

MINNESOTA STATE COLLEGES & UNIVERSITIES  
FACILITIES MASTER PLAN UPDATE FOR

# St. Cloud State University

St. Cloud, Minnesota



**90% Draft Submittal**  
March, 2005



**HAY • DOBBS** P.A. Minneapolis+Marshall

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# 1. FACILITY MASTER PLAN SUMMARY

## 1.1 UPDATE SUMMARY

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## Summary Continued



### 1.1.b Cover Letters

1. Document by HAY DOBBS to SCSU reporting that the document meets office of the Chancellor guidelines (or note where there are variances).

This will be included in the 100% Draft submission.

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Summary Continued



**Cover Letters Continued**

2. HAY DOBBS to insert. President Saigo needs to write this letter, addressed to the Chancellor endorsing the plan and send to HAY DOBBS.

This will be included in the 100% Draft submission.



## 1.2.a Executive Summary

### An Inclusive Planning Process

This plan has grown out of the work of many individuals at St. Cloud State University and within MnSCU. The president created a committee comprised of University representatives who engaged HAY•DOBBS to create this plan update. Following the procedures of the *MnSCU 2004 Facilities Master Planning Update Guide*, the planning effort included several committee meetings to review progress of the plan and its relevance for SCSU's strategic and academic planning.

SCSU and HAY•DOBBS held several campus forums for input from students, faculty and staff. Recommendations and critiques were, in turn, incorporated into the plan and reviewed by MnSCU System staff. The structure of this report follows MnSCU guidelines and should be reviewed annually by the staff at SCSU.

Campus Planning Committee Representatives who reviewed this plan are:

#### Administration

Steven Ludwig, Administrative Affairs

James Williams, Buildings & Grounds

#### AFSCME

John Brunsberg, Custodial Services

Diane Decker, Buildings & Grounds

#### Faculty Association

Kurt Helgeson, Environmental and Technological Studies

Eungmin Kang, Economics

Zoa Rockenstein, Psychology

#### MAPE

Kelly Larson, Learning Resources & Technology Services

#### MSUAASE

Ronald Seibring, Sports & Recreation

Full summary will be included in the 100% Draft submission.

# 2. CAMPUS PROFILE

## 2.1 CAMPUS LOCATION AND HISTORY

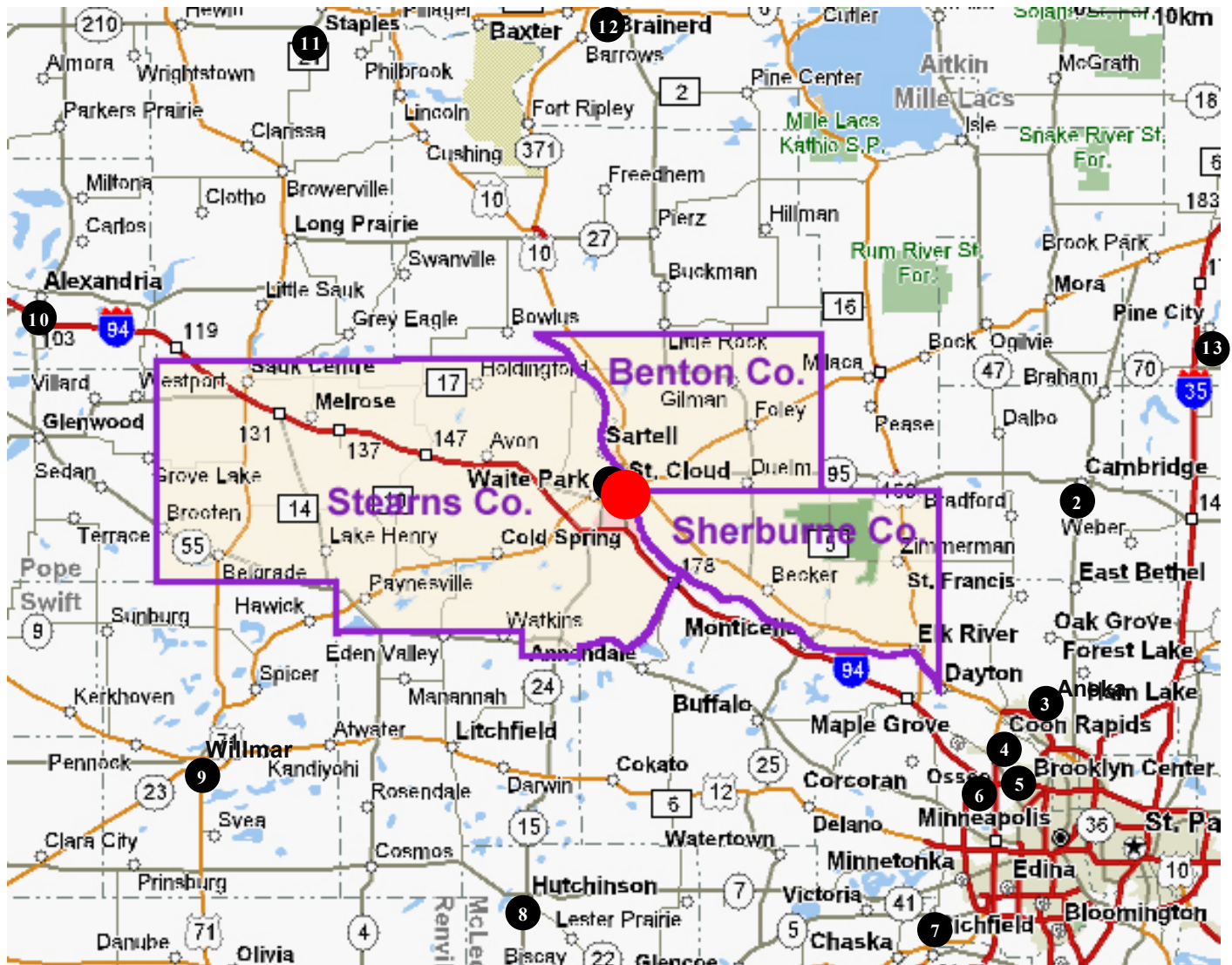
### 2.1.a Campus Location



#### Distance Between Cities with other MnSCU Universities

St. Cloud to Bemidji	157 mi
St. Cloud to Mankato	136 mi
St. Cloud to Marshall	131 mi
St. Cloud to Moorhead	174 mi
St. Cloud to Twin Cities	66 mi
St. Cloud to Winona	204 mi

2.1b Regional Location



Campus Location within the Region

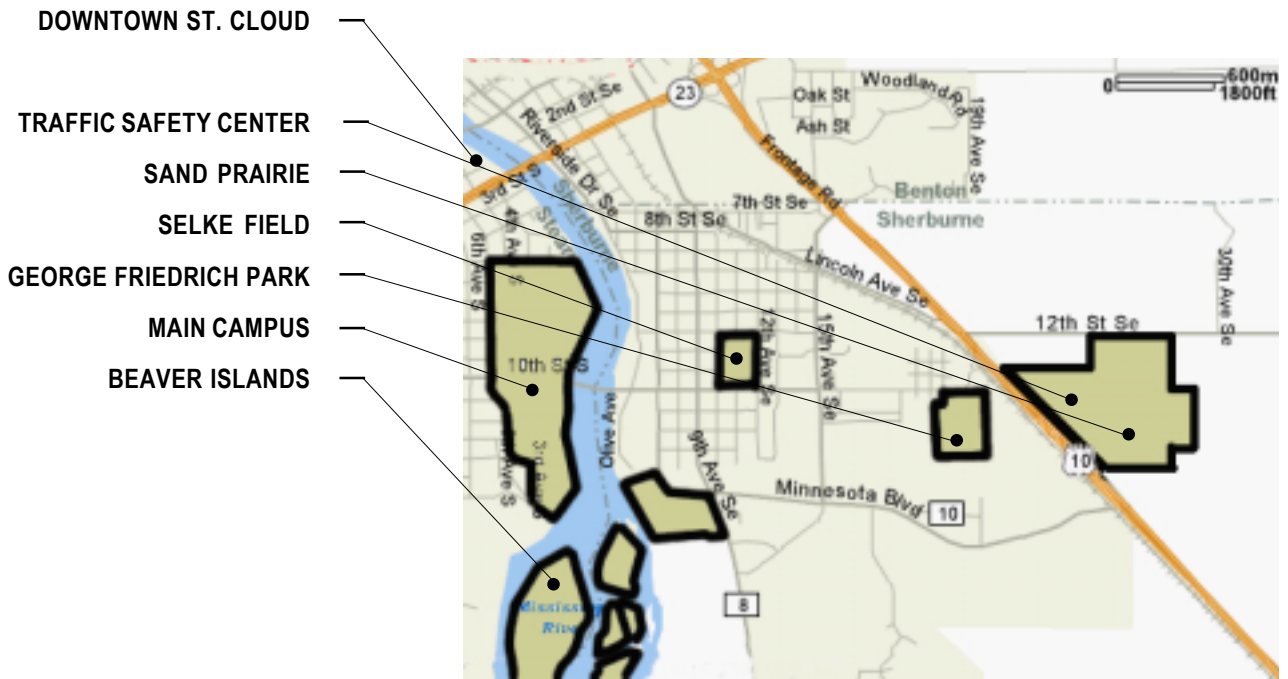
- St. Cloud State University
- Surrounding MnSCU Facilities

- 1 St. Cloud Technical College
- 2 Anoka-Ramsey CC, Cambridge Campus
- 3 Anoka-Ramsey CC, Coon Rapids Campus
- 4 Anoka Technical College
- 5 North Hennepin Community College
- 6 Hennepin Technical, Brooklyn Park Campus
- 7 Hennepin Technical, Eden Prairie Campus

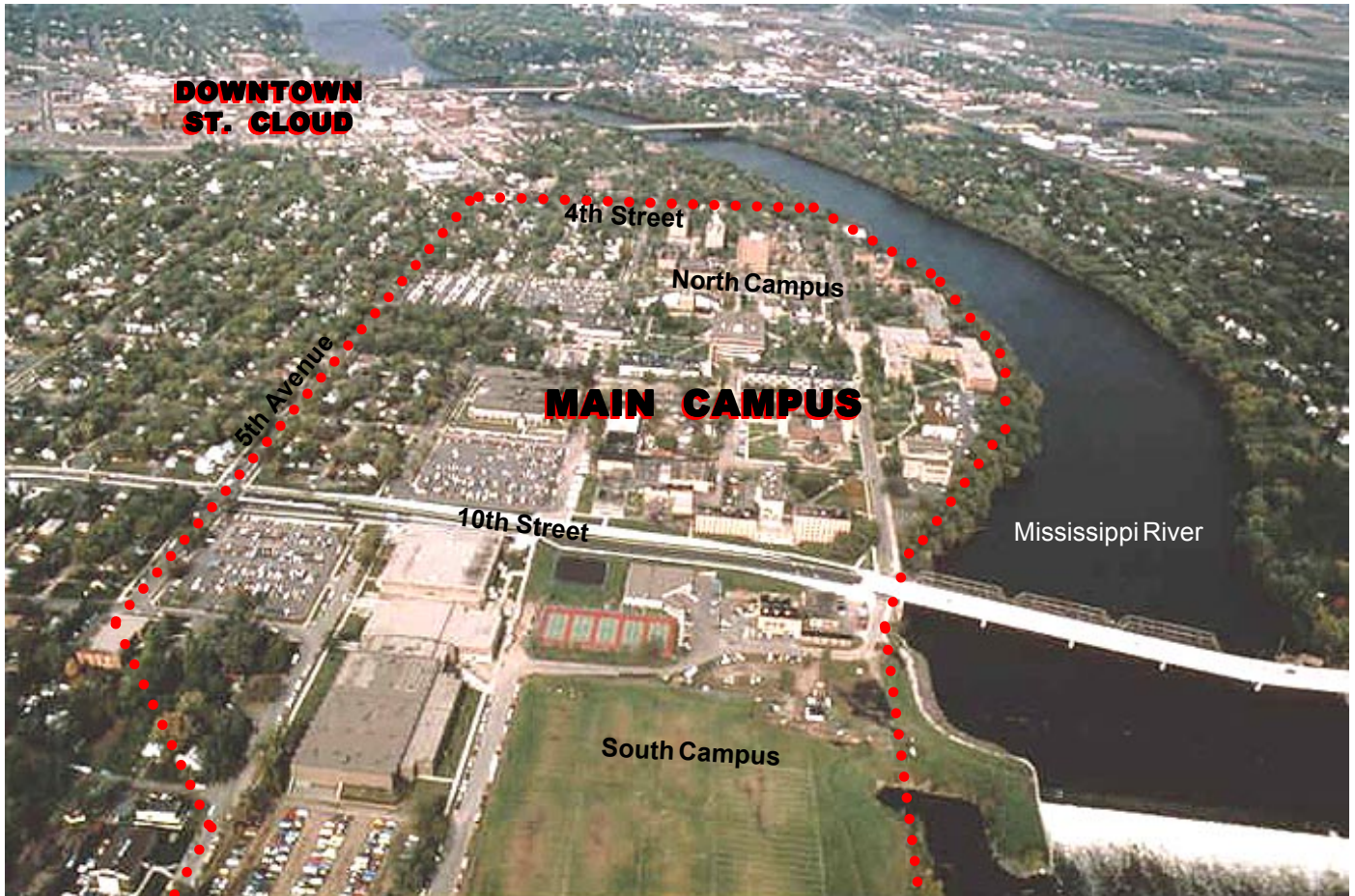
- 8 Ridgewater College, Hutchinson Campus
- 9 Ridgewater College, Willmar Campus
- 10 Alexandria Technical College
- 11 Central Lakes College, Staples Campus
- 12 Central Lakes College, Brainerd Campus
- 13 Pine Technical College

Campus Profile Continued

2.1.c Campus Location Relative to Downtown St. Cloud



SCSU aerial photo of Campus looking North, taken prior to construction of the new stadium south of 10th street.



**MORE CURRENT PHOTO WILL BE USED FOR FINAL**

Campus Profile Continued

2.1d Existing Campus Map

INSTRUCTIONAL

- Brown Hall
- Business Building
- Centennial Hall
- Education Building
- Engineering and Computing Center
- Headley Hall
- Kiehle Visual Arts Center
- Mathematics and Science Center
- Performing Arts Center
- Riverview
- Stewart Hall
- Miller Learning Resources Center

- BH
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- KVAC
- MS
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STUDENT SUPPORT

- Carol Hall
- Continuing Studies
- American Indian Center
- Atwood Memorial Center
- Garvey Commons
- Health Center
- Richard Green House
- Womens Center

- CRH
- CCS
- AIC
- AMC
- GC
- HiHH
- RGH
- WC

ADMINISTRATION

- Administrative Services
- Alumni House
- North Office Center
- Public Safety
- Whitney House
- 801 Building

- AS
- AH
- NOC
- PS
- WH
- 801B

ATHLETIC/RECREATION

- Halenbeck Hall
- National Hockey Center
- Eastman Hall
- Husky Stadium
- Student Recreation Center

- HaH
- NHC
- EH
- HS
- SRC

HOUSING

- Benton Hall
- Case Hall
- Hill Hall
- Holes Hall
- Mitchell Hall
- Sherburne Hall
- Shoemaker Hall
- Stateview Apartments North
- Stateview Apartments South
- Stearns Hall
- Lawrence Hall

- BTH
- CSH
- HiH
- HoH
- MH
- SBH
- SMH
- SVN
- SVS
- STH
- LH

INFRASTRUCTURE

- Chilled Water Plant
- Heating Plant
- Husky Hub
- Maintenance Building

- CWP
- HP
- HuH
- MB



### 2.1.e Campus History

St. Cloud State University (SCSU) opened its doors to students in 1869, under the name Third State Normal School. The school consisted of one building, the Stearns House, a renovated hotel purchased by the state Legislature for \$3,000. Classrooms were on the first floor, the “model school” was on second floor and a women’s dormitory was housed on the third floor.



The five-member faculty was headed by Principal Ira Moore. Of the 53 original students, 43 were women. From this modest beginning, St. Cloud State has evolved into a University with a national reputation for excellence, a faculty of more than 700 and a student body of more than 16,000 full- and part-time students. SCSU is now the largest of the 33 institutions of the Minnesota State Colleges and Universities System.

In 1898, the school began offering a junior college curriculum. In 1914 the school dropped its secondary education program entirely. The legislature authorized a name change in 1921, allowing the school to adopt the name St. Cloud State Teachers College (the word “teachers” was deleted in 1957). In 1975, St. Cloud State became a University, comprised of five colleges and a graduate school.

Shortly before WWI, Clarence Johnston Sr., the architect of many of Minnesota’s most prominent public buildings, designed Riverview and Lawrence Hall. Landscape architects Morell & Nichols contributed to the campus’ planning in the growth years of the early 20<sup>th</sup> century.

The first bachelor’s degrees were awarded in 1925, with master’s degree programs offered beginning in 1953. SCSU now confers degrees from its colleges of Business, Education, Fine Arts and Humanities, Science and Engineering, Social Sciences, and the School of Graduate and Continuing Studies.

Building on its rich history as a teacher preparatory college, SCSU has built strong academic programs in other areas. The G.R. Herberger College of Business for example is recognized as one of the top business colleges in the country, and is one of only four in the state that is nationally accredited. Within the past decade the College of Science and Engineering established and gained full accreditation for its electrical engineering program.

The University has study abroad centers in England and Germany and semester-long programs in Australia, Chile, China, Czech Republic, France, Japan, Korea, Poland, South Africa and Sweden. Students and faculty from St. Cloud State study at these centers and in these programs and international exchanges are fostered. Currently more than 900 students from 84 countries study at SCSU.

The University serves regional businesses and industries through its applied research centers. Priority areas of research at St. Cloud are computer control of manufacturing technologies, material analysis, biotechnology, microelectronics, and software development and design. University life includes thriving and enriching recreation programs, arts and performance areas, athletic teams, lectures and student organizations.

Today, SCSU is a comprehensive University with more than 90,000 alumni. Recognized as a national leader in education, St. Cloud State University is educating citizens for the entire world.



Campus Profile Continued

2.2 Demographics

2.2.a Regional Demographics

Seven County Population Projection												
Age/County	0-19 ys			20-24ys			25-44 ys			45-64 ys		
	2005	2010	2015	2005	2010	2015	2005	2010	2015	2005	2010	2015
Benton	10,430	10,770	11,140	3,310	3,210	3,090	11,110	11,430	11,820	7,940	9,250	9,680
Meeker	6,640	6,790	7,040	1,400	1,350	1,290	5,670	5,760	6,060	6,020	6,550	6,580
Morrison	9,390	9,180	9,180	1,870	1,790	1,660	8,260	8,180	8,380	7,950	8,990	9,300
Pope	2,860	2,750	2,750	610	590	530	2,510	2,550	2,700	3,010	3,260	3,240
Sherburne	24,050	26,090	28,260	6,260	6,720	7,030	24,150	26,230	28,840	16,110	20,720	23,700
Stearns	40,310	40,620	41,870	57,690	58,070	59,060	37,740	39,570	42,410	30,310	34,380	35,570
Wright	32,240	33,650	35,340	6,370	6,930	7,040	29,870	31,030	33,060	22,870	27,540	27,440

Minnesota State Demographic Center 2002

Three County Population

Nationality/County	Year	Total	White	Black/ African	American Indian & Alaska Native	Asian	Hispanic or Latin	Native Hawaii or Other Pacific Islander	Other
Sherburne	2000	64,417	62,308	550	287	372	709	14	276
Stearns	2000	133,166	127,832	1,110	350	2,104	1,827	45	632
Wright	2000	89,986	88,055	235	253	393	994	11	322

U.S. Census Bureau 2000 Redistricting

Three County Population

Education/County	Age 25+ H.S.	Age 25+ B.S.	Age 25+ Grad	Age 25+ Some College
	2000	2000	2000	2000
Sherburne	89.9%	19.4%	5.6%	57.4%
Stearns	86.4%	22.0%	7.1%	52.9%
Wright	81.1%	17.9%	4.3%	51.3%

Minnesota Department of Administration Children's Report Card

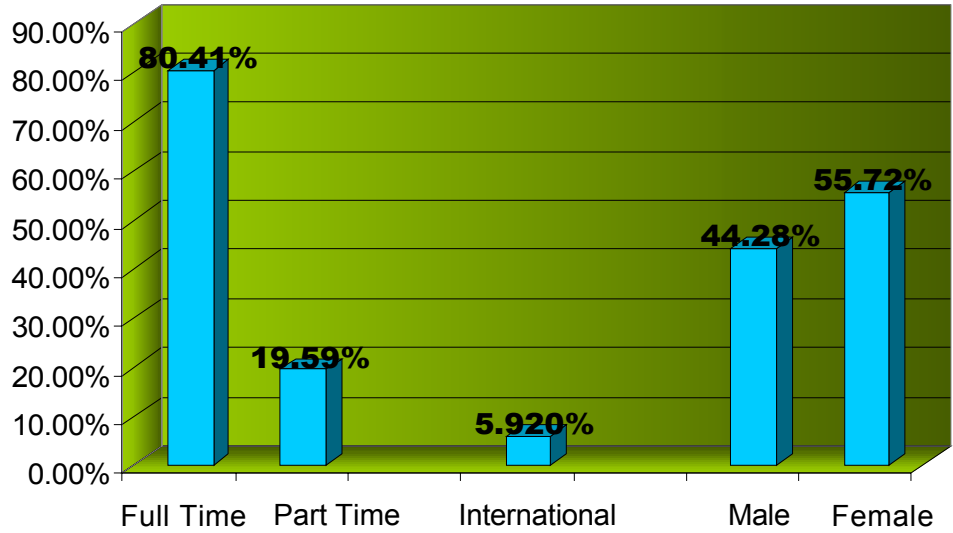
Three County Economic Facts		
<b>Sherburne County</b>		
Unemployment		3.00%
Median Family Income		\$61,790
Median Age		31ys
Below Poverty		4.40%
Median Housing Price		\$137,500
<b>Stearns County</b>		
Unemployment		2.70%
Median Family Income		\$51,553
Median Age		32
Below Poverty		4.30%
Median Housing Price		\$108,000
<b>Wright County</b>		
Unemployment		4.10%
Median Family Income		\$60,940
Median Age		33
Below Poverty		4.10%
Median Housing Price		\$135,300

Fact-index.com

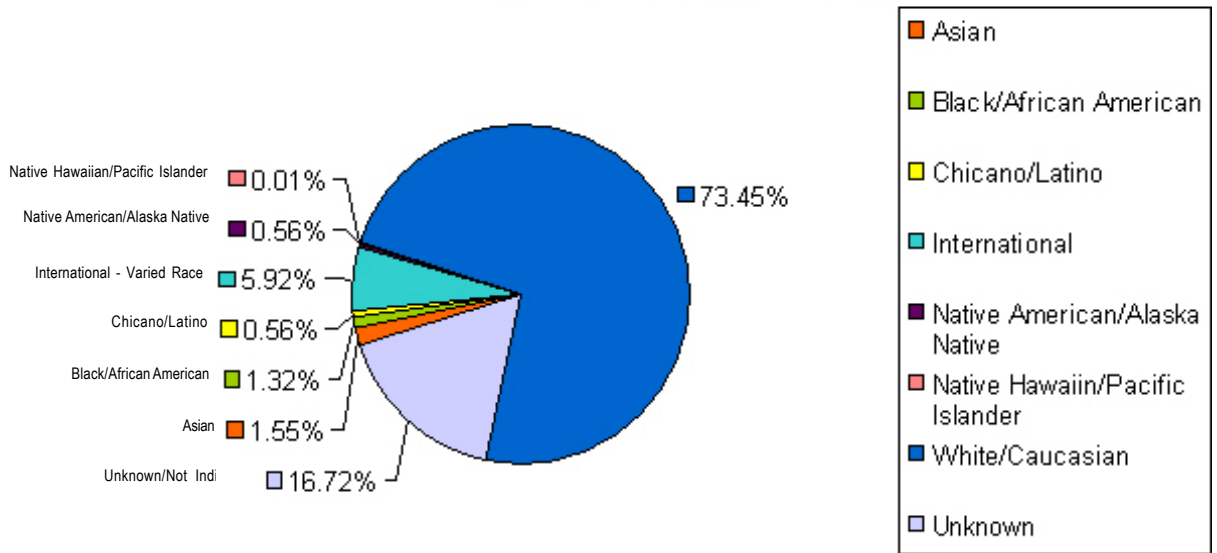
2.2.b Campus Demographics - Student Data\*

- Student enrollment = 16,133 Undergraduate = 14,663
- Average student age = 20 years

Student Enrollment



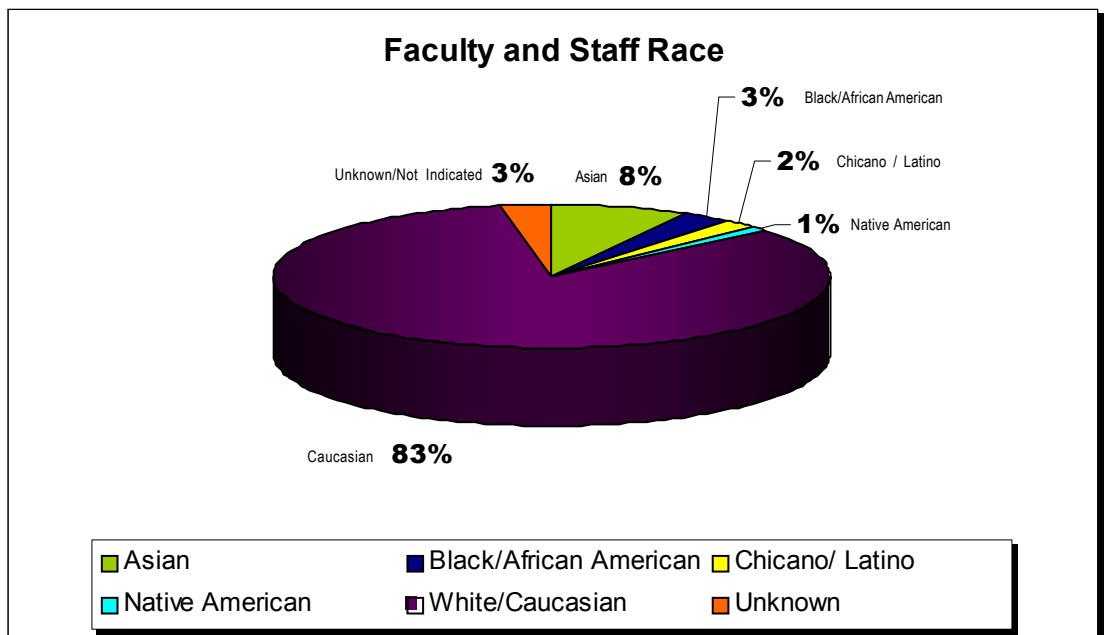
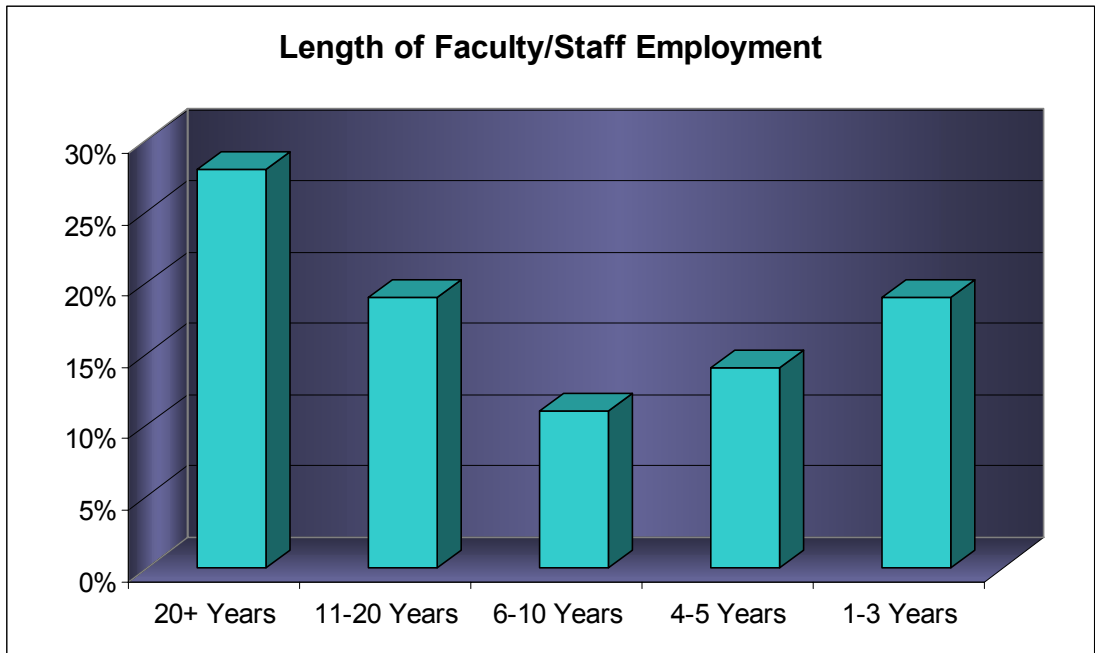
STUDENT DATA BY RACE



\* Source for Student Data:

St. Cloud State University Cultural Audit: Final Report (Nichols & Associates, October 2002)

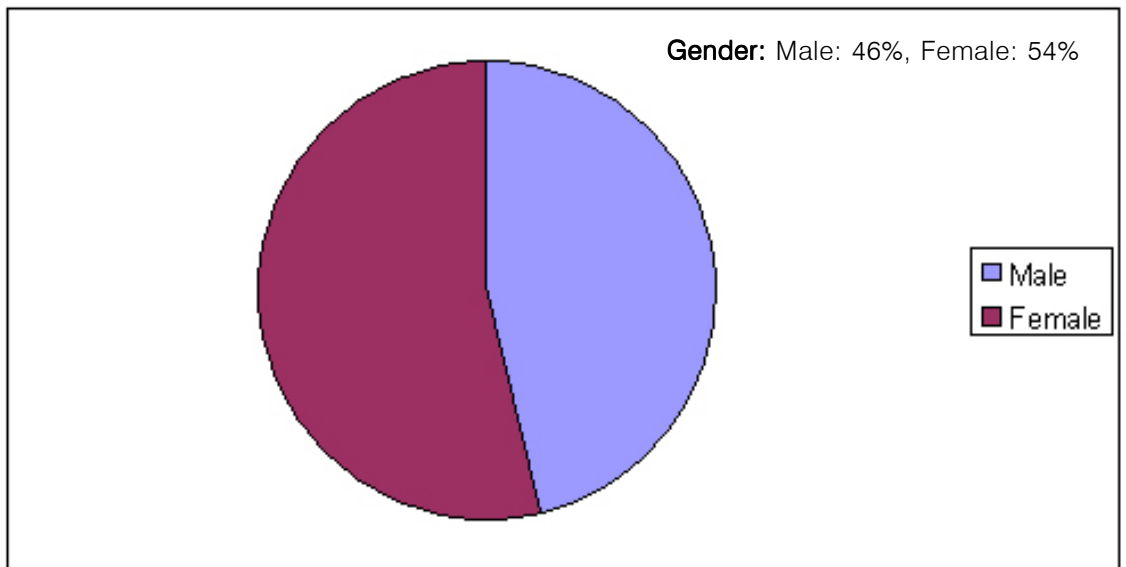
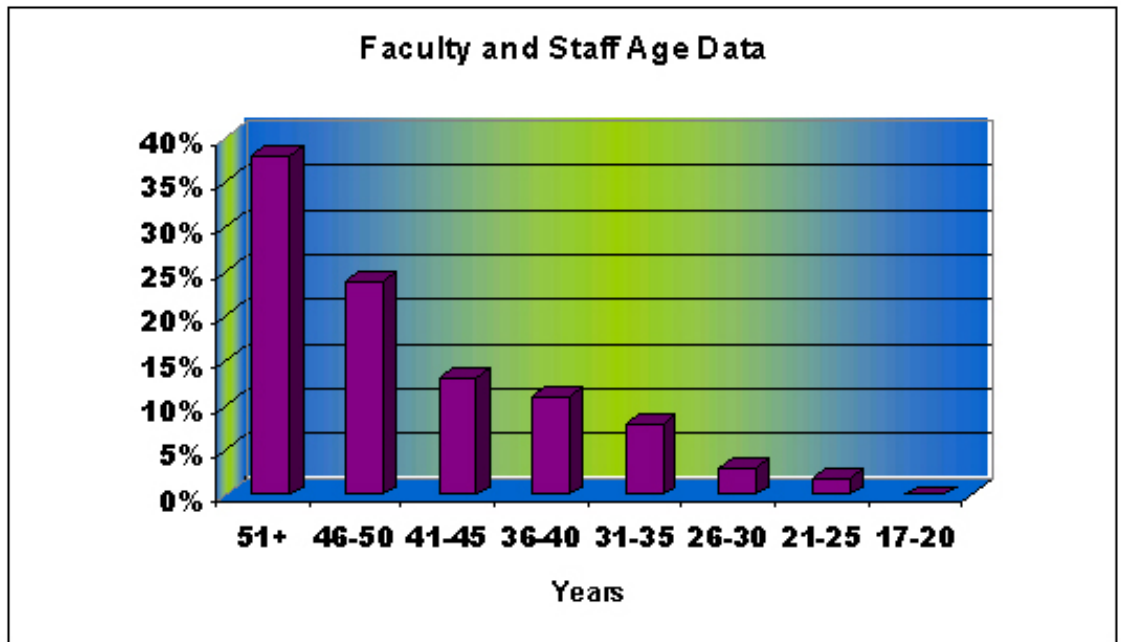
2.2.c Campus Demographics - Faculty and Staff Data\*\*



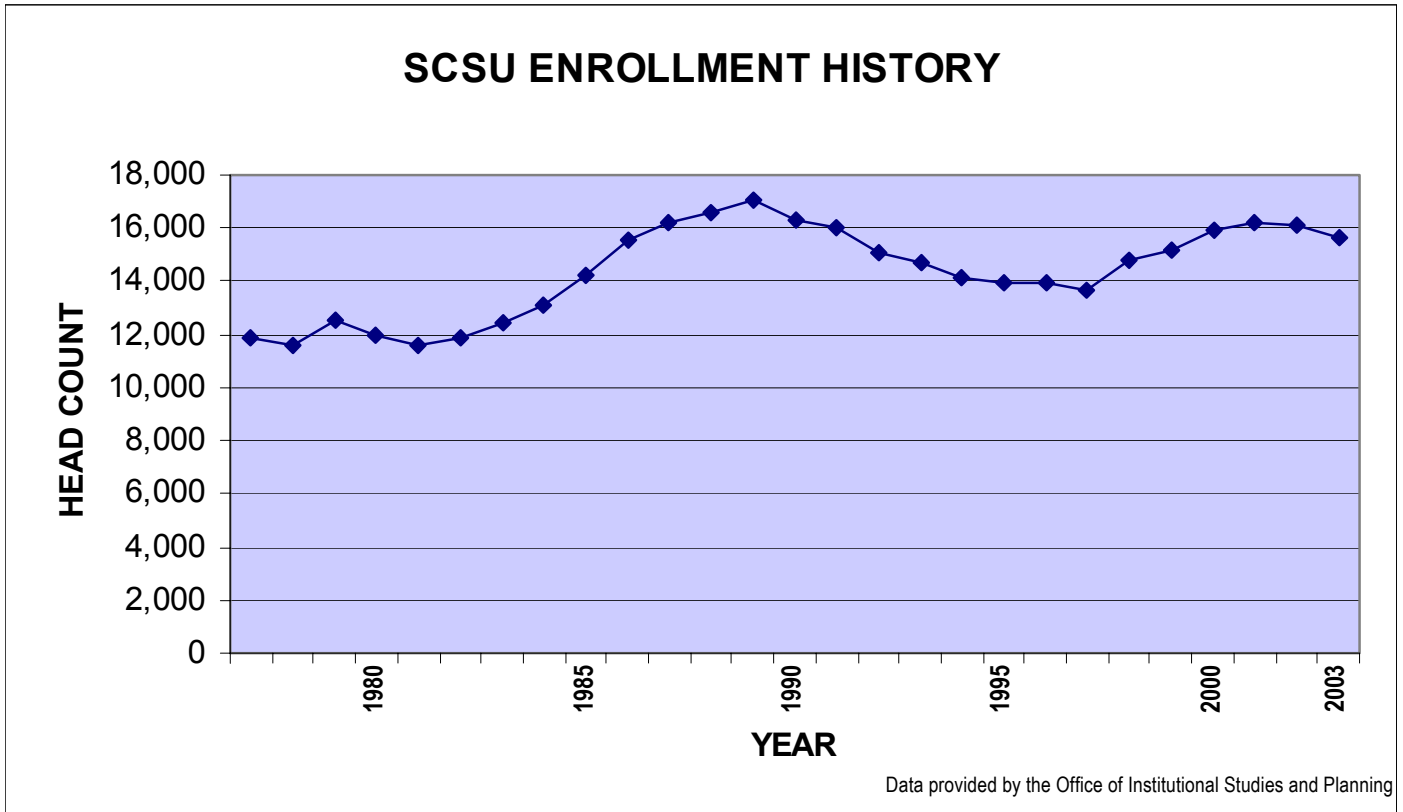
\*\* Source for Faculty & Staff Data:

Institutional Research and Planning Fall 2000 Snapshot Report (SCSU)

2.2.c Campus Demographics - Faculty and Staff Data Continued



2.2.d Campus Demographics - Enrollment History



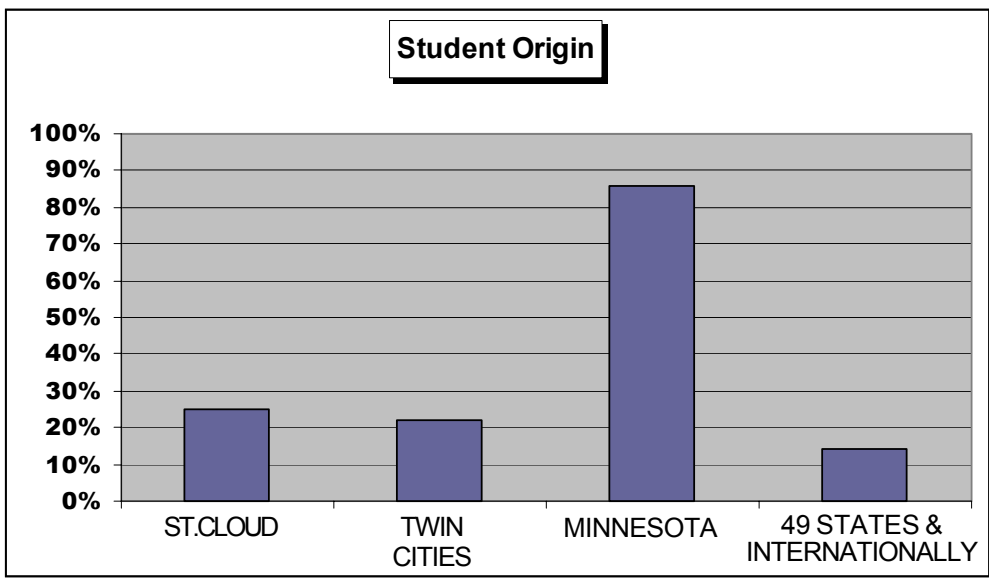
2.2.e Campus Demographics - Recruitment

2004 Regional and National Recruitment

St. Cloud State University attracts students regionally and from across the country. Below is a diagram indicating the number of Fall 2004 applicants admitted to the University.



ALASKA = 10



## 2.3 ACADEMIC GOALS

### 2.3.a Academic Master Plan

#### 1. Mission and Vision

Mission: *St. Cloud State University is committed to excellence in teaching, learning, and service, fostering scholarship and enhancing collaborative relationships in a global community.*

Vision: *St. Cloud State University is a leader in scholarship and education for excellence and opportunity in a global community.*

#### 2. Academic program offerings

Business, Education, Fine Arts & Humanities, Science & Engineering, Social Sciences, Continuing Studies, Graduate Studies, and International Studies

3. SCSU will increase its current freshman-to-sophomore year retention rate of 71% (full-time and part-time) to 78.5% over the next five years (1.5% annually), effective with the fall 2004 New Entering Freshmen cohort. This, in turn, will enhance SCSU's 4, 5, and 6 year graduation rates.

4. Curriculum and instructional goals encompass the following. Students will demonstrate competency in SCSU's five core values as well as an understanding of diverse and global perspectives; departments/programs will establish baselines and determine targets, develop plans for improvement, and report improvement of these competencies.

Students will demonstrate discipline specific competency including basic knowledge and connection between theory and practice; departments/programs will establish baselines and determine targets, develop plans for improvement, and report improvement of these competencies.

The University through its units will increase opportunities for students to participate in a rich learning environment that provides for interaction, collaboration with faculty through scholarly and creative work; departments/programs will establish baselines and determine targets, develop plans for improvement, and report improvement in these opportunities.

5. The University will increase the recruitment, retention, and graduation rates for students in protected classes (students of color, women, GLBT, students with disabilities, etc.) by ensuring an adequate level of resources for recruitment and retention as well as maintaining quality academic and social support services for ensuring student success.

The University will increase the recruitment and retention of faculty, staff, and administrators who are members of protected classes (people of color, women, GLBT, and people with disabilities, etc.) by ensuring proportional increases in the services, materials, and benefits for hiring, retention, and promotion; by decreasing disparities in salaries, benefits/support, and promotion; and by decreasing the proportion of turnover of faculty, administrators, and staff in protected classes in any given planning period.

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## Campus Profile Continued

### Academic Master Plan Continued

6. Support a technology plan that will:

- Create an exceptional e-learning environment;
- Develop excellent classroom resources that effectively support SCSU's teaching and learning missions;
- Ensure that technology matches pedagogy;
- Assess how student learning is being affected by classrooms technology use;
- Provide a robust and stable IMS platform to support teaching and learning

7. St. Cloud State University, which provides a high-quality education at an affordable price, offers 175 majors, minors and pre-professional programs in business, education, fine arts and humanities, science and engineering and social sciences.

- The University holds every national accreditation available for its undergraduate programs.
- Classes are taught by professors rather than graduate assistants; students work side-by-side with professors on research projects.
- The University has a strong international program with 900 students from 80 countries on campus and 250 students in 17 study-abroad programs.
- The University is committed to nurturing diversity with educational, cultural and support programs that increase understanding of today's diverse society.
- Herberger College of Business is one of three in Minnesota nationally accredited at the undergraduate and graduate levels.

8. A significant change and goal for growth in program offerings is the offering of online courses. The existing technology and course curriculum is currently sufficient for meeting this goal. The following approximate figures summarize the enrollment trends for online and other alternative course offerings:

#### **FY 2003 Enrollment Trends**

(online courses have been growing at 20% annually, the average growth within the MnSCU system is approximately 10%)

- SCSU Online: FYE = 260, Headcount 2608
  - Interactive Television: FYE = 76.1, Headcount 761
  - PSEO: FYE = 104, Headcount 1040
  - Aviation: FYE = 3.3, Headcount 33
  - Minn Correctional Facility: FYE = 16.9, Headcount 169
  - SCSU Evening: FYE = 77.4, Headcount 774
  - Behavior Analysis: FYE = 173, Headcount 173
  - Off-campus: FYE = 48.9, Headcount 489
  - Education Leadership: FYE = 22, Headcount 220
  - Traffic Safety: FYE = 28.6, Headcount 286
- Customized Training/Non Credit 409 Enrollments

The Center for Continuing Studies has received grants and contracts in customized training of about \$300,000. Its current space of less than 2,000 square feet accommodates approximately 20 employees.

### 2.3.b Academic Partners

SCSU has a variety of partnerships with several colleges to promote higher education and provides services to students to lessen the physical impact of the University on the city and residents of St. Cloud.

SCSU provides parking enforcement for St. Cloud Technical College. The University and St. Cloud Technical College each have agreements with the Metropolitan Transit Commission to provide free bus transportation to faculty, staff and students.

SCSU also has an ongoing partnership with Anoka Ramsey, where space and resources are available for the Community College Connection program. Anoka Ramsey provides the developmental coursework for SCSU's Division of General Studies program, a program for promising students whom do not meet all of the admissions requirements for admission to SCSU.

#### Articulation agreements with other institutions:

##### Aviation

Vermillion Community college: AAS in Professional Pilot or Wilderness Pilot Certificate to BS in Aviation

Inver Hills Community College: AS in Business Aviation, AS in Air Traffic Control and AS in Professional Pilot to BS in Aviation

Cambridge Community College: AS in Pre-Airway Sciences to BS in Aviation

Anoka Technical College: AAS in Aviation to BS in Aviation

##### Business

Fond du Lac Community College: AA to BS in Business

##### Criminal Justice

Austin Community College: AAS in Law Enforcement to BA in Criminal Justice

Alexandria Technical college: AAS in Law Enforcement to BA in Criminal Justice

Hibbing Community and Technical College: AS in Law Enforcement to BA in Criminal Justice

Pine Technical College: AAS in Security Management to BA in Criminal Justice

Range Technical College: AAS in Law Enforcement to BA in Criminal Justice

##### Land Surveying/Mapping Science

Northeast WI Tech. College (Oshkosh, Green Bay and Milwaukee, WI): AAS in Civil Engineering Technology Survey Technician to BS in Land Surveying/Mapping Science

Dunwoody Institute: Diploma or AAS in Civil Technology and Land Surveying to BS in Land Surveying/Mapping Science

Southeast Technical Institute (Sioux Falls, SD): AAS Civil Engineering Technology to BS in Land Surveying/Mapping Science

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## Campus Profile Continued

### Academic Partners, Continued

South Central Technical College: AAS in Civil Engineering Technology to BS in Land Surveying/Mapping Science

Lake Superior College: Diploma or AAS in Civil Engineering Technology to BS in Land Surveying/Mapping Science

St. Paul Technical College: Diploma or AAS Civil Technology to BS in Land Surveying/Mapping Science

Southeast Community College (Milford, NE): AAS in Land Surveying/Civil engineering Technology to BS in Land Surveying

St. Cloud Technical College: AAS/Diploma in Civil engineering Technology to BS in Land Surveying

Vermillion Community College: AS in Land Surveying to BS in Land Surveying

### Environmental and Technological Studies

Central Lakes College: AAS in Natural Resources to BS in Environmental Studies

St. Cloud Technical College: AAS in Automotive Service Technician to BS in Technology Assessment and Mgmt.

### Geography

Iowa Lakes Community College: AS in Geographic Information Systems to BES in Geography

### Education

Inver Hills Community College: AS in Physical Education to BS in Physical Education – Teaching

### Engineering

Itasca Community College: AS in Engineering to BS in Electrical/Computer or Manufacturing/Mechanical Engineering

Normandale Community College AS in Engineering Foundations to BS in Electrical/Computer or Manufacturing/Mechanical Engineering

### Pending:

North Dakota State College of Science: AAS in Civil Engineering and Land Surveying Technology to BS in Land Surveying

Nicolett Area Technical College (Wisconsin): AAS in Land surveying to BS in Land Surveying

Rochester Community and Technical College: AS in Surveying Technology to BS in Land Surveying

Minneapolis Community and Technical College: AS in Library Information Technology to BS in Information Media

Minnesota State Community and Technical College: AAS in Information, Resources to BS in Information Media

Northern Alberta Institute of Technology: Diploma in Geomatics Engineering Technology to BS in Land Surveying

## 2.4 TECHNOLOGY GOALS

### 2.4.a Technology Master Plan

The following SCSU Priority Strategic Goal was approved by the Strategic Planning Committee in Spring 2002. This goal, along with its accompanying objectives and rationales (1-4), is currently undergoing campus review.

*“SCSU will provide appropriate technologies and resources that support teaching, learning, service and access. This goal is in alignment with the SCSU Technology Master Plan.”*

1. The University will provide students and faculty with classrooms and laboratories containing up-to-date, discipline-specific equipment and software.

*Rationale:* Technology is a means to offer students a high quality education with the skills needed to compete in the marketplace and to make that education accessible. Skills in most fields, from fine arts to technical professional fields, use some form of technology, which may range from microscopes, musical instruments, and kilns, to computers and software.

2. The University will utilize information technology and distributed learning to support classroom learning and to provide access for outreach.

*Rationale:* With demographics changing (Data Source: Minnesota Higher Education Services Office), and job requirements requiring ongoing education (Data Source: MDES), many of our new students may have time and location constraints. Distributed learning is one way to make education accessible for them and allow the institution to access new markets.

3. The University will apply appropriate technologies and resources to support teaching learning, research, creativity, scholarship, and service.

*Rationale:* Technology should support the pedagogy, learning goals, research, creativity, scholarship, and service that remain at the core of professional needs and development.

4. The University will provide appropriate technologies and resources to enhance access to support services.

*Rationale:* The University needs an infrastructure to support services for its students, faculty and staff, including human resources functions, e-services and integrated business functions.

In the next five years SCSU will:

- Create an exceptional e-learning environment
- Develop excellent classroom resources that effectively support SCSU's teaching and learning missions
- Ensure that technology matches pedagogy
- Assess how student learning is being affected by classrooms technology use
- Provide a robust and stable IMS platform to support teaching and learning

# 3. EXISTING FACILITIES & SITE ANALYSIS

## 3.1 EXISTING FACILITIES ANALYSIS

### BACKGROUND

This update is predicated on two studies completed to date as well as on-going planning conducted by SCSU. Two primary studies form the basis for this update: The 1996 Physical Master Plan (developed by HAY • DOBBS) and the 2001 MnSCU Systemwide Utilization and Space Needs Study prepared by Paulien and Associates.

The HAY DOBBS study analyzed both physical characteristics of the campus as well as space utilization. The study concluded that space needs at the time were sufficiently met to support the academic mission. It also noted that given enrollment projections at that time, additional instructional space would be required in approximately 2002. The Paulien Study came to this same conclusion while adding additional detailed utilization analysis.

The HAY • DOBBS study also proposed and prioritized significant recommendations for improvements and additions to site, landscape, building, parking and circulation components. These recommendations centered around seven primary principles:

- *Create clear campus edges*
- *Create clear campus entries*
  - Primary
  - Secondary
  - Tertiary
- *Define the campus core*
- *Create a hierarchy of open spaces*
- *Develop access to the Mississippi River*
  - Physical
  - Visual
- *Develop clear connections to the South Campus*
- *Develop a Holistic Approach to Parking and Transit*

The Physical Master Plan was also predicated on the following goals:

- *Strengthen and support the University Mission*
- *Support and enhance Department Missions*
- *Set direction for University growth*
- *Enhance the perception of the Campus*
- *Create a better, more unified, campus environment*
- *Create a tool for prudent capital expenditures*
- *Create a reference for future decision making*

These principles and goals will continue to guide the efforts of the University Master Plan and updates to the Master Plan.

# CAMPUS BUILDING USES MAP

## INSTRUCTIONAL

- Brown Hall
- Business Building
- Centennial Hall
- Education Building
- Engineering and Computing Center
- Headley Hall
- Kiehle Visual Arts Center
- Mathematics and Science Center
- Performing Arts Center
- Riverview
- Stewart Hall
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## STUDENT SUPPORT

- Carol Hall
- Continuing Studies
- American Indian Center
- Atwood Memorial Center
- Garvey Commons
- Health Center
- Richard Green House
- Womens Center

- CRH
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- WC

## ADMINISTRATION

- Administrative Services
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- North Office Center
- Public Safety
- Whitney House
- 801 Building

- AS
- AH
- NOC
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- WH
- 801B

## ATHLETIC/RECREATION

- Halenbeck Hall
- Husky Stadium
- National Hockey Center
- Eastman Hall
- Student Recreation Center

- HaH
- HS
- NHC
- EH
- SRC

## HOUSING

- Benton Hall
- Case Hall
- Hill Hall
- Holes Hall
- Mitchell Hall
- Sherburne Hall
- Shoemaker Hall
- Stateview Apartments North
- Stateview Apartments South
- Stearns Hall
- Lawrence Hall

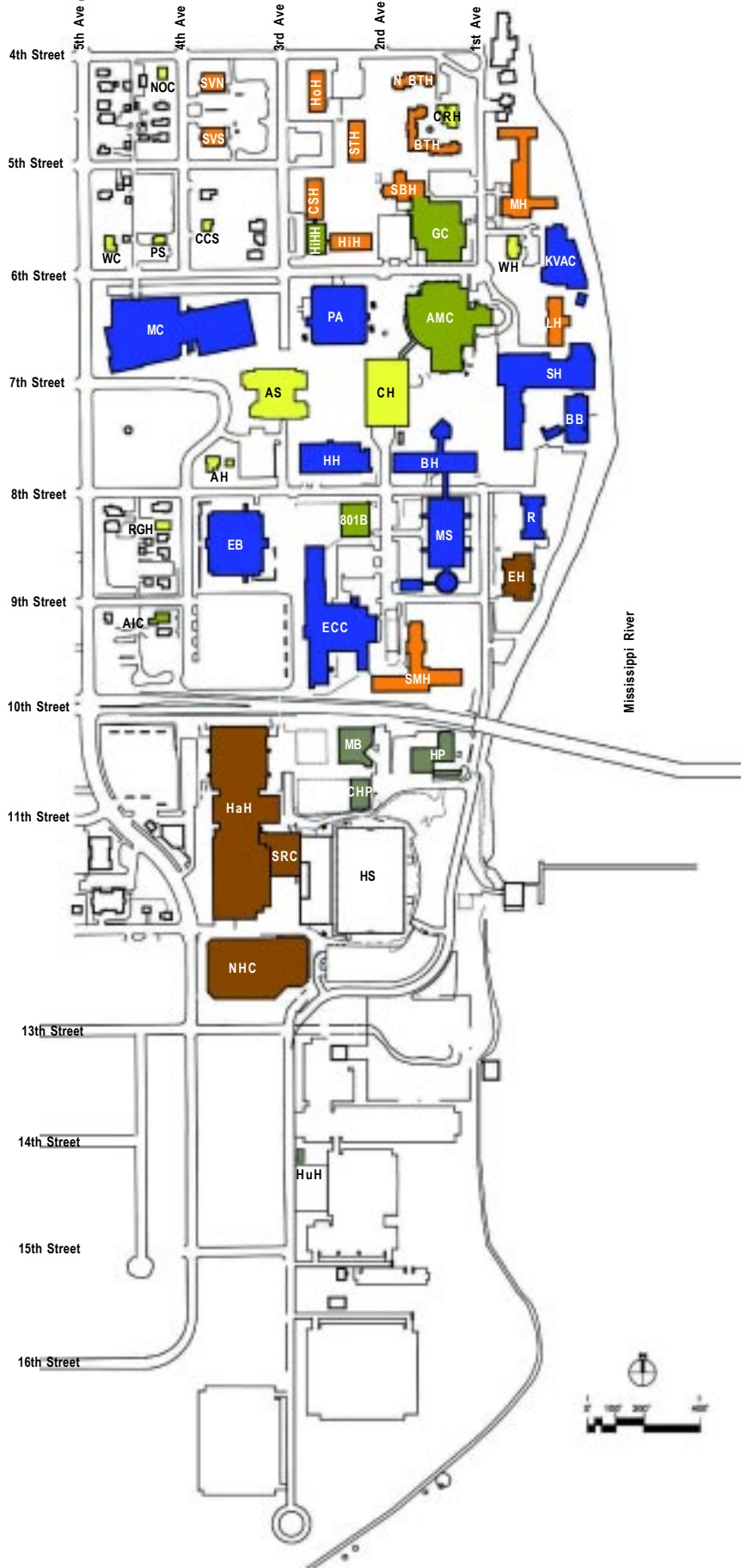
- BTH
- CSH
- HiH
- HoH
- MH
- SBH
- SMH
- SVN
- SVS
- STH
- LH

## INFRASTRUCTURE

- Chilled Water Plant
- Heating Plant
- Husky Hub
- Maintenance Building

- CWP
- HP
- HuH
- MB

## Existing Conditions Continued



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## Existing Conditions Continued

### 3.1.a Summary Space Issues

Enrollment projections for 2004/2005 remain consistent with prior projections. The resulting FTE and Headcount enrollment will not impact the current space needs that the University is experiencing. This does not alleviate the issue with problem buildings, scheduling hurdles or specialized pedagogical requirements. It does, however, allow the University to focus more on qualitative issues rather than simply the development of additional space.

There are several areas that SCSU should address to enhance the academic mission along with the overall campus environment. Some of these initiatives have already been undertaken since the 1996 Master Plan and are noted as such below.

#### **Academic Space Needs**

Centennial Hall, Brown Hall, Riverview

#### **Teaching and Research Laboratories**

Brown Hall

#### **Athletics, Physical Education and Recreation**

Halenbeck Hall, Husky Stadium, Student Recreation Center, Selke Field

#### **Student Housing**

SCSU has acquired the Stateview Apartments  
Lawrence Hall renovations are completed

#### **Transportation and Parking Needs**

Husky Hub and Parking lots  
Structured Parking  
"Free Ride" Program with Metro Bus

#### **Infrastructure**

Streets/Water/Sewer/Utility Service  
Tunnel system - electrical system, connect to Miller Center  
River Walk  
Condensate Return to the Boiler Plan  
Campus Wide Wireless Network  
Emergency Phone/Intercom System  
Fire Alarm Reporting System  
Phone System Replacement

### 3.1.b Space Utilization/Needs Assessment

#### Space Utilization/Needs Summary:

SCSU is presently at MnSCU standards for accommodating classroom needs during normal scheduling hours. However, SCSU provides substantial evening classes in order to accommodate overall classroom demand. This demand equates to a need for approximately 100,000 sf of additional Classroom Space as well as additional Lab Space, both teaching and research labs. There is also a need for additional faculty classroom space. These needs will be filled by the renovation and repositioning of Centennial Hall, which will provide general classroom and office space, along with the renovation of Brown Hall which will add needed lab space.

New space should be designed to be flexible, technology rich and responsive to changing pedagogical needs. Enhancements should be made to existing learning environments where possible including technology, lighting, air quality and ergonomic improvements.

Additionally, there is a need for more parking and more service space on campus. The University should pursue a structured parking option to accommodate parking demand in the campus core. Service space needs should be met by acquiring space from the City of St. Cloud adjacent the southern edge of the campus.

Also, the recent construction of the Student Recreation Center met a need for Student Recreational Facilities.

## BACKGROUND

There has been a steady increase in demand for classroom and lab space since the publication of the 1996 Master Plan. This demand is being met by scheduling classrooms in the evenings, beyond normal daily classroom hours. Therefore, by using resourceful scheduling, SCSU is utilizing classroom space above MnSCU standards to provide for the overall demand. In aggregate, if evening classes were to be accommodated during the standard weekday, the University would have a deficiency in instructional space as projected in the 1996 Master Plan. Additionally, the 1996 plan noted certain inadequacies and deficiencies of selected instructional, lab, office and special use areas. These projections were confirmed in the 2001 MnSCU Study.

Because of consistencies found in current and future demographic projections with those used in the 2001 study, this Master Plan Update (2004) finds little deviation from the 2001 findings and will apply those findings to current recommendations with little exception, except as noted.

The 2001 Study used generally accepted methods to classify space and to calculate utilization. The standards for utilization and assigned space were based on information from several sources brought to the table by the consultant and then set for various types of MnSCU institutions using an advisory committee's best judgement, guided by the consultant. The calculations are based on the Fall 2000 term as compiled in the Interactive Student Record System (ISRS) database.

The purpose of the 2001 study was to provide a tool to analyze the use of space and more efficiently manage it. This goal, of course, includes support for capital improvement programs and planning for new initiatives on campus. It is important to note that the classifications of the space and the analysis did not consider the suitability or possible functional obsolescence of various spaces, as pointed out in the 1996 study. The 2001 study therefore gives general insight into only the aggregate need for each type of space. It does not consider the potential need for renewal or the program mix at a particular University vis-a-vis its pedagogical requirements or competitive branding strategies that are material considerations in overall planning. Lastly the 2001 study does not take into consideration the impact of technology nor distance learning/online learning applications and the suitability of the aggregate findings for these purposes.

Space Utilization/Needs Assessment Continued

**UTILIZATION ANALYSIS**

Utilization was analyzed for two types of space, classroom and teaching labs. These spaces together represent 20-25% of the assignable space on a comprehensive University campus. Intensity of use is measured with two indicators. Those are:

- 1) Number of Hours per week the room is used and;
- 2) When in use, the percentage of student stations occupied.

Classrooms use standards published vary from 30-60 hours per week with 60-75% student station occupancy. The table at top right summarizes the analysis based on the 2001 Space Needs Study.

*Classroom Utilization summary from 2001 Space Needs Study:*

<u>Classification</u>	<u>SCSU</u>	<u>MnSCU Universities Avg.</u>
Total Number of Rooms:	126	N/A
Total Assignable SF	106,553	N/A
Avg. Assignable SF/Classroom	846	821
Avg. No. of Stations/Classroom	45	40
Assignable SF/Station	19	20
Avg. Enrollment	29	23
<b>Weekly Room Hours</b>	<b>32</b>	<b>27</b>
<b>Hours in Use Student Station Occupancy</b>	<b>67%</b>	<b>63%</b>

*SCSU compared to Recommended Standard*

<u>Classification</u>	<u>SCSU</u>	<u>Recommended Standard</u>
<b>Weekly Room Hours</b>	<b>32</b>	<b>32</b>
<b>Hours in Use Student Station Occupancy</b>	<b>67%</b>	<b>65%</b>

*The table at right summarizes the most current space utilization figures based on figures from 2004. It is apparent that SCSU makes good use of classroom space now and that without additional capacity, increases in enrollment could cause scheduling difficulty.*

*Classroom Utilization summary for Spring 2004*

Seats Available in 40-Hour Week:	341,800
Seats Used:	202,952
Seat Usage Percent:	59.38%
Classrooms * 40 Hours:	6,120
Hours Used Per Week:	4,541
Hours Used Percent:	74.20%

*Classroom Utilization summary for Fall 2004*

Seats Available in 40-Hour Week:	373,240
Seats Used:	225,688
Seat Usage Percent:	60.47%
Classrooms * 40 Hours:	6,000
Hours Used Per Week:	4,566
Hours Used Percent:	76.10%

## Existing Conditions Continued

### Space Utilization/Needs Assessment Continued

A similar method was used to review Teaching Laboratory utilization. The range of standards was 20-40 hours per week at 70-80% station occupancy.

<i>SCSU compared to Recommended Standard (Teaching Labs)</i>		
<u>Classification</u>	<u>SCSU</u>	<u>MnSCU Universities Avg.</u>
<b>Weekly Room Hours</b>	<b>16</b>	<b>16</b>
<b>Hours in Use Student Station Occupancy</b>	<b>70%</b>	<b>77%</b>

<u>Classification</u>	<u>SCSU</u>	<u>Recommended Standard</u>
<b>Weekly Room Hours</b>	<b>16</b>	<b>18</b>
<b>Hours in Use Student Station Occupancy</b>	<b>70%</b>	<b>75%</b>

The analysis shows SCSU to have capacity for enrollment growth within the current teaching lab space. One factor that is not represented in this analysis is the space allotted to each seat or lab station. Some of the lab spaces at SCSU were designed to a standard with less space per student station. New labs accommodate more equipment and greater clearances for safety that can result in the same size room having a lower number of student stations. Adjusting for this function, obsolescence would likely increase the Seat Occupancy percentage for SCSU and require additional teaching lab space to accommodate need on campus.

## Existing Conditions Continued

### 3.1.c Space Needs Modeling

A standard was established in a fall 1998 study for total space requirements for an institution and for broad space categories. The standard is based in FTE enrollment and to a lesser extent on FTE faculty and staff.

Based on Fall 2000 enrollment, the average MnSCU University had 89 Assignable Square Feet per FTE. SCSU had 84 ASF/FTE.

More telling than these aggregate numbers is an analysis by space category. The study took 2000 enrollments (12,127 FTE for SCSU) and projected 2005 enrollments (13,008 FTE for SCSU) and compared these to the standard.

*The following table summarizes this analysis:*

*Space Needs Modeling Analysis (based on Fall 2000 enrollment and projected for 2005):*

<u>Room Use</u>	<u>Standard MnSCU U's</u>	<u>SCSU</u>	<u>SCSU</u>
	<u>ASF/FTE</u>	<u>ASF-FY00</u>	<u>% Variance-FY05</u>
Classroom	10	9.99	9.00 (19% deficient)
Teaching Lab	10	9.93	8.52 (26% deficient)
Open Lab	07	5.25	5.70 (32% deficient)
Research Lab	03	2.60	1.59 (103% deficient)
Office (Faculty/Staff)	170/FTE	18.43	14.69 (18% deficient)
Library	No Standard	13.01	11.79 (10% deficient) (from avg.)
PE/Rec/Athletics	12.1 + Ath	16.47	12.00 (2% deficient)
Special/General Use	10	7.69	7.92 (35% deficient)
Physical Plant	06	5.57	3.61 (78% deficient)

#### **Projected Programming Changes**

**2003:** Foreign Language Moved from Brown Hall to Lawrence

**2006:** English Dept is moving to the Business Building

Political Science is moving from Brown Hall to the Business Building

Psychology is relocating from Whitney to the Business Building and Stewart Hall

**2007:** Nursing is moving to Brown Hall (current space is leased off campus)

Philosophy is moving from Brown Hall to Centennial Hall

**2008: Communication** Studies is relocating from Mathematics & Science to Riverview

Based on this modeling, the deficit in space for SCSU in FY 2005 is a total of approximately 205,000 ASF or about 20%.

The University also anticipates an increase in distance learning and Online Delivery Degrees. Renovation of existing facilities will be required to accommodate this growing demand with continuing demand for on campus courses.

Ongoing repair and replacement of selected facilities is anticipated but it should be noted that SCSU, by comparison to other MnSCU facilities, has done a admirable job of keeping ahead of deferred maintenance issues thus reducing the cost burden on the overall system and the University itself.

Lastly, due to its size and function as the largest MnSCU institution, along with its geographic location in St. Cloud and the region, SCSU is experiencing continued parking demand and a parking space deficit. This coupled with the "landlocked" nature of the campus will likely require the introduction of structured parking. Continuation of the "Free Ride" Bus program will also be necessary.

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## Existing Conditions Continued

### 3.1.d Building Condition Summary

The following is a matrix summary of the conditions of all SCSU owned buildings. The categories are building name abbreviations, year constructed, year(s) of additions/remodelings, building use, building location (see maps), numbers of Floors above grade, Square footage, building Condition Assessment and Technology assessment.

The Condition Assessment (CA) is a rating indicating the physical state of the building. See scale below.

This scale is meant to provide a relative indication of the physical conditions of buildings either in part of whole and the need for repairs, replacements or upgrades. It is not meant to replace an active and ongoing review, by campus staff, of the need for preventative maintenance, repair, or replacement of building components, systems or selected areas.

#### CA Scale

- 1 = Little or no work required
- 2 = Minimal
- 3 = Moderate or selected areas
- 4 = Increased or several areas
- 5 = Significant or numerous areas

#### Technology Scale

- 1 = 100%
- 2 = 75%
- 3 = 50%
- 4 = 25%
- 5 = 0%

The Technology Assessment (Tech) rates each building based on whether it meets the SCSU technology standards on a percentage. See scale at the left.