

DOCUMENT RESUME

ED 037 905

EF 002 612

TITLE Minnesota Bible College and the Village Concept of Campus Planning.
INSTITUTION Minnesota Bible Coll., Minneapolis.
PUB DATE 68
NOTE 22p.

EDRS PRICE MF-\$0.25 HC-\$1.20
DESCRIPTORS Budgeting, *Campus Planning, Construction Costs, Construction Programs, *Design Needs, Design Preferences, *Educational Complexes, *Facility Expansion, *Facility Requirements, Master Plans, Personal Relationship

ABSTRACT

The village concept of campus planning is proposed for Minnesota Bible College, whose educational philosophy demands a personalized approach throughout the entire college program. The village concept, being consistent with the philosophy of the college, is discussed as a solution to problems relating to the spatial needs, financing, and budgeting of a new campus. Spatial needs and cost projections are considered for each of the four elements of the plan--(1) the villas (on-campus living units), (2) the shopping center, (3) the plaza (academic unit), and (4) the park (recreation and large group activities area). A ten year budgetary program is also presented. (FS)

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MINNESOTA BIBLE COLLEGE
AND
THE VILLAGE CONCEPT OF CAMPUS PLANNING

The Philosophical Problem

A Solution - The Village Concept

The Financing Problem

A Solution - The Village Concept

The Spatial Problem

A Solution - The Village Concept

The Budget Problem

A Solution - The Village Concept

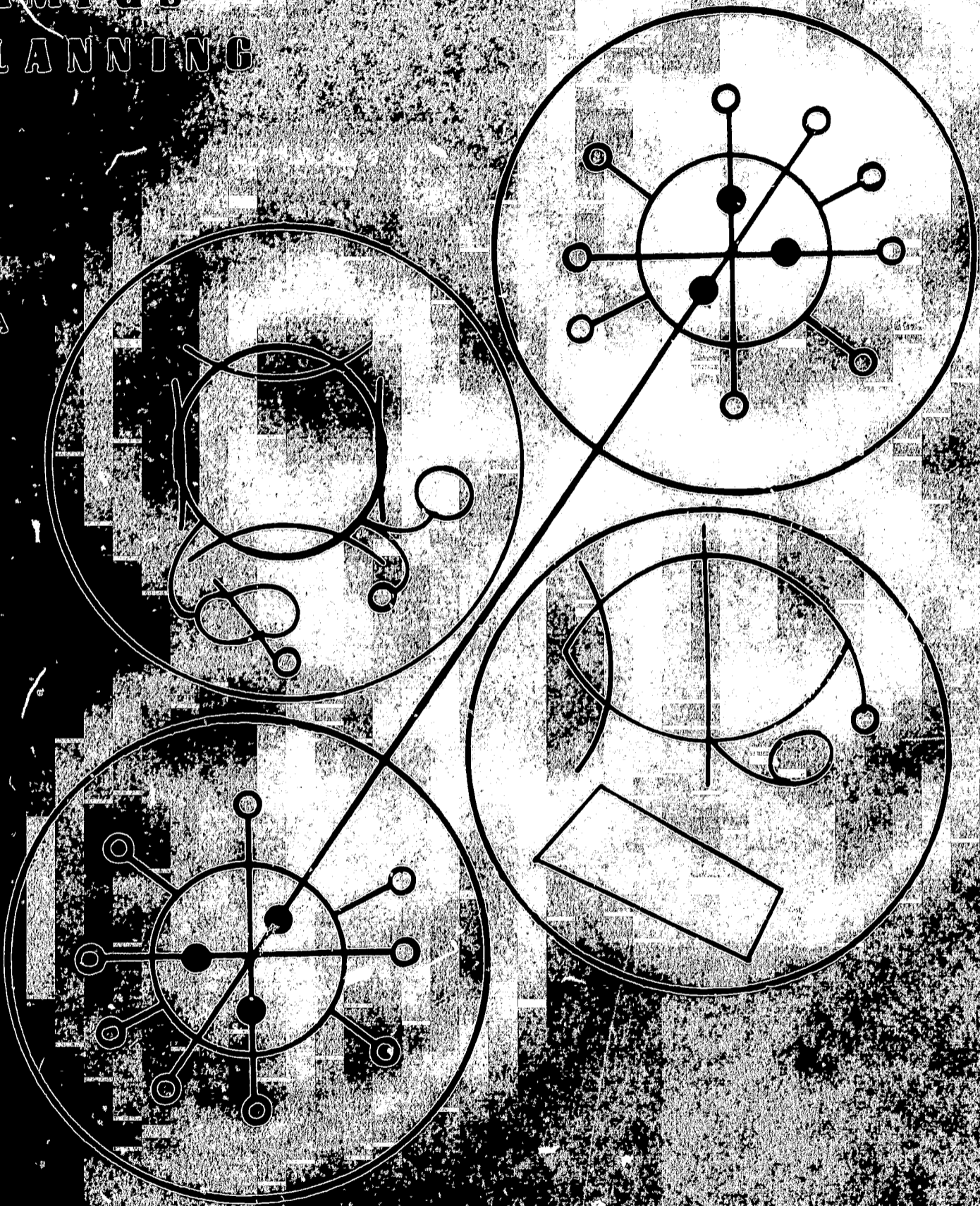
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THE
VILLAGE
CONCEPT
OF
CAMPUS
PLANNING

THE VILLAS

THE PLAZA



THE PARK

THE VILLAS

MINNESOTA BIBLE COLLEGE

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The Philosophical Problem

The educational philosophy of Minnesota Bible College demands a personalized approach in the entire college program.

The academic program (curriculum) is being designed to de-emphasize large lecture sessions and to utilize seminars, laboratory sections, and individual directed study.

The counseling-guidance program is being designed to provide for continuous personal contact with every student.

To accomplish their objectives both programs seek to set up a living-learning situation (environment) that will stimulate personal involvement.

The campus is not just a set of buildings but an important component in carrying out the personalization objectives of the college. The campus design must be consistent with the philosophy of the college and a complement to the program.

The problem is to design a campus that will: (1) allow, encourage, and reflect personalization, and (2) provide for small enough living units to be effective in the living-learning program.

The whole trend of society is toward depersonalization which brings about identity confusion, and the inability to make decisions, which in turn prevents many people from realizing their potential and being effective members of the church and society.

The desire of Minnesota Bible College is to provide an oasis in the desert of numbers where students can come to find and prepare themselves as persons. The campus design and setting must play its part in the program.

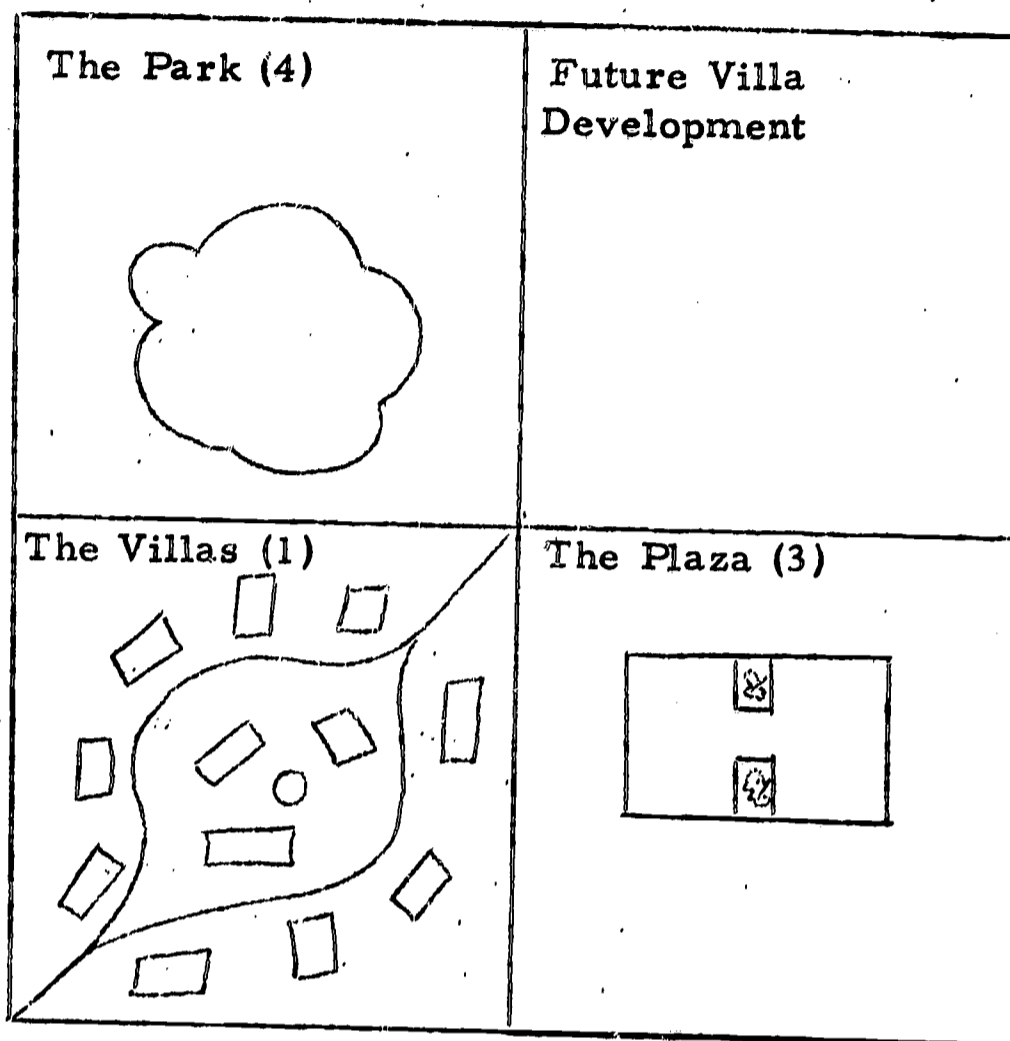
A Suggested Answer to the Problem-The Village Concept

The Village concept of campus planning establishes an intimate and warm community of individual people who have come together for a common purpose. The concept consists of four elements: (See diagram, page 2).

- (1) The Villas - Small housing units (20 students each- one senior advisor, one junior assistant advisor, nine sophomores, and nine freshman) arranged around a dining hall, student center, and a professional counselor's residence.
- (2) The Shopping Center - A complex of stores-books, school supplies, sundries, clothing, food, etc; to supply the needs of the college community.
- (3) The Plaza - The educational-cultural complex which includes the classrooms, faculty and administrative offices, and the library, as well as art galleries, museums, etc. that would be added.
- (4) The Park - The gymnasium-chapel-auditorium, ball fields, tennis courts, etc., located in a park setting.

THE VILLAGE

(40 acres divided into 4-10 acre sections)



(4) The Shopping Center

(a) Counselors residence (b) Dining Club (c) Student Center

The whole campus should be designed to blend the buildings into the natural setting by the use of creative architecture, natural building materials (rough wood and stone), and the conservation of trees and terrain.

(Reference - See Jonathan, Minnesota and the Walden Townhouse complex in Burnsville, Minnesota)

This approach would certainly de-institutionalize the campus and contribute to a warm and intimate atmosphere.

The Financing Problem

The asset of Minnesota Bible College is only half as large as the funds needed to build the first unit of a new campus. Therefore, funds must be borrowed. Borrowing money is difficult for Minnesota Bible College because: (1) a history of financial crisis, (2) present deficit spending, (3) payback of moneys depends upon an increase of students which cannot be guaranteed, (4) institutional type buildings give financiers little latitude for recouping their investment if they must repossess for non-payment.

The problem is to find a way to overcome these difficulties and provide the facilities needed in a new campus situation.

A Suggested Solution to the Problem-The Village Concept

The Village is, in reality, a housing subdivision entirely separate from other campus components. (See diagram-page 2) Besides meeting the philosophical needs this approach has these two distinct economical advantages:

(1) Flexibility - Because the units are small the housing can easily be built as needed with excellent assurance of 100% immediate occupancy. Institutional type dormitories must be built in larger increments, therefore reducing the chances of immediate 100% occupancy, and also requiring the outlay of larger capital funds.

If drastic economic times come and the college is in financial crisis, the situation could be alleviated by converting some of the houses to single family dwellings and either renting or selling them. An institutional type dormitory does not allow this type of adjustment and could cost us the campus.

If the whole approach does not work satisfactorily the whole subdivision can be sold without effecting the campus, and the equity and the increase in property value would be a good financial start on building institutional type dormitories on the expansion area of the campus.

(2) Financing - A separate and complete subdivision of \$30,000 houses would give any lender excellent security of his money. Therefore, the college could perhaps get financing that it could not otherwise get.

If the college could not get financing in any other way, it could find men of sound financial background who would arrange financing for a home as their own property. Then the college could purchase it from them by assuming the mortgage.

The Spatial Problem

After the decision to relocate from the present location to a new campus, and the creation of the "Total Development Program", which spelled out specifically the program which the college would operate in the new campus; the task was to study the spatial needs and then to project a cost. This was done and the study is entitled, "A Campus Specifications Study for Minnesota Bible College".

The problem is that the college needs more space than it can afford to build.

<u>Survey of Spatial Needs</u>	<u>Approximate Sq. Ft.</u>	<u>Cost</u>
1. The Academic Function		
a. Classrooms		
1 Lecture Hall (150 students)	1800	
2 Classrooms (50 students @-750 sq. ft. @)	1500	
1 Multipurpose Lab (25 students)	750	
2 Seminar Rooms (10-15 students @-150 sq. ft. @)	300	
1 Combination choir rehearsal room and speech lab (60 students)	900	
		5250
b. Individual instruction and practice facilities		
2 Combination music studios and practice rooms (100 sq. ft. @)	200	
6 Music practice rooms (75 sq. ft. @)	450	
5 Oral Communications practice booths (15 sq. ft. @)	75	
		725
c. Faculty and Academic Administration Office-Study Complex		
8 Faculty studios (120 sq. ft. @)	960	
2 Dean's Offices (182 sq. ft. @)	364	
1 Instructor's Office complex (4-6 instructors share 1 room)	182	
1 Secretary's office	144	
1 Workroom	100	
1 Fireproof records room	50	
1 Lounge and meeting room	200	
1 Cloakroom	80	
2 Restrooms (25 sq. ft. @)	50	
		2130
d. Library		4000
e. Corridors, etc. (15% of gross sq. ft.)		<u>1816</u>
		13,921
	@ \$15 per sq. ft.	\$208,815

	Approximate Square Feet	Cost
2. The Administrative Function		
a. The President's Office	225	
Washroom	25	
b. Director of Development's Office	150	
c. Business Manager's Office	150	
d. Assistant to the President's Office	150	
e. Bookkeeper's Office	100	
f. Administrative Secretary's Office	100	
g. Receptionist Office and Waiting Room	150	
h. Corridors, etc. (15% of gross sq.ft.)	<u>150</u>	
	1,200@\$15	\$ 18,000
3. The On-Campus Living Function		
a. Housing Units (100 sq.ft. per student)	20,000	
b. Cafeteria	3,000	
c. Student Center	2,250	
d. Student Services	1,250	
e. Head Counselor's Residence	1,000	
f. Corridors, etc. (15% of gross sq.ft.)	<u>4,170</u>	
	31,670@\$11	\$348,370
4. The Recreation Function		
a. Gymnasium		
Floor	4,100	
Spectator Seating	1,500	
2 Lockerrooms (1000 sq.ft. @)	2,000	
Athletic Office	60	
Storage	<u>240</u>	
	7,900	
b. Corridors, etc. (15% of gross sq.ft.)	<u>1,085</u>	
	8,985 @\$11	\$ 99,835
5. The Worship Function		
a. Chapel-Auditorium	2,100	
b. Corridors, etc.	<u>315</u>	
	2,415 @\$15	\$ 36,225
6. The Maintenance and Operational Function		
a. Central Heating Space (optional)	300	
b. Shop	1,200	
c. Maintenance Centers (120sq.ft. @)	360	
d. 6 Janitor's Closets (25sq.ft. @)	150	
e. Print Shop	800	
f. Mail Room	150	
g. Corridors, etc.	<u>644</u>	
	3,604 @\$11	\$ 39,644
	61,795	\$750,889
Land Acquisition and Utilities development		100,000
Land development (landscaping, roadways, walkways, ball fields, etc.)		<u>30,000</u>
		\$880,889

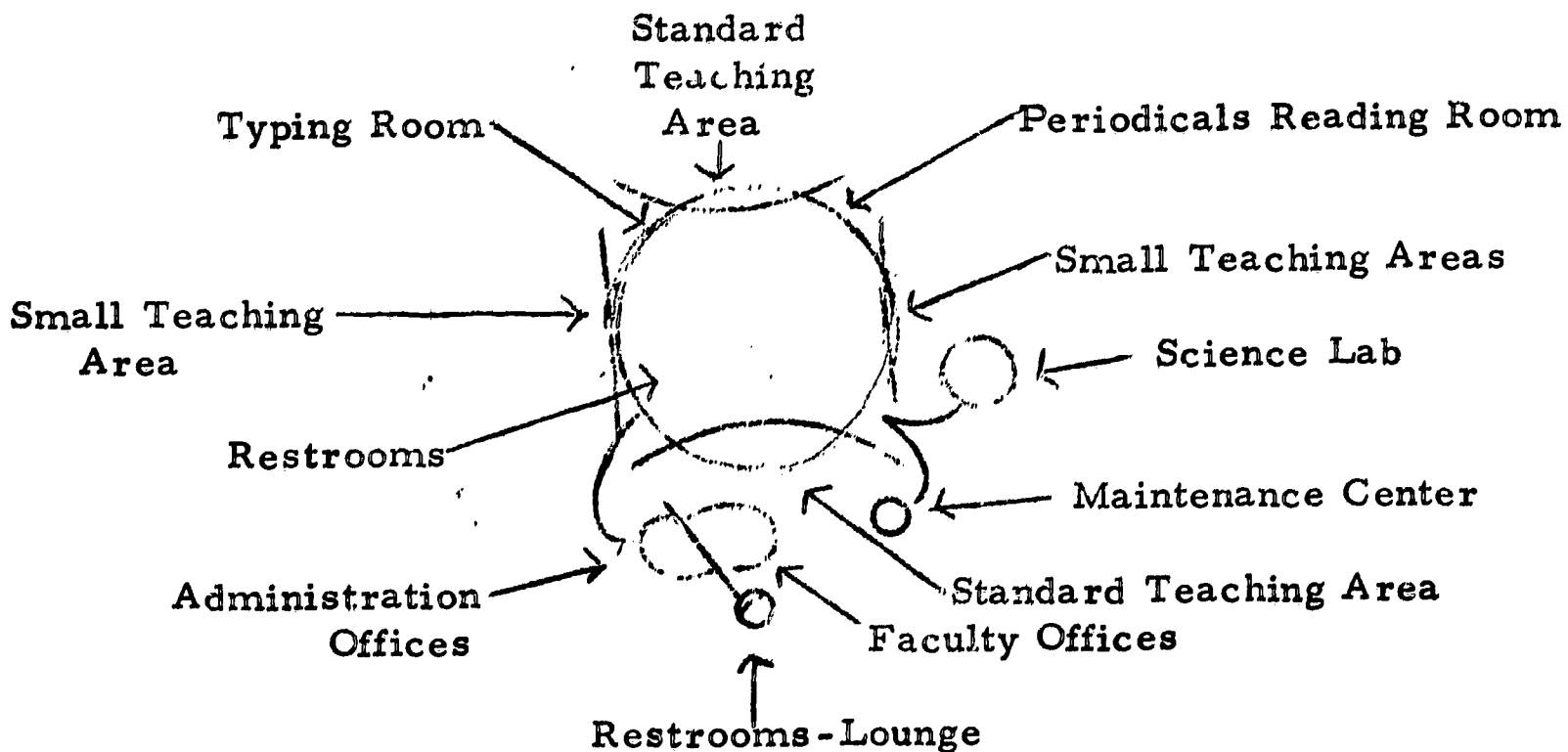
A Solution to the Problem-The Village Concept

The only solution to this problem is to reduce the total space needed and cost to a figure the college can handle. However, this must be done without hampering an effective operation of the college program.

The answer to reducing the needs and the costs is multi-use through proper grouping of functions and the step by step growth pattern allowed by the Village Concept. The following pages explain and illustrate this solution.

Multi-use groupings of related functions:

The Plaza (Academic Unit)



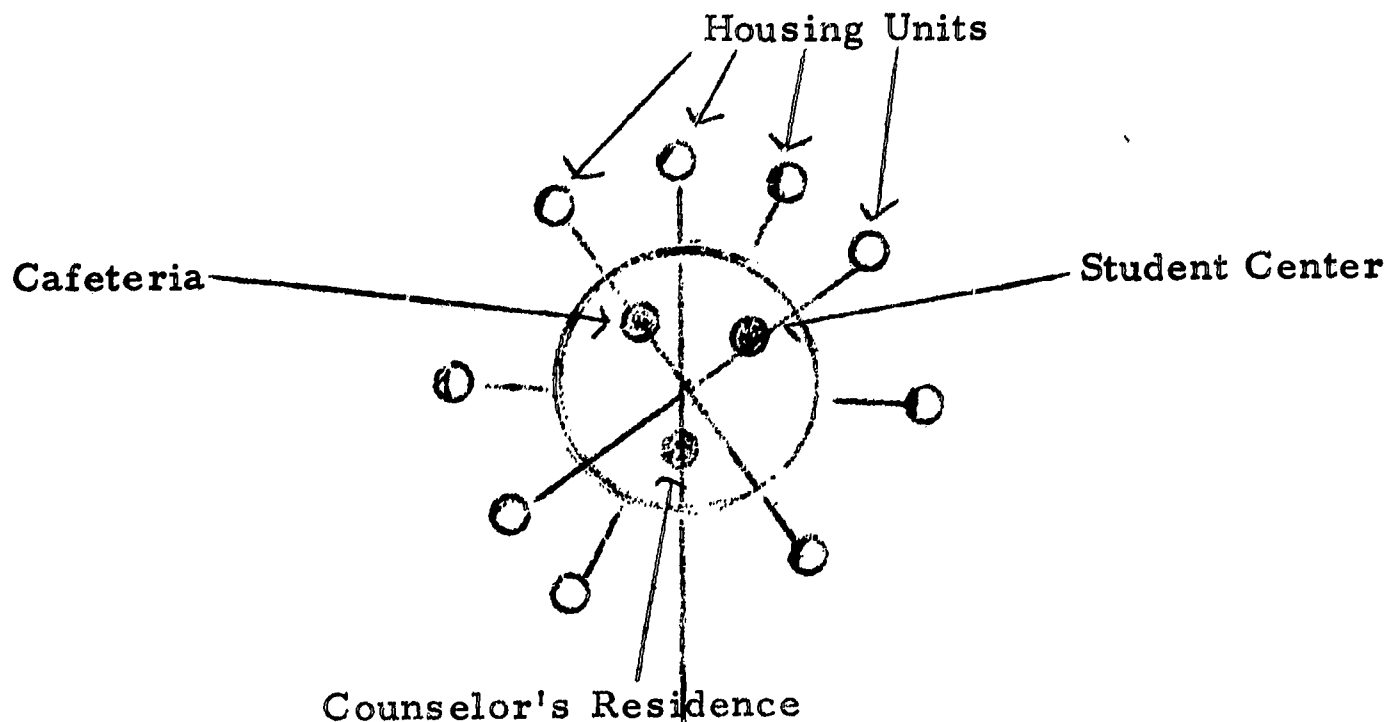
The center of this facility is the library. Arranged around it in alcoves which could be closed off with electrically operated folding partitions are four, two standard size and two small, teaching areas which replace the traditional type classrooms. Those areas become the study areas of the library when class is not being held. This is getting double use out of the space. During the peak class hours very few students are in the library because they are in class. During the peak study hours classes are over for the day. The typing room would get double duty as a classroom and as a study-typing area. The library proper would house the stacks, checkout counter, office and maintenance center, Audio-Visual room, and a small study area equipped with carrels. The lab is designed to meet the needs of natural and biological sciences, and Christian education workshops.

Spatial needs and cost projection:

Library (including typing area, periodical reading area, and restrooms)	2,500
2 Standard Teaching areas (classrooms) (750 sq. ft. @)	1,500
2 Small teaching areas (seminar rooms) (150 sq. ft. @)	300
1 Multi-purpose lab	750
*Administrative offices	1,200
*Faculty studies (including lounge and restrooms)	2,130
1 Maintenance center	120
Corridors, etc.	<u>1,275</u>
	9,775 at \$15@ \$146,625.

* See page 4 and 5 for square footage distribution.

The Villas - (On-Campus Living Unit)



Small housing units (20 students each) are clustered around the cafeteria, student center, and head counselor's residence.

The houses contain 9 student rooms, a kitchen and lounge, a study room, 2 bathrooms, an ironing and laundry room, furnace room, fireplace, balcony, and patio. (See diagram on Page 9) This facility would use the English basement concept, perhaps a walkout lower floor, and would have two floors.

The cafeteria contains a kitchen, serving area, and a dining area that can be divided up by folding partitions to seat from 30 to 150 people. This area can be used for group meetings, private group dinners, and even seminar rooms during the class day if necessary. (See diagram on page 9)

The Student Center would be on two floors, the lower one-half in the ground (English basement). It would contain a lounge, recreation hall, restrooms, organization workroom, TV room, music and speech practice rooms, vending machines in an area with table and chairs, and the college store (books, etc.). (See diagram on page 9 .)

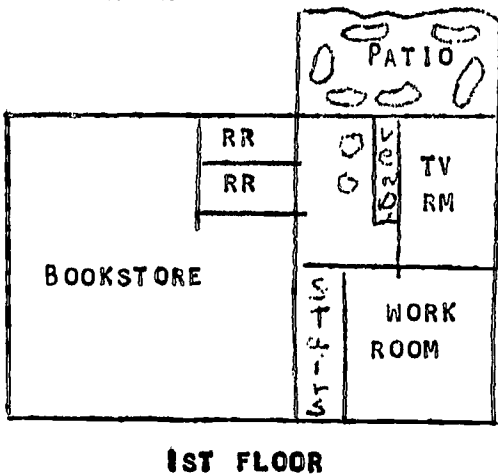
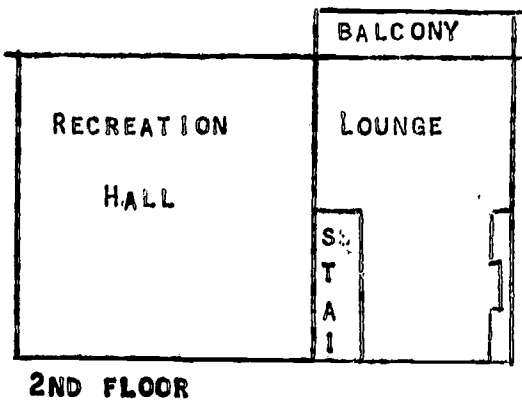
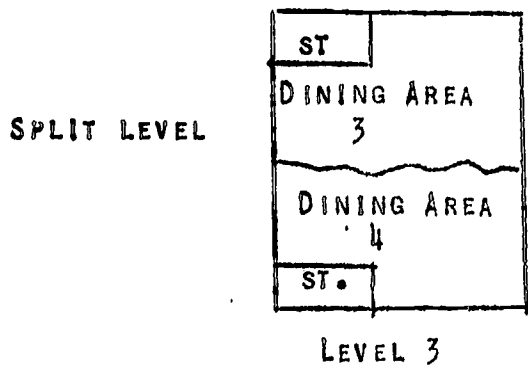
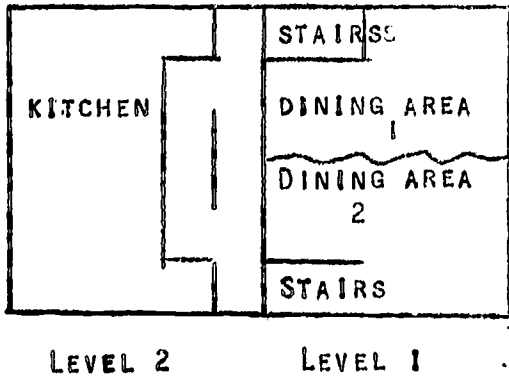
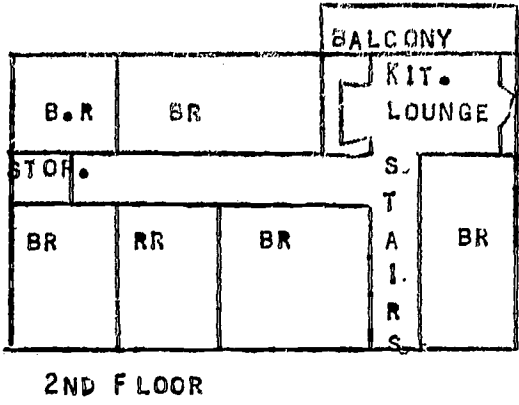
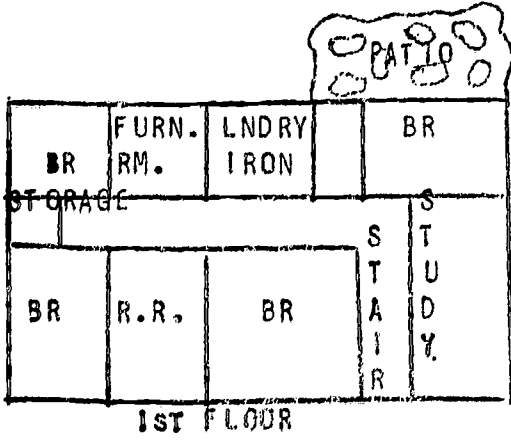
The head counselor's residence would be a three bedroom single family dwelling.

All of these units must be built to convert to single family units to guarantee the latitude in financing mentioned on page 3. (See diagram on page 9 .) However, creatively done this is an exciting concept that perfectly fits the philosophical position of Minnesota Bible College.

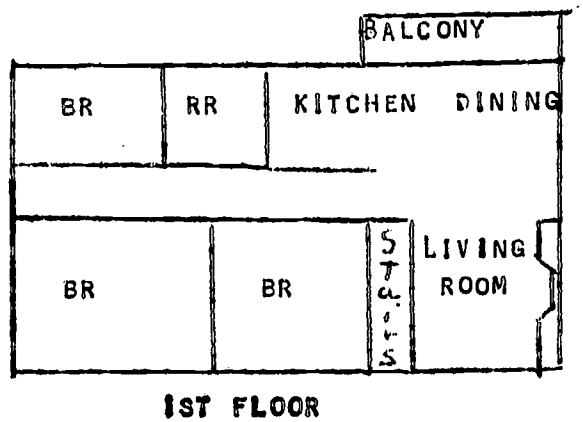
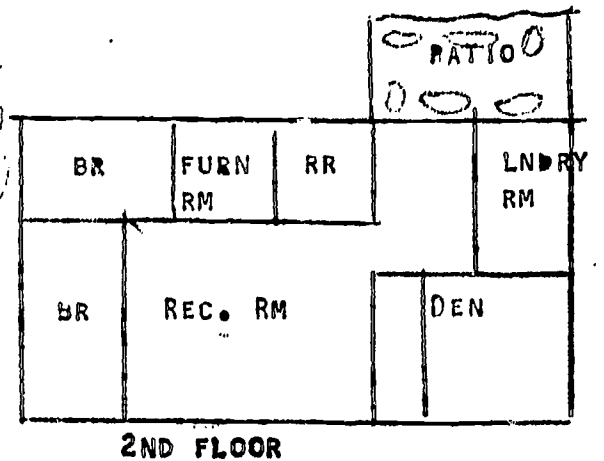
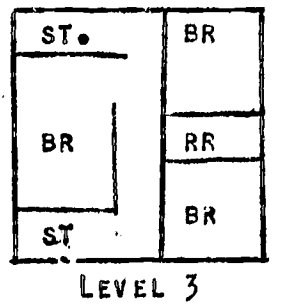
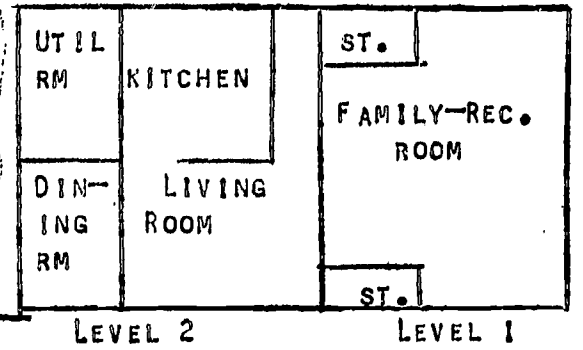
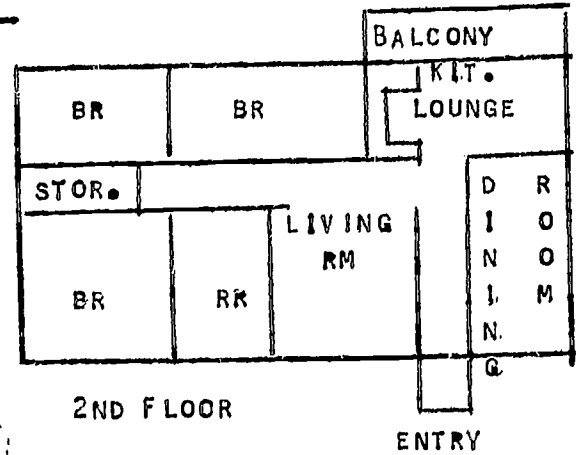
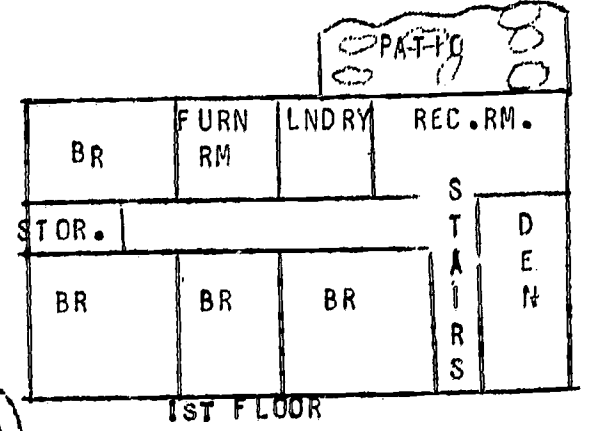
Spatial needs and cost projection:

7 Housing units (140 students)	(14,000sq.ft.)	30,000@	\$210,000
(Additions added as needed)			
1 Cafeteria	2,000sq.ft.		30,000
1 Student Center	2,500sq.ft.		35,000
1 Counselor's Residence	<u>1,000sq.ft.</u>		<u>25,000</u>
(Costs included \$5,000 per unit for land and utilities)	19,500		\$300,000

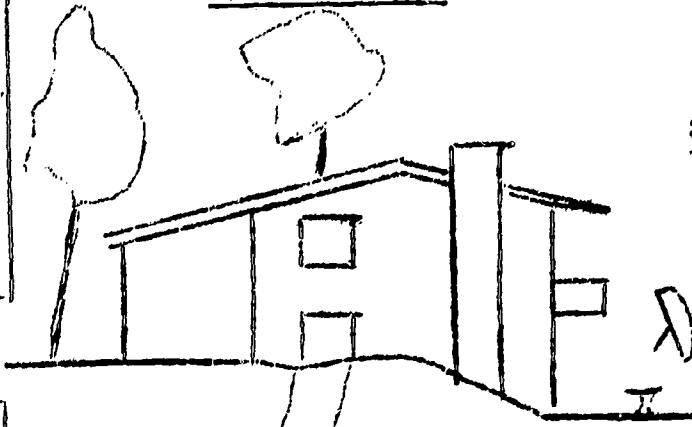
CAMPUS UNIT



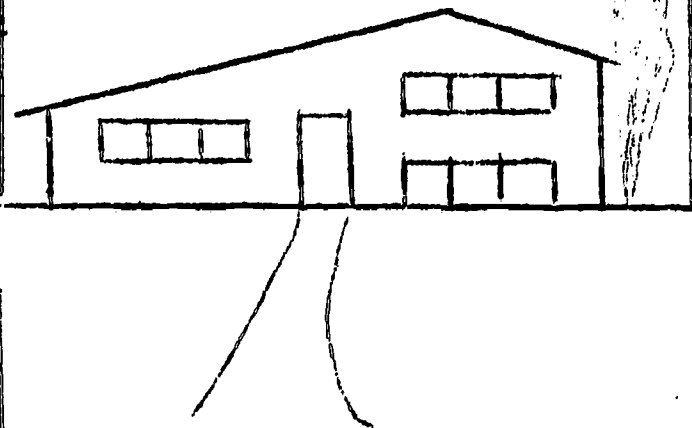
SINGLE FAMILY DWELLING



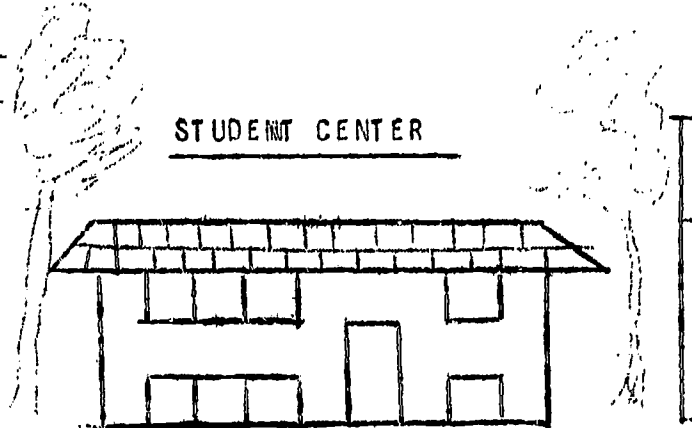
RESIDENCE UNIT



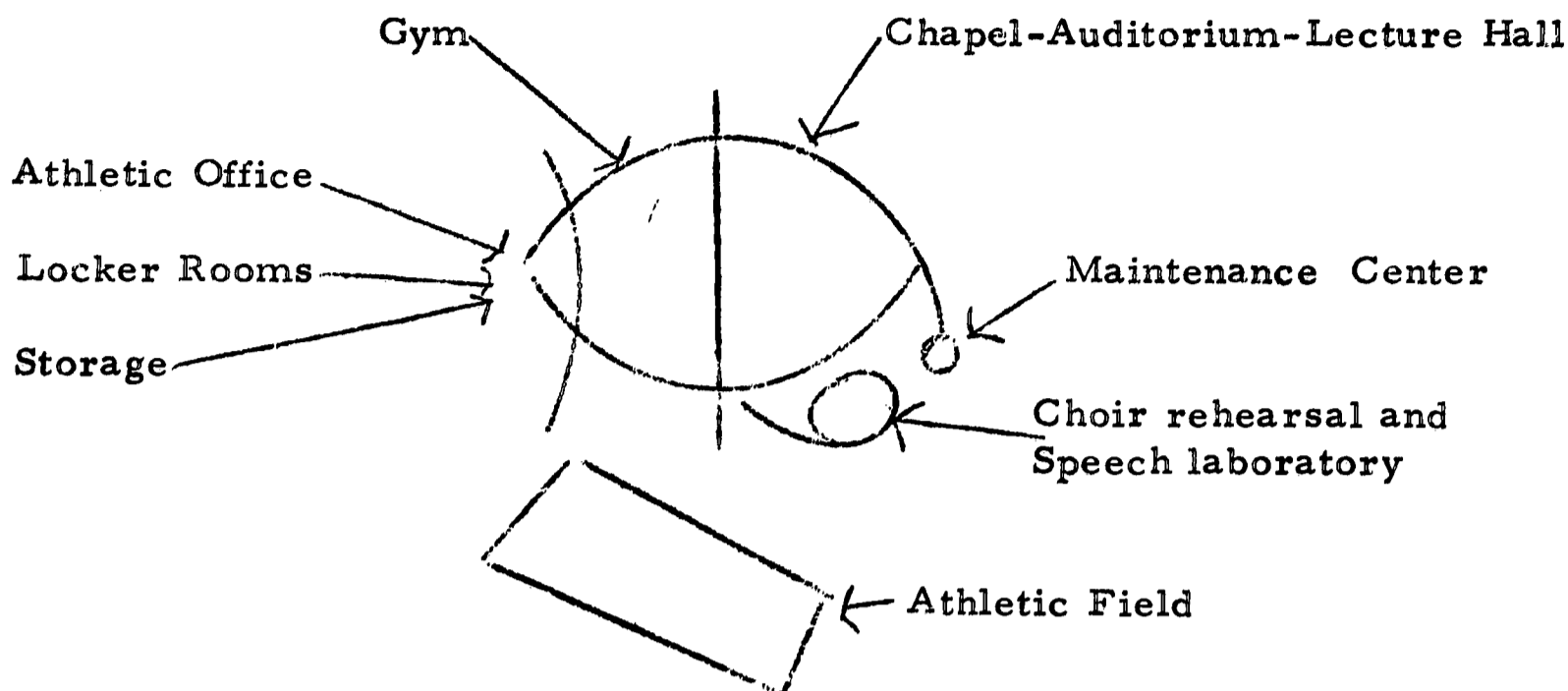
CAFETERIA



STUDENT CENTER



The Park (Recreation and Large Group Activities)



The chapel is one of the least used spaces on the campus and the space should be shared with other functions. It can easily double as the large lecture hall.

Another occasional need is for space to accommodate large audiences. It is not economical to build and let the building stand idle most of the time. By arranging the gym and the chapel next to each other, the gym provides overflow seating for the chapel and turns it into a large auditorium, and the chapel space provides spectator seating at sports events.

The choir rehearsal and speech lab facility should be in this area because they are high noise activities.

Spatial needs and cost projection:

*1 Gymnasium (including lock rooms, athletic office and storage)	8,985 sq.ft. at \$11@	\$ 99,835
1 Chapel	2,415 sq.ft. at \$15@	36,225
1 Combination choir rehearsal room and speech lab	900 sq.ft. at \$15@	13,500
	12,300	\$149,560

* See page 4 and 5 for square footage distribution.

Total spatial needs and cost projection:

The Plaza	9,775	\$146,625
The Villas	19,500	300,000
The Park	12,300	149,560
	41,575	\$596,185
The Shops	3,604	39,644
Land acquisition and utilities -50% (50% included in cost of the Villas)		50,000
Land Development		30,000
		\$715,829

<u>Comparison</u>	880,889
	715,829

\$165,060 less initial capital needed through multi-use
and the Village Concept

The Budget Problem

How much money will the college need to borrow and how can it be paid back?

How much money will the college need to borrow?

Total cost of campus	\$715,829
Total college asset (present property) based on 1968 appraisal	<u>407,000</u>
Amount of money the college needs to borrow or raise.	\$308,829

How can it be paid back?

A Solution to the Problem-The Village Concept

The Village Concept allows the college to start on the new campus with a moderate increase in students and then gradually grow to capacity without severe financial problems.

The following pages contain a Ten Year Budgetary Projection which assumes:

- A loan of \$300,000 for 20 years at 7% interest
- Alumni Challenge income of \$33,000 per year for three years or \$100,000
- Starting with 7 housing units and 140 campus resident students and 20 non-campus resident students for a total of 160 students.
- A moderate student body growth of 40 per year
- A 5% inflationary spiral
- \$10,000 per year increase in subsidy
- The need to develop the academic program as the college grows

The following Ten Year Budgetary Projection predicts:

- Solvent fiscal operation from the second year on.
- A study body of 300 resident students and 40 non-campus resident (total 340) students by the fifth year which would be full capacity for classroom facilities.
- The campus, as now projected, plus 8 additional housing units (total of 15) completely paid for in the ninth year.

A TEN YEAR BUDGETORY PROJECTION FOR MINNESOTA BIBLE COLLEGE

Year One

Students - 140 campus resident and 20 non-campus resident-total 160

Budget:

Expenses

Instruction	\$92,000	Allows for the addition of a head counselor and one professor plus substantial pay raises for the faculty A \$9,000 increase over present budget for Development program and personnel pay raises
Administration	\$70,000	
Utilities and Maintenance	30,000	
Operation	45,000	
Auxiliary Enterprises	60,200	
Debt Retirement	36,000	

Allows for the addition of a head counselor and one professor plus substantial pay raises for the faculty
A \$9,000 increase over present budget for Development program and personnel pay raises

Estimate from present operation

\$5,000 increase over present budget

2/3 of \$700 income

On \$300,000 original loan-(O L)
Interest-\$21,000-Principal \$15,000

	333,200
Income	178,000

Tuition of \$500 from 160 students.
Auxiliary Enterprise income of \$700 from 140 students.

Subsidy needed 155,200

Subsidy presently received 110,000

Deficit 45,200
Alumni Challenge Income 33,000

Deficit 12,200

Property debt at end of fiscal year 300,000
15,000

Original amount
Principal payment

\$ 285,000

Property Value 706,436
Property Debt 285,000

Net Worth \$ 421,436

Year Two

Students - 180 Campus Resident and 20 non-campus resident - Total 200
Building - 2 housing units are built for \$60,000 to house the additional 40
(HU# 8 & 9)

Budget:

Expenses

Instruction	104,600	Increase for one additional professor to maintain student-teacher ratio and to adequately operate academic program, plus 5% pay raises
Administration	73,750	A 5% increase for inflation
Utilities and Maintenance	32,500	A 5% increase plus \$1000 for additional housing
Operation	47,250	A 5% increase
Auxiliary Enterprises	80,000	A 5% increase in cost per student
Debt Retirement	41,850	\$34,650 on original loan and \$7,200 on HU# 8 & 9
	<u>379,950</u>	
Income	<u>220,000</u>	A 5% increase in rate
Subsidy needed	159,950	
Subsidy received	<u>120,000</u>	
Deficit	39,950	
Alumni Challenge Income	<u>33,000</u>	
Net deficit	6,950	
Carry over deficit	<u>12,200</u>	
Accumulated deficit	19,150	
Property debt at the end of fiscal year	270,000	OL
	<u>57,000</u>	HU# 8 & 9
	327,000	
Property Value	766,436	
Property Debt	<u>327,000</u>	
Net Worth	\$ 439,436	

Year Three

Students - 220 campus resident and 30 non-campus resident - Total 250
Building - 2 housing units are built for \$60,000 to house the additional 40
(HU# 10 & 11)

Budget:

Expenses:

Instruction	119,000	Increase for one additional professor plus 5% pay increase for faculty
Administration	77,500	A 5% increase
Utilities and Maintenance	35,125	A 5% increase plus \$1000 for additional house
Operation	49,612	A 5% increase
Auxiliary Enterprise	108,000	A 5% increase in costs per student
Debt Retirement	48,090	OL \$33,900, HU#8&9 \$6,990, HU# 10 & 11 -\$7,200
	<u>437,327</u>	
Income	<u>318,000</u>	a 5% increase in rate
Subsidy needed	119,327	
Subsidy received	<u>130,000</u>	
Surplus	10,673	
Alumni Challenge income	<u>33,000</u>	
Net surplus	43,673	
Accumulated deficit	<u>19,150</u>	
Adjusted surplus	24,525	
Property debt at the end of fiscal year	255,000	OL
	54,000	HU# 8 & 9
	<u>57,000</u>	HU# 10 & 11
	366,000	
Less surplus	<u>24,525</u>	
Debt	341,475	
Property Value	826,436	
Property Debt	<u>341,475</u>	
Net Worth	484,961	

Year Four

Students - 260 Campus resident students and 30 non-campus resident -
Total 290

Building - 2 housing units are built for \$60,000 to house the additional 40
(HU# 12 & 13)

Budget:

Expenses

Instruction	145,000	Increase for one additional professor plus 5% pay increase for faculty
Administration	81,375	A 5% increase
Utilities and Maintenance	37,885	A 5% increase plus \$1000 for additional house
Operation	52,100	A 5% increase
Auxiliary Enterprises	35,000	A 5% increase in costs per student
Debt Retirement	51,970	OL 31,000, HU# 8 & 9-\$6,780, HU# 10 & 11 - \$6,990, HU# 12 & 13-\$7,200
	<u>503,330</u>	
Income	<u>80,000</u>	A 5% increase in rates
Subsidy needed	123,330	
Subsidy received	145,000	The Alumni Challenge Phase II is over but a Phase Three or Annual Fund should bring in this \$5,000 extra increase in subsidy
Surplus	<u>21,670</u>	
Property debt at the end of fiscal year	215,475	OL
	51,000	HU# 8 & 9
	54,000	HU# 10 & 11
	<u>57,000</u>	HU# 12 & 13
	377,475	
Less surplus	<u>21,670</u>	
Debt	355,805	
Property Value	886,436	
Property Debt	<u>355,805</u>	
Net Worth	\$ 530,631	

Year Five

Students - 300 campus resident students and 40 non-campus resident students - Total 340

Building - 2 housing units are built for \$60,000 to house the additional 40 (HU# 14 & 15)

Budget:

Expenses

Instruction	162,250	Increase for one additional professor plus a 5% pay increase for the faculty
Administration	85,375	A 5% increase
Utilities and Maintenance	40,799	A 5% increase plus \$1000 for additional house
Operation	54,705	A 5% increase
Auxiliary Enterprises	164,000	A 5% increase in cost per student
Debt Retirement	55,540	OL 25,000, HU# 8&9-6,570 HU# 10&11-6,780, HU# 12&13-6,990, HU# 14 &15 - 7,200
	<u>562,669</u>	
Income	<u>55,000</u>	A 5% increase in rates
Subsidy needed	107,669	
Subsidy received	<u>155,000</u>	
Surplus	47,331	
Property debt at the end of the fiscal year	168,805	OL
	48,000	HU# 8 & 9
	51,000	HU# 10 & 11
	54,000	HU# 12 & 13
	<u>57,000</u>	HU# 14 & 15
	378,805	
Less Surplus	<u>47,331</u>	
Debt	331,474	
Property Value	946,436	
Property Debt	<u>331,474</u>	
Net Worth	\$ 614,962	

Year Six

Students - 300 campus resident students and 40 non-campus resident students - total 340

Budget:

Expenses:

Instruction	182,362	Increase for one additional professor and a 5% pay increase for faculty
Administration	89,643	A 5% increase
Utilities and Maintenance	42,817	A 5% increase
Operation	57,440	A 5% increase
Auxiliary Enterprises	170,100	A 5% increase
Debt Retirement	50,200	OL 23,500, HU# 8&9-6,360, HU# 10&11-6,570, HU# 12&13-6,780, HU# 14&15-6,990
	<u>592,562</u>	
Income	<u>497,500</u>	A 5% increase in rates
Subsidy needed	95,062	
Subsidy received	<u>165,000</u>	
Surplus	69,938	
Property debt at the end of the fiscal year	153,805	OL
	45,000	HU# 8 & 9
	48,000	HU# 10 & 11
	51,000	HU# 12 & 13
	<u>54,000</u>	HU# 14 & 15
	319,474	
Less surplus	<u>69,938</u>	
Debt	249,536	
Property Value	946,436	
Property Debt	<u>249,536</u>	
Net Worth	\$ 696,900	

Year Seven

Students - 300 campus resident and 40 non-campus resident - total 340

Budget:

Expenses:

Instruction	191,470	A 5% increase
Administration	94,125	A 5% increase
Utilities and Maintenance	44,957	A 5% increase
Operation	59,312	A 5% increase
Auxiliary Enterprises	178,600	A 5% increase
Debt Retirement	46,740	OL 20,880, HU# 8&9-6,150, HU# 10&11-6,360, HU# 12&13- 6,570, HU# 14 &15- 6,780
	<hr/>	
	620,204	
Income	<u>525,000</u>	A 5% increase
Subsidy needed	95,204	
Subsidy received	<u>175,000</u>	
Surplus	79,796	
Property debt at the end of fiscal year	68,869	OL
	42,000	HU# 8 & 9
	45,000	HU# 10 & 11
	48,000	HU# 12 & 13
	<u>51,000</u>	HU# 14 & 15
	254,869	
Less Surplus	<u>79,796</u>	
Debt	175,073	
Property Value	946,436	
Property Debt	<u>175,073</u>	
Net Worth	\$ 771,363	

Year Eight

Students - 300 campus resident and 40 non-campus resident - total 340

Budget:

Expenses

Instruction	200,000	A 5 % increase
Administration	100,000	A 5% increase
Utilities and Maintenance	47,500	A 5% increase
Operation	62,000	A 5% increase
Auxiliary Enterprises	187,500	A 5% increase
Debt Retirement	24,250	HU# 8 & 9-5,170, HU# 10&11- 6,150, HU# 12&13-6,360, HU#- 14 & 15 - 6,570

	<u>521,250</u>	
Income	<u>550,000</u>	A 5% increase

Subsidy needed	71,250	
Subsidy received	<u>185,000</u>	

Surplus	113,750	
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Property debt at the end of fiscal year	28,000	HU# 8 & 9
	42,000	HU# 10 & 11
	45,000	HU# 12 & 13
	<u>48,000</u>	HU# 14 & 15
	163,000	

Less Surplus	<u>113,750</u>	
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Debt	49,250	
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Property Value	946,436	
Property Debt	<u>49,250</u>	

Net Worth	\$ 897,186	
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Year Nine

The remaining \$49,250 property debt would be paid-off in this year with a surplus of apporximately \$75,000.

Year Ten

During this year the campus and program would be running at maximum capacity and efficiency. There would be a surplus of approximately \$125,000. This would be the year to build some extra quality in the program and to complete the next Ten Year Plan. Also it would be the time to decide whether or not to expand through a building program.

Conclusions

1. This is a low risk program because it is practically solvent each year.
2. Once the 260 student level is reached there is no financial danger if the college does or does not grow.
3. The student body growth projection is moderate. The projection could happen twice as fast.
4. Obtaining a loan for \$300,000 should not be difficult with this concept.
5. If the present building could be sold soon, it would be possible to move on the new campus in the fall of 1969. The Park (gym-chapel complex and the shops) might not be ready, but if the Plaza and the Villas were complete, the move could be made.

Possible Time Schedule:

November 1 - February 1 (3 mos.)	Preliminary Drawings
February 1 - April 1 (2 mos.)	Working Drawings
November 1 - April 1 (5 mos.)	Sell property, negotiate loan, purchase land
April 1 - August 31 (5 mos.)	Construct Plaza and Villas
September 1 - November 1 (2 mos.)	Construct Park