



**Grand Rapids Community College
State of Michigan FY 2023
Five-Year Capital Outlay Plan**

**Approved by GRCC Board of Trustees
October 18, 2021**

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Section 1 - Mission Statement

The Grand Rapids Board of Education founded Grand Rapids Junior College (GRJC) in 1914 following a resolution by the University of Michigan faculty that encouraged the establishment of junior colleges in Michigan. Grand Rapids Junior College was the first junior college in Michigan. In the 1950's and 1960's, the state of Michigan passed constitutional language and legislative acts, which still regulate Grand Rapids Community College (GRCC), that outlined the responsibilities of and requirements for community colleges. Under the 1966 Community College Act, Michigan included postsecondary vocational-technical education in the community college program. Consequently, GRCC now offers education services for workforce degree students, transfer students, and job training students.

Since its founding, GRCC has developed a strong reputation for academic excellence and innovation. The College has been accredited continuously since 1917 by the Higher Learning Commission. In 2002, GRCC continued its accreditation process when the College was accepted into the Higher Learning Commission's alternative accreditation method: The Academic Quality Improvement Project (AQIP). That focus on continuous improvement continues in the HLC Open Pathway. In May 2015, the Higher Learning Commission reapproved accreditation for Grand Rapids Community College. This decision extends GRCC's accreditation to 2023.

In addition to institutional accreditation through the Higher Learning Commission, many GRCC programs hold separate accreditations including the Early Childhood Associate Degree program and Lab Preschool, six health programs, Culinary Arts, Corrections/Law Enforcement, Visual Arts, Music programs and Automotive Technology. Since 2000, the College has received a Pacesetter award, three awards from the Michigan Quality Council, a Bellwether Finalist Award at the Futures Assembly 2002 and numerous awards and recognitions for its programs including the National Award of Excellence in Post-Secondary Food Service Education from the National Restaurant Association, the highest distinction awarded by this organization to culinary schools. In July 2015, GRCC was awarded the Noel-Levitz Retention Award. The Retention Excellence Awards Program was established in 1989 to honor outstanding achievements in student retention by colleges and universities throughout the United States and Canada.

In September 2015, Achieving the Dream announced that Grand Rapids Community College was one of 19 community colleges nationwide to earn Leader College distinction – a national designation awarded to community colleges that commit to improving student success and closing achievement gaps. In 2016, GRCC received the Gold Star from the Michigan Veterans Affairs Agency recognizing GRCC as a Veteran Friendly School at the highest level they award and in 2017 the Michigan Association of Continuing Education and Training awarded GRCC's Workforce Training the Program of the Year award for Integrated ESL/CNC Machining Program. GRCC's Workforce programs continue to receive awards, including the 2019 League for Innovation - Innovation of the Year award for the Sterile Processing Apprentice program and the 2020 State of Michigan Michigan Works! Association Impact award. Also, in 2020, GRCC was one of 16 in the nation named a 2020 Most Promising Places to Work in Community Colleges by the National Institute for Staff and Organizational Development and the publication *Diverse: Issues in Higher Education*. Most recently, Grand Rapids Community College's leadership in promoting

equity and inclusion was recognized by Corp! Magazine with the **2020 Diversity Focused Company Award**.

GRCC’s downtown campus encompasses an eight-block area located in downtown Grand Rapids, and the DeVos campus located in the Heritage Hill neighborhood, two blocks east. GRCC also offers courses at a variety of off-campus locations including the Tassell Michigan Technical Education Center (M-TEC®) and at numerous high schools in Kent County. The College has made a major commitment to serving the West Michigan community by purchasing the former JCPenney in the Shops at Westshore mall to become a consolidated GRCC Lakeshore Campus. In August 2021 the GRCC Lakeshore Campus officially opened with nearly 800 students enrolled for fall 2021.

GRCC’s primary service area is the Kent Intermediate School District (Kent County), with an estimated population of 657,974. (*US Census – V2020*) Additionally, we serve the contiguous counties of Ottawa, Allegan and Ionia, as well as drawing students from all areas of the State of Michigan.

Given GRCC’s open-access enrollment policy, the institution is serving a very diverse range of students. In addition to ‘traditional’ students seeking terminal degrees and those seeking to transfer to four-year institutions, GRCC also serves high school students pursuing advanced placement, dual enrollment/early college and middle college, adults seeking job training or retraining, apprentices, international students, developmental students and older learners.

In May 2017, GRCC welcomed its tenth President, Dr. Bill Pink. Dr. Pink’s focus for his inaugural year was the theme: GRCC – Relevant and Responsive. In addition, he introduced five strategic goals: Teaching and Learning, Completion and Transfer, Equity, Community Impact, and Infrastructure & Sustainability. Beginning in fall 2017, he launched an 8-month effort with faculty and staff, with input from the community and students, to create a new 3-year strategic plan. This strategic plan is our roadmap as we move into the future.

Figure OP.1 GRCC Vision, Mission, Values, Goals

| VISION |
|--|
| GRCC provides relevant educational opportunities that are responsive to the needs of the community and inspires students to meet economic, social and environmental challenges to become active participants in shaping the world of the future. |
| MISSION |
| GRCC is an open access college that prepares individuals to attain their goals and contribute to the community. |

VALUES

Excellence – We commit to the highest standards in our learning and working environments.

Diversity – We create an inclusive, welcoming, and respectful environment that recognizes the value, diversity, and dignity of each person.

Responsiveness – We anticipate and address the needs of students, colleagues, and community.

Innovation – We seek creative solutions through collaboration, experimentation, and adaptation.

Accountability – We set benchmarks and outcomes to frame our decision-making, measure our performance, and evaluate our results.

Sustainability – We use resources in responsible ways to achieve equity across our social, economic, and environmental practices and policies.

Respect – We treat others with courtesy, consideration and civility.

Integrity – We commit to GRCC values and take personal responsibility for our words and actions.

GOALS

Teaching and Learning – The College develops curriculum and curriculum delivery, and supports instruction that measurably improves student learning.

Completion and Transfer – The College sustains and continuously improves our focus on successful student goal achievement whether that be completion of a degree/credential, transfer to another college, or personal interest/skill attainment.

Equity – The College works to create and support equitable practices across the institution to remove barriers and ensure high comparable outcomes for all identifiable groups.

Community Impact – The College seeks to positively impact the community by educating and training students with relevant skills so that they are retained in the service region holding living-wage jobs, as well as through collaborations/events with education and community partners.

Infrastructure and Sustainability – The College effectively plans for and uses our resources to preserve and enhance the institution.

GRCC Strategic Plan - 2018 – 2022

Strategic Goal #1: Teaching and Learning

The College develops curriculum and curriculum delivery, and supports instruction that measurably improves student learning.

CAP 1.1 Schedule and Program Optimization

The purpose of this project is to strategically evaluate our schedule and program offerings against student and market demand, particularly given the fact that 70% of our students attend part time. This project seeks to engage a wide group of college stakeholders and constituents to better understand the needs of our current and prospective students in relation to course scheduling, course and program delivery, and program offerings. The activities associated with this project will include identification of new data sources, evaluation of data, and generation of recommendations to improve our course and program portfolio to increase enrollment and completion. In addition, this project seeks to better understand the economic and student demand within our region, and how that information should inform program development, recruitment, and marketing.

CAP 1.2 Strengthen Our Systems for the Assessment of General Education

The purpose of this project is to strengthen GRCC systems for the assessment of general education through the following approach: focused, actionable, connected to learning, and leveraging existing processes/practices. The goals of this project are to establish a routine schedule for assessing student learning outcomes in all of our general education distribution areas and a cycle of assessment that includes analysis by faculty to improve the curriculum.

CAP 1.3 Expand and Improve Outcomes in On-Line Learning

The purpose of this CAP is to increase the success of distance learning students by expanding virtual services. The goals of the project focus on these aspects of the distance learning student experience include: 1) taking steps to ensure distance learning is a good fit for students prior to enrollment; 2) effectively preparing students for distance learning once enrolled; 3) effectively supporting students during the distance learning experience through a campus synchronous solution; and 4) revising curriculum and delivery methods based on assessment results.

Indicators of Success: How will we know we are making progress on the Teaching and Learning goal?

- Student satisfaction with curriculum and curriculum delivery
- Course success rates for selected gateway courses

Strategic Goal #2: Completion and Transfer

The College sustains and continuously improves our focus on successful student goal achievement whether that be completion of a degree/credential, transfer to another college, or personal interest/skill attainment.

CAP 2.1 Implement the Academic Pathways Model at GRCC

The purpose of this project is to continue the implementation of the Academic Pathways model. This requires systematic changes to improve both access and success. Clearly structured, coherent program pathways will be developed that enable students to meet their career and transfer goals. The project requires redesigning instruction, curriculum, and student support services to facilitate students' learning and success as they progress to completion. Systems change will require a cross college effort. Key organizational processes include admissions, advising, orientation, program review, curriculum development, transfer, classroom instruction, tutoring, financial aid, student progress tracking, and high school outreach.

CAP 2.2 Establish and Implement a New Model for Academic Advising

The purpose of this project is to create an efficient, sustainable advising model building on the work already underway with the MCCA Academic Advising Academy. Specific goals include: 1) prioritizing student needs and aligning services (triage system that differentiates between scheduling help, selecting a major, career assistance, students who know where they are going to transfer versus those who don't, etc.); 2) identifying specific advising roles at GRCC (faculty, advisors, etc.); 3) supporting training needs for advisors; 4) developing strategies that increase internal communication among key institutional stakeholders who serve students; and 5) increasing relationships and communication between GRCC and transfer institutions.

CAP 2.3 Improve the Student Transfer Experience - *Project Complete*

The purpose of this project is to improve the student transfer experience by focusing on campus-wide improvements through better information, processing tools, transfer institution collaborations, etc., to establish a smoother experience for students. Specific goals include: 1) benchmarking best practice and curriculum change; 2) establishing tools that provide a real-time view of a student's path and progression toward transfer; 3) investigating software that would cohesively track and manage current academic plans with transfer institution requirements; 4) creating liaison positions between academic development and other colleges; 5) potentially establishing a University Center; and 6) develop strategies to encourage degree completion prior to transfer.

Indicators of Success: How will we know we are making progress on the Completion and Transfer goal?

- Monitoring student intent against completion
- Monitor academic credit progress

Strategic Goal #3: Equity

The College works to create and support equitable practices across the institution to remove barriers and ensure high comparable outcomes for all identifiable groups.

CAP 3.1 Close Achievement Gaps/Accelerate Achievement for Student Segment Groups - *Project Complete*

The purpose of this project is to determine and implement strategies to reduce achievement gaps between selected student segment groups or accelerate achievement for identified groups, including African-American students, Latino/a students, veterans, students with disabilities, first generation, foster care students, single parents, rural students, international students, LGBT students, developmental education students and others. The goal is to expand on the work of the multiple 2014-2018 projects that have shown success in either reducing achievement gaps or accelerating progress by working with selected student groups.

CAP 3.2 Build an Inclusive Campus for All

The purpose of this project is to foster a community where students, faculty, staff, and community members feel safe, valued, and able to bring their genuine selves. Specific goals include: 1) conducting a comprehensive Campus Climate Study in 2019; 2) creating “courageous conversations” and safe spaces for conversations; 3) offering professional development training for equity and inclusion, including training for intergroup dialogue, inclusion advocates, etc.; 4) increasing faculty retention and recruiting of target groups through marketing the benefits of how the individual and GRCC can reach/teach diverse student populations; 5) implementing employee mentorship initiatives for underrepresented populations to build community and foster equitable practices across the institution; 6) developing and implementing leadership development initiatives to help underrepresented populations prepare for promotion opportunities; and 7) identify and coordinate opportunities for students to be involved in decision-making processes.

CAP 3.3 Establish a Single Stop Center Connecting GRCC Students for Food, Housing, and Emergency Cash

The purpose of this project is to provide access to critical resources to support students as they attend college. Specific goals include: 1) providing a single-stop resource center for students experiencing housing, food or financial needs; 2) spreading services beyond main campus to include Lakeshore and other off-campus locations; 3) creating intentional links with community resources; and 4) increasing awareness of how these issues decrease student success and how supporting students helps them to meet their goals.

CAP 3.4 LGBTQ+ Inclusive Fundamentals Team (LIFT)

The purpose of this project is to establish GRCC as a college of choice by providing a welcoming, supportive, and inclusive experience for LGBTQ+ faculty, staff, students, and the larger GRCC Family. This will be done in three phases: collect and analyze current baseline data; develop, execute, and evaluate a plan of action based on baseline data; and

propose a strategy for a persistent program to continue the CAP work. Specific goals include: 1) establish a persistent program to continue improving success of LGBTQ+ staff, faculty, and students after CAP closeout; 2) establish a baseline and data-driven awareness of where GRCC stands on inclusivity of and advocacy for the LGBTQ+ community; 3) improve campus environment of inclusivity and advocacy for the LGBTQ+ community; 4) improve community awareness of LGBTQ+ resources; and 5) external recognition as one of the Campus Pride organizations “Best of the Best” LGBTQ+ friendly institutions (i.e. top 10% nationwide).

Indicators of Success: How will we know we are making progress on the Equity goal?

- Retention, transfer, and completion indicators by race, ethnicity, Pell, gender, age, and starting levels
- Faculty/staff and student survey results for questions related to equity

Strategic Goal #4: Community Impact

The College seeks to positively impact the community by educating and training students with relevant skills so that they are retained in the service region holding living-wage jobs, as well as through collaborations with education and community partners.

CAP 4.1 Establish a Career and Resource Center - *Project Complete*

The purpose of this project is to create a student/employer career resource to assist students to explore career options, develop skills to enhance their career, and finding jobs. This hub will serve to connect students and employers as well as incorporate all the existing resources we have (Focus 2, Career Coach, Handshake, etc.). The center will be designed to serve prospective students through a placement to a bachelor’s degree and beyond, and/or job placement. Goals include: 1) establishing partnerships with the Alumni Association and Foundation to cultivate relationships with former students, student assistants, and recent graduates; 2) helping students identify professional and personal goals sooner through institutional engagements with high schools and middle schools; 3) enhancing internships, job leads, mentoring, job shadowing, and non-traditional apprenticeships; 4) finding community partners to fund these programs and expanding our capacity to seek and obtain grants; 5) creating a system of liaisons/partnerships between faculty and outside business sectors; and 6) meet the lifelong learning needs for non-traditional students.

CAP 4.2 Create a System to Identify and Recruit Youth - *Project Complete*

The purpose of this project is to establish an outreach process to those residents age 16 to 24 who are neither in school nor employed, in an effort to provide mentorship, career or educational direction, and potentially to connect them to GRCC programming. This effort would be done in conjunction with community partners and other educational resources.

CAP 4.3 Increase K-12 Connections to Early College, Middle College, and Dual Enrollment Options - *Project Complete*

The purpose of this project is to build connections to increase early college and dual

enrollment options. In addition, the goal would include building stronger relationships and engagement with K-12 partners to increase student readiness and build connections with area 9th/10th graders to introduce them to the college experience and expectations.

CAP 4.4 Defining Partnerships

This CAP will respond to feedback from community partners on their relationship with GRCC focusing on partnership tracking, communication and metrics. The purpose of the project is to systemize and track community partnerships.

Indicators of Success: How will we know we are making progress on the Community Impact goal?

- Increase number, characteristics, and quality of partnerships with employers and community partners
- Monitor job placement, wage data, and number of students in jobs related to their programs

Strategic Goal #5: Infrastructure and Sustainability

The College effectively plans for and uses our resources to preserve and enhance the institution.

CAP 5.1 Improve Campus Safety and Security - *Project Complete*

The purpose of this project is to improve the overall physical and IT security of our campus for staff, students, and the community. Goals include: 1) researching best practices for training and awareness regarding these issues; 2) investigating and evaluating gaps in current security processes; 3) determining solutions to gaps; and 4) implementing solutions.

CAP 5.2 Investigate the Effectiveness of the Current Campus Enterprise System (Peoplesoft)

The purpose of this project is to investigate the long-term effectiveness of the current enterprise system, Peoplesoft. The goals of this project are to embark on a campus-wide effort to: 1) document the current state of the system including strengths and weaknesses; 2) benchmark other enterprise options currently available; 3) develop a comprehensive recommendation/implementation plan.

CAP 5.3 Implement a Campus-Wide Sustainability Effort

The purpose of this project is to create awareness of current sustainable practices to increase participation and expand opportunities to create a culture valuing and practicing environmental sustainability college-wide. Specific goals include: 1) identifying and cataloging current and past sustainability practices; 2) completing status review of current and past practices; 3) benchmarking our practices against other institutions; and 4) developing a plan, based on the research, for work that can be undertaken.

Indicators of Success: How will we know we are making progress on the Infrastructure and Sustainability goal?

- Faculty/staff and student survey results for questions regarding campus safety and security
- Faculty/staff and student survey results for questions regarding environmental sustainability

Section 2 – Instructional Programming

A. *Instructional Vision*

Grand Rapids Community College is a college of choice. We are an open-access institution that transforms students through experiences that blend rigor with relationship, safety with risk, independence with support, community with individual, and theory with practice. We are committed to promoting freedom of inquiry through a broad range of programs providing students with both breadth and depth in their learning experiences. We are an integral community partner within the educational system of our region and share responsibility for its effectiveness.

Our overarching goal for learning is:

GRCC students will become successful learners and responsible community members. Our students will have the competencies to be successful in the future they help create. To reach this goal we have set specific objectives in the areas of academic challenge, active and collaborative learning, student effort, and support for learners and student faculty interaction.

The principles we hold to achieve this vision are:

- All people can learn given the right conditions and supports.
- Comprehensive supports are critical for the successful learning process.
- We improve learning by applying our understanding of the ways that people learn best and then assessing and responding to the results.
- We shape learning environments with conscious and purposeful intention.
- Curriculum is active, interactive, and dynamic.
- We are committed to engaging in and promoting life-long learning.

To support this vision, GRCC has established the College's Strategic Plan (2018-2022). Additionally, department-level projects directly and indirectly align with the established student success-focused college goals: Teaching and Learning, Completion and Transfer, Equity, Community Impact, and Infrastructure/Sustainability. We also recently completed the HLC Assessment Academy, which provided further support for this work.

The student success work is driven by intentional College Action Project (CAP) teams which are led by passionate leader champions. The cross-college teams work collaboratively while analyzing relevant data, assessing processes and practices, developing responsive intervention strategies, implementing action plans, and monitoring

effectiveness. Practical guidelines were developed to keep student success initiatives on track, on pace, and making a difference. The teams focus on assessing the resources and existing support systems available, identifying scale- up cross- system opportunities, and involving college stakeholders when developing tactics. Where the College is pursuing projects with indirect impact on the student success agenda, it is also building infrastructure and capacity for future projects with more direct impact and, in some instances, scale-up potential. The charge and outcome for this visionary and strategic work focuses on raising the needle on student success and key outcome indicators for the institution.

Teaching and Learning

- Student satisfaction with curriculum and curriculum delivery
- Course success rates for selected gateway courses

Completion and Transfer

- Monitoring student intent against completion
- Monitor academic credit progress
- Graduation yield

Equity

- Retention, transfer, and completion indicators by race, ethnicity, Pell, gender, age, and starting levels
- Faculty/staff and student survey results for questions related to equity

Community Impact

- Increase number, characteristics, and quality of partnerships with employers and community partners
- Monitor job placement, wage data, and number of students in jobs related to their programs

Infrastructure and Sustainability

- Faculty/staff and student survey results for questions regarding campus safety and security
- Faculty/staff and student survey results for questions regarding environmental sustainability

Champions (both administrators, faculty, and support staff) from the Academic and Student Affairs area are leading many of the 17 College Action Projects (CAPs) to support the goals and objectives of the new 2018-2022 College Strategic Plan, detailed in Section 1 of this document. Through the Teaching and Learning Quality Model (TLQM), we track progress on process measures, outcomes, and yearly improvement plans for key academic processes. Our Academic Program Review process tracks the assessment of program learning outcomes. All of these efforts are geared to advance student success and completion by continuously improving the quality of the work we are doing.

B. Existing Academic Programs

Our liberal arts programs provide students with college-level curricula that create a foundation for individual achievement – whether this takes the form of the pursuit of a profession, the attainment of a baccalaureate degree, self-enrichment, or the exercise of civic responsibility. Our occupational programs provide students with the skills and knowledge needed to obtain a credential, certificate, or degree in order to succeed in chosen occupations. The full list of programs, degrees and certificates is included as Appendix C.

Projected programming changes during the next five years

1. Student Services

GRCC Student Services continue to implement improvements and changes to the support services and programs offered at the college that provide the greatest value and benefit for the changing needs of the prospective, new, and returning students. The college employs service systems and processes to provide an intentional student experience that is high- touch, high-tech, and highly engaging with a focus on student access, persistence, transfer, and completion. The use of continuous improvement practices has led to service reorganization, process streamlining, leveraging of technology resources, and services integration. These improvements have also included the future planning and changes to existing space to accommodate a more responsive and personalized service and learning environment. The goal is to continue to identify process improvement opportunities that increase student satisfaction, maintain quality and value, reduce response time on outbound and inbound student follow-up, maximize user-friendly self-service features, and increase engaging student contacts. We continue to assess the service space, and possible renovations, to accommodate self-service technologies, one-stop student service experiences, personalized student contact, and multi- purpose space utilization to meet student expectations.

The current and future visioning and planning is focused on moving and aligning services in a proximal and central location to improve student access, navigation, and satisfaction. This future vision also provides greater networking and efficiency opportunities for staff when serving and assisting students. Today's students require multiple contacts, strong and clear communication, and intentional engagement to support their personalized service requests, learning objectives, and educational expectations. All this is necessary to keep pace with the changing and diverse student populations we serve. The service support systems for the future must closely link and integrate services. This linkage will allow us to maximize existing staffing capacity, align for access and consistency, and collaborate across service units. These types of changes deliver a welcoming and inclusive experience, just-in-time support, and ensure a student success focused approach when

students are inquiring, starting, persisting, and completing their educational and career goals at GRCC.

There are spaces on campus (Library, Student Center, Sneden Hall) that will require renovation to meet student service, academic support, and campus experience requirements. The student at the community college will utilize a campus and its facilities that provide study areas, on-campus food options, tutoring and academic support, out-of-class group sessions, and informal gathering and programming spaces. Students need access to experience the physical campus, social services, and learning spaces that support and enhance their college success. The College also requires renovated spaces and planned redesign for services (e.g., Academic Advising, Disability Support, mentoring, tutoring, and coaching) that will need to be comprehensive and customized. The variables and needs of today's students (e.g. mostly and growingly part time, first generation, underprepared, not ready for high demand and skilled jobs) will need to be integrated into future space redesign.

2. Academic Foundations Program (AFP)

AFP is geared to meet the needs of under-prepared students enrolling at GRCC. This population continues to increase along with their demand for support. GRCC was awarded a Title III grant in October 2019 to redesign the college advising program as well as develop a case management system so all students are assigned an advisor and additional needed support.

As a part of this Title III award, GRCC is implementing a Student Success Management System (SSMS). This platform uses several years of GRCC student outcome data and proprietary algorithms and predictive analytics to reveal when and where students are at risk of early departure before completion of a credential. This system will allow GRCC to proactively monitor and target students, particularly those in our AFP population (who are at higher risk of departure) to better understand what support mechanisms are best suited for their needs and continued enrollment.

Both academic instruction and support services are needed for students to gain the skills necessary to be successful and complete their educational plans. The needs of the AFP students and program success factors are being addressed by a cross-college steering committee. Dramatic changes in the developmental education curriculum have been put in place during the Fall of 2017. These changes include integrating reading and writing into a single course, requiring students who need a lower level writing course to co-enroll in the developmental and college level course during the same semester, and additional tutorial assistance in reading and math. Serving the increased number of students and their diverse needs is a challenge we

face. This co-requisite model is currently being implemented for developmental math courses as well. These programs require intentional and focused resources for these students. The College Success Center, funded by the College, is an example of the intentional and focused resources being put into this work. The College has identified this program as one of the key priorities and has developed specific strategies to address the needs of the students so they can achieve success.

3. Distance Learning & Technology

GRCC is actively engaged in several efforts to improve the quality of its Distance Learning program. The Academic Governing Council (AGC) periodically reviews the Standards for Online Teaching with input from the Distance Learning Faculty Advisory Board. In winter of 2019 the GRCC Distance Learning Standards were revised, requiring all online and hybrid courses to adhere to the Quality Matters standards.

A College Action Project (CAP) established under the GRCC Strategic Plan for 2018 – 2021, is charged with “expanding and improving outcomes in online learning”. The CAP team has implemented an Introduction to Distance Learning orientation to assist new-to-online learners with making informed decisions about enrolling in distance learning courses and programs.

According to Higher Learning Commission's "Guidelines for the Evaluation of Distance Education", the institution "provides effective student and academic services to support students enrolled in online learning offerings". Continued CAP team efforts include expanding access to virtual student support services (e.g. enrollment, advising, tutoring, and library services) through the use of synchronous technologies. The same technologies are used to enhance student-to-instructor and student-to-student interactivity for distance learning. These quality improvement efforts proved critical during the winter 2020 semester when courses were migrated from the physical to the virtual classroom due to the COVID - 19 pandemic.

GRCC uses the Blackboard Learning Management System in support of online, hybrid and face- to-face courses. All lecture classrooms are outfitted with multimedia systems (computer, ceiling mount projector, switching equipment, and speakers). Five classrooms are outfitted as "Learn Labs" to include three projectors, content capture technology and powered tables for student use. All of these efforts are supported by the Distance Learning and Instructional Technologies office to help faculty make creative and thoughtful use of technology - in class, outside of class, and in distance learning.

Faculty members are creating many ways to use innovative tools to support student learning such as social media, podcasts, blogs, student editing on a notebook computer, review sessions via computer, and various student multimedia presentations. Technology is allowing us to provide learning materials in multiple ways to meet the various learning needs of our widely diverse student body. A student can attend class in person, go home and use the notes and a podcast of the lecture to review the learning, and communicate with the professor and other classmates via Blackboard. Faculty are thinking together about what learning is best done face-to-face and what learning can be done very well online. This influences how we use space and what kind of space we need. Our on-ground space has been restructured to better accommodate small group work, dialogue, and student presentations – activities that work well face-to-face.

The increased use of technology for distance learning as well as to support face-to-face instruction continues to grow. This includes not only the infrastructure, facilities, and hardware, but it also includes office space to support the systems and furthermore the space to ensure effective faculty professional development can take place that is appropriate to the curriculum.

Grand Rapids Community College understands that opportunities for students to learn are not confined to traditional classrooms. Recent renovations and innovations have taken advantage of opportunities to make more of the campus conducive to active learning. These learning environments improvements include state of the art furnishings that meld comfort with function. Appreciating that students are likely to use mobile devices, tablets, iPads, and even pencil and paper to review assignments, the institution has increased the number of formal and informal spaces that allow for group and individual study in a range of modalities. Hallways have been broadened and brightened; electrical outlets are abundant; built-in banquette seating arrangements are now a part of the institutional interior-
scape.

4. Learning Technology on Campus

The entire campus is wireless. All full-time faculty have computers that are used in both their offices and the classrooms. The Center for Teaching Excellence (CTE), Distance Learning & Instructional Technologies (DLIT) and Media Technologies have collaborated in the design and support of an Innovation Classroom for faculty to explore the use and application of emerging learning technologies.

Classrooms are being renovated to allow flexible use of space and easy use of multimedia technology to support learning. All lecture classrooms are

outfitted with computers and multimedia capacity. Over 180 classrooms have been upgraded with webcams and document cameras to support multimodal instruction. Two classrooms at the DeVos Campus and three classrooms on the Main campus are designed as Learn Labs with multiple projectors, content capture functionality, powered tables for student use and a room configuration that allows diverse learning experiences without rearranging furniture. Additionally, over the next several years, all classroom instruction equipment will be upgraded to support high-definition video.

C. *New Academic Programs*

New academic programming to meet local training and education needs include:

Health Care and Human Services Programming

GRCC will continue to expand and support its healthcare programs in collaboration with area employers and other community colleges. We currently house six credit programs (LPN and ADN Nursing; Dental Hygiene and Dental Assisting, Radiologic Technology, and Occupational Therapy Assistant), two programs as part of the Michigan Colleges Online platform (MRI and Neurodiagnostic Technician, and six non-credit programs (Medical Assistant, Certified Nursing Assistant, Pharmacy Technician, Phlebotomy, Sterile Processing and Personal Training) and we are the west Michigan C.N.A. testing site for the State of Michigan in our 2013-renovated Cook Hall. With increased demand for certified nursing assistants, surgical technicians, and sterile technicians, GRCC is looking to partner with area health agencies as well as renovate spaces to provide training in these areas to meet regional demand.

Information Technology

GRCC is a Center of Academic Excellence – Cyber Defense – 2-year accredited institution. GRCC was Michigan’s second two-year institution to achieve this distinction. This accreditation provides credibility for our cyber security students upon graduation or transfer.

GRCC and Davenport University were awarded a \$4 million National Science Foundation grant to train the next generation of cyber security experts. This grant will provide 28 students with scholarships to cover tuition and education-related fees and living costs. Graduates are guaranteed a full-time cybersecurity role at a government entity.

Construction and Public Works

As recently as 2020, GRCC has created two new programs (for a total of twelve over the past two years) to meet the needs of over 400 construction firms, six municipalities, and subcontracting organizations. This endeavor has been possible through the partnership with the West Michigan Works Workforce Board and their construction sector workgroup. The certification programs built were Public

Works Academy and Lead Abatement. These programs not only were built with employer partners, but employers co- teach these courses to bring field experiences into the classroom. In the electrical construction area, we serve over 168 companies with over 700 electrical apprentices.

D. *Unique Characteristics of GRCC's Instructional Program*

1. Center for Teaching Excellence (CTE)

The Center is the central source for faculty professional development at GRCC. The CTE strives to promote student learning and success by providing faculty with resources and opportunities designed to help them realize their full potential as teachers. Organizationally, the CTE falls under the purview of Instructional Support and works collaboratively with Distance Learning and Instructional Technologies as well as Experiential Learning (Study Away, Academic Service Learning, and GRCC's Honors Program) to support faculty as they implement innovative pedagogical approaches. In terms of programming, the CTE offers workshops on a variety of teaching and learning topics, coordinates College-wide events such as Learning Day and the Great Teachers Seminar, and maintains a library of resources for faculty.

The CTE also administers a required New Faculty Institute that provides a comprehensive 10-month orientation program to all full-time faculty members new to the College.

2. Partnerships with Business and Industry

GRCC has active partnerships with business and industry in each of our occupational programs, as represented by over 25 advisory committees with over 460 industry representatives. Each committee is responsible for reviewing discipline-specific curricula to ensure it meets today's high-demand, high-skill, and high-wage workforce needs. GRCC works collaboratively with industry to provide opportunities for students that include paid internships, cooperative learning, guest presentations, and industry-specific career fairs.

GRCC was the recipient of two Department of Labor grants in 2021 in collaboration with West Michigan Works, their employer sector workgroups (healthcare and manufacturing), targeting talent pipeline creation, upskilling and apprenticeships. These two grants bring \$14.8 million dollars to assist industry partners in developing a pipeline for skilled workers. The One Workforce for West Michigan Manufacturing grant allows for low cost or free training for individuals and approved DOL-apprenticeships for 1,600 individuals. Ten manufacturing partners designed and supported this project.

The Strengthening Community Colleges grant focuses on healthcare pathways and will provide new programming and updated programming that will impact over 500 individuals and sixteen company partners.

In partnership with several healthcare agencies in Grand Rapids, GRCC was the first in the nation in 2021 to have an accredited Neurodiagnostic Technician (EEG) apprenticeship.

3. Academic Outreach

The mission of GRCC's Academic Outreach department is to expand quality academic partnerships, academic programs, and student support services that encompass high school initiatives and off-campus operations. In all, the college offers coursework and/or student support services at 14 off-campus sites, plus the Lakeshore Campus in Holland. The off-campus sites are a creative alternative bringing educational opportunities closer to the homes of the students or school districts that GRCC partners with and helps in the transition to get a higher education degree. The ultimate goal is to assure accessible and affordable education to our constituents in order to help students be successful in life.

The underlying principles are: offer the most popular classes that fulfill the Michigan Transfer Agreement (MTA) in locations (Regional Sites) other than the downtown campus; and offer dual enrollment, concurrent enrollment and/or middle college experiences to high school students deemed prepared to take college courses. With this strategy we are meeting the vision, mission, and ends of our institution. In order to achieve this, we are partnering with various school districts throughout our service areas. The school districts may provide additional resources for students (such as computer labs, network connections, student lounge, etc.). GRCC determines whether to increase the number of classes and/or student support services as needed.

4. Community Partnership Programs

Community partnerships allow residents to participate in GRCC programs and services at an easily accessible site and continue to be one of GRCC's successful models. Through ESL and Citizenship initiatives, GRCC has helped adult citizens become better educated and ultimately contribute to the economic well-being and vitality of the Kent County area. In addition to adult education partnerships the college is an active partner with high schools. GRCC is a post-secondary partner in the Grand Rapids Community Foundation Challenge Scholars program, Grand Rapids Public School's Believe 2 Become program, the GEAR UP program, and The Promise Zone Scholarship. These partnerships focus on the first-generation, low-income students who may not consider a college experience otherwise and provide

educational opportunities and support to see these students access and succeed in college.

The Challenge Scholars program places Success Coaches from the College Success Center at Union High School to work directly with high school students helping them stay enrolled and transition to college. The GEAR UP program is a partnership with the City of Wyoming four school districts: Kelloggsville, Godfrey Lee, Godwin Heights, and Wyoming Public. The Promise Zone Scholarship is a place-based scholarship that provides qualifying high school students with access to attend Grand Rapids Community College for free, and pursue the academic, job-training or certificate program of their choice! There are 24 high schools within the Grand Rapids promise zone area.

5. Tassell M-TECsm Center; Grand Rapids

This center provides new partnership opportunities with local and regional County employers. The M-TEC offers learning opportunities in a variety of flexible formats that include traditional semesters, degree programs, short-term job training programs, open-entry/open-exit, customized training for employers, on-line learning options, and continuing education programs. The center enjoys an abundance of partnerships with community organizations and companies in Grand Rapids and across West Michigan. A Kellogg Foundation EMPOWER project, USDOL One Workforce for West Michigan Manufacturing project, Strengthening Community Colleges Healthcare Pathways, JPMorgan Chase Grant, Area Agency on Agency and JPB Foundation grants serve the community from this location, offering career coaching, job developers and occupational assessments to meet employer and community needs. Program offerings continue to expand to meet the learning needs of employers, students and the community. In 2020 the Michigan Works Association Awarded the MTEC team the Impact Award for the creation of the Sterile Processing Technician Program with Trinity Health, Spectrum Health and West Michigan Works.

6. Lakeshore Campus

The Lakeshore Campus is serving individuals and employers in Ottawa County and the surrounding area, and serves approximately 1000 students. The Lakeshore Campus is currently located at 12335 James St, Holland MI 49417. GRCC offers a wide variety of curricula and student support services at its Lakeshore Campus. A student can earn selective degrees, pre-transfer programs, and certificates.

7. K-12 Relations and Transition

GRCC visits over 90 regional high schools each year to inform students about the community college's opportunities and planning process. The intentional engagement and communication include elementary, middle schools, high

schools, and tech centers and is accomplished through activities that connect with teachers, counselors, parents, and prospective students. A Counselor Advisory Group represents a cross section of local high schools (geographic, type of school, size, etc.) and is convened to provide feedback to improve GRCC's admissions, enrollment, financial aid, services and communication processes. Each spring GRCC hosts a counselor breakfast, which is usually attended by over 50 counselors representing 40 schools in the region. At this meeting, any new programs, initiatives, and information are highlighted to support student transitions into higher education.

The various GRCC Academic Departments are active in building relationships that are framed around an Academic Pathway Model and focused on transfer and career opportunities with K12 partner schools, students, teachers and parents. The engagement promotes student college exposure, transition experiences and overall familiarity with college opportunities in the future. These include Foreign Language Week, Culinary Etiquette Dinner for 5/6th and 7/8th graders, STEM for 5th – 8th grade girls, Forensic Chemistry Camp, water analysis projects with high school students, and 9th and 10th grade mathematics competition, as a few highlights. Faculty and staff are open to ideas and build programs that may focus on their disciplines or service areas to support and promote the community college educational value and benefits for the K12 student's future.

GRCC continues a partnership with Grand Rapids Public Schools (GRPS), to pilot a high school completion program with a college readiness emphasis. The program is targeted at students who have already stopped out of high school, and is delivered in a non-traditional format, preparing students for successful transition to GRCC. This program is called Grand Rapids Learning Center and is held on GRCC's campus.

GRCC now has six middle college partnerships: Wyoming Middle College began fall 2012 and is entering its tenth year; Cedar Springs Middle College began fall 2014 and is entering its eighth year; Kent ISD Launch has four middle college programs: U Mechanical Design (began fall 2017), Associate Degree Program (began fall 2019), Information Systems program (began winter 2021), and Culinary Arts (began fall 2021); Ottawa Hills Middle College began fall 2017 and is entering their fifth year; East Kentwood Middle College began fall 2018 and is in its fourth year; Kenowa Hills Middle College is the newest program starting fall 2021. The vision of the middle college partnerships is to provide an opportunity for eligible students to earn both a high school diploma and 60 transferable credits, an associate of arts degree and/or a college certificate at the same time. Middle College students begin and complete the program at the end of their 13th year.

The College has also entered into multiple partnerships with other area high schools to provide concurrent enrollment courses. These are college courses, taught by college faculty, with a high school cohort that may earn dual enrollment credit.

GRCC's Child Development and Education program is working with the Kent Intermediate School District's Kent Transition Center. This includes working closely with the development of a yearlong course that will be offered for articulated credit for our CD 105 – Foundations of Early Childhood. This partnership serves a challenging population that might not otherwise be reached.

8. Focus on Lifelong Learning

GRCC focuses on lifelong learning, consisting of offerings through Older Learner Education Programs, Staff Development, and the Continuing Education/Professional Development department within the Workforce Training division. The GRCC Office of Diversity, Equity, and Inclusion also teaches that empathy, cultural competence, and intercultural communication and engagement are learned practices that will take a lifetime. The Office of Diversity, Equity, and Inclusion is steadfast in cultivating these opportunities for GRCC and West Michigan stakeholders.

E. *Economic Impact*

GRCC has a long history of providing programs and services that contribute to the economic vitality of our community, region and state. In addition to the partnerships and programs already identified, GRCC provides education and training opportunities that assist individuals to increase their earning potential and assist employers with workforce training needs. We work diligently to leverage local, state, and federal government funding and to equip a skilled West Michigan workforce to be ready to compete in emerging job sectors. Below are some examples.

- \$1.8 million Kellogg Foundation EMPOWER community workforce grant program
- \$4 million National Science Foundation (GRCC and Davenport University) in cybersecurity
- \$9.8 million GRCC USDOL One Workforce for West Michigan Manufacturing with two community college partners (Montcalm CC and Muskegon CC)
- \$5 million GRCC Strengthening Community Colleges Health Career Pathways with five other Michigan community colleges
- US Department of Education Title III Strengthening Institutions grant
- US Department of Education TRIO grants

- US Department of Education Center of Excellent for Veteran Student Success
- US Department of Education Educational Opportunities Center grant
- State of Michigan, Secretary of State's office, Motorcycle Safety Foundation grants, \$132,940
- Federal Motorcycle Safety Grant, \$19,000
- \$1 million JPB Foundation grant focused on Equity in the River project with five other U.S. Cities, City of Grand Rapids, and the Grand Rapids Downtown Development Authority
- \$1.8 million USDOL Job Corp Scholars Grant.
- Michigan New Jobs Training Programs for Employers (\$23 million)
- Area Agency on Aging Grants (\$25,000)
- Senior Millage Senior Wellness grant \$6,750
- West Michigan WorkReady Communities Leader
- Economic Development grants for business and industry.

GRCC continues to lead the State in administering the Michigan New Jobs Training program. Additionally, as defined and outlined in section 230 of Public Act 196 of 2014, the Local Strategic Value Resolution was adopted by the GRCC Board of Trustees on September 20, 2021. In this resolution, GRCC provided the examples of best practice in the required categories. The resolution is included as Appendix A.

Section 3 – Staffing and Enrollment

A. Student Profile

Credit Enrollment (headcount)

A total of 12,658 students were enrolled in credit classes for Fall 2021: 27.4% full time, 72.6% part time. This number is up 4.2% from 12,153 students during Fall 2020 (first fall semester of the COVID pandemic). The breakdown of enrollments from Fall 2021 by academic program for both full-time and part-time students is presented in Appendix B.

In addition to traditional classes offered through our Grand Rapids Campus (Main and DeVos), Tassell M-TEC Center and our Lakeshore Campus, distance learning opportunities were available through web-based Internet courses, hybrid courses, and virtual courses (synchronous) for a total of 75% of all course enrollments. The distance learning options currently available to students are scattered throughout all academic programs and are not concentrated in any particular area.

Non-Credit Enrollment (headcount)

From July 2020 to June 2021, a total of 10,558 participated in learning opportunities through Training Solutions, Non-Credit Apprenticeships, or Job Training.

B. Projected Enrollment for Next Five (5) years

Credit Enrollment (headcount)

Except for enrollment growth from fall 2020 to fall 2021, for the past 10 years we have been experiencing a trend of declining enrollments, thus GRCC is projecting a flat enrollment (0 percent growth annually) for the time period 2022-2027. (<http://nces.ed.gov/programs/projections>).

**Table 1
Projected Fall Credit Enrollment for 2021-22 to 2025-26**

| Year (Academic Year) | Projected credit enrollment based on flat enrollment |
|---------------------------------|---|
| 2021-2022 to 2025-26 | 12658 |

GRCC reviews all academic programs on a five-year cycle and continues to work with community partners, transfer institutions and local employers to identify and innovate new program and technical/career offerings.

Non-Credit Enrollment (headcount)

Non-credit enrollments in the areas of Training Solutions are projected to decrease by 5% (-5%) in 2021-22 and we expect the same for the next year. This decline is forecasted because of the end of the America's Promise grant; the W.K. Kellogg Foundation grant ending; and the continuing effects of the novel coronavirus pandemic. The following three years, beginning in 2022 we anticipate declining enrollments, especially in customized training, as the economy is expected to slow (-3%). Job Training enrollments are also not projected to increase. Non-credit Apprenticeships are projected to decrease by 3% for the next year and then remain steady for the next three years.

**Table 2
Projected Non-Credit Enrollment for 2021-2022 to 2025-2026**

| Year (Fiscal Yr) | Training Solutions (Duplicated) | Job Training | Non Credit Apprenticeship | Total Projected Enrollments |
|-----------------------------|--|-------------------------|--------------------------------------|--|
| 2021-2022 | 9624 | 140 | 780 | 10544 |
| 2022-2023 | 9816 | 140 | 780 | 10736 |

| | | | | |
|-----------|-------|-----|-----|-------|
| 2023-2024 | 10012 | 140 | 730 | 10882 |
| 2024-2025 | 9912 | 135 | 728 | 10775 |
| 2025-2026 | 9813 | 130 | 721 | 10664 |

C. Enrollment Patterns for Previous Five (5) Years

Credit Enrollment (Headcount)

Table 3 presents credit enrollments for fall and winter semesters for the past five years. Overall, fall enrollment has decreased 16%. Winter enrollment has decreased 16.3% over the same five- year span.

**Table 3
Credit Enrollment Counts for Fall and Winter Semesters, 2016-2017 to
2020-2021**

| Year | Fall | % Change | Winter | % Change |
|-----------|--------|----------|--------|----------|
| 2016-2017 | 14,465 | -3.2 | 13,517 | -4.5 |
| 2017-2018 | 14,285 | -1.2 | 13,273 | -1.8 |
| 2018-2019 | 13,825 | -3.2 | 13,019 | -1.9 |
| 2019-2020 | 13,326 | -3.6 | 12,586 | -3.3 |
| 2020-2021 | 12,153 | -8.8 | 11,317 | -10.1 |

Non-Credit Enrollment (Headcount)

Table 4 shows the non-credit enrollment history for the past five (5) years.

**Table 4
Non-Credit Enrollment for 2015-2016 to 2019-
2020**

| Year | Training Solutions (Duplicated) | | Job Training | | Non Credit Apprenticeship | |
|-----------|------------------------------------|----------|--------------|----------|------------------------------|----------|
| | Number | % Change | Number | % Change | Number | % Change |
| 2020-2021 | 9624 | -51.8 | 147 | 113% | 787 | -.20 |
| 2019-2020 | 18610 | -7.9 | 130 | -26.1 | 789 | 105.5 |
| 2018-2019 | 20198 | 17.5 | 176 | -12.9 | 384 | 7.9 |
| 2017-2018 | 17194 | 53.2 | 202 | 35.6 | 354 | 8.9 |
| 2016-2017 | 11223 | -18.9 | 152 | -19.1 | 334 | 12.8 |
| 2015-2016 | 13846 | -15.9 | 188 | -6.9 | 296 | 27.0 |
| 2014-2015 | 16470 | -1.1 | 202 | 0.1 | 233 | 10.4 |

D. Instructional Staff/Student Ratios and Administrative Staff/Student Ratios

Table 5 provides instructional staff to student ratios for Fall 2021. Please note that this ratio includes full-time faculty only (no adjunct faculty).

Table 5
Instructional Staff to Student Ratios for Fall 2021 (Credit)

| Year | Number of Full Time Instructional Staff | Number of Students Enrolled in Credit Programs | Ratio |
|-----------|---|--|---------|
| Fall 2021 | 197 | 12,658 | 1 to 64 |

Table 6 provides the ratio of administrative staff to students for Fall 2021.

Table 6
Administrative Staff to Student Ratios for Fall 2021 (Credit)

| Year | Number of Administrators | Number of Students Enrolled in Credit Programs | Ratio |
|-----------|--------------------------|--|----------|
| Fall 2021 | 46 | 12,658 | 1 to 275 |

E. Projection of Future Staffing Needs

Staffing needs are reviewed annually as part of the budget development process. Changing needs and adjustments are routinely managed through attrition. Increased staffing needs due to grant funded work are reviewed through the grant development process and may support an increase in program and service personnel.

F. Current and Projected Average Class Size

Table 8 provides information on average class size for students enrolled in credit courses. The projected average class size for Fall 2022 and beyond is 21 students.

Table 8
Average Class Size

| Year | Total Number of Lecture Sections | Average Number a Students Per Section |
|-----------|----------------------------------|---------------------------------------|
| Fall 2017 | 1651 | 22.6 |
| Fall 2018 | 1569 | 22.7 |
| Fall 2019 | 1527 | 22.3 |
| Fall 2020 | 1525 | 20.4 |
| Fall 2021 | 1396 | 21.0 |

Section 4 - Facility Assessment

A. Summary Description of Each Facility:

Administration Building is a two story 20,340 square-foot office building with a basement and attic housing the Office of the President, Finance and Administration, Human Resources, Payroll, Purchasing, Staff Development and Communications.

Building Type: 100% Office

Applied Technology Center is a three-level, 206,487 square-foot academic building housing GRCC technology and culinary arts programs as well as Ferris State University Grand Rapids' programs. It has one level of parking beneath levels 1 through 3.

Building Type: 5% Office; 2% Auditorium; 30% Classroom; 40% Laboratory Classrooms; 23% parking garage.

Bostwick Parking Structure is a six-level, 2,500 space parking facility. A 16,000-square-foot area of Level One is built out and finished office space.

Building Type: 3% Office; 97% Parking Garage

Bungalow (Carriage House) is a two story with basement, 3,370 square foot house. The facility is inadequate for use due to room size and non-ADA compliance. It is used as a training facility for police academy search tactics and simulation exercises.

Building Type: 100% Storage

Calkins Science Center is a five-level, 134,000-square-foot academic building housing GRCC Physical and Biological Sciences department classrooms, laboratories, offices, and auditorium.

Building Type: 10% Office; 2% Auditorium; 30% Classroom; 58% Laboratory Classrooms

Chiller Plant is a two-level, 4,000-square-foot building housing mechanical equipment serving numerous campus buildings.

Building Type: 100% Service

Custer Alumni House is a 6,585 square foot building consisting of 2-levels and a basement. The building recently completed renovations and is home to the GRCC Foundation and Alumni Services.

Building Type: 100% Office

College Park Plaza is a six-story, 48,913 square-foot building housing faculty offices for seven academic departments along with administrative offices for the College Communications, Graphics and Grants offices. In addition, it has a 19,050 square-foot covered and open deck parking area. This is a LEED certified building.

Building Type: 62% Office, 38% Parking

Cook Academic Hall is a seven-story, 133,255 square-foot instructional facility with two levels of parking below. Two floors are dedicated to Nursing and Allied Health classrooms and labs, and three floors are general purpose classrooms. The building also houses four academic support tutoring labs. This is a LEED certified building.

Building Type: 5% Office; 16% laboratory; 49% Classroom; 30% Parking Garage

Ford Field House is a three-level, 74,319-square-foot building housing a multipurpose gymnasium/arena, fitness center, the Athletic Department, and Exercise Science classes.

Building Type: 66% Gymnasium; 17% Laboratory Classroom; 12% Fitness Center, 5% Office

Ford Pool is a four-level, 44,000-square-foot building housing a competitive swim pool, racquetball courts, and weight training room.

Building Type: 100% Gymnasium

Learning Resource Center is a two-level, 74,000-square-foot building housing the college library, tutoring services, media services, and the Office of Diversity, Equity and Inclusion.

Building Type: 60% library; 40% Office

Lyon Street Parking Structure is an eight-level, 750-space parking facility. A built-out area of the facility houses the College's Facilities Office and the Campus Police Department.

Building Type: 6% Office; 94% Parking Garage

Music Center is a three-level, 35,000-square-foot building, recently renovated. The building houses the Music Department offices, classrooms, recital hall, practice rooms, and laboratories. This is a LEED Certified building.

Building Type: 18% Office; 46% Classroom; 19% Music lab; 17% Auditorium

Phyllis Fratzke Early Childhood Learning Laboratory is a LEED Certified 20,124 square foot, single story building which houses seven classrooms for the GRCC laboratory preschool, a class room for GRCC adult students, and a multi-purpose and kitchen area.

Building Type: 66% Laboratory Classroom, 13% Classroom, 17% Meeting, 4% Office

Raleigh J. Finkelstein Hall is a seven-level, 210,000-square-foot building containing mostly classrooms, as well as several administrative, departmental, and student service offices. Renovations to six floors of the building were completed in 2021.

Building Type: 17% Office; 1% administrative; 71% Classroom; 11% Service

Sneden Academic Hall is an 88,820 square foot, 3 story building with a basement. The first floor houses the College Success Center, the Information Technology department, conference rooms and student gathering spaces. The remaining two floors are general purpose classrooms.

Building Type: 85% Classrooms, 5% Auditorium, 5% Cafeteria and 5% Office

Sneden Hall Parking Deck is a two-story 71,770 square foot parking facility. Additionally, it has one small office.

Building Type: 99% Parking, 1% Office

Spectrum Theater is a three-level, 33,000-square-foot building housing the Theater Department and a portion of the Culinary Arts Program.

Building Type: 30% Auditorium; 3% Office; 3% Classroom; 64% Laboratory Classroom

Steven C. Ender Hall is a 12,620 square foot, 3-level, with basement, historical home. The facility was renovated in 2020 and houses spaces for Student Life activities, the Student Employment Services department, and Experiential Learning.

Building Type: 100% Office

Stewart E. White Hall is a 20,380 square foot, 3 story office facility with a basement. The facility was previously renovated from a historical residence to an office building and is LEED certified.

Building Type: 100% Office

Student Center is a three-level, 65,000-square-foot building housing the bookstore, food service, Student Life, and other student services departments.

Building Type: 60% Office; 25% Dining Hall; 10% Classroom; 5% Auditorium

Tassell M-TECsm is a two-level, 82,000-square-foot technical training center located off campus on the southwest side of Grand Rapids.

Building Type: 5% Office; 30% Classroom; 65% Laboratory Classroom

Lakeshore Campus - is a one-level, 51,178 square-foot facility located in Holland, Michigan. The facility was formerly a JC Penney store in the Shops at Westshore. The Lakeshore campus officially opened in August 2021.

Building Type: 7% Office; 64% Classroom; 29% Laboratory Classroom

B. Classroom and/or Classroom Utilization Rates

GRCC buildings house a variety of instructional learning spaces ranging from traditional general-purpose classrooms to specialty labs and academic support areas. As specialty labs are dedicated for specific purposes and used based on times required by the curriculum (example: Nursing Bed labs), reporting utilization by

building doesn't adequately reflect the demand on other instructional spaces within those facilities. Most GRCC courses run Monday through Thursday with labs and meetings on Friday. During peak hours, classroom utilization rates for general purpose classrooms range between 65% - 80% Monday through Friday. However, most GRCC classes follow Monday/Wednesday and Tuesday/Thursday meeting patterns, resulting in 85% - 100% utilization. Academic leadership monitor enrollment and seat utilization very closely, with average seat utilization between 85% - 95%. During off-peak AM and PM hours, utilization ranges from 35% - 80%, depending on the type of instructional facility. The majority of evening courses are offered Monday through Thursday. Workforce Development programs and specialty labs are heavily used during the evening, and general-purpose classroom utilization ranges between 25%-80% based on curriculum area. Non-credit workforce training is also expanding with new health industry apprentice programs. These new programs meet on a regular, daily basis, limiting access to required labs due to existing traditional program offerings.

Classrooms and instructional spaces are also used for related lab activities, non-credit training and workshop activities, academic support services, meetings, information literacy courses and community partnership initiatives. We have seen an increase in utilization of computer classrooms as more Arts & Science faculty are requesting use of computer labs for instructional purposes. Summer college readiness programs are also increasing demand for computer labs during the intensive 4 days per week program schedule.

Additionally, GRCC operates an Adult Ed ESL program year around which requires dedicated classroom use.

C. Mandated Facility Standards

GRCC must uphold the following facility and/or accreditation standards:

- NCA - North Central Association (all programs)
- OSHA -Occupational Safety and Health Administration
- NLNAC -National League for Nursing Accrediting Commission
- ADA - American Dental Association
- ACOTE - American Occupational Therapy Association
- ARRT -Radiologic Technology
- ACF - American Culinary Federation
- NASM -National Association of Schools of Music
- MCOTC - Michigan Corrections Officer Training Council
- NASAD - National Association of Schools of Art and Design
- NAEYC – National Association of the Education of Young Ch
- NAEYC - National Association of the Education of Young Children

D. Functionality of Existing Facilities and Space Allocation to Programs Served

In 2019 GRCC contracted with The Collaborative, from Ann Arbor, to begin the process of updating the college's campus master plan, integrating the college's strategic plan with a campus-wide space analysis and space needs assessment. The overall goal of this master planning effort was to assist the College in translating strategic goals and objectives into a physical plan that identifies where GRCC should focus resources to meet future demands for the next ten to twenty years.

Developing the new campus master plan involved input from internal and external stakeholders, a comprehensive campus space utilization study and an analysis of parking supply and demand needs along with urban mobility trends. The plan was completed in 2020, in the midst of a global pandemic, and is full of optimism, intentionality and is a road-map concept for future capital improvement needs and opportunities. The Executive Summary of the [2020 Master Plan](#) is available on the GRCC website.

The new campus master plan identified the **Learning Resource Center (LRC)** as one of the first buildings in need of significant renovation and expansion. Currently the LRC houses the Library and Learning Commons, Academic Support programs, tutoring services, The Bob and Aleicia Woodrick Center for Equity and Inclusion, Media Technologies and a few general-purpose classrooms and is open to students six days a week during the fall and winter semesters. The facility needs a major interior renovation to repurpose underutilized spaces to better serve student learning needs.

Recognizing that students are likely to use mobile devices, tablets, iPads and be enrolled in online, virtual and face-to-face coursework, the learning environment needs to change to support group and individual study in a range of modalities. The current structure includes a large mezzanine area that divides the building into north and south sections and includes a mid-level mezzanine between the two floors which is currently not accessible for those with mobility limitations. Additionally, the facility needs electrical upgrades including feeders, switch gear, transformers and panels; restroom enhancements to comply with plumbing code and ADA requirements; interior doors; lighting and control systems; mechanical and HVAC infrastructure including air handling units, chiller and cooling tower; terminal units and mixing boxes, and building automation and energy management controls.

The **Student Center** currently houses Counseling and Career Development, Disability Support Services, the Academic Testing Center, Student Success Center, as well as Student Life, the college operated food pantry, campus bookstore and food service areas. Although the facility has recently undergone bond funded infrastructure renovations to improve HVAC, fire protection and lighting, the spaces within the facility are still inadequate for expanding services and operations that function from this facility. There is a lack of adequate space to house all staff members on the 3rd floor. We are currently sharing office spaces among team

members and lack space to adequately meet programmatic needs (e.g., space to house visiting transfer representatives, student space, programmatic space). Reviewing our students' responses to a recent assessment measuring their instances of food and housing insecurities, the college has responded by developing a college action plan within our 3-year strategic plan to respond to these issues. Although we were aware that some of our students struggle with these barriers, this assessment revealed how pervasive and prevalent these matters are among our students. For example, 45% of our students responded that they had between 2-6 food insecurity issues within 30 days of taking the assessment (categorizing this group as having low or very low food security). Our long-standing student food pantry is housed in the Student Center. Our vision is to grow existing programming and develop additional student services that address barriers, such as lack of food, unstable housing, and mental health issues, which prevent our students from maintaining consistent enrollment. Instead, these student segments are much likelier to stop or drop out. It is our goal to develop a new center where students can receive wrap-around services that address these issues and support their enrollment through program completion.

Snedden Hall is a three-story facility, housing general purpose classrooms, a student use computer lab, the College Success Center and the Information Technology department. The facility is on the DeVos campus, within the historical Heritage Hill neighborhood. The facility needs improvements and renovations to its existing mechanical and electrical infrastructure, as well as maintenance throughout the exterior building envelop (roof, tuck pointing, exterior doors).

The expansion of **IT** and IT services will require infrastructure improvements across campus as well as expanded space for technical maintenance, equipment repair, storage, staff and student support areas. Both students and faculty need to be able access technology support for the numerous devices and applications that support active learning.

The student at the community college will utilize a campus and its facilities that provide study areas, on-campus food options, tutoring and academic support, out-of-class group sessions, and informal gathering and programming spaces. Students need access to experience the physical campus, social services, and learning spaces that support and enhance their college success. The College also requires renovated spaces and planned redesign for services (e.g., Academic Advising, Disability Support, mentoring, tutoring, and coaching) that will need to be comprehensive and customized. The student variables of today's student (e.g. part-time to full-time 70/30, first generation, underrepresented student increase, underprepared, ready for high demand jobs) will need to be integrated into future space redesign.

Recent Renovations/New Construction

Raleigh J. Finkelstein Hall is a 1920's vintage building. This seven-story historical facility houses classrooms and labs for academic programs from Arts and Science and Workforce Development. The building also houses the crucial front-line student services that support admissions and enrollment, financial aid, cashiers, student employment services, records and veteran services. This building was renamed in 2019 to acknowledge the generous contribution of Raleigh J. Finkelstein as part of the GRCC Foundation's "Broader Vision" capital campaign. The campaign successfully raised \$15 million to support renovations in this historic facility which began summer 2020 and were completed in fall 2021. Six floors in this historic building have now been completely transformed into state-of-the-art classrooms, labs, student service and office areas.

The **Ford Fieldhouse** re-opened in January 2019 after major renovations. Improvements to the facility increased classroom space to support expanding and changing curriculum in Exercise Science; expanded classroom space for Police Academy courses; improved locker room facilities for athletics and student/community use; addressed life-safety issues and improved HVAC systems and plumbing, electrical and mechanical systems. The Ford Natatorium is still in need of significant infrastructure and deferred maintenance improvements to mechanical/electrical and HVAC systems, as well as renovations to convert obsolete under-utilized, in-accessible spaces into usable learning and student/athlete space.

The **Phyllis Fratzke Early Childhood Learning Laboratory** opened in January 2017. The facility houses seven classrooms for preschool programming, a classroom for adult students and a multipurpose room that is used by the program and also by the community as a site for professional development activities for area early childhood professionals. All classrooms have access to the outdoors, extending the learning environment to support the curriculum. This LEED certified state-of-the-art laboratory preschool building was designed and constructed to be a national demonstration center.

The **Music Building** houses the GRCC Music Program, one of the premier Community College programs in the country. It is the only community college program in the State of Michigan to be accredited by the National Association of Schools of Music. The building was closed during the 16/17 academic year to allow for a complete renovation. The renovation included upgrades to all infrastructure systems, exterior envelope improvements, and life safety improvements. The facility has been transformed to provide acoustical excellence throughout the facility, supporting a state-of-the-art recital hall, recording studio, classrooms and student gathering spaces. This newly renovated LEED facility is now a truly appropriate and inspiring music education environment, which offers students a learning environment experience commensurate with the quality of the curriculum that is offered, and one that allows for ongoing curricular improvements.

Major renovations to **Cook Academic Hall** were completed in 2014. This five-story facility includes general purpose classrooms and state-of-the-art specialty labs for allied health programs. The design elements throughout the building provide transparency and access to natural light in all classrooms, include student gathering and informal learning spaces on each floor, house academic support labs that support individual and group study, and provide small meeting areas for faculty and student engagement.

E. Replacement Value of Existing Facilities

See attached Facility Assessment, Appendix D.

F. Utility System Condition

See attached Facility Assessment, Appendix E.

G. Facility Infrastructure Condition

See attached Facility Assessment, Appendix E.

H. Projected Utilities and Infrastructure Adequacy

Upgrades to the College boiler plant provide adequate growth capability for heating and cooling systems. In general, we have adequate utilities and infrastructure systems for 5- year projected programmatic needs.

I. Land Owned, Future Development Capacity

No additional land is owned for development opportunities.

J. Buildings Obligated to State Building Authority

Four GRCC facilities are currently obligated to the State Building Authority:

1. The Calkins Science Center – Lease end date 11/30/2034
2. The Main Building – Lease end date 3/31/2037
3. Cook Academic Hall – Lease end date 8/31/2050
4. Wisner Bottrall Applied Technology Center – Lease end date 6/30/2056

Facility Assessment 5-Year Plan

GRCC contracted with IDS, Inc. in 2019 to complete a full assessment of twenty-three facilities to identify capital deficiencies, deferred maintenance needs and prioritize critical areas. The criteria used to evaluate each facility included:

- Site materials and conditions
- Building material/systems and condition
- Building safety provisions
- Barrier-free accessibility
- Equipment and furnishings (evaluated by GRCC)
- Mechanical systems and conditions
- Electrical systems and conditions

An implementation plan to address these deficiencies was then constructed based on the priorities assigned to each facility. The plan identified the priority; item requiring attention; type category, i.e., architectural, mechanical, electrical, etc.; and an approximate cost.

IDS provided detailed spreadsheets for each facility, including square footage, circa year constructed and estimated replacement value. GRCC uses these documents, updating them to reflect work completed and adding items that have been identified. The summary of projected costs, by building, is provided in Appendix D. Detailed reports, by building, may be requested.

Section 5 – Implementation Plan

A. Prioritize Major Capital Projects Requested from the State

GRCC is submitting a Capital Outlay Project Request for the Learning Resource Center as part of the FY 2023 submission process. The LRC currently houses the GRCC Library and Learning Commons, Tutoring and Academic Support, Media Technologies and the Office for Diversity, Equity and Inclusion. The existing LRC is a large space with a vast amount of natural light. It is deemed as one of the most utilized student spaces on campus. However, the current facility is outdated and no longer meets the changing learning and academic support needs of students.

Recognizing that students are likely to use mobile devices, tablets, iPads and be enrolled in online, virtual and face-to-face coursework, the learning environment needs to change to support group and individual study in a range of modalities.

The goals for this renovation/addition include:

- A dynamic center where students can access the resources they need to support their learning, transforming a more traditional library model that is currently in place
- A dynamic space that promotes both independent and collaborative student studying
- An area where many essential student services can be obtained in one area
- A space that will create a “sense of belonging and place” for students
- An improved, expanded, transparent exterior appearance

With these goals in mind, GRCC's vision for an improved Library and Learning Commons is to deliberately align and integrate high touch and high impact student and faculty programs and resources in a manner that increases access, collaboration, and synergy -- advancing teaching and learning, and demonstrably improving student persistence and completion. By connecting and making these campus programs more visible and highly accessible, our vision for this space will elevate student participation in library, research,

technology services, mental health supports, and programs that promote equity and inclusion.

GRCC received construction authorization for the Wisner Bottrall Applied Technology Center (ATC) under Public Act 207 of 2018 and this project was completed in 2020.

B. Deferred Maintenance Backlog

GRCC's estimated deferred maintenance backlog is approximately \$26.8 million. Projects are listed in order, by building, and prioritized by a scoring system taking into account both the consequences of the problem as well as the need. The consequence of the problem ranks each item in terms of its critical nature. This ranges from the most critical items that are considered to be a hazard to life, health, or safety, to the least critical, such as a condition that reduces the functional utility of the facility or results in extensive energy consumption. The need of the problem ranks each item from the most critical, those that if not accomplished, will result in serious and irrevocable loss or damage, to those that are desirable or necessary to improve handicap accessibility. The resulting sum of these two factors results in the overall priority score, where the lowest numerical number relates to the highest priority.

Two additional evaluation categories that are not included in the overall priority score, but may still be used as a determining factor, are frequency of use and whether or not an item may represent a savings in energy consumption when replaced and/or corrected.

The impact of the deferred maintenance can range from urgent (leaking roofs) to efficiency upgrades in our HVAC systems. Programmatic impact would occur due to failure of roof systems, HVAC systems or electrical systems. See attached Facility Assessment, Appendix D. On-going State Building Authority Projects

C. Planned Expenditure Rate of Return

Over the past five years, GRCC has completed over \$60 million in major facility improvements. The improvements made are expected to generate significant savings due to energy efficiency improvements and reduction in the deployment of maintenance resources.

D. Alternatives to New Infrastructure

The COVID pandemic required faculty and student service areas to innovate delivery in new and different ways. Online, virtual and hybrid delivery will likely continue to a larger extent post-COVID, giving students even more choices for the instructional delivery that best supports their personal learning styles and schedules. Students are more likely to select a blend of delivery styles, which require campus spaces that can support a variety of full class, small group and/or individuals learning environments. Formal and informal learning spaces that provide the necessary IT and electrical

infrastructure to support a variety of modalities will be required.

E. Major Maintenance Items in Excess of \$1 Million, 2020-2025

(See attached Facility Assessment – Appendix E)

1. The Learning Resource Center needs electrical upgrades including feeders, switch gear, transformers and panels; restroom enhancements to comply with plumbing code and ADA requirements; interior doors; lighting and control systems; mechanical and HVAC infrastructure including air handling units, chiller and cooling tower; terminal units and mixing boxes, and building automation and energy management controls. The planned renovation is a complete deconstruct of the existing interior to improve utilization efficiency, address accessibility issues, and upgrade building infrastructure. Additionally, the building envelope (roof) will be replaced and waterproofed.
2. Ford Natatorium requires major electrical work ranging from lighting and panel boards to high voltage entry service gear. Interior doors require replacement; life safety issues such as, emergency lighting and fire alarm/suppression need to be addressed. HVAC issues regarding air handling units, energy management system, and exhaust fans require upgrades. Men and women restrooms and locker rooms need plumbing upgrades ADA code compliancy.

F. Non-routine Maintenance

Parking Ramp repairs are funded from College auxiliary funds (parking revenue from student parking). GRCC is planning to invest \$3 million over the next three years for major repairs including structural concrete repairs; deck coating; parking striping; and waterproofing restoration.