Grand Rapids Community College
State of Michigan FY 2016
Five-Year Capital Outlay Plan

Approved by GRCC Board of Trustees
October 20, 2014
Table of Contents

Section 1, pp. 3-7  Mission Statement
Section 2, pp. 8-26  Instructional Programming
Section 3, pp. 27-30  Staffing and Enrollment
Section 4, pp. 31-38  Facility Assessment
Section 5, pp. 39-40  Implementation Plan

Appendices
Appendix B – Local Strategic Value Resolution
Appendix C – Fall 2014 Academic Enrollments
Appendix D – Education/Lab-Preschool Community Visioning Report
Appendix E – Replacement Value of Current Buildings
Appendix F – Facility Assessments
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 Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. In 2002, GRCC continued its accreditation process when the College was accepted into the North Central Association (NCA) alternative accreditation method: the Academic Quality Improvement Project (AQIP). In 2010, the NCA Higher Learning Commission instituted a pilot AQIP program with a Baldrige option, and GRCC was accepted into this pilot in 2011. In April 2014 GRCC hosted the AQIP Quality Checkup – Baldrige Option, which involved two reviewers visiting the campus over a three day period. The reviewers concluded that GRCC provided evidence that met or exceeded expectations for all five Criteria for Accreditation (revised criteria effective February 2012) and their corresponding core components and went on to provide specific examples. Words the reviewers use to describe GRCC include “pioneers,” “exemplary,” “exceeds expectations,” “highly organized,” “pride,” “high quality,” and “best practice.” The Higher Learning Commission will make final determination regarding re-accreditation prior to May 2015.

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, 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.

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®), one satellite “Learning Corner” in an urban storefront location, 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 Kent County, with a total population of 621,700. (US Census - 2013) 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, adults seeking job training or retraining and apprentices, international students, developmental students and older learners.

In 2009, the GRCC Board of Trustees appointed Dr. Steven Ender as the College’s new President and together they initiated a process to review the institution’s Mission, Vision, Values and Ends, as recommended by the Higher Learning Commission of the North Central Association. The process included input from the entire campus community, and months of shared dialogue between the Board of Trustees and college employees. GRCC’s new Mission, Vision, Values and Ends were adopted at the October, 2010 Board of Trustees meeting. This work set the stage for the college’s Strategic Leadership Team to spend the 2010-11 academic year preparing a three-year plan outlining the strategies, action projects and indicators that would drive the college’s work over the next three years. The final report of the efforts outlined in that three year plan can be found in the Final report – Appendix A. During the 2013-14 academic year, the Board of Trustees and the Strategic Leadership Team began the process of preparing the institution’s next strategic plan.

Grand Rapids Community College faculty and staff have been committed to student success for 100 years. During the 2014-15 academic year, GRCC will celebrate the century mark with a number of special events. More importantly, the institution launches the 2014-2017 Strategic Plan, which builds on the “great past – bright future” theme and outlines the strategies, action projects and indicators of success that will chart the course for GRCC’s future.

<table>
<thead>
<tr>
<th>VISION</th>
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<td>As a college of distinction, GRCC inspires students to meet the needs of the community and the world.</td>
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<table>
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<th>MISSION</th>
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<tr>
<td>GRCC is an open access college that prepares individuals to attain their goals and contribute to the community.</td>
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VALUES

Excellence – We commit to the highest standards in our learning and working environment as we strive for distinction in all aspects of our work.

Diversity – We create an inclusive learning and working environment that recognizes the value and dignity of each person.

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

Innovation – We seek creative solutions to problems through 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 balance among 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.

ENDS

In all instances, the work to achieve these Ends will reflect our core values.

Student Success Pathways – A student-centered experience will ensure opportunities for students to learn the skills necessary to achieve their educational goals.

Workforce Pathways – GRCC will prepare students for the workforce in our community and the world.

Transfer Pathways – GRCC prepares students to transfer to the college or university of their choice.

Figure OP.1 GRCC Vision, Mission, Values, Ends
End #1: Student Success Pathways
A student-centered experience will ensure opportunities for students to learn the skills necessary to achieve their educational goals.

Strategy 1.1 Access - Improve services and outreach initiatives to students considering GRCC

*-CAP* 1.1.1: Improve outreach and recruitment of new students
*CAP* 1.1.2: Improve access through strengthening the GRCC Brand

Strategy 1.2 Persistence – Provide college programs, resources and systems to support students in their educational pathway.

*CAP* 1.2.1: Student Success in Developmental Education
*CAP* 1.2.2: Retention of Undecided Students
*CAP* 1.2.3: Increase the readiness of students taking on-line courses
*CAP* 1.2.4: Reduction of Financial Barriers for Students

Strategy 1.3 Student Support – Improve support services to instill in students the skills necessary to be effective learners, citizens and individuals

*CAP* 1.3.1: Improve the support systems for cohort groups of students
*CAP* 1.3.2: Create and Improve Student Services for Part-Time, Evening and Weekend students as well as at Regional Sites
*CAP* 1.3.3: Provide additional student support for Latino students
*CAP* 1.3.4: Support an academic leadership program (Alpha Beta Omega) to support the success of the College’s most challenged students

Strategy 1.4 Student Learning - Improve student success through the creation, revision, and monitoring of curriculum and assessment

*CAP* 1.4.1: Implement Institutional Assessment of Student Learning

Strategy 1.5 Completion – Increase the number of students who earn degrees or certificates at GRCC

*CAP* 1.5.1: Design graduation initiatives to increase degree or certificate completion
*CAP* 1.5.2: Implement college-generated graduation processes and procedures
End #2:  **Workforce Pathways**
GRCC will prepare students for the workforce in our community and the world.

**Strategy 2.1  Knowledge and Infrastructure** – Ensure that resources, and infrastructure are effectively organized and consistently aligned to provide students and other stakeholders with an efficient, successful, user-centered system to promote the attainment of skills necessary to enter the workforce

*CAP 2.1.1: Construct core competencies in workforce development*
*CAP 2.1.2: Increase use of labor market information forecasting*

**Strategy 2.2  Student Pathways** – Provide expanded engagement opportunities for students related to work goals

*CAP 2.2.1: Integrate all career and job placement service*
*CAP 2.2.2: Create and expand career learning experiences*

End #3:  **Transfer Pathways**
GRCC prepares students to transfer to the college or university of their choice.

**Strategy 3.1: Knowledge and Infrastructure** - Ensure that college messaging, alignment with secondary and other post-secondary institutions, resources, and infrastructure are effectively organized to provide students and other stakeholders with an efficient and effective system to promote transfer

*CAP 3.1.1 – Promote best practices among academic disciplines and departments in order to improve student transfer to four-year institutions*
*CAP 3.1.2: - Improve GRCC’s infrastructure and ability to develop collaborative programs to enhance student preparedness for post-secondary education through high school and community partnerships, articulation agreements, and early and middle college initiatives*

**Strategy 3.2: Student Pathways** - Provide students with the experiences, preparation, and support necessary for successful transfer to a four-year college

*CAP 3.2.1 – Integrate services for students on a transfer pathway*
*CAP 3.2.2:– Provide outreach to targeted groups of students who are eligible for transfer*

*College Action Project*
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, 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 adopted the Completion Agenda to facilitate our work around student success. This agenda includes a slate of specific college action projects developed through the Street to Completion (S2C) project and integrated into the College’s 2014-2017 Strategic Plan. Additionally, department-level projects directly and indirectly align with the established student success focused college ends: Student Success Pathways, Workforce Pathways, and Transfer Pathways. We are also a member of the HLC Academy for Student Persistence and Completion 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 completion 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.

We measure the success of our efforts by monitoring student performance in three specific areas:

- Persistence
- Completion
- Transfer

Persistence is measured by:
- Fall to Winter term persistence (all students)
- Fall to Fall persistence (first time, full time students only)

Completion is measured by:
- Number of degrees/certificates awarded
- Percent of students who earn a degree within six years

Transfer is measured by:
- Percent of students who successfully transfer within six years

The Academic and Student Affairs area is leading 13 College Action Projects (CAPs) to support the goals and objectives of the new 2014-17 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 40 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 the completion agenda 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
- Industry Recognized Certification
- Certificate of Completion

Applied Technology Programs
- Industrial Maintenance Certificate
- Industrial Maintenance Technology, A.A.A.S.
- Heating, Ventilation, Air Conditioning/Refrigeration Certificate
- Heating, Ventilation, Air Conditioning/Refrigeration, A.A.A.S.
- Electrical Controls/Mechatronics, Certificate
- Electronics Engineering Technology, Certificate
- Electronic Engineering Technology – Biomedical Electronics, A.A.A.S.
- Electronics Engineering Technology – Computer Electronics, A.A.A.S.
- Electronics Engineering Technology – Electronics Tech, A.A.A.S.

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

Business Programs
- Accounting, A.B.
- Business Administration, A.B.
- Office Administration, A.B.
- Fashion Merchandising, A.A.A.S.
- Interior Decorating & Design, A.A.A.S.
- Landscape Management, A.A.A.S.
- Management & Supervision, A.B.
- Marketing Certificate
- Marketing, A.B.
- Entrepreneurship Certificate

Computer Applications Programs
- Computer Applications Certificate
- Computer Applications Technology, A.A.A.S.
- Computer Information Systems – Application, Software, A.A.A.S.
- Computer Information Systems – Network Administration, A.A.A.S.
- Computer Information Systems – Programming, A.A.A.S.
- Digital Graphics Communication, A.A.A.S.

Computer Applications Programs, Cont
- Digital Prepress Certificate
- Digital Prepress, A.A.A.S.
- Linux/UNIX Systems Administration Certificate
- Web Design/Development Certificate
- Web Design/Development, A.A.A.S.
- Web Technical Support Certificate
- Web Technical Support, A.A.A.S.

Criminal Justice Programs
- Corrections, A.A.A.S.
- Juvenile Services, A.A.A.S.
- Law Enforcement, A.A.A.S.
- Addiction Studies Certificate

Education and Child Development
- Child Development, A.A.A.S.
- Infant & Toddler CDA Formal Training Hours, Certificate
- Preschool CDA Formal Training Hours, Certificate
- Paraprofessional Education, A.A.A.S.

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 Assisting
- Radiologic Technology, A.A.A.S.
- MRI Technology Advanced Certificate

Language and Thought Programs
- Pre-Journalism (General), A.A.

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

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

Music Programs
Music, A.M.
Music Merchandising, A.M.
Music Recording Technology, A.M.

Physical Science Programs
Chemical Technology, A.A.A.S.

Psychology Programs
Gerontology Certificate

Secchia Institute for Culinary Education
Baking & Pastry Arts Certificate
Culinary Certificate
Culinary Arts, A.A.A.S.
Culinary Management, A.A.A.S.
Personal/Private Chef Certificate

Visual Arts Programs
Fine Arts, A.F.A.
Photography, A.F.A.

Job Training Programs – All Certificate of Completion
Automotive Technician
Computer Support Technician
Green Construction Remodeling
Introduction to Construction
Machinist/CNC Technician
Residential Construction
Welding/Fabrication Technician

Workforce Training Programs – All Certificate of Completion
Medical Assistant
Personal Trainer
Pharmacy Technician
Phlebotomy Skills for Healthcare
Deconstruction
Students can prepare to transfer with an AA or AS degree by taking courses in the following disciplines:

- Architecture
- Associate of Music - Music Education: Choral
- Associate of Music - Music Education: Instrumental
- Associate of Music - Performance: Instrumental
- Associate of Music - Performance: Piano/Organ
- Associate of Music - Performance: Voice
- Biology
- Computer Science
- Criminal Justice
- Economics
- Elementary Education
- English
- Fine Arts
- Geography
- Geology
- History
- Mathematics
- Photography
- Physical Education
- Physics
- Political Science
- Pre-Art
- Pre-Business
- Pre-Chemistry
- Pre-Information Security
- Pre-Journalism
- Pre-Photography
- Psychology
- Secondary Education
- Social Work
- Sociology
- Theater

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

- Architectural Technology (Ferris State University - Facility Management)
- Music (Grand Valley State University)
- Music (Western Michigan University)
- Plastics-Polymer Engineering Technology (Ferris State University - Manufacturing Engineering Technology)
- Plastics-Polymer Engineering Technology (Ferris State University - Plastics Engineering Technology)
- Pre-Business Administration (Western Michigan University)
- Pre-Construction Management (Ferris State University)
- Pre-Exercise Science (Grand Valley State University - Clinical Exercise Science)
- Pre-General Science/Chiropractic (Palmer College of Chiropractic)
Continuing Education/Customized Training Offerings

Advanced Manufacturing Certificate Program
Lean Manufacturing Champion Program
ISO 13485 and 14000 Internal Auditor
TS 16949 Internal Auditor
RJG Master Molder
Lean Administration & Boot Camp
Six Sigma and Beyond
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
Measuring and Gaging for Manufacturing
Arc Flash
Permit Required Confined Spaces
Training within Industry Workshops (TWI)
Dental - Nitrous Oxide and Local Anesthesia
Certified Nurse Assistant Testing
Innovation and Design Theory
Entrepreneurship
Networking
Advanced Manufacturing Topics
ICD-10
Good Agricultural Practices
Beginning Farmer Certification
Root Camp
Global Wind (GWO) Safety Certification
Working at Heights
OSHA 30 hour & OSHA 10 hour
Geometric Dimensioning & Tolerencing (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
C. Projected programming changes during the next five years

1. Early Childhood Education & Lab Preschool
The GRCC Education Program serves students pursuing degrees related to Child Development, Paraprofessional Education, and Pre-Professional K-12 Education. The GRCC Lab Preschool is an integral part of the Education and Child Development Associates degree curriculum, providing college students experience working with young children under the supervision of their laboratory instructors, in a model early childhood program.

The College currently leases space in the First United Methodist Church for the year-round program. GRCC executive leadership, faculty and staff are working together with community members to enhance and expand the services of the Lab Preschool through the new construction of a state-of-the-art facility. The need for more space in a modern, technologically advanced, and accessible facility is pressing. Having the classrooms and the lab in the same building will provide enhanced opportunities for student learning through observation rooms and shared space to document learning—both the children’s learning and the college students’ learning.

The goal of the Laboratory Preschool construction project is to enhance preschool programming; create early childhood education learning opportunities for students, expand the number of at-risk children and their families being served; and provide continuing education for educators and child care providers in our community.

Over the last two and a half years, an average of nearly 900 students per year express a desire to pursue careers in Child Development, Elementary Education, or Secondary Education. These programs directly affect the availability of quality child care in our community and the access to college for students to begin their preparation to be elementary and secondary teachers. The classrooms for students in these programs would be housed in the new building.

As a leader in promoting quality, the GRCC Lab Preschool was one of the first to receive a five STAR rating, the highest possible, in the newly implemented state of Michigan Total Quality Rating and Improvement Scale. The program is also accredited through the National Association for the Education of Young Children (NAEYC). The GRCC Laboratory Preschool engages each child’s interests and personal gifts in a carefully planned environment with opportunities to explore language arts, music and movement, creative arts, science, and math activities. The program serves children from 6 weeks to 6 years of age from 6:30 a.m. to 6:00 p.m., five days a week. The children who currently attend the Lab Preschool and their families will greatly benefit from expansion of Lab Preschool facilities as adequate security, outdoor space, meeting rooms, and access to early childhood education materials and training would be enhanced.
Programmatic Background
The Child Development and Education program began in the early 70’s as courses were developed through the Home Economics program. Initially, these courses used outside lab sites. As the courses turned into a more comprehensive program, the need for a model lab site was evident. The GRCC Laboratory Preschool has been in operation since fall 1974. Originally, it consisted of one, part-day classroom. Accredited by the National Academy of Early Childhood Programs in 1991, the center has grown to 5 classrooms operating full days and accommodating children from 6 weeks to 6 years of age. The program serves over one hundred children and their families each semester. Over one-third of the children have parents who are students at GRCC. Many of the parents receive assistance from the Perkins Single-Parent Program, the Michigan Great Start Readiness Program, or the Child Care Access Means Parents in School (CCAMPIS) grant to pay for child care. Other parents include GRCC staff and persons from the larger community.

GRCC’s Child Development program is a leader in community and state efforts to provide an Early Childhood Professional Development System. As a part of the GRCC Child Development department’s partnership with the Great Start Resource Center for Kent County we are hosting professional development opportunities in GRCC buildings. For example, last fall that work included bringing in nationally known speakers such as Mary Ann Kohl presenting on “Enhancing Literacy through Art”, Dr. Dan Gartrell speaking on “Challenging Behaviors”, and Dan Hodgins presenting on “Boys and Behaviors That Take Us to the End of our Rope”. This new building would provide space for increasing community collaboration efforts and space for research on the best practices in preparing professionals who can better meet the increasingly complex needs of children and families.

2. GRCC’s Music Program
One of only eighteen community college music programs accredited by the National Association of Schools of Music (NASM), and the only community college music program in Michigan that is accredited by that organization, GRCC’s Music Program has a long history of excellence.

The GRCC Music Program offers the Associate of Music Degree with emphasis in Music Education, Music Performance, Music Merchandising, and Recording Technology. The Music Program has recently added a Digital Audio Specialist Certificate to its offerings. GRCC’s Music Program also prepares students to pursue Music Therapy degrees from four-year universities. In recent years, the Music Program has served nearly 200 music “majors.” Several Music courses also meet GRCC’s general education requirements and are taken by the broader student population.

The Music Program is housed in the Music Center, 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 first by Strong Junior High School and then Grand Rapids Junior College until 1976 when the College’s Ford Field House was completed. The building stood vacant for three years until it was determined structurally sound for conversion into other educational uses. Renovation work began in September 1979, and was completed in August 1980 allowing the Music Department to move into its newly adapted, but substandard facility.

Problems that impact the very usability of the current facility include the lack of an ADA compliant entryway and main office, the lack of fire suppression, the lack of adequate security systems to prevent theft and to maintain student safety, and the lack of adequate climate control to preserve instruments.

From a curricular standpoint, the most significant shortcomings of the building are sound contamination among all rooms, an inadequate number of practice rooms, and an inadequate performance space created from the old gymnasium.

The addition of more student spaces for studying and collaborating, as well as of more faculty gathering space, would create greater collaboration, shared learning, and faculty-student interaction in the building.

GRCC’s Music Building needs major renovations in order to offer students a facilities experience commensurate with the quality of the curriculum that is offered, and one that allows for ongoing curricular improvements. Renovations are also needed to recruit students whose high school facilities were far superior to those they find at GRCC.

3. Exercise Science Department
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 the 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 popular fitness trends, as well as 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). Faculty also are in the process of doing the same with Cornerstone University and Aquinas College. In addition to offering transfer curricula,
the Exercise Science Department offers professional certifications (e.g. Spinning, Yoga, Pilates, Personal Training, and Group Exercise) to persons currently practicing in the field, and its courses meet the Wellness graduation requirement that all GRCC degree-seeking students must meet.

The popularity of and need for Exercise Science majors and professionals is rapidly increasing. For example, Exercise Science majors at GVSU have increased by 400% in the last 5 years and are increasing rapidly across the nation. The U.S. Bureau of Labor Statistics estimates that in 2020, there will be a 24% increase in fitness trainers and instructors, a 39% increase in physical therapists, a 30% growth in athletic trainers, a 28% growth in exercise physiologists, and a 29% growth in cardiovascular rehabilitation technicians. Exercise science degrees often lead students to careers in all the aforementioned fields.

The facility which houses the majority of GRCC’s Exercise Science courses, and which serves the College’s athletic programs, as well as the community’s recreational needs, is the Ford Field House. 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 all classes in the building being cancelled. Furthermore, several teaching spaces in the building are not ADA compliant.

From a curricular standpoint, the most significant shortcomings of the building are lack of appropriate classroom space for the new coursework referenced earlier. Current classrooms consist of repurposed racquetball courts, which are inferior to even the most basic classroom configuration. Appropriately equipped and sized classroom space for these courses is needed near the College’s sports 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 also will be a resource to our health and science programs.

In order to recruit students to GRCC to prepare for the in-demand careers in the field of health and fitness, GRCC’s Ford Field House is in need of major renovations.

4. **Student Services**

GRCC Student Services continues to realign and implement changes to the support services and programs that provide the greatest value and benefit for the changing needs of the prospective, new and returning students, as a priority. The college strives to transition and advance the service systems, operations and processes to provide a student experience that is high touch, high tech and highly engaging with a focus on student persistence, transfer and completion. The use of continuous improvement practices have led to staffing support reorganization, process streamlining, leveraging technology resources, and services integration. These improvements have also included the adjustment of existing space 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 support space use to meet student expectations. The current and future trend is toward moving services to a central location to facilitate ease of use by the students and greater networking opportunities for staff. Today’s students require multiple contacts, strong and clear communication, and intentional engagement to support their learning and educational goals. 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 services. This linkage will allow us to maximize existing staff capacity, align for access and consistency, and collaborate across service units. We can then deliver a welcoming and inclusive experience, offering just in time support and ensuring a student success focused approach when students are inquiring, starting, persisting and completing their educational and career goals.

5. **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 is entering the third year of 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 Fast Track 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. Fast Track will be offered in all Grand Rapids Public Schools high schools during 2014-2015. An average of 5,300 GRCC students fall into the developmental category each year. The College will institutionalize these efforts as the Title III grant comes to an end. 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 DeVo Campus and students must go from one campus to the other in order to be served. Additionally, all students taking the Accuplacer placement exam will be required to attend a brush up session prior to taking the placement exam. These workshops will be offered by the College Success Center staff.

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. 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 Title III, 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. Street to Completion Project (S2C)
Today and in the future we need to be prepared to meet the needs of many diverse learning styles and anticipate the changing student population. We must create an environment which is flexible, is favorable to good practice in higher education, and recognizes and encourages the collaborative and social nature of learning. Addressing the various needs requires multiple approaches. One approach is the College’s current investment and planning around a Street to Completion Project (S2C) to increase the student success indicators and outcomes. Students enter the community college with the intent to explore and successfully reach their educational and career goals. Success can be defined as enhancing skills, progressing toward personal goals, completing a degree, earning a certificate, and/or transferring to a four-year college or university. This S2C project has created discrete teams that are focused on increasing student success as measured by retention, transfer, and completion. The planning for today’s students under this project is aligned with national, state and regional initiatives to increase student success and readiness for future challenges. The multiple cross college design teams are charged to develop and implement activities that strategically engage and target cohorts of students for increased success. Improvement targets, programs, and processes are incorporated into annual action plans and utilize available resources and support systems at the college. The on-going monitoring and evaluations of the student success interventions and engagements, will lead to the identification of scaling up opportunities and a future strategic focus.

6. Manufacturing
The West Michigan region continues to experience a resurgence in manufacturing. 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.

7. Distance Learning & Technology
GRCC is currently involved in several efforts to build capacity of its Distance Learning program. Current projects embrace the existing work to expand our distance learning program and synthesize with institutional efforts to better prepare and support students enrolling in distance-delivered education while also bringing greater standardization to online courses. These projects, individually and collectively are creating the foundation for GRCC’s emerging e-Learning Strategic Plan. This Plan will provide direction for supporting student success, deepening professional development for faculty who teach hybrid or online courses, and responding to the very dynamic and ever-changing modes of delivering distance education.

We have greatly increased our use of the Blackboard Course Management System to support face-to-face courses and are rapidly increasing the use of technology in our
classrooms. The Academic Governing Council approved a policy that all faculty members will use Blackboard for their syllabus and instructor information. In addition, the use of the grade book is strongly recommended. All of our 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.

According to Higher Learning Commission's "Best Practices for Electronically Offered Degree and Certificate Programs", the institution "assures adequacy of technical and physical plan facilities including appropriate staffing and technical assistance, to support its electronically offered programs." The increase 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.

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 re-structured to better accommodate small group work, dialogue, and student presentations – activities that work well face-to-face.

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.
8. **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 its healthcare programs in collaboration with area employers and other community colleges. We currently house 6 credit programs (LPN and ADN Nursing; Dental Hygiene and Dental Assisting, Radiologic Technology, and Occupational Therapy Assistant) and one non-credit program (Medical Assistant) in healthcare in our newly renovated Cook Hall. With increased demand for medical assistants and certified nursing assistants, GRCC plans to offer accelerated trainings in these areas to meet regional demand.

- **Advanced Manufacturing**
  GRCC was recently awarded $4.1 million in partnership with the Michigan Coalition for Advanced Manufacturing (total $24.9 million with eight other Michigan community colleges). The goal of this collaborative grant is to build capacity at the Michigan community colleges, to meet the needs of the manufacturing sector for skilled employees now and in the future. The four areas of focus for this work includes:

<table>
<thead>
<tr>
<th>Job Sector</th>
<th>% of employers citing need for talent</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNC Machining</td>
<td>41%</td>
</tr>
<tr>
<td>Welding/Fabrication</td>
<td>34%</td>
</tr>
<tr>
<td>Multi-Skilled Technician</td>
<td>30%</td>
</tr>
<tr>
<td>Production Operations</td>
<td>23%</td>
</tr>
</tbody>
</table>

(Data from June, 2013 survey of 1,212 employers, 69% return rate (837))

- **Industrial Sewing**
  Industrial sewing is a new program that will be developed based on employer need. A $20,000 startup grant from the JP Morgan Chase Foundation has been received to
implement program development and equipment purchase in the Manufacturing sector.

- **Advanced Automotive Technology (i.e. alternative fuels and hybrid technology)**
  GRCC will continue to expand its program content in automotive technology to meet employer demand. Advisory committee members made up of community employers in automotive are asking for graduates with competencies in alternative fuels including diesel and hybrid technology. Training in these areas is incorporated into both our certificate and Associate’s degree program in automotive technology. Students in our Automotive Technology program surpassed the national pass rate by 20% on all eight sections of the NA3SA (National Automotive Student Skills Assessment Certification Exam, an industry recognized certificate.

- **Information Technology including Information Security**
  IT program development is ongoing at GRCC due to the ever changing requirements of the industry. Working with area employers and as part of a community college consortium with Northwestern Michigan College and West Shore Community College, GRCC is working to create programs that lead to IT certifications necessary for work within our region. It is vital to our state that students are current in their knowledge of technology within their discipline and related fields.

- **Brewmaster Certificate**
  This certificate program is in the initial development stage in the Culinary Arts Department.

- **Pre-Major Programs in the Liberal Arts**
  Departments are creating curricular pathways for students who intend to transfer. Some of these are general pre-major programs, designed to facilitate transfer to most senior institutions. Others are articulated pre-major programs, designed in partnership with university faculty members to ensure transfer into a particular program at a particular college.

### 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 works collaboratively with Distance Learning and Instructional Technologies, and Experiential Learning (Study Away, Academic Service Learning, and Honors) 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 “self-help” resources for faculty. The CTE
also administers a New Faculty Program that provides a comprehensive orientation and 10-month Institute required for 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 23 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 that GRCC aims to serve. GRCC works collaboratively with industry to provide opportunities for students that include paid internships, co-operative learning, and guest presentations, and industry specific career fairs.

Most recently, GRCC has partnered with area employers in Manufacturing to meet the needs for a trained workforce. AMP (Advanced Manufacturing Partnerships) provides students tuition free training while students are working within the industry to earn an Associate’s degree in Manufacturing. This is an excellent example of community college and industry partnerships that is aligned with the sector focus of the Michigan Economic Development Corporation as well as our regional employers and economic development partners including Michigan Works! and The Right Place.

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, adult education, and off campus operations. In all, we offer college coursework and/or student support services at 15 off-campus sites, plus the Lakeshore Campus in Holland. The off-sites are a creative alternative bringing educational opportunities closer to the homes of the students 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. A new dual enrollment differential tuition rate was approved by the Board of Trustees for early college/middle college students.

The underlying principles are: offer the most popular classes and classes that fulfill the Michigan Transfer Agreement (MTA) in locations other than the downtown campus; to offer dual enrollment, early college and/or middle college experiences to high school students deemed prepared to take college courses; and to deliver adult education in communities that most need ESL or GED education. With this strategy we are meeting the vision, mission, and ends of our institution. In order to achieve this we are partnering with different school districts throughout our service areas. The school districts are providing additional resources for students (such as computer labs, networking connections, student lounge, etc.) and GRCC is increasing the number of classes and the services (such as counseling, tutoring, reference librarian, etc.) as needed.
4. **Community Partnership Programs**

Community partnerships allow central city 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 school partnerships that focus on central city students. GRCC is a post-secondary partner in the Grand Rapids 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.

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 Michigan Works PATH team (for those on welfare), Michigan Pathways to Credentials grant and a Kellogg Foundation Pathways for Success project serve the community from this location offering career coaching and occupational assessments to meet employer and community needs. Program offerings continue to expand to meet the learning needs of employers, students and the community.

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 1100 students. The Lakeshore Campus is a distributive campus and has partnerships with Grand Valley State University at their Meijer Campus, the Ottawa Area Intermediate School District at their Careerline Tech Center, West Ottawa Public Schools at their North High School, and Midtown Center in downtown Holland. The campus includes the Patrick A Thompson M-TEC as one of its main hub of operations. GRCC offers four associate degrees and a variety of certificates and student 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 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, 9th and 10th grade mathematics competition, and Arts Outreach programs and performances, 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 recently entered into 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 has a partnership with Wyoming Public Schools as the post-secondary choice for their Wyoming Middle College. This partnership is entering into its third year. The vision of the middle college partnership is to provide an opportunity for eligible students to earn both a high school diploma and an associate of arts degree in four years. Wyoming Middle College students begin in their sophomore year 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 an early college experience and concurrent enrollment courses at the high schools. These are college courses, taught by college faculty, with a high school cohort that may earn dual enrollment credit. GRCC is in conversation with other school districts to add a middle college program at their high school.

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.

For the last several years the Child Development and Education program has had a strong partnership with Grand Rapids Public Schools Early Childhood program. This relationship was strengthened by two Early Reading First grants that we worked in
collaboration on. One element of this relationship includes shared Great Start School Readiness classrooms. With Grand Rapids Community College gaining funding for these classrooms more children and families in the heart of the city are being served. Currently we have two classrooms at the Gerald R. Ford Academic Center that are funded in this manner. In addition, we are able to use these classrooms for our CD 118 – Human Growth and Development class as observation sites.

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 increase their earning potential, and assists employers with workforce training needs. We work diligently to leverage local, state, and federal government funding, to equip a skilled West Michigan workforce to be ready to compete in emerging job sectors. For example:

- $700,000 Kellogg Foundation Pathways to Success grant program
- $75,000 Pathways to Credentials grant program
- $24.9 million/$4.1 million (GRCC) Michigan Coalition for Advanced Manufacturing with eight other community colleges $20,000 Industrial Sewing JP Morgan Chase Foundation
- Michigan Works! PATH program (welfare reform act)
- Michigan New Jobs Training Programs for Employers
- West Michigan WorkReady Communities Leader
- Economic Development grants for business and industry

GRCC leads the State in administering the Michigan New Jobs Training program. The ten employers currently participating in the program (Autocam, Farmers Insurance, Fogg Filler, Founders, Haworth, Johnson Controls Power Systems, LG Chem, Pridgeon and Clay, Smooth Logics, and Transmatic) will bring more than 6,710 new jobs to the West Michigan area, as well as launch new industries for future economic expansion.

Additionally, as defined and outlined in section 230 of Public Act 196 of 2014, the Local Strategic Value Resolution was adopted by the GRCC Board of Trustees on September 15, 2014. In this resolution, GRCC provided the examples of best practice in the required categories. The resolution is included as Appendix B.
Section 3 – Staffing and Enrollment

A. Student Profile

*Credit Enrollment (headcount)*

A total of 15719 students were enrolled in credit classes for Fall 2014: 32% fulltime, 68% part-time. This is down from 16,613 students during Fall 2013. The breakdown of enrollments from Fall 2014 by academic program for both fulltime and part-time students is presented in Appendix C.

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 interactive TV courses, cable TV, web-based Internet courses, and through the Michigan Community College Virtual Learning Consortium for a total of 5974 enrollments (duplicated). 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 2013 to June 2014, a total of 17094 participated in learning opportunities though Training Solutions, Non-Credit Apprenticeships, or Job Training (duplicated).

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 13% between 2007 and 2018. Since this is our 4th year of declining enrollments, GRCC is projecting a flat enrollment (0 percent growth annually) for the time period 2013 – 2019. ([http://nces.ed.gov/programs/projections/projections2018/sec2c.asp](http://nces.ed.gov/programs/projections/projections2018/sec2c.asp)).

Table 1 presents additional enrollment growth projected due to new programming. The projected total student Fall headcount for credit programming in 2019-2020 is 16019, up 1% from 2014-2015 levels.

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected credit enrollment based on flat enrollment</th>
<th>Additional enrollment due to new programs</th>
<th>Total Projected Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>15719</td>
<td>100</td>
<td>15819</td>
</tr>
<tr>
<td>2016-2017</td>
<td>15719</td>
<td>150</td>
<td>15869</td>
</tr>
<tr>
<td>2017-2018</td>
<td>15719</td>
<td>200</td>
<td>15919</td>
</tr>
<tr>
<td>2018-2019</td>
<td>15719</td>
<td>250</td>
<td>15969</td>
</tr>
<tr>
<td>2019-2020</td>
<td>15719</td>
<td>300</td>
<td>16019</td>
</tr>
</tbody>
</table>
Non-Credit Enrollment (headcount)
Non-credit enrollments in the areas of Training Solutions are projected to remain at current levels for each of the next five years. Non-credit apprenticeship and Job Training enrollments are also not projected to increase. Total projected headcount for clients served through non-credit programming in 2018-2019 is 17529 (duplicated) as seen in Table 2.

Table 2
Projected Non-Credit Enrollment for 2014-2015 to 2018-2019

<table>
<thead>
<tr>
<th>Year</th>
<th>Training Solutions (Duplicated)</th>
<th>Job Training</th>
<th>Non-Credit Apprenticeship</th>
<th>Total Projected Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>17094</td>
<td>200</td>
<td>215</td>
<td>17509</td>
</tr>
<tr>
<td>2015-2016</td>
<td>17094</td>
<td>200</td>
<td>220</td>
<td>17514</td>
</tr>
<tr>
<td>2016-2017</td>
<td>17094</td>
<td>200</td>
<td>224</td>
<td>17519</td>
</tr>
<tr>
<td>2017-2018</td>
<td>17094</td>
<td>200</td>
<td>228</td>
<td>17524</td>
</tr>
<tr>
<td>2018-2019</td>
<td>17094</td>
<td>200</td>
<td>233</td>
<td>17529</td>
</tr>
</tbody>
</table>

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 1.9% with gains in 2009-10 and 2010-11 followed by three years of enrollment declines. Winter enrollment has decreased 8.6% over the same five year span with a similar pattern.

Table 3
Credit Enrollment Counts for Fall and Winter Semesters, 2009-2010 to 2013-2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>% Change</th>
<th>Winter</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>16613</td>
<td>-4.7</td>
<td>15767</td>
<td>-7.5</td>
</tr>
<tr>
<td>2012-2013</td>
<td>17426</td>
<td>-1.0</td>
<td>17040</td>
<td>-2.3</td>
</tr>
<tr>
<td>2011-2012</td>
<td>17601</td>
<td>-1.8</td>
<td>17448</td>
<td>-3.8</td>
</tr>
<tr>
<td>2010-2011</td>
<td>17920</td>
<td>5.5</td>
<td>18142</td>
<td>5.1</td>
</tr>
<tr>
<td>2009-2010</td>
<td>16992</td>
<td>10.1</td>
<td>17258</td>
<td>13.7</td>
</tr>
</tbody>
</table>
Non-Credit Enrollment (Headcount)
Table 4 lists the non-credit enrollment history for the past five (5) years.

Table 4
Non-Credit Enrollment for 2009-2010 to 2013-2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Training Solutions (Duplicated)</th>
<th>Job Training</th>
<th>Non-Credit Apprenticeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>17094</td>
<td>200</td>
<td>211</td>
</tr>
<tr>
<td>2012-2013</td>
<td>16822</td>
<td>238</td>
<td>179</td>
</tr>
<tr>
<td>2011-2012</td>
<td>12291</td>
<td>265</td>
<td>138</td>
</tr>
<tr>
<td>2010-2011</td>
<td>8838</td>
<td>350</td>
<td>174</td>
</tr>
<tr>
<td>2009-2010</td>
<td>8140</td>
<td>360</td>
<td>240</td>
</tr>
</tbody>
</table>

D. Instructional Staff/Student Ratios and Administrative Staff/Student Ratios
Table 5 provides instructional staff to student ratios for Fall 2014. Please note that this ratio includes full-time faculty only (no adjunct faculty).

Table 5
Instructional Staff to Student Ratios for Fall 2013 (Credit)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Full-Time Instructional Staff</th>
<th>Number of Students Enrolled in Credit Programs</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>258</td>
<td>15719</td>
<td>61</td>
</tr>
</tbody>
</table>

Table 6 provides the ratio of administrative staff to students for Fall 2014.

Table 6
Administrative Staff to Student Ratios for Fall 2014 (Credit)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Administrators</th>
<th>Number of Students Enrolled in Credit Programs</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>55</td>
<td>15719</td>
<td>286</td>
</tr>
</tbody>
</table>

E. Projection of Future Staffing Needs
Table 7 provides a projection of future staffing needs over Fall 2014 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 2014 Levels (Cumulative)

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Number of Additional Enrollments Credit</th>
<th>Projected Number of Additional Enrollments Non-Credit</th>
<th>Projected Number of Additional Full-Time Instructional Staff</th>
<th>Projected Number of Additional Administrative and Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>50</td>
<td>5</td>
<td>1</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>55</td>
<td>9</td>
<td>1</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>60</td>
<td>13</td>
<td>1</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>65</td>
<td>18</td>
<td>1</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>70</td>
<td>22</td>
<td>1</td>
<td>&lt;1</td>
</tr>
</tbody>
</table>

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 2014 and beyond is 23.1 students.

Table 8
Average Class Size

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of Lecture Sections</th>
<th>Average Number a Students Per Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>1911</td>
<td>22.8</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>2062</td>
<td>22.8</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>2142</td>
<td>23.5</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>2238</td>
<td>23.3</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>2361</td>
<td>23.3</td>
</tr>
</tbody>
</table>
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.

Building Type: 62% Office, 38% Parking

Cook Academic Building 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 purposes classrooms primarily used by Math and English. The building also houses four academic support tutoring labs.

Building Type: 5% Office; 16% laboratory; 49% Classroom; 30% Parking Garage
Education/Pre-School is a 4,000 square-foot learning lab housed in a local church.  
**Building Type:** N/A

DeVos Campus 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

Ford Field House is a three-level, 74,000-square-foot building housing a multipurpose gymnasium/arena, fitness center, the Athletic Department, and aerobic studio.  
**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.  
**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 used for office space for Institutional Research, Labor Relations and General Council.  
**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

McCabe-Marlowe House is a three-level, 5,400-square-foot hospitality house in a historic district of Grand Rapids near the main campus.  
**Building Type:** 100% Hospitality
Music Center is a three-level, 35,000-square-foot building housing the Music Department offices, classrooms, recital hall, practice rooms, and laboratories.  
**Building Type:** 7% Office; 40% Classroom; 40% Music lab; 13% Auditorium

Practice Field Service Building is a 700-square-foot, one-level service building supporting the College’s practice field.  
**Building Type:** 100% Service

Sneden Academic Hall is an 88,820 square foot, 3 story building with a basement. The first floor houses the Student 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

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-TEC 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-TEC 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. Building and/or Classroom Utilization Rates:
NOTE: The data below reflects credit course utilization only. Classrooms and instructional spaces are also used for related lab activities, non-credit training and workshop activities, specialized labs and academic support services, meetings, and community partnership initiatives. Most GRCC courses run Monday through Thursday with labs and meetings on Friday.

<table>
<thead>
<tr>
<th>Percent Capacity</th>
<th>Fall 2014 Count Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data:</td>
<td>Peak Mon-Fri 10:00 - 3:00</td>
</tr>
<tr>
<td></td>
<td>% of rooms</td>
</tr>
<tr>
<td>Building:</td>
<td></td>
</tr>
<tr>
<td>ATC</td>
<td>39.3</td>
</tr>
<tr>
<td>Cook Hall</td>
<td>64.4</td>
</tr>
<tr>
<td>Ford Field House</td>
<td>39.2</td>
</tr>
<tr>
<td>Main Building</td>
<td>59.6</td>
</tr>
<tr>
<td>Music Building</td>
<td>29.7</td>
</tr>
<tr>
<td>Calkins Science Ctr</td>
<td>44.5</td>
</tr>
<tr>
<td>Sneden Hall</td>
<td>65.3</td>
</tr>
<tr>
<td>Spectrum Theater</td>
<td>47.1</td>
</tr>
<tr>
<td>Tassell MTEC</td>
<td>15.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49.5</td>
</tr>
</tbody>
</table>

Source: GRCC R25 Data

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

1. The final renovations of Cook Academic Hall were completed in summer 2014 with the full remodel of floors two and three. The design elements that were introduced on the first floor in 2007 are now evident on every floor in the building, and additional features have been added! Students now have great new classrooms, transparency & access to natural light, places to gather and work between classes, academic support labs that support individual and group study, small meeting areas, improved restroom facilities, elevators and life safety systems. The building is now adequate to serve students well into the future.

2. The Education Lab Preschool currently operates from leased space in a nearby church. While we have a good relationship with the church, the need for more space in a modern, technologically advanced, and accessible facility is pressing. The Lab Preschool serves the community by immersing children in a best-practice learning environment. Children, students, and parents seek out the Lab Preschool for its inclusive, nurturing environment, parent resources, and evidence of leading early childhood education. Due to the growth of the program, the church facility is bursting at its seams which will limit the growth and effectiveness of the program now and into the future if no changes are made. With this awareness, the W.K. Kellogg Foundation graciously supported a grant for GRCC to partner with planners and designers to facilitate a process of inquiry, visioning, and conceptualization for a state-of-the-art lab preschool. Community engagement was foundational throughout this process, and thereby students, staff, faculty, parents, community educators, and leaders shared what they believe is needed for a facility of this caliber. This broad spectrum of beneficiaries reaffirmed current practices, identified needs, and envisioned what GRCC can do to become an internationally recognized, premier center of excellence. (Appendix D) GRCC is actively seeking funding to construct a new laboratory preschool on the Main Campus.

3. GRCC’s Music Program is one of the premier Community College programs in the country, and the entire music building is need of renovation for classroom and rehearsal spaces. The music department is housed in the Music Center, 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. Most recent renovations to the facility occurred 25 years ago and the building is now in need of significant work to transform it into a truly appropriate and inspiring music education environment. Grand Rapids Community College is an accredited member of the National Association of Schools of Music, and offers the Associate of Music degree with emphasis in Music Education, Music Performance, Music Merchandising and Recording Technology. Existing facility conditions are no longer adequate to support the level of quality instruction and programming offered by the department. Exterior improvements are needed for environment protection, HVAC and fire suppression systems are necessary for life safety and asset protection. Sound isolation improvements are needed between
classrooms to improve utilization and reduce sound contamination. National Association of Schools of Music standards require a performance auditorium that can accommodate all performance ensembles. The current recital hall is sorely inadequate and in need of ADA improvements. GRCC’s Music Building needs major renovations in order to offer students a facilities experience commensurate with the quality of the curriculum that is offered, and one that allows for ongoing curricular improvements. GRCC is actively involved in fundraising efforts to self-fund the renovation of this facility.

4. The facility which houses the majority of GRCC’s Exercise Science courses, supports the Police Academy and serves the College’s athletic programs, as well as the community’s recreational needs, is the Ford Field House. 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 all classes in the building being cancelled. Furthermore, several teaching spaces in the building are not ADA compliant. From a curricular standpoint, the most significant shortcomings of the building are lack of appropriate classroom space for the new coursework referenced in section two. Current classrooms consist of repurposed racquetball courts, which are inferior to even the most basic classroom configuration. Appropriately equipped and sized classroom space for these courses is needed near the College’s sports 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 also will be a resource to our health and science programs.

5. 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. 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. 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.

6. The Student Center currently houses Counseling and Career Services, Disability Support Services and the Academic Testing Center, as well as Student Life, the campus bookstore and food service areas. Although the facility will undergo necessary bond funded
infrastructure improvements in the coming year, the spaces are still inadequate for services and operations that function from this facility.

7. The expansion of IT and IT services will require infrastructure improvements across campus as well as expanded space for technical maintenance, equipment repair, storage and staff offices.

8. 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 increase in enrollment, expansion of non-credit job training programs, and development of new programs is increasing the need for additional, larger classroom space in the ATC. Additionally, demand for lab Machine Tool Lab for traditional courses, apprentice training and customized employer programs has reached capacity.

E. Replacement Value of Existing Facilities
   See attached Appendix E.

F. Utility System Condition
   See attached Facility Assessment, Appendix F.

G. Facility Infrastructure Condition
   See attached Facility Assessment, Appendix F.

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. Exceptions are detailed in attached Facility Assessment, Appendix F.

I. Land Owned, Future Development Capacity
   The College owns property on its downtown campus that would allow for expansion and completion of its downtown campus master plan.

J. Buildings Obligated to State Building Authority
   Two 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 _TBD_
**Facility Assessment**  
**5 Year Plan**

GRCC contracted with IDS, Inc. in 2010 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 utilized these documents to prioritize and determine bond funded renovations, which have been occurring for the past two years and have updated the documents to reflect completed work. Final bond funded capital projects will be completed in June 2015. Upon completion, GRCC will initiate a project to update the reassess and update current facility conditions and plan for future improvements.

The current documents for each facility are attached. (Appendix F)
Section 5 – Implementation Plan

A. Prioritize Major Capital Projects Requested from the State
GRCC’s number one priority for new Capital Outlay funds is the construction/addition to the Wisner-Bottrell Applied Technology Center for the Education Department and Lab Preschool. As identified in section two, the current facility is leased spaced and is no longer adequate for the needs and growth of the program.

B. Deferred Maintenance Backlog
GRCC’s estimated deferred maintenance backlog is approximately $14.6 million. Projects are listed in order, by building, and prioritized by a scoring system taking into account both the consequences of the problem as well as the need. The consequence of the problem ranks each item in terms of its critical nature. This ranges from the most critical items that are considered to be a hazard to life, health, or safety to the least critical, such as a condition that reduces the functional utility of the facility or results in extensive energy consumption. The need of the problem ranks each item from the most critical, those that if not accomplished, will result in serious and irrevocable loss or damage, to those that are desirable or necessary to improve handicap accessibility. The resulting sum of these two factors results in the overall priority score, where the lowest numerical number relates to the highest priority.

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

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

See attached Facility Assessment, Appendix F.

C. On-going State Building Authority Projects
Phase 2 of the Cook Hall renovation was completed during summer 2014.

D. Planned Expenditure Rate of Return
As reported on the Use and Finance Bi-annual report, GRCC is nearing completion of a three-year bond funded capital improvement effort. The improvements made as part of this effort 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 high school. We expanded course offerings in Byron Center School District, Rockford and Ottawa county existing facilities.

**F. Major Maintenance Items in Excess of $1 Million, 2015-2019**
(See attached Facility Assessment – Appendix F)

1. The Music Center requires major infrastructure renovations to classrooms; HVAC systems, such as, air handling units and energy management systems; electrical and plumbing upgrades; updated life safety compliance; exterior brick sealing; acoustical abatement; and elevator upgrades to comply with ADA requirements.

2. The Student Center requires infrastructure upgrades relative to electrical and plumbing code compliance; life safety mechanical and electrical upgrades; electrical panel board replacement; acoustical ceiling replacement; elevator ADA compliance; energy management system; and HVAC systems.

3. Ford Fieldhouse infrastructure renovations are required to accommodate HVAC; electrical; plumbing and code compliance requirements. In addition, ADA compliance needs to be addressed in both men and women restrooms and locker rooms throughout the facility. Interior doors; paneling; and ceiling tiles need upgrades.

4. 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.

5. 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 budgeted at $350,000 per year, and paid for from College auxiliary funds (parking revenue from student parking).
Table of Contents

Board of Trustees Members .......................................................... pg. A
Mission .................................................................................. pg. 1
Vision ..................................................................................... pg. 1
Values ..................................................................................... pg. 1
Ends ......................................................................................... pg. 1
Institutional Learning Outcomes (ILOs) ........................................ pg. 1
Message from President Ender ..................................................... pg. 2
GRCC 2011-2014 Dashboard ........................................................... pg. 4
Strategic Leadership Team (SLT) Roster ...................................... pg. 6
Strategy 1.0 Academic Alignment ................................................ pg. 7
Strategy 2.0 Access ..................................................................... pg. 18
Strategy 3.0 Community Outreach ................................................. pg. 33
Strategy 4.0 The GRCC Experience ............................................. pg. 39
Strategy 5.0 Student Success ......................................................... pg. 43
Strategy 6.0 Workforce Development ........................................... pg. 73

Board of Trustees Members

Olivia Margo Anderson – Secretary
Deb Bailey – Trustee
Bert R. Bleke – Chairperson
Steven C. Ender – GRCC President
Ellen M. James – Treasurer
Richard P. Ryskamp – Trustee
Richard N. Stewart – Trustee
Richard W. Verburg – Vice Chair
Vision
As a college of distinction, GRCC inspires students to meet the needs of the community and the world.

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 environment as we strive for distinction in all aspects of our work.

Diversity – We create an inclusive learning and working environment that recognizes the value and dignity of each person.

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

Innovation – We seek creative solutions to problems through 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 balance among 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.

Ends
In all instances, the work to achieve these Ends will reflect our core values.

Academic Alignment
GRCC collaborates closely with other educational providers to provide a seamless transition across all educational sectors.

Access
GRCC minimizes the barriers of time, place, cost, and educational preparation levels so that all members of the community have an opportunity to participate in college programs.

Community Outreach
GRCC enriches the community through educational and civic programming and partnerships.

The GRCC Experience
GRCC provides students with co-curricular experiences that help them develop their citizenship skills.

Student Success
GRCC students achieve their educational goals.

Workforce Development
GRCC students are prepared to secure employment in all sectors of the economy.

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.
Letter from the President

Five years ago, during the fall of 2009, the board of trustees began the process of revising the mission, vision, values and ends of Grand Rapids Community College. Board members then spent one year working with the College Planning Council – including input from faculty, staff, students and the community – to draft guiding documents that were adopted in the fall of 2010. This work set the stage for the college’s Strategic Leadership Team to spend the 2010-11 academic year preparing a three-year plan outlining the strategies, action projects, project champions and indicators of success that would drive our work.

The extensive collaboration during the next three years was amazing. There were 161 faculty and staff who worked collectively on 28 college action projects. Their work entailed reviewing initiatives and processes under a microscope to identify strengths and challenges, and developing solutions that moved the college forward. Regular monitoring reports to the SLT and board of trustees allowed for the progression of the plan, which included adding new action projects and retiring others to remain fluid with changes in the educational landscape and our accomplishments.

I am proud of GRCC’s faculty and staff, and commend them for their excellent work – all of which is highlighted in this report detailing what was accomplished as part of our 2011-14 Strategic Plan. You will see the 28 indicators of success that helped us determine how well we did in our efforts to improve our processes. What is most notable is that when our strategic planning efforts began in 2011, 13 of our success indicators were “in the red,” or below established targets. Three years later, after successfully moving the needle in multiple areas, only three are in that category.

Please take the time to review the work of GRCC’s faculty and staff in this report. As we enter our centennial year, we are celebrating the college’s great past. The work outlined here allows us to keep an eye on that past while establishing the foundation for our bright future.

Thank you to everyone who had a hand in this work. You are furthering our mission of providing the best educational opportunities for West Michigan residents.

Sincerely,

Steven C. Ender, Ed.D
President
# GRCC Dashboard

## 1.0 Academic Alignment
GRCC collaborates closely with other educational providers to provide a seamless transition across all education sectors.

<table>
<thead>
<tr>
<th>Indicator of Success</th>
<th>Oct 2011</th>
<th>May 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of articulation agreements with four-year institutions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Percent of students participating in transfer programs within 3 years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Student satisfaction with GRCC preparation as reported after graduation or transfer (percent reporting “Well” or “Very Well” on follow-up survey).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Incidence of developmental education – Percent of enrolled students that require any dev ed (math or English/reading) based on the institution's placement testing (Michigan metric)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2.0 Access
GRCC minimizes the barriers of time, place, cost, and educational preparation levels so that all members of the community have an opportunity to participate in college programs.

<table>
<thead>
<tr>
<th>Indicator of Success</th>
<th>Oct 2011</th>
<th>May 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Percent of GRCC credits offered as non-traditional course offerings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. GRCC student body mirrors the KISD region in terms of minority representation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students who enroll in AFP classes at GRCC are subsequently able to successfully complete college level coursework.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Incidence of developmental education – Percent of enrolled students that require any dev ed (math or English/reading) based on the institution's placement testing (Michigan metric) (NOTE: Also an indicator for Academic Alignment end).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Grant dollars for a full Pell grant recipient are adequate to cover tuition, fees, and books for a full time student at GRCC. (Full time Pell dollars less GRCC costs).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Compliance with Americans with Disabilities act (ADA) and section 504 of the rehabilitation Act of 1973.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 3.0 Community Outreach
GRCC enriches the community through educational and civic programming and partnerships.

<table>
<thead>
<tr>
<th>Indicator of Success</th>
<th>Oct 2011</th>
<th>May 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Community satisfaction with GRCC (percent “satisfied” on a community survey).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Number of lecture/events/symposiums/conferences/athletic events on GRCC campus open to the general public (percent of Kent County population attending at least one event).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4.0 The GRCC Experience

GRCC provides students with co-curricular experiences that help them develop their citizenship skills.

<table>
<thead>
<tr>
<th>Indicator of Success</th>
<th>Oct 2011</th>
<th>May 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Percent of GRCC credit students who participate in clubs/teams/organizations/service learning.</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>2. Percent of credit classes that offer a co-curricular activity option as part of the course experience.</td>
<td>❌</td>
<td>✔️</td>
</tr>
</tbody>
</table>

### 5.0 Student Success

GRCC students will achieve their educational goals.

<table>
<thead>
<tr>
<th>Indicator of Success</th>
<th>Oct 2011</th>
<th>May 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students achieve their goals for attending GRCC (as measured on alumni surveys).</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>2. Successful completion or transfer – Percent of students successfully completing a degree or certificate, or transferring after six years. (Michigan metric).</td>
<td>✔️</td>
<td>❌</td>
</tr>
<tr>
<td>3. Completion (150% graduation rate) for first time, full time students.</td>
<td>❌</td>
<td>✔️</td>
</tr>
<tr>
<td>4. Retention rate (fall to fall for first time, degree seeking students).</td>
<td>❌</td>
<td>✔️</td>
</tr>
<tr>
<td>5. Persistence rate (fall to next term, part and full time) (NCCBP retention definition). (Michigan metric).</td>
<td>❌</td>
<td>✔️</td>
</tr>
<tr>
<td>7. Student engagement benchmarks (active and collaborative learning, student effort, academic challenge, student-faculty interactions, and support for learners (from CCSSE).</td>
<td>❌</td>
<td>✔️</td>
</tr>
<tr>
<td>8. Entering student benchmarks of effective practice (early connections, high expectations and aspirations, clear academic plan and pathway, effective track to college readiness, engaged learning, academic and social support network) (from SENSE).</td>
<td>❌</td>
<td>✔️</td>
</tr>
<tr>
<td>9. GRCC faculty/staff mirrors the student body in terms of minority representation.</td>
<td>❌</td>
<td>✔️</td>
</tr>
<tr>
<td>10. GRCC remains fully accredited by the Higher Learning Commission of the North Central Association; individual programs remain accredited by their corresponding accrediting agencies where applicable.</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>11. Student performance at transfer colleges (average GPA).</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

### 6.0 Workforce Development

GRCC students are prepared to secure employment in all sectors of the economy.

<table>
<thead>
<tr>
<th>Indicator of Success</th>
<th>Oct 2011</th>
<th>May 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Percentage of GRCC career graduates who are continuing their education or employed in their field of study.</td>
<td>❌</td>
<td>✔️</td>
</tr>
<tr>
<td>2. GRCC student performance against state standards (Perkins Core Indicators).</td>
<td>❌</td>
<td>✔️</td>
</tr>
<tr>
<td>3. GRCC student performance on state/national certification exams.</td>
<td>✔️</td>
<td>✔️</td>
</tr>
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</table>
### Strategic Leadership Team Roster – 2011 to 2014

<table>
<thead>
<tr>
<th>Raul Alvarez</th>
<th>Steve Ender</th>
<th>Amy Koning</th>
<th>Alejandro Saldivar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aleta Anderson</td>
<td>Bill Faber</td>
<td>Donna Kragt*</td>
<td>James Schafer</td>
</tr>
<tr>
<td>David Anderson</td>
<td>Lorraine Fortuna</td>
<td>Eric Kunnen</td>
<td>Lynnae Selberg</td>
</tr>
<tr>
<td>Lilly Anderson</td>
<td>Laurie Foster</td>
<td>Bernard Liburd</td>
<td>David Selmon</td>
</tr>
<tr>
<td>Sandra Andrews</td>
<td>Micah Foster</td>
<td>Susan Lichtenberg</td>
<td>Tom Smith</td>
</tr>
<tr>
<td>Chris Arnold</td>
<td>Ken Frisma</td>
<td>Mike Light</td>
<td>Emily Smitter</td>
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<tr>
<td>Deb Bailey</td>
<td>Lisa Freiberger</td>
<td>Tonja Lofton</td>
<td>Deb Stout</td>
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<tr>
<td>Janice Balyeat</td>
<td>Glen Gelderloos</td>
<td>Robert Long</td>
<td>Paula Sullivan</td>
</tr>
<tr>
<td>Nicki Banks</td>
<td>Gilda Gely</td>
<td>Don Mackenzie</td>
<td>Eve Sydney</td>
</tr>
<tr>
<td>MaryBeth Beighley</td>
<td>Dan Gendler</td>
<td>Cindy Martin</td>
<td>Patti Trepkowski</td>
</tr>
<tr>
<td>Bert Bleke</td>
<td>Wilfred Gooch</td>
<td>Mansfield Matthewson</td>
<td>Ric Underhile</td>
</tr>
<tr>
<td>Andrew Bowne</td>
<td>Peggy Forno</td>
<td>Misty McClure</td>
<td>Katie Vandermeer</td>
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<tr>
<td>Arielle Brown</td>
<td>Fenis Harmon</td>
<td>Kurt Meinders</td>
<td>Fred VanHartesveldt</td>
</tr>
<tr>
<td>Terri Burt-Tillman</td>
<td>Domingo Hernandez-Gomez</td>
<td>Laura Moody</td>
<td>Mike Vargo</td>
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<tr>
<td>Erin Busscher</td>
<td>Fiona Hert</td>
<td>Eric Mullen</td>
<td>Richard Verburg</td>
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<tr>
<td>Hayden Butcher</td>
<td>Julie Hess</td>
<td>Kathy Mullins</td>
<td>Mark Vogel</td>
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<tr>
<td>Jianchu Chen</td>
<td>Paul Hess</td>
<td>Fatima Nieves</td>
<td>George Waite</td>
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<td>Laurie Chesley</td>
<td>Tina Hoxie</td>
<td>Leah Nixon</td>
<td>Karen Walker</td>
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<td>Dan Clark</td>
<td>Pat Ingersoll</td>
<td>Jill Nutt</td>
<td>Yumiko Watanabe</td>
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<td>Casey Cornelius</td>
<td>Moss Ingram</td>
<td>Kevin O’Halla</td>
<td>Chaka White</td>
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<td>John Cowles</td>
<td>Ann Isackson</td>
<td>Jeremy Osborn</td>
<td>Rebecca Whitman</td>
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<td>Katie Daniels</td>
<td>Vincent James</td>
<td>Julie Parks</td>
<td>Eric Williams</td>
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<td>Pam DeGryse</td>
<td>Victoria Janowiak</td>
<td>Diane Patrick</td>
<td>Cathy Wilson</td>
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<td>John Dersch</td>
<td>Art Johnson</td>
<td>Felix Pereiro</td>
<td>George Zeeff</td>
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<tr>
<td>Martin DeVries</td>
<td>Lindsey Jones</td>
<td>Jim Peterson</td>
<td>Sammye Zollman</td>
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<tr>
<td>Sara Dorer</td>
<td>Patrick Kamau</td>
<td>Paul Phifer</td>
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<tr>
<td>Dominic Dorsey</td>
<td>Kathy Keating</td>
<td>Kellie Roblin</td>
<td></td>
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<tr>
<td>Bryan Earvin</td>
<td>Tim Koets</td>
<td>Raynard Ross</td>
<td></td>
</tr>
</tbody>
</table>

*Team facilitator*
END #1: Academic Alignment
GRCC collaborates closely with other educational providers to provide a seamless transition across all educational sectors

Strategy 1.1
Provide a seamless transition to other institutions of higher education

College Action Project 1.1.1:
Implement Strategies to Increase the Number of Students Who Graduate

Champion:
Diane Patrick, Associate Dean of Student Affairs & Registrar

Team Members:
Mary Kay Bethune, Financial Aid Customer Service Manager
Erin Busscher, Articulation & Transfer Coordinator
Amanda Glick, Student Records Senior Functional Analyst
Jody Graves, PeopleSoft Enterprise Analyst
Whitney Harper, Faculty
Fiona Hert, Dean of Workforce Development
Tina Hoxie, Dean of Student Affairs & Associate Provost
Matthew Novakoski, Educational Support Professional
Raynard Ross, Associate Dean of Student Success and Retention
Bryan Vliem, Associate Registrar

Purpose:
The primary purpose of this project was to implement strategies to increase the number of students who graduate. Project strategies included the development and implementation of software, communication tools and professional development necessary to assist students in the graduation process. These processes helped students learn more about academic plans and processes needed to graduate. The goals of this project included increasing the number of students graduating and to review, revise and create new processes, policies, procedures and communication systems designed to assist students through the graduation process.

Achievements:
Reverse Transfer
- GRCC added two new partner universities, Michigan State University and the University of Michigan, to our existing list of Grand Valley State University, Davenport University, Ferris State University, and Western Michigan University as reverse transfer partners.
- GRCC is part of the Michigan Credit When It’s Due grant. The grant’s purpose is to help more students who have transferred from community colleges to four-year colleges and universities complete their associate degrees. It’s designed to encourage partnerships of community colleges and universities to significantly

1 The Reverse Transfer Associate Degree Initiative consortia agreement allows students to be granted an earned Associate Degree by combining credits from their transfer school with the credits they have previously earned from GRCC.
expand programs that award associate degrees to transfer students when the student completes the requirements for the associate’s degree while pursuing a bachelor’s degree.

Change of Major
• Academic program codes were reviewed and corrected where necessary. Program codes are used to track enrollment trends in the College’s academic major areas of study.
• Each semester during registration, students are asked to identify their major area of study. This query occurs when students logon to the Online Student Center. A Change of Major Form is then made available to them.

Improve the Graduation Processes & Communications
• An email was sent in April 2013 to approximately 1,870 students who had 55+ credits and above a 2.0 cumulative GPA, and had not yet applied to graduate. The email contained information regarding My Degree Path and how to apply to graduate.

Ready, Set, Graduate!
• The College created and hosted an event, Ready, Set, Graduate! The general goal was to improve knowledge around graduation for all GRCC students. In response to the success of this event, it will now be held each October and February.

Results:
Over the past five academic years, the percentage of graduates per credit enrollment has increased by .5%.

Summary:
This project will continue in the 2014-2017 Strategic Plan as CAP 1.5.2.
College Action Project 1.1.2:  
Promote Faculty Leadership in Academic Advising

Champion: Bill Faber, Associate Dean of Arts & Sciences
Team Members: Paula Sullivan, Associate Dean of Workforce Development  
Nick Antonakis, Faculty  
Jennifer Batten, Faculty  
Gary Ebels, Faculty  
Stacey Heisler, Faculty  
Tim Koets, Faculty  
Pat Missad, Faculty  
Shelly Richter, Faculty  
Lynnae Selberg, Faculty

Purpose:
The purpose of this project was to help academic departments develop effective plans that increased faculty interactions with students regarding academic advising. Specific goals included:

- Developing a standard definition of faculty academic advising that is consistent for School of Arts & Sciences, School of Workforce Development and School of Student Affairs.
- Providing faculty with the professional development opportunities and resources needed to successfully advise students.
- Improving utilization of available departmental academic advising resources.
- Developing a plan to reward faculty for excellence in academic advising.

Results:
The following definition was adopted:

_The academic faculty advising process establishes a collaborative relationship between the student and faculty advisor in which the student feels a sense of connection, support and guidance. The academic faculty member advises in the area in which he or she teaches and provides the student with current academic information that helps the student progress toward his or her educational and career goals._

Additionally, an online advising tool, MyDegreePath, was implemented and faculty provided professional development opportunities for learning how to use it.

Academic departments were also supported in their efforts to create advising plans that best suited specific disciplines.

The College’s faculty advisors and licensed professional counselors (who also hold the faculty title) agreed to provide ongoing assistance to all faculty. This collaboration supports currency with institutional knowledge about policy, process and programmatic changes. The College now has a plan to reward faculty for excellence in academic advising. Finally, students are now assigned faculty advisors and a single week of each semester is devoted to marketing and providing academic advising to students.

Summary:
The work of this CAP has been incorporated into the work of the Counseling and Career Center and other departmental academic advising plans.
College Action Project 1.1.3:
Create and Revise Agreements Between GRCC and Four-year Colleges and Universities for Students Seeking to Transfer

Champion: Erin Busscher, Articulation & Transfer Coordinator
Team Members: Jennifer Batten, Faculty
Rebecca Brinks, Faculty
Erin Cisler, Director of Alumni Relations
Anna Maria Clark, Program Advisor
Chiquital Clay, Financial Aid Specialist
David Dye, Faculty
Tom Kaechele, Faculty
Scott Mattson, Job Training & Construction Trades Manager
Vicki Maxa, Faculty
Michelle Richter, Faculty
Jason Schueller, Coordinator of Academic Placement & Enrollment
Lynnae Selberg, Faculty

Purpose
The primary purpose of this project was to increase the number of transfer opportunities for students seeking seamless transitions from GRCC to their preferred four-year institutions. The project created a process for the College to complete an inventory of the existence and currency of transfer agreements and then determine what revisions for improvement were necessary. Additionally, the College developed a priority list of desired transfer agreements and then created a process for collaborating with universities with whom we sought to procure transfer agreements. The goals of this CAP included increasing the number of articulation agreements with four-year institutions, and creating a process for collaborating with the four-year institutions with whom we wished to procure articulation agreements.

Achievements:

- Fourteen agreements were renewed, with two agreements remaining in the renewal process.
- Seven new agreements were signed during the 2012-2013 academic year.
- Eight new agreements were initiated and are now in the process of being signed.
- Thirteen agreements are being assessed.
- “Transfer” and “articulation” were clearly defined by the College.
- Transfer and articulation processes were developed and implemented.
- Communication plans for transfer and articulation communications plan were developed and implemented.
- Data gathered from alumni surveys were analyzed with results used to guide quality improvement.
- Articulation processes were embedded into the curricular processes.
- GRCC transfer web pages were reviewed and improved.
- In consultation with faculty and academic leadership, approved articulated programs were reviewed and then where necessary, equivalency guides were updated for inclusion in the 2014-2015 college catalog.

Results:
The number of articulation agreements has increased every year since the inception of this project. Beginning in academic year 2008 / 2009, GRCC held 21 agreements. At the conclusion of the 2012 / 2013 academic year GRCC held 42 agreements, an increase of 100%. The table below illustrates the increases by academic year.
Increase in the number of agreements from 2009 – 2013

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Articulation Agreements</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 - 2013</td>
<td>42</td>
<td>20%</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>35</td>
<td>17%</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>30</td>
<td>20%</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>25</td>
<td>19%</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Summary:

The work that was done under this project continues under the direction of the Transfer & Articulation Coordinator.
Strategy 1.2
Integrate the K-12 College Preparation Experience

College Action Project 1.2.1:
Continue and Complete the Programs of Study Initiative to Map Curriculum Between High School and College in all Academic Areas

Champion: Fiona Hert, Dean of Workforce Development
Team Members: Ann Alexander, Faculty
Nikki Banks, Faculty
Yolanda Duncan, Counselor
Chad Lodenstein, Faculty
Jodi Richhart, Director of Police Academy
Lynnae Selberg, Faculty
Don Steeby, Faculty
Bethann Talsma, Faculty

Purpose:
The purpose of this project was to continue and complete the Programs of Study2 initiative including mapping curriculum between high school and GRCC in all academic areas. Specific goals included:

- Increase student success and completion of occupational and liberal arts programs and courses.
- Clearly delineate course content, skills and competencies required in occupational and liberal arts programs and degrees.
- Continue work in several of the ten previously completed Programs of Study.
- Inform and consult with Advisory Committees and area employers about desired skills, knowledge and competencies.
- Create Programs of Study course sequence templates for parents and students that will assist high school to college transition.

Achievements:
Since this project’s inception, GRCC has completed twelve occupational Programs of Study. They included Automotive; Business - Marketing & Office Administration & Accounting; HVAC; Dental Hygiene; Criminal Justice - Law Enforcement, Corrections & Juvenile Services; Web Design; Computer Networking; and Welding. Four general education curriculum alignment projects (Math, English, Science, and Social Sciences) were also completed. All reports have been completed and filed on the Programs of Study website: http://www.grcc.edu/schoolofworkforcedevelopment/programsofstudy

Most importantly, this work has informed Academic Program Review (APR) for all the academic programs which have participated in APR to date. As a result of the work, multiple course changes, admissions and assessment information, and student success data have been analyzed. These analyses informed programmatic improvements. Additionally, secondary partnerships have been implemented with high school and technical center staff at both Kent Career Technical Center (KCTC) and Ottawa Area Intermediate School District (OAISD). Grand Rapids Community College has participated in statewide efforts and leads the state in the number of Programs of Study completed.

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2 A program of study is a sequence of instruction (based on recommended standards and knowledge and skills) consisting of coursework, co-curricular activities, work-site learning, service learning and other learning experiences. This sequence of instruction provides preparation for a career.
Results:

- Forty-six faculty participated in the implementation and completion of Programs of Study and curriculum alignment projects.
- Twenty-three Programs of Study reports have been completed.
- All occupational faculty have presented at the Michigan Occupational Trends Conferences in the last three years.
- Findings have been shared with departmental staff and curriculum changes have been implemented appropriately.
- New courses and articulation agreements have been implemented in many of the areas including Law Enforcement, Welding, and Corrections.
- Programs of Study for 2013-2014 were included in the Academic Program Review process. Each department will be required to complete this process once every four years to ensure the curriculum is in alignment with high school occupational curriculum.

Summary:

The Programs of Study initiative was implemented at GRCC in 2009. Since that time, 46 faculty and staff have completed 23 general education (11) and occupational (12) areas in just over four years. This represents 48% of the State of Michigan’s 33 highest enrolled occupational programs. Among Michigan community colleges, GRCC completed the highest number of Programs of Study. The process to accomplish a discipline specific Programs of Study has now been incorporated into the departmental program review process. The Programs of Study process has now been fully institutionalized into the academic planning and review processes at GRCC.
Indicators of Success for the END of Academic Alignment

AA1: Number of articulation agreements with four-year institutions

Provided below is the number of articulation agreements between GRCC and four-year institutions. Our goal is to increase the number of these agreements by 5% each year to increase the likelihood of a successful transfer experience for the student.

Source: Institutional Research and Planning/Student Records Office

Target: 5% growth per year. Trend: GREEN. Benchmark: No benchmark available
AA2. Percent of students who successfully transfer to another college/university

The chart presents the number of documented transfers to other institutions of higher education within three years of attending GRCC for the first time.

*Beginning in Fall 2008 includes vertical transfers only. Prior years include both vertical and lateral transfers.

Source: Institutional Research and Planning/National Student Clearing House/National Community College Benchmarking Project

**Target:** Increase each year  **Trend:** GREEN.  **Benchmark:** NCCBP
AA3: Student satisfaction with GRCC preparation for transfer

On the Alumni survey, graduates who are currently continuing their education are asked “How well did GRCC prepare you to continue your education?” The data below report the percentage of students who gave positive responses. Our goal is to continue to remain at 95% or higher.

<table>
<thead>
<tr>
<th>Year</th>
<th>Positive Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>97.2</td>
</tr>
<tr>
<td>2010-11</td>
<td>95.5</td>
</tr>
<tr>
<td>2009-10</td>
<td>95.2</td>
</tr>
<tr>
<td>2008-09</td>
<td>98.0</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Planning/Alumni Report

**Target:** Remain at 95% or higher. **Trend:** GREEN. **Benchmark:** No benchmark available.
**AA4: Incidence of Developmental Education**

These data report the percentage of students who based on their placement test scores, test into at least one developmental course. NOTE: Placement test cut scores were changed for Fall 2009 students.

**Source:** Institutional Research and Planning/State of MI Dashboard.

**Target:** Decrease each year/remain under State of Michigan average  
**Trend:** GREEN. **Benchmark:** State of Michigan.

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[Bar chart showing data for State of MI Benchmark and GRCC for different years, with NA for 2012 and 2013.]
END #2: Access

GRCC minimizes the barriers of time, place, cost, and educational preparation levels so that all members of the community have an opportunity to participate in college programs

Strategy 2.1
Implement strategic initiatives to reduce barriers that students encounter when attending college

College Action Project 2.1.1:
Implement the College Success Program to Increase the Persistence, Completion, and Transfer Rates of Developmental Students

Champion: Domingo Hernandez-Gomez, Associate Director – Title III

Team Members: Dave Anderson, Chief Information Officer (Interim)
John Cowles, Dean of Student Success & Retention
Lisa Dopke, Associate Dir. of Grants and Resource Development
Jody Graves, PeopleSoft Enterprise Analyst
Paul Herdegen, Enterprise Analyst
Bruce Morrison, Coordinator of Data & Reports

Purpose:
The College Success Program (CSP) is a comprehensive assessment, advising, and targeted intervention program for developmental students. The intent of this project was to provide more precise course placements, customized student support services, increased student monitoring and tracking, and aggressive and timely interventions, all to improve the chances that developmental students will succeed and persist to completion.

Achievements:
The College Success Program, in collaboration with Academic Support and other departments, has implemented two interventions during the 2012-2013 school year: (1) Fast Track and (2) Connect.

Fast Track
The goal of this program was to give developmental students an opportunity to accelerate skill-building so they are able to bypass developmental course work and move directly into college-level courses. This was accomplished by enrolling students into a three-week lab that includes 42 hours of intensive instruction to remediate academic skills through a combination of web-based and tutor-guided activities in English, Reading, or Math.

As part of the academic monitoring of students who were part of Fast Track, we researched how Summer 2012 Fast Track students did in the Fall 2012 semester, including students who completed the program but were not able to bypass their placement, therefore had to take their appropriate developmental education course. The following are preliminary results of key academic outcome measures such as retention rate, course success, and semester GPA.
Fast Track students who were able to bypass their placement and took the corresponding Gateway class\(^3\) had a slightly higher retention rate compared to the general Gateway group. Sixty percent of Fast Track students who were able to bypass their placement and took the corresponding Gateway class were successful in their class.

Fast Track students who completed all three weeks of Fast Track but were not able to bypass their placement and remained in their developmental education course were very successful in every outcome measure compared to the general developmental education students.

It is important to mention that we did not expect Fast Track students to outperform Gateway students, but simply provide the opportunity to those who have a chance to succeed in Gateway to do so and accelerate their path to completion. Fast Track students, as a cohort, are still considered high-risk based on the number of placements at intake compared to Gateway students or the general developmental education population. For example, 77% of Fast Track students had two or more placements compared to 48% of Fall 2011 total developmental education students.

Two hundred and nineteen students were recruited for the Summer 2013 session. The completion rate of this session was 80.8% and the success of students who completed the program was 75.5%. In 2012, a total of 233 students were recruited for the summer and fall sessions. The completion rate was 77% and the success rate was 68.2%. Thus, compared to the 2012 results, both completion and success rates improved.

**Connect Intervention**

The College Success Center, in its effort to improve retention and academic success for developmental education students, designed and implemented the Connect Intervention during Winter 2013. The goal was to increase the Fall-to-Fall retention of Fall 2012 First Time in Any College students (FTIAC) who persisted through Fall 2012 and enrolled for Winter 2013 semester by engaging students with a number of supportive interventions (e.g., coaching, advising, tutoring, etc.).

All activities were tracked through a progress report. For every activity completed students could earn stipends redeemable on campus. Transportation incentives were also offered on a case-by-case basis (i.e., gas cards, bus passes, parking passes) in an attempt to eliminate transportation barriers.

A thorough data analysis was conducted not only to determine criteria for recruitment, but more importantly for a strategic implementation of the program. Thus, a dataset of full-time and part-time Fall 2011 students who were FTIACs and placed into the Developmental Education Program was analyzed. The goal of the analysis was to create a profile of students with the highest risk of not returning the following fall.

**Summary:**

The College Success project was fully institutionalized by the College.

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\(^3\) Gateway courses are those that provide foundational content and skills. Gateway courses typically have high enrollment. Level of success in a gateway course is a common predictor of academic completion. Introductory courses such as college algebra and English composition are common examples of gateway courses.
College Action Project 2.1.2: 
Implement Achieving the Dream\(^4\) Initiatives to Increase the Persistence, Completion and Transfer Rates of At-risk Students

**Champion:** John Cowles, Dean of Student Success & Retention  
**Team Members:**  
- Laurie Chesley, Dean of Arts & Sciences  
- Vikki Cooper, Faculty  
- Steven Ender, President  
- Gilda Gely, Provost/Executive Vice President for Academic and Student Affairs  
- Tina Hoxie, Dean of Student Affairs & Associate Provost  
- Donna Kragt, Dean of Institutional Research & Planning

**Purpose:**  
The goal of this CAP was to integrate the work of the Achieving the Dream projects with the student success work being done at GRCC.

**Achievements:**  
Grand Rapids Community College has made significant progress in improving student success and completion. Along with participating in Achieving the Dream (AtD), academic leadership committed to the Completion Agenda\(^5\) and the GRCC Board of Trustees has made Student Success an End of the institution.

**Results:**  
**AtD Initiative #1 Math and Composition Course Alignment**  
In our efforts to streamline the developmental mathematics series, course coordinators reviewed course outcomes and content to ensure students were prepared for the next level of math. Students now have a variety of modalities to help them meet their math requirements including extended time, extra support (MA 095/6), traditional lecture, computer enhanced classrooms (MA 097, 098, and 107), as well as hybrid and online courses (MA 098 and 107). Item analysis of common course exams in all courses led to valuable feedback which instructors used to identify areas that needed modifications that improved instruction. Common final exams, syllabi, assigned problems, and other common materials in MA 095/6/7/8 have led to more consistency among sections of the same course.

In the area of composition, the English department had a panel discussion with successful African-American males where they discussed challenges as minority students and what helped them to successfully persist. In addition, the Reading program has changed textbooks for reading courses to include essays, novels and narratives by and about people of color. These books are mandatory for all courses. The English department also had a professional book club that focused on how to teach unprepared students, particularly those who have the lowest persistence rate at our college. Lastly, the Academic Foundations Program (Developmental Education) Learning Day focused on cultural competency including cultural, gender and ethnic stereotypes that may pervade and prohibit student success.

**Data and Findings for EN097**

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\(^4\) Achieving the Dream is a non-governmental initiative that provides member colleges with coaching and other resources created to promote student success among those students at high risk for academic failure.  
\(^5\) The Completion Agenda is the result of leaders in higher education challenging community colleges to increase the number of community college students who earn a certificate, degree, or successfully transfer to a four-year institution of higher education by 50% by the year 2020.
Success rates (defined as a final grade of A through C-) for all students taking EN097 increased from 54% in 2011 to 60% in 2012; they maintained at 60% in 2013.

Success rates for students 20 – 24 years of age improved from 2011 – 2012 from 49% to 60%; it dropped to 52% in 2013.

Students over 25 years of age for the first time were the lowest achieving age group, with 51% achievement, slightly increased from 50% in 2011 and again increased in 2013 to 53%.

Success rates for black, non-Hispanic students increased dramatically from 2011 to 2012, from 36% to 50%; they decreased to 43% in 2013.

Success rates for females increased from 2011 (60%) to 2012 (65%) to 2013 (66%); women continue to perform better than males.

Success rates for males also increased from 2011 (48%) to 2012 (57%) to a slight decrease in 2013 (56%).

AtD Initiative #2 English 100/Lab Hybrid
The purpose of the English 100/Lab Hybrid initiative was to provide additional integrated tutorial support in a computer lab environment. The EN 100 ITS (Integrated Tutorial Support) Pilot transforms the way community college students experience college in several ways:

The amount of time spent together (due to required ITS tutor-led support and individual tutoring through the Reading and Writing Lab) and the personalized attention from the instructor and peer tutor seemed to encourage students. The goal was to give them hope, reduce pressure, model academic engagement, and build resiliency.

Lastly, computer-access/lab-time built right into the course schedule accommodated students who were experiencing the “Digital Divide” as a result of lacking technology at home. Furthermore, it allowed instructors an opportunity to more easily check students' writing assignments before they left class. Finally, it gave students class time to complete assignments.

AtD Initiative #3 FastTrack for College Success
FastTrack was an intensive three-week, 14-hour per week learning lab in which students remediated academic skills through a combination of web-based and tutor-guided activities. Each FastTrack lab had an enrollment capacity of 22 students. Reading FastTrack labs used My Foundations Lab and Math labs use Assessment and Learning in Knowledge Spaces (ALEKS), with both technologies supported by tutors. English FastTrack was facilitated by tutors in a traditional classroom method. Forty-two total hours were spent in each FastTrack lab over the three-week session.

Numerous benefits were observed as the result of this project:

- Saved a total of $112,888 in tuition for students.
- Saved a total of 16,440 hours of instruction for students who bypassed their placement.
- Reduced a total of 13 sections of Developmental Education for the College.
- Reduced the number of placements for students, thus extending their financial aid eligibility.
- Academically prepared 107 students to be successful in their Developmental Education placement (for those who completed Fast Track but were unable to bypass their placement).
- Students from Cohort I - Summer 2012- had a higher fall to winter and fall to fall retention compared to the overall developmental education population (fall to winter: 82.5% compared to 73%; fall to fall: 51% to 42%).
- 84% of Cohort II students – Summer 2013 - persisted to Winter 2014 semester.
- Students who bypassed their placement through Fast Track had a higher course success rate in their gateway courses compared to students who took the regular sequence of developmental education.

Summary
Students are experiencing more options for becoming college ready while at the same time no longer having the options of just taking classes without demonstrating readiness. Being required to demonstrate readiness before taking higher level classes in English and math allowed the 100-level classes to move more quickly and deeply into
the curriculum. Academic standards were maintained while at the same time offering more options for demonstrating college readiness. Instead of a fifteen-week class, students were able to try a bridge program, FastTrack, and a hybrid modularized approach via computer. As a result of all these changes, students experienced college as more demanding in terms of demonstration of basic skills but also were offered more targeted options that met individual needs while improving overall student success.
College Action Project 2.1.3:
Create an Accessible Campus for All

Champions: Kathy Keating, General Counsel
           Dominic Dorsey, Director of Accessibility

Team Members: Mary Beth Beighley, Director of Staff Development
               John Cowles, Dean of Student Success & Retention
               Bill Faber, Associate Dean of Arts & Sciences
               Jeff Kissinger, Senior Project Manager
               Klaas Kwant, Television Production Manager
               Sara Rose, Faculty
               Deborah Sanders, Assistant to General Counsel, Title IX Coordinator, and EEO Officer
               Danielle Sedore, Director of Print Solutions
               Anne Sherman, Faculty
               Tom Smith, Executive Director of Facilities
               Paula Sullivan, Associate Dean of Workforce Development
               Ric Underhile, Associate Dean of Interdisciplinary Studies & Instructional Support
               Meegan Willi, Instructional Technologist/Designer

Purpose:
The purpose of this project was to make GRCC’s services, programs, facilities and technology universally accessible to all persons regardless of disability. Activities included developing an academic policy requiring the use of accessible materials in all curriculum; conducting a campus wide technology accessibility audit and implementing recommendations; assessing the need for additional staffing to ensure continued technological compliance and providing resources to help faculty adapt curriculum.

Specific goals for this project included:
- Creating a culture of inclusion: “Our job is not to make disability go away, nor pretend that it is not there. Instead, it is to respect its complexity, and to respond to it with honesty, vision and intelligence.”
- Eliminating physical barriers to campus.
- Ensuring compliance with legal standards for accessibility in technology.
- Providing ongoing support and resources for faculty to design curriculum using principles of universal design and making adaptations as necessary.

Achievements:
This project educated the campus community about federal laws related to accessibility, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as well as how to follow through on institutional responsibilities to create an accessible campus for all. This was accomplished through events like Faculty Learning Day in January 2013, Educational Support Professionals’ Learning Day in March 2013, Disability Awareness Month activities, trainings offered through the Center for Teaching Excellence and Staff Development, and more.

The creation of the position Director of Accessibility was a significant milestone in ensuring that the project became institutionalized, as was the devotation of ongoing professional development resources on the subject of accessibility for full-time and adjunct faculty and other staff who interact with students and the community. Facilities staff have been proactive in achieving and meeting ADA standards through renovations, construction and deferred maintenance.
The project team successfully championed institutional policies and procedures which safeguard the campus against legal infractions and work to ensure equal access for students, faculty and staff of all abilities with regards to technology, facilities, campus activities and academics.

As a result of the CAP, accessibility initiatives are much more visible across campus.

Examples include:

- Departments have begun to change their forms to fillable/readable forms.
- Instructors have become more responsive to requests for accessible materials, and discussions about accommodations occur more regularly.
- Website and Blackboard compliance has improved as the result of collaboration, money and significant effort.
- Disability Support Services has been able to hire an Assistive Technology Consultant who has helped the office become more familiar with compatibility issues that exist between browsers, operating systems, and software versions.

Overall departments across campus are collaborating to make accessibility a priority.

Specific results included:

- Advocated for and filled a new position, “Director of Accessibility.”
- Retained external auditor for GRCC websites to determine compliance with ADA regulations. Audit completed. Corrections were made as necessary.
- Purchased software to provide continuous compliance audits of websites.
- Academic policy approved by Academic Governing Council (AGC), “Instructional Materials” requiring that instructional materials be ADA compliant.
- Administrative policy adopted: “Web Accessibility.” The policy requires that GRCC’s web content conform to W3C WAI’s Web Content Accessibility Guidelines 2.0, Level AA conformance.
- Secured funding to support keynote speaker for Faculty Learning Day, which focused on accessibility in higher education. A Learning Day for Support Professionals was also devoted to the same topic.
- Added exercise equipment that is wheelchair accessible to Ford Fieldhouse.
- Professional development courses related to accessibility developed/offered through both Staff Development and Center for Teaching Excellence.
- Developed a brochure for distribution to students and staff entitled “Institutional Rights and Responsibilities.”
- Updated Service Animal policy.
- Created training program for “Accessibility Advocate” program.
- Hired full time employee to provide captioning services.
- Created policy on Non-Discrimination on the Basis of Disability.

Summary:
The work and projects initiated through this project have been sufficiently institutionalized to the extent that they are all ongoing initiatives, policies and procedures embedded within college culture or as responsibilities of campus departments. All of the goals set forth for completion under the project were met.
**Strategy 2.2**  
*Increase flexible educational options*

**College Action Project 2.2.1:**  
Expand the Distance Learning Program

**Champion:** Eric Kunnen, Director of Distance Learning & Instructional Technologies  
**Team Members:**  
David Anderson, Chief Information Officer  
Garret Brand, Faculty  
Amanda Chatel, Customer Support Technician  
Heath Chelesvig, Research Analyst  
Katie Daniels, Curriculum Specialist  
Julie Hess, Faculty  
Pat Ingersoll, Director of Library and Learning Commons  
Jose Mora, Educational Support Professional  
Eric Mullen, Associate Dean of Enrollment Management & Financial Aid  
Mark Nordblom, Enterprise Analyst  
James Schafer, Coordinator of Broadcasting  
Meegan Willi, Instructional Technologist/Designer

**Purpose:**  
To ensure that all members of the community have an opportunity to participate in college programs, GRCC seeks strategies to increase the College’s distance learning program so that 25% of course offerings exist in an online or hybrid modality. The goal of this action project included the writing of a strategic plan.

**Accomplishments/Results:**  
As a result of the Distance Learning College Action Project, several initiatives were established. We proposed a Distance Learning Strategic Plan which includes recommendations to expand and improve the Colleges’ online learning program. This plan is an important component of communicating the collective effort needed to successfully integrate distance learning into the College’s operations.

A Distance Learning Faculty Advisory Board was created and was adopted as an official sub-committee by the Academic Governing Council. Faculty advisory opportunities provide guidance and involvement in the establishment of quality initiatives. During the Higher Learning Commission site visit in February 2012, the assessment team suggested that the 5-week Faculty Online and Hybrid Certification Course was an emerging best practice. This course provides a technological understanding but more importantly an instructional design foundation that assists instructors in preparing to teach online. The final project is a week of instruction that adheres to a quality rubric. Work has begun to further enhance and improve this training.

GRCC is beginning a data warehouse initiative with special focus on “learning analytics” through Blackboard (Bb) Analytics for Learn which has potential in improving course design and student retention by combining activity of instructors and students with the student demographic data.

GRCC has established a wide array of quality initiatives that include an online course review rubric, selecting Quality Matters as an industry standard, and secured awards from the Instructional Technology Council for eLearning Faculty of the Year, and the Blackboard Catalyst Exemplary Course Award.
The College effectively leverages a wide array of instructional technologies such as Blackboard in the teaching and learning process and in the delivery of online learning. For example, Blackboard IM is used for instant messaging for supporting tutoring and online office hours. Throughout the year, a pilot of Bb Collaborate was executed to further extend the synchronous features available to the campus for increased tutoring and student services as well as live teaching capabilities and more efficient and effective faculty professional development. A budget request for the 2012-2013 fiscal year was not granted; however, this request will be re-submitted during the next cycle as this technology is used by the majority of institutions delivering distance learning.

Other accomplishments for this project include:

- A Deans Council Sub-Committee was created to more effectively streamline the approval of online courses.
- A Course Review Team was created to review courses that have been developed. This team also began using a new course review rubric for quality.
- An Instructional Designer was hired to focus resources on the development of quality online courses and to support faculty.
- The Online Student Research Project provided valuable insights into factors that promote student success in online courses.

**Summary:**

This CAP is closing as the work is being transitioned to cross college departments. The Distance Learning Strategic Plan includes six key categories of recommendations that include: Planning, Administration, Budget, and Facilities; Curriculum and Instruction; Students and Support; Infrastructure, Identity, Security, and Support; Faculty and Support; Data, Analytics, Evaluation, and Assessment. The tasks and timelines best connect under the auspices of the operational units and key stakeholders.
College Action Project 2.2.2:
Develop an Academic Leadership Program (Alpha Beta Omega) to Support the Success of the College's Most Challenged Students

Champion: Eric Williams, Executive Director of Equity Affairs
Team Members: Chris Arnold, Director of Diversity Learning Center
Kevin Dobreff, Faculty
Andre Fields, Faculty
Fred Van Hartesveldt, Faculty
Vicki Janowiak, Executive Director of Operational Planning
Bernard Liburd, Faculty
Mansfield Mathewson, Director of Purchasing

Purpose:
The Alpha Beta Omega (ABO) Model is a highly structured student leadership model that improved academic achievement of African American male students. Its mission is to provide young scholars with relational, educational and cultural experiences that will instill the leadership qualities necessary to effectively serve our local, national and global communities.

The goals of this project were to support the success of African American male students who have been identified as having lower academic achievement than other GRCC students. We enrolled over 100 students since its inception in 2012. The original goal which still remains is to reach success indicators that mirror the GRCC population overall. This includes grade point averages, semester-to-semester retention rates, and fall-to-fall persistence rates.

Achievements:
During Summer 2012, a total of 250 students were recruited for their participation in ABO. The recruitment was completed by a ZIP code based mailing. In Fall 2012, 17 students participated in the program. They attempted 153 total credit hours; 105 credit hours were completed with a grade of C- or higher. The successful course completion of that cohort was 69%. In the Winter 2013 term, 30 students enrolled, attempting 295 credit hours and completing 183. The successful course completion rate for Winter 2013 was 62%. In Summer 2013, 30 students enrolled, attempting 31 total credit hours. Twenty-eight credit hours were completed with a grade of C- or higher. During Fall 2013, 44 students enrolled in the program, attempting 480 total credit hours and completing 296 credit hours with a grade of C- or higher. That cohort’s successful course completion rate was 65%.

Summary:
This project will continue as a part of the 2014-2017 Strategic Plan as College Action Project 1.3.4.
Indicators of Success for the END of Access

AC1: Percent of GRCC credits offered in non-traditional formats

The table below provides the percent of credits for fall semesters offered non-traditional formats including distance learning, weekend, or off campus. Our goal is to increase credits offered in non-traditional formats by 1% per year.

![Bar Chart]

Source: Institutional Research and Planning/Fall Enrollment Report

**Target:** 1% growth per year - Distance Learning. **Trend:** Green. **Benchmark:** No benchmark available.
AC2: GRCC student body mirrors the KISD region in terms of minority representation

These data show that GRCC is accessible to a wide range of peoples within our community. Our goal is for GRCC to be accepting of all and that our student body to continue to reflect the diversity of ethnicity within the county.

Source: Institutional Research and Planning /Fall Enrollment Report, American Community Survey

Target: % of minority students at GRCC is greater than or equal to the percent of the Kent County/Ottawa minority percentage. Trend: Green. Benchmark: No benchmark available.
AC3. Students who enroll in AFP classes at GRCC are subsequently able to successfully complete college level coursework

The table below shows the percent of students who successfully completed the next level Math and English course who originally completed a developmental course. Our target is to increase this percentage by 1% per year.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Previous Dev Ed Students</th>
<th>All GRCC Students</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math*</td>
<td>59.2</td>
<td>59.9</td>
<td>57.8</td>
</tr>
<tr>
<td>Math Benchmark</td>
<td>Data not available for 2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English**</td>
<td>65.1</td>
<td>64</td>
<td>63.2</td>
</tr>
<tr>
<td>English Benchmark</td>
<td>Data not available for 2011</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*MA104, MA105, MA107 **EN100, EN101

Source: IRP/NCCBP

**Target:** Increase 1% per year. **Trend:** Yellow. **Benchmark:** NCCPB
AC4: Incidence of Developmental Education

These data report the percentage of students who based on their placement test scores, test into at least one developmental course.


Target: Decrease each year/remain under State of Michigan average
AC5: Grant dollars for a full Pell Grant recipient are adequate to cover tuition, fees, and books for a full time student at GRCC.

This table reports the average costs for a full-time, in-district student at GRCC as well as the amount of a full-time Pell grant. The “excess” Pell grant is the amount left over for the student’s use after paying GRCC costs. Our goal is for the Pell grant amount to exceed the average costs for an In-district student.

<table>
<thead>
<tr>
<th>Year</th>
<th>In-District Tuition and Fees</th>
<th>Out-District Tuition and Fees</th>
<th>Books/Supplies Estimate</th>
<th>Total Direct Costs for an In-district Student</th>
<th>Total Direct Costs for an Out-district Student</th>
<th>Full Time Pell Grant**</th>
<th>“Excess” Pell Grant for an In-district Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>$3639</td>
<td>$7299</td>
<td>$1222</td>
<td>$4861</td>
<td>$8521</td>
<td>$5730</td>
<td>$869</td>
</tr>
<tr>
<td>2013-14</td>
<td>$3549</td>
<td>$7104</td>
<td>$1200</td>
<td>$4749</td>
<td>$8304</td>
<td>$5645</td>
<td>$896</td>
</tr>
<tr>
<td>2012-13</td>
<td>$3399</td>
<td>$6909</td>
<td>$1200</td>
<td>$4599</td>
<td>$8109</td>
<td>$5550</td>
<td>$951</td>
</tr>
<tr>
<td>2011-12</td>
<td>$3091</td>
<td>$6511</td>
<td>$1100</td>
<td>$4191</td>
<td>$7611</td>
<td>$5550</td>
<td>$1359</td>
</tr>
<tr>
<td>2010-11</td>
<td>$2925</td>
<td>$6120</td>
<td>$1100</td>
<td>$4025</td>
<td>$7220</td>
<td>$5550</td>
<td>$1525</td>
</tr>
<tr>
<td>2009-10</td>
<td>$2755</td>
<td>$5650</td>
<td>$1100</td>
<td>$3855</td>
<td>$6750</td>
<td>$5350</td>
<td>$1495</td>
</tr>
</tbody>
</table>

*Tuition/Fees - based on 30 contact hours per year

**Full Time Pell Grant - maximum grant for full time student enrolled for two semesters

Source: Student Financial Aid Office

**Target:** Fulltime Pell grant exceeds total direct costs for in-district student.

**Trend:** Green. **Benchmark:** No benchmark available
END #3: Community Outreach
GRCC enriches the community though educational and civic programming and partnerships

**Strategy 3.1**

Collaborate with community organizations and employers to expand programs and services that benefit the community at large and strengthen GRCC’s identity throughout the service region

**College Action Project 3.1.1:**
Promote the Various Educational, Arts, and Cultural Activities GRCC Makes Available for the Community-at-Large

**Champion:** Raul Alvarez, Director of Communications

**Purpose:**
The purpose of project 3.1.1 was to centralize and track communications projects including marketing and promotion efforts.

**Achievements:**
The goals of this project were accomplished and the tracking system has been very helpful for the department and the College. Also, we developed processes to enable us to work more collaboratively with departments like graphics and media technologies which has proven beneficial for college-wide projects. We are better able to coordinate promotions efforts of the various activities and events GRCC offers the community and maintain a consistent branding for the College.

**Summary:**
This project work continues in the Communications Department.
College Action Project 3.1.2:
Expand Cultural Learning Experiences that Strengthen and Equip our Changing Community

Champion: Eric Williams, Executive Director of Equity Affairs

Purpose:
The goal of project 3.1.2 was to seek and develop relationships with businesses and community entities and through those relationships, identify and develop learning and cultural opportunities. Finally, to publicize and showcase those opportunities to communicate GRCC’s community value.

Summary:
In 2011, this project was moved to department level projects in the Communications Department.
College Action Project 3.1.3: 
Implement GRCC Capital Projects: Business Community Engagement

Champion: Mansfield Matthewson, Director of Purchasing
Team Members: Raul Alvarez, Director of Communications 
Lisa Freiburger, Vice President of Finance & Administration/Chief Financial Officer 
Vicki Janowiak, Executive Director of Operational Planning 
Tom Smith, Executive Director of Facilities

Purpose:
To establish opportunity outreach to the local business community for engagement with the 2012 bond issue projects and other major projects. In addition, this project provided resources to the local business community for engagement with the 2012 bond issue projects and other major projects. Lastly, this project provided equal opportunity to the local business community by providing opportunities and resources to participate in the 2012 capital projects and other major projects.

Accomplishments:
GRCC Infrastructure Upgrade Renovation Informational Session - November 8, 2012
Co-presented by GRCC, OAK and GMB AE: included information on upcoming GRCC projects, how to participate and the fundamentals of BIM (Building Information Modeling).

1st Annual West Michigan Construction Summit – March 7, 2013, Business Opportunity Forum: Co-presented by GRCC, City of GR, Kellogg’s, Kent County, Spartan Stores, CSM Group and Fifth Third.

Corporate Connections West (matchmaking event targeting WBEs) – May 23, 2013, Presented by CEED, GRCC hosting, presenting corporations in addition to GRCC: Accident Fund, Bronson, Consumers Energy, CSM Group, EPI Marketing, Gentex, Graphic Packaging, GVSU, Haworth, Herman Miller, Kellogg’s, Fifth Third, Skanska, Priority Health, Spectrum Health.


REGIONAL ALLIANCE For Diversity In Public Purchasing, MEET THE BUYERS - Back to Basics – May 15, 2014

Results:
This project hosted more than 400 business community members, many of them minority-owned businesses. Participants found the processes informative, collaborative and indicative of GRCC’s desire to be a full business partner in the community. Further, the project supported our efforts at receiving high quality services related to the 2013 bond issue projects.

Summary:
This project has set a precedent for how we seek out contract bids for many of our large-scale projects.
College Action Project 3.1.4:  
Capital Outlay—Student Engagement

Champions:  
Fiona Hert, Dean of Workforce Development  
Susan Lichtenberg, Coordinator of Student Internships  
Phillip Greene, Program Manager, Training Solutions  

Team Members:  
Christopher Allen, Coordinator of Student Employment Services  
Laurie Chesley, Dean of Arts & Sciences  
Kevin Dobreff, Faculty  
David Dye, Faculty  
Keith Ferguson, Faculty  
Abbot Kastanak, Facilities Coordinator  
Kathy Keating, General Counsel  
Scott Martin, Facilities Project Manager  
Julie Parks, Director of Workforce Training  
Donald Steeby, Faculty  
Jim Van Dokkumburg, Director of Facilities  
George Waite, Associate Dean of Workforce Development  
Chad Lodenstein, Faculty  
Nathan Schumacher, Web Master  
Roger Kelley, Faculty  
Scott Mattson, Job Training & Construction Trades Manager  
Tom Smith, Executive Director of Facilities

Purpose:  
The purpose of this project is to engage GRCC students in the College’s bond issue capital projects. These projects provide them with additional skills and competencies needed within the fields of construction, design, and architecture.

Specific project goals include providing internship and learning opportunities for GRCC students on the multiple construction disciplines that are part of the 2012 bond issue capital projects. These internships will be community based. Our goal is to offer credit and non-credit opportunities.

Achievements:  
In Summer 2013, nine companies stated that they would each hire GRCC students. Since that time, GRCC’s Internship Coordinator, with support from the Director of Purchasing, has contacted each of the nine companies to coordinate their needs with the availability and skills of interested students.

Summary  
This project has resulted to date in four companies who have provided summer construction internship opportunities for our students. A fifth company has verbally committed to posting for summer construction opportunities. A sixth company has provided an internship job description posting for fall 2014.

Support from faculty team members in identifying students for these positions has proven invaluable to ensure student-to-employer contact. Faculty engagement is crucial to the success of this project.

This college action project will continue over the summer and therefore outcomes as to final company participation along with student participation, for example, are not complete. Final outcomes will be reported in September 2014.
Indicators of Success for END of Community Outreach

CO1: Community Satisfaction with GRCC (eg. surveys, public comment)

The table below show the percentage of the community survey respondents who indicated that they are “satisfied” with GRCC and the services it provides to the community (as measured by the top two categories on a five point scale.) Our goal is for this number to increase over time.

<table>
<thead>
<tr>
<th>Year</th>
<th>“Overall, I am very satisfied with GRCC and the services it provides to the community” (Top two categories on a 5-pt scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>81%</td>
</tr>
<tr>
<td>2011</td>
<td>82%</td>
</tr>
<tr>
<td>2009</td>
<td>82%</td>
</tr>
</tbody>
</table>

Source: GRCC Community Survey

Target: 80% or greater, Trend: Green, Benchmark: No benchmark available.
CO2: Number of lectures/events/symposiums/conferences/athletic events on GRCC campus open to the general public

This table shows the number of participants who attend the cultural activities, public meetings and sporting events offered at GRCC. This total is then divided into the total number of Kent County residents to calculate a penetration rate. Our goal is to increase the penetration rate.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cultural Activities</th>
<th>Public Meetings</th>
<th>Sporting Events</th>
<th>Total</th>
<th>GRCC Penetration Rate</th>
<th>Benchmark Penetration Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>31208</td>
<td>89008</td>
<td>50762</td>
<td>170978</td>
<td>27.8%</td>
<td>8.4%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>27647</td>
<td>54474</td>
<td>46497</td>
<td>128618</td>
<td>18.1%</td>
<td>9.4%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>10773</td>
<td>28929</td>
<td>37650</td>
<td>77352</td>
<td>12.8%</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Planning/ NCCBP data

Target: 2% increase, Trend: Green, Benchmark: NCCBP
END #4: GRCC Experience

GRCC provides students with co-curricular experiences that help them develop their citizenship skills

Strategy 4.1

*Enable students to articulate their achievements, skills, and co-curricular experiences*

College Action Project 4.1.1:

**Implement a Student Portfolio System Throughout the Campus to Track Co-curricular and Service Learning Activities**

**Champions:** Sara Dorer, Director of Student Life & Conduct
Eric Mullen, Associate Dean of Enrollment Management & Financial Aid

**Team Members:** Wanda Ferrer, Faculty
Art Johnson, Education Support Professional
Julie Parks, Director of Workforce Training
Felix Pereiro, Faculty
Mursalata Muhammad, Faculty
Jeremy Osborn, Director of Center for Teaching Excellence
Mike Schavey, Assistant Director, Department of Experiential Learning
Peg Schoenborn, Faculty
Liz Tyrell, Event Specialist
Luanne Wedge, Associate Director of Student Employment Services
Chaka White, Alumna
Seth York, Faculty
Sheryl York, Faculty

**Purpose:**
The portfolio expanded the student transcript to tell the complete story of the student experience. This record allowed students to present a portfolio of their academic, leadership, service and professional experiences to four-year institutions, potential employers, scholarships committees, internships, and others.

**Specific goals included:**

- Investigating existing portfolio systems or other freeware programs (e.g., Orgsync, BlackBoard, WordPress, Wikispaces, etc.)
- Selecting a system that will best serve the needs of our students
- Implementing use of the portfolio system in all co-curricular and service learning experiences, and via appropriate courses (for example, College Learning Studies)
- Developing campus wide marketing program
- Developing faculty training and resource guides to incorporate into courses
Accomplishments:

- A variety of activities were utilized to gather input for how to best use an ePortfolio tool, what the benefits will be, and how to sell use of the tool.

Summary:

The goal was to implement a student portfolio system on campus that would allow tracking of co-curricular experiences, which was completed. An ePortfolio system was purchased in conjunction with the OrgSync software being used by the Office of Student Life. All students have access to an OrgSync account, therefore allowing them access to the ePortfolio. The ePortfolio has been utilized in a variety of classrooms, testing both the strengths and concerns with use of the tool on campus. The team continues to market the use of the tool to faculty members, specifically targeting those areas already using some form of paper portfolio, as well as the CLS 100 curriculum.

Team members continue to create and refine resources and tools for faculty to use to both learn how to use the tool and how to implement the tool in their classrooms. The team found the use of the ePortfolio to be most effectively implemented in curricular settings, as it provided students the opportunity to track their experiences, reflect on what they were learning, and create a master document that assists them in their resume building process.
Indicators of Success for the END of GRCC Experience

EX1: Percent of credit students who participate in clubs /organizations, athletic teams, and service learning

The purpose of student organizations, athletic teams and service learning at GRCC is to provide opportunities for the enhancement of academic, cultural, social and recreational aspects of student life through participation in group programs and activities. Every GRCC student has the opportunity to become involved in campus organizations. Our goal is to increase the number of students who take advantage of these opportunities.

* Data for Winter 2014 is estimated
**Number estimated due to change in how data was collected.
Source: Student Activities Office, Experiential Education Office, Equity in Athletics report, IRP Fall Enrollment Report

Target: Increase each year, Trend: Green, Benchmark: No benchmark available
EX2: Percent of credit classes that offer a co-curricular activity option as part of the course experience

Academic Service-Learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Instructors embed service experiences into courses with an average of 20 hours per student per semester. Our goal is to increase the percentage of courses that include a service learning component.

Source: GRCC Service Learning, GRCC Enrollment Reports

Target: 0.25% growth per year. Trend: Green. Benchmark: No benchmark available.
End #5: Student Success
GRCC students will achieve their educational goals

Strategy 5.1
Improve students’ support services that promote success in their academic, community and personal lives

College Action Project 5.1.1:
Mandate the Student Success Course, College Learning Studies 100 (CLS100) for All First Time Degree Seeking Students and PY097 for Developmental Students

Champions: John Cowles, Dean of Student Success & Retention
Lynnae Selberg, Faculty

Team Members: Lori Cook, Director, Admissions and Enrollment Center
Vikki Cooper, Faculty
Jody Graves, PeopleSoft Enterprise Analyst
Amy Koning, Associate Dean of Workforce Development
Scott Mattson, Job Training and Construction Trades Manager
Vicki Maxa, Faculty
Jason Schueller, Coordinator Academic Placement & Enrollment

Purpose:
The purpose of this project was to make CLS 100 mandatory for new, degree seeking students. Activities included the adoption of a policy on mandatory First Year Experience, increasing the pool of available faculty to teach CLS 100 and implementation of registration automation so that all new students are made aware of the requirement to enroll in CLS 100 (or PY 097 for students who place into two or more developmental courses).

Mandatory Criteria
Beginning Winter 2014, new students to GRCC were required to enroll in CLS 100 if:

- GRCC was their first college or university (less than 12 transfer credits & students did not take an equivalent course at another college or university)
- Earned less than a 3.0 high school grade point average (GPA)
- Did not test into PY 097

Accomplishments:
Faculty Professional Development

- An informational session was held in May, 2013 for over 50 faculty who were interested in learning more about CLS 100.
- A new text was introduced and its author hosted a professional development session.
- CLS faculty who were invited to teach the course in Fall 2014 were provided training. New common assignments were reviewed. We continue to offer these sessions at the beginning of each semester.
- CLS 100 faculty are now provided peer-to-peer office hours.
- A new common syllabus that is accessible and follows a common format has been incorporated into CLS 100.
• A common Blackboard shell for all sections of CLS 100 which had resources, common assignments and other features set for faculty teaching a section was launched.

New Initiatives
• Student population specific CLS sections for Honors, International & TRiO students were established.
• The Master Course for CLS 100 was developed and approved and piloted.
• We updated the CARP document based on now offering the course online.

Summary:
College Action Project 5.1.1 has met its primary purpose and goals as evidenced through all the accomplishments listed above. Work will continue with CLS 100 to further improve student outcomes through the work of the Academic Program Review process. Fall-to-Winter and Fall-to-Fall retention continues to be higher for CLS 100 students compared to new students who do not enroll in the course. These data are monitored in the Board of Trustees Enrollment report provided every Fall and Winter semesters.
College Action Project 5.1.2:  
Integrate the Early Alert System to Impact Student Persistence

Champion: Lynnae Selberg, Faculty  
Team Members: Sara Dorer, Director of Student Life and Conduct  
Evan Macklin, Coordinator of Student Life and Conduct  
Scott Matteson, Job Training and Construction Trades Manager  
Pat Missad, Faculty  
Fatima Nieves, Faculty  
Emily Nisley, Faculty  
Mark Nordblom, Enterprise Analyst  
Julie Parks, Director of Workforce Training  
Christopher Sain, Coordinator of Retention  
Ennis Young, Faculty

Purpose:
The purpose of this project was to increase the implementation and utilization of an early alert electronic tool for all courses and programs by faculty and other advisors. Through the early identification of students presenting at-risk behaviors and subsequent intervention by the Counseling & Career Center and Academic Support Center we anticipated seeing an increase in student success. Activities included: communication to faculty and programs about the program, counseling interventions, early intervention with students, data collection, analysis of data, connection with resources and follow up as necessary.

Specific goals for this project:

- To monitor and track student contacts and the subsequent impact of any intervention received.
- To increase faculty, counselor & advisor utilization of the tool.
- To provide education about the tool, including how and when to use it and how it can impact student success.
- To track the number of notification flags, when they came in, time to intervention, what intervention was provided, the outcome and what referrals were made.
- To identify additional supports needed for students to be successful as determined by early alert notification flags.
- To implement an electronic data management component to help bridge the data gap among the enterprise system and the other two electronic tools used to track and monitor at-risk student behaviors and student engagement with faculty advisors and other retention staff.

Achievements:
Most recently, the focus of this CAP shifted from implementation & utilization of the current early alert system to finding a new system that would better meet our needs. In order to increase efficiency in early intervention tools, we needed to purchase a compatible online system. The ability of the systems to work together allows the following functionality:

- Advisors/ counselors are able to log into just one system (not two as currently the case) and get all student and early alert data.
- The new system can still be accessed through the learning management system by faculty, so there are minimal disruptions throughout the transition.
Summary:
After receiving demonstrations from numerous products currently on the market, the decision was made to purchase a competitive, but much less expensive system. This system provided the basic functionality we were looking for as well as offering some significant increases in functionality in many areas. We have implemented the new system and continue to monitor its effectiveness.
College Action Project 5.1.3: Expand the Integrated Tutorial Support (ITS) Program

Champions: Colleen Copus, Faculty
            Holly Hoare, Faculty

Team Members: Jodie Boelens, Faculty
               Kellie Roblin, Faculty

Purpose:
Integrated Tutorial Support (ITS) is an Academic Support Center (ASC) program which provides extended support services to supplement classroom instruction for specific courses. This project strived to create a coherent framework throughout all Academic Support drop-in tutorial labs while maintaining the flexibility to adapt to the needs of each course. Integrated Tutorial Support offers support in order to enhance student success. This support may take various forms including study groups, structured study sessions, and workshop models.

Accomplishments/Results:
Math 095
Approximately three years ago the decision was made to stop the math-based ITS in the whole-class format under which it was running. Data collected were not showing any improvement in passing rates. Since then, we have restructured the program under a more individualized format which uses frequent in-class assessments and tutoring. Four sections ran in Fall 2013 semester and two during Winter 2014. In Fall 2014 we will expand this to more instructors in traditional classes and to introduce it in the Assessment and Learning in Knowledge Spaces (ALEKS)-based classroom.

English 097
Each fall and winter semester we have three or four sections of English 097 ITS. Tutors attended the classes to model positive student engagement and then lead large-group tutoring sessions on Fridays. All students enrolled in these sections of English 097 were required to attend the Friday session until the mid-point in the semester at which point only those who were struggling in the class were required to continue to attend.

English 100
Each fall and winter semester we offer six or seven sections of English 100 ITS. This program was an English department Achieving the Dream project, and has undergone several revisions in response to student performance and faculty input. Currently, the English 100 ITS sections meet half of the time in a classroom and the other half in a computer lab. Tutors attend the classroom session, modeling positive student engagement and then meet with the students individually outside the classroom, in one-on-one or small-group tutoring sessions. Students are required to attend at least six sessions with the tutor.

Summary:
The work of this project will continue under the auspices of Student Success and Retention.
College Action Project 5.1.4:  
Strengthen the Infrastructure of Distance-Delivered Education to Promote Student Success

Champion: Ric Underhile, Associate Dean of Instructional Support and Interdisciplinary Studies

Team Members: Vikki Cooper, Faculty  
Bryan Daily, Faculty  
Gary Ebels, Faculty  
Bill Faber, Associate Dean of Arts & Sciences  
Pat Ingersoll, Director of Library and Learning Commons  
Cheryl Kautz, Adjunct Faculty  
Amy Koning, Associate Dean of Workforce Development  
Eric Kunnen, Director of Distance Learning & Instructional Technologies  
Diane Sparks, Faculty  
Paula Sullivan, Associate Dean of Workforce Development  
Bethann Talsma, Faculty  
Yumi Watanabe, Faculty  
Meegan Willi, Instructional Technologist/Designer

Purpose:
This project sought to complete an inventory of the purpose, goals, organizational structure, internal and external technology needs, professional development processes, impact on student learning and student success of distance-delivered education at GRCC. Activities included: designing strategies for bringing greater consistency among online, hybrid, and face-to-face courses and student support services, especially as these modalities support or impede student success; consider and respond as necessary to the needs of faculty and staff who use instructional technologies to support student success; create necessary processes and engage resources where necessary that strengthen the overall infrastructure of distance-delivered education.

Accomplishments/Results:
**Help Desk:** Our goal was to seek strategies to offer assistance to students taking online courses 24/7. After expanding resources and hours of service we reviewed usage data. Following that review we determined to expand service hours on peak usage days and evenings, but to not expand them during times when fewer than five calls (and in many cases, no calls) were received.

**Authentication of student identity:** A new system was piloted, but with mixed results, consequently, this particular effort continues under the auspices of Student Success and Retention and Instructional Support and Interdisciplinary Studies.

**Uniformity and improved quality of on-line and hybrid courses:** As a result of our newly ratified faculty contract, we are now in the process of creating a Master Course professional development curriculum. The Online Hybrid Certification Course (OHCC) also was revised during the academic year 2012/2013 to add more content and skill-building in copyright compliance and adherence to principles of universal design.

**Centralized support for students:** The Center for Teaching Excellence, Distance Learning & Instructional Technologies, and the Academic Tutoring Labs have collaborated so that a more effective student support service is now in full development.

Summary:
This project was only partially successful in accomplishing its stated established goals. However; the project successfully elucidated a number of important variables that continue to be explored and for which solutions are being sought. The College Action Project 2.2.1 revealed a number of opportunities for improving distance-delivered education. The College continues to seek internal strategies to use existing resources in ways that could
accomplish the recommendations made in 2.2.1—which would in turn—further the accomplishment of this project (5.1.4).

Perhaps the most important lesson learned from this project is that full institutionalization of a comprehensive distance-delivered education program likely requires creation and adoption of policies (for example, a mandatory student orientation to online learning that acts as a prerequisite to enrolling in online courses) and resources that the College has not yet secured. This project was closed in December 2013 and returned to departmental work of Instructional Support & Interdisciplinary Studies.
Strategy 5.2  
Acquire highly qualified, diverse faculty and continue to provide opportunities for professional development

College Action Project 5.2.1:  
Strengthen the Recruitment and Hiring Process so to Attract Highly Qualified, Highly Diverse Full-time and Adjunct Faculty

Champion:  Cathy Wilson, Executive Director for Human Resources  
Team Members:  Steve Abid, Faculty  
Lilly Anderson, Associate Dean of Lakeshore & Outreach  
Chris Arnold, Director of Woodrick Diversity Learning Center  
Jessica Berens, Human Resources Generalist  
Laurie Chesley, Dean of Arts & Sciences  
John Cowles, Dean of Student Success & Retention  
Lydia Cruz, Coordinator for Adjunct Faculty and Family & Medical Leave Act (FMLA)  
Christine Davis, Human Resources Coordinator  
Faye Davis, Human Resources Generalist  
Sara Dorer, Director of Student Life and Conduct  
Bill Faber, Associate Dean of Arts & Sciences  
Jim Fox, Human Resources Generalist  
Mursalata Muhammad, Faculty  
David Selmon, Director of Adult Education and Academic Outreach  
Paula Sullivan, Associate Dean of Workforce Development  
Eric Williams, Executive Director of Equity Affairs

Purpose:  
The purpose of this project was to review, improve and expand our processes for recruiting, selecting and retaining our faculty workforce.  Our goal was to hire a workforce that mirrors the GRCC student body in terms of minority representation.  At the time of this report, our staff is 20.5% minority.  Fall 2013 enrollment report indicates our student population was 24.4% minority.  Our target is to stay within 5% of the student body in terms of minority representation.  We have now moved within 5% and will continue our efforts to mirror the 24.4%.

Specific goals for this project included:  
- Marketing, communication and collaboration of project work  
- Recruiting, selection and hiring our workforce  
- Retention for the newly hired, diverse employee  
- Creating the culture necessary for recruitment, selection and retention of a diverse workforce

Accomplishments/Results:  
Marketing & Communications.  We changed the look of our postings.  Our message is that GRCC is committed to a diverse and inclusive work and learning environment.  We are communicating our workforce statistics to Cabinet, Board of Trustees members and the campus community.

Recruitment.  We expanded our standard recruiting sources to better reach minority populations.  Our results (via self-identification process of our applicants) have shown our applicant pools are diverse and mirror the availability statistics within our affirmative action plan.
Selection. Our team developed screening committee training to raise awareness of our unintentional biases in the hiring process and to review our Selection Activity Appointment Record (SAAR) process. Cabinet supported the requirement that all screening committee members attend training. At the time of this report, 252 employees have completed the training.

Adjunct recruitment events. This event was designed to provide a job preview for adjuncts applicants, allow for pre-screening by department heads and program directors and to increase the diversity of the applicant pool. Based on the success, the event continues to be coordinated once each semester.

Retention. The team continues to coordinate improvements to new employee orientation and mentoring through Staff Development.

Culture. A comprehensive culture audit was developed by a separate team. This survey recently closed and results are expected by late summer/early fall.

Summary:
The work of this project will now continue through the operational work of academic leadership and the Human Resources department. We continue to use the cross-college team as an advisory team for input and implementation.
College Action Project 5.2.2: Improve the Adjunct Faculty Experience

Champion: Laurie Chesley, Dean of Arts & Sciences
Team Members: Ann Alexander, Faculty
Lilly Anderson, Associate Dean of Lakeshore & Outreach
Bill Faber, Associate Dean of Arts & Sciences
Melanie Forbes, Faculty
Ray Hinkle, Adjunct Faculty
Michael Marmo, Adjunct Faculty
Diane Sparks, Faculty
Robin Sterk, Adjunct Faculty
Paula Sullivan, Associate Dean of Workforce Development
Mike Vargo, Associate Dean of Arts & Sciences

Purpose:
Over 600 adjunct faculty members regularly dedicate themselves to helping GRCC students reach their goals. In Winter 2012, 52% of the total contact hours offered at GRCC were taught by adjunct faculty. Recognizing the scope and importance of the work our adjunct colleagues perform, as well as the direct impact that excellent teachers have on our students, GRCC adopted a three-year action project dedicated to Improving the Adjunct Experience.

The goals for this project were to:
- Develop consistent, yet discipline-appropriate, effective, and efficient ways to recruit, hire, and orient new adjunct faculty;
- Improve the support (teaching and learning infrastructure) for adjuncts; and
- Improve the observation and feedback processes for adjuncts. (Note: Improving professional development for adjuncts is part of another project around faculty development as a whole.)

Accomplishments:
- The creation of a one-stop new adjunct orientation featuring representatives from Academic Affairs, Human Resources, Information Technology, Campus Police, and the Center for Teaching Excellence.
- The creation of a video for new adjunct hires to help them negotiate the application and orientation process.
- The creation of an “important phone numbers” wallet-size card for all new adjunct hires.
- The creation of a booklet of Essential Faculty Information that includes material needed by adjuncts, as well as full-time faculty.
- The ratification of a new adjunct faculty evaluation system.
- The creation of a checklist for new adjunct hires to be used by department heads and their Education Support Professionals.
- The completion of the distribution of computers, desks, and file cabinets per the Adjunct Infrastructure Project / department-identified need.
- The ongoing offering of two Adjunct Faculty Recruitment Fairs per year.
- The ongoing bestowal of the Adjunct Excellence Award.
- The ongoing documentation of adjunct faculty hiring standards and practices to ensure compliance with Higher Learning Commission Assumed Practices.
- The ongoing classroom observation of all new adjunct faculty.

Summary:
All of the processes we have put into place to improve the adjunct experience have been institutionalized.
College Action Project 5.2.3:
Strengthen Faculty Professional Development Programs and Processes

Champion: Ric Underhile, Associate Dean of Instructional Support and Interdisciplinary Studies
Team Members: Ann Alexander, Faculty
               Frederick Bauman, Information Technology
               Garry Brand, Faculty
               Christian Carron, Grand Rapids Public Museum
               Lori DeBie, Faculty
               Kevin Dobreff, Faculty
               Bill Faber, Associate Dean of Arts & Sciences
               Luann Keizer, Faculty
               Eric Kunnen, Director of Distance Learning & Instructional Technologies
               Fatima Nieves, Faculty
               Carmela Zapata, Faculty

Purpose:
The primary purpose of this project was to refine the College’s faculty professional development efforts into a coordinated, intentional, curriculum that recognizes, responds, and reflects on the talents and educational needs of full-time and adjunct faculty. Additionally, the project promoted the development of resources to ensure that faculty have physical and virtual spaces to discuss and enhance their scholarship and practice of teaching and learning. The specific goal was to develop and implement consistent and reliable processes for assessing, planning, marketing, implementing, and evaluating the impact of faculty professional development.

Accomplishments/Results:
This College Action Project was initiated by the Associate Dean of Instructional Support and Interdisciplinary Studies (ISIS) and his staff. They proposed to the Provost and Deans a concept for a faculty center on March 18, 2010. The Provost and Deans approved the idea and the project was initiated in the summer of 2010.

In June 2010, faculty affiliated with ISIS convened for a half-day retreat at the Grand Rapids Public Museum. That retreat resulted in a comprehensive list of faculty learning outcomes—that is, a list of what GRCC faculty should know, value, or be able to do as a result of their engagement in the College. Examples included: assessment of student learning, a range of approaches to teaching, a philosophy of teaching and learning, and knowledge of current issues in higher education. Additionally, the faculty and staff participants provided input into what types of faculty professional development would be necessary in order to support faculty in the acquisition of identified knowledge sets and skills.

In July 2010, renovation was proposed for rooms 351, 347, 344, the 310 Suite, and 316 of the Main building. In August 2010, final budget was approved for these renovations. The renovations resulted in upgrades to the technologies, paint, and new furniture for a dedicated computer lab for faculty professional development. Also in August, 2010 it was determined that the college space dedicated to faculty professional development would be named the Center for Teaching Excellence. A community professional photographer was hired and in collaboration with GRCC’s Communications’ staff, the unit’s websites undertook a review and revision to better communicate the renewed focus on instructional support and faculty professional development.

During the 2010-11 academic year, the work of this team became especially vital to promoting energy, confidence and optimism among colleagues. The change was greatly due to the necessary conceptualization of the plan—that is—the team was creating a Center plan—no dedicated physical space (despite the very welcomed renovations,
there still was no space defined as the Center for Teaching Excellence), budget, nor full-time staff actually existed. The cooperation and sheer hope of the team kept the project moving along. That team energy coupled with the continued advocacy by the Provost and Deans fortified the project.

Other efforts that contributed to this project during the academic year 2010/2011 included the development of assignment descriptions to faculty release time and equated overload communications, the creation of a formal welcome and orientation for those faculty being supported with stipends for guiding faculty professional development and other important college work, individuating the New Faculty Orientation and Institute from the more general work that had been administered by staff development. Faculty assigned to coordinating faculty professional development also led the completion of a self-study to determine the infrastructural needs of faculty professional development at GRCC.

Later in 2011, funding was secured for the first full-time director of the Center for Teaching Excellence and the search for the position was begun. Despite great commitment from the search team, the search failed and was re-posted on March 9, 2012. In May 2012 the candidate pool was narrowed to two finalists; however, due to unforeseen circumstances the offer to the final candidate was put on hold. The summer work of the Center continued, but only through commitment of the ISIS faculty and staff and the continued support and advocacy by the Provost and Deans.

In early September 2012, approval was given to resuscitate the hiring process. The Center for Teaching Excellence’s first full-time director was extended an offer, accepted it, and began in October 2012. Following the director’s hire, a dedicated space was authorized for the Center for Teaching Excellence, an important milestone in this project.

Through his orientation and transition into GRCC the work of this College Action Project was deemed complete with the institutionalization of the Center being handed off to the new director.

Summary:
While the achievements described above focus on the process of creating resources that ensure that faculty have physical and virtual spaces to discuss and enhance their scholarship and practice of teaching and learning, there were many important initiatives created and programs presented during those years:

- Two full faculty learning days were held.
  - A memo of understanding for sharing faculty professional development resources was established between GRCC, Grand Valley State University, and Ferris State University

- The Great Teachers Seminar was held for two years.
- Numerous weekly events were hosted by ISIS faculty who remained fully committed to the project even during moments of uncertainty.

The Center for Teaching Excellence is now fully integrated into the fabric of GRCC.
Strategy 5.3
Create, revise and assess curriculum and learning

College Action Project 5.3.1:
Implement Reading Apprenticeship

Champion: Linda Spoelman, Faculty
Team Members: Jan Chapman, Faculty
              Vikki Cooper, Faculty

Purpose:
The purpose of this project was to address the general tendency toward low student success rates in developmental and gateway classes. This project was designed to increase student success rates in developmental and gateway classes by teaching students to use the reading techniques of expert readers in various disciplines. The basic components were:

- Faculty professional development.
- Implement selected Reading Apprenticeship interventions.
- Collect baseline and post-intervention data to see if interventions made an impact.

The goal is to facilitate institutional change through faculty training. Faculty will learn how to monitor their own reading strategies and how to help students develop those same expert strategies. As students build skill with reading strategies, they will be able to make greater meaning from textbooks and so improve their academic performance and persistence toward completion, while faculty will have a new understanding of their role in promoting academic literacy in their discipline.

Accomplishments/Results:
- Both Jan Chapman and Vikki Cooper facilitated professional development for CLS 100 instructors using the Reading Apprenticeship framework. The first sessions began in late summer and will continue through the 2014-2015 academic year.

- Reading Apprenticeship has been implemented into all college reading courses. All developmental instructors had the opportunity to participate in either a two- or three-day Reading Apprenticeship training. There were also additional workshops offered for all developmental instructors who sought opportunities to incorporate Reading Apprenticeship into their teaching at a deeper level.

- Curriculum Embedded Reading Assessments were administered to all reading students as pre- and post-assessments.

- Reading faculty completed two different rubric trainings over the course of the 2012-2013 academic year.

Summary:

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6 Reading apprenticeship is a pedagogical approach to instruction that helps students develop the knowledge strategies and dispositions they need to become more powerful readers in discipline specific content.
Our goal was to offer Reading Apprenticeship professional development opportunities to a larger segment of the College. We completed our goals of offering professional development to faculty, specifically developmental instructors, and also in incorporating the protocols and strategies into developmental curriculum. It is now planned that Reading Apprenticeship will be implemented into College Success courses.
College Action Project 5.3.2:
Develop a New Model for Program Review that Includes Assessment of Program Learning Outcomes

Champion: Patti Trepkowski, Dean & Associate Provost

Team Members: Laurie Chesley, Dean of Arts & Sciences
Dan Clark, Dean of Lakeshore Campus
John Cowles, Dean of Student Success & Retention
Katie Daniels, Curriculum Specialist
Gilda Gely, Provost/Executive Vice President for Academic and Student Affairs
Fiona Hert, Dean of Workforce Development
Tina Hoxie, Dean of Student Affairs & Associate Provost
Donna Kragt, Dean of Institutional Research & Planning

Purpose:
The new model of Program Review focused on assessing students’ achievement of program learning outcomes. Since assessment is most meaningful with multiyear measures, the new model uses an every 4-year formal review cycle. The first quarter of programs began the process in 2011-2012. Prior to the beginning of this project, all programs identified and prioritized their program outcomes and program level learning outcomes. Significant professional development and support was provided to all programs in the first year of this project around assessing outcomes, with even more support provided to the first cohort of programs who did the review process. The 2012-2013 program reviews were also completed. The 2013-2014 program reviews were completed in May 2014.

Specific goals for this project included:
• Focus academic program review on assessment of student learning outcomes.
• Allow academic programs time to make improvements.
• Allow time for the college to focus on a group of programs more intensely.
• Make program review more meaningful for both departments/programs and the college.
• Advance GRCC’s progress in creating a culture of evidence.
• Meet accreditation requirements for assessment of student learning.
• Highlight and share the achievements of programs.
• Produce data for budgeting and planning.

Accomplishments/Results:
• The first year of Academic Program review was evaluated by Deans and the Programs who did the review. The results of this evaluation were used to make improvements to the process which included:
  • Using a question format in the form to clarify the analysis required in the process.
  • Better defining and more clearly presenting the data to be used by the programs.
  • Offering workshops on transfer and data analysis to facilitate programs’ work on those sections.
  • Including course success data for School of Workforce Development programs.
  • Incorporating the department year-end report into the Academic Program Review process.
  • Working with student services/co-curricular programs on student learning outcomes assessment.

Improvements made in the 2013-2014 year as a result of suggestions and evaluations included:
• Incorporating the Programs of Study questions into the review.
• Clarifying the data needed and the process for providing the data.
• Creating a Blackboard site to hold all the program data and the forms for the process.
• Continuing the offering of workshops, but customizing them more for the different types of programs.
• Aligning forms and questions with the college’s curriculum model.
• Clarifying the department reporting and the program reporting elements.
• The items from the Follow-up Action Checklists from 2011-2012 and 2012-2013 reviews were combined into a report and support offices followed up with programs to work on the needs they identified.
• A report was created that summarized the Program Student Learning outcomes assessments completed by the 2011-2012 APR programs. A report was also created for the 2012-13 APR programs. A new report that showed the assessment plans for all the program level learning outcomes was also created in fall 2013.
• Two lunch meetings were held with the 2011-2012 Program Review faculty sharing their learning with the current year’s APR programs. Similar lunch meetings were held in fall 2013. All of the Program Directors and Department Heads shared their progress in student learning assessment with our HLC visitors, many of them referencing how the APR process had helped in advancing their assessment work.
• Two meetings were held with faculty and the English department head to develop a plan to support writing in the discipline – a need identified in the 2011-2012 reviews.
• Program review data from both the 2011-12 and the 2013-14 reviews were entered into an online data base.
• Both 2011-12 program reviews and 2012-13 program reviews were posted to the curriculum web site.
• The GRCC Curriculum Model was developed and approved – this clarifies the types of programs we offer and allows further customization of the APR process by program type. The implementation of the Curriculum Model began in the 2013-14 academic year and has been incorporated into the Academic Program Review process.

Summary:
We have completed nearly three years of the Academic Program Review process. We are meeting the goals of the project. Next year will be the fourth and last year of this cycle. Processes have been institutionalized and this project has been transitioned to departmental work.
College Action Project 5.3.3:
Establish an Assessment and Reporting Process for Institutional Learning Outcomes

Team Champion: Katie Daniels, Curriculum Specialist
Team Members: Elaine Kampmuller, Faculty
              Patti Trepkowski, Dean & Associate Provost

Purpose:
The primary purpose for this project was to develop processes that allow GRCC to systematically assess and track
student mastery of the Institutional Learning Outcomes (ILOs). The data and information gained from the
assessment process is used strategically to improve curricular and co-curricular activities for students, with the
goal of increasing student attainment of the ILOs.

Accomplishments/Results:
• The Institutional Learning Outcomes (ILOs) competencies were identified.
• Program Student Learning Outcomes and their association to the Institutional Learning Outcomes as well as
documentation of assessment work is currently being added to an online database.
• The General Education Distribution was approved in 2013-2014 by the Academic Governing Council.
• The implementation process for software that documents and tracks changes in academic curricula has begun.

Summary:
The work of this CAP will continue in the 2014-2017 Strategic Plan as CAP 1.4.1.
College Action Project 5.3.4:
Promote Data Based Decision-Making Including the Implementation of a Data Warehouse

Champion: David Anderson, Manager of Information Technology
          John Cowles, Dean of Student Success & Retention
          Kevin O’Halla, Chief Information Officer

Team Members: Jody Graves, PeopleSoft Enterprise Analyst
               Paul Herdegen, Enterprise Analyst
               Donna Kragt, Dean of Institutional Research & Planning
               Bruce Morrison, Coordinator of Data & Reports

Purpose:
The GRCC data warehouse provides virtual space for a collection of transactional data gathered and organized so that they may be easily analyzed, extracted, synthesized, and otherwise used for the purposes of further understanding the data and enhancing decision-making processes. This enhances our ability to understand the academic experiences of students and to implement new initiatives to impact student success.

Specific goals for this project included:
- Improved decision making.
- Easy access for all stakeholders.
- Creation of a 360-degree view of the student’s academic experience.

Accomplishments/Results:
- Hiring of a data warehouse manager.
- Continued work with Student Success department on report needs.
- Upgraded software to most current versions.
- First time in any college students have been identified for fall start terms and is available for filtering.
- Student section of the data warehouse is being used by College Success program staff.
- Our primary institutional aggregate data analysis reporting tool has been replaced and it has been made available on core academic team computers.
- Two key reports were created and are being used for Registration and Enrollment Comparatives.
- Along with the 360-degree view of the students’ academic experience for the College Success Program, three additional Reporting Services Reports were created and are being used. This includes the Success Based on Grade report, Course Grade Sequence Correlation report, and the Registration Summary.

Training Results:
- Since November, 2013, a total of five training sessions have occurred with 101 faculty/staff trained in running data warehouse reports.
- Training and Demo evaluations have been very positive. Participants indicated that having the data readily available to them will be very useful. Most are very happy with just running the delivered reports but there are several that are very excited with the capability of modifying these reports to work with data as they wish. Several participants have commented that having accurate, consistent data to be used for analysis and decision-making, will allow them to make fact-based decisions.

Summary:
With over 100 persons trained in running data warehouse reports, the launch of the data warehouse has successfully occurred. New reports and additional users will continue to be added to the data warehouse system.
Indicators of Success for the END of Student Success

SS1: Students achieve their goals for attending GRCC (transfer or degree completion)
This table shows the percent of GRCC graduates/completers who report having achieved their goal for attending while at GRCC. It is our goal to remain at 95% or greater.
SS2: Successful completion or transfer – Percent of students successfully completing a degree or certificate, or transferring after six years (Michigan metric)
The percent of students successfully completing a degree or certificate; or transferring after six years. Our goal is to increase this number by 1% each year.

*Students started at GRCC in 2006. Data was collected in 2012 regarding current status.
Source: IRP, MI Dashboard, National Student Clearinghouse

**SS3: Completion (150% graduation rate) for first time, full time students**

The table below shows the percent of students who successfully graduate (complete a degree or credential) after three years of first attending as a full-time student. Our goal is to increase this percent by .05% per year.

<table>
<thead>
<tr>
<th>First-time, full-time in Fall</th>
<th>GRCC Percent Completed Within 3 Years</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>12.5%</td>
<td>NA</td>
</tr>
<tr>
<td>2006</td>
<td>14.9%</td>
<td>15.1%</td>
</tr>
<tr>
<td>2007</td>
<td>15.4%</td>
<td>15.4%</td>
</tr>
<tr>
<td>2008</td>
<td>15.4%</td>
<td>15.1%</td>
</tr>
<tr>
<td>2009</td>
<td>18.2%</td>
<td>18.4%</td>
</tr>
<tr>
<td>2010</td>
<td>18.0%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

*Students started at GRCC in Fall 2010. Data was collected in 2013-2014 to determine status.

Source: Institutional Research and Planning, IPEDS, NCCBP

**Target:** Increase by .05% per year. **Trend:** Red. **Benchmark:** NCCBP
**SS4: Retention rate (fall to fall for first time, degree-seeking students)**

This table shows the percent of first time, fulltime, degree-seeking students who return to GRCC for the following fall semester. Our goal is to increase this number by 1% per year.

*Students started at GRCC in Fall 2012 who returned for Fall 2013 term

Source: IRP, CSRDE

**Target:** 1% increase per year. **Trend:** Green. **Benchmark:** CSRDE (Benchmark for Fall 2012 is not yet available.)
**SS5: Persistence rate (fall to next term, part and full time)* (Michigan Metric)**

This table shows the percent of fall students both full and part-time who return to GRCC for the winter semester. Our goal is to increase this number by 1% per year.

*NCCBP definition

Source: IRP, Mi Dashboard

**Target:** 1% increase per year. **Trend:** Red. **Benchmark:** State of Michigan (Benchmark data for Winter 2013 and Winter 2014 is not yet available.)
SS6: Course success rates (% of A to C- grades)
This table shows the percent of courses grades that are A, B, or C from the total number of grades awarded. (D, E, and W grades are considered non-successes)

Source: IRP, NCCBP
Target: 1% increase per year. Trend: Yellow. Benchmark: NCCBP (Benchmark data for Fall 2012 and Fall 2013 is not yet available.)

SS7: Student Engagement Benchmarks
CCSSE’s survey instrument, The Community College Student Report, provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to a randomly selected group GRCC credit classes, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. Results are given in five benchmark areas provided below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Active and Collaborative Learning</th>
<th>Student Effort</th>
<th>Academic Challenge</th>
<th>Student-Faculty Interaction</th>
<th>Support for Learners</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>47.4</td>
<td>45.5</td>
<td>46.0</td>
<td>45.8</td>
<td>46.1</td>
<td>50</td>
</tr>
<tr>
<td>2011</td>
<td>48.4</td>
<td>48.6</td>
<td>46.8</td>
<td>45.5</td>
<td>46.1</td>
<td>50</td>
</tr>
<tr>
<td>2009</td>
<td>48.5</td>
<td>48.8</td>
<td>48</td>
<td>46.3</td>
<td>46.6</td>
<td>50</td>
</tr>
<tr>
<td>2007</td>
<td>46.4</td>
<td>46.9</td>
<td>45.4</td>
<td>44.4</td>
<td>47</td>
<td>50</td>
</tr>
<tr>
<td>2005</td>
<td>47.5</td>
<td>45.9</td>
<td>45.3</td>
<td>45</td>
<td>44.8</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: IRP, CCSSE
Target: Increase by 1%. Trend: Red. Benchmark: CCSSE
SS8: Entering Student Benchmarks of Effective Practice

The Survey of Entering Student Engagement (SENSE) helps community and technical colleges focus on the “front door” of the college experience. Grounded in research about what works in retaining and supporting entering students, SENSE collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. Similar to the CCSSE, SENSE is administered to a random selection of classes with high proportions of first time students. Results are given in five benchmark areas provided below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Early Connections</th>
<th>High Expectations/Aspirations</th>
<th>Clear Academic Plan and Pathway</th>
<th>Effective Track to College Readiness</th>
<th>Engaged Learning</th>
<th>Academic and Social Support Network</th>
<th>National Benchmark (All SENSE Colleges)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 GRCC</td>
<td>45.5</td>
<td>45.0</td>
<td>46.1</td>
<td>42.9</td>
<td>51.6</td>
<td>51.4</td>
<td>50</td>
</tr>
<tr>
<td>2010 GRCC</td>
<td>44.4</td>
<td>45.9</td>
<td>42.4</td>
<td>39.5</td>
<td>48.2</td>
<td>50.4</td>
<td>50</td>
</tr>
<tr>
<td>2012 Benchmark</td>
<td>46.5</td>
<td>49.2</td>
<td>48.0</td>
<td>49.8</td>
<td>49.3</td>
<td>49.0</td>
<td></td>
</tr>
<tr>
<td>(Ex-Large Colleges)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: IRP, SENSE

**Target:** Increase by 1%.  **Trend:** Green  **Benchmark:** SENSE.
SS9: GRCC faculty/staff mirrors the student body in terms of minority representation

This table compares the percent of credit students from racial/ethnic minority groups with the percent of employees from minority groups. Our goal is that our employees reflect the diversity of the students we serve.

Source: Executive Summary GRCC Workforce Statistics
Target: Within 5%. Trend: Green.

<table>
<thead>
<tr>
<th>Year</th>
<th>Minority Credit Students</th>
<th>Minority Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>24.4%</td>
<td>20.5%</td>
</tr>
<tr>
<td>2012</td>
<td>24.1%</td>
<td>19.5%</td>
</tr>
<tr>
<td>2011</td>
<td>25.0%</td>
<td>18.6%</td>
</tr>
<tr>
<td>2010</td>
<td>24.3%</td>
<td>18.7%</td>
</tr>
<tr>
<td>2009</td>
<td>23.9%</td>
<td>18.2%</td>
</tr>
</tbody>
</table>
SS10: GRCC remains fully accredited by the Higher Learning Commission of the North Central Association; individual programs remain accredited by their corresponding accrediting agencies where applicable.

The table below provides information regarding our current accreditation status. Grand Rapids Community College has been accredited continuously since 1917 by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA).

NCA was founded in 1896 as a membership organization for educational institutions. It is committed to developing and maintaining high standards of excellence. NCA is one of six institutional accrediting associations in the United States and is a member of the Federation of Regional Accrediting Commissions of Higher Education.

In addition to NCA/HLC college-wide accreditation, many programs also hold unique accreditations. Those programmatic accreditations are also listed in the table below.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Name/Address of Accrediting Agency</th>
<th>Most Recent Site Visit</th>
<th>Date of Accreditation or Re-accreditation</th>
<th>Anticipated Date of Next Accreditation Visit or Recertification</th>
<th>Reports Required</th>
<th>Accreditation Site Visit Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Degree Nursing and Licensed Practical Nursing</strong></td>
<td>NLNAC (National League for Nursing Accrediting Commission) 3342 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326</td>
<td>February 2010</td>
<td>August 2010 (8-year approval)</td>
<td>2018</td>
<td>2013 Annual Report accepted 9.12.2013</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Automotive Technology</strong></td>
<td>NATEF (National Automotive Technicians Education Foundation) 101 Blue Seal Drive, Suite 101, Leesburg, VA 20175</td>
<td>Spring 2013</td>
<td>2018 (5-year approval)</td>
<td>Spring 2018</td>
<td>No annual report required</td>
<td>NATEF approval Received in May 2013.</td>
</tr>
<tr>
<td><strong>Child Development (ECADA—Early Childhood Associate Degree Accreditation)</strong></td>
<td>National Association for the Education of Young Children 1313 L St. NW, Suite 500, Washington, DC 20005</td>
<td>Spring 2008</td>
<td>September 2008 (7-year approval)</td>
<td>Spring 2015</td>
<td>Annual reports required by September 30</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Child Development</strong></td>
<td>National Association</td>
<td>July 2011</td>
<td>October 2011</td>
<td>July 2016</td>
<td>Annual reports</td>
<td>N/A</td>
</tr>
<tr>
<td>Program Name</td>
<td>Name/Address of Accrediting Agency</td>
<td>Most Recent Site Visit</td>
<td>Date of Accreditation or Re-accreditation</td>
<td>Anticipated Date of Next Accreditation Visit or Recertification</td>
<td>Reports Required</td>
<td>Accreditation Site Visit Updates</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Lab Preschool (Programs for Young Children)</strong></td>
<td>for the Education of Young Children 1313 L St. NW, Suite 500, Washington, DC 20005</td>
<td></td>
<td></td>
<td></td>
<td>required by July 31</td>
<td></td>
</tr>
<tr>
<td><strong>Criminal Justice Corrections Program</strong></td>
<td>Michigan Correctional Officer's Training Council Phone: (517) 373-2081</td>
<td>NA</td>
<td>July 2010 (Annual approval)</td>
<td>2016</td>
<td>Annual Report</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Culinary (Secchia Institute for Culinary Education)</strong></td>
<td>American Culinary Federation, St. Augustine, FL 180 Center Place Way, St. Augustine, FL 32095 (904) 824-4468</td>
<td>February 2013</td>
<td>July 2013</td>
<td>December 2020</td>
<td>Annual Report</td>
<td>ACF accreditation letter received July 29, 2013 noting exemplary status.</td>
</tr>
<tr>
<td><strong>Dental Assisting and Dental Hygiene Program</strong></td>
<td>Commission on Dental Accreditation, American Dental Association 211 East Chicago Ave. Chicago, IL 60611-2678 312 - 440 - 2500</td>
<td>2012</td>
<td>2012 (7-year approval)</td>
<td>Winter 2019</td>
<td>Annual Report</td>
<td>DA CODA approval August 12, 2013 DH CODA approval March 4, 2013</td>
</tr>
<tr>
<td><strong>Law Enforcement</strong></td>
<td>Michigan Commission</td>
<td>March 5, 2014</td>
<td>December 2014</td>
<td></td>
<td>Annual</td>
<td>N/A</td>
</tr>
<tr>
<td>Program Name</td>
<td>Name/Address of Accrediting Agency</td>
<td>Most Recent Site Visit</td>
<td>Date of Accreditation or Re-accreditation</td>
<td>Anticipated Date of Next Accreditation Visit or Recertification</td>
<td>Reports Required</td>
<td>Accreditation Site Visit Updates</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(Police Academy)</td>
<td>on Law Enforcement Standards, 106 W. Allegan Street Suite 600, Lansing MI 48933</td>
<td>2013</td>
<td>(Annual approval)</td>
<td></td>
<td>Report</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant Program</td>
<td>CAAHEP (Council on Accreditation of Allied Health Education Programs), 1361 Park Street Clearwater, FL 33756</td>
<td>October 2013</td>
<td>March 15, 2013 (5 year approval)</td>
<td>Late 2017/Early 2018</td>
<td>Annual Report</td>
<td>CAAHEP Accreditation letter date March 19, 2013 CAAHEP approval received March 15, 2013 Citation resolutions completed and submitted November 20, 2013 CAAHEP approval awarded March 15, 2013 to expire March 31, 2018</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>NASAD (National Association of Schools of Art and Design) 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248</td>
<td>2008</td>
<td>Fall 2008</td>
<td>April 7-8 2014</td>
<td>No annual report required</td>
<td>N/A</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>JRCERT (Joint Review Committee on Education in Radiologic Technology) 20 N Wacker Drive, Suite 2850, Chicago, IL 60606-3182</td>
<td>May 2010</td>
<td>December 2010 (8-year approval)</td>
<td>2018</td>
<td>Mid-Cycle Report due May 2014</td>
<td>N/A</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>Accreditation Council of Occupational</td>
<td>January 2007</td>
<td>April 2007 (7-year)</td>
<td>2014</td>
<td>Annual Report</td>
<td>N/A</td>
</tr>
<tr>
<td>Program Name</td>
<td>Name/Address of Accrediting Agency</td>
<td>Most Recent Site Visit</td>
<td>Date of Accreditation or Re-accreditation</td>
<td>Anticipated Date of Next Accreditation Visit or Recertification</td>
<td>Reports Required</td>
<td>Accreditation Site Visit Updates</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------</td>
<td>------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td><em>Therapy Education of the American Occupational Therapy Association.</em></td>
<td>approval)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: IRP

**Target:** Remain accredited. **Trend:** Green. **Benchmark:** No benchmark available

### SS11: Student Performance at Transfer Colleges

The table below shows transfer student performance during their first year at the transfer college/university. Our goal is to increase the GPA of transfer students by .03 per year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Benchmark (top performers)</th>
<th>Benchmark (median)</th>
<th>Former GRCC Student Cumulative 1st Year GPA at Transfer College</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>3.00</td>
<td>2.95</td>
<td>2.93</td>
</tr>
<tr>
<td>2008-2009</td>
<td>3.06</td>
<td>2.89</td>
<td>2.93</td>
</tr>
<tr>
<td>2009-2010</td>
<td>3.06</td>
<td>2.89</td>
<td>2.93</td>
</tr>
<tr>
<td>2010-2011</td>
<td>3.15</td>
<td>2.93</td>
<td>2.93</td>
</tr>
<tr>
<td>2011-2012</td>
<td>3.17</td>
<td>2.93</td>
<td>2.93</td>
</tr>
<tr>
<td>2012-2013</td>
<td>NA</td>
<td>3.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Source: IRP/ NCCBP, Target - .03 increase per year, Indicator: GREEN (Colleges reporting data include: Aquinas College, Central Michigan University, Cornerstone University, Davenport University, Ferris State University, Grand Valley State University, Hope College, Lake Superior State, Michigan Tech, Saginaw Valley, Western Michigan University, the University of Michigan, and Michigan State University)

Source: IRP/ NCCBP

**Target:** Increase by .03 per year. **Trend:** Green. **Benchmark:** NCCBP
End #6: Workforce Development

GRCC students are prepared to secure employment in all sectors of the economy

*Strategy 6.1*

**Develop new collaborations with community business leaders to ensure workforce programming is relevant to current market and economic conditions**

**College Action Project 6.1.1:**

Expand Learning Options for Faculty and Staff to Enhance Learning Experiences with Area Employers

**Champion:** Amy Koning, Associate Dean of Workforce Development

**Team Members:**
- Mark Champion, Information Analyst
- Mike Kiss, Faculty
- Tom Neils, Faculty
- Jeremy Osborn, Director of Center for Teaching Excellence
- Julie Parks, Director of Workforce Training
- Kristen Seevers, Construction Trades Coordinator
- Mike Schavey, Associate Director of Department of Experiential Learning
- Karen Walker, Faculty
- Luanne Wedge, Associate Director of Student Employment Services

**Purpose:**

The purpose of this project was to develop a system that supports faculty and staff experiences in our greater community while also providing a simple mechanism to document, measure and share the impact of those experiences on faculty and staff development, as well as student learning. Faculty and staff engage in activities in the community to connect theory and practice and bring an understanding from the world of the external community into the internal community to create improved student services and curricular enhancements that will support student persistence and completion.

Specific goals for this action project included:

- Obtaining a first-hand view of occupational options, labor market needs, skill requirements, and standards for student-learning through the direct experience in a company or organization.
- Translating this learning into improved work with students (i.e., enhanced customer service, integrated curriculum, changed teaching methods, implemented processes, etc.)
- Building relationships with the community who may continue their relationships with students through continued experiential learning opportunities and/or employment.
- Increasing the number of formal college/community partnerships.

**Achievements:**

The faculty and staff learning experiences program was designed, approved and implemented.

**Summary:**

The faculty/staff externship program was implemented in Summer 2013. All processes, funding and forms were established under this College Action Project and it is now administered and marketed through both the Center for Teaching Excellence (for faculty) and Staff Development (for staff).
Strategy 6.2
Provide increased transfer and employment opportunities for GRCC students

College Action Project 6.2.1:
Develop a College-wide Career Pathway System/ Pathways to Employment

Champion: Tina Hoxie, Dean of Student Affairs & Associate Provost
Team Members: Luanne Wedge, Associate Director of Student Employment Services
Paul Phifer, Faculty
Rachael Jungblut, Senior Program Manager
David Anderson, Chief Information Officer (Interim)
Donna Kragt, Dean of Institutional Research & Planning
Fiona Hert, Dean of Workforce Development
John Cowles, Dean of Student Success & Retention
Mark Champion, Information Analyst
Jill Woller-Sullivan, Faculty
Lynnae Selberg, Faculty
Julie Parks, Director of Workforce Training

Purpose:
The purpose of this project was to design an innovative career services model that supports and strengthens GRCC students’ career development and future pathways to career-related employment. Career services assist students in preparing for and finding employment, while pursuing and completing their educational goals at GRCC.

Achievements:
A career development self-study was conducted by a cross-college team to assess present services and potential opportunities. From this information it was decided to utilize an innovation process based on principles of human-centered design. A stakeholder design team was formed that included the college and larger community voice.

Five innovative career opportunity paths for the project were developed and over 125 ideas generated. Through a comprehensive and iterative process, eight career pathway ideas were explored. The placement of a visual walk-up display was coordinated at eight campus and off-campus locations to gather student feedback on the eight innovative career ideas. Students were asked to name their top choices. Following further research from other key stakeholders, a feasibility study was completed. Following analysis of those data, the services of an online design firm were contracted. The design firm brought the agreed upon concept to virtual life—“Career Coach.”

The software provides current regional and local data on job postings, employment trends, education and training, and potential earnings. It also includes a user-friendly resume builder tool to assist in designing a ready-to-send-and-use resume for the student. This technology solution adds an accessible and web-based career coaching tool for students, alumni and the community. The software has enhancement opportunities and a next step is the addition of an on-line career assessment tool. Website analytics were collected from all the career and employment resources and information sites. These data helped us determine student utilization and refine the technology.

Refinements led to the completion of a robust site. Additionally, marketing the availability of Career Coach aligned with the recent merging and centralization of services, provided opportunities to partner with community career resource providers, the addition of convenient on-line assessment tools, including a just-in-time career related program calendar, and promotion of other relevant career links.
Summary:
This project resulted in the design of an innovative career services model that supports and strengthens a GRCC student’s career development and future pathway to career related employment.
College Action Project 6.2.2: Develop New Certificate Programs that Meet Industry Needs

Champion: Julie Parks, Director of Workforce Training
Team Members: Mark Champion, Information Analyst
Patrick Coleman, Employment Service Manager
Mark Dodd, Faculty
Mary Hofstra, Customized Training Manager
Szymon Machajewski, Adjunct Faculty
Kristen Seevers, Construction Trades Coordinator
Bill Small, Community member
John VanElst, Program Manager
Linda Witte, Program Developer/Manager
Jill Woller-Sullivan, Faculty

Purpose:
The purpose of this project was to give students increased opportunity to earn employer demanded credentials and certificates that lead to employment and transfer opportunities. This project identified current and existing certificates and employer recognized credentials that meet industry standards within existing academic programs. Additionally, recommendations were made for new in-demand credentials and certificates with faculty that will lead to employment for GRCC students. This project directly supported the Completion Agenda by assisting students in completing certifications (by removing barriers) and lead to transfer opportunities for students along career pathways.

Achievements:
- Gathered baseline data on current certificate programs, enrollment & completion information.
- In collaboration with Registrar’s office and Information Technology we piloted e-mails to manufacturing students who are close to earning certificates encouraging them to file for that credential.
- Produced listing of all current certificate programs with new brochure and web presence that features those programs.
- Expanded engagement with Talent 2025, Chambers of Commerce in three counties, and with economic development agencies Right Place, Lakeshore Advantage, and City of GR.
- Completed six new non-credit certificate programs that include national credentials for students: 1) Battery manufacturing, 2) Advanced manufacturing certificate, 3) Facility/Apartment Maintenance Technician, 4) Personal Care Assistant, 5) Community Health Workers, 6) Commercial Construction.
- Assisted or supported faculty working on four new credit certificate programs: 1) Recording Technician Certificate (Music), 2) Computer Applications (Multiple Certificates), 3) Criminal Justice (support of Advanced Certificate), and 4) Electrical.

Summary:
The work of this project has been integrated into the work of the School of Workforce Development. Department Heads and Administrators now have processes, through the Program Review Process, and a new curriculum model, to aid them in making changes to current certificate programs and a way to gather data on creation of new programs. Revitalization of advisory committees to provide valued input to faculty, and the implementation of the “My Career Path” software and data warehouse are allowing for students to know what certificate programs exist and how those programs align with students’ goals.
Indicators of Success for the END of Workforce Development

WD1. Percentage of GRCC career graduates who are employed in their field of study

Source: IRP/ NCCBP

Benchmark data is not yet available for 2012-2013 graduates, data for 2012-2013 is preliminary

**Target:** Increase by 3% per year.  **Trend:** Green.  **Benchmark:** NCCBP

*Includes those who are continuing education & employed in related field as well as those employed in related field.
## WD 2. Perkins Core Indicators for Workforce Development Program Performance

The data below shows how GRCC workforce students have performed on the Perkins core indicators. Our goal is to outperform the “standards” or expectations for performance set by the State of Michigan.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Standard</td>
<td>GRCC</td>
<td>State Standard</td>
<td>GRCC</td>
<td>State Standard</td>
<td>GRCC</td>
</tr>
<tr>
<td>1P1Technical Skill Assessment</td>
<td>85.3%</td>
<td>99.0%</td>
<td>91.0%</td>
<td>96.8%</td>
<td>91.5%</td>
<td>95.5%</td>
</tr>
<tr>
<td>2P1Credential, Certificate, or Degree</td>
<td>28.3%</td>
<td>38.9%</td>
<td>33.8%</td>
<td>38.0%</td>
<td>27.7%</td>
<td>37.2%</td>
</tr>
<tr>
<td>3P1Student Retention or Transfer</td>
<td>60.3%</td>
<td>69.2%</td>
<td>65.5%</td>
<td>67.2%</td>
<td>65.5%</td>
<td>76.3%</td>
</tr>
<tr>
<td>4P1Student Placement</td>
<td>43.3%</td>
<td>88.6%</td>
<td>56.4%</td>
<td>93.6%</td>
<td>62.2%</td>
<td>100%</td>
</tr>
<tr>
<td>5P1Non-Traditional Participation</td>
<td>16.8%</td>
<td>22.1%</td>
<td>24.0%</td>
<td>21.6%</td>
<td>23.6%</td>
<td>21.6%</td>
</tr>
<tr>
<td>5P2Non-Traditional Completion</td>
<td>13.3%</td>
<td>23.9%</td>
<td>21.0%</td>
<td>23.4%</td>
<td>20.6%</td>
<td>18.3%</td>
</tr>
</tbody>
</table>

Source: IRP, State of Michigan

**Target:** Outperform the state standard in all six areas. **Trend:** Green. **Benchmark:** State of MI.
WD 3. Licensure Passing Rates

The data below show the percentage of workforce graduates who pass licensing tests in their field as compared to state and national averages. Our goal is to maintain the percent of GRC C students passing at 95% or higher and stay above the national benchmark.

Source: IRP/School of Workforce Development

Final Thoughts

Strategic planning--and the implementation of a comprehensive strategic plan requires thoughtful innovation balanced with practical application of new ideas. The effective implementation of a strategic plan requires patience and perseverance. Some practices have to be redesigned or even retired in order to make room for improvements. The implementation of GRCC’s strategic plan opened the doors to new policies, new programs, and revised budgeting procedures. None of this work would have been possible without the commitment of everyone involved, truly, the entire campus community.

Many of the projects described in this summary illustrate change in action. Some programs and efforts are now being fully implemented, while others continue to be refined under the auspices of particular departments and units. As GRCC enters its 100th year, these programs will strengthen the College's operations and set the stage for the next decade.
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 15, 2014

PRESENT: Anderson, Bailey, James, Ryskamp, Verburg, Blake

ABSENT: Stewart

The following preamble and resolution were offered by Trustee James, and seconded by Trustee Bailey:

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 196, Section 230 (2) of the Michigan Public Acts of 2014 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 196, Section 230, subsection (3) and offers the following examples of practices currently in place at the College in order to demonstrate compliance:

<table>
<thead>
<tr>
<th>Best Practices by Category</th>
<th>Examples of GRCC Adherence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category A: Economic Development and Business or Industry Partnerships</strong></td>
<td></td>
</tr>
<tr>
<td>(i) The community college has active partnerships with local employers including hospitals and health care providers.</td>
<td>GRCC currently has 42 signed partnership agreements with local partners and 140 signed clinical agreements with medical and dental professionals in the region.</td>
</tr>
<tr>
<td>(ii) The community college provides customized on-site training for area companies, employees or both.</td>
<td>GRCC has provided customized training to 49 companies through 472 classes reaching 3,325 people during the past fiscal year. In addition, 592 companies were served through continuing education and professional development.</td>
</tr>
<tr>
<td>(iii) The community college supports</td>
<td>GRCC supports small businesses in west Michigan</td>
</tr>
<tr>
<td>(iv)</td>
<td>The community college supports technological advancement through industry partnerships, incubation activities, or operation of a Michigan technical education center or other advanced technology center.</td>
</tr>
</tbody>
</table>

| (v) | The community college has active partnerships with local or regional workforce and economic development agencies. | GRCC has active partnerships with two Michigan Works agencies (Michigan Works Kent/Allegan, and Michigan Works Ottawa County); the regional leader of economic development for region 4 (The Right Place Inc.), and five regional workforce and economic development boards and organizations. |

| Category B: Educational Partnerships | Examples of GRCC Adherence |

| (i) | The community college has active partnerships with regional high schools, intermediate school districts, and career-tech centers to provide instruction through dual enrollment, direct credit, middle college, or academy programs. | GRCC currently has more than 60 active partnerships in place with regional high schools and intermediate school districts and technology centers. We also have 15 active early college/middle college partnerships in place. |

<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. | GRCC Hosts and cosponsors a number of events and programs for area K-12 students including annual Middle School and Latino Youth conferences designed to expose 7th and 8th graders to the college process, college awareness and information sessions focusing on financial aid resources and academic preparedness coordinated in area High Schools, Global Leaders Program, Youth leadership conference for middle and high school students to learn about careers in law enforcement, Forensic Chemistry Summer Camps, |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(iii)</td>
<td>The community college provides, supports, or participates in programming to promote successful transitions to college for traditional age students, included grant programs such as talent search, upward bound, or other activities to promote college readiness in area high schools and community centers.</td>
<td>STEM awareness event for 5th-8th grade girls, 9th and 10th grade mathematics competition and arts outreach programs.</td>
</tr>
<tr>
<td>(iv)</td>
<td>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, GED testing, or recruiting, advising, or orientation activities specific to adults.</td>
<td>GRCC sponsors an Upward Bound program serving approximately 100 9th through 12th grade students annually. The College also partners with Grand Rapids Public Schools to operate the Grand Rapids Learning Center. This high school credit recovery program is housed on our campus, allowing students to experience college campus life while completing high school requirements. Students also have the ability to be dual enrolled and many graduate from high school with college credits earned.</td>
</tr>
<tr>
<td>(v)</td>
<td>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.</td>
<td>GRCC provides both GED and ESL programs to support adult learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GRCC currently has six reverse transfer agreements as well as 18 articulated programs with other institutions.</td>
</tr>
</tbody>
</table>

**Category C: Community Services**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>The community college provides continuing education programming for leisure, wellness, personal enrichment, or professional development.</td>
</tr>
<tr>
<td>(ii)</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Examples of GRCC Adherence**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GRCC provided 642 continuing education courses serving approximately 12,500 community members during the 2013/2014 fiscal year.</td>
</tr>
<tr>
<td></td>
<td>GRCC held 5 separate visual art events in the Collins Art Gallery. Fourteen separate productions were presented in GRCC's Spectrum Theater, and 36 separate musical recitals or concerts were held in campus or local facilities. GRCC also sponsors the Kent Philharmonia Orchestra, a community ensemble. All arts</td>
</tr>
<tr>
<td>(iii) The community college operates public facilities to promote cultural, educational, or personal enrichment for community members, such as libraries, computer labs, performing art centers, museums, art galleries or television or radio stations.</td>
<td>events and performances are open to the community.</td>
</tr>
<tr>
<td>(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.</td>
<td>GRCC operates the Collins Art Gallery and held 5 separate visual arts shows last year. GRCC’s Spectrum Theater, is home not only to the College’s Theater Program, but also three community theater groups: Actors’ Theater and Jewish Theater Grand Rapids and Heritage Theater. Our Applied Technology Center Tutorial and Open Computer Lab provided 30 programs and served more than 2000 students and community members last year.</td>
</tr>
<tr>
<td>(v) The community college promotes, sponsors, or hosts community service activities for students, staff or community members</td>
<td>GRCC’s Department of Experiential Learning supports faculty in the integration of service learning into academic courses. During the 2013-2014 academic year 59 faculty teaching 80 sections provided service learning to 700 students. Examples of current projects include: a Business &amp;Technical Writing course partnering with the Covenant House, an Introductory German course partnering with Palmer Elementary School, a Biology for Educators course partnering with Immaculate Heart of Mary School, a Community Transcultural Nursing course partnering with South End Community Outreach Ministry, an Automotive Job Training course partnering with Mel Trotter Ministries, a Personal Health course partnering with the American Cancer Society, and an Office Ethics and Etiquette course partnering with Gilda’ Club.</td>
</tr>
</tbody>
</table>

Adopted this 15th day of September, 2014

YEAS: Anderson, Bailey, James, RysKamp, Verburg, Steketee
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 15, 2014, 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: [Signature]

Chairperson, Board of Trustees

Countersigned:

By: [Signature]

Secretary, Board of Trustees
## Appendix C

**GRCC Fall 2014 Enrollment by Program Plan—Full-Time and Part-Time**

<table>
<thead>
<tr>
<th>Plan No.</th>
<th>Description of Major</th>
<th>CIP Code</th>
<th>Full-time</th>
<th>Part-time</th>
<th>All</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>Undecided</td>
<td>0.0000</td>
<td>824</td>
<td>1369</td>
<td>2193</td>
<td>14.0%</td>
</tr>
<tr>
<td>003</td>
<td>Early College Enrollment</td>
<td>24.0000</td>
<td>4</td>
<td>572</td>
<td>576</td>
<td>3.7%</td>
</tr>
<tr>
<td>006</td>
<td>Liberal Arts, General</td>
<td>24.0101</td>
<td>96</td>
<td>172</td>
<td>268</td>
<td>1.7%</td>
</tr>
<tr>
<td>007</td>
<td>Transfer/Other</td>
<td>24.0101</td>
<td>1492</td>
<td>2561</td>
<td>4053</td>
<td>25.9%</td>
</tr>
<tr>
<td>011</td>
<td>Associate of Science</td>
<td>24.0101</td>
<td>229</td>
<td>236</td>
<td>465</td>
<td>3.0%</td>
</tr>
<tr>
<td>101</td>
<td>Business Admin, Trf</td>
<td>52.0101</td>
<td>152</td>
<td>183</td>
<td>335</td>
<td>2.1%</td>
</tr>
<tr>
<td>102</td>
<td>Business Administration</td>
<td>52.0201</td>
<td>314</td>
<td>544</td>
<td>858</td>
<td>5.5%</td>
</tr>
<tr>
<td>108</td>
<td>Computer Applications, Cert</td>
<td>11.0201</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>0.1%</td>
</tr>
<tr>
<td>109</td>
<td>Computer Applications Tech</td>
<td>11.0201</td>
<td>25</td>
<td>64</td>
<td>89</td>
<td>0.6%</td>
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<tr>
<td>112</td>
<td>Office Administration</td>
<td>52.0402</td>
<td>19</td>
<td>65</td>
<td>84</td>
<td>0.5%</td>
</tr>
<tr>
<td>116</td>
<td>Marketing, Cert</td>
<td>52.1801</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>120</td>
<td>Child Development</td>
<td>19.0708</td>
<td>78</td>
<td>199</td>
<td>277</td>
<td>1.8%</td>
</tr>
<tr>
<td>121</td>
<td>Fashion Merchandising</td>
<td>52.1902</td>
<td>28</td>
<td>38</td>
<td>66</td>
<td>0.4%</td>
</tr>
<tr>
<td>122</td>
<td>Interior Decorating &amp; Des</td>
<td>50.0408</td>
<td>25</td>
<td>31</td>
<td>56</td>
<td>0.4%</td>
</tr>
<tr>
<td>125</td>
<td>Marketing</td>
<td>52.1801</td>
<td>72</td>
<td>80</td>
<td>152</td>
<td>1.0%</td>
</tr>
<tr>
<td>127</td>
<td>Management &amp; Supervision</td>
<td>52.0201</td>
<td>46</td>
<td>107</td>
<td>153</td>
<td>1.0%</td>
</tr>
<tr>
<td>128</td>
<td>Accounting</td>
<td>52.0302</td>
<td>98</td>
<td>156</td>
<td>254</td>
<td>1.6%</td>
</tr>
<tr>
<td>131</td>
<td>Infant &amp; Toddler CDA Form Trn</td>
<td>19.0708</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0.0%</td>
</tr>
<tr>
<td>133</td>
<td>Preschool CDA Form Trng Cert</td>
<td>19.0708</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>135</td>
<td>Digital Prepress Cert</td>
<td>9.1001</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>136</td>
<td>Digital Prepress</td>
<td>50.0402</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>143</td>
<td>Unix Sys Admin, Cert</td>
<td>11.9999</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>144</td>
<td>Digital Graphic Communications</td>
<td>50.0402</td>
<td>25</td>
<td>55</td>
<td>80</td>
<td>0.5%</td>
</tr>
<tr>
<td>146</td>
<td>Comp Info Sys-Applicatn Software</td>
<td>11.0202</td>
<td>20</td>
<td>24</td>
<td>44</td>
<td>0.3%</td>
</tr>
<tr>
<td>147</td>
<td>Comp Info Sys-Network Admin</td>
<td>11.1002</td>
<td>81</td>
<td>117</td>
<td>198</td>
<td>1.3%</td>
</tr>
<tr>
<td>149</td>
<td>Comp Info Sys-Programming</td>
<td>11.0201</td>
<td>78</td>
<td>139</td>
<td>217</td>
<td>1.4%</td>
</tr>
<tr>
<td>150</td>
<td>Information Security</td>
<td>11.1003</td>
<td>16</td>
<td>29</td>
<td>45</td>
<td>0.3%</td>
</tr>
<tr>
<td>151</td>
<td>Culinary Arts</td>
<td>12.0503</td>
<td>142</td>
<td>238</td>
<td>380</td>
<td>2.4%</td>
</tr>
<tr>
<td>152</td>
<td>Corrections</td>
<td>43.0102</td>
<td>39</td>
<td>44</td>
<td>83</td>
<td>0.5%</td>
</tr>
<tr>
<td>153</td>
<td>Juvenile Services</td>
<td>43.0102</td>
<td>33</td>
<td>84</td>
<td>117</td>
<td>0.7%</td>
</tr>
<tr>
<td>154</td>
<td>Addiction Studies, Cert</td>
<td>34.0104</td>
<td>4</td>
<td>36</td>
<td>40</td>
<td>0.3%</td>
</tr>
<tr>
<td>155</td>
<td>Culinary Mgmt, Assoc.</td>
<td>12.0504</td>
<td>34</td>
<td>50</td>
<td>84</td>
<td>0.5%</td>
</tr>
<tr>
<td>156</td>
<td>Baking &amp; Pastry Arts, Cert</td>
<td>12.0501</td>
<td>16</td>
<td>34</td>
<td>50</td>
<td>0.3%</td>
</tr>
<tr>
<td>157</td>
<td>Culinary Arts, Certificate</td>
<td>12.0503</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>158</td>
<td>Personal Chef</td>
<td>12.0501</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>160</td>
<td>Web Design/Development</td>
<td>11.1004</td>
<td>10</td>
<td>33</td>
<td>43</td>
<td>0.3%</td>
</tr>
<tr>
<td>161</td>
<td>Web Technical Support</td>
<td>11.1004</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>162</td>
<td>Web Design/Develop, Cert</td>
<td>11.1004</td>
<td>1</td>
<td>11</td>
<td>12</td>
<td>0.1%</td>
</tr>
<tr>
<td>163</td>
<td>Web Technical Support Cert</td>
<td>11.1004</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>170</td>
<td>Entrepreneurship</td>
<td>52.0701</td>
<td>5</td>
<td>16</td>
<td>21</td>
<td>0.1%</td>
</tr>
<tr>
<td>201</td>
<td>Art, Trf</td>
<td>50.0701</td>
<td>25</td>
<td>55</td>
<td>80</td>
<td>0.5%</td>
</tr>
<tr>
<td>206</td>
<td>Music Education: Instrumental</td>
<td>13.1312</td>
<td>19</td>
<td>15</td>
<td>34</td>
<td>0.2%</td>
</tr>
<tr>
<td>207</td>
<td>Music Education: Choral</td>
<td>13.1312</td>
<td>6</td>
<td>8</td>
<td>14</td>
<td>0.1%</td>
</tr>
<tr>
<td>208</td>
<td>Music Performance: Instrumental</td>
<td>50.0903</td>
<td>12</td>
<td>9</td>
<td>21</td>
<td>0.1%</td>
</tr>
</tbody>
</table>
| Code  | Program Name                          | % Complete | % Grade | % GPA | %  
|-------|---------------------------------------|------------|---------|-------|-------
<p>| 209   | Music Performance: Voice              | 50.0908    | 12      | 11    | 23    | 0.1%  |
| 210   | Music Perform: Piano/Organ            | 50.0907    | 2       | 1     | 3     | 0.0%  |
| 211   | Music Merchandising, Trf              | 50.0909    | 3       | 4     | 7     | 0.0%  |
| 212   | Recording Tech, Trf                   | 50.0999    | 36      | 40    | 76    | 0.5%  |
| 250   | Photography                           | 50.0605    | 19      | 35    | 54    | 0.3%  |
| 251   | Fine Arts                             | 50.0702    | 21      | 45    | 66    | 0.4%  |
| 305   | Radiologic Tech                       | 51.0907    | 22      | 22    | 44    | 0.3%  |
| 321   | Assoc Deg Nursing-Incomplete          | 51.1601    | 101     | 312   | 413   | 2.6%  |
| 322   | Dental Assisting-Incomplete           | 51.0601    | 7       | 18    | 25    | 0.2%  |
| 323   | Practical Nursing-Incomplete          | 51.1613    | 21      | 118   | 139   | 0.9%  |
| 324   | Dental Hygiene-Incomplete             | 51.0602    | 35      | 82    | 117   | 0.7%  |
| 325   | Radiological Tech Incomplete          | 51.0907    | 33      | 98    | 131   | 0.8%  |
| 328   | OTA Incomplete                        | 51.0803    | 31      | 81    | 112   | 0.7%  |
| 329   | ADV Stand Nurs-Incomplete             | 51.1601    | 1       | 21    | 22    | 0.1%  |
| 331   | Adn - Ready                           | 51.1601    | 12      | 138   | 150   | 1.0%  |
| 332   | Da - Ready                            | 51.0601    | 11      | 29    | 40    | 0.3%  |
| 333   | Pn - Ready                            | 51.1613    | 3       | 48    | 51    | 0.3%  |
| 334   | Dh - Ready                            | 51.0602    | 0       | 9     | 9     | 0.1%  |
| 335   | Rt - Ready                            | 51.0907    | 2       | 19    | 21    | 0.1%  |
| 338   | Ota - Ready                           | 51.0803    | 2       | 6     | 8     | 0.1%  |
| 339   | Ads - Ready                           | 51.1601    | 0       | 19    | 19    | 0.1%  |
| 340   | Occupational Therapy Assistant        | 51.0803    | 4       | 49    | 53    | 0.3%  |
| 361   | Assoc Deg Nursing-In Class            | 51.1601    | 0       | 132   | 132   | 0.8%  |
| 369   | ADN Adv Stand Nurs-InClass            | 51.1601    | 1       | 37    | 38    | 0.2%  |
| 371   | Pract Nurs, Cert-In class             | 51.1613    | 1       | 73    | 74    | 0.5%  |
| 392   | Dental Assisting, Cert. FT            | 51.0601    | 2       | 0     | 2     | 0.0%  |
| 393   | Dental Assisting, Assoc FT            | 51.0601    | 12      | 0     | 12    | 0.1%  |
| 394   | Dental Hygiene, FT                    | 51.0601    | 60      | 3     | 63    | 0.4%  |
| 395   | Dental Assisting, Cert. PT            | 51.0601    | 0       | 1     | 1     | 0.0%  |
| 396   | Dental Assisting, Assoc PT            | 51.0601    | 0       | 13    | 13    | 0.1%  |
| 402   | Journalism, Trf                       | 9.0401     | 15      | 21    | 36    | 0.2%  |
| 420   | Paraprofessional Education            | 13.1501    | 9       | 19    | 28    | 0.2%  |
| 612   | Pre-Construction Mgmt, FSU            | 24.0101    | 3       | 4     | 7     | 0.0%  |
| 631   | Music, (Western Mich Uni)             | 50.0903    | 4       | 2     | 6     | 0.0%  |
| 632   | Pre-Business Administ-WMU             | 24.0101    | 2       | 3     | 5     | 0.0%  |
| 651   | Chemical Technology                   | 41.0301    | 7       | 15    | 22    | 0.1%  |
| 652   | Landscape Management                  | 1.0605     | 6       | 13    | 19    | 0.1%  |
| 661   | Music-Grand Valley State U           | 50.0903    | 0       | 1     | 1     | 0.0%  |
| 662   | Pre-Exercise Science-GVSU             | 24.0101    | 22      | 13    | 35    | 0.2%  |
| 701   | Chemistry, Trf                        | 40.0501    | 15      | 18    | 33    | 0.2%  |
| 797   | Manufac Eng Tech, FSU Trf             | 15.0607    | 5       | 10    | 15    | 0.1%  |
| 798   | Plastics Tech, FSU Trf                | 15.0607    | 4       | 5     | 9     | 0.1%  |
| 808   | Law Enforcement                       | 43.0107    | 103     | 162   | 265   | 1.7%  |
| 809   | Law Enforcement-Police Academy        | 43.0107    | 0       | 21    | 21    | 0.1%  |
| 817   | Gerontology                           | 19.0702    | 1       | 11    | 12    | 0.1%  |
| 819   | Police Academy                        | 43.0107    | 1       | 12    | 13    | 0.1%  |
| 847   | MCCVLC Student                        | 24.0000    | 0       | 4     | 4     | 0.0%  |
| 848   | Guest Student                         | 24.0000    | 1       | 138   | 139   | 0.9%  |</p>
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You can discover more about a person in an hour of play than in a year of conversation.

-Plato
<table>
<thead>
<tr>
<th>Contents</th>
<th>GRCC Laboratory Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td></td>
</tr>
<tr>
<td>List of engagements and activities</td>
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</tr>
<tr>
<td>GRCC’s Lab Preschool Vision, Mission, Beliefs, Environment, Brand</td>
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</tr>
<tr>
<td>Observations</td>
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<tr>
<td>Benchmarking</td>
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<td>Visioning Session 1 - GRCC Leadership, Educators, Staff and Students</td>
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<td>Visioning Session 2 - Community of Early Childhood Educators, Parents, GRCC Lab Preschool Staff, Students</td>
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<tr>
<td>Programming</td>
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<td>Charrette</td>
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<tr>
<td>Opinion of Probable Cost</td>
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<td><strong>Appendix Items</strong></td>
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<tr>
<td>Staff Web Survey Results</td>
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<td>Student Web Survey Results</td>
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<td>Detailed Opinion of Probable Cost</td>
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Executive Summary

We are proud to share the outcomes of our collaboration on what a leading Laboratory Preschool will look like for Grand Rapids Community College. In service of children, students, parents, and community care providers for early childhood education in Grand Rapids and the surrounding communities, GRCC’s Lab Preschool has, over its forty year history, created an exemplary practice of early childhood education. This report outlines the project’s genesis, process of inquiry, and visioning to affirm the need for a new facility to support the mission, vision, and values of the Lab Preschool.

Currently located in the United Methodist Church on Fulton Avenue Southeast, the Lab Preschool serves the community by immersing children in a best-practice learning environment. Children, students, and parents seek out the Lab Preschool for its inclusive, nurturing environment, parent resources, and evidence of leading early childhood education. Due to the growth of the program, the church facility is bursting at its seams which will limit the growth and effectiveness of the program now and into the future if no changes are made.

With this awareness, the W.K. Kellogg Foundation graciously supported a grant for GRCC to partner with planners and designers from progressive | ae through a process of inquiry, visioning, and conceptualization for a state-of-the-art lab preschool. Community engagement was foundational throughout this process, and thereby students, staff, faculty, parents, community educators, and leaders shared what they believe is needed for a facility of this caliber. This broad spectrum of beneficiaries reaffirmed current practices, identified needs, and envisioned what GRCC can do to become an internationally recognized, premier center of excellence.

These efforts enlightened the team as to how the building should be designed and function. More importantly, this process also discovered opportunities for operational growth with the lab preschool program, which will expand the number of children served, and elevate the program as a community resource for early childhood education learning for educators, parents, and providers throughout the community and beyond.
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**Work | Activities**

**Pre-Design**
- Programming, Surveys, Observations, Benchmarking

**Visioning**
- GRCC as a community
- Grand Rapids & Kent County as a community

**Design Charrette**
- @ GRCC

**Conceptual Development & Cost Modeling**

**PROGRAM VERIFICATION**
GRCC provided the program for the project based on planning work supported by progressive | ae in 2010. This program formed the list of spaces and functions to be supported within a new facility and its building site.

**DEPARTMENTAL INTERVIEWS**
progressive | ae designers conducted one-on-one interviews with key stakeholders familiar with program history and current vision for future of program. This work was conducted through site observation visits.

**SURVEYS**
Web-based surveys for students and non-students (staff and administration) were issued in December 2013 / January 2014.

**OBSERVATION**
progressive | ae designers observed the existing Lab Preschool several times to establish an understanding of the current experiences from a process viewpoint, and discussed optimal processes with staff, students, and administrators.

**BENCHMARKING**
A team from GRCC staff and administration along with designers from progressive | ae visited Central Michigan University’s Lab Preschool in February. The team discussed advantages of other facilities as well; such as one at the Smithsonian Early Enrichment Institute in Washington, D.C.

**VISIONING-SESSION 1**
Grand Rapids Community College
January 8, 2014

progressive | ae facilitated a 3-hour visioning session designed to define success for the project, desired user experiences from a staff and student perspective, and draft design principles and measures for the project.

**DEFINITION OF SUCCESS**
Participants developed a “10 years from now” statement and evaluated it through a four quadrants exercise.

**DESIRED USER EXPERIENCES**
Participants conducted a Post-It exercise in an effort to prioritize and seek alignment with desired experiences for staff.

**DESIRED USER EXPERIENCES**
Participants conducted an object exercise in an effort to define desired experiences for staff.

**DRAFT DESIGN PRINCIPLES AND MEASURES**
progressive | ae designers reviewed results of the day’s exercises and established statements which actively informed the conceptual development of the project. These Design Principles were drafted and reviewed with GRCC shortly after the Visioning Session.

**VISIONING-SESSION 2**
GRCC & Kent County Community
February 4, 2014

progressive | ae facilitated a 3-hour visioning session designed to define success for the project, desired user experiences from a community perspective, and draft design principles and measures for the project.

**GRCC WITH THE COMMUNITY**
progressive | ae designers solicited feedback from participants for how they would see design principles, as drafted, best supported in the project. All participants selected their top 3 ideas from those presented by voting with stickers. The top vote-getters were utilized to frame the next activity’s questions.

**DEFINITION OF SUCCESS**
Participants developed a “10 years from now” statement and evaluated it through a four quadrants exercise.

**DESIRED USER EXPERIENCES**
Participants conducted a Post-It exercise in an effort to prioritize and seek alignment with desired experiences for staff.

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**CHARRETTE**
GRCC & Kent County Community
February 18, 2014

**KICK OFF DAY OF DESIGN**
progressive | ae reviewed work completed to date, including:
- Programming and Project Budget
- Interviews and Surveys
- Visioning Sessions
- Benchmarking
- Observations

progressive | ae designers reviewed the proposed building site, context within campus and building adjacencies and campus master plan principles.

**CONCEPTUAL DIAGRAMMING**
progressive | ae designers developed conceptual site and building plans in support of programmatic criteria, budget, vision, and design principles with the goal of creating 3-5 concepts.

**REVIEW OF DIAGRAMS**
progressive | ae designers presented site development and building plan and massing concepts. All participants discussed and validated strengths of concepts and opportunities for improvement. Two plan concepts were selected.

**CONCEPTUAL PLAN REVIEW**
progressive | ae designers reviewed the conceptual plans, critique and dialog resulted in a conceptual plan for development, estimating, and communication.

**SYNTHESIS**
GRCC
March 2014

**CONCEPT DEVELOPMENT**
progressive | ae design staff developed a conceptual design, including plan and perspective renderings, for publication based on the conceptual design sketches from the charrette.

**OPINION OF PROBABLE COST**
progressive | ae designers, engineers, and construction estimators developed an opinion of probable cost based on the selected conceptual design. The project came in on budget.

**FINAL REPORT & CELEBRATION**
April 2014
progressive | ae designers finalized all relevant information in support of W. K. Kellogg Foundation requirements and published it digitally for distribution to stakeholders and strategic project partners.
Mission of the College
GRCC is an open access college that prepares individuals to attain their goals and contribute to the community.

Beliefs
As a college of distinction, GRCC inspires students to meet the needs of the community and the world. The Lab Preschool is innovative, play-based, and responsive to change. We are focused on engaging with diverse populations. As professionals we are founded in theoretical and practical knowledge in early childhood development and education. We serve college students, professionals in need of education and training, and young children and their families.

Environment of the Organization
Nurturing the uniqueness of early childhood development...valued & respected & accepted...child-centered...a truly diverse community...driven to understand each child & student & parent/guardian and their unique circumstances.

Brand of GRCC’s Lab Preschool
Distinctive...prestigious...nurturing through empathy & support...transparent...approachable
Observations | GRCC . Laboratory Preschool

Vision | Program | Design
Observation of Lab Preschool
### Observations

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<tr>
<th>Current Reality</th>
<th>Proposed Solution</th>
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<tr>
<td>Classroom space is often crowded with adult students actively engaged with their course work.</td>
<td>Observation windows/booths will allow students to complete some of their coursework outside the classroom.</td>
</tr>
<tr>
<td>Course work can require experiences that would be best suited in a multi-purpose/large motor room. These experiences often take up major portions of the classroom and hallways.</td>
<td>The addition of a multi-purpose/large motor room can accommodate activities that require these experiences.</td>
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<tr>
<td>Students from other disciplines are not able to observe at the Laboratory Preschool due to limited space.</td>
<td>Students from other disciplines would be allowed to observe via the observation booth. Addition of classrooms will spread students across more classrooms.</td>
</tr>
<tr>
<td>Oldest Preschool Classroom has no bathroom. Staff needs to position themselves in doorway whenever children need to use the bathroom.</td>
<td>Bathrooms will be designed in classroom environment.</td>
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<tr>
<td>Students currently meet with their Instructor/Faculty member to debrief at the end of their scheduled Lab Time. This is done in the hallways on benches or chairs.</td>
<td>Private offices for classrooms will allow Faculty and students to meet privately. They will also be used to meet with families and as a team.</td>
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<tr>
<td>All Staff (32) currently have one office with 3 desk top computers available to them. They are used exhaustively throughout the day. Connectivity to internet can be an obstacle in using laptops.</td>
<td>The addition of dedicated office space for classrooms and administration will alleviate not having computers and privacy to be operating at the most professional level.</td>
</tr>
<tr>
<td>Very little space for caregivers to meet with parents.</td>
<td>Families and community stakeholders will have space to engage with the appropriate professional.</td>
</tr>
<tr>
<td>Storage is spread throughout four levels (and in sheds) of our current location. We currently move furniture at least once per week to accommodate church functions. This requires additional cleaning. A church space where storage is located is sometimes not available to us.</td>
<td>A new building will be designed with technology in mind.</td>
</tr>
<tr>
<td>Centralized storage will be an intentional part of the design of the building. Furniture will not need to be moved weekly. Cleaning will not be duplicated.</td>
<td></td>
</tr>
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Parents arrive with children and are able to enter through a door with time lock control. A proximity card provides access through a secure door down the hall just before gaining access to the preschool area.

All children start their day in the bunny room.

Parents ask which area each child wants to go to, such as texture table, and each child colors a spot on their name tag for which area they choose.

Each classroom has a photo of each staff member and a description of what occurred in the room yesterday.

Presentation of legal notifications on a billboard outside of check-in room.

Children go on field trips around the downtown area throughout the year.
## Current Reality

Children are provided with yogurt, granola, and milk and serve themselves at a table where they eat.

Before they can eat, they are required to wash their hands.

Food is served family style, with children getting their own cups and bowls.

For new students, the Director would prefer to have the ability for them to go through intake and orientation in a self-guided way.

It would be ideal to have a larger sink or a sink with access on three sides for hand washing.
In each room, daily assessments are completed for each child. Goals are listed for each child, and care providers will track progress on each goal.

In the toddler room, the instructor utilizes a clipboard system (see photo) for each child.

In the toddler room, gross motor and nap area is closed off by moveable shelving to help the staff prepare children for breakfast.

The nap area will open after breakfast time for gross motor play.

An observation room is critical in supporting this activity appropriately

Room entrance is frequently crowded with parents trying to prep children and store their things, pick up mail, sign them into the room, say goodbye, etc.

Storage for children’s things seems to be at a minimum.

Children struggle to look out windows to watch parents leave in the parking lot, most children desire to do so.
Children visit the toilet room one by one, and then wash their hands. It can take up to 30+ minutes for all children to complete the process.

Children go to the corridor in pairs to perform tasks for student observers.

Very few cabinets are lockable, none of the child height cabinets are lockable.

Room is too small for number of children and adults and play/learn functions and equipment.

In the oldest classroom, a paid staff member is required to stand in the doorway and watch the child travel down the corridor to the restroom.

Children play outside if it feels like 10-90 degrees. Many Michigan days do not allow outdoor to happen, sometimes outdoor play doesn’t occur for several days in a row.

Storage of equipment and supplies is taking place everywhere within the rooms from the tops of cabinets to corners.
In the toddler room, 9 children are playing in groups and some are napping.

Breakfast was served (toast) just as it was in other rooms, family-style and self-serve at their own pace.

In the infant room, there were seven children, three students and two instructors/room leaders.

No windows are technically operable because they do not have screens. Staff perceived this as a lack of fresh air.

Padding under play structure. Future floor material choices should consider this need.
Observations

GRCC . Laboratory Preschool
Vision | Program | Design

Community Visioning Session 1
Session 1 - The Lab Preschool

What will the GRCC Lab Preschool be in 10 years?

An internationally recognized, premier center of excellence known for innovative, high quality education, nurturing diverse learners and positively impacting our community.
By 2024, we will therefore need to...

Create
- Marketing strategy
- Building + Playground + Meeting Spaces
- Long-Term, Sustainable plan for continued growth
- A plan for broadening the diversity in the Lab, Student enrollment, the field of Early Childhood Development
- Community awareness
- A new, state-of-the-art facility
- Community relations, partnerships
- A community understanding and justification for our importance that is consistent and transparent
- Pathways for diverse learners; i.e. connections with high schools, early childhood programs, parents, families
- Staff, in the right numbers, to deliver our goals
- An environment that respects and fosters children’s developmental levels
- Spaces for students to observe that are separate from spaces for students to engage
- A flexible space with room to rearrange (electrical outlet, furniture, lighting variations)
- Parent space
- A building that houses everyone (students, faculty, staff, children, lab instruction, family and community visitors)
- Provide nutrition for the Lab Preschool through the Secchia Culinary Arts Institute at GRCC

Eliminate
- Preconceptions of Early Childhood stereotypes/stigma (as a profession)
- Barriers to implementation of teaching strategies (out of classroom)
- Barriers of staffing
- Disconnect between preschool and child development department
- Overcrowding (too many adults) in classrooms
- Renting or sharing space
- Barriers to mobility & learning
- The difficulty in hiring the best staff
- Financial limitations
- Barriers to collaboration
- Separation between upstairs and downstairs
- Parking issues
- Staffing issues

Enhance
- Community Connections
- Our professional development opportunities
- Internal college relations
- National relationships within the early childhood profession
- Increase Lab staff to match rest of faculty
- The amount, quality, and types of learning materials
- The staff involvement / impact on community
- Quality and learning opportunities for staff and students
- The adaptability of space
- The willingness to change through innovation
- Cohesive message/our script/communication
- Programming for children, students, community
- Be there in the community with everyone involved (from the Center)
- Support, resources (i.e. social network)
- Spaces unique to program for professional development
- Knowledge of current theories, community needs, new practices that can be implemented
- Communication between classroom faculty and lab instructors
- “Mentor” spaces creating more opportunities for one-on-one conversations w/ students and lab instructors
- Connections from theory to practice
- Work spaces - private and limited distractions for teacher planning and observation of our own classrooms

Reduce
- Financial barriers for students
- Outside contracts
- Food waste
- Pay gap between work staff
- The number of students who are “not cut out for this field”
- Amount of learning time in classroom (more time in lab)
- Staff
- Dependence on paper
- Disorganization
- Work-load
- Number of student/adults in the classroom
- Shared storage space
Session 1 - The Lab Preschool

What will the Student experience be?

Group 1

- Approachable, classic, connected, traditional
- Flexible
- Innovative
- Unique Identity
- Perspective
- Culture of diversity
- Powerful excellence
- Fun
- Cool Factor
- Growing, even amongst grit
- Inviting
- Buzz worthy
- Teamwork
- Pathways
- Evolving
- Leading edge
- Transparent
Session 1 - The Lab Preschool

What will the Student experience be?

Group 2

- Enriching, Growing, Evolving
- Leading Technology
- Innovative
- Dynamic
- Essential, Vital, Credible
- Flexible
- Balance / Excellence
- Energy / Fun
- Tradition
- Powerful
- Leadership
- Engaging / Diversity / Teamwork
- Local Community Oriented
- Relevant
- Approachable
- Supportive
- Inviting
- Connected
- Collaboration
Session 1 - The Lab Preschool

What will the Student experience be?

Group 3

- Enriching, Growing, Evolving
- Leading Technology
- Innovative
- Dynamic
- Essential, Vital, Credible
- Flexible
- Balance / Excellence
- Energy / Fun
- Tradition
- Powerful
- Leadership
- Engaging / Diversity / Teamwork
- Local Community Oriented
- Relevant
- Approachable
- Supportive
- Inviting
- Connected
- Collaboration
Session 1 - The Lab Preschool

What will the **Student** experience be?

**Group 4**

- Core Values, Integrity
- Flexible
- Evolving Innovation
- Connected
- Tradition
- Leading Edge Experiences
- Relevant
- Teamwork
- Identity
- Diversity
- Transparent Learning
- Balanced Learning
- Engaging & Fun
- Space Utilization
- Growing
Session 1 - The Lab Preschool
What will the Staff experience be?

All Groups
- Shiny & New
- Natural Aesthetics
- Serene
- Collaborative across groups
- Teamwork
- Equitable and Worthy
- Telling our story
- Documentation
- Not Institutional
- Different Perspectives
- Open to Interpretation
- Embrace Change, Flexible, Adjustable
- Classic
- Cherish
- History/Past - Honor
- Open to Community
- Fun
- Creative
- Innovative
- Vibrant
- Future

Embracing of Change (innovative, creative, different perspectives)

One that honors the program's innovative 40-year history (cherish / classic) that is not institutional and open to the community.

- Provide a space that will support an evolving teaching and learning environment
- Connect staff and students through adjacencies that minimize the distance between classroom and Lab Pre School
- Empower staff to teach the most innovative practices by providing a space that promotes logical thoughtful work flow and access to technology
What are your desired Experiences?

Session 1 - GRCC as an Organization

The student experience will be:

Transparent, Innovative, Diverse, of the Highest Quality

- Create an environment that is purposefully stimulating. The space will have visual energy generated by color, texture, and light.
- Enhance the learning experience by integrating access to the community and fostering connections among students and students to faculty.
- Ensure the highest quality learning experience acknowledging the rich traditional history of the program balanced with advanced methods.
- Engaged with complementary college academic programs.

The staff experience will be:

Embracing of Change (innovative, creative, different perspectives)
One that honors the program’s innovative 40-year history (cherish / classic) that is not institutional and open to the community.

- Provide a space that will support an evolving teaching and learning environment.
- Connect staff and students through adjacencies that minimize the distance between classroom and Lab Pre School.
- Empower staff to teach the most innovative practices by providing a space that promotes logical thoughtful work flow and access to technology.

The ECE community experience will be:

Connected to the GRCC Lab Preschool that celebrates different perspectives

- Frequent family workshops and professional training.
- Open to the community and sharing of amenities (therapy room, art) not found in other ECE facilities.
- Enabling to raise the abilities for ECE programs to become 5-star.
- A resource for neighborhood care givers to have access to tools and resources that help them deliver the most comprehensive care to children.
Session 1 - GRCC as an Organization

What are your Design Principles?

Create an internationally recognized, high quality learning environment by producing transparent, flexible, and adaptable spaces that empower and inspire learning.

Broaden access and awareness to ECE as a career path by nurturing diverse learners and connecting these programs to the central college campus and community.

Foster an environment that respects children’s and student’s developmental levels by creating separate spaces for observation and engagement, encouraging intuitive teachable moments, and catering to individual learning styles.

Empower the Lab Preschool to teach the most innovative ECE theories and practices by incorporating emerging technology and thoughtful, intuitive workflow.

Serve families, especially those who are vulnerable, by seeking opportunities to connect them with the resources of the program in an effort to positively impact our community.
Vision | Program | Design

Community Visioning Session 2
Session 2 - Community Engagements

Charrette & Community Visioning Session
- GRCC
  De Vos Campus - Sneden Hall

Community Engagement
- GRPS
  Ford Academy - 851 Madison Ave SE

Community Engagement
- ELNC
  641 Vries Street SE
# Vision Session 2 - Guest Community Members

<table>
<thead>
<tr>
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<th>Role</th>
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<tr>
<td>Denyse Benning</td>
<td>Past Parent</td>
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<tr>
<td>JaneAnn Benson</td>
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<td>Matthew Beresford Dickinson</td>
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<td>Laura Brant</td>
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<td>Cherly Botham</td>
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<td>Sean Cantile</td>
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<td>Family Futures</td>
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<tr>
<td>Laurie Cheslie</td>
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<td>Steven Ender</td>
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<tr>
<td>Cheryl Endres</td>
<td>Director Great Start / KISD</td>
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<tr>
<td>Nkechy Ezeh</td>
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<td>Deb VanderMolen</td>
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<td>Richard Verberg</td>
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Session 2 - GRCC as a Community

Engaging with our larger, external community.

Having completed the first visioning session, GRCC and progressive | ae conducted a 3-hour community visioning session.

We reviewed the work completed in our first session and presented to our community members our desire to engage them in a process of thinking, discussing, sharing, and creating a community-wide vision for the project.

We guided them through a similar process as in Session 1, but with confidence in our clarity of vision. Just as in Session 1, we encouraged participants to think big with a human-centered lens on the future!

How can we best serve our Community?
What components do you expect from an Early Childhood Education program?

Opportunities for observation
Family support
Visually attractive environment
Technology appropriate to needs
Indoor exploration - kitchen, science center, etc.
Beautiful, big, natural playground w/ equipment for all children w/ access to water
Space to bring community in to learn about cutting edge practice, including observation space
Session 2 - The Community

What does the GRCC ECE program need to be a successful resource to you?

- Balance staff & student needs
- Curriculum & environment
- Conference space
- Transportation
- A HUB for professional development opportunities
- Space for Great Start to Quality Kent Resource Center
- Healthy budget for staff balanced with reasonable tuition for students
- Libraries for students & children
- Space for students from other disciplines to observe children and or interact with children
- Video & observation room
- Extended hours at the resource room for GRCC students
- Family and community services

But most importantly -
- Professional development collaboration
- Affordable tuition
- Increase awareness of understanding of the importance of early childhood educators
With these ideas in mind, what can the community do to support GRCC’s Child Development and Education program?

Collaboration in Professional Development

- Department of Health & Human Services
- Home-based programs
- Kent 4C Great Start collaborative
- State of Michigan Licensing
- Local and National Representatives
- NAEYC
  - A space where research-based practice lives and can be seen

Financial Support

- GRCC student children only (6-9 pm) program
- Increase knowledge of available services
- Fund raising (Home/School) parent groups
- Look at funding formulas from around the nation
- Endowed fund for support for 0-3yr. & preschool
- Community Preschool Scholarship program
- Connect community services to the center (in-house field trips, fire and police departments, etc.)

Increase awareness of understanding of the importance of early childhood educators

- Community & family connections - as a hub when someone says early childhood - the first place that comes to mind is GRCC. Which is supported by space for community to engage and be involved with resources for family
- Back to school celebrations
- Year-round celebration of children
- Sponsor a community garden run by the children
In an effort to determine the needs of the ELC community in Grand Rapids at a neighborhood level, several community voice sessions occurred within the areas they serve. They were both with the Early Learning Neighborhood Collaborative. Both Early Learning Centers are located in the Southeast area of town. Approximately 60 families came through the session. Two thirds of the participants were Spanish speaking. There were 3 staff who helped with translation of materials and discussions with parents.

The top needs:
- Parking
- Transportation
- Security, Gym
- Large Motor
- Technology (families discussed the importance of children having experiences with technology)
- Summer Programs
- Full Day Programming and Resources for families including GED (the programs their children are in are a “school day” program and many of them need more services.)
- Learning English Workshops, etc.

The second session was at the ELCN at the old Sigsbee/SE Academic location. It was a Parenting Class that meets weekly. Again, this was all families of color. Their top 5 included: Security/Transportation, Full Day Programming, Family Library, Space for Families/Children to gather, Gym/Large Motor, Garden/Outdoor Space. (Due to ties, the top six are included)

Both of the events were really lively and families were open to sharing their ideas.
For Ford the top components they would like to see:
1. Full Day Services
   (Before and after school care)
2. Gym/Large Motor Space
3. Viewing Observation Windows
4. Large Classrooms
5. Family Library
6. Garden/Outside Classroom
7. Parents would like to see a more Head Start and Summer programs

For GRCC Laboratory Preschool
1. Full day programming
2. Gym/Large Motor Spaces
3. Garden/Outside
4. Family Library
5. Large Classrooms
6. Parents would like to see a more Head Start and Summer programs

Director’s Meeting Survey Results
1. Large Classrooms
2. Viewing Windows
3. Dedicated office spaces for staff and/or families to meet privately
4. Community Meeting spaces
5. Large Motor and Garden/Outdoor space
Vision | Program | Design

Quantitative Program of Spaces
Insights about Programming

How each of your programs is perceived influences the diverse ways in which people work, learn and play at GRCC today, making the environment more livable and effective, while enhancing collaboration and learning. Your environment shall be designed to support users and the desired experiences for each of them. For us, that means increased focus on perceptions of space, privacy, and openness during the dialogue around what spaces will make-up the program and how they will relate to each other in scale, adjacency, and overall hierarchy.

Solving these complex problems requires understanding multiple points of view and working collaboratively to solve them. We seek to understand each user’s experiences in an effort to better develop an architectural response in support of the project’s vision and design principles. To help with this, project team members complete a programming survey or questionnaire that provides more specific information of each space type within their desired environment.

It is through a process of questioning and observation that we bring to the project team a fresh understanding of how user’s currently work, learn, and play. This results in a bespoke environment for each of your programs.

Understanding Activities

**Work Activities (“Spatial”)** - Describes the general types of active behaviors occurring on multiple jobs within your organization.

**Informational** - Where and how are the information and data gained that are needed to perform this job?

**Interacting With Others** - What interactions with other persons or activities occur while performing your job?

**Mental Processes** - What processing, planning, problem-solving, and decision-making activities are performed?

**Work Output** - What physical activities are performed, and equipment used?
Vision | Program | Design

GRCC . Laboratory Preschool

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<th># people</th>
<th># rooms</th>
<th>Total people</th>
<th># per pp</th>
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New Construction:

- Building – 23,200 SF x $200.00 = $4,640,000
  - 3 Levels with 3-slo pedal & 2 stairwells
  - Stacked floors to minimize site impact
  - Green Design Principals
  - Green roof playground/activity area and garden
  - Noise protection to Claremont Place neighbors
  - Glass observation walls along corridors for teaching
  - Tie-in to ATC building stairwell

Site Work – $675,000
  - Deep shoring and excavation along ATC building and Claremont Place
  - Develop new drive entry from Lyon St. at Claremont Place w/ retaining wall
  - Tie-in new previous pavement into existing storm system and modify existing cistern system
  - Drop-off / Pick-up drive for parents with adequate vehicle stacking
  - New decorative security fencing along Claremont to curtail parking
  - Retaining walls re-grading as required at existing parking lot and ATC Building
  - New landscaping
  - Potential site construction dewatering and erosion control
  - Existing utility protection and potential relocation for work and tie-in
  - Optional new on-grade playground

New Construction Subtotal: $5,315,000

- 7.5% Contingency: $5,315,000 x 0.075 = $399,000
- FF&E: 23,200 SF x $15.00 = $348,000
- Kitchen Equipment: 23,200 SF x $5.00 = $116,000
- 2.5% Owner Costs: $5,315,000 x 0.025 = $133,000
- Professional Design Fee: $6,178,000* x 0.08 = $494,000

Inflation Factor for 2015 Bid: $6,805,000 x 0.06 = $408,000

Total Projected Project Costs: $7,213,000 ($310.91/SF)
Vision | Program | Design

The Charrette
Progressive AE designers feel that the most accurate way to uncover goals and the values that each project must embody is in an on site workshop format called a Design Charrette. “Charrette” is a French word that basically refers to a rapid regimen of brainstorming, dialogue, analysis, design, and presentation which results in informed design objectives to which clients can respond quickly. The design Charrette validates the program, develops conceptual content, verifies cost, and creates a framework for future design decision-making.
Conceptual Ideas

Conceptual approach is to create a courtyard building through which interior and exterior spaces communicate via a protected courtyard with access to fresh air and daylight. Main entry and related public spaces are located towards the north end of the building, allowing for a clearly identifiable public access to the Lab Preschool. Concept was not chosen for lack of desire for a courtyard building. Internal adjacencies within this concept did not offer as many opportunities to have complimentary resources within close proximity.

Conceptual approach is to create a four-square building through which interior spaces share a common corridor. Building is single story and oriented north-south to reach towards Lyon Street as a gateway to the college campus. Outdoor play area is protected with access through the building from a central commons areas. Main entry and related public spaces are located towards the north end of the building, allowing for a clearly identifiable public access to the Lab Preschool. Secondary entry is located at center of building on existing campus east-west axis. Concept was not chosen as a single story building in this orientation was not desirable.

Conceptual Approach is to create a two-story building through which interior spaces share a common corridor. Building is single story and oriented north-south to reach towards Lyon Street as a gateway to the college campus. Outdoor play area is protected with access through the building from a central commons areas. Main entry and related public spaces are located towards the north end of the building, allowing for a clearly identifiable public access to the Lab Preschool. Administrative offices and multi-purpose space is located above entry on second story with an open, connecting atrium. Concept was not chosen as a two-story building in this location is not desirable. Also, the separation of classroom to outdoor play by a corridor is not desirable.
Conceptual approach is to create a courtyard building through which interior and exterior spaces communicate via a protected courtyard with access to fresh air and daylight. Main entry and related public spaces are located towards the east end of the building, allowing for access via a Claremont Place. Drop-off loop supports quick drop-off and pick-up.

Concept was chosen for development as a single-story building in this location is acceptable. Main entry and public spaces on east end provide a buffer to adjacent neighborhood and preserves open green space in support of campus master plan for commons areas. Development of concept will relocate circulation corridor to the north, permitting immediate access from classrooms to play courtyard.

Conceptual approach is to create a four-square building through which interior spaces share a common corridor. Building is two-story and oriented north-south to reach towards Lyon Street as a gateway to the college campus. Outdoor play area is protected with access through the building from a central commons areas. Main entry and related public spaces are located towards the north end of the building, allowing for a clearly identifiable public access to the Lab Preschool. Secondary entry is located at center of building on existing campus east-west axis.

Concept was chosen for further development as a two-story building in this orientation was desirable and connections to campus axis’ supports college master plan. Internal space adjacencies are strongest in this concept as classrooms are grouped into tow neighborhoods, and provide a central security point for access to outdoor spaces for play.
Vision | Program | Design

CONCEPT DEVELOPMENT

Concept development illustrates an axial plan configuration with a primary north-south corridor intercepted by a secondary east-west corridor. The main entry is positioned at the north end of the building, with access to other public spaces within close proximity. The secondary corridor provides access to each of the Lab Preschool classrooms with an additional college classroom at the southwest end adjacent to the ATC. This classroom is intended for use by college students studying education and early childhood development while providing them access to student services in the ATC while being colocated with Lab Preschool rooms. Offices for the Lab Preschool director and staff are located in the southeast corner with immediate access to the classroom corridor as well as the interior courtyard play area. This affords a constant connection to the Lab without disruption of flow.

CONCEPT 4

Refined Concept - Not chosen as preferred for further design development and cost evaluation
CONCEPT DEVELOPMENT

Concept development illustrates a block/neighborhood plan configuration with two, two-story masses housing the primary program spaces.

The Lab Preschool classrooms and related support spaces, including secure check-in and family meeting room, are located on the upper level, with a central gathering space between them providing a single, secure access to outdoor play area and a multi-season space overlooking Barclay towards the Learning Resource Center.

Below this, offices, storage, mechanical, as well as the multi-purpose space with kitchen are grouped to be accessible to several user groups. Office and resource room for the Lab Preschool are located near the connector to the Applied Technology Center while the Multi-purpose space with kitchen are located directly below the main public entry above. Vertical circulation here connects the program with an open stair and elevator.

Access to Barclay Commons is provided through a lower lobby which can provide additional gathering space for students, faculty, and staff who gather to work and learn within the Lab Preschool.

CONCEPT 5 Refined Concept - Chosen as preferred for further design development and cost evaluation
CONCEPT MASSING

This conceptual massing for the Lab Preschool illustrates a suggested building form to provide clarity of building program, sustainable system integration, and potential building materiality. This creates a high quality learning environment by producing transparent, flexible, adaptable spaces that empower and inspire learning. An ovoid volume creates a “hinge” in the building plan through which the Lab Preschool connects to the central college campus and community. This supports access to the Lab Preschool as a community resource to emerging and existing educators, parents, and students, strengthening the program’s missions. This massing concept creates separate spaces for observation and engagement catering to individual learning styles in turn fostering an environment that respects children’s and student’s developmental levels thereby encouraging intuitive teachable moments. This massing pushes the main entry to the north, in effect reaching out to Lyon Street at the gateway to GRCC’s main campus from Heritage Hill. This location sets the building up for intuitive access for the public and internally provides an opportunity to use public spaces within while maintaining a secure environment for the Lab Preschool program. This arrangement encourages use of the building, providing opportunities to serve the community, especially families who are vulnerable, by connecting them with the resources of the program.
Lab Preschool Concept in Campus Master Plan
# Grand Rapids Community College
## Laboratory Preschool Facility
### Opinion of Probable Cost - Conceptual Design Phase
April 10, 2014

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<td><strong>Subtotal</strong></td>
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</tr>
<tr>
<td>Contingency - Design - 3.75%</td>
<td>$194,770.00</td>
</tr>
<tr>
<td>Contingency - Construction - 3.75%</td>
<td>$194,770.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$6,159,750.00</td>
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<tr>
<td>Winter Weather Conditions - Allowance</td>
<td>$75,000.00</td>
</tr>
<tr>
<td>A/E Fees</td>
<td>$482,850.00</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>$6,717,600.00</td>
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<tr>
<td>Contracts held by the Owner:</td>
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</tr>
<tr>
<td>Exterior Signs</td>
<td>$25,000.00</td>
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<tr>
<td>Interior Signs</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Access Control/Security</td>
<td>$25,600.00</td>
</tr>
<tr>
<td>Audio/Visual</td>
<td>$76,800.00</td>
</tr>
<tr>
<td>Furniture/Equipment Allowance</td>
<td>$350,000.00</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$7,200,000.00</td>
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<tr>
<td>Square Foot Cost</td>
<td>$281.25</td>
</tr>
<tr>
<td><strong>PROJECT TOTAL</strong></td>
<td>$7,200,000.00</td>
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</table>
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, 7 buildings are in poor condition. Music Center, Bungalow (Carriage House), and the Lettinga Center have the most immediate need for replacement work, as they have the highest FCI values ranging from 18.69% to 26.54%. 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 Capital Outlay Plan
September 8, 2014

<table>
<thead>
<tr>
<th>Building</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
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<tbody>
<tr>
<td>Administration Building</td>
<td>$332,161</td>
<td>$343,786</td>
<td>$355,819</td>
<td>$368,273</td>
<td>$381,162</td>
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<tr>
<td>Applied Technology Center and Parking Ramp</td>
<td>$875,107</td>
<td>$905,736</td>
<td>$937,436</td>
<td>$970,247</td>
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<td>Bungalow (Carriage House)</td>
<td>$221,839</td>
<td>$229,603</td>
<td>$237,640</td>
<td>$245,957</td>
<td>$254,565</td>
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<td>Calkins Science Center</td>
<td>$190,508</td>
<td>$197,176</td>
<td>$204,077</td>
<td>$211,220</td>
<td>$218,613</td>
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<td>Chiller Plant</td>
<td>$19,662</td>
<td>$20,350</td>
<td>$21,063</td>
<td>$21,800</td>
<td>$22,563</td>
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<td>College Park Plaza and Parking Ramp</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Cook Academic Building and Parking Ramp</td>
<td>$32,516</td>
<td>$33,654</td>
<td>$34,832</td>
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<td>$37,313</td>
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<tr>
<td>Data Center and Bostwick Parking Ramp</td>
<td>$341,732</td>
<td>$353,692</td>
<td>$366,072</td>
<td>$378,884</td>
<td>$392,145</td>
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<tr>
<td>East Campus Parking Ramp</td>
<td>$31,335</td>
<td>$32,432</td>
<td>$33,567</td>
<td>$34,742</td>
<td>$35,958</td>
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<tr>
<td>Facilities Offices and Lyon Street Parking Ramp</td>
<td>$361,731</td>
<td>$374,392</td>
<td>$387,495</td>
<td>$401,058</td>
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<tr>
<td>Ford Field House</td>
<td>$2,064,392</td>
<td>$2,136,645</td>
<td>$2,211,428</td>
<td>$2,288,828</td>
<td>$2,368,937</td>
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<tr>
<td>Ford Natatorium</td>
<td>$1,540,809</td>
<td>$1,594,737</td>
<td>$1,650,553</td>
<td>$1,708,322</td>
<td>$1,768,114</td>
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<td>Learning Resource Center</td>
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<td>$1,339,836</td>
<td>$1,386,730</td>
<td>$1,435,266</td>
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<tr>
<td>Lettinga Center</td>
<td>$336,131</td>
<td>$347,896</td>
<td>$360,072</td>
<td>$372,674</td>
<td>$385,718</td>
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<td>Mable Engle</td>
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<td>$531,502</td>
<td>$550,104</td>
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<td>$589,285</td>
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<tr>
<td>Main Building</td>
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<td>$291,019</td>
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<tr>
<td>McCabe-Marlowe House</td>
<td>$216,609</td>
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<td>$232,037</td>
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<td>$248,564</td>
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<tr>
<td>Music Center</td>
<td>$3,038,742</td>
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<td>$3,255,177</td>
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<td>$3,487,027</td>
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<tr>
<td>Practice Field Service Building</td>
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<tr>
<td>Sneden Academic Building</td>
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<td>$1,019,738</td>
<td>$1,055,429</td>
<td>$1,092,369</td>
<td>$1,130,602</td>
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<tr>
<td>Spectrum Theater</td>
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<td>$162,037</td>
<td>$167,708</td>
<td>$173,578</td>
<td>$179,653</td>
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<tr>
<td>Student Center</td>
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<td>$1,405,124</td>
<td>$1,454,303</td>
<td>$1,505,204</td>
<td>$1,557,886</td>
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<tr>
<td>Tassell M-TEC</td>
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<td>$359,663</td>
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<tr>
<td>Thompson M-TEC</td>
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<td>$161,524</td>
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<tr>
<td>White Hall</td>
<td>-</td>
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<td>-</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$14,631,828</strong></td>
<td><strong>$15,143,943</strong></td>
<td><strong>$15,673,981</strong></td>
<td><strong>$16,222,570</strong></td>
<td><strong>$16,790,360</strong></td>
</tr>
</tbody>
</table>

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