GLEN OAKS
COMMUNITY COLLEGE

Campus Master Plan

September 3, 2026


WELCOME
VIKING

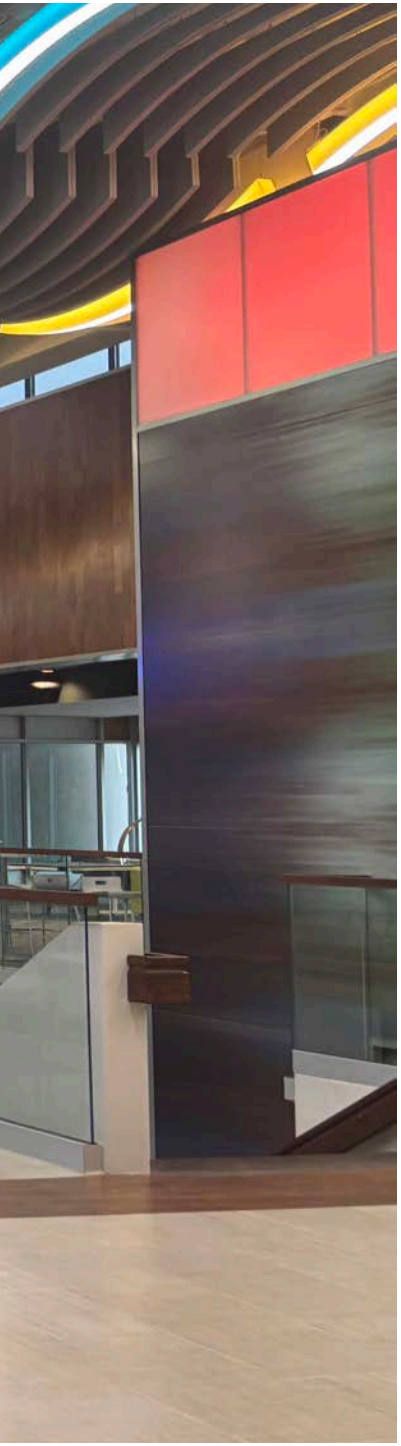


TABLE OF CONTENTS

SECTION 1 - EXECUTIVE SUMMARY

1.1 Analysis of Existing Campus **06**
1.2 Guiding Principles **07**
1.3 Campus Master Plan **10**
1.4 Building Master Plan **14**
1.5 Aligning with Strategic Enrollment **20**
1.6 Phasing Options **21**
1.7 Concept Imagery **22**

SECTION 2 - PREFACE

2.1 Acknowledgments **28**

SECTION 3 - ANALYSIS OF THE EXISTING CAMPUS

3.1 Existing Campus Conditions & Observations **38**
3.2 Inventory **50**
3.3 Building & Usage **56**
3.4 Stakeholder Input **62**
3.5 Space Utilization **72**

SECTION 4 - RECOMMENDATIONS & STRATEGIES FOR THE FUTURE CAMPUS

4.1 Opportunities **79**
4.2 Guiding Principles **82**
4.3 Campus Concepts **84**
4.4 Building Concepts **108**
4.5 Aligning with the Strategic & Enrollment Management Plan **128**
4.6 Conceptual Phasing Strategies **130**

SECTION 5 - APPENDIX

5.1 Appendix Content **142**

1

Executive Summary

1.1 Analysis of the Existing Campus
1.2 Guiding Principles
1.3 Campus Master Plan
1.4 Building Master Plan
1.5 Aligning with the Strategic & Enrollment Management Plans
1.6 Phasing Options
1.7 Concept Imagery

SECTION 1 - EXECUTIVE SUMMARY

1.1 Analysis of the Existing Campus

Analysis of the existing campus consists of two main components.

1. OBSERVATION AND DOCUMENTATION

The first is thorough observation and documentation of the physical elements that make up the current campus at two scales:

- The site and landscape
- The building and its wings

To gather details for this component, the design team along with campus administrators gathered historical and current information and data, as well as conducted walking and driving tours of the campus and its surrounding context.

Observations

Key site and landscape systems and features are mapped, including green space and outdoor elements, built structures, vehicular circulation and parking, and utilities.

Similarly, building layout, program organization, and circulation are mapped as a baseline for identifying opportunities for improvement. This is to inform Master Plan strategy that is sensitive to the existing conditions and builds on the original campus planning, as well as previous development progress that has occurred over time.

Glen Oaks has made individual investments that have intentionally addressed academic, athletic, and residential needs with good success. However, the connection of these individual investments to each other is seen as a fundamental opportunity of the Master Plan to create a holistic campus experience for all that is greater than the sum of its parts.

Connecting the Space Utilization Study and Facilities Assessment

A thorough review and synthesis of both space utilization and existing facilities conditions are documented in their entirety separately. Key outcomes of the Space Utilization informing the Master Plan are included in this document.

Maintenance and improvement items identified through the Facilities Assessment become part of the detailed scope of projects contained in the Master Plan. Depending on the need as identified in the Facilities Assessment, these items can be integrated directly into projects fulfilling the Master Plan or handled as deferred maintenance when required.

2. GATHERING INSIGHTS

The second component of the analysis of the campus is to listen and learn from stakeholders with a wide range of roles, responsibilities, and experience with Glen Oaks and its campus.

Information and insight came through a series of regularly scheduled leadership meetings, workshops, and exercises. The following pages catalogue this input as a basis for Guiding Principles that are the foundation for recommendations.

These exercises included:

- "What's On Your Mind?": Started with identifying preconceived ideas and institutional knowledge that leadership brought to the project up front.
- Dot-Polling: Understanding what elements of the campus are working well, could be enhanced or improved, and should be replaced or reworked more significantly.
- SWOT Analysis: Identifying Strengths, Weaknesses, Opportunities, and Threats to the institution and its campus and how they support education for students.

Leadership Group	**Facilities & Administration Group**	**Academic Group**	**Student Group**	**Student Support Group**
Board of Trustees	Buildings & Grounds	Faculty	Residents	Student Services
Executive Leadership Team	Custodial	Academic Staff	Athletes	Athletics
Human Resources	IT	Learning		Housing
Foundation	Security	Commons		
Marketing	Business Office	WDCT		
		IR		

BUILDING NARRATIVE

1. 1966 Original Construction

Our initial impression of the building is that it is well maintained and cared for. There have been several renovations that have occurred throughout the years primarily refreshing finishes and addressing programmatic needs. Where renovations have occurred, there were fewer differed maintenance items identified. The concerns for this area of the building include partial roofing replacement, mechanical systems, electrical systems, and some ADA code compliance items.

2. 1971 Vocational Addition

This section of the building has also been recently renovated. Some classrooms would benefit from a light refresh including paint, ceilings, and lighting upgrades. Selective mechanical systems and electrical system improvements are recommended. Roof coating maintenance identified as a long-term need.

3. 1993 Administration Addition

The finishes and equipment throughout this section of the building are functional but approaching end-of-useful life cycle. We recommend light renovations throughout to replace finishes and aging mechanical and electrical systems. Roof replacement is also recommended for materials out of warranty and considered at end-of-life cycle.

4. 1996 Athletic Building

Observed in good condition but with aging finishes. Recommend refreshing bathrooms and support spaces to better serve the building and program. Consider upgrading plaza, dugouts, fencing, and providing better spectator conditions. This will also improve ADA accessibility and athletic experience.

5. 2005 Science Wing Addition

This area of the building is in good condition, but some elements are showing wear and approaching end of life. Flooring and casework replacement identified as a need. LED and emergency lighting upgrades identified. General refresh of ceilings and paint throughout classroom areas is recommended. Roof replacement also identified as material is out of warranty and approaching end of life cycle. Several stained ceiling tiles from apparent leaks observed throughout this wing.

Overall Cost Summary

BUILDING SUMMARY	1-3 YEAR	4-6 YEAR	7-10 YEAR	TOTAL
Civil & Site	$485,205	$1,226,176	$2,023,752	$3,735,133
Outdoor Athletic Facilities	$102,900	$968,960	$0	$1,071,860
Building Envelope	$0	$0	$0	$0
Roof System	$645,120	$997,376	$419,136	$2,061,632
ADA Accessibility	$6,300	$20,480	$0	$26,780
Interior Finishes	$0	$6,927,488	$0	$6,927,488
Indoor Athletic Facilities	$0	$0	$0	$0
Life Safety Systems	$502,950	$0	$0	$502,950
Food Service	$0	$0	$0	$0
Mechanical	$3,480,750	$3,788,800	$4,018,200	$11,287,750
Plumbing	$84,000	$915,200	$0	$999,200
Electrical	$661,500	$708,608	$139,712	$1,509,820
TOTALS	**$5,968,725**	**$15,553,088**	**$6,600,800**	**$28,122,613**

Through the engagement with the Steering Committee, four Guiding Principles were developed as a tool to guide the development of the planning process. They are thought of as long-term framework thinking principles about who Glen Oaks is as an institution and thus, these are principles that can assist in the shaping of the campus to come.

1. Clarify campus identity and wayfinding.

Brand / Entry / Access / Flow / Indoor & Outdoor / Wings

2. Promote living and learning.

Enhance quality educational programming.

Increase campus residency with day, night, and weekend experiences.

Encourage student athletics.

3. Embellish existing assets.

Build on previous work.

Enhance outdoor space, landscape, and natural features.

Expand from the Concourse

4. Integrate intentional improvements.

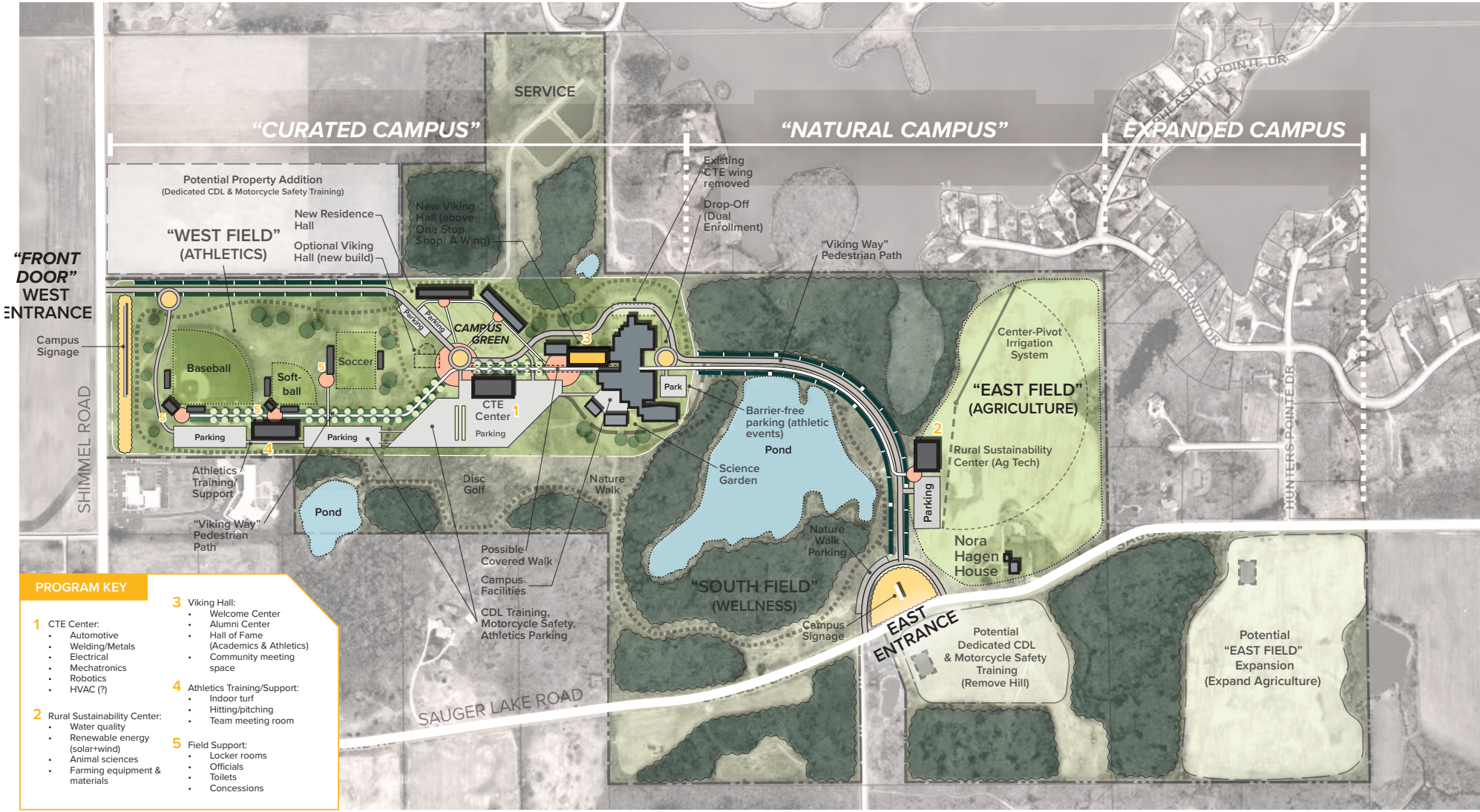
Make strategic and surgical updates.

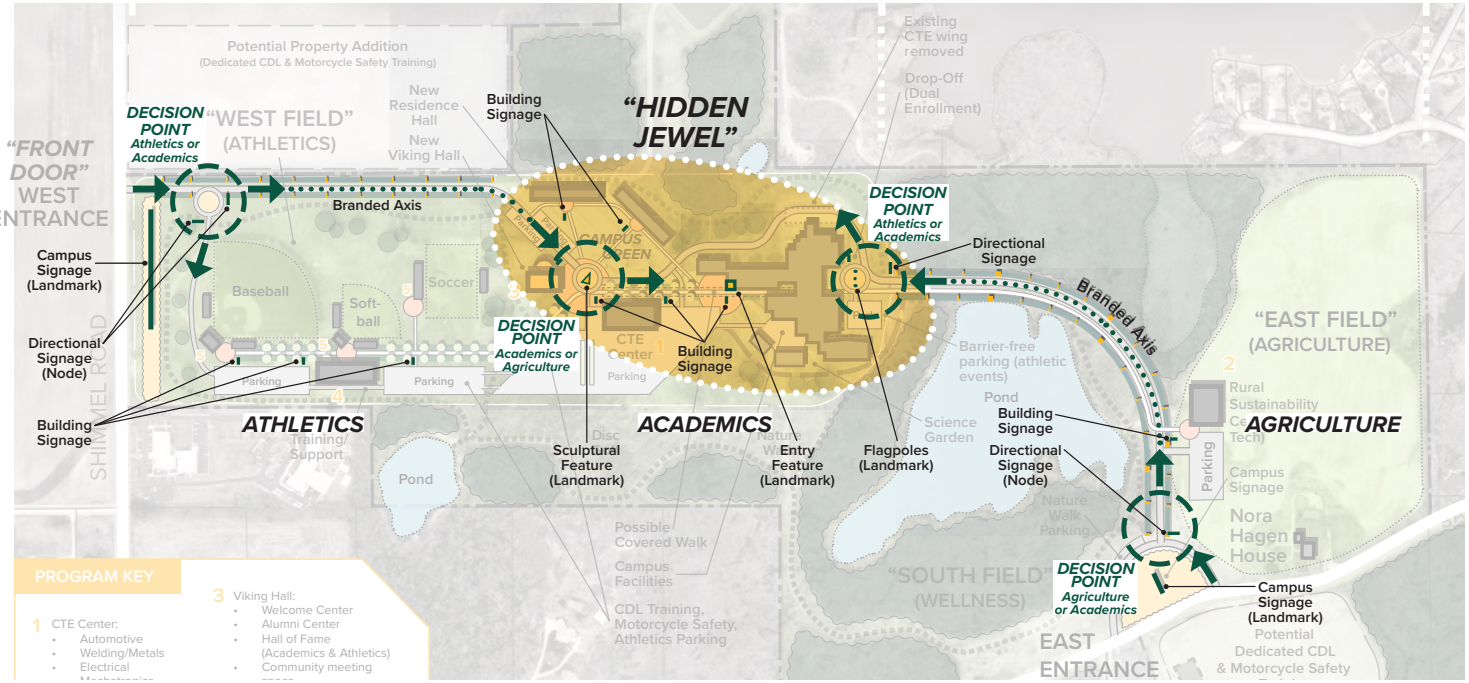
Be purposeful and intentional with investments.

Have a clear “why” for every decision.

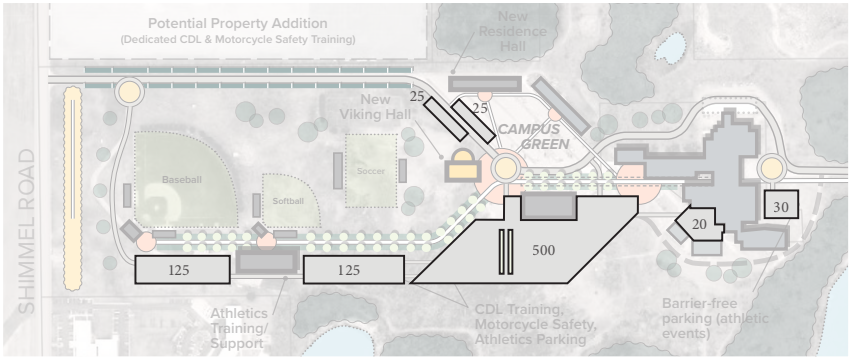
SECTION 1 - EXECUTIVE SUMMARY

1.3 Campus Master Plan

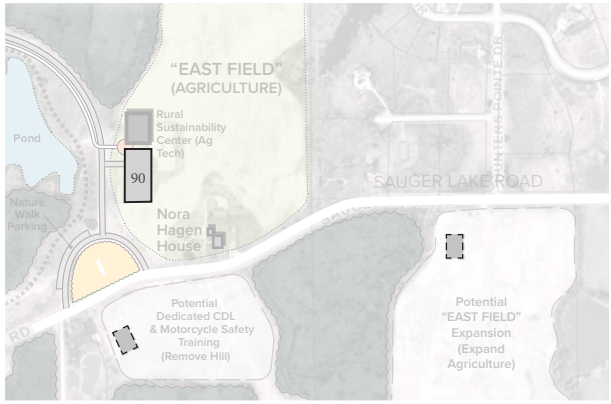




WEST ENTRANCE



EAST ENTRANCE



Existing Parking Counts :

- The south side lot has 126 spaces with 4 handicap spots.
- The North side lot has 370 spaces and with 14 handicap spots.
- Maintenance area will be 7 handicap and 13 regular spots.
- Auto shop & welding together there are 26 and 3 handicap

New Parking Counts :

- The Main lot has 500 spaces with 15 handicap spots.
- The two athletic lots have 250 spaces and with 10 handicap spots.
- The two north residence lots have combined 50 spaces.
- The West Special event parking lot has 15 handicap and 15 regular.

1.3 Campus Master Plan

"Curated Campus" View from Shimmel Road




Expanded Residential Life


New Soccer Stadium
HOME OF THE VIKINGS
VIKINGS


New “Viking Way” Pedestrian Axis

SECTION 1 - EXECUTIVE SUMMARY

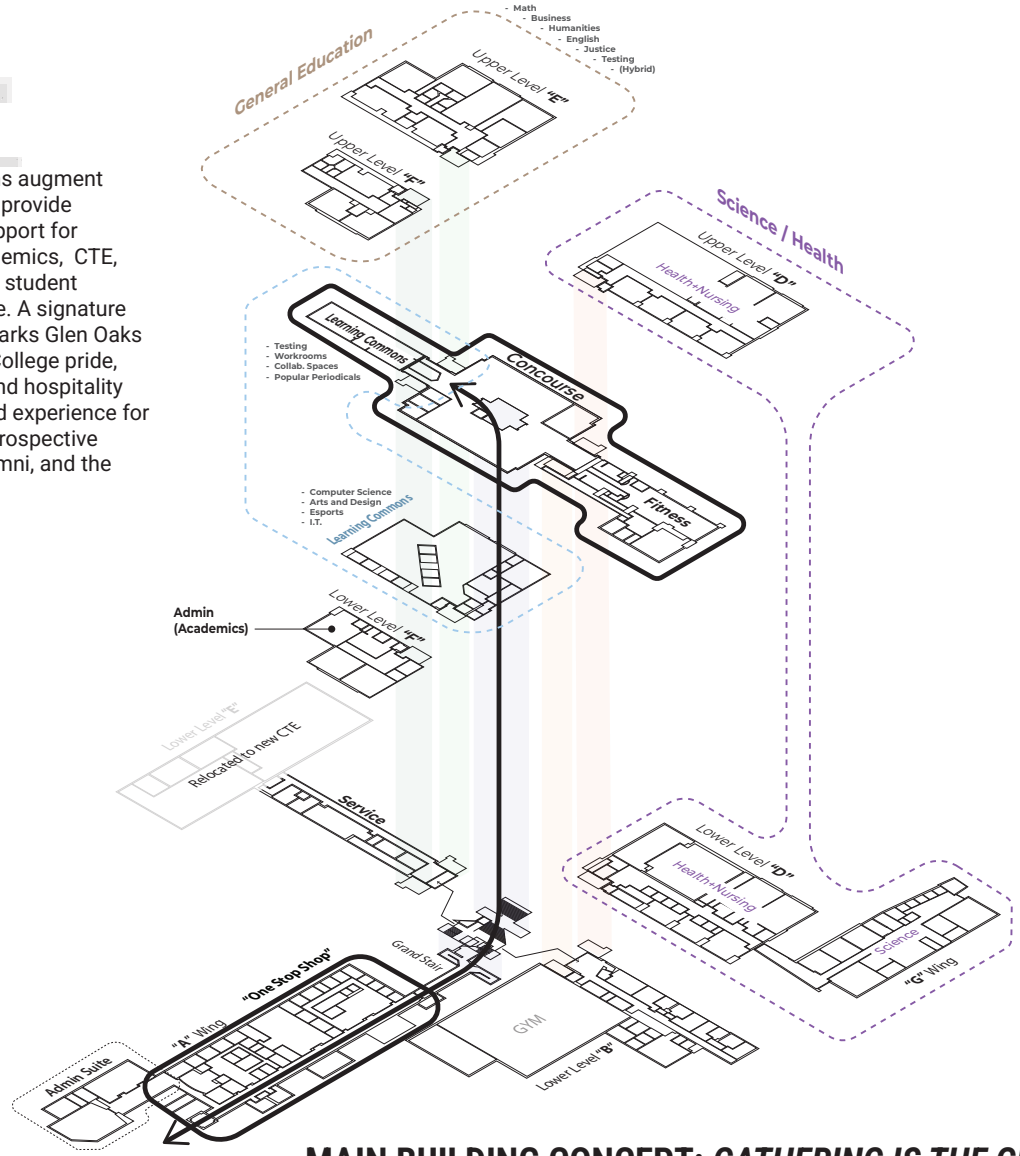
1.4 Building Master Plan

An initial concept identifies the “A-Wing” as a One Stop Shop containing the student-facing resources readily available upon entering the building. Academic programs are reorganized incrementally within the existing building complex to create clear departments and uses for each of the wings.

New programs augment the exiting to provide increased support for growing academics, CTE, athletics, and student residential life. A signature Viking Hall marks Glen Oaks Community College pride, excellence, and hospitality with a curated experience for current and prospective students, alumni, and the community.

MAIN BUILDING

Existing Building to Remain

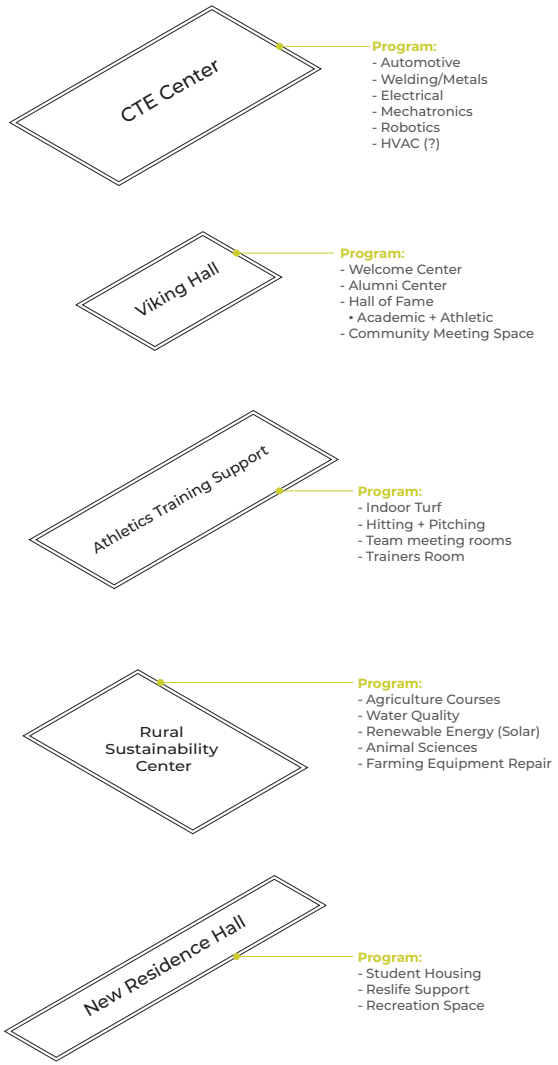


MAIN BUILDING CONCEPT: *GATHERING IS THE GLUE*

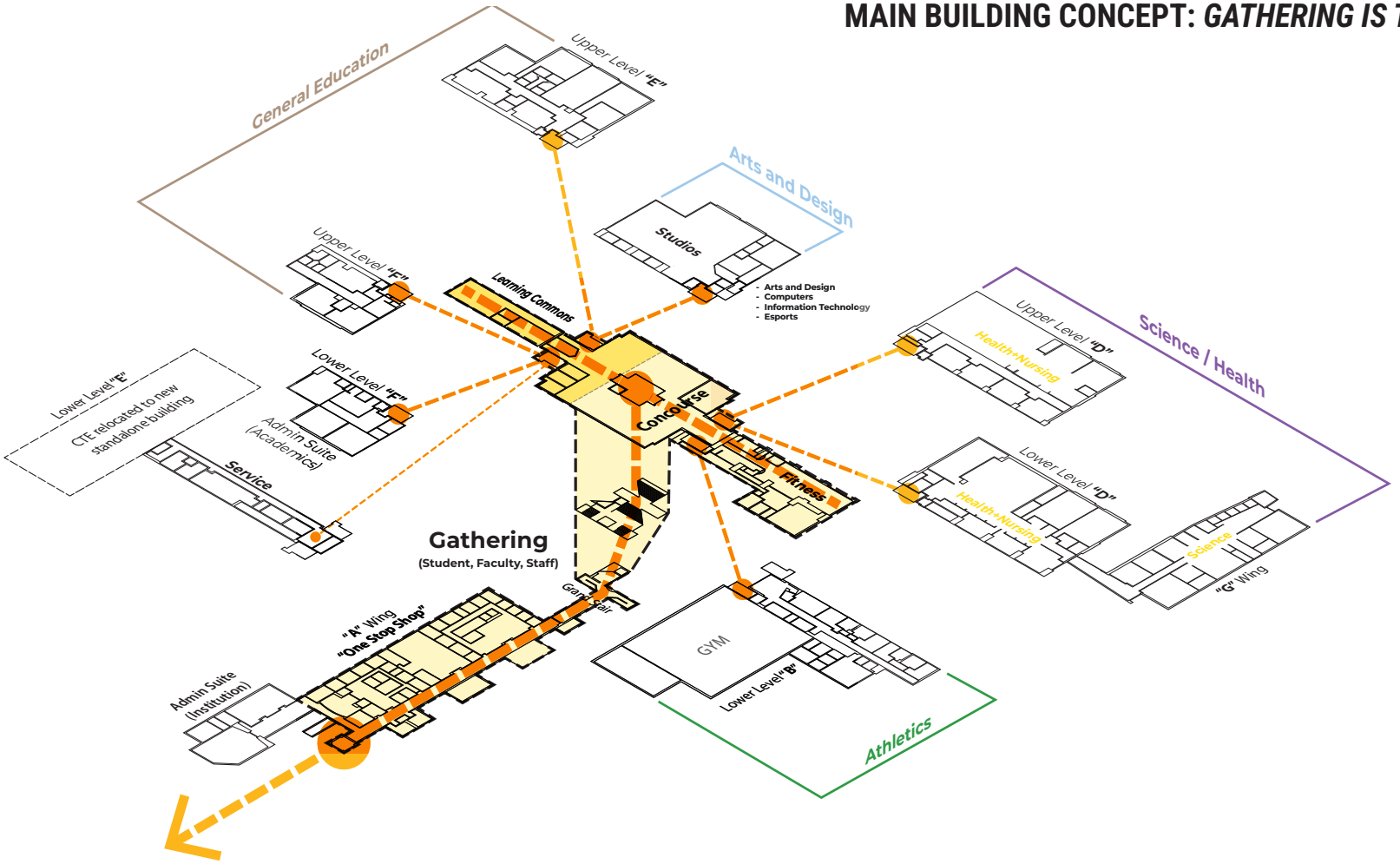
NEW BUILDINGS

Proposed Auxiliary Structures on Site

(Floorplans top be determined)



MAIN BUILDING CONCEPT: *GATHERING IS THE GLUE*

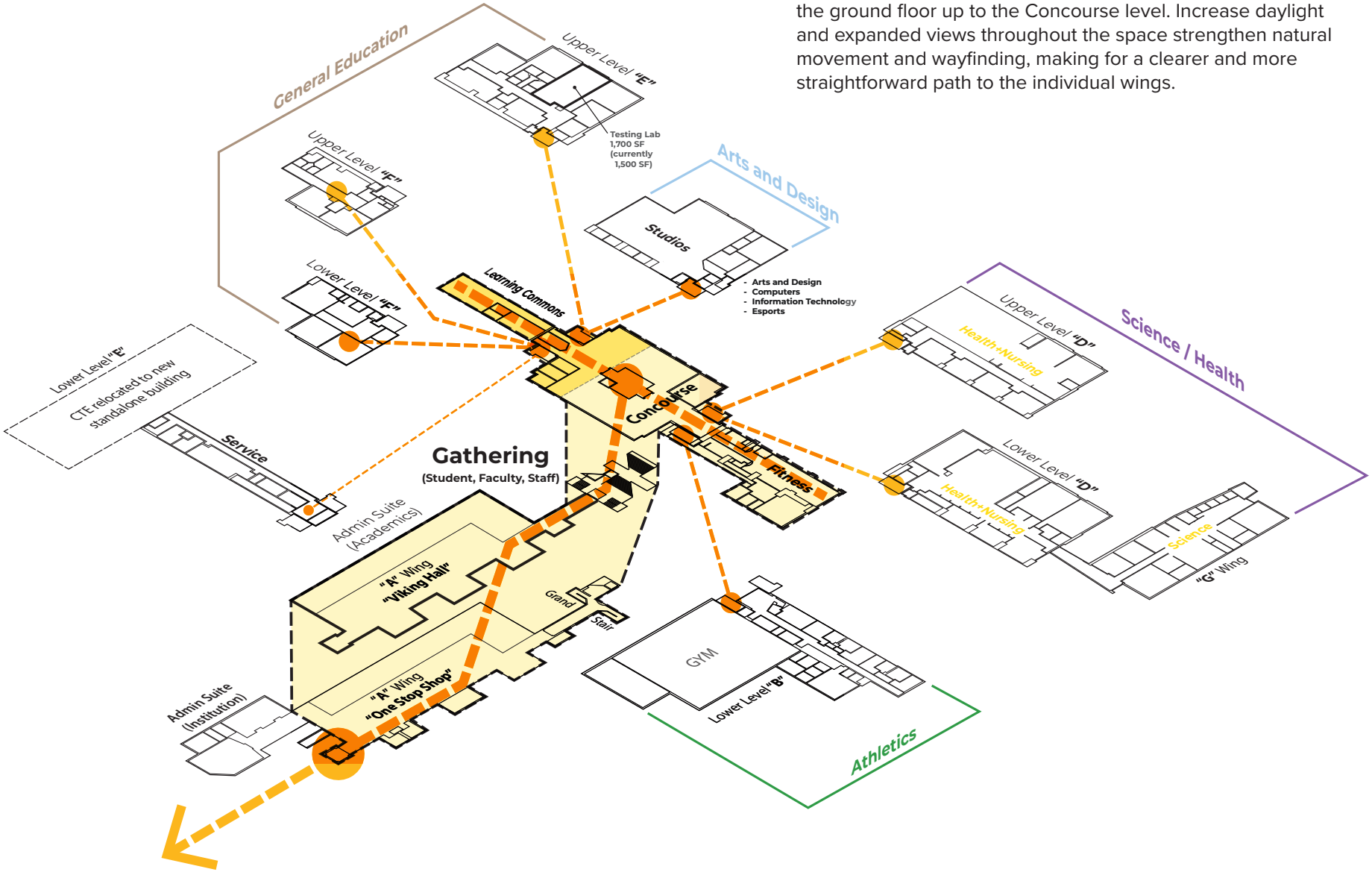


From an initial reorganization of programs within the existing building complex and the identification of new standalone programs in new buildings on campus, the One Stop Shop and Concourse are elevated as a more fluid and connected primary circulation and gathering space that offers a clearer transition from the main entrance to one's destination in any of the wings.

SECTION 1 - EXECUTIVE SUMMARY

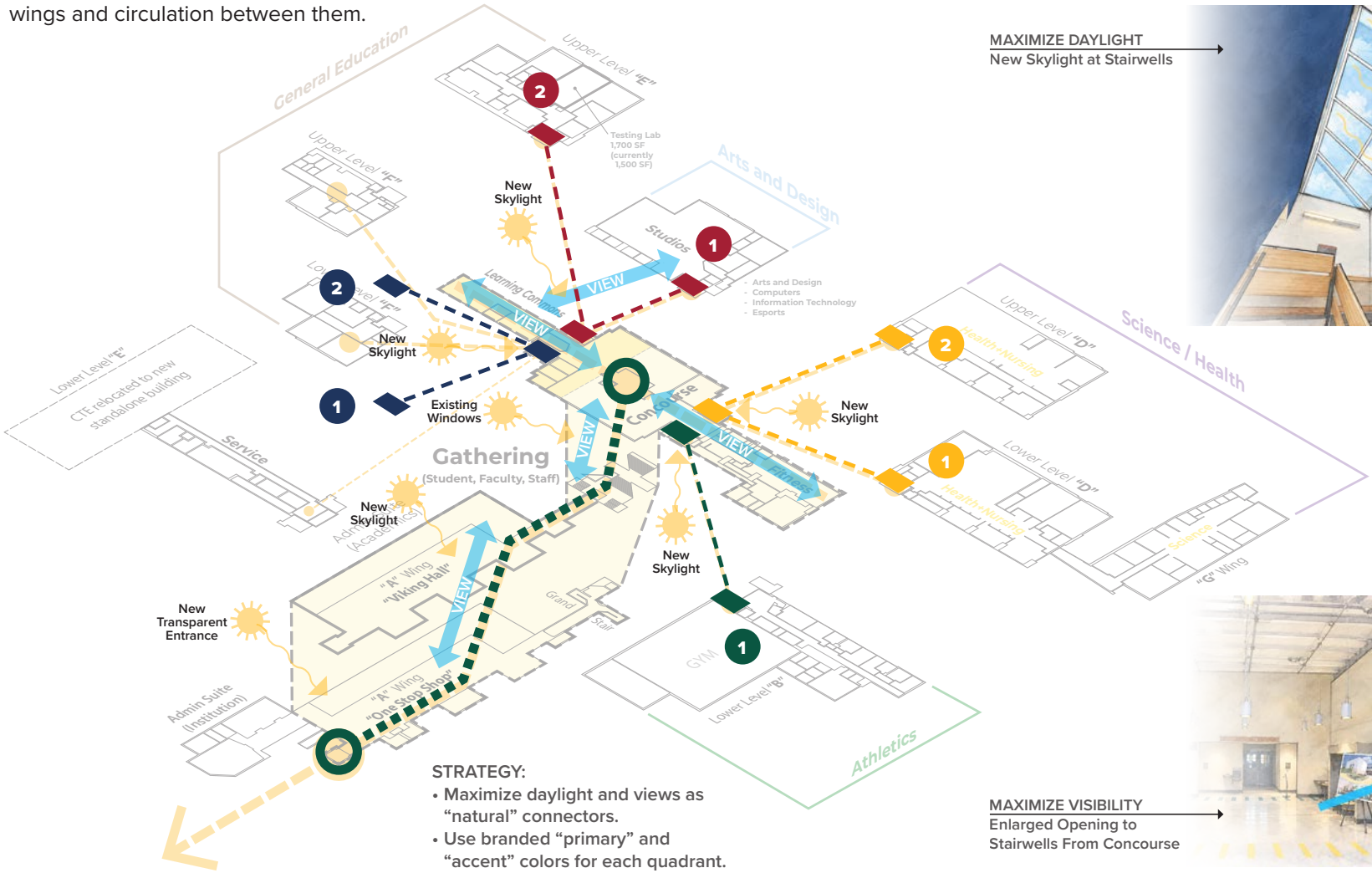
1.4 Building Master Plan

The potential to expand the One-Stop-Shop upward to a second level to connect with a new Viking Hall creates an opportunity for a more seamless connection form the main entrance to the Concourse by offering a more open and gradual ascent form the ground floor up to the Concourse level. Increase daylight and expanded views throughout the space strengthen natural movement and wayfinding, making for a clearer and more straightforward path to the individual wings.



MAIN BUILDING CONCEPT: *GATHERING IS THE GLUE*

Wayfinding forgoes the current letter designation for the wings in favor of a structure of natural light, clear views, and branded colors to identify the wings and circulation between them.



STRATEGY:

- Maximize daylight and views as "natural" connectors.
- Use branded "primary" and "accent" colors for each quadrant.

MAXIMIZE DAYLIGHT
New Skylight at Stairwells



MAXIMIZE VISIBILITY
Enlarged Opening to Stairwells From Concourse



WAYFINDING CONCEPT: *LIGHT, VIEW, AND COLOR*

1.4 Building Master Plan

Main Building Entrance




One Stop Shop
Your Path Belongs Here.
GLEN OAKS COMMUNITY COLLEGE
EQUITY
EXCELLENCE
1965
OPPORTUNITY
Admissions Welcome
ADMISSIONS
ACADEMIC ADVISING
PEOPLE
IDEAS
OPPORTUNITY
A STRONGER
TOMORROW


Upper Level


Viking Hall

SECTION 1 - EXECUTIVE SUMMARY

1.5 Aligning with the Strategic Plan & Strategic Enrollment Management Plan

The Master Plan is rooted in the goals behind the 6 Pillars of Glen Oaks' Strategic Plan.

ENROLLMENT

- Summer enrollment — year round student life
- Increase access to student educational goals
- One-Stop-Shop
- Clear program locations
- Expanded key/niche programs - Career Technical Education (CTE), Commercial Driver's License (CDL), Rural Sustainability Center, Athletics
- Recruitment - Improved campus experience (Hidden Jewel / "I can't believe this is back here!")

STUDENT SUCCESS

- Work-based learning - visible programs
- Flexible and in-demand programs - "Superlabs"
- Concourse - student/faculty interaction
- Cubs - One-Stop-Shop
- Concourse - collaboration, socialization

WORKFORCE DEVELOPMENT

- Employer aligned training & workshops - see key/niche programs above
- Spaces that support short term training (including onboarding experience)
- Spaces that welcome adult learners with efficient access (parking)
- Spaces respond to evolving demand for learning/ training/ certification/ credentialing/ licensing
- Proposed expanded programming

RESOURCE DEVELOPMENT

- Diversify revenue streams:
- Outdoor athletic fields - camps, community use
- Concourse - professional/community event rental access & experience
- Dedicated CTE building - autonomous programming, short training/ certification (summer)
- Agriculture - crop sales, equipment demonstrations (continued Burnips partnership)
- Housing - increased capacity, summer camps
- Clarifying operational and capital needs through MO, Utilization, and FA outcomes

COMMUNITY AWARENESS AND ENGAGEMENT

- Increase community awareness - stronger presence at Shimmel and Sauger Lake
- Accommodate Michigan Works!
- Rural Sustainability Center - strengthen Burnips partnership
- CDL partnerships with increased visibility on campus?
- Enhance brand visibility on campus

VIBRANT WORKPLACE CULTURE

- Increased employee satisfaction with improved campus amenities - campus pride.
- Increased traction in recruitment & retention of students, athletic talent. Improved faculty research, training, professional growth with improved campus resources.
- Stronger presence of programs with transparency across programs increases potential for cross-collaboration - the great work is not hidden.

Glen Oaks' Strategic Plan and Strategic Enrollment Management Plans are central to the delivery of a successful education for students. The Master Plan intentionally aligns the physical environment with these narratives. These are key points describing how elements of the Master Plan are derived from points captured in each of these documents.

The Master Plan is respectful of future goals identified through the Strategic Enrollment Management Plan.

SECRET SHOPPER

- Glen Oaks' core admissions "front door" works for traditional and transfer students once they are in the pipeline, but the upstream experience is inconsistent—especially for workforce, CTE, and non-credit exploration—creating avoidable uncertainty, hand-offs, and drop-off risk.
- Strengthen institution-wide contact visibility standards: Ensure every high-traffic program/ department pathway includes clear email and phone plus at least one low-friction option (text, live chat, or a "quick question" micro-form) with consistent routing and ownership.
- Create plain-language wayfinding for workforce and non-credit: Develop a single "start here" hub with search-friendly synonyms (workforce training, short-term training, upskilling, career training, Ed2Go), and clearly label credit versus non-credit options.

STAKEHOLDER INTERVIEWS (STUDENT VOICE)

- Define a shared student journey and "source of truth" model for status, tasks, and next steps, with clear ownership and hand-offs.
- Students repeatedly describe Glen Oaks as supportive and human-scale—particularly naming instructors/teaching, and the helpfulness/ kindness of staff.
- Belonging + relationships show up as a meaningful asset (friends, close atmosphere, "not like a number," and dorm relationships).
- The campus environment is viewed positively (beautiful campus; food/café and shared spaces mentioned as assets).
- For residential/student-athlete voices, dorm quality and athletics are a meaningful and positive driver.
- Communication and organization: Students call for clearer communication and better coordination ("more communication," "unorganized," uncertainty/miscommunication).
- Student life / engagement (especially residential): Students want more activities and places to gather; multiple suggestions for residence hall engagement.

SERVICE REGION BASELINE

- Manufacturing remains the region's dominant economic engine, with an accelerating upskilling imperative. Advanced manufacturing and related supply chains continue to shape regional employment, while automation and retirements increase demand for short, employer-aligned training and incumbent worker upskilling.
- Work-based learning (WBL) momentum is a major opportunity, but it requires an operating model. Scaling apprenticeships, internships, clinical pipelines, and employer engagement will require clear roles, workflow, and metrics.
- Basic Needs Hubs & Navigators: Postsecondary institutions are urged to establish centralized, on-campus Basic Needs Hubs staffed by dedicated, full-time "Navigators". These navigators connect students with community resources, emergency housing, and food pantries.



Priorities and phasing are viewed in this Master Plan as a high-level guide for breaking down the overall investment that is illustrated. Actual project phasing will be determined over time as true program demands and financial resources develop. Because of these unknowns, the Master Plan offers three phasing possibilities built around a basic list of priorities. The true direction of phasing as well as the sequence and timing of projects will be determined over time.

IMPROVE WITHIN

- Further develop recent updates to campus building and build upon their success.
- Complete surgical improvements to tie together prior renovations into one cohesive experience.
- Highlight the existing building and build out new adjacent programming and structures to create a solid core.

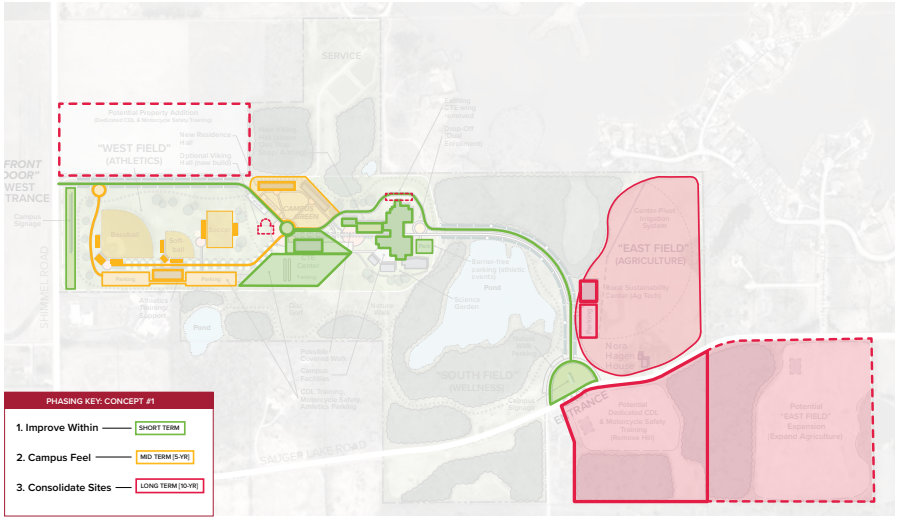
CAMPUS FEEL

- Broadly improve wider campus to match visual language and branding of main college building.
- Develop inviting and celebrated entrance experience for new and prospective students.
- Create new aesthetic and functional links between site buildings to create a student-centered, walkable campus.

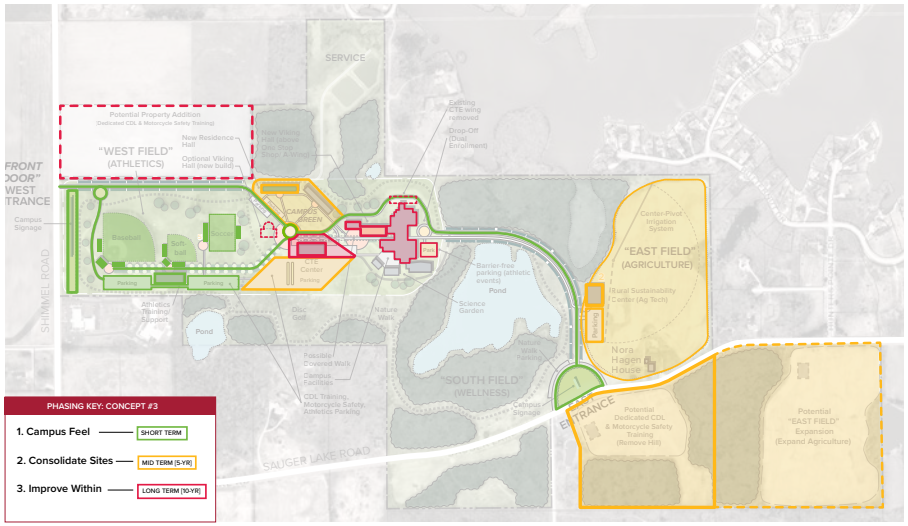
CONSOLIDATE SITES

- Create new programed spaces and clear sites to allow off-site programs like CDL to exist on campus.
- Expand east agricultural campus and create new Rural Sustainability Center.
- Open up landscape of existing property for new and inventive programs to be built out.

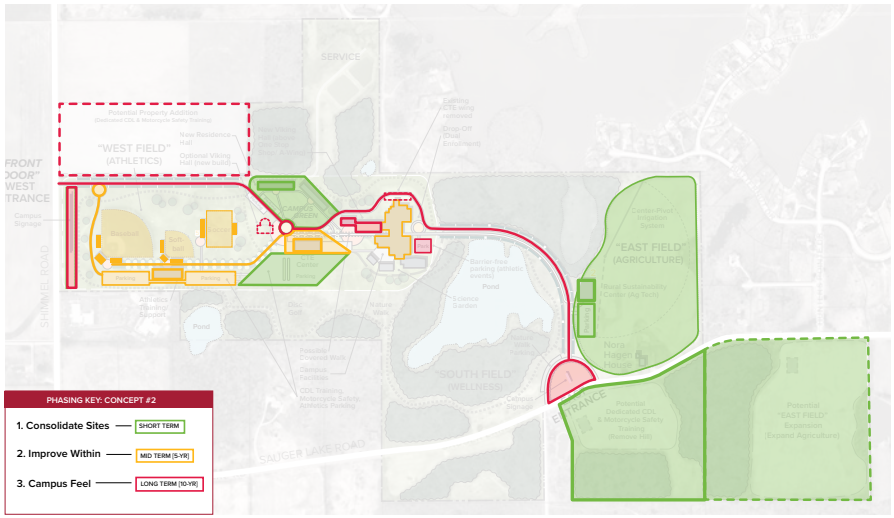
PHASING PRIORITY: *IMPROVE WITHIN*



PHASING PRIORITY: *CAMPUS FEEL*



PHASING PRIORITY: *CONSOLIDATE SITES*



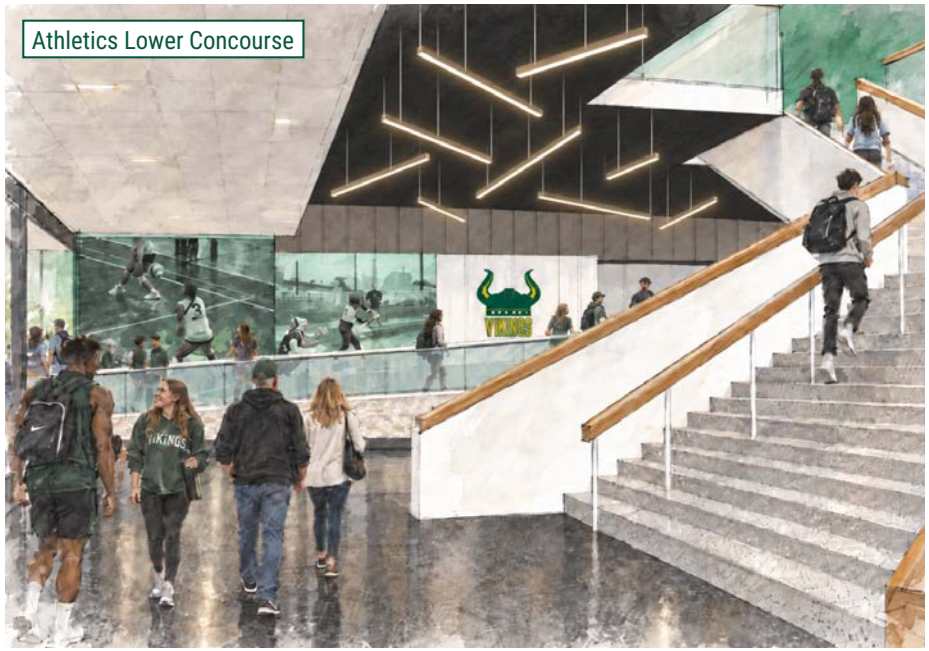
1.7 Concept Imagery

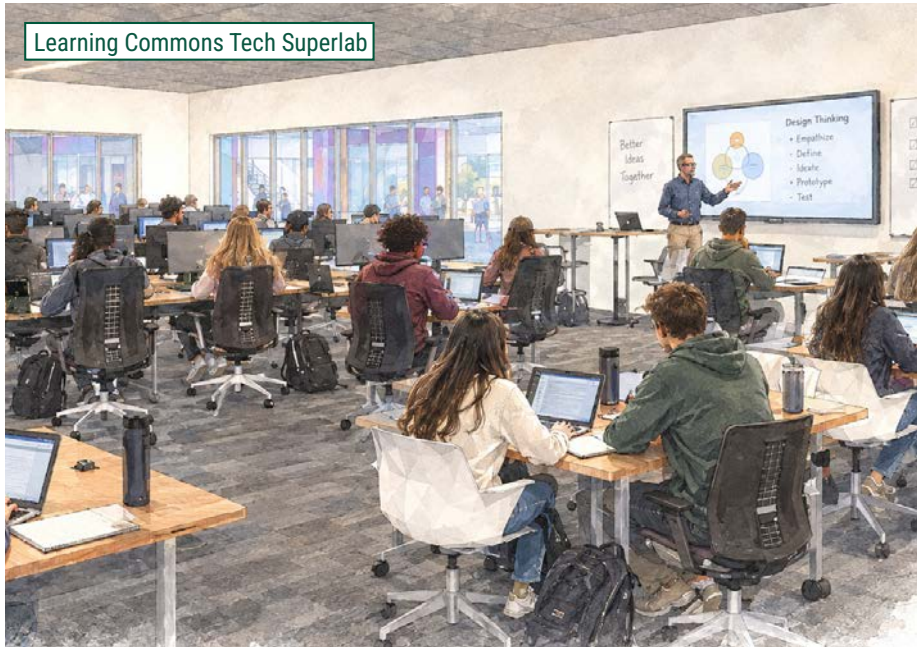
Main Entrance Signage

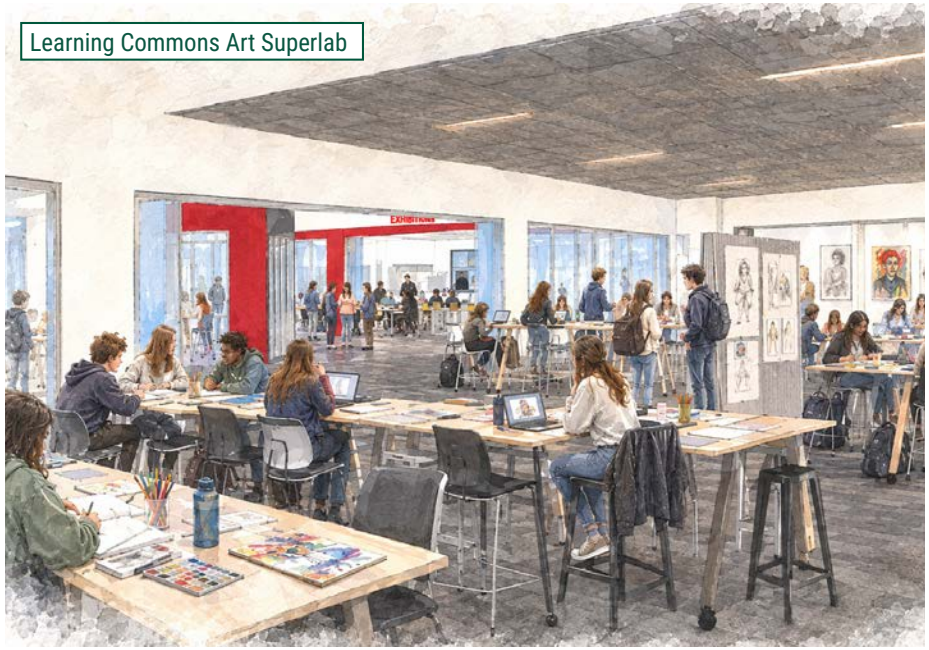


1.7 Concept Imagery









SECTION 1 - EXECUTIVE SUMMARY

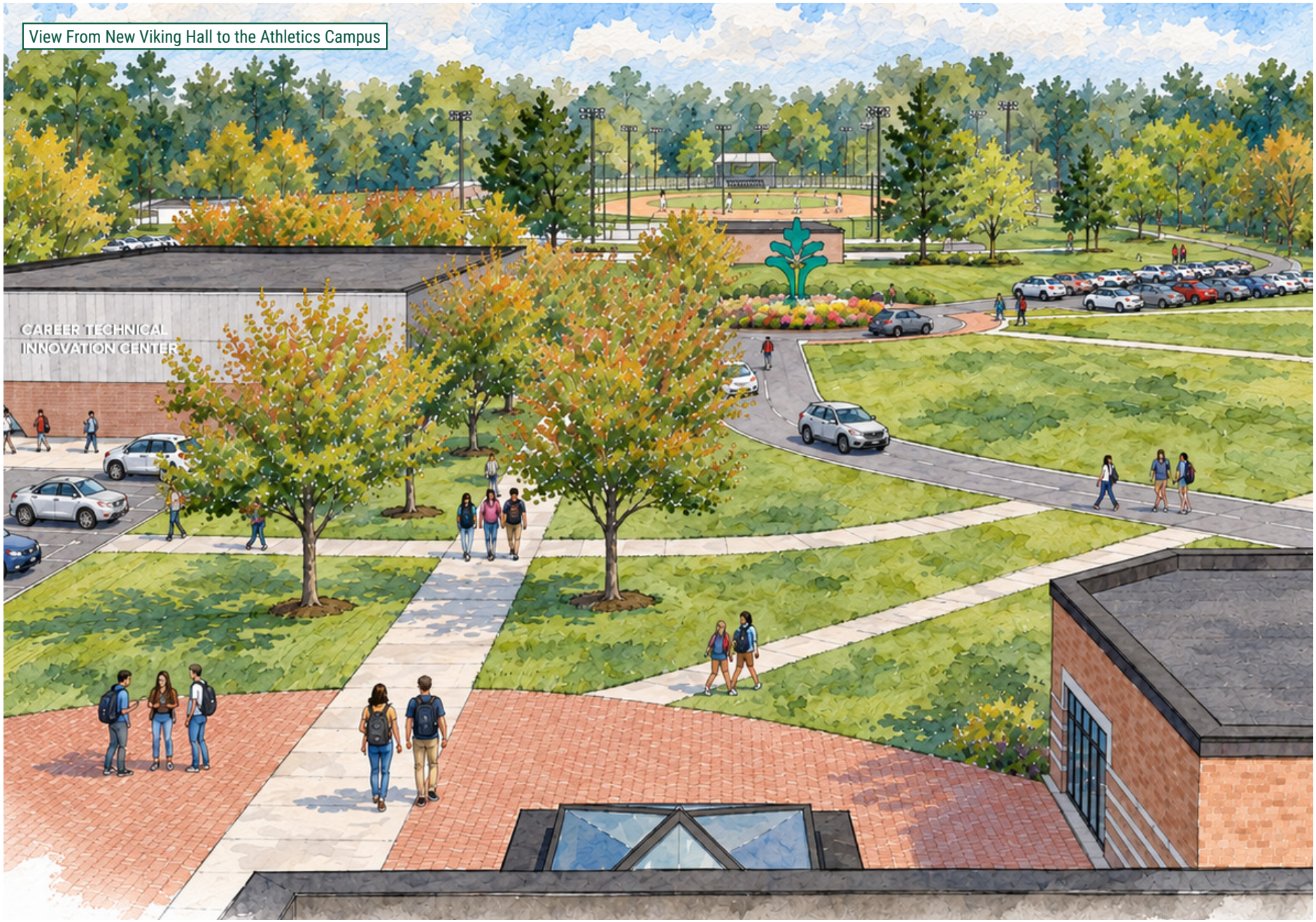
1.7 Concept Imagery










View From New Viking Hall to the Athletics Campus
CAREER TECHNICAL
INNOVATION CENTER


USA STADIUM
NJCAA II 2000
3RD PLACE
GLEN OAKS COMMUNITY COLLEGE

Acknowledgments

LETTER FROM THE PRESIDENT

A Facilities Master Plan is about much more than buildings. It is about envisioning the future of an institution and ensuring that our physical environment supports the students, programs, people, and communities we will serve for generations to come.

Developing a comprehensive Facilities Master Plan was one of the strategic priorities established in Glen Oaks Community College's 2025–2028 Strategic Plan. That connection is important. Our Strategic Plan defines where we want to go as an institution; this Master Plan helps us envision the physical environment necessary to get there. The plan intentionally connects future facilities with our strategic priorities, including enrollment, student success, workforce development, resource development, community engagement, and a vibrant workplace culture.

This plan provides a roadmap for the development of Glen Oaks over the next ten years and beyond. It is ambitious by design, but it is also intended to be flexible. Not every project envisioned in these pages will happen at once, or necessarily exactly as it appears today. Priorities, program needs, funding opportunities, and our community will continue to evolve. The value of this plan is that it gives us a framework within which to make thoughtful, intentional decisions as those opportunities emerge.

Just as important as the vision for the future is the information gathered through this process. The facilities assessment gives us a clearer understanding of the condition and long-term needs of our existing facilities, while the space utilization study provides valuable data about how we use the spaces we have today. Together, these tools will help us make better decisions about renovation, maintenance, new construction, and the stewardship of college resources.

The vision reflected in this Master Plan is also grounded in a simple principle: every investment should have a clear purpose. Among the guiding principles developed through this process is the commitment to make strategic, intentional improvements and to have a clear "why" behind every decision. That philosophy will be essential as Glen Oaks moves from planning to implementation.

I am grateful to GMB for its partnership, expertise, and thoughtful work throughout this process. I also want to thank Dr. Tracy Labadie, Vice President of Finance and Administration, for her leadership of this important initiative; the members of our Facilities Master Plan Steering Committee for the time, perspective, and ideas they contributed; and our Buildings and Grounds team for their tremendous work and their deep knowledge of our campus.

Thoughtful planning requires us to look beyond the immediate needs of today and consider what Glen Oaks should become for the students and communities of tomorrow. This Master Plan gives us a shared direction for that work—helping us connect our priorities, make wise investments, and approach future opportunities with purpose.

Ultimately, this plan is an expression of confidence in the future of Glen Oaks Community College. We are planning not simply for the next project or the next decade, but for the long-term strength and relevance of this institution. The decisions we make today should ensure that future generations continue to find opportunity, community, and a pathway to a better future at Glen Oaks.

This Facilities Master Plan represents both a vision and a commitment: to be thoughtful stewards of what previous generations have built, while having the foresight and ambition to prepare Glen Oaks for generations yet to come.

Dr. Bryan Newton
President
Glen Oaks Community College



STEERING COMMITTEE

CAMPUS MASTER PLAN STEERING COMMITTEE

Dr. Bryan Newton	College President
Dr. Tracy Labadie	Vice President of Finance and Administration
Dr. Adam Cloutier	Vice President of Academics
Tonya Howden	Vice President of Student Service
Evan Dembskey	Director of Information Technology
Larry Diekman	Director of Buildings and Grounds (Retired)
Jordan (Levi) Gowan	Director of Buildings and Grounds
Christina Steele	Director of Allied Health
Danielle Stone	Director of Student Engagement
Robert Stuck	Network Administrator
Amy Young	Registrar

CONSULTANTS

David Wilkins, AIA, NCI	Client Lead
Travis Vruggink, PE, LEED AP BD+C	Project lead
Dan Tyrer, AIA, NCARB, LEED AP	Design Lead
Jeff Engle, LEED AP	Construction Administrator
Jacob White, Associate AIA	Project Architect
Josh Pastrana, Associate AIA, IIDA	Project Architect
Katelyn Ratajczak	Graphic Designer
Amanda Sordelet	Copywriter

CLIENT OVERVIEW

For a Master Plan to be authentic, the campus environment must be a physical manifestation of the Vision, Mission, and Values of the institution.

For a Master Plan to gain traction, it must align with the institution's Strategic Plan to be relevant with the institution's direction moving forward.

Vision & Mission

The mission of Glen Oaks Community College is to provide opportunities for academic and lifelong success through excellence in teaching and comprehensive support services that meet our community's diverse educational needs. Glen Oaks Community College empowers learners and advances regional growth through innovative education, strong community partnerships, and pathways to lifelong success.

Core Values

COLLABORATION
We build relationships across departments and with community partners to achieve shared goals.

EXCELLENCE
We deliver the highest quality in teaching, learning, and service.

INNOVATION
We embrace new ideas and technology to advance teaching methods and student development.

INTEGRITY
We uphold the highest ethical standards and act on the basis of mutual respect.

STUDENT-CENTERED
We prioritize student success in every decision we make.

TRANSPARENCY
We communicate openly and honestly to build trust and accountability across our college community.







Six Strategic Pillars

ENROLLMENT
Expand and target recruitment and retention efforts to attract students from various communities and experiences.

STUDENT SUCCESS
Provide high quality education, services, and support to bolster student progress and increase academic and career goal attainment for all students.

WORKFORCE DEVELOPMENT
Provide industry-leading education, training, and credentials to develop a robust and skilled workforce that meets community needs and provides economic mobility.

RESOURCE DEVELOPMENT
Develop fiscal, physical, human, and technological resources that support operational and programmatic excellence.

COMMUNITY AWARENESS & ENGAGEMENT
Expand marketing and outreach and cultivate partnerships to support student success and meet community needs.

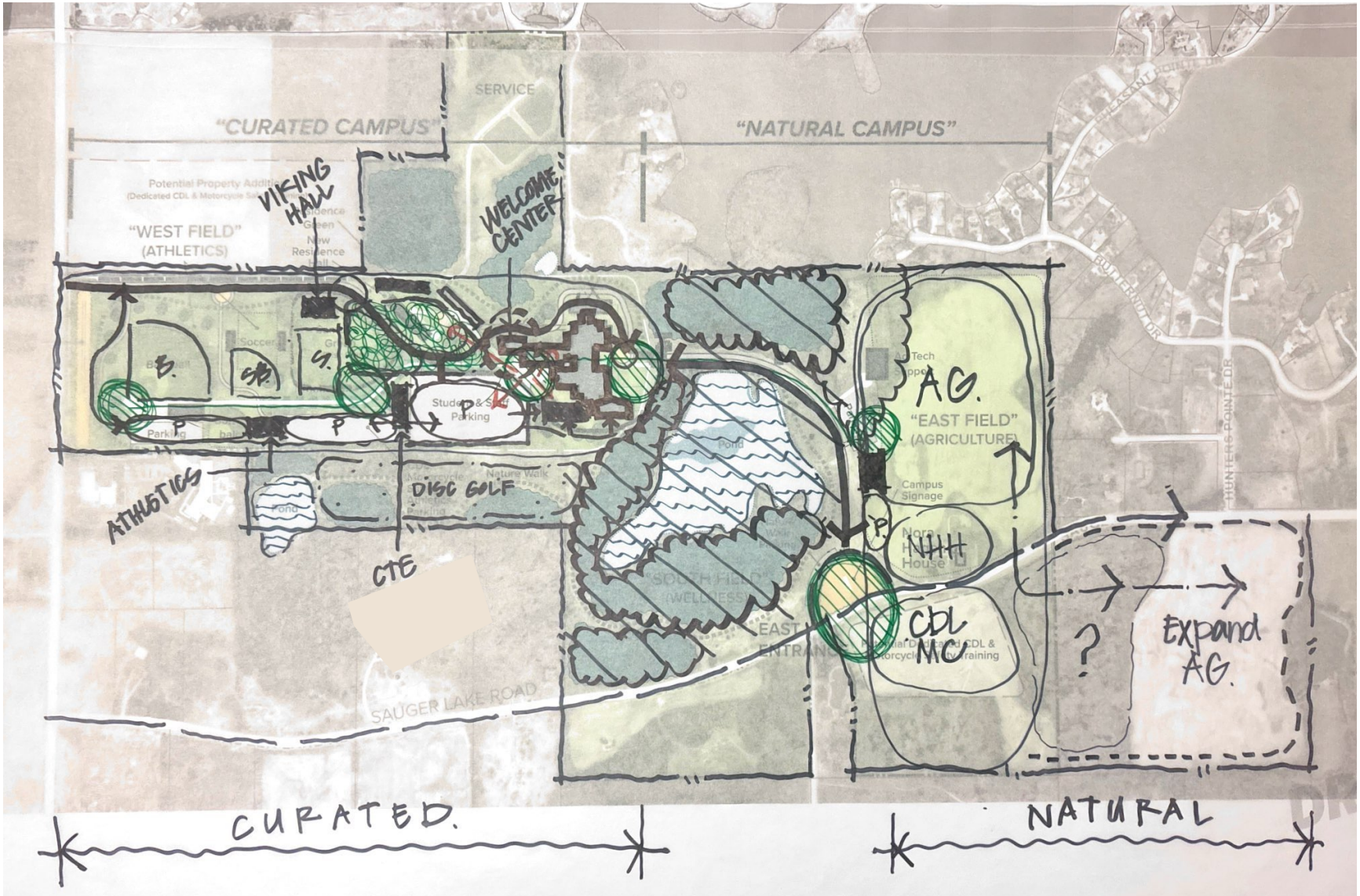
VIBRANT WORKPLACE CULTURE
Apply transformational leadership to intentionally foster a culture of innovation, collaboration, and continuous improvement..

DRAFT

A campus master plan identifies needs and closes the gap between where the institution is today and where it would like to be in the future. It provides a plan for optimizing existing physical assets, respecting the history and traditions of the campus while providing a road map for growth.







An institution's culture is created by a distinct collection of values and norms shared by its people and groups, which shapes how they interact with one another and with stakeholders outside of the institution. As such, there's a qualitative difference between an organization that plans occasionally, frequently, or even routinely and one where planning is embedded in its culture.

Master planning represents a transformational moment in a college's life cycle, providing a unique opportunity to infuse and strengthen a culture of planning across the institution.

Planning with Purpose

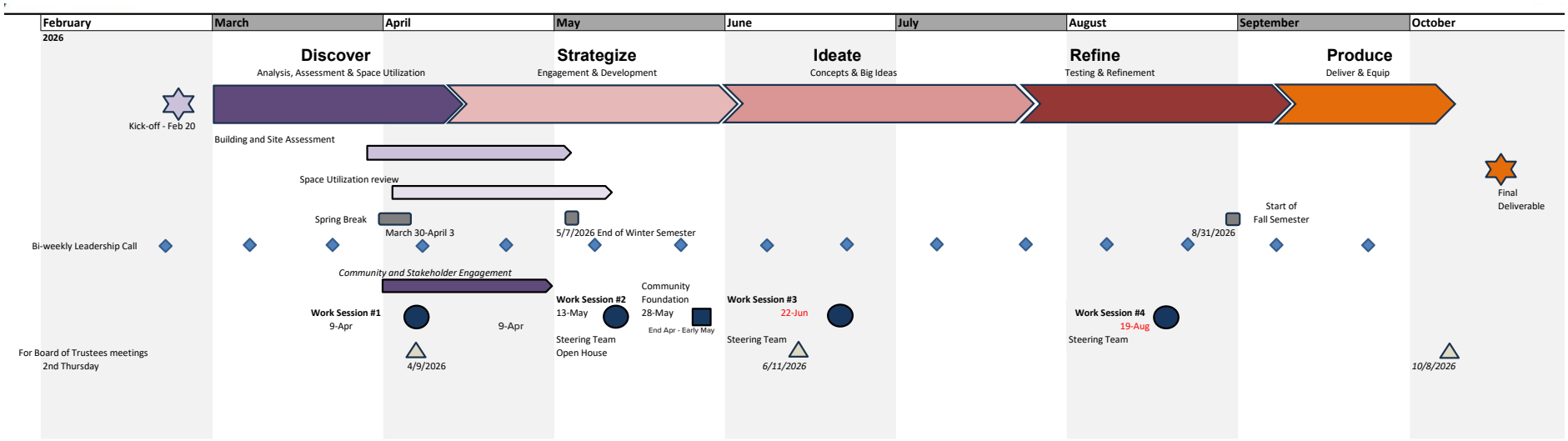
A thoughtful campus master plan isn't just about facilities—it's about people. It connects place and space to strategy, aligning future investments with your mission and values. When done right, it becomes a catalyst for student attraction and success, department and staff collaboration, campus and community pride, and long-term adaptability. GMB's planning process is built to inspire action, develop alignment, and elevate the student experience at every step.



DISCOVER	STRATEGIZE	IDEATE	REFINE	PRODUCE	SUPPORT	MEASURE
Uncover your needs, goals, and insights to shape the vision of your project(s).	Craft a roadmap for your project(s) or establish guiding principles to set the stage for success.	Develop initial concepts to bring your vision to life.	Refine concepts based on feedback.	Deliver the final product to the client and equip the team with next steps.	Act as a resource during this phase to ensure your project stays on track.	Measure the solution's impact, review its performance over time, and determine next steps to prioritize future needs—all while celebrating achievements along the way.

This Campus Master Plan document outlines a plan that can implemented incrementally as growth occurs and funding is secured. The Plan includes an analysis of existing campus conditions, understanding long-range planning assumptions, emerging issues, constraints, and opportunities. There are physical buildings on campus that need programmatic transition or removal, along with the more recent potential to acquire properties along the campus' edges. Each of these opportunities has the potential to shape the course of Glen Oak's future.

The Plan establishes a long-range vision, coupled with an implementation strategy that identifies opportunities for staged expansion.



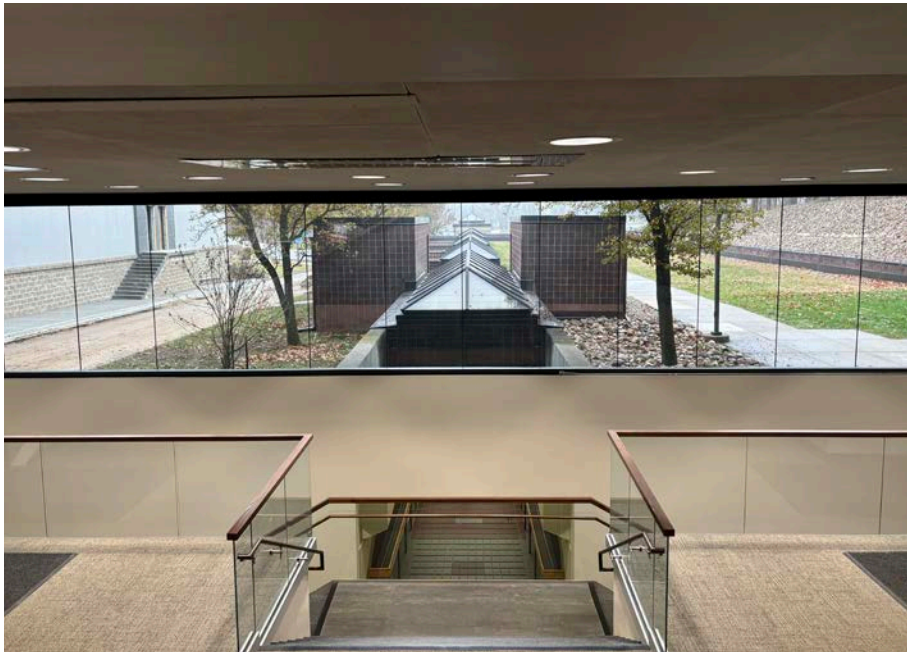
3

Analysis of the Existing Campus

3.1 Existing Campus Conditions & Observations
3.2 Inventory
3.3 Buildings & Usage
3.4 Stakeholder Input
3.5 Space Utilization

SECTION 3 - ANALYSIS OF THE EXISTING CAMPUS

3.1 Existing Campus Conditions & Observations





Analysis of the existing campus consists of two main components. One is thorough observation and documentation of the physical elements that make of the current campus at two scales - the site and landscape, and the building and its wings. The design team along with campus administrators gathered historical and current information and data as well as walking and driving tours of the campus and the surrounding context.

OBSERVATION

Key site and landscape systems and features are mapped, including green space and outdoor elements, built structures, vehicular circulation and parking, and utilities. Similarly, building layout, program organization, and circulation are mapped as a baseline for identifying opportunities for improvement. This is to inform master plan strategy that is sensitive to the existing conditions and builds on the original campus planning as well as previous development progress that has occurred over time.

Glen Oaks has made individual investments that have intentionally addressed academic, athletic, and residential needs with good success. However, the connection of these individual investments to each other is seen as a fundamental opportunity of the master plan to create a holistic campus experience for all that is greater then the sum of its parts.

CONNECTING THE SPACE UTILIZATION STUDY AND FACILITIES ASSESSMENT

A thorough review and synthesis of both space utilization and existing facilities conditions are documented in their entirety separately. Key outcomes of the Space Utilization informing the Master Plan are included here.

Maintenance and improvement items identified through the Facilities Assessment become part of the detailed scope of projects contained in the Master Plan. Depending on the need as identified in the Facilities Assessment, these items can be integrated directly into projects fulfilling the master plan or handled as deferred maintenance when required.

A Legacy Rooted in Community

Glen Oaks Community College sits on land generously gifted in 1965 by the Henry B. Hagen family to expand access to education in St. Joseph County.

What was once a 120-acre family farm became the foundation for a college built on opportunity. The natural beauty of the campus—rolling hills, woodlands, ponds, and gardens—remains one of the most scenic locations in southwest Michigan.

Today, that original vision continues. Education at Glen Oaks is rooted in community generosity and driven by future opportunity.





Source: Glen Oaks Community College website
https://www.glenoaks.edu/about-gocc/index.php.

3.1 Existing Campus Conditions & Observations

Glen Oaks Community College (GOCC) is located just outside Centreville, Michigan, equidistant between Three Rivers and Sturgis, St. Joseph County's two largest towns. Nestled in the hills of Sherman Township, the College overlooks Lake Templene. The property that Glen Oaks now occupies was once a private farm. This farm of 120 acres with the farmhouse and other buildings had been in the Henry B. Hagen family name for 90 years, but in 1965 it was donated to the St. Joseph County community college district to be used as the central campus of Glen Oaks Community College to educate the county's young people.

The original family homestead was a log cabin located north and east of the present home and near a small stream. If one were to walk east of the present home to the east property line, there is a lane that runs north and which used to be the road to the original homestead.

In 1887, Henry Hagen and his wife, Johanna, chose the stunning present site for their family's new home. Every view from the present site is beautiful. There are rolling hills, woods, ponds and gardens that surround the property. It is certainly one of the most scenic home sites in the county and well-chosen by Nora's parents.

In the pioneering tradition of their forefathers, the progressive citizens of St. Joseph County, in April of 1965, sought and received approval from the State of Michigan to organize a community college for their county. On June 14, 1965, St. Joseph County voters authorized the establishment of Glen Oaks Community College by electing a Board of Trustees and approving a charter millage for its operation and support. Glen Oaks Community College opened its doors in the fall of 1967.

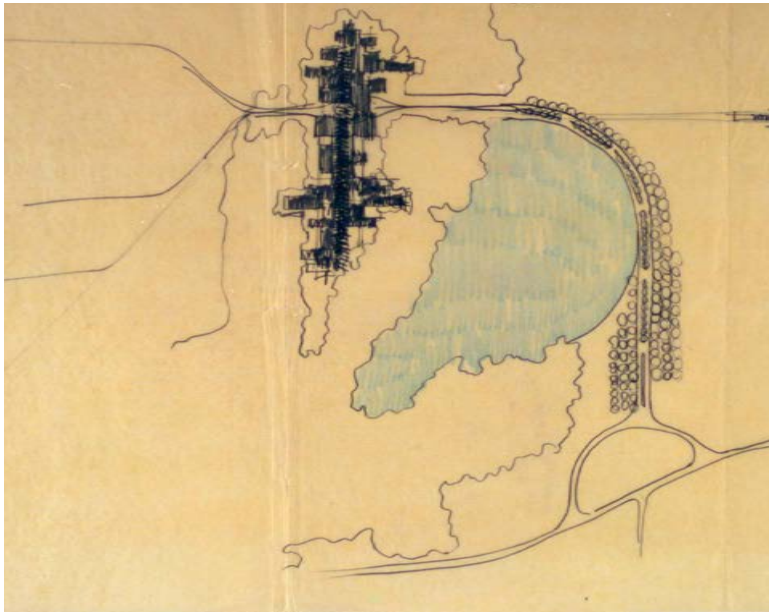
The college is located about 30 miles south of Kalamazoo, Michigan, and 45 miles from South Bend and Angola, Indiana. Western Michigan University, Kalamazoo College, Trine University and The University of Notre Dame are within easy driving distances for advanced educational opportunities for St. Joseph County's 62,000 residents.

The area is primarily agricultural, with heavy to light industry focused in Sturgis and Three Rivers. Located midway between Chicago and Detroit on the "Chicago Trail," it has the potential for vast economic and population growth. The area also abounds in lakes and rolling hills, affording many opportunities for a variety of recreational activities year-round. Citizens are fortunate to be served by modern medical facilities and by well-supported public educational facilities. An energetic civic outreach program supports the educational, cultural, and economic community and assures growth and progress.

The character of the college, its communities, and its people are shaped by its pristine rural location, the nearby influence of one of the Midwest's largest Amish populations, a widespread acceptance of a traditional work ethic, a history of solid community support for the college, and continual opportunities for educational and community service which have presented themselves.

SECTION 3 - ANALYSIS OF THE EXISTING CAMPUS

3.1 Existing Campus Conditions & Observations



The architectural concept statement by Gunnar Birkerts for Glen Oaks Community College (GOCC) centered on creating a centralized, efficient, and interconnected megastructure designed to mirror a “city under one roof.” Commissioned in 1966 and opened in 1969 in Centreville, Michigan, the original modernist megastructure remains one of the few examples of prominent brutalist-inspired campus architecture in rural Michigan.

Sources:
University of Michigan Bentley Historical Library
https://quod.lib.umich.edu/b/bhl/x-bl000614/bl000614

US Modernist
https://www.usmodernist.org/AIAMI/MSA-1971-04.pdf >



GLEN OAKS COMMUNITY COLLEGE
St. Joseph County, Michigan

GUNNAR BIRKERTS AND ASSOCIATES Architects

PROGRAM—Glen Oaks Community College was conceived as a two-year junior college facility. Located in rural St. Joseph County, Michigan, the college was designed for year-round use as a cultural center for the area as well as an educational plant. It should therefore be strongly commuter-related and present a bold image for the community. The educational program is fairly representative of commuter colleges. The curriculum includes Business, Fine Arts, Education and Psychology, Language and Literature, Social Science, Mathematics and Science, Pre-Engineering, Physical Education, Vocational and Technical programs.

The master plan anticipates an enrollment of 2,500 students, achieved in stages, with capacity for flexible and unlimited growth and the possibility of future student housing. The first stage construction accommodates 600 to 800 students, and includes facilities for the library, a 250-seat lecture hall and the cafeteria as well as instructional space.

SITE CONDITIONS—The rolling site of 300 acres includes level farm land, a swampy low area and a hill covered with a beautiful stand of oaks which have given the college its name. The entrance road cuts through the edge of and around the swampy area forming a dam which will create a lake from natural drainage. It proceeds around the lake and up to the college, prominently located in a clearing at the top of the hill. To pronounce the relationship of the college to the automobile, the drive continues through the building to the parking area on the high flat land. The boulevard strip of the drive is landscaped as a plaza for the walk back to the college.

DESIGN SOLUTION—In response to the requirements of flexibility and expansibility, Glen Oaks is designed as a multi-level spine system with an overriding space and structural module which accepts nearly any space requirement. The two level “concourse”, the major axis to which all spaces in the building relate, runs north-south and bridges the entrance drive at the center. The bridge contains the public lounge space, student store, and school administration. The major entrance is a pyramid stair from the boulevard plaza below. The four quadrants of instructional space are at half levels above and below the upper concourse. This allows for a variety of ceiling heights. A high clerestory admits daylight to the length of the concourse, and to each of the quadrants by interior skylights. The basic planning module is a 30-foot square bay, the typical classroom.

To accommodate the phased expansion within the master plan, the construction system receives large precast exterior wall sections which are both removable and interchangeable. At any growth stage, the design will then appear complete. Expansion is expected to occur along the spine, then outward.

CONSTRUCTION AND MATERIALS—The structural frame is poured-in-place concrete. Where exposed, it has a board-formed finish. Floor and ceilings are precast double tees. The precast, relocatable wall panels are five feet wide and movable in five-foot increments as shown on the isometric drawing. They are surfaced in salt-glazed silo tile. The precast window units are also movable. Salt-glazed tile and gypsum partitions are used on the interior. Finished floors are terrazzo in the concourse, carpet in special spaces, and resilient tile in classrooms. Ceilings are exposed concrete and acoustic tile. Finish carpentry and doors are natural oak. The mechanical system has a central fired boiler and electrical refrigeration machine supplying hot and chilled water to multiple package air conditioning units, either of the multi-zone or single zone type, with individual reheat coils for control.





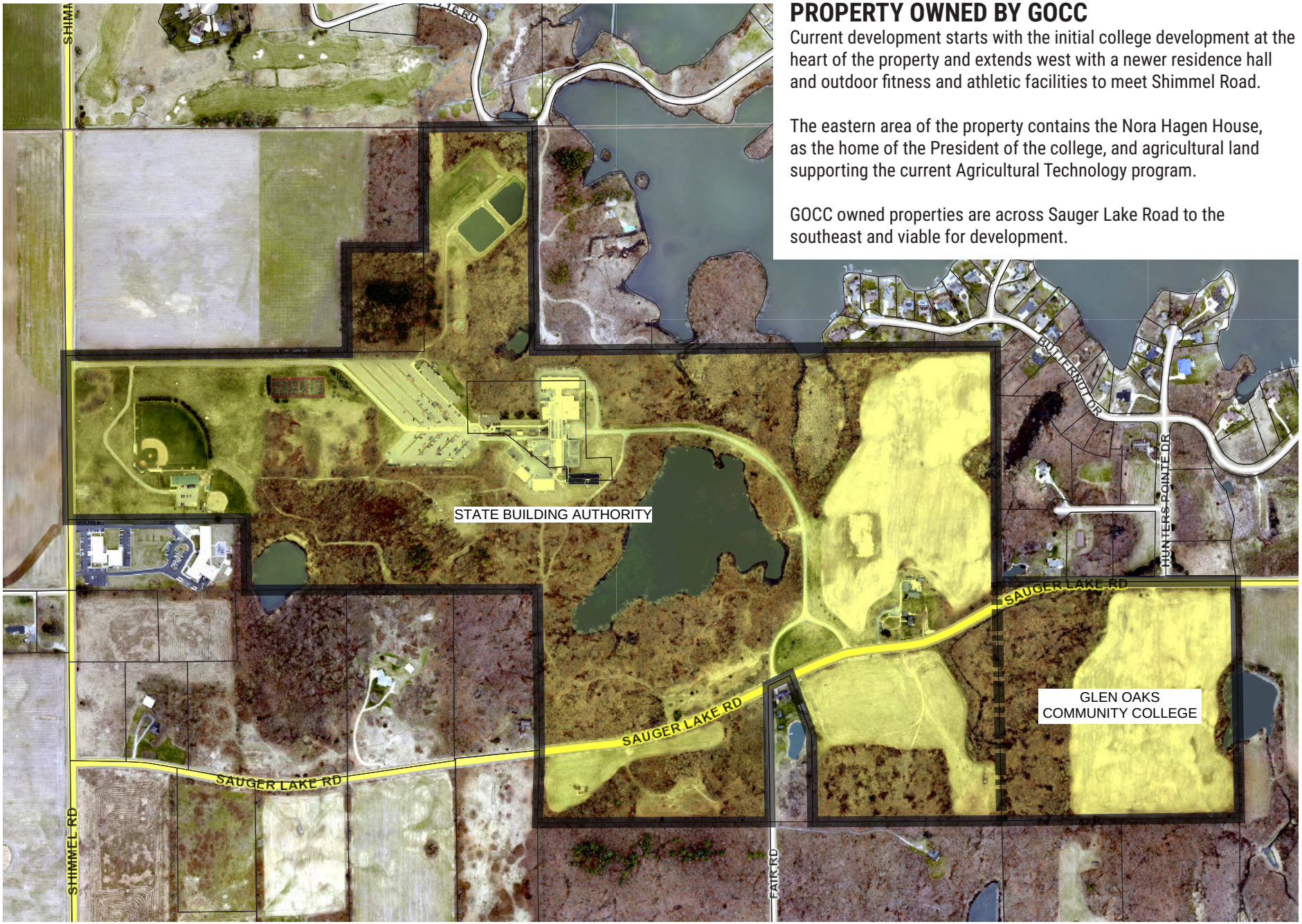




2025 Aerial Photo

SECTION 3 - ANALYSIS OF THE EXISTING CAMPUS

3.1 Existing Campus Conditions & Observations



PROPERTY OWNED BY GOCC

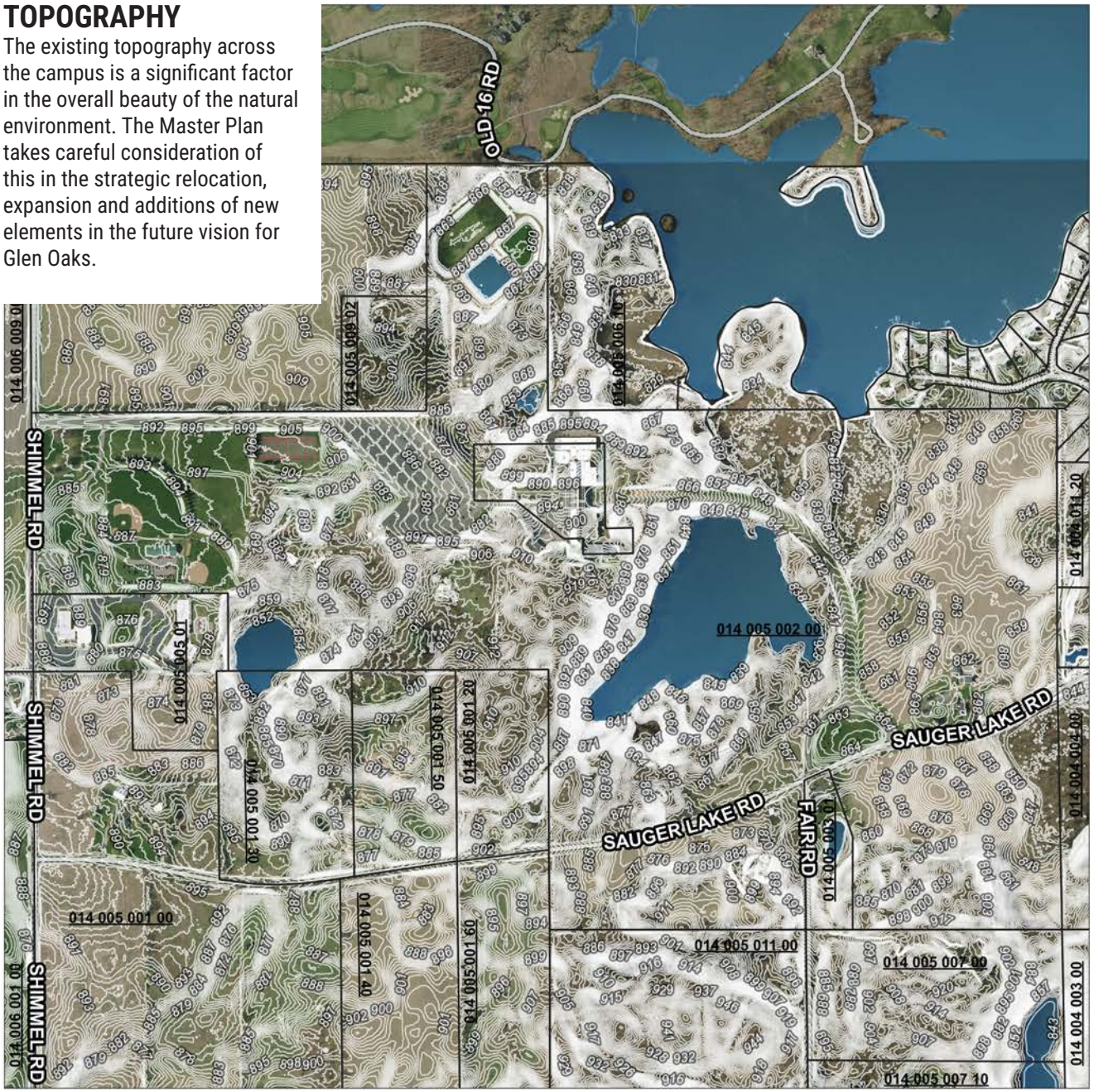
Current development starts with the initial college development at the heart of the property and extends west with a newer residence hall and outdoor fitness and athletic facilities to meet Shimmel Road.

The eastern area of the property contains the Nora Hagen House, as the home of the President of the college, and agricultural land supporting the current Agricultural Technology program.

GOCC owned properties are across Sauger Lake Road to the southeast and viable for development.

TOPOGRAPHY

The existing topography across the campus is a significant factor in the overall beauty of the natural environment. The Master Plan takes careful consideration of this in the strategic relocation, expansion and additions of new elements in the future vision for Glen Oaks.



ST. JOSEPH COUNTY

PARCEL DETAIL MAP

Contours

014 005 002 00

Calculated Parcel Area: 235.94 acres (10277439 sq ft)

Parcel Tax Description (long descriptions may be truncated):
S 1/2 NE 1/4 SEC 5 T7S R10W EXC COM NW COR SD SEC TH S 00D 04M 29S W 2068.80 FT TH S 90D E 2779.92 FT TO POB TH S 89D 39M 19S E 258.31 FT TH N 00D 20M 41S E 130.94 FT TH N 89D 45M 31S W 215.61 FT TH N 00D 20M 41S E 15.01 FT TH N 89D 45M 31S W 32.54 FT TH

Map Date: 04/02/2023
Air Photo: Spring 2019

500 0 500 1,000 ft

Elevations shown on 1-foot contour lines are height (in feet) above sea level. Contours circa 2015.

This map is not a survey and is not intended to be used as such. The parcel lines and dimensions are estimated and have a margin of error of +/- 3 ft at best and +/- 10 ft in some areas. They are presented here for reference purposes only. Please refer to the parcel deed for exact dimensions. Always contact a surveyor to determine the actual ground location of parcel lines.

SECTION 3 - ANALYSIS OF THE EXISTING CAMPUS

3.1 Existing Campus Conditions & Observations













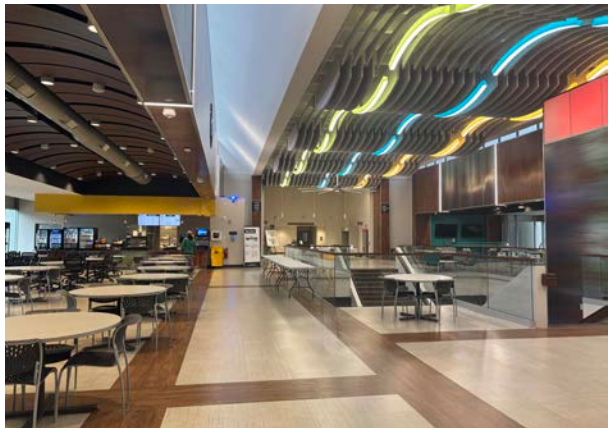









GLEN OAKS
COMMUNITY
COLLEGE

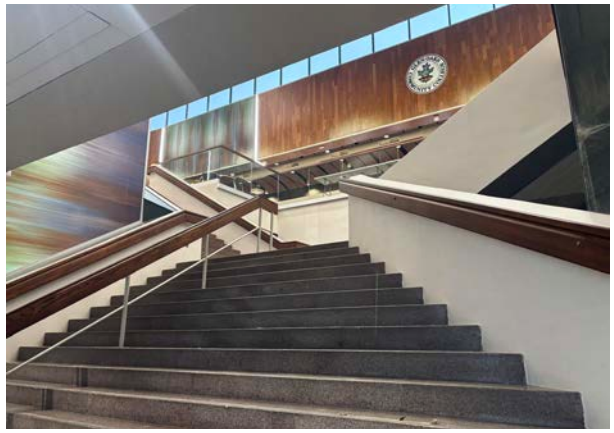





ADMINISTRATIVE OFFICES →
BOARD ROOM →
CAMPUS SECURITY


FITNESS CENTER







SECTION 3 - ANALYSIS OF THE EXISTING CAMPUS

3.1 Existing Campus Conditions & Observations







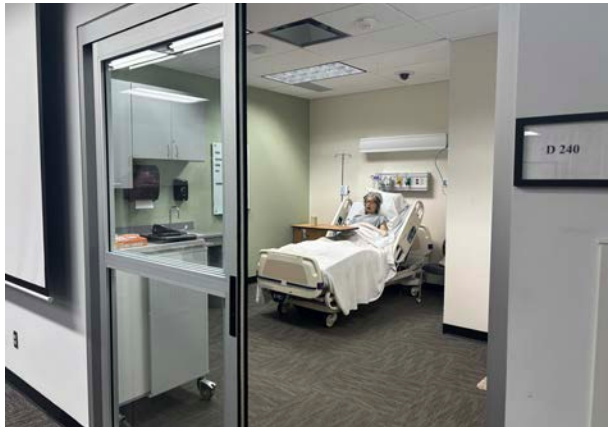




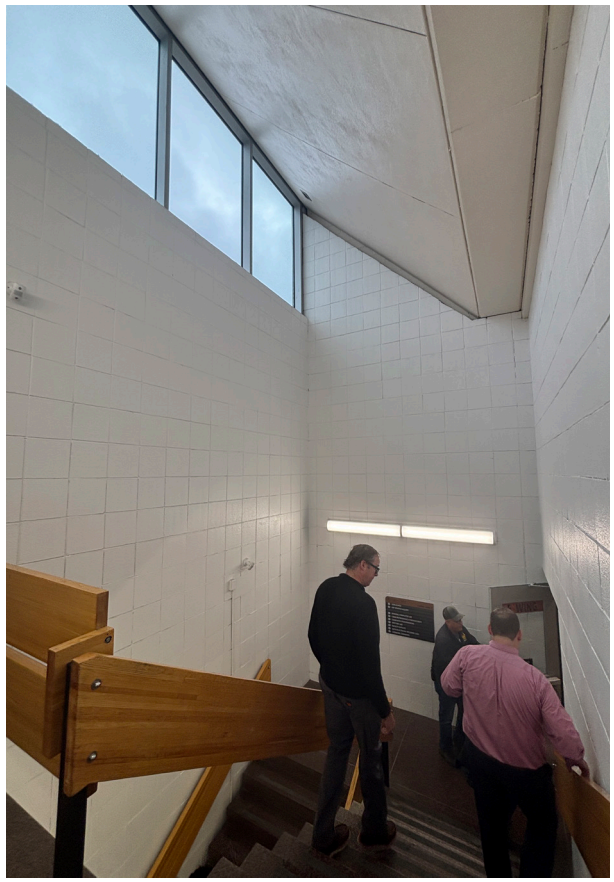


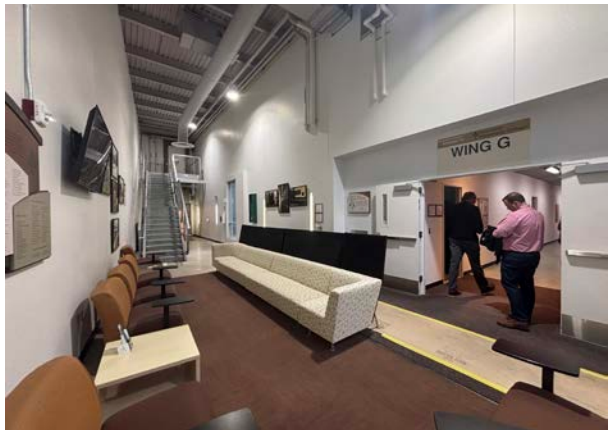


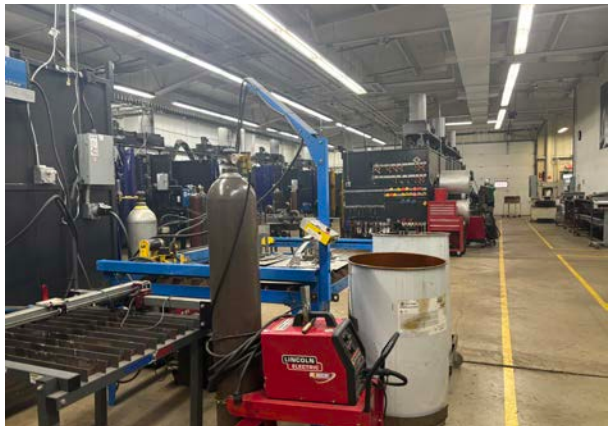









WING G






ATLAS



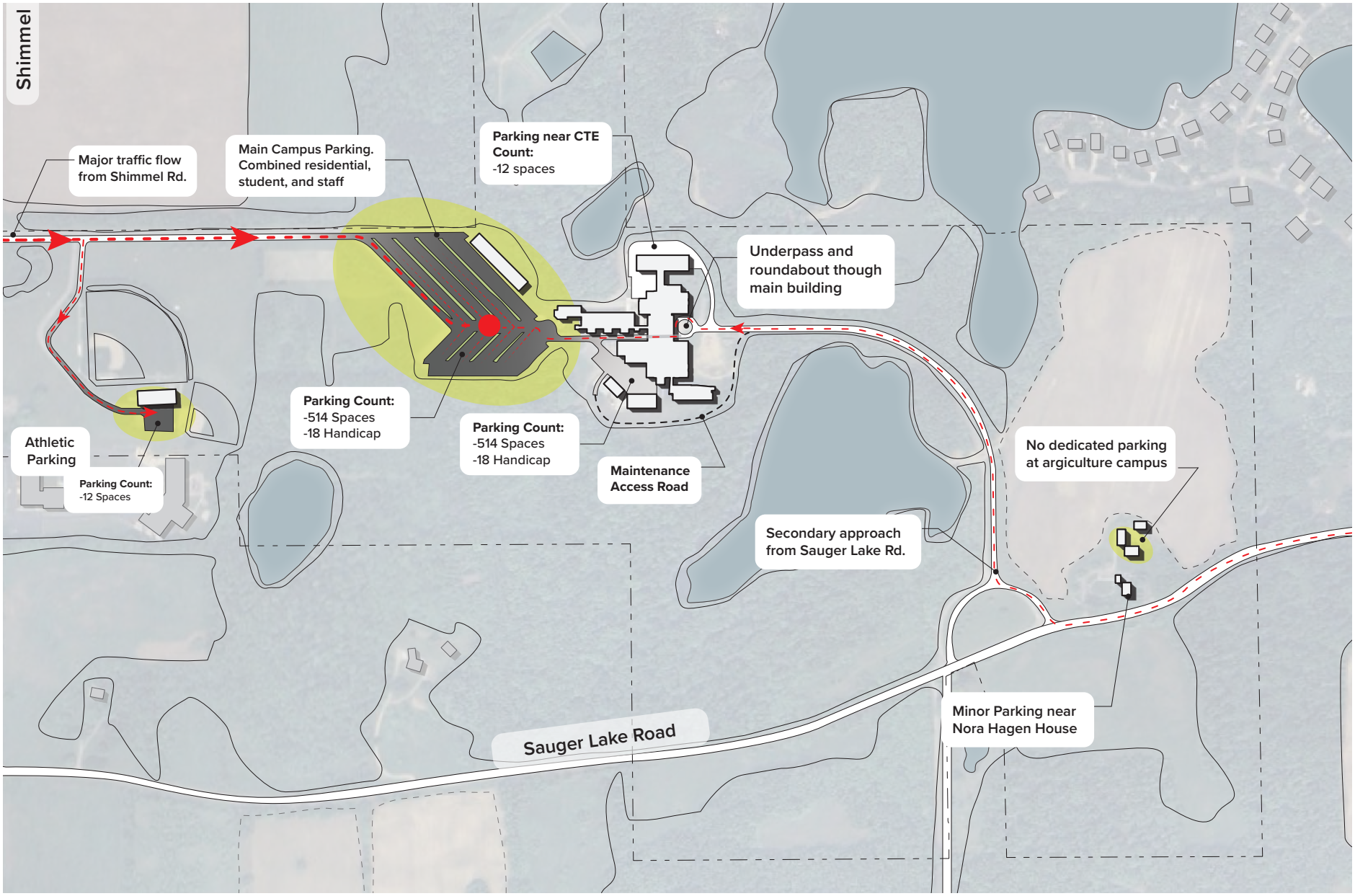


SECTION 3 - ANALYSIS OF THE EXISTING CAMPUS

3.2 Inventory: Buildings & Structures




LAKE TEMPLENE
Wooded Walking Area
Entry Sign
Shared Sport Fields
Disk Golf
Baseball
Athletic Fields
Softball
Shimmel Road
Outdoor (Natural) Seating Area
Open Forest with Walking Paths
Glen Oaks Pond
Agricultural Campus
Sauger Lake Road

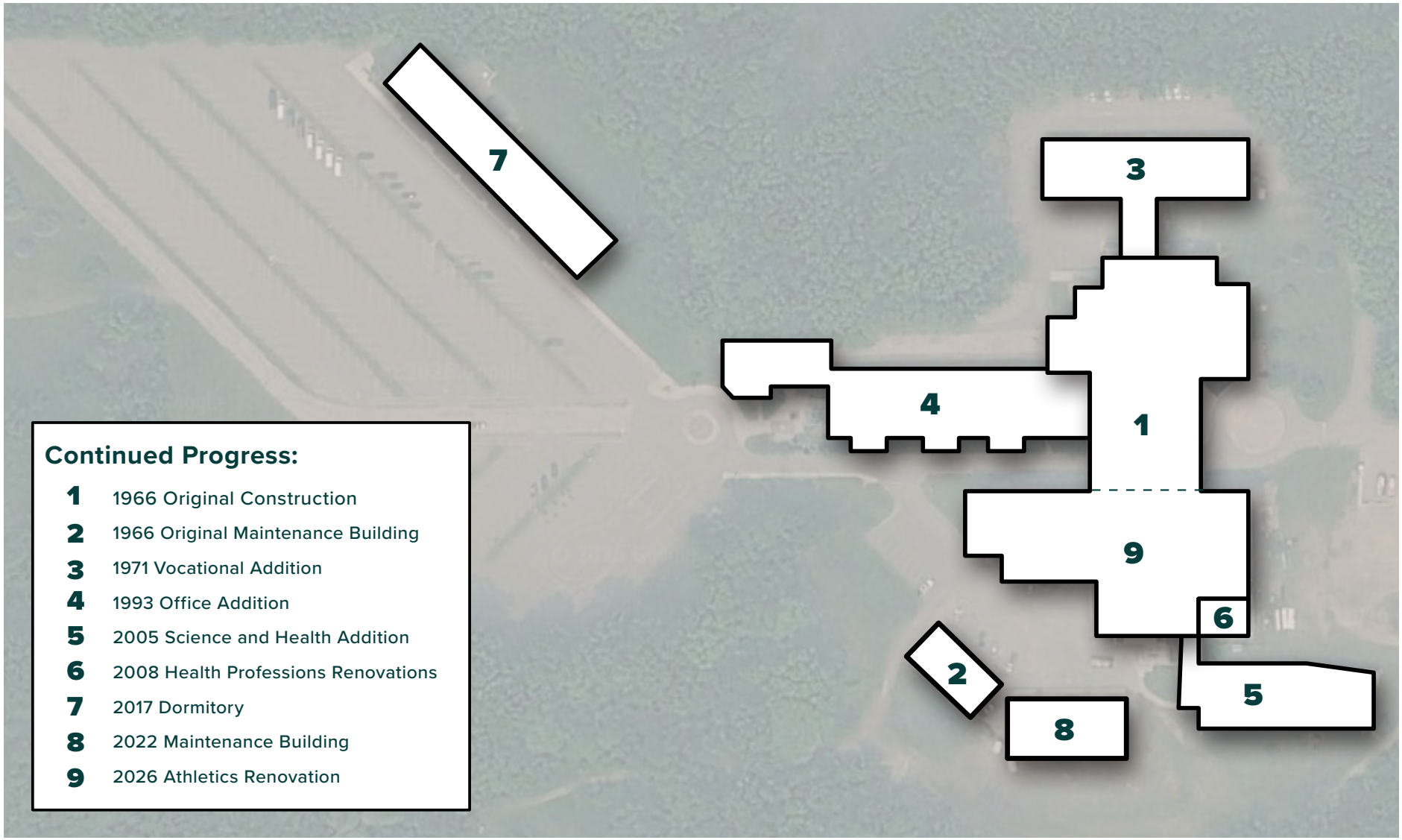

Shimmel
Major traffic flow from Shimmel Rd.
Main Campus Parking. Combined residential, student, and staff
Parking near CTE Count: -12 spaces
Underpass and roundabout though main building
Parking Count: -514 Spaces -18 Handicap
Parking Count: -514 Spaces -18 Handicap
Athletic Parking
Parking Count: -12 Spaces
Maintenance Access Road
No dedicated parking at argiculture campus
Secondary approach from Sauger Lake Rd.
Minor Parking near Nora Hagen House
Sauger Lake Road

3.2 Inventory: Construction Timing

The development of campus buildings over time is a series of intentional, yet individual, decisions in response to new or growing educational programs.

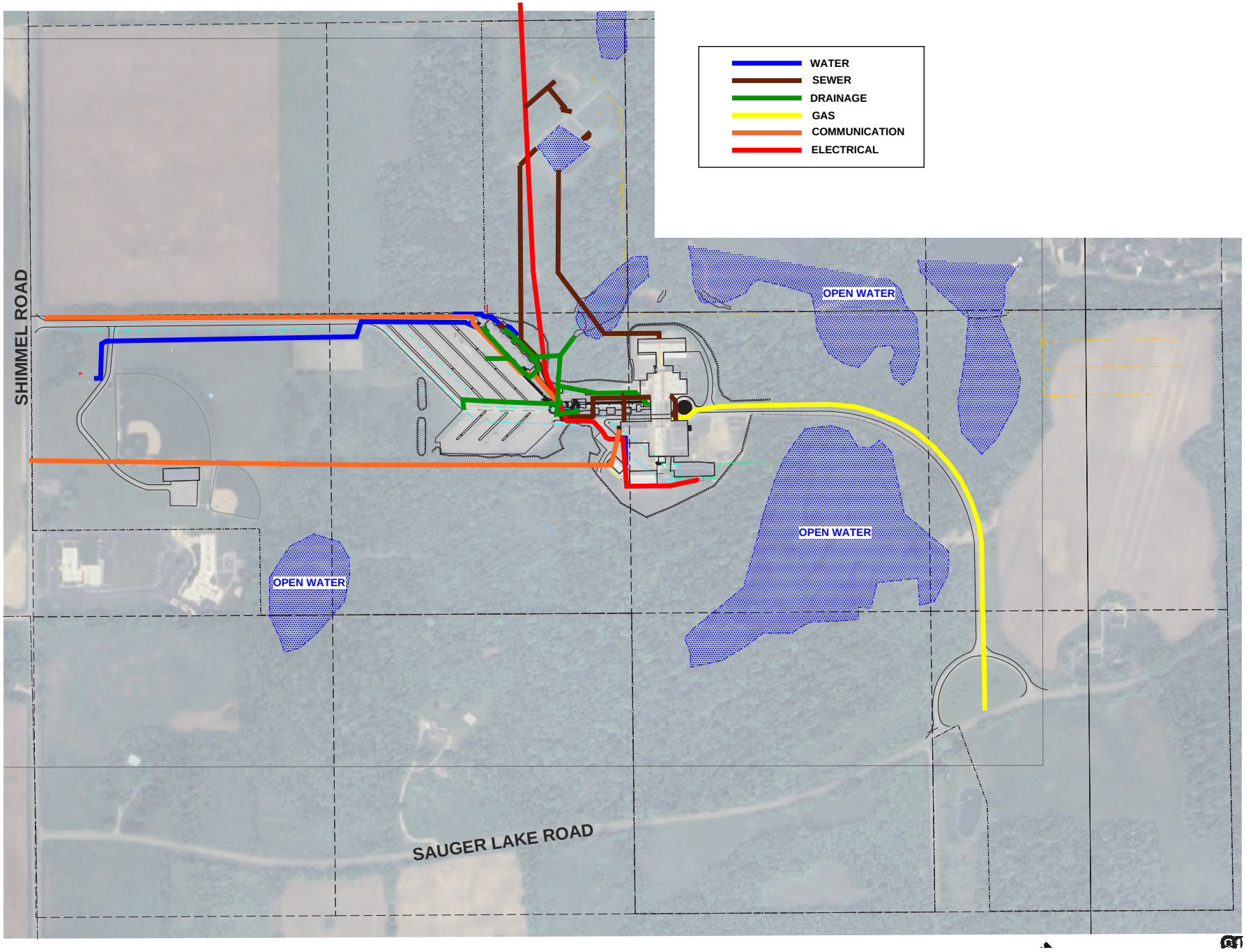
The design and construction methodology is wide ranging in response to particular drivers for each project.

The future viability of each structure as part of the Campus Master Plan has been assessed based on the Facilities Assessment, the ability of the structure to support a vision of future programming, and location on campus in terms of visibility, access, and adjacencies to other relevant program uses.



SECTION 3 - ANALYSIS OF THE EXISTING CAMPUS

3.2 Inventory: Utilities



ONSITE WATER SUPPLY SYSTEM

Public records as well as record documents show the campus is served by on-site groundwater-based community water supply wells. Two wells serve the main educational campus and one well serves the residential hall and one irrigation well provides irrigation for the west athletic fields. Both the main educational campus wells and the residential hall well are capable of meeting the demand for current as well as some future increase. Future development and significant increase in student population should include evaluation of well usage to ensure the wells are operating within acceptable limits.

ONSITE WASTE WATER TREATMENT SYSTEM

Public records as well as record documents show the campus is served by an on-site wastewater treatment system consisting of a sanitary sewer collection system, a two-cell wastewater lagoon treatment facility, and a groundwater discharge system utilizing a land application (infiltration) basin. Based on the available permit documents and 2025 operating data, the wastewater treatment system appears to have sufficient permitted capacity to accommodate moderate future campus growth without requiring immediate expansion of the treatment facilities. Future larger-scale expansion should be evaluated through a detailed engineering analysis to determine whether the existing on-site wastewater treatment system can support increased peak discharge demands or whether additional infrastructure improvements or permit modifications would be required.

STORM DRAINAGE SYSTEM

Public records as well as record documents show the campus drainage system(s) are comprised of building roof drainage, underground storm piping, and surface drainage utilizing the natural site topography. The campus does not appear to have any centralized campus-wide storm water detention or treatment facility. Instead, it relies on surface drainage, infiltration to existing soils and the site's natural topography for conveyance. Future development of the campus should include evaluation of hydraulic capacity and downstream impacts. Consideration of opportunities for localized stormwater detention, infiltration, water-quality treatment, and erosion control where appropriate, particularly where additional impervious area is introduced. Special consideration given to water quality where relying on nearby water bodies for storm storage and flood control.

GAS UTILITY

Public records indicate that the campus is served by Michigan Gas Utilities. The primary gas service is served from Sauger Lake Road east of main campus.

ELECTRICAL SERVICE

Public records indicate that the campus is served by Consumers Energy. The primary electric service is served from Shimmel Road west of campus.

SECTION 3 - ANALYSIS OF THE EXISTING CAMPUS

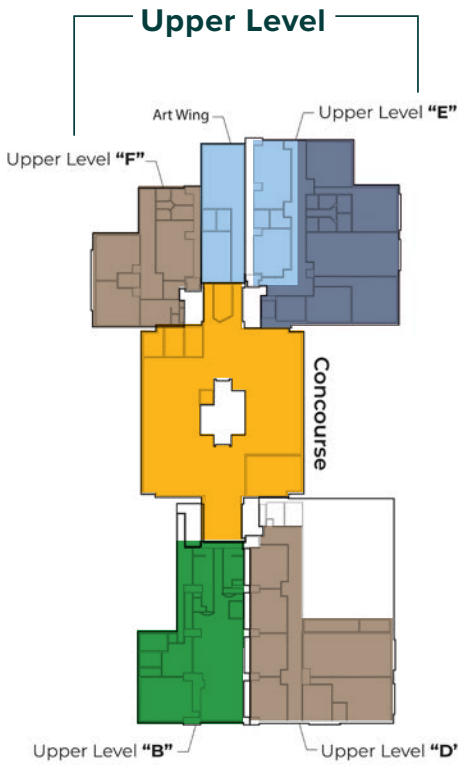
3.3 Buildings & Usage

All academic programs are connected internally across the building complex, offering protected flow once inside. While this is a benefit, the multitude of wings are closed off from each other, separating learning into distinct silos. The addition of the “A-Wing” exacerbates this separation by creating a long and closed off path from the main entrance to the central concourse. New visitors to the campus are often unsure where to find their destination and rely on the hospitality of staff as an impromptu guide, which is not a sustainable solution long-term.

Level 1 + 2
E + F Wing
Lower Level
Concourse + Level 4



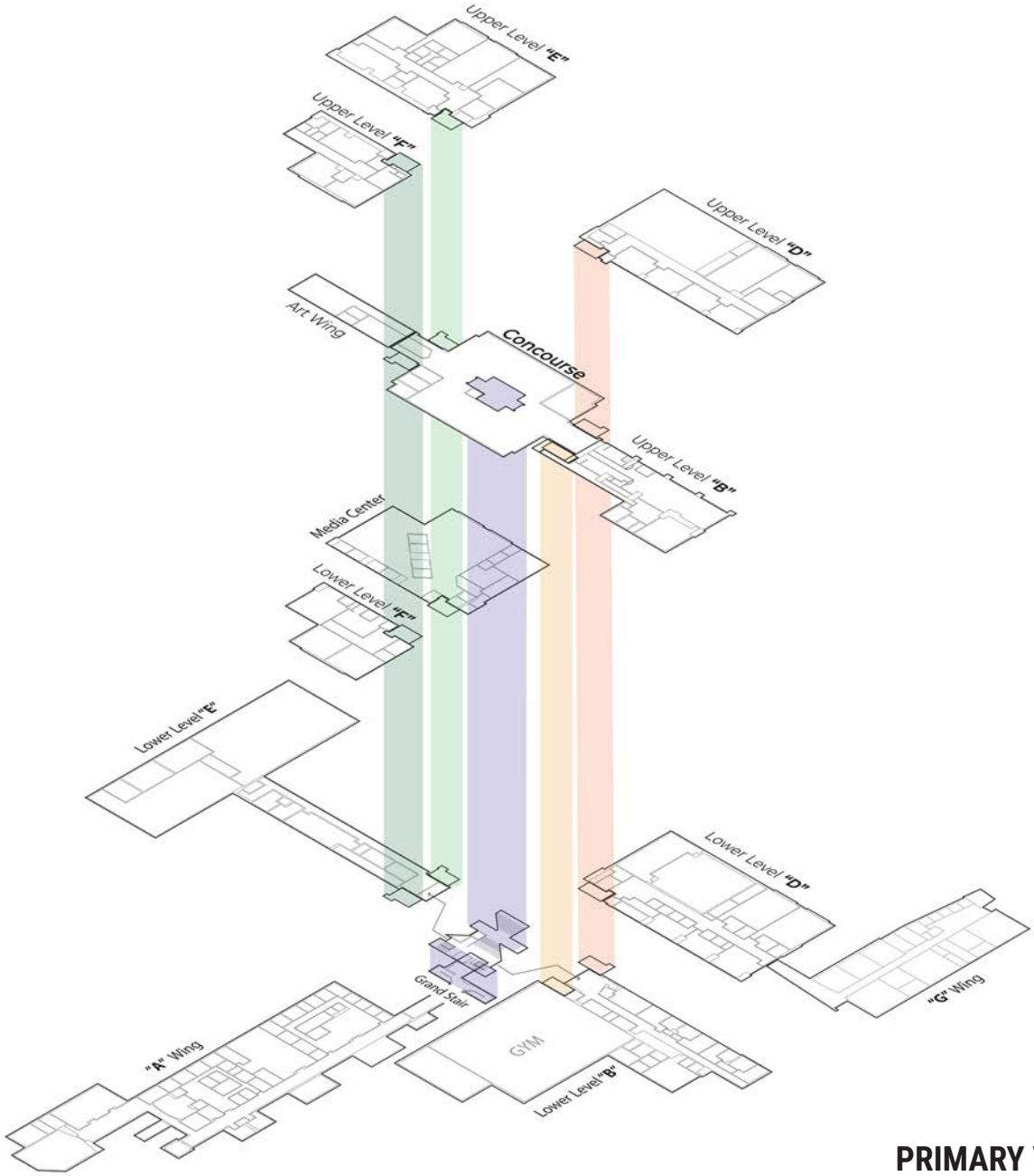




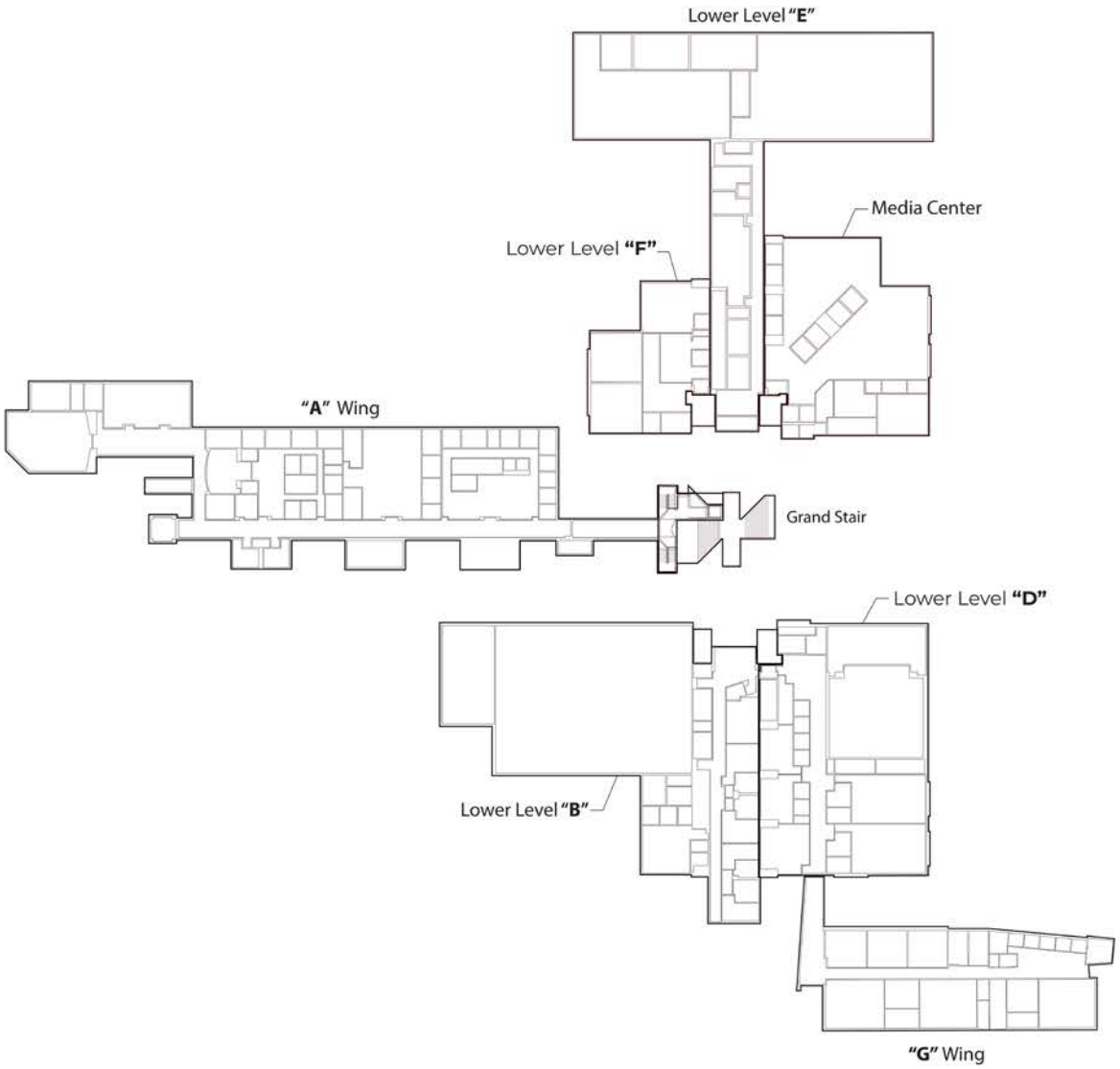
Program Key

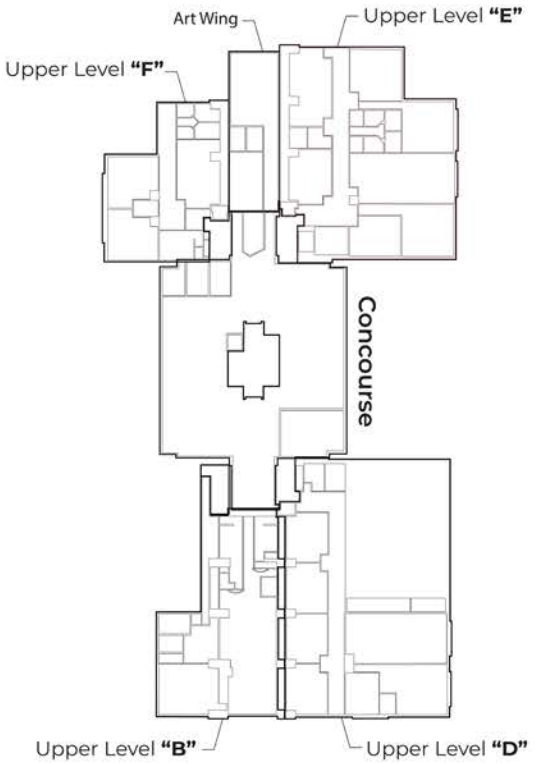
- Administration
- Athletics + Training
- Common Space
- Career Technical
- Science + Health
- General Education
- Arts + Design
- Technology + IT

3.3 Buildings & Usage



PRIMARY VERTICAL CIRCULATION

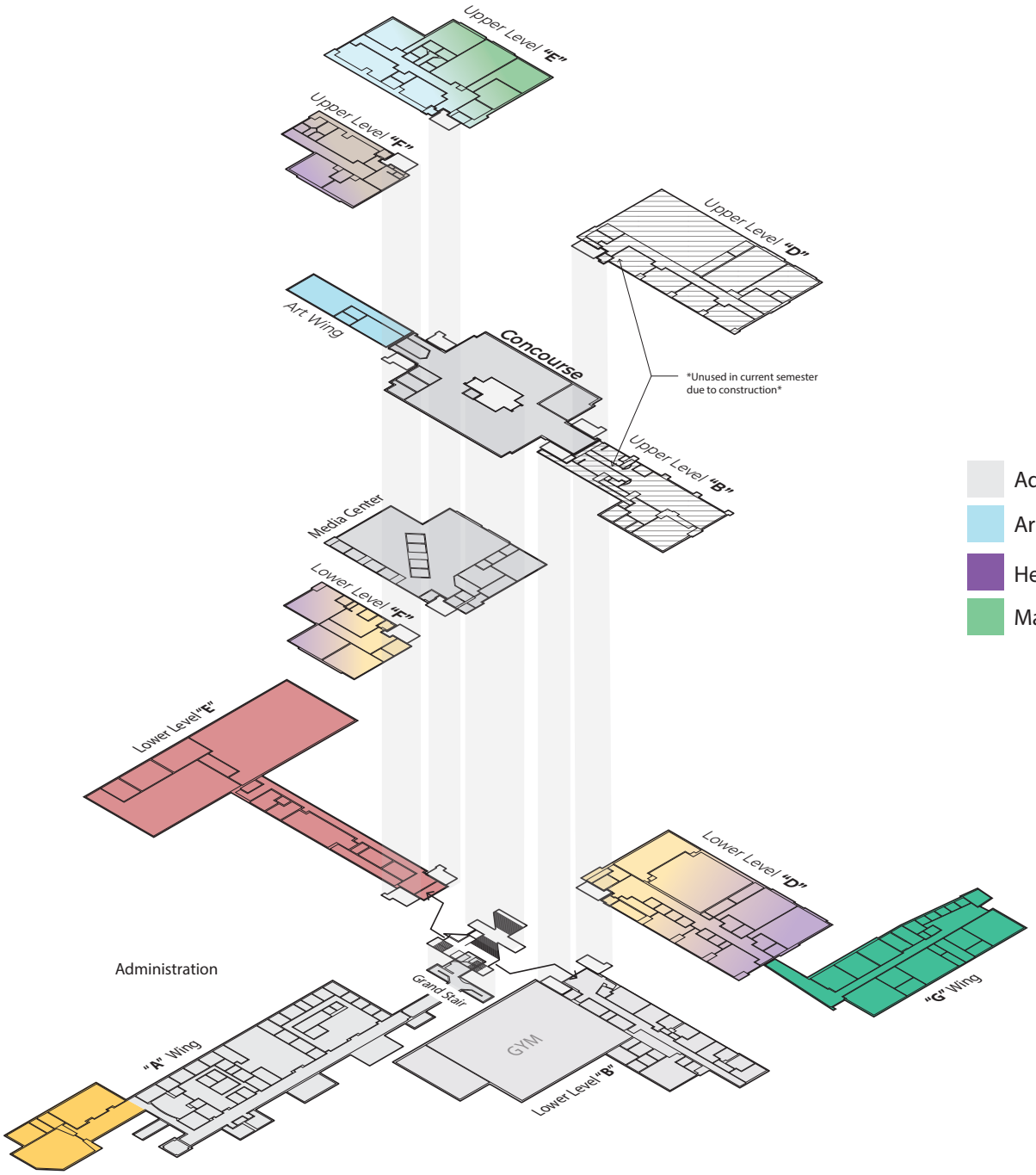




WINGS & LEVELS

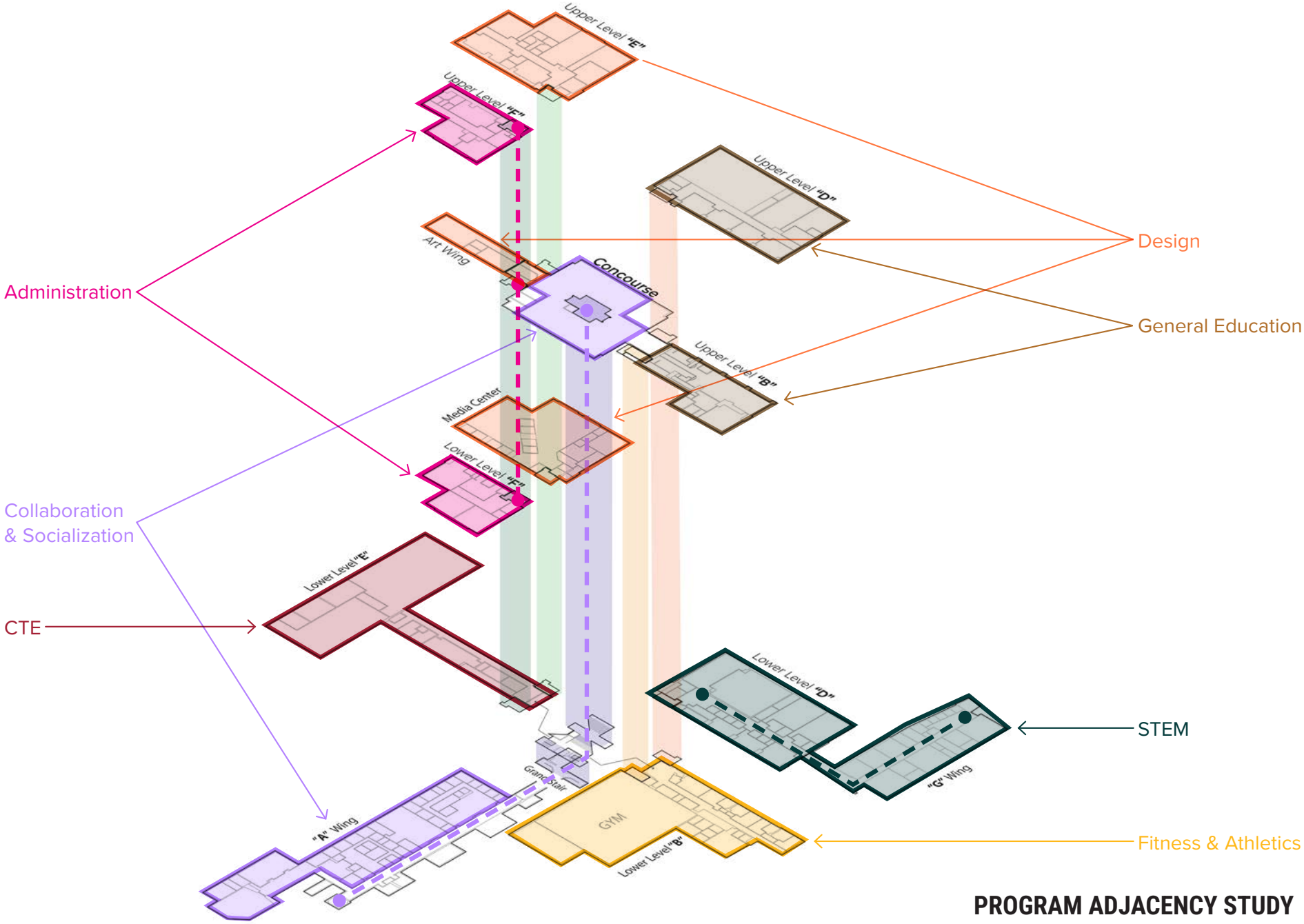
SECTION 3 - ANALYSIS OF THE EXISTING CAMPUS

3.3 Buildings & Usage



- Admin / Shared / Athletics
- Art & Design
- Health & Nursing
- Math, Science & Eng.
- Humanities / Gen Ed.
- Career Tech
- Computer & I.T.
- Business

EXISTING PROGRAM USES



PROGRAM ADJACENCY STUDY

SECTION 2 - ANALYSIS OF THE EXISTING CAMPUS

3.4 Stakeholder Input

A second component of the analysis of the campus is to listen and learn from stakeholders with a wide range of roles, responsibilities, and experience with Glen Oaks and its campus.

Information and insight came through a series of regularly scheduled leadership meetings, workshops, and exercises. The following pages catalogue this input as a basis for Guiding Principles that are the foundation for recommendations. These exercises included:

"What's On Your Mind?": Started with identifying preconceived ideas and institutional knowledge that leadership brought to the project up front.
Dot-Polling: Understanding what elements of the campus are working well, could be enhanced or improved, and should be replaced or reworked more significantly.

SWOT Analysis: Identifying Strengths, Weaknesses, Opportunities, and Threats to the institution and its campus and how they support education for students.



Leadership Group	**Facilities & Administration Group**	**Academic Group**	**Student Group**	**Student Support Group**
Board of Trustees	Buildings & Grounds	Faculty	Residents	Student Services
Executive Leadership Team	Custodial	Academic Staff	Athletes	Athletics
Human Resources	IT	Learning		Housing
Foundation	Security	Commons		
Marketing	Business Office	WDCT		
		IR		

DRAFT

Initial Glen Oaks Leadership Input: "What's On Your Mind?"

Results

Information Technology environment / room / location

- Heavy lift: major cabling replacement

Solar power and alternative energy

- Using battery pack for redundant power
- Integrate into new programming
- Feasibility? Community tie-ins?

Wayfinding

- Circulation is confusing
- Multiple wings and levels
- Door numbering discrepancy

Wear and tear

- Aging materials and finishes
- Dated systems that are hard to update

Utilizing area better

- Outdoor areas
- Concourse level

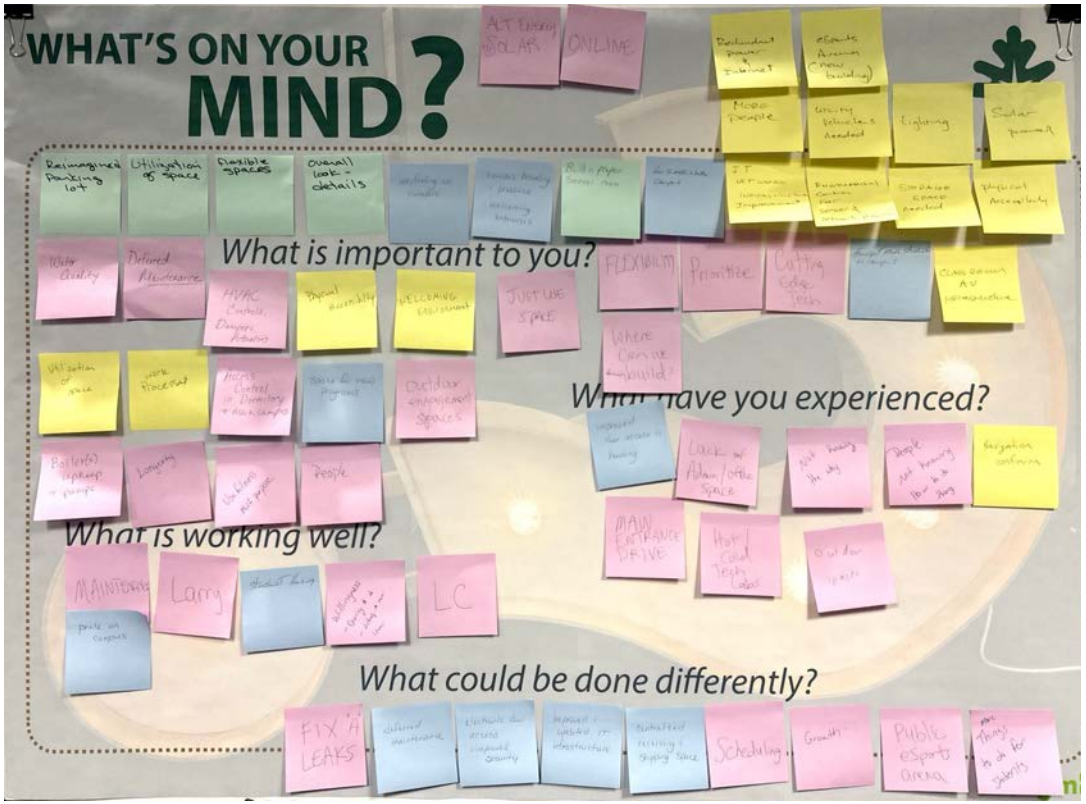
Accessibility

- Equality on site
- Co-curricular connection
- Committee and security

People Are Important

What is Our Why?

Diversity



DRAFT



















Dot-Polling: Leadership Team
Results

Electrical technologies Lab

-Need more space to work, built-in structures

More residential housing

- Supports new sport teams and programs
- Boost enrollment for non-commuter
- Storage is key to success

Need "wow factor" for new families and visitors

- What attracts students?

- Sports/Esports
- Embrace rural/agricultural context
- Nursing programs
- Welding and skilled trades

How do we make learning visible?

- Many programs are hidden behind walls

Student services

- Creating a more welcoming space
- Making it a "hover / hangout" space

Concourse: On the right track

- Material choice, dark lighting
- Stair: Needs to be more exciting
- Brand continuity

Creating a front door identity

- Current entrance is dated and hard to find

Dot-Polling: Students & Faculty
Results

Concerns with state of athletic fields

-Updates coming, but facilities are behind

Leveraging existing updated spaces

- Concourse use to be a hub for students
- Public student-led spaces like media center
- Branded spaces like Esports and welding

Lack of entrance "spark" for new and prospective students

- Hallway is behind in finishes
- Hard for students to find way, ask directions
- Moving student services and admissions closer to front of building?

New spaces not aligned

- Each wing feels different depending on when it was worked on or built

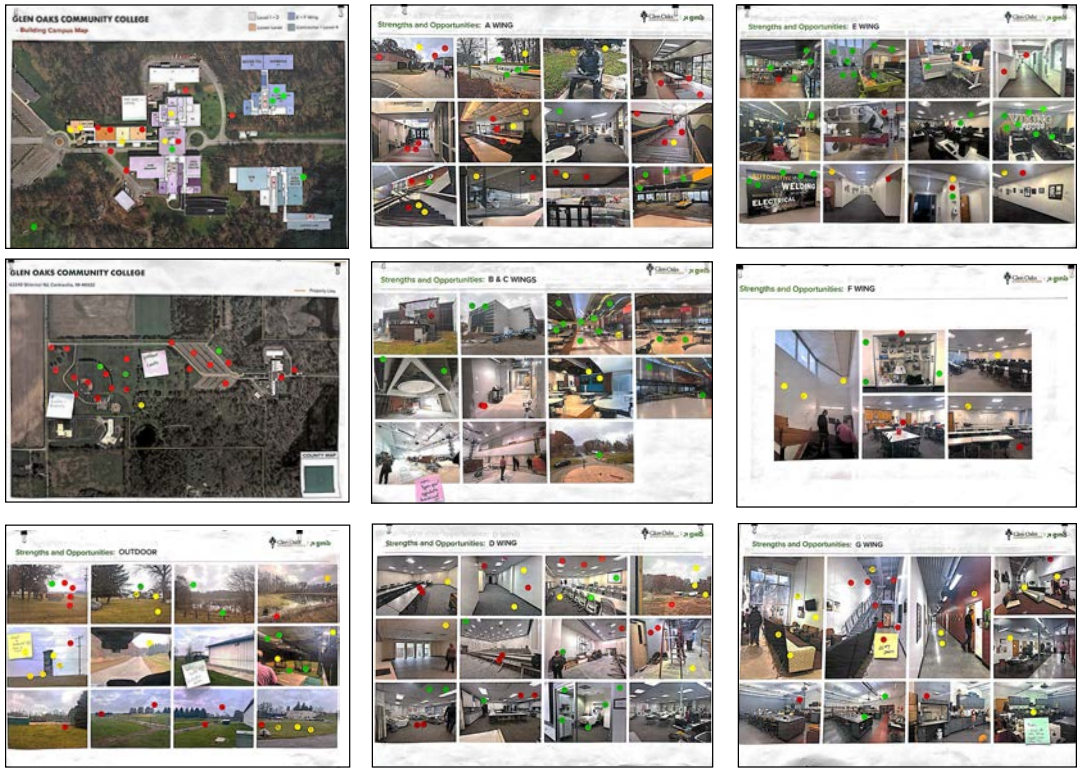
Lack of clear entrance procession

- Road signage is not visible or engaging
- Leaning into nature aspect of campus
- Avoiding "do not enter" as first impression

Ensuring users have a say in space design

- Staff feeling like their spaces are not laid out to support their programming

-Public spaces for students not feeling inviting or used



SWOT ANALYSIS: STRENGTHS

Student-Centered, Supportive Environment:
Small class sizes and a close-knit campus foster meaningful connections between students, faculty, and staff. Employees are consistently described as caring, responsive, and willing to go above and beyond, creating a culture focused on student success and individualized support.

Well-Rounded Programs & Opportunities:
The College offers strong academic programs, particularly in nursing, allied health, and trades, alongside growing online and in-person course options. Athletics, specialized programs, and hands-on learning opportunities further enrich the student experience and broaden access.

Modern, Evolving Campus Facilities:
Recent renovations and new construction have revitalized classrooms, student spaces, and shared learning environments. Continuous upgrades to facilities, including the learning commons and campus infrastructure, reflect a commitment to maintaining a high-quality, modern campus experience.

Attractive Campus & Vibrant Community
The campus is widely recognized for its natural beauty, including green spaces, trails, and well-maintained grounds. Combined with student housing and a strong sense of community, this creates a welcoming environment where students can live, learn, and connect.

Forward-Thinking Leadership & Investment:
Strong leadership and committed trustees provide clear direction and stability for the college's future. With solid financial footing and a willingness to invest in key priorities, the institution demonstrates steady progress and a focus on long-term growth.



SWOT ANALYSIS: WEAKNESSES

Navigation, Access & Barriers

The campus layout is difficult to navigate, with confusing building organization, weak directional signage, and unclear entry points that leave students and visitors disoriented. These issues create friction in daily movement and reduce overall usability of the campus.

Technology, Safety & Infrastructure Gaps

The campus faces limitations in IT infrastructure, including unreliable Wi-Fi, insufficient computer labs, and outdated technical program resources. Safety systems are also underdeveloped, with gaps in lighting, access control, and emergency identification of staff and faculty.

Lack of Planning & Space Optimization

The absence of a clear, long-term facilities master plan has led to short-term fixes and fragmented decision-making. This results in underutilized spaces alongside shortages in critical areas like offices, storage, and dedicated program hubs.

Aging Facilities & Inconsistent Maintenance

Many spaces suffer from deferred maintenance, including plumbing concerns, inconsistent climate control, and inadequate lighting. Classrooms, equipment, and common areas feel outdated and are not aligned with current industry or student expectations.



SWOT ANALYSIS: OPPORTUNITIES

High-Demand Programs & Workforce Training
Grow offerings in trades, technology, agriculture, business, and arts to better align with regional workforce needs. Investing in modern labs, simulation environments, and dedicated training spaces that mirror real-world settings keep the college competitive and relevant.

Activate Outdoor Spaces & Campus Assets:
Developing trails, gardens, farmland, and recreational amenities can transform the campus into a more welcoming and engaging environment. Expanded outdoor use also encourages greater community involvement and maximizes the value of existing land.

Increase Housing & Athletics:
Adding on-campus housing can significantly increase full-time student enrollment while creating a more vibrant, engaged campus community. Expanding athletic programs and upgrading facilities further enhances student recruitment and retention.

Modernize & Optimize Campus Facilities:
Updating aging infrastructure such as flooring, roofing, offices, and entrances will improve both functionality and first impressions. Better use of underutilized areas can create flexible spaces for meetings, collaboration, storage, and future program growth.

Strengthen Community Integration:
Enhancing marketing and branding will improve awareness and create a clearer, more compelling campus identity. Expanding outreach efforts can deepen community connections and broaden access. Positioning the campus as a hub for events, partnerships, and shared spaces increases its value and visibility across the region.



SWOT ANALYSIS: THREATS

Shifting Higher Education Demand:
The College is facing a shrinking pipeline of traditional students due to declining local high school populations and broader demographic shifts. At the same time, increasing preference for online learning is reshaping how students choose postsecondary education.

Aging and Inaccessible Infrastructure:
The campus suffers from outdated physical systems, including deteriorating parking lots, inefficient traffic flow, and confusing wayfinding signage. Students and visitors often experience long walking distances between services, and there is no clear central welcome or gathering space.

Financial Constraints & Funding Uncertainty:
Budget limitations and reliance on fluctuating state and government funding significantly constrain the College's ability to invest in improvements. High costs associated with renovating or replacing aging infrastructure further complicate decision-making.

Programming & Institutional identity
Rapid technological change, community engagement, and branding complicate efforts to remain competitive. Combined with rural constraints, these factors challenge the College's ability to maintain a strong, recognizable identity.



Safety & Security Vulnerabilities
Multiple survey responses highlight concerns about insufficient security measures, including limited camera coverage and a lack of 24/7 security presence. The fragmented layout of buildings with many entry points makes consistent monitoring difficult.

SECTION 3 - ANALYSIS OF THE EXISTING CAMPUS

3.4 Stakeholder Input

AGRICULTURAL

- Agricultural Equipment Technology
- Agricultural Operations
- Mechanized Irrigation

ART & DESIGN

- Fine Art
- Graphic Design
- Commercial Photography

BUSINESS

- Accounting
- Business

COMPUTER & I.T.

- Computer information Systems
- Computer Aided Design

HEALTH SCIENCE

- Nursing
- Allied Health
- Radiology Technician Training

HUMAN SERVICES

- Criminal Justice
- Communication
- Psychology
- English

HUMANITIES

- Humanities
- Communication
- English
- Psychology
- Philosophy
- Religion

MANUFACTURING & SKILLED TRADES

- Automotive
- Electrical
- HVAC
- Aviation CTE
- Welding

MATH SCIENCE & ENGINEERING

- Computer Aided Design
- Biology
- Chemistry
- Math

CAREER DEVELOPMENT

- Motorcycle Safety Training
- Commercial Driver's Licensing (CDL)

ATHLETICS & FITNESS

- Basketball
- Baseball
- Softball
- Volleyball
- Golf
- Soccer

CAREER DEVELOPMENT

- Motorcycle Safety Training
- Commercial Driver's Licensing (CDL)

HOUSING

- Residential Life

An outline of the current extent of educational programs at the College ensures that the Master Plan supports current success and reveals areas for improvement and expansion.

Vision: Key Ideas

Synthesizing the analysis led to three key focus areas, as well as six strategies to translate these focus areas into the Master Plan's future of physical space.

Experience

- Embrace the small scale. (Class sizes, one-on-one, personalized, friendly.)
- Intentional branding/marketing – We are Vikings! (Capture dual enrollment students/families).
- Provide a sense of excitement! (Don't think of us as "just Glen Oaks" but instead "look at the campus we have!")
- "I get a break from boring normal school." (This is an actual student statement.)
- Enhance student life. (7 days a week, ambient learning, food service, etc.)

Programming

- What are we known for? Where are we a leader? (Identify where Glen Oaks Community College is, or can be, unique.)
- Emphasize skills for jobs – focus on employment, not a degree. (Workforce development, workshops, certificates, shorter programs, realistic training.)
- Bring satellite programs home to Glen Oaks.
- Embellish athletics and fitness. (Not just organized sports.)
- Connect to the community. (Lifelong learning, campus as a county park, conferences, etc.)

Campus

- Put education on display - Show off the great things happening here! (Arts, creativity.)
- Leverage the unique landscape/ location. (Outdoor learning, wellness, gardens.)
- Strengthen the presence of the college and campus. ("I never knew this was back here!")
- Clarify wayfinding. (Safety and security.)
- Create continuity across the building and its wings. ("There are too many doors!")
- Flexibility. (Clarify where this applies.)

Strategy 1: Activate the Front Door

Strategy 2: Engage the Landscape

Strategy 3: Expand Athletics

Strategy 4: Consolidate Career Development

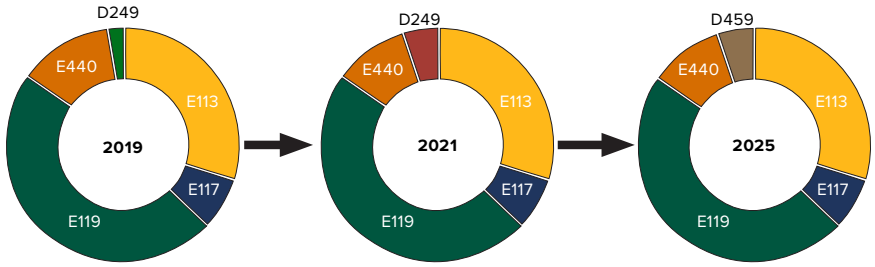
Strategy 5: Energize the Campus Core

Strategy 6: Clarify the Wings

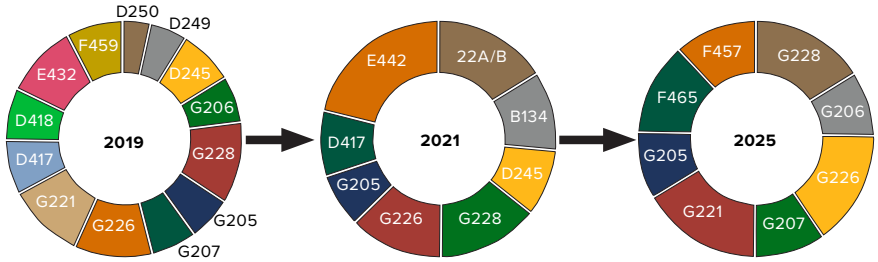
The Strategies are the key moves that make the Concept legible.

Space Use Comparison Between Programs (2019, 2021, and 2025)

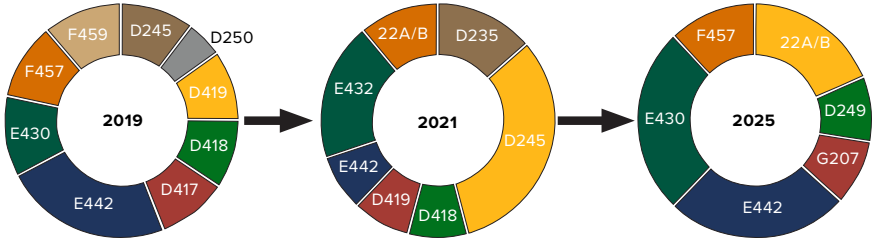
Square Footage Distribution Per Deparment Used as Guiding Factor



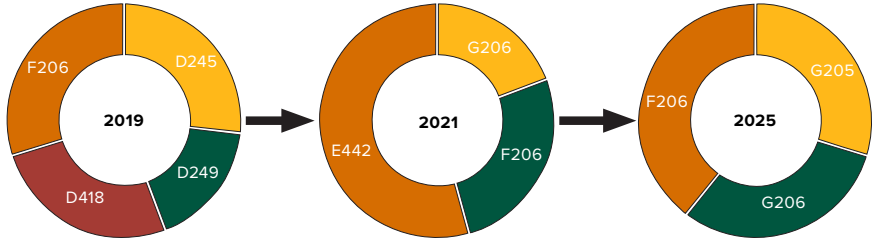
Manufacturing and Skilled Trades



Math, Science, & Engineering



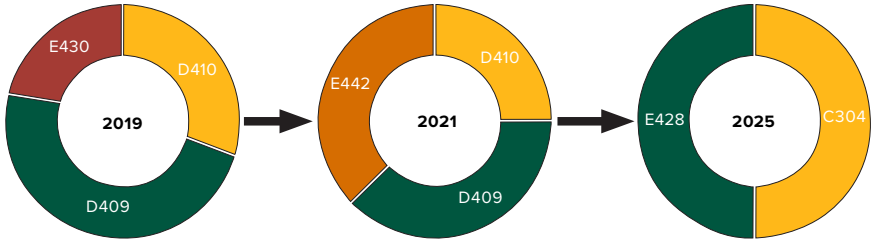
Humanities



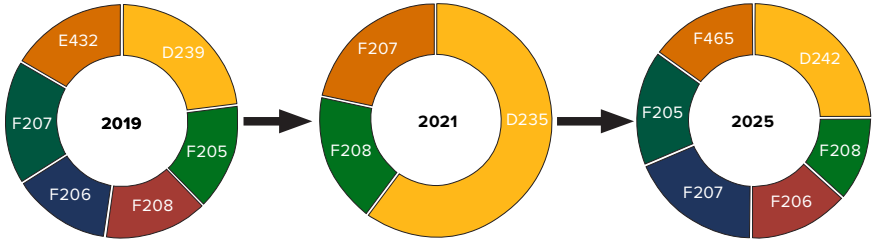
Human Services

Space Use Comparison Between Programs (2019, 2021, and 2025)

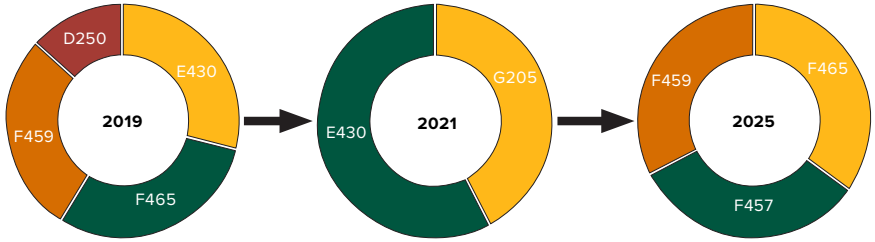
Square Footage Distribution Per Deparment Used as Guiding Factor



Arts & Design



Health Sciences



Business



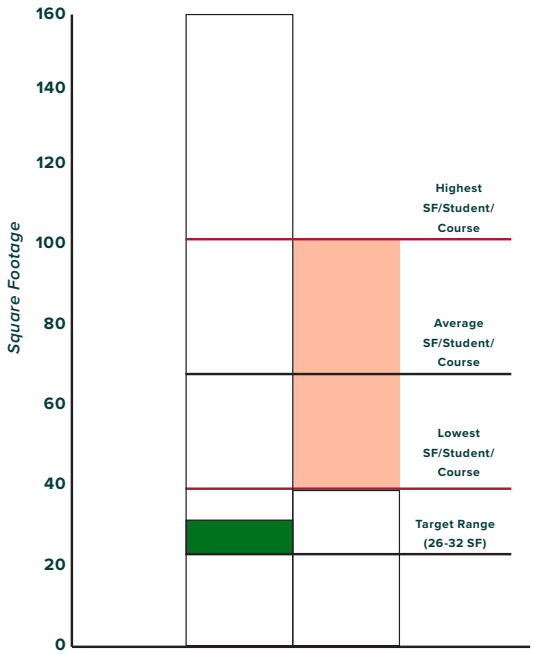
Computers and Information Technology

SECTION 3 - ANALYSIS OF THE EXISTING CAMPUS

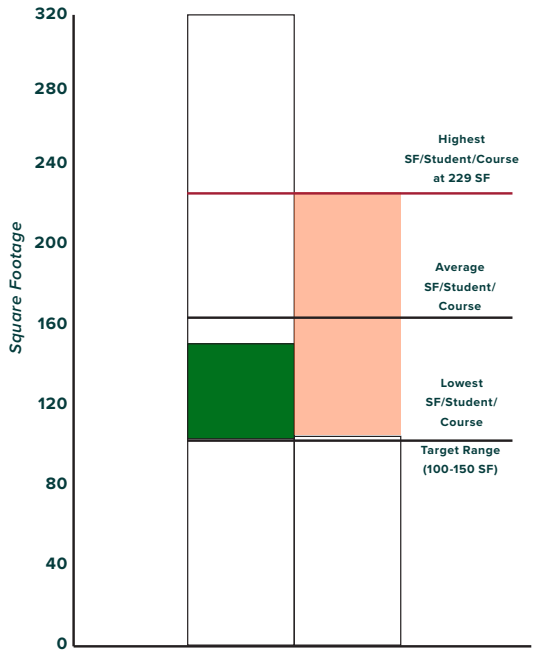
3.5 Department Space Utilization

BENCHMARKING SPACE USE

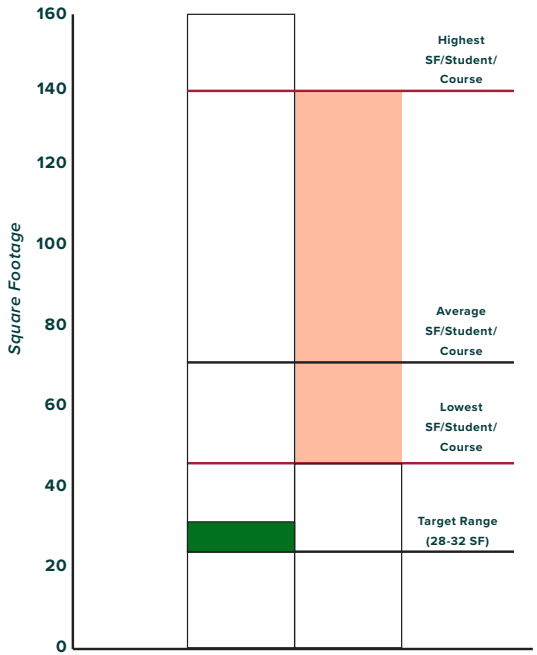
By looking at institutions similar to GOCC, we were able to compare space utilization data and determine a benchmarking range. These are further divided by the style of instruction that happens. Below are examples from the 2025 data and its benchmarking comparison.



2025 Humanities Benchmarking
(Using Lecture based learning as the standard within Humanities)



2025 Manufacturing & Skilled Trades Benchmarking
(Using Technical Workforce Lab based learning as the standard within Manufacturing & Skilled Trades)



2025 Health Sciences Benchmarking
(Using Lecture + Active Learning as the standard within Health Sciences)

Institutions and studies that were researched include; Lake Michigan College, College of DuPage, and Cornell Standard Classroom Guideline Study (2022)

KEY DRIVERS FOR CAMPUS MASTER PLANNING

1. Square footage available for each department has generally increased over time.

2. Health Sciences, Business, and Computers and Information Technology departments have increased in space usage.

3. Square footage use exceeds benchmarks across all departments.



4

Recommendations & Strategies for the Future Campus

4.1 Opportunities
4.2 Guiding Principles
4.3 Campus Concepts
4.4 Building Concepts
4.5 Aligning with the Strategic & Enrollment Management Plans
4.6 Conceptual Phasing Strategies





UNCOVERING A HIDDEN JEWEL

Every great campus holds within it a hidden jewel—a rare convergence of landscape, architecture, and human purpose waiting to be fully revealed. Our campus is one such gem: a natural setting of remarkable beauty, with mature tree canopies, rolling topography, and waterways that offer quiet brilliance amid the rigor of academic life. This plan begins by recognizing that landscape not as scenery, but as the very facets that give this place its shine.

Like any jewel, our campus has been shaped over time: some facets polished to their full potential, others obscured by wear, disconnection, or neglect. This plan takes an honest inventory of what exists today, celebrating the architectural character and infrastructure that catch the light well, while candidly identifying conditions that dim connectivity, accessibility, and vitality.

The purpose of this Master Plan is to cut and polish this jewel with intention, enhancing both natural and built environments so their brilliance is fully exposed. Every recommendation—from a restored quad to a reimagined gateway—is measured against one question: Does it help our campus shine more brightly for those who inhabit it? Our campus is a hidden jewel; this Plan is how we bring it into the light for our students, faculty, staff, visitors, and community to discover.

SECTION 4 - RECOMMENDATIONS

4.1 Opportunities

The series of master planning workshops with stakeholder groups included two key aspirational questions, the responses to which are foundational to the strategies of the Master Plan. Five key topics were identified from the responses to each question.

"What makes education unique at Glen Oaks?"

Small-scale Learning Environment
Glen Oaks is consistently described as a small campus with small class sizes, which creates a low student-to-faculty ratio. This allows for frequent one-on-one interaction and easier access to instructors. The result is a close-knit academic setting where students are more personally known and supported.

Flexible, Accessible Learning Options
Glen Oaks offers a wide range of learning formats, including online, in-person, and hybrid courses to meet different student needs. Flexible scheduling is especially important for athletes, working students, and dual-enrolled learners.

Integration with Local Schools
The College has strong ties to area high schools through dual enrollment and direct admission opportunities. This creates an early and accessible pathway into higher education for many local students. It also strengthens Glen Oaks' role as a key educational partner.

Career-Focused Education in a Rural Setting
The college emphasizes practical, workforce-ready training in areas like skilled trades, nursing, agriculture, and certification programs. These offerings are designed to quickly connect students to job opportunities and local workforce needs.

Strong Culture of Care & Student Support
Faculty and staff are repeatedly noted as approachable, friendly, and genuinely invested in student success. This is reinforced by extensive support services such as advising, learning commons, and structured onboarding like mandatory new student advising.



"What is something you wish for in your experience at Glen Oaks?"

Stronger Institutional Identity & Reputation
Respondents want Glen Oaks to be more widely recognized as a leading educational institution in the region. This includes building a clearer sense of pride among students and ensuring the College is seen as a destination rather than a default option.

Stronger Academic & Career Pathways
Respondents emphasize expanding academic offerings, certifications, and degree programs that directly connect to employment and transfer opportunities. There is strong interest in workforce development, research experiences, and hands-on learning that prepares students for real-world careers.

Enhanced Campus Experience & Student Life
There is a clear desire for a more engaging, vibrant campus environment with meaningful events and activities. Respondents want more cultural programming, community involvement, and social opportunities that extend beyond athletics and feel relevant and inclusive.

Operations, Communication, & Resources
Many comments highlight the need for better coordination between departments, stronger accountability, and more consistent follow-through on long-standing issues. Better use of technology and improved instructional support systems are also seen as important to improving overall efficiency and effectiveness.

Upgraded Facilities & Campus Design
Many responses point to the need for significant investment in physical spaces, including classrooms, athletics facilities, outdoor areas, housing, and safety infrastructure. Improvements in aesthetics, landscaping, seating, lighting, and wayfinding are seen as key to making the campus more welcoming and functional.





Guiding Principles are aspirational statements describing the “nonnegotiable” goals for success with this Campus Master Plan. At a high level, they encapsulate the full spectrum of the emotional, experiential, and physical characteristics of the campus, including areas such as academic excellence; student, faculty, and staff experience; and site or building additions and improvements.

Through the engagement with the Steering Committee, four Guiding Principles were developed as a tool to guide the development of the planning process. They are thought of as long-term framework thinking principles about who Glen Oaks is as an institution and thus, these are principles that can assist in the shaping of the campus to come.

1. Clarify campus identity and wayfinding.

Brand / Entry / Access / Flow / Indoor & Outdoor / Wings

2. Promote living and learning.

Enhance quality educational programming.

Increase campus residency with day, night, and weekend experiences.

Encourage student athletics.

3. Embellish existing assets.

Build on previous work.

Enhance outdoor space, landscape, and natural features.

Expand from the Concourse

4. Integrate intentional improvements.

Make strategic and surgical updates.

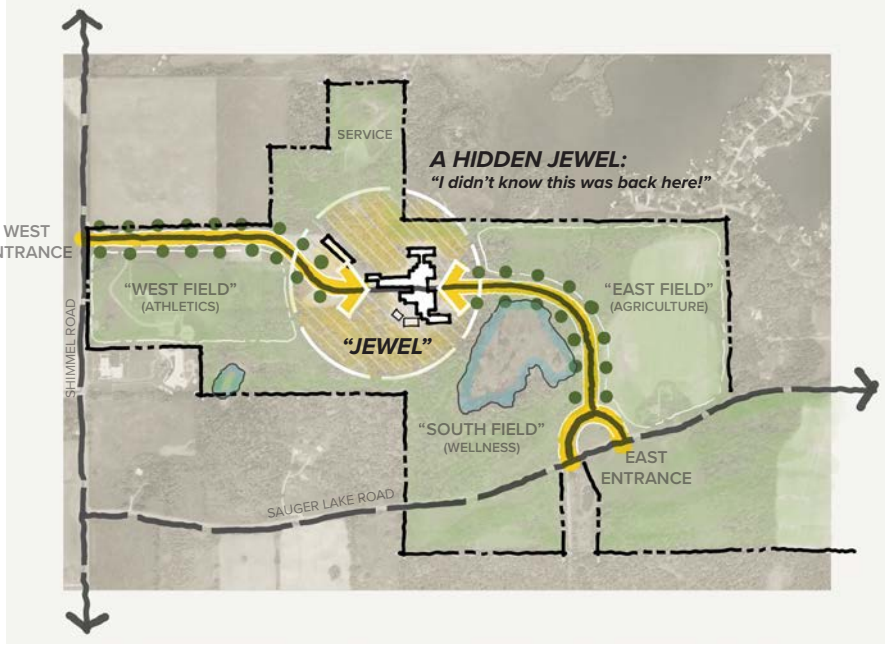
Be purposeful and intentional with investments.

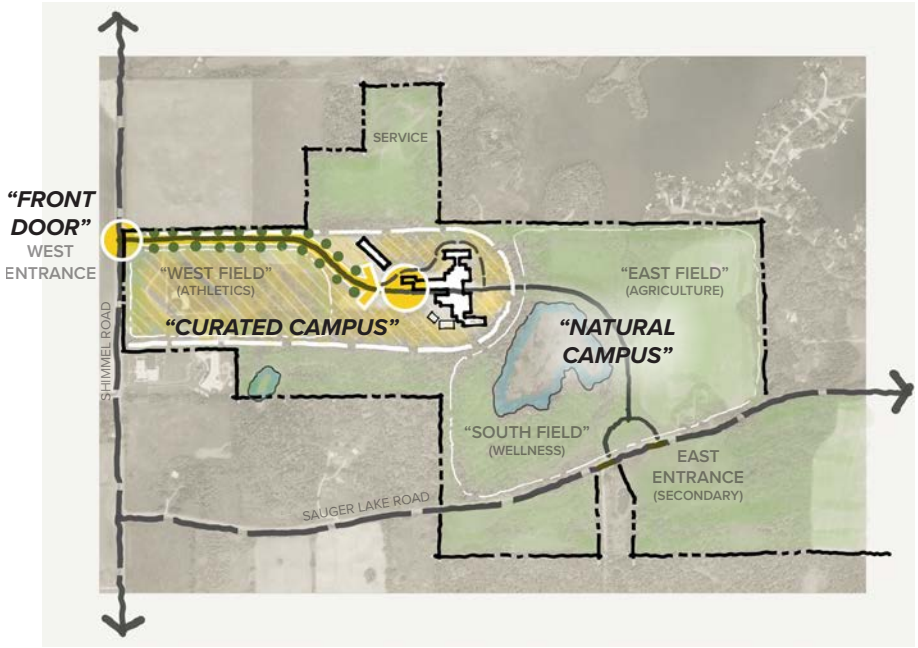
Have a clear “why” for every decision.

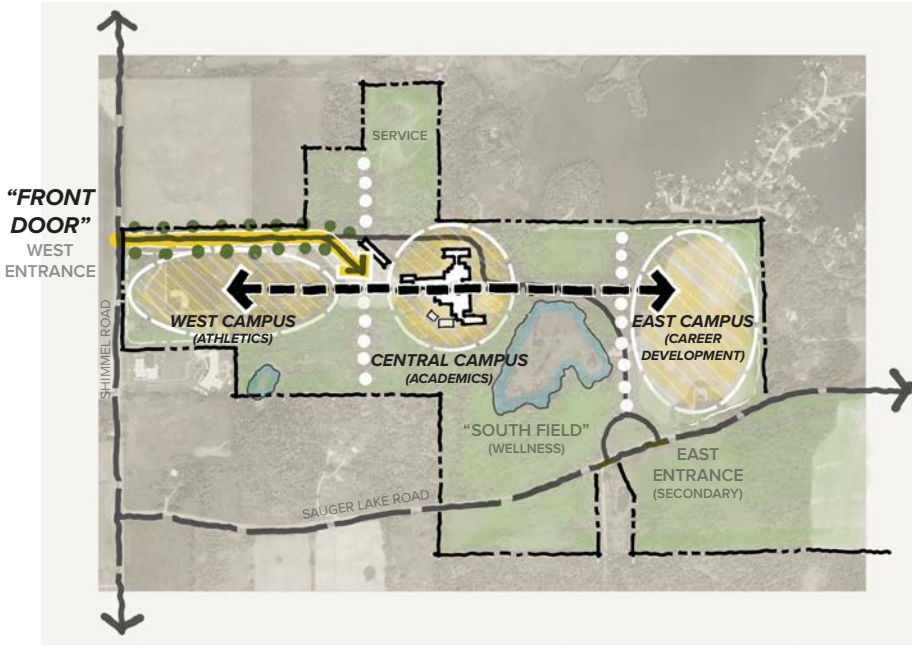
INITIAL CONCEPTS

From the analysis and discovery phase of the master planning process, three initial concepts were developed:

1. **A Hidden Jewel:** Embraces the current focus of development at the center of campus and the existing building complex. The concept creates a sense of revealing the heart of campus, which is hidden from view along the west and south roads.
2. **Learning Landscape:** Acknowledges Shimmel Road along the west edge of campus as the primary access and extends a more curated campus from the existing central building complex continuously through the residence halls and athletic fields to meet Shimmel Road with a more prominent presence.
3. **A Family of Campuses:** Breaks down the large scale of the campus property into a series of three smaller campuses, each with their own, more unique identity based on the educational programming they each support, yet still clearly related to an overall brand experience that is Glen Oaks.

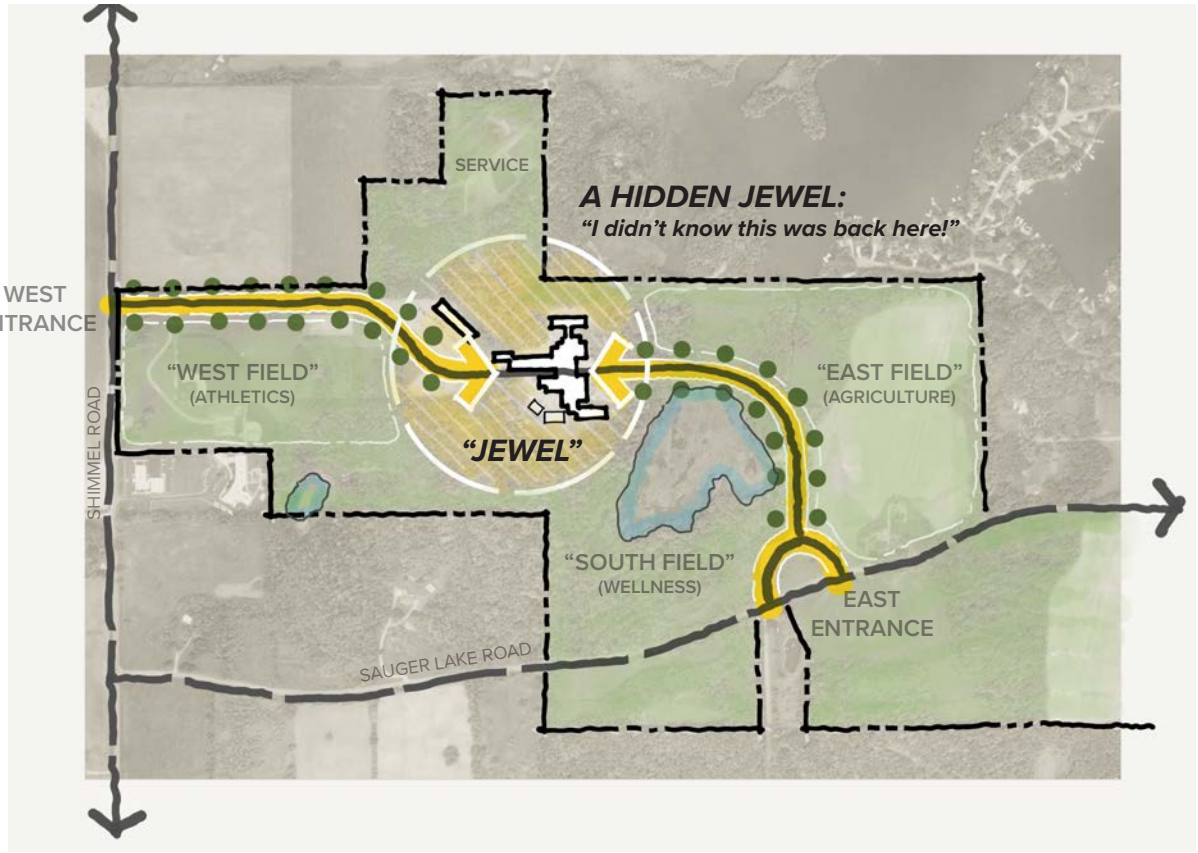



"FRONT DOOR"
WEST ENTRANCE
SERVICE
"WEST FIELD"
(ATHLETICS)
"CURATED CAMPUS"
"EAST FIELD"
(AGRICULTURE)
"NATURAL CAMPUS"
"SOUTH FIELD"
(WELLNESS)
EAST ENTRANCE
(SECONDARY)
SHIMMEL ROAD
SAUGER LAKE ROAD

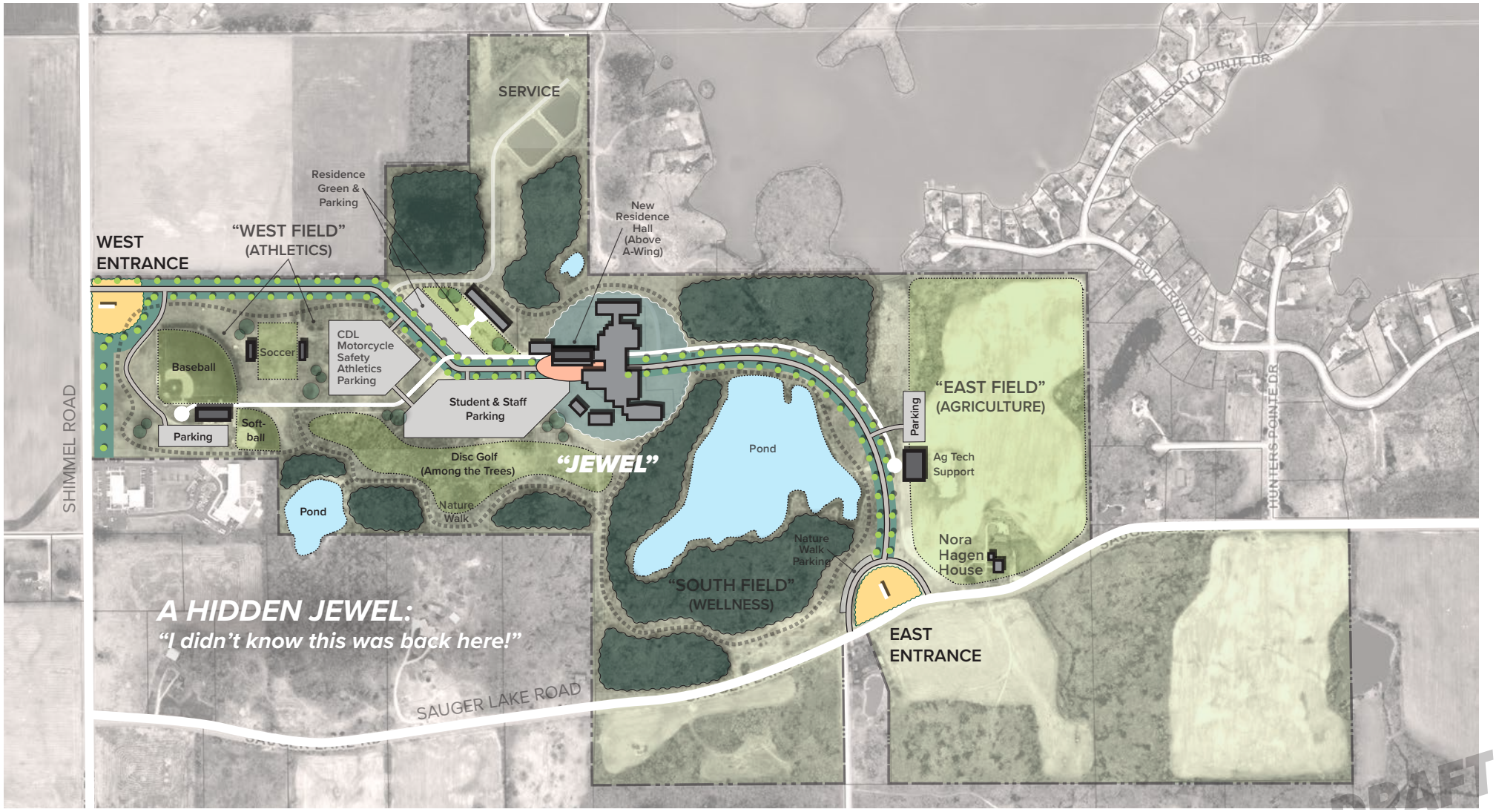

"FRONT DOOR"
WEST ENTRANCE
SERVICE
WEST CAMPUS
(ATHLETICS)
CENTRAL CAMPUS
(ACADEMICS)
EAST CAMPUS
(CAREER DEVELOPMENT)
"SOUTH FIELD"
(WELLNESS)
EAST ENTRANCE
(SECONDARY)
SHIMMEL ROAD
SAUGER LAKE ROAD

A HIDDEN JEWEL

A concept of a “hidden jewel” is derived form the existing feeling of arrival on campus. The original building complex is centrally located and tucked back from each of the roadways. The built campus is slowly revealed as one proceeds from the road into the heart of campus.

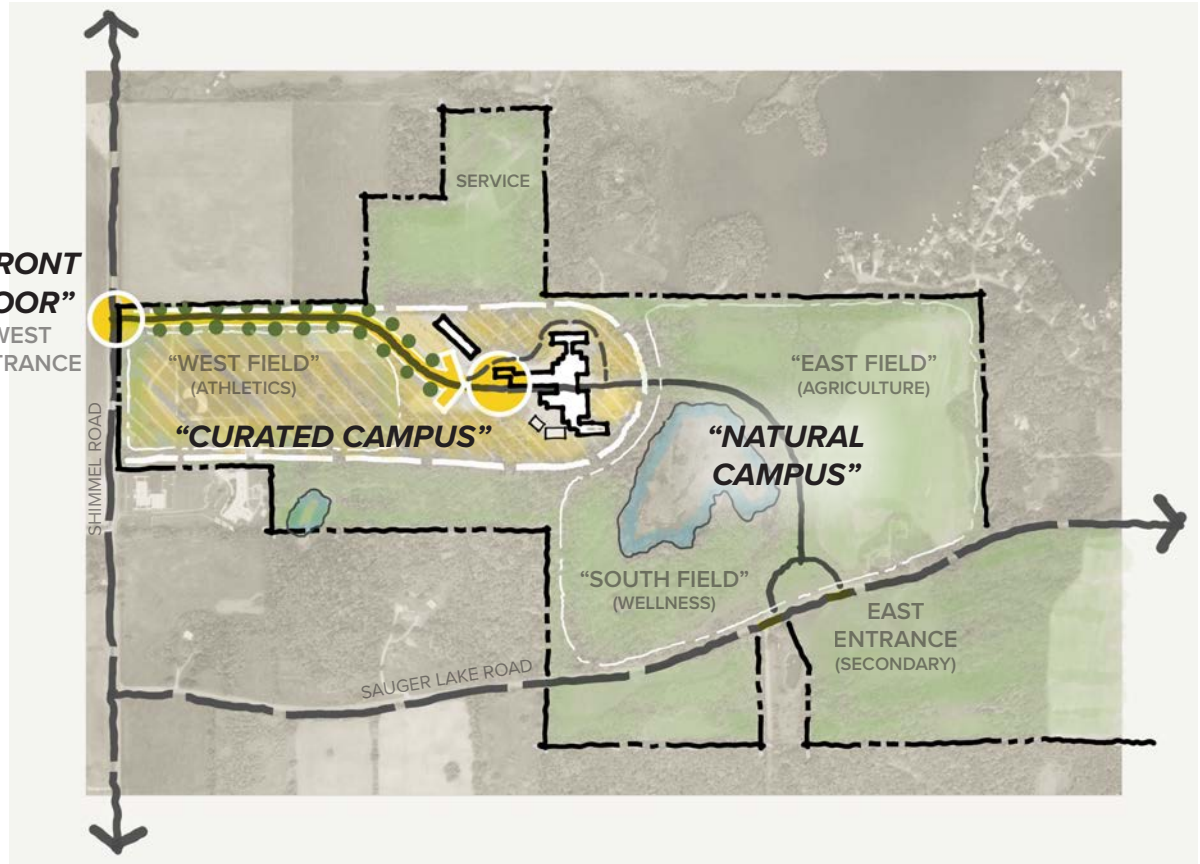


- This concept builds on the progression by reinforcing the “jewel” at the center of campus with landscape upgrades, organized parking areas, and an expanded plaza space that prioritizes people over vehicular circulation.
- Focused, surgical enhancements to the existing through road, connecting both campus entrances and running beneath the central building concourse connecting the campus entrance from Shimmel and Sauger Lake Roads, creates a familiar conduit for vehicular circulation that is enhanced with a parallel pedestrian spine to elevate the experience of traversing campus without a vehicle.
- Two campus entrances at Shimmel and Sauger Lake Roads are given equal priority to clearly identify arrival and entry without bias toward one direction.
- The west athletics fields are enhanced with the addition of a new soccer field, expanded game day parking, and teams building.
- The east agricultural field receives a dedicated AG Tech Support facility, further thought of as a Rural Sustainability Center focused on broader learning and innovation in agriculture.

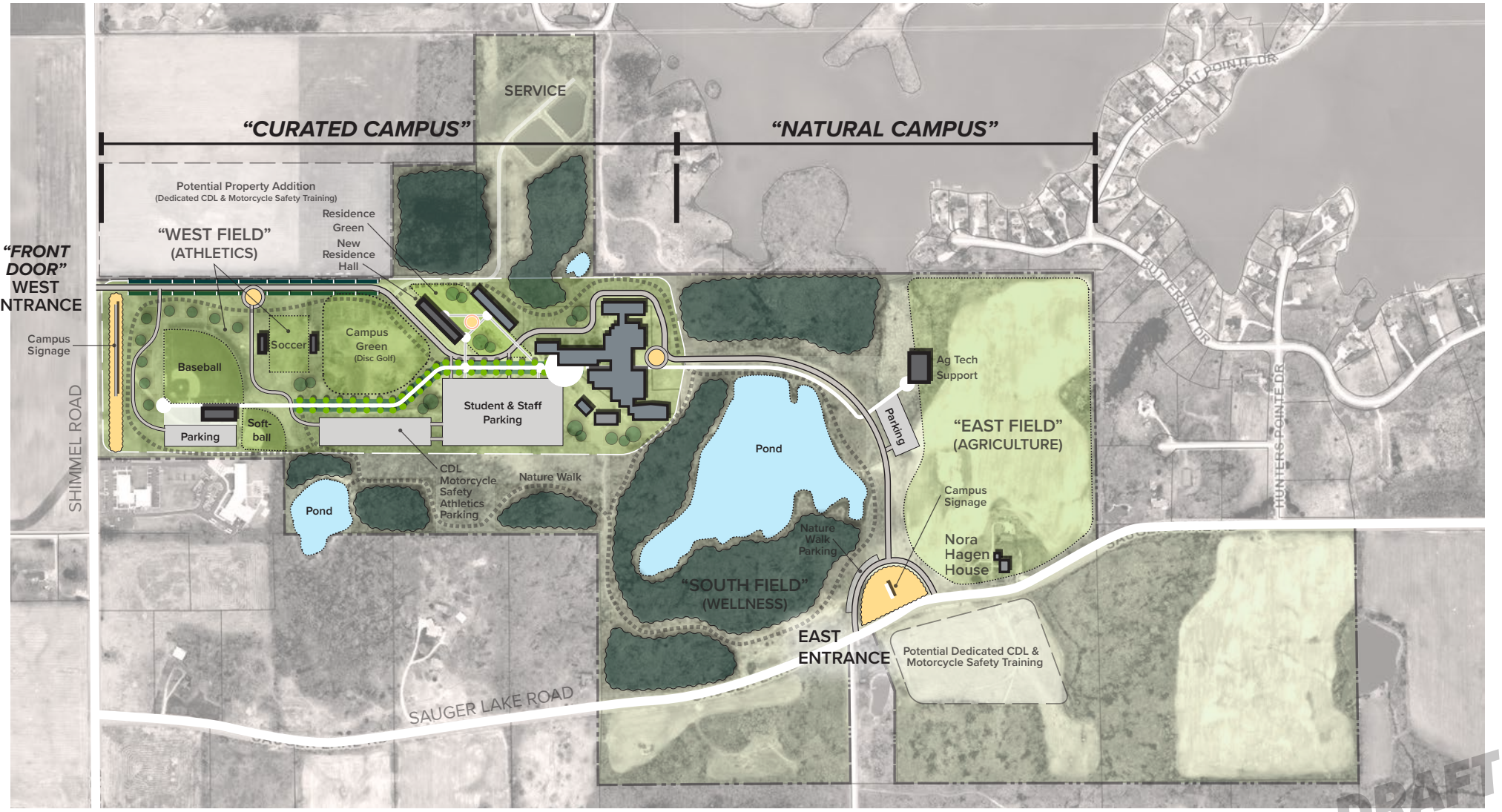

SERVICE
Residence Green & Parking
New Residence Hall (Above A-Wing)
WEST ENTRANCE
"WEST FIELD" (ATHLETICS)
Baseball
Soccer
CDL Motorcycle Safety Athletics Parking
Student & Staff Parking
Parking
Soft-ball
Disc Golf (Among the Trees)
"JEWEL"
Nature Walk
Pond
Pond
Nature Walk Parking
"SOUTH FIELD" (WELLNESS)
"EAST FIELD" (AGRICULTURE)
Parking
Ag Tech Support
Nora Hagen House
EAST ENTRANCE
A HIDDEN JEWEL:
"I didn't know this was back here!"
SHIMMEL ROAD
SAUGER LAKE ROAD
PHEASANT POINTE DR
BUTTERNUT DR
HUNTERS POINTE DR
DRAFT

LEARNING LANDSCAPE

The concept of a “curated campus” proposes that the campus entrance from Shimmel Road take priority as a “front door” with a stronger branded identity along the road. A series of investments across the western campus site area from the road to the existing central building complex, including outdoor athletics, and residence halls, establishes a continuous, prominent “curated” experience of Glen Oaks’ brand with a collegiate feel.

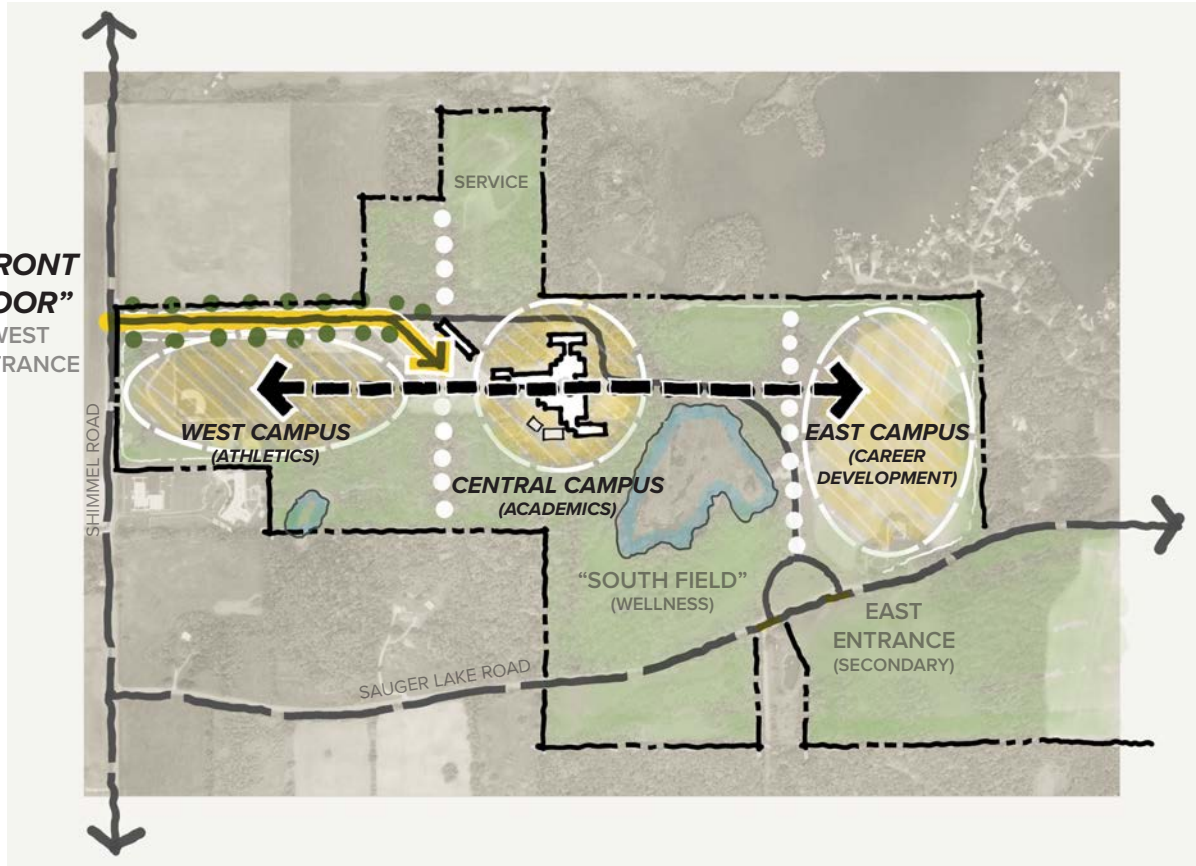


- A branded identify with landscaping and monument signage commands the full length of the College’s property along Shimmel Road, establishing a clear and singular “front door” to campus. The entrance from Sauger Lake Road is downplayed as a secondary entrance; historically, traffic entering campus has been lower from this eastern direction, mostly used for faculty and staff, dual enrollment buses, and scheduled events.
- The existing central building complex on campus is thought of as a terminus to the western “curated campus,” with intentionally designed natural and built elements linked continuously from the road to the building, including an enhanced main campus drive following the path of the existing road.
- The outdoor athletics campus is organized as a gallery of athletic fields along Shimmel Road. Organized views from the main campus drive place Glen Oaks’ athletics amenities on display as part of the campus’ entry experience.
- The campus to the east of the existing central building complex largely remains in a more natural state, with focused improvements to elevate the campus brand and wayfinding as well as provide support functions close by for agriculture programming.


"CURATED CAMPUS"
"NATURAL CAMPUS"
SERVICE
Potential Property Addition
(Dedicated CDL & Motorcycle Safety Training)
"WEST FIELD"
(ATHLETICS)
Residence Green
New Residence Hall
"FRONT DOOR" WEST ENTRANCE
Campus Signage
SHIMMEL ROAD
Baseball
Soccer
Campus Green
(Disc Golf)
Parking
Soft-ball
Student & Staff Parking
CDL Motorcycle Safety Athletics Parking
Nature Walk
Pond
Pond
Parking
Ag Tech Support
"EAST FIELD"
(AGRICULTURE)
Campus Signage
Nora Hagen House
Nature Walk Parking
"SOUTH FIELD"
(WELLNESS)
EAST ENTRANCE
Potential Dedicated CDL & Motorcycle Safety Training
SAUGER LAKE ROAD
PHEASANT POINTE DR
BUTTERNUT DR
HUNTERS POINTE DR
DRAFT

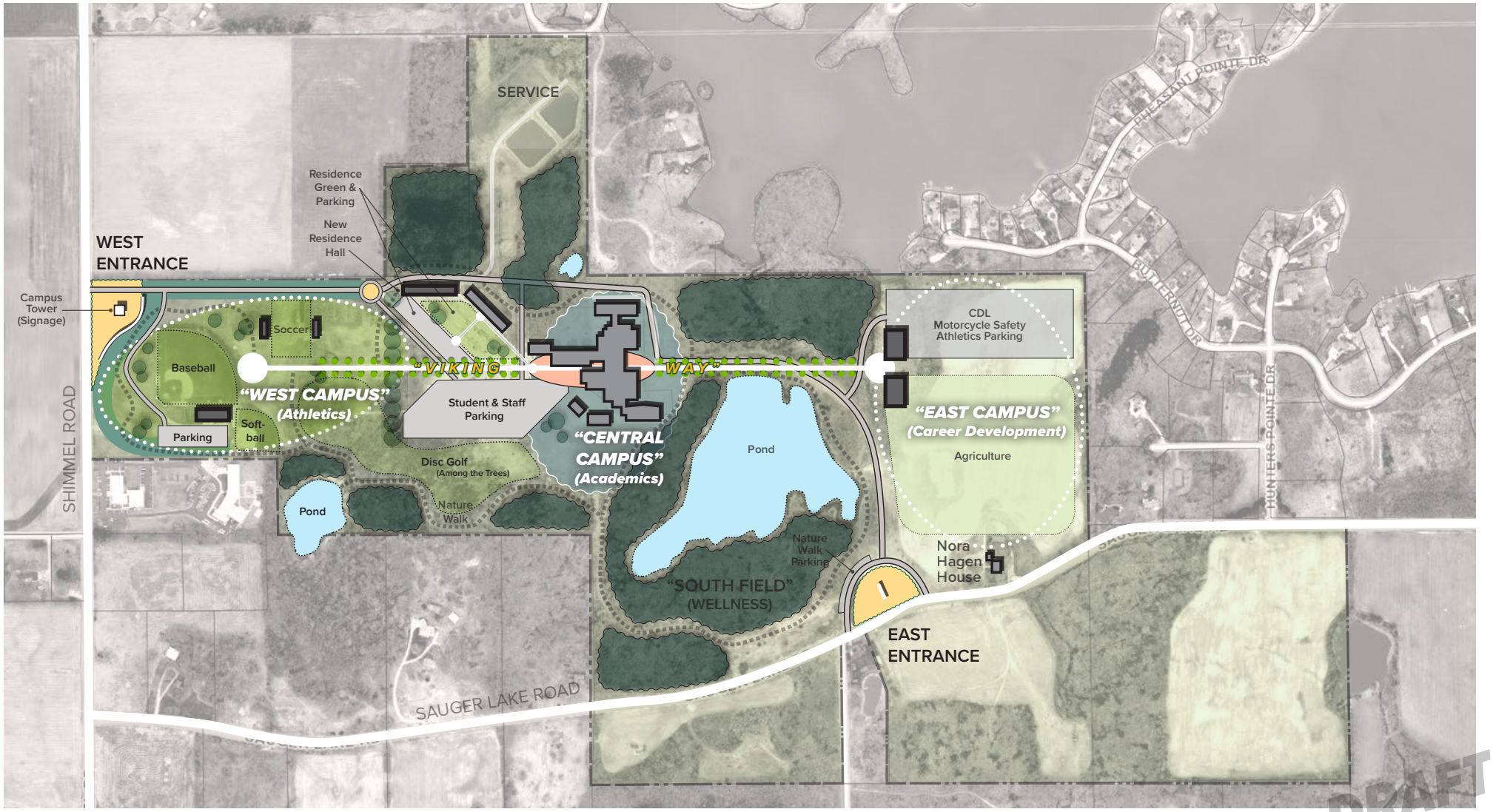
A FAMILY OF CAMPUSES

The concept of a “family of campuses” seeks to break down the large scale of the campus property into smaller, distinct campuses focused on more specific academic career development and athletic programs. Like a family, each campus would have its own unique traits, yet be visibly related to the whole. This offers the comfort of a smaller scale environment at each “sibling” campus while still portraying a singular branded experience for Glen Oaks.



- A branded identify with landscaping and monument signage focuses on strengthening the entrance drive from Shimmel Road, establishing a clear and singular “front door”. The entrance from Sauger Lake Road is downplayed as secondary as historically traffic entering campus has been lower from this easterly direction, mostly faculty and staff, dual enrollment busses, and for scheduled events.
- Each “sibling” campus is designed with its own edges through landscape improvements to define the campus’ space and provide a smaller scale feel.
- The west outdoor athletics campus is defined by its athletic fields, with supporting structures and parking for practice and game day.
- The central academic campus is defined by the existing building complex and residence halls, featuring a pedestrian-oriented outdoor plaza at the main building entrance, a new residential campus green space, and clarified parking establish the experience for this.
- The eastern campus—which focuses on career development— is left in its natural state, with added functions to support outdoor agriculture along with CDL and motorcycle safety training.
- A new alternate path for the vehicular drive through campus moves vehicles to the periphery, allowing the center of campus to be solely focused on pedestrian circulation and gathering.
- A clear east-to-west pedestrian axis connects the smaller campuses across the property in a clear way that is singularly branded as a whole, bringing each of the three campuses together as one Glen Oaks.

Concept 3: *A Family of Campuses*

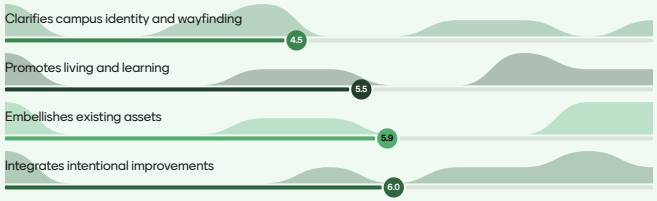


SECTION 4 - RECOMMENDATIONS

4.3 Campus Concepts

GAUGING THE GUIDING PRINCIPLES

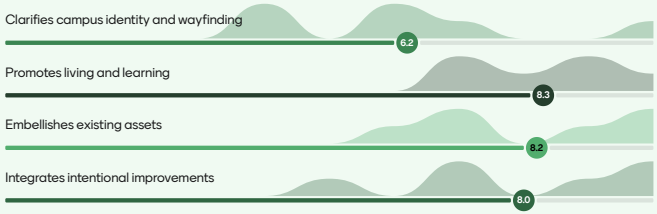
How well does Design Option 1 reflect these principles?



What additional comments or observations do you have about concept #1?

NA	I like the focus on enhancing what we already have. I like the focus on both entrances creating an equal welcome experience. I would like to see a way to route the road around the campus building.	I like the addition of housing to the main campus building, as it opens up co-programming opportunities.	I'm not crazy about having the new residence hall above A wing. This design also does not elaborate on the wayfinding and identity.

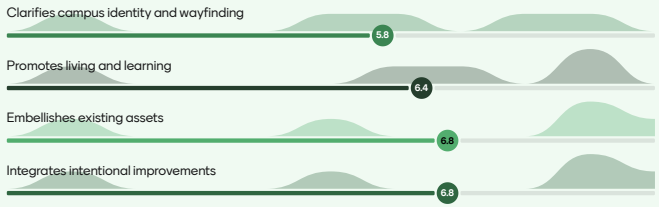
How well does Design Option 2 reflect these principles?



What additional comments or observations do you have about concept #2?

NA	I like the idea of embracing the natural landscape but this concept makes it feel less of a primary focus.	I like having campus housing in the same area, as this would enhance the sense of community among the residents.	I much prefer this location for additional housing.	I much prefer this location for the additional housing. It is much more cohesive. I still don't see any elaboration on identity and wayfinding.

How well does Design Option 3 reflect these principles?



What additional comments or observations do you have about concept #3?

NA	I like this concept the best but would like to pull in the entrance focus from Concept 1.	I dont like how this takes away the farm field.	Not seeing the clarification of campus identity and wayfinding. I like the idea of expanding into the east campus but worried about losing the Agriculture space.

The Guiding Principles offer a rubric for assessing the degree of success of each initial concept in meeting the vision and goals for the future of the Glen Oaks campus. Through an interactive online survey, stakeholders processed each concept through the lens of the four Guiding Principles, giving a numerical score to each.

Based on these scores, Concept 2 was highlighted as the stronger base plan for further development.

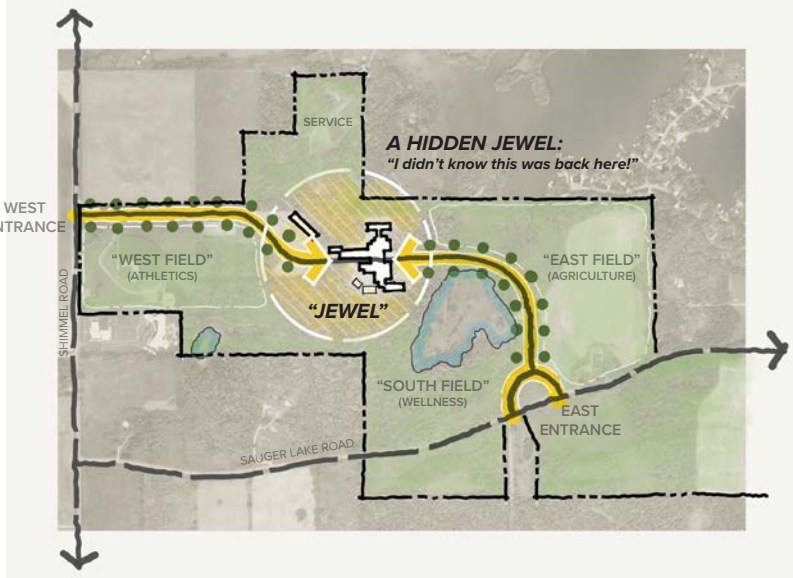
Take the best of both Concepts 1 and 2 presented during Workshop #2.

Leveraging the Guiding Principles to vet the initial concepts, a synthesis of "A Hidden Jewel" and "Learning Landscape" was seen as providing the clearest vision across the full campus and adjacent college-owned properties. This yielded a stronger "Hidden Jewel" concept that forms the finished comprehensive vision of the campus.

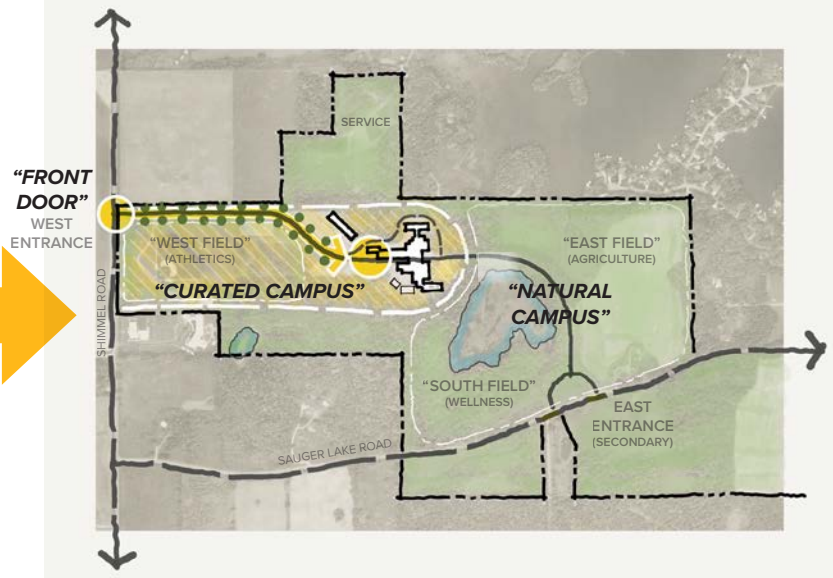
Concept 2 received the highest marks for meeting the Guiding Principles.

- **Support for internal road passing around the main building. (North or south TBD)**
- **Housing coupled with existing residence hall.**
- **Keep overall east farming field - Commercial Driver's License/ motorcycle on property south of Sauger Lake Road.**
- **Increase communication of wayfinding and identity: call out specific features.**

ncept 1: *A Hidden Jewel*



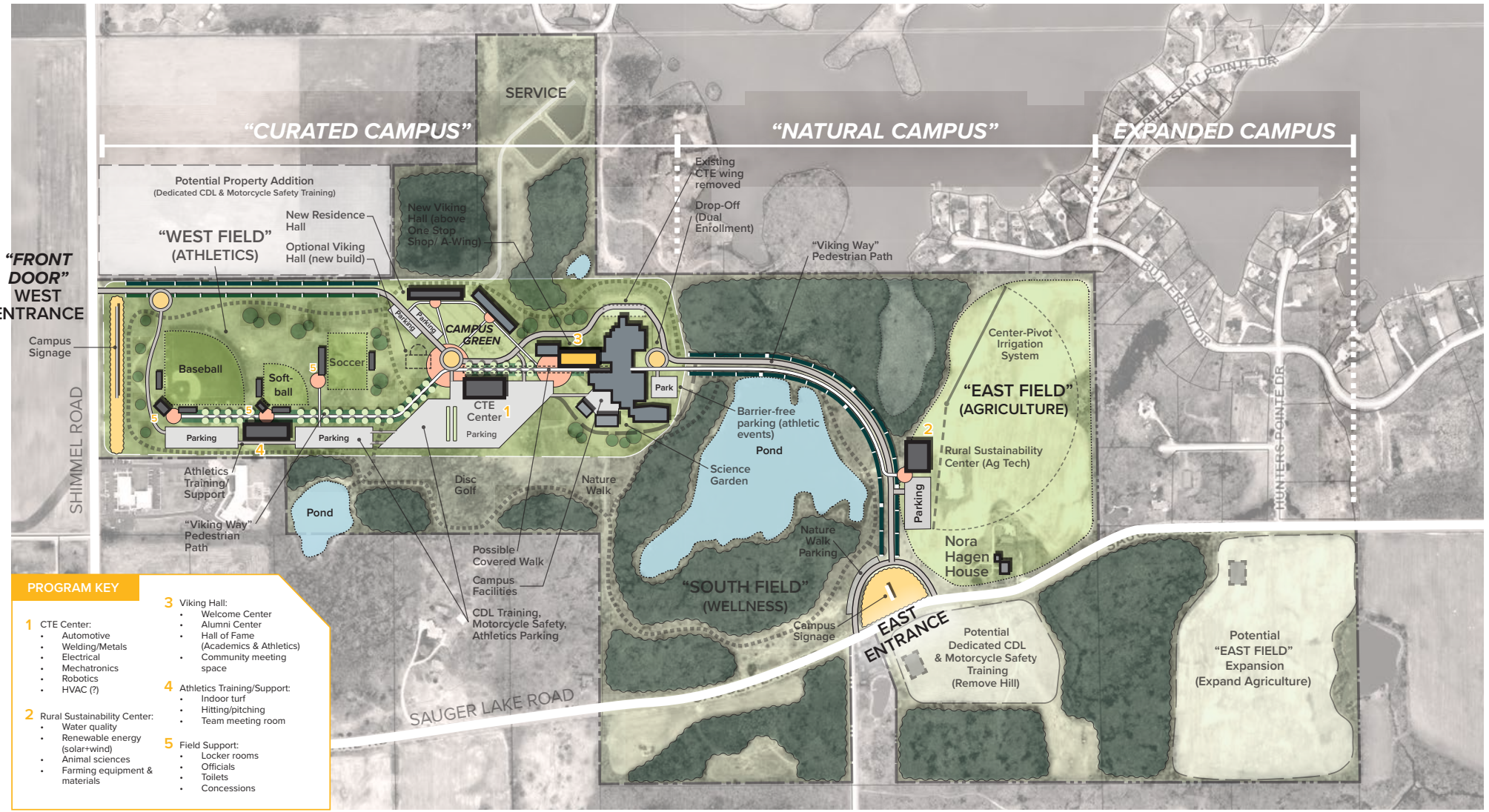
Concept 2: *Learning Landscape*



A HIDDEN JEWEL

The completed Campus Master Plan considers all of Glen Oaks as “a hidden jewel” with each area campus featuring specific education, athletic, and residential uses as facets that come together to create the beauty of the whole. The central building complex acts as a threshold between a “curated campus” to the west, focused on Career Technical Education, residence life, and outdoor athletics, and a “natural campus” to the east, focused on Career Development programs.

- A branded identity with landscaping and monument signage commands the full length of the College’s property along Shimmel Road, establishing a clear and singular “front door” to campus. The entrance from Sauger Lake Road is smaller in scale, yet equally intentional in identifying Glen Oaks from the road.
- The existing central building complex on campus is thought of as a “threshold” between the western “curated campus” and the eastern “natural campus.” Bringing together academics, Career Technical Education, and residence life, this area becomes the heart of campus with a focus on student, faculty, and staff learning, collaborating, and socializing across the full day and week.
- Viking Hall is an optional, externally focused feature of the campus that offers programming and amenities for prospective students, alumni, and the community. The primary vision for Viking Hall is a second-floor addition to the existing “A-Wing” or a new One Stop Shop. Another option is for Viking Hall to be a standalone feature building that would welcome arrivals to the heart of campus from the “front door” at Shimmel Road.
- The outdoor athletics campus is organized as a gallery of athletic fields along Shimmel Road. Organized views from the main campus drive place Glen Oaks’ athletics amenities on display as part of the campus’ entry experience.
- The campus to the east of the existing central building complex largely remains in a more natural state, with focused improvements to elevate the campus brand and wayfinding as well as provide support functions close by for agriculture programming. Expanding on agricultural programming, a Rural Sustainability Center is envisioned to set the stage for future thinking, technology, and career development in the agricultural industry.
- A new alternate path for the vehicular drive through campus moves vehicles to the periphery, allowing the center of campus to be solely focused on pedestrian circulation and gathering.



PROGRAM KEY

1 CTE Center:
- Automotive
- Welding/Metals
- Electrical
- Mechatronics
- Robotics
- HVAC (?)

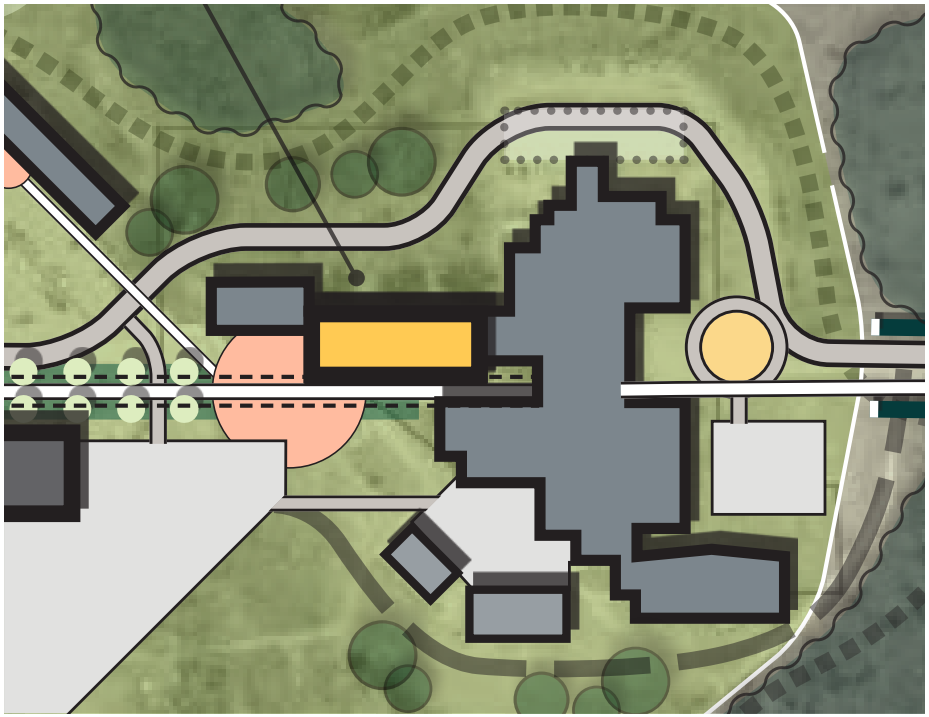
2 Rural Sustainability Center:
- Water quality
- Renewable energy (solar+wind)
- Animal sciences
- Farming equipment & materials

3 Viking Hall:
- Welcome Center
- Alumni Center
- Hall of Fame (Academics & Athletics)
- Community meeting space

4 Athletics Training/Support:
- Indoor turf
- Hitting/pitching
- Team meeting room

5 Field Support:
- Locker rooms
- Officials
- Toilets
- Concessions

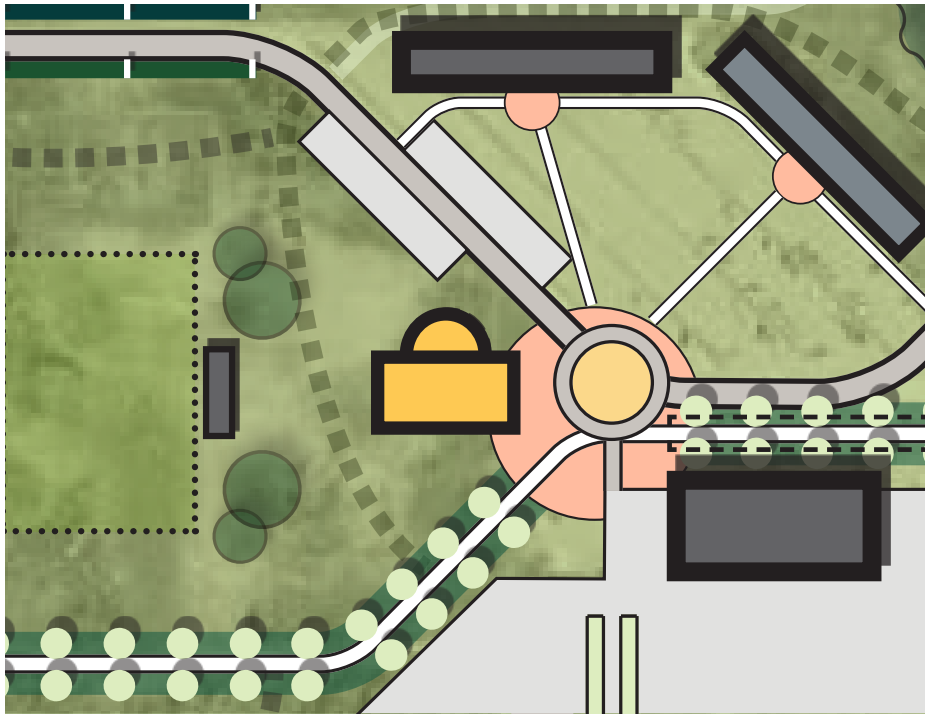
VIKING HALL OPTIONS



OPTION 1 - EXPAND THE ONE-STOP-SHOP

What is today called the “A-Wing” is understood from Glen Oaks to have additional structural capacity to support another floor atop the existing ground floor level, which is seen as an effective way to expand and collocate administration, student services, and advancement programming. This leverages existing investment the College has made in the current building construction, which anticipated future growth, and will give a stronger presence to the main building entrance, improving wayfinding when approaching from the west main campus entrance form Shimmel Road. It should be noted that further structural analysis will be necessary to verify the extent of this capacity in compliance with current building code at a time when this is identified to move forward with design and construction.





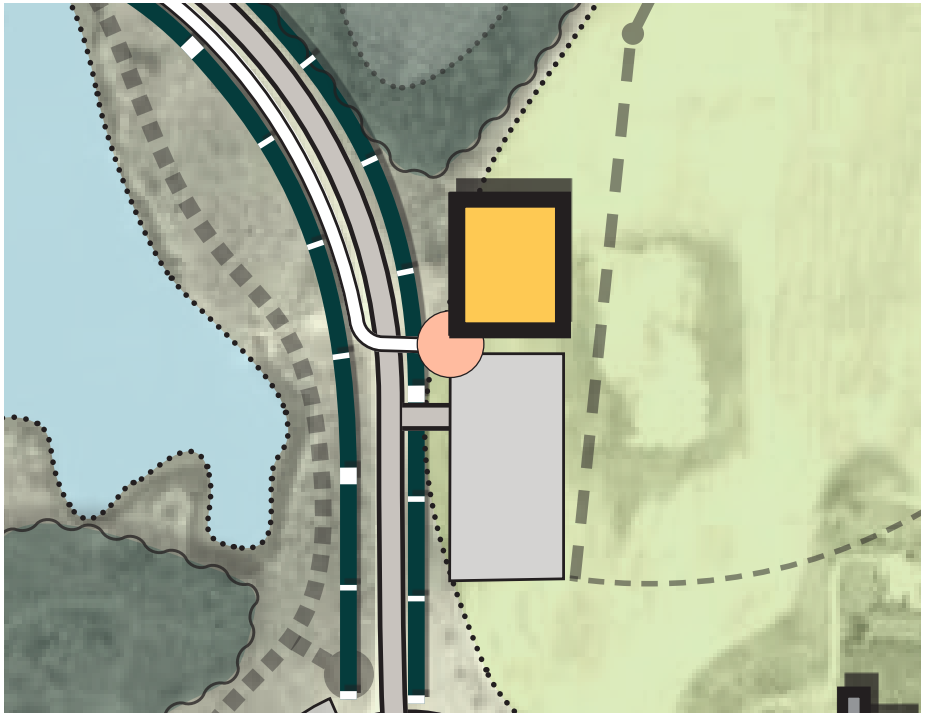
OPTION 2 - STANDALONE SIGNATURE BUILDING

A standalone building offers a stronger identity for athletics, advancement, and community programming. A new building would greet people arriving on campus from the western main entrance off Shimmel Road sooner, marking arrival and offering a building function that is more student, alumni, and community focused as a first impression, downplaying the residence halls and surface parking visible before reaching the main entrance of the current main building complex.



RURAL SUSTAINABILITY CENTER



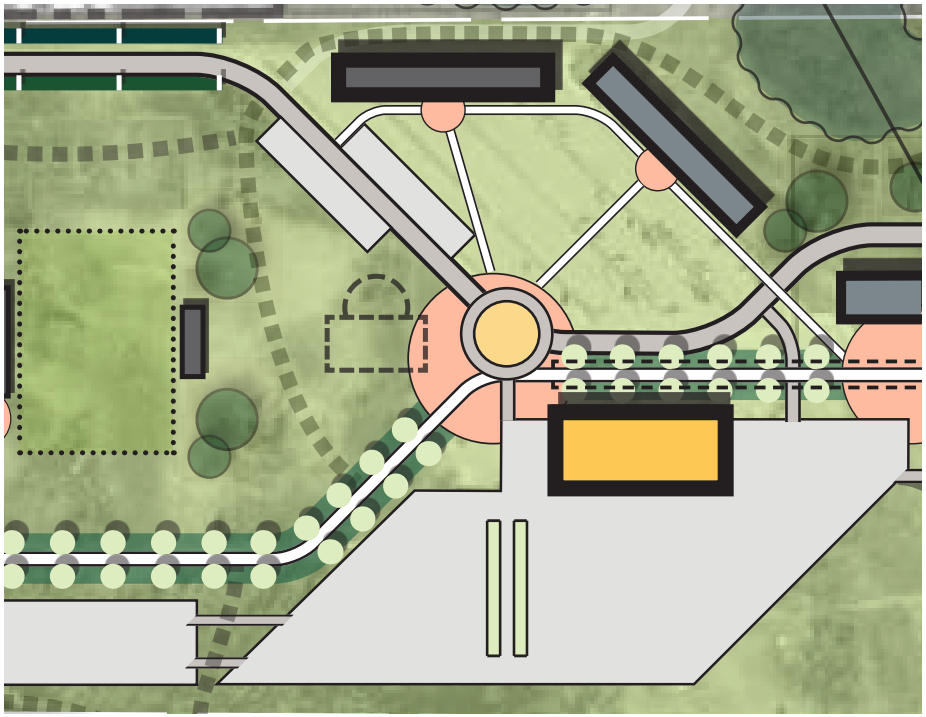


The agricultural study programs at Glen Oaks provide students the rare opportunity to study on the campus itself instead of offsite like traditional colleges. While there is a rich heritage with the current facilities present at the Nora Hagen House, a lack of space and modern facilities leaves room for new ventures like the “Rural Sustainability Center.” Leveraging the intersection of agricultural technology and sustainable energy solutions, this new campus node will modernize the existing agriculture programs while leaving rooms for new career technical paths such as wind and solar. This new building will act as an anchor for the east side of campus as well as a welcoming fact for those entering off of the Sauger Lake Entrance.

Text Needs Review

CTE INNOVATION CENTER





What is currently known as the “CTE addition” houses several well celebrated programs at Glen Oaks such as welding, electrical, and automotive,. By pulling these programs out and placing them in the new “CTE Innovation Center,” the college can place the skilled work these students do on direct display for all to appreciate while providing much needed room for expansion. New programs such as mechatronics, robotics, and manufacturing will have space available in this new facility in several open lab areas. This move also frees up necessary area along the north of the building to redirect traffic around campus and leave the central areas for students and staff.

Text Needs Edit

SECTION 4 - RECOMMENDATIONS

4.3 Campus Concepts

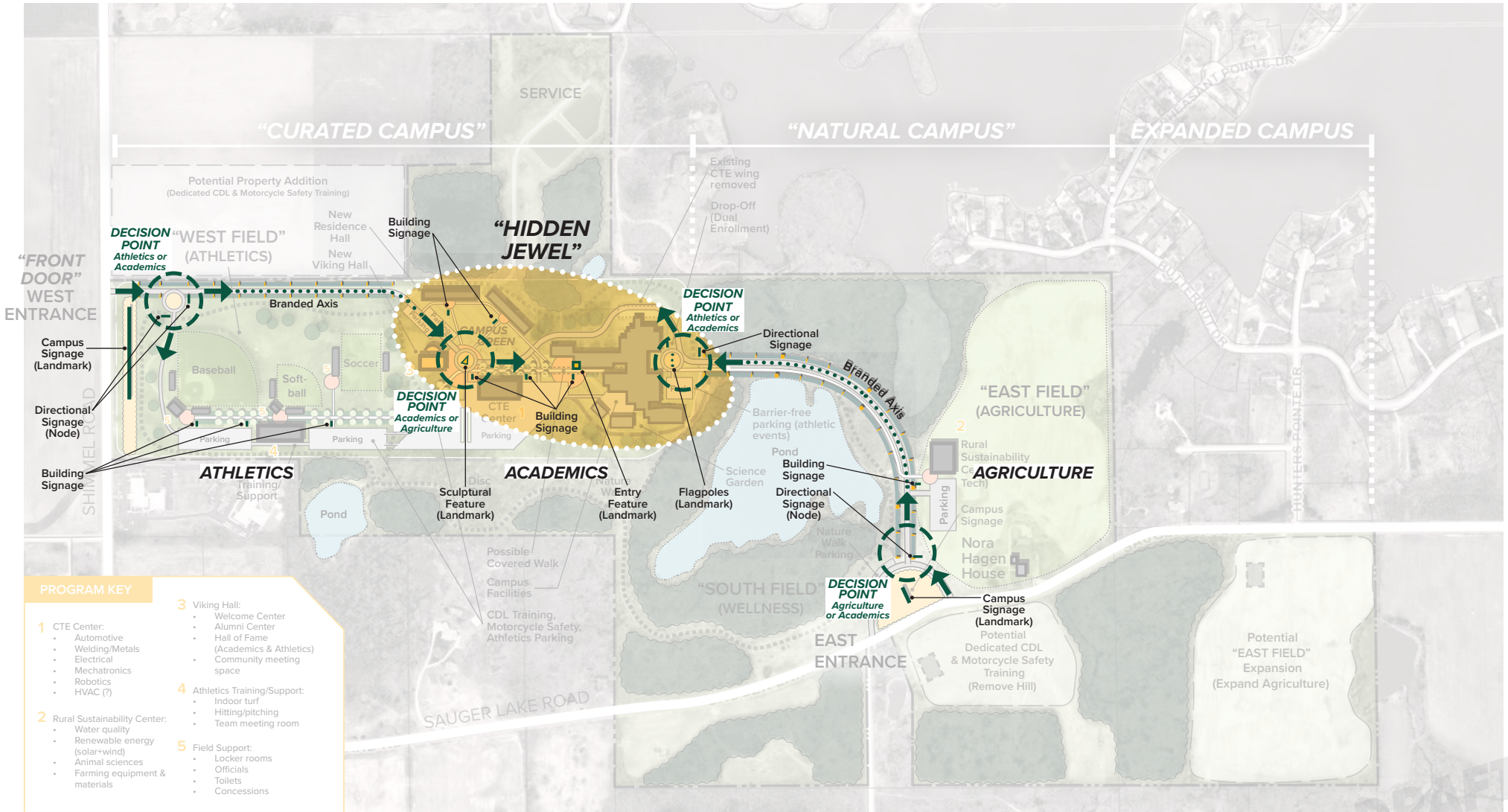
This selection of conceptual images is intended to illustrate the potential look and feel of the Campus Master Plan once fully executed. These are to give an impression of a future for Glen Oaks. The true design of individual improvements, including site and landscape features, buildings, and other improvements will develop as the College chooses to invest in specific projects over time.






HOME OF THE VIKINGS




"CURATED CAMPUS"
"NATURAL CAMPUS"
EXPANDED CAMPUS
SERVICE
"FRONT DOOR" WEST ENTRANCE
Potential Property Addition
(Dedicated CDL & Motorcycle Safety Training)
"WEST FIELD" (ATHLETICS)
New Residence Hall
New Viking Hall
Building Signage
"HIDDEN JEWEL"
DECISION POINT
Athletics or Academics
Existing CTE wing removed
Drop-Off (Dual Enrollment)
Branded Axis
Campus Signage (Landmark)
Directional Signage (Node)
Building Signage
Baseball
Soft-ball
Soccer
Parking
CAMPUS GREEN
CTE Center
DECISION POINT
Academics or Agriculture
Directional Signage
Branded Axis
"EAST FIELD" (AGRICULTURE)
Barrier-free parking (athletic events)
Pond
Science Garden
Rural Sustainability Center
Tech)
Campus Signage
Nora Hagen House
ATHLETICS
ACADEMICS
AGRICULTURE
Training/ Support
Sculptural Feature (Landmark)
Entry Feature (Landmark)
Flagpoles (Landmark)
Nature Walk Parking
Possible Covered Walk
Campus Facilities
CDL Training, Motorcycle Safety, Athletics Parking
"SOUTH FIELD" (WELLNESS)
DECISION POINT
Agriculture or Academics
Campus Signage (Landmark)
EAST ENTRANCE
Potential Dedicated CDL & Motorcycle Safety Training (Remove Hill)
Potential "EAST FIELD" Expansion (Expand Agriculture)
SAUGER LAKE ROAD
SHIMMEL ROAD
HUNTERS POINTE DR
PLEASANT POINTE DR
PROGRAM KEY
1 CTE Center:
• Automotive
• Welding/Metals
• Electrical
• Mechatronics
• Robotics
• HVAC (?)
2 Rural Sustainability Center:
• Water quality
• Renewable energy (solar+wind)
• Animal sciences
• Farming equipment & materials
3 Viking Hall:
• Welcome Center
• Alumni Center
• Hall of Fame (Academics & Athletics)
• Community meeting space
4 Athletics Training/Support:
• Indoor turf
• Hitting/pitching
• Team meeting room
5 Field Support:
• Locker rooms
• Officials
• Toilets
• Concessions

Improving wayfinding is key to the impact of the Master Plan. This s seen as a combination of the additions and enhancements to the landscape and buildings, along with consistently branded signage and other identifying landmarks and features. The strategy for wayfinding offers a hierarchy of elements as a way to break down how one navigates the campus.

1. **Entrances with Monument Signage:** Shimmel Road operates as a campus “front door” with Sauger Lake Road as a secondary entrance supporting visitors who may arrive from the east and dual enrollment students arriving by bus. This signage cleanly announces Glen Oak’s presence.
2. **Decision Points with Directional Signage:** Identified by proposed roundabouts, these are transitions for vehicular traffic where one makes a decision on direction, which is linked to overall program uses focused around academics, athletics, or agriculture. Four “decision points” are located to break down the campus roughly into thirds east and west across the campus.
3. **Building Signage:** Individual buildings are identified in a consistent way to help vehicles and pedestrians clearly find specific areas on campus and highlight the educational programming offered. These signs are near parking and building entrances to direct people efficiently.





SECTION 4 - RECOMMENDATIONS

4.3 Campus Concepts

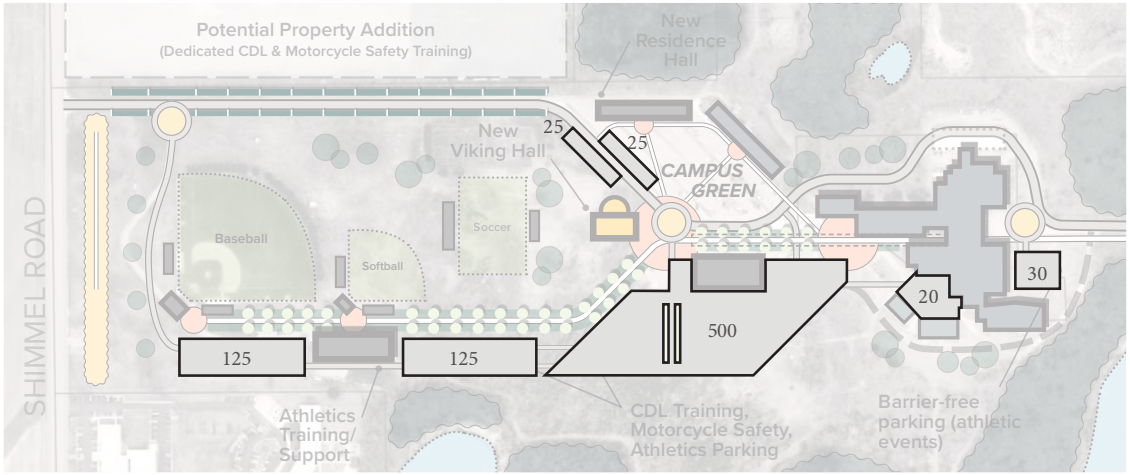
SITE PARKING STUDY

While a fundamental goal of the Master Plan is to heighten the pedestrian experience on campus, the efficient flow of vehicles is still seen as a critical need.

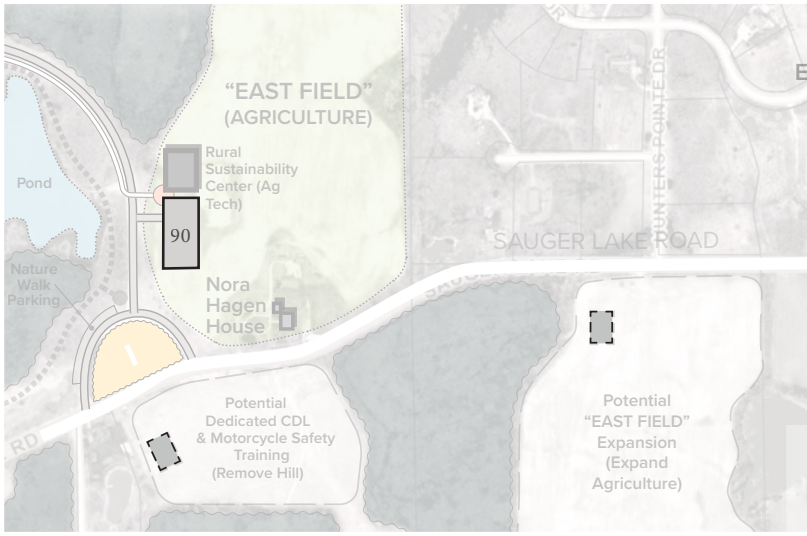
Parking will be located closer to buildings and outdoor destinations across academic, athletic, and agriculture. Barrier-free accessible parking will also be prioritized to provide safer, more convenient access for people with mobility needs:

- Expanded central parking area that leverages existing vehicular circulation increases parking and vehicle staging for automotive CTE programming and captures displaced residence hall parking.
- Increased athletic practice and game day parking associated with a more defined athletics campus.
- Satellite parking areas for short-term and barrier-free accessible parking that increases equity, safety, and convenience.

WEST ENTRANCE



EAST ENTRANCE



Existing Parking Counts :

- The south side lot has 126 spaces with 4 handicap spots.
- The North side lot has 370 spaces and with 14 handicap spots.
- Maintenance area will be 7 handicap and 13 regular spots.
- Auto shop & welding together there are 26 and 3 handicap

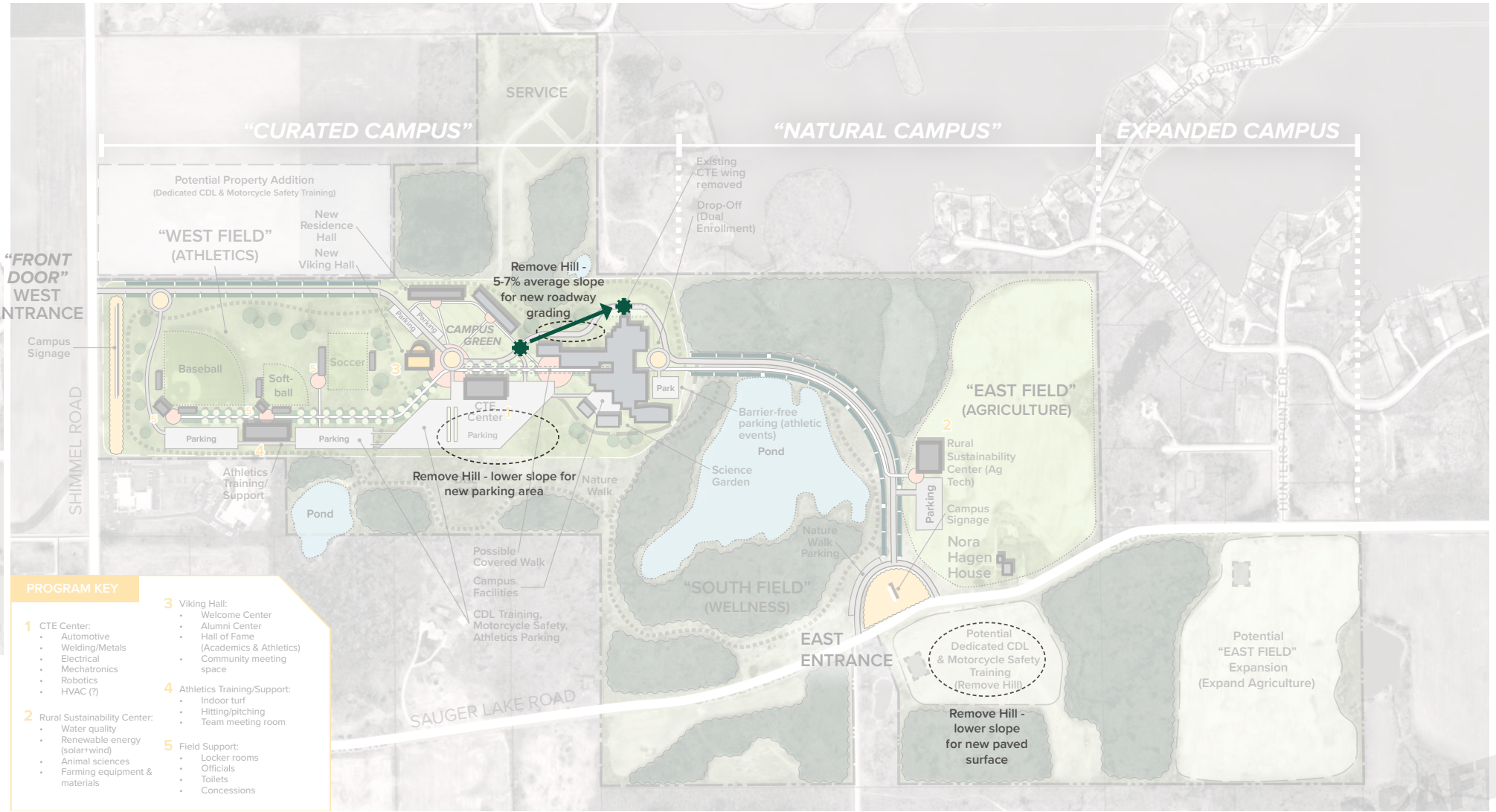
→

New Parking Counts :

- The Main lot has 500 spaces with 15 handicap spots.
- The two athletic lots have 250 spaces and with 10 handicap spots.
- The two north residence lots have combined 50 spaces.
- The West Special event parking lot has 15 handicap and 15 regular.

SITE GRADING STUDY

Much of the beauty of the campus comes from its natural features, including the undulating topography. The master plan is sensitive to necessary changes in the grade to ensure that improvements are efficient, safe, and embellish the existing natural character of the surrounding site.



OVERALL CAMPUS: *FACING NORTH*



OVERALL CAMPUS: *FACING EAST*



SECTION 4 - RECOMMENDATIONS

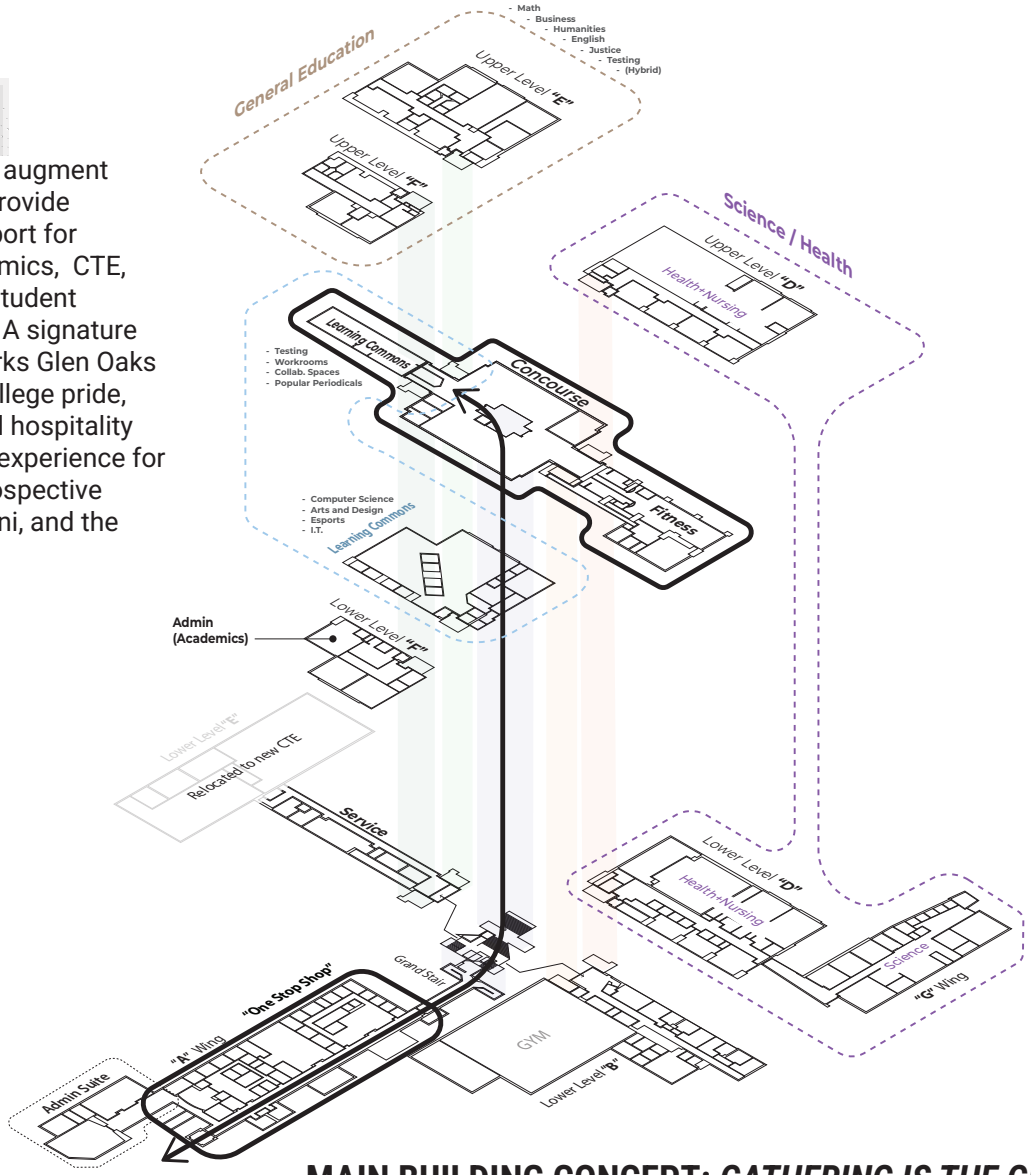
4.4 Building Concepts

An initial concept identifies the “A-Wing” as a One Stop Shop containing the student-facing resources readily available upon entering the building. Academic programs are reorganized incrementally within the existing building complex to create clear departments and uses for each of the wings.

New programs augment the exiting to provide increased support for growing academics, CTE, athletics, and student residential life. A signature Viking Hall marks Glen Oaks Community College pride, excellence, and hospitality with a curated experience for current and prospective students, alumni, and the community.

MAIN BUILDING

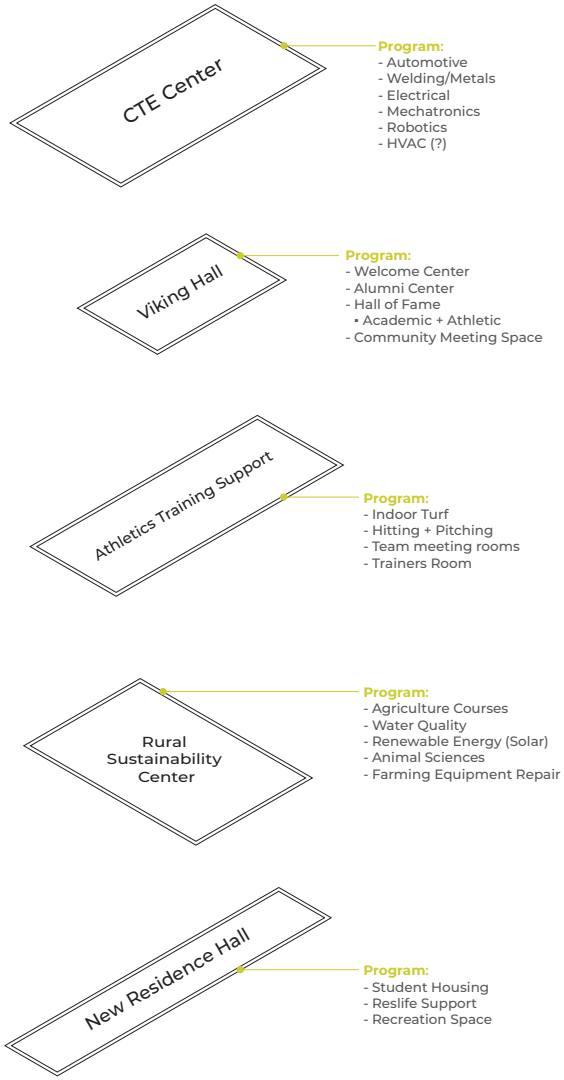
Existing Building to Remain



NEW BUILDINGS

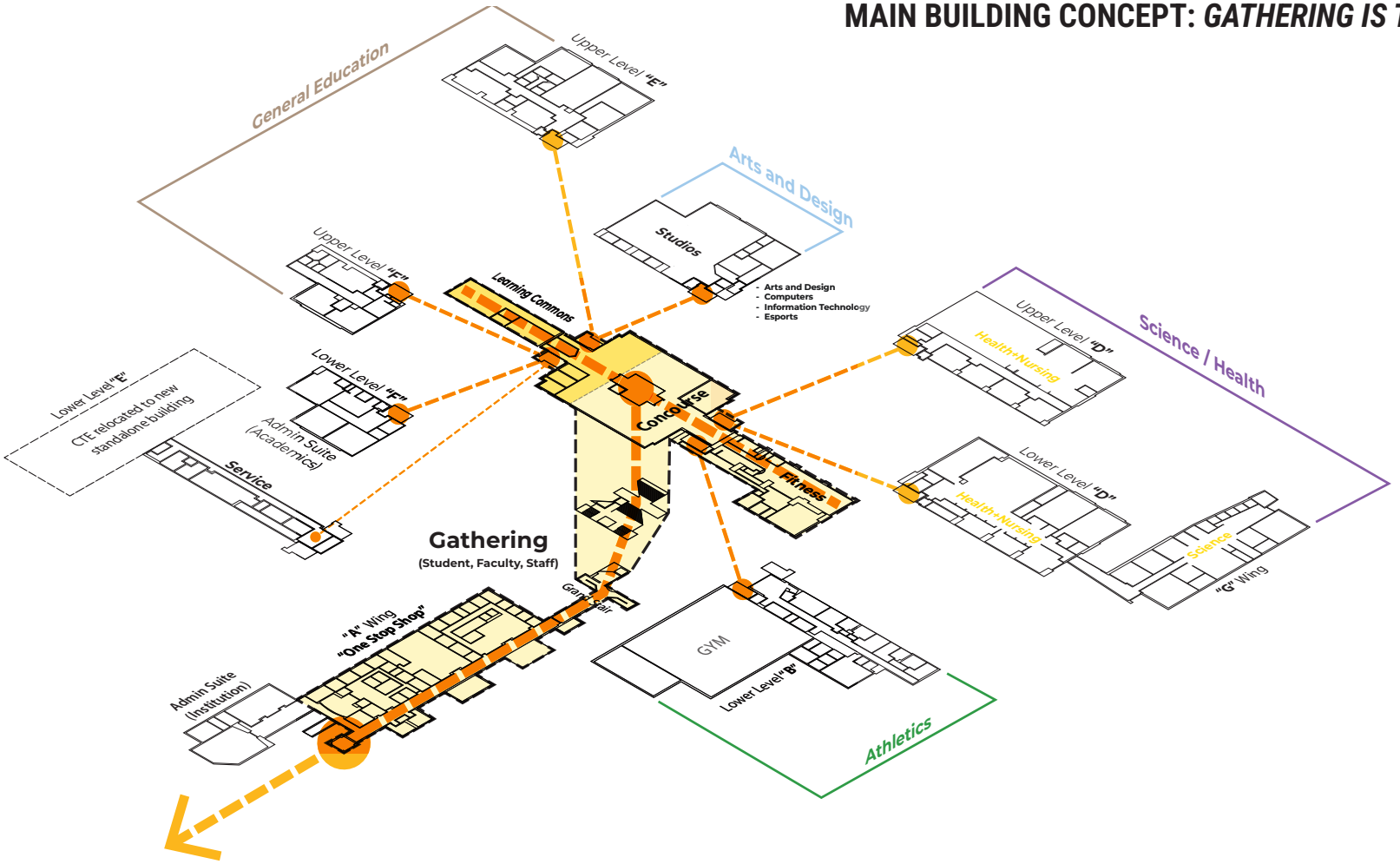
Proposed Auxiliary Structures on Site

(Floorplans top be determined)



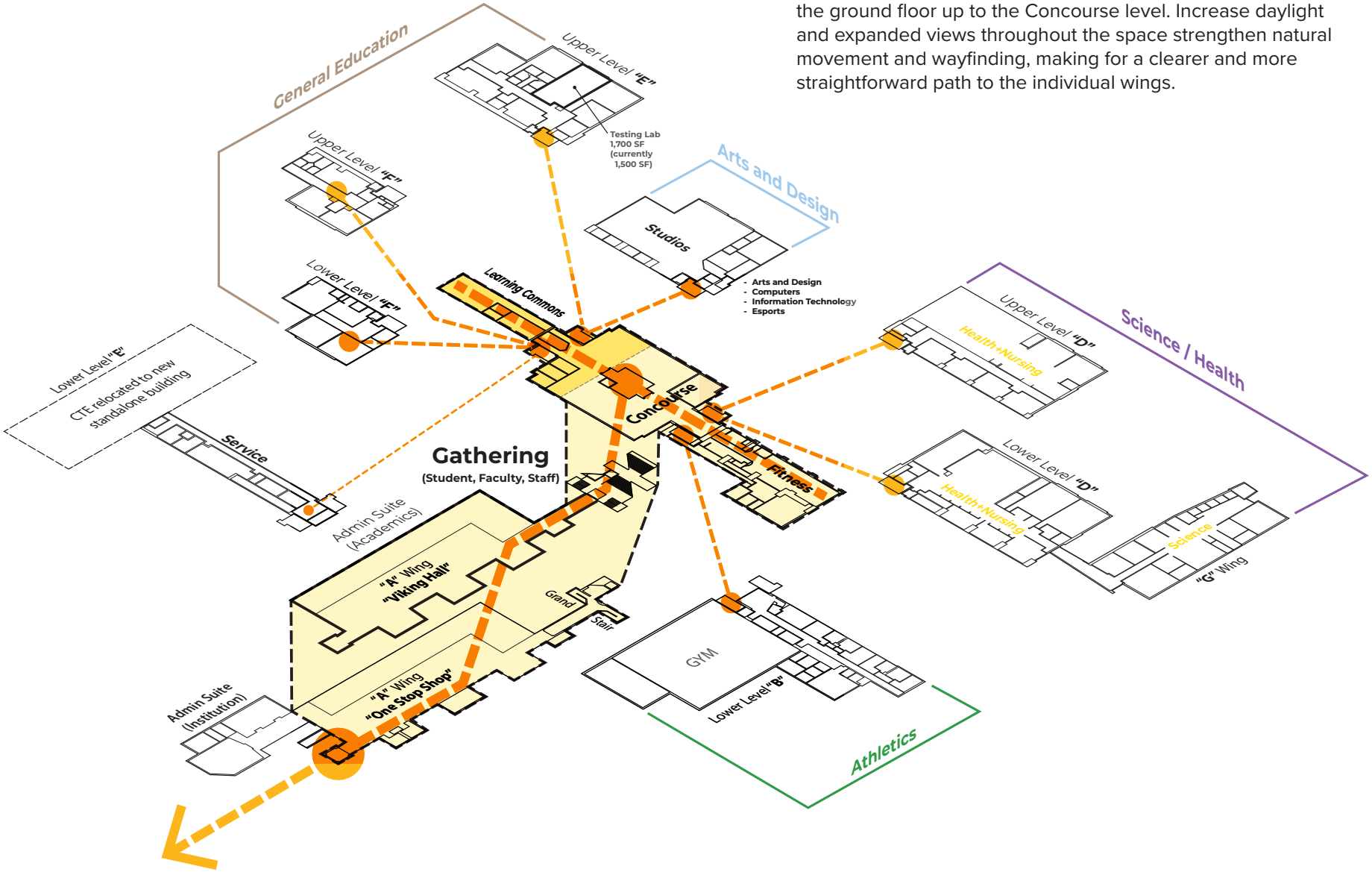
MAIN BUILDING CONCEPT: *GATHERING IS THE GLUE*

MAIN BUILDING CONCEPT: *GATHERING IS THE GLUE*



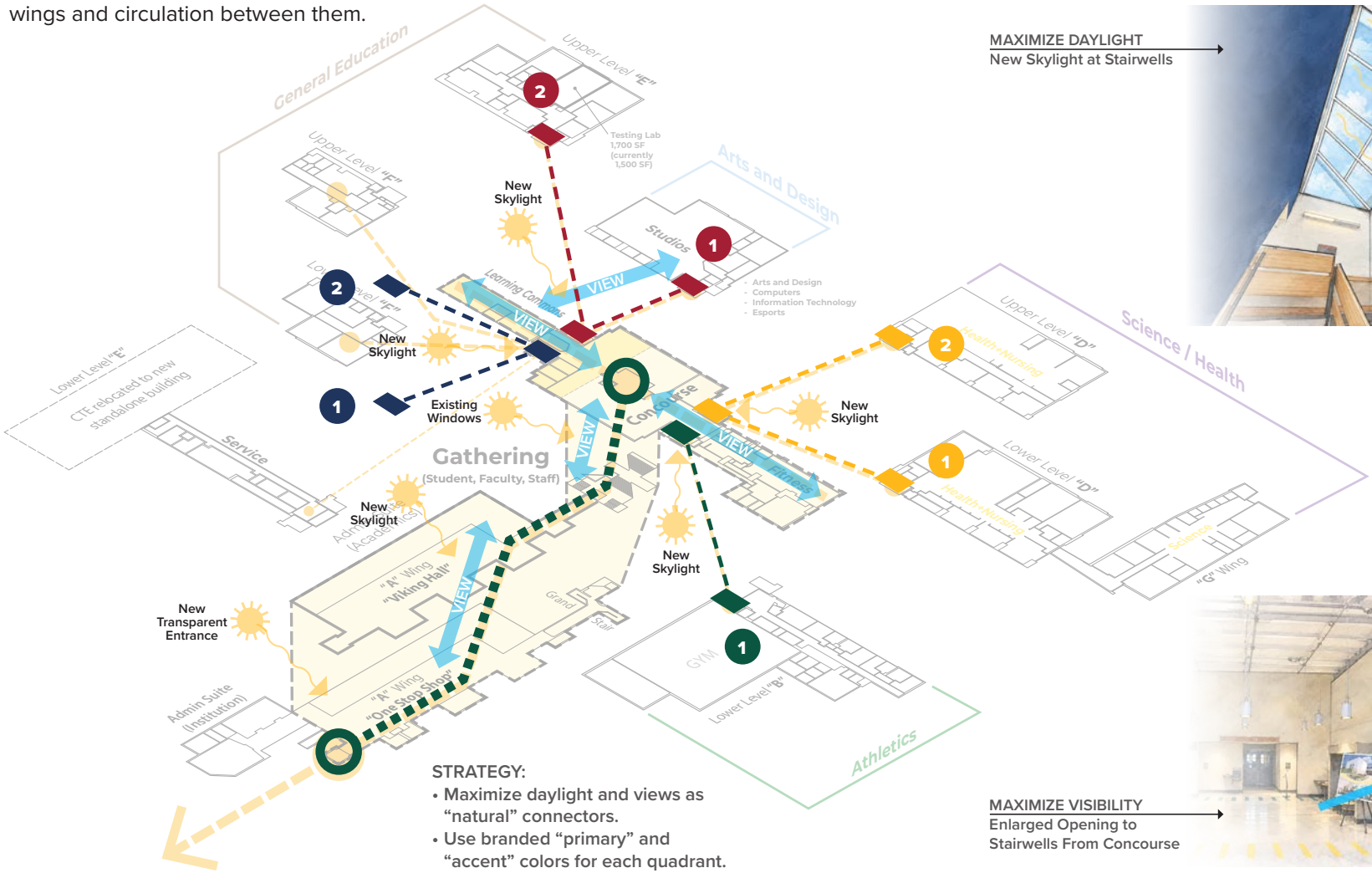
From an initial reorganization of programs within the existing building complex and the identification of new standalone programs in new buildings on campus, the One Stop Shop and Concourse are elevated as a more fluid and connected primary circulation and gathering space that offers a clearer transition from the main entrance to one's destination in any of the wings.

The potential to expand the One-Stop-Shop upward to a second level to connect with a new Viking Hall creates an opportunity for a more seamless connection form the main entrance to the Concourse by offering a more open and gradual ascent form the ground floor up to the Concourse level. Increase daylight and expanded views throughout the space strengthen natural movement and wayfinding, making for a clearer and more straightforward path to the individual wings.



MAIN BUILDING CONCEPT: *GATHERING IS THE GLUE*

Wayfinding forgoes the current letter designation for the wings in favor of a structure of natural light, clear views, and branded colors to identify the wings and circulation between them.



STRATEGY:

- Maximize daylight and views as "natural" connectors.
- Use branded "primary" and "accent" colors for each quadrant.

MAXIMIZE DAYLIGHT
New Skylight at Stairwells



MAXIMIZE VISIBILITY
Enlarged Opening to Stairwells From Concourse



WAYFINDING CONCEPT: *LIGHT, VIEW, AND COLOR*

WAYFINDING EXAMPLE: *GOLD WING*

New marketing strategies bring the identification of wings via color into the spaces themselves. Hightlighting walls with key colors and student imagery brings a sense of idenity to the individual wings.



WAYFINDING EXAMPLE: *REVITALIZED CONCOURSE*

Opening up programing at both ends of the concourse with large glass openings allow light and views across the whole space. New signage and stairwell accents give better direction for students and visitors



BUILDING CONCEPT: *ATHLETICS ENTRANCE*

With the focus on student circulation on the ground floor over cars, the lower level has been enclosed to become a new “Athletics Concourse.” This space becomes a new celebration and welcome space for athletic events and an alternate entrance for events.

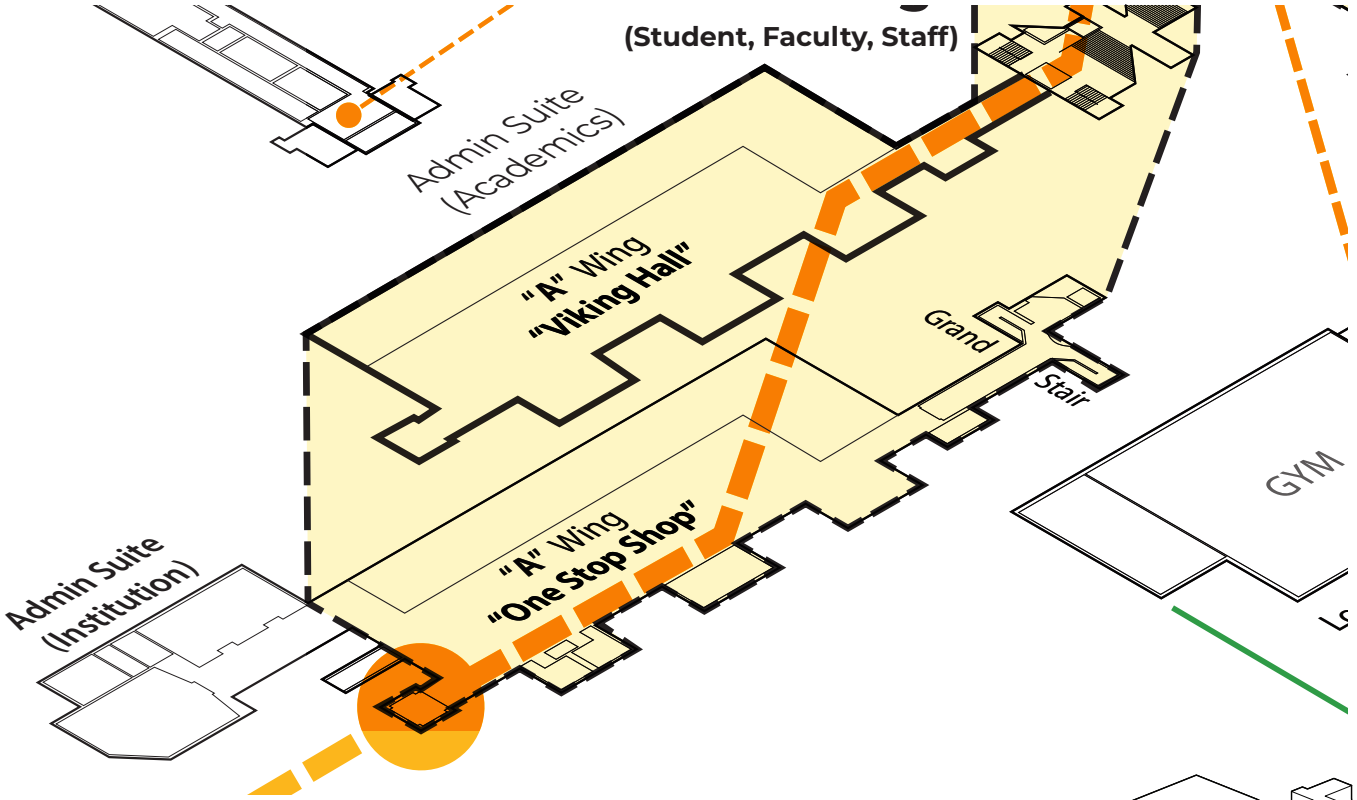


BUILDING CONCEPT: *ATHLETICS CONCOURSE*





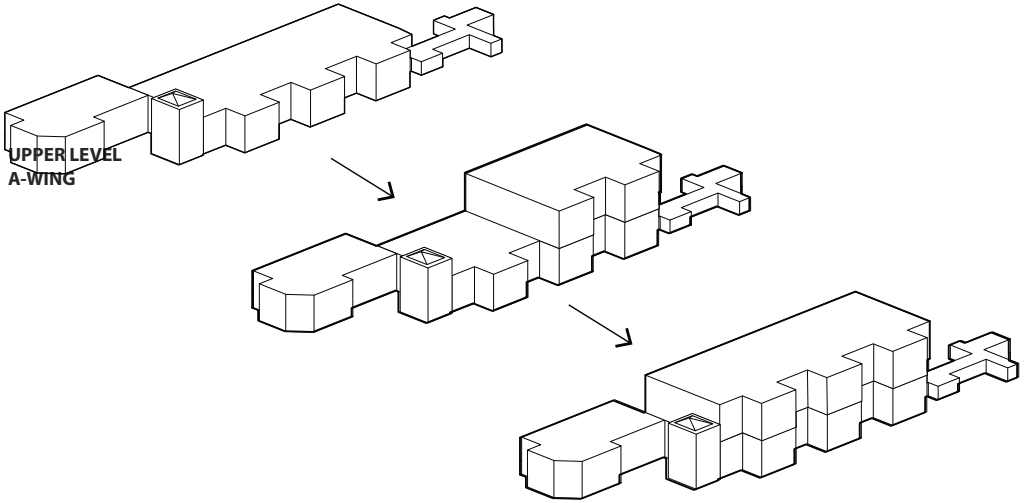




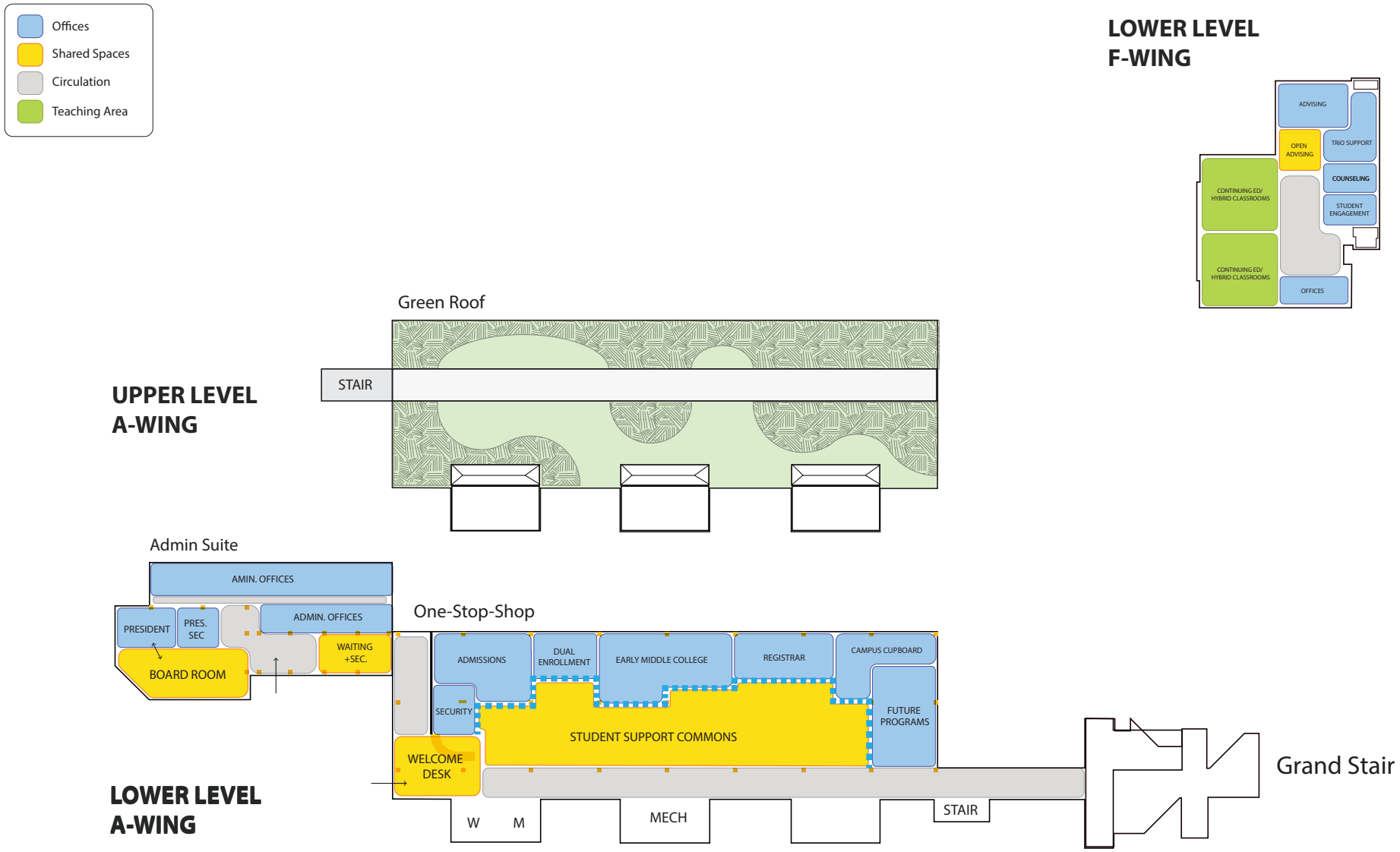
Inspired by the concept of a "city within a building" from Gunnar Birkerts' original master plan, the One-Stop-Shop is conceived as a "city square". Student facing programs and resources are organized as storefronts around the perimeter of an open gathering and meeting space. This replaces the existing confined corridor with an open and welcoming space. Daylighting an clear views to offices, as well as a clear path connecting up to the Concourse.

The Viking Hall addition above the One-Stop-Shop can be expanded over time as the demand for additional programming increases.

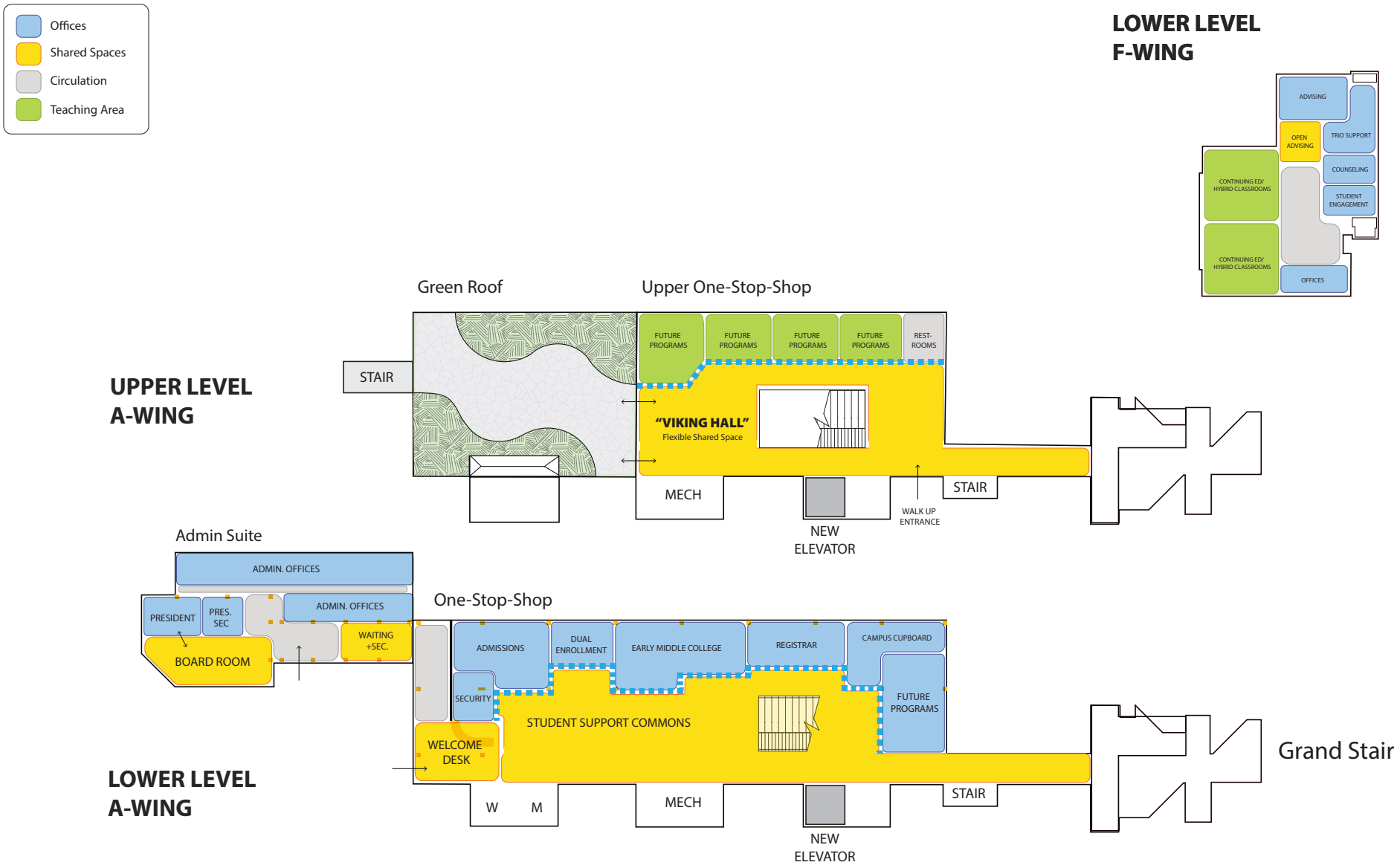
MAIN BUILDING CONCEPT:
ONE-STOP-SHOP & VIKING HALL (A-WING)



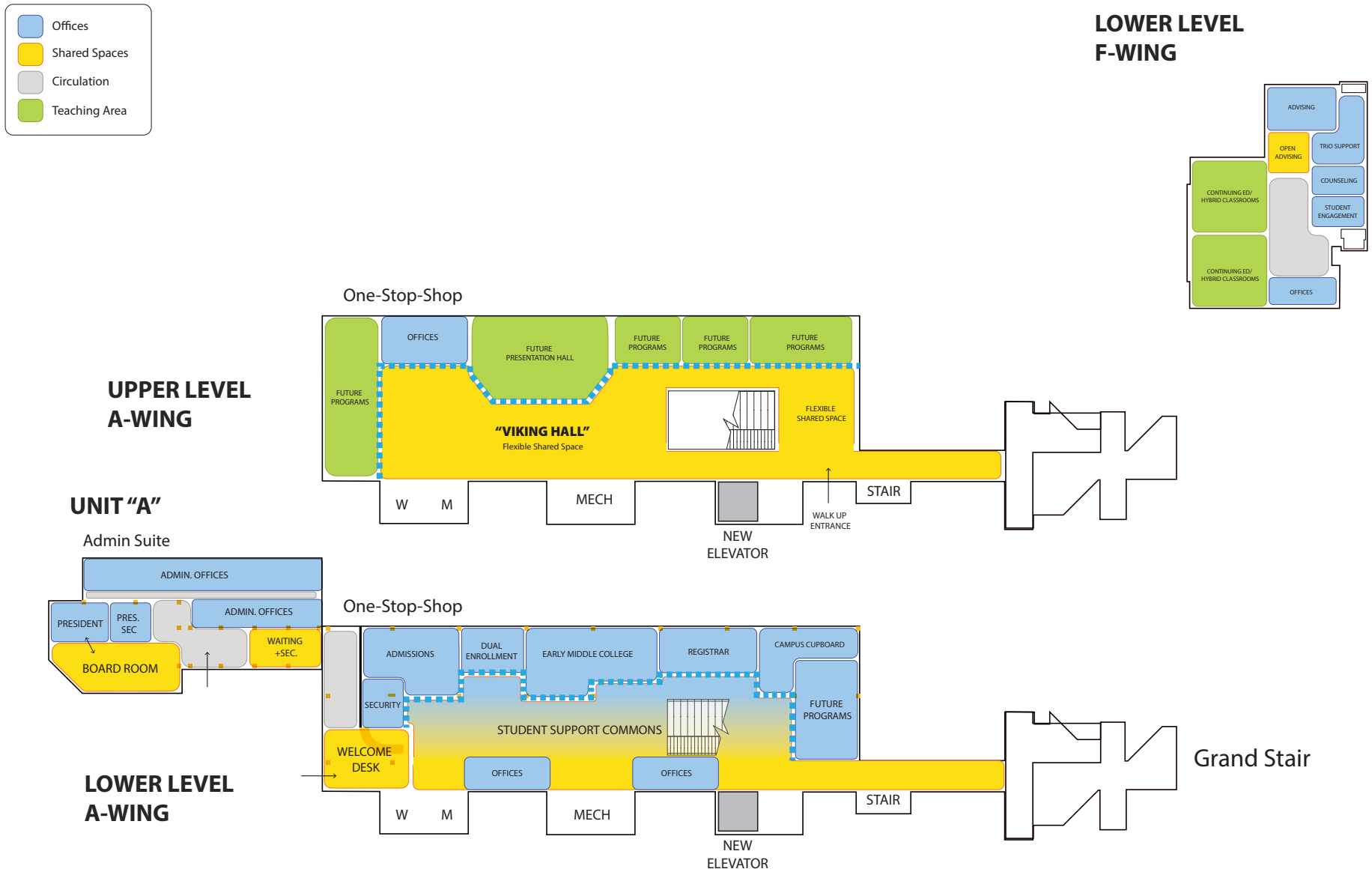
MAIN BUILDING CONCEPT: *ONE-STOP-SHOP (A-WING)*



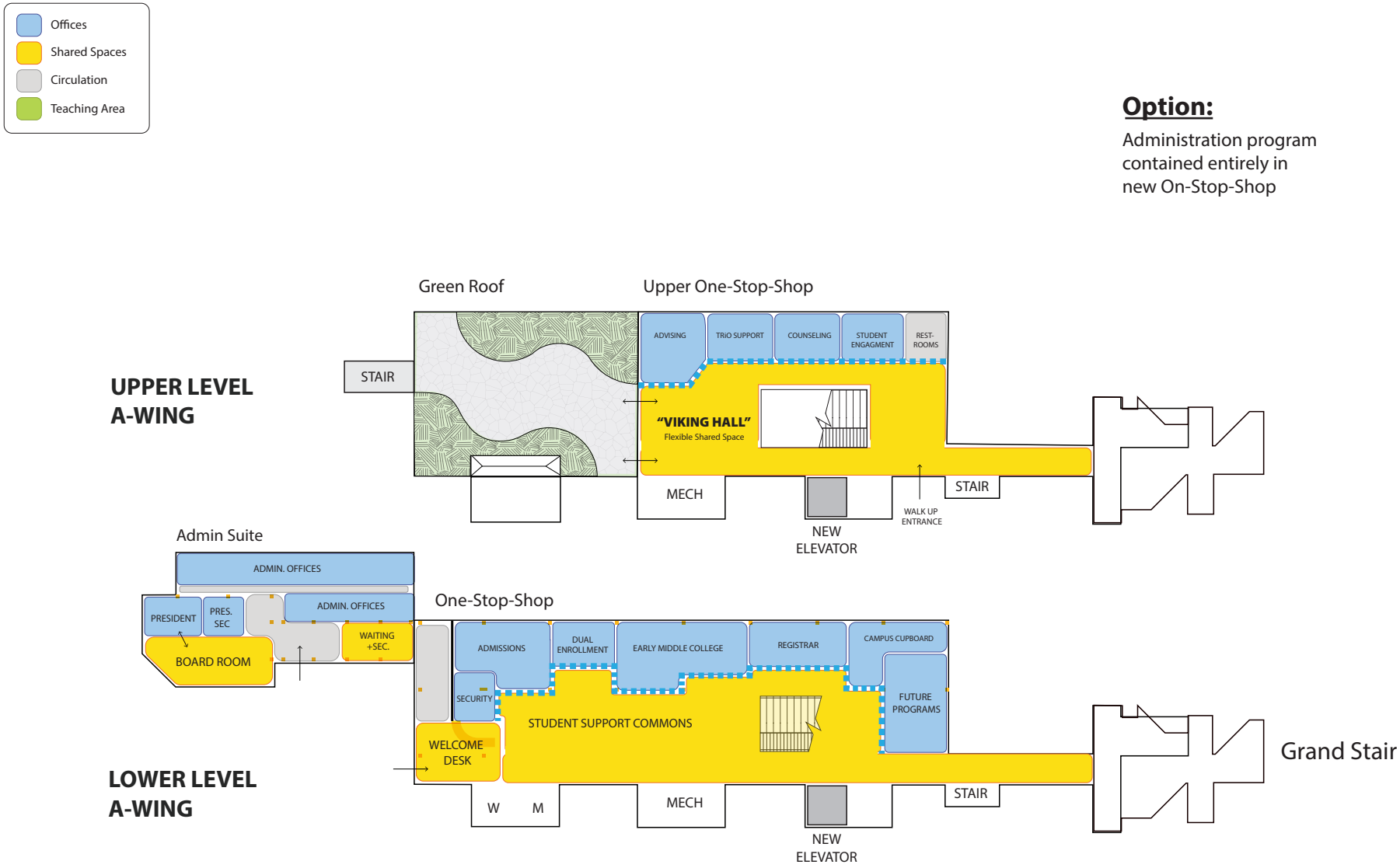
MAIN BUILDING CONCEPT: *ONE-STOP-SHOP & PARTIAL VIKING HALL (A-WING)*



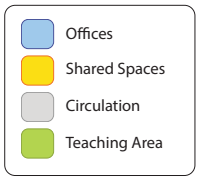
MAIN BUILDING CONCEPT: *ONE-STOP-SHOP & FULL VIKING HALL (A-WING)*



ALTERNATIVE OPTION: *ONE-STOP-SHOP & ADMINISTRATIVE VIKING HALL (A-WING)*

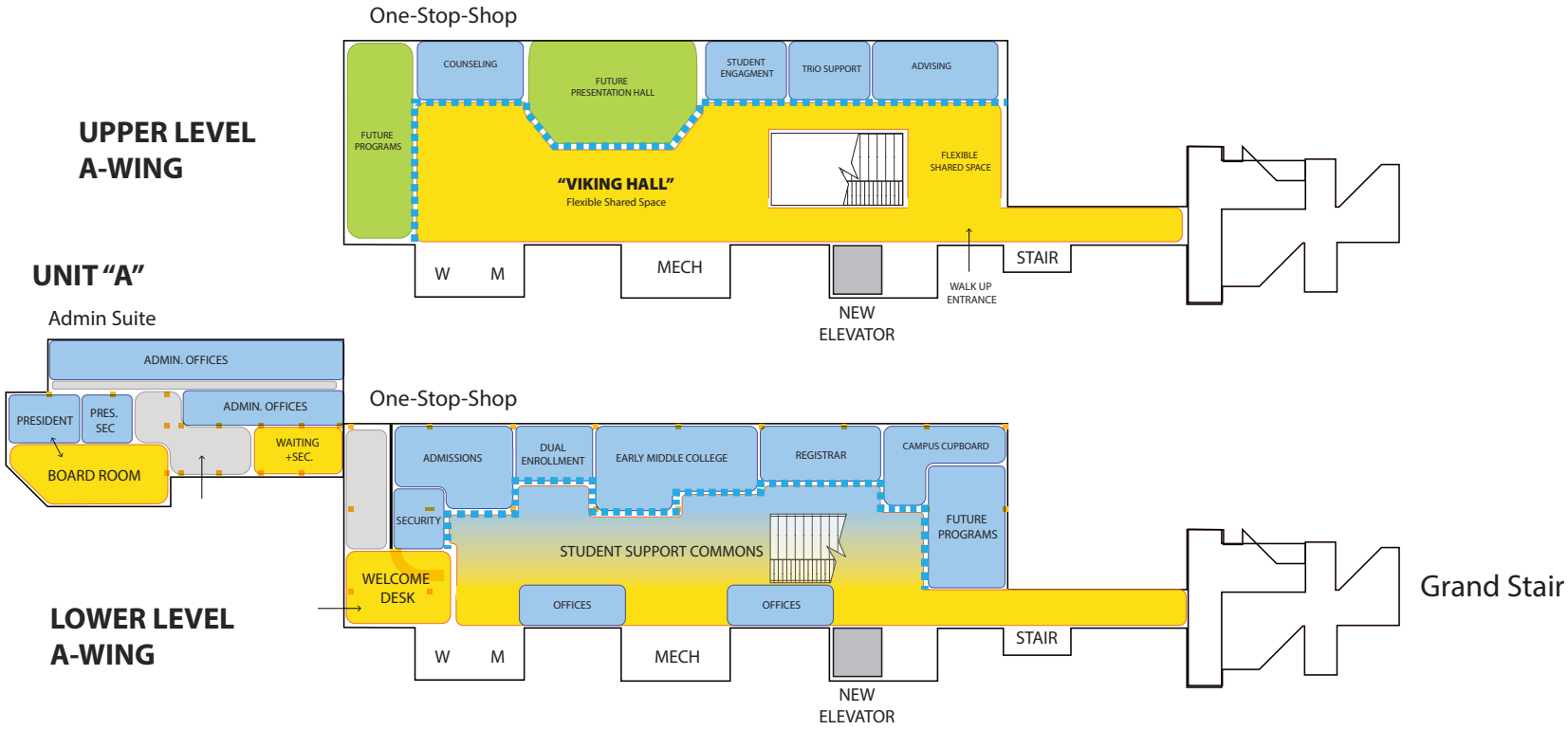


ALTERNATIVE OPTION: *ONE-STOP-SHOP & ADMINISTRATIVE VIKING HALL (A-WING)*



Option:

Administration program contained entirely in new On-Stop-Shop





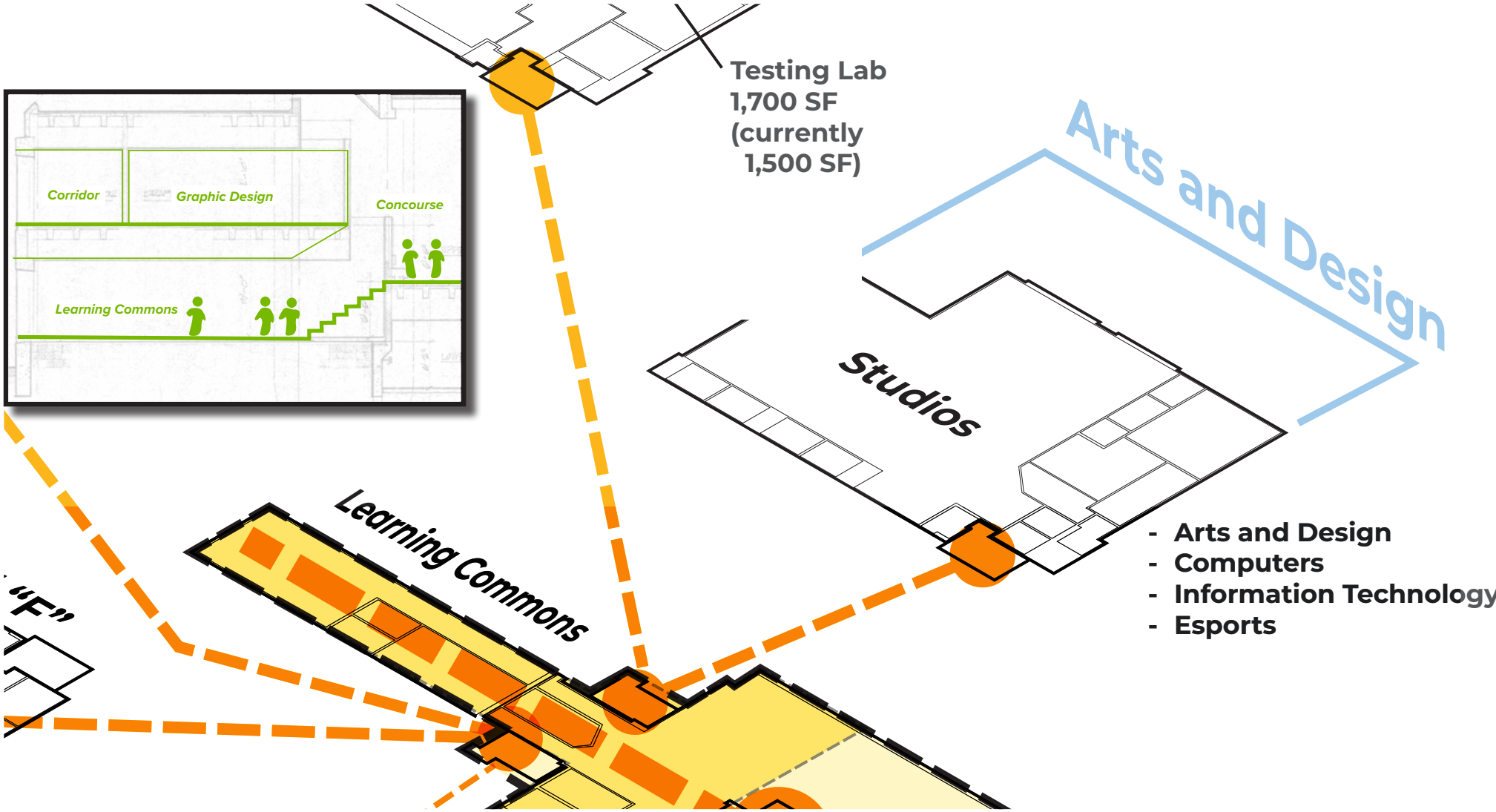
DRAFT


Your
Path
Belongs
Here.
GLEN OAKS COMMUNITY COLLEGE
EQUITY
EXCELLENCE
1965
OPPORTUNITY
Admissions
Welcome
ADMISSIONS
ACADEMIC ADVISING
PEOPLE
IDEAS
OPPORTUNITY
A STRONGER
TOMORROW

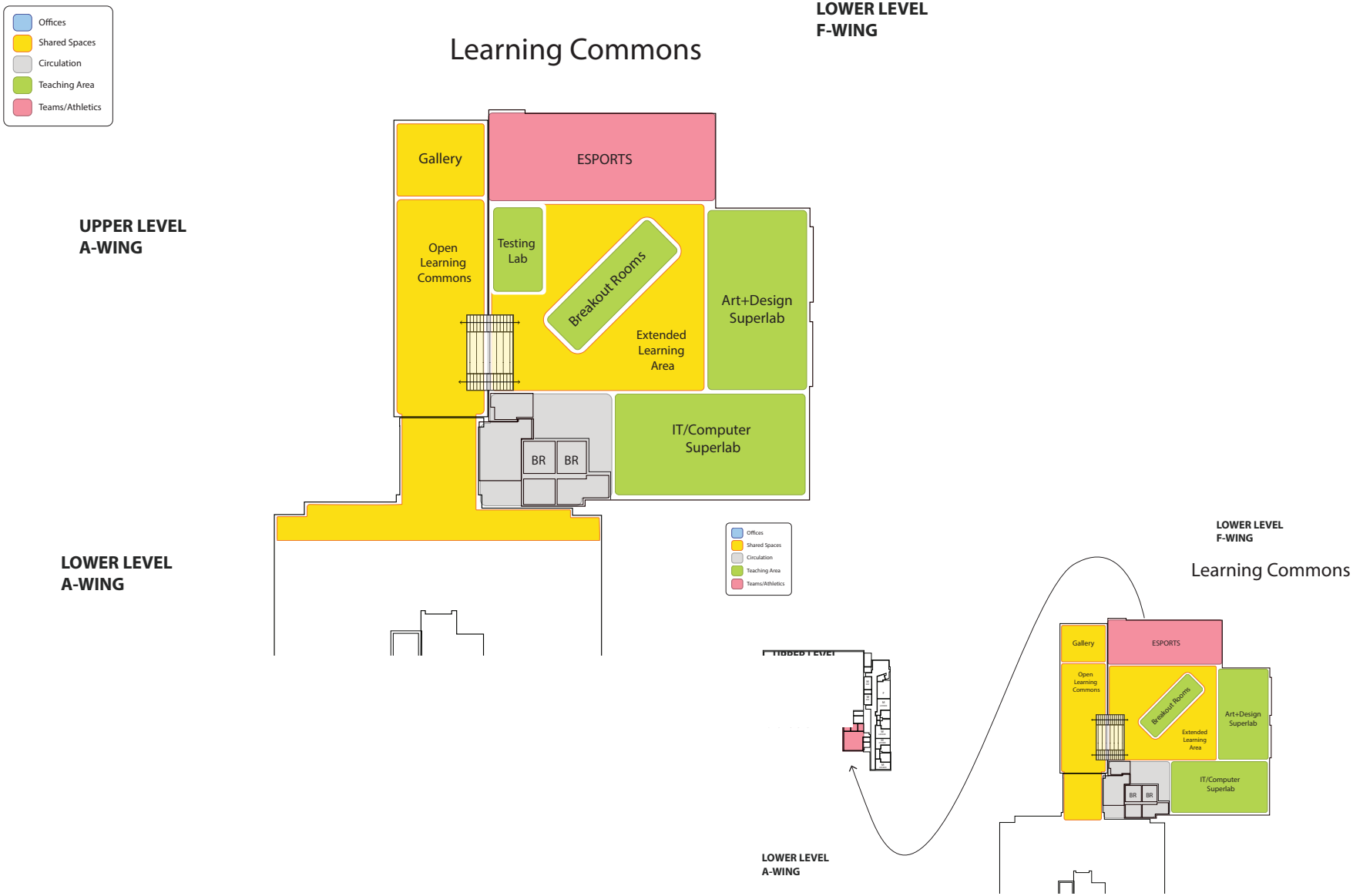




MAIN BUILDING CONCEPT: *CONNECTING THE CONCOURSE, LEARNING CENTER, AND THE ARTS (E-WING)*



MAIN BUILDING CONCEPT: *CONNECTING THE CONCOURSE, LEARNING CENTER, AND THE ARTS (E-WING)*




LEARNING COMMONS







SECTION 4 - RECOMMENDATIONS

4.5 Aligning with Strategic & Enrollment Management Plans

The Master Plan is rooted in the goals behind the 6 Pillars of Glen Oaks' Strategic Plan.

ENROLLMENT

- Summer enrollment — year round student life
- Increase access to student educational goals
- One-Stop-Shop
- Clear program locations
- Expanded key/ niche programs - Career Technical Education (CTE), Commercial Driver's License (CDL), Rural Sustainability Center, Athletics
- Recruitment - Improved campus experience (Hidden Jewel / "I can't believe this is back here!")

STUDENT SUCCESS

- Work-based learning - visible programs
- Flexible and in-demand programs - "Superlabs"
- Concourse - student/faculty interaction
- Cubs - One-Stop-Shop
- Concourse - collaboration, socialization

WORKFORCE DEVELOPMENT

- Employer aligned training & work-shops - see key/ niche programs above
- Spaces that support short term training (including onboard-ing experience)
- Spaces that wel-come adult learners with efficient access (parking)
- Spaces respond to evolving demand for learning/ training/ certification/ cre-dentialing/ licensing
- Proposed expanded programming

RESOURCE DEVELOPMENT

- Diversify revenue streams:
- Outdoor athletic fields - camps, com-munity use
- Concourse - profes-sional/community event rental access & experience
- Dedicated CTE building - autono-mous programming, short training/certifi-cation (summer)
- Agriculture - crop sales, equipment demonstrations (continued Burnips partnership)
- Housing - increased capacity, summer camps
- Clarifying opera-tional and capital needs through MO, Utilization, and FA outcomes

COMMUNITY AWARENESS AND ENGAGEMENT

- Increase community awareness - stronger presence at Shimmel and Sauger Lake
- Accommodate Michigan Works!
- Rural Sustainability Center - strengthen Burnips partnership
- CDL partnerships with increased visibility on campus?
- Enhance brand visibility on campus

VIBRANT WORKPLACE CULTURE

- Increased employee satisfaction with improved campus amenities - campus pride.
- Increased traction in recruitment & retention of students, athletic talent. Improved faculty research, training, professional growth with improved campus resources.
- Stronger presence of programs with transparency across programs increases potential for cross-collaboration - the great work is not hidden.

Glen Oaks' Strategic Plan and Strategic Enrollment Management Plans are central to the delivery of a successful ed-ucation for students. The Master Plan intentionally aligns the physical environment with these narratives. These are key points describing how elements of the Master Plan are derived from points captured in each of these documents.

4.5 Aligning with Strategic & Enrollment Management Plans

The Master Plan is respectful of future goals identified through the Strategic Enrollment Management Plan.

SECRET SHOPPER

- Glen Oaks' core admissions "front door" works for traditional and transfer students once they are in the pipeline, but the upstream experience is inconsistent—especially for workforce, CTE, and non-credit exploration—creating avoidable uncertainty, hand-offs, and drop-off risk.
- Strengthen institution-wide contact visibility standards: Ensure every high-traffic program/department pathway includes clear email and phone plus at least one low-friction option (text, live chat, or a "quick question" micro-form) with consistent routing and ownership.
- Create plain-language wayfinding for workforce and non-credit: Develop a single "start here" hub with search-friendly synonyms (workforce training, short-term training, upskilling, career training, Ed2Go), and clearly label credit versus non-credit options.

STAKEHOLDER INTERVIEWS (STUDENT VOICE)

- Define a shared student journey and "source of truth" model for status, tasks, and next steps, with clear ownership and hand-offs.
- Students repeatedly describe Glen Oaks as supportive and human-scale—particularly naming instructors/teaching, and the helpfulness/kindness of staff.
- Belonging + relationships show up as a meaningful asset (friends, close atmosphere, "not like a number," and dorm relationships).
- The campus environment is viewed positively (beautiful campus; food/café and shared spaces mentioned as assets).
- For residential/student-athlete voices, dorm quality and athletics are a meaningful and positive driver.
- Communication and organization: Students call for clearer communication and better coordination ("more communication," "unorganized," uncertainty/miscommunication).
- Student life / engagement (especially residential): Students want more activities and places to gather; multiple suggestions for residence hall engagement.

SERVICE REGION BASELINE

- Manufacturing remains the region's dominant economic engine, with an accelerating upskilling imperative. Advanced manufacturing and related supply chains continue to shape regional employment, while automation and retirements increase demand for short, employer-aligned training and incumbent worker upskilling.
- Work-based learning (WBL) momentum is a major opportunity, but it requires an operating model. Scaling apprenticeships, internships, clinical pipelines, and employer engagement will require clear roles, workflow, and metrics.
- Basic Needs Hubs & Navigators: Postsecondary institutions are urged to establish centralized, on-campus Basic Needs Hubs staffed by dedicated, full-time "Navigators". These navigators connect students with community resources, emergency housing, and food pantries.

SECTION 4 - RECOMMENDATIONS

4.6 Conceptual Phasing Strategies

Priorities and phasing are viewed in this Master Plan as a high-level guide for breaking down the overall investment that is illustrated. Actual project phasing will be determined over time as true program demands and financial resources develop. Because of these unknowns, the Master Plan offers three phasing possibilities built around a basic list of priorities. The true direction of phasing as well as the sequence and timing of projects will be determined over time.

IMPROVE WITHIN

- Further develop recent updates to campus building and build upon their success.
- Complete surgical improvements to tie together prior renovations into one cohesive experience.
- Highlight the existing building and build out new adjacent programming and structures to create a solid core.

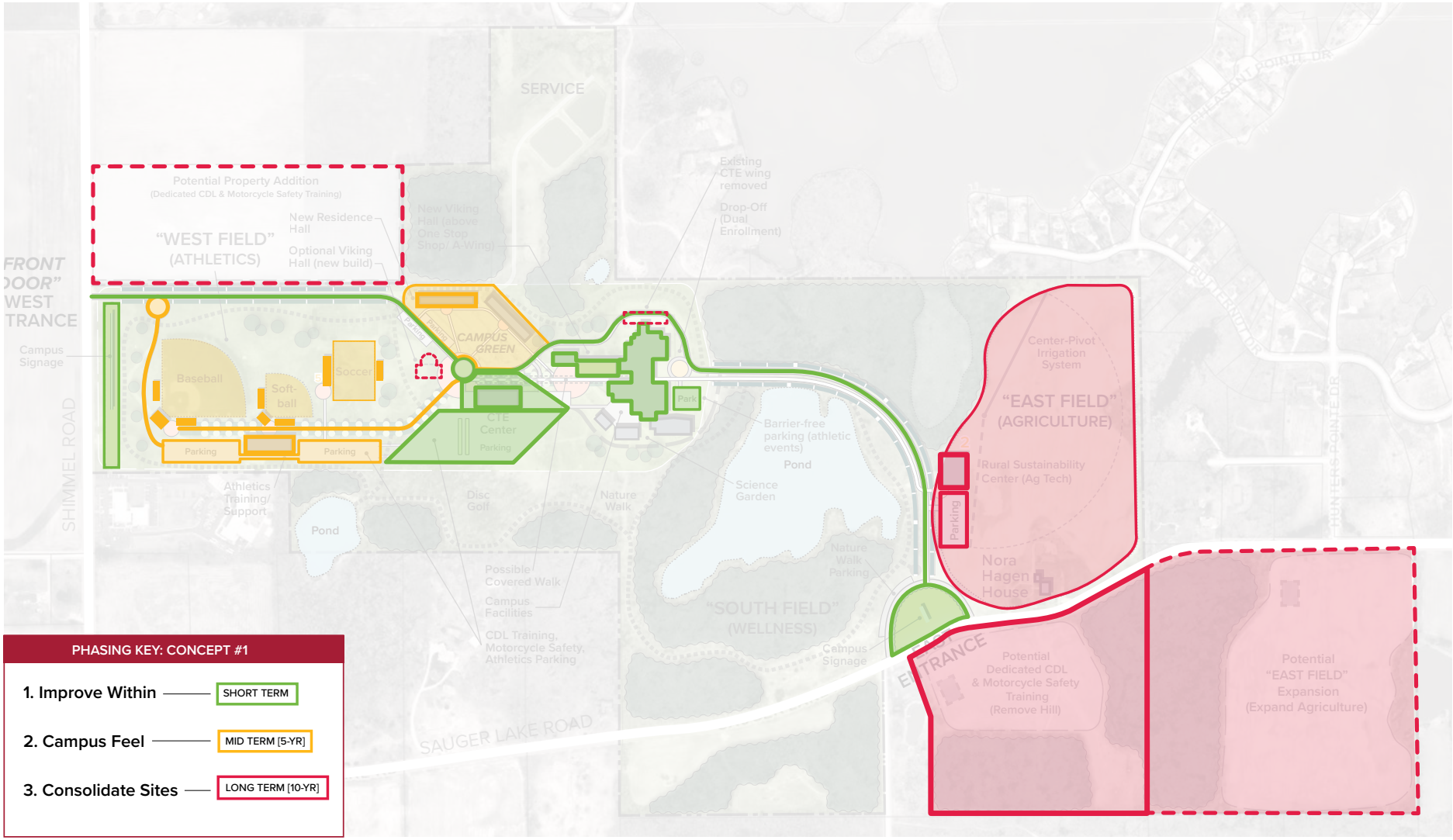
CAMPUS FEEL

- Broadly improve wider campus to match visual language and branding of main college building.
- Develop inviting and celebrated entrance experience for new and prospective students.
- Create new aesthetic and functional links between site buildings to create a student-centered, walkable campus.

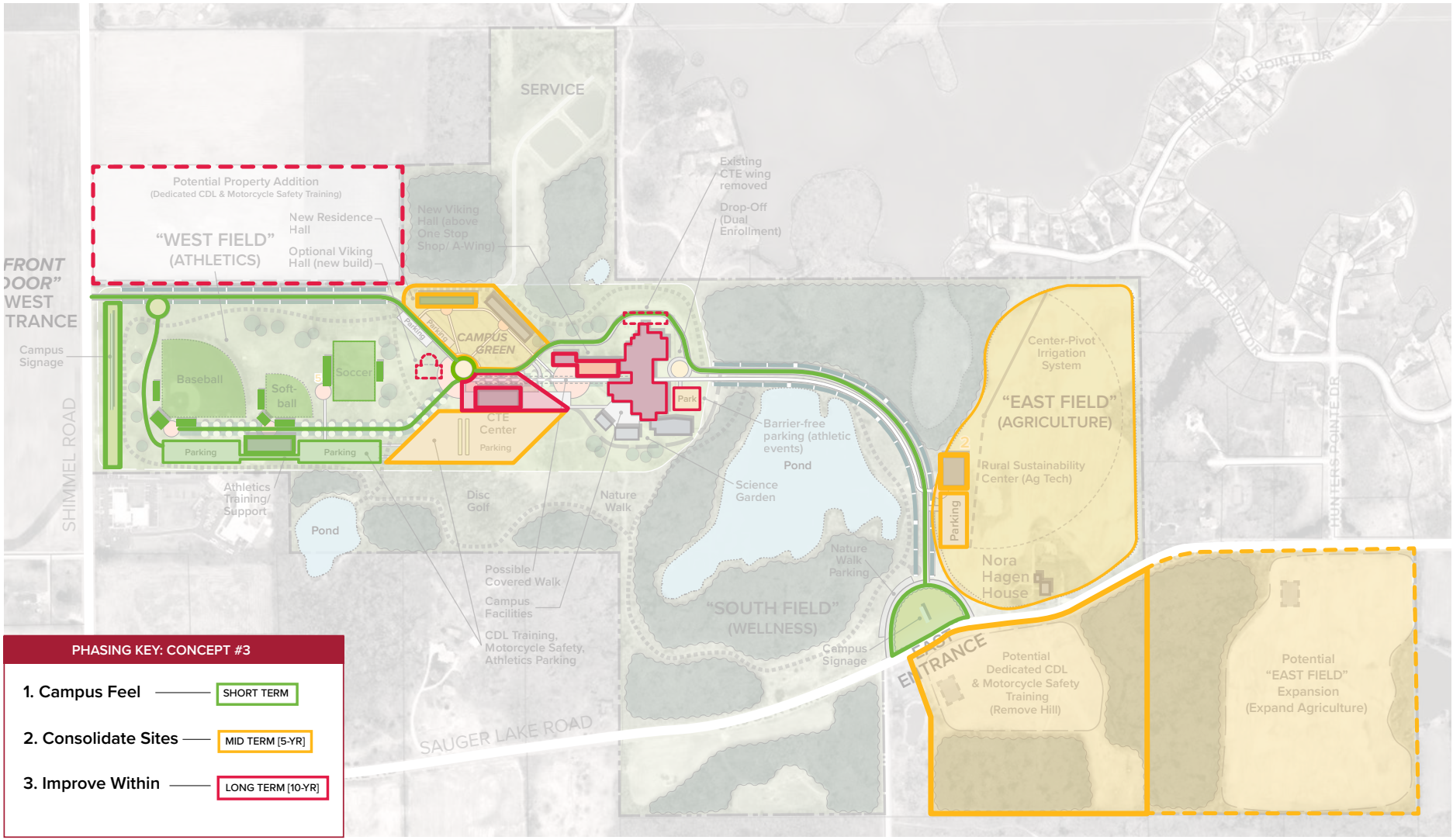
CONSOLIDATE SITES

- Create new programed spaces and clear sites to allow off-site programs like CDL to exist on campus.
- Expand east agricultural campus and create new Rural Sustainability Center.
- Open up landscape of existing property for new and inventive programs to be built out.

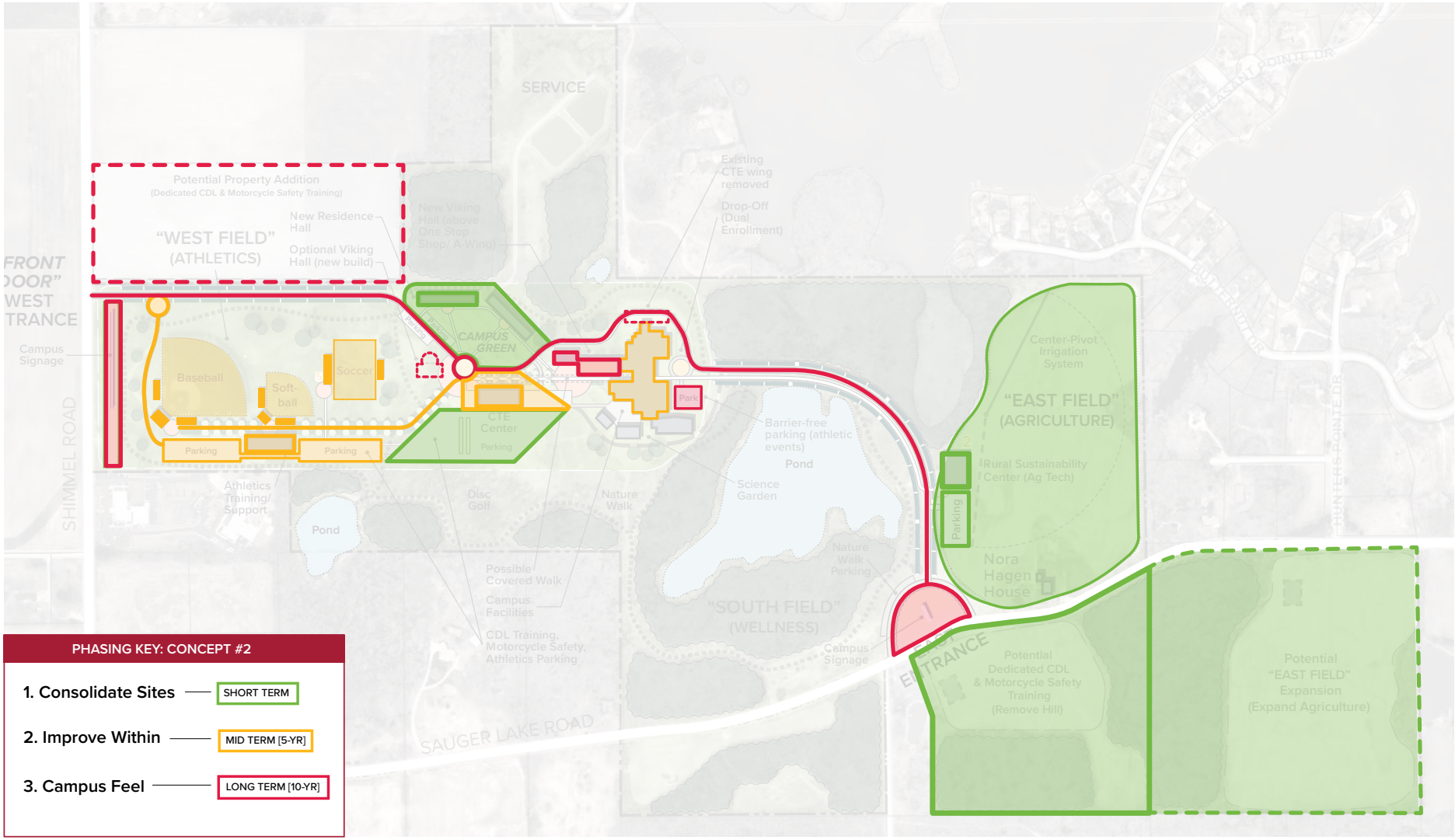
PHASING PRIORITY: *IMPROVE WITHIN*



PHASING PRIORITY: *CAMPUS FEEL*



PHASING PRIORITY: *CONSOLIDATE SITES*



SECTION 4 - RECOMMENDATIONS




AREER TECHNICAL
NOVATION CENTER

SECTION 4 - RECOMMENDATIONS




RURAL SUSTAINABILITY CENTER

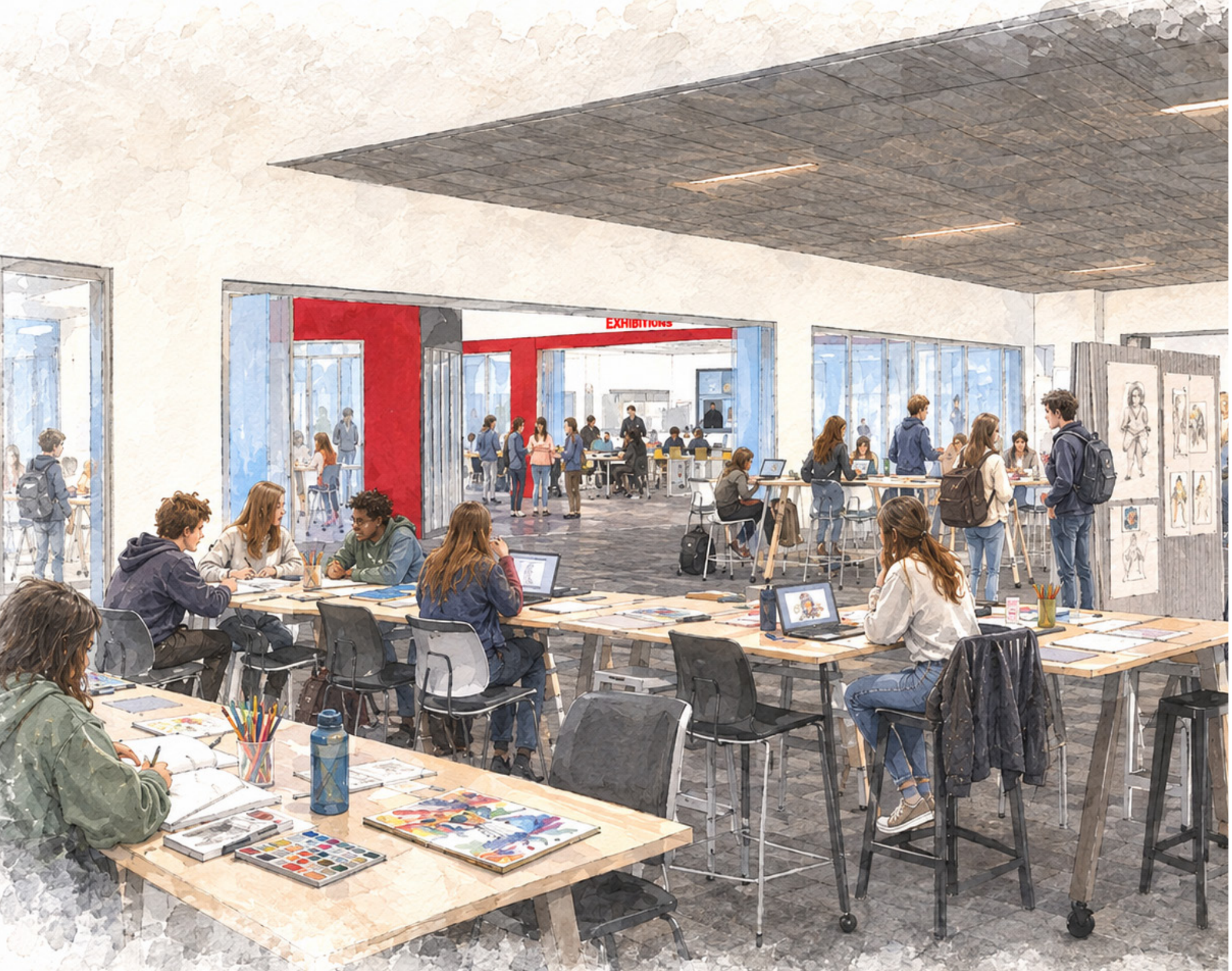
SECTION 4 - RECOMMENDATIONS




CAREER TECHNICAL
INNOVATION CENTER

SECTION 4 - RECOMMENDATIONS




EXHIBITIONS