



**Grand Rapids Community College
State of Michigan FY 2020
Five-Year Capital Outlay Plan**

**Approved by GRCC Board of Trustees
October 15, 2018**

Table of Contents

Section 1, pp. 3-10	Mission Statement
Section 2, pp. 11-27	Instructional Programming
Section 3, pp. 28-31	Staffing and Enrollment
Section 4, pp. 32-40	Facility Assessment
Section 5, pp. 40-42	Implementation Plan
Appendices	
Appendix A – Local Strategic Value Resolution	
Appendix B – Fall 2018 Academic Enrollments	
Appendix C – Facility Assessments	
Appendix D – Facility Deferred Maintenance Summary	

Section 1 - Mission Statement

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

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

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

In September 2015, Achieving the Dream announced that Grand Rapids Community College was one of 19 community colleges nationwide to earn Leader College distinction – a national designation awarded to community colleges that commit to improving student success and closing achievement gaps. In 2016, GRCC received the Gold Star from the Michigan Veterans Affairs Agency recognizing GRCC as a Veteran Friendly School at the highest level they award and in 2017 the Michigan Association of Continuing Education and Training awarded GRCC's Workforce Training the Program of the Year award for Integrated ESL/CNC Machining Program.

Most recently, GRCC was recognized as the Community Partner of the Year award from the Kent Intermediate School District.

GRCC's downtown campus encompasses an eight-block area located in downtown Grand Rapids, and the DeVos campus located in the Heritage Hill neighborhood, two blocks east. GRCC also offers courses at a variety of off-campus locations including the Tassell Michigan Technical Education Center (M-TEC®) and at numerous high schools in Kent County. GRCC's Lakeshore campus, located in Ottawa County, offers a full slate of learning opportunities across five locations, including the Thompson Michigan Technical Education Center (M-TEC®).

GRCC's primary service area is the Kent Intermediate School District (Kent County), with an estimated population of 636,369. (*US Census – V2015*) Additionally, we serve the contiguous counties of Ottawa, Allegan and Ionia, as well as drawing students from all areas of the State of Michigan.

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

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

VISION

GRCC provides relevant educational opportunities that are responsive to the needs of the community and inspires students to meet economic, social and environmental challenges to become active participants in shaping the world of the future.

MISSION

GRCC is an open access college that prepares individuals to attain their goals and contribute to the community.

VALUES

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

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

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

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

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

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

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

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

GOALS

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

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

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

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

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

INSTITUTIONAL LEARNING OUTCOMES

Communication Skills – Students will effectively express and exchange ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.

Critical Thinking Skills – Students will be able to gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions.

Social Responsibility Skills – Students will be prepared to practice community engagement that addresses environmental responsibility, social justice, and cultural diversity

Personal Responsibility Skills – Students will become independent learners who understand and express the lifelong skills necessary for physical, social, economic, mental, and emotional health.

Figure OP.1 GRCC Vision, Mission, Values, Goals, Institutional Learning Outcomes

GRCC Strategic Plan - 2018 – 2021

Strategic Goal #1: Teaching and Learning

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

CAP 1.1 Schedule and Program Optimization

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

CAP 1.2 Strengthen Our Systems for the Assessment of General Education (Current CAP project)

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

CAP 1.3 Expand and Improve Outcomes in On-Line Learning (Current CAP project)

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

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

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

Strategic Goal #2: Completion and Transfer

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

CAP 2.1 Implement the Academic Pathways Model at GRCC (Current CAP Project)

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

CAP 2.2 Establish and Implement a New Model for Academic Advising

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

CAP 2.3 Improve the Student Transfer Experience

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

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

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

Strategic Goal #3: Equity

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

CAP 3.1 Close Achievement Gaps/Accelerate Achievement for Student Segment Groups

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

CAP 3.2 Build an Inclusive Campus for All

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

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

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

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

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

Strategic Goal #4: Community Impact

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

CAP 4.1 Establish a Career and Resource Center

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

CAP 4.2 - Create a System to Identify and Recruit Youth

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

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

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

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

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

Strategic Goal #5: Infrastructure and Sustainability

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

CAP 5.1 Improve Campus Safety and Security

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

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

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

CAP 5.3 Implement a Campus-Wide Sustainability Effort

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

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

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

Section 2 – Instructional Programming

A. *Instructional Vision*

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

Our overarching goal for learning is:

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

The principles we hold to achieve this vision are:

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

To support this vision, GRCC has established the College's Strategic Plan (2018-2021). Additionally, department-level projects directly and indirectly align with the established student success-focused college goals: Teaching and Learning, Completion and Transfer, Equity, Community Impact, and Infrastructure/Sustainability. We are also a member of the HLC Assessment Academy, which provides further support for this work.

The student success work is driven by intentional College Action Project (CAP) teams which are led by passionate leader champions. The cross-college teams work collaboratively while analyzing relevant data, assessing processes and practices, developing responsive intervention strategies, implementing action plans, and monitoring effectiveness. Practical guidelines were developed to keep student success initiatives on track, on pace, and making a difference. The teams focus on assessing the resources and existing support systems available, identifying scale-up cross-system opportunities, and involving college stakeholders when developing tactics. Where the College is pursuing projects with indirect impact on the student success agenda, it is also building infrastructure and capacity for future projects with more direct impact and, in some instances, scale-up potential. The

charge and outcome for this visionary and strategic work focuses on raising the needle on student success and key outcome indicators for the institution.

Teaching and Learning

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

Completion and Transfer

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

Equity

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

Community Impact

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

Infrastructure and Sustainability

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

Champions (both administrators, faculty, and support staff) from the Academic and Student Affairs area are leading many of the 15 College Action Projects (CAPs) to support the goals and objectives of the new 2018-2021 College Strategic Plan, detailed in Section 1 of this document. Through the Teaching and Learning Quality Model (TLQM), we track progress on process measures, outcomes, and yearly improvement plans for key academic processes. Our Academic Program Review process tracks the assessment of program student learning outcomes and our Institutional Learning Outcomes (ILOs). All of these efforts are geared to advance student success and completion by continuously improving the quality of the work we are doing.

B. Existing Academic Programs

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

Degrees and Certificates

Students may earn the following degrees and certificates:

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

Art, Architecture, and Mechanical Design

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

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

Mechanical & Architectural Design

Architectural Technology, A.A.A.S.

Mechanical Design Certificate

Mechanical Design, A.A.A.S.

Visual Arts Programs

Fine Arts, A.F.A.

Photography, A.F.A

Pre-Art, A.A

Pre-Photography, A.A.

Interior Design, AFA

Business

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

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

Business Programs

Accounting, A.B.

Business Administration, A.B.

Management & Supervision, A.B.

Marketing, A.B.

Entrepreneurship Certificate

Retail Management Certificate

Pre-Business, A.A

Computer Information Systems

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

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

Computer Applications Programs

Computer Programming, A.A.A.S

Computer Support Specialist, A.A.A.S

Graphics/Web Development, A.A.A.S

Network Administration, A.A.A.S

Pre-Information Security, A.A.

Pre-Computer Information Systems, A.A.

Pre-Computer Science, A.S.

Information Technology Apprenticeship Certificate

Culinary Arts, Hospitality, and Brewing

The Culinary Arts, Hospitality and Brewing Pathway is a good fit for energetic students who work well on teams, are flexible and organized, and want to work in an environment where art converges with science, and talent melds with technique.

Academic programs in this pathway can be a gateway to exciting careers in culinary arts, tourism, hospitality, and brewing among others.

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

Secchia Institute for Culinary Education

Baking and Pastry Arts Certificate

Craft Brewing, Packaging and Service
Operations Certificate
Culinary Arts Certificate
Culinary Arts, A.A.A.S.
Personal Chef Certificate

Health and Exercise Sciences

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

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

Health Programs

Practical Nursing Certificate
Nursing, A.D.N.
Dental Assisting Certificate
Dental Assisting, A.A.A.S.
Dental Hygiene, A.A.A.S.
Occupational Therapy Assistant, A.A.A.S
Radiologic Technology, A.A.A.S.
Magnetic Resonance Imaging (MRI)
Technology Advanced Certificate
Computer Tomography (CT) Technologist

Physical Science Programs

Pre-Allied Health Science (Physical
Therapy/Physician Assistant), A.A.

Human Services, Education, and Social Sciences

The Human Services, Education, and Social Sciences Pathway is a good option for students who are compassionate, enjoy using research based methods to serve others, and want to help improve individual lives and society as a whole. Academic programs in this pathway can lead directly to careers in education, public service, and the non-profit and government sector as well as

those that require further education such as law, historic preservation, geographic information systems, financial planning, archeology, international studies, social work, psychology, and counseling. Graduates with these skills are in high demand by employers in a variety of fields and in graduate professional programs.

- *Pathway Degree with Human Services, Education, and Social Sciences Concentration, A.A.*

Criminal Justice Programs

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

Education and Child Development

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

Psychology Programs

Gerontology Certificate
Pre-Social Work, A.A
Pre-Psychology, A.A.

Social Science

Pre-Anthropology, A.A.
Pre-Economics, A.A.
Pre-Geography, A.A.
Pre-History, A.A.
Pre-International Relations, A.A.
Pre-Political Science, A.A.
Pre-Sociology, A.A.

Humanities, English, Language, and Communication Studies

The Humanities, English, Language, and Communication Studies Pathway fits well for students who think critically and creatively and enjoy writing, speaking, research, and engaging in

broader conversations with academic, community, and professional audiences. Academic programs in this pathway can lead to diverse careers in public relations, human resources, the law, editing, writing, and journalism, as well as careers in public service and the non-profit sector. Graduates with these skills are in high demand by employers in a variety of fields and in graduate professional programs.

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

English

Pre-English Literature, A.A
Pre-Writing, A.A.

Language and Thought Programs

Pre-Multimedia Journalism (General), A.A.
Pre-Communication Studies, A.A.

Manufacturing and Applied Technology

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

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

Applied Technology Programs

Industrial Maintenance Certificate
Industrial Maintenance Technology, A.A.A.S.
Heating, Ventilation, Air Conditioning/
Refrigeration Technology Certificate
Heating, Ventilation, Air Conditioning/
Refrigeration Technology, A.A.A.S.
Electrical Controls Engineering Technology,
A.A.A.S
Electrical Controls/Mechatronics Certificate
Electronics Engineering Technology Certificate
Electronic Engineering Technology A.A.A.S.
Mechatronics-Basic Industrial Electricity
Certificate

Automotive Programs

Automotive Servicing Certificate
Automotive Technology, A.A.A.S.

Manufacturing Programs

Apprenticeship Option, A.A.A.S.
Industrial Technology Certificate
Quality Science, A.A.A.S.
Plastics-Polymer Engineer Technology, A.A.A.S
Plastics-Polymer Engineer Technology
Certificate
Tooling & Manufacturing Technology
Certificate
Tooling & Manufacturing Technology, A.A.A.S.
Welding Certificate
Welding Technology, A.A.A.S.
Manufacturing Apprenticeship Certificate
Machine Tool Certificate
Technology Option, A.A.A.S.

Math, Science, and Engineering

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

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

Biological Sciences Programs

Pre-Biology, A.S.
Pre-Cell and Molecular Biology, A.S.

Math

Pre-Engineering, A.S.
Pre-Mathematics, A.A.

Physical Science Programs

Chemical Technology, A.A.A.S.
Pre-Biochemistry, A.S
Pre-Chemical Engineering, A.S.
Pre-Chemistry, A.S.
Pre-Geology, A.S.
Pre-Pharmacy, A.S.

Music and Theater

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

scenographer, education, directing, and a host of others. All students are invited to participate in music and theater courses at GRCC.

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

Music Programs

Associate of Music, A.M.

Recording Technology, A.M.

Digital Audio Specialist Certificate

Job Training Programs – All Certificate of Completion

Automotive Technician

Computer Support Technician

Construction Electrical

Introduction to Commercial Construction

Workforce Training Programs – All Certificate of Completion

Medical Assistant

Phlebotomy Skills for Healthcare

Deconstruction

Certified Production Technician

Industrial Sewing

Manufacturing Readiness

Advanced Manufacturing Certificate Program

Machinist/CNC Technician

Residential Construction

Welding/Fabrication Technician

Certified Nursing Assistant

Concrete Certification

Masonry Certification

Carpentry 1 and 2 Certification

Mechanical Certification

Sheet Metal Certification

Core Construction Certification

Construction Jump Start

Continuing Education/Customized Training Offerings

Lean Manufacturing Champion Program

ISO 13485 and 14000 Internal Auditor

TS 16949 Internal Auditor

RJG Master Molder

RJG I Plastics Technician

Lean Administration & Boot Camp

Failure Mode and Effects Analysis

Advanced Product Quality Planning

Production Part Approval Process

Corrective and Preventative Action

Leading Lean/Policy Development

Value Stream Mapping

SS Visual Organization/Visual Controls

Stabilizing for Flow

Mistake Proofing

Continuous Flow: Cell Design and Implementation

Understanding the People Side of Lean

Job Instruction and Standardized

Work/Scientific Method

Designing and Implementing Pull Systems

Lean for High Mix/Low Volume Suppliers

Supply Chain/Purchasing

CNC Milling & Turning Basics

Datum Schemes for GD &T

Fundamentals of Welding

Introduction to Metal Removal

Manufacturing Terminology, Processes and Practices

Material Science for the Shop

Print Reading 1

Print Reading 2

Problem Solving

Statistical Process Control

Design of Experiments

IATF 16949 Internal Auditor

Kata

Six Sigma

Teacher State Continuing Education Clock Hour
Programs (SCECH)
Workplace Performance Skills
Microsoft Word Courses
Assessments
Measuring and Gaging for Manufacturing
Arc Flash
Permit Required Confined Spaces
Training within Industry Workshops (TWI)
Certified Nurse Assistant Testing Center
Innovation and Design Theory
OSHA 30 hour & OSHA 10 hour
Geometric Dimensioning & Tolerancing
(GD&T), for machine shop mgmt., machinists
& shop floor basics
GD&T Updates (ASME Y 14.5-2009)
Motorcycle Safety
Career Coaching Certification
On-line Cengage Learning
On-line Pierson Workforce

The following academic programs have formal and specific transfer agreements for students who plan to start at GRCC and transfer to specific institution and study a specific program:

Pre-Biology, A.S. (Aquinas College)
Pre-Business, A.A. (Cornerstone University)
Pre-Business Administration, A.A. (Western Michigan University)
Pre-Dietetics, A.A. (Western Michigan University)
Pre-Elementary Education, A.A. (Western Michigan University)
Pre-Elementary Education, A.A. (Ferris State University)
Pre-Elementary Ed with ZS Endorsement, A.A. (3+1, Ferris University)
Child Development, A.A.A.S (Western Michigan University-Child & Family Development)
Pre-Early Childhood Education, A.A. (3+1 Ferris State University)
Pre-English (Elementary Language Arts Education Emphasis), A.A. (Grand Valley State University)
Pre-Exercise Science, A.A. (Aquinas College)
Pre-Exercise Science, A.A. (Cornerstone University)
Pre-Exercise Science, A.A. (Grand Valley State University - Clinical Exercise Science)
Pre-Exercise Science, A.A. (Grand Valley State University – Health Fitness Instruction)
Pre-Exercise Science, A.A. (Western Michigan University-Applied Exercise Science)
Pre-Exercise Science, A.A. (Western Michigan University-Clinical Exercise Science)
Pre-Master of Architecture, A.A. (Lawrence Technological University)
Pre-Sports Management, A. A. (Western Michigan University)
Architectural Technology, A.A.A.S (Ferris State University – Facility Management)
Music, A.M. (Western Michigan University)
Plastics-Polymer Engineering Technology, A.A.A.S. (Ferris State University - Manufacturing Engineering Technology)
Plastics-Polymer Engineering Technology, A.A.A.S (Ferris State University - Plastics Engineering Technology)
Pre-General Science/Chiropractic, A.S. (Palmer College of Chiropractic)

The following Academic Programs are currently under development:

- Pre-Writing
- Pre-Dietetics (Western Michigan University)
- Interior Design, AFA

C. *Projected programming changes during the next five years*

1. **Manufacturing and Information Technology**

The West Michigan region continues to experience a resurgence in manufacturing, with manufacturing being Region 4's largest growth area by dominating the job sectors at 22.8% (Talent 2025, West Michigan Talent Assessment and Outlook, August 2018). This growth has impacted the classrooms, equipment, and laboratory usage of our facilities. With employer support, GRCC continues to create regional solutions for additional trainings and programs in this discipline to meet the needs of our industry partners' projected workforce. One such example is a newly created shorten Machine Tool Certificate. This short-term certificate is only 17 credit hours and can be completed in two semesters; allowing students to gain the skills necessary for entry-level employment in the machine tool trades. New manufacturing offerings are tied to national credentials, such as NIMS (National Institute for Metal Working),

AWS (American Welding Society), MSSC (Manufacturing Skills Standards) and PMMI (Institute for Packaging and Processing Technologies).

The growth of IT is occurring in almost every priority sector of the State but recent reports have IT job projections integrated in several sectors in Region 4. But the growth isn't just regional. According to Talent 2025, the IT employers have noticed increasing competition for talent outside of West Michigan. With opportunities to work remotely, our West Michigan IT companies are now in competition for talent with the nation's West Coast. Specifically in Grand Rapids, the IT occupations involving business analytics and data security were the top rated talent needs. As a sector unto its own, the IT West Michigan occupational employment in Information Security Analytics is expected to grow by 34.7%, forecasted over the next eight years (Michigan Bureau of Labor Market Information and Strategic Initiatives).

The programming additions/changes proposed in GRCC's capital outlay request will enhance our institution to serve the needs of current employers in this sector, such as Autocam, NN Manufacturing, Herman Miller, Tech Defenders, JR Automation, Digital Tool & Die, the Associated Builders and Contractors (400 members), Spectrum Health, OST, and many others.

The facility that supports programs in these areas is the Wisner Bottrall Applied Technology Center (ATC). The facility is 27 years old, and although some spaces have been renovated to support new program areas, the Manufacturing and Information Technology spaces have not changed. The demand for different programming in informational technology and manufacturing has led to the need to support new accreditations and certifications in CISCO, Cyber Security, and networking.

While the talent demand associated with ATC-housed programs continues to grow, the facility has not kept pace with the growth. The current configuration of the spaces within the facility have become inefficient and restrictive for the types of active learning that needs to occur in classroom and labs.

2. Exercise Science

The mission of GRCC's Exercise Science Department is to educate and positively impact the health of students and the community by offering academic coursework, outreach, and practical learning opportunities that promote individual wellness skills and prepare future health, exercise science, and wellness professionals for their future.

The Exercise Science Department (formerly the Wellness Department) has updated and modernized its curriculum from the old PE model into Exercise Science. Recently created and soon-to-be-forthcoming courses in Exercise Science include Introduction to Exercise Science, Group Exercise Instructor Course, Personal Trainer Instructor Course, Concepts in Public Health, Kinesiology, and Advanced Athletic Training, as well as Spinning and Urban Eco-Trek. These courses align to specific job requirements and - transfer to bachelor's degree programs at our four-year transfer institutions. The Exercise Science Department has recently created a pre-major that is aligned with the exercise science programs at our five major transfer institutions,

as well as specific articulation agreements with Grand Valley State University (our number one transfer institution). Formal articulation and 2+2 agreements have been finalized with Cornerstone, Western Michigan University, and Aquinas College. A general major in the field of pre-health sciences has recently been developed as an academic pathway for those students who plan to transfer to other schools where articulated agreements do not exist and is projected to be one of the fastest growing. In addition to offering transfer curricula, the Exercise Science Department offers professional certifications (e.g. Spinning, Yoga, Pilates, Personal Training, and Group Exercise) to community members and professionals currently practicing in the field. Further, the department serves the entire GRCC student population through the delivery of Wellness courses.

The facility which houses the majority of GRCC's Exercise Science and Wellness courses, and which serves the College's Police Academy, is the Ford Field House. The most significant shortcomings of the building are lack of appropriate classroom spaces for the new coursework referenced earlier. Several teaching spaces in the building are not ADA compliant. Appropriately equipped and sized classroom space is needed near the College's exercise facilities (e.g. basketball courts, weight rooms, track, etc.). New curricula also require space for a human performance lab that is more sophisticated and spacious than the current room used for this purpose. This lab will also be a resource to our health and science programs.

Problems that impact the usability of this facility include lack of air conditioning which, when temperatures in the building rise to dangerous levels, can lead to health risks or even all classes in the building being cancelled. Multiple spaces present accessibility issues including stairways, doorways, doors, locker rooms, and many other physical barriers. In addition, sound quality is poor with adjacent, open spaces creating excessive noise pollution, impacting the quality of instructional delivery.

GRCC has recently begun renovations to this facility, with the intention of completing them in 2018.

3. Student Services

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

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

4. Academic Foundations Program (AFP)

AFP is geared to meet the needs of under-prepared students enrolling at GRCC. This population continues to increase along with their demand for support. GRCC has fully institutionalized the College Success Center and the FastTrack program. This effort was originally funded by a significant grant award of nearly \$2 million from the U. S. Department of Education Title III program. The program focuses on helping developmental education students who enroll in college without the skills necessary to be successful college students, stay in college and graduate with a degree. The program utilizes a FastTrack to College Readiness approach to assist eligible students gain the skills necessary to bypass developmental education. The program is offered in the College Success Center and has been offered to high school seniors in select high schools. FastTrack is offered in all Grand Rapids Public Schools high schools. An average of 5,300 GRCC students fall into the developmental category each year. The needs during the next five years will be to align the College Success Center with intake and advising services. Currently the Center is located on the DeVos Campus and students must go from one campus to the other in order to be served.

Both academic instruction and support services are needed for students to gain the skills necessary to be successful and complete their educational plans. The needs of the AFP students and program success factors are being addressed by a cross-college steering committee. Dramatic changes in the developmental curriculum have been put in place during the Fall of 2017. These changes include integrating reading and writing into a single course, requiring students who need a lower level writing course to co-enroll in the developmental and college level course during the same semester and additional tutorial assistance in reading and math. Serving the increased number of students and their diverse needs is a challenge we face. The program requires intentional and focused resources for these students. The College Success Center, funded by the College, is an example of the intentional and focused resources being put into this work. The College has identified this program as one of the key priorities and has developed specific strategies to address the needs of the students so they can achieve success.

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

According to Higher Learning Commission's "Guidelines for the Evaluation of Distance Education", the institution "provides effective student and academic services to support students enrolled in online learning offerings". Continued CAP team efforts include expanding access to virtual student support services (e.g. enrollment, advising, tutoring, and library services) through the use of synchronous technologies. The same technologies will be used to enhance student-to-instructor and student-to-student interactivity for distance learning. These quality improvement efforts are critical since approximately 15% of fall credits and 40% of summer credits are offered in an online or hybrid format.

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

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

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

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

6. Learning Technology on Campus

The entire campus is wireless. All full-time faculty have computers that are used in both their offices and the classrooms. Classrooms are being renovated to allow flexible use of space and easy use of multimedia technology to support learning. All lecture classrooms are outfitted with computers and multimedia capacity. Two classrooms at the DeVos Campus and three classrooms on the Main campus are designed as Learn Labs with multiple projectors, content capture functionality, powered tables for student use and a room configuration that allows diverse learning experiences without rearranging furniture. Additionally, over the next several years, all classroom instruction equipment will be upgraded to support high-definition video.

D. New Academic Programs

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

Health Care and Human Services Programming

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

Information Technology

GRCC has recently become a Center of Academic Excellence – Cyber Defense – 2 year accredited institution. GRCC is Michigan’s second two-year institution to achieve this distinction. It will also provide the credibility for our cyber security students upon graduation or transfer.

Construction

As recently as 2016, GRCC has created two new programs (for a total of ten over the past two years) to meet the needs of over 400 construction firms and subcontracting organizations. This

endeavor has been possible through the partnership with the employer-led Construction Workforce Development Alliance. The certification programs built were Sheet Metal and Mechanical. 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 157 companies with over 600 electrical apprentices.

E. Unique Characteristics of GRCC's Instructional Program

1. Center for Teaching Excellence (CTE)

The Center is the central source for faculty professional development at GRCC. The CTE strives to promote student learning and success by providing faculty with resources and opportunities designed to help them realize their full potential as teachers. Organizationally, the CTE falls under the purview of Instructional Support and works collaboratively with Distance Learning and Instructional Technologies as well as Experiential Learning (Study Away, Academic Service Learning, and GRCC's Honors Program) to support faculty as they implement innovative pedagogical approaches. In terms of programming, the CTE offers workshops on a variety of teaching and learning topics, coordinates College-wide events such as Faculty Learning Day and the Great Teachers Seminar, and maintains a library of resources for faculty. The CTE also administers a required New Faculty Institute that provides a comprehensive 10-month orientation program to all full-time faculty members new to the College.

2. Partnerships with Business and Industry

GRCC has active partnerships with business and industry in each of our workforce development departments as represented by over 25 advisory committees comprised of over 400 industry representatives. Each committee is responsible for reviewing discipline-specific curricula to ensure it meets today's high-demand, high-skill, and high-wage workforce needs. GRCC works collaboratively with industry to provide opportunities for students that include paid internships, cooperative learning, guest presentations, and industry-specific career fairs.

GRCC, along with Macomb Community College, was the recipient of a 2015-2020 Department of Labor grant specifically targeting apprenticeships. GRCC will utilize nearly \$2 million in funding to assist industry partners in developing a pipeline for skilled workers. The funding will pay \$2,700 for 300 apprentices to be trained in a DOL-approved program. The grant funding will add to the hundreds of apprentices presently being trained at GRCC.

In 2017, GRCC was also a recipient of an America's Promise Department of Labor grant in partnership with nine of our healthcare agencies partners. The goal of the grant is to service 1,000 participants in a 7 county region to promote the development of several healthcare pathways for underserved populations. This will be accomplished not only through our industry partners, but also with our workforce system and community non-profit partners.

In partnership with several healthcare agencies in Grand Rapids, GRCC was the first in the nation to have an accredited Medical Assisting apprenticeship.

3. Academic Outreach

The mission of GRCC's Academic Outreach department is to expand quality academic partnerships, academic programs, and student support services that encompass high school initiatives and off-campus operations. In all, we offer college coursework and/or student support services at 18 off-campus sites, plus the Lakeshore Campus in Holland. The off-campus sites are a creative alternative bringing educational opportunities closer to the homes of the students or school districts that GRCC partners with and help in the transition to get a higher education degree. The ultimate goal is to assure accessible and affordable education to our constituents in order to help students be successful in life.

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

4. Community Partnership Programs

Community partnerships allow residents to participate in GRCC programs and services at an easily accessible site and continue to be one of GRCC's successful models. Through ESL and Citizenship initiatives, GRCC has helped adult citizens become better educated and ultimately contribute to the economic well-being and vitality of the Kent County area.

In addition to adult education partnerships the college is an active partner with high schools. GRCC is a post-secondary partner in the Grand Rapids Community Foundation Challenge Scholars program and in Grand Rapids Public School's Believe 2 Become program. These partnerships focus on the first-generation, low-income student that may not consider a college experience otherwise and provide educational opportunities and supports to see these students access and succeed in college. The Challenge Scholars program places Success Coaches from the College Success Center at Union High School to work directly with high school students helping them stay enrolled and transition to college.

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 Pathways for Success project, Michigan Coalition for Advanced Manufacturing grant, America's Promise grant, JPMorgan Chase Grant, Michigan Office of new Americans grant, and Area Agency on Agency grants serve the community from this location, offering career coaching, job developers and occupational assessments to meet employer and community. Program

offerings continue to expand to meet the learning needs of employers, students and the community. In Spring of 2017 the Michigan Association of Continuing Education and Training awarded the GRCC M-TEC team program of the year for the English as a second language/CNC machining integrated program.

6. Lakeshore Campus, including the Thompson M-TECsm

The Lakeshore Campus is serving individuals and employers in Ottawa County and the surrounding area, and serves approximately 1000 students. The Lakeshore Campus is a distributive campus and has partnerships with Grand Valley State University at their Meijer Campus, West Ottawa Public Schools at their North High School, and Midtown Center in downtown Holland. The campus includes the Patrick A Thompson M-TEC, in partnership with the Ottawa Area Intermediate School District, as one of its main hubs of operations. GRCC offers a wide variety of curricula and student support services at its Lakeshore Campus.

7. K-12 Relations and Transition

GRCC visits over 70 regional high schools each year to inform students about the community college's opportunities and planning process. The intentional engagement and communication includes elementary, middle and high school, and is accomplished through activities that connect with teachers, counselors, parents, and prospective students. A Counselor Advisory Group has been recently formed which represents a cross section of local high schools (geographic, type of school, size, etc.) and is convened to provide feedback to improve GRCC's admissions, enrollment, financial aid, services and communication processes. Each spring GRCC hosts a counselor breakfast, which is usually attended by over 50 counselors representing 40 schools in the region. At this meeting, the new program and initiatives to support transition into higher education are highlighted.

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

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

GRCC now has six middle college partnerships: Wyoming Middle College began fall 2012 and is entering its sixth seventh year; Cedar Springs Middle College began fall 2014 and is entering its fourth fifth year; Careerline Tech Center Early College began fall 2016 and is entering its second third year; Kent ISD Launch U Middle College and Ottawa Hills Middle College began fall 2017 and are entering their first second year: East Kentwood Middle College is in its first year. 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 or a college certificate at the same time. Middle College students begin and complete the program at the end of their 13th year.

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

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

8. Focus on Lifelong Learning

GRCC focuses on lifelong learning, comprised of offerings through Older Learner Education Program, Staff Development, Diversity Learning Center, and the Continuing Education/Professional Development department within the Training Solutions Unit.

F. 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.

- \$700,000 Kellogg Foundation Pathways to Success grant program
- \$24.9 million/\$4.1. million (GRCC) Michigan Coalition for Advanced Manufacturing with eight other community colleges
- \$41,000 Industrial Sewing Scale Up & Logistics Program Exploration JP Morgan Chase Foundation 2015
- Michigan Skill Trades Training Fund Customized Training Projects, \$189,890 (5 projects in 2015-16)
- State of Michigan, Secretary of State's office, Motorcycle Safety Foundation grants \$129,670
- Federal Motorcycle Safety Grant, \$17,000

- Michigan New Jobs Training Programs for Employers (\$23 million)
- Area Agency on Aging Grants (\$25,000)
- JP Morgan Chase Foundation, Minorities in Skilled Trades (\$40,000)
- Partnership Grant with Goodwill of Greater Grand Rapids focused on prisoner re-entry to work (\$2 million, \$400,000 to GRCC).
- American Apprenticeship Initiative Grant, provides funding for companies to secure DOL-approved apprenticeships in Manufacturing and Information Technology (\$1.8 million)
- Senior Millage Senior Wellness grant \$6,750
- America's Promise Healthcareer Pathways \$6 million
- West Michigan WorkReady Communities Leader
- Economic Development grants for business and industry

GRCC continues to lead the State in administering the Michigan New Jobs Training program. Additionally, as defined and outlined in section 230 of Public Act 196 of 2014, the Local Strategic Value Resolution was adopted by the GRCC Board of Trustees on September 18, 2017. In this resolution, GRCC provided the examples of best practice in the required categories. The resolution is included as Appendix A.

Section 3 – Staffing and Enrollment

A. Student Profile

Credit Enrollment (headcount)

A total of 13825 students were enrolled in credit classes for Fall 2018: 30.0% full time, 70.0% part time. This number is down from 14285 students during Fall 2017 (-3.2%). The breakdown of enrollments from fall 2018 by academic program for both fulltime and part-time students is presented in Appendix B.

In addition to traditional classes offered through our Grand Rapids Campus (Main and DeVos), both the Thompson and Tassell M-TEC Centers, and our Lakeshore and Regional centers, distance learning opportunities were available through web-based Internet courses for a total of 6220 enrollments (duplicated estimated headcount). 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 2017 to June 2018, a total of 17450 participated in learning opportunities through Training Solutions, Non-Credit Apprenticeships, or Job Training.

B. Projected Enrollment for Next Five (5) years

Credit Enrollment (headcount)

The National Center for Education Statistics projects that undergraduate enrollment in public colleges will grow by 15% between 2011 and 2021. Since this is our 7th year of declining enrollments, GRCC is projecting a flat enrollment (0 percent growth annually) for the time period 2019-2024. (<http://nces.ed.gov/programs/projections>).

Table 1 presents additional enrollment growth projected due to new programming. The projected total student fall headcount for credit programming is 14115 in 2023-2024, up 2% from 2018-2019 levels.

**Table 1
Projected Fall Credit Enrollment for 2019-20 to 2023-24**

Year (Academic Year)	Projected credit enrollment based on flat enrollment	Additional enrollment due to new programs	Total Projected Enrollments
2019-2020	13825	145	13970
2020-2021	13825	290	14115
2021-2022	13825	290	14115
2022-2023	13825	290	14115
2023-2024	13825	290	14115

Non-Credit Enrollment (headcount)

Non-credit enrollments in the areas of Training Solutions are projected to remain steady in 2018-2019 and we expect the same for the next year. The following three years, beginning in 2021 we anticipate declining enrollments, especially in customized training, as the economy is expect to slow (-3%). Job Training enrollments are also not projected to increase. Non-credit Apprenticeships are projected to increase about 3% for the next year and then remain steady for the next three years.

**Table 2
Projected Non-Credit Enrollment for 2018-2019 to 2022-2023**

Year (Fiscal Yr)	Training Solutions (Duplicated)	Job Training	Non-Credit Apprenticeship	Total Projected Enrollments
2018-2019	17194	202	354	17750
2019-2020	17194	202	354	17750
2020-2021	16678	202	354	17234
2021-2022	16178	202	354	16734
2022-2023	15693	202	354	16252

**C. Enrollment Patterns for Previous Five (5) Years
*Credit Enrollment (Headcount)***

Table 3 presents credit enrollments for fall and winter semesters for the past five years. Overall, fall enrollment has decreased 19.5%. Winter enrollment has decreased 24.2% over the same five-year span.

Table 3
Credit Enrollment Counts for Fall and Winter Semesters, 2013-2014 to 2017-2018

Year	Fall	% Change	Winter	% Change
2017-2018	14285	-1.2	13273	-1.8
2016-2017	14465	-3.2	13517	-4.5
2015-2016	14938	-5.0	14160	-4.0
2014-2015	15719	-5.4	14757	-6.4
2013-2014	16613	-4.7	15767	-7.5

Non-Credit Enrollment (Headcount)

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

Table 4
Non-Credit Enrollment for 2011-2012 to 2016-2017

Year	Training Solutions (Duplicated)		Job Training		Non-Credit Apprenticeship	
	Number	% Change	Number	% Change	Number	% Change
2017-2018	17194	53.2	202	35.6	354	8.9
2016-2017	11223	-18.9	152	-19.1	334	12.8
2015-2016	13846	-15.9	188	-6.9	296	27.0
2014-2015	16470	-1.1	202	0.1	233	10.4
2013-2014	16652	-1.0	200	-16.0	211	18.5

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

Table 5 provides instructional staff to student ratios for Fall 2018. Please note that this ratio includes full-time faculty only (no adjunct faculty).

Table 5
Instructional Staff to Student Ratios for Fall 2018 (Credit)

Year	Number of Full-Time Instructional Staff	Number of Students Enrolled in Credit Programs	Ratio
Fall 2018	195	13825	1 to 71

Table 6 provides the ratio of administrative staff to students for Fall 2018.

**Table 6
Administrative Staff to Student Ratios for Fall 2018 (Credit)**

Year	Number of Administrators	Number of Students Enrolled in Credit Programs	Ratio
Fall 2018	50	13825	1 to 277

E. Projection of Future Staffing Needs

Table 7 provides a projection of future staffing needs over Fall 2018 actual staffing levels, due to enrollment patterns and programming changes. (Cumulative) (Assumes additional instructional needs would be covered by fulltime faculty rather than adjunct faculty.)

**Table 7
Projected Future Staffing Needs Over Fall 2018 Levels (Cumulative)**

Year	Projected Number of Additional Enrollments Credit	Projected Number of Additional Enrollments Non-Credit	Projected Number of Additional Full-Time Instructional Staff	Projected Number of Additional Administrative and Support Staff
Fall 2019	145	6	1	<1
Fall 2020	290	6	1	<1
Fall 2021	290	6	1	<1
Fall 2022	290	6	1	<1
Fall 2023	290	7	1	<1

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 2019 and beyond is 22.7 students.

**Table 8
Average Class Size**

Year	Total Number of Lecture Sections	Average Number a Students Per Section
Fall 2018	1569	22.7
Fall 2017	1651	22.6
Fall 2016	1692	22.6
Fall 2015	1751	22.9
Fall 2014	1911	22.8
Fall 2013	2062	22.8

Section 4 - Facility Assessment

A. Summary Description of Each Facility:

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

Building Type: 100% Office

Applied Technology Center is a three-level, 187,822 square-foot academic building housing GRCC technology and culinary arts programs as well as Ferris State University Grand Rapids' programs. It has one level of parking beneath levels 1 through 3.

Building Type: 5% Office; 2% Auditorium; 28% Classroom; 40% Laboratory Classrooms; 25% parking garage

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

Building Type: 3% Office; 97% Parking Garage

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

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

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

Building Type: 62% Office, 38% Parking

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

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

Ford Field House is a three-level, 74,319-square-foot building housing a multipurpose gymnasium/arena, fitness center, the Athletic Department, and Exercise Science classes. The facility is currently closed for renovations and will re-open in January, 2109.

Building Type: 70% Gymnasium; 25% laboratory Classroom; 5% Office

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

Building Type: 100% Gymnasium

Learning Resource Center is a two-level, 74,000-square-foot building housing the college library, tutoring services, media services, and the Diversity and Older Learner centers.

Building Type: 60% library; 40% Office

Lettinga Center is a 6,585 square foot building consisting of 2-levels and a basement. It was formerly a home which was used by the previous owner for additional office space for faculty and staff. The building is currently unoccupied. Renovations are scheduled for 2019.

Building Type: 100% Office

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

Building Type: 6% Office; 94% Parking Garage

Mable Engle House is a 12,620 square foot, 3-level with basement home. The facility is was most recently used for office space for Institutional Research, Labor Relations and General Council. It is now vacant and renovations are scheduled for 2019.

Building Type: 100% Office

Main Building is a seven-level, 210,000-square-foot building containing mostly classrooms. Several administrative, departmental, student services offices, and a Lake Michigan Credit Union branch office occupy the building as well.

Building Type: 15% Office; 3% administrative; 72% Classroom; 10% Service

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

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

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

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

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

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

Sneden Hall Parking Deck is a two story parking 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

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

Thompson M-TECsm is a one-level, 32,000-square-foot technical training center located in Holland, Michigan, on the campus of the Ottawa Area Intermediate School District (OAISD)

Building Type: 6% Office; 30% Classroom; 74% Laboratory Classroom

B. Classroom and/or Classroom Utilization Rates

GRCC buildings house a variety of instructional learning spaces ranging from traditional general purpose classrooms to specialty labs and academic support areas. As specialty labs are dedicated for specific purposes, and used based on times required by the curriculum (example: Nursing Bed labs), reporting utilization by building doesn't adequately reflect the demand on other instructional spaces within those facilities. Most GRCC courses run Monday through Thursday with labs and meetings on Friday. During peak hours, classroom utilization rates for general purpose classrooms range between 65% - 80% Monday through Friday. However, most GRCC classes follow Monday/Wednesday and Tuesday/Thursday meeting patterns, resulting in 85% - 100% utilization. Academic leadership monitor enrollment and seat utilization very closely, with average seat utilization between 85% - 95%. During off-peak AM and PM hours, utilization ranges from 35% - 80%, depending on the type of instructional facility. The majority of evening courses are offered Monday

through Thursday. Workforce Development programs and specialty labs are heavily used during the evening, and general purpose classroom utilization ranges between 25%-80% based on curriculum area.

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. Additionally, GRCC offers intensive developmental FastTrack programming which utilizes computer classrooms 4 days per week, and the college has recently implemented mandatory new student orientation, which requires classroom and computer lab space.

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 (all programs)
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

1. The Applied Technology Center (ATC) houses programs and offices for both GRCC and Ferris State University. Ferris State University is a one-third partner in the ATC. The facility is 27 years old, and although some spaces have been renovated to support new program areas, the Manufacturing and Information Technology spaces have not changed. West Michigan is home to one of the nation's largest and most diverse manufacturing sectors, which is experiencing a resurgence and continues to lead job growth across the state. This growth has impacted the classrooms, equipment, and laboratory usage of our facilities. With employer support, GRCC continues to be asked to create additional trainings and programs in this discipline to meet the needs of their projected workforce. New manufacturing offerings are tied to national credentials, such as NIMS (National Institute for Metal Working), AWS (American Welding Society), MSSC (Manufacturing Skills Standards) and PMMI (Institute for Packaging and Processing Technologies). The automation of manufacturing equipment and processing continues to evolve the work, requiring technicians to have a higher level of skills. This segment of the West Michigan economy continues to produce a wide variety of high-demand, high-wage career opportunities. Moreover, the majority of these secure, technician-level jobs are considered mid- to high-skill, but do not require a 4-year degree. The addition of a new lab and upgraded equipment in current labs is needed to add much needed

capacity for the tooling and manufacturing technology program, and would thereby increase the number of students earning the credentials necessary for a manufacturing career. This need is especially critical given the college's current lab capacity is maximized. The growth of IT is occurring in almost every priority sector of the State. According to Michigan's Bureau of Labor Market Information and Strategic Initiatives, and CEO led Talent 2025's West Michigan Talent Demand Report (2016), West Michigan occupational employment is expected to grow by 12%, expanding by 83,945 jobs, with the "fastest job growth in Michigan" forecasted over the next six years. The demand for different types of computer based learning environments and labs to support new initiatives such as CISCO certifications, data center simulation, cyber security, networking, and software development are exceeding supply. While the talent demand associated with ATC-housed programs continue to grow, the facility has not kept pace with the growth. The current configuration of the spaces within the facility have become inefficient and restrictive for the types of active learning that needs to occur in classroom and labs.

GRCC received construction authorization for renovations and an expansion to this facility in Public Act 207 of 2018.

2. The Main Building is a 1920's vintage building. This seven-story historical facility houses classrooms and labs for academic programs from both Arts and Science and Workforce Development. Many of the classrooms throughout the building are configured exactly the same as they were when the building was originally built in the 1920's. This configuration has proven to be a challenge in the current higher education environment. Students and faculty need different types of learning environments to support new active learning pedagogy, teamwork and collaboration activities. Today's students also expect spaces for informal learning and group work. Renovations are needed on all floors to upgrade classrooms and technology to 21st Century learning environments to better prepare the workforce of tomorrow. The building also houses the crucial front-line student services that support admissions and enrollment, financial aid, cashiers, student employment services, records and veteran services. Historically, these were stand-alone services functioning in separate office locations. New student service models combine services to more efficiently and effectively meet the needs of students. Significant renovations to the student service areas in this facility are needed to appropriately support the new service models to accommodate a more responsive and accountable personalized service and learning environment. The goal is to continue to identify process improvement opportunities that increase student satisfaction, maintain quality and value, reduce response time on outbound and inbound student follow-up, maximize user-friendly self-service features, and increase engaging student contacts. These improvements require continued assessment of the service space, and possible renovations, to accommodate self-service technologies, one-stop student service experiences, and multi-purpose space utilization to meet student expectations. The current and future visioning and planning is toward moving and aligning services in a proximal and central location to improve student access, navigation, and satisfaction. This future vision also provides greater networking and efficiency opportunities for staff

when assisting students. Today's students require multiple contacts, strong and clear communication, and intentional engagement to support their personalized service, learning objectives, and educational expectations. All this is necessary to keep pace with the changing and diverse students we serve. In addition to academic classrooms and student services, the building is home to the Center for Teaching Excellence, which supports faculty; GRCC Printing and Graphics operations; faculty and administrative offices; food service operations and a Lake Michigan Credit Union branch. The facility has recently undergone bond funded infrastructure renovations to improve HVAC, fire protection and lighting. And, thanks to a private donor, a portion of the second floor has been renovated to house the Meijer Center for Business Studies. However, remaining floors are still in need of renovations and upgrades to the physical space to match the quality of learning environments students now experience in other campus facilities.

3. The facility which houses the majority of GRCC's Exercise Science courses, supports the Police Academy and serves the required student Wellness course needs, is the Ford Field House. The most significant shortcomings of the building are lack of appropriate classroom space for the new coursework referenced in section two. Appropriately equipped and sized classroom space for these courses is needed near the College's exercise facilities (e.g. basketball courts, weight rooms, track, etc.). New curricula also require space for a human performance lab that is more sophisticated and spacious than the current room used for this. Problems that impact the usability of this facility include lack of air conditioning, which in summer, when temperatures in the building rise to dangerous levels, can lead to health risks and even all classes in the building being cancelled. Furthermore, several teaching spaces in the building are not ADA compliant. Renovations are needed to bring the facility to current ADA accessibility standards, address life safety issues, code compliance, energy management, plumbing, electrical and mechanical systems. ***This facility is currently closed for renovations and will re-open in January 2019.***
4. The Student Center currently houses the Academic Advising and Transfer Center, Counseling and Career Development, Disability Support Services and the Academic Testing Center, as well as Student Life, the campus bookstore and food service areas. Although the facility has recently undergone bond funded infrastructure renovations to improve HVAC, fire protection and lighting, the spaces within the facility are still inadequate for expanding services and operations that function from this facility.
5. The newly constructed Phyllis Fratzke Early Childhood Learning Laboratory was opened in January 2017. The new facility houses seven classrooms for preschool programming, a classroom for adult students and a multipurpose room that is used by the program and also by the community as a site for professional development activities for area early childhood professionals. All classrooms have access to the outdoors, extending the learning environment to support the curriculum. This LEED certified state-of-the-art

laboratory preschool building was designed and constructed to be a national demonstration center.

6. GRCC's Music Program is one of the premier Community College programs in the country, and is the only community college program in the State of Michigan to be accredited by the National Association of Schools of Music. The Music Center is a brick and masonry structure that was constructed in 1922 as a physical education building. The building continued to be used in its original purpose until 1976 when the Ford Field House was completed. The building stood vacant for three years until it was determined structurally sound for conversion into other educational uses. Having last been renovated more than 25 years ago, the building was closed during the 16/17 academic to allow for a complete renovation. The renovation included upgrades to all infrastructure systems, exterior envelop improvements, and life safety improvements. The facility has been transformed to provide acoustical excellence throughout the facility, supporting a state-of-the-art recital hall, recording studio, classrooms and student gathering spaces. This newly renovated LEED facility is now a truly appropriate and inspiring music education environment, which offers students a learning environment experience commensurate with the quality of the curriculum that is offered, and one that allows for ongoing curricular improvements.
7. Major renovations to Cook Academic Hall were completed in 2014. This five story facility includes general purpose classrooms and state-of-the-art specialty labs for allied health programs. The design elements throughout the building provide transparency and access to natural light in all classrooms, include student gathering and informal learning spaces on each floor, house academic support labs that support individual and group study, and provide small meeting areas for faculty and student engagement.
8. The Learning Resource Center houses the Library and Learning Commons, Academic Support programs, tutoring services, The Bob and Aleicia Woodrick Center for Equity and Inclusion, Media Technologies and a few general purpose classrooms. This facility is open to students six days a week during fall and winter semesters. The facility is in need of electrical upgrades and panels, transformers, restroom enhancements to comply with ADA requirements, interior doors; lighting and control systems; HVAC air handling units and energy management systems.
9. Sneden Hall is a three story facility, housing general purpose classrooms, a student use computer lab, the College Success Center and the Information Technology department. The facility is on the DeVos campus, within the historical Heritage Hill neighborhood. The facility is in need of improvements and renovations to its existing mechanical and electrical infrastructure, as well as maintenance throughout the exterior building envelop (roof, tuck pointing, exterior doors). Several classrooms are in need of new furnishings to improve capacity, improve the learning environment and support flexible learning activities.

10. 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 offices and student support areas.

E. Replacement Value of Existing Facilities

See attached Facility Assessment, Appendix C.

F. Utility System Condition

See attached Facility Assessment, Appendix D.

G. Facility Infrastructure Condition

See attached Facility Assessment, Appendix D.

H. Projected Utilities and Infrastructure Adequacy

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

I. Land Owned, Future Development Capacity

No additional land is owned for development opportunities.

J. Buildings Obligated to State Building Authority

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

1. The Calkins Science Center – Lease end date 11/30/2034
2. The Main Building – Lease end date 3/31/2037
3. Cook Academic Hall – Lease end date 8/31/2050

Facility Assessment

5 Year Plan

GRCC contracted with IDS, Inc. in 2015 to complete a full assessment of seventeen facilities to identify capital deficiencies, deferred maintenance needs and prioritize critical areas. The criteria used to evaluate each facility included:

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

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

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

Section 5 – Implementation Plan

A. Prioritize Major Capital Projects Requested from the State

GRCC received construction authorization for the Wisner Bottrall Applied Technology Center (ATC) under Public Act 207 of 2018. The ATC is 26 years old, and although some spaces have been renovated to support new program areas, the Manufacturing and Information Technology spaces have not changed. The demand for different types of computer based learning environments and labs to support new programs such as mechatronics, cyber security, mobile forensics and digital electronics are exceeding supply. The increase in enrollment, expansion of non-credit job training programs, and development of new programs is increasing the need for additional, larger learning spaces in the ATC. Additionally, demand for the machine tool lab for traditional courses, apprentice training and customized employer programs has reached capacity. The current lab is also used by the Kent Intermediate School District for the high-school machine tool program, as well as Ferris State University for engineering programs. While the talent demand associated with ATC-housed programs continue to grow, the facility has not kept pace with the growth. The current configuration of the spaces within the facility have become inefficient and restrictive for the types of active learning that needs to occur in classroom and labs. The funded project involves renovation and an expansion, and work is scheduled to begin in 2019.

B. Deferred Maintenance Backlog

GRCC's estimated deferred maintenance backlog is approximately \$17.1 million. Projects are listed in order, by building, and prioritized by a scoring system taking into account both the consequences of the problem as well as the need. The consequence of the problem ranks each item in terms of its critical nature. This ranges from the most critical items that are considered to be a hazard to life, health, or safety, to the least critical, such as a condition that reduces the functional utility of the facility or results in extensive energy consumption. The need of the problem ranks each item from the most critical, those that if not accomplished, will result in serious and irrevocable loss or damage, to those that are desirable or necessary to improve handicap accessibility. The resulting sum of these two factors results in the overall priority score, where the lowest numerical number relates to the highest priority.

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

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

C. On-going State Building Authority Projects

GRCC received construction authorization for the Wisner Bottrall Applied Technology Center under Public Act 207 of 2018. Work is scheduled to begin in May 2019 and will continue into 2020.

D. 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.

E. Alternatives to New Infrastructure

We are continually working with faculty to increase and enhance our online and hybrid offerings. We also continue to partner with our K-12 school districts to offer college courses in their regions. For fall 2018, the college is offering courses at three regional sites in Kent County: Caledonia, Grandville, and Rockford; ten concurrent enrollment sites: Godfrey Lee, Godwin Heights, GRPS Union, GRPS University Prep Academy, Jenison, Kent County Technical Center, Kelloggsville, Kent City, Kent Innovation, and West Ottawa; and six early/middle college sites: Cedar Springs, OAISD Careerline Tech, East Kentwood, Kent ISD Launch U, Ottawa Hills and Wyoming. In addition, the college has Lakeshore Campus sites in Ottawa County.

F. Major Maintenance Items in Excess of \$1 Million, 2018-2023

(See attached Facility Assessment – Appendix D)

1. Ford Natatorium requires major electrical work ranging from lighting and panel boards to high voltage entry service gear. Interior doors require replacement; life safety issues such as, emergency lighting and fire alarm/suppression need to be addressed. HVAC issues regarding air handling units, energy management system, and exhaust fans require upgrades. Men and women restrooms and locker rooms need plumbing upgrades ADA code compliancy.
2. Learning Resource Center renovation would include electrical upgrades and panels, transformers, restroom enhancements to comply with ADA requirements, interior doors; lighting and control systems; HVAC air handling units and energy management systems.

G. Non-routine Maintenance

Parking Ramp repairs are budgeted at approximately \$500,000 per year, and paid for from College auxiliary funds (parking revenue from student parking). Additionally, GRCC invested \$2 million over three years for major repairs including structural concrete repairs; deck coating; parking striping; bridges repair; waterproofing restoration. This three year project was completed in 2018.

At a regular meeting of the members of the Board of Trustees (the "Board") of Grand Rapids Community College, Michigan (the "College"), held at the College on September 17, 2018

PRESENT: Trustee Bailey, Trustee Stewart, Trustee Brane,
Trustee Bristol, Trustee Brivinsma, Trustee Sanchez, & Chairperson Koefje

ABSENT: —

The following preamble and resolution were offered by Trustee Brivinsma, and seconded by Trustee Bristol:

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

And, Whereas the State of Michigan, through Public Act 265, Section 230 (2) of the Michigan Public Acts of 2018 has indicated that the appropriation noted in Section 201(2) of the same Act shall be allocated to each community college that certifies to the state budget director, through a resolution adopted by a board of trustees, that the college has met 4 out of 5 best practices listed in each category described in Section 230, subsection (3);

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

The Board hereby certifies that the College has met all 5 of the best practices described in Public Act 265, Section 230, subsection (3) and offers the following examples of practices currently in place at the College in order to demonstrate compliance;

Best Practices by Category	2018 Examples of Adherence
Category A: Economic Development and Business or Industry Partnerships (must meet 4 of 5)	
(i) The community college has active partnerships with local employers including hospitals and health care providers.	GRCC currently has 135 signed clinical agreements with medical and dental professionals in the region. Additionally, through our grants and apprenticeship work we have over 750 company partners sponsoring both credit and non-credit apprentices.
(ii) The community college provides customized on-site training for area companies, employees, or both.	GRCC has provided customized training to 61 companies, through 328 classes, reaching 2,592 people during the past fiscal year. In addition 424 companies were served through workforce training, job training, continuing education and professional development.
(iii) The community college supports entrepreneurship through a small business assistance center or other training or consulting activities targeted toward small businesses.	GRCC supports small businesses in West Michigan by offering several classes and programs in partnership with the Grand Rapids Chamber of Commerce, West Michigan Hispanic Chamber of Commerce and SCORE. We offer 61 online classes through Pierson Learnings Ed2Go that range from QuickBooks and budgeting, to how to build a business plan, staffing plan and leadership development and many other titles.
(iv) The community college supports technological advancement through industry partnerships, incubation activities, or operation of a Michigan technical education center or other advanced technology center.	<p>The College operates two technical education centers. The Tassell MTEC is located in Grand Rapids and offers hands on training programs in manufacturing, automotive repair, certified nursing assistant, phlebotomy, plumbing, construction trades, sustainability and deconstruction, computer support, sterile processing technology, medical assistant, personal trainer, renewable energy, masonry, mechanical, and concrete and iron worker training.</p> <p>The Tassell MTEC, at the request of industry partners, has also added training in public works and integrated language and technical skill training to meet local talent needs. The Thompson MTEC is located in Holland and operated in partnership with the Ottawa Area Intermediate School District. It is a main hub of operations for the College's Lakeshore Campus.</p>

Best Practices by Category	2018 Examples of Adherence
	<p>This center also hosts our open entry-open exit coursework in welding, CNC machining, and electrical/electronics. These courses support GRCC's apprenticeship efforts in Ottawa County. This facility also supports the programming for the Industrial Maintenance Middle College certificate in partnership with Ottawa Area ISD.</p>
<p>(v) The community college has active partnerships with local or regional workforce and economic development agencies.</p>	<p>GRCC has active partnerships with a number of local and regional workforce and economic development agencies, including West Michigan Works, The Right Place, Lakeshore Advantage, The Source, Talent 2025, Hello West Michigan, Discover Manufacturing, Michigan Manufacturing Technology Center- West, West Michigan Health Career Council, West Michigan Tech Talent and the Michigan Manufacturing Association. In addition, there are partnerships with non-profits working in workforce development (e.g., Goodwill of Greater Grand Rapids, Hope Network, Bethany Christian Services, Urban League of Greater Grand Rapids) and the Lakeshore Chamber of Commerce, Grand Rapids Chamber of Commerce and West Michigan Hispanic Chamber of Commerce.</p>
<p>Category B: Educational partnerships (must meet 4 of 5)</p>	
<p>(i) The community college has active partnerships with regional high schools, intermediate school districts, and career-tech centers to provide instruction through dual enrollment, concurrent enrollment, direct credit, middle college, or academy programs.</p>	<p>GRCC currently has more than 70 active partnerships in place with public, non-public and charter regional high schools, intermediate school districts, and technology centers through dual enrollment. We have 10 – 14 active concurrent enrollment sites and six early/middle college partnerships in place. GRCC also has three active regional sites whereby we partner with a local high school to host evening college courses.</p>
<p>(ii) The community college hosts, sponsors, or participates in enrichment programs for area K-12 students, such as college days, summer or after-school programming, or science Olympiad.</p>	<p>GRCC hosts, co-sponsors, and participates in outreach and enrichment programs that are designed to engage and encourage area K12 students to pursue the community college educational opportunities. Programs include HS nights, tours, on-campus career specific college days, skilled trade camps, Cruisin' to College Summer academic readiness sessions, youth</p>

Best Practices by Category	2018 Examples of Adherence
	conferences, MiCareerQuest, SkillsUSA Statewide Competition and more.
(iii) The community college provides, supports, or participates in programming to promote successful transitions to college for traditional age students, including grant programs such as talent search, upward bound, or other activities to promote college readiness in area high schools and community centers.	<p>GRCC continues to partner with Grand Rapids Public Schools and Grand Rapids Community Foundation on Challenge Scholars at Union High School. This year, GRCC will work with the freshman, sophomore and junior classes to prepare them for successful entry into GRCC or other higher education institutions.</p> <p>GRCC also offers FastTrack services to incoming traditional age and non-traditional age students, allowing them to brush up in reading/writing and math. This program allows students to bypass remedial coursework, saving time and money.</p>
(iv) The community college provides, supports, or participates in programming to promote successful transitions to college for new or reentering adult students, such as adult basic education, GED preparation and testing, or recruiting, advising, or orientation activities specific to adults.	GRCC provides a vibrant ESL program to support adult learners.
(v) The community college has active partnerships with regional 4-year colleges and universities to promote successful transfer, such as articulation, 2+2, or reverse transfer agreements or operation of a university center.	<p>GRCC currently has 27 active partnerships with 4-year colleges and universities, including articulated programs and seven reverse transfer agreements. The articulated programs can be separated into the following categories, with the number of each indicated:</p> <ul style="list-style-type: none"> ● Articulated Pre-Majors (2+2 agreements): 14 ● Articulated Pre-Professional Programs (2+2 agreements): 2 ● Articulated Career Programs (2+2 agreements): 4 <p>In addition, GRCC promotes successful transfer through offering pre-majors in the following categories:</p> <ul style="list-style-type: none"> ● General Pre-Majors: 21 ● General Pre-Professional Programs: 3

Best Practices by Category	2018 Examples of Adherence
Category C: Community Services (must meet 4 of 5)	
<p>(i) The community college provides continuing education programming for leisure, wellness, personal enrichment, or professional development.</p>	<p>GRCC provided 271 continuing education courses serving approximately 7,884 students during 2017/18.</p>
<p>(ii) The community college operates or sponsors opportunities for community members to engage in activities that promote leisure, wellness, cultural or personal enrichment such as community sports teams, theater or musical ensembles, or artist guilds.</p>	<p>GRCC will hold 5-7 separate visual art events in the Collins Art Gallery. Both the Collins Art Gallery and Spectrum Theater have been venues for ArtPrize since its inception. Fourteen separate productions were presented in GRCC's Spectrum Theater, and 30 separate musical recitals or concerts were held at local facilities. GRCC also sponsors the Kent Philharmonic Orchestra, a community ensemble. All arts events and performances are open to the community.</p>
<p>(iii) The community college operates public facilities to promote cultural, educational, or personal enrichment for community members, such as libraries, computer labs, performing arts centers, museums, art galleries, or television or radio stations.</p>	<p>GRCC provides multiple opportunities to promote cultural, educational, or personal enrichment for community members through the following:</p> <ul style="list-style-type: none"> • GRCC hosts an annual "Diversity Lecture Series" that features national speakers on a variety of topics. In 2017-2018, the 23rd Annual series featured Social Neuroscientist John Cacioppo, Author and Advocate Julissa Arce and Author and Social Justice Advocate Negin Farsad. This series is free to the community. • The GRCC Music Center provides rehearsal space for the Grand Rapids Choir of Men and Boys. • Our Applied Technology Center provided over 50 programs and served more than 4,500 students and community members last year. Programs included: Empco Testing for Police Academy, New Student Orientations (on main campus and at area high schools), High School Campus Visits, Nursing Program Testing, Fast Track, Skills USA, Library Instruction sessions, Police Academy Licensing Exam, MCOLES Testing, GRPS First Scholars, GRCC Summer Learning Academy, TRIO Resume Workshop, MiCup/LI-LSAMP PowerPoint and

Best Practices by Category	2018 Examples of Adherence
	<p>Illustrator Trainings, Admissions Fall & Spring Open Houses, MI Association of Continuing Education and Training (MACET), Hobart Sales and Service training, FSU and GRCC Blackboard trainings, Accuplacer & ALEKS placement testing, and Open Computer & Tutorial Labs.</p>
<p>(iv) The community college operates public facilities to promote leisure or wellness activities for community members, including gymnasiums, athletic fields, tennis courts, fitness centers, hiking or biking trails, or natural areas.</p>	<p>GRCC operates a gymnasium, a fitness center, and aquatic facility that are all open to the public and available for community use.</p>
<p>(v) The community college promotes, sponsors, or hosts community service activities for students, staff, or community members.</p>	<p>The College supports a range of programs and activities aimed at connecting faculty and students to our community including: several sections of courses integrating service learning, Community Science Day through the Biological Sciences Department, United Way's School of Hope program, processes that promote Community Partner Trainings and service opportunities for students, hosting marketing tables on campus for nonprofits, and finally coordinating service events as part of the GRCC Honors Program.</p>

Adopted this 17th day of September, 2018

YEAS: 7
NAYS: 0

CERTIFICATION

I hereby certify that the forgoing is a true and complete copy of a resolution adopted by the Board of Trustees of the Grand Rapids Community College, County of Kent, State of Michigan, at a meeting held on September 17, 2018, the original of which is on file in my office and available to the public. Public notice of said meeting was given pursuant to and in compliance with the Open Meetings Act, Act No. 267 of the Public Acts of Michigan of 1976, including in the case of a special or rescheduled meeting, notice by posting at least eighteen (18) hours prior to the time set for said meeting.

GRAND RAPIDS COMMUNITY COLLEGE

State of Michigan

By: 
Chairperson, Board of Trustees

Countersigned:

By: 
Secretary, Board of Trustees

Appendix B
GRCC Fall 2018 Enrollment by Program Plan—Full-Time and Part-Time

Plan Code	Description of Major	CIP Code	Full-time	Part-time	All	% of Total
000	Undecided	24.01	34	146	180	1.3%
003	Early College Enrollment	24.00	4	763	767	5.6%
006	Liberal Arts, General	24.01	81	222	303	2.2%
007	Transfer/Other	24.01	647	1785	2432	17.6%
011	Assoc of Science	24.01	95	245	340	2.5%
101	Business Admin, Trf	24.01	108	152	260	1.9%
102	Bus Administration	52.02	145	345	490	3.6%
112	Office Administration	52.04	0	10	10	0.1%
116	Marketing, Cert	52.18	1	1	2	0.0%
120	Child Development	19.07	25	63	88	0.6%
122	Interior Decorating & Des	50.04	4	11	15	0.1%
125	Marketing	52.18	47	61	108	0.8%
127	Management & Supervision	52.02	37	113	150	1.1%
128	Accounting	52.03	58	128	186	1.3%
131	CDA Formal Trn Hrs, Cert	19.07	0	7	7	0.1%
133	Fast Track CDA, Cert	19.07	0	17	17	0.1%
137	Office Administration	52.04	1	4	5	0.0%
147	Comp Info Sys-Network Admin	11.09	21	68	89	0.6%
149	Comp Info Sys-Programming	11.02	32	100	132	1.0%
150	Information Security	24.01	14	20	34	0.2%
151	Culinary Arts	12.05	53	123	176	1.3%
152	Corrections	43.01	6	23	29	0.2%
153	Juvenile Services	43.01	9	29	38	0.3%
154	Addiction Studies, Cert	51.15	4	12	16	0.1%
155	Culinary Mgmt, Assoc.	12.05	1	5	6	0.0%
156	Baking & Pastry Arts, Cert	12.05	2	13	15	0.1%
157	Culinary Arts, Cert	12.05	2	12	14	0.1%
158	Personal Chef	12.05	0	3	3	0.0%
159	Craft Brew, Pack, Srv Op	12.05	12	7	19	0.1%
160	Web Design/Development	11.08	32	50	82	0.6%
164	IT Apprenticeship, Cert	11.01	0	1	1	0.0%
165	Computer Supp Specialist	11.10	20	36	56	0.4%
170	Entrepreneurship	52.07	3	9	12	0.1%
171	Retail Management, Cert	52.02	0	1	1	0.0%
172	Corrections, Cert	43.01	0	2	2	0.0%
174	Sheriff's Correct. Acad	43.01	0	6	6	0.0%
180	Child Development	19.07	11	56	67	0.5%
201	Art, Trf	50.07	7	21	28	0.2%
212	Recording Tech, Trf	50.09	18	18	36	0.3%
215	Digital Audio Spec, Cert	10.02	1	9	10	0.1%
220	Assoc of Music	50.09	25	21	46	0.3%

250	Photography	50.06	5	27	32	0.2%
251	Fine Arts	50.07	20	34	54	0.4%
255	Interior Design	50.07	6	7	13	0.1%
305	Radiologic Tech	51.09	3	44	47	0.3%
340	Occupational Therapy Assistant	51.08	2	48	50	0.4%
361	Assoc Deg Nursing-In Class	51.38	4	123	127	0.9%
369	ADN Adv Stand Nurs-InClass	51.38	0	25	25	0.2%
371	Pract Nurs, Cert-In class	51.39	1	63	64	0.5%
383	Magn Res Imag-MRI, Cert	51.09	0	1	1	0.0%
392	Dental Assisting, Cert. FT	51.06	2	1	3	0.0%
393	Dental Assisting, Assoc FT	51.06	14	7	21	0.2%
394	Dental Hygiene, FT	51.06	59	1	60	0.4%
395	Dental Assisting, Cert. PT	51.06	0	2	2	0.0%
396	Dental Assisting, Assoc PT	51.06	0	3	3	0.0%
402	Journalism, Trf	24.01	7	9	16	0.1%
420	Paraprofessional Education	13.15	0	3	3	0.0%
450	Pre-Computer Info Sys	24.01	13	16	29	0.2%
452	Pre-Computer Science	24.01	35	39	74	0.5%
500	Pre-Allied Health Sci.	24.01	9	15	24	0.2%
522	Pre-English Literature	24.01	3	5	8	0.1%
523	Pre-Comm Studies	24.01	6	14	20	0.1%
524	Pre-Writing	24.01	3	7	10	0.1%
525	Pre-Criminal Justice	24.01	55	53	108	0.8%
530	Pre-Psychology	24.01	46	82	128	0.9%
532	Pre-Social Work	24.01	22	47	69	0.5%
533	Pre-Anthropology	24.01	4	2	6	0.0%
535	Pre-Political Science	24.01	8	8	16	0.1%
536	Pre-Economics	24.01	3	3	6	0.0%
537	Pre-Sociology	24.01	3	10	13	0.1%
538	Pre-Geography	24.01	1	2	3	0.0%
539	Pre-Intl Relations	24.01	3	2	5	0.0%
540	Pre-History	24.01	6	10	16	0.1%
545	Pre-Geology	24.01	2	6	8	0.1%
550	Pre-Biochemistry	24.01	6	14	20	0.1%
552	Pre-Chemical Engineering	24.01	3	4	7	0.1%
553	Pre-Engineering	24.01	26	35	61	0.4%
555	Pre-Cell & Mole Biology	24.01	8	6	14	0.1%
560	Pre-Biology	24.01	49	56	105	0.8%
570	Pre-Pharmacy	24.01	21	19	40	0.3%
605	Pre-Master Architecture	24.01	0	1	1	0.0%
610	Arch Tech-FSU-Fac Mgmt	04.09	2	9	11	0.1%
612	Pre-Construct Mgmt-FSU	24.01	0	1	1	0.0%
614	Arch Tech-FSU-ConMgmt	04.09	0	2	2	0.0%
617	Pre-Elem Ed-FSU	24.01	10	4	14	0.1%
631	Music-WMU	50.09	8	2	10	0.1%
632	Pre-Business Admin-WMU	24.01	9	3	12	0.1%

634	Child Development-WMU	19.07	1	7	8	0.1%
635	Pre-ExSci-WMU-Appl	24.01	2	0	2	0.0%
636	Pre-Elem Ed-WMU	24.01	2	13	15	0.1%
637	Pre-Sport Mgmt-WMU	24.01	3	1	4	0.0%
638	Pre-ExSci-WMU-Clinical	24.01	0	1	1	0.0%
639	Pre-Dietetics-WMU	24.01	3	4	7	0.1%
646	Pre-GenSci-Chirop-Palmer	24.01	1	2	3	0.0%
651	Chemical Technology	41.03	2	2	4	0.0%
655	Pre-Mathematics	24.01	0	2	2	0.0%
661	Music-GVSU	50.09	1	1	2	0.0%
662	Pre-ExSci-ClinExSci-GVSU	24.01	11	12	23	0.2%
663	Pre-ExSci-HFitInstr-GVSU	24.01	7	12	19	0.1%
665	Pre-English-GVSU	24.01	4	4	8	0.1%
670	Pre-Biology-Aquinas	24.01	1	1	2	0.0%
701	Chemistry, Trf	24.01	7	15	22	0.2%
797	Manufac Eng Tech, FSU Trf	15.06	6	15	21	0.2%
798	Plastics Tech, FSU Trf	15.06	4	14	18	0.1%
809	Law Enforcement-Police Academy	43.01	29	0	29	0.2%
817	Gerontology	44.00	0	1	1	0.0%
819	Police Academy, Cert	43.01	13	0	13	0.1%
847	MCCVLC Student	24.00	0	5	5	0.0%
848	Guest Student	24.01	8	214	222	1.6%
849	Career Exploration	12.00	2	12	14	0.1%
850	Personal Interest, Non-Degree	12.00	66	714	780	5.7%
900	Technology Option	15.99	1	14	15	0.1%
903	Electr Controls Eng Tech	15.04	12	50	62	0.4%
904	Mechanical Design	15.13	18	102	120	0.9%
905	Architectural Design	04.02	0	1	1	0.0%
906	Electronics Tech	15.03	13	28	41	0.3%
908	Tooling & Mfg Tech	48.05	4	45	49	0.4%
912	Air C, Ref, Ht Tech	47.02	16	25	41	0.3%
916	Mechatronics, Cert	47.01	0	2	2	0.0%
918	Industrial Maintenance Tech Cert	47.03	0	33	33	0.2%
919	Industrial Tech, Cert	15.06	0	4	4	0.0%
920	Tooling & Mfg, Cert	48.05	2	24	26	0.2%
921	Auto Servicing, Cert	47.06	3	12	15	0.1%
922	Automotive Technology	47.06	18	62	80	0.6%
923	Electric Cont/Mech, Cert	15.04	0	5	5	0.0%
924	Air C, Ref, Ht, Cert	47.02	2	16	18	0.1%
925	Architectural Technology	04.09	6	23	29	0.2%
926	Electronics Svc, Cert	15.03	0	4	4	0.0%
927	Photography, Trf	50.07	4	9	13	0.1%
928	Mechanical Design, Cert	15.13	0	10	10	0.1%
931	Welding, Cert	48.05	2	10	12	0.1%
932	Welding Technology	48.05	18	23	41	0.3%
935	Plastics Mfg Tech	15.06	2	12	14	0.1%

939	Quality Science	15.07	2	37	39	0.3%
943	Machine Tool, Cert	48.05	0	2	2	0.0%
945	Plastics Mfg Tech, Cert	15.06	0	3	3	0.0%
950	Apprenticeship Option	15.06	0	3	3	0.0%
954	Manufacturing Apprentice Cert	47.00	0	477	477	3.5%
985	Industrial Maintenance Tech	47.03	4	35	39	0.3%
P01	Business	24.01	349	276	625	4.5%
P02	Health, Exercise Science	24.01	352	564	916	6.6%
P03	Human Svcs, Ed, Soc Sci	24.01	373	322	695	5.0%
P04	Manufacturing, App. Tech	24.01	51	93	144	1.0%
P05	Math, Science, Engineer.	24.01	246	138	384	2.8%
P06	Music and Theater	24.01	47	30	77	0.6%
P07	Culinary, Hosp, Brewing	24.01	34	52	86	0.6%
P08	Art, Archit, Mech Design	24.01	132	105	237	1.7%
P09	Human., Eng., Lang, Comm	24.01	75	293	368	2.7%
P10	Comp Information Systems	24.01	98	95	193	1.4%
Grand Total			4104	9684	13788	100.0%

Grand Rapids Community College
 Facility Condition Index
 September 14, 2018

Building	Fiscal Year 18-19 Current Deficiency Cost	Fiscal Year 18-19 Current Replacement Value	Fiscal Year 18-19 Facility Condition Index (%)
Administration Building	\$ 344,917	\$ 5,521,222	6.25%
Applied Technology Center and Parking Ramp	\$ 520,851	\$ 82,842,607	0.63%
Bostwick Office Suite & Bostwick Parking Ramp	\$ 73,523	\$ 60,519,392	0.12%
Bungalow (Carriage House)	\$ 264,590	\$ 1,143,083	23.15%
Calkins Science Center	\$ 912,038	\$ 59,764,693	1.53%
Chiller Plant	\$ 29,310	\$ 10,422,355	0.28%
College Park Plaza and Parking Ramp	\$ 65,004	\$ 14,661,471	0.44%
Cook Academic Building and Parking Ramp	\$ 588,913	\$ 49,394,195	1.19%
East Campus Parking Ramp	\$ 17,253	\$ 8,211,218	0.21%
Facilities Offices and Lyon Street Parking Ramp	\$ 47,733	\$ 29,973,925	0.16%
Ford Field House	\$ 593,961	\$ 22,693,944	2.62%
Ford Natatorium	\$ 2,746,531	\$ 13,520,595	20.31%
Learning Resource Center	\$ 1,358,522	\$ 22,579,195	6.02%
Lettinga Center	\$ 795,598	\$ 2,234,308	35.61%
Mable Engle	\$ 892,449	\$ 4,281,044	20.85%
Main Building	\$ 658,896	\$ 85,692,590	0.77%
Music Center	\$ -	\$ 16,995,000	0.00%
Preschool	\$ 46,575	\$ 7,105,121	0.66%
Snedden Academic Building	\$ 670,973	\$ 30,135,016	2.23%
Spectrum Theater	\$ 562,531	\$ 14,674,711	3.83%
Student Center	\$ 675,272	\$ 24,100,731	2.80%
Tassell M-TEC	\$ 147,165	\$ 33,426,344	0.44%
Thompson M-TEC	\$ 199,801	\$ 12,214,215	1.64%
White Hall	\$ -	\$ 6,914,768	0.00%
Total	\$ 12,212,405	\$ 619,021,743	2.03%

The FCI uses empirical data to benchmark relative measures of conditions on campuses. The FCI values are assessed as follows:

FCI value less than 5% = Good condition

FCI value 5% – 10% = Fair condition

FCI value greater than 10% = Poor condition

Based upon these FCI values, 4 buildings are in poor condition. Lettinga Center, Bungalow (Carriage House), Mable Engle, and the Ford Natatorium have the most immediate need for replacement work, as they have the highest FCI values ranging from 20.31% to 35.61%. These values are primarily driven by the high cost of building, mechanical and infrastructure upgrades, and equipment replacement costs.

Grand Rapids Community College
5 - Year Deferred Maintenance Forecast
September 14, 2018

Building	2019	2020	2021	2022	2023
Administration Building	\$ 344,917	\$ 356,990	\$ 369,484	\$ 382,416	\$ 395,801
Applied Technology Center and Parking Ramp	\$ 520,851	\$ 539,080	\$ 557,948	\$ 574,465	\$ 591,560
Bostwick Office Suite & Bostwick Parking Ramp	\$ 73,523	\$ 76,096	\$ 78,760	\$ 81,516	\$ 84,369
Bungalow (Carriage House)	\$ 264,590	\$ 273,851	\$ 283,436	\$ 293,356	\$ 303,623
Calkins Science Center	\$ 912,038	\$ 926,459	\$ 941,385	\$ 956,834	\$ 972,823
Chiller Plant	\$ 29,310	\$ 30,336	\$ 31,398	\$ 32,497	\$ 33,634
College Park Plaza and Parking Ramp	\$ 65,004	\$ 67,279	\$ 69,634	\$ 72,071	\$ 74,593
Cook Academic Building and Parking Ramp	\$ 588,913	\$ 609,525	\$ 630,859	\$ 652,939	\$ 675,792
East Campus Parking Ramp	\$ 17,253	\$ 17,856	\$ 18,481	\$ 19,128	\$ 19,798
Facilities Offices and Lyon Street Parking Ramp	\$ 47,733	\$ 49,403	\$ 51,132	\$ 52,922	\$ 54,774
Ford Field House	\$ 593,961	\$ 614,750	\$ 636,266	\$ 658,535	\$ 681,584
Ford Natatorium	\$ 2,746,531	\$ 2,842,660	\$ 2,942,153	\$ 3,045,128	\$ 3,151,708
Learning Resource Center	\$ 1,358,522	\$ 1,406,070	\$ 1,455,283	\$ 1,506,218	\$ 1,558,935
Lettinga Center	\$ 795,598	\$ 823,444	\$ 852,264	\$ 882,093	\$ 912,967
Mable Engle	\$ 892,449	\$ 923,685	\$ 956,014	\$ 989,474	\$ 1,024,106
Main Building	\$ 658,896	\$ 681,958	\$ 705,826	\$ 730,530	\$ 756,099
Music Center	\$ -	\$ -	\$ -	\$ -	\$ -
Preschool	\$ 46,575	\$ 48,205	\$ 49,892	\$ 51,639	\$ 53,446
Snedden Academic Building	\$ 670,973	\$ 694,457	\$ 718,763	\$ 743,919	\$ 769,957
Spectrum Theater	\$ 562,531	\$ 582,220	\$ 602,598	\$ 623,688	\$ 645,518
Student Center	\$ 675,272	\$ 698,907	\$ 723,368	\$ 748,686	\$ 774,890
Tassell M-TEC	\$ 147,165	\$ 152,316	\$ 157,647	\$ 163,165	\$ 168,875
Thompson M-TEC	\$ 199,801	\$ 206,794	\$ 213,742	\$ 220,935	\$ 228,379
White Hall	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 12,212,405	\$ 12,622,340	\$ 13,046,332	\$ 13,482,154	\$ 13,933,230

Note: The annual total assumes a 3.5% increase in inflation