



**Grand Rapids Community College
State of Michigan FY 2018
Five-Year Capital Outlay Plan**

**Approved by GRCC Board of Trustees
October 17, 2016**

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Section 1 - Mission Statement

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

Since its founding, GRCC has developed a strong reputation for academic excellence and innovation. The College has been accredited continuously since 1917 by the 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 and their corresponding core components (*revised* criteria effective February 2012) 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.” In May 2015, the Higher Learning Commission reappraised accreditation for Grand Rapids Community College. This decision extends GRCC's accreditation to 2023.

In addition to institutional accreditation through the Higher Learning Commission, many GRCC programs hold separate accreditations including the Early Childhood Associate Degree program and Lab Preschool, six health programs, Culinary Arts, Corrections, Visual Arts, Music programs and Automotive Technology. Since 2000, the College has received a Pacesetter award, three awards from the Michigan Quality Council, a Bellwether Finalist Award at the Futures Assembly 2002 and numerous awards and recognitions for its programs including the National Award of Excellence in Post-Secondary Food Service Education from the National Restaurant Association, the highest distinction awarded by this organization to culinary schools. In July 2015, GRCC was awarded the Noel-Levitz Retention Award. The Retention Excellence Awards Program was established in 1989 to honor outstanding achievements in student retention by colleges and universities throughout the United States and Canada. In September 2015, Achieving the Dream announced that Grand Rapids Community College was one of 19 community colleges nationwide to earn Leader College distinction – a national designation awarded to community colleges that commit to improving student success and closing achievement gaps. Most recently, in 2016, GRCC received the Gold Star from the Michigan Veterans Affairs Agency recognizing GRCC as a Veteran Friendly School at the highest level they award.

GRCC's downtown campus encompasses an eight-block area located in downtown Grand Rapids, and the DeVos campus located in the Heritage Hill neighborhood, two blocks east. GRCC also offers

courses at a variety of off-campus locations including the Tassell Michigan Technical Education Center (M-TEC®) and at numerous high schools in Kent County. GRCC’s Lakeshore campus, located in Ottawa County, offers a full slate of learning opportunities across five locations, including the Thompson Michigan Technical Education Center (M-TEC®).

GRCC’s primary service area is Kent County, with an estimated population of 636,369. (US Census – V2105) 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.

Grand Rapids Community College faculty and staff have been committed to student success for 100 years. During the 2014-15 academic year, GRCC celebrated the century mark with a number of special events. More importantly, the institution launched the 2014-2018 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.

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.

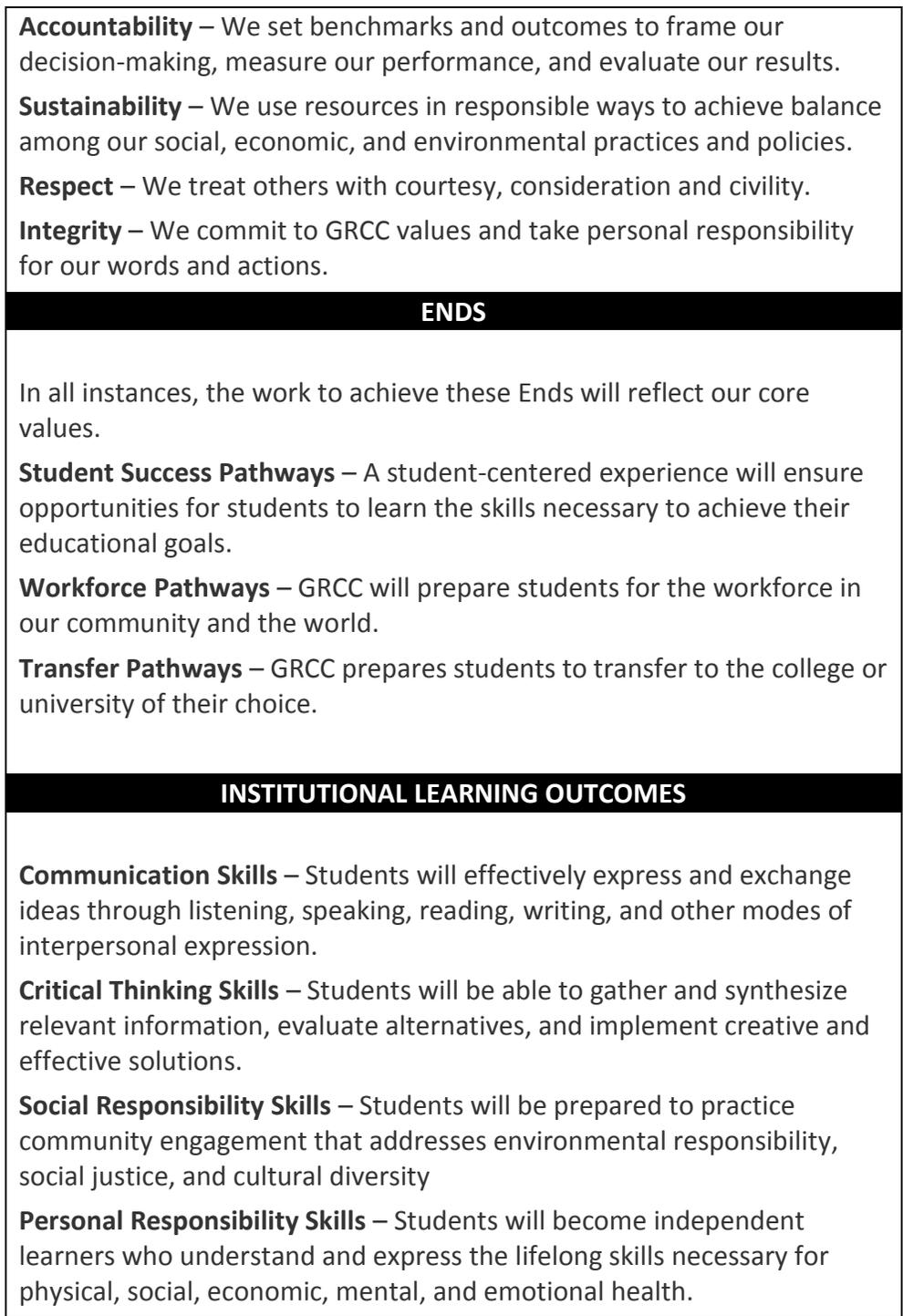


Figure OP.1 GRCC Vision, Mission, Values, Ends, Institutional Learning Outcomes

GRCC Strategic Plan - 2014 – 2018

(Revised July, 2016)

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 and Inclusion**- Improve services and outreach initiatives to students considering GRCC while creating a welcoming and inclusive environment for all at GRCC

CAP #1.1.1: Improve outreach and recruitment of new students*

CAP #1.1.3: Implement projects related to campus climate study to foster an inclusive, welcoming college

Strategy 1.2 **Persistence and Completion**– Provide college programs, resources and systems to support students in their educational pathway including the attainment of a credential

CAP #1.2.1: Student Success in Developmental Education

CAP #1.2.3: Increase the readiness of students taking on-line courses

CAP #1.2.4: Reduction of Financial Barriers for Students

CAP #1.2.5: Implement First Scholars Project: Increasing completion rates for first time/full time students

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

CAP #1.3.3: 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

CAP #1.3.5: Implement the Women Empowering Leadership and Learning (WELL) program to increase success of female, African-American 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

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

CAP #2.1.3/#3.1.4 – Implement the Guided Pathways Initiative

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 #2.1.3/#3.1.4 – Implement the Guided Pathways Initiative

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 – Enhance transfer resources throughout the college and integrate services for student on a transfer pathway

*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, and support for learners and student faculty interaction.

The principles we hold to achieve this vision are:

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

To support this vision, GRCC has established the College's Strategic Plan (2014-2018). 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 16 College Action Projects (CAPs) to support the goals and objectives of the new 2014-18 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 Technology Certificate
Heating, Ventilation, Air Conditioning/
Refrigeration Technology, A.A.A.S.
Electrical Controls Engineering Technology,
A.A.A.S
Electrical Controls/Mechatronics Certificate
Electronics Engineering Technology Certificate
Electronic Engineering Technology A.A.A.S.

Automotive Programs

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

Biological Sciences Programs

Pre-Cell and Molecular Biology, A.S.

Business Programs

Accounting, A.B.
Business Administration, A.B.
Office Administration, A.A.A.S
Management & Supervision, A.B.
Marketing Certificate
Marketing, A.B.
Entrepreneurship Certificate
Pre-Business, A.A

Computer Applications Programs

Computer Programming, A.A.A.S
Computer Support Specialist, A.A.A.S
Graphics/Web Development, A.A.A.S
Network Administration, A.A.A.S
Pre- Information Security, A.A.
Pre-Computer Information Systems, A.A.
Pre-Computer Science, A.S.

Criminal Justice Programs

Corrections, A.A.A.S.
Juvenile Services, A.A.A.S.

Criminal Justice Programs (cont.)

Police Academy Certificate
Corrections Certificate
Pre-Criminal Justice, A.A.
Law Enforcement, A.A.A.S.
Addiction Studies Certificate

Education and Child Development

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

Health Programs

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

Language and Thought Programs

Pre-Journalism (General), A.A.

Manufacturing Programs

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

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

Physical Science Programs

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

Psychology Programs

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

Secchia Institute for Culinary Education

Baking and Pastry Arts Certificate
Baking and Pastry Arts Advanced Certificate
Craft Brewing, Packaging and Service Operations
Certificate
Culinary Arts Certificate
Culinary Arts Advanced Certificate
Culinary Arts, A.A.A.S.
Culinary Management Advanced Certificate
Personal Chef Advanced Certificate
Personal Chef Certificate
Restaurant Management, A.A.A.S.

Social Science

Pre-Economics, A.A.
Pre-Geography, A.A.
Pre-History, A.A.
Pre-Political Science, A.A.
Pre-Sociology, A.A.

Visual Arts Programs

Fine Arts, A.F.A.
Photography, A.F.A.
Pre-Art, A.A.
Pre-Photography, A.A.
Interior Decorating and Design, A.A.A.S.

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
Phlebotomy Skills for Healthcare
Deconstruction
Certified Production Technician
Industrial Sewing
Manufacturing Readiness

Students can prepare to transfer with an AA or AS degree by taking courses in the following disciplines

Anthropology
Architecture
Astronomy
Athletic Training
Biology
Communications
Dietetics/Nutrition
Digital Animation & Game Design
Digital Media
Elementary Education
Secondary Education
Engineering
English
Forensic Biology
French
Geology
German
Health Information Management
Hospitality and Tourism Management
Human Resources
International Relations
Legal Assistant/Paralegal
Mathematics
Natural Resources Management
Nursing (BSN)
Philosophy
Physics
Pre-Law Enforcement/Police Academy
Pre-Law
Pre-Medicine (Biological Sciences)
Pre-Optometry (Biological Sciences)
Pre-Physician Assistant (Biological Sciences)
Public relations
Recreation Leadership & Management
Spanish
Speech Pathology & Audiology
Statistics
Theater
Therapeutic Recreation
Women & Gender Studies
Writing

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

Pre-Biology, A.S. (Aquinas College)
Pre-Business, A.A. (Cornerstone University)
Pre-Business Administration, A.A. (Western Michigan University)
Pre-Elementary Education, A.A. (Western Michigan University)
Child Development, A.A.A.S (Western Michigan University-Child & Family Development)
Pre-English (Elementary Language Arts Education Emphasis), A.A. (Grand Valley State University)

Pre-Exercise Science, A.A. (Aquinas College)
 Pre-Exercise Science, A.A. (Cornerstone University)
 Pre-Exercise Science, A.A. (Grand Valley State University - Clinical Exercise Science)
 Pre-Exercise Science, A.A. (Grand Valley State University – Health Fitness Instruction)
 Pre-Exercise Science, A.A. (Western Michigan University-Applied Exercise Science)
 Pre-Exercise Science, A.A. (Western Michigan University-Clinical Exercise Science)
 Pre-Master of Architecture, A.A. (Lawrence Technological University)
 Pre-Sports Management, A. A. (Western Michigan University)
 Architectural Technology, A.A.A.S (Ferris State University – Facility Management)
 Music. A.M. (Grand Valley State University)
 Music, A.M. (Western Michigan University)
 Plastics-Polymer Engineering Technology, A.A.A.S. (Ferris State University - Manufacturing Engineering Technology)
 Plastics-Polymer Engineering Technology, A.A.A.S (Ferris State University - Plastics Engineering Technology)
 Pre-General Science/Chiropractic, A.S. (Palmer College of Chiropractic)

Continuing Education/Customized Training Offerings

Advanced Manufacturing Certificate Program	Permit Required Confined Spaces
Lean Manufacturing Champion Program	Training within Industry Workshops (TWI)
ISO 13485 and 14000 Internal Auditor	Certified Nurse Assistant Testing
TS 16949 Internal Auditor	Innovation and Design Theory
RJG Master Molder	Networking
RJG I Plastics Technician	Advanced Manufacturing Topics
Lean Administration & Boot Camp	OSHA 30 hour & OSHA 10 hour
Failure Mode and Effects Analysis	Geometric Dimensioning & Tolerancing (GD&T), for machine shop mgmt., machinists & shop floor basics
Advanced Product Quality Planning	GD&T Updates (ASME Y 14.5-2009)
Production Part Approval Process	Motorcycle Safety
Corrective and Preventative Action	Career Coaching Certification
Leading Lean/Policy Development	On-line Cengage Learning
Value Stream Mapping	On-line Pierson Workforce
SS Visual Organization/Visual Controls	Concrete Certification
Stabilizing for Flow	Ironworker Certification
Mistake Proofing	Carpentry 1
Continuous Flow: Cell Design and Implementation	Carpentry 2
Understanding the People Side of Lean	Core Commercial Construction Program
Job Instruction and Standardized Work/Scientific Method	Masonry
Designing and Implementing Pull Systems	Plumbing1-4
Lean for High Mix/Low Volume Suppliers	Mechanical Certification Program
Supply Chain/Purchasing	Industrial Sewing
Measuring and Gaging for Manufacturing	Manufacturing Readiness Program
Arc Flash	

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

1. Manufacturing and Information Technology

The West Michigan region continues to experience a resurgence in manufacturing. This growth has impacted the classrooms, equipment, and laboratory usage of our facilities. With employer support, GRCC continues to be asked to create additional trainings and programs in this discipline to meet the needs of their projected workforce. New manufacturing offerings were tied to national credentials, such as NIMS (National Institute for Metal Working), AWS (American Welding Society), MSSC (Manufacturing Skills Standards) and PMMI (Institute for Packaging and Processing Technologies).

The growth of IT is occurring in almost every priority sector of the State. According to Michigan's Bureau of Labor Market Information and Strategic Initiatives, and CEO led Talent 2025's west Michigan Talent Demand Report (2016), West Michigan occupational employment is expected to grow by 12%, expanding by 83,945 jobs, with the "fastest job growth in Michigan" forecasted over the next six years.

The programming additions/changes proposed will enhance education to service the needs of current employers in this sector, such as Autocam, NN Manufacturing, Herman Miller, Kellogg Snacks, the Associated Builders and Contractors (400 members), Spectrum Health, and OST, along with new Michigan companies like Switch (SuperNap).

Manufacturing employment leads in the region with 21.5% of the jobs in manufacturing (146,966), and 3.9% in IT. Occupations listed below also have application within several other important sectors such as construction and many are used in the healthcare sectors. According to Talent 2025's Occupational Outlook for our region west Michigan is expected to grow by 12%, expanding by 83,945 jobs. One in five new jobs in Michigan will be in west Michigan.

The facility that supports programs in these areas is the Wisner Bottrall Applied Technology Center (ATC). The facility is 25 years old, and although some spaces have been renovated to support new program areas, the Manufacturing and Information Technology spaces have not changed. The demand for different types of computer based learning environments and labs to support new programs such as mechatronics, cyber security, mobile forensics and digital electronics are exceeding supply.

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

2. Exercise Science

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

The Exercise Science Department (formerly the Wellness Department) has updated and modernized its curriculum from the old PE model into Exercise Science. Recently created and soon-to-be-forthcoming courses in Exercise Science include Introduction to Exercise Science, Group Exercise Instructor Course, Personal Trainer Instructor Course, Concepts in Public Health, Kinesiology, and Advanced Athletic Training, as well as Spinning and Urban Eco-Trek. These courses align to specific job requirements and transfer to bachelor's degree programs at our four-year transfer institutions. The Exercise Science Department has recently created a pre-major that is aligned with the exercise science programs at our five major transfer institutions, as well as specific articulation agreements with Grand Valley State University (our number one transfer institution). Formal articulation and 2+2 agreements have been finalized with Cornerstone and Western Michigan University, and we are finalizing a formal agreement with Aquinas. A general major in the field of pre-health sciences is currently being developed as a guided pathway for those students who plan to transfer to other schools where articulated agreements do not exist and is projected to be one of the fastest growing. In addition to offering transfer curricula, the Exercise Science Department offers professional certifications (e.g. Spinning, Yoga, Pilates, Personal Training, and Group Exercise) to community members and professionals currently practicing in the field. Further, the department serves the entire GRCC student population through the delivery of Wellness courses. At least one course is currently required for all GRCC degree-seeking students in order to graduate.

The popularity of and need for our Exercise Science majors and professionals is rapidly increasing. Our students enrolled in exercise science as a major at GRCC has grown by 300% in just 4 semesters. Exercise Science majors at our top transfer institution, Grand Valley State University 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 afore-mentioned fields.

The facility which houses the majority of GRCC's Exercise Science courses, and which serves the College's Police Academy, as well as the required Wellness courses, is the Ford Field House. The most significant shortcomings of the building are lack of appropriate classroom spaces for the new coursework referenced earlier. Several teaching spaces in the building are not ADA compliant. Appropriately equipped and sized classroom space is needed near the College's exercise facilities (e.g. basketball

courts, weight rooms, track, etc.). New curricula also require space for a human performance lab that is more sophisticated and spacious than the current room used for this purpose. This lab will also be a resource to our health and science programs.

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

GRCC is currently working on the financial model to self-support necessary renovations to this facility, with the desire to begin those renovations during the 2017/2018 academic year.

3. 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.

A primary function of the Lab Preschool is to serve as a real-world laboratory for college students who attend GRCC's Child Development and Education programs. Through this pipeline, students gain experience working with children in the Preschool while earning a degree or certification. These students go on to become directors, teachers, paraprofessionals and aides at child care centers, and public school systems. Their skills are in high demand as \$130 million has been allocated to Michigan's preschool system in the last two years, creating a need for more teachers, classrooms and caregivers. Early childhood teaching and care positions are expected to grow from 8 to 12 percent by 2018 in Michigan.

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 new Phyllis Fratzke Early Childhood Learning Laboratory is currently under construction and will officially open in January 2017. 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 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 will be enhanced.

4. GRCC’s Music Program

One of only twenty-five 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” annually. 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 more faculty gathering space, would create greater collaboration, shared learning, and faculty-student interaction in the building. Renovations are also needed to recruit students whose high school facilities were far superior to those they find at GRCC.

Successful private fundraising has allowed the major renovation of the Music building to begin. Construction is currently underway, with completion scheduled for spring 2017. This newly renovated facility will offer students a learning environment experience commensurate with the quality of the curriculum that is offered, and one that allows for ongoing curricular improvements.

5. Student Services

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

6. Academic Foundations Program (AFP)

AFP is geared to meet the needs of under-prepared students enrolling at GRCC. This population continues to increase along with their demand for support. GRCC has just completed the final 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 FastTrack to College Readiness approach to assist eligible students gain the skills necessary to bypass developmental education. The program is offered in the College Success Center and has been offered to high school seniors in select high schools. FastTrack is offered in all Grand Rapids Public Schools high schools. An average of 5,300 GRCC students fall into the developmental category each year. The College has institutionalized these efforts as the Title III grant has ended. The needs during the next five years will be to align the College Success Center with intake and advising services. Currently the Center is located on the DeVos Campus and students must go from one campus to the other in order to be served. 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 the College, is an example of the intentional and focused resources being put into this work. The College has identified this program as one of the key priorities and has developed specific strategies to address the needs of the students so they can achieve success.

7. Distance Learning & Technology

GRCC is currently involved in several efforts to build the quality of its Distance Learning program. The Academic Governing Council (AGC) recently passed new Standards for Online Teaching and a policy on mandatory orientation for online students. The implementation of the mandatory orientation is being guided by a College Action Project team. These quality improvement efforts are critical since approximately 15% of fall credits and 38% of summer credits are offered in an online or hybrid format.

We use the Blackboard Course Management System both for our online courses and to support face-to-face courses. 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 six credit programs (LPN and ADN Nursing; Dental Hygiene and Dental Assisting, Radiologic Technology, and Occupational Therapy Assistant) and two non-credit program (Medical Assistant and Phlebotomy) in healthcare in our newly renovated Cook Hall. With increased demand for certified nursing assistants, home health aides and mental health workers, GRCC plans to offer accelerated trainings in these areas to meet regional demand.

Advanced Manufacturing

GRCC 's partnership with seven other Michigan community colleges (the Michigan Coalition for Advanced Manufacturing grant, \$24.9 million grant) is entering the last few months of this effort. The grant effort has been instrumental in training over 600 individuals solely at GRCC. The four areas of focus are CNC machining, welding/fabrication, multi-skilled technician, and production operations.

Construction

In partnership with the employer led Construction Workforce Development Alliance, GRCC has created four new programs this year (for a total of nine over the past two years) new programs to meet the needs of over 400 construction firms and subcontracting organizations. The certification programs built are Masonry, Mechanical 1 and 2, Plumbing 1-4. These programs not only were built with employer partners, but employers co-teach these courses to bring field experiences into the classroom.

Retail Management Certificate

GRCC will offer a certificate in retail management beginning in the winter of 2017. Regional and national data reveal a need for workers in retail management and sales. This certificate was informed by a group of national retailers, and mirrors the competencies identified by those companies. This credential will also provide a solid foundation to an associate's degree as well. GRCC will also attempt to partner with local companies to offer this certificate in a cohort model that will specifically target the needs of those companies.

Certified Nursing Assistant (CNA)

In a partnership with a host of health care companies, GRCC will offer a Certified Nursing Assistant (CNA) in the winter of 2017. Local employers approached GRCC with the need for more CNA workers in their clinics and hospitals. This employer group has pledged a great amount of support for the delivery of this program, with one partner, Holland Home agreeing to house the program in their facility.

Pre-Major/Pre-Professional Programs

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 as well as 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, guest presentations, and industry specific career fairs.

GRCC continues the partnership with area employers in manufacturing to meet the needs for a trained workforce through the Advanced Manufacturing Partnerships, or AMP. This initiative provides students tuition free training while 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 such as West MichiganWorks! and The Right Place.

Finally, GRCC, along with Macomb Community College in Detroit, was the recipient of a Department of Labor grant specifically targeting apprenticeships. GRCC will utilize nearly \$2 million in funding to assist industry partners. The funding will pay for apprentices to be trained in a DOL approved program. The two apprenticeship areas are Manufacturing

and Information Technology. The grant funding will add to the hundreds of apprentices presently being trained at GRCC.

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 18 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 in 2014 for early college/middle college students taking their college course(s) offered at the high school.

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. 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 center enjoys an abundance of partnerships with community organizations and companies in Grand Rapids and across West Michigan. A Kellogg Foundation Pathways for Success project, Michigan Coalition for Advanced Manufacturing grant and a Pathways to credentials grant serve the community from this location offering career coaching, job developers and occupational assessments to meet employer and community. Program offerings continue to expand to meet the learning needs of employers, students and the community.

6. Lakeshore Campus, including the Thompson M-TECsm

The Lakeshore Campus is serving individuals and employers in Ottawa County and the surrounding area, and serves approximately 1000 students. The Lakeshore Campus is a distributive campus and has partnerships with Grand Valley State University at their Meijer Campus, 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, and 9th and 10th grade

mathematics competition, as a few highlights. Faculty and staff are open to ideas and build programs that may focus on their disciplines or service area to support and promote the community college educational value and benefits for the K12 student's future.

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

GRCC has a partnership with Wyoming Public Schools as the post-secondary choice for their Wyoming Middle College (entering its fifth year) and with Cedar Springs Public Schools for their Cedar Springs Middle College program (entering 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 60 transferable credits, an associate of arts degree or a college certificate in four years. This fall the college is partnering with the Ottawa Area Intermediate School District and Herman Miller, a local office furniture manufacturer to offer an Industrial Maintenance Certificate. 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
- \$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
- \$41,000 Industrial Sewing Scale Up & Logistics Program Exploration JP Morgan Chase Foundation 2015
- Michigan Skill Trades Training Fund Customized Training Projects, \$357,309.01 (18 projects in 2014-15)
- State of Michigan, Secretary of State's office, Motorcycle Safety Foundation grants \$165,070
- Michigan New Jobs Training Programs for Employers (\$21 million)
- Area Agency on Aging Grants (\$25,000)
- JP Morgan Chase Foundation, Minorities in Skilled Trades (\$40,000)
- Partnership Grant with Goodwill of Greater Grand Rapids focused on prisoner re-entry to work (\$2 million, \$400,000 to GRCC).
- American Apprenticeship Initiative Grant, provides funding for companies to secure DOL-approved apprenticeships in Manufacturing and Information Technology (\$1.8 million)
- West Michigan WorkReady Communities Leader
- Economic Development grants for business and industry

GRCC continues to lead the State in administering the Michigan New Jobs Training program. Additionally, as defined and outlined in section 230 of Public Act 196 of 2014, the Local Strategic Value Resolution was adopted by the GRCC Board of Trustees on September 21, 2016. In this resolution, GRCC provided the examples of best practice in the required categories. The resolution is included as Appendix A.

Section 3 – Staffing and Enrollment

A. Student Profile

Credit Enrollment (headcount)

A total of 14465 students were enrolled in credit classes for Fall 2016: 30.1% full time, 69.9% part time. This number is down from 14938 students during Fall 2015. The breakdown of enrollments from fall 2016 by academic program for both fulltime and part-time students is presented in Appendix B.

In addition to traditional classes offered through our Grand Rapids Campus (Main and DeVos), both the Thompson and Tassell M-TEC Centers, and our Lakeshore and Regional centers, distance learning opportunities were available through interactive TV courses, cable TV, web-based Internet courses, and through the Michigan Community College Virtual Learning Consortium for a total of 5212 enrollments (duplicated estimated headcount). The distance learning options currently available to students are scattered throughout all academic programs and are not concentrated in any particular area.

Non-Credit Enrollment (headcount)

From July 2015 to June 2016, a total of 14330 participated in learning opportunities through 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 15% between 2011 and 2021. Since this is our 6th year of declining enrollments, GRCC is projecting a flat enrollment (0 percent growth annually) for the time period 2016-2021.

(<http://nces.ed.gov/programs/projections>).

Table 1 presents additional enrollment growth projected due to new programming. The projected total student fall headcount for credit programming is 15408 in 2020-2021, up 3.1% from 2015-2016 levels.

Table 1
Projected Fall Credit Enrollment for 2017-18 to 2021-22

Year	Projected credit enrollment based on flat enrollment	Additional enrollment due to new programs	Total Projected Enrollments
2017-2018	14465	145	14610
2018-2019	14465	290	14755
2019-2020	14465	290	14755
2020-2021	14465	290	14755
2021-2022	14465	290	14755

Non-Credit Enrollment (headcount)

Non-credit enrollments in the areas of Training Solutions are projected to decline 5% in 2016-2017 due to the ending of the federal MCAM grant funding. Enrollment will then remain at the reduced level for each of the next four years. Job Training enrollments are also not projected to increase. Non-credit Apprenticeships are projected to increase about 2% each year. Total projected headcount for clients served through non-credit programming in 2020-2021 is 13669 (duplicated) as seen in Table 2.

Table 2
Projected Non-Credit Enrollment for 2016-2017 to 2020-2021

Year	Training Solutions (Duplicated)	Job Training	Non-Credit Apprenticeship	Total Projected Enrollments
2016-2017	13154	188	302	13644
2017-2018	13154	188	308	13650
2018-2019	13154	188	314	13656
2019-2020	13154	188	320	13662
2020-2021	13154	188	327	13669

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 15.1%. Winter enrollment has decreased 18.8% over the same five year span.

Table 3
Credit Enrollment Counts for Fall and Winter Semesters, 2011-2012 to 2015-2016

Year	Fall	% Change	Winter	% Change
2015-2016	14938	-5.0	14160	-4.0
2014-2015	15719	-5.4	14757	-6.4
2013-2014	16613	-4.7	15767	-7.5
2012-2013	17426	-1.0	17040	-2.3
2011-2012	17601		17448	

Non-Credit Enrollment (Headcount)

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

Table 4
Non-Credit Enrollment for 2011-2012 to 2015-2016

Year	Training Solutions (Duplicated)		Job Training		Non-Credit Apprenticeship	
	Number	% Change	Number	% Change	Number	% Change
2015-2016	13846	-15.9	188	-6.9	296	27.0
2014-2015	16470	-1.1	202	0.1	233	10.4
2013-2014	16652	-1.0	200	-16.0	211	18.5
2012-2013	16822	36.9	238	-10.2	178	29.0
2011-2012	12291		265		138	

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

Table 5 provides instructional staff to student ratios for Fall 2016. Please note that this ratio includes full-time faculty only (no adjunct faculty).

Table 5
Instructional Staff to Student Ratios for Fall 2016 (Credit)

Year	Number of Full-Time Instructional Staff	Number of Students Enrolled in Credit Programs	Ratio
Fall 2016	199	14465	1 to 73

Table 6 provides the ratio of administrative staff to students for Fall 2016.

Table 6
Administrative Staff to Student Ratios for Fall 2016 (Credit)

Year	Number of Administrators	Number of Students Enrolled in Credit Programs	Ratio
Fall 2016	46	14465	1 to 314

E. Projection of Future Staffing Needs

Table 7 provides a projection of future staffing needs over Fall 2016 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 2016 Levels (Cumulative)

Year	Projected Number of Additional Enrollments Credit	Projected Number of Additional Enrollments Non-Credit	Projected Number of Additional Full-Time Instructional Staff	Projected Number of Additional Administrative and Support Staff
Fall 2017	145	6	1	<1
Fall 2018	290	6	1	<1
Fall 2019	290	6	1	<1
Fall 2020	290	6	1	<1
Fall 2021	290	7	1	<1

F. Current and Projected Average Class Size

Table 8 provides information on average class size for students enrolled in credit courses. The projected average class size for Fall 2017 and beyond is 22.9 students.

Table 8
Average Class Size

Year	Total Number of Lecture Sections	Average Number a Students Per Section
Fall 2016	1692	22.6
Fall 2015	1751	22.9
Fall 2014	1911	22.8
Fall 2013	2062	22.8
Fall 2012	2142	23.5

Section 4 - Facility Assessment

A. Summary Description of Each Facility:

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

Building Type: 100% Office

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

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

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

Building Type: 3% Office; 97% Parking Garage

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

Building Type: 100% Storage

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

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

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

Building Type: 100% Service

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

Building Type: 62% Office, 38% Parking

Cook Academic 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, English and Business. The building also houses four academic support tutoring labs. This is a LEED certified building.

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

Education/Pre-School is a 4,000 square-foot learning lab housed in a local church.

Building Type: N/A

Ford Field House is a three-level, 74,319-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. The building is currently unoccupied.

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 currently under renovation. The building will house the Music Department offices, classrooms, recital hall, practice rooms, and laboratories.

Building Type: 7% Office; 40% Classroom; 40% Music lab; 13% Auditorium

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

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

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

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

Building Type: 99% Parking, 1% Office

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

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

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

Building Type: 100% Office

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

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

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

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

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

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

B. Classroom and/or Classroom Utilization Rates

GRCC buildings house a variety of instructional learning spaces ranging from traditional general purpose classrooms to specialty labs and academic support areas. As specialty labs are dedicated for specific purposes, and used based on times required by the curriculum (example: Nursing Bed labs), reporting utilization by building doesn't adequately reflect the demand on other instructional spaces within those facilities. . Most GRCC courses run

Monday through Thursday with labs and meetings on Friday. During peak hours, classroom utilization rates for general purpose classrooms range between 65% - 80% Monday through Friday. However, most GRCC classes follow Monday/Wednesday and Tuesday/Thursday meeting patterns, resulting in 85% - 100% utilization. Academic leadership monitor enrollment and seat utilization very closely, with average seat utilization between 85% - 95%. During off-peak AM and PM hours, utilization ranges from 35% - 80%, depending on the type of instructional facility. The majority of evening courses are offered Monday through Thursday. Workforce Development programs and specialty labs are heavily used during the evening, and general purpose classroom utilization ranges between 25%-80% based on curriculum area.

Classrooms and instructional spaces are also used for related lab activities, non-credit training and workshop activities, academic support services, meetings, information literacy courses and community partnership initiatives. Additionally, GRCC offers intensive developmental FastTrack programming which utilizes computer classrooms 4 days per week, and has recently implemented mandatory orientation for students, which requires classroom and computer lab space.

C. Mandated Facility Standards

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

NCA	North Central Association (all programs)
OSHA	Occupational Safety and Health Administration (all programs)
NLNAC	National League for Nursing Accrediting Commission
ADA	American Dental Association
ACOTE	American Occupational Therapy Association
ARRT	Radiologic Technology
ACF	American Culinary Federation
NASM	National Association of Schools of Music
MCOTC	Michigan Corrections Officer Training Council
NASAD	National Association ²⁵ of Schools of Art and Design
NAEYC	National Association of the Education of Young Children

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

1. The Applied Technology Center (ATC) houses programs and offices for both GRCC and Ferris State University. Ferris State University is a one-third partner in the ATC. The facility is 25 years old, and although some spaces have been renovated to support new program areas, the Manufacturing and Information Technology spaces have not changed. West Michigan is home to one of the nation's largest and most diverse manufacturing sectors, which is experiencing a resurgence and continues to lead job growth across the state. This growth has impacted the classrooms, equipment, and laboratory usage of our facilities. With employer support, GRCC continues to be asked to create additional trainings and programs in this discipline to meet the needs of their projected workforce. New manufacturing offerings are tied to national credentials, such as NIMS (National Institute for Metal Working), AWS (American Welding Society), MSSC

(Manufacturing Skills Standards) and PMMI (Institute for Packaging and Processing Technologies). The automation of manufacturing equipment and processing continues to evolve the work, requiring technicians to have a higher level of skills. This segment of the West Michigan economy continues to produce a wide variety of high-demand, high-wage career opportunities. Moreover, the majority of these secure, technician-level jobs are considered mid- to high-skill, but do not require a 4-year degree. The addition of a new lab and upgraded equipment in current labs is needed to add much needed capacity for the tooling and manufacturing technology program, and would thereby increase the number of students earning the credentials necessary for a manufacturing career. This need is especially critical given the college's current lab capacity is maximized. The growth of IT is occurring in almost every priority sector of the State. According to Michigan's Bureau of Labor Market Information and Strategic Initiatives, and CEO led Talent 2025's West Michigan Talent Demand Report (2016), West Michigan occupational employment is expected to grow by 12%, expanding by 83,945 jobs, with the "fastest job growth in Michigan" forecasted over the next six years. The demand for different types of computer based learning environments and labs to support new initiatives such as CISCO certifications, data center simulation, cyber security, networking, and software development are exceeding supply. While the talent demand associated with ATC-housed programs continue to grow, the facility has not kept pace with the growth. The current configuration of the spaces within the facility have become inefficient and restrictive for the types of active learning that needs to occur in classroom and labs.

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

renovations, to accommodate self-service technologies, one-stop student service experiences, and multi-purpose space utilization to meet student expectations. The current and future visioning and planning is toward moving and aligning services in a proximal and central location to improve student access, navigation, and satisfaction. This future vision also provides greater networking and efficiency opportunities for staff when assisting students. Today's students require multiple contacts, strong and clear communication, and intentional engagement to support their personalized service, learning objectives, and educational expectations. All this is necessary to keep pace with the changing and diverse students we serve. In addition to academic classrooms and student services, the building is home to the Center for Teaching Excellence, which supports faculty; GRCC Printing and Graphics operations; faculty and administrative offices; food service operations and a Lake Michigan Credit Union branch. The facility has recently undergone bond funded infrastructure renovations to improve HVAC, fire protection and lighting. And, thanks to a private donor, a portion of the second floor has been renovated to house the Meijer Center for Business Studies. However, remaining floors are still in need of renovations and upgrades to the physical space to match the quality of learning environments students now experience in other campus facilities.

3. The facility which houses the majority of GRCC's Exercise Science courses, supports the Police Academy and serves the required student Wellness course needs, is the Ford Field House. The most significant shortcomings of the building are lack of appropriate classroom space for the new coursework referenced in section two. Appropriately equipped and sized classroom space for these courses is needed near the College's exercise facilities (e.g. basketball courts, weight rooms, track, etc.). New curricula also require space for a human performance lab that is more sophisticated and spacious than the current room used for this. Problems that impact the usability of this facility include lack of air conditioning, which in summer, when temperatures in the building rise to dangerous levels, can lead to health risks and even all classes in the building being cancelled. Furthermore, several teaching spaces in the building are not ADA compliant. Renovations are needed to bring the facility to current ADA accessibility standards, address life safety issues, code compliance, energy management, plumbing, electrical and mechanical systems.
4. The Education Lab Preschool currently operates from leased space in a nearby church. The new Phyllis Fratzke Early Childhood Learning Laboratory is currently under construction, with completion and occupancy scheduled for January 2017. The new facility will house seven classrooms for preschool programming, which is two more classrooms than available in the rented space, allowing the program to expand capacity. The new facility will also house a classroom for adult students and a multipurpose room that will be used by the program and to provide professional development for area early childhood professionals. Once complete, this LEED certified state-of-the-art laboratory preschool will be a national demonstration center.

5. GRCC's Music Program is one of the premier Community College programs in the country, and the entire music building is currently under renovation. The Music Center is a brick and masonry structure that was constructed in 1922 as a physical education building. The building continued to be used in its original purpose until 1976 when the Ford Field House was completed. The building stood vacant for three years until it was determined structurally sound for conversion into other educational uses. Most recent renovations to the facility occurred 25 years ago and the building is now being renovated to transform it into a truly appropriate and inspiring music education environment. The renovation will address exterior improvements needed for environment protection, HVAC and fire suppression systems for life safety and asset protection, required ADA improvements, acoustical improvements to reduce sound contamination, a recital performance hall and informal learning spaces for student gathering. When completed, this newly renovated LEED building will offer students a learning environment experience commensurate with the quality of the curriculum that is offered, and one that allows for ongoing curricular improvements. Renovations began in June 2016 and will continue throughout the 2016/2017 academic year, with completion scheduled in May, 2017.
6. 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.
7. The Student Center currently houses the Academic Advising and Transfer Center, Counseling and Career Development, Disability Support Services and the Academic Testing Center, as well as Student Life, the campus bookstore and food service areas. Although the facility has recently undergone bond funded infrastructure renovations to improve HVAC, fire protection and lighting, the spaces within the facility are still inadequate for expanding services and operations that function from this facility.
8. The Learning Resource Center houses the Library and Learning Commons, Academic Support programs, tutoring services, The Bob and Aleicia Woodrick Center for Equity and Inclusion, Media Technologies and a few general purpose classrooms. This facility is open to students seven days a week during fall and winter semesters. The facility is in need of electrical upgrades and panels, transformers, restroom enhancements to comply with ADA requirements, interior doors; lighting and control systems; HVAC air handling units and energy management systems.
9. Sneden Hall is a three story facility, housing general purpose classrooms, a student use computer lab, the College Success Center and the Information Technology department.

The facility is on the DeVos campus, within the historical Heritage Hill neighborhood. The facility is in need of improvements and renovations to its existing mechanical and electrical infrastructure, as well as maintenance throughout the exterior building envelop (roof, tuck pointing, exterior doors). Several classrooms are in need of new furnishings to improve capacity, improvement the learning environment and support flexible learning activities.

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

E. Replacement Value of Existing Facilities

See attached Facility Assessment, Appendix C.

F. Utility System Condition

See attached Facility Assessment, Appendix D.

G. Facility Infrastructure Condition

See attached Facility Assessment, Appendix D.

H. Projected Utilities and Infrastructure Adequacy

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

I. Land Owned, Future Development Capacity

The college recently sold undeveloped property on the Main Campus to Spectrum Health and created a student scholarship fund to support health related careers. No additional land is owned for development opportunities.

J. Buildings Obligated to State Building Authority

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

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

Facility Assessment 5 Year Plan

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

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

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

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

Section 5 – Implementation Plan

A. Prioritize Major Capital Projects Requested from the State

GRCC's number one priority for new Capital Outlay funds is the Wisner Bottrall Applied Technology Center (ATC). The facility is 25 years old, and although some spaces have been renovated to support new program areas, the Manufacturing and Information Technology spaces have not changed. The demand for different types of computer based learning environments and labs to support new programs such as mechatronics, cyber security, mobile forensics and digital electronics are exceeding supply. The increase in enrollment, expansion of non-credit job training programs, and development of new programs is increasing the need for additional, larger learning spaces in the ATC. Additionally, demand for the machine tool lab for traditional courses, apprentice training and customized employer programs has reached capacity. The current lab is also used by the Kent Intermediate School District for the high-school machine tool program, as well as Ferris State University for engineering programs. While the talent demand associated with ATC-housed programs continue to grow, the facility has not kept pace with the growth. The current configuration of the spaces within the facility have become inefficient and restrictive for the types of active learning that needs to occur in classroom and labs.

B. Deferred Maintenance Backlog

GRCC's estimated deferred maintenance backlog is approximately \$17.8 million. Projects are listed in order, by building, and prioritized by a scoring system taking into account both the consequences of the problem as well as the need. The consequence of the problem ranks each item in terms of its critical nature. This ranges from the most critical items that are considered to be a hazard to life, health, or safety, to the least critical, such as a condition that reduces the functional utility of the facility or results in extensive energy consumption. The need of the problem ranks each item from the most critical, those that if not accomplished, will result in serious and irrevocable loss or damage, to those that are desirable or necessary to improve handicap accessibility. The resulting sum of these two factors results in the overall priority score, where the lowest numerical number relates to the highest priority.

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

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

See attached Facility Assessment, Appendix D.

C. On-going State Building Authority Projects - None at this time.

D. Planned Expenditure Rate of Return

As reported on the Use and Finance Bi-annual report, GRCC has recently completed 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 regions. For fall 2016, the college is offering courses at its four regional sites in Kent County: Byron Center, Lowell, Grandville, and Rockford; ten concurrent enrollment sites: Comstock Park, Godfrey Lee, Godwin Heights, GRPS Innovation Central, GRPS Union, GRPS University Prep Academy, Kelloggsville, Kent City, Kent Innovation, and Rockford; and two early/middle college sites: Cedar Springs and Wyoming. In addition, the college has Lakeshore Campus sites in Ottawa County.

F. Major Maintenance Items in Excess of \$1 Million, 2017-2022

(See attached Facility Assessment – Appendix D)

1. 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 and fire alarm/suppression needs must be addressed.
2. Ford Natatorium requires major electrical work ranging from lighting and panel boards to high voltage entry service gear. Interior doors require replacement; life safety issues such as, emergency lighting and fire alarm/suppression need to be addressed. HVAC issues regarding air handling units, energy management system, and exhaust fans require upgrades. Men and women restrooms and locker rooms need plumbing upgrades ADA code compliancy.
3. 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.
4. The Main building requires stairwell upgrades to become code compliant. The freight elevator requires upgrades to remain code certified. Infrastructure replacement is needed for sanitary and storm lines and exterior emergency lighting does not meet code.

G. Non-routine Maintenance

Parking Ramp repairs are budgeted at \$547,105 per year, and paid for from College auxiliary funds (parking revenue from student parking). Additionally, GRCC is currently investing \$2 million over two years for major repairs including structural concrete repairs; deck coating; parking striping; bridges repair; waterproofing restoration.

Appendix A – Local Strategic Value Resolution

At a public retreat the members of the Board of Trustees (the "Board") of Grand Rapids Community College, Michigan (the "College"), held at the College on September 21, 2016

PRESENT: Trustee Bristol, Trustee James, Trustee Verbooy
Trustee Stewart & Chairperson Blake

ABSENT: Trustee Briley & Trustee Koetje

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

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

And Whereas the State of Michigan, through Public Act 249, Section 230 (2) of the Michigan Public Acts of 2016 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 249, Section 230, subsection (3) and offers the following examples of practices currently in place at the College in order to demonstrate compliance;

Best Practices by Category	Examples of Adherence
Category A: Economic Development and Business or Industry Partnerships (must meet 4 of 5)	
(i) The community college has active partnerships with local employers including hospitals and health care providers.	GRCC currently has 105 signed clinical agreements with medical and dental professionals in the region. Additionally, through our grants and apprenticeship work we have over 150 company partners.
(ii) The community college provides customized on-site training for area companies, employees, or both.	GRCC has provided customized training to 62 companies through 427 classes reaching 2,520 people during the past fiscal year. In addition, 340 companies were served through continuing education and professional development.
(iii) The community college supports entrepreneurship through a small business	GRCC supports small businesses in west Michigan by offering several offerings such as a small business

Best Practices by Category	Examples of Adherence
assistance center or other training or consulting activities targeted toward small businesses.	accounting certificate, 41 on-line classes through ed2go that range from QuickBooks to how to build a lean staffing plan, and continuing education offerings in personal networking, social media use and many other titles. GRCC partners with the West Michigan Small Business Development Center, hosting classes and offering support in training and assessment.
(iv) The community college supports technological advancement through industry partnerships, incubation activities, or operation of a Michigan technical education center or other advanced technology center.	The College operates two technical education centers. The Tassell MTEC is located in Grand Rapids and offers hands on training programs in manufacturing, automotive repair, construction trades, sustainability and deconstruction, computer support, food processing, medical assistant, personal trainer, renewable energy, masonry, mechanical, and concrete and iron worker training. The Tassell MTEC, at the request of industry partners, has also added training in industrial sewing, as the sewing industry makes a resurgence in West Michigan after a noticeable absence. The Thompson MTEC is located in Holland and operated in partnership with the Ottawa Area Intermediate School District. It is a main hub of operations for the college's Lakeshore Campus. This center also plays host to several training programs mentioned above.
(v) The community college has active partnerships with local or regional workforce and economic development agencies.	GRCC has active partnerships with a number of local and regional workforce and economic development agencies, including West Michigan Works, The Right Place, Lakeshore Advantage, The Source, Talent 2025, Hello West Michigan, Discover Manufacturing, Michigan Manufacturing Technology Center- West, and the Michigan Manufacturing Association.
Category B: Educational Partnerships (must meet 4 of 5)	
(i) The community college has active partnerships with regional high schools, intermediate school districts, and career-tech centers to provide instruction through dual enrollment, concurrent enrollment, direct credit, middle college, or academy programs.	GRCC currently has more than 60 active partnerships in place with regional high schools, intermediate school districts, and technology centers through dual enrollment. We also have 10 – 14 active concurrent enrollment sites and three early/middle college partnerships in place.
(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, cosponsors, or provides instructional support/tutoring for a number of events and programs for area K-12 students including a Music Technology Day, Community Science Day, Gel Electrophoresis lab for 7 th and 8 th grade students, Girl Geniuses STEM Event for area 6-8th graders, interactive hands-on biology laboratory activities, teen mentoring program with hands-on science night and mini-campus tour. Camps for 6th-9th grade

Best Practices by Category	Examples of Adherence
	<p>students in skilled trades. Manufacturing Week activities held for 14 schools in west Michigan, along with a Hispanic Center Youth skilled trades day. SkillsUSA statewide competition, CareerQuest 2016 served 7,000 students to inform them about careers in IT, Construction, Healthcare, and Manufacturing. Cruising to College for rising Juniors and Seniors, FastTrack for High School Students, and Challenge Scholars works with 9th grade students at Union High School.</p>
<p>(iii) The community college provides, supports, or participates in programming to promote successful transitions to college for traditional age students, including grant programs such as talent search, upward bound, or other activities to promote college readiness in area high schools and community centers.</p>	<p>GRCC has partnered with Grand Rapids Public Schools and Grand Rapids Community Foundation on Challenge Scholars at Union High School. This program will work with freshmen starting in Fall 2016 and each class after that to prepare them for successful entry into GRCC or other higher education institutions.</p> <p>In addition, GRCC provides FastTrack services in 13 area high schools to seniors, allowing them to brush up in reading, math or writing. This program allows students to bypass remedial course work, saving time and money. FastTrack received the Ruffalo Noel-Levitz Retention Award.</p>
<p>(iv) The community college provides, supports, or participates in programming to promote successful transitions to college for new or reentering adult students, such as adult basic education, GED preparation and testing, or recruiting, advising, or orientation activities specific to adults.</p>	<p>GRCC provides an ESL program to support adult learners.</p>
<p>(v) The community college has active partnerships with regional 4-year colleges and universities to promote successful transfer, such as articulation, 2+2, or reverse transfer agreements or operation of a university center.</p>	<p>GRCC currently has 28 articulated programs with other institutions, including six reverse transfer agreements.</p> <p>GRCC offers 44 transfer pathways for students which are outlined in our academic catalog as program offerings. These pathways can be separated into the following categories, with the number of each indicated in parenthesis:</p> <ul style="list-style-type: none"> • General Pre-Majors (19) • Articulated Pre-Majors (22) <p>Pre-Professional Programs (3)</p>

Best Practices by Category	Examples of Adherence
Category C: Community Services (must meet 4 of 5)	
<p>(i) The community college provides continuing education programming for leisure, wellness, personal enrichment, or professional development.</p>	<p>GRCC provided 374 continuing education courses serving approximately 13,836 members during the 2015/2016 fiscal year.</p>
<p>(ii) The community college operates or sponsors opportunities for community members to engage in activities that promote leisure, wellness, cultural or personal enrichment such as community sports teams, theater or musical ensembles, or artist guilds.</p>	<p>GRCC held 5 separate visual art events in the Collins Art Gallery. GRCC also participated in the Grand Rapids ArtDowntown event by offering a student exhibition in the Collins Art Gallery. Both the Collins Art Gallery and Spectrum Theater have been venues for ArtPrize since its inception. Fourteen separate productions were presented in GRCC's Spectrum Theater, and 39 separate musical recitals or concerts were held in campus or local facilities. GRCC also sponsors the Kent Philharmonic Orchestra, a community ensemble. All arts events and performances are open to the community.</p>
<p>(iii) The community college operates public facilities to promote cultural, educational, or personal enrichment for community members, such as libraries, computer labs, performing arts centers, museums, art galleries, or television or radio stations.</p>	<p>GRCC operates the Collins Art Gallery and held 5 separate visual arts shows last year, including participation in Grand Rapids ArtDowntown. GRCC's Spectrum Theater, is home not only to the College's Theater program, but also three community theater groups: Actor's Theater, Jewish Theater Grand Rapids and Heritage Theater. Both the Collins Art Gallery and Spectrum Theater have been venues for ArtPrize since its inception. The GRCC Music Center provides rehearsal space for the Grand Rapids Choir of Men and Boys, the Schubert Male Chorus, the Grand River Winds, and the West Michigan Flute Ensemble. Our Applied Technology Center Tutorial and Open Computer Lab, along with the Sneden Open Computer Lab, provided over 50 programs and served more than 4,500 students and community members last year. Programs included: OLC Senior Computer Club, Empco Testing for Police Academy, Upward Bound, Skills USA, Library Instruction sessions, Police Academy Licensing Exam, MCOLES Testing, Adult Ed Computer Lab, GRPS First Scholars, GRCC Summer Learning Academy, Student Athlete Orientation, TRIO Resume Workshop, MICUP Powerpoint Training, Admissions Fall & Spring Open Houses, Blackboard</p>

Best Practices by Category	Examples of Adherence
	<p>Training and Tutorial Labs and Study Groups. In addition, GRCC hosts an annual "Diversity Lecture Series" that features national speakers on a variety of topics. In 2016-2017, the 22nd annual series features political correspondent Jamelle Bouie, author Ethan Watters, author Counsuela Ward, and filmmaker Dawn Porter. This series is free to the community.</p>
<p>(iv) The community college operates public facilities to promote leisure or wellness activities for community members, including gymnasiums, athletic fields, tennis courts, fitness centers, hiking or biking trails, or natural areas.</p>	<p>GRCC operates a gymnasium, a fitness center and an aquatic facility that are all open to the public. GRCC also maintains a large green space and a walking/running track that are also available for community use.</p>
<p>(v) The community college promotes, sponsors, or hosts community service activities for students, staff, or community members.</p>	<p>GRCC's Department of Experiential Learning supports a number of programs including the following: Community Science Day, Crossroads Alternative High School's 4th Career Fair, United Way's School of Hope program, GRCC Exercise Science's Ride for Refuge event on October 3rd in partnership with Feeding America, Make A Difference Day with our community partner Feeding America West Michigan. During this event they packed and sorted fresh carrots, meat, and cereal to be shipped out to food pantries for those in need.</p>

Adopted this 21st day of September, 2016

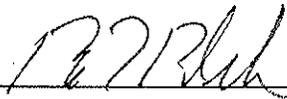
YEAS: 5 - Bristol, James, Verburg, Stewart + Blake
NAYS: 0

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 21, 2016, the original of which is on file in my office and available to the public. Public notice of said meeting was given pursuant to and in compliance with the Open Meetings Act, Act No. 267 of the Public Acts of Michigan of 1976, including in the case of a special or rescheduled meeting, notice by posting at least eighteen (18) hours prior to the time set for said meeting.

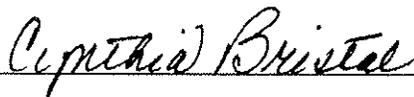
GRAND RAPIDS COMMUNITY COLLEGE

State of Michigan

By: 

Chairperson, Board of Trustees

Countersigned:

By: 

Secretary, Board of Trustees

Appendix B
GRCC Fall 2016 Enrollment by Program Plan—Full-Time and Part-Time

Plan No.	Description of Major	CIP Code	Full-time	Part-time	All	% of Total
000	Undecided	24.0101	208	553	761	5.3%
003	Early College Enrollment	24.0000	0	644	644	4.5%
006	Liberal Arts, General	24.0101	53	202	255	1.8%
007	Transfer/Other	24.0101	2188	3651	5839	40.4%
011	Assoc of Science	24.0101	207	308	515	3.6%
101	Business Admin, Trf	52.0101	220	252	472	3.3%
102	Bus Administration	52.0201	185	459	644	4.5%
108	Computer Applications, Cert	11.1006	0	2	2	0.0%
109	Computer Applications Tech	11.0201	2	5	7	0.0%
112	Office Administration	52.0402	8	38	46	0.3%
116	Marketing, Cert	52.1801	0	2	2	0.0%
120	Child Development	19.0708	41	125	166	1.1%
121	Fashion Merchandising	52.1902	0	5	5	0.0%
122	Interior Decorating & Des	50.0408	25	29	54	0.4%
125	Marketing	52.1801	58	68	126	0.9%
127	Management & Supervision	52.0201	30	127	157	1.1%
128	Accounting	52.0302	60	124	184	1.3%
131	CDA Formal Trn Hrs, Cert	19.0708	2	5	7	0.0%
133	Fast Track CDA, Cert	19.0708	1	11	12	0.1%
137	Office Administration	52.0402	1	7	8	0.1%
143	Unix Sys Admin, Cert	11.1006	0	1	1	0.0%
144	Digital Graphic Communications	50.0402	0	3	3	0.0%
146	Comp Info Sys-Application Software	11.0202	0	3	3	0.0%
147	Comp Info Sys-Network Admin	11.0901	26	99	125	0.9%
149	Comp Info Sys-Programming	11.0201	40	119	159	1.1%
150	Information Security	11.1003	11	28	39	0.3%
151	Culinary Arts	12.0503	103	174	277	1.9%
152	Corrections	43.0102	14	35	49	0.3%
153	Juvenile Services	43.0110	14	58	72	0.5%
154	Addiction Studies, Cert	51.1501	4	10	14	0.1%
155	Culinary Mgmt, Assoc.	12.0504	12	24	36	0.2%
156	Baking & Pastry Arts, Cert	12.0501	7	22	29	0.2%
157	Culinary Arts, Cert	12.0503	1	11	12	0.1%
158	Personal Chef	12.0500	2	1	3	0.0%
159	Craft Brew, Pack, Srv Op	12.0599	32	2	34	0.2%
160	Web Design/Development	11.0801	30	57	87	0.6%
165	Computer Supp Specialist	11.1006	18	24	42	0.3%
170	Entrepreneurship	52.0701	3	4	7	0.0%
172	Corrections, Cert	43.0102	1	5	6	0.0%
180	Child Development	19.0708	3	28	31	0.2%

201	Art, Trf	50.0701	15	37	52	0.4%
206	Music Education: Instrumental	13.1312	6	13	19	0.1%
207	Music Education: Choral	13.1312	6	6	12	0.1%
208	Music Performance: Instrumental	50.0903	5	2	7	0.0%
209	Music Performance: Voice	50.0908	13	10	23	0.2%
210	Music Perform: Piano/Organ	50.0907	1	0	1	0.0%
211	Music Merchandising, Trf	50.0909	0	1	1	0.0%
212	Recording Tech, Trf	50.0999	21	30	51	0.4%
215	Digital Audio Spec, Cert	10.0203	0	1	1	0.0%
220	Assoc of Music	50.0901	8	8	16	0.1%
250	Photography	50.0605	26	37	63	0.4%
251	Fine Arts	50.0702	27	56	83	0.6%
305	Radiologic Tech	51.0911	5	41	46	0.3%
340	Occupational Therapy Assistant	51.0803	1	42	43	0.3%
361	Assoc Deg Nursing-In Class	51.3801	0	127	127	0.9%
369	ADN Adv Stand Nurs-InClass	51.3801	2	35	37	0.3%
371	Pract Nurs, Cert-In class	51.3901	0	54	54	0.4%
383	Magn Res Imag-MRI, Cert	51.0920	0	3	3	0.0%
392	Dental Assisting, Cert. FT	51.0601	11	1	12	0.1%
393	Dental Assisting, Assoc FT	51.0601	3	4	7	0.0%
394	Dental Hygiene, FT	51.0602	63	0	63	0.4%
395	Dental Assisting, Cert. PT	51.0601	1	0	1	0.0%
402	Journalism, Trf	24.0101	15	16	31	0.2%
420	Paraprofessional Education	13.1501	4	11	15	0.1%
450	Pre-Computer Info Sys	24.0101	5	8	13	0.1%
452	Pre-Computer Science	24.0101	22	28	50	0.3%
525	Pre-Criminal Justice	24.0101	12	16	28	0.2%
530	Pre-Psychology	24.0101	22	35	57	0.4%
532	Pre-Social Work	24.0101	8	15	23	0.2%
535	Pre-Political Science	24.0101	1	3	4	0.0%
536	Pre-Economics	24.0101	0	1	1	0.0%
537	Pre-Sociology	24.0101	0	3	3	0.0%
540	Pre-History	24.0101	0	5	5	0.0%
550	Pre-Biochemistry	24.0101	3	4	7	0.0%
552	Pre-Chemical Engineering	14.0701	2	1	3	0.0%
555	Pre-Cell & Mole Biology	26.0406	3	3	6	0.0%
570	Pre-Pharmacy	24.0101	3	0	3	0.0%
605	Pre-Master Architecture	24.0101	5	0	5	0.0%
610	Arch Tech-FSU-Fac Mgmt	04.0901	7	4	11	0.1%
612	Pre-Construct Mgmt-FSU	24.0101	1	6	7	0.0%
631	Music-WMU	50.0903	10	6	16	0.1%
632	Pre-Business Admin-WMU	24.0101	4	6	10	0.1%
634	Child Development-WMU	19.0708	5	6	11	0.1%
636	Pre-Elem Ed-WMU	24.0101	5	2	7	0.0%
637	Pre-Sport Mgmt-WMU	24.0101	1	0	1	0.0%
638	Pre-ExSci-WMU-Clinical	24.0101	1	1	2	0.0%

640	Pre-Ex Sci-Cornerstone	24.0101	1	0	1	0.0%
646	Pre-GenSci-Chirop-Palmer	24.0101	2	2	4	0.0%
651	Chemical Technology	41.0301	1	9	10	0.1%
661	Music-GVSU	50.0903	2	0	2	0.0%
662	Pre-ExSci-ClinExSci-GVSU	24.0101	27	25	52	0.4%
663	Pre-ExSci-HFitInstr-GVSU	24.0101	12	16	28	0.2%
665	Pre-English-GVSU	24.0101	4	4	8	0.1%
670	Pre-Biology-Aquinas	24.0101	2	2	4	0.0%
701	Chemistry, Trf	40.0501	22	15	37	0.3%
797	Manufac Eng Tech, FSU Trf	15.0607	5	17	22	0.2%
798	Plastics Tech, FSU Trf	15.0607	10	13	23	0.2%
808	Law Enforcement	43.0107	37	96	133	0.9%
809	Law Enforcement-Police Academy	43.0107	1	24	25	0.2%
817	Gerontology	44.0000	0	4	4	0.0%
819	Police Academy, Cert	43.0107	0	12	12	0.1%
847	MCCVLC Student	24.0000	1	9	10	0.1%
848	Guest Student	24.0101	10	200	210	1.5%
849	Career Exploration	12.0000	0	7	7	0.0%
850	Personal Interest, Non-Degree	12.0000	35	524	559	3.9%
900	Technology Option	15.9999	0	13	13	0.1%
903	Electr Controls Eng Tech	15.0406	6	35	41	0.3%
904	Mechanical Design	15.1306	22	84	106	0.7%
905	Architectural Design	04.0201	0	7	7	0.0%
906	Electronics Tech	15.0303	21	40	61	0.4%
908	Tooling & Mfg Tech	48.0501	22	107	129	0.9%
912	Air C, Ref, Ht Tech	47.0201	17	31	48	0.3%
918	Industrial Maintenance Tech Cert	47.0303	1	26	27	0.2%
919	Industrial Tech, Cert	15.0613	1	5	6	0.0%
920	Tooling & Mfg, Cert	48.0501	3	17	20	0.1%
921	Auto Servicing, Cert	47.0604	8	24	32	0.2%
922	Automotive Technology	47.0604	35	100	135	0.9%
923	Electric Cont/Mech, Cert	15.0406	0	9	9	0.1%
924	Air C, Ref, Ht, Cert	47.0201	5	20	25	0.2%
925	Architectural Technology	04.0901	9	15	24	0.2%
926	Electronics Svc, Cert	15.0303	2	11	13	0.1%
927	Photography, Trf	50.0605	5	9	14	0.1%
928	Mechanical Design, Cert	15.1306	0	8	8	0.1%
931	Welding, Cert	48.0508	2	20	22	0.2%
932	Welding Technology	48.0508	14	42	56	0.4%
935	Plastics Mfg Tech	15.0607	5	17	22	0.2%
939	Quality Science	15.0702	2	31	33	0.2%
945	Plastics Mfg Tech, Cert	15.0607	0	5	5	0.0%
950	Apprenticeship Option	15.0613	1	13	14	0.1%
954	Manufacturing Apprentice Cert	47.0000	1	423	424	2.9%
985	Industrial Maintenance Tech	47.0303	4	39	43	0.3%
All Majors			4,321	10,143	14,464	100.0%

Appendix C – Facility Condition Index

Grand Rapids Community College
 Facility Condition Index
 September 23, 2016

Building	Fiscal Year 16-17 Current Deficiency Cost	Fiscal Year 16-17 Current Replacement Value	Fiscal Year 16-17 Facility Condition Index (%)
Administration Building	\$ 421,942	\$ 5,179,140	8.15%
Applied Technology Center and Parking Ramp	\$ 623,682	\$ 77,709,870	0.80%
Bungalow (Carriage House)	\$ 322,577	\$ 1,072,260	30.08%
Calkins Science Center	\$ 505,263	\$ 56,061,810	0.90%
Chiller Plant	\$ 34,734	\$ 9,776,610	0.36%
College Park Plaza and Parking Ramp	\$ 60,682	\$ 13,753,080	0.44%
Cook Academic Building and Parking Ramp	\$ 780,897	\$ 46,333,845	1.69%
Data Center and Bostwick Parking Ramp	\$ 159,296	\$ 56,769,750	0.28%
East Campus Parking Ramp	\$ 80,904	\$ 7,702,470	1.05%
Facilities Offices and Lyon Street Parking Ramp	\$ 44,559	\$ 28,116,810	0.16%
Ford Field House	\$ 6,109,136	\$ 21,287,880	28.70%
Ford Natatorium	\$ 2,558,892	\$ 12,682,890	20.18%
Learning Resource Center	\$ 1,440,499	\$ 21,180,240	6.80%
Lettinga Center	\$ 742,699	\$ 2,095,875	35.44%
Mable Engle	\$ 833,111	\$ 4,015,800	20.75%
Main Building	\$ 615,087	\$ 80,383,275	0.77%
McCabe-Marlowe House	\$ 271,212	\$ 1,711,890	15.84%
Music Center	\$ -	\$ 13,340,115	0.00%
Snedden Academic Building	\$ 801,096	\$ 28,267,920	2.83%
Spectrum Theater	\$ 338,972	\$ 13,765,500	2.46%
Student Center	\$ 613,987	\$ 22,607,505	2.72%
Tassell M-TEC	\$ 227,057	\$ 31,355,325	0.72%
Thompson M-TEC	\$ 186,516	\$ 11,457,450	1.63%
White Hall	\$ -	\$ 6,486,345	0.00%
Total	\$ 17,772,800	\$ 573,113,655	3.10%

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, 6 buildings are in poor condition. Lettinga Center, Bungalow (Carriage House), Ford Fieldhouse, Mable Engle, Ford Natatorium, and the McCabe Marlowe House have the most immediate need for replacement work, as they have the highest FCI values ranging from 15.84% to 35.44%. These values are primarily driven by the high cost of building, mechanical and infrastructure upgrades, and equipment replacement costs.

Appendix D – Facility Deferred Maintenance Summary

Grand Rapids Community College
 5 - Year Capital Outlay Plan
 September 23, 2016

Building	2017	2018	2019	2020	2021
Administration Building	\$ 421,942	\$ 436,710	\$ 451,995	\$ 467,814	\$ 484,188
Applied Technology Center and Parking Ramp	\$ 623,682	\$ 645,511	\$ 668,103	\$ 691,487	\$ 715,689
Bungalow (Carriage House)	\$ 322,577	\$ 333,868	\$ 345,553	\$ 357,647	\$ 370,165
Calkins Science Center	\$ 505,263	\$ 522,947	\$ 541,250	\$ 560,194	\$ 579,801
Chiller Plant	\$ 34,734	\$ 35,950	\$ 37,208	\$ 38,510	\$ 39,858
College Park Plaza and Parking Ramp	\$ 60,682	\$ 62,805	\$ 65,004	\$ 67,279	\$ 69,634
Cook Academic Building and Parking Ramp	\$ 780,897	\$ 808,228	\$ 836,516	\$ 865,794	\$ 896,097
Data Center and Bostwick Parking Ramp	\$ 159,296	\$ 164,871	\$ 170,641	\$ 176,614	\$ 182,795
East Campus Parking Ramp	\$ 80,904	\$ 83,736	\$ 86,667	\$ 89,700	\$ 92,840
Facilities Offices and Lyon Street Parking Ramp	\$ 44,559	\$ 46,118	\$ 47,733	\$ 49,403	\$ 51,132
Ford Field House	\$ 6,109,136	\$ 6,322,955	\$ 6,544,259	\$ 6,773,308	\$ 7,007,990
Ford Natatorium	\$ 2,558,892	\$ 2,648,453	\$ 2,741,149	\$ 2,837,089	\$ 2,936,387
Learning Resource Center	\$ 1,440,499	\$ 1,490,917	\$ 1,543,099	\$ 1,597,107	\$ 1,653,006
Lettinga Center	\$ 742,699	\$ 768,693	\$ 795,598	\$ 823,444	\$ 852,264
Mable Engle	\$ 833,111	\$ 862,270	\$ 892,449	\$ 923,685	\$ 956,014
Main Building	\$ 615,087	\$ 636,615	\$ 658,896	\$ 681,958	\$ 705,826
McCabe-Marlowe House	\$ 271,212	\$ 280,704	\$ 290,529	\$ 300,698	\$ 311,222
Music Center	\$ -	\$ -	\$ -	\$ -	\$ -
Snedden Academic Building	\$ 801,096	\$ 829,135	\$ 858,154	\$ 888,190	\$ 919,276
Spectrum Theater	\$ 338,972	\$ 350,836	\$ 363,115	\$ 375,824	\$ 388,978
Student Center	\$ 613,987	\$ 635,477	\$ 657,719	\$ 680,739	\$ 704,565
Tassell M-TEC	\$ 227,057	\$ 235,004	\$ 243,229	\$ 251,742	\$ 260,553
Thompson M-TEC	\$ 186,516	\$ 193,044	\$ 199,801	\$ 206,794	\$ 213,742
White Hall	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 17,772,800	\$ 18,394,848	\$ 19,038,668	\$ 19,705,021	\$ 20,392,023

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