519 Lab - Surgery Tech Bed 4	10	112.00	620.80	18.04	Low
2520 Lab - Exam Room	10	112.00	620.80	18.04	Low
2522 Lab - Med/Surg Tech	40	326.50	620.80	52.59	Normal
2523 Lab - Long Term Care	36	302.50	620.80	48.73	Normal
2526 Classroom	61	325.83	620.80	52.49	Normal
2528 Classroom	39	252.58	620.80	40.69	Normal
3120 Lab - Art	152	438.08	620.80	70.57	High
3150 Classroom	94	542.25	620.80	87.35	High
3160 Classroom	131	637.17	620.80	102.64	High
3170 Classroom	129	339.92	620.80	54.75	Normal
3180 Classroom	179	654.67	620.80	105.46	High
3190 Classroom	158	342.92	620.80	55.24	Normal
3200 Lab - Medical Lab Tech	226	275.00	620.80	44.30	Normal
3235 Lab - Computer	161	375.58	620.80	60.50	High
3240 Lab - Biology	123	350.75	620.80	56.50	Normal
3250 Lab - Biology	123	341.75	620.80	55.05	Normal
3270 Lab - CSCI	189	456.25	620.80	73.49	High
3275 Classroom	127	250.42	620.80	40.34	Normal
3280 Classroom	221	520.25	620.80	83.80	High
3290 Lab - CSCI	83	197.08	620.80	31.75	Normal
3505 Lab - Biology	81	236.25	620.80	38.06	Normal
3510 Lab - Biology	108	294.00	620.80	47.36	Normal
3520 Lab - Chemistry	79	239.92	620.80	38.65	Normal
3530 Lab - Chemistry	152	443.33	620.80	71.41	High

Reporting Period: 8/22/2022 thru 12/16/2022

All Buildings/Academic Credit/Classrooms & Class Labs

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category
4105 Classroom	46	81.42	620.80	13.11	Low
4110 Lab - Natural Sciences	93	206.92	620.80	33.33	Normal
4115 Classroom	106	154.67	620.80	24.91	Low
4120 Classroom	79	217.17	620.80	34.98	Normal
4125 Classroom	77	255.67	620.80	41.18	Normal
4135 Classroom	143	769.00	620.80	123.87	High
4140 Lab - Computer	188	358.25	620.80	57.71	Normal
4150 Lab - Computer (Mac)	72	236.50	620.80	38.10	Normal
4160 Lab - Computer	156	288.75	620.80	46.51	Normal
4165 Classroom	181	312.83	620.80	50.39	Normal
4180 Lab - Computer	174	318.50	620.80	51.30	Normal
4190 Classroom	154	309.67	620.80	49.88	Normal
4200 Lab - Piano	79	62.42	620.80	10.05	Low
4205 Lab - Computer	62	126.08	620.80	20.31	Low
4215 Classroom	83	170.17	620.80	27.41	Normal
4220 Lab - Computer	56	130.33	620.80	20.99	Low
4225 Classroom	127	273.42	620.80	44.04	Normal
4230 Classroom	223	435.50	620.80	70.15	High
4235 Classroom	140	332.42	620.80	53.55	Normal
4240 Classroom	141	240.00	620.80	38.66	Normal
4245 Classroom	159	351.75	620.80	56.66	Normal
4250 Classroom	126	157.58	620.80	25.38	Normal
4260 Lab - Sign Language	129	262.25	620.80	42.24	Normal
4270 Lab - Computer	101	252.67	620.80	40.70	Normal
4275 Classroom	126	304.50	620.80	49.05	Normal
4280 Lab - Computer (EAP)	93	500.17	620.80	80.57	High
4290 Classroom	157	295.17	620.80	47.55	Normal
4410 Classroom (CDEV)	151	306.42	620.80	49.36	Normal
4425 Lab (CDEV)	106	190.17	620.80	30.63	Normal
4430 Lab - Mixed Use	154	295.17	620.80	47.55	Normal
4460 Lab - Mixed Use	158	311.58	620.80	50.19	Normal
4465 Lab - Mixed Use	176	355.33	620.80	57.24	Normal
L140 Lab - Sheet Metal	93	146.25	620.80	23.56	Low

Reporting Period: 8/22/2022 thru 12/16/2022

All Buildings/Academic Credit/Classrooms & Class Labs

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category
L160 Lab - Carpentry	319	317.92	620.80	51.21	Normal
L170 Lab - IdeaLab	121	236.00	620.80	38.02	Normal
L174 Lab - Dark Room	60	175.00	620.80	28.19	Normal
L180 Lab - Cabinet Making	139	393.42	620.80	63.37	High
L205 Classroom	37	146.25	620.80	23.56	Low
L210 Classroom	158	337.92	620.80	54.43	Normal
L215 Classroom	164	248.50	620.80	40.03	Normal
L220 Classroom	253	377.00	620.80	60.73	High
L230 Lab - Electrical	139	434.42	620.80	69.98	High
L232 Lab - Electrical	137	444.58	620.80	71.61	High
L234 Lab - Electrical	105	265.25	620.80	42.73	Normal
L235 Lab - Electrical	75	192.75	620.80	31.05	Normal
L236 Lab - Electrical	76	385.67	620.80	62.12	High
L245 Lab - Computer	272	295.58	620.80	47.61	Normal
L250 Lab - CNC/Machine Tool	63	229.75	620.80	37.01	Normal
L252 Lab - CNC Programming	17	68.00	620.80	10.95	Low
L255 Lab - CNC	80	314.75	620.80	50.70	Normal
L270 Lab - Fitness	13	37.92	620.80	6.11	Low
L280A Lab - Welding	45	199.25	620.80	32.10	Normal
L280B Lab - Welding	45	199.25	620.80	32.10	Normal
L280C Lab - Welding	124	437.67	620.80	70.50	High
L280D Lab - Welding	50	234.83	620.80	37.83	Normal
L280E Lab - Welding	75	325.75	620.80	52.47	Normal
L280F Lab - Welding	50	219.83	620.80	35.41	Normal
L280P Lab - Welding	40	174.67	620.80	28.14	Normal
L320 Lab - CNC	17	68.00	620.80	10.95	Low
L324 Lab - CNC	145	404.33	620.80	65.13	High
L340 Lab - Computer	152	411.83	620.80	66.34	High
L350 Lab - Drafting	251	405.33	620.80	65.29	High
L365 Classroom	121	176.00	620.80	28.35	Normal
L375 Lab - Automotive	120	170.00	620.80	27.38	Normal
L380 Lab - Automotive	51	97.75	620.80	15.75	Low
L390 Lab - Computer (Automotive)	5	20.00	620.80	3.22	Low

Reporting Period: 8/22/2022 thru 12/16/2022

All Buildings/Academic Credit/Classrooms & Class Labs

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category
L405 Classroom	12	11.00	620.80	1.77	Low
L410 Lab - Plumbing	33	129.25	620.80	20.82	Low
L425 Lab - Pipefitting	63	120.75	620.80	19.45	Low
L430 Lab - Pipefitting	140	291.83	620.80	47.01	Normal
L460 Lab - Automotive	240	1,300.00	620.80	209.41	High
L490 Lab - Truck Tech	56	270.33	620.80	43.55	Normal
L550 Lab - Welder Certification	46	88.17	620.80	14.20	Low
L560 Classroom	98	143.50	620.80	23.12	Low
L565 Lab - Computer	13	63.00	620.80	10.15	Low
L575 Lab - Chemistry	22	63.75	620.80	10.27	Low
L580 Lab - EMEC	76	449.67	620.80	72.43	High
L585 Classroom	60	158.58	620.80	25.54	Normal
Total	14,376	44,524.17	88,153.60	50.51	
Grand Total	14,376	44,524.17	88,153.60	50.51	

Report	Format	Start Date	End Date	Start Time	End Time
Room Utilization	Detail By Building	8/22/2022	12/16/2022		

Buildings

Internet

SPC_Saint Paul College

xSPC_CLC_College Learning Center

Statuses

Academic Confirmed

Academic Crosslist/Shared

Confirmed

Confirmed Private

Web Confirmed

Web Request

Room Types

Class Laboratory - 210

Classroom Facilities - 110

Demonstration - 550

Event Types

(none)

Athletics/Recreation

Conference/Camp/Workshop

Construction

Course, Credit

Course, Final Exam

Course, Non Credit

COVID19 Community Support

Lease (1+yr)

Maintenance

Meeting

Promotion/Sales

Recruitment/Retention

Special Event

Supplemental Learning

Training for Campus Employees

Group Types

(none)

Academic

AcademicSupport

Government

Individual

MinnState College/University

Other College or University

Private, For-Profit

Private, Non-Profit

Report	Format	Start Date	End Date	Start Time	End Time
Room Utilization Student	Detail By Building	8/22/2022	12/16/2022		

APPENDIX: C

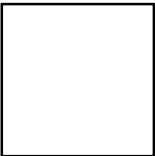
VFA REPORT

Reporting Currency: USD

Adjustment Factor: 0%

Colleges or Universities Name: Saint Paul College

Campus Name: Saint Paul College - Facilities

Facilities and Infrastructure	Number	Age	Use	Size	Replacement Value	Cost/Unit	FCI Cost	FCI	RI Cost	RI	Facilities and Infrastructure Primary Photo
Facilities and Infrastructure Type: Building											
College Learning Center (CLC)	E26206T0400	54		13,000	5,832,457	449	1,307,871	0.22	2,015,130	0.35	No photo available
Health Science Addition	E26206T0717	5		36,182	22,118,812	611	0	0.00	608,157	0.03	No photo available
Main Bldg. (SPC)	E26206T0164	58		231,582	119,760,974	517	8,862,993	0.07	20,051,364	0.17	No photo available
Main Bldg. Addition	E26206T0201	21		6,660	2,917,835	438	98,392	0.03	7,079,201	2.43	No photo available
Main Ground Floor	E26206T0664	58		160,000	97,811,342	611	0	0.00	8,492,795	0.09	No photo available
Parking Ramp	E26206T0286PR	10		202,150	29,658,844	147	0	0.00	3,213,042	0.11	
Trades Addition	E26206T0507	14		10,856	4,756,158	438	0	0.00	342,853	0.07	No photo available

Facilities and Infrastructure List Report

By Name

Facilities and Infrastructure	Number	Age	Use	Size	Replacement Value	Cost/Unit	FCI Cost	FCI	RI Cost	RI	Facilities and Infrastructure Primary Photo
West Tower	E26206T0 388	34		52,000	26,891,428	517	497,163	0.02	3,573,893	0.13	No photo available
West Wing	E26206T0 284	38		46,870	28,652,610	611	573,052	0.02	5,849,765	0.20	No photo available
Subtotal for Building				759,300	338,400,460	446	11,339,471	0.03	51,226,199	0.15	
Campus Name: Saint Paul College - Facilities					338,400,460		11,339,471	0.03	51,226,199	0.15	
Colleges or Universities Name: Saint Paul College					338,400,460		11,339,471	0.03	51,226,199	0.15	
Summary					338,400,460		11,339,471	0.03	51,226,199	0.15	



Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Colleges or Universities: Saint Paul College

Facilities and Infrastructure: College Learning Center (CLC)

Campus: Saint Paul College - Facilities

Facilities and Infrastructure Number: E26206T0400

Facilities and Infrastructure are ordered by

Facilities and Infrastructure Name

Currency: USD

Statistics

FCI Cost:	1,230,706	FCI:	0.22
RI Cost:	1,896,236	RI:	0.35
Total Requirement Cost:	1,896,236	Size:	13,000 SF
Current Replacement Value:	5,488,339		

Address 1 235 Marshall Avenue
City St. Paul

Address 2 -
State/Province/Region MN

No photo available.

System Description

System Name	Description
B20 - Exterior Enclosure-b.1. Building Exteriors (Hard) - 1968	
B30 - Roofing-a.5. Roofing - Built-up, Membrane, Cedar - 1996	
C30 - Interior Finishes-l.2. Interior Finishes - 2013	
D2010 - Plumbing Fixtures-g.1. Plumbing Fixtures - 1998	

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

System Name	Description
D2020 - Domestic Water Distribution-g.2. Plumbing Rough-in - 1968	10
D30 - HVAC-d.1. HVAC - Equipment - 2015	New HVAC Control Link
D30 - HVAC-d.1. HVAC - Equipment - 2015	New Boiler and Ventilation stacks
D3040 - Distribution Systems-e.1. HVAC - Distribution - 1968	
D3060 - Controls and Instrumentation-d.2. HVAC - Controls - 2008	
D3060 - Controls and Instrumentation-d.2. HVAC - Controls - 2015	
D50 - Electrical-f.1. Electrical Equipment - 1998	
E - Equipment and Furnishings-k.1. Built-in Equipment - 1993	
E - Equipment and Furnishings-k.1. Built-in Equipment - 2018	

Replacement Value Based on System Costs with Overheads

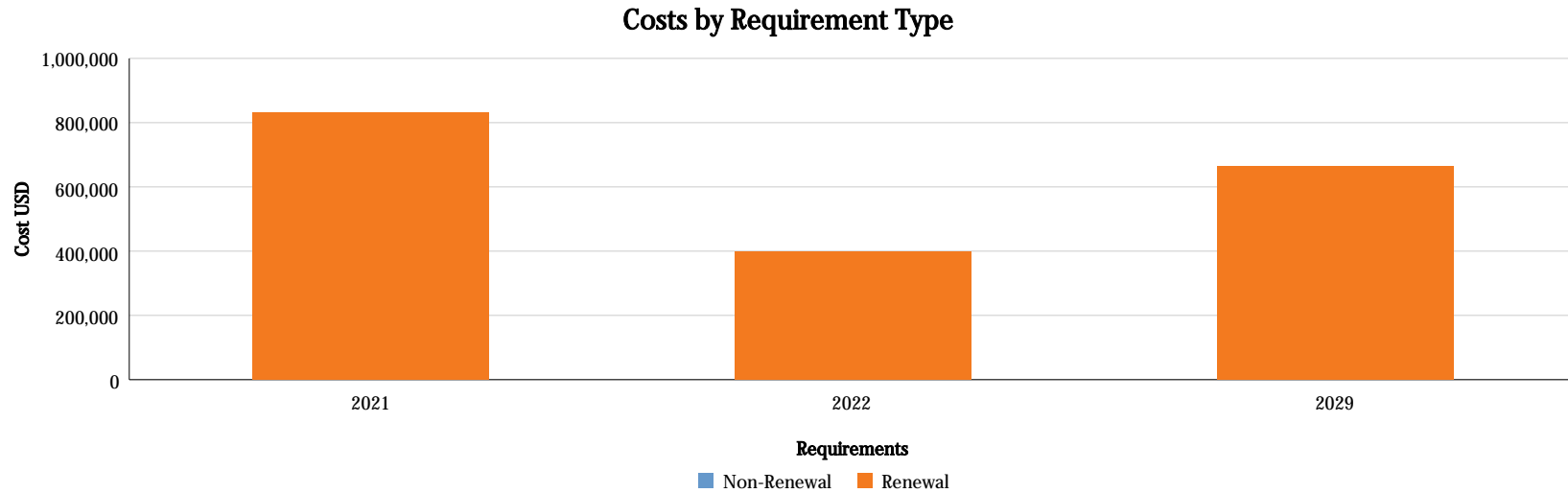
Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard) - 1968	30	100	1968	2021	149,566	149,566
B30 - Roofing	a.5. Roofing - Built-up, Membrane, Cedar - 1996	25	100	1996	2022	398,747	398,747
C30 - Interior Finishes	l.2. Interior Finishes - 2013	15	100	2013	2029	205,615	205,615
D2010 - Plumbing Fixtures	g.1. Plumbing Fixtures - 1998	30	100	1998	2029	68,551	68,551
D2020 - Domestic Water Distribution	g.2. Plumbing Rough-in - 1968	50	100	1968	2021	199,421	199,421
D30 - HVAC	d.1. HVAC - Equipment - 2015	35	100	2015	2046	81,950	81,950
D30 - HVAC	d.1. HVAC - Equipment - 2015	35	100	2015	2038	245,848	245,848
D3040 - Distribution Systems	e.1. HVAC - Distribution - 1968	50	100	1968	2021	423,769	423,769
D3060 - Controls and Instrumentation	d.2. HVAC - Controls - 2008	20	100	2008	2029	123,392	123,392

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
D3060 - Controls and Instrumentation	d.2. HVAC - Controls - 2015	20	100	2015	2036	123,392	123,392
D50 - Electrical	f.1. Electrical Equipment - 1998	30	100	1998	2029	267,972	267,972
E - Equipment and Furnishings	k.1. Built-in Equipment - 1993	25	100	1993	2021	59,203	59,203
E - Equipment and Furnishings	k.1. Built-in Equipment - 2018	25	100	2018	2044	59,203	59,203
Subtotal							2,406,628
Overhead:							0
Subtotal							0
Total Replacement Value Based on System Costs with Overheads							2,406,628

Requirements including Renewals



Requirement Name	Renewal	Prime System	Category	Priority	Action Date	Estimated Cost
a.5. Roofing - Built-up, Membrane, Cedar - 1996 Renewal	Yes	B30 - Roofing	Lifecycle	1- Due within 1 Year of Inspection	Jun 9, 2022	398,747
b.1. Building Exteriors (Hard) - 1968 Renewal	Yes	B20 - Exterior Enclosure	Lifecycle	1- Due within 1 Year of Inspection	Jun 9, 2021	149,566
d.2. HVAC - Controls - 2008 Renewal	Yes	D3060 - Controls and Instrumentation	Lifecycle	3- Due within 5 Years of Inspection	Jun 9, 2029	123,392
e.1. HVAC - Distribution - 1968 Renewal	Yes	D3040 - Distribution Systems	Lifecycle	1- Due within 1 Year of Inspection	Jun 9, 2021	423,769
f.1. Electrical Equipment - 1998 Renewal	Yes	D50 - Electrical	Lifecycle	3- Due within 5 Years of Inspection	Jun 9, 2029	267,972
g.1. Plumbing Fixtures - 1998 Renewal	Yes	D2010 - Plumbing Fixtures	Lifecycle	3- Due within 5 Years of Inspection	Jun 9, 2029	68,551
g.2. Plumbing Rough-in - 1968 Renewal	Yes	D2020 - Domestic Water Distribution	Lifecycle	1- Due within 1 Year of Inspection	Jun 9, 2021	199,421
k.1. Built-in Equipment - 1993 Renewal	Yes	E - Equipment and Furnishings	Lifecycle	1- Due within 1 Year of Inspection	Jun 9, 2021	59,203
l.2. Interior Finishes - 2013 Renewal	Yes	C30 - Interior Finishes	Lifecycle	3- Due within 5 Years of Inspection	Jun 9, 2029	205,615
Total						1,896,236



Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Colleges or Universities: Saint Paul College

Facilities and Infrastructure: Health Science Addition

Campus: Saint Paul College - Facilities

Facilities and Infrastructure Number: E26206T0717

Facilities and Infrastructure are ordered by

Facilities and Infrastructure Name

Currency: USD

Statistics

FCI Cost:	0	FCI:	0.00
RI Cost:	0	RI:	0.00
Total Requirement Cost:		Size:	36,182 SF
Current Replacement Value:	20,813,788		

Address 1 235 MARSHALL AVENUE
City ST. PAUL

Address 2 -
State/Province/Region MN

No photo available.

System Description

System Name	Description
B20 - Exterior Enclosure-b.1. Building Exteriors (Hard) - 2017	
B30 - Roofing-a.4. Roofing - MnSCU Standard - 2017	
C30 - Interior Finishes-l.2. Interior Finishes - 2017	
D10 - Conveying-c.1. Elevators - 2017	

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

System Name	Description
D2010 - Plumbing Fixtures-g.1. Plumbing Fixtures - 2017	
D2020 - Domestic Water Distribution-g.2. Plumbing Rough-in - 2017	
D30 - HVAC-d.1. HVAC - Equipment - 2017	
D3040 - Distribution Systems-e.1. HVAC - Distribution - 2017	
D3060 - Controls and Instrumentation-d.2. HVAC - Controls - 2017	
D40 - Fire Protection-i.1. Fire Protection Systems - 2017	
D40 - Fire Protection-j.1. Fire Detection Systems - 2017	
D50 - Electrical-f.1. Electrical Equipment - 2017	
E - Equipment and Furnishings-k.1. Built-in Equipment - 2017	
E - Equipment and Furnishings-k.2 Kitchen	

Replacement Value Based on System Costs with Overheads

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard) - 2017	30	100	2017	2048	416,276	416,276
B30 - Roofing	a.4. Roofing - MnSCU Standard - 2017	40	100	2017	2058	129,838	129,838
C30 - Interior Finishes	l.2. Interior Finishes - 2017	15	100	2017	2033	572,275	572,275
D10 - Conveying	c.1. Elevators - 2017	25	100	2017	2043	156,103	156,103
D2010 - Plumbing Fixtures	g.1. Plumbing Fixtures - 2017	30	100	2017	2048	503,000	503,000
D2020 - Domestic Water Distribution	g.2. Plumbing Rough-in - 2017	50	100	2017	2068	1,127,414	1,127,414
D30 - HVAC	d.1. HVAC - Equipment - 2017	35	100	2017	2053	936,620	936,620
D3040 - Distribution Systems	e.1. HVAC - Distribution - 2017	50	100	2017	2068	1,873,241	1,873,241
D3060 - Controls and Instrumentation	d.2. HVAC - Controls - 2017	20	100	2017	2038	659,103	659,103

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
D40 - Fire Protection	i.1. Fire Protection Systems - 2017	40	100	2017	2058	190,793	190,793
D40 - Fire Protection	j.1. Fire Detection Systems - 2017	20	100	2017	2038	173,448	173,448
D50 - Electrical	f.1. Electrical Equipment - 2017	30	100	2017	2048	1,127,414	1,127,414
E - Equipment and Furnishings	k.2 Kitchen	25	100	2017	2043	111,247	111,247
E - Equipment and Furnishings	k.1. Built-in Equipment - 2017	25	100	2017	2043	2,428,276	2,428,276
Subtotal							10,405,048
Overhead:							0
Subtotal							0
Total Replacement Value Based on System Costs with Overheads							10,405,048

Requirements including Renewals

No data available.



Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Colleges or Universities: Saint Paul College Facilities and Infrastructure: Main Bldg. (SPC)
 Campus: Saint Paul College - Facilities Facilities and Infrastructure Number: E26206T0164

Facilities and Infrastructure are ordered by
 Facilities and Infrastructure Name Currency: USD

Statistics

FCI Cost:	6,178,292	FCI:	0.05
RI Cost:	15,989,356	RI:	0.14
Total Requirement Cost:	15,989,358	Size:	231,582 SF
Current Replacement Value:	112,694,998		

Address 1	Address 2
City	State/Province/Region
-	-

No photo available.

System Description

System Name	Description
B20 - Exterior Enclosure-b.1. Building Exteriors (Hard) - 1964	
B20 - Exterior Enclosure-b.1. Building Exteriors (Hard) - 2021 Facing	
B30 - Roofing-a.4. Roofing - MnSCU Standard - 2006	
B30 - Roofing-a.5. Roofing - Built-up, Membrane, Cedar - 2010	

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

System Name	Description
C30 - Interior Finishes-l.2. Interior Finishes - 1964	
C30 - Interior Finishes-l.2. Interior Finishes - 2007	
C30 - Interior Finishes-l.2. Interior Finishes - 2007	
C30 - Interior Finishes-l.2. Interior Finishes - 2014	Remodeling of Learning Commons, classrooms on 2,3 4; Auditorium refresh, Labs, Student Services,
D10 - Conveying-c.1. Elevators - 2007	new in 2007
D10 - Conveying-c.1. Elevators - 2008	
D2010 - Plumbing Fixtures-g.1. Plumbing Fixtures - 1964	
D2010 - Plumbing Fixtures-g.1. Plumbing Fixtures - 1997	
D2010 - Plumbing Fixtures-g.1. Plumbing Fixtures - 2000	
D2020 - Domestic Water Distribution-g.2. Plumbing Rough-in - 2000	
D2020 - Domestic Water Distribution-g.2. Plumbing Rough-in - 2014	
D30 - HVAC-d.1. HVAC - Equipment - 1999	
D30 - HVAC-d.1. HVAC - Equipment - 2007	
D30 - HVAC-d.1. HVAC - Equipment - 2010	
D3040 - Distribution Systems-e.1. HVAC - Distribution - 2000	
D3040 - Distribution Systems-e.1. HVAC - Distribution - 2007	
D3040 - Distribution Systems-e.1. HVAC - Distribution - 2014	
D3060 - Controls and Instrumentation-d.2. HVAC - Controls - 2012	
D40 - Fire Protection-i.1. Fire Protection Systems - 2000	
D40 - Fire Protection-i.1. Fire Protection Systems - 2007	
D40 - Fire Protection-i.1. Fire Protection Systems - 2014	Remodeling of Learning Commons and Classrooms
D40 - Fire Protection-i.1. Fire Protection Systems - 2014	Remodel 2nd Floor Southside of East Tower Bldg
D40 - Fire Protection-j.1. Fire Detection Systems - 2000	
D40 - Fire Protection-j.1. Fire Detection Systems - 2004	
D40 - Fire Protection-j.1. Fire Detection Systems - 2007	
D40 - Fire Protection-j.1. Fire Detection Systems - 2011	

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

System Name	Description
D50 - Electrical-f.1. Electrical Equipment - 1964	
D50 - Electrical-f.1. Electrical Equipment - 2000	
D50 - Electrical-f.1. Electrical Equipment - 2007	
D50 - Electrical-f.1. Electrical Equipment - 2014	Learning Commons and Classroom Remodels
E - Equipment and Furnishings-k.1. Built-in Equipment - 2007	
E - Equipment and Furnishings-k.1. Built-in Equipment - 2015	Replaced built-in equipment on 2nd floor East Tower

Replacement Value Based on System Costs with Overheads

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard) - 1964	30	100	1964	2021	2,358,732	2,358,732
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard) - 2021 Facing	30	100	2021	2051	786,224	786,224
B30 - Roofing	a.4. Roofing - MnSCU Standard - 2006	40	100	2006	2036	540,168	540,168
B30 - Roofing	a.5. Roofing - Built-up, Membrane, Cedar - 2010	25	100	2010	2031	239,053	239,053
C30 - Interior Finishes	l.2. Interior Finishes - 1964	15	100	1964	2021	1,513,244	1,513,244
C30 - Interior Finishes	l.2. Interior Finishes - 2014	15	100	2014	2029	648,533	648,533
C30 - Interior Finishes	l.2. Interior Finishes - 2007	15	100	2007	2023	1,080,889	1,080,889
C30 - Interior Finishes	l.2. Interior Finishes - 2007	15	100	2007	2023	1,080,889	1,080,889
D10 - Conveying	c.1. Elevators - 2008	25	100	2008	2034	790,175	790,175
D10 - Conveying	c.1. Elevators - 2007	25	100	2007	2033	389,191	389,191
D2010 - Plumbing Fixtures	g.1. Plumbing Fixtures - 1997	30	100	1997	2028	720,724	720,724
D2010 - Plumbing Fixtures	g.1. Plumbing Fixtures - 1964	30	100	1964	2021	288,290	288,290

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
D2010 - Plumbing Fixtures	g.1. Plumbing Fixtures - 2000	30	100	2000	2031	432,434	432,434
D2020 - Domestic Water Distribution	g.2. Plumbing Rough-in - 2014	50	100	2014	2041	2,935,312	2,935,312
D2020 - Domestic Water Distribution	g.2. Plumbing Rough-in - 2000	50	100	2000	2051	1,257,990	1,257,990
D30 - HVAC	d.1. HVAC - Equipment - 2010	35	100	2010	2044	1,350,243	1,350,243
D30 - HVAC	d.1. HVAC - Equipment - 1999	35	100	1999	2034	964,459	964,459
D30 - HVAC	d.1. HVAC - Equipment - 2007	35	100	2007	2043	1,543,135	1,543,135
D3040 - Distribution Systems	e.1. HVAC - Distribution - 2000	50	100	2000	2053	2,673,230	2,673,230
D3040 - Distribution Systems	e.1. HVAC - Distribution - 2014	50	100	2014	2041	1,782,154	1,782,154
D3040 - Distribution Systems	e.1. HVAC - Distribution - 2007	50	100	2007	2041	4,455,382	4,455,382
D3060 - Controls and Instrumentation	d.2. HVAC - Controls - 2012	20	100	2012	2033	2,489,773	2,489,773
D40 - Fire Protection	i.1. Fire Protection Systems - 2014	40	100	2014	2055	144,145	144,145
D40 - Fire Protection	i.1. Fire Protection Systems - 2014	40	100	2014	2041	432,434	432,434
D40 - Fire Protection	j.1. Fire Detection Systems - 2007	20	100	2007	2028	655,204	655,204
D40 - Fire Protection	j.1. Fire Detection Systems - 2004	20	100	2004	2025	196,561	196,561
D40 - Fire Protection	j.1. Fire Detection Systems - 2011	20	100	2011	2031	131,041	131,041
D40 - Fire Protection	j.1. Fire Detection Systems - 2000	20	100	2000	2021	327,602	327,602
D40 - Fire Protection	i.1. Fire Protection Systems - 2007	40	100	2007	2041	432,434	432,434
D40 - Fire Protection	i.1. Fire Protection Systems - 2000	40	100	2000	2041	432,434	432,434
D50 - Electrical	f.1. Electrical Equipment - 2014	30	100	2014	2041	563,475	563,475
D50 - Electrical	f.1. Electrical Equipment - 2000	30	100	2000	2031	1,690,425	1,690,425
D50 - Electrical	f.1. Electrical Equipment - 1964	30	100	1964	2021	1,690,425	1,690,425
D50 - Electrical	f.1. Electrical Equipment - 2007	30	100	2007	2031	1,690,425	1,690,425
E - Equipment and Furnishings	k.1. Built-in Equipment - 2007	25	100	2007	2031	1,244,887	1,244,887

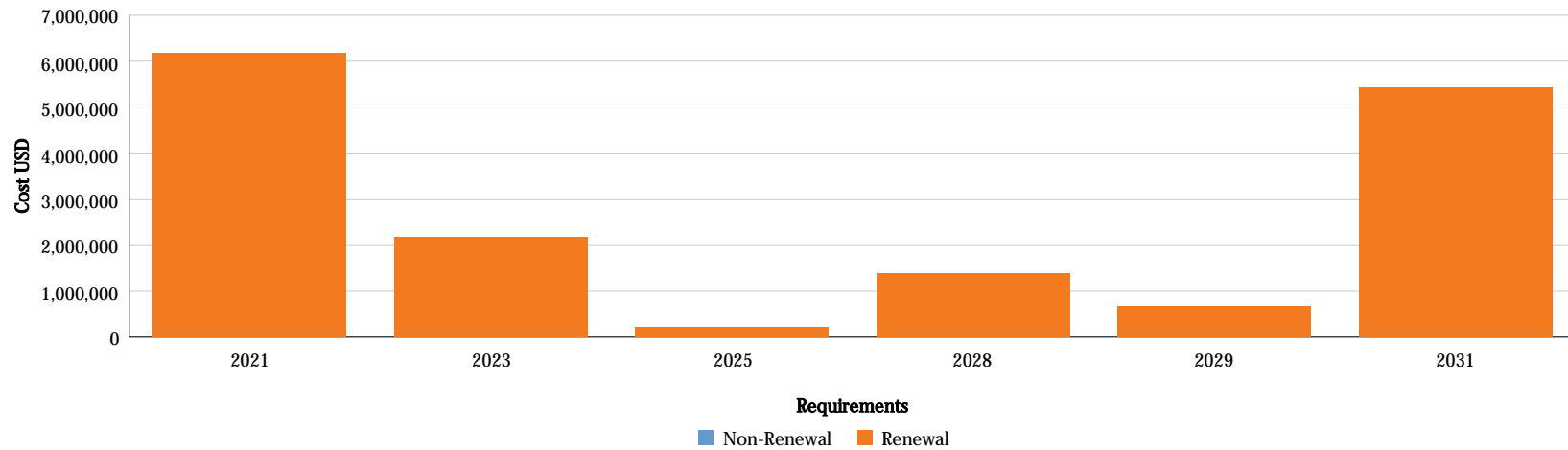
Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
E - Equipment and Furnishings	k.1. Built-in Equipment - 2015	25	100	2015	2036	1,244,887	1,244,887
					Subtotal		41,196,602
					Overhead:		0
					Subtotal		0
							Total Replacement Value Based on System Costs with Overheads
							41,196,602

Requirements including Renewals

Costs by Requirement Type



Requirement Name	Renewal	Prime System	Category	Priority	Action Date	Estimated Cost
a.5. Roofing - Built-up, Membrane, Cedar - 2010 Renewal	Yes	B30 - Roofing	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2031	239,053
b.1. Building Exteriors (Hard) - 1964 Renewal	Yes	B20 - Exterior Enclosure	Lifecycle	2- Due within 2 Years of Inspection	Jun 14, 2021	2,358,732
f.1. Electrical Equipment - 1964 Renewal	Yes	D50 - Electrical	Lifecycle	1- Due within 1 Year of Inspection	Jun 14, 2021	1,690,425
f.1. Electrical Equipment - 2000 Renewal	Yes	D50 - Electrical	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2031	1,690,425
f.1. Electrical Equipment - 2007 Renewal	Yes	D50 - Electrical	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2031	1,690,425
g.1. Plumbing Fixtures - 1964 Renewal	Yes	D2010 - Plumbing Fixtures	Lifecycle	1- Due within 1 Year of Inspection	Jun 14, 2021	288,290
g.1. Plumbing Fixtures - 1997 Renewal	Yes	D2010 - Plumbing Fixtures	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2028	720,724
g.1. Plumbing Fixtures - 2000 Renewal	Yes	D2010 - Plumbing Fixtures	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2031	432,434
j.1. Fire Detection Systems - 2000 Renewal	Yes	D40 - Fire Protection	Lifecycle	1- Due within 1 Year of Inspection	Jun 14, 2021	327,602
j.1. Fire Detection Systems - 2004 Renewal	Yes	D40 - Fire Protection	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2025	196,561

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Requirement Name	Renewal	Prime System	Category	Priority	Action Date	Estimated Cost
j.1. Fire Detection Systems - 2007 Renewal	Yes	D40 - Fire Protection	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2028	655,204
j.1. Fire Detection Systems - 2011 Renewal	Yes	D40 - Fire Protection	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2031	131,041
k.1. Built-in Equipment - 2007 Renewal	Yes	E - Equipment and Furnishings	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2031	1,244,887
l.2. Interior Finishes - 1964 Renewal	Yes	C30 - Interior Finishes	Lifecycle	1- Due within 1 Year of Inspection	Jun 14, 2021	1,513,244
l.2. Interior Finishes - 2007 Renewal	Yes	C30 - Interior Finishes	Lifecycle	2- Due within 2 Years of Inspection	Jun 14, 2023	1,080,889
l.2. Interior Finishes - 2014 Renewal	Yes	C30 - Interior Finishes	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2029	648,533
Total						14,908,469

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Colleges or Universities: Saint Paul College **Facilities and Infrastructure:** Main Bldg. Addition
Campus: Saint Paul College - Facilities **Facilities and Infrastructure Number:** E26206T0201

Facilities and Infrastructure are ordered by
Facilities and Infrastructure Name **Currency:** USD

Statistics

FCI Cost:	92,587	FCI:	0.03
RI Cost:	6,661,524	RI:	2.43
Total Requirement Cost:	6,661,524	Size:	6,660 SF
Current Replacement Value:	2,745,680		

Address 1	235 Marshall Avenue	Address 2	-
City	St. Paul	State/Province/Region	MN

No photo available.

System Description

System Name	Description
B20 - Exterior Enclosure-b.1. Building Exteriors (Hard) - 2001	masonry
B20 - Exterior Enclosure-b.1. Building Exteriors (Hard) - 2001	windows
B30 - Roofing-a.5. Roofing - Built-up, Membrane, Cedar - 1999	
C30 - Interior Finishes-l.2. Interior Finishes - 2015	

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

System Name	Description
D30 - HVAC-d.1. HVAC - Equipment - 2001	
D3040 - Distribution Systems-e.1. HVAC - Distribution - 2001	
D3060 - Controls and Instrumentation-d.2. HVAC - Controls - 2001	
D40 - Fire Protection-i.1. Fire Protection Systems - 2001	
D40 - Fire Protection-j.1. Fire Detection Systems - 2001	
D50 - Electrical-f.1. Electrical Equipment - 2001	

Replacement Value Based on System Costs with Overheads

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard) - 2001	30	100	2001	2031	3,677,934	3,677,934
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard) - 2001	30	100	2001	2031	2,451,956	2,451,956
B30 - Roofing	a.5. Roofing - Built-up, Membrane, Cedar - 1999	25	100	1999	2025	196,424	196,424
C30 - Interior Finishes	l.2. Interior Finishes - 2015	15	100	2015	2031	105,338	105,338
D30 - HVAC	d.1. HVAC - Equipment - 2001	35	100	2001	2036	102,165	102,165
D3040 - Distribution Systems	e.1. HVAC - Distribution - 2001	50	100	2001	2041	217,100	217,100
D3060 - Controls and Instrumentation	d.2. HVAC - Controls - 2001	20	100	2001	2021	60,660	60,660
D40 - Fire Protection	i.1. Fire Protection Systems - 2001	40	100	2001	2041	35,119	35,119
D40 - Fire Protection	j.1. Fire Detection Systems - 2001	20	100	2001	2021	31,927	31,927
D50 - Electrical	f.1. Electrical Equipment - 2001	30	100	2001	2031	137,284	137,284
Subtotal							7,015,908

Facilities and Infrastructure Overview Report

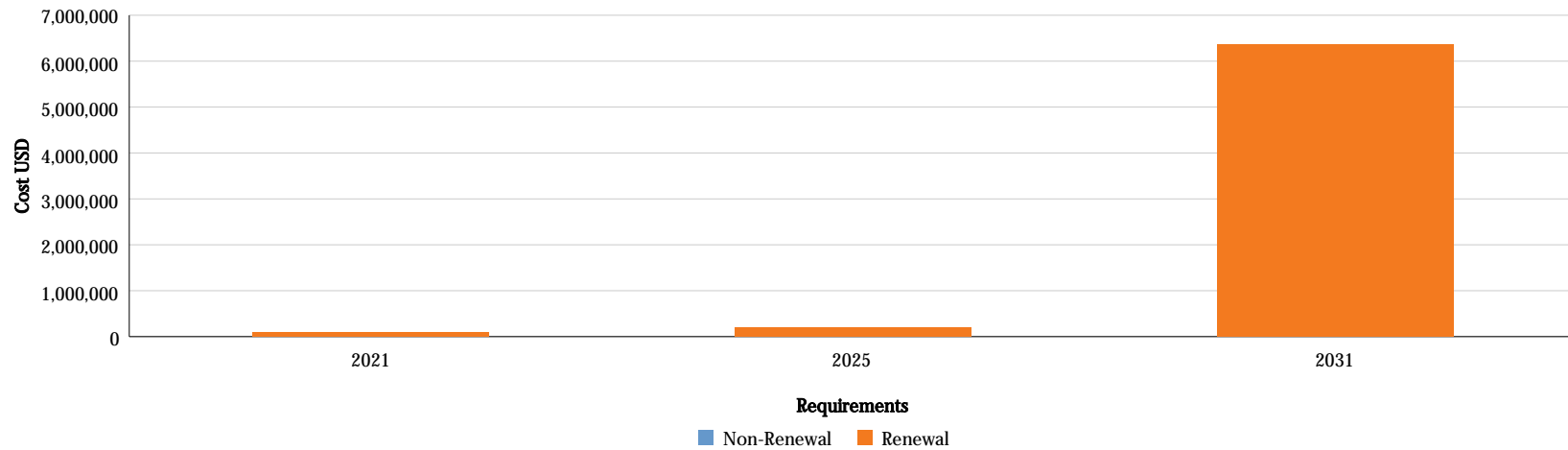
By Facilities and Infrastructure Name

Overhead:	0
Subtotal	0

Total Replacement Value Based on System Costs with Overheads	7,015,908
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Requirements including Renewals

Costs by Requirement Type



Requirement Name	Renewal	Prime System	Category	Priority	Action Date	Estimated Cost
a.5. Roofing - Built-up, Membrane, Cedar - 1999 Renewal	Yes	B30 - Roofing	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2025	196,424
b.1. Building Exteriors (Hard) - 2001 Renewal	Yes	B20 - Exterior Enclosure	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2031	3,677,935
b.1. Building Exteriors (Hard) - 2001 Renewal	Yes	B20 - Exterior Enclosure	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2031	2,451,956
d.2. HVAC - Controls - 2001 Renewal	Yes	D3060 - Controls and Instrumentation	Lifecycle	1- Due within 1 Year of Inspection	Jun 14, 2021	60,660
f.1. Electrical Equipment - 2001 Renewal	Yes	D50 - Electrical	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2031	137,284
j.1. Fire Detection Systems - 2001 Renewal	Yes	D40 - Fire Protection	Lifecycle	1- Due within 1 Year of Inspection	Jun 14, 2021	31,927
l.2. Interior Finishes - 2015 Renewal	Yes	C30 - Interior Finishes	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2031	105,338
Total						6,661,524



Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Colleges or Universities: Saint Paul College

Facilities and Infrastructure: Main Ground Floor

Campus: Saint Paul College - Facilities

Facilities and Infrastructure Number: E26206T0664

Facilities and Infrastructure are ordered by

Facilities and Infrastructure Name

Currency: USD

Statistics

FCI Cost:	0	FCE:	0.00
RI Cost:	7,991,715	RE:	0.09
Total Requirement Cost:	7,991,715	Size:	160,000 SF
Current Replacement Value:	92,040,408		

Address 1 235 MARSHALL AVENUE
City ST. PAUL

Address 2 -
State/Province/Region MN

No photo available.

System Description

System Name	Description
B20 - Exterior Enclosure-b.1. Building Exteriors (Hard) - 2009	
B30 - Roofing-a.4. Roofing - MnSCU Standard - 2007	
B30 - Roofing-a.5. Roofing - Built-up, Membrane, Cedar - 2010	
C30 - Interior Finishes-l.2. Interior Finishes - 2009	

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

System Name	Description
C30 - Interior Finishes-l.2. Interior Finishes - 2016	CNC Machine Tool, Sheet Metal Remodeling
D2010 - Plumbing Fixtures-g.1. Plumbing Fixtures - 1998	
D2010 - Plumbing Fixtures-g.1. Plumbing Fixtures - 2009	
D2020 - Domestic Water Distribution-g.2. Plumbing Rough-in - 2009	
D2020 - Domestic Water Distribution-g.2. Plumbing Rough-in - 2014	
D30 - HVAC-d.1. HVAC - Equipment - 2009	
D3040 - Distribution Systems-e.1. HVAC - Distribution - 2009	
D3060 - Controls and Instrumentation-d.2. HVAC - Controls - 2009	
D40 - Fire Protection-i.1. Fire Protection Systems - 2009	
D40 - Fire Protection-j.1. Fire Detection Systems - 2009	
D50 - Electrical-f.1. Electrical Equipment - 2009	
D50 - Electrical-f.1. Electrical Equipment - 2010	
E - Equipment and Furnishings-k.1. Built-in Equipment - 2009	
E - Equipment and Furnishings-k.1. Built-in Equipment - 2010	

Replacement Value Based on System Costs with Overheads

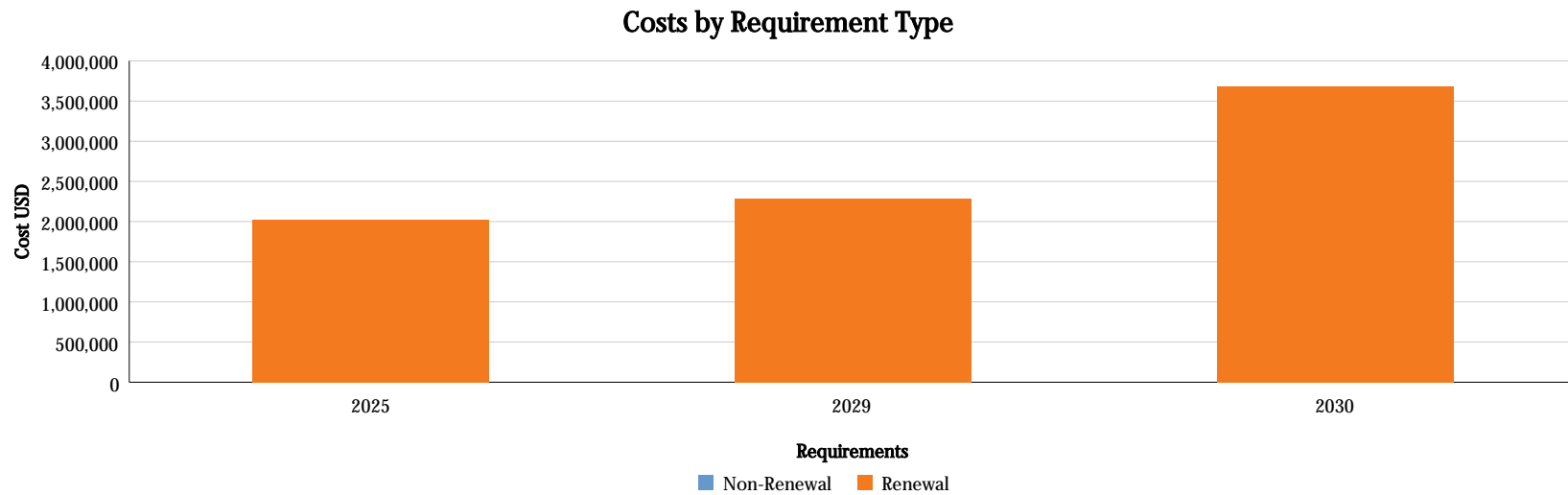
Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard) - 2009	30	100	2009	2040	1,840,808	1,840,808
B30 - Roofing	a.4. Roofing - MnSCU Standard - 2007	40	100	2007	2046	1,837,302	1,837,302
B30 - Roofing	a.5. Roofing - Built-up, Membrane, Cedar - 2010	25	100	2010	2036	252,933	252,933
C30 - Interior Finishes	l.2. Interior Finishes - 2016	15	100	2016	2029	506,130	506,130

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
C30 - Interior Finishes	l.2. Interior Finishes - 2009	15	100	2009	2025	2,024,520	2,024,520
D2010 - Plumbing Fixtures	g.1. Plumbing Fixtures - 1998	30	100	1998	2029	1,779,448	1,779,448
D2010 - Plumbing Fixtures	g.1. Plumbing Fixtures - 2009	30	100	2009	2040	444,862	444,862
D2020 - Domestic Water Distribution	g.2. Plumbing Rough-in - 2009	50	100	2009	2056	3,489,864	3,489,864
D2020 - Domestic Water Distribution	g.2. Plumbing Rough-in - 2014	50	100	2014	2047	1,495,657	1,495,657
D30 - HVAC	d.1. HVAC - Equipment - 2009	35	100	2009	2041	4,141,818	4,141,818
D3040 - Distribution Systems	e.1. HVAC - Distribution - 2009	50	100	2009	2056	8,283,637	8,283,637
D3060 - Controls and Instrumentation	d.2. HVAC - Controls - 2009	20	100	2009	2030	2,914,613	2,914,613
D40 - Fire Protection	i.1. Fire Protection Systems - 2009	40	100	2009	2049	843,704	843,704
D40 - Fire Protection	j.1. Fire Detection Systems - 2009	20	100	2009	2030	767,003	767,003
D50 - Electrical	f.1. Electrical Equipment - 2010	30	100	2010	2041	498,552	498,552
D50 - Electrical	f.1. Electrical Equipment - 2009	30	100	2009	2039	4,486,970	4,486,970
E - Equipment and Furnishings	k.1. Built-in Equipment - 2010	25	100	2010	2036	2,147,609	2,147,609
E - Equipment and Furnishings	k.1. Built-in Equipment - 2009	25	100	2009	2035	8,590,438	8,590,438
Subtotal							46,345,869
Overhead:							0
Subtotal							0
Total Replacement Value Based on System Costs with Overheads							46,345,869

Requirements including Renewals



Requirement Name	Renewal	Prime System	Category	Priority	Action Date	Estimated Cost
d.2. HVAC - Controls - 2009 Renewal	Yes	D3060 - Controls and Instrumentation	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2030	2,914,613
g.1. Plumbing Fixtures - 1998 Renewal	Yes	D2010 - Plumbing Fixtures	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2029	1,779,448
j.1. Fire Detection Systems - 2009 Renewal	Yes	D40 - Fire Protection	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2030	767,003
l.2. Interior Finishes - 2009 Renewal	Yes	C30 - Interior Finishes	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2025	2,024,521
l.2. Interior Finishes - 2016 Renewal	Yes	C30 - Interior Finishes	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2029	506,130
Total						7,991,715



Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Colleges or Universities: Saint Paul College **Facilities and Infrastructure:** Parking Ramp

Campus: Saint Paul College - Facilities **Facilities and Infrastructure Number:**
E26206T0286PR

Facilities and Infrastructure are ordered by
Facilities and Infrastructure Name **Currency:** USD

Statistics

FCI Cost:	0	FCI:	0.00
RI Cost:	0	RI:	0.00
Total Requirement Cost:		Size:	202,150 SF
Current Replacement Value:	27,908,953		

Address 1	285 MARSHALL AVENUE	Address 2	-
City	ST. PAUL	State/Province/Region	MN

Photo



StPaulTech13

System Description

System Name	Description
B20 - Exterior Enclosure-b.1. Building Exteriors (Hard) - 2012	
B20 - Exterior Enclosure-b.2. Building Exteriors (Soft) - 2012	
B30 - Roofing-a.4. Roofing - MnSCU Standard - 2012	
D10 - Conveying-c.1. Elevators - 2012	
D2010 - Plumbing Fixtures-g.1. Plumbing Fixtures - 2012	
D2020 - Domestic Water Distribution-g.2. Plumbing Rough-in - 2012	
D30 - HVAC-d.1. HVAC - Equipment - 2012	
D3040 - Distribution Systems-e.1. HVAC - Distribution - 2012	

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

System Name	Description
D3060 - Controls and Instrumentation-d.2. HVAC - Controls - 2012	
D40 - Fire Protection-i.1. Fire Protection Systems - 2012	
D40 - Fire Protection-j.1. Fire Detection Systems - 2012	
D50 - Electrical-f.1. Electrical Equipment - 2012	

Replacement Value Based on System Costs with Overheads

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard) - 2012	30	100	2012	2043	930,298	930,298
B20 - Exterior Enclosure	b.2. Building Exteriors (Soft) - 2012	20	100	2012	2033	1,860,597	1,860,597
B30 - Roofing	a.4. Roofing - MnSCU Standard - 2012	40	100	2012	2053	72,541	72,541
D10 - Conveying	c.1. Elevators - 2012	25	100	2012	2038	387,624	387,624
D2010 - Plumbing Fixtures	g.1. Plumbing Fixtures - 2012	30	100	2012	2043	193,812	193,812
D2020 - Domestic Water Distribution	g.2. Plumbing Rough-in - 2012	50	100	2012	2063	445,768	445,768
D30 - HVAC	d.1. HVAC - Equipment - 2012	35	100	2012	2048	775,249	775,249
D3040 - Distribution Systems	e.1. HVAC - Distribution - 2012	50	100	2012	2063	1,162,873	1,162,873
D3060 - Controls and Instrumentation	d.2. HVAC - Controls - 2012	20	100	2012	2033	775,249	775,249
D40 - Fire Protection	j.1. Fire Detection Systems - 2012	20	100	2012	2033	387,624	387,624
D40 - Fire Protection	i.1. Fire Protection Systems - 2012	40	100	2012	2053	290,718	290,718
D50 - Electrical	f.1. Electrical Equipment - 2012	30	100	2012	2043	915,093	915,093
Subtotal							8,197,447
Overhead:							0

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Subtotal	0
Total Replacement Value Based on System Costs with Overheads	8,197,447

Requirements including Renewals

No data available.



Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Colleges or Universities: Saint Paul College **Facilities and Infrastructure:** Trades Addition

Campus: Saint Paul College - Facilities **Facilities and Infrastructure Number:**
E26206T0507

Facilities and Infrastructure are ordered by
Facilities and Infrastructure Name **Currency:** USD

Statistics

FCI Cost:	0	FCI:	0.00
RI Cost:	322,624	RI:	0.07
Total Requirement Cost:	322,624	Size:	10,856 SF
Current Replacement Value:	4,475,542		

Address 1	235 Marshall Avenue	Address 2	-
City	St. Paul	State/Province/Region	MN

No photo available.

System Description

System Name	Description
B20 - Exterior Enclosure-b.1. Building Exteriors (Hard) - 2008	
B30 - Roofing-a.4. Roofing - MnSCU Standard - 2008	
C30 - Interior Finishes-l.2. Interior Finishes - 2008	
D30 - HVAC-d.1. HVAC - Equipment - 2008	

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

System Name	Description
D3040 - Distribution Systems-e.1. HVAC - Distribution - 2008	
D3060 - Controls and Instrumentation-d.2. HVAC - Controls - 2008	
D40 - Fire Protection-i.1. Fire Protection Systems - 2008	
D40 - Fire Protection-j.1. Fire Detection Systems - 2008	
D50 - Electrical-f.1. Electrical Equipment - 2008	

Replacement Value Based on System Costs with Overheads

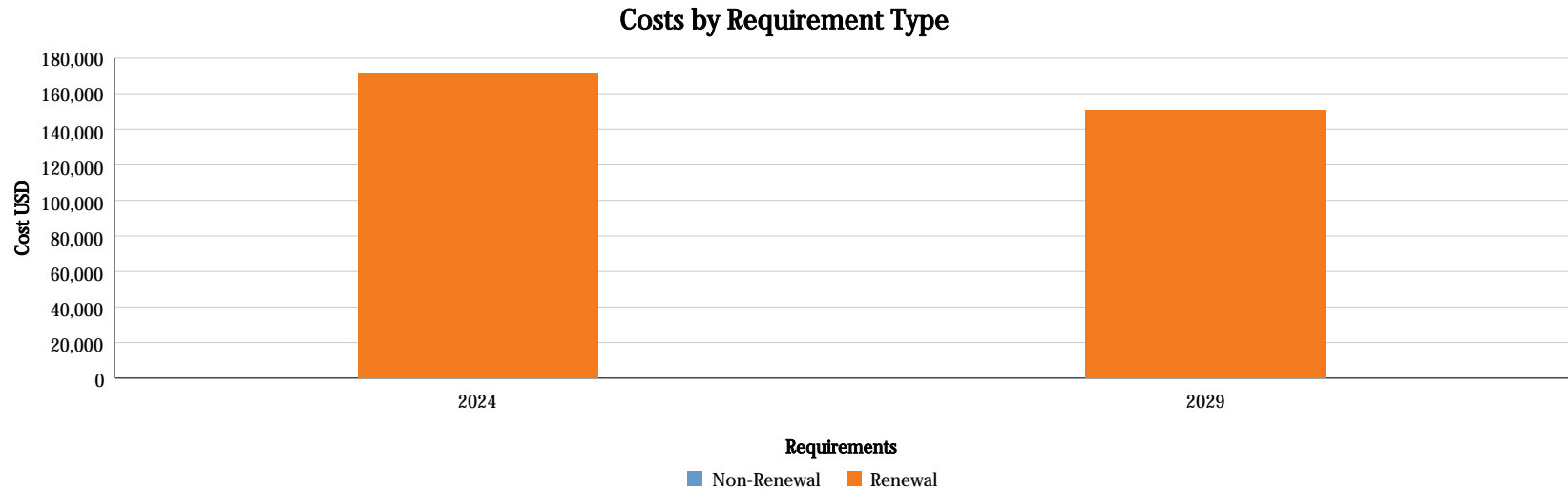
Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard) - 2008	30	100	2008	2039	124,899	124,899
B30 - Roofing	a.4. Roofing - MnSCU Standard - 2008	40	100	2008	2049	155,826	155,826
C30 - Interior Finishes	l.2. Interior Finishes - 2008	15	100	2008	2024	171,705	171,705
D30 - HVAC	d.1. HVAC - Equipment - 2008	35	100	2008	2044	166,532	166,532
D3040 - Distribution Systems	e.1. HVAC - Distribution - 2008	50	100	2008	2059	353,880	353,880
D3060 - Controls and Instrumentation	d.2. HVAC - Controls - 2008	20	100	2008	2029	98,878	98,878
D40 - Fire Protection	i.1. Fire Protection Systems - 2008	40	100	2008	2049	57,245	57,245
D40 - Fire Protection	j.1. Fire Detection Systems - 2008	20	100	2008	2029	52,041	52,041
D50 - Electrical	f.1. Electrical Equipment - 2008	30	100	2008	2039	223,777	223,777
Subtotal							1,404,783
Overhead:							0
Total Replacement Value Based on System Costs with Overheads							1,404,783

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Subtotal	0
Total Replacement Value Based on System Costs with Overheads	1,404,783

Requirements including Renewals



Requirement Name	Renewal	Prime System	Category	Priority	Action Date	Estimated Cost
d.2. HVAC - Controls - 2008 Renewal	Yes	D3060 - Controls and Instrumentation	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2029	98,878
j.1. Fire Detection Systems - 2008 Renewal	Yes	D40 - Fire Protection	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2029	52,041
l.2. Interior Finishes - 2008 Renewal	Yes	C30 - Interior Finishes	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2024	171,705
Total						322,624



Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Colleges or Universities: Saint Paul College **Facilities and Infrastructure:** West Tower
Campus: Saint Paul College - Facilities **Facilities and Infrastructure Number:**
 E26206T0388

Facilities and Infrastructure are ordered by
Facilities and Infrastructure Name **Currency:** USD

Statistics

FCI Cost:	467,830	FCI:	0.02
RI Cost:	2,803,971	RI:	0.11
Total Requirement Cost:	2,803,971	Size:	52,000 SF
Current Replacement Value:	25,304,816		

Address 1	235 MARSHALL AVENUE	Address 2	-
City	ST. PAUL	State/Province/Region	MN

No photo available.

System Description

System Name	Description
B20 - Exterior Enclosure-b.1. Building Exteriors (Hard) - 2018	
B30 - Roofing-a.4. Roofing - MnSCU Standard - 2016	
C30 - Interior Finishes-l.2. Interior Finishes - 1988	
C30 - Interior Finishes-l.2. Interior Finishes - 2008	

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

System Name	Description
C30 - Interior Finishes-l.2. Interior Finishes - IRPG office build out	
D10 - Conveying-c.1. Elevators - 2009	
D2010 - Plumbing Fixtures-g.1. Plumbing Fixtures - 1988	
D2020 - Domestic Water Distribution-g.2. Plumbing Rough-in - 1988	
D30 - HVAC-d.1. HVAC - Equipment - 1988	
D3040 - Distribution Systems-e.1. HVAC - Distribution - 1988	
D3060 - Controls and Instrumentation-d.2. HVAC - Controls - 2012	
D40 - Fire Protection-i.1. Fire Protection Systems - 1988	
D40 - Fire Protection-j.1. Fire Detection Systems - 2010	
D50 - Electrical-f.1. Electrical Equipment - 2018	
E - Equipment and Furnishings-k.1. Built-in Equipment - 2013	

Replacement Value Based on System Costs with Overheads

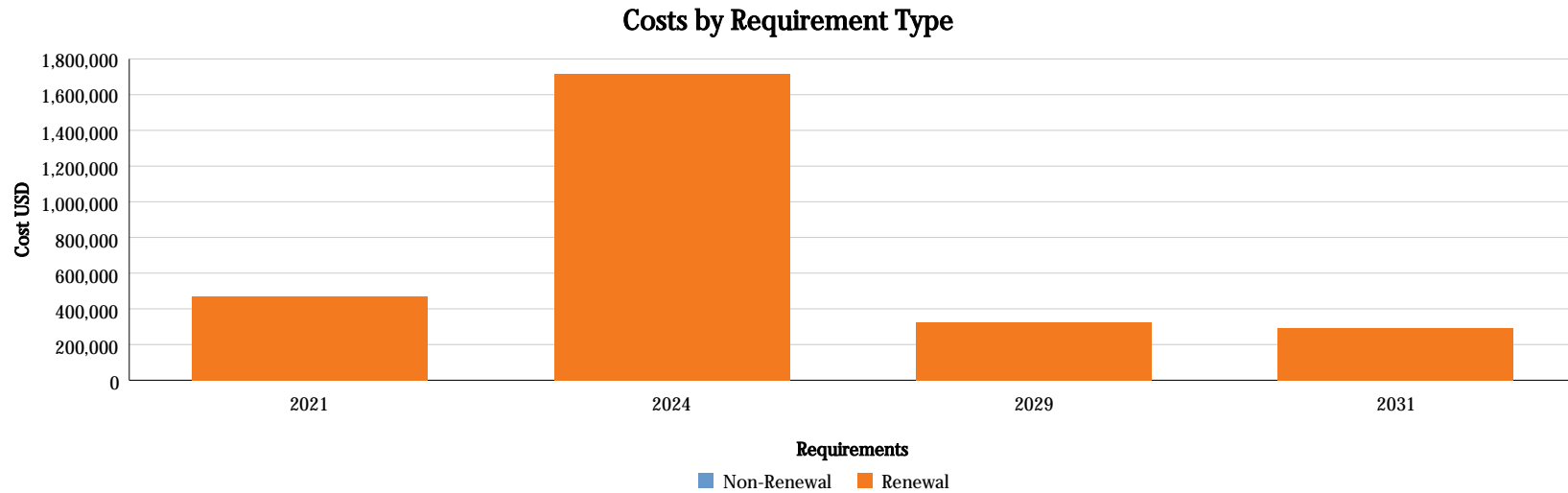
Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard) - 2018	30	100	2018	2049	706,181	706,181
B30 - Roofing	a.4. Roofing - MnSCU Standard - 2016	40	100	2016	2056	208,993	208,993
C30 - Interior Finishes	l.2. Interior Finishes - 2008	15	100	2008	2024	776,658	776,658
C30 - Interior Finishes	l.2. Interior Finishes - IRPG office build out	15	100	2019	2034	50,000	50,000
C30 - Interior Finishes	l.2. Interior Finishes - 1988	15	100	1988	2021	144,164	144,164
D10 - Conveying	c.1. Elevators - 2009	25	100	2009	2035	264,818	264,818
D2010 - Plumbing Fixtures	g.1. Plumbing Fixtures - 1988	30	100	1988	2021	323,666	323,666
D2020 - Domestic Water Distribution	g.2. Plumbing Rough-in - 1988	50	100	1988	2039	941,574	941,574

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
D30 - HVAC	d.1. HVAC - Equipment - 1988	35	100	1988	2024	941,574	941,574
D3040 - Distribution Systems	e.1. HVAC - Distribution - 1988	50	100	1988	2039	2,000,846	2,000,846
D3060 - Controls and Instrumentation	d.2. HVAC - Controls - 2012	20	100	2012	2033	559,060	559,060
D40 - Fire Protection	j.1. Fire Detection Systems - 2010	20	100	2010	2031	294,242	294,242
D40 - Fire Protection	i.1. Fire Protection Systems - 1988	40	100	1988	2029	323,666	323,666
D50 - Electrical	f.1. Electrical Equipment - 2018	30	100	2018	2049	1,265,241	1,265,241
E - Equipment and Furnishings	k.1. Built-in Equipment - 2013	25	100	2013	2039	559,060	559,060
Subtotal							9,359,744
Overhead:							0
Subtotal							0
Total Replacement Value Based on System Costs with Overheads							9,359,744

Requirements including Renewals



Requirement Name	Renewal	Prime System	Category	Priority	Action Date	Estimated Cost
d.1. HVAC - Equipment - 1988 Renewal	Yes	D30 - HVAC	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2024	941,575
g.1. Plumbing Fixtures - 1988 Renewal	Yes	D2010 - Plumbing Fixtures	Lifecycle	1- Due within 1 Year of Inspection	Jun 14, 2021	323,666
i.1. Fire Protection Systems - 1988 Renewal	Yes	D40 - Fire Protection	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2029	323,666
j.1. Fire Detection Systems - 2010 Renewal	Yes	D40 - Fire Protection	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2031	294,242
l.2. Interior Finishes - 1988 Renewal	Yes	C30 - Interior Finishes	Lifecycle	1- Due within 1 Year of Inspection	Jun 14, 2021	144,164
l.2. Interior Finishes - 2008 Renewal	Yes	C30 - Interior Finishes	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2024	776,658
Total						2,803,971

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Colleges or Universities: Saint Paul College **Facilities and Infrastructure:** West Wing
Campus: Saint Paul College - Facilities **Facilities and Infrastructure Number:** E26206T0284

Facilities and Infrastructure are ordered by
Facilities and Infrastructure Name **Currency:** USD

Statistics

FCI Cost:	539,242	FCI:	0.02
RI Cost:	5,504,625	RI:	0.20
Total Requirement Cost:	5,504,624	Size:	46,870 SF
Current Replacement Value:	26,962,087		

Address 1	235 MARSHALL AVENUE	Address 2	-
City	ST. PAUL	State/Province/Region	MN

No photo available.

System Description

System Name	Description
B20 - Exterior Enclosure-b.1. Building Exteriors (Hard) - 2018	
B20 - Exterior Enclosure-b.1. Building Exteriors (Hard) - 2018	
B30 - Roofing-a.4. Roofing - MnSCU Standard - 2014	replaced circa 2014
C30 - Interior Finishes-l.2. Interior Finishes - 2008	

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

System Name	Description
D2010 - Plumbing Fixtures-g.1. Plumbing Fixtures - 2008	
D2020 - Domestic Water Distribution-g.2. Plumbing Rough-in - 1984	
D30 - HVAC-d.1. HVAC - Equipment - 2008	
D3040 - Distribution Systems-e.1. HVAC - Distribution - 2008	
D3060 - Controls and Instrumentation-d.2. HVAC - Controls - 2008	
D40 - Fire Protection-i.1. Fire Protection Systems - 2008	
D40 - Fire Protection-j.1. Fire Detection Systems - 2008	
D50 - Electrical-f.1. Electrical Equipment - 2038	
D50 - Electrical-f.1. Electrical Equipment - 2038	
E - Equipment and Furnishings-k.1. Built-in Equipment - 2008	

Replacement Value Based on System Costs with Overheads

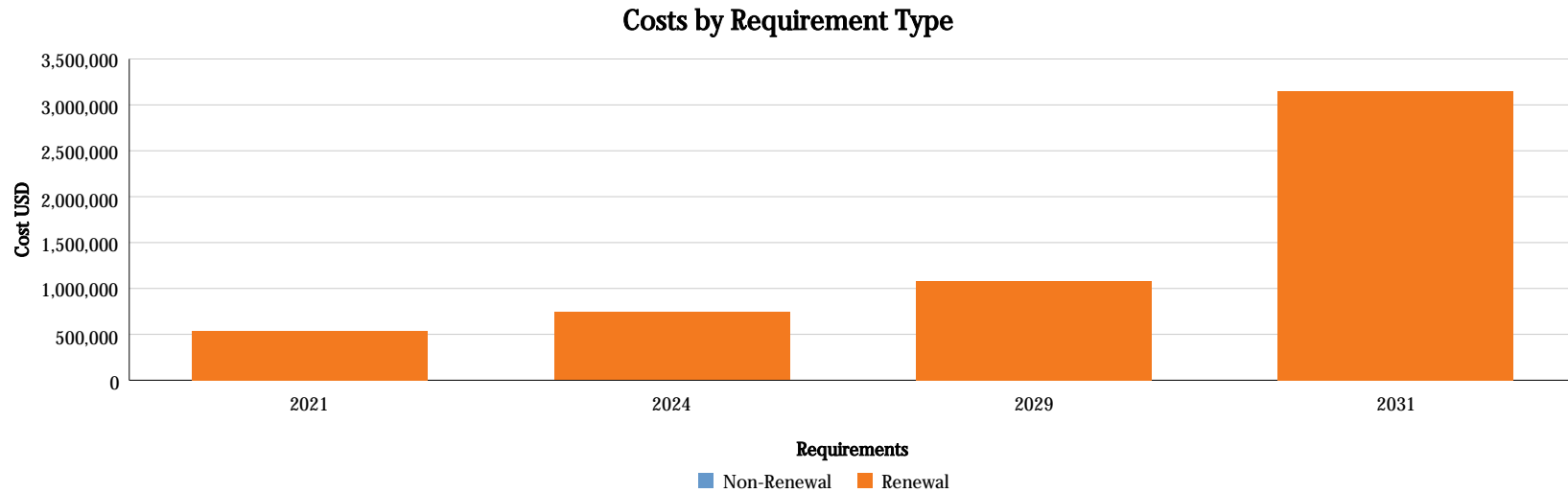
Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard) - 2018	30	100	1988	2021	431,393	431,393
B20 - Exterior Enclosure	b.1. Building Exteriors (Hard) - 2018	30	100	1988	2021	107,848	107,848
B30 - Roofing	a.4. Roofing - MnSCU Standard - 2014	40	100	2014	2055	672,768	672,768
C30 - Interior Finishes	l.2. Interior Finishes - 2008	15	100	2008	2024	741,322	741,322
D2010 - Plumbing Fixtures	g.1. Plumbing Fixtures - 2008	30	100	2008	2039	651,584	651,584
D2020 - Domestic Water Distribution	g.2. Plumbing Rough-in - 1984	50	100	1984	2035	1,460,446	1,460,446
D30 - HVAC	d.1. HVAC - Equipment - 2008	35	100	2008	2036	1,213,294	1,213,294
D3040 - Distribution Systems	e.1. HVAC - Distribution - 2008	50	100	2008	2059	2,426,588	2,426,588
D3060 - Controls and Instrumentation	d.2. HVAC - Controls - 2008	20	100	2008	2029	853,799	853,799

Facilities and Infrastructure Overview Report

By Facilities and Infrastructure Name

Uniformat	System Name	Lifetime (Years)	% Renew	Year Installed	Next Renewal Year	Renewal Cost	Replacement Cost
D40 - Fire Protection	i.1. Fire Protection Systems - 2008	40	100	2008	2049	247,152	247,152
D40 - Fire Protection	j.1. Fire Detection Systems - 2008	20	100	2008	2029	224,684	224,684
D50 - Electrical	f.1. Electrical Equipment - 2038	30	100	2008	2036	292,089	292,089
D50 - Electrical	f.1. Electrical Equipment - 2038	30	100	2008	2039	1,168,356	1,168,356
E - Equipment and Furnishings	k.1. Built-in Equipment - 2008	25	100	2008	2031	3,145,577	3,145,577
Subtotal							13,636,903
Overhead:							0
Subtotal							0
Total Replacement Value Based on System Costs with Overheads							13,636,903

Requirements including Renewals



Requirement Name	Renewal	Prime System	Category	Priority	Action Date	Estimated Cost
b.1. Building Exteriors (Hard) - 2018 Renewal	Yes	B20 - Exterior Enclosure	Lifecycle	1- Due within 1 Year of Inspection	Jun 14, 2021	431,393
b.1. Building Exteriors (Hard) - 2018 Renewal	Yes	B20 - Exterior Enclosure	Lifecycle	1- Due within 1 Year of Inspection	Jun 14, 2021	107,848
d.2. HVAC - Controls - 2008 Renewal	Yes	D3060 - Controls and Instrumentation	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2029	853,799
j.1. Fire Detection Systems - 2008 Renewal	Yes	D40 - Fire Protection	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2029	224,684
k.1. Built-in Equipment - 2008 Renewal	Yes	E - Equipment and Furnishings	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2031	3,145,577
l.2. Interior Finishes - 2008 Renewal	Yes	C30 - Interior Finishes	Lifecycle	3- Due within 5 Years of Inspection	Jun 14, 2024	741,323
Total						5,504,624

APPENDIX: D

ANTI-RACIST, TRAUMA-INFORMED INSTITUTION PLAN

ANTI-RACIST, TRAUMA-INFORMED INSTITUTION PLAN

PRIORITY ONE: Institutional Structure

Equity 2030 Alignment: Enhanced Access, Student Engagement, Evidence-Based Decision Making, Financial Resources, Workforce and Talent Diversity

Aim: *The purpose of this priority is to demonstrate the public institutional commitment of Saint Paul College to becoming and anti-racist, trauma informed institution and to internally embed this commitment through vertical and horizontal institutional structures.*

Goal #1.1 - Review and revise the mission, vision and values of the institution to reflect its antiracist, trauma informed commitment.

Action Steps	Primary	Target Date
Identify and take responsibility for how the College has historically participated in structural racism.	College President, Cabinet	Summer 2022
Create a campus-wide antiracism, trauma informed campaign	College President, Cabinet, College Leadership Team	Summer 2021/Summer 2022
Embed the College's commitment all institutional plans and processes	College President, Cabinet, College Leadership Team	Summer 2022

Goal #1.2 - Support shared governance and shared decision making across the College.

Action Steps	Primary	Target Date
Build/increase trust through demonstration of actions that move beyond basic expectations	College President, Cabinet, College Leadership Team	Fall 2023
Review College's process for reporting incidents.	Vice President of Finance and Operations	Fall 2021
Support and educate community on a campus-wide hate and bias incident reporting system with anonymous	Vice President of Finance and Operations	Fall 2022

methods for reporting and addressing reports

Provide leadership development opportunities for all employees to increase/support shared ownership/responsibility for governance.

Goal #1.3 - Identify, establish and support personnel resources that directly support holistic efforts.

Action Steps	Primary	Target Date
Establish an Office of Diversity, Equity and Inclusion (ODEI) <ul style="list-style-type: none">• Expand the EI Officer position to a full-time 100% allocation.• Provide dedicated personnel to staff and support the efforts of the ODEI• Proactively and explicitly create and support space for BIPOC College community	College President	Fall 2021
Increase support for mental health services within the College <ul style="list-style-type: none">• Increase the number of licensed therapists to reflect national standards• Complete an assessment of student mental health needs.<ul style="list-style-type: none">○ Outline a plan for addressing needs using	College President	Summer 2023

both internal and external resources.

Goal #1.4 - Increase anti-racist engagement in Saint Paul BIPOC communities.

Action Steps	Primary	Target Date
Expand Institutional partnerships with community organizations and non-profits serving, supporting BIPOC. <ul style="list-style-type: none"> • Create or invest in shared experiences and events on campus to fight institutionalized racism on campus in partnership with local, regional, national organizations 	College President, Cabinet, College Leadership Team	Fall 2023
Increase representation of BIPOC as members of the President’s Advisory Board, Program Advisory Boards, etc.	College President	TBD

Audit:

- Development of a revised Saint Paul College mission, vision, values statement
- Through resource allocation, EI Officer position is expanded to full-time
- Ensure that collected data on incidents is disseminated for analysis, policy improvements and prevention.
- Criteria and goals established for increasing partnerships; Annual review taken to monitor progress and publicly report on goals and progress.
- Track the demographic representation data of all Advisory Board members. Review, analyze, and share to continue working towards eliminating barriers to participation.

PRIORITY TWO: College Policies

Equity 2030 Alignment: Student Engagement, Evidence-Based Decision Making

Aim: This purpose of this priority is to provide a way to review the policy manual through an anti-racism, trauma-informed lens and to change policies that provide barriers to equity.

Goal 2.1 - Audit and revise process for approval, creation and review all institutional policies

Action Steps	Primary	Target Date
Review all College policies and procedures for inclusive language, bias in enforcement, possibly of re-traumatization, etc.	Operational Effectiveness Committee	Fall 2025
Develop a rubric for anti-racist, policy informed analysis of policies and procedures.	College Equity and Inclusion Officer	Fall 2021

Goal 2.2 - Conduct routine/annual data-informed policy evaluations including racial impact data.

Action Steps	Primary	Target Date
Conduct routine/annual data-informed policy evaluations including racial impact data.	Vice President of Student Affairs	Fall 2023

Audit:

Process and schedule developed and implemented to support the review of all College Policies and Procedures.

PRIORITY THREE: Human Resources

Equity 2030 Alignment: Workforce and Talent Diversity

Aim: The purpose of this priority is to attract, hire, and retain BIPOC faculty and staff while supporting and expanding the goals outlined in the College's Affirmative Action Plan.

Goal 3.1 - Embed anti-racist, trauma informed commitment in the full employment process (position development through exit interview)

Action Steps	Primary	Target Date
Critical analysis of position description including qualifications (required and preferred for bias)	Senior Human Resource Officer	Ongoing
Evaluation of posting process for employment opportunities	Senior Human Resource Officer	Ongoing
Require employment opportunities posted in modes accessible to/utilized by communities of color	Senior Human Resource Officer	Ongoing
Require all members of search committees to complete institutionally provided anti-racism, trauma-informed search committee training	Senior Human Resource Officer	Ongoing
Require all search committees to include an Equity and Inclusion Committee representative	Senior Human Resource Officer	Ongoing
Embed the College's commitment throughout the onboarding process for new employees	Senior Human Resource Officer	Fall 2022
Add assessment/goals of individual development/support of institutional commitment to performance evaluations of all employees.	Senior Human Resource Officer	Spring 2022
Collect data regarding employees' experience related to the College's commitment to an anti-racist, trauma informed culture during the employees' exit process.	Senior Human Resource Officer	Spring 2022

Goal 3.2 - Increase recruitment and retention of employees of color at all levels, throughout the institution.

Action Steps	Primary	Target Date
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Increase the percentage of employees of color to 30% by 2025	Senior Human Resource Officer	Fall 2025
Develop plan for recruiting and retaining full-time faculty of color	Vice President of Academic Affairs, Senior Human Resource Officer	Spring 2022
Develop plan for recruiting and retaining full-time administrators of color	Senior Human Resource Officer	Spring 2022

Audit:

Humane Resources will track demographic representation of faculty and staff and establish annual goals and initiatives to increase numbers of BIPOC faculty and staff.

PRIORITY FOUR: Employee Education and Training

Equity 2030 Alignment: Workforce and Talent Diversity

Aim: The purpose of this priority is to provide programming that raise awareness, promote dialogues to facilitate difficult conversations relating to anti-racism, trauma informed issues.

Goal 4.1 - Provide mandatory and optional opportunities for employee development on antiracism and trauma informed services

Action Steps	Primary	Target Date
Require all employees to participate in an institutionally provided anti-racism, trauma informed training <ul style="list-style-type: none">• Include required anti-racism, trauma informed training in the onboarding process for all new employees• Include optional anti-racism, trauma-informed training in Faculty Development Days and Faculty and Staff Inservice.	College Equity and Inclusion Officer (Lead) Dean of Academic Effectiveness and Innovation Senior Human Resource Officer	Fall 2022
Develop anti-racism, trauma-informed workshops, reading groups and teach-ins for faculty, staff and students led by experts in their respective disciplines that include BIPOC histories of racism.	College Equity and Inclusion Officer (Lead) Dean of Academic Effectiveness and Innovation	Fall 2021

Audit:

- Track participation in events

PRIORITY FIVE: Finance and Resources

Equity 2030 Alignment: Financial Resources, Workforce and Talent Diversity

Aim: *The purpose of this priority is to provide resources for enacting equity work.*

Goal 5.1 - Identify and establish financial resources that directly support holistic efforts.

Action Steps	Primary	Target Date
Identify and establish financial resources that directly support holistic efforts.	Vice President of Finance	Fall 2021

Goal 5.2 - Audit/evaluate financial measures of success.

Action Steps	Primary	Target Date
Audit/evaluate financial measures of success.	Vice President of Finance	TBD

Goal 5.3 - Follow contract language for ratios of full-time faculty

Action Steps	Primary	Target Date
Reduction of use of adjunct and TPT instructors.	Vice President of Finance Vice President of Academic Affairs Senior Human Resource Officer	TBD

Goal 5.4 - Develop and launch plan to increase and sustain support of BIPOC owned businesses.

Action Steps	Primary	Target Date
Develop and launch plan to increase and sustain support of BIPOC owned businesses.	Vice President of Finance	Spring 2022

Audit:

- Increased budget for EI, ARTI work in staff and academic areas.
- Track data on BIPOC student retention and completion success and translate to into ROI

- Track employment percentages of adjuncts, TPTs and UFTs—Identify high areas of adjuncts and TPTs and create plan to convert those areas
- Set goals to dedicate that a percentage of work contracts go to BIPOC-owned businesses.

PRIORITY SIX: Academics

Equity 2030 Alignment: Academic Success, Student Engagement, Evidence-Based Decision Making, Financial Resources, Workforce and Talent Diversity

Aim: The purpose of this priority to improve teaching and learning through culturally responsive, anti-racist and trauma-informed curriculum and pedagogy.

Goal 6.1 - Provide mandatory and additional training in anti-racist, trauma-informed pedagogy and classroom management.

Action Steps	Primary	Target Date
Provide mandatory and additional training in anti-racist, trauma-informed pedagogy and classroom management.	Dean of Academic Effectiveness and Innovation	Fall 2021

Goal 6.2 - Incorporate anti-racist and trauma-informed pedagogy throughout the academic experience.

Action Steps	Primary	Target Date
Review standard syllabus policies for equity and clarity	TBD	TBD
Create, review and revise curricula to be anti-racist and trauma informed	TBD	TBD

Goal 6.3 - Expand curriculum to provide additional courses on range of cultural competencies and awareness.

Action Steps	Primary	Target Date
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Require all students to complete a cross-cultural competency course	Vice President of Academic Affairs	Fall 2023
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Goal 6.4 - Review and revise all academic and classroom policies, addressing bias in policy enforcement, barriers to completion, inclusive language, etc.

Action Steps	Primary	Target Date
Review and revise all academic and classroom policies, addressing bias in policy enforcement, barriers to completion, inclusive language, etc	TBD	Fall 2024

Goal 6.5 – Establish guided learning pathways for all academic programs.

Action Steps	Primary	Target Date

Goal 6.6 – Participate fully in the Minnesota State Equity by Design Initiative

Action Steps	Primary	Target Date

Audit:

- Disaggregated success rates of BIPOC students
- Addition of questions related to equity on courses evaluations
- Evaluation of course success rates
- Utilization of Equity by Design toolkit

PRIORITY SEVEN: Institutional Research

Equity 2030 Alignment: Academic Success, Evidence-Based Decision Making

Aim: The purpose of this priority is to provide support for understanding where efforts should be focused as well as benchmarking progress in all priority areas.

Goal 7.1 - Develop an anti-racist and trauma informed practice of data collection and analysis

Action Steps	Primary	Target Date
Develop an anti-racist and trauma informed practice of data collection and analysis.	Dean of Institutional Research, Planning and Grants	Spring 2022

Goal 7.2 - Develop a process to prevent the weaponization of data

Action Steps	Primary	Target Date
Develop a process to prevent the weaponization of data.	Dean of Institutional Research, Planning and Grants	Spring 2023

Goal 7.3 - Analyze student and employee experience identifying equity gaps

Action Steps	Primary	Target Date
Analyze student and employee experience identifying equity gaps.	Dean of Institutional Research, Planning and Grants	Ongoing

APPENDIX: E

EQUITY INCLUSION PLAN



Equity and Inclusion Plan 2016-2017

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INTRODUCTION

Saint Paul College is an urban campus located near major highways, bus lines and light rail lines within three blocks of downtown Saint Paul between the State Capital and the Saint Paul Cathedral. The College draws students primarily from the seven-county Twin Cities metropolitan region with the majority living in Saint Paul within Ramsey County. Saint Paul College is a fully accredited two-year community & technical college and represents one of 24 two-year institutions in the Minnesota State System. Saint Paul College offers 79 career, certificate, and diploma programs and 43 associate degree programs, preparing over 9,690 students for employment in over 100 career fields annually. Saint Paul College is the most racially diverse college in the Minnesota State system with an enrollment of 61 percent students of color. Saint Paul College has a 106 year tradition of serving the communities of the Saint Paul and Minneapolis metropolitan region since its inception in 1910.

In the fall 2015 President Rassoul Dastmozd charged the Chief Diversity Officer to create a College taskforce to develop an Equity and Inclusion Plan that would align and support the College's Strategic Plan. Saint Paul College is committed to inclusion and equity. As President Dastmozd states, "Saint Paul College is a place that empowers students from all walks of life and places all around the globe as they navigate their different pathways."

VISION, VALUE AND MISSION

VISION: 2020

Saint Paul College will be a leader in providing comprehensive lifelong learning through innovative and quality focused strategies and services.

MISSION

Education for Employment...Education for Life!

Saint Paul College offers comprehensive learning opportunities in career and transfer education to enhance personal knowledge and advance economic opportunity for the benefit of a diverse population including students, business/industry/labor and the community.

STRATEGIC GOALS

Maximize comprehensive, high quality learning, programs and services.

Saint Paul College is committed to excellence in teaching and learning, and offers a wide spectrum of learning opportunities in career and transfer education to meet learner needs.

Expand access, service, opportunity and success.

Saint Paul College is dedicated to an integrated service philosophy that focuses on learner needs.

Strengthen organizational, community and global partnerships to enhance economic competitiveness.

Saint Paul College is committed to apply systems to improve learning, communication and productivity.

Values

Saint Paul College is committed to the following values. The College mission and strategic goals are based on its values which are central to an effective learning organization.

Excellence

Teaching & Learning
Career & Transfer Education
Student Focused Services
Innovation
Accessibility
Technology

Integrity

Honesty
Accountability
Decision-Making
Climate Responsiveness

Respect

Student Centered
Cultural Diversity/Inclusiveness
Human Diversity
Collaboration

Optimize organizational innovation and development.

Saint Paul College strives to ensure a successful future through creative thinking, shared services and the implementation of quality principles.

Sustain financial viability during changing economic and market conditions.

Saint Paul College is committed to ensuring its longtime financial sustainability.

INCLUSIVE VISION & VALUES STATEMENT

Saint Paul College promotes and recognizes the principles of equity, inclusion and social justice in relation to—and across the intersectionality of—race, age, color, ability, religion, national origin, sexual orientation, socio-economic class, ethnicity, gender identity and expression and other identities represented among our students, faculty and staff. By appreciating and respecting the importance of equity and inclusion, we acknowledge that the collective membership and community of Saint Paul College will foster a culture and atmosphere of belonging, collaboration and mutual respect. Saint Paul College seeks to empower and engage students, faculty and staff in actions that contribute to accomplishing the objectives and goals of our College.

RATIONALE

As our mission states, Saint Paul College offers comprehensive learning opportunities in both career and transfer education to enhance personal knowledge and advance economic opportunity for the benefit of a diverse population which includes students, business/industry/labor and the community. Saint Paul College continues to develop and grow in our equity and inclusion pathway. The process for our pathway over the past five years has been the development of a more inclusive college with equitable intentions. This past year the President set forth the need to formalize and institutionalize our work. A Racial and Diversity Taskforce was created and given the opportunity to develop a plan for the College. The college's Chief Diversity Officer John Parker – Der Boghossian facilitated the taskforce and the membership included: Tanaya Walker (student), Ibrahim Abdalla (Student), Jodi Larson (Student), Jane Graupman (Community Partner), Montquice McCoy (Community Partner), Roxanne Anderson (Staff representing AFSCME), Diana Lundell (Staff representing AFSCME), Ayesha Shariff (Faculty representing MSCF), Mary Crispin (Faculty, MSCF), Francois Nguyen (Faculty representing MSCF), Michael Ojibway (Director representing MMA), Kathleen Gordon (Director representing MMA), Kristen Raney (Dean representing Administration), Milford Muskett, (Dean representing Administration) Tam Knapton (Staff representing MAPE), and Marti Docken (Staff representing MAPE). The taskforce met bi-monthly from November 2015 through March 2016, and then weekly in April through May 2016. Their charge was as follows: (a) Reaching initial agreement, creating team norms (how do we want to operate as team?), (b) Formulating issue statement (what do we want the resulting plan to address?), (c) Searching for solutions (what solutions address the issues we identified?), (d) Evaluating solutions (how are we ranking these solutions for effectiveness?), (e) Formulating draft of plan and, (f) recommending a plan to President's Cabinet.

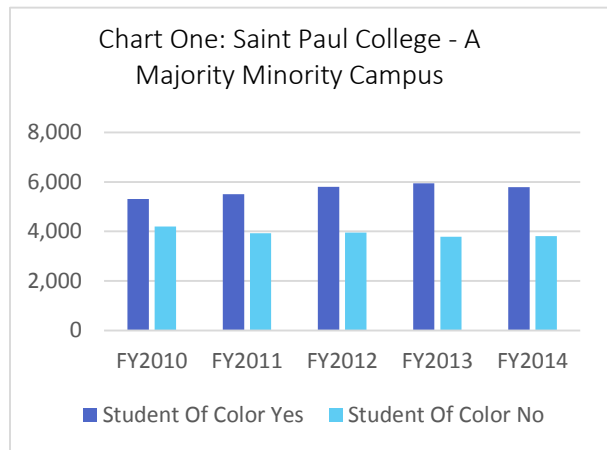
Saint Paul College is in the midst of a transition when it comes to Diversity and Racial Equity. Having overwhelmingly achieved its goal of recruiting a diverse student body (in terms of federally defined racial, gender, low-income and immigration demographics), the college now looks to the retention and success of its diversified student body. However, a review of our students, staff and faculty demographics will provide a data benchmark for the development of issues statement.

Student Data

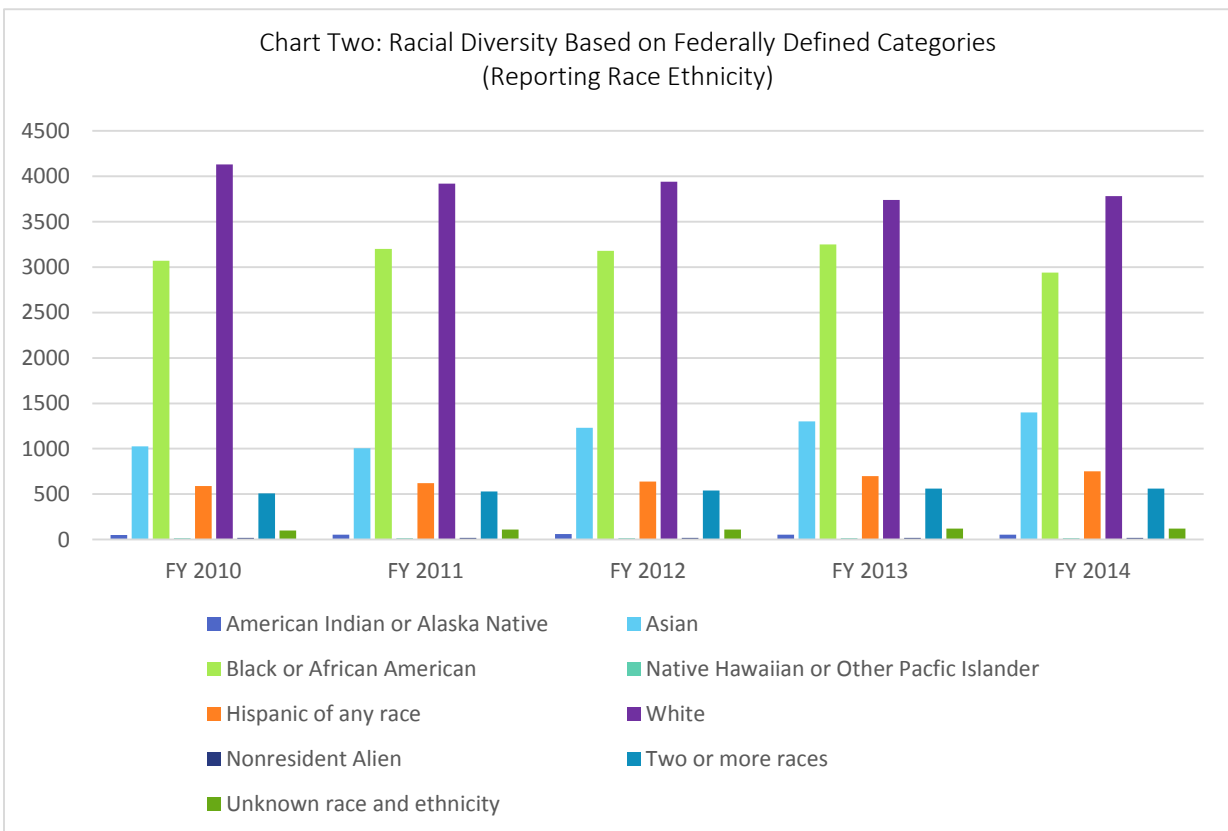
How diverse is Saint Paul College’s student population?

The Data used is from the Fiscal Year – End of Year data available through the Minnesota State website. The only exception are the data on students with disabilities which the college’s Office of Access and Disability Resources provided. Additionally, the College’s Institutional Research department provided the student success data and analysis.

Consistently, we see that the college attracts a large population of students of color. As Chart One demonstrates, if we examine the fiscal years 2010 to 2014, we see that each year over 5,000 students of color attended Saint Paul College.



As Chart Two illustrates, if we look at the racial diversification of the student population, we see that white students constitute the largest subgroup. Next are those students who report their racial identity as Black or African American. The third largest subgroup are those students identifying as Asian. Next, we see those students who identify as Hispanic of any race. After which, are those students who identify as two or more races. The next largest group are those students who we do not know their race. After which are those students who identify as American Indian or Alaska Native.

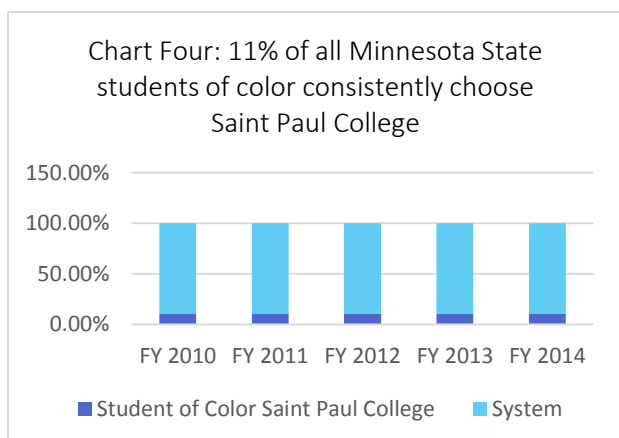
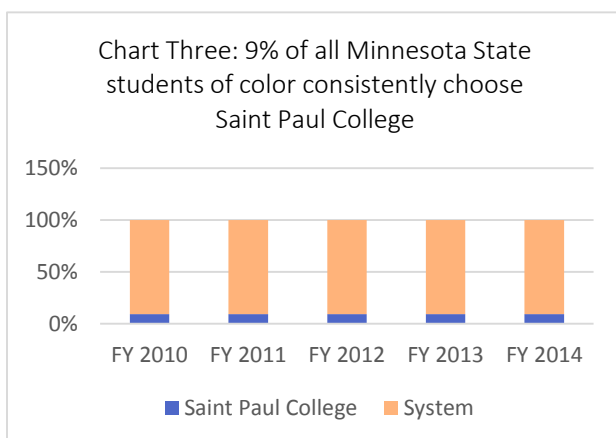


Institution	FY2010		FY2011		FY2012		FY2013		FY2014	
	Head Count	%	Head Count	%	Head Count	%	Head Count	%	Head Count	%
Minneapolis Community & Technical College	7,446	49.9%	7,745	53.1%	7,766	55.2%	7,742	55.9%	7,446	55.2%
Saint Paul College	5,308	55.2%	5,507	57.6%	5,802	58.9%	5,951	60.5%	5,794	59.8%
Century College	4,930	33.4%	5,047	33.2%	5,274	35.2%	5,213	36.0%	5,123	37.1%
Normandale Community College	4,221	27.9%	4,476	29.5%	4,475	30.7%	4,650	31.6%	4,677	32.9%
North Hennepin Community College	3,780	35.4%	4,047	37.8%	4,224	39.6%	4,510	40.9%	4,701	43.4%
Metropolitan State University	3,094	30.3%	3,430	31.4%	3,662	32.2%	3,864	33.4%	4,105	35.7%

Interestingly, as Chart Two also shows, over the five-year period of FY10 to FY14, these subgroup populations remained fairly stable in relation to each other. While each subgroup experienced either growth or decline – relative to each other they remained constant.

Saint Paul College is recognized throughout the Minnesota State Colleges and Universities System (Minnesota State) as leading the way in terms of a racially diverse student population. Saint Paul College ranks 1st in the Minnesota State system for overall percentage of students of color. The college ranks second only to Minneapolis Community and Technical College in terms of total head count. As Table One depicts, between FY 2010 and FY 2014, Saint Paul College’s student demographics remained consistent relative to the other top six institutions. While each institution has seen growth/decline over that five year period, relative to each other, the population demographics remained stable.

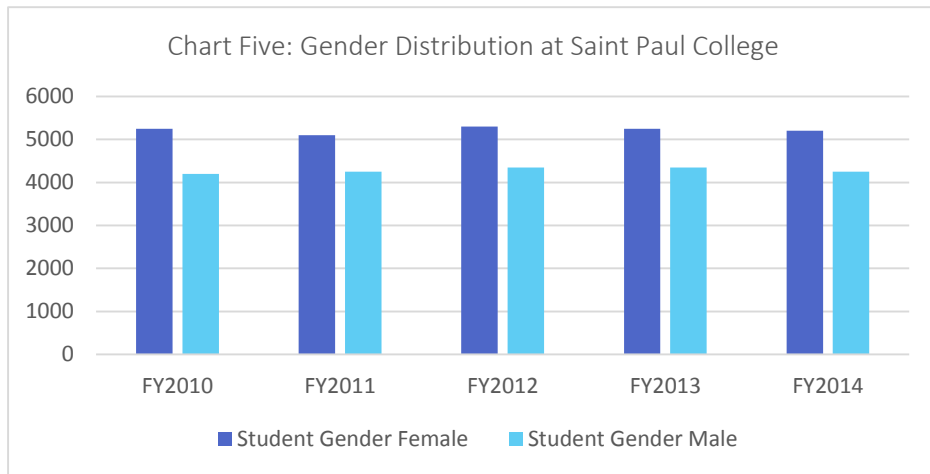
If we look at overall headcount numbers for the entire system, 9% of all Minnesota State students of color have consistently attended Saint Paul College between FY2010-2014 (see Chart Three). If we look only at students attending Minnesota State colleges, then 11% of all students of color have attended Saint Paul College (see Chart Four).



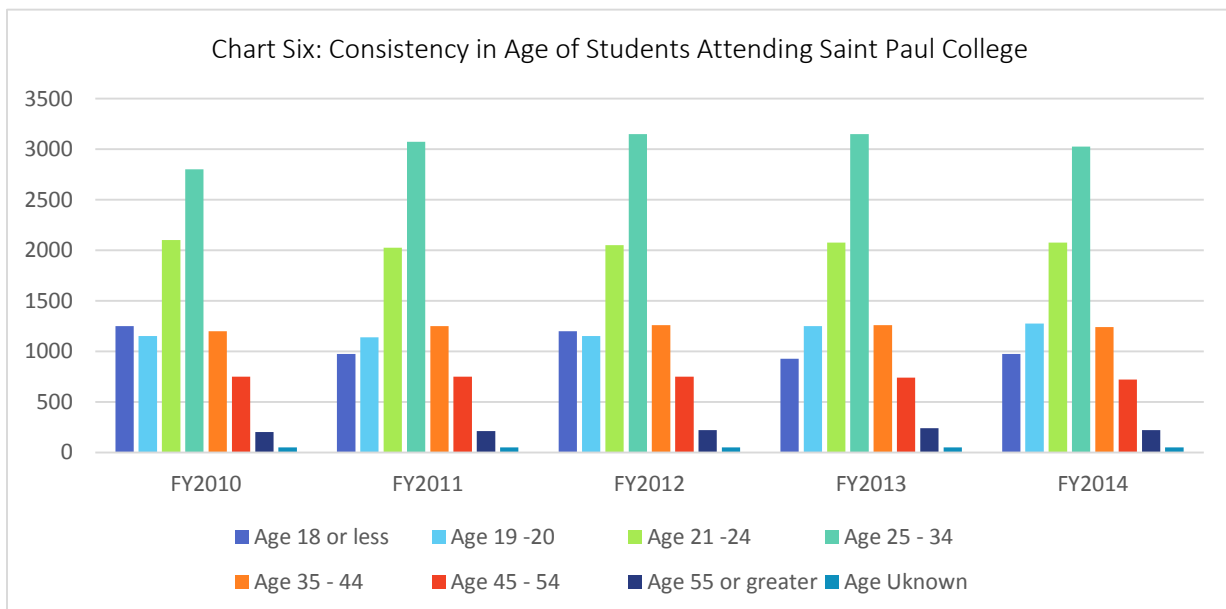
In addition to examining racial distribution, we can also examine in a very limited fashion gender identity distribution at Saint Paul College. It is limited because Minnesota State collects only two categories of gender identity data: female and male. This is problematic on two fronts. First, there are several other gender categories including, transgender, genderless, third gender, and intersex. Second, this

categorization conflates biological sex (one’s physical anatomy and hormones) with gender expression (external display of gender through dress, demeanor, and behaviors). We are limited therefore in our understanding as we cannot determine whether or not students are giving us data related to their biological sex or their gender expression. It is important to note that while we use the data that Minnesota State collects, we at Saint Paul College also recognize and understand its inherent limitations.

As Chart Five demonstrates, for the five years examined, more female than male students enrolled at the college.

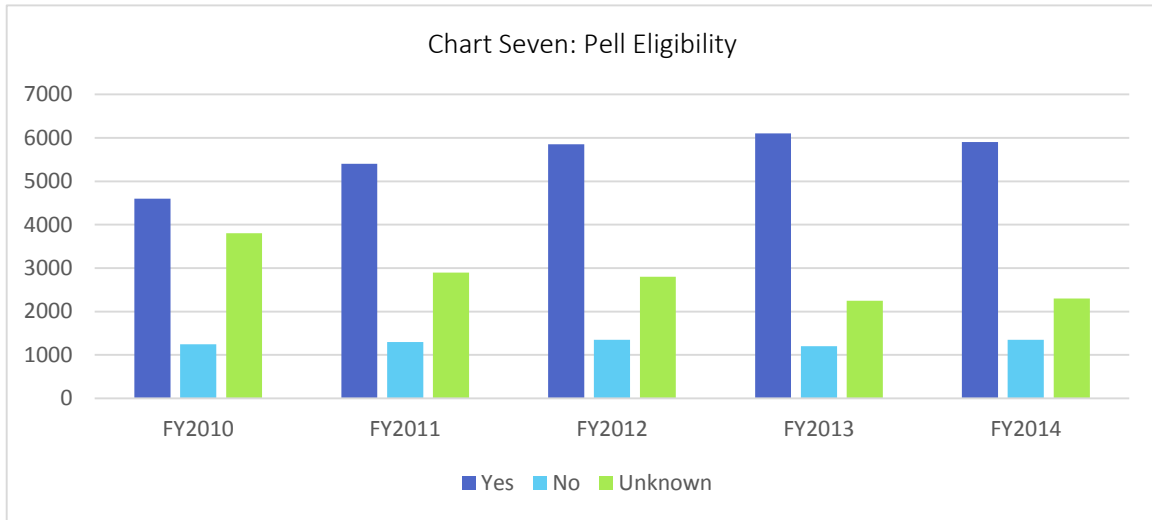


In terms of age, between fiscal years 2010-2014, the largest demographic were students self-reporting their age 25-34 (see Chart Six). In that same five-year period, those students 18 years or younger declined to less than 1,000 students.

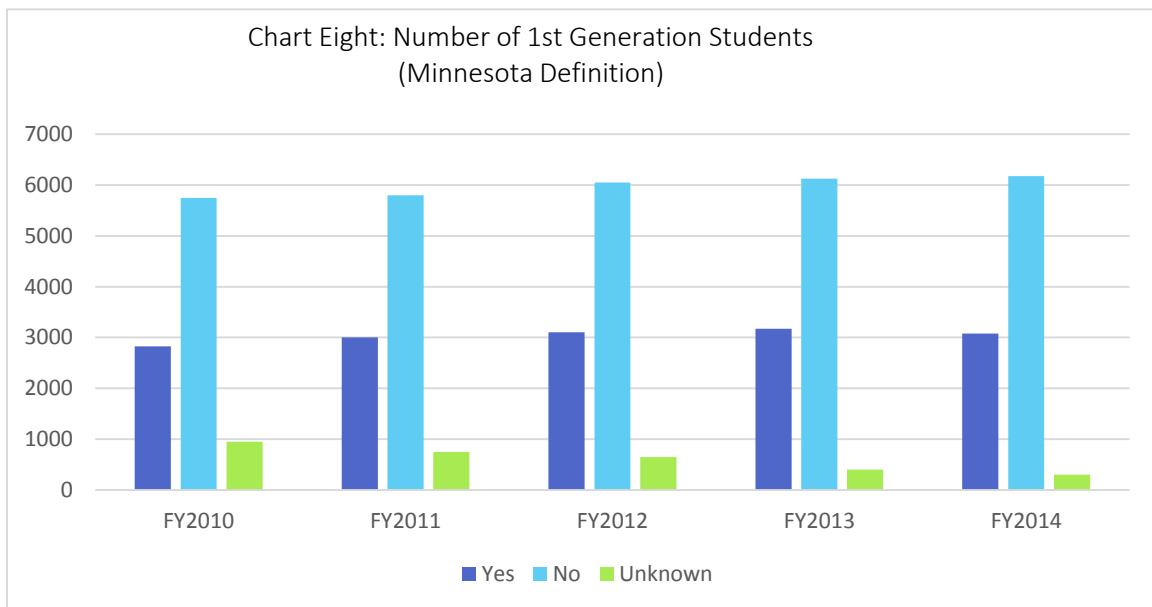


While Minnesota State does not collect data related to social class in terms of household income, we can use Pell Grant Eligibility as a proxy variable. Pell Grants are issued to students from lower socio-economic households. As Chart Seven illustrates, the majority of students at Saint Paul College are Pell Eligible. In

fact, between 2010 and 2014, the number of students increased from 4,543 to 5,879 and peaked at 6,156 in FY2013.



When we examine first generation status, we use in this report the Minnesota definition which states in Laws of Minnesota, Chapter 133, Article 1, Section 3, Subdivision 3 that, “a first generation student is a student neither of whose parents received any postsecondary education.” At Saint Paul College, the majority of students are not first generation (see Chart Eight). That being said, the college does have a sizable population of students who are first generation.



In terms of students with disabilities, that population has been growing at the college. According to the Office of Access and Disability Resources, there was a 30% increase between fiscal years 2010 and 2015 (see Table Two).

	FY10	FY11	FY12	FY13	FY14	FY15
ADR Eligible	342	297	314	320	344	368
Credit Enrollment	283	295	312	319	344	368
Discrepancy	59	2	2	1	0	0
% Increase		104%	106%	102%	108%	107%

The Office of Access and Disability Resources also breaks down data according to gender and race (see Tables Three and Four). We can see that the population of male students with disabilities has declined since FY10. Table Four indicates that, on the whole, white students have been the majority of those who report their disability to the Office of Access and Disability Resources.

FY	Total vs SWD	Females	% Female	% of Female SWD	Males	% Male	% of Male SWD	Total
15	Total							9568
15	SWD	217	59.0%		151	41.0%		368
14	Total	5291	54.6%		4390	45.3%		9690
14	SWD	204	59.3%	3.9%	140	40.7%	3.2%	344
13	Total	5357	54.5%		4463	45.4%		9830
13	SWD	173	54.2%	3.2%	146	45.8%	3.3%	319
12	Total	5381	54.6%		4454	45.2%		9855
12	SWD	166	53.2%	3.1%	146	46.8%	3.3%	312
11	Total	5180	54.2%		4368	45.7%		9557
11	SWD	172	58.3%	3.3%	123	41.7%	2.8%	295
10	Total	5341	55.5%		4273	44.4%		9624
10	SWD	148	52.3%	2.8%	135	47.7%	3.2%	283

FY	Total vs SWD	Unknown and Nonresident alien	Two or More Races	White	Black or African American	Asian or Pacific Islander	American Indian or Alaska Native	Hispanic	Total
15	Total	1.6%	5.5%	38.1%	29.8%	16.5%	0.8%	7.7%	100%
15	SWD	2.2%	0.0%	53.5%	31.3%	7.9%	1.9%	3.3%	100%
14	Total	1.0%	6.0%	39.1%	30.5%	14.6%	0.8%	8.0%	100%
14	SWD	1.2%	0.0%	51.5%	34.9%	6.1%	1.5%	4.9%	100%
13	Total	1.1%	5.9%	38.3%	32.9%	13.2%	0.8%	7.7%	100%
13	SWD	0.6%	0.0%	52.4%	34.8%	6.0%	2.2%	4.1%	100%
12	Total	1.2%	5.7%	40.0%	32.5%	12.4%	0.8%	7.4%	100%
12	SWD	1.6%	0.0%	58.3%	28.5%	4.8%	1.9%	4.8%	100%
11	Total	1.6%	5.4%	40.9%	33.6%	10.7%	0.8%	7.0%	100%
11	SWD	2.0%	0.0%	55.9%	28.5%	6.8%	3.1%	3.7%	100%
10	Total	1.4%	5.4%	43.4%	31.9%	10.9%	0.7%	6.3%	100%
10	SWD	2.5%	0.0%	60.4%	27.2%	4.9%	2.1%	2.8%	100%

Student Success Data

Now that we have looked briefly at demographics of our student population, we can also briefly look at the success rates. Tables Five, Six, and Seven look at student success rates for entering fall cohorts by race, gender and social class. Success for that fall cohort is measured at the following fall, based on whether or not the student graduated, transferred to another institution or was retained. In other words, for the fall 2011 cohort (Table Five) we are measuring their success rates at fall 2012 – asking the question, did the student graduate, transfer or are they still enrolled.

			Graduated	Retained	Transferred	Stopped Out
Students of Color	Female	Pell Eligible	2.9%	39.4%	8.2%	49.5%
		Not Pell Eligible	14.3%	44.6%	5.4%	35.7%
	Male	Pell Eligible	1.9%	36.8%	8.3%	53.1%
		Not Pell Eligible	6.0%	34.0%	8.0%	52.0%
White Students	Female	Pell Eligible	9.1%	41.4%	11.4%	38.2%
		Not Pell Eligible	14.2%	35.1%	13.4%	37.3%
	Male	Pell Eligible	9.5%	36.5%	5.4%	48.6%
		Not Pell Eligible	15.7%	41.8%	11.9%	30.6%

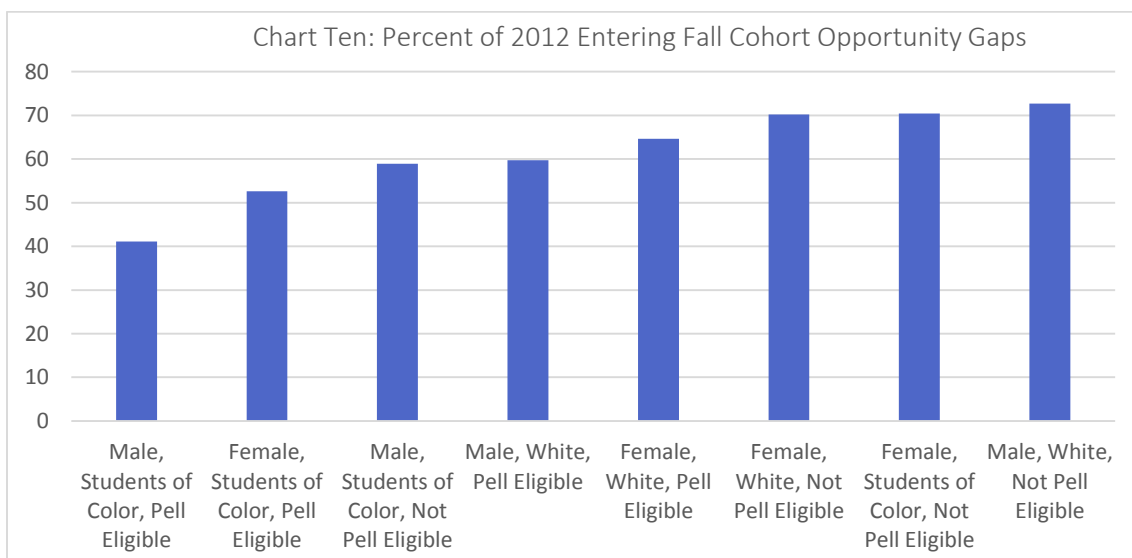
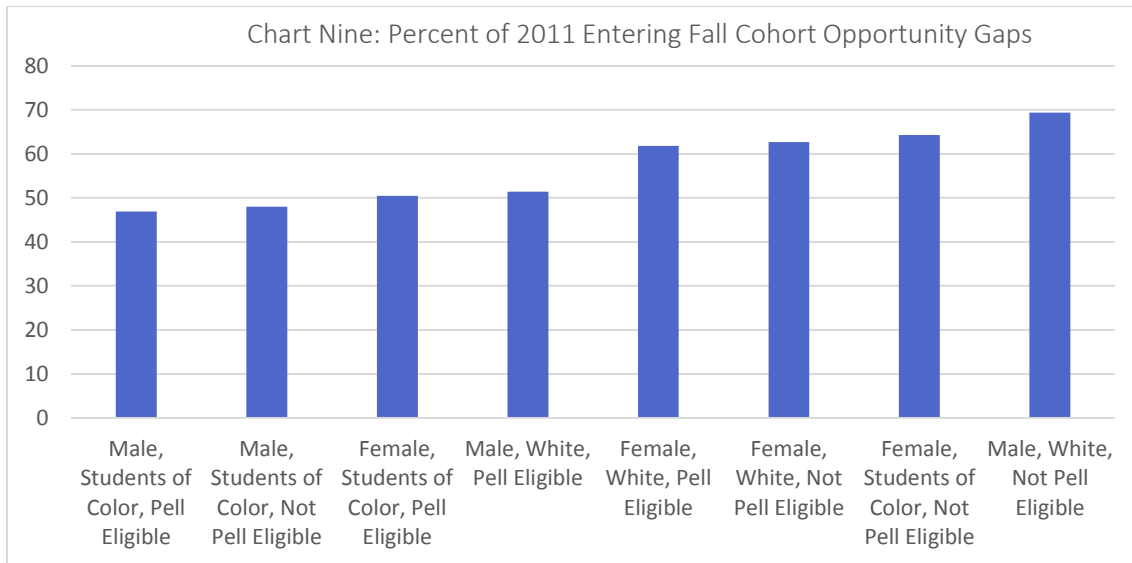
			Graduated	Retained	Transferred	Stopped Out
Students of Color	Female	Pell Eligible	2.0%	40.8%	9.8%	47.4%
		Not Pell Eligible	9.3%	48.1%	13.0%	29.6%
	Male	Pell Eligible	2.3%	31.6%	7.2%	58.9%
		Not Pell Eligible	5.5%	45.2%	8.2%	41.1%
White Students	Female	Pell Eligible	9.4%	42.9%	12.3%	35.4%
		Not Pell Eligible	9.2%	48.1%	13.0%	29.8%
	Male	Pell Eligible	10.0%	43.8%	6.0%	40.3%
		Not Pell Eligible	12.5%	49.2%	10.9%	27.3%

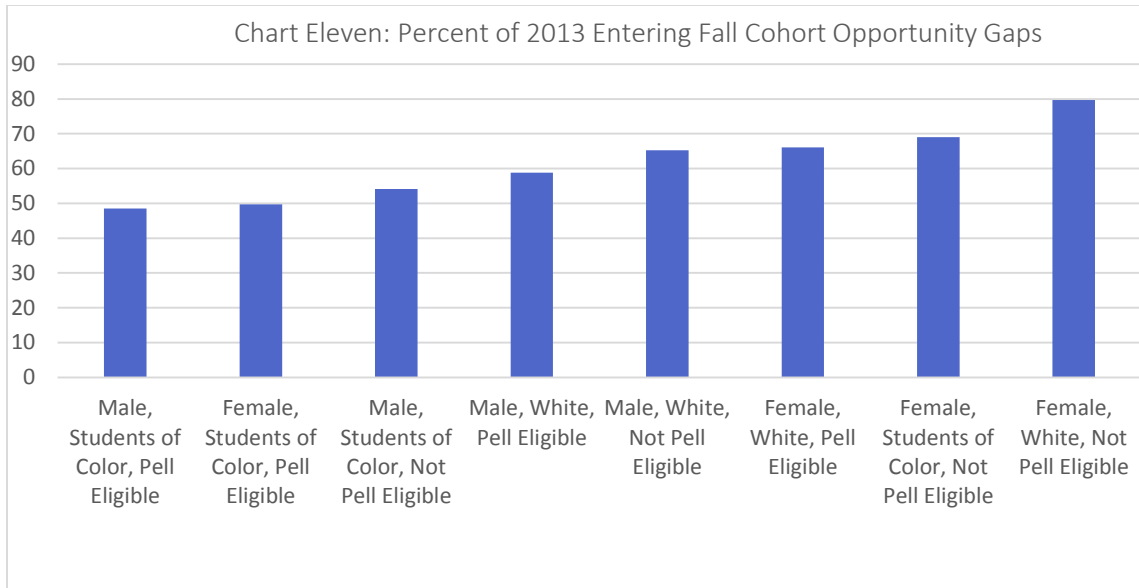
			Graduated	Retained	Transferred	Stopped Out
Students of Color	Female	Pell Eligible	3.9%	36.2%	9.6%	50.3%
		Not Pell Eligible	11.3%	47.9%	9.9%	31.0%
	Male	Pell Eligible	3.5%	38.5%	6.6%	51.5%
		Not Pell Eligible	8.1%	39.2%	6.8%	45.9%
White Students	Female	Pell Eligible	12.0%	44.8%	9.4%	33.9%
		Not Pell Eligible	18.0%	51.9%	9.8%	20.3%
	Male	Pell Eligible	12.4%	37.3%	9.0%	41.2%
		Not Pell Eligible	16.3%	40.8%	8.2%	34.7%

Looking at trends in the data, we see that Pell Eligible students do not have the opportunities for success at the same rates as their peers. Consider Table Six, which shows an approximately 15% difference in the success rate of women of color who are Pell Eligible and those women of color who are not Pell Eligible. There is an 18% opportunity gap between white men who are Pell Eligible and those who are not. While this is insufficient data to draw conclusions from, throughout all three years, we see that Pell Eligibility may

be linked to a lack of opportunities for success. Consider Table Seven, where we see that women of color who were not Pell Eligible outperformed white men who were Pell Eligible by 10.7%. In fact, in all three years, women of color who were not Pell Eligible outperformed white men who were Pell Eligible.

We also see a consistent trend across students of color. For all three years, male and female students of color who were Pell Eligible had the least opportunities to succeed, as demonstrated in Charts Nine, Ten, and Eleven. However, female students of color who were not Pell Eligible consistently have more opportunities to succeed than even their white peers. Charts Nine, Ten, and Eleven visually illustrate the opportunity gaps by year and intersectional identity.

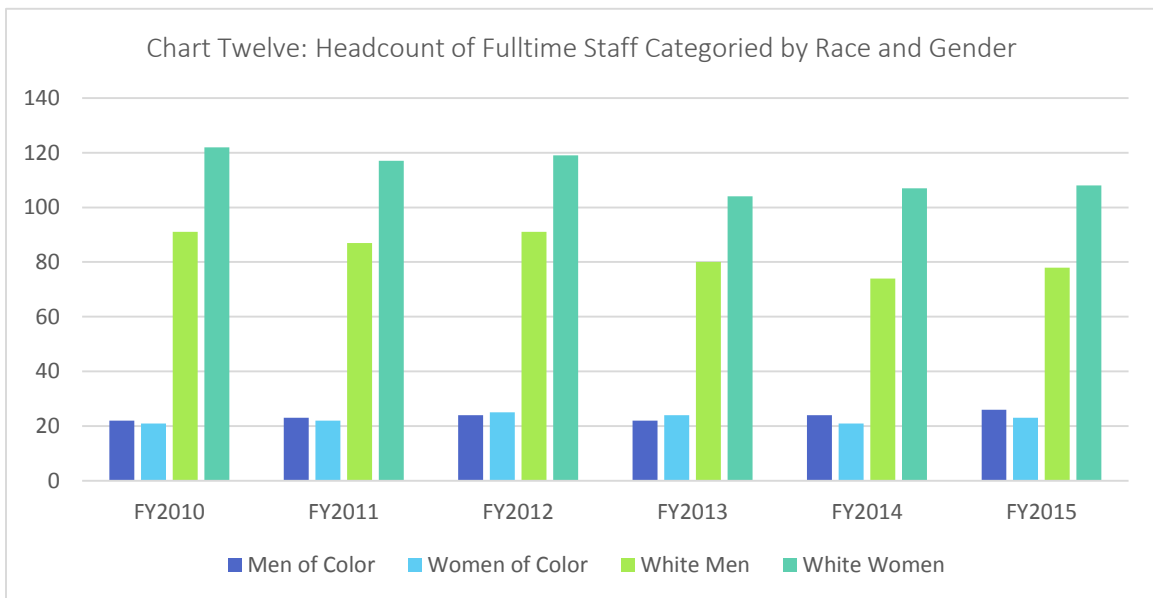




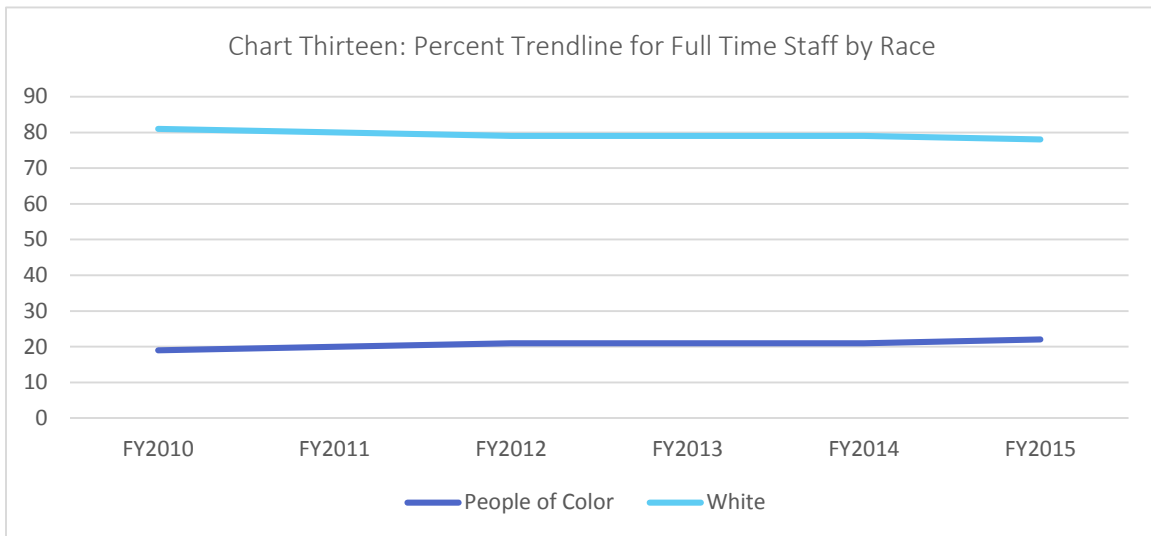
Employee Data

How diverse are the college's employees?

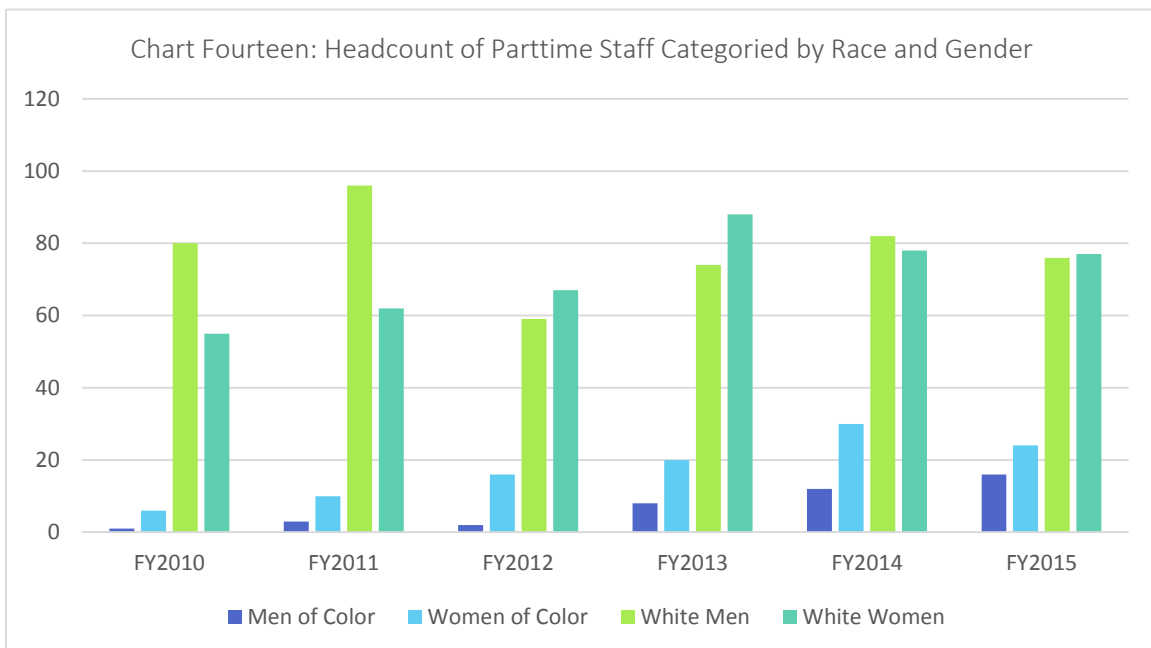
When we examine full time staff demographic data, pulled from the colleges IPEDS reports, for the time period FY10-FY15 by race and gender we see two immediate patterns as demonstrated in Chart Twelve. Please note, this chart shows the total headcount of full time staff, which does not include faculty. A pattern we can observe is that consistently over that five year period, full time staff positions have been primarily held by people who self-identify as white. A second pattern is that these positions are held first by people who self-identify as white and women, and then second as those who self-identify as men and white.



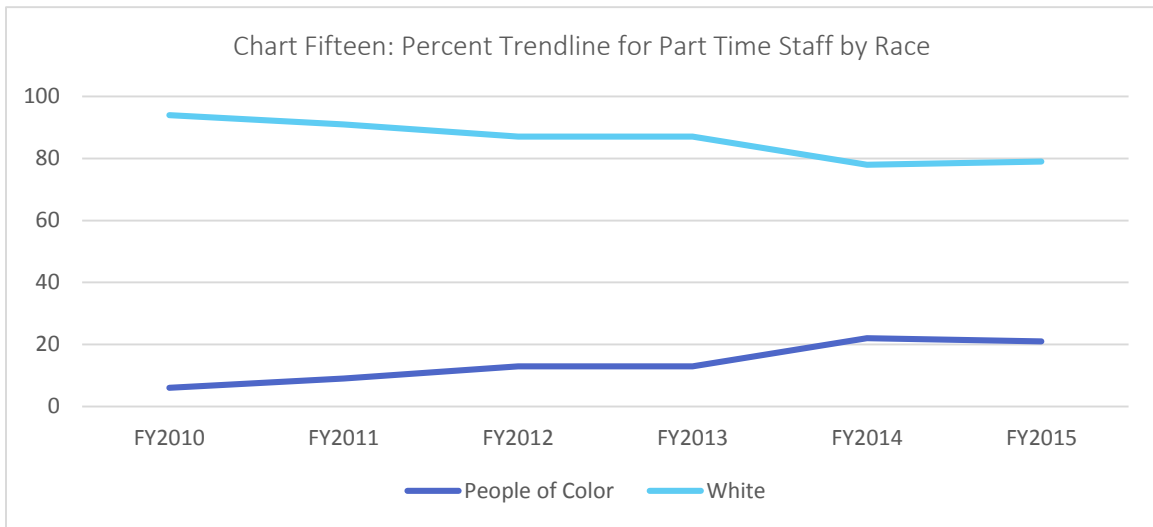
A third pattern is technically emerging that is best demonstrated by the graph in Chart Thirteen. This chart focuses exclusively on the race category. It shows a small, but discernable, trend towards more people of color holding full time staff positions at the college.



We find more variance and dramatic change we when examine part time staff, not including faculty. When we examine Chart Fourteen we find that over time, people who self-identified as white men held the majority of part time positions. However, over the five year period FY10-FY15 that proportion compared to white women declined considerably. In the most recent report, FY15, there was near exact parity between white men and white women. Also, the chart clearly shows that while in FY10 the college barely employed any part time persons of color, there has been clear growth – particularly for women of color.

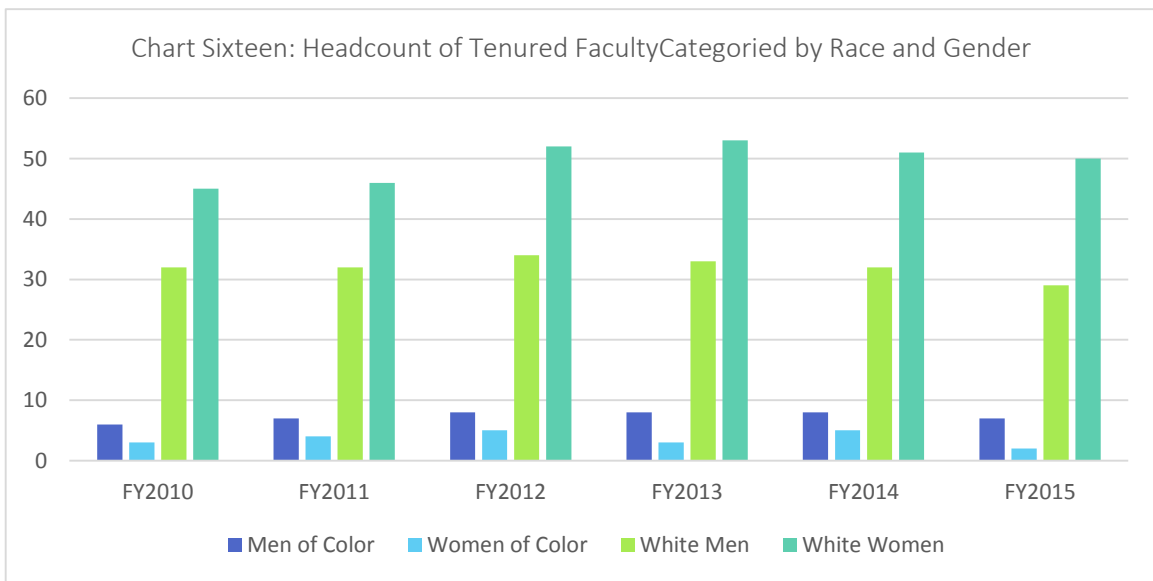


We see this trend line clearly demonstrated in Chart Fifteen. In the five year period, the college went from a part time staff with 4.89% persons of color to 20.94% in the latest report.



Unfortunately, IPEDS reports do not include data on whether these positions ultimately turn into full time employment (either at the college or elsewhere in Minnesota State). Nor does it verify other key variables such as pay and benefits equity (based on either peer institutions or state/national data).

Finally, we look at tenured faculty data for FY10-FY15. This data, as shown in Chart Sixteen, demonstrates clear and persistent trends in the headcounts of tenured faculty. People who predominantly held tenured faculty positions self-identified as white and female. Their trend line proportion of positions grew over the five-year period. People who identified as white men held roughly 30 positions each year, plus or minus a few individuals. Neither men nor women of color broke above ten positions. Women of color, in the most recent IPEDS report, held only two tenured faculty positions.



If we examine the percentages only by the race category, we see a determined trend over the five-year period. Whereas in the previous two employee groups we saw either very modest or demonstrable growth of positions held by persons of color, we see only persistence in the tenured faculty employee group. In point of fact, in FY15, the percentage of positions held by persons of color was technically the lowest of the five-year period (see Chart Seventeen).

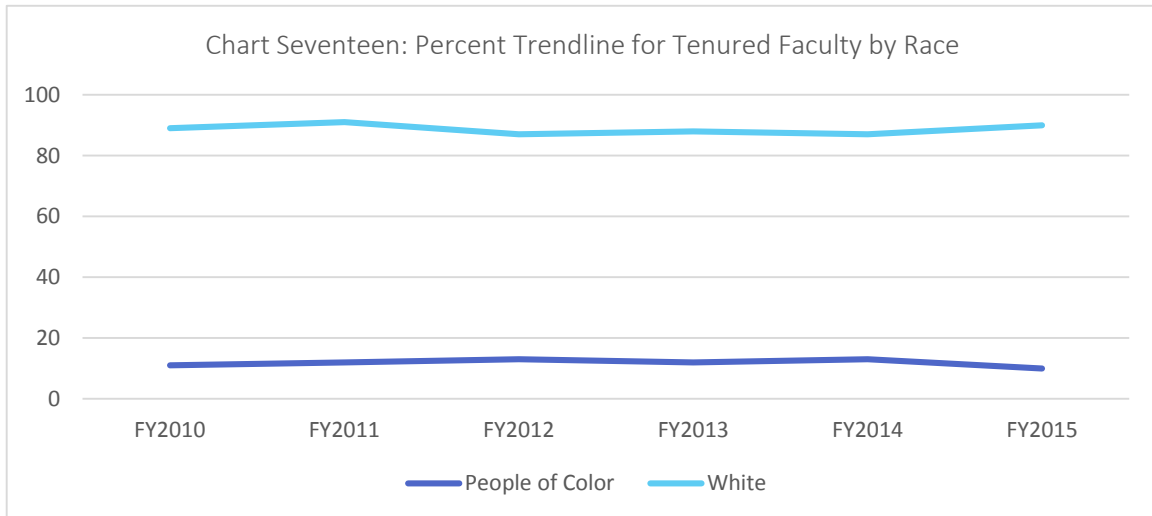


Table Eight compares Saint Paul College to both the City of St. Paul and Minnesota 2010 census data based on the category of race. Table Nine does the same, however it is based on 2014 census data. Both tables demonstrate that Saint Paul College is more aligned with Minnesota racial demographics, than the City of St. Paul. As the majority of students attending the college are from zip codes immediately adjacent to the college, this creates a situation where the college’s employees do not reflect the racial diversity of the communities the students live in.

FY10 Geographic Comparison by Race	St. Paul	MN	Students	Tenured Faculty	Full Time Staff	Part Time Staff
White	60.10%	85.30%	43.40%	89.53%	81.43%	95.10%
Black or African American	15.70%	5.20%	32.00%	4.65%	8.71%	2.09%
American Indian and Alaska Native	1.10%	1.10%	0.60%	1.16%	0.37%	0.00%
Asian	15.00%	4.00%	10.80%	4.65%	6.81%	2.09%
Native Hawaiian and Other Pacific Islander	0.10%	*	0.03%	0.00%	0.00%	0.00%
Two or More Races	4.20%	2.40%	5.40%	0.00%	0.00%	0.00%
Hispanic or Latino	9.60%	4.70%	6.30%	0.00%	1.89%	0.69%

*indicates there is an actual headcount number, but it is small and statistically registers close to, but is not, 0.0%

Table Nine. FY14 census data compared to Saint Paul College						
FY14 Geographic Comparison by Race	St. Paul	MN	Students	Tenured Faculty	Full Time Staff	Part Time Staff
White	60.20%	85.20%	39.10%	86.45%	78.35%	78.81%
Black or African American	15.50%	5.40%	30.50%	4.16%	6.49%	9.35%
American Indian and Alaska Native	0.90%	1.00%	0.80%	0.00%	0.00%	0.49%
Asian	16.00%	4.30%	14.50%	5.20%	9.90%	5.90%
Native Hawaiian and Other Pacific Islander	*	*	*	0.00%	0.86%	0.00%
Two or More Races	4.70%	2.60%	6.00%	2.08%	1.73%	2.46%
Hispanic or Latino	9.50%	4.90%	8.00%	2.08%	2.59%	2.95%
*indicates there is an actual headcount number, but it is small and statistically registers close to, but is not, 0.0%						

DEVELOPMENT & SCOPE OF INCLUSION PLAN

In reviewing the overall obligations set forth for the taskforce to complete, the taskforce developed an outline of issues that the Equity and Inclusion plan would address. Each issue is described and specific policy interventions are recommended. Below each issue statement is the Plan's corresponding objectives and goal.

Issue #1: Opportunity Gap

What does the Opportunity Gap look like at Saint Paul College? When students apply, they are deemed academically prepared for college largely through their Accuplacer™ examination scores, which they take during the admission process. If available, the college does use a student's college transcripts, for both ESOL and native English speaking students, to waive assessment testing. If students score below a 38 on the Accuplacer™, they are not eligible for developmental courses at all and are instead referred to Adult Basic Education courses in the community. Students with low Accuplacer™ scores (above a 38) are placed into Developmental Education courses at the college. However, these courses have high dropout rates, which might reflect a student's lack of support on campus, off campus, or a mixture of both. This is problematic insofar as developmental education courses are the college's primary response to assist those students who are not academically prepared for college. Moreover, the Accuplacer™ does not assess writing; it only assesses reading and math via a sequence of multiple choice questions. Additionally, the Accuplacer™ has not been tested for cultural bias, yet it is administered by the College Board which also administers the SAT, and studies reveal standardized tests to be culturally biased. The college does allow students to choose between the ESOL Accuplacer™ and the native speaker Accuplacer™. The college does not require non-native English speakers to take the ESOL Accuplacer™, unlike other institutions.

Objective #1: Advising and Retention

Goal #1: Adopt and support a new Advising Model for the college

Goal #2: Redesign Orientation and Tailor sessions to specific student population

Issue #2: Student Advising Process

After admittance to the college, support for student success is inconsistent, and the burden is placed on the student to seek out successful pathways. Crucial information regarding academic success and financial aid literacy is not consistently provided to all students in a meaningful context with college employees. The college's traditional response to this situation is to put student resource information on the website. Yet, the college cannot quantify how this passive approach is supporting students. Moreover, staff and faculty report that we can no longer assume that students have the requisite computer skills to access D2L, e-

Services and the variety of online software the college uses. Some student populations do not use computers on a day-to-day basis.

Objective #1: Advising and Retention

Goal #1: Adopt and support a new Advising Model for the college

Goal #2: Redesign Orientation and Tailor sessions to specific student population

Issue #3: Student Success – Orientation

Orientation is not mandatory for new students. Students may enroll in courses without consulting with an academic advisor regarding which courses to take or when to take them. Students may register for courses without effectively knowing what will be required of them (i.e. how much writing or math the course requires). Too often students will not discover this information until they receive either the course syllabus or their first grade on an assignment. This process is further complicated by the fact that advisors have no mechanism to know how difficult a course is, except through lived experiences working with faculty or observing trends in advisees. Numerous studies show that taking writing and study skills courses during the first term help to prepare students for more difficult courses; yet many students fear such courses due to varied past experiences in education. This fear is all indicative of the fact that advising tends to happen in silos (i.e. Transfer Center, Academic Success, Power of YOU, TRIO, and then within academic departments). This leads to confusion for students who do not know exactly who their advisor is. Due to the compartmentalized nature of advising, communication regarding changes to academic programs and requirements are not uniformly communicated to all who advise students.

Objective #1: Advising and Retention

Goal #1: Adopt and support a new Advising Model for the college

Goal #2: Redesign Orientation and Tailor sessions to specific student population

Issue #4: Course Completion and Support

Compounding the problem are the following factors. Faculty currently do not know if a student is taking a course for the first, second, or even, third time. There are not enough College Success College Readiness (CSCR) sections for the number of students who need to take them. There is no center or department on-campus to support faculty in developing culturally responsive pedagogy. Finally, the college's tutoring and TRIO centers are coordinated by staff, but the service students receive is predominantly peer-to-peer (student-to-student). While peer-to-peer support is important, for vulnerable populations and traditionally under-served student populations, this does not necessarily meet their needs.

Objective #1: Advising and Retention

Goal #1: Adopt and support a new Advising Model for the college

Goal #2: Redesign Orientation and Tailor sessions to specific student population

Objective #4: College Professional Development

Goal #2: Develop a Center for College Professional Development for all employees

Issue #5: Emotional and Mental Health

Students with emotional health barriers have only one counselor on campus, and that counselor is a split position between counseling and teaching College Success, College Readiness courses. Emotional health accommodations are available through the Access and Disability Resources office only if the student has medical documentation. There is a monthly health fair with Open Cities Health Center on campus that provides emotional health counseling options, but monthly fairs are not a systemic response. This results in a campus culture that is not as supportive or knowledgeable on mental health issues.

Objective #2: Counseling and Personal Health

Goal #1: Increase the availability for personal counseling services and resources

Goal #2: Offer Mental Health "first-aid" training to employees

Issue #6: Financial Literacy

Students who are Pell grant eligible face significant financial barriers, and their peers who are not Pell grant eligible have higher student success rates. Regarding the long-term effects of student loan debt, students can register for courses without receiving advising from a financial aid advisor. The most recent student loan default rate for Saint Paul College is 26.9% - one of the highest in Minnesota. The scope of financial barriers is tremendous, and can include, unreliable transportation, second or third-shift jobs, constantly changing work shifts, as well as stress associated with how to pay for basic needs such as housing, utilities, childcare, insurance, transportation and food. For many students, these financial barriers necessarily prove more important to solve and require immediate attention. This relegates their courses to second, third or even fourth priority in their lives. Students are forced to choose between making a living and earning a degree. They are then stigmatized by the college for “not being serious” about their education.

Objective #3: Financial Literacy

Goal #1: Embed financial literacy into all student interactions at the college

Issue #7: Affirmative Action Plan

There is another side of the opportunity gap, and that is the college’s employees. The college has an Affirmative Action plan to integrate its workforce which expires in 2016. The hiring goals for 2014-2016 were for a total of twelve new hires: women, racial/ethnic minorities, individuals with disabilities, and veterans for the following categories: professional, faculty, office/clerical, and service maintenance. The college increased the overall percentage of minority employees between 2007 and 2013 by approximately 7%. The overall percentage of racial minorities at the college is 19.2%. However, the racial integration of employees at Saint Paul College consistently lags behind the student population. Approximately 61% of non-white students are racially diverse at the college. The student African-American population alone was consistently 30% between 2010 and 2014. On this same metric, Saint Paul College is also behind the City of St. Paul. In FY14, 40% of the City self-identified as non-white. This creates a reality where students are coming to a campus whose employee population is less racially diverse than the communities within which they live in. The community college does not look like the community.

Objective #5: College Administrative Commitment

Goal #2: Update college’s Affirmative Action strategies and evaluate current structure in college administration

Issue #8: Data Limitations on Diverse Categories

In addition, the college only collects limited gender identity data (male and female categories only), and has no data on sexual orientation (LGBTQI). While transgender, intersex and LGBTQI persons do not count as affirmative action hires, their lived experiences contribute to the diversity of the college, and their needs as employees are unique to their communities.

Objective 6: College Climate

Goal #2: Create and administer a campus wide diversity survey to better assess our diversity and inclusion needs

Issue #9: Professional Development Plan

The college is in the process of creating a college-wide professional development plan for all employees to provide foundational training on equity issues. Individual staff and faculty members may engage in training related to culturally relevant pedagogy or intercultural competence through individual development plans (administered through HR). However, while there is emerging leadership on campus, there is no centralized office or committee to guide, lead or provide diversity, equity and inclusion resources for the college. The Chief Diversity Officer role is a split position, currently .25 FTE. The Affirmative Action Officer position is also a split position.

Objective #4: College Professional Development

Goal #1: Adopt and support a Professional development Plan including equity training

Goal #2: Develop a Center for College Professional Development for all employees

Objective #5: College Administrative Commitment

Goal #1: Create a full-time Chief Diversity Office Position

Goal #2: Update college’s Affirmative Action strategies and evaluate current structure in college administration

Objective 6: College Climate

Goal #1: Establish a standing Equity and Inclusion Committee

Issue #10: Regional and System Barriers

Finally, the taskforce identified several structural issues that are beyond the scope of this plan, and in some instances beyond the ability of the college to affect. For example, the college is located in Minnesota a state that consistently is in the lowest quartile for high school graduation rates, health care equity, homeownership and pay equity for communities of color. The college is also a member institution of Minnesota State system, which dictates many of the college’s procedures and policies. For example, Minnesota State determines what can be required qualifications in a faculty job posting, preventing the college from adding intercultural competence as a required qualification. The college is also required to use the same student and employee applications that all other Minnesota State institutions use; therefore we are unable to change how demographic data is collected. As an example, the college has sizable populations of Black students, as well as second generation students whose parents emigrated to the U.S. from African countries. While Minnesota State considers this one category of students, these communities do not consider themselves the same. Additionally, the state Legislature dictates rates of tuition based on their appropriations to Minnesota State. Saint Paul College is an affordable option compared to the University of Minnesota or the state’s private colleges and universities. However, when compared to its peers through Integrated Postsecondary Education Data System (IPEDS) reporting, or nationally to public two-year institutions, Minnesota Community and Technical Colleges (including Saint Paul College) rank as some of the most expensive based on tuition and/or net price.

OBJECTIVES AND GOALS

Inclusive Core Themes

OBJECTIVES for Inclusive Core Theme		
Student Success		
<i>Objective #1</i>	<i>Objective #2</i>	<i>Objective #3</i>
Saint Paul College provides accessible and equitable advising and support services for all current and incoming students.	Saint Paul College provides accessible and equitable counseling and personal health services for all students.	Saint Paul College provides financial literacy resources to assist students in interpret and better understanding all aspects of college financial materials.
Advising and Retention	Counseling and Personal Health	Financial Literacy

OBJECTIVES for Inclusive Core Theme		
Equitable Campus		
<i>Objective #4</i>	<i>Objective #5</i>	<i>Objective #6</i>
Saint Paul College offers an array of Intercultural Competency programming and support for Professional Development for all Student, Staff, Faculty and Administration.	Saint Paul College improves its assessment and accountability for and inclusive and equitable campus.	Saint Paul College creates a campus wide inclusion committee and develops a survey to truly identify and celebrate the diversity of the campus for students and employees.
Intercultural Competency and College Professional Development	College Administrative Commitment	College Climate

Inclusive Plan Framework

Saint Paul College Inclusion Plan Framework		
Student Success		
<i>Objective #1</i>	<i>Objective #2</i>	<i>Objective #3</i>
Advising and Retention Saint Paul College provides accessible and equitable advising and support services for all current and incoming students.	Counseling and Personal Health Saint Paul College provides accessible and equitable counseling and personal health services for all students.	Financial Literacy Saint Paul College provides financial literacy resources to assist students in interpret and better understanding all aspects of college financial materials.
Goal #1: Adopt and support a new Advising Model for the college.	Goal #1: Increase the availability for personal counseling services and resources.	Goal #1: Embed financial literacy into all student interactions at the college.
Goal #2: Redesign orientation and tailor sessions to specific student populations.	Goal #2: Offer Mental Health “first-aid” training to employees.	

Saint Paul College Inclusion Plan Framework		
Equitable Campus		
<i>Objective #4</i>	<i>Objective #5</i>	<i>Objective #6</i>
Intercultural Competency College Professional Development Saint Paul College offers an array of Intercultural Competency programming and support for Professional Development for all Student, Staff, Faculty and Administration.	College Administrative Commitment Saint Paul College improves its assessment and accountability for and inclusive and equitable campus.	College Climate Saint Paul College creates a campus wide diversity survey to truly identify and celebrate the diversity of the campus for both students and employees.

<p>Goal #1: Adopt and support a Professional Development Plan including equity training and intercultural competence curricular and co-curricular learning opportunities.</p>	<p>Goal #1: Create a full-time Chief Diversity Office Position.</p>	<p>Goal #1: Establish a standing Equity and Inclusion Committee</p>
<p>Goal #2: Develop a Center for College Professional Development for all employees.</p>	<p>Goal #2: Update college's Affirmative Action strategies and evaluate current structure in college administration.</p>	<p>Goal #2: Create and administer a campus wide diversity survey to better assess our diversity and inclusion needs.</p>

Objective #1— Advising and Retention

Goal #1: Adopt and support a new Advising Model for the college. (Issues 1-4)

#	Action Steps	Primary Stewards	Target Date
1	1.1.1 - Adopt and support Advising Model as proposed by Advising and Retention Committee	* Dean of Engagement, Persistence, and Success * Associate Dean of Student Services	Fall 2016
2	1.1.2 - Implement the use of SmarterMeasure with a pilot cohort of up to 500 students in FY17 academic year, which in addition to Accuplacer™ can begin the shift to a multiple measure framework in placing students.	* VP of Student and Academic Affairs	Fall 2016
3	1.1.3 - Establishing structured Pathway Advising for students, where advising roles are clarified on campus, academic and career planning is aligned, and advisors better collaborate with academic programs	* Dean of Engagement, Persistence, and Success * Associate Dean of Student Success	Fall 2016
4	1.1.4 - Support the increased access measures, including additional hours, multiple advising opportunities (including online options), and reforming policies to make advising mandatory.	* Dean of Engagement, Persistence, and Success * Associate Dean of Student Success	Summer 2017
Metrics and Assessment	1.	Increased fall to spring retention of new students.	
	2.	Increased fall to fall retention of new students.	
	3.	Increased transfer rate.	
	4.	Increased graduation rate.	
	5.	Baseline data created for use of Smarter-Measure.	
Outcome	Saint Paul College has advising model that meets the needs of its traditionally under-represented and under-served students leading to increased success rates.		

Objective #1: Advising and Retention

Goal #2: Redesign orientation and tailor sessions to specific student populations. (Issues 1-4)

#	Action Steps	Primary Stewards	Target Date
1	1.2.1 - Hire a Multicultural Program Coordinator to develop, redesign and tailor Orientation sessions to specific student populations (including Veterans, LGBTQI, students of color, working professionals, etc...)	* Dean of Engagement, Persistence, and Success * Director of Equity, Inclusion and Student Life * Multicultural Programs Coordinator	October 2016
2	1.2.2 – Realign management of Orientation to Office of Student Life & Diversity. Make Orientation participation opt-out, not opt-in for students. Include corresponding online option for those students who cannot attend in person. Orientation should provide content that includes differences on types of courses (i.e. hybrid, online, face-to-face) and the different type of preparation needed for each type of course.	* Dean of Engagement, Persistence, and Success * Director of Equity, Inclusion and Student Life	Fall 2016
3	1.2.3 – Expand Orientation so that new students receive information necessary for acclimating to the college. The tradition of meeting with an advisor during Orientation should continue.	* Director of Equity, Inclusion and Student Life * Multicultural Programs Coordinator	Spring 2017
4	1.2.4 – Offering Orientation sessions throughout the year to address issues about preparing for graduation, transferring, etc.	* Director of Equity, Inclusion and Student Life * Multicultural Programs Coordinator	Fall 2017
Metrics and Assessment	1.	Increased participation in Orientation and establish baseline data.	
	2.	Increased fall to spring retention of new students.	
	3.	Increased fall to fall retention of new students.	
Outcome	Orientation recognizes and values student cultural differences and develops from the beginning of a student’s time at the college a strong relationship between the college and the student. Students feel better equipped to navigate the college experience.		

Objective #2 – Counseling and Personal Health

Goal #1: Increase the availability for personal counseling services and resources. (Issue 5)

#	Action Steps	Primary Stewards	Target Date
1	2.1.1 - Increase number of contact hours and availability for the counselor to full-time counseling.	* Dean of Engagement, Persistence, and Success	August 2016
2	2.1.2 – Increase, review and promote existing counseling resources.	* Dean of Engagement, Persistence, and Success	Fall 2016
Metrics and Assessment			
	1.	Benchmark of how many students are utilizing services.	
	2.	Increased participation rates.	
	3.	Increased awareness of resources available to students.	
Outcome			
	Students are aware of and engage personal counseling to support them during the enrollment at the college.		

Objective #2 – Counseling and Personal Health

Goal #2: Offer Mental Health “first-aid” training to employees. (Issue 5)

#	Action Steps	Primary Stewards	Target Date
1	2.2.1 – Offer Mental Health First Aid Training to employees. Currently, two employees of the college are certified through the National Alliance on Mental Illness-Minnesota (NAMI-MN) to provide Mental Health First Aid Training. According to NAMI-MN, the training is “designed to teach the basic first aid skills needed to help a person who is experiencing a mental health problem or crisis, this 8-hour course is aimed at improving mental health literacy. Understanding and recognizing the signs that someone needs help, is the first step in getting that person appropriate care and treatment. Participants will receive a course manual and certificate.”	* Dean of Engagement, Persistence, and Success * Associate Dean of Student Success	September 2016
2	2.2.2 - Increase and promote existing counseling resources.	* Dean of Engagement, Persistence, and Success * Associate Dean of Student Success	Fall 2016
Metrics and Assessment			
	1.	Number of employees participating from various divisions and departments.	
Outcome			
	Shift towards a supportive and knowledgeable campus culture related to mental health issues. Employees have specific skills to provide mental health first aid.		

Objective #3 – Financial Literacy

Goal #1: Embed financial literacy into all student interactions at the college. (Issue 6)

#	Action Steps	Primary Stewards	Target Date
1	3.1.1 – Utilizing and expand existing resources through Financial Aid, embed financial literacy components into all student interactions, including Orientation, advising, student activity programming, and coursework.	* Director of Equity, Inclusion and Student Life * Director of Financial Aid * Associate Dean of Student Success	Spring 2017
2	3.1.2 - Inclusion of programming that helps students interpret and better understand all aspects of tuition statements, master promissory notes, and FAFSA. The taskforce recommends embedding this into all student interactions to create a sense of urgency around the issue.	* Director of Financial Aid * Associate Dean of Student Success	October 2016
3	3.1.3 - Institutional Research develops analyzes number of programs and courses using financial literacy resources, identifies gaps to work on for FY18.	* Dean of Institution Research * Director of Financial Aid	Summer 2017
Metrics and Assessment	1.	Number of students attending.	
	2.	Number of students using online tools.	
	3.	Decrease in Loan Default Rate.	
Outcome	Saint Paul College creates a culture of financial literacy where key concepts and resources are embedded into all student interactions and students understand the long term impacts of their Financial Aid utilization.		

Objective #4 – Intercultural Competence and Professional Development

Goal #1: Adopt and support a Professional Development Plan including equity training and intercultural competence curricular and co-curricular learning opportunities. (Issue 9)

#	Action Steps	Primary Stewards	Target Date
1	4.1.1 - Adopt and support College Professional Development Plan, including equity trainings offered during in-services funded by Minnesota State to attend.	* Chief Human Resource Officer	Fall 2016
2	4.1.2 - The equity trainings on racial, gender, social class, ability, sexual orientation and religious equity will be offered through in-services, using the Diversity Grant awarded in February 2016.	* Chief Human Resource Officer Academic Deans	Fall and Spring 2016-17
3	5.1.3 - Implement the College Professional Development Plan proposed by the management team. Creates a timeline of resources and actions steps from recruitment to on-boarding, to development opportunities considering the holistic timeline of an employee at the college. Consider providing financial incentive for adjunct faculty to attend in-service or offer workshops at different times (besides in-services) for adjunct faculty.	* Chief Human Resource Officer	May 2017
4	5.1.4 – Develop a curriculum plan that creates transfer pathways and courses for intercultural competence that needs and meets the requirements for Metro State University RIGR courses.	* Academic Deans * VP of Student and Academic Affairs	Spring 2017
5	5.1.5 – Review and evaluate student interactions and multicultural group dialogues that bridge differences. Expand our marketing and programming of intercultural competency activities and curriculum.	* Academic Deans * VP of Student and Academic Affairs	Spring 2017
6	5.1.6 – Develop and expand our service learning activities to include more regional multicultural communities.	* Academic Deans * Service Learning Coordinator	Summer 2017
Metrics and Assessment	1.	Equity awareness and skills raised on campus as measured through training evaluations.	
	2.	Participation rates of in-service trainings.	
	3.	Retention of minority employees.	
	4.	Increase involvement of students in the St. Paul community	
	5.	Increase in multicultural courses and programs	
Outcomes	Saint Paul College creates a culture of equity by providing all employees with fundamental trainings on equity (as related to race, gender, sexual orientation, social class, ability and religion). College creates culture of investing in professional development of its staff. College creates an inclusive intercultural competent student body and staff.		

Objective #4 - Intercultural Competence and Professional Development

Goal #2: Develop a Center for College Professional Development for all employees. (Issues 4 and 9)

#	Action Steps	Primary Stewards	Target Date
1	4.2.1 - Develop over FY17 (to be launched in FY18) a Center for College Professional Development for all employees. This center would focus on providing trainings and resources to develop culturally responsive pedagogy in the classroom, culturally competent customer service in student affairs, and equitable and inclusive decision making from the college leadership.	* VP of Student and Academic Affairs	FY 2017
2	4.2.2 - Equity and Inclusion Committee develop budget proposal, mission, and staffing proposal for Center for College Professional Development.	* VP of Student and Academic Affairs * Equity and Inclusion Committee	Fall 2016
Metrics and Assessment	1.	Decrease in Opportunity Gap.	
	2.	Increase in campus climate as measured specifically by PACE (NILIE).	
Outcome	Employees have dedicated center on campus to support the development of culturally responsive pedagogy, as well as the development of in-services, workshops, and trainings to increase intercultural competence.		

Objective #5 – College Administrative Commitment

Goal #1: Create a full-time Chief Diversity Officer Position. (Issue 9)

#	Action Steps		Primary Stewards	Target Date
1	5.1.1 - Create Chief Diversity Officer (CDO) position that reports directly to the President. In creating position description, consider a potential re-organization of current positions that can report to the CDO to support their work.		* Dean of Engagement, Persistence, and Success * VP of Student and Academic Affairs	FY 2017
Metrics and Assessment	1.	Position Description completed, includes Minnesota State and National Association of Diversity Officers in Higher Education Core Competencies.		
	2.	Funding secured.		
	3.	Position posted.		
	4.	Interviews completed and offer extended.		
Outcome	Executive level leadership to advance diversity, equity and inclusion goals			

Objective #5 – College Administrative Commitment

Goal #2: Update college’s Affirmative Action strategies and evaluate current structure in college administration. (Issue 7 and 9)

#	Action Steps	Primary Stewards	Target Date
1	5.2.1 - Change and evaluate the geographic area of the college’s next Affirmative Action Plan (August 2016- August 2018) from “Minnesota” to “Twin Cities Metropolitan Area”. This will increase the college’s underutilization rate thus ensuring we are moving towards an employee population that is representative of the city the college operates in.	* Chief Human Resource Officer	FY 2017
2	5.2.2 – Create targeted recruitment relationships with Higher Education graduate programs (both Masters and PhD programs), as well as industry and organizational partners of the college to recruit new and diverse talent into the college.	* Chief Human Resource Officer	December 2016
3	5.2.3 - Consider best place where Affirmative Action Officer duties may exist and transfer duties of the Affirmative Action Officer to another position. Keeping Affirmative Action Officer duties with Chief Human Resources Officer creates conflict of interest and this structure often renders the AAO responsibilities invisible. If Chief Diversity Officer is a full-time position, consider placing duties with that position. Publicize the position responsibilities and role so that it is more visible on campus.	* Chief Human Resource Officer	October 2016
Metrics and Assessment	1.	Affirmative Action Plan completed.	
	2.	Graduate Programs identified for staff recruitment.	
	3.	Marketing materials created to distribute to potential new employee candidates.	
	4.	Relationships with Graduate Programs established.	
Outcome	Underutilization rates in Affirmative Action plan decline, and percentage of minorities on campus better reflects student population. Increase in diversity metrics for hiring pools. More time devoted to implementation of Affirmative Action Plan. Increased visibility of college’s Affirmative Action Plan.		

Objective #6 – College Climate

Goal #1: Establish a standing Equity and Inclusion Committee. (Issue 9)

#	Action Steps	Primary Stewards	Target Date
1	6.1.1 - Create a standing Equity and Inclusion Committee. Representation as follows: Four Faculty (2 Blue Contract, 2 Green Contract), Chief Diversity Officer, Five Staff (2 AFSCME, 2MAPE, 1 MMA), Three Students, Two Community Partners, Two Administrative Deans.	* President * Cabinet	Fall 2016
2	6.1.2 - Mission of the Equity and Inclusion committee is to review and assess campus Diversity Plan, Affirmative Action Plan, and conduct Racial Equity Impact Assessments (REIAs) on all policy and programmatic decisions made by Cabinet and Management Team. With the exception of the CDO, membership should not include Cabinet members to encourage an open and safe space for dialogue on policies and recommendations.	* Cabinet * Equity and Inclusion Committee	Fall 2016
Metrics and Assessment	1.	Mission formalized and authorized by President’s Cabinet.	
	2.	Membership nominations submitted.	
	3.	Committee members announced.	
	4.	Equity and Inclusion Committee starts regular meeting schedule.	
Outcome	Diversity Plan assessed on regular basis for effectiveness. Affirmative Action plan assessed on regular basis for effectiveness. College-decision making assessed regularly for Racial Equity Impact. Campus Climate scores increase (as measured by Minnesota State Performance Metrics, PACE survey, CCSSE survey).		

Objective #6 – College Climate

Goal #2: Create and administer a campus wide diversity survey to better assess our diversity and inclusion needs. (Issue 8)

#	Action Steps	Primary Stewards	Target Date
1	6.2.1 - Create and administer a statistically valid and reliable campus wide diversity survey to truly identify and celebrate the wide variety of diverse populations on campus for both students and employees. Survey should look to expand beyond Federal racial categories (for example, get beyond a single category, such as Asian, to the actual cultural community a respondent self-identifies with, i.e. Hmong, Vietnamese, Indian, Pakistani, etc.).	* Dean of Institution Research	Fall 2016
2	6.2.2 – The survey instrument should include questions on gender identity, sexual orientation, social class, ability (include physical, emotional health, and learning ability questions), faith, parental status (is the respondent a parent) and national origin. The survey should be informed by Intersectionality theory and also seek to expand the college’s understanding of how multiple identities intersect in the lives of students and employees.	* Dean of Institution Research * Equity and Inclusion Committee	Spring 2017
3	6.2.3 – Develop a communication plan that expresses the need and why this is necessary to encourage as many people to take the survey as possible (use PACE and SSI survey communication plans as a model). The survey should be confidential and anonymous.	* Director of Marketing	Fall 2016
Metrics and Assessment			
	1.	Survey designed.	
	2.	Target survey population (n) identified.	
	3.	Participation rate in survey.	
Outcome			
	The college will have a better understanding of the variation of identities, and for the first time have valid and statistically reliable data on gender identities, sexual orientation, social class, and national origin of the College population. The College can create better programming and policies to meet the needs of our students and employees.		

COMMUNICATION PLAN

Communication and awareness-building will play a critical role in a successful implementation of Saint Paul College's Equity and Inclusion Plan. This communication plan is designed to ensure that the Equity and Inclusion Plan created by the Diversity and Racial Equity Taskforce is understood, shared, implemented and embraced by target audiences. Effective communication of this Plan will include leveraging the voices of senior leadership, including the President's Cabinet and the Academic and Student Services Deans. The new Equity and Inclusion committee and the Saint Paul College Management Team will also play a vital role in championing the plan. These groups will be essential in ensuring communication takes place at every level of the institution. This communication plan is comprised of three strategies, each defined by specific tactics, communication channels, intended results, constituents and a timeline;

- Strategy 1: Ensure that employees have the opportunity to be heard and receive feedback, have appropriate access to critical information, and that diverse ideas and viewpoints are respected, valued, and encouraged.
- Strategy 2: Make information easily available and accessible so that it may be regularly referenced.
- Strategy 3: Deliver key messages at every level of the organization to increase awareness of diversity and inclusion goals, expectations and performance measurements by using existing communications channels.

Strategy 1: Ensure that employees have the opportunity to be heard and receive feedback, have appropriate access to critical information, and that diverse ideas and viewpoints are respected, valued, and encouraged.

#	Action Steps	Primary Stewards	Target Date
1	1.1 - Discussion with Cabinet with Taskforce Leaders to provide guidance about implementing the plan into the college's Strategic Plan.	* Chief Diversity Officer * President	June 2016
2	1.2 - Discussion with Management Team to make sure the team is aware of the recommendations and the process for moving forward.	* Chief Diversity Officer	June 2016
3	1.3 - Message to the community – Craft and develop a communication strategy that will solicit feedback on the Plan	* Chief Diversity Officer * President	July 2016
4	1.4 - Meeting with Faculty and College Bargaining Units (MSCF, MMA, AFSCME, MAPE) to give an overview of the plan. Ask for feedback, reiterate timeline and next steps.	* Chief Diversity Officer * President	August 2016
5	1.5 - Meeting with Student Senate to present an overview of the Plan. Ask for feedback, reiterate timeline and next steps.	* Chief Diversity Officer	September 2016
6	1.6 - President's Advisory Council to give an overview of the plan. Ask for feedback, reiterate timeline and next steps.	* Chief Diversity Officer	November 2016
7	1.7 - Friends of Saint Paul College to give an overview of the plan. Ask for feedback, reiterate timeline and next steps.	* Executive Director, Friends of Saint Paul College, *, President	December 2016
Outcome	Employees are familiar with the plan and onboard with the goals. To solicit feedback, gain support of the plan and make an agreement that the plan will move forward.		

Strategy 2: Make information easily and readily available that can be regularly referenced.

#	Action Steps	Primary Stewards	Target Date
1	2.1 – Create external Online Resource – Webpage on SaintPaul.edu, linked in the about us section- content provided by Taskforce, developed by Marketing	* Chief Diversity Officer * Director of Marketing	September 2016
2	2.2 – Create internal online resource – Folders with resources on the intranet – Taskforce to request folder. Create a place where meeting minutes and updates can be read by employees, additional resources, professional development, etc...	* Chief Diversity Officer * Director of Marketing	August 2016
Outcome			
	Create pages and content on the website to include the Plan, activities, glossary, tools, resources etc. keep audiences up to date on progress.		

Strategy 3: Deliver Key Messages at every level of the organization to increase awareness of diversity and inclusion goals, expectations and performance measurement by using existing communications vehicles.

#	Action Steps	Primary Stewards	Target Date
1	3.1 – Article and Highlights of the Plan – Repeat messaging and reiterate timeline and keep employees up to date on progress and plan changes.	* Chief Diversity Officer	Continuous
2	3.2 – Message to the community and updates on progress – message from the President	* Chief Diversity Officer * President	October 2016
3	3.3 – Social media post (Facebook, Twitter, Instagram, LinkedIn, etc...). Keep diversity and equity work in the spotlight, promoting our commitment to the Plan to serve as a constant reminder of our objectives and goals.	* Director of Marketing * Chief Diversity Officer	Continuous
4	3.4 – Equity and Inclusion a standing item on meeting agendas and progress reports in each area to keep the goals and commitment to the plan current and available. (Highlight annual dates, community events, upcoming learning opportunities for faculty and staff, trends, and issues related to the committee work).	* President * Management Team * Committee Chairs	Continuous
5	3.5 – Equity and Inclusion standing items on Weekly Dean Agenda and report on progress in each academic area.	* Vice President of Academic and Student Affairs	Continuous
Outcome			
	To keep the goals top of mind and to keep diversity/equity work in the spotlight, promoting our commitment to the Plan, to serve as a constant reminder of objectives and goals.		

KEY TERMS AND DEFINITIONS

This section provides definitions to key concepts and theories referenced throughout this Diversity and Equity plan. Much credit is due to Racial Equity Tools for providing an accessible compilation of terms. Their full glossary can be accessed at www.raciaequitytools.org.

Achievement Gap

A term used by policy makers and academics to refer to the gap in student success rates (graduation, transfer, retention) between groups of students (typically examining rates between racial and gender groups). It is a highly problematic term that stigmatizes students because it implicitly indicates that the problem lies with students' ability to perform. The preferred term is Opportunity Gap which considers the context a student finds themselves in and how they navigate higher education with a lack of access to the resources needed to succeed.

Ally

A person who commits to analyzing their own privilege in relation to oppressed groups based on markers of difference (gender, class, sexual orientation, age, ethnicity, race, ability, etc.). This person commits to reducing their own complicity and collusion in systems of oppression and openly takes action in solidarity with oppressed groups.

Bigotry

A prejudice an individual espouses that glorifies their own group membership in such a way that specifically denigrates, attacks or victimizes another group(s).

Campus Climate (Minnesota State definition)

Campus climate is a measure – real or perceived – of the campus environment as it relates to interpersonal, academic and professional interactions. It refers to the experience of individuals or groups at the institution as they interact with community members. A healthy campus climate is one in which people feel welcome, safe, and valued. In an unhealthy campus climate, people often feel isolated, marginalized, and even unsafe.

Reference: *MnSCU System Strategic Diversity Plan 2011-2015*. Retrieved from:
<http://www.diversity.mnscu.edu/resources/reviews/docs/MNSCUfinal1.pdf>

Collusion

An intentional act to perpetuate oppression or discrimination. Example: Cisgendered persons refusing to install gender neutral bathrooms on campus because of costs. Able-bodied persons refusing to support accessible classrooms due to additional expenses in labor.

Cultural competency (Minnesota State definition)

Refers to an ability to interact effectively with people of different cultures. Cultural competency has four components: 1) awareness of one's own cultural worldview, 2) attitude toward cultural differences, 3) knowledge of different cultural practices and worldviews, and 4) cross-cultural skills. Developing cultural competency results in an ability to understand, communicate and effectively interact with people across cultures. Also known as Intercultural Competency.

Colonialism

The invasion, dispossession and/or subjugation of a people. While not necessarily military in nature, it is the forcible intrusion by one or more groups of people onto other, resulting in the dispossession of land

and material possessions of the colonized group. The loss of land and material possessions is used exclusively to benefit the colonizers. The resulting relationship between the colonizer/colonized groups is structural and systematic inequity, usually codified through colonizer legal systems.

Critical Race Theory

The Critical Race Theory (CRT) movement is a collection of activists and scholars in studying and transforming the relationship among race, racism, and power. The movement considers many of the same issues that conventional civil rights and ethnic studies discourses take up, but places them in a broader perspective that includes economics, history, context, group- and self-interest, and even feelings and the unconscious.

Reference: *Critical race theory: An introduction*. by Richard Delgado and Jean Stefancic. NYU Press, 2nd ed., 2001.

Cultural Appropriation

The unauthorized use, or outright theft, of one or more elements from another culture (including symbols, art, language, customs) for private or corporate profit and/or commodification. Typically this is done without any credit, acknowledgement and/or understanding of the original culture.

Diaspora

The voluntary or forcible movement of peoples from their homelands into new regions...a common element in all forms of diaspora; these are people who live outside their natal (or imagined natal) territories and recognize that their traditional homelands are reflected deeply in the languages they speak, religions they adopt, and the cultures they produce.

Reference: "The Culture of Diasporas in the Postcolonial Web." By Leong Yew. Retrieved from: <http://www.postcolonialweb.org/diasporas/ashcroft.html>

Diversity (Minnesota State definition)

Minnesota State Colleges and Universities system recognizes and respects the importance of all similarities and differences among human beings. The system and its institutions are committed, through their programs and policies, to fostering inclusiveness, understanding, acceptance and respect in a multicultural society. Diversity includes but is not limited to, age, ethnic origin, national origin, race, color, sex, sexual orientation, marital status, disability, religious beliefs, creeds and income. Minnesota State Colleges and Universities system's commitment to diversity compels it to confront prejudicial, discriminatory or racist behaviors and policies.

Implicit Bias

Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics.

Reference: *State of the Science Implicit Bias Review*. By Cheryl Staats, Kirwan Institute, Ohio State University 2003.

Intersectionality

Berger and Guidroz (2009) argue, "Race, class, and gender were once seen as separate issues for members of both dominant and subordinate groups. Now, scholars generally agree that these issues (as well as ethnicity, nation, age and sexuality) – and how they intersect – are integral to individuals' positions in the social world. These intersections are referred to as the race-class-gender matrix, the intersectional paradigm, interlocking systems of oppression, multiple axes of inequality, the intersection, and intersectionality; like most authors, we use the term "intersectional approach" to refer to the research application of these concepts. Scholars using the intersectional approach will socially locate individuals in the context of their "real lives". They also examine how both formal and informal systems of power are deployed, maintained, and reinforced through axes of race, class, and gender." (p. 1)

Reference: *The Intersectional Approach: Transforming Women's and Gender Studies*. By M. Berger and K. Guidroz (eds), University of Chapel Hill. 2009.

Microaggression

First coined by Pierce in 1970, the term refers to "subtle, stunning, often automatic, and non-verbal exchanges which are 'put downs'" (Pierce, Carew, Pierce-Gonzalez, & Willis, 1978, p. 66). Racial microaggressions have also been described as "subtle insults (verbal, nonverbal, and/or visual) directed toward people of color, often automatically or unconsciously" (Solorzano et al., 2000). Simply stated, microaggressions are brief, everyday exchanges that send denigrating messages to people of color because they belong to a racial minority group.

Reference: Sue, D.W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A.M.B., Nadal, K.L., Esquilin, M. (2007). "Racial Microaggressions in Everyday Life: Implications for Clinical Practice." *American Psychologist*, 62(4), p.271-286.

Retrieved from: <http://www.consumerstar.org/resources/pdf/RacialMicroaggressions.pdf>

Oppression

Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

Reference: *WPC Glossary from 14th Annual White Privilege Conference Handbook*, White Privilege Conference, 2013.

Opportunity Gap

Preferred term to express the lack of opportunities students have to access the resources they need to succeed in higher education. The Opportunity Gap is demonstrated in statistical analysis (typically using racial and gender categories) that shows students with fewer opportunities will graduate, transfer or be retained at lower levels than those students with opportunities to succeed.

Power

Power is unequally distributed globally and in U.S. society; some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates. Although power is often conceptualized as power over other individuals or groups, other variations are power with (used in the context of building collective strength) and power within (which references an individual's internal strength). Learning to "see" and understand relations of power is vital to organizing for progressive social change.

Reference: *Intergroup Resources*, 2012

Prejudice

A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

Reference: *Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit*. Retrieved at: <http://www.coloursofresistance.org/definitions/prejudice/>

Privilege

Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it because we're taught not to see it, but nevertheless it puts them at an advantage over those who do not have it.

Reference: *Colors of Resistance Archive*.
Retrieved at: <http://www.coloursofresistance.org/definitions/privilege/>

Race

A social, political and legal construction intended to classify human beings into groups with two overarching goals. First, to concentrate social, political, legal and economic power into the group labeled "white." Second, to justify the genocide, enslavement, deprivation, oppression, colonization, and inequitable treatment of "non-white" persons.

Racial Equity

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

Racial Justice

Racial Justice is defined as the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.

Reference: Center for Assessment and Policy Development. *Catalytic Change: Lessons Learned from the Racial Justice Grantmaking Assessment Report*, Philanthropic Initiative for Racial Equity and Applied Research Center, 2009.

Racial Healing

To restore to health or soundness; to repair or set right; to restore to spiritual Wholeness.

Reference: *Racial Equity Resource Guide*, W.K. Kellogg Foundation, Michael R. Wenger, 2012.

Racial Identity Development Theory

Racial Identity Development Theory discusses how people in various racial groups and with multiracial identities form their particular self-concept. It also describes some typical phases in remaking that identity based on learning and awareness of systems of privilege and structural racism, cultural and historical meanings attached to racial categories, and factors operating in the larger socio-historical level (e.g. globalization, technology, immigration, and increasing multiracial population).

Reference: *New Perspective on Racial Identity Development: Integrating Emerging Frameworks*, Charmaine L. Wijeyasinghe and Bailey W. Jackson, editors. NYU Press, 2012.

Structural Racism

The normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.

For example, we can see structural racism in the many institutional, cultural and structural factors that contribute to lower life expectancy for African American and Native American men, compared to white men. These include higher exposure to environmental toxins, dangerous jobs and unhealthy housing stock, higher exposure to and more lethal consequences for reacting to violence, stress and racism, lower rates of health care coverage, access and quality of care and systematic refusal by the nation to fix these things.

Reference: *Structural Racism for the Race and Public Policy Conference*. Keith Lawrence, Aspen Institute on Community Change and Terry Keleher, Applied Research Center. *Flipping the Script: White Privilege and Community Building*. Maggie Potapchuk, Sally Leiderman, Donna Bivens and Barbara Major. 2005.

White Privilege

Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.

Structural White Privilege: A system of white domination that creates and maintains belief systems that make current racial advantages and disadvantages seem normal. The system includes powerful incentives for maintaining white privilege and its consequences, and powerful negative consequences for trying to interrupt white privilege or reduce its consequences in meaningful ways. The system includes internal and external manifestations at the individual, interpersonal, cultural and institutional levels.

The accumulated and interrelated advantages and disadvantages of white privilege that are reflected in racial/ethnic inequities in life-expectancy and other health outcomes, income and wealth and other outcomes, in part through different access to opportunities and resources. These differences are maintained in part by denying that these advantages and disadvantages exist at the structural, institutional, cultural, interpersonal and individual levels and by refusing to redress them or eliminate the systems, policies, practices, cultural norms and other behaviors and assumptions that maintain them.

Interpersonal White Privilege: Behavior between people that consciously or unconsciously reflects white superiority or entitlement.

Cultural White Privilege: A set of dominant cultural assumptions about what is good, normal or appropriate that reflects Western European white world views and dismisses or demonizes other world views.

Institutional White Privilege: Policies, practices and behaviors of institutions -- such as schools, banks, non-profits or the Supreme Court -- that have the effect of maintaining or increasing accumulated advantages

for those groups currently defined as white, and maintaining or increasing disadvantages for those racial or ethnic groups not defined as white. The ability of institutions to survive and thrive even when their policies, practices and behaviors maintain, expand or fail to redress accumulated disadvantages and/or inequitable outcomes for people of color.

Reference: *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies*. Peggy McIntosh. 1988. *Transforming White Privilege: A 21st Century Leadership Capacity*, CAPD, MP Associates, World Trust Educational Services, 2012.

White Supremacy

White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

Reference: *Challenging White Supremacy Workshop*, Sharon Martinas. Fourth Revision. 1995.

DIVERSITY & RACIAL EQUITY TASKFORCE

The President's Cabinet accepted nominations to the taskforce from all unions, including MSCF, MMA, MAPE, and AFSCME, as well as from the Student Senate, the college's administration, and community partners. The taskforce was approved in November 2015. The college's Chief Diversity Officer John Parker – Der Boghossian facilitated the taskforce. Membership included:

- Tanaya Walker, Student Senate President
- Ibrahim Abdalla, Student Senate Diversity Officer
- Jodi Larson, Student, SkillsUSA President
- Jane Graupman, International Institute of Minnesota, Executive Director
- Montquice McCoy, Neighborhood House, Human Resources Manager
- Roxanne Anderson, AFSCME, Administrative Assistant, Trade, Technical & Apprenticeship Programs
- Diana Lundell, AFSCME, Library Technician
- Ayesha Shariff, MSCF, Faculty Member – History
- Mary Crispin, MSCF, Faculty Member – English
- Francois Nguyen, MSCF, Faculty Member - Mathematics
- Michael Ojibway, MMA, Director of TRIO
- Kathleen Gordon, MMA, Director of Power of YOU
- Kristen Raney, Administration, Dean of Engagement, Persistence and Student Success
- Milford Muskett, Administration, Dean of Liberal Arts & Fine Arts
- Tam Knapton, MAPE, Academic Success Coordinator
- Marti Docken, MAPE, Instructional Technologist

The taskforce met bi-monthly from December 2015 through March 2016, and then weekly April 15, 2016 through May 13, 2016. Their process included the following stages:

- Reaching initial agreement, creating team norms (how do we want to operate as team?)
- Formulating issue statement (what do we want the resulting plan to address?)
- Searching for solutions (what solutions address the issues we identified?)
- Evaluating solutions (how are we ranking these solutions for effectiveness?)
- Formulating draft of plan
- Recommending plan to President's Cabinet

APPENDIX: F

CFP COMMITTEE MEETING



SAINT PAUL COLLEGE
A Community & Technical College

Comprehensive Facilities Plan



COMMITTEE MEETING
November 1, 2018

AGENDA

- Plan Goals
- Updated Site Development Concepts
- Updated Facility Development Concepts
- Space Utilization and Class/Lab Count
- Development Concepts by Floor

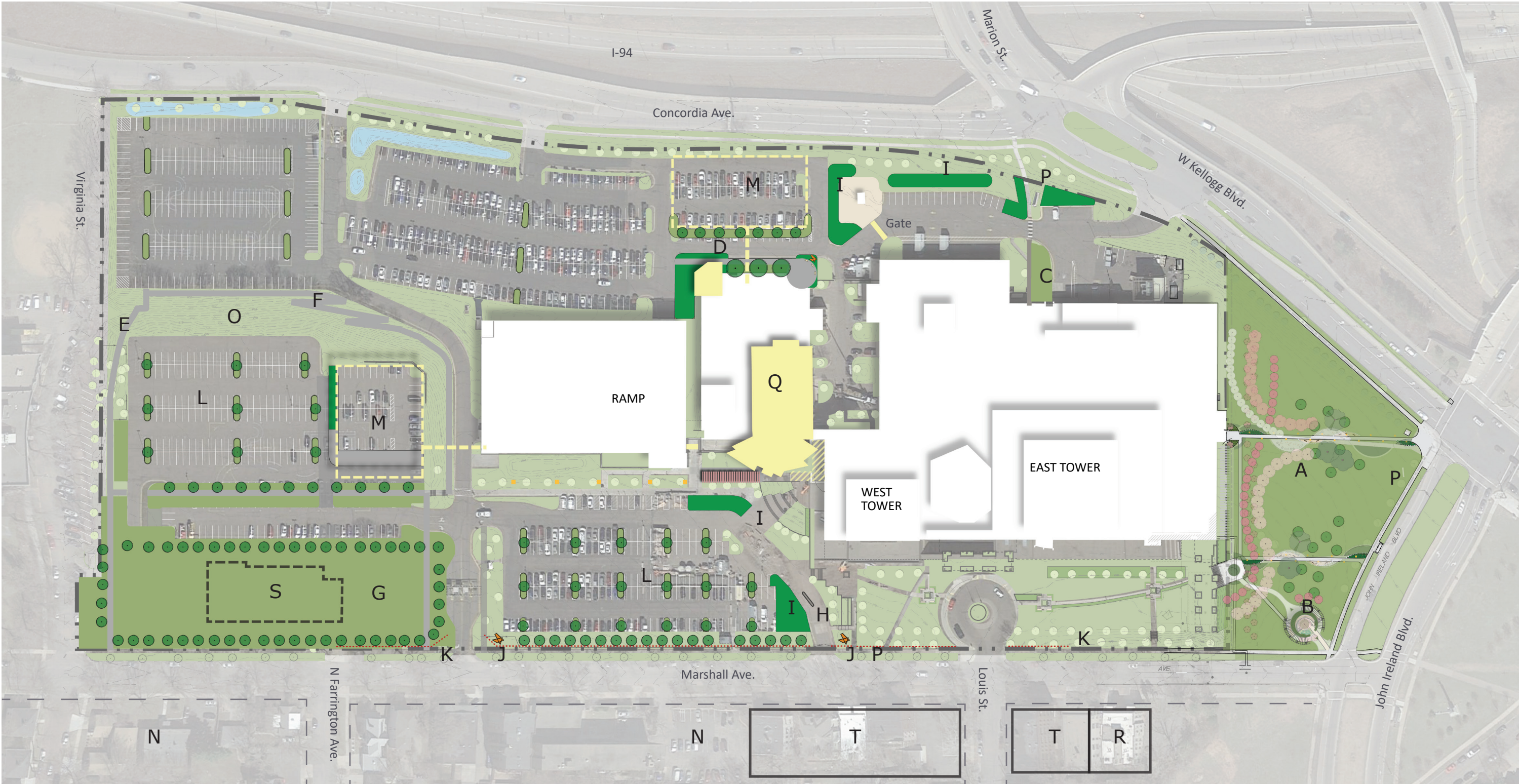


GOALS INCLUDED IN THE PLAN - 65%

1. Address and improve Equity and Inclusion on campus
2. Improve utilization
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. Strategic placement of faculty offices and classrooms to support student success
6. Right-sizing or creation of student support areas
7. Develop facilities to accommodate strategic partnerships with Minnesota State system institutions.



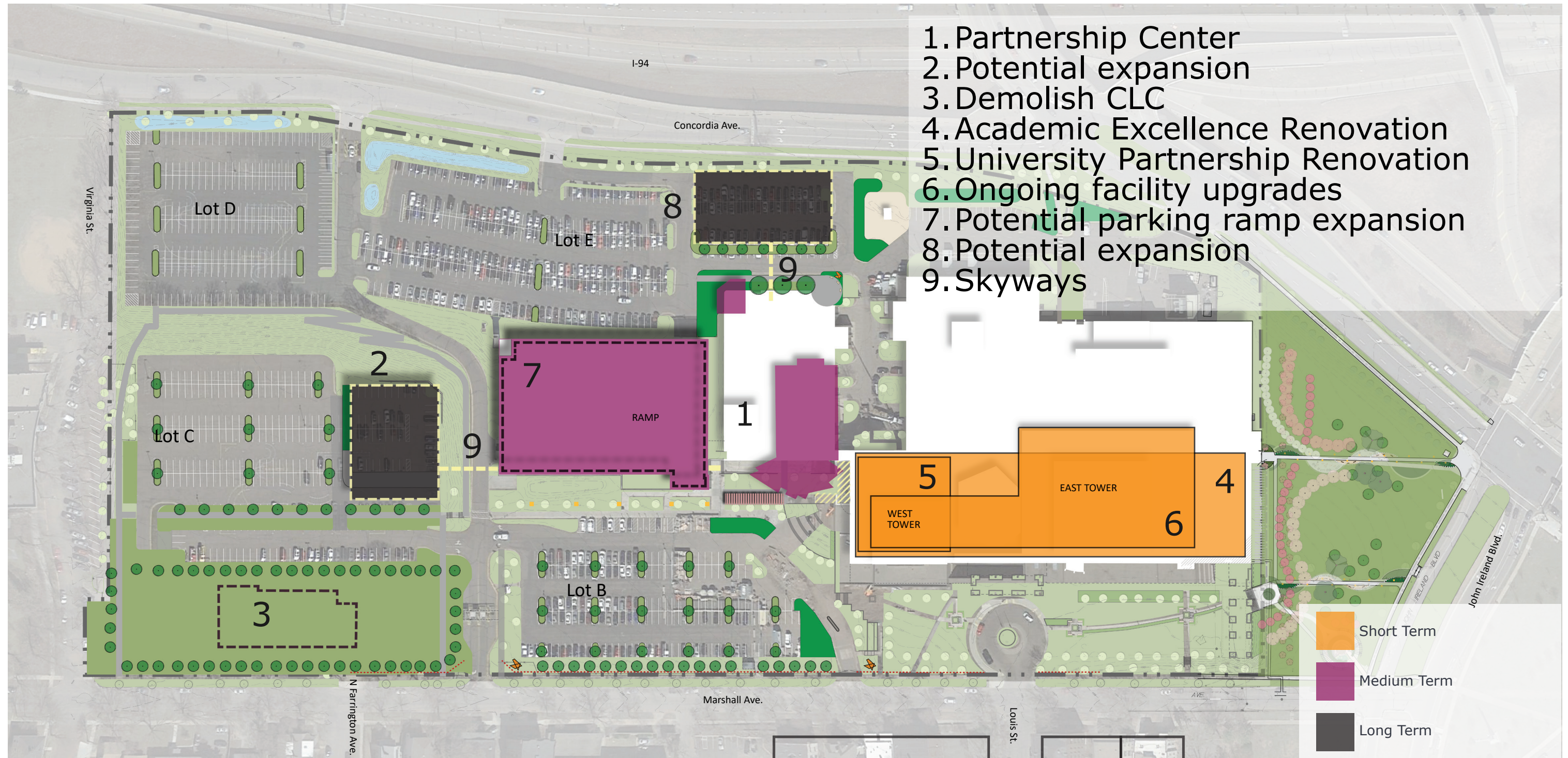
SITE DEVELOPMENT CONCEPTS



11.1.2018



FACILITY DEVELOPMENT CONCEPTS



CLASSROOM SPACE UTILIZATION

BY THE NUMBERS

Number of General Classrooms on Campus:	66	43 Classrooms:	<85%
		7 Classrooms:	>85% but <100%
Classroom Space Utilization:	55%	8 Classrooms:	>100%
System Average:	37%	8 Classrooms:	NA
System Goal:	85%		

Note 1: Based upon a 32 hour/ week use; National utilization goals range from 34-42 weekly use hours

Note 2: Teaching Lab Utilization: 56%; Open Lab Utilization: 10%; No system established targets

Note 3: 25 of the 43 Classrooms are below 50% Utilization



CLASS / LAB COUNT AND UTILIZATION

	2nd Floor				3rd Floor				4th Floor				Totals				Rooms
	C	C	L	L	C	C	L	L	C	C	L	L	C	C	L	L	
East Tower																	
Current	1	2	1	-	-	1	2	1	1	4	1	1	2	7	4	2	15
Future	1	-	1	-	-	-	2	-	1	-	1	-	2	-	4	-	6
Delta													0	-7	0	-2	
West Tower																	
Current	-	-	-	-	-	-	-	-	3	-	1	1	3	-	1	1	5
Future	4	-	-	-	3	-	1	-	-	-	-	-	7	-	1	-	8
Delta													4	-	0	-1	
Totals																	
Current	1	2	1	-	-	1	2	1	4	4	2	2	5	7	5	3	20
Future	5	-	1	-	3	-	3	-	1	-	1	-	9	-	5	-	14

■ Classroom > 50% ■ Lab > 50%
■ Classroom < 50% ■ Lab < 50%



DESIGN CONCEPT - LOWER LEVEL










- A. Renovated North entrance
- B. Renovated East entrance
- D. Lower Lobby / Lounge
- E. Engineering Lab
- R. Renovated classrooms
- X. Studio Arts Lab
- Y. AMT
- Z. Makerspace

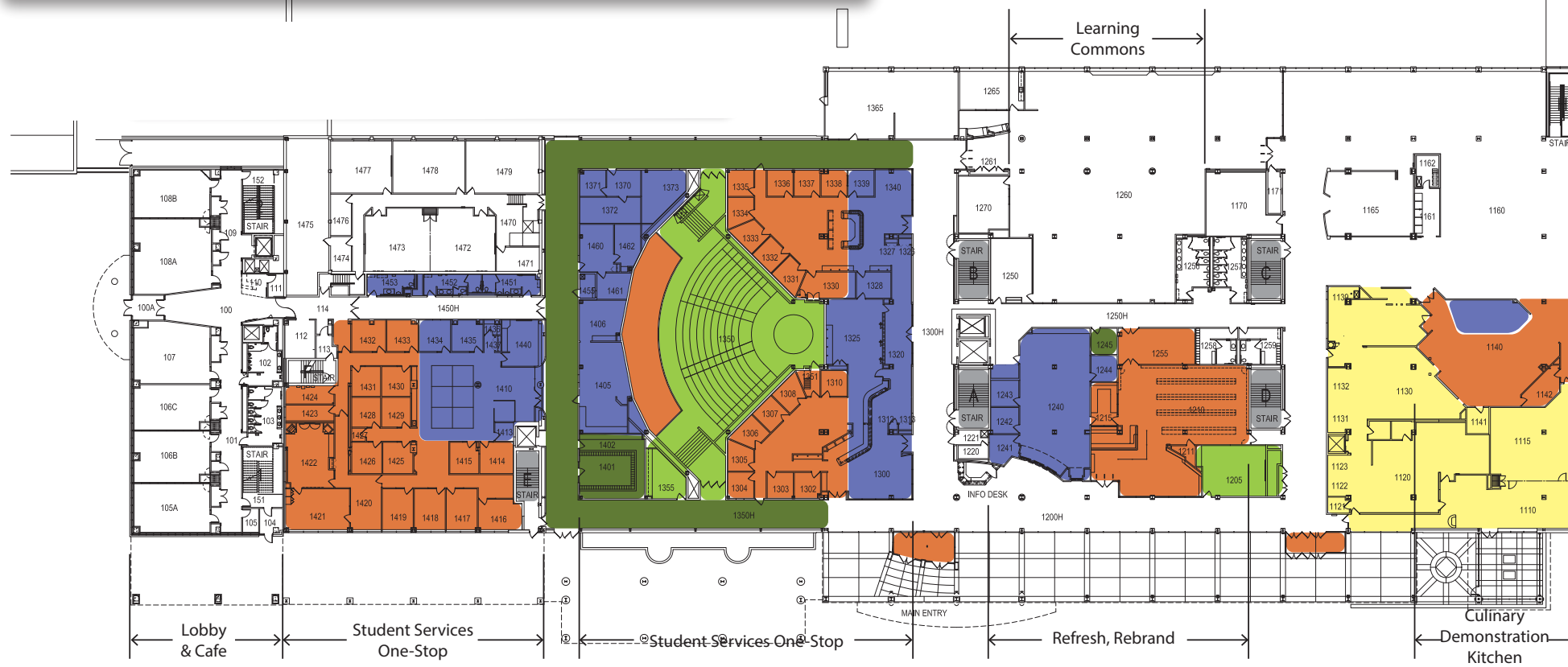
- Short Term
- Medium Term
- Long Term



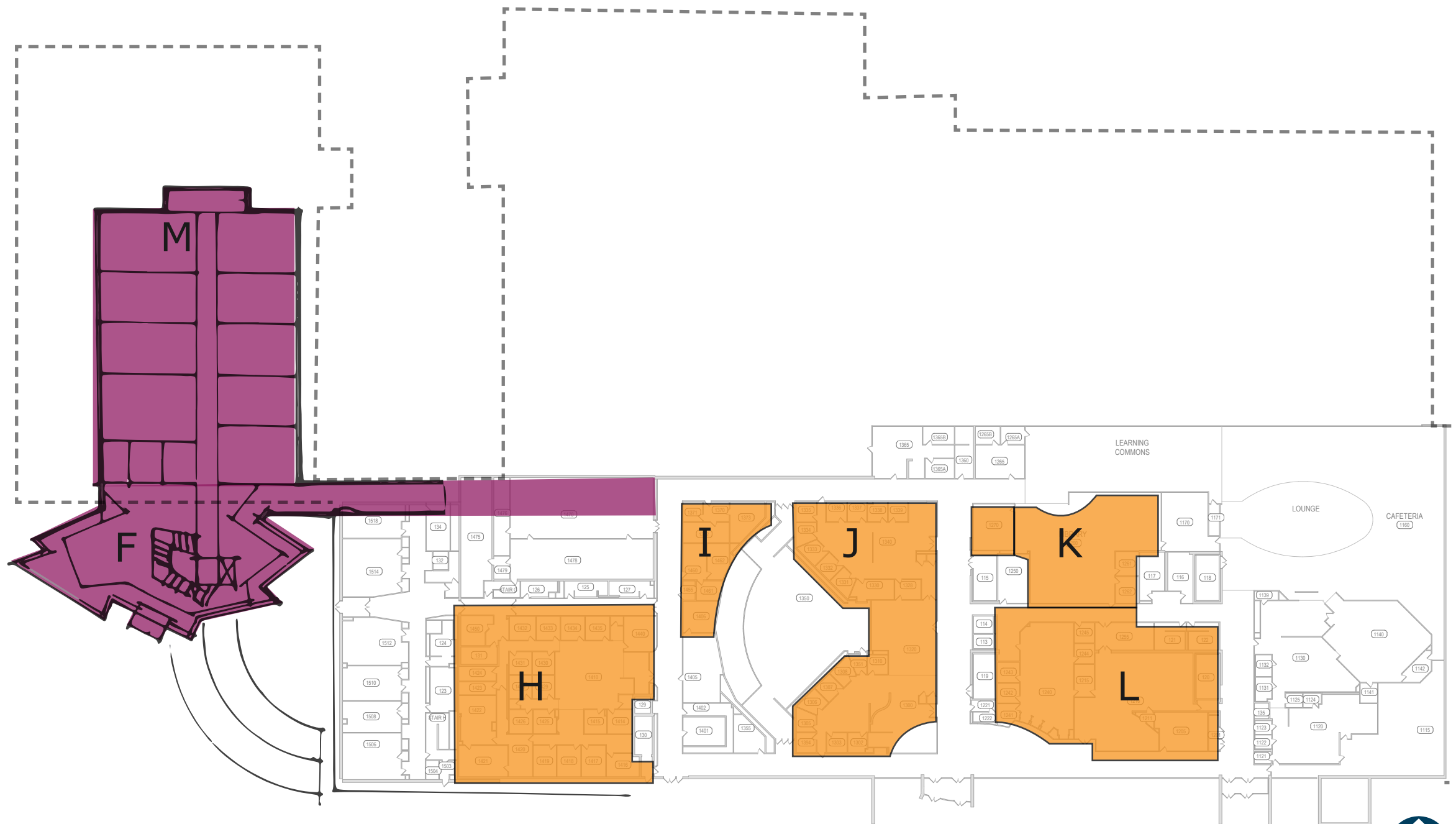
DESIGN CONCEPT - FIRST FLOOR

Diagram Sourced from Academic Excellence
Renovation and Renewal Predesign prepared by BTR.

	RENOVATION	- Demo finishes, walls, ceilings, lighting, M/E - Provide new finishes, walls, ceilings, lighting, M/E	Includes fireproofing above ceiling
	RENEWAL	- Demo finishes, ceilings, lighting - Provide new finishes, ceilings, lighting	
	RENEWAL (CORRIDORS)	- Demo finishes, ceilings, lighting - Provide new finishes, ceilings, lighting	
	LIGHT RENEWAL	- Demo ceilings, lighting - Provide new ceilings, lighting	
	FLOORING & LIGHTING	- Demo flooring, lighting - Provide new flooring, lighting	
	FLOORING	- Demo flooring - Provide new flooring	
	STAIRS	- Demo flooring, lighting, railings - Provide new flooring, paint, lighting, railings	



DESIGN CONCEPT - LEVEL 1

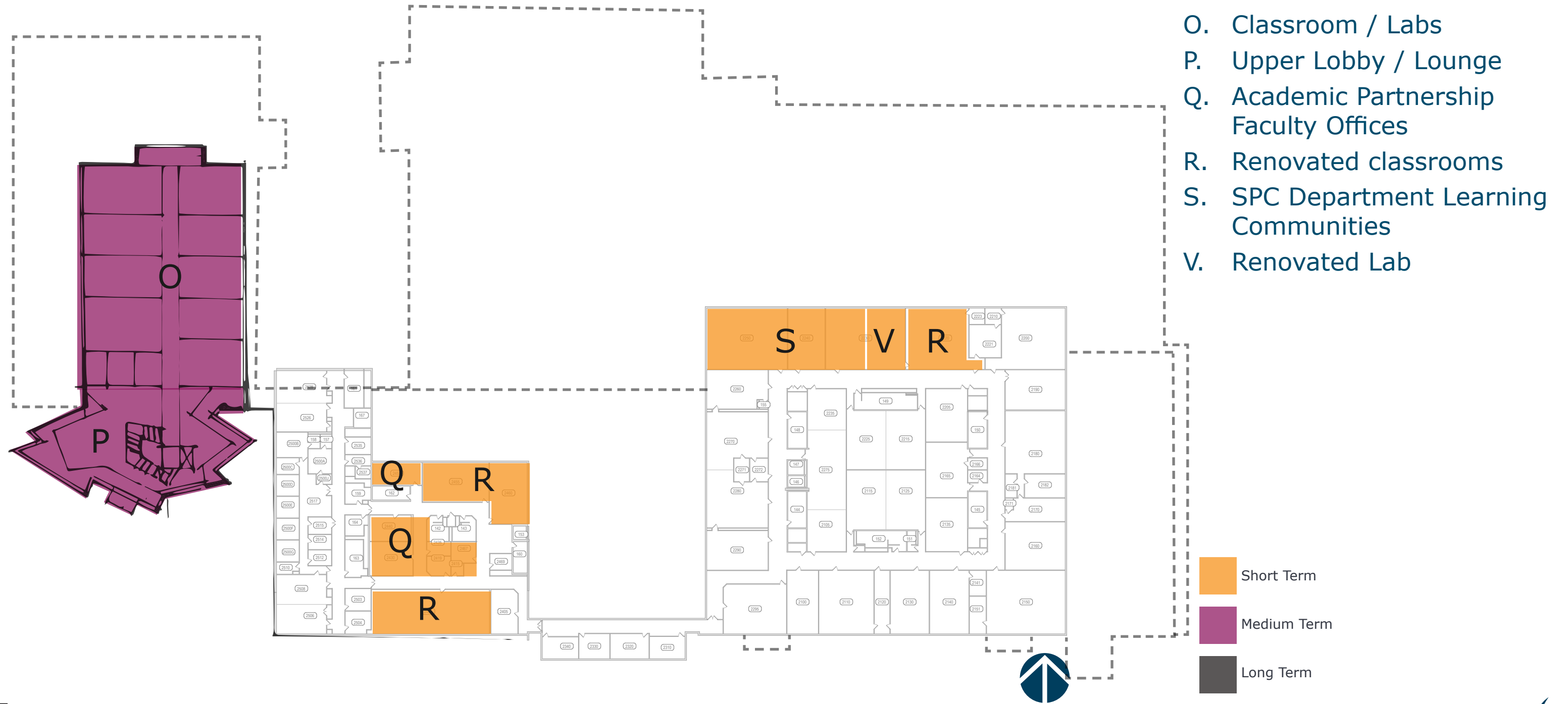


- F. New Construction (Lobby and Cafe)
- H. Student Services (One Stop)
- I. Bursar Transaction Window
- J. Library/ Assessment / Tutoring
- K. Student Activity Center
- L. To be Determined
- M. Classroom Labs

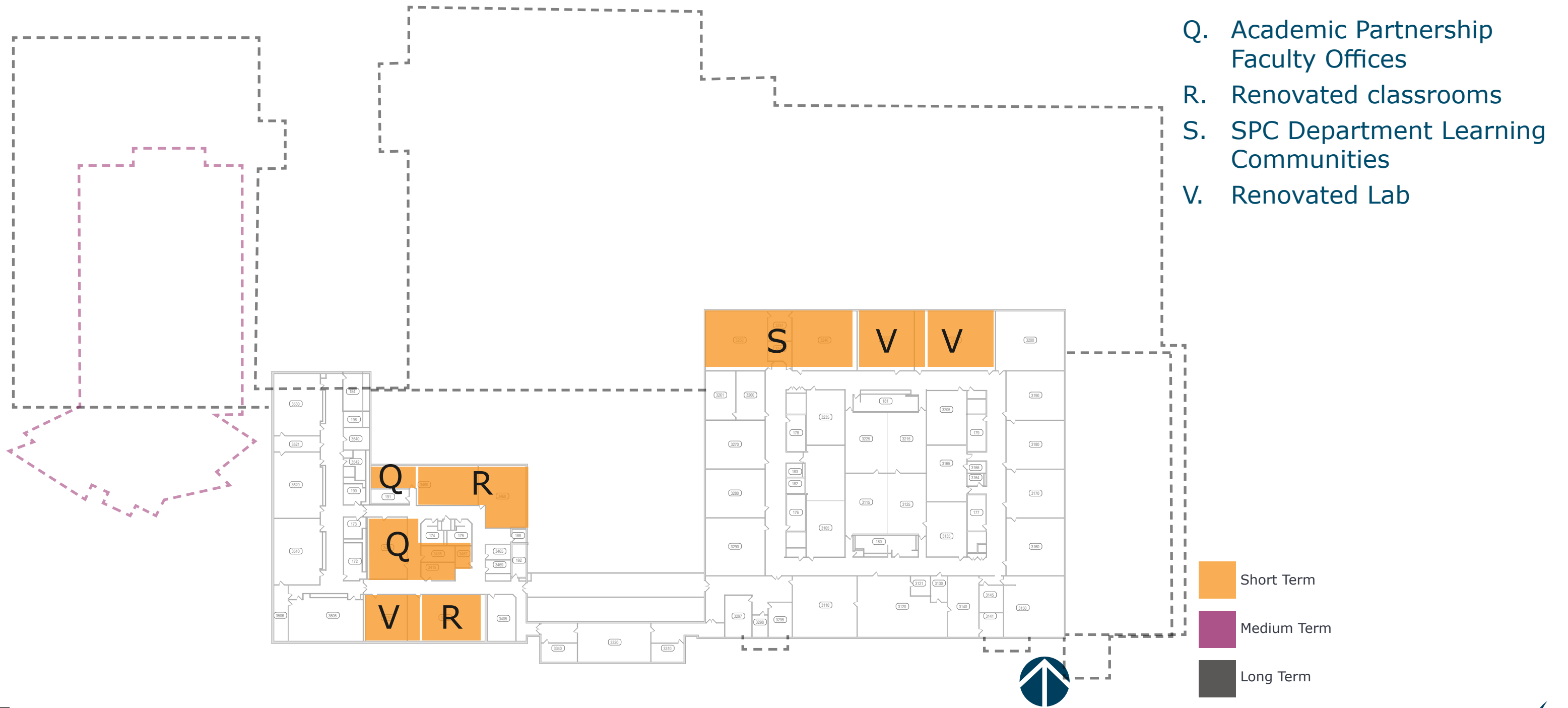
- Short Term
- Medium Term
- Long Term



DESIGN CONCEPT - LEVEL 2



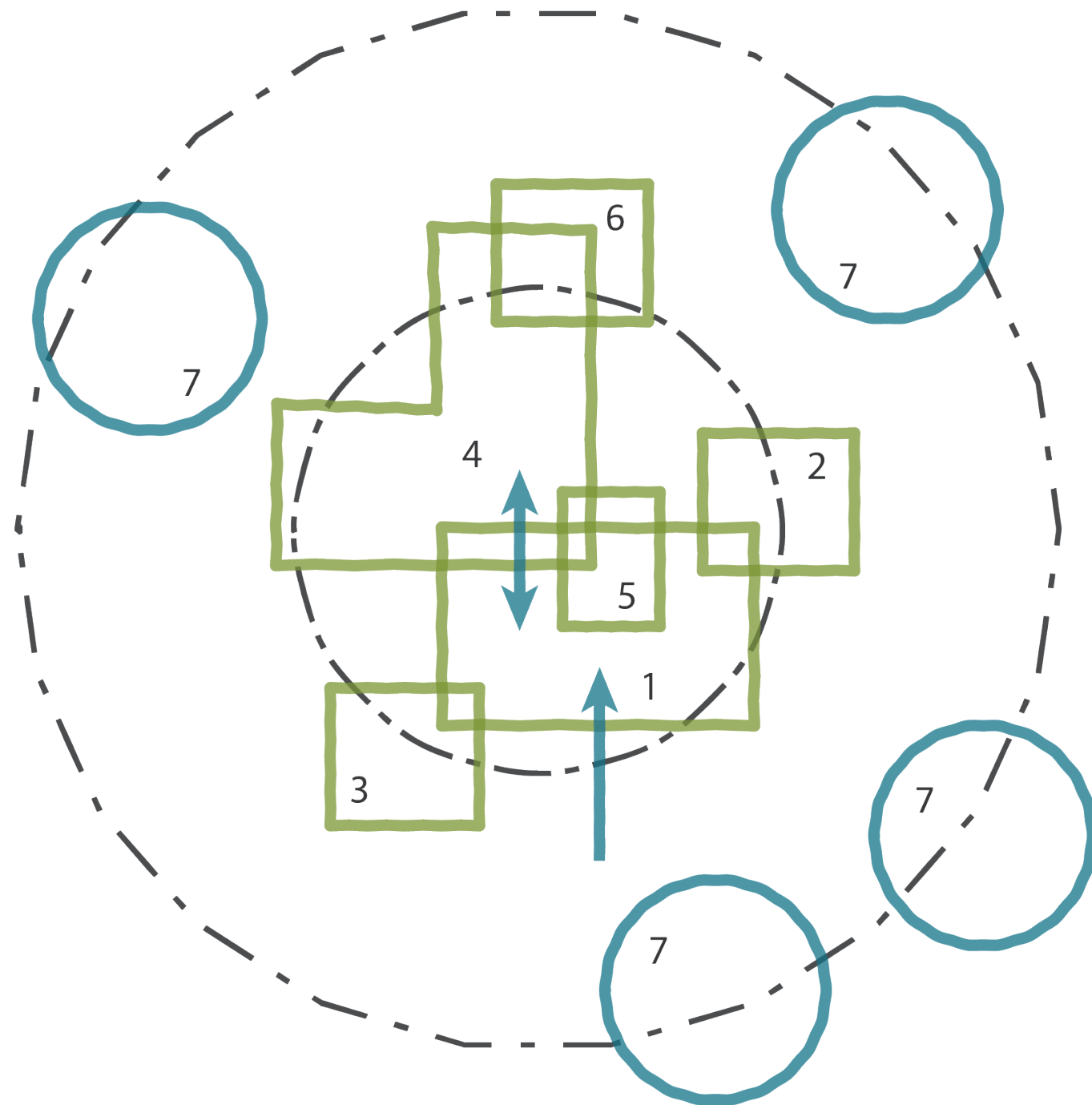
DESIGN CONCEPT - LEVEL 3



DESIGN CONCEPT - LEVEL 4



LEARNING COMMUNITY



1. Welcome Center
2. Study Zones / Resource
3. Collaboration Space
4. Faculty / Dean / Admin Offices
5. Snack Center
6. Faculty Support
7. Primary Classrooms / Labs



QUESTIONS & COMMENTS



11.1.2018



APPENDIX: G

MISCELLANEOUS DOCUMENTS



2018 Quick Facts

PRIORITIES THE COLLEGE IS FOCUSED ON: program innovation, quality instruction, student retention through academic support, career services, student completion, job placement and transfer to universities.

500+ Businesses in the community, state and nation employ Saint Paul College 2012 – 2016 graduates.

Ranked Top 10 Best Community Colleges in the U.S. by TheBestSchools.org in 2015 & 2017.



600+ High school students are enrolled in Postsecondary Enrollment Options (PSEO), Career Pathways Academy, concurrent enrollment and other readiness programs.

512 Saint Paul College employees with **26% diversity in faculty and staff.**

- 117 full-time faculty
- 203 part-time faculty
- 179 staff
- 13 administration

At a glance (FY17)

- 54** Associate Degree Programs
- 77** Certificate and Diploma Programs
- 1,548** Total Graduates
 - 657 Associate Degrees
 - 891 Certificates and Diplomas

FINANCIAL AID

86% of first-time full-time students received financial aid or scholarships.

5,393 students received **loans averaging \$5,128 per student.**

5,462 students received **grants averaging \$3,329 per student.**

230 new students enrolled in the **Power of YOU** program.

27 students enrolled in the **Make It Count** program.

Document available in alternative formats to individuals with disabilities by contacting 651.846.1547 or AccessResources@saintpaul.edu. Saint Paul College is an Equal Opportunity employer and educator.

PARTNERSHIPS

Power of YOU™ for new high school graduates and **Make It Count** for students 24+, are tuition-free programs providing support and services for underserved populations.

181 students enrolled in the **Gateway to College** program. A partnership with Saint Paul Public Schools for at-risk students (ages 16-21) to earn high school and college credits at the same time.

Friends of Saint Paul College foundation raised **\$1,958,878** for scholarships and programs to support student success.

Through **strategic college partnerships** with local public, private and nonprofit organizations, students have access to career navigators, social and support services, and college readiness activities to ensure their success.

Saint Paul College STUDENT POPULATION

more than
13,112
students ATTEND

10,035
credit students

3,077
non-credit students

Our students transferred to more than **350** four-year colleges and universities last year.

data for credit students only	26 average student AGE	63% students of COLOR one of the most diverse colleges in Minnesota	5,566 female students	7,313 part-time students	more than 85% of students FIND JOBS within one year after graduation	49% of students are NON-TRADITIONAL age 24+
	4,445 male students	2,729 full-time students				



It All Starts Here.

SAINT PAUL COLLEGE



Saint Paul College
A member of Minnesota State




Fit in. *Stand out.*

Saint Paul College is an inclusive campus for ALL learners. We see, respect, and connect to your story. We welcome you to be your most authentic self while finding those who share your passions, goals, and background. You'll feel connected to and supported by a community of instructors, staff, and students all helping to achieve your best.

Enrollment

credit **8,365** non-credit **2,206**

47* %



Continued their education

Graduates transferred to over 230* four-year colleges and universities. *based off FY20 graduates



36* %

Full-time students



42* %

Part-time students

21* %

mixed enrollment

* measured within the 20/21 academic year

25

Average student age
44% age 24+

56 %

first-time students
Received aid or scholarships

60 %

gen **1** students

federal definition:
neither parent earned a bachelor's degree

79 %



Find related jobs within one year after graduation

based off 380 FY20 grads available for employment out of a total 1,279 grads in FY20

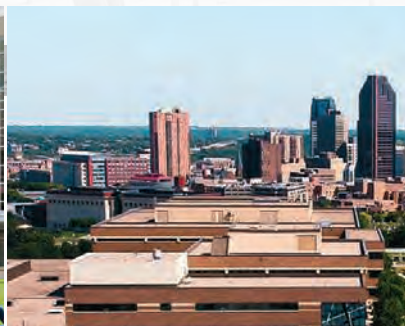
65 %

Student of color

one of the most diverse colleges in Minnesota

We love being part of the St. Paul Community.

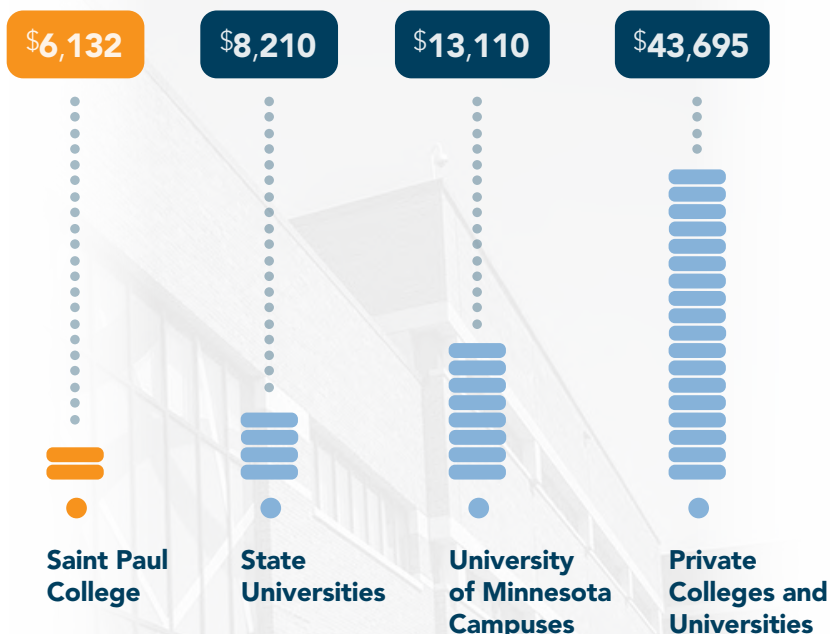
St. Paul is a diverse city with something for everyone. Our city is growing, with jobs in technology, finance, healthcare, and more. Residents of Saint Paul speak more than 100 languages, including Somali, Hmong, and Spanish. Our campus is easy-to-reach with plenty of parking and accessible by bus and light rail, as well as car and ride shares. We have all the benefits of a big city, while providing a safe campus learning environment.



A Saint Paul College education is a great value.

2021 - 2022 Annual Undergraduate Tuition & Fees

(based on full-time students with 30 credits)



(SOURCE Minnesota State research)

“Everyone wants to help you succeed. You have a team on your side, and they are all cheering for you to win. Elle [Entrepreneurship Student]”

Financial Aid options make Saint Paul College even more affordable.

Note to self — check to see if I qualify for:

- Grants
- Scholarships
- Student Loans
- Work-Study

You'll find a wide variety of resources to help you achieve success. Here are just some of the student services Saint Paul College offers:

- Admissions
- Access & Disability Resources
- Career Services
- Financial Aid
- Honors Program
- Pathway Advising
- Power of YOU
- Student Life
- Transfer Resources
- TRIO Student Support Services
- Tutoring Services
- Veterans Services





What type of student are you?

Recent High School Grad



Saint Paul College provides a safe, comfortable setting where you can grow and reach your full potential. Explore options, start a career fast, or transfer on for a four-year degree. **We've got you covered.**

Adult Student

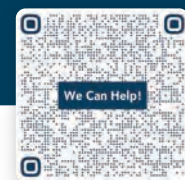
Your life is busy. We totally understand – that's why we have lots of options that allow you to fit a college education into your schedule. Take day, evening, or weekend classes as a full or part-time student. Choose online, on-campus or hybrid classes for even greater flexibility. **It's never too late.**

Transfer/Visiting Student

Looking for a fresh start, or just looking to grab some credits? We're here for that. Our Pathway Advisors are ready to help you make the best choices on course selection to make sure you take the **right courses for your needs.**

Note to self — what am I looking for?

- Part-Time
- Full-Time
- Online
- Evenings/Weekends



PSEO Student

Take College classes while you finish high school!

Attend part-time or full-time; tuition, fees, and required textbooks and materials are covered at no cost.

International Student

Saint Paul College has recruited, admitted, and ushered in 143 international students from 44 countries in just 2½ years.



See why so many students chose to start here.

Find Your Program – Find Your Future

Your success is our top priority. Our instructors use a powerful combination of industry knowledge, academic expertise, and real-world experience to provide you with the education you need to achieve your goals. With more than 100 degree, diploma, and certificate programs, there's something for everyone.

BUSINESS PROGRAM

- Accounting
- Business Certificate
- Business Transfer Pathway
- Customer Service Office Support
- Entrepreneurship
- Event & Meeting Management
- Finance
- Global Trade
- Hospitality Management
- Human Resources
- Management
- Marketing
- Nonprofit
- Office Management Professional
- Project Management
- Social Media Marketing
- Supply Chain Logistics

CAREER & TECHNICAL PROGRAMS

- Automotive Service Technician
- Cabinetmaking
- Carpentry
- CNC Toolmaking
- Electrical Technology
- Electromechanical Systems
- Machine Operator
- Right Skills Now for Manufacturing
- Pipefitting
- Plumbing
- Robotic Welding
- Sheet Metal / HVAC Ducts and Fittings
- Truck Technician
- Welding

HEALTH SCIENCE PROGRAMS

- Health Information Technology
- Health Sciences Broad Field
- Healthcare Administration
- Healthcare Informatics
- Massage Therapy
- Medical Laboratory Technician
- Medical Office Careers
- Medical Office Professional
- Nursing Assistant/Home Health Aide
- Pharmacy Technician
- Phlebotomy Technician
- Practical Nursing
- Public Health
- Registered Yoga Teacher
- Respiratory Therapist
- Sport and Exercise Sciences
- Sterile Processing
- Surgical Technology



Find Your Program – Find Your Future

LIBERAL & FINE ARTS

- American Sign Language Studies
- Associate of Arts (AA)
- Associate of Arts Degree
 - Communication Studies Transfer Pathway
 - Economics Transfer Pathway
 - English Transfer Pathway
 - History Transfer Pathway
 - Political Science Transfer Pathway
 - Sociology Transfer Pathway
 - Spanish Transfer Pathway
- Associate of Fine Arts - Music Degree
- Associate of Science Degree
 - Criminal Justice Transfer Pathway
- English for Academic Purposes (EAP)
- Minnesota Transfer Curriculum (MnTC)

STEM PROGRAMS

- Biology Transfer Pathway
- Chemistry Transfer Pathway
- Computer Animation
- Computer Graphics and Visualization
- Computer Networking Careers
- Computer Programming
- Computer Science Transfer Pathway
- Cyber Security
- Data Science
- Engineering Broad Field
- Geographic Information Science (GIS)
- Java Programming
- Management Information Systems

- Mathematics Transfer Pathway
- Science & Engineering Technology
- Visualization Technology
(see Computer Graphics and Visualization)
- Web-Based 2D Game Development
- Web Design
- Web Development

WELLNESS & SERVICE PROGRAMS

- Child Development Careers
- Child Development Careers
- American Sign Language (ASL)
- Cosmetology
- Culinary Arts
- Early Childhood Education Transfer Pathway
- Esthetician
- Esthetician Advanced Practice
- Esthetics for Cosmetologist
- Nail Care Technician
- Pastry and Baking
- Sign Language Interpreter/Transliterater
- Wine Professional



Note to self — what do I want to study?

I see what I want to study!

I'm not sure yet.

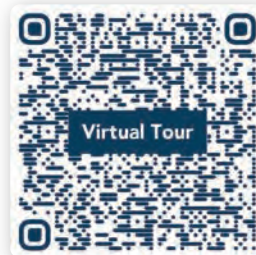
Can I pick more than one?

I've got questions.

Reach Out!



Saint Paul College is state-of-the-art.



Robotic Welders, VR Welding Simulators - Train on some of the best equipment in the Twin Cities.

Atomic Force Microscope - Premiere nanotechnology instrument.



Schedule a campus visit today!
saintpaul.edu/StartHere



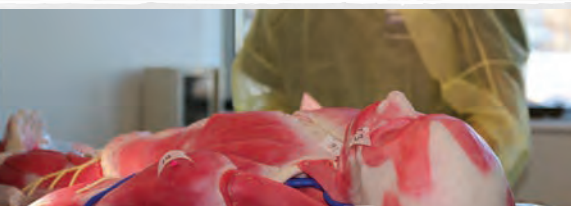
5,000 sq. ft. Culinary Arts Lab



Simulation Center - Innovative & dynamic 10,000 sq.ft. health lab.



High Tech Clean Room - Conduct sterile, dust-free research.



Home of Minnesota's Only SynDaver - The world's most sophisticated synthetic surgical/cadaver model.

Note to self — get started checklist.

- Apply to Saint Paul College for FREE**
saintpaul.edu/apply
- Fill out the Free Application for Federal Student Aid (FAFSA)**
www.fafsa.gov Saint Paul College FAFSA Code = 005533
- Receive Reading, English, and Math Placements**
saintpaul.edu/placements
- Attend Orientation**
saintpaul.edu/orientation
- Register for Classes**
saintpaul.edu/eServices



Questions?

We're here to help!

- saintpaul.edu
- Speak with an admissions specialist by calling** 651.846.1555 or Toll Free at 1.800.227.6029 ext. 1555.
- admissions@saintpaul.edu



SAINT PAUL COLLEGE
A Community & Technical College



MINNESOTA STATE

Saint Paul College
A member of Minnesota State



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