



**MOTT  
COMMUNITY  
COLLEGE**

**FY 2021**

**Capital Outlay  
Comprehensive Master Plan**

**Charles Stewart Mott Community College**

1401 East Court Street

Flint, MI 48503-2089

*AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER*

## Recommended 5-Year Master Plan Components Charles Stewart Mott Community College

### I. Mission Statement

On November 26, 2012, the Mott Community College Board of Trustees approved a revised abbreviated version of the mission statement, which was part of the Strategic Planning 2019-21 process:

“The mission of Mott Community College is to provide high quality, accessible and affordable educational opportunities and services that cultivate student success and individual development, and improve the overall quality of life in a multicultural community.”

#### Accreditation

Mott Community College has been accredited by the Higher Learning Commission (HLC) since 1926. The college’s accreditation status was reaffirmed in 2019, with the next accreditation visit expected in 2029. Mott participated in the AQIP accreditation pathway from 2005 through 2019. With HLC’s discontinuation of AQIP, the college transitioned to the Open Pathway in 2019. Both pathways highlight an ongoing process of self-evaluation and analysis, focusing on continuous quality improvement that allows the college to focus on institutional needs and opportunities, as well as the needs and opportunities of college stakeholders and the community.

### II. Instructional Programming

As part of the 5-year capital outlay master plan, each College and University must provide an overview of current academic programs and major academic initiatives. This “instructional programming” component should:

- a. Describe existing academic programs and projected programming changes during the next 5 years, in so far as academic programs are affected by specific structural considerations (i.e., laboratories, classrooms, current and future distance learning initiatives, etc.);

The following table summarizes possible program changes for the next five years that will affect the College’s academic programs. Many of these changes are also identified under the College’s long-term capital planning projects.

Division	Projected Change During Next Five Years
Southern Lakes Center	<p>Southern Lakes Center (SLC) is a facility consisting of three wings totaling 57,575 net square feet sitting on 31 acres of land. In addition to general education academic classrooms, it currently houses the College’s academic Occupational Therapy Assistant and Physical Therapist Assistant programs, the College’s Continuing Education programs (including Corporate Training services), and Police training through the Law Enforcement Regional Training Academy (LERTA).</p> <p>This location was awarded Capital Outlay Planning Authorization in 2017 to proceed with much needed renovation to academic classroom and lab spaces, as well as important upgrades to safety systems, mechanical systems, and energy efficiency upgrades.</p> <p>Currently, the project is in the final stages of completion of construction,. Academic departments are planned to move into their renovated spaces by Spring 2020.</p>

Division	Projected Change During Next Five Years
Student Success Services	<p>Prahl College Center is the central hub for students, faculty, and staff. It is in need of renovation to improve student success, expand and modernize student support services, better support employee success including faculty and staff development, strengthen workforce development and career development partnerships and preparation, and increase community engagement.</p> <p>A newly renovated PCC will help MCC to improve student success, expand student support services, and strengthen the student and staff experience.</p> <p>Given the age of the building and the previously mentioned move of our Culinary Arts program from this location, MCC has the opportunity to modernize this important building, build efficiencies and a better flow for how it will deliver services to students, staff, and community and ideally improve MCC's record for student success by increasing the retention and completion rates of our students.</p>
Division of Business	<p>Retirements of long term faculty have opened up office space that needs to be reconfigured into division office space. The existing space is not conducive to the work required. The flip of this into division office space and the current space into adjunct faculty offices will create better work spaces for all and create a more welcoming environment for all Full and Part-time Faculty.</p> <p>An important upgrade for the Business Division is remodeling and renovation of currently existing second floor classroom space in the Curtice-Mott building. We have a critical and immediate need for classrooms that facilitate new business model teaching. These classroom spaces will foster group teaching, collaborative learning, and presentations. Improved flow in the classroom space will be created by the removal of the old, immovable desks and chairs and replacing them with new desks and chairs on casters. Business schools around the country are redesigning their classrooms to be collaborative work areas versus typical lecture type seating. Students are expected to collaborate on all class activities by desks that seat them together and have appropriate technology. Our current spaces are antiquated, unattractive, and do not allow the instructors to set the rooms up for today's curriculum demands. This is a perpetual problem and most important to reach our Division objectives.</p> <p>The cosmetology program also remains strong. However, due to limits in space the growth of this program has been hindered. A consolidation of the labs and facilities to one building or centralized location would help students immensely. Currently our students must move back and forth from the VADC to Curtice-Mott creating a disjointed experience at best. Were the programs housed in the same building and space, the positive impact to this program and our students would be worth undertaking the project for years to come. This would require additional space, renovations, and equipment to accommodate larger enrollment numbers and a better student experience. A suggestion would be to convert the open air courtyard in the VADC to teaching and lab space. A high roof/ceiling space could be created to house the esthetics lab and teaching spaces that are currently housed in the Curtice-Mott building. This is a little used space by anyone that could be converted into a beautiful, useful space. All Cos. programs could then be housed in one location and students could then flow easily between programs and classes. Further, we could welcome clients to all labs seamlessly while using the already</p>

Division	Projected Change During Next Five Years
	<p>established front desk area in the Cos. space. This upgrade should not impact the other programs (art, graphic design) already housed in the VADC. With this upgrade, I would request a designated parking area for students and clients of the Cos programs similar to that of the Dental program. This could be achieved by using the parking to the south of the building as a gated area. This would be a minimal impact to current parking around VADC, but would create a better use for our salons that welcome students and public clients alike.</p> <p>The International and Global Studies program is in need of a central office and congregation space to further its goals of globalizing and creating an international fabric on campus as directed by the President. We currently do not have a central office or space where students can get help, tutoring, guidance, or other needed services. We vacated our office space in the Library building this year and are requesting a more centralized location on the second floor in the Curtice-Mott building that fits with the Division space and allows students to be near our Faculty and other amenities.</p> <p>The Coffee Beanery on Campus continues to grow and is becoming a coveted space by students, Faculty and Staff for meeting, studying, and relaxing. We are requesting an outdoor seating space be created on the South side of the Prah center just outside the Beanery window. The current space is filled with bark and would be a perfect spot for outdoor seating. This would increase the Beanery seating capacity during good weather months which is often at max capacity. The area could be conditioned with pavers to create a hard surface and a curb-cut would make the space ADA compliant. We request light and movable outdoor bistro style tables and chairs that are easy to place, store and manage by Beanery personnel. This would create a beautiful and welcoming area for students to enjoy while on campus.</p>
Division of Fine Arts & Social Science	<p>Mott Community College has an Early Childhood Learning Center that primarily serves Mott students who are parents. This allows Mott student-parents to have a quality child education program conveniently located by the college, so parents can concentrate on their studies, thereby increasing retention and completion rates for this population. The center is also used as a laboratory preschool for Early Childhood Education majors, who can complete fieldwork placement and observations there. The center has classrooms that are funded by GSRP as well as tuition-based classrooms. Almost all of the parents in the tuition-based classrooms qualify for subsidies through the federal CCAMPIS grant or State of Michigan DHS assistance; the center, therefore, primarily serves at-risk populations.</p> <p>The college has recently purchased Woodside Church, where the ECLC previously rented space, so rent is no longer an issue. Now the challenge becomes upgrading an aging building to the quality standards needed for our nationally accredited center (one of only 9 in the state of Michigan.) Through a combination of grant funds and college funds, work is underway to turn it into a quality child care facility as the first part of the renovations of the newly acquired property.</p> <p>Classrooms within the Mott Memorial Building continue to need upgrading in terms of classroom furniture and removal of any remaining AV closets that are no longer needed. Many of these classrooms still have a mixture of classroom seating.</p>

Division	Projected Change During Next Five Years
	<p>MMB 2116 and 2118 are too small to comfortably seat 37 students (the capacity of many courses in the FASS Division). Both rooms are around 550 square feet. Removing the wall between them and creating one larger classroom would create a more comfortable environment. Refurnishing the room with desks that allowed for flexible collaboration configurations would also enhance the learning experience. Currently no FASS classroom is equipped with flexible desks/seating.</p> <p>Difficulties in providing adequate lab time for both the Media Arts and Entertainment Technology and Music Technology program students- who have been sharing one studio as both a television production space and a recording studio- necessitates the addition of a dedicated recording studio for the Music Technology Program. A classroom has been identified that would be suitable for conversion, which will require removal of an old AV booth, construction of a control room and studio, and soundproofing of the rooms.</p> <p>The recent acquisition of several pieces of woodshop equipment for the Studio Art Program- replacing some non-repairable units or those that lacked adequate safety mechanisms as well as adding a lathe- has illuminated issues with the current space for the woodshop. Spacing between machines, storage of raw materials and placement of safety equipment near the entrance need to be addressed. At the same time, the Graphic Design Program has added screen printing equipment, a laser engraver, and other fabrication equipment to allow students to create small runs of items for their portfolios and as part of the student-run Design Center. The Ceramics studio has been taken offline because of a lack of interest and enrollment. Planning and implementation needs to occur to relocate the woodshop to the ceramics lab, and move the Graphic Design fabrication equipment to the current woodshop space.</p> <p>The Social Work Technician Program would like to convert a storage room into an office simulation space, so that students can practice recordkeeping, document scanning and processing, and other office-related duties that they will encounter in the workplace.</p> <p>The FASS Division is working with the Phi Theta Kappa chapter and the Honors College to convert an underutilized classroom- MMB 2111- into a shared student-centered gathering space and office for the two programs. The room would be furnished with movable, flexible tables and chairs that would allow students to work in small or large groups on projects, hold meetings, and plan social activities that build peer connections.</p> <p>The Music Program student lounge/locker area needs new lockers, carpet and furniture. Music students typically carry a full-time course load, and are on campus 4 days a week, up to 8 hours a day. This space is needed for students to securely store their musical instruments while taking other classes, and to have a place to study between classes and eat meals.</p> <p>The Division office, MMB 2005, the Art Office- VADC-100, and most faculty offices in MMB and VADC are in need of new carpet and some need painting. Carpet in offices in the FASS Division is over 15 years old, some likely well over 20 years old. The division office break room, which serves over 80 faculty and staff, also needs updating, and would benefit from having a sink installed. Currently faculty and staff have to</p>

Division	Projected Change During Next Five Years
	<p>wash dishes in the nearby bathroom sink, which is not a hygienic practice.</p> <p>The Psychology Program has requested space for a Psychology Lab, where they can store equipment and materials used for hands-on demonstrations. A part-time office space has been identified, but will require moving some PT faculty to another office. Both spaces would benefit from minor renovations.</p> <p>The entrance from the parking lot into the Mott Memorial Building remains an area that needs improvement in lighting and creating a more inviting entrance to the campus. Some work is being done currently, but this area will continue to need work. This entrance serves as a main entrance to the college for students who take the bus, as well as those who park in lot E, particularly members of the public who come to campus to attend events in the MMB Auditorium, and Mott Middle College students who are dropped off at the designated area.</p>
Division of Health Sciences	<p>The simulation laboratory has gone through small changes as the simulation program has developed. What started out initially as one or two simulators has now grown into multiple rooms. What also began as a program primarily for Nursing is now being used by Respiratory Therapy, Occupational Therapy Assistant, Physical Therapy Assistant, Dental Hygiene, and Dental Assisting. As a result, the space needs to be redesigned to simulate a hospital environment or “micro-hospital”, in which multiple simulations could be taking place at the same time and the use of the lab could be greatly increased.</p> <p>Updates to CM 2203 are needed to maximize instruction for nursing assessment. This classroom was primarily used for the CNA students. We no longer offer this program and the space is primarily utilized for nursing and phlebotomy. The nursing faculty have requested modifications to have 10 patient simulated stations with simulated head boards ( O2 and suctioning is simulated and does not need to be working).</p> <p>Upgrade the classrooms with new style of desk/chairs/tables to accommodate students’ ability to function and maximize workspace. (The dental classrooms in MMB have been updated through division funding in the 2018 fiscal year)</p> <p>The majority of the classrooms in CM/Health Sciences have the fixed desks attached to the chairs. These type of desks/chairs are uncomfortable for our pregnant or bariatric students.</p>
Division of Humanities	<p><i>More Space for Accelerated Learning Programs (ALP)</i>  Currently, we have one classroom appropriate for our ALP sections, so we can only schedule a limited number of sections during high demand times. ALP has come to scale, and being able to offer multiple sections during hours of high enrollment would help students get the developmental courses that they need to succeed and move on. We are proposing that another classroom be outfitted for ENGL-ALP sections.</p> <p>Reading tutoring is now entering its second year and is sharing space in the Writing Center which is already at capacity. Limitations of this small space permits only one tutor at a time to work with a student and allows only very limited types of tutoring activities to occur. A more</p>

Division	Projected Change During Next Five Years
	suitable and flexible area for expanding this space to incorporate both areas of tutoring is needed.
Division of Science & Mathematics	<p>The Physical Sciences have experienced a growth trend. The recently completed renovation of the physical science classroom has provided a better learning space. Upgrades to the Geology museum have improved storage and display. Biological Science continues to support Health Science programs. The Gorman Study Center has increased use of models, and the wear and tear will require purchase of new models moving forward. Also increased demand for Science at the sites will require additional models.</p> <p>Thanks to division and foundation funding, a new classroom set of Anatomy &amp; Physiology (A&amp;P) torso models were purchased last year that support BIOL-150/151/152. Replacement of old and worn A&amp;P models continues to be a priority, especially as we provide them in our new Study Center, and meet the needs of our off-campus classrooms.</p> <p>Mathematics continues to see a shift from developmental courses to increased enrollment in upper level STEM and Statistics/Quantitative Track courses; possibly a sign of improving high school preparedness, and changes to the new Accuplacer exam.</p> <p>In Chemistry, our recently remodeled preparation area is a source of pride for our students and faculty. The labs were last updated in 1997 and will need to be updated moving forward. Our purchase [\$19,000] of software enabled MicroLabs has completed the four year goal of infusing micro-style experiments. This has simplified preparation, reduced chemical quantities consumed, and has reduced storage requirements and waste requirements.</p> <p>On the 2nd floor of the Gorman Building (G2002) is a Student Lounge, that houses several vending machines and several tables. The room is excessively warm due to the vending machines, and the eastern facing windows, especially in the summer months. As such, is it rarely frequented by students and should be considered for remodeling. It would also be appreciated to learn of the vending usage and whether they are all needed in this room.</p>  <p>Students and faculty are excited that the newly revised Science &amp; Mathematics Study Center (G2106) is near completion. Now that the sciences are also housed in the new study center, this affords us the opportunity to re-purpose the room previously known as the “Gorman Study Center” on the 3rd floor (G3201). The room currently has a classroom set of computers which is only used by a few faculty at the beginning of the semester. Given the availability of computers elsewhere on campus, and that of our COW (Computers On Wheels), we should explore alternative uses. Two such ideas are to make the room open to student lounging. Another is to make this into a</p>

Division	Projected Change During Next Five Years
	conference room for faculty and staff. It could also hold the bi-weekly meetings of the STEM Scholars which have nearly outgrown G2019.
Division of Technology	<p><i>CNC Lab/Classroom</i></p> <p>The CNC labs are in desperate need to have tools updated and replaced. As with all things, after time and use the tools have worn out or have broken in the machining lab. There are not enough tools for the entire class to work on a project at once (specifically in MECH 246/247)</p> <p>These tools will allow all of the CNC machines to be set up with identical tooling in the carousel. This will allow the teaching experience to be more industry relevant, speed up project time and increase the efficiency of the projects in the Lab class. The ultimate goal is to allow students to spend more time on the machines and learning vs looking for tools and waiting for available tooling.</p> <p><i>Mechatronics Mechanical &amp; Fluid Power Labs</i></p> <p>Several mechanical trainers have been purchased through CCSTEP grant funds for the new Mechatronics program. These trainers will be located in the RTC 2306 lab. The carpet needs to be removed from the floor and the floor refinished. We will also need to change tables and remove the attached tables along the back of the room.</p> <p>RTC 1403 needs to be turned into a functioning fluid power lab to house the mechanical trainers for Mechatronics. The new class will be offered temporarily in the High Bay, until a new lab is created. We can look at options in the RTC to see where we might find available space and the best location.</p> <p>The Residential Wiring Lab was recently moved to RTC 2606 to allow for a secure and dedicated lab space. Due to standard electrical safety practices for this hands-on environment, there are necessary updates required to the room.</p> <p>The carpet needs to be removed from the floor and the floor refinished. Any facility or geometry issue with the floor will need to be addressed.</p> <p>The previous A/V screen and camera system is no longer in use and should be removed and/or refinished with dry wall.</p> <p>The east wall needs to be refinished and painted an appropriate color that matches the rest of the room (or entire room repainted, better option).</p> <p>Ceiling tiles continue to be damaged in area near instructor station due to fire sprinkler system leak</p> <p>Electrical plugs in room should be removed and faceplate blanks installed. There should only be one outlet box location in the room for central power.</p> <p><i>Robotics, Automation &amp; RFID Tables &amp; Chairs</i></p> <p>Many times students need access to computers, tables and chairs in the High Bay as they work on labs. A new rolling cart with laptop computers was purchased with Perkins funds. Tables and chairs should be purchased. The plan is to purchase tables and chairs that can be nested together when not in use, but can be brought out to use in the Robotics, Automation &amp; RFID classes when students are working</p>

Division	Projected Change During Next Five Years
	<p>in the High Bay on those labs. A great deal of the robotics curriculum is delivered with robot handling software on the computers. Some students in the classes will be testing out their programs on the robots, while others are writing their programs.</p> <p><i>Automotive Ceiling in RTC 1010</i> The Automotive classroom (RTC 1010) was originally designed as a lab space. It does not have acoustic ceiling tile and has a loud air handler in the ceiling. This room needs to have a drop ceiling and high efficiency acoustic ceiling tile added. As the situation is evaluated, it may be determined to box in the air handler to reduce noise.</p> <p><i>Automotive Tool Crib Storage Area</i> It is time to update the tool storage needs and work benches that students perform tasks at in Mott's Automotive Lab. This is an upgrade that is long overdue, as many of these items were transferred to the Regional Technology Center from the old Wagner building where Mott's Automotive Technology program was once located. The current state of this program is strong, but the present tool storage units and work benches are tattered and beyond repair. In addition, the current tool storage has made it extremely difficult to track tools.</p> <p>The solution to this problem is Snap-on's Build-A-Bay tool storage and benches that will be custom built in the tool room and around the Automotive Lab. This is an excellent system that will improve loss prevention, which has been a problem in the past. The system that will improve loss prevention is the integrated automated tool control where each tool will be inventoried within the system. The system works by giving each student a card to access the tool storage unit. When a student uses his/her card to grab a tool, the system takes a picture of the drawer and notes what tools were taken. Likewise, when the student uses his/her card again to return the tool, the system will take a picture and note that the tools have been returned. Instructors would also be able to monitor the tools anywhere on campus.</p> <p><i>Drain &amp; Water for Refrigeration Labs &amp; Eyewash Station</i> As a safety note, there is not an eyewash station in the HVAC labs. We also have a need for a sanitary sewer drain and water connections to hook up refrigeration equipment for the HVAC program. This would include the donated \$8,000 Sub Zero refrigerator, commercial refrigeration units, ice machines, etc.</p> <p>The sheet metal lab which is currently housed in 1308 will be moved to 1304. A steel mezzanine in the new sheet metal lab area would allow for better utilization of the space. It would also create the opportunity for a more realistic scenario for the installation of equipment and duct work. It would include guarded ladder for access and a safety rail. The plan is to locate this along the north wall of the lab. This would greatly improve spatial efficiency as well as best prepare students for the real-world work they will be doing upon graduation.</p> <p><i>The Welding Program Needs Additional Lab &amp; Storage Space</i> The addition of the AAS degree in Pipe Welding will bring several issues in the Welding lab to a head. The lab will be used for the certificate program, the AAS degree program and non-credit welding training. It is likely that the current lab will be in use from 8:00 am to 10:00 pm, with no time to prep for the labs that follow. <i>The technology division is in the process of converting RTC 1308 into a second welding lab and moving HVAC sheet metal lab to RTC 1304. Bids are currently being acquired to renovate the lab space to accommodate growing</i></p>

Division	Projected Change During Next Five Years
	<p><i>enrollment. 1308 will need to have the appropriate ventilation installed for the welding lab.</i></p> <p><i>The welding program curriculum has been updated to allow for a clear path to transfer to a 4 year institution for those who are looking to continue their education and earn a bachelor degree.</i></p>
Workforce & Economic Development Division	<p>Addition/Renovations to the Wagner Workforce Education Center to accommodate increased community workforce training services through partnership with GST Michigan Works! includes 16,000 s.f. additional spaces, and upgrades to space, furniture, computer systems and basic facility upgrades.</p> <p>Establishment of Clock hour term programs (approx. 8 programs) that qualify for Federal Pell Grant Funding.</p> <p>Develop and implement new programs to provide Industry Recognized Credentials in response to the changing and expanding demand of local employers.</p> <p>Work closely with the Workforce Innovation and Opportunity Act (WIOA) via the GST Michigan Works! Agency to provide training and Industry Recognized Credentials now required by the new WIOA policies.</p> <p>Expand capacity and services offering via Corporate Services to increase services to employers within the region as they continually upgrade the skills of their new and existing workforce.</p> <p>Development of a physical re-engagement center for youth that have disconnected from school and/or work to connect them with educational and career path options.</p>
Lapeer Extension Center	<p>The Lapeer Center was purchased in 2013. Renovations to the center will create 4-6 new classrooms and dedicated space for admissions and intake; air handler and chiller replacements are also needed throughout; roof replacement.</p>
Public Safety	<p>Renovation to create a sallyport and secure fencing for Public Safety vehicles in order to comply with Michigan Commission on Law Enforcement Standards (MCOLES) recommendations.</p>

b. Identify the unique characteristics of each institution’s academic mission:

***For Universities:***

Major research institution, technical/vocational center, geographic service delivery area(s), community presence activities, etc.

***For Community Colleges:***

Two-year degree and certificated 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 4-year institutions, etc.

Mott Community College strives to meet the needs of its students and the community that it serves. The College is involved in many initiatives to better understand the needs of these groups and has implemented many programs to meet those needs. Among those are:

### **Public Safety Community Policing**

The Mott Community College Department of Public Safety (MCC DPS) is a full service law enforcement agency as established by Michigan State Law. MCC DPS has achieved full accreditation status from the Michigan Law Enforcement Accreditation Commission (MLEAC). The foundation of accreditation lies in the adoption of 105 standards containing clear statements of professional objectives, while ensuring transparency and accountability. Procedure development and implementation represents compliance with best practices and professional achievement. The approach of community-oriented policing is one that runs throughout the philosophy of the force. With funding from the U.S. Department of Justice, and the Community Oriented Police (COPS) Program, the Department of Public Safety established a COPS position that remains on the MCC force after the grant expired. The Department has 22 sworn and 11 non-sworn officers. Officers patrol in vehicles, golf carts, Global Electric Motorcars (GEM), and bicycles as well as on foot. Officers also patrol and conduct initiatives within a one mile radius around the campus boundaries. These initiatives include patrolling and attending meetings at area neighborhood associations and neighborhood watch groups (such as the College Cultural Area, Central Park Neighborhood Association, and Fairfield Village Neighborhood Council) to address neighborhood issues, concerns, give safety presentations, perform home security checks, and conduct Child Safety Seat presentations at various community events. The Department also participates in the Genesee County Elementary School Bicycle Safety Project (bicycle helmets are given to elementary students), are members of the College Cultural Security Area Team, (includes Flint Schools, The Flint Public Library, The Public Safety Department of University of Michigan Flint, The Fine Arts Council, Bower Theatre, The Whiting, Sloan Museum, Dort Music Hall), and members of the C.O.R.E. group (includes the ATF, DEA, DHS, FBI, First Merit Bank, Flint Police Department, Genesee County Sheriff Department, Genesee Township Police Department, Michigan State Police, Michigan State University Public Safety, Kettering University Public Safety, University of Michigan Flint Public Safety, and the College Cultural Area).

The Department of Public Safety officers attend the Concerned Pastors and Police of Flint meetings and the Advocates and Leaders for Police and Community Trust (ALPACT) as well, to address quality of life issues, improving relationships and current events in the community. MCC Public Safety also organizes and participates in memorial dedications, award ceremonies, dignitary protection, and funeral details.

Mott Community College has established on all campuses Emergency Response Teams which consist of specially trained volunteer members of the Mott Community College staff that are activated to assist in response and evacuation in all emergency situations. They are also trained in the use of the AED (automated external defibrillator), CPR (cardiopulmonary resuscitation), basic first aid, and emergency procedures. In an emergency and evacuation situation, they provide directions for taking shelter, exiting the building, or other safety instructions.

Health referrals and related health services are available in the Public Safety Health Services office to help MCC students promote wellness, avoid illness, and succeed with their studies. Health Services staff can assist with concerns such as: physical health issues and questions, treatment for illness or injury, health screening including vision, hearing, blood pressure, blood sugar, HIV testing, and pregnancy testing, TB testing, physicals as required by the Health Sciences Division, as well as referrals to community agencies and outside providers as needed.

The Department complies with the Jeanne Clery Act. Compliance with the Clery Act requires institutions like Mott Community College to adhere to various mandates. An Annual Security Report is published each year, by October 1<sup>st</sup>, which contains three years of campus crime statistics and certain security policy statements including sexual assault policies which assure basic victims' rights, the law enforcement authority of campus police and where students

should go to report crimes. The report is to be made available automatically to all current students and employees, while prospective students and employees are to be notified of its existence and afforded an opportunity to request a copy. Schools can comply using the Internet so long as the required recipients are notified and provided the exact Internet address where the report can be found and paper copies are available upon request. A copy of the statistics must also be provided to the U.S. Department of Education. One of those requirements involves timely notification to the campus community of certain crimes or incidents that are (a) reported to campus security authorities or local police agencies, and (b) considered by the institution to represent a serious or continuing threat to students and employees.

The Department oversees the Law Enforcement Regional Training Academy (LERTA), a basic training school sanctioned and under contract with the Michigan Commission on Law Enforcement Standards (MCOLES).

### **Regional Community-Based Workforce Development**

Mott Community College's Workforce & Economic Development Division (housed in the Garfield Wagner Jr. Workforce Education Center) serves as the headquarters for regional community-based workforce development initiatives and training for all of Genesee County. This site offers a variety of training programs designed for individuals seeking to obtain employment, improve career skills, or enroll in college. Fast Track is designed to increase workplace readiness and literacy skills, and provide participants the necessary skills to secure entry-level employment or entry into short-term vocational and/or college training. The Literacy Skills/GED Preparation program helps participants increase and enhance literacy skills and prepare them to take and successfully pass the GED exam. The Workforce Innovation and Opportunity Act (WIOA), (formerly Workforce Investment Act-WIA) programs offer employment and training services to individuals seeking employment and/or skills to obtain better employment. The WIOA programs service Adult, Dislocated, Younger Youth, Out-of-School Youth, and Incumbent workers.

Mott Community College, through funding from the United States Department of Education and the United States Department of Commerce, has collaborated with three community-based organizations (The Disability Network, The Faith Based Development Corp, The American G.I. Forum of Flint) to create Community Technology Centers (CTCs) to offer technology based programs focusing on bridging the "Digital Divide" and to provide hands-on learning opportunities leading to career development for under-served communities. Most recently, MCC has assumed responsibility for providing Adult Education and GED Training for the Flint and Genesee County Area from Flint Community Schools. This interaction also helps in building pathways for individuals to seek further education through enrollment in degree programs. The three CTCs (The Disability Network CTC, The Great Lakes Baptist CTC, and The Hispanic Technology and Community Center) continue to flourish with community activity and training.

### **Regional Workforce Development Initiatives**

Mott Community College's regional Workforce & Economic Development extends to companies within the region and is a vital part of corporate training and the workforce development representing Genesee, Huron, Lapeer, Livingston, Macomb, Oakland, Sanilac, Shiawassee, St. Clair and Tuscola Counties. It brings together partners representing business, industry, educational/training institutions, workforce development agencies, governmental entities, economic development boards and chambers of commerce. Its purpose is to address skill shortages and gaps in the regional labor market.

#### **MCC's Workforce & Economic Development Education Center Strategies**

- Continue to identify new workforce programs and current skills gaps
- Coordinate and leverage local workforce training programs
- Expand awareness of and information on training opportunities
- Organize industry-wide training initiatives

- Broaden the career pathway training system
- Secure immediate and long-term sources of flexible funding

### **MCC Best Practice/Capacity**

MCC Workforce & Economic Development Division has built the capacity to align priorities, strategies, and resources with those of regional labor market needs. MCC maintains a leadership role in building and sustaining high quality programs and services supportive of regional economic growth strategies. These efforts move MCC toward more effective and sustained responses to changing workforce needs.

Employers are a valuable partner for community colleges in developing and establishing clear career pathways. In addition to offering job and internship placements, local businesses can define worker skills and competencies that are in demand, as well as help pathway partners discern labor market demand. Employer work sites also offer an additional venue for colleges to deliver Incumbent Workers training at all skill levels.

MCC's Workforce & Economic Development Division was featured in a Promising Practices brief published by The Aspen Institute in March of 2016 titled "The Power of Pell: Mott Community College's Use of Federal Aid to Train Unemployed Workers and Dissolve Silos Between Credit and Noncredit."

This Promising Practices brief is one of a series of reports jointly published by the Aspen Institute Workforce Strategies Initiative (AspenWSI) and Achieving the Dream based on cases from a U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training grant consortium. Led by Northern Virginia Community College, the consortium includes seven colleges. This brief focuses on how the grant helped spur Mott Community College to institutionalize the use of Pell Grants to fund noncredit job training and expand college services for noncredit students.

### **Financial Opportunity Center (FOC)**

Workforce interventions alone are frequently not enough to support low-income, low-skilled workers as they enter the labor force or attempt to upgrade their skills. Other economic and social supports are needed. This year, MCC, Local Initiatives Support Coalition, and Genesee Shiawassee Thumb Michigan Works! partnered to establish a new Financial Opportunity Center (FOC) to provide families with services in a bundled fashion including employment placement and career improvement, financial education and coaching, and public benefits access. Increased capacity of the FOC will boost the economic well-being of Flint residents and strengthen workforce interventions city-wide.

The FOC is also supported with staffing by an Americorps member provided by funding from the National Americorps service program.

### **Honors College**

The Honors College at MCC is a growing program attracting students from throughout the community. Committed to excellence in education, students in this college take for or more honors-level courses that result in an Honors diploma and medallion. A service-learning component is also an essential part of this curriculum. Honors graduates have gone on to win scholarships at colleges and universities throughout the state.

### **Mott Middle College**

Mott Middle College (MMC) is a middle college/high school for at-risk youth in Genesee County and districts geographically adjacent to Genesee County. Open to students in all of the county's 21 public school districts, the program is designed to provide "intensive care education" to students with academic potential that are at risk of dropping out before high school graduation or who are achieving well below their potential. MMC re-designed into an Early College program that guides its students through successful completion of their high school graduation requirements and up to 60 transferrable college credits. MMC services students in grades 9 –

13 and is integrated with Mott Community College's academics, extra-curricular, and advisement programs.

### **Academic Testing Center**

In 2011, MCC began offering certification testing to students in the areas of A+ Security and Networking Security. Students do not have to complete a Certificate or Associate Degree program to be eligible for the certification testing. Since 2011, the ATC has expanded to Automotive and added Computer certification testing in CIW Site Development. Additionally, faculty are increasingly sending students to the ATC for make-up tests, orientation testing in Health Sciences, and required HESI testing for Nursing students.

### **University Center**

The University Center at Mott Community College is a unique partnership that allows students to earn baccalaureate and post-graduate degrees from a major university right on MCC's campus in Flint. The MCC University Center offers junior, senior, and graduate level credit at one convenient location. MCC provides the classroom space, parking, library, and computer facilities to each partner school's students. Partner institutions include Bellevue University, Davenport University, Rochester College, University of Michigan-Flint, Michigan State University, and Ferris State University.

### **Technical Vocational Training**

Mott Community College offers 84 active state-approved Career and Technical Education certificate and associate degree programs located in the Business, Fine Arts & Social Sciences, Health Sciences, Humanities, and Technology Divisions. These programs provide students with hands-on technical training and work-based learning experiences. Mott's Automotive Technology, Cosmetology, Dental Hygiene, Graphic Design, and Culinary/Baking and Pastry Arts/Food Services Management programs have functional service clinics or studios that are open to the public, providing automotive, cosmetology, dental hygiene, graphic design and restaurant services to a public clientele, providing real-life work experience to students.

Mott maintains articulation agreements for over 260 degrees and certificates with regional secondary institutions, allowing students the opportunity to continue career preparation at postsecondary level without duplication of coursework.

### **Science Olympiad**

Science Olympiad is in its 35th year at the State level and its 34rd year at Mott. Usually there are thirty or more teams that include 400 – 600 students who participate in this event each year. Students work as individuals and in teams with teachers and parent sponsors who help them acquire skills for the various competitions. These include events in robotics, biology, chemistry, mathematics, and computers. Students take written tests, build devices either before or at the competition, and test these devices to fly, hold weight, play music, move a mass, or meet some other challenge. The events are supervised by college faculty, college students, and business representatives.

### **Ballenger Eminent Speaker Lecture Series**

The College has an ongoing lecture series which changes theme every two years. Past themes have included Business Entrepreneurship, Health and Wellness, Improving Life through the Arts, and Science Exploration. The speakers are selected by a faculty led committee that collaborates to design the topics and presenters. The 2019-20 Ballenger theme is "Social Justice."

### **Annual Mathematics Competition**

Faculty and local high school teachers join together to host the Annual Mathematics Competition now in its 13<sup>th</sup> year. A participating school can bring one or two teams. This event was developed several years ago by a math teacher from Almont High School and its unique configuration of mathematics activities was brought to Mott nine years ago by a Mott Mathematics Faculty member. Questions and activities for this event are written by Mott

mathematics faculty. In addition, local high school teachers also have an active role in the competition when they serve as proctors and can share the responsibility with faculty in grading each event. This event has grown in popularity and participation has increased over the seven years it has been conducted. Schools now look forward to plan for this opportunity for their students to learn more about college through this experience.

### **Cosmetology Community Services**

Cosmetology is actively involved throughout the community. They could be found this past summer marching in local community parades while promoting their program. Two to three times per month they provide free services to nursing homes, the food kitchen, and the Genesee Career Institute, to name a few. They also participate in the Chamber of Commerce Business Focus program and the Women's Expo. Faculty attend styling shows with their students twice per year to keep them up to date on new hair colors, styles, etc.

### **Accounting Program Community Service**

MCC's Accounting program has added to their repertoire the IRS sponsored Volunteer Income Tax Assistance (VITA) program. This is a great community service opportunity in which students who have taken one of Mott's Income Tax classes can volunteer their time and expertise to prepare income tax returns for low-income individuals in our community. The accounting majors gain valuable work experience while participating in a service learning activity.

### **Culinary Arts Program Community Service**

MCC Culinary remains active in the community and the food service industry. Chefs regularly participate in local fund raisers for the March of Dimes, the Food Bank of Eastern Michigan, and the Bobby Crim Foundation. Mott chefs are also active in the Flint/Saginaw Valley Chapter of the American Culinary Federation. The local A.C.F. Hot Food Competition proceeds are donated each year to area Snack Sack programs for kids. They also participate in judging area food competitions such as The Next Urban Chef Competition promoting healthy cooking and local foods to Flint-Detroit metropolitan youth. Most recently, they have developed a Culinary Knowledge Bowl team competing at both Regional and National levels. This past year the program took additional steps in their process to become an A.C.F. accredited program.

### **Art & Design Community Service**

Mott's Graphic Design and Photography programs have a long history of working with the area ISD's to prepare and host the annual SkillUSA competition for this region. SkillsUSA is a national membership association serving high school, college and middle school students who are preparing for careers in trade, technical and skilled service occupations, including health occupations, and for further education. SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel. We are currently rotating location with other colleges. Our last year to serve as the host was February of 2018. The following are the areas that we test students skills.

**Photography:** Contestants are put through a series of real-world photographic scenarios and are judged on their overall mastery of the following skills: understanding the features of today's digital SLR or mirrorless cameras, field assignment, producing a contact sheet, producing a composited digital fine art piece from their field assignment, a written test, portrait/commercial studio using strobes, troubleshooting common photo errors, and print competition.

**Advertising Design:** This contest tests technical skills and creative aptitude as though contestants worked for an ad agency. In addition to a written test, competitors will recreate a provided advertisement on the computer. Competitors are judged on their accuracy, proficiency with industry software and ability to meet a deadline. Contestants also compete in a creative portion of the competition. The creative portion involves the application of creative thinking and a design challenge. Layout, drawing, and illustration skills are used, as well as the ability to create vibrant, effective designs using the computer.

**Promotional Bulletin Board:** Bulletin board displays are created by SkillsUSA chapters based on the annual SkillsUSA theme. The bulletin boards are judged on their ability to promote SkillsUSA, career and technical education in general, and related occupational information. An accompanying notebook documents the development and construction of the bulletin board. An oral presentation explains the process, purpose and educational value.

### **Flint & Genesee Literacy Network**

Initiated in 2011-12, through the leadership of Mott Community College, a work-group of community organizations was convened to bring awareness to the basic skills crisis in the greater Flint area. With major financial support from the City of Flint, the Community Foundation of Greater Flint, and the United Way of Genesee County, Mott Community College later agreed to serve as the “backbone organization” for what became the Flint & Genesee Literacy Network. The Flint & Genesee Literacy Network currently consists of a variety of community stakeholder organizations (more than two dozen), and has launched an ongoing collaboration to align and improve literacy resources and services in the community. Many of the Network’s efforts are focused on the development of a comprehensive Community Literacy Plan.

### **Articulation Agreements**

MCC is a signatory of the Michigan Transfer Agreement and has embedded this agreement into both the Associate of Arts and Associate of Science degrees. Faculty continue to participate in a statewide initiative to build statewide articulation agreements by transfer discipline. In addition, MCC has more than 260 opportunities for credit in degrees and certificates in nearly 50 disciplines which are included in articulations with 29 secondary schools and ISDs in nine counties. Details are available here: [https://www.mcc.edu/articulation/hs\\_index.shtml](https://www.mcc.edu/articulation/hs_index.shtml)

c. Identify other initiatives which may impact facilities usage;

Being a public community-based organization we are an institution that provides open access to various community groups that have interests aligned with the mission of the college. Some of these include: College Fairs, Transfer Advisement Days, preadmission/Upward Bound, library privileges for Community Members, Test Proctoring, Industry-Certification Testing, Lecture Series, Alumni Association Recruitment Day, MCC Foundation events for friends and fundraising. The college is also in heavy use during the summer months to provide facilities and support for summer youth programs. The college campus is used to host large community events such as visits from the Governor of Michigan, the U.S. President, and other entertainment and cultural events. Additionally, in cases of public emergencies, use of MCC campus facilities and resources may be provided as part of the cooperative efforts of local law enforcement agencies and other community organizations.

d. Demonstrate economic development impact of current/future programs (i.e., technical training centers, Life Science Corridor and Tri-Technology Corridor initiatives, etc.).

### **Branch Centers:**

Reaching further into its county-wide service delivery area and beyond, Mott Community College offers an array of educational opportunities at its branch centers.

Locations include:

#### *MCC Fenton - Southern Lakes Center*

Serves the fast-growing areas of southern Genesee, northern Oakland, Livingston counties and more.

#### *MCC Lapeer Center*

Serves Lapeer County and the Thumb Area from our campus on the west side of the City of Lapeer.

*MCC Howell - Livingston Regional M-TEC*

In the heart of Livingston County, a Michigan Technical Education Center serves business, industry and individuals.

*MCC Clio - Northern Tier Center*

Provides college courses for northern Genesee County, southern Tuscola and Saginaw Counties.

*MCC Community Technology Centers (CTC)*

Across the City of Flint, neighborhood centers offer computer training and access to bridge the digital divide and begin new careers.

*MCC Garfield Wagner Jr. Workforce Education Center*

Mott Community College offers a variety of programs at the Garfield Wagner Jr. Workforce Education Center including basic skills development, health care, advanced manufacturing, computer repair training, and job placement assistance.

**Occupational Programming**

Program Advisory Committees are established for each MCC Occupational Program as a means to meet the needs of our community. They consist of members from local area businesses who can advise faculty and staff. These Advisory Committees allow Program Coordinators to stay abreast of industry trends and local business needs in order to create and/or adapt Programs to meet the needs of our community and surrounding areas. This has resulted in the creation of new programs such as Welding Technology Associate, and Health and Fitness Professional, and certificates in Professional Baking,, Mechatronics, and Automotive Alternative Fuels.

**Technology Division**

The programs in the Technology Division are receiving a lot of interest from companies and staffing agencies for their graduates. Fields such as computer applications development are in high demand in our region and around the country. Other Information Technology areas are seeing a very high demand in the region. Skilled technicians in automotive technology and heating and air conditioning are always in demand.

There is a continual high demand in the manufacturing industry for highly skilled technicians in areas such as Computer Aided Design & Drafting, Electronics, CNC Machining and Robotics. There is a need for hundreds of machinists in the Southeast Michigan area. Information from 2012 stated that there were 15 job openings for every skilled machinist that was available for hire. The Workforce Intelligence Network (WIN) for Southeast Michigan held a CNC Skilled Trade/Technician Task Force Meeting that brought together business representatives as well as college educators to discuss the shortage of CNC Machinists, CNC Programmers and related occupations. Mott has had many recruiters for companies continually searching for highly skilled technicians.

Following a change in employers' mindset, there is once again demand for graduates with an AAS in Computer Aided Drafting and Design. This program gets regular calls from staffing agencies needing skilled CADD employees and currently is placing all graduates..

Electronics, Programmable Logic Controls and Robotic Technicians are fields with high demand for skilled employees. Graduates & current students are being recruited from these three fields that are all part of the Electronics & Electrical Program. The program coordinator receives regular phone calls and visits from program advisory committee members, electronics companies and staffing agencies looking for these high demand students.

The Welding program has a full-time welding instructor who has been instrumental in operating the program to this point. The curriculum has also been updated to ensure an easy path for students who want to transfer to Ferris State to continue in welding to earn a bachelor degree.

## **Fine Arts & Social Science Division**

The Early Childhood Education Program partners with the Genesee Career Institute to offer the courses needed to complete the educational requirements for the Child Development Associate credential, certified by the Council for Professional Recognition. If they begin in their junior year, these dual-enrollment students can complete the credential and obtain an entry-level job in early childhood while continuing to earn their associate or bachelors degree.

The Music Program has partnered with the Continuing Education staff to develop a process whereby community members and non-majors can register for the music ensembles for non-credit and no cost. Many community members have participated in our ensembles for years, which provides stability to the groups and fills in gaps in instrumentation or vocal range. These community members also provide maturity and informal mentorship to the new music majors. The non-credit option also allows degree-seeking students who have a music background, but who are not music majors, to continue to participate in music groups without using financial aid or paying out of pocket. Active participation in the arts is beneficial to all students, as studies show that it enhances brain plasticity, builds confidence, cultivates memory skills, and enhances overall well-being.

The Graphic Design program has developed new space for their Design Studio courses, a component of the curriculum that gives students first-hand experience designing for actual clients. Rather than the traditional classroom space, the design involves creating an intake area for clients and a conference room setting for client meetings and presentations of proposals.

The Art Program introduced its first annual Student Art Fair in 2018. This provides students with a real-world experience in preparing works for sale, marketing the event and promoting their booths/work, interacting with the public and discussing their work. To participate, students must attend an orientation meeting during which they receive coaching on how to prepare for, market and promote the event.

The Art Program also coordinates a biennial day-long event entitled "Making a Living in the Arts." This event is marketed heavily to current students and local high schools, and is open to the public. Guest speakers and workshop sessions are designed to help students learn essential "soft skills" that will help them be successful in arts-related careers, including marketing, networking, copyright, contracts and legal issues, creating CVs and resumes, professionalism, etc. Workshops include all arts-related disciplines, including studio art, graphic design, media, music and music technology, photography, theater production, acting and dancing.

The Social Work Program began offering its AAS at the Thumb Correctional Facility in Fall 2019 as part of the Second Chance Pell Program. A second cohort will begin in Winter 2020. The curriculum will include the coursework that fulfills the educational requirements for the Certified Alcohol and Drug Counselor certification through the Michigan Certification Board for Addiction Professionals.

### **Community College Skilled Trades Equipment Program (CCSTEP)**

Mott Community College was awarded a CCSTEP grant of \$4,081,895 ((\$1,020,475 College share, \$3,061,420 State share). At this point, 100% of the grant-funded equipment has been installed in Health Sciences, Technology, and Workforce in 22 different programs for conducting classes, training, and outreach.

## **III. Staffing and Enrollment**

Colleges and universities must include staffing and enrollment trends in the annual 5-year comprehensive master plans. This component should:

- a. Describe current full- and part-time student enrollment levels by academic program and define how the programs are accessed by the student (i.e., main or satellite campus

instruction, collaboration efforts with other institutions, Internet or distance learning, etc.);

Average Fall credit enrollment distribution is 69% part-time and 31% full-time students. Total non-duplicated headcount, which counts each unique registered student only once for FY 2018/2019, is 11,968 credit and non-credit students. To demonstrate activity within each division for the year, the following table describes current enrollment statistics as a duplicated headcount, which totals 50,042. Duplicated headcount is the actual seat count for all sections offered within the division. The table also indicates major means of access by students:

<b>Division</b>	<b>FY-18/19 Duplicated Headcount</b>	<b>Accessed By:</b>
Division of Business	4,489	Main and branch center instruction
Division of Fine Arts & Social Science	11,191	Main and branch center instruction
Division of Health Sciences	7,338	Main and branch center instruction
Division of Humanities	7,772	Main and branch center instruction
Division of Science and Math	10,220	Main and branch center instruction
Division of Technology	4,722	Main and branch center instruction
Counseling / Other	1,024	Main and branch center instruction
Continuing Education / Corp. Services / Workforce Development	3,286	Main and branch center instruction
<b>Total</b>	<b>50,042</b>	

b. Evaluate enrollment patterns over the last five years;

The following table describes student credit enrollment for the last five fiscal years by unduplicated headcount followed by duplicated headcount by division (for complete explanation of counts, see section III. a.):

<b>Division</b>	<b>Annual Enrollment</b>				
	<b>FY-14-15</b>	<b>FY-15-16</b>	<b>FY-16-17</b>	<b>FY-17-18</b>	<b>FY-18-19</b>
<b>Non-Duplicated Headcount</b>	<b>14,624</b>	<b>13,756</b>	<b>12,970</b>	<b>11,867</b>	<b>11,968</b>
Division of Business	5,833	5,224	4,660	4,652	4,489
Division of Fine Arts & Social Sciences	14,397	12,915	12,056	11,164	11,191
Division of Health Sciences	9,314	8,745	8,531	8,139	7,338
Division of Humanities	10,722	9,359	8,625	8,317	7,772
Division of Science and Math	12,308	11,631	11,519	10,859	10,220
Division of Technology	5,851	5,122	5,208	4,910	4,722
Counseling / Other	2,186	1,782	1,652	1,397	1,024
Continuing Education / Corp. Services / Workforce Development	3,543	3,735	3,748	2,333	3,286
<b>Total Duplicated Headcount</b>	<b>64,154</b>	<b>58,513</b>	<b>55,999</b>	<b>51,771</b>	<b>50,042</b>

- c. Project enrollment patterns over the next five years (including distance learning initiatives);

Enrollment has seen a downturn given an increase in employability within the state and nation. As a result, the college continues to look for ways to reach the working adult with education by exploring new ways of delivery including increasing online education, hybrid delivery, and consolidated scheduling. The college has also expanded their work with high school partnerships for delivery of college classes through early colleges and enhanced college enrollment programs at high schools throughout the county and adjacent communities. These efforts have led to enrollment stabilizing for the 2018-2019 academic year with anticipated stable future enrollment with the potential for minimal growth over the next five years.

- d. Provide instructional staff/student and administrative staff/student ratios for major academic programs or colleges;

The following table defines instructional staff / student ratios for major academic divisions:

Division Description	Student to Faculty Contact Hour Ratio
Business	19:1
Fine Arts & Social Sciences	19:1
Health Sciences	13:1
Humanities	20:1
Science & Math	23:1
Technology	15:1
<b>Total</b>	<b>18:1</b>

- e. Project future staffing needs based on 5-year enrollment estimates and future programming changes;

Consistent with the current realities of many other community colleges, MCC has experienced an increase in academic year enrollment of approximately 0.85% from FY 2018 to FY 2019 due to a number of factors, including improvements in the local, state, and national economies, and increased competition from other institutions (including for-profit entities) offering programming similar to ours. To mitigate these factors, Mott has recently focused more heavily and in a more strategic fashion on recruitment of new students and retention of current students. Some of the initiatives driving this focus include significant new marketing efforts for both Fall 2015 and Winter 2016 terms, the establishment of an Office of Institutional Advancement led by an Associate Vice President, and the coordinated expansion of on-the-ground student recruitment efforts at high schools inside and outside our traditional service area. The College intends to solidify the aspects of these efforts that are producing results and actively explore other opportunities to reach current and new markets.

Close monitoring of staffing needs will take place to ensure that staffing is in alignment with enrollment and financial projections. Factors that are expected to influence the future size of the workforce include increased attrition rates due to an aging workforce, projected improvement of the local, state and national economy, and potential adjustments to the workforce due to technological changes/program changes. Recruitment challenges will remain in high demand fields such as information technology and health sciences as well as the Higher Learning Commission faculty minimum educational requirements may cause challenges in hiring qualified part-time faculty.

- f. Identify current average class size and projected average class size based on institution’s mission and planned programming changes.

The following table defines current average class size and projected average in five years:

<b>Division</b>	<b>FY 2018-19 Class Size</b>	<b>FY 2022-23 Class Size</b>
Division of Business	18.5	18.5
Division of Fine Arts & Social Sciences	19.4	19.4
Division of Health Sciences	12.5	12.5
Division of Humanities	19.5	19.5
Division of Science and Math	22.9	22.9
Division of Technology	14.5	14.5
Continuing Education / Corp. Services / Workforce Development	10.1	10.1
Counseling & Student Development	12.8	12.8
Distance Learning*	20.2	20.2
Branch Center / Extension*	18.5	18.5
<b>Average</b>	<b>16.3</b>	<b>16.3</b>

\*Branch campus and Distance Learning averages are also represented within the various divisions and are not counted toward the average

#### IV. Facility Assessment

A professionally developed comprehensive facilities assessment is required. The assessment must identify and evaluate the overall condition of capital facilities under college or university control. The description must include facility age, use patterns, and an assessment of general physical condition. The assessment must specifically identify:

- a. Summary description of each facility (administrative, classroom, biology, hospital, etc.) according to categories outlined in “net-to-gross ratio guidelines for various building types,” DMB-Office of Design and Construction Major Project Design Manual, appendix 7. If facility is of more than one “type,” please identify the percentage of each type within a given facility.

In 2015, the college contracted with a professional services firm to conduct a comprehensive facilities condition assessment. The result was to comply with all requirements of the Capital Outlay Five-Year Plan. The assessment was completed in March 2016, and is currently providing the basis for the development of a long term facilities master plan.

The following table provides a description of Mott Community College facilities showing percentage of type by facility, utilizing the National Center for Educational Statistics’ (NCES) 1992 Postsecondary Education Facilities Inventory and Classification Manual (FICM) Room Use Codes:

<b>Main Campus</b>					
<b>Location/Facility</b>	<b>Rm. Use Code</b>	<b>Building Type</b>	<b>Net S.F.</b>	<b>Percent of Bldg.</b>	<b>Percent of Total</b>
<b>Ballenger Field House</b>	300	Office Facilities	2,645	7.21%	0.24%
Constructed 1952	500	Special Use Facilities	26,709	72.80%	2.44%
	WXY	Non-assignable Area	7,335	19.99%	0.67%
		<b>Total</b>	<b>36,689</b>	<b>100.00%</b>	<b>3.35%</b>
<b>Curtice Mott Complex</b>	100	Classroom Facilities	39,127	20.27%	3.58%
	200	Laboratory Facilities	18,648	9.66%	1.70%
	300	Office Facilities	47,864	24.80%	4.37%

1953 Curtice (West)	400	Study Facilities	957	0.50%	0.09%
1952 Mott (East)	500	Special Use Facilities	2,329	1.21%	0.21%
	600	General Use Facilities	10,286	5.33%	0.94%
	700	Support Facilities	7,298	3.78%	0.67%
	800	Health Care Facilities	392	0.20%	0.04%
	WXY	Non-assignable Area	66,113	34.25%	6.04%
Total			193,014	100.00%	17.64%
<b>Durham Wellness &amp; Physical Education Center</b>	100	Classroom Facilities	3,100	16.91%	0.28%
	200	Laboratory Facilities	3,602	19.65%	0.33%
	300	Office Facilities	270	1.47%	0.02%
Constructed 1957	500	Special Use Facilities	1,146	6.25%	0.10%
Reno 2016	WXY	Non-assignable Area	10,210	55.71%	0.93%
Total			18,328	100.00%	1.67%
<b>Gorman Science Center</b>	100	Classroom Facilities	13,542	16.75%	1.24%
	200	Laboratory Facilities	29,916	37.00%	2.73%
Constructed 1959	300	Office Facilities	9,406	11.63%	0.86%
Renovation 1995	600	General Use Facilities	1,421	1.76%	0.13%
	WXY	Non-assignable Area	26,575	32.87%	2.43%
Total			80,860	100.00%	7.39%
<b>Lenore Croudy Family Life Center</b>	WXY	Non-assignable Area	34,358	* Values not included in total college numbers	
Constructed 1952			34,358		
<b>Mott Memorial Building</b>	100	Classroom	28,271	21.93%	2.58%
	200	Laboratory Facilities	15,350	11.91%	1.40%
	300	Office Facilities	21,965	17.04%	2.01%
	400	Study Facilities	1,135	0.88%	0.10%
Constructed 1956	500	Special Use Facilities	3,807	2.95%	0.35%
1962 U of M Addition	600	General Use Facilities	5,367	4.16%	0.49%
1965 West Wing, Dental Wing	700	Support Facilities	994	0.77%	0.09%
	WXY	Non-assignable Area	52,007	40.35%	4.75%
Total			128,896	100.00%	11.78%
<b>Mott Library</b>	100	Classroom	2,981	3.54%	0.27%
Constructed 1960	200	Laboratory Facilities	1,514	1.80%	0.14%
2006 Event Center	300	Office Facilities	14,971	17.79%	1.37%
2010 Renovation	400	Study Facilities	24,192	28.75%	2.21%
	600	General Use Facilities	8,437	10.03%	0.77%
	700	Support Facilities	281	0.33%	0.03%
	WXY	Non-assignable Area	31,780	37.76%	2.90%
Total			84,156	100.00%	7.69%
<b>Dr. Charles N. Pappas Presidential Conference Center</b>	300	Office Facilities	5,866	72.86%	0.54%
	700	Support Facilities	597	7.42%	0.05%
	XYZ	Non-assignable Area	1,588	19.72%	0.15%

Constructed 1950			Total	8,051	100.00%	0.74%
<b>Physical Plant</b>	50	Inactive Area		2,664	10.28%	0.24%
<b>Operations (PPO)</b>	300	Office Facilities		9,121	35.20%	0.83%
<b>Center -</b>	600	General Use Facilities		1,068	4.12%	0.10%
<b>Administration</b>	700	Support Facilities		6,379	24.62%	0.58%
Constructed 1960	XYZ	Non-assignable Area		6,678	25.77%	0.61%
Reno 2009			Total	25,910	100.00%	2.37%
<b>PPO - Garage/Shop</b>	700	Support Facilities		3,436	95.13%	0.31%
Constructed 1960	XYZ	Non-assignable Area		176	4.87%	0.02%
Reno 2009			Total	3,612	100.00%	0.33%
<b>PPO - Salt Storage</b>	700	Support Facilities		1,503	100.00%	0.14%
Constructed 1992			Total	1,503	100.00%	0.14%
<b>Prahl College Center</b>	300	Office Facilities		40,316	50.93%	3.68%
Constructed 1971	500	Special Use Facilities		7,127	9.00%	0.65%
	600	General Use Facilities		10,456	13.21%	0.96%
	WXY	Non-assignable Area		20,567	25.98%	1.88%
			Total	78,466	99.12%	7.17%
<b>President's Residence</b>	970	House		4,462	100.00%	0.41%
1950?			Total	4,462	100.00%	0.41%
<b>Public Safety</b>	300	Office Facilities		7,264	89.24%	0.66%
Constructed 1992	XYZ	Non-assignable Area		876	10.76%	0.08%
Renovation 1995			Total	8,140	100.00%	0.74%
<b>Regional Technology Center</b>	100	Classroom Facilities		22,502	13.46%	2.06%
	200	Laboratory Facilities		54,682	32.72%	5.00%
	300	Office Facilities		19,881	11.89%	1.82%
Constructed 2002	500	Special Use Facilities		6,511	3.90%	0.59%
	600	General Use Facilities		5,465	3.27%	0.50%
	WXY	Non-assignable Area		58,098	34.76%	5.31%
			Total	167,139	100.00%	15.27%
<b>Visual Arts &amp; Design Center</b>	100	Classroom Facilities		3,869	10.79%	0.35%
	200	Laboratory Facilities		13,783	38.44%	1.26%
	300	Office Facilities		2,966	8.27%	0.27%
Constructed 1967	500	Special Use Facilities		3,153	8.79%	0.29%
Renovation 2003	600	General Use Facilities		3,776	10.53%	0.35%
	WXY	Non-assignable Area		8,306	23.17%	0.76%
			Total	35,853	100.00%	3.28%
<b>Main Campus Totals</b>				<b>875,079</b>		<b>79.96%</b>

<b>Owned Branch Centers</b>					
<b>Location/Facility</b>	<b>Rm. Use Code</b>	<b>Building Type</b>	<b>Net S.F.</b>	<b>Percent of Bldg.</b>	<b>Percent of Total</b>
<b>Lapeer Extension Center</b> Constructed 1970	50	Inactive Area	1,828	3.97%	0.17%
	100	Classroom Facilities	13,090	28.42%	1.20%
	200	Laboratory Facilities	3,361	7.30%	0.31%
	300	Office Facilities	4,848	10.53%	0.44%
	400	Study Facilities	815	1.77%	0.07%
	600	General Use Facilities	559	1.21%	0.05%
	700	Support Facilities	497	1.08%	0.05%
	WXY	Non-assignable Area	21,061	45.73%	1.92%
<b>Total</b>			<b>46,059</b>	<b>100.00%</b>	<b>4.21%</b>
<b>Livingston Regional MTEC</b> Constructed 2002	100	Classroom Facilities	3,073	8.21%	0.28%
	200	Laboratory Facilities	26,188	69.96%	2.39%
	300	Office Facilities	3,750	10.02%	0.34%
	700	Support Facilities	151	0.40%	0.01%
	WXY	Non-assignable Area	4,270	11.41%	0.39%
<b>Total</b>			<b>37,432</b>	<b>100.00%</b>	<b>3.42%</b>
<b>Southern Lakes - Classroom</b> Constructed 1970	100	Classroom Facilities	11,464	27.52%	1.05%
	200	Laboratory Facilities	10,425	25.03%	0.95%
	300	Office Facilities	6,830	16.40%	0.62%
	600	General Use	1,575	3.78%	0.14%
	WXY	Non-assignable Area	11,360	27.27%	1.04%
<b>Total</b>			<b>41,654</b>	<b>100.00%</b>	<b>3.81%</b>
<b>Southern Lakes – LERTA</b> Constructed 1970	100	Classroom Facilities	12,519	76.54%	1.14%
	200	Laboratory Facilities	602	3.68%	0.06%
	300	Office Facilities	394	2.41%	0.04%
	WXY	Non-assignable Area	2,841	17.37%	0.26%
<b>Total</b>			<b>16,356</b>	<b>100.00%</b>	<b>1.49%</b>
<b>Workforce Education Center</b> 1929? Renovation	100	Classroom Facilities	1,595	8.48%	0.15%
	200	Laboratory Facilities	6,139	32.65%	0.56%
	300	Office Facilities	5,959	31.69%	0.54%
	600	General Use Facilities	1,226	6.52%	0.11%
	WXY	Non-assignable Area	3,883	20.65%	0.35%
<b>Total</b>			<b>18,802</b>	<b>100.00%</b>	<b>1.72%</b>
<b>Owned Branch Centers Total</b>			<b>160,303</b>		<b>14.65%</b>
<b>Leased Facilities</b>					
	0	Unclassified Facilities	1,970	6.26%	0.18%
Culinary Arts Institute	100	Classroom Facilities	872	2.77%	0.08%
	300	Office Facilities	1,150	3.65%	0.11%
	500	Special Use Facilities	13,694	43.57%	1.25%

Constructed early 1900's	600	General Use Facilities	3,644	11.59%	0.33%
	700	Support Facilities	1,468	4.67%	0.13%
Renovated 2019	WXY	Non-assignable Area	8,627	27.45%	0.79%
			<b>31,425</b>	<b>100.00%</b>	<b>2.87%</b>
<b>Northern Tier Center</b>	100	Classroom Facilities	7,906	44.43%	0.72%
Approx. 1929	300	Office Facilities	2,019	11.35%	0.18%
Renovation 2006	600	General Use Facilities	888	4.99%	0.08%
	XYZ	Non-assignable Area	6,982	39.24%	0.64%
			<b>17,795</b>	<b>100.00%</b>	<b>1.63%</b>
<b>Leased Branch Centers Total</b>			<b>49,220</b>		<b>4.50%</b>

<b>Community Tech. Centers</b>					
<b>Hispanic Technology Center</b>	50	Inactive Area	3,371	57.40%	0.32%
	200	Laboratory Facilities	581	9.89%	0.05%
1927 - 1928?	300	Office Facilities	737	12.55%	0.07%
	600	General Use	901	15.34%	0.08%
	WXY	Non-assignable Area	283	4.82%	0.03%
		<b>Total</b>	<b>5,873</b>	<b>100.00%</b>	<b>0.55%</b>
<b>Great Lakes Baptist</b>	200	Laboratory Facilities	475	12.04%	0.04%
	300	Office Facilities	464	11.76%	0.04%
	600	General Use	2,546	64.52%	0.24%
	WXY	Non-assignable Area	461	11.68%	0.04%
		<b>Total</b>	<b>3,946</b>	<b>100.00%</b>	<b>0.37%</b>
<b>Community Tech. Centers Totals</b>			<b>9,819</b>		<b>0.92%</b>

<b>Grand Total Net Area</b>			<b>1,094,421</b>		<b>100.00%</b>
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**Note:** Unclassified Facilities (000) includes Inactive, Alteration or Conversion, and Unfinished Areas; Non-assignable Area (WXY) includes Circulation, Building Service, and Mechanical Areas.

- b. Building and/or classroom utilization rates (Percentage of rooms used, and percent capacity). Identify building/classroom usage rates for peak (M-F, 10-3), off peak (M-F, 8-10 am, 3-5 pm), evening, and weekend periods.

The following table summarizes instructional space utilization by facility for Fiscal Year 2017-18. Data is extracted from the College's Event Management System software and tabulates bookings of instructional spaces compared to availability of those spaces:

<b>Facility</b>	<b>Off-Peak AM</b> Mon-Fri 8am-10am	<b>Peak</b> Mon-Fri 10am-3pm	<b>Off-Peak PM</b> Mon-Fri 3pm-5pm	<b>Evening</b> Mon-Fri 5pm-10pm	<b>Weekend</b> Sat 8am-10pm
Ballenger Field House	3.94%	4.15%	4.13%	3.75%	2.36%
Curtice-Mott Complex	22.76%	29.66%	13.61%	9.43%	1.17%

Facility	Off-Peak AM	Peak	Off-Peak PM	Evening	Weekend
	Mon-Fri 8am-10am	Mon-Fri 10am-3pm	Mon-Fri 3pm-5pm	Mon-Fri 5pm-10pm	Sat 8am-10pm
Durham Fitness Center	10.38%	20.81%	9.56%	4.70%	3.01%
Gorman Science Center	20.19%	33.20%	10.65%	13.01%	1.42%
Lapeer Center	5.19%	9.65%	5.44%	5.68%	0.54%
Livingston Regional M-TEC	10.52%	15.23%	9.38%	7.47%	7.69%
Mott Library	10.26%	11.37%	4.87%	2.08%	0.48%
Mott Memorial Building	25.64%	37.50%	14.77%	8.44%	1.60%
Northern Tier Center	11.10%	13.79%	8.30%	3.68%	0.61%
Prahl College Center	9.88%	8.08%	3.14%	2.40%	0.00%
Regional Technology Center /M-TEC	14.10%	20.43%	14.58%	18.24%	1.63%
Southern Lakes Center	17.75%	19.04%	10.88%	8.46%	5.20%
Visual Arts and Design Center	32.98%	30.67%	12.68%	7.43%	0.48%
<b>Totals</b>	<b>18.78%</b>	<b>25.26%</b>	<b>12.04%</b>	<b>10.11%</b>	<b>1.99%</b>

The following table summarizes student station efficiency (percent capacity) by academic division, with station efficiency comparing number of stations filled to the number available for scheduled sections:

Division	No. of Class rooms	Total Sta.	Sta. per Rm.	Total Students	No. Sections	Avg. Students per Sec.	Station Efficiency
Division of Business	17	522	30.7	4,489	242	18.5	60.26%
Division of Fine Arts & Social Sciences	51	1287	25.2	11,191	577	19.4	76.98%
Division of Health Sciences	29	757	26.1	7,338	585	12.5	47.89%
Division of Humanities	25	724	26.1	7,772	398	19.5	74.71%
Division of Science and Math	31	1196	38.6	10,220	446	22.9	59.33%
Division of Technology	40	1040	26	4,722	325	14.5	55.77%
Division of Continuing Ed.	8	186	23.3	3,286	327	10.1	43.35%
Counseling / Other	N/A	N/A	N/A	1,024	80	12.8	N/A
Distance Learning*				5,898	291	20.3	N/A
Branch Center / Extensions*	44	1353	30.8	7,068	534	13.2	42.86%
<b>Total</b>	<b>245</b>	<b>7,065</b>	<b>28.4</b>	<b>50,042</b>	<b>2,980</b>	<b>16.8</b>	<b>59.15%</b>

Station efficiency calculated by dividing average students per sec. by average stations per room.

\*Branch Campus/Extensions and Distance Learning are not counted in total as they are accounted for in the divisions

- c. Mandated facility standards for specific programs, where applicable (i.e. federal/industry standards for laboratory, animal, or agricultural research facilities, hospitals, use of industrial machinery, etc.);

The following facilities or programs have been identified as having mandated facility standards.

Early Childhood Learning Center (using facilities at Woodside Church): Licensing Rules for Child Care Centers (R400.5101 - 400.5940), State of Michigan, Department of Labor and Economic Growth.

Dentistry: Ionizing Radiation Rules, Part 9; Dental X-Ray Installations (R325.5371-325.5397), State of Michigan, Department of Labor and Economic Growth.

Biology, Chemistry, Botany, Zoology: MIOSHA Safety Standards for engineering controls such as ventilation hoods and chemical storage cabinets, for materials such as flooring and lab bench tops, standards for chemical storage, handling and disposal, State of Michigan, Department of Labor and Economic Growth.

Construction Technology: MIOSHA Safety Standards (MIOSHA-STD-1301 - 1325 [Parts 1 - 91]), State of Michigan, Department of Labor and Economic Growth.

Cosmetology: Article 12 of the Michigan Occupational Code (MCL 339.1201 - 339.1218), State of Michigan, Department of Labor and Economic Growth.

Food Technology: Michigan Food Law (P.A. 92 of 2000), especially 289.6101 through 289.6151, and the 1999 Food Code (FDA), State of Michigan, Department of Agriculture.

Industrial Technology: MIOSHA Safety Standards (MIOSHA-STD-1101 - 1163 [Parts 1 - 94]), State of Michigan, Department of Labor and Economic Growth.

Nursing: Public Health Code, Public Act 368 of 1978, as amended, Michigan Board of Nursing, State of Michigan, Department of Labor and Economic Growth.

- d. Functionality of existing structures and space allocation to program areas served;

Existing structures at MCC are being utilized, with few exceptions, by functions for which they were designed and are serving adequately within those functions. Space allocation of existing facilities by function, utilizing the National Center for Educational Statistics' (NCES) 1992 Postsecondary Education Facilities Inventory and Classification Manual (FICM) Room Use Codes, is tabulated below:

Function	Rm. Use Code	No. of Spaces	Net Sq. Ft.	Percent
Classroom Facilities	100	237	161,194	14.73%
Laboratory Facilities	200	212	182,956	16.72%
Office Facilities	300	906	208,481	19.05%
Study Facilities	400	20	27,099	2.48%
Special Use Facilities	500	73	63,330	5.79%
General Use Facilities	600	86	57,615	5.26%
Support Facilities	700	31	22,607	2.07%
Health Care Facilities	800	4	392	0.04%
Residential Facilities	900	34	4,462	0.41%
Unclassified Facilities	50	70	27,220	2.49%
Non Assignable Area	WXY	787	339,065	30.98%
<b>Total</b>		<b>2,460</b>	<b>1,094,421</b>	<b>100.00%</b>

**Note:** Unclassified Facilities (000) includes Inactive, Alteration or Conversion, and Unfinished Areas; Non-assignable Area (WXY) includes Circulation, Building Service, and Mechanical Areas.

Space allocation of existing facilities by program is tabulated below:

<b>Division</b>	<b>No. of Spaces</b>	<b>Net Sq. Ft.</b>	<b>Percent</b>
Office of the President	11	4,475	0.42%
Office of Vice President of Academic Affairs	64	33,108	3.11%
Office of Vice President for Student Success	13	4091	0.35%
Office of Accounting and Purchasing	20	3,687	0.35%
Office of Human Resources	10	3,458	0.33%
Office Marketing and Public Relations	5	996	0.09%
Office of Student Services	129	42,159	3.97%
Office of Institutional Research	1	1,130	0.11%
Office of Grant Development	3	558	0.05%
Office of Physical Plant	50	26,634	2.51%
Office of Public Safety	69	12,257	1.15%
Office of Auxiliary Services	42	19,121	1.80%
Regional Technology Initiatives	37	28,550	2.69%
Information Technology Services	80	17,785	1.67%
Division of Business	71	30,505	2.87%
Division of Fine Arts & Social Sciences	180	71,551	6.74%
Division of Health Sciences	129	43,126	4.05%
Division of Humanities	59	24,916	2.35%
Division of Science & Math	120	67,131	6.28%
Division of Technology	99	73,065	6.87%
Division of Continuing Education & Corporate Services	48	17,924	1.69%
Division of Workforce Development	59	21,612	2.03%
Library Services	34	30,705	2.89%
Foundation for Mott Community College	46	6,548	0.61%
President's Residence	34	4,462	0.42%
Bistro (tenant)	11	8,510	0.80%
Athletics	40	27,310	2.57%
Center for Teaching and Learning	12	5,531	0.52%
Testing Center	3	800	0.08%
Mott Middle College (Partner)	43	12,153	1.15%
View, Learning, & Testing Center	8	4098	0.39%
Lapeer County Office of Family Literacy (tenant)	5	683	0.06%
University Center (tenant)	18	4,964	0.47%
Thumb Area Michigan Works, Lapeer (tenant)	17	4,281	0.40%
Livingston Michigan Works (tenant)	5	3,316	0.32%
Follett - Campus Bookstore (tenant)	13	9,192	0.88%
LERTA	12	12,941	1.22%
Livingston Technology Center	12	29,782	2.82%

<b>Division</b>	<b>No. of Spaces</b>	<b>Net Sq. Ft.</b>	<b>Percent</b>
LEORTC	6	1,456	.14%
Unassigned Space/Inactive/Construction	70	25,250	2.38%
Non-Assignable Space	772	323,071	30.40%
<b>Total</b>	<b>2,460*</b>	<b>1,062,892*</b>	<b>100%</b>

**Note:** Unassigned space includes inactive area at Lapeer Extension, plus other minor spaces in several buildings. Non-assignable Area (WXY) includes Circulation, Building Service, and Mechanical Areas.

\*Leased Culinary Arts Institute not included in totals

- e. Replacement value of existing facilities (insured value of structure to the extent available);

The insurable value of the College's existing facilities per the continuation certificate from the insurance carrier is \$267,808,030.

- f. Utility system condition (i.e., heating, ventilation and air conditioning (HVAC), water and sewage, electrical, etc.);

**Heating, Ventilating and Air Conditioning (HVAC):**

Main Campus: As part of an energy conservation program undertaken several years ago, most boilers and chillers on main campus, some major older air handling units (AHU's) and other major HVAC equipment have been replaced or significantly retrofitted and upgraded. Many of these systems are now over 25 years of age and require considerable maintenance investment to remain functional. Major components of these systems are considered to be in "fair" condition at best. Over the next two years, the FCA that was completed in 2016 will be used as a basis to develop a capital renewal and replacement program. In addition, several buildings on main campus have historically been fitted as variable air volume systems with updated controls, although most building control systems are antiquated and replacements are required. Control systems on main campus are a mix of several different systems of several different ages and are in "fair" to "poor" condition.

Physical Plant Operations Center: Acquired in August 2009 and occupied in January 2010, the PPOC was constructed in 1960 by the Army as a Reserve Training Center. The boilers were replaced approximately 1995 and the heating system is in "fair" condition. The building contains no ventilation system, no central air conditioning and no fire suppression system.

Wagner Workforce Education Center: HVAC systems at Wagner were partly renovated in 2006 and the boiler and all control systems were replaced in 2011. The entire system is now in "good" condition.

Southern Lakes Center: The chiller for the east half of the building was replaced in 2015. Boilers were replaced in 2014. The HVAC systems at the classroom facility are in "fair" condition. Systems at the LERTA Training Center are antiquated and need immediate replacement with newly designed systems to accommodate the current programming.

Livingston Regional M-TEC: HVAC systems at Livingston are in "good" condition, although approaching 15 years of age.

Lapeer Center: The College purchased this facility from the City of Lapeer in 2012; HVAC systems are in "fair" to "poor" condition. The chiller piping requires insulation and several other deferred maintenance issues with the systems require that major repairs be made to assure reliable operation. Within the next five years all seven AHU's will need to be replaced, along with control systems.

Northern Tier Center: The College is responsible for customary and usual maintenance on the HVAC systems for this leased facility; these systems are in "fair" condition.

**Water and sewer:**

Main Campus: Water supply and sanitary and storm sewer systems vary in age, primarily as to the campus buildings with which they are associated. MCC has more problems with the Flint city water and sewer systems within and near the main campus than with its own internal systems; line breaks occur approximately once per year and the College usually takes on the burden of repairs. High concentrations of particulates in water from the Flint River have caused considerable scouring of piping, equipment coils and tubes and fixtures over the last couple of years. The College installed filtered hydration stations to replace all of the existing water fountains and installed faucet filters on all potable water sources in 2015 in response to the Flint water crisis. Overall, the campus water system is “fair” to “poor” and sewer systems are in “fair” condition with several areas requiring yearly maintenance attention.

Physical Plant Operations Center: Water supply and sanitary and storm sewer systems at the PPOC are in “fair” condition, having been cleaned and upgraded upon acquisition by the College. Plumbing fixtures, fittings and trims are mostly operable but outdated with some occasional repairs required.

Wagner Workforce Education Center: Water and sewer systems at Wagner are in “fair” condition. This water supply is included as part of the College-wide filtration program. The main sanitary connection to the City was replaced in 2018. The parking lot storm sewer system connection to City of Flint storm system requires reconstruction to achieve adequate flow.

Livingston Regional M-TEC: Water and sewer systems at Livingston are in “excellent” condition.

Lapeer Center: Water and sewer systems at this facility are in “fair” condition. Two of the four toilet rooms were reconstructed in 2007 and are in “good” condition. In 2017/18 significant amount of work has been done on the potable water system to eliminate dead-legs and to ensure proper temperatures can be maintained on the hot water loops.

Northern Tier Center: Water and sewer systems at this leased facility are in “good” condition. The sanitary sewer lift pump was replaced in 2010 with a larger unit.

**Electrical:**

Main Campus: The College has an underground electrical distribution system feeding its main campus facilities utilizing a double-ended primary power feed from Consumers Energy substations to provide redundancy. The College upgraded or replaced several primary transformers on main campus in 2008 and they are in “excellent” condition. Over the next five years a major replacement program must be implemented to replace transformers, switchgear, buses, and distribution panels. A portion of the underground campus distribution consists of an old lead conductor system that requires replacement to maintain reliability of electrical power. Otherwise, the campus electrical distribution system is in “fair” condition. Electrical distribution systems in buildings vary in age depending on the construction date of the building, but generally the electrical distribution systems range from “good” to “fair” condition.

Physical Plant Operations Center: The PPOC has a pole mounted Consumers Energy transformer and overhead service to the buildings, both in “fair” condition. Building distribution systems are in “fair” condition except for upgraded systems installed by the College, which are in “excellent” condition.

Wagner Workforce Education Center: Electrical distribution at Wagner is underground through a Consumers Energy transformer and the entire distribution system is in “fair” to “good” condition with areas remodeled by the College in “excellent” condition.

Southern Lakes Center: Electrical distribution at SLC is underground through a Consumers Energy transformer and the entire distribution system is in “good” condition.

Livingston Regional M-TEC: Electrical distribution at Livingston is underground through a DTE Energy transformer and the entire distribution system is in “excellent” condition.

Lapeer Center: Electrical distribution at this facility is underground through a DTE Energy transformer at the south end of the building. Routing and condition of this distribution system into the building is unknown. Interior distribution systems are in “fair” condition with areas that have been remodeled by the College in “good” to “excellent” condition. A 2018 flood of the mechanical tunnels required that a large portion of the electrical switch gear and transformers required replacement.

Northern Tier Center: Electrical distribution at this leased facility is underground through a Consumers Energy transformer and is in “good” condition. The distribution system to, and within, the College leased area is in “excellent” condition.

**Natural gas:**

Main Campus: Natural gas distribution systems on main campus are owned and maintained by Consumers Energy up to the meters at each building and the lines are in “good” condition. Gas distribution within campus facilities are in “good” to “excellent” condition.

Branch Centers: Natural gas distribution systems at the various branch sites are either Consumers Energy or DTE through individual building meters. These systems are in “good” to “excellent” condition. Gas distribution within each facility ranges from “good” to “excellent” condition.

**Telephone and Data:**

The main campus telephone system is a combination of IP based phones (serving approximately 2000 handsets) and traditional analog services (serving approximately 75 devices). Remote sites are served by IP services by MCC owned fiber, leased circuits or Internet based VPN connections. Additionally, the system supports public telephones, elevator phones, cellular phones, fax machines, emergency phones, credit card lines and modems. The system provides call centers and voicemail amongst other services.

Data is supported by leased circuits to the branch centers along with Mott owned fiber optic cable connecting main campus to both Southern Lakes Branch Center and the Wagner building. Data for the main campus is supported by fiber optic cable in a modified star pattern. MCC has rolled out wireless technology on campus with over 250 Access Points on main and remote campuses. A 20g backbone (two redundant 10g links) connects each of the major buildings on campus to centralized core. Additionally two redundant 10g links now connect main campus to Mott’s disaster recovery facility located in a bordering county.

g. Facility infrastructure condition (i.e. roads, bridges, parking structures, lots, etc.);

Roads: The College owns 1.8 miles (approximately 285,000 s.f.) of main campus asphalt roads that vary in age but, overall, are in “fair” condition. Horrigan Drive and College Center Drive, approximately 60% of main campus roads, were repaved during 2009; with hard winters and seven years of traffic these drives are in only “fair” condition. PrahL Center Boulevard was removed as part of the Library Renovation project in 2010, decreasing main campus roadways by 0.16 miles. There are no “roads” at off-campus centers except at the Lapeer Center which has 0.43 miles of roadway in “fair” condition.

Bridges: The College owns one concrete pedestrian bridge spanning from Parking Deck G across Horrigan Drive to central campus. It is in “good” condition with repairs effected in 2009. The College is also responsible for a 1,087’ long 12’ x 8’ oval corrugated steel culvert that routes Gilkey Creek under a portion of the campus. It is in “fair” condition with some restoration done in 2008.

Parking structures: The College owns three reinforced concrete parking structures providing 1,310 parking spaces on main campus. All three were coated in 2005 to protect walls, columns, beams and ceilings. Deteriorating concrete and reinforcement in certain areas have required various repairs and is an ongoing annual issue. An ongoing program to maintain long term integrity and serviceability at all three decks has been put in place. Additional repairs are scheduled for the next several fiscal years. All decks require implementation of more robust repairs and upgrades as well as directional and traffic control sign programs. Parking structures

are in “fair” to “poor” condition. In the near future, the college will need to replace ramp G that serves as both almost half of the parking ramp capacity on campus, as well as serving as parking for other surrounding community facilities such as the Flint Institute of Arts, and functions at the Whiting Auditorium.

Parking lots: The College owns 20 main campus asphalt parking lots providing 2,112 parking spaces (approximately 633,600 s.f.). As with campus roads they vary in age but, overall, are in “fair” condition.

Parking lots at other locations vary in age, also. The two lots at Wagner Workforce Development Center (51 spaces) were repaved in 2009 and are in “good” condition. The three lots at Southern Lakes Center (321 spaces) are in “fair” condition, with a portion repaved during 2009; the lot at the Livingston Regional M-TEC (83 spaces) is in “fair” condition; the four lots at Lapeer Center (357 spaces) were upgraded or newly constructed in 2006 and are in “good” condition; and the lot at Northern Tier Center (230 spaces not maintained by the College) are in “fair” condition.

Sidewalks: The College has approximately 5.1 miles of main campus concrete sidewalk plus plazas (approximately 233,000 s.f.). The College conducts a repair/replacement program for curbs, gutters and sidewalks on a yearly basis with approximately 4% of the pads either replaced or mud-jacked to maintain safe pedestrian travel. During 2018, a sidewalk safety assessment was developed, and as a result over 4,400 square feet of sidewalk was replaced or repaired. Overall the main campus sidewalks and plazas are in “good” condition.

Sidewalks and plazas at Wagner Workforce Education Center, Livingston Regional M-TEC and Southern Lakes Center are in “good” condition. Sidewalks and plazas at Lapeer Center and Northern Tier Center (leased) are in “good” condition.

h. Adequacy of existing utilities and infrastructure systems to current and 5-year projected programmatic needs;

Existing utilities and infrastructure systems are nominally adequate to support current and 5-year programmatic needs, with regular maintenance, except:

- Replacement of underground lead conductor electrical distribution for part of the main campus system; and
- Continuing structural repair of deteriorating concrete at three parking decks and the bridge.

i. Does the institution have an enterprise-wide energy plan? What are its goals? Have energy audits been completed on all facilities, if not, what is the plan/timetable for completing such audits?

The College has contracted the services of Cenergistic, Inc. of Dallas, TX to implement an energy avoidance program, concentrating not only on more efficient usage of existing building systems but also working with College personnel to change basic behavior with regard to use and energy reduction. To date this program has resulted in nearly 24% avoidance in energy usage as compared to the base year. The modified goal is a 30% avoidance. This program supports the American College & University Presidents’ Climate Commitment letter. The College has already initiated and implemented Items 2.a, 2.b and 2.d of the Commitment letter relating to LEED construction, EnergyStar appliance purchases and use of alternative transportation. A further step toward this commitment has been the development and implementation of a comprehensive recycling program, implemented in 2013 and consistent with item 2.g of the letter.

- j. Land owned by the institution, including a determination of whether capacity exists for future development, additional acquisitions are needed to meet future demands, or surplus land can be conveyed for a different purpose.

Mott Community College owns a total of approximately 134 acres consisting of:

- Seventy-eight (78) acres of main campus property between Court Street and Robert T. Longway Boulevard east of I-475 and southeast of the Flint Cultural Center in the City of Flint, Genesee County, Michigan.
- The recent 5 acre acquisition of the Family Life Center (formerly Woodside Church)
- Six (6) acres of Physical Plant Operations Center property at Kearsley Park Boulevard and Nebraska Street, Flint, Genesee County, Michigan.
- One (1) acre approximately in three parcels adjacent to the main campus; 1628 Kansas Avenue and 1702 Kansas Avenue and 1450 Poplar Street, Flint, Genesee County, Michigan.
- Thirty-one (31) acres of property at the Southern Lakes Branch Center east of US-23 at Thompson Road, Fenton, Genesee County, Michigan, approximately fourteen (14) acres of which is protected wetland.
- Five (5) acres of property in the Trans-West Industrial Park at M-59 and I-96 in Howell Township, Livingston County, Michigan.
- Twelve (12) acres of property at the Lapeer Branch Center south of Davison Road (West Genesee Street) and east of DeMille Boulevard, Lapeer, Lapeer County, Michigan.
- One (1) acre of Wagner Workforce Development Center property at the southwest corner of Saginaw Street and Fifth Avenue, Flint, Genesee County, Michigan.

A small capacity for future development exists along Robert T. Longway Boulevard on the main campus; some expansion capacity exists at the Southern Lakes Center and the Lapeer Center offers a 12 acre parcel that is buildable. There is no requirement for additional land and there is no surplus land that can be conveyed within current and 5-year programmatic needs.

- k. What portions of existing buildings, if any, are currently obligated to the State Building Authority and when these State Building Authority leases are set to expire.

The following buildings are bonded by the State Building Authority:

- Regional Technology Center / M-TEC: Bonds issued 2002-03 for approximately \$16.7 million maturing in 35 years, retiring 8/31/2037.
- Charles Stewart Mott Library: Bonds issued in 2011 for approximately \$4.1 million, maturing in 35 years, retiring 6/30/2046.

## V. Implementation Plan

The 5-year comprehensive master plan should identify the schedule, by which the institution proposes to address major capital deficiencies, and:

- 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 indexes where appropriate).

Mott Community College's long-term capital planning includes:

- Prael College Center Renovation to address facility deficiencies and expand and modernize student support services. 78,466 s.f.; \$22,000,000 estimated. Project is in planning phase.
- Southern Lakes Branch Center: Rehabilitation to address Facility Condition Assessment deficiencies and to respond to new program needs. 57,575 s.f.; \$8,112,210. Approved Planning Authorization in 2017. The project is in the construction phase.

- Early Childhood Learning Center & Family Life Center: Rehabilitation to address facility deficiencies and increase services. 38,000 s.f.; \$10,300,000. The project is in the construction phase.
- b. Define the impact of addressing deferred maintenance and structural repairs, including programmatic impact, immediately versus over the next five years.

Mott Community College's latest Facilities Condition Assessment has identified needed capital replacement and deferred maintenance projects. These projects affect facilities, services and programs across the entire College. Replacement reserve requirements for the next five years have been quantified as follows:

Priority 1 to be addressed in 1-2 years is \$9,700,000; Priority 2 to be addressed in years 3-5 is \$8,400,000. The total reserves needs forecast through 2025 are \$18,100,000.

- c. Include the status of on-going projects financed with State Building Authority resources and explain how completion coincides with the overall 5-year plan.

The Southern Lakes Branch Center Rehabilitation/Renovation project was submitted to the State of Michigan through the Joint Capital Outlay Subcommittee (JCOS) process in late 2016. MCC was given Planning Authorization in July, 2017. The project is currently in the construction phase. Construction is expected to be completed Spring of 2020.

- 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.

There are currently two large scale projects in construction phase in the Southern Lakes Branch Center and the Family Life Center. On the Family Life Center, and complete replacement of the HVAC systems are in the scope of work. The rate of return is forecast to be a 15% reduction in energy costs for heating those facilities through the installation of newer and high efficiency equipment. The Southern Lakes Branch Center also includes the HVAC replacement of nearly 70% percent of the building square footage. This will provide a per foot energy savings of approximately 15%, offset however by the additional square footage that will need to be heated and cooled in the C wing.

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

In August, 2016, Mott was approved by the Higher Learning Commission (HLC) to offer its Early Childhood Education and Accounting degree programs in a fully online delivery format where previously Mott was limited. This approval allows Mott to help meet a rapidly rising demand for online Early Childhood Education degree programs, and also allows the college to move additional programs online as needed, without prior HLC approval. The college is also participating in a pilot of Second Chance Pell and offering the Associate of Applied Science in Business Management and the Social Work Technician AAS degree at the Thumb Correctional Facility.

- f. Identify a maintenance schedule for major maintenance items in excess of \$1,000,000 for fiscal year 2021 through fiscal year 2025.

The planned replacement and maintenance schedule of HVAC systems and electrical primary systems over the next five years are each expected to cost over \$1,000,000 for FY 2021 through 2025, although no replacement, on its own, will exceed \$1,000,000.

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

For Fiscal Year 2019-20, \$1,422,000 was allocated for Non-Routine Maintenance.