



GRAND RAPIDS COMMUNITY COLLEGE

OCTOBER 2026
CAPITAL OUTLAY
REPORT



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Section 1 - Mission Statement

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

Grand Rapids Junior College (GRJC) became Grand Rapids Community College in 1991 after a vote by residents to separate the college from the Grand Rapids school district, allowing it to become an independent institution with its own elected Board of Trustees. GRCC has a long-standing reputation for academic excellence and innovation. The College has been accredited continuously since 1917 by the Higher Learning Commission (HLC). Most recently, the institution underwent a 10-year comprehensive evaluation and received Reaffirmation of Accreditation in June 2024 from the HLC, extending accreditation to the 2033-34 academic year.

In March of 2026, Grand Rapids Community College welcomed Dr. Kathryn A. Rogalski as president. A lifelong advocate for the community college mission, Dr. Rogalski brings more than 25 years of experience serving students in roles ranging from faculty member and academic advisor to senior academic leader. Those experiences continue to shape her deeply student-centered approach to leadership. Throughout her career, she has been guided by a simple belief: when education is accessible, supportive and high quality, it transforms lives. Dr. Rogalski values collaboration, transparency and shared purpose. She believes meaningful progress happens when people feel heard and connected to a common mission. She is honored to serve GRCC and looks forward to strengthening the college's impact across West Michigan.

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

GRCC's downtown campus encompasses an eight-block area located in downtown Grand Rapids. The DeVos campus is located nearby in the Heritage Hill neighborhood. GRCC also offers courses at a variety of off-campus locations including the Tassell Michigan Technical Education Center (M-TEC) and at numerous high schools in Kent County. The College has made a major commitment to serving the West Michigan community by purchasing the former

JCPenney in the Shops at Westshore mall to create a consolidated GRCC Lakeshore Campus. The GRCC Lakeshore Campus officially opened in August 2021 and as of Fall 2026 is serving more than 1000 students.

GRCC's open-access enrollment policy means that the institution serves students with a wide range of academic goals. While many GRCC students are seeking terminal degrees and /or transfer to four-year institutions, GRCC also serves high school students pursuing advanced placement, dual enrollment/early college and middle college, adults seeking job training or retraining, apprentices, international students, and developmental students. Students who are 25 years of age or older account for 28.9% of GRCC's Fall 2026 enrollment.

GRCC has successfully utilized a large group engagement process for strategic planning for more than 25 years. The College's Strategic Leadership Team (SLT) is made up of over 120 employees. Faculty, staff, students, and Board of Trustees members collaborate in HyFlex meeting environments to evaluate data and develop priorities and strategic initiatives to aid in the achievement of the College's five strategic goals: Teaching and Learning, Completion and Transfer, Equity, Community Impact, and Infrastructure and Sustainability. This strategic plan is our roadmap as we move into the future.

Table 1 GRCC Vision, Mission, Values, Goals

GRCC Vision, Mission, Values, Goals
Vision
GRCC provides relevant educational opportunities that are responsive to the needs of the community and inspires students to meet economic, social and environmental challenges to become active participants in shaping the world of the future.
Mission
GRCC is an open access college that prepares individuals to attain their goals and contribute to the community.
Values
Excellence – We commit to the highest standards in our learning and working environments
Diversity –We create an inclusive, welcoming, and respectful environment that recognizes the value, diversity, and dignity of each person.
Responsiveness – We anticipate and address the needs of students, colleagues, and community.
Innovation – We seek creative solutions through collaboration, experimentation, and adaptation.
Accountability – We set benchmarks and outcomes to frame our decision-making, measure our performance, and evaluate our results
Sustainability – We use resources in responsible ways to achieve equity across our social, economic, and environmental practices and policies.
Respect – We treat others with courtesy, consideration and civility.
Integrity – We commit to GRCC values and take personal responsibility for our words and actions.

Strategic Plan - 2023 – 2028

The GRCC Board of Trustees initially approved the current Strategic Plan framework on June 13, 2022, following recommendations from the 2021-22 Strategic Leadership Team (SLT). This framework was updated in 2022-23 and formally approved as the 2023-28 Strategic Plan by the Board in May 2023. The plan includes five Goals, 18 Priorities, and 24 active Strategic Initiative (SI) Teams, all driven by the college's dedicated staff, faculty, and administration. As a living document, the plan is continually shaped by SLT, which ensures it adapts to changing needs and circumstances. Significant progress was made during the 2025-26 academic year, and the SI Teams will report their findings, activities, and recommendations at monthly SLT meetings throughout the 2026-76 academic year. Success is measured through key metrics such as enrollment, retention, completion, and both employee and community engagement. Baselines have been established for each metric, with growth targets set to achieve ambitious, yet feasible, improvements. Ultimately, the 2023-28 Strategic Plan is designed to improve the services GRCC provides to students and the broader West Michigan community.

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

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

Strategic Goals: Definitions and Priorities

Strategic Goal #1: Teaching & Learning

The College develops and delivers flexible curriculum across modalities to enhance student learning, ensuring measurable improvements and success.

Goal 1 Priorities:

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

Strategic Goal #2: Completion & Transfer

The College sustains and continuously improves our focus on successful student goal achievement.

Goal 2 Priorities:

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

Strategic Goal #3: Equity

The College employs standards and benchmarks in access and equity to foster inclusivity and remove barriers through inclusive policies, procedures, and practices.

Goal 3 Priorities:

- Strengthen mental health support for students, staff, and faculty by expanding resources and capacity to address their diverse needs and promote well-being.
- Provide comprehensive support for students' basic needs by implementing initiatives that provide access to essential resources inside and outside the classroom.
- Cultivate an institutional environment that embodies and prioritizes equity and inclusion.
- Ensure representation of faculty and staff are reflected by the richness and diversity of our student body and community.

Strategic Goal #4: Community Impact

The College seeks to impact and serve the community by educating students and sustaining partnerships to create a stronger workforce for the future.

Goal 4 Priorities:

- Execute a comprehensive strategic enrollment management system to effectively manage and achieve enrollment goals.
- Enhance academic and student services at the Lakeshore Campus.
- Forge strong partnerships between GRCC and K-12 educational institutions.
- Expand and diversify our network of employer partnerships by actively pursuing collaborations with previously untapped organizations.

Strategic Goal #5: Infrastructure & Sustainability

The College effectively and responsibly uses our resources to enhance and improve GRCC and our community.

Goal 5 Priorities:

- Enhance our organization's human resource potential by implementing targeted training programs and fostering a supportive and inclusive work culture.
- Strike a balance between physical space and technology for a seamless integration that enhances the learning experience.

- Foster a culture of environmental responsibility to reduce our ecological footprint.
- Ensure financial stability and resource optimization.

Section 2 – Instructional Programming

A. Instructional Vision

In alignment with GRCC's Mission to *be an open-access college that prepares individuals to attain their goals and contribute to the community*, GRCC's course, degree, and certificate offerings are designed to meet the community's needs. GRCC's offerings provide meaningful academic experiences that align with educational and industry standards, preparing students for the next steps in their academic and career journeys. GRCC is committed to promoting freedom of inquiry through a broad range of programs providing students with both breadth and depth in their learning experiences. The College is an educational leader and an integral part of the West Michigan academic community.

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

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

To meet GRCC's instructional vision, faculty professional development programs, structured course and program development and revision processes, learning environment strategies, and support services are all embedded into GRCC's culture and processes. Professional development to remain current in academic disciplines and adept in teaching practices is an important part of GRCC's culture and annual performance review of faculty. The individual Schools (Business and Industry, Liberal Arts, Health Sciences, STEM, and Workforce Training) conduct reviews of faculty to ensure that a minimum of 9 hours of professional development have been completed each year. As part of Instructional Support and Institutional Planning (ISIP), the Teaching, Learning, & Distance Education (TLDE) department offers extensive faculty professional development and support for online education. The TLDE department offers services that include Faculty Learning Day, the New Faculty Institute, and the Online-Hybrid Certification Course (OHCC).

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

Credit Hour Policy (7.13). GRCC offers courses that serve to fulfill students' educational needs, which include:

- General Education courses meet the specific criteria for a GRCC Distribution Requirement.
- Program Requirement courses meet the learning needs of students in a specific GRCC program.
- Elective courses expand learning opportunities for degree-seeking students.
- Community Interest courses are designed for non-degree-seeking students based on an expressed interest or need.
- Continuing Education courses meet the specific requirements of a profession for continuing education credit.
- Developmental courses prepare students for college readiness.

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

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

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

B. Existing Academic Programs

GRCC offers 180 degrees and certificates, which are organized based on curricular requirements into twelve Academic Pathways. Certificates and degrees are defined in the Curriculum Policy. Our transfer programs provide students with curricula that creates a foundation for individual achievement, whether this takes the form of the pursuit of a profession, the attainment of a baccalaureate degree, or self-enrichment. Our career and professional programs provide students with the skills and knowledge needed to obtain a credential, certificate, or degree in order to succeed in chosen occupations.

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

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

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

Projected programming changes during the next five years

1. Student Affairs

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

Our continuous improvement practices have led to:

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

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

The Student Affairs' Strategic Outreach area was recently realigned to better support GRCC's strategic enrollment, college readiness, and community engagement priorities. Under the leadership of our Dean of Strategic Outreach, this realignment brings together Admissions and Enrollment Services, High School Partnerships, Adult Recruitment and Outreach, New Student Orientation, regional sites, and community outreach efforts (including coordination with the Grand Rapids Learning Center and Kent Intermediate School District) to strengthen student access.

This realignment:

- Provides targeted leadership and support for student access initiatives.
- Aligns all high school partnerships, including dual enrollment, concurrent enrollment, middle college, and regional sites.
- Enhances the transition pipeline from dual enrollment to degree-seeking status at GRCC.
- Increases focus on adult learners.
- Positions New Student Orientation as a critical component of college readiness.

GRCC recognizes the need to further reduce barriers to access. To that end, we are actively exploring opportunities to extend direct admission to specific student cohorts in collaboration with our K-12 and four-year partners. To facilitate this initiative, GRCC, in partnership with the Michigan College Access Network (MCAN), plans to pilot the EAB Match platform during Fall 2026. Match enables postsecondary institutions to offer direct admission to students based on their digital profiles, bypassing the traditional application process.

In 2025-26, GRCC and the Kent County Reconnect Collaborative leveraged MiLEAP funding to launch targeted recruitment and support initiatives for adult learners. The goal: raise Kent County's postsecondary attainment rate to 65% by 2030. To expand access, the Student Affairs' Adult Recruitment office hired three dedicated enrollment specialists to support Michigan Reconnect-eligible students, with a fourth staff member joining in 2026 to focus on retention and completion.

We also recognize the importance of intentional, targeted, and just-in-time communication to engage students and address their evolving needs. In 2025, GRCC introduced Element451, a robust customer relationship management (CRM) platform, to enhance communication with both prospective and current students. We continue to expand its functionality and adoption across campus.

Additionally, we remain focused on elevating and re-envisioning our New Student Orientation

program to deliver timely information essential to first-year success. Planned enhancements include aligning orientation sessions with GRCC's Academic Pathways and offering customized support for specific student cohorts, including veterans, adult learners, and English language learners. To support these efforts, we are exploring co-curricular programming in coordination with cross-campus offices and evaluating online orientation platforms that provide multi-language options, real-time engagement tracking, and 24/7 access to critical campus resources.

GRCC continues to leverage EAB Navigate360—our student success platform—alongside predictive analytics to proactively identify needs, coordinate referrals, and deliver tailored interventions across academic and student service departments. We also gather actionable insights from national surveys, such as the Healthy Minds Study and The Hope Center's Student Basic Needs Survey, along with student focus groups and forums. These insights have driven key wellness initiatives, including expanding crisis counseling, increasing licensed counseling staff in our Center for Counseling and Well-being, and partnering with the JED Foundation. Additionally, GRCC launched an on-campus health clinic in Fall 2025. The clinic offers primary care visits, flu clinics, and referrals for lab work. A dedicated clinician provides services on a drop-in or appointment basis twice weekly from 9:00 a.m. to 6:00 p.m., while students also have access to on-demand telehealth services from 7:00 a.m. to 9:00 p.m. seven days a week (excluding major holidays).

In 2024–25, GRCC began re-envisioning academic advising services to ensure all students have regular, ongoing access to their advisors and experience consistent, equitable, and truly holistic advisement. To this end, GRCC increased the number of full-time academic advising positions, introduced a standardized advising syllabus, and aligned advisor caseloads in two of our four advising units based on our Academic Pathways model. GRCC will fully implement Academic Pathways-aligned advising across all units during the 2026–27 academic year.

Additionally, GRCC academic advisors will participate in the Achieving the Dream (ATD) Strengthening Advising Seminar Series to further expand their evidence-based, student-centered, and holistic practices. Work also will continue on developing a comprehensive professional learning plan and toolkit to provide ongoing advisor support and development.

Input from our community partners also influenced our decision to stand up our Center for Career and Professional Readiness in Fall 2025. Working in close collaboration with academic advisors, classroom faculty, business partners, and universities, the Center helps students identify professional and personal career goals while enhancing their employability, job readiness, and placement opportunities. It provides access to internships and advanced career exploration supported by strong employer connections.

The Center for Career and Professional Readiness remains focused on continuously expanding services and support for GRCC students and alumni. During the 2025-26 academic year, the Center implemented Big Interview, an AI-driven platform designed to improve interviewing skills. In Fall 2026, the Center began collaborating with the School of Workforce Training and the School of STEM, launching the FutureTech Career Success Program on its webpage. This

program features eight interactive online modules to help participants build workforce skills and navigate workplace expectations. Additionally, the Center plans to launch Stunio, an on-demand workforce development platform. This resource will give students access to flexible earning opportunities aligned with their fields of study—helping them meet short-term financial needs, build relevant skills, and gain practical experience that advances their academic and career goals.

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

2. Support for Underprepared Students

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

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

GRCC's commitment to student success is an ongoing process. Following two years of data from the co-requisite model, GRCC is proactively assessing and reviewing the program to further improve student outcomes. For example, the data shows that transitioning from the prerequisite to the co-requisite model improved first-year outcomes: EN 101 pass rates rose from between 18–33% to a steady 45–46%, while first-year completion of follow-up EN 102 or Communication courses jumped from under 10 students total to 27.5–41.4%, depending on the academic year. Additional data show that replacing non-credit prerequisite sequences with credit-bearing co-requisites significantly boosted student momentum—yielding dramatic gains for lower-scoring students, and sustaining high EN 101 performances in the upper co-requisite tier.

3. Learning Communities

Grand Rapids Community College plans to implement Learning Communities beginning in Fall 2027 as part of its continued effort to strengthen student engagement, belonging, persistence, and credential completion. Learning Communities are a nationally recognized high-impact educational practice that intentionally connects courses, faculty, students, and learning experiences around shared themes or academic goals.

GRCC's model will bring cohorts of students together in linked courses, with faculty

collaborating to integrate curriculum, assignments, and learning experiences across disciplines. Learning Communities may also incorporate experiential and co-curricular opportunities that help students connect classroom learning to real-world issues, careers, and their communities. This approach creates a more connected educational experience while strengthening relationships among students, faculty, and the College. GRCC intends to develop and expand Learning Communities across appropriate disciplines and programs, using evidence of student participation and outcomes to inform future growth. The initiative reflects the College's broader commitment to high-impact, student-centered instructional approaches that reduce fragmentation in the student experience, strengthen academic and social connections, and support persistence and progress toward degree or credential completion and Michigan's workforce.

4. Distance Learning & Technology

GRCC is actively engaged in several efforts to improve the quality of its Distance Learning program. The Academic Governing Council (AGC) periodically reviews the Standards for Online Teaching with input from the Distance Learning Faculty Advisory Board. In winter 2019 the GRCC Distance Learning Standards were revised, requiring all online and hybrid courses to adhere to the Quality Matters standards. In 2024, this policy decision was reaffirmed and updated to clearly demarcate two processes, Course Development and Peer Review. The policy was also updated to include the newly released 7th edition of the Quality Matters Standards, the guiding document for GRCC's Distance Learning Standards.

GRCC successfully transitioned to the Canvas Learning Management System in support of online, hybrid, virtual, and face-to-face courses, as of the fall 2026 semester. The transition incorporated GRCC-branded designs and a dedicated Campus Resources module into all course shells, giving students seamless access to institutional support systems. Complementing this virtual environment, all physical group learning spaces are outfitted with multimedia systems (computer, ceiling-mounted projector, switching equipment, and speakers). Each system allows for classroom recording with lecture capture software and live streaming. Over 230 classrooms and meeting spaces include webcams and document cameras to support multimodal instruction. Three classrooms are outfitted as "Learn Labs" to allow for triangulated learning (students can choose to face different directions) and include either three projector or flat panels, as well as powered tables for students to charge mobile devices. In addition, GRCC has specialty rooms such as the culinary amphitheater, dental hygiene lab, and music performance rooms that allow for recording tools appropriate for the discipline. As of the fall of 2026, 11 classrooms have additional technology for HyFlex delivery, allowing us to develop offerings for a live class to consist of students who are present in person, while other students are simultaneously joining from home or other remote sites. These classrooms also feature a wall-mounted touchscreen and a Wacom tablet to allow for digital annotation. GRCC also has two large-group/event spaces which are fully HyFlex, accommodating in-person audiences of 120+ along with remote participants. Ultimately, faculty at GRCC can be supplied with portable tools to make any space HyFlex. All of these efforts are supported by the Teaching, Learning, and

Distance Education and Media Technologies offices to help faculty make creative and thoughtful use of technology in class, outside of class, and in distance learning.

Faculty members are creating many ways to use innovative tools to support student learning such as social media, podcasts, blogs, student editing on a notebook computer, review sessions via computer, and various student multimedia presentations. Technology is allowing us to provide learning materials in multiple ways to meet the various learning needs of our widely diverse student body. A student can attend class in person, go home and use the notes and video of the lecture to review the learning, and communicate with the professor and other classmates via Canvas. Faculty are continuing to work together to support student learning in all modalities, which influences how we use space and what kind of space we need. Our on-ground space has been restructured to better accommodate small group work, dialogue, and student presentations – activities that work well face-to-face and in HyFlex formats. The increased use of technology for distance learning as well as to support face-to-face instruction continues to grow. This includes not only the infrastructure, facilities, and hardware, but it also includes office space to support the systems and furthermore the space to ensure effective faculty professional development can take place that is appropriate to the curriculum.

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

5. Bridges to College

Bridges to College – Raider Ready, is a free nine-week summer program designed to strengthen college readiness while providing students the opportunity to begin earning college credit. In summer 2026, 44 students completed the program, approximately doubling participation from the previous year and demonstrating GRCC’s continued investment in expanding access to this transitional learning experience.

Bridges to College integrates credit-bearing instruction with academic and student supports, connecting students with faculty, tutors, campus resources, and high-impact activities at both the Grand Rapids and Lakeshore campuses. The program also reduces financial and logistical barriers through access to textbooks and learning materials, technology, meals, and transportation assistance. This integrated approach is designed to

strengthen academic skills, confidence, sense of belonging, and familiarity with the college environment while helping students establish early momentum toward degree or credential completion.

GRCC anticipates building upon this model to serve a broader range of learners, including post-traditional students returning to college and English language learners. The College will continue exploring opportunities to integrate credit-bearing instruction, academic support, student services, and high-impact activities in ways that respond to students' differing levels of preparation and reduce barriers to persistence and completion. These efforts reflect GRCC's commitment to flexible, student-centered educational pathways that meet learners where they are, accelerate progress toward credentials, and prepare more students to contribute to Michigan's workforce.

C. New Academic Programs

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

Healthcare and Human Services Programming

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

Science, Technology, Engineering, and Mathematics (STEM)

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

1. Artificial Intelligence (AI) Practitioner Certificate.: The program offers a robust curriculum that includes courses such as Introduction to Artificial Intelligence, Machine Learning, Natural Language Processing, Computer Vision, and AI for Cybersecurity. These courses provide students with essential skills in programming, data analysis, and AI technologies while emphasizing practical applications across various industries. The program also integrates Applied Ethics for AI to ensure students understand and address the societal and ethical implications of AI technologies. With a focus on experiential learning, students will engage in real-world projects and collaborative problem-solving, gaining

valuable industry-relevant experience. Graduates of the program will be equipped to pursue entry-level roles in AI, such as machine learning technician, AI analyst, or cybersecurity specialist, or continue their education in advanced AI and computer science programs. This degree empowers students to thrive in the rapidly growing AI sector while contributing to the responsible and equitable advancement of technology.

2. Pre-Computing, A.A. (GVSU - Comp. Science | Soft. Engineer | Artificial Intelligence): This curriculum prepares students to transfer to Grand Valley State University (GVSU) for a Bachelor of Science in Computer Science, Software Engineering, or Artificial Intelligence. It builds essential knowledge in programming, data structures, algorithms, and the mathematical principles of modern computing. Students gain hands-on experience in core computing concepts, system design, and algorithmic approaches to automation. Established through a formal articulation agreement with Grand Rapids Community College (GRCC), the Associate of Arts coursework transfers seamlessly to cover GVSU's first two years. Students should collaborate with an academic advisor to ensure all specific prerequisites and GVSU transfer admissions criteria are successfully satisfied.
3. Pre-Cybersecurity, A.A. (Grand Valley State University): This program is designed for students planning to transfer from Grand Rapids Community College to Grand Valley State University to complete a Bachelor of Science in Cybersecurity. The curriculum establishes a strong foundation in essential computing concepts, including secure software development, network defense, cryptography, and problem-solving. Through a formal articulation agreement, completed GRCC coursework smoothly fulfills the first two years of the university's degree path. Students build practical skills in programming, operating systems, risk assessment, ethical hacking, and system administration. Students should collaborate with an academic advisor to ensure all specific prerequisites and GVSU transfer admissions criteria are successfully satisfied.

Education

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

Construction and Public Works

GRCC has continued to meet the needs of over 350 construction firms, ten municipalities, and subcontracting organizations. GRCC's partnerships with the West Michigan Works Workforce Board and their construction sector workgroup, and the City of Grand Rapids created a US DOL registered Landscaping Apprenticeship program. This new program and the Public Works academy are related to the River Restoration projects. The Landscaping Apprenticeship program graduated 7 apprentices in July 2026. In the electrical construction

area, we serve over 150 companies with over 700 electrical apprentices.

Public Safety Training

Grand Rapids Community College provides short-term, workforce-aligned training designed to meet the needs of regional law enforcement and corrections agencies. These programs emphasize hands-on skill development, classroom instruction, and credential preparation required for employment and advancement in Michigan's public safety sectors.

Regional Track Police Academy

The Regional Track Police Academy offers an accelerated training pathway for newly hired law enforcement officers. Agencies enroll recruits to complete hands-on skills training and classroom instruction aligned with the Michigan Commission on Law Enforcement Standards (MCOLES). The academy prepares participants to meet MCOLES testing requirements and transition directly into field service.

Corrections Officer Training

GRCC's Corrections Officer Training is a short-term program developed in partnership with the Michigan Sheriff's Coordinating and Training Council. The curriculum integrates classroom instruction with practical, scenario-based learning focused on safety, communication, legal standards, and operational readiness. Training equips participants with the competencies required for employment in county and regional correctional facilities.

Grant Funding

- GRCC and industry partners are in year 2 of 3 of the \$1,000,000 National Science Foundation Experiential Learning for Emerging and Novel Technologies (ExLENT) grant to increase access to and interest in career pathways in emerging technology fields in two of the region's highest-demand industries—information technology (including AI and cybersecurity) and advanced manufacturing. The project has already served 239 students in occupational training (workforce development) and degree-seeking pathways (STEM). The goal of the grant is to serve a total of 90 students over 36 months. Industry partners are engaged to design and help deliver experiential learning (EL). In addition to a variety of EL activities (e.g., job shadows, co-ops, work-based coursework; internships, apprenticeships, on-the-job training; project-based learning, rotational micro-internships, research experiences), the project provides access to wraparound support, individualized mentoring, and co-curricular activities specifically planned for building community.
- GRCC continues to operate a U.S. Department of Labor Strengthening Community Colleges Training Grant (SCC4). GRCC and partners continue to modify five system changes—employer engagement in the tech sector, a decentralized career services model, expansion of credit for prior learning protocols, in tech and advanced

manufacturing career pathways, and flexible instruction with optimized course scheduling. SCC4 staff and the ExLENT staff have developed shared outcomes to meet the needs of our students and employers in both industries.

- GRCC was awarded the National Science Foundation Advanced Technological Education (ATE) grant entitled “Artificial Intelligence Certification Enhancement Project (AICEP)” to update its AI Certificate program for West Michigan's high-demand industries. Guided by an Industry Advisory Team using the BILT model, the project revises existing courses and introduces four new ones, including a hands-on capstone class addressing real-world workplace issues. This enhanced certificate stacks into the Computer Information Systems associate degree or functions as a standalone credential for students and IT professionals. Additionally, AICEP develops recurring professional development modules to equip GRCC faculty with up-to-date AI knowledge and teaching strategies. Ultimately, the initiative aims to expand educational access and increase the representation of women and minority students in the AI workforce.

D. Unique Characteristics of GRCC’s Instructional Program

1. Teaching, Learning, and Distance Education (TLDE)

GRCC’s TLDE area is the central source for faculty development, integrating professional growth and distance learning. TLDE promotes student learning and success by supporting faculty with resources and opportunities throughout all stages of their teaching careers. To help foster a vibrant community, TLDE offers dedicated spaces for faculty collaboration alongside a growing collection of multimodal professional learning resources.

Foundation support begins with required experiences like the New Faculty Institute (NFI), a year-long cohort for new full-time faculty combined with mentorship, and the Online-Hybrid Certification Course (OHCC). To support long-term professional progression, TLDE offers targeted professional learning to support faculty with the tenure and rank portfolio processes along with training aligned to the faculty evaluation system. Throughout the year, faculty can participate in specialized retreats, conference-style programs, and intensive cohorts. These include the year-long Distance Education Faculty Fellows program for online course design, the annual Teaching with Purpose retreat, the Summer Teaching and Learning Institute (STLI) and the Winter Summit, which is specifically tailored for faculty working in non-classroom roles.

Beyond these dedicated programs, TLDE offers ongoing flexible professional learning opportunities through workshops, book groups, communities of practice, discussion groups, asynchronous programs, and micro-learning job aides. The TLDE department also helps bring the campus community together by coordinating college-wide events such as bi-annual adjunct faculty dinners, Learning Days, and the Faculty Showcase. Faculty excellence is further recognized and shared across the college through Innovation Grants and the monthly TLDE Top 3 pedagogical newsletter.

As part of TLDE's effort to support faculty with innovation and technology, TLDE provides timely consultation to faculty using Canvas and other instructional technologies through walk-in services and a ticketing system. Additionally, the TLDE staff and Quality Matters (QM) trained faculty liaisons review new online courses to assist faculty with meeting GRCC's Distance Learning Standards. While the department focuses primarily on faculty development, all TLDE learning opportunities and resources remain available to GRCC staff.

2. Partnerships with Business and Industry

GRCC has active partnerships with business and industry in each of our occupational, Career and Technical Education, Health Sciences, and STEM programs, as represented by over 25 advisory committees with over 460 industry representatives. Each committee is responsible for reviewing discipline-specific curricula to ensure it meets today's high-demand, high-skill, and high-wage workforce needs. GRCC works collaboratively with industry to provide opportunities for students that include paid internships, apprenticeships, cooperative learning, capstone projects, guest presentations, and industry-specific career fairs. GRCC actively collaborates with The Right Place, Inc., the economic development engine of Grand Rapids as well as Lakeshore Advantage and Michigan West Coast Chamber of Commerce in the Lakeshore region. GRCC's president serves on the board and the Deans of Workforce Training and STEM serve on the Manufacturing and Tech Councils, respectively. These councils grow manufacturing/technology-oriented businesses in the Greater Grand Rapids and Ottawa County regions.

West Michigan Works! serves as the host of industry councils to foster collaboration in addressing talent, curriculum, and advocacy in our region. Council members are strategically selected and appointed to represent economic developers, community partners, industry leaders, and educators. The Dean of the School of Health Sciences serves on the West Michigan Health Careers Council to focus on attracting, developing, and retaining healthcare talent in West Michigan. The Dean of Workforce Training serves on the Discover Manufacturing Council. The Dean of STEM serves on the West Michigan Tech Talent board, the employer-led Industry Talent Council.

The Environmental Protection Agency awarded GRCC, the City of Grand Rapids and Bay College a second grant focused on water careers. This \$1,000,000 project scaled up the talent pipeline focused on clean water and wastewater treatment for the region to four new counties/cities this year.

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

apprenticeships for over 1,600 individuals. Ten manufacturing partners designed and worked with GRCC on this project.

The Strengthening Community Colleges grant focused on healthcare pathways and provided new programming and updated programming that impacted over 500 individuals and sixteen company partners.

Experience GR, the downtown Grand Rapids Development Authority, the City of Grand Rapids, and GRCC received funds from the JBP Foundation to plan an equity-based contractor plan for the Grand River Restoration Project - River for All. The GRCC MTEC was named as the training center for this work and continues to be the training center for river restoration projects. The Landscaping Apprenticeship program was funded by this grant. In 2024, GRCC joined the Manufacturing Imperative - Workforce Pipeline Challenge (MI-WPC), a national pilot program involving 25 U.S. community and technical colleges. The three-year initiative aims to address workforce shortages and close the skills gap in manufacturing by attracting 1,000 students annually per college, ultimately producing 75,000 qualified workers. The projected economic impact is \$6 billion.

3. Community Partnership Programs

Community partnerships allow residents to participate in GRCC programs and services at an easily accessible site and continue to be one of GRCC's most successful models. Through non-credit ESL initiatives, GRCC has helped adult learners become better educated and prepared them to ultimately contribute to the economic well-being and vitality of the Kent County area. GRCC's Adult Education program has partnerships with Kent Intermediate School District (KISD), Literacy Center of West Michigan, Hispanic Center of West Michigan, and Wyoming Public High School ESL. The college also is an active partner with Grand Rapids Public Schools. GRCC is a post-secondary partner in the Grand Rapids Community Foundation Challenge Scholars program, and the Grand Rapids Promise Zone. Additionally, GRCC partners with six area high schools for middle college programming, provides concurrent enrollment opportunities for students in seven high schools, and offers courses at two regional sites. These partnerships provide educational opportunities and services to support college access and success, with a focus on first-generation, low-income students who may not consider a college experience otherwise.

The Grand Rapids Promise Zone is a place-based scholarship that provides eligible students with free tuition, funding for books/supplies and on-campus expenses, as well as individualized support while a student attends Grand Rapids Community College. Through this program, students can pursue an associate degree, certificate, or job-training program at no cost. Additionally, the Promise Zone collaborates with the 25 eligible high schools to offer post-secondary support to students while they are still in their K-12 education, helping them transition successfully to GRCC. To further strengthen academic readiness, the Promise Zone has also implemented a tutoring center at one of its partner high schools, providing students with additional academic support before high school graduation.

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

4. Tassell M-TEC 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 in Grand Rapids and across West Michigan. A Kellogg Foundation EMPOWER project, USDOL One Workforce for West Michigan Manufacturing project, Strengthening Community Colleges Healthcare Pathways (round 4), EPA Water Careers (round 2), Metallica All Within My Hands Grant, Area Agency on Aging, and JPB Foundation grants serve the community from this location, offering career coaching, job developers and occupational assessments to meet employer and community needs.

Program offerings continue to expand to meet the learning needs of employers, students and the community. In 2025 the National Council of Workforce Education selected GRCC's Water to Work program to receive the Exemplary Credit Program Award.

5. Lakeshore Campus

GRCC has provided higher education opportunities in the Lakeshore area for more than 37 years. Courses were previously offered at Careerline Tech Center, Thompson M-TEC, Midtown Center and West Ottawa High School. In August 2021, the college opened the newly renovated Lakeshore Campus to centralize and expand offerings and services for students and employers in the surrounding community. GRCC's Lakeshore campus offers a wide variety of curricula and student support services and houses nine classrooms, three computer labs and six unique labs for biology, chemistry, electronics, hydraulics, pneumatics, welding and machine tooling, offering programs for students working toward an associate degree or a career-focused certificate. The building also has spaces for advising and counseling, financial aid support, academic tutoring, testing and other student support services. A student can complete all general education requirements and earn selective degrees and certificates. The Lakeshore Campus has increased enrollment over 40% in the past two years and currently supports over 1,000 students.

6. K-12 Relations and Transition

We visit over 80 regional high schools each year to inform students about the college planning process and educational opportunities available at GRCC. GRCC also regularly engages with middle and high schools, as well as tech centers. This outreach is accomplished through activities that connect us with teachers, counselors, parents, and prospective students. Each spring GRCC hosts high school professionals' breakfasts at both

our Grand Rapids and Lakeshore campuses. These events typically allow us to connect with over 60 high school counselors from more than 40 schools annually. At this meeting, new programs, initiatives, and information are highlighted to support student transitions into higher education. GRCC also produces newsletters throughout the academic year sharing timely higher education updates and information on upcoming events with high school professionals.

Various GRCC academic departments are actively involved in building relationships with K-12 partner schools, students, teachers and parents. These engagements are framed around our academic pathways model and focused on transfer and career opportunities. Events and activities expose students and parents to the many educational opportunities available through GRCC, as well as help them better understand the value of higher education in their lives. Events include foreign language week, culinary etiquette dinners for 5th through 8th graders, water analysis projects and an annual community STEM day.

GRCC continues to enjoy a close partnership with Grand Rapids Public Schools (GRPS), offering a high school completion program with a college readiness emphasis. The program supports students who have already stopped out of high school. It is delivered in a non-traditional format, preparing students for successful transition to GRCC. Since Fall 2024, GRCC has also hosted students of the Kent Intermediate School District's Adult Education/ESL program on our DeVos Campus.

GRCC has six middle college partnerships — Wyoming, Cedar Springs, Ottawa Hills, East Kentwood, Kenowa Hills, and Kent ISD LaunchU. Two degrees and one certificate programs are offered through Kent ISD LaunchU. The vision of the middle college partnerships is to provide an opportunity for eligible students to earn both a high school diploma and 60 transferable credits, an associate of arts degree, and/or a college certificate at the same time. Middle College students complete the program at the end of their 13th year.

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

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

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

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

7. Focus on Lifelong Learning

GRCC focuses on lifelong learning, consisting of offerings from the Human Resources Talent Development Department, the School of Workforce Training's Continuing Education/Professional Development Department, and the Older Learners Center.

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

The Bob and Aleicia Woodrick Center for Inclusion and Multicultural Affairs provides empathetic teachings related to cultural competence, intercultural communication, and engagement -- learned practices that take a lifetime to develop. Now in its 32nd year, our Diversity Lecture Series provides GRCC stakeholders and members of the Grand Rapids community with tangible access to scholars, thought-leaders, activists, and innovative artists, helping attendees consider different perspectives through cultural engagement, critical thought and civil discourse. The focus of the 2026-27 lecture series is Human Wrongs to Human Rights. The lecture series is free for all.

E. Economic Impact.

GRCC has a long history of providing programs and services that contribute to the economic vitality of our community, region and state. In addition to the partnerships and programs already identified, GRCC provides education and training opportunities that assist individuals to increase their earning potential and assist employers with workforce training needs. We work diligently to leverage local, state, and federal government funding and to equip a skilled West Michigan workforce to be ready to compete in emerging job sectors. Below are some examples.

- \$5,515,501 Strengthening Community Colleges Grant, U.S DOL, 2024
- \$1,000,000 Innovative Water Infrastructure Workforce Development, EPA, 2024
- \$1,000,000 ExLENT grant from the National Science Foundation, 2024
- \$1,000,000 Department of Justice Public Safety Training Equipment
- \$1,250,000 State of Michigan Reconnect Community Action Grant
- \$438,685 National Science Foundation grant for AI certification program
- US Department of Education TRIO grants
- US Department of Education Center of Excellence for Veteran Student Success
- State of Michigan, Secretary of State's office, Motorcycle Safety Foundation grants,

- \$132,940, 2022 (10th year in a row)
- Federal Motorcycle Safety Grant, \$37,620, 2026 (9th year in a row)
- \$1 million JPB Foundation grant focused on Equity in the River project with five other U.S. Cities, City of Grand Rapids, and the Grand Rapids Downtown Development Authority, 2021
- \$25,000 All Within My Hands, Metallica welding grant, 2022 (4th year in a row)
- Michigan New Jobs Training Programs for Employers (\$20 million)

GRCC continues to lead the State in administering the Michigan New Jobs Training program. Additionally, as defined and outlined in section 230 of Public Act 196 of 2014, the Local Strategic Value Resolution was adopted by the GRCC Board of Trustees on September 21, 2026. 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 12,382 students were enrolled in credit classes for Fall 2026: 37% full time, 63% part time. This number is down 0.6% from 12,463 students during Fall 2025. The breakdown of enrollments from Fall 2026 by academic program for both full-time and part-time students is presented in Appendix B.

In addition to traditional classes offered through our Grand Rapids Campus (Main and DeVos), Tassell M-TEC Center and our Lakeshore Campus, distance learning opportunities were available through web-based Internet courses, hybrid courses, and virtual courses (synchronous) for a total of 37% of all course enrollments. The distance learning options currently available to students are scattered throughout all academic programs and are not concentrated in any particular area.

Non-Credit Enrollment (headcount)

From July 2025 to June 2026, a total of 6,260 (duplicated) participated in learning opportunities through Workforce Training, Non-Credit Apprenticeships, or Job Training.

B. Projected Enrollment for Next Five (5) years

Credit Enrollment (headcount)

GRCC has experienced enrollment growth since Fall 2021 despite a global pandemic and the decline over the prior decade. GRCC is remaining conservative as we approach the probable demographic cliff. The enrollment projections remain flat (0 percent growth annually) for the time period 2027-2032.

Table 2 Projected Fall Credit Enrollment

Projected Fall Credit Enrollment for 2027-28 to 2031-2032

Year (Academic Year)	Projected credit enrollment based on flat enrollment
2027-28 to 2031-32	12,382

GRCC reviews all academic programs on a five-year cycle and continues to work with community partners, transfer institutions and local employers to identify and innovate new program and technical/career offerings.

Non-Credit Enrollment (headcount)

Non-credit enrollments in the workforce training sector are projected to increase by 20% over the next 5 years. New partnerships are being developed and when successfully onboarded, will serve more students. Job Training and Non-credit Apprenticeships are expected to remain stable in that same timeframe.

Table 3 Projected Non-Credit Enrollment

Projected Non-Credit Enrollment for 2026- 2027 to 2030-2031

Year (Fiscal Yr)	Workforce Training (Duplicated)	Job Training	Non-Credit Apprenticeship	Total Projected Enrollments
2026-2027	6,510	181	643	7,334
2027-2028	6,770	181	643	7,594

2028-2029	7,041	181	643	7,865
2029-2030	7,323	181	643	8,147
2030-2031	7,616	181	643	8,440

C. Enrollment Patterns for Previous Five (5) Years

Credit Enrollment (Headcount)

Table 4 presents credit enrollments for fall and winter semesters for the past five years. Overall, fall enrollment has stabilized to the same level and winter increased by 4% over the five- year span.

Table 4 Credit Enrollment Counts

Credit Enrollment Counts for Fall and Winter Semesters 2021-2022 to 2025-2026

Year	Fall	% Change	Winter	% Change2
2021-2022	12,685	4.4	11,442	1.1
2022-2023	11,777	-7.2	11,089	-3.1
2023-2024	12,157	3.2	11,487	3.6
2024-2025	12,410	2.1	11,911	3.7
2025-2026	12,463	0.4	11,912	0

Non-Credit Enrollment (Headcount)

Tables 5, 6, and 7 show the non-credit enrollment history for the past five (5) years. It is important to note that the School of Workforce Training went through some changes including some grant programs ending which directly led to the noticeable decrease in enrollment.

Table 5 Workforce Training Non-Credit Enrollment

**Non-Credit
Enrollment for
2021-2022 to 2025-
2026, Workforce
Training
(Duplicated)**

Year	Number	% Change
2021-2022	-	-
2022-2023	12,180	-
2023-2024	11,052	-9.3
2024-2025	10,428	-5.6
2025-2026	6,260	-40.1

Table 6 Job Training Non-Credit Enrollment

**Non-Credit
Enrollment for
2021-2022 to
2025-2026, Job
Training**

Year	Number	% Change
2021-2022	220	49.7
2022-2023	174	-20.9
2023-2024	151	-13.2
2024-2025	191	26.5
2025-2026	181	-5.2

Table 7 Non-Credit Apprenticeship Enrollment

**Non-Credit
Enrollment for
2021-2022 to 2025-
2026, Non-Credit
Apprenticeship**

Year	Number	% Change
2021-2022	753	-4.3
2022-2023	765	1.6
2023-2024	880	15
2024-2025	924	5
2025-2026	643	-30.4

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

Table 8 provides instructional staff to student ratios for Fall 2026. Please note that this ratio includes full-time faculty only (no adjunct faculty).

Table 8 Instructional Staff to Student Ratios

**Instructional Staff to
Student Ratios for
Fall 2026 (Credit)**

Year	Number of Full- Time Instructional Staff	Number of Students Enrolled in Credit Programs	Ratio
Fall 2026	200	12,382	1 : 61

Table 9 provides the ratio of administrative staff to students for Fall 2026.

Table 9 Administrative Staff to Student Ratios

**Administrative
Staff to Student
Ratios for Fall
2026 (Credit)**

Year	Number of Administrators	Number of Students Enrolled in Credit Programs	Ratio
Fall 2026	53	12,382	1 : 233

E. Projection of Future Staffing Needs

Staffing needs are reviewed annually as part of the budget development process. Changing needs and adjustments are routinely managed through attrition. Increased staffing needs due to grant funded work are reviewed through the grant development process and may support an increase in program and service personnel.

F. Current and Projected Average Class Size

Table 10 provides information on average class size for students enrolled in credit courses. The projected average class size for Fall 2026 and beyond is 21 students.

Table 10 Average Class Size

**Average Class
Size**

Year	Total Number of Lecture Sections	Average Number of Students Per Section
Fall 2022	1447	20.4
Fall 2023	1321	23.5
Fall 2024	1280	22.2

Fall 2025	1,347	21.9
Fall 2026	1,457	20.3

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, People Culture and Equity, Human Resources, Payroll, and Purchasing.

Building Type: 100% Office

Applied Technology Center is a three-level, 210,637 square-foot academic building housing GRCC technology and culinary arts programs as well as some Ferris State University Grand Rapids' programs. It has one level of parking beneath level 1. The 2020 addition is LEED certified.

Building Type: 5% Office; 2% Auditorium; 30% Classroom; 40% Laboratory Classrooms; 23% parking garage.

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

Building Type: 3% Office; 97% Parking Garage

Bungalow (Carriage House) is a two story 2,335 square foot house. It is used as a scenario training facility for police academy search tactics and simulation exercises and a portion is also used for storage.

Building Type: 75% Training, 25% Storage

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

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

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

Building Type: 100% Service

Custer Alumni House is a 6,585 square foot building consisting of 2-levels and a basement. The building was renovated in 2021 and is home to the GRCC Foundation and Alumni Services. This is a LEED certified building.

Building Type: 100% Office

College Park Plaza is a six-story, 48,913 square-foot building housing faculty offices for seven academic departments along with administrative offices for Marketing & Communications and Grants offices. The building will undergo a full interior renovation beginning in January 2027, with targeted completion December 2027.

Building Type: 62% Office, 38% Parking

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

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

Ford Field House is a three-level, 74,319-square-foot building housing a multipurpose gymnasium/arena, fitness center, the Athletic and Exercise Science Departments and classes for Exercise Science, Police Academy and employee wellness.

Building Type: 66% Gymnasium; 17% Laboratory Classroom; 12% Fitness Center, 5% Office

Ford Rec Center – This four-level, 44,000-square-foot building previously housed a competitive swim pool and weight training rooms. This building has recently been renovated and includes an indoor turf area, fitness center, athletic department offices and student gathering spaces. The facility re-opened in fall 2025.

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

Learning Resource Center - GRCC received Capital Outlay Planning Authorization for this facility under Public Act 321 of 2023 and Construction Authorization under Public Act 135 of 2024. Renovations are currently underway with expected completion late fall 2026 and official opening January 2027. Upon completion, the facility will be a two-level, 77,868 square foot building housing the college library, disability support services, counseling, academic testing and support, media, the Woodrick Center for Equity and Inclusion and a student cafe' market.

Building Type: 50% Library; 47% Office, 3% Classroom

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

Building Type: 6% Office; 94% Parking Garage

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

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

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

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

Raleigh J. Finkelstein Hall is a seven-level, 210,000-square-foot building containing mostly classrooms, as well as several administrative, departmental, and student service offices. This is a LEED certified building.

Building Type: 17% Office; 1% Administrative; 71% Classroom; 11% Service

Sneden Academic Hall is an 88,820 square foot, 3 story building with a basement. The first floor houses the Information Technology (IT) department, administrative and student services offices, conference rooms, student gathering spaces and food service area. The remaining two floors are general purpose classrooms.

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

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

Building Type: 99% Parking, 1% Office

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

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

Steven C. Ender Hall is a 12,620 square foot, 3-level historical home with a basement. The facility was renovated in 2020 and houses the Center for High-Impact Experiences and the Grand Rapids Promise Zone. This is a LEED certified building.

Building Type: 100% Office

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

Building Type: 100% Office

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

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

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

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

Lakeshore Campus - is a one-level, 51,178 square foot facility located in Holland, Michigan. The facility was formerly a JC Penney store in the Shops at Westshore. The Lakeshore campus officially opened in August 2021. This is a LEED certified building.
Building Type: 7% Office; 64% Classroom; 29% Laboratory Classroom

B. Classroom and/or Classroom Utilization Rates

GRCC buildings house a variety of instructional learning spaces ranging from traditional general-purpose classrooms to specialty labs and academic support areas. Most on-campus GRCC courses run Monday through Thursday, with some additional classes and labs on Friday and Saturday. During peak hours, classroom utilization rates for general purpose classrooms range between 65% - 80%. Academic deans monitor enrollment and seat utilization closely, with average seat utilization between 85% - 95%. During off-peak AM and PM hours, utilization ranges from 35% - 80%, depending on the type of instructional facility. The majority of evening courses are offered Monday through Thursday with specialty lab spaces at full utilization and capacity. Non-credit workforce training is also expanding with new health industry apprentice programs. These new programs meet on a regular, daily basis, limiting access to required labs due to existing traditional program offerings. Classrooms and instructional spaces are also used for related lab activities, non-credit training and workshop activities, academic support services, meetings, information literacy courses and community partnership initiatives.

C. Mandated Facility Standards

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

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

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

The college's Master Plan was updated in 2020, integrating the college's strategic plan with a campus-wide space analysis and space needs assessment. Developing the new campus master plan involved input from internal and external stakeholders, a comprehensive campus space utilization study and an analysis of parking supply and demand needs along with urban mobility trends.

The overall goal of the master planning effort was to assist the College in translating strategic goals and objectives into a physical plan that identifies where GRCC should focus resources to meet future demands for the next ten to twenty years. The plan serves as a road-map for future capital improvements needs and opportunities.

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

GRCC received Capital Outlay Planning Authorization for this facility under Public Act 321 of 2023 and Construction Authorization under Public Act 135 of 2024. **Renovations began in spring of 2025 and the facility will officially open for services in January 2027.** When completed, the Learning Resource Center renovation will allow GRCC to more effectively align resources and services such as advising, tutoring, counseling and learner support services – increasing student persistence and completion toward their career goals. Students and faculty will experience:

- A dynamic and inclusive center where innovative and traditional resources are accessible and supported
- A transformed space that promotes independent and collaborative student engagement
- A hub where essential student services are visible and inviting
- A space that helps shape a sense of belonging and community for students
- A design that invites faculty and staff collaboration and innovation

College Park Plaza is a seven-story office building that primarily houses academic department and faculty offices, as well as Marketing, Communications and Grants. The Board of Trustees approved \$18 million in 2025 to support a major interior renovation to address deferred maintenance issues, improve student services and wayfinding, furniture lifecycle replacements and address office equity for faculty. The design work is complete and the renovation work will begin January 2027.

The **Leslie E Tassell M-TEC** is home to GRCC's School of Workforce Training. The facility was built in 2000 on a former brownfield zone in the heart of Grand Rapids' industrial corridor. The facility supports short-term job training programs, workforce training programs, apprenticeship programs and short term/customized training programs. As the building approaches the 25 year mark, infrastructure upgrades are needed, furniture lifecycle replacements are needed as well as a review of existing student and customer service spaces to address growth in programs, services and staffing. The college is currently engaging with a professional AE firm to complete a review and cost analysis for financial planning purposes.

Spectrum Theater was built in 1997 and houses theater department offices and classrooms, a 250 seat auditorium and bakery kitchens for the Secchia Institute for Culinary Education. Major building systems and infrastructure are nearing end of life. HVAC, emergency power systems, life safety systems, restrooms and general building conditions are all in need of upgrades.

Sneden Hall is a three-story facility, housing general purpose classrooms, Academic Outreach and High School Partnership programs, the Information Technology Department and a food service cafe'. Additionally, space is leased to Grand Rapids Public School for a high school completion program, and the Kent Intermediate School District who provide Adult Ed GED completion and ESL courses. The facility is on the DeVos campus, within the historic Heritage Hill neighborhood. The facility needs improvements and renovations to its existing mechanical and electrical infrastructure, as well as maintenance throughout the exterior building envelope (roof, tuck pointing, exterior doors). Significant interior renovations are needed on the first floor to more effectively utilize space for student and administrative services. Additionally, Sneden is home to the GRCC Police Academy and Corrections Officer training programs. Growth in these programs, storage needs for specialized equipment, training vehicles and the unique curricular activity requirements of these programs present ongoing challenges in a building with other classes and student populations.

The **Student Center** currently houses the Center for Student Life and Leadership, TRIO Program, Dean of Students, Academic Advisors, Occupational support program, the college operated food pantry, campus bookstore, and food service areas. Beginning in January, the spaces vacated by the departments that move to the Learning Resource Center will be used as swing space during the College Park Plaza renovation. Although the facility has undergone bond-funded infrastructure renovations to improve HVAC, fire protection and lighting, the spaces within the facility are still inadequate for expanding services and operations. Remaining infrastructure concerns include deteriorating cast-in-place concrete (cracking, spalling and efflorescence), stormwater piping leaks, corroding exterior doors, non-ADA-compliant toilet rooms, deteriorated atrium stair nosings and deck coatings, and aging HVAC equipment—including an end-of-life air-handling unit, return fans and cabinet unit heaters—as well as outdated lighting controls and lighting systems, creating a need to prioritize interim repairs and

life-safety/accessibility improvements in consideration of the facility's anticipated eventual replacement. This building is adjacent to a 2500 space parking facility, which together occupy the entire block in the center of campus. Both structures are nearing end of life and institutional strategic discussions regarding this next phase of the master plan and impact for the institution are beginning to occur.

Cook Hall - The first floor of Cook Hall was renovated in 2007 when GRCC, after lengthy engagement with faculty regarding learning environment needs, piloted a new classroom and learning space design. That pilot became the starting basis of design for the Cook Hall Capital Outlay project in 2014/2015, which renovated floors two through five. At that time, no additional improvements were made on the first floor. Consequently, the first floor is now in need of significant HVAC upgrades, along with renovations to classrooms that were not part of the original pilot, and improvements for acoustical separation between open pedestrian areas and tutoring and academic support labs.

The continued expansion of **IT and IT services** requires ongoing infrastructure improvements across campus as well as expanded space for technical maintenance, equipment repair, storage, staff and student support areas. Both students and faculty need to be able access technology support for the numerous devices and applications that support active learning.

Program Specific Needs:

- **Organic Chemistry Laboratory Renovation:** On behalf of the Physical Sciences department, GRCC has engaged an architectural and engineering firm to conduct a feasibility study and cost estimate for a comprehensive renovation of the heavily utilized, 30-year-old organic chemistry lab. Because expanded activities have pushed safety and storage to their limits, a full renovation has been proposed with total estimated costs ranging from \$2.5 to \$2.8 million. Funding has been approved to address this renovation in summer 2027.
- **Visual Arts** - A recent accreditation visit by the National Association of Schools of Art and Design (NASAD) identified safety and ventilation concerns in the lab space that supports pottery, 3-D design and sculpture. In response to those findings, GRCC hired an architecture and engineering company to provide an assessment of the health and safety issues for the identified rooms, spaces, and equipment. Short term solutions have been implemented to address these concerns, however, a more substantial renovation is necessary to meet long term curricular and program needs.
- **Public Safety, Police and Corrections Academy** - These programs are currently housed in Sneden Hall, share space in the fieldhouse and need to rely on external partners for Emergency Vehicle Operations training. State-mandated training requires practicing high-risk scenarios, traffic stops, foot pursuits, building searches,

and active threat responses. Conducting these in shared spaces at the DeVos Campus frequently causes concern among non-criminal justice staff and students. Measures taken to minimize campus disruptions directly compromise the depth and realism of student instruction.

- **HVAC** - The HVAC program is housed in the Applied Technology Center. We are currently unable to meet the enrollment demand due to existing lab space capacity limitations for expansion. Expanding and revitalizing lab space is needed to support enrollment growth, equipment upgrades and new technology.
- Currently **Student Affairs** related services and support operations are spread among many campus buildings. Continuous improvement to the service model has re-aligned and expanded staffing for academic advising, adult learner recruitment and enrollment services. Fragmented and limited physical space options are beginning to impact service alignment. Strategic conversations regarding the opportunity to centralize operations, accommodate growth, and support the service integrations needed to minimize student barriers will be needed as part of future master planning efforts.

Recent Renovations/New Construction

GRCC has continued to advance the various initiatives and projects identified in the Master Plan as well as address priority deferred maintenance needs.

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

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

The Recreation Center was designed with all students in mind. Whether it's working out in the new fitness center, studying between classes, joining friends for a game or finding a quiet spot to recharge, the Fieldhouse is a flexible and welcoming space for the campus community. A new canopy/green roof entrance is currently under construction with completion scheduled in November.

Deferred Maintenance Projects:

- Snedden roof replacement
- Science Building exterior envelope
- Elevator modernization
- Parking ramp and skywalk repairs
- Swing Chiller replacements

A. Replacement Value of Existing Facilities

See attached Facility Assessment, Appendix D.

B. Utility System Condition

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

C. Facility Infrastructure Condition

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

D. Projected Utilities and Infrastructure Adequacy

Adequate utilities and infrastructure systems are in place to support the 5-year projected programmatic needs.

E. Enterprise-wide Energy Plan

Grand Rapids Community College operates under an established Energy Conservation Policy paired with comprehensive energy management and an environmental stewardship framework focusing on campus-wide carbon reduction, efficiency upgrades, and resource conservation. Goals and objectives include carbon reduction, support college-wide climate action and lower the institution's overall carbon footprint. Energy consumption, reduce electricity and utility usage across campus buildings. Infrastructure and sustainability, optimize resource use with smart HVAC upgrades and high-efficiency LED lighting. Green building standards, pursue Leadership in Energy and Environmental Design (LEED) certifications for campus construction and renovations.

Grand Rapids Community College has utilized targeted energy audits at multiple campus buildings including Calkins Science Center, Ford Field House, and the Applied Technology Center. The ongoing strategy and timetable for these audits occur when tracking continuous utility data flags unexpected or sharp upward consumption trends and in lockstep with rolling equipment life-cycle replacements such as ongoing LED retrofits and HVAC modernizations. The College approaches building diagnostics organically and systematically

through major infrastructural updates and educational integrations. Rather than commissioning massive campus-wide audits all at once, GRCC triggers detailed energy data reviews and mechanical engineering audits.

F. Land Owned, Future Development Capacity

No additional land is owned for development opportunities.

G. Buildings Obligated to State Building Authority

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

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

Facility Assessment 5-Year Plan

GRCC contracted with Tower Pinkster in 2024 to complete a full assessment of twenty-three facilities to identify capital deficiencies, deferred maintenance needs and prioritize critical areas. The criteria used to evaluate each facility included:

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

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

Section 5 – Implementation Plan

A. Prioritize Major Capital Projects Requested from the State

GRCC received Capital Outlay Planning Authorization for the Learning Resource Center under Public Act 321 of 2023 and Construction Authorization under Public Act 135 of 2024. That project will be completed in December 2026. No new project request is being submitted for FY 2028.

B. Deferred Maintenance Backlog

GRCC's estimated deferred maintenance backlog is approximately \$30.3 million. Projects are listed in order, by building, and prioritized by a scoring system taking into account both the consequences of the problem as well as the need. The consequence of the problem ranks each item in terms of its critical nature. This ranges from the most critical items that are considered to be a hazard to life, health, or safety, to the least critical, such as a condition that reduces the functional utility of the facility or results in extensive energy consumption. The need of the problem ranks each item from the most critical, those that if not accomplished, will result in serious and irrevocable loss or damage, to those that are desirable or necessary to improve handicap accessibility. The resulting sum of these two factors results in the overall priority score, where the lowest numerical number relates to the highest priority.

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

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

C. Planned Expenditure Rate of Return

Over the past five years, GRCC has completed over \$60 million in major facility improvements. The improvements made are expected to generate significant savings due to energy efficiency improvements and reduction in the deployment of maintenance resources.

D. Alternatives to New Infrastructure

The COVID pandemic required faculty and student service areas to innovate delivery in new and different ways. Online, virtual and hybrid delivery services are now expected in this post-pandemic environment, giving students even more choices for the instructional delivery that best supports their personal learning styles and schedules. Students are more likely to select a blend of delivery styles, which require campus spaces that can support a variety of full class, small group and/or individuals learning environments. Formal and informal learning spaces that provide the necessary IT and electrical infrastructure to support a variety of modalities will be required.

E. Major Maintenance Items in Excess of \$1 Million, 2026-2031

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

F. Non-routine Maintenance

1. Parking Ramp repairs are funded from college auxiliary funds (parking revenue from student parking). GRCC is planning to invest \$3 million over the next three years for major repairs including structural concrete repairs, deck coating, parking striping, elevator modernization and waterproofing restoration.
2. GRCC is beginning to plan for the eventual demolition of Parking Ramp A – formerly known as the Bostwick Parking structure. This ramp is a six-level, 2,500 space parking facility with a 16,000 square-foot office space area. The ramp is located at the center of campus and has been criticized for its design, layout, and operational considerations, in addition to its age and aesthetics. The 2020 Master Plan proposes reclaiming this valuable space and converting to a smaller, more efficient parking structure and incorporating new green space in the center of campus.

At a regular meeting of the members of the Board of Trustees (the "Board") of Grand Rapids Community College, Michigan (the "College"), held at the College on September 21st, 2026.

Present: Trustees: Brame, Bruinsma, Gordon,
Lovelady Mitchell, Williams

Absent: Trustees: Lopez, Siegel

The following preamble and resolution were offered by Trustee Williams,
Daniel, and seconded by Trustee Lovelady Mitchell, Brandy

Whereas, Grand Rapids Community College is a community college duly constituted under Act 94 of the Michigan Public Acts of 1979, as amended ("Act 21");

And whereas, the State of Michigan, through Public Act 94 of the Michigan Public Acts of 1979 has indicated that the appropriation noted in Section 230 (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 (2);

Now, therefore, be it resolved by the Board of Trustees of the Grand Rapids Community College:

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

Category A: Economic Development and Business or Industry Partnerships (must meet 4 of 5)

Best Practices by Category	Examples of Adherence
(i) The community college has active partnerships with local employers including hospitals and health care providers.	GRCC partners with healthcare employers from across the state to secure clinical training sites. These agreements support students in the Nursing, Dental, OTA, RAD Tech, and CVT programs. In academic year 25/26, GRCC partnered with eighty-six (86) clinical sites within the Grand Rapids area and an additional twenty-five (25) sites outside the Grand Rapids area. These partnerships provide the practical experience required for healthcare education in support of workforce needs. Through the West Michigan BSN Connect program, ADN graduates transferred from GRCC to Davenport University, Ferris State University, or Grand Valley State University. This pathway saved BSN students time and money and allowed graduates to transition quickly

Best Practices by Category	Examples of Adherence
	into open positions with healthcare providers to meet regional staffing shortages. GRCC offers a co-curricular Medical Career Gateway Program in collaboration with Corewell Health and both of Michigan State University's medical schools. This program provides personalized support, professional development, and hands-on experiences to prepare students for medical school. In academic year 25/26, 21 GRCC students participated, gaining valuable advice from GRCC biology faculty members, mentorship from MSU medical students, mentorship from MSU Associate Deans of Admissions, and job shadowing opportunities with Corewell physicians. GRCC created the FutureTech Careers Program, combining services and programming offered through the Strengthening Community Colleges 4 and the National Science Foundation Experiential Learning in Emerging and New Technologies (ExLENT) grants. The program supported students in Emerging Technology and Advanced Manufacturing today and builds systems to support tomorrow's students. Recent enrollment figures included: 121 students enrolled, 79 who trained with local employers (40,290 minutes of student-employer engagement), \$95,178 in paid internships, scholarships, and emergency support for students. We also created 8 career success modules and 9 career success digital badges. 31 Local employers engaged in this work including Amway, Comerica Bank, Macatawa Technologies, Slothwerks, and many more.
(ii) The community college provides customized on-site training for area companies, employees, or both.	In the academic year 25/26, GRCC provided customized training to 37 companies, through 463 classes, reaching 898 people. In addition, 353 companies were served through workforce training, job training, construction electrical and continuing education/professional development.
(iii) The community college supports entrepreneurship through a small business assistance center or other training or consulting activities targeted toward small businesses.	GRCC supported small businesses in West Michigan in collaboration with several community-based organizations and employer groups including: the Literacy Center of West Michigan, Hispanic Center of West Michigan, the West Michigan Hispanic Chamber of Commerce, Urban League of West Michigan. and West Michigan Center for Arts and Technology (WMCAT). GRCC also offered online classes through Cengage Learning's Ed2Go that ranged from project management, how to write a business plan, e-commerce, Quickbooks and budgets, and many other titles. GRCC supported 230 small business employers in 2025-26.

Best Practices by Category	Examples of Adherence
(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.	GRCC continued to be very active with industry partnerships at its various campuses located in Kent and Ottawa counties. The Tassell MTEC is located in a Grand Rapids Opportunity Zone and offers active hands-on training programs. In academic year 25/26, the Tassell MTEC offered programs in automotive repair, artificial intelligence, automation, certified nursing assistant, construction trades, computer support, direct support professionals, green infrastructure, electrical, pre-lineworker, energy industry fundamentals, medical assistant pharmacy technician, phlebotomy, public works, wastewater and fresh water treatment, and welding. Programming contained national credentials to validate learning. Programs in construction (builders license) and certified nursing assistant, medical assistant, CNC machining, and welding have also been offered integrated with English language learning to meet the needs of our community. GRCC co-owns the Advanced Manufacturing Partnership Lab (AMP) at Western Michigan University's Grand Rapids Campus where CNC machining and apprenticeship programs for manufacturing were conducted. GRCC offered a Certified Nursing Assistant program and digital skills at labs in the Holland Home. In 25/26, students in GRCC's health programs experienced advanced technology through coursework and campus laboratories. GRCC's dental clinic transitioned to paperless digital accounts using Upscale Dental software. In GRCC's Occupational Therapy Assistant labs, students trained using smart home equipment, integrating electronic aids to daily living. Finally, the nursing program continued to incorporate technological advances to simulation labs which aided in providing real-world experiences prior to entering the patient care environment. These modern tools prepared students to meet current workplace standards. GRCC operates the AI Incubator which seeks to provide upskilling workshops for local employers and community members, for example the Hispanic Center of West Michigan, the West Michigan Hispanic Chamber of Commerce, Michigan Community College Association among others. Community members can earn the Google AI Certificate and AWS AI Practitioner Certificate free of charge. In the academic year 2025-2026, 280 people participated in free AI Incubator events.

Best Practices by Category	Examples of Adherence
(v) The community college has active partnerships with local or regional workforce and economic development agencies.	GRCC has active partnerships with a number of local and regional workforce and economic development agencies, including West Michigan Works!, The Right Place, Lakeshore Advantage, The Source, TalentFirst, City of Grand Rapids Economic Development Department, Downtown GR Inc, Hello West Michigan, Discover Manufacturing, Michigan Manufacturing Technology Center- West, West Michigan Health Career Council, West Michigan Tech Talent, the Construction Workforce Development Alliance, Agribusiness Consortium, City of Holland Economic Development, and the Michigan Manufacturing Association. In addition, there are partnerships with community-based non-profits working in workforce development (e.g., Goodwill of Greater Grand Rapids, LINC UP, Bethany Christian Services, Urban League of West Michigan, KConnect, the Hispanic Center of West Michigan, West Michigan Hispanic Chamber of Commerce, United Way of Kent County, Habitat for Humanity of Grand Rapids, Grand Rapids Chamber of Commerce, South Kent Chamber of Commerce, West Coast Chamber, and LAUP (Latin Americans United for Progress). In the academic year 25/26 GRCC staff members served and continue to serve on boards for The Source, The Right Place, The Right Place councils, and West Michigan Works!

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

Best Practices by Category	Examples of Adherence
(i) The community college has active partnerships with regional high schools, intermediate school districts, and career-tech centers to provide instruction through dual enrollment, concurrent enrollment, direct credit, middle college, or academy programs.	GRCC currently maintains over 90 active partnerships within the KISD public, non-public, and charter high schools, intermediate school districts, technology centers, and collaborative homeschooling networks to facilitate dual enrollment opportunities. In the academic year 25/26, GRCC provided and communicated multiple Zoom information sessions for community members, students and parents to facilitate understanding of college level expectations and support early college experiences. The Challenge Scholars program focus moved to assisting high school seniors. The office of High School Partnerships worked with Union High School staff and Promise Zone to support students who were interested in dual enrollment to provide seamless support as these students transitioned to degree seeking status after their senior year.

Best Practices by Category	Examples of Adherence
(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.	Each year, Grand Rapids Community College partners with the Urban League of West Michigan to host the African American Male Achievement Conference. In March 2026, GRCC welcomed more than 1,100 African American young men representing over 26 schools from West Michigan and across the state. The conference is a collaborative effort among the Urban League of West Michigan, Grand Rapids Public Schools, Grand Rapids Community College, Grand Valley State University, and the City of Grand Rapids. Throughout the event, students participated in engaging workshops, leadership development sessions, and activities designed to inspire academic success, personal growth, and future career exploration. GRCC also hosts the Latinx Youth Conference annually in partnership with the Hispanic Center of West Michigan. The 2026 conference was held in March and welcomed 844 eighth-grade students from five school districts: Grand Rapids Public Schools, Wyoming, Godfrey-Lee, Grandville, and Sparta. The Latinx Youth Conference is designed to inspire Latinx students to pursue higher education, explore diverse career pathways, and embrace their cultural identity. The theme for this year's conference, "Explore Today, Lead Tomorrow," encouraged students to discover their potential, envision their future, and develop the confidence to become tomorrow's leaders. In early May 2026, GRCC hosted the annual GRPS Grade School to Grad School for Girls (G3) conference aimed to support young women in developing life skills, self-esteem, and career skills. Over 320 girls from GRPS attended. This year's theme was "Exhibiting Her Excellence." Grades ranging from 6th-9th from over 12 GRPS schools. GRCC partnered with Junior Achievement to offer JA Girls' Dream Fair: A STEM Experience in March 2026 for over 200 middle and high school girls. The college also partnered with STEM Greenhouse to offer the Sankofa Academy for 40 at-risk middle school students in June - July, 2025. GRCC partnered with The Pi Academy to offer a Pi Camp in June 2026. The college hosted 20 students aged 11-14, who participated in coding games including playing a pizza delivery game, programming robot cars, and exploring electronics. They also took home a full Raspberry Pi computer setup (computer, monitor, keyboard, and mouse). GRCC also hosted Community STEM Day: Families and community members of all ages explored science, technology, engineering and math during Community Stem Day in March 2026. Community STEM

Best Practices by Category	Examples of Adherence
	Day is a free, hands-on event designed to spark curiosity and inspire learners through interactive activities led by GRCC faculty, students and staff. Participants took advantage of exploring anatomy, biology, chemistry, physics, math, health sciences, psychology and more through engaging, drop-in experiences offered throughout the day. This year, the college hosted 800 participants. Additionally, GRCC offered Workforce Fridays in collaboration with local schools. These are skilled trade-specific career experiences in construction, welding, and automotive. In 2025-26, GRCC partnered with Kentwood and Northview Public schools, holding 27 classes with a total of 53 students.
(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.	The Bridges to College (B2C) Raider Ready Program is an innovative college readiness initiative designed to support traditional-age students as they transition successfully from high school to Grand Rapids Community College. Through a comprehensive nine-week summer experience, the program helped students build the academic confidence, college knowledge, and sense of belonging that are essential for long-term success. Participants enrolled in college coursework while engaging in a structured series of co-curricular experiences focused on student success, leadership development, career exploration, financial literacy, wellness, and campus engagement. Students developed relationships with faculty, advisors, peer mentors, and dedicated program staff who provide individualized guidance and ongoing support. The program also familiarized students with college resources and services, ensuring they know where to seek assistance before the fall semester begins. A total of 44 students participated in the program at both the Lakeshore and Grand Rapids campuses during Summer 2026.
(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.	Following up on the lessons learned from a recent grant project (the Immigrant Student Success Grant), the college focused on a few things during the last academic year: - Continued the ESL Fast Track Workshops– The GRCC Fast Track workshop gave students the opportunity to test out of ESL classes that they no longer needed (from a skills perspective). The fast-track workshops literally speed up the pace with which students' progress toward their broader educational goals, and we anticipate that students will likely be retained at higher rates. - Offered a remote testing option for ESL students who were required to take the LOEP (Levels of English Proficiency) test. - Initiated a plan to offer the Fast Track CDA Formal Training Hours Certificate in Spanish. This certificate provides the 120 required formal training hours for the Child Development

Best Practices by Category	Examples of Adherence
	Associate (CDA) credential. We are preparing to “go live” with offering the Spanish version of the program in the Winter 27 semester.
(v) The community college has active partnerships with regional 4-year colleges and universities to promote successful transfer, such as articulation, 2+2, or reverse transfer agreements or operation of a university center.	GRCC currently has 46 active partnerships with 4-year colleges and universities, including articulated programs and 8 reverse transfer agreements. The articulated programs can be separated into the following categories, with the number of each indicated: • Articulated Pre-Majors (2+2 agreements): 26 • Articulated Pre-Majors (3+1 agreements): 2 • Articulated Pre-professional programs (3+1 agreements): 4 • Articulated Pre-professional programs (2+2 agreements): 1 • Articulated Career Programs (2+2 agreements): 5 • In addition, GRCC promotes successful transfer through offering pre-majors in the following categories: • General Pre-Majors: 41 • General Pre-Professional Programs: 4

Category C: Community Services (must meet 4 of 5)

Best Practices by Category	Examples of Adherence
(i) The community college provides continuing education programming for leisure, wellness, personal enrichment, or professional development.	In the academic year 25/26, GRCC provided 380 continuing education courses serving 3,988 students. The Tassell MTEC hosted 75 in person information sessions for 47 local high schools and older youth community-based organizations. MTEC staff held 10 virtual information sessions for 12 local high schools and older youth community-based organizations. These information sessions were focused on career exploration that could lead to personal enrichment or professional development for the attendees. 69 older learners (senior learners over 55 years old) participated in fitness classes, water aerobics, and wellness/mindfulness learning opportunities.
(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.	In academic year 25/26, GRCC partnered with the Grand Rapids Choir of Men and Boys. Albert P. Smith Music Center provided rehearsal space for the choir. The Musician's League of Grand Rapids also used the music center for their annual testing in February of 2026. GRCC provided opportunities for community members to enroll in ensembles that met several times a week that accommodated most work schedules. These ensembles were: Campus Band, Kent

Best Practices by Category	Examples of Adherence
	Philharmonic Orchestra, Percussion Ensemble, Community Guitar Ensemble, Flute Ensemble, and Trombone Choir. They met one evening each week. In addition, all of the college's performing ensembles presented multiple concerts and recitals in the academic year 25/26 that were free to students, low cost to others, and open to all. The music department partnered with local venues outside of GRCC to expand the community reach and engagement of our department. GRCC has a long-standing partnership with Saint Cecilia Music Center, where we performed several concerts in 25/26. The college's department-wide collage concert, Musical Moods was held at Northview High School in November, 2025. Additionally, in October, 2025, GRCC's bands, orchestra, and guitar ensemble performed a concert at Ottawa Hills High School where the GRCC Ottawa Hills High School Band performed side-by-side with the GRCC Wind Ensemble. In March, 2026 the Music Department hosted a high school honor band where over 100 high school students came to campus for 2 days to rehearse and perform a concert at Saint Cecilia Music Center. In addition, GRCC continued its longstanding commitment to fostering inclusion, belonging, and community engagement through the 31st Annual Diversity Lecture Series. The 2025–2026 series, themed “Cultivating a Culture of Care,” provided students, employees, and community members with opportunities to engage in meaningful dialogue around empathy, inclusive leadership, mental health and wellness, cultural identity, educational equity, STEM access, and social justice. The series featured a diverse group of local and nationally recognized leaders and scholars, including Dr. Brandi Pritchett-Johnson, Carlos Sanchez, Dr. Keli Christopher, Dr. Robert Shorty, and Calvetta Watlington of the Pauli Murray Center for History and Social Justice. Through these programs, GRCC continued to create accessible opportunities for learning, critical dialogue, and connection while strengthening relationships between the college and the broader West Michigan community.
(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,	The GRCC Library and Learning Commons actively serves the community with resources that support lifelong learning. The public has full access to the library space, services, staff expertise, and collections that include over 75,000 print books and 25,000 print journals and magazines. The library provides access to our digital

Best Practices by Category	Examples of Adherence
museums, art galleries, or television or radio stations.	collections, computer workstations, and research help from our faculty librarians. In the academic year 25/26, the library scheduled several community events through the college's Campus Common initiative. Furthermore, the library offered enrichment programming in collaboration with area public libraries. The Linn Maxwell Keller Recital Hall is home to many of the small ensemble concerts and recitals. Recitals are always at no cost to the public and concerts are reasonably priced. GRCC operates the Collins Art Gallery and typically holds 4 separate visual arts shows. GRCC's Spectrum Theater is home not only to the College's Theater program, but also two community theater groups: Actor's Theater and Jewish Theater Grand Rapids. Both the Collins Art Gallery and the Spectrum Theater were Art Prize Venues in Fall 25. The college hosted an Art Prize reception on 9/23/25.
(iv) The community college operates public facilities to promote leisure or wellness activities for community members including gymnasiums, athletic fields, tennis courts, fitness centers, hiking or biking trails, or natural areas.	GRCC operates a gymnasium, a fitness center, including cardio and strength fitness equipment, locker rooms, indoor artificial turf area, and leisure spaces that are all open to the public and are available for community use.
(v) The community college promotes, sponsors, or hosts community service activities for students, staff, or community members.	The College offers opportunities for students to serve the community through course-based experiences where faculty offer options to students to serve their community as part of meeting course learning outcomes within their courses. In academic year 25/26, 15 course sections offered this opportunity and 160 students successfully completed the activity. Day of Service events were facilitated last year with 44 students serving 6 community organizations. The Woodrick Center for Inclusion and Multicultural Affairs offered the following events during academic year 25/26: MLK Week included MLK-themed conversations, events, and a day of service volunteering to decorate bags in partnership with Kids Food Basket

Best Practices by Category	Examples of Adherence
	• Film Screening & Dialogue “One Night in Miami” • Guest speaker Dr. Dar Mayweather • MLK 40th commemoration event in coordination with Davenport University and Grand Valley State University. • Juneteenth Celebration • A Glimpse of Africa Festival

Adopted this day of 21st September, 2026

Yeas: Trustees: Brame, Bruinsma, Gordon,
Lovelady Mitchell, Williams

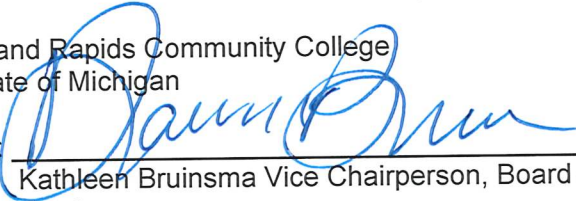
Nays: 0

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, 2026, 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.

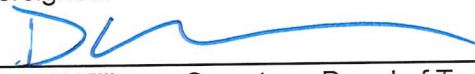
Grand Rapids Community College
State of Michigan

By:


Kathleen Bruinsma Vice Chairperson, Board of
Trustees

Countersigned:

By:


Daniel Williams, Secretary, Board of Trustees

Appendix B
GRCC Fall 2026
Enrollment by Program Plan—Full-Time and Part-Time^{1,2}

Plan code	Program Name	CIP	Full Time	Part Time	All	% of Total
003	Dual Enrollment/Concurrent Enrollment (003)	24.00	13	1120	1133	9.1%
006	General Studies, A.G.S. (006)	24.01	67	119	186	1.5%
101	Pre-Business, A.A. (General) (101)	24.01	112	64	176	1.4%
102	Business Administration, A.B. (102)	52.01	154	216	370	3.0%
120	Child Development, A.A.A.S. (120)	19.07	12	25	37	0.3%
125	Marketing, A.B. (125)	52.18	60	51	111	0.9%
127	Management and Supervision, A.B. (127)	52.02	22	58	80	0.6%
128	Accounting, A.B. (128)	52.03	47	99	146	1.2%
133	Fast Track CDA Formal Training Hours, Certificate (133)	19.07		5	5	0.0%
134	Data Science, Certificate (134)	11.08		4	4	0.0%
147	Network Administration, A.A.A.S. (147)	11.09	21	47	68	0.5%
149	Computer Programming, A.A.A.S. (149)	11.02	25	53	78	0.6%
150	Pre-CyberSecurity, A.A. (General Transfer) (150)	24.01	32	38	70	0.6%
151	Culinary Arts, A.A.A.S. (151)	12.05	86	71	157	1.3%
152	Corrections, A.A.A.S. (152)	43.01	5	4	9	0.1%

Appendix B
GRCC Fall 2026
Enrollment by Program Plan—Full-Time and Part-Time^{1,2}

Plan code	Program Name	CIP	Full Time	Part Time	All	% of Total
153	Juvenile Services, A.A.A.S. (153)	43.01	7	15	22	0.2%
154	Addiction Studies, Certificate (154)	51.15	1	9	10	0.1%
156	Baking and Pastry Arts, Certificate (156)	12.05	11	21	32	0.3%
157	Culinary Arts, Certificate (157)	12.05	2	6	8	0.1%
158	Personal Chef, Certificate (158)	12.05	5	6	11	0.1%
159	Craft Brewing, Packaging, and Service Operations, Certificate (159)	52.09		2	2	0.0%
160	Web/UX Design and Development, A.A.A.S. (160)	11.08	14	40	54	0.4%
165	Computer Support Specialist, A.A.A.S. (165)	11.10	23	52	75	0.6%
166	CyberSecurity, Certificate (166)	11.10	12	33	45	0.4%
167	Artificial Intelligence Certificate (167)	11.01		6	6	0.0%
168	Artificial Intelligence, A.A.A.S. (168)	11.01	6	9	15	0.1%
169	Supply Chain Operations Management, Certificate (169)	52.04	4	15	19	0.2%
170	Entrepreneurship, Certificate (170)	52.07	3	10	13	0.1%
171	Retail Management, Certificate (171)	52.02		6	6	0.0%
172	Corrections, Certificate (172)	43.01	1	0	1	0.0%
180	Child Development, A.A.A.S. (180)	19.07	13	37	50	0.4%

Appendix B
GRCC Fall 2026
Enrollment by Program Plan—Full-Time and Part-Time^{1,2}

Plan code	Program Name	CIP	Full Time	Part Time	All	% of Total
182	Cloud Computing Certificate (182)	11.09		3	3	0.0%
183	Artificial Intelligence Practitioner, Certificate (183)	11.01		9	9	0.1%
184	Data Science, A.A.A.S. (184)	11.08	6	14	20	0.2%
201	Pre-Art, A.A. (General) (201)	50.07	24	21	45	0.4%
215	Digital Audio Specialist, Certificate (215)	10.02	1	9	10	0.1%
220	Associate of Music, A.M. (220)	50.09	20	20	40	0.3%
250	Photography, A.F.A. (250)	50.06	12	29	41	0.3%
251	Fine Arts, A.F.A. (251)	50.07	32	55	87	0.7%
255	Interior Design, A.F.A. (255)	50.07	33	37	70	0.6%
305	Radiologic Technology, A.A.A.S. (305)	51.09	1	42	43	0.3%
340	Occupational Therapy Assistant, A.A.A.S. (340)	51.08	9	33	42	0.3%
361	Nursing, A.D.N. (361)	51.38	19	91	110	0.9%
369	ADV Stand Nursing, A.D.N. (369)	51.38	7	12	19	0.2%
371	Practical Nursing-In Class, Certificate (371)	51.39	1	62	63	0.5%
382	Cardiovascular Technology, A.A.A.S. (382)	51.09		1	1	0.0%
384	Magnetic Resonance Imaging (MRI), A.A.A.S. (384)	51.09		1	1	0.0%

Appendix B
GRCC Fall 2026
Enrollment by Program Plan—Full-Time and Part-Time^{1,2}

Plan code	Program Name	CIP	Full Time	Part Time	All	% of Total
386	Neurodiagnostic Technology, A.A.A.S.(386)	51.09	1	2	3	0.0%
392	Dental Assisting-FT, Certificate (392)	51.06	16	0	16	0.1%
393	Dental Assisting-FT, A.A.A.S. (393)	51.06	6	1	7	0.1%
394	Dental Hygiene, A.A.A.S. (394)	51.06	56	1	57	0.5%
395	Dental Assisting-PT, Certificate (395)	51.06		1	1	0.0%
397	Cardiovascular Technology, A.A.A.S. (397)	51.09	11	17	28	0.2%
402	Pre-Multimedia Journalism, A.A. (General) (402)	24.01	13	10	23	0.2%
420	Paraprofessional Education, A.A.A.S. (420)	13.15	2	3	5	0.0%
431	Pre-Theater, A.A. (General) (431)	24.01	5	11	16	0.1%
450	Pre-Computer Information Systems, A.A. (General) (450)	24.01	12	24	36	0.3%
500	Pre-Allied Health Science (Physical Therapy/Physician Assistant) A.A. (General Transfer) (500)	24.01	71	94	165	1.3%
522	Pre-English, A.A. (522)	24.01	12	23	35	0.3%
523	Pre-Communication Studies, A.A. (General) (523)	24.01	28	28	56	0.5%
524	Pre-Writing, A.A. (General Transfer) (524)	24.01	11	20	31	0.3%
525	Pre-Criminal Justice, A.A. (General Transfer) (525)	24.01	94	49	143	1.2%

Appendix B
GRCC Fall 2026
Enrollment by Program Plan—Full-Time and Part-Time^{1,2}

Plan code	Program Name	CIP	Full Time	Part Time	All	% of Total
526	Pre-Gender Studies, A.A. (General Transfer) (526)	24.01	1	0	1	0.0%
527	Pre-French, A.A. (General Transfer) (527)	24.01		1	1	0.0%
528	Pre-Spanish, A.A. (General Transfer) (528)	24.01	4	5	9	0.1%
529	Pre-Psychology-Behavior Analysis, A.A. (General Transfer) (529)	24.01	25	26	51	0.4%
530	Pre-Psychology, A.A. (General Transfer) (530)	24.01	128	141	269	2.2%
531	Pre-Philosophy, A.A. (General Transfer) (531)	24.01	8	6	14	0.1%
532	Pre-Social Work, A.A. (General Transfer) (532)	24.01	65	111	176	1.4%
533	Pre-Anthropology, A.A. (General Transfer) (533)	24.01	12	2	14	0.1%
535	Pre-Political Science, A.A. (General Transfer) (535)	24.01	34	22	56	0.5%
536	Pre-Economics, A.A. (General Transfer) (536)	24.01	11	3	14	0.1%
537	Pre-Sociology, A.A. (General Transfer) (537)	24.01	10	8	18	0.1%
538	Pre-Geography, A.A. (General Transfer) (538)	24.01	1	2	3	0.0%
539	Pre-International Relations, AA (539)	24.01	3	6	9	0.1%
540	Pre-History, A.A. (General Transfer) (540)	24.01	17	16	33	0.3%
541	Pre-Global & International Studies, A.A. (General Transfer) (541)	24.01	1	1	2	0.0%
545	Pre-Geology, A.A. (General) (545)	24.01	4	7	11	0.1%

Appendix B
GRCC Fall 2026
Enrollment by Program Plan—Full-Time and Part-Time^{1,2}

Plan code	Program Name	CIP	Full Time	Part Time	All	% of Total
547	Pre-Computer Science, A.A. (General Transfer) (547)	24.01	36	29	65	0.5%
549	Pre-Physics, A.A. (General Transfer) (549)	24.01	4	4	8	0.1%
550	Pre-Biochemistry, A.A. (General) (550)	24.01	7	10	17	0.1%
551	Pre-Environmental and Sustainability Studies, A.A. (General Transfer) (551)	24.01	19	20	39	0.3%
552	Pre-Chemical Engineering, A.A. (General) (552)	24.01	5	5	10	0.1%
553	Pre-Engineering, AA (553)	24.01	126	94	220	1.8%
555	Pre-Cell and Molecular Biology, A.A. (General) (555)	24.01	6	8	14	0.1%
559	Pre-Neuroscience, A.A. (General Transfer) (559)	24.01	12	9	21	0.2%
560	Pre-Biology, A.A. (General Transfer) (560)	24.01	76	65	141	1.1%
570	Pre-Pharmacy, A.A. (General) (570)	24.01	29	20	49	0.4%
575	Pre-Exercise Science, A.A. (General) (575)	24.01	27	22	49	0.4%
580	Pre-Hospitality Management (Specialized Management), A.A. (FSU) (580)	24.01	1	4	5	0.0%
605	Pre-Master of Architecture, A.A. (Lawrence Technological University) (605)	24.01	9	2	11	0.1%
609	Pre-Manufacturing Engineering Technology, A.A. (FSU) (609)	24.01	6	13	19	0.2%

Appendix B
GRCC Fall 2026
Enrollment by Program Plan—Full-Time and Part-Time^{1,2}

Plan code	Program Name	CIP	Full Time	Part Time	All	% of Total
610	Architectural Technology, A.A.A.S. (Ferris State University-Facility Management) (610)	04.09	1	1	2	0.0%
614	Architectural Technology, A.A.A.S. (Ferris State Univ-Construction Management) (614)	04.09	1	6	7	0.1%
616	Pre- Early Childhood Education, AA (Ferris State University) (616)	24.01	6	8	14	0.1%
617	Pre-Elementary Education, A.A.-FSU (617)	24.01	22	21	43	0.3%
619	Pre-Optometry, A.A. (Ferris State University) (619)	24.01	2	1	3	0.0%
622	Music and Entertainment Business A.A. (3 + 1, Ferris State University) (622)	24.01	8	5	13	0.1%
625	Pre-Exercise Science-Aquinas, A.A. (625)	24.01		4	4	0.0%
626	Pre-Engineering Design Technology, A.A. (Western Michigan University) (626)	24.01	4	3	7	0.1%
627	Pre-Engineering Management Technology, A.A. (Western Michigan University) (627)	24.01	2	2	4	0.0%
628	Pre-Industrial & Entrepreneurial Engineering, A.A. (Western Michigan University) (628)	24.01	1	4	5	0.0%
629	Pre-Manufacturing Engineering Technology, A.A. (Western Michigan University) (629)	24.01	1	2	3	0.0%
630	Pre-Public Health, A.A. (Western Michigan University) (630)	24.01	2	11	13	0.1%
631	Music, A.M. (Western Michigan University) (631)	50.09	12	5	17	0.1%

Appendix B
GRCC Fall 2026
Enrollment by Program Plan—Full-Time and Part-Time^{1,2}

Plan code	Program Name	CIP	Full Time	Part Time	All	% of Total
632	Pre-Business Administration, A.A. (Western Michigan University) (632)	24.01	19	4	23	0.2%
633	Child Development, A.A.A.S. (WMU - Early Childhood General & Special Ed: Birth through Kindergarten)	19.07	1	5	6	0.0%
634	Child Development, A.A.A.S. (Western MI Univ - Child Dev. Family Sci./Serv. Youth/Com. Dev.)	19.07	4	1	5	0.0%
635	Pre-Exercise Science, A.A. (Western Michigan University - Applied) (635)	24.01	4	2	6	0.0%
637	Pre-Recreation/Sport Management, A.A. (Western Michigan University) (637)	24.01	7	1	8	0.1%
638	Pre-Exercise Science, A.A. (Western Michigan University-Clinical Exercise Science) (638)	24.01	4	1	5	0.0%
639	Pre-Nutrition and Dietetics, A.A. (Western Michigan University) (639)	24.01	6	11	17	0.1%
643	Pre-Business, A.A. (Cornerstone University) (643)	24.01	5	0	5	0.0%
648	Pre-Early Childhood, Gen/Spl & Elem Ed (Birth-Grade 3), A.A. (Western Michigan University) (648)	24.01	8	3	11	0.1%
655	Pre-Mathematics, A.A. (General) (655)	24.01	9	6	15	0.1%
656	Pre-Computing, A.A. (GVSU - Comp. Science Soft. Engineer Artificial Intelligence) (656)	24.01	3	1	4	0.0%
657	Pre-Environmental and Sustainability Studies, A.A. (Grand Valley State University) (657)	24.01	14	8	22	0.2%

Appendix B
GRCC Fall 2026
Enrollment by Program Plan—Full-Time and Part-Time^{1,2}

Plan code	Program Name	CIP	Full Time	Part Time	All	% of Total
658	Pre-Cybersecurity, A.A. (Grand Valley State University) (658)	24.01	8	1	9	0.1%
659	Pre-Exercise Science, A.A. (Grand Valley State University) (659)	24.01	32	21	53	0.4%
660	Pre-Business, A.A. (Grand Valley State University) (660)	24.01	126	74	200	1.6%
662	Pre-Exercise Science, A.A. (Grand Valley State University - Clinical Exercise Science) (662)	24.01		3	3	0.0%
663	Pre-Exercise Science-Health Fitness Instruction-GVSU, A.A. (663)	24.01	1	3	4	0.0%
664	Pre-Sport Management-GVSU, A.A. (664)	24.01	6	6	12	0.1%
667	Pre-Birth to Kindergarten, A.A. (Grand Valley State University) (667)	24.01	3	9	12	0.1%
668	Pre-Pedagogical Content Knowledge for Elementary Teaching + Educational Studies, A.A. (GVSU) (668)	24.01	46	34	80	0.6%
670	Pre-Biology, A.A. (Aquinas College) (670)	24.01	3	3	6	0.0%
680	Pre-Biological Laboratory Science, A.A. (3+1, Davenport University) (680)	24.01	2	3	5	0.0%
685	Pre-Accounting, A.B. (3+1, Davenport University) (685)	52.03	43	47	90	0.7%
686	Pre-Business, A.B. (3+1, Davenport University) (686)	52.02	39	55	94	0.8%
687	Pre-Management, A.B. (3+1, Davenport University) (687)	52.03	21	24	45	0.4%
688	Pre-Marketing, A.B. (3+1, Davenport University) (688)	52.19	17	9	26	0.2%
701	Pre-Chemistry, A.A. (General) (701)	24.01	8	4	12	0.1%

Appendix B
GRCC Fall 2026
Enrollment by Program Plan—Full-Time and Part-Time^{1,2}

Plan code	Program Name	CIP	Full Time	Part Time	All	% of Total
797	Plastics-Polymer Engineering Technology, A.A.A.S. (Ferris State Univ-Manufacturing Eng Tech) (797)	15.06	1	0	1	0.0%
798	Plastics-Polymer Engineering Technology, A.A.A.S. (Ferris State Univ-Plastics Eng Tech) (798)	15.06	1	1	2	0.0%
809	Law Enforcement, A.A.A.S. (809)	43.01	13	0	13	0.1%
817	Gerontology, Certificate (817)	19.07		2	2	0.0%
848	Guest Student (848)	24.01	14	183	197	1.6%
850	Personal Interest (850)	12.00	11	326	337	2.7%
902	Welding Skills, Certificate (902)	48.05	1	6	7	0.1%
903	Electrical Controls Engineering Technology, A.A.A.S. (903)	15.04	22	72	94	0.8%
904	Mechanical Design, A.A.A.S. (904)	15.13	20	24	44	0.4%
906	Electronics Engineering Technology, A.A.A.S. (906)	15.03	9	16	25	0.2%
908	Tooling and Manufacturing Technology, A.A.A.S. (908)	48.05	4	18	22	0.2%
912	Heating, Ventilation, AC/Refrigeration Technology, A.A.A.S. (912)	47.02	30	39	69	0.6%
918	Industrial Maintenance, Certificate (918)	47.03	2	21	23	0.2%
920	Tooling and Manufacturing Technology, Certificate (920)	48.05		2	2	0.0%
921	Automotive Technology, Certificate (921)	47.06	2	18	20	0.2%

Appendix B
GRCC Fall 2026
Enrollment by Program Plan—Full-Time and Part-Time^{1,2}

Plan code	Program Name	CIP	Full Time	Part Time	All	% of Total
922	Automotive Technology, A.A.A.S. (922)	47.06	50	42	92	0.7%
923	Electrical Controls/Mechatronics, Certificate (923)	15.04	2	27	29	0.2%
924	Heating, Ventilation, AC/Refrigeration Technology, Certificate (924)	47.02	8	23	31	0.3%
925	Architectural Technology, A.A.A.S. (925)	04.09	30	35	65	0.5%
926	Electronics Engineering Technology, Certificate (926)	15.03		5	5	0.0%
927	Pre-Photography, A.A. (General) (927)	50.07	8	4	12	0.1%
928	Mechanical Design, Certificate (928)	15.13	3	17	20	0.2%
931	Welding, Certificate (931)	48.05	8	16	24	0.2%
932	Welding Technology, A.A.A.S. (932)	48.05	24	38	62	0.5%
935	Plastics-Polymer Engineering Technology, A.A.A.S. (935)	15.06		5	5	0.0%
940	Quality Science, Certificate (940)	15.07		7	7	0.1%
942	Automotive Maintenance and Light Repair, Certificate (942)	47.06	1	2	3	0.0%
945	Plastics-Polymer Engineering Technology, Certificate (945)	15.06		3	3	0.0%
954	Manufacturing Apprenticeship, Certificate (954)	15.06	1	246	247	2.0%
970	Computer Numeric Control (CNC) Programming Certificate (970)	48.05		5	5	0.0%
978	Automation, Certificate (978)	15.04		1	1	0.0%

Appendix B
GRCC Fall 2026
Enrollment by Program Plan—Full-Time and Part-Time^{1,2}

Plan code	Program Name	CIP	Full Time	Part Time	All	% of Total
985	Industrial Maintenance Technology, A.A.A.S. (985)	47.03	3	22	25	0.2%
212A M	Recording Technology, A.M. (212AM)	10.02	27	16	43	0.3%
P01	Pathway Degree with Business Concentration, A.A. (P01)	24.01	347	191	538	4.3%
P02	Pathway Degree with Health and Exercise Sciences Concentration, A.A. (P02)	24.01	629	1235	1864	15.1%
P03	Pathway Degree with Human Services, Education, and Social Sciences Concentration, A.A. (P03)	24.01	1	18	19	0.2%
P04	Pathway Degree with Manufacturing and Applied Technology Concentration, A.A. (P04)	24.01	37	73	110	0.9%
P05	Pathway Degree with Math, Science, and Engineering Concentration, A.A. (P05)	24.01	157	175	332	2.7%
P06	Pathway Degree with Music and Theater Concentration, A.A. (P06)	24.01	22	23	45	0.4%
P07	Pathway Degree with Culinary Arts, Hospitality, and Brewing Concentration, A.A. (P07)	24.01	23	19	42	0.3%
P08	Pathway Degree with Art, Architecture, and Mechanical Design Concentration, A.A. (P08)	24.01	94	80	174	1.4%
P09	Pathway Degree with Humanities, English, Language, & Communication Studies Concentration, A.A. (P09)	24.01	38	58	96	0.8%
P10	Pathway Degree with Computer Information Systems Concentration, A.A. (P10)	24.01	69	78	147	1.2%
P11	Pathway Degree with Education and Child Development Concentration, A.A. (P11)	24.01	98	78	176	1.4%

Appendix B
GRCC Fall 2026
Enrollment by Program Plan—Full-Time and Part-Time^{1,2}

Plan code	Program Name	CIP	Full Time	Part Time	All	% of Total
P12	Pathway Degree with Public Service Concentration, A.A. (P12)	24.01	45	45	90	0.7%
P13	Pathway Degree with Social and Behavioral Sciences Concentration, A.A. (P13)	24.01	240	486	726	5.9%

¹ Data was collected on the Fall 2026 count date (September 3, 2026)

² Report authored by Institutional Research on September 16, 2026

Degrees and Certificates

Students may earn the following degrees and certificates:

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

Academic Programs and Pathways

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

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

Mechanical & Architectural Design

Architectural Technology, A.A.A.S.

Mechanical Design Certificate

Mechanical Design, A.A.A.S.

Visual Arts Programs

Fine Arts, A.F.A.

Interior Design, AFA

Photography, A.F.A

Pre-Art, A.A

Pre-Photography, A.A.

Business

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

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

Business Programs

Accounting, A.B.

Business Administration, A.B.

Entrepreneurship Certificate

Management & Supervision, A.B.

Marketing, A.B.

Retail Management Certificate

Supply Chain Operations Management, Certificate

Pre-Business, A.A

Computer Information Systems

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

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

Computer Applications Programs

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

Culinary Arts, Hospitality, and Brewing

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

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

Secchia Institute for Culinary Education

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

Education and Child Development

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

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

Education and Child Development

Child Development, A.A.A.S.
Child Development (MTA Eligible), A.A.A.S

Fast Track CDA Formal Training Hours Certificate

Health and Exercise Sciences

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

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

Health Programs

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

Exercise Science

Pre-Exercise Science, A.A.

Physical Science Programs

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

Humanities, English, Language, and Communication Studies

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

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

English

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

Language and Thought Programs

Pre-Communication Studies, A.A.

GRCC Capital Outlay – Appendix C
2026.27 Academic Programs

Pre-French, A.A.
Pre-Interdisciplinary Humanities, A.A.
Pre-Multimedia Journalism (General), A.A.
Pre-Philosophy, A.A.
Pre-Spanish, A.A.

Manufacturing and Applied Technology

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

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

Applied Technology Programs

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

Automotive Programs

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

Manufacturing Programs

Computer Numeric Control (CNC) Programming Certificate
Manufacturing Apprenticeship Certificate
Machine Tool Certificate
Quality Science Certificate
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 Skills Certificate
Welding Certificate
Welding Technology, A.A.A.S.

Math, Science, and Engineering

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

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

GRCC Capital Outlay – Appendix C
2026.27 Academic Programs

Biological Sciences Programs

Pre-Biology, A.A.

Math

Pre-Engineering, A.A.

Pre-Mathematics, A.A.

Physical Science Programs

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

Pre-Biochemistry, A.A.

Pre-Cell and Molecular Biology, A.A.

Pre-Chemical Engineering, A.A.

Pre-Chemistry, A.A.

Pre-Environmental and Sustainability Studies, A.A.

Pre-Geology, A.A.

Pre-Pharmacy, A.A.

Pre-Physics, A.A.

Music and Theater

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

Careers in theater include acting, theater management, scenographer, education, directing, and a host of others.

All students are invited to participate in music and theater courses at GRCC.

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

Music Programs

Associate of Music, A.M.

Digital Audio Specialist Certificate

Recording Technology, A.M.

Theater Programs

Pre-Theater, A.A.

Public Service

The Public Service Pathway is an excellent option for students who have a desire to help improve individual lives and as well as society as a whole. Academic programs in this pathway can lead to careers in law enforcement, substance abuse counseling, corrections, juvenile services, private investigation, or security among others. Careers in public service are growing fast, and qualified people who have a desire to serve our citizenry are in high demand.

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

Criminal Justice Programs

Addiction Studies Certificate

Corrections Certificate

Corrections, A.A.A.S.

GRCC Capital Outlay – Appendix C
2026.27 Academic Programs

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

Social and Behavioral Sciences

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

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

Psychology Programs

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

Social Science

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

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

Architectural Technology, A.A.A.S (Ferris State University – Facility Management)
Child Development, A.A.A.S (Western Michigan University-Family Science and Services or Youth and Community Development)
Child Development, A.A.A.S (Western Michigan University-Early Childhood and Special Education: Birth through Kindergarten)
Music, A.M. (Western Michigan University)
Music and Entertainment Business, A.A. (3+1, Ferris State University)
Plastics-Polymer Engineering Technology, A.A.A.S. (Ferris State University - Manufacturing Engineering Technology)
Plastics-Polymer Engineering Technology, A.A.A.S (Ferris State University - Plastics Engineering Technology)
Pre-Accounting, A.B. (3+1, Davenport University)

GRCC Capital Outlay – Appendix C
2026.27 Academic Programs

Pre-Birth to Kindergarten, A.A. (Grand Valley State University)
Pre-Biology, A.A. (Aquinas College)
Pre-Biological Laboratory Science, A.A. (3+1, Davenport University)
Pre-Business, A.A. (Cornerstone University)
Pre-Business, A.A. (Grand Valley State University)
Pre-Business, A.B. (3+1, Davenport University)
Pre-Business Administration, A.A. (Western Michigan University)
Pre-Computing, A.A. (GVSU-Comp Science/Soft. Engineer/Artificial Intelligence)
Pre-Cybersecurity, A.A. (Grand Valley State University)
Pre-Elementary Education, A.A. (Ferris State University)
Pre-Early Childhood Education, A.A. (Ferris State University)
Pre-Early Childhood Education and Special Education and Lower Elementary Education-Birth through Grade 3, A.A. (Western Michigan University)
Pre-Engineering Design Technology, A.A. (Western Michigan University)
Pre-Engineering Management Technology, A.A. (Western Michigan University)
Pre-Environmental and Sustainability Studies, A.A. (Grand Valley State University)
Pre-Exercise Science, A.A. (Ferris State University)
Pre-Exercise Science, A.A. (Grand Valley State University)
Pre-Exercise Science, A.A. (Western Michigan University-Applied Exercise Science)
Pre-Exercise Science, A.A. (Western Michigan University-Clinical Exercise Science)
Pre-Industrial & Entrepreneurial Engineering, A.A. (Western Michigan University)
Pre-Management, A.B. (3+1, Davenport University)
Pre-Manufacturing Engineering Technology, A.A. (Ferris State University)
Pre-Manufacturing Engineering Technology, A.A. (Western Michigan University)
Pre-Marketing, A.B. (3+1, Davenport University)
Pre-Master of Architecture, A.A. (Lawrence Technological University)
Pre-Nutrition and Dietetics, A.A. (Western Michigan University)
Pre-Optometry, A.A. (Ferris State University)
Pre-Pedagogical Content Knowledge for Elementary Teaching & Educational Studies, A.A. (Grand Valley State University)
Pre-Public Health, AA (Western Michigan)
Pre-Sports Management, A.A. (Grand Valley State University)
Pre-Recreation/Sports Management, A. A. (Western Michigan University)

Grand Rapids Community College

Facility Condition Index

Date: August 24, 2026

Building	Deferred Maintenance	Replacement Value	Facility Condition Index (FCI)
Administration Building	\$2,094,151	\$6,423,120	32.60%
Applied Technology Center	\$3,959,030	\$95,814,220	4.13%
Bungalow (Carriage House)	\$482,283	\$704,670	68.44%
Calkins Science Center	\$971,424	\$66,522,450	1.46%
Chiller Plant	\$183,454	\$4,975,210	3.69%
College Park Plaza & Parking Ramp	\$1,371,760	\$16,747,930	8.19%
Cook Academic Hall & Parking Ramp	\$4,266,542	\$52,982,810	8.05%

Building	Deferred Maintenance	Replacement Value	Facility Condition Index (FCI)
Custer Alumni House	\$204,039	\$1,567,650	13.02%
Ford Fieldhouse	\$249,642	\$26,870,720	0.93%
Ford Rec Center	\$0	\$26,361,822	0.00%
Lakeshore Campus	\$4,919	\$15,499,480	0.03%
Learning Resource Center	\$0	\$26,739,850	0.00%
Music Center	\$187,637	\$13,792,070	1.36%
Phyllis Fratzke Early Childhood Learning Lab	\$289,998	\$7,003,330	4.14%
Raleigh J. Finkelstein Hall	\$2,389,776	\$92,666,250	2.58%
Ramp A/Bostwick Office Suite	\$1,826,611	\$61,746,820	2.96%

Building	Deferred Maintenance	Replacement Value	Facility Condition Index (FCI)
Ramp B/Facilities/GRCC Police	\$1,203,346	\$29,637,330	4.06%
Ramp C	\$464,588	\$7,684,150	6.05%
Snedden Hall	\$1,443,636	\$29,411,380	4.91%
Spectrum Theater	\$1,171,236	\$13,031,620	8.99%
Steven C Ender Hall	\$184,758	\$2,984,590	6.19%
Student Center	\$3,575,567	\$27,900,270	12.82%
Tassell MTEC	\$1,981,330	\$28,075,110	7.06%
White Hall	\$1,855,549	\$6,192,780	29.96%
TOTAL	\$30,361,277	\$661,335,632	4.59%

Facility Condition Index (FCI) Benchmarks

The FCI uses empirical data to benchmark relative measures of conditions across campus facilities:

- **Good Condition:** FCI value less than 5%
- **Fair Condition:** FCI value between 5% and 10%
- **Poor Condition:** FCI value greater than 10%

Condition Assessment Summary:

Based on these FCI values, **five buildings are in poor condition:**

1. Bungalow (Carriage House) — 68.44%
2. Administration Building — 32.60%
3. White Hall — 29.96%
4. Custer Alumni House — 13.02%
5. Student Center — 12.82%

These buildings have the most immediate need for replacement work due to high costs associated with building, mechanical, and infrastructure upgrades relative to total building replacement value.

Grand Rapids Community College

Deferred Maintenance Summary

Date: August 24, 2026

Building	2026–2027	2027–2028	2028–2029	2029–2030
Administration Building	\$2,094,151	\$2,182,105	\$2,273,754	\$2,369,251
Applied Technology Center	\$3,959,030	\$4,125,309	\$4,298,572	\$4,479,112
Bungalow (Carriage House)	\$482,283	\$502,539	\$523,646	\$545,639
Calkins Science Center	\$971,424	\$1,012,224	\$1,054,738	\$1,099,037
Chiller Plant	\$183,454	\$191,159	\$199,188	\$207,554
College Park Plaza & Parking Ramp	\$1,371,760	\$1,429,374	\$1,489,407	\$1,551,962
Cook Academic Hall & Parking Ramp	\$4,266,542	\$4,445,737	\$4,632,458	\$4,827,021
Custer Alumni House	\$204,039	\$212,609	\$221,538	\$230,843
Ford Fieldhouse	\$249,642	\$260,127	\$271,052	\$282,437

Building	2026–2027	2027–2028	2028–2029	2029–2030
Ford Rec Center	\$0	\$0	\$0	\$0
Lakeshore Campus	\$4,919	\$5,125	\$5,340	\$5,565
Learning Resource Center	\$0	\$0	\$0	\$0
Music Center	\$187,637	\$195,518	\$203,730	\$212,287
Phyllis Fratzke Early Childhood Learning Lab	\$289,998	\$302,178	\$314,869	\$328,094
Raleigh J. Finkelstein Hall	\$2,389,776	\$2,490,147	\$2,594,733	\$2,703,712
Ramp A/Bostwick Office Suite	\$1,826,611	\$1,903,329	\$1,983,269	\$2,066,566
Ramp B/Facilities/GRCC Police	\$1,203,346	\$1,253,886	\$1,306,549	\$1,361,425
Ramp C	\$464,588	\$484,100	\$504,432	\$525,619
Snedden Hall	\$1,443,636	\$1,504,269	\$1,567,448	\$1,633,281

Building	2026–2027	2027–2028	2028–2029	2029–2030
Spectrum Theater	\$1,171,236	\$1,220,428	\$1,271,686	\$1,325,097
Steven C Ender Hall	\$184,758	\$192,518	\$200,604	\$209,029
Student Center	\$3,575,567	\$3,725,741	\$3,882,222	\$4,045,276