

Glen Oaks Community College

Five-Year Capital Outlay Plan

2017-2021



I. Mission Statement

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

At the September 9, 2015 Board of Trustees Meeting, they re-approved the College's Mission, Vision and Strategic Plan, the mission statement declares:

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

The primary goals and objectives of the College's Strategic Plan, 2015-2021 are grounded in the shared values of the college community, "*Glen Oaks CARES*":

- C** – Communication and Civility: Glen Oaks values the open and responsible exchange of ideas. We uphold the importance of interacting in ways that demonstrate caring, civility, and respect while encouraging improved models for using technology to connect and improve the linkages among individuals and groups.
- A** – Access and Academic Success: Glen Oaks values having an open door to all students and believe that appropriate support is vital to the success of all students. Holding students and ourselves to high expectations, we celebrate learning within an educationally transformative environment: one that embraces diverse perspectives and creates meaningful connections between students, faculty, and student affairs professionals.
- R** – Responsiveness and Service: Glen Oaks values targeted actions to address area needs and internal needs within available resources. Recognizing that existing needs change dynamically, we value the role of the college in helping our communities prepare for the future as they develop, succeed, and prosper.
- E** – Ethical Conduct and Transparency: Glen Oaks values acting on the basis of mutual respect. We hold ourselves accountable to the communities we serve and seek to model integrity in all we do. Information related to the college and its performance is understood as public and is made accessible and transparent.
- S** – Sustainability and Stewardship: Glen Oaks values habits and skills to improve our ability to acquire, develop, use, and manage resources to sustain the college's mission. We exercise appropriate control over the college's human, financial, academic, support services, and physical plant as essential to effective public stewardship.

Goal 1: Our Students will Succeed

Objective 1: By August 2021, increase the percentage of students attaining career/technical associate degrees or certificates by 3%. The 14/15 VFA* percentage of students attaining a degree or certificate was 7.5%.

Objective 2: By August 2021, increase the percentage of students attaining a non-career/technical associate degree or certificate by 3%. The 14/15 VFA percentage of students attaining a degree or certificate was 13.3%.

Objective 3: By August 2021, increase the percentage of students transferring to a 4-year institution by 5%. The 14/15 VFA percentage of students transferring to a 4-year institution was 28.8%.

Objective 4: By August 2021, of those testing at a pre-college level in math, increase the proportion of students who successfully complete college level math by 4%. The 14/15 VFA baseline was 19.9%.

Objective 5: By August 2021, of those testing at a pre-college level in writing, increase the proportion of students who successfully complete college level writing by 7%. The 14/15 VFA baseline was 23.1%.

Objective 6: By August 2021, of those testing at a pre-college level in reading, increase the proportion of students who reach college level reading by 7%. The 14/15 VFA baseline was 26.3%.

Objective 7: By August 2021, increase the proportion of part-time students who are retained Fall to Winter by 5%. The 14/15 VFA baseline was 43.4%.

Objective 8: By August 2021, increase the proportion of part-time students attaining an associate degree or certificate by 3%. The 14/15 VFA baseline was 11.0%.

Goal 2: We will increase Financial Security and Growth

Objective 1: By August 2021, increase the number of annual full-time equivalent students (as measured by the fiscal year equated students, or FYES**) by 6% to 790 students. The 2013-2014 FYES was 745 students.

Objective 2: By August 2021, increase grants by 25%.

Objective 3: By August 2018, the Early Middle College program will experience a minimum growth of 25 students each year. Baseline data will be established in 15/16 school year.

Objective 4: By the end of each fiscal year (6/30/16, 6/30/17, etc.), achieve and maintain a zero or positive net asset balance. Measure: Ratio analysis of assets to liability.

Objective 5: Maintain the sustainability of the physical plant, IT infrastructure, and institution's academic capital. Measure: Fiscal year-to-year comparison of capital reserves and depreciation funding.

Goal 3: We will Continue to Build Our Community through Collaboration

Objective 1: By August 2017, host a minimum of 10 new organized community events on campus.

Objective 2: By August 2017, participate in a minimum of 6 new community events in which the college is represented.

Objective 3: By August 2017, establish an Alumni and Friends Plaza.

Objective 4: By August 2017, establish an Alumni Association.

Objective 5: By August 2017, increase the number of employers utilizing GOCC for training by 10.

Objective 6: By August 2017, increase the number of internal individuals/groups donating to the Foundation by 25%.

Objective 7: By August 2017, increase the number of external individuals/groups donating to the Foundation by 50%.

Objective 8: By August 2017, increase the financial contributions (including in kind) that GOCC gives to the community by 10%.

II. Instructional Programming

a. Existing Academic Programs

As of the fall semester of 2015, the following degree and certificate programs were offered at Glen Oaks:

Arts, Communications, Humanities, Sciences

Associate of General Studies
Associate of General Studies–Emphasis in International Studies
Associate of Arts
Associate of Science
Associate of Visual Arts - Commercial Photography
Associate of Visual Arts - Fine Art
Associate of Visual Arts - Graphic Design

Business, Management, Marketing, Technology

Associate of Business
Associate of Applied Science in Business / IAT in Agricultural Operations
(Agribusiness)
Accounting Certificate
Computer Information Certificate
Computer Support Technician
Certificate Database/Programming
Certificate Management/Marketing
Certificate Management/Supervision
Certificate
Mobile Phone Applications Development Certificate
Network Administration Technician Certificate
Web Page Design Certificate

Engineering/Manufacturing, Industrial Technology

Associate of Applied Science in Technology
Automotive Service Certificate
Automotive Technician Certificate
Computer Aided Drafting and Design (CADD) Certificate
Electrical Technologies Certificate
Machine Tool Certificate
Welding Certificate

Health Sciences

Associate of Applied Science in Nursing
Associate of Applied Science in Allied Health/Coding Specialist
Emergency Medical Technician Certificate
Health Care Worker Certificate
Phlebotomy Technician Certificate
Medical Administrative Specialist Certificate

Medical Assistant Certificate
Practical Nursing Certificate

Human Services

Associate of Arts in Education and Human Services
Associate of Applied Arts –Criminal Justice
Emphasis in Early Childhood Education
Emphasis in Elementary Education
Emphasis in Secondary Education
Emphasis in Special Education
Emphasis in Family Life Education
Educational Paraprofessional Certificate
Early Childhood Education Certificate

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.

Recent Changes in Programming

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

- Associate of Applied Science in Business / IAT in Agricultural Operations (Agribusiness)
- Network Administration Technician Certificate
- Computer Aided Drafting and Design (CADD) Certificate
- Machine Tool Certificate
- Welding Certificate
- Emergency Medical Technician (EMT)

The programs were developed during the 2014-15 academic year and started enrolling students in 2015.

Projected Changes in Academic Programs

The college is partnering with other institutions in a variety of ways. For example:

1. A state-wide consortium, led by MCCA's Student Success Center, completed the development and implementation phases for the state-wide reverse-transfer agreements and process, "Credit Where Credit is Due". Glen Oaks finalized three such agreements with state institutions, Western Michigan University, Ferris State University, and Grand Valley State University. A fourth agreement was signed with the University of Phoenix.
2. The college is focused on benchmarking and best practices as exemplified by the "High Impact Practices Institute" held by the Center for Community College Student Engagement at the University of Texas at Austin. A team of college faculty, staff and administrators participated in the institute. As a consequence, Glen Oaks has joined the Community College Benchmarking project, in order to access and analyze

- data in several critical categories.
3. Glen Oaks is participating in the Accelerated Learning Program developed by the Community College of Baltimore County (Maryland) and sponsored by the Center for Student Success of the Michigan Community Colleges Association. This project intends to optimize the development writing sequence in order to decrease the amount of time students spend in developmental courses and lower the attrition rate.
 4. The Math Department is redesigning Developmental Math, which will include laboratory class settings to provide students with self-paced learning opportunities.

b. Identify the 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
- Practical Nursing Certificate
- Automotive Service
- Automotive Technician
- Medical Office Assistant Certificate
- Medical Administrative Specialist
- Phlebotomy Technician
- Emergency Medical Technician

Workforce Development Activities

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

Additional examples of courses and programs offered:

- Electrical—training modules offered as open entry/open exit for area businesses
- Statistical Process Control
- Basic Chemistry (for Abbott Labs)
- Healthcare provider CPR
- Accounting and Finance

- Computer Applications
- G D & T
- Core Tools
- CNC
- Welding
- Electrical
- Blueprint Reading
- 5 S

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 is now the Pearson Vue Testing Center for the GED Testing.

The college offers Continuing Education, non-credit bearing, “ed2GO” courses in Computer Training for the adult learner, including Word, Excel, QuickBooks, Internet and E-Mail basics, iPad Basics, Couponing 101, and programs for personal enrichment and fitness.

Partnerships with ISD

Glen Oaks has current partnerships with the local ISD and school districts in St. Joseph County. Through these agreements, the local high schools can determine the college courses that best fit their needs, while the college provides the expertise and personnel to teach the courses. In recent years the partnership led to new joint programming in CNA, and graphic design; development of programs in agri-business. Dual Enrollment and Early/Middle College more than 500 area high school students were enrolled in one or more Glen Oaks courses.

This partnership takes the shape of CTE, articulation agreements, and dual enrollment 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, and are within the White Pigeon, Three Rivers, or Constantine school districts, 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 feeder and receiving institutions.

Articulation agreements are recognized with:

St. Joseph County CTE

- Automotive Technologies
- Automotive Technician
- Graphic Design
- Welding
- Computer Aided Drafting and Design
- Medical Occupations

Branch Area Career Center

- Auto/Diesel Technologies
- Business Administration & Technology
- Computer Aided Drafting
- Childhood Education & Services I
- Electrical Technologies
- Information Technology
- Law Enforcement
- Medical Technologies
- Marketing/Management & Entrepreneurship

Partnership with 2-Year Institutions

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

Bay de Noc Community College

- Water Purification Technology

Kalamazoo Valley Community College

- Cardio Respiratory Care
- Dental Hygiene
- Chemical Technology
- Law Enforcement

Kellogg Community College

- Dental Hygiene
- Law Enforcement
- Physical Therapist Assistant
- Radiography
- Medical Laboratory Technician

Partnerships with 4-Year Institutions

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

Trine University (hosted on GOCC Campus)

- Business Administration
- Applied Management
- Marketing
- Finance
- Human Resources Management
- International Business

Goshen College

- Nursing (RN to BSN hosted on GOCC Campus)

Spring Arbor University (hosted on GOCC Campus)

- Management, Organizational Management

Davenport University

- Management
- Marketing
- Finance
- Human Resources Management
- International Business
- Service Management and Marketing
- Computer Information Systems
- Nursing (completion program)
- Accounting Information Management
- Professional Accountancy

Olivet College

- All programs

Andrews University

- All programs

Ferris State University

- Allied Health Sciences
- Arts and Sciences
- Education and Human Services
- Optometry
- Vision Science

Franklin University

- All online programs

Robert B. Miller College

- Management
- Bachelor of Science in Nursing (completer)

University of Phoenix

- Business

Western Michigan University

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.

c. Other Initiatives that Impact Usage of Facilities

The college Continues to work with community stakeholders to provide effectively trained and educated students in critical demand areas. In particular, the college is engaged in fully responding to the needs of the local and extended community by addressing the pressing concerns related to the shortage of nursing and allied health professionals. In order to fulfill this mandate, the college has renovated its current facilities, classrooms, labs, and offices to better accommodate the changing allied health and nursing education needs of students. The college continues to add further options in health care professions for students and serves as a partner with local hospitals and the community mental health and substance abuse center for access to professional development programming.

In the past few months, the College has re-established technical laboratories for Machine Tool, Welding Technology and CADD.

Glen Oaks is expanding its services to students in need of academic remediation and course work in developmental Mathematics, English, and Reading. These new undertakings will require the reconfiguration of classroom space to accommodate the needs of non-traditional teaching methods. Additional academic computer labs will be required for this purpose.

A new AAS degree with a concentration in the Agri-Business is a joint program with MSU and is a creative way to serve the local needs for Ag Business professionals.

As the Athletic Training and Agri-Business programs take shape and start offering classes, the space requirements will need to be assessed for alignment of what is available with what the programs need. Training space, additional studio, and classrooms will be necessary to fully accommodate these new offerings.

d. Demonstrate Economic Impact

As the only public postsecondary educational institution in St. Joseph County, Glen Oaks Community College is responding directly to the local and state needs for an educated and current workforce. In this domain, Glen Oaks has modified its nursing program to increase the number of graduates produced every year. The college has added programs of demonstrated need in certified nursing assistant, graphic design, medical assistant, electrical technologies, and phlebotomy, machine tool technology, welding certificate, and CADD certificate. An emergency medical technician certificate is also being launched in 2016.

The college participates with local Chamber of Commerce, MichiganWorks!, and other entities to support economic development and support. The college recognizes its role in helping our communities to thrive by supporting existing businesses and in attracting additional businesses to relocate in the county.

III. Staffing and Enrollment

A. Student Enrollment Levels by Program

The unduplicated number of students enrolled for credit in fall 2015 is 1,134 as of October 1, 2015. The student data will be reported on the Integrated Postsecondary Education Data System (IPEDS) in the Fall Enrollment section. Of these, 423 students (37.3%) are enrolled in Associate Degrees designed for transfer, 90 (7.9%) in Associate of Applied terminal-designed programs, 119 (10.5%) in Certificate programs and 502 students in Non-Program category. Approximately 9.8% of the student population are pursuing a medical-related program. Full-time students comprise of 31.0% of the population with the remainder enrolled part-time. A total of 28.6% of the students are enrolled in one or more distance learning courses.

B. Projected Enrollment Patterns – Next 5 years

Glen Oaks Community College has a total estimated fiscal year equated student (FYES) enrollment of 649 for fiscal year 2015 (2014-15), which represents a decrease of 12.8% from the previous year. Longitudinal data is represented in Table 1. Glen Oaks has experienced a modest growth in the Fall 2015 term of the 2015-16 fiscal year so we are projecting modest growth as we initiate new programs. The growing economy coupled with declining enrollment of grades 9-12 students attending schools in the St. Joseph County are major contributing factors to enrollment challenges but the trend downwards has been reversed by increased efforts to serve students' needs with increased programming.

C. Evaluate Enrollment Patterns – Last 5 years

It is noted that we are projecting that distance learning and technological advances will change the modality of distance learning. We show an approximate 3% increase in the number of students taking distance learning courses from 25.5% to 28.6%. The percentage of students attending full-time has decreased by 20.9%. With the economy improving, more students are electing to go to school part-time and work full-time. Also, with the development of new dual programs, high school students traditionally are part-time students as they pursue the diploma and college work. Headcount is down modestly (58 students) from Fiscal Year 2014 to Fiscal Year 2015 which is 3.9%.

Table 1: FYES Summary

FY	FYES
2009-10	1216
2010-11	1069
2011-12	1017
2012-13	925
2013-14	745
2014-15	649

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

As of Fall 2015, Glen Oaks Community College has 28 full-time faculty professors, 1 annual contract faculty, and 53 part-time faculty, resulting in a total of 42 full-time equivalent instructional staff as defined by the IPEDS fall report. The average instructional staff/student ratio is therefore 15:1.

There are 33 administrative staff (this includes the .5 FTE Foundation Director), of which 3 1/3 are dedicated to federal grant programs. Overall, this result calculates in an administrative staff/student ratio of approximately 20:1.

With the re-launch of Skilled Trades Programs and additional new programs being developed, there will be a need to employ more faculty. The College has also received a U.S. Department of Ed Title III Grant which will enable the College to hire additional student success staff.

IV. Facility Assessment

A. GOCC 2010 Facilities Master Plan states that it was crafted to:

- Create an effective and efficient 21st Century College
- Make the College distinctive and brand recognizable
- Create a modern and functional facility

B. The Strategies that were developed by 2010 Master Plan include:

- Reduce deferred maintenance backlog
- Create future professional classrooms and spaces
- Expand Health Sciences
- Enhance and integrate core programs, including Humanities and Liberal Arts
- Equip the building to accommodate new programs and emerging technology
- Enhance student experience and campus image
- Support new opportunities for strategic partnerships
- Make the community aware more aware of GOCC resources

C. CRITICAL SUCCESS FACTORS:

The planning committee developed the following criteria to measure the success of the master plan. If, as concepts were developed they could not meet the spirit of each of the following criteria, they were re-evaluated, modified or eliminated.

Space, Growth and Flexibility:

Adequate, flexible, future-proof space to support the functions of the college is critical, both now and in the future. The master plan will address space needs, including classrooms, gathering spaces, storage, technology infrastructure, public spaces, and office.

Magnet Programs:

Magnet programs (i.e. Health Professions) can attract students, professionals, and partnerships to the college and the region. The master plan will create opportunities for these technology-rich programs to grow.

Core Programs:

Core programs, such as the Humanities and Liberal Arts, are essential to a well-rounded student. The master plan will enhance and integrate these programs throughout the educational experience at GOCC.

Community:

The College should be a place where all constituent communities feel welcome – students, public, employees and visitors. The master plan will provide opportunities for this community building to occur.

Access:

The master plan helps create an environment with improved circulation, easy access and enhanced communication and interaction between the College, students and community.

Image and Aesthetics:

The master plan helps the College refine and communicate its “image” – how people perceive the College and its unique strengths. The master plan must ensure improvements are obvious.

Deferred Maintenance:

Resolving deferred maintenance issues is a necessity. The master plan will coordinate with the facility assessment to assist in these decisions.

D. SUMMARY

The Master Plan collected data from three separate types of inputs:

A Facilities Assessment, conducted in 2004 to determine the overall condition of the buildings and infrastructure. This document is included in the appendix.

An Internal Analysis (Surveys and town hall meetings), to gain feedback and support from College stakeholders.

A Function Analysis, to understand the College’s Academic Plan, and the ability of the facilities to support that plan.

At the conclusion of the data gathering phase, the Master Plan team and the College representatives met to distill the information and begin developing Master Plan solutions. The following analysis and synthesis of information is driven by the principles, values and goals set by Glen Oaks Community College. When coupled facility assessment and participant workshops, the groundwork is laid for development of the final, comprehensive building master plan.

E. IMAGE AND BUILDING STYLE

The main building possess several characteristics that can be considered both positive and negative.

Set into a small clearing in a heavily wooded area far from Shimmel Road, the main building is quite insular, with few views of the surrounding site, except for the large expanse of glass that defines the concourse. Even this area appears monolithic

a. Summary Description of Each Facility

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

The comprehensive facilities studies of 2008 and 2009 which resulted in the GOCC 2010 Facilities Master Plan, identified significant improvements that need to be made to the college’s infrastructure, including replacement and repair of systems and equipment that is original to the college buildings (nearly all of which was constructed in 1966-67, approximately 50 years ago) and replacement of utility control systems and lighting fixtures to improve energy efficiency. Following the 2010 Honeywell infrastructure project, the college’s HVAC and control systems

have been completely updated or replaced, lighting systems have been simplified and updated, and the college now has a more efficient infrastructure for utilities usage. The college's infrastructure project decreased the college's utility and HVAC maintenance costs. The exterior walls of the main building have bowed severely since construction was completed. In 2014 a study was undertaken to determine if the "curtain walls" were in danger of falling. The study concluded that there was no eminent danger but interior walls have been pulled out by the bowing exterior walls causing gaps in interior corners and ceilings. There is limited insulation in the buildings leading to poor energy efficiency for heating and cooling. It also pointed out additional specific areas for further improvement which the college will undertake as funds become available.

The college continues to reinvest in addressing unfunded but chronic maintenance issues, including inefficient windows, water infiltration through roofs and skylights, and aging concrete. In 2013-14 the college invested \$490,000 which addressed the chronic water leakage issues in the administrative and student services wing. In addition, due to its original construction design, the college has both mobility access challenges and severe physical security issues. Door and entryway reconstruction is needed to help address security issues.

GROSS AREA SQUARE FEET	191,388
Net Assignable Square Feet	121,531
Custodial Area Square Feet	5,360
Circulation Area Square Feet	47,850
Mechanical Area Square Feet	16,650
Construction Area Square Feet	-

b. Building and/or Classroom Utilization

Classroom utilization for peak times is at 59% M-Th for Fall, 2015, although Friday usage is less than the rest of the week. Off Peak utilization is 27% and evening utilization stands at 20%. No classes are offered after 4:00 p.m. Friday afternoons. Saturday usage is now offered and in 12% for Fall, 2015.

c. Mandated Facility Standards

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

d. Functionality of Existing Structures

The existing structures continue to be examined for functionality within the scope of academic needs. The college is comprised of a core academic building (original construction date of 1966-67) with multiple connected wings that enable students to enter from the exterior and be able to proceed to any of the classrooms and other support spaces for their academic program. There is also a maintenance building, a baseball "barn," a daycare center (now closed) converted from a private residence,

and the original home with barns (all mostly unused except for storage) of the college's earliest donor. The core academic building features four academic wings connected by a concourse, a technical building connected to the end of one academic wing, a gymnasium, an administration hall (including student services and bookstore), and a science building (constructed in 2006-07). Each of these facilities represents significant challenges for functionality including:

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

a. Library: Has significant water ingress and lighting problems; funding had been requested to address this in a prior capital outlay period but was denied. This facility has major challenges regarding access due to poor location and inflexibility of the concrete core construction, despite the addition of elevators; no access to lavatory facilities at location.

b. Concourse: Has significant water leakage and usability issues at either end. One end serves as the Testing and Tutoring Center and the other as the Fitness Center. The Testing and Tutoring function is difficult due to space limitations and noise from the open concourse area, which serves as the only major gathering area on campus for students.

The Fitness Center is challenged by the inability to expand its space for serving the needs of students, employees, and community members: inadequate space for dressing/shower areas, for resistance training and assessments, and for storage, aerobic workouts, and instructional space.

c. Gymnasium: Has limited space available for effective use in athletic programs due to construction design and materials. Facilities that are inadequate or non-existent include locker rooms, instructional space, storage, coaching offices, and athletic training facilities (not available).

d. Nora Hagen Theater: The only large lecture hall available on campus, this room has a stage (with extremely shallow draw and no fly space, making it unusable as a theater) and fixed theater-style seating on a concrete-ramped floor. The design and construction materials make this space acoustically inadequate, inflexible, and a problem for students with disabilities or mobility issues. In addition, there are exit and safety issues that were not addressed in the original construction of the theater.

2. **Technical wing**, constructed in 1974-75, (new roof in Summer of 2015) serves the college's vocational/technical programs and our partnership with the ISD Career and Technical Education program:

a. Offices and hallways are inadequate, difficult to access, are located down a long narrow hallway, and cannot be expanded due to location and construction design and materials.

b. Former Machine Tool Laboratory (Scheduled to reopen, fall 2015): While the space is large, the construction of this space uses a metal roof without sound or energy insulation. The classroom embedded in the laboratory is small and without adequate

lighting or media capability. There are concerns about aligning the technology and space with current industrial requirements and expectations of the field. The complete retooling of the laboratory is required for the program relaunch.

c. Automotive laboratory: The space is small and the air handling capabilities are inadequate. The facility has a metal roof constructed without adequate sound or energy insulation. The facility needs updating to accommodate changes in automotive technology and improved alignment of automotive curricula with various new power train technologies and improved space for the program.

d. Welding laboratory: The welding laboratory is small and contains 14 welding stations. It is found in the connecting section of the building between F Wing and the Automotive and Machine Tool laboratories. There is no formal classroom attached to the welding laboratory. The welding equipment is current but will require updating in the near future.

3. **Administrative wing**, constructed in 1993-94, (new roof in Summer of 2014) includes a business development center, administrative offices, student services, and the college bookstore; also serves as the main entrance to the college.

a. General: The entire area has an early design “green” roof: the roof of this wing has grass, trees, skylights, and sidewalks with integrated central drainage along the main sidewalk.

b. Business Development Center: The design of this facility did not anticipate that this space would be used by non-college groups or for times when the use would occur while the rest of the college should be inaccessible or closed. There is a small and little used catering kitchen, but there are no lavatory facilities for the center. There is inadequate access for offering catering (little or no food preparation or set up space) for events. The computer laboratories attached have inadequate space for storage for instructional materials. There is no office space available for the facility.

c. Administrative and Student Services: the space is inadequate for serving students effectively. There is a severe shortage of space for students to use for advising and counseling and for being able to register for classes onsite. Office space and storage space for records is inadequate, forcing the college to convert closets into offices and to store paper records in college barns.

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

The college has a history of taking an adequate space and converting it to a smaller space to serve the original function and using reclaimed space for other activities. In this way the upper area of the open library design was closed off to enable a second floor for classrooms—without overhauling the air handling systems; an adequately-sized hallway

is slimmed down to include a row of faculty offices on one side; a classroom is converted into multiple offices. The challenge is having sufficient space that is also flexible to be able to adjust space allocations as the needs of the college and its academic programs and services change.

e. Replacement Value of Existing Facilities

The 2014-15 replacement value of existing facilities is \$39,162,400 (R.H. Settler, Inc. registered appraiser). Reflecting depreciation and the changing economic assumptions on real estate, this year's replacement value shows a slight increase in valuation from last year's appraisal of \$38,166,400 .

f. Utility System Condition

The condition of the utility systems including heating, cooling, ventilation, air handling, and control systems were the subject of close examination in the fall of 2009 pursuant to entering into a performance contract with Honeywell Corporation. The impact of the infrastructure renovations is not yet fully visible. However, early indications are that improved airflow rates and conditioning, simplified automatic lighting sensors and systems throughout the college, and the replacement of core

HVAC component and control systems is reducing the college's energy usage while improving the learning and working environment. In our first four years of the program we have achieved \$90,000 in energy savings annually. The College is not connected to any municipal water or waste water systems. The College Well House and Wells date back to the sixties as does the lift station for the College's Lagoon System. These areas will need attention in the very near future.

g. Facility Infrastructure Condition

The access and egress roads are in mostly good condition, in addition to minor resurfacing of some areas in 2010 and limited new asphalt that same year, the college repaved its major entry drive from Shimmel Road in 2011. The underlying base of the eastern access drive from Sauger Lake Road appears sound but the drive surface will need attention in the next few years. In 2010 the college contracted to have the main parking lot drive resurfaced and the main lot crack-sealed and coated. The process was repeated in the Fall of 2014.

h. Adequacy of Existing Utilities and Infrastructure Systems

With the completion of the HVAC, lighting, and control systems project in the fall and spring of 2010, attention now turns to other elements of the college's infrastructure, including utility lines, electrical substation, wastewater containment systems, and access to the Internet. In 2013 the College was connected to the MERIT fiber optic system and serves as a hub.. MERIT will be moving the hub to the St. Joseph County ISD in late 2015 or early 2016.. In particular, the college's technology infrastructure will need improvement due to increased student and instructional demands. This challenge is more complex than it appears due to the substantial concrete-based physical structures, the challenges of secure access to physical space, and the physical design of the facilities themselves.

i. Land Owned by Institution

The land owned by the college is adequate to accommodate future demands of the

college. The college owns approximately 330 acres, including limited acreage suitable for development and significant acreage that is either wetlands or otherwise unsuitable for development. Due to the restrictions placed by the donor of the property, the college must hold the property in its name. The college leases out portions of its property for local agricultural purposes but receives relatively little income from this source due to the low value of non-irrigated, unimproved land.

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

j. Portions of Existing Building Currently Bonded

The state of Michigan holds bonds on the Gray Science Building, which opened in 2007. The remaining facilities are fully owned by the institution. The Bonds are scheduled to be retired in 2020 and have a current balance of \$1,640,094

V. Implementation Plan

a. Prioritize Major Capital Project

- i. Library repairs, renovation, and upgrades
- ii. Renovation of obsolete Career and Technical Education Building and classrooms (currently have updated several laboratories)
- iii. Elevator repairs and replacement
- iv. Security improvements, including exterior door replacements and locks
- v. Classroom renovations and technology upgrades
- vi. Curtain wall repairs and insulation of exterior walls
- vii. Ingress/egress asphalt roadways and beds
- viii. Exterior lighting (currently working on)

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

The college has several deferred maintenance or structural repairs that are of immediate concern, including college paved roads and parking lots and repairs and improvements to the college library. Further, the college continues to have normal maintenance expenses associated existing systems that are being stressed due to the increasing age of the facility. The college continues to battle water issues with many of the college roofs. Recent roof repairs have occurred on the administrative wing and the Nora Hagen House.

The college has budgeted \$400,000 annually to address ordinary maintenance issues but will need to increase that amount as available in order to catch up to increasing deferred maintenance needs. As the debt service incurred by past construction

projects is retired, the college needs to examine its priorities to accommodate future growth in student enrollment and provide for changing student needs and academic programs.

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

There are no existing projects underway financed by the State.

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

n/a

<i>Institution name:</i>	<i>Glen Oaks Community College</i>
<i>Project title:</i>	Library repairs, renovation, and upgrades
<i>Project focus:</i>	<i>Academic & Student/Support</i>
<i>Type of project:</i>	<i>Renovation</i>
<i>Program focus of occupants:</i>	<i>Academic and Student Support Services</i>
<i>Approximate square footage:</i>	<i>12,000</i>
<i>Total estimated cost:</i>	<i>\$2,500,000</i>
<i>Estimated start/completion dates:</i>	<i>2015/2016</i>
<i>Is the Five-Year Plan posted on the institution's public internet site?</i>	<i>Yes</i>
<i>Is the requested project the top priority in the Five-Year Capital Outlay Plan?</i>	<i>Yes</i>
<i>Is the requested project focused on a single, stand-alone facility?</i>	<i>No</i>

Please provide detailed, yet appropriately concise responses to the following questions that will enhance our understanding of the requested project:

1. Describe the project purpose:

The Library was originally constructed in 1968 and an 1800 square foot addition was added in 1992. The library remains very dated and out of step with many of the newer facilities. Colleges must remain current with student learning initiatives especially in this electronic age. The Testing and Tutoring Center resides in poorly designed and fragmented space, lacking space for group interaction and privacy. Improvements in this area and the ability to interact with the most current technology are essential for student success.

This project consists of addressing fundamental flaws to the original design and construction of the library and the chronic space needs for student tutoring and a proper study environment. The project addresses the following construction and maintenance problems: (A) A Library was poorly designed, with inadequate electrical service, and group and individual study areas available for the needs of today's student. Current areas for periodicals and newspapers can be redesigned for new uses as these are now accommodated electronically. The space dedicated to research materials such as encyclopedias and other reference materials have long been replaced by Google and other search engines, and may be converted to contemporary uses.

The exterior walls of the library were part of the original construction and have bowed since installation. A previous attempt to restrict the bowing was to attach the

exterior walls to the interior walls, which was a failure. The interior walls are now separating as well as flooring and the suspended ceiling. The interior walls need to be reconstructed as a normal interior wall, which would normally be studded in with drywall hung properly. During this process insulation can be added to increase the energy efficiency of the library. There is currently no insulation on this portion of the building and most of the campus.

At the time of construction of the library, electrical capacity was not an essential component. During the renovation extensive electrical upgrades will occur to increase capacity for technological improvements. Charging stations will be made available to students for their ever increasing personal electronic devices. Future use will be factored into the increased capacity to allow for rapid transformation as technological changes occur.

Group study areas will be constructed to allow students to interact without disturbing fellow students. Computers, projectors, and whiteboards will be added to each space to enhance the learning experience. Current space that could be utilized for this purpose will be renovated and brought up to the most current standard.

Testing and tutoring will be placed into a sound controlled environment inside the library allowing for staff to assist and communicate with students. Combining these sections will allow for employee cross-training to create greater efficiencies among our workforce. Sharing of IT related services will also provide a greater range of options for both the library and the testing and tutoring center. Modern furnishings will be added to replace the outdated chairs and furniture currently utilized.

The current space used by testing and tutoring will then be made available for the art department to relocate. This will provide for adequate venting for the kiln and for an exhaust system for paints. The entrance way will serve as a gallery for student art as well as art from community members. The works in gallery will be rotated to keep a fresh look and encourage new contributions.

2. Describe the scope of the project:

The project scope includes the major renovation of the library to include the testing and tutoring center. This will include major physical renovations, increased electrical capacity, installation of insulation, and construction of student study meeting areas. This will also address preexisting problems of walls separating, insufficient electrical supply, inadequate lighting and traffic flow through the library.

The combining of the library with the testing and tutoring center will enhance efficiencies including additional technological capabilities and the ability for students to interact with more college staff. This will include redesigning the periodical section as well as many of the reference books that could be obtained from the internet.

3. How does the project enhance the core academic and/or research of the mission of the Institution?

The project enables the college to support its academic programs through increased space for students to meet and study together. By providing state of the art meeting areas students will be able to learn collaboratively in an environment supported by Glen Oaks support staff. For students utilizing the testing and tutoring center, additional resources will be readily at their disposal to enhance their ability for success.

This project will also allow the library to become a modern, efficient and attractive environment for student learning. The current library has much of the original furniture and fixtures which is not deemed attractive by today's student. The group learning rooms could also be utilized by students who are participating in a Michigan College Online (MCO) class from a sister institution. Collaboration with other colleges on programs that may not be offered directly by Glen Oaks utilizing these resources will enhance the student learning experience.

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

The project provides space to enable the college to enhance local talent development by offering additional support for student curricular and co-curricular activities and making additional space available for community activities. Increased student engagement, especially through participation in the group study environment and tutoring opportunities encourages improved talent enhancement and connections between students and community needs.

5. How does the institution measure utilizations of its existing facilities, and how does it compare relative to established benchmarks? How does the project help to improve the utilization of existing space and infrastructure, or support the need for additional space and infrastructure?

The college measures its space utilization by examining the times when academic courses are in session, the total number of seats available in classrooms across the hours of the day and evening, the percentage of enrolled seats compared to the total seats available, and the number of classrooms used at any given academic block of time compared to the total number of available classrooms. The college also tracks the use of space by type and useful function.

The college uses the Activities Classification Structure data book to make benchmark comparisons to colleges within its relative size group (ACS Group 1). For example, in examining the 2012FY ACS data book, the college notes that Glen Oaks is not the smallest community college in the state by enrollment headcount numbers, it is the smallest in terms of facilities square footage (191,388sf vs median of 279,821sf in ACS Group 1 and 230,650sf of the nearest college by square footage and enrollment size). Note that the college's square footage reported includes an old private home that had been used as a child care facility until it was closed in 2009 and now used only for limited storage (1,427sf); and the original private home and dairy barns of the original property gift that established the college, again used primarily for storage (11,800sf). This suggests that the true comparison with other institutions is a usable square footage of

178,161sf. This number represents actual programmable and useful space for Glen Oaks that if compared with benchmark institutions shows a higher level of space utilization and space efficiency at Glen Oaks; it also suggests why the college faces space challenges in meeting the needs of expanding, new, or developing academic programs. The project for which support is requested would enable the college to more efficiently utilize the space available and allow for a new use for the space currently utilized by testing and tutoring.

6. Does the project address or mitigate any current life/safety deficiencies relative to existing facilities? If yes, please explain.

No. The college was constructed during a period when mobility challenges were not incorporated into building design. Retrofitting a precast-concrete structure to improve egress throughout the building, reflecting the expectations of law and current design college facilities.

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

The basic objectives of sustainable design in construction include reducing consumption of non-renewable resources, minimizing waste, and creating healthy, productive environments. Sustainable design principles include the ability to:

- Optimize site potential;
- Minimize non-renewable energy consumption;
- Use environmentally preferable products;
- Protect and conserve water;
- Enhance indoor environmental quality; and
- Optimize operational and maintenance practices.

This project focuses on optimizing the available site space; providing insulation to reduce energy consumption; improved efficiency in utility usage and design; and improving the effectiveness of HVAC control systems. The more compact site design enables a more efficient use of maintenance and custodial staffing. The college would ensure that all contractors use the Sustainable Facilities Tool, available via <http://sftool.gov/>.

8. Are there match resources currently available for the project? If yes, what is the source of the match resources? If no, identify the intended source and estimated timeline for securing said resources.

The college does not have adequate match resources available on hand at this time. It is likely that the college would have to obtain the match via one or more of several options including having a construction funding campaign spearheaded by the college's Foundation, going out to the local community for support for a taxation-supported construction bond, or developing a college-funded construction bond issue. The timeline for any of these is consistent with the time afforded through the capital outlay process of initial approval followed by construction appropriation.

9. If authorized for construction, the state typically provides a maximum of 75% of the total of the costs for university projects and 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?

No. The college expects to be able to provide sufficient funding for its share of the project but does not support the differential treatment of university and community college construction projects. As a small, rural community college, Glen Oaks sees this project as providing significant local economic benefits but believes that equal treatment for supporting community college and university construction projects is fair, equitable, and appropriate.

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

The expectation is for the renovation to generate cost savings through reduced energy costs by the installation of insulation. The combining of the two areas will result in greater employee efficiencies, allowing for college resources to be utilized in other areas.

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

The project is likely to have little to no impact on tuition costs. As of fall 2013, the college has low debt service costs, having repaid prior renovation bonds dating to 2003. Due to the expected overall cost savings associated with the project, the impact on student tuition and fees should be relatively small. Previous campus facilities construction has not resulted in significant increased tuition and fees; this project should be similar in impact.

12. If the project is not authorized, what are the impacts to the institution and its students?

If the project is not authorized the college will continue to struggle with facilities challenges, providing adequate services to students and community members, and in developing new academic programs. The college still must address the current deficiencies in the library as well as the testing and tutoring center, the energy inefficiencies of this space, the repairs that need to be completed.

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

Project alternatives considered include repair and replacement program that would only band aid the problem, but not correct the situation. We also looked at separately renovating both the library and testing and tutoring areas but determined that wasn't the optimal use of the space and most cost effective approach. Student study areas, especially in a group setting, are a current deficiency that must be addressed.