



GLEN OAKS COMMUNITY COLLEGE

**State of Michigan Fiscal Year 2028
Five-Year Capital Outlay Plan**

Submitted October 2026

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I. Mission and Vision Statement

At Glen Oaks Community College, our mission, vision, and values guide every decision we make—from how we teach and support students to how we partner with our community. These statements reflect who we are, who we serve, and the impact we strive to make across southern Michigan.

They serve as the foundation of our Strategic Plan and shape our commitment to access, student success, workforce development, and regional growth.

MISSION: The mission of Glen Oaks Community College is to provide students opportunities for academic and lifelong success through excellence in teaching and comprehensive support services that meet our community's diverse educational needs.

VISION: Glen Oaks Community College empowers learners and advances regional growth through innovative education, strong community partnerships, and pathways to lifelong success.

- **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.

GOCC Strategic Plan, 2025-2028

Our Six Strategic Pillars

Each pillar focuses on measurable goals that strengthen student outcomes and community impact.

1. Enrollment

Expanding access and opportunity

We are strengthening recruitment, retention, and outreach to serve more learners across our region.

Key priorities include:

- Expanding dual enrollment, adult learner, and traditional student enrollment
- Growing summer course offerings
- Increasing access to educational goal completion
- Launching a strategic enrollment management plan
- Promoting niche and high-demand programs regionally and nationally
- Reducing barriers for adult learners, including textbook costs and emergency aid
- Exploring expanded athletics and student housing options

Our goal is balanced, sustainable growth that reflects the needs of local communities and workforce demand.

2. Student Success

Improving completion, transfer, and career outcomes

Student success drives every decision at Glen Oaks.

We are committed to:

- Improving online instruction quality
- Embedding experiential and work-based learning across programs
- Expanding seamless transfer pathways and guaranteed admissions agreements
- Strengthening guided pathways implementation
- Aligning course schedules with student needs
- Increasing student engagement through clubs and organizations
- Pursuing program-specific accreditations to strengthen academic quality

We measure success through completion rates, transfer placement, job placement, student satisfaction, and academic excellence.

3. Workforce Development

Preparing a skilled regional workforce

Glen Oaks supports local industries by delivering relevant, industry-aligned education and training.

Our workforce development strategy includes:

- Conducting comprehensive regional workforce needs assessments
- Expanding short-term credentials and licensure programs
- Increasing work-based learning opportunities
- Strengthening employer partnerships
- Growing adult learner enrollment
- Enhancing job placement systems for graduates

This work supports economic mobility for students and economic vitality for employers across Michigan and Indiana.

4. Resource Development

Strengthening financial, physical, and technological infrastructure

To serve students well, we must operate efficiently and sustainably.

Key initiatives include:

- Diversifying revenue streams and growing foundation support
- Modernizing campus technology and IT systems
- Implementing procurement improvements
- Strengthening staffing, compensation, and HR systems
- Enhancing campus safety resources
- Completing southside campus renovations
- Developing a comprehensive facilities master plan

Strong operations ensure long-term stability and continued growth.

5. Community Awareness and Engagement

Building stronger partnerships

We are expanding our regional presence and deepening partnerships that support students and families.

Goals include:

- Launching refreshed branding and marketing initiatives
- Completing implementation of the new Glen Oaks website
- Expanding community partnership inventories
- Hiring leadership to support student engagement
- Hosting events that showcase academic programs and services

Community awareness supports enrollment, partnerships, and long-term impact.

6. Vibrant Workplace Culture

Investing in people and leadership

A strong College culture leads to stronger student outcomes.

We are committed to:

- Expanding professional development for all employees
- Launching innovation grant programs
- Encouraging cross-department collaboration
- Investing in employee engagement and wellness
- Integrating continuous improvement into department work plans

A thriving workplace culture supports innovation, collaboration, and long-term success.

II. Instructional Programming

A. Existing Academic Programs

As of the Fall semester of 2026, the following degree and certificate programs were offered at Glen Oaks:

Agriculture

- Agricultural Equipment Technology, Associate of Applied Science
- Agricultural Equipment Technology, Certificate
- Agricultural Operations, Associate of Science Degree, combined with an MSU Certificate
- Agricultural Operations, Associate of Applied Science Degree, combined with an MSU Certificate
- Mechanized Irrigation, Certificate of Achievement
- Mechanized Irrigation, Certificate

Arts and Communication

- Visual Arts: Emphasis in Commercial Photography, Associate of Arts Degree
- Visual Arts: Emphasis in Fine Art, Associate of Arts Degree
- Visual Arts: Emphasis in Graphic Design, Associate of Arts Degree

Business

- Accounting, Certificate
- Business - Applied, Associate of Applied Science Degree
- Business - Transfer, Associate of Business Degree
- Management and Marketing, Certificate
- Management and Supervision, Certificate

Computers and Information Technology

- Computer Networking, Associate of Arts
- Secure Network Systems, Associate of Applied Science Degree
- Computer Systems and Networking, Associate of Applied Science Degree
- Secure Systems and Systems Support, Associate of Applied Science Degree
- Computer Science, Associate of Arts Degree
- Computer Support Assistant, Certificate
- Computer Support Technician, Certificate
- Cybersecurity, Associate of Arts Degree
- Cybersecurity Technician, Certificate
- Cybersecurity Specialist, Certificate
- Network Administration Technician, Certificate
- Network Management, Certificate

Health Services

- Allied Health, Associate of Applied Science Degree
- Medical Coding and Billing Specialist, Certificate
- Medical Assistant, Certificate
- Nursing- LPN to RN, Associate of Applied Science Degree
- Nursing, Associate of Applied Science Degree
- Phlebotomy Technician, Certificate

Human Services

- Criminal Justice, Associate of Applied Science Degree

Humanities

- Arts, Associate of Arts Degree
- General Studies, Associate of General Studies Degree

Manufacturing and Industrial Technology

- Automotive Service, Certificate
- Automotive Technician, Certificate
- Electrical Technologies, Certificate
- Machining Basics and Metrology, Certificate
- Machining Advanced and CNC Technology, Certificate
- Occupational Studies, Associate of Applied Science Degree
- Welding, Certificate

Math, Science, and Engineering

- Computer Aided Drafting and Design, Certificate
- Science, Associate of Science Degree

Many courses are available via various instructional modalities including face-to-face, online, and some combination of mediated and face-to-face methods. The College has been approved by the Higher Learning Commission to offer complete academic programs online.

Future Academic Programming

The College continually evaluates its academic program portfolio to ensure alignment with student, workforce, and community needs. The College is currently developing a Radiologic Technology program in response to identified regional workforce demand. Development of the program includes planning for the specialized instructional space, equipment, and infrastructure necessary to support hands-on clinical and laboratory instruction.

In Fall 2026, the College will also conduct a community survey to gather input regarding workforce needs, educational opportunities, and emerging areas of interest. Survey results, along with continued engagement with local employers, business and industry partners, and other community stakeholders, will help inform future program development and expansion.

As new or expanded programming opportunities are identified, the College will evaluate associated instructional space, technology, equipment, and facility requirements as part of its academic and capital planning processes. This approach will help ensure that future facility investments are responsive to demonstrated programmatic and workforce needs.

B. Unique characteristics of each institution's academic mission

For Community Colleges:

Two-year degree and certificate technical/vocational training, workforce development activities, adult education focus, continuing or lifelong educational programming, partnerships with intermediate school district(s), community activities; geographic service delivery area(s), articulation agreements or partnerships with four-year institutions, etc.

The College strives to hold all programs to nationally recognized standards.

To this effect, the institution seeks external certifications or accreditations whenever possible and appropriate. Currently, the following programs are externally certified or accredited, or prepare students to take externally accredited licensure examinations:

- Associate of Applied Science in Nursing (MI Board of Nursing, Accreditation Commission for Education in Nursing)

- Medical Assistant (Commission on Accreditation of Allied Health Education Programs)

Workforce Development Activities

Glen Oaks offers customized workforce development training programs to area businesses. The Workforce Development and Community Outreach department works with area businesses to determine their needs and collaboratively develop short-term or customized training programs. Topics vary based on their needs. Recent examples have included panel build and construction, coordinate measuring machine, arc flash, SharePoint I and II, Excel I and II, Fanuc robotics - operation and programming, Fanuc Robotics - electrical and maintenance, basic blueprint reading, OSHA 30, PLC programming and operation, high voltage, supply chain, advanced robotics training, sales, and leadership topics.

In Spring 2026, the College launched a Commercial Driver's License Class A (CDL-A) training program in response to identified community and workforce demand. The new program expands the College's short-term workforce training opportunities and supports its continued efforts to respond quickly to the evolving needs of regional employers and residents.

Additionally, the College partners with local chambers of commerce, the Economic Development Corporation, and area Michigan Works! offices to offer additional customized training and educational programs.

Adult/Continuing Education Focus

Glen Oaks, in partnership with the Adult Basic Education Offices in Three Rivers and Sturgis provides placement testing and preparation for college to students graduating with a GED. The College offers a Pearson Vue Testing Center for GED Testing.

The College offers non-credit online (through Ed2Go) and in-person community education courses. Common on-campus courses include art courses and online courses have varied based on personal interest. During the 2025-2026 academic year, common topics included QuickBooks, total quality fundamentals, Six Sigma, fundamentals of supervision and management (levels I and II), introduction to Microsoft Excel, and A to Z grant writing, and common programs included residential electrician, veterinary assistant, optician certificate, maintenance technician, and ACE personal trainer.

Partnerships with Intermediate School District

Glen Oaks has current partnerships with the local Intermediate School District (ISD) and school districts in and around St. Joseph County. Through these agreements, the local high schools and Glen Oaks determine which College courses best fit students' needs, while the College provides the expertise and personnel to teach the courses. In recent years the partnership led to new joint programming in CNA, graphic design, and development of programs in Agribusiness. Dual enrollment and Early/Middle College enrolled approximately 1,045 area high school students in one or more Glen Oaks courses. This partnership takes the shape of CTE, dual enrollment, and Early/Middle College offerings.

Geographical Service Area

Glen Oaks serves students from four distinct service areas.

- (1) Students are considered in-district if they reside in St. Joseph County plus areas outside the county that pay property taxes to Glen Oaks.
- (2) Service area students live in Cass County and Branch County, plus Elkhart, LaGrange and Steuben counties in northern Indiana.
- (3) Students who live in Michigan but outside of St. Joseph County and the College's service area.
- (4) Students who live out of state or are international students.

Articulation Agreements

Glen Oaks is continuing to develop and update articulation agreements with partnering institutions. Articulation agreements are recognized with:

St. Joseph County Career Technical Education (CTE):

- AgriScience
- Architecture
- Automotive Technologies
- Computer Coding & Gaming
- Computer Science & Technology
- Engineering, Design & Manufacturing
- Engineering Design Technologies
- Graphic Design
- Health Science
- Manufacturing
- Marketing
- Public Safety
- Teacher Academy
- Welding

Branch Area Career Center:

- Auto/Diesel Technologies

Partnerships with 2-Year Institutions

Glen Oaks Community College has developed and continually reviews joint transfer and cooperation programs with other community colleges, including Kellogg Community College for Early Childhood Education.

Partnerships with 4-Year Institutions

Glen Oaks participates in the MiTransfer Pathways which is valid throughout the State of Michigan. The College develops and maintains articulation agreements with other institutions of higher education to increase collaboration and cooperation among schools as well as improve student transferability and success. The current agreements include:

Agriculture

- Michigan State University Consortium: Agricultural Operations (AA or AAS)

Business, Accounting & Management

- Davenport University
 - Applied Business (BAS)
 - Accounting (BBA)
 - Business (BBA)
 - Finance (BBA)
 - Human Resource Management (BBA)
 - Management (BBA)
 - Marketing (BBA)
- Eastern Michigan University: Technology Management (BS)
- Ferris State University
 - Accountancy (BS)
 - Automotive Management (BS)
 - Business Administration (BS)
 - Marketing (BS)

- Project Management (BS)
- Indiana Tech: Business Administration (BS)
- University of Olivet
 - Business Administration (BA)
 - Insurance and Risk Management (BA)

Criminal Justice

- Ferris State University – Generalist (BS)
- Indiana Tech (BS)
- Saginaw Valley State University (BA)
- University of Olivet (BA)

Education

- Kellogg Community College: Early Childhood Education (AAS)
- University of Olivet: Integrative Studies, Teaching Pathway (BA)

Engineering, Manufacturing & Skilled Technologies

- Ferris State University
 - Mechanical Engineering Technology (BAS)
 - Plastics Engineering Technology (BAS)
 - Surveying Engineering (BAS)
 - Surveying Technology (AAS)

Environmental & Natural Sciences

- Goshen College: Environmental and Marine Science (BS)
- Saginaw Valley State University: Environmental Science (BS)
- Western Michigan University
 - Biochemistry (BS)
 - Biology (BS)
 - Biomedical Studies (BS)
 - Chemistry (BS)

Health Sciences & Administration

- Central Michigan University: Dietetics (BA or BS)
- Davenport University
 - Biological Laboratory Science (BS)
 - Biological Laboratory Science with Medical Laboratory Specialty (BS)
 - Health and Human Services Case Management Completion – RN Nursing (BS)
 - Health Information Management with Cancer Tumor Registry Specialty (BS)
 - Health Services Administration Completion – Allied Health (BS)
 - Health Services Administration Completion – RN Nursing (BS)
- Ferris State University
 - Allied Health Sciences (BS)
 - Health Information Management (BS)
- Western Michigan University: Health Administration (BS)

Information Technology, Computer Science & Cybersecurity

- Davenport University
 - Cyber Defense (BS)
 - Data Science and Analytics (BS)
 - Network Management and Security (BS)
- Ferris State University: Information Security and Intelligence (BS)
- Indiana Tech
 - Computer Science (BS)

- Cybersecurity (BS)
- Information Systems (BS)

Interdisciplinary & Liberal Studies

- Arizona State University
 - Interdisciplinary Studies (BA)
 - Liberal Studies (BA)
- Ferris State University: Integrative Studies (BS)
- University of Olivet: Integrative Studies (BA)

Nursing (RN to BSN Programs)

- Arizona State University
- Baker College
- Davenport University
- Ferris State University
- Saginaw Valley State University
- Western Michigan University

Psychology & Human Services

- Arizona State University: Organizational Leadership (BA)
- University of Olivet
 - Psychology (BA)
 - Social Work (BSW)
- Western Michigan University
 - Psychology (BA)
 - Social Work (BSW)

General Transfer Agreements

- Baker College
- Grand Valley State University
- Trine University, Trine Online

Glen Oaks is a signatory of the Michigan Transfer Agreement. With this plan, a student can complete 30 semester credits of college-level credits which will fulfill a portion of the general education requirements at a participating college or university. The College is also engaged in the Guided Pathways initiative and has been a signatory on the pathways that have been completed through the Michigan Community College Association. Glen Oaks also participates in the MiTransfer Pathways and the MiWorkforce Pathways and is actively participating in MiLEAP's My Transfer Pathways, completing pathways from GOCC to 4-year colleges in business, computer information systems, cybersecurity, design and applied arts, and health administration.

C. Unique Characteristics of GOCC Mission

The College houses seven K-12 Career and Technical Education programs on campus.

These include:

- Automotive Technologies
- Aviation
- Computer Coding & Gaming
- Computer Science & Technology
- Graphic Design
- Public Safety
- Welding

The College's Agricultural Equipment Technology program is unique in Michigan and provides skills that are in demand in the vast agricultural businesses of west Michigan and northern Indiana. Students in this program actively plan, plant, monitor, and harvest crops on the College's farm.

D. Economic Impact

Glen Oaks Community College provides significant economic value to its service area and to the State of Michigan through its operations, capital investment, student spending, and the increased productivity of its graduates. A 2024 economic impact study conducted by Lightcast analyzed the College's economic contribution using FY 2021-22 data.

During the analysis year, Glen Oaks' operations, construction activity, student spending, and alumni productivity generated \$39.9 million in added income within the Glen Oaks service area. This economic activity represented approximately 1.6% of the region's gross regional product (GRP) and was equivalent to supporting 665 jobs.

The College's economic impact included the following:

- Operations spending: College operations generated approximately \$9.6 million in added income, equivalent to supporting 138 jobs in the service area.
- Construction spending: Glen Oaks' construction activity generated approximately \$454,600 in added income, equivalent to supporting nine jobs.
- Student spending: Spending by students who relocated to or remained in the region because Glen Oaks generated approximately \$555,600 in added income, equivalent to supporting four jobs.
- Alumni impact: The increased productivity of former Glen Oaks students employed within the service area generated approximately \$29.3 million in added income, equivalent to supporting 515 jobs.

The Lightcast study also evaluated Glen Oaks as an investment from the perspectives of students, taxpayers, and society:

Student perspective: Students receive an estimated present value of \$35.4 million in increased earnings over their working lives. This represents \$6.30 in higher future earnings for every dollar students invest in their education at Glen Oaks, with an annual rate of return of 20.8%.

Taxpayer perspective: Michigan taxpayers provided \$11.2 million in state and local funding to Glen Oaks during FY 2021-22. In return, taxpayers are projected to receive benefits through increased tax revenues associated with students' higher lifetime earnings and increased business output, as well as public-sector savings associated with reduced demand for government-funded social services. For every tax dollar spent educating Glen Oaks students, taxpayers receive an average of \$1.30 in return over the course of students' working lives, representing an annual rate of return of 1.3%.

Social perspective: People in Michigan invested \$20.6 million in Glen Oaks during FY 2021-22. The study estimates that Michigan will receive \$148.7 million in added state revenue over the course of students' working lives, along with approximately \$5.1 million in social savings associated with reduced crime, lower welfare and unemployment assistance, and increased health and well-being. For every dollar society invests in Glen Oaks, an average of \$7.50 in benefits will accrue to Michigan over the course of students' careers.

Together, these findings demonstrate that Glen Oaks contributes to the regional economy not only through its direct operations and capital investments, but also through its central educational mission. The largest component of the College's measured economic impact comes from the increased productivity of former students working in the region, illustrating the long-term economic value of helping students successfully complete education and training and participate in Michigan's workforce.

III. Staffing and Enrollment

a. Student Enrollment Levels

In academic year 2025-26, Glen Oaks Community College enrolled an unduplicated headcount of 1,907 credit-bearing students. Of these, 866 were post-secondary students and 1,045 were high school students served through dual enrollment, Early Middle College (EMC), and Career and Technical Education (CTE); a small number of students were represented in both categories during the academic year. Among post-secondary students, 55.7 percent (482) attended full-time and 44.3 percent (384) attended part-time, continuing a multi-year shift toward full-time attendance. The table below presents current full- and part-time post-secondary enrollment by academic meta major. Program enrollment is duplicated by design: students actively enrolled in more than one program are counted in each program so that enrollment in every program can be monitored.

Academic Meta Major	Full-Time	Part-Time	Total
Art & Design	239	149	388
Business	123	55	178
Health Sciences	79	67	146
Manufacturing & Skilled Trades	31	32	63
Computers & Information Technology	22	22	44
Math, Science & Engineering	25	15	40
Agriculture	14	14	28
Human Services	19	6	25
Non-Program / Guest	34	92	126
Program Enrollments (duplicated)	586	452	1,038
Total, Post-Secondary (unduplicated)	482	384	866

Source: GOCC Fact Book, AY 2025-26 (Summer 2025, Fall 2025, Winter 2026). Program counts are duplicated for students enrolled in more than one program, so program rows sum to 1,038 program enrollments among 866 unduplicated post-secondary students. Full-/part-time reflects status during the year. Dual-enrolled high school students (1,045) are non-program and are shown in subsection b.

Program access. Instruction is delivered primarily at the main campus in Centreville, supplemented by dual enrollment delivery at partner high schools and by online and hybrid coursework. Distance education is a substantial part of how students access the College. Of the 1,278 undergraduates enrolled in Fall 2025, 357 (28 percent) took courses exclusively through distance education, 463 (36 percent) combined distance and on-campus courses, and 458 (36 percent) enrolled only in on-campus or other face-to-face courses. Degree- and certificate-seeking students relied on distance education most heavily: 74 percent took at least one distance course, compared with 54 percent of non-degree-seeking students, most of whom are dual-enrolled high school students.

b. Enrollment Patterns, Last 5 years

Total headcount grew 16.3 percent over the five-year period, from 1,640 in 2021-22 to 1,907 in 2025-26. Growth has been driven chiefly by high school partnerships: dual-enrolled headcount rose 36 percent (771 to 1,045), while post-secondary headcount returned to and modestly exceeded its pre-pandemic level after dipping to 627 in 2022-23. Fiscal-year equated students (FYES), reported per the state Activities

Classification Structure (ACS), grew faster still, from 676 in 2021-22 to 825 in 2024-25 and an estimated 870 in 2025-26 (preliminary), an increase of about 29 percent that is consistent with the rising share of students attending full-time. Headcount is reported by academic year (summer-leading: Summer, Fall, Winter) while FYES is reported by state fiscal year, so the two measures are presented on their own bases below.

Academic Year	Total Headcount	Post-Secondary	Dual-Enrolled (HS)	FYES (ACS)
2021-22	1,640	869	771	676
2022-23	1,595	627	1,005	684
2023-24	1,698	750	971	750
2024-25	1,883	852	1,043	825
2025-26	1,907	866	1,045	870*

Sources: Headcount from GOCC Fact Book (unduplicated, credit-bearing, academic year). Post-secondary and dual-enrolled columns may sum to slightly more than the total because a small number of students (4 to 37 per year) were enrolled in both categories within the same year. FYES from official ACS reporting (state fiscal year). *2025-26 FYES is a preliminary estimate; the official figure will be reported to the state on November 1, 2026.

Additional patterns. Within the post-secondary population, the full-time share rose from 45.7 percent (2021-22) to 55.7 percent (2025-26). Fall-to-winter persistence among new post-secondary students improved from 62.2 percent to the low-to-mid 70s (72.5 percent in the most recent cohort). Dual-enrollment growth was broad based, with Early Middle College nearly doubling (136 to 233) and CTE reaching 438. The three largest programs by headcount are Art & Design, Business, and Health Sciences.

c. Projected Enrollment, Next 5 years

The College expects two offsetting forces over the next five years. The regional high school pipeline is contracting: MiSchoolData show a ~4.1% decline in St. Joseph County graduates over five years, with a sharp single-year drop projected for spring 2028 (~13% countywide; Sturgis High School ~19%). At the same time, the College projects continued growth in nontraditional adult learners, particularly through Michigan Reconnect, alongside continued expansion of Early Middle College and CTE partnerships. New programming will also contribute: a Radiologic Technology AAS, developed with Beacon Health System in Three Rivers to meet regional workforce demand, will admit approximately 15 students annually at launch, growing to up to 20 per year. On balance, GOCC anticipates modest, steady overall enrollment gains, with the mix shifting toward dual-enrolled and adult learners.

d. Instructional and Administrative Ratios

Instructional. The student-to-faculty ratio reported to IPEDS is 24:1. Because the IPEDS method excludes adjuncts employed through third-party providers, the ratio students experience is lower; using the National Community College Benchmark Project (NCCBP) method, which counts adjuncts, the ratio is 12:1.

Administrative. Glen Oaks employed 90 full-time and 18 part-time staff, or 96 full-time-equivalent (FTE) employees (IPEDS Human Resources, Fall 2025; FTE equals full-time staff plus one-third of part-time staff). Of these, 26 FTE were instructional staff and 70 FTE were non-instructional, including 25 FTE in management occupations. Measured against 2025-26 FYES (870, preliminary), the College serves approximately 35 students per administrative (management) FTE and 12 students per non-instructional FTE.

e. Projected Staffing Needs

Staffing needs will track the enrollment outlook in subsection c: relatively stable overall demand with growth concentrated in dual enrollment, CTE, and adult-serving programs. The new Radiologic Technology program requires dedicated positions to meet programmatic accreditation standards of the Joint Review Committee on Education in Radiologic Technology (JRCERT): a full-time Program Director and a full- or part-time Clinical Coordinator. Once program enrollment exceeds 20 students, additional faculty or lab assistants will be needed to maintain the required 1:6 student-to-faculty ratio during energized laboratory instruction.

f. Average Class Size

Average class size is 15 students, as reported to the NCCBP. Average class size is not projected to change materially over the plan period, consistent with the College's mission and current programming.

IV. Facilities Assessment

Glen Oaks Community College completed a comprehensive professional facilities assessment in 2026 with GMB Architecture + Engineering. The assessment evaluated the physical condition of the College's facilities and infrastructure, including civil and site conditions, building envelopes, roofing, accessibility, interior finishes, life safety systems, mechanical, plumbing, electrical, and other major building systems.

Overall, the campus was found to be well maintained, with several areas benefiting from recent renovation. The most significant remaining needs are concentrated in building systems and components that are approaching or have reached the end of their useful lives. Priority areas identified by GMB include life safety systems, roof systems, mechanical and plumbing systems, electrical infrastructure, site and accessibility improvements, and targeted renovation of older portions of the facility. The assessment recommends coordinating related architectural, mechanical, plumbing, electrical, and finish improvements whenever possible to improve efficiency and reduce construction costs.

Facility Utilization

In 2026, Glen Oaks Community College engaged GMB Architecture + Engineering to complete a comprehensive Space Utilization Study. The study analyzed course-level room assignments and room reservation data from 2019, 2021, and 2025 and compared the College's instructional space utilization with benchmarks developed from comparable community colleges and national classroom planning research.

The study concluded that the College currently has sufficient instructional space to support its academic programs. It also identified opportunities to improve the efficiency of existing space through strategic room assignments, course consolidation, expanded use of Super Lab environments where appropriate, and continued investment in flexible and hybrid learning environments. The analysis found that square footage allocated per student generally exceeds established benchmarks across academic departments, indicating that future space needs may often be addressed through optimization and repurpose of existing facilities rather than expansion of the College's physical footprint.

Classroom utilization is concentrated primarily during weekday daytime hours. The College operates much of its instructional schedule Monday through Thursday between approximately 8:00 a.m. and 5:00 p.m., with a limited number of evening and Friday classes and minimal weekend instruction. Utilization decreases significantly during the summer semester, when fewer courses are offered on campus, a greater proportion of instruction is delivered online, and high school dual-enrollment and Career and Technical Education students are generally not present on campus.

The College's instructional delivery model has also evolved over time. GMB found increased use of Super Lab environments and hybrid instruction between 2019 and 2025, demonstrating the College's ability to

adapt instructional delivery and space assignments to changing academic needs. The College will continue to use the Space Utilization Study, enrollment trends, academic programming needs, and the Facilities Master Plan to guide future decisions regarding renovation, repurposing, and expansion of instructional space.

Building Systems and Infrastructure

The 2026 facilities assessment identified several building systems that will require significant investment during the planning period. Mechanical systems represent the largest category of identified need, with aging air handling equipment, hydronic piping, rooftop units, ductwork, and related infrastructure requiring phased replacement. Plumbing needs include aging domestic water, sanitary, and storm drainage infrastructure, while electrical improvements include upgrades to older distribution equipment, lighting, emergency lighting, and communication systems.

Site and infrastructure needs include pavement replacement, site lighting, drainage and catch basin repairs, accessibility improvements, and other safety-related work. Roof replacement and repair needs were also identified in multiple areas of the facility.

Accessibility and Life Safety

GMB identified several accessibility and life safety improvements for future capital planning, including ADA improvements at parking areas and crosswalks, updates to door hardware, emergency lighting improvements, enhanced security measures, and consideration of a campus-wide public address or mass notification system.

Deferred Maintenance

The 2026 GMB facilities assessment identified approximately \$28.1 million in capital repair, replacement, and renewal needs over a ten-year planning horizon. Of that amount, approximately \$6.0 million was identified within the 1–3 year action threshold, \$15.6 million within the 4-6 year threshold, and \$6.6 million within the 7-10 year threshold.

Not all identified needs represent currently deferred maintenance; the assessment also includes anticipated lifecycle replacement and future capital renewal needs. However, the assessment provides the College with a comprehensive framework for prioritizing building systems and infrastructure based on condition, useful life, safety, programmatic impact, and available funding.

Addressing high priority needs proactively will reduce the likelihood of emergency repairs, service interruptions, and escalating replacement costs. Lower-priority items may be phased over the five-year planning period and coordinated with future renovations to improve efficiency and minimize disruption to academic programs.

Energy Planning

The College does not currently maintain a formal enterprise-wide energy plan or comprehensive campus energy audit. Energy efficiency is instead incorporated into facility renovation and capital planning decisions, including LED lighting, modern building controls, replacement of aging mechanical equipment with more efficient systems, and consideration of lifecycle operating costs. As future capital projects are developed, the College will continue to evaluate opportunities to improve energy efficiency and reduce long-term operating costs.

Land and Future Development

Glen Oaks Community College owns sufficient campus property to support its current operations and anticipated near-term facility needs. Future development decisions will be guided by the College's Facilities Master Plan, programmatic needs, enrollment trends, infrastructure capacity, and available financial

resources. Currently, the College is not anticipating the acquisition of additional land as a component of its five-year capital planning.

V. Implementation Plan

a. Prioritize major capital projects requested from the State, including a brief project description and estimated cost, in the format provided. (Adjust previously developed or prior year's figures utilizing industry standard CPI indexed where appropriate).

Priority 1: Student Success Center Renovation & Expansion – \$22,471,749

Renovation and expansion of the existing A-Wing to create an integrated Student Success Center encompassing approximately 47,000 square feet. The project will centralize student-facing services, create a new welcome desk and expand one-stop service environment, provide dedicated space for basic-needs support and the Campus Cupboard, and construct Viking Hall as a flexible student and community gathering space. The project will also improve accessibility, circulation, wayfinding, building systems, technology, and the connection between the College's main entrance and central Concourse.

b. If applicable, provide an estimate relative to the institution's current deferred maintenance backlog. Define the impact of addressing deferred maintenance and structural repairs, including programming impact, immediately versus over the next five years.

The 2026 Facilities Assessment identified approximately \$28.1 million in capital repair, replacement, and renewal needs over a ten-year planning horizon, including approximately \$6.0 million within the 1-3 year action threshold and \$15.6 million within the 4-6 year threshold. Not all identified needs represent currently deferred maintenance; the assessment also includes anticipated lifecycle replacement and future capital renewal needs.

Addressing the highest-priority needs in the near term will reduce the risk of system failures, emergency repairs, service interruptions, escalating costs, and disruption to academic and student-support operations. Other identified needs may be strategically phased over the next five years based on condition, useful life, safety, programmatic impact, available funding, and opportunities to coordinate work with planned renovations. This phased approach will allow the College to address critical needs while managing financial resources and minimizing disruption to campus operations. Additional detail regarding identified facility needs is provided in Appendix A, Facilities Assessment.

c. Include the status of on-going projects financed with State Building Authority resources and explain how completion coincides with the overall Five-Year Capital Outlay Plan.

There are currently no on-going projects financed with State Building Authority resources.

d. Identify, to the extent possible, a rate of return on planned expenditures. This could be expressed as operational savings that a planned capital expenditure would yield in future years.

Capital investments are evaluated not only based on initial project cost but also on their potential to reduce future operating and maintenance costs, improve energy efficiency, avoid emergency repairs, extend the useful life of existing facilities, and support more efficient use of campus space.

Where feasible, the College will coordinate building-system replacement with planned renovations so that related work can be completed together, reducing duplication, disruption, and future construction costs. Investments in aging mechanical, electrical, plumbing, roofing, and other infrastructure are expected to improve reliability and reduce the financial and operational risk associated with system failures and emergency replacement.

e. Where applicable, consider alternatives to new infrastructure, such as distance learning.

The College continually evaluates how programs and services are delivered to ensure the effective and efficient use of existing resources. When feasible, the College prioritizes renovation, modernization, and repurposing of existing facilities rather than construction of entirely new infrastructure. Alternative delivery methods, including online and virtual student services, are also utilized when appropriate.

The proposed Student Success Center reflects this approach by renovating approximately 23,000 square feet of existing space and strategically adding approximately 24,000 square feet where needed to support functions that cannot be fully addressed through the existing configuration. While virtual services provide important flexibility for students, they do not eliminate the need for accessible in-person advising, enrollment assistance, financial aid, counseling, career support, basic-needs assistance, student engagement, and other services. The project therefore balances adaptive reuse of existing facilities, technology-enabled service delivery, and targeted expansion.

f. Identify a maintenance schedule for major maintenance items in excess of \$1,000,000 for fiscal year 2027 through fiscal year 2031.

The 2026 Facilities Assessment establishes action thresholds rather than assigning individual projects to specific fiscal years. Accordingly, the College has identified below the major maintenance and capital renewal needs exceeding \$1 million that are expected to require attention during or overlap the FY 2027-2031 period. Specific fiscal-year scheduling will be established through annual capital budgeting and implementation of the Facilities Master Plan based on condition, urgency, project coordination, and available funding.

Major Need	Assessment Action Threshold	Estimated Cost
Mechanical systems	1-3 years	\$3.48 million
Mechanical systems	4-6 years	\$3.79 million
Civil & site improvements	4-6 years	\$1.23 million
Interior finishes/renovation	4-6 years	\$6.93 million

g. Identify the amount of non-routine maintenance the institution has budgeted for in its current fiscal year and relevant sources of funding.

The College has budgeted approximately \$1.5 million in the current fiscal year for non-routine maintenance and capital improvement needs. These expenditures are funded primarily through the College's capital reserves, which have been accumulated over multiple fiscal years to support major repairs, equipment replacement, facility improvements, and other non-routine capital needs. Additional funding sources may be utilized when available and appropriate for specific projects.

Appendix A - Facility Assessment



GLEN OAKS

COMMUNITY COLLEGE

2026 Facility Assessment

Executive Summary

Glen Oaks Community College / 2026 Facility Assessments

Key Findings

Overall, Glen Oaks Community College appears to be well maintained, with several areas having benefited from new renovations and past renovations. The most significant needs are concentrated in areas where materials, infrastructure, and equipment are approaching or have reached the end of their useful life cycle.

- Recently renovated areas generally have fewer deferred-maintenance items.
- Several roof areas are due for repair, coating, or replacement within a ten-year planning period.
- Mechanical and plumbing systems are showing significant needs and should be prioritized.
- Electrical systems are due for repair or replacement in areas earmarked for renovations.
- Interior finishes remain generally serviceable but select areas (1993 & 2005 additions) would benefit from a coordinated refresh.
- ADA accessibility, life safety, site lighting, and security-related improvements should be considered as part of future projects.

Priority Needs

The highest priority needs identified through the assessment include roof work, major building-systems, site and accessibility improvements, and a targeted renovation in older building areas (1993 & 2005) that have not yet been renovated. These items should be coordinated where possible so that related architectural, plumbing, mechanical, electrical, and finish work can be planned together and maximize efficiency to reduce cost of construction.

Ten-Year Planning Approach

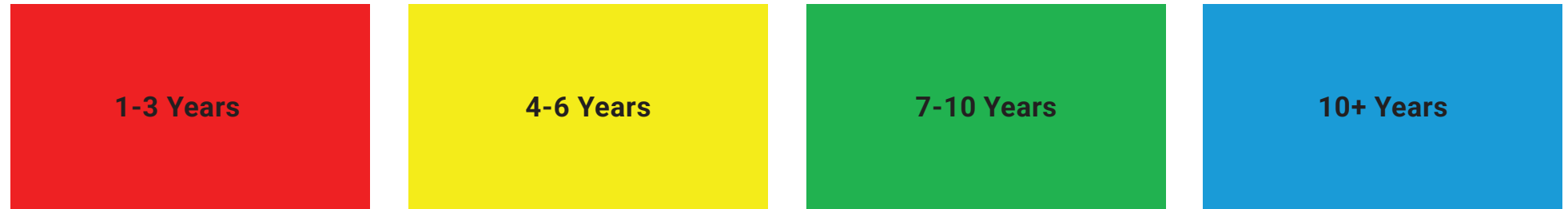
Building and site components were assigned action thresholds to help prioritize work within a ten-year capital planning framework. Estimates are based on 2026 construction cost information and include future inflation in the budgets identified. Architectural and construction management fees are not included.

Executive Summary

Glen Oaks Community College / 2026 Facility Assessments

ACTION THRESHOLDS

The building and site components are rated with the following Action Thresholds:



ACTION THRESHOLD				DEFINITION
1-3	4-6	7-10	10+	The period of time in which a component has reached the end of its useful life cycle. The material or component should be evaluated for repair or replacement in order to maintain the integrity of the component or system.

SECTION 1 - EXECUTIVE SUMMARY

1.1 Facilities Assessment

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

Appendix B - Capital Outlay Major Project Request

FISCAL YEAR 2028

CAPITAL OUTLAY MAJOR PROJECT REQUEST

Institution Name: Glen Oaks Community College

Project Title: Student Success Center Renovation & Expansion

Project Focus: Integration of sustainable design to enhance efficiency & operations of the facility

Type of Project: Renovation and Expansion

Approximate Square Footage: Total 47,000 SF | 23,000 SF Renovation; 24,000 SF New Construction

Total Estimated Cost: \$22,471,749

Estimated Duration of the Project: Three Years

Is the Five-Year Plan posted on the institution's public internet site? Yes

Is the requested project the top priority in the Five-Year Capital Outlay Plan? Yes

Project Purpose:

The purpose of the Student Success Center Renovation & Expansion is to create a centralized, welcoming, and accessible hub for student services, support, engagement, career development, and community connection at Glen Oaks Community College. The project will renovate and expand the existing A-Wing to improve the student experience from the moment students and visitors enter the College and throughout their educational journey.

A central component of the project is an expanded one-stop student services environment designed to reduce barriers and simplify how students navigate the College. The Student Success Center will include a new centralized welcome desk and access to advising, counseling, registration, admissions, financial aid, cashier services, Early/Middle College, dual enrollment, student clubs and engagement, veteran services, career advising, and the TRIO Student Support Services program. Bringing these functions together will provide students with coordinated access to support from initial inquiry and enrollment through academic progress, completion, transfer, and transition to employment.

The project will also provide dedicated and expanded space for basic-needs support, including the College's Campus Cupboard, and will create Viking Hall, a flexible multipurpose gathering space supporting student engagement, educational programming, employer and community partnerships, meetings, workshops, and College events.

By bringing critical services together in a highly visible and accessible location, the project is intended to reduce barriers to accessing support, improve navigation and coordination of student services, strengthen student engagement and belonging, and support student persistence and completion. The project reflects the College's commitment to supporting the whole student throughout the educational journey and recognizes that academic success is influenced by students' academic, financial, career, social, and basic-needs experiences.

Scope of the Project:

The project will renovate and expand the existing A-Wing of Glen Oaks Community College to establish an integrated Student Success Center. The proposed scope includes approximately 23,000 square feet of renovation and 24,000 square feet of new construction.

The project will include reconfiguration and expansion of the existing one-stop student services area; creation of a centralized welcome desk; space supporting advising, counseling, registration, admissions, financial aid, cashier services, Early/Middle College, dual enrollment, student engagement, veteran services, career advising, and TRIO Student Support Services; expanded space for the Campus Cupboard and other basic-needs support; and construction of Viking Hall as a flexible multipurpose student and community gathering space.

The project will also include improvements to circulation, visibility, accessibility, daylight, wayfinding, building systems, technology, furnishings, and related infrastructure necessary to support the renovated and expanded space.

The concept builds upon the existing A-Wing and main campus entrance rather than creating a separate student services facility. The Campus Master Plan envisions the expanded one-stop and Viking Hall as an integrated connection between the main entrance and the College's central Concourse, creating a clearer and more intuitive path to academic and student-service areas throughout the building.

Final square footage and individual project components will be refined through professional planning and design.

Program Focus of Occupants:

The Student Success Center will serve the entire Glen Oaks student population, including traditional students, transfer students, dual-enrolled and Early/Middle College students, adult learners, workforce and career-technical students, veterans, and prospective students. The Center will house or provide centralized access to services supporting students from initial inquiry and enrollment through persistence, completion, transfer, and employment.

The Center's student-service functions will include a centralized welcome desk, advising, counseling, registration, admissions, financial aid, cashier services, Early/Middle College and dual enrollment services, student clubs and engagement, veteran services, career advising, and TRIO Student Support Services.

The Student Success Center will also provide a more functional and accessible home for the College's Campus Cupboard. In calendar year 2025, the Campus Cupboard served 47 unduplicated households and 142 unduplicated individuals through 298 instances of food assistance. Use was projected to increase approximately 25 percent in 2026, continuing a multi-year pattern of significant growth. The current space limits students' ability to access and select food based upon their individual needs. The proposed project will provide additional student-accessible space to better accommodate this growing basic-needs service.

The facility will also support employees, community partners, prospective students and families, employers, and community members participating in College programs and events. Viking Hall will provide flexible space capable of supporting student activities, educational programming, employer engagement, community partnerships, meetings, workshops, and other institutional functions.

How does the project support Michigan's talent enhancement, job creation, and economic growth initiatives on a local, regional, and/or statewide basis?

The proposed Student Success Center will strengthen Glen Oaks Community College's ability to recruit, enroll, retain, and support students pursuing degrees, certificates, workforce credentials, transfer pathways, and other educational opportunities that prepare individuals for employment, career advancement, and continued education in Michigan.

The Center will reduce barriers to accessing student services by creating a centralized and coordinated location where students can obtain assistance throughout their educational journey. Improved access to advising, enrollment, financial, career, and basic-needs resources will support student persistence and credential completion, helping increase the number of skilled graduates available to regional employers.

The project will also provide physical infrastructure supporting The Oaks Advantage, Glen Oaks Community College's emerging institution-wide career-success initiative. The Oaks Advantage is intended to build a comprehensive career-services infrastructure, deepen partnerships with regional employers, expand career exploration and preparation, increase internships, clinical experiences, apprenticeships and other work-based learning opportunities, and create stronger connections between classroom learning and careers.

The long-term vision of The Oaks Advantage is for students to leave Glen Oaks with a career plan, relevant work experience, connections to employers, and a clear pathway to economic opportunity. Career advising within the Student Success Center, together with flexible employer-engagement and programming space in Viking Hall, will help integrate career planning and employer connections throughout the student experience rather than treating career services as an activity occurring only near graduation.

The Student Success Center will therefore serve as both a student-success investment and a workforce-development investment by helping more students complete educational pathways, connect with employers, and transition successfully into employment or continued education.

How does the project enhance the core academic, development of critical skills degrees and/or research mission of the institution?

The Student Success Center directly supports Glen Oaks Community College's academic mission by improving students' access to the services and resources necessary to enter, navigate, and successfully complete their educational programs.

While instruction will continue to occur throughout the College's academic facilities, student success depends upon more than classroom instruction. Students must be able to effectively navigate admissions, registration, financial aid, advising, counseling, career planning, basic-needs assistance, and other support services throughout their educational journey. Centralizing and coordinating these functions will reduce unnecessary hand-offs, improve communication, and make support more accessible to students.

The project reflects a comprehensive approach to student success in which academic instruction and student support operate as interconnected components of the educational experience. By bringing services together and creating clearer pathways for students to obtain assistance, the Student Success Center will strengthen the support infrastructure necessary for students to persist, complete credentials, transfer successfully, and transition into employment.

The project therefore complements the College's investments in classrooms, laboratories, career and technical education, and other instructional facilities by strengthening the student-support infrastructure necessary for students to successfully access and complete those programs.

Describe how the project will support enrollment growth and expanded opportunities.

The project directly supports the College's strategic enrollment goals by improving the experience of prospective and current students at critical points throughout the enrollment lifecycle. A centralized welcome and student-services environment will provide a clear point of entry for prospective students and families and simplify access to admissions, registration, financial aid, advising, counseling, and other services for current students.

The College's planning process identified opportunities to strengthen the student journey by reducing uncertainty, improving coordination and hand-offs, and establishing clearer pathways for students seeking traditional academic programs as well as dual enrollment, Early/Middle College, adult education, workforce and career-technical programs, transfer opportunities, and career placement support.

The Student Success Center will support recruitment and retention by creating a more welcoming first impression, making services easier to navigate, increasing access to support, and creating spaces that encourage students to remain connected and engaged with the College. The inclusion of basic-needs

support, career advising, student engagement, TRIO Student Support Services, veteran services, and flexible gathering space recognizes that enrollment, persistence, and completion are influenced by the full range of students' academic and non-academic experiences.

The College's 2026 Space Utilization Study focused on instructional spaces and therefore does not provide utilization metrics for administrative or student-service functions. The Student Success Center is not being proposed in response to a shortage of general instructional classroom capacity. Rather, the project addresses the configuration, accessibility, visibility, coordination, and functionality of student-facing services within the existing facility. This is consistent with the Space Utilization Study's broader finding that future needs should often be addressed through optimization and strategic repurposing of existing facilities rather than simply expanding instructional capacity.

Is the requested project focused on a single, stand-alone facility?

Yes. The project is focused entirely on the renovation and expansion of the A-Wing within Glen Oaks Community College's existing main campus building. All proposed project components are part of an integrated Student Success Center located within and immediately adjacent to the existing A-Wing.

The project does not involve construction of a separate satellite or stand-alone building. Rather, the proposed expansion is physically and functionally integrated with the existing main campus facility and is intended to strengthen the relationship between the College's primary entrance, student services, central Concourse, and other campus functions.

How does the project support investment in or adaptive repurposing of existing facilities and infrastructure?

The project represents a substantial reinvestment in the College's existing main campus facility. Rather than constructing a separate student services building, Glen Oaks proposes to renovate, reconfigure, and strategically expand the existing A-Wing to better support contemporary student-service delivery, career development, engagement, and community connection.

Approximately 23,000 square feet of the project consists of renovation of existing space. The project will build upon existing campus infrastructure and previous renovations while improving the functionality, accessibility, circulation, visibility, and utilization of the College's primary entrance and student-services area.

The proposed design consolidates related student-facing functions and creates shared and flexible spaces capable of accommodating multiple activities and evolving needs. This approach allows the College to maximize the value of its existing physical assets while adapting the facility to better serve current and future students.

The project is consistent with the Campus Master Plan's guiding principle to "embellish existing assets" and make strategic, intentional improvements that build upon previous campus investments.

Does the project address or mitigate any current health or safety deficiencies relative to existing facilities?

The primary purpose of the project is to address student-service, accessibility, circulation, wayfinding, engagement, and space-functionality needs rather than to correct a specific identified life-safety deficiency.

However, renovation and expansion of the A-Wing will provide an opportunity to address applicable building-code, accessibility, emergency-egress, building-system, and other health and safety requirements as part of final design. The College's 2026 Facilities Assessment identified campus-wide needs related to accessibility,

emergency lighting, door hardware, security, and other life-safety considerations that will inform future capital planning.

Any specific deficiencies affecting the project area identified through the Facilities Assessment or subsequent professional design review will be incorporated into the project scope as appropriate.

How does the institution intend to integrate sustainable design principles to enhance the efficiency and operations of the facility?

The project will incorporate sustainable design principles with an emphasis on maximizing the useful life and efficiency of existing facilities, minimizing lifecycle costs, and creating flexible spaces capable of adapting to future needs.

Renovating and repurposing approximately 23,000 square feet of the existing A-Wing reduces the need for entirely new stand-alone infrastructure and allows the College to leverage existing building systems and previous capital investments. The design will consolidate and better organize student-facing functions within the A-Wing, improve the relationship between the main entrance, student services, and central Concourse, and create flexible multipurpose space capable of supporting a variety of student, institutional, employer, and community activities.

Professional planning and design will evaluate energy-efficient building systems, lighting and controls, durable and maintainable materials, efficient use of space, and lifecycle operating costs. Opportunities to increase natural daylight and views will also be incorporated where practical.

The Campus Master Plan specifically identifies increased daylight, expanded views, and improved visibility as design strategies for the A-Wing. These improvements will enhance the physical environment while strengthening accessibility, circulation, and wayfinding between the main entrance and central Concourse.

Are matching resources currently available for the project? If yes, what is the source for the matching resources? If not, identify the intended source and the estimated timeline for securing said resources.

The College anticipates funding its required institutional share through a combination of existing capital reserves, philanthropic support generated through a capital campaign involving community and regional partners, and, if necessary, proceeds from a future bond issue.

Based on the current total project estimate of \$22,471,749 and maximum State participation of 50 percent, the College's current planning assumption is an institutional share of approximately \$11.24 million. The final institutional commitment and mix of funding sources will be determined following State action on the project and further refinement of project costs through professional planning and design.

Existing capital reserves provide the College with an initial source of institutional funding, while a capital campaign will provide an opportunity for community partners, employers, donors, alumni, and other stakeholders to participate in an investment that directly supports student success and regional economic development. The College may also evaluate a bond issue as an additional financing mechanism if needed.

The financing strategy will be developed to preserve appropriate operating liquidity while ensuring that the College can meet its required project commitment and maintain long-term financial sustainability.

If authorized for construction, the state typically provides a maximum of 50% of the total cost for community college projects. Does the institution intend to commit additional resources that would reduce the state share from the amounts indicated? If so, by what amount?

The College is requesting the maximum State participation available for an eligible community college capital outlay project and does not currently anticipate committing institutional resources specifically to reduce the State's share below the maximum eligible amount.

Based on the current project estimate of \$22,471,749, the College anticipates responsibility for approximately 50 percent of eligible project costs, or approximately \$11.24 million, subject to final project scope, eligible costs, State authorization, and professional design.

The final financing plan and institutional contribution will be refined as project costs are validated through professional design and the availability of philanthropic and other financing resources becomes clearer.

Will the completed project increase operating costs for the institution? If yes, please provide an estimated cost (annually and over a five-year period) and indicate whether the institution has identified available funds to support the additional costs.

Because the project includes both renovation of existing space and approximately 24,000 square feet of new construction, the College anticipates some incremental increase in operating costs associated primarily with utilities, custodial services, routine building maintenance, technology, and future equipment replacement.

Significant increases in staffing or program operating costs are not currently anticipated solely as a result of the facility project because the Student Success Center will primarily consolidate and improve functions already provided by the College.

A reliable annual operating-cost estimate is not yet available because final building-system design and project programming have not been completed. Annual and five-year operating-cost projections will be developed during professional planning and design and incorporated into the College's long-range operating forecast before construction authorization.

Energy-efficient building systems, lighting and controls, durable materials, flexible space design, and lifecycle operating costs will be considered during design to minimize ongoing operating expenses. The College intends to support incremental operating costs through its existing operating budget and long-range financial planning.

What impact, if any, will the project have on tuition costs?

The project is not anticipated to have a direct impact on tuition rates. The College does not intend to fund its institutional share through a project-specific tuition increase.

The institutional share is anticipated to be funded through a combination of capital reserves, philanthropic support generated through a capital campaign, and, if necessary, bond financing. State capital outlay participation will allow the College to make this strategic investment while preserving operating resources available to support affordable tuition, academic programs, and student services.

If this project is not authorized, what are the impacts on the institution and its students?

If the project is not authorized, the College will continue providing student services within the existing A-Wing configuration. However, identified challenges related to student navigation, coordination and visibility of services, gathering and engagement space, career-support infrastructure, and access to basic-needs resources will remain.

The College's planning process identified opportunities to create a clearer student journey, reduce unnecessary hand-offs, improve communication and coordination, and provide students with more opportunities for engagement and support throughout their educational experience. Without the project, the College would continue addressing these needs incrementally within the limitations of the existing space.

The existing configuration would also continue to constrain the Campus Cupboard at a time when demand for food assistance has been growing. In 2025 alone, the program served 142 unduplicated individuals through 298 instances of food assistance, and additional student-accessible space has been identified as necessary to allow students to select food based upon their needs.

Delaying the project would also postpone implementation of a major recommendation of the College's Campus Master Plan and limit the College's ability to establish the centralized student-support and career-development environment envisioned through its strategic planning efforts and The Oaks Advantage.

The College could continue making smaller improvements over time, but this approach would not achieve the same level of integration among student services, career support, basic-needs assistance, student engagement, and community and employer programming envisioned through the comprehensive project.

What alternatives to the project were considered? Why is the requested project preferable to those alternatives?

The College considered continuing to provide student services within the existing A-Wing configuration and making smaller, incremental improvements as resources became available. The Campus Master Plan also evaluated broader alternatives for the location and configuration of campus gathering, student-service, and community space.

The College also considered the continued use of technology and virtual service delivery to supplement in-person student support. Online and remote services remain important components of the College's service model, particularly for students who take some or all of their coursework online. However, virtual services do not eliminate the need for accessible in-person support for prospective and current students, nor do they address the existing physical limitations associated with student navigation, engagement, basic-needs support, employer interaction, and community programming.

The proposed renovation and expansion is preferable because it builds upon the College's existing main entrance and student-services location, concentrates substantial investment within the existing campus facility, and creates an integrated connection between student services, career support, gathering space, and the central Concourse.

A coordinated renovation and expansion also provides greater opportunity to address accessibility, wayfinding, technology, building systems, career advising and employer engagement, basic-needs support, and flexible multipurpose space comprehensively rather than through a series of isolated renovations over time.

The proposed project therefore represents a strategic balance between reinvestment in existing facilities and targeted expansion necessary to achieve the College's long-term vision for a comprehensive Student Success Center.

A-Wing Renovation & Viking Hall Addition

Glen Oaks Community College

Campus Master Plan - October 2026



Construction Costs	Quantity	Unit	Unit Cost	Budget
Site Development				
Entry Improvements	20,000	SF	LUMP SUM	\$ 500,000
Upgrades to Lift Station	1		LUMP SUM	\$ 64,000
New Construction - Viking Hall (Full Buildout)	24,000	SF	\$ 350	\$ 8,400,000
Renovation of Existing	23,000	SF	\$ 175	\$ 4,025,000
Contractor GC's, Overhead, Profit	15%			\$ 1,948,350

Construction Costs Sub-Total \$ 14,937,350

Soft Costs	Quantity	Unit	Cost/Unit	Budget
Design Fees	8%			\$ 1,194,988
Reimbursables	3% of Design Fees			\$ 35,850
Construction Management Fees	6%			\$ 896,241
Plan Reviews	0.5%	Allow		\$ 74,687
Testing / Inspection	0.5%	Allow		\$ 74,687
Commissioning	0.5%			\$ 74,687
FFE	7%	Allow		\$ 1,045,615
Technology & Security	2%	Allow		\$ 298,747
Escalation (based on 2030)	15.7%			\$ 2,345,164
Design Contingency	5%			\$ 746,868
Project Contingency	5%			\$ 746,868

Soft Costs Sub-Total \$ 7,534,399

Budget Summary	Total
Construction Costs	66.5% \$ 14,937,350
Soft Costs	33.5% \$ 7,534,399

PROJECT TOTAL

\$ 22,471,749

A-Wing Renovation & Viking Hall Addition
Glen Oaks Community College
Campus Master Plan - October 2026



Entry Improvements

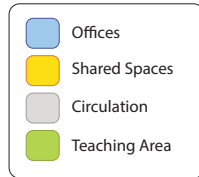
Upgrades to Lift Station



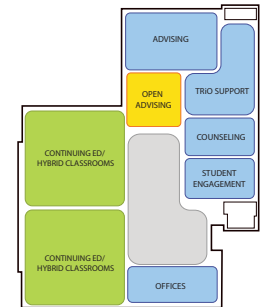
SECTION 4 - RECOMMENDATIONS

4.4 Building Concepts

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



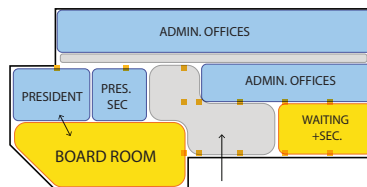
LOWER LEVEL F-WING



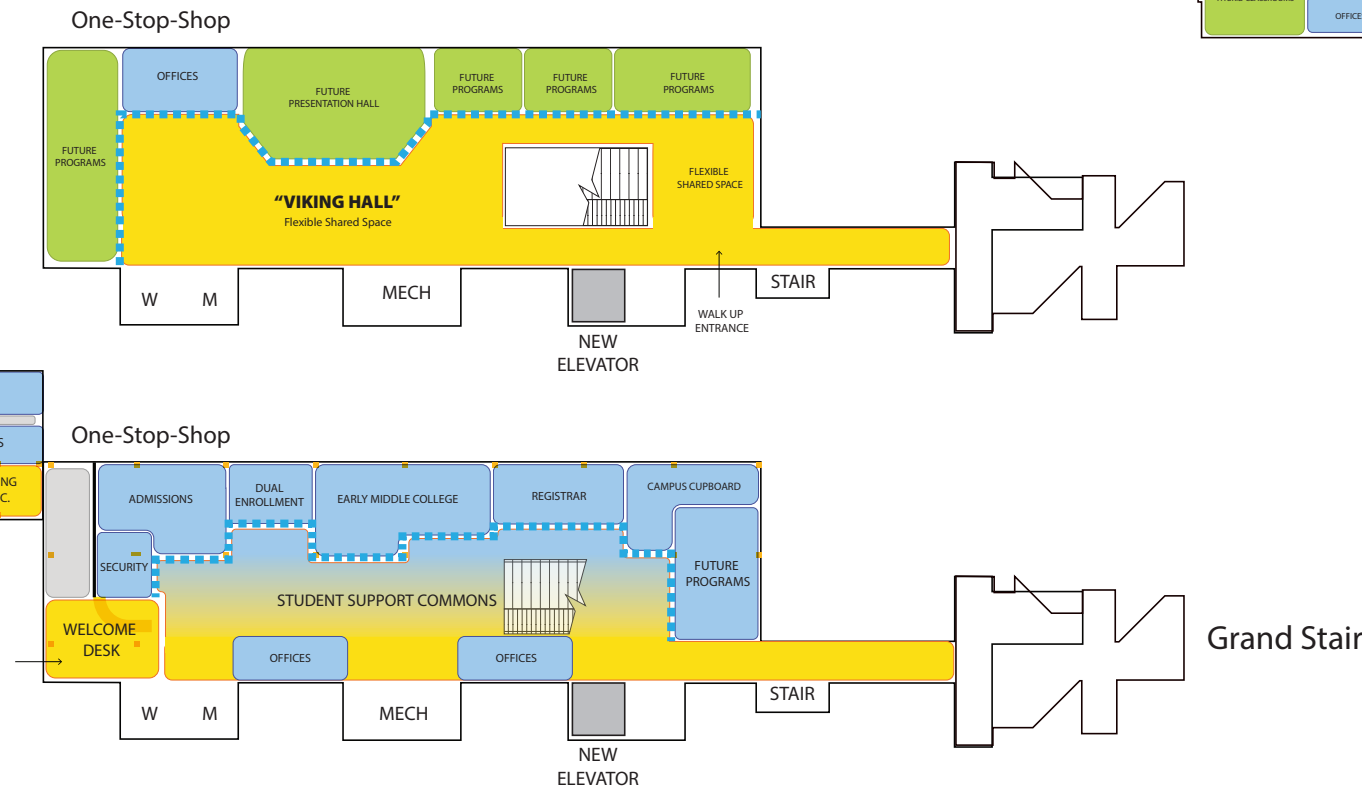
UPPER LEVEL A-WING

UNIT "A"

Admin Suite

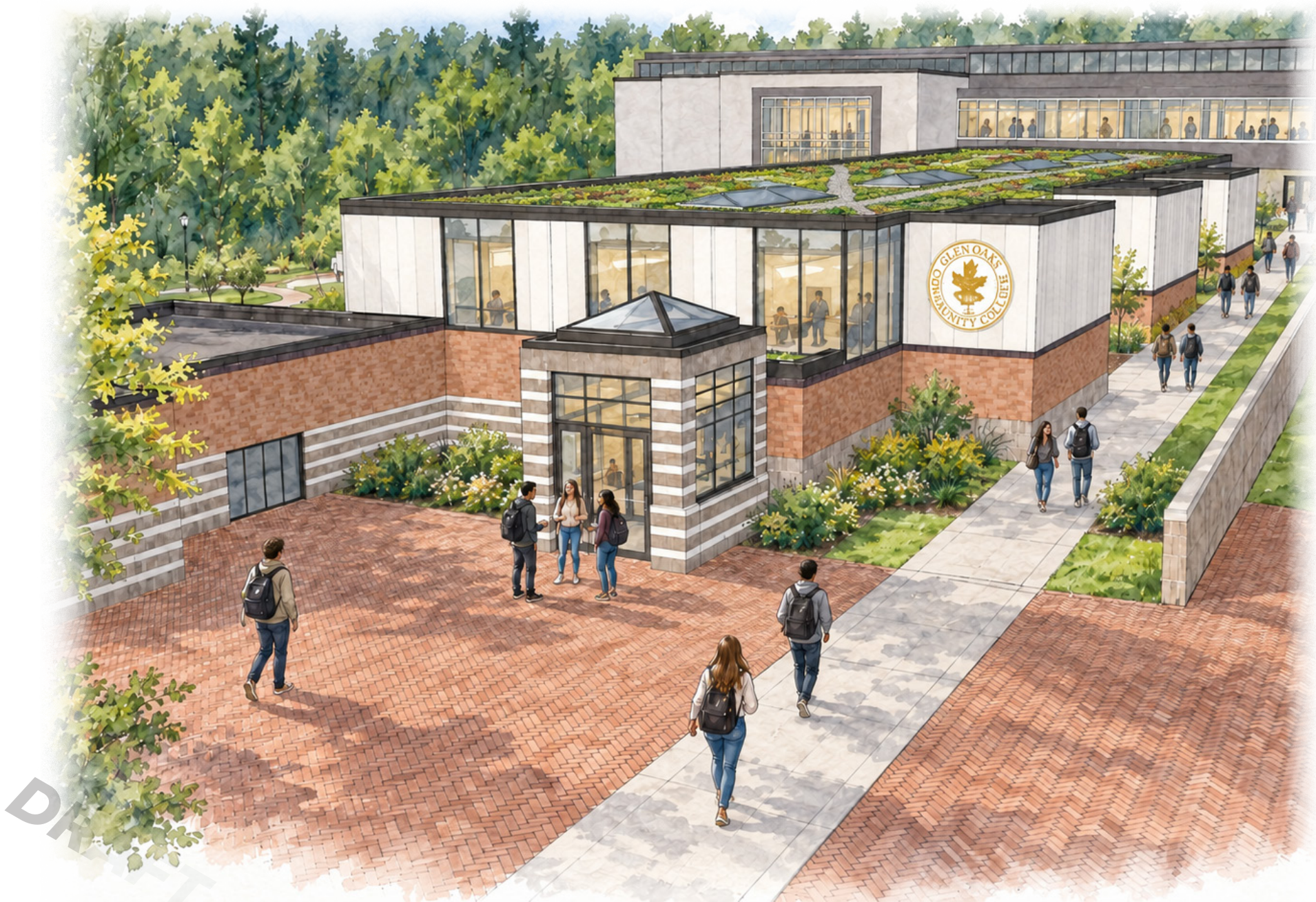


LOWER LEVEL A-WING



SECTION 4 - RECOMMENDATIONS

4.4 Building Concepts



SECTION 1 - EXECUTIVE SUMMARY

1.4 Building Master Plan

Main Building Entrance



SECTION 1 - EXECUTIVE SUMMARY

1.4 Building Master Plan

