

# Glen Oaks Community College

## Five-Year Capital Outlay Plan 2011-2016



### I. Mission Statement

Glen Oaks Community College's vision for engagement with our service area reads: *"Transforming Lives and Advancing Communities."*

As approved by the college's Board of Trustees in October, 2009, the mission statement states:

*The mission of Glen Oaks Community College is to provide quality educational programs that meet the life-long learning needs of its students and the communities it serves. A dynamic and relevant curriculum, accompanied by effective support services, enables the college to serve as a catalyst for creating and strengthening linkages among students, community members, businesses, and educational institutions. The college will respond proactively to changing local needs and fulfill its role in the global economy through the effective use of instructional and emerging technologies.*

Grounded in the shared values of the college community, the primary goals and objectives of the Strategic Plan, 2010-2015 include:

\* VALUE [1]: Mutual Trust and partnerships: ***We are committed to interacting in ways that demonstrate civility, caring, and respect.*** We develop our working and learning relationships based on mutual trust, recognizing that each individual has inherent worth and unique talents. We appreciate and value diversity of expression, collaboration and partnering, and finding ways we can communicate effectively across difference.

- **GOAL:** Support and encourage effective communication.
- **OBJECTIVES:**
  1. Increase the regularity of meetings between administration and staff with the agendas mutually constructed or shared.
  2. Host "town hall" meetings.
  3. Develop expanded mechanisms for communication between and among various internal and external stakeholders.
  4. Develop and implement a 360-degree model of performance evaluation that is constructive and linked to professional evaluation.
  5. Provide continuous quality improvement training to ensure that all college employees understand the principles, can apply them to their positions at the college, and fully understand the college's commitments to AQIP and continuous improvement.

\* VALUE [2]: Educational Excellence: ***We support and celebrate successful learning within an educationally transformative process.*** We are committed to high expectations and systems to foster quality learning. We value the role of the college in helping our communities develop and prosper.

- **GOAL:** Develop improved systems for ensuring high quality teaching and learning.
- **OBJECTIVES:**
  1. Use the results of assessment to take actions to improve learning.
  2. Model and teach team-building and collaboration.
  3. Develop a mentoring program for new faculty.
  4. Create new ways of recognizing and encouraging quality teaching, including expanded publicity, celebrations of teaching and learning, etc.
  5. Support the ongoing introduction and implementation of appropriate learning technologies.

\* **VALUE [3]:** Service for a Shared Future: ***We value service provided by individuals and groups, working together for the common good of the college and our service area.*** We recognize our responsibility to the communities we serve and look for opportunities to connect our programs and services to community needs. We are committed to providing access to the college's academic programs and services, fostering the vision that everyone can be a part of building our shared future.

- **GOAL:** Build enduring relationships with students and employees.
- **OBJECTIVES:**
  1. Improve the use of program advisory committees to ensure alignment with community needs and professional standards.
  2. Connect programs and services to local schools, businesses, industries, and communities in ways that reflect shared value.
- **GOAL:** Help the communities we serve develop and prosper.
- **OBJECTIVES:**
  1. Create a mechanism to track and maintain connections with alumni and develop improved relationships with former students, faculty, and staff.
- **GOAL:** Encourage increased engagement in college service and community outreach.
- **OBJECTIVES:**
  1. Sponsor additional student organizations that include focus on community service.

\* **VALUE [4]:** Integrity and Accountability: ***We are committed to the value and practice of integrity and public accountability.*** We recognize that each of us is accountable to the public and that we share a responsibility for expanding mutual trust and support. We pledge to act with personal integrity and to ensure a high degree of organizational transparency.

- **GOAL:** Practice shared governance to establish openness and accountability.
- **OBJECTIVES:**
  1. Provide increased mechanisms for unit/department information and dashboards on the college website.
  2. Define and establish clear policies and procedures for campus activities.
  3. Evaluate the extent to which college programs align with community needs and act on the results.
  4. Support professional development on issues related to shared governance and public accountability.

5. Explore the feasibility of increased public reporting of college activities and outcomes measures.

\* **VALUE [5]: Innovation: *We value and encourage innovation.*** We promote the development of questions, ideas, and college activities that engage students, faculty and staff, area employers and communities in taking reasoned risk and pursuing new learning. We recognize that creative solutions require effective processes for support and implementation.

- **GOAL:** Ensure that our systems, programs, curricula, and courses encourage creativity.
- **OBJECTIVES:**
  1. Create a system that focuses on developing new courses and programs in emerging areas (for example, dental hygiene, physical therapy assistant, veterinary technology, or alternative fuels).
  2. Establish partnerships with businesses to design learning opportunities that help our communities grow and prosper.
  3. Sponsor an annual technology showcase, speakers program, and creative events in all subject areas.
  4. Explore additional ways to encourage and reward innovation and entrepreneurialism across the college.

\* **VALUE [6]: Diversity: *We are committed to diversity as an educational and social value.*** We understand that diversity requires caring, cultivation, and inclusive processes in order to build unity and insight from difference.

- **GOAL:** Ensure that the college reflects the various groups, cultures, and constituencies existing within the service region.
- **OBJECTIVES:**
  1. Develop and implement a recruitment plan that meets the needs of the college in serving African American and Latino students in the service region.
  2. Strengthen the work and impact of the Upward Bound program.
  3. Develop and implement a retention plan for all students.
- **GOAL:** Strengthen college support and recognition for individual contributions and values.
- **OBJECTIVES:**
  1. Develop and implement a plan to reduce cultural barriers for students to succeed at the college.
  2. Develop and implement a plan for increased understanding of diversity that includes some of the following:
    - a. Celebrate cultural differences by inviting involvement in college activities,
    - b. Provide professional development on cultural issues for internal and external stakeholders,
    - c. Celebrate cultural contributions and the linkage of various cultures to the college and its communities.

Project development teams are assigned the task of devising specific action plans aligned with the goals and objectives.

## **II. Instructional Programming**

### **a. Existing Academic Programs**

As of the fall semester of 2011, the following degree and certificate programs were offered at Glen Oaks:

#### **Arts, Communications, Humanities, Sciences**

Associate of General Studies

Associate of General Studies–Emphasis in International Studies

Associate of Arts

Associate of Science

#### **Business, Management, Marketing, Technology**

Associate of Business

Associate of Applied Science in Business

Accounting Certificate

Computer Information Certificate

Computer Support Certificate

Database/Programming Certificate

Management/Marketing Certificate

Management/Supervision Certificate

Office Administrative Assistant, Executive/Legal Certificate

Web Page Design Certificate

#### **Engineering/Manufacturing, Industrial Technology**

Associate of Applied Science in Technology

Automotive Service Certificate

Automotive Technician Certificate

Drafting & Design Certificate

Electrical Technician Certificate

Machine Tool Technology Certificate

Truck Driving Certificate

#### **Health Sciences**

Associate of Applied Science in Nursing

Associate of Applied Science in Allied Health

Healthcare Worker Certificate

Phlebotomy Technician Certificate

Medical Administrative Specialist Certificate

Medical Assistant Certificate

Nurses Aide

Practical Nurse Certificate

#### **Human Services**

Associate of Arts

Associate of General Studies

Associate of Early Childhood Education  
Early Childhood Education Certificate

**Natural Resources, Agri-Science**

Associate of General Studies

Associate of Arts

Associate of Science

Many of the courses in both degrees and certificates are available through the Distance Learning Center at Glen Oaks. Students are able to take nearly all (with the exception of required mathematics courses) of the required coursework online to complete an Associate's Degree in General Studies. The available offerings are predominately developed for the online medium; however, several classes have various media supplements in addition to online content.

The Distance Learning Center uses its Distance Learning Advisory Team (DLAT) to further develop, evaluate, and improve all online courses, participating in the college's quality expectations. This initiative has yielded best practice principles, which are disseminated to distance learning faculty. DLAT is moving college online offerings to an open source software model (Moodle) to improve cost effectiveness and enhance local control. This move also would integrate this open source software with a hosted support mechanism and the college's administrative software from Datatel.

DLAT oversees course review and improvement and produces recommendations to faculty. This cyclical review process insures ongoing development in compliance with the philosophy of continuous quality improvement expressed by our accrediting body.

Examples of current academic course and program development include the development of hybrid courses, such as NSH 212, a Pathophysiology course that combines an online didactic component and face-to-face meetings on campus for lab work. Another example is the work of the Distance Learning Center in developing courses to provide a substantial online option for the Truck Driving certificate program, including most courses offered online and the practice driving training taking place at off campus sites.

Future course development will add to the choices students have when completing the Associate's in General Studies and will look for opportunities to develop courses that benefit the college and students.

In addition to distance learning specific initiatives, the Distance Learning Center offers software options and usage training to face-to-face faculty so they might provide face-to-face students with some of the best aspects of distance learning software, an online grade book, access to lecture notes and handouts, and online testing formats via faculty web pages.

## Recent Changes in Programming

Glen Oaks has added the following certificates, several as partnerships with external organizations or companies in response to customer interest or demand during the 2006-2011 period:

- Computer Support Technician
- Energy Auditor Technician (now moved to a non-credit program offering)
- Medical Administrative Specialist
- Nurses Aide
- Phlebotomy Technician
- Truck Driving

## Projected Changes in Academic Programs

The machine tool program courses, offered through a partnership with a local high school and the Intermediate School District (Career and Technical Education program), were discontinued in 2010-11 due to a lack of enrollment at both the college and high school levels. In its place, the ISD CTE program is beginning to offer an industrial robotics program in the fall of 2011. The expectation is that the curriculum for this program at the secondary level will be further developed for offering at the college level as well. Similarly, the ISD CTE program is likely to begin offering an Athletic Training program at the college in 2012 and assist in developing the college-level curriculum so that this can be a combined secondary/post-secondary program.

Course offerings in alternative energy, ecology, and environmental science are currently being developed.

The Nursing Department, Administration, local funding bodies, and a local health care agency are analyzing the viability of the Paramedic and EMT programs at the college. The redeveloped programs have a target date of Fall 2013 for implementation.

The Nursing and Health Occupations department are currently researching the feasibility of launching a Health Occupations certificate that would include courses in Nurse Aide, Phlebotomy, Home Health Care and other areas of the patient care domain. The certificate is expected to be approved and operational by Winter 2012.

Finally, the college is an “*Achieving the Dream*” college. *Achieving the Dream* (ATD) is a national network of community colleges focused on using student experience data to help address the needs of at-risk students, particularly with respect to retention and academic success for first-generation, low-income students. While colleges have long focused their mission on the access to enrollment, the work of ATD is focusing the attention of colleges on the completion of certificates and degrees (i.e., student success). The outcome of this work in organizational and cultural change will be implemented over several years and is likely to include changes to a variety of college policies and practices including those related to scheduling, advising, mentoring, course enrollment patterns, and academic course content. In particular, the college is exploring the development of a more comprehensive, mandatory student orientation and student

success course to address the challenges our participation in the Achieving the Dream program is helping to uncover.

## **Unique Characteristics of the Academic Mission**

### **Career and Vocational Programs**

The college strives to hold all programs to nationally recognized standards. To this effect, the institution seeks external certifications or accreditations whenever possible and appropriate. Currently, the following programs are externally certified or accredited, or prepare students to take externally accredited licensure examinations:

- Associate of Applied Science in Nursing
- Practical Nursing Certificate
- Automotive Service
- Automotive Technician
- Medical Office Assistant Certificate
- Medical Administrative Specialist

### **Workforce Development Activities**

Glen Oaks offers customized and business training programs to area businesses. The Business Services office has the capability to develop a customized training opportunity to meet a company's needs. Some examples of programs offered include: Microsoft Office, Spanish for Industry, Certified Nurses Aide training, Communication Skills, Customer Service Skills, Business Applications, Energy Auditor training, Project Management, APICS Training, Team Building Skills, Safety Training, and Social Media and Business. The college partners with the area Chambers of Commerce, the Economic Development Corporation, and area MichiganWorks! offices to offer additional customized training and educational programs.

### **Adult/Lifelong Education Focus**

Glen Oaks, in partnership with the Adult Basic Education offices in Three Rivers and Sturgis provides placement testing and preparation for college to students graduating with a GED.

The college offers Continuing Education, non-credit bearing, courses in Computer Training for the adult learner, including Word, Excel, QuickBooks, Internet and E-Mail basics, and programs for personal enrichment and fitness.

Glen Oaks also partners with a local organization, "Adventures in Lifelong Learning," a program for senior learners. This program offers low-cost classes and day trips for individuals, 50 years and over, without the necessity of academic requirements. Topics covered in this program include: Flower Pounding, Sudoku, Antiques Anyone?, State Capital in Lansing, History & Tour of Museum in Colon, Fiddler on the Room, Kersher's Orchard Tour.

### **Partnerships with ISD**

Glen Oaks has current partnerships with the local ISD and school districts in St. Joseph County. Through these agreements, the local high schools can determine the college courses that best fit their needs, while the college provides the expertise and personnel to teach the courses.

This partnership takes the shape of CTE, articulation agreements, and dual enrollment offerings.

### **Geographical Service Area**

Glen Oaks serves students from three distinct service areas. Students are considered in-district if they reside in St. Joseph County plus areas outside the county that pay property taxes to Glen Oaks. Service area students live in Cass County and Branch County, plus Elkhart, LaGrange and Steuben counties in northern Indiana. Out-of-district students include those who live outside the Glen Oaks district and its service area, including international students.

### **Articulation Agreements**

Glen Oaks maintains current articulation agreements with feeder and receiving institutions.

The following intake articulation agreements are in place:

- Elkhart Area Career Center
  - Business Information Technologies
  - Early Childhood Education & Services I
  - Early Childhood Education & Services II
  - Machine Tool Technology
  
- St. Joseph County CTE
  - Automotive Technologies
  - Computer Applications for Business
  - Computer Aided Design
  - Electrical Technologies
  - Marketing/Management
  - Medical Occupations
  
- Branch Area Career Center
  - Auto/Diesel Technologies
  - Business Administration & Technology
  - Computer Aided Drafting
  - Childhood Education & Services I
  - Electrical Technologies
  - Information Technology
  - Law Enforcement
  - Medical Technologies
  - Marketing/Management & Entrepreneurship

- Precision Machining

### **Partnership with 2-Year Institutions**

Glen Oaks Community College has developed joint transfer and cooperation programs with other community colleges. These agreements include:

- Bay de Noc Community College
  - Water Purification Technology
- Kalamazoo Valley Community College
  - Cardio Respiratory Care
  - Dental Hygiene
  - Chemical Technology
  - Law Enforcement
- Kellogg Community College
  - Dental Hygiene
  - Law Enforcement
  - Physical Therapist Assistant
  - Radiography
  - Medical Laboratory Technician

### **Partnerships with 4-Year Institutions**

The college develops and maintains articulation agreements with other institutions of higher education in order to increase collaboration and cooperation among schools as well as improve student transferability and success. The current agreements include:

- Davenport University
  - Management
  - Marketing
  - Finance
  - Human Resources Management
  - International Business
  - Service Management and Marketing
  - Computer Information Systems
  - Nursing (completion program)
  - Accounting Information Management
  - Professional Accountancy
- Goshen College
  - Nursing (RN to BSN)
  - Organizational Management
- Olivet College
- Andrews University
- Ferris State University
  - Allied Health Sciences
  - Arts and Sciences

- Education and Human Services
- Optometry
- Vision Science
  
- Franklin University
  - All online programs
  
- Robert B. Miller College
  - Management
  - Bachelor of Science in Nursing
- Trine University
  - Business Administration
  - Applied Management
  
- Spring Arbor University
  - Family Life Education
  - Management, Organizational Management
  
- Western Michigan University

**b. Other Initiatives that Impact Usage of Facilities**

The college is fully engaged in responding to the needs of the local and extended community by addressing the pressing concerns related to the shortage of nursing and allied health professionals. In order to fulfill this mandate, the college has renovated its current facilities, classrooms, labs, and offices to better accommodate the changing allied health and nursing education needs of students. The college also added further options in health care professions for students and serves as a partner with local hospitals and the community mental health center for access to professional development programming.

Glen Oaks is expanding its services to students in need of academic remediation and course work in developmental Mathematics, English, and Reading. The distance learning offices were moved from the Testing and Tutoring facility responding to increased space needs for tutoring. The increased enrollment overall (approximately 52% since 2006) has had an impact on the numbers of students needing academic support systems; similarly the number and diversity of students has stressed the ability of the college to respond effectively. The facilities available were designed for fewer students and smaller support systems. Responding to the need for increased services for students, the college applied for and received a federal TRiO grant for Student Support Services. This program adds four additional staff hires to service students in this categorical program leading to space requirements beyond the existing facilities resources. Responding to this challenge has required several office moves and consolidation of workspaces.

The enrollment in our machine tool program, a partnership Career and Technical Education program with our county ISD, has continued to falter to the point where

our partner high school district discontinued the program. As the existing students move through the remainder of their academic program, the college is not admitting new students into this academic program. Instead, the ISD and the college are exploring alternative technical programs that might better fit the facilities and the needs of our region, including offering an industrial robotics program at the secondary level for fall 2011 and developing its analog at the college level soon thereafter. As this program develops the college will need to provide renovated space to accommodate the differing needs of this academic program. Similarly, the CTE program plans to begin offering an Athletic Training program at the secondary level with further expansion to college level course work in 2012-13. The space requirements for this new program include an appropriate training space and classroom.

### **c. Demonstrate Economic Impact**

As the only postsecondary educational institution in St. Joseph County, Glen Oaks Community College is responding directly to the local and state needs for an educated and current workforce. In this domain, Glen Oaks has modified its nursing program to increase the number of graduates produced every year. The college has added programs of demonstrated need in certified nursing assistant, medical assistant, phlebotomy, energy auditor, and commercial truck driving.

The college partners with our local Chambers of Commerce, Economic Development Corporations, MichiganWorks!, and other entities to support economic development and support. The college recognizes its role in helping our communities to thrive by supporting existing businesses and in attracting additional businesses to relocate in the county. For example, in the fall of 2011 the college partnered with Kalamazoo Valley Community College, Southwest Michigan First, and the St. Joseph County EDC in work supporting the pre-employment training assessments and education needs of a local manufacturing firm as it considered expansion to address a major OEM contract.

In 2009-10 Glen Oaks contracted with an external vendor, Economic Modeling Specialists, Inc., (EMSI), to develop a socioeconomic impact study of the college. The process of developing this data was valuable as the college connected with a variety of local employers and alumni. The results of the EMSI study noted that the college provides a direct \$8.3 million gross contribution annually to the area income—the gross contribution to area income reflects the direct effect of faculty and staff wages and salaries plus associated multiplier effects. Including the impact of graduated students the college provides an \$86.7 million net contribution to the income of the area. In addition, due to the social impact of the college on the region, the college has an annual impact of \$357,000 in avoided costs.

## **Staffing and Enrollment**

### **a. Enrollment by Program**

The academic census data for the fall semester of 2011 reflects a credit headcount of 1,334 students. This number was reported to the federal Integrated Postsecondary

Education Data System (IPEDS) under “Fall Enrollment.” The total unduplicated headcount for 2010-11 was 2,671 students, equating to 1,257 full-time equivalent students.

The Fall 2011 unduplicated headcount of 1,334 students, of whom 441 are enrolled in Associate Degree programs, 43 in Associate of Applied programs, 357 in Certificate programs, 159 in Pre-Nursing, and 334 in a Non-program category. Full-time students make up 52% of the population and 48% are part time. Percentage of students enrolling in one or more distance learning sections is 29%.

**b. Projected Enrollment Patterns – Next 5 Years**

For FY 2011 through FY 2016, the college projects a stabilized enrollment in the student body at an annual rate of plus or minus 3% per year. Any increase is expected to originate in the Nursing and Allied Health areas, developmental education, and the sciences. There is a potential for increases in additional enrollment in the college’s dual enrollment programs and through the college’s partnership with the Career and Technical Education programs of the county’s ISD. The greatest likelihood is for enrollment leveling off, increased focus on retention strategies, and stabilization of enrollment across nearly all college academic programs.

**c. Evaluate Enrollment Patterns - Last 5 Years**

After a period of relatively stable enrollment early in the last decade, each of the past several years has seen strong increases in enrollment. With the economy continuing to challenge the state and our county, the college has seen increases in both traditional aged students and older students returning due to job losses or a desire to improve their education and economic status. This fall our enrollment leveled off with a small drop, due mostly to a decrease in dual enrollment and in students who had been supported by the state’s *No Worker Left Behind* program and other incumbent worker programs. Despite this drop our enrollment in most courses and programs continues at or near our all-time high level of last year, with a greater number of credits being taken per student. Full-time enrollment increases also come with a greater usage of student support services, developmental education, and counseling support.

It should be noted that Glen Oaks Community College is an *Achieving the Dream* college, participating in a national movement among community colleges. The focus of this effort has been to direct key resources and attention on the factors that influence student persistence and degree completion, including adjusting college policies such as those in the admissions and enrollment, and in using data related to course enrollment patterns. This may result in short term enrollment declines but increased student success for enrolled students.

The full year equivalent students (FYES) for the last five years:

2005-06—865.3

2006-07—845.6

2007-08—918.0

2008-09—1139.9

2009-10—1216  
2010-11—1,069.

**d. Instructional Staff/Student Ratios and Administrative Staff/Student Ratios**

As of the fall semester of 2011, Glen Oaks had 29 full-time faculty professors, 7 annual faculty and 37 part-time faculty, totaling 49 full-time equivalent instructional staff as defined by the IPEDS Fall report. The average instructional staff/student ratio is approximately 18:1.

Glen Oaks currently has 34 administrative staff personnel, including 4.5 dedicated to federal grant programs. Overall, this number produces a student/administrative staff ratio of 45.2:1.

As reported to the National Center for Educational Statistics, Glen Oaks has 45 staff devoted to instruction, 19 staff in administration, 11 staff in other professional support roles, and 37 staff in non-professional roles.

**III. Facility Assessment**

**a. Summary Description of Each Facility**

The current facilities are aging with most constructed in the 1960s. Addressing the natural challenges of older buildings was the rationale behind assessing all college facilities for safety and security issues in 2008, and in 2009 for energy efficiency and HVAC infrastructure. Due to the results of the infrastructure study, the college entered into a performance contract with Honeywell Corporation to simplify maintenance routines, renovate core HVAC systems, improve controls, and address much needed improvements in air quality.

The comprehensive facilities studies of 2008 and 2009 identified significant improvements that need to be made to the college's infrastructure, including replacement and repair of systems and equipment that is original to the college buildings (nearly all of which was constructed in 1966-67, approximately 40 years ago) and replacement of utility control systems and lighting fixtures to improve energy efficiency. Following the 2010 Honeywell infrastructure project, the college's HVAC and control systems have been completely updated or replaced, lighting systems have been simplified and updated, and the college now has a more efficient infrastructure for utilities usage. The college's infrastructure project decreased the college's utility and maintenance costs. It also pointed out additional specific areas for further improvement which the college will undertake as funds become available.

The college continues to reinvest in addressing unfunded but chronic maintenance issues, including inefficient windows, water infiltration through roofs and skylights, and aging concrete. In addition, due to its original construction design, the college has both mobility access challenges and severe physical security issues. Small and inefficient elevators are being replaced to help address the mobility access challenge. Door and entryway reconstruction is needed to help address security issues.

**b. Building and/or Classroom Utilization Rates**

Due to enrollment increases and an historically small square footage ratio per student and employee, the college is operating at or beyond capacity of the physical plant. The college has had to limit or eliminate the use of college facilities by external groups in order to accommodate increased instructional use. Seat capacity utilization exceeds 95%. In order to assist in meeting educational goals, the college has increased both its online academic schedule and its use of area high school facilities for college credit courses.

**c. Mandated Facility Standards**

The college complies with OSHA regulations, as well as with local and state codes and ordinances.

**d. Functionality of Existing Structures**

The existing structures continue to be examined for functionality within the scope of academic needs. The college is comprised of a core academic building (original construction date of 1966-67) with multiple connected wings that enable students to enter from the exterior and be able to proceed to any of the classrooms and other support spaces for their academic program. There is also a maintenance building, a baseball “barn”, a daycare center (now closed) converted from a private residence, and the original home with barns (all mostly unused except for storage) of the college’s earliest donor. The core academic building features two academic wings connected by a concourse, a technical building connected to the end of one academic wing, a gymnasium, an administration hall (including student services and bookstore), and a science building (constructed in 2006-07). Each of these facilities represents significant challenges for functionality including:

**1. Core academic building, constructed in 1966-67**

- a. Library: Has significant water ingress and lighting problems; funding had been requested to address this in a prior capital outlay period but was denied. This facility has major challenges regarding access due to poor location and inflexibility of the concrete core construction, despite the addition of elevators; no access to lavatory facilities at location.
- b. Concourse: Has significant water leakage and usability issues at either end. One end serves as the Testing and Tutoring Center and the other as the Fitness Center. The Testing and Tutoring function is difficult due to space limitations and noise from the open concourse area, which serves as the only major gathering area on campus for students. The Fitness Center is challenged by the inability to expand its space for serving the needs of students, employees, and community members: inadequate space for dressing/shower areas, for resistance training and assessments, and for storage, aerobic workouts, and instructional space.
- c. Gymnasium: Has limited space available for effective use in athletic programs due to construction design and materials. Facilities that are inadequate or non-existent include locker

- rooms, instructional space, storage, coaching offices, and athletic training facilities (not available).
- d. Nora Hagen Theater: The only large lecture hall available on campus, this room has a stage (with extremely shallow draw and no fly space, making it unusable as a theater) and fixed theater-style seating on a concrete-ramped floor. The design and construction materials make this space acoustically inadequate, inflexible, and a problem for students with disabilities or mobility issues. In addition, there are exit and safety issues that were not addressed in the original construction of the theater.
2. **Technical wing**, constructed in 1974-75, serves the college's vocational/technical programs and our partnership with the ISD Career and Technical Education program
    - a. Offices and hallways are inadequate, difficult to access, are located down a long narrow hallway, and cannot be expanded due to location and construction design and materials.
    - b. Machine Tool and Welding laboratory: While the space is large, the construction of this space uses a metal roof without sound or energy insulation. The classroom embedded in the laboratory is small and without adequate lighting or media capability.
    - c. Automotive laboratory: The space is small and the air handling capabilities are inadequate. The facility has a metal roof constructed without adequate sound or energy insulation.
  3. **Administrative wing**, constructed in 1993-94, includes a business development center, administrative offices, students services, and the college bookstore; also serves as the main entrance to the college
    - a. General: The entire area has an early design "green" roof: the roof of this wing has grass, trees, skylights, and sidewalks with integrated central drainage along the main sidewalk. There are ongoing problems with extensive water infiltration causing significant damage and concerns about mold in stairwells and closed areas. Despite work over a number of years to identify and correct the problem, including re-grading the soil and repairing all flashing, the water continues to defeat the roof. The only viable solution might be replacing the entire roof with one of a more modern construction or design. A second major issue is the general design of this area: despite the many functions of this area and the likelihood that on any given day there will be an event or meeting in the business development center, classes in the computer laboratories, and many employees and students in the administrative wing, the lavatory facilities are seriously inadequate (designed for a usage a magnitude smaller than is commonly the case). Overall, due to the design and construction materials used, there is little that can be done to expand this space short of

eliminating the green roof design and constructing a second floor above the original floor.

- b. **Business Development Center:** the design of this facility did not anticipate that this space might be used by non-college groups or at times when the use would occur when the rest of the college should be inaccessible or closed. While there is a small and little used catering kitchen, there are no lavatory facilities for the center. There is inadequate access for offering catering (little or no food preparation or set up space) for events. The computer laboratories attached have inadequate space for storage for instructional materials. There is no office space available for the facility.
- c. **Administrative and Student Services:** the space is inadequate for serving students effectively. There is a severe shortage of space for students to use for advising and counseling and for being able to register for classes onsite. Office space and storage space for records is inadequate, forcing the college to convert closets into offices and to store paper records in college barns. The HVAC controls for this area are inadequate and were not effectively addressed in the recent infrastructure project. The access to lavatory facilities is inadequate.

Operating funds have been used to offset the costs of classroom repairs and renovations, most recently in the renovation of vacated science labs to create modern Nursing laboratories and classrooms, the refurbishment of laboratory space for the growing Medical Assisting program, and in converting a Music classroom into a multipurpose, larger classroom space.

The college has a history of taking an adequate space and converting it to a smaller space to serve the original function and using reclaimed space for other activities. In this way the upper area of the open library design was closed off to enable a second floor for classrooms—without overhauling the air handling systems; an adequately-sized hallway is slimmed down to include a row of faculty offices on one side; a classroom is converted into multiple offices. The challenge is having sufficient space that is also flexible to be able to adjust space allocations as the needs of the college and its academic programs and services change.

**e. Replacement Value of Existing Facilities**

The 2011-12 replacement value of existing facilities is \$38,691,032. Reflecting depreciation and the changing economic assumptions on real estate, this year's replacement value shows a slight decline in valuation from last year's appraisal of \$38,888,240.

**f. Utility System Condition**

The condition of the utility systems including heating, cooling, ventilation, air handling, and control systems were the subject of close examination in the fall of 2009 pursuant to entering into a performance contract with Honeywell Corporation. The impact of the infrastructure renovations is not yet fully visible. However, early

indications are that improved airflow rates and conditioning, simplified automatic lighting sensors and systems throughout the college, and the replacement of core HVAC component and control systems is reducing the college's energy usage while improving the learning and working environment. Further work may need to be done on the electrical infrastructure to ensure that all possible efficiencies and utility of the HVAC and lighting systems upgrades are achieved.

**g. Facility Infrastructure Condition**

The access and egress roads are in mostly good condition, in addition to minor resurfacing of some areas in 2010 and limited new asphalt that same year, the college repaved its major entry drive from Shimmel Road in 2011. The underlying base of the eastern access drive from Sauger Lake Road appears sound but the drive surface will need attention in the next few years. In 2010 the college contracted to have the main parking lot drive resurfaced and the main lot crack-sealed and coated. The expectation is that smaller sections of the remaining drives and parking areas will be addressed as resources are available over the next three to five years.

**h. Adequacy of Existing Utilities and Infrastructure Systems**

With the completion of the HVAC, lighting, and control systems project in the fall and spring of 2010, attention now turns to other elements of the college's infrastructure, including utility lines, electrical substation, wastewater containment systems, and access to the Internet. These components have not been updated or improved and need maintenance or upgrades to ensure continued service at a level commensurate with the needs of the college. In particular, the college's technology infrastructure will need improvement due to increased student and instructional demands. This challenge is more complex than it appears due to the substantial concrete-based physical structures, the challenges of secure access to physical space, the distance of the college from Internet service providers, and the physical design of the facilities themselves.

**i. Land Owned by Institution**

The land owned by the college is adequate to accommodate future demands of the college. The college owns approximately 240 acres, including limited acreage suitable for development and significant acreage that is either wetlands or otherwise unsuitable for development. Due to the restrictions placed by the donor of the property, the college must hold the property in its name. The college leases out portions of its property for local agricultural purposes but receives relatively little income from this source due to the low value of non-irrigated, non-improved land.

There is land immediately adjacent to the college and on the northern property boundary between the college and neighboring Lake Templene, abutting the Island Hills golf course and housing development area, which continues to be considered for purchase and development. Because the section of this acreage most likely to be developed shares a lengthy border with the college's wastewater containment ponds, the college has considered how to best address any potential liability of this proximity while protecting our interest in maintaining this vital resource.

**j. Portions of Existing Building Currently Bonded**

The state of Michigan holds bonds on the Gray Science Building, which opened in 2007. The remaining facilities are fully owned by the institution. The college has capital bonds initiated in 1993 and re-issued in 2003 as refunding bonds that will be fully paid off in 2013.

#### **IV. Implementation Plan**

##### **a. Prioritize Major Capital Projects**

- i. Addition of a second story to the Student Services/Administrative wing
- ii. Library repairs, renovation, and upgrades
- iii. Renovation of obsolete Career and Technical Education classrooms
- iv. Elevator repairs and replacement
- v. Security improvements, including exterior door replacements and locks
- vi. Classroom renovations and technology upgrades
- vii. Ingress/egress asphalt roadways and beds
- viii. Exterior lighting

##### **b. Define the Impact of Addressing Deferred Maintenance and Structural Repairs**

The college has several deferred maintenance or structural repairs that are of immediate concern, including college paved roads and parking lots and repairs and improvements to the college library. Further, the college continues to have normal maintenance expenses associated existing systems that are being stressed due to increased student enrollment. The college continues to battle water ingress with the “green” roof over its administrative wing and ongoing work on other college roofs.

The college has budgeted \$400,000 annually to address ordinary maintenance issues but will need to increase that amount as available in order to catch up to increasing deferred maintenance needs. As the debt service incurred by past construction projects is retired, the college needs to examine its priorities to accommodate future growth in student enrollment and provide for changing student needs and academic programs.

##### **c. Status of On-Going Projects Financed with State Building Authority Resources**

There are no existing projects underway financed by the State.

##### **d. Maintenance Schedule for Items in Excess of \$1,000,000**

n/a



**Glen Oaks Community College**  
FY 2013 CAPITAL OUTLAY PROJECT REQUEST  
STUDENT SERVICES CENTER

<i>Is the project a Renovation or New Construction?</i>	<u>NEW/REN</u>
<i>Is the Project for a Single, Stand-Alone Facility?</i>	<u>NO</u>
<i>Is there a 5-year Capital Outlay Plan Available?</i>	<u>YES</u>
<i>Are Professionally Developed Program Statement and/or Schematic Plans Currently Available?</i>	<u>YES</u>
<i>Are Match Resources Currently Available?</i>	<u>YES</u>
<i>Has the College Identified Available Operating Funds?</i>	<u>YES</u>

A. Project Description

The Student Services/Administrative office wing is the primary entry point for students and includes all core student services offices, administrative offices, bookstore, bathrooms, and utility spaces containing heating and air handling equipment. Constructed in 1993-94, this single story wing is a long, narrow space with a “green” roof consisting of a concrete walkway, grass lawns, trees, ventilation shafts, and skylights that illuminate the main hallway.

This project will consist of adding a second story to this wing, addressing several existing construction problems including a faulty roofing system that has leaked since original construction and skylights that provide a heat well without adequate ventilation or controls. A safety and security assessment in 2007 identified numerous security issues with the design of the existing facility, including the challenge of a singular entry/exit to the outside. Since the original construction of this wing, the space available for bathrooms, for the college bookstore, and for student services has been cramped and getting worse. Increased enrollment at the college, up 52% since 2006, and the awarding of a new federal TRIO grant for Student Support Services has overstressed the small spaces of this wing. Any events taking place in the college’s Business Development Center (actively sought by community groups for meetings and training) add to the space and facilities challenge. The design of the Business Development Center did not anticipate that this space might be used by non-college groups or at times when the use would occur when the rest of the college should be inaccessible or closed. There is no ability to close off this space from the rest of the college. While there is a small and little used catering kitchen, there are no lavatory facilities for the center. There is inadequate access for offering catering (little or no food preparation or set up space) for events. The computer laboratories attached have inadequate space for storage for instructional materials. There is no office space available for the facility.

This construction would enable the college to address long term challenges of the ground floor regarding water infiltration due to a flawed roof design system and to the under-sizing

of all space and support functions including lavatories. A second floor will provide adequate space for current services and activities, including student organizations, counseling and advising, and the creation of a one-stop center for student admissions, registration, and financial aid. This increased space would position the college with the ability to respond more effectively to increased growth and to plan for new academic programs that serve the population of St. Joseph County and the college's service area.

This project will add approximately 15,000 square feet to the college. The estimated time schedule for completion is 18-24 months with the bulk of the disruptive reconstruction expected to take place during summer periods. The total estimated cost for the Student Services/Administrative wing renovation project is \$7.2 million. The impact on student tuition and fees is expected to be non-existent.

B. Other Alternatives Considered

The college pursued several options during its three-year Master Plan project with SHW Group architects. The options included doing nothing, addressing only the existing space but completely renovating the wing without expansion of a second floor, and addressing only the traffic flow of students into and through the existing wing—in each case, existing space proved inadequate to the existing and expanding needs. The prior Master Plan re-shuffled the space needs to address critical areas in a limited way but did nothing to provide core service areas adjacent space for operation nor for space that would enable the college to address growth in enrollment.

Should this project not be funded at this time, the college still must address the current space challenges, the energy inefficiencies of this space, the impact of excessive light, heat gain, and water infiltration due to a leaky roofing system on the functionality and health issues for employees and students occupying the affected interior space of the college.

C. Programmatic benefit to State Taxpayers and Specific Clientele or Constituencies

In addition to providing direct benefit to the growing population of college students—the college has had double-digit enrollment growth for three years and was at an all-time high enrollment until the leveling off of enrollment this past year—the project would provide benefit to citizens of St. Joseph County by enabling improved access to student services and academic entry support systems. The newly designed space would improve the ability to provide core services to students. In addition to addressing space availability that affects enrollment and ability to provided desired access to college facilities by a variety of local public groups, this project secures the future needs for academic and support space for the college as it fulfills its mission for the benefit of the state and local communities.

D. Funding Resources

The college has adequate resources in its fund balance to accommodate any increase in the operating and maintenance costs of this project. The college anticipates that between its plant improvement funds, the ability to issue bonds, and the support of the college Foundation, the requisite match for this request is available.