



CARROLL COLLEGE

Master Plan Update



NOVEMBER 2022

MASTER PLAN OVERVIEW

A

GENERAL CAMPUS

B

INFORMED ANALYSIS

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MASTER PLAN UPDATE

D

APPENDIX

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A MASTER PLAN OVERVIEW

Executive Summary	A1
Master Plan Vision and Goals	A2
Core Stakeholder Group and Design Process	A3

MASTER PLAN OVERVIEW

EXECUTIVE SUMMARY



Photo Credit: Carroll College

MASTER PLAN OVERVIEW

EXECUTIVE SUMMARY

"We are here, not for school, we are here for life. We are here for now, we are here for tomorrow, we are here for the adventure."

CC website promotional video

The buildings and grounds at Carroll College are not just the ideal learning platform for students, it is the front yard, backyard, front door, back door, living room, bedroom, kitchen table, family room, mudroom and so many more critical aspects that impact or influence a student's life after leaving these familiar elements of home. Whether a student seeks to enhance their social aptitude, new friends search for a comfortable lounge space to wind down after a rigid week of study and exams or international students hope to teach and share their native cuisine, creating and idealizing space for such activities is now paramount for attracting and retaining those on the path of college life. Student life at Carroll College is purposeful, impactful and has inspired a strong foundation for all that include Carroll in their journey to achievement.

In 2009, Carroll College began implementing a newly adopted Campus Master Plan and completed many of the priority projects over the course of twelve to thirteen years. One focus of the "Centennial Plan" included adding student housing to address the then anticipated growth to the enrollment, resulting in approximately a net new 100 beds. The new 2022 update to the Centennial Campus Master Plan was informed less by quantity of housing and more by the need to modernize and update the existing residence life experience. This is timely, and aligns perfectly with the College's 2022-2027 Strategic Plan.

Students appropriately consider many aspects when selecting their higher

education institution and over the past decade, an increasing focus on "student life" has impacted enrollment more significantly at Montana colleges and universities than in the past. Carroll College is arguably unmatched when considering academic success, the value of education, job placement and alumni support but it is time to seek a more balanced focus on improving areas of student life that are not directly academic, are less about athletics, but are more about the 'in-between' experiences. For the purpose of this Plan update, the definition of Student Life should not be confused with a specific department, as it is at Carroll College, but instead "Student Life" should be thought of in terms of focusing on and align non-class-time and non-athletic comp Dining and food service options, residence hall gathering and lounge spaces, social and recreational opportunities are important examples of the now heightened priorities for capital spending at Carroll College.

Key stakeholders including staff, students, faculty and alumni volunteers have developed a comprehensive list of projects to be targeted and a handful of them should make a profound impact on student life, thus increasing enrollment, student retention and even connection to the Helena community.

The next decade will include some important projects related to all aspects of striking the right balance of improvements on campus, some of which are already in progress. Prioritized projects include new lounge and common kitchen spaces in Guadalupe, St. Charles Hall and Trinity Halls, transformational changes to Founders Corner, kitchen, dining, and retail improvements in the Campus Center and long overdue improvements to house the Facilities and Maintenance Offices and Shop.



MASTER PLAN OVERVIEW

MASTER PLAN VISION AND GOALS



Photo Credit: Carroll College

In November of 2021, Carroll College published an updated Strategic Plan entitled “270 by 27” establishing a 5-year plan committing the college to a growth of 270 students by the year 2027 - as the title implies. The strategic plan outlines a series of goals and objectives that support five high-level imperatives to strengthen their recruitment and retention numbers.

Carroll College approached SMA Architecture + Design in the Spring of 2022 to aid in creating an update to Carroll’s existing Centennial Plan completed in December of 2009. However, in an effort to align with the goals and objectives established in the Strategic Plan, the update would focus on improvements that could be made to campus to better support the College’s student engagement and recruitment efforts. This focus on student-driven space is often referred to on campuses across the country as a Student Life Master Plan. Therefore, throughout the following sections of master planning analysis, a high priority is given to those projects supporting the concept of Student Life, recognizing that Carroll’s academics and athletics are

also critical cornerstones and influential in the student experience of the Strategic Plan, but not specifically explored with this Student Life Master Plan update.

To guide all stakeholders through the Master Plan update development, SMA instituted the following phases; Data Collection, Processing, and Planning. These would serve as the road map through a months-long process exploring high-level approaches to enhance the student experience. When establishing a basis of understanding reinforced by the goals and objectives outlined in the Strategic Plan, SMA targeted the following three strategic objectives from the Strategic Plan. These specific objectives were critical in guiding discussions about the potential projects and enhancements the stakeholders and design team would explore.

- Imperative 1, Objective B: Create a vibrant environment that fosters student interactions and relationships. Utilize and improve physical spaces to make our campus a better place for students to live, learn, recreate, and compete.

MASTER PLAN OVERVIEW

MASTER PLAN VISION AND GOALS



- Imperative 3, Objective C: Enhance Carroll College’s presence and visibility across its service region to attract greater diversity among our students, employees, and donors.
 - Imperative 5, Objective B: Support a culture of innovation by funding projects that enrich the lives of students. Emphasis will be placed on novel, creative, and collaborative solutions and academic programming that develop value-creating opportunities or address known challenges.
- With a general foundation of targeted objectives established, SMA worked with Carroll’s Buildings and Grounds Committee to refine a vision and goals for the Master Plan Update. The focus is specific to an emphasis placed on Student Life and enhancing the student experience on campus. The following goals were established in the early data collection phase of the stakeholder engagement and have been utilized to better inform all aspects of the Master Plan update moving forward.
- Engage all Carroll College stakeholder groups at each phase of the master planning update.
 - Study and analyze existing conditions on campus through exploratory mapping diagrams to better inform and support decisions regarding campus upgrades and enhancements.
 - Analyze underutilized buildings or portions of buildings to be reconfigured or renovated in support of more efficient and adaptable uses benefiting the student experience.
 - Enhance existing Student Life hot spots by proposing upgrades to portions of campus buildings and outdoor spaces, with a specific emphasis on residence halls and their supporting interior and exterior adjacencies. These following goals highlight the opportunity for new campus building locations and exterior improvements so that the college can grow with the student population into 2027, and beyond.

MASTER PLAN OVERVIEW

CORE STAKEHOLDER GROUP AND DESIGN TEAMS

CARROLL COLLEGE -

BUILDINGS & GROUNDS COMMITTEE

Dr. Joyce Stewart	Msgr. Kevin O’Neill
Fran Albrecht	Dr. John Cech
Garry Brayko	Lori Peterson
Mike Dalton	Butch Biskupiak
Monica Gomez	Dan Byrd
Mary McHugh	Dr. Jennifer Glowienka
Dick Anderson	Stacy Whited (Scribe)

STUDENT SERVICES FOCUS GROUP

Robby Whited
Tanya Kent
Dayle Williams
Zach Eckerdt
Maria Rogne
Janet Riis
Laurie Rodriguez

DESIGN TEAM -

SMA ARCHITECTURE + DESIGN

Tim Meldrum
Nicole Anderson
Brett Charles
Brandon Fry
Carley Smith

CARROLL COLLEGE -

CAMPUS MASTER PLANNING GROUP

Dr. John Cech	Cassie Hall
Lori Peterson	Dan Case
Butch Biskupiak	Robby Whited
Dan Byrd	Travis Almquist
Dr. Jennifer Glowienka	Shaun Scott
Chris Aimone	Shae Bills
Michael McMahon	Stacey Whited (Scribe)

RESIDENTIAL LIFE AND HOUSING DEPARTMENT

Zach Eckerdt
Brad Maddock
Michael McMahon
Deidre Casey

MASTER PLAN OVERVIEW

CORE STAKEHOLDER GROUP AND DESIGN TEAM



Photo Credit: Carroll College

With the high level vision and goals established with the influence of the Strategic Plan imperatives and objectives it was critical that all Stakeholder Groups were engaged early on in the master planning effort to build momentum through the Processing, Planning and Prioritizing phases. The core stakeholder groups listed to the left further refined and informed the actual implementation of the vision and goals.

With the guidance of key members from the Buildings and Grounds Committee, the following groups were created and engaged throughout the development of the master plan at different phases depending on the topics and content needing input.

- Buildings and Grounds Committee, a sub-committee of the Board of Trustees
- Campus Master Planning Group, a collection of Carroll faculty, staff and student representatives
- Student Services, a small focus group exploring the

partnership of Campus Services and Residential Life department and the role they provide in serving students

- Residential Life & Housing, a group of Carroll staff representing this department and the services they offer students
- Carroll College Students, a group of students who voluntarily participated in student engagement activities over a two day period in the Campus Center and completed an online survey
- City of Helena Planning and Zoning Officials, a collection of Helenans, who are community members directly connected to the college or whose businesses are invested in the future and growth of the college

Engagement sessions coordinated throughout each phase of master planning with each of the groups listed above are specifically listed in the Appendix of this document.

B GENERAL CAMPUS

OVERVIEW

B1

Vicinity Map

Proximity Map

EXISTING CAMPUS

B2

General Campus

Building Inventory

Parking

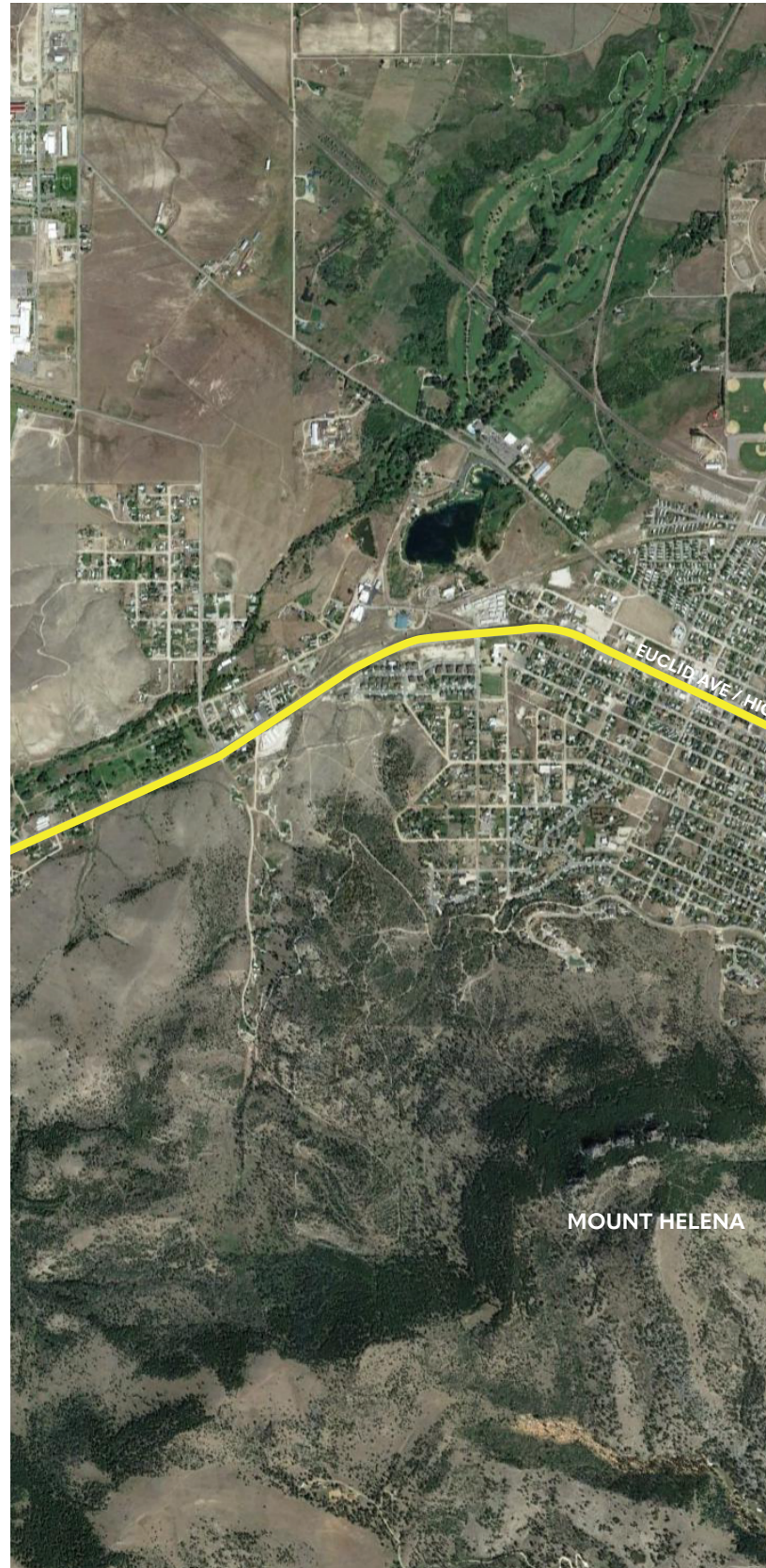
Signage

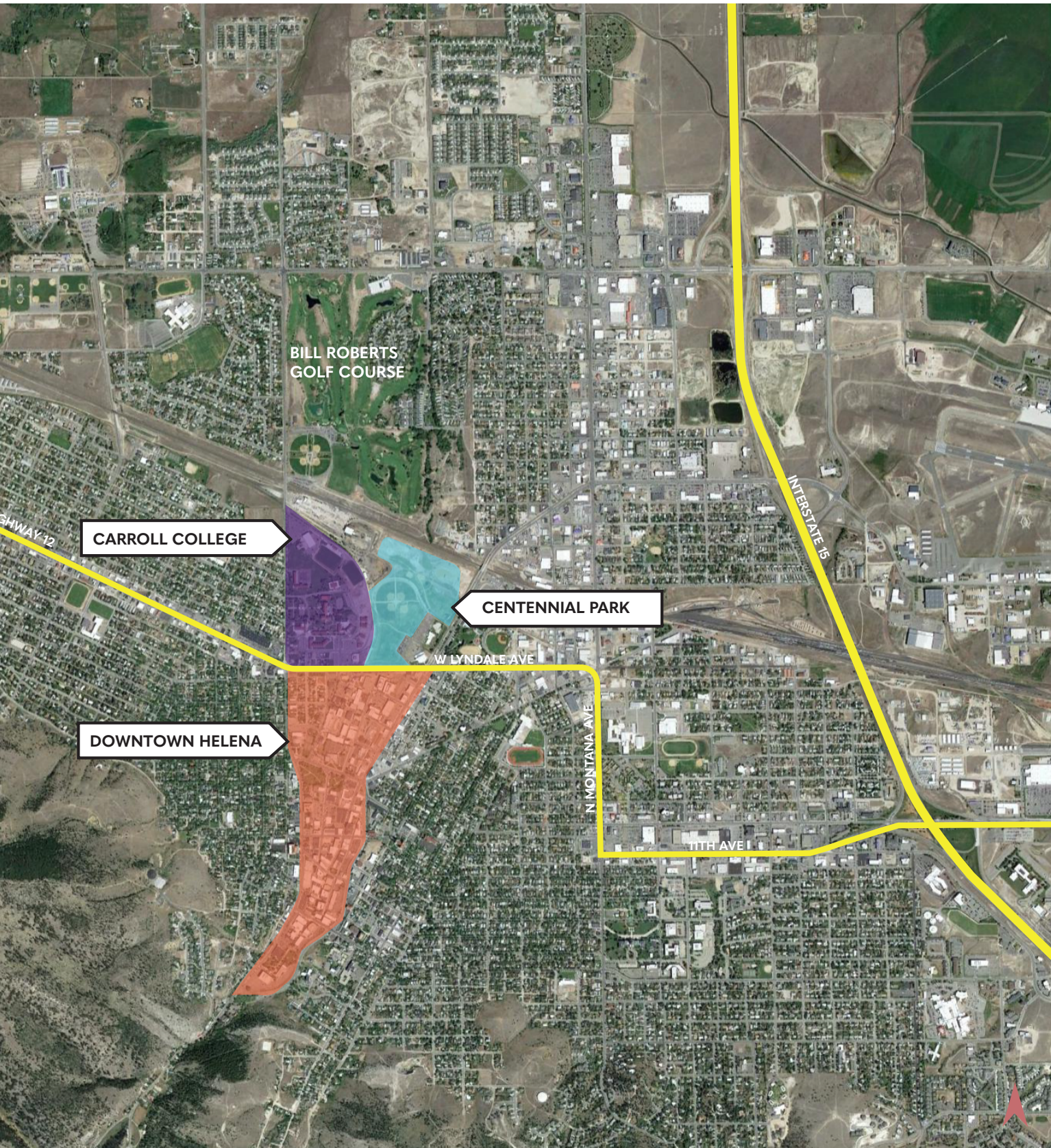
Outdoor Connectivity

OVERVIEW

VICINITY MAP

Located in the heart of Helena, Montana, the Carroll College campus is minutes away from an abundance of recreational and community activities. From hiking and biking the trails of Mount Helena, enjoying the local shops and attractions of Downtown Helena, or fishing the nearby Missouri River, Carroll truly is a gateway to experience all that Helena and Montana has to offer. Carroll College proudly identifies as a Residential College among many others across the country, offering a campus for students to call home at the center of these activities. The key Master Plan stakeholders understand these attributes are all aspects that can inform student life qualities and help influence individuals to attend Carroll College.



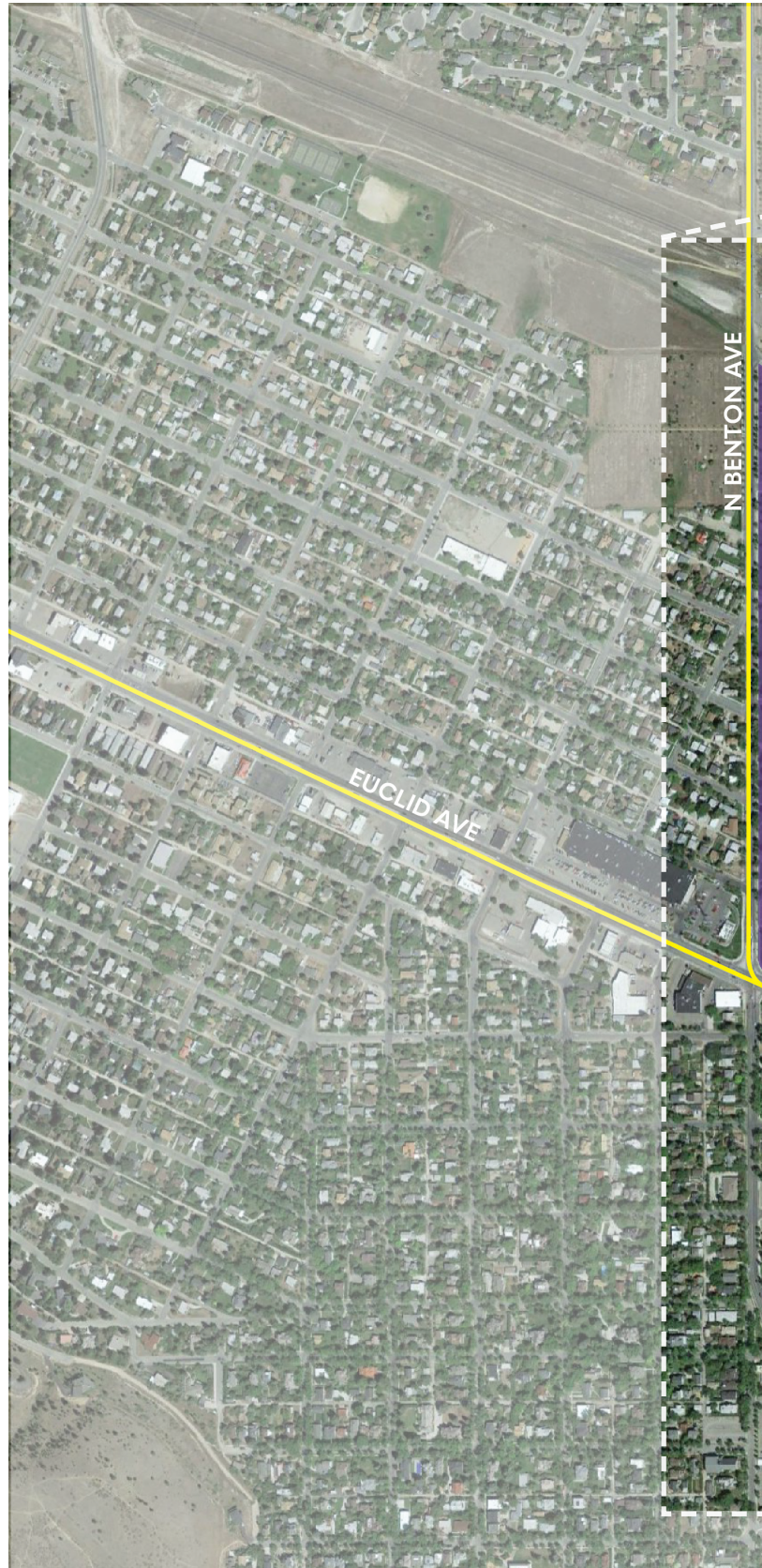


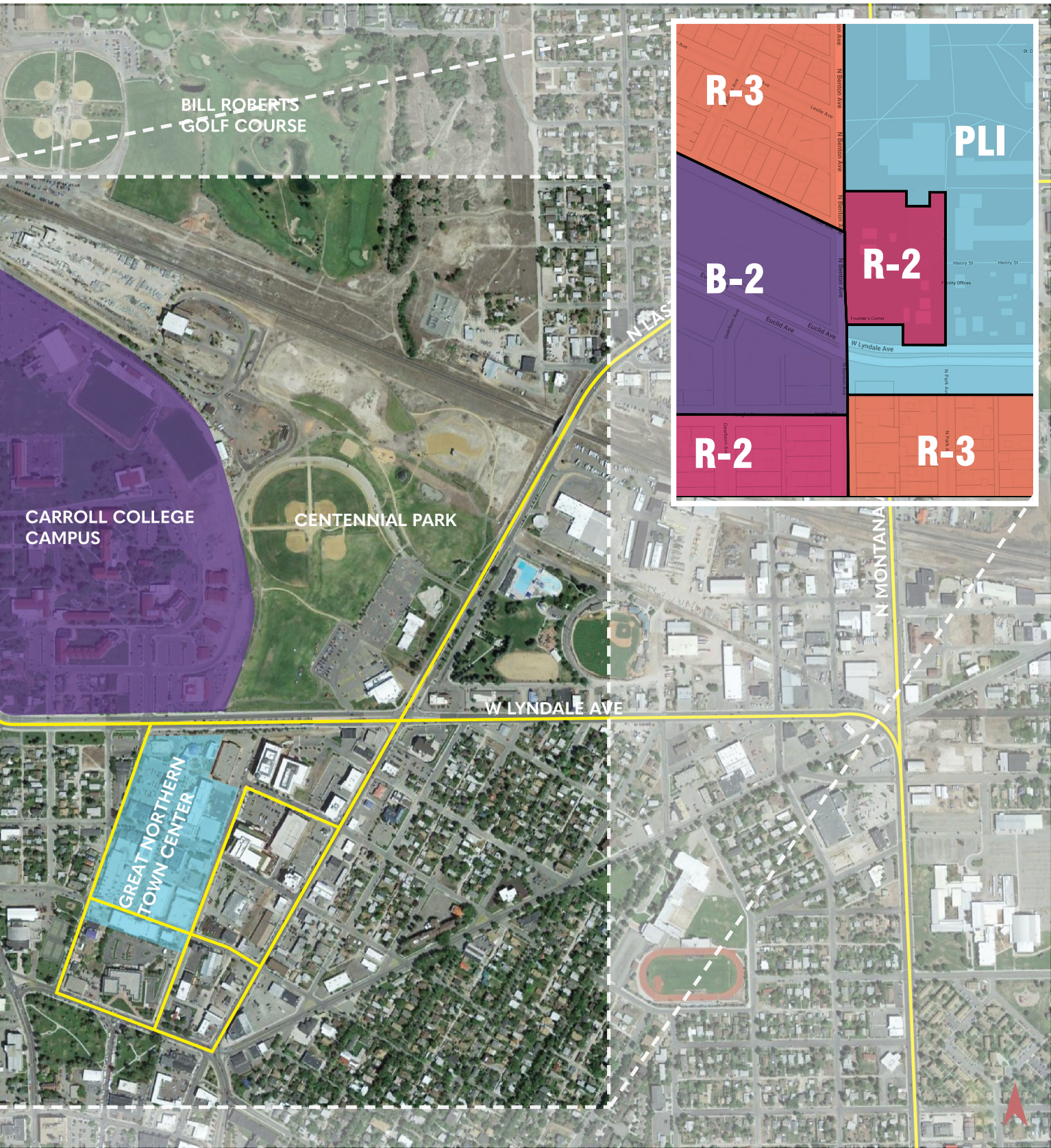
OVERVIEW

PROXIMITY MAP

Nestled between Benton Avenue, a residential connector street, and Lyndale Ave, a busy thoroughfare, Carroll College sits in the heart of Helena, Montana. At the intersection of Benton Avenue and Lyndale Avenue is Founders Corner, anchoring the southwest boundary of Carroll College. With outdoor amenities like Centennial Park to the east, Bill Roberts Golf Course and the Batch Softball Fields to the north, Carroll students, faculty, and staff are only minutes away from enjoying a myriad of all-season recreational opportunities. To the south of campus, the Great Northern Town Center and Downtown provide local restaurants and family entertainment that are easily accessible by foot for students, faculty, and staff. Finally, a quiet residential zone borders Carroll's west boundary, adding to the residential college feel the campus embodies. The central location of Carroll's campus also allows short travel distances for adventure seekers looking to take advantage of hiking and mountain biking trails, as well as rock climbing on nearby Mount Helena.

Early on in the master planning process SMA evaluated the existing zoning districts present on campus and surrounding areas. While it is common for these zones to become outdated over time as the college continued to acquire and maintain surrounding properties, the design team proposed pursuing a rezoning effort to address the zoning island created by the R-2 zone at the edge of campus, otherwise zoned as PLI, Public Lands & Institutions. The residential zone is no longer appropriate for the potential development sites Stakeholder Groups identified in this area, and therefore it is recommended that Carroll College apply for a rezone of this area to PLI through the City of Helena's Community Development Department.





BILL ROBERTS GOLF COURSE

CARROLL COLLEGE CAMPUS

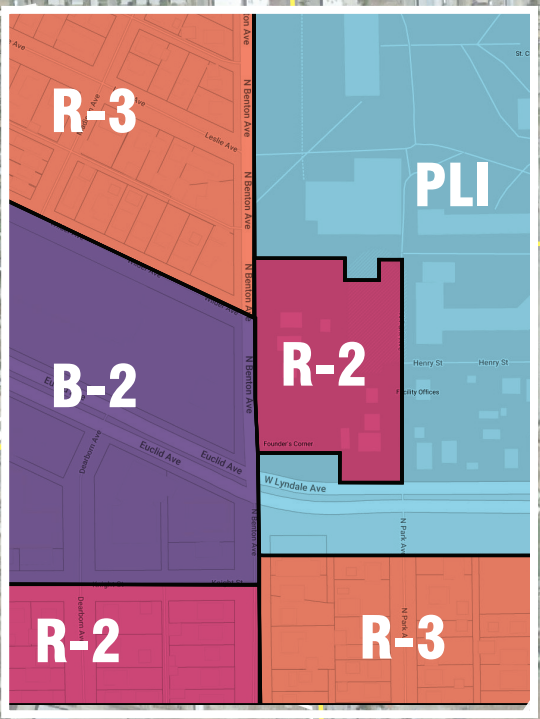
CENTENNIAL PARK

W LYNDALE AVE

N LEAS

N MONTANA

GREAT NORTHERN TOWN CENTER



EXISTING CAMPUS

GENERAL CAMPUS

EXISTING CAMPUS MAP

Located on 63 acres in the heart of Helena, Montana, the campus of Carroll College has flourished as a Catholic Diocesan College since it was founded in 1909. Carroll's campus is comprised of over one million square feet of academic, administrative, and residential buildings, with some, like its historic St. Charles Hall, dating back to 1909.

This campus map serves as the base map for the existing campus mapping diagrams throughout the Master Plan Update and is based on the existing buildings, impervious and green space areas. Each building is labeled by its name and the exterior spaces are generally described by their adjacency to those buildings.

BUILDING INVENTORY

The following mapping shows an updated look at primary uses for campus buildings throughout campus classified in the categories listed in the legend. While many of the same buildings and uses remain from the previous Master Plan, it is important to note the new buildings and updates that have been completed. Many of the buildings that were highlighted and discussed in this Master Plan Update are recognized as areas that are heavily involved with student life qualities. This mapping exercise, established a foundation of understanding regarding the primary uses of each building on campus.

From here, the design team could engage stakeholders in discussions to understand the appropriate or inappropriate utilization of each building and adjacent outdoor experience. These considerations gave the committee an opportunity to evaluate the best use for each building and propose reconfigurations of use or physical renovations, with the goal of enhancing the student experience.

EXISTING CAMPUS

BUILDING INVENTORY



PARKING

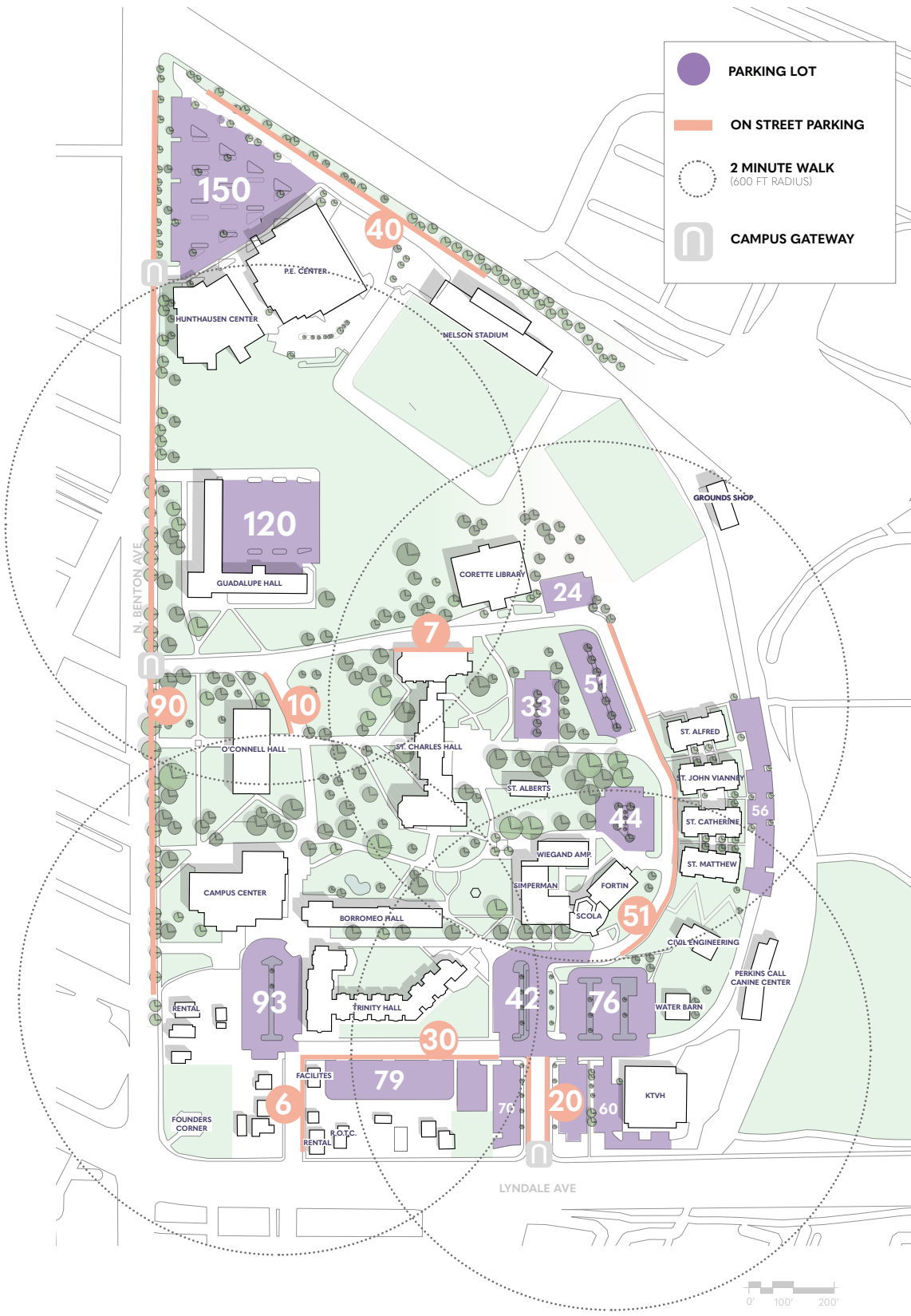
Given Carroll College's convenient location just north of downtown and adjacent to a main thoroughfare like Lyndale Ave, automobiles are a primary mode of accessing campus. While the planning of campus encourages walkability, it is critical to consider the locations where students, faculty, staff and visitors will park after accessing campus by automobile. It is typical for each parking area on campus to serve specific buildings and knowing the use of each building provides important demographic data for each parking lot. Along with the user group and parking lot analysis, a study of how far an individual could travel in 1 minute and 2 minute intervals was also shown to describe what was accessible within these lots.

In early discussions with key stakeholders, it was evident that the facilities department has received comments regarding a need for additional parking opportunities on campus. This mapping further confirms the pre-existing data that the number of parking spaces provided on campus are adequate for the building uses. Instead, it is potentially an issue of adjacency to the buildings being accessed by each user group. The circles are used as an overlay on the map to indicate the distance it would take a user to walk from any given parking lot to their destination, while making assumptions regarding the type of user that will be making that walk.

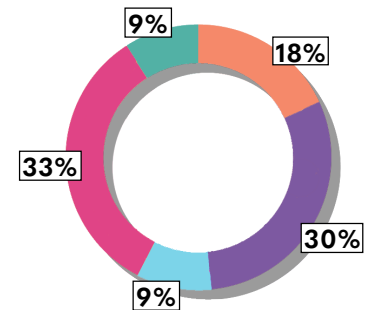
Gateways into campus are heavily influenced by parking lot locations and access to campus via automobile. A gateway icon is introduced in this mapping, but used throughout other diagramming.

EXISTING CAMPUS

PARKING



EXISTING CAMPUS



MONUMENTS

Campus Icons; large and memorable. These monuments represent history, importance and prestige.

WAYFINDING

Standardized design; Informational, bold and recognizable.



WAYFINDING AND SIGNAGE

The above diagrams show the distribution of the existing sign types across Carroll College's campus based on best practices for wayfinding and signage. The typical wayfinding signs found around most buildings and parking lots make up 30% of the total signage. This is an appropriate ratio in line with best practices.

The most prevalent and consistent sign on campus is perhaps the hardest to read due to a lack of contrast against the tone of primarily brick buildings. While certain lighting conditions, and proximity can provide decent visibility, these building mounted signs are more often than not difficult to decipher. While the silver 6" letters are consistent and in line with the campus design standards they could be relocated or modified to orient all users, positively impacting the student experience.

The rest of campus is dotted with an array of other types of signage as represented in the data graphic above. There are specialty signs that have a high level of design that match the surroundings, human scaled and convey a story about the location. These are primarily found near the new student housing to the Northeast.

The monument signs, offer a moment of pause. Through the use of large statues, religious icons or campus gateways, these are signs that point to the roots of Carroll and offer picturesque backdrops for photos, ceremonies and postcards. Finally, campus maps are placed in strategic locations to help visitors and new students alike find their intended destination.



BUILDING MOUNTED

Six inch metal letters on standoffs near primary entrances. Difficult to read in most conditions.

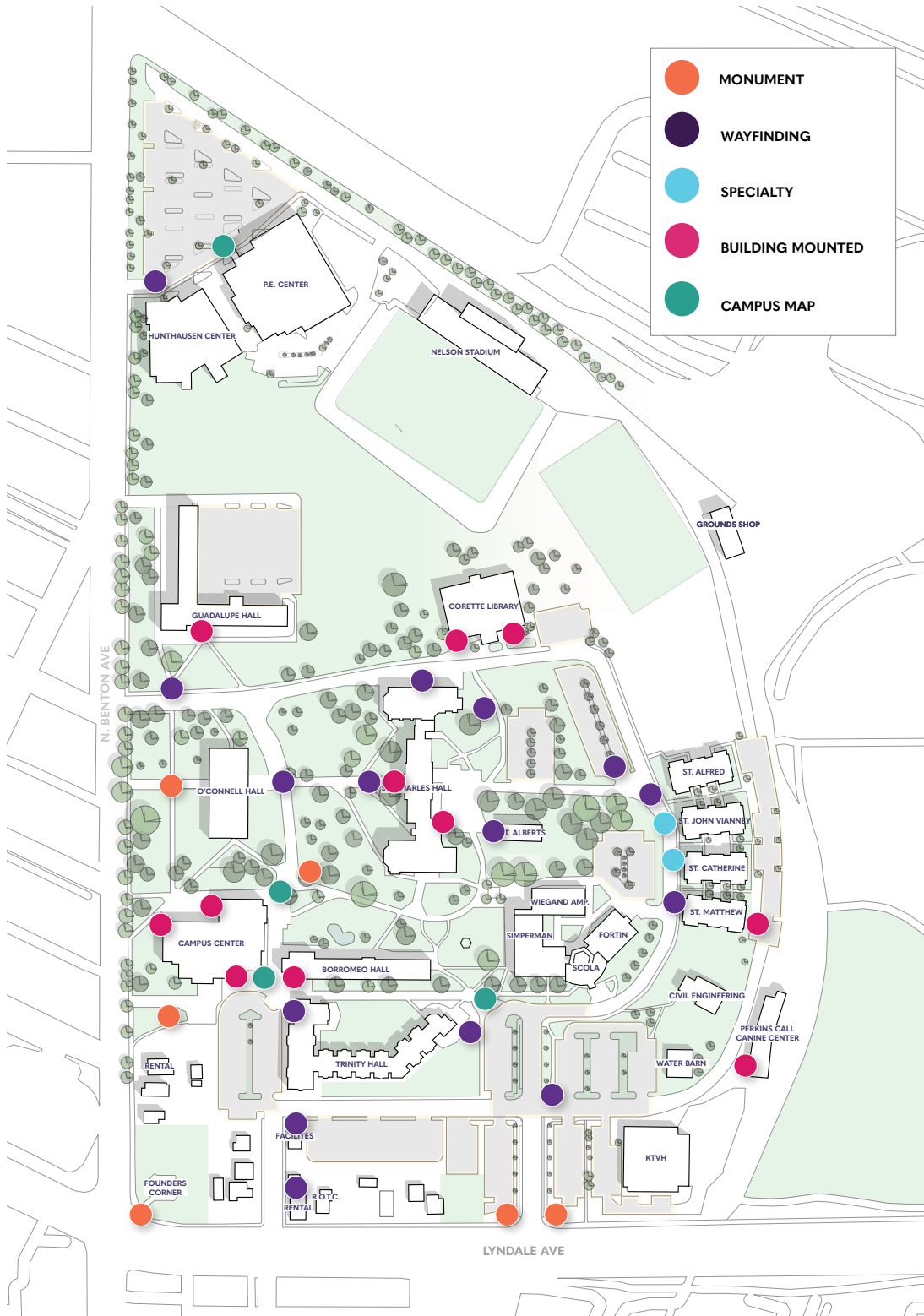
SPECIALTY / MAPS

Campus maps placed in key locations. Specialty signs to tell a story in prominent, new or publicly visible areas.



EXISTING CAMPUS

WAYFINDING / SIGNAGE



OUTDOOR CONNECTIONS

Being located in the heart of Montana, many of the students on Carroll's campus are drawn to being outside and enjoying the great outdoors. In fact, with the recent COVID-19 pandemic restricting student and staff from gathering indoors, Carroll found that more students were taking advantage of outdoor spaces around campus. Specifically, stakeholders recalled students utilizing picnic tables set out by the college as well as other popular outdoor gathering spaces to not only socialize, but for homework and study.

The College recognizes the importance of providing diverse spaces, both indoor and outdoor, to best help students succeed socially and academically. In an effort to increase the connectivity on campus as well as accommodate students who may want the option to study outside, Carroll staff has recently installed WIFI hubs for outdoor access throughout their campus. With hopes of creating a more connected campus, outdoor WIFI helps diversify learning opportunities throughout campus giving Carroll students an opportunity to reconnect with the great Montana outdoors that drew them to Carroll as a prospective student.

In addition to documenting the campus-wide connectivity systems the College has installed to date, this mapping serves as a foundation to better understand the outdoor spaces the master plan update could re-energize or target as potential projects to benefit the student experience.

C INFORMED ANALYSIS

STUDENT ENGAGEMENT

C1

Pinpoint Engagement Mapping

PROCESSING

C2

Parking & Circulation

Nodes and Points of Interest

Campus Gateways

Future Building and Renovation Sites

STUDENT ENGAGEMENT

PINPOINT ENGAGEMENT MAPPING

As a first step to create more opportunities to foster student interactions and relationships on Carroll's campus, it was important to establish where these student life interactions were already occurring. During the Data Collection phase, Carroll and SMA arranged two student engagement sessions that took place in Carroll's Campus Center where students could come and provide information on a "Campus Pinpoint" board. The prompts outlined on the board asked students questions such as where they liked to be social on campus, where their favorite spaces were on campus, where they preferred to study, what outdoor spaces they like on campus, where their favorite place to relax on campus was, and where their least favorite place on campus was.

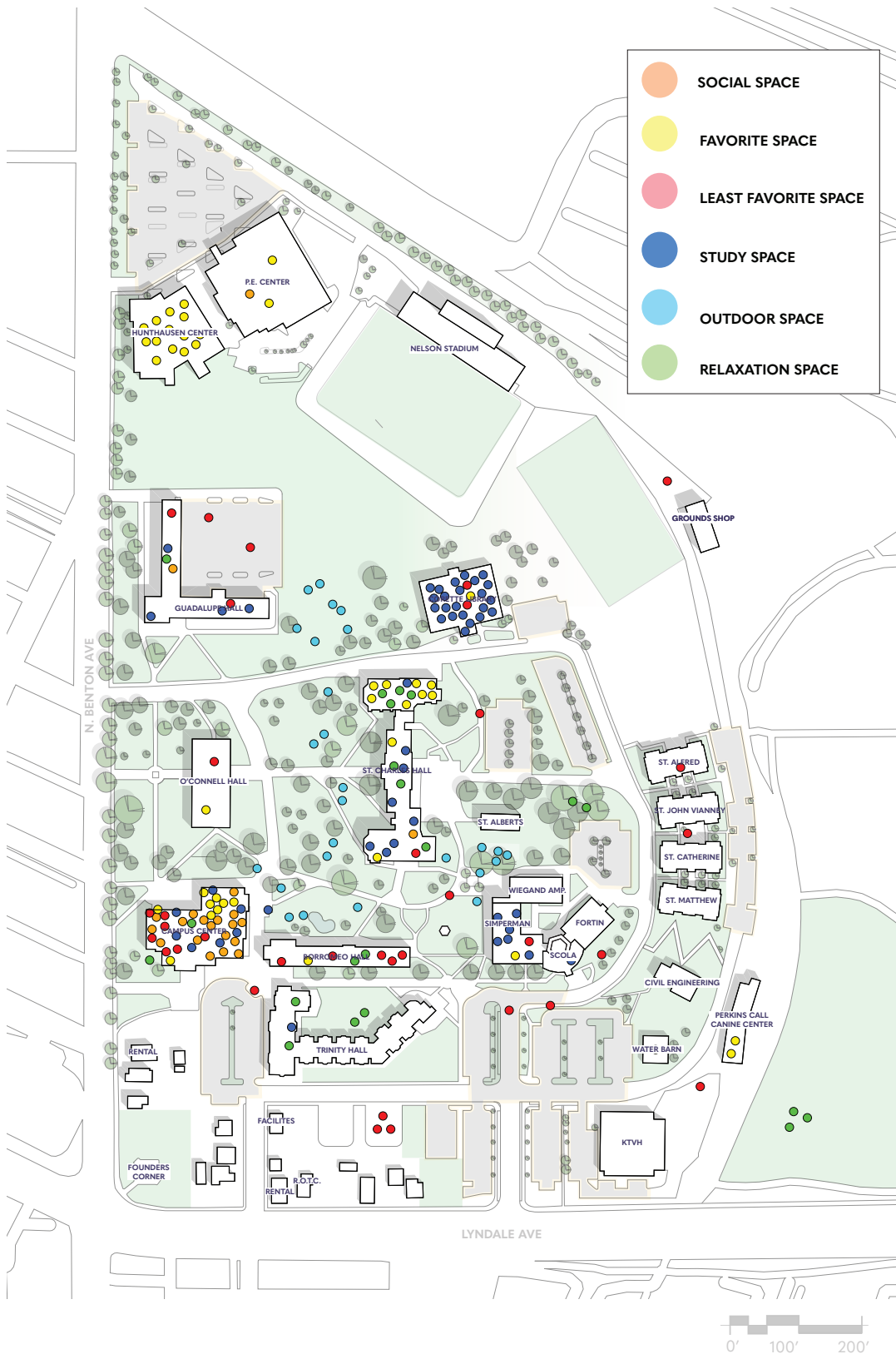
This was an interactive way to see where students gather, whether it be for socializing or studying, outdoor spaces where they chose to recreate or relax, as well as places they may avoid due to safety concerns or unsatisfactory environmental conditions such as poor lighting in the

parking lots. Grabbing a push pin that aligned with the colors provided in the legend to the right and pushing it into the foam core board gave students an opportunity to express their opinions.

With the information provided, Carroll College and SMA were able to gain a better understanding of where campus student life was flourishing and where campus strategic projects could be implemented to support a more cohesive student life experience throughout campus.



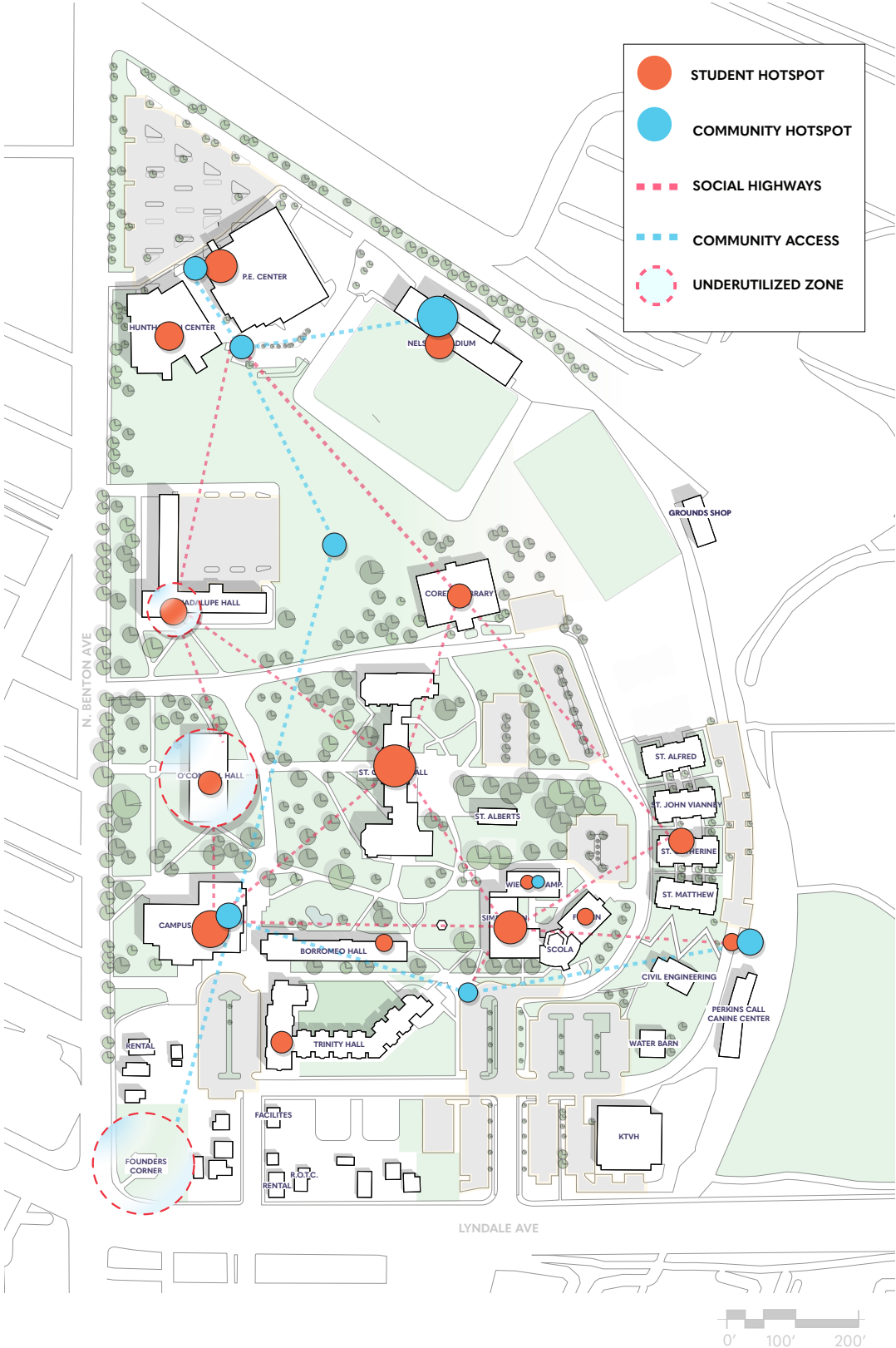
STUDENT ENGAGEMENT



NODES AND POINTS OF INTEREST

A student engagement pinpoint mapping exercise provided specific data regarding student experience at multiple locations on campus. Utilizing student feedback as well as known community engagement sites, SMA was able to create a map that distills these locations as student or community hotspots.

The orange nodes pictured on the map have proven to be the heart of student life at Carroll College. The juxtaposition of these locations with the blue nodes that represent community engagement sites begin to show the connections between these nodes and points of interest, revealing spaces on campus where high amounts of student and community circulation is occurring and that may benefit from exterior enhancements. This study also shows how removed some connections are; for example, Founders Corner, a potential key gateway to campus for pedestrians is relatively disconnected from the rest of campus.



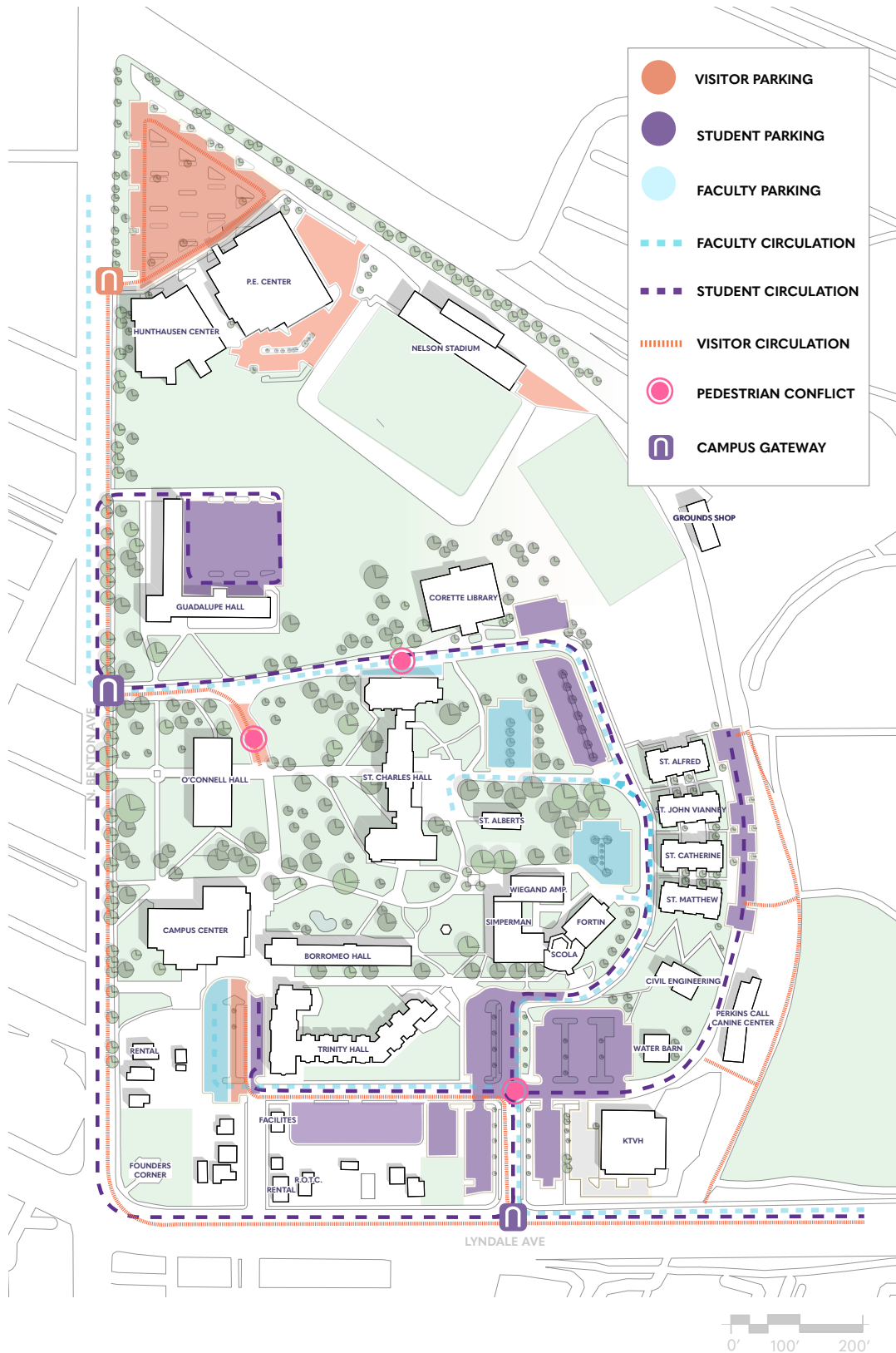
CAMPUS GATEWAYS

To better understand the vehicular movement and flow through Carroll's campus, a renewed look at campus circulation was studied, distilling the movements of three distinct groups; students, faculty/staff, and visitors. Throughout the master planning process, there were many discussions about where the "front door" or gateways to campus are located. While there were many opinions voiced about what campus entry was the front door, it was determined that each entry onto campus served as a gateway for different user groups.

Through identifying user group parking allocations, paired with the concentration of parking and circulation to these lots near the closest entry points, it became apparent which campus gateways served the individual user group. This mapping exercise provides Carroll a visual tool to analyze their current user group circulation and parking by providing the opportunity to reallocate parking or circulation as a priority to help support a more balanced campus circulation.

PROCESSING

CAMPUS GATEWAYS



PROCESSING

NEW CAMPUS MASTER PLAN

The list below alphabetically documents a comprehensive representation of all potential projects that were explored or discussed among multiple Stakeholder Groups throughout the Data Collection, Processing and Planning phases of the master plan efforts. The thirty seven project locations documented below are physically shown on the mapping to the right to support their assumed project name, if applicable.

From this list, each project scope and preliminary intent was evaluated in relation to the vision and goals of the master plan update -- to enhance Student Life playing a role in Carroll's efforts to impact their student

engagement and retainment. The refined list of projects that the Stakeholder Groups agreed would have the biggest impact on Student Life on campus are represented in Section D, Master Plan Update in the Priority Project list. It is important to note that priority is assigned based on the vision and goals of this master plan update and does not indicate that those projects are not important to other imperatives of the Strategic Plan or the growth of Carroll College.

1. Art Room Renovation
2. Arts and Performance Hall
3. Basement Utilization Evaluation
4. Bookstore Relocation
5. Borromeo Basement Utilization Study
6. Borromeo Entry at Trinity Lawn
7. Campus Amphitheater
8. Campus Building Documentation
9. Campus Entrances
10. Campus Signage and Wayfinding Study
11. Multipurpose Lounge Updates to Trinity Hall
12. Conference and Banquet Space
13. Dining Hall and Vendor Renovations
14. Enhanced Building Entry Addition
15. Future Facilities Office and Shop
16. Guadalupe Formal Lounge Update
17. Improve Entrance at Civil Eng. Building
18. KTVH Building Use
19. Corette Library & Simperman Learning Commons Phase II Project
20. Locker Room Expansion in P.E. Center
21. New Outdoor Nodes
22. Outdoor Classrooms
23. Outdoor Space Upgrade at Hunthausen
24. Phase III Student Apartments
25. Redesign of Founders Corner
26. Renovated Classroom / Offices in Simperman
27. St. Charles Fantail and Elevator
28. St. Charles Student Lounges
29. Turf Field at Nelson Stadium
30. Utilization of Residential Homes on Benton Avenue
31. Utilization of Residential Homes on Lyndale Avenue
32. Enhanced Plan Utilization at St. Charles
33. Water Barn Renovation
34. Welcome Center Concept
35. Wellness Center
36. Traffic Calming Measures
37. Guadalupe Resident Student Lounges

PROCESSING

NEW CAMPUS MASTER PLAN



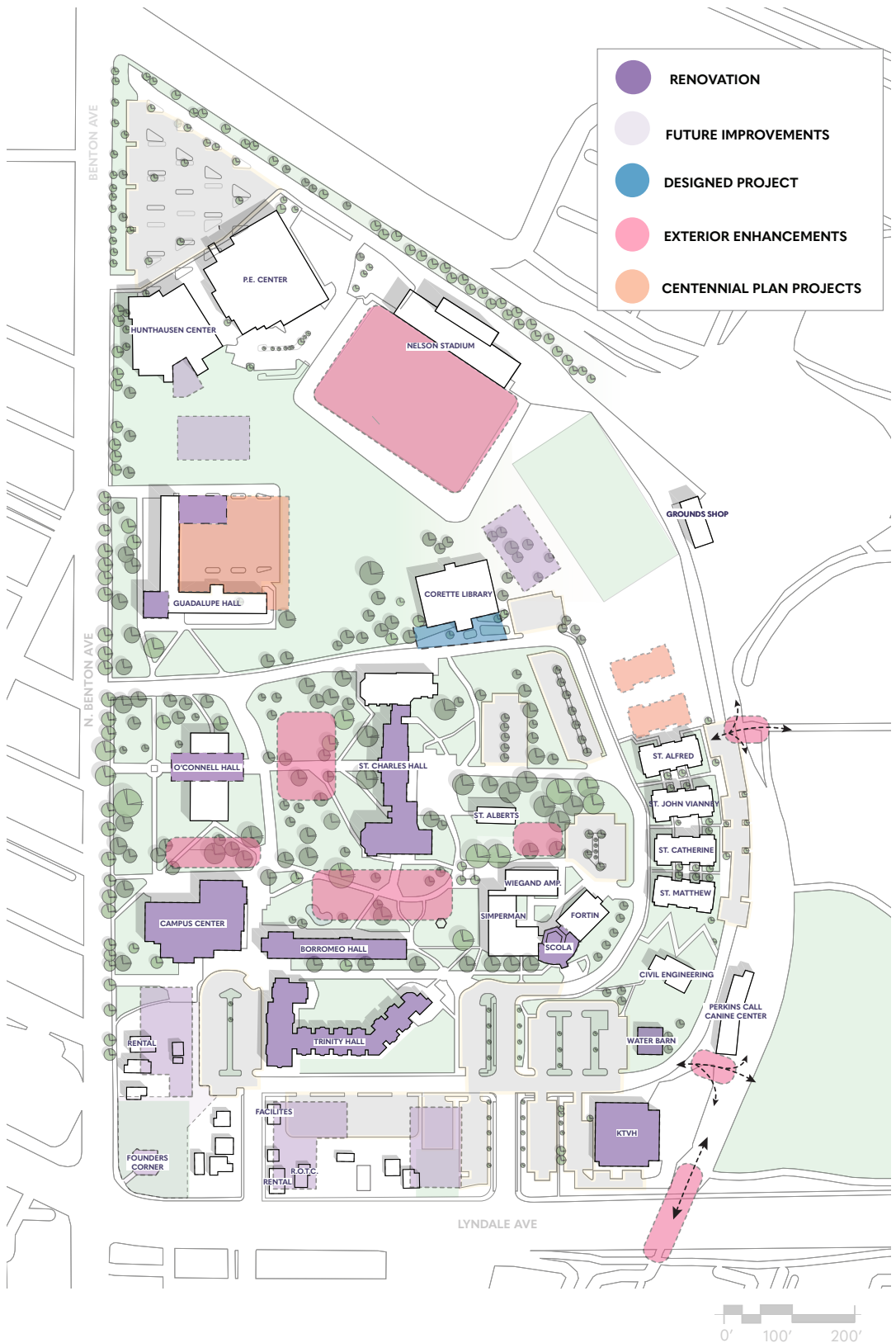
PROSPECTIVE BUILDING AND RENOVATION SITES

Throughout the master plan update process, there were certain areas of focus and previously planned projects that Carroll identified as prospective improvement opportunities to align with their newly implemented strategic planning effort to aid in recruitment and retention on campus.

The following mapping exercise represents the prospective improvement project opportunities in different categories. The map designates certain buildings or portions of buildings as either “Renovation” or “New Construction” projects for areas where future development may take place. The map also includes certain projects from the previous master plan that incorporated additional future residence life/residence hall additions as well as other building projects that are currently under construction on campus. To connect to the planning presented in the Centennial Plan, given that this is an update focused on the student experience, certain projects are represented in this mapping that are still pertinent to the vision and goals.

This map serves as a living document to be used as a tool moving forward in an effort to record projects discussed and recognized as important projects to pursue by Carroll College. The projects identified in the mapping will be expanded upon in the following Master Plan Update Section D.

IMPLEMENTATION APPROACH



D

MASTER PLAN UPDATE

MASTER PLAN UPDATE

D

PRIORITY PROJECTS

D1

Campus Center Renovations

Community Health Partnership

Future Facilities Office and Shop Expansion

Founders Corner Revitalization

Guadalupe Hall Student Lounges

Outdoor Connections

St. Charles Elevator and Fantail Improvements

St. Charles Hall Student Lounges

Trinity Hall Student Lounges

Welcome Center Concept

IMPLEMENTATION APPROACH

D2

Existing Campus and Active Projects

Planned Projects Over the next 5 Years

Planned Projects Over the next 10 Years

COMPREHENSIVE PROJECT SUMMARY

FUTURE ACADEMIC BUILDING

- Prospective Location for a Future Academic Building

GUADALUPE HALL UPGRADES AND EXPANSION

- Renovating the Formal Lounge as well as Basement Lounge
- Creating Student Lounge Spaces on Residence Floors
- Future Wing Expansion

WELCOME CENTER ADDITION

- A first impression of campus for visitors, prospective students, and returning alumni
- Streamlined Student Service Experience

CAMPUS CENTER RENOVATIONS

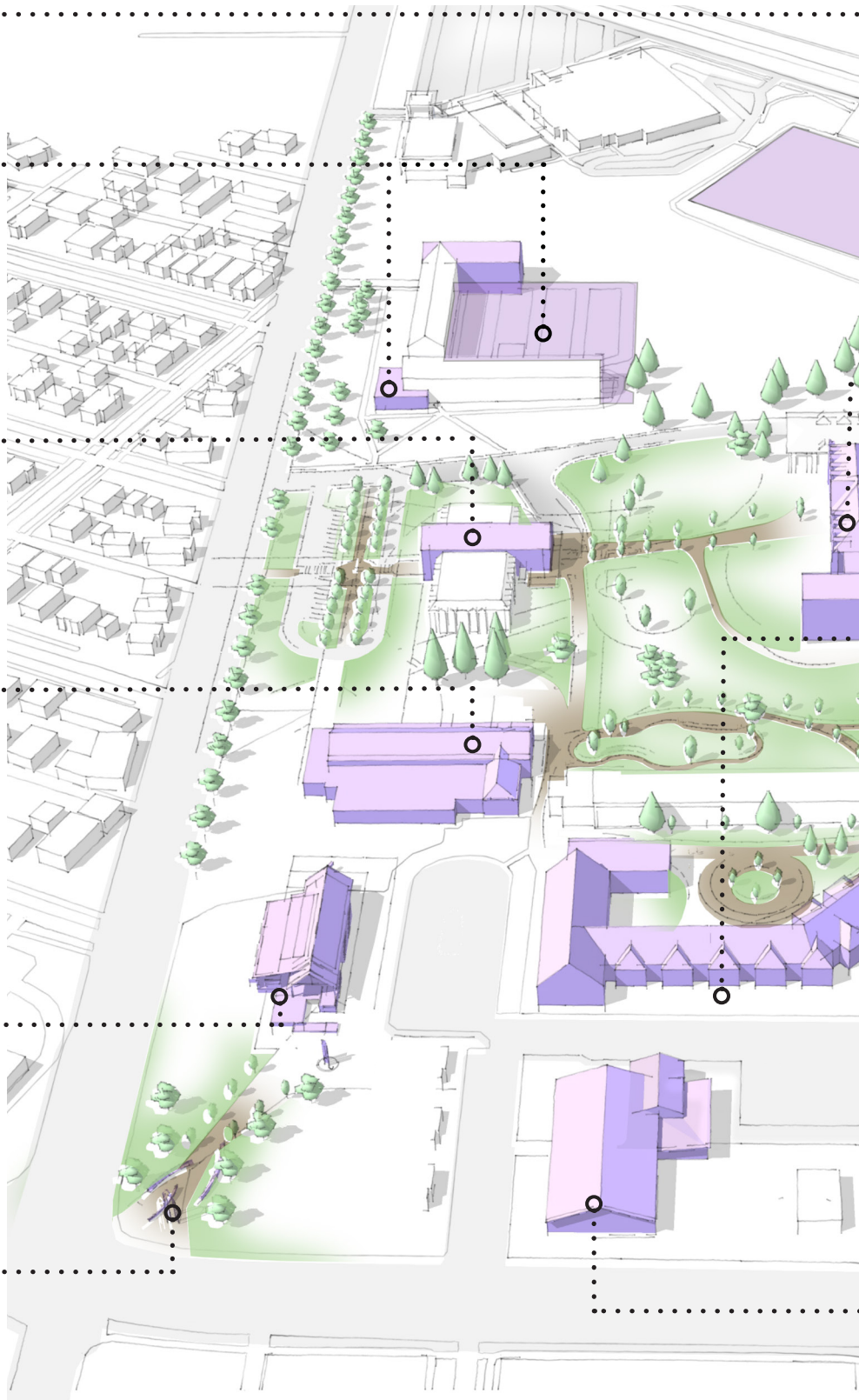
- C-Store and Dining Hall Upgrades and Renovations
- Bookstore Relocation
- Administrative Offices Relocation
- Upgraded Conferencing Amenities and Expansion
- Spatial Efficiency Studies

COMMUNITY HEALTH PARTNERSHIP

- Helena Community and Campus Health Clinic
- Professional and Academic Collaboration Opportunity

FOUNDERS CORNER REVITALIZATION

- Revitalizing Founders Corner into a contemporary tribute to Carroll's Founders
- Creating an enhanced connection between Carroll and the Community of Helena





FUTURE FACILITIES OFFICE AND SHOP EXPANSION

- Addition to Existing Maintenance Shop Building
- Reconnects Facilities Offices and Shop Space

NELSON STADIUM TURF UPGRADE

- Replacing Grass with Turf Field

ST. CHARLES ENHANCEMENTS

- Creating Student Lounge Spaces on Residence Floors
- Fantail and Elevator Upgrades

NEW STUDENT HOUSING

- Student Apartment Housing

TRINITY HALL IMPROVEMENTS

- Creating Student Lounge Spaces on Residence Floors
- Enhanced Multi-Use Space to adapt to conferencing and other event needs

WATER BARN REVITALIZATION

- High Project Potential
- Public Facing Space Opportunity

OUTDOOR CONNECTIONS

- Creating more Outdoor Social and Academic Study Spaces
- Enhancing Pedestrian Access onto Campus

LYNDALE AVE SITE OPPORTUNITIES

- Prospective Locations for a Future Academic Building
- Public Frontage Opportunities

PRIORITY PROJECTS

Carroll's Campus Center serves as one of the primary social hubs on campus. This fact alone was confirmed by students, and was made evident by the selections made during the pinpoint engagement and stakeholders from all staff and faculty groups. The building's adjacency to critical on-campus student services was discussed in depth to understand how this hub could best support student life and intentionally connect to other student social spots on campus. The Campus Center also serves as a multi-purpose space offering campus' main conferencing center and event space to be utilized by community and campus users. These functions are an important revenue generator, community asset and make for flexible student space, therefore it was recognized early on by all stakeholder groups as needing attention.

Carroll has partnered with Sodexo, a food service provider, to design and coordinate the renovation of multiple areas at the Campus Center to better serve the student experience. The planned work includes updating

the back of house kitchen areas, creating a modern dining experience at the Dining Hall to compete with other higher education institutions, identifying a space for future dining expansion and renovating the existing C-Store to provide refreshed amenities. Other proposed improvements on the first floor include relocating the bookstore to create a more public-facing space to attract more visitors as well as relocating some administrative office space and/or expanding Conference and Event Service spaces into the existing bookstore location.

The master plan explores additional studies at the utilization of space in the basement of the Campus Center for the purposes of more flexible conferencing space, providing a diverse array of event space types. This includes enhanced spill-out spaces for conferencing events, identifying areas for future expansion adjacent to current conferencing space, reconfiguring office spaces and identifying spatial efficiencies where space could be better utilized, such as the theater area.

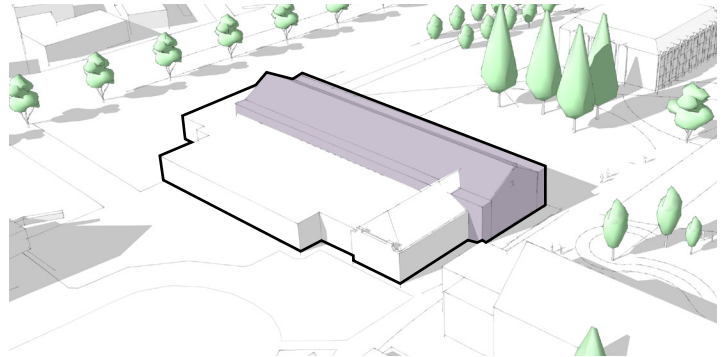


Figure 1: Above shows 2 photos of the interior of the Campus Center as well as an isometric diagram of the buildings exterior. The photo to the left shows the dining hall which serves all of campus. The photo on the right shows an underutilized space located in the basement that has accumulated stored material and clutter over the years.

PRIORITY PROJECTS

CAMPUS CENTER RENOVATIONS

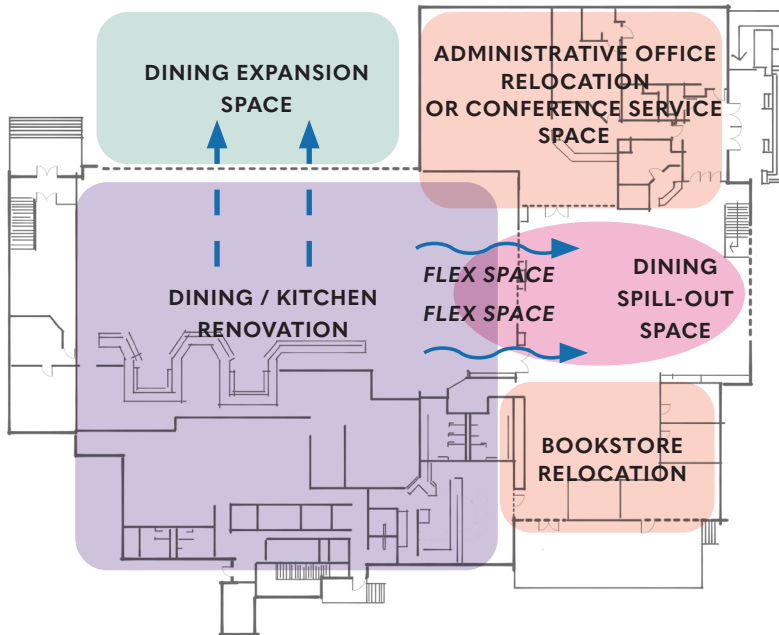


Figure 2: Above shows the Main Floor Campus Center Diagram highlighting spatial reconfiguration, adaptable spaces, and possible expansion areas.

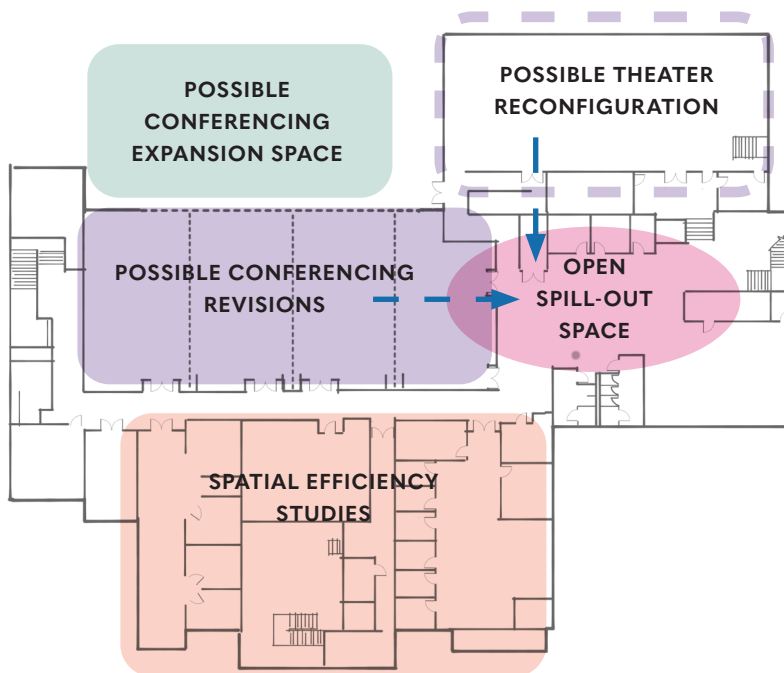


Figure 3: Above shows the Basement Floor Campus Center Diagram highlighting spatial reconfiguration, adaptable spaces, and possible expansion areas.

PRIORITY PROJECTS

COMMUNITY HEALTH PARTNERSHIP

Carroll College academic programs play a critical and essential role in serving as a pipeline for Helena's health care services. The college recognizes the growing need for qualified health care professionals and in alignment with the Strategic Plans imperatives, has targeted this site north of Founders Corner as an opportunity to partner with a community health care organization.

A massing for the building is conceptualized in the visualization below to support the development of a revitalized Founders Corner and make an impact at the southwestern face of campus and prominent corner frontage. The community health building envisions a partnership with St. Pete's Health for their west side clinic and opens the door for an opportunity to expand Carroll health care academic programs and provide a new home for the college's student wellness center.

The concept design conceives a community entrance on the west side of the building and a student/faculty entrance on the east side, making the structure a hub of community and campus interactions. Centralizing the college's wellness center in partnership with a west side clinic makes way for innovative community care spaces like alternative medicine offerings, a demonstration kitchen and neighborhood gardens.



Figure 9: A campus birdseye visualization of a newly revitalized Founders Corner path connecting to a courtyard space shared with a Community Partner building project.

PRIORITY PROJECTS

COMMUNITY HEALTH PARTNERSHIP

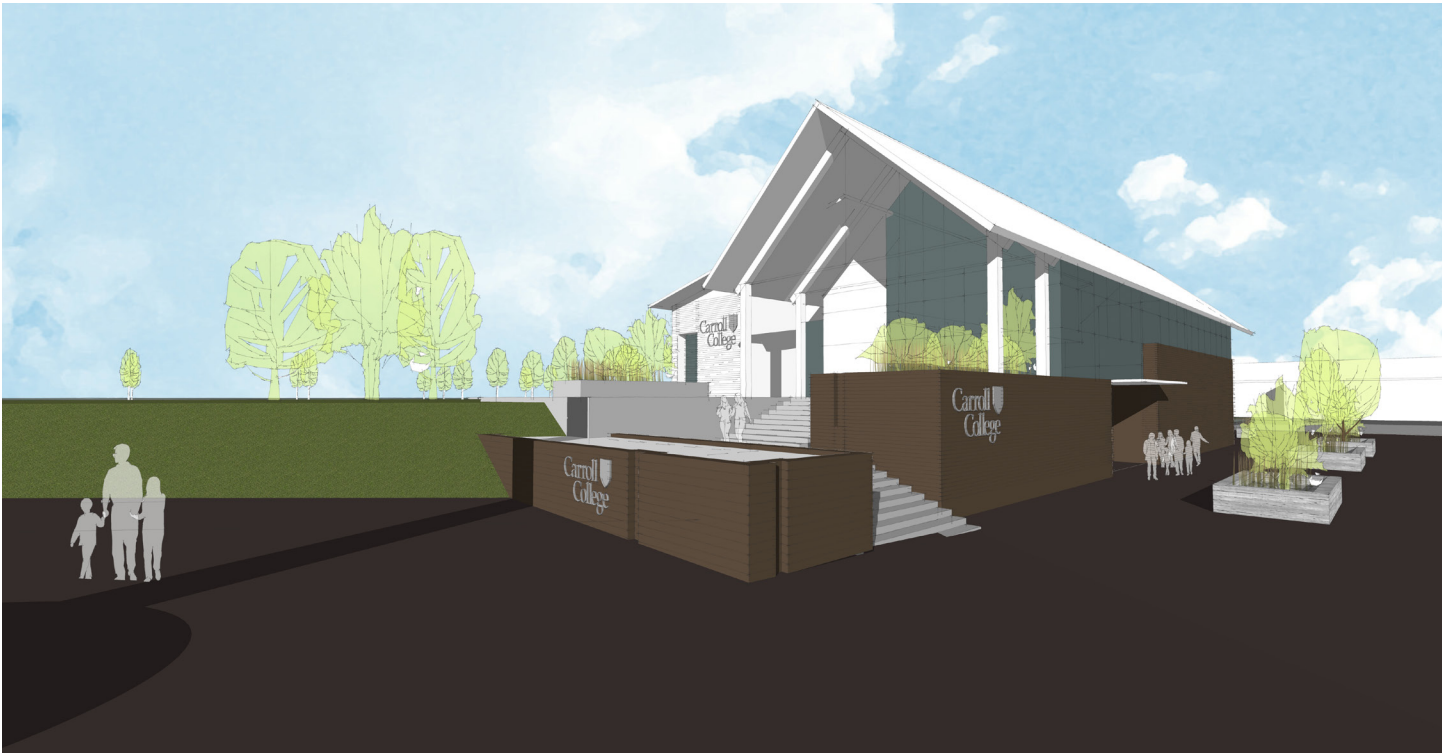


Figure 10: Perspective visualizations of the Community Partner building project.

FUTURE FACILITIES OFFICE AND SHOP EXPANSION

One potential project that was identified through the master planning process was to address the potential consolidation of cohesive space for the College's Facilities and Grounds department. Currently the facilities office is located in a former residence near the front of campus while the facilities shop is located across campus near the sports fields on the far east boundary line. This lack of connection for the Facilities and Grounds department has been recognized as a shortcoming that should be addressed to align with imperatives included in the strategic plan promoting employee retention and elevate the student experience. The current grounds shop is designed without the consideration of campus aesthetic building standards and is located on a prominent route when entering campus at the south entrance and traveling north on Bishop Carroll Dr. to Nelson Stadium.

Preliminary planning and programming meetings have taken place with Buildings and Grounds Stakeholder groups to identify a location as well as start efforts toward floor plan development. While the refinement of the facilities shop will continue to progress, Carroll College aims to prioritize their valuable staff and resources that are instrumental in the care and maintenance of their beautiful campus.

PRIORITY PROJECTS

FUTURE FACILITIES OFFICE AND SHOP EXPANSION

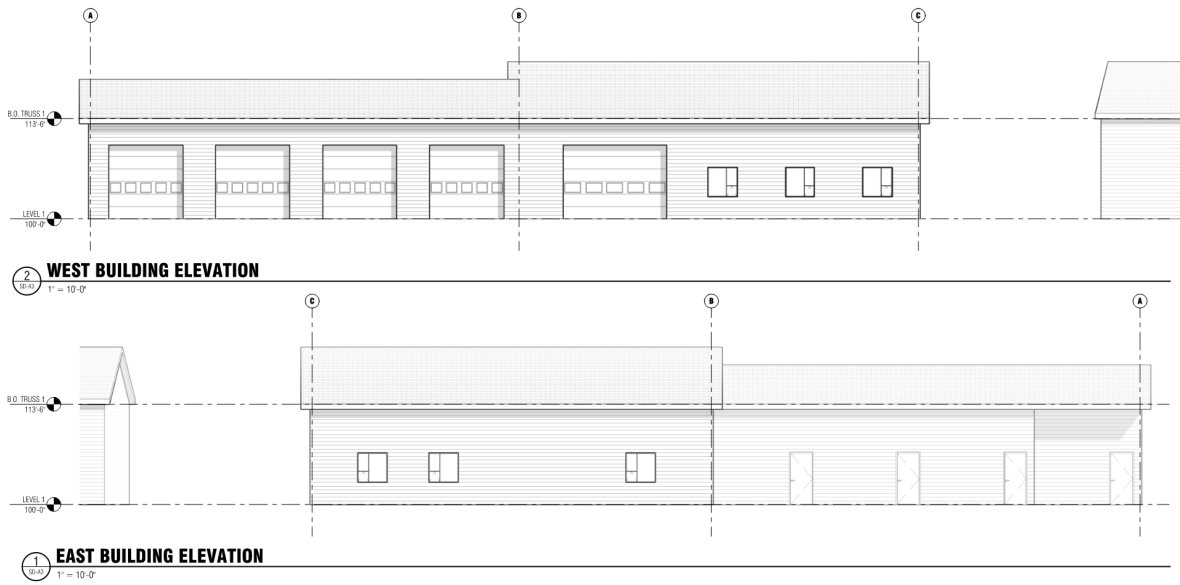


Figure 4: Above shows a birds eye view of the front and back massing for the proposed Facilities Shop Expansion.

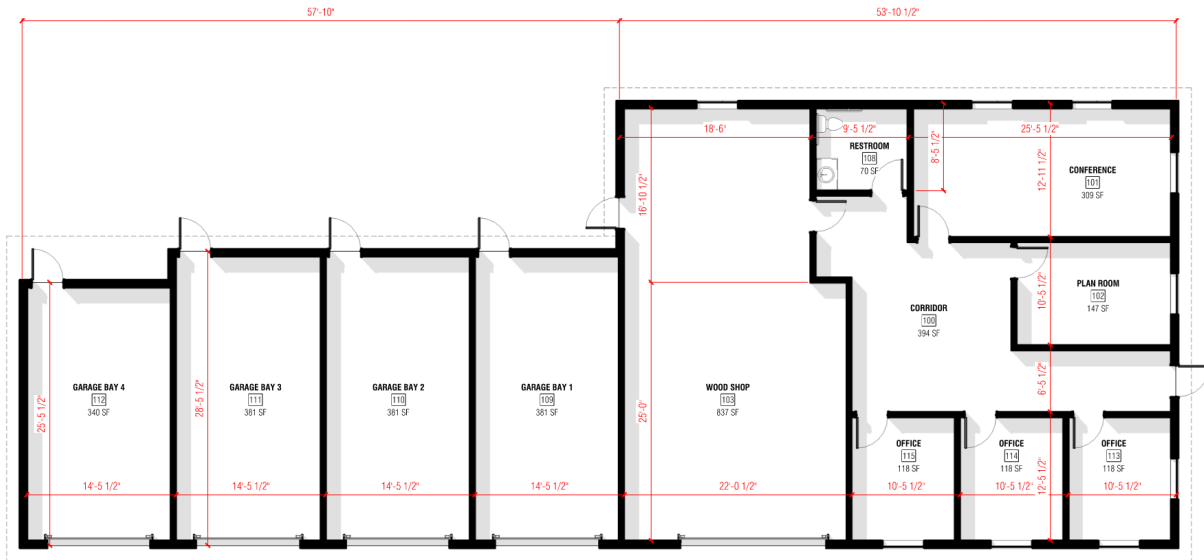


Figure 5: The floor plan above is representative of the progress that has been made in the development of a floor plan proposing a Facilities Office addition just to the north of the existing Grounds Shop connected by an open breezeway.

PRIORITY PROJECTS

FOUNDERS CORNER REVITALIZATION

Carroll College and the community of Helena share a rich history together, a sentiment memorialized in Carroll's strategic objective of fostering campus and community relationships. Founders Corner monument, located at the corner of Lyndale Ave and Benton Ave, serves as a first impression of Carroll's commitment to its founders, donors and community to those traveling past campus on either of these streets. Although considered iconic, this monument no longer appropriately recognizes its namesake and important dignitaries and donors honored there. The monument currently shuffles visitors and students into a small area of hardscape surrounded by generic landscaping, not attracting the attention this corner of campus deserves.

Through discussions with committee members and stakeholders, the goal was set to make Founders Corner a more streamlined entry connecting to the community of Helena, while also creating a more experiential procession leading into campus.

With the goal of creating a better connection into campus, the study of revitalizing Founders Corner included extending past the current site. By cutting through the existing grade down toward the visitors parking area, an educational and accessible path is proposed. The path would integrate a simplified, yet equally recognizable monument welcoming the community onto campus. Seating, landscaped areas and enhanced founder recognition monuments would celebrate the students, alumni, donors and community members that have shaped the college's impact on Helena since its history.

The timelessly important view of St. Charles Hall would be intentionally framed by the future building sites flanking Founders Corner with a revitalized pathway. The master plan envisions the potential site of a Community Health partnership and teaching clinic located to the north of the connecting pathway and possibly creating additional green space.



Figure 6: Founders Corner currently sits at the intersection of Euclid Ave and Benton Ave, closed off from a direct connection to campus.

PRIORITY PROJECTS

FOUNDERS CORNER REVITALIZATION



Figure 7: A campus aerial visualization of a newly revitalized Founders Corner path connecting to a courtyard space shared with a Community Partner building project.



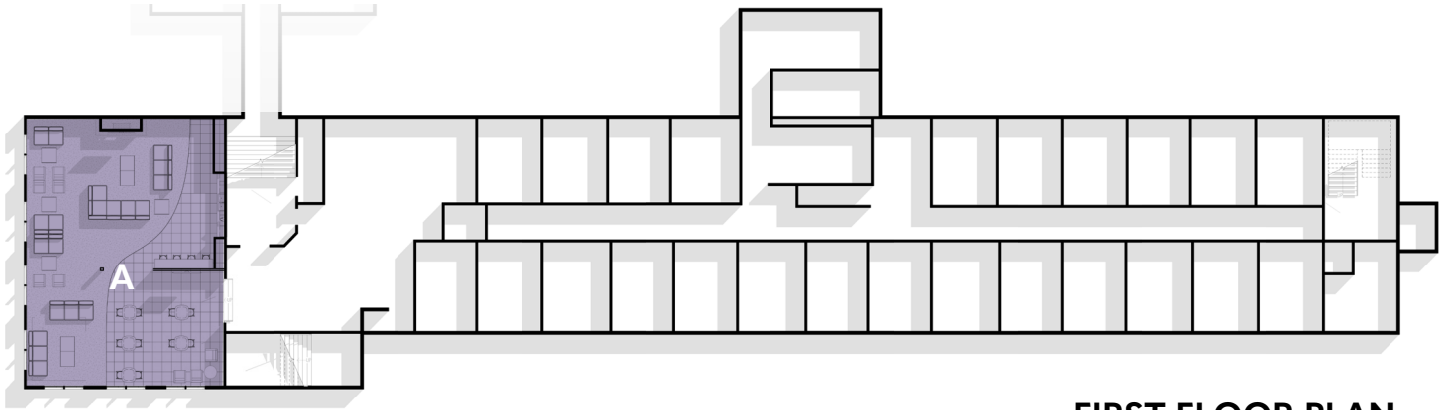
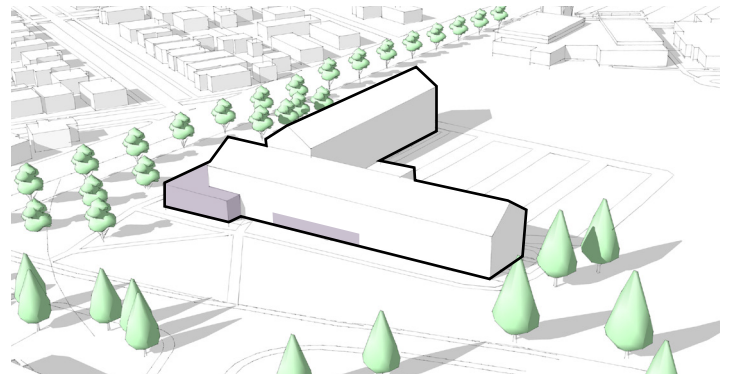
Figure 8: A perspective view looking from the corner of Benton Ave and Lyndale Ave looking up towards historic St. Charles Hall.

PRIORITY PROJECTS

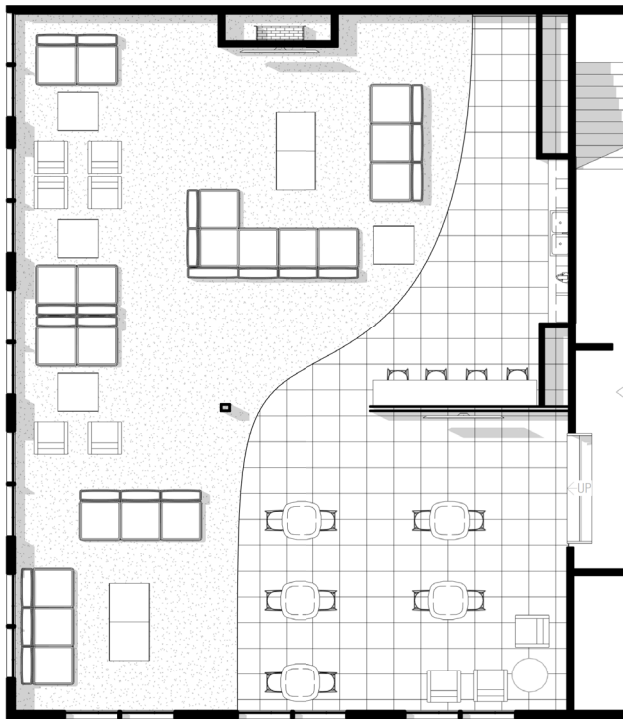
GUADALUPE HALL STUDENT LOUNGES

Residence halls are typically a student’s first home away from home. Therefore it is evident that student lounge amenity space would be high on the list of priority projects to improve the student experience. Guadalupe Hall’s formal lounge is no exception when considering minor projects that would make a big impact.

Carroll’s prospective students see competing institutions prioritizing common lounge space in their residence halls as an area where students and visitors can gather, therefore the proposed refresh shown in the plans below at the first floor and basement floors will give the college a competitive edge with incoming freshmen.



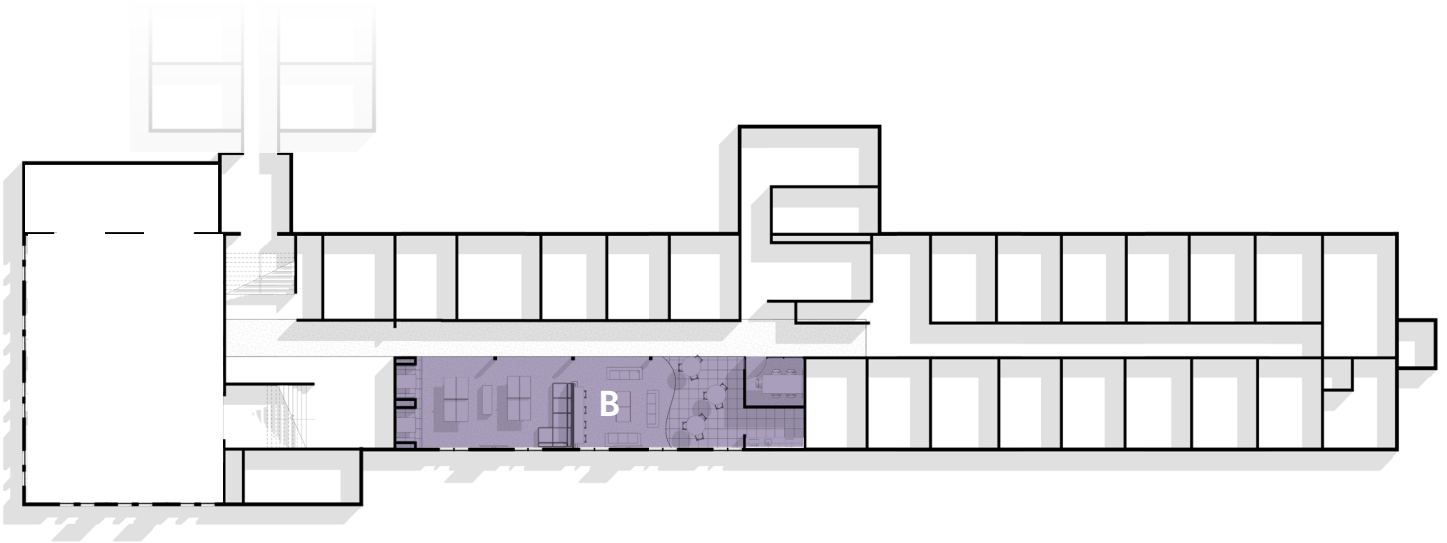
FIRST FLOOR PLAN



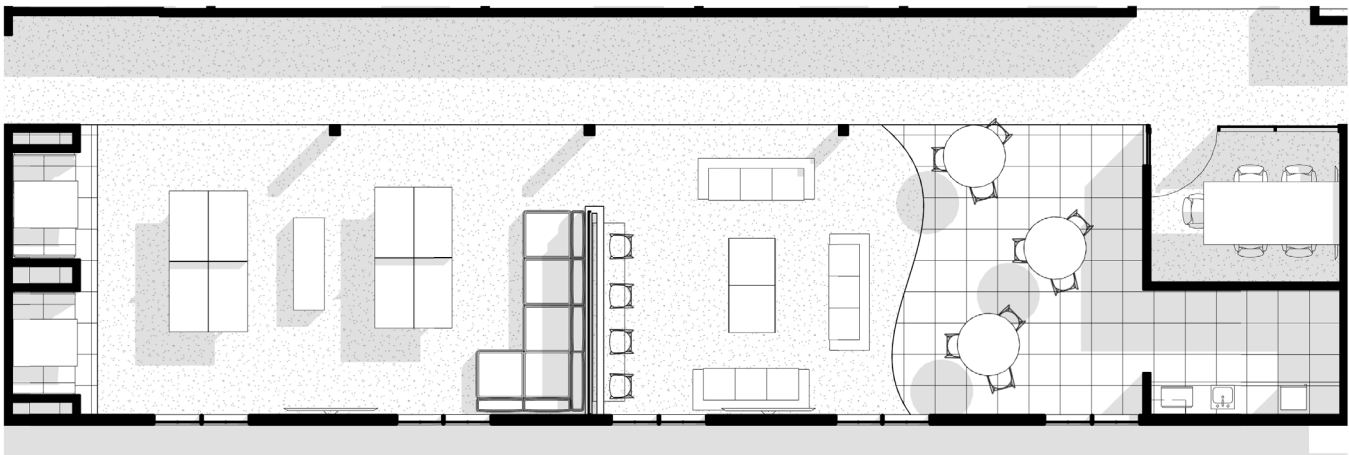
A GUADALUPE FORMAL LOUNGE

When exploring potential refresh locations within Guadalupe Hall the design team and stakeholders were in favor of targeting the Formal Lounge, often referred to as the fishbowl and underutilized chapel space at the basement level. The minor renovation proposed would primarily reconfigure space with furniture upgrades, more in line with a lounge refresh.

Figure 11: Above shows a revised floor plan design for the Fishbowl located off the primary entry of Guadalupe Hall.



BASEMENT FLOOR PLAN



B BASEMENT FLOOR PLAN LOUNGE STUDY

Figure 12: Above shows the revised basement lounge floor plan in Guadalupe Hall, breaking the space into smaller social zones.

OUTDOOR CONNECTIONS

With the goals of creating a vibrant environment that fosters student interactions and pursuing projects that emphasize a novel, creative and collaborative experience, Carroll seeks to enhance their outdoor spaces to increase and diversify social and learning spaces throughout campus.

As a result of the 2020 pandemic, Carroll looked for creative strategies to help accommodate more open and flexible studying and social spaces for students. It was quickly realized that many students would gravitate to outdoor seating areas around campus. Seeing how popular these spaces were to students, the increase of outdoor accommodations throughout campus was discussed with the goal of adding and enhancing spaces to allow more opportunities for students to be social or study.

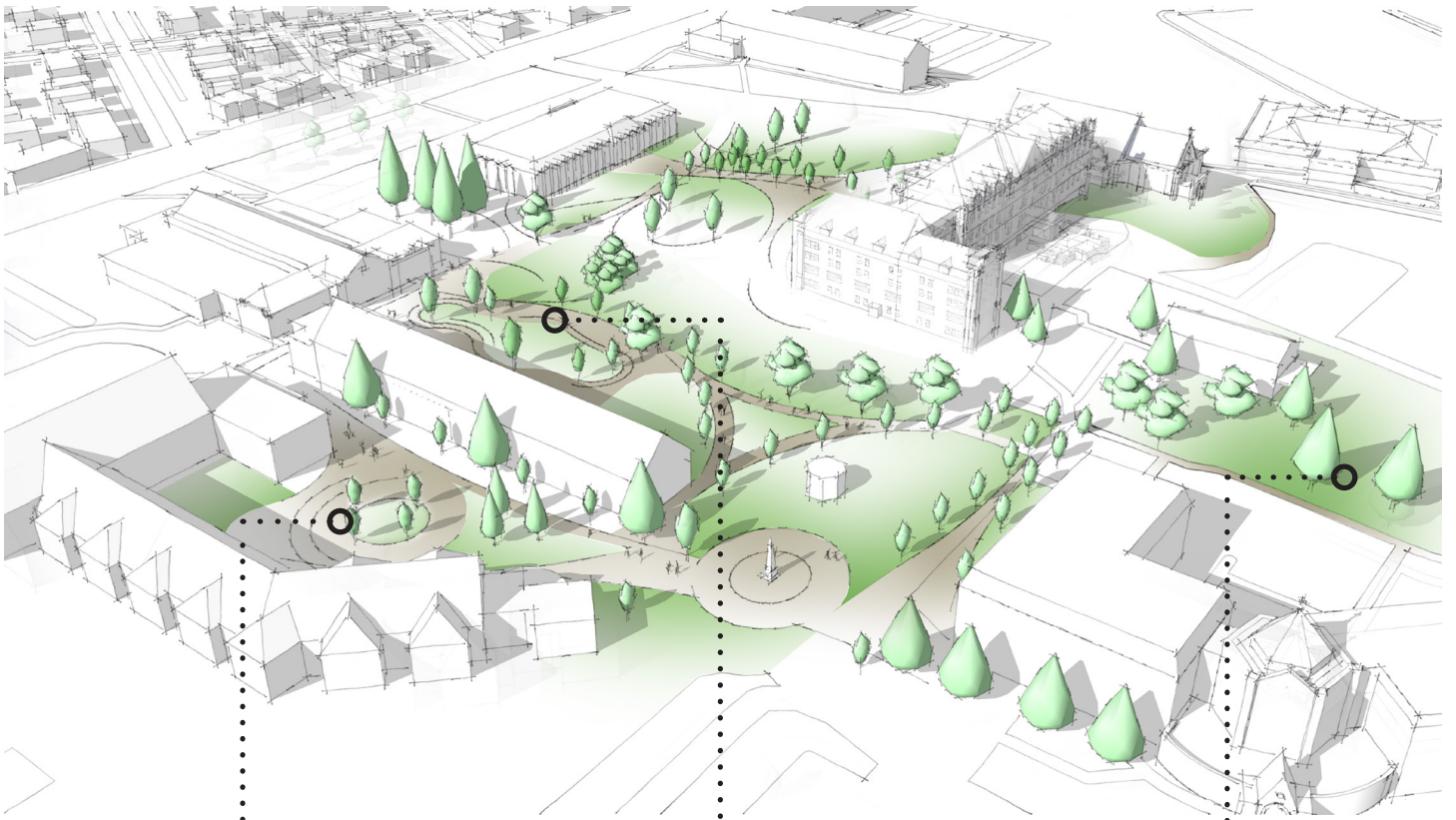
With the goal of creating adaptive social and learning spaces outdoors, many high traffic spaces around campus were considered as potential areas that could be transformed into more versatile space. Locations around campus that have been identified as having potential to

become interactive social and learning spaces included the Trinity Lawn, the “Campus Core” between the Campus Center and Simperman Hall, high traffic areas around St. Charles, and underutilized space outside of St. Albert’s to name a few. The goal for these spaces would be to integrate design features such as open plaza areas to allow for more group gathering and interaction, creating social pathways that encourage students to stop, sit and socialize while being seen next to high traffic paths.

There was also a desire to introduce more outdoor classroom spaces throughout campus. Carroll has already taken the steps to create a holistically more connected campus through installing WIFI hotspots throughout campus, allowing students and staff to take advantage of wireless connectivity while outdoors.

PRIORITY PROJECTS

OUTDOOR CONNECTIONS



SOCIAL PLAZA SPACES



SOCIAL ENGAGEMENT PATHS



OUTDOOR TEACHING SPACE

Figure 13: A birds eye view from above campus shows the opportunities to enhance outdoor spaces to maximize student life amenities.

PRIORITY PROJECTS

ST. CHARLES ELEVATOR AND FANTAIL IMPROVEMENTS

One of the oldest buildings on campus, St. Charles Hall has had to adapt over the years. With recent renovations to the basement lounge space and 1st floor administrative offices, St. Charles is now much more diversely utilized. With its upper floors still being utilized as residence halls and with opportunities to better use spaces such as the fantail deck, St. Charles still has room to improve to best serve the students, faculty, and staff of Carroll College and potentially become the most collegiate and iconic higher education building in the state of Montana.

A major hurdle for St. Charles and other historic buildings on campus has been accessibility. Several

studies have been done on the feasibility of updating the hall to modern accessibility standards, including the construction of an elevator to service the upper floors of the building. This would drastically improve the value of St. Charles Hall.

The study for St. Charles Hall also includes analyzing how to activate the fantail patio to maximize student engagement along the east side of the building. This exploration looked to draw in those utilizing the primary circulation paths around the east side of St. Charles and establish a social hub by integrating the fantail space.

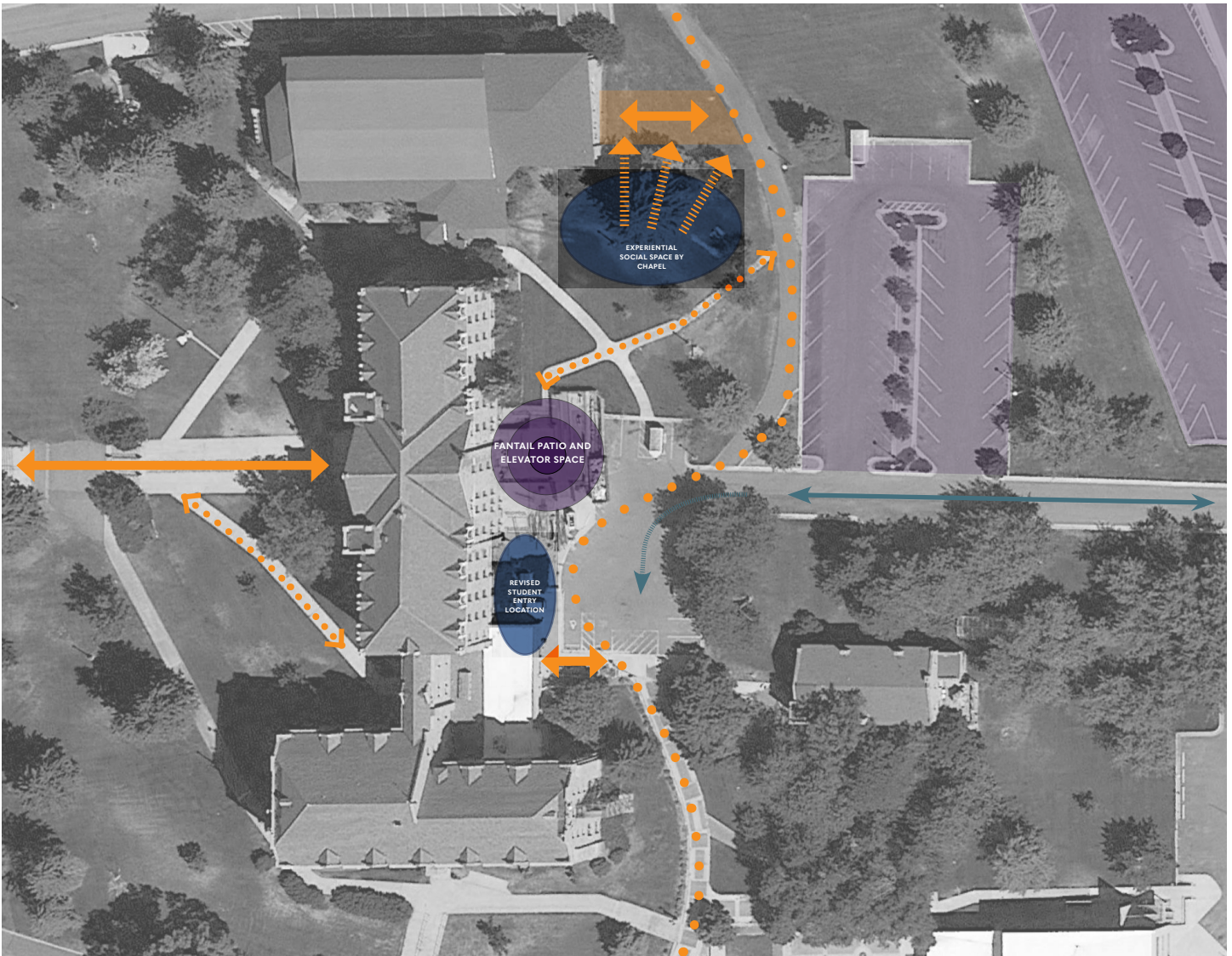


Figure 14: Above is an aerial view of St.Charles, diagramming the circulation paths influencing the Fan Tail as well as the proposed elevator location.

ST. CHARLES ELEVATOR AND FANTAIL IMPROVEMENTS



Figure 15: Above shows a birdseye perspective view of the northeast of St.Charles Hall showing the fantail and experiential social space.



Figure 16: Above shows a perspective view of the southeast approach to the updated fantail design.

PRIORITY PROJECTS

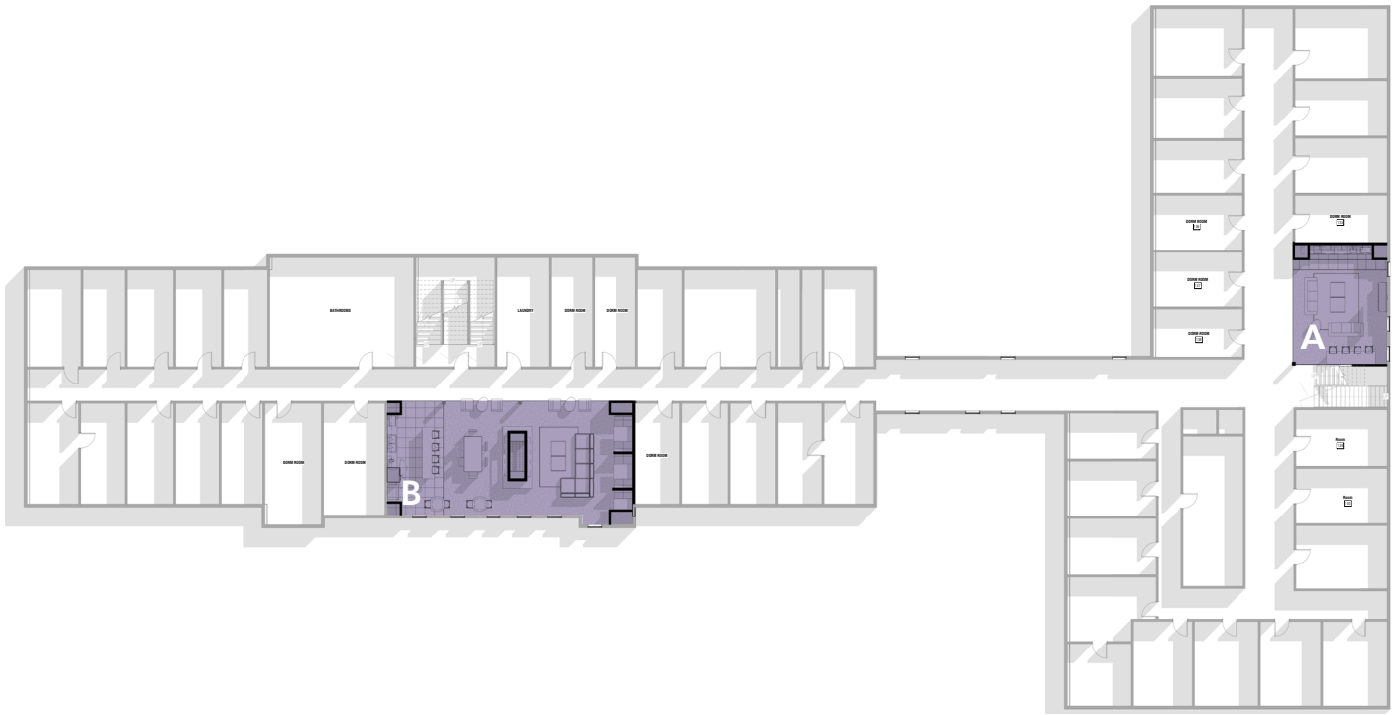
ST. CHARLES HALL STUDENT LOUNGES

To reach the goal of increasing enrollment by an additional 270 students by 2027, the student’s quality of life outside the classroom was prioritized throughout the master plan. The residence hall primarily houses sophomore and some junior level students. The historic building currently suffers from a lack of spaces on residential floors that are seen as a more modern approach to student community and student life.

eliminating approximately 13 beds to make room for two common lounges at the second floor of St. Charles.

Data provided shows that on average, St. Charles has a total of +/- 30 empty beds per residence floor total which equates to +/- 15 empty rooms per floor. The design explored below would utilize 6 rooms per floor,

	MAX Bed Capacity	Average Beds Utilized 2021/2022	Difference	Percentage	Floors	Total Dorm Rooms/Suites	Students/ Room Average	Rooms Utilized	Empty Rooms	Empty Rooms/ Floor	Difference in Students/ Floor
St. Charles Hall	282	193	89	68%	3	131	2.2	90	41	14	30



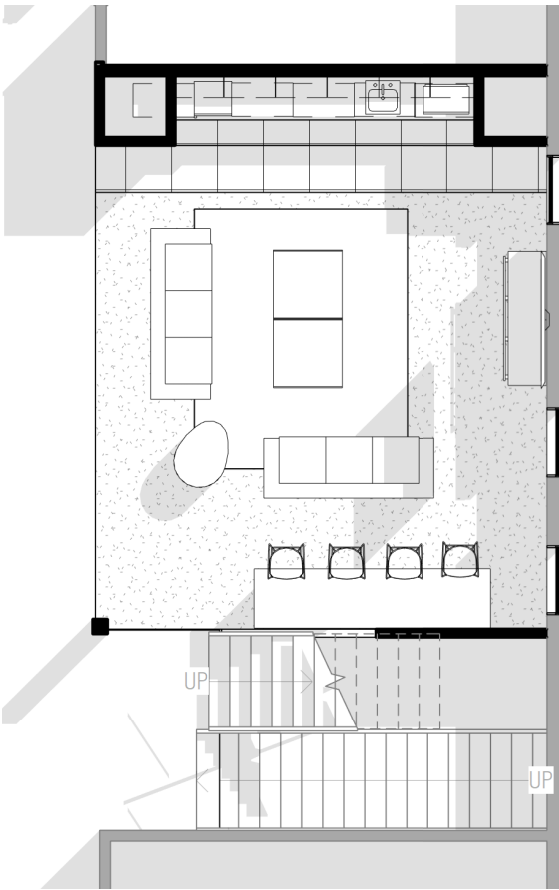
SECOND FLOOR PLAN

Figure 17: Above shows an example of the floor plan revisions to carve out and activate social student engagement lounges on the second floor of St. Charles Hall. This would be the intent for the remaining residence hall floors above as well.

A SECOND FLOOR LOUNGE A

ST. CHARLES HALL STUDENT LOUNGES

Removing these rooms would allow for a more student focused lounge space for all residents to gather on their corresponding floor. These spaces may vary when the actual design is finalized for implementation, but the intent would be to have a diversity of soft seating, booths, study bars, and create a versatile atmosphere that could help strengthen the lack of amenity space in the current residence halls. Amenities like gas or even electric fireplaces, kitchens/kitchenettes, group study areas, tv lounges and soft seating.



SECOND FLOOR PLAN

Figure 18: Above shows the floor plan revision and precedent images for Second Floor Lounge A in St. Charles Hall.



PRIORITY PROJECTS

ST. CHARLES HALL STUDENT LOUNGES

B SECOND FLOOR PLAN LOUNGE STUDY

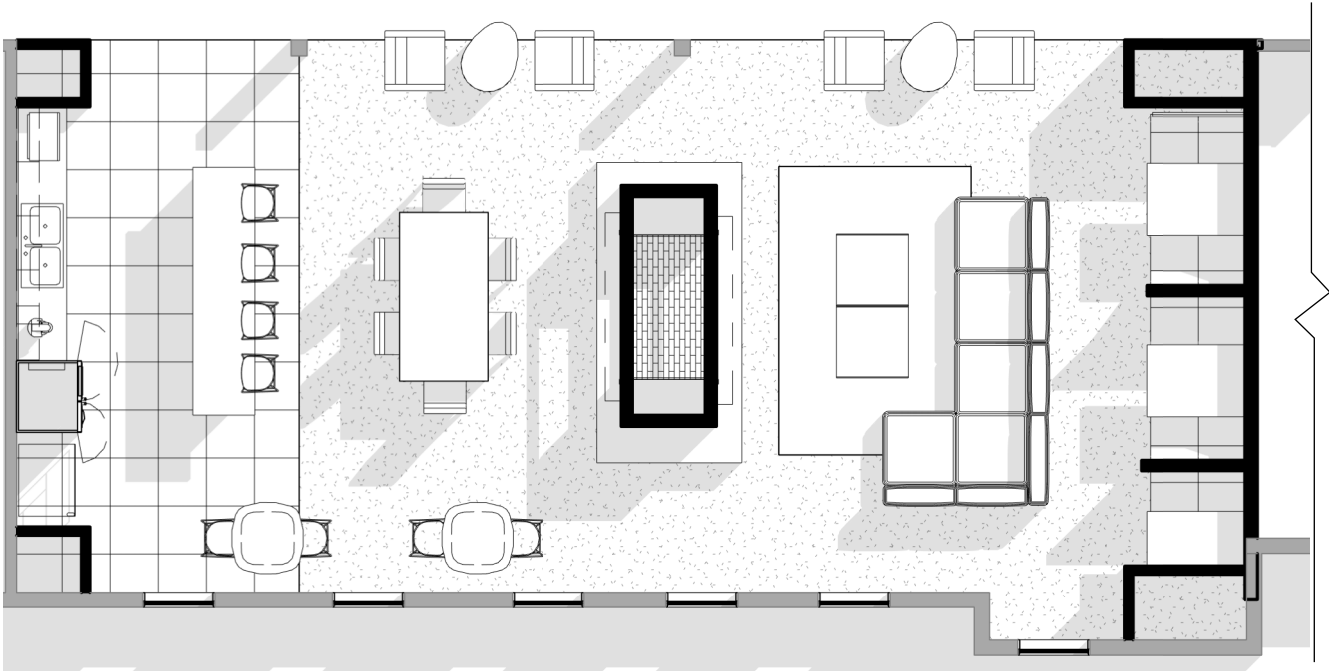


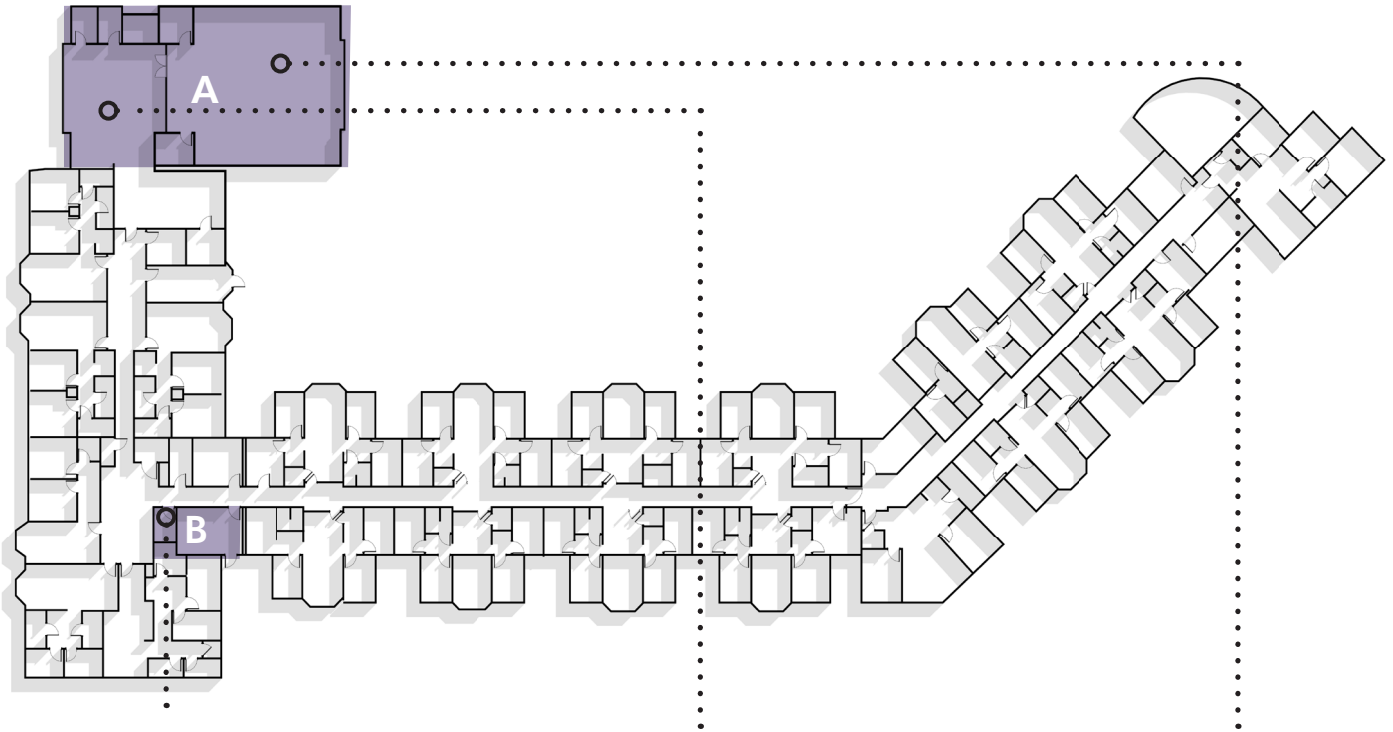
Figure 19; Above shows the floor plan revision and precedent images for Second Floor Lounge B in St. Charles Hall.

PRIORITY PROJECTS

TRINITY HALL STUDENT LOUNGES

Trinity Hall is another residence hall on campus where the College looks to improve student life qualities. Built in 2003, Trinity Hall is the newest of all residence halls on campus featuring double loaded corridors that maximize living spaces for up to four students. While many students prefer this configuration to the typical dorm style housing, the quad room arrangement does not make space for a common lounge area outside of each room. With this lack of student engagement and

interaction, a plan study was introduced to open up pockets creating more opportunities for social student engagement but kept to a relatively affordable approach.



COMFORTABLE LOUNGE SPACES

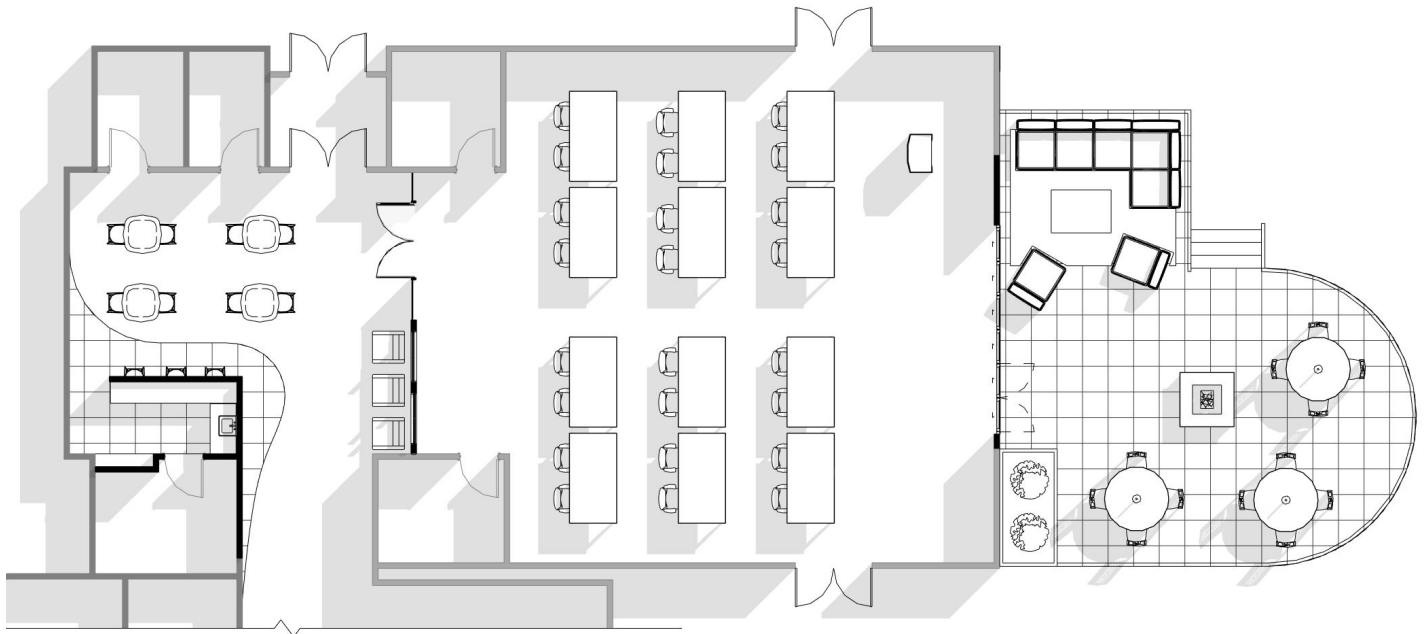


COFFEE AND SNACK BAR



EXTERIOR PATIO SPACE

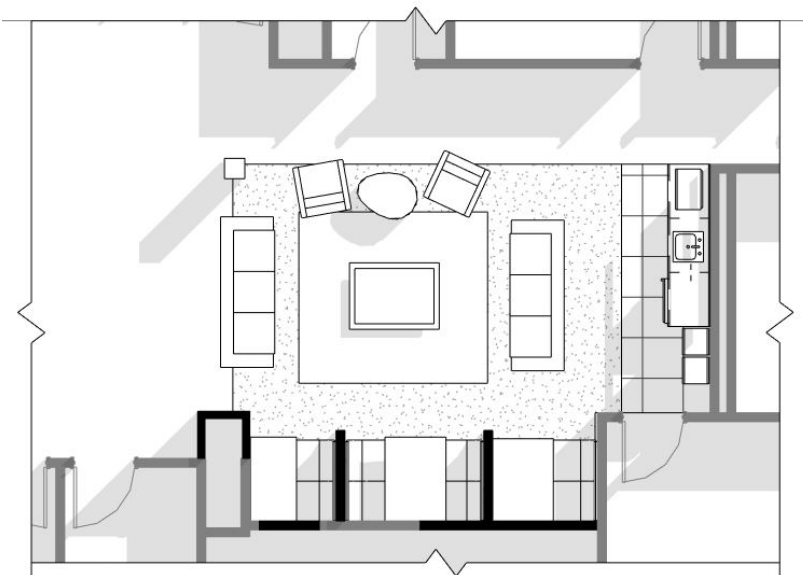
Figure 20: Above shows an overall first floor plan view of the proposed conferencing and student breakout space locations located within Trinity Hall. Precedent images are also shown to add context to how some spaces may intend to feel or be utilized.



A FIRST FLOOR CONFERENCE AREA

Figure 21: Above shows the proposed floor plan iteration of Trinity Hall's Conference Area. This area is flanked by two spill-out areas to maximize use potential for students and the College.

The study proposes looking at two options that aid in maximizing adaptable social spaces. In the First Floor Conference Area A (Figure 20), multi-use space is proposed to accommodate any special conferencing, classroom, or lecturing needs. The multi-use space is adjacent to two spill out areas. The first adjacent area off the multi-use space is located off the building entry, and will serve as a student lounge space. In the event of a conference or lecture, this area may transform into a spill out space to accommodate any soft, informal gatherings that may follow. The second spill out space would be located outside of the multi-use space, allowing for outdoor patio access with the spacious Trinity Lawn only steps away. This adaptable space would not only create more outdoor gathering spaces which Carroll looked to increase, but may be utilized for any special receptions or extra-curricular activities.



B FIRST FLOOR STUDENT BREAKOUT SPACE

Figure 22: Above shows the proposed plan iteration for Student Breakout Spaces that would be carried through on each level.

Further down the hall, strategic removal of existing rooms that would be replicated on upper levels, would allow for student lounge space as the corner of Trinity's primary building circulation. This space would allow students to gather and congregate, creating a more versatile and activated social space that Trinity Hall is currently lacking.

PRIORITY PROJECTS

WELCOME CENTER CONCEPT

What started as a discussion to consolidate student services under one roof, led to an exploration of Carroll's front entrance and the college's desire to recreate prospective students and visitor's first impression of Carroll College. Out of these discussions with students, stakeholder groups and staff committees originated the idea of a concept that came to be referred to as the Welcome Center. It was agreed that the Welcome Center should highlight Carroll academic values, embody the college's foundation of faith, honor Carroll's history, and serve as a branding opportunity for all prospective and enrolled students, faculty, staff and alumni.

When considering physical attributes, the stakeholder groups agreed the Welcome Center should include the following:

- An information desk with staff
- Visitor parking
- Should tell Carroll's story by highlighting the views to St. Charles
- Should allow for changing technologies
- Adaptable for students, visitors, and alumni

Committee members and stakeholders were asked "where is the front entry of campus"? as the first step to explore potential welcome center locations. Stakeholders identified two primary entrances for public engagement including the entrance off of the intersection of Getchell Ave and Lyndale Ave, and the more pedestrian-centered access off of Benton in front of O'Connell Hall. In discussions it was concluded that these two primary entrances served different user groups. The Lyndale Ave entrance provides a very public frontage that is easily recognized by visitors with the ability to accommodate a large volume of automobiles. The Benton Ave entrance is located off a local street characterized by a quieter feel with limited parking options when a visitor arrives by automobile.

While considering the conditions of both primary entries, a variety of sites were discussed as viable locations highlighting access, optics, and campus adjacencies. (See Figure 23) When considering the locations indicated with a blue or orange ellipse in Figure 23, committee members and stakeholders chose to explore how a welcome center might be integrated into O'Connell Hall with the goal of helping tell Carroll College's story and highlighting their historic building on the hill, St. Charles Hall.

PRIORITY PROJECTS

WELCOME CENTER CONCEPT

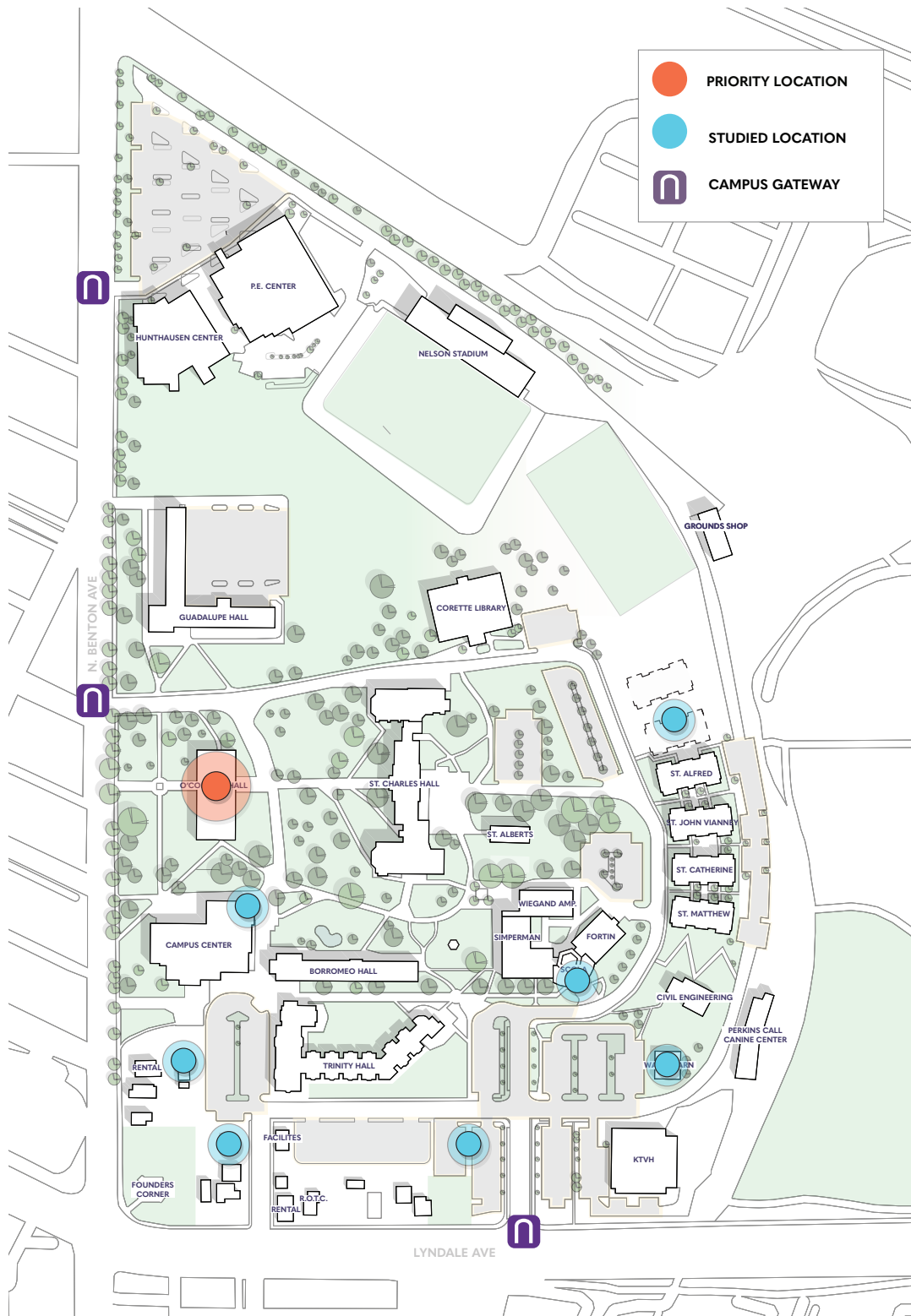


Figure 23: An overall map showing studied locations for a campus Welcome Center



PRIORITY PROJECTS

WELCOME CENTER CONCEPT

There is design evidence that O’Connell Hall was likely designed with intent to align with the site lines looking up to St. Charles Hall. These site lines could be utilized to create an intentional procession for visitors, students, and alumni alike, highlighting Carroll’s history in the background.

In the following visualizations of a new Welcome Center, O’Connell Hall would be renovated and could also create a student services space in a “one-stop-shop” manner, making the most needed services more easily accessible while configuring administrative offices toward the south of the building. This one stop approach enhances the student experience and creates a logical, positive first impression for all committed and prospective students and parents.

An intersecting addition would allow for space both at the ground level as well as the upper level and could

become the information and branding center that Carroll desires. A large glass face would act as a lantern, allowing for a visual connection through O’Connell Hall up to St. Charles, drawing visitors, students, and alumni into a proper front entry highlighting the best Carroll has to offer.

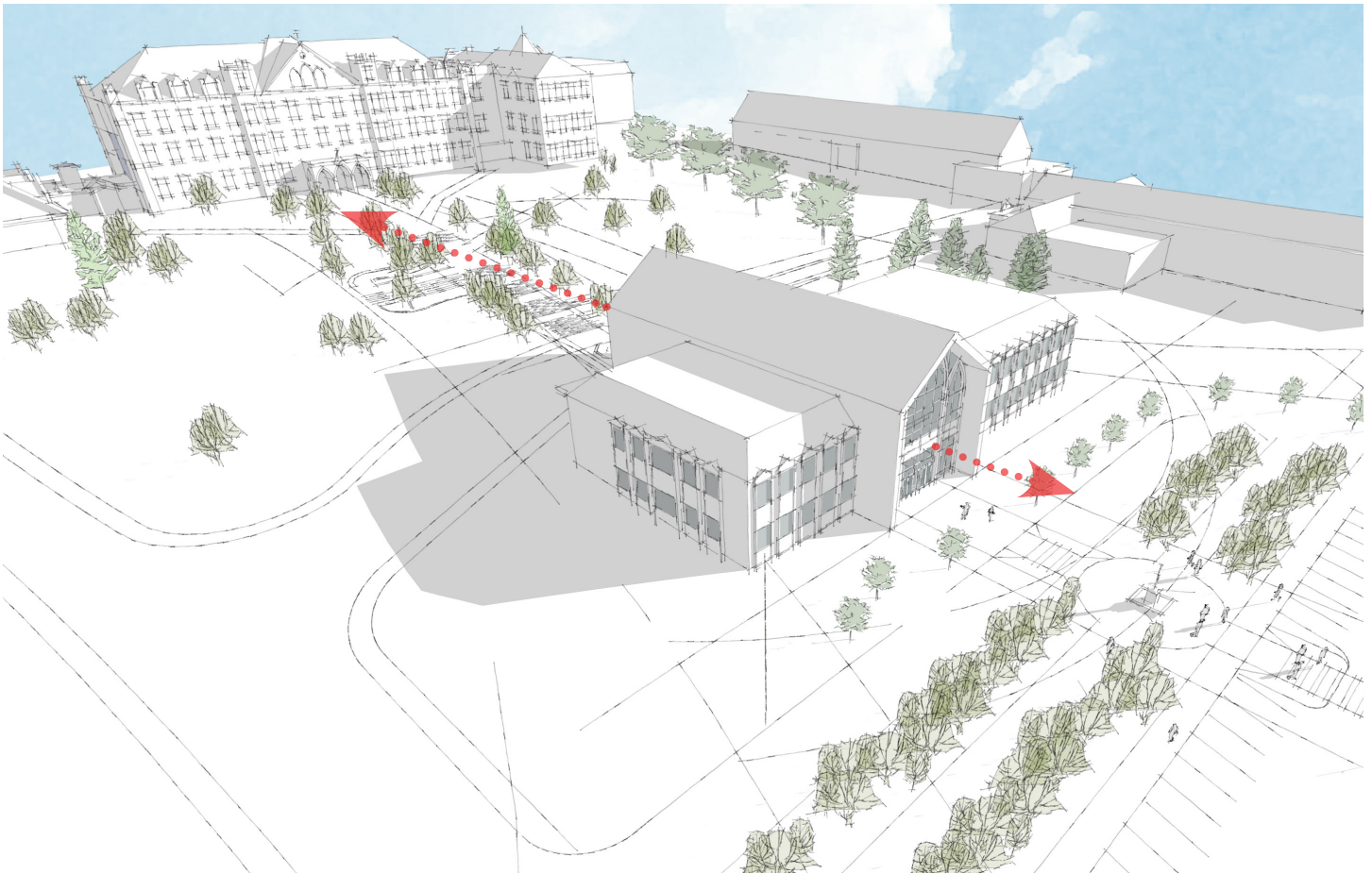


Figure 24: Above shows a birdseye visualization from O’Connell Hall highlighting the intent of a linear procession up to historic St. Charles Hall.



Figure 25: Above shows another birdseye visualization of the Welcome Center that highlights the view from Benton Ave



Figure 26: Above shows a ground perspective visualization showing the view through to St. Charles Hall.

Carroll College Master Plan

EXISTING CAMPUS AND ACTIVE PROJECTS

Carroll College at present day - This view includes the active projects on campus. A holistic understanding of future developments and enhancements over the next decade will be displayed, showing updated maps after 5 years and 10 years in the following pages.



EXISTING

IMPLEMENTATION APPROACH



Carroll College Master Plan

PLANNED PROJECTS OVER THE NEXT 5 YEARS

Carroll College 5 years into the future - Aligns with the College's strategic goal of adding 270 students by 2027. An example of priority project developments are highlighted below, many which align with a highlighted focus on enhancing the Student Life Experience on Carroll's Campus.



0-5 YEAR PLAN

IMPLEMENTATION APPROACH



Carroll College Master Plan

PLANNED PROJECTS OVER THE NEXT 10 YEARS

Carroll College 10 years into the future - The campus begins to fill in with the priority projects outlined in the Student Master Plan Update. Newer building developments are shown with a darker tone, while projects completed by the 5 year goal are shown in a lighter tone.



5-10 YEAR PLAN

IMPLEMENTATION APPROACH



E APPENDIX

ENGAGEMENT SESSIONS

E1

Student Engagement

Focus Group Meeting Notes

Master Planning Group Meeting

ADDITIONAL INFORMATION

E2

Student Life Building Inventory

Academic Building Utilization

Cited References

ENGAGEMENT SESSIONS

STUDENT ENGAGEMENT

WHERE WOULD YOU WANT TO HANG?

SMALLER BREAKOUT SPACES A.

LARGE OPEN SOCIAL SPACES B.

WHERE WOULD YOU WANT TO STUDY?

CASUAL STUDY, SOFT SEATING C.

OPEN GROUP STUDY SPACE D.

Carroll College S + MA

Above: Shows a Interactive Student Engagement diagram known as a Social Hotspot Diagram. This diagram allowed students to add a marker to the space that they desired from the given prompts.

ENGAGEMENT SESSIONS

STUDENT ENGAGEMENT



Above: Photos from the student engagement session conducted in early May 2022.

ENGAGEMENT SESSIONS

STUDENT ENGAGEMENT



Above: Photos from the student engagement session conducted in early May 2022.

ENGAGEMENT SESSIONS

STUDENT ENGAGEMENT



Above: Photos from the student engagement session conducted in early May 2022.

ENGAGEMENT SESSIONS

STUDENT ENGAGEMENT SURVEY QUESTIONS AND WORD CLOUDS



3. WHAT AMENITIES COULD ENHANCE STUDENT EXPERIENCE AT CARROLL? (MORE SOCIAL SPACES, MORE STUDY SPACES, PLACES TO EAT, COFFEE BAR, STUDENT ACTIVITY CENTER, ETC.)



4. DO YOU PREFER TO STUDY IN YOUR DORM ROOM/AT HOME OR A SPECIFIC BUILDING/SPACE ON CAMPUS?

ENGAGEMENT SESSIONS

STUDENT LIFE + ACTIVITIES FOCUS GROUP FEEDBACK

1. What are a few examples of Carroll's strengths in terms of Student Life, Student Engagement, and Student Activities?

- CAMP program: ran by Brad-- many students seek outdoor activities when looking for schools
- Carroll Venture & Mtn Program: outdoor activities weekdays and weekends, fishing, climbing, kayaking, snow sports, etc.
- free of cost + gear library for DIY trips inexpensively
- Brand trains student leaders in outdoor ed and events
- 1/3 of student body participates
- Carroll is a small school and increases opp. to be engaged in clubs, and leadership roles
- Rec center - 1,000 unique students per year ~90%
- Hunthausen Activities Center- strength of campus, beautiful building, students are drawn there and enjoy it,
- Athletic component is a community building for a portion to attend and participate via intercollegiate activities
- Campus Ministry: strength for many students, unique structure w/ campus leaders providing support
- Chapel is destination
- Sunday night mass ~300 students per night
- small group and leadership throughout campus, off campus/service retreats
- organized by residence halls or campus center: Patrick Activities Director-- monthly events with great engagement
- catalyzes student leaders to encourage engagement---very much student lead
- Borommo Hall - pulled together traditionally student affairs resources, many resources within one hallway -- how do we capitalize on this in master planning effort
- very animal friendly campus
- relational, first name basis for everyone
- tight knit campus
- lots of student input on campus life
- look at opportunities that build community in master planning effort
- look closely at Quad for 1st year presence, and senior status

2. What are the ultimate goals of Student Life and Activities on Carroll's Campus?

Short Term?

Long Term?

What would students like to see?

- short term: dining improvements, more fun things together that broke free of traditional cliques on campus,
- long-term: cocurricular student life and activities plan, extracurricular experience
- which activities would achieve these goals
- Live On Spaces for Faculty - Guadalupe has some interesting spaces for that
- renovate and turn into congregation spaces: St. Charles
- Haunted Bathroom on 4th floor -- kitchen/lounge/study space
- St. Charles needs short term improvements in residential spaces
- a place for students to see one another and be seen
- campus center and dining changes to benefit the above
- seating improvements for dining for longer term seating
- College has an open door policy to access most buildings 24/7 aside from library
- students utilize classrooms as study spaces
- pub on campus-- significant benefit to the campus-- create educational students and encourage healthy habits
- student entertainment opportunities
- academic programs w/ student life: K9 program, pre health sciences, nursing
- open door policy creates spaces around programs for studying
- anthrozoology--living learning community --1st on campus
- wellness center: wedged in Quad -increasing mental health needs --need a unique space, and a more welcoming space for outsiders--centralize to make accessible for students
- good for transitioning students from HS to college to be in Quad
- how do we retain students? what is priority?
- lighting systems in buildings-- lights off a lot in residence halls
- dining experience --make updates
- laundry
- consider larger project w/ learning on display, rec spaces, radically change our campus center utilization for recruitment and retention -- imagine hanging out there, see students like them and can live in that space - crushing to student recruitment
- houses on Lyndale crush perception of campus - on major thoroughway
- St. Charles is beautiful historic building that needs some love inside-- adds to brand of Carroll as historic, beautiful, iconic, campus-- no community flow in St. Charles
- accessibility challenges in St. Charles
- 'Harvard of Montana'
- do not mess w/ community experience of Quad
- community experience was different when halls were segregated by sex -- valued community feel

3. As Stakeholders and Representatives of Student Life and Activities, what aspects could be implemented to enhance student experience on Carroll's campus?

- internal work to enhance collaboration and community calendar for all students to handle scheduling
- residence life programming model is great
- better spaces for students to be able to tell their story - social media feeds
- some students feel as if voice is not heard -- automatic ways to share openly
- spaces for more informal gathering
- no stage/space for open mic--more public on display
- breakdown invisible barriers of cliques /cultures
- find ways to break down barriers, relate to someone that has a different viewpoint, help us relate to different people
- make outdoor spaces that are more usable
- how can we utilize the seasons better-
- how can we better utilize light and color during cooler seasons
- students love picnic tables --well loved but great during nice days
- office spaces: Borro are repurposed dorms, some sinks not removed -- awkward spaces for heartfelt learning moments
- eliminate single offices where office to create collaborative/shared moments-- can create space for both

4. What parts of campus could benefit from increased Student Life and Activities?

field space is competitive during nice time of year for intramurals and athletics

spot over here for potential additional outdoor space

where do you gather 300-450 people in an elegant setting not auditorium style because needs flexibility

lots of weddings on campus, but no reception space

would be a great space for large groups, conference, fundraising, weddings--good option for revenue sources-Dioceyes events

Brad, your correct about the theatre What to do with the Borro Chapel??? Underutilized now that we have All Saints Chapel. Put a central "Ask Us" type desk in the CUBE (space is there)

pop up outdoor spaces, wifi, etc.

need breakout space, currently only have right beneath the cafeteria

need large conference space for banquets, etc.

water bars connection

enhance cooridor to Great Northern on Lyndale

this area is hiding campus and having a big impact on recruitment--something new and exciting

housess-- need beautiful building on Lyndale w/ lots of student life

great opp. for enhancing entrance and inviting community

nice outdoor space, kind of used as a quad

food

programming in this building-- front of house vs. back of house where should those go? front of house closer to an entrance

was intended for outdoor space/staget. would be good for events but is disconnected from rest of campus-- something central would be better for participation

opportunity for partnership for new stadium to be a shared community space. Use during winter months

Trinity Square, Trinity Green?--lawn games by the fountain every week?--What to do with Borro Chapel--open mic near the fountain--using the space outside the HAC

where if Kim Skire would want to use the space for improv or small theater events?

field space is competitive during nice time of year for intramurals and athletics

ENGAGEMENT SESSIONS

STUDENT SERVICES FOCUS GROUP FEEDBACK

1. What are a few examples of Carroll's strengths in terms of Student Services?

- ROBBY WHITED: PERSONAL TOUCH TO ADDRESS WIFI COMMENTS, SELF SERVICE PORTAL (USED WELL BY STUDENTS)
- TANYA KENT
- DAYLE WILLIAMS:
 - ZACH ECKERDT: BEEN HERE LESS THAN A YEAR, LOTS OF GREAT INTERNAL KNOWLEDGE THAT NEEDS TO BE DOCUMENTED
 - > COORDINATION WITH BUSINESS GROUPS TO COMMUNICATE WITH STUDENTS IN ADVANCE - RES LIFE DEPENDENT ON STUDENT SERVICES
- MARIA ROGNE: TECHNOLOGY HAS IMPROVED, CONNECTED INTO COLLEGE DATA BASE, FROM SELF SERVICE THEY LINK TO PAY THEIR BILL
 - > IN PERSON CONNECTION HAS REDUCED DUE TO SOFTWARE OPPORTUNITIES
 - > SOFTWARE WAS IN PLACE, OUR OFFICE NOT IMPACTED BY COVID
- JANET RIIS: ONE ON ONE TOUCH, OPPORTUNITY TO WALK FROM PLACE TO PLACE
 - > NO IMAGING SYSTEM PRE-PANDEMIC, NOW ALL DIGITAL

2. What are the ultimate goals of Student Services on Carroll's Campus?

Goals for the Short Term?

Goals for the Long Term?

- ROBBY WHITED: STANDARDIZE PROCESS FOR FURNITURE, PAINT COLOR, SOFTWARE
 - >> ESTABLISH AN IDENTITY FOR WHO CARROLL IS AND WHO WILL PHYSICALLY REPRESENT
- TANYA KENT: SYSTEMS ARE CLUNKY FOR INCOMING PERSPECTIVE STUDENTS, THE JOB GETS DONE, BUT NOT PRETTY
 - > LOGICALLY A PARENT OR STUDENT SHOULD BE ABLE TO GO TO A PORTAL TO CHECK ALL OF THE BOXES
- DAYLE WILLIAMS:
 - ZACH ECKERDT: SUPPORT AFTERWARDS, FLAGGING ISSUES WHEN STUDENTS ARE HAVING TROUBLES THOROUGH THE PROCESS OF ALL 4 YEARS
 - > IF YOU DONT HAVE THE HUMAN RESOURCES POWER, HOW DO WE LEVERAGE THE TOOLS?
 - MARIA ROGNE: SCHEDULING IS DONE MANUALLY NOW, NOT ONLINE
 - STARTS AT ADMISSION > FINANCIAL AID > ADVISING > REGISTRAR > HOUSING/MEALS > BUSINESS OFFICE > HELP DESK - IT INTEGRATED THROUGHOUT
 - JANET RIIS: DOCUMENT IMAGING SYSTEM THAT HAS A WORKFLOW
 - > LOVE TO HAVE A WELCOME CENTER AND PARKING THAT SUPPORTS -- NEED TO BETTER DEFINE HOW THEY WOULD LIKE TO SEE IT DONE "WELCOME CENTER" - ALL PEOPLE, GUESTS, ALUMNI, PARENTS... KNOW THIS IS WHERE YOU GO WHEN YOU GET TO CAMPUS FIRST
 - > SHOULD HAVE A RELATIONSHIP TO PARKING
 - > RECEPTIONIST ELIMINATION CAUSED SOME CHAOS AND A PROFESSIONAL PRECENSE - CUSTOMER SERVICE ELEMENT THAT IS MISSING

3. How does Student Services tie into the overall Student Experience? Have you heard feedback from students on what is and isn't working?

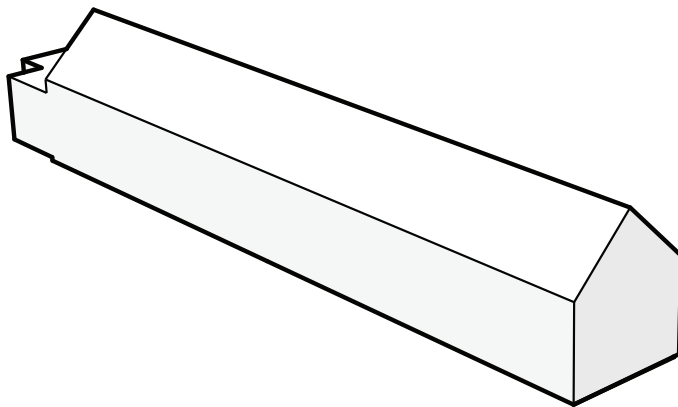
- ROBBY WHITED: WHERE DOES THE 4300 NUMBER GO? SHOULD GO TO ADMISSIONS
- >> PUT BUSINESS SIDE OF THINGS BEFORE STUDENT SERVICES
- > WHO SHOULD BE WELCOMING STUDENT? IT WALKS TO ADMISSIONS ALL THE TIME
- > SENT A MAP BEFOREHAND, BUT NONE OF THEM LOOK LIKE THE MAIN ENTRANCE
- > NEED TO DEFINE IDENTITY OF WHERE WELCOME CENTER IS ACTUALLY LOCATED - PROJECTS ATTEMPTED, BUT NOT FINISHED
- TANYA KENT
- DAYLE WILLIAMS:
 - > NO BUDGET LINE FOR FURNITURE
 - > FACULTY/STAFF OFFICE UPDATES AS IT IMPACTS FIRST IMPRESSION OF STUDENTS
- ZACH ECKERDT: STUDENTS ARE NOT SURE WHERE TO GO WITH QUESTIONS
 - > USED TO BE STAFFED FULL TIME AS A REAL PERSON
 - > LIKE THE UNION BUILDING MODEL WITH
- > CAMPUS MAP IS OUTDATED, QR CODE INSTEAD OF POSTED MAP
- MARIA ROGNE: O'CONNEL UPSTAIRS HAS A KIOSK THAT WOULD STILL BE NEEDED, ALONG WITH CONSULTATION AREA WITH COMPUTER
- JANET RIIS: PHYSICAL SPACE COULD HELP, BUT A VIRTUAL ONE STOP SHOP WOULD BE MORE IMPORTANT - NOT IN FAVOR
- > DEFERRED MAINTENANCE - COMMENTS FROM PARENTS

ADDITIONAL INFORMATION

STUDENT LIFE BUILDING INVENTORY

The follow building infographics are from buildings that were recognized as buildings with student life qualities that Carroll wished to explore for future studies and enhancements. The infographics provide basic building information as well as information on if the buildings provide student amenity space.

For the purposes of this Master Plan Update, student amenity space is defined as spaces utilized by students to aid in enriching student life qualities. These spaces are recognized as “nodes” where natural gathering occurs and can be highly social, activated spaces.



1

Borrromeo Hall

BUILT

1957

CURRENT USE

Student Residential / Administrative

TOTAL AREA

39,325 SF

OCCUPANCY

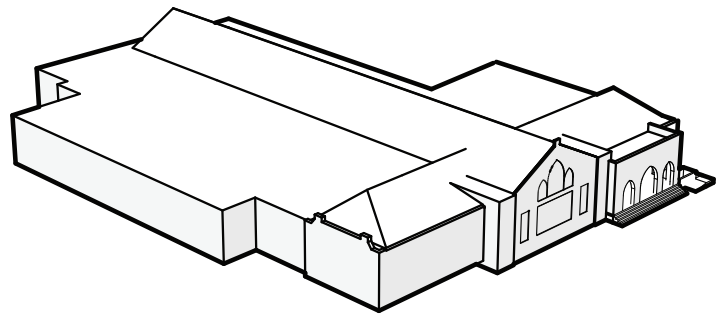
83 Beds

TYPES OF ROOMS

Singles / Doubles

STUDENT AMENITIES

Student Lounge and Admissions



2

Campus Center

BUILT

1961, Addition 1998

CURRENT USE

Student Life, Dining Facility and Specialty

TOTAL AREA

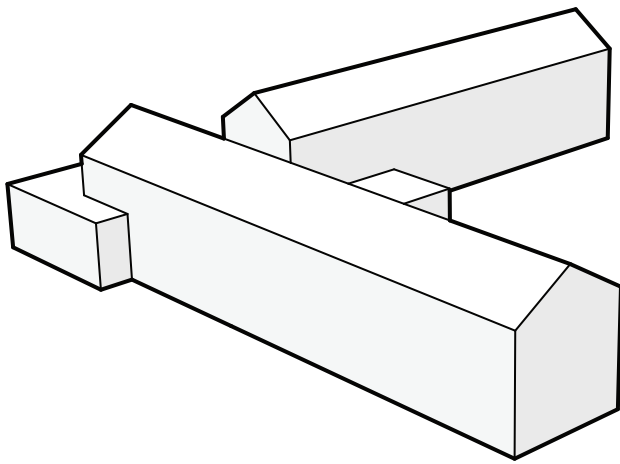
55,164 SF

STUDENT AMENITIES

Food Options, Coffee Kiosk, Bookstore,
Student Government Office

ADDITIONAL INFORMATION

STUDENT LIFE BUILDING INVENTORY



3

Guadalupe Hall

BUILT

1960, Addition built 1964

CURRENT USE

Student Residential

TOTAL AREA

82,681 SF

OCCUPANCY

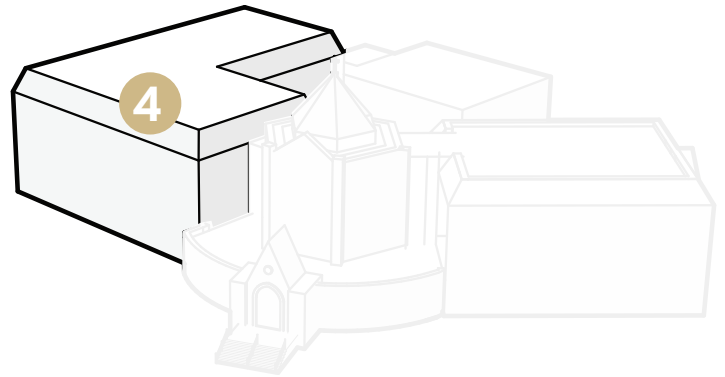
388 Beds

TYPES OF ROOMS

Singles / Doubles

STUDENT AMENITIES

Student Lounge Spaces,
Student Wellness Center



4

Simperman Hall

BUILT

1957

CURRENT USE

Academic

TOTAL AREA

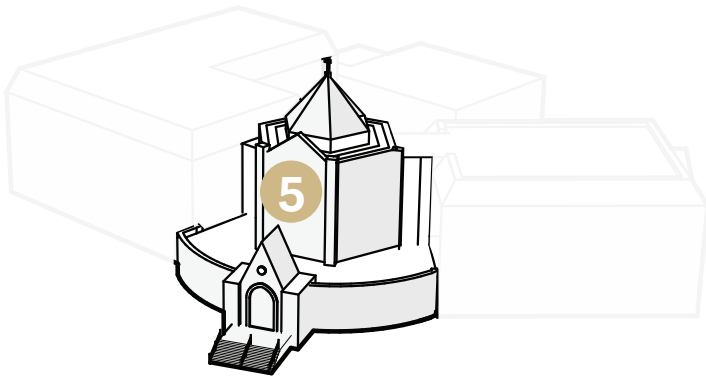
Approx. 38,682 SF

STUDENT AMENITIES

N/A

BUILDING UTILIZATION

STUDENT LIFE BUILDING INVENTORY



5

Scola

BUILT

(Needed)

CURRENT USE

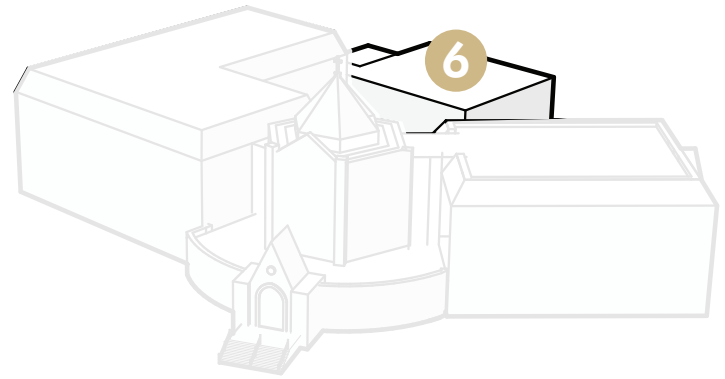
Student Life / Specialty

TOTAL AREA

Approx. 11,690 SF

STUDENT AMENITIES

Student Learning Spaces,
Small Group Lecture
Areas



6

Wiegand Amphitheater

BUILT

2014

CURRENT USE

Academic

TOTAL AREA

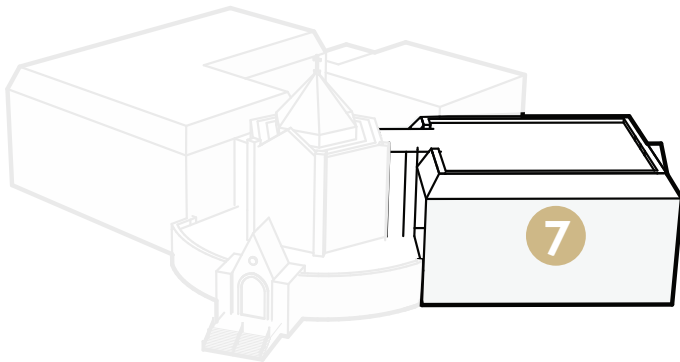
Approx. 12,178 SF

STUDENT AMENITIES

N/A

BUILDING UTILIZATION

STUDENT LIFE BUILDING INVENTORY



7

Fortin Science Center

BUILT

1957, Renovations 2000, 2014

CURRENT USE

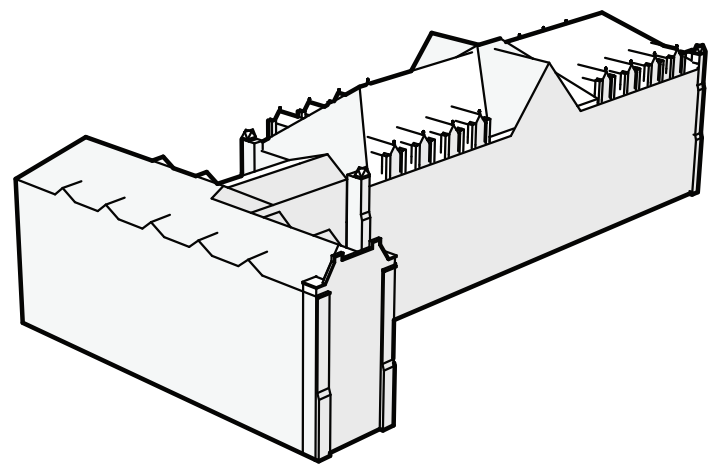
Academic

TOTAL AREA

Approx. 31,531 SF

STUDENT AMENITIES

N/A



8

St. Charles Hall

BUILT

1906,
North Wing built 1918
South Wing built 1923

CURRENT USE

Student Residential /
Administrative

TOTAL AREA

122,421 SF

OCCUPANCY

284 Beds

TYPES OF ROOMS

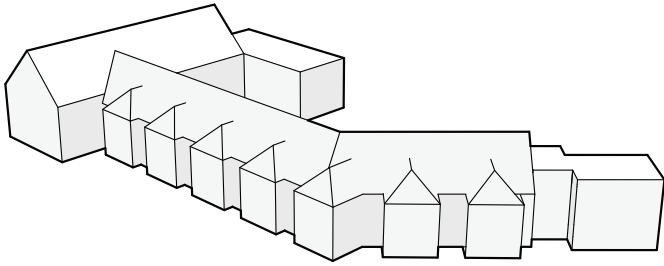
Singles / Doubles

STUDENT AMENITIES

Student Lounge

BUILDING UTILIZATION

STUDENT LIFE BUILDING INVENTORY



9

Trinity Hall

BUILT

2003

CURRENT USE

Student Residential

TOTAL AREA

67,870 SF

OCCUPANCY

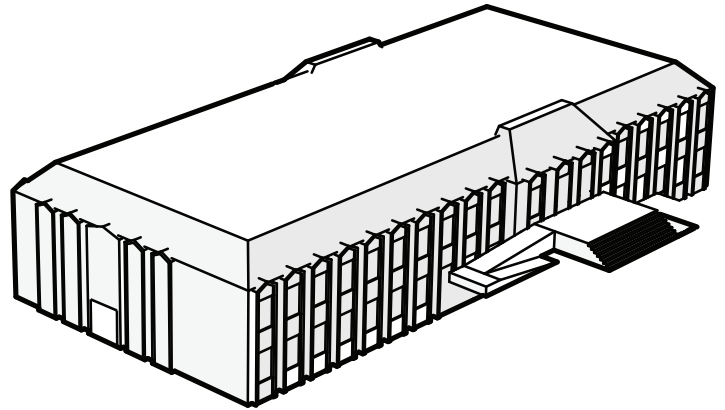
212

TYPES OF ROOMS

Group Living

STUDENT AMENITIES

Chapel/Multi-Use Space



10

O'Connell Hall

BUILT

1966

CURRENT USE

Administrative / Academic

TOTAL AREA

47,192 SF

STUDENT AMENITIES

NA

BUILDING UTILIZATION

ACADEMIC BUILDING UTILIZATION

Carroll College has remarkable data surrounding student schedules, classroom utilization and the distribution of students across campus throughout the week. While there is a treasure trove of information the ability to visualize and react to it was limited. The following charts breakdown the amount of student engagements at the four primary academic buildings on campus during any given school week.

O’Connell Hall sees nearly double the volume of student engagements on Monday and Wednesday than on any other day of the week. Could this be an intentional move or does this provide an opportunity to create a more balanced usage of the building?

Simperman Hall sees the most uniform distribution of student interactions throughout the week. Not only is their daily traffic, similar to the day before, but hour

by hour is remarkably similar as well. The same can be said for St. Charles Hall as they are both efficiently utilized buildings and could serve as examples to other locations on campus.

Fortin is at the opposite end of the spectrum, where it is very underutilized, and sees little student presence on Monday, Wednesday and Friday. There are a lot of opportunities to improve the efficiency of use for the Fortin Science Center as Tuesday and Thursday afternoons are the only time its being used most efficiently.

The following page displays the same type of information but as an aggregate of all the academic buildings on campus and reflects the total utilization rate. The utilization rate of all of these buildings compared to each other at any given time/ day.

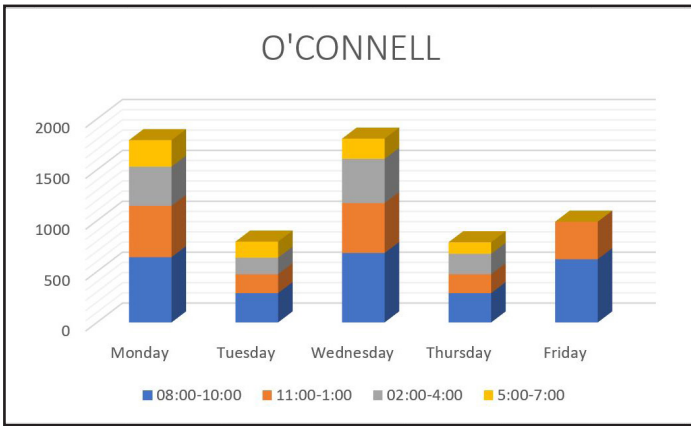


Figure 1: Quantity of student engagements in O’Connell Hall

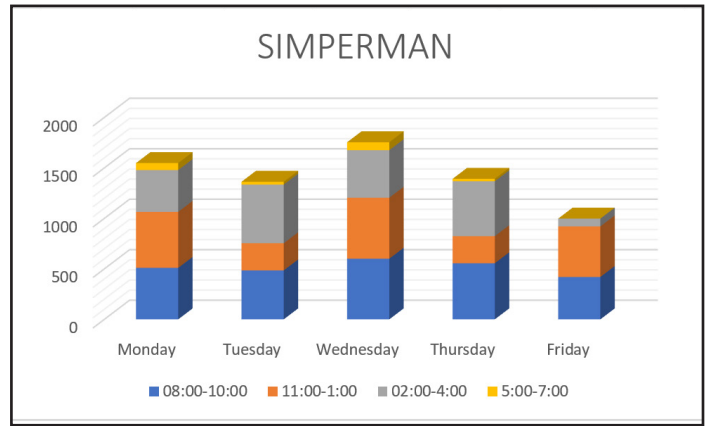


Figure 2: Quantity of student engagements in Simperman Hall

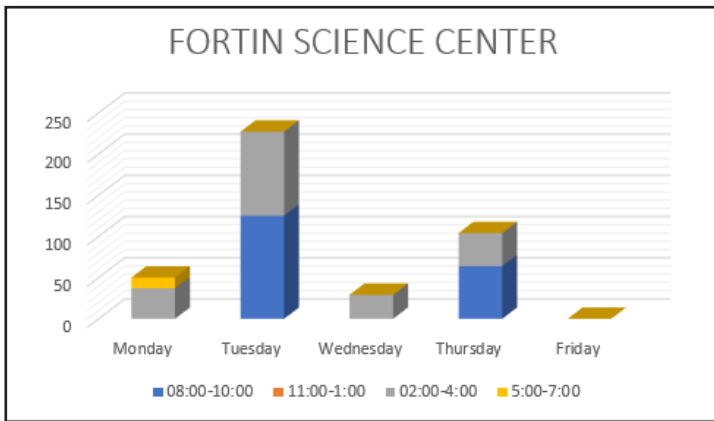


Figure 3: Quantity of student engagements in Fortin

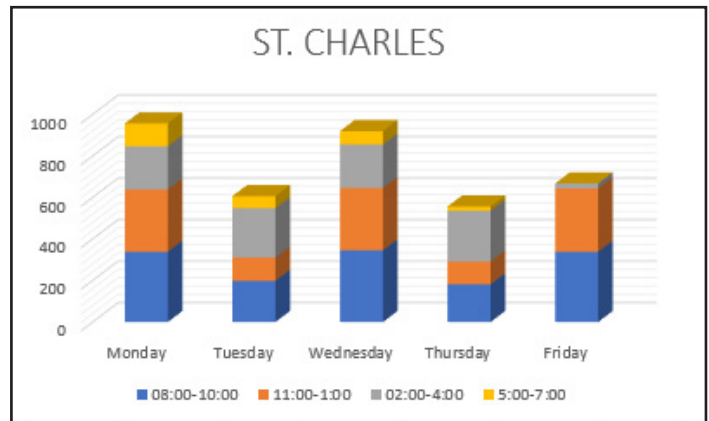


Figure 4: Quantity of student engagements in St. Charles Hall

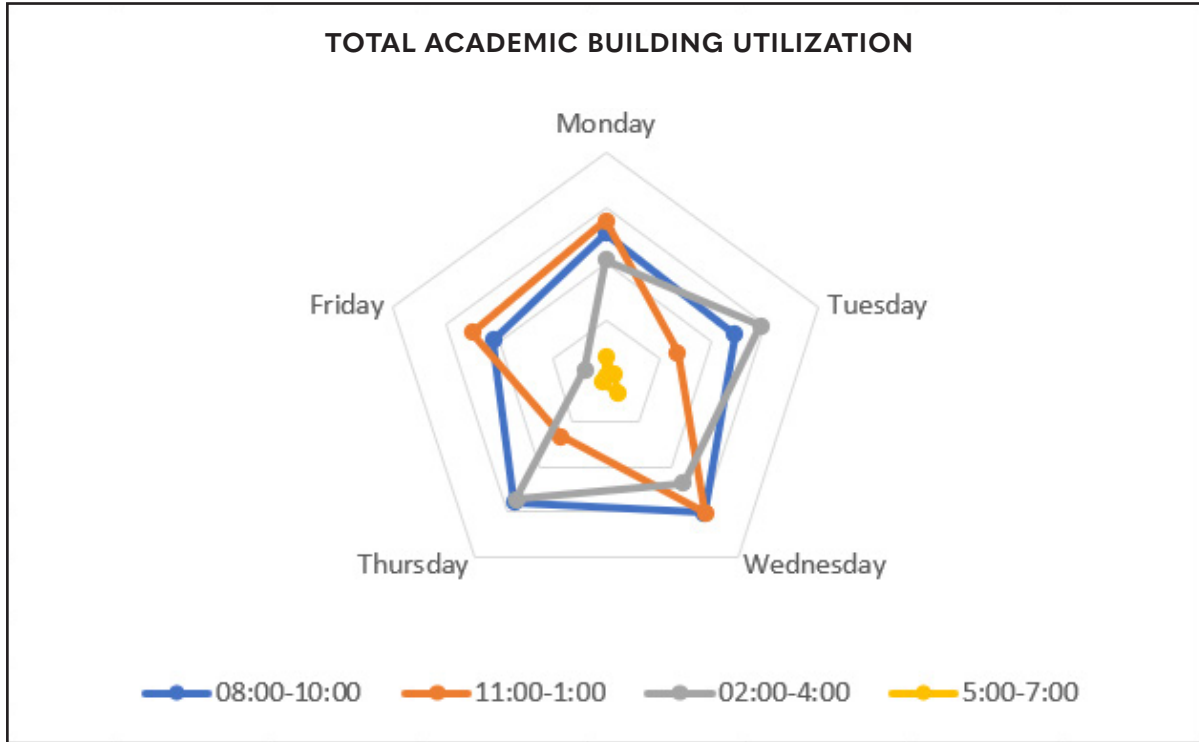


Figure 5: Hourly distribution of student engagement for all buildings on campus. The more student activity, the further the lines protrude from the center point of zero engagements.

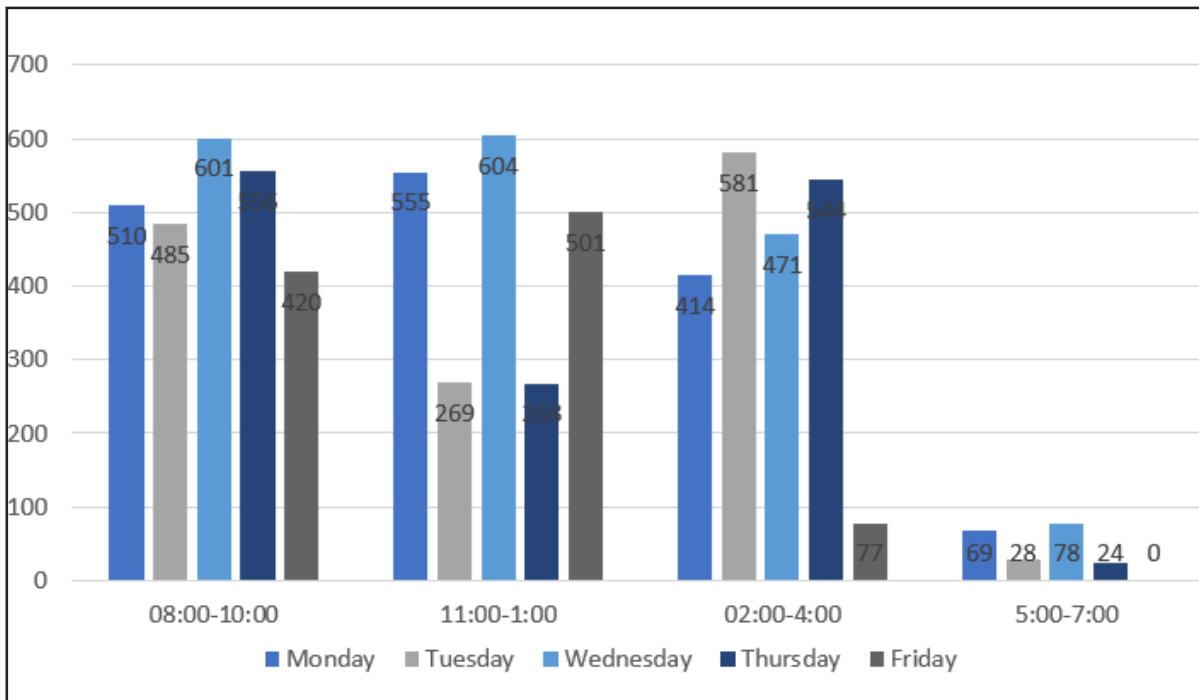


Figure 6: The following graphic shows the overall student engagements throughout the week for all academic buildings on campus. Peak occupancy is usually on Wednesdays before noon.

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Student and Campus Photos provided by Carroll College, 2022

