



GRAND RAPIDS COMMUNITY COLLEGE

OCTOBER 2025 **CAPITAL OUTLAY** REPORT

Approved by BOT 10/20/2025



GRCC

10/20/2025

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Section 1 - Mission Statement

The Grand Rapids Board of Education founded Grand Rapids Junior College (GRJC) in 1914 following a resolution by the University of Michigan faculty that encouraged the establishment of junior colleges in Michigan. 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.

Grand Rapids Junior College (GRJC) became Grand Rapids Community College in 1991 after a vote by residents to separate the college from the Grand Rapids school district, allowing it to become an independent institution with its own elected Board of Trustees. 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 to 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 2025 is serving more than 1000 students.

GRCC's open-access enrollment policy means that the institution serves students with a wide 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 28% of GRCC's Fall 2025 enrollment.

GRCC has successfully utilized a large group engagement process for strategic planning for more than 25 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
<p>Excellence – We commit to the highest standards in our learning and working environments.</p> <p>Diversity – We create an inclusive, welcoming, and respectful environment that recognizes the value, diversity, and dignity of each person.</p> <p>Responsiveness – We anticipate and address the needs of students, colleagues, and community.</p> <p>Innovation – We seek creative solutions through collaboration, experimentation, and adaptation.</p> <p>Accountability – We set benchmarks and outcomes to frame our decision-making, measure our performance, and evaluate our results.</p> <p>Sustainability – We use resources in responsible ways to achieve equity across our social, economic, and environmental practices and policies.</p> <p>Respect – We treat others with courtesy, consideration and civility.</p> <p>Integrity – We commit to GRCC values and take personal responsibility for our words and actions.</p>

Strategic Plan - 2023 – 2028

The GRCC Board of Trustees initially approved the current Strategic Plan framework on June 13, 2022, following recommendations from the 2021-22 Strategic Leadership Team (SLT). This

framework was updated in 2022-23 and formally approved as the 2023-28 Strategic Plan by the Board in May 2023. The plan includes five Goals, 18 Priorities, and 27 active Strategic Initiative (SI) Teams, all driven by the college's dedicated staff, faculty, and administration. As a living document, the plan is continually shaped by SLT, which ensures it adapts to changing needs and circumstances. Significant progress was made during the 2024-25 academic year, and the SI Teams will report their findings, activities, and recommendations at monthly SLT meetings throughout the 2025-26 academic year. Success is measured through key metrics such as enrollment, retention, completion, and both employee and community engagement. Baselines have been established for each metric, with growth targets set to achieve ambitious, yet feasible, improvements. Ultimately, the 2023-28 Strategic Plan is designed to improve the services GRCC provides to students and the broader West Michigan community.

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.
- Enhance academic and student services at the Lakeshore Campus.
- 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 GRCC's Mission *to 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. GRCC's offerings provide meaningful academic experiences that align with educational and industry standards, preparing students for the next steps in their academic and career journeys. 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 acquire the competencies necessary to succeed in the future they help create. To reach this goal, courses, programs, and services are developed and 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 programs, structured course and program development and revision processes, 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 (Business and Industry, Liberal Arts, Health Sciences, STEM, and Workforce Training) conduct reviews of faculty to ensure that a minimum of 9 hours of professional development have been completed each year. 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 Faculty Learning Day, the New Faculty Institute, and the Online-Hybrid Certification Course (OHCC).

GRCC's course formats and credit hour requirements are defined in the Course Format and Credit Hour 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.

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 Review Team to confirm that they will serve as a general education course upon transfer to benchmarked institutions, are aligned with the correct distribution area, and fulfill 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 of 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 Canvas learning management system. The Learning Environment 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 165 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 followings:

- 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 learning outcomes 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 Student Affairs unit includes a wide range of services and supports focused on enhancing student access, retention, completion, transfer, and workforce preparedness. Student Affairs' faculty and staff continually seek to improve existing student programming, while developing new support services to reduce barriers to student success and best address the ever-changing needs of prospective, new, and returning students.

Our continuous improvement practices have led to:

- Ongoing integration of technology resources
- Improved use of data to inform service delivery decisions
- Expansion of services and programming

All with the overarching goal of improving student engagement, satisfaction, and success.

GRCC recognizes the need to continue to reduce barriers to access. For this reason, we are actively exploring the potential to extend direct admission to certain student cohorts in collaboration with K-12 and four-year partners. We also understand the importance of intentional, targeted, and just in time communication to engage with and address student needs. We recently introduced a new, technologically robust customer relationship management system (Element 451) to enhance communications with both prospective and current students. In the year ahead, we also expect to begin re-envisioning our new student orientation services to provide more customized support for specific cohorts, such as veteran, post-traditional, and English language learner students. This will likely be accomplished in part by leveraging new technology solutions.

GRCC continues to rely on our student success management system platform (Navigate) and predictive analytics to proactively identify needs and coordinate referrals and customized interventions across multiple academic and service departments in support of students. We also participate in nationally recognized surveys such as the Healthy Minds Study and The Hope Center's Student Basic Needs Survey, as well as gain insights from student focus groups and forums, to help us better understand and help address the barriers to success our students face. In the last year, these and other data have led us to increase the number of licensed counselors in our Center for Counseling and Well-being and expand crisis counseling services. GRCC has also introduced a health clinic for our students in October 2025. Clinicians will provide services on a drop in and appointment basis twice weekly. Students will also have access to online appointments from 7:00am to 9:00pm seven days per week - excluding major holidays.

In 2024-25, GRCC began the process of re-envisioning our academic advising services to ensure that all students have regular and ongoing access to their advisors and experience consistent, equitable, and truly holistic advisement. To help realize this goal, GRCC has recently increased the number of full-time academic advising positions. In the year ahead, we will also align advisor caseloads based on the college's Academic Pathways, develop a comprehensive professional learning plan and toolkit for advisors, and introduce the use of a consistent and comprehensive academic advising syllabus.

Input from our community partners has also influenced our recent decision to stand up a Center for Career and Professional Readiness beginning in Fall 2025. Working in close collaboration with academic advisors, classroom faculty, and outside business partners, this center will help students identify professional and personal career goals; enhance their job placement, job readiness, employability skills; and provide opportunities to participate in internships and advanced career exploration supported through employer connections and community partners.

As evidenced by the above examples, Student Affairs continuously explores opportunities to improve partnerships, leverage data and technology, and implement innovative programming to support our students' success.

2. *Support for Underprepared Students*

To ensure student success and timely completion of educational plans, GRCC provides integrated academic instruction and comprehensive support services. Over the past five years, GRCC has enacted dramatic changes in its developmental education curriculum to better meet the diverse needs of students. These changes include:

- Integrated Coursework: Combining reading and writing into a single course.
- Co-requisite Enrollment: Requiring students who need lower-level writing and mathematics to enroll in both the support (developmental) and college-level course during the same semester.
- Enhanced Support: Providing additional tutorial assistance in reading, writing, and math.

Ongoing Program Improvement: GRCC's commitment to student success is an ongoing process. Following two years of data from the co-requisite model, faculty are proactively assessing and reviewing the program to further improve student outcomes, including a potential new mathematics course and adjusted placement.

GRCC intends to implement Learning Communities (LCs) in the coming academic year. LCs are one of the nationally recognized high-impact learning practices and can be offered as cohort-based, interdisciplinary models where a small group of students shares courses and works collaboratively, with faculty intentionally providing for integrated classroom learning and out-of-class, co-curricular experiences. This approach builds strong relationships among students, faculty, and staff, helping students apply ideas across disciplines and connect academics to real life. LCs are a proven strategy for fostering student belonging and engagement, combating fragmented knowledge, and achieving key institutional goals like improving student retention and increasing degree 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.

GRCC successfully transitioned to the Canvas Learning Management System in support of online, hybrid, virtual, and face-to-face courses, as of 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. Three

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 2025, 11 classrooms have additional technology for HyFlex delivery, allowing us to develop offerings for 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 video of the lecture to review the learning, and communicate with the professor and other classmates via Canvas. 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; "Zoom rooms" provide a private space for students to participate in a virtual meeting; 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 incoming students to improve their overall college readiness, while also enrolling in two courses for credit during the summer semester. Bridges to College - Raider Ready, a free nine-week, co-curricular program, offers the educational preparation needed for success in post-secondary education. This program connects students with navigators, tutors, faculty, and other resources on the Grand Rapids and Lakeshore campuses. Fun activities, including visits to area organizations, are also interspersed throughout the experience to enhance team building and a sense of belonging. Students have the opportunity to earn a \$500 stipend toward future college expenses, if they participate in all aspects of the program and achieve at least 75% attendance. GRCC also provides textbooks, learning materials, laptop loaners, meals, and bus passes. While initially designed to support recent high school graduates, moving forward the program also will be open to post-traditional students returning to college and to English language learners.

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 Direct Support Professional. We offer seven credit programs within the School of Health Sciences, including an Associate Degree in Nursing, Practical Nursing, Cardiovascular Technology, 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 and Neurodiagnostic Technology.

Science, Technology, Engineering, and Mathematics (STEM)

The Computer Information Systems Department developed 3 new programs for the 2025-26 academic year:

1. Artificial Intelligence (AI) A.A.A.S.: The program offers a robust curriculum that includes courses such as Introduction to Artificial Intelligence, Machine Learning, Natural Language Processing, Computer Vision, and AI for Cybersecurity. These courses provide students with essential skills in programming, data analysis, and AI technologies while emphasizing practical applications across various industries. The program also integrates Applied Ethics for AI to ensure students understand and address the societal and ethical implications of AI technologies. With a focus on experiential learning, students will engage in real-world projects and collaborative problem-solving, gaining valuable industry-relevant experience. Graduates of the program will be equipped to pursue entry-level roles in AI, such as machine learning technician, AI analyst, or cybersecurity specialist, or continue their education in advanced AI and computer science programs. This degree

empowers students to thrive in the rapidly growing AI sector while contributing to the responsible and equitable advancement of technology.

2. **Data Science A.A.A.S:** This program prepares students for careers in the high-demand field of data analytics by equipping them with both foundational and practical skills. Core courses such as Introduction to Data Science, Programming for Data Science, Statistics, and Applied Data Science provide students with essential knowledge in data manipulation, statistical analysis, and computational techniques. Through these courses, students develop the ability to extract insights from complex datasets and apply data-driven solutions across a variety of industries. The program emphasizes hands-on learning, including real-world projects and collaborative problem-solving, to ensure students gain practical experience with industry-standard tools and methodologies. Graduates will be prepared for entry-level roles in data analytics, business intelligence, and related fields or may choose to continue their education in advanced data science or analytics programs. This degree empowers students to contribute meaningfully to the data-driven decision-making processes shaping today's world while maintaining a strong ethical perspective on data use.
3. **Cloud Computing Certificate** –The Cloud Computing certificate is designed to equip students with the foundational skills and knowledge required for working with technologies used by major cloud service providers (CSPs), especially Amazon Web Services (AWS). Students will develop expertise in cloud infrastructure, deployment, management, and security through hands-on learning and real-world applications. This program prepares students for entry-level cloud computing roles and is aligned with some of the most popular industry certifications, such as CompTIA Cloud+ and AWS Certified Cloud Practitioner. The certificate emphasizes industry-standard tools and platforms, fostering both technical competency and the problem-solving abilities essential for today's IT professionals.

The Physical Sciences Department worked with two area institutions to create Articulated programs in the following two areas:

1. **Pre-Environmental and Sustainability Studies, A.A. (Grand Valley State University)** – This program provides direction for students who want to pursue further studies at Grand Valley State University.
2. **Pre-Optometry A.A.A.S. (Ferris State University)** - This program includes a large portion of the course requirements for students to apply to the College of Optometry.

Education

The Education Department worked with Western Michigan on an Articulated agreement for this area: Pre-Early Childhood Pre-General and Special Education & Lower Elementary Education: Birth through Grade 3, A.A.

Construction and Public Works

GRCC has continued to meet the needs of over 400 construction firms, ten municipalities, and subcontracting organizations. GRCC's partnerships with the West Michigan Works Workforce Board and their construction sector workgroup, and the City of Grand Rapids created a US DOL registered Landscaping Apprenticeship program. This new program and the Public Works academy are related to the River Restoration projects. 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 175 companies with over 880 electrical apprentices.

Public Safety Training

In response to needs expressed by local law enforcement and corrections, as well as other public safety agencies, GRCC enhanced programming to meet the education and training needs in the areas of:

- Police Academy Regional Track Training
- Corrections Officer Training

The Regional Track Police Academy is a short term training that law enforcement agencies send newly hired officers to for hands-on training and classroom instruction to pass MCOLES. The corrections officer training is short term training with a curriculum developed by the Michigan Sheriff's Coordinating and Training Council. Corrections Officer training is hands-on training with classroom instruction that teaches skills needed for employment in corrections.

Grant Funding

- 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 continues to operate a U.S. Department of Labor Strengthening Community Colleges Training Grant (SCC4). Within the last year, GRCC and Muskegon Community College worked 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') and advanced manufacturing industries. GRCC and partners are working to 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 and advanced manufacturing career pathways, and flexible instruction with optimized course scheduling. SCC4 staff and the ExLENT staff have developed shared outcomes to meet the needs of our students and employers in both industries.

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 Canvas and other instructional technologies. In addition, TLDE provides recognition for faculty through the Faculty Showcase and Innovation Grants. While TLDE's primary purpose is to support faculty, all of TLDE's professional learning opportunities and resources are available to staff as well.

The department also offers a variety of programming opportunities including workshops, webinars, and asynchronous training on teaching and learning topics. In addition, TLDE coordinates college-wide events, such as the Summer Teaching and Learning Institute, a four-day conference, and adjunct faculty dinners twice a year. College-required training is also facilitated through the TLDE office and includes Learning Day, a professional development event for faculty, 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 Canvas Foundations 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.

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 Michigan West Coast Chamber of Commerce 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 Dean of Workforce Training serves on the Discover Manufacturing Council. The Dean of STEM serves on the West Michigan Tech Talent board, the employer-led Industry Talent Council.

The Environmental Protection Agency awarded GRCC, the City of Grand Rapids and Bay College a second grant focused on water careers. This \$1,000,000 project will scale up the talent pipeline focused on clean water and wastewater treatment for the region.

GRCC will close out the two Department of Labor grants that were awarded in 2021 in collaboration with West Michigan Works, their employer sector workgroups (healthcare and manufacturing), targeting talent pipeline creation, upskilling and apprenticeships by 12/31/25. These two grants brought \$14.8 million dollars to assist industry partners in developing a pipeline for skilled workers. The One Workforce for West Michigan Manufacturing grant allowed low cost or free training for individuals and approved DOL-apprenticeships for over 1,600 individuals. Ten manufacturing partners designed and worked with GRCC on this project.

The Strengthening Community Colleges grant focused on healthcare pathways and provided new programming and updated programming that impacted 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 and continues to be the training center for river restoration projects.

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. Strategic Outreach

The mission of GRCC's Strategic 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, GRCC offers coursework and/or student support services at 13 off-campus sites, plus the Lakeshore Campus in Holland. The focus is to offer popular classes that fulfill the Michigan Transfer Agreement (MTA). 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.

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 most successful models. Through non-credit ESL initiatives, GRCC has helped adult learners become better educated and prepared them to 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, 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, 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 Grand Rapids Promise Zone is a place-based scholarship that provides eligible students with free tuition, funding for books/supplies and on-campus expenses, as well as individualized support while a student attends 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. To further strengthen academic readiness, the Promise Zone has also implemented a tutoring center at one of its partner high schools, providing students with additional academic support before high school graduation.

Beginning in the Winter 2026 semester, Promise Zone students who graduate from GRCC with an associate degree will be eligible for additional funding through a new partnership with Grand Valley State University and Ferris State University. This collaboration expands access and creates a clear pathway for Promise Zone students to continue their education toward a bachelor's degree.

5. Tassell M-TECsm Center; Grand Rapids

This center provides new partnership opportunities with local and regional County employers. The M-TEC offers learning opportunities in a variety of flexible formats that include traditional semesters, degree programs, short-term job training programs, open-entry/open-exit,

customized training for employers, on-line learning options, and continuing education programs. The center enjoys an abundance of partnerships with community organizations and companies in Grand Rapids and across West Michigan. A Kellogg Foundation EMPOWER project, USDOL One Workforce for West Michigan Manufacturing project, Strengthening Community Colleges Healthcare Pathways (round 4), EPA Water Careers (round 2), Metallica All Within My Hands Grant, Area Agency on Aging, 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 2025 the National Council of Workforce Education selected GRCC's Water to Work program to receive the Exemplary Credit Program Award.

6. Lakeshore Campus

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 40% in the past two years and currently supports over 1,000 students.

7. K-12 Relations and Transition

We visit over 116 regional high schools each year to inform students about the college planning process and educational opportunities available at GRCC. GRCC also regularly engages with elementary schools, middle schools, high schools, and tech centers. This outreach is accomplished through activities that connect us with teachers, counselors, parents, and prospective students. Each spring, GRCC hosts high school professionals' breakfasts at both our Grand Rapids and Lakeshore campuses. These events typically allow us to connect with over 60 high school counselors from more than 40 schools annually. At this meeting, new programs, initiatives, and information are highlighted to support student transitions into higher education. GRCC also produces newsletters throughout the academic year sharing timely higher education updates and information on upcoming events with high school professionals.

Various GRCC academic departments are actively involved in building relationships with K-12 partner schools, students, teachers and parents. These engagements are framed around our academic pathways model and focused on transfer and career opportunities. Events

and activities expose students and parents to the many educational opportunities available through GRCC, as well as help them better understand the value of higher education in their lives. A few highlights include foreign language week, culinary etiquette dinners for 5th through 8th graders, water analysis projects with high school students, and an annual community STEM day.

GRCC continues to enjoy a close partnership with Grand Rapids Public Schools (GRPS), offering 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 DeVos campus. In the fall 2024 semester, GRCC also began hosting students of the Kent Intermediate School District's Adult Education/ESL program on our DeVos Campus.

GRCC now has six middle college partnerships -- Wyoming, Cedar Springs, Ottawa Hills, East Kentwood, Kenowa Hills, and Kent ISD Launch. Four middle college and certificate programs are offered through Kent ISD Launch. These include an associate degree and mechanical design, information systems, and culinary arts programs. 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.

Efforts are actively underway to continue to expand and increase high-school partnerships in Kent and Ottawa counties. The college has entered into multiple agreements with 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. Another current area of exploration is the potential to partner with K-12 districts to develop and deliver direct credit transfer courses in career and technical education. These opportunities would fulfill both high school graduation requirements and create GRCC transcripts for students who opt in to earn credits and directly admit to the college.

Outreach and collaboration between GRCC and the Grand Rapids Community Foundation, T2C Studios, and GRPS' Union High School supports Challenge Scholars (final cohort 2028) in promoting college readiness through dual enrollment and other enrichment activities.

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. In addition, there is a 3-year plan to offer EDU 118 and EDU 205 lab experience for GRPS students through the Child Development and Education Department beginning in the 2025-26 academic year.

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 GRCC Older Learners Center has been offering educational opportunities to West Michigan for more than 25 years. Currently, GRCC partners with the Area Agency on Aging to bring a variety of physical fitness programs to our senior community. These programs are under the umbrella of engaging wellness.

The Bob and Aleicia Woodrick Center for Inclusion and Multicultural Affairs provides empathetic teachings related to cultural competence, intercultural communication, and engagement -- learned practices that take a lifetime to develop. Now in its 31st year, our Diversity Lecture Series provides GRCC stakeholders and members of the Grand Rapids community with tangible access to scholars, thought-leaders, activists, and innovative artists, helping attendees consider different perspectives through cultural engagement, critical thought and civil discourse. The focus of the 2025-26 lecture series is Creating a Culture of Care. The lecture series is free for all.

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 15, 2025. 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 12,463 students were enrolled in credit classes for Fall 2025: 34.5% full time, 64.6% part time. This number is up 0.4% from 12,410 students during Fall 2024. The breakdown of enrollments from Fall 2025 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 47.4% 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 2024 to June 2025, a total of 11,543 (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 2026-2031.

Table 1
Projected Fall Credit Enrollment for 2026-27 to 2030-2031

Year (Academic Year)	Projected credit enrollment based on flat enrollment
2026-27 to 2030-31	12,463

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 2026-2031. 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 2026-2027 to 2030-2031

Year (Fiscal Yr)	Workforce Training (Duplicated)	Job Training	Non Credit Apprenticeship	Total Projected Enrollments
2026-2027	10,740	196	951	11,887
2027-2028	11,062	201	979	12,242
2028-2029	11,393	207	1,008	12,608
2029-2030	11,734	213	1,038	12,985
2030-2031	12,086	219	1,069	13,374

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 increased 2.1% over the five- year span.

Table 3
Credit Enrollment Counts for Fall and Winter Semesters
2020-2021 to 2024-2025

Year	Fall	% Change	Winter	% Change
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
2024-2025	12,410	2.1	11,911	3.7

Non-Credit Enrollment (Headcount)

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

Table 4
Non-Credit Enrollment for 2020-2021 to 2024-2025

Year	Workforce Training (Duplicated)		Job Training		Non Credit Apprenticeship	
	Number	% Change	Number	% Change	Number	% Change
2020-2021	-	-	147	13.0	787	-0.2
2021-2022	-	-	220	49.7	753	-4.3
2022-2023	12,180	-	174	-20.9	765	1.6
2023-2024	11,052	-9.3	151	-13.2	880	15.0
2024-2025	10,428	-5.6	191	26.5	924	5.0

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

Table 5 provides instructional staff to student ratios for Fall 2025. Please note that this ratio includes full-time faculty only (no adjunct faculty).

Table 5
Instructional Staff to Student Ratios for Fall 2025 (Credit)

Year	Number of Full Time Instructional Staff	Number of Students Enrolled in Credit Programs	Ratio
Fall 2025	199	12,463	1 to 63

Table 6 provides the ratio of administrative staff to students for Fall 2025.

Table 6
Administrative Staff to Student Ratios for Fall 2025 (Credit)

Year	Number of Administrators	Number of Students Enrolled in Credit Programs	Ratio
Fall 2025	55	12,463	1 to 226

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 2025 and beyond is 22 students.

Table 8
Average Class Size

Year	Total Number of Lecture Sections	Average Number a Students Per Section
Fall 2021	1571	20.5
Fall 2022	1447	20.4
Fall 2023	1321	23.5
Fall 2024	1280	22.2
Fall 2025	1,347	21.9

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, People Culture and Equity, 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 some 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 and Exercise Science Departments and classes for Exercise Science, Police Academy and employee wellness.

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 has recently been renovated and includes an indoor turf area, fitness center, athletic department offices and student gathering spaces. The facility re-opened in fall 2025.

Building Type: 40% Fitness Center; 54% Gymnasium; 6% Office

Learning Resource Center is a two-level, 74,000-square-foot building that previously housed the college library, tutoring services, media services, and the Woodrick Center for Equity and Inclusion. ***GRCC received Capital Outlay Planning Authorization for this facility under Public Act 321 of 2023 and Construction Authorization under Public Act 135 of 2024. Renovations are currently underway with expected completion late fall 2026.***

Building Type: Currently vacant under construction

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

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

Lakeshore Campus - is a one-level, 51,178 square foot facility located in Holland, Michigan. The facility was formerly a JC Penney store in the Shops at Westshore. The Lakeshore campus officially opened in August 2021. 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 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 and a number of classrooms in the ATC are offline for temporary occupancy, library services and storage.

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 Woodruff 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 building-wide 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 ongoing renovation of the Learning Resource Center will 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. 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.

College Park Plaza is a six-story office building that primarily houses academic department and faculty offices, as well as Marketing, Communications and Grants. In the Master Plan, due to the geographic location of the building, this facility was identified as a significant campus gateway asset, which could have potentially supported a building addition. GRCC elected to invest in the existing structure and improvements to the exterior envelope and window replacements have been completed. The building now needs an interior renovation to address deferred maintenance issues, improve student services and wayfinding, and address office equity for faculty as well as expanded faculty resources. The Board of Trustees approved \$18 million to support this interior renovation, which will begin in 2026.

Snedden 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 historic 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). Significant interior renovations are needed on the first floor to more effectively utilize space for student and administrative services.

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, TRIO Program, Dean of Students, Academic Advisors, the college operated food pantry, campus bookstore, and 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. This building is adjacent to a 2500 space parking facility, which together occupy the entire block in the center of campus. Both structures are nearing end of life and institutional strategic discussions regarding this next phase of the master plan and impact for the institution are beginning to occur.

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 typical student at community college will utilize a campus and its facilities that provide study areas, on-campus food options, tutoring and academic support, out-of-class group sessions, and informal gathering and programming spaces. Students need access to experience the physical campus, social services, and learning spaces that support and enhance their college success. The College also requires renovated spaces and planned redesign for services (e.g., Academic Advising, Disability Support, mentoring, tutoring, and coaching) that will need to be comprehensive and customized. The variables 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

GRCC has continued to advance the various initiatives and projects identified in the Master Plan.

Ford Fieldhouse Recreation Center, originally constructed in 1976, is a four-level, 44,000-square-foot building that previously housed a competitive swim pool and weight training rooms. The building has been reimagined and completely transformed into a modern, sustainable space that includes an indoor turf area, fitness center, athletic department offices and student gathering spaces. The facility has been designed for movement, connection and collaboration. The \$15 million renovation reflects GRCC's commitment to sustainability and creativity. Instead of demolishing old features, the project repurposed them into something new:

- **Pool bleacher wood** now serves as custom seating on the Learning Stairs, LED-lit design accents and a warm finish for lounge staircases.
- **Six racquetball courts** were reimagined as a bright, modern fitness center — keeping original walls and beams to preserve history and reduce waste.
- **The former pool** became a multipurpose indoor turf field with storage rooms below, filled with recyclable Geofoam instead of concrete.

The Recreation Center was designed with all students in mind. Whether it's working out in the new fitness center, studying between classes, joining friends for a game or finding a quiet spot to recharge, the Fieldhouse is a flexible and welcoming space for the campus community.

Raleigh J. Finkelstein Hall is a 1920's vintage building. This seven-story historic facility houses classrooms and labs for academic programs from the School of

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. The 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 to 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, and that demand is 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 Promise Zone 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

GRCC first submitted a Capital Outlay Project Request for the **Learning Resource Center** in 2021 as part of the FY 2023 submission process.

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 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.

The college’s vision for the renovation is to leverage the expertise of the GRCC Library and Media Technologies to significantly transform teaching and learning environments. 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 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 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 services are now expected in this post-pandemic environment, 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, 2025-2030

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.