



**Grand Rapids Community College
State of Michigan FY 2019
Five-Year Capital Outlay Plan**

**Approved by GRCC Board of Trustees
October 16, 2017**

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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). In May 2015, the Higher Learning Commission reappraised accreditation for Grand Rapids Community College. This decision extends GRCC's accreditation to 2023.

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

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

GRCC’s primary service area is Kent County, with an estimated population of 636,369. (*US Census – V2105*) Additionally, we serve the contiguous counties of Ottawa, Allegan and Ionia, as well as drawing students from all areas of the State of Michigan.

Given GRCC’s open-access enrollment policy, the institution is serving a very diverse range of students. In addition to ‘traditional’ students seeking terminal degrees and those seeking to transfer to four-year institutions, GRCC also serves high school students pursuing advanced placement, dual enrollment/early college 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 is the theme: GRCC – Relevant and Responsive. A new 3-year strategic plan is currently being written to outline the strategies, action projects and indicators of success that will chart the course for GRCC’s future.

VISION
As a college of distinction, GRCC inspires students to meet the needs of the community and the world.
MISSION
GRCC is an open access college that prepares individuals to attain their goals and contribute to the community.
VALUES
<p>Excellence – We commit to the highest standards in our learning and working environment as we strive for distinction in all aspects of our work.</p> <p>Diversity – We create an inclusive learning and working environment that recognizes the value and dignity of each person.</p> <p>Responsiveness – We anticipate and address the needs of students, colleagues, and community.</p> <p>Innovation – We seek creative solutions to problems through experimentation and adaptation.</p> <p>Accountability – We set benchmarks and outcomes to frame our decision-making, measure our performance, and evaluate our results.</p> <p>Sustainability – We use resources in responsible ways to achieve balance among our social, economic, and environmental practices and policies.</p> <p>Respect – We treat others with courtesy, consideration and civility.</p> <p>Integrity – We commit to GRCC values and take personal responsibility for our words and actions.</p>

ENDS

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

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

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

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

INSTITUTIONAL LEARNING OUTCOMES

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

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

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

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

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

GRCC Strategic Plan - 2014 – 2018
(August, 2017)

End #1: Student Success Pathways –A student-centered experience will ensure opportunities for students to learn the skills necessary to achieve their educational goals.

Strategy 1.1 **Access and Inclusion**- Improve services and outreach initiatives to students considering GRCC while creating a welcoming and inclusive environment for all at GRCC.

CAP #1.1.1: Improve outreach and recruitment of new students

CAP# 1.1.3: Implement projects related to Campus Climate Study to foster an inclusive, welcoming college.

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

CAP #1.2.1: Student success in developmental education

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

CAP #1.2.4: Reduction of financial barriers for students

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

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

CAP #1.3.3: Provide additional student support for Latino students

CAP #1.3.4: Support an academic leadership program (Alpha Beta Omega) to support the success of the College's most challenged students

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

CAP #1.3.6: Strengthen our systems to better support students with food assistance and housing assistance

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

CAP #1.4.1: Implement institutional assessment of student learning

End #2: Workforce Pathways

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

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

CAP #2.1.2: Increase use of labor market information forecasting

CAP #2.1.3/#3.1.4: Implement the Academic Pathways initiative

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

CAP #2.2.3: Strengthen our systems to support students in increasing employability skills, seeking employment, and job placement

End #3: Transfer Pathways

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

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

CAP #2.1.3/#3.1.4: Implement the Academic Pathways initiative

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

CAP #3.2.1: Enhance transfer resources throughout the college and Integrate services for students on a transfer pathway

CAP #3.2.2: Strengthen our systems for the assessment of general education

Section 2 – Instructional Programming

A. *Instructional Vision*

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

Our overarching goal for learning is:

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

The principles we hold to achieve this vision are:

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

To support this vision, GRCC has established the College's Strategic Plan (2014-2018). Additionally, department-level projects directly and indirectly align with the established student success-focused college ends: Student Success Pathways, Workforce Pathways, and Transfer Pathways. We are also a member of the HLC Persistence & Completion and Assessment Academies, which provide further support for this work.

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

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

We measure our success as follows:

Student Success Pathways

- Fall to winter retention (first time students by gender, ethnicity, age, full time /part time status), % of all attending students who return for winter semester (*State of MI indicator*)
- Fall to fall retention (first time students by gender, ethnicity, age, full time /part time status)
- 3-year cohort rates (still attending, graduated, transfer without degree, transfer with degree, unknown)
- Graduation yield (% of all students attending in an academic year who earn a credential)

Workforce Pathways

- Perkins indicators reported at the college level
- Licensure pass rates for workforce programs

Transfer Pathways

- GPA comparison of GRCC transfers vs native students at top two transfers (GVSU, Ferris)
- 6-year transfer rate (with or without graduating first)

The Academic and Student Affairs area is leading 17 College Action Projects (CAPs) to support the goals and objectives of the new 2014-18 College Strategic Plan, detailed in Section 1 of this document. Through the Teaching and Learning Quality Model (TLQM), we track progress on process measures, outcomes, and yearly improvement plans for key academic processes. Our Academic Program Review process tracks the assessment of program student learning outcomes and our Institutional Learning Outcomes (ILOs). All of these efforts are geared to advance the completion agenda by continuously improving the quality of the work we are doing.

B. Existing Academic Programs

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

Degrees and Certificates

Students may earn the following degrees and certificates:

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

Art, Architecture, and Mechanical Design

The Associate of Arts (A.A.) Degree Pathway with a concentration in Art, Architecture, and Mechanical Design is designed for those students who are still deciding which specific area within this Pathway they would like to study or for those who intend to transfer in a related area for which GRCC does not offer an academic program of study. Students who have decided on an academic program within the Art, Architecture, and Mechanical Design Pathway offered at GRCC should select that program and follow the coursework plan outlined in that program.

- *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 Decorating and Design, A.A.A.S.

Business

The Associate of Arts (A.A.) Degree Pathway with a concentration in Business is designed for those students who are still deciding which specific area within this Pathway they would like to study or for those who intend to transfer in a business related area for which GRCC does not offer an academic program of study. Students who have decided on an academic program within the Business Pathway offered at GRCC should select that program and follow the coursework plan outlined in that program.

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

Business Programs

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

Computer Information Systems

The Associate of Arts (A.A.) Degree Pathway with a concentration in Computer Information Systems is designed for those students who are still deciding which specific area within this Pathway they would like to study or for those who intend to transfer in a related area for which GRCC does not offer an academic program of study. Students who have decided on an academic program within the Computer Information Systems Pathway offered at GRCC should select that program and follow the coursework plan outlined in that program.

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

Computer Applications Programs

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

Culinary Arts, Hospitality, and Brewing

The Associate of Arts (A.A.) Degree Pathway with a concentration in Culinary Arts, Hospitality, and Brewing is designed for those students who are still deciding which specific area within this Pathway they would like to study or for those who intend to transfer in a related area for which GRCC does not offer an academic program of study. Students who have decided on an academic program within the Culinary Arts, Hospitality, and Brewing Pathway offered at GRCC should select that program and follow the coursework plan outlined in that program.

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

Secchia Institute for Culinary Education

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

Health and Exercise Sciences

The Associate of Arts (A.A.) Degree Pathway with a concentration in Health and Exercise Sciences is designed for those students who are applying to GRCC health programs with secondary admissions, students still deciding which specific area within this Pathway they would like to study or for those who intend to transfer in a related area for which GRCC does not offer an academic program of study. Students who have decided on an academic program within the Health and Exercise Sciences Pathway offered at GRCC should select that program and follow the coursework plan outlined in that program.

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

Health Programs

Practical Nursing Certificate
Nursing, A.D.N.
Dental Assisting Certificate
Dental Assisting, A.A.A.S.

Dental Hygiene, A.A.A.S.

Occupational Therapy Assistant, A.A.A.S

Radiologic Technology, A.A.A.S.

Magnetic Resonance Imaging (MRI) Technology
Advanced Certificate

Human Services, Education, and Social Sciences

The Associate of Arts (A.A.) Degree Pathway with a concentration in Human Services, Education, and Social Sciences is designed for those students who are still deciding which specific area within this Pathway they would like to study or for those who intend to transfer in a related area for which GRCC does not offer an academic program of study. Students who have decided on an academic program within the Human Services, Education, and Social Sciences Pathway offered at GRCC should select that program and follow the coursework plan outlined in that program.

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

Criminal Justice Programs

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

Education and Child Development

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

Psychology Programs

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

Social Science

Pre-Anthropology, A.A.
Pre-Economics, A.A.

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

Humanities, English, Language, and Communication Studies

The Associate of Arts (A.A.) Degree Pathway with a concentration in Humanities, English, Language, and Communication Studies is designed for those students who are still deciding which specific area within this Pathway they would like to study or for those who intend to transfer in a related area for which GRCC does not offer an academic program of study. Students who have decided on an academic program within the Humanities, English, Language, and Communication Studies Pathway offered at GRCC should select that program and follow the coursework plan outlined in that program.

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

English

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

Language and Thought Programs

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

Manufacturing and Applied Technology

The Associate of Arts (A.A.) Degree Pathway with a concentration in Manufacturing and Applied Technology is designed for those students who are still deciding which specific area within this Pathway they would like to study or for those who intend to transfer in a related area for which GRCC does not offer an academic program of study. Students who have decided on an academic program within the Manufacturing and Applied Technology Pathway offered at GRCC should select that program and follow the coursework plan outlined in that program.

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

Applied Technology Programs

Industrial Maintenance Certificate
Industrial Maintenance Technology, A.A.A.S.

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

Automotive Programs

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

Manufacturing Programs

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

Math, Science, and Engineering

The Associate of Arts (A.A.) Degree Pathway with a concentration in Math, Science, and Engineering is designed for those students who are still deciding which specific area within this Pathway they would like to study or for those who intend to transfer in a related area for which GRCC does not offer an academic program of study. Students who have decided on an academic program within the Math, Science, and Engineering Pathway offered at GRCC should select that program and follow the coursework plan outlined in that program.

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

Biological Sciences Programs

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

Math

Pre-Engineering, A.S.

Physical Science Programs

Chemical Technology, A.A.A.S.

Pre-Biochemistry, A.S.

Pre-Chemical Engineering, A.S.

Pre-Chemistry, A.S.

Pre-Geology, A.S.

Pre-Pharmacy, A.S.

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

Music and Theater

The Associate of Arts (A.A.) Degree Pathway with a concentration in Music and Theater is designed for those students who are still deciding which specific area within this Pathway they would like to study or for those who intend to transfer in a related area for which GRCC does not offer an academic program of study. Students who have decided on an academic program within the Music and Theater Pathway offered at GRCC should select that program and follow the coursework plan outlined in that program.

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

Music Programs

Associate of Music, A.M.

Recording Technology, A.M.

Digital Audio Specialist Certificate

Job Training Programs – All Certificate of Completion

Automotive Technician

Computer Support Technician

Construction Electrical

Introduction to Commercial Construction

Machinist/CNC Technician

Residential Construction

Welding/Fabrication Technician

Workforce Training Programs – All Certificate of Completion

Medical Assistant

Phlebotomy Skills for Healthcare

Deconstruction

Certified Production Technician

Industrial Sewing

Manufacturing Readiness

Advanced Manufacturing Certificate Program

Certified Nursing Assistant

Concrete Certification

Masonry Certification

Carpentry 1 and 2 Certification

Mechanical Certification

Sheet Metal Certification

Core Construction Certification

Construction Jump Start

Continuing Education/Customized Training Offerings

Lean Manufacturing Champion Program
ISO 13485 and 14000 Internal Auditor
TS 16949 Internal Auditor
RJG Master Molder
RJG I Plastics Technician
Lean Administration & Boot Camp
Failure Mode and Effects Analysis
Advanced Product Quality Planning
Production Part Approval Process
Corrective and Preventative Action
Leading Lean/Policy Development
Value Stream Mapping
SS Visual Organization/Visual Controls
Stabilizing for Flow
Mistake Proofing
Continuous Flow: Cell Design and Implementation
Understanding the People Side of Lean
Job Instruction and Standardized Work/Scientific Method
Designing and Implementing Pull Systems
Lean for High Mix/Low Volume Suppliers
Supply Chain/Purchasing
CNC Milling & Turning Basics
Datum Schemes for GD & T
Fundamentals of Welding
Introduction to Metal Removal
Manufacturing Terminology, Processes and Practices
Material Science for the Shop
Print Reading 1
Print Reading 2
Problem Solving
Statistical Process Control
Design of Experiments
IATF 16949 Internal Auditor
Kata
Six Sigma
Teacher State Continuing Education Clock Hour Programs (SCECH)
Workplace Performance Skills
Microsoft Word Courses
Assessments
Measuring and Gaging for Manufacturing
Arc Flash
Permit Required Confined Spaces
Training within Industry Workshops (TWI)
Certified Nurse Assistant Testing Center

Innovation and Design Theory
OSHA 30 hour & OSHA 10 hour
Geometric Dimensioning & Tolerancing (GD&T), for machine shop mgmt., machinists & shop floor basics
GD&T Updates (ASME Y 14.5-2009)
Motorcycle Safety
Career Coaching Certification
On-line Cengage Learning
On-line Pierson Workforce

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

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

The following Academic Programs are currently under development:

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

C. Projected programming changes during the next five years

1. Manufacturing and Information Technology

The West Michigan region continues to experience a resurgence in manufacturing, with manufacturing being Region 4's largest growth area at 33.3% from the 2009 recession (Talent 2025, West Michigan Talent Assessment and Outlook, August 2017). This growth has impacted the classrooms, equipment, and laboratory usage of our facilities. With employer support, GRCC continues to create regional solutions for additional trainings and programs in this discipline to meet the needs of our industry partners' projected workforce. New manufacturing offerings are tied to national credentials, such as NIMS (National Institute for Metal Working), AWS (American Welding Society), MSSC (Manufacturing Skills Standards) and PMMI (Institute for Packaging and Processing Technologies).

The growth of IT is occurring in almost every priority sector of the State but recent reports have IT job projections integrated in several sectors in Region 4. For instance, according to Talent 2025, computer and information systems managers are needed in the agricultural business at a rate of 15.2% (West Michigan Talent Assessment and Outlook, August 2017). This is indicative of several other reports for IT professionals to support the existing robust industries. As a sector unto its own, IT West Michigan occupational employment is expected to grow by 12%, expanding by 83,945 jobs, with the “fastest job growth in Michigan” forecasted over the next six years (Michigan Bureau of Labor Market Information and Strategic Initiatives, Talent 2025 West Michigan Talent Demand Report 2016).

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

The facility that supports programs in these areas is the Wisner Bottrall Applied Technology Center (ATC). The facility is 26 years old, and although some spaces have been renovated to support new program areas, the Manufacturing and Information Technology spaces have not changed. The demand for different programming in informational technology and manufacturing has led to the need to support new accreditations and certifications in CISCO, Cyber Security, networking, and a certified facility to deliver those certifications.

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

2. Exercise Science

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

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

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

The popularity of and need for our Exercise Science majors and professionals is rapidly increasing. It is anticipated (based on preliminary declarations for winter 2018) with the new Academic Pathways Initiative at GRCC that the numbers in our introductory courses will experience an uptick. Further, we continue to serve a high number of visiting students (in-state and out-of-state) pursuing this major as well, with online EXS courses regularly averaging somewhere between 25-50% students registered as guests who are exercise science majors at 4 year schools. Exercise Science majors at our top transfer institution, Grand Valley State University have increased by 400% in the last 5 years and are increasing rapidly across the nation. The U.S. Bureau of Labor Statistics estimates that in 2020, there will be a 24% increase in fitness trainers and instructors, a 39% increase in physical therapists, a 30% growth in athletic trainers, a 28% growth in exercise physiologists, and a 29% growth in cardiovascular rehabilitation technicians. Exercise science degrees often lead students to careers in all the afore-mentioned fields. The facility which houses the majority of GRCC's Exercise Science and Wellness courses, and which serves the College's Police Academy, is the Ford Field House. The most significant shortcomings of the building are lack of appropriate classroom spaces for the new coursework referenced earlier. Several teaching spaces in the building are not ADA compliant. Appropriately equipped and sized classroom space is needed near the College's exercise facilities (e.g. basketball courts, weight rooms, track, etc.). New curricula also require space for a human performance lab that is more sophisticated and spacious than the current room used for this purpose. This lab will also be a resource to our health and science programs.

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

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

3. Early Childhood Education & Lab Preschool

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

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

As a leader in promoting quality, the GRCC Lab Preschool was one of the first to receive a five STAR rating, the highest possible, in the newly implemented state of Michigan Total Quality Rating and Improvement Scale. The program is also accredited through the National Association for the Education of Young Children (NAEYC). The GRCC Laboratory Preschool engages each child's interests and personal gifts in a carefully planned environment with opportunities to explore language arts, music and movement, creative arts, science, and math activities. The program serves children from 6 weeks to 6 years of age from 6:30 a.m. to 6:00 p.m., five days a week.

The new Phyllis Fratzke Early Childhood Learning Laboratory was completed in 2016, and officially opened in January 2017. Having the classrooms and the lab in the same building provide enhanced opportunities for student learning through observation rooms and shared space to document learning—both the children's learning and the college students' learning. The children who attend the Lab Preschool and their families greatly benefit from expansion of Lab Preschool facilities as adequate security, outdoor space, meeting rooms, and access to early childhood education materials and training have been substantially enhanced.

4. GRCC's Music Program

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

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

The Music Program is housed in the Music Center, a brick and masonry structure that was constructed in 1922 as a physical education building. The building continued to be used in its original purpose first by Strong Junior High School and then Grand Rapids Junior College until 1976 when the College's Ford Field House was completed. The building stood vacant for three years until it was determined structurally sound for conversion into other educational uses. Renovation work began in September 1979, and was completed in August 1980 allowing the Music Department to move into its newly adapted, but substandard facility.

Successful private fundraising allowed the major renovation of the Music building to begin in 2016 and it was completed in spring 2017. This breathtaking new facility has allowed our talented students a learning environment experience commensurate with the quality of the curriculum that is offered, and one that allows for ongoing curricular improvements.

5. Student Services

GRCC Student Services 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.

6. Academic Foundations Program (AFP)

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

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

7. Distance Learning & Technology

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

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

According to Higher Learning Commission's "Best Practices for Electronically Offered Degree and Certificate Programs", the institution "assures adequacy of technical and physical plan facilities including appropriate staffing and technical assistance, to support its electronically offered programs." The increase use of technology for distance learning as well as to support face-to-face instruction continues to grow. This includes not only the infrastructure, facilities, and hardware, but it also includes office space to support the systems and furthermore the space to ensure effective faculty professional development can take place that is appropriate to the curriculum.

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

Grand Rapids Community College understands that opportunities for students to learn are not confined to traditional classrooms. Recent renovations and innovations have taken advantage of opportunities to make more of the campus conducive to active learning. These learning environments improvements include state of the art furnishings that meld comfort with function. Appreciating that students are likely to use mobile devices, tablets, iPads, and even pencil and paper to review assignments, the institution

has increased the number of formal and informal spaces that allow for group and individual study in a range of modalities. Hallways have been broadened and brightened; electrical outlets are abundant; built-in banquette seating arrangements are now a part of the institutional interior-scape.

8. Learning Technology on Campus

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

D. New Academic Programs

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

Health Care and Human Services Programming

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

Information Technology

GRCC has recently applied to become a Center of Academic Excellence – Cyber Defense – 2 year accredited institution. Throughout the 2016-17 academic year, the computer information systems department will undergo several activities to achieve this designation. GRCC will be Michigan’s second two-year institution to achieve this distinction. It will also provide the credibility for our cyber security students upon graduation or transfer.

Construction

As recently as 2016, GRCC has created two new programs (for a total of ten over the past two years) to meet the needs of over 400 construction firms and subcontracting organizations. This endeavor has been possible through the partnership with the employer-led Construction Workforce Development Alliance. The certification programs

built were Sheet Metal and Mechanical. These programs not only were built with employer partners, but employers co-teach these courses to bring field experiences into the classroom. In the electrical construction area, we serve over 157 companies with over 600 electrical apprentices.

Retail Management Certificate

Beginning in the winter of 2017, GRCC partnered with several local businesses in the development of a certificate in retail management. This certificate was informed by a group of national retailers and mirrors the competencies identified by those companies. This credential will also provide a solid foundation to an associate's degree. GRCC will continue to promote the certificate with local companies as a possible cohort model for their employees.

Certified Nursing Assistant (CNA)

In partnership with Holland Home, GRCC offered a Certified Nursing Assistant (CNA) in the winter of 2017. Local employers approached GRCC with the need for more CNA workers in their clinics and hospitals. This employer group pledged support for the delivery of this program, with Holland Home agreeing to house the program in their facility.

E. Unique Characteristics of GRCC's Instructional Program

1. Center for Teaching Excellence (CTE)

The Center is the central source for faculty professional development at GRCC. The CTE strives to promote student learning and success by providing faculty with resources and opportunities designed to help them realize their full potential as teachers.

Organizationally, the CTE works collaboratively with Distance Learning and Instructional Technologies as well as Experiential Learning (Study Away, Academic Service Learning, and Honors) to support faculty as they implement innovative pedagogical approaches. In terms of programming, the CTE offers workshops on a variety of teaching and learning topics, coordinates College-wide events such as Faculty Learning Day and the Great Teachers Seminar, and maintains a library of "self-help" resources for faculty. The CTE also administers a New Faculty Program that provides a comprehensive orientation and 10-month Institute required for all full-time faculty members new to the College.

2. Partnerships with Business and Industry

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

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

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

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

3. Academic Outreach

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

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

4. Community Partnership Programs

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

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

5. Tassell M-TECsm Center; Grand Rapids

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

6. Lakeshore Campus, including the Thompson M-TECsm

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

7. K-12 Relations and Transition

GRCC visits over 70 regional high schools each year to inform students about the community college's opportunities and planning process. The intentional engagement and communication includes elementary, middle and high school, and is accomplished through activities that connect with teachers, counselors, parents, and prospective

students. A Counselor Advisory Group has been recently formed which represents a cross section of local high schools (geographic, type of school, size, etc.) and is convened to provide feedback to improve GRCC's admissions, enrollment, financial aid, services and communication processes. Each spring GRCC hosts a counselor breakfast which is usually attended by over 50 counselors representing 40 schools in the region. At this meeting, the new program and initiatives to support transition into higher education are highlighted.

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

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

GRCC now has five middle college partnerships: Wyoming Middle College began fall 2012 and is entering its sixth year; Cedar Springs Middle College began fall 2014 and is entering its fourth year; Careerline Tech Center Early College began fall 2016 and is entering its second year; Kent ISD Launch U Middle College and Ottawa Hills Middle College are entering their first year fall 2017. The vision of the middle college partnerships is to provide an opportunity for eligible students to earn both a high school diploma and 60 transferable credits, an associate of arts degree or a college certificate at the same time. Middle College students begin and complete the program at the end of their 13th year.

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

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

8. Focus on Lifelong Learning

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

F. Economic Impact

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

- \$700,000 Kellogg Foundation Pathways to Success grant program
- \$24.9 million/\$4.1 million (GRCC) Michigan Coalition for Advanced Manufacturing with eight other community colleges
- \$41,000 Industrial Sewing Scale Up & Logistics Program Exploration JP Morgan Chase Foundation 2015
- Michigan Skill Trades Training Fund Customized Training Projects, \$189,890 (5 projects in 2015-16)
- State of Michigan, Secretary of State's office, Motorcycle Safety Foundation grants \$129,670
- Federal Motorcycle Safety Grant, \$17,000
- Michigan New Jobs Training Programs for Employers (\$23 million)
- Area Agency on Aging Grants (\$25,000)
- JP Morgan Chase Foundation, Minorities in Skilled Trades (\$40,000)
- Partnership Grant with Goodwill of Greater Grand Rapids focused on prisoner re-entry to work (\$2 million, \$400,000 to GRCC).
- American Apprenticeship Initiative Grant, provides funding for companies to secure DOL-approved apprenticeships in Manufacturing and Information Technology (\$1.8 million)
- Senior Millage Senior Wellness grant \$6,750
- America's Promise Healthcareer Pathways \$6 million
- West Michigan WorkReady Communities Leader
- Economic Development grants for business and industry

GRCC continues to lead the State in administering the Michigan New Jobs Training program. Additionally, as defined and outlined in section 230 of Public Act 196 of 2014, the Local Strategic Value Resolution was adopted by the GRCC Board of Trustees on

September 18, 2017. In this resolution, GRCC provided the examples of best practice in the required categories. The resolution is included as Appendix A.

Section 3 – Staffing and Enrollment

A. Student Profile

Credit Enrollment (headcount)

A total of 14285 students were enrolled in credit classes for Fall 2017: 29.9% full time, 70.1% part time. This number is down from 14465 students during Fall 2016 (-1.2%). The breakdown of enrollments from fall 2017 by academic program for both fulltime and part-time students is presented in Appendix B.

In addition to traditional classes offered through our Grand Rapids Campus (Main and DeVos), both the Thompson and Tassell M-TEC Centers, and our Lakeshore and Regional centers, distance learning opportunities were available through web-based Internet courses for a total of 5258 enrollments (duplicated estimated headcount). The distance learning options currently available to students are scattered throughout all academic programs and are not concentrated in any particular area.

Non-Credit Enrollment (headcount)

From July 2016 to June 2017, a total of 11706 participated in learning opportunities through Training Solutions, Non-Credit Apprenticeships, or Job Training (duplicated).

B. Projected Enrollment for Next Five (5) years

Credit Enrollment (headcount)

The National Center for Education Statistics projects that undergraduate enrollment in public colleges will grow by 15% between 2011 and 2021. Since this is our 7th year of declining enrollments, GRCC is projecting a flat enrollment (0 percent growth annually) for the time period 2018-2023. (<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 14575 in 2022-2023, up 2% from 2017-2018 levels.

Table 1
Projected Fall Credit Enrollment for 2018-19 to 2022-23

Year (Academic Year)	Projected credit enrollment based on flat enrollment	Additional enrollment due to new programs	Total Projected Enrollments
2018-2019	14285	145	14430
2019-2020	14285	290	14575
2020-2021	14285	290	14575

2021-2022	14285	290	14575
2022-2023	14285	290	14575

Non-Credit Enrollment (headcount)

Non-credit enrollments in the areas of Training Solutions are projected to decline 5% in 2017-2018 due to the ending of the grants and reductions in Michigan Works funding. Enrollment will then remain at the reduced level for each of the next four years. Job Training enrollments are also not projected to increase. Non-credit Apprenticeships are projected to increase about 5% each year.

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

Year (Fiscal Yr)	Training Solutions (Duplicated)	Job Training	Non Credit Apprenticeship	Total Projected Enrollments
2017-2018	10662	149	351	11162
2018-2019	10662	149	368	11179
2019-2020	10662	149	387	11198
2020-2021	10662	149	406	11217
2021-2022	10662	149	426	11237

C. Enrollment Patterns for Previous Five (5) Years

Credit Enrollment (Headcount)

Table 3 presents credit enrollments for fall and winter semesters for the past five years. Overall, fall enrollment has decreased 19.3%. Winter enrollment has decreased 24.7% over the same five-year span.

**Table 3
Credit Enrollment Counts for Fall and Winter Semesters, 2011-2012 to 2016-2017**

Year	Fall	% Change	Winter	% Change
2016-2017	14465	-3.2	13517	-4.5
2015-2016	14938	-5.0	14160	-4.0
2014-2015	15719	-5.4	14757	-6.4
2013-2014	16613	-4.7	15767	-7.5
2012-2013	17426	-1.0	17040	-2.3

Non-Credit Enrollment (Headcount)

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

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

Year	Training Solutions (Duplicated)		Job Training		Non Credit Apprenticeship	
	Number	% Change	Number	% Change	Number	% Change
2016-2017	11223	-18.9	149	-20.7	334	12.8
2015-2016	13846	-15.9	188	-6.9	296	27.0
2014-2015	16470	-1.1	202	0.1	233	10.4
2013-2014	16652	-1.0	200	-16.0	211	18.5
2012-2013	16822	36.9	238	-10.2	178	29.0

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

Table 5 provides instructional staff to student ratios for Fall 2017. Please note that this ratio includes full-time faculty only (no adjunct faculty).

**Table 5
Instructional Staff to Student Ratios for Fall 2017 (Credit)**

Year	Number of Full Time Instructional Staff	Number of Students Enrolled in Credit Programs	Ratio
Fall 2017	197	14285	1 to 73

Table 6 provides the ratio of administrative staff to students for Fall 2017.

**Table 6
Administrative Staff to Student Ratios for Fall 2017 (Credit)**

Year	Number of Administrators	Number of Students Enrolled in Credit Programs	Ratio
Fall 2017	50	14285	1 to 286

E. Projection of Future Staffing Needs

Table 7 provides a projection of future staffing needs over Fall 2017 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 2017 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 2018	145	6	1	<1
Fall 2019	290	6	1	<1
Fall 2020	290	6	1	<1
Fall 2021	290	6	1	<1
Fall 2022	290	7	1	<1

F. Current and Projected Average Class Size

Table 8 provides information on average class size for students enrolled in credit courses. The projected average class size for Fall 2018 and beyond is 22.6 students.

Table 8
Average Class Size

Year	Total Number of Lecture Sections	Average Number a Students Per Section
Fall 2017	1651	22.6
Fall 2016	1692	22.6
Fall 2015	1751	22.9
Fall 2014	1911	22.8
Fall 2013	2062	22.8
Fall 2012	2142	23.5

Section 4 - Facility Assessment

A. Summary Description of Each Facility:

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

Building Type: 100% Office

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

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

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

Building Type: 3% Office; 97% Parking Garage

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

Building Type: 100% Storage

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

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

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

Building Type: 100% Service

College Park Plaza is a six-story, 48,913 square-foot building housing faculty offices for seven academic departments, the College Foundation and the Grants office. In addition it has a 19,050 square-foot 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 purposes classrooms primarily used by Math, English and Business. The building also houses four academic support tutoring labs. This is a LEED certified building.

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

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

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

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

Building Type: 100% Gymnasium

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

Building Type: 60% library; 40% Office

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

Building Type: 100% Office

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

Building Type: 6% Office; 94% Parking Garage

Mable Engle House is a 12,620 square foot, 3-level with basement home. The facility is used for office space for Institutional Research, Labor Relations and General Council.

Building Type: 100% Office

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

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

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.

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

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

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

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

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

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

Building Type: 99% Parking, 1% Office

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

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

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

Building Type: 100% Office

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

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

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

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

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

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

B. Classroom and/or Classroom Utilization Rates

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

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

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

C. Mandated Facility Standards

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

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

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

1. The Applied Technology Center (ATC) houses programs and offices for both GRCC and Ferris State University. Ferris State University is a one-third partner in the ATC. The facility is 26 years old, and although some spaces have been renovated to support new program areas, the Manufacturing and Information Technology spaces have not changed. West Michigan is home to one of the nation's largest and most diverse manufacturing sectors, which is experiencing a resurgence and continues to lead job growth across the state. This growth has impacted the classrooms, equipment, and laboratory usage of our facilities. With employer support, GRCC continues to be asked to create additional trainings and programs in this discipline to meet the needs of their projected workforce. New manufacturing offerings are tied to national credentials, such as NIMS (National Institute for Metal Working), AWS (American Welding Society), MSSC (Manufacturing Skills Standards) and PMMI (Institute for Packaging and Processing Technologies). The automation of manufacturing equipment and processing continues to evolve the work, requiring technicians to have a higher level of skills. This segment of the West Michigan economy continues to produce a wide variety of high-demand, high-wage career opportunities. Moreover, the majority of these secure, technician-level jobs are considered mid- to high-skill, but do not require a 4-year degree. The addition of a new lab and upgraded equipment in current labs is needed to add much needed

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

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

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

3. The facility which houses the majority of GRCC's Exercise Science courses, supports the Police Academy and serves the required student Wellness course needs, is the Ford Field House. The most significant shortcomings of the building are lack of appropriate classroom space for the new coursework referenced in section two. Appropriately equipped and sized classroom space for these courses is needed near the College's exercise facilities (e.g. basketball courts, weight rooms, track, etc.). New curricula also require space for a human performance lab that is more sophisticated and spacious than the current room used for this. Problems that impact the usability of this facility include lack of air conditioning, which in summer, when temperatures in the building rise to dangerous levels, can lead to health risks and even all classes in the building being cancelled. Furthermore, several teaching spaces in the building are not ADA compliant. Renovations are needed to bring the facility to current ADA accessibility standards, address life safety issues, code compliance, energy management, plumbing, electrical and mechanical systems.
4. The 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.
5. GRCC's Music Program is one of the premier Community College programs in the country, and is the only community college program in the State of Michigan to be accredited by the National Association of Schools of Music. The Music Center is a brick and masonry structure that was constructed in 1922 as a physical education building. The building continued to be used in its original purpose until 1976 when the Ford Field House was completed. The building stood vacant for three years until it was determined structurally sound for conversion into other educational uses. Having last been renovated more than 25 years ago, the building was closed during the 16/17

academic to allow for a complete renovation. The renovation included upgrades to all infrastructure systems, exterior envelop improvements, and life safety improvements. The facility has been transformed to provide acoustical excellence throughout the facility, supporting a state-of-the-art recital hall, recording studio, classrooms and student gathering spaces. This newly renovated LEED facility is now a truly appropriate and inspiring music education environment, which offers students a learning environment experience commensurate with the quality of the curriculum that is offered, and one that allows for ongoing curricular improvements.

6. 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.
7. The Student Center currently houses the Academic Advising and Transfer Center, Counseling and Career Development, Disability Support Services and the Academic Testing Center, as well as Student Life, the campus bookstore and food service areas. Although the facility has recently undergone bond funded infrastructure renovations to improve HVAC, fire protection and lighting, the spaces within the facility are still inadequate for expanding services and operations that function from this facility.
8. The Learning Resource Center houses the Library and Learning Commons, Academic Support programs, tutoring services, The Bob and Aleicia Woodrick Center for Equity and Inclusion, Media Technologies and a few general purpose classrooms. This facility is open to students six days a week during fall and winter semesters. The facility is in need of electrical upgrades and panels, transformers, restroom enhancements to comply with ADA requirements, interior doors; lighting and control systems; HVAC air handling units and energy management systems.
9. Sneden Hall is a three story facility, housing general purpose classrooms, a student use computer lab, the College Success Center and the Information Technology department. The facility is on the DeVos campus, within the historical Heritage Hill neighborhood. The facility is in need of improvements and renovations to its existing mechanical and electrical infrastructure, as well as maintenance throughout the exterior building envelop (roof, tuck pointing, exterior doors). Several classrooms are in need of new furnishings to improve capacity, improve the learning environment and support flexible learning activities.
10. The expansion of IT and IT services will require infrastructure improvements across campus as well as expanded space for technical maintenance, equipment repair, storage, staff offices and student support areas.

E. Replacement Value of Existing Facilities

See attached Facility Assessment, Appendix C.

F. Utility System Condition

See attached Facility Assessment, Appendix D.

G. Facility Infrastructure Condition

See attached Facility Assessment, Appendix D.

H. Projected Utilities and Infrastructure Adequacy

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

I. Land Owned, Future Development Capacity

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

J. Buildings Obligated to State Building Authority

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

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

Facility Assessment

5 Year Plan

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

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

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

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

Section 5 – Implementation Plan

A. Prioritize Major Capital Projects Requested from the State

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

B. Deferred Maintenance Backlog

GRCC's estimated deferred maintenance backlog is approximately \$16.5 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 - None at this time.

D. Planned Expenditure Rate of Return

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

E. Alternatives to New Infrastructure

We are continually working with faculty to increase and enhance our online and hybrid offerings. We also continue to partner with our K-12 school districts to offer college courses in their regions. For fall 2017, the college is offering courses at three of its regional sites in Kent County: Byron Center, Grandville, and Rockford; ten concurrent enrollment sites: Calvary Schools of Holland, Godfrey Lee, Godwin Heights, GRPS CA Frost, GRPS Ottawa Hills, GRPS Union, GRPS University Prep Academy, Kelloggsville, Kent City, and Kent Innovation; and five early/middle college sites: Cedar Springs, OAISD Careerline Tech, Kent ISD Launch U, Ottawa Hills and Wyoming. In addition, the college has Lakeshore Campus sites in Ottawa County.

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

(See attached Facility Assessment – Appendix D)

1. Ford Fieldhouse infrastructure renovations are required to accommodate HVAC; electrical; plumbing and code compliance requirements. In addition, ADA compliance needs to be addressed in both men and women restrooms and locker rooms throughout the facility. Interior doors; paneling; and ceiling tiles need upgrades and fire alarm/suppression needs must be addressed. The facility roof was replaced in 2017 and upgrades to the facility are scheduled for 2018, funded through college plant fund resources.
2. Ford Natatorium requires major electrical work ranging from lighting and panel boards to high voltage entry service gear. Interior doors require replacement; life safety issues such as, emergency lighting and fire alarm/suppression need to be addressed. HVAC issues regarding air handling units, energy management system, and exhaust fans require upgrades. Men and women restrooms and locker rooms need plumbing upgrades ADA code compliancy.
3. Learning Resource Center renovation would include electrical upgrades and panels, transformers, restroom enhancements to comply with ADA requirements, interior doors; lighting and control systems; HVAC air handling units and energy management systems.

4. The Main building requires stairwell upgrades to become code compliant. The freight elevator requires upgrades to remain code certified. Infrastructure replacement is needed for sanitary and storm lines and exterior emergency lighting does not meet code.

G. Non-routine Maintenance

Parking Ramp repairs are budgeted at \$547,105 per year, and paid for from College auxiliary funds (parking revenue from student parking). Additionally, GRCC is currently investing \$2 million over three years for major repairs including structural concrete repairs; deck coating; parking striping; bridges repair; 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 18, 2017

PRESENT: Bailey, Brame, Bristol, Brunisma, Sackett, Stewart, and Chairperson Koetje

ABSENT: —

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

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

And Whereas the State of Michigan, through Public Act 108, Section 230 (2) of the Michigan Public Acts of 2017 has indicated that the appropriation noted in Section 201(2) of the same Act shall be allocated to each community college that certifies to the state budget director, through a resolution adopted by a board of trustees, that the college has met 4 out of 5 best practices listed in each category described in Section 230, subsection (3);

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

The Board hereby certifies that the College has met all 5 of the best practices described in Public Act 108, 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 132 signed clinical agreements with medical and dental professionals in the region. Additionally, through our grants and apprenticeship work we have over 275 company partners.
(ii) The community college provides customized on-site training for area companies, employees, or both.	GRCC has provided customized training to 57 companies through 315 classes, reaching 2,649 people during the past fiscal year. In addition, 421 companies were served through workforce training, continuing education and professional development.
(iii) The community college supports entrepreneurship through a small business	GRCC supports small businesses in west Michigan by offering several offerings in partnership with SCORE, and

Best Practices by Category	Examples of Adherence
assistance center or other training or consulting activities targeted toward small businesses.	the West Michigan Small Business Development Center. We offer 53 online classes through ed2 go that range from QuickBooks and budgeting, to how to build a lean staffing plan, and continuing education offerings in talent development, employability skills, social media use and many other titles.
(iv) The community college supports technological advancement through industry partnerships, incubation activities, or operation of a Michigan technical education center or other advanced technology center.	The College operates two technical education centers. The Tassell MTEC is located in Grand Rapids and offers hands on training programs in manufacturing, automotive repair, construction trades, sustainability and deconstruction, computer support, food processing, industrial sewing, medical assistant, personal trainer, renewable energy, masonry, mechanical, and concrete and iron worker training. The Tassell MTEC, at the request of industry partners, has also added training in certified nursing assistant, phlebotomy, plumbing, and construction mechanical to meet local talent needs. The Thompson MTEC is located in Holland and operated in partnership with the Ottawa Area Intermediate School District. It is a main hub of operations for the college's Lakeshore Campus. This center also plays host to several training programs mentioned above as well as an Industrial Maintenance Middle College certificate.
(v) The community college has active partnerships with local or regional workforce and economic development agencies.	GRCC has active partnerships with a number of local and regional workforce and economic development agencies, including West Michigan Works, The Right Place, Lakeshore Advantage, The Source, Talent 2025, Hello West Michigan, Discover Manufacturing, Michigan Manufacturing Technology Center- West, West Michigan Health Career Council, West Michigan Tech Talent and the Michigan Manufacturing Association.
Category B: Educational Partnerships (must meet 4 of 5)	
(i) The community college has active partnerships with regional high schools, intermediate school districts, and career-tech centers to provide instruction through dual enrollment, concurrent enrollment, direct credit, middle college, or academy programs.	GRCC currently has more than 66 active partnerships in place with public, non-public and charter regional high schools, intermediate school districts, and technology centers through dual enrollment. We have 10 – 14 active concurrent enrollment sites and five early/middle college partnerships in place. GRCC also has four regional sites whereby we partner with a local high school to host evening college courses.
(ii) The community college hosts, sponsors, or participates in enrichment programs for area K-12 students, such as college days, summer or after-school programming, or science Olympiad.	GRCC hosts, co-sponsors, and participates in outreach and enrichment programs that are designed to engage and encourage area K12 students to pursue the community college educational opportunities. Programs include HS nights, tours, on-campus career specific college days, skilled trade camps, Cruizing to College

Best Practices by Category	Examples of Adherence
	Summer academic readiness sessions, youth conferences, MiCareerQuest, SkillsUSA Statewide Competition and more.
(iii) The community college provides, supports, or participates in programming to promote successful transitions to college for traditional age students, including grant programs such as talent search, upward bound, or other activities to promote college readiness in area high schools and community centers.	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 and sophomore class to prepare them for successful entry into GRCC or other higher education institutions. 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 course work, saving time and money.
(iv) The community college provides, supports, or participates in programming to promote successful transitions to college for new or reentering adult students, such as adult basic education, GED preparation and testing, or recruiting, advising, or orientation activities specific to adults.	GRCC provides an ESL program to support adult learners.
(v) The community college has active partnerships with regional 4-year colleges and universities to promote successful transfer, such as articulation, 2+2, or reverse transfer agreements or operation of a university center.	GRCC currently has 26 articulated programs with other institutions, including six reverse transfer agreements. The articulated programs can be separated into the following categories, with the number in each indicated in parentheses: <ul style="list-style-type: none"> • Articulated Pre-Majors (14) • Articulated Pre-Professional Programs (2) • Articulated Career Programs (4) In addition, GRCC promotes successful transfer through offering pre-majors in the following categories: <ul style="list-style-type: none"> • General Pre-Majors (21) • General Pre-Professional Programs (3)
Category C: Community Services (must meet 4 of 5)	
(i) The community college provides continuing education programming for leisure, wellness, personal enrichment, or professional development.	GRCC provided 328 continuing education courses serving approximately 10,980 members during the 2016/17 fiscal year.
(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.	GRCC held 5 separate visual art events in the Collins Art Gallery. GRCC also participated in the Grand Rapids ArtDowntown event by offering a student exhibition in cooperation with SiteLab at the Rumsey Street venue. 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 28 separate musical recitals or

Best Practices by Category	Examples of Adherence
	concerts were held at local facilities. GRCC also sponsors the Kent Philharmonic Orchestra, a community ensemble. All arts events and performances are open to the community.
(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.	GRCC operates the Collins Art Gallery and held 5 separate visual arts shows. GRCC's Spectrum Theater is home not only to the College's Theater program, but also three community theater groups: Actor's Theater, Jewish Theater Grand Rapids and Heritage Theater. Both the Collins Art Gallery and Spectrum Theater have been venues for ArtPrize since its inception. 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: Fast Track, Empco Testing for Police Academy, SLA Cruisin' to College, Skills USA, Library Instruction sessions, Police Academy Licensing Exam, MCOLES Testing, Our Communities Children WorkKey Testing, GRCC Summer Learning Academy, Student Athlete Orientation, TRIO Resume Workshop, MICUP Powerpoint Training, Michigan Department of Agriculture MAEAP, KISD Summer School Computer Lab, Admissions Fall & Spring Open Houses, GR Neighborhood Summit, Saturday Accuplacer Testing, Blackboard Training and Tutorial Labs and Study Groups. In addition, GRCC hosts an annual "Diversity Lecture Series" that features national speakers on a variety of topics. In 2016-2017, the 22 nd annual series features political correspondent Jamelle Bouie, author Ethan Watters, author Counsuela Ward, and filmmaker Dawn Porter. This series is free to the community.
(iv) The community college operates public facilities to promote leisure or wellness activities for community members, including gymnasiums, athletic fields, tennis courts, fitness centers, hiking or biking trails, or natural areas.	GRCC operates a gymnasium, a fitness center and an aquatic facility that are all open to the public.
(v) The community college promotes, sponsors, or hosts community service activities for students, staff, or community members.	The College supports a range of programs and activities aimed at connecting faculty and students to our community including: several sections of courses integrating service learning, Community Science Day through the Biological Sciences Department, United Way's School of Hope program, processes that promote Community Partner Trainings and service opportunities for students, hosting marketing tables on campus for

Best Practices by Category	Examples of Adherence
	nonprofits, and finally coordinating service events as part of the GRCC Honors Program.

Adopted this 18th day of September, 2017

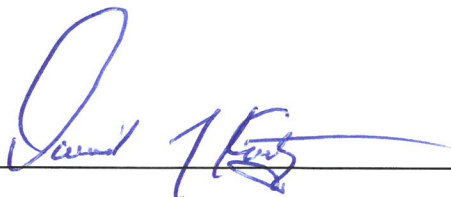
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CERTIFICATION

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 18, 2017, the original of which is on file in my office and available to the public. Public notice of said meeting was given pursuant to and in compliance with the Open Meetings Act, Act No. 267 of the Public Acts of Michigan of 1976, including in the case of a special or rescheduled meeting, notice by posting at least eighteen (18) hours prior to the time set for said meeting.

GRAND RAPIDS COMMUNITY COLLEGE

State of Michigan

By: 

 Chairperson, Board of Trustees

Countersigned:

By: 

 Secretary, Board of Trustees

Appendix B
GRCC Fall 2017 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	128	309	437	3.1%
003	Early College Enrollment	24.00	0	717	717	5.0%
006	Liberal Arts, General	24.01	76	216	292	2.0%
007	Transfer/Other	24.01	1,876	3,333	5,209	36.5%
011	Assoc of Science	24.01	270	422	692	4.8%
101	Business Admin, Trf	52.01	221	221	442	3.1%
102	Bus Administration	52.02	190	435	625	4.4%
112	Office Administration	52.04	2	25	27	0.2%
116	Marketing, Cert	52.18	1	3	4	0.0%
120	Child Development	19.07	29	106	135	0.9%
122	Interior Decorating & Des	50.04	17	31	48	0.3%
125	Marketing	52.18	51	73	124	0.9%
127	Management & Supervision	52.02	33	133	166	1.2%
128	Accounting	52.03	72	144	216	1.5%
131	CDA Formal Trn Hrs, Cert	19.07	1	8	9	0.1%
133	Fast Track CDA, Cert	19.07	0	17	17	0.1%
137	Office Administration	52.04	3	10	13	0.1%
144	Digital Graphic Communications	50.04	0	1	1	0.0%
147	Comp Info Sys-Network Admin	11.09	34	73	107	0.7%
149	Comp Info Sys-Programming	11.02	45	103	148	1.0%
150	Information Security	11.10	13	21	34	0.2%
151	Culinary Arts	12.05	91	124	215	1.5%
152	Corrections	43.01	6	28	34	0.2%
153	Juvenile Services	43.01	8	37	45	0.3%
154	Addiction Studies, Cert	51.15	3	18	21	0.1%
155	Culinary Mgmt, Assoc.	12.05	3	10	13	0.1%
156	Baking & Pastry Arts, Cert	12.05	5	17	22	0.2%
157	Culinary Arts, Cert	12.05	1	9	10	0.1%
158	Personal Chef	12.05	2	1	3	0.0%
159	Craft Brew, Pack, Srv Op	12.05	21	7	28	0.2%
160	Web Design/Development	11.08	24	58	82	0.6%
165	Computer Supp Specialist	11.10	20	32	52	0.4%
170	Entrepreneurship	52.07	3	7	10	0.1%
171	Retail Management, Cert	52.02	0	1	1	0.0%
172	Corrections, Cert	43.01	0	5	5	0.0%
174	Sheriff's Correct. Acad	43.01	0	11	11	0.1%
176	Bak & Pas Arts, Adv Cert	12.05	0	1	1	0.0%
178	Personal Chef, Adv Cert	12.05	0	2	2	0.0%
179	Cul Mgmt, Adv Cert	12.05	1	1	2	0.0%
180	Child Development	19.07	15	50	65	0.5%
201	Art, Trf	50.07	19	36	55	0.4%

206	Music Education: Instrumental	13.13	1	1	2	0.0%
207	Music Education: Choral	13.13	2	0	2	0.0%
210	Music Perform: Piano/Organ	50.09	1	2	3	0.0%
211	Music Merchandising, Trf	50.10	0	1	1	0.0%
212	Recording Tech, Trf	50.09	24	32	56	0.4%
215	Digital Audio Spec, Cert	10.02	1	7	8	0.1%
220	Assoc of Music	50.09	30	26	56	0.4%
250	Photography	50.06	17	28	45	0.3%
251	Fine Arts	50.07	22	41	63	0.4%
305	Radiologic Tech	51.09	5	41	46	0.3%
340	Occupational Therapy Assistant	51.08	3	48	51	0.4%
361	Assoc Deg Nursing-In Class	51.38	11	125	136	1.0%
369	ADN Adv Stand Nurs-InClass	51.38	4	40	44	0.3%
371	Pract Nurs, Cert-In class	51.39	0	68	68	0.5%
383	Magn Res Imag-MRI, Cert	51.09	1	2	3	0.0%
392	Dental Assisting, Cert. FT	51.06	1	0	1	0.0%
393	Dental Assisting, Assoc FT	51.06	16	1	17	0.1%
394	Dental Hygiene, FT	51.06	62	3	65	0.5%
395	Dental Assisting, Cert. PT	51.06	1	3	4	0.0%
396	Dental Assisting, Assoc PT	51.06	0	7	7	0.0%
402	Journalism, Trf	24.01	8	17	25	0.2%
420	Paraprofessional Education	13.15	4	9	13	0.1%
450	Pre-Computer Info Sys	24.01	16	12	28	0.2%
452	Pre-Computer Science	24.01	51	41	92	0.6%
500	Pre-Allied Health Sci.	24.01	5	10	15	0.1%
522	Pre-English Literature	24.01	0	2	2	0.0%
523	Pre-Comm Studies	24.01	5	5	10	0.1%
525	Pre-Criminal Justice	24.01	91	76	167	1.2%
530	Pre-Psychology	24.01	75	108	183	1.3%
532	Pre-Social Work	24.01	40	41	81	0.6%
533	Pre-Anthropology	24.01	1	0	1	0.0%
535	Pre-Political Science	24.01	15	13	28	0.2%
536	Pre-Economics	24.01	1	3	4	0.0%
537	Pre-Sociology	24.01	7	10	17	0.1%
538	Pre-Geography	24.01	2	3	5	0.0%
540	Pre-History	24.01	5	10	15	0.1%
545	Pre-Geology	40.06	1	4	5	0.0%
550	Pre-Biochemistry	24.01	8	10	18	0.1%
552	Pre-Chemical Engineering	14.07	2	2	4	0.0%
553	Pre-Engineering	24.01	10	7	17	0.1%
555	Pre-Cell & Mole Biology	26.04	5	5	10	0.1%
560	Pre-Biology	24.01	15	14	29	0.2%
570	Pre-Pharmacy	24.01	23	19	42	0.3%
605	Pre-Master Architecture	24.01	5	1	6	0.0%
610	Arch Tech-FSU-Fac Mgmt	04.09	8	9	17	0.1%
612	Pre-Construct Mgmt-FSU	24.01	0	3	3	0.0%

616	Pre-Early Childhood Ed	24.01	2	2	4	0.0%
631	Music-WMU	50.09	9	8	17	0.1%
632	Pre-Business Admin-WMU	24.01	6	5	11	0.1%
634	Child Development-WMU	19.07	2	2	4	0.0%
635	Pre-ExSci-WMU-Appl	24.01	3	0	3	0.0%
636	Pre-Elem Ed-WMU	24.01	8	8	16	0.1%
637	Pre-Sport Mgmt-WMU	24.01	4	0	4	0.0%
638	Pre-ExSci-WMU-Clinical	24.01	1	2	3	0.0%
640	Pre-Ex Sci-Cornerstone	24.01	2	0	2	0.0%
646	Pre-GenSci-Chirop-Palmer	24.01	2	2	4	0.0%
651	Chemical Technology	41.03	2	4	6	0.0%
652	Landscape Management	01.06	1	0	1	0.0%
661	Music-GVSU	50.09	4	0	4	0.0%
662	Pre-ExSci-ClinExSci-GVSU	24.01	17	24	41	0.3%
663	Pre-ExSci-HFitInstr-GVSU	24.01	11	15	26	0.2%
665	Pre-English-GVSU	24.01	2	6	8	0.1%
670	Pre-Biology-Aquinas	24.01	1	5	6	0.0%
701	Chemistry, Trf	40.05	13	12	25	0.2%
797	Manufac Eng Tech, FSU Trf	15.06	7	15	22	0.2%
798	Plastics Tech, FSU Trf	15.06	10	12	22	0.2%
809	Law Enforcement-Police Academy	43.01	28	30	58	0.4%
817	Gerontology	44.00	0	7	7	0.0%
819	Police Academy, Cert	43.01	16	11	27	0.2%
847	MCCVLC Student	24.00	0	9	9	0.1%
848	Guest Student	24.01	10	253	263	1.8%
849	Career Exploration	12.00	0	17	17	0.1%
850	Personal Interest, Non-Degree	12.00	43	623	666	4.7%
900	Technology Option	15.99	2	17	19	0.1%
903	Electr Controls Eng Tech	15.04	10	58	68	0.5%
904	Mechanical Design	15.13	31	90	121	0.8%
905	Architectural Design	04.02	0	2	2	0.0%
906	Electronics Tech	15.03	10	51	61	0.4%
908	Tooling & Mfg Tech	48.05	4	84	88	0.6%
912	Air C, Ref, Ht Tech	47.02	11	26	37	0.3%
916	Mechatronics, Cert	47.01	0	1	1	0.0%
918	Industrial Maintenance Tech Cert	47.03	2	40	42	0.3%
919	Industrial Tech, Cert	15.06	2	5	7	0.0%
920	Tooling & Mfg, Cert	48.05	0	27	27	0.2%
921	Auto Servicing, Cert	47.06	5	22	27	0.2%
922	Automotive Technology	47.06	36	73	109	0.8%
923	Electric Cont/Mech, Cert	15.04	0	8	8	0.1%
924	Air C, Ref, Ht, Cert	47.02	5	20	25	0.2%
925	Architectural Technology	04.09	12	15	27	0.2%
926	Electronics Svc, Cert	15.03	4	9	13	0.1%
927	Photography, Trf	50.06	3	8	11	0.1%
928	Mechanical Design, Cert	15.13	0	12	12	0.1%

931	Welding, Cert	48.05	3	21	24	0.2%
932	Welding Technology	48.05	13	41	54	0.4%
935	Plastics Mfg Tech	15.06	1	15	16	0.1%
939	Quality Science	15.07	1	34	35	0.2%
945	Plastics Mfg Tech, Cert	15.06	1	5	6	0.0%
950	Apprenticeship Option	15.06	0	7	7	0.0%
954	Manufacturing Apprentice Cert	47.00	0	456	456	3.2%
985	Industrial Maintenance Tech	47.03	3	32	35	0.2%
	Grand Total		4,252	10,017	14,269	100.0%

Grand Rapids Community College
 Facility Condition Index
 September 7, 2017

Building	Fiscal Year 17-18 Current Deficiency Cost	Fiscal Year 17-18 Current Replacement Value	Fiscal Year 17-18 Facility Condition Index (%)
Administration Building	\$ 436,710	\$ 5,360,410	8.15%
Applied Technology Center and Parking Ramp	\$ 596,503	\$ 80,429,715	0.74%
Bungalow (Carriage House)	\$ 286,929	\$ 1,109,789	25.85%
Calkins Science Center	\$ 475,729	\$ 58,023,973	0.82%
Chiller Plant	\$ 35,950	\$ 10,118,791	0.36%
College Park Plaza and Parking Ramp	\$ 62,805	\$ 14,234,438	0.44%
Cook Academic Building and Parking Ramp	\$ 590,874	\$ 47,955,530	1.23%
Data Center and Bostwick Parking Ramp	\$ 164,871	\$ 58,756,691	0.28%
East Campus Parking Ramp	\$ 16,669	\$ 7,972,056	0.21%
Facilities Offices and Lyon Street Parking Ramp	\$ 46,118	\$ 29,100,898	0.16%
Ford Field House	\$ 5,333,463	\$ 22,032,956	24.21%
Ford Natatorium	\$ 2,596,703	\$ 13,126,791	19.78%
Learning Resource Center	\$ 1,482,777	\$ 21,921,548	6.76%
Lettinga Center	\$ 768,693	\$ 2,169,231	35.44%
Mable Engle	\$ 862,270	\$ 4,156,353	20.75%
Main Building	\$ 636,615	\$ 83,196,690	0.77%
Music Center	\$ -	\$ 16,500,000	0.00%
Preschool	\$ -	\$ 6,898,176	0.00%
Snedden Academic Building	\$ 760,611	\$ 29,257,297	2.60%
Spectrum Theater	\$ 333,218	\$ 14,247,293	2.34%
Student Center	\$ 608,345	\$ 23,398,768	2.60%
Tassell M-TEC	\$ 228,589	\$ 32,452,761	0.70%
Thompson M-TEC	\$ 193,044	\$ 11,858,461	1.63%
White Hall	\$ -	\$ 6,713,367	0.00%
Total	\$ 16,517,488	\$ 600,991,984	2.86%

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, 5 buildings are in poor condition. Lettinga Center, Bungalow (Carriage House), Ford Fieldhouse, Mable Engle, and the Ford Natatorium have the most immediate need for replacement work, as they have the highest FCI values ranging from 19.78% to 35.44%. 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 7, 2017

Building	2018	2019	2020	2021	2022
Administration Buiding	\$ 436,710	\$ 451,995	\$ 467,814	\$ 484,188	\$ 501,134.50
Applied Technology Center and Parking Ramp	\$ 596,503	\$ 617,381	\$ 638,989	\$ 661,354	\$ 681,490.21
Bungalow (Carriage House)	\$ 286,929	\$ 296,972	\$ 307,366	\$ 318,124	\$ 329,257.90
Calkins Science Center	\$ 475,729	\$ 492,380	\$ 509,613	\$ 527,449	\$ 545,910.14
Chiller Plant	\$ 35,950	\$ 37,208	\$ 38,510	\$ 39,858	\$ 41,253.32
College Park Plaza and Parking Ramp	\$ 62,805	\$ 65,004	\$ 67,279	\$ 69,634	\$ 72,070.71
Cook Academic Building and Parking Ramp	\$ 590,874	\$ 611,554	\$ 632,959	\$ 655,112	\$ 678,041.08
Data Center and Bostwick Parking Ramp	\$ 164,871	\$ 170,641	\$ 176,614	\$ 182,795	\$ 189,193.16
East Campus Parking Ramp	\$ 16,669	\$ 17,253	\$ 17,856	\$ 18,481	\$ 19,128.31
Facilities Offices and Lyon Street Parking Ramp	\$ 46,118	\$ 47,733	\$ 49,403	\$ 51,132	\$ 52,921.97
Ford Field House	\$ 5,333,463	\$ 5,520,134	\$ 5,713,339	\$ 5,910,922	\$ 6,115,419.59
Ford Natatorium	\$ 2,596,703	\$ 2,687,588	\$ 2,781,653	\$ 2,879,011	\$ 2,979,776.65
Learning Resource Center	\$ 1,482,777	\$ 1,534,674	\$ 1,588,388	\$ 1,643,982	\$ 1,701,520.95
Lettinga Center	\$ 768,693	\$ 795,598	\$ 823,444	\$ 852,264	\$ 882,093.31
Mable Engle	\$ 862,270	\$ 892,449	\$ 923,685	\$ 956,014	\$ 989,474.43
Main Building	\$ 636,615	\$ 658,896	\$ 681,958	\$ 705,826	\$ 730,530.08
Music Center	\$ -	\$ -	\$ -	\$ -	\$ -
Preschool	\$ -	\$ -	\$ -	\$ -	\$ -
Snedden Academic Building	\$ 760,611	\$ 787,233	\$ 814,786	\$ 843,303	\$ 872,819.00
Spectrum Theater	\$ 333,218	\$ 344,881	\$ 356,952	\$ 369,445	\$ 382,375.63
Student Center	\$ 608,345	\$ 629,637	\$ 651,674	\$ 674,483	\$ 698,089.78
Tassell M-TEC	\$ 228,589	\$ 236,589	\$ 244,870	\$ 253,440	\$ 262,310.64
Thompson M-TEC	\$ 193,044	\$ 199,801	\$ 206,794	\$ 213,742	\$ 220,934.84
White Hall	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 16,517,488	\$ 17,095,600	\$ 17,693,946	\$ 18,310,560	\$ 18,945,746

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