



**Grand Rapids Community College
State of Michigan FY 2022
Five-Year Capital Outlay Plan**

**Approved by GRCC Board of Trustees
October 19, 2020**

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Section 1 - Mission Statement

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

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

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

In September 2015, Achieving the Dream announced that Grand Rapids Community College was one of 19 community colleges nationwide to earn Leader College distinction – a national designation awarded to community colleges that commit to improving student success and closing achievement gaps. In 2016, GRCC received the Gold Star from the Michigan Veterans Affairs Agency recognizing GRCC as a Veteran Friendly School at the highest level they award and in 2017 the Michigan Association of Continuing Education and Training awarded GRCC's Workforce Training the Program of the Year award for Integrated ESL/CNC Machining Program. In May 2020, GRCC was one of 16 in the nation named a 2020 Most Promising Places to Work in Community Colleges by the National Institute for Staff and Organizational Development and the publication *Diverse: Issues in Higher Education*. Most recently, Grand Rapids Community College's leadership in promoting equity and inclusion was recognized by Corp! Magazine with the **2020 Diversity Focused Company Award**.

GRCC’s downtown campus encompasses an eight-block area located in downtown Grand Rapids, and the DeVos campus located in the Heritage Hill neighborhood, two blocks east. GRCC also offers courses at a variety of off-campus locations including the Tassell Michigan Technical Education Center (M-TEC®) and at numerous high schools in Kent County. GRCC’s Lakeshore campus, located in Ottawa County, offers a full slate of learning opportunities across five locations. 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 become a consolidated GRCC Lakeshore Campus. The site is currently under renovation and will open for fall 2021.

GRCC’s primary service area is the Kent Intermediate School District (Kent County), with an estimated population of 648,594. (US Census – V2017) Additionally, we serve the contiguous counties of Ottawa, Allegan and Ionia, as well as drawing students from all areas of the State of Michigan.

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

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

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

VISION
GRCC provides relevant educational opportunities that are responsive to the needs of the community and inspires students to meet economic, social and environmental challenges to become active participants in shaping the world of the future.
MISSION
GRCC is an open access college that prepares individuals to attain their goals and contribute to the community.

VALUES

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

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

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

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

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

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

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

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

GOALS

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

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

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

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

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

INSTITUTIONAL LEARNING OUTCOMES

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

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

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

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

GRCC Strategic Plan - 2018 – 2022

Strategic Goal #1: Teaching and Learning

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

CAP 1.1 Schedule and Program Optimization

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

CAP 1.2 Strengthen Our Systems for the Assessment of General Education

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

CAP 1.3 Expand and Improve Outcomes in On-Line Learning

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

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

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

Strategic Goal #2: Completion and Transfer

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

CAP 2.1 Implement the Academic Pathways Model at GRCC

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

CAP 2.2 Establish and Implement a New Model for Academic Advising

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

CAP 2.3 Improve the Student Transfer Experience

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

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

- Monitoring student intent against completion
- Monitor academic credit progress

Strategic Goal #3: Equity

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

CAP 3.1 Close Achievement Gaps/Accelerate Achievement for Student Segment Groups (Project Closed)

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

CAP 3.2 Build an Inclusive Campus for All

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

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

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

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

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

Strategic Goal #4: Community Impact

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

CAP 4.1 Establish a Career and Resource Center (Project Closed)

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

CAP 4.2 - Create a System to Identify and Recruit Youth

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

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

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

CAP 4.4 – Defining Partnerships

This CAP will respond to feedback from community partners on their relationship with GRCC focusing on partnership tracking, communication and metrics. The purpose of the project is to systemize and track community partnerships.

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

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

Strategic Goal #5: Infrastructure and Sustainability

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

CAP 5.1 Improve Campus Safety and Security

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

CAP 5.2 Investigate the Effectiveness of the Current Campus Enterprise System

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

CAP 5.3 Implement a Campus-Wide Sustainability Effort

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

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

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

Section 2 – Instructional Programming

A. *Instructional Vision*

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

Our overarching goal for learning is:

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

The principles we hold to achieve this vision are:

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

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

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

more direct impact and, in some instances, scale-up potential. The charge and outcome for this visionary and strategic work focuses on raising the needle on student success and key outcome indicators for the institution.

Teaching and Learning

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

Completion and Transfer

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

Equity

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

Community Impact

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

Infrastructure and Sustainability

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

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

B. Existing Academic Programs

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

Degrees and Certificates

Students may earn the following degrees and certificates:

- Associate of Applied Arts & Sciences
- Associate of Arts
- Associate of Business
- Associate of Music
- Associate of Nursing
- Associate of Fine Arts
- Associate of General Studies
- 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. Photography, A.F.A Pre-Art, A.A
Pre-Photography, A.A. Interior Design, FA

Business

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

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

Business Programs

Accounting, A.B.
Business Administration, A.B.

Management &
Supervision, A.B.
Marketing, A.B.
Entrepreneurship
Certificate Retail
Management Certificate
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

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

Culinary Arts, Hospitality, and Brewing

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

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

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

Secchia Institute for Culinary Education

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

Health and Exercise Sciences

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

Students interested in Medical, Dental, Veterinary, or Pharmacy School should select the Math, Science, and Engineering Pathway.

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

Health Programs

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

Exercise Science

Pre-Exercise Science, A.A.

Physical Science Programs

Pre-Allied Health Science

(Physical Therapy/Physician
Assistant), A.A.

**Human Services, Education, and
Social Sciences**

The Human Services, Education, and Social Sciences Pathway is a good option for students who are compassionate, enjoy using research-based methods to serve others, and want to help improve individual lives and society as a whole. Academic programs in this pathway can lead directly to careers in education, public service, and the non-profit and government sector as well as those that require further education such as law, historic preservation, geographic information systems, financial planning, archeology, international studies, social work, psychology, and counseling. Graduates with these skills are in high demand by employers in a variety of fields and in graduate professional programs.

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

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

Education and Child Development

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

Psychology Programs Gerontology
Certificate

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

Social Science

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

Pre-Sociology, A.A.

Humanities, English, Language, and Communication Studies

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

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

English

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

Language and Thought Programs

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

English and Language & Thought Programs

Pre-Gender Studies, A.A.

Manufacturing and Applied Technology

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

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

Applied Technology Programs

Industrial Maintenance Certificate
Industrial Maintenance Technology,
A.A.A.S. Heating, Ventilation, Air
Conditioning/ Refrigeration

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

Automotive Programs

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

Manufacturing Programs

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.
Manufacturing Apprenticeship
Certificate Machine Tool
Certificate

Math, Science, and Engineering

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

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

Biological Sciences Programs

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

Math

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

Physical Science Programs

Pre-Biochemistry, A.A.
Pre-Chemical Engineering, A.A.
Pre-Chemistry, A.A.
Pre-Geology, A.A.
Pre-Pharmacy, A.A.
Pre-Environmental and Sustainability
Studies, 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.
Recording Technology,
A.M. Digital Audio
Specialist Certificate

Theater Programs

Pre-Theater, A.A.

Workforce Training Programs – All Certificate of Completion

Medical Assistant
Phlebotomy Skills for Healthcare
Deconstruction
Certified Production Technician
Industrial Sewing
Manufacturing
Job Readiness
Advanced Manufacturing Certificate Program
Certified Nursing Assistant
Sterile Processing Technician
Commercial Construction Certificate
Concrete Certification
Masonry Certification
Carpentry 1 and 2
Mechanical Certification
Sheet Metal Certification
Core Construction Certification
Construction Jump Start

Job Training Programs – All Certificate of Completion

Automotive Technician Computer
Support Technician Construction
Electrical
Introduction to Commercial Construction
Machinist/CNC Technician
Residential Construction
Welding/Fabrication
Technician

Continuing Education/Customized Training Offerings

Lean Manufacturing Champion Program
ISO 13485 and 14000 Internal Auditor
TS
16949 Internal Auditor
RJG Master Molder
RJG I Plastics Technician
Lean Administration & Boot Camp
Failure Mode and Effects Analysis
Culinary Bootcamp
Welding Basics Bootcamp
Introduction to Drones for Commercial Users
Drones Photo and Video Production
Customer Service
Leadership Topics:
 Coach to Manage
 Beyond Brainstorm
 Foundational Leadership
Implicit Bias for Frontline Supervisors
Digital Skills
Advanced Product Quality Planning
Production Part Approval Process
Corrective and Preventative Action
Leading Lean/Policy Development Value
Stream Mapping
SS Visual Organization/Visual Controls
Stabilizing for Flow
Mistake Proofing
Continuous Flow: Cell Design and Implementation
Understanding the People Side of Lean Job
Instruction and Standardized Work/Scientific Method

Designing and Implementing Pull Systems
Lean for High Mix/Low Volume Suppliers
Supply Chain/Purchasing
CNC Milling & Turning Basics
Datum Schemes for GD&T
Fundamentals of Welding
Introduction to Metal Removal
Manufacturing Terminology, Processes, and Practices
Design of Experiments
IATF 16949 Internal Auditor
Kata
Six Sigma
Teacher State Continuing Education
Clock Hour Programs (SCECH)
Workplace Performance
Skills Microsoft Word
Courses Assessments
Measuring and Gaging for Manufacturing
Arc Flash
Permit Required Confined Spaces
Training with Industry Workshops
TWI Certified Nurse Assistant
Testing Center Innovation and Design Theory
OSHA 30 hour & OSHA 10 hour
Geometric Dimensioning & Tolerancing (GD&T) for machine shop mgmt., machinists, & shop floor basics
GD&T Updates (ASME Y 14.5-2009)
Motorcycle Safety
Career Coaching
Certification Online
Cengage Learning
Online Pierson Workforce

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

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

The following Academic Program is currently under development:

Pre-Music and Entertainment Business A.A. (Ferris State University)

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

1. Student Services

GRCC Student Services continue to implement improvements and changes to the support services and programs offered at the college that provide the greatest value and benefit for the changing needs of the prospective, new, and returning

students. The college strives to advance the service systems and processes to provide an intentional student experience that is high-touch, high-tech, and highly engaging with a focus on student access, persistence, transfer, and completion. The use of continuous improvement practices has led to service reorganization, process streamlining, leveraging of technology resources, and services integration. These improvements have also included the future planning and changes to existing space to accommodate a more responsive and personalized service and learning environment. The goal is to continue to identify process improvement opportunities that increase student satisfaction, maintain quality and value, reduce response time on outbound and inbound student follow-up, maximize user-friendly self-service features, and increase engaging student contacts. We continue to assess the service space, and possible renovations, to accommodate self-service technologies, one-stop student service experiences, personalized student contact, and multi-purpose space utilization to meet student expectations. The current and future visioning and planning is toward moving and aligning services in a proximal and central location to improve student access, navigation, and satisfaction. This future vision also provides greater networking and efficiency opportunities for staff when serving and assisting students. Today's students require multiple contacts, strong and clear communication, and intentional engagement to support their personalized service requests, learning objectives, and educational expectations. All this is necessary to keep pace with the changing and diverse students we serve. The service support systems for the future must closely link and integrate services. This linkage will allow us to maximize existing staffing capacity, align for access and consistency, and collaborate across service units. These types of changes deliver a welcoming and inclusive experience, just-in-time support, and ensure a student success focused approach when students are inquiring, starting, persisting, and completing their educational and career goals at GRCC.

There are spaces on campus (Library, Student Center, Sneden Hall) that will require renovation to meet student service, academic support, and campus experience requirements. The student at the community college will utilize a campus and its facilities that provide study areas, on-campus food options, tutoring and academic support, out-of-class group sessions, and informal gathering and programming spaces. Students need access to experience the physical campus, social services, and learning spaces that support and enhance their college success. The College also requires renovated spaces and planned redesign for services (e.g., Academic Advising, Disability Support, mentoring, tutoring, and coaching) that will need to be comprehensive and customized. The student variables of today's student (e.g. part-time to full-time 70/30, first generation, underrepresented student increase, underprepared, ready for high demand jobs) will need to be integrated into future space redesign.

2. Academic Foundations Program (AFP)

AFP is geared to meet the needs of under-prepared students enrolling at GRCC. This

population continues to increase along with their demand for support. GRCC was awarded a Title III grant in October 2019 to redesign the college advising program as well as develop a case management system so all students are assigned an advisor and additional needed support. As a part of this Title III award, GRCC is implementing a Student Success Management System (SSMS). This platform uses several years of GRCC student outcome data and proprietary algorithms and predictive analytics to reveal when and where students are in risk of early departure before completion of a credential. This system will allow GRCC to proactively monitor and target students, particularly those in our AFP population, who are at higher risk of departure and better understand what support mechanisms are best suited for their needs and continued enrollment.

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

3. Distance Learning & Technology

GRCC is actively engaged in several efforts to improve the quality of its Distance Learning program. The Academic Governing Council (AGC) periodically reviews the Standards for Online Teaching with input from the Distance Learning Faculty Advisory Board. In winter of 2019 the GRCC Distance Learning Standards were revised, requiring all online and hybrid courses to adhere to the Quality Matters standards.

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

According to Higher Learning Commission's "Guidelines for the Evaluation of Distance Education", the institution "provides effective student and academic services to support students enrolled in online learning offerings". Continued CAP

team efforts include expanding access to virtual student support services (e.g. enrollment, advising, tutoring, and library services) through the use of synchronous technologies. The same technologies are used to enhance student-to-instructor and student-to-student interactivity for distance learning. These quality improvement efforts proved critical during the winter 2020 semester when courses were migrated from the physical to the virtual classroom due to the COVID - 19 pandemic.

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

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

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

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

built-in banquette seating arrangements are now a part of the institutional interior-scape.

4. Learning Technology on Campus

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

D. New Academic Programs

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

Health Care and Human Services Programming

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

Information Technology

GRCC is a Center of Academic Excellence – Cyber Defense – 2-year accredited institution. GRCC was Michigan’s second two-year institution to achieve this distinction. This accreditation provides the credibility for our cyber security students upon graduation or transfer.

GRCC and Davenport University were awarded a \$4 million National Science Foundation grant, to train the next generation of cyber security experts. This grant will provide 28 students with scholarships to cover tuition and education-related fees and living costs. Graduates are guaranteed a full-time cybersecurity role at a government entity. As a follow up to this award, Davenport University and GRCC are applying for further funding to support this initiative.

Construction

As recently as 2016, GRCC has created two new programs (for a total of ten over the past

two years) to meet the needs of over 400 construction firms and subcontracting organizations. This endeavor has been possible through the partnership with the employer-led Construction Workforce Development Alliance. The certification programs built were Sheet Metal and Mechanical. These programs not only were built with employer partners, but employers co-teach these courses to bring field experiences into the classroom. In the electrical construction area, we serve over 157 companies with over 600 electrical apprentices.

E. *Unique Characteristics of GRCC's Instructional Program*

1. Center for Teaching Excellence (CTE)

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

The CTE also administers a required New Faculty Institute that provides a comprehensive 10-month orientation program to all full-time faculty members new to the College.

2. Partnerships with Business and Industry

GRCC has active partnerships with business and industry in each of our occupational 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, cooperative learning, guest presentations, and industry-specific career fairs.

GRCC, along with Macomb Community College, was the recipient of a 2015-2020 Department of Labor grant specifically targeting apprenticeships. GRCC has utilized nearly \$2 million in funding to assist industry partners in developing a pipeline for skilled workers. The funding pays up to \$2,700 for apprentices to be trained in a DOL-approved program. This grant has collectively reached 600 new apprentices and was granted a year extension to expend all funding to grow that number.

In 2017, GRCC was also a recipient of an America's Promise Department of Labor grant in partnership with nine of our healthcare agencies partners. The goal of the

grant is to service 1,000 participants in a 7-county region to promote the development of several healthcare pathways for underserved populations. This will be accomplished not only through our industry partners, but also with our workforce system and community non-profit partners.

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

3. Academic Outreach

The mission of GRCC's Academic Outreach department is to expand quality academic partnerships, academic programs, and student support services that encompass high school initiatives and off-campus operations. In all, we offer college coursework and/or student support services at 17 off-campus sites, plus the Lakeshore Campus in Holland. The off-campus sites are a creative alternative bringing educational opportunities closer to the homes of the students or school districts that GRCC partners with and helps in the transition to get a higher education degree. The ultimate goal is to assure accessible and affordable education to our constituents in order to help students be successful in life.

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

4. Community Partnership Programs

Community partnerships allow residents to participate in GRCC programs and services at an easily accessible site and continue to be one of GRCC's successful models. Through ESL and Citizenship initiatives, GRCC has helped adult citizens become better educated and ultimately contribute to the economic well-being and vitality of the Kent County area. In addition to adult education partnerships the college is an active partner with high schools. GRCC is a post-secondary partner in the Grand Rapids Community Foundation Challenge Scholars program, Grand Rapids Public School's Believe 2 Become program, the GEAR UP program, and The Promise Zone Scholarship. These partnerships focus on the first-generation, low-income students who may not consider a college experience otherwise and provide educational opportunities and support to see these students access and succeed in college.

The Challenge Scholars program places Success Coaches from the College Success Center at Union High School to work directly with high school students helping them stay enrolled and transition to college. The GEAR UP program is a partnership with the City of Wyoming four school districts: Kelloggsville, Godfrey Lee, Godwin Heights, and Wyoming Public. The Promise Zone Scholarship is a place-based scholarship that provides qualifying high school students with access to attend Grand Rapids Community College for free, and pursue the academic, job-training or certificate program of their choice! There are 24 high schools within the Grand Rapids promise zone area.

5. Tassell M-TECsm Center; Grand Rapids

This center provides new partnership opportunities with local and regional County employers. The M-TEC offers learning opportunities in a variety of flexible formats that include traditional semesters, degree programs, short-term job training programs, open-entry/open-exit, customized training for employers, on-line learning options, and continuing education programs. The center enjoys an abundance of partnerships with community organizations and companies in Grand Rapids and across West Michigan. A Kellogg Foundation Pathways for Success project, Michigan Coalition for Advanced Manufacturing grant, America's Promise grant, JPMorgan Chase Grant, Michigan Office of New Americans grant, and Area Agency on Agency grants serve the community from this location, offering career coaching, job developers and occupational assessments to meet employer and community needs. Program offerings continue to expand to meet the learning needs of employers, students and the community. In Spring of 2017 the Michigan Association of Continuing Education and Training awarded the GRCC M-TEC team program of the year for the English as a second language/CNC machining integrated program.

6. Lakeshore Campus

The Lakeshore Campus is serving individuals and employers in Ottawa County and the surrounding area, and serves approximately 1000 students. The Lakeshore Campus is currently a distributive campus and has partnerships to provide instructional space at Grand Valley State University at their Meijer Campus, West Ottawa Public Schools at their North High School, the Midtown Center in downtown Holland, and the Patrick A. Thompson M-TEC, in partnership with the Ottawa Area Intermediate School District. GRCC offers a wide variety of curricula and student support services at its Lakeshore Campus. GRCC is making a major commitment to serving the residents of West Michigan's lakeshore communities by purchasing the former JCPenney in the Shops at Westshore mall to become a consolidated, one site, GRCC Lakeshore Campus. Plans call for this new site to begin operations in fall 2021.

7. K-12 Relations and Transition

GRCC visits over 70 regional high schools each year to inform students about the

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

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

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

GRCC now has six middle college partnerships: Wyoming Middle College began fall 2012 and is entering its eighth year; Cedar Springs Middle College began fall 2014 and is entering its sixth year; Kent ISD Launch has three middle college programs: U Mechanical Design (began fall 2017), Associate Degree Program (began fall 2019), and Information Systems program (starting winter 2021); Ottawa Hills Middle College began fall 2017 and are entering their fourth year; East Kentwood Middle College began fall 2018 and is in its third year. The vision of the middle college partnerships is to provide an opportunity for eligible students to earn both a high school diploma and 60 transferable credits, an associate of arts degree and/or a college certificate at the same time. Middle College students begin and complete the program at the end of their 13th year.

The College has also entered into multiple partnerships with other area high schools to provide concurrent enrollment courses. These are college courses,

taught by college faculty, with a high school cohort that may earn dual enrollment credit.

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

8. Focus on Lifelong Learning

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

F. Economic Impact

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

- \$700,000 Kellogg Foundation Pathways to Success grant program
- \$4 million National Science Foundation (GRCC and Davenport University) in cybersecurity
- \$24.9 million/\$4.1 million (GRCC) Michigan Coalition for Advanced Manufacturing with eight other community colleges
- \$41,000 Industrial Sewing Scale Up & Logistics Program Exploration JP Morgan Chase Foundation 2015
- Michigan Skill Trades Training Fund Customized Training Projects, \$189,890 (5 projects in 2015-16)
- State of Michigan, Secretary of State's office, Motorcycle Safety Foundation grants \$129,670
- Federal Motorcycle Safety Grant, \$17,000
- Michigan New Jobs Training Programs for Employers (\$23 million)
- Area Agency on Aging Grants (\$25,000)
- JP Morgan Chase Foundation, Minorities in Skilled Trades (\$40,000)
- Partnership Grant with Goodwill of Greater Grand Rapids focused on prisoner re-entry to work (\$2 million, \$400,000 to GRCC).
- American Apprenticeship Initiative Grant, provides funding for companies to secure DOL-approved apprenticeships in Manufacturing and Information Technology (\$1.8 million)

- Senior Millage Senior Wellness grant \$6,750
- America's Promise Healthcareer Pathways \$6 million
- West Michigan WorkReady Communities Leader
- Economic Development grants for business and industry

GRCC continues to lead the State in administering the Michigan New Jobs Training program. Additionally, as defined and outlined in section 230 of Public Act 196 of 2014, the Local Strategic Value Resolution was adopted by the GRCC Board of Trustees on September 21, 2020. 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 12586 students were enrolled in credit classes for Fall 2020: 30.1% full time, 69.9% part time. This number is down from 13326 students during Fall 2019 (-8.8%). The breakdown of enrollments from Fall 2020 by academic program for both fulltime and part-time students is presented in Appendix B.

In addition to traditional classes offered through our Grand Rapids Campus (Main and DeVos), both the Thompson and Tassell M-TEC Centers, and our Lakeshore and Regional centers, distance learning opportunities were available through web-based Internet courses, hybrid courses, and virtual courses (synchronous) for a total of 80% 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 2019 to June 2020, a total of 19529 participated in learning opportunities through Training Solutions, Non-Credit Apprenticeships, or Job Training.

B. Projected Enrollment for Next Five (5) years

Credit Enrollment (headcount)

For the past 10 years we have been experiencing a trend of declining enrollments, thus GRCC is projecting a flat enrollment (0 percent growth annually) for the time period 2019-2024. (<http://nces.ed.gov/programs/projections>).

Table 1 presents additional enrollment growth projected due to new programming. The projected total student fall headcount for credit programming is 12634 in 2025-2026.

Table 1
Projected Fall Credit Enrollment for 2021-22 to 2025-26

Year (Academic Year)	Projected credit enrollment based on flat enrollment	Additional enrollment due to new programs	Total Projected Enrollments
2021-2022	12586	24	12610
2022-2023	12586	48	12634
2023-2024	12586	48	12634
2024-2025	12586	48	12634
2025-2026	12586	48	12634

Non-Credit Enrollment (headcount)

Non-credit enrollments in the areas of Training Solutions are projected to decrease by 5% (-5%) in 2021-22 and we expect the same for the next year. This decline is forecasted because of the end of the America's Promise grant; the W.K. Kellogg Foundation grant ending; and the continuing effects of the novel coronavirus pandemic. The following three years, beginning in 2022 we anticipate declining enrollments, especially in customized training, as the economy is expected to slow (-3%). Job Training enrollments are also not projected to increase. Non-credit Apprenticeships are projected to decrease by 3% for the next year and then remain steady for the next three years.

Table 2
Projected Non-Credit Enrollment for 2021-2022 to 2025-2026

Year (Fiscal Yr)	Training Solutions (Duplicated)	Job Training	Non-Credit Apprenticeship	Total Projected Enrollments
2021-2022	17689	130	765	18584
2022-2023	16796	130	765	17691
2023-2024	16292	130	765	17187
2024-2025	15803	130	765	16698
2025-2026	15329	130	765	16224

C. Enrollment Patterns for Previous Five (5) Years

Credit Enrollment (Headcount)

Table 3 presents credit enrollments for fall and winter semesters for the past five years. Overall, fall enrollment has decreased 18%. Winter enrollment has decreased 18.6% over the same five-year span.

Table 3
Credit Enrollment Counts for Fall and Winter Semesters, 2015-2016 to 2019-2020

Year	Fall	% Change	Winter	% Change
2019-2020	13326	-3.6	12586	-3.3
2018-2019	13825	-3.2	13019	-1.9
2017-2018	14285	-1.2	13273	-1.8
2016-2017	14465	-3.2	13517	-4.5
2015-2016	14938	-5.0	14160	-4.0

Non-Credit Enrollment (Headcount)

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

**Table 4
Non-Credit Enrollment for 2015-2016 to 2019-2020**

Year	Training Solutions (Duplicated)		Job Training		Non-Credit Apprenticeship	
	Number	% Change	Number	% Change	Number	% Change
2019-2020	18610	-7.9	130	-26.1	789	105.5
2018-2019	20198	17.5	176	-12.9	384	7.9
2017-2018	17194	53.2	202	35.6	354	8.9
2016-2017	11223	-18.9	152	-19.1	334	12.8
2015-2016	13846	-15.9	188	-6.9	296	27.0
2014-2015	16470	-1.1	202	0.1	233	10.4

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

Table 5 provides instructional staff to student ratios for Fall 2020. Please note that this ratio includes full-time faculty only (no adjunct faculty).

**Table 5
Instructional Staff to Student Ratios for Fall 2020 (Credit)**

Year	Number of Full- Time Instructional Staff	Number of Students Enrolled in Credit Programs	Ratio
Fall 2020	233	12153	1 to 52

Table 6 provides the ratio of administrative staff to students for Fall 2020.

**Table 6
Administrative Staff to Student Ratios for Fall 2020 (Credit)**

Year	Number of Administrators	Number of Students Enrolled in Credit Programs	Ratio
Fall 2020	51	12153	1 to 243

E. Projection of Future Staffing Needs

Table 7 provides a projection of future staffing needs over Fall 2020 actual staffing levels, due to enrollment patterns and programming changes. (Cumulative) (Assumes additional instructional needs would be covered by fulltime faculty rather than adjunct faculty.)

Table 7
Projected Future Staffing Needs Over Fall 2020 Levels (Cumulative)

Year	Projected Number of Additional Enrollments Credit	Projected Number of Additional Enrollments Non-Credit	Projected Number of Additional Full-Time Instructional Staff	Projected Number of Additional Administrative and Support Staff
Fall 2021	24	6	1	<1
Fall 2022	48	6	1	<1
Fall 2023	48	7	1	<1
Fall 2024	48	7	1	<1
Fall 2025	48	7	1	<1

F. Current and Projected Average Class Size

Table 8 provides information on average class size for students enrolled in credit courses. The projected average class size for Fall 2021 and beyond is 20.4 students.

Table 8
Average Class Size

Year	Total Number of Lecture Sections	Average Number a Students Per Section
Fall 2020	1525	20.4
Fall 2019	1527	22.3
Fall 2018	1569	22.7
Fall 2017	1651	22.6
Fall 2016	1692	22.6
Fall 2015	1751	22.9

Section 4 - Facility Assessment

A. Summary Description of Each Facility:

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

Building Type: 100% Office

Applied Technology Center is a three-level, 187,822 square-foot academic building housing GRCC technology and culinary arts programs as well as Ferris State University Grand Rapids' programs. It has one level of parking beneath levels 1 through 3. Currently, the facility is undergoing renovations, which includes a 18,416 square foot addition.

Building Type: 5% Office; 2% Auditorium; 30% Classroom; 40% Laboratory Classrooms; 23% parking garage (post renovation)

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

Building Type: 3% Office; 97% Parking Garage

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

Building Type: 100% Storage

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

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

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

Building Type: 100% Service

Custer Alumni House (formerly the Lettinga House) is a 6,585 square foot building consisting of 2-levels and a basement. The building recently completed renovations and is home to the GRCC Foundation and Alumni Services.

Building Type: 100% Office

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

Building Type: 62% Office, 38% Parking

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

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

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

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

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

Building Type: 100% Gymnasium

Learning Resource Center is a two-level, 74,000-square-foot building housing the college library, tutoring services, media services, and the Center for Equity and Inclusion.

Building Type: 60% library; 40% Office

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

Building Type: 6% Office; 94% Parking Garage

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

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

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

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

Raleigh J. Finkelstein Hall (formerly Main Building) is a seven-level, 210,000-square-foot building containing mostly classrooms, as well as several administrative, departmental, and student service offices. The building is currently under renovation, scheduled for completion in fall 2021.

Building Type: 15% Office; 3% administrative; 72% Classroom; 10% Service (prior to renovations)

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

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

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

Building Type: 99% Parking, 1% Office

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

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

Steven C. Ender Hall (formerly Mable Engle Hall) is a 12,620 square foot, 3-level with basement, historical home. The facility was renovated in 2020 and houses spaces for Student Life activities, the Student Employment Services department, and Experiential Learning.

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

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

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

B. Classroom and/or Classroom Utilization Rates

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

through Thursday. Workforce Development programs and specialty labs are heavily used during the evening, and general-purpose classroom utilization ranges between 25%-80% based on curriculum area. 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. We have seen an increase in utilization of computer classrooms as more Arts & Science faculty are requesting use of computer labs for instructional purposes. Summer college readiness programs are also increasing demand for computer labs during the intensive 4 days per week program schedule. Additionally, GRCC operates an Adult Ed ESL program year around which requires dedicated classroom use.

C. Mandated Facility Standards

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

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

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

Raleigh J. Finkelstein Hall (formerly Main Building) is a 1920's vintage building. This seven-story historical facility houses classrooms and labs for academic programs from both Arts and Science and Workforce Development. Many of the classrooms throughout the building are configured exactly the same as they were when the building was originally built in the 1920's. This configuration has proven to be a challenge in the current higher education environment. Students and faculty need different types of learning environments to support new active learning pedagogy, teamwork and collaboration activities. Today's students also expect spaces for informal learning and group work. Renovations are needed on all floors to upgrade classrooms and technology to 21st Century learning environments to better prepare the workforce of tomorrow. The building also houses the crucial front-line student services that support admissions and enrollment, financial aid, cashiers, student employment services, records and veteran services. Historically, these were stand-alone services functioning in separate office locations. New student service models

combine services to more efficiently and effectively meet the needs of students. Significant renovations to the student service areas in this facility are needed to appropriately support the new service models to accommodate a more responsive and accountable personalized service and learning environment. The goal is to continue to identify process improvement opportunities that increase student satisfaction, maintain quality and value, reduce response time on outbound and inbound student follow-up, maximize user-friendly self-service features, and increase engaging student contacts. These improvements require continued assessment of the service space, and possible renovations, to accommodate self-service technologies, one-stop student service experiences, and multi-purpose space utilization to meet student expectations. The current and future visioning and planning is toward moving and aligning services in a proximal and central location to improve student access, navigation, and satisfaction. This future vision also provides greater networking and efficiency opportunities for staff when assisting students. Today's students require multiple contacts, strong and clear communication, and intentional engagement to support their personalized service, learning objectives, and educational expectations. All this is necessary to keep pace with the changing and diverse students we serve. In addition to academic classrooms and student services, the building is home to the Center for Teaching Excellence, which supports faculty; GRCC Printing and Graphics operations; faculty and administrative offices; food service operations and a Lake Michigan Credit Union branch. The facility has recently undergone bond funded infrastructure renovations to improve HVAC, fire protection and lighting. And, thanks to a private donor, a portion of the second floor has been renovated to house the Meijer Center for Business Studies. However, remaining floors are still in need of renovations and upgrades to the physical space to match the quality of learning environments students now experience in other campus facilities.

This building was renamed in 2019 to acknowledge the generous contribution of Raleigh J. Finkelstein as part of the GRCC Foundation's "Broader Vision" capital campaign. The campaign successfully raised \$15 million to support renovations in this historic facility which began summer 2020 and will continue through summer/fall 2021.

The **Student Center** currently houses the Academic Advising and Transfer Center, Counseling and Career Development, Disability Support Services and the Academic Testing Center, as well as Student Life, the campus bookstore and food service areas. Although the facility has recently undergone bond funded infrastructure renovations to improve HVAC, fire protection and lighting, the spaces within the facility are still inadequate for expanding services and operations that function from this facility.

There is a lack of adequate space to house all staff members on the 3rd floor. We are currently sharing office spaces among team members and lack space to adequately meet programmatic needs (e.g., space to house visiting transfer representatives, student space, programmatic space). Reviewing our students' responses to a recent assessment measuring their instances of food and housing insecurities, the college has responded by developing a college action plan within our 3-year strategic plan to respond to these issues. Although we were aware that some of our students struggle with these barriers, this assessment revealed how pervasive and prevalent these matters are among our students. For example, 45% of our students responded that they had between 2-6 food insecurity issues within 30 days of taking the assessment (categorizing this group as having low or very low food security). Our long-standing student food pantry is housed in

the Student Center. Our vision is to grow existing programming and develop additional student services that address barriers, such as lack of food, unstable housing, and mental health issues, which prevent our students from maintaining consistent enrollment. Instead, these student segments are much likelier to stop or drop out. It is our goal to develop a new center where students can receive wrap-around services that address these issues and support their enrollment through program completion.

The **Learning Resource Center** houses the Library and Learning Commons, Academic Support programs, tutoring services, The Bob and Aleicia Woodrick Center for Equity and Inclusion, Media Technologies and a few general-purpose classrooms. This facility is open to students six days a week during fall and winter semesters. The facility needs a major interior renovation to repurpose underutilized spaces to better serve student learning needs. The current structure includes a large mezzanine area that divides the building in two, and mid-level mezzanine between the two floors which is not accessible. Additionally, the facility needs electrical upgrades and panels, transformers, restroom enhancements to comply with ADA requirements, interior doors; lighting and control systems; HVAC air handling units and energy management systems.

Sneden Hall is a three-story facility, housing general purpose classrooms, a student use computer lab, the College Success Center and the Information Technology department. The facility is on the DeVos campus, within the historical Heritage Hill neighborhood. The facility needs improvements and renovations to its existing mechanical and electrical infrastructure, as well as maintenance throughout the exterior building envelop (roof, tuck pointing, exterior doors). Several classrooms need new furnishings to improve capacity, improve the learning environment and support flexible learning activities.

As stated in section two, there are spaces on campus (Library, Student Center, Sneden Hall) that will require renovation to meet student service, academic support, and campus experience requirements. The student at the community college will utilize a campus and its facilities that provide study areas, on-campus food options, tutoring and academic support, out-of-class group sessions, and informal gathering and programming spaces. Students need access to experience the physical campus, social services, and learning spaces that support and enhance their college success. The College also requires renovated spaces and planned redesign for services (e.g., Academic Advising, Disability Support, mentoring, tutoring, and coaching) that will need to be comprehensive and customized. The student variables of today's student (e.g. part-time to full-time 70/30, first generation, underrepresented student increase, underprepared, ready for high demand jobs) will need to be integrated into future space redesign.

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

Recent Renovations/New Construction

The newly constructed **Phyllis Fratzke Early Childhood Learning Laboratory** was opened in January 2017. The new facility houses seven classrooms for preschool programming, a classroom for adult students and a multipurpose room that is used by the program and also by the community as a site for professional development activities for area early childhood professionals. All classrooms have access to the outdoors, extending the learning environment to support the curriculum. This LEED certified state-of-the-art laboratory preschool building was designed and constructed to be a national demonstration center.

The **Music Building** houses the GRCC Music Program, one of the premier Community College programs in the country. It is the only community college program in the State of Michigan to be accredited by the National Association of Schools of Music. The building was closed during the 16/17 academic to allow for a complete renovation. The renovation included upgrades to all infrastructure systems, exterior envelop improvements, and life safety improvements. The facility has been transformed to provide acoustical excellence throughout the facility, supporting a state-of-the-art recital hall, recording studio, classrooms and student gathering spaces. This newly renovated LEED facility is now a truly appropriate and inspiring music education environment, which offers students a learning environment experience commensurate with the quality of the curriculum that is offered, and one that allows for ongoing curricular improvements.

Major renovations to **Cook Academic Hall** were completed in 2014. This five-story facility includes general purpose classrooms and state-of-the-art specialty labs for allied health programs. The design elements throughout the building provide transparency and access to natural light in all classrooms, include student gathering and informal learning spaces on each floor, house academic support labs that support individual and group study, and provide small meeting areas for faculty and student engagement.

The **Ford Fieldhouse** re-opened in January 2019 after major renovations. Improvements to the facility increased classroom space to support expanding and changing curriculum in Exercise Science; expanded classroom space for Police Academy courses; improved locker room facilities for athletics and student/community use; addressed life-safety issues and improved HVAC systems and plumbing, electrical and mechanical systems. The Ford Natatorium is still in need of significant infrastructure and deferred maintenance improvements to mechanical/electrical and HVAC systems, as well as renovations to convert obsolete under-utilized, in-accessible spaces into usable learning and student/athlete space.

GRCC has recently contracted with The Collaborative, from Ann Arbor, to updated the college's master plan, integrating the college's strategic plan with a campus-wide space analysis and space needs assessment. The overall goal of this master planning effort is 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 outcome of this effort will identify priority capital needs and will be used to submit a request for State funding assistance for FY 2023.

E. Replacement Value of Existing Facilities

See attached Facility Assessment, Appendix C.

F. Utility System Condition

See attached Facility Assessment, Appendix D.

G. Facility Infrastructure Condition

See attached Facility Assessment, Appendix D.

H. Projected Utilities and Infrastructure Adequacy

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

I. Land Owned, Future Development Capacity

No additional land is owned for development opportunities.

J. Buildings Obligated to State Building Authority

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

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

Facility Assessment 5-Year Plan

GRCC contracted with IDS, Inc. in 2019 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.

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

Section 5 – Implementation Plan

A. Prioritize Major Capital Projects Requested from the State

GRCC received construction authorization for the Wisner Bottrall Applied Technology Center (ATC) under Public Act 207 of 2018. The ATC is 28 years old, and although some spaces have been renovated to support new program areas, the Manufacturing and Information Technology spaces have not changed. The demand for different types of computer-based learning environments and labs to support new programs such as mechatronics, cyber security, mobile forensics and digital electronics are exceeding supply. The increase in enrollment, expansion of non-credit job training programs, and development of new programs is increasing the need for additional, larger learning spaces in the ATC. Additionally, demand for the machine tool lab for traditional courses, apprentice training and customized employer programs has reached capacity. The current lab is also used by the Kent Intermediate School District for the high-school machine tool program, as well as Ferris State University for engineering programs. While the talent demand associated with ATC-housed programs continue to grow, the facility has not kept pace with the growth. The current configuration of the spaces within the facility have become inefficient and restrictive for the types of active learning that needs to occur in classroom and labs. Construction for the building addition is currently underway and renovations are scheduled to complete in 2020.

B. Deferred Maintenance Backlog

GRCC's estimated deferred maintenance backlog is approximately \$27.5 million. Projects are listed in order, by building, and prioritized by a scoring system taking into account both the consequences of the problem as well as the need. The consequence of the problem ranks each item in terms of its critical nature. This ranges from the most critical items that are considered to be a hazard to life, health, or safety, to the least critical, such as a condition that reduces the functional utility of the facility or results in extensive energy consumption. The need of the problem ranks each item from the most critical, those that if not accomplished, will result in serious and irrevocable loss or damage, to those that are desirable or necessary to improve handicap accessibility. The resulting sum of these two factors results in the overall priority score, where the lowest numerical number relates to the highest priority.

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

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

C. On-going State Building Authority Projects

GRCC received construction authorization for the Wisner Bottrall Applied Technology Center under Public Act 207 of 2018. Work began in July 2019 and will continue through 2020.

D. Planned Expenditure Rate of Return

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

E. Alternatives to New Infrastructure

We are continually working with faculty to increase and enhance our online and hybrid offerings. We also continue to partner with our K-12 school districts to offer college courses in their regions. In addition, the college has Lakeshore Campus sites in Ottawa County and has recently announced plans to purchase the former JCPenney in the Shops at Westshore mall to become a consolidated GRCC Lakeshore Campus. The new GRCC Lakeshore Campus building will allow GRCC to consolidate programs and student support services in a larger space, increase employer and educator partnerships, and enhance teaching and learning.

F. Major Maintenance Items in Excess of \$1 Million, 2020-2025

(See attached Facility Assessment – Appendix D)

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

G. Non-routine Maintenance

Parking Ramp repairs are 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; and waterproofing restoration.

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 21, 2020

PRESENT: Trude Brame, Bristol, Bruinsma, Crosby, Siegel, Williams, and
Chairperson Koetje

ABSENT: _____

The following preamble and resolution were offered by Trustee Crosby, and seconded by Trustee Williams:

Whereas, Grand Rapids Community College is a community college duly constituted under Act 94 of the Michigan Public Acts of 1979;

And Whereas, the State of Michigan, through Public Act 94 of the Michigan Public Acts of 2020 has indicated that the appropriation noted in Section 201(1) of the same Act shall be allocated to each community college that certifies to the state budget director, through a resolution adopted by a board of trustees, that the college has met 4 out of 5 best practices listed in each category described in Section 230, subsection (3);

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

The Board hereby certifies that the College has met all 5 of the best practices described in Public Act 94, Section 230, subsection (3) and offers the following examples of practices currently in place at the College in order to demonstrate compliance:

Best Practices by Category	Examples of Adherence
Category A: Economic Development and Business or Industry Partnerships (must meet 4 of 5)	
(i) The community college has active partnerships with local employers including hospitals and health care providers.	GRCC currently has 131 signed clinical agreements with medical and dental professionals in the region. Additionally, through our grants and apprenticeship work we have over 800 company partners sponsoring both credit and non-credit apprentices.
(ii) The community college provides customized on-site training for area companies, employees, or both.	GRCC has provided customized training to 68 companies through 241 classes, reaching 2,806 people during the past fiscal year. In addition, 392 companies were served through workforce training, job training, and continuing education/professional development.

<p>(iii) The community college supports entrepreneurship through a small business assistance center or other training or consulting activities targeted toward small businesses.</p>	<p>GRCC supports small businesses in west Michigan by offering several classes and programs in partnership with the Grand Rapids Chamber of Commerce, LINC Up, and West Michigan Hispanic Chamber of Commerce. In addition, we have partnered with Start Garden and the City of Grand Rapids to assist with small business information sessions to gain contracts from the City of Grand Rapids. We offer 86 online classes through Cengage Learning's Ed2Go that range from QuickBooks and budgeting, to how to build a business plan, staffing plan and leadership development and many other titles.</p>
<p>(iv) The community college supports technological advancement through industry partnerships, incubation activities, or operation of a Michigan technical education center or other advanced technology center.</p>	<p>The College operates two technical education centers.</p> <p>The Tassell MTEC is located in Grand Rapids and offers hands on training programs i manufacturing, automotive repair, certified nursing assistant, phlebotomy, construction trades, sustainability, computer support, sterile processing technology, medical assistant, masonry, mechanical, concrete, ironworkers, public works, and CDL training. Most programs contain national credentials to validate learning. The Tassell MTEC, at the request of industry partners, has added integrated language and technical skills training to meet local talent needs in construction, builders license and certified nursing assistant.</p> <p>The Thompson MTEC is located in Holland and operated in partnership with the Ottawa Area Intermediate School District. It is a main hub of operations for the college's Lakeshore Campus. This center also hosts our open entry-open exit coursework in welding, CNC machining, hydraulics/pneumatics, and electrical/electronics. These courses support GRCC's apprenticeship efforts in Ottawa County. This facility also supports the programming for the Tooling & Manufacturing Middle College certificate in partnership with Ottawa Area ISD.</p>
<p>(v) The community college has active partnerships with local or regional workforce and economic development agencies.</p>	<p>GRCC has active partnerships with a number of local and regional workforce and economic development agencies, including West Michigan Works, The Right Place, Lakeshore Advantage, The Source, Talent 2025, City of Grand Rapids Economic Development Department, Downtown Development Authority, SmartZone, Start Garden, Hello West Michigan, Discover Manufacturing, Michigan Manufacturing Technology Center- West, West Michigan Health Career Council, West Michigan Tech Talent and the Michigan Manufacturing Association.</p> <p>In addition, there are partnerships with non-profits working in workforce development (e.g., Goodwill of Greater Grand Rapids, Hope Network, LINC Up, AmplifyGR, Bethany Christian Services, Boys & Girls Club of Greater Grand Rapids, Urban League of Greater Grand Rapids, KConnect and the Hispanic Center of Western Michigan) and the Lakeshore Chamber of Commerce, Grand Rapids Chamber of Commerce and West Michigan Hispanic Chamber of Commerce.</p>

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

<p>(i) The community college has active partnerships with regional high schools, intermediate school districts, and career-tech centers to provide instruction through dual enrollment, concurrent enrollment, direct credit, middle college, or academy programs.</p>	<p>GRCC currently has more than 70 active partnerships in place with public, non-public and charter regional high schools, intermediate school districts, and technology centers through dual enrollment.</p> <p>We have 10 – 14 active concurrent enrollment sites and seven early/middle college partnerships in place.</p> <p>GRCC also has three active regional sites whereby we partner with a local high school to host evening college courses.</p>
<p>(ii) The community college hosts, sponsors, or participates in enrichment programs for area K-12 students, such as college days, summer or after-school programming, or science Olympiad.</p>	<p>GRCC partners, hosts, and participates in outreach and enrichment programs that are designed to engage and encourage area K12 students to pursue community college and higher education educational opportunities. Programs include middle college and concurrent enrollment, High School Open House at GRCC and tours, Workforces Friday's - skilled trade specific career experiences, Financial Aid expert assistance and information sessions, Black Males and Youth conferences, Job shadow days and tours for students interested in Child Development Careers, Art, Girl Scouts USA healthcare, and Theater camps, and more</p>
<p>(iii) The community college provides, supports, or participates in programming to promote successful transitions to college for traditional age students, including grant programs such as talent search, upward bound, or other activities to promote college readiness in area high schools and community centers.</p>	<p>GRCC continues to partner with Grand Rapids Public Schools and Grand Rapids Community Foundation on Challenge Scholars at Union High School. This year, GRCC will work with the freshman, sophomore junior, and senior classes to prepare them for successful entry into GRCC or other higher education institutions.</p> <p>GRCC also offers FastTrack services to incoming traditional age and non-traditional age students, allowing them to brush up in reading/writing and math. This program allows students to bypass remedial coursework, saving time and money.</p>
<p>(iv) The community college provides, supports, or participates in programming to promote successful transitions to college for new or reentering adult students, such as adult basic education, GED preparation and testing, or recruiting, advising, or orientation activities specific to adults.</p>	<p>GRCC provides a vibrant ESL program to support adult learners. Serving approximately 250 learners each year. The program includes ABE and Citizenship classes for some of the learners.</p>

<p>(v) The community college has active partnerships with regional 4-year colleges and universities to promote successful transfer, such as articulation, 2+2, or reverse transfer agreements or operation of a university center.</p>	<p>GRCC currently has 34 active partnerships with 4-year colleges and universities, including articulated programs and seven reverse transfer agreements. The articulated programs can be separated into the following categories, with the number of each indicated:</p> <ul style="list-style-type: none"> • Articulated Pre-Majors (2+2 agreements): 21 • Articulated Pre-Professional programs (2+2 agreements): 1 • Articulated Career Programs (2+2 agreements): 5 <p>In addition, GRCC promotes successful transfer through offering pre-majors in the following categories:</p> <ul style="list-style-type: none"> • General Pre-Majors: 35 • General Pre-Professional Programs: 4
<p>Category C: Community Services (must meet 4 of 5)</p>	
<p>(i) The community college provides continuing education programming for leisure, wellness, personal enrichment, or professional development.</p>	<p>GRCC provided 193 continuing education courses serving 4281 students during 2019-20. IN addition, 46 students participated in high school workforce Fridays and skilled trade learning programs. Partnerships with the Kent ISD and the Ottawa ISD gave students skilled trades experiences and company partner tours during this time period. Our older learner activities included fitness classes and financial literacy topics.</p>
<p>(ii) The community college operates or sponsors opportunities for community members to engage in activities that promote leisure, wellness, cultural or personal enrichment such as community sports teams, theater or musical ensembles, or artist guilds.</p>	<p>GRCC held 8 separate visual art events in the Collins Art Gallery. Both the Collins Art Gallery and Spectrum Theater have been venues for ArtPrize since its inception. Fourteen separate productions were presented in GRCC’s Spectrum Theater, and approximately 30 separate musical recitals or concerts were held on campus and at local facilities. GRCC Spectrum Theater (in partnership with Circle Theatre and GRCC Dept of Occupational Support) produced a special performance of SNOW WHITE for deaf and hearing-impaired children and their community to showcase the new hearing loop system at Spectrum Theater. GRCC also sponsors the Kent Philharmonic Orchestra, a community ensemble. All arts events and performances are open to the community.</p>
<p>(iii) The community college operates public facilities to promote cultural, educational, or personal enrichment for community members, such as libraries, computer labs, performing arts centers, museums, art galleries, or television or radio stations.</p>	<p>GRCC operates the Collins Art Gallery and held 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 . GRCC Spectrum Theater (in partnership with GRCC ODEI and Actors' Theatre) produced a special introduction to the GRCC LGBTQ+ Think Tank with a pre-show reception before the production of HEDWIG AND THE ANGRY INCH.</p> <p>Both the Collins Art Gallery and Spectrum Theater have been venues for ArtPrize since its inception. The Albert P. Smith Music Center provides rehearsal space for the Grand Rapids Choir of Men and Boys. Our Applied Technology Center Tutorial and Open Computer Lab, along with the Sneden Open Computer Lab, provided over 50 programs and served more than 4,500 students and community members last year. Programs included: Noorthoek Academy Computer class, APSS Learning Day, ESL Testing, International Student Orientation, GRPS - Raider Nation Day, Cruisin to College, WorkKeys testing, Report Writing seminar, Empco Testing for</p>

Police Academy, New Student Orientation, Nursing Program Testing, Fast Track, Library Instruction sessions, Police Academy Licensing Exam, MCOLES Testing, MiCup/LI-LSAMP PowerPoint and Illustrator Trainings, Admissions Fall & Spring Open Houses, Innovation Central HS and Union HS NSO, Accuplacer & ALEKS placement testing, Blackboard Training, Promise Zone Outreach, Tutorial Labs and Student Groups. In addition, GRCC hosts an annual "Diversity Lecture Series" that features national speakers on a variety of topics.

In 2019-2020, the 25th annual series featured Dr. Yaba Blay and Jordan Daniel. This series is free to the community.

<p>(iv) The community college operates public facilities to promote leisure or wellness activities for community members, including gymnasiums, athletic fields, tennis courts, fitness centers, hiking or biking trails, or natural areas.</p>	<p>GRCC operates a gymnasium, a fitness center, and an aquatic facility that are all open to the public and available for community use. As required due to pandemic mandates, the facilities have been closed to all users since March 2020.</p>
<p>(v) The community college promotes, sponsors, or hosts community service activities for students, staff, or community members.</p>	<p>The College supports a range of programs, both curricular and co-curricular activities aimed at connecting faculty and students to our community including: several sections of courses integrating service learning, Martin Luther King Junior Day celebration activities, Community Science Day through the Biological Sciences Department, a variety of student organizations and clubs that are active in our community, a strong partnership with United Way as well as our Alumni Association coordinates several opportunities for alumni to serve our community.</p>

Adopted this 21st day of September, 2020

YEAS: 7

NAYS: 0

CERTIFICATION

I hereby certify that the forgoing is a true and complete copy of a resolution adopted by the Board of Trustees of the Grand Rapids Community College, County of Kent, State of Michigan, at a meeting held on September 21, 2020, 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: 
David Koetje, Chairperson, Board of Trustees

Countersigned:

By: 
Cynthia Bristol, Secretary, Board of Trustees

Appendix B—16 October 2020
GRCC Fall 2020 Enrollment by Program Plan—Full-Time and Part-Time

Plan Code	Description of Major	CIP Code	Full-time	Part-time	All	% of Total
000	Undecided	24.01	0	1	1	0.0%
003	Early College Enrollment	24.00	16	689	705	5.8%
006	Liberal Arts, General	24.01	54	257	311	2.6%
007	Transfer/Other	24.01	93	304	397	3.3%
011	Assoc of Science	24.01	7	48	55	0.5%
101	Business Admin, Trf	24.01	44	74	118	1.0%
102	Bus Administration	52.01	103	245	348	2.9%
112	Office Administration	52.04	0	1	1	0.0%
120	Child Development	19.07	10	40	50	0.4%
122	Interior Decorating & Des	50.04	0	1	1	0.0%
125	Marketing	52.18	33	55	88	0.7%
127	Management & Supervision	52.02	13	85	98	0.8%
128	Accounting	52.03	43	95	138	1.1%
131	CDA Formal Trn Hrs, Cert	19.07	1	2	3	0.0%
133	Fast Track CDA, Cert	19.07	0	13	13	0.1%
137	Office Administration	52.04	0	1	1	0.0%
147	Comp Info Sys-Network Admin	11.09	10	42	52	0.4%
149	Comp Info Sys-Programming	11.02	25	59	84	0.7%
150	Information Security	24.01	14	13	27	0.2%
151	Culinary Arts	12.05	48	77	125	1.0%
152	Corrections	43.01	7	10	17	0.1%
153	Juvenile Services	43.01	7	18	25	0.2%
154	Addiction Studies, Cert	51.15	0	11	11	0.1%
156	Baking & Pastry Arts, Cert	12.05	1	6	7	0.1%
157	Culinary Arts, Cert	12.05	0	3	3	0.0%
158	Personal Chef	12.05	2	3	5	0.0%
159	Craft Brew, Pack, Srv Op	52.09	0	2	2	0.0%
160	Web Design/Development	11.08	28	48	76	0.6%
165	Computer Supp Specialist	11.10	9	24	33	0.3%
169	Supply Chain Mgmt, Cert	52.04	0	5	5	0.0%
170	Entrepreneurship	52.07	2	7	9	0.1%
171	Retail Management, Cert	52.02	2	55	57	0.5%
172	Corrections, Cert	43.01	0	1	1	0.0%
174	Sheriff's Correct. Acad	43.01	0	6	6	0.0%
180	Child Development	19.07	9	39	48	0.4%
201	Art, Trf	50.07	3	16	19	0.2%
212	Recording Tech, Trf	10.02	5	11	16	0.1%
215	Digital Audio Spec, Cert	10.02	0	8	8	0.1%
220	Assoc of Music	50.09	16	14	30	0.2%
250	Photography	50.06	7	19	26	0.2%
251	Fine Arts	50.07	7	21	28	0.2%

255	Interior Design	50.07	16	21	37	0.3%
305	Radiologic Tech	51.09	19	21	40	0.3%
340	Occupational Therapy Assistant	51.08	0	50	50	0.4%
361	Assoc Deg Nursing-In Class	51.38	1	130	131	1.1%
369	ADN Adv Stand Nurs-InClass	51.38	1	23	24	0.2%
371	Pract Nurs, Cert-In class	51.39	2	57	59	0.5%
384	Magn Res Imag-MRI	51.09	0	2	2	0.0%
392	Dental Assisting, Cert. FT	51.06	0	1	1	0.0%
393	Dental Assisting, Assoc FT	51.06	20	7	27	0.2%
394	Dental Hygiene, FT	51.06	47	2	49	0.4%
396	Dental Assisting, Assoc PT	51.06	0	1	1	0.0%
402	Journalism, Trf	24.01	7	4	11	0.1%
420	Paraprofessional Education	13.15	1	4	5	0.0%
431	Pre-Theater	24.01	3	3	6	0.0%
450	Pre-Computer Info Sys	24.01	9	10	19	0.2%
452	Pre-Computer Science	24.01	18	35	53	0.4%
500	Pre-Allied Health Sci.	24.01	9	25	34	0.3%
522	Pre-English Literature	24.01	4	3	7	0.1%
523	Pre-Comm Studies	24.01	15	17	32	0.3%
524	Pre-Writing	24.01	2	14	16	0.1%
525	Pre-Criminal Justice	24.01	32	58	90	0.7%
526	Pre-Gender Studies	24.01	0	1	1	0.0%
530	Pre-Psychology	24.01	44	80	124	1.0%
532	Pre-Social Work	24.01	16	55	71	0.6%
533	Pre-Anthropology	24.01	1	9	10	0.1%
535	Pre-Political Science	24.01	9	12	21	0.2%
536	Pre-Economics	24.01	3	1	4	0.0%
537	Pre-Sociology	24.01	2	8	10	0.1%
538	Pre-Geography	24.01	1	2	3	0.0%
539	Pre-Intl Relations	24.01	0	2	2	0.0%
540	Pre-History	24.01	4	9	13	0.1%
545	Pre-Geology	24.01	0	4	4	0.0%
547	Pre-Computer Science	24.01	2	3	5	0.0%
550	Pre-Biochemistry	24.01	1	10	11	0.1%
552	Pre-Chemical Engineering	24.01	2	2	4	0.0%
553	Pre-Engineering	24.01	17	28	45	0.4%
555	Pre-Cell & Mole Biology	24.01	4	14	18	0.1%
560	Pre-Biology	24.01	34	75	109	0.9%
570	Pre-Pharmacy	24.01	9	17	26	0.2%
580	Pre-Hospitality Mgmt FSU	24.01	1	3	4	0.0%
605	Pre-Master Architecture	24.01	2	1	3	0.0%
610	Arch Tech-FSU-Fac Mgmt	04.09	1	3	4	0.0%
614	Arch Tech-FSU-ConMgmt	04.09	3	5	8	0.1%
617	Pre-Elem Ed-FSU	24.01	7	16	23	0.2%
620	Pre-Public Health-FSU	24.01	0	1	1	0.0%
631	Music-WMU	50.09	6	5	11	0.1%

632	Pre-Business Admin-WMU	24.01	2	4	6	0.0%
634	Child Development-WMU	19.07	0	1	1	0.0%
636	Pre-Elem Ed-WMU	24.01	2	4	6	0.0%
638	Pre-ExSci-WMU-Clinical	24.01	0	2	2	0.0%
639	Pre-Dietetics-WMU	24.01	4	4	8	0.1%
646	Pre-GenSci-Chirop-Palmer	24.01	2	1	3	0.0%
651	Chemical Technology	41.03	0	1	1	0.0%
655	Pre-Mathematics	24.01	1	3	4	0.0%
662	Pre-ExSci-ClinExSci-GVSU	24.01	5	9	14	0.1%
663	Pre-ExSci-HFitInstr-GVSU	24.01	3	8	11	0.1%
664	Pre-Sport Mgmt (GVSU)	24.01	0	1	1	0.0%
665	Pre-English-GVSU	24.01	1	2	3	0.0%
670	Pre-Biology-Aquinas	24.01	1	1	2	0.0%
701	Chemistry, Trf	24.01	3	9	12	0.1%
797	Manufac Eng Tech, FSU Trf	15.06	1	7	8	0.1%
798	Plastics Tech, FSU Trf	15.06	3	2	5	0.0%
809	Law Enforcement-Police Academy	43.01	1	2	3	0.0%
819	Police Academy, Cert	43.01	0	1	1	0.0%
848	Guest Student	24.01	27	231	258	2.1%
849	Career Exploration	24.01	0	3	3	0.0%
850	Personal Interest, Non-Degree	12.00	64	631	695	5.7%
900	Technology Option	15.99	0	4	4	0.0%
902	Welding Skills Cert	48.05	0	1	1	0.0%
903	Electr Controls Eng Tech	15.04	3	41	44	0.4%
904	Mechanical Design	15.13	33	83	116	1.0%
906	Electronics Tech	15.03	11	21	32	0.3%
908	Tooling & Mfg Tech	48.05	2	34	36	0.3%
912	Air C, Ref, Ht Tech	47.02	10	22	32	0.3%
916	Mechatronics, Cert	47.01	0	2	2	0.0%
918	Industrial Maintenance Tech Cert	47.03	0	18	18	0.1%
919	Industrial Tech, Cert	15.06	0	1	1	0.0%
920	Tooling & Mfg, Cert	48.05	1	6	7	0.1%
921	Auto Servicing, Cert	47.06	2	5	7	0.1%
922	Automotive Technology	47.06	11	27	38	0.3%
923	Electric Cont/Mech, Cert	15.04	2	6	8	0.1%
924	Air C, Ref, Ht, Cert	47.02	4	9	13	0.1%
925	Architectural Technology	04.09	5	17	22	0.2%
926	Electronics Svc, Cert	15.03	0	2	2	0.0%
927	Photography, Trf	50.07	1	0	1	0.0%
928	Mechanical Design, Cert	15.13	2	4	6	0.0%
931	Welding, Cert	48.05	0	9	9	0.1%
932	Welding Technology	48.05	7	19	26	0.2%
935	Plastics Mfg Tech	15.06	0	4	4	0.0%
939	Quality Science	15.07	1	18	19	0.2%
943	Machine Tool, Cert	48.05	0	1	1	0.0%
945	Plastics Mfg Tech, Cert	15.06	0	1	1	0.0%

954	Manufacturing Apprentice Cert	15.06	1	290	291	2.4%
985	Industrial Maintenance Tech	47.03	0	21	21	0.2%
P01	Business	24.01	517	482	999	8.3%
P02	Health, Exercise Science	24.01	513	1072	1585	13.1%
P03	Human Srvs, Ed, Soc Sci	24.01	494	768	1262	10.4%
P04	Manufacturing, App. Tech	24.01	51	113	164	1.4%
P05	Math, Science, Engineer.	24.01	291	289	580	4.8%
P06	Music and Theater	24.01	56	53	109	0.9%
P07	Culinary, Hosp, Brewing	24.01	33	35	68	0.6%
P08	Art, Archit, Mech Design	24.01	196	190	386	3.2%
P09	Human., Eng., Lang, Comm	24.01	107	427	534	4.4%
P10	Comp Information Systems	24.01	157	177	334	2.8%
Grand Total			3625	8482	12107	100.0%

Grand Rapids Community College
 Facility Condition Index
 September 17, 2020

Building	Deficiency Cost	Current Replacement Value	Facility Condition Index (%)
Administration Building	\$ 623,719	\$ 4,123,400	15.13%
Albert P. Smith Music Center	\$ 97,355	\$ 9,369,700	1.04%
Bostwick Office Suite and Bostwick Parking Ramp	\$ 702,949	\$ 40,754,900	1.72%
Bungalow (Carriage House)	\$ 345,301	\$ 495,500	69.69%
Calkins Science Center	\$ 1,985,847	\$ 45,779,700	4.34%
Campus Police and Facilities Offices and Lyon Street Parking Ramp	\$ 773,304	\$ 17,898,000	4.32%
Chiller Plant	\$ 993,578	\$ 3,393,400	29.28%
College Park Plaza and Parking Ramp	\$ 1,259,316	\$ 11,580,500	10.87%
Cook Academic Hall and Parking Ramp	\$ 1,614,853	\$ 36,689,300	4.40%
Custer Alumni House	\$ -	\$ 974,500	0.00%
Ender House	\$ 4,432	\$ 1,898,600	0.23%
Ford Field House	\$ 521,116	\$ 18,528,200	2.81%
Ford Natatorium	\$ 3,866,520	\$ 10,905,200	35.46%
Learning Resource Center	\$ 3,237,346	\$ 18,301,600	17.69%
Phyllis Fratzke Early Childhood Learning Laboratory (Preschool)	\$ 166,799	\$ 4,786,100	3.49%
Raleigh J. Finkelstein Hall	\$ 1,687,067	\$ 63,314,700	2.66%
Sneden Academic Hall	\$ 920,096	\$ 20,084,100	4.58%
Sneden Hall Parking Ramp	\$ 430,613	\$ 5,051,100	8.53%
Spectrum Theater	\$ 1,242,545	\$ 8,806,400	14.11%
Student Center	\$ 1,492,094	\$ 18,556,200	8.04%
Tassell M-TEC	\$ 1,870,164	\$ 18,689,700	10.01%
White Hall	\$ 87,667	\$ 4,071,000	2.15%
Wisner-Bottrall Applied Technology Center and Parking Ramp	\$ 3,630,663	\$ 57,553,100	6.31%
Total	\$ 27,553,344	\$ 421,604,900	6.54%

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

FCI value less than 5% = Good condition

FCI value 5% – 10% = Fair condition

FCI value greater than 10% = Poor condition

Based upon these FCI values, 8 buildings are in poor condition. The Bungalow (Carriage House), Ford Natatorium, and Learning Resource Center have the most immediate need for replacement work, as they have the highest FCI values ranging from 29.28% to 69.69%. These values are primarily driven by the high cost of building, mechanical and infrastructure upgrades, and equipment replacement costs.

Grand Rapids Community College
 5 - Year Deferred Maintenance Forecast
 September 17, 2020

Appendix D

Building	2020	2021	2022	2023	2024
Administration Building	\$ 623,719	\$ 645,549	\$ 668,144	\$ 691,529	\$ 703,006
Albert P. Smith Music Center	\$ 97,355	\$ 100,762	\$ 104,289	\$ 107,939	\$ 107,939
Bostwick Office Suite and Bostwick Parking Ramp	\$ 702,949	\$ 727,552	\$ 753,016	\$ 779,372	\$ 786,924
Bungalow (Carriage House)	\$ 345,301	\$ 357,386	\$ 369,895	\$ 382,841	\$ 394,215
Calkins Science Center	\$ 1,985,847	\$ 2,055,351	\$ 2,127,289	\$ 2,201,744	\$ 2,246,597
Campus Police and Facilities Offices and Lyon Street Parking Ramp	\$ 773,304	\$ 800,370	\$ 828,383	\$ 857,376	\$ 859,558
Chiller Plant	\$ 993,578	\$ 1,028,353	\$ 1,064,345	\$ 1,101,598	\$ 1,137,911
College Park Plaza and Parking Ramp	\$ 1,259,316	\$ 1,303,392	\$ 1,349,011	\$ 1,396,226	\$ 1,444,090
Cook Academic Hall and Parking Ramp	\$ 1,614,853	\$ 1,671,373	\$ 1,729,871	\$ 1,790,416	\$ 1,821,069
Custer Alumni House	\$ -	\$ -	\$ -	\$ -	\$ -
Ender House	\$ 4,432	\$ 4,588	\$ 4,748	\$ 4,914	\$ 5,086
Ford Field House	\$ 521,116	\$ 539,355	\$ 558,232	\$ 577,770	\$ 583,581
Ford Natatorium	\$ 3,866,520	\$ 4,001,848	\$ 4,141,913	\$ 4,286,880	\$ 4,381,529
Learning Resource Center	\$ 3,237,346	\$ 3,350,653	\$ 3,467,926	\$ 3,589,303	\$ 3,656,902
Phyllis Fratzke Early Childhood Learning Laboratory (Preschool)	\$ 166,799	\$ 172,637	\$ 178,679	\$ 184,933	\$ 191,015
Raleigh J. Finkelstein Hall	\$ 1,687,067	\$ 1,746,115	\$ 1,807,229	\$ 1,870,482	\$ 1,912,497
Sneden Academic Hall	\$ 920,096	\$ 952,299	\$ 985,630	\$ 1,020,127	\$ 1,042,820
Sneden Hall Parking Ramp	\$ 430,613	\$ 445,685	\$ 461,284	\$ 477,428	\$ 480,658
Spectrum Theater	\$ 1,242,545	\$ 1,286,034	\$ 1,331,045	\$ 1,377,632	\$ 1,395,968
Student Center	\$ 1,492,094	\$ 1,544,317	\$ 1,598,368	\$ 1,654,311	\$ 1,690,770
Tassell M-TEC	\$ 1,870,164	\$ 1,935,620	\$ 2,003,367	\$ 2,073,484	\$ 2,097,075
White Hall	\$ 87,667	\$ 90,735	\$ 93,911	\$ 97,197	\$ 97,563
Wisner-Bottrall Applied Technology Center and Parking Ramp	\$ 3,630,663	\$ 3,757,737	\$ 3,889,257	\$ 4,025,382	\$ 4,110,768
Total	\$ 27,553,344	\$ 28,517,711	\$ 29,515,831	\$ 30,548,885	\$ 31,147,542

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