GRAND RAPIDS COMMUNITY COLLEGE

2024 ANNUAL
CAPITAL OUTLAY
REPORT

Approved by Board of Trustees 10/21/2024

GRCC

Table of Contents

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. GRJC 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. GRCC has a long-standing reputation for academic excellence and innovation. The College has been accredited continuously since 1917 by the Higher Learning Commission (HLC). Most recently, the institution underwent a 10-year comprehensive evaluation and received Reaffirmation of Accreditation in June 2024 from the HLC, extending accreditation to the 2033-34 academic year.

Currently, GRCC offers academic programs and services to students seeking to directly enter the workforce with certificates or associate's degrees or through job training programs, and those who wish to transfer to 4-year colleges and universities. In addition to institutional accreditation through the HLC, many GRCC programs hold separate accreditations including the Early Childhood Associate Degree program and Lab Preschool, seven health programs, Culinary Arts, Corrections/Law Enforcement, Visual Arts, Music programs, Automotive Technology, and the Middle College program.

GRCC's downtown campus encompasses an eight-block area located in downtown Grand Rapids. The DeVos campus is located nearby in the Heritage Hill neighborhood. 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 create a consolidated GRCC Lakeshore Campus. The GRCC Lakeshore Campus officially opened in August 2021 and as of Fall 2024 is serving approximately 900 students.

GRCC's open-access enrollment policy means that the institution serves students with a very range of academic goals. While many GRCC students are seeking terminal degrees and /or 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, and developmental students. Students who are 25 years of age or older account for 29.75% of GRCC's Fall 2024 enrollment.

GRCC has successfully utilized a large group engagement process for strategic planning for more than 20 years. The College's Strategic Leadership Team (SLT) is made up of over 100 employees. Faculty, staff, students, and Board of Trustees members collaborate in HyFlex meeting environments to evaluate data and develop priorities and strategic initiatives to aid in the achievement of the College's five strategic goals: Teaching and Learning, Completion and Transfer, Equity, Community Impact, and Infrastructure and Sustainability. 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.

Strategic Plan - 2023 – 2028

The College's Board of Trustees approved the current Strategic Plan framework on June 13, 2022, based on 2021-22 Strategic Leadership Team (SLT) recommendations. During the 2022-23 academic year, the SLT Executive Team coordinated with the President's Office and a consultant to more fully actualize the framework outlined below. Enhancements to the 2023-2028 Strategic Plan were submitted to the President and Board of Trustees for endorsement in August 2023.   During the 2023-24 academic year, work continued to identify and recommend goal co-leaders; identify and recommend Strategic Initiatives and co-leaders to support the accomplishment of each goal and priority; identify metrics, measurement categories, and ensure goal alignment; and schedule Board monitoring report presentations. These actions were discussed with and presented to the SLT membership for endorsement beginning with the September 2023 SLT meeting. During the 2024-25

academic year, this collaborative work will continue and the Strategic Initiative teams will report their findings, activities, and recommendations during monthly SLT meetings. Through the implementation of GRCC's 2023-28 Strategic Plan the College seeks to continually improve how GRCC students and the west Michigan community are served.

GRCC's 2023-28 GRCC Strategic Plan acknowledges the following overarching principles:

1. Equity encompasses all five goals
2. There is also interconnection among the goals
3. Every GRCC faculty and staff member is an educator
4. Enrollment is a focus for all GRCC stakeholders
5. Continue to advocate for all programs to lead to living-wage jobs

Strategic Goals: Definitions and Priorities

Strategic Goal #1: Teaching & Learning
The College develops and delivers flexible curriculum across modalities to enhance student learning, ensuring measurable improvements and success.

Goal 1 Priorities:
- Implement comprehensive initiatives and tailored support systems to better serve adult learners.
- Design a flexible schedule that accommodates students' diverse needs.
- Realize inclusive learning environments at GRCC in both physical and online settings.

Strategic Goal #2: Completion & Transfer
The College sustains and continuously improves our focus on successful student goal achievement.

Goal 2 Priorities:
- Harness the power of data to inform our practices and guide decision-making.
- Foster a seamless integration between education and employment for our students.
- Implement targeted retention and graduation strategies to support historically marginalized communities.

Strategic Goal #3: Equity
The College employs standards and benchmarks in access and equity to foster inclusivity and remove barriers through inclusive policies, procedures, and practices.

Goal 3 Priorities:
- Strengthen mental health support for students, staff, and faculty by expanding resources and capacity to address their diverse needs and promote well-being.
- Provide comprehensive support for students' basic needs by implementing initiatives that provide access to essential resources inside and outside the classroom.

- Cultivate an institutional environment that embodies and prioritizes equity and inclusion.
- Ensure representation of faculty and staff are reflected by the richness and diversity of our student body and community.

Strategic Goal #4: Community Impact
The College seeks to impact and serve the community by educating students and sustaining partnerships to create a stronger workforce for the future.

Goal 4 Priorities:
- Execute a comprehensive strategic enrollment management system to effectively manage and achieve enrollment goals.
- Forge strong partnerships between GRCC and K-12 educational institutions.
- Expand and diversify our network of employer partnerships by actively pursuing collaborations with previously untapped organizations.

Strategic Goal #5: Infrastructure & Sustainability
The College effectively and responsibly uses our resources to enhance and improve GRCC and our community.

Goal 5 Priorities:
- Enhance our organization's human resource potential by implementing targeted training programs and fostering a supportive and inclusive work culture.
- Strike a balance between physical space and technology for a seamless integration that enhances the learning experience.
- Foster a culture of environmental responsibility to reduce our ecological footprint.
- Ensure financial stability and resource optimization.

Section 2 – Instructional Programming

A. *Instructional Vision*

In alignment with the GRCC's Mission t*o be an open access college that prepares individuals to attain their goals and contribute to the community*, GRCC's course, degree, and certificate offerings are designed to meet the community's needs by providing meaningful academic experiences that align with educational and industry standards and prepare students for the next steps in their academic and career journey. 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 educational leader and an integral part of the west Michigan academic community.

The overarching goal for learning at GRCC is that our students will have the competencies needed to be successful in the future they help create. To reach this goal, courses, programs and services are developed and are systematically reviewed and revised to support the following principles:

- Learning is improved by applying knowledge of pedagogy and then assessing and responding to the outcome of student learning.
- All people can learn given the right conditions and supports.
- Curriculum must remain active, interactive, and dynamic.
- Learning environments, both inside and outside the classroom, are designed with conscious and purposeful intention.
- Comprehensive supports are critical for successful learning processes.
- Life-long learning is modeled and encouraged.

To meet GRCC's instructional vision, faculty professional development, structured course and program development and revision process, learning environment strategies, and support services are all embedded into GRCC's culture and processes. Professional development to remain current in academic disciplines and adept in teaching practices is an important part of GRCC's culture and annual performance review of faculty. The individual schools (STEM, Business and Industry, Health Sciences, and Liberal Arts) conduct reviews of faculty to ensure that a minimum of 9 hours of professional development was completed. As part of Instructional Support and Institutional Planning (ISIP), the Teaching, Learning, & Distance Education (TLDE) department offers extensive faculty professional development and support for online education. The TLDE department offers services that include facilitated workshops and learning opportunities such as Faculty Learning Day, Great Teachers Seminar, the New Faculty Program, and the Online-Hybrid Certification Course (OHCC).
GRCC's course formats and credit hour requirements are defined in the Course Format and Credit Hour (7.13) policy. GRCC offers courses that serve to fulfill students' educational needs, which include:

- General Education courses meet the specific criteria for a GRCC Distribution Requirement.
- Program Requirement courses meet the learning needs of students in a specific GRCC program.
- Elective courses expand learning opportunities for degree seeking students.
- Community Interest courses are designed for non-degree seeking students based on an expressed interest or need.

- Continuing Education courses meet the specific requirements of a profession for continuing education credit.
- Developmental are non-transferable prerequisite or corequisite courses to college-level courses that do not count for credit toward a certificate or associate degree.

Courses are reviewed on a 5-year cycle for transferability and prerequisite needs as appropriate. Learning outcomes and course descriptions are updated to meet students' current needs and changes to course content. General Education courses are reviewed by the General Education team to confirm that it will serve as a general education course upon transfer to benchmarked institutions, is aligned with the correct distribution area, and fulfills at least two general education learning outcomes (GELOs). The GELOs are:

- Civic Engagement: Apply knowledge of social, political, or environmental conditions to demonstrate understanding of community responsibility.
- Communication: Demonstrate effective communication through listening, speaking, reading, or writing using relevant sources and research strategies.
- Critical Thinking: Gather and synthesize relevant information, evaluate alternative perspectives, or understand inquiry as a means of creating knowledge.
- Cultural Competence: Understand diverse interpersonal and cultural perspectives through analysis of scholarly or creative works.
- Information Literacy: Discover, ethically apply, or disseminate scholarly information.
- Intellectual Curiosity: Seek and apply knowledge through discovery, experimentation, or research to advance academic, personal, and career growth.
- Problem-Solving: Apply theory, calculation, or experimentation to demonstrate effective problem-solving.

To best serve course delivery, GRCC's facilities provide high quality learning environments. Classroom spaces for the delivery lecture courses are maintained with computer and internet access, projection systems, furniture that is easily moved to facilitate group discussions and learning, and are sized to maintain classes of up to 36 students so that faculty and students can easily interact. Online courses are supported through the Blackboard learning management system. The Learning Environments Team (LET) plays a crucial role in investigating new classroom technology and furnishings to ensure that students and faculty have adequate resources to maintain a positive learning experience.

B. *Existing Academic Programs*

GRCC offers over 145 degrees and certificates, which are organized based on curricular requirements into twelve Academic Pathways. Certificates and degrees are defined in the Curriculum Policy. Our transfer programs provide students with curricula that creates a foundation for individual achievement whether this takes the form of the pursuit of a profession, the attainment of a baccalaureate degree, or self-enrichment. Our career and professional programs provide students with the skills and knowledge needed to obtain a credential, certificate, or degree in order to succeed in chosen occupations.

These degrees meet the standards determined by 4-year transfer partners program requirements, industry expectations, and/or outside program accrediting agencies and include the following formats:

- Certificate
- Advanced Certificate
- Associate of Arts (A.A.)
- Associate of Applied Arts and Sciences (A.A.A.S.)
- Associate of Business (A.B.)
- Associate of Nursing (A.N.)
- Associate of Fine Arts (A.F.A.)
- Associate of Music (A.M.)
- Associate of General Studies (A.G.S.)

All GRCC academic programs undergo Academic Program Review (APR) to ensure their curricula are properly aligned for career readiness or transfer. The process is specific to the type of program. For example, the Career and Professional Program Review Process includes environmental scanning data and review of key performance indicators, identifying external standards, revising program and program learning outcomes as needed, mapping curriculum to external standards such as accrediting bodies or employer needs, and developing a 5-year assessment plan. The College Catalog holds all information on GRCC's courses and academic program requirements.

Projected programming changes during the next five years

1. *Student Affairs*
GRCC's division of Student Affairs continues to improve upon current student supports while developing new support services and programs that provide the greatest value and benefit for the changing needs of 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 access, belonging, persistence, completion, and transfer.

The use of continuous improvement practices has led to:
- Service reorganization
- Process streamlining
- Improved integration and leveraging of technology resources
- 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. An example of this work is GRCC's recent Title III Strengthening Institutions grant award, which has funded a redesign of academic advising services. Now, all degree-seeking students are assigned both an academic advisor and a success coach upon admission. GRCC has also implemented a Student Success

Management System platform to use data and predictive analytics to proactively identify student needs, coordinate communications and services, and evaluate the effectiveness of interventions (with a focus on improved student learning outcomes).

GRCC continues to assess the service space and possible renovations to best support:
- Self-service technologies
- One-stop student service experiences
- Personalized student contact
- Holistic advising services
- Counseling services
- Disability support services and testing
- Multi-purpose space utilization
- Student belongingness through social gathering spaces

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
- Satisfaction
- Networking and efficiency opportunities for staff

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 GRCC serves. The service support systems for the future must closely link and integrate services. This linkage will allow GRCC to:
- Maximize existing staffing capacity
- Align for access and consistency
- Improve collaboration across service units

These types of changes deliver welcoming and inclusive experiences, 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 (Learning Resource Center, Student Center, Sneden Hall) that will require renovation to meet student service, academic support, and campus experience requirements. Students seek campus facilities that provide:
- Study areas
- On-campus food options
- Tutoring and academic support
- Out-of-class group work and learning opportunities
- One-stop basic needs and wraparound services
- Counseling and well-being support
- Career exploration opportunities
- Informal gathering and programming spaces that help enhance student belongingness

Students need ease of access to fully 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, Counseling, Career Center Services, mentoring, tutoring, coaching, and basic needs support) that will need to be comprehensive and customized. The variables and needs of today's students (e.g., first-generation, working adults, underprepared, not yet trained or 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 has implemented a Student Success Management System (SSMS). This platform compiles 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 allows 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 in the past five years. 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. A team of math faculty have rewritten the AFP math curriculum so students can enroll in both a developmental and college level math course simultaneously (launch: fall 2023). Student services will also be coordinated within the new curriculum, including a designated tutorial lab, so students have considerable and targeted support to complete their gateway math course in their first year (an indicator linked to higher levels of retention and completion).

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 2019 the GRCC Distance Learning Standards were revised, requiring all online and hybrid courses to adhere to the Quality Matters standards. In 2024, this policy decision was reaffirmed and updated to clearly

demarcate two processes, Course Development and Peer Review. The policy was also updated to include the newly released 7th edition of the Quality Matters Standards, the guiding document for GRCC's Distance Learning Standards. An implementation plan for these updates is currently in development.

GRCC uses the Blackboard Learning Management System in support of online, hybrid and face-to-face courses, but will transition to Canvas beginning in the fall 2025 semester. All group learning spaces are outfitted with multimedia systems (computer, ceiling mount projector, switching equipment, and speakers). Each system allows for classroom recording with lecture capture software and live streaming. Over 230 classrooms and meeting spaces include webcams and document cameras to support multimodal instruction. Four classrooms are outfitted as "Learn Labs" to allow for triangulated learning (students can choose to face different directions) and include either three projector or flat panels, as well as powered tables for students to charge mobile devices. In addition, GRCC has specialty rooms such as the culinary amphitheater, dental hygiene lab, and music performance rooms that allow for recording tools appropriate for the discipline. As of the fall of 2023, 11 classrooms have additional technology for HyFlex delivery, allowing a live class to consist of students who are present in person, while other students are simultaneously joining from home or other remote sites. These classrooms also feature a wall-mounted touchscreen and a Wacom tablet to allow for digital annotation. GRCC also has two large-group/event spaces which are fully HyFlex, accommodating in-person audiences of 120+ along with remote participants. Ultimately, faculty at GRCC can be supplied with portable tools to make any space HyFlex. All of these efforts are supported by the Teaching, Learning, and Distance Education and Media Technologies offices 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 continuing to work together to support student learning in all modalities, which 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 and in HyFlex formats.

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. *Bridges to College*
Grand Rapids Community College provides an opportunity for recent high school graduates to improve skills in Math and English, and their overall college readiness. This program, Bridges to College: Raider Ready, offers the educational preparation needed for success in post-secondary education. This program connects students with student navigators, tutors, Mathematics & English department faculty, and other resources on the Grand Rapids and Lakeshore campuses. The goal of this program is for students to gain confidence in the college experience, help students with reading, writing, and math so they can take college level math and writing courses and save time and money, and to determine those students who need additional support for their college journey.

C. *New Academic Programs*
New academic programming to meet local training and education needs include:

Healthcare and Human Services Programming

GRCC will continue to use comprehensive data to develop a strategic plan for potential new health-related programs and the expansion of existing ones. Through our School of Workforce Training, we offer six non-credit programs: Medical Assistant, Community Health Worker, Certified Nursing Assistant, Pharmacy Technician, Phlebotomy, and Personal Care Assistant. We offer six credit programs within the School of Health Sciences, including an Associate Degree in Nursing, Practical Nursing, Dental Hygiene, Dental Assisting, Radiologic Technology, and Occupational Therapy Assistant. In addition, there are several articulated pathways for Exercise Sciences. As a member of the Michigan Workforce Training and Education Collaborative (MWTEC), we also provide select programs such as Magnetic Resonance Imaging, Neurodiagnostic Technology, Cardiovascular Technology, Surgical Technology, Sterile Processing, and Anesthesia Technology.

We are currently developing a Patient Care Technician certificate program, which will feature separate, stackable credentials in phlebotomy and EKG. Additionally, new courses are being designed to enable students earning healthcare industry certifications to receive credit toward GRCC's AA Pathway Degree with a concentration in Health and Exercise Sciences, facilitating their pursuit of a bachelor's degree. In Kent and Ottawa Counties, over fifty Respiratory Therapy positions go unfilled annually, prompting us to consider this program in collaboration with our healthcare partners.

Science, Technology, Engineering, and Mathematics (STEM)

- Artificial Intelligence (AI) Certificate: GRCC was selected as one of fifteen schools by Intel

Corporation to join the Artificial Intelligence Network and awarded GRCC $40,000 to build an AI lab. Last year, GRCC approved an Artificial Intelligence Certificate that focuses on preparing students for the exciting and rapidly evolving world of AI. The curriculum covers essential aspects of AI, ranging from machine learning models and data-driven decision-making to the ethical considerations of AI applications. Students will gain hands-on experience in designing, implementing, and evaluating machine learning models that will prepare them to address real-world challenges and make informed decisions. Students will learn to integrate diverse AI technologies, including natural language processing and computer vision, into practical solutions tailored to various industries.

- Data Science Certificate: The certificate focuses on developing programming, statistics, data engineering/analytics/visualization, machine learning skills, and the non-technical skills students need to communicate their findings effectively and ensure that projects are handled ethically.

- Pre-Neuroscience, A.A. - This major provides the foundation necessary for students to pursue neuroscience-related areas of study at the university level. By declaring this pre-neuroscience pre-major, students are on track to graduate with an associate degree from GRCC and transfer to a four-year college or university to major in neuroscience or behavioral neuroscience. A bachelor's degree in this field prepares students for graduate or advanced study in psychology, medicine, biomedical research, or other related fields requiring a scientific foundation. This inter-departmental pre-major emphasizes the biological and psychological foundation for understanding neuroscientific principles, including cellular, genetic, and anatomical mechanisms of behavior, as well as relevant research methods and practices applicable to the study of neuroscience.

- Pre-Psychology Behavior Analysis, A.A. This program offers a clear pathway for students wanting to transfer into a bachelor's degree program in psychology with an emphasis on behavior analysis at a 4-year institution. Behavior analysis is a scientific approach to understanding behavior and its underlying causes. It focuses on the principles of learning and behavior, examining how environmental factors influence behavior and how behavior can be modified or changed through systematic interventions.

- GRCC and industry partners were recently awarded a $1,000,000 National Science Foundation Experiential Learning for Emerging and Novel Technologies (ExLENT) grant to increase access to and interest in career pathways in emerging technology fields in two of the region's highest-demand industries—information technology (including AI and cybersecurity) and advanced manufacturing. The project will serve cohorts of 30 students per year in occupational training (WD) and degree-seeking pathways (STEM)—90 students over 36 months. Industry partners will be engaged to design and help deliver experiential learning (EL). In addition to a variety of EL activities (e.g., job shadows, co-ops, work-based coursework; internships, apprenticeships, on-the-job training; project-based learning, rotational micro-internships, research experiences), the project will provide access to wraparound support, individualized mentoring, and co-curricular activities specifically planned for building community.

- GRCC was awarded its second U.S. Department of Labor Strengthening Community Colleges Training Grant in the amount of $5,515,501. For this project, GRCC and Muskegon Community College will work with West Michigan Works! and other industry stakeholders to identify the workforce needs of multiple employers in the West Michigan region's information technology

('tech') industry. The award will help GRCC and partners achieve and sustain five systems changes—employer engagement in the tech sector, a decentralized career services model, expansion of credit for prior learning protocols, in tech career pathways, and flexible instruction with optimized course scheduling.

Construction and Public Works
As recently as 2022, GRCC has created three new programs (for a total of fourteen 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, and the City of Grand Rapids. New additions in 2022 have been the National Green Infrastructure Certification and tree trimming. These programs tie in closely to the Public Works academy and River Restoration training. 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 750 electrical apprentices.

Public Safety Training
In response to needs expressed by local fire and police departments, as well as other public safety agencies, GRCC has been actively involved in discussing enhanced programming to meet the education and training needs in the areas of:
- Police Academy Training
- Corrections Officer Training
- Fire Science Associate Degree, Basic, Advanced and Specialized Fire Fighter Training

Possibilities continue to emerge beyond public safety, including support for public works training, Urban Search and Rescue, and partnership with K-12 districts and four-year universities.

D. Unique Characteristics of GRCC's Instructional Program

1. Teaching, Learning, and Distance Education (TLDE)
GRCC's TLDE area is the central source for faculty professional development at GRCC, combining both faculty professional development and distance learning. TLDE strives to promote student learning and success by providing faculty with resources and opportunities designed to help them realize their full potential as teachers. As part of this effort, TLDE hosts office hours and a ticketing system to provide timely support to faculty using the Learning Management System (LMS) and other instructional technologies.

The department also offers a variety of programming opportunities including workshops, webinars, and asynchronous trainings on teaching and learning topics. In addition, TLDE coordinates college-wide events, such as the Summer Teaching and Learning Institute, a conference for faculty and staff, and adjunct faculty dinners twice a year. College-required training is also facilitated through the TLDE office and includes Learning Day, a full-day event for faculty and staff, and the New Faculty Institute, a year-long program for new full-time faculty combined

with mentorship. GRCC also requires faculty teaching in online and hybrid learning environments to complete TLDE's Blackboard Basics and Online/Hybrid Certification Course (OHCC). In addition, the TLDE staff and Quality Matters (QM) trained faculty liaisons review new online courses to ensure the design adheres to GRCC's Distance Learning Standards. The TLDE area promotes faculty involvement with several spaces designed for faculty collaboration with a growing set of resources and multimodal professional learning opportunities.

Organizationally, TLDE falls under the purview of Instructional Support and Institutional Planning and works collaboratively with the Deans, Associate Deans, Department Heads, and Program Directors to support faculty as they implement innovative pedagogical approaches. TLDE also works in concert with Human Resources, IT, and Media Technologies and Experiential Learning (Study Away, Academic Service Learning, and GRCC's Honors Program) to support faculty from their start at GRCC and at all points throughout their careers to ensure that they have the most updated access and knowledge about distance education technologies.

2. **Partnerships with Business and Industry**

GRCC has active partnerships with business and industry in each of our occupational, Career and Technical Education, Health Sciences, and STEM 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, apprenticeships, cooperative learning, capstone projects, guest presentations, and industry-specific career fairs. GRCC actively collaborates with The Right Place, Inc., the economic development engine of Grand Rapids as well as Lakeshore Advantage and West Coast Chamber in the Lakeshore region. GRCC's president serves on the board and the deans of Workforce Training and STEM serve on the Manufacturing and Tech Councils, respectively. These councils grow manufacturing/technology-oriented businesses in the Greater Grand Rapids and Ottawa County regions.

West Michigan Works serves as the host of industry councils to foster collaboration in addressing talent, curriculum, and advocacy in our region. Council members are strategically selected and appointed to represent economic developers, community partners, industry leaders, and educators. The dean of the School of Health Sciences serves on the West Michigan Health Careers Council to focus on attracting, developing, and retaining healthcare talent in West Michigan.

The Environmental Protection Agency awarded GRCC, the City of Grand Rapids and Bay College a project focused on water careers. This $500,000 project will provide the beginning of a talent pipeline focused on clean water and wastewater treatment for the region.

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.

Experience GR, the downtown Grand Rapids Development Authority, the City of Grand Rapids and GRCC received funds from the JBP Foundation to plan an equity-based contractor plan for the Grand River Restoration Project - River for All. The GRCC MTEC was named as the training center for this work in 2022.

In 2024, GRCC joined the Manufacturing Imperative - Workforce Pipeline Challenge (MI-WPC), a national pilot program involving 25 U.S. community and technical colleges. The three-year initiative aims to address workforce shortages and close the skills gap in manufacturing by attracting 1,000 students annually per college, ultimately producing 75,000 qualified workers. The projected economic impact is $6 billion.

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 students in the school districts with which GRCC partners and helping to make higher education degrees more easily attained. The ultimate goal is to assure accessible and affordable education for 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 goals 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 lounges, etc.). GRCC adjusts the number of classes and student support services to fulfill specific needs.

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 non-credit ESL and citizenship initiatives, GRCC has helped adult learners become better educated and ultimately contribute to the economic well-being and vitality of the Kent County area. GRCC's Adult Education program has partnerships with Kent Intermediate School District (KISD), Literacy Center of West Michigan, Hispanic Center of West Michigan, Michigan United, and Wyoming Public High School

ESL. The college also is an active partner with Grand Rapids Public Schools. GRCC is a post-secondary partner in the Grand Rapids Community Foundation Challenge Scholars program, the GEAR UP program, and the Grand Rapids Promise Zone. Additionally, GRCC partners with six districts for middle college programming. These partnerships provide educational opportunities and services to support college access and success, with a focus on first-generation, low-income students who may not consider a college experience otherwise.

The college partners with Challenge Scholars to ensure that eligible students attending GRCC receive holistic support to aid in their transition to college and their overall success. Each enrolled Challenge Scholars student works directly with a Success Coach from the College Success Center. The GEAR UP program is a partnership with the City of Wyoming's four school districts: Kelloggsville, Godfrey Lee, Godwin Heights, and Wyoming Public.

The Grand Rapids Promise Zone is a place-based scholarship that provides eligible students with free tuition and on-campus support at Grand Rapids Community College. Through this program, students can pursue an associate degree, certificate, or job-training program at no cost. Additionally, the Promise Zone collaborates with the 25 eligible high schools to offer post-secondary support to students while they are still in their K-12 education, helping them transition successfully to GRCC or other post-secondary options.

GRCC also hosts Bridges to College - Raider Ready at its Grand Rapids and Lakeshore (Holland) campuses. This is a free seven-week program that helps graduating high school seniors prepare for college by:

- Supporting reading, writing, and math skills
- Providing laptops and Wi-Fi hotspots to all students
- Using a hybrid model of instruction with an array of student support services
- Providing college-going, sense of belonging activities

This program includes a $500 stipend for participants. GRCC also provides learning materials, meals, and bus passes.

5.   Tassell M-TEC^{sm} 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, EPA Water Careers, Metallica All Within My Hands Grant, WMU Promise Neighborhood Partnership 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 2022 the National Association of Workforce Boards Awarded GRCC and West Michigan Works as the National College-Workforce Board Partnership of the Year.

6. Lakeshore Campus; Holland

GRCC has provided higher education opportunities in the Lakeshore area for more than 30 years. Courses were previously offered at Careerline Tech Center, Thompson M-TEC, Midtown Center and West Ottawa High School. In August 2021, the college opened the newly renovated Lakeshore Campus to centralize and expand offerings and services for students and employers in the surrounding community.   GRCC's Lakeshore campus offers a wide variety of curricula and student support services and houses ten classrooms, three computer labs and five unique labs for biology, chemistry, electronics, automation, welding and machine tooling, offering programs for students working toward an associate degree or a career-focused certificate. The building also has spaces for advising and counseling, tutoring, testing and other student support services. A student can complete all general education requirements and earn selective degrees and certificates. The Lakeshore Campus has increased enrollment over 25% in the past two years and currently supports over 900 students.

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 schools, middle schools, high schools, and tech centers. It is accomplished through activities that connect with teachers, counselors, parents, and prospective students. Each spring GRCC hosts a counselor breakfast, which is usually attended by over 50 counselors representing 40 schools in the region. At this meeting, new programs, initiatives, and information are highlighted to support student transitions into higher education. GRCC also produces a monthly newsletter sharing timely higher education updates and information on upcoming events with high school professionals.

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 K-12 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, water analysis projects with high school students, and 9/10th 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 K-12 student's future.

GRCC continues a partnership with Grand Rapids Public Schools (GRPS), to offer a high school completion program with a college readiness emphasis. The program supports students who have already stopped out of high school. It 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. In the fall 2024 semester, GRCC also welcomed to its DeVos campus students of the Kent Intermediate School District's Adult Ed/ESL program.

GRCC now has six middle college partnerships: Wyoming Middle College (started fall 2012); Cedar Springs Middle College (started fall 2014); Kent ISD Launch has four middle college programs: U Mechanical Design (started fall 2017), Associate Degree program (started fall 2019), Information Systems program (started winter 2021), and Culinary Arts (started fall 2021); Ottawa Hills Middle College (started fall 2017); East Kentwood Middle College (started fall 2018); and Kenowa Hills Middle College (started 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. Efforts are actively underway to expand and increase high-school partnership at both the Grand Rapids and Lakeshore campuses.

2024 graduates of Kelloggsville, Godwin Heights, Godfrey Lee, and Wyoming high schools are cohort students of the federal grant, GEAR UP. GRCC has been working closely with these students to prepare them for post-high school steps since 2019. Three of the four high school's senior classes were automatically admitted to GRCC for fall 2024.

GRCC's Child Development and Education program has worked closely with the Kent Career Technical Center's Teacher Academy. Upon successful completion of the academy, students may apply to GRCC for articulated credit for our EDU 200 - Introduction to Education course.

8. Focus on Lifelong Learning

GRCC focuses on lifelong learning, consisting of offerings from the Human Resources Talent Development Department, the School of Workforce Training's Continuing Education/Professional Development Department, and the Older Learners Center. The Bob and Aleicia Woodrick Center for Inclusion and Multicultural Affairs provides empathetic teachings that cultural competence, and intercultural communication and engagement are learned practices that will take a lifetime.

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.

- $5,515,501 Strengthening Community Colleges Grant, U.S DOL, 2024
- $1,000,000 Innovative Water Infrastructure Workforce Development, EPA, 2024
- $1,000,000 ExLENT grant from the National Science Foundation, 2024
- $500,000 Environmental Protection Agency Grant focused on water careers, 2022

- $2.9 Million HRSA grant, focused on community health workers, 2022
- $375,000 of a $25.9 million US Department of Education grant led by Western Michigan University focused on Promise Neighborhoods in SE Grand Rapids, 2022
- $1.8 million Kellogg Foundation EMPOWER community workforce grant program, 2021
- $4 million National Science Foundation (GRCC and Davenport University) in cybersecurity, 2020
- $9.8 million GRCC USDOL One Workforce for West Michigan Manufacturing with two community college partners (Montcalm CC and Muskegon CC), 2021
- $5 million GRCC Strengthening Community Colleges Health Career Pathways with five other Michigan community colleges, 2021
- US Department of Education Title III Strengthening Institutions grant
- US Department of Education TRIO grants
- US Department of Education Center of Excellence 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, 2022 (10th year in a row)
- Federal Motorcycle Safety Grant, $36,000, 2022 (9th year in a row)
- $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, 2021
- $1.8 million USDOL Job Corp Scholars Grant, 2021
- $40,000 Intel Corporation, Artificial Intelligence Network, 2022
- $25,000 All Within My Hands, Metallica welding grant, 2022 (4th year in a row)
- Michigan New Jobs Training Programs for Employers ($20 million)

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 16, 2024. In this resolution, GRCC provided the examples of best practice in the required categories. The resolution is included as Appendix A.

A study commissioned by Grand Rapids Community College (GRCC) in 2023 found that the college's economic impact in Michigan for the 2020-2021 fiscal year was $1 billion. The study, titled The Economic Value of the Grand Rapids Community College, was conducted by Lightcast and also found a significant impact on the local economy in Ottawa County. Altogether, Lightcast found that the social benefits of GRCC equal a present value of $2.8 billion. These benefits include $1.9 billion in added student income, $760.8 million in added business income, $131.2 million in added income from college activities, as well as $58.5 million in social savings related to health, the justice system, and income assistance in Michigan.

Section 3 – Staffing and Enrollment

A. Student Profile

Credit Enrollment (headcount)

A total of 12,410 students were enrolled in credit classes for Fall 2024: 29.5% full time, 69.7% part time. This number is up 2.1% from 12,157 students during Fall 2023. The breakdown of enrollments from Fall 2024 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 52.4% 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 2023 to June 2024, a total of 12,068 (duplicated) participated in learning opportunities through Workforce Training, Non-Credit Apprenticeships, or Job Training.

B. Projected Enrollment for Next Five (5) years

Credit Enrollment (headcount)

GRCC has experienced surprising enrollment growth since Fall 2021 despite a global pandemic and the decline over the prior decade. GRCC is remaining conservative as we approach the probable demographic cliff. The enrollment projections remain flat (0 percent growth annually) for the time period 2024-2029.

Table 1
Projected Fall Credit Enrollment for 2024-25 to 2028-29

Year (Academic Year)	Projected credit enrollment based on flat enrollment
2024-25 to 2028-29	12,410

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 are projected to increase by 3% increase each year from 2024-2029. Job Training and Non-credit Apprenticeships are expected to remain stable with a slight increase projected in 2026.

Table 2
Projected Non-Credit Enrollment for 2024-2025 to 2028-2029

Year (Fiscal Yr)	Workforce Training (Duplicated)	Job Training	Non Credit Apprenticeship	Total Projected Enrollments
2024-2025	12,430	151	880	13,461
2025-2026	12,803	151	880	13,834
2026-2027	13,187	155	880	14,222
2027-2028	13,583	160	906	14,649
2028-2029	13,990	164	933	15,087

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 and winter enrollment has decreased 8.8% over the five- year span.

Table 3
Credit Enrollment Counts for Fall and Winter Semesters
2019-2020 to 2023-2024

Year	Fall	% Change	Winter	% Change
2019-2020	13,326	-3.6	12,586	-3.3
2020-2021	12,153	-8.8	11,317	-10.1
2021-2022	12,685	4.4	11,442	1.1
2022-2023	11,777	-7.2	11,089	-3.1
2023-2024	12,157	3.2	11,487	3.6

Non-Credit Enrollment (Headcount)

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

Table 4
Non-Credit Enrollment for 2019-2020 to 2023-2024

Year	Workforce Training (Duplicated)		Job Training		Non Credit Apprenticeship	
	Number	% Change	Number	% Change	Number	% Change
2023-2024	12,068	-7.0%	151	-13.2%	880	15.0%
2022-2023	12,976	13.3%	174	-20.9%	765	1.6%
2021-2022	11,457	19.05%	220	49.7%	753	-4.3%
2020-2021	9,624	-48.3%	147	13.1%	787	-0.3%
2019-2020	18,610	-7.9%	130	-26.1%	789	105.5%

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

Table 5 provides instructional staff to student ratios for Fall 2024. Please note that this ratio includes full-time faculty only (no adjunct faculty).

Table 5
Instructional Staff to Student Ratios for Fall 2024 (Credit)

Year	Number of Full Time Instructional Staff	Number of Students Enrolled in Credit Programs	Ratio
Fall 2024	198	12,410	1 to 63

Table 6 provides the ratio of administrative staff to students for Fall 2024.

Table 6
Administrative Staff to Student Ratios for Fall 2024 (Credit)

Year	Number of Administrators	Number of Students Enrolled in Credit Programs	Ratio
Fall 2024	50	12,410	1 to 282

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 2024 and beyond is 23 students.

Table 8
Average Class Size

Year	Total Number of Lecture Sections	Average Number a Students Per Section
Fall 2020	1525	20.4
Fall 2021	1571	20.5
Fall 2022	1447	20.4
Fall 2023	1321	23.5
Fall 2024	1280	22.2

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, Provost, Finance and Administration, Human Resources, Payroll, and Purchasing.
Building Type: 100% Office

Applied Technology Center is a three-level, 210,637 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. The 2020 addition is LEED certified.
Building Type: 5% Office; 2% Auditorium; 30% Classroom; 40% Laboratory Classrooms; 23% parking garage.

Ramp A - 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 3,370 square foot house with basement. 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 was renovated in 2021 and is home to the GRCC Foundation and Alumni Services. This is a LEED certified building.
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-feet 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 Rec Center – This four-level, 44,000-square·foot building previously housed a competitive swim pool and weight training rooms. This building is currently being renovated and will include an indoor turf area, fitness center, athletic department offices and student gathering spaces.
Building Type: Currently in demolition – will re-open fall 2025

Learning Resource Center is a two-level, 74,000·square·foot building that previously housed the college library, tutoring services, media services, and the Office of Diversity, Equity and Inclusion. GRCC was forced to evacuate the building during summer 2024 due to HVAC infrastructure issues. This building is currently empty pending renovation.
Building Type: Currently vacant
> *NOTE: GRCC received Capital Outlay Planning Authorization for this facility under Public Act 321 of 2023 and Construction Authorization under Public Act 135 of 2024.*

Ramp B - 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. 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 room and kitchen area. This is a LEED certified building.
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. This is a LEED certified building.
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 Information Technology department, administrative and student services offices, conference rooms, student gathering spaces and food service area. The remaining two floors are general purpose classrooms.
Building Type: 85% Classrooms, 5% Auditorium, 5% Cafeteria and 5% Office

Ramp C - 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 historical home with a basement. The facility was renovated in 2020 and houses spaces for Student Life activities, the Student Employment Services department, Experiential Learning and Promise Zone. This is a LEED certified building.
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-TEC[sm] 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. This is a LEED certified building.
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. Most on-campus GRCC courses run Monday through Thursday, with some additional classes and labs on Friday. During peak hours, classroom utilization rates for general purpose classrooms range between 65% - 80%. Academic deans 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. Pending the LRC renovation, an entire floor of classrooms in Raleigh J. Finkelstein Hall are offline to house the college library.

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 Children

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

The college's Master Plan was updated in 2020, integrating the college's strategic plan with a campus-wide space analysis and space needs assessment. 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 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. The plan serves as a road-map for future capital

improvements needs and opportunities. The Executive Summary of the 2020 Master Plan is available on the GRCC website.

The 2020 campus master plan identified the **Learning Resource Center** (LRC) as one of the first buildings in need of significant renovation and expansion. Previously the LRC housed the Library and Learning Commons, Academic Support programs, tutoring services, The Bob and Aleicia Woodrick Center for Diversity, Equity and Inclusion, Media Technologies and a few general-purpose classrooms.   This building was first submitted as GRCC's priority Capital Outlay request in 2021.

> *NOTE: GRCC received Capital Outlay Planning Authorization for this facility under Public Act 321 of 2023 and Construction Authorization under Public Act 135 of 2024.*

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; 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 proposed renovation will address the major building infrastructure issues and dramatically transform the interior space, 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.

When completed, the Learning Resource Center renovation will allow GRCC to more effectively align resources and services such as advising, tutoring, counseling and learner support services – increasing student persistence and completion toward their career goals.

The planned renovation of the Learning Resource Center will transform the traditional static academic model library model, creating spaces that facilitate a new vision for student support and academic structure, linking program pathway information, curriculum, academic support systems, research and career exploration opportunities.

Technology resources will support skill development, job search, allow students to conduct research and connect with employers. The space will support a "mobile first" focus to prepare for the technology user sophistication and expectation of the next generation of students.

The goals for this renovation/addition include:
- A dynamic and inclusive center where innovative and traditional resources are accessible and supported
- A transformed space that promotes independent and collaborative student engagement

- A hub where essential student services are visible and inviting
- A space that helps shape a sense of belonging and community for students
- A design that invites faculty and staff collaboration and innovation

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.

Sneden Hall is a three-story facility, housing general purpose classrooms, Academic Outreach and High School Partnership programs, the Information Technology Department and a food service cafe'. Additionally, space is leased to Grand Rapids Public School for a high school completion program, and the Kent Intermediate School District who provide Adult Ed GED completion and ESL courses. 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 envelope (roof, tuck pointing, exterior doors).

The **Student Center** currently houses the Center for Counseling and Well-Being, Disability Support Services, the Academic Testing Center, Student Success Center, the Center for Student Life and Leadership, the college operated food pantry, campus bookstore, food service areas. The Woodrick Center for Inclusion and Multi-Cultural Affairs is also now located in this building, pending the Learning Resource Center renovation. Although the facility has 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. 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.

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
Since 2020, in the midst of a global pandemic, GRCC was able to continue with capital efforts to improve and expand campus facilities.   GRCC held a progressive ribbon cutting event to celebrate the opening of these facilities in fall of 2021:

> **Raleigh J. Finkelstein Hall** is a 1920's vintage building. This seven-story historical facility houses classrooms and labs for academic programs from the School or Liberal Arts and the School of Business & Industry. The building also houses the crucial front-line student services that support admissions and enrollment, financial aid, cashiers, 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.

> GRCC received construction authorization for the **Wisner Bottrall Applied Technology Center (ATC)** under Public Act 207 of 2018. The project involved renovating 20,000 square feet of the existing facility and construction of a 20,000 square foot addition to the facility to support advanced manufacturing and information technology spaces. The newly renovated spaces support the demand for different types of computer-based learning environments and labs for new programs such as mechatronics, cyber security, mobile forensics and digital electronics are exceeding supply. Additionally, the expanded machine tool lab is in high demand for traditional machine tool courses, apprentice training and customized employer programs.

> **Ender Hall** and the **Custer Alumni House** are two of the historic homes on the DeVos Campus, located in the Historic Heritage Hill District. Both houses sat vacant for several

years, pending renovations. Both structures have now been completely transformed. Renovations included bringing all systems up to code, adding elevators for accessibility and maintaining historical design elements. Ender Hall now provides a variety of casual spaces for student collaboration and houses Student Employment Services and Experiential Learning. The Custer Alumni House is home to the GRCC Foundation and Alumni Services, and provides welcoming social space for donor and alumni gatherings.

The **Lakeshore Campus** facility in Ottawa County was formerly a JC Penney store in the Shops at Westshore. This 52,000 square foot facility houses nine classrooms, four computer labs and five unique labs for biology, chemistry, electronics, automation, welding and machine tooling, housing programs for students working toward an associate degree or a career-focused certificate. The building also has spaces for advising and counseling and other student support services and a satellite library, as well as areas for use by community groups. The project was named an "Outstanding Project" in the Community College Renovation/Adaptive Reuse/Restoration category by Learning by Design magazine.

E. Replacement Value of Existing Facilities
See attached Facility Assessment, Appendix D.

F. Utility System Condition
GRCC completed a full facility assessment in 2024. Deferred maintenance projections for each building are referenced in the Facility Assessment, Appendix E. Detail may be requested.

G. Facility Infrastructure Condition
GRCC completed a full facility assessment in 2024. Deferred maintenance projections for each building are referenced in the Facility Assessment, Appendix E. Detail may be requested.

H. Projected Utilities and Infrastructure Adequacy
Adequate utilities and infrastructure systems are in place to support the 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
Three of GRCC facilities are currently obligated to the State Building Authority:

1. Raleigh J. Finkelstein Hall (formerly the Main Building) – Lease end date 3/31/2037
2. Cook Academic Hall – Lease end date 8/31/2050
3. Wisner Bottrall Applied Technology Center – Lease end date 6/30/2056

Facility Assessment 5-Year Plan

GRCC contracted with Tower Pinkster in 2024 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.

Section 5 – Implementation Plan

A. Prioritize Major Capital Projects Requested from the State

> *NOTE: GRCC received Capital Outlay Planning Authorization for this facility under Public Act 321 of 2023 and Construction Authorization under Public Act 135 of 2024.*

GRCC first submitted a Capital Outlay Project Request for the Learning Resource Center in 2021 as part of the FY 2023 submission process. Planning Authorization was approved under Public Act 321 of 2023. This project remains our top priority. 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.

The planned renovation of the Learning Resource Center will allow GRCC to transform the traditional static academic library model, creating spaces that facilitate a new vision for student support and academic structure; linking program pathway information, curriculum, academic support systems, research and career exploration opportunities. Technology resources will support skill development, job search, allow students to conduct research and connect with employers and will be designed with a "mobile-first" focus to prepare for the technology user sophistication and expectations of the next generation of students.

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. Grand Rapids Community College is changing how it delivers a quality education, and who it delivers that education to, as our region and state react to the changes of a post-pandemic world. Those changes require the college to have facilities and resources to best serve its community, which includes residents and employers.

Demographics and state priorities to build a more educated and talented workforce have found GRCC expanding its focus on non-traditional-aged students, students working in STEM fields and career-focused workforce programs. Those workforce programs are driven through partnerships

with the region's employers, ensuring students are getting training for in-demand skills that lead to rewarding careers.

GRCC's Learning Resource Center currently houses the GRCC Library and Media Technologies Department. The college's vision for the renovation is to leverage the expertise of these two areas and significantly transform the teaching and learning environment.

- Effective STEM (Science, Technology, Engineering and Math) learning space design involves creating space that is highly flexible, allows for student and instructor mobility, is technologically rich, encourages collaboration and factors in sustainability.

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 LRC renovation includes new technology rich HyFlex (simultaneous in-person and remote) media spaces that will allow students and faculty to simultaneously interact in person and in a virtual environment, allowing the community to collaborate in different ways for different purposes.

- This is key, as many of our non-traditional students need to plan their classes and project work around home and work responsibilities.

Current and emerging tools that allow for virtual reality experiences and augmented reality will be utilized in a wide range of STEM related subjects. As GRCC continues its development of programs and partnerships focusing on AI, the LRC Lab would include spaces and technology needed for faculty and students to work on AI programming, data analysis, and collection. Instructors will learn how to create virtual environments for learning, allowing students to explore in 3 dimensions and in 360-degree experiences.

- Enhanced technology in the lab will allow students to collaborate and engage in STEM work not currently possible in existing labs. Successfully utilized innovations will then be able to be more broadly implemented in additional STEM classrooms on campus.

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.

B. Deferred Maintenance Backlog

GRCC's estimated deferred maintenance backlog is approximately $31.6 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.

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, 2024-2029
GRCC completed a full facility assessment in 2024. Deferred maintenance projections for each building are referenced in the Facility Assessment, Appendix E. Detail may be requested.

F.   Non-routine Maintenance
1. 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, elevator modernization and waterproofing restoration.
2. GRCC is beginning to plan for the eventual demolition of Parking Ramp A – formerly known as the Bostwick Parking structure. This ramp is a six-level, 2,500 space parking facility with a 16,000 square-foot office space area.   The ramp is located at the center of campus and has been criticized for its design, layout, and operational considerations, in addition to its age and aesthetics. The 2020 Master Plan proposes reclaiming this valuable space and converting to a smaller, more efficient parking structure and incorporating new green space in the center of campus.

At a regular meeting of the members of the Board of Trustees (the "Board") of Grand Rapids Community College, Michigan (the "College"), held at the College on September 16, 2024

PRESENT: Chair, Lovelady mitchell, Vice Chair Bruinsma, Treasurer Siegel, Secretary williams, Trustee Brame, Trustee Koetje, Trustee Lopez

ABSENT: Noone

The following preamble and resolution were offered by Trustee Daniel Williams, and seconded by Trustee Kathleen Bruinsma:

Whereas, Grand Rapids Community College is a community college duly constituted under Act 331 of the Michigan Public Acts of 1966, as amended ("Act 331");

And Whereas, the State of Michigan, through Public Act 120 of the Michigan Public Acts of 2024 has indicated that the appropriation noted in Section 201 (1) of the same Act shall be allocated to each community college that certifies to the state budget director, through a resolution adopted by a board of trustees, that the college has met 4 out of 5 best practices listed in each category described in Section 230 (2);

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Grand Rapids Community College:

The Board hereby certifies that the College has met all 5 of the best practices described in Public Act 94, Section 230, subsection (2) and offers the following examples of practices currently in place at the College in order to demonstrate compliance:

Best Practices by Category	Examples of Adherence
Category A: Economic Development and Business or Industry Partnerships (must meet 4 of 5)	
(i) The community college has active partnerships with local employers including hospitals and health care providers.	GRCC has 124 signed clinical agreements. The number is reduced because many of the larger systems have combined all the different occupational programs onto one agreement. There are over 841 apprentices at GRCC in electrical, manufacturing, and healthcare apprenticeships, both credit and non-credit programming. GRCC, with our partners, have created four healthcare apprenticeship programs to meet employer needs. These apprenticeships are intended to move individuals from lower social-economic backgrounds and underrepresented communities into careers in healthcare. This work was recognized as a Bellwether finalist. Bellwether is focused on providing national recognition for cutting edge, trendsetting programs worthy of replication.

Best Practices by Category	Examples of Adherence
(ii) The community college provides customized on-site training for area companies, employees, or both.	GRCC has provided customized training to 59 companies, through 449 classes, reaching 1,981 people during the past fiscal year. In addition, 417 companies were served through workforce training, job training, construction electrical and continuing education/professional development. Our Meijer Business Programs offer an Entrepreneurship Certificate program, Retail Management Program and a Supply Chain Certification program focused on small to mid-size businesses.
(iii) The community college supports entrepreneurship through a small business assistance center or other training or consulting activities targeted toward small businesses.	GRCC supports small businesses in West Michigan in collaboration with several community-based organizations and employer groups including: the Literacy Center of West Michigan, West Michigan Hispanic Center, the West Michigan Hispanic Chamber, Urban League of Western Michigan and HealthNet. We offer 101 online classes through Cengage Learning's Ed2Go that range from project management, how to write a business plan, e-commerce, quickbooks and budgets and many other titles. Our partnerships with the City of Grand Rapids and Experience Grand Rapids assist subcontractor development and small business expansion focused on the River for All Project.
(iv) The community college supports technological advancement through industry partnerships, incubation activities, or operation of a Michigan technical education center or other advanced technology center.	The College is very active with industry partners at our locations in Grand Rapids (downtown, Tassell MTEC, Lakeshore campus and partner locations). The Tassell MTEC is located in a Grand Rapids Opportunity Zone and offers active hands-on training programs in automotive repair, artificial intelligence, automation, certified nursing assistant, community health worker, construction trades, computer support, direct support professionals, Google certifications, green infrastructure, electrical, pre-lineworker, energy industry fundamentals, medical assistant pharmacy technician, phlebotomy, public works, wastewater and fresh water treatment, and welding. Programs contain national credentials to validate learning. Programs in construction and Certified Nursing Assistant, medical assistant, CNC machining and welding have also been offered integrated with English language learning to meet the needs of our community. GRCC co-owns the Advanced Manufacturing Partnership Lab (AMP) at Western Michigan University's Grand Rapids Campus where CNC machining and apprenticeship programs for manufacturing are conducted. GRCC has labs at Holland Home, and Public Thread where industrial sewing, Certified Nursing Assistant, and digital skills are offered.

(v) The community college has active partnerships with local or regional workforce and economic development agencies.	GRCC has active partnerships with a number of local and regional workforce and economic development agencies, including West Michigan Works!, The Right Place, Lakeshore Advantage, The Source, TalentFirst, City of Grand Rapids Economic Development Department, Downtown Development Authority, Grand Action 2.0, SmartZone, Hello West Michigan, Discover Manufacturing, Michigan Manufacturing Technology Center- West, West Michigan Health Career Council, West Michigan Tech Talent, the Construction Workforce Development Alliance, Agribusiness Consortium, City of Holland Economic Development and the Michigan Manufacturing Association. In addition, there are partnerships with community based non-profits working in workforce development (e.g., Goodwill of Greater Grand Rapids,LINC UP, AmplifyGR, Bethany Christian Services, Refugee Center, Urban League of Greater Grand Rapids, KConnect, the Hispanic Center of Western Michigan, Hispanic Chamber of Commerce, United Way of Kent County, Habitat for Humanity of Grand Rapids, Grand Rapids Chamber of Commerce, South Kent Chamber of Commerce, West Coast Chamber and LAUP (Latin Americans United for Progress)

Category B: Educational Partnerships (must meet 4 of 5)

(i) The community college has active partnerships with regional high schools, intermediate school districts, and career-tech centers to provide instruction through dual enrollment, concurrent enrollment, direct credit, middle college, or academy programs.	GRCC currently maintains over 90 active partnerships with public, non-public, and charter high schools, intermediate school districts, technology centers, and collaborative homeschooling networks to facilitate dual enrollment opportunities. The college has eight active concurrent enrollment sites and eight early/middle college program partnerships in place. GRCC continues to partner with Grand Rapids Public Schools and Grand Rapids Community Foundation on Challenge Scholars at Union High School. This year, GRCC will work with the freshman, sophomore junior, and senior classes to prepare them for successful entry into GRCC or other higher education institutions.
(ii) The community college hosts, sponsors, or participates in enrichment programs for area K-12 students, such as college days, summer or after-school programming, or science Olympiad.	Grand Rapids Community College partners with The African American Male Achievement Conference (AAMAC) team. This year we hosted the 9th annual AAMAC! The event is a collaboration between the Urban League of Western Michigan, Grand Rapids Public Schools, Grand Rapids Community College, Grand Valley State University, and the City of Grand Rapids.

	The goal is to convene more than 1,000 African American young men from West Michigan and the State to engage them in workshops and other activities.
	GRCC has hosted the Latino Youth Conference for the last five years. The Latino Youth Conference aims to inspire Latinx students to pursue their education, demonstrate different career paths and embrace their identity. In February of 2024, GRCC hosted 800 8th grade students from 25 different area schools.
	In May of 2024, GRCC hosted GRPS Girls Youth Conference "Grade School to Grad School" a conference aimed to support young women in developing life skills, self-esteem, and career skills. Over 150 girls from GRPS attended.
	GRCC also partners with area K12 districts to provide opportunities for students to explore community college and post-secondary education options. Programs include middle college and concurrent enrollment, High School Open House at GRCC and tours, and Workforces Friday's - skilled trade specific career experiences.
(iii) The community college provides, supports, or participates in programming to promote successful transitions to college for traditional age students, including grant programs such as talent search, upward bound, or other activities to promote college readiness in area high schools and community centers.	GRCC implemented "Bridges to College – Raider Ready," a free 7-week in person summer program to help graduating high school seniors improve their math and writing skills to be more prepared for college. The program also provides coursework to target career and life skills. Bridges to College - Raider Ready is open to high school graduates who are planning to attend any college in the fall. GRCC Promise Zone provides post-secondary support within 11 area high schools which includes on-site FAFSA completion, assists with college visits, college app workshops, and high school specific GRCC orientation sessions. We regularly meet with students in the high schools through one-on-one and small group meetings, partnering with counseling departments to provide additional support and programming, as well as with classroom teachers.
(iv) The community college provides, supports, or participates in programming to promote successful transitions to college for new or reentering adult students, such as adult basic education, GED preparation and testing, or recruiting, advising, or orientation activities specific to adults.	GRCC provides a vibrant ESL Program to support adult learners in the area promoting post-secondary education, community resources, and career readiness. GRCC served 250 learners in 2023-2024. GRCC was a recipient of an "Immigrant Student Success Grant" from MCAN that has focused on the following: • The ESL Fast Track Workshops– The GRCC Fast Track workshop gives students the opportunity to test out of ESL classes that they no longer need (from a skills perspective). The fast track is literally speeding up the pace with which students' progress toward their broader educational goals, and students are likely going to be retained at higher rates.

	• Expanded ESL Tutorial Support–ESL students have academic challenges that are unique to them, particularly as they relate to the development of a second language. In addition, many of our ESL students are adults with families, jobs, and other vital responsibilities. Making our tutorial support available in the evenings and on weekends is an attempt to match this groups' schedules. Again, the work of the tutor is having a direct impact on the success of the ESL students. • ESL Faculty Reading Circle–These sessions largely focused on how to support ESL students to develop their voices, improve their linguistic accuracy, and connect their writing with lived experiences. This year, these sessions will be open to all GRCC faculty.
(v) The community college has active partnerships with regional 4-year colleges and universities to promote successful transfer, such as articulation, 2+2, or reverse transfer agreements or operation of a university center.	GRCC currently has 43 active partnerships with 4-year colleges and universities, including articulated programs and eight reverse transfer agreements. The articulated programs can be separated into the following categories, with the number of each indicated: • Articulated Pre-Majors (2+2 agreements): 24 • Articulated Pre-Majors (3+1 agreements): 2 • Articulated Pre-professional programs (3+1 agreements): 4 • Articulated Pre-professional programs (2+2 agreements): 1 • Articulated Career Programs (2+2 agreements): 4 In addition, GRCC promotes successful transfer through offering pre-majors in the following categories: • General Pre-Majors: 39 • General Pre-Professional Programs: 4
Category C: Community Services (must meet 4 of 5)	
(i) The community college provides continuing education programming for leisure, wellness, personal enrichment, or professional development.	GRCC provided 672 continuing education courses serving over 4,028 students. 32 Information Sessions and virtual career fairs were held for high school students in our region and 21 public high schools and13 youth non-profit organizations visited the Tassell MTEC and participated in career exploration activities. 59 older learners (senior learners over 55 years old) participated in fitness classes, water aerobics, wellness and mindfulness topics
(ii) The community college operates or sponsors opportunities for community members to engage in activities that promote leisure, wellness, cultural or personal enrichment such as community sports teams, theater or musical ensembles, or artist guilds.	The Albert P. Smith Music Center provides rehearsal space for the Grand Rapids Choir of Men and Boys. GRCC provides opportunities for community members to enroll in ensembles that meet at times that accommodate most work schedules. The Campus Band, Kent Philharmonic Orchestra, Percussion Ensemble, and Community Guitar Ensembles each meet one evening each week. In addition, all of our performing ensembles present multiple concerts and recitals each year that are reasonably priced and open to all.

	In addition, GRCC hosts an annual "Diversity Lecture Series" that features national speakers on a variety of topics. The 2023-2024 Diversity Lecture included a diverse selection of speakers that covered topics around disabilities, advocacy, belonging and the importance of representation on predominately white institutions. This year's speaker series included speakers such as: Kim Dabbs, Dr. Antija Allen and Justin T. Stewart, Melissa Harris-Perry, and Johnny Agar with the Team Agar Family. Speakers represented diverse populations including LatinX, Pride, Indigenous People, Women, and African-American/Black. Giant Awards and Banquet–Dr. Patricia Pulliam and Cedric Ward in 1983 created this event to recognize African Americans who are exceptional leaders who have shaped the history, quality of life, and the culture of our West Michigan communities. We stand on the shoulders of these giants and salute their accomplishments. We honor them, and look to inspire others to follow in their steps and be the leaders of tomorrow. Proceeds from the annual event benefit the Junior GIANT Scholarship and Milo M. Brown Memorial Scholarship
(iii) The community college operates public facilities to promote cultural, educational, or personal enrichment for community members, such as libraries, computer labs, performing arts centers, museums, art galleries, or television or radio stations.	GRCC operates the Collins Art Gallery and typically holds 4 separate visual arts shows. GRCC's Spectrum Theater is home not only to the College's Theater program, but also two community theater groups: Actor's Theater and Jewish Theater Grand Rapids. Both the Collins Art Gallery and Spectrum Theater have been venues for ArtPrize since its inception. The Linn Maxwell Keller Recital Hall is home to many of the small ensemble concerts and recitals. Recitals are always at no cost to the public and concerts are reasonably priced.
(iv) The community college operates public facilities to promote leisure or wellness activities for community members including gymnasiums, athletic fields, tennis courts, fitness centers, hiking or biking trails, or natural areas.	GRCC operates a gymnasium, a fitness center, and a free weight room that are all open to the public and are available for community use.
(v) The community college promotes, sponsors, or hosts community service activities for students, staff, or community members.	The College offers several opportunities throughout the year to promote community service. These include: • offering several courses with a service/volunteer component, • facilitating Martin Luther King Junior Day celebration activities, • several student organizations, clubs and athletic teams are active in our community, • a strong partnership with United Way employees can volunteer

	- the Alumni Association coordinates several opportunities for alumni to serve our community - several campus events that rely on volunteers such as hosting Information Stations, Raider Rally, and Commencement - we connect with our retirees to volunteer and support our work - students and staff can volunteer with our Student Food Pantry - Unique ways our Workforce Development Programs connect with our community such as the Nursing, Dental, and Occupational Therapy programs. - we often bring community organization on-campus to provide opportunities for students and employees to volunteer such as hosting blood drives - we recognize students who are active both on- and off-campus through the Student Leadership Banquet - employees have also volunteered as part of our Campus Beautification Day

Adopted this day of _September 16, 2024_

YEAS: _Lovelady Mitchell, Bruinsma, Siegel, Williams, Brame,_
Koetje, Lopez

NAYS: _none_

CERTIFICATION

I hereby certify that the forgoing is a true and complete copy of a resolution adopted by the Board of Trustees of the Grand Rapids Community College, County of Kent, State of Michigan, at a meeting held on September 16, 2024, the original of which is on file in my office and available to the public. Public notice of said meeting was given pursuant to and in compliance with the Open Meetings Act, Act No. 267 of the Public Acts of Michigan of 1976, including in the case of a special or rescheduled meeting, notice by posting at least eighteen (18) hours prior to the time set for said meeting.

GRAND RAPIDS COMMUNITY COLLEGE
State of Michigan

By _____
Brandy Lovelady Mitchell, Chairperson, Board of
Trustees

Countersigned:

By: _____
Daniel Williams, Secretary, Board of Trustees

Plan code	Row Labels	CIP	Full Time	Part Time	All[1]	% of total
003	Dual Enrollment/Concurrent Enrollment (003)	24.00	20	1033	1053	8.55%
006	General Studies, A.G.S. (006)	24.01	74	167	241	1.96%
007	Associate of Arts, A.A. (007)	24.01	1	7	8	0.06%
011	Associate of Science, A.S. (011)	24.01	0	2	2	0.02%
101	Pre-Business, A.A. (General) (101)	24.01	60	53	113	0.92%
102	Business Administration, A.B. (102)	52.01	114	270	384	3.12%
120	Child Development, A.A.A.S. (120)	19.07	10	28	38	0.31%
125	Marketing, A.B. (125)	52.18	44	62	106	0.86%
127	Management and Supervision, A.B. (127)	52.02	15	50	65	0.53%
128	Accounting, A.B. (128)	52.03	45	127	172	1.40%
133	Fast Track CDA Formal Training Hours, Certificate (133)	19.07	0	20	20	0.16%
134	Data Science, Certificate (134)	11.08	0	10	10	0.08%
147	Network Administration, A.A.A.S. (147)	11.09	20	56	76	0.62%
149	Computer Programming, A.A.A.S. (149)	11.02	41	83	124	1.01%
150	Pre-CyberSecurity, A.A. (General Transfer) (150)	24.01	32	26	58	0.47%
151	Culinary Arts, A.A.A.S. (151)	12.05	66	84	150	1.22%
152	Corrections, A.A.A.S. (152)	43.01	1	8	9	0.07%
153	Juvenile Services, A.A.A.S. (153)	43.01	10	19	29	0.24%
154	Addiction Studies, Certificate (154)	51.15	0	9	9	0.07%
156	Baking and Pastry Arts, Certificate (156)	12.05	10	36	46	0.37%
157	Culinary Arts, Certificate (157)	12.05	2	11	13	0.11%
158	Personal Chef, Certificate (158)	12.05	1	6	7	0.06%
159	Craft Brewing, Packaging, and Service Operations, Certificate (159)	52.09	2	6	8	0.06%
160	Web/UX Design and Development, A.A.A.S. (160)	11.08	30	67	97	0.79%
165	Computer Support Specialist, A.A.A.S. (165)	11.10	36	48	84	0.68%
166	CyberSecurity, Certificate (166)	11.10	13	39	52	0.42%
167	Artificial Intelligence Certificate (167)	11.01	0	2	2	0.02%
169	Supply Chain Operations Management, Certificate (169)	52.04	2	52	54	0.44%

170	Entrepreneurship, Certificate (170)	52.07	3	9	12	0.10%
171	Retail Management, Certificate (171)	52.02	0	83	83	0.67%
172	Corrections, Certificate (172)	43.01	0	7	7	0.06%
180	Child Development, A.A.A.S. (180)	19.07	11	31	42	0.34%
201	Pre-Art, A.A. (General) (201)	50.07	12	31	43	0.35%
212AM	Recording Technology, A.M. (212AM)	10.02	24	23	47	0.38%
215	Digital Audio Specialist, Certificate (215)	10.02	1	8	9	0.07%
220	Associate of Music, A.M. (220)	50.09	12	26	38	0.31%
250	Photography, A.F.A. (250)	50.06	9	30	39	0.32%
251	Fine Arts, A.F.A. (251)	50.07	27	61	88	0.71%
255	Interior Design, A.F.A. (255)	50.07	25	44	69	0.56%
305	Radiologic Technology, A.A.A.S. (305)	51.09	15	27	42	0.34%
340	Occupational Therapy Assistant, A.A.A.S. (340)	51.08	3	45	48	0.39%
361	Nursing, A.D.N. (361)	51.38	3	114	117	0.95%
369	ADV Stand Nursing, A.D.N. (369)	51.38	0	22	22	0.18%
371	Practical Nursing-In Class, Certificate (371)	51.39	0	60	60	0.49%
382	Cardiovascular Technology, A.A.A.S. (382)	51.09	22	2	24	0.19%
384	Magnetic Resonance Imaging (MRI), A.A.A.S. (384)	51.09	0	3	3	0.02%
386	Neurodiagnostic Technology, A.A.A.S.(386)	51.09	0	1	1	0.01%
388	Surgical Technology, A.A.A.S (388)	51.09	0	3	3	0.02%
392	Dental Assisting-FT, Certificate (392)	51.06	11	4	15	0.12%
393	Dental Assisting-FT, A.A.A.S. (393)	51.06	9	2	11	0.09%
394	Dental Hygiene, A.A.A.S. (394)	51.06	62	1	63	0.51%
395	Dental Assisting-PT, Certificate (395)	51.06	0	1	1	0.01%
396	Dental Assisting-PT, A.A.A.S. (396)	51.06	1	1	2	0.02%
402	Pre-Multimedia Journalism, A.A. (General) (402)	24.01	12	9	21	0.17%
420	Paraprofessional Education, A.A.A.S. (420)	13.15	0	2	2	0.02%
431	Pre-Theater, A.A. (General) (431)	24.01	7	18	25	0.20%
450	Pre-Computer Information Systems, A.A. (General) (450)	24.01	13	22	35	0.28%

452	Pre-Computer Science, A.A. (General) (452)	24.01	0	3	3	0.02%
500	Pre-Allied Health Science (Physical Therapy/Physician Assistant) A.A. (General Transfer) (500)	24.01	39	74	113	0.92%
522	Pre-English Literature, AA (522)	24.01	12	7	19	0.15%
523	Pre-Communication Studies, A.A. (General) (523)	24.01	11	19	30	0.24%
524	Pre-Writing, A.A. (General Transfer) (524)	24.01	10	17	27	0.22%
525	Pre-Criminal Justice, A.A. (General Transfer) (525)	24.01	49	53	102	0.83%
526	Pre-Gender Studies, A.A. (General Transfer) (526)	24.01	0	1	1	0.01%
527	Pre-French, A.A. (General Transfer) (527)	24.01	0	3	3	0.02%
528	Pre-Spanish, A.A. (General Transfer) (528)	24.01	4	4	8	0.06%
529	Pre-Psychology-Behavior Analysis, A.A. (General Transfer) (529)	24.01	3	5	8	0.06%
530	Pre-Psychology, A.A. (General) (530)	24.01	112	156	268	2.17%
531	Pre-Philosophy, A.A. (General Transfer) (531)	24.01	3	7	10	0.08%
532	Pre-Social Work, A.A. (General Transfer) (532)	24.01	61	95	156	1.27%
533	Pre-Anthropology, A.A. (General Transfer) (533)	24.01	4	6	10	0.08%
535	Pre-Political Science, A.A. (General Transfer) (535)	24.01	16	17	33	0.27%
536	Pre-Economics, A.A. (General Transfer) (536)	24.01	2	3	5	0.04%
537	Pre-Sociology, A.A. (General Transfer) (537)	24.01	12	18	30	0.24%
538	Pre-Geography, A.A. (General Transfer) (538)	24.01	1	5	6	0.05%
539	Pre-International Relations, AA (539)	24.01	2	4	6	0.05%
540	Pre-History, A.A. (General Transfer) (540)	24.01	9	18	27	0.22%
541	Pre-Global & International Studies, A.A. (General Transfer) (541)	24.01	1	1	2	0.02%
545	Pre-Geology, A.A. (General) (545)	24.01	3	2	5	0.04%
547	Pre-Computer Science, A.A. (General Transfer) (547)	24.01	62	54	116	0.94%

549	Pre-Physics, A.A. (General Transfer) (549)	24.01	8	7	15	0.12%
550	Pre-Biochemistry, A.A. (General) (550)	24.01	11	10	21	0.17%
551	Pre-Environmental and Sustainability Studies, A.A. (General Transfer) (551)	24.01	22	33	55	0.45%
552	Pre-Chemical Engineering, A.A. (General) (552)	24.01	6	4	10	0.08%
553	Pre-Engineering, AA (553)	24.01	62	68	130	1.06%
555	Pre-Cell and Molecular Biology, A.A. (General) (555)	24.01	11	11	22	0.18%
559	Pre-Neuroscience, A.A. (General Transfer) (559)	24.01	5	2	7	0.06%
560	Pre-Biology, A.A. (General Transfer) (560)	24.01	45	55	100	0.81%
570	Pre-Pharmacy, A.A. (General) (570)	24.01	15	11	26	0.21%
575	Pre-Exercise Science, A.A. (General) (575)	24.01	13	9	22	0.18%
580	Pre-Hospitality Management (Specialized Management), A.A. (FSU) (580)	24.01	2	5	7	0.06%
605	Pre-Master of Architecture, A.A. (Lawrence Technological University) (605)	24.01	3	4	7	0.06%
609	Pre-Manufacturing Engineering Technology, A.A. (FSU)	24.01	1	11	12	0.10%
610	Architectural Technology, A.A.A.S. (Ferris State University-Facility Management) (610)	04.09	1	7	8	0.06%
614	Architectural Technology, A.A.A.S. (Ferris State Univ-Construction Management) (614)	04.09	13	18	31	0.25%
616	Pre- Early Childhood Education, AA (Ferris State University) (616)	24.01	5	2	7	0.06%
617	Pre-Elementary Education, A.A. FSU (617)	24.01	24	23	47	0.38%
622	Music and Entertainment Business A.A. (3 + 1, Ferris State University) (622)	24.01	5	9	14	0.11%
625	Pre-Exercise Science-Aquinas, A.A. (625)	24.01	0	1	1	0.01%
626	Pre-Engineering Design Technology, A.A. (Western Michigan University) (626)	24.01	1	1	2	0.02%

627	Pre-Engineering Management Technology, A.A. (Western Michigan University) (627)	24.01	0	3	3	0.02%
628	Pre-Industrial & Entrepreneurial Engineering, A.A. (Western Michigan University) (628)	24.01	1	1	2	0.02%
630	Pre-Public Health, A.A. (Western Michigan University) (630)	24.01	2	3	5	0.04%
631	Music, A.M. (Western Michigan University) (631)	50.09	10	8	18	0.15%
632	Pre-Business Administration, A.A. (Western Michigan University) (632)	24.01	8	8	16	0.13%
633	Child Development, A.A.A.S. (WMU - Early Childhood General & Special Ed: Birth through Kindergarten)	19.07	0	2	2	0.02%
634	Child Development, A.A.A.S. (Western Michigan University - Family Science and Human Development)	19.07	3	4	7	0.06%
637	Pre-Recreation/Sport Management, A.A. (Western Michigan University) (637)	24.01	2	1	3	0.02%
638	Pre-Exercise Science, A.A. (Western Michigan University-Clinical Exercise Science) (638)	24.01	3	2	5	0.04%
639	Pre-Nutrition and Dietetics, A.A. (Western Michigan University) (639)	24.01	10	7	17	0.14%
643	Pre-Business, A.A. (Cornerstone University) (643)	24.01	2	1	3	0.02%
655	Pre-Mathematics, A.A. (General) (655)	24.01	8	10	18	0.15%
659	Pre-Exercise Science, A.A. (Grand Valley State University) (659)	24.01	2	4	6	0.05%
660	Pre-Business, A.A. (Grand Valley State University) (660)	24.01	93	87	180	1.46%
662	Pre-Exercise Science, A.A. (Grand Valley State University - Clinical Exercise Science) (662)	24.01	2	5	7	0.06%
663	Pre-Exercise Science-Health Fitness Instruction-GVSU, A.A. (663)	24.01	1	5	6	0.05%
664	Pre-Sport Management-GVSU, A.A. (664)	24.01	18	9	27	0.22%

667	Pre-Birth to Kindergarten, A.A. (Grand Valley State University) (667)	24.01	7	3	10	0.08%
668	Pre-Pedagogical Content Knowledge for Elementary Teaching + Educational Studies, A.A. (GVSU)	24.01	28	27	55	0.45%
670	Pre-Biology, A.A. (Aquinas College) (670)	24.01	3	2	5	0.04%
680	Pre-Biological Laboratory Science, A.A. (3+1, Davenport University) (680)	24.01	7	2	9	0.07%
685	Pre-Accounting, A.B. (3+1, Davenport University) (685)	52.03	28	44	72	0.58%
686	Pre-Business, A.B. (3+1, Davenport University) (686)	52.02	43	64	107	0.87%
687	Pre-Management, A.B. (3+1, Davenport University) (687)	52.03	17	22	39	0.32%
688	Pre-Marketing, A.B. (3+1, Davenport University) (688)	52.19	17	16	33	0.27%
701	Pre-Chemistry, A.A. (General) (701)	24.01	3	6	9	0.07%
798	Plastics-Polymer Engineering Technology, A.A.A.S. (Ferris State Univ-Plastics Eng Tech) (798)	15.06	0	3	3	0.02%
809	Law Enforcement, A.A.A.S. (809)	43.01	16	3	19	0.15%
817	Gerontology, Certificate (817)	19.07	0	1	1	0.01%
819	Police Academy, Certificate (819)	43.01	3	0	3	0.02%
848	Guest Student (848)	24.01	25	263	288	2.34%
850	Personal Interest (850)	12.00	27	378	405	3.29%
902	Welding Skills, Certificate	48.05	2	6	8	0.06%
903	Electrical Controls Engineering Technology, A.A.A.S. (903)	15.04	7	65	72	0.58%
904	Mechanical Design, A.A.A.S. (904)	15.13	19	52	71	0.58%
906	Electronics Engineering Technology, A.A.A.S. (906)	15.03	4	21	25	0.20%
908	Tooling and Manufacturing Technology, A.A.A.S. (908)	48.05	5	19	24	0.19%
912	Heating, Ventilation, AC/Refrigeration Technology, A.A.A.S. (912)	47.02	9	30	39	0.32%
916	Mechatronics- Basic Industrial Electricity, Certificate (916)	47.01	0	2	2	0.02%
918	Industrial Maintenance, Certificate (918)	47.03	0	22	22	0.18%

920	Tooling and Manufacturing Technology, Certificate (920)	48.05	0	2	2	0.02%
921	Automotive Technology, Certificate (921)	47.06	6	16	22	0.18%
922	Automotive Technology, A.A.A.S. (922)	47.06	33	38	71	0.58%
923	Electrical Controls/Mechatronics, Certificate (923)	15.04	2	23	25	0.20%
924	Heating, Ventilation, AC/Refrigeration Technology, Certificate (924)	47.02	9	19	28	0.23%
925	Architectural Technology, A.A.A.S. (925)	04.09	6	23	29	0.24%
926	Electronics Engineering Technology, Certificate (926)	15.03	0	8	8	0.06%
927	Pre-Photography, A.A. (General) (927)	50.07	5	6	11	0.09%
928	Mechanical Design, Certificate (928)	15.13	1	4	5	0.04%
931	Welding, Certificate (931)	48.05	1	16	17	0.14%
932	Welding Technology, A.A.A.S. (932)	48.05	17	36	53	0.43%
935	Plastics-Polymer Engineering Technology, A.A.A.S. (935)	15.06	0	2	2	0.02%
940	Quality Science, Certificate (940)	15.07	0	8	8	0.06%
942	Automotive Maintenance and Light Repair, Certificate (942)	47.06	1	2	3	0.02%
945	Plastics-Polymer Engineering Technology, Certificate (945)	15.06	0	1	1	0.01%
954	Manufacturing Apprenticeship, Certificate (954)	15.06	1	337	338	2.74%
970	Computer Numeric Control (CNC) Programming Certificate (970)	48.05	0	7	7	0.06%
972	Energy Technician, Certificate (972)	46.03	1	17	18	0.15%
985	Industrial Maintenance Technology, A.A.A.S. (985)	47.03	3	21	24	0.19%
P01	Pathway Degree with Business Concentration, A.A. (P01)	24.01	291	296	587	4.76%
P02	Pathway Degree with Health and Exercise Sciences Concentration, A.A. (P02)	24.01	415	1160	1575	12.78%
P03	Pathway Degree with Human Services, Education, and Social Sciences Concentration, A.A. (P03)	24.01	132	197	329	2.67%

P04	Pathway Degree with Manufacturing and Applied Technology Concentration, A.A. (P04)	24.01	30	102	132	1.07%
P05	Pathway Degree with Math, Science, and Engineering Concentration, A.A. (P05)	24.01	168	201	369	2.99%
P06	Pathway Degree with Music and Theater Concentration, A.A. (P06)	24.01	26	36	62	0.50%
P07	Pathway Degree with Culinary Arts, Hospitality, and Brewing Concentration, A.A. (P07)	24.01	11	37	48	0.39%
P08	Pathway Degree with Art, Architecture, and Mechanical Design Concentration, A.A. (P08)	24.01	97	121	218	1.77%
P09	Pathway Degree with Humanities, English, Language, & Communication Studies Concentration, A.A. (P09)	24.01	55	90	145	1.18%
P10	Pathway Degree with Computer Information Systems Concentration, A.A. (P10)	24.01	96	142	238	1.93%
P11	Pathway Degree with Education and Child Development Concentration, A.A. (P11)	24.01	74	72	146	1.18%
P12	Pathway Degree with Public Service Concentration, A.A. (P12)	24.01	49	42	91	0.74%
P13	Pathway Degree with Social and Behavioral Sciences Concentration, A.A. (P13)	24.01	101	429	530	4.30%

[1] *Information was collected from PeopleSoft on Count Date*
[2] *Report authored by Institutional Research on September 17, 2024*

Degrees and Certificates
Students may earn the following degrees and certificates:

- Associate of Applied Arts & Sciences
- Associate of Arts
- Associate of Business
- Associate of Music
- Associate of Nursing
- Associate of Fine Arts
- Associate of General Studies
- Certificate
- Advanced Certificate

Academic Programs and Pathways

Art, Architecture, and Mechanical Design The Art, Architecture, and Mechanical Design Pathway is a good fit for creative students who enjoy developing new ideas, collaboration, designing products, and developing new skills. Academic programs in this pathway can lead to careers in mechanical or architectural design, art and design, photography, and fine arts among others.

- *Pathway Degree with Art, Architecture, and Mechanical Design Concentration, A.A.*

  Mechanical & Architectural Design
  Architectural Technology, A.A.A.S.
  Mechanical Design Certificate
  Mechanical Design, A.A.A.S.

  Visual Arts Programs
  Fine Arts, A.F.A.
  Interior Design, AFA
  Photography, A.F.A
  Pre-Art, A.A
  Pre-Photography, A.A.

Business

The Business Pathway is an option for students who have good communication and interpersonal skills, are organized and efficient, and enjoy finding creative solutions to solve problems. Academic programs in the Business Pathway can lead to careers in areas such as accounting, management, sales, marketing, human resources, supply chain, and entrepreneurship. This pathway also serves those who would like to start their own business.

- *Pathway Degree with Business Concentration, A.A.*

  Business Programs
  Accounting, A.B.
  Business Administration, A.B.
  Entrepreneurship Certificate
  Management & Supervision, A.B.
  Marketing, A.B.
  Retail Management Certificate
  Supply Chain Operations Management, Certificate
  Pre-Business, A.A

Computer Information Systems

The Computer Information Systems Pathway is a good fit for detail-oriented students who work well on teams, are adaptable to an ever-changing environment, and enjoy working with computers. Academic programs in this pathway can lead to careers in network systems, programming, software development, web design and development, hardware maintenance, and cyber security among others. Various professional certifications are also available.

- *Pathway Degree with Computer Information Systems Concentration, A.A.*

  Computer Applications Programs
  Artificial Intelligence, Certificate
  Computer Programming, A.A.A.S
  Computer Support Specialist, A.A.A.S
  CyberSecurity, Certificate
  Data Science, Certificate
  Web/UX Design and Development, A.A.A.S
  Network Administration, A.A.A.S
  Pre-Computer Information Systems, A.A.
  Pre-Computer Science, A.A.
  Pre-Cyber Security, A.A.

Culinary Arts, Hospitality, and Brewing

The Culinary Arts, Hospitality and Brewing Pathway is a good fit for energetic students who work well on teams, are flexible and organized, and want to work in an environment where art converges with science, and talent melds with technique. Academic programs in this pathway can be a gateway to exciting careers in culinary arts, tourism, hospitality, and brewing among others.

- *Pathway Degree with Culinary Arts, Hospitality, and Brewing Concentration, A.A.*

  Secchia Institute for Culinary Education
  Baking and Pastry Arts Certificate
  Craft Brewing, Packaging and Service Operations Certificate
  Culinary Arts, Certificate
  Culinary Arts, A.A.A.S.
  Personal Chef, Certificate

Education and Child Development

The Education and Child Development Pathway is a good option for students who are enthusiastic for learning, value inquiry, and have strong interpersonal skills enabling them to develop respectful relationships with children and families. Academic programs in this area can lead directly to careers in early childhood care and education, work as classroom assistants or paraprofessionals as well as those that require further education such as certified teacher, family services roles, or child life specialist.

- *Pathway Degree with Education and Child Development Concentration, AA*

  Education and Child Development
  Child Development, A.A.A.S.
  Fast Track CDA Formal Training Hours Certificate
  Paraprofessional Education (MTA), A.A.A.S.
  Child Development (MTA Eligible), A.A.A.S

Health and Exercise Sciences
The Health and Exercise Sciences Pathway is an option for energetic students who have good interpersonal skills, enjoy science, and care about the well-being of others. Academic programs in this pathway can lead to professions like occupational therapy assistant, nurse, dental hygienist or assistant, and radiologic technologist as well as provide preparation for transfer into programs related to exercise science and health professions such as physician assistant and occupational and physical therapist. *Students interested in Medical, Dental, Veterinary, or Pharmacy School should select the Math, Science, and Engineering Pathway.*

- *Pathway Degree with Health and Exercise Sciences Concentration, A.A.*

  <u>*Health Programs*</u>
  Anesthesia Technology, A.A.A.S
  Anesthesia Technology, Certificate
  Cardiovascular Technology, A.A.A.S
  Cardiovascular Technology, Certificate
  Computer Tomography (CT) Technologist, Certificate
  Dental Assisting Certificate
  Dental Assisting, A.A.A.S.
  Dental Hygiene, A.A.A.S.
  Nursing, A.D.N.
  Practical Nursing Certificate
  Occupational Therapy Assistant, A.A.A.S
  Magnetic Resonance Imaging (MRI) Technology Certificate
  Magnetic Resonance Imaging (MRI) A.A.A.S
  Neurodiagnostic Technology, Certificate
  Neurodiagnostic Technology, A.A.A.S
  Radiologic Technology, A.A.A.S.
  Sterile Processing Technology, Certificate
  Surgical Technology, A.A.A.S

  <u>*Exercise Science*</u>
  Pre-Exercise Science, A.A.

  <u>Physical Science Programs</u>
  Pre-Allied Health Science (Physical Therapy/Physician Assistant), A.A.

Humanities, English, Language, and Communication Studies
The Humanities, English, Language, and Communication Studies Pathway fits well for students who think critically and creatively and enjoy writing, speaking, research, and engaging in broader conversations with academic, community, and professional audiences. Academic programs in this pathway can lead to diverse careers in public relations, human resources, the law, editing, writing, and journalism, as well as careers in public service and the non-profit sector. Graduates with these skills are in high demand by employers in a variety of fields and in graduate professional programs.

- *Pathway Degree with Humanities, English, Language, and Communication Studies Concentration, A.A.*

  <u>*English*</u>
  Pre-English Literature, A.A
  Pre-Writing, A.A.

Language and Thought Programs
Pre-Communication Studies, A.A.
Pre-French, A.A.
Pre-Multimedia Journalism (General), A.A.
Pre-Philosophy, A.A.
Pre-Spanish, A.A.

Manufacturing and Applied Technology

The Manufacturing and Applied Technology Pathway is a good fit for hands-on, detail-oriented students with communication, reasoning, and troubleshooting skills who enjoy working with computers, machinery and other types of technology. Academic programs in this pathway can lead to careers in electronics, tooling, manufacturing, automotive technology, HVAC, industrial maintenance, welding, plastics, and quality science among others.

- *Pathway Degree with Manufacturing and Applied Technology Concentration, A.A.*

Applied Technology Programs
Automation, Certificate
Electrical Controls Engineering Technology, A.A.A.S
Electrical Controls/Mechatronics Certificate
Electronics Engineering Technology Certificate
Electronic Engineering Technology A.A.A.S.
Energy Technician Certificate
Heating, Ventilation, Air Conditioning/ Refrigeration Technology Certificate
Heating, Ventilation, Air Conditioning/ Refrigeration Technology, A.A.A.S.
Industrial Maintenance Certificate
Industrial Maintenance Technology, A.A.A.S.
Integration Automation, Certificate
Mechatronics-Basic Industrial Electricity Certificate

Automotive Programs
Automotive Technology Certificate
Automotive Maintenance and Light Repair Certificate
Automotive Technology, A.A.A.S.

Manufacturing Programs
Computer Numeric Control (CNC) Programming Certificate
Manufacturing Apprenticeship Certificate
Machine Tool Certificate
Quality Science Certificate
Plastics-Polymer Engineer Technology, A.A.A.S
Plastics-Polymer Engineer Technology Certificate
Tooling & Manufacturing Technology Certificate
Tooling & Manufacturing Technology, A.A.A.S.
Welding Skills Certificate
Welding Certificate
Welding Technology, A.A.A.S.

Math, Science, and Engineering
The Math, Science, and Engineering Pathway is a good option for students who are creative, curious about the natural world, and enjoy rigorous coursework and hands-on laboratory experiences. Academic programs in this pathway can lead to careers in mathematics, the biological and physical sciences, or engineering as well as professional careers like pharmacy, medicine, and dentistry.

- *Pathway Degree with Math, Science, and Engineering Concentration, A.A.*

  Biological Sciences Programs
  Pre-Biology, A.A.

  Math
  Pre-Engineering, A.A.
  Pre-Mathematics, A.A.

  Physical Science Programs
  Pre-Allied Health Science (Physical Therapy/Physician Assistant), A.A.
  Pre-Biochemistry, A.A
  Pre-Cell and Molecular Biology, A.A
  Pre-Chemical Engineering, A.A.
  Pre-Chemistry, A.A.
  Pre-Environmental and Sustainability Studies, A.A
  Pre-Geology, A.A.
  Pre-Pharmacy, A.A.
  Pre-Physics, A.A.

Music and Theater
The Music and Theater Pathway is a good option for students who strive to be creative, hardworking, collaborative, and motivated, and have a passion for music or theater. Academic programs in this pathway can lead to careers in music education, therapy, production, or composition as well as performance and conducting among others. Careers in theater include acting, theater management, scenographer, education, directing, and a host of others. All students are invited to participate in music and theater courses at GRCC.

- *Pathway Degree with Music and Theater Concentration, A.A.*

  Music Programs
  Associate of Music, A.M.
  Digital Audio Specialist Certificate
  Recording Technology, A.M.

  Theater Programs
  Pre-Theater, A.A.

Public Service
The Public Service Pathway is an excellent option for students who have a desire to help improve individual lives and as well as society as a whole. Academic programs in this pathway can lead to careers in law enforcement, substance abuse counseling, corrections, juvenile services, private investigation, or security

among others. Careers in public service are growing fast, and qualified people
who have a desire to serve our citizenry are in high demand.

- *Pathway Degree with Public Service Concentration, A.A.*

Criminal Justice Programs
Addiction Studies Certificate
Corrections Certificate
Corrections, A.A.A.S.
Juvenile Services, A.A.A.S.
Law Enforcement, A.A.A.S.
Police Academy Certificate
Sheriff's Corrections Academy Certificate
Pre-Criminal Justice, A.A.

Social and Behavioral Sciences
The Social and Behavioral Science Pathway is a good option for students who are thoughtful and enjoy
using research-based methods to examine the human condition from various perspectives including the
study of individuals, communities, institutions, social structure, and culture. Academic programs in this
pathway can lead directly to careers in the private and public sectors as well as those that require
further education such as law, historic preservation, geographic information systems, archeology,
economics, social work, psychology, and counseling among many others.

- *Pathway Degree with Social and Behavioral Sciences Concentration, AA*

Psychology Programs
Gerontology Certificate
Pre-Neuroscience, A.A.
Pre-Psychology, A.A.
Pre-Psychology-Behavior Analysis, A.A.
Pre-Social Work, A.A

Social Science
Pre-Anthropology, A.A
Pre-Economics, A.A.
Pre-Gender Studies, A.A.
Pre-Geography, A.A.
Pre-Global and International Studies, A.A.
Pre-History, A.A.
Pre-International Relations, A.A.
Pre-Political Science, A.A.
Pre-Sociology, A.A.

**The following academic programs have formal and specific transfer agreements for students who plan
to start at GRCC and transfer to specific institution and study a specific program:**
Architectural Technology, A.A.A.S (Ferris State University - Construction Management)
Architectural Technology, A.A.A.S (Ferris State University – Facility Management)
Child Development, A.A.A.S (Western Michigan University-Family Science and Human Development)
Child Development, A.A.A.S (Western Michigan University-Early Childhood and Special Education: Birth
through Kindergarten)

Music, A.M. (Western Michigan University)
Plastics-Polymer Engineering Technology, A.A.A.S. (Ferris State University - Manufacturing Engineering Technology)
Plastics-Polymer Engineering Technology, A.A.A.S (Ferris State University - Plastics Engineering Technology)
Pre-Accounting, A.B. (3+1, Davenport University)
Pre-Birth to Kindergarten, A.A. (Grand Valley State University)
Pre-Biology, A.A. (Aquinas College)
Pre-Biological Laboratory Science, A.A. (3+1, Davenport University)
Pre-Business, A.A. (Cornerstone University)
Pre-Business, A.A. (Grand Valley State University)
Pre-Business, A.B. (3+1, Davenport University)
Pre-Business Administration, A.A. (Western Michigan University)
Pre-Elementary Education, A.A. (Ferris State University)
Pre-Early Childhood Education, A.A. (Ferris State University)
Pre-Engineering Design Technology, A.A. (Western Michigan University)
Pre-Engineering Management Technology, A.A. (Western Michigan University)
Pre-Exercise Science, A.A. (Aquinas College)
Pre-Exercise Science, A.A. (Grand Valley State University
Pre-Exercise Science, A.A. (Western Michigan University-Applied Exercise Science)
Pre-Exercise Science, A.A. (Western Michigan University-Clinical Exercise Science)
Pre-Hospitality Management, (Specialized Management), A.A. (Ferris State University)
Pre-Industrial & Entrepreneurial Engineering, A.A. (Western Michigan University)
Pre-Management, A.B. (3+1, Davenport University)
Pre-Manufacturing Engineering Technology, A.A. (Ferris State University)
Pre-Manufacturing Engineering Technology, A.A. (Western Michigan University)
Pre-Marketing, A.B. (3+1, Davenport University)
Pre-Master of Architecture, A.A. (Lawrence Technological University)
Pre-Music and Entertainment Business A.A. (Ferris State University)
Pre-Nutrition and Dietetics, A.A. (Western Michigan University)
Pre-Pedagogical Content Knowledge for Elementary Teaching & Educational Studies, A.A. (Grand Valley State University)
Pre-Public Health, AA (Western Michigan)
Pre-Sports Management, A.A. (Grand Valley State University)
Pre-Recreation/Sports Management, A. A. (Western Michigan University)

Grand Rapids Community College
October 3, 2024

* Replacement cost provided by GRCC

Building	2024 Assessment Estimate	2024 Building Replacement Cost*	Facility Condition Index
Administration Building	$ 2,107,589	$ 5,977,700	35.3%
Applied Technology Center	$ 4,583,399	$ 96,039,500	4.8%
Bungalow (Carriage House)	$ 444,188	$ 718,370	61.8%
Calkins Science Center	$ 1,447,926	$ 67,073,060	2.2%
Chiller Plant	$ 168,963	$ 4,971,770	3.4%
College Park Plaza & Parking Ramp	$ 1,389,344	$ 16,966,940	8.2%
Cook Academic Hall & Parking Ramp	$ 3,948,404	$ 53,754,530	7.3%
Custer Alumni House	$ 217,819	$ 1,385,060	15.7%
Ford Fieldhouse	$ 416,435	$ 27,146,110	1.5%
Lakeshore Campus	$ 6,871	$ 15,211,380	0.0%
Music Center	$ 184,141	$ 13,727,850	1.3%
Phyllis Fratzke Early Childhood Learning Lab	$ 292,701	$ 7,012,270	4.2%
Raleigh J. Finkelstein Hall	$ 2,870,950	$ 92,764,110	3.1%
Ramp A/Bostwick Office Suite	$ 1,836,295	$ 58,524,800	3.1%
Ramp B/Facilities/GRCC Police	$ 1,134,386	$ 25,713,110	4.4%
Ramp C	$ 456,733	$ 7,246,400	6.3%
Sneden Hall	$ 1,758,221	$ 29,116,070	6.0%
Spectrum Theater	$ 1,109,860	$ 12,503,510	8.9%
Steven C Ender Hall	$ 199,648	$ 2,752,390	7.3%
Student Center	$ 3,462,655	$ 27,187,140	12.7%
Tassell MTEC	$ 1,888,082	$ 27,382,840	6.9%
White Hall	$ 1,735,078	$ 5,901,810	29.4%

Total   **$ 31,659,688**   **$ 599,076,720**   **5.3%**

Grand Rapids Community College
Deferred Maintenance Forecast
October 8, 2024

Building	2024	2025	2026	2027
Administration Building	$ 2,107,589	$ 2,196,108	$ 2,288,344	$ 2,384,455
Applied Technology Center	$ 4,583,399	$ 4,775,902	$ 4,976,490	$ 5,185,503
Bungalow (Carriage House)	$ 444,188	$ 462,844	$ 482,284	$ 502,540
Calkins Science Center	$ 1,447,926	$ 1,508,738	$ 1,572,105	$ 1,638,134
Chiller Plant	$ 168,963	$ 176,059	$ 183,454	$ 191,159
College Park Plaza & Parking Ramp	$ 1,389,344	$ 1,447,697	$ 1,508,500	$ 1,571,857
Cook Academic Hall & Parking Ramp	$ 3,948,404	$ 4,114,237	$ 4,287,035	$ 4,467,091
Custer Alumni House	$ 217,819	$ 226,967	$ 236,500	$ 246,433
Ford Fieldhouse	$ 416,435	$ 433,925	$ 452,150	$ 471,141
Lakeshore Campus	$ 6,871	$ 7,159	$ 7,460	$ 7,773
Music Center	$ 184,141	$ 191,875	$ 199,934	$ 208,331
Phyllis Fratzke Early Childhood Learning Lab	$ 292,701	$ 304,995	$ 317,805	$ 331,152
Raleigh J. Finkelstein Hall	$ 2,870,950	$ 2,991,530	$ 3,117,175	$ 3,248,096
Ramp A/Bostwick Office Suite	$ 1,836,295	$ 1,913,419	$ 1,993,783	$ 2,077,521
Ramp B/Facilities/GRCC Police	$ 1,134,386	$ 1,182,030	$ 1,231,675	$ 1,283,406
Ramp C	$ 456,733	$ 475,915	$ 495,904	$ 516,732
Sneden Hall	$ 1,758,221	$ 1,832,066	$ 1,909,013	$ 1,989,191
Spectrum Theater	$ 1,109,860	$ 1,156,474	$ 1,205,046	$ 1,255,658
Steven C Ender Hall	$ 199,648	$ 208,033	$ 216,770	$ 225,875
Student Center	$ 3,462,655	$ 3,608,087	$ 3,759,627	$ 3,917,531
Tassell MTEC	$ 1,888,082	$ 1,967,381	$ 2,050,011	$ 2,136,111
White Hall	$ 1,735,078	$ 1,807,952	$ 1,883,886	$ 1,963,009
Grand Total	**$ 31,659,688**	**$ 32,989,395**	**$ 34,374,950**	**$ 35,818,698**