MINNESOTA STATE COLLEGE
SOUTHEAST TECHNICAL (MSC-ST)

CAMPUS MASTER PLAN UPDATE

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MAY 20, 2008
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SECTION I: FACILITY MASTER PLAN
SUMMARY
1.1 UPDATE SUMMARY

This update includes short-term plans to address strategic needs and realignments necessary for immediate implementation of the college-wide planning effort. The long-range plans focus on facilities and land use issues toward the future needs of each campus.

RECENTLY COMPLETED OR NEAR COMPLETION:

- Expand and remodel Resource Centers, Bookstores, and Student Service areas
- Expand the Student Commons and student service area (Red Wing)
- Improvement of the Student Center (Red Wing)
- Expand Learning Resource Center (Winona)

AT BOTH CAMPUSES:

- Address facility appearances--change from high school like setting to a modern college campus
- Address Custom Training spaces and Conference Center facility needs
- Identify and analyze space needs for classrooms, offices and labs
- Increase size and/or number of storage areas proximate to program areas
- Identify and capitalize on academic partnerships
- Add additional science labs
- Improve campus landscaping to include development of a comprehensive plan that incorporates courtyard space into each campus

RED WING CAMPUS GOALS (IN ORDER OF PRIORITY):

- Explore feasibility of Bergwall arena acquisition and potential expansion of allied health and other program areas (2008)
- Investigate Bergwall Arena parking lot for future expansion
- Improve environmental and performance qualities of classrooms and labs

WINONA CAMPUS GOALS (IN ORDER OF PRIORITY):

- Improve student service support areas
- Explore potential for a conference center / corporate learning center at Tandeski Center
- Arrival and entry image
1.2 EXECUTIVE SUMMARY

SUMMARY
Southeast Technical is one of the fastest growing colleges in the Minnesota State Colleges and University System. During the last three fall enrollment periods, Southeast Technical averaged a 13% enrollment increase per year (www.southeastmn.edu).

The college currently offers both transfer programs and career-oriented technical programs leading to diplomas, certificates, and two-year associate’s degrees. Health Services is the fastest growing area within Southeast Technical. General Education is also growing, as Southeast Technical improves and expands their program offerings to welcome more students, including overflow from Winona State University.

The College’s intention is to “utilize technology to enhance teaching and learning, administrative systems, and student support” (Academic Master Plan, 2000-2005). To this end, Southeast Technical has taken steps forward in distance learning, fully online hybrid courses. In the past, faculty has had access to an instructional designer through a state grant, helping them to learn and utilize technology in teaching. It is critical that technology remain a priority, as students will continue to expect up to date technology from their educators and continue to take advantage of distance learning options.

Minnesota State College-Southeast Technical’s decision to use 2000-2005 Master Academic Plan was an Executive Cabinet decision based on the President’s endorsement to continue using the existing plan until 2008. Due to a transition in academic leadership, the use of the annual Academic Work Plan with annual review was extended to 2008. This decision was made during a pre-audit discussion in order to provide a viable plan for Vice President Mike Kroening in the development of the Master Facilities Plan.
INSTITUTIONAL BACKGROUND

RECENT/CURRENT IMPROVEMENTS
Southeast Technical has completed many of the items identified in the 2000 Master Plan. The following is a list of items which have been accomplished in the time since 2000:

- The Network Administration Technology program was accomplished
- Identified locations for new science labs/added more open labs, academic offices, and other academic spaces (eight added in 2004)
- Child care areas were eliminated (2005)
- Began to modernize facility appearance (Winona, 2004; Red Wing, 2006)
- Expanded and remodeled Resource Centers, Bookstores, and Student Service Areas (Winona, 2004; Red Wing 2008)
- Developed a new general science lab at Red Wing (2004)
- Remodeled unused space in the former Auto Mechanics area in Red Wing (under construction)
- Provided larger classroom with room for 200 students in Red Wing (completed 2007)
- Improved main building and site entry image in Red Wing (completed 2008)
- Improved student service support areas in Winona (2006)
- Developed a new general science teaching lab in Winona (2004)
- Improved main building and site entry image in Winona (2006)
- Custom Services were moved to Tandeski Center in Winona
THE MASTER PLAN UPDATE PLANNING PROCESS

PLANNING IS AN ONGOING PROCESS
The MnSCU planning philosophy is that no master plan is set in stone. Rather, this study is part of an ongoing process of updating and providing new information. This report builds on previous facility and student surveys conducted over the last ten years.

The report is intended for continual updating. New sections can be inserted in the binder as required and work that has been completed can be noted as such. This master plan should be flexible, yet serve as an enduring common base, a shared language so that MSC-ST can maintain the groundwork for discussion and daily decision-making.

The planning process for MSC-ST has included faculty, staff and administrative personnel. The primary campus contact was Mike Kroening, Vice President Finance and Administration. Mr. Kroening was primarily aided by Greg Williams, Don Mikitta, Deanna Voth, Nate Emerson, Jessica Stumpf and President Jim Johnson. A complete listing of individuals that participated in the project can be found in the acknowledgements that precede the Table of Contents.

The planning timeline for the master plan has been protracted beyond its original anticipated completion date. This was due to ongoing design and construction of capital projects on both the Red Wing and Winona Campus. A more detailed timeline for the planning process can be found in Section 2.5

STUDY FOCUS AND FUTURE AREAS FOR PLANNING
- Bergwall Arena Adaptive Re-Use
- Red Wing Facilities “Rightsizing” and space needs analysis
- Winona Facilities “Rightsizing” and space needs analysis
- Technology Upgrades
- Classroom and laboratory performance/quality
- Winona Campus “town/gown” Connections
RECOMMENDATIONS

2-5 YEAR TIME LINE:
This plan lays out specific priorities for capital planning and maintenance funding over the next 6 years. Key issues to be addressed are:

- Improvement of facilities for General Education, including tiered classrooms to seat 200 for community and student use
- Demolition of Bergwall Arena in Red Wing; construction of new Allied Health Addition
- Strategic renovation of existing spaces for new programs
- Design and construct conference centers on both campuses, exploration of corporate learning center at Tandeski Center
- Expansion of storage space at Red Wing

6-15 YEAR TIME LINE:
Projects that should be considered within the 6-15 year time horizon include:

- Revised and improved entries to support campus safety and efficiency
- Siting for parking needed to support new facilities and changing needs
- Potential Land acquisition
- Utility upgrades

Site master planning and utility analysis will be added to this report and updated over time.

16+ YEAR TIME LINE:
Projects that should be considered in the long-term time horizon include:

- Provide facilities for academic programs that support current and future market trends
- Provide on-campus housing for students, alumni, and the community to support life-long learning
- Improve and update outward appearance of campuses
- “Right-size” campus facilities for enrollment and service needs
SECTION II: COLLEGE PROFILE
2.1 COLLEGE LOCATION & HISTORY

- Four-Year MnSCU State Universities
- Two-Year MnSCU State Colleges
- Non-MnSCU schools
INSTITUTIONAL ROLE WITHIN MNSCU

UPDATING THE PLAN TO MEET MNSCU’S GOALS:
“To create campus-specific master plans that respond to academic missions, build on existing facilities, and offer a clear road map for capital planning.”

State-of-the-art campuses are no guarantee of educational quality, but they can help facilitate it.

Campus master planning offers lasting benefits. This plan is intended to be updated. If reviewed at least annually, the plan can help MSC-ST to:

- Foster distinctive campus character
- Create a welcoming environment for the community
- Preserve and maintain existing assets
- Avoid duplication and piecemeal projects
- Create a long-term understanding of campus facility needs
- Translate facility needs into capital planning
- Use capital planning as a sound and orderly basis for capital requests and fund-raising
- Identify and maintain educational cooperatives
COLLEGE HISTORY

Individual histories for each campus appear in Section III, Campus Profiles.

1949
The second public vocational-technical school in the State of Minnesota is founded in Winona.

1966
The building at 1250 Homer Road in Winona is funded. In fall 1967, the Homer Road facility opens its doors to students.

1971
The Winona facility is expanded and capacity is doubled.

1971
Red Wing becomes the 34th and final community in MN to be awarded an Area Vocational Technical Institute.

1973
308 Pioneer Road facility in Red Wing opens its doors to students.

1978
The Red Wing Energy Center is established.

1984
A 25,000 square-foot student center is completed in Winona to accommodate growing services to students.

1989
The Minnesota Technical Institute System, which includes Red Wing and Winona, becomes the Minnesota Technical College System.

1992
A new 73,000 square-foot Aviation Training Center is opened in Winona.

1995
Minnesota State Colleges and Universities (MnSCU) is created - a Mega-Merger of the Technical College System, the State University System, and the Community College System under a single governing board.

1999
Red Wing/Winona Technical College becomes Minnesota State College-Southeast Technical.

2000
The College is granted a 10-year re-accreditation by the Higher Learning Commission of the North Central Association.

2003
Southeast Technical becomes the second college in the Minnesota State College and University System to be awarded distance accreditation by the Higher Learning Commission, allowing the institution to offer certificates, diplomas and degrees online.

2005
Fastenal Company and Southeast Tech collaborate to design a new specialized degree program. The Higher Learning Commission approves an A.A.S. (Associate in Applied Science) degree in Industrial Distribution for Fastenal employees. Southeast Technical joins alliance with Winona State University, Rochester Community and Technical College, Pine Technical College and Ridgewater College, as one of four system designated “Centers of Excellence.” These five institutions, along with Benedictine Health System, Olmsted Medical Center, Olmsted Public Health, Winona Health and the Rochester and Winona Public Schools, form the Center for Integrated Health Science Education and Practice.
Distance learning, as defined today, has dramatically changed the face of education around the world. The unprecedented growth of online colleges and universities demonstrates to educators and administrators the void that “anytime-anywhere learning” fills, is in high demand. Historically, correspondence schools were one of the first distance education methods.

As information technology and communication converged, distance education has progressed to encompass a variety of instructional methods to reach and teach students where they are. To this end, Southeast Technical has made great strides in improving their distance learning options. They now offer fully online courses for the Microcomputers, Programming and Web Development, Medical Secretary, and Nanny programs. In addition, they offer an extensive list of hybrid courses in which the majority of work can be completed at a distance, although there may be required on-campus meetings or labs. Finally, some educators at Southeast Technical are using instructional television (ITV) for teaching their courses.

By developing these alternative means of delivery, Southeast Technical College is able to reach more students across a larger section of the region, thus fulfilling the community and technical college mission to:

“Serve the varied educational needs of our diverse populations in affordable, accessible and supportive settings.”

Southeast Technical has seen a steep rise in online credits sold - online general education credits jumped from 17% of credits sold to 60% of credits sold in the years since the adaptation of the Minnesota Transfer Curriculum in 2002 (Southeast Technical Newsbytes, February, 2006). This reflects both the need for transferable, general credits, and the importance of online course availability.

Also in 2002, Southeast Technical was the first MnSCU College to be fully accredited by the Higher Learning Commission to deliver degree programs totally online. In addition, Southeast Technical received an award from the American Association of Community Colleges, as the second most digitally connected community college in the rural and small college category.

There is always room for improvements in this area, however. Ac-
COLLEGE-WIDE LEADING PROGRAMS

TOP FIVE PROGRAMS

- Nursing
- Accounting
- Cosmetology
- Musical String Instrument Repair
- Heating, Ventilating, Air Conditioning, and Refrigeration

TOP TEN MAJORS

<table>
<thead>
<tr>
<th>Major</th>
<th>Headcount Enrollment</th>
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<tr>
<td></td>
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<td>Nursing</td>
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<td>Administrative Support</td>
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<td>Accounting</td>
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<td>Musical String Instrument Repair</td>
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<td>Cosmetology</td>
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<tr>
<td>Heating, Ventilating, Air Conditioning, and Refrigeration</td>
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<td>Carpentry</td>
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<td>Band Instrument Repair</td>
<td>72</td>
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<td>Network Administration and Technology</td>
<td>124</td>
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<tr>
<td>Automotive Technology</td>
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</table>

NEW DEGREE AVAILABLE

In July of 2006, Southeast Technical added a new degree offering: an online Bachelor of Science degree is now available to students at the associate degree level, regardless of their major.
2.2 COLLEGE DEMOGRAPHICS

REgional demOGRAPHICS

POPULATION BY AGE GROUP (IN PERCENTAGES)
(Dodge, Fillmore, Goodhue, Houston, Olmsted, Wabasha, and Winona)

<table>
<thead>
<tr>
<th></th>
<th>1990</th>
<th>2004</th>
<th>2010*</th>
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<tbody>
<tr>
<td></td>
<td>Under 20</td>
<td>20-64</td>
<td>Under 20</td>
</tr>
<tr>
<td>Dodge</td>
<td>34.0</td>
<td>52.8</td>
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<tr>
<td>Fillmore</td>
<td>30.3</td>
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<td>30.5</td>
<td>53.6</td>
<td>26.2</td>
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<tr>
<td>Houston</td>
<td>31.0</td>
<td>53.2</td>
<td>26.4</td>
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<tr>
<td>Olmsted</td>
<td>40.3</td>
<td>59.7</td>
<td>38.9</td>
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<tr>
<td>Wabasha</td>
<td>31.2</td>
<td>52.9</td>
<td>26.5</td>
</tr>
<tr>
<td>Winona</td>
<td>30.8</td>
<td>55.5</td>
<td>26.0</td>
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</table>

### REGIONAL DEMOGRAPHICS BY ETHNICITY

<table>
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<tr>
<th>Region</th>
<th>White, non-Hispanic</th>
<th>Black/African American</th>
<th>American Indian and Alaska Native</th>
<th>Asian</th>
<th>Native Hawaiian or other Pacific Islander</th>
<th>Persons of Hispanic or Latino Origin</th>
<th>Other</th>
<th>Total Population</th>
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<td>Dodge</td>
<td>94.8%</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.5%</td>
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<td>3.6%</td>
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<td>0.2%</td>
<td>0.0%</td>
<td>0.7%</td>
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<td>95.3%</td>
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<td>Houston</td>
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<td>2.0%</td>
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<tr>
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<td>3.6%</td>
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Source: U.S. Census Bureau Quickfacts 2007

### REGIONAL DEMOGRAPHICS BY AGE/GENDER

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<th>Region</th>
<th>Under 5 Years Old</th>
<th>Under 18 Years Old</th>
<th>65 Years Old and Over</th>
<th>Male</th>
<th>Female</th>
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<td>50.0%</td>
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<td>23.1%</td>
<td>18.6%</td>
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<td>50.4%</td>
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<td>Goodhue</td>
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<td>22.9%</td>
<td>15.1%</td>
<td>49.7%</td>
<td>50.3%</td>
</tr>
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<td>Houston</td>
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<td>50.5%</td>
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<td>Wabasha</td>
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<td>50.0%</td>
</tr>
<tr>
<td>Winona</td>
<td>4.8%</td>
<td>19.1%</td>
<td>13.6%</td>
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<td>50.4%</td>
</tr>
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</table>

Source: U.S. Census Bureau Quickfacts 2007
ENROLLMENT

Enrollment at Southeast Technical has shown a slight but steady increase each year during the 1990s. Full-time enrollment is now approximately 1,575, with a head count of 2,629. Most Southeast Technical students are local or regional, but some international students also enroll each year. The vast majority of students are Caucasian (91%). Minority populations are primarily Hispanic and African American, although Native American and Asian populations make up a small percentage of the enrollment. The current minority population is 9%.

Approximately 2/3 of Red Wing students commute and 1/3 are local, compared with Winona, where 2/3 of the students are local, and 1/3 commute. This difference is probably attributable to the specialty programs at Red Wing that attract students from farther away, as well as the proximity to the Twin Cities.

At Red Wing, the Musical Instrument programs acts as a magnet - such specialty programs are available at only two other locations in the United States, making this an attractive component of the school. Both Red Wing and Winona have large industrial bases that are able to support many programs.

Approximately 20% of students transfer into the College already holding a 4 year degree. This is largely due to the success and reputation of the musical instrument repair program.
### FALL 2005 ADMISSION STATUS

<table>
<thead>
<tr>
<th>CAMPUS</th>
<th>Non-PSEO HS</th>
<th>PSEO</th>
<th>Undergraduates Registered</th>
<th>Undergraduates Transferred</th>
<th>Non-Degree</th>
<th>Undergraduate Previous Degrees</th>
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<tbody>
<tr>
<td>Red Wing</td>
<td>0</td>
<td>4</td>
<td>113</td>
<td>32</td>
<td>4</td>
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<tr>
<td>Winona</td>
<td>1</td>
<td>6</td>
<td>225</td>
<td>75</td>
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<td>1</td>
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Source: Southeast Technical 2005

### PSEO TRENDS

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Source: Southeast Technical 2005
2.3 ACADEMIC GOALS

COLLEGE MISSION
Minnesota State College-Southeast Technical is dedicated to providing education for employment, skill enhancement, and retraining. The primary focus is to anticipate and meet the educational and training needs of students and employers.

Minnesota State College-Southeast Technical provides students with a strong foundation of general and technical education opportunities for acquiring knowledge, skills, and attitudes for a lifetime of learning. The college anticipates and responds to global, technological, and social changes.

Minnesota State College-Southeast Technical provides equal opportunity and recognizes individual needs in its education, service, and employment practices. Certificates, Diplomas, Associate in Science and Associate in Applied Science Degrees are awarded upon successful completion.

ACADEMIC GOALS

The Center of Excellence in the Health field remains a priority as new health programs are identified. Two programs being investigated are Surgical Technology and Radiological Technology. Radiological technology is especially attractive by the number of area specializations. The RN articulation with Winona State University’s BSN program provides a career ladder for all MSC-Southeast Tech’s LPN and RN graduates.

Academic growth is being supported through new program development. In addition to a new welding diploma offering starting August 2008, MSC-Southeast Technical is seeking a partnership with Winona State University for an Associate of Arts offering. In addition, MSC-Southeast Technical plans a partnership with Dakota County Technical College in the nanotechnology program.

Both the Red Wing and Winona campuses are looking at remodeling and or expansion enabling more program offerings. The purchase of Bergwall Arena in Red Wing and its planned remodeling will provide growth opportunities at the Red Wing campus.

If the Winona airport campus is sold, monies will be available to expanding the Homer Road facility. This will enable programs currently offered at the airport and new program offerings space for expansion and a single Winona location.

Red Wing and Winona have similar Academic goals. However, there may be programs offered at one campus only based on industry support and employment opportunity.
CURRENT ACADEMIC DEPARTMENTS

BUSINESS AND OFFICE CAREERS
- Accounting
- Administrative Support Careers
- Retail & Sales Management
- Supervisory Management

BAND/MUSIC
- Band Instrument Repair
- Musical String Instrument Repair

PHYSICAL HEALTH
- Nursing Mobility Program (2-year RN)
- Practical Nursing
- Professional Nanny/Family Child Care
- Therapeutic Massage Therapist

TRANSPORTATION
- Auto Body Collision Technology
- Automotive Technology
- Aviation Maintenance Technician
- Truck Driving

TECHNOLOGY
- Computer Majors
- Drafting and Design Technology
- Electronics Technology
- Network Administration & Technology

TRADES
- Carpentry
- Cosmetology
- Heating, Ventilating, Air Conditioning, & Refrigeration
- Industrial Technology
- Machine Tool and Die Technology

Southeast Technical currently awards Associate in Science degrees (AS), and Associate in Applied Science degrees (AAS) as well as diplomas (D) and certificates (C). Diplomas are given for the completion of programs 30-72 semester credits in length. Diplomas prepare a student for a skilled or semi-skilled profession. Certificates are given for completion of a specialized program 9-30 semester credits in length. A certificate provides the student with entry-level skills.
COMPONENTS OF THE ACADEMIC MASTER PLAN

THE STRATEGIC PLAN AND ACADEMIC PLANNING

The creation of the 2000-2005 academic plan was guided by the following goals:

- Provide programs and curriculum that ensure the success of all learners
- Maintain a professional environment and enhance the technical and teaching skills of faculty
- Provide services to support students and employees
- Utilize technology to enhance teaching and learning, administrative systems, and student support
- Promote the college to internal and external stakeholders

From these goals, the college community, system office, legislature, facilities designers, community interest groups, and others determined a set of future recommendations of how best to secure these goals. For lists of more specialized goals within various institutional areas, please see the Master Academic Plan 2000-2005 in the Appendix.
GOALS OF ACADEMIC AFFAIRS

The Academic Affairs department has compiled the following specific set of goals to be incorporated into academic programming:

- **Curriculum Goal** - Continue to develop college learning outcomes to be mastered by all diploma and Associate degree graduates, including developing communication, critical thinking, and workforce skills.
- **Curriculum Goal** - Offer new programs, including Associate in Arts degree in collaboration with Winona State University. Introduce one new program offering per year for the next five years.
- **Scheduling and Delivery Goal** - Increase efficiency in scheduling classroom space and faculty teaching load.
- **Scheduling and Delivery Goal** - Increase course offerings during non-traditional times, beginning with general ed, and later including programs with strong enrollment.
- **Scheduling and Delivery Goal** - Increase programs delivered by ITV and online.
- **Learning Community Goal** - Continue to seek out partnerships with community organizations, local residents, and the business community in order to provide life-long learning opportunities and Customized Training.
- **Instructional Goal** - Identify areas of concern as related to the student learning process and general ed courses, and determine if and how incorporated changes in courses assist students in attaining desired outcomes.

ACADEMIC ISSUES AFFECTING FACILITIES

Ongoing focus in key areas that are market responsive will continue to drive facilities needs. Key academic areas of focus include:

- Support of, and expansion of, the Center of Excellence in the Health Field
- Continued investment in Building Trades, including Welding
- Partnerships with Winona State University for an Associates of Arts Offering
- Expansion of program offerings on both campuses
COMPONENTS OF THE ACADEMIC MASTER PLAN CONTINUED

The areas of greatest emphasis for future planning have been identified as:

1) Through the implementation of campus specialization and right-sizing, the physical appearance of MSC-ST will be improved and will reflect the specific and general purposes and goals of the college.

2) Planning and budget will focus specifically on best use of facilities, training and support of faculty, equipment improvements, and maintenance to help the college continue to improve and grow.

3) Education delivery will expand and improve to attract a more diverse group of students through new technologies and programming, including fully online, hybrid, night, weekend and off-site courses.

4) All programs will be examined and enrollment rates will be taken into account when considering funding, space utilization, and the importance of each program to potential students and the outside community/workforce. All programs are examined annually, as well as on a five year schedule.

5) Partnerships with other colleges and industries will be sought out when economically feasible, with the goal of reaching and appealing to more learners, and assisting learners in entering their occupational field with a high level of preparedness. Partnerships will take into account regional development needs, demography, and expanding return on investment.

6) Technology will continue to be understood as having a vital role in the future of both educational institutions, improved learning processes, and potential earning power.

7) Centers of excellence and direct access to faculty will remain a priority.
TECHNOLOGY GOALS

The Technology Master Plan seeks to build on successes through the continued development of a high-speed campus network to exchange information and ideas. This will increase student and faculty access to services provided by South East Technical College on both campuses and remotely, integrating technology into the classroom environment. In the case of distance learning, this enhances the range of offerings available to students off campus.

One of the greatest benefits of integrating technology into the classroom is the opportunity for students to create electronic profiles to demonstrate and document their acquisition of skills in specific courses and across disciplines. Students will have the ability to share their experiences, coursework samples, important events, and other valid activities that are part of their educational experience. The faculty of Southeast Technical will be able to examine and assess students based on the progress they show during the entire academic career. Prospective employers will be able to explore much more thoroughly the kind of work, abilities, skills, and capabilities of our graduates. This will also serve as a recruiting tool, giving potential students a comprehensive image of coursework, student activities, and the electronic infrastructure of Southeast Technical. Financial considerations and IT support issues are likely to be the greatest factors in determining what ultimately happens. Therefore, a consultative approach will be employed to ensure that students, faculty, staff, and administration are able to contribute to the overall direction of the technology plan.
The vision for IT at Southeast Technical is to bring technology into the core learning process in order to create a campus learning network with opportunities for interactive learning with a diverse set of educational platforms and locations. Coupled with personal laptop computers means that information gathering and knowledge building can occur anywhere and anytime. In order to anticipate needs and changes over the future, efforts will be focused on exceeding the baseline services and minimum standards already determined to be suitable for the Southeast Technical campus.

A need to reorganize the IT unit has been identified. In particular, IT should strive for critical mass and one-stop shopping (for the customer). In light of this, IT should be reconsidered in the context of the college IT strategy and action plans. The design will need to be adjusted from time to time as needs change, but should be shaped by the following goals and objectives:

**NETWORK SYSTEMS**
Create a flexible, adaptable network capable of responding to the growing demand for bandwidth

- Increase the campus network capacity to support the growing demand for multimedia applications, video distribution, video-conferencing, and administrative operations.
- Maintain the service capacity of the network, increase its reliability, and plan for the growth of voice, data, and video
- Develop and implement a digital video distribution system over the campus network.

**ELECTRONIC CLASSROOMS**
Design, construct or renovate classrooms to provide for the integration of information technologies. Three types of electronic classrooms (EC) with progressive degrees of voice, data, video, computerization, and projection capabilities have been defined:

- EC Level 1 -
  1) A podium equipped with multimedia capable computer system.
  2) Access to campus network, video, and phone connections.
  3) Ceiling mounted video projection for computer display.
  4) Document camera to replace traditional overhead projection.
  5) Adjustable lighting providing easy visibility of projected information, enabling improved interaction and note taking.
  6) Permanent sound system.
• EC Level 2 -
  1) Same capabilities as Level 1.
  2) Podium will be equipped with a computer docking station.
  3) Docking station will provide integration to several peripheral devices.

• EC Level 3 -
  1) Same capabilities as Level 1.
  2) Add capacity for distance education and interactive television.

**STUDENT ACCESS**
Students will have universal access to state-of-the-art information technologies.

- Provide students with the opportunity to lease laptop computers
- Provide networked access to campus and Internet information resources from off-campus with an appropriate number of PPP modern connections
- Provide networked access to classrooms and study areas throughout the campus
- Provide non-traditional and distance learners with access to the Internet and campus networked data and video
- Provide instruction and training to students on electronic portfolio and resume development
- All students to have e-mail and Internet access.
- Identify student technology needs by working with the Student Senate

**DATA ACCESS**
Campus community will have direct access to data.

- Create a data warehouse with the data to address identified user needs
- Provide a supported standard for data access
- Provide training on data access methods
- Continued development of the campus Intranet by providing web access to the data warehouse
FACULTY INCENTIVES
Faculty will have IT training, incentives, and support necessary to convert from classroom-centered instruction to networked learning.

- Provide faculty with the computing power to create innovative instructional materials and IT-based approaches to educational activities
- Train faculty to create a basic understanding of IT for multimedia and hypermedia development
- Encourage innovative development of learning tools through the use of IT by providing a reward system for faculty who make innovative contributions
- Provide faculty with the classrooms and computer labs capable of handling newly developed learning tools
- Promote the use of e-mail, forums, listservs, groupware, and World Wide Web to enhance the sharing and interactivity among faculty and students

NETWORK, HARDWARE AND SOFTWARE STANDARDS
Consistent policies on supported hardware and software.

- Define supported hardware platform for on-campus users
- Define network software standards
- Define desktop application software standards
- Disseminate standards to increase user awareness
- Create a team to work on World Wide Web development issues.
- Create policies and standards on web page content, construction, and image

TECHNOLOGY IMPLEMENTATION PLAN
Based on the preceding goals, the following steps should be taken in order to ensure progress in creating an IT network that successfully enhance the academic offerings of Southeast Technical on and off campus.

- Bundle complementary technologies such as Media Services and ITV

Both Media Services and ITV make available equipment that provides avenues to enhance efforts aimed at improving the educational experience for students and the day-to-day work experience of faculty and administration.

More than forty public school districts in our area have recently added videoconferencing and are linked to the higher education system in Rochester.
Through the Learning Network of Minnesota, we are able to reach districts throughout the state and the rest of the wired world.

Deployment of desktop videoconferencing will begin soon. Locations such as the Learning Resource Center reference desk, key student-support offices, and distance learning will be the first to utilize this type of communication both on and off campus. As time passes, it is hoped that desktop videoconferencing will be considered as essential as the telephone. As this technology develops, users will realize a great deal of flexibility for spontaneous communication and maintain a high degree of individual control. Among other benefits, desktop viewers will see uncompressed, full-motion NTSC video that is interchangeable with room system performance.

- **Encourage Faculty Participation, Curriculum Development and Instructional Innovation**

Concerns for faculty development are many as IT has become widely adopted on campus. Already well underway is implementation of campus-wide hardware and software standardization. Faculty have opportunities to learn the applications appropriate to a discipline. To further assist faculty with curriculum development, an Integrated Technologies Center (ITC) will be established. Such an operation would provide a place for faculty to enhance their teaching skills, examine academically-sound multimedia products for possible inclusion in their own curriculum development efforts. Faculty would also have the opportunity to use high-end hardware and software for creating, editing, and reviewing their web development efforts.

The success of an ITC would depend on assembling a team with technological experience and creative talent that is able to work across disciplines. A team like this might comprise an electronic resources specialist, a web page designer, graphics designer, programmer, ITV expert, computer technician and distance learning specialist. Faculty would need only to request assistance to take advantage of the ITV.

- **Improve Facilities**
Space planning will be driven in part by the need to create facilities in line with service delivery and in part by changes in technology itself. Overall, the space provided for IT personnel is inadequate. Improvements are needed as follows:

1) Help Desk consolidation will require a single, appropriately appointed space for service delivery and collaboration among the help desk team.
2) Voice and date server facilities should be merged into a single space.
3) Planning for the IT facility needs to be factored into any strategic plan for the unit and its services.

- Financial Resources

Flexibility, a heavy investment in continuous improvement and staff development, and willingness by personnel to operate beyond the restrictive definitions of outmoded job descriptions are all critical to the success of this change process. In addition to this, adequate funding will be required to effectively execute these plans. Funding for these projects may be as follows:

1) MnSCU IT dollars
2) Grant dollars
3) Public / Private Partnerships
2.5 PLANNING PROCESS

PLANNING PROCESS TIMELINE

15 May 2006   Master Plan start-up meeting, Winona Campus
15 June 2006   Red Wing Campus Workshop and Fieldwork
16 June 2006   Winona Campus Workshop and Fieldwork
12 July 2006   Winona Campus Workshop and Fieldwork

Meeting with City of Winona Planning Staff to discuss campus/city relationship

13 July 2006   Winona Campus Workshop
14 July 2006   Red Wing Campus Workshop
23 August 2006 Review Progress w/ MnSCU Chancellor’s Office
24 August 2006 Submit 50% Draft

6 September 2006 Planning process put on hold due to divestment pending on Airport campus, Winona and Bergwall Arena, Red Wing

3 April 2007   Meeting in Red Wing to restart the planning process

26 June 2007   Workshop to review status of Bergwall Arena and Winona Airport Campus; review 90% draft issues related to Bergwall Arena and Winona Airport Campus

October 2007   Completion of missing data gathering

12 November 2007 Submit 90% Draft for review
SECTION 3: CAMPUS PROFILES
MSC-ST’S RELATIONSHIP TO SOUTHEASTERN MINNESOTA

The campuses of MSC-ST are located in the southeast corner of Minnesota in the historic Mississippi River towns of Red Wing and Winona. The College provides education for the region in the traditional career groups of Business-Office and Administrative Support, Computer Services, Management, Trade, Health Services, Technical and Industrial Programs. The Health Services program is the largest program on each campus and continues to grow.

The Musical Instrument Repair program offered in Red Wing is one of only three such programs in the country and expectedly draws students from throughout the nation. Continued needs in Health Care, Business, Construction and Cosmetology fuel the colleges other major programs.

In Winona and Red Wing, the department of Custom Training & Education provides extraordinary economic outreach to the region. The major clientele for these services are the lifelong learners throughout business and industry of Southeastern Minnesota. Custom Training provides on-site instruction at factories, service industries, and other business concerns.

DISTANCES BETWEEN CAMPUSES

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<thead>
<tr>
<th></th>
<th>Red Wing</th>
<th>Winona</th>
<th>Winona Airport Campus</th>
<th>Minneapolis/ St. Paul</th>
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<td>Minneapolis/ St. Paul</td>
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</table>
Bound together by the waters of the Mississippi River and the Hiawatha Valley, Minnesota State College-Southeast Technical is set in one of the most beautiful areas of the Upper Midwest. The links between the two cities traverse several centuries - the areas were connected by paths used by the local Native American tribes. Its locations provide opportunities for convenient access to a metropolitan area as well the security and hospitality of small cities. The college enjoys a regional reputation for the quality of its graduates and programs.
3.1 RED WING CAMPUS PROFILE

CAMPUS LOCATION

DOWNTOWN RED WING

RED WING CAMPUS
RED WING CAMPUS AREA HISTORY

The Native American chiefs of the local Mdewakanton tribe were given the name “Red Wing” because of their tribe’s use of a dyed swan’s wing as their symbol. The city of Red Wing is named in their honor. This city of 15,000 is located at the headwaters of Lake Pepin on the Mississippi River, only 50 miles from the metropolitan area of Minneapolis/St. Paul, which provides a vast array of resources and activities.

Red Wing is one of the leading manufacturing cities in Minnesota, housing industries that include shoes, pottery, leather, linseed oil, safety products, and robotic products. In addition, there is a two-unit nuclear power plant within the city limits (www.red-wing.org).

The City of Red Wing was awarded an Area Vocational Technical Institute in 1971 and the facility opened two years later. The Red Wing campus merged with Winona in 1992 to form Southeast Technical College. The college provides support for the region’s labor needs, including business, administrative, computer and IT, management, and health services, as well as industrial and manufacturing specializations.

Because the Red Wing campus is so close to the Twin Cities and other MnSCU campuses, they have opted to offer a number of programs that are unique or of direct benefit to the community.

These include Musical Instrument Repair, which draws students from all over the country; Continuing Education and Job Training, targeted to regional residents of Red Wing; and area trades and industry programs that can connect students with local, pre-existing industries.

Today, the campus continues the tradition of education and economic support for the city and region. The recently built Red Wing High School is located just east of the campus and provides additional opportunities for partnering and recruitment of students.

The Red Wing campus of Southeast Technical continues to evolve and keep pace with educational trends and regional needs. A major renovation of the current facility, scheduled for 2007, will create better academic and student service delivery and is just one example of this evolution.
3.2 WINONA CAMPUS PROFILE

CAMPUS LOCATION

DOWNTOWN WINONA

TO RED WING
TO AIRPORT CAMPUS

WINONA CAMPUS

SCALE: 1" = 1000'

WINONA MAIN CAMPUS
WINONA CAMPUS AREA HISTORY

Winona is set on the Mississippi River against the backdrop of beautiful high bluffs and countryside. It has a rich heritage that includes Indian mound builders, Father Louis Hennepin, and the lumber industry. Today’s city of 26,000 supports a variety of businesses that center around plastics, technology, manufacturing and agriculture. Its three institutions of higher learning, Winona State University, Minnesota State College - SE Technical, and St. Mary’s University - make Winona an educational destination. The conservative nature of the city helps bring a steadiness to the region.

The Winona campus was founded in 1949, as only the second public vocational-technical school in Minnesota. In 1966, they began construction on the building at 1250 Homer Road, the current main building of the campus, and it opened a year later. In 1971, the facility expanded and was able to double their capacity. In 1983, additions were built, and in 1992 the Winona Airport Campus was established. In this same year, Winona merged with Red Wing to become Southeast Technical, now known as Minnesota State College, Southeast Technical.

Because Winona is more remotely located from the Twin Cities than Red Wing, it offers slightly different program options. With Winona State University nearby, these two campuses are able to share programs in liberal arts and general education.

Current and future programs focus on community support and needs, reaching more students through emphasis on general education and fundamental skills like writing, reading and basic science. Web-based and off-site education opportunities are also critical in continuing to keep enrollment steady by adapting to changing needs.
3.3 WINONA AIRPORT CAMPUS PROFILE

CAMPUS LOCATION
WINONA AIRPORT CAMPUS HISTORY

The Southeast Technical Winona Airport Campus is located six miles northwest from the main Winona Campus. This 73,000 square-foot facility originally housed the Aviation Maintenance Technician program, established in 1992. In the past, this program had a large enrollment, drawing students from across the region. Recent trouble in the airline industry has diminished the promise of this offering and the college plans on moving the program to the Lake Superior College in Duluth, Minnesota. The relocation of the Aviation Maintenance program means that within the next few years, greater space will become available for other program uses.
SECTION IV: EXISTING FACILITIES AND SITE ANALYSIS

RED WING CAMPUS
CAMPUS CONTEXT & LAND USE

SINGLE FAMILY RESIDENTIAL NEIGHBORHOOD

MULTI FAMILY RESIDENTIAL BUILDINGS

SINGLE FAMILY RESIDENTIAL NEIGHBORHOOD
ACCESS & PARKING

SINGLE FAMILY RESIDENTIAL NEIGHBORHOOD

MULTI FAMILY RESIDENTIAL BUILDINGS

SINGLE FAMILY RESIDENTIAL NEIGHBORHOOD

Common Routes
Major Campus Entry
Minor Campus Entry
Major Building Entry
Minor Building Entry
RED WING

ENVIRONMENTAL FACTORS

SINGLE FAMILY RESIDENTIAL NEIGHBORHOOD

MULTI FAMILY RESIDENTIAL BUILDINGS

SINGLE FAMILY RESIDENTIAL NEIGHBORHOOD

TEMPERATURE AND PRECIPITATION

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SERVICE AND ENTRY

SINGLE FAMILY RESIDENTIAL NEIGHBORHOOD

MULTI FAMILY RESIDENTIAL BUILDINGS

SINGLE FAMILY RESIDENTIAL NEIGHBORHOOD

Common Routes
- Major Campus Entry
- Minor Campus Entry
- Major Building Entry
- Minor Building Entry

Service/Loading Area

Trash Area

ANTENNA FIELD
OPEN FIELD
OPEN
Pioneer Road
Highway 58

MINNESOTA STATE COLLEGE - SOUTHEAST TECHNICAL FACILITIES MASTER PLAN
SOCIAL GATHERING, RECREATION & ATHLETICS

- SINGLE FAMILY RESIDENTIAL NEIGHBORHOOD
- MULTI FAMILY RESIDENTIAL BUILDINGS
- SINGLE FAMILY RESIDENTIAL NEIGHBORHOOD

- Indoor Gathering/ Recreation spaces
- Outdoor Gathering/ Recreation spaces
Facility Name: Red Wing Main Building

Dates of Construction: 1973
Addition in 1994
Partial Remodeling in 2007

Current GSF: 99,143 SF

Current Uses: Classroom, Lab and Support spaces

CRV: $24,175*

Backlog: $2,634* (Total)
  HVAC: $1,300*
  Electrical Equipment: $1,063*
  Plumbing Fixtures: $272*

Facilities Condition Index (FCI): 0.12

Renewal/CRV: 1.37%

Average Annual Renewal: $313*

Average Annual Infrastructure: $77*

Mid-term:

*All dollar Amounts in 000's

The main campus building has historically been broken down into “pods.” The diagram above shows the building pod classification. The college is in the process of moving away from this classification in favor of a more traditional naming system.
# RED WING

## CLASSROOM UTILIZATION ANALYSIS

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<tr>
<th>Campus Totals</th>
<th>Classroom Categories</th>
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<tr>
<td></td>
<td>Lecture</td>
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<tr>
<td>Total Number of Classrooms</td>
<td>19</td>
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<tr>
<td>Total Assignable Square Feet</td>
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<tr>
<td>Average Assignable Square Feet/Classroom</td>
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<tr>
<td>Average Number of Stations/Classroom</td>
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<td>Assignable Square Feet/Station</td>
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<td>Average Enrollment/Classroom/Hour</td>
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<tr>
<td>Weekly Room Hours</td>
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<tr>
<td>Average Hours in Use Student Station Occupancy</td>
<td>45.96%</td>
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Source: MnSCU Fall 2006 Classroom Utilization Data Report
SPACE NEEDS FINDINGS
The outcome of this analysis identifies space surpluses and deficits when compared to existing facilities. The following findings are based on empirical observations made in the field and the data collected and analyzed by the consultant assuming the stated growth model.

1. Application of normative guidelines show that the Red Wing Campus has a surplus in both classroom and teaching laboratory space at the present time and projected to remain a surplus at the target year 2004. Open laboratory, academic offices, and other academic space show deficits at the target year of approximately 6,000 assignable square feet (asf). The overall academic space total shows a slight surplus of space in the target year within 5% of existing space on campus.

2. Instructional support space including administrative offices, other administrative space, library, and physical plant space show a deficit of approximately 1,300 asf or 11% in relationship to existing space in this category. Auxiliary space, including the student union, shows a 32% deficit or slightly over 2,500 asf.

3. There is presently 8,400 asf in inactive or conversion space which consists of the existing auto lab for which the program that used the space has been discontinued. [A need has been identified for a tiered classroom that could both be housed in this area.]

When added to the total academic space surplus, this inactive space creates an approximately 11,000 square foot surplus in total academic space.

4. Analysis of classroom, laboratory, and other academic space shows an adequate amount of space on the Red Wing campus to handle the projected increase in enrollment to the 2004 target year. Instructional support space, however, shows a deficit of space at the target year and needs to be considered when formulating the facility response to the Master Plan.

5. While the Campus shows a slight surplus of 9% or slightly over 7,200 asf, the buildings are arranged in such a manner as to support an academic wing and an academic support wing. The problems with space deficits and adjacencies occur in the academic support wing which includes the main entry into the building. The academic space wing will need conversion over time as new programs are developed to use the existing facilities. The instructional support wing needs to be renovated with additions of space required for community outreach and to satisfy the space deficits and student support needs of the campus.
CURRENT PROJECTS
The 2006 legislative session allocated $5.8 million dollars for capital projects and improvements at Southeast Technical. Over five million of these dollars will go to the Red Wing campus. The building at Red Wing was constructed in 1972 and is in need of improvements and right-sizing, as it has not been upgraded significantly in its lifetime. The college entrance and signage will be updated and clarified, expansion and upgrading of the library, cafeteria and student center will take place, and an expansion of the musical instrument labs will allow program growth.

In addition, the growing nursing and allied health programs will benefit from internal reorganization as the Student Affairs, Custom Services, and Business and Administrative Services are restructured and the building is right-sized. The Red Wing campus will also gain a new meeting room for campus and community gatherings from previously under-utilized space.

Source: http://www.southeastmn.edu/
WINONA CAMPUS
CAMPUS CONTEXT & LAND USE

WINONA EXISTING FACILITIES ANALYSIS

MAIN CAMPUS BUILDING

STORAGE/GARBAGE

OPEN

TRUCK RODEO

DRIVER TRAINING

TANDESKI CENTER

DRIVER TRAINING COURSE

DETENTION POND

SINGLE FAMILY RESIDENTIAL NEIGHBORHOOD

AREA MIDDLE SCHOOL

CEMETERY

WINONA MAIN CAMPUS

Homer Road

Highway-61
TEMPERATURE AND PRECIPITATION

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</thead>
<tbody>
<tr>
<td>Average High</td>
<td>24°</td>
<td>30°</td>
<td>42°</td>
<td>58°</td>
<td>71°</td>
<td>80°</td>
<td>85°</td>
<td>81°</td>
<td>74°</td>
<td>61°</td>
<td>44°</td>
<td>28°</td>
</tr>
<tr>
<td>Mean Temp.</td>
<td>14°</td>
<td>20°</td>
<td>32°</td>
<td>47°</td>
<td>58°</td>
<td>68°</td>
<td>74°</td>
<td>70°</td>
<td>61°</td>
<td>50°</td>
<td>35°</td>
<td>20°</td>
</tr>
<tr>
<td>Average Precip.</td>
<td>1.3 in</td>
<td>0.9 in</td>
<td>1.8 in</td>
<td>2.9 in</td>
<td>3.8 in</td>
<td>4.3 in</td>
<td>4.1 in</td>
<td>4.3 in</td>
<td>4.0 in</td>
<td>2.4 in</td>
<td>1.8 in</td>
<td>1.3 in</td>
</tr>
</tbody>
</table>
EXISTING FACILITY USES

- Classrooms - Practice
- Classrooms - Theory
- Classrooms - Laboratory
- Student Support
- Circulation
- Athletic Facilities / Recreational
- Offices
- Mechanical/Storage
EXISTING FACILITY USES

Circulation
Classrooms - Practice
Classrooms - Theory
Classrooms - Laboratory
Athletic Facilities / Recreational
Student Support
Offices
Mechanical/Storage

DRIVER’S TRAINING BUILDING
Building Condition Summary

Facility Name: Primary Academic and Administrative Building

Dates of Construction: 1966
Additions in 1971 and 1983

Current GSF: 132,891 sf

Current Uses:
Classroom, Lab and support spaces

CRV: $30,807*

Backlog: $1,258* (total)
Building Exteriors (hard): $409*
HVAC
  Equipment: $1,830*
  Controls: $82*
  Distribution: $1,518*
Electrical Equipment: $1,224*
Plumbing Fixtures: $313*
Built-in Equipment: $339*
Interior Finishes: $938*

Facilities Condition Index (FCI): 0.29, 0.20 and 0.04 (For Additions)

Campus Renewal/CRV: 1.71%

Campus Average Annual Renewal: $878*

Campus Average Annual Infrastructure: $211*

Campus Renewal forecast:

Short-term
Built-in Equipment $2,468* (2008)
Fire Protection Systems $113* (2009)
$23* (2011)
HVAC Controls $941*(2010) $403*(2012)
Roofing $12* (2011)

Mid-term
Building Exteriors $214* (2014)
Plumbing Rough-In $714* (2016)

*All dollar amounts in 000's
Facility Name:
Truck driving training facility and rodeo

Dates of Construction: 2000

Current GSF: 13,800 SF

Current Uses:
Classroom, Lab and support spaces

CRV: $3,181*

Backlog: None

Facilities Condition Index (FCI):
0.00

Campus Renewal/CRV:
1.37%

Campus Average Annual Renewal: $878*

Campus Average Annual Infrastructure: $211*

Mid-term:
Interior Finishes $120* (120)

*All dollar Amounts in 000's
BUILDING CONDITION SUMMARY

Facility Name:
Tandeski center (owned by MSC-ST Foundation)

Facility Name:
Storage/Warehouse

Dates of Construction: 1974

Current GSF: 9,000 sf

Current Uses: Storage

CRV: $801*

Backlog: None

Facilities Condition Index (FCI): 0.00

Campus Renewal/CRV: 1.71%

Campus Average Annual Renewal: $878*

Campus Average Annual Infrastructure: $211*

Short-term:
  Roofing $248* (2011)

*All dollar Amounts in 000's
### CLASSROOM UTILIZATION ANALYSIS

<table>
<thead>
<tr>
<th></th>
<th>Campus Totals</th>
<th>Lecture</th>
<th>Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Classrooms</td>
<td>24.00</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total Assignable Square Feet</td>
<td>36,463</td>
<td>22,661</td>
<td>13,802</td>
</tr>
<tr>
<td>Average Assignable Square Feet/Classroom</td>
<td>1,519</td>
<td>1,888</td>
<td>1,150</td>
</tr>
<tr>
<td>Average Number of Stations/Classroom</td>
<td>30.21</td>
<td>32.75</td>
<td>27.67</td>
</tr>
<tr>
<td>Assignable Square Feet/Station</td>
<td>50.29</td>
<td>57.66</td>
<td>41.57</td>
</tr>
<tr>
<td>Average Enrollment/Classroom/ Hour</td>
<td>18.21</td>
<td>20.11</td>
<td>16.84</td>
</tr>
<tr>
<td>Weekly Room Hours</td>
<td>23.58</td>
<td>19.75</td>
<td>27.42</td>
</tr>
<tr>
<td>Average Hours in Use Student Station Occupancy</td>
<td>43.61%</td>
<td>35.93%</td>
<td>51.30%</td>
</tr>
</tbody>
</table>

Source: MnSCU Fall 2006 Classroom Utilization Data Report
SPACE NEEDS FINDINGS

The outcome of this analysis identifies space surpluses and deficits when compared to existing facilities. The following findings are based on empirical observations made in the field and the data collected and analyzed by the consultant assuming the stated growth model.

1. Academic space on the Winona campus shows a 2% surplus or just slightly over 2,000 asf. Classrooms and teaching laboratories show a slight surplus and open laboratories, academic offices, and other academic space show deficits in these categories.

2. Instructional support space shows an overall surplus of 4,500 square feet which is somewhat skewed by a surplus of almost 6,000 asf in physical plant space. The library shows a substantial deficit as does other administrative departmental space.

3. The auxiliary space on campus, including the student union, shows a slight deficit of space primarily addressed in the need for additional space for the bookstore.

4. Outside organizations, primarily consisting of the Work Force Development Office space, use approximately 5,000 square feet.

5. The Winona campus laboratory findings are somewhat skewed by a surplus of over 15,000 square feet in the difference between total guideline asf and existing asf for the Aviation Maintenance program located at the airport.

The teaching laboratory facilities on the Winona Main Campus show various deficits to the point to where additional laboratory space is needed on campus.
WINONA AIRPORT CAMPUS
The airport campus occupies land that is leased from the city of Winona. MSC-ST owns the building on the site.
WINONA AIRPORT CAMPUS

ENVIRONMENTAL FACTORS

- PRIMARY WINTER WINDS
- SUMMER SUNSET
- WINTER SUNSET
- PRIMARY SUMMER WINDS
- SUMMER SUNRISE
- WINTER SUNRISE

RESIDENTIAL NEIGHBORHOOD

RAILROAD LINE

POND

AIRPORT CAMPUS BUILDING

RUNWAY

THEURER BOULEVARD

Galewski Drive

54TH AVENUE

RAILROAD LINE

ENVIRONMENTAL FACTORS
SOCIAL GATHERING, RECREATION AND ATHLETICS

- Indoor Gathering/Recreation spaces
- Outdoor Gathering/Recreation spaces
EXISTING FACILITY USES

Circulation
Classrooms - Practice
Classrooms - Theory
Classrooms - Laboratory
Athletic Facilities / Recreational
Student Support
Offices
Mechanical/Storage
Facility Name:

Dates of Construction: 1991

Current GSF: 70,042 SF

Current Uses:
- Classrooms, Laboratories, Student Support

CRV: $17,490*

Backlog: None

Facilities Condition Index (FCI): 0.00

Campus Renewal/CRV: 1.71%

Campus Average Annual Renewal: $878*

Campus Average Annual Infrastructure: $211*

Short-term:
- Interior finishes $642* (2009)
- Roofing $925* (2011)
- HVAC Controls $1,172* (2011)
- Fire Detection Systems $195* (2011)

Mid-term:
- Elevators $175* (2016)
- Built-in Equipment $370* (2016)

*All dollar Amounts in 000's
### CLASSROOM UTILIZATION ANALYSIS

<table>
<thead>
<tr>
<th>Classroom Categories</th>
<th>Campus Totals</th>
<th>Lecture</th>
<th>Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Classrooms</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Total Assignable Square Feet</td>
<td>28,150</td>
<td>3,028</td>
<td>25,122</td>
</tr>
<tr>
<td>Average Assignable Square Feet/Classroom</td>
<td>4,021</td>
<td>757</td>
<td>8,374</td>
</tr>
<tr>
<td>Average Number of Stations/Classroom</td>
<td>32.14</td>
<td>32.50</td>
<td>31.67</td>
</tr>
<tr>
<td>Assignable Square Feet/Station</td>
<td>125.11</td>
<td>23.29</td>
<td>264.44</td>
</tr>
<tr>
<td>Average Enrollment/Classroom/Hour</td>
<td>15.51</td>
<td>15.98</td>
<td>15.29</td>
</tr>
<tr>
<td>Weekly Room Hours</td>
<td>25.00</td>
<td>14.00</td>
<td>39.67</td>
</tr>
<tr>
<td>Average Hours in Use Student Station Occupancy</td>
<td>31.26%</td>
<td>21.11%</td>
<td>44.79%</td>
</tr>
</tbody>
</table>

Source: MnSCU Fall 2006 Classroom Utilization Data Report
SECTION V: FRAMEWORK FOR CAMPUS DEVELOPMENT
GENERAL RED WING CAMPUS DESIGN STRATEGIES

1) Provide updated facilities that promote educational and social gathering
2) Improve collegiate feel while remaining sensitive to current building trends

RED WING CAMPUS PRIORITIES

PRINCIPLES
- Use new and remodeled structures to convey collegiate “feel”
- Provide informal learning and social areas across the campus
- Provide health & fitness support through programs, policies & facilities
- Add more day-lighting to existing spaces
- Utilize outdoor space better
- Focus on environmental infrastructure
- Harness the enthusiasm of instructors
- Champion existing one-on-one contact
- Provide facilities to support changing academics and technology
- Focus on change agents
- Consolidate all activity onto main campus
- Maintain flexibility

INITIATIVES
- Focus on allied health wing expansion and remodeling
- Review site circulation and access; improve site lines
- Study synergy of conference center and flex space (for events like concerts, graduation, keynote speakers, etc.)
- Provide on-site exterior training space
- Improve acoustics (less transfer)
- Address storage needs close to conference rooms, as well as for administrative purposes
- Indoor air quality - flex training lab
- Improve internal acoustics
RED WING CAMPUS PROJECTS

The following stated initiatives underlie potential architectural projects that can be included in the master plan either as specific capital requests or as clusters of ongoing projects such as signage, sustainability practices and improved student support spaces. In the future, all HEAPR and capital projects should integrate sustainability considerations in the design and budgeting process.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Timeframe</th>
<th>Funding Source</th>
<th>Est. Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire, Demolish and Remove Bergwall Arena</td>
<td>0-2 Years</td>
<td>Bonding</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Undertake predesign study for Allied Health expansion/renovation</td>
<td>0-2 Years</td>
<td>College</td>
<td>$40,000</td>
</tr>
<tr>
<td>Design expansion/renovation of Allied Health (±10,000 sf)</td>
<td>0-2 Years</td>
<td>Bonding</td>
<td>$160,000</td>
</tr>
<tr>
<td>Design and construct new North outdoor courtyard adj. commons</td>
<td>0-2 Years</td>
<td>Bonding</td>
<td>$200,000</td>
</tr>
<tr>
<td>Create new outdoor gathering spaces</td>
<td>0-2 Years</td>
<td>College</td>
<td>$25,000</td>
</tr>
<tr>
<td>Upgrade site lighting and signage</td>
<td>0-2 Years</td>
<td>Bonding</td>
<td>$140,000</td>
</tr>
<tr>
<td>Construct training/service storage building on NW corner of campus</td>
<td>0-2 Years</td>
<td>Bonding</td>
<td>$650,000</td>
</tr>
<tr>
<td>Expand Pod #5 to the west to accommodate building trades</td>
<td>2-6 Years</td>
<td>Bonding</td>
<td>$950,000</td>
</tr>
<tr>
<td>Design/construct new rainwater gardens</td>
<td>2-6 Years</td>
<td>College</td>
<td>$30,000</td>
</tr>
<tr>
<td>Design and implement landscape plan for former Bergwall site</td>
<td>2-6 Years</td>
<td>College</td>
<td>$35,000</td>
</tr>
<tr>
<td>Repair surface parking area on east side of campus, add islands</td>
<td>2-6 Years</td>
<td>College</td>
<td>$140,000</td>
</tr>
<tr>
<td>Improve internal acoustics adjacent band/music/instrument areas</td>
<td>2-6 Years</td>
<td>College</td>
<td>$75,000</td>
</tr>
<tr>
<td>Construct expansion/renovation of Allied Health (±10,000 sf)</td>
<td>2-6 Years</td>
<td>Bonding</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Design/construct new East entry plaza &amp; accessibility ramps</td>
<td>6-12 Years</td>
<td>Bonding</td>
<td>$230,000</td>
</tr>
<tr>
<td>Repair surface parking area on east side of campus, add islands</td>
<td>6-12 Years</td>
<td>College</td>
<td>$220,000</td>
</tr>
<tr>
<td>Design/construct renovation of existing Allied Health (±25,000 sf)</td>
<td>6-12 Years</td>
<td>Bonding</td>
<td>$2,500,000</td>
</tr>
<tr>
<td>Campus wide sustainable initiatives</td>
<td>12-20+ Years</td>
<td>Bonding</td>
<td>$500,000</td>
</tr>
<tr>
<td>Design/construct Building Trades addition</td>
<td>12-20+ Years</td>
<td>Bonding</td>
<td>$3,000,000</td>
</tr>
<tr>
<td>Provide on-campus “Life-long Learning” Housing</td>
<td>12-20+ Years</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Expand Allied Health and other areas as required</td>
<td>12-20+ Years</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>
1) Acquire, demolish and remove Bergwall Arena
2) Undertake predesign and design study for Allied Health expansion/renovation (10,000 sf)
3) Design expansion and renovation of Allied Health
4) Construct pre-engineered Training/Service Storage building (10,000 sf)
NEAR TERM SITE PLAN (0-2 YEARS)

1) Design and Construct new North Outdoor Courtyard adj. Commons
2) Create several small outdoor gathering spaces
3) Upgrade site lighting and signage
4) Stabilize former Bergwall Site
RED WING
SHORT TERM BUILDING PLAN (2-6 YEARS)

1) Expand Pod #5 (NW Corner) to the west to accommodate building trades
2) Improve internal acoustics adjacent band/music/instrument repair areas
3) Construct expansion of Allied Health (+-10k sf)
1) Design/Construct New Rainwater Gardens
2) Design and Construct landscape plan for former Bergwall Arena site
3) Repair surface parking area on east side of campus and add landscaped islands
1) Construct Renovation of Existing Allied Health (+-25k sf)


3) Conduct Predesign Study for “Life Long Learning” On-campus housing

4) Conduct Predesign Study Allied Health/Wellness Expansion
1) Design/Construct New East Entry Plaza and Accessibility Ramps
2) Phase 2 of Repair of East Surface Parking Lot and Island Installation
3) Small Site Beautification Efforts near South Entry
RED WING
LONG-TERM BUILDING PLAN (12-20+ YEARS)

1) Campus Wide Sustainability Initiatives
2) Design/Construct Building Trades/Technology Addition
4) Design/Construct Expansion of Allied Health/Wellness and other areas as required
LONG-TERM SITE PLAN (12-20+ YEARS)

1) Landscape areas around new buildings and additions
2) Relocate service drive to accommodate building trades addition
3) Ongoing Sustainability Efforts
RED WING
LONG TERM VISION

- Training and Service Equipment Storage Building
- Building Trades Expansion
- Redesigned North Exterior Courtyard
- Completed Commons Renovation (2007)
- Allied Health Renovation
- Accessible Access from East Parking Lot
- Allied Health Expansion
- Phase 2, Long Term, Allied Health/Wellness Center
- New Lawn and Landscape in Former Bergwall Arena Footprint
- Rainwater Gardens
- New Arrival and Event Plaza
- Redesigned Parking Lot
- Redesigned East Entries (2)
Students can study and socialize in the designed open space once occupied by Bergwall Arena.

A new carpentry lab will support the growing program needs.

Rainwater gardens will capture runoff and gently disperse the water.

The event plaza will support exterior gatherings and programs.

Parking lot improvements: trees divide parking into smaller parking courts.

The Building Trades Expansion will support the new Welding Technology Program.

The Allied Health expansion and renovation will support nursing and health-related programming.

The Building Trades Expansion will support Automotive and Auto Collision Technology.

East entries: New entry will provide a more formal and welcoming access to the facilities from the main parking area.

New lighting will enliven the exterior and provide for increased security.
SHORT-TERM PROJECTS

A landscaped lawn located at the former Bergwall Arena site will provide exterior space for studying, socializing and relaxing to be enjoyed by both students and teachers.

A view of the redesigned north exterior courtyard looking southwest.
WINONA MAIN CAMPUS

GENERAL WINONA MAIN CAMPUS DESIGN STRATEGIES

The priorities and initiatives described herein are based on the assumption that the College will divest itself of the Airport Campus use the proceeds from that sale to return the programs found at that campus back to the main, Homer Road, campus in Winona.

WINONA CAMPUS PRIORITIES

PRINCIPLES
- Focus on environmental infrastructure
- Harness the enthusiasm of instructors
- Champion existing one-on-one contact
- Provide facilities to support changing academics and technology
- Focus on change agents
- Consolidate all activity onto main campus

INITIATIVES
- Balance large/small classroom
- Improve classroom performance characteristics (ASI/Station)
- Provide more flexibility in classrooms
- Ensure adequate parking
- Explore proprietary teaching aids/equipment storage adjacent classrooms
- Improve acoustics (transfer)
- Improve Indoor air quality
- Space for graduation on campus
WINONA MAIN CAMPUS PROJECTS

The following stated initiatives underlie potential architectural projects that can be included in the master plan either as specific capital requests or as clusters of ongoing projects such as signage, sustainability practices and improved student support spaces. In the future, all HEAPR and capital projects should integrate sustainability considerations in the design and budgeting process.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Timeframe</th>
<th>Funding Source</th>
<th>Est. Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predesign study for expansion - Carpentry, Drafting, Machine Tool, Industrial Maintenance and Welding</td>
<td>0-2 Years</td>
<td>Other</td>
<td>$40,000</td>
</tr>
<tr>
<td>Design and construct new outdoor sign</td>
<td>0-2 Years</td>
<td>College</td>
<td>$80,000</td>
</tr>
<tr>
<td>Reconfigure portion of North parking lot</td>
<td>0-2 Years</td>
<td>College</td>
<td>$50,000</td>
</tr>
<tr>
<td>Predesign study for expansion - Allied Health</td>
<td>0-2 Years</td>
<td>College</td>
<td>$40,000</td>
</tr>
<tr>
<td>Landscape Northeast entry and create seating area</td>
<td>0-2 Years</td>
<td>College</td>
<td>$30,000</td>
</tr>
<tr>
<td>Introduce small, but visible, sustainability initiatives</td>
<td>0-20+ Years</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Return Carpentry, Drafting, Machine Tool, Industrial Maintenance and Welding to campus</td>
<td>2-6 Years</td>
<td>Other</td>
<td>$1,600,000</td>
</tr>
<tr>
<td>Convert Cosmetology to multi-use lecture or classrooms</td>
<td>2-6 Years</td>
<td>Other</td>
<td>$350,000</td>
</tr>
<tr>
<td>Expand Auto Body to North and into portion of former Auto Mech.</td>
<td>2-6 Years</td>
<td>Other</td>
<td>$800,000</td>
</tr>
<tr>
<td>Expand Auto Mechanics and renovate interior of existing Auto Mech.</td>
<td>2-6 Years</td>
<td>Other</td>
<td>$1,250,000</td>
</tr>
<tr>
<td>Expand Allied Health (±4,900 sf) and renovate existing interior</td>
<td>2-6 Years</td>
<td>Bonding</td>
<td>$1,300,000</td>
</tr>
<tr>
<td>Explore shared opportunities with Tandeski Center</td>
<td>2-6 Years</td>
<td>Other</td>
<td>TBD</td>
</tr>
<tr>
<td>Break down visual scale of parking adding islands/gardens</td>
<td>2-6 Years</td>
<td>College</td>
<td>$120,000</td>
</tr>
<tr>
<td>Explore satellite storage facility</td>
<td>2-6 Years</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Connect to the community trail system</td>
<td>2-6 Years</td>
<td>College</td>
<td>$40,000</td>
</tr>
<tr>
<td>Update numerous classrooms to current collegiate standards</td>
<td>2-12 Years</td>
<td>Bonding</td>
<td>$1,800,000</td>
</tr>
<tr>
<td>Expand to add Machine Tool and Industrial Maintenance (±6,000 sf)</td>
<td>6-12 Years</td>
<td>Bonding</td>
<td>$1,200,000</td>
</tr>
<tr>
<td>Classroom and Lab expansion (±15,000 sf)</td>
<td>6-12 Years</td>
<td>Bonding</td>
<td>$3,000,000</td>
</tr>
<tr>
<td>Adapt building plan to changing academic needs</td>
<td>12-20+ Years</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Strengthen physical connections to surrounding community</td>
<td>12-20+ Years</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>
WINONA MAIN CAMPUS
NEAR-TERM BUILDING PLAN (0-2 YEARS)

1) Conduct Predesign for Expansion to Building Trades - to allow Carpentry, Drafting, Machine Tool, Industrial Maintenance and Welding programs to return to Main Campus from former Airport Campus

2) Conduct Predesign Study for Expansion to Allied Health

3) Introduce small, but visible, sustainability initiatives
NEAR-TERM SITE PLAN (0-2 YEARS)

1) Design, construct and install new outdoor campus sign
2) Reconfigure portion of North parking lots
3) Landscape NE entry and create seating area
4) Introduce small but visible sustainability initiatives
1) Design/Construct Addition to Return Carpentry, Drafting, Machine Tool, Industrial Maint. and Welding programs to Main Campus (+-13,000 sf)

2) Convert Cosmetology to 2-4 multi-use lecture or classrooms

3) Expand Auto Body to North (+-6,300 sf) and into portion of relocated Auto Mech.

4) Expand Auto Mechanics and renovate interior

5) Expand Allied Health (4,900 sf) and renovate interior

6) Update selected classrooms to current collegiate standards

7) Explore shared opportunities with Tandeski Center

8) Explore use of satellite storage facility

9) Improve signage and wayfinding throughout building

10) Introduce small but visible sustainability initiatives
1) Add islands and gardens to existing parking areas to break down scale and aid in stormwater management
2) Connect to community trail system
3) Introduce small but visible sustainability initiatives
1) Expand facility to Add Additional Machine Tool and Industrial Maintenance Space (+-6000sf)

2) General Classroom and Lab Expansion and General Remodeling/Updating
WINONA MAIN CAMPUS
LONG-TERM BUILDING PLAN AND SITE PLAN (12-20+ YEARS)

1) Upgrade and Remodel Classrooms and support areas as required to accommodate learning and knowledge exchange in 2025 and beyond.

2) Continue to strengthen physical connections to the surrounding community

3) Continue to implement and undertake sustainability initiatives
WINONA MAIN CAMPUS
SHORT-TERM PLAN (2-5 YEARS)
ILLUSTRATIVE VIGNETTES

EXPAND FACILITY TO ALLOW RETURN OF CARPENTRY AND DRAFTING FROM FORMER AIRPORT CAMPUS

RELOCATE COSMETOLOGY TO EAST END OF FACILITY AND CONVERT SPACE TO CLASSROOMS

RENOVATE FOR AUTO MECHANICS

EXPAND AUTO MECHANICS

AUTOBODY EXPANSION

EXPAND ALLIED HEALTH

REDESIGNED PARKING LOT

NEW RAINWATER GARDENS

NEW PUBLIC ENTRY TO COSMETOLOGY AND ALLIED HEALTH

COMPLETED MAIN ENTRY (2007)

ALLIED HEALTH RENOVATION

COMPLETED COMMONS AND LIBRARY
A new main entry guides students to Cosmetology and Allied Health through the renovated parking lot.

Connections to city trail system link campus and community.

On campus recreational, lounge and study space is important for student retention.

Accurate and clear signage assists visitors and students with wayfinding.

Drafting and carpentry will require space since the sale of the Airport Campus.

Autobody Mechanic requires a large area for hands-on learning.

Rainwater gardens will capture runoff and gently disperse the water.

Updated lighting adds aesthetic and safety value.
WINONA
SHORT-TERM PROJECTS

The building trades expansion will allow Carpentry, Drafting, Machine Tool, Industrial Maintenance and Welding programs to return to the main campus.

The Northeast entry to the campus will provide students and teachers an exterior break-out area through landscaping and seating.
WINONA MAIN CAMPUS
MID-TERM BUILDING PLAN (6-15 YEARS)

1) Classroom and laboratory expansion (15,000 sf)
2) Update classrooms to current collegiate standards
3) Explore Hospitality training by joint use of Tandeski Center
1) Construct rain water garden and drainage system
2) Connect to community trail system
1) Partnership opportunities with Tandeski Center
2) Adapt plan to respond to academic needs
3) Evaluate partnership opportunities with local and regional community
LONG-TERM SITE PLAN (16+ YEARS)

1) Continue to implement and support sustainable initiatives
2) Strengthen physical connection to commercial areas and surrounding uses
MSC - ST intends to divest itself of the Winona Airport Campus and to move those uses to the Main Winona Campus.
SECTION VI: CAPITAL PLAN
IMPROVEMENT, REGIONAL OPPORTUNITIES AND PARTNERSHIPS
6.1 REGIONAL OPPORTUNITIES

Other growth opportunities include expansion of the Tandeski Center in Winona to include a hotel with meeting and convention space. Tandeski Center is located geographically in a wooded area with a creek which features walking paths and space for outdoor activities. Currently the president is working with local real estate and development companies to market/develop the project. This expansion is planned with partnerships with local corporations needing meeting and training space for out of town employees. In addition, the new center will draw new business to the area. Also, the Academic department plan on developing new programs to train students in careers aligned with a hospitality and tourism focus.
## COLLEGE-WIDE PROSPECTIVE PROJECTS

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Target Date</th>
<th>Responsible Person</th>
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<tbody>
<tr>
<td><strong>RED WING CAMPUS</strong></td>
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<tr>
<td>Expand Pod #5 to the west to accommodate building trades</td>
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<td>Demolish and remove Bergwall Arena</td>
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<tr>
<td>Undertake predesign study for Allied Health expansion/renovation</td>
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<tr>
<td>Design expansion of Allied Health (to North ±10,000 sf)</td>
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<td>Create predesign for future conference center</td>
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<td>Create new outdoor gathering spaces</td>
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<td>Create and implement landscape plan for former Bergwall Arena Site</td>
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<td>Repair parking surrounding former Bergwall Arena</td>
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<td>Upgrade site lighting and signage</td>
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<tr>
<td>Improve internal acoustics adjacent band / music / instrument areas</td>
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<tr>
<td><strong>WINONA CAMPUS</strong></td>
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<tr>
<td>Return Carpentry and Drafting programs to Main Campus</td>
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<td>Convert Cosmetology to multi-use lecture or classrooms</td>
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<td>Reposition Auto Repair/Mechanics, Electronics and Network space vacated by the move to the Airport Campus</td>
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<td>Expand Auto Body into portion of former Auto Mechanics</td>
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<tr>
<td>Expand Allied Health into portion of former Auto Mechanics</td>
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<tr>
<td>Improve signage and wayfinding</td>
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<td>Reconfigure portion of North parking lot</td>
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<tr>
<td>Explore shared opportunities with Tandeski Center</td>
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<tr>
<td>Introduce small but visible sustainability initiatives (ie. rainwater gardens, pervious paving, etc.)</td>
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<tr>
<td>Site design/gardens to break down scale of asphalt parking</td>
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<td>Explore satellite storage facility</td>
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<tr>
<td>Connect to community trail system</td>
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