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NOTE: This Comprehensive Facilities Master Plan merges Framework for Campus and Building Development into one section and is therefore comprised of five sections instead of six.
SECTION I: FACILITY MASTER PLAN SUMMARY
06/27, 2016

Mr. Daniel Holtz
Vice President of Finance and Operations
Ridgewater College
2101 15th Avenue NW
Willmar, MN 56201

Re: Ridgewater College Facilities Master Plan Update

Dear Mr. Holtz,

We are pleased to submit to you the Ridgewater College Facilities Master Plan. This document, approved by Ridgewater College, meets the requirements of the Minnesota State Colleges and Universities guide for master plan updates.

Please grant us this opportunity to thank you, the staff, and faculty who participated throughout the development of the Ridgewater College Facilities Master Plan. The development of a realizable Master Plan for the college was made possible through their engagement, enthusiasm, and constructive feedback. We look forward to seeing the future implementation of projects outlined within the capital plan, and assisting Ridgewater College in continuing this process.

Best Regards,

Thomas Dobbs, R.A., C.I.D., NCARB, LEED-AP
Principal

Hay Dobbs P.A.
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June 23, 2016

The Master Facilities Plan of Ridgewater College supports Minnesota State’s strategic directions and is both a reflection of our mission and values and supportive of them. Ridgewater College’s mission is to provide quality educational opportunities for diverse student learners in an inclusive, supportive and accessible environment. We value a learning environment that:

- Focuses on student needs and student success.
- Equips students to think critically and creatively, solve problems, and adapt to a rapidly changing world.
- Embraces diversity of thought, diversity of individual background, and affirms the worth and dignity of each individual.
- Focuses on continuous improvement by establishing success indicators, measuring against those indicators and using the results to make strategic decisions.
- Promotes ethical and honest behavior and accountability at both an institutional and individual level.
- Demonstrates and reinforces the value of lifelong learning.
- Reaches beyond the college’s walls to the community, the region, and the world.

A commitment to those values is reflected throughout the Facilities Master Plan and support directly and indirectly the college’s master academic plan goals as well.

- Master Academic Plan Goal 1: Promote Access to the College
- Master Academic Plan Goal 2: Commit to Student Learning
- Master Academic Plan Goal 3: Promote Economic Vitality
- Master Academic Plan Goal 4: Exemplify Innovation and Collaboration

Master Facility Plan Goals

- Create More Places to Support a Culture of Collaboration
- Create a More Contemporary Feeling Campus
- Reduce Deferred Maintenance Backlog
- Create Multi-Functional/Flexible Spaces
- Express and Support the Ridgewater College Brand

All of Ridgewater’s constituent groups, faculty, staff, and administration as well as community members were consulted in the process of developing this plan. The plan will guide Ridgewater College into the future and support our efforts to serve students and the region.

Sincerely,

Douglas W. Allen
President
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1.1 Executive Summary

Ridgewater College has campuses in Willmar, MN and Hutchinson, MN and primarily serves Central and West Central Minnesota. Ridgewater College was established in 1996 when the Willmar Community College merged with the Hutchinson-Willmar Regional Technical College. Ridgewater College was formed as a community and technical college, and has a headcount enrollment of 3,753. The college also serves an additional 7,837 learners through Customized Training and Continuing Education programs. The largest programs at Ridgewater College include, Advanced Manufacturing, Agriculture, Liberal Arts and Sciences, Nursing/Allied Health, Administrative Support and Veterinary Technology.

The planning process used to develop the Ridgewater College master plan update was based on a five-phase planning process unique to Hay Dobbs. During the early phases of the work extensive research, data collection, polling and listening were undertaken. Online surveys were used to gather input from faculty, staff and students from all of the campuses. During all phases of the master plan process, there were meetings, workshops, surveys, and presentations with the Master Planning Advisory Committee. The data, input, and information gathered throughout the process was instrumental in working with Ridgewater College to develop principles and initiatives that reflect the college’s values, and both short and long-term goals. Meeting agendas, workshop information, and other supporting material can be found in the appendix.

The Ridgewater College campus locations are within Kandiyohi and McLeod counties. Kandiyohi County and the City of Willmar are seeing slow, but steady growth. McLeod County has shown a slightly faster, but equally as steady rate of growth. Ridgewater College’s enrollment has fluctuated over the past 10 years, but has shown a slight decline overall. Current projections show enrollment stabilization at near 2,900 students by 2017. These trends continue to inform the current master plan update.

This Facilities Master Plan Update articulates necessary maintenance and facilities improvements at each of the Ridgewater College Campuses. The update is created within the context of working toward a long-term campus vision by implementing strategic short and mid-term projects. Ridgewater College has developed the following principles to guide projects that will support and strengthen top-tier programs, improve overall student success, and strengthen the Ridgewater College brand:

- Create more places to support a culture of collaboration
- Create a more contemporary feeling campus
- Reduce deferred maintenance backlog
- Create multi-functional / flexible spaces
- Express and support the Ridgewater College Brand

The industries served by many of the top programs at Ridgewater College are rapidly changing, and as such, the college must update its current facilities to ensure that graduates are well prepared to enter the workforce. Continuing the development of top-tier programs ensures that the Ridgewater College can remain a leader amongst peer institutions, helping to attract prospective students. Repurposing underutilized spaces into collaborative study and learning areas will enhance student success and create a more active and engaging collegiate environment. Future construction projects will reduce critical deferred maintenance needs while growing key programs that differentiate and define Ridgewater College while supporting recruiting and retention of students.
1.2 Master Plan Update Summary

This Facilities Master Plan Update contains short and mid-term projects to address identified campus needs. The immediate implementation of facility improvements are necessary to ensure that the campus environment can support long-term college goals.

Ridgewater College is a multi campus college with unique program offerings and is a leader among peer institutions. Although the needs of the Hutchinson and Willmar campuses are different, the college has a strong, cohesive vision and a commitment to excellence. Through the Master Plan Update process, the Ridgewater College has identified a number of short and mid-term projects that will address current and future needs at all campus locations. Ridgewater College has developed the following principles to inform the master plan process:

- Create more places to support a culture of collaboration
- Create a more contemporary feeling campus
- Reduce deferred maintenance backlog
- Create multi-functional / flexible spaces
- Express and support the Ridgewater College Brand

Through the planning process, the guiding principles were used to provide a framework for discussion and develop a more specific set of initiatives. Ridgewater College developed the following initiatives to identify needs and solutions at all campus locations:

- Address deferred maintenance
- Convert underutilized common areas into collaborative spaces
- Introduce more collaborative classroom space
- Repurpose underutilized spaces
- Improve campus landscape
- Leverage robust programs

The master plan update identifies projects that address critical needs as identified by Ridgewater College. These projects are developed within the framework provided by the guiding principles and initiatives and are in pursuit of long-term campus goals. Ridgewater College is committed to strengthening top-tier programs and remaining a leader among peer institutions. Through the master plan process and with the participation of the campus community, projects were identified and prioritized for each respective campus. An implementation schedule was developed for each campus as well as for the college as a whole, for capital requests and other funding opportunities.
Improvement Opportunities - Hutchinson Campus:

The main Hutchinson Campus houses the growing Welding, Manufacturing, and Non-Destructive Testing programs. The Ridgewater College Business Development Center, formerly known as the Hutchinson East Campus, supports number of industry partnership opportunities and specialized training. There is significant need to expand the Advanced Manufacturing space to effectively prepare students for a rapidly growing and changing industry. Ridgewater College has identified key actions necessary to align the campus with long-term college goals:

- Reduce deferred maintenance
- Expand Welding and Advanced Manufacturing lab space
- Create additional collaborative spaces in common areas
- Replace roof at the Business Development Center
- Refresh classrooms and common areas
- Relocate and consolidate fragmented program elements
- Enhance east entry to improve appearance, wayfinding, and expression of the Ridgewater College Brand

*An expanded discussion of improvement opportunities is available in Section IV*

*Unless otherwise noted, projects listed are at the Hutchinson Main Campus*
Improvement Opportunities

Improvement Opportunities - Willmar Campus:

The Ridgewater College Willmar Campus is home to several of the college’s top programs. The Agriculture and Sciences programs, located on the Willmar Campus, are in need of additional lab space to support growth and a rapidly changing industry need, driven largely by the infusion of robust technology into these industries. In addition to facility updates to support program growth, the campus will take advantage of underutilized common areas through repurposing them into collaborative learning spaces. Ridgewater College has identified a number of key improvement opportunities at the Willmar Campus:

• Reduce deferred maintenance
• Create collaborative Business Classrooms/Business Hub
• Develop new collaborative study spaces
• Construct a new Ag Mechanics lab to support a new Agricultural Equipment Service Technician program
• Construct a new teaching greenhouse to support growth and change in the Agriculture and Science programs
• Refresh classrooms and common areas
• Continue to renovate toilets throughout campus
• Upgrade and improve the gym entry

An expanded discussion of improvement opportunities is available in Section IV
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Ridgewater College includes campuses in Hutchinson, Minnesota and Willmar, Minnesota. The Hutchinson Campus is approximately 65 miles from Minneapolis/St. Paul and the Willmar Campus is approximately 100 miles from Minneapolis/St. Paul. The two campuses are approximately 50 miles apart.
Distance Between MnSCU Campuses*

<table>
<thead>
<tr>
<th></th>
<th>Ridgewater Hutchinson</th>
<th>Ridgewater Willmar</th>
<th>SCSU/SCTC</th>
<th>Alexandria TCC</th>
<th>MSU Mankato/SCC</th>
<th>SMSU</th>
<th>MnWest - Granite Falls</th>
<th>Twin Cities Metro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ridgewater Hutchinson</td>
<td>50</td>
<td>57</td>
<td>110</td>
<td>67</td>
<td>100</td>
<td>69</td>
<td>65</td>
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<tr>
<td>Ridgewater Willmar</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCSU/SCTC</td>
<td>57</td>
<td></td>
<td></td>
<td>63</td>
<td></td>
<td>106</td>
<td>68</td>
<td>37</td>
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<td></td>
</tr>
<tr>
<td>MSU Mankato/SCC</td>
<td>110</td>
<td>64</td>
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<td></td>
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<tr>
<td>SMSU</td>
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<td>106</td>
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<tr>
<td>MnWest - Granite Falls</td>
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<td></td>
<td>68</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Twin Cities Metro</td>
<td></td>
<td></td>
<td></td>
<td>65</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Distances are in miles and approximate
Main (Site 1) and Business Development Center (Site 2)

This map was created for display purposes only. It should not be used for accurate measurements or where a survey is required.

Sources: McLeod County, Ridgewater College Master Plan (2005), USDA FSA DOQ (2008).
Main Campus Boundaries - Hutchinson

Ridgewater College
Hutchinson Main Campus

As of June 30, 2009

This map was created for display purposes only. It should not be used for accurate measurements or where a survey is required.

Sources: McLeod County, Ridgeview College Master Plan (2005), USDA FSA DOQ (2008).

Faculty and Student Services
Institution Buildings:
1 - Main Building
2 - Maintenance Building
3 - NDT Shelter

Master Plan Boundary
Owned Property
Building Roof Top
President's Office

As of June 30, 2009
This map was created for display purposes only. It should not be used for accurate measurements or where a survey is required.

Sources: McLeod County, Ridgeview College Master Plan (2005), USDA FSA DOQ (2008).
Main Campus Boundaries - Willmar

Ridgewater College
Willmar Campus

Sources: McLeod County, Ridgewater College Master Plan (2005), USDA FSA DOQ (2008).
Ridgewater College was established in 1996 when Willmar Community College merged with the Hutchinson-Willmar Regional Technical College. Ridgewater College was formed as a community and technical college, and has an enrollment that has grown to more than 3,700 students (head count enrollment). As a comprehensive college, Ridgewater College offers students a wide array of programs that range from certificates to two-year associate degrees.

Willmar Community College was established on March 7, 1961, and is located on land and facilities formerly used by a United States Air Force Radar Station. Willmar Community College was a comprehensive institution offering technical programs, college transfer courses and continuing education classes.

In 1963, the Minnesota Legislature created a State Junior College Board authorized to develop and govern a system of public junior colleges. As a result of this action, Willmar Community College was divided (in 1965) into two campuses and identities: Willmar State Junior College and Willmar Area Vocational-Technical Institute. In 1969 when separate funding became available for new facilities at both institutions, the two schools hired the same architecture firm to maintain a consistent aesthetic at the two campuses. Several name changes occurred whereby Willmar State Junior College reassumed the name of Willmar Community College and Willmar Area Vocational-Technical Institute eventually became Willmar Technical College.

In 1969, The State Board of Technical Education designated Hutchinson as a location for a vocational technical institute which led to the opening of Hutchinson Area Vocational Technical Institute in 1972. The original facility was expanded in 1976 and 2001. In 1992, Willmar Technical College and Hutchinson Technical College were consolidated to create Hutchinson-Willmar Regional Technical College.

1961: Willmar Community College was established on a former US Air Force Base.

1963: The 1963 Minnesota Junior College Act was passed

1965: The College was divided into two campuses (Willmar State Junior College, Willmar Area Vo-Tech Institute).

1969: The two schools hired the same architect to maintain a consistent aesthetic between the two campuses.

1969: The State Board of Technical Education designated Hutchinson as a location for a new vocational technical institute.

1972: Hutchinson Area Vocational Technical Institute opens.


1996: Hutchinson-Willmar Regional Technical College and Willmar Community College merged to form Ridgewater College.
1.4 Regional Demographics

Kandiyohi County - Willmar Campus:

According to estimates from the Minnesota State Demographic Center, Kandiyohi County and the city of Willmar are seeing slow, but steady population growth. From 2000 to 2010, Kandiyohi County grew 2.5% (from 41,203 to 42,239). The Minnesota State Demographer expects to see continuing growth in Willmar and Kandiyohi County in the future. Projected population changes in Kandiyohi County mirror the state overall, but on a smaller scale. According to the 2010 Census, Kandiyohi County had a population of 42,239.

McLeod County - Hutchinson Campus:

According to the 2010 Census, McLeod County is seeing steady population growth. From 2000 to 2010, McLeod County grew 5% (from 34,898 to 36,651). According to estimates from the Minnesota State Demographic Center, this growth is expected to continue at a steady rate.

The ethnicity of the regional populations has changed significantly; a trend that is projected to continue. A report from the state demographer’s office, “Minnesota Population Projections by Race and Hispanic Origin 2000-2005” included the following projections:

- Minnesota’s nonwhite and Latino populations will grow substantially faster than the white population
- Nonwhite and Latino populations are younger and will continue to be so in the future
- In every racial and ethnic group, the middle-aged and older population will increase more rapidly than the younger population
Regional Demographics

<table>
<thead>
<tr>
<th>People Growth Projections</th>
<th>White</th>
<th>Black</th>
<th>Asian</th>
<th>American Indian</th>
<th>Mixed Race</th>
<th>Hispanic /Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth 2000-2015</td>
<td>11%</td>
<td>64%</td>
<td>69%</td>
<td>32%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>Growth 2015-2030</td>
<td>6%</td>
<td>31%</td>
<td>31%</td>
<td>21%</td>
<td>73%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Caucasian
- Older on average; by 2030, only 18% under age of 15 and 23% age 65 or older
- Suburban and north central counties showing highest rates of growth

African-American
- Will remain Minnesota’s largest nonwhite racial group
- Will share in the general aging of the population
- Rate of growth is projected to be greater in suburban counties

Asian
- Number in Minnesota is very small
- Age distribution is currently very young
- Rates of growth will be extremely high in many suburban counties

American Indian/Alaskan Native
- Grow more slowly than other nonwhite populations
- Age structure will become older
- Little net in-migration from other states

Two or More Races
- Will grow dramatically in all parts of Minnesota
- Will remain much younger, on average, than other racial or ethnic groups
- Proportion of births is increasing

Latino
- Will grow rapidly
- Growth attributed to in-migration and high rate of natural increase
Regional Demographics

KANDIYOHI COUNTY - WILLMAR CAMPUS
Population projections, by age, through 2045
Regional Demographics

MCLEOD COUNTY - HUTCHINSON CAMPUS

Population projections, by age, through 2045
### 1.5 Enrollment

**Enrollment History and Projections**

![Enrollment History FYE Enrollment](image)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FYE Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>2,950</td>
</tr>
<tr>
<td>2002</td>
<td>3,024</td>
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<tr>
<td>2003</td>
<td>3,221</td>
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<td>2004</td>
<td>3,384</td>
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<td>2005</td>
<td>3,292</td>
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<td>2006</td>
<td>3,145</td>
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<td>2007</td>
<td>3,196</td>
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<td>2008</td>
<td>3,304</td>
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<td>2009</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>3,514</td>
</tr>
<tr>
<td>2011</td>
<td>3,537</td>
</tr>
<tr>
<td>2012</td>
<td>3,381</td>
</tr>
<tr>
<td>2013</td>
<td>3,288</td>
</tr>
<tr>
<td>2014</td>
<td>3,077</td>
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</table>

*Source: MnSCU Finance Division as of February 2015*

<table>
<thead>
<tr>
<th>Campus</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hutchinson Campus</td>
<td>1094.032</td>
<td>1043.733</td>
<td>1013.818</td>
<td>905.750</td>
<td>837.049</td>
</tr>
<tr>
<td>Willmar Campus</td>
<td>2035.617</td>
<td>1916.783</td>
<td>1801.701</td>
<td>1669.367</td>
<td>1530.234</td>
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<tr>
<td>Online</td>
<td>407.167</td>
<td>418.467</td>
<td>471.500</td>
<td>502.100</td>
<td>492.400</td>
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<tr>
<td>Ridgewater</td>
<td>3537.000</td>
<td>3381.000</td>
<td>3287.019</td>
<td>3077.217</td>
<td>2859.683</td>
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* Preliminary as of 6/25/15

<table>
<thead>
<tr>
<th>Part-Time</th>
<th>Full-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New</strong></td>
<td>572</td>
<td>849</td>
</tr>
<tr>
<td></td>
<td>33.8%</td>
<td>41.2%</td>
</tr>
<tr>
<td>Returning</td>
<td>1118</td>
<td>1214</td>
</tr>
<tr>
<td></td>
<td>66.2%</td>
<td>58.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1690</td>
<td>2063</td>
</tr>
</tbody>
</table>

*New student in the summer or fall.
### Historic enrollment from area high schools feeding the largest number of students to Ridgewater College

| Source: 2015-2028: Minnesota Department of Education, Student Data Reports and Analytics, 2014-15 Enrollment by Ethnicity/Gender, retrieved 3/22/2015
| 2014: Ridgewater College Institutional Effectiveness Office

<table>
<thead>
<tr>
<th>Number of Students Attending Ridgewater College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
</tr>
<tr>
<td>Atwater-Cosmos-Grove City Hs</td>
</tr>
<tr>
<td>Benson Senior High School</td>
</tr>
<tr>
<td>Bold High School</td>
</tr>
<tr>
<td>Dassel-Cokato High School</td>
</tr>
<tr>
<td>Glencoe-Silver Lake High Sch</td>
</tr>
<tr>
<td>Hutchinson High School</td>
</tr>
<tr>
<td>Kerkhoven-Murdock Sunburg Hs</td>
</tr>
<tr>
<td>Litchfield Senior High School</td>
</tr>
<tr>
<td>MacRcvr High School</td>
</tr>
<tr>
<td>New London-Spicer High School</td>
</tr>
<tr>
<td>Willmar Senior High School</td>
</tr>
</tbody>
</table>

### Predictions of high school graduating class size per county

| Source: 2015-2028: Minnesota Department of Education, Student Data Reports and Analytics, 2014-15 Enrollment by Ethnicity/Gender, retrieved 3/22/2015

<table>
<thead>
<tr>
<th>High School Graduation Class Size Estimates by County</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Kandiyohi</td>
</tr>
<tr>
<td>Meeker</td>
</tr>
<tr>
<td>Renville</td>
</tr>
<tr>
<td>Wright</td>
</tr>
</tbody>
</table>

Source: 2015-2028: Minnesota Department of Education, Student Data Reports and Analytics, 2014-15 Enrollment by Ethnicity/Gender, retrieved 3/22/2015

### Predictions of high school graduating class minority population per county

| Source: 2015-2028: Minnesota Department of Education, Student Data Reports and Analytics, 2014-15 Enrollment by Ethnicity/Gender, retrieved 3/22/2015

<table>
<thead>
<tr>
<th>High School Graduation Class Minority Enrollment Size Estimates by County</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Kandiyohi</td>
</tr>
<tr>
<td>McLeod</td>
</tr>
<tr>
<td>Meeker</td>
</tr>
<tr>
<td>Wright</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Source: 2015-2028: Minnesota Department of Education, Student Data Reports and Analytics, 2014-15 Enrollment by Ethnicity/Gender, retrieved 3/22/2015
### Program Enrollment Highlights  
*As of 2015, Minimum of 10 FYE*

#### TOP TEN ENROLLED PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>FYE</th>
<th>% of Total FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>247</td>
<td>8.86 %</td>
</tr>
<tr>
<td>English</td>
<td>181</td>
<td>6.34 %</td>
</tr>
<tr>
<td>Mathematics</td>
<td>156</td>
<td>5.47 %</td>
</tr>
<tr>
<td>Non Destructive Testing</td>
<td>132</td>
<td>4.61 %</td>
</tr>
<tr>
<td>Farm Business Management</td>
<td>120</td>
<td>4.19 %</td>
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<tr>
<td>Communication Studies</td>
<td>116</td>
<td>4.07 %</td>
</tr>
<tr>
<td>Psychology</td>
<td>111</td>
<td>3.89 %</td>
</tr>
<tr>
<td>Biology</td>
<td>110</td>
<td>3.83 %</td>
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<tr>
<td>Nursing</td>
<td>110</td>
<td>3.83 %</td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td>91</td>
<td>3.19 %</td>
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</table>

#### TOP TEN 5 YR. PROGRAM GROWTH%

<table>
<thead>
<tr>
<th>Program</th>
<th>FYE</th>
<th>Program Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Information Tech.</td>
<td>27</td>
<td>+ 41%</td>
</tr>
<tr>
<td>Geography</td>
<td>21</td>
<td>+ 39%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>24</td>
<td>+ 32%</td>
</tr>
<tr>
<td>Non Destructive Testing</td>
<td>132</td>
<td>+ 28%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>37</td>
<td>+ 21%</td>
</tr>
<tr>
<td>Computer Aided Draft/Des.</td>
<td>42</td>
<td>+ 21%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>247</td>
<td>+ 20%</td>
</tr>
<tr>
<td>Machine Tool Tech.</td>
<td>18</td>
<td>+ 17%</td>
</tr>
<tr>
<td>Welding</td>
<td>74</td>
<td>+ 12%</td>
</tr>
<tr>
<td>Activity Director</td>
<td>16</td>
<td>+  4%</td>
</tr>
</tbody>
</table>

#### TOP TWELVE 5 YR. PROGRAM GROWTH FYE

<table>
<thead>
<tr>
<th>Program</th>
<th>FYE</th>
<th>FYE Gain</th>
</tr>
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<tr>
<td>Agriculture</td>
<td>247</td>
<td>+ 40</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>57</td>
<td>+ 31</td>
</tr>
<tr>
<td>Non Destructive Testing</td>
<td>132</td>
<td>+ 29</td>
</tr>
<tr>
<td>Reading</td>
<td>24</td>
<td>+ 24</td>
</tr>
<tr>
<td>Welding</td>
<td>74</td>
<td>+  8</td>
</tr>
<tr>
<td>Health Information Tech.</td>
<td>27</td>
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</tr>
<tr>
<td>Computer Aided Draft/Des.</td>
<td>42</td>
<td>+  7</td>
</tr>
<tr>
<td>Philosophy</td>
<td>37</td>
<td>+  7</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>24</td>
<td>+  6</td>
</tr>
<tr>
<td>Geography</td>
<td>21</td>
<td>+  6</td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td>18</td>
<td>+  3</td>
</tr>
<tr>
<td>Engineering Technology</td>
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</table>

#### TOP TWELVE 5 YR. PROGRAM REDUCTION %

<table>
<thead>
<tr>
<th>Program</th>
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</tr>
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<tbody>
<tr>
<td>Public Health</td>
<td>12</td>
<td>-  68%</td>
</tr>
<tr>
<td>Multimedia Design Tech</td>
<td>14</td>
<td>-  61%</td>
</tr>
<tr>
<td>Accounting</td>
<td>22</td>
<td>-  59%</td>
</tr>
<tr>
<td>Admin. Support Careers</td>
<td>59</td>
<td>-  53%</td>
</tr>
<tr>
<td>Business</td>
<td>17</td>
<td>-  53%</td>
</tr>
<tr>
<td>Auto Mechanics Technology</td>
<td>34</td>
<td>-  51%</td>
</tr>
<tr>
<td>Auto Body Collision Tech</td>
<td>35</td>
<td>-  49%</td>
</tr>
<tr>
<td>Human Services</td>
<td>17</td>
<td>-  47%</td>
</tr>
<tr>
<td>Computer Systems Tech.</td>
<td>58</td>
<td>-  44%</td>
</tr>
<tr>
<td>History</td>
<td>38</td>
<td>-  41%</td>
</tr>
<tr>
<td>Carpentry</td>
<td>16</td>
<td>-  34%</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>33</td>
<td>-  33%</td>
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### 1.6 College Demographics

#### Gender by Age Group - Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th></th>
<th>Male</th>
<th></th>
<th>Unknown</th>
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<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Under 18</td>
<td>235</td>
<td>12%</td>
<td>104</td>
<td>6%</td>
<td>0</td>
<td>0%</td>
<td>339</td>
<td>9%</td>
</tr>
<tr>
<td>18-20</td>
<td>664</td>
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<td>792</td>
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<td>1,459</td>
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<td>21-24</td>
<td>351</td>
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<td>15%</td>
<td>2</td>
<td>17%</td>
<td>625</td>
<td>17%</td>
</tr>
<tr>
<td>25-29</td>
<td>241</td>
<td>12%</td>
<td>185</td>
<td>10%</td>
<td>0</td>
<td>0%</td>
<td>426</td>
<td>11%</td>
</tr>
<tr>
<td>30-39</td>
<td>255</td>
<td>13%</td>
<td>210</td>
<td>12%</td>
<td>1</td>
<td>8%</td>
<td>466</td>
<td>12%</td>
</tr>
<tr>
<td>40 and older</td>
<td>212</td>
<td>11%</td>
<td>206</td>
<td>12%</td>
<td>2</td>
<td>17%</td>
<td>420</td>
<td>11%</td>
</tr>
<tr>
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<td>11</td>
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<td>11</td>
<td>1%</td>
<td>4</td>
<td>33%</td>
<td>18</td>
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</tr>
<tr>
<td>Total</td>
<td>1,961</td>
<td></td>
<td>1,780</td>
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#### Average Age by Full-Time and Part-Time

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
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<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Full-Time</td>
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<td></td>
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<td>32</td>
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<td></td>
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<td>27</td>
<td>24</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>27</td>
<td>24</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>26</td>
<td>23</td>
<td>30</td>
<td></td>
<td></td>
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<tr>
<td>Fall 2013</td>
<td>25</td>
<td>23</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fall 2014</td>
<td>25</td>
<td>22</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

#### Student Headcount By Fall Term and Age Category

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th></th>
<th>Fall 2011</th>
<th></th>
<th>Fall 2012</th>
<th></th>
<th>Fall 2013</th>
<th></th>
<th>Fall 2014</th>
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<tbody>
<tr>
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<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Under 18</td>
<td>226</td>
<td>5%</td>
<td>231</td>
<td>6%</td>
<td>272</td>
<td>7%</td>
<td>274</td>
<td>7%</td>
<td>339</td>
<td>9%</td>
</tr>
<tr>
<td>18-20</td>
<td>1647</td>
<td>38%</td>
<td>1625</td>
<td>39%</td>
<td>1583</td>
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<td>39%</td>
</tr>
<tr>
<td>21-24</td>
<td>773</td>
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<td>709</td>
<td>17%</td>
<td>729</td>
<td>18%</td>
<td>642</td>
<td>17%</td>
<td>625</td>
<td>17%</td>
</tr>
<tr>
<td>25-29</td>
<td>514</td>
<td>12%</td>
<td>421</td>
<td>10%</td>
<td>438</td>
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<td>407</td>
<td>11%</td>
<td>426</td>
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</tr>
<tr>
<td>30-39</td>
<td>544</td>
<td>12%</td>
<td>519</td>
<td>13%</td>
<td>447</td>
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<td>457</td>
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<td>466</td>
<td>12%</td>
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<td>624</td>
<td>15%</td>
<td>579</td>
<td>14%</td>
<td>409</td>
<td>11%</td>
<td>420</td>
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<td>20</td>
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<td>7</td>
<td>0%</td>
<td>18</td>
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</tr>
<tr>
<td>Total</td>
<td>4375</td>
<td></td>
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<td></td>
<td>4068</td>
<td></td>
<td>3766</td>
<td></td>
<td>3753</td>
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</tr>
</tbody>
</table>

#### Race/Ethnicity Student Headcount

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th></th>
<th>Fall 2011</th>
<th></th>
<th>Fall 2012</th>
<th></th>
<th>Fall 2013</th>
<th></th>
<th>Fall 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Asian</td>
<td>32</td>
<td>1%</td>
<td>52</td>
<td>1%</td>
<td>35</td>
<td>1%</td>
<td>36</td>
<td>1%</td>
<td>41</td>
<td>1%</td>
</tr>
<tr>
<td>Black</td>
<td>102</td>
<td>2%</td>
<td>113</td>
<td>3%</td>
<td>127</td>
<td>3%</td>
<td>165</td>
<td>4%</td>
<td>164</td>
<td>4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>165</td>
<td>4%</td>
<td>152</td>
<td>4%</td>
<td>142</td>
<td>3%</td>
<td>179</td>
<td>5%</td>
<td>187</td>
<td>5%</td>
</tr>
<tr>
<td>Indian/Alaskan</td>
<td>32</td>
<td>1%</td>
<td>35</td>
<td>1%</td>
<td>24</td>
<td>1%</td>
<td>26</td>
<td>1%</td>
<td>22</td>
<td>1%</td>
</tr>
<tr>
<td>Non-Citizen</td>
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<td>3</td>
<td>0%</td>
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<td>0%</td>
<td>1</td>
<td>0%</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
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<td>6</td>
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<td>3</td>
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<td>22</td>
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<td>44</td>
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<td>1%</td>
<td>22</td>
<td>1%</td>
<td>61</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
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<td>91%</td>
<td>3731</td>
<td>90%</td>
<td>3057</td>
<td>91%</td>
<td>3530</td>
<td>88%</td>
<td>3249</td>
<td>87%</td>
</tr>
<tr>
<td>Total</td>
<td>4375</td>
<td></td>
<td>4150</td>
<td></td>
<td>4068</td>
<td></td>
<td>3766</td>
<td></td>
<td>3753</td>
<td></td>
</tr>
</tbody>
</table>
### New* Students by Admission Status

<table>
<thead>
<tr>
<th></th>
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<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>High School</td>
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<td>5</td>
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<td>8</td>
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<td>PSEO Regular</td>
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<td>10.1%</td>
<td>164</td>
<td>11.7%</td>
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<tr>
<td>UNDG Prev Degree</td>
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<td>1.3%</td>
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<td>1.6%</td>
<td>14</td>
</tr>
<tr>
<td>Undergrad Regular</td>
<td>814</td>
<td>56.8%</td>
<td>796</td>
<td>56.6%</td>
<td>654</td>
</tr>
<tr>
<td>Undergrad Transfer</td>
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<td>24.2%</td>
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<td>21.8%</td>
<td>353</td>
</tr>
<tr>
<td>Undergrad Unclassified</td>
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<td>7.5%</td>
<td>113</td>
<td>8.0%</td>
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</tr>
<tr>
<td>Total</td>
<td>1434</td>
<td></td>
<td>1407</td>
<td></td>
<td>1299</td>
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</table>

*New student in the summer or fall.

### Average Credit Load by Term

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010 Mean</th>
<th>Fall 2011 Mean</th>
<th>Fall 2012 Mean</th>
<th>Fall 2013 Mean</th>
<th>Fall 2014 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time</td>
<td>6.2</td>
<td>6.4</td>
<td>6.4</td>
<td>6.8</td>
<td>6.5</td>
</tr>
<tr>
<td>Full-time</td>
<td>14.8</td>
<td>14.8</td>
<td>14.8</td>
<td>14.7</td>
<td>14.8</td>
</tr>
<tr>
<td>Average</td>
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<td>11.5</td>
<td>11.4</td>
<td>11.6</td>
<td>11.1</td>
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### Student Class Headcount by End of Fall Term

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<thead>
<tr>
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<th>Hutchinson Campus</th>
<th>Willmar Campus</th>
<th>All of Ridgewater</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshman</td>
<td>Previous Degree</td>
<td>Sophomore</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>526</td>
<td>35</td>
<td>842</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>469</td>
<td>40</td>
<td>859</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>456</td>
<td>35</td>
<td>880</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>451</td>
<td>35</td>
<td>817</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>460</td>
<td>40</td>
<td>755</td>
</tr>
</tbody>
</table>
1.7 Academic/Workforce

Future development at Ridgewater College is driven by a number of workforce and academic factors. The following is a summary of needs that have been identified by the college and are addressed through the implementation of projects identified in subsequent sections of the master plan:

- **Advanced Manufacturing:** Ridgewater College is currently redesigning and expanding the Advanced Manufacturing Program to meet the growing needs of industry. This industry relies heavily on graduates that are highly skilled in automation and specialized manufacturing. A key factor guiding the change is the Minnesota Advanced Manufacturing Partnership (MnAMP) DOL grant. The research done for the grant, and subsequent LMI data identifies a significant shortage of skilled technicians in Automation and Mechatronics, Welding, and Machining. In addition to the DOL Grant and LMI data, a recent report by Real Time Talent shows advertised manufacturing jobs are up 16% since 2014. Ridgewater College has identified that the current facilities are a significant barrier to the growth of these programs.

- **Welding:** Based on regional industry demand for welders, the college has increased the capacity of the welding program in Hutchinson by approximately 40%. This increase was accomplished by adding afternoon/evening class sections. Despite the scheduling changes, Ridgewater College is desperately short on space and struggling with critical health/safety issues. To resolve these issues, the welding shop area must be expanded by approximately 50%. This expansion would be accomplished by remodeling existing space.

- **Automated Systems and Robotics (Mechatronics):** The current lab space is overcrowded with equipment and student projects. Ridgewater College expanded the lab space two years ago, but has recently outgrown that additional space. To adequately meet the needs of this growing program, the amount of lab space should be doubled.

- **Agriculture:** At Ridgewater College the Agriculture Program offerings have the largest combined enrollment of any technical program at the Willmar campus. Currently, because of facility limitations, we are not meeting the needs of industry in two areas – agriculture equipment service, and laboratory courses related to agronomy and related crop sciences.

- **Biology:** There currently is a connection between the Science and Agriculture programs at Ridgewater College. The addition of a new teaching greenhouse space will strengthen the connection between the Sciences and Agriculture and better prepare graduates for careers within the rapidly changing agricultural industry.
SECTION II: EXISTING SITE CONDITIONS
2.1 Hutchinson Main Campus

HUTCHINSON MAIN CAMPUS

Campus Acreage:
- Main Campus: 37.0 acres
- Tillable Acres: 14.1 acres
- Wetland: 1.2 acres
- Total: 52.3 acres
Campus Parking Capacity: 642 Stalls

The current parking capacity is adequate to serve students, faculty, staff and visitors.
There is good exterior signage to support wayfinding on the main Hutchinson campus. Signage consists of a monument sign with a readerboard near the adjacent roadway, campus entry directory signage and on-site directory signage as well as building signage at the current primary entry on the west side of the building.
ENVIRONMENTAL FACTORS
OUTDOOR SPACES AND USES

- Main Building
- Maintenance Building
- Tillable Land
- Wetland
- Lawn
- Sand Volleyball Courts
- NDT Shelter
- Property Boundary

HOSPITAL

CENTURY AVENUE SE

HWY 15 / MAIN STREET

COMMERCIAL

RESIDENTIAL

LAWN

WETLAND

HUTCHINSON
2.2 Hutchinson Business Development Center

HUTCHINSON BUSINESS DEVELOPMENT CENTER

Campus Acreage:
Hutchinson Business Development Center 6.6 Acres
Campus Parking Capacity: 86 Stalls

The current parking capacity is adequate to serve students, faculty, staff and visitors.
2.3 Willmar Campus

WILLMAR CAMPUS

Campus Acreage:
Campus: 145.3
Tillable Acres: 57.7
Total: 203 Acres
WILLMAR

SITE ACCESS AND PARKING

Campus Parking Capacity: 1,562 Stalls

The current parking capacity is adequate to serve students, faculty, staff and visitors.
There is good exterior signage to support wayfinding on the Willmar campus. Signage consists of a monument sign with a readerboard near the adjacent roadway, campus entry directory signage and on-site directory signage as well as building signage at the current primary entry of the building.
ENVIRONMENTAL FACTORS

- Prevailing NW Winter Winds
- 15th Avenue NW
- Summer Sunset
- Summer Sunrise
- Solar Access
- Winter Sunset
- Winter Sunrise
- Prevailing SE Summer Winds
OUTDOOR SPACES AND USES

TILLABLE LAND

15TH AVENUE NW

BALL DIAMONDS

STEEP SOUTH SLOPING LAWN

PRACTICE FIELDS

TILLABLE LAND

LAWN

COURTYARD

TELEBIS COURTS

TILLABLE LAND

TILLABLE LAND

TILLABLE LAND
SECTION III: EXISTING BUILDING CONDITIONS
3.1 Hutchinson Main Campus

EXISTING FACILITY USES

ROOM USE KEY

- STUDENT SUPPORT
- ATHLETIC FACILITIES
- CLASSROOM - LAB
- CLASSROOM - PRACTICUM
- CLASSROOM - THEORY
- ADMIN./FACULTY SUPPORT
- ADMIN./FACULTY OFFICES
- BUILDING SERVICES
- OTHER/UNDEFINED/CHANGING
- CIRCULATION/COMMON AREA

Note: Not all rooms labeled as classrooms are used to calculate overall utilization. Only those classified as 110 or 210 classrooms are used in these calculations. Those shown as classrooms on the use diagrams, but not included in the following utilization diagrams are program specific or classified something other than a 110 or 210 room.
### Utilization by Facility Type

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<tr>
<th>Facility Type</th>
<th>Capacity</th>
<th>% Seats</th>
<th>% Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>852</td>
<td>47%</td>
<td>43%</td>
</tr>
<tr>
<td>210</td>
<td>557</td>
<td>38%</td>
<td>29%</td>
</tr>
</tbody>
</table>

### Utilization Key
- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
MAIN BUILDING

Current Uses:
Classrooms, Labs, Offices, Bookstore, Commons, Library, Food Service, Student Support, Workforce Center

Suitability Summary:
The current building is well suited to most current uses and programmatic needs. Several spaces, however, are poorly configured or undersized for current uses/needs.

Current GSF:
177,406 SF

CRV ($000’s)
$50,126

Backlog ($000’s)
$649

Facilities Condition Index (FCI)
0.013

View of current main entry on west side of building

View of east side of the building

View of secondary entry on east side of the building

View of southwest corner of building
Circulation near Chemistry Lab 370

381-383

Fitness Center

Commons looking toward bookstore

340

235-237
Library looking northeast

Library - Northwest Corner

Library looking southwest

201 - Fine Art Gallery
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Note: Not all rooms labeled as classrooms are used to calculate overall utilization. Only those classified as 110 or 210 classrooms are used in these calculations. Those shown as classrooms on the use diagrams, but not included in the following utilization diagrams are program specific or classified something other than a 110 or 210 room.
FALL 2015 EXISTING SPACE UTILIZATION CLASSROOMS AND LABS

Utilization by Facility Type

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<tr>
<td>110</td>
<td>90</td>
<td>29%</td>
<td>17%</td>
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<tr>
<td>210</td>
<td>33</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Utilization Key

- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
BUSINESS DEVELOPMENT CENTER BUILDING

Current Uses:
Classrooms, Labs, Offices, Job Training Center, Customized Training

Suitability Summary:
The current building is well suited to the current uses and programmatic needs.

Parking Capacity:
89 stalls plus non-striped areas

Current GSF:
18,500 SF

CRV ($000’s)
$5,610

Backlog ($000’s)
$707

Facilities Condition Index (FCI)
0.126

Land Size: 6.6 acres
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3.3 Willmar Campus

EXISTING FACILITY USES
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Building A - Student Center/Nursing - Main Level

FALL 2015 EXISTING SPACE UTILIZATION CLASSROOMS AND LABS

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<th>Facility Type</th>
<th>Capacity</th>
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<tr>
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<td>196</td>
<td>16%</td>
<td>25%</td>
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<td>210</td>
<td>34</td>
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<td>28%</td>
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</table>

Utilization Key

- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
Building A - Student Center/Nursing - Upper Level

FALL 2015 EXISTING SPACE UTILIZATION CLASSROOMS AND LABS

Utilization by Facility Type

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<tr>
<td>210</td>
<td>34</td>
<td>32%</td>
<td>28%</td>
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Utilization Key

- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
Building A - Student Center/Nursing

Current Uses:
Food Service, Bookstore,
Classrooms, Labs, Offices,
Student Support Space/Student
Services

Suitability Summary:
The current building is well
suited to the current uses and
programmatic needs.

Current GSF: 45,099 SF
CRV ($000's): $13,577
Backlog ($000's): $764
Facilities Condition Index (FCI): 0.056
Reception area inside ground floor entry

Reception area looking northeast towards main entry

Seating area near main entry

Small seating area in main entry vestibule

Primary staircase inside main entry

View of Bookstore on the main floor
Dining Area on second floor looking southeast

Dining Area on second floor looking northeast

A215 Meeting Room on second floor

Second floor dining area with A215 Meeting Room beyond

Pool and Ping Pong area on second floor northwest corner

Casual seating area around a television on second floor near dining area
A246 Classroom on second floor

Casual seating area on second floor near southwest stairway

Corridor coming from Building B to Building A

A158 Nursing Simulation Lab

Seating areas along ground floor corridor

A152
Note: Not all rooms labeled as classrooms are used to calculate overall utilization. Only those classified as 110 or 210 classrooms are used in these calculations. Those shown as classrooms on the use diagrams, but not included in the following utilization diagrams are program specific or classified something other than a 110 or 210 room.
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CLASSROOMS AND LABS

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#### Utilization Key

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- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
Building B - Cosmetology/ Nursing/Photography/Auto - Lower Level

FALL 2015 EXISTING SPACE UTILIZATION
CLASSROOMS AND LABS

Utilization by Facility Type

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Utilization Key
- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
Building B - Cosmetology/ Nursing/Photography/Auto

Current Uses:
Labs, Classrooms, Offices

Suitability Summary:
The current building is adequate to suit current uses and programmatic needs.

Current GSF:
105,587 SF

CRV ($000’s):
$31,792

Backlog ($000’s):
$3,214

Facilities Condition Index (FCI):
0.101

Southwest end of auto mechanics with massage/cosmetology to left

View of southeast side of the building looking northwest

View of area outside of Auto Mechanics

View of southwest side of building
B162B

B35

B40 Photography Studio

Lower level corridor outside of Photography Studio looking southwest
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Note: Not all rooms labeled as classrooms are used to calculate overall utilization. Only those classified as 110 or 210 classrooms are used in these calculations. Those shown as classrooms on the use diagrams, but not included in the following utilization diagrams are program specific or classified something other than a 110 or 210 room.
Building C - Ag/Business/Veterinary Technology - Lower Level

EXISTING FACILITY USES

Note: Not all rooms labeled as classrooms are used to calculate overall utilization. Only those classified as 110 or 210 classrooms are used in these calculations. Those shown as classrooms on the use diagrams, but not included in the following utilization diagrams are program specific or classified something other than a 110 or 210 room.
### FALL 2015 EXISTING SPACE UTILIZATION
### CLASSROOMS AND LABS

#### Utilization by Facility Type

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#### Utilization Key

- **0 - 20%**
- **21 - 40%**
- **41 - 60%**
- **61 - 80%**
- **81% +**
### FALL 2015 EXISTING SPACE UTILIZATION
CLASSROOMS AND LABS

#### Building C - Ag/Business/Veterinary Technology - Lower Level

#### Utilization by Facility Type

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#### Utilization Key
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- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
Building C - Ag/Business/Veterinary Technology

Current Uses:
Labs, Classrooms, Offices

Suitability Summary:
The current building is well suited to the current uses and programmatic needs but additional high bay labs would allow for program growth.

Current GSF:
109,016 SF

CRV ($000’s):
$32,133

Backlog ($000’s):
$4,595

Facilities Condition Index (FCI):
0.143
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**Building D - Customized Training/Auto/Trades - Main Level**

**FALL 2015 EXISTING SPACE UTILIZATION**
**CLASSROOMS AND LABS**

**Utilization by Facility Type**

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**Utilization Key**

- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
Building D - Customized Training/Auto/Trades - Lower Level

FALL 2015 EXISTING SPACE UTILIZATION
CLASSROOMS AND LABS

Utilization by Facility Type

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Utilization Key

- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
WILLMAR

Building D - Customized Training/Auto/Trades

Current Uses:
Customized Training, Labs (Electrician, Auto, Carpentry, Welding), Classrooms, Offices

Suitability Summary:
The current building is adequate to suit current uses and programmatic needs.

Current GSF:
26,398 SF

CRV ($000’s):
$6,975

Backlog ($000’s):
$2,111

Facilities Condition Index (FCI):
0.303
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EXISTING FACILITY USES

BUILDINGS F & P - THEATER/ARTS/ATHLETICS/GYM - MAIN LEVEL

ROOM USE KEY

STUDENT SUPPORT
ATHLETIC FACILITIES
CLASSROOM - LAB
CLASSROOM - PRACTICUM
CLASSROOM - THEORY
ADMIN./FACULTY SUPPORT
ADMIN./FACULTY OFFICES
BUILDING SERVICES
OTHER/UNDEFINED/CHANGING
CIRCULATION/COMMON AREA

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Buildings F & P - Theater/Arts/Athletics/Gym - Main Level

FALL 2015 EXISTING SPACE UTILIZATION
CLASSROOMS AND LABS

Utilization by Facility Type

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<td>210</td>
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<td>42%</td>
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</tbody>
</table>

Utilization Key

- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
Buildings F & P - Theater/Arts/Athletics/Gym - Lower Level

FALL 2015 EXISTING SPACE UTILIZATION
CLASSROOMS AND LABS

Utilization by Facility Type

<table>
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<tr>
<td>210</td>
<td>314</td>
<td>39%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Utilization Key

- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
Buildings F & P - Theater/Arts/Athletics/Gym - Main Level

Current Uses:
Art Gallery, Fine Arts, Theater, Classrooms, Offices, Community Outreach Rooms, Gymnasium, Fitness Center

Suitability Summary:
The current building is adequate to suit current academic uses and programmatic needs.

Current GSF: 85,764 SF
CRV ($000's): $25,857
Backlog ($000's): $2,415
Facilities Condition Index (FCI): 0.093

Loading/service area adjacent maintenance space on main level northeast side
Fine Arts entry on southwest side as seen from main quad
Tennis courts southeast of Fine Arts and Gymnasium
Chillers located north of Fine Arts building
F134

F102 and F101 Community Outreach rooms

Outdoor Art Studio outside of F132

F133 Theater Workroom / Dressing Room

F130 Art Studio

Connection from F Building to H Building
This page intentionally left blank.
Buildings H - Administration - Main Level

EXISTING FACILITY USES

ROOM USE KEY

- STUDENT SUPPORT
- ATHLETIC FACILITIES
- CLASSROOM - LAB
- CLASSROOM - PRACTICUM
- CLASSROOM - THEORY
- ADMIN./FACULTY SUPPORT
- ADMIN./FACULTY OFFICES
- BUILDING SERVICES
- OTHER/UNDEFINED/CHANGING
- CIRCULATION/COMMON AREA

KEY PLAN
Buildings H - Administration - Main Level

Current Uses:
Offices, Meeting Rooms

Suitability Summary:
The current building is well suited to the current uses and programmatic needs.

Current GSF:
18,281 SF

CRV ($000’s):
$5,449

Backlog ($000’s):
$944

Facilities Condition Index (FCI):
0.173

View of current main entry on south side of building

View from main entry looking west

View of linkway between F and H building from the north looking south
H Building as seen looking northeast from main entry to A Building

Corridor inside main entry

H130 Administration

Corridor leading to F building

H139 Conference Room

Small sitting area near linkway to F Building
This page intentionally left blank.
Buildings L - Library - Main Level

EXISTING FACILITY USES

ROOM USE KEY

STUDENT SUPPORT
ATHLETIC FACILITIES
CLASSROOM - LAB
CLASSROOM - PRACTICUM
CLASSROOM - THEORY
ADMIN./FACULTY SUPPORT
ADMIN./FACULTY OFFICES
BUILDING SERVICES
OTHER/UNDEFINED/CHANGING
CIRCULATION/COMMON AREA

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KEY PLAN
Buildings L - Library - Lower Level

EXISTING FACILITY USES

**ROOM USE KEY**

- STUDENT SUPPORT
- ATHLETIC FACILITIES
- CLASSROOM - LAB
- CLASSROOM - PRACTICUM
- CLASSROOM - THEORY
- ADMIN./FACULTY SUPPORT
- ADMIN./FACULTY OFFICES
- BUILDING SERVICES
- OTHER/UNDEFINED/CHANGING
- CIRCULATION/COMMON AREA

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Buildings L - Library - Main Level

FALL 2015 EXISTING SPACE UTILIZATION CLASSROOMS AND LABS

Utilization by Facility Type

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Utilization Key

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- 61 - 80%
- 81% +
Buildings L - Library - Lower Level

FALL 2015 EXISTING SPACE UTILIZATION CLASSROOMS AND LABS

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Utilization Key

- 0 - 20%
- 21 - 40%
- 41 - 60%
- 61 - 80%
- 81% +
Buildings L - Library

Current Uses:
Classrooms, Labs, Offices,
Library, Meeting Rooms,
Academic Support Space

Suitability Summary:
The current building is adequate
to suit current uses and
programmatic needs.

Current GSF:
31,601 SF

CRV ($000’s):
$9,357

Backlog ($000’s):
$2,056

Facilities Condition Index (FCI):
0.220
Landing inside main entry

L110, I.T. Offices, (former computer lab)

Circulation desk to the left upon entering library

Group study area with views outside to the southeast

Stacks

L107 Quiet Study Area
**Buildings S - Science - Main Level**

**EXISTING FACILITY USES**

**ROOM USE KEY**

- STUDENT SUPPORT
- ATHLETIC FACILITIES
- CLASSROOM - LAB
- CLASSROOM - PRACTICUM
- CLASSROOM - THEORY
- ADMIN./FACULTY SUPPORT
- ADMIN./FACULTY OFFICES
- BUILDING SERVICES
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Buildings S - Science - Lower Level

EXISTING FACILITY USES

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Buildings S - Science - Main Level
FALL 2015 EXISTING SPACE UTILIZATION CLASSROOMS AND LABS

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KEY PLAN
## Buildings S - Science - Lower Level

**FALL 2015 EXISTING SPACE UTILIZATION CLASSROOMS AND LABS**

### Utilization by Facility Type

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### Utilization Key

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- 61 - 80%
- 81% +

---

**KEY PLAN**
Current Uses:
Classrooms, Labs and Offices

Suitability Summary:
The current building is adequate to suit current uses and programmatic needs.

Current GSF: 36,237SF
CRV ($000's): $14,462
Backlog ($000's): $2,876
Facilities Condition Index (FCI): 0.199
Seating area on southeast end of main floor corridor

S14 Veterans Resource Center

Lower level connection to Library (L. Building)

S107 Biology Classroom

S107B Greenhouse

S118 History Center
SECTION IV: FRAMEWORK FOR CAMPUS & BUILDING DEVELOPMENT
4.0 Framework for Development

INTRODUCTION

Ridgewater College’s investment needs range from focused short-term repair and maintenance needs to strategically driven long-term projects at both campus locations. The college recognizes a need for updated, collegiate, and flexible facilities to keep pace with peer institutions and drive future enrollment. There is also a need to consolidate and strengthen top-tier programs. Despite the need for program growth and updating facilities, the college understands the importance of resource stewardship and will focus efforts on repurposing underutilized space and reducing deferred maintenance backlogs before investing in new construction. By carefully focusing repurposing efforts on areas of high need and high impact, the college can make better use of its existing facilities while creating a more effective learning environment. Improved facilities can lead to increased enrollment and retention rates. When a growing, unique, or otherwise critical program at Ridgewater College is in need of facilities that cannot be accommodated through the repurposing existing space, new construction will be a carefully considered option. The design and construction of new space at Ridgewater College will be based on an effective use of available resources and will not be undertaken at the expense of existing assets. The following framework for development is based on this balanced approach to resource allocation for addressing current and upcoming college needs.

PRINCIPLES GUIDING FACILITY CAPITAL INVESTMENT DECISIONS

• Create more places to support a culture of collaboration
• Create a more contemporary feeling campus
• Reduce deferred maintenance backlog
• Create multi-functional / flexible spaces
• Express and support the Ridgewater College Brand

INITIATIVES GUIDING FACILITY CAPITAL INVESTMENT DECISIONS

• Address deferred maintenance
• Convert underutilized common areas into collaborative spaces
• Introduce more collaborative classroom space
• Repurpose underutilized spaces
• Improve campus landscape
• Leverage robust existing programs
4.1 Hutchinson Campus

Principles & Initiatives

GENERAL HUTCHINSON CAMPUS MASTER PLAN PRIORITIES

Principles

• Create more places to support a culture of collaboration
• Create a more contemporary feeling campus
• Reduce deferred maintenance backlog
• Create multi-functional / flexible spaces
• Express and support the Ridgewater College Brand

Initiatives

• Address deferred maintenance
• Convert underutilized common areas into collaborative spaces
• Introduce more collaborative classroom space
• Repurpose underutilized spaces
• Improve campus landscape
• Leverage robust existing programs
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Main Building

LONG TERM MASTER PLAN FRAMEWORK

1) HEAPR

2) Update predesign for Advanced Manufacturing/Welding Hub expansion to include restructuring seating in auditorium, replacing Automated Systems & Robotics with Business Classrooms and move closer to Manufacturing. Repurpose Audio classrooms into alternative program space.

3) Predesign to remove & replace ceiling in main Commons, create one-stop shop for Student Services/Support, create collaborative/study spaces near North & South Commons, tactical remodel to ‘freshen’ selected classrooms & common areas.

4) Design for Advanced Manufacturing/Welding Hub expansion to include restructuring seating in auditorium, replacing Automated Systems & Robotics with Business Classrooms and move closer to Manufacturing. Repurpose Audio classrooms into alternative program space.

5) Replace roof on Business Development Center

6) Remove & replace ceiling in main Commons, create one-stop shop for Student Services/Support, create collaborative/study spaces near North & South Commons, tactical remodel to ‘freshen’ selected classrooms & common areas.

7) Construct Advanced Manufacturing/Welding Hub expansion to include restructuring seating in auditorium, replace Automated Systems & Robotics with Business Classrooms and move closer to Manufacturing. Repurpose Audio classrooms into alternative program space.

8) Create built-in study/collaborative spaces in corners of main commons.

9) Explore expanding existing Academic Support and increase visibility

10) Space plan and design for Academic Support and increase visibility.

11) Repurpose existing kitchen & food service into Student Life & Student Senate. Incorporate convenience food service. Relocate Art Gallery into main concourse

12) Construct Academic Support

13) Enhance east entry, create additional plaza / outdoor collaborative space
Main Building

LONG TERM MASTER PLAN FRAMEWORK

1. HEAPR - (Both Campuses)
2. Tactical Remodel (Various Locations)
3. Business Development Center Roof
Repurposing underutilized space to expand and update the existing welding shop will provide a premiere program with space needed to support future growth. Students will be able to learn in a safe and modern environment. Current acoustical concerns need to be addressed and will improve the learning environment in adjacent spaces.
New collaborative study spaces turn an otherwise unused, awkward space into a vibrant node within the campus environment. Semi-private booths allow for small group discussions while helping to diffuse some of the distractions caused by a close proximity to an active corridor.
New student collaborative spaces located along the eastern edge of the Main Commons will enhance and provide a space for students to gather and collaborate, increasing the energy and usage of the space. Several levels of privacy, and types of space should be provided to embrace differences in group and personal study dynamics.
Replacing the existing out-dated, worn, and uncomfortable seating in the Auditorium will improve the function and overall appearance of the space dramatically.
An enhancement of the East Entry to the Hutchinson Main Campus will improve the visibility of the Ridgewater College brand. The addition of outdoor student collaborative / plaza space will allow students to meet, discuss, and work together in a unique environment.
## Hutchinson Campus Projects

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>PHASE I: 0 - 2</th>
<th>PHASE II: 3 - 6</th>
<th>PHASE III: 7 - 15</th>
<th>PHASE IV: 16 - 20</th>
<th>HUTCHINSON CAMPUS</th>
<th>COST (1,000s)</th>
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<td>Update predesign for Advanced Manufacturing/Welding Hub expansion to include restructuring seating in Auditorium, replacing Automated Systems &amp; Robotics with Business Classrooms and move closer to Manufacturing. Repurpose Audio Classrooms into alternative program space</td>
<td>X</td>
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<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>4</td>
<td>Design for Advanced Manufacturing/Welding Hub expansion, restructuring seating in Auditorium, replacing Automated Systems &amp; Robotics with Business Classrooms and move closer to Manufacturing. Repurpose Audio Classrooms into alternative program space</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>$200</td>
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<td>5</td>
<td>Replace roof on Business Development Center</td>
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<td>X</td>
<td></td>
<td></td>
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<td>6</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>7</td>
<td>Construct Advanced Manufacturing/Welding Hub expansion, Restructure seating in Auditorium, Replace Automated Systems &amp; Robotics with Business Classrooms and move closer to Manufacturing, Repurpose Audio Classrooms into Alternative Program Space</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>$1,650</td>
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<td>8</td>
<td>Create built-in study/collaborative space in corners of main commons</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<td>Explore expanding existing Academic Support and increase visibility</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<td>10</td>
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<td></td>
<td>X</td>
<td></td>
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<tr>
<td>11</td>
<td>Repurpose existing kitchen &amp; food service into student life &amp; student senate. Incorporate convenience food service. Relocate Fine Art Gallery into concourse.</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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<td>12</td>
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<td>X</td>
<td></td>
<td>X</td>
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<td>13</td>
<td>Enhance east entry, create additional plaza / outdoor collaborative space</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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4.2 Willmar Campus

Principles & Initiatives

GENERAL WILLMAR CAMPUS MASTER PLAN PRIORITIES

**Principles**
- Create more places to support a culture of collaboration
- Create a more contemporary feeling campus
- Reduce deferred maintenance backlog
- Create multi-functional / flexible spaces
- Express and support the Ridgewater College Brand

**Initiatives**
- Address deferred maintenance
- Convert underutilized common areas into collaborative spaces
- Introduce more collaborative classroom space
- Repurpose underutilized spaces
- Improve campus landscape
- Leverage robust existing programs
LONG TERM MASTER PLAN FRAMEWORK

Lower Level

1) HEAPR
2) Install CO2/NO2 sensors in Auto Tech, Ag, and HVAC control.
3) Reconfigure room C133 & adjacent rooms into one office suite.
4) Develop new business collaborative/study space in upper level of building ‘C.’
5) Demo tennis courts
6) Predesign for new Ag Mechanics Lab
7) Predesign for Teaching Greenhouse
8) Predesign for Gym entry addition
9) Continue to renovate toilets across campus.
10) Create collaborative classroom in Nursing classrooms A162A & A162B and/or B166 & B168.
11) Develop new collaborative/study spaces in lower level of building ‘B.’
12) Tactical remodel to ‘freshen’ classrooms & select common areas.

HEAPR
Continue to renovate toilets (Across Campus)
Tactical Remodel (Various Locations)
Rainwater Gardens (Parking Lots)
Main Level

LONG TERM MASTER PLAN FRAMEWORK

1) HEAPR
9) Continue to renovate toilets (Across Campus)
12) Tactical Remodel (Various Locations)
15) Rainwater Gardens (Parking Lots)

13) Develop new collaborative/study spaces in upper level of building ‘B.’
14) Develop new collaborative/study spaces in upper level of building ‘F.’
15) Introduce rainwater gardens in parking lots.
16) Design new Ag Mechanics lab
17) Design Teaching Greenhouse
18) Design new Gym entry addition
19) Develop new collaborative/study spaces in lower level of building ‘C.’
20) Construct new Gym entry addition
21) Construct new Ag Mechanics lab
22) Construct Teaching Greenhouse
COLLABORATIVE NURSING CLASSROOM

Develop new collaborative Nursing classroom space. Providing new and flexible space allows the college to embrace current and future pedagogy. Updated classrooms and the ability to utilize new technology and teaching methods will help Ridgewater College stand out to prospective students.
Create new student collaborative/study space adjacent to business classroom. Providing a close proximity “break-out” study space allows collaboration among students immediately before or after class time and makes use of an otherwise under-utilized space. It can also function as a semi-public meeting space for students and faculty.
Converting an underutilized space into collaborative/small group study space will provide additional space for students to work together to solve problems and discuss ideas. Developing more study/collaborative areas will strengthen the overall collegiate atmosphere on campus and may help attract prospective students.
TACTICAL REMODEL TO REFRESH COMMON AREAS & CLASSROOMS

Tactical remodeling of common areas and classroom spaces around the Willmar Campus will present a more contemporary aesthetic. Spaces that are currently dated and worn, become fresh and inviting to prospective and current students. The college can also use tactical remodeling to create additional student collaborative spaces, creating a more active and collegiate feeling throughout the campus.
A new Ag Lab space will enhance student experience and allow expansion of a current top-tier program. Having improved facilities will help build the college's reputation as a leader in Ag Programs, which could lead to an increase in overall enrollment.
NEW AG MECHANICS LAB

A new Ag Mechanics Laboratory will provide Ridgewater College with the facilities needed to prepare students for employment within a rapidly changing industry. The current facility was designed and constructed when the primary focus of the agricultural equipment service industry was on diesel/combustion engine repair and rebuilding, knowledge of power trains, and general mechanical skills. Now, more than ever, the ability to diagnose, troubleshoot, and repair complex electrical, hydraulic and computer based systems is paramount for success.

Ridgewater College has recognized the importance of developing an Agricultural Service Technician degree to meet current and future agricultural industry service technician needs. The focus/content of the Ridgewater College Agricultural Service Technician degree is as follows:

- Agricultural Service Technician degree
  (CIP 2000 01.0205 Agricultural Mechanics and equipment/Machine Technology)
- Focus – precision agricultural equipment service
  Electrical, hydraulic and mechanical systems
  Technology-based mechanical systems and the interaction between systems
  Diagnosis, trouble-shooting and repair
- General – agricultural mechanical repair
  Combustion, power sources and general mechanical repair

Ridgewater College has identified the need for an Ag Service Technician degree based on employment data and regional industry input. The United States Department of Labor has ranked 49-3041 - Farm Equipment Mechanics and Service Technicians as a “Top” rated occupation. The following specific data is current for May, 2016:

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<tr>
<th>Employment</th>
<th>Employment RSE</th>
<th>Mean Hourly Wage</th>
<th>Mean Annual Wage</th>
<th>Wage RSE</th>
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<td>37,080</td>
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<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
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<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
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<tr>
<td>Hourly Wage</td>
<td>$11.48</td>
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<td>$17.82</td>
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<tr>
<td>Annual Wage</td>
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<td>$29,720</td>
<td>$37,050</td>
<td>$46,450</td>
<td>$56,470</td>
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</table>
On February 26, 2016 Ridgewater College hosted an Ag Service Technical advisory board meeting. At this meeting the following current and future agricultural service industry needs were confirmed:

- Electronic Systems Troubleshooting
- Electronics and Automation
- Cross-Trained Technicians
- Precision Specialist is a salesman, technicians are doing precision work
- Computer Skills
- High Demand for technicians

The current Ag Mechanics Lab facilities at Ridgewater College do not provide the space and technology support needed to expand course offerings to better prepare students to fill current and future industry needs. Ridgewater College has proposed that the existing Ag shop will continue to be used for the instruction of diesel engine/combustion engine repair and rebuilding, knowledge of power trains, and general mechanical skills, while the new Ag Mechanics Lab space would support the instruction of electronic service, hydraulic service, computer-based service and systems integration. Employment data and regional industry feedback strongly support the current need, and future sustainability of an Agricultural Service Technician Program at Ridgewater College, placing emphasis on the importance of a new Ag Mechanics Lab. The proposed new Ag Mechanics Lab will provide the facilities necessary to prepare Ridgewater College graduates with the skills to succeed in a rapidly changing industry.
A new greenhouse space will provide additional learning environment for both the Agriculture and Biology Programs. This facility will provide a unique learning environment, expanding Ridgewater College’s role as a leader among peer institutions.
NEW TEACHING GREENHOUSE

Ridgewater College is requesting for the addition of a greenhouse on the Willmar Campus. The greenhouse would provide critical support for current and future student learning opportunities within both the Agricultural and Science programs. Based on current enrollment, there are currently 225 students enrolled in the Agricultural program and an additional 390 students enrolled in related Science courses that would benefit from the addition of a greenhouse.

MnSCU is partnering with the Minnesota Department of Agriculture to provide agriculture-related education state-wide. Organic production, sustainable farming, aquaponics, and water quality have been identified as areas in need of more robust agricultural-related education programs. The addition of a greenhouse at Ridgewater College will allow the currently established Agriculture and Science programs to provide hands-on and experiential learning in areas of educational need.

The addition of a greenhouse would allow hands-on learning opportunities and help students develop a deeper understanding and provide exposure to a greater range of soils, water, seeds, plants, herbicides, germicides, and pests within a controlled environment. The greenhouse would extend the growing season throughout the entire academic year, providing students with an opportunity to explore, experiment, and learn about the life cycle and stages of plant growth. Extending the growing season provides the opportunity to highlight the importance of environmental stewardship and identify possible improvements to current production practices, throughout the entire production continuum. The addition of a greenhouse would also allow faculty, staff, and students to study ideas and discover opportunities to improve food safety in the Minnesota food production industry and continue to learn about the connection between food and water quality in Minnesota.

- The addition of a greenhouse creates and enhances the following educational opportunities:
- Hydroponics
- Aquaponics
- Sustainable ag production
- Improving water quality using bio-filters and soil filtration
- Botany
- Ecology
- Nutrient Management
- Irrigation
- Expanding Ag Education
- Urban Ag Development
- Food Security
- Organic Food Production
- Water Management
- Alternative Energy Solutions in Greenhouse Production
NEW TEACHING GREENHOUSE

The Ridgewater College greenhouse could provide an opportunity for expanding research opportunities on campus by providing a space that could be used as a simulation lab and testing facility.

The following is a list of Agriculture and Science courses that have potential to benefit from the addition of a greenhouse space at Ridgewater College:

- AGRI 1650 Soils and Fertility Management
- AGRI 1660 Introduction to Agronomy
- AGRI 1670 Integrated Pest Management
- AGRI 1680 Crop Scouting Techniques
- AGRI 1681 Crop Scouting Techniques Lab
- AGRI 1700 Crop Protection Recommendations
- AGRI 1720 Corn and Soybean Production
- AGRI 1730 Forage Production
- AGRI 1740 Specialty Crops
- AGRI 1761 Ag Water Management
- AGRI 1771 Introduction to Precision Ag
- BIOL 100 – Introduction to Biology
- BIOL 141 – Environmental Science
- BIOL 200 – General Biology
- BIOL 201 – General Biology II
- BIOL 215 – Microbiology

Ridgewater College recognizes the importance that Minnesota places on all spaces of agricultural production, from backyard gardens, community gardens, family farms, and commercial farms. Ridgewater College also understand the need for a broad range of experiences and knowledge in plant/crop production, environmental sustainability, small scale/organic production, state-wide water quality and the interactions between them. Students enrolled in general science courses would have the space and technology needed to explore and experiment with the impacts of soils, water, fertilizers, herbicides, germicides, water quality and other environmental conditions within a controlled environment. Ridgewater college is committed to being a leader in agriculture related education and in connecting students and communities with the information they need to make the best decisions related to all levels of plant/crop production, food safety, and environmental stewardship. The addition of a greenhouse would provide Ridgewater College with modern space and current technology to maximize student learning, enhance community outreach, and develop and support partnerships with learning institutions and community groups state-wide.
INTRODUCE RAINWATER GARDENS IN PARKING LOT

Reduce impervious surface area in parking lot by introducing rainwater gardens.
The new gym entry is proposed to further improve wayfinding on campus. Currently, the gym entry is uninviting and causes confusion for visitors. By updating the facade, the gym will become yet another focal point on campus. The simple addition will revamp this area of campus and promote foot traffic.
## Willmar Campus Projects

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>PHASE I: 0 - 2</th>
<th>PHASE II: 3 - 6</th>
<th>PHASE III: 7 - 15</th>
<th>PHASE IV: 16 - 20</th>
<th>FUNDING</th>
<th>COST</th>
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<td>4</td>
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<td>X</td>
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<td>$33</td>
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<td>5</td>
<td>Reconfigure classroom C133 &amp; adjacent rooms into one office suite</td>
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<td>7</td>
<td>Demo tennis courts</td>
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<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<td>Create collaborative classroom in Nursing classrooms B162A &amp; B162B and/or B166 &amp; B168</td>
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<td></td>
<td>X</td>
<td></td>
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<td>$20</td>
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<td>Tactical remodel to ‘freshen’ classrooms &amp; select common areas</td>
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<td>Introduce rainwater gardens in parking lots</td>
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<td></td>
<td>$70</td>
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<td>Design Teaching Greenhouse</td>
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**TIMEFRAME FUNDING**

**COST**
SECTION V:
CAPITAL INCREMENTAL IMPROVEMENT PROGRAM
5.1 Capital Plan Improvements

### Projects and Phasing

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<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Hutchinson Campus</th>
<th>Willmar Campus</th>
<th>PHASE I: 0 - 2</th>
<th>PHASE II: 3 - 6</th>
<th>PHASE III: 7 - 15</th>
<th>PHASE IV: 16 - 20</th>
<th>Prob. Cost (1,000s)</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>HEAPR 0-2 (Both Campuses)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$3,000</td>
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<tr>
<td>1</td>
<td>Update predesign for Advanced Manufacturing/Welding Hub expansion to include restructuring seating in Auditorium, replacing Automated Systems &amp; Robotics with Business Classrooms and move closer to Manufacturing. Repurpose Audio Classrooms into alternative program space</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>TBD</td>
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<tr>
<td>2</td>
<td>Install CO2/NO2 sensors in Auto Tech and Ag and HVAC control</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$33</td>
<td></td>
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<tr>
<td>3</td>
<td>Predesign to remove &amp; replace ceiling in main Commons, create one-stop shop for Student Services/Support, create collaborative/study spaces near North &amp; South Commons, tactical remodel to 'freshen' select classrooms and common areas</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$20</td>
<td></td>
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<tr>
<td>4</td>
<td>Design for Advanced Manufacturing/Welding Hub expansion, restructuring seating in Auditorium, replacing Automated Systems &amp; Robotics with Business Classrooms and move closer to Manufacturing. Repurpose Audio Classrooms into alternative program space</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$200</td>
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</tr>
<tr>
<td>5</td>
<td>Reconfigure classroom C133 &amp; adjacent rooms into one office suite</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$75</td>
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<tr>
<td>6</td>
<td>Develop new business collaborative/study space in upper level of building 'C'</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$20</td>
<td></td>
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<tr>
<td>7</td>
<td>Demo tennis courts</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$40</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Predesign for new Ag Equipment Service Lab</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$40</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Predesign for Teaching Greenhouse</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$25</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Predesign for Gym entry addition</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$20</td>
<td></td>
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<tr>
<td>11</td>
<td>Replace roof on Business Development Center</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$754</td>
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<td>12</td>
<td>Continue to renovate toilets across campus</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$75</td>
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<tr>
<td>13</td>
<td>Remove &amp; replace ceiling in Commons, Create one-stop shop for Student Services/Support, Create collaborative/study spaces near North &amp; South Commons, Tactical remodel to 'freshen' classrooms and select common areas.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$560</td>
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<td>#</td>
<td>Description</td>
<td>PHASE I: 0 - 2</td>
<td>PHASE II: 3 - 6</td>
<td>PHASE III: 7 - 15</td>
<td>PHASE IV: 16 - 20</td>
<td>实施</td>
<td>资金</td>
<td>成本</td>
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<td>14</td>
<td>Construct Advanced Manufacturing/Welding Hub expansion,</td>
<td>14</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$1,650</td>
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<td></td>
<td>Restructure seating in Auditorium, Replace Automated Systems &amp; Robotics</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>with Business Classrooms and move closer to Manufacturing,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repurpose Audio Classrooms into Alternative Program Space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>Create collaborative classroom in Nursing classrooms A162A &amp; A162B</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$50</td>
</tr>
<tr>
<td></td>
<td>and/or B166 &amp; B168</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>Develop new collaborative/study spaces in lower level of building 'B'</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$20</td>
</tr>
<tr>
<td>17</td>
<td>Tactical remodel to 'freshen' classrooms &amp; select common areas</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>18</td>
<td>Develop new collaborative/study spaces in upper level of building 'B'</td>
<td>X</td>
<td>X</td>
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<tr>
<td>19</td>
<td>Create built-in study/collaborative space in corners of main commons</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>20</td>
<td>Develop new collaborative/study spaces in upper level of building 'F'</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>21</td>
<td>Design new Ag Equipment Service Lab</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>22</td>
<td>Design Teaching Greenhouse</td>
<td>X</td>
<td>X</td>
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<tr>
<td>23</td>
<td>Design new Gym entry addition</td>
<td>X</td>
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<td>24</td>
<td>Introduce rainwater gardens in parking lot</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>25</td>
<td>Explore expanding existing Academic Support and increase visibility</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
<td>$100</td>
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<tr>
<td>26</td>
<td>Develop new collaborative/study spaces in the lower level of building 'C'</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$20</td>
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<tr>
<td>27</td>
<td>Space plan and design for Academic Support and increased visibility</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>28</td>
<td>Repurpose existing kitchen &amp; food service into student life &amp; student</td>
<td>X</td>
<td>X</td>
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<td></td>
<td></td>
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<td></td>
<td>senate. Incorporate convenience food service. Relocate Fine Art Gallery</td>
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<td>into concourse.</td>
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<tr>
<td>29</td>
<td>Construct new Gym entry addition</td>
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<td>Construct Academic Support</td>
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<td></td>
<td>$500</td>
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<tr>
<td>33</td>
<td>Enhance east entry, create additional plaza / outdoor collaborative</td>
<td>X</td>
<td>X</td>
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